

*St. Clare's Girls' School*  
聖嘉勒女書院



**Annual School Report  
2023-2024**

## I. Our School



St. Clare's Girls' School is a member of the Grant Schools Council using English as the medium of instruction (EMI) in most of the subjects. The school is located on Mount Davis Road, along a hill slope overlooking the sea, providing a serene and natural environment for students.

### A. School Philosophy

**“CLARE” means “BRIGHT LIGHT”**

**A LIGHT ..... A BEACON .....To guide our Clarians**

The school is dedicated to the whole-person development of students in the footsteps of our school patron saint **St. Clare**, a model of truth, honesty and simplicity; to inspire them to lead a full and meaningful life in the spirit of Christ and to become mature and responsible persons.

To this end, the school's motto “Veritas Vincit” or “Truth Conquers” aims at fostering in our students a critical mind and a caring heart so that they can become brightly shining light in the world.



### B. Vision and Mission

The School cherishes the vision that all Clarians will develop into mature and responsible persons possessing the qualities of simplicity, honesty and loyalty.

The Principal, together with a staff of dedicated and caring teachers, pledge to join hands with parents and members of the community to incorporate the spirit of love and service into education and work towards providing an environment imbued with care, encouragement and inspiration which will foster the moral, intellectual, physical, social, aesthetic and spiritual growth of our students.

### C. School Sponsoring Body & Brief History

St. Clare's Girls' School was founded in 1927 by Missionary Sisters of Our Lady of the Angels (天神之后傳教女修會).

Missionary Sisters of Our Lady of the Angels was founded at Lennoxville in Quebec, Canada in 1922, with the approval of the Most Reverend Paul LaRocque, Bishop of Sherbooke and by Mother Mary of the Sacred Heart. Mother Mary of the Sacred Heart was in Canton, China, when she conceived the desire to work for the establishment of a novitiate which would be especially dedicated to the training of native sisters and catechists.

The school was first located on Peace Street in Homantin, then moved to Sands Street in Kennedy Town, after that to Prospect Place on Bonham Road and finally to Mount Davis Road in 1959.

## D. School Management

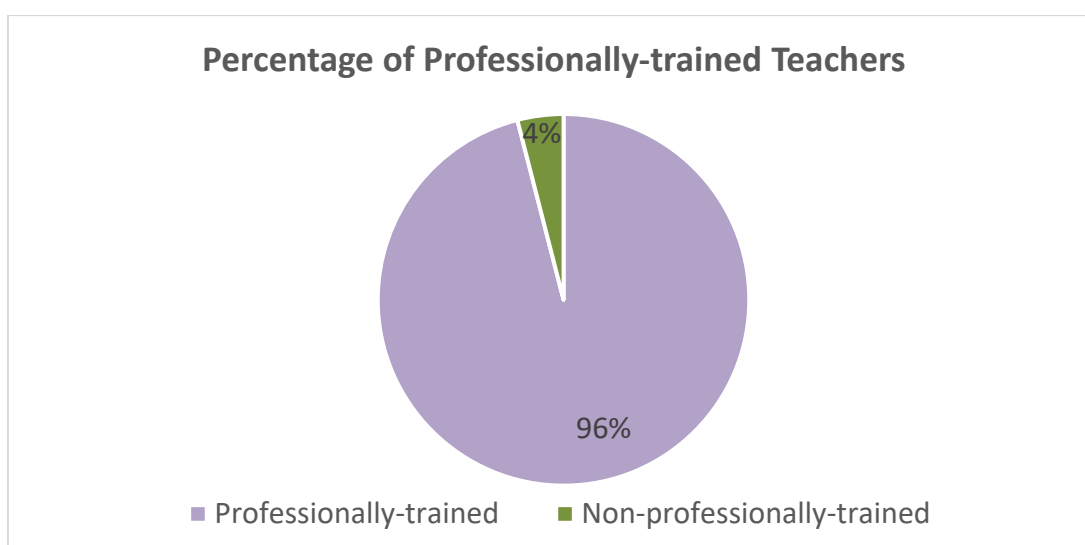
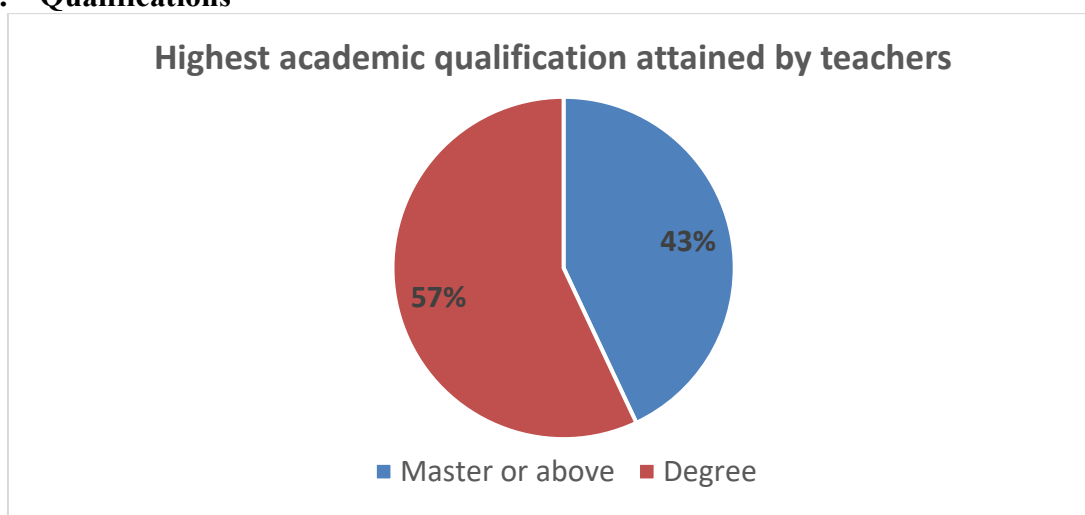
### 1. Members of the Incorporated Management Committee

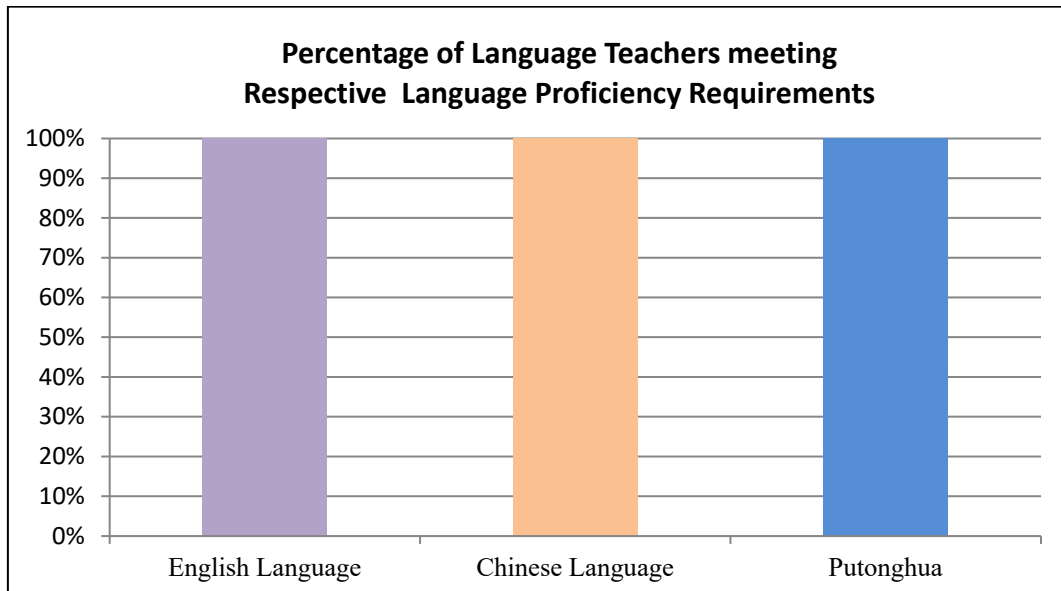
Ms. Shirley Wong	Supervisor, Chairman
Mrs. Cherry Chan	Principal, Ex-officio Member
Sr. Celina Yuen	SSB
Mrs. Grace Chan	SSB
Mr. Val Chow	SSB
Mrs. Celina Kwok	SSB
Dr. Susana Yuen	SSB
Mrs. Amy Liu	SSB
Sr. Rose Huang	SSB- Alternate
Dr. Eria Li	Independent
Mrs. Margaret Leung	Alumni
Ms. Brenda Fung	Teacher
Mr. Martin Ma	Teacher- Alternate
Ms. Fiona Tong	Parent
Ms. Margaret Tsang	Parent- Alternate

## E. Our Teachers

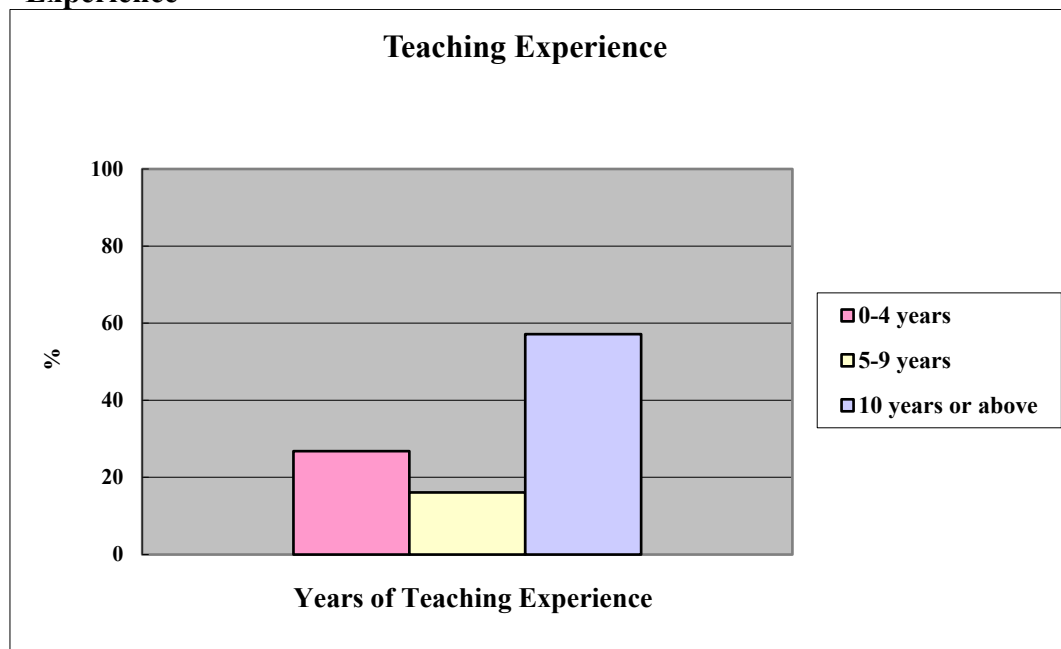
The school has a team of 56 teaching staff. Their experiences and qualifications are shown in the charts below:

### 1. Qualifications





## 2. Experience



## 3. Teachers' Professional Development

I. Several school-based staff professional development programs and sharing sessions with focused interests were conducted. Themes of the workshops were kept closely in line with the school's major concerns and updated educational philosophy. They are:

- a. Franciscan Family Teachers Day
- b. Student Development - Character Strengths and role of class teachers
- c. Learning and teaching - Questioning tech. and giving constructive feedback
- d. Professional Conduct of Teachers
- e. School self-evaluation and development planning
- f. SPD program for middle managers

These programs were in line with the school's major concerns, strategically addressing students' needs, and effectively enhancing the capacity of the teaching staff.

### II. Professional Learning Community

To further transform the school into a learning organization with a school culture emphasizing school self-improvement, our teachers took the initiative to take part in various university and school partnership projects for example:

Panel / KLA	Organizer	Partnership Project
English	EDB Language Learning Support Section	Learning Community for Secondary English Language Teachers: Integrating Curriculum Initiatives into the Secondary English Language Curriculum

The average number of Continuous Professional Development Hours is 57.8 hours.

### Our Students

#### 1. Number of Students and Class Structure

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Students	130	124	116	119	105	105	699

#### 2. Students' Attendance

Level	S1	S2	S3	S4	S5	S6	Average
2015-16	99.0%	98.8%	98.7%	98.1%	98.1%	96.7%	98.3%
2016-17	98.5%	98.8%	98.1%	98.3%	97.9%	96.4%	98.1%
2017-18	98.1%	97.1%	96.9%	97.3%	97.1%	94.8%	97.1%
2018-19	98.8%	97.7%	96.7%	98.0%	97.0%	95.7%	97.5%
2019-20	98.8%	99.0%	98.9%	98.4%	98.9%	95.2%	98.5%
2020-21	98.8%	98.5%	98.9%	98.0%	97.7%	96.8%	98.2%
2021-22	99.0%	98.9%	98.9%	98.5%	98.2%	95.9%	98.5%
2022-23	97.5%	96.9%	97.3%	96.1%	96.5%	96.7%	97.0%
2023-24	98.0%	97.3%	97.7%	96.1%	97.0%	95.0%	97.3%

#### 1. Pathways of S6 Graduates

##### Classification according to levels of study

Total Number of Graduates: 82

Level	Number of Graduates	%
Local Degree Programmes	53	64.63%
Local Sub-Degree Programmes	16	19.51%
Further Studies outside Hong Kong (excluding the Mainland, Taiwan and Macau)	7	8.54%
Full-time programmes outside Hong Kong (Mainland, Taiwan and Macau)	4	4.88%
Others	2	2.44%
Total	82	100.00%

## II. Achievements and Reflection on Major Concerns

### Major Concern I

#### To bolster students' capacity to grow and aspire

##### Focus 1: Teachers are empowered in their capacity

- (a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective thinking
- (i) Incorporate the school-based Values Education framework into the school's curriculum by
- creating a pilot scheme of lessons and activities that align with the framework
  - evaluating the resulting tried-out lessons and activities
- (ii) Organize teacher professional development workshops on "How character strengths can be used as a tool for positive affirmations to students"
- (b) To engage students with special educational needs
- (i) Encourage experienced teachers to attend EDB professional development workshops (both basic and advanced levels) on SEN
- (ii) Organize School-based SEN workshops for new teachers and class teachers.

##### Achievements

#### (a) Empowering Teachers and Integrating Values Education

##### 1. Integration of Values Education:

Teachers successfully integrated the school-based Values Education framework into various subjects. Feedback from teachers and students was overwhelmingly positive. Students particularly valued the introduction of experiential learning, enhancing their engagement in self-reflection and prompting suggestions for demonstrating positive values in daily life. For example:

- In Chinese History, students explored the moral lessons from historical figures, such as Da Yu's commitment to flood control and Wen Tianxiang's loyalty, which inspired them to reflect on how they can contribute positively to their school and country.
- In ERE and ERS, experiential learning activities on topics such as "My Career Aspiration" and "Smart Aging" provided new perspectives on moral issues through interactive games. Surveys indicated that students embraced values such as responsibility, integrity, empathy, and community service.

##### 2. Professional Development for Teachers:

Teachers actively participated in various workshops and thematic sharing sessions on values education, lesson planning, debriefing, and assessment, facilitated by the EDB. The ERE department also contributed teaching materials for the EDB's professional development programs. These opportunities have broadened teachers' perspectives and enhanced professional practice through exchanges with peers from other schools.

##### 3. Building a Professional Community:

The RME Committee fostered a professional community dedicated to promoting moral values through a whole-school approach. Committee members shared insights from their professional development experiences, reinforcing a collaborative culture focused on values education.

##### 4. Community Service Initiatives:

Service programs for junior students increased awareness of challenges faced by the elderly. Through experiential activities, students practiced kindness towards their grandparents and the community. Additionally, as part of a STEAM project, students designed prototypes considering the needs of the elderly and developed a community map highlighting locations serving ethnic minorities, demonstrating growing awareness and commitment to inclusivity.

### **5. Positive Impact on Teacher-Student Interactions:**

A significant majority of teachers (98.3%) reported enhanced confidence in using the character strengths approach to coach students, with 92.6% actively incorporating these strengths as positive affirmations. This shift has positively impacted teacher-student relationships, student behavior, and the overall school culture.

### **6. Stakeholder Feedback:**

The Teachers Stakeholders' Survey demonstrated positive feedback on the school's initiatives:

- Collaboration among subject panels and committees in implementing values education received a mean score of 4.1/5.
- Development priorities for facilitating students' whole-person development improved from 3.9 to 4.1.
- Professional development activities were well-aligned with school and student needs, with a mean score increase from 3.9 to 4.1.

### **(b) Engaging Students with Special Educational Needs (SEN)**

#### **1. Professional Development Initiatives:**

We have made significant strides in equipping teachers with the knowledge and skills necessary to engage students with SEN. An increasing number of teachers completed basic and advanced training programs on catering to students with SEN, equipping them with the knowledge and skills necessary to engage these students effectively.

#### **2. Collaborative Learning Opportunities:**

Collaborative opportunities were organized, allowing student guidance teachers, class teachers, and subject teachers to deepen their understanding of SEN support. Regular collaboration with the school-based educational psychologist and school social workers proved particularly beneficial. Teachers reported feeling empowered to address the diverse needs of students with SEN, fostering a more inclusive learning environment.

#### **3. Positive Stakeholder Feedback:**

Feedback from the Teachers, Parents, and Students Stakeholder Survey highlighted the school's success in creating a caring and supportive environment:

- A mean score of 4.2/5 from teachers and 4.1/5 from parents affirming that the school is a caring place.
- An improvement in mean scores regarding support for student development across all stakeholder groups compared to the previous year.
- An increase in the mean score for "My child likes her school," rising from 3.6 to 4.1.

### **Focus 2: Students build up and work towards their aspirations based on their understanding of their strengths, interests, and their enriched life experiences**

#### **(a) Activities for students**

- (iii) to learn about the different developmental stages in Career and Life Planning in school**
- (iv) to enrich their learning experiences related to their Career and Life Planning development**

#### **(b) Provide chances for students to reflect on their experiences to their character strengths by allocating time during class teacher periods**

### **Achievements**

#### **(a) Career and Life Planning Development:**

##### **1. Understanding Career and Life Planning:**

Students across all levels engaged deeply with the Career & Life Planning Roadmap, actively reflecting on their learning experiences and setting personal goals aligned with their developmental stages.

##### **2. Skill Development and Enriched Experiences:**

Students gained a better understanding of career planning and the importance of timely goal



review through workshops, broadened their perspectives on workplace values through programs focused on work ethics, acquired insights into further study opportunities and the significance of informed subject selection, and refined their aspirations and explored diverse career paths through mentorship programs and career days.

### 3. Understanding Work Ethics:

Workshops and interactive dramas enabled students to engage with real-world ethical scenarios, demonstrating a commitment to integrity and responsibility.

### 4. Survey Insights:

- 72% of students successfully set CLP goals according to roadmap themes.
- 86.3% of students acknowledged the variety of activities that enriched their learning experiences.
- Teachers rated the curriculum highly for facilitating whole-person development, with a mean score of 4.2/5.

## (b) Self-Reflection and Character Development

### 1. Enhanced Self-Reflection:

Students participated in WPD activities centered around “My Learning Log,” encouraging them to explore their strengths and interests through diverse experiences. This guided reflection enabled students to articulate their character strengths, recognize areas for improvement, and identify key focus areas for future activities.

### 2. Proactive Engagement:

Students demonstrated increased proactivity, reflection, and responsibility in their engagement with ECA, effectively utilizing “My Learning Log” to evaluate their performances and provide constructive feedback.

### 3. Demonstration of Character Strengths in Service Learning:

Students exhibited creativity, care, patience, problem-solving abilities, and leadership skills during service learning projects, demonstrating their character strengths such as courage, humanity, and justice.

### 4. Reflective Practices:

Survey results indicated that 74.1% of students identified their character strengths and areas for improvement through class activities, while 75.7% felt they had opportunities to practice and develop these strengths. Nearly 97.3% of students utilized learning logs for reflection, with alternative methods such as discussions and presentations also employed.

### 5. Teacher Feedback:

Teachers endorsed the effectiveness of class-based activities in building students’ character strengths, with 87.0% affirming the organization of diverse activities and 94.4% agreeing on the provision of reflective opportunities. Furthermore, 90.7% of teachers reported tracking students’ progress in personal development using “My Learning Log,” contributing to a proactive attitude towards self-improvement and aspiration building.

## Focus 3: Students are able to master self-management skills

### (a) Strengthen students’ emotional intelligence with a focus on emotional regulation and social awareness by

- launching gatekeeper project
- organizing themed activities, workshops, WPD programs

### (b) Empower students to gain competence in other self-management skills through

- CTs periods
- WPD programs
- cross KLA activities
- joint-committee programs

## Achievements

### (a) Strengthening Students’ Emotional Intelligence



### **1. Emotional Expression through Art:**

Students engaged in therapeutic activities that allowed them to convey their emotions positively, equipping them with new relaxation techniques and fostering an appreciation for managing stress through creative expression.

### **2. Development of Empathy and Communication Skills:**

The “Sunshine Squad” project fostered a positive school culture. Through participating in various activities such as the “Sunshine Broadcast” and “My Strength Corner,” students are enabled to reflect on their experiences and connect meaningfully with their peers.

### **3. Awareness of Mental Health and Resilience:**

The PERMA Day activities provided students with hands-on experiences that highlighted the components of happiness: positive emotions, engagement, relationships, meaning, and accomplishment. Through games and interactive booths, students practiced expressing gratitude and appreciation, while also acquiring self-relaxation skills and a sense of self-control.

### **4. Skill Development through Themed Activities:**

Themed activities across various year levels focused on enhancing well-being and equipping students with coping skills, addressing interpersonal skills, emotional regulation, time management, stress management, and decision-making skills.

### **5. Spiritual Well-being and Mindfulness:**

The RMC provided platforms for emotional expression through mindfulness activities, including Expressive Art Therapy Workshops and Spiritual Pastel Nagomi Art Workshops. Prayer services and hymn-singing sessions provided students with tranquil moments for reflection, contributing to students’ spiritual well-being.

### **6. Positive Feedback and Self-Reported Growth:**

Survey results indicate that 75.1% of students felt they could access different ways to cope with their emotions and stress. An impressive 95.3% of students expressed a willingness to listen to and comfort friends in need, while 87.4% reported knowing how to communicate effectively with peers during challenging times. Teachers noted that 88.9% of students became more aware of their well-being, with 83.3% learning to manage their emotions positively and 87.0% developing empathy and communication skills.

### **7. Parental Feedback:**

Parents recognized the school as a caring environment (4.1/5) and acknowledged the school’s success in fostering respectful and considerate interactions among students (4.0/5).

## **(b) Achievements in Mastering Self-Management Skills**

### **1. Subject-Related Activities:**

Students honed their problem-solving abilities by applying IT knowledge to real-world challenges, practiced time management and decision-making as they organized activities, and deepened their interest in technology while enhancing their practical skills in managing tasks and collaborating effectively.

### **2. Physical Education Initiatives:**

Students cultivated relaxation and stress management techniques through PE lessons, set their own learning goals, and took ownership of their learning.

### **3. Workshops and Campaigns:**

Students participated in workshops that provided practical strategies for organizing personal belongings and managing their workspace, and engaged in the annual Cleanliness Campaign, promoting a sense of responsibility and unity.

### **4. Development of Self-Management Skills through Competitions:**

Students demonstrated considerable growth in essential self-management skills, including time management, stress management, self-reflection, problem-solving, decision-making, and

self-motivation, by participating in various external competitions, such as the Hong Kong Academy for Gifted Education, the Wofoo Millennium Entrepreneurship Programme, and the Hong Kong Young Ambassador Scheme.

#### **5. Enhancement of Self-Management Skills among Student Leaders:**

Students developed essential self-management skills during WPD periods and debriefing sessions following Student-LED programs, demonstrating significant progress in their self-management capabilities.

#### **6. Feedback and Impact:**

The impact of these programs is evident in student feedback:

- Students reported applying various self-management skills through participation in school activities (70.0%), and acknowledged improvements in at least one self-management skill through continuous practice and reflection (74.5%).
- 92.6% of teachers affirmed their commitment to organizing experiences that enhance students' self-management skills, noting the opportunities provided for students to apply and refine their learning.

### **Reflection on Major Concern 1**

#### **To bolster students' capacity to grow and aspire**

##### **Strengths:**

- The school's commitment to empowering teachers and fostering a values-driven education that supports the holistic development of students is evident in the successful integration of the Values Education framework into the curriculum. This has positively influenced students' moral growth.
- Teachers effectively use character strengths as tools for positive affirmations, enabling students to recognize their abilities and address their weaknesses through goal setting and reflective practices.
- The enhancement of teachers' skills in supporting students with special educational needs has facilitated the integration of these students into mainstream classrooms. Students appreciate the empathy and understanding shown by teachers, making them more comfortable sharing their feelings.
- Students have thrived in enriching their learning experiences and developing vital skills and values related to career and life planning.
- Students have demonstrated their ability to identify and develop their strengths, utilizing reflective practices through learning logs.
- Students have made significant strides in strengthening their self-management skills, particularly in emotional regulation and social awareness.

