

# **CCC Kei Yuen College**

**2022 – 2023**



## **Annual School Report**

# **CCC KEI YUEN COLLEGE**

## **School Report**

**2022 – 2023**

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# **School Vision, Motto, Mission, Core Values and Culture**

## **School Vision**

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of “Serving & Preaching through Schooling” from HKCCCC and following God’s words “Together we grow in Him”, we endeavour to provide students with quality whole-person education. We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognize and put special attention to students’ individuality and provide them with abundant opportunities to develop their individual potential so that they could grow up into teenagers who treasure themselves, cherish others and love God.

## **School Motto**

We will in all things grow up into him who is the Head, that is Christ.(Ephesians 4:15)

## **School Mission**



## **School Core Values**

Excellence with a Soul  
Outstanding with a Heart

## **School Culture**

Love & Care

# **School Goals**

## **1. Develop a happy learning and teaching environment**

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, and enhance the quality of the education provided.

## **2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students**

### **2.1 Moral**

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

### **2.2 Intellectual**

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

## **2.3 Physical**

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

## **2.4 Social**

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

## **2.5 Aesthetic**

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

## **2.6 Spiritual**

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

## **3. Recognise and respect students' individuality, inspire individual potential**

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

## **4. Appreciate life, be willing to improve, lead a Christian life**

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ and pursue a beautiful and harmonious life.

# **Our School**

## **1. School Profile**

### **1.1 Brief history**

The Hong Kong Council of the Church of Christ in China (HKCCCC) has been working with endeavor on education to nurture students through serving and preaching at schools. In response to the request made by the government to expand junior education and provide nine-year free education, the school management committee and the executive committee decided in November, 1980 to accept the government's invitation to establish two grammar secondary schools, namely Kei Yuen College and Kei Long College, at Yau Tin Area in Yuen Long. The government was responsible for the construction of the school campus whereas the HKCCCC for the cost of setting up facilities, which was 1.6 million dollars for each school.

On 19 July, 1982, the Education Department handed over the ownership to the sponsoring body. In the meantime, our school started recruiting teachers and handling Secondary 1 and 4 student's registration procedures. On 3 August, the school completed the registration procedures and CCC Kei Yuen College became one of the grammar schools affiliated to the Hong Kong Council of the Church of Christ in China. It started its first academic year on 1 September, 1982.

### **1.2. School Profile and Facilities**

CCC Kei Yuen College is an aided full time co-educational school situated in Fung Yau Street East with an area of about 40,000 square feet. Our school campus includes a six-storey teaching block and a hall block. A new playground is expected to be in use in the coming school year. The teaching block houses 30 standard classrooms, 16 special rooms and other function rooms such as the four staff rooms, PE Room, Medical Inspection Room, Parents Resources Centre, School Library, the staff common room and the tuck shop. In addition to the standard facilities provided by the Education Bureau, a multimedia learning centre was set up to promote IT education.

Air-conditioners have been installed in all the rooms to provide students with a quiet and comfortable environment to study in. Moreover, to facilitate IT in education and to enhance teaching effectiveness, the school hall, all the classrooms and VA rooms, Geography room have been equipped with ePanel. And WiFi can be accessed in the whole campus to facilitate mobile learning.

## 2. School Management

The Incorporated Management Committee (IMC) was set up in 2011. The current composition of the IMC is listed below:

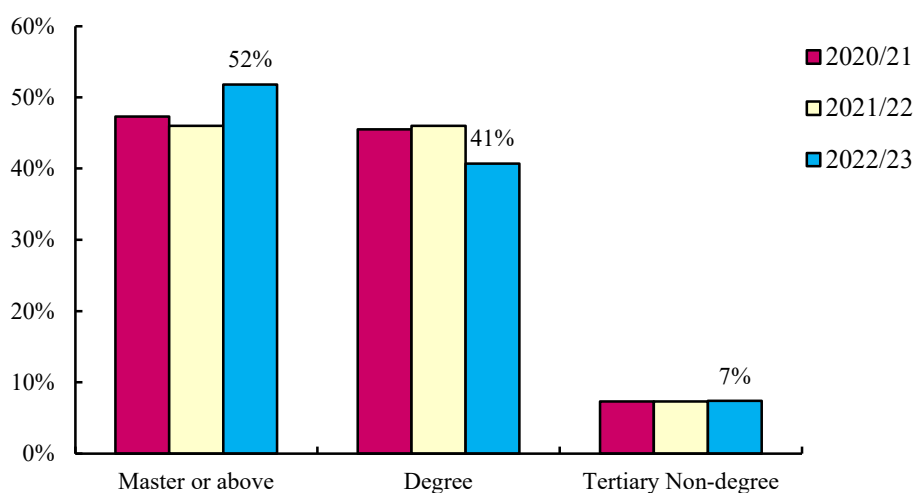
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

## 3. Teacher Qualifications

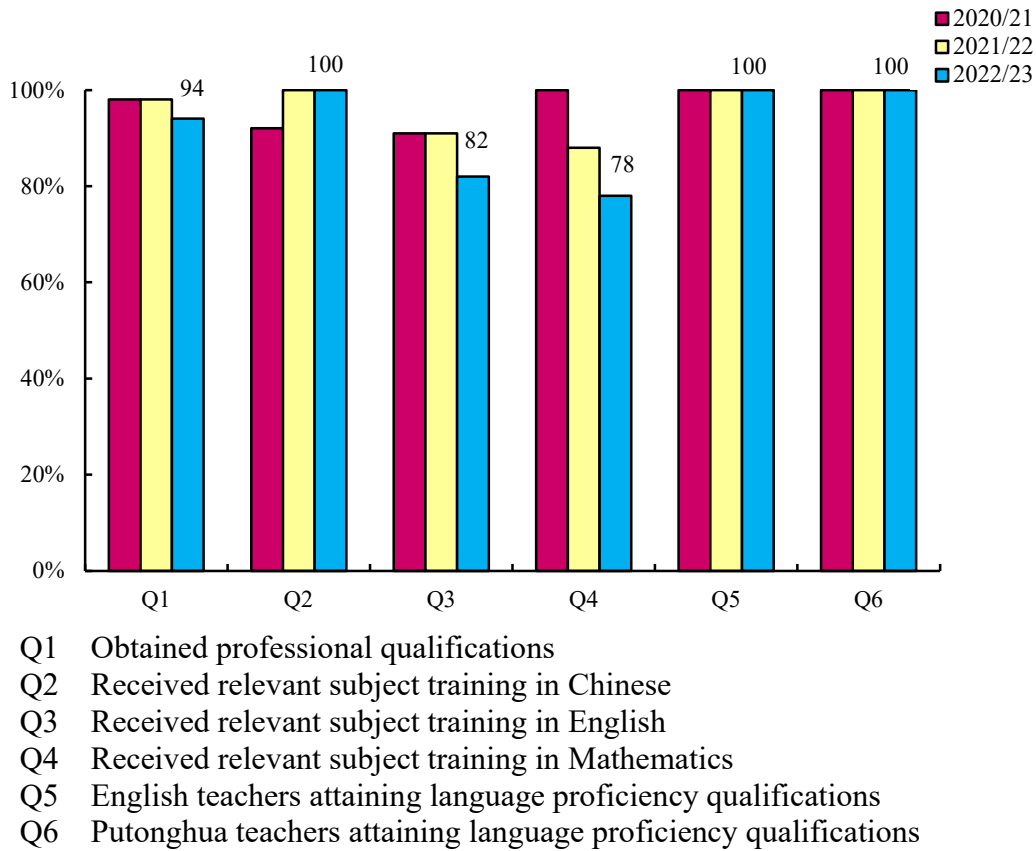
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2020/21	50	4	1	55
2021/22	51	4	1	56
2022/23	49	4	1	54

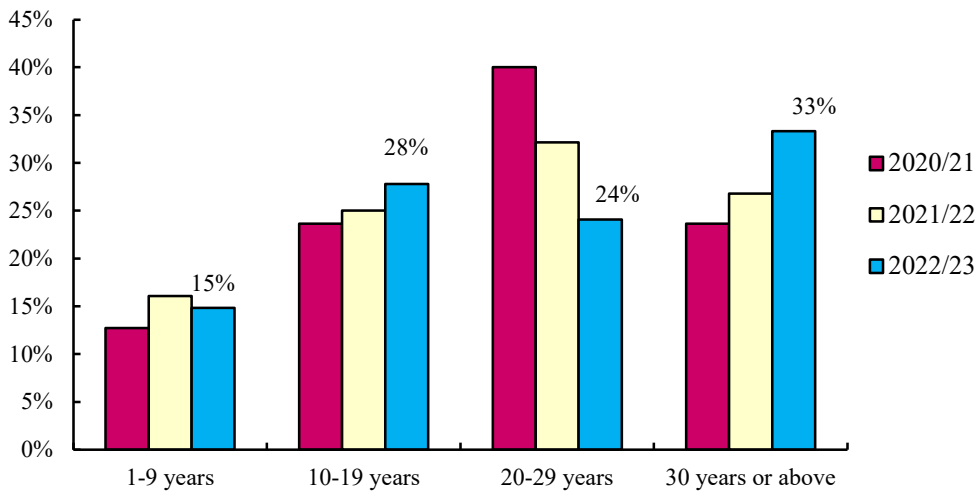
3.2 The percentages of teachers' highest academic qualifications in the past three years:



3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

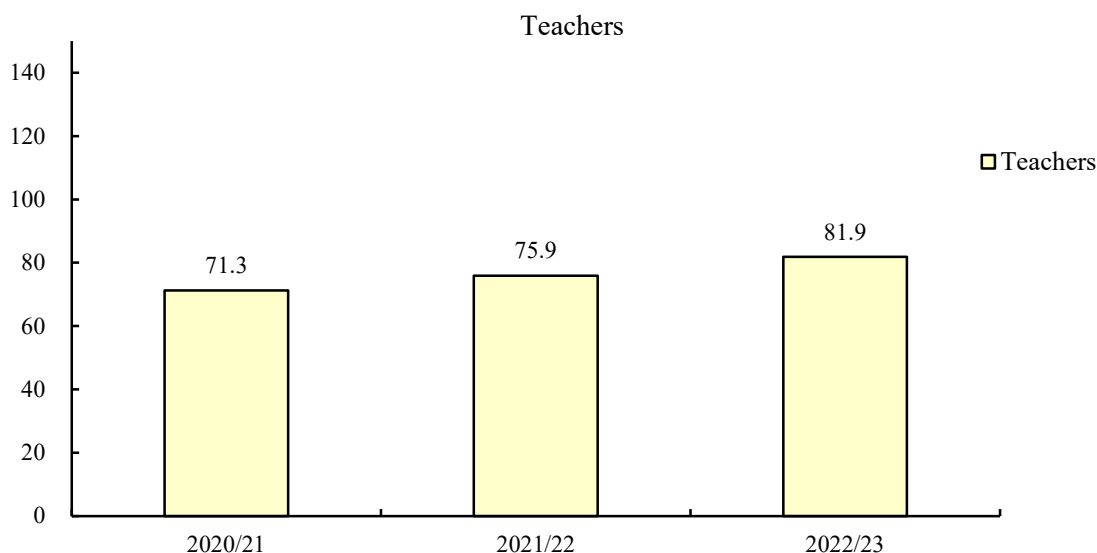


3.4 Teachers' teaching experience in the past three years:





### 3.4 Continuous Professional Development hours of the Teachers:



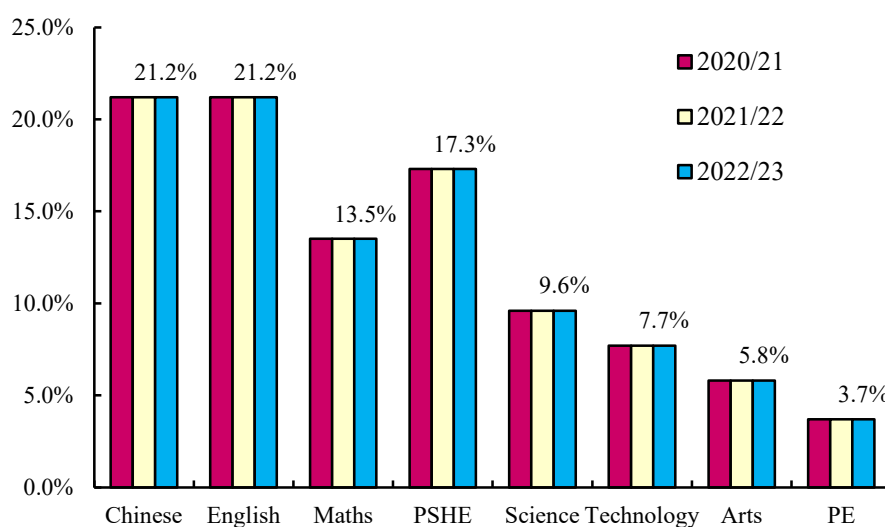
## 4. Class Structure and Student Population

The number of classes and students in the 2022/23 academic year:

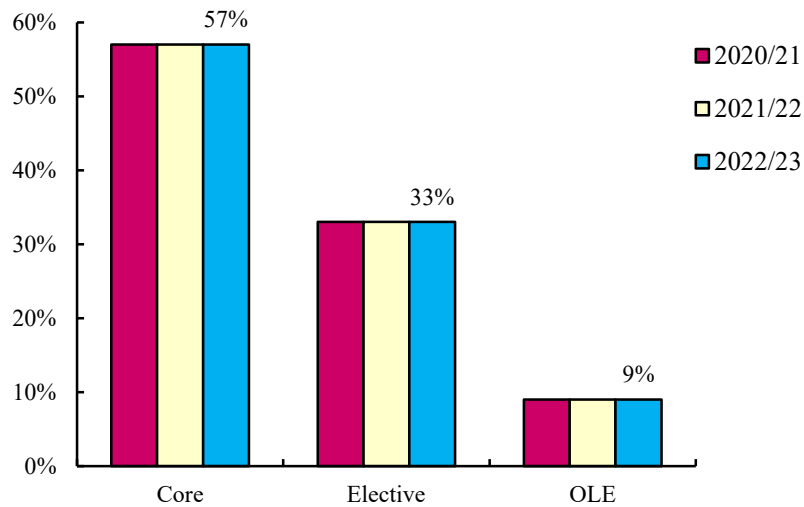
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Boys	56	54	42	46	54	49	301
No. of Girls	71	58	69	55	54	53	360
Total No. of Students	127	112	111	101	108	102	661

## 5. Lesson Time for the 8 Key Learning Areas (KLAs)

5.1 The percentages of lesson time allotted to the 8 KLAs (S.1 and S.2) in the past three years:



5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



## 6. Active School Days

The number of active school days for S.1 to S.3 students (including days with regular classes and learning activities such as School Picnic, Sports Days, Life-wide Learning Day etc.) is shown as follows:



## **Achievements and Reflections on Major Concerns**

### **I. Priority Task 1: To Strive for Academic Excellence**

#### **A. Achievements**

##### **1. Fostering proactive and self-motivated learners**

- 1.1 Of the subjects, 82.6% arranged sharing sessions during panel meetings, and a workshop was held to equip teachers with skills in editing well-designed pre-lesson tasks, as well as facilitating co-learning and mutual learning activities.
- 1.2 All teachers, totaling 100%, implemented at least one guided learning plan incorporating pre-lesson tasks and group activities for lesson observation, thereby introducing co-learning and mutual learning.
- 1.3 All subjects assigned pre-lesson tasks to students as a common practice in daily teaching. Of the subjects, 82.6% edited at least one well-designed pre-lesson task in each unit.
- 1.4 A 30-minute timetabled self-regulated learning period was scheduled on a daily basis to foster proactive study habits among S1 to S3 students. Of the students surveyed, 94.4% reported that they always or sometimes re-organized their notes and learning materials, while 87.3% always or sometimes completed pre-lesson tasks. Moreover, 86.1% of students always or sometimes engaged in reflection during the SRL Period. Additionally, 69.7% of students found the SRL period helpful in their learning, as they demonstrated initiative by employing various learning skills and applying study strategies.
- 1.5 Of the teachers, 48% participated in inter-school lesson observations on SRL. All participants agreed that they learned strategies of self-regulated learning.
- 1.6 A total of 8 workshops or training sessions were conducted throughout the year, during both the OLE period and SRL period for S.1-S.3 students. In addition, videos addressing topics such as goal setting, reflection, the significance of SRL, and study skills were produced and shared with students.
- 1.7 An impressive 86.2% of S.1-S.4 students found their schoolmates' sharing of self-regulated learning strategies to be beneficial.
- 1.8 On average, each S.1-S.4 student reads 5.1 books per year.
- 1.9 About 43.7% of students agreed that they frequently engage in reading materials such as leisure reading materials and newspapers outside the classroom.
- 1.10 All subjects, totaling 95.7%, incorporated reading strategies into their subject assessments.

