



Hoi Ping Chamber of Commerce Secondary School

School Report

**School Year
2022-2023**

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(1) Our School

School Mission

School Motto: Morality, Wisdom, Health and Diligence

In keeping to this school motto, we are committed to:

1. providing an all-round education for the development of high morals and positive values in our students;
2. cultivating among our students' kindness, a sense of responsibility, moral integrity and social awareness;
3. providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
4. helping students maintain physical and mental health; and
5. encouraging students to make every endeavour to excel.

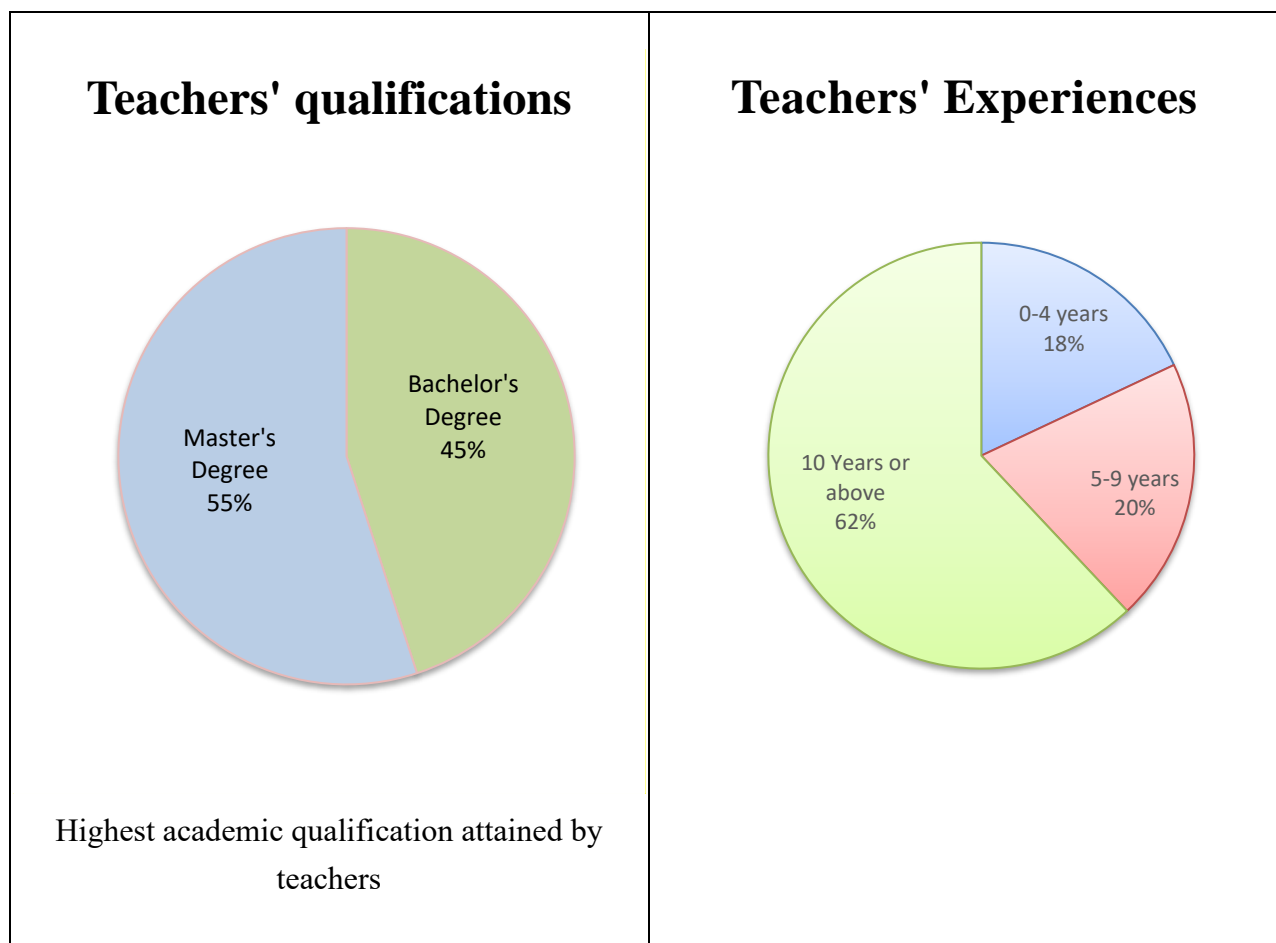
Our School

Our school is an aided co-educational secondary school established in 1973. The school has adopted English as the medium of instruction. An eight-storey annex was built by the Education and Manpower Bureau under the School Improvement Programme. It was handed over to the school on 30 August 2005. Including the existing rooms in the old block, there are 30 classrooms, 2 supportive education rooms, 4 laboratories, 2 computer rooms, a geography room, a music room, a needlework room, a home economics room, an art room, a multi-media learning centre, a language room, a library, a student activity centre, a multi-purpose room and a fitness centre. All the rooms are air-conditioned and furnished with computer nodes for accessing the Internet.

School Managers

The Incorporated Management Committee was established on 1st August 2007. In 2022/23, the sponsoring body managers were Mr. Sze-To Wai Tun, Mr. Ho Kien Bong, Mr. Cheung Chiu Ping, Mr. Chow Bing Chiu, Mr. So Wai Luen, Mr. Leung Kin Ming and Ms. Ng Wai Kwan. The alternate sponsoring body manager was Ms. Leung Kwok Yee, the ex-officio manager (principal) was Mr. Chen Tak Nam, the teacher manager was Mr. Lui Fu On, the alternate teacher manager was Ms. Leung Hoi Tin, the independent manager was Ms. Leung Lai Shan, the parent manager was Ms. Pang Siu Ling, the alternate parent manager was Ms. Ng Yin Chee and the alumni manager was Ms. Cheung Pui Chi. Mr. Sze-To Wai Tun was the supervisor.

Teaching Staff



Number of teachers attaining Language Proficiency Requirement (LPR): All English teachers (13) and PTH teachers (3) attained the LPR.

Class Organisation

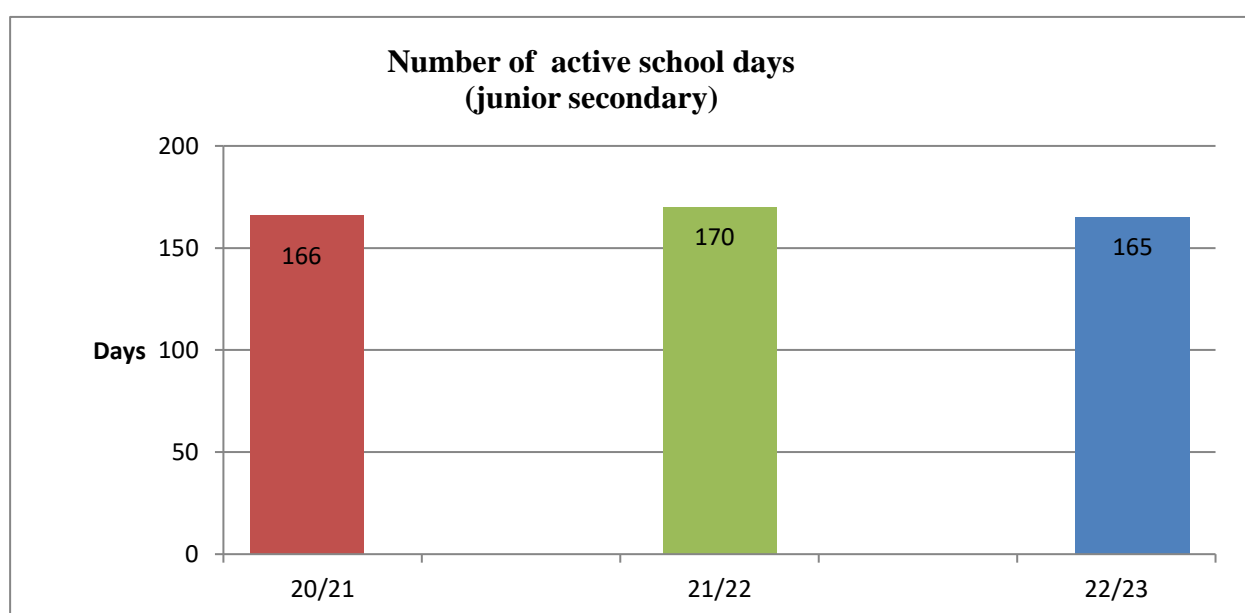
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30

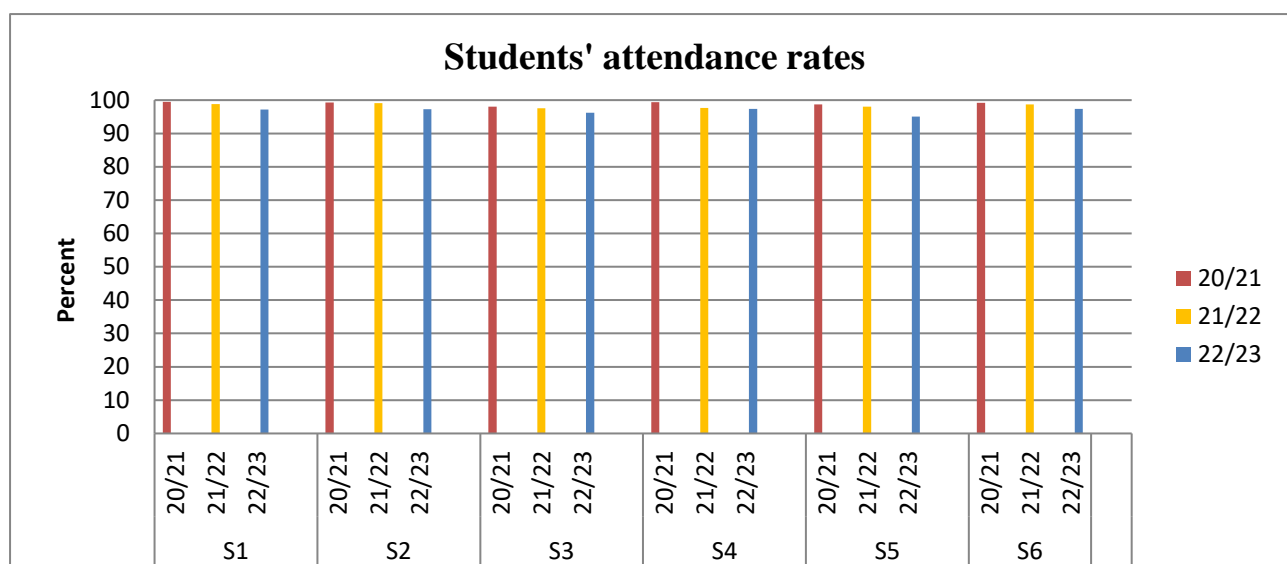
Number of students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	85	95	82	74	66	51	453
No. of Girls	73	57	73	69	71	88	431
Total Enrolment	158	152	155	143	137	139	884

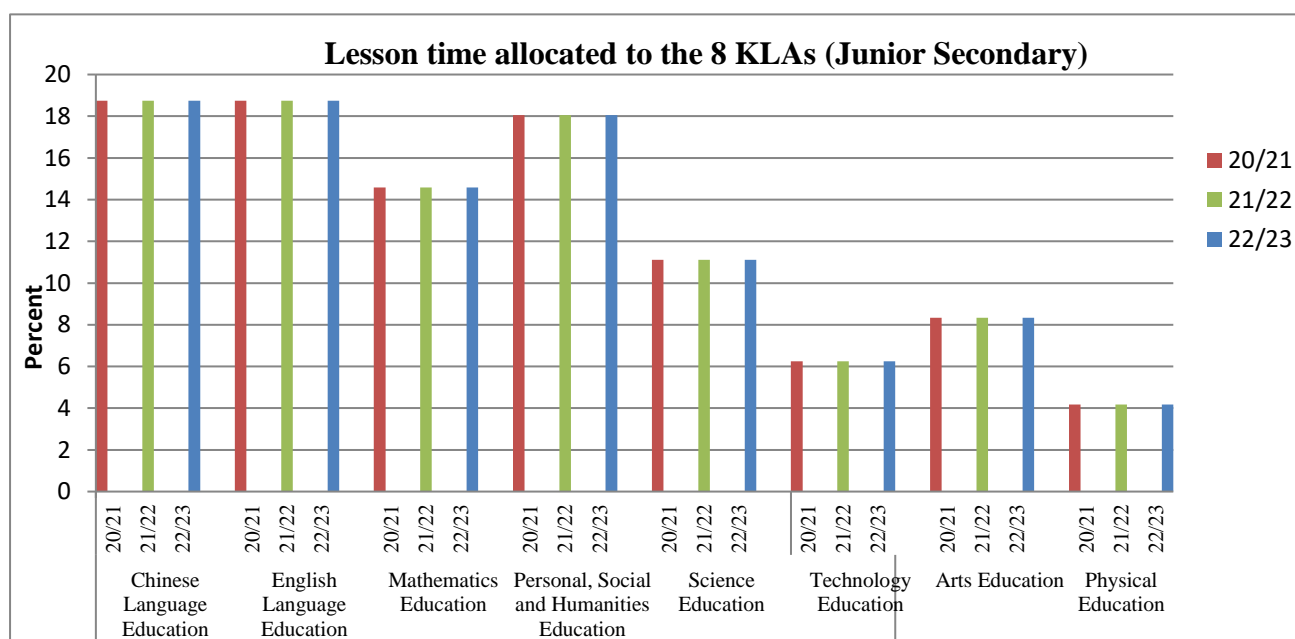
Number of Active School Days



Students' Attendance Rate



Lesson time for the 8 Key Learning Areas (KLAs)



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

Major Concern 1: Enhancing life planning education and nurturing a culture of appreciation

