

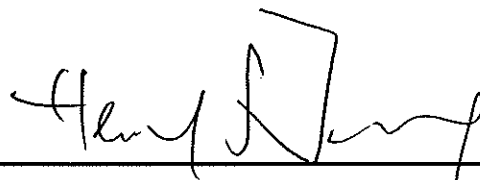
Hong Kong Taoist Association Tang Hin Memorial Secondary School

Annual School Report 2023-2024



Annual Report

The following document is the Annual Report for 2023-2024.



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Supervisor

15 October, 2024

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(1) Our School

1.1. School Vision & Mission

Introduction

Lao Tzu : *“Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore, all things in the universe honour TAO and highly value Teh.”*

道祖：「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

Confucius: *“Man glorifies Tao, not vice versa”*

《論語》：「人能弘道，非道弘人。」

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students’ moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學生在德、智、體、群、美各方面都得到全面發展。

Our Commitments

- 1) To help students cultivate a positive attitude towards life
- 2) To develop students’ ability for lifelong learning and help them achieve their full potential
- 3) To integrate physical education into daily life and cultivate the value of good health
- 4) To promote ‘One Art for Life’ and foster students’ interest in co-curricular activities
- 5) To nurture their spirit of mutual help and serving the community

1.2. Brief Introduction of the School

- Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is a whole-day grammar aided estate school in Sheung Shui.
- Our school occupies an area of approximately 5,400 square metres well-equipped with up-to-date teaching facilities. We have developed a comprehensive computer network, computer rooms and a STEM Learning Centre. There is ample multimedia equipment to facilitate e-learning. Apart from the traditional facilities, we have enriched our school environment with an English corner, a lecture theatre, a nature trail, an art gallery, a Chinese-style garden area, a Chinese culture gallery, a campus TV studio, a dance studio, a recreational reading corner, a hydroponic garden, an eco-green roof, a solar-powered automatic weather station and fitness equipment.
- There are 30 classes from Secondary 1 to Secondary 6. Each form has 5 classes. The percentage of unfilled places in the last 3 years was 0%.
- The subjects offered in the Junior Forms are Chinese Language, English Language, Mathematics, Putonghua, Science, ICT & STEM, Chinese History, Geography, Life and Society, Life Education, Visual Arts, Music and Physical Education. In the Senior Forms, the core subjects are English Language, Mathematics, Chinese Language and Citizenship and Social Development. Other subjects include Chinese History, Chinese Literature, Physical Education, Chemistry, Physics, Biology, Geography, History, Economics, Information and Communication Technology, Business, Accounting and Financial Studies and Japanese. Our school offers 41 subject combinations for students to choose from. Students can choose three electives according to their interests and abilities. The more able students can choose Japanese as a fourth elective.
- We are an EMI school. English is our medium of instruction for all subjects except Chinese Language, Chinese History, Chinese Literature, Putonghua, Life Education, Physical Education and Citizenship and Social Development.
- All of our teachers have at least a Bachelor's degree and 48% have a Master's degree. 61% have been teaching for 10 years or more. They are professionally trained with a strong commitment to teaching. They are enthusiastic, experienced and continually improving. Most teachers focus on teaching one or two subjects and are constantly adapting the curriculum and pedagogy to meet the academic needs of our students.
- We take a holistic approach to education, focusing on the moral and academic development of our students, expecting them to be caring individuals and leaders of tomorrow.
- We place great emphasis on moral education. Our students are well-behaved and self-disciplined. An integrated moral education programme has been introduced to help students develop positive moral values. Various activities have been organised to promote a caring environment and harmonious teacher-student relations.

1.3. School Management

- The Incorporated Management Committee consists of the Principal and representatives of the sponsoring body, independent professionals, parents, teachers and alumni.
- The composition of the Incorporated Management Committee is shown below:

Member	School Year 2023-24
School Sponsoring Body	8
School Principal	1
Teachers	2
Parents	2
Alumni	1
Independent member(s)	2

- The IMC is responsible for providing overall direction to the school in setting development priorities and monitoring the school's performance.
- Under the supervision of the Incorporated Management Committee, various administrative units such as the Executive Committee, the Studies Unit, the Discipline Unit and the Counselling Unit formulate and implement school policy. They liaise regularly with the Parent Teacher Association, the Student Union, teachers and the Alumni Association.

1.4. Teaching and Learning

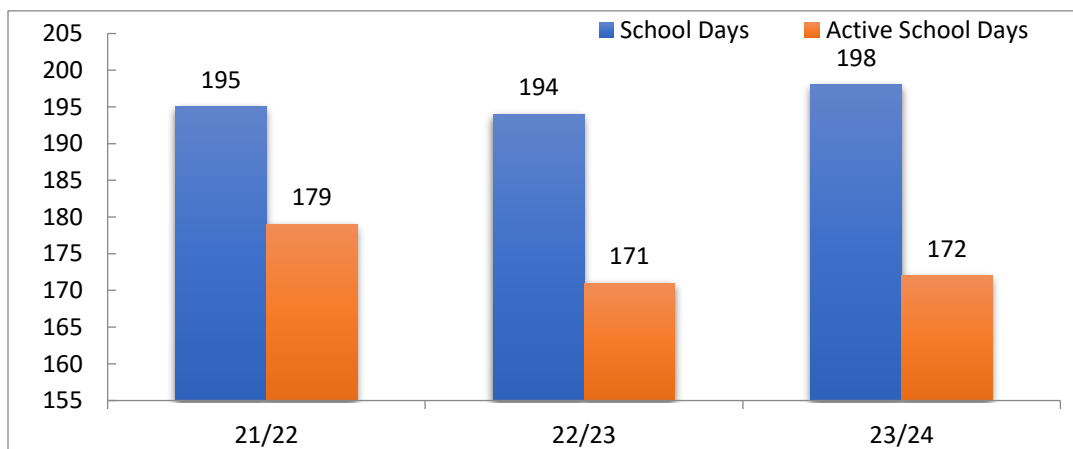
1.4.1. Introduction

- In line with educational trends and the school's mission, we aim to provide students with a broad and balanced curriculum with emphasis on moral, intellectual, physical, social and aesthetic development. The formal curriculum covers all KLAs. We constantly review the curriculum to improve students' learning skills, strengthen their knowledge base and promote their positive values. We focus on improving the curriculum in Chinese, English and Mathematics in Junior Forms to ensure that students have a strong foundation for learning. We also require teachers to set clearer key learning points and emphasise thinking and application to improve students' learning effectiveness.
- To enable students to become lifelong learners, we promote e-learning, self-directed learning and Reading Across the Curriculum. We also encourage cross-curricular learning to help students make connections between their knowledge and experiences. To help students improve their STEM skills and knowledge, we organise an ICT and STEM subject in Junior Forms and allocate more resources to organise STEAM activities.
- We use a variety of learning strategies to broaden students' knowledge base, develop their generic skills and meet their learning needs. We encourage interaction and feedback between students and teachers to enhance students' learning effectiveness. We integrate reading, projects and IT into

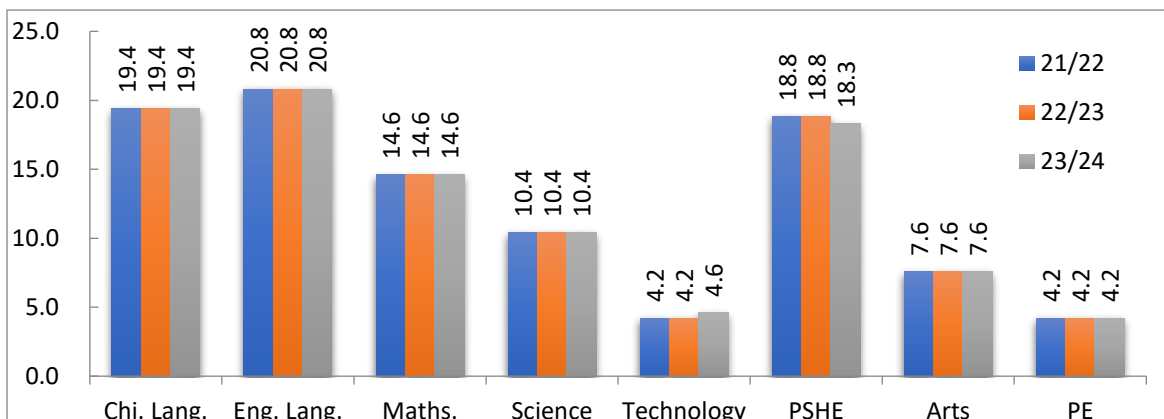
teaching and learning. We also encourage peer evaluation and self-evaluation in assessment to promote collaboration and self-learning.

- We aim to help students become proficient in biliterate and trilingual communication. We create an English rich environment to encourage students to use English in their learning. We use English as the medium of instruction in most subjects and organise various language activities to improve students' English. The language activities include English speaking weeks, verse speaking training programmes, English overseas study tours, English corner, etc. We also develop students' interest in learning Chinese language and culture through activities such as appreciation of good writings and speeches by famous writers. In addition, we include Putonghua as one of the core subjects in the Junior Form curriculum and ensure that all S.3 students reach the proficiency level. Activities are arranged to promote Language Across the Curriculum.
- We organise a range of life-wide learning activities to enrich students' learning experiences. We provide resources for departments to organise activities outside the classroom. Activities include visits, field trips and study tours. A Life-wide Learning Day is held to provide further learning opportunities through visits, field studies, cross-border trips and workshops to broaden students' horizons.

1.4.2. Number of Active School Days



1.4.3. Time Allocation for the 8 Key Learning Areas



1.5. Whole-person Development

- In addition to academic achievement, we also focus on moral development. We help students develop positive values and attitudes through Positive Education and Values Education. These activities include the Monthly Moral Programme, My Learning Journal and Life Education learning activities. The content of Life Education is designed to equip our students with moral principles for life, based on Confucian and Taoist precepts. The moral values are imparted to students through real life examples.
- We organise various life-wide learning activities outside the classroom to enable students to achieve a balanced and holistic development. They enable students to enrich the five essential learning experiences, namely intellectual development, values education, community service, physical and aesthetic development, and career-related experiences. In secondary 4, 2 periods in each cycle are allocated for students to participate in life-wide learning activities.
- Our school's ECA organisations include the Student Union, four houses, thirty clubs, sixteen service teams and thirteen school teams. Students are required to join at least one club or society in the ECA organisations as a condition of promotion to higher forms. In addition, courses or training programmes related to areas such as music, dance, sports and art are organised for students to develop their interests. To promote the policy of "an art for life", students are encouraged to participate in at least one cultural or artistic activity. The spirit of service and leadership among students is also fostered through service programmes (e.g. S2 Service Scheme, Social Service Team, Elderly Academy and joint programmes with NGOs) and leadership training programmes. A Student Mentorship Scheme has been set up to provide senior students with the opportunity to mentor S1 students and to foster a caring school culture.
- In organising LWL activities, teachers have been reminded to use the PERMA framework and the strength-based approach in positive education to build students' self-confidence, develop appropriate interpersonal relationships and enhance their positive emotions such as interest, joy, happiness and the sense of accomplishment. A caring and harmonious atmosphere is developed through the activities. Mutual support among students is encouraged.
- To equip students with the proper attitudes, skills and knowledge for life planning, the Careers Unit organises a wide range of programmes, including the Careers Week, Mock JUPAS, mock interviews, workshops, seminars and visits to workplaces. Information about local universities, overseas study, Mainland universities and different types of careers is also provided for students through TEAMS and seminars. A mentorship programme is supported by the Alumni Association. Mentors are our alumni who share their professional experience with their mentees. Students are encouraged to develop and reflect on their personal goals. Their ability to make informed and meaningful choices among the many options for further studies is also enhanced.
- To enable students to be responsible citizens, we help them to develop self-discipline through the Life Education curriculum, activities organised by the Discipline Unit and the enforcement of school

rules. We promote information literacy to cultivate students' positive attitude towards the use of information. We also help students to acquire a correct understanding of the Basic Law and the National Security Law in order to nurture them to become law-abiding citizens.

- We facilitate students to appreciate our country's culture and development and strengthen their sense of national identity through various activities such as flag-raising ceremonies, board display, morning speeches, competitions, reading and writing tasks, visits, study tours and Sister School Scheme.

1.6. Support for Student Development

- We prepare teaching materials with different levels of difficulty and design self-directed learning materials for students so that they can learn at their own pace.
- We have established the Academic Support Unit to provide remedial support for students with learning difficulties. This includes group tutorials, enrichment courses and extra tuition. Individual counselling is also available to students who need it.
- The Special Educational Needs Team consists of the Heads of the Studies Unit, Counselling Unit, Discipline Unit, Examination Unit, counselling teachers, the Special Educational Needs Coordinator (SENCO), class teachers, social workers, an educational psychologist, a counsellor and subject teachers. Regular meetings are held to discuss the learning progress of SEN students and to decide on curriculum and assessment support. The Learning Support Grant and other grants are used to employ 1 counsellor and to organise after-school activities. Activities include individual counselling and tutoring, school-based speech and language therapy services, training groups in social skills, executive function, personal development and career planning, and whole school inclusive education activities.
- A Gifted Student Development Unit has been established to provide opportunities for students to realise their full potential. Resources such as CEG, DLG and LWLG are allocated to enhance students' learning skills and provide them with more opportunities to develop their potential to the full. Students are encouraged to participate in cultural activities, overseas trips, science competitions, STEAM activities, sports activities, music courses and other external courses or competitions so that students can develop their special talents according to their interests through different learning experiences.
- The Executive Committee, Discipline Unit, Counselling Unit, social workers and class teachers work together to help students deal with problems in areas such as discipline, self-management, interpersonal issues and emotions. A range of programmes are implemented to build students' resilience, self-management and interpersonal skills.
- Our school has a good relationship with parents and values them as supportive partners. Various channels such as school notices, newsletters and parent-teacher meetings are in place to facilitate communication between parents and the school. Parents' views are regularly collected and responded to promptly. The PTA acts as a link between parents and the school. With a good home-school partnership, our school receives strong support from parents in our various endeavours.

(2) Achievements and Reflection on Major Concerns

2.1. Major Concern 1: Personal Growth Programme

In order to help students have holistic growth with a purpose in life, our school implemented the Personal Growth Programme with the following objectives:

- 2.1.1. To develop positive values and attitudes in students through Positive Education and Values Education
- 2.1.2. To cultivate students' positive emotions and attitudes through life-wide learning activities and leadership training
- 2.1.3. To foster student engagement in school and community service to develop their positive values and attitudes
- 2.1.4. To enhance students' resilience and improve their mental health
- 2.1.5. To develop students' sense of ownership for their career and life planning
- 2.1.6. To help students become self-disciplined, law-abiding and responsible citizens
- 2.1.7. To boost students' sense of national identity through various activities

Objective 1: To develop positive values and attitudes in students through Positive Education and Values Education

Task 1.1: To build teachers' professional capacity on Positive Education and Values Education

Achievements

- The principles of Positive Education and Values Education were presented to the teachers in the first staff meeting (28/8/2023) and a staff development seminar on 7/6/2024. The PERMA* framework was also printed in 'My Learning Journal'.
- Most teachers (>80%) showed an understanding of the PERMA framework and the strength-based approach. They were ready to create more opportunities for student achievements and to praise them for their strengths.
- 30 core values were selected and presented to teachers and students through 'My Learning Journal' and posters around the campus. Most teachers (>80%) demonstrated an understanding of the priority values and attitudes that students need to develop.

Reflection

- The PERMA framework can be incorporated as routine work. Students' positive emotions, engagement and relationships can be further enhanced through ECA and service. They can be encouraged to explore the meaning of life through values education and develop positive values and attitudes. More experiences of success and celebrations of progress can be provided for students to build their sense of achievement so that their confidence and self-esteem can be strengthened.
- The 30 core values include the set of 12 priority values introduced by the EDB, which is the focus of attention for teachers and students.

Feedback and Follow-up

- To enable students to become decent, responsible, positive and confident citizens, our school will continue to place emphasis on the promotion of Values Education and Positive Education.
- As new teachers continue to join our school, staff development activities on Positive Education and Values Education will also be organised in the coming year.
- Our school's learning framework for Values Education will place more emphasis on teaching students the 12 priority values and adopting the "know, feel, act" trilogy when designing learning activities.

* PERMA: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment

Task 1.2: To nurture positive values and attitudes in students through the Monthly Moral Programme

Achievements

- The Monthly Moral Programme has been refined to place more emphasis on moral cultivation. 30 core values were selected with reference to traditional Chinese values, particularly from Taoism and Confucianism. They also included the 12 priority values introduced by the EDB. The 30 core values were listed in "My Learning Journal". A poster was designed to promote them. They were presented to teachers and students in the Monthly Moral Programme in September. Students were asked to reflect and set goals to improve themselves. Most students (over 80%) demonstrated the ability to set goals and reflect in "My Learning Journal".
- The annual theme of the Monthly Moral Programme was "A Loving Heart, A Caring Soul, An Inquisitive Mind", which was also the theme of our school's anniversary. The monthly themes were (1) Goal Setting - "Be determined to improve yourself!" in September, (2) Moral Cultivation - "Be a decent student and cultivate virtues!" in October, (3) Life Planning - "Equip yourself for a better future!" in November, (4) National Education - "Take care of our community, our nation and our world!" in December, (5) Information Literacy - "Be a responsible netizen!" in March, (6) Service Spirit - "It is better to give than to receive!" in April, and (7) Annual Review - "Keep reflecting and improving yourself!" in May. Through observation and assessment of students' work, most students (>80%) demonstrated an understanding of the values and attitudes embedded in the learning activities of the Monthly Moral Programme.
- All students completed the "My Learning Journal" tasks and performed well. The summary of the awards is as follows:

Awards	Gold	Silver	Bronze
% of students	61.6%	22.0%	16.4%

Reflection

- Students were willing to set goals in "My Learning Journal". However, their ability to set goals could be improved. Goals could be more specific.
- Teachers stated that some students could not recognise the positive values and attitudes embedded in the learning activities. In order to highlight the positive values and attitudes that students can learn through the learning activities, teachers should more explicitly introduce them to students.
- The disruption to students' development caused by the pandemic has led to a need for increased support in the areas of interpersonal relationships and etiquette. There is also a need for more opportunities to cultivate positive values through the "Know, Feel, Act" trilogy. In addition, learning activities can be used to strengthen students' sense of national and global identity. As a result, the Monthly Moral Programme will be refined.

Feedback and Follow-up

- More effective goal-setting strategies can be introduced to students in the September Monthly Moral Programme.
- The Monthly Moral Programme will continue to place more emphasis on cultivating core values in students, including the 12 priority values. The "Know, Feel, Act" trilogy will be used in the design of learning activities.
- The October Monthly Moral Programme will place more emphasis on improving students' etiquette. Chinese Culture Week will be organised in the December Monthly Moral Programme to enable students to appreciate Chinese culture and traditional wisdom. "Leaders of Tomorrow" will be the theme of the April Monthly Moral Programme, and more real examples of the spirit of service at national and global levels will be introduced to students to enhance their sense of national and global identity.
- Reading activities will be organised in the morning. This will give students more opportunities to read articles related to values education.

Task 1.3: To instill positive values and attitudes in students through the curriculum of Life Education

Achievements

- Due to the overlap of some topics with Life and Society and the changing needs of students, the Life Education curriculum was revised, but continued to emphasise traditional Chinese values, particularly Taoism and Confucianism. Reference was also made to the EDB's Values Education Curriculum Framework. More emphasis has been placed on moral development. For example, the contents of the "Words and Virtues" (言語與德行) and "The Way of Learning" (求學之道) modules have been revised with more up-to-date information to meet students' needs. In S2 and S3, service modules have been added to develop students' spirit of service. Anti-drug education has also been included in the curriculum. Life-wide learning activities were organised with the Health Education Unit to promote healthy lifestyles and drug prevention. In addition, experts from the HKTA were invited to give lectures on Taoism to S1 to S5 students. The lectures introduced students to traditional Chinese values and attitudes.
- Based on teacher observation and student performance, over 75% of our students demonstrated an understanding of the positive values and attitudes introduced in Life Education. They also showed willingness to apply them in their daily lives.
- Over 60% of our students performed well in the Good Behaviour Award Scheme (學生良好行為獎勵計劃) and were awarded prizes.

Reflection

- In order to enable students to learn more effectively, it is necessary to discuss with the teachers of Citizenship, Economics and Society in order to reduce overlapping content. Life Education will focus mainly on the cultivation of values rather than skills and knowledge.
- Students' performance was mainly assessed through project-based learning, reading and other learning tasks. This was found to be more responsive to students' needs and more effective in inculcating values.
- The "Know, Feel, Act" trilogy was adopted in the design of learning activities. Students were actively involved in class discussions and interactions. They also performed satisfactorily in the learning tasks. However, more opportunities can be created for students to express their feelings and values.

Feedback and Follow-up

- The Life Education curriculum and learning activities will continue to be refined to place greater emphasis on positive values and attitudes such as 'empathy' and 'respect for others'. More traditional Chinese values from Taoism and Confucianism will be taught to students.
- The "Know, Feel, Act" trilogy is used to design learning activities. Platforms can be created to encourage students to share inspiring stories about themselves or people they know.
- The Good Behaviour Award Scheme can be refined to give students the opportunity to demonstrate their values by behaving appropriately.

Objective 2: To cultivate students' positive emotions and attitudes through life-wide learning activities and leadership training

Task 2.1: To develop students' positive emotions through LWL activities

Achievements

- A wide range of LWL activities were organised for students to develop their interests, positive emotions, interpersonal relationships and sense of achievement. These included special events such as Picnic Day in November, Music Contest in December, PE Day in February, our school's Anniversary Celebration and Open Day in April and various post-exam activities in June and July. There were also the Student Union, four houses, thirty clubs, sixteen service teams and thirteen school teams. In addition, courses or training programmes such as music, dance, sports and art were organised for students to develop their interests. When organising LWL activities, teachers were reminded to use the PERMA framework and the strength-based

approach in order to build students' confidence and enhance their positive emotions such as interest, joy, happiness, and the sense of accomplishment.

- Students were encouraged to join at least one club or society in the ECA organisations as a requirement for promotion to higher forms. As a result, almost 100% of students have joined at least one club or society.
- 89.7% of the students in the Junior Form took part in our school's interest classes and/or training courses subsidised by the Life-wide Learning Grant.
- Most of our students (>80%) showed their enthusiasm in participating in the LWL activities as observed by the teachers. Their positive emotions (e.g. interest, joy, happiness, self-confidence, sense of achievement, etc.) and proper interpersonal relations were shown in the activities.
- Teachers emphasised the positive values and attitudes that students could learn through the LWL activities. In a survey, 87% of students agreed that they understood the positive values and attitudes embedded in the LWL activities. The values and attitudes included gratitude, respect for others, care for others, embracing challenges, striving for excellence, patience, teamwork, etc.
- More opportunities were created to celebrate students' progress and achievements, for example through our school website, TEAMS, notice boards, interactive TV and prize-giving ceremonies. Students showed their positive emotions during the celebrations.

Reflection

- Students' views can be better considered when planning extra-curricular activities, so that their interests and needs can be met.
- Most teachers understand that using the PERMA framework and the strength-based approach to develop students' positive emotions and self-confidence is very important in improving students' mental wellbeing. However, teachers need more time to familiarise themselves with the approach. New teachers also need to understand the principles of the approach.
- Only about 70% of our students surveyed said they were confident. This shows that more can be done to build students' confidence. Students can be given more successful experiences in learning activities, including LWL activities. The PERMA framework and the strength-based approach should continue to be used when organising activities.

Feedback and Follow-up

- Students are encouraged to express their views in the planning of LWL activities through ECA organisations and the Student Union.
- Staff development activities on the PERMA framework and the strength-based approach in Positive Education will continue in the coming year.
- The PERMA framework for Positive Education will continue to be used in organising LWL activities to empower students to think positively and act confidently.
- More platforms like prize-giving for individual events or occasions to display students' remarkable works can be provided to celebrate students' success and recognise their achievements.

Task 2.2: To train more student leaders and enhance their leadership skills

Achievements

- A series of leadership training workshops were organised to enhance student leadership skills and develop more student leaders. For example, in August 2023, students who wanted to become committee members in the ECA organisations were invited to attend a training course. It was called Kayak 1 Star / 2 Star Award Training. In September and October 2023, about 200 students attended the leadership training courses to be trained as effective committee members in clubs and societies. Over half of these were Junior Form students. During the same period, leadership training workshops were organised for S4 students in LWL classes with the help of service providers. In December 2023, an overnight leadership camp was organised on the campus and at Ping Che to increase students' sense of belonging to our school and to enhance their leadership skills.

In August 2024, a leadership camp was organised to improve team building and engagement of student leaders. Leadership training programmes for prefects were also organised. In addition, students were encouraged to attend training courses offered by other organisations. One example was the "North District Affinity 2.0 Joint Schools Young Leaders Training Programme".

- As evidenced by student reflections and teacher observations, over 80% of the student leaders demonstrated an improvement in leadership skills such as team building, problem solving, planning, management, communication, reflection, etc. after the leadership training activities. They also felt that their sense of achievement and self-confidence had increased.
- More opportunities were provided for the development of student leadership in LWL activities such as the PE Day, Music Contest, house activities, ECA organisations and 40th anniversary celebrations. The student leaders demonstrated their skills and positive attitudes in these activities. Their performance in organising the 40th anniversary celebrations was highly appreciated by teachers, parents, alumni and guests.

Reflection

- As almost all our graduates go on to higher education, our students have the potential to take on more responsibility in society in the future. Therefore, more students should receive leadership training. The training should focus not only on developing students' leadership skills, but also on the positive values that a good leader should have. In addition, the entrepreneurial spirit of students can be developed, e.g. embracing challenges, being innovative and read to make bold attempts.
- To become good leaders, students should be committed to serving others. More opportunities can be provided for students to serve our school and our community to develop their skills and spirit of service.
- Student leaders were required to reflect after the training, but there were still insufficient opportunities for them to share their experiences with their peers.

Feedback and Follow-up

- One of the major concerns of our school in the School Development Plan, 2024-27, is to enable students to become the pillars of society. More students will be encouraged to participate in leadership and entrepreneurship activities.
- Greater emphasis will be placed on developing the proper values and attitudes in students as good leaders.
- More platforms like morning speeches or information and photo display on boards should be made available for student leaders to reflect and share their experiences with their schoolmates, so that their stories can inspire their peers.

Objective 3: To foster student engagement in school and community service to develop their positive values and attitudes

Task 3.1: To encourage S2 students to serve our school and community through a Service Scheme

Achievements

- A wide range of service opportunities were arranged for S2 students to participate in. These included school events such as Open Day, S1 Admissions, Parents' Day, Information Day and PE Day. Students were also invited to provide service in class unions, clubs, library, societies, Student Union, Prefect Team, Social Service Team, etc.
- Service training was provided through the Life Education curriculum and the April Monthly Moral Programme. It was also offered by ECA organisations, the library, the Prefect Team and the Social Service Team.
- A target of at least 8 hours was set for S2 students in September and an eNotice was sent to inform their parents. 95% of S2 students were active in the service of our school's anniversary celebrations and they were able to achieve the target.
- 105 S2 students received Honour Awards for outstanding service. There was a large increase in the number of

students receiving awards due to more service opportunities this school year.

- In a survey, 87% of students said they understood the positive values and attitudes embedded in the activities.

Reflection

- The potential of students can be nurtured. Qualities such as spirit and capacity for service can be developed through training and practice. Service experience is an invaluable asset for students, facilitating personal growth in a number of key areas. These include interpersonal and generic skills, positive values and attitudes.
- It is necessary to create more opportunities for students to serve. More student leaders are needed to organise school activities and serve the community.

Feedback and Follow-up

- As the S2 Service Scheme has been running for several years, it can be implemented as routine work. However, improvements can be made. For example, training for S2 students can be provided more systematically, and more emphasis should be placed on cultivating positive values and attitudes in students. More opportunities should be provided for students to serve and share. Personal experiences of service can inspire their peers and create a culture of service.

Task 3.2: To provide more opportunities for students to serve in our school and community

Achievements

- A wide range of service opportunities were provided in various teams of the Counselling Unit, school activities and special programmes. For example, the JC Volunteer Together Programme (賽馬會眾心行善-義工推廣校園夥伴計劃) was implemented among S.3 students in collaboration with the Department of Life Education to develop students' knowledge on social issues related to the local community. Students were taught to practise the "Plan-Serve-Reflect" approach while developing the spirit of service. It started with three one-hour workshops on volunteering. After the workshops, the students had to record their good deeds (小善幸) and complete two additional tasks (課外小善幸) to earn continuous assessment marks in Life Education and to get their attendance record in the Social Service Team. As a result, 99% of S.3 students actively participated in the programme and were awarded the Certificate of Participation, while about 30 students completed the additional Continuous Good Deeds (at least twice a month) and were awarded the Bronze Award. With the active participation and cooperation, our school was recognised as a "Be Kind School" (善幸校園) and an active participant in the Hong Kong Schools Volunteer Festival 2023.
- Another programme was the Oxfam Famine Banquet for S4 students during LWL periods in November 2023. The experiential rich-poor lunch activity could raise students' awareness of inequality and poverty issues in the world. It could spread the idea of serving the needy. Our school was awarded the title of "Eat Fair Campaign 2023/24 - Eat Fair Schools".
- Various teams in the Counselling Unit provided many opportunities for students to get involved in service activities. For example, in the Student Mentorship Scheme, 34 seniors served as student mentors and helped 152 S1 mentees adjust to a better school life. The mentors not only helped the S1 students with their homework, but also helped them to develop proper behaviour and manners. Most students who participated in the programme enjoyed the activities and gave very positive feedback. The activities helped them to learn more about our school and their peers, and they particularly enjoyed working as a team to complete the tasks set in the activities and developing stronger bonds with each other.
- Students were also encouraged to participate in a number of service activities organised by the CYC and the Social Service team. These activities developed the social and organisational skills of the student leaders and boosted their self-confidence. Activities included: raffle ticket sale, charity plant and candy sale, chess competition, walkathon, greening for the chest, DIY charity sale, visit to Po Kwong School, Lunar New Year social integration activity with elderly people, visit to subdivided unit residents, etc. One of the CYC committee members (S5) was nominated as the North District Outstanding CYC Member this year and went on an exchange trip to Singapore during the summer holidays.