##### **Areas of improvement:**

##### ● **Enhancing Student Values and Attitudes:**

The school aims to further develop student values and attitudes by integrating the values education curriculum into the School Development Plan (SDP) and Annual School Plan (ASP), focusing on two of the six primary values and attitudes each year.

##### ● **Strategic Planning and Integration:**

The SDP and ASP will serve as foundational documents that guide the school's vision, curriculum goals, and major concerns, emphasizing the nurturing of values and attitudes through values education across all subject areas and committees.

##### ● **Incorporating Character Strengths:**

The school will integrate character strengths into the values education curriculum to promote positive values and attitudes, fostering the development of a strong moral compass among students.

##### ● **Collaborative Enrichment Opportunities:**

The school will explore collaborations with various stakeholders to organize additional CLP-related activities, broadening students' exposure to diverse perspectives and strengthening the school community.

- **Promoting Healthy Lifestyle Practices:**

The school will continue to focus on students' healthy lifestyle habits and their confidence in managing emotions positively.

- **Enhancing Understanding of Self-Care:**

The school will address any gaps in students' understanding and practice of self-care, raising awareness about psychological well-being among students and enhancing their mental health literacy and resilience.

- **Collaborative Initiatives:**

The school will join the EDB 4Rs Charter and collaborate with parents and various stakeholders to implement concrete actions and organize related activities, supporting students in developing healthy living habits, providing them with more opportunities to relax and unwind, and helping them build positive interpersonal relationships.

## Major Concern II

### To enhance the effectiveness of learning and teaching for academic excellence

#### Focus I: Enhance motivation and learning capacity of students with different abilities and needs

##### (A) Enrich and motivate student learning

- Organize and streamline life-wide learning activities which are linked to the curriculum
- Conduct debriefing after the programs for students to reflect on their experience
- Encourage students to join various interschool competitions and learning activities
- Introduce more variety of assignments which demonstrates generic skills of students

##### (B) Encourage students to integrate knowledge from different subjects

- Organize cross-curricular programs
- Organize cross-curricular theme-based reading activities in reading time
- Arrange thematic book display in school library

##### (C) Enhance students' revision skills and develop good study habits

- Organize mass programs on revision skills
- Provide opportunities for students to practice those skills
- Engage students in daily revision by assigning pre-lesson tasks and post-lesson consolidation exercises
- Create a learning environment conducive to self-study

##### (D) Boost students' confidence in learning

- Encourage students to speak up in class
- Arrange more cooperative learning activities in class
- Teachers give more constructive feedback and encouragement to individual students
- Provide opportunities for parents to give encouragement to students

#### Achievements

##### (a) Students' learning experiences have been enriched through diversified learning activities inside and outside the classrooms

- A range of subject-related activities was organized by different panels to bring students out of the classrooms to enrich their learning e.g. visits, workshops, game booths, musical appreciation, drama performance, field trips and study tours.
- Panels also provided diverse opportunities to nurture students' talents and potential through participating in various competitions e.g. Maths competitions, drama competitions, Finance Literacy Competition, STEAM competitions and cooking competitions.
- There has been an increased % of students participating in territory-wide inter-school competitions (KPM 21: all categories in Junior; those relevant to national education, STEAM education & biliterate and trilingual communication in Senior)
- According to the stakeholder survey, 71.9% students agreed that the activities enhanced their

interest in the subjects. 98.2% teachers and 65.1% students agreed that the activities enhanced their motivation to learn.

- A variety of assignments developing students' generic skills was arranged in different subjects e.g. poster design, model making, video making, presentations, script writing, comic strip, bookmark design and book reports. Students produced quality work in those assignments which demonstrated their creativity, collaboration and presentation skills. Over 80% teachers responded that students showed interest in completing those assignments and they were motivated to study the subject.
- As reflected in the stakeholder survey, the mean scores of items 'I take an active role in learning inside and outside of the classroom' has increased slightly from 3.3 to 3.4; 'My students are deeply interested in learning' from 3.3 to 3.5; 'My students take the initiative to learn' from 3.2 to 3.5.

**(b) Cross-curricular programs were effective in helping students realize that knowledge from different subjects was connected and useful in understanding real-world situations.**

- Cross-curricular activities involving different subject panels were organized throughout the year: 中華文化周 [Chin+Chin Hist] / Academic Week [Sci+PSHE+Tech KLA +PE+Music+VA] / English Extravaganza (Eng + Lit in Eng)
- These three whole-school cross-curricular programs were well received by students and have successfully established themselves as prominent events throughout the year.
- A number of reading sessions with supplementary reading materials have been organized, covering interesting topics in different subjects. Students generally completed the reading materials and follow-up questions seriously.

**(c) Study skills of students have been enhanced through mass programs and daily learning tasks**

- Study skill workshops were organized in WPD time for S1, S4 & S5. Positive feedback was received from students on the content of the workshops. 94.9% participants agreed that the workshop materials and resources were helpful in supporting their learning experiences, and 95.9% participants responded that they would implement the study skills learned.
- Various strategies were tried out in subject panels e.g. making summary, vocabulary list, revision notes, which was found helpful (particularly for junior students) to develop students' habit and skills of organizing learning materials.
- Pre-lesson tasks were frequently assigned in different subjects to engage students and helped them develop the habit of preparing for lessons
- Over 70% teachers agreed that students had developed good study habits, including doing regular revision.
- The mean score of the item 'I often complete learning tasks, including homework, seriously' in the stakeholder survey has significantly increased from 2.7 to 3.7.

**(d) Efforts were made to give students opportunities to express themselves and strengthen their confidence**

- Panels have arranged various class activities to encourage students to speak up and enhance the interactions of the lesson e.g. read aloud, group discussions and presentations
- As revealed in assignment inspection, teachers always give constructive feedback to guide students to improve. Sharing of good work has also become a common practice.
- Parents were invited to give encouragement to their daughters after uniform tests and examinations.
- About 70% teachers responded that students showed confidence in their learning.
- As observed in various student activities e.g. debating competition and quiz competitions, some students were able to respond confidently and promptly on stage.

## **Focus II: Develop and maintain the quality of teaching through enhancing the capacity of teachers**

- (A) **Consolidate teachers' techniques in questioning, classroom management and providing constructive feedback**
- Organize Staff Professional Development programs
  - Conduct peer lesson observation with focus on the above techniques
  - Sharing of good practices in staff/panel meetings
- (B) **Strengthen the support to new teachers on teaching strategies**
- Conduct peer lesson observation and provide timely feedback
  - Encourage new teachers to attend courses on teaching strategies
- (C) **Raise the effectiveness of e-learning for students' self-directed learning**
- Collect regularly suggestions from teachers on their needs of e-learning tools
  - Introduce to teachers effective use of e-learning tools
  - Enrich students' online learning resources for students' self-directed learning
- (D) **Enhance the collaboration among subjects in the same KLA in curriculum development and sharing of teaching pedagogies through regular KAL meetings**

### **Achievements**

- (a) **Enhanced questioning techniques and constructive feedback from teachers have supported students' learning**
- Teachers have benefited from professional development programs, both within the school and through external support, which have refreshed their skills and knowledge.
  - Peer lesson observation and sharing in panel meetings have become a routine in most panels, and a culture of sharing and collaboration has been established among teachers.
  - New teachers were supported by arranging extra lesson observation and assignment inspection; feedback was given to refresh teachers' pedagogical concepts and their application in real classroom setting
  - The mean scores of the following items in the stakeholder survey have significantly increased:
    - 'The PD activities for teachers organized by the school are very helpful to my work'(from 3.5 to 3.9);
    - 'The school has developed an ambience of professional exchange'(from 3.6 to 4.0)
  - 'Teachers' questions inspire my thinking inside and outside of the classroom'(from 3.0 to 3.3)
  - 'Teachers often provide suggestions on my performance and let me know how to improve' (from 2.9 to 3.4)
- (b) **Collaboration among teachers within the same subject area has been strengthened, leading to improved teaching practices and curriculum development.**
- Regular meetings on curriculum development and sharing of teaching pedagogies have been held in most KLAs. Through joining support program by external institutes (e.g. PSHE: PolyU LAC program / Eng: EDB Learning Community), the collaboration among different subjects in the same KLA and the roles of KLA coordinator have been strengthened.
  - 90.7% teachers agreed that teachers from different subjects in the same KLA collaborated closely in curriculum development and supporting student learning.
- (c) **Teachers have increased competence and confidence in conducting e-learning, utilizing common platforms and enriching resources for self-directed learning.**
- Teachers have developed a habit of sharing teaching materials through the common online platform
  - Many panels have enriched their e-learning resources e.g. online MC practices, teaching videos for self-directed learning of students
  - 92.6% teachers agreed that students had made use of the e-learning materials to enrich their learning

### **Focus III: Review the curriculum and modes of assessment to ensure that they are in line with current education initiatives**

- (A) **Identify and incorporate (where appropriate) into scheme of work the core values which are in line with the school values education framework**
- (B) **Review, update and implement the curriculum and teaching materials of National Security Education**

#### **Achievements**

- (a) **Elements of Values Education and National Security Education have been incorporated into the curriculum of all subjects**
- All panels have identified and incorporated in their scheme of work the relevant core values.
  - All teachers responded that they had incorporated in their teaching the core values.
  - Panel heads have reviewed regularly the materials to ensure that they are in line with the guidelines.
  - A few panels (Chinese / ERS / Chin Hist) have conducted lesson sharing on values education.
  - Close to 70% students responded that they had become more aware of the country's development and importance of upholding national security.
  - 96.3% teachers agreed that students demonstrated understanding and appreciation of the concerned values

#### **Reflection on Major Concern II:**

#### **To enhance the effectiveness of learning and teaching for academic excellence**

##### **Strengths:**

- Diversified subject-related activities like outings and workshops have increased students' interest in their studies. A wider range of assignments has been introduced to develop students' generic skills, leading to demonstrated creativity and collaboration.
- Cross-curricular programs have helped students apply knowledge beyond the classroom and expand their learning. Students have been equipped with various study skills.
- Teachers have benefited from professional development, improving their skills, knowledge, and use of effective questioning and feedback. A culture of professional exchange has been fostered through peer lesson observation and sharing.
- Collaboration among teachers in the same KLA has strengthened teaching practices and curriculum development. Teachers have increased competence in e-learning, utilizing platforms and resources to support student self-directed learning.
- The curriculum and assessment of relevant subjects have been reviewed and revised to align with latest requirements. School-based initiatives like "Reading across the Curriculum" and "STEAM Education" have equipped students with essential skills and increased interest in STEAM subjects. National Security Education and Values Education have been incorporated across subjects, with teachers developing relevant materials.

##### **Areas of improvement:**

- Diverse life-wide learning activities will continue to be provided to enrich student learning, with a stronger connection to the curriculum and the implementation of more structured reflection and debriefing sessions following each event.
- A wider range of assignments targeting the development of students' generic skills will be explored and created. Improved coordination will be in place to prevent students from being overwhelmed

by excessive workload.

- The content of study skill workshops will be shared with subject teachers to enable them to create relevant teaching materials for students to effectively apply those skills.
- Effective strategies will be devised to boost students' sense of achievement, self-perception of learning ability, and academic performance.
- Tailored professional development programs will continue to be organized to address the specific needs of teachers, with the aim of maintaining an environment of professional exchange and promoting the development of the school as a professional learning community.
- Considering the rapid advancements in AI and the cyber world, strategies will be devised to further enhance students' information literacy and provide them with guidance on the proper usage of AI to augment their learning.
- Efforts will be made to further enhance the implementation of National Security Education and Values Education by developing methods to evaluate their effectiveness and ensure the attainment of the ultimate goals of practicing these values in students' daily lives.



### III. Learning and Teaching

#### A. Curriculum Policy

In order to reach the goal of developing well-educated learners who are able to meet future challenges, the curriculum is designed with the following emphasis:

- ★ Enabling students to attain knowledge and skills in diverse fields so that they will be able to actively explore their own academic pursuits and career paths;
- ★ Promoting the well-balanced development of the mind and body and offering opportunities for students to discover their own potential for self-actualization;
- ★ Cultivating self-directed learning and high-order thinking skills, (critical thinking, problem-solving, decision-making, creativity and systems thinking), necessary for self-motivated learning and daily life;
- ★ Providing students with a wide range of learning experiences conducive to the understanding of the diverse world.

#### B. Our Curriculum Structure

Our school offered the following curriculum leading to the HKDSE Examination.

KLA	Subjects	S1	S2	S3	S4	S5	S6
English Language Education	<b>English Language</b>	✓	✓	✓	✓	✓	✓
	Literature in English	✓	✓	✓	*	*	*
Chinese Language Education	<b>Chinese Language</b>	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	-	-	-	-
Mathematics Education	<b>Mathematics</b>	✓	✓	✓	✓	✓	✓
	Mathematics Extended Module	-	-	-	*	*	*
Science Education	Junior Science	✓	✓	-	-	-	-
	Junior Science (Phy/Chem/Bio)	-	-	✓	-	-	-
	Physics	-	-	-	*	*	*
	Chemistry	-	-	-	*	*	*
	Biology	-	-	-	*	*	*
Technology Education	Information & Communication Technology	-	-	-	*	*	*
	Computer Literacy	✓	✓	✓	-	-	-
	Technology and Living	✓	✓	✓	*	*	*
	Business and Management	-	-	✓	-	-	-
	BAFS	-	-	-	*	*	*
Personal, Social and Humanities Education	Life and Society	✓	✓	✓	-	-	-
	Citizenship and Social Development	-	-	-	✓	✓	✓
	Liberal Studies	-	-	-	-	-	✓
	Chinese History	✓	✓	✓	*	*	*
	Economics and Commerce	-	-	✓	-	-	-
	Economics	-	-	-	*	*	*
	Geography	✓	✓	✓	*	*	*

	History	✓	✓	✓	*	*	*
Religious Education	Ethics and Religious Education	✓	✓	✓	✓	✓	✓
	Ethics and Religious Studies(HKDSE)	-	-	-	*	*	*
Arts Education	Music	✓	✓	✓	-	-	-
	Visual Arts	✓	✓	✓	*	*	*
Physical Education	P.E.	✓	✓	✓	✓	✓	✓

\*: Elective Subject    ✓: Compulsory Subject

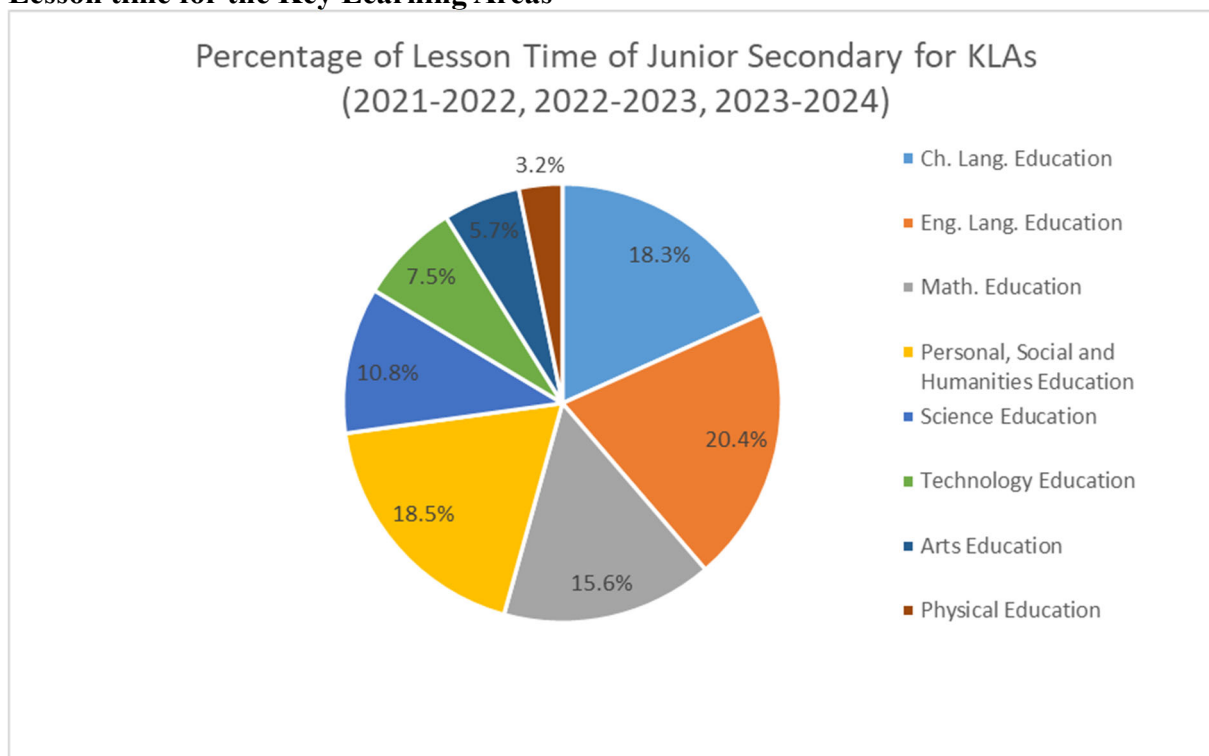
### C. Assessment Policy and Supportive Measures

We believe that the key purpose of assessment is to move students on in their learning, thus, continued monitoring and appropriate supportive measures are stressed. Both formative and summative assessments are incorporated. Students are assessed through their portfolios as well as their performance in class, homework, tests, examinations, etc. To cater for students' diverse learning needs, there were also remedial classes and enhancement programs for Chinese, Mathematics and English in various forms. To cater for the needs of the gifted students, the school has set up the Gifted Education Committee to co-ordinate various programs both inside and outside school. For junior forms and senior forms, students of outstanding abilities were invited to join a special program called "Accelerated Learners" where they were given ample opportunities to develop their potential through selective training courses and competitions. As for senior forms, more able students were provided with extra resources and support to enable them to set and achieve higher goals.

### D. Number of School Days

S1-S6	Number
No. of School Days	192
No. of Holidays	90

### E. Lesson time for the Key Learning Areas



**F. I.T. in Education**

- The school continuously participated in the "Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support" during the 2023/24 school year. This initiative allowed the school to loan mobile computer devices to needy students, ensuring that all students had equal opportunities to access online learning.
- To align with the latest curriculum on Artificial Intelligence (AI) for Junior Secondary Level, all S1 and S2 students participated in the CUHK Jockey Club AI for the Future Project organized by The Chinese University of Hong Kong in the 2023-24 academic year. This project provides our students with opportunities to develop technological literacy, problem-solving abilities, computational thinking, and ethical considerations regarding Artificial Intelligence (AI).
- The computer systems, including software and hardware, in the school were regularly reviewed and updated to meet IT security requirements. Teachers and students could effectively use the computer system and e-Learning tools for their learning and teaching. The school has consistently adopted an integrated e-Learning platform (Microsoft Office 365) to provide a standardized platform for hybrid learning and teaching.

## IV. Other Learning Experiences

### A. Whole-person Development Programs

Rooted in Catholic core values, our school has adopted a whole-school approach to Whole Person Development (WPD), which aims to nurture our girls into loving, caring, and upright individuals who practice the Four Cardinal Virtues of Prudence, Justice, Fortitude, and Temperance in their daily lives.

We place significant emphasis on values education, experiential learning, and the formation of positive habits. Our theme-based program follows a spiral curriculum, which incorporates tailor-made activities, informative talks, and interactive workshops. Each year, both the themes and activities are updated to align with the evolving needs of our students and to address the school's primary concerns for that particular year.

### Whole Person Development at St. Clare's Girls' School

Theme / Level	S1	S2	S.3	S4	S5	S6
<b>(a) Student Guidance</b>	(1) S1 Adaptation Program (2) Emotional Intelligence (3) Positive Me (4) Goal Setting (5) Interpersonal relationship (6) Inclusive Culture (7) Sex Education (8) Media and Information Literacy	(1) Emotional Intelligence (2) Goal Setting (3) Interpersonal relationship (4) Inclusive Culture (5) Sex Education (6) Media and Information Literacy	(1) Emotional Intelligence (2) Goal Setting (3) Inclusive Culture (4) Sex Education (5) Stress and Time Management (6) Media and Information Literacy	(1) S4 Adaptation Program (2) Emotional Intelligence (3) Goal Setting (4) Sex Education (5) Stress Management	(1) Emotional Intelligence (2) Goal Setting (3) Resilience Building (4) Sex Education	(1) Towards adulthood (2) Emotional Intelligence (3) Sex Education (4) Stress Management
<b>(b) Religious, Moral and Civic Education</b>	(1) Religious services – prayer, mass, liturgies and religious learning experiences (2) Five core values of Catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education

	<p>Education (3) Four Cardinal virtues &amp; catholic core values (4) Care for oneself (5) National identity and National Security Education</p>	<p>(3) Four Cardinal virtues &amp; catholic core values (4) Go into Sheep pen (5) Work Ethics (6) National identity and National Security Education</p>	<p>Education (3) Four Cardinal virtues &amp; catholic core values (4) National identity and National Security Education</p>	<p>(3) Four Cardinal virtues &amp; catholic core values (4) Be an upright and law-abiding citizen (5) Be good to our body mind and Soul: Expressive Art Program (6) National identity and National Security Education</p>	<p>Education (3) Four Cardinal virtues &amp; catholic core values (4) Be an upright and law-abiding citizen (5) National identity and National Security Education</p>	<p>(3) Four Cardinal virtues &amp; catholic core values (4) Cherish the past with gratitude , Embrace the future with hope (5) Social Etiquette (6) National identity and National Security Education</p>
<b>(c) Career and Life Planning</b>	<p>(1) Goal Setting (respond to CLP Roadmap) (2) Understanding what is CLP</p>	<p>(1) Goal Setting (respond to CLP Roadmap) (2) Understanding the work world (3) Work ethics</p>	<p>(1) Goal Setting (respond to CLP Roadmap) (2) Subject selection</p>	<p>(1) Goal Setting (respond to CLP Roadmap) (2) OLE Mapping (3) Preparation of SLP</p>	<p>(1) Goal Setting (respond to CLP Roadmap) (2) OLE Mapping (3) Preparation of SLP (4) Multiple pathways: making choices</p>	<p>(1) JUPAS strategies &amp; interviews</p>
<b>(d) Community Service</b>	<p>(1) Bright Light Project</p>	<p>(1) Bright Light Project</p>	<p>(1) Bright Light Project</p>	<p>(1) Care for the community: Service Learning workshops &amp; project</p>	<p>(1) Care for the community: Service Learning workshops &amp; project</p>	-
<b>(e) Health and Environmental Education</b>	<p>(1) Physical Health – Diet &amp; Exercise (2) Say Goodbye to Clutter (3) Care for the environment</p>	<p>(1) Physical Health – Diet &amp; Exercise (2) Care for the environment</p>	<p>(1) Physical Health – Diet &amp; Exercise (2) Care for the environment</p>	<p>(1) Physical Health – Diet &amp; Exercise (2) Care for the environment</p>	<p>(1) Physical Health – Diet &amp; Exercise (2) Care for the environment</p>	-

<p><b>(f) Leadership</b></p>	<p>(1) Leader in me: Six levels of reflection &amp; courage and communication                  (2) Unlocking potential: Clarians Got Talent                  (3) To learn to respect different cultures &amp; serve the needy: Whirl the World                  (4) To develop leadership &amp; interpersonal skills: House activities</p>	<p>(1) Leader in me: Six levels of reflection &amp; striving for improvement and energizing                  (2) Unlocking potential: Clarians Got Talent                  (3) To learn to respect different cultures &amp; serve the needy: Whirl the World                  (4) To develop leadership &amp; interpersonal skills: House activities</p>	<p>(1) Leader in me: Six levels of reflection &amp; communication, confidence and perseverance                  (2) Unlocking potential: Clarians Got Talent                  (3) To learn to respect different cultures &amp; serve the needy: Whirl the World                  (4) To develop leadership &amp; interpersonal skills: House activities</p>	<p>(1) Leader in me: towards organizing Student-LED activities                  (2) Unlocking potential: Clarians Got Talent                  (3) To learn to respect different cultures &amp; serve the needy: Whirl the World                  (4) To develop leadership &amp; interpersonal skills: House activities</p>	<p>(1) Leader in me: towards organizing Student-LED activities                  (2) Unlocking potential: Clarians Got Talent                  (3) To learn to respect different cultures &amp; serve the needy: Whirl the World                  (4) To develop leadership &amp; interpersonal skills: House activities</p>	<p>-</p>
<p><b>(g) Gifted Education</b></p>	<p>(1) Learn to learn skills: Categorization and the use of visual organizers</p>	<p>(1) Active Reading and Knowledge Construction</p>	<p>(1) Learn to learn skills: Revision skills</p>	<p>(1) Explore the world through active reading</p>	<p>(1) Exploring the world through active reading</p>	<p>-</p>
<p><b>(h) Others</b></p>	<p>(1) Self-management skills building                  (2) Reading to Learn: Authors Sharing &amp; Talks</p>	<p>(1) Reading to Learn: Authors Sharing &amp; Talks</p>	<p>-</p>	<p>-</p>	<p>(1) Reading to Learn: Authors Sharing &amp; Talks</p>	<p>-</p>

## B. Co-curricular Activities

### 1. English Language Activities

As we recognize that arranging engaging English activities is crucial for enhancing language skills, we have aimed to immerse students in diverse English experiences, be it through debates, game booths, study tour or writing competitions. Through these, students have gained invaluable opportunities to express themselves and connect with peers. We look forward to encouraging more and more students to participate and discover the joy of mastering the English language.