Part 1 Evaluation

Targets	Strategies	Achievement	Reflection	Feedback & Follow-up
1. A whole-school approach to career guidance and life planning	1.1 To further consolidate teachers' awareness and understanding of careers and life planning through different programmes and activities both inside and outside school	Last year, it was reflected that more opportunities should be provided for teachers to further enhance their awareness in career and life planning. School visits to other schools can be arranged for sharing among teachers. In response to it, a professional exchange programme was held with more than ten school leaders and middle managers from Tsuen Wan Public Ho Chuen Yiu Memorial College. Teachers' sharing and exchange covered both Academic & School administration issues as well as Students' Support issues, including effective ways to instill positive values into students' mind and various measures to enhance careers and life planning among students.	❖ The Academic Counselling Scheme and other life planning activities held during CTP/ OLE were effective in realizing our Major Concern. Nonetheless, the actual implementation could be further refined and improved. For example, to enrich students' experience, more on-site visits to different universities should be arranged.	❖ Considering the awareness and readiness of our teachers, the training workshop for academic counsellors shall be hosted by the Careers and Guidance Mistress; the number of sessions for the S6 Academic Counselling Scheme will also be reviewed and refined.
	1.2 Equip teachers with life-planning counselling	Considering the effectiveness of the activities held in last year, a careers-related training workshop on knowledge of multiple pathways and skills of academic counselling was conducted and hosted by the Principal and the Careers and		

skills to play the role as academic counsellors		<p>Guidance Mistress in the second year of the School Developmental Cycle. By now, there are in total two third of our teachers have been trained. No matter for senior form class teachers, non-class teacher, teachers from Careers and Guidance Committee or the non-careers teachers, most of them have enhanced the awareness and the readiness to play the role as academic counsellors. In addition, relevant materials (Handbook for teachers and Handbook for students) have been refined to further enhance the effectiveness of the scheme.</p> <p>Information on the Careers Google Site were timely updated by the Careers and Guidance Committee. Junior form teachers were able to make good use of the resources in the Careers Google Site. Life planning information became transparent and junior form students showed a more active participation in different programmes.</p>	<p>❖ For programmes that are held in class teacher periods organized by class teacher conveners, some mass level activities should be reduced. Talks can be too unidirectional to engage students, especially when multiple forms have to attend the same talk (For example, for the talk by Office of the Ombudsman, only 35.8% of students expressed that they are satisfied with the talk).</p>	<p>visits to some tertiary institutions will be improved and strengthened.</p> <p>❖ For programmes that are held in class teacher periods organized by class teacher conveners, more structural, interactive and diversified activities will be held so as to meet students' growth needs and to cultivate positive values among students.</p>
1.3 Implement academic counselling scheme		<p>By dividing S6 students into groups of 6-7 based on their interests, academic counsellors were able to provided suitable care, support and encouragement to students during the 6 academic counselling conferences. Students were guided to make informed and responsible choices on their learning and career goals. Students were also guided</p>	<p>It is suggested that fewer talks be arranged and in case these are necessary, talks targeting different forms can be avoided to better cater for the</p>	

		<p>to make study / career decisions in accordance with their interests, abilities and orientations. Some basic interviewing skills were also covered in the scheme. Most teachers and students agreed that the academic counselling scheme met their needs and students will take action to pursue the goals they have set. The overall score was 4/5 and 4.2/5.</p>	<p>unique needs of students at different learning stages across forms. To better cater for various classes' needs, more class-based and interactive activities should be held.</p>	
	<p>1.4 Revise the timetable to include two consecutive periods with an assembly for S1-S3 and a class teacher period for S1-6 to enhance the personal growth of students</p>	<p>Class teacher conveners continued to take the lead in planning the class teacher periods and the Student Affairs Committee provided support to realize the plan. This year, under the resumption of full-day face-to-face classes, the revised timetable could further show the flexibility and sufficient duration for conducting meaningful and suitable activities for students. For instance, a Graduate Day Camp was held for the S6 students; the Admission Information Session which invited more than 10 tertiary intuitions could be held for all S4 to S6 students. Some class-based activities were also organized for students to enhance the ideas of self-understanding and better life planning. Specialists in different fields can be invited to share with students of multiple forms. This year, an awardee of Forbes 30 Under 30, a Hong Kong representative in previous Paralympic Games, and an</p>		

		award-winning car racer were invited to share with students how to navigate failures, the importance of resilience, and unique natures of their fields. Most teachers and students agreed that more varieties of activities have been included and the effectiveness of class teacher period has been enhanced.		
	1.5 Integrate life-planning elements into the curriculum of Life & Society	School based teaching materials were designed and implemented so as to integrate life-planning elements into the Life & Society curriculum. The modified curriculum was well conducted. Students from S1 to S3 were guided to understand oneself, to understand the local, national and global job market as well as to form a preliminary career path and goal strategically. In addition, without the pressure of internal assessment, teachers were able to guide students to broaden their horizons and participate in more in-depth discussions in class. All S3 students were arranged to interview professions who specialize in different areas to showcase the interviewing skills they obtained in Life & Society lessons.		
2. Appreciate and	2.1 Provide opportunities for	The theme of the school's 50 th Anniversary is "With gratitude, we share our past; With courage, we carve our	❖ The atmosphere of positive values might	❖ Hardware and infrastructural setting

cultivate positive values among students	students / teachers / staff to show respect, recognition and benevolence in the school campus	<p>future”. In the whole year, students were offered various opportunities to demonstrate their strengths and learning outcome. For instance, the 50th Anniversary Variety Show offered a platform for over 100 performers and backstage helpers to showcase their talents; the Art Exhibition demonstrated the aesthetic talent of our artists; the 50th Anniversary Logo and Theme Song were created by our students. Students were also strategically guided to show appreciation for and to return kindness to various stakeholders. In the Fitness Centre Donating Ceremony, students could show appreciation to the school sponsoring body; in the 47th Speech Day and the S1 Parents’ Day, students were given chance to show respect and filial piety to their parents; in S6 Farewell, S6 students had demonstrated their thankful hearts to teachers; in the Careers Day and the 50th Anniversary Home Coming Day, students could recognize the support, love and care of the alumni; in the 50th Anniversary Variety Show, all students were arranged to take turns to watch the 3 shows. In the whole year, there were gratitude cards provided for students to show their appreciation for parents, teachers and their peers.</p>	<p>have been created but a deep-rooted culture has to be further cultivated. Such culture may have to be promoted by institutionalizing some effective measures as well as by rearranging campus setting such as some hardware and infrastructure.</p> <p>❖ Class management can be further strengthened so that students’ positive values can be better instilled through participating in class-based activities.</p>	<p>of the school will be planned and utilized strategically, in which the cultivation of positive values in the school can be facilitated. For example, the Chillax Commons, the new Room 111 and the School Canteen should be used to strengthen students’ ownership and bonding to the school.</p> <p>❖ Administratively, there should be some institutional changes to further deepen the culture of appreciation such as by setting up a new team to offer more comprehensive student</p>
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	2.2 Provide visual cues nurturing appreciation in school campus	<p>Apart from large scale celebration activities, students' paintings were displayed in the school campus to recognize their efforts. Posters, quotes and paintings related to the theme of appreciation were found around the school campus. For teachers, being the role models of student, had also been cultivated the positive value of gratitude and appreciation. In each staff meeting, the first item on the agenda was 'appreciation to our colleagues' in which the efforts and contributions of different stakeholders, such as leading students to join competitions outside school and giving births, were recognized by the Principal. Staff development programmes such as workshops led by teachers were also held to allow teachers to appreciate the strengths and efforts of each other.</p>		<p>support and to keep reviewing the arrangement of scholarship.</p> <p>❖ Further strengthen class management in the school by offering staff development programme to teachers and other measures like promoting the class rules and in-class study groups.</p>
	2.3 Organize talks to encourage appreciation / gratitude among school stakeholders invite alumni / guests to deliver	<p>On Oct 15, 2022, a talk on nurturing praise culture was held for parents. The talk was hosted by Miss Chiu Lai Yu, an experienced journalist, an educator, as well as a writer, in which parents learned the features of the virtual world on the Internet, the contemporary ways to communicate with teenagers effectively and how to express appreciation to their children. The feedback for the activity was positive. 93% of parents were satisfied with the content of the talk; 94.5% were satisfied with the performance of</p>		

	talks that cultivate the praise culture	the speaker; a lot of parents expressed that they were mostly impressed by the importance of building a positive parent-child relationship and the message of “remain true to our original aspiration”.		
3. Unleash students’ potential	3.1 Recruit ‘Little Instructors’ to organize different ECA / academic groups	<p>It was reported in the precious academic year that there should be more activities to nurture students’ potential. Apart from making application to conduct sharing in the morning assembly, this year, students were also invited to show their preference in being Hoi Ping Ambassadors or the student-demonstrators/ helpers in different fields. During the S1 Admission Information Day, the well trained Hoi Ping Ambassadors enjoyed the opportunities to showcase their leadership and communication skills. All S2 students were invited to organize class-based game stalls which received positive feedback from most of the visitors. More than 80 other students had also participated in the activity by holding PE, science, STEM or other demonstrations. In addition, this year, all S5 classes were given chance to organize S5 Class-initiated projects during the OLE lessons. A group of PACERS, our psychological wellbeing ambassadors from S5 were trained to lead various activities such as mindfulness workshop, yoga class and tea class. Our newly</p>	<ul style="list-style-type: none"> ❖ Student-leaders such as morning assembly announcers were recruited to unleash students’ potential. However, to reduce the workload of some students as well as to unleash more students’ potential, the teacher-in-charge should offer more opportunities for a larger group of students. ❖ Talent Pool has been established but the data has yet been delivered to teachers concerned effectively. The data collected could not be 	<ul style="list-style-type: none"> ❖ Students’ data regarding their preference in being student-emcees or morning assembly announcers will be collected and released to different teacher-in-charge earlier while teacher-in-charge will be reminded to offer opportunities to more students. ❖ Further unleash students’ potential by making better use of the talent pool, organizing more structural leadership

		completed Chillax Commons, had also been managed by the Music Club members.	fully utilized to unleash students' potential.	training programmes as well as to make better use of the S3 Mock Election to demonstrate our students' leadership, communication skills and organization skills.
	3.2. Arrange students' sharing in the morning assembly	Considering the reflection made last year, students this year took the initiative to make application for conducting sharing in the morning assemble while teachers were arranged to offer guidance. A variety of topics such as meaning of life, growth mindset and experiences gained after participating in extracurricular activities were introduced. Students who participated in the sharing were found to be more confident and positive. Teachers and students enjoyed the sharing and offered positive feedback. More than 50 students also participated in other booking sharing/ promotions. Lower achieving students in different forms were recruited as student-emcees in various school functions such as S1 Orientation and Parents' Day, S1 Admission Information Day, the Opening Ceremony and the Closing Ceremony. The audience members were satisfied with their performance and the self-confidence of the student-emcees was greatly boosted.		

	3.3. Provide opportunities for S4 and S5 students to lead different activities and serve inside and outside school	Internally, instead of organizing Game Stalls, the S5 Class-initiated projects during the OLE lessons allowed our S5 students to serve all the senior form classes. Their fellow schoolmates were able to enjoy fruitful activities such as Singing Contest and Quiz Competition. Externally, to also serve the community, our students participated in a wide range of social service activities which include serving the Hong Kong Eye Hospital, donation of toys, daily necessities, heaters and duvets which helped more than 40 families that Kwun Tong Methodist Social Service, visiting the To Kwa Wan Recycling Centre, Green Green Hoi Ping which cultivate students with the habit of discarding used plastic and other recyclable boxes and utensils at lunchtime, beach cleaning at Ma On Shan Tseng Tau, flag selling activities throughout the year and so on.		
	3.4 Class teacher periods organized by class teacher conveners who prepared different foci for the diverse	This year, there were activities held that aim at meeting the diverse needs of students in different forms. For example, regarding self-management, there were workshops on handling interpersonal relationship (For S1), on emotional management (For S2), and on stress management (For S3). For S4 and S5 students, workshops on note-making skills and time & workload management were organized. For sex education, S1-2		

	needs of students in different forms	students attended talks that are more related to the proper way to interact with the opposite sex while for S3 classes, they had workshop on pre-marital sex. It is believed that by considering the different growing stages and thus different growth needs of students in different forms, the class teacher periods can be better utilized. Programmes held generally received positive feedback from students. For instance, on average, programmes scored 4.05 out of 5 among S1-2 students.		
	3.5. Establish a “Talent Pool” which aims to develop the talent of students with high abilities	Considering the user-friendliness, instead of using the Jockey Club DM Platform, some school-based Google Forms had been created to collect the data from our students. Data of students’ learning interest, preferred learning modes in various fields and related experiences were collected.		

Major Concern 2: Nurturing a learning community by strengthening students' learning skills and enhancing their learning motivation

Targets	Strategies	Achievement	Reflection	Feedback & Follow-up
3. Strengthen students' learning skills to build a solid foundation for their learning	1.1 Equip students with learning skills by incorporating them in the curriculum	<p>1.1.1 Re-organise and reform the English, Chinese, Mathematics, and Life & Society curricula at S1-3 levels</p> <ul style="list-style-type: none"> ❖ To equip students with subject-specific learning skills and to smoothen the transition between primary and junior secondary curricula, the Chinese, English, Mathematics, Life and Society and STEM/ Technology and Living Departments have developed school-based curriculum at S1 and S2 levels. ❖ An Academic Conference was held to celebrate our efforts in curriculum design in recent years with our Chinese, English, Mathematics and STEM teachers introducing their respective new school-based curriculum, and fostering professional exchanges of opinions about curriculum articulation. The Academic Seminar elicited insightful discussions, and was thus highly and positively reviewed by participants. Most participants showed their support and appreciation of the conference organised; furthermore, on average, more than 65% of the 	<ul style="list-style-type: none"> ❖ The Academic Conference has served as a valuable platform to facilitate the cultivation of professional exchange among our teachers and stakeholders in the education sector. The perspectives and comments shared by primary school teachers and principals, in conjunction with the feedback garnered from students through our internal surveys, have proven to be a critical source for evaluation of 	<ul style="list-style-type: none"> ❖ The Chinese, English, Mathematics, Life & Society and STEM/ Technology & Living Departments should make effective use of the feedback from students and discussions with primary school teachers and principals from the Academic Seminar when refining their S1 & S2 curricula and developing the S3 curricula. ❖ Elements of value education should be