- In addition, the Community Service Day was held in collaboration with the YWCA to strengthen the bond between our students and the residents in the community. The programme included a preparation workshop, a service day at a public housing estate in Sheung Shui and a sharing session of their findings and observations. The student participants found the programme very meaningful as it gave them a better understanding of the hardships and challenges faced by the elderly. They gained more insight into how to treat the older generations with empathy.

Reflection

- For the JC Volunteer Together Programme, in order to facilitate the process of entering and evaluating good deeds, the procedures of the online platform should be modified so that students can reflect on their good deeds more effectively.
- In the programme of the Oxfam Famine Banquet for S4 students, the instructions given by the organiser were not clear enough, which could lead to confusion among the students while playing the games. 40% of the participants felt that the activities could have been organised with better guidelines and fine-tuning of the games. The feedback from students and teachers was taken into account and discussed with the organisation.
- In the Student Mentorship Scheme, the student mentors were highly valued for their outstanding leadership and dedicated efforts in mentoring S.1 students. To further develop the student mentors as potential leaders to serve other units in our school, more recognition of their contribution is needed, such as including their participation in report cards, or holding an opening or closing ceremony to officially recognize the importance of their work to the whole school.
- Of all the activities in the After School Learning & Support Programme, the following two were organised using a design thinking approach, with input on volunteer qualities and service planning offered to the students: (1) 'I'm a Community Repairman Programme' - which enabled students to learn about the concept, application and impact of restoration in everyday life. The volunteers acquired basic home cleaning and restoration skills, which they then applied in a community service project for the elderly in Sha Tau Kok. The programme further enhanced the participants' sense of efficacy through the design and planning of the volunteer activities. (2) North District Inter-school Community Ambassadors Scheme - to raise awareness and concern for the underprivileged among junior secondary students. The design thinking approach is useful in helping our students discover their own potential and apply it in meaningful service to the community. Similar programmes, modified in scope and format, will take place next year.

Feedback and Follow-up

- To enable students to become responsible citizens by inculcating positive values and attitudes through active social engagement, the delivery of a range of community service programmes will be the focus of our work in the coming year.
- There will be more collaboration between different units in the Counselling Unit (e.g. CYC, SST, SMS) and with other societies in our school to extend the reach of student volunteers and increase their involvement in services on and off campus.
- More opportunities can be provided for students to share their service experiences to inspire their peers and create a culture of service.
- The youth-led, design-thinking, experiential approach will be adopted to engage students and carry out activities that enable them to realise the concept of co-creating a community through innovative thinking. By participating in projects, students will be able to learn about different topics and will be provided with the tools needed to build prototypes that will support students in turning their ideas into reality. It will give students the experience of making things that are useful to others or to the environment, fostering creativity and making them believe that they can help improve our community life.

Task 3.3: To develop students' spirit of service through the curriculum of Life Education

Achievements

- The curriculum for S2 and S3 Life Education has been revised and a new service-learning module has been added to each form. Teachers have been working with the Counselling Unit to develop a spirit of service in our students. A set of learning materials has been compiled for them to learn the positive values and attitudes of service.
- Most students (>75%) demonstrated an understanding of the positive values and attitudes (e.g. gratitude, care for others, empathy, etc.) embedded in the learning activities. They performed satisfactorily in the classroom activities and completed the worksheets provided.
- Most students (>75%) passed the Personal Service-learning Report (個人服務學習報告). Students who excelled were given a small gift.

Reflection

- As the S3 students were busy preparing for our school's anniversary celebrations throughout the second school term, the teachers decided to cancel the group project. After evaluation, the Personal Service-learning Report is more appropriate to achieve the service-learning objectives. It was proposed not to organise a group project learning activity on this topic in the next school year.

Feedback and Follow-up

- It is important to foster a spirit of service among our students, so the service-learning module will continue in the S2 and S3 Life Education curriculum. However, the focus will be different.
- More opportunities can be provided for students to share their service experiences with their peers, so that the core values can be demonstrated in an inspiring way.

Objective 4: To enhance students' resilience and improve their mental health

Task 4.1: To enhance students' resilience and improve their mental health through various activities

Achievements

- Students with low resilience, poor stress management skills and emotional problems were identified through surveys, observations and case referrals from class teachers. They received individual counselling and coaching from school social workers and counselling teachers to improve their emotional flexibility and stress management skills. There was also close and regular collaboration with class teachers to address and manage serious cases of academic, social, emotional and family problems.
- The school-based clinical psychology service and stress management training groups were employed to strengthen students' stress management skills through a mindfulness approach and to promote positive thinking in the face of adversity. The SEN team also helped organise an emotional support group called "Soul Keeper" for the target students. Through various games, meditation exercises and small crafts, students' self-care and stress management skills were cultivated in a variety of ways.
- In addition, our school joined the Emotional Resilience for Teens Intervention Programme, a research-based collaboration with Hong Kong Baptist University and Tung Wah Group of Hospitals. This programme used questionnaires to identify S1 students with low emotional resilience and poor mental health. The Emotional Resilience Scale (ERS) was used to identify students who needed further support. An after-school intervention programme called MASTER GROUP was implemented to address the students' needs in the areas of emotional flexibility, family support, social support, shared humanity, self-kindness and coping skills. Pre- and post-test questionnaires were also used to assess the effectiveness of the programme. 100% of participants were satisfied with the programme, which helped them become more aware of their own emotions and increased their resilience to failure. The social workers and teachers also reported that over 75% of the participants showed an improvement in their resilience and stress management skills.
- To help students develop the right attitude towards life, various life education activities were organised. For

example, in November 2023, a life-sharing session by visually and hearing impaired guests and a self-care recipe for mental health (「正向人生」生命鬥士教育分享會) were organised. This served as a valuable learning opportunity for our students to gain a deeper understanding of the challenges faced by visually and hearing-impaired people. It is hoped that our students will be able to incorporate the insights gained into their daily lives and approach each day with gratitude. Another activity was a talk and game counter set up in the S4 LWL classes. It was run by an external organisation called Cheer Lutheran Centre to promote physical and mental health among students and to address the negative effects of unhealthy online habits and addiction problems. Another example was the S.1 & S.2 talk on healthy online life and mental wellbeing run by the Community Mental Health Association.

- In line with the EDB's Measures of Mental Health at School and the "Spread the Love, Care and Shine" Campaign, our school has taken advantage of the "One-off Grant for Mental Health at School". The Dustykid Campus Exhibition Project (<擁抱內心>塵展覽) was successfully held in January 2024 to enable students to explore various methods of self-acceptance and adopt a mindful approach to emotional management. Various activities were held, such as the display of around thirty pieces of art, a book exhibition, and the creation of a platform for students to write words of encouragement to each other. The aim was to increase our students' sense of satisfaction and positive emotions. Most students (>75%) agreed that the activities could promote their mental wellbeing and that they experienced a caring and supportive atmosphere on campus. They also became more aware of the importance of self-appreciation and positive emotions.
- Professional exchanges were arranged between class teachers, guidance counsellors, social workers and the educational psychologist. Most class teachers and counsellors (>80%) agreed that their counselling skills had improved in helping students with emotional needs.

Reflection

- Despite efforts to help students with mental illness and severe emotional problems, the number of new cases has increased. This may be due to the disruption to students' learning and social development caused by the pandemic, as well as the fact that more students now face complex family and social problems. In addition, the data presented in APASO III (2024) showed that there were a number of students with problems of negative affect and anxiety. As a result, strategies to improve the mental wellbeing of students need to be reviewed.
- As the mindfulness and cognitive behavioural therapy (CBT) approach to address students' emotional needs is found to be useful, the capacity of the clinical psychology service is being expanded to benefit more students in other school settings.
- S.1 Emotional Resilience for Teens Intervention Programme has been shown to be effective in identifying students at risk. It can also provide a platform for class teachers to understand their students. However, the list of participants needs to be chosen more carefully as the students selected were mainly problem students with lower self-discipline and motivation to improve. It can be a challenge to involve these students in the group training. Some warm-up activities such as group games or a day camp can be considered to build a bond between these at-risk students before the training sessions take place. Also, more promotion of the programme can be done to both S.1 students and their parents at the beginning of the school year.
- In addition to whole class mental health activities (e.g. sharing, trips and talks), more class or small group workshops can be effective in providing guidance and increasing interaction with individual students.
- The current case referral mechanism is seen as effective in addressing individual needs and ensuring timely follow-up. Teachers' awareness of students' social and emotional needs is also raised. However, there is an urgent need for a greater division of labour within the Counselling Unit beyond the support provided by the two school social workers. Improving the professional capacity of class teachers and counselling teachers to provide effective support to students with emotional needs through staff development is therefore crucial.

Feedback and Follow-up

- Strategies to improve the mental wellbeing of students should be reviewed. Greater emphasis will be placed on promoting healthy lifestyles, including physical and mental health. There may be more collaboration between different units such as the Counselling Unit, Health Education Unit, Physical Education and Arts Education to promote physical fitness, arts appreciation and mental health programmes so as to enable students to learn how to manage stress and develop positive emotions.
- To further promote healthy lifestyles and build resilience among students through a variety of mental health programmes, the following could be considered: (a) adopting the EDB's proposed "4Rs Mental Health Charter" to increase teachers' and students' knowledge about mental health and positive thinking patterns, (b) joining mental health programmes offered by other organisations such as Jockey Club Embrace Life Series - "Embrace Emotions Programme for the Youth", co-organized by Hong Kong Young Women's Christian Association (YWCA).
- In order to promote a respectful and inclusive community atmosphere by building mutual support and cohesion in the classroom, some classroom management workshops can be conducted with the participation of the class teachers to promote an inclusive and productive classroom cohesion throughout the school year. It can also promote positive peer behaviour and student engagement. Class teachers are continuously encouraged to use the suggested references/materials to organise some diversified mental health promotion activities on a class basis. The aim is to create a strong safety net that enables students to grow together in a healthy and joyful way.
- More staff development activities will be organised for class teachers and counselling teachers to build their professional capacity to identify and support students with low resilience, poor mental health and emotional problems.

Task 4.2: To put more emphasis on positive attitudes towards 'life' and 'self-image' in the curriculum of Life Education

Achievements

- The Life Education curriculum has been revised to place more emphasis on positive attitudes towards "life" and "self-image". For example, a new topic on contentment (《道德经》初探:知足) has been added. The topic on goal setting in S3 has also been revised. A set of learning materials has been prepared accordingly.
- A S.3 "Self-Care Recipe" mental health programme was jointly organised by the Life Education Department and the Counselling Unit. It included class visits and the whole class film appreciation and sharing session after the viewing. It aimed to strengthen life education and emphasise the importance of valuing one's own life and the lives of others. The film was inspiring. The post-viewing sharing session was successfully held to recap and deepen the themes of life education and goal setting.
- Most students (>75%) showed an understanding of the positive values and attitudes such as contentment and optimism embedded in the learning activities, as evidenced by their performance and teachers' observations.
- Teachers reported that most students (>80%) actively participated in the learning activities.

Reflection

- Students performed well in the learning activities. However, more opportunities can be provided for students to demonstrate their positive values and attitudes through actions, so that the "Know, Feel, Act" trilogy can be implemented.
- The Q-score for 'meaning of life' in the APASO III (2024) was lower than the mean. This suggests that more can be done to help students set goals and find meaning in their life.

Feedback and Follow-up

- The Life Education curriculum and learning activities will continue to be refined to place greater emphasis on positive values and attitudes towards life.
- The "Know, Feel, Act" trilogy will continue to be used to design learning activities.
- Students are also encouraged to find the meaning of life through various life education activities.

- Students will continue to be encouraged to develop a healthy lifestyle.

Task 4.3: To build students' confidence and self-esteem

Achievements

- Teachers used the PERMA framework for positive education to organise LWL activities to build students' confidence and increase their positive emotions such as interest, joy, happiness and sense of achievement. Most students (>75%) showed positive attitudes and emotions as observed by teachers.
- Teachers were reminded to adopt the strength-based approach and to encourage students more in the classroom. In a survey, 79.6% of students said that teachers often encouraged them and praised them for their strengths.

Reflection

- In a survey, around 30% of students did not feel confident and proud of themselves. This shows that there is still room for improvement in helping students build their self-confidence and image.

Feedback and Follow-up

- Teachers are reminded to create more opportunities for students to increase their success experiences.
- More platforms can be created to celebrate students' achievements.
- In striving for academic excellence, students are reminded not to compare themselves with others, but to value their own progress and find ways for further improvement.

Objective 5: To develop students' sense of ownership for their career and life planning

Task 5.1: To help students in junior forms recognize their strengths and develop a positive attitude toward career exploration

Achievements

- Various career and life planning activities were organised. For example, the Monthly Moral Programme in September and November introduced students to the importance of goal setting and career planning. An alumnus was invited to share his career plans with students. A careers week was held in March 2024. It included an exhibition of career books and a mobile exhibition truck showing different career opportunities for further studies. There was also a life planning carnival where the Dutch Code was introduced to help students improve their self-understanding. An alumnus was also invited to hold a sharing session with the junior form students to inspire them about the importance of lifelong learning. In addition, a workshop on self-understanding was held for S2 students in March 2024. A talk was given to introduce the concept of social enterprise to S1 and S2 students during the post-exam period in July. An informative talk on the aviation industry was given specifically to S3 students in the same period.
- Most students (>90%) agreed that the above activities were informative and useful in helping them to understand their strengths and personality traits for career and life planning.
- The activities also made students aware of the importance of goal setting, action and reflection in career and life planning. Most students (>90%) showed a willingness to set goals and take action to equip themselves for a better future.
- A workshop on Senior Form Learning was organised for S3 students in October 2023. In a seminar in December 2023, teachers were invited to give an introduction to Senior Form Electives for S3 students and their parents. Most students (over 80%) were able to relate their choice of Senior Form Electives to their personal interests and abilities, as evidenced by the data from the subject selection system.

Reflection

- Although most students reported that they had set goals in their learning and understood the importance of goal setting in life planning, data from the APASO III (2024) showed that around one third of students did not have a specific life goal. This suggests that more can be done to help students set clear goals in their life planning, both short and long term ones.

- The Careers Week in March 2024 attracted many students who actively participated in the exhibition and carnival. Students also showed enthusiasm for other career and life planning activities. However, suggestions for improvement can be made. For example, information about different careers can be provided for students in a more systematic way. More alumni can be invited to share their learning and working experiences with students.
- Data from the APASO III (2024) showed that more work experience and individual guidance could be provided for students to meet their needs.

Feedback and Follow-up

- More emphasis can be placed on helping students to set more specific goals in their life planning and to live a meaningful life.
- Careers Week will continue next year to raise students' awareness of career planning.
- More outstanding alumni will be invited to share their experiences with students.
- The career and life planning workshops for S2 and S3 students will also continue next year, with more emphasis on goal setting, self-awareness and self-motivation.
- The implementation of the "My Life Planning Portfolio" for Junior Form students will be introduced in ICT classes next year. This will enable students to access career-related materials and engage in self-directed learning by taking career tests.
- More personalised guidance can be offered to students in need.
- Students will be given more information about the different types of careers and the multiple pathways.

Task 5.2: To help students in senior forms achieve their career aspirations

Achievements

- Various career and life planning activities were organised to equip students with the knowledge and skills to plan their careers and lives. For example, a workshop on time management was organised for S4 to S6 students in the Monthly Moral Programme in November. Workshops on financial planning and CV preparation were also held in S4 LWL classes. A talk entitled "Belt and Road Medical Humanitarian Aid Educational Talk" was held by the GX Foundation especially for S4 students to broaden their horizons and raise their motivation in the pursuit of meaningful lives and careers. Other career-related activities were also organised for S4 students and over 80% of them actively participated in these activities. They also agreed that the activities were beneficial to their career development. A mock DSE results release programme was organised for S5. All S5 students actively participated in the programme. Most of them (>80%) demonstrated an understanding of the entry requirements of local universities and institutions. They also asked their guidance teachers meaningful questions and began to prepare for further studies.
- In interviews with teachers, most students (>85%) agreed that the activities mentioned above were useful for them to acquire knowledge and skills in career and life planning. They also demonstrated the ability to set goals and take action to equip themselves for a better future.
- A mock JUPAS exercise was organised for S6 students. Students were required to have at least one interview with their guidance teachers. In addition, S6 students were invited to participate in a mock interview. About 50% of the S6 students attended the mock interview and their performance was satisfactory. On the day of the DSE release, over 50% of the teachers were invited to advise students on their choices in JUPAS. Over 90% of the students were able to make their JUPAS choices based on their academic performance and personal interests and continued their studies at the universities.
- A number of activities were organised for S6 students to prepare them for JUPAS and further studies. For example, a lecture on JUPAS was held to help S6 students understand their options for further studies. A mentorship scheme was set up to invite our alumni to share their experiences and give advice to S6 students. An admissions talk by HKU was offered specifically to S6 students.
- Various activities were organised to help students learn about future careers such as STEAM and jobs in the

Greater Bay Area. For example, a presentation on the development of the Greater Bay Area was given to S4 students, along with a talk to help them set their career goals. Active participation was observed. A Greater Bay Area internship programme was offered to senior students during the long holidays and some senior students participated in these activities. They found the work experience valuable. In addition, a talk was given to S3 to S6 students by an outstanding alumnus who worked as a robotic arm manufacturer. The students were inspired by his work experience in STEAM.

Reflection

- To help students set goals, it is better to introduce them to the different stages of life and the factors that influence their planning.
- In addition to focusing on career planning, it is also recommended that students learn how to find meaning in life and how to live a more meaningful life.
- This year some S6 students demonstrated the problems of making choices about further studies. Earlier preparation may be necessary. They may benefit from more information about JUPAS options, studying abroad and universities on the Mainland.
- Many alumni have excelled in their studies and careers. Their study and work experiences can inspire and motivate students to set and achieve their own goals.
- More information can be provided for students about new types of careers and the development of the Greater Bay Area.

Feedback and Follow-up

- A range of career and life planning activities will continue, with greater emphasis on helping students to set meaningful personal goals and to make choices about further studies and future careers that reflect their personalities, aspirations and interests.
- Three career-related lessons will be organised for S4 students in the coming years. These will focus on increasing students' understanding of employment opportunities in the Greater Bay Area, while helping them to achieve their personal goals.
- More support will be provided for S5 and S6 students to help them prepare for the JUPAS application and make appropriate choices for further studies. For example, the mock interview for S6 students will be rescheduled to a time after their first exam to ensure earlier preparation. Students will be given more information about studying abroad and universities on the Mainland.
- More alumni will be invited to share their experiences and careers.
- More opportunities will be provided for students to explore the Greater Bay Area and STEAM careers. For example, a visit to the Greater Bay Area will be organised for all S4 students on LWL Day next year.

Objective 6: To help students become self-disciplined, law-abiding and responsible citizens

Task 6.1: To help students develop self-discipline

Achievements

- The following strategies were used to develop students' self-discipline: (1) Classroom learning: In the S1 Life Education module 'Our School', students were taught the importance of abiding by school rules. In the S2 Life Education module 'Shame', learning activities were designed to help students understand the importance of good behaviour and the courage to turn a new leaf. (2) Life wide learning: Discipline unit introduced the importance of school rules and self-discipline in school assemblies and the Good Student Talk. Arrangements were made for students to clean their classrooms during the 5-minute period at the end of the school day to cultivate their self-discipline and self-management skills. A training camp was held for S1 students. Professional coaches were engaged to design a training programme to enhance students' self-management and self-discipline skills, and to teach them how to improve interpersonal relationships, teamwork, respect for teachers and the value of self-improvement, as well as to encourage them to reflect on

and improve themselves. (3) School atmosphere: School rules were enforced in a whole-school approach. All teachers were required to maintain student discipline. Teachers were also encouraged to be good role models for students.

- Our students are generally well disciplined and well behaved. This is evidenced in the stakeholder survey where 87.5% of teachers agreed that our students are self-disciplined and can follow rules. In the discipline records, most students (>90%) were able to follow school rules. Some of them had minor or negligible disciplinary problems and the overall performance and behaviour of our students was considered satisfactory. They demonstrated an understanding of the importance of self-discipline and the enforcement of school rules. Over 90% of students achieved a grade B or above in behaviour. There was also a significant increase in the number of students awarded the Honour Award for their enthusiasm in serving our school for the 40th anniversary celebrations.
- Strong links with parents were established through eNotice, Parents' Day, talks and meetings to promote the whole-person development of students. School policy messages were effectively communicated to parents. Parents were also invited to discuss with teachers any learning or behavioural problems their child may be experiencing.

Reflection

- Although our students are generally well-disciplined and well-behaved, they still need to improve their etiquette, as noted in the stakeholder survey where students commented on the manners of their peers.
- In order to develop students' self-discipline in a whole-school approach, all teachers should be involved. As a result, regular meetings were held between form coordinators, social workers and class teachers to discuss discipline issues and coordinate responses. The school's discipline policy, procedures and expectations were presented to teachers in staff meetings. As more new teachers have joined our school, it is necessary to ensure that all teachers understand our school policy.
- Effective strategies for developing students' self-discipline and self-management can be presented to parents so that they can cultivate the proper values and attitudes in students at home.

Feedback and Follow-up

- Students need to be reminded of their etiquette and respect for others. This would be a focus of the Monthly Moral Programme in October.
- Further guidance will be given to new teachers to ensure they understand our school policy. More communication can be made with teachers to evaluate the effectiveness of the strategies.
- Parent education can be provided through PTA activities.

Task 6.2: To promote information literacy to cultivate students' positive attitudes towards the use of information

Achievements

- A number of learning activities were designed to promote positive attitudes towards the use of information. In the formal curriculum, the S1 Life Education module "Words and Virtues" (言語與德行) reminded students to have proper manners when speaking, including on social media. The S2 Life Education module "Social Traps" (社會陷阱) encouraged students to be aware of online dating traps and scams. In the S3 Life Education learning module "Internet Pitfalls", the learning focus was revised to highlight the common Internet pitfalls and a proper attitude towards the use of artificial intelligence (AI) tools. In ICT from S1 to S6, students were taught how to use information and IT effectively and ethically. In the Life & Society curriculum in junior classes and CS in senior classes, learning activities were also prepared to help students develop media and information literacy, such as the ability to identify false information, the ethical use of technology and compliance with relevant laws.
- During these two years, a programme called "My Pledge to Act" was implemented in our school with the help of QEF. By participating in learning activities related to 'Media and Information Literacy Education'

(e.g. various workshops, seminars, visits, stall games and courses), students have improved their ability to recognise the truthfulness of information and built up their capacity for critical and discerning thinking. There were also related seminars for teachers and parents. Teachers were able to understand more about the current cyber culture of young people, while parents were able to understand the problem of cyber bullying. Feedback from students, teachers and parents on the activities was positive.

- Information literacy was also promoted in the Monthly Moral Programme in March. The theme was “Be a responsible netizen!” A variety of activities were organised. For example, a representative from the Hong Kong Law Society was invited to talk to S1 to S3 students about cybercrime (e.g. money laundering), juvenile delinquency cases and cybersecurity. In a class teacher period, S4 and S5 students discussed the pitfalls of online dating and the nude chat crisis. They also used a scenario to express their opinions. In addition, all students were given relevant materials to discuss the ethical use of AI in a class teacher period. There were promotional boards and lunchtime stall activities focusing on “Quality Netizens”. Students actively participated in the games and performed well. Most students (>80%) showed an understanding of the importance of using information and information technology ethically. They could also identify the positive values and attitudes embedded in the activities, as shown in their My Learning Journal.
- In a survey conducted by ICT & STEM, most students (>80%) agreed that the information literacy programme, which focused on responsible digital citizenship and empathy for online communities, was useful in helping them to understand the importance of intellectual property rights and respect for others. Teachers also felt in a survey that most students (>90%) demonstrated a willingness to use information and IT ethically and the ability to use them flexibly and effectively. Most students (>75%) showed the skills needed for identifying quality information online.

Reflection

- As the data in APASO III (2024) showed, students in general did not have the problem of Internet addiction. Teachers also reported that students behaved quite well in terms of information gathering and IT use. However, there were still some individual students who used the internet and social media inappropriately. For example, they were involved in plagiarism, rude expression of ideas and spreading rumours. The use of AI is also a hot topic in society. Together with the importance of information literacy as one of the seven learning goals identified by the EDB, there is a need to strengthen students' information literacy, especially in relation to the use of AI, cyberbullying and cybersecurity.
- As the EDB has issued the “Information Literacy for Hong Kong Students” learning framework since March 2024, it is also necessary to review the current information literacy programmes, particularly the objectives for different key learning stages.

Feedback and Follow-up

- Information literacy programmes will be reviewed with reference to the “Information Literacy for Hong Kong Students” Learning Framework (2024).
- Cyber citizenship will continue to be promoted by providing students with the proper values and attitudes for an ethical and responsible use of information and information technology through the Monthly Moral Programme, Life Education, ICT & STEM, CES and CS.
- Students' awareness of cybersecurity, especially online safety and privacy can also be raised.
- Activities can be organised to equip students with the knowledge and skills to protect themselves from cybercrime and bullying.
- The correct use of AI tools should be promoted.
- Students should be reminded of the need to avoid plagiarism when working on their assignments.

Task 6.3: To help students gain a correct understanding of the Basic Law and National Security Law in order to nurture them to be good law-abiding citizens

Achievements

- Various learning activities were organised to help students understand the importance of the Constitution, the Basic Law, the National Security Law and the Rule of Law in the Life & Society and Citizenship & Social Development curricula. Student performance was encouraging with high pass rates in tests and examinations. For example, over 90% of S4 and S5 students passed CS in the Annual Results. All S6 students achieved "Attained" in the HKDSE 2024.
- Life wide learning activities were also organised to deepen students' knowledge of the laws on Constitution Day and National Security Education Day. Students were encouraged to participate in external competitions on the Basic Law and National Security. Almost all students (99.5%) participated in the competitions and excellent prizes were awarded. For example, our students were the Champion (Individual Competition) and the First runner up (Team Competition) in the Territory-wide Inter-school National Security Knowledge Challenge.
- In the stakeholder survey, most teachers (87.5%) agreed that students were self-disciplined and able to follow rules. Discipline records also showed that most students were well behaved. In the APASO III (2024), most students (86%) agreed that it is important to follow rules in society.

Reflection

- The current strategies are effective in helping students gain a correct understanding of the Basic Law and the National Security Law in order to develop them into good, law-abiding citizens. They will continue to be applied.
- Life & Society in junior forms will change to 'Citizenship, Economics and Society' in 2024. Teachers will prepare the teaching and learning materials. They will put more emphasis on nurturing students to be responsible and law-abiding citizens.

Feedback and Follow-up

- Our school will continue to organise activities to enable students to gain a correct understanding of the Basic Law and the National Security Law.
- Students will continue to be encouraged to participate in external competitions on the Basic Law and National Security.

Objective 7: To boost students' sense of national identity through various activities

Task 7.1: To revise the curriculums of all subjects in order to promote national security education and national education

Achievements

- All KLAs reported having integrated elements of national security and national education into their curricula. Different domains of national security were covered. Teachers prepared different kinds of materials such as maps, photos, articles and videos for students to learn more about the geography, history, culture and development of our country.
- The departments of Life and Society, Citizenship and Social Development, Chinese History and Chinese Language have put more emphasis on introducing Chinese culture, history and development to students. Life education also introduced students to traditional Chinese culture and values, especially Confucianism and Taoism.
- In the lessons observed, most students (>80%) actively participated in the learning activities. They showed a better understanding of the national security, culture, history and development of our country, as evidenced by their learning outcomes in homework and examination.

Reflection

- Teachers can use the learning materials provided by the EDB to plan lessons and promote national security education.
- Teachers have observed that most students have developed a strong sense of national identity, as evidenced

by their active participation in learning activities and the data in the APASO. However, their global perspective and responsibility can be further developed.

Feedback and Follow-up

- The integration of National Security Education into the teaching of KLAs can be further improved.
- The "Know, Feel, Act" trilogy can be adopted in designing learning activities to strengthen students' sense of national and global identity.
- More cross-curricular collaboration can be encouraged.

Task 7.2. To enrich students' understanding of the traditional culture and development of our country and enhance their sense of national identity

Achievements

- Various activities were organised to strengthen our students' sense of national identity. Active student participation and satisfactory performance were observed.
- A flag-raising team was formed for the national flag-raising ceremony. The team members were well trained and performed well. Other students also behaved well during the ceremony. In total, there were 43 times of flag-raising ceremony. A total of 10 speeches were also arranged under the national flag. The speeches covered the domains of culture, science, economy, history and the development of our country.
- On important days such as National Day, National Constitution Day, National Security Education Day, etc., activities such as morning assembly talks and exhibitions were organised to introduce the recent history and important developments in China, so as to help students to understand Hong Kong's unique contribution to our country's development and to strengthen their national identity.
- Visiting activities and exchange trips to the Mainland could enhance our students' experience and positive feelings towards our country. They included a visit to the Hong Kong Coastal Defence Museum, a guided tour of the Court of Final Appeal, national security education tours to Beijing, Shanghai and Hangzhou, an exchange tour to the sister school in Huizhou, a tour to explore the ethnic cultures and landforms of Guangxi, an expedition to probe into the history of Shunde and Foshan, a tour to study the culture of Shenzhen, and a tour to Beijing and Xi'an to study aerospace technology, etc. These programmes enabled our students to experience the history, culture and development of our country and strengthened their sense of national identity.
- The theme of the December Monthly Moral Programme was "National Education - Caring for our Community, our Nation and our World". Various activities, such as board displays, game booths, class discussions and speeches, were used to introduce Chinese culture and global issues to our students and to strengthen their sense of national and global identity. Their feedback on the activities was positive.
- To cultivate the love of Chinese culture, students were encouraged to participate in Chinese cultural interest classes and competitions, such as Chinese instrument classes, Chinese dance team, arts and crafts classes, calligraphy competitions, inter-school speech festivals, activities related to Chinese festivals, etc. The participation rate was high. They also performed well in the competitions and won prizes.
- Most students (>80%) showed a better understanding of our country's culture, history and development, as evidenced by their active participation and good performance in the above activities.
- Students' sense of national identity has been strengthened as evidenced by high P-scores in the APASO III (2024) (KPM 17).