#### *English-rich activities*

##### *a. Achievements in 75th Hong Kong Speech Festival 2023-2024*

With 42 students the English Speech Festival, and each student entitled for a school subsidy of \$100 for application, students' participation became more positive. Our students entered each category competitively and the result was encouraging. There were 4 prizes in the First Place, 5 in the Second Place and 4 in the Third Place in various categories in Solo Verse Speaking and Dramatic Duologue and Shakespeare Monologue. It is expected English teacher will also train a class of students for the choral speaking to enhance participation in 2024/25.

##### *b. English Week*

The English Week, titled "English Extravaganza," was organized from April 29 to May 3, 2024. To acknowledge our students' achievements in English spelling, a Spelling Bee Competition was held, with two competitors from each S.4-S.5 class advancing to the final knockout round to determine this year's "Spelling Champion".

Moreover, the English Society hosted an English Songs Karaoke Singing event in the hall. Students, as well as English and non-English teachers, dedicated English songs to their classmates, who enthusiastically sang along.

To provide an academic platform for our students to showcase their elegance and wit in speaking, a Debating Competition was held on the motion "*Disneyland is where your dreams come true.*" Both the affirmative and negative teams were able to present strong yet interesting arguments relevant to their generation, delivering their points and counterarguments in a persuasive and articulate manner.

##### *c. Study Tour*

Co-organized by the English Language Department and Cambridge Programmes, 14 students from S2 to S5 embarked on a study tour to Cambridge, UK, from August 11 to 24, 2024. This Cambridge campus-based programme offered students an immersive learning experience that is integral to their future educational aspirations, as they were enrolled in a range of subject-specific activities including Academic English, Law, Medicine, History, and Engineering (AI). The two-week programme offered both the competitive and friendly learning environment and it was encouraging that our students were awarded the Best Poet Award and Best Effort Award in the Academic English, the Best Student Award in the Medicine, and the Best AI Project Award in the Engineering (AI). Alongside the educational programmes, the students also had the chance to experience local cultural events, such as watching a Shakespearean play '*A Midsummer Night's Dream*' in King's College Garden and attending a traditional Burns Night celebration. They also explored famous sightseeing places in the UK, such as watching '*The Phantom of the Opera*' at Her Majesty's Theatre in London and visiting Radcliffe Camera in Oxford. Overall, the Cambridge Programmes study tour provided students with a wonderful taste of the university life, expanding their worldview in academia and aspiring them to become open-minded global citizens.



**d. *The Learning Community (EDB) for English Language Teachers***

The Learning Community consisted of 20 schools, aiming to explore how to implement the latest educational initiatives into our current English curriculum. Activities led schools of different background and abilities were showcased to participating schools through seminars, school visits and workshops, with emphasis on topics such as the implementation of Language across the Curriculum, Career and Life Planning Education and Values Education.

To enhance professional exchange, our Panel Head invited EDB officers and English teachers from other schools to an open lesson targeted at thinking skills and media literacy based on the S.4 topic on plastic surgery on 9 May 2024. The experience was fruitful as participating teachers shared thoughts and ideas to refine pedagogical theories and strategies on English teaching through school visitations.

**e. *Tung Wah Group of Hospitals “Good People, Good Deeds: English Writing Competition 2023-24***

To provide students with the opportunity to put into practice universal moral values and the spirit of humanity, and to promote students’ interest in writing and the use of English language, the Competition provides young writers with a platform to explore the world of writing and to infuse positive energy into society. One of our students, Irene Kung, has been selected as one of the Top Ten students in Senior Level, competing for the winner which will be announced in the Award Presentation Ceremony on 7 September 2024.

**Co-curricular Activities**

**a. *Evaluation Study on the Implementation of the Fine-tuned Medium of Instruction Arrangements***

Commissioned by the EDB, an evaluation study on the implementation of the fine-tuned medium of instruction arrangements has commenced over the three-year course. As we have finished the second year and entered the third year, student questionnaires, standardized tests, interviews and school report will be collected similar to the previous years. The Study team has been analysing the data and aim to provide the school with a brief report by December 2024.

**b. *Whole-Person Development Day***

The programme allowed all the students to alternate between watching school-based drama performances and engage in booth games enhanced by technology in eight classrooms arranged by English teachers and student helpers. This did not only provide students with many Disney-themed fun and language-filled games, students also gained valuable experience in developing their teamwork and leadership skills.

**2. *Literature in English Activities***

Our school has a long history of offering the subject of Literature in English to all students from S1 to S6. We aim at enabling students to appreciate literary works and the English language. These activities help cultivate a good English learning environment in the school.

As part of the departmental tradition, inter-class drama competitions and a film project competition based on the Shakespearean plays were organized for S1 – S2 and S3 students respectively to encourage the expression of creativity and artistic talents. The inter-class drama competitions aim at developing students’ confidence in communication and speaking English. Students were introduced to the basics of stage directing, backstage management as well as lighting and sound effects. The S1 students performed *Twelfth Night* and *The Tempest* whereas the S2 students performed *Macbeth* and *A Midsummer Night’s Dream*.

Some students did exceptionally well and they made good use of their acting skills, blocking, make-up, costumes, and special effects to enhance their performances. The S3 Premiere Show cum Prize Presentation provides a platform for students to share their learning outcomes with others and the certificates given acknowledged students' hard work in the competitions.

A total of 27 entries from S4 and S5 students taking Literature in English as well as some proliferate writers in the junior forms joined the Budding Poets (English) Awards 2024 by submitting creative poems to the Academy of Gifted Education. This competition encourages students to write creative poetry. Drafts were submitted to their teacher for feedback and students had to improve their poems accordingly before the online submission to the organisation. Leung Yan Kei Katie from 4A received an Honourable Mention in the competition whereas Wong Ka Lai Olivia from 5M received the Silver Award in the Open Section and she was selected as the Poet of the School.

With the support of LWL Grant, the Literature in English Department invited Dove Tails Theatre Company, a professional theatre group in Hong Kong, to stage the play Hamlet at our school on 28 June 2024. The performance immersed our students in the theatrical world of Shakespeare, enabling them to experience a range of emotions and connect with the characters on a deeper level. The cast members reflected that our students were one of the best audience members they had ever had as they had shown keen participation and were highly motivated to interact with the performers. The show served as an educational and inspiring experience, broadening their understanding of the theatrical arts and its potential for storytelling.

The English Drama Club is an integral part of the Literature in English Department. The activities organized by the English Drama Club aimed at promoting students' love for literature and passion for drama. The club once again emerged victorious at the Drama Fest organised by the Association of English-medium Instruction (EMI) Schools. This marked the fourth time that our school won the Outstanding Performance Award despite the cutthroat competition among five prestigious EMI schools in Hong Kong. Our school's English Drama Club put on a stunning performance that impressed the judges and earned them several accolades. Venus Chung, the main actress, won the Best Performer Award. These remarkable achievements were a testament to the tireless efforts of the English Drama Club members, who had been working tirelessly for months to perfect their performances and hone their skills. Their hard work and dedication were paid off in this prestigious competition, and we were incredibly proud of them.

### 3. Chinese Cultural Week

This year's theme for the Chinese Cultural Week "Chinese Culture in Daily Life" organized by Chinese Panel, Chinese History Panel and Citizenship and Social Development Panel. It aims to provide students with a respite from their rigorous academic pursuits and to explore the various manifestations of Chinese culture in daily life from diverse perspectives, and to deepen students' appreciation and sense of belonging to Chinese culture.

Activities included "Chinese Scholars" (「中華狀元紅」) quiz competition; introduction to and trial of Han-style clothing(漢服介紹及試穿); film appreciation session featuring "I Am What I Am"(雄獅少年); Chinese debate performance; fan calligraphy workshop(團扇書法工作坊); and library book exhibition. In the public speaking skills workshop, the school invited Vivek Mahbubani as a guest speaker to impart valuable insights into effective speaking techniques, which greatly benefited the students.

The majority of colleagues within the department concur that the arrangements for the

Chinese Culture Week are exemplary, offering a rich array of activities that foster a joyful atmosphere and fulfill the objectives of the event.

#### 4. Academic Week

Academic Week is an annual event featuring a series of activities centered around a common theme, fostering collaboration among various subject panels, including Mathematics, Science, Technology, and PSHE KLA. This event aims to help students appreciate how knowledge from different subjects can enhance their understanding of everyday issues and facilitate the integration of diverse concepts.

Activities during the week (4 Mar – 7 Mar 2024) included exhibitions and game booths organized by different subjects under the theme "The Olympic Games", library book display, an interclass quiz competition, and a bow design and archery tournament. These events provided students with opportunities to showcase their creativity and teamwork, making Academic Week a vibrant celebration of interdisciplinary learning.

#### 5. STEAM Education

The school continuously implemented the S2 STEAM Education curriculum to cater to the unique needs and interests of Clarians, with a focus on addressing social problems in Hong Kong. The primary objectives of our STEAM curriculum are to provide students with opportunities to integrate knowledge from different Key Learning Areas (KLAs), including Junior Science, Mathematics, Life and Society, Computer Literacy, and Visual Arts. It also aims to encourage students to solve problems using their creativity, collaboration, problem-solving, and presentation skills, while practicing the six elements of PICKER (Problem-solving, Investigation, Collaboration, Knowledge, Engineering, and Refinement).

A series of STEAM workshops organized by the JC Volunteer programme was held on 22 January 2024, 27 February 2024 and 11 March 2024 for S2 students. The workshops aimed to help students understand and experience the challenges faced by the elderly, and to apply experiential learning and technology skills in creating products that could assist the elderly. The final presentation of the prototypes took place during the S2 STEAM lessons.

Sixteen S2 students were invited to join Stage 3 of the JC Volunteer program. The program aims to provide an experiential learning curriculum to nurture future service leaders among our students. Following a structured "Plan-Serve-Reflect" approach, students gained a deeper understanding of various social issues, identified community needs, and took practical steps to serve the community.

Students were also encouraged to participate actively in various competitions with the guidance of teachers.

- Two groups of students (five senior form and five junior form students) participated in the CUHK Secondary School Think and Create Competition organized by The Chinese University of Hong Kong. One of the groups entered the final round presentation on 14 March 2024. This competition provided an opportunity for the students to apply their knowledge of Artificial Intelligence (AI) to their prototype called "Emotocard," which aims to help people with Down Syndrome relieve their stress and express their feelings. The group was among the top 10 finalists and awarded a merit prize in the competition.
- A group of S4 students participated in the IdeaPOP! 2024 Hong Kong Secondary School Students Startup Pitch Competition organized by the Seed Foundation. The competition aimed to nurture students' creativity, collaboration, self-confidence, problem-solving skills, and the integration of knowledge into real life. The group created a project called "Dog Saver," which aimed to provide assistance to dogs. The group was awarded the Excellence in Innovation Award in the competition.
- Two groups of junior form students, consisting of eight S2 students, participated in the

JPC X BOC STEM-UP Hong Kong Innovation and Technology competition. Both groups were awarded a merit prize in the competition.

- A group of S4 students participated in the Igniting Social Innovation Competition 2024 organized by the Hong Kong Polytechnic University. This competition aims to raise students' awareness of pressing social issues faced by Hong Kong citizens and people globally. Students have the opportunity to utilize the CAVE/HiVE facilities to create a solution that addresses a social issue in Hong Kong. The group was among the top 10 finalists and awarded a merit prize in the competition.
- Six S4 students participated in Senior Secondary Python Programming Contest organized by the Hong Kong Polytechnic University. This contest aims to foster the spirit of learning programming and enhance the ability of students to solve problems efficiently. By engaging in the process of program development, students accumulate a sense of satisfaction when they successfully overcome challenges, which will fuel their motivation to pursue further growth and development.

## C. Support for Student Development

### 1. School Culture

Guided by the mission and vision of the school, along with the core values of Catholic education, we have successfully cultivated a positive school culture through various initiatives and activities. Our primary objective is to provide a safe and nurturing learning environment that facilitates students' personal growth and character formation. We emphasize the importance of understanding and practicing the four Cardinal Virtues: Prudence, Justice, Fortitude, and Temperance, as well as the five Catholic Education Values: Justice, Truth, Love, Life, and Family. These values are consistently integrated into our core themes and school motto.

We adopt a whole-school approach to instill Christian values and promote a positive attitude among students, nurturing them to become caring, confident, positive, and respectful individuals. Additionally, we have implemented measures to create an inclusive learning environment that caters to students of diverse nationalities, abilities, and strengths, encouraging collaboration and mutual support among all students.

#### (a) Class Teachers

The twin class teacher system continues to effectively provide quality classroom care to students, with each teacher assuming multiple and complementary roles in mentoring students in areas such as guidance, discipline, career and life planning, and civic education. Building a positive class culture has been a key focus for the is academic year. To create dedicated time and space for this purpose, we introduced two Class Teacher Periods during Whole Person Development (WPD) time, eliminating the need for lining up on Tuesdays and Thursdays. This adjustment allows teachers to devote more time to addressing students' needs. In addition to class-related responsibilities, class teachers also follow up on WPD programs, reading-to-learn initiatives, morning broadcasts, religious and moral education programs, and various other activities.

#### (b) Whole Person Development

In addition to regular themes related to personal growth, community service, civic education, health and environmental education, interpersonal relationships, sex education, and religious and moral education, the school recognizes the importance of incorporating positive psychology into the Whole Person Development (WPD) program. This addition aims to equip students with the necessary skills and mindset to effectively navigate and embrace the challenges they encounter in life, particularly in light of the global coronavirus pandemic.

Positive life education, guided by principles of positive psychology, is delivered through the collaborative efforts of various committees and panels within the school. These groups work together to design and implement programs that promote well-being, resilience, and positive mental health among students. By leveraging available resources

and support, the school ensures that students have access to valuable tools and strategies for maintaining a positive outlook and navigating difficult situations.

To further support students' holistic development, the Student Guidance Committee and the school-based social worker play a crucial role in providing additional support services, particularly to students with special educational needs (SEN). Through online platforms, these professionals offer guidance, counseling, and resources tailored to the unique needs of SEN students, ensuring that they receive the necessary support to thrive academically, socially, and emotionally.

The integration of positive psychology into the WPD program, along with the dedicated support provided by the Student Guidance Committee and school-based social workers, strengthens the school's commitment to fostering the well-rounded development of each student. By addressing their mental health, emotional well-being, and individual needs, the school aims to empower students to overcome challenges, build resilience, and cultivate a positive mindset that will serve them well throughout their lives.

## **2. Further Strengthening the Holistic Approach to Student Development**

The school places great emphasis on the holistic development of students, recognizing that their growth extends beyond academic success. We firmly believe in the importance of experiential learning and leadership qualities in every individual. Consequently, we have developed comprehensive policies and actively sought resources and support from parents, alumnae, the community, government, and non-governmental organizations to enhance our students' exposure and experiences in various domains, including extra-curricular activities, religious and moral education, civic engagement, community service, health, and environmental education, among others.

Our students are provided with abundant opportunities to participate in external competitions and engage in partnership projects and activities that broaden their horizons and enrich their experiences. Through the collaborative efforts of different stakeholders, we have implemented programs and activities that foster collaboration, peer support, and the development of essential skills, including leadership and generic skills. These initiatives aim to nurture students to become confident, positive, caring, and respectful individuals.

Central to our approach is the belief in the inherent value and uniqueness of life, rooted in Christian values. We provide a positive educational experience that equips students with a deep understanding of themselves and encourages them to prioritize their physical, mental, and social well-being. We foster an environment where students learn to accept and appreciate one another, as well as connect with society at large.

When faced with challenges and difficulties, students are equipped with the skills and attitudes they have acquired through their educational journey and other experiences. They demonstrate the application of the four Cardinal Virtues: Prudence, Justice, Fortitude, and Temperance, as they navigate and overcome obstacles with resilience and wisdom.

By continuously strengthening our holistic approach to student development, we are committed to empowering our students to become well-rounded individuals who are prepared to overcome obstacles, embrace opportunities, and contribute positively to society.

### **(a) Career and Life Planning**

The CLP Committee has designed a CLP roadmap to provide students clearer guidance for establishing their CLP goals. Various educational activities were arranged to assist students in achieving these goals. At the whole-school level, thematic WPD lessons were conducted for each level and a tailor-made CLP Day was organized for all S1 to S5 students which aimed to enrich students' career-related experiences through various activities and sharing sessions by social workers and alumni.

Specific level-based activities were also arranged to cater to the needs of different students. Examples include individual career counseling sessions for S3 and S6 students, guiding them in making informed decisions in S3 subject selection and about their future studies respectively. University taster programs were offered to S4 to S6 students, while a school-based mock release was organized for S6 students for better preparation of the

HKDSE release. The Alumni Mentorship Program was arranged for S4 to S5 students and CLP workshops were designed for targeted S3 students to enhance their self – understanding, motivation in learning and self-confidence.

To ensure that parents stay informed about the current changes in education reform and increase their awareness of CLP, parents’ talks about S3 subject selection and HKDSE result release were conducted. These talks aimed to equip parents with the knowledge to offer advice and support to their daughters during discussions about their CLP planning. All CLP activities organized thus far have been well-received, and efforts will be made to fine tune them to suit the needs and interests of students of different cohorts.

**(b) Student Guidance**

The Student Guidance Committee adopts a whole-school approach to managing the discipline and guidance of students in alignment with Christian values. This approach aims to develop students’ self-respect, self-discipline, positive attitudes, sense of responsibility, respect for others, and understanding of their personal growth and development.

Both preventive and intervention programs have been organized to meet students’ needs, including the S1 Adaptation Program, the ‘Positive Me’ program, talks on Cyber Ethics and Resilience Building, and the Big Sister Scheme. To promote mental well-being among students, various activities have been launched, such as “PERMA Day” which enhances students’ awareness of self-care and fosters a caring and inclusive school atmosphere; “Positive Sports for S3” which provides opportunities for students to appreciate and enjoy the process rather than solely focus on outcomes; and the “Expressive Art Workshop for S4” designed to raise students’ awareness of their emotional needs.

Additionally, the project “My Learning Log” was introduced to help students recognize their strengths, aspirations, and interests. By reflecting on their learning experiences, students are encouraged to build up their aspirations.

**(c) Extra-curricular Activities**

- i. This year, the school offered a total of 36 Clubs categorized into 6 types, namely co-curricular, art and cultural, interest, religious, social service, and sports.

Categories	No. of Clubs
Co-curricular	6
Art and Cultural	6
Interest	8
Religious	3
Social Service	6
Sports	7
Total	36

These extracurricular pursuits enhanced students’ personal growth through the expansion of their interests, cultivation of their capabilities, and the provision of avenues for the development of character and leadership skills, all of which students engaged in actively.

- ii. Students actively participated in 201 competitions and were recognized with 495 awards across various categories in 2023/2024. These awards encompassed achievements in language, sports, performance arts, visual arts, and other areas, showcasing the diverse talents.

No. of awards from different areas	Language	Sports	Performance Arts (Music and Dance)	Visual Arts	Others
495	37%	41%	19%	13%	20%

- iii. The academic year 2023-2024 stands out as a period of remarkable achievement and recognition for our students, marked by a notable array of awards and accolades spanning various categories. The extensive participation in competitions, the allocation of ECA Awards based on performance levels, and the distribution of 745 competition merit points by Club T-I-Cs all testify to the dedication, skill, and talent exhibited by our student body. These achievements not only spotlight individual excellence but also underscore the lively and dynamic extracurricular landscape within our educational institution.
- iv. The breakdown of ECA awards and Competition points received by students in the 2023-24 academic year are as follows:

<b>ECA Awards</b>	<b>No. of students (%)</b>
None	452 (74.5%)
Bronze Award	75 (12.4%)
Silver Award	31 (5%)
Gold Award	31 (5%)
Diamond Award	12 (2%)
Ruby Award	5 (1%)
Excellent ECA Performance Award	1 (0.1%)

#### **Competition Merit Points**

<b>Merit Points / Year</b>	<b>No. of merit points</b>
Competition Minor Merit Points	0
Competition Merit Points	745

- v. Leadership training workshops and experiential learning activities were provided to Student Union committee members, House committee members, club chairpersons, and budding leaders. The workshops included a range of interactive activities that garnered positive feedback from the students. Post-training, student leaders noted improvements in areas such as self-confidence, sense of responsibility, teamwork, communication, and problem-solving skills. Engaging in diverse learning exercises, the student leaders deepened their understanding of their roles, which involve guiding, inspiring, and influencing others toward shared objectives. In this current academic year, the Student Union organized a variety of school activities, including Morning Radio Broadcast, Obstacle Race: 'Going Clarians', Teacher' Day Celebration, Living in the Moment, Clarian's Got Talent, and the Clarians' Carnival. These events provided opportunities for students to actively participate and showcase their talents. Moreover, the House Committee arranged a Tag-rugby competition, Running Clarians event, and Cheering Competition. Student leaders have shared that they have gained significant skills in self-directed learning and have unlocked their potential through these experiences.
- vi. The post-exam period spanning nearly 90 hours, offer a diverse array of activities covering academics, sports, leadership, social service, adventure-based training, gifted programs, technology, drama, art, music, and more. Through these activities, students have the opportunity to develop a broad range of skills and interests that go beyond the traditional classroom setting.

#### **(d) Support to cater for learner diversity and providing integrated education**

- i. Policies were adopted and resources were used effectively in various programs and workshops, including leadership training programs for prospective leaders, as well as aesthetic education for senior-form students. In addition, different pull-out programs were organized for students with special educational needs (SEN), non-Chinese speaking students (NCS), gifted students and accelerated learners in order



to cater for their learning diversity. There was more collaboration between committees and panels in the organization of programs and activities for the benefit of students.

- ii. School-based Educational Psychologist (SBEP) Service further supported the school in catering for students' diverse educational needs. A series of support ranging from school system level to student support level and parent support were offered, such as student's assessment, individual coaching, teachers' and parents' consultation sessions.
- iii. Different tools and policies are adopted to identify students' special learning needs at the early stage. For instance, the Case Referral Policy and the Chinese Writing Test for S1 students. Suspected cases were referred to SBEP and Clinical Psychologist (CP) for further assessment and support.
- iv. In 'Indicated Level', different pull-out programs were provided according to the diverse needs of students with special educational needs (SEN). Some examples of the programs were Executive Functioning Skill Training Workshops, Speech Therapy, Expressive Art Therapy, Clinical Psychology Services, and Animal-assisted Therapy. In promoting an inclusive school culture, various programs and activities were organized, such as talks on promoting mutual understanding and respect, song dedication in lunch time and lunch gatherings with NCS.
- v. All these have created an inclusive learning environment that properly recognizes and appreciates effort and talent, strengthening students' determination to strive for excellence.

**(e) Gifted Education**

The Gifted Education Committee strategically nurtured high achievers by engaging them in both internal and external programs, activities and competitions. Examples are Hong Kong Island Outstanding Student Award 2023, Hong Kong Young Ambassadors Scheme 2023-24, Hong Kong Academy for Gifted Education Nomination 2023-24 and Model United Nations Conference Program 2023-24.

Among all the activities, one important highlight was S5 students' participation in Wofoo Millennium Entrepreneurship Program 2023-24 (MEP24) organized by Wofoo Social Enterprises. The program aims at providing a solid learning platform which creates opportunities for students to experience building businesses through a social study project with a designated theme relating to hot social issues. The 5-month experience has enhanced students' project planning skills and open-minded entrepreneurial thinking, promoted their awareness on emerging social issues and has strengthened their understanding on the importance of environmental, social, and governance.

In order to fully explore and develop the potentials of gifted students, activities such as creativity workshops, effective reasoning workshops and Model United Nations Programme were provided to S2 to S5 students.

**(f) Religious Moral & Civic Education**

**1. Religious and Pastoral Care**

Throughout the year, we organized significant religious events, such as masses and prayer gatherings, aligned with the liturgical calendar to enrich our school's spiritual atmosphere and encourage staff and students to reflect on God's calling. Various priests and religious sisters imparted their wisdom, fostering the development of positive values within our community. To promote a spirit of charity, students participated in almsgiving activities including the sale of Caritas raffle tickets, donations to the Lenten Campaign, and volunteer services at St. Mary's Home for the Aged. Our religious formation programs cater to students of all faiths, featuring themed gatherings and pilgrimages. A highlight was a Catholic formation activity in collaboration with the Catholic Association of Wah Yan College, where students discussed faith promotion and were inspired to become energetic Catholic youth. With support from Our Lady of the Rosary Church, two Catholic students received the

Sacrament of Confirmation in July, marking a significant spiritual milestone.