		<p>respondents were very satisfied with the sharing by our teachers in the parallel sessions and more than 55% found the conference extremely helpful in enabling them to understand the interface and transition between primary and secondary school curricula.</p> <p>❖ A survey was also conducted to gather students' opinions about the school-based curricula, offering first-hand data for evaluating the school-based curricula of different subjects. For S1 students, more than 40% found Chinese, English, Mathematics and STEM & IT interesting/ very interesting, with only 20% for Life & Society; in particular, Mathematics (55%) and English (52%) were considered relatively more interesting among these subjects with school-based curricula. The school-based curricula for all these subjects were found to be suitable for our students in terms of the level of difficulty with half of the students showing agreement/ strong agreement in general. As for S2 students, more than 50% of students found Chinese, English, Mathematics interesting/ very interesting, with 39% for STEM and 23% for Life & Society. More than 40% of students</p>	<p>the effectiveness of our school-based curricula.</p> <p>❖ While the primary objectives of the school-based curricula are to equip students with subject-specific learning skills and to smoothen the transition between primary and junior secondary curricula, the development of these curricula also presents a unique occasion to align and respond to the latest initiatives within the ongoing curriculum reforms in Hong Kong.</p>	<p>infused into the school-based curricula of different subjects; measures should be taken to empower our students in achieving the seven learning goals.</p>
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		found the school-based curricula of suitable level of difficulty.		
	1.2 Sharpen students' time management skills	<p>1.2.1 Create a monthly planner in each classroom</p> <ul style="list-style-type: none"> ❖ To help students organise and keep track of the tasks assigned and plan the use of time more effectively, each class created a class planner as the board decoration. However, while all the classes prepared the class planners, the degree to which they used the class planners varied among different classes. 	<ul style="list-style-type: none"> ❖ It was found that the preparation of the class planner as board decoration by students might require a lot of time and effort so alternatives could be explored; also, students and subject teachers can be reminded to make better use of the class planner more regularly. 	<ul style="list-style-type: none"> ❖ A banner that fits the size of our board can be used as the class planner and the class teacher convenor can order the banners for the classes in the same form and help with the coordination. ❖ One student in each class can be nominated as the Academic Secretary to help remind students and teachers to use the class planner more regularly.
4. Strengthen students' learning	2.1 Cultivate a learning atmosphere	2.1.1 Set up a study room for students; encourage students to form study groups and set goals	<ul style="list-style-type: none"> ❖ In order to enhance the use of the study room, the pivotal factors were 	<ul style="list-style-type: none"> ❖ The active involvement of class teachers, and the

<p>motivation in their pursuit of knowledge</p>	<p>conducive to students' learning</p>	<ul style="list-style-type: none"> ❖ A study room was established in Room G8 for students to do self-revision after school or during school holidays. While about two-fifths of the students agreed that the study room can provide a learning atmosphere conducive to my learning/ revision, most students only rarely (once a month or less) or occasionally (2-3 times a month) used the study room. ❖ In general, half of the students formed study groups with their peers when doing revision or preparing for tests/ exams, and shared their notes with their peers or collaborated with them in notes preparation. While forming study groups was slightly more popular in junior forms (S1 and S2 in particular), more senior form students tended to opt for sharing notes/ collaborating in notes preparation. ❖ Christmas study groups were also arranged for S4 and S5 students at Christmas holidays. A total of 91 students (46 from S4 and 45 from S5) volunteered to come back to school for self-revision and to attend small-group tutoring with alumni serving as their mentors to offer them support and guidance, with a total of 10 core and elective subjects involved. Participants were very supportive of the Christmas study groups – most if not all of them agreed/ strongly 	<p>found to lie in the careful selection of appropriate time and the cultivation of a conducive atmosphere by both teachers and preferably some students.</p> <ul style="list-style-type: none"> ❖ Establishing an apt and robust IT infrastructure is the first step in cultivating promoting the use of IT in education. This can be attained through the effective allocation and utilization of funds provided by the EDB. The subsequent phase involves equipping teachers with skills to incorporate IT to 	<p>establishment of Academic Secretary, a new post to be taken up by a student in each class, would prove immensely benefit in facilitating the formation of study groups and encouraging students to use the study room regularly, especially during the summer time when students can be encouraged to do self-revision in the afternoon. More coordination can also be done to avoid clashes with extra-curricular activities.</p> <ul style="list-style-type: none"> ❖ Regarding S4 & S5 Christmas study
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		<p>agreed that the study groups were useful and that the tutors were well-prepared and offered them valuable feedback; they, however, suggested that the duration of each study group could be longer.</p> <p>2.1.2 Strengthen STEM education by utilising the STEM Lab and refining the school-based curriculum</p> <ul style="list-style-type: none"> ❖ Besides the STEM and IT curriculum, a new school-based curriculum – Technology and Living – was introduced in order to widen the STEM education coverage, especially on the skill-based and problem-solving training. ❖ Courses related to robotics and programming funded by the IT Innovation Lab funding were run in the STEM Lab and students obtained the extra STEM knowledge outside the normal classes. <p>2.1.3 Purchase more mobile devices, install Apple TVs, and conduct pilot studies on the use of mobile phones in the classrooms to facilitate learning and teaching</p> <ul style="list-style-type: none"> ❖ A smartboard was installed in the Geography Room as a pilot project. Workshops were then organised to equip teachers with the strategies to use the smartboard more effectively to improve learning and teaching. This paved the way for the installation of fifteen more 	<p>enhancing learning and teaching.</p>	<p>groups, steps can be taken to streamline the administrative procedures involved in arranging study groups for students according to the core/ elective subjects that they choose. The duration of each study group can be made longer to address students' needs.</p> <ul style="list-style-type: none"> ❖ To equip teachers with the skills to incorporate IT in enhancing learning and teaching, initiatives can be introduced in the form of pilot groups, designed to instigate innovative changes. The
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		<p>smartboards for all senior form classes in the year 2023/24.</p> <ul style="list-style-type: none"> ❖ The school's Wi-Fi network was also upgraded. Not only was the network faster and more stable, tokens can now be generated for students to access the Wi-Fi network every time when it is needed. This prepared a good platform for the development of interactive learning through the use of mobile devices. <p>2.1.4 Encourage students, in particular gifted ones, to join academic activities/ programmes that help spark their learning motivation</p> <ul style="list-style-type: none"> ❖ Students continued to be encouraged to take part in academic activities/ programmes that help stretch their potential and spark their learning motivation. Here are two notable examples. ❖ Two of our winning teams from the Open Data Hackathon Competition were invited to showcase their awarded projects in the Smart Hong Kong Pavilion at the InnoEx 2023. Both projects were about smart living and provide software solutions of how people get to know the information about food nutrition and 		<p>experiences and learning derived from these initiatives can then be disseminated among other teachers in sharing sessions.</p>
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		<p>outgoing situation, through the application of open data.</p> <p>❖ 15 students from our school took part in the World Scholar's Cup, which is an annual international academic tournament comprising four events. Our students fared very well in the Hong Kong Regional Round, and all of them qualified for the London Global Round, where they continued to outshine very competent competitors from across the world. In the end, 12 of them managed to qualify for the Tournament of Champions taking place at Yale University in the United States.</p> <p>2.1.5 Invite guest speakers to give talks for gifted students/ on gifted education</p> <p>❖ Guests from the IT industry were invited to deliver talks to the students during CTP and also twelve after-school seminars related to innovation technologies were run for those gifted and interested.</p>		
	2.2 Fine-tune the academic policies to better cater for students' needs	<p>2.2.1 Re-structure the Academic Committee and strengthen its role in academic administration</p> <p>❖ In consideration of our students' abilities and academic achievements, an additional elite class (two in total) was established at S2 level to foster a more engaging</p>	<p>❖ Through statistical analysis, it has been demonstrated that the new mark projection mechanism is a more</p>	<p>❖ In light of the successful experiences in S2, two elite classes will also be introduced at S3 level in the</p>

		<p>academic atmosphere conducive to students' learning. The selection criteria for the elite classes were based on the top 40% of students from the previous academic year; with one class consisting of students who possess a relatively robust aptitude in mathematics, while the other comprises students with higher English proficiency, it was made easier and more effective to cater for students' learner diversity and stretch their potential.</p> <p>❖ To cope with the surging number of absentees in tests/ examinations due to the pandemic, a new mechanism of mark projection was implemented; a predicted mark was given to students who were absent in the examinations, taking into account the rank of the student of the paper/ subject concerned in the previous test. Different types of adjustment will be imposed on the predicted marks to ensure fairness and to discourage anyone from abusing this mechanism.</p> <p>2.2.2 Make adjustments to the display of rankings on report cards, passing marks for S4-6, subject weighting, promotion criteria, etc.</p>	<p>precise and dependable method of handling cases of absence during examinations, thereby allowing more effective subject selection and promotion meetings. This mechanism can help address the needs of students who may have been unable to sit for the examinations due to medical conditions.</p> <p>❖ The supplementary examination for students given concessional pass has proven to be an effective tool in guiding students towards making informed decisions regarding the number of</p>	<p>coming academic year to better cater for learner diversity.</p> <p>❖ The mechanism of mark projection for students who are absent in examinations and the arrangement of supplementary examinations for students given concessional pass will continue to be implemented as a routine practice from now on.</p> <p>❖ To familiarise students with the subject selection mechanism, a trial/ practice can be given to students in the talks on subject</p>
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		<ul style="list-style-type: none"> ❖ With the implementation of the refined promotion criteria in the second year, promotion meetings were conducted with greater efficiency; furthermore, students have become more cognizant of the subjects in which they need improvement in order to meet the criteria for promotion. ❖ A supplementary examination was also offered to students who wish to maintain their elective subject despite given a concessional pass. They were allowed to keep the elective subject should they pass the supplementary examination. This served as a second chance for students to do better in the elective subject(s) concerned by incentivising them to put in more time and effort. <p>2.2.3 Add diversity to students' assignments</p> <ul style="list-style-type: none"> ❖ Different subject developments explored ways to add diversity to assignments in order to cater for students' interests and needs. For instance, for S3 Chinese History, students worked in groups to prepare for a radio drama to deepen their understanding about the Three Kingdoms Period; 	<p>elective subjects they can handle.</p> <ul style="list-style-type: none"> ❖ Regarding subject selection, a timeline with specific dates would be desirable to keep parents informed of the different stages in subject selection. Besides, a small group of students made mistakes in the past two years when prioritising their choices for X3 electives, despite the reminders given in the Google Form. Steps can be taken to explore ways to reduce such cases in the future. 	<p>selection to ensure that they know how to indicate their preferences for X1, X2 and X3 accurately.</p>
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		<ul style="list-style-type: none"> ❖ In S3 Life & Society, S3 students were guided to conduct interviews with alumni from authentic professions to widen their horizons about occupations and career choices and to allow them to acquire generic skills such as effective communication, data collection and presentation, organization skill. Students recorded the interview and submitted the videos as their Life & Society final assignment. ❖ Group projects and presentation assignments were arranged to S1 to S2 students in STEM & IT and Technology & Living subjects. Students with strengths in different aspects such as programming logic, handy skills and verbal skills can shine in the work. <p>2.2.4 Promote effort attribution by adjusting the assessments</p> <ul style="list-style-type: none"> ❖ When evaluating the mode of assessment, some subject departments started to make changes to foster a sense of achievement among students by promoting effort attribution. ❖ For the English school-based curriculum at S1 and S2 levels, steps were taken to ensure that there was a strong correlation between what was taught and what was assessment and there was a wider mark range in 		
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		<p>tests/ exams, with more students managing to get higher marks even in a language assessment.</p> <p>❖ As for Chinese Language, a key feature of the junior school-based curriculum is the component of 積學儲寶, which aims at encouraging to study idiomatic expressions, quotes, examples, etc. and to put them into practice.</p> <p>2.2.5 Offer academic counselling to students in S3 subject selection, and make changes and improvement to the S4 class structure and elective combinations</p> <p>❖ In light of the optimisation of the core 4, a new and improved elective combination and class structure has been implemented for S4 students starting from the academic year 2022/23. The new structure ensures that each S4 class has at least one common elective, which helps foster a more cohesive and conducive learning environment. Moreover, the X1 and X2 electives have been arranged in a way that maximizes the synergy effects between them. Our statistical analysis of our students' elective preferences and combinations over the past few years has revealed that these synergies play a pivotal role in enhancing students' academic performance and learning motivation. With the new</p>		
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		<p>elective class structure and implementation, the need for academic counselling for subject selection was greatly reduced.</p> <p>2.2.6 Establish an online platform for students to assess internal past papers</p> <ul style="list-style-type: none"> ❖ Three years of internal past papers have been uploaded to shared drive as to allow students to do extra practices to evaluate their own learning progress and to prepare for tests/ exams. With answers uploaded, self-evaluation is possible and made more effective as students can easily find out their mistakes. <p>2.2.7 Develop a Google site for Academic Committee to strengthen communication with students</p> <ul style="list-style-type: none"> ❖ A Google site for Academic Committee was established for a few years. It serves as an effective platform for the Committee the disseminate information about academic affairs to students, including subject selection, applied learning, internal past papers, sharing from students, further studies, scholarships, etc. 		
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<p>5. Nurture a learning community to collaborate to promote shared learning among students and professional exchange among teachers</p>	<p>3.1 Foster peer learning opportunities for students to gain insights from the experiences of their peers</p>	<p>3.1.1 Students are invited to share their learning skills, both successful and unsuccessful experiences and how they overcome obstacles in learning with others in assemblies</p> <ul style="list-style-type: none"> ❖ A number of sharing sessions were conducted to allow students, especially senior form students, and alumni to share their learning skills and experiences with students. The themes of the sharing sessions were as follows: study skills for S1 & S2, subject selection for S3, applied learning for S4, learning skills on DSE core subjects for S3, S4 & S5, learning skills for DSE electives (parallel sessions) for S5 & S6 students. ❖ Among these sharing session, the most successful one was the one on time management for S1 & S2 students. Majority of the students agreed that the sharing session could help them know more and learn about appropriate learning methods and attitudes. ❖ As for the other sharing sessions, most students' feedback was neutral or positive, with about 40% agreeing or strongly agreeing that the sharing sessions could achieve their purposes and were beneficial to their learning. 	<ul style="list-style-type: none"> ❖ It has been observed that the choice of venue and mode for sharing sessions significantly influences students' level of engagement. Particularly, when multiple forms of students are involved, attention must be given to selecting a theme for the sharing session that effectively caters to the interests and requirements of all participants. 	<ul style="list-style-type: none"> ❖ More careful consideration will be given regarding the choice of venue, mode of sharing, forms of students involved, and the theme of the academic sharing sessions. ❖ Evaluation on the academic sharing sessions should be promptly conducted to ensure a greater precision of the views gathered from students.
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	<p>3.2 Enhance teachers' professional exchange by making use of analysis of student data to enhance learning and teaching</p>	<p>3.2.1 Establish the Data Analysis Team</p> <ul style="list-style-type: none"> ❖ The Data Analysis Team has offered invaluable support in academic administration. The analysis of student data has provided insights for the new S4 elective combination and class structure, class allocation, selection of students for elite classes and after-school remedial classes, trends in our students' public examination results, etc. <p>3.2.2 Digitise student information to allow more efficient data management and analysis.</p> <ul style="list-style-type: none"> ❖ To understand more about students' learning situation, an online survey was conducted among S1-5 students at the end of the school year to gather their views towards different academic subjects. This enabled us to understand more about students' academic preferences and to identify the strengths/ needs/ areas for improvement for some key learning areas/ subjects. ❖ S1-5 students also completed online questionnaires to let us discover their learning interests and potentials. This could serve as reference or a talent pool for future invitation to various programmes, activities and competitions that would suit students' needs and interests; also, students could indicate their willingness 	<ul style="list-style-type: none"> ❖ The statistical analysis carried out by the Data Analysis Team has endowed us with the ability to objectively examine a multitude of matters in academic affairs, thereby facilitating the professional exchange among teachers in the formulation and enhancement of academic policies. 	<ul style="list-style-type: none"> ❖ The analysis of students' performance by class, form and subject can be a routine agenda in Academic Affairs meetings, allowing us to monitor students' learning progress and to identify students in need of academic counselling.
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		<p>to be student helpers in school functions or to conduct sharing with students by filling in a Google form.</p> <p>3.2.3 Utilise the Jockey Club’s School-based Diversity Management Model.</p> <p>❖ Unfortunately, despite the efforts made, the Jockey Club’s School-based Diversity Management Model was found not to be user-friendly and suitable in our school setting. Alternatives would be explored to utilise and analyse student data more effectively.</p>		
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(3) Student Performance

◆ Students' attitude and behaviour

Our students consistently demonstrate a commendable willingness to learn, and approach their studies with a sense of purpose and dedication. This is evident in their active engagement in classroom activities and their eagerness to explore new knowledge. Also, they adhere to school rules and regulations, and such a disciplined and obedient nature helps foster a conducive learning environment, in which students value their academic pursuits and set high expectations for their own performances.