Reflection

- To increase student involvement in the flag-raising ceremony, more flag-raising training can be offered to students. More students can also be invited to give speeches under the flag. The schedule for the flag-raising ceremony should be planned with reference to the Event Planning Calendar published by the EDB.
- The love of Chinese culture can be further cultivated in students through a Chinese Culture Week.
- About 200 students visited our country this year. They actively participated in the tours and performed well

in the learning activities. However, more trips to the Mainland can be arranged so that more students can have a better understanding of our country.

- More can be done to improve students' global perspective and responsibility.

Feedback and Follow-up

- Students will continue to be encouraged to actively participate in activities relevant to national education, such as inter-school competitions and speeches under the national flag.
- More opportunities can be provided for students to understand Chinese development and culture through Chinese Culture Week and study trips to the Mainland.
- Other activities, such as those related to global sustainable development, can be organised to help students understand their responsibilities in the world.

2.2. Major Concern 2: Effective Learning Programme

In order to help students achieve their full academic potential, our school implemented the Effective Learning Programme with the following objectives:

- 2.2.1. To enhance students' learning abilities by improving the curriculum and promoting cross-curricular collaboration
- 2.2.2. To cater for learner diversity through effective teaching and assessment strategies
- 2.2.3. To improve student's learning skills and attitude
- 2.2.4. To cater for diverse learning needs by implementing measures at the school level

Objective 1: To enhance students' learning abilities by improving the curriculum and promoting cross-curricular collaboration

Task 1.1: To enhance students' learning abilities by bettering the curriculum

Achievements

- All subject departments have revised their curricula in response to students' needs and the changing requirements of the EDB, public examinations and university admissions. In the Chinese curriculum, for example, the reading of articles assigned by the EDB and 'practical writing' skills have become more important. In the English curriculum, the learning points and lesson notes for S1-3 have been revised. Vocabulary has been integrated into contextualised passages to increase the effectiveness of teaching and learning. In the Mathematics curriculum, the teaching sequences have been revised to better meet the needs of our students. More learning activities have been designed to improve students' thinking skills in Mathematics. Other subjects have also improved their curriculum and teaching materials to meet students' needs and help them learn better.
- Over 95% of teachers reported that the modified curriculum and/or learning materials could meet students' learning needs and develop their thinking skills.
- Approximately 76% of students showed improvement in thinking skills, as reported by the departments. Among the various types of thinking skills, more students (82%) showed improvement in "application skills". More learning activities to develop students' creativity were introduced in junior forms.

Reflection

- There is a need to continue to review the curriculum of each subject due to the changing requirements of public examinations and university admissions, educational trends and student needs.
- In discussion with teachers, it was agreed that there is a need for students to develop higher order thinking skills in order to achieve academic excellence, especially in the senior classes.
- In a survey, teachers were positive about the breadth of students' knowledge. They felt that most students (>90%) demonstrated a good command of the subject matter taught. Students have developed a broad and solid knowledge base. This was also evident in our school's public examination results (2024), where 95.5%

of S6 students met the entry requirements for Hong Kong universities.

Feedback and Follow-up

- Departments will continue to review their curricula and place greater emphasis on improving students' thinking skills and knowledge at different levels.
- The curriculum may also be reviewed to provide a more balanced learning experience for students.

Task 1.2 To utilize the released lesson time after optimizing the four senior secondary core subjects to help students learn better

Achievements

- Two periods were allocated in the timetable for organising LWL activities for S4 students. The LWL activities covered the five essential learning experiences, namely Values Education (e.g. a talk on environmental conservation, visits to local heritage sites, sex education, a talk on positive attitude to life, anti-drug education), Intellectual Development (e.g. a workshop on problem solving skills, appreciation of Chinese literature, English drama), Community Service (e.g. leadership training workshops, a talk on serving the poor), Physical and Aesthetic Development (e.g. an introduction to Chinese music, a visit to the Hong Kong Heritage Museum), and Career-related Experiences (e.g. goal setting, an introduction to the development of the Greater Bay Area, CV writing skills, financial management, a humanitarian aid education seminar).
- All elective departments reported that more teaching time in S5 and S6 enabled them to provide more learning activities to develop students' skills. In science, for example, more practical activities could be organised. Through hands-on experimentation and observation, students can effectively grasp and assimilate concepts. In addition, the extra time was used for extensive revision, enabling students to develop a thorough understanding of the subject. Other subjects reported that more discussion of concepts and knowledge in class could help improve students' understanding. More revision of HKDSE papers could be done in class, reducing the need for extra lessons after school. This would allow students more time to do more self-directed learning.
- Based on teachers' observations, most students (>80%) demonstrated an understanding of the knowledge and skills acquired in the activities as evidenced by their performance and participation.

Reflection

- Following the optimisation of the four core subjects in senior secondary education, the additional teaching time has been used to improve student learning, providing more essential learning experiences, subject knowledge and practical skills in elective subjects. The practice will become routine.
- Activities in S4 LWL lessons may continue to be revised to broaden students' knowledge and experience. Elective subjects will also continue to review their teaching strategies.

Feedback and Follow-up

- Activities in S4 LWL lessons can be further revised to provide students with the five essential learning experiences.

Task 1.3 To enrich students' knowledge and upgrade their application skills through cross-curricular learning activities

Achievements

- At least one RaC activity was organised in each KLA. For example, there was a cross-curricular reading programme called 'Unlocking the Science Codes in Chinese Culture'. Physics, Chemistry, Biology, Geography, Mathematics and Chinese worked with the library to introduce students to popular science books. A booklet was published to encourage participation in the programme. Another example of RaC was an online reading activity organised for S3-5 to read a book called "The Future of Geography" during the First English Speaking Week. To promote reading in the library, Science, Geography, ICT and Mathematics have

jointly organised a reading scheme. Students were required to read 4 library books related to the subjects and complete book reports. Economics, BAFS, CS and History also organised RaC activities on the business environment and contemporary issues in China. The Life Education and Chinese departments worked together to encourage students to read and recite Chinese poetry. The L&S, CS and PE departments encouraged students to read articles about the major sports events in China. The L&S, CS and Chinese History departments arranged reading activities for students to understand the history of migration in Lingnan.

- More cross-curricular/KLA collaborations were reported. These included RaC, LaC, project learning, STEAM activities, LWL activities (e.g. trips and visits).
- In a survey, around 85% of students agreed that the cross-curricular activities could broaden their knowledge base and improve their application skills.
- Most students (>75%) demonstrated the ability to link the knowledge and skills developed in different KLAs or subjects, as evidenced by their performance in the learning tasks.

Reflection

- Students performed satisfactorily in cross-curricular activities. They were able to develop their knowledge and skills through the activities.
- The data from the APASO and the teachers' comments reflected that our students had developed a range of generic skills and demonstrated the ability to apply these skills. However, there is still a need to provide more opportunities for students to apply their generic skills in an integrated way. STEAM project learning can be one of the learning strategies.

Feedback and Follow-up

- Cross-curricular collaborations such as RaC, project learning and life wide-learning activities will continue to be encouraged.
- STEAM project learning will be organised for S3 students to enable them to develop generic skills in an integrated way.

Task 1.4 To develop students' STEM skills and promote STEAM Education

Achievements

- To develop students' STEM skills and promote STEAM education, Computer Literacy has been integrated with STEM education in S1 and S2. The subject was renamed 'ICT & STEM'. There were 3 lessons per cycle. The curriculum of 'ICT & STEM' has been developed with learning objectives, teaching content, learning materials and assessment strategies. More resources, including teachers and equipment, were allocated to promote STEAM education.
- In the ICT & STEM, two Micro:bit projects were organised for S1 students and one Micro:bit project for S2 students. The projects were about smart home and transport. Over 80% of the participants performed satisfactorily in these activities and 30% of the students were recognised as outstanding and awarded certificates. In addition, over 80% of S1 and S2 students performed satisfactorily in lesson observations, assignments and exams, particularly excelling in problem-solving tasks such as Micro:bit questions. Most students showed improvement in their ability to integrate and apply knowledge and skills across disciplines, as evidenced by student performance and teacher observation.
- A joint learning activity was organized by ICT&STEM and Science. Students actively participated in the activity and their performance was satisfactory.
- A STEM Day was organised for S1 students and a STEM activity for S2 students. These activities aimed at developing students' creativity and critical thinking skills. Feedback from over 80% of students indicated that the STEM activities were engaging and helped them to better understand STEM-related skills and concepts.
- Students were also encouraged to participate in inter-school STEM competitions. Their performance was satisfactory.

Reflection

- The ICT & STEM curriculum in Junior Forms can be improved and extended to S3. Greater emphasis can be placed on AI education and hands-on Micro:bit training and project-based learning.
- STEAM project learning can further be promoted across the curriculum so that students can develop generic and STEAM skills in an integrated way.
- More learning time was created by organising STEAM activities beyond class time, such as during the post-exam period.
- The number of students participating in external competitions was not high enough. More encouragement should be given to students.

Feedback and Follow-up

- The ICT & STEM curriculum in Junior Forms will be improved.
- S3 STEAM project learning will be implemented by involving all the STEAM subjects and S3 teachers. A STEAM week will also be organised to showcase the learning outcomes of S3 students to other students.
- Students will continue to be encouraged to participate in STEAM activities and competitions.

Objective 2: To cater for learner diversity through effective teaching and assessment strategies

Task 2.1. To get students engaged in learning and cater for learner diversity by adopting effective teaching strategies

Achievements

- To help students learn better and meet their learning needs, teaching and assessment strategies have been shared through staff development activities and subject group meetings. For example, our school held seminars on the Seven Learning Goals, e-learning strategies (e.g. the use of Padlet) and strategies for implementing RaC. Professional exchanges were also encouraged within subject departments. Exchanges included good teaching practices and assessment methods. Teaching materials were shared and students' good works discussed, etc. Almost all teachers considered using some of the strategies.
- Peer observation was strongly encouraged to improve teaching. 116 lessons were observed. 76% of teachers' lessons were observed. In the lessons observed, there were appropriate teaching strategies to cater for learner diversity and active learner engagement. Meaningful evaluation and sharing also took place after each lesson observation.
- All KLAs have arranged pre-lesson preparation tasks for students to be engaged in self-directed learning. These included reading, information gathering, pre-lesson exercises, writing, etc. The activities could help students to improve their generic skills (e.g. communication, problem solving, application, critical thinking) in class.
- To help new teachers adapt to the school environment and improve their teaching, the mentorship scheme was refined and more guidance was provided. All new teachers agreed that the mentorship scheme helped them to understand our school's expectations. They also received help from their mentors and buddies whenever they needed it.

Reflection

- The culture of professional exchange has been developed in the subject departments. Sharing of good teaching practices and materials is common. This will continue to be promoted.
- As there are some teachers with teaching experience less than 3 years, it is necessary to help them improve teaching effectiveness through professional exchange in the subject departments, school-based teacher development activities and professional development courses organised by the EDB and external organisations.
- To go in line with the school development, more updated teaching strategies can be introduced to teachers.

Feedback and Follow-up

- Staff development activities can introduce more effective teaching strategies related to the school's concerns.
- Professional exchange will continue to be promoted through peer lesson observation, collaboration and sharing.

Task 2.2. To strengthen the implementation of assessment for learning

Achievements

- To strengthen the implementation of assessment for learning, subject departments have refined assessment strategies to meet the diverse learning needs of students. For example, the proportion of questions at different levels of difficulty in assessment papers has been discussed. More varied forms of assessment (e.g. written exams, practical work, project learning, online assessment, etc.) have been used.
- Subject departments have promoted self-evaluation and peer-evaluation in a variety of ways, and more than half of the subjects have prepared self-evaluation and/or peer evaluation forms for students to use.
- Teachers observed that over 80% of students were actively engaged in self-reflection after the assessment.
- Teachers were encouraged to praise students more often to increase their confidence in learning. In one survey, around 90% of students agreed that teachers often encouraged them. In another survey, around 80% of students agreed that teachers praised them for their strengths.

Reflection

- Subject departments reported that they encouraged self-evaluation and peer evaluation. They also recognised that evaluation forms could be useful tools for students to assess their learning progress. The use of evaluation forms could be further promoted among subject departments.
- In one survey, only 71% of students felt confident in their ability to learn academic subjects. This suggests that they may be struggling to learn or that their expectations are much higher than their abilities. Teachers can use the PERMA framework for positive education to build students' confidence. For example, they can create more success experiences for students and celebrate their progress.

Feedback and Follow-up

- The principles of assessment for learning will continue to be implemented. Positive teacher feedback and student self-reflection will be encouraged.
- Differentiated learning tasks and different modes of assessment can be prepared for students to meet their learning needs.
- Students' confidence in their learning can be increased by giving them more experiences of success and by recognising their achievements.

Objective 3: To improve student's learning skills and attitude

Task 3.1: To foster students' independent learning skills

Achievements

- To promote self-directed learning, students were encouraged to set goals for their learning. In a survey, around 80% of students agreed that they had set goals for their learning.
- To help students become lifelong learners, their independent learning skills were developed through lessons and assignments. In almost all lessons observed, most students demonstrated independent learning skills such as note-taking, summarising, concept mapping and reading. In one survey, about 75% of our students said that they always took notes in class. In another survey, 87% of our students felt that their independent learning skills and attitudes had improved.
- In order to avoid overburdening students with learning tasks at home, subject departments were reminded to arrange an appropriate number of independent and e-learning activities (e.g. reading, project-based learning, self-directed learning, online discussion, online assessment, etc.). They reported that student performance was satisfactory.
- Students were encouraged to read. Each subject set reading tasks for students to extend their knowledge.

Students demonstrated good reading skills as evidenced by their performance in the tasks. Leisure reading was also encouraged. In a survey, 78% of students agreed that they enjoyed reading for pleasure. This was also reflected in the APASO Q-scores.

- Students were encouraged to engage in self-reflection, particularly after each assessment. In a survey, most students (78%) expressed that they often had self-reflection after assessments.

Reflection

- Teachers and students reported that students were generally willing to set goals. The Q-scores in the APASO also reflected this. However, the goals set by the students were not specific enough.
- Class teachers reported that some students had difficulties in completing self-directed learning tasks due to poor time management and attempting too many tasks in certain periods. These students should be given individual support. Better planning can be done to avoid many learning tasks in certain periods.
- Self-reflection is essential for students to improve their learning. However, students may need better guidance on how to reflect effectively.

Feedback and Follow-up

- A framework can be developed for students to enable them to set more specific learning goals.
- Students with learning difficulties can be given more individual support.
- Reflection tools can be developed to help students understand their weaknesses and build on their strengths.

Task 3.2: To enhance students' proficiency in English

Achievements

- The split class scheme was refined to improve the English language skills of S1 and S2 students. Planned meetings of S1-2 English teachers and English panel leaders were held each cycle. Co-planning and close collaboration between teachers were achieved. Teaching materials and strategies were reviewed. Groups of weaker students were given extra support with vocabulary and grammar; worksheets with different levels of difficulty were used and more frequent assessments were arranged to help them consolidate their English base. With the extra attention and support given to the students, their motivation and ability to learn have improved. There was an increase in the average marks of these groups of students.
- Teachers were encouraged to improve their teaching strategies through collaboration, sharing and peer observation. 79% of EMI teachers' lessons were observed. Good teaching practice and active classroom interaction were found in the majority of lessons observed (>90%). Staff development activities on RaC and effective strategies in EMI teaching were also held for teachers.
- A wide range of EMI activities (e.g. drama, debating, public speaking, reading, writing, English Speaking Week, English Day, English Corner, etc.) were held for students to use English and develop their potential to the full. Active student participation and good use of English were observed in the EMI activities.
- Two LaC programmes were organised. The first was a collaboration between the English and Mathematics departments in November 2023. The topic was the use of comparative and superlative adjectives and adverbs. S1 students learned how to use the target structures to describe graphs and make comparisons. The second LaC project took place in March between English and Geography. The topic was 'Using the passive voice for presentation'. S2 students used the vocabulary and useful phrases they had learnt in English to describe the damage caused by different types of natural disasters, such as floods. Students were able to use the passive voice quite accurately in the English lesson. They were also able to use more complicated sentence patterns in the Geography lesson and specific vocabulary was used when analysing different factors behind flooding. In the learning activities in and out of class, most students (>75%) demonstrated the ability to link knowledge and skills across subjects.
- Students were encouraged to read English books through book displays, library visits and reading promotion activities such as the Extensive Reading Award Scheme. Students were also invited to share good readers in morning assemblies. In English lessons, reading passages on different topics and of different levels of

difficulty were regularly distributed to students to enhance their reading experience. S1 to S3 students were required to complete a certain amount of online reading practices through I-Learner. Each EMI subject planned its reading programme to encourage reading. Each KLA also organised at least one RaC programme for students to link knowledge across the curriculum and broaden their horizons. Students performed quite well in the reading activities. Leisure reading was also encouraged through library activities. In a survey, 78% of our students agreed that they enjoyed reading for pleasure.

- All EMI subjects reported that they had provided additional learning support for weaker students, such as S1 bridging programmes, vocabulary lists, spelling exercises, sentence patterns and writing structures. In general, students gained subject knowledge through being taught in English. The average pass rate for EMI academic subjects in the annual results was over 80%. This showed that most students were able to learn in English without much difficulty.

Reflection

- The results of the pre-S1 Attainment Test showed that about 15% of the new S1 students performed unsatisfactorily in the test. They should receive additional learning support.
- Although extra efforts were made by the English teachers to address the needs of weaker students in S1 and S2, the pass rates in the annual results did not improve significantly. More remedial work needs to be done for these students in the future.
- Teachers observed that students' motivation to learn was negatively affected when less able students were grouped in certain classes. The split class scheme needs to be reviewed.
- LaC programmes are useful for students to link their knowledge and skills across disciplines. They also provide opportunities for professional exchange among teachers. However, earlier planning of LaC activities and lesson studies can help to facilitate collaboration among different subjects.
- Leisure reading can be further promoted to stimulate students' interest in learning English.
- In a survey, most EMI teachers (>85%) agreed that students were able to learn in English. However, they felt that there was still room for students to improve their English. In addition, students' confidence in using English could be further developed.

Feedback and Follow-up

- The split class scheme will be refined to consolidate the skills of S1 and S2 students and give them more opportunities to use English.
- More learning support will be given to weaker students.
- LaC programmes will continue to be organised. More cross-curricular collaboration may also be organised to provide opportunities for students to apply knowledge across disciplines.
- English promotion activities will continue to be promoted to encourage students to use English.
- Leisure reading can be further encouraged.
- More opportunities can be provided for students to use English and showcase their achievements to build their confidence.
- Learning support in EMI subjects can be strengthened.

Objective 4: To cater for diverse learning needs by implementing measures at the school level

Task 4.1: To upgrade less able students' academic performance and build their confidence in learning

Achievements

- A total of 15 enrichment courses were organised for lower ability students. Attendance was high (87%).
- Alumni were invited to offer group tutoring to help 57 S1 to S3 students with their study problems. Attendance was satisfactory (71%).
- In the senior classes, 12 study groups were arranged for alumni to discuss with students who wanted to improve their academic performance in Science, Economics and BAFs. Attendance was also high (90%).

- Most students showed an improvement in their study skills as evidenced by their test and examination results. According to the surveys after completion of the enrichment courses and tutorial groups, most of the students (>80%) agreed that the remedial measures were useful in improving their study skills. Most students showed an improvement in their study skills and academic performance after attending the enrichment courses and tutorial groups. 51% of the students in the enrichment courses and 84% of the students in the tutorial groups achieved a pass in the annual results
- There was frequent communication between tutors and subject coordinators, at least once a month, to discuss students' needs and progress.
- The Academic Support Unit organised 3 workshops for students with study problems. The workshops focused on developing the students' skills in setting goals, implementing plans and setting timetables. They aimed to equip the target students with the skills to study more efficiently. The students actively participated in the workshops and found the skills useful.
- In addition, the Counselling Unit provided individual or group counselling to students with low motivation to learn. It also organised a study group with the help of social workers and the educational psychologist to improve the study skills of target students and increase their interest and confidence in formal classroom learning. Most participants (>80%) showed an increase in their confidence for learning.

Reflection

- Sufficient learning support was provided for students with learning difficulties. However, the effectiveness of the small tutorial groups was much better than that of the larger enrichment classes. If possible, more tutorial groups could be set up and more experienced teachers could be employed.
- Subject departments can also evaluate the effectiveness of the enrichment courses, particularly the teaching materials and strategies so that students can improve their learning skills more effectively.
- Many underachieving students have low motivation to learn. They may be affected by fear of failure, family and peer problems or other reasons. More effective strategies could be used to motivate them to learn.

Feedback and Follow-up

- Remedial measures to help the less able students will continue to be reviewed.
- More individual and group guidance can be given to students with low motivation to learn.
- More success experiences can be provided for the less able students.

Task 4.2. To help SEN students learn better through special arrangements and individual care

Achievements

- The whole school approach of an inclusive culture has been adopted on campus. Regular case meetings were held to discuss the learning progress of SEN students and support measures were adopted in terms of curriculum and assessment. Preliminary questionnaires, assessments, case meetings and individual consultations were arranged among different units and professionals for the early identification of students with SEN and other learning difficulties. A school counsellor was employed to provide support measures for SEN students. External resources were deployed to provide support services to address SEN students' learning and developmental needs. Intervention programmes and support measures such as speech therapy training (40 hours), social skills training/ board games (8 hours), executive function training (30 hours), science workshops (8 hours) were offered to different types of SEN students. Special arrangements and accommodations were made for SEN students in terms of homework, internal and external examinations.
- In order to help SEN students learn better, after-school tutorials of Chinese, English, Mathematics, CS, Economics, BAFS, Chemistry, Physics and Chinese Literature were held by external tutors to address students' learning difficulties. In order to improve the students' study skills and increase their interest and confidence in formal classroom learning, the "Learning Skills with Brain Power" study group was established. The group was led by our educational psychologist and a school social worker. A total of 6 training sessions were held, using games, activities, and small group exercises to improve the students'

learning skills in a variety of ways. Most of the students (>75%) agreed that the support was useful in improving their study skills. They also showed progress in their academic performance as evidenced by the test and examination results.

- Various activities have been organised to help students with ASD improve their learning and personal development. Our school participated in a three-year training programme - the Tiered Autism Intervention Model Project (A.I.M.), for 5 students to maximise their strengths and social skills. 12 training sessions, 1 parent consultation session and 1 inclusive activity were provided this year. In addition, 3 students participated in the EDB's strength-based courses on Saturdays to enhance the students' exposure to computer programming or coding and stop-motion animation. The selected candidates attended 10 to 12 sessions on Saturdays, and parents and teachers were invited to share the students' learning outcomes in the final session. The tutors of the strength-based courses gave positive comments on our students' performance. The students were talented in the chosen areas and eager to help others in the groups.
- An Individualised Education Plan (IEP) was developed to help one student progress in the aspects of learning and career planning.
- Students with emotional problems were identified and received individual counselling and coaching from school social workers and counselling teachers to improve their emotional flexibility and stress management skills. The school-based clinical psychology service and stress management training groups were employed to strengthen students' stress management skills through a mindfulness approach and to promote positive thinking in the face of adversity. The SEN team also helped organise an emotional support group called "Soul Keeper" for the target students to cultivate their self-care and stress management skills. In addition, our school joined the Emotional Resilience for Teens Intervention Programme, a research-based collaboration with Hong Kong Baptist University and Tung Wah Group of Hospitals. Preventive and developmental interventions were provided to cultivate positive emotions in the students with emotional problems and to help them build a support system around them. From the above programmes, social workers and guidance teachers reported that over 75% of the target students showed an improvement in their resilience and stress management skills. Most of the students (>75%) also agreed that the activities could help them to learn strategies to cope with their problems.
- Teachers have been encouraged to attend SEN courses. Approximately 50% of the teachers have attended the basic, advanced or thematic courses offered by the EDB, which help them to support SEN students in a more systematic and timely manner.

Reflection

- Measures to support the learning and development of SEN students were varied and sufficient. The roles of the SENCO and the counsellor were important in the successful implementation of the programmes. Although the number of SEN students was not large, it was suggested that more resources be allocated to support SEN students.
- After the three-year cycle, it is reviewed that the content of the Tiered Autism Intervention Model Project (A.I.M.) is not comprehensive enough for our ASD students. The level of difficulty/coverage of the learning materials should be further adjusted. According to the evaluation, our school will not be participating in this programme next year. Instead, another social skills and emotional growth programme run by TWGHs for ASD students will be considered.
- The case teachers reflected that it was difficult to contact and communicate with parents of CBS due to different cultures and languages. Some parents were also reluctant to sign the consent form or provide medical records to SEMIS, resulting in a lack of channel and resources for the school to provide support.
- Due to lack of time, no staff development activity on SEN was organised in the school this year. Instead, teachers were encouraged to attend courses organised by the EDB or other organisations.
- Approximately 50% of the teachers have attended the basic, advanced or thematic courses offered by the EDB in the last 4 years. This is very encouraging as our staff are taking more initiative to address the needs

of SEN students and are more willing to provide support in a systematic and timely manner. This is also reflected in their increased awareness of the special needs of pupils in their daily teaching.

Feedback and Follow-up

- SEN Individual Review Reports from therapists and tutors can provide information to update students' learning and/or social difficulties and their educational progress, so that more comprehensive services and accommodations can be provided in the next academic year.
- The counselling service and the SEN team will continue to work together to provide more systematic individual support for students with low resilience and serious emotional problems. The school-based clinical psychologist service and stress management training groups will continue.
- Each SEN team teacher will be responsible for at least one training group of students in the next academic year in order to establish a better follow-up mechanism.
- Both current and newly recruited teachers will be invited to attend SEN courses organised by the EDB to increase their awareness and knowledge of special educational needs. Teachers in the SEN team will be given priority to attend the courses. The aim is to enable our teachers to provide effective support for SEN students. We plan to meet the EDB requirement of having 80% of teachers attend the basic course, 20% attend the advanced course and 25% attend the thematic course in 2026-2027.
- At least one school-based staff development activity should be organised to enrich teachers' knowledge and skills on SEN.
- More parent education can be provided for CBS parents to make them understand the importance of timely support for their children.

Task 4.3. To stretch students' potential to the fullest

Achievements

- With the help of grants such as DLG and LWLG, 2 elite English classes, 5 elite maths classes, 3 Chinese writing classes, 1 tutorial class for elite athletes, 1 sports training course and 4 Japanese classes were held. A total of 345 students benefited from the courses and their potential was developed. The attendance rate was high (>80%). The students performed well as reported by the tutors and teachers in charge.
- 18 students received grants to attend gifted and talented courses run by universities and other organisations, such as the HKUST Dual Programme, the CUHK Summer Clinical Attachment Programme and the CTY Online Summer Programme. They actively participated in the courses and performed satisfactorily. From their reflections, 100% of the students said that the courses were useful and meaningful. They were also willing to share their learning experiences with their peers.
- A wide range of LWL activities, such as interest classes, sports training, ECA organisations, service teams, houses, SU, etc., have been arranged to develop the talents of the students. As observed by the teachers, over 80% of the students enjoyed the activities.
- Students actively participated in external competitions and performed well. They won prizes in many fields, such as Chinese, English, Mathematics, Sports, Dance, Art, Drama, National Education, and Geography.
- More opportunities were created to celebrate the students' achievements through the school website, magazine, ceremony, exhibition, etc.

Reflection

- Current policies for gifted education are effective in developing the full potential of students. However, the talent pool system can be further improved so that resources can be allocated more effectively.

Feedback and Follow-up

- The talent pool system can be refined.
- More students can be encouraged to participate in gifted programmes and activities to maximize their potential.

2.3. Feedback on Future Planning

With reference to the above "Achievements", "Reflection" and "Feedback" of the Major Concerns, the following suggestions are made to further support students in achieving the seven learning goals. They also constitute the integral elements of the next School Development Plan (2024/25-2026/27).