## 2. Moral and Civic Education

We implemented a wide array of customized programs through a whole-school approach, including morning broadcasts on RMC Fridays. These broadcasts exposed students to a variety of local and global issues such as poverty, environmental conservation, Chinese culture, and virtues. Additionally, our Whole Person Development Programs on Day 2 featured external organizations that engaged students with interactive games, fostering their roles as responsible citizens. Educational outings further broadened their perspectives, providing immersive learning experiences. These initiatives are designed to mould our students into ethical, civic-minded individuals ready to make positive contributions to our community, nation, and the world.

## 3. National Security Education

Our school has robustly implemented a national security education program integrated within both the curriculum and extracurricular activities. Throughout the academic year, we utilized diverse educational strategies, including subject-specific teachings, engaging student activities, and whole-school events that underscored the importance of national identity and security. Key activities included national celebrations like National Day and Constitution Day featuring flag-raising ceremonies with keynote speeches, expert lectures, thematic exhibitions, and lunchtime screenings in the Chinese Cultural Room. Students also participated in various competitions and study tours, such as the Environmental Conservation tour, the "Belt and Road Initiative" in Xinjiang, and the "University Science Camp 2024," which deepened their understanding of China's development and historical context. Additionally, comprehensive training programs for teachers and parents were conducted to ensure all stakeholders are well-equipped to effectively deliver national security education. These efforts are designed to foster a comprehensive understanding of national security among students, cultivating a strong sense of national identity and responsibility.

### **(g) Health and Environmental Education**

To create a healthy and comfortable learning environment for students, our school has closely adhered to the health protection guidelines and measures mandated by the government. Personal hygiene practices were carefully reinforced and monitored among students. Additionally, the school has implemented class-based programs such as "Positive Me" and "Diet and Health" to promote concepts of a healthy lifestyle, encouraging students to adopt a balanced diet and embrace healthy habits.

Furthermore, there is a strong emphasis on environmental education within our school to raise students' awareness of environmental conservation and equip them with relevant knowledge. Morning broadcasts on environmental issues and the promotion of a "green life" have been conducted. These initiatives provide students with valuable opportunities to reflect on the impact of their daily practices on the environment and encourage them to take proactive steps toward making positive changes for the benefit of the environment. In line with our commitment to environmental conservation, the Religious, Moral, and Civic Committee has utilized morning broadcasts and Whole Person Development programs to further heighten students' awareness of environmental concerns and inspire them to become responsible global citizens.

Our school organized a Cleanliness Campaign with the objective of promoting a clean and conducive learning environment in the first term. The campaign commenced with a live morning broadcast during the Class Teacher Period, providing tips on maintaining a neat workspace and classroom, accompanied by workshops titled "Say Goodbye to Clutter." Class Teachers then engaged in discussions with students regarding the cleaning plan, regularly monitoring classroom tidiness. Students actively participated in the competition and reminded their peers to observe cleanliness as well. The successful completion of the campaign stands as a testament to the collective efforts of all members

of the school community.

Overall, our school is firmly committed to ensuring the well-being of our students by promoting a healthy lifestyle and providing them with a comprehensive understanding of environmental conservation. Through these concerted efforts, students are empowered to make informed choices that contribute to their own health and the preservation of the environment.

#### **(h) Community Service**

The community service initiatives at our secondary school are designed to serve a diverse range of individuals with specific needs. Through projects like the S.1-S.3 Bright Light Project and S.4 & S.5 Service Learning, students gain valuable hands-on experience in connecting with and assisting the disadvantaged in our society.

Following in MNDA sisters' footsteps, our students have actively participated in services to care for the elderly. They assisted in providing meal services to elderly individuals living on outlying islands and visited the elderly living in our neighbourhood with soup and daily necessities provided by Caritas Mok Cheung Sui Kun Community Centre. Additionally, our S4 students have planned and executed various services aimed at supporting children from low-income families. These efforts demonstrate our students' commitment to expressing care and support to underprivileged groups in our community. Echoing the themes of sustainability, poverty alleviation, social inclusion and aging, our S5 students planned and rendered diverse services ranging from children to elderly.

Engaging in community service has not only allowed our students to contribute to society but has also fostered personal growth and the development of important skills. Through their involvement in these initiatives, our students have gained valuable experiences that have enhanced their generic skills and helped them grow as individuals.

Overall, our school's community service programs have provided students with meaningful opportunities to make a positive impact on the lives of others. Through their service experiences, they have grown in compassion, empathy, and the skills necessary to actively contribute to their communities.

### **D. Aesthetic Education**

1. In order to enhance students' appreciation for aesthetics and proficiency in performing and creative arts, the school actively promoted and endorsed student involvement in a diverse array of competitions, encompassing district-wide, territory-wide, and nationwide events in areas such as Chinese dance, Hip Hop dance, drama, visual arts, and music. Prominent instances of these competitions include the Hong Kong Schools Music Festival, Hong Kong Schools Dance Festival, and Hong Kong Professional Dance Competition. Furthermore, the school offered numerous platforms for students to exhibit their talents, both within school events and public showcases. These opportunities were instrumental in bolstering students' self-assurance and fostering their potential for further development.
2. Upon discovering that students require more time to adapt after the pandemic, it has become evident that additional flexibility is necessary for the successful implementation of the "Music for All" and "Sports for All" programs.

### **E. Students' Reading Habit**

To better develop and enhance students' reading skills and to keep them abreast of local and global issues, students were required to read silently for 15 minutes on Tuesdays and Thursdays. On Tuesdays, students read Chinese books or other printed materials in Chinese; whereas on Thursdays, they read English books or the CLARIAN POST which covers good work written by students and hot topics taken from the latest issue.

To promote extensive reading among students, the school has organized the following:

1. To encourage students to be "Book Reviewers", those who share their book recommendations with fellow schoolmates would have their reviews uploaded to the school library website. Library books recommended were found to be more popular as reflected by an increase in the borrowing rate.

2. Various activities were held throughout the year. For example, “The Little Prince: Post-Novel Creative Writing Competition”) and “The Little Prince: Rose lightboxes Workshop”) were held in October 2023 in Turcotte Library Café to celebrate The 80th anniversary of the publication of "The Little Prince" (Le Petit Prince). Also, “A Star Journey of the Little Prince” by “Theater Joyful” was conducted on 27 February 2024 WPD period. The aim of these activities was to deepen students' understanding and reflection on the various meanings that "The Little Prince" conveys to readers, while fostering their interest in reading.
3. Book displays for different subjects and committees, such as Book Display in Chinese Culture Week, English Week, cross KLA activities (Chinese and Maths) Script Writing Activities and book display on “The Olympic Games” in Academic Week, were held to enhance students’ understanding of knowledge on the related topics. The event was well received by students, evidenced by their enthusiastic participation.
4. Besides, Cross subjects activity, such as “Single Word Chinese Seal Carving Workshop” was held on 24 April 2024. The event was jointly organized by the Librarian Club and the Chinese Society, with the participation of 20 students from S1-S5. The workshop provided students with the opportunity to learn the art of seal carving and create personalized seals. They learned about the history, techniques, and composition principles of seal carving through hands-on practice.
5. English Broadcast was conducted on selected Mondays, whereas Putonghua Broadcast was conducted on selected Wednesdays. Both broadcasts exposed students to a wide variety of topics ranging from local and international news to cultural and other subjects. Not only could students practice their listening skills, but also enrich their vocabulary and widen their horizons.
6. Book Fair was held on 12 and 13 March 2024. The event was very popular among students. Students were exposed to more different types of books through the activity.

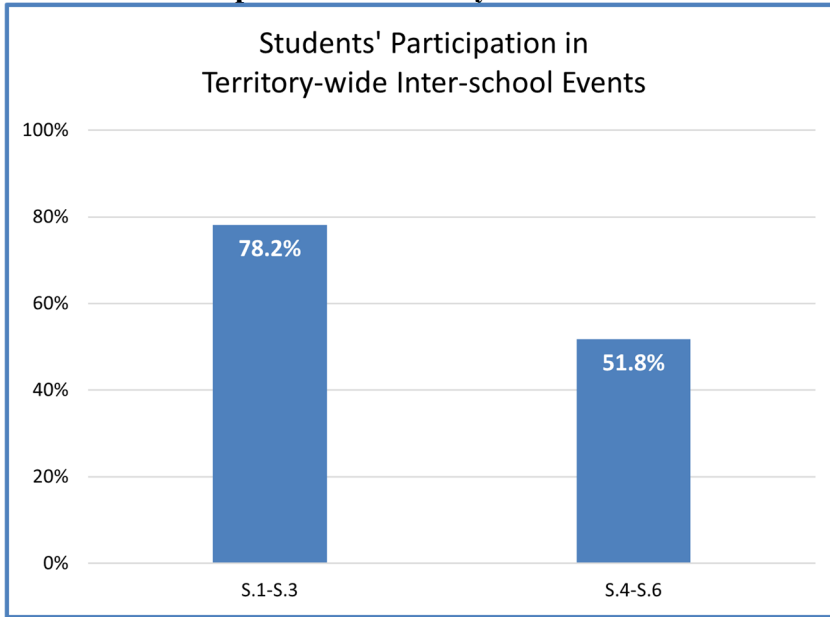
#### **F. Other Related Surveys for School Self-Evaluation**

1. A holistic approach has been adopted in student support, wherein committees and class teachers work together to promote students’ personal growth in various aspects. Students actively participate in experiential learning, community services and leadership training to maximize their exposure, enrich their experiences, develop their leadership skills, and contribute to the community.

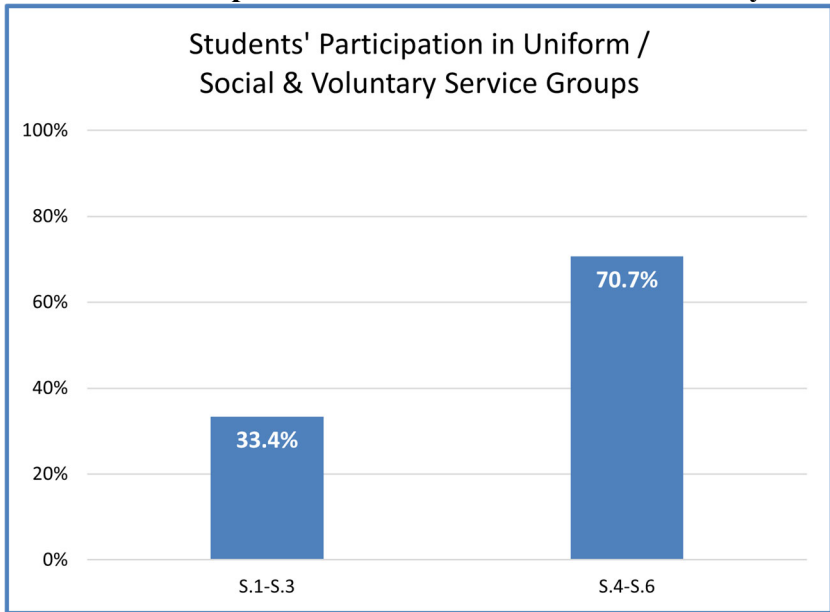
During the 2023-24 academic year, a total of 1165 hours of extra-curricular activities, organized by SU, House, clubs & societies, and leadership training programs, were offered to students. The Student Activities and Leadership Training Committee efficiently coordinated these activities. Additionally, students received 209 hours of training and workshops related to community service. The Gifted Education Committee dedicated approximately 255 hours to polish students’ skills and excel in both in-school and external activities and competitions. The Student Guidance Committee devoted 606 hours to providing support for discipline, guidance, and personal growth for all students, including those with Non-Chinese Speaking (NCS) backgrounds and special education needs (SEN). The work of student support deeply embodies Catholic values. The Religious, Moral, and Civic Education Committee implemented activities for a total of 450 hours to actualize its targets. Furthermore, the Health and Environmental Education Committee, jointly with the Student Guidance and Religious, Moral, and Civic Education Committees, took care of students' mental and physical well-being. The Career and Life Planning Committee contributed 124 hours of activities and programs to guide students on their career paths and life planning.

These efforts demonstrate our commitment to providing comprehensive support to our students in various domains.

**2. Students' Participation in Territory-wide Inter-school Events**



**3. Students' Participation in Uniform / Social & Voluntary Services Groups**



## V. Student Support and School Ethos

### School Culture

To actualize the vision and mission of our school, we focus on the holistic development of our students, grounded in universal fraternity, evangelical simplicity, and a conscience imbued with the spirit and virtues of Christ, Our Lady, and St. Clare. A key component of our educational approach is Values-Driven Education, which seeks to instill in students a strong moral compass and a commitment to living by core values.

We consistently strive to cultivate students' awareness and capabilities in essential areas such as self-discipline, self-respect, respect for others, and self-motivation for learning. Central themes such as gratitude, sisterhood, mental health, and positive psychology are integral to our annual priorities. Our students are recognized for their exemplary behavior, politeness, friendliness, helpfulness, and proactive involvement in serving both the school and the wider community.

In addition to our twin class teacher system, we have effectively implemented peer mentorship programs to provide comprehensive care and support for students in their personal growth and academic pursuits. This nurturing environment not only enhances students' educational experiences but also fosters a strong sense of values that guides them in their interactions and contributions to society.

### A. Support for Life-wide Learning

#### 1. Use of the Student Activities Support Grant and Grant for School-based After- School Learning and Support Programs

Items	Student Activities Support Grant	Grant for School-based after School Learning and Support Programs	No. of Applicants
Sports	\$5,220.00	\$18,000.00	35
Musical Class	\$23,105.00	\$14,000.00-	62
Dance	\$1,391.40	\$7,902.00	20
Tutorial Class	-	\$12,250.00	36
Other Learning	4,083.60	-	15
<b>Total</b>	<b>\$33,800.00</b>	<b>\$52,152.00</b>	<b>168</b>

#### Accomplishment

A total of 168 students benefited from various learning experiences through the subsidies of the Student Activities Support Grant and Grant for School-based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on, so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

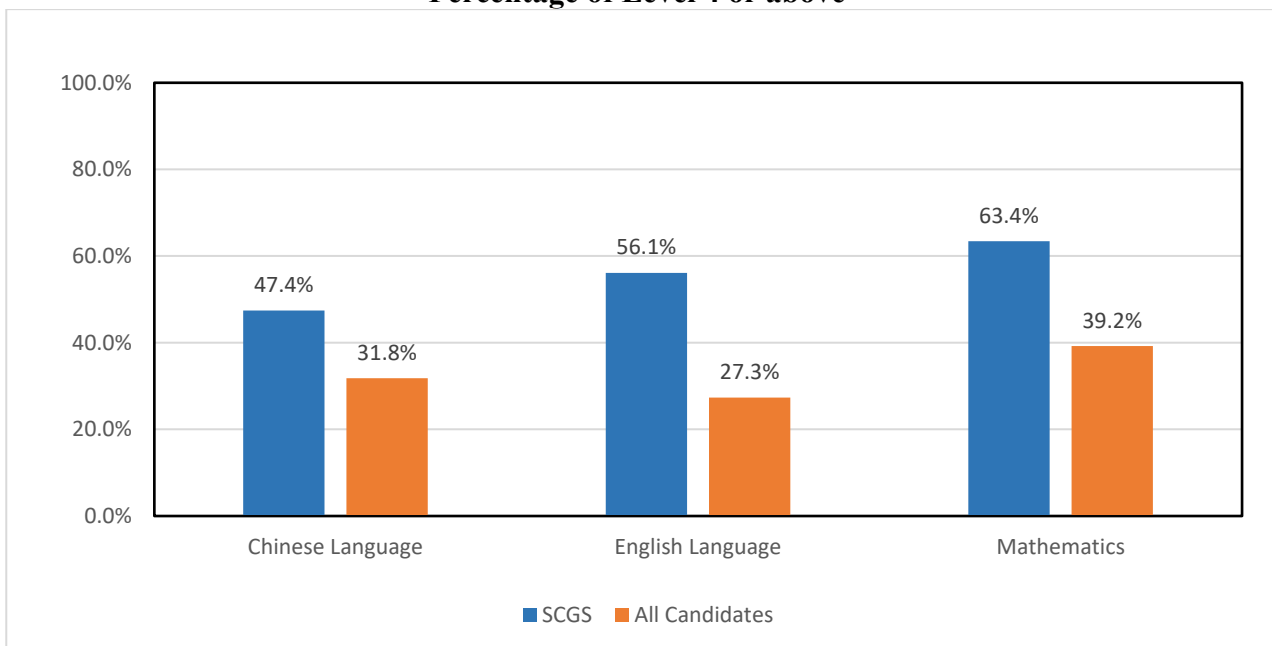
#### Evaluation and Reflection

All successful applicants found the above funded courses useful and interesting. They were grateful for the support. Other sources can be explored so as to ensure that no student will be deprived of the opportunity of having authentic learning experiences outside the classroom.

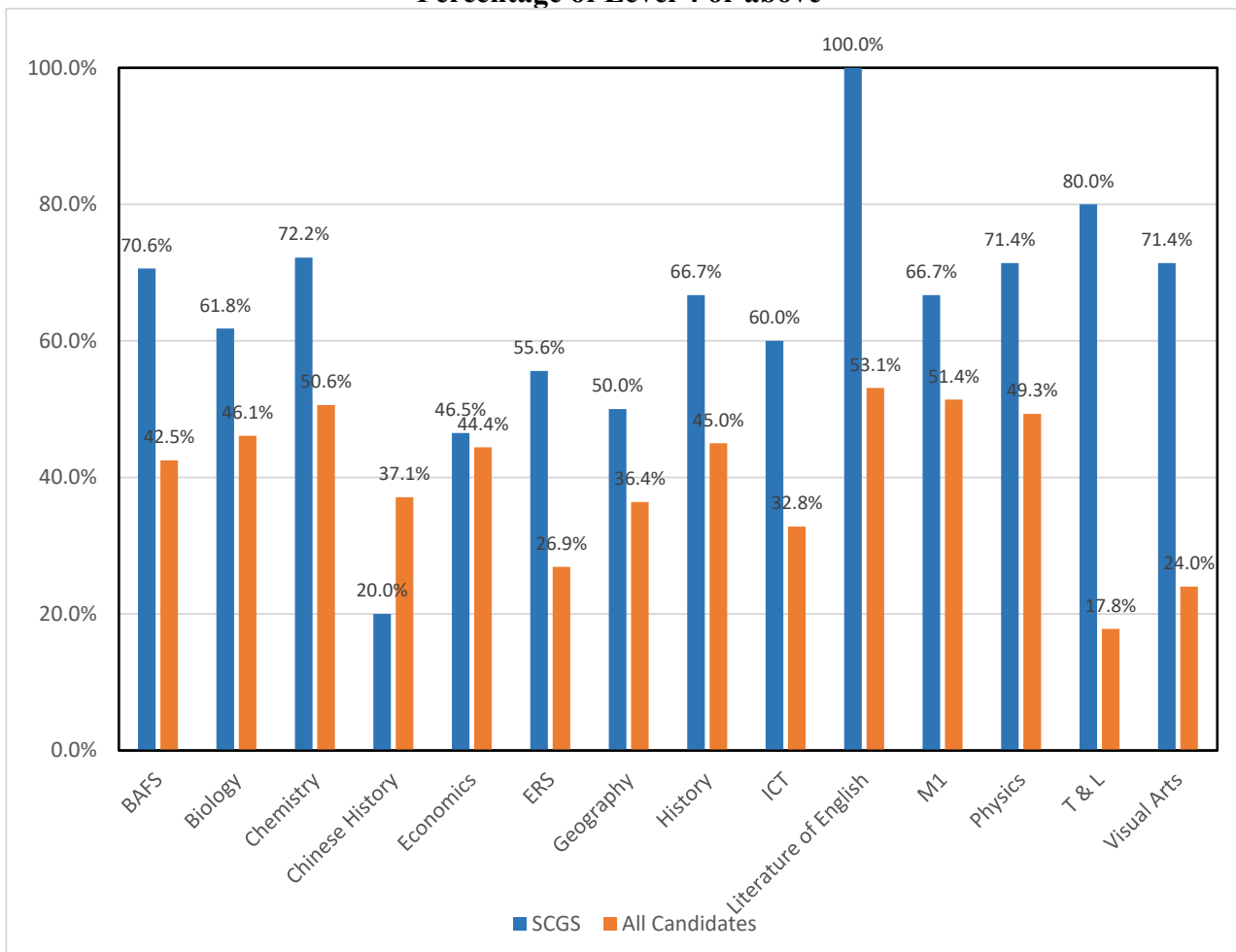
# VI. Student Performance

## A. Performance in HKDSE Examination (2024)

**3 Core Subjects**  
**Percentage of Level 4 or above**



**Electives Subjects**  
**Percentage of Level 4 or above**



**B. Performance in Other Learning Experience****EXTERNAL OUTSTANDING ACHIEVEMENTS****Sept 2023 – August 2024****Language and Academic Awards****AIOM (Mathematics Master Cup Competition)**

Silver Medal	2G	Leung Hiu Hing Jasmine
Bronze Medal	1A	Tse Haidee

**Asia International Mathematical Olympiad Open Contest – 數學比賽**

Bronze Honor	4A	Chan Yinhei
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**Guangdong – HongKong – Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2024 (Hong Kong Region)**

Silver Award	1st Runner-up	3L	Luk Ying Tung
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**Hong Kong International Mathematical Olympiad Competition 2023**

Bronze Award	2nd Runner-up	3L	Luk Ying Tung
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**Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools**

Bronze Award	2nd Runner-up	1R	Li Hoi Tung Schuyler
		1R	Yang Jessica
		2S	Chan Wing Lam
		2S	Ng Hoi Ying

**Hong Kong – Macau – Taiwan Language Competition 2023-24 FALL Preliminary Round-English Category**

Gold Medal	2R	Mak Wai Ki Jasmine
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**Junior Secondary Science Online Self-learning Scheme 2024 (JSSOSS 2024)**

Gold Award	2G	Leung Hiu Hing Jasmine	
	2M	Cheung Tsz Yan	
	2R	Mak Sienna Hei Yau	
	2S	Fong Man Ling Audrey	
	3J	Liao Yuen Ching	
	3J	Ng Ka Yuen Grace	
	3L	Luk Ying Tung	
	3M	Lau Wing Lam	
	3M	Law Hau Chi	
	Silver Award	2R	Chai Sin Nga
	Bronze Award	3L	Fung Yee Lam

**Mathematics Book Report Competition for Secondary Schools (2022-23) – Second Class Prize**

1st Runner-up	2G	Wu Chenrui
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**Sustainable Development Goals eLearn Award Scheme**

Bronze Certificate	2nd Runner-up	2M	Lam Sin Yu
		2R	Chai Sin Nga
		5T	Yeung Mei Ching
Gold Certificate	Champion	5M	Fung Hiu Ying

**The “Chemists Online” Self-Study Award Scheme 2023 – Chemistry Competition**

Gold Award	5J	Yip Charlotte
Bronze Award	5J	Law Pui Yu
	5M	Hung Yu Ching
Diamond Award	5J	Cheung Wan Hei Ava
	5J	Ip Sum Yau
	5J	Lam Charlene
	5J	Lau Yan Yu
	5J	Ng Ka Yee
	5J	Tai Tsz Ching Zenia
	5J	Yang Wai Ting
	5M	Yeung Wai Ki
	5M	Yip Po Hei
	5T	Cheng Wai Ting
	5T	Yeung Mei Ching
Platinum Award	5J	Lam Ka Yan

**The 26th Hong Kong Mathematical High Achiever Selection Contest – Mathematical Contest**

3rd Class Honour	3L	Law Sik Syun Natasha
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**The 5th Social Innovation Community 4.0 Competition**

1st Runner-up	2R	Kwong Hung Yu Lavina
	3J	Ng Ka Yuen Grace
	3L	Law Sik Syun Natasha
	3M	Law Hau Chi
	3T	Ng Ka Sin Joyce

**The 75th Hong Kong Schools Speech Festival Speech –**

Solo Verse Speaking	Champion	1M	Wong Ching Hei
Dramatic Duologue	Champion	5J	Cheung Sze Man
		5M	Wong Ka Lai Olivia
	Second Place	4D	Fu Tsz Ching Nicole
		4F	Lozada Shobi Alabat
	Third Place	1B	Kwok Ming Wai
		1B	Ng Yan Lam
		4A	Leung Hoi Ching
		4A	Wei Tsz Ching Sophie
Shakespeare Monologue	Third Place	4A	Leung Hoi Ching
Solo Prose Speaking	Champion	4F	Ng Suen Ching
Solo Verse Speaking	Champion	5J	Li Ka Wai
	Second Place	4F	Ng Suen Ching
		5J	Fong Tsan Seen
		5J	Yang Wai Ting