##### **2. Unleashing students' academic potential**

- 2.1 Of the subject teachers, 86% used eMarkers' reports in unit tests to analyse students' performance and design follow-up assessments.

- 2.2 In the 2022-23 academic year, the COVID-19 pandemic significantly affected examinations, leading to a high number of student absences. As a result, the converted scores and rankings lack sufficient representativeness. Consequently, the data has not been entered into the SDAS system. Subjects have instead relied on daily assessment results to evaluate and guide subsequent measures.
- 2.3 Of the DSE subjects, 93.3% used data to evaluate and devise action plans for learning and teaching.
- 2.4 Of the DSE subjects, 86.7% arranged at least one demonstration/sharing session about enhancing students' learning effectiveness via examination-directing strategies and data analysis tools.
- 2.5 24 teachers participated in DSE Core Subjects Enhancement Program, 75% targeted students gained 3322 in core subjects.
- 2.6 The combinations of elective subjects in S.4 have been reviewed and changed. Synergy was promoted while students were choosing their elective subjects.
- 2.7 All DSE subjects provided extended online self-learning resources and question banks to students. HKedcity Online Question Bank and online courses from Oracle Academy, Cisco Network Academy, and Code.org were selected as self-paced learning courses for enhancing learning.

### **3. Catering for the diversity of students with various talents and learning needs**

- 3.1 A well-organised web-based database was launched to store documents of lesson plans with differentiated instruction strategies, tiered assignments, and pre-lesson tasks.
- 3.2 All S.3 students were invited to participate in the MOOC Initiative, and 107 students were engaged in the initiative. Of the students, 94 S.3 students (88%) completed at least one MOOC, and 178 MOOCs were completed in total. 10 students completed four MOOCs during the summer holiday.
- 3.3 Of the students, 45 who completed at least one MOOC from the top 50 ranked universities in the Times Higher Education World University Rankings were presented with one of their MOOC-verified certificates.
- 3.4 Based on survey results from HKU TELI, over 82% of MOOC students in S.3 and S.4 agreed or strongly agreed that MOOC learning enabled them to learn based on their interests.
- 3.5 Subject excellence awards and improvement awards were set up; the total numbers of awards were 394 and 470, respectively.
- 3.6 Nine English activities outside the classroom were conducted by NETs.
- 3.7 Global Week was scheduled from 14/11 to 18/11. Class activities, such as Global Dialogues, took place in S.4 and S.5 classes. There were 15 lessons in total. Global Village took place after school. Students participated in the event on a voluntary basis. S.1 to S.3 students participated in the Global Assembly in the school hall, and the senior form students joined the event through live broadcasts in their classrooms. Based on the survey results, 94% of S.4 and S.5 students

agreed or strongly agreed that CCCKYC Global Week was effective in engaging them in learning different rites and rituals from countries all around the world.

- 3.8 To further enhance the exchange of experiences, develop proper strategies, and inspire each other in introducing cross-curricular learning, we organised a sharing session on “Strategies to Promote Cross-Curricular Learning through Global Classroom” on 18 November 2022 (9:50 a.m. – 1:10 p.m.). S.5 Chinese Literature and S.5 English Language classes were showcased in the sharing session. 30 principals, teachers, and educators from 13 secondary and tertiary institutions attended the sharing sessions. Based on the survey results, 90% of the respondents agreed or strongly agreed that sharing session was effective in engaging them to learn more about raising students’ global awareness through interaction with guest speakers from around the world, boosting students’ confidence in communicating with people from different countries, and cultivating students’ understanding of different cultures and literature.
- 3.9 To conduct the Global Week programme, students were offered the opportunity to interact with foreigners and stimulate curiosity about the world.
- 3.10 To collaborate with the HKU Teaching and Learning Innovation Centre (TALIC) in the HKU MOOC Conference for S.3. All S.3 students attended the HKU MOOC Conference on 3/7/2023. Ng Sum Yuet (5C) and Tsui Hong Ching (3D) represented our school to share their MOOC experiences in the morning assembly and the HKU MOOC Conference.

## **B. Reflection**

1. All teachers have implemented at least one guided learning plan that includes pre-lesson tasks and group activities for lesson observation. In the upcoming year, we are planning to facilitate cross-subject peer lesson observation and post-lesson discussions to enhance the utilization of the SRL Lesson Plan Framework.
2. During staff development days, emphasis can be placed on introducing guided learning, co-learning, and mutual learning strategies to address learner diversity.
3. With a series of staff development measures, such as arranging interflow on staff development days, student workshops, lesson observations with various network schools from the Hong Kong Association of the Heads of Secondary Schools, and conducting in-house lesson studies, all subject departments were equipped with designed sets of guided learning plans. Four key elements were emphasised in adopting SRL:
  - (1) Self-learning
  - (2) Guided learning
  - (3) Co-learning
  - (4) Mutual learning
4. Self-regulated learning will be further promoted. The teachers will adopt at least one guided learning plan with their pre-lesson tasks and group activities for lesson observation (to introduce guided learning, co-learning and mutual learning in order to cater for learner diversity). A 30-minute, timetabled, self-regulated learning period was arranged on a daily basis to develop S.1 to S.3 students’ proactive study habits.
5. The subject department will continue to use eMarkers’ reports in unit tests to analyse students’ performance and design follow-up assessments. All eMarkers’ reports will be saved in respective files in the Kei Yuen Cloud for easy reference.

6. The DSE Core Subjects Enhancement Programme will continue to be conducted.
7. The junior form curriculum(School-based STEAM curriculum, Citizenship, Economics, and Society S.1-3) will be reviewed.
8. The materials of ERaC programmes provided by the EDB School Support Team were well-designed and of an appropriate level of difficulty. They can be adopted in the coming years.
9. The implementation of the S.4 RaC period was smooth, and the students were interested in the reading materials provided.
10. As a core part of our cross-curricular learning and global classroom initiative, our school collaborated with the Teaching and Learning Innovation Centre (TALIC) of the University of Hong Kong (HKU) and a MOOC platform, Coursera, to introduce massive open online courses (MOOC) to students. MOOCs were promoted to all S.3 and S.4 students. All S.3 students were required to complete a MOOC as their assignment for the summer holidays. In addition, a MOOC x reading curriculum was implemented in S.4 in which students engaged in cross-curricular learning over the academic year by taking MOOCs that they were interested in; it aimed to cultivate their self-regulated learning skills.
11. 18 MOOC certificates covering six different areas (medicine, public health, finance, programming, humanities, and languages) are displayed in the new SRL Lab and Room 115.
12. A technologist from HKU TALIC will collaborate with our school to promote MOOC learning in both S.3 and S.4.
13. To cultivate a positive learning vibe, provide a platform for students to showcase their learning outcomes, and strengthen their self-regulated learning skills, a pilot S.2 Literature Out Loud programme was introduced in the second term and the scheme will be introduced in S.1 as well in the next academic year. Another pilot S.2 SRL ERaC lesson was introduced in the new SRL Lab to cultivate their interest in English learning through graded reading cards, shadowing a conversation, and listening tasks. The programme will also be introduced in S.1 in the next school term.
14. To create an international vibe and facilitate cross-curricular collaboration in our school, we will collaborate with the service provider of Global Week to open classes to all the teachers in our school to showcase our efforts in promoting cross-curricular learning. The activities will be held during Global Week.
15. To promote cross-curricular learning and allow students to engage in global dialogue in junior forms, S.3 Global Virtual Exchange Programme will be introduced in the coming year. 20 S.3 students will be selected in engage in a virtual exchange programme with a secondary school in Germany.

## **II. Priority Task 2: To embrace whole-person development**

### **A. Achievements**

#### **1. To nurture positive values and attitudes in students**

- 1.1 81% of subjects and committees organized activities on at least one Keiyuenese virtue (love, gratitude and respect). Representatives of each class in S.1-5 designed

window decoration based on the Keiyuenese virtues. They were posted outside their classroom windows. A positive mood was built on each floor. In the morning assemblies, messages of the Keiyuenese virtue, gratitude, were conveyed to students by introducing school janitors and the unrecognised contributors of our society (e.g. hawkers), which led our students to appreciate those who served us in our everyday lives. Messages of the virtues of love, gratitude and respect were also shared in the religious morning assemblies. The inter-house dance competition focused on the theme of gratitude and celebration. The Beginning-of-Term Ceremony, the End-of-Term Ceremony and the Gospel Week adopted the theme of “Love Never Fails”. In the evangelistic assembly, the message of Christian salvation was touching and students received love from Jesus Christ. Through the training activities, prefects learnt the attitudes of love and respect towards people from different backgrounds and special needs. They also learnt the attitude of gratitude by appreciating the kindness of their leaders. Student leaders including BBBS and student union also helped organize cheering up activities and showed their love to their fellow students during the activities. The training course of Fellowship stressed the Keiyuenese virtue of respect.

- 1.2 Subjects organized activities in classroom to nurture students’ virtues of love, gratitude and respect. The Chinese Language organised the activity of making calligraphy scroll with the theme of Keiyuenese virtues. The English Language organised the inter-class drama competition with the theme of “Love Never Fails” to nurture the virtue of love in S.4. S.5 students were given the option to choose either love, gratitude or respect as the theme for their presentation in the public speaking competition. Lessons of Religious Education nurtured Keiyuenese virtues in each form of S.1-5 with the theme of love (Jesus’ love, sacrifice of great persons, to love family and friends) and gratitude (to give thanks in all circumstances). Singing songs of love, gratitude or respect could nurture Keiyuenese virtues in Music lessons. Students also learnt to love and respect the elderly in the community through various activities organised by Life Education. The activity of cleaning the school promoted love of the school in S.1. The participation of the elderly in the programme organised by students promoted love of the elderly in S.2. The experiential learning activity of S.3 showed their respect to the people in need in the community. S.4 students made lucky bags for the elderly who resided in elderly homes. The angel scheme was held for about two weeks, which helped strengthen love between classmates. According to Stakeholders statistics, students agreed that the school vigorously nurtured their good conduct with an average score of 3.81, higher than the previous year (3.71). According to APASO statistics, most of students’ scores in the area of showing respect to others were higher than the Hong Kong school norm. The scores in the item of showing concern about others in school were also higher than the Hong Kong school norm. It showed students’ virtues of love and respect were improved.
- 1.3 Students’ positive attitudes were fostered via the growth mindset curriculum of Life Education. Growth mindset was extended to S.3 Life Education this year. Five lesson plans of double lessons were designed for S.1-3 Life Education. Students were engaged in these lessons and nurtured with growth mindset, for example, “not yet” perseverance and multi-perspective thinking. Students expressed that they learnt how to change mind set and the growth mindset helped them nurture the belief in the possibility of change in their capability. Students’ feedback was positive and encouraging. The average post-test score (S.1: 8.5, S.2:8.1, S.3:8.0) was higher than the average pre-test score (S.1: 6.2, S.2:6.1, S.3:5.9) for S.1-3 students. Growth mindset was also fostered in the post-exam activities such as the magic workshop.

- 1.4 Students' spirit of service was cultivated by awarding students participating in community services. 5D Li Mei Ling was awarded the "Community Service Award" for her 60-hour community service. In spite of the COVID-19 pandemic, she was still dedicated to serving the community by providing care and support for the elderly and low-income families who were affected by the fifth wave of the pandemic. She was invited to do sharing twice during the morning assemblies for both junior and senior forms in November 2022.
- 1.5 Students' spirit of service was cultivated by arranging school or community services for ECA service groups. 86% of service groups participated in school activities or social services. Library prefects and reading ambassadors provided services for students. Red Cross assisted the flag raising ceremony. Boy Scout and Girl Guide participated in school services during Alumni Day, Speech Day and Thanksgiving Day. Red Cross assisted in the flag raising ceremony every week. Red Cross and Girl Guide also assisted in the Sports Days. Members of the Fellowship joined the religious services such as Qile Cake Charity Sale and Christmas Card delivery in the Gospel Week. The Community Service Group joined the Elder Academy as helpers to teach the elderly about internet technology and organise activities for the elderly. Students learnt to serve people in these activities.
- 1.6 Students' spirit of service was cultivated by organizing social services through Life Education and Service Learning Day and Flag Selling Day. 97% of students participated in these social services. S1 students joined the School Cleaning Day. The elderly were invited to our school in Elderly Visit and activities were held by S.2 students to address the elderly's health concerns. With the support of a neighbourhood volunteering group, S.3 students learnt about the situation of the needy and reflected on how they could make a difference in Community Experience Day. In the Service Learning Day, each S.4 class prepared lucky bags of daily necessities, health care items and greeting cards for the elderly. Three S.5 classes visited kindergartens and shared their blessings with the children. Another class pulled weed to protect the plants in the school garden. S4 students also took part in the Flag Selling Day. Their service was to support Hong Kong Seeing Eye Dog Services. Through organizing the activities, students gained relevant knowledge and learned proper attitudes before the service and reflected on their experience afterwards.

## **2. To support and assist students to achieve a sense of accomplishment**

- 2.1 62% of students participated in academic, aesthetic and sports internal and external competitions. 50% of committees enrolled students to participate in external competitions. The Moral, Civic, and National Education Committee enrolled KYL members in two competitions: the STEM+E Competition 2023 and the 3rd Hong Kong Youth Reading Month Scheme. The student achieved the gold award in the latter competition. The Guidance Committee enrolled BBBS members to join the Mental Health Competition and got six merit awards. The Careers Committee enrolled 5D Tang Lok Yan to join the Yuen Long Outstanding Student Election and she was elected as Yuen Long Outstanding Student by Yuen Long Youth Federation for her remarkable achievements in academic studies and whole person development. Students also showed a wide variety of interest and talent in IT related fields. The IT Committee enrolled students to join the Hong Kong Cyber Security New Generation Capture the Flag Challenge 2022 with the 3<sup>rd</sup> runner-up, RoboMaster Youth Tournament 2022 with the Winner at Group-Stage, the Microsoft Office Specialist World Championship 2023 (HK station) with one gold award and one silver award, and Aerosim Inter-school



Aviation Tournament 2023 with the second runner-up of Most Creative Glider, the first runner-up of Best Glider Launch Performance, the second runner-up of Best Overall Glider Challenge and Top 3 of Highest Individual Score Award. These achievements showcased students' talents in the fields of cybersecurity, robotics, aviation, and proficiency in Microsoft Office applications. Participation in such competitions not only allowed students to apply their knowledge and skills in practical settings but also provided valuable opportunities for learning, growth, and recognition.