	Suggestions	Seven Learning Goals
1	To optimise student learning and facilitate lifelong learning, the curriculum will be reviewed to ensure that our students have a broad and sound knowledge base. More learning experiences will be provided for students to enhance their understanding of contemporary issues at different levels. More teaching and learning time will be devoted to technology and STEAM education.	Breadth of Knowledge
2	Students' generic skills can be developed in a more integrated way through STEAM projects and cross-curricular collaboration. Self-directed learning will continue to be encouraged. To strengthen students' cognitive skills, teachers should improve the use of effective learning strategies such as 'making thinking visible' and appropriate questioning techniques.	Generic Skills Breadth of Knowledge
3	Students should also be given more opportunities to use English and showcase their achievements to build their confidence. Their English language skills can be enhanced to achieve academic excellence as it can facilitate more fluent expression of ideas in other EMI subjects. Language Across the Curriculum and Reading Across the Curriculum should be further promoted.	Language Proficiency Generic Skills Breadth of Knowledge
4	To motivate students to learn, students are encouraged to take responsibility for their own learning through goal setting and self-reflection. Students can build their confidence in their learning by receiving more learning support, more experiences of success and recognition of their progress.	Breadth of Knowledge Generic Skills
5	In order to inculcate positive values and attitudes in students, our school will place more emphasis on teaching students the 12 priority values and traditional Chinese values from Taoism and Confucianism, and to adopt the "Know, Feel, Act" trilogy in designing learning activities. The Monthly Moral Programme and the Life Education Curriculum will be refined. Students will continue to develop the spirit of service through various service programmes.	National and Global Identity Generic Skills
6	In order to strengthen students' sense of national and global identity, elements of National Security Education should be better integrated into the KLA curriculum. More opportunities can be provided for students to understand China's development and culture through various activities such as Chinese Culture Week and study tours to the Mainland. A range of activities, such as those related to global sustainable development, will be organised to help students understand their responsibilities and become global citizens.	National and Global Identity Generic Skills Breadth of Knowledge
7	More emphasis can also be placed on preparing students for the ethical use of information and information technology.	Information Literacy
8	Various programmes can be organised to foster leadership and entrepreneurship in students. More emphasis will be placed on developing the proper values and attitudes in students as leaders and encouraging them to	National and Global Identity Generic Skills

	serve our school and community. More opportunities can be provided for student leaders to reflect on and share their experiences with their peers to cultivate a culture of reflection and service on campus.	
9	Students can be encouraged to set personal goals and plans to achieve their career and life aspirations. More opportunities can be provided for students to explore different careers, such as development in the Greater Bay Area and careers related to STEAM. As our alumni have excelled in various fields, more activities can be arranged for them to share their experiences with our students.	Life Planning Generic Skills
10	Students can be encouraged to develop a healthy lifestyle with good physical fitness and mental wellbeing. A “Let's Keep Fit!” programme will be organised to promote regular physical activity. Other programmes will be arranged to develop students’ positive emotions and improve their resilience. Parental support is also essential in developing a healthy lifestyle for students, so more communication and cooperation will be arranged.	Healthy Lifestyle Generic Skills

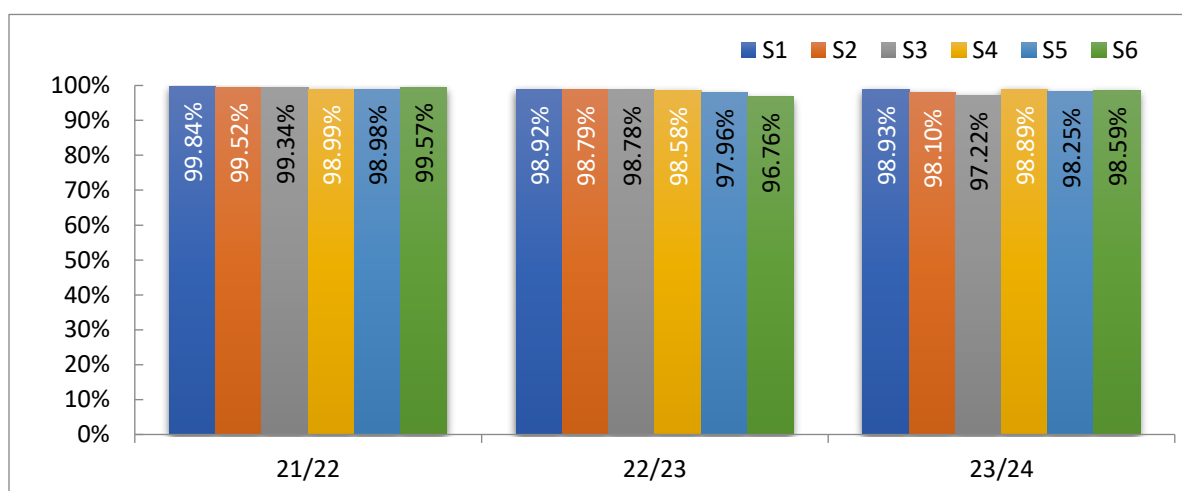
(3) Student Performance

3.1 Students’ Attitude and Behaviour

- Our students are self-disciplined and well-behaved. They are diligent, responsible and cooperative. They are respectful of their teachers and kind to others. They have developed a positive moral code and a high level of moral awareness. Their good behaviour is always appreciated by teachers and parents.
- Students are friendly and caring. They are willing to volunteer in the community and demonstrate a good spirit of service to others, both at school and in the community. This is evidenced by their high participation rates in the service that contributed to our school’s attainment of the “Be Kind School (2024) award”. Student leaders are highly responsible, show good leadership and serve as good role models for their peers. As a result of their outstanding achievements, the students have received awards such as the Championship (Junior Secondary) in the North District Outstanding Student Selection (2024) and the First-runner up Award in the Greater Bay Area Outstanding Student Selection (2024).
- Our students show a strong sense of national identity as evidenced by the P-scores (85.7) in the APASO III (2024) and their active participation in activities related to Chinese culture and national education. Students have also demonstrated a good understanding of the Basic Law and the National Security Law. All S6 students achieved "Attained" in Citizenship & Social Development in the HKDSE 2024. Almost all students (99.5%) participated in external competitions on the Basic Law and National Security. Outstanding awards were received such as the first runner-up prize in the Territory-wide Interschool Constitution and Basic Law Competition (2024) organised by the EDB. In the Territory-wide Inter-school National Security Knowledge Challenge organized by the Department of Justice, the Education Bureau, the Security Bureau and the Shine Tak Foundation

(2024), our school was the First Runner-up in the Secondary School section and the Champion in the individual section.

- All of our students are in Band One. Most are hard-working, eager to learn and able to put in the extra effort required to achieve high standards. They pay close attention to teachers' instructions in class. They show a responsible attitude to their learning and demonstrate a good command of study strategies. They are responsive to teachers' instructions and participate actively in learning activities. They have high expectations of academic excellence and career aspirations.
- Our students are conscientious and serious about their studies. Their attendance rates are high as shown below:



3.2 Students' Participation and Achievement

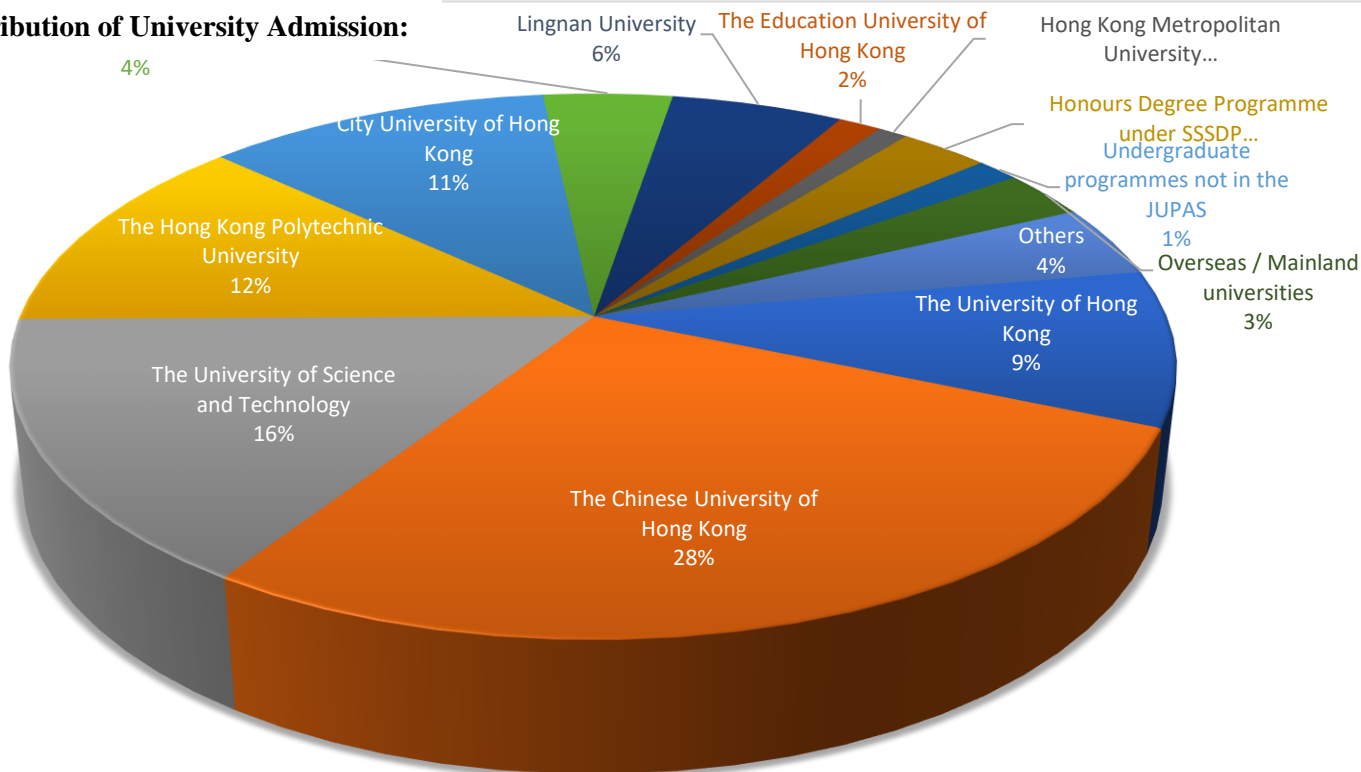
3.2.1. HKDSE (2024)

Summary of HKDSE results:

Percentage of Level 5 or above	38.5
Percentage of Level 4 or above	77.5
Number of Level 5 or above per student	2.3
Number of Level 4 or above per student	4.7

Subject	Level 5 or above (%) / A-B (%)		Level 4 or above (%) / A-C (%)	
	Our School	Overall in HK	Our School	Overall in HK
English Language	25.0	9.6	67.8	27.3
Chinese Language	34.2	10.6	79.6	31.8
Mathematics (Compulsory)	42.8	16.0	84.2	39.2
Mathematics (Extended Module) (Calculus & Statistics)	52.2	29.8	78.3	51.4
Mathematics (Extended Module) (Algebra & Calculus)	45.5	36.8	75.8	57.9
Biology	47.9	20.0	83.3	46.1
Chemistry	50.0	26.4	80.4	50.6
Physics	63.9	28.2	83.3	49.3
Information and Communication Technology	56.0	12.7	80.0	32.8
Business, Accounting and Financial Studies	26.7	14.6	81.3	42.5
Chinese Literature	30.0	13.6	70.0	35.1
Economics	44.9	17.5	73.1	44.4
Geography	46.9	11.8	87.8	36.4
Chinese History	14.3	13.1	42.9	37.1
History	33.3	13.9	58.3	45.0
Japanese	86.7	59.8	100	72.8

Distribution of University Admission:



Statistics on admission to degree programmes:

Professional Courses	Number of Students
Medicine	7
Chinese Medicine	3
Medical Laboratory Science and Radiography	3
Physiotherapy	1
Occupational Therapy	2
Pharmacy	3
Nursing	9
Speech-Language Pathology	1
Biomedical Sciences	1
Business Administration & Laws	2
Government & Laws	1
Law	1
Global Business	1
Quantitative Finance	3
Actuarial Analysis	1
Education	3
Accounting	11
Financial Technology	4
Journalism & Communication / Media	2
Science or Computer Science	17
Engineering (AI)	2
Engineering	10
Business Administration / Economics / Finance	33
Arts	13
Social Science / Social Work / Psychology	11
Others	9
Total	154

3.2.2. Scholarships / Awards / Prizes (2023-2024)

Outstanding Students

Organisations	Competitions	Prizes	Prize-winners
North District Juvenile Association & ND Secondary School Headmasters' Conference	2023-2024 North District Outstanding Student Selection	Champion (Junior Secondary School)	Huang Sheung Yu
		1st Runner-up (Senior Secondary School)	Zhou Ning Xuan
		Merit (Junior Secondary School)	Zhang Jenny
Federation of New Territories Youth	The Outstanding Student Election of New Territories 2023	Top 10 Outstanding Student of New Territories (Junior form)	Chan Cheuk Yau
		Outstanding Student of New Territories (Senior form)	Ye Huiduo, Yu Wing Yi
Hong Kong School Managers Society Ltd	The Greater Bay Area Outstanding Students Award	First runner-up (Junior form)	Huang Sheung Yu
		Merit (Junior form)	Zeng Juncheng, Zhang Nga Ting
		Merit (Senior form)	Zhou Ning Xuan
		Distinction (Senior form)	Chan Cheuk Yau
The Hong Kong Academy for Gifted Education	The Hong Kong Academy for Gifted Education, Leadership Training Programme 2023/24	Silver Award	Wong Hoi Lun

Scholarships

Organisations	Prizes	Prize-winners
Grantham Scholarships Fund	Grantham Scholars of the Year Award	Wu Yixuan
Grantham Scholarships Fund	Grantham Music Awards	Nam Tin Ching
Johns Hopkins Center for Talented Youth	CTY Scholarship	Chen Yusheng, Gan Johnson, Zhang Jenny, Liu Qianpeng, Ma Yuhan Aaron, Yuan Yi, Wen Yolanda, Yang Shihan
The Ng Teng Fong Charitable Foundation and the Hong Kong Council of Social Service	The Ng Teng Fong Scholarship 2023	Zhou Ning Xuan
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes 2023/24 (For senior secondary school students)	Tang Yan Ho, Lee Yin Pui
Fung Ying Seen Koon	Fung Ying Seen Koon Scholarship	Lau Kai Yat, Liu Ho Yeung Edward, Zhou Ning Xuan, Zhang Nga Ting, Lu Yat Fu, Jin Yifan, Deng Yim Yuet, Wen Yolanda, Yang Shihan, Zhao Cici, Liu Qianpeng, Tang Yu Xuan, Cai Nga Lam, Guo Zekai Tuny, Xu Yilan, Han Chun Ho, Woo Yik Fei Franklin, Chan Yu, Ye Haowen, Gan Johnson, Zhang Jenny, Xiao Chik Hin, Yu Ellena Wanlin, Yang Shu Xuan, Deng Zihuan, Yang Yu Yiu, Fan Hau Ki, Koo Chit Hon, Chen Yusheng, Huang Sheung Yu, Zhang Yu Jing, Liu Wing Tung, Cai Man Kit Jack, Lin Chi Yuen, Fung Ho Lam, Lau Cho Chun, Liu Yu Ting, Liu Ho Yeung Edward, Chan Cheuk Yau, Zhou Ning Xuan
	Outstanding Performance in Public Examination Scholarship	Tang Shun Hei, Lan Chun Ho, Zhang Siwei, Lie Cheuk Yuet, Wong Ming Yu, Shum Cheuk Yi, Lam Tsz Ho, Chen Man Fei, Chik Ki Lok
The Indian Chamber of Commerce Hong Kong 60 th Anniversary Education Trust	Nehru Memorial Trust scholarship	Chen Yu Yan, Lau Tsz Him
The Hong Kong Fujian Charitable Education Fund	The Hong Kong Fujian Charitable Education Fund Scholarship 2023	Gan Johnson, Zheng Sum Yi, Yang Ming Chau, Liu Man Tung, Wong Kit Ning
Hong Kong School Music Festival and Speech Association	Tom Lee Music Scholarship for Piano Solo	Deng Yim Yuet
Hong Kong Institute of Certified Public Accountants / Hong Kong Association of Business Education	HKICPA / HKABE Joint Scholarships for BAFS	Liu Man Tung
Grace Charity Foundation Limited	Academic Progress Scholarship	Ji Xinlin, Huang Ziqian, Su Zi Qing, Lin Hong Yuan, Lam Lok Tung, Ye Cheung, Yi Chuqing, Wu Shujun Silvia, Ma Wing Nam, Pan Chun Leung, Luo Yuet Ning, Yang Andy, Miao Wai Ching, Chen Diagonal, Yeung Sum Yu
Elsie Tu Education Fund	HK Youth Improvement Award-Commendation award	Deng Hoi Hei, Keung Pak Kwan, Tsang Lok Yi
Youth Arch Foundation	Youth Arch Student Improvement Award	Zhu Fan Xu, Liu Cheong, Jiang Shuo, Ye Cheung, Lam Tsz Shan, Yuan Ho Ming, Liu Shu Wen, Lu Yi Wing, Gao Chi Lam, Chen Kaikun, Yang Yi Fan, Zhu Jessica, Li Shihan, Hui Tsz Cheung, Chen Lin Hang, Lin Tsz Hei,

		Li Chun Ting, Cheung Yee Kei, Man Kiu, Lin Yin Kwan, Chan Long Kiu, Wong Tsz Wai, Zheng Si Yee, Song Sum Yi, Kwok Eason, Yip Ching, Shao Guanqiao, Lee Yu Yeung, Lau Tsz Ying
Methodist Study Trust	Methodist Study Trust	Liu Cheung, Huang Man Ki
The Chinese University of Hong Kong-Wu Yee Sun College	College Services Award	Fung Nga Yin
	Environmental Conservation Award 2022/23,2023/24	Cheung Yiu
	Master's List 2022/23,2023/24	Cheung Yiu
The Hong Kong University of Science and Technology	Dean's list Award 2022-23(Fall)	Ho Sui Kei, Hou Kai Syun, Kwong Ho Sang, Pun Kwan Yuen, Yeung Sin Chun, Yeung Sin Hang
	Dean's list Award 2022-23(Spring)	Kwong Ho Sang, Yeung Sin Chun, Yeung Sin Hang
Hong Kong Baptist University	Dean's List	Ho Chi Yan, Leung Nga Ying, Lam Bik Yin, Tan Hong Li, Chan On Tik Andy, Kwok Ho Yee, Lee Chun Nam Julian, Kwok Yin Tung Cynthia, Xie Kwan Ling, Chan Tsz Chun, Yung Wai Sum, Liu Man Ting
	President's Honour Roll	Lee Chun Nam Julian, Liu Man Ting, Ip Sze Nga, Cheung Mei Tung
Hong Kong Taoist Association	Tang Kwok Choy Scholarship	Jin Yifan, Tang Yu Xuan
	Chan Lui Chung Tak Scholarship	Zhang Jenny, Koo Chit Hon
	Tang Hin Kung Scholarship	Wang Yui Ting, Cheuk Kwan Hoi, Song Tsz Mak, Zhang Chak Hang, Tang Yan Ho, Zhuang Chun Yuen
	Yuen Yuen Institute Scholarship	Lu Yat Fu, Zhang Nga Ting, Deng Yim Yuet
	The Dr. Tong and Mrs. Tong Wai Ki Scholarship	Liu Andrew, Yeung Tsz Yi Alice, Chan Ho Long
	Tong Kwok Wa Scholarship	Wang Yuen Ting, So Cheuk Ki, Lee Yin Pui, Zhang Candy, Yau Chun Yi, Lan Chun Ho, Fork Hoi Ning, Chan Ho Long
	Shun Shin Chee Kit Yin Koon Scholarship	Liu Yu Ting, Gan Johnson, Lu Yat Fu
	Hong Cheng Seen Koon Charity Foundation Scholarship	Huang Sheung Yu, Chan Yu, Fung Ho Lam
	Wong Shing Yick Scholarship	Huang Tin Shing, Chan Man Ching
	Jok Lan Seen Koon Scholarship	Gan Johnson, Woo Yik Fei Franklin, Han Chun Ho
Chu Yu Yuet Yung Scholarship	Lin Chi Yuen, Zhang Yu Jing	
HKTA Tang Hin Memorial Secondary School	Mrs. Tang Hin Scholarship Mr. Cheung Yiu Wing Memorial Scholarship	Liu Andrew, Wang Yui Ting
	Mr. Chan Ming Fei Scholarship	Lau Kai Yat, Yang Ming Chau, Zhang Candy, Huang Tin Shing, Wu Pak Hei, Zhang Chak Hang,
	Ms. Law Wai Ying Scholarship	Wang Yuen Ting, So Cheuk Ki, Tsui Yee Ki Yeung Tsz Yi Alice, Mak Wing Ka, Yau Chun Yi, Tsang Lok Yi, Huang Wai Lam
	Mr. Chan Yat Chun Scholarship	Cheuk Kwan Hoi, Tong Emmanuel Elish
	Parent-teacher Association Scholarship	Wong Wing Tung, Pan Chun Leung, Sun Hoi Chun, Chan Sze Mei, Tang Sui Mei, Tan Kai Yuet
	Scholarship for Outstanding Performance in Chemistry	Lau Kai Yat, Wang Yui Ting

English language

Organisations	Competitions	Prizes	Prize-winners
Harvard Club of Hong Kong Education Fund	Harvard GlobalWe Essay Contest	Winner (School based)	Yang Sin Yi
Hong Kong Young Writers Awards 2024	Shortlisted & Bauhinia Club Award for Creative Fiction Group 3	Bauhinia Club Award for Creative Writing Fiction Group	Huang Sheung Yu
Hong Kong Economic Times	English Writing Contest 2023	Champion	Zhou Ning Xuan
		Second Runners-up	Zhang Jenny, Huang Sheung Yu
		Merit	Liu Yanyi, Gan Johnson, Huang Zhu Hui, Tang Pak Yan, Liu Yu Ting, Yi Jia Yin, Shuai Yucheng, Liu Ho Yeung Edward
HKEDCITY	Creative Speech Competition (CSC)	2nd Runner Up	Chan Cheuk Yau
		Merit	Huang Sheung Yu
		Outstanding Demonstration of Positive Values	Huang Sheung Yu
		Outstanding Presentation	Zhou Ning Xuan
Young Post and South China Morning Post	Hong Kong, My Home: Photo and Vlog Social Challenge - S1-3 (Photo Challenge)	Gold Award	Yi Jia Yin
		Bronze Award	Chiu Wing Yan
Hong Kong Schools Music and Speech Association	The 75th Hong Kong Schools Speech Festival (English)	Verse Speaking - Champion (Certificate of Honours)	Huang Sheung Yu, Yang Chi Kit
		Verse Speaking - Champion	Boey Wing Yan, Cao Yung Ming, Chiu Shui Kei, Deng Yim Yuet, Lee Chak Kwan, Zhang Ziyue
		Verse Speaking - First Runner-up	Ho Yi Wa, Zhang Nga Ting
		Verse Speaking - Second Runner-up	Fang Vanilla, Liang Yan Zhang, Liu Ho Yeung Edward, Peng Ho Li, Qiu Tian, Siu Tsz Wei, Tan Kai Yuet, Wang Ava, Xie William, Yiu Ching Kit, Yu Ellena Wanlin, Zhang Jenny
		Verse Speaking - Merit	Chan Hei Yi, Chan Hei Yiu Hilary, Chen An Hing, Cheung Kiu, Cheung Yik Fei, Choi Hung Fung, Chung Hei Man Cambria, Guo Ellen Yam Ying, Hu Ada, Hui Tsz Kit, Hung Tsz Shan, Lam King Chit, Lee Sze Yiu, Leung Nga Ting, Li Lai Ming, Li Zhao Xin, Liu Cheong, Liu Yanyi, Liu Yu Ting, Ma Yu Hin, Mao Qihan Hill, Ning Ka Yee, Peng Zhuo Juan, Sha Tsz Kiu, Sun Herman, Tam Sze Yin, Tang Nok Ka, Wang Candy, Xie Zi Yi, Yi Jia Yin, Yuan Yi, Zeng Juncheng
		Verse Speaking - Proficiency	Chen Chi Yung

		Public Speaking - Champion	Zhou Ning Xuan
		Public Speaking - First Runner-up	He Hua
		Public Speaking - Merit	Cai Nga Lam, Ngai Hei Lam, Tsang Lok Yi, Wong Qi Qi
		Public Speaking - Proficiency	Cheuk Kwan Hoi, Zhu Zhiyue

Chinese language

Organisations	Competitions	Prizes	Prize-winners
Global Creativeart Exchange Association	2024 Global Creative Mastery Art Competition	Chinese Writing-Form 5-Form 6-Champion	Lui Tin Ho
China Youth Language and Culture Association	2023-2024 National Youth Language Knowledge Contest	Third Prize	Guo Zihan
Asia-Pacific Children And Youth Talent Association	Chinese Character Of The Year Writing Competition	Senior Form - Gold Award	Lui Tin Ho
The Hong Kong Youth Academic Competition Society	The 49th Hong Kong Youth Academic Competition (Hong Kong Youth Speech Contest 2023-2024)	Champion, Cantonese, Junior Form	Lu Yat Fu
		Merit, Cantonese, Junior Form	Zhang Nga Ting
Hong Kong Youth Cultural & Arts Competitions Committee, Lions Club of Hong Kong Island	The Hong Kong Youth Chinese Classical Poetry Recitation Competition (Putonghua)	Junior Secondary Division Champion	Zhang Ziyue
		Junior Secondary Division Merit Award	Chen Yusheng, Deng Zihuan, Xie William
Hong Kong Youth Cultural & Arts Competitions Committee, Lions Club of Kwai Tsing Hong Kong	The Hong Kong Youth Putonghua Recitation Competition (Civic Education) (2023-2024)	Junior Secondary Division Merit Award	Zeng Juncheng
North District Secondary School Heads Association	2023-2024 North District Secondary School Writing Competition	Merit	Chen Yusheng, Shi Norene
Shine Tak Foundation	Hong Kong Inter-school Speech Competition	Merit Prize	Liu Wing Tung, Wang Yui Ting
International Children Culture and Arts Development Association	International Children and Youth Essay Contest 2024	Senior Form - Gold Award	Lui Tin Ho
GBS DG-HK ELITE ASSOCIATION	2023 The 3rd China's Space Dream Writing Competition	Junior Form- The Second runner up	Zeng Juncheng
Master-Insight.com	"Master-Insight" Tang Poetry Speech Festival	Mandarin Duologue (1st Runner up)	Guo Ellen Yam Ying, Lian Alina
		Mandarin Solo (2nd Runner up)	Yi Jia Yin
		Mandarin Solo (Merit)	Wu Lok Yi, Zhang Ziyue
MEI HO HOUSE		Merit - Junior Form	Chen Qianyao, Hu Ada, Ye Haowen

	The HKIC Community Project Grant MEI HO HOUSE:Hong Kong Spirit Learning Project 22-23 Essay Competition	Merit - Senior form	He Hua, Zeng Yu Hon
Chinese Temples Committee	Chinese Calligraphy Competition	Junior Form, Champion	Guo Ellen Yam Ying
		Junior form › First runner up	Zhang Ziyue
		Senior form › First runner up	Yang Shu Xuan
		Senior form › Second runner up	Zhang Li Pan Jenny
		Senior form › Merit	Lin Tsz Hei
Ching Chung Taoist Association of Hong Kong	New Territories West and North District Calligraphy Competition (Brush) 2023	Senior Form- Champion	Zhang Ling Zhi
		Junior Form- Merit	Guo Ellen Yam Ying, Xiong Hua
Hong Kong Institute For Promotion Of Chinese Culture	2023-2024 Chinese Students of Secondary School Writing Competition—Hong Kong Region	Senior form—Bronze medal	He Hua
		Senior form—Silver medal	Wei Yuhao
Aberdeen Kai-Fong Welfare Association Social Service Centre	Hong Kong Chinese Calligraphy Competition- Ball pen	Junior form › Second runner up	Guo Ellen Yam Ying
		Senior form › Merit	Zhang Candy
UOW College Hong Kong - Faculty of Arts and Humanities	The 3rd UOW College Hong Kong Chinese Literature Writing Competition	Prose—Merit	Wei Yuhao
Hong Kong Schools Music and Speech Association	The 75th Hong Kong Schools Speech Festival (Cantonese and Putonghua)	Solo-Prose (PTH)-Champion	Fu Yan
		Solo-Prose (PTH)-2nd Runner-up	Peng Zhuo Juan, Wong Fei, Zhou Ning Xuan
		Solo-Prose (PTH)-Merit	Chan Hei Yiu Hilary, Wang Yuen Ting, Wong Qi Qi, Yang Haozhe, Zhang Nga Ting, Zhang Ziyue
		Solo-Poem (PTH)-Champion	Li Sum Yuk Shelly
		Solo-Poem (PTH)-2nd Runner-up	Chen Yusheng
		Solo-Poem (PTH)-Merit	Chen Alina, Chen Jin Wen, Han Ka Wai, Song Chengji, Wang Leon, Wen Bill, Zhang Kevin
		Solo-Prose (Cantonese)-1st Runner-up	Au Ho Wa
		Solo-Prose (Cantonese)-Merit	Chan Yu Ching, Chiu Shui Kei
		Solo-Poem (Cantonese)-Champion	Tang Kit Ching
		Solo-Poem (Cantonese)-2nd Runner-up	Wong Sui Yan Jessie
		Solo-Poem (Cantonese)-Proficiency	Long Mei Ping, Lu Yat Fu, Wong Sum Yin
		Solo-Poem (Cantonese)-Merit	Tang Nok Ka
The Education University of Hong Kong	Golden Bauhinia Cup Youth Calligraphy Competition 2024	The first prize	Guo Ellen Yam Ying
Hong Kong Rosamond Foundation Company Limited, We Like Hong	The 3rd “Golden Pen Award” Hong Kong Primary and Secondary	Junior Form, Gold Medal	Guo Ellen Yam Ying
		Junior Form, Merit	Zhang Pui Lam, Zhang Ziyue
		Senior Form, Merit	Zhang Candy