Another notable strength among our students is their strong sense of camaraderie and support for their peers, contributing to a harmonious and inclusive atmosphere. Furthermore, our students enthusiastically participate in community services, displaying a genuine concern for the well-being of the needy and a desire to make a positive impact in society.

However, amidst our learner diversity, some students exhibit a lack of confidence and hesitate to express their views. While their reserved nature is not inherently negative, more opportunities can be provided to enhance their self-assurance and to encourage them to voice their opinions while maintaining objectivity and a humble mindset.

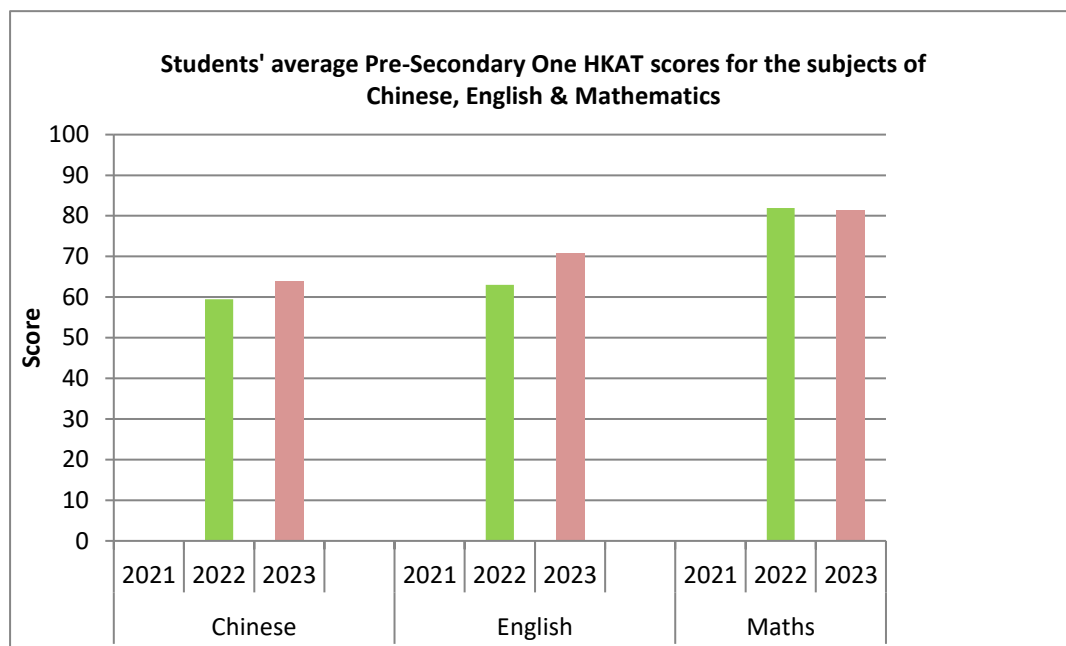
With their high self-expectations, some students may struggle to cope with stress. It is imperative to provide them with more peer support and to implement stress management programmes to enhance their emotional well-being and resilience.

To fully unleash the potential of our students, it is essential to provide a diverse range of learning experiences that extend beyond the confinement of classrooms and the academic curriculum. This can help broaden their horizons and develop their global perspectives. It is hoped that our students will continue to thrive and make a positive impact in both the local and global contexts.

◆ Students' participation and achievement

(i) Academic Performance

✧ Pre-S1 Hong Kong Attainment Test

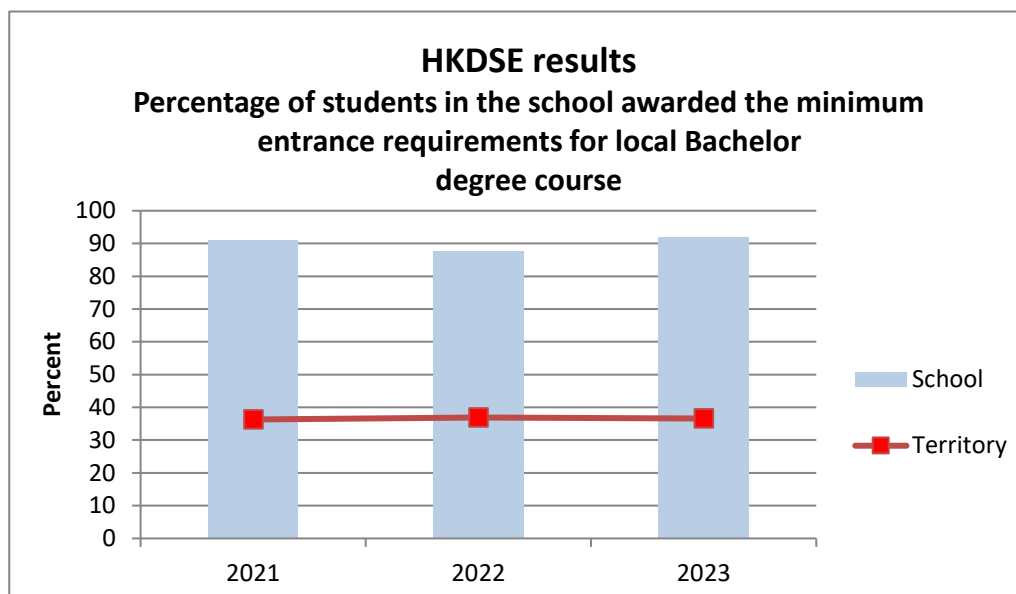


* Due to the outbreak of COVID-19, the Pre-S1 Hong Kong Attainment Test for 2020-2021 was cancelled.

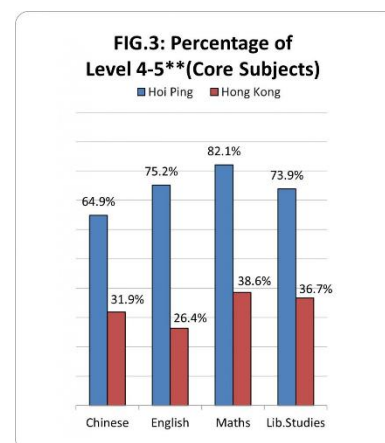
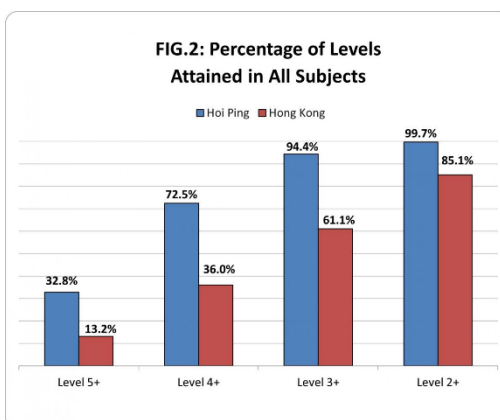
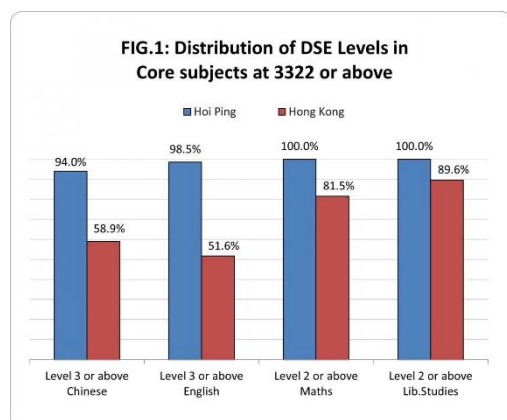
✧ Public Examination Results (HKDSE 2023)

Despite the pandemic in recent years, Hoi Ping students remained resilient and maintained their focus on the exam. Because of their consistent effort and unwavering focus on their goals, Hoi Ping students have reached a historic high this year, delivering a bumper harvest to celebrate our school's 50th anniversary.

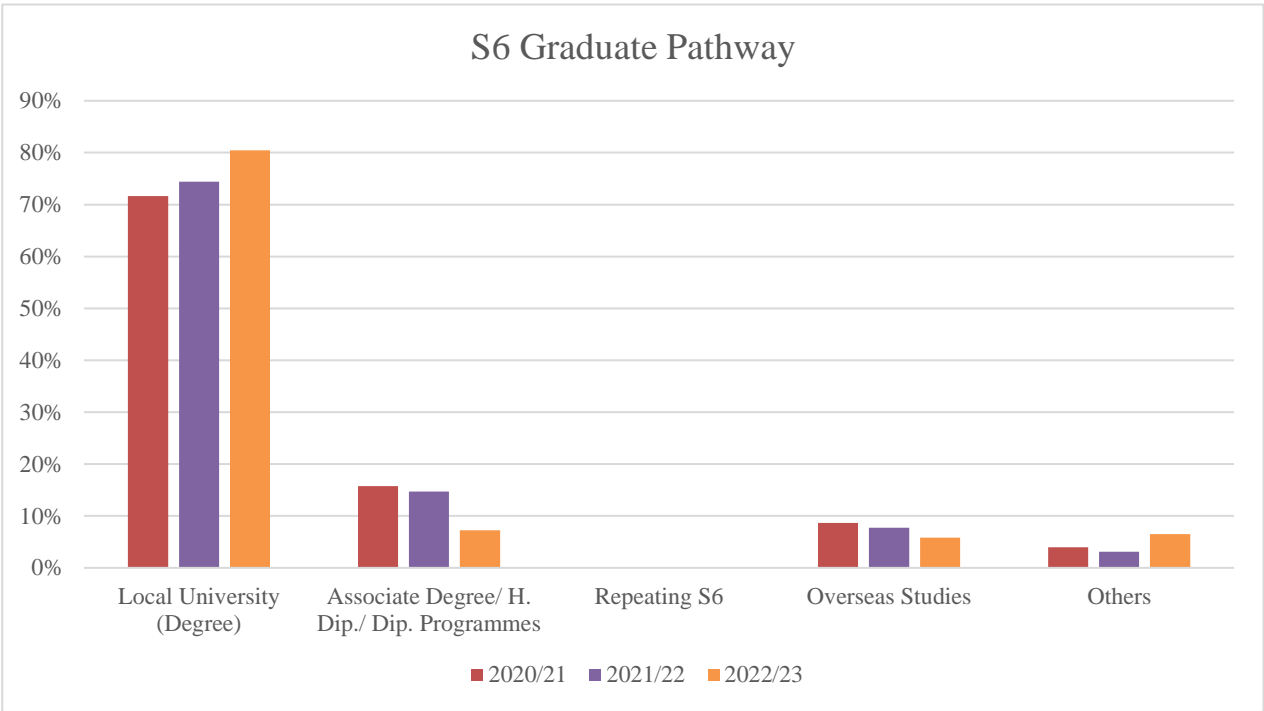
Among all exam sitters of our school, 32.8% captured level 5+ in all subjects and 72.5% level 4+; these statistics are a record high in our school since the commencement of the HKDSE. Equally pleasing is that 91.2% students satisfied the university entrance minimum requirement (33222), which is also one of the highest records in recent years and far surpasses the territory statistic (36.5%). As the whole school delivers stellar performances, 24 in particular will punch the air with glee—they scored 27 or above in HKDSE 2023, making them eligible candidates for a wide range of university programmes.