- 2.2 Subjects also enrolled students to participate in external competitions. 86% of subjects enrolled students to participate in external competitions. The Chinese Language, Putonghua and the English Language enrolled students to join the Speech Festival. Students got one champion, three first runner-up and one second runner-up in Chinese Speech Festival. One student got the second runner-up in English Speech Festival. Putonghua students got one champion and three second runner-up. Students of Visual Arts joined over 30 external competitions and got seven champions, eight first runner-up and five second runner-up. They got 56 awards in total, which showed students' excellent performance in Visual Arts. Participation in these external competitions helped students achieve a sense of accomplishment and widen their horizons.
- 2.3 Students' self-confidence and leadership skills were developed according to the Eight Habits of Highly Effective Teens. One workshop on three of the Eight Habits of Highly Effective Teens for S.1-3 and one on five of the Eight Habits for S.4-5 were organised by our teachers. 81% of student leaders received training in the Eight Habits of Highly Effective Teens. 100% of participants agreed that the training programme was useful. A workshop with a more practical approach was organised for student leaders of S.4 and another one for S.5 by our teachers. These participants came from the Student Union, Houses, BBBS and KYL. Prefects' leadership skills were also enhanced with various training activities according to the Eight Habits of Highly Effective Teen. 100% participants agreed that they possessed five of the habits and 80% possessed the other other. Prefects' self-confidence was enhanced as shown by their willingness and bravery to express their opinions, thoughts and feelings towards prefect team publicly.
- 2.4 An educational tour to the Mainland was organized to enhance students' understanding of national conditions and broaden their horizons. S5 students visited Shenzhen to explore the Hakka culture and advancements in technology. This tour provided students with an opportunity to gain insights into the traditional culture and recent technological developments of the Mainland, fostering a deeper understanding and appreciation of the Mainland.

### **3. To develop students' career aspirations**

- 3.1 Students' career life planning was enhanced via a whole-school approach. The Careers Committee collaborated with panels of DSE subjects to conduct career-related activities. 71% of DSE subjects collaborated with the Careers Committee in the Professional Alumni Talk on the 4<sup>th</sup> February 2023. Alumni from different sectors including architecture, business and management, education, engineering and technology, law, medical care, performing arts and sports were invited as guest speakers, describing the latest trends of their workplace, job duties and requirements. They also explained apart from the core subjects Chinese Language, English Language and Mathematics, how other DSE elective subjects namely Visual Arts, Physics, Chemistry, Biology, Economics, Business and Accounting and Financial Studies, Information and Communication Technology played a pivotal role in their

careers. According to the survey conducted after the Professional Alumni Talk, the activity was found to be well-received, with an average score 3.84 out of 5. The sharing was beneficial to enhancing their self-understanding and career life planning development.

- 3.2 Students' goal of entering university with a goal-setting review was promoted. Career counselling by class teachers on Career and Life Planning Day and after Parents' Day was conducted. While having individual meetings with class teachers, students revised and set goals with reference to the strengths and achievements on Careers and Life Planning Day. Students evaluated the progress of achieving goals and revised their strategies with the assistance of their class teachers on the first Parents' Day scheduled. This year the percentage of students meeting university entrance requirements (69.6%) was higher than that in the previous year (60.3%).
- 3.3 Students' strength and gift was systematically developed by building a portfolio for students. 100% of S.1-3 students made good use of i-Portfolios to record the achievements they had made, remedial measures to address their weaknesses and personal pursuits after the First Term and Final Examination. With reference to the guidelines given, students reflected on the academic and non-academic achievements made this year, suggestions for improvement, whether the goals set had been achieved and the preliminary goal to be set next year. They entered them in their i-Portfolio, making it more systematic and convenient to retrieve the records.

## **B. Reflection**

1. To instill and internalize Keiyuenese virtues in students, it is crucial to establish an immersive environment that fosters the enhancement of these virtues. This year, there has been a notable improvement, with 81% of subjects and committees actively organizing activities to promote Keiyuenese virtues, surpassing the previous year's rate of 53%. This positive development signifies a significant step forward in cultivating and promoting these virtues among the students. Activities and teaching inside and outside classrooms organized by both committees and subjects help create such an immersive environment for students. In the past three academic years, the six virtues of respect, love of learning, kindness, perseverance, love and gratitude were promoted. Hence, a new cycle of promoting Keiyuenese virtues will start and the virtues of respect and love of learning will be promoted in the coming academic year.
2. Growth mindset is another focus of student development. The growth mindset curriculum is designed for S.1-3 Life Education and hence junior students can be educated with growth mindset more systematically. Students' positive feedback to the idea of growth mindset is also encouraging. The curriculum will be refined especially the S.3 curriculum. While the S.1 curriculum of growth mindset is based on personal growth mindset, the S.2 and S.3 curriculum will be designed with the focus on social growth mindset. As the social life and emotions of students is greatly affected by the epidemic situation, social emotional needs of students should be addressed too. The emotion education will be included in the curriculum. Moreover, activities will be organised for students to practice growth mindset so that they can apply growth mindset in school life. Furthermore, the involvement of different parties is important in nurturing students' growth mindset. Hence, teachers' workshops have already been organized to help teachers to know more about growth mindset. In the coming academic year, growth mindset education for parents will be organised so as to equip them to help their children with growth mindset.
3. Our students learned by serving others. This turned out to be a good practice to enrich

students' learning experiences. Service learning is one of the foci of student development of the spirit of service. Students participate in school or social service organized by committees, ECA service groups and Life Education. The award for community service is set up to encourage students to serve the community. It is a good practice that students who receive the Community Service Award share their experiences in social service and help spread the spirit of service among their fellow schoolmates. Our school also assigns responsible and planning roles to students in running activities and services. As the epidemic situation becomes stable and the community and school life is back to normal, more opportunities of service can be provided for students to join. The student-led approach on service learning is adopted. Thus, service learning also enhances students' leadership skills and self-confidence.

4. Various academic, aesthetic and sports competitions, both internal and external, are provided for students. The sense of achievement is nurtured in students. Participating in external competitions is challenging and gives more opportunities and exposure for students. It can also help enrich students' learning experiences and broaden their horizons. Thus, committees and ECA clubs should continue to enroll students to join external competitions. All subjects are expected to enroll students to participate in external competitions. The Eight Habits of Highly Effective Teens is a useful framework for the development of students' leadership. Last year, prefects and library prefects joined the training workshops or courses. This year, the training was extended to the Student Union, houses, BBBS and KYL. The participants of the training workshops and courses have responded positively. Recognizing the potential for leadership among our students, we have decided to introduce the Eight Habits of Highly Effective Teens into Life Education starting from S.1 in the upcoming academic year. This integration will enhance the training process, providing a more systematic approach to developing these important skills.
5. Life planning education has been implemented for many years. It is encouraging that students start to explore their career aspirations. A whole-school approach is adopted to enhance students' career and life planning. More information about the career development of DSE subjects is provided for students, which helps students explore their career aspirations. Hence, more DSE subjects should be encouraged to collaborate with the Careers Committee to organize career-related activities. This year, there has been a positive development with 71% of DSE subjects collaborating with the Careers Committee, surpassing the previous year's rate of 47%. This increased collaboration signifies a significant step forward in fostering a strong partnership between the subjects and the Careers Committee. The Careers Committee will continue to organize activities equipping students with the latest information of the workplace in close collaboration with DSE subjects annually. Goal-setting review is conducted every year. To help students set and review goals, a booklet was provided for each student before the Careers and Life Planning Day. Class teachers could refer to students' booklets while conducting career counselling the next year. Students will also enter more information in their i-Portfolio after familiarizing themselves with the system. Besides S.1-3, S.4 will also use i-Portfolio. To empower students to take corresponding actions more effectively, students should fully utilize their i-Portfolios by recording the goals they have set with their class teachers on Career Life Planning Day. With reference to the goals in their i-Portfolios, students are more able to reflect if they have accomplished the goals or they need to refine strategies to pursue their goals after the first term and final examination. The school-based curriculum of career education will be centered around a specific theme, aiming to achieve the goal of 100% university entrance through goal-setting strategies and comprehensive career and life planning education.

### **III. Priority Task 3: To establish a professional learning community**

#### **A. Achievements**

##### **1. To devise a sustainable plan for professional development**

- 1.1 To arrange and organize teachers' professional development that systematically follows the school's development, a 3-year professional development plan was devised and implemented. The professional development includes self-regulated learning (self-learning, co-learning, mutual learning and guided learning), reading across the curriculum, learning assessment, eLearning, growth mindset, career aspirations, eight habits of highly effective teens and T-standard and teachers' personal careers development. These professional developments are in line with school's three major concerns including to strive for academic excellence, to embrace whole-person development and to establish professional learning community.
- 1.2 T-standard was promoted among teachers. A quiz on T-standard was organised. All teachers completed the quiz and 96% of teachers attained 50% or above correct of the questions about T-standard. It was a precious opportunity for colleagues to explore the expectations for teachers.
- 1.3 A resource management system on learning and teaching and student development was established in the Cloud platform which facilitated teachers' self-learning. This year, it was optimized. More resources were uploaded to the Cloud. The resources comprised of the materials of the professional development days and teachers' sharing in the staff meetings such as growth mindset, the eight habits of highly effective teens, the self-regulated learning period, and the planning of self-regulated learning lessons. Teachers may make use of these resources for revision of what they have learnt.

##### **2. To promote professional sharing and interflow within school**

- 2.1 To establish an open-classroom culture focusing on teachers on teachers' strategies and students' learning, peer lesson observation was promoted. A total of 57% of teachers participating in S.3 self-regulated learning lesson studies opened their classrooms to fellow teachers. This included the implementation of cross-curricular lesson observations, where teachers from different subjects observed English and History lessons. These initiatives have significantly enhanced professional sharing and facilitated greater interflow among teachers.
- 2.2 To further enhance the exchange of experiences, develop proper strategies, and inspire each other in introducing cross-curricular learning, a sharing session on "Strategies to Promote Cross-Curricular Learning through Global Classroom" was organised in the Global Week. 90% of the guest participants agreed that sharing session was effective in engaging them to learn more about raising students' global awareness through interaction with guest speakers from around the world, boosting students' confidence in communicating with people from different countries, and cultivating students' understanding of different cultures and literature. Professional sharing and interflow among teachers were enhanced.
- 2.3 Three workshops of self-learning, co-learning and mutual learning were organized to enhance teachers' ability to design lessons with the mode of self-regulated learning. Two rounds of lesson studies on self-regulated learning in S.1-3, one in the First Term and one in the Second Term, were completed. 25 teachers participated in the lesson studies. They joined the meetings of collaborative lesson planning, trial teaching, lesson observation and pro-lesson observation discussion. Professional sharing and interflow among teachers were enhanced.

### **3. To invite experts and organizations to conduct professional development in line with school development**

- 3.1 The professional development programme, school-based lesson studies on self-regulated learning, was arranged and organized with the support of Dr. Ho Sai Mun, an expert on self-regulated learning. Under his guidance, collaborative lesson planning, trial teaching, lesson observation and pro-lesson observation discussion were held. He provided teachers with a lot of valuable opinions. 88% of teachers participating in the programme found it useful for students to develop their self-regulated learning skills. 85% of students participating in the self-regulated learning lesson studies agreed that lesson studies were useful for enhancing their learning.
- 3.2 The English Panel collaborated with the Wiseman Education on the development of S.2 Literature Out Loud Programme that was conducted in the S.2 Language Arts lessons. The lessons were conducted by Ms. Heather McCann and she agreed that the programme was effective in learning English and learning more about foreign cultures.

### **B. Reflection**

1. A 3-year professional development plan is set up and implemented in 2021-24. Furthermore, it provides a clear overview of the school's development, enabling teachers to better comprehend the school's progress in the areas of academic excellence, whole-person development, and the establishment of a professional learning community during the period of 2021-2024. It is hoped that teachers can follow school development and plan their professional development. The introduction of the T-standard was conducted in a way that teachers could have a basic knowledge of the T-standard. Further understanding of the T-standard will be conducted by organising a workshop. The resource management system in the Cloud platform can facilitate teachers' self-learning. It will be further optimised in the Cloud platform and the using of resources in the Professional Development of the Cloud platform will be promoted.
2. The long-term development of self-regulated learning to foster students as proactive learners is a key focus for the school. Various programmes, such as lesson studies, teachers' workshops, and students' skills training, are being implemented to support this goal. With other measures such as self-regulated learning period, the foundation for self-regulated learning has been laid. To promote professional sharing and inter flow within school on self-regulated learning, an open classroom culture will be further developed. Teachers are encouraged to join peer lesson observation and post-lesson discussion. Teachers are also encouraged to open their classrooms. Moreover, the self-regulated learning lesson studies have been extended to S.3. More teachers and subjects will be involved in the lesson studies in the coming year. The strategies of professional development implemented through professional development days can help teachers further master the techniques of self-regulated learning. In the coming academic year, the skills of guided learning will be introduced in a professional development day. Teachers are also required to put it into practice. To promote the long-term development of self-regulated learning, members of the Self-regulated Learning Core Group will actively participate in collaborative lesson planning sessions and post-lesson discussion sessions facilitated by Dr. Ho Sai Mun. This involvement will contribute to the ongoing advancement of self-regulated learning practices within the school. As the Literature Out Loud Programme was effective for S.2 in learning English and learning more about foreign cultures, it can be expanded to the Language Arts lessons for both S.1 and S.2 classes.

## **IV. Priority Task 4: To Celebrate the 40<sup>th</sup> Anniversary**

### **A. Achievements**

#### **1. To promote the school via various anniversary celebrations and activities**

##### **1.1 To organise events and competitions for primary schools**

- To provide primary students with opportunities to interact with our students, we organized and successfully completed nine workshops during the creative fun day, aiming to broaden their horizons and enhance their life experiences.
- Between November 2022 and March 2023, we organized the "40th Anniversary Love Never Fails Colouring," "40th Anniversary Kei Yuen English Solo Versa," and "40th Anniversary Kei Yuen Chinese Poems" competitions among primary schools in New Territories West. These competitions garnered significant interest from students, particularly in the field of art, and they showcased impressive talent. With the right inspiration and approach, they composed poems of which they can be proud to share with us. Furthermore, all prize winners were announced on our school website in April 2023.
- Intra-school competitions, namely the "WhatsApp Gif Sticker Design," "Mascot Design," and "Mathematics" competitions, were organized from September 2022 to November 2022. These competitions provided students with an opportunity to unleash their creativity and create a series of fun and lively designs to commemorate the school's anniversary.