Kong,Hong Kong Shanxi Chamber of Commerce,Hong Kong - Gui Zhou Cultural Exchange Fund	Schools Chinese Handwriting Competition (Ballpoint Pen)		
Hong Kong Rosamond Foundation Company Limited、We Like Hong Kong、Kwan Ti Culture Charity Foundation Limited、Hong Kong Shanxi Chamber of Commerce	Gold Pen Award 2023— Hong Kong Primary and Secondary School Chinese Penmanship Competition	Senior form, silver medal	Wang Yui Ting
		Senior form, bronze medal	Lin Tsz Hei
Education Bureau, the Government of the Hong Kong Special Administrative Region	2023-2024 Guangdong-Hong Kong Sister School Choral Speaking Competition (Hong Kong) Secondary School Division	Secondary School Division Merit Award	Chan Hei Yi, Chan Hei Yiu Hilary, Chen Yusheng, Guo Ellen Yam Ying, Huang Zhu Hui, Li Joqin, Li Lai Ming,Lian Alina, Qiu Tian, Shi James, Xie William, Yi Jia Yin, Zeng Juncheng, Zhang Jenny, Zhang Ziyue
The Hong Kong Taoist Association	23-24 The Hong Kong Taoist Association Chinese Calligraphy (Tao Te Ching) Inter-School Competition	Junior form, Writing Brush (Champion)	Guo Ellen Yam Ying
		Junior form, Writing Brush (First runner-up)	Xiong Hua
		Junior form, Writing Brush (Merit)	Zhang Ziyue
		Junior form, Ballpoint pen (Champion)	Guo Ellen Yam Ying
		Junior form, Ballpoint pen (Second runner-up)	Zhang Ziyue
		Junior form, Ballpoint pen (Merit)	Zhang Pui Lam
		Senior form, Ballpoint pen (Champion)	Ye Huiduo
		Senior form, Ballpoint pen (Second runner-up)	Lin Tsz Hei
		Senior form, Ballpoint pen (Merit)	Wang Yui Ting
		Senior form, Writing Brush(Champion)	Yang Shu Xuan
		Senior form, Writing Brush (First runner-up)	Zhang Li Pan Jenny
		Senior form, Writing Brush (Second runner-up)	Lin Tsz Hei
	23-24 The Hong Kong Taoist Association Speech (Tao Te Ching) Inter-School Competition (Secondary School)	Merit(Junior form)	Ho Ching Yeung Myron, Lau Hong Ching
		Champion(Senior form)	Long Mei Ping
		Merit(Senior form)	Lui Tin Ho
Castle Peak Lions Club, Shanghai Yangpu Education Talent Exchange Service Center, Macau Calligraphers Association	The 2nd “Heritage Cup” Painting and Calligraphy Competition cum International Painting and Calligraphy Exhibition	Senior form, Writing Brush (1 st Runner-up)	Guo Ellen Yam Ying
		Senior form, Writing Brush(1 st Runner-up)	Yang Shu Xuan

Youth Hostels Association	The HKIC Community Project Grant MEI HO HOUSE: Hong Kong Spirit Learning Project 2023 - 2024 Essay Competition	Junior Form-Merit	Huang Sheung Yu
North District Secondary School Principals' Association	North District Secondary School Principals' Association Story Telling and Speech Competition 2023-2024	Junior Form-Merit	Li Sum Yuk Shelly
		Senior Form-Merit	Zhou Ning Xuan
Education Bureau Curriculum Development Institute	2023-2024 Putonghua Public Speaking Competition for Secondary Schools	Junior Form-Merit	Huang Sheung Yu
Hong Kong Schools Mooting and Mock Trial Association	2023/24 Mooting and Mock Trial Competition	Champion (Chinese)	Tsui Tin Chi, Tam Tsz Ching, Wang Yui Ting, Ngai Hei Lam
		Bencher's List of Honorary Mention for Outstanding Advocacy	Ngai Hei Lam

Mathematics

Organisations	Competitions	Prizes	Prize-winners
Asia International Mathematical Olympiad Union	Asia International Mathematical Olympiad Open Promoted Round	Gold Award	Chan Yin Wai, Yuan Ho Ming, Zhang Ho Yu
Asia International Mathematical Olympiad Union	Asia International Mathematical Olympiad Open Trial	Gold Award	Tsui Tin Chi, Zhang Ho Yu
		Silver Award	Cai Jason Sze Chit, Chan Yin Wai, He Herminio, Yuan Ho Ming
		Bronze Award	Cheurk Sin Chit, Hu Yan Tung, Lee Dong Hai
Po Leung Kuk & Hong Kong Association for Science and Mathematics Education	The 26th Hong Kong Mathemtaical High Achievers Selection Contest 2023-2024	First-class Honour	Yuan Ho Ming
		Second-class Honour	Cai Jason Sze Chit, Liu Fung Sui Billy
		Third-class Honour	Lin Chi Yuen, Ye Haowen
		Group Merit Award	Cai Jason Sze Chit, Lin Chi Yuen, Liu Fung Sui Billy, Ye Haowen, Yuan Ho Ming
Education Bureau	41st Hong Kong Mathematics Olympiad	First-class Honour	Tsui Tin Chi
		Second-class Honour	Hau Wing Shing, Tong Emmanuel Elisha, Yau Chun Yin
		New Territories East Regional Winner	Tsui Tin Chi, Hau Wing Shing, Tong Emmanuel Elisha, Yau Chun Yin
	Mathematics Book Report Competition for Secondary Schools	Appreciation Award	Cao Carolin, Chan Yu, Wang Yuen Ting
		Second Class Prize	Fung Ho Lam, Zhang Candy
	The Hong Kong Mathematics Creative Problem Solving Competition 2024	Gold Award	Guo Zekai Tuny, Han Chun Ho, Liu Qianpeng, Woo Yik Fei Franklin
Singapore International Mastery Contests Center	American Mathematics Olympiad	Gold Award	Cai Jason Sze Chit
		Silver Award	Han Chun Ho, Huang Ping, Yu Ellena Wanlin
		Bronze Award	Chan Yu, Chen Dan Yu, Chen Yusheng, Yuan Ho Ming, Huang Sheung Yu, Huang Zhu Hui, Lau Cho Chun,

			Liao Chak Sui, Lu Bob Pok Shing, Mo Man Tik Sky, Woo Yik Fei Franklin
		Honorable Mention	Tam Sze Yin
Hong Kong Mathematical Olympiad Association	Global Junior Math Aptitude Test	Gold Award	Cai Jason Sze Chit
		Silver Award	Huang Tsz Sen, Li Luofan
	Huaxiabei National Mathematics Olympic Invitation Competition (Final)	First-class Honour	Chen Chi Yuen, Chen Dan Yu, Huang Tsz Sen, Yuan Ho Ming, Zeng Juncheng
		Second-class Honour	Hung Yat Ham, Li Luofan, Su Zi Qing, Zhang Ho Yu
		Third-class Honour	He Herminio, Tam Yin Yuan, Wang Ava, Xiao Sophia
	Huaxiabei National Mathematics Olympic Invitation Competition (Heat Round)	First-class Honour	Chen Dan Yu, Han Chun Ho, He Herminio, Huang Tsz Sen, Hung Yat Ham, Li Luofan, Lu Bob Pok Shing, Su Zi Qing, Mo Man Tik Sky, Yuan Ho Ming, Zeng Juncheng, Zhang Ho Yu
		Group Merit Award	Chen Dan Yu, Han Chun Ho, Huang Sheung Yu, Su Zi Qing, Li Luofan, Liu Fung Sui Billy, Mo Man Tik Sky, Wang Chuhan, Ye Haowen, Zeng Juncheng, Zhang Ho Yu, Zhang Ziyuan
		Second-class Honour	Cai Jason Sze Chit, Cao Ho Yin, Chan Yin Wai, Chen Chi Nang, Chen Chi Yuen, Chen Yusheng, Ho Chun Yui, Huang Zhu Hui, Jia Felix, Jiao Haoran, Leung Yuet Lam, Li Wanghao, Luo Hoi Fan, Tao Zixi, Wang Ava, Xiao Sophia, Xiao Yi Ting, Ye Haowen, Zhao Wu Cheung
		Third-class Honour	Chan Wing Yi, Chen Runming, Hu Yan Tung, Tam Yin Yuan, Zhang James, Zhao Lok Yi
	Huaxiabei National Mathematics Olympic Invitation Competition (Promoted Round)	First-class Honour	Chen Chi Yuen, Chen Dan Yu, Huang Tsz Sen, Hung Yat Ham, Li Luofan, Su Zi Qing, Yuan Ho Ming, Zeng Juncheng
		Outstanding Award	Han Chun Ho
		Second-class Honour	Chen Yusheng, He Herminio, Ho Chun Yui, Jia Felix, Li Wanghao, Lu Bob Pok Shing, Tam Yin Yuan, Xiao Sophia, Zhang Ho Yu
		Third-class Honour	Chan Yin Wai, Hu Yan Tung, Leung Yuet Lam, Wang Ava, Xiao Yi Ting
	Mathematics Without Borders International Tournament	Bronze Award	Chan Yin Wai
		Promotion Certificate	Huang Tsz Sen
Silver Award		Li Luofan	

Science

Organisations	Competitions	Prizes	Prize-winners
		1st Class Honour	Zeng Juncheng

The Hong Kong Academy for Gifted Education	International Junior Science Olympiad (IJSO) 2024 – Hong Kong Screening	3rd Class Honour	Yi Jia Yin, Yuan Ho Ming
	Hong Kong Physics Olympiad 2024	Second Class Honours	Wu Pak Hei, Yang Ming Chau
		Third Class Honours	Tsui Tin Chi, Wang Tin Yau
		Honourable Mention	Liu Andrew, Shen Ching
	International Biology Olympiad-Hong Kong Contest 2023	Gold Award (Senior Form)	Tang Yan Ho
		Bronze Award (Senior Form)	Tang Shun Hei, Chan Man Hong
Honourable Mention (Senior Form)		Chan Ho Long, Su Chun Ming	

ICT & STEAM

Organisations	Competitions	Prizes	Prize-winners
Education Bureau and The University of Hong Kong	Junior Secondary History e-Reading Award Scheme 2023	Appreciation Award	Cai Man Yan, Gan Johnson, Huang Qiyu Cythia, Xiang Lu, Huang Tin Shing, Huang Tsz Sen, Tam Sze Yin, Tang Sui Mei, Tsang Yik Shing, Xie William, Zhou Ning Xuan
ASK Idea (HK) Limited	RoboMaster 2023	Division 2nd Runner-up	Cheng Man Ki Regina, Huang Ping, Hau Wing Shing, Tsui Tin Chi, Lai Sheung Yuk, Luo Zhiru, Mai Yuxian, Tong Emmanuel Elisha
Hong Kong Space Museum	Youth Astronaut Training Camp 2023	Youth Astronaut	Zeng Juncheng
	Youth Astronaut Training Camp 2024		Chen Yusheng

History

Organisations	Competitions	Prizes	Prize-winners
Education Bureau and The University of Hong Kong	Junior Secondary History e-Reading Award Scheme 2023	Appreciation Award	Cai Man Yan, Gan Johnson, Huang Qiyu Cythia, Xiang Lu, Huang Tin Shing, Huang Tsz Sen, Tam Sze Yin, Tang Sui Mei, Tsang Yik Shing, Xie William, Zhou Ning Xuan

Chinese History

Organisations	Competitions	Prizes	Prize-winners
Edution Network	Training Programme	Promotion Award	Gan Johnson, Lee Pak Yung Andrew

Geography

Organisations	Competitions	Prizes	Prize-winners
Caritas Chan Chun Ha Field Studies Centre and The Education University of Hong Kong	Fieldwork Report Competition for Secondary School 2023-2024	Champion	Chen Diagonal, Zhu Wan Huen, Ye Huiduo, Huang Chuyu, Huang Wai Lam

Accounting

Organisations	Competitions	Prizes	Prize-winners
HKICPA / HKABE	HKICPA/HKABE BAFS Mock Examination 2023-24 - Top Students	Top Students - 10th	Fork Hoi Ning

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery STFA Leung Kau Kui Secondary School	Interschool Accounting Competition	Champion	Yau Chun Yi, Mak Wing Ka
		Merit	So Cheuk Ki, Xiao Chik Hin

Sports

Organisations	Competitions	Prizes	Prize-winners
The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition 2023-2024 (Tai Po and North District)	First runner-up	Cai Jason Sze Chit, Cheung Cheuk Him Eden, Chu Hiu Hin, Luo Hoi Fan, Pang Tsz Wun, Tsui Tin Chi, Yan King Tai
Volleyball Association of Hong Kong, China	Hong Kong Volleyball League	The 3rd Runner-up of The Girls Grade B of The Hong Kong Volleyball League	Chong Wing Sze
China Hong Kong Mountaineering and Climbing Union	2023/24 Sport Climbing Competition	The Champion of The Boys Years12-13	Ge Yung
Dodgeball Association of HK, China	2023 Hong Kong Inter-Secondary School (Single-Ball Style) Dodgeball Championship	Champion (Secondary Female)	Chan Sze Mei, Huang Man Ki, Kwan Sum Yuet, Leung Ho Yi, Mak Po Man, Ng Hiu Yee, Shao Yik Huen, Yang Kam Yung, Young Hoi Ning Kelly, Zhuang Cheuk Man
The North District Leisure Office of The LCSD	The 37th North District Age Swimming Competition 2023	The Champion of The Girls of Youth 200m Individual Medley	Yang Chi Kit
		The Champion of The Girls Youth 50m Butterfly	Yang Chi Kit
Leisure and Cultural Services Department	The 39th Shatin Swimming Competition	The Champion of The Girls Grade FG 200M Butterfly	Yang Chi Kit
		The Champion of The Girls Grade G 50m Butterfly	Yang Chi Kit
		The 1st Runner-up of The Girls Grade FG 200m Individual Medley	Yang Chi Kit
	The South District Age Swimming Competition 2023	The Champion of The Girls Youth 200m Butterfly	Yang Chi Kit
		The Champion of The Girls Youth 200m Individual Medley	Yang Chi Kit
		The 1st Runner-up of The Girls Youth 50m Butterfly	Yang Chi Kit
Guangdong Social Sports Training and Contest Centre	2023 Greater Bay Area Open Rock Climbing Championships	The fourth Runner-up of the Boys Age U13 Speed Climbing	Ge Yung
Home Affairs Department	Yuen Long District Dodgeball Championship 2024	Champion	Chan Sze Mei, Chen Kaikun, Choi Tsz Ching, Huang Man Ki, Liu Anna Heung Yuk, Tang Sui Mei, Tsui Yee Ki, Wong Hoi Lun, Xiao Yi Ting, Zhu Zhiyue

	Yuen Long District Dodgeball Team Selection	1st Runner-up	Chan Sze Mei, Chen Kaikun, Choi Tsz Ching, Tsui Yee Ki, Huang Man Ki, Tang Sui Mei, Wong Hoi Lun, Xiao Yi Ting, Zhu Zhiyue
Shenzhen Longgan g Rock Climbing Association	The 3rd Youth Rock Climbing Invitational Competition in Longgan District 2023	2 nd runner up (Speed Climbing in Men's Division)	Ge Yung
		Champion (Lead Climbing in Men's Division)	Ge Yung
Hong Kong Schools Sports Federation Tai Po & North District Secondary Schools Area	Inter-School Basketball Championships	Basketball Overall Champion	Cai Chak Kai, Chan Chi Chak, Chan For Lam, Chan Lok Hin, Chan Tsz Cheung, Cheung Man Suen, Huang Chuyu, Jiang Yu Shing, Lam Lik Wang, Lam Tsz Ho, Liang Hoi Pong, Lin Chi Yuen, Lu Bob Pok Shing, Miao Wai Ching, Ng Chung Him, Shi James, Ting Chit Yu, Tsang Yik Shing, Tsoi Pok Wai, Wang Chi Yap, Xing Zufu, Xiong Hua, Xu Gangyi Kyle, Yip Tai Yin Bosco, Yiu Ching Kit, Zhang William, Zhong Yongheng
		Junior (Division I) Champion	Chan For Lam, Jiang Yu Shing, Liang Hoi Pong, Lin Chi Yuen, Lu Bob Pok Shing, Shi James, Tsang Yik Shing, Wang Chi Yap, Xing Zufu, Xiong Hua, Xu Gangyi Kyle, Yiu Ching Kit, Zhang William
		Senior (Division I) 1st Runner-up	Cai Chak Kai, Chan Chi Chak, Chan Lok Hin, Chan Tsz Cheung, Cheung Man Suen, Huang Chuyu, Lam Lik Wang, Lam Tsz Ho, Miao Wai Ching, Ng Chung Him, Ting Chit Yu, Tsoi Pok Wai, Yip Tai Yin Bosco, Zhong Yongheng
HKSSF Tai Po and North District Secondary School Area Committee	The Tai Po and North District Secondary School Area Inter-school Swimming Competition 2023-2024	The Champion of The Girls Grade B Individual Medley	Yang Chi Kit
		The Champion of The Girls Grade B 50m Butterfly	Yang Chi Kit
		The Sixth Place of The Girls Grade B Swimming Team	Yang Chi Kit
		The 2nd Runner-up of The Boys Grade C 200m Breast stroke	Chen Chi Yung
		The 3rd Runner-up of The Boys Grade C 4x50m Free Style Relay	Chen Chi Yung, Peng Ho Li, Xing Zufu, Zhang Ho Yu
		The fifth place of The Boys Grade C Swimming Team	Chen Chi Yung, Hung Yat Ham, Liu Calvin Aisin, Luo Yangbo, Wang King Yu, Xing Zufu, Zhang Ho Yu
		The 3rd Runner-up of The Boys Grade A Back stroke	Lo Ching Hong Vincent

Hong Kong Amateur Swimming Association	2023-2024 Hong Kong Divison 3 Age Group Long Course Swimming Competition	The Champion of The Girls Age 13-14 100m Back Stroke	Yang Chi Kit
		The Champion of The Girls Age 13-14 100m Butterfly	Yang Chi Kit
		The Champion of The Girls Age 13-14 50m Butterfly	Yang Chi Kit
Hong Kong Dodgeball Association	Hong Kong Dodgeball Inter Secondary-School (Single-ball Style) Competition 2024	2nd Runner-up	Chan Sze Mei, Choi Tsz Ching, Huang Man Ki, Kwok Wing Ni, Liu Anna Heung Yuk, Wong Hoi Lun, Yi Amy, Zhu Zhiyue
	Hong Kong Dodgeball Inter Secondary-School (Single-ball Style) Competition 2024 (Division Series)	1st Runner-up	Chan Sze Mei, Choi Tsz Ching, Huang Man Ki, Kwok Wing Ni, Liu Anna Heung Yuk, Wong Hoi Lun, Yi Amy, Zhu Zhiyue
Hong Kong Sports Commission	The 9th Hong Kong Games	The 2nd Runner-up of The Boys Sports Climbing	Ge Yung
HKSSF - Tai Po and North District Secondary Schools Area Committee	Tai Po and North District Inter-School Handball Competition	Third Runner-up	Chan Sze Mei, Yi Amy, Zhu Wan Huen, Wang Yuen Ting, Cai Nga Lam, Long Mei Ping, Tsui Yee Ki, Huang Man Ki, Yang Kam Yung
North District Sports Association	2024 North District Inter-School Handball Competition	Champion	Yuen Tsz Ki, Choi Tsz Ching, Chan Sze Mei, Yi Amy, Zhu Wan Huen, Wang Yuen Ting, Cai Nga Lam, Cheung Hau Laam, Long Mei Ping, Tsui Yee Ki, Huang Man Ki

Sports – Rope Skipping

Organisations	Competitions	Prizes	Prize-winners
Hong Kong College of Cardiology	2024 Jump Rope For Heart Inter-school Rope Skipping Competition	Grade A Overall Champion Outstanding Styling Award	Chen Muk Sing, Cheung Cheuk Him Eden, Leung Lai Kit, Ma Yu Hin, Pan Chun Leung, Liu Yu Cheng, Chen Kaikun, Lam King Chit, Chan Man Hei, Tsang Tsz Ying, To Sai Wai, Chan Man Hong
Hong Kong Rope Skipping Association China Ltd	Hong Kong All Age Rope Skipping Championship 2023	15-17 Open team Overall 1st Runner-up	Chen Muk Sing, Cheung Cheuk Him Eden, Leung Lai Kit, Tsang Tsz Ying
		2nd Runner-up (Single Rope Double Unders Relay)	Cheung Cheuk Him Eden, Leung Lai Kit
		Champion (Double Dutch Single Freestyle)	Chen Muk Sing, Leung Lai Kit, Cheung Cheuk Him Eden
		2nd Runner-up (Single Rope Pairs Freestyle)	Cheung Cheuk Him Eden, Leung Lai Kit
Sha Tin Sports Association	Sha Tin Festival - Energetic Rope Skipping Championships 2023	1st Runner-Up(Crougar)	Chen Xin Tong
		Champion(Crougar)	Lam King Chit, Leung Lai Kit
		2nd Runner-Up(Crougar)	Yu Wing Yi
		1st Runner-Up(Criss Cross)	Wong Sui Yan Jessie
		Champion(Criss Cross)	Ma Yan Yan
		1st Runner-Up(Forward Two Feet Jump)	Wong Sui Yan Jessie
2nd Runner-Up(Forward Two Feet Jump)	Ma Yan Yan		

		1st Runner-Up(Speed Sprint)	Cheung Hau Laam
		Champion(Speed Sprint)	Chen Muk Sing, Liu Man Tung, Ma Yu Hin, Tang Yuet Yi, Tsang Tsz Ying
		Female 2006 Combo 3 Overall 1st Runner Up	Cheung Hau Laam
		Female 2006 Combo 3 Overall Champion	Tang Yuet Yi
		Female 2007 Combo 1 Overall 1st Runner Up	Ma Yan Yan
		Female 2007 Combo 1 Overall 2nd Runner Up	Wong Sui Yan Jessie
		Female 2007 Combo 3 Overall 1st Runner Up	Liu Man Tung
		Female 2007 Combo 5 Overall 1st Runner Up	Chen Xin Tong
		Female 2007 Combo 5 Overall Champion	Leung Lai Kit
		Female 2007 Combo 5 Overall 2nd Runner Up	Yu Wing Yi
		Female 2008 Combo 3 Overall Champion	Ma Yu Hin
		Female 2009 Combo 3 Overall Champion	Tsang Tsz Ying
		1st Runner-Up(Backward Side Cross)	Yu Wing Yi
		Champion(Backward Side Cross)	Lam King Chit, Leung Lai Kit
		2nd Runner-Up(Backward Side Cross)	Chen Xin Tong
		1st Runner-Up(Backward Side Open)	Cheung Hau Laam, Liu Man Tung
		Champion(Backward Side Open)	Chen Muk Sing, Ma Yu Hin, Tang Yuet Yi, Tsang Tsz Ying
		1st Runner-Up(Backward Side Straddle)	Ma Yan Yan
		2nd Runner-Up(Backward Side Straddle)	Wong Sui Yan Jessie
		Male 2006 Combo 3 Overall Champion	Chen Muk Sing
		Male 2009 Combo 5 Overall Champion	Lam King Chit
		1st Runner-Up(Double Unders)	Chen Xin Tong
		1st Runner-Up(Toad)	Cheung Hau Laam, Liu Man Tung
		Champion(Toad)	Chen Muk Sing, Ma Yu Hin, Tang Yuet Yi, Tsang Tsz Ying
		Champion(Double Unders)	Lam King Chit, Leung Lai Kit
		2nd Runner-Up(Double Unders)	Yu Wing Yi

Visual Arts

Organisations	Competitions	Prizes	Prize-winners
China Central Academy of Fine Arts	The 5th Social Art Education International Art Festival {2023 ·	Third prize	Zhang Sum Yi

	Expression} Excellent Work Selection		
China Life Insurance (Overseas) Co., Ltd.	2023 “Kids Art” Drawing Competition	Asia Professional Award	Hong Yat Ming
		Youth (Gold Award)	Hong Yat Ming
		Youth (Silver Award)	Loo Tsin Yue, Zhu Zhiyue
		Youth (Bronze Award)	Ng Chi To
		Best Creativity Award	Hong Yat Ming
Office for Film, Newspaper and Article Administration (The Government of the Hong Kong Special Administrative Region of the People's Republic of China)	Control of Obscene and Indecent Articles Ordinance “Slogan and Colouring Competition 2023-24”	Distinguished prize	Cai Man Kit Jack, Han Junsheng, Zhang Nga Ting,
		Outstanding prize	Choy Lok Yee, Deng Yim Yuet, Guo Ellen Yam Ying, Hu Freya, Huang Sheung Yu, Huang Ziqian, Tsang Tsz Ying, Wang Ngai Huen, Wei Hing Yee, Wei Qi, Wen Tsz Yan, Wen Yolanda, Yang Shihan Amy, Yu Ho Ching, Zhao Lok Yi, Zhang Hang Yuen Candy, Jin Yifan, Ye Cheung
North District Secondary School Principals' Association	North District Secondary School Principals' Association Logo Design Competition	Champion	Yang Kam Yung
Lions Clubs International LCI District 303 (Hong Kong & Macao, China)	2023-2024 International Peace Poster Contest	First runner-up	Wang Ngai Huen
		Merit	Hong Yat Ming
Leung Tong Arts Association	Leung tong cup competition	Merit	Yang Pui Kwan
MIN SHENG SHU HUA	12th Rainbow Cup Youth Calligraphy and Painting Art Exhibition	Excellence Award	Zhang Sum Yi
Australian Consulate-General (Hong Kong)	“My Australian Christmas Card ” Design Competition 2023	1st Runner-up	Loo Tsin Yue
Fung Ying Seen Koon	Mid-Autumn Lantern Design Competition 2024	Merit	Wang Ngai Huen, Hong Yat Ming
Home Affairs Department (North District)	75th National Day Bus Body Design Competition	Champion	Wei Daniel
		2nd-runner up	Liu Yu Ting

Music

Organisations	Competitions	Prizes	Prize-winners
Hong Kong Joint School Music association	JSMA Joint School Music Competition 2024 - Chinese instrument Ensemble	Gold Award	Chau Man Yung, Chiu Yu Xin, Fan Hau Ki, He Zi Ying, Huang Tsz Sen, Law Kin Lam, Liao Chak Sui, Lin Sin Yi, Liu Andrew, Nam Tin Ching, Ng Ting Yiu, Peng Ching Yu, Poon Mei Hei, Tam Sze Yin, Wang Tsz Ming, Wei Hing Yee, Wong Sui Yan Jessie, Xie Yumeng
		Silver Award	Hu Yan Tung, Lee Yi Wing, Li Sum Yuk Shelly, Zhao Cici, Li Yuet Tung, Mao Qihan Hill, Tai Ting Yan, Tung Chin Wai, Yang Wa Yeuk Hei, Yung Yam Yin Victoria

	JSMA Joint School music competition 2024 - Choir - Challenger	Silver Award	Chan Hei Yiu Hilary, Chan Yu Ching, Chen Jin Wen, Chen Xinyi, Feng Alan, Choi Wang Lam Fiona, Fu Andy, Hu Freya, Hu Qingyi, Huang Erin Tsz Ham, Huang Hei Yuet, Husin Jamie, Jiang Shuo, Jiang Yuzheng, Lam Chun Hei, Lam Lok Tung, Li Ruitong, Li Yuet Tung, Lok Sum Yi, Ng Ting Yiu, Ning Ka Yee, Qiu Tian, Siu Tsz Wei, Tam Tin Yan, Tsang Chiu Him, Wang Candy, Wen Yolanda, Wong Fei, Wong Hoi Lun, Wong Yan Lam, Xiao Tsz Fan Angelica, Xu Susan, Yuan Yi, Zhang Junhe, Zhang Pui Lam, Zhao Lok Yi
	JSMA Joint School Music Competition 2024 - Choir - Junior	Silver Award	Chan Yu Ching, Chen Jin Wen, Chen Xinyi, Wong Yan Lam, Choi Wang Lam Fiona, Yuan Yi, Feng Alan, Hu Freya, Hei Yuet, Hu Qingyi, Huang Erin Tsz Ham, Huang Husin Jamie, Lam Lok Tung, Li Ruitong, Li Yuet Tung, Xu Susan Lok Sum Yi, Mo Sang Tian, Ning Ka Yee, Qiu Tian, Siu Tsz Wei, Tam Tin Yan, Wang Candy, Wen Yolanda, Wong Fei, Wong Hoi Lun, Xiao Tsz Fan Angelica,, Zhang Pui Lam, Zhao Lok Yi
	JSMA Joint School Music Competition 2024 - Music Composition - Electronic Music (Group)	Silver Award	Chen Sau Ham Jackie, Deng Hoi Hei, Li Wanghao, Sun Herman, Zhao Wai Yuk
	JSMA Joint School Music Competition 2024 - Pop Band	Silver Award	Ding Chenmin, Lee Pui Yee Agnes, Liu Yu Heng, Pan Chun Leung, Wang Sze Yin, Wong Travis, Yu Nga Lee, Zhang Sum Yi, Zhu Zhiyue
	JSMA Joint School Music Competition 2024 - Strings Ensemble	Silver Award	Cao Carolin, Huang Ping, Tang Pak Yan, Wong Ching Yee, Wong Kwan Ho, Yuan Kai Sui, Zhang James
	JSMA Joint School Music Competition 2024 - Woodwinds Ensemble	Silver Award	Wang Leon, Xie Yumeng, Zhao Wai Yuk
Hong Kong School Music Festival and Speech Association	The 76th Hong Kong School Music Festival - Chinese instrumental ensemble	Silver Award	Chau Man Yung, Chiu Yu Xin, Fan Hau Ki, He Zi Ying, Xie Yumeng, Huang Tsz Sen, Law Kin Lam, Liao Chak Sui, Lin Sin Yi, Liu Andrew, Nam Tin Ching, Ng Ting Yiu, Peng Ching Yu, Poon Mei Hei, Tam Sze Yin, Wang Tsz Ming, Wei Hing Yee, Wong Sui Yan Jessie