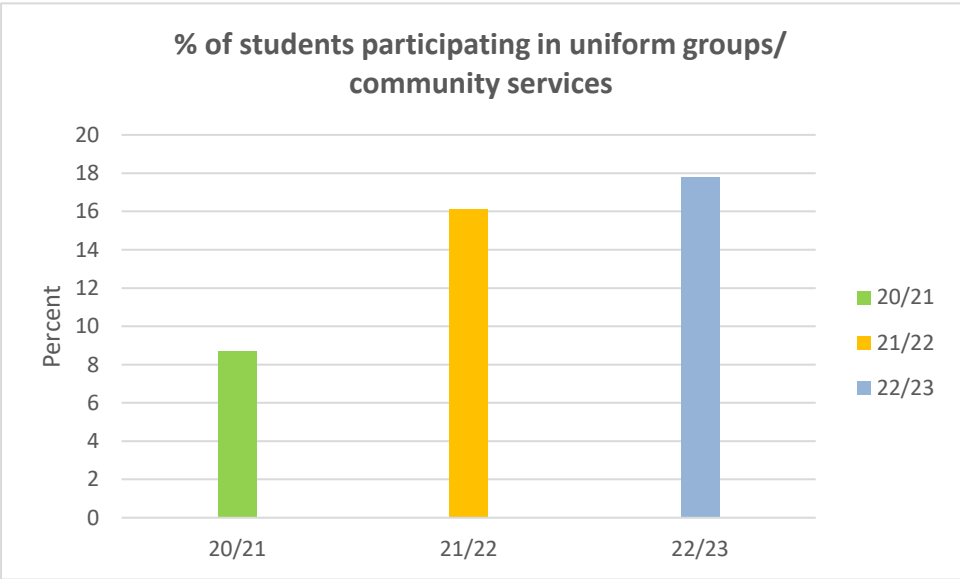
	2021		2022		2023	
	School	Territory	School	Territory	School	Territory
No. of students sat	125	-	127	-	138	-
Percentage of students attaining the minimum entrance requirements for local Bachelor degree courses	91.2	36.3	87.6	36.9	92	36.6



Destinations of Graduates



(ii) Non-academic Performance



Students' Achievements in External Competitions

Outstanding Students and Leadership

Activities	Awards	Awardees
Sir Edward Youde Memorial Prizes 2022/2023		
		Cheung Hei Ching (6B) Sheng Yuxuan (6B)
2022/2023 年度「九龍城區傑出學生選舉」		
初中組	傑出學生獎	何梓淇 (2A)
高中組	傑出學生獎	陳志江 (5B)
第十四屆九龍地域傑出學生選舉		
初中組	優秀學生	李傲雪 (4C)
高中組	優秀學生	黃子純 (6E)

English Language

Activities	Awards	Awardees
74th Hong Kong Schools Speech Festival (English Speech)		
Solo Verse Speaking - Non-Open - Secondary 5 - Boys	1st	Chan Hau Yuk (5D)
Solo Verse Speaking - Non-Open - Secondary 2 - Boys	1st	Kwan Chi Chung (2E)
Solo Verse Speaking - Non-Open - Secondary 1 - Girls	2nd	Zhou Wing Ching (1D)
Solo Prose Reading - Non-Open - Secondary 6 - Girls	3rd	Ching Yuen Ki Cathy (6D)
Public Speaking Solo Secondary 5	1st	Lee Ka Yiu (5B)
Public Speaking Solo Secondary 5	2nd	Yau Ho Ching (5B)
Public Speaking Solo Secondary 5	2nd	Cheung Ho Yin (5B)
Public Speaking Solo Secondary 5	2nd	Cheng Tin Huen Hilary (5D)
Public Speaking Solo Secondary 5	3rd	Wong Yin Kiu (5B)
Public Speaking Solo Secondary 3 and 4	3rd	Shum Lok Yi (4E)

Hong Kong Secondary Schools Debating Competition (Division 1)		
Term 1 Final	First Runner-up	
CUHK Model United Nations Conference 2023		
Delegate of Japan	Outstanding Delegate Award	Liu Chak Man (5B)
Delegate of Japan	Outstanding Delegate Award	Cheng Tin Huen Hilary (5D)
World Scholar's Cup (Hong Kong Regional Round 2023)		
Top Writing Team Trophy	3rd Place in Hong Kong	Yu Chung Ya (5A) Liang Chun Yin (5B) Poon Cheuk Kei (5B)
Top Debate Team Trophy	3rd Place in Hong Kong	Liu Chak Man (5B) Cheng Tin Huen Hilary (5D) Lau Yuet Wai (5D)
Writing Team	Gold Award 4th Place in Hong Kong	Liu Chak Man (5B) Cheng Tin Huen Hilary (5D) Lau Yuet Wai (5D)
Writing Team	Silver Award	Chan Chi Kong Brian (5B) Wong Yin Kiu (5B) Wong Yue Hei (5B)
Writing Team	Silver Award	Leung Lok Yi (5B) Wong Sze Yee (5B) Hui Wai Sze (5D)
Writing Team	Silver Award	Luk Yan Ching (4C) Chan Ka Yan Justin (5B) Law Yin Chun (5B)
Debate Team	Silver Award	5A Yu Chung Ya 5B Liang Chun Yin 5B Poon Cheuk Kei
Debate Team	Silver Award	Chan Chi Kong Brian (5B) Wong Yin Kiu (5B) Wong Yue Hei (5B)
Scholar's Bowl Team	Silver Award	Yu Chung Ya (5A) Liang Chun Yin (5B) Poon Cheuk Kei (5B)
Scholar's Bowl Team	Silver Award	Liu Chak Man (5B) Cheng Tin Huen Hilary (5D) Lau Yuet Wai (5D)

Top Writer	Gold Award 2nd Place in Hong Kong	Lau Yuet Wai (5D)
Top Writer	Gold Award 3rd Place in Hong Kong	Liang Chun Yin (5B)
Top Debater	Gold Award 2nd Place in Hong Kong	Lau Yuet Wai (5D)
Overall Champion Scholars	Gold Award 8th Place in Hong Kong	Lau Yuet Wai (5D)
Overall Champion Scholars	Silver Award	Liang Chun Yin (5B)
School Top Scholar	Gold Award	Lau Yuet Wai (5D)
Debating Champions	Gold Award	Chan Chi Kong Brian (5B) Wong Sze Yee (5B)
Debating Champions	Silver Award	Yu Chung Ya (5A) Wong Yue Hei (5B) Liu Chak Man (5B) Chan Ka Yan Justin (5B) Cheng Tin Huen Hilary (5D)
Writing Champions	Gold Award	Yu Chung Ya (5A) Chan Ka Yan Justin (5B)
Writing Champions	Silver Award	Luk Yan Ching (4C) Poon Cheuk Kei (5B) Wong Yin Kiu (5B) Chan Chi Kong Brian (5B) Liu Chak Man (5B) Wong Sze Yee (5B) Hui Wai Sze (5D)
Science and Technology Challenge	Gold Award 9th Place in Hong Kong	Hui Wai Sze (5D)
Social Studies Challenge	Gold Award 7th Place in Hong Kong	Liu Chak Man (5B)
Literature and Media Challenge	Silver Award	Poon Cheuk Kei (5B)
Art and Music Challenge	Silver Award	Liang Chun Yin (5B)

Chinese Language

Activities	Awards	Awardees
第七十四屆香港學校朗誦節 (中文)		
詩詞獨誦 - 粵語 - 中學三年級 - 女子組	冠軍	袁嬉恩 (3E)

詩詞獨誦 - 粵語 - 中學二年級 - 男子組	亞軍	李浩權 (2B)
詩詞獨誦 - 粵語 - 中學二年級 - 男子組	冠軍	何澤民 (2D)
詩詞獨誦 - 粵語 - 中學二年級 - 男子組	亞軍	關智中 (2E)
詩詞獨誦 - 普通話 - 中學三、四年級 - 女子組	季軍	張銘芯 (4B)
詩詞獨誦 - 普通話 - 中學三、四年級 - 女子組	季軍	袁嬉恩 (3E)
散文獨誦 - 粵語 - 中學四年級 - 女子組	冠軍	張銘芯 (4B)
散文獨誦 - 粵語 - 中學一年級 - 女子組	冠軍	梁雅婷 (1E)
散文獨誦 - 粵語 - 中學二年級 - 男子組	亞軍	童義 (2A)
散文獨誦 - 普通話 - 中學三、四年級 - 男子組	亞軍	何嘉寶 (4D)
二人朗誦 - 粵語 - 中學三、四年級	季軍	蔣幸瑜 (4C) 黃媽好 (4C)
詩詞獨誦 - 粵語 - 中學三年級 - 女子組	冠軍	袁嬉恩 (3E)
2022-23 年全國青少年語文知識大賽「菁英盃」(香港賽區)(總決賽)		
	一等獎	王栩賢 (5A)
	一等獎	許恩希 (5A)
	二等獎	陳思雨 (3D)
	二等獎	符照頤 (4E)
	三等獎	王俊逸 (3A)
	三等獎	邱可晴 (5B)
	優異獎	譚思琪 (4E)
2022-23 中國中學生作文大賽 (香港賽區)		
高中組	銀獎	周梓皓 (5E)
初中組	銀獎	田懿寧 (3A)

Mathematics

Activities	Awards	Awardees
Fortieth Hong Kong Mathematics Olympiad (Heats)		
Individual Event	Third-class Honour	Chan Kwun Wang Eric (5B)
Individual Event	Honourable Mention	Lo Chun Ling (5B)

Science

Activities	Awards	Awardees
CITYU Science PATENT CHALLENGE 2022		
	Silver Award	Cheng Hau Yan (5B) Fung Kin Cheung (6B)

STEM

Activities	Awards	Awardees
Open Data Hackathon 2022		
Food Checkmate	Second Prize	
Food Checkmate	Best Innovation Award	
Outgoer	Third Prize	

Sports

Activities	Awards	Awardees
Inter-School Athletics Competition 2022/23 (Division 1)		
Boys A Grade Triple Jump	1st	Xu King Chun Jethro (6B)
Boys A Grade Long Jump	2nd	Xu King Chun Jethro (6B)
Boys B Grade Long Jump	1st	Yeung Man Long (4C)
Boys B Grade Triple Jump	1st	Yeung Man Long (4C)
Boys B Grade Shot Put	1st	Yung Ngai Tsun (4B)
Boys B Grade Long Jump	3rd	Lau Kwok Hay (3B)
Boys B Grade 4x100m Relay	2nd	Lau Kwok Hay (3B) Hung Tsz Ho (4B) Yeung Ching Yan (4C) Yeung Man Long (4C)
Boys C Grade 100mH	2nd	Chan Yik Yi (1D)
Boys C Grade 400m	4th	Han Tsun Kwong (2B)
Boys C Grade 4x400m Relay	4th	Wong Sin Ming Matthew (1E) Han Tsun Kwong (2B) Lee Ho Kuen (2B) Ng Yat Kiu (2C)
Inter-School Athletics Competition 2022/23 (Division 2)		
Girls A Grade 100m	1st	Wong Cheuk Ying (6E)
Girls A Grade 100m Hurdles	1st	Lee Ka Yan (5C)
Girls A Grade Javelin	2nd	Lo Wai Ying (6A)
Girls A Grade Discus	2nd	Lam Lok Yu (6E)
Girls A Grade 200m	3rd	Wong Cheuk Ying (6E)
Girls A Grade Javelin	4th	Lam Lok Yu (6E)

Girls A Grade 4x100m Relay	1st	Chiu Hei Yiu (1D) Hung Pui Yan (5A) Lee Ka Yan (5C) Tse Yi Tung (5E) Wong Cheuk Ying (6E)
Girls B Grade Javelin	1st	Xiao Jingjing (3C)
Girls B Grade Shot Put	1st	Xiao Jingjing (3C)
Girls B Grade 100m Hurdles	4th	Chong Hei Yu (4E)
Girls C Grade Long Jump	1st	Chan Hong Yau (2B)
Girls C Grade Long Jump	2nd	Choi Wing Tung (2D)
Girls C Grade High Jump	2nd	Mak Hiu Ting (1B)
Inter-school Swimming Competition (D3K1)		
Girls Overall	3rd	
Girls A Grade	3rd	
Girls A 4 x 50m Freestyle Relay	1st	Li Yi Hin (4A) Wun Tsz Ching (5A) Hung Pui Yan (5A) Lam Chi Ching (6B)
Girls A Grade 100m Breaststroke	4th	Li Yi Hin (4A)
Girls B 4 x 50m Medley Relay	4th	Cheung Ho Ching (3B) Liang Ching Kiu (3B) Wong Man Yui (3D) Yu Yat Yin Chloe (4A)
Girls C Grade 50m Breaststroke	1st	Wong Tsz Yan Janet (1A)
Girls C Grade 50m Butterfly	2nd	Wong Tsz Yan Janet (1A)
Girls C Grade 100m Breaststroke	4th	Hui Wing Yu (2E)
Inter-school Cross Country Competition 2022-2023 (Division Two)		
Boys B Grade (Team)	3rd	Cheng Ho Lam (3C) Chow Man Hei (4A) Cheuk Ching Sum (4A) Ma Shek Chung (4C)
Boys C Grade (Team)	3rd	Li Shun Hang (1C) Chan Chik Hung (2A) Han Tsun Kwong (2B) Ng Yat Kiu (2C)
Boys B Grade	1st	Ma Shek Chung (4C)
Inter-school Basketball Competition 2022-2023 (Division Three)		
Girls B Grade	3rd	
Inter-School Fencing Competition 2022-2023		
Boys Foil (Team)	3rd	Wong Chun Yin (2C) Yan Chun (2C) Chui Lap Yan (3C) Cheung Ki Wan (6C)
Boys B Grade Epee	1st	Liu Long Yin (3B)
Boys B Grade Foil	2nd	Wong Chun Yin (2C)
Girls B Grade Foil	2nd	Fong Hoi Tung (3C)

Outreach Coaching Fencing (Foil) Team Competition 2022/23		
Boys Senior	Champion	Wong Chun Yin (2C) Yan Chun (2C) Chui Lap Yan (3C) Leung Shi Ching (5D)
Girls Senior	Second	Lui Hau Ching (4A) Liang Ching Kiu (3B) Chung Nok Lok (3B) Yan Yuet (3E)
All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2022-2023		
Boy's Long Jump	3rd	Yeung Man Long (4C)
Boy's Discus	3rd	Wu Lok Hei (5A)
Boy's 4x100m Relay	3rd	Zeng Yuen Cho (3C) Iu Chun Yeung (3E) Yeung Ching Yan (4C) Yeung Man Long (4C)
Boy's Long Jump	4th	Lau Kwok Hay (3B)
Watsons Athletic Club Annual Challenge 2022		
Boys U14 Grade		
800M	3rd	Han Tsun Kwong (2B)
Boys U16 Grade		
Shot Put	1st	Yung Ngai Tsun (4B)
Discus Throw	2nd	Yung Ngai Tsun (4B)
Long Jump	2nd	Lau Kwok Hay (3B)
Triple Jump	3rd	Chan Pok Him (4D)
Boys U18 Grade		
4 X 100M Relay	3rd	Lee Tung Yin (5C) Cheng Chun Tat (5E) Cheng Chi Lai (6C) Sin Ka Hei (6E)
4 X 400M Relay	3rd	Tam Tsz Wai (5A) Kam Yu Hong (5B) Tse Hou Ting (6B) Wong Chun Hin (6D)
Boys U20 Grade		
Shot Put	3rd	Ling Man Shun (6D)
Girls U18 Grade		
Triple Jump	2nd	Wong Cheuk Ying (6E)
Hong Kong Junior Age Group Athletics Competition 2023		
BU 14		
800m	1st	Li Shun Hang (1C)
1500m	1st	Li Shun Hang (1C)
Discus Throw	2nd	Lau Shing Cheung (1E)