##### **1.2 To hold the ceremony for the 40<sup>th</sup> Anniversary Thanksgiving Service cum School History Corridor & AI Innovation Lab .**

- The dedication ceremony and grand opening of the School History Corridor & AI Innovation Lab took place on 31st March 2023. The newly established AI Innovation Lab offers students valuable opportunities to explore the field of Artificial Intelligence (AI) and its applications in the modern world. It serves as a platform for hands-on learning experiences and encourages collaborative innovation among students. The lab is fully equipped with state-of-the-art hardware and software tools necessary for studying and experimenting with AI. These resources include high-performance laptops with front and rear cameras, which facilitate engaging AI projects, online learning platforms, and AI robots. Additionally, our school proudly holds the distinction of being a member school of the Microsoft AI Pilot School program and a member school of the CUHK AI for the Future project. ievements and Outstanding Alumni.
- Furthermore, the School History Corridor is divided into three distinct zones, each highlighting a different aspect of our school's legacy. These zones encompass lists of Principals and School Management Committee members, Campus Facilities and Extra-Curricular Activities, and Achievements and Outstanding Alumni.

##### **1.3 To organise a variety show for parents, alumni and students**

- We hosted a captivating variety show for parents, alumni, and students, featuring a diverse range of performances. The show included impressive displays of jumping rope, dancing, English and Putonghua speeches, as well as a vibrant Wind Band performance. Each crew and individual dancer

showcased their unique talents, captivating the audience and leaving a lasting impression. The enthusiastic response from the audience created an unforgettable night of entertainment. In summary, the show offered a delightful and diverse experience, highlighting the exceptional skills of performers from various genres and backgrounds.

1.4 To organise a Visual Arts Exhibition

- The CCC Kei Yuen College 40th Anniversary Visual Arts Exhibition 2023 concluded successfully. The opening ceremony was graced by the presence of the principal, 80 guests, and students. Form 5 and Form 6 Visual Arts students showcased their exceptional works and eloquently explained their creative concepts in both Cantonese and English, leaving a lasting impression on the audience. The exhibition attracted over 800 visitors, serving as a platform for students to display their artistic talents. Such exhibitions will be continued in the future to foster the development of students' leadership skills and provide opportunities for inter-school exchanges.

2. To achieve the set fundraising goals

2.1 To arrange activities or events to raise at least 30% of \$1,250,000 for classrooms' interactive E-panel.

- The 40th anniversary presents a prime opportunity for us to engage in fundraising efforts aimed at enhancing our school facilities. To support these fundraising events, we have prepared a collection of unique and limited-edition souvenirs, including a USB storage device, power bank, recycling bag, stationery, and mugs. These souvenirs have been thoughtfully designed by our creative visual arts students and are available for alumni, teachers, parents, and students to purchase. Moreover, we not only met but exceeded our initial goal of \$375,000, successfully raising our fundraising total to \$750,000.
- As part of the exciting celebrations for our 40th anniversary, we organized the 40th Anniversary Open Day and the Inauguration Ceremony of Alumni Day on 4th February 2023. The event was designed to engage alumni in the celebration and foster a sense of nostalgia. It featured a range of activities, including enjoyable games, opportunities to reconnect with past teachers, a volleyball competition, souvenir sales, professional alumni talks, a guided tour of the campus, and an aerial photography session to capture the essence of the 40th anniversary. Parents, teachers, and alumni were thoroughly impressed with the exceptional quality of the event and its production.

3. To connect alumni of all years

3.1 To arrange activities or events to raise at least 30% of \$1,250,000 for classrooms' interactive E-panel.

- Our school celebrated its momentous 40th anniversary this year. In honor of this significant milestone, we extend a warm welcome to our esteemed alumni to join us on 4th February 2023, as we gather to reminisce about their cherished memories of campus life at KYC. This celebratory occasion will unite our entire secondary school community in honoring our proud history and notable achievements. As part of the festivities, we have invited our accomplished alumni to share their valuable professional experiences with our students, aiming to inspire and enlighten them about potential career paths. Furthermore, an exciting volleyball match will be held, pitting teachers, alumni, and students against one another.

- To facilitate meaningful reunions and strengthen ties among alumni, we are establishing year coordination for alumni reunions. These gatherings provide a perfect opportunity for our alumni to reconnect with the campus and relish the chance to reminisce with old classmates. It is especially advantageous that some of our alumni have become teachers in our school, as they can gather their former students to celebrate the 40th anniversary of our institution. We eagerly anticipate the forthcoming reunion and the joyous reunion of old students. Additionally, we have successfully established year coordinators for at least 50% of the graduating years this year.
- To ensure seamless communication and updates for our alumni association, we will establish a presence on social media platforms, create an email system, and publish an alumni newsletter. Social media and alumni newsletters are essential tools for keeping our alumni connected after graduation. Furthermore, we are committed to organizing engaging alumni events in the upcoming years. Our first issue of the alumni newsletter will be published at the end of August, providing the latest news and information to our esteemed alumni.

## **B. Reflection**

Reaching the momentous milestone of our 40th anniversary is a remarkable achievement, evoking valuable memories and prompting our school to engage in introspection regarding our accomplishments over the past four decades. This significant occasion invites us to delve into the school's rich history, celebrate its achievements, and acknowledge the challenges it has faced, all within the School History Corridor. Furthermore, reflecting upon the school's anniversary presents an opportunity to identify areas for improvement and growth, enabling us to set goals that will ensure the school's continued prosperity in the future. Lastly, this celebration serves as a moment to honor and rejoice in the values and mission of the school, recognizing its positive impact on students, alumni, PTA members, teachers, and the wider community. We express our gratitude for the exceptional events that have taken place and for the collaborative efforts that have made them possible. With great anticipation, we eagerly await the future success of our school over the next 40 years.



# **Our Learning and Teaching**

## **1. Holistic Plan**

- 1.1 **School-based Curriculum:** In addition to the core curriculum proposed by the CDI, we have our own school-based curriculum. Since the 2016/17 academic year, life education has been integrated into the formal curriculum from S.1 to S.3. The aim of this subject area is to foster positive values and attitudes among students. To provide more learning experiences, the afternoon sessions on Day 6 are reserved for OLE periods in which subjects and committees within the school can organise diverse learning activities for students.
- 1.2 **Senior Secondary Education Curriculum:** Since the 2016/17 academic year, three elective subjects have been offered for S.4 classes. This allows students to take their electives with reference to their own interests and abilities.
- 1.3 **Medium of Instruction (MOI):** Since the 2010/11 academic year, English has been used as the medium of instruction in all S.1 classes. In the 2018/19 academic year, 15 subjects adopted English as the MOI, including English, mathematics, history, biology, physics, chemistry, geography, computer literacy, integrated science, liberal studies, visual arts, physical education, design and technology, music, and home economics. For senior secondary education, all elective subjects (except visual arts, Chinese history, and Chinese literature) employed English as the MOI.
- 1.4 **Use of Information Technology for Interactive Learning:** All subjects have their own webpages linked to the school website. In addition, the Kahoot, Quizlet, Nearpod, MS Form, and Google Form were used as tools for consolidating (or providing) additional information and extended learning activities. These included online reading, unit exercises, and discussion forums. E-learning is a good method of cultivating students' habits of self-directed learning. Furthermore, eResources, such as MOOCs, Online Question Bank have been used for self-study purposes, and mobile learning has been introduced in recent years to facilitate teaching and learning.
- 1.5 **Project learning:** Since the 2018/19 academic year, project learning has been integrated into the formal curriculum of S.3 life education. The syllabus includes setting questions, formulating hypotheses, searching for information, and reporting.
- 1.6 **Gifted Education:** Our school has adopted the 'Three-Tier Implementation Model' to plan and implement school-based gifted education. Here, exploring the thinking, creative abilities, and social skills of students are the foci of gifted education. In addition, tiered assignments, challenging questions, and sequential/multiple educational activities are provided to gifted students at different levels.
- 1.7 **Moral Civic and national Education:** In addition to the formal curriculum (religious studies) and cross-curricular programmes (Days 3 and 4 morning assemblies and Day 6 OLE periods), one service-related activity is organised for each form. Here, S.1 classes take part in Environmental Preservation Day, S.2 have voluntary services for the elderly, S.3 engage in the Hunger Banquet, and S.4 have the Flag Selling Day. Moreover, a wide variety of activities are organised, such as the Kei Yuen Elder Academy, Flag Raising Ceremony, and study tours to mainland China. All these activities offer students chances to serve the community, build a sense of responsibility to the community, and strengthen their sense of belonging to the country.

**1.8 English Learning:** Banners and notice boards are used to post English articles and inspirational quotes all around the school to promote an English-speaking environment. Moreover, students are encouraged to contribute their best work. To invigorate English assemblies, we incorporate quiz apps like Kahoot, and we organize four English action days annually. Additionally, we actively encourage English reading time during the school day and offer debate opportunities to S.1 and S.2 students for a portion of the year. These activities and initiatives ensure that all students receive fundamental training. Within the English Corner, we provide a 'hangout' zone where students can practice their DJ skills, engage in informal conversations with NETs (Native English Teachers), and even enjoy VR games. As part of our language across the curriculum approach, students are selected from various subject areas, such as geography and physics, to collaborate closely with NETs, undertake special projects, participate in essay competitions, and embark on field trips. CCCKYC Global Week was introduced to help students gain international learning experiences based on their own interests and facilitate their developing generic skills and attitudes to nurture them as global citizens.

**1.9 Self-Regulated Learning (SRL):** Our school is committed to nurturing self-regulated, independent, lifelong learners. Through the provision of resources, guidance, and the development of learning skills and strategies, we encourage students to explore topics that pique their interest outside the classroom, cultivate an active learning atmosphere, and develop our students to be lifelong learners. Nine key elements were emphasised in adopting SRL in our school-based curriculum:

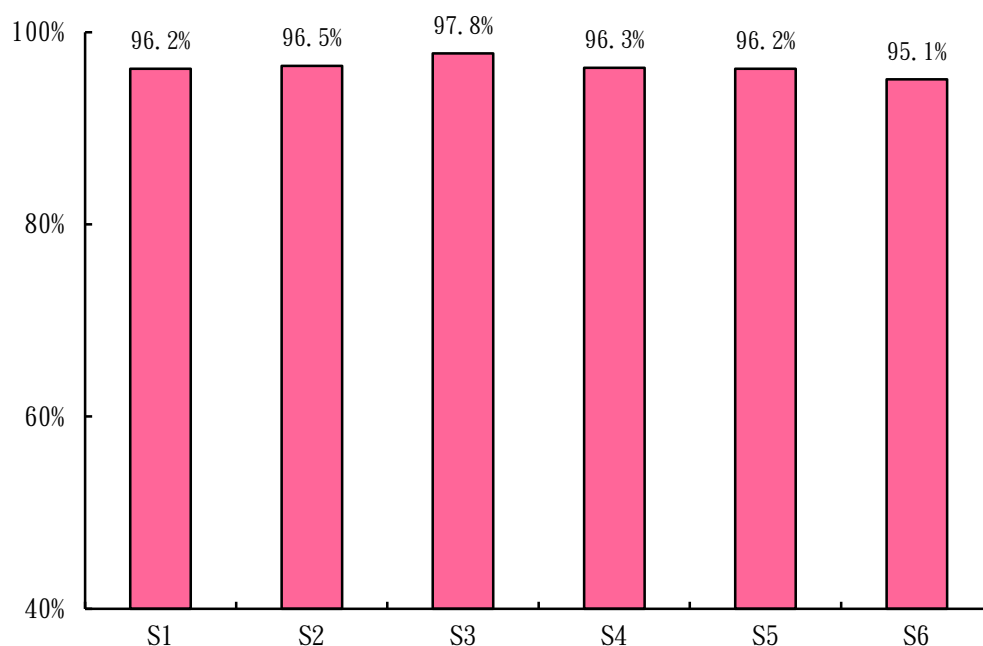
- (1) Staff development
- (2) Lesson studies
- (3) Students' SRL skills workshop
- (4) Self-learning, co-learning, guided learning, and mutual learning embedded in classroom pedagogy
- (5) Self-regulated learning platforms, such as MOOCs and Microsoft Learn
- (6) Timetabled SRL period
- (7) SRL development task force
- (8) Infrastructure – SRL Lab
- (9) Learning celebration



**1.10 Reading across the Curriculum (RaC):** To broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects, a cross-subject reading programme (S1-S5) was introduced. Subject teachers identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for connecting students' learning experiences in different KLAs. The programme also helps students develop the reading skills and strategies necessary for understanding and analysing language use in English texts written for general or academic purposes (e.g. text structures, rhetorical functions and vocabulary).

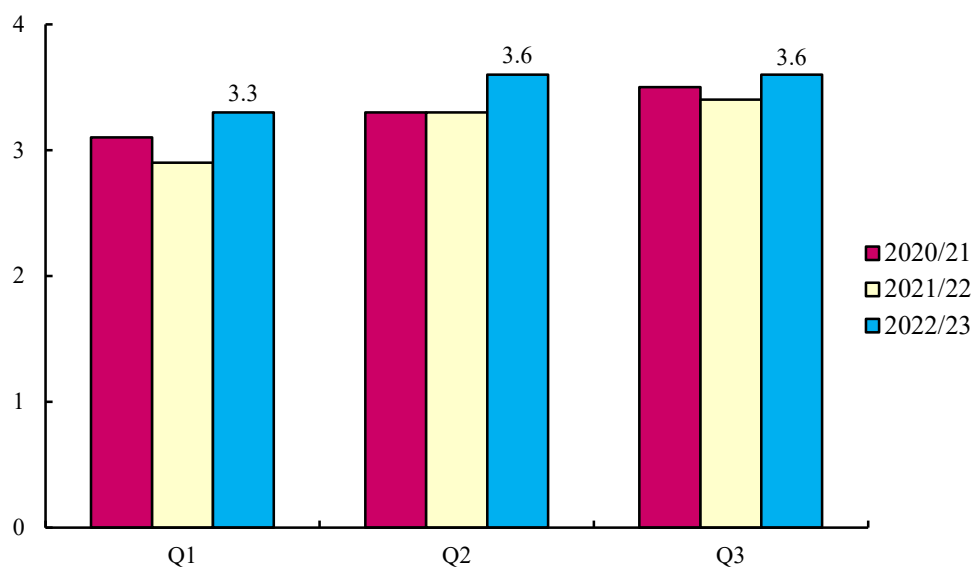
## 2. Student Attendance Rate

Student attendance rate in this academic year (2022/23):