	The 76th Hong Kong School Music Festival - Secondary School Choir - Chinese - Girls - Senior	Bronze Award	Chan Yu Ching, Chen Jin Wen, Chen Xinyi, Choi Wang Lam Fiona, Hu Freya, Hu Qingyi, Feng Alan, Huang Erin Tsz Ham, Yuan Yi, Huang Hei Yuet, Husin Jamie, Lam Lok Tung, Li Ruitong, Li Yuet Tung, Lok Sum Yi, Mo Sang Tian, Ning Ka Yee, Qiu Tian, Siu Tsz Wei, Xu Susan, Tam Tin Yan, Wang Candy, Wen Yolanda, Wong Fei, Wong Hoi Lun, Wong Yan Lam, Xiao Tsz Fan Angelica, Zhang Pui Lam, Zhao Lok Yi
	The 76th Hong Kong School Music Festival - String Orchestra - Secondary School - Intermediate	Bronze Award	Chen Yin Lee, Chu Sau Yuen, Chu Tsz Lok, Hu Qingyi, Keung Pak Kwan, Kwong Kai Kwan, Lam King Chit, Lee Pui Yee Agnes Lin Dong Yi, Liu Wing Tung, Mo Man Tik Sky, Tan Kai Yuet, Wang Jady, Wong Fei, Lin Chi Yuen, Wong Travis, Yan Tony, Jian Hua, Yiu Chai Him, Yuen Yat Ching, Zhang Hon Tung, Zhang Zhongrui, Zhao Zhong Hoyeung, Zhu Zhiyue
	The 76th Hong Kong School Music Festival (2024)	Champion	Deng Yim Yuet, Nam Tin Ching
1st runner up		Tang Yu Xuan	
2nd runner up		Li Hiu Tung	
	The 76th Hong Kong School Music Festival - Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School	Bronze Award	Chen Jin Wen, Chen Xinyi, Choi Wang Lam Fiona, Jiang Shuo, Jiang Yuzheng, Ng Ting Yiu, Hu Freya, Lam Chun Hei, Lam Lok Tung, Tsang Chiu Him, Wong Yan Lam
Hong Kong Taoist Association	2024 Taoist Singing Contest	Merit Award	Ding Chenmin, Hu Qingyi, Zhu Zhiyue, Lee Sum Yin, Tan Kai Yuet, Wang Candy, Wang Tin Yau, Wong Hoi Lun, Yu Nga Lee,
Po Leung Kuk	Sound Reunion Inter-school Pop Band Competition 2023-Final	Top 10	Ding Chenmin, Pan Chun Leung, Wong Travis, Yu Nga Lee, Zhu Zhiyue
Music Office	2023 Music interflow	Bronze Award	Chau Man Yung, Chiu Yu Xin, Fan Hau Ki, He Zi Ying, Huang Tsz Sen, Law Kin Lam, Liao Chak Sui, Lin Sin Yi, Liu Andrew, Nam Tin Ching, Ng Ting Yiu, Peng Ching Yu, Poon Mei Hei, Tam Sze Yin, Wang Tsz Ming, Wei Hing Yee, Wong Sui Yan Jessie, Xie Yumeng

Dance

Organisations	Competitions	Prizes	Prize-winners
Hong Kong Schools Dance Association Limited	60th Schools Dance Festival Competition (Jazz & Street Dance) (Secondary Section)	Highly Commended Award	Chan Wan Nan, Chen Sze Tung, Cheung Hang Yi, Cheung Lok Yiu, Choy Lok Yee, Chu Wing Ki, Fung Hoi Lam, Lai Cheuk Yu, Leung Chi Kwan, Liao Uen Man, Lu Tsz Ming, Ng Chun Him, Tam Tin Yan, Tang Wing Sze, Tsang Tsz Ying, Tu Nga Ting, Wong Sui Yan Jessie, Zhao Dora, Wong Yan Lam, Zhuang Yui Ham
	60th Schools Dance Festival Competition, Secondary School Chinese Dance (Group)	Honours Award	Chan Long Ching, Chan Yu Ching, Chen Isabella, Chen Xinyi, Choi Wang Lam Fiona, Choi Yuen Ching, Li Ka Man, Lin Jiaqi, Liu Hei Tung, Liu Wan Yee, Ng Tin Yan, Pan Zhaoxi, Shek Tsz Ki, Sun Kailin, Wong Ka Suen, Xie Zi Yi, Yi Chuqing, Yi Jia Yin, Zhang Hanwen

Drama

Organisations	Competitions	Prizes	Prize-winners
Hong Kong School Drama Festival 2023/24	Hong Kong School Drama Festival 2023/24	Award for Outstanding Cooperation	Chan Wing Yi, Chen Jin Wen, Cheung Kiu Ka, Cheung Yik Fei, Fu Andy, Hu Freya, Jiang Yuzheng, Khoo Tsz Ham, Lai Hoi Yan, Leung Chi Kwan, Li Emily, Li Jacky, Lin Chi Yim, Liu Yu Cheng, Mo Sang Tian, Ng Ting Yiu, Peng Ho Li, Tsang Tsz Ying, Wang Ka Wai, Wang Leon, Wang Ngai Huen, Wong Hoi Tung, Wong Yu Hei, Wu Victor, Yan Tony, Yang Pui Kwan, Zhang Ho Yu
		Award for Outstanding Performer	Hu Freya, Khoo Tsz Ham, Wu Victor

Values Education

Organisations	Competitions	Prizes	Prize-winners
Department of Justice, the Security Bureau, the Education Bureau and the Hong Kong Shine Tak Foundation	Territory-wide Inter-school National Security Knowledge Challenge	Champion (Individual Competition)	Long Mei Ping
		First runner up (Team Competition)	Fong Chun Sin, Gan Johnson, Zhang Candy, Long Mei Ping, Tsang Tsz Ying
Education Bureau	Territory-wide Inter-school Constitution and Basic Law Competition	First-runner Up	Gan Johnson, Li Shihan, Fong Chun Sin, Chiu Shui Kei
Education Bureau	Constitution Day Online Quiz Competition	Merit Award	Long Mei Ping, Xie Yi Chak
ssShine Tak Foundation	“Understanding the Constitution and the Basic Law – Walking with the Rule of Law”: Hong Kong Inter-school question and answer, and debate competition2024	Awards for Outstanding Achievement	Wong Qi Qi, Zhang Candy, Ngai Hei Lam
		Grade A Award	Tsang Koon Wah
		Grade B Award	Tam Tin Yan, Liu Yu Ting

		Merit (Junior form)	Liu Wing Tung
		Merit (Senior form)	Wang Yui Ting
Taishan Charitable Association Limited	The 2nd “Star of Filial Piety”	Star of Filial Piety	Lau Wing Huen
The Community Youth Club	North District CYC Chinese Chess Competition	First runner up in junior form	Chen Yusheng
		Second runner up in senior form	Hu Chun Lam
Hong Kong Council on Smoking and Health	Smoke-free Teens Programme	Smoke-free Elite Teens	Chong Hoi Man, Tang Shun Hei, Tang Yan Ho, Wong Kit Ning
Shine Tak Foundation	Shine Tak Foundation Scientific Research Youth Development Program Beijing and Xi’an Aerospace Science and Technology Inspection Group	Member of the Delegation	Yang Chi Kit
JC Volunteer Together Programme	Hong Kong Schools Volunteer Festival 2023	Be Kind School	Whole School

3.2.3. Social Services (2023-2024)

A. Service Activities and Medal Awards Scheme of CYC

- Below are the activities held by CYC throughout the year:

Date	Activity/ Event
22/9/2023	The first AGM
12/10/2023 – 9/11/2023	Elderly-love voucher sale
19/11/2023	Visit to the elderly in Choi Yuen Estate
30/11/2023 -1/12/2023	Candies and plants charity sale
13/12/2023	The second AGM and volunteer training
7/2/2024	Charity cleaning activity
24/2/2024	Charity walk
27-28/4/2024	40 th Anniversary Open Days: Braille game and bracelet DIY
11/5/2024	Adventure training
22/5/2024	The third AGM
22/6/2024	Inclusive education programme

- 5 flag-selling activities were held this year with the total number of participants of 74.

Date	Organization	Form	No. of Participants
4/11/2023	Hong Kong Playground Association 香港遊樂場協會	S.5	13
3/2/2024	The Church of United Brethren in Christ 基督教協基會社會服務部	S.4	22
24/2/2024	Against Child Abuse 防止虐待兒童會	S.4	11
20/4/2024	Christian and Missionary Alliance Social Service Limited 宣道會	S.5	3
18/5/2024	Heung Hoi Ching Kok Lin Association 香海正覺蓮社	S.3	25

- A prize-giving ceremony was held to celebrate CYC members' active participation in May 2024. The awards are listed below.

Outstanding CYC member	5B He Hua
Chinese Chess Competition (Junior form - Champion)	2A Chen Yusheng - First runner-up
Chinese Chess Competition (Senior form - Champion)	2E Hu Chun Lam - Second runner-up
Orange Medal	4A Lau Kai Yat, 6D Man Sin Ying, 6D Chan Wai Yi

➤ Medal Awards Scheme

Medal	No. of Students Awarded
Yellow	17
Green	5
Orange	0
Purple	2
Third Honour	1
Second Honour	1
First Honour	0

B. Service Activities and Medal Awards Scheme of Social Service Team

➤ Below are the activities held by Social Service Team throughout the year:

Date	Activity/ Event
22/9/2023	The first AGM 周年會員大會
31/10/2023 – 17/11/2023	Charity ticket campaign 愛心券義賣
24/11/2023	“The Escape Room” poverty experiential activity 密室逃脫
1/12/2023 – 12/12/2023	Inkspiration 考試送暖運動
2/2/2024	Lunar New Year Activity: Social Inclusion of Elderly People 長者共融活動新春活動
Whole year	JC Volunteer Together Programme

➤ Medal Awards Scheme

Medal	No. of Students Awarded
Gold	2
Silver	7
Bronze	13

C. S.3 JC “Plan-Serve-Reflect” Volunteer Together Programme

賽馬會眾心行善:義工推廣校園夥伴計劃

➤ The program was co-organized with the Hong Kong Federation of Youth Groups (香港青年協會) and consisted of three one-hour workshops covering the following topics:

- (i) Introduction to Volunteering
- (ii) Volunteering Qualities and Service Planning
- (iii) Volunteering and Our Society

Following the workshops, students were required to log into the online platform to record their good deeds (小善幸) every month, focusing on the areas like challenges faced by wheelchair users in daily

life (輪椅人士生活黑點) and measures to improve the lives of visually impaired individuals (視障人士生活便利措施).

- A remarkable 99% of S.3 students participated actively in the programme and received certificates of participation (計劃嘉許狀). 37 students completed the additional Continuous Good Deeds (at least twice per month) and were awarded the bronze award.
- With enthusiastic participation and strong collaboration, our school demonstrated unwavering support for the project throughout the year, earning the titles of “Be Kind School” (善幸校園) and active participant in the Hong Kong Schools Volunteer Festival 2023 (香港學校義工節).

D. “I’m a Community Repairman” Programme 「社區見習修理師」計劃

North District Inter-school Community Ambassadors Scheme 北區聯校社區大使計劃

- These two programs employed a design-thinking approach, providing students with insights into volunteer qualities and service planning.
- This initiative allowed students to explore the concepts, applications, and impacts of restoration in everyday life. Participants acquired basic home cleaning and restoration skills, which they then applied in a community service project aimed at supporting the elderly in a public estate in Sha Tau Kok. This experience further enhanced their sense of efficacy through the design and planning of volunteer activities.
- These programmes have also significantly heightened students' awareness and concern for the underprivileged. It has effectively helped our students identify their strengths and apply them in meaningful community service.
- By participating in the above programmes, the following students were awarded prizes in the YWCA Volunteer Award Scheme (女青義工獎勵計劃).

<u>Class</u>	<u>Name</u>	<u>Prize</u>
1C	LAI SUM YAU	Bronze Award
2B	LIU CHEONG	Bronze Award
2D	HU YAN TUNG	Bronze Award
4B	WONG KWAN HO	Bronze Award
4B	ZHU YUAN	Bronze Award
4C	LAM HONG LEE	Bronze Award
4E	KWOK YI FAN	Bronze Award
1B	TAM TIN YAN	Certificate of Commendation
2A	SHI JAMES	Certificate of Commendation
4B	CHEN YICK ON LEON	Certificate of Commendation
4B	WANG TIN YAU	Certificate of Commendation
4B	HUANG TIN SHING	Certificate of Appreciation

E. Total Service Hours of Counselling Unit

Team	No. of Service Hours	Total Service Hours
Student Mentorship Scheme	276	1,891 hours
CYC	585	
Social Service Team	346	
Student Health Ambassadors	120	
YWCA Volunteer Award Scheme	300	
333 Learning Companion Leadership Programme by We R Family Foundation	60	
North District Inter-school Community Ambassadors Scheme	204	

F. Record of Fund-raising Activities

Date	Organization and Event	Amount (HK\$)
October 2023	敬老護老愛心券	2500
February 2024	環保為公益	2705
April 2024	兒童癌病基金會	3459

(4) Financial Summary

Statement 3.1

THE IMC OF HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 AUGUST 2024

Notes in
Statement 18

	\$
Income	
Grants received - School Specific (per Statement 3.2)	6,267,078.00
- Non-School Specific (Baseline Reference)	2,475,988.06
Total grants received	<u>8,743,066.06</u>
Other income (Please provide details)	<u>211,935.06</u>
TOTAL INCOME	8,955,001.12
EXPENDITURE	
- School specific (per Statement 3.2)	(6,304,448.71)
- Non-School Specific (Note 1)	<u>(3,135,784.11)</u>
TOTAL EXPENDITURE	<u>(9,440,232.82)</u>
Surplus / (Deficit) for the year	(485,231.70)
Surplus brought forward from previous period / year	6,017,343.63
Prior year(s) adjustments (Note 2)	-
The surplus of EOEBG transferred to top-up (Note 3)	
- non-recurrent expenses for projects approved/funded by EDB	-
- no more than 50% of recurrent expenses arising from government-funded projects	-
- no more than 25% of recurrent expenses arising from furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes	-
Amount transferred from other Grants	
- Composite Furniture and Equipment Grant Opening Balance (per Statement 4.4)	-
- Others (Please specify)	-
Amount transferred to other Grants (Please specify)	-
Amount transferred (to) / from other school(s) due to merger of schools	-
Deficit transferred to Capital Reserve Fund (1) - Subscriptions : Income and Expenditure Account	-
Others (Please specify)	-
Surplus balance after transfer	<u>5,532,111.93</u>
Less: Funds set aside for Severance Payment (SP) / Long Service Payment (LSP) (Note 4)	<u>23,920.15</u>
Surplus balance (excluding funds set aside for SP / LSP)	5,556,032.08
Less: Amount refundable to Education Bureau (Note 5)	<u>-</u>
Surplus carried forward to next year	<u>5,556,032.08</u>

Notes :

- The breakdown of expenditure should be shown in the Notes to the Financial Statements (Statement 18).
- Please state the adjustments notified by EDB not yet been reflected in the previous years' audited accounts in this row. **Schools should provide such details in the Notes to the Financial Statements (Statement 18).**
- As stated in paragraphs 3 and 9(c) of the EOEBG User Guide of EDBCM No. 137/2023, surplus under the EOEBG can be used to top-up:-
 - non-recurrent expenses for projects approved/funded by EDB;
 - no more than 50% of recurrent expenses arising from government-funded projects; and
 - no more than 25% of recurrent expenses arising from furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes.
- If schools deploy the school specific grants such as Capacity Enhancement Grant or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service. (Paragraph 10 and Annex D of the EOEBG User Guide of EDBCM No. 137/2023 refer.) Schools should provide such details in the Notes to the Financial Statements (Statement 18).
- The surplus balance of the EOEBG (excluding the funds set aside as outstanding commitment for the payment of Severance Payment / Long Service Payment for staff) in excess of 12 months' provision of the EOEBG should be refundable to EDB. Please state the amount refundable to EDB in this row.**

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS
FOR THE ACCOUNTING YEAR ENDED 31 AUGUST 2024**

Ref No. in Annex 3B		EDB Internal Code	Income		Expenditure	Surplus / (Deficit)	Notes in Statement 18
			Grant Received	Others (Please specify) *			
			\$	\$	\$	\$	
	School Specific Grants						
2	- Administration Grant / Revised Administration Grant (Note 1)	R7001S12MB	4,354,422.00	1,244.00	(4,465,253.09)	(109,587.09)	
3	- Capacity Enhancement Grant	R0002LXXXB	666,935.00	-	(395,042.50)	271,892.50	
4	- Composite Information Technology Grant	R0401S12MB	576,658.00	-	(690,898.53)	(114,240.53)	
5	- Air-conditioning Grant	R1801S12MB	608,052.00	-	(744,254.59)	(136,202.59)	
6	- School-based Support Scheme for Schools with Intake of Newly Arrived Children	RYY11S12MB	-	-	-	-	
7	- Boarding Grant	R8101S12MB	-	-	-	-	
8	- School-based Educational Psychology Service Grant	R1201S12MB	-	-	-	-	
9	- School-based Management Top-up Grant	R1901S12MG	52,596.00	-	(9,000.00)	43,596.00	
10	- School-based Speech Therapy Administration Recurrent Grant	R1902S12MG	-	-	-	-	
11	- Base School School-based Speech Therapy Administration Recurrent Grant	R1903S12MG	8,415.00	-	-	8,415.00	
	Total		6,267,078.00	1,244.00	(6,304,448.71)	(36,126.71)	
				(Note 2)			

Notes:

- Breakdown for total income and expenditure for clerical and janitor staff salaries/allowance and cleaning contract should be shown in the Notes to the Financial Statements (Statement 18).
- Receipts of miscellaneous income, including long service payment, severance payment, employees' compensation and amounts recovered from school's own funds, etc should be shown against each individual constituent grant from which the corresponding expenses were paid in this Statement 3.2. Breakdown should be shown in the Notes to the Financial Statements (Statement 18).
- If schools deploy the school specific grants such as Capacity Enhancement Grant or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service. (Paragraph 10 and Annex D of the EOEBG User Guide of EDBCM No. 137/2023 refer.) Schools should provide such details in the Notes to the Financial Statements (Statement 18).

* Please enter "Other Income" under column G. If there are more than one "Other Income", please insert a new column to the **LEFT** of **column I** and then fill in the necessary data. Please **DO NOT** insert columns in other places.

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Programme Evaluation Report for DLG - Other Programmes: Gifted Education for the 2023/24 school year

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Chinese Language - Chinese Literature and Music Appreciation - 「情動於中而形於言古今文學及音樂欣賞」	<ul style="list-style-type: none"> • To use music as an auditory stimulus to the students while they are reading • To arouse the students' interest in reading • To enhance students' understanding of different pieces of Chinese literature 	<ul style="list-style-type: none"> • 15 S4 students • nominated by teachers of Chinese Language based on <ul style="list-style-type: none"> ➢ their performance in the Chinese exams at school ➢ their performance in Chinese lessons ➢ their interest in learning Chinese language and literature 	<p>Total: 12.5 hours starting from September</p> <p>The following tasks were completed:</p> <ul style="list-style-type: none"> ➢ teaching of reading skills ➢ discussions & presentations ➢ individual consultation ➢ marking of written work <p>A sharing session was arranged for all S4 students on 8-3-2024.</p>	<ul style="list-style-type: none"> • Various activities such as listening to music, reading, sharing and discussing different lyrics and pieces of Chinese literature were carried out to stimulate the students' interest in reading and to enhance their appreciation of different pieces of Chinese literature. • The students shared their learning experiences with their classmates in the talk. 	<ul style="list-style-type: none"> • Student attendance was high (98.2%). • The students performed well in the course. They appreciated 16 pieces of Chinese literature and 18 songs in class. They also did extended reading of 16 pieces of Chinese literature. They actively participated in the activities. • The students showed their talents in creative writing such as poetry and lyrics. • The students' reading and writing skills were enhanced. • The students shared their learning experiences with the S4 students. The S4 students enjoyed the exchange and appreciated their efforts. 	Tutor fee: 10,000.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Chinese Literature – Flash Fiction Writing Course - 「微型小說創作班」	<ul style="list-style-type: none"> • To help students understand flash fiction writing techniques such as "mutation" and "repetition" • To arouse the students' interest in flash fiction writing 	<ul style="list-style-type: none"> • 18 S4 and S5 students • nominated by teachers of Chinese Literature based on <ul style="list-style-type: none"> ➢ their performance in the Chinese Literature exams at school ➢ their performance in Chinese Literature lessons ➢ their interest in learning Chinese Literature 	6 lessons (1.5 hours per lesson) from November to February	<ul style="list-style-type: none"> • After attending the course, students were able to improve their understanding of the basic skills of writing flash fiction. • Each student was expected to complete at least one assignment and one piece of flash fiction. 	<ul style="list-style-type: none"> • Student attendance was high (98.1%) • The tutor arranged different learning activities to stimulate students' thinking and to inspire them with different pieces of writing and scenarios. • After attending the course, students were able to complete their assignments satisfactorily. Students' good work was shared with their peers. 	Tutor fee: 10,800.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Mathematics - Elite Course	<ul style="list-style-type: none"> • To provide students with opportunities to use mathematics to formulate and solve problems in daily life and mathematical contexts • To enhance students' ability to communicate with others and express their views clearly and logically in mathematical language • To encourage students to participate in mathematics competitions 	<ul style="list-style-type: none"> • 25 S.4 students and 8 S.5 students • nominated by teachers of Mathematics based on <ul style="list-style-type: none"> ➤ their performance in mathematics lessons ➤ their performance in the mathematics exams at school ➤ their enthusiasm in participating in mathematics activities 	<p>S.4 – 14 lessons starting from October (11:00-13:00 on Saturday).</p> <p>S.5 - 12 lessons starting from September (14:15-16:15 on Saturday).</p>	<ul style="list-style-type: none"> • One assignment in each lesson. • Participation in mathematics competitions • Promotion of the enjoyment in learning mathematics in school by the target students 	<ul style="list-style-type: none"> • Student attendance was high (83.58%). Students completed at least one assignment in each lesson. Their performance was satisfactory. • Students learnt how to conceptualise, inquire and reason mathematically. They used mathematics to formulate and solve problems. • Students were encouraged to participate in mathematics competitions. They were awarded prizes such as 1 Silver award in American Mathematics Olympiad, etc. • Some of the students were actively involved in organising and/or participating in extra-curricular mathematics activities. 	Tutor fee: 12,500.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Gifted Courses	<ul style="list-style-type: none"> • To offer learning opportunities to students to broaden their horizons • To explore various subject areas offered in tertiary institutions and other organizations such as HKFYG 	<ul style="list-style-type: none"> • 5 S.4 or 3 S.5 students • Nominated by teachers based on <ul style="list-style-type: none"> ➢ their academic performance ➢ their performance in interviews ➢ recommendations from teachers 	Saturdays or summer vacation	<ul style="list-style-type: none"> • Positive student feedback • Student improvement in thinking and knowledge • Sharing of learning experience with schoolmates 	<ul style="list-style-type: none"> • Two S4 students and two S5 students participated in the HK School Mooting and Trial Competition. They performed well and have learnt debating skills. They won the Champion in the Chinese Division. • One student attended the summer programs under the CU Medicine Summer Clinical Attachment Programme. Their horizons have been broadened. • Three S4 students attended the HKUST Dual programme. The programme is at pre-university level and is useful for improving their skills. • The students gave positive feedback on the programs. They stated that the programs were useful for boosting their abilities. • The programs could broaden students' horizons and improve their thinking skills and knowledge. • Their learning experience would be shared with their schoolmates in the following school year. 	Course fee: 12,200.00
Cross-KLA - Tutorials for the sports elites	<ul style="list-style-type: none"> • To organise tailor-made courses in order to increase the learning effectiveness of the students 	<ul style="list-style-type: none"> • 1 student who took part in an international sports competition 	1 X 49.25 hours in 8 months	<ul style="list-style-type: none"> • One assignment (short essay, extended question, reading or writing) in each lesson 	<ul style="list-style-type: none"> • A tutor was employed to provide learning support for the student who had missed some lessons due to training. The student was responsible and committed to her learning. She also put a lot of effort into her sports training. 	Tutor fee: 8,865.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
All KLAs - External competitions	To encourage gifted students to participate in external competitions and stretch their potential to the fullest	<ul style="list-style-type: none"> ● 7 S.4 and 10 S.5 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➤ their academic performance ➤ their performance in interviews ➤ recommendations from teachers 	October - December	<ul style="list-style-type: none"> ● Prizes received by students ● Sharing of learning experience with schoolmates 	<ul style="list-style-type: none"> ● The students performed well in the Speech Festival competitions, winning 2 champions, 1 first runner-up, 2 second runners-up, 14 merits and 3 proficiencies. ● They also shared their experiences with their peers. 	Entry fee: 2,935.00
Physical Education - Sports Training Courses	To provide the students with opportunities to learn various sports (e.g. basketball) and stretch their potential to the fullest	<ul style="list-style-type: none"> ● 15 S4-S6 students ● Nominated by teachers based on <ul style="list-style-type: none"> ➤ their performance in Physical Education ➤ their performance in interviews ➤ recommendations from teachers 	September - December	<ul style="list-style-type: none"> ● Participation in basketball competitions ● Prizes received by students ● Sharing of learning experience with schoolmates 	<ul style="list-style-type: none"> ● The students performed well in the competitions of the HKSSF Tai Po & North District Inter-school Basketball Championships (Division -one), winning the 1st runner-up position. They also won the overall championship. ● They also shared their experiences with their schoolmates through the school magazine. 	Coach fee: 56,500.00

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Programme Evaluation Report for DLG - Other Languages for the 2023/24 school year

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Japanese Language	<ul style="list-style-type: none"> • To enhance students' competitiveness in the 21st century and increase their chances of receiving tertiary education • To enrich students' knowledge of Japanese language and culture • To arouse students' interest in Japanese language and culture 	<ul style="list-style-type: none"> • 30 S.4 students, 31 S.5 students and 15 S.6 students • nominated by teachers based on <ul style="list-style-type: none"> ➤ the average marks in S.3 Annual Results ➤ the interest they expressed in learning Japanese language and culture 	<p>S.4 – 138 hours (69 lessons) starting from September (16:00-18:00 p.m. on Tuesday and Thursday)</p> <p>S.5 230 hours from September (14:00-17:00 p.m. / 13:00-17:00 p.m. on Saturday and flexible timetable before JLPT Exam)</p> <p>S.6 – about 79 hours from September (flexible timetable but mainly on Saturday for oral practice)</p>	<ul style="list-style-type: none"> • Students take the public examinations (JLPT) recognized by the HKEAA. • The students promote their enjoyment in learning Japanese language and culture in school through activities such as interaction with Japanese students. 	<ul style="list-style-type: none"> • Student attendance was high (>80%). • The students gained proficiency in Japanese language. Through reading, writing, listening and speaking exercises, the students were able to communicate with Japanese people in simple Japanese. • Student performance was evaluated in formal tests and exams scheduled in the school timetable. Most of the students achieved satisfactory results in the tests and exams. • The results in the Cambridge International Examinations (2024) were good. There were 10As, 3Bs, and 2Cs. • The number of students achieving N1, N2, N3, N4 was 1, 4, 4 and 5 respectively. • Some S.5 students dropped out of the course due to a lack of ability. More encouragement and support should be given to the rest of the class. 	<p>Tutor fee: 281,490.00</p> <p>Reference books: 110.00</p> <p>Total: 281,600.00</p>

**Hong Kong Taoist Association Tang Hin Memorial Secondary School
Diversity Learning Grant (Other Programme) – Financial Report (2023-2024)**

Income:			
		Balance b/d	\$53,649.30
		Grant Received:	\$117,000.00
Expenditure:			
Item	Description	Amount(\$)	Remarks
1.	the salary of a part-time Chinese tutor	10,000.00	Chinese Language - Elite Course
2.	the salary of a part-time Chinese Literature tutor	10,800.00	Chinese Literature - Elite Course
3.	the salary of part-time Mathematics tutors	12,500.00	Mathematics – Elite Course
4.	Gifted course fees	12,200.00	Courses offered by universities and other organizations
5.	Tutorial for the sports elites	8,865.00	Tutorials for the sports elites
6.	Entry fee for external competitions	2,935.00	Entry fee for external competitions
7.	the salary of a part-time coach	56,500.00	Sports – Elite course
		Total	113,800.00
		Balance c/d	\$56,849.30
			to be charged to the DLG account

Diversity Learning Grant (Other Language) – Financial Report (2023-2024)

Income:			
		Balance b/d	\$ 164,087.44
		Grant Received:	\$ 313,900.00
Expenditure:			
Item	Description	Amount(\$)	Remarks
1.	the salary of part-time Japanese teachers	281,490.00	Japanese courses
2.	reference books	110.00	
		Total:	281,600.00
		Balance c/d	\$196,387.44
			to be charged to the DLG account

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Annex 2

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	STEAM Education - Micro:bit Hovercraft Fun Day - To help students develop STEAM skills and knowledge	28/6/2024	S1	107	\$25,819.40	\$241.30	E1	Cross-Disciplinary (STEAM)	Student participation was high. Their knowledge and skills in STEAM were enriched.	✓				
2	A leadership training camp for prefects - To improve prefects' leadership skills and to help them build team spirit	1/10/2023, 11/5/2024 & 28/8/2024	S2-S5	35	\$11,342.64	\$324.08	E1, E2, E6	Leadership Training	The students' leadership skills and interpersonal relationships were enhanced.		✓	✓		
3	Field Trip (Biology) -To improve the application and fieldwork skills of students	2/4/2024 - 3/4/2024	S5	41	\$4,429.00	\$108.02	E1	Science (Biology)	The students performed well in the activity. They demonstrated an understanding of the freshwater stream ecosystem and fieldwork skills.	✓				
4	Environmental Education - A visit to Mai Po - To raise environmental awareness among students	5/2/2024	S1, S3-S5	25	\$1,100.00	\$44.00	E2	Environmental Education	The students enjoyed the trip and demonstrated an understanding of environmental conservation.	✓	✓			
5	S4 Life-wide Learning Lessons - "My CV" - To help students prepare their SLP and OEA in JUPAS application	7/2/2024	S4	158	\$9,500.00	\$60.13	E6	Life Planning	The students learned how to prepare their CVs. They showed greater awareness in their career and life planning. Their performance was satisfactory.					✓
6	Physical Educaiton - LWL Activities (a) E-Sports Bicycle (b) Cyber sport - To provide opportunities for students to learn e-sports	(a) 21/6/2024 (b) 26/6/2024	S2-S4	184	\$10,046.74	\$54.60	E1, E6	Physical Education	The students enjoyed the e-sports and aquired the skills.			✓		
7	A visit to the Kadoorie Farm and Botanic Garden - To help students understand more about vegetation and environmental conservation	5/2/2024	S1-S5	20	\$1,070.00	\$53.50	E1, E2	Cross-Disciplinary (Others)	The students broadened their horizons in the learning activities. Their knowledge and skills were enhanced. They actively participated in the activities.	✓				
8	A visit to the Mills - To broaden students' horizons and enrich their knowledge of Hong Kong's industrial development	21/6/2024, 24/6/2024	S4	113	\$7,200.00	\$63.72	E1, E2	Cross-Disciplinary (Economics, BAFS & Geography)	The students' horizons were broadened and their knowledge of Hong Kong's industrial development was enriched. They actively participated in the visit. They performed satisfactorily.	✓				
9	Cross-curricular LWL activities organised by the History and Chinese History Departments (a) a visit to CLP Pulse (b) Study Tour to the Central and Western District Heritage Trail (The Sheung Wan Route) (c) a visit to Lui Seng Chun (a declared monument) (d) a visit to Hong Kong Palace Museum and special exhibition - To stimulate students' interest in the subjects of History and Chinese History	(a) 23/1/2024 (b) 5/2/2024 (c) 25/6/2024 (d) 27/6/2024	S1-S5	78	\$6,124.64	\$78.52	E2	Cross-Disciplinary (History & Chinese History)	The students enjoyed the activities. They showed great interest in learning about Chinese culture and history.	✓	✓			