Shot Put	3rd	Lau Shing Cheung (1E)
Discus Throw	3rd	Chan Yuk Pan (1D)
BU16		
Long Jump	1st	Lau Kwok Hay (3B)
Triple Jump	3rd	Yau Hoi Tim (3D)
High Jump	3rd	Fok Yui Chun (3B)
Javelin Throw	3rd	Tong Kiu Him (3E)
110mH	3rd	Au Kin Ping (3B)
BU18		
Long Jump	1st	Yeung Man Long (4C)
Triple Jump	3rd	Yeung Man Long (4C)
110mH	3rd	Hui Yik Yeung Colby (4D)
GU14		
400m	2nd	Lau Tsz Ying (1C)
1500m	3rd	Yuen Hau Ying (1A)
High Jump	3rd	Mak Hiu Ting (1B)
GU16		
Discus Throw	3rd	Tse Yi Laam (2D)
GU20		
110mH	1st	Lee Ka Yan (5C)
HVAA Youth Athletics Competition 2022-2023		
U14		
100mH	2nd	Chan Hin Chai (2E)
U16		
100mH	2nd	Hui Yik Yeung Colby (4D)
High Jump	2nd	Fok Yui Chun (3B)
Shot Put	3rd	Xiao Jingjing (3C)
U18		
110mH	2nd	Ng Chun Kam (6B)
Triple Jump	3rd	Wong Cheuk Ying (6E)
Javelin	3rd	Lo Wai Ying (6A)
66th Festival of Sport Youth and Kids Athletics Day		
BU16		
Long Jump	1st	Lau Kwok Hay (3B)
Shot Put	3rd	Tse Ming Hong (2D)
Javelin Throws	3rd	Tong Kiu Him (3E)
BU18		
Long Jump	1st	Yeung Man Long (4C)
Shot Put	1st	Yung Ngai Tsun (4B)

BOCHK Bauhinia Bowl Award		
	Rising Star	Han Tsun Kwong (2B)
A.S. Watson Group HK Student Sports Awards 2022/23		
		Wong Cheuk Ying (6E)

Dance

Activities	Awards	Awardees
59th Schools Dance Festival		
Hungarian Dance (group)	Honours Award	
Ukrainian (Trio)	Honours Award	
Kowloon City District Dance Competition		
Hungarian Dance (group)	Overall Champion	
Open Dance Competition		
Ukrainian (Trio)	Gold Award	

Music

Activities	Awards	Awardees
75th Hong Kong Schools Music Festival		
Graded Piano Solo Grade Seven	Silver Award (Third)	Cheng Tin Huen Hilary (5D)
Graded Piano Solo Grade Seven	Silver Award	Fung Kin Yan (5A)
Graded Piano Solo Grade Six	Silver Award	Lai Yee Lee Adelaide (1D)
Graded Piano Solo Grade Six	Silver Award	Yuen Hei Yan (3E)
Graded Piano Solo Grade Three	Silver Award	Sin Oi Hei (3A)
Graded Piano Solo Grade Eight	Silver Award	Lai Long Hei (1A)
Piano Duet - Junior	Silver Award	Lai Long Hei (1A) Chan Hok Yin (1D)
Alto Saxophone Solo Secondary School - Senior	Silver Award	Wong Yuen Ho (2A)
Alto Saxophone Solo Secondary School - Senior	Bronze Award	Lau Shing Cheung (1E)
Trombone Solo Secondary School - Senior	Bronze Award	Chan Ka Yan Justin (5B)
Vocal Solo - Chinese - Soprano - Secondary School - Age 19 or under	Bronze Award	Tan Sze Ki (4E)
Graded Piano Solo Grade Six	Bronze Award	Lin Tsz Chun (1E)
Graded Piano Solo Grade Seven	Bronze Award	Chan Hok Yin (1E)

Joint School Music Competition 2023		
Junior Choir	Gold Award	
Mixed Ensemble	Gold Award	
String Ensemble	Gold Award	
String Ensemble	Silver Award	
Full Orchestra	Silver Award	
A cappella	Silver Award	
Hong Kong A Cappella Contest 2023 (Vocal Band)		
	Bronze Diploma	Wong Wai Shun Marcus (4B) Lam Lok Ching (4C) So Chun Lam (4C) Tam King Hei (4C) Zhang Wing Lam (4E) Wong Yue Hei (5B) Mo Ching Yiu (5E) Li Kai Chun (5E)

Arts

Activities	Awards	Awardees
My Australian Christmas Card Competition 2022		
Senior Secondary School Category	Winner	Chan Yik Fei (4B)
12th World Children Art Awards 2023		
	Gold Award	Xu Ching (3C)
教育局舉辦「美好時光數碼藝術比賽」		
靜止影像組	初級組優異獎	譚楚橋 (2C)
靜止影像組	高級組優異獎	熊曼婷 (4E)

Others

Activities	Awards	Awardees
禁毒教育@模擬法庭 2.0 2022-23 決賽		
	亞軍	
	最佳律師	陳俊橋 (4D)
禁毒教育@模擬法庭 2.0 2022-23 「模」毒貼文創作比賽		
我最喜歡公義智囊團	銀獎	

(4) Financial Summary

	Income \$	Expenditure \$
(A) Expanded Operating Expenses Block Grant		
School Specific Grants:		
Administration Grant	4,887,976.14	4,590,155.67
Air-conditioning Grant	637,475.00	15,580.00
Capacity Enhancement Grant	654,502.00	213,900.00
Composite IT Grant	565,906.00	761,013.81
School-based Management Top-up Grant	51,615.00	
School-based Speech Therapy Admin Grant	8,258.00	6,938.20
Non-School Specific Grants:		
Baseline Reference	2,402,723.85	
Other Income	53,311.54	
Sub-total (A1)	9,261,767.53	5,587,587.68
Subjects		275,415.67
Departments		212,322.77
School Activities		168,549.54
Audit fee		22,000.00
Bank charges		7,232.00
Cleaning materials		131,675.80
Consumable stores		29,521.13
Sound and lighting		11,198.68
Electricity and gas		781,674.00
Furniture and equipment		1,771,519.85
Gardening		20,502.43
General Repairs		63,506.79
Insurance		14,344.33
Lift maintenance		4,400.00
Light refreshments for guests		2,393.50
Maintenance		241,686.20
Medical expenses		2,191.60
Membership Fee		1,750.00

Postage		4,062.20
Printing and stationery		199,529.39
Staff development and training		1,840.00
Telephone		12,090.00
Transport and travelling allowance		3,069.00
Water		2,821.80
Sub-total (A2)		3,985,296.68
	Income \$	Expenditure \$
(B) School Other Grants		
Diversity Learning (Applied Learning) Grant	252,995.00	252,995.00
Diversity Learning (Other Programmes) Grant	105,000.00	90,200.00
Grant for the Sister School Scheme	159,955.00	87,800.00
Home School Co-operation Project Grant	25,855.00	25,855.00
IT Staffing Support Grant	327,588.00	253,400.00
Learning Support Grant	511,005.00	483,844.22
Life-wide Learning Grant	1,455,555.00	1,819,002.69
Moral and National Education Support		500.00
Promotion of Reading Grant	74,646.00	50,132.30
One-off School-based Speech Therapy Set-up Grant		4,706.30
School-based After School Learning Support Grant	69,600.00	22,135.00
School-based Support Grant for NCS students	153,769.00	128,505.21
Student Activities Support Grant	102,050.00	28,774.00
Teacher Relief Grant	2,995,352.86	2,388,605.88
Sub-total (B)	6,233,370.86	5,636,455.60
	Income \$	Expenditure \$
(C) School Fund		
Admission	4,250.00	
Bank interests	6,545.66	
Collection and Payment	39,628.00	39,628.00

Hire of school accommodation	14,841.96	11,110.20
Library Fines	6,316.50	-
Miscellaneous fees	12,390.44	-
Profit on sale of exercise books		
Sale of Exercise Books Profits		
Subscriptions	142,120.00	9,860.00
Student General Affairs - Activity/Bulk Purchase/Service	82,544.20	82,544.20
Award/Scholarship/Grants	37,487.00	34,278.00
Study tour/Competition	104,423.00	104,423.00
Sponsorship advertisements for Graduation Ceremony	11,600.00	-
Others	105,080.85	52,028.20
Activities		20,868.10
Audit fee		1,000.00
Bank charges		2,110.00
Celebration and entertainment		3,958.00
Furniture and equipment		19,050.00
Insurance		4,453.10
IP Card system fees		103,933.36
Postage and Stamp		818.00
Printing and stationery		39,994.70
Prize and Scholarship		13,431.00
Other consumables		12,150.00
Recruitment, Registration and audit fees (ORSO)		16,292.00
Donations	329,188.70	7,761.01
Feed-in Tariff	438,576.00	299,469.00
Approved collection for specific purpose	219,170.00	49,627.83
Sub-total (C)	1,554,162.31	928,787.70
Grand Total (A1) + (A2) + (B) + (C)	17,049,300.70	16,138,127.66

(5) Appendix

Appendix I

Report on the use of Capacity Enhancement Grant

1. Enhancing students' English Language proficiency

To cope with diversities of junior secondary students in learning English

Strategies/ tasks

- ❖ After-school English remedial classes were organised for S1, S2 and S3 students to facilitate their learning.
- ❖ Alumni Ms Katie Wong (CUHK undergraduate) and Ms Heidi Yuen (CUHK graduate) were invited to teach the classes.
- ❖ The remedial classes focused primarily on improving students' subject-specific skills (e.g. spelling, vocabulary, grammar, and reading skills), and prepare them for internal assessments.
- ❖ Generally speaking, students gave positive comments about the English remedial classes: the tutors were well-prepared, the lesson materials were helpful, and the lesson time was of a suitable amount.
- ❖ Attendance records and teaching materials were kept for the reference of the subject teachers. Tutors would inform the parents if students were absent from the class; English teachers would be contacted if their help was needed to deal with any misbehaviour or problems during the lessons.

Evaluation

- ❖ With classes held on Saturday mornings and a better coordination between English, Chinese and Math Departments, the attendance rate was satisfactory among S1 and S2 students compared with previous years. The majority of the students found the time of the tutorial class suitable.
- ❖ A number of S3 students could not always attend the class because of their engagement in school teams and tutorial classes. Students' availability must be checked carefully in the future so as not to squander resources.
- ❖ Punctuality was better in Term 2 than in Term 1 because the Enhancement classes took place after school in May, during which the summer timetable was in force. Participants spared the extra afterschool hours to attend the classes.

- ❖ Next year, students with a good attitude towards their studies should be prioritised when extending the English Enhancement Class invitations.

2. To foster junior/senior secondary students' interest in learning English

Strategies/ tasks

- ❖ Ms Briar Armani Eagan was hired to offer training workshops for students joining the Hong Kong Schools Speech Festival. Ms Eagan has a background in drama, and was able to coach Dramatic Duologue, in addition to Solo Verse Speaking and Solo Prose Reading.
- ❖ With the efforts from students, teachers and the coach, our students achieved very good results in the Hong Kong Schools Speech Festival, with a total of 10 awards.

Evaluation

Training of students in preparation of English-related competitions can be a very laborious and time intensive task. Hiring part-time tutors alleviated regular teachers' workload in training. In addition, more students could join English-related ECAs and receive feedback from more perspectives.

3. 聘請中文科導師

事項	工作 / 成果	檢討 / 建議
聘請初中中文增潤班導師	<ul style="list-style-type: none"> ● 上、下學期成功舉辦面授課堂 ● 中一、中二級開設 ● 各級上學期各有七節課堂，下學期則有四節課堂，每節課堂一個半小時。 ● 由學校學務組統籌編配名單，選出每級最有需要上課的十五至二十位學生。 ● 聘請本地大學中文系學生及經驗老師擔任導師，導師配合本校單元規劃及寫作教學擬定筆記，本學年目標是希望鞏固弱生的閱讀及寫作能力。 ● 從課堂問卷可見，參加學生對於增潤班內容、形式、次數、效用的反饋頗正面。 	<ul style="list-style-type: none"> ● 統籌老師檢視課程成效，學生出席率較高，大多能完成課業要求，考試成績略有進步，中一級進步較明顯。 ● 部分同學參加意欲低，或者家長以校內外活動為由推搪。
聘請辯論導師	<ul style="list-style-type: none"> ● 本學年聘請三位辯論導師，為初中生教授辯論入門課程，並為中文辯論隊提供辯論訓練。導師俱為現任或前辯論隊隊員，作賽經驗豐富。 ● 辯論班：上學期舉辦「初中辯論班」，辯論班共六課，每課 1.5 小時。對象是初中生。最後共有 16 人參與。 ● 辯論比賽及訓練： ● 本學年，中文辯論隊參加了五項校外辯論比賽。上學期參加「全港中學生辯論賽(基本法盃)」和「星島第三十八屆全港校際辯論比賽」；下學期則參加了「童行盃全港校際服務辯論比賽」、「奇趣盃」及「拍住上辯論比賽」。 ● 各項比賽中，以「全港中學生辯論賽(基本法盃)」的表現最為突出，辯論隊最終取得三場勝利，並晉身第二回合複賽。 	<ul style="list-style-type: none"> ● 上學期舉辦「初中辯論班」，招募對象是初中生，最後共有 16 人參與，出席率高，成效理想。部分成員經過訓練，提升了辯論方面的能力和興趣，更於下學期自薦出賽，壯大中文辯論隊實力。 ● 全年合共參加了五項校外辯論比賽，辯論隊從比賽中獲得寶貴的辯論經驗，並提升辯論方面的技巧。

4. Employment of part-time Mathematics tutors

Achievements

1. In the academic year of 2022-2023, after-school Mathematics tutorial classes were organized for S.1, S.2 and S.3 remedial classes to help to improve their Mathematics. In term 1, a total of 27 lessons (S1: 9 lessons, S2: 9 lessons, S3: 9 lessons) were delivered from October 2022 to December 2022. In term 2, a total of 12 lessons (S1: 6 lessons, S2: 6 lessons) were delivered from May 2023 to June 2023.
2. Positive feedback was obtained from students. Most students found the lessons useful.
3. The topics selected are related to fundamental concepts in Mathematics and weakness of students. This helped students to overcome barriers in learning Mathematics.
4. Communication between the tutors and subject teachers was effective. Subject teacher discussed with tutors about the details and teaching strategy before each lesson and had reflections with tutors about the effectiveness of the lesson to modify the following lessons.

Evaluation

1. Recruitment of tutors and time-tabling were difficult tasks, especially the remedial class cannot be held afterschool in weekdays due to disease prevention measures.
2. The tutors are responsible and enthusiastic in teaching. However, the tutors are still not very experienced hence discipline and classroom management were sometimes a problem.