**The HKFYG English Public Speaking Contest 2024**

District Finalist	4A	Leung Yan Ki Katie
	4F	Tsoi Shun Ying
	5L	Jeanbourquin Joelle
District Semi-Finalist	2G	Leung Hei Kiu Quinci

「2022-2023 全國青少年語文知識大賽」【菁英盃】(現場作文)全國總決賽-高中組別  
二等獎 5L Chen Ching Yung

「2022-2023 全國青少年語文知識大賽」【菁英盃】(現場作文)香港賽區決賽-高中組別  
二等獎 5L Chen Ching Yung

**「完善地區的一票、盡顯公民的責任」標語創作比賽**

初中組	冠軍	1R	Ng Oona
	亞軍	1R	Khan Zunaira
	季軍	1B	Chui Sheung
高中組	季軍	4F	Chu Ka Yi

**「法與你息息相關」基本法有獎問答比賽-問答比賽**

Champion	5J	Law Pui Yu
1st Runner-up	2M	Ng Sze Wing

**2022-2023 中國中學生作文大賽(香港賽區)-作文大賽**

高中組優異獎	5J	Yang Wai Ting
	5M	Chung Wing Sum
	5T	Lai Wan Ching

**2023 亞洲學界朗誦大賽(香港賽區)-普通話朗誦-中學組**

優異	3M	Lam Ching Yin
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**2023 第3屆國際漢語節-普通話朗誦-中學組**

亞軍	3M	Lam Ching Yin
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**2023-2024 全國青少年語文知識大賽「菁英盃」現場作文決賽**

初中組	二等獎	2G	Wu Chenrui
高中組	一等獎	5L	Chen Ching Yung

**2023 香港青少年藝術家比賽-普通話朗誦-中學組**

冠軍	2M	Ho Wing Chi
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**2023 華夏盃總決賽-數學比賽**

一等獎	2G	Wu Chenrui
二等獎	4A	Chan Yinhei
三等獎	2S	Fong Man Ling Audrey
	3L	Law Sik Syun Natasha

**2024 太陽能充電車模型設計比賽**

最佳團隊精神獎

優異

3M Chan Ruolan  
 3M Chan Tsz Ching  
 3M Lau Wing Lam  
 3M Law Hau Chi

**少年警訊創新科技大賽 2023-24 –初中組**

嘉許獎

2G Leung Hiu Hing Jasmine  
 2G Leung Tsz Yue  
 2G Ng Hoi Lam Serena  
 2M Keung Tsz Ying  
 2M Lam Karena Cheuk Nam  
 2M Loi Pui Yi

**亞洲傑出精英藝術節大賽 2023 –普通話朗誦–中學組**

亞軍

2M Ho Wing Chi

**明辯論醫–全港中學生中醫藥辯論比賽–辯論比賽**

8 強

2G Fan Hei Tung  
 2M Cheng Shuk Yu  
 4B Wong Ching Lam  
 4F Wu Ching Man  
 5J Li Ka Wai

**第七十五屆校際朗誦節–二人朗誦 (粵語)**

中學五、六年級 (女子組)

優良

5L Ng Sing Yu  
 5L Wong Sze Wai

**第七十五屆校際朗誦節–天主教經文朗誦 (粵語) 中學組**

優良

5J Pau Sheung Huen  
 5M Cheung Hoi Ka Kylie

**第七十五屆校際朗誦節–散文獨誦 (普通話)**

中學一、二年級 (女子組)

優良

1A Pang Tsz Laam

中學三、四年級 (女子組)

亞軍

2G Wu Merry

優良

3M Lam Ching Yin

中學五、六年級 (女子組)

優良

3L Lee Sum Yau

5J Ip Sum Yau

**第七十五屆校際朗誦節–詩詞獨誦 (普通話)**

中學一、二年級 (女子組)

優良

1B Kwok Ming Wai

1B Ngai Kan Yu Messi

2G Wu Chenrui

2M Ho Wing Chi

2M Ng Sze Wing

2R Kwong Hung Yu Lavina

中學三、四年級 (女子組)

優良

3M Wong Ka Tung

中學五、六年級 (女子組)

優良

5J Ip Sum Yau

5J Li Ka Wai  
 5J Ng Ka Yee  
 5J Weng Po Ki  
 5J Yang Wai Ting  
 5L Chen Ching Yung

### 第七十五屆校際朗誦節-詩詞獨誦 (粵語)

中學一年級 (女子組) 優良

中學二年級 (女子組) 優良

中學五、六年級 (女子組) 冠軍  
 季軍  
 優良

1B Tsui Tsz Ying  
 1B Wong Huen Yan Lydia  
 2M Keung Tsz Ying  
 2S Yiu Hoi Yau  
 5J Yang Wai Ting  
 5J Tai Tsz Ching Zenia  
 5J Law Pui Yu  
 5J Ng Ka Yee  
 5J Pau Sheung Huen

### 第九屆陳贊一博士聯校微型小說創作獎

高中組 冠軍

5L Ng Sing Yu

### 第二十二屆《基本法》多面體-全港中學生辯論賽(基本法盃)

全港季軍 季軍

最佳辯論員 季軍

2G Fan Hei Tung  
 2M Cheng Shuk Yu  
 4A Wong Jelena Meagan  
 4F Wu Ching Man  
 5J Pau Sheung Huen  
 5L Wong Sze Wai  
 4A Wong Jelena Meagan

### 第二十六屆全港中小學普通話演講比賽-普通話演講比賽

初中組 優異獎  
 良好獎

高中組 優異獎

3M Chan Ruolan  
 2S Yiu Hoi Yau  
 3M Wong Ka Tung  
 3M Yin Tung Huen  
 5M Yip Po Hei

### 第二屆《思言盃》聯校辯論邀請賽

季軍賽 最佳辯論員

辯論邀請賽 殿軍

4A Lam Pui Yee  
 2M Cheng Shuk Yu  
 4A Lam Pui Yee  
 4A Wong Jelena Meagan  
 4B Wong Ching Lam  
 4F Wu Ching Man  
 5J Li Ka Wai  
 5J Pau Sheung Huen  
 5J Yip Charlotte  
 5L Wong Sze Wai

第五屆全港中學學界辯論比賽-辯論比賽

負方賽 4 強

2G Fan Hei Tung  
 2M Cheng Shuk Yu  
 2M Cheung Tsz Yan  
 4A Lam Pui Yee  
 4A Wong Jelena Meagan  
 4B Wong Ching Lam  
 5J Yip Charlotte  
 5L Wong Sze Wai  
 5M Cheung Hoi Ka Kylie

博雅盃全港青少年兒童朗讀演講大賽 2024 - 普通話朗誦

冠軍

5J Yang Wai Ting

慶祝基本法在港實施 26 週年基本法有獎問答比賽-問答比賽

Champion  
 1st Runner-up

5J Law Pui Yu  
 2M Ng Sze Wing

## Performing Arts Awards

### “Leap Cup” Dance Contest – Junior Group

Gold Award		2M	Ng Sze Wing
		3M	Lau Wing Lam
		4A	Hung Yin Ki
		4A	Lam Kwan Ching Natty
		5J	Leung Wai Kwan

### 11th Hong Kong International Performance Arts Festival and Music Competition (Hong Kong District Preliminary Round) – Zheng Grading Class Grade 8

Third Place		3M	Cheng Ming Yan
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### 11th Hong Kong International Performance Arts Festival and Music Competition (International Final Round) – Zheng Grading Class Grade 8

First Place		3M	Wong Ka Tung
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### 11th Hong Kong International Youth Performance Arts Festival and Music Competition (Hong Kong District Preliminary Round) – Zheng Grading Class Grade 8

Second Place		3M	Wong Ka Tung
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### 2023 7th Hong Kong Community Rhythmic Gymnastics Open Championships – Group Open - 5 Hoop

First Place		3M	Ng Hoi Ki
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### 2023 H.C. Andersen Art Awards-Junior Painting Category

Champion		2R	Mak Wai Ki Jasmine
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### 2023 Hong Kong CHIADA Dance Competition – Dance Secondary

2nd Runner-up		2M	Ho Wing Chi
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### 2023 Hong Kong International Star of Art Creation Competition

Art Competition	2nd Runner-up	2M	Ho Wing Chi
Vocal Secondary	1st Runner-up	2M	Ho Wing Chi

### 2023 Hong Kong Youth Artist Competition

1st Runner-up		1A	Pang Tsz Laam
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### 2023 Hong Kong Youth Artist Dance Competition – Dance F1-F3

Gold Award		2M	Ho Wing Chi
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### 2023 Hong Kong Youth Artist English Speech Competition – Girls’ Open

1st Runner-up		2M	Ho Wing Chi
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### 60th Schools Dance Festival Competition – Chinese Dance

Duet (Secondary Section)	Highly Commended Award	4A	Hung Yin Ki
		5J	Leung Wai Kwan
Group (Secondary Section)	Highly Commended Award	1A	Feng May Wa
		1A	Ho Pui Yu

		1A	So Cheuk Lam
		1B	Li Kok Ham
		1B	Tsui Tsz Ying
		1B	Wong Hong Lam
		1B	Wu Cho Yuen
		1R	Yang Jessica
		2M	Ng Sze Wing
Solo (Secondary Section)	Highly Commended Award	5M	Tong Sin Yau

### 60th Schools Dance Festival Competition – Jazz & Street Dance

Group (Secondary Section)	Highly Commended Award	1A	Or Cheuk Hei
		1A	Pang Tsz Laam
		1M	Chen Ai Lin
		2G	Tsang Hoi Ching
		2M	Ho Wing Chi
		2R	Cheng Pak Ying
		2S	Lo Cheuk Ying
		2S	Ng Hoi Ying
		3M	Chan Emma Sunnyrose
		3M	Chan Ruolan
		3M	Ng Hoi Ki

### 76th Hong Kong Schools Music Festival – Erhu Solo Junior

Silver Award	2G	Au Tin Yu
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### 76th Hong Kong Schools Music Festival – Graded Piano Solo Grade Four

Silver Award	1B	Fong Chun Kiu Janice
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### 76th Hong Kong Schools Music Festival – Church Music – Singing in Chinese Age 15 and Under

2nd Runner-up	1A	Ho Tin Yeuk
	1A	Mok Tsz Kew Danielle
	1A	Wong Yan Ki Vanesa
	1A	Yu Yan
	1B	Ngai Kan Yu Messi
	1M	Lun Pui Ying
	1R	Chan Sum Yu Mavis
	1R	To Tsz Wai
	2G	Cheng Yi Lam
	2G	Cheung Gladys Maeve
	2G	Wu Merry
	2M	Ha Ching Ka Tiffany
	2M	Ho Wing Chi
	2M	Keung Tsz Ying
	2M	Lam Wing Yee
	2M	Lui Yee Ching
	2M	Wan King Yiu
	2M	Yip Wan Yi
	2R	Chun Lok Ching Charlotte
	2R	Hau Hiu Tung
	2R	Hon Yan Tung

**76th Hong Kong Schools Music Festival – Harmonic Solo Intermediate**

1st Runner-up 1B Ng Yan Lam

**76th Hong Kong Schools Music Festival – Vocal Solo Singing in Chinese Age 14 and under**

Silver Award 2S Zhao Chi Ching

**76th Hong Kong Schools Music Festival – Vocal Solo Singing in Foreign Language Age 14 and under**Silver Award 2S Zhao Chi Ching  
1st Runner-up 3L Law Sik Syun Natasha**76th Hong Kong Schools Music Festival – Zheng Solo Intermediate**

1st Runner-up 2M Ha Ching Ka Tiffany

**76th Hong Kong Schools Music Festival – Plain Song**Bronze Award  
1A Ho Tin Yeuk  
1A Mok Tsz Kew Danielle  
1A Wong Yan Ki Vanesa  
1A Yu Yan  
1B Ngai Kan Yu Messi  
1R To Tsz Wai  
2G Cheng Yi Lam  
2G Wu Merry  
2M Ha Ching Ka Tiffany  
2M Ho Wing Chi  
2M Keung Tsz Ying  
2M Lui Yee Ching  
2M Wan King Yiu  
2M Yip Wan Yi  
2R Hau Hiu Tung  
2R Kan Hei Tung Eva  
2R Law Hoi Kei Bernice  
2S Chan Wing Lam  
2S Chan Yuet Miranda  
2S Kwok Hiu Ying**76th Hong Kong Schools Music Festival – Zheng Solo Junior**

1st Runner-up 4B Chung Yue

**AIMA Royal Cup Music Competition 2023-2024 – Harp Age Group – Junior (Age 13 or under)**

Champion 1A Chan Chee Yau

**AIMA Royal Cup Music Competition 2023-2024 – Harp Graded Group – Grade 8**

Second Place 1A Chan Chee Yau

**Asia Arts Elite Festival Competition 2023**

2nd Runner-up 1A Kwok Fun Yee



**Asia Arts Elite Festival Competition 2023 Vocal Music Group – Champion**

Champion 2M Ho Wing Chi

**Asia Arts Elite Festival Competition 2023 Vocal Music Secondary**

1st Runner-up 2M Ho Wing Chi

**Asia Arts Elite Festival Dance Competition 2023 – Dance F1-F2**

2nd Runner-up 2M Ho Wing Chi

**Asia Arts Elite Festival English Recitation Competition – Girls’ Open**

Champion 2M Ho Wing Chi

**Blue Bird Cup Dance Competition 2023-Chinese Dance – Open Solo**Gold Award 5J Leung Wai Kwan  
5M Tong Sin Yau**Drama Fest 2024-Best Performer Award**

Champion 5M Chung Wing Sum

**Drama Fest 2024-Outstanding Performance Award**Champion 1R Garcia Rianne Princess Gumidam  
1R Jin Zuyang  
1R Khan Zunaira  
1R Wong Ching Yau  
2G Leung Tsz Yue  
2M Lam Karena Cheuk Nam  
2S Genova Angel Kanku  
2S Lai Ming Yau Tanya  
2S Navalta Yrrah Nhel Castaneda  
2S Wong Wai Ching Regina  
3L Hui Tsz Miu Sally  
3T Chan Khang Chyi Annisa  
3T Leung Hoi Ching  
4A Leung Yan Ki Katie  
4B Lau Eve  
4D Fu Tsz Ching Nicole  
4F Lozada Shobi Alabat  
5J Cheung Sze Man  
5L Causing Gabrielle Angela  
5L Jeanbourquin Joelle  
5L Rana Darshana  
5M Chung Wing Sum  
5M Sze Lok Hang  
5M Wong Ka Lai Olivia  
5T Yang Tsz Yin**Hong Kong 18 Districts Dance Competition (The 7th) – Central and Western District – Secondary School Category**1st Runner-up 1A Or Cheuk Hei  
1A Pang Tsz Laam

1M Chen Ai Lin  
 2G Tsang Hoi Ching  
 2M Ho Wing Chi  
 2R Cheng Pak Ying  
 2S Lo Cheuk Ying  
 2S Ng Hoi Ying  
 3M Chan Emma Sunnyrose  
 3M Chan Ruolan  
 3M Ng Hoi Ki  
 4A Ma Hoi Man Annice  
 4A Wong Jelena Meagan  
 4B Cheung Hoi Tung Ally  
 4D Tse Tsz Yan  
 4F Fung Yee Ching  
 5J Cheung Sze Man  
 5J Chong Yui Lam  
 5T Shum Wing Sum

### **Hong Kong Professional Dance Competition 2024 – Chinese Dance Open**

Silver Award

1A Feng May Wa  
 1A Ho Pui Yu  
 1A So Cheuk Lam  
 1B Li Kok Ham  
 1B Wong Hong Lam  
 1B Wu Cho Yuen  
 1R Yang Jessica  
 2M Ng Sze Wing  
 3M Lau Wing Lam  
 4A Hung Yin Ki  
 4A Hung Yin Ki  
 4A Lam Kwan Ching Natty  
 5J Leung Wai Kwan  
 5J Leung Wai Kwan  
 5M Tong Sin Yau  
 5M Tong Sin Yau  
 5T Chong Cristol

### **Hong Kong Rhythmic Gymnastics Open Championship 2023 – Novice Level**

Ball

Champion

2S Ng Hoi Ying

Freehand

Champion

2S Ng Hoi Ying

### **Hong Kong Youth Catania Music Competition 2023-Music Festival Piece – Vocal**

2nd Runner-up

3L Law Sik Syun Natasha

### **International European Music Competition 2024 (Hong Kong Region) – Harp Graded Group – Grade 8**

Champion

1A Chan Chee Yau

### **International Talent Programme**

Gold Award

2R Mak Wai Ki Jasmine

**International Young Artist Music Contest 2023**

Harp Examination Grade	Second Place	1A	Chan Chee Yau
Junior Harp Distinction Award Group	Third Place	1A	Chan Chee Yau

**Joint School Music Competitions 2024 – Secondary School Junior Choir**

Silver Award	1A	Ho Tin Yeuk
	1A	Tam Lok Tung
	1A	Wong Yan Ki Vanesa
	1A	Xie Tsam Yin
	1A	Yu Yan
	1R	To Tsz Wai
	2M	Cheng Shuk Yu
	2M	Ha Ching Ka Tiffany
	2M	Wan King Yiu
	2R	Chan Cheuk Wai
	2R	Hau Hiu Tung
	2R	Tse Hui Yu
	2S	Chan Wing Lam
	2S	Chan Yuet Miranda
	2S	Choi Tsz Ying
	2S	Fong Man Ling Audrey
	2S	Kwok Hiu Ying
	2S	Lam Sui Yan Athena
	2S	Soo Ching Yan
	2S	Wang Man Sin
	2S	Yeung Hoi Yan
	3L	Law Sik Syun Natasha

**JSMA Competitions 2023 – Secondary School**

Percussion Ensemble	Silver Award	2M	Ha Ching Ka Tiffany
		5M	Chung Wing Sum
String Ensemble	Gold Award	3L	Lee Sum Yau
		4F	Chu Man Hing Iris
		5T	Cheng Wai Ting
String Quartet	Gold Award	3L	Cheung S.L. Lorraine
		3L	Lee Sum Yau
		4F	Chu Man Hing Iris

**Taipei International Youth Music Competition 2023 (Hong Kong Region) Chinese Musical Instrument Grade 7 – Chinese Musical Instrument Grade 7**

Champion	3M	Wong Ka Tung
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**Taiwan International Youth Music Competition 2024 (Hong Kong Regional) – Chinese Instrument Grade Group Grade 9 CIG09**

Champion	3M	Wong Ka Tung
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**The 28th Japan Piara Piano Competition 2024 (Hong Kong Region) – Grade 8**

Fifth Place	5J	Lam Wing Yin
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**古箏獨奏少年 A 組 – Bronze Award**

2nd Runner-up 3M Wong Ka Tung

**古箏重奏兒童 B 組 – Gold Award**

Champion 3M Wong Ka Tung

## Sports Awards

### 6th T.Y. Disciples Athletics Competition 2023 – Girls A Grade

Discus	1st Runner-up	5M	Li Ka Ying
High Jump	1st Runner-up	5M	Li Ka Ying

### A.S. Watson Group Hong Kong Student Sports Award 2023-2024 – Hong Kong Student Sports Awards

Merit Prize	3M	Lam Ching Yin
	5J	Leung Wai Kwan

### Asia and Pacific Lions Cup Jump Rope Championship 2023 – Single Rope Individual Freestyle

1st Runner-up	3M	Lam Ching Yin
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### Central & Western District Age Group Athletic Meet 2023 – Women Division C

400m	2nd Runner-up	5M	Leung Tsoi Yi
High Jump	Champion	5M	Li Ka Ying
	1st Runner-up	5M	Kwok Lok Yiu
	2nd Runner-up	5M	Leung Tsoi Yi
Long Jump	1st Runner-up	5M	Li Ka Ying

### Central & Western District Age Group Athletic Meet 2023 – Women Division D

100m	Champion	4A	Wong Sum Yuet
100m Hurdle	Champion	4A	Wong Sum Yuet

### Eastern District Rope Skipping Tournament 2024

Long Rope Speed Split 45 Seconds	1st Runner-up	3M	Lam Ching Yin
Single Rope Freestyle 1 by 45 Seconds	Champion	3M	Lam Ching Yin
	1st Runner-up	4B	Lee Pui Wing
Single rope pair speed split 1 by 30 seconds	Champion	4B	Lee Pui Wing
		4F	Fung Hoi Yan
	1st Runner-up	3M	Lam Ching Yin
Single Rope Speed Relay 4 by 30 Seconds	Champion	3M	Lam Ching Yin
		4B	Lee Pui Wing
		4F	Fung Hoi Yan
Single Rope Speed Split 1 by 30 seconds	Champion	3M	Lam Ching Yin
Single Rope Speed Split 1 by 30 Seconds	Champion	4B	Lee Pui Wing
	1st Runner-up	4B	Lee Pui Wing
		4F	Fung Hoi Yan

### Hong Kong Double Dutch Battle Championship 2024 – Double Dutch Speed Side Straddle (Age 16 or above) in 30 Seconds

Champion	3T	Lim Yan Yin
	4B	Lee Pui Wing
	4F	Fung Hoi Yan

2nd Runner-up	3T	Lim Yan Yin
	4B	Lee Pui Wing
	4F	Fung Hoi Yan

### Hong Kong Ergathlon 2023 – Secondary School Relay (Girls)

3rd Runner-up	5J	Leung Wai Kwan
	5M	Li Ka Ying

### Hong Kong Hard Contact Karate Competition 2023 – Mixed Junior (Age 11-12)

Champion	2M	Chung Cheuk Yau
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### Hong Kong Inter-School Jump Rope Championship 2023 – Long Rope Endurance in 2 Minutes

Champion	2S	Chen Wing Chi
	3M	Lam Ching Yin
	4B	Lee Pui Wing
	4F	Fung Hoi Yan

### Hong Kong Inter-School Jump Rope Championship 2023 – Overall Champion

Champion	2G	Leung Tsz Yue
	2G	Lin Daitong
	2R	Lo Tsz Ching
	2R	Ngan Wai Wan
	2R	Tse Hui Yu
	2S	Chan Wing Lam
	2S	Chen Wing Chi
	2S	Genova Angel Kanku
	2S	Yau Sum Yi
	3M	Lam Ching Yin
	4B	Lee Pui Wing
	4D	Fong Cheuk Yi Peony
	4F	Fung Hoi Yan
	4F	Tsoi Shun Ying

### Hong Kong Inter-School Jump Rope Championship 2023

Single Rope Speed Relay 4 by 30 Seconds

Champion	2S	Chen Wing Chi
	3M	Lam Ching Yin

Single Rope Speed Sprint 1 by 30 Seconds

Champion	3M	Lam Ching Yin
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Team Show

1st Runner-up	2S	Chen Wing Chi
Champion	2G	Leung Tsz Yue
	2G	Lin Daitong
	2R	Lo Tsz Ching
	2R	Ngan Wai Wan
	2R	Tse Hui Yu
	2S	Chan Wing Lam
	2S	Chen Wing Chi
	2S	Genova Angel Kanku
	2S	Yau Sum Yi
	3M	Lam Ching Yin
	4B	Lee Pui Wing

4D Fong Cheuk Yi Peony

4F Fung Hoi Yan

4F Tsoi Shun Ying

**Hong Kong Jump Rope Championship 2024 and IRSO World Championship Qualify Event**

Single Rope Freestyle (Age of 14 female)	2nd Runner-up	3M	Lam Ching Yin
Single Rope Pair Freestyle (Age of 13-15 female)	Champion	3M	Lam Ching Yin
Single Rope Team Freestyle (Age of 13-15 female)	1st Runner-up	3M	Lam Ching Yin
Single Rope Speed 1x30 Seconds (Age of 14 female)	2nd Runner-up	3M	Lam Ching Yin
Single Rope Speed Relay 4x30 Seconds (Age of 13-15 female)	Champion	3M	Lam Ching Yin

**Hong Kong Rope Skipping Championship 2023 and NDDK Hong Kong Double Dutch Team Selection**

Double Dutch Figure 8 Speed Sprint	Champion	4B	Lee Pui Wing
		4F	Fung Hoi Yan
Double Dutch Figure 8 Speed Sprint in 1 Minute	Champion	3M	Lam Ching Yin
Double Dutch Single Freestyle in 75-90 Seconds	1st Runner-up	3M	Lam Ching Yin
Specified Routine Freestyle in 75 Seconds	1st Runner-up	4B	Lee Pui Wing
		4F	Fung Hoi Yan
Specified Routine Freestyle in 75-90 Seconds	1st Runner-up	3M	Lam Ching Yin
Double Dutch Alternative Jump Speed Sprint in 30 Seconds	2nd Runner-up	3M	Lam Ching Yin