## 3 Student learning attitudes and their ability to master learning strategies

3.1 Student self-evaluation on 'Student Learning' in the stakeholder survey:



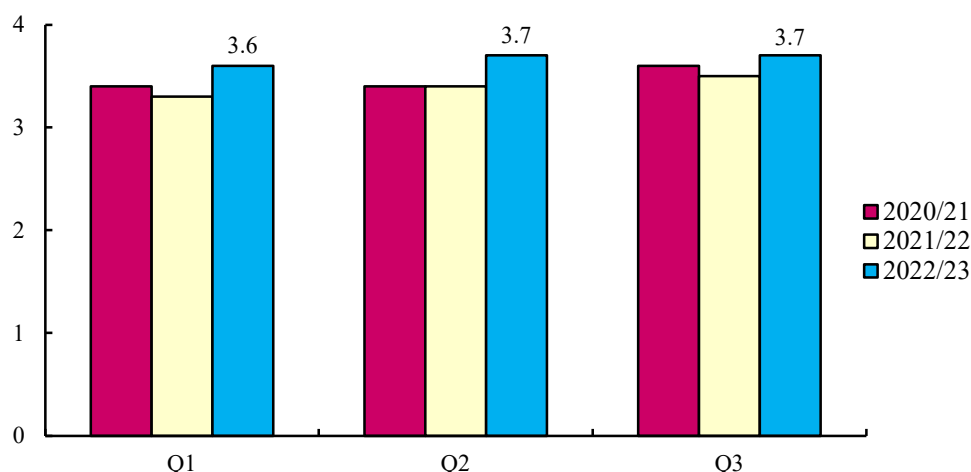
Q1 I am confident in learning

Q2 I take the initiative to learn

Q3 I often do my assignments seriously

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

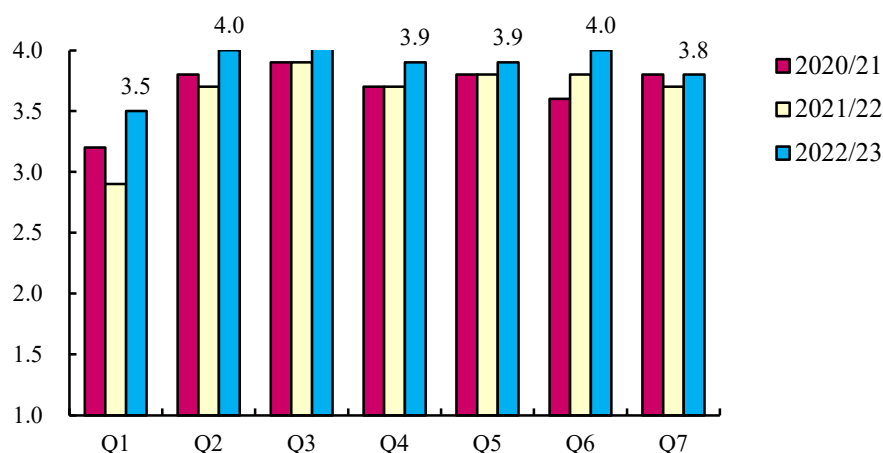
### 3.2 Student self-evaluation of ‘Student’s Learning Strategies’ in the stakeholder survey:



- Q1 I know how to set learning goals for myself  
 Q2 I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.  
 Q3 I often review my learning based on my test/exam results and teachers’ comments on my performance in assignments and in class.

## 4 Student views on teaching

### 4.1 Student evaluation of ‘My Views on Teaching’ in the stakeholder survey:



- Q1 The teachers often arrange learning activities outside class for us, such as project learning week, visits, field trips, etc.  
 Q2 The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.  
 Q3 The teachers often tell us about our progress and problems in learning.  
 Q4 The teachers often ask us thought-provoking questions in lessons.  
 Q5 The teachers often make us enquire about different issues in lessons  
 Q6 The teachers often arrange learning activities such as group discussion and oral presentation in lessons.  
 Q7 The teachers often give us encouragement in lessons

(Here, 5 is the highest score representing ‘strongly agree’; 1 is the lowest score representing ‘strongly disagree’; and 3 is the average score.)

## 1. Summary

- 1.1 In the section ‘My views on student learning’ contained in the EDB questionnaire, the question about ‘takes the initiative to learn’ scored 3.55 in the views of students. Moreover, the question about confidence in learning elicited scores of 3.3 from students. Student perceptions were quite positive, they are ready to internalise skills and knowledge, as they have a greater sense of ownership of their learning. Accordingly, self-regulated learning will be further promoted to foster proactive and self-motivated learners. Furthermore, pre-lesson learning guides with clear learning goals and choices of learning materials will be incorporated routinely in all subjects. In addition, after-school self-regulated learning sessions (30 min) will be arranged on a daily basis to develop the proactive study habits of S.1 to S.3 students. The purpose is to nurture students as reflective learners and to reinforce their learning skills, such as revision, evaluation, regulation, reorganising notes, and learning materials. Moreover, subject panels will further develop e-learning tools and online self-learning resources.
- 1.2 In the section ‘My views on student learning’ within the EDB questionnaire, the question called ‘I am able to apply learning strategies, such as performing pre-lesson preparation and using concept maps, tool books, and online resources.’ scored 3.66 in the views of students. Accordingly, passions and habits pertaining to reading could be enriched for students. In addition, the curriculum (RaC) will be promoted. By engaging in purposeful reading and MOOCs offered by top universities, students are guided to connect reading texts related to various KLAS with their previous knowledge and life experiences. Moreover, RaC lessons for both Chinese and English will be arranged to provide a favourable reading environment during class to cultivate reading interests and habits.
- 1.3 A cross-curriculum committee is instigated to collaborate with the Intercultural Education (ICE) in the Online Virtual Exchange Programme. Furthermore, a series of programmes regarding Global Classroom, such as the Literature Out Loud, SRL ERaC Reading Lab and Global Week, are introduced to help students gain international learning experiences based on their own interests and facilitate their developing generic skills and attitudes to nurture them as global citizens.
- 1.4 To unleash academic potential, examination directing strategies and data analysis tools will be used to enhance the learning effectiveness of the students.
- 1.5 English learning will be further enhanced, and more NETs will be employed to help promote English learning and enrich the English-learning atmosphere in the school.

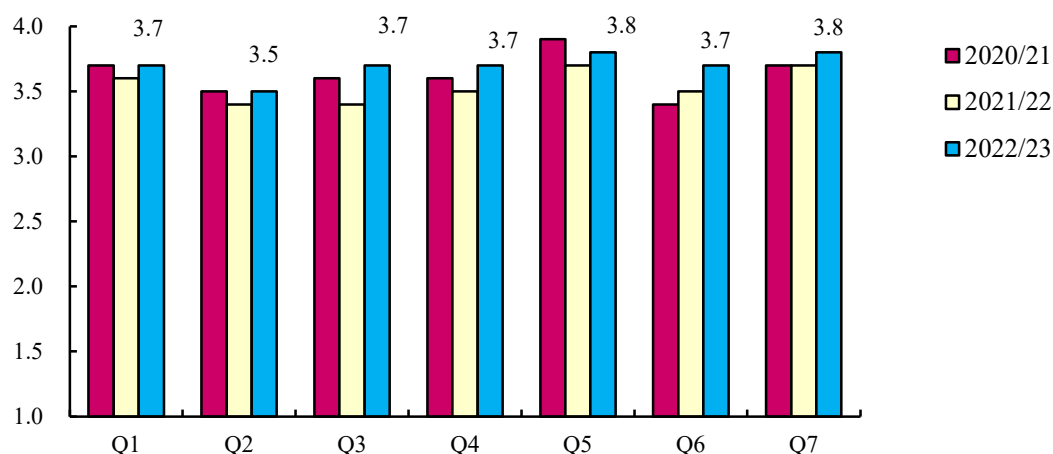
# **Support for Student Development**

## **1. Holistic Plan**

- 1.1 Our school uses a whole-school approach for nurturing our students whereby all the administrative committees in the school coordinate and cooperate with each other. They formulate yearly plans according to the school's major concerns and review the progress of each item regularly.
- 1.2 To support the full development of students and provide them with individual care, we place great emphasis on the role of form teachers. Accordingly, a dual-form teacher system is applied to every class in school. If possible, the same form teachers are deliberately allocated to junior secondary classes to foster improved teacher–student relationships. For senior secondary classes, the school also tries hard to keep the same form teachers for all three years.
- 1.3 The morning assembly is regarded as an important way of fostering whole-person student development. Morning assemblies on Days I and II are for religious and spiritual cultivation; Days III and IV are related to moral, affective, and civic education; and Days V and VI assemblies are academically oriented. In addition, the school develops students' confidence and self-esteem by recognising their achievements in prize-giving ceremonies and through achievements displayed on the e-notice board next to the school's main entrance.
- 1.4 A wide variety of awards have been set up in school to recognise student potential for multiple intelligence. These awards are 'Outstanding Student', 'Outstanding in Academic and Conduct', 'Outstanding Chinese and English Writers', 'Elite Readers', 'Outstanding Chinese Speaker', 'Outstanding Performance in Information Technology', 'Outstanding Performance in Visual Arts', 'Outstanding Performance in Music', and 'Outstanding Athlete'. To enhance the all-around development of students in moral, intellectual, physical, interpersonal, and aesthetic aspects, the 'Kei Yuen Award', 'I Can Do It Scheme' and 'Community Service Award' have also been inaugurated.
- 1.5 Regarding student cases, the guidance committee collaborates closely with the discipline committee and school social workers. In these instances, professional services from the educational psychologist and speech therapist from the school sponsoring body, external guidance organizations, and the support of the Education Bureau (EDB) are sought to provide necessary assistance. To accommodate students with SEN, an appropriate mechanism is implemented to offer them guidance, support, and a referral service to facilitate their learning.
- 1.6 To maintain a disciplined and orderly environment for studying, the discipline committee works closely with the form teachers and the guidance committee. Here, both preventive and remedial measures are provided to help students learn how to be responsible people. For example, there are 7-day bridging courses for S.1 entrants, the Enhancement Scheme helps students learn from their minor misbehaviours, and prefect training boosts their leadership skills. These strategies are introduced to cater to student needs at different stages of growth.

## 2. Students' views on support for student development

2.1 Student self-evaluations on 'my views on support for student development' in the stakeholder survey:



Q1 The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends, and academic performance.

Q2 My schoolmates are self-disciplined and abide by school regulations.

Q3 The school is intent on fostering our leadership.

Q4 The school actively guides us to acquire the skills necessary to get along with others.

Q5 The school actively fosters our virtues.

Q6 My schoolmates actively participate in extra-curricular activities.

Q7 Through participation in the school's extra-curricular activities, my learning opportunities (e.g., in respect to extra-curricular knowledge and life skills) are increased.

(Here, 5 is the highest score, representing 'strongly agree'; 1 is the lowest score, representing 'strongly disagree'; and 3 is the average score.)

## 3. Summary

The scores obtained from the stakeholder survey indicate a gradual return to normalcy in campus life following the epidemic. Comparing the scores with those of the previous academic year (2021/22), all questions showed an increase, and when compared with both the scores of 2021/22 and 2020/21, five out of seven questions demonstrated an increase. These positive results reflect improvements in teacher-student relationships, the development of students' leadership skills, the enhancement of interpersonal relationships among students, and increased enthusiasm for participation in extracurricular activities.

In the upcoming academic year, the school will continue facilitating class-based activities to promote stronger relationships among students. Additionally, form-based activities will be organized to cater to the diverse needs of students at different levels more effectively.

Furthermore, life-planning education will be further enhanced, fostering positive lifestyles among our students. This will be achieved by promoting Keiyuenese virtues, instilling a growth mindset, and incorporating the eight habits of highly effective teens. These efforts will ensure that students are physically and mentally fit, and possess the necessary maturity to make wise decisions regarding their future careers throughout their learning journey.

## **Student Performance**

### **1. Results of the Hong Kong Attainment Test (Pre-secondary One)**

Our school's average score in the Hong Kong Attainment Test in Chinese, English, and mathematics over the past three years:

Year	Chinese	English	Mathematics
2020/21	No test was conducted by HKEAA in this academic year		
2021/22	54.94	50.37	56.77
2022/23	57.13	56.8	71.04

### **2. Results of the Hong Kong Diploma of Secondary Education Examination**

Average pass rate of all subjects : 96.5%

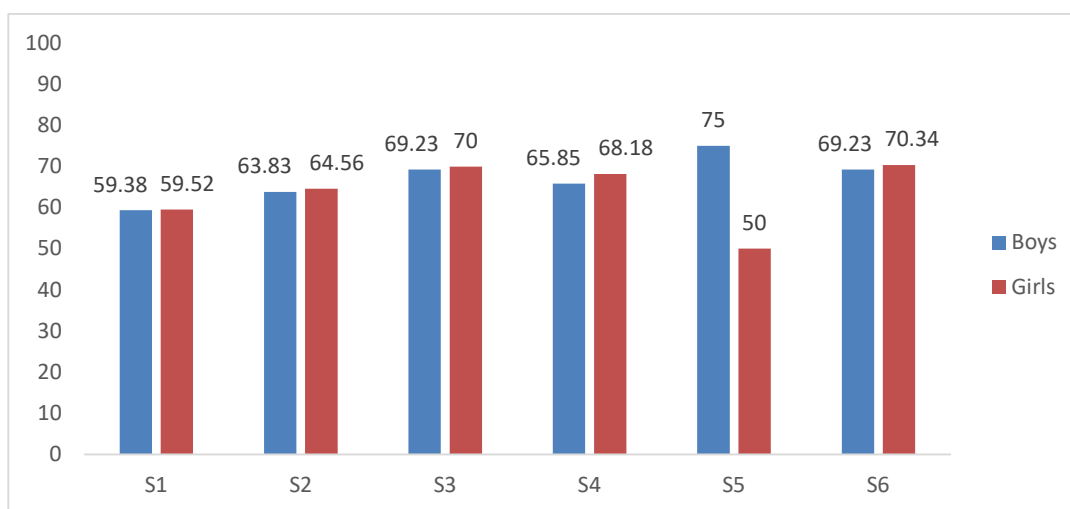
Average pass rate of English language : 99%

Average pass rate of Chinese language : 97%

Results of the Hong Kong Diploma of Secondary Education Examination over the past three years:

Year	2020/21	2021/22	2022/23
Total no. of candidates	99	116	102
No. and % of students obtaining 2222 (Core subjects)	91 (91.9%)	99 (85.3%)	94(92.2%)
No. and % of students obtaining 3322 (Core subjects)	72 (72.7%)	70 (60.3%)	71(69.6%)
No. and % of students obtaining 3322 (Core subjects + 2 electives level 2 or above)	69 (69.7%)	69 (59.5%)	67(65.7%)

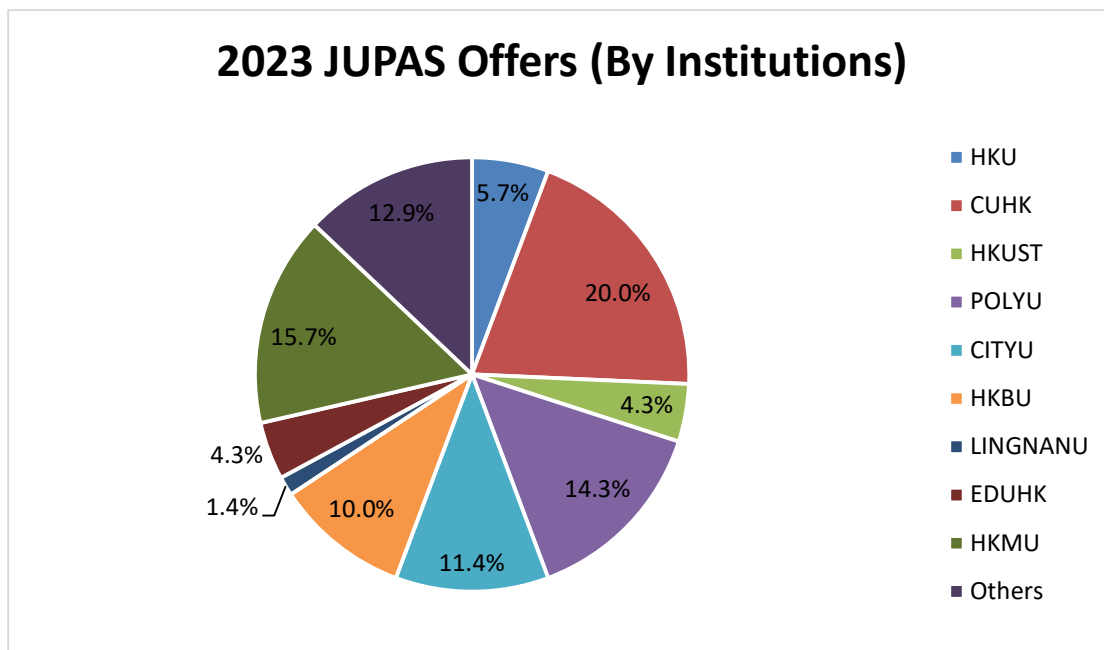
### **3. Percentage of students within the acceptable weight range in 2022/23**





#### 4. **2023 JUPAS Offers**

In the academic year of 2022-2023, 101 Secondary 6 students applied for admission to programmes offered by the 9 JUPAS participating-institutions and / or the SSSDP programmes via JUPAS. 69.31% of our students received JUPAS offers.