5. Employment of a School Library Assistant

Achievements

To support the Teacher Librarian, a library assistant was employed. In 2022/23, the tasks done by the library assistant included:

1. Assisting the daily library operation.
2. Doing clerical work for new books.
3. Posting up posters and decorating boards.
4. Collection of overdue fine and return to the General Office.
5. Updating the new books arrivals.
6. Entering data of student books and teacher reference materials.
7. Organizing the magazines in library.
8. Purchasing books for students.

Evaluations

1. The library opening hours and dates have been extended.
2. Supporting of teacher librarian so as to free the librarian to work closely with panel chairpersons in the selection and purchase and promotion of library materials and services.
3. The library assistant was responsible, helpful in assisting teacher librarian in maintaining an attractive and welcoming library. The workload of the teacher librarian was reduced as to allow more room to work closely with subject panels. The library assistant can also provide IT support in various aspects to enhance administration and record keeping. The library assistant also worked closely with the students, help them to be good librarians. In view of this, a library assistant can continue to be hired to take up the workload mentioned above.

Appendix II

Report on Healthy School Policy

To cultivate and promote a healthy environment in school, the Health Education Team lays great emphasis on developing a good physical, psychological and social health status of students, and establishing healthy living habits among them.

It has successfully conducted three events: Fruit Day, Healthy Drinks Day and Happy Nuts Day. These activities aimed to raise awareness about the importance of a healthy diet and encourage individuals to make informed choices for their overall well-being.

20 (S1 & S2) Health Ambassadors have played a vital role in promoting health and wellness with the school through their dedicated efforts. By conducting workshop (How to measure blood pressure), they have effectively educated and empowered individuals to make informed decisions about their health. The continued commitment and efforts of Health Ambassadors are essential for sustaining and expanding health promotion initiatives in the future.

The Health Education Club Committee's active participation in the online program (健腔TEEN 2022-2023) demonstrated their commitment to promoting health education and awareness. Through their well-planned activities, they successfully engaged the target audience, increased knowledge, fostered a sense of community, and positively impacted participants' behaviors and attitudes towards health. The committee's commendable performance not only benefited the individuals involved but also enhanced the reputation of the Health Education Club. Moving forward, it is recommended that the committee continues to leverage online platforms to reach a wider audience and sustain the positive impact achieved through their participation in the online program.

The anti-drug talks for students in S1-S5 successfully raised awareness about drug abuse, educated students on the risks and consequences of substance abuse, and equipped them with refusal skills and strategies. The sessions fostered a sense of empowerment among students, motivating them to make informed decisions and actively promote a drug-free lifestyle. By implementing the recommended strategies and continuing efforts to educate and engage students, they can contribute to a healthier and drug-free future for their youth.

The smoking workshops for S1 & S2 students in the post-exam successfully raised awareness about the risk and consequences of smoking, provided strategies for quitting or avoiding smoking, and empowered students to make informed decisions about tobacco use. The workshop activities fostered engagement, encouraged open dialogue, and equipped students with refusal skills and coping strategies. By implementing the recommended strategies and continuing efforts to educate and engage students, they can contribute to a healthier and smoke-free future for their youth.

Appendix III

Report on School-based After-school Learning and Support Programmes 2022/23 s.y.

Staff-in-charge: Ms Lee Wai Chi

Contact Telephone No.: 27123107

A. The number of students (count by heads) benefitted under the Grant is 27 (including A. 5 CSSA recipients, B. 13 SFAS full-grant recipients and C. 9 under school's discretionary quota).

B. 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						
Musical Training	0	7	3	100%	Sep 22 to Aug 23	10,550	Observation and tutor's comments		
Sports Training	3	2	1	100%	Sep 22 to Aug 23	3,585	Observation and tutor's comments		
Broadening Horizons	1	3	1	100%	Sep 22 to Aug 23	2,500	Students' response and teacher's observation		
Leadership Training	1	1	4	100%	Sep 22 to Aug 23	5,500	Students' response and teacher's observation		
Total no. of activities:									
@No. of man-times	5	13	9		Total Expenses	22,135			
**Total no. of man-	27								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure 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 in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills	✓					
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community	✓					
q) Your overall view on students’ community involvement	✓					

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

<input type="checkbox"/>	unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
<input type="checkbox"/>	difficult to select suitable non-eligible students to fill the discretionary quota;
<input checked="" type="checkbox"/>	eligible students unwilling to join the programmes (Please specify:_____);
<input type="checkbox"/>	the quality of service provided by partner/service provider not satisfactory;
<input type="checkbox"/>	tutors inexperienced and student management skills unsatisfactory;
<input type="checkbox"/>	the amount of administrative work leads to <u>apparent</u> increase on teachers' workload;
<input checked="" type="checkbox"/>	complicated to fulfil the requirements for handling funds disbursed by EDB;
<input type="checkbox"/>	the reporting requirements too complicated and time-consuming;
<input type="checkbox"/>	Others (Please specify):

Appendix IV

Report on Diversity Learning Grant - Other Programmes: Gifted Education

Domain	Programme	Objective(s)	Targets	Duration/Start	Deliverables	Implementation & Evaluation
Language	The Chinese University of Hong Kong Model United Nations 2023	To develop students' research and analytical skills, public speaking skills, interpersonal skills, leadership skills & cultural awareness	12 gifted students from S4-5, nominated by the English Department with specific criteria	Term 2	To put forward compelling arguments and demonstrated exceptional impromptu speaking skills in the Model World Health Organization, United Nations Human Rights Council and so on.	Students' feedback on this activity was overwhelmingly positive, citing the opportunity to interact with and learn from top achievers from other renowned schools in Hong Kong, and to engage in simulations of diplomatic occasions as delegates from different countries. Two of our S5 students were given the Outstanding Delegate Awards for their oratorical and analytical skills, an honour which in turn motivated these high flyers to scale new heights in their learning of the language and beyond. It is recommended that students should continue being offered an opportunity to partake in activities of this kind.
	World Scholar's Cup – Hong Kong Regional Round and London	To enrich students' repertoire in English Writing and higher order thinking skills	15 gifted students from S4-5, nominated by the English Department with specific	Term 2	Team Debate, Collaborative Writing, Scholar's Challenge (Individual Quiz), and Scholar's Bowl (Team Quiz)	Despite our first year of participating in this competition, our students performed exceedingly well in the tournament, and qualified first for the Global Round which later took place in London in the Hong Kong Regional Round, then for the Tournament of Champions to take place in the University of Yale in

	Global Round		criteria			November this year. The opportunity proved to provide an avenue for our top students to showcase their caliber and converse with contestants from other parts of the world. Students were well pleased with this exceptional opportunity to really explore beyond their comfort zone on occasions which are surely rare on the school campus. It is recommended that the school subsidize students for this activity in the future.
Mathematics	External programmes e.g. Enrichment Programme for Young Mathematics Talents by	To offer learning experiences tailored to the learning needs of high ability learners in mathematics	N/A	N/A	N/A	No suitable student had been identified for the corresponding programmes.
Science	CUHK, Enrichment Programme organized by HKUST (HKUST Dual	To offer learning experiences tailored to the learning needs of high ability learners in	A selected student from S5	24-26 August (15 hours)	Participants acquire advanced knowledge and skills on Weather and Climate	One students completed a course organized by Science Academy for Young Talent (CUHK). The course includes two main sections - the theoretical section and the experimental section. The experimental section intrigues the participant by conducting various experiments while the theoretical section provides additional

	Program for the Talented), CUHK	Science				knowledge about the weather system, kindling student's enthusiasm for the exploration on the earth.
Humanities	(CUHK Summer Institute), HKU (HKU Summer Institute)	To offer learning experiences tailored to the learning needs of high ability learners in Humanities	3 students from S4 Nominated by Humanities Department with specific criteria	6 online lessons in Winter 2022	Participants acquire advanced skills on Psychology/ World Heritage Architecture	The courses were conducted online but participants could still acquire the additional knowledge and skills on Psychology/ World Heritage Architecture, kindling student's enthusiasm for the exploration on the social sciences/ humanities.
Others selected gifted programmes for stretching students' potentials	Song production	To extend students' knowledge and skills on producing music, lyrics and recorded song.	3 students from S4 Nominated by the Music Department with good scores in Aesthetic Development	4 lessons from April 1 practical lesson in a recording studio in May	One song	A group of delegates from S4 attended conferences simulating the United Nations ones and speak on behalf of designated countries about the rights of children. Students learnt negotiation and advocacy skills during the conference, and learnt from top students from other schools during the process. The research they completed before the Conference also broadened their horizons.

	Innovative Media Production Programmes	To extend students' knowledge and skills on photography, video recording & multimedia production	6 selected students from S4-5	<p>A 3-hour training in June</p> <p>A 9-hour training in July</p>	Two videos co-created with the instructors	<p>From the director's perspective, participants acquired different filming techniques and aspects to be mindful of in order to create different atmospheres and feelings. The practical hands-on activities allow students to reinforce their learning. Some basic photography techniques using aerial drones were also included. With the hands-on experiences in setting up camera, photo taking and videos shooting, together with the prompt feedback from the instructors, apart from acquiring some advanced skills, our students were also able to develop their personalized style regarding multimedia production.</p>
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Appendix V

Report on Sister School Exchanges

學校名稱：	旅港開平商會中學		
學校類別：	中學	負責老師：	梁皚鈿老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	開僑中學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input checked="" type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (*未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*未有舉辦) (*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明)：	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明)：

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下：		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

全年財政報告：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的 20%)	HK\$ 30,240
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 57,560
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支 (註：不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用 (註：不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 87,800
N10	<input type="checkbox"/>	沒有任何開支	不適用

編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用，請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	_____總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	_____總人次

備註：

內地姊妹學校開僑中學於本年度有管理層級的人士變遷，以致兩校溝通上面對困難，難以商討交流活動。有見及此，來年我校將更積極處理與開僑中學的溝通事宜，並會考慮多締結一所姊妹學校。

Appendix VI

The Major objectives for Promotion of Reading:

- To turn the library to a well-organized resource information centre and an inviting place for self-learning.
- To nurture a good reading culture in school

Evaluation

- E-learning platforms have been set up in the library, students can use the platforms for their self-learning.
- HKedcity e-Read Scheme: subscribed. Introduction on the use of eRead Scheme was conducted in Oct in the morning assembly. Unfortunately, only some students frequently login in the website. Encouraging students to use the eRead Scheme should be conducted all year.
- Books will be shared by teachers (CM, TH, FKY, LYY) throughout the year. Variety of books of different domains will be covered and the frequency of recommendation can be increased
- Book recommendations and sharing during morning assemblies by 8 librarians and 7 students (some students have joined the HP Arts & Culture Fisteas) were organized for the whole academic year to nurture a culture of appreciation and other moral values.
- The Chinese and English book fairs were held successfully in Feb and March. The gross sales were \$130,000(Chinese book fair), \$35,000(English book fair).
- Library visits were arranged for S4 and S1 Geography students, S1 Putonghua students. Geography-related books and Putonghua-related books were introduced and students borrowed books afterwards for their reading activities.
- It was a pity that Joint-school activities and Joint-club activities weren't organized.

Financial Report

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books <ul style="list-style-type: none">• Printed Books- Theme –based reading materials E-resources: HKedcity	\$30,000	\$46,348.30

2.	Web-based Reading Schemes <ul style="list-style-type: none"> ● E-read scheme: ● One – stop Portal Online Learning Platform 	\$10,000	0
3.	Reading Activities <ul style="list-style-type: none"> ● Hiring authors ● Hire of service from external service providers to organize reading activities ● Paying the application fees for activities and competitions related to the promotion of reading: HKPTU, JSLC ● Reading Week : Book Café 	\$5,000 \$10,000 \$1,000 \$5,000	\$3,784(2023 Hong Kong Book Fair -- Superpass)
4.	<ul style="list-style-type: none"> ● Magazines Subscription: To promote Theme-based reading e.g. KLA: Science, Chinese 	\$15,000	0

Appendix VII

Report on the Use of the Life-wide Learning Grant

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 ✓ 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	Local Activities: 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													
1	PE demonstration lessons	Oct 2022 - Aug 2023	S1-S6	300	\$8,170.00	\$27.23	E6	Physical Education	Excellent	✓		✓		
2	Fencing Team Training (Foil and Epee)	Sep 2022 - Aug 2023	S1-S6	40	\$10,625.00	\$265.63	E6	Physical Education	Excellent	✓	✓	✓	✓	✓
3	Volleyball Team Training	Sep 2022 - Aug 2023	S1-S6	20	\$5,790.00	\$289.50	E6	Physical Education	Good	✓	✓	✓		
4	Tennis Team Training	Sep 2022 - Aug 2023	S1-S6	15	\$3,600.00	\$240.00	E6	Physical Education	Good	✓	✓	✓		
5	School Athletics Team (Boys’ Long Distance Running)	Sep 2022 - Aug 2023	S1-S6	30	\$54,600.00	\$1,820.00	E6	Physical Education	Excellent	✓	✓	✓		
6	School Athletics Team (Boys’ High	Sep 2022 - Aug 2023	S1-S6	20	\$66,000.00	\$3,300.00	E6	Physical Education	Excellent	✓	✓	✓		

	Jump, Long Jump and Triple Jump)													
7	School Athletics Team (Boys' Hurdles)	Sep 2022 - Aug 2023	S1-S6	20	\$61,600.00	\$3,080.00	E6	Physical Education	Excellent	✓	✓	✓		
8	School Athletics Team (Boys' throwing events)	Sep 2022 - Aug 2023	S1-S6	25	\$65,250.00	\$2,610.00	E6	Physical Education	Excellent	✓	✓	✓		
9	School Athletics Team (Girls)	Sep 2022 - Aug 2023	S1-S6	40	\$58,100.00	\$1,452.50	E6	Physical Education	Excellent	✓	✓	✓		
10	Basketball Team (Boys)	Sep 2022 - Aug 2023	S1-S6	30	\$11,280.00	\$376.00	E6	Physical Education	Excellent	✓	✓	✓		
11	Football Team (Boys)	Sep 2022 - Aug 2023	S1-S6	30	\$4,400.00	\$146.67	E6	Physical Education	Excellent	✓	✓	✓		
12	Fitness Training for School team	Sep 2022 - Aug 2023	S1-S6	20	\$24,500.00	\$1,225.00	E6	Physical Education	Excellent	✓	✓	✓		
13	Cross Country Team (Training and competition transportation fee)	Sep 2022 - Aug 2023	S1-S6	30	\$1,500.00	\$50.00	E2, E6	Physical Education	Excellent	✓	✓	✓		
14	HKSSF Inter-school Competitions (Application fee, Student Registration Cards fee, transportation fee, team uniform subsidies, etc.)	Sep 2022 - Aug 2023	S1-S6	350	\$22,924.00	\$65.50	E1, E2, E7	Physical Education	Excellent	✓	✓	✓		