**Kwai Tsing District Rope Skipping Tournament 2024**

Single Rope Freestyle 1 by 45 Seconds	1st Runner-up	3M	Lam Ching Yin
Single Rope Pair Speed Split 1 by 30 Seconds	2nd Runner-up	4B	Lee Pui Wing
		4F	Fung Hoi Yan
Single Rope Speed Relay 4 by 30 Seconds	Champion	3M	Lam Ching Yin
		4F	Fung Hoi Yan

**Lions Cup Hong Kong Jump Rope Challenge 2024 (Hong Kong Island and Kowloon)**

Girls Age 13, Single Rope Speed in 30 Seconds	Champion	2S	Chen Wing Chi
	2nd Runner-up	2S	Chan Wing Lam
Girls Age 14, Individual Freestyle in 45 Seconds	Champion	3M	Lam Ching Yin
Girls Age 14, Single Rope Speed in 30 Seconds	Champion	3M	Lam Ching Yin
	2nd Runner-up	2S	Yau Sum Yi
Girls Age 14, Single Rope Double Under in 30 Seconds	Champion	3M	Lam Ching Yin

Girls Age 15, Single Rope Speed in 30 Seconds	Champion	4F	Fung Hoi Yan
	2nd Runner-up	4B	Lee Pui Wing
Girls Age 15, Single Rope Double Under in 30 Seconds	2nd Runner-up	4B	Lee Pui Wing
Girls Secondary School (Senior), Long Rope Figure 8 Speed Relay in 1 Minute	Champion	2R	Tse Hui Yu
		2S	Chan Wing Lam
		2S	Chen Wing Chi
		2S	Yau Sum Yi
		3M	Lam Ching Yin
		4B	Lee Pui Wing
		4F	Fung Hoi Yan

### Wah Wing Cup Jump Rope Championship 2024

Overall	3rd Runner-up	3M	Lam Ching Yin
Team Show	1st Runner-up	3M	Lam Ching Yin
Single Rope Speed Relay 4x30 Second (Female Age 12 or above)	Champion	3M	Lam Ching Yin
Single Rope Speed Relay 4x30 Seconds (Female Oversea Invitation Age 13-15)	Champion	3M	Lam Ching Yin

### Inter-School Athletics Competition 2023-2024-Girls Grade B Javelin

	3rd Runner-up	4D	Tsui Natalie Yuki
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### Hong Kong Ladies Taekwondo Competition 2023 – Girls Color Belt

	1st Runner-up	5M	Li Ka Ying
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### Inter-School Basketball Competition 2023-2024 – Division Two (Hong Kong Island)

Girls Grade C	2nd Runner-up	1B	Wong Lok Ming
		1R	Ang Ka Ying
		1R	Chan Bethanie
		1R	Leung Hoi Laam
		1R	Wong Wing Lam
		2M	Chan Hiu Ching
		2M	Chung Cheuk Yau
		2M	Loi Pui Yi
		2S	Leung Uen Sum
Girls Grade B	2nd Runner-up	3J	Cheung Tsz Yee
		3J	Law Nga Man Cara
		3T	Cheung Kit Lai
		3T	Kwok Wing Yu
		3T	Lee Aurora Hei Yee
		3T	Yeung Ching
		4A	Chan Kit Sum
		4A	Chu Man Pui Polly
		4B	Cheung Hei Yi
		4B	Lai Hiu Tung
		4D	Jim Hiu Lam
		4D	Lai Ming See Sasha
		4D	Tsui Natalie Yuki



4F Chu Man Hing Iris

**Inters-School Fencing Competition 2023-2024 – Division Three (Hong Kong Island)****Girls Grade B Foil** 4th Runner-up 3M Ng Yan Hei**ISI Skate Hong Kong Competition 2023 – Medium Production**

Champion 2S Mak Hoi Yiu

**National Speed Skating Championships 2023-Girls Junior Grade A**

2nd Runner-up 2G Chong Yat Ching

**Sai Kung District Age Group Swimming Competition 2023 –  
Girls Junior Group F and G 4x50m Freestyle Relay**

2nd Runner-up 5T Shum Wing Yin Annika

**SKH Lui Ming Choi Secondary School Annual Sports Day – 4x100m Invitation Relay**Champion 3T Kwok Wing Tung  
4A Ho Tsz Kwan Stephanie  
4A Wong Sum Yuet  
5L Jeanbourquin Joelle**Southern District Age Group Athletic Meet 2023 – Women Division C**

400m 2nd Runner-up 5M Leung Tsoi Yi

Javelin Champion 5M Leung Tsoi Yi

**Southern District Karate Age Group Competition 2023 – Girls Junior (Age 11-12)**

2nd Runner-up 2M Chung Cheuk Yau

**Tuen Mun District Volleyball Competition 2023-2024 – Women Junior Group**

1st Runner-up 2M Chung Cheuk Yau

1st Runner-up 3T Kwok Wing Yu

**Ying Wa Girls' School Annual Sports Day – 4x100m Invitation Relay**1st Runner-up 3T Kwok Wing Tung  
4A Ho Tsz Kwan Stephanie  
4A Wong Sum Yuet  
5L Jeanbourquin Joelle

## Visual Arts Awards

### “Fabulous China-chic” Inter-school Design Competition – Senior group

Merit Prize	5L	Lam Wing Chi
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### "My Lovely Pet" Colouring, Painting and Photo Competition 2023 – Gold Award

3rd Runner-up	5J	Law Pui Yu
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### 2024 社區「公共空間」大改造拼貼比賽-拼貼比賽

金獎	3J	Liao Yuen Ching
	3L	Cheung Ka Shun
	3L	Liao Yuen Ching
	3M	Chung Pui Ching
	3M	Law Hau Chi
	3T	Hung Hoi Ying

### 5th Teenagers & Kids Little Artist Painting Contest 2023

1st Runner-up	5J	Law Pui Yu
Best Colour Performance Award	5J	Law Pui Yu

### 6th Teenagers & Kids Little Artist Painting Contest

Best Artwork Award	1A	Kwok Fun Yee
Champion	1A	Kwok Fun Yee

### Creative Infographic Design Competition on Applications of Mathematics for Secondary Schools 2022-23 – Bronze Award

2nd Runner-up	3J	Ng Ka Yuen Grace
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### Creative Infographic Design Competition on Applications of Mathematics – Bronze award

2nd Runner-up	1A	Kwok Fun Yee
	2M	Cheng Shuk Yu

### Design Your Card Case Competition-Design Your Card Case Competition

Champion	3L	Lee Sum Yau
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### French Youth Art Competition 2023

Gold Award	2R	Mak Wai Ki Jasmine
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### IYACC The 15th International Open Visual Arts Competition

1st Runner-up	1A	Pang Tsz Laam
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### Kentucky International Youth Art Competition USA

Gold Award	1A	Kwok Fun Yee
	2G	Leung Tsz Yue

### PICASSO International Youth Art Competition – Art Competition

Gold Award	2R	Mak Wai Ki Jasmine
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**The 12th I Love Summer Children's Creation Competition 2023 (Reusable Bag Design)**

Gold Award                      2G      Leung Tsz Yue

**The 4th Leung Tong Cup Still Life Drawing Competition 2024 – Junior group**

Merit Prize                      3L      Law Sik Syun Natasha

**The 9th Hong Kong Secondary School Distinguished Artwork Exhibition 2024 – Senior group**

Distinguished Artwork Award      3L      Chan Hoi Ching Sovina

**完善地區的一票盡顯公民的責任海報設計比賽-海報設計比賽初中組**

2nd Runner-up	3L	Chan Hoi Ching Sovina
Merit Prize	1M	Au Tsz Ching
	1M	Fung Hing Ying Melissa
	1M	Lee Cheuk Ying
	1R	Ang Ka Ying
	1R	Chu Wing Laam Venus
	1R	Hwang Keithlyn Rose Pastolero
	1R	Lau Kace
	1R	Leung Hoi Laam
	2G	Cheng Yi Lam
	2G	Lai Yuet Chi Denise
	2G	Leung Tsz Yue
	2G	Shih Yan Tung Vanessa
	2G	Wong Siu Mai Mini
	2M	Lam Wing Yee
	2R	Chun Lok Ching Charlotte
2R	Hau Hiu Tung	
3L	Law Sik Syun Natasha	
3T	Wong Tsz Yiu	
3J	Law Nga Man Cara	
3J	Ng Ka Yuen Grace	
3L	Lee Sum Yau	
4F	Chen Chung Yan	
4F	Ho Cheuk Lam	
5L	Chan Hei Yee	
5L	Lam Wing Chi	
5L	Tong Nok Yi	
5M	Chein Shin Yuin Shaine	

## Others Awards

### 2nd International Talent Programme 2023

Gold Award	2R	Mak Wai Ki Jasmine
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### City Tracing 2024 – City Tracing

1st Runner-up	3M	Law Hau Chi
	4B	Wong Ching Lam
2nd Runner-up	4A	Chu Man Pui Polly
	4F	Chu Man Hing Iris
	5L	Keung Ho Yuet
	5L	Kung Irene

### CUHK Secondary School Think and Create Competition

Top 10	2R	Kwong Hung Yu Lavina
	3J	Yip Ngai Hei
	3L	Luk Ying Tung
	3M	Ma Hau Yin
	3T	Wong Tsz Yiu

### HKCYAA Voice Competition 2023 – Gold Award

Champion	3L	Law Sik Syun Natasha
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### Hong Kong Island Outstanding Student Award 2023-24 – Outstanding Students Award (Junior Section) in Central and Western District

Merit Prize	3M	Ng Hoi Ki
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### IdeaPOP! 2024 Hong Kong Secondary School Students Startup Pitch Competition – Top 20

Excellence in Innovation Award	4A	Chan Yinhei
	4A	Ho Tsz Kwan Stephanie
	4A	Lau Ka Yu
	4D	Fu Tsz Ching Nicole

### Ninth Outstanding Student Leaders Selection 2023-24 – Outstanding Student Leaders Award

Merit Prize	5J	Law Pui Yu
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### Run For Wellness 2023-Secondary School Girls

1st Runner-up	2M	Lam Karena Cheuk Nam
	2S	Choi Tsz Ying
	2S	Leung Man Hei Joanne

### Secondary School and Tertiary Institution Taekwondo Competition 2024 – Girls Color Belt

1st Runner-up	5M	Li Ka Ying
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### The Greater Bay Area Outstanding Students Award 2024 – Outstanding Students Award

Merit Prize	3L	Law Sik Syun Natasha
	5J	Yang Wai Ting

## Youth Arch Student Improvement Award 2022-23 – Youth Arch Student Improvement Award

	Merit Prize	2G	Ng Hoi Lam Serena
		2M	Yim Man Sin
		2S	Mak Hoi Yiu
		2S	Yiu Hoi Yau
		3J	Cheung Sz Po
		3J	Liao Yuen Ching
		3T	Li Ka Yi
		3T	Yeung Ching
		4A	Chu Man Pui Polly
		4B	Wong Ching Lam
		4D	Fong Cheuk Yi Peony
		4D	Tse Tsz Yan
		5J	Lau Yan Yu
		5L	Chan Hei Yee
		5M	Yip Po Hei
		5T	Chong Cristol
傑出非華裔學生獎勵計劃 2024			
	優異證書	5L	Jeanbourquin Joelle
少年警訊中式步操比賽 2023-港島總區			
	Merit Prize	1R	To Tsz Wai
		2G	Leung Hei Kiu Quinci
		2M	Loi Pui Yi
少年警訊減罪菁英比賽-減罪菁英比賽			
	亞軍	4D	Fung Cheuk Ying
少年警訊獎勵計劃 2023-獎勵計劃			
	「銀星」章	4D	Fung Cheuk Ying
第十屆 阿爸、阿媽，食飯啦! – Cooking Competition			
	Merit Prize	5J	Law Pui Yu
		5L	Jeanbourquin Joelle
		5L	Kung Irene
關愛和諧樂共融新來港定居及少數族學童成就嘉許禮			
	傑出表現學生獎	2G	Wu Chenrui
		2S	Navalta Yrrah Nhel Castaneda
		3T	Chan Khang Chyi Annisa
		3T	Manugue Kyle Denisse
		4F	Ng Suen Ching
		5J	Sancho Kimberly
	最優秀學生獎	5L	Jeanbourquin Joelle
		5M	Chan Khang Mae Avril

## 青年導師服務獎-青年導師服務獎

銀獎	5L	Kung Irene
銅獎	5L	Kung Irene

## 香港紅十字會 2023-2024 年度港島總部友誼活動創作比賽-創作比賽

季軍	2G	Wong Siu Mai Mini
	3M	Lau Wing Lam
	4A	Chu Man Pui Polly
	4F	Chu Man Hing Iris
	5L	Keung Ho Yuet

## 香港紅十字會 2023-2024 年度港島總部青年步操比賽-步操比賽

最佳副司令員	5L	Keung Ho Yuet
	5L	Kung Irene
	5M	Wong Ka Yi
亞軍	1M	Li Nok Sum
	1R	To Tsz Wai
	2G	Cheung Abigail Hoi Laam
	2G	Leung Hei Kiu Quinci
	2M	Chan Hailey
	2M	Xu Yingying
	2S	Lam Sui Yan Athena
	2S	Soo Ching Yan
	2S	Wong Pui Yan
	3M	Lau Wing Lam
	3M	Law Hau Chi
	4A	Chu Man Pui Polly
	4A	Xue Wenjun
	4B	Wong Ching Lam
	4F	Au Hoi Ching
	4F	Chu Man Hing Iris
	5L	Keung Ho Yuet

## VI. Financial Reports

### Financial Summary 2023/24 (Unaudited Report)

	\$ Income	\$ Expenditure	\$ Surplus / (Deficit)
<b>1. Government Funds</b>			
<b>I. Non-School Specific Grant</b>			
EOEBG Baseline Reference	2,078,911.00	1,706,598.00	372,313.00
<b><i>Sub-total</i></b>	<b>2,040,148.00</b>	<b>1,793,841.00</b>	<b>246,307.00</b>
<b>II. School Specific Grant</b>			
Admin Grant	4,205,880.00	3,794,461.00	411,419.00
Air-conditioning Grant	624,088.00	575,158.00	48,930.00
Capacity Enhancement Grant	666,935.00	577,648.00	89,287.00
Composite IT Grant	512,696.00	484,823.00	27,873.00
School-Based Speech Therapy Administration Recurrent Grant	8,415.00	0.00	8,415.00
School-based Management Top-up Grant	52,596.00	3,000.00	49,596.00
Renovation		245,716.00	(245,716.00)
<b><i>Sub-total</i></b>	<b>6,070,610.00</b>	<b>5,680,806.00</b>	<b>389,804.00</b>
<b>Surplus as at 31 August 2024</b>			<b>636,111.00</b>

	\$ Income	\$ Expenditure	\$ Surplus / (Deficit)
<b>2. School Funds</b>			
Tong Fai	91,460.00	72,701.00	18,759.00
Scholarship	120,800.00	147,400.00	*(26,600.00)
Approved Collection	259,830.00	168,219.00	91,611.00
Copy Fee	87,215.00	89,013.00	(1,798.00)
Fund-raising	73,191.00	73,191.00	0.00
Sales of School Items	89,299.00	78,521.00	10,778.00
<b><i>Sub-total</i></b>	<b>721,795.00</b>	<b>629,045.00</b>	<b>92,750.00</b>
<b>Surplus as at 31 August 2024</b>			<b>92,750.00</b>

\* The accumulated balance carried forward from 31 August 2023 was used.

## VII. Future Planning

**The two Major Concerns for 2024-2025 will be:**

**Major Concern 1: To cultivate students to become well-rounded and resilient learners for continuous self-improvement**

Focus I: Fostering students' understanding and practice of positive values.

Focus II: Nurturing healthy lifestyle practices for student well-being.

Focus III: "Clarian Growth Program" to cultivate students' resilient mindset, unleashing their potential to the fullest.

**Major Concern 2: To nurture students to become effective and confident life-long learners**

Focus I: Students are exposed to meaningful learning experiences while maintaining a balance between study and well-being.

Focus II: Students are equipped with effective study skills and good study habits.

Focus III: "Clarian Growth Program" to cultivate positive mindset of students, enhancing their confidence in academic performance.



# **Expenditure of Grants**

**A. Use of Capacity Enhancement Grant (CEG)**

Starting from the school year of 2000-01, the school has received a CEG from EDB every year to help relieve the workload of teachers so that they will have an ‘enhanced capacity to concentrate on the critical tasks in the education reform’.

In 2023-24, the total amount of CEG received was \$666,935.00. To relieve teachers’ workload, the fund was used mainly for teaching assistant and I.T. technician to support learning and teaching. Total expenditure was \$577,647.50. The surplus of \$89,287.50 would be transferred to the balance of EOEBG.

**Use of Capacity Enhancement Grant (CEG)**

	<b>Income</b>	<b>Expenditure</b>	<b>Surplus / Deficit</b>
	\$	\$	\$
	666,935.00		
Hiring Teaching Assistant		382,200.00	
Hiring IT Technician		153,247.50	
English Remedial Course		42,200.00	
Surplus transferred to the balance of EOEBG C/F to 2024-2025			89,287.50

<b>Major Area(s) of Concern</b>	<b>Strategies/Tasks/ Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers’ workload is alleviated)</b>	<b>Time Scale</b>	<b>Performance Indicators</b>	<b>Evaluation</b>	<b>People Responsible</b>
Academic	Employed 2 Teaching Assistants to support administrative work for some panels.	<ul style="list-style-type: none"> <li>Relieved teachers’ workload by supporting teaching related administrative work</li> </ul>	Whole year	Teaching materials of various subject prepared	Useful teaching materials were prepared. Majority of teachers found that Teaching Assistant could enhance their capacity in teaching.	Ms. Fung Mut Wah
I.T. in Learning and Teaching	Employed one I.T. Technician to support I.T. in learning and teaching	<ul style="list-style-type: none"> <li>Technical support would facilitate I.T. in learning and teaching</li> </ul>	Whole year	Frequency in using mobile devices and software in learning & teaching	With the support of the I.T. technician, teachers were encouraged to include various I.T. elements in teaching. The frequency of using I.T. in classroom teaching was thus boosted.	Mr. Wong Kwok Shu
Academic	To provide after-school English classes	<ul style="list-style-type: none"> <li>After-school English classes could motivate students to take part in English activities and speaking practices.</li> </ul>	Whole year	Students would find the classes motivating their interest to use English	Students commented that the after-school classes could arouse their interest to speak English.	Mr. Lo Chun Lam

**B. Learning Support Grant for Secondary School (LSGSS)**

	<b>Item</b>	<b>Quantity</b>	<b>Organization</b>	<b>Duration</b>	<b>Target Group</b>	<b>Aim</b>	<b>Evaluation</b>
1	Executive Functioning Training Workshop	20 sessions	The Academy of Play & Psychotherapy	Nov – May	12 students (S1 – S3, 4 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 85% - 95% Most of the students found that they were able to implement skills that they have learned into their daily life. For example, time management skills, communications skills and problem solving skills.
2	Chinese Writing & Reading Workshop	20 sessions	Hearing & Speech Therapy Centre	Oct. – May	6 students (S2 – S5, 6 SEN)	To equip students with Chinese study skills and to improve their writing skills and comprehensive skills	Attendance rate = 90% - 100% Students were attentive and engaged in class, all of them agreed that the workshop can enhance their comprehension skills.
3	Speech Therapy Training	20 sessions	Samlot Development Limited	Oct. – May	3 students (S2 – S4, 3 SEN)	To help students improve their speaking and communication skills	Attendance rate = 50% - 85% Most of them showed improvement in voice volume, verbal expression and eye contact.
4	Expressive Art Therapy	32 hours	Hong Kong Expressive Arts Therapy Service Center	Jan – June	3 students (S2 – S5, 3 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings.	Attendance rate = 90% - 100% Since the school attendance of our students were unstable due to their emotional wellbeing, the attendance rate of this workshop was unsatisfactory. Positive feedback was received by those who attended. They were more willing to express their thoughts.
5	Social Skill Training Workshop	20 sessions	Serve Shine Care Education Centre	Oct. – May	6 students (S1 – S2, 3 SEN)	To strengthen students' skills in communicating and interacting with others in social context.	Attendance rate = 70% - 90% All participants have actively engaged in the tutorial. They learnt social skills, such as listening, giving appropriate response. The girls established bonding among themselves.
6	Clinical Psychological Services	65 hours	MyMind Clinics	Oct - July	10 students (S1 – S5, 8 SEN)	To provide students individualized training and counselling services.	Attendance rate = 95% - 100% Students felt relaxing and safe to share. Sessions of parent consultation were arranged.

	<b>Item</b>	<b>Quantity</b>	<b>Organization</b>	<b>Duration</b>	<b>Target Group</b>	<b>Aim</b>	<b>Evaluation</b>
7	Animal Assisted Therapy	12 sessions	Hong Kong Animal Assisted Therapy Association	Oct – May	2 students (S5, SEN)	To develop a bond with an animal which help the girl develop a better sense of self-worth and trust, stabilize their emotion.	Attendance rate =100% Students showed improved mood and emotional regulation. Reduced symptoms of anxiety and stress were shown.
8	PERMA Day	1 Day	School	April	Whole school	To foster positive emotions and connection among students.	Through participating in different booths, students experienced the five components of happiness. Students agreed that these activities allowed them to express gratitude and appreciation to others, equip them with self-relaxation skills and obtained a sense of achievement and self-control.