## 5. Students' Awards

### 5.1 Academic Awards

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
1.	兩代情徵文比賽	香港青年旅舍協會	優異獎 4A 黎恩希、嚴樂怡 4D 郭詩琳
2.	第十四屆啓慧中國語文廣播劇創作暨演繹比賽	聰穎教育慈善基金	優異獎 2C 鍾恩諭 2D 陳爾心 6B 郭欣宜 6C 馮煒諾
3.	全港中學「兩文三語」菁英大比拼（第十九屆）	香港教育工作者聯會	優異獎 3D 徐康晴
4.	初中歷史科電子閱讀獎勵計劃2022	教育局課程發展處、香港大學電子學習發展實驗室	嘉許獎 3A 陳曉丹、熊文怡、羅銳濱 3B 周培朗 3C 陳振棕、盧栢勤 3D 簡睿好、徐康晴、莊敏儀、陳栢軒、黃治程 4C 廖嘉怡、林浩朗 4D 楊信謙、林景宏
5.	全港初中生中文硬筆書法比賽	香港中文大學、語文教育課程系會	優異獎 2B 許銘怡
6.	2022-2023 全國青少年語文知識大賽「菁英盃」現場作文大賽	中國青少年語言文化學會	初賽一等獎 決賽三等獎 3D 劉心怡
7.	第二屆香港中小學中英文硬筆書法比賽	香港教育工作人員總工會、香港硬筆書法家協會	初級組優異獎 3D 麥叡希
8.	新界西區『兩文三語』挑戰賽	港城西北扶輪社、珠海學院中國文學系和英國語文、鐘聲慈善社胡陳金枝中學	最佳英文文章 初中組銅獎 3D 徐康晴  最佳中文文章 初中組優異獎 3D 徐康晴

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
9.	第七十四屆校際朗誦節 (粵語)	香港學校音樂及朗誦協會	<p>中三級女子詩詞獨誦 冠軍 3D 梁珈瑤</p> <p>中一級女子詩詞獨誦 亞軍 1C 倪巧臻</p> <p>中二級男子詩詞獨誦 亞軍 2A 曾家樂</p> <p>中五六級女子詩詞獨誦 亞軍 6B 郭欣宜</p> <p>中二級女子詩詞獨誦 季軍 2A 劉奕伽</p>
10.	第七十四屆香港學校朗誦節 (普通話)	香港學校音樂及朗誦協會	<p>女子散文獨誦季軍 4D 孔紫鈞</p> <p>男子散文獨誦季軍 4C 林浩朗</p> <p>男子詩詞獨誦 冠軍 1C 陳皓冉 季軍 2A 曾家樂</p>
11.	The 74th Hong Kong Schools Speech Festival (English Speech)	Hong Kong Schools Music and Speech Association	<p>Solo verse speaking 2nd runner-up 2D Chan Yi Sum Esther</p>
12.	中國中學生作文大賽 (香港賽 區) 2021-2022	香港中華文化促進中心	<p>優異獎 3D 劉心怡 4A 徐心想 4B 尹智樾 4C 鄭鎧軒 4D 郭詩琳 5D 譚日熙 6C 鄧曉藍</p>
13.	區會聯校魔力橋 (Rummikub) 比賽	HKCCCC	<p>一等獎、最佳隊員獎 3B 蔡泳梅</p> <p>二等獎 3B 周培朗</p> <p>三等獎 3C 盧栢勤</p>

	Award / Scholarships	Organization	Name of Awardees
14.	「創意 4+2」數碼媒體創作人 先導訓練課程	/	畢業證書 3C 盧栢勤 4C 林浩朗 5C 何樂恆
15.	經濟資訊圖表大挑戰 2022/23	教育局、香港浸會大學可持 續發展研究中心及香港經濟 教育協會	達標獎 4A Pang Hebe 4A Yim Lok Yi 4A Chan Chung Hei 4A Chung Yu Yeung 4A Mui Suet Yuen 4B Ho Wai Tung 4B Lau Ngai Ue 4B Zheng Hang Yi 4C Ho Po Lam 4C Kwok Yuen Ting 4C Law Ying Kiu 4C Lee Hiu Lam 4C Chan Nok Hei 4D Kwok Sin Yu 4D Cheung Jacky Ching Yu 4D Chui Tsz To 4D Lam King Wang 5A Cheung Sze Yu 5A Cheung King Hung 5A Choy San Nam 5A Li Yun Ning 5B Cheng Hei Yin 5B Lo Mei Ying 5B Kwan Tsz Hei 5C Tang Kei Yin  優異獎 4B Ho Wai Yin Bernice 4B Wong Ho Yi 4C Wong Sin Man 4C Yip Wing Yan 4C Leung Cheuk Hin 4C Liu Chun On 4C Wong King Faat 4D Poon Hoi Ching 5A Tsang Lok Yan 5A Chan Chun Yiu 5A Lung Ching Tin 5A Yu Ho Yim 5B Yeung Hoi Ting 5B Siu Chung Wai 5B Tang Po Chun 5C Choy Hiu Tung 5C Chu Man Kiu

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
			5C Lam Kwan To 5C Lam Sze Man 5C Ng Tsz Yiu Yoyo 5C Chu Man Yiu 5D So Siu Yau 5D Yiu Kam Yan
16.	第二十三屆世界華人學生作文大賽	世界華人學生作文大賽香港區賽區組會	入圍獎 3D 徐康晴
17.	中國語文菁英計劃 2022-23	教育局課程支援分部資優教育組	中學組 團體冠軍  個人獎 銀獎 3D 徐康晴 銅獎 3D 麥叡希、 劉心怡

## 5.2 Sports Awards:

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
1.	Inter-school Table Tennis Competition	HKSSF	1st Runner-Up in Boys A Grade 4B Wan Chi Kin Kelvin 5D Tse Ho Yeung 6A Lee Pak Him  3rd Runner-Up in Boys C Grade 1C Chen Haoran, Chu Chi Hei Antony 1D Chan Hoi Ka 2A Ng Yu Hin 2C Li Hei Long 2D Tang Tyson
2.	Yuen Long Inter-School Athletics Championships	HKSSF	1st runner-up in Boys B Grade High Jump 4B Lau Pak Hei  1st runner-up in Boys B Grade 200M run and 2nd runner-up in Long Jump 5D Sarki Rabin  3rd runner-up in Boys A Grade Shot Put 6A Shreesh Nirupam  Champion in Girls C Grade High Jump 1B Lam Wing Ching

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
3.	Inter-school Football Championships	HKSSF	Merit in Junior Boys Grade 1B Yao Jiangming 2A Pun Jenial 2B Lam Hei Lucas 2C Chan Pak Chuen, Li Hei Long, Mok Ting Hin, Sze Chit Long, Wong Esun, Yu Wang Ngai Kyle 2D Lee Kai Chun, Ng Cheuk Kiu, Ng Tsz Hei 3D Chan Yuen Ho, Tsang Cheuk Sang
4.	Inter-school Swimming Championships	HKSSF	Second Runner-Up in Overall Girls C Grade 1A Lam Wing Kei Winki 1A Leung Tsz Huen 1B Ng Hei Yin Hayley 1D Li Tsz Yu  Champion in Girls C Grade 100m Backstroke 1B Ng Hei Yin Hayley  Champion in Girls C Grade 50m Backstroke 1B Ng Hei Yin Hayley  First Runner-up in Girls C Grade 4 x 50m Medley Relay 1A Lam Wing Kei Winki 1A Leung Tsz Huen 1B Ng Hei Yin Hayley 1D Li Tsz Yu
5.	Hong Kong University Body Building Championship	Hong Kong China Bodybuilding & Fitness Association	4th 6A Shreesh Nirupam
6.	葵青區速度跳繩錦標賽 2022	葵青區體育會、中國香港跳繩體育聯會、民政事務總署	4×30 混合接力速度賽 14 歲混合組 亞軍 3C 鄧昊堯  30 秒前繩速度挑戰賽 14 歲男子組 亞軍 3C 鄧昊堯

	Award / Scholarships	Organization	Name of Awardees
7.	香港中小學花式跳繩公開賽 - 香港駕駛學院盃	元朗區體育會	<p>中學女子乙組 30 秒單車步 冠軍 4C 鄭鉅圻</p> <p>中學女子乙組 2*30 秒 單側迴旋跳（二重） 冠軍 4B 陳以翹 4C 鄭鉅圻</p> <p>中學女子乙組 30 秒二重跳 冠軍 4B 陳以翹</p> <p>中學男子丙組 1 分鐘單車步 冠軍 3C 鄧昊堯</p>
8.	社區速度跳繩比賽（屯元天）	Jump Rope Master	<p>女子 15-16 歲組別 30 秒二重跳 亞軍 30 秒開合跳 亞軍 4B 陳以翹</p> <p>女子 15-16 歲組別 個人總成績冠軍 9 歲或以上組別 二重跳 最佳紀錄大獎 30 秒單車步 冠軍 30 秒二重跳 冠軍 30 秒開合跳 冠軍 15 秒雙腳前跳 亞軍 30 秒交叉開跳 亞軍 4C 鄭鉅圻</p> <p>女子 13-14 歲組別 開合跳季軍 15 秒雙腳跳冠軍 3B 廖尹熒</p> <p>男子 13-14 歲組別 個人總成績冠軍 9 歲或以上組別 單車 步 最佳紀錄大獎 30 秒單車步冠軍 30 秒二重跳冠軍 30 秒交叉開跳冠軍 15 秒雙腳前跳亞軍 30 秒開合跳亞軍</p>

	Award / Scholarships	Organization	Name of Awardees
			3C 鄧昊堯  女子 12 歲組別 30 秒單車步亞軍 15 秒雙腳跳季軍 1A 謝綽淇  男子 12 歲組別 30 秒開合跳季軍 15 秒雙腳前跳殿軍 1B 丘澤豪  團體獎項 中學女子總成績季軍 4B 陳以翹 4C 鄭鈺圻  團體獎項 中學女子總成績季軍 1A 謝綽淇 3B 廖尹熒  團體獎項 中學男子總成績季軍 1B 丘澤豪 3C 鄧昊堯
9.	全能跳繩全能賽	全能技巧工作室	中學女子組： 30 秒單車步、二重跳、交叉開 冠軍 45 秒指定套路 亞軍 45 秒朋友跳、連鎖跳 冠軍 1 分鐘大繩速度跳 冠軍 中學挑戰組： 30 秒二重跳 冠軍 30 秒單車步 亞軍 30 秒交叉開跳 季軍 4C 鄭鈺圻  中學女子組： 30 秒交叉開跳 季軍 3B 廖尹熒  中學女子組： 1 分鐘大繩速度跳 冠軍



	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
			45 秒朋友跳 殿軍 中學挑戰組： 30 秒交叉開跳 殿軍 4D 鄧安琦  中學女子組： 30 秒二重跳 亞軍 45 秒指定套路 亞軍 45 秒朋友跳、連鎖跳 冠軍 1 分鐘大繩速度跳 冠 軍 中學挑戰組： 30 秒交叉開跳 亞軍 團體獎項： 中學女子組總成績 冠 軍 4B 陳以翹  中學男子組： 30 秒單車步 亞軍 30 秒二重跳、交叉開 冠軍 45 秒指定套路 冠軍 30 秒自由花式 冠軍 中學挑戰組： 30 秒交叉開跳 冠軍 30 秒二重跳、單車步 亞軍 團體獎項： 男子中學組全場總成 績 殿軍 3C 鄧昊堯
10.	青苗沙灘排球培訓計劃比賽	香港排球總會	男子組殿軍 4C 黃朗瑜

### 5.3 Visual Arts Awards

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
1.	The Sovereign Art Foundation Students Prize Hong Kong 2022	The Sovereign Art Foundation	Finalist 5D Tan Yat Hei 6B Li Yan Kiu 6B Law Kyle Yat Ho 6D Hou Yuen Ting
2.	My Australian Christmas Card Competition 2022	Australian Consulate-General Hong Kong	2nd runner up 5D Tan Yat Hei

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
3.	2022 當代中學生繪畫比賽	香港當代藝術學院主辦、英國法爾茅斯大學協辦	特別榮譽獎 5C 黃子珊 6A 馮芯盈、賴亭亭 黎曉鋒 6B 羅逸皓 6D 李雯羽  優異獎 5C 林筠濤 6B 李因喬
4.	獅子會自然教育基金三十週年慶典攝影及繪畫比賽	獅子會自然教育基金	學生組優異獎 6D 侯婉婷
5.	創校 30 周年校慶標誌設計比賽	伊利沙伯中學舊生會小學分校 (伊小分校)	冠軍 6A 袁綺琳 亞軍 6D 侯婉婷
6.	「如果難 一齊行」WhatsApp 貼紙設計比賽	香港撒瑪利亞防止自殺會生命教育中心	中學組冠軍 6D 侯婉婷
7.	120 周年會慶標誌 (logo) 設計比賽	香港基督教培道聯愛會	兒童及青少年組 冠軍 5D 葉焯朗 優異獎 6D 侯婉婷 5C 張梓澄
8.	「愛連繫」明信片設計比賽	香港明愛、浸信會愛草社會服務處	中學組亞軍 5D 葉焯朗  公開組亞軍 5C 張梓澄  公開組季軍 5B 黃子晴
9.	「新世代港中醫微電影創作大賽」	香港浸會大學、中醫藥學院及傳理學院舉辦	中學組-銀獎 6A 黎曉鋒 6B 陳萱萱、李立嶠
10.	STC 60 周年標誌設計比賽	STC (香港標準及檢定中心)	第三名 5C 林筠濤 第六名 5D 葉焯朗 第七名 5D 譚日熙
11.	QEF 25th Anniversary Folder Design Competition	Quality Education Fund Cyber Resource Centre	Senior Secondary Champion 6D Lee Man Yu  1st Runner-up 5C Li Tsz Ching  Merit 5A Lai Ting Ting Joanne