15	Girls' Basketball Team 2 days 1 night training camp, basketball training, team building and adventure activities	June30 - 1 July 2023	S1-S6	18	\$8,067.00	\$448.17	E1, E2, E6	Physical Education	Excellent	✓	✓	✓		
16	Girls' Basketball Team	Sep 2022 - Aug 2023	S1-S6	20	\$11,150.00	\$557.50	E5, E6	Physical Education	Good	✓	✓	✓		
17	Badminton Team Training (Boys and Girls)	Sep 2022 - Aug 2023	S1-S6	50	\$39,187.50	\$783.75	E5	Physical Education	Good	✓	✓	✓		
18	Table Tennis Team Training (Boys and Girls)	Sep 2022 - Aug 2023	S1-S6	36	\$25,132.00	\$698.11	E5, E6	Physical Education	Good	✓	✓	✓		
19	Fitness Training Courses (For non-school team)	Sep 2022 - Aug 2023	S1 - S6	800	\$70,000.00	\$87.50	E6	Physical Education	Excellent			✓		
20	Dance Team-- To employ a professional dance tutor for training the elite dance members	Aug 2022-- July 2023	S1 - S6	30	\$20,800.00	\$693.33	E6	Physical Education	Good			✓		
21	Dance Team- Training Camp (2 days 1 night)	21-22 July 2023	S1 - S6	26	\$4,515.00	\$173.65	E6	Physical Education	Excellent			✓		
22	ipad procreate drawing (Cu)	Oct/22-May 2023	S1-S4	40	\$19,600.00	\$490.00	E6	Arts (Visual Arts)	Good	✓		✓		
23	HKSMSA and JSMA (Teams competition fee and recordings)	Mar-May 2023	S1-S5	135	\$4,790.00	\$35.48		Arts (Music)	Excellent	✓	✓	✓		

24	Music Master Class													
25	Choir Training	Oct 2022 - Jul 2023		60	\$81,250.00	\$1,354.17	E6	Arts (Music)	Excellent	✓	✓	✓		
26	Orchestra Training	Oct 2022 - Jul 2023		40	\$32,400.00	\$810.00	E6	Arts (Music)	Excellent	✓	✓	✓		
27	Ensemble Training	Oct 2022 - Jul 2023		20	\$9,900.00	\$495.00	E6	Arts (Music)	Good	✓	✓	✓		
28	A cappella training	Oct 2022 - Jul 2023		15	\$19,800.00	\$1,320.00	E6	Arts (Music)	Good	✓	✓	✓		
29	Transportation fee for Biology activity	28 Sep 2023	S3-S5	30	\$1,600.00	\$53.33	E2	Cross-Disciplinary (STEM)	Good	✓	✓			
30	Biology Field trip to Hoi Hai Wan (LKW)	Postponed to 2023-2024 due to bad weather	S4-S5	30	\$5,760.00	\$192.00	E6	Cross-Disciplinary (STEM)	Postponed to 2023-2024 due to bad weather	✓	✓			
31	Economics Visits and Seminars	March & May 2023	S4, S6	43	\$1,500.00	\$34.88	E2	Others, please specify:	Excellent	✓				
32	Geography field trip expenses e.g. coach, equipment, application fee for field study (Ck)	due to pandemic, field trip was changed to online mode			\$0	\$0								
33	Shadow Puppet Show (中華表演藝術：木偶皮影) Cantonese Opera (中華表演藝術：粵劇)	May & Feb 2023	S2-S5	600	\$7,000.00	\$11.67	E1	Chinese Language	Excellent		✓	✓		✓

34	Paper Crafting Course to Experience Chinese Culture (中華文化體驗班：紮作技藝)	3 May 2023	S1-S2	29	\$33,500.00	\$1,155.17	E1, E6	Chinese Language	Excellent	✓	✓	✓		✓
35	S.1 Growth Camp (2 days 1 night)	5-6 May 2023	S1-S5	220	\$33,795.00	\$153.61	E6	Values Education	Good			✓		
36	Leadership training and camps for upcoming chairpersons		S1 - S6	70	\$58,222.00	\$831.74	E1, E2	Leadership Training	Excellent	✓	✓	✓	✓	✓
37	S1-S5 Service Learning Programmes	Sep 2022 - Aug 2023	S1-S5	600	\$11,528.70	\$19.21	E6	Moral, Civic and National Education	Excellent		✓		✓	
38	S1 Career Express (YH)	7 July 2023	S1	160	\$30,000.00	\$187.50	E1	Careers and Guidance Committee	Good					✓
39	S2 Little Society (YH)	10 July 2023	S2	152	\$18,400.00	\$121.05	E1	Careers and Guidance Committee	Good					✓
40	S3-S4 Visit to Airport (New activity)	6 July 2023	S3 - S4	49	\$21,100.00	\$430.61	E1, E2, E6	Careers and Guidance Committee	Excellent					✓
41	ECA Competitions, workshops and visits	Sep 2022 - Aug 2023	S1-S6	800	\$159,084.30	\$198.86	E1, E2, E5, E6	Others, please specify: ECA	Excellent	✓	✓	✓		
42	Post-exam activities	July 23	S1 - S5	750	\$106,668.00	\$142.22	E1, E2, E5, E6	Others, please specify: ECA	Excellent	✓	✓	✓	✓	✓
43	Team building activities for classes	Sep 2022 - Aug 2023	S2, S6	300	\$3,064.80	\$10.22	E1, E2, E7	Others, please specify: ECA		✓	✓	✓		

44	Outdoor learning activity S1-S6 Ocean Park: Life wide learning Pack S6 Cheung Chau	Nov & Dec 2022	S1-S6	900	\$76,151.60	\$84.61	E1, E2	Others, please specify: ECA	Excellent	✓	✓	✓	✓	✓
Sub-total of Item 1.1				7,308	\$1,312,304.90									

1.2	<u>Non-Local Activities:</u> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Macau Fencing Tour	13-14 May 2023	S1-S6	31	\$25,048.00	\$808.00	E2, E3, E4	Physical Education	Excellent	✓	✓	✓		
2	World Scholar's Cup – London Tour	25 July – 3 Aug 2023	S4-S5	15	\$466,574.63	\$31,104.98	E2, E3, E4	English Language	Excellent	✓	✓			✓
Sub-total of Item 1.2				46	\$491,622.63									
Expenses for Category 1				7354	\$1,803,927.53									

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Incubator for bacteria culture and enzyme experiment (WMC)	Allow students to perform Biotechnology related experiments to widen their horizons	\$12,160.00

2	Self-training Scheme (Writing app fee/buying service fee, medals and presents for the scheme)	To help students to develop a healthy and active lifestyle	\$2,915.16
Expenses for Category 2			\$15,075.16
Expenses for Categories 1 & 2			\$1,819,002.69

Category 3: Number of Student Beneficiaries

Total number of students in the school:	884
Number of student beneficiaries:	884
Percentage of students benefitting from the Grant (%):	--

Name of Contact Person for LWL:	Ms Lee Wai Chi
Post of Contact Person for LWL:	ECA Mistress

* 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.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school

E7 Purchase of equipment, instruments, tools, devices, consumables

E8 Purchase of learning resources (e.g. educational softwares, resource packs)

E9 Others (please specify)

Appendix VIII

Report on the Use of the Student Activities Support Grant 2022-2023 School Year

I. Financial Overview

A	Allocation in the Current School Year	\$102,050.00
B	Expenditure in the Current School Year	\$28,774.00
C	Unspent Amount to be Returned to the EDB (A - B):	\$73,276.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	-
Full-grant under the School Textbook Assistance Scheme	7	\$14,904.00
Meeting the school-based financially needy criteria	8	\$13,870.00
		(capped at 25% of the total allocation for the school year)
TOTAL	15	\$28,774.00

(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 and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: 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	Instrumental class scheme		3	\$2,850.00		✓			
2	Leadership course		5	\$5,000.00		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			8	\$7,850.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Oversea Competition (Representing school)		2	\$17,530.00					
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			2	\$ 17,530.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Instrument Class	Music	3	\$3,169.00		✓	✓		
2	Sports team	PE	2	\$225.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			5	\$3,394.00					
Total			15	\$28,774.00					

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.

Contact Person for LWL (Name & Post):	Ms. Lee Wai Chi ECA Mistress
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Appendix IX

Report on The Learning Support Grant (LSG) for Secondary Schools

LSG remains: \$104, 475.52

2022-23 LSG: \$511, 005

A total of \$615, 481 was offered from the EDB.

In order to support SEN students, different approaches were adopted to facilitate their learning in school.

1. Progress , achievement and reflection

Strategies / Tasks	Time Scale	Achievement	Actual expense	People responsible	Reflection
1 SHINY Potential Development Scheme' for SEN students (confirmed and suspected cases) and peer tutors.	2-4/2023 6 sessions and 2 outings	<ul style="list-style-type: none">Students increased their confidence in interacting with other schoolmates. They show great interest in participating the program.7 students (3 sen students and 4 counselling cases) joined the program	\$20,000.00	Alice	<ul style="list-style-type: none">The program was well organized and the social workers were experienced.'
2 Speedy	1-6/2023 Each student attended 15 sessions, each session last for 25 minutes.	<ul style="list-style-type: none">The programme included individual interview and parents support.Some skills were taught by	\$25,758.00	HPY	<ul style="list-style-type: none">More individual interviews were organised this year.Around 70% students satisfy with the program.

	Each parents attended 4 sessions, each session last for 30 minutes.	<p>the social workers to improve students' executive functions.</p> <ul style="list-style-type: none"> • 4 SEN students and 1 counselling case joined the program. 			
3. Special examination for SEN students.	Throughout the year	<ul style="list-style-type: none"> • 23 students were provided special arrangements in internal assessment. • 6 and 6 SEN students applied special arrangements in 2024 and 2023 DSE respectively. 	/	WCL	<ul style="list-style-type: none"> • Various special arrangements (Extended examination time, short breaks during an examination, expanded test paper and answer scripts) were provided to students with SEN for catering learning diversity. Students performed better with the special arrangement. Data were collected for applying DSE special
5. Expressive Art Therapy Workshop	11-12/2022	<ul style="list-style-type: none"> • 7 Students joined the program. 	\$16,900.00	CSY and Creative Heart	<ul style="list-style-type: none"> • After resuming normal lesson in school, students' interest in expressive art is not as keen as before. Students are more interested in other sports activity, so the feedback from students were not good. It is strongly suggested not to hold the activity next year.

6. SEN Resources Center Board games & Books	Throughout the year	<ul style="list-style-type: none"> To facilitate harmonic and inclusive environment, students borrowed board games during the class teacher lessons and pacer 	\$7,324.80	WCL	<ul style="list-style-type: none"> Peers borrowed the board games and played with S1 students. The usage rate was improved. The team should promote the resource to all students instead of S1 only.
7. Mentorship program for low academic achievers	<p>Junior form: Monday to Wednesday, each lesson last for 1.5 hours</p> <p>Senior form: lesson once a week, each lesson last for 1.5 to 2 hours.</p>	<ul style="list-style-type: none"> 6 alumni have been employed to facilitate the learning for SEN students. Junior form students had to attend the class face to face in school. Senior form students had to attended online lesson. 22 Sen students joined the program. 	\$100,533.48	WCL, tutors	<ul style="list-style-type: none"> It was reflected the class was helpful as the condition of homework submission had improved. Students were satisfy with the program and want to join in next year. Most of the junior form students agree that the tutors could answer their questions. It was reflected that parents highly appreciated with this class.
8. Speech Therapy Programs	Refer to the Speech Therapy Programs report	Refer to the Speech Therapy Programs report	/	Bonnie, LKW	Refer to the Speech Therapy Programs report
9. Appointment of student counselor (SEN)	Sep -Aug	<ul style="list-style-type: none"> Provide administrative support to teachers To provide learning and emotional support to SEN students 	\$ 224,341.90	WCL	/

10. Sunny	<p>Senior form (group) 2-4/2023 8 sessions, each lesson last for 1 hour</p> <p>Junior form (group) 11-2022-1/2023 8 sessions, each lesson last for 1 hour</p> <p>Junior form (individual) 2-3/2023 6 sessions, each lesson last for 40 minutes</p>	<ul style="list-style-type: none"> To assist SEN students to acquire the adequate knowledge, skills and attitudes for making decision along their learning journey. 	\$43,000.00	WCL HKFYG	<ul style="list-style-type: none"> Senior form New service provider and new content were provided in this school term since the poor feedback from students last year. However, 6 SEN students rejected to join this year. Only 2 SEN students joined the program. 5 of their classmates were invited to join. The feedback of the program was improved. 100% participant agreed that the program could help them to know their personality and choice their future career path. Also 100% participant satisfied the content of the program. Junior form 6 SEN students joined the program. Very good feedback from students. 8 out of 10 mark was given by all participants. 100% students agree that the program helped them to build up positive attitude. 4 students were invited to join individual interview after the group session for further counselling.
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11. Parent talk	20/6/2023	<ul style="list-style-type: none"> To share the communication skill and positive education with parents 	/	Leona	<ul style="list-style-type: none"> The feedback of the talk was good. It inspired the school to launch Parent Academy next year for providing a suitable platform to educate parents.
Class teacher lesson inclusive education	S3 23/11 Mindfulness 16/2 Inclusive Education (Visual disability) S2 14/12 Mindfulness 8/2 Inclusive Education (Anti-bullying)	<ul style="list-style-type: none"> To create a caring and relaxing environment in school 	\$45,926.00	HKSB, EDUHK, CK, Leona	<ul style="list-style-type: none"> 84% S2 students agree that the CTP activity enhance their sense of empathy and no tolerance to bullying. 86% S2 students agree that the CTP activity enhance their understanding on people with learning difficulty. They were willing to provide support to the needy. 72% S2 students agree that mindfulness could help them to alert their mental and physical health condition. 82% S3 students agree that the CTP activity enhance their understanding on people with visual disability. 57% S3 students agree that the CTP activity enhance their understanding on mindfulness and the way of relaxation