## C. 改善非華語學生的中文學與教

施行計畫	施行策略/工作	預期成果	實際成果
<p>一. 實施「學習架構」整體規畫</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p>	<p>1. 安排具教學經驗或已接受教授非華語學生的專業培訓課程的老師任教。</p> <p>2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。</p> <p>3. 鼓勵全體中文科老師參加教授非華語的培訓課程，提升教師教授非華語生的專業知識。</p> <p>4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。</p> <p>5. 購買教學所需的教材及圖書。</p>	<p>1. 任教老師須具教學經驗或已接受教授非華語學生的專業培訓課程。</p> <p>2. 任教老師於科組會議上分享教學心得</p> <p>3. 曾參加相關講座</p> <p>4. 每學期完成不少於1節觀課，全學年共2節；全學年共不少於1次專業交流。</p> <p>5. 已購買教學所需教材及圖書</p>	<p>1. 已接受教授非華語學生的專業培訓課程的老師任教能根據非華語學生的學習情況設計適切的教學策略。</p> <p>2. 任教華語班老師能從分享中設計更切合學生學習需要的教學方法；亦能提升教師教授非華語學生的專業能力；教師能從專業知識中，學會教授技巧。</p> <p>3. 部分教師曾參加相關培訓課程。</p> <p>4. 教師在同儕觀課中掌握教授非華語學生的教學策略。</p> <p>5. 已為教師購買教材及圖書。教材方面，隨著學校多年的經驗累積，課程和教材已漸趨穩定；同時，非華語學生在借閱中文書的數字偏低，且經過多年累積，圖書館已有豐富的藏書量，故將會減少購買相關書籍的預算。</p>
<p>2. 設計初中非華語學生校本中國語文課程及教材。</p>	<p>參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。</p>	<p>完成初中非華語學生校本調適課程、教材及評估。</p>	<p>已參考教育局上載「學習架構」專頁的配套資源及主流課程，設計校本非華語學生調適課程、教材及評估。</p> <p>初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。</p>

施行計畫	施行策略/工作	預期成果	實際成果
3. 幫助非華語學生認識中國傳統文化，以提升學習中文的成效。	<ol style="list-style-type: none"> <li>1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等</li> <li>2. 因應中國傳統節日，舉行相關的活動。</li> <li>3. 安排非華語學生參加具中華文化的體藝活動。(例如中秋節)</li> </ol>	<ol style="list-style-type: none"> <li>1. 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。</li> <li>2. 曾參加與中國傳統節日相關的活動。</li> <li>3. 曾參加具中華文化的體藝活動。</li> </ol>	<ol style="list-style-type: none"> <li>1. 能認識更多較淺易的文學作品、歷史、成語故事等。</li> <li>2. 於全人發展課堂上與華語生一同參加。</li> <li>3. 曾參加具元宵節節慶、書法活動、中華文化日活動等具中華文化特色的活動。惟部分活動(如中四級講座)超出學生能力範圍，故建議來年推行時可參考非華語學生能力，彈性安排學生參與活動。</li> </ol>
4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	<ol style="list-style-type: none"> <li>1. 中一、中二採取抽離學習，與主流生分開學習。</li> <li>2. 僱用專業服務課後支援</li> </ol>	<ol style="list-style-type: none"> <li>1. 中一、中二採取抽離學習</li> <li>2. 已僱用專業服務課後支援</li> </ol>	<p>已採取抽離式學習。教師在課堂中會採用不同的篇章和教材，經調適的校本教材有助學生累積更多詞彙和句式，同時學習不同的表達手法，學生大多能從中得益。惟未見學生有駕馭銜接主流中文課堂的能力，以至至今未有學生從非華語轉移到主流中文課堂。至於僱用專業服務課後支援，本校今年只獲教育局\$858,130 資助，用以聘請2位教師以告入不敷支，故未有僱用專業服務課後支援。</p>
5. 評估支援措施的成效	<ol style="list-style-type: none"> <li>1. 參考「學習架構」及評估工具設計校內評估。</li> <li>2. 在本學年結束前，使用教育局評估工具的結果。</li> <li>3. 可提升非華語學生的中文水平。</li> </ol>	<ol style="list-style-type: none"> <li>1. 參考「學習架構」及評估工具設計校內評估。</li> <li>2. 完成教育局評估</li> <li>3. 整體語文水平可達中等。</li> </ol>	<ol style="list-style-type: none"> <li>1. 大部分學生的考試成績均合格。</li> <li>2-3. 已完成教育局評估。學生大致符合初中及高中水平，但能力有下跌趨勢。究其原因，主要是個別學生來港日子尚淺；另一方面，過去部分老師在運用教育局評估工具之前都會先教授類近的題材，如有關的實用文格式。但本年度科組參考了教育局文件後，建議教師盡量不干預，因此在成績上有所落差。</li> </ol>

施行計畫	施行策略/工作	預期成果	實際成果
6. 安排非華語學生多元升讀大學的途徑	<ol style="list-style-type: none"> <li>1. 安排中三、中四非華語學生學習 GCE(AL)課程</li> <li>2. 安排中三、中四非華語學生參加課後國際 GCE(AL)中文考試。</li> </ol>	<ol style="list-style-type: none"> <li>1. 中三及中四完成 GCE(AL)中文課程</li> <li>2.1 能掌握考試內容及作答技巧</li> <li>2.2 能考獲 E 或以上，符合報考中六大學聯招替代中文的要求。</li> </ol>	<ol style="list-style-type: none"> <li>1. 中三及中四課程依 GCE(AL)課程設計。</li> <li>2.1 學生尚能掌握應試技巧。</li> <li>2.2 中四、中五抽離班非華語學生已報考 2024 年 GCE(AL)中國語文科考試，考試成績將於 8 月公布。</li> <li>2.3 長遠而言，不論是每年期末試或公開試的成績，都顯示出本校部分非華語學生的能力每況愈下，應付普通教育文憑 GCE(AL)中文考試明顯力有不逮。惟大學院校現時開始有明確的成績換算，部分院校對應考 GCE(AL)中文的學生在成績換算上有明顯優勢，故仍有必要保留讓學生應考 GCE(AL)中文。不過對能力薄弱的學生，探討開辦國際普通中學教育文憑 (IGCSE) 課程的可行性仍有必要。</li> </ol>
<p>二. 建構共融校園</p> <p>1. 加強與非華語學生家長的溝通</p>	<ol style="list-style-type: none"> <li>1. 提供所有主要學校通告的英文版本</li> <li>2. 由班主任協助非華語學生家長瞭解學校通告的內容</li> <li>3. 提供英文版本的學校簡介</li> <li>4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。</li> <li>5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)</li> </ol>	<ol style="list-style-type: none"> <li>1. 所有主要學校通告的均附有英文版本</li> <li>2. 班主任協助非華語學生家長瞭解學校通告的內容</li> <li>3. 學校簡介具英文版本</li> <li>4. 已舉辦家長講座</li> <li>5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)</li> </ol>	<p>教師通過電話、面談等渠道與家長溝通，了解非華語學生在家學習中國語文的情況和需要。非華語學生家長亦瞭解子女在校學習的情況和安排，並能達致家校合作。</p> <p>部分非華語學生家長被選中填寫意見調查表格，反應正面。</p> <p>科組曾安排非華語生家長參加由教育局或其委託的機構舉辦的家長講座或工作坊，但反應冷淡，原因是舉辦地點僻遠，而且家長大多公務繁忙，未能參與。</p>

施行計畫	施行策略/工作	預期成果	實際成果
2. 提升教師的文化敏感度，營造多元文化環境	為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。	不同族裔的學生能互相學習。	部分學生參與同儕互勉計畫，反應良好。活動舉辦最成功之處在於活動邀請了應屆畢業的中六非華語學生回校與現屆學生分享學習心得，為學生建立圈子，增強凝聚力。來年將繼續舉辦。



**D. Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN)**

	<b>Item</b>	<b>Quantity</b>	<b>Date</b>	<b>Target Group</b>	<b>Aim</b>	<b>Evaluation</b>
1	Clinical Psychology Services	65 hours	Oct - July	10 students (S1 – S5, 8 SEN)	To provide students individualized training and counselling services.	Attendance rate = 95% - 100% Students felt relaxing and safe to share. Sessions of parent consultation were arranged.
2	Lunch Gathering	4 sessions	Whole year	NCS SEN students	To promote inclusivity in school culture, supporting the integration and mutual support of NCS.	Gathering were held during lunchtime regularly with a specific themes. A talk was delivered by a company specifying in career-life planning for NCS in HK. Students found the information useful.
3	Teacher Assistant for SEN	1	Whole year	Whole school	To help out administration work related to SEN, such as SEA.	The teacher assistant relieved the administration workload of teachers and school social workers, so that more space for them to organize and take care of all SEN.
4	Learning Buddy Program	144 sessions	School	May - July	23 students (S1-S5, 10 SEN)	To conduct homework support in group/individually. Attendance rate = 85% - 100% Students were attentive and found it was useful in improve their academic performance.

**E. Diversity Learning Grant (DLG)**

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
1	Creativity: Divergence Thinking Workshop	<ul style="list-style-type: none"> <li>To equip students with divergence (creative) thinking</li> <li>To allow students to understand how to apply the skills into daily life in non-academic areas such as planning school activities or functions like school picnic, and academic areas such as essay writing, short presentation or instant verbal feedback.</li> </ul>	<ul style="list-style-type: none"> <li>23 students</li> <li>S2 to S3</li> </ul> Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (Executive Committee members of houses and Budding Leaders)	27 January 2024 (3 hours)	Lecture and workshop	<ul style="list-style-type: none"> <li>All students found that the program was useful.</li> <li>All students found that the trainer was friendly.</li> <li>Students reported that they have learned what creativity is and how to think outside the box in their daily life.</li> </ul>
2	Public speaking workshop	<ul style="list-style-type: none"> <li>To equip students with public speaking skills so that they can present more confidently in public</li> </ul>	<ul style="list-style-type: none"> <li>20 students</li> <li>S2 to S5</li> <li>Nominated by Gifted Education Committee (Accelerated Learners) and Subject Panels (subject cream)</li> </ul>	28 November 2023 (1 hour 30 mins)	Lecture and workshop	<ul style="list-style-type: none"> <li>Students were engaged and most participated actively.</li> <li>Students agreed they are more aware of the skills needed during presentations.</li> <li></li> </ul>
3	Model United Nations Conference Program	<ul style="list-style-type: none"> <li>To enrich students' sensitivity towards global issues</li> <li>To sharpen students' presentation and public speaking skills, ability to</li> </ul>	<ul style="list-style-type: none"> <li>19 students</li> <li>S3 to S4</li> </ul> Nominated by Gifted Education Committee (Accelerated Learners)	24 June and 3 July 2024 (3 hours each)	Lecture and workshop	<ul style="list-style-type: none"> <li>Some students found the format of having a model international conference new, challenging and exciting.</li> </ul>

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
		<ul style="list-style-type: none"> <li>● screen and organize information</li> </ul>				<ul style="list-style-type: none"> <li>● Many students agreed that the program has enhanced their global vision.</li> <li>● Although students might not be ready for the challenging MUN format (due to the limited preparation time), most of them tried to work on the presentation after learning the theories concerning international relations.</li> <li>●</li> </ul>
4	Higher order thinking skills: Workshop on logical thinking skills	<ul style="list-style-type: none"> <li>● To help students become independent thinkers so that they can apply logical thinking skills in making decisions on issues and problems and identifying the values underlying different views and judgments</li> </ul>	<ul style="list-style-type: none"> <li>● 91 students (whole level)</li> <li>● S3</li> </ul>	31 October and 10 November 2023 (1 hour 10 mins each)	Lecture and workshop	<ul style="list-style-type: none"> <li>● About 70% of the students found the program useful and inspirational.</li> <li>● Most students (80%) were satisfied with the overall performance of the trainers.</li> <li>● The workshops enriched students with skills to make sound and informed</li> </ul>

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
						<ul style="list-style-type: none"> <li>● decisions.</li> </ul>
5	Higher order thinking skills: Workshop on effective reasoning skills	To enhance students' comprehension and communication abilities in face of challenges in the era of information explosion	<ul style="list-style-type: none"> <li>● 17 students</li> <li>● S3 to S5</li> <li>● Nominated by Gifted Education Committee (Accelerated Learners)</li> </ul>	2 March 2024 (3 hours)	Lecture and workshop	<ul style="list-style-type: none"> <li>● All students found the program practical and inspirational.</li> <li>● All students were satisfied with the overall performance of the trainers.</li> <li>● The workshop enhanced students' comprehension and communication abilities and enabled them to appreciate the usefulness of logic in their thinking and writing.</li> <li>●</li> </ul>
6	Higher order thinking skills classes	To enhance students' exposure and higher order thinking skills	<ul style="list-style-type: none"> <li>● 52 students</li> <li>● S4 and S5</li> <li>● Nominated by subject panels</li> <li>●</li> </ul>	22 April to 28 May 2024 (1 hour 30 mins each)	Lecture and workshop	<ul style="list-style-type: none"> <li>● 83.9% of students were satisfied with the contents of the classes. They agreed that the classes were useful in equipping them with higher order thinking skills.</li> <li>●</li> </ul>
7	Higher-order thinking skills classes	To enhance students' exposure and higher order thinking skills.	<ul style="list-style-type: none"> <li>● 34 students</li> <li>● S4 and S5</li> <li>● Nominated by subject</li> </ul>	30 May to 8 July 2022 (1 hour 30	Lecture and practices	<ul style="list-style-type: none"> <li>● The satisfaction rates ranged from 3.2 to 4.0, with 1 being</li> </ul>

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
			teachers	mins each)		<p>strongly disagree and 5 being strongly agree: S4 Chinese (4.0), S5 Chinese (4.6), S4 English (3.2), S5 English (3.2), S4 Mathematics (3.4) and S5 Mathematics (3.5).</p> <ul style="list-style-type: none"> <li>● Students reflected that the two Chinese classes were more effective in preparing them to sit for the HKDSE examination.</li> </ul>

**F. Use of School-based After School Learning & Support Grant**

Starting from the school year of 2005-06, the school has received a School-based After School Learning & Support Grant from EDB every year to support the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth. The target students of the Program are those S.1 to S.6 students in receipt of CSSA/SFAS full grant.

In 2023-24, the sum of this yearly grant received was \$57,000.00 in which \$52,152.00 was carried forward from the previous year, summing up to a total surplus of \$109,152.00. To relieve teachers' workload and to enhance teaching and learning, the fund was applied to subsidize students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. Total expenditure of these programs was \$52,152.00. The accumulated surplus of \$57,000.00 would be carried forward to the year 2024-25.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 75 (including A. 5 CSSA recipients, B. 50 full-grant recipients and C. 20 under school's discretionary quota).

**A. Information on Activities to be subsidised/complemented by the Grant.**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate (%)	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner / service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Sports	3	9	15	100	Sep to Aug	18,000.00	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Musical Instrument Class	1	4	10	100	Sep to Aug	14,000.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and showed interest
Dance Class	0	3	5	100	Sep to Aug	7,902.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and cooperative
Tutorial Class	2	9	15	100	Sep to Aug	12,250.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
<b>Total no. of activities: 20</b>	76								
<b>@No. of man-times</b>	36	192	90						
<b>**Total no. of man-times</b>	318								
					<b>Total Expenses</b>	52,152.00			

Note:

\* Types of activities are categorized as follows: tutorial service, learn to learn skill training, language training, visits, art /culture activities, sports, confidence building, volunteer service, adventure based activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students as recipients of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

## G. 運用推廣閱讀津貼報告書

### 第一部分：成效檢討：

1. 目標檢討：（例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。）

1.1 綜合學生借閱記錄，可見學生較喜歡紙本閱讀，較喜歡閱讀中文圖書（見表1）。

月份	借閱量(本)	語言	
2023-09	482	中文書	英文書
2023-10	444	2104	742
2023-11	623		
2023-12	189		
2024-01	272		
2024-02	331		
2024-03	266		
2024-04	239		
共計：	2846		

表 1：學生借閱量(23 年 9 月至 24 年 4 月)及語言分布

1.2 本學年學校圖書館特別推動電子閱讀，惟學生缺乏閱讀電子書的興趣，各項活動的參與表現未算積極投入。

1.3 本學年學校圖書館開放予學生借閱圖書。同時開放網上電子平台，包括教育城、校外電子閱讀計畫平台，讓學生可持續閱讀，故學生仍可保持閱讀習慣及興趣。同時，學校仍不斷購入不同範圍的圖書，以豐富學生的識見。

1.4 學生大多樂於與人分享閱讀成果，閱讀面亦廣闊，涉獵不同類別的圖書。本組今年舉辦多個校內閱讀報告比賽，包括網上平台電子書閱讀報告比賽、KINDLES電子書閱讀報告比賽等，學生大多踴躍參加，反應良好。

1.5 學校在舉辦閱讀活動及營造課外閱讀空間兩方面的表現理想，整體校園閱讀氛圍濃厚。

2. 策略檢討：（例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等，檢討「營建閱讀氛圍」所用策略的成效。）

2.1 本年度舉辦兩個手工製作工作坊：《小王子夜燈》製作工作坊及單字篆刻印章工作坊，讓學生可接觸不同層面的知識，並可營建閱讀的氛圍。本組發現：兩項活動深受學生歡迎，皆屬「手工製作」，可見學生對此類活動較有興趣。

2.2 本年度圖書館活動主題為「《小王子》80周年」，本組舉辦了一系列相關活動。包括與英文學會舉辦的「The Little Prince - Creative Writing Competition」、 「文學劇場：小王子的星際旅行」及上文述及與美術學會聯合主辦的《小王子夜燈》製作工作坊。本組發現以主題貫穿不同活動，較易讓學生深刻了解作品的主題，提升他們的閱讀動機和興趣，建立學生的閱讀習慣。惟美中不足的是，主題活動只能提升閱讀的深度，而不能增加閱讀的廣度，故須其他活動配合施行，方可兩全其美。



- 2.3 除了於圖書館內的常設展覽之外，本組於本學年舉辦了多次不同主題的書展，如配合中華文化周「生活中的中華文化」的主題書展、配合學術周「奧運」的主題書展、配合中國語文科及數學科的跨科劇本寫作活動的「中國數學家及科學家」主題書展等。活動大受學生歡迎，有助提高學生對閱讀的興趣和意識，促進校內閱讀風氣。部分活動中，學生必須先閱讀有關書籍後才能開展創作和討論，以完成劇本寫作活動或各項比賽，亦有助學生激發創意和想像力。
- 2.4 一如既往，本組下學期於學校禮堂舉辦年度書展。但有別去年的是，本年今年邀請了兩間書商到校參展，一間為中文書籍，另一間則為英文書籍。兩間書商到校參展可提供更多合適的書籍選擇，尤其是英文書商能集中選取大量適合學生能力和興趣的英文書籍及雜誌，推廣多語言閱讀，增加學生的購書機會，有助於激發學生的興趣，提高他們的參與度。
- 2.5 學生對跨學科學習活動的反應良好，而且樂於參與手工製作活動，建議來年可策劃或統籌其他跨學科學習活動，提升閱讀興趣與能力。

## 第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	16,195.30
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	20,200.00
	<input type="checkbox"/> e 悅讀學校計劃	
	<input checked="" type="checkbox"/> 其他計劃：中一至中三每日一篇、S1-S3 Highlight	
3.	閱讀活動	2,000.00
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input checked="" type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	1,354.13
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	0.00
	<input checked="" type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	515.00
4.	其他：	
	<input checked="" type="checkbox"/> 中一至中三校本閱讀獎勵計劃	450.00
	<input checked="" type="checkbox"/> 校本跨科閱讀活動	3,500.00
	<input type="checkbox"/> 校本主題學習閱讀活動	0.00
Total:		44,214.43

# H. Report of Life Wide Learning Grant (LWLG)

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

**Category 1: To organise / participate in life-wide learning activities**

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a tick the appropriate box(es); more than one option can be selected)						
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences		
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes															
A1	Extend students' KLA learning through different subject-related experiential learning activities. a. 中華文化週 b. Physic subject outing c. PSHE subject outing (S.1) d. Biology subject outing e. Technology & Living subject outing	Dec 2023 - May 2024	S.1 - S.5	514	\$21,020.66	\$40.90	E1, E6	Cross-Disciplinary (Others)	<p>1. Chinese Culture Week.</p> <p>A. Supplementary Information: Number of lessons conducted: 6 programmes as part of the Chinese Culture Week, including competitions, costume tryouts, film appreciation, debate competition, Chinese fan calligraphy workshop, and book exhibition. Feedback from students: Most students appreciated the Chinese Culture Week activities. The diverse range of experiences, including interactive workshops, costume tryouts, and cultural competitions, stimulated their curiosity and deepened their understanding of Chinese culture. Students felt excitement and enjoyment as they participated in the activities, which also fostered a stronger connection to their cultural identity.</p> <p>B. Teacher Feedback: Observations on student performance: Most teachers recognized the well-arranged Chinese Culture Week activities. The activities were rich and varied, creating a joyful atmosphere and allowing students to relax amidst their heavy academic workload in December. Some teachers agreed that students gained a deeper understanding of how Chinese culture is manifested in daily life, which further strengthened their enthusiasm and sense of belonging toward Chinese culture.</p> <p>C. Suggestions or Recommendations for Future Activities: • The Chinese Culture Week activities can be continued next year. • Consider outsourcing some of the activities to external organizations, which could bring a fresh perspective and motivation for the students.</p> <p>2. Four outing activities were organized, covering subjects such as PSHE, Physics, Biology, and Technology &amp; Living. During these activities, students displayed a serious approach towards completing the worksheets, showcasing a good understanding of the respective topics. The choice of location and duration of the visits was deemed appropriate. It is recommended to continue these outing activities in the upcoming year, considering the positive engagement and learning outcomes observed.</p>	✓	✓	✓	✓	✓		
A2	Bridging Program	Jun 2024	S.1-S.2, S.4-S.5	424	\$16,600.00	\$39.15	E6	Whole Person Development	<p>A public speaking workshop was organized for S4 students on October 5, 2023, during the WPD period. Students actively participated and showed attentiveness during the workshop. After the workshop, students gained valuable insights and developed public speaking skills through Vivek's talk. They learned effective organization of speech content, concise messaging, and impactful delivery.</p> <p>Different bridging programs were held on June 27, 2024, for students at different levels during the post-exam period to address their needs for consolidation and promotion preparation. The bridging programs proved to be beneficial for students, enhancing their self-awareness, academic achievement, and positive behaviors both inside and outside the classroom.</p> <p>Both programs can be continued next year, considering their positive impact on students' development and learning.</p>	✓	✓	✓	✓	✓		
A3	Value Education Program	Nov 2023 - Dec 2023	S.1 - S.5	70	\$5,550.00	\$79.29	E6	Values Education	<p>A. Supplementary Information: Number of lessons conducted: 2 lessons on Bible Nagomi Art Feedback from students: Students enjoyed the activities and expressed a desire to continue similar workshops in the following year.</p> <p>B. Teacher Feedback: Observations on student performance: The tutor provided meaningful inputs for self-reflection, fostering a sense of love and gratitude among students towards others. Comments regarding the courses/activities conducted: The students actively participated in the Bible Nagomi Art sessions and found them enjoyable.</p> <p>C. Suggestions or Recommendations for Future Activities: Considering the positive feedback received, it is recommended to re-run this activity in the coming academic year to continue promoting self-reflection, love, and gratitude among students through Bible Nagomi Art workshops.</p>		✓					
A4	Tailor-made workshop for unmotivated students	Nov 2023 - Mar 2024	S.3	25	\$23,000.00	\$920.00	E6	Life Planning Education	<p>A. Supplementary Information: Number of lessons conducted: 8 lessons Feedback from students: Over 90% of students agreed that it was a positive experience for them and that it boosted their confidence and self-understanding.</p> <p>B. Teacher Feedback: Observations on student performance: Students were highly engaged in the activities. During the workshops, they demonstrated the different skills they had learned, which helped increase their self-confidence and provided them with valuable insights for future career planning. Comments regarding the courses/activities conducted: The activity was well-received by students and contributed positively to their personal and skill development.</p> <p>C. Suggestions or Recommendations for Future Activities: This activity can be considered for continuation in the upcoming academic year, as it has proven to be beneficial for students in terms of boosting their confidence, self-understanding, and future career planning.</p>					✓		



A11	Leadership Training Program a. Student Union, Prefect Board, House Exco (\$105,000) b. Club and Society Chairpersons & Vice-Chairpersons (\$2,000) c. Budding Leaders Scheme (\$20,000) d. Outside Leadership Course fee subsidies (\$10,000)	Jul 2023 - Oct 2023	S.1 - S.5	125	\$97,285.20	\$778.28	E6	Leadership Training	<p>A. Supplementary Information: Different Leadership Training Workshops were organized to equip Student Union members, Prefect Board members, House Exco members, Club leaders, and Student Working Group chairpersons with a sense of responsibility for their leadership roles. After the training programs, students acquired valuable skills such as teamwork, problem-solving, communication, adaptability, and decision-making. They also developed qualities of trust, resilience, and the ability to handle challenges.</p> <p>B. Teacher Feedback: Observations on student performance: Teachers have observed that student leaders effectively apply the skills they acquired during the training programs. They demonstrate effective collaboration with others, find innovative solutions, communicate clearly, adapt to new circumstances, and make informed decisions. These experiences empower students to become confident leaders who can navigate and excel in various real-life scenarios.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to rerun these leadership training programs in the upcoming year. The programs have proven to be effective in equipping students with essential skills and qualities necessary for leadership roles. The training has enabled students to develop their abilities to work with others, solve problems, communicate effectively, adapt to challenges, and make informed decisions.</p>	✓	✓		✓	
A12	Adventure-based Training Program	Mar 2024 - Apr 2024	S.1 - S.5	66	\$10,700.00	\$162.12	E6	Leadership Training	<p>A. Supplementary Information: Number of programs conducted: Two whole-day training programs were conducted. Feedback from students: Many students initially expressed fear and uncertainty when faced with the challenging tasks in the program. However, upon successfully completing the tasks and discovering their potential to overcome challenges, most students expressed joy and excitement. The experience of overcoming seemingly impossible challenges made students visibly proud and more confident in their own abilities.</p> <p>B. Teacher Feedback: Teachers observed that students demonstrated significant improvements in their performance and developed essential skills during the training programs. They displayed resilience and determination in overcoming challenges. Students also exhibited growth in teamwork as they actively helped and supported each other throughout the tasks.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to re-run this activity in the coming academic year. However, the school may consider organizing only one training program with more participants, rather than having two programs with fewer participants each. This approach would optimize resource allocation and increase efficiency while still providing valuable experiences to a larger number of students.</p>	✓	✓			
A13	Inter-House Theme Activities & Inter-House competitions (Cheering, Ball Games, Cross-Clubs competition, Co-curricular / Integrated curriculum competition)	Sep 2023 - Jun 2024	S.1 - S.6	596	\$9,560.62	\$16.04	E7	Leadership Training	<p>A. Supplementary Information: Different House activities were organized, including noticeboard decoration, cheering competition, tag rugby competition, Running Clarians, and Sports Day. These activities as a whole helped students bond, develop a sense of ownership, relieve stress, and enhance their fitness levels. They also fostered leadership qualities and teamwork, promoted school spirit, and contributed to holistic development. The activities created an engaging and supportive environment for students' growth and well-being.</p> <p>B. Teacher Feedback: Teachers observed improvements in students' bonding, ownership, stress relief, fitness levels, leadership qualities, teamwork, school spirit, and holistic development through the various activities conducted. Students actively participated and benefited from the engaging and supportive environment provided.</p> <p>C. Suggestions or Recommendations for Future Activities: It is recommended to explore the possibility of introducing a variety of activities that promote physical wellness in future programs. This would further enhance students' overall well-being and contribute to their physical fitness.</p>	✓	✓	✓	✓	✓
A14	Life-Wide Learning Day	Mar 2024	S.1 - S.3	329	\$67,233.00	\$204.36	E1, E6	Whole Person Development	<p>A. Supplementary Information: The Life-wide Learning Day was organized, providing students with a valuable opportunity to step outside the traditional classroom setting. The event allowed junior-form students to engage in hands-on activities, expanding their knowledge of the city and developing valuable soft skills through experiential learning activities. The S.5 students will have the opportunity to participate in various university visits as part of their career life planning to explore tertiary education in the future.</p> <p>B. Teacher Feedback: Teachers observed improvements in students' engagement and active participation during the Life-wide Learning Day. They witnessed students gaining practical knowledge and developing essential soft skills through experiential learning activities. The event facilitated self-exploration and personal growth among the students.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to continue organizing the Life-wide Learning Day in the future. Additionally, the school should consider expanding the opportunities for S.5 students to participate in university visits to enhance their career life planning and explore tertiary education options. These activities provide students with valuable experiences beyond the classroom, contributing to their personal and academic development.</p>	✓	✓			✓
A15	AES Activities	\	\	\	\$0.00		E6	Whole Person Development	The AES activities were integrated with other WPD program.		✓	✓		
A16	School Picnic	Nov 2023	S.1 - S.6	596	\$29,083.80	\$48.80	E1	Whole Person Development	<p>A. Supplementary Information: S.1 to S.6 students had the opportunity to visit and experience renowned destinations such as the Gold Coast, the Peak, Lady MacLehose Holiday Village, Stanley, Discovery Bay, and Cheung Chau. According to students' survey, 86% of students expressed agreement that the activities organized during the picnic helped enhance relationships between teachers and students, as well as among the students themselves.</p> <p>B. Teacher Feedback: Teachers observed significant improvements in student relationships and the development of skills such as camaraderie and collaboration during the picnic activities. Students displayed a joyful attitude and actively participated, contributing to the nurturing of a vibrant class culture.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to continue organizing picnics or outings to enhance relationships and class culture. Additionally, exploring the possibility of having BBQ for lunch or picnics at country parks can further enhance the students' overall experience and enjoyment. These activities provide opportunities for students to bond, collaborate, and appreciate the beauty of nature while fostering a positive and inclusive learning environment.</p>	✓				