	<b>Award / Scholarships</b>	<b>Organization</b>	<b>Name of Awardees</b>
12.	Odyssey of the Mind Pin Design Competition 2023	Odyssey of the Mind Hong Kong Regional Tournament	Senior Secondary Champion 6A Fung Sum Ying  1st runner up 6B Liang Sze Ching
13.	香港花卉展覽賽馬會學童繪畫比賽 2023	康樂及文化事務署舉辦	初中組嘉許獎 3D 徐康晴、簡睿好  高中組優異獎 5A 余皓焱
14.	「世界心臟日」香港心臟基金會繪畫比賽 2022	香港心臟專科學院	精英獎及網上最受歡迎季軍 4D 陸芯言
15.	2022-2023 活水行動及標語設計比賽	愛德基金會 (香港) 舉辦	中學組 - 亞軍 5C 黃子珊
16.	「笑住戴 · COVID bye bye」口罩設計比賽	香港胸肺基金會、香港胸肺學會及胸肺學院 (港澳分會)	中學組亞軍 5C 林筠濤  中學組優異獎 5A 余皓焱 5C 黃子珊
17.	第八屆香港中學生傑出作品展 2023	香港城市大學	高中組非凡作品獎 5A 余皓焱  初中組嘉許獎 3D 徐康晴、簡睿好
18.	「公民責任共承擔團結同行建未來」專題活動之「WhatsApp 貼圖設計比賽」(2021-2022)	教育局及公益少年團元朗區委員會合辦	冠軍 5C 黃子珊
19.	香港品質保證局理想家園第十六屆徵文、攝影、微電影、繪畫及海報設計比賽	香港品質保證局	高級組 - 亞軍 6B 陳萱萱  高級組 - 入圍獎 6A 袁綺琳 6D 李雯羽 5D 蘇筱柔
20.	HKMAC 香港公開繪畫大賽 2023	香港音樂及藝術中心	中學組冠軍 3D 陳卓蔚
21.	Student of the Year 2022/23	South China Morning Post, The Hong Kong Jockey Club	Shortlisted for the Visual Art category 5C Lam Kwan To 6D Hou Yuen Ting

## Financial Report (September, 2022 to August, 2023)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus	Accumulative Surplus
<b>Surplus brought forward from previous year :</b>							
<b>Government Funds</b>	7,650,906.51						
<b>School Funds</b>	1,994,655.33						
<b>Council Fund</b>	9,248.60						
<b>I. Government Funds</b>							
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	4,419,723.92						4,419,723.92
(1) Expanded Operating Expenses Block Grant							
(A) School Specific Grants							
· Administration Grant		3,975,782.51	3,960,000.00	3,829,574.25	96.71%	146,208.26	146,208.26
· Composite Information Technology Grant		574,241.00	552,800.00	295,018.04	53.37%	279,222.96	279,222.96
· Capacity Enhancement Grant		654,502.00	883,740.00	842,778.87	95.37%	(188,276.87)	(188,276.87)
· Air-conditioning Grant		597,446.00	597,446.00	580,241.00	97.12%	17,205.00	17,205.00
· SBM Top-Up Grant		51,615.00	51,615.00	42,000.00	81.37%	9,615.00	9,615.00
· School-based Speech Therapy Administration Rec Grant		8,258.00	8,258.00	3,958.00	47.93%	4,300.00	4,300.00
(B) Non-School Specific Grants - Baseline Reference		2,199,609.26					
(i) Operation							
· General expenses such as printing and stationery, cleaning materials, repairs, lift maintenance, water charges etc			700,000.00	698,012.44	99.72%		
· 40th Anniversary			186,000.00	129,619.67	69.69%		
· Composite furniture and equipment			1,311,800.00	1,369,468.52	104.40%		
(ii) Teaching and Learning							
· Consolidated subjects			384,600.00	248,242.82	64.55%		
· Teaching aids, library books, reference books etc			180,000.00	58,608.76	32.56%		
· ECA, M&CE, Religious and Academic act, prog and resources			461,090.00	293,303.05	63.61%		
· Guidance, Discipline and Careers act, prog and resources			133,500.00	50,741.25	38.01%		
(iii) Development							
· Staff Development			111,800.00	74,565.00	66.69%		
						(722,952.25)	(722,952.25)
(C) Fund set aside for Severance Payment/Long Service Payment	241,401.78	0.00	0.00	0.00	0.00%	0.00	241,401.78
Sub-total:	4,661,125.70	8,061,453.77	9,522,649.00	8,516,131.67	89.43%	(454,677.90)	4,206,447.80
(2) Cash Grant for School-based After-school Learning and Support Programmes	128,400.00	124,800.00	256,800.00	23,200.00	9.03%	101,600.00	230,000.00
(3a) Diversity Learning Grant (Other Programmes)	21,937.81	84,000.00	140,200.00	108,280.00	77.23%	(24,280.00)	(2,342.19)
(3b) Diversity Learning Grant (Other Languages)	3,900.00	4,300.00	4,300.00	4,300.00	100.00%	0.00	3,900.00
(4) Diversity Learning Grant (Applied Learning Courses)	0.00	121,875.00	121,875.00	121,875.00	100.00%	0.00	0.00
(5) Student Activities Support Grant	0.00	104,000.00	105,950.00	97,782.00	92.29%	6,218.00	6,218.00
(6) Teacher Relief Grant	1,151,076.75	3,953,907.00	2,320,000.00	2,427,264.62	104.62%	1,526,642.38	2,677,719.13
(7) Learning Support Grant for Secondary Schools	116,274.90	414,680.00	516,900.00	458,309.56	88.67%	(43,629.56)	72,645.34
(8) Enhanced Additional Funding - Support for NCS Students	25,215.33	820,000.00	837,180.00	825,839.00	98.65%	(5,839.00)	19,376.33
(9) Information Technology Staffing Support Grant	107,259.67	327,588.00	415,500.00	351,811.81	84.67%	(24,223.81)	83,035.86
(10) Promotion of Reading Grant	299.92	63,982.00	70,600.00	62,742.62	88.87%	1,239.38	1,539.30
(11) Life-wide Learning Grant	1,135,416.43	1,195,413.00	2,395,375.00	1,525,357.13	63.68%	(329,944.13)	805,472.30
(12) One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	300,000.00	0.00	118,300.00	24,272.00	20.52%	(24,272.00)	275,728.00
Grand Total of Government Funds :	7,650,906.51	15,275,998.77	16,825,629.00	14,547,165.41	86.46%	728,833.36	8,379,739.87
<b>Surplus of Government Funds of 2022/23 School Year :</b>							728,833.36
<b>II. School Funds</b>							
· Tong Fai	418,869.59	107,440.00	160,000.00	91,208.41	57.01%	16,231.59	435,101.18
· Donation for Scholarship, ECA and Interactive E-panel	114,576.74	789,470.00	270,000.00	264,400.00	97.93%	525,070.00	639,646.74
· Rental, students activities etc	562,247.32	1,090,549.17	1,387,250.00	1,350,146.36	97.33%	(259,597.19)	302,650.13
· 40th Anniversary	0.00	0.00	454,600.00	336,026.40	73.92%	(336,026.40)	(336,026.40)
· Approved Collection for Specific Purposes : Teaching Materials and Facilities Fee, Student Union Fee etc	898,961.68	173,600.00	130,000.00	92,930.32	71.48%	80,669.68	979,631.36
Grand Total of School Funds :	1,994,655.33	2,161,059.17	2,401,850.00	2,134,711.49	88.88%	26,347.68	2,021,003.01
<b>Surplus of School Funds of 2022/23 School Year :</b>							26,347.68
<b>III. Council Fund</b>	9,248.60	1,500.00	2,500.00	1,690.50	67.62%	(190.50)	9,058.10
<b>Surplus carried forward :</b>							
<b>Government Funds</b>	8,379,739.87						
<b>School Funds</b>	2,021,003.01						
<b>Council Fund</b>	9,058.10						

## **Appendix 1: Capacity Enhancement Grant (2022-23)**

### **1 Major concerns:**

- 1.1 To relief teachers' workload in construction matter.
- 1.2 To provide clerical support to teachers so that they can spare more time communicating with the students and catering for their developmental needs.
- 1.3 To provide teachers with technical support in ICT, enabling them to teach effectively with advanced technology.
- 1.4 To develop students' potential and cater for their academic needs by offering a variety of after-school classes in different subjects.

### **2 Achievements and reflection on major concerns:**

Targets	Achievements	Reflection
<ul style="list-style-type: none"> <li>Catering for students' academic and developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assistants helped with the enrolment and registration work of various developmental programmes.</li> <li>When needed, teacher assistants helped form teachers with their OLE periods.</li> <li>Escorting students to competitions, visits and activities was also one of their duties.</li> </ul>	<ul style="list-style-type: none"> <li>More varied courses could be offered to enrich students' potentials if possible.</li> </ul>
<ul style="list-style-type: none"> <li>IT Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Technical support in video-recording of students' performance in SBA, Hong Kong Schools Speech Festival as well live broadcasting of school functions was provided by the TA.</li> </ul>	<ul style="list-style-type: none"> <li>Training about using other learning management system, such as Loilonote, could be offered for TAs so as to support teachers when using eLearning in classroom.</li> </ul>
<ul style="list-style-type: none"> <li>Elite basketball training</li> </ul>	<ul style="list-style-type: none"> <li>The coaches prepared 5 open tournaments for the students and won the first-runner in a tournament. Team spirit was shown and the skills were improved by the coaches.</li> </ul>	<ul style="list-style-type: none"> <li>The elite program helped students to experience many open tournaments and they learnt advanced skills and tactics.</li> </ul>

### **3 Financial report:**

No.	Category	Particulars	Budget (\$)	Expenditure (\$)
1	Employment of 1 TA	Salary and MPF for 1 TA	170,200	325,983.87
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	385,940	186,350
3	Employment of 3 Coach	Salary and MPF for 3 Coach	327,600	330,445
Total			883,740	842,778.87

### **4 Major concerns in 2023-2024:**

- 4.1 To release teachers' workload in general administrative work so that they can spare more time helping students.
- 4.2 To provide efficient support for teachers when they teach with technology.
- 4.3 To develop elite basketball teams.

### **5 Working team:**

Leung Ching Man (Coordinator)

## **Appendix 2: ‘Whole-School’ Approach to Integrated Education: Policy, Resources and Support Measures**

<b>I. Policy</b>	<ul style="list-style-type: none"> <li>• Our school acknowledges the responsibility of establishing an inclusive environment to support students special educational needs (SEN) with a “Whole-School” Approach. Resources are deployed to provide appropriate and diversified support for them so as to enhance their learning and adjustment to the school life.</li> <li>• We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN.</li> </ul>
<b>II. Approach</b>	<ul style="list-style-type: none"> <li>• We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.</li> </ul>
<b>III. Support Measures and Use of Resources</b>	<p>Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> <li>• A student support team headed by the guidance master is established. The team is comprised of the resource teacher (SENCO), the SEN support teacher (SENST), relevant subject heads, form teachers, the school social worker, the educational psychologist, Speech Therapist, the examination coordinator and subject teachers.</li> <li>• ALAs are provided with pull-out/after school remedial lessons, which include Chinese, English and Mathematics.</li> <li>• After-school tutorials will provide for those students in need.</li> <li>• Assessment accommodation is provided for students in need; their learning achievements are recorded via class observation and teacher questionnaires and the results are reported to their parents at an appropriate time.</li> <li>• Outsourcing: Clinical psychologist service, serving the MI students in need.</li> <li>• In collaboration with the Hospital Authority, the "Student Mental Health Support Scheme" has launched since 2019 to 2020 academic year. Appropriate support services for students with needs in mental health will be provided through a school-based platform.</li> <li>• The education psychologist holds social skills group meetings for SEN students. He teaches them social skills and emotion management and offers individual support upon request.</li> <li>• Students are also supported by fellow schoolmates from the BBBS team in the form of peer tutoring.</li> <li>• We offer parents with training and interviews with our educational psychologist to provide them with a clear understanding of special education needs.</li> <li>• Teachers participate in teacher training courses offered by the Education Bureau, The Education University of Hong Kong or NGOs. Through adopting the Whole School Approach, teachers can support the SEN students with diverse needs. They are equipped with teaching strategies for students with Autism Spectrum Disorders (ASD), Hearing Impairment or Attention Deficit/ Hyperactivity Disorder (ADHD) and the idea of invitational education in the courses.</li> </ul>

## **Appendix 3: Report on the Use of the Student Activities Support Grant** **(2022/23)**

### **I. Financial Overview**

A	Allocation in the Current School Year:	\$104,000.00
B	Expenditure in the Current School Year:	\$97,782.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$6,218.00

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$3,748.00
Full-grant under the School Textbook Assistance Scheme	102	\$70,812.00
Meeting the school-based financially needy criteria	50	\$23,222.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	157	<b>\$97,782.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

### **III. Details of Expenses**

Part B: Details of Expenses									
No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. <b>Local</b> 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,									

<sup>1</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>2</sup> Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity,



No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C

I: Intellectual Development (closely linked with curriculum)  
M: Moral and Civic Education  
P: Physical and Aesthetic Development  
S: Community Service  
C: Career-related Experiences

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	Brass Band Course Tuition Fee	Arts (Music)	20	\$21,784.00			✓		
2	Boys' Volleyball Team Coach Fee	Physical Education	4	\$5,600.00			✓		
3	Girls' Volleyball Team Coach Fee	Physical Education	6	\$7,150.00			✓		
4	Badminton Team Coach Fee	Physical Education	7	\$4,200.00			✓		
5	Cycling Club Coach Fee	Physical Education	4	\$2,975.00			✓		
6	Dodgeball Club Coach Fee	Physical Education	10	\$5,175.00			✓		
7	Table Tennis Team Coach Fee	Physical Education	6	\$4,200.00			✓		
8	Football Team Coach Fee	Physical Education	6	\$8,250.00			✓		
9	M+ Museum Ticket Fee	Arts (Visual Arts)	2	\$225.00			✓		
10	Life-wide Learning Day Transportation Fee	Science	28	\$450.00			✓		
11	School Picnic Ticket Fee	Physical Education	133	\$36,775.00			✓		

**Expenses for Category 1** 96,784.00

**2. Non-Local activities:** To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

1									
2									

**Expenses for Category 2**

i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Basketball Shoes	Physical Education	2	998.00			✓		
2									
3									
4									
		Expenses for Category 3		998.00					
		Total	228	97,782.00					

Contact Person for LWL  
(Name & Post):

Mr Chan Ho Yin  
(Chairperson of ECA committee)

## Appendix 4: School-based After-school Learning and Support Programmes Report

Name of School : CCC KEI YUEN COLLEGE

Project Coordinator : Miss Leung Ching Man Contact Telephone No.: 24750331

A. The number of benefitting students (count by heads) under this programme is 62 (including A. 1 CSSA recipients, B. 6 SFAS full-grant recipients and C. 55 under school's discretionary quota)

### B. Information on Activities under the Programmes

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S.1 After School Tutorial Classes & S2 Learning Support Programme	0	0	0	/	/	/	/	/	/
Saturday English, Mathematics and Science Enhancement Programme	1	4	55	/	March - July	18,000	<ul style="list-style-type: none"> <li>Calculate the number of participants</li> <li>Conduct questionnaire survey</li> </ul>	University students are recruited to be the tutors	95% of the participants agreed that the programme was helpful with their study
External / After School programmes: Language, Interest, or Ability	0	2	0	100%	September -August	5,200	<ul style="list-style-type: none"> <li>Interview the participating students</li> </ul>	<ul style="list-style-type: none"> <li>University students are recruited to be the tutors</li> <li>Subsidy course fee and competition fee</li> </ul>	100% of the participants agreed that tutorial, course and competition were helpful with their study
<b>Total no. of activities: 3</b>									
@No. of participation counts	1	6	55		Total Expenses	23,200			
**Total no. of participation counts	62								

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of participation count: the aggregate of (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

### C. Project Effectiveness

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

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

### D. Comments on the project conducted

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to decide on the 10% discretionary quota;
- ☐ eligible students unwilling to join the programmes;
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☒ the amount of administrative work leads to apparent increase on teachers’ workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;

## **Appendix 5: Applied Learning**

### **1. Programme plan**

Name of programme(s)	No. of students involved	Evaluation
1. Applied Psychology	1	• Achieved “Attained with Distinction (I)” level
2. Electrical and Energy Engineering	1	• Achieved “Attained with Distinction (II)” level
3. Foundation in Chinese Medicine	2	• 2 achieved “Attained with Distinction (II)” level
4. Popular Music Production	1	• 1 achieved “Unattained” level

### **2. Financial Report**

Category	Budget (\$)	Actual Expenditure (\$)
Diversity Learning Grant	\$ 122850	\$ 121875
Total	\$ 122850	\$ 121875

### **3. Evaluation**

A total of 5 students took the Applied Learning Courses. The overall completion rate was 80%. The passing rate is 80%. 1 student achieved “Attained with Distinction (I)” and three students achieved “Attained with Distinction (II)”.