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Annex 2

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
10	Field Study (Geography) (a) Coastal Management (Butterfly Beach) (b) Industry (Tai Po Inno Park & Science Park) (S5) (c) Industry (Tai Po Inno Park & Science Park) (S4) (d) Woodland & Industry (field camp) (S5) - To provide an inquiry field experience for students who learn geography	(a) 11/12/2023, (b) 1/5/2024, (c) 2/7/2024, (d) 11/7/2024-12/7/2024	S4, S5	177	\$8,200.00	\$46.33	E2	Geography	The students performed well in the activities. They demonstrated an understanding of the fieldwork skills.	✓				
11	Problem Solving Skills Workshop - To improve students' problem-solving skills in organising extra-curricular activities	19/4/2024	S4	156	\$4,000.00	\$25.64	E6	Cross-Disciplinary (Others)	The students actively participated in the activity and demonstrated good problem solving skills.		✓			
12	External competitions (a) AMO Contest (b) Huaxiabei National Mathematics Olympic Competition (c) Mathematics Contest for Junior Secondary Elites - To provide students with opportunities to apply their mathematical skills	(a) 31/10/2023 (b) 12/5/2024 (c) 29/6/2024	S1-S3	28	\$7,850.00	\$280.36	E1	Mathematics	The students performed well in the competitions. They won many prizes, including 9 gold, 3 silver, 11 bronze, 1 honourable mention and 2 first prizes.	✓				
13	National Flag Raising Ceremony and National Flag Raising Training Courses - To train students in flag raising skills - To teach students the procedures of conducting the National Flag Raising Ceremony and to strengthen their national identity	September-August	S2-S4	52	\$12,994.30	\$249.89	E6, E7	Values Education	The students performed well in the flag raising ceremony. They have learned the skills of flag-raising.		✓			
14	National Education (a) Hangzhou Asian Games Online Quiz Competition (b) Visit to Hong Kong Palace Museum (c) Guided tour of the Court of Final Appeal - To enhance students' knowledge of the history and culture of Hong Kong and China	(a) 29/9/2023 - 5/10/2023 (b) 11/12/2023 (c) 22/12/2023	S1-S6	122	\$4,380.60	\$35.91	E2, E7	Values Education	The students did well in the activities. They showed great interest in learning about the history and culture of our country.		✓			
15	Student Mentorship Scheme - To provide training for S4-S5 student mentors and arrange meetings between student mentors and S1 students to help S1 students adjust to school life and develop positive and caring peer attitudes	7/10/2023, 20/1/2024, 25/6/2024	S1, S4-S5	431	\$2,562.50	\$5.95	E1, E7	Values Education	The student mentors learned how to help S1 students adjust to school life. They and the mentees have developed positive and caring attitudes among their peers.		✓			
16	An experiential lunch activity between the rich and the poor - To make students aware of the problems of inequality and poverty in the world; to share experiences and spread the idea of serving others	8/11/2023	S4	159	\$16,469.00	\$103.58	E1, E6	Values Education	Students actively participated in the activity and demonstrated the values embedded in the activity such as 'respect for others', 'empathy' and 'responsibility'.		✓		✓	
17	A sharing session with visually and hearing impaired guests - To develop students' awareness of social inclusion	27/11/2023	S4	159	\$6,400.00	\$40.25	E6	Values Education	The students were very enthusiastic about the session and the feedback was positive and encouraging.		✓		✓	
18	Cross-curricular LWL activities organised by Chinese Language, History and Chinese History Departments - Visit to Hong Kong Museum of Coastal Defence - To broaden students' horizons and enrich their knowledge of Chinese culture	11/12/2023	S1, S3-S5	29	\$2,000.00	\$68.97	E2	Cross-Disciplinary (Chinese Language, History & Chinese History)	The students really enjoyed the activity. They showed great interest in learning about Chinese history and culture.	✓	✓	✓		

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Annex 2

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
19	Hong Kong Schools Speech Festival (Chinese Language) - To enhance students' skills of verse speaking and public speaking, and to provide opportunities for students to learn the philosophy and aesthetics of life	21/11/2023 - 20/12/2023	S1-S3	22	\$3,410.00	\$155.00	E1	Chinese Language	The students' skills of verse speaking and public speaking were enhanced. They also won prizes in the competition, including 2 champions, 1 first runner-up, 2 second runners-up, 2 proficiency prizes and 17 merits.	✓	✓	✓		
20	Chinese Creative Writing Course - To develop students' interest in the Chinese language and improve their reading and writing skills	September - December	S3	15	\$14,250.00	\$950.00	E5	Chinese Language	The students participated actively in the course and their writing and creative skills improved. Their performance was good.	✓	✓	✓		
21	Chinese Culture and Arts Interest Classes (a) Classical Chinese Poetry Appreciation and Watercolour Painting Workshop 「詩中有畫·畫中有詩」中國古典詩詞欣賞與水彩畫工作坊 (b) Seal Carving Class for Chinese Characters 中華文字篆刻班 - To enable students to read and understand the meaning of classical poems and to learn to express their feelings through watercolour painting. - To enhance students' appreciation of the beauty of Chinese culture - To help students understand the characteristics of ancient Chinese seal script and learn the preliminary techniques of seal carving	(a) September - January (b) 17/11/2023, 24/11/2023, 1/12/2023	S1-S5	27	\$13,413.07	\$496.78	E1, E5, E6	Chinese Language	In the activities, students could learn the techniques and meanings embedded in traditional Chinese culture. They could appreciate the beauty of the culture and enjoy the activities.	✓	✓	✓		
22	Cultural Activities (a) Shaanxi Shadow Puppet Production 中國陝西皮影戲偶製作 (b) Traditional Chinese Handicrafts Incense Sachet Making 中國傳統手工藝香囊製作 - To broaden students' horizons and enrich their knowledge of Chinese culture	(a) 15/11/2023 (b) 6/12/2023	S2-S5	36	\$4,400.00	\$122.22	E1, E6	Chinese Literature	The students actively participated in the activity and enjoyed the special Chinese culture that they had never experienced before.	✓	✓	✓		
23	Drama Show: The play Hamlet - To give students more exposure to the authentic use of the English language	29/2/2024	S4	158	\$11,900.00	\$75.32	E6	English Language	The students really enjoyed the activities and were exposed to authentic use of the English language.	✓		✓		
24	Hong Kong Schools Speech Festivals (English Language) - To enhance students' speaking proficiency through participating in the Speech Festival	20/11/2023 - 18/12/2023	S1-S3	37	\$5,735.00	\$155.00	E1	English Language	The students' skills of verse speaking and public speaking were enhanced. They also won prizes in the competition, including 4 champions, 1 first runner-up, 7 second runners-up, 1 proficiency prize, 1 honours prize and 35 merits.	✓	✓	✓		
25	Debating training course - To enhance students' proficiency through debate and to improve students' interpersonal skills through teamwork	October - February	S1-S4	16	\$11,600.00	\$725.00	E6	English Language	The students were familiar with the rules and regulations of debate. They were exposed to a range of controversial issues. They were given the opportunity to debate and express their own ideas.	✓				

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Annex 2

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
26	<p>Music contests</p> <p>(a) 2023 Hong Kong Youth Music Interflows-Chinese Orchestra Interflow-Secondary Class A</p> <p>(b) 76th Hong Kong Schools Music Festival (2024)-Chinese instrumental ensemble</p> <p>(c) 76th Hong Kong Schools Music Festival (2024)-Secondary School Choir-Chinese-Girls-Second Division-Senior</p> <p>(d) 76th Hong Kong Schools Music Festival (2024) -String Orchestra - Secondary School – Intermediate</p> <p>(e) Hong Kong Joint School Music Association -Joint School Music Competition 2024-Choir</p> <p>(f) Hong Kong Joint School Music Association -Joint School Music Competition 2024-Pop Band</p> <p>(g) Hong Kong Joint School Music Association -Joint School Music Competition 2024-Strings ensemble</p> <p>(h) Hong Kong Joint School Music Association -Joint School Music Competition 2024-Chinese instrumental ensemble</p> <p>(i) 2024 Taoist Song Contest.</p> <p>- To provide opportunities for students to develop their talent in Music</p>	<p>(a) 15/11/2023</p> <p>(b) 28/2/2024</p> <p>(c) 8/3/2024</p> <p>(d) 19/3/2024</p> <p>(e) 12/4/2024</p> <p>(f) 18/4/2024</p> <p>(g) 19/4/2024</p> <p>(h) 20/4/2024</p> <p>(i) 10/5/2024</p>	S1-S5	160	\$27,299.26	\$170.62	E1, E2	Arts (Music)	The students performed well and won prizes in the competitions. The awards included: 1 gold, 7 silver, 3 bronze and 1 merit award.			✓		
27	<p>Music classes included</p> <p>Acapella, Pipa, Yangqin, Dizi, Percussion, Ruan, Violin and Viola, Cello, Classical Guitar, Classical Guitar ensemble, Erhu, Sheng, Choir, Zheng, Zheng ensemble, Woodwinds, Woodwinds Ensemble</p> <p>Music activities included:</p> <p>music contest, introduction to Chinese instrument workshop, Winds of Melody: Exploring Woodwind Instruments and Lecture Concert: Chinese music from the Guangdong Region</p> <p>- To cultivate students' interests in Music and improve their skills</p>	September - August	S1-S6	905	\$250,570.86	\$276.87	E5,E6	Arts (Music)	The students learned musical skills and demonstrated interests in the activities.			✓		
28	<p>Leadership training programmes</p> <p>(a) Team building Programme</p> <p>(b) Leadership training camp</p> <p>(c) Event planning and sharing review</p> <p>(d) Leadership training camp (during summer holidays)</p> <p>-To provide students with leadership development opportunities and to motivate them to participate as committee members in extra-curricular activities</p>	<p>(a) 7/9/2023, 15/9/2023, 25/9/2023</p> <p>(b) 2/12/2023 - 3/12/2023</p> <p>(c) 11/10/2023, 2/2/2024</p> <p>(d) 25/8/2024 26/8/2024</p>	S1-S5	356	\$87,345.60	\$245.35	E6	Leadership Training	The students actively participated in the training programmes and their leadership skills were enhanced.		✓	✓		
29	<p>S1 Adventure Training Camp</p> <p>- To make S1 students aware of the importance of self-discipline, respect and teamwork</p>	9/11/2023 - 10/11/2023	S1	114	\$49,694.48	\$435.92	E1, E2, E6	Values Education	The students learnt the positive values embedded in the activities. The values included integrity, empathy, respect for others, etc. They have developed interpersonal and team building skills.		✓	✓		

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Annex 2

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
30	Dance training (Chinese Dance Team) - To improve students' skills and provide opportunities for them to participate in the School Dance Festival	September - August	S1-S5	20	\$101,530.00	\$5,076.50	E1, E2, E5	Physical Education	The students developed interpersonal and team-building skills. They performed well at the Schools Dance Festival Competition and won the Honours Award.			✓		
31	A Taste of Japanese Language and Culture - To broaden students' horizons and enrich their knowledge of Japanese culture	July - August	S3	32	\$9,450.00	\$295.31	E5	Other Languages	The students showed interest in Japanese culture and language. Their attendance was high. Their performance was satisfactory.	✓				
32	Gifted Courses (a) Hong Kong Schools Mooting and Mock Trial Competition 2023/24 (b) HKUST Dual Program - To provide opportunities for students to attend courses organized by universities and other organizations in order to explore different interdisciplinary areas of study and enrich their knowledge	October - April	S1-S4	10	\$16,700.00	\$1,670.00	E1, E6	Gifted Education	There was a high level of satisfaction with the courses and a high level of participation.	✓				
33	Promotion of sports (e.g. bowling) - To provide a learning experience in bowling	4/1/2024, 8/1/2024, 10/1/2024	S6	91	\$4,200.00	\$46.15	E2	Physical Education	The students really enjoyed the activities and grasped the basic skills of bowling.			✓		
34	Sports competitions, including handball, table tennis, badminton, volleyball, swimming, dodgeball, basketball, futsal, skipping, etc. - To encourage students to participate in sports competitions	October-August	S1-S6	290	\$27,374.00	\$94.39	E1, E2	Physical Education	The students actively participated in the sports competitions. They won prizes in the competitions such as overall champion in the JRFH Inter-School Rope Skipping Competition, first runner-up and champion in basketball competitions, second runner-up in the HK Dodgeball Inter Secondary-School (Single-ball Style) Competition and champion of the Yuen Long District Dodgeball Championship.			✓		
35	Sports training - To cultivate students' interest and improve their skills in basketball, table-tennis, rope-skipping and dodgeball	September - August	S1-S6	145	\$269,000.00	\$1,855.17	E5,E6	Physical Education	The students enjoyed the training and their skills improved. They also learned the importance of positive values in sport such as fair play, team building, discipline, perseverance and respect.		✓	✓		
36	Urban Dance Training - To cultivate students' interest in urban dance and to improve their physical fitness	September - May	S1-S3, S5	20	\$54,610.00	\$2,730.50	E2,E5	Physical Education	The students enjoyed the activities and learned the basic skills of urban dance. They won Highly Commended Award in 60th Schools Dance Festival Competition (Jazz & Street Dance) (Secondary Section).			✓		
37	Physical Education Day - To cultivate students' interest in sports and strengthen their team spirit	22/2/2024 - 23/2/2024	S1-S6	950	\$4,701.00	\$4.95	E7	Physical Education	The students showed positive emotions and team spirit during the activities.		✓	✓		
38	Let's keep fit! Programme - To promote physical fitness and encourage healthy lifestyles	19/8/2024	S1	170	\$44,000.00	\$258.82	E7	Physical Education	The students demonstrated their understanding of physical fitness and the importance of developing a healthy lifestyle.			✓		

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Annex 2

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
39	Art Exhibitions (a) Hong Kong Heritage Museum (b) The Chinese University of Hong Kong Art Museum - To broaden students' horizons and enable them to learn from outstanding artists	(a) 11/4/2024 (b) 25/6/2024	S1-S3, S4	179	\$5,600.00	\$31.28	E2	Visual Arts	Most of the students agreed that the visits had increased their knowledge of visual arts and that they would like to take part in similar arts programmes.	✓	✓	✓		
40	Jockey Club Student Drawing Competition in HK Flower Show 2024 - To encourage the aesthetic development of students and to raise awareness of the conservation of plants and the natural environment.	15/3/2024	S3-S5	8	\$1,800.00	\$225.00	E2	Visual Arts	Students performed satisfactorily in the competition. They really enjoyed the activities.		✓	✓		
41	Chinese Debate Training and Competitions - To improve students' debating skills and develop their interpersonal skills through teamwork.	26/10/2023, 27/10/2023, 28/10/2023, 15/11/2023	S1, S2-S5	9	\$3,500.00	\$388.89	E5	ECA (Debating Club)	The students understood the rules and regulations of debate. They were exposed to a range of controversial issues. They were given the opportunity to argue and express their own ideas.	✓				
Sub-total of Item 1.1				5,844	\$1,163,572.09									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Overseas study tour (UK) - To broaden students' horizons and enhance their language proficiency	6/7/2024-22/7/2024	S3-S5	40	\$64,500.00	\$1,612.50	E4	English Language	The students were able to build their confidence in using English on the study tour. They demonstrated an understanding of the values and attitudes in the activities such as 'unity', 'respect for others', 'perseverance', 'responsibility', etc.	✓				
2	Overseas study tour (Japan) - To broaden students' horizons and enhance their language proficiency	11/7/2024-15/7/2024	S3-S5	24	\$28,942.00	\$1,205.92	E4	Other Languages	The students were able to build their confidence in using Japanese on the study tour. They enjoyed learning about the culture and history of other countries.	✓				
Sub-total of Item 1.2				64	\$93,442.00									
Expenses for Category 1				5,908	\$1,257,014.09									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Materials for school team competitions/ training / interest classes	To facilitate sports training and competitions	\$25,777.92
2	Musical instruments for training and competitions	To enhance students' musical skills	\$106,971.65
Expenses for Category 2			\$132,749.57
Expenses for Categories 1 & 2			\$1,389,763.66

Category 3: Number of Student Beneficiaries

Total number of students in the school:	950
Number of student beneficiaries:	950

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

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
Percentage of students benefitting from the Grant (%):			100%		E3	Fees for non-local exchange activities / competitions (students)			E7	Purchase of equipment, instruments, tools, devices, consumables				
Name of Contact Person for LWL:		Leung Kit Ching			E4	Fees for non-local exchange activities / competitions (escorting teachers)			E8	Purchase of learning resources (e.g. educational softwares, resource packs)				
Post of Contact Person for LWL:		Vice-principal			E5	Fees for hiring expert / professionals / coaches			E9	Others (please specify)				

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Report on the Use of the Student Activities Support Grant
(2023-2024)

Annex 3

I. Financial Overview

A	Allocation in the Current School Year:	\$185,900.00
B	Expenditure in the Current School Year:	\$185,543.57
C	Unspent Amount to be Returned to the EDB (A – B):	\$356.43

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	7	\$3,263.86
Full-grant under the School Textbook Assistance Scheme	158	\$150,248.93
Meeting the school-based financially needy criteria	95	\$32,030.78 (capped at 25% of the total allocation for the school year)
Total	260	\$185,543.57

(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
I. 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	Team Building - To strengthen existing relationships and cohesiveness within classes, build a high-performance team and learn cooperation	Values Education	42	\$13,154.40		✓	✓		
2	Hong Kong Schools Speech Festival – To enhance students’ skills of verse speaking and public speaking, and to provide opportunities for students to learn life philosophy and aesthetics	English Language	14	\$2,230.00	✓		✓		
3	Hong Kong Schools Speech Festival – to enhance students’ skills of verse speaking and public speaking, and to provide opportunities for students to learn life philosophy and aesthetics	Chinese Language	5	\$775.00	✓		✓		
4	Various Leadership training camp - To provide students opportunities of leadership development and to motivate them to participate as committee members in extra-curricular activities	Leadership Training	15	\$17,950.00		✓	✓		
5	STEM education: Micro:bit Hovercraft Fun Day - To support students in STEM-related development	Cross-Disciplinary (STEM)	62	\$14,960.60	✓				
6	Leadership training camp 25.8.2024-26.8.2024 - To provide students opportunities of leadership development and to motivate them to participate as committee members in extra-curricular activities	Leadership Training	19	\$14,250.00		✓	✓		
7	Acappella Course - To cultivate students' interests in Music and improve their skills	Arts (Music)	4	\$8,866.64			✓		
8	Gifted Courses and competitions - To provide opportunities for students to attend courses organized by universities in order to explore different interdisciplinary areas of study and enrich their knowledge	Gifted Education	4	\$3,525.00	✓				
9	Hong Kong Joint School Competition - To provide opportunities for students to develop their talent in Music	Arts (Music)	31	\$3,189.60			✓		
10	1.10.2023 Prefect leadership training camp - To provide students opportunities of leadership development	Leadership Training	8	\$2,947.36		✓	✓		
11	26.6.2024 Cyber sport - To provide opportunities for students to learn e-sports	Physical Education	11	\$2,933.26			✓		

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
12	27.6.2024 Study Tour to Central and Western District Heritage Trail (Sheung Wan Route) - To enhance students' knowledge and interest in Chinese History	Cross-Disciplinary (Chinese History & History)	8	\$613.36	✓				
13	4/9,6/9,13/9/2023 Training courses for National Flag Raising - To train students the skills of flag raising	Values Education	11	\$8,461.53		✓			
14	9/11/2023-10/11/2023 S1 Adventure Training Camp - To raise S1 students' awareness of the importance of self-discipline, respect and collaboration	Values Education	56	\$25,255.52		✓	✓		
15	Picnic Day - To help students develop interpersonal skills and enhance their sense of belonging to school	Cross-Disciplinary (Others)	9	\$931.30		✓			
16	Music classes - To cultivate students' interest in Music and improve their skills	Arts (Music)	57	\$41,110.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			356	\$161,153.57					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	UK Study Tour		35	\$12,650.00	✓				
2	Japan Study Tour		18	\$4,900.00		✓			
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			53	\$17,550.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Dance Team Uniform		2	\$2,800.00			✓		
2	Basketball Team Gear and equipment		4	\$4,040.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			6	\$6,840.00					
Total			415	\$185,543.57					

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):	Lui Ka Lun (ECA Head)
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**2023 - 2024 School-based After-school Learning and Support Programme (SBG)
Annual Programme Report**

學校名稱： Hong Kong Taoist Association Tang Hin Memorial Secondary School 香港道教聯合會鄧顯紀念中學

計劃統籌人姓名： Cheung Wai Jee 張蕙芝 (輔導主任)

聯絡電話： 2672 6820

A. 本計劃受惠學生人數共 188 名 (包括 A. 領取綜援、B. 學生資助計劃全額津貼人數： 167 名及 C. 學校使用酌情權的清貧學生人數： 21 名)

B. 計劃的各項活動資料

*活動名稱/類別	參加對象學生人數#		平均出席率	活動舉辦期間/日期	實際開支 (\$)	評估方法 (例如:測驗, 問卷 等)	合辦機構/ 服務供應機構名稱 (如適用)	備註 (例如:學生的學習及 情意成果)
	A, B	C						

<p>中二至中三級 Project One-and-All 3.0 品格成長義工計劃</p>	<p>A – 1 B – 56</p>	<p>3</p>	<p>91.2%</p>	<p>11/2023 – 6/2024</p>	<p>\$49,000</p>	<p>導師觀察及問卷</p>	<p>香港基督教女青年會 青衣綜合社會服務處</p>	<p>目標:</p> <ul style="list-style-type: none"> - 培養學生的正向品格、責任感及團隊精神 - 訓練學生成為小領袖，藉以連結校內同學並提供義工服務 <p>時間:</p> <ul style="list-style-type: none"> - 課後時間，共 11 節 入班工作坊: 1 節; 日營: 1 節; 小組活動: 8 節; 義工服務日: 1 節 <p>參加對象及人數:</p> <ul style="list-style-type: none"> - 中二至中三級學生 - 小組及體驗活動: 17 人 - 義工服務對象: 中二全級, 157 人 <p>成效:</p> <p>100% 參與學生對活動感到滿意，亦有對學生於服務對象是同級的同学，感覺挑戰很大。但過程中能夠克服困難，令自己有所成長。導師們十分欣賞義工學生的投入表現、設計入班工作坊的內容等。另外，有個別參與學生的表現突出，建議繼續作領袖訓練的人選。</p>
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<p style="text-align: center;">中五級 「破步立新」 生涯規劃成長挑戰活動</p>	<p style="text-align: center;">A-5 B-27</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">93.3%</p>	<p style="text-align: center;">11/2023 – 5/2024</p>	<p style="text-align: center;">\$30,000 + other expenses = \$55,373.79</p>	<p style="text-align: center;">導師觀察及問卷</p>	<p style="text-align: center;">森成長有限公司</p>	<p>目標:</p> <ul style="list-style-type: none"> - 透過上山下海歷奇體驗活動，鼓勵參加者挑戰自己，從而提升抗逆力 - 發掘參加者的不同潛能，改善自我形象 - 配合校方升學的活動安排，讓參加者擴闊眼界，確立人生方向 <p>時間:</p> <ul style="list-style-type: none"> - 課後時間，共 15 節 入班活動計劃簡介: 1 節; 大學參觀: 1 節; 海上歷奇體驗活動: 2 節; 兩日一夜小島探索: 5 節; 職場參觀: 2 節; 兩日一夜日出營: 4 節 <p>參加對象及人數:</p> <ul style="list-style-type: none"> - 中五級學生, 140 人 - 小組及體驗活動: 15 人 <p>成效:</p> <p>100% 活動參加者同意目標達成，過程中幫助他們了解自己的強項及興趣，促進生涯發展。不過，部份活動參加者因補課、補習班或其他活動等而請假，影響活動進度，故下年度建議在中三級舉行。</p>
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<p>中三級 「Selfcare Recipe」 精神健康及生命教育推廣活動</p>	<p>A-0 B-48</p>	<p>10</p>	<p>97.0%</p>	<p>9/2023 – 11/2023</p>	<p>\$19,300 + other expenses = \$29,400</p>	<p>導師觀察及問卷</p>	<p>Golden Scene Cinema</p>	<p>目標:</p> <ul style="list-style-type: none"> - 推廣生命教育，向學生灌輸正向人生觀，反思人生方向 - 透過欣賞電影《非同凡響》及校友映後分享會，豐富學生的生活經驗並提升抗逆力以面對生活中的挑戰 <p>時間:</p> <ul style="list-style-type: none"> - 課後時間，共 7 節 入班活動: 5 節; 電影欣賞活動: 1 節; 映後分享會: 1 節 <p>參加對象及人數:</p> <ul style="list-style-type: none"> - 中三級學生: 162 人 <p>成效:</p> <p>參加學生同意活動能讓他們認識情緒的定義，並透過情緒小工具去覺察自己的情緒，參加學生亦同意活動能增強他們的抗壓能力。透過觀看生命教育電影，向學生灌輸正向的價值觀，並讓他們置身於「情境教學」中，反思人生方向，提升抗逆力。</p>
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「桌遊成長」桌上遊戲活動	A-0 B-12	2	96.5%	10/2023 – 12/2023	\$48,500	導師觀察及問卷	BG Infinity 桌樂無限	<p>目標:</p> <ul style="list-style-type: none"> - 從桌遊活動中，豐富學生與人接觸及溝通的機會，改善社交技巧 - 培養參加者對桌上遊戲之興趣，從而促進他們發展線下的活動 - 訓練學生成為桌遊導師，從中製造成功經驗，提升參加者的自我效能感 <p>時間:</p> <ul style="list-style-type: none"> - 課後時間，共 12 節 小組訓練: 6 節; 2 日 1 夜宿營: 5 節; 校內同樂日: 1 節 <p>參加對象及人數:</p> <ul style="list-style-type: none"> - 初中學生，對桌上遊戲有興趣之同學 - 16 人 <p>成效:</p> <ul style="list-style-type: none"> - 100%參加者同意或非常同意目標達成，啟發他們對不同桌上遊戲的興趣，並享受與同儕共學共樂的時間，建議下年度可以繼續推行。
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<p style="text-align: center;">「桌遊成長」 桌遊校隊培訓計劃</p>	<p style="text-align: center;">A-0 B-10</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">82.2%</p>	<p style="text-align: center;">4/2024 – 5/2024</p>	<p style="text-align: center;">\$14,000</p>	<p style="text-align: center;">導師觀察及問卷</p>	<p style="text-align: center;">BG Infinity 桌樂無限 桌遊舊生隊</p>	<p>目標:</p> <ul style="list-style-type: none"> - 以參與 U18 卡坦島比賽為目標，裝備參加者有足夠技術及心態應對比賽 - 透過比賽訓練，提升參加者解難能力，建立信心，從而改善自我形象 <p>時間:</p> <ul style="list-style-type: none"> - 課後時間，小組訓練共 4 節 <p>參加對象及人數:</p> <ul style="list-style-type: none"> - 中一至中五級學生 - 訓練人數: 16 人 - 出賽人數: 8 人 <p>成效:</p> <p>100%參加者同意或非常同意目標達成，參加者出席率高。他們除了參與校外比賽挑戰自己外，更願意在校內舉辦「同樂日」，與同學及老師分享桌遊的快樂。以學校社工觀察，桌遊平台除了促進同學正面社交之外，也提供機會讓有特殊教育需要的學生參與其中，發揮潛力、學習控制情緒及如何與同學保持良好聯繫。</p>
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「社區見習修理師」計劃	A-0 B-8	2	87%	11/2023-1/2024	\$17,500 + other expenses = 18,816.39	導師觀察及問卷	復修辦館	<p>目標:</p> <ul style="list-style-type: none"> - 學習復修在生活上概念、應用及影響 - 掌握基本家居清潔及復修技巧 (風扇和熱水煲的基本維修)，並實踐在義務社區服務之中 - 透過設計及舉行義工活動，提升參加者的能力感 <p>時間:</p> <ul style="list-style-type: none"> - 課後時間，共 9 節 社區參觀: 1 節; 培訓小組: 3 節; 服務準備: 2 節; 服務日: 2 節; 總結: 1 節 <p>參加對象及人數:</p> <ul style="list-style-type: none"> - 中一至中五級學生 - 12 人
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C. 計劃成效

整體來說活動對受惠學生的成效評估如下

請在最合適的方格填上「✓」號	改善			沒有 改變	下 降	不 適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機	✓					
b) 學生的學習技巧	✓					
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感	✓					
個人及社交發展						
f) 學生的自尊	✓					
g) 學生的自我照顧能力	✓					
h) 學生的社交技巧	✓					
i) 學生的人際技巧	✓					
j) 學生與他人合作	✓					
k) 學生對求學的態度	✓					
l) 學生的人生觀	✓					
m) 你對學生個人及社交發展的整體觀感	✓					
社區參與						
n) 學生參與課外及義工活動	✓					
o) 學生的歸屬感	✓					
p) 學生對社區的了解	✓					
q) 你對學生參與社區活動的整體觀感	✓					

D. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別對象學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選 25%的酌情名額；
- 對象學生不願意參加計劃；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：_____

E. 學生及家長有否對計劃提供意見？他們是否滿意計劃的服務？
(可選擇填／不填寫)

學生和家長均對這項計劃表示滿意。

計劃提供了多元化的活動,豐富學生的生活體驗,提升他們的自信心和個人潛能,並培養正面思維方式。

總的來說,這項計劃達到了預期目標,在增強學生自信心、發展個人才能和培養正面思維等方面取得了顯著成效。我們希望能夠持續提供優質的課外活動計劃,為學生的全面發展注入動力。

香港道教聯合會 鄧顯紀念中學
姊妹學校交流報告書
2023 / 2024 學年

學校名稱：	香港道教聯合會鄧顯紀念中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	郭福梅助理校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	惠州市第八中學
2.	
3.	
4.	
5.	