A17	Sisterhood workshop & activities	Sep 2023 - Nov 2023	S.1 - S.6	596	\$20,496.35	\$34.39	E6	Whole Person Development	<p>A. Supplementary Information: Symbols and stickers design activities were conducted. Students found that the design activities fostered their creativity, promoted teamwork, instilled a sense of pride, and provided hands-on learning experiences in architectural and interior design disciplines.</p> <p>B. Teacher Feedback: Teachers observed significant improvements in student bonding and the development of a strong sense of sisterhood during the symbols and stickers design activities. Students actively collaborated, supported each other, and shared ideas, fostering a positive and inclusive school culture. The activities provided a platform for students to connect on a deeper level, promoting a sense of unity and belonging within the school community.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to continue running design activities in the future. However, when re-running such activities, it is important to address copyright issues and ensure that the designs created are original. This will promote ethical practices and protect intellectual property rights. By addressing these considerations, the design activities can continue to foster creativity, teamwork, and a sense of pride among the students.</p>	✓	✓	✓		
A18	Application and transportation fee for competitions (e.g. Speech Festival, Music Festival, etc) and other activities (e.g. KLA outing, WPD activities)	Sep 2023 - Aug 2024	S.1 - S.6	596	\$45,340.00	\$76.07	E2	Cross-Disciplinary (Others)	<p>Various competitions and activities, such as the Speech Festival, Music Festival, KLA outings, and WPD activities, were organized. The application and transportation fee for these competitions and activities was an important factor in enabling students to participate. It allowed them to showcase their talents, engage in enriching experiences, and contribute to their personal and skill development.</p> <p>it is recommended to continue supporting students' participation in competitions and activities by covering the application and transportation fees. This financial support plays a crucial role in ensuring equal opportunities for all students to engage in these enriching experiences. Furthermore, it is advisable to explore additional funding options to expand the range of competitions and activities available to students, providing them with a wider platform to showcase their skills and talents.</p>	✓		✓	✓	
A19	In-School Drama Performance	Jun 2024	S.1 - S.3	329	\$14,600.00	\$44.38	E6	Arts (Drama)	<p>A. Supplementary Information: A professional show was staged in our school. Our students expressed excitement while watching the professional performance and reflected that they gained deeper insights and understanding of the Shakespearean play Hamlet. They also picked up lively English expressions from the show. Students expressed their interest in seeing more professional drama performances in the future.</p> <p>B. Teacher Feedback: The performance was well-received by students, cultivating an appreciation for drama, including acting, stage design, costumes, and lighting. Students gained insights into the deeper meanings of Hamlet through observing a professional production. The learning packages provided by the theatre group allowed students to analyze the portrayal of characters, fostering critical thinking skills and encouraging creative interpretations.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to continue inviting professional theatre groups to perform for our students. This can enhance their interests in drama and literature further. The exposure to professional productions not only provides entertainment but also offers educational benefits, allowing students to delve deeper into the world of theatre and develop a more profound appreciation for the arts.</p>	✓		✓		
A20	English Drama Lessons	Nov 2023 - Mar 2024	S.1 - S.5	25	\$33,000.00	\$1,320.00	E6	Arts (Drama)	<p>A. Supplementary Information: Number of lessons conducted: 15 drama lessons were conducted. Feedback from students: Students gained confidence in acting and directing. They learned the importance of time management in a drama production and overcame their differences during discussions on the playscript. Through cooperation in rehearsals and the competition, they polished their interpersonal skills.</p> <p>B. Teacher Feedback: Observations on student performance: The director-led drama club members achieved remarkable success, winning the championship and the Best Performer Award at the Drama Fest 2024. Students showcased their skills in acting, blocking, and directing drama performances. The professional coaching provided valuable guidance, building students' confidence in acting and expressing themselves through verbal and non-verbal languages.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to continue seeking professional guidance from seasoned directors and actors in the industry. This valuable opportunity encourages students to strive for excellence in their drama performances and hones their skills in acting and directing. The expertise and mentorship from professionals can further enhance students' abilities and foster their passion for the dramatic arts.</p>	✓		✓		
A21	English Musical Lessons	Nov 2023 - Mar 2024	S.1 - S.5	20	\$29,500.00	\$1,475.00	E6	Arts (Drama)	<p>A. Supplementary Information: Number of lessons conducted: 15 musical lessons were conducted. Feedback from students: Students gained confidence in acting, singing, and dancing. Some junior form members also improved their articulation in English speaking and singing. They experienced a confidence boost as their performance was appreciated by all students and teachers during the WPD period.</p> <p>B. Teacher Feedback: Observations on student performance: The coach helped organize the musical performance for S.1 - S.5 students during the WPD period as part of the English Week activities. Students learned various skills in acting, singing, and dancing. The professional coaching provided by the coach helped build students' confidence in acting and expressing themselves through singing and dancing.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the positive outcomes and feedback received, it is recommended to continue seeking professional guidance from seasoned actors in the industry. This valuable opportunity can enhance our students' interests in the performing arts and nurture young talents for the upcoming Centenary Anniversary Musical performance. By providing ongoing professional guidance, students can further develop their skills and passion for the performing arts, contributing to a successful and memorable musical performance in the future.</p>	✓		✓		

A22	Dance Competitions a. Chinese Dance Club (\$22,500) b. Dance Crew (\$13,500) c. Cheering Team (\$20,000)	Sep 2023 - Jul 2024	S.1 - S.5	34	\$38,409.76	\$1,129.70	E5	Arts (Dance)	<p>1. Chinese Dance Club and Dance Crew</p> <p>A. Supplementary Information: Number of training sessions: Nearly 35 training sessions of Chinese Dance and Jazz Dance were held. Participation in competitions: The team members participated in the 60th Schools Dance Festival Competition organized by Hong Kong Schools Dance Association Limited. The Chinese Dance team was awarded the Highly Commended Award in the Chinese Dance - Group (Secondary Section), and the Jazz &amp; Street Dance team received the Highly Commended Award in the Jazz &amp; Street Dance - Group (Secondary Section). Additionally, the Dance Crew members participated in the Hong Kong 18 Districts Dance Competition (The 7th) - Central and Western District, organized by the Associations of Arts &amp; Culture Hong Kong, where our team achieved 1st Runner-up in the Secondary School Category. The students actively participated in these competitions.</p> <p>B. Teacher Feedback: Students have shown improvement in their dancing skills and have developed coordination, movement, and rhythm through their training sessions and participation in competitions. The competitions provided valuable opportunities for students to showcase their talent, creativity, and teamwork.</p> <p>C. Suggestions or Recommendations for Future Activities: It is recommended to continue participating in more territory or district-level competitions. These competitions not only provide a platform for students to further enhance their dancing skills but also offer opportunities to interact with dancers from different schools and districts. By participating in a variety of competitions, students can broaden their experiences, gain exposure to different dance styles, and continue to challenge themselves. This will further contribute to their growth and development in the field of dance.</p> <p>2. Cheering Team All the training fees were subsidized by the Central and Western District Home Affairs Department.</p>			✓		
A23	Music Education and Performance Program a. Regular School Orchestra training and Performances (\$108,000) b. Regular Chinese Instrumental training (\$7,500) c. Instruments repair and maintenance fees (\$3,000) d. Regular Western Instrumental training (\$25,000) e. Regular School Choir training (\$7,500) f. Application Fees for music competitions (\$7,000)	Sep 2023 - Jul 2024	S.1 - S.5	236	\$111,900.00	\$474.15	E1, E5	Arts (Music)	<p>A. Supplementary Information: • A total of 7 weekly instrument group classes were organized, including clarinet, oboe, saxophone, cello and bass, trombone, and 2 percussion (snare drum and tuned percussion). Most students borrowed musical instruments from the school at no additional cost, and they benefited from a supportive environment for learning a musical instrument. • An experienced vocal coach was hired to provide intensive training to a group of students preparing for a choral competition in March. Students found the coach to be very supportive, and they were impressed by the coach's credentials. • A total of 7 group competitions were enrolled, including 3 choral competitions, 3 string ensemble competitions, and 1 percussion ensemble competition. Many students showed dedication by attending extra rehearsals during the Chinese New Year holidays and weekends to ensure they could perform their best in the competitions.</p> <p>B. Teacher Feedback: • Despite some students facing challenges due to heavy study loads, the majority of them made significant progress in their learning. Some students even acquired the skills to join the school orchestra. • The vocal coach shared valuable insights about choral performance and her music career, and the students were receptive to her advice, making efforts to improve within the limited time available. • Competition results: The School Choir was awarded 1 Silver Award (Third Place), 1 Silver Award, and 1 Bronze Award. Results for the School Orchestra are pending. During the training process, students demonstrated an enhanced sense of belonging to the school.</p> <p>C. Suggestions or Recommendations for Future Activities: • In the upcoming year, it is recommended to organize and restructure more instrument classes to cater to a diverse range of learning needs. Ideally, each class should focus on teaching only one instrument (except in percussion class). • Inviting professional musicians throughout the year to help students broaden their horizons and enhance their skills and interests in music performance is highly recommended. • Continuing to encourage students to participate in different competitions to develop their potential and expand their horizons is essential. The possibility of extending subsidies, both need-based and merit-based, to students participating in solo competitions should be considered.</p>			✓		
A24	Ceramic Tea Pot Workshop (Art Club)	Nov 2023 - Apr 2024	S.1 - S.5	20	\$6,600.00	\$330.00	E6	Arts (Visual Arts)	<p>A. Supplementary Information: Number of lessons conducted: 6 ceramic lessons were held from 23 November 2023 to 25 April 2024. Feedback from students: 20 students joined the Art Club and learned the basic skills of clay hand-building. Each student created a ceramic tea set and a ceramic maple leaf. In general, the students enjoyed the lessons and were pleased with their final works.</p> <p>B. Teacher Feedback: Students were highly engaged in the activities and demonstrated the skills they had learned during the workshop. Many students were motivated to spend extra time refining their works during recess and lunch breaks. Some students' works were selected and presented as gifts for speech day guests.</p> <p>C. Suggestions or Recommendations for Future Activities: It is recommended to rerun the workshop in the upcoming year. The workshop provided students with valuable hands-on experience in ceramic art and allowed them to showcase their creativity. By continuing the workshop, more students can benefit from learning the skills of clay hand-building and have the opportunity to create their unique ceramic pieces. Additionally, the selection and presentation of students' works as gifts for special occasions can further encourage their artistic endeavors and recognition.</p>			✓		
A25	Outing for Art Exhibitions and Art Museums	Dec 2023 - Jul 2024	S.3 - S.6	20	\$0.00	\$0.00	E6	Arts (Visual Arts)	<p>7 S4 VA students visited the "Exhibition of Hong Kong Visual Arts Education Festival 2023/24" on 20 December 2023. The visit provided them with a better understanding of Hong Kong secondary school arts. They gained valuable insights into the art world.</p> <p>It is recommended to organize two more tours during the post-exam activity period. These outings offer students the opportunity to further explore and engage with the art world. By participating in such exhibitions and events, students can continue to expand their knowledge and appreciation of visual arts. The tours can be repeated in the upcoming year to provide more students with this enriching experience.</p>			✓		

A26	a. STEM courses and workshops b. STEM Day Activities	Mar 2024 - Jul 2024	S.1 - S.5	514	\$34,256.60	\$66.65	E6	Cross-Disciplinary (STEM)	<p>A. Supplementary Information: Academic week was held with the theme 'The Olympics'. Activities, including exhibition and game booths, library book display, interclass competition, and quiz competition, were organized. Students from S.1-S.5 participated in this school-wide event and generally found the activities enjoyable. They agreed that the activities increased their understanding of the theme from different perspectives. Furthermore, student helpers' self-confidence, collaboration, and problem-solving skills were enhanced.</p> <p>B. Teacher Feedback: Most teachers found the activities well aligned with the curriculum and acknowledged that students enjoyed them. The event also provided an opportunity to promote collaboration across different Key Learning Areas (KLAs). However, some teachers suggested allocating more preparation time for the interclass competitions.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the feedback received, it is recommended to explore a greater variety of activities to maintain the attractiveness of the event. Involving students in the decision-making process for the theme selection and allowing them more preparation time can increase their engagement and ownership of the event. Additionally, delegating the planning and organization of activities to student helpers can empower them and further develop their confidence and organizational abilities. By involving students in these aspects, they can take on more significant roles and responsibilities, fostering their leadership skills and overall development.</p>	✓					✓
A27	辯論和演說技巧訓練班及比賽	Oct 2023 - May 2024	S.1 - S.5	20	\$36,520.00	\$1,826.00	E5	Chinese Language	<p>A. Supplementary Information: Number of lessons conducted: 16 regular lessons were held for the Chinese Debate team. Number of competitions: The team participated in 19 competitions. Exhibition showcase: One exhibition showcase was organized within the school. Feedback from students: Most students feel delighted and proud to be part of the Chinese Debate team. They hope the school can invest more time and resources to support the ongoing development of the debate team. Students express a desire to expand the debating culture within the school, including organizing inter-class debate competitions.</p> <p>B. Teacher Feedback: Students' involvement in the Chinese Debate team has significantly improved. The win percentage increased from 35% last year to 76% this year, boosting students' morale. Students have developed and benefited from various skills, including confidence, communication, presentation abilities, and leadership skills through their participation in debates. The success in debates has inspired more students to join, fostering a vibrant debate culture within the school.</p> <p>C. Suggestions or Recommendations for Future Activities: Based on the feedback received, the following suggestions are recommended:  <ul style="list-style-type: none"> <li>The Chinese Debate team should continue next year due to its positive impact and students' enthusiasm.</li> <li>As the number of students using Putonghua increases, the team can consider participating in Putonghua debate competitions to further enhance their language skills and cultural understanding.</li> <li>Students are eager to participate in international competitions to broaden their horizons and bring pride to the school. Exploring opportunities for international competitions would be beneficial.</li> <li>Students hope to organize inter-class debate competitions to promote the debate culture within the school and foster critical thinking skills among students.</li> </ul> </p>	✓					
A28	Fitness and Nutrient assessment and program	\	\	\	\	\	\	Physical Education	<p>We planned to organize a Fitness and Assessment event, which was scheduled to be held at the school playground in September 2023, to screen students with different sports talents and allocate them to different school sports teams before club selection. However, due to the unstable weather, the program was not held.</p> <p>Suggestions or Recommendations for Future Activities: To explore the possibility of organizing a variety of indoor Fitness Assessments next year.</p>				✓		
A29	Social Etiquettes Workshop	Dec 2023 - Jul 2024	S.3 - S.6	50	\$27,250.00	\$545.00	E6	Student Development	<p>A. Supplementary Information: 2 workshops were conducted. Students found it useful, they showed curiosity in real-life situations and raised questions to the speaker.</p> <p>B. Teacher Feedback: The practical workshop provided students with an opportunity to practice important social skills, such as table manners and etiquette.</p> <p>C. Suggestions or Recommendations for Future Activities: This learning experience for students will continue in the next academic year.</p>	✓					✓
A30	Stage Management Training Workshop	Oct 2023 - May 2024	S.1 - S.5	25	\$6,000.00	\$240.00	E6	Generic Skills	<p>A. Supplementary Information: Number of lessons conducted: 4 lessons were conducted. Feedback from students: Many students believe that the difficulty level of the lessons is acceptable. They found the activities related to sound design and lighting design enjoyable and engaging.</p> <p>B. Teacher Feedback: Observations on student performance: Students actively participated in class activities, and the majority of them were able to apply the skills they learned in school events. Comments regarding the courses/activities conducted: It is suggested that more interaction be incorporated into certain topics, as there were several challenging facts and technical skills involved.</p> <p>C. Suggestions or Recommendations for Future Activities: To enhance student engagement and understanding, it is recommended to increase interaction during lessons, particularly for topics that involve challenging facts and technical skills. This can involve incorporating group discussions, hands-on activities, or practical exercises to make the learning experience more interactive and enjoyable.</p>	✓					✓





**Category 2: To procure equipment, consumables or learning resources for promoting Life-Wide Learning**

No.	Item	Purpose	Actual Expenses (\$)
C1	STEM Learning Kits (Learning Python coding platform and tools)	STEM Interest Group Activity e.g. coding classes, outside school competition	\$36,800.00
C2	Drama Fest & Musical Drama (Procurement of props, make-up products and costumes)	<ul style="list-style-type: none"> <li>To create a visually appealing and immersive experience for the audience and enhance the overall quality of the performances.</li> <li>To provide the students with the resources they need to express their creativity and showcase their artistic skills.</li> </ul>	\$2,144.95
C3	Speediance digital fitness machine	<ul style="list-style-type: none"> <li>To improve students' fitness levels, especially their muscle strength and coordination, in preparation for outside school sports competitions.</li> </ul>	\$49,020.00
C4	Music Instrument: (Music) 1. Vibraphone	1. Music Instrument Classes 2. School Orchestra and wind ensemble performances 3. Outside school competitions	\$32,940.00
C5	Computer Notebooks for Innovation and Design Club Activities and STEAM Competitions	<ul style="list-style-type: none"> <li>With access to technology, students can explore innovative design concepts, use design software, and create prototypes for their projects.</li> <li>Students can conduct research, gather information, and stay updated on the latest trends in technology and design, which are essential for their projects.</li> <li>Having access to reliable equipment will ensure that students are well-prepared for STEAM competitions, allowing them to present their best work.</li> </ul>	\$44,980.00
(Please insert rows above if the space provided is insufficient)			
<b>Expenses for Category 2</b>			<b>\$165,884.95</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,234,360.12</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	596
Number of student beneficiaries:	596
Percentage of students benefiting from the Grant (%):	100%
Name of Contact Person for LWL:	Mr. Ma Tin Chun
Post of Contact Person for LWL:	Vice-Principal

\* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

## I. Report of School Executive Officer Grant (SEOG)

<b>Major Area(s) of Concern</b>	<b>Strategies/Tasks/ Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Evaluation</b>
School Executive Officer	Employed 1 full time school executive officer to handle procurement and MR/ER.	<ul style="list-style-type: none"> <li>● Relieve teachers' workload in procurement.</li> <li>● Handle the MR/ER in connection with EDB.</li> </ul>	School Executive Officer handled procurement documents and other administrative work and released teachers' time to focus on teaching and student affairs.
Clerk	Employed 2 full time clerk to provide clerical support.	<ul style="list-style-type: none"> <li>● The clerical work and support can ensure smooth operation of the school.</li> </ul>	Clerk assisted with front desk enquiries and general office clerical work. These have highly facilitated the smooth functioning of the General Office.

**J. Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Grant (CSDG)**

Major Area(s) of Concern	Strategies/ Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Actual expenses of the subsidized items/ activities	Evaluation
Developing or procuring relevant learning and teaching resources	<ul style="list-style-type: none"> <li>Purchasing reference books, journals, magazines, multi-media and e-learning resources, mobile application and software, and other related learning and teaching resources.</li> </ul>	With more resources, teachers would be able to teach subject content more efficiently and effectively.	<ul style="list-style-type: none"> <li>Magazines (\$38640)</li> <li>E-learning resources (\$10499)</li> </ul> Total: <u>\$49139</u>	Magazines provide up-to-date CS-related issues or knowledge which teachers can refer to in lessons and students can have self-directed learning outside classroom. E-learning resources provide different types of information, including infographics, photos and videos, which could effectively raise students' interest in learning CS.
Organizing school-based learning activities relating to the CS curriculum	Organizing learning activities for example visits to exhibitions, field trips and experiential learning camps, etc., which are related to the curriculum of Citizenship and Social Development.	Students could learn outside classroom, deepening and extending their learning.	<ul style="list-style-type: none"> <li>Activity fees and travelling expenses for S4 students (\$63192)</li> </ul> Total: <u>\$63192</u>	Apart from visits, workshops were included in the school-based learning activities relating to the CS curriculum. Students had hands-on experience of practicing Chinese culture. Almost all students agreed that the activities were interesting and enabled them to understand more about Chinese culture.
Subsidising participation in Mainland interflow activities or study tours	<ul style="list-style-type: none"> <li>Subsidising students' participation in the Mainland study tours / exchange activities</li> <li>Subsidising the fees incurred by teachers' participation in Mainland interflow activities relating to the curriculum of CS</li> </ul>	The subsidies could help students develop generic skills, including critical thinking, communication and self-learning skills, through field study and project learning.	<ul style="list-style-type: none"> <li>Visa application fees (\$1570)</li> <li>Materials supporting learning in Mainland study tour (\$6688)</li> <li>Subsidies to students (\$1880)</li> </ul> Total: <u>\$10138</u>	The subsidies enabled all students in the form to participate in the CS Mainland study tours organised by the EDB, facilitating project learning among peers. With materials supporting learning in the S4 and S5 CS Mainland study tours, the tours were conducted smoothly.
Organising or subsidising participation in	<ul style="list-style-type: none"> <li>Subsidising expenses incurred by student participation in joint-school /</li> </ul>	Students could interrelate subject content among CS and other subjects.	<ul style="list-style-type: none"> <li>Subsidising expenses incurred by student participation in cross-</li> </ul>	The subsidies enabled students to learn outside the classroom. Reflecting on their learning experience, students

<b>Major Area(s) of Concern</b>	<b>Strategies/ Tasks/ Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Actual expenses of the subsidized items/ activities</b>	<b>Evaluation</b>
joint-school/ cross-curricular activities held in Hong Kong or in the Mainland	cross-curricular activities relating to the curriculum of CS held in Hong Kong or in the Mainland (e.g. application fees for competitions and experiential learning, travelling and accommodation expenses)	Students can also learn outside classroom and develop the interest in CS.	curricular activities relating to the curriculum of CS held in the Mainland (\$83827.2)  Total: <u>\$83827.2</u>	integrated their knowledge of different subjects, particularly Chinese History and CS, and gained a deeper understanding of the development of our country in various areas, such as economic development and cultural conservation.

**K. Report on the Use of the Student Activities Support Grant****I. Financial Overview**

A	Allocation in the Current School Year:	\$33,800.00
B	Expenditure in the Current School Year:	\$33,800.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$5,235.00
Full-grant under the School Textbook Assistance Scheme	20	\$22,315.00
Meeting the school-based financially needy criteria	15	\$6,250.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>38</b>	<b>\$33,800.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

No.	Brief Description of the Activity	Domain	Person-times <sup>1</sup> of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Tutors' Salary of Instrument Classes	Arts (Music)	150 hours	\$23,105.00	✓				
2	Organize Sports Teams/ Clubs (regular training) 1. Athletic Team 2. Badminton Team 3. Basketball Team 4. Chinese Dance 5. Dance Crew 6. Volleyball Team	Physical Education	30 hours	\$5,220.00			✓		
3	Tutors' Salary of Dance Classes	Arts (Dance)	20 hours	\$1,391.40			✓		

No.	Brief Description of the Activity	Domain	Person-times <sup>1</sup> of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
4	School Picnic	General Studies	8 hours	\$4,083.60	✓		✓		
<b>Expenses for Category 1</b>			<b>208 hours</b>	<b>\$33,800.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
<b>3.</b> To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
		<b>Total</b>	<b>208 hours</b>	<b>\$33,800.00</b>					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

## End of Report