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 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input checked="" 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 checked="" 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 checked="" 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 type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流計劃/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 checked="" type="checkbox"/> 完全達到	C2 <input 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 (*已舉辦 / *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 checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" 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 checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" 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 checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" 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 checked="" 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 (*已舉辦 / *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 checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" 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 checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" 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 checked="" 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 checked="" 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 (*已舉辦 / *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 type="checkbox"/>	描述	編號	<input 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 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 checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" 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 type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪香港姊妹學校作交流的費用	HK\$ 3,000.00
N2	<input type="checkbox"/>	在內地合辦姊妹學校交流活動的費用	HK\$ 35,041.60
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\$ 32,550.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 97,974.80
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 0
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\$ 0
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\$ 0
N8	<input type="checkbox"/>	其他(請註明):	HK\$ 0
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 168,566.40
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 雙方校長、副校長、助理校長及教師共同參與籌備視像交流活動。過程融洽且有效率，對工作分工等方面很快就能達到共識。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 交流形式除了以網上形式進行外，有以實體會面方式進行，會議內容包括籌備工作事宜，在交流過程中有助促進兩地師生的了解。 網上會議的方式簡單直接，適宜在校內多加設幾個可進行網上會議的器材。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> ● 「 2024 粵港姊妹學校中華經典美文誦讀比賽(香港賽區) 」 二零二三年十月：兩地校長及教師以網上會議方式交流，並就籌備工作協議初步定案，決定以視像方式進行兩地交流，並參加「 2024 粵港姊妹學校中華經典美文誦讀比賽(香港賽區) 」。 二零二三年十一月：兩地人員通過視像會議系統進行交流，大會主題：頌讚美麗山河，標題：周覽名山大川 徜徉天上人間。過程順利。 二零二三年十二月：兩地參賽者經排練後，進行異地朗誦錄影，然後經協商後，進行剪輯、配樂等後期製作。 二零二四年七月：主辦方公布比賽結果，兩校榮獲中學組優異獎。 總體來說，是次比賽雖地考試及兩地假期有差異兩個因素影響，但工作安排大致順暢。 ● 二零二四年四月二十六日：姊妹校老師出席我校 40 週年典禮及晚宴，與我校老師交流 ● 惠州文化與體育交流團 二零二四年六月二十六日至二十七日：我校 30 位同學由校長及兩位老師及籃球教練帶領下與姊妹校進行友誼賽，並且一起繪製板畫，並遊覽羅浮山的道家文化景點、中醫藥文化館及東江紀念館，師生們到了比亞迪公司及敏華企業參觀，以認識國家創科工業的發展。 是次交流令兩地師生加深認識，增進友誼，並更進一步認識國家的文化與科技發展。
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i> 津貼主要用於資助交流活動，購置視像系統及支付行政助理的薪金。
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i> 交流活動由香港青少年教育交流中心承辦，服務良好，誠意為我校安排是次交流。
O6	<input checked="" type="checkbox"/>	其他(請註明)： 來年將繼續循視像及實體的形式進行交流。

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	10 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	30 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	100 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	16 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	9 總人次

備註：
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香港道教聯合會鄧顯紀念中學

「公民科津貼」運用計劃

1. 本校計劃運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	預計開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源	7000	5000	21000	1000
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	85000		60000	48000
iii.	舉辦和公民科課程相關的校本學習活動				38000
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉的聯校／跨課程活動		140000	80000	47000
v.	其他（請註明）：				
	總開支金額	92000	145000	161000	134000
	津貼餘款	208000	148501	51352	-497.3

「公民科津貼」運用報告

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源			2262	
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	6499	1282	32617.3	
iii.	舉辦和公民科課程相關的校本學習活動		79867	43970	
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動				
v.	其他（請註明）：				
	總開支金額	6499	81149	78849.3	
	津貼餘款	293501	212352	133502.7	

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

已全數用完

尚有餘款，須退回教育局的款額 _____ 元。

Serving Principal's CPD Portfolio (2023 - 2024)

Name of School: Hong Kong Taoist Association Tang Hin Memorial Secondary School

Name of Principal: Wong Shun Tak

Structured Learning							
Date	Title of CPD Activity	Activity Organizer	Core Area(s)* of Leadership involved	Benefits for Students/ Schools	CPD Hours counted		
					Structured Learning	Action Study	Service to Education and the community
9/9/2023	White Coat Ceremony	Medical Faculty, HKU	III, VI	To show appreciation to the students admitted to the Faculty of Medicine and understand the current situation in medical field.	2		
11/9/2023	Meeting with SSDO	EDB	I, II, III, IV, V	To discuss and review school plan on school major concerns, MCNE and National Security Education.	2		
16/9/2023	Flag-raising Ceremony (「慶祝中華人民共和國成立七十四周年」賀國慶「青年國情傳承、弘揚憲法精神」升旗儀式暨「國家憲法日」校際常識問答比賽頒獎典禮)	香港道教聯合會、通善壇、通善教育中心	I, II	To promote national education and nurture students' national identity	2		
16/9/2023	White Coat Ceremony	Medical Faculty, CUHK	III, VI	To show appreciation to the students admitted to the Faculty of Medicine and understand the current situation in medical field.	2		
19/9/2023	香港宗教界慶祝中華人民共和國成立七十四周年國慶慶典	香港宗教界	VI	To celebrate the establishment of PRC and connect to the outside world.	1		
28/9/2023	北區慶祝中華人民共和國成立 74 周年國慶酒會	北區慶祝國慶籌委會	VI	To celebrate the establishment of PRC and connect to the outside world.	1		
6/10/2024	2023 年區議會一般選舉 地區委員會委員提名區議會選舉候選人及投票安排 (北區)	民政處	VI	To celebrate the establishment of PRC and connect to the outside world.	1		
23/8/2023	香港佛教聯合會永義獎學金頒獎典禮	香港佛教聯合會	IV, VI	To liaise with other religious parties and seek resources for scholarships.	2		
9/12/2023	福建希望工程基金會獎助學金頒獎典禮	福建希望工程基金會	VI	To show appreciation to the students and celebrate their success.	2		
21/10/2023	香港廣東社團獎助學金計劃 2023 獎學金頒獎禮	NT School Heads Association	III, VI	To show appreciation to student awardees.	2		
22/10/2023	NT Outstanding Student Election	Federation of NT Youth	III, VI	To show appreciation to student awardees.	2		
28/10/2023	Prize-giving Ceremony of English Writing Contest 2023	HK Econmic Press	II, VI	To show appreciation to student awardees.	2		
30/10/2023	Seminar on The block insurance policy and Incorporated Management Committee Liability Insurance Policy (IMCLIP)	EDB	VI	To know more about insurance policy provided by EDB	3		

4/11/2023	Visit to North District Hospital	North District Hospital	VI	To understand future development of North District Hospital	2		
12/11/2023	FYSK Scholarship presentation ceremony	FYSK	III, VI	To show appreciation to student awardees.	3		
22/11/2023	中華文化與道教思想	香港道教聯合會	II	To understand Chinese Culture and Taoism	0.5		
23/11/2023	A STEM Seminar on "From Darwin to Wilson, the story of two naturalists" by Academician Zhou Zhonghe, Chinese Academy of Sciences	School and STEM Alliance	I, II, VI	To let teachers and students gain knowledge on STEM development	2		
1/12/2023	Anniversary event of Tin Ka Ping Secondary School	Tin Ka Ping Secondary School	VI	To establish good relationship with other schools in the same district	1		
1/12/2023	Anniversary event of STFA Lee Shau Kee College	STFA Lee Shau Kee College	VI	To establish good relationship with other schools in the same district	2		
1/12/2023	國家發展前景論壇	善德基金會	I, II, III, VI	To understand National Security Law and how education sector in HK be affected.	2.5		
4/12/2023	2023 國家憲法日座談會	HKSAR Government	I, III, VI	To acquire knowledge in Constitution Law and its relation to HK	2		
12/12/2023	The enhanced School Development and Accountability framework	EDB	I, V, VI	To understand EDB's new requirement in Enhanced SDA framework.	3		
13/12/2023	正向教育交流晚宴	Metro News	I, VI	To have professional exchange with local school principals	3		
15/12/2023	Anniversary event of HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School	HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School	VI	To establish good relationship with other schools in the same district	2		
9/1/2024	Staff Development on Effective Teaching & Learning	School	II, III, IV, V	To enhance teachers' effectiveness in teaching and helping students learn	2		
11/1/2024	Drill on Risk management	School, EP	III, IV	To have hands-on practice on risk management	3		
20/1/2024	新界西北區毛筆書法比賽 2023 (青松觀) 頒獎禮	青松觀	III, VI	To show appreciation to student awardees.	2		
8/1/2024	Post-assessment meeting for TOEFL Junior	School	II	To understand student performance after TOEFL Junior Test	1		
16/1/2024	Review meeting on school personal growth programme	School	I, II, III, IV	To study the effectiveness of the moral programmes and give suggestions.	3		
17/1/2024	Review meeting of school discipline matters	School	I, III, IV, V	To review school discipline measures and give suggestions.	3		
22/1/2024	預防學生自殺及校園危機處理分享會	HK Police Force, The Samaritan Befrienders Hong Kong	III, IV, V	To acquire knowledge in early identification of students at high risk of suicide or with mental health needs, and improvement of campus crisis case handling skills	3		
26/2/2024	全港學界國家安全常識挑戰賽頒獎典禮	HKSAR Government	III, VI	To show appreciation to student awardees.	2		
5/3/2024	中華文化與道教思想	香港道教聯合會	II	To understand Chinese Culture and Taoism	0.5		
29/3-4/4/2024	國家安全教育參訪團	HKSAR Government	I, VI	To understand more ob recent development of motherland and national security education	84		

15/4/2024	全民國家安全教育日開幕典禮	HKSAR Government	I, VI	To present in front of CE and Government officials about National Security	4		
19/5/2024	大灣區優秀學生選舉 2024	香港校董會	III, VI	To show appreciation to student awardees.	2		
20/5-25/5/2024	Leadership Enhancement Programme for Secondary School Principals (2023/24)	Professional Development and Training Division, EDB	I, VI	To widen secondary school principals' horizons, deepen their understanding of the development of the Mainland, and enhance their leadership and foresight in education through thematic talks, visits, school shadowing and professional exchange sessions, etc.	40		
14/6/2024	學校財務資源及風險管理	HKTA School Heads Association	V, VI	To know more about financial management and risk management	3		
27-28/6/2024	Two-day visit to Wai Chow (Sister-school scheme)	School	I, II, IV	To nurture patriotism and connect with outside world	16		
4/6/2024	Review meeting of school counselling services	School	I, III, IV	To review school counselling services and give suggestions.	2		
11/6/2024	Review meeting on school personal growth programme	School	I, II, III, IV	To study the effectiveness of the moral programmes and give suggestions.	3		
12/6/2024	Review meeting of school discipline matters	School	I, III, IV, V	To review school discipline measures and give suggestions.	3		
2/7/2024	Review meeting with school EP	School	I, V, VI	To review services provided by the school Educational Psychologist.	1		
8/7/2024	Meeting with SSDO	EDB	III, IV	To discuss school staff promotion matters	2		
12/7/2024	Review meeting with school social worker service provider	YWCA	I, V, VI	To review school social worker services with YWCA officials.	1		
20/7/2024	2023-2024 年度北區優秀學生選舉	北區青年協會	III, VI	To show appreciation to student awardees.	2		

Subtotal (hours): 229.5

Action Study							
Date	Title of CPD Activity	Activity Organizer	Core Area(s)* of Leadership involved	Benefits for Students/ Schools	CPD Hours counted		
					Structured Learning	Action Study	Service to Education and the community
11/2023 ; 3/2024	Lesson Study LAC	School	I, II, III	To facilitate cooperation between different subject panels and promote the use of language across the curriculum.		10	
10/2023	Study how improvement in student learning could be quantitatively measured using increase/decrease in ranking.	School	I, II, III	The improvement index was found to have deviated result as the number of data was not much (at most around 160). And the result might be severely affected by skewed data set. Therefore, another method using the difference in rank was considered. However, if the population size is small, qualitative judgement is preferred.		10	

Subtotal (hours): 20

Service to education and the community							
Date	Title of CPD Activity	Activity Organizer	Core Area(s)* of Leadership involved	Benefits for Students/ Schools	CPD Hours counted		
					Structured Learning	Action Study	Service to Education and the community
16/10/2023	ICT SBA DC Meeting	HKEAA	II, VI	To coordinate schools to conduct ICT SBA in proper manner			1
21/10/2023	ICT SBA Seminar	HKEAA	II	To understand the assessment design of the public assessment and the implementation of SBA of the ICT curriculum			3
11/3/2024	ICT SBA DC Meeting	HKEAA	II, VI	To coordinate schools to conduct ICT SBA in proper manner			1
14/9/2023 18/10/2023 5/12/2023 26/1/2024 1/3/2024 23/4/2024 5/6/2024	Meetings	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2 2 2 2 2 2 2
10/5/2024	道教歌曲歌唱比賽						2
20/11/2023	Talk on Taoism						2
17/2/2024	道聯會甲辰年新春團拜						2
3/3/2024	甲辰年道教日晚宴暨甲辰年新春聯歡晚宴						2
10/3/2024	甲辰年香港道教日開幕典禮						2
20/3/2024	道德經朗誦比賽						2
15/3/2024	信善紫闕玄觀獎學金暨道德經書法比賽頒獎典禮						2
10/1/2024	校長會第 2 屆執委會就職禮	HKTA School Heads Association	VI	To know more about local temples			3
24/1/2024	圓玄學院七十週年慶典晚會	YYI	VI	To know more about local temples			3
18/8/2024	圓玄學院甲辰年孟蘭法會圓隆晚宴	YYI	VI	To know more about local temples			3
18/5/2024	道教文化·中國風俗暨全真祖師碑刻拓片展覽	FYSK	VI	To know more about local temples			2
16/9/2023	Flag-raising Ceremony (「慶祝中華人民共和國成立七十四周年」賀國慶「青年國情傳承、弘揚憲法精神」升旗儀式暨「國家憲法日」校際常識問答比賽頒獎典禮)	香港道教聯合會、通善壇、通善教育中心	I, II	To promote national education and nurture students' national identity			2
15/9/2023	升中導航籌備會議	North District Secondary School Principals Association	VI	To give clearer picture to local P6 students about school development.			1
21/9/2023	Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			3
11/1/2024	Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			2

6/12/2023	北區閱讀節頒獎禮	North District Secondary School Principals Association	I, VI	To promote reading in school and appreciate students' achievements				2
18/12/2023	北區醫院「一家一劃」活動	North District Secondary School Principals Association	VI	To know more about future cooperation with ND Hospital				2
11/4/2024	北區醫院「一家一劃」會議	North District Secondary School Principals Association	VI	To know more about future cooperation with ND Hospital				2
5/1/2024	大埔警區與中小學校長交流會	North District Secondary School Principals Association	VI	To understand the handling and prevention of student suicides, and the handling and procedures of child abuse cases				3
8/4/2024	PolyU visit	North District Secondary School Principals Association	I, VI	To know more about PolyU admission requirement and programme characteristics				3
9/5/2024	Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.				3
17/9/2023	Mentorship Scheme	Tang Hin Alumni	IV, V, VI	To connect with alumni stakeholders and help students understand more thoroughly on their future career and studies.				3
18/9/2023	Meeting	PTA	IV, V, VI	To organize activities to promote home school cooperation.				2.5
7/10/2023	Parent Seminar							3
17/11/2023	AGM							2
4/12/2023	Meeting							2.5
6/1/2024	Parent Seminar(品格教育 - 責任及權威篇)							3
4/2/2024	Meeting							2.5
10/5/2024	Meeting							2.5
8/6/2024	Parent Seminar							2.5
27/9/2023	Council Meeting	HKACE	I, VI	To serve the community in the aspect of Computer Education and connect to the outside world.				2
28/11/2023	Council Meeting		I, VI	To serve the community in the aspect of Computer Education and connect to the outside world.				2
29/2/2024	Spring gathering		VI	To enhance linkage with outside parties				2
15/6/2024	AGM		I, VI	To understand current trend in Computer Education and connect to the outside world.				3
21/6/2024	Preparation meeting	HKACE Mock Exam Committee	II, VI	To organize ICT Mock exam for the DSE candidates, promote teacher professional growth and connect with outside world.				2
16/2/2024	Meeting for introduction of services offered by HKEdcity and future collaboration	HKACE, HKEdcity	VI	To enhance linkage with outside parties				2
6/10/2023	North District CYC Meeting	CYC	IV, VI	To arrange activities and connect with ND schools.				2
4/12/2023	North District CYC Meeting							1
24/1/2024	North District CYC Meeting							1
7/5/2024	North District CYC Meeting							2

4/12/2023	Prize-giving Ceremony for 環保為公益 organizing committee members					1
3/11/2023	ND Principal Sharing Session	EDB	I – VI	EDB disseminates important information.		2
18/11/2023	2023 Fight Crime Conference	HKSAR	VI	To understand topics relating to law and order and crime-fighting strategies in Hong Kong		3
18/11/2023	Talk for preparing S1 Admission	HKCKLA Buddhist Wisdom Primary School	VI	To give clearer picture to local P6 students about school development.		1
5/12/2023	Arrange school visit and participation in activities for primary students	HKCKLA Buddhist Wisdom Primary School	VI	To establish good relationship with other schools in the same district.		1
18/1/2024	Prize-giving Ceremony for 1st term	HKCKLA Buddhist Wisdom Primary School	VI	To be the officiating guest and deliver a speech in the prize-giving ceremony		1
24/1/2024	學校處理投訴分享會	EDB	IV, V, VI	To know more about how to handle complaints		2
2/12/2023	P6 Academic Contest	School	VI	To arrange a competition for ND students and let them know their ability. And to connect with ND primary schools.		3
16/12/2023	Information Day	School	VI	To give clearer picture to local P6 students about school development.		4
6/12/2023	Talk for preparing S1 Admission	Shek Wu Hui Public School	VI	To give clearer picture to local P6 students about school development.		1
15/12/2023	Talk for preparing S1 Admission	Wai Chow Public School (Sheung Shui)	VI	To give clearer picture to local P6 students about school development.		1
7/12/2023	Talk for preparing S1 Admission	FSFTF Fong Shu Chuen Primary School	VI	To give clearer picture to local P6 students about school development.		1
16/12/2023	Talk for preparing S1 Admission	HKTA WC NLW School	VI	To give clearer picture to local P6 students about school development.		1
26/11/2023	北區地區委員會界別候選人簡介會	Home Affairs Department, HKG	VI	To understand policy by constituency candidates		2
16/2/2024	民政及青年事務局新春酒會	Home Affairs Department, HKG	VI	To connect with outside world		2
22/3/2024	2024 全國兩會精神分享會 - 北區座談會	Home Affairs Department, HKG	I, VI	To understand political trend and connect with outside parties		2
4/11/2024	無毒有樂在北區 2023	District Fight-crime Committee (North)	VI	To connect with outside world		2
7/5/2024	北區撲滅罪行委員會(2024 至 2026 年度) 第一次會議	District Fight-crime Committee (North)	VI	To connect with outside world		2
19/5/2024	沙頭角提子防騙計劃嘉年華	District Fight-crime Committee (North)	VI	To connect with outside world		2
19/6/2024	Visit to police dogs training centre	District Fight-crime Committee (North)	VI	To connect with outside world		2
28/8/2024	活動工作小組第二次會議	District Fight-crime Committee (North)	VI	To connect with outside world		2
19/3/2024	Sharing session on ESR preparation	School and 3 other schools	I, IV, V, VI	To understand most updated ESR requirement		2
3/6/2024	Professional exchange meeting	School and Tsuen Wan Public Ho Chuen Yiu Memorial College	I, IV, V, VI	To have professional exchanges in various educational issues		2
27/10/2023	IMC Meeting 1	School IMC	I – VI	To formulate the school direction, policies and strategies.		2
15/12/2023	Special IMC Meeting					2
18/3/2024	IMC Meeting 2					2
22/8/2024	IMC Meeting 3					2
25/9/2023	SPC Meetings					2

19/10/2023							2	P.7
2/2/2024							2	
22/2/2024							2	
4/3/2024							2	
5/4/2024							2	
13/5/2024							2	
28/5/2024							2	
4/7/2024							2	
13/8/2024							2	
28/5/2024	AGM	HK Girl Guides Association (North District)	VI	To connect with outside world			1	
29/6/2024	Inauguration Ceremony and Prize-giving	HK Girl Guides Association (North District)	VI	To connect with outside world			1	
12/6/2024	Visit CityU on STEM development and NSE	School and CityU	I, III, VI	To know more about STEM development and NSE and connect with outside world			3	
25/6/2024	Shaing session on School-based strategies on catering for learner diversity	EDB	I, II, III	To share school-based strategies on catering for learner diversity			3	
1/7/2024	Flag-raising ceremony	North District Celebration of Hong Kong's Return to the Motherland Activities Committee	VI	To connect with outside world			1	
26/5/2024	雙魚區 2024-2025 年度頒獎禮	HK Scout Association	VI	To connect with outside world			1	
23/6/2024	333 小老師培訓計劃聯合頒獎禮	Werfamily Foundation	II, VI	To appreciate students' contribution to serving others and connect with outside world			2	
26/6/2024	Talk on Innovation and Entrepreneurship	School, Alumni Association	I, VI	To enhance students' understanding on Innovation and Entrepreneurship			2	

Subtotal (hours):

193.5

Year Total (2023-2024) (hours):


443

***Core Areas of Leadership:**

- I. Strategic Direction and Policy Environment
- II. Teaching, Learning and Curriculum
- III. Leader & Teacher Growth and Development

- IV. Staff and Resource Management
- V. Quality Assurance and Accountability
- VI. External Communication and Connection

Submitted by: WONG SHUN TAK
(Name of Principal)

(Signature)
Date: 3/9/2024Endorsed by: TONG SAU CHAI HENRY
(Name of Supervisor of the IMC)

(Signature)
Date: 3/9/2024

Hong Kong Taoist Association Tang Hin Memorial Secondary School
Use of Capacity Enhancement Grant
ANNUAL REPORT (2023-2024)

1. OBJECTIVES OF THE CURRENT SCHOOL YEAR

1.1	To enhance students' language proficiency
1.2	To improve students' mathematical skills
1.3	To provide support for the learning of individual students
1.4	To reduce the workload of teachers in terms of invigilation and preparation of teaching materials, as well as in dealing with the diverse learning needs of students

2. Review of Programme Plan

Objective 1.1 To enhance students' language proficiency					
Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestions for Further Improvement
(1) To employ part-time tutors to conduct English enrichment courses for S1-S6 less able students	Ms. Leung KC Mr. Lui KL Ms. Ngo KK Ms. Tang PS	<ul style="list-style-type: none"> • High attendance rate (>80%) • 70% of the target students show an improvement in their academic performance after attending the courses. • 70% of the target students agree that the courses are useful for improving their English language skills. • 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<ul style="list-style-type: none"> • The attendance rate was high (87.3%). • The target students in the senior forms performed satisfactorily and most of them (76%) passed the annual results. However, the target students in the junior forms needed more learning support. • Most of the target students (>80%) agreed that the courses were useful for improving their English language skills. • Most of the teachers concerned (>90%) agreed that their workload had been reduced, giving them more time to meet the needs of their students. 	Part-time tutors and subject teachers should discuss the students' learning progress and suggest ways to improve their performance.	Materials and activities can be adapted to the needs of the students. A post-test or post-exam review related to core components or common mistakes for underachievers should be conducted in Junior Form classes.

(2) To employ a tutor to mark S6 students' integrated tasks and give post-writing feedback to students	Ms. Leung KC Mr. Lui KL Ms. Ngo KK Ms. Tang PS	<ul style="list-style-type: none"> 70% of the target students show an improvement in academic performance. 70% of the target students agree that the course is useful for improving their language proficiency. 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<ul style="list-style-type: none"> Most of the target students (>80%) showed an improvement in their academic performance. Most of the target students (>80%) agreed that the course was useful in improving their English writing skills. Most of the teachers involved (>80%) agreed that their workload had been reduced, allowing them to devote more time to the needs of their students. 	The part-time tutor and subject teachers should discuss the students' learning progress and suggest ways to improve their performance.	As it is difficult to find experienced teachers to mark the work of senior students, the course may not continue next year.
(3) To employ part-time tutors to conduct Chinese enrichment courses for S1-S5 less able students	Ms Leung KC Mr. Lui KL Ms Tsang WK Ms Yeung Shek Tan	<ul style="list-style-type: none"> High attendance rate (>80%) 70% of the target students show an improvement in their academic performance after attending the courses. 70% of the target students agree that the courses are useful for improving their language proficiency. 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<ul style="list-style-type: none"> The attendance rate was high (88.2%). The target students in the junior forms performed satisfactorily and most of them (78.2%) passed the annual results. However, the target students in the senior forms needed more learning support. Most of the target students (>80%) agreed that the courses were useful for improving their language proficiency. Most of the teachers concerned (>90%) agreed that their workload had been reduced, giving them more time to meet the needs of their students. 	Follow-up actions should be taken to improve students' learning. Part-time tutors and subject teachers should communicate more frequently to suggest ways to improve students' Chinese proficiency.	Materials and activities can be adapted to the needs of the students.

Objective 1.2 To improve students' mathematical skills					
Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestions for Further Improvement
To employ part-time tutors to conduct mathematics enrichment courses for S1-S5 less able students	Ms Leung KC Mr. Lui KL Mr. Cheung WC	<ul style="list-style-type: none"> • High attendance rate (>80%) • 70% of the target students show an improvement in their academic performance after attending the courses. • 70% of the target students agree that the courses are useful for improving their mathematical skills. • 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<ul style="list-style-type: none"> • The attendance rate was high (89.8%). • Although the target students showed improved mathematical skills, they still did not perform as they hoped. They needed more learning support. • Most of the target students (>80%) agreed that the courses were useful for improving their mathematical skills. • Most of the teachers concerned (>90%) agreed that their workload had been reduced, giving them more time to meet the needs of their students. 	<p>Follow-up actions should be taken to improve students' learning.</p> <p>Part-time tutors and subject teachers should communicate more frequently to suggest ways to improve students' mathematical skills.</p>	Materials and activities can be adapted to the needs of the students.

Objective 1.3: To provide support for the learning of individual students					
Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestions for Further Improvement
To employ part-time tutors to provide individual support to low achievers	Ms Leung KC Mr. Lui KL	<ul style="list-style-type: none"> High attendance rate (>80%) 70% of the target students show an improvement in their academic performance. 70% of the target students agree that the learning support is useful for improving their study skills. 70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students. 	<ul style="list-style-type: none"> The attendance rate was high (86%). Most of the target students (>80%) showed improved performance in study skills as evidenced by their exam results. Most of the target students (>80%) agreed that the courses were useful for improving their study skills. Most of the teachers concerned (>90%) agreed that their workload had been reduced, giving them more time to meet the needs of their students. 	Part-time tutors can give more encouragement to students and help them set goals to improve in the next term.	There should be better communication between tutors and subject teachers. More guidance should be given to tutors to help them prepare for tutorial groups.

Objective 1.4: To reduce the workload of teachers in terms of invigilation and preparation of teaching materials, as well as in dealing with the diverse learning needs of students					
Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestions for Further Improvement
To employ part-time tutors to help teachers with invigilation and provide more learning support for individual students	Ms Leung KC Mr Lui KL	<ul style="list-style-type: none"> 70% of students agree that the study room gives them a quiet place to study. 70% of the teachers involved agree that their workload has been reduced, allowing them to spend more time with their students. 	<ul style="list-style-type: none"> Most students (86%) agreed that the study room was well-managed and gave them a quiet place to study. Most of the teachers concerned (>90%) agreed that their workload had been reduced, giving them more time to meet the needs of their students. 	More signs reminding students to keep quiet can be put up in the study room to create an environment conducive to learning.	More part-time tutors can be employed to assist teachers with invigilation and study room supervision.

3.	FINANCIAL REPORT			
	Income:			
			Grant Received:	\$666,935.00
	Expenditure:			
	Item	Description	Amount(\$)	Remarks
	1	Part-time English tutors	82,075.00	Capacity Enhancement Grant
	2	Part-time Tutors (S6 English)	11,250.00	Capacity Enhancement Grant
	3	Part-time Chinese tutors	71,630.00	Capacity Enhancement Grant
	4	Part-time Mathematics tutors	57,000.00	Capacity Enhancement Grant
	5	Tutorial Groups	121,467.50	Capacity Enhancement Grant
	6	Part-time tutors	51,620.00	Capacity Enhancement Grant
		Total:	395,042.50	
		Balance c/d	271,892.50	to be deployed to EOEBG

4.	PROGRAMME TEAM	
	Unit Head: <u>Leung Kit Ching / Lui Ka Lun</u>	
	Members:	
	Ngo Kuen Kuen	Tsang Wing Kuen
	Tang Pui Shan	Yeung Shek Tan
	Cheung Wai Chiu	