**Appendix 6: Diversity Learning Grant (Gifted Education)**  
**2022-2023**

**1. S.4 programmes**

Name of programme(s)	No. of students involved	Evaluation
Chinese subject: Literature Tour	0	Not held.
Chinese subject: Novel Course	0	Not held.
Pull-out programme for gifted students in specific areas	1	Subsidized 1 student to enroll gifted astronomy & leadership training camp 2023.
Global Week	120	More than 90% of students found that their experience in the program was 'effective' or 'very effective' in learning about difference countries and cultures.
Massive Open Online Courses (MOOCs)	110	Of the S.4 students, 40 students attained at least one verified MOOC certificate from at least a MOOC from top universities worldwide.
English Enhancement programme for Elite Students	0	Not held.
Mathematics: Trainings for Elite Students	20	Since DSE ended at mid of May, it is hard to hire appropriate tutors, only small groups were held. All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills
Geography: Inquiry geographical field trip	0	Not held.
Visual Arts: Trainings for Elite Students Computer-aided design software course	10	Survey result: more than 80% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	10	Survey result: more than 80% participants can manage the related skills.
Chemistry: Enhancement programme for Elite Students	0	Not held
	271	

## 2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	The attendance rate of student was 71%. The average mark of test was 63.
Chinese subject: Literature Tour	0	Not held.
Chinese subject : Novel Course	0	Not held.
Pull-out programme for gifted students in specific areas	5	Subsidized students to participate the Joint Science Exhibition 2023. 5 Biology students enrolled in the final project exhibition
Global Week	120	Of the S.5 students, 96% of students found that their experience in the program was 'effective' or 'very effective' in learning about difference countries and cultures.
Massive Open Online Courses (MOOCs)	10	Of the S.5 students, four students attained at least one verified MOOC certificate from at least a MOOC from top universities worldwide.
English Enhancement programme for Elite Students	9	9 students attended the course and the attendance rate is 82.4%
Mathematics: Trainings for Elite Students	16	Since DSE ended at mid of May, it is hard to hire appropriate tutors, only small groups were held. All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills.
Geography: Inquiry geographical field studies	3	Subsidized students to enroll a Geography course to enhance their understanding of Geography knowledge and concepts.
Visual Arts: Trainings for Elite Students Computer-aided design software course	0	Not held
Visual Arts: Trainings for Elite Students Acrylic painting skills course	11	Survey result: more than 80% participants can manage the related skills.
Chemistry: Trainings for Elite Students	0	Not held
Chemistry Enhancement programme for Elite Students	0	Not held
	175	

### 3. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	DSE With Distinction in Speaking
PE	1	Student obtained Level 3 in DSE.
Pull-out programme for gifted students in specific areas	1	Subsidized 1 student to enroll dual program 2023 (Life science) which was held by HKUST.
English Enhancement programme for Elite Students	0	Not held.
Liberal Studies: Critical Thinking Skills Course	25	70% participants agreed that the course could foster their skills in writing critical comments.
Chinese History: Critical Thinking Skills Training	0	Not held
Physical Education: Elite athletic training programme	3	70% participants agreed that the course could foster their athletic skills.
Visual Arts: Trainings for Elite Students Marker course	9	Survey result: more than 80% participants can manage the related skills.
Chemistry: Enhancement programme for Elite Students	0	Not held
	40	



#### 4. Financial report

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant				
Japanese		/	/	4,300
Physical Education		/	/	5,000
Chinese subject: Literature Tour		/	/	/
Chinese subject: Prose Course		/	/	/
Chinese subject: Novel Writing Course		/	/	/
Pull-out programme for gifted students in specific areas		2,400	/	5,120
English Enhancement programme for Elite Students		/	2,700	/
Mathematics: Trainings for Elite Students		1,040	1,720	/
Physical Education: Elite athletic training programme		/	/	5,000
Geography: Inquiry Geography field trip		/	5,600	/
Visual Arts: Trainings for Elite Students Computer-aided design software course		6,000	/	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course		6,000	6,000	/

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Visual Arts: Trainings for Elite Students Marker course		/	/	3,600
Chemistry: Trainings for Elite Students	/	/	640	/
Chemistry: Enhancement programme for Elite Students	/	/	/	3,000
Liberal Studies: Critical Thinking Skills Course	/	/	/	9,000
Chinese History: Critical Thinking Skills Training	/	/	/	/
Global Week		49,300	/	/
Massive Open Online Courses (MOOCs)		/	/	/
Sub-total	/	64,740	16,660	35,020
			Total:	116,420

## 5. **Evaluation**

5.1 Due to the outbreak of COVID-19 Pandemic in first term, some of the courses were cancelled.

5.2 More diversified courses will be offered as one of the major concerns of the school's 3-year development plan is to reinforce learning strategies and learning skills. When more grants are received, the school will organise activities to cater for the needs of the gifted students so that students can widen their experiences and horizons. On other occasions, the school would provide financial assistance to gifted students who would like to take courses not offered by the school.

## **Report on the Use of the Promotion of Reading Grant**

### Part 1: Evaluation of the Effectiveness

#### 1. Evaluation of achievement of the objectives:

To enrich the Chinese reading materials by establishing a classroom library for S.5 students.

Books recommended by teachers can broaden students' reading horizons.

Reading materials (online / printed) to support implementing S.2 self-regulated learning and reading across curricula.

#### 2. Evaluation of strategies:

Teachers recommended books during the lessons was an efficient way to promote reading.

Not only the morning assembly, reading ambassadors should also introduce their favourite books during RaC lessons.

Should work together with the other subjects to promote the e-resources.

### Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	English SRA Reading LAB 2A & 2B	HK\$17,147.20
	Chinese Books of Classroom Library	HK\$19,405.42
	eBook: Britannica School in eClass	HK\$16,800.00
	eBook: TCM eBook	HK\$9,390.00
	<b>Total</b>	HK\$62,742.62
	<b>Unspent Balance</b>	HK\$1,519.94

## Appendix 8: Report on the Use of the Life-wide Learning Grant 2022-23

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Brief Description and Objective of the Activity	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)					Subject Panel / Teacher-in-charge
			Level	Number of Participants							Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness - or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes															
1	Drama/Musical Appreciation	/	/	/	\$0.00	\$0.00	/	To expose students to authentic English drama and classic English literature	English Language	The activity was not held.	✓					LKY
2	Short Story Appreciation	/	/	/	\$0.00	\$0.00	/	To appreciate a classic short story through a reading workshop	English Language	The activity was not held.	✓					LKY
3	IED Speaking Contest	/	/	/	\$0.00	\$0.00	/	To provide students with chances to develop their potentials	English Language	The activity was not held.	✓					TMW
4	Speech Festival	Nov 2022	S1-S5	26	\$3,900.00	\$150.00	E1	To provide students with chances to develop their potentials	English Language	All participants were able to get proficiency certificates in the competition.	✓					LKY
5	Debating	24,25 Feb, 21,26 Apr 2023	S4-S5	6	\$0.00	\$0.00	/	To reinforce learning strategies and skills	English Language	100% strongly agreed or agreed that the competition is effective in learning English.	✓					WHQ
6	Scrabble	Oct 2022-May 2023	S1-S5	10	\$0.00	\$0.00	/	To reinforce learning strategies and skills	English Language	Students learnt the basic strategies of playing Scrabble.	✓					LKY
7	Drama Appreciation	/	/	/	\$0.00	\$0.00	/	To expose students to authentic English drama and classic English literature	Chinese Language	The activity was not held.	✓					TLY
8	Life-wide Learning Day	24 Mar 2023	S5	106	\$0.00	\$0.00	/	To enrich students' learning experiences by field trips or workshops	Chinese Language	Over 90% of students could complete the learning tasks according to the guidelines of the outdoor writing activity.	✓					TLY
9	Interest Classes about Traditional Culture	Sep 2022	S1-S6	30	\$681.58	\$22.72	E1	To enrich students' learning experiences about traditional culture	Chinese Language	A lantern-making workshop was organised with a total of 30 participants. They actively engaged in the workshop.	✓					TLY

10	Off-campus Competition	Sep 2022-May 2023	S1-S6	70	\$1,140.00	\$16.29	E1	To provide students with chances to develop their potentials	Chinese Language	Students were enrolled on three competitions including calligraphy and writing competitions.	✓					TLY
11	Training Programme of Speech and Debating	Sep-Nov 2022	S1-S6	32	\$17,000.00	\$531.25	E1, E5	To provide students with chances to develop their potentials	Chinese Language	13 students were trained and joined the external debating competitions. They could get into the Top 16. 14 students were trained and joined the Speech Festival and got one champion, three first runner up and one second runner up.	✓					TLY/CKK
12	Speech Festival and Training	Oct-Dec 2022	S1-S4	14	\$10,850.00	\$775.00	E1, E5	To provide students with chances to develop their potentials	Chinese Language (Putonghua)	1 student got the champion. 3 got the second runner up. 8 got certificates of merit. The results were satisfactory.	✓					CYF
13	Olympic Maths Programme	Oct-Nov 2022	S1	9	\$1,200.00	\$133.33	E5	To prepare students for inter-school Maths competitions	Mathematics	All participants agreed that the course could raise their interest in Mathematics and learnt the skills for competition.	✓					CCT
14	Inter-school Competition	Sep 2022-May 2023	S1-S6	18	\$0.00	\$0.00	/	To provide students with chances to develop their potentials	Mathematics	Won 1 Honourable Mention on the Competition on the Mathematics of Information 2022-2023 held by CUIIK. Two students won Grade 3 prize on Joint School Number Combination Game held by CCC. Won 1 Grade 1 prize, 1 Grade 2 prize and 1 Grade 3 prize on Runnikub Competition held by CCC.	✓					CCT
15	Mathematical Inquiry Activity	24 March 2023	S3	115	\$16,000.00	\$139.13	E1	To raise students' interest in Mathematics	Mathematics	The programme aroused students' interest. Students were fully engaged in the activity.	✓					CCT

16	STEM Week	8-11 May 2023	S1-S5	561	\$49,123.85	\$87.56	E1, E5	To enhance STEM education through workshops, competitions, morning promotion and game stalls	Cross-Disciplinary (STEM)	Students enjoyed the activities in the game stalls, which included the Bubble Cup, Bionerall and 5th Joint School Science Exhibition. During the covered playground, most students were excited about the Battle Aoe Robot and Flight Simulation experience in the AI Iron Lab. When it came to speed, most students were thrilled and attracted by the 50 KV Racing experience in the hall. They could experience the driving control, skills, position and racing competition with schoolmates. They drove for the fastest racing speed and breaking the record in the competition. It was a memorable and remarkable experience for students in their school life. 83 students attended the 50 KV racing STEAM course in the afternoon. This course included the recent technology, understanding, making the structure and construction, component theory and design, and the sense and big data analysis. Students learned a lot outside of the textbook knowledge. Their engagement in teamwork and team collaboration to finish the task were appreciated.	✓						PYL
17	Life-wide Learning Day	24 Mar 2023	S2	114	\$12,260.00	\$107.54	E6	To raise students' interest in STEM and gain experience through site visit to extend learning outside classroom.	Science	The Ocean Park Life-wide Learning Day included the online seminar "Cooperation Battlezone", a worksheet and an admission ticket. The online seminar included conservation information, which could deepen students' understanding of Hong Kong wildlife conservation and rescue, and inspire them to reflect on the relationships between our local animals, humans, and the society. After the online seminar, students had to finish the MCQ questions in the Google Form. When it came to visiting Ocean Park, students gained experience through site visit to extend learning outside classroom, and develop insight on the career options in the animal and conservation industry that enabled them to start planning for further career. The worksheet is provided for students to self-prepare and acquire knowledge of animals. All students handed in the worksheet after the trip.	✓				✓		LSY
18	Joint School Science Exhibition	Feb 2023-Aug 2023	S5	4	\$1,622.20	\$405.55	E1	To provide students with chances to develop their potentials	Science	Students entered into the final project exhibition in the Central Library.	✓					CHY	
19	Inter-school Competition	July 2023	S4-S5	44	\$4,400.00	\$100.00	E1	To provide students with chances to develop their potentials	Science (Chemistry)	86% passed the competition	✓					LSY	
20	Field Trip	21 Mar 2023	S5	24	\$4,628.00	\$192.83	E2, E6	To enrich students' understanding of modern history of Hong Kong	Chinese History	100% students attended this field trip and showed great interest in Sun Yat-sen's Deeds in Hong Kong during the Late Qing Dynasty.	✓					WSY	

21	Field Trip	21 Mar 2023	S5	10	\$1,584.00	\$158.40	E2, E6	To enrich students' learning and extend their historical knowledge beyond the curriculum	History	100% students agreed that the field trip could extend their historical knowledge.	✓	✓				WWL
22	Board Display and Competition	/	/	/	\$0.00	\$0.00	/	To cultivate students' interest in history	History	The activity was not held.	✓					WWL
23	Citizenship Activity	/	/	/	\$0.00	\$0.00	/	To understand Hong Kong society	Citizenship and Social Development	No suitable activity was available.		✓				CWS
24	Fieldwork Studies / Field Trip	Jan-Jun 2023	S3, S4, S5	70	\$6,094.00	\$87.06	E1, E2	To develop a sense of gratitude to our natural environment and cherishing our world and to enrich their academic or career aspiration in environmental interpretation	Geography	Students could participate in the whole process, learning geographical knowledge, and understand the importance of ocean conservation. All participants performed well in the course.	✓					CYH
25	Art Jam Day	7 July 2023	S.2	113	\$5,697.81	\$50.42	E1	To provide students with chances to develop their potentials	Arts (Visual Arts)	S.2 students were interested in making small handicrafts and their works were very exquisite.			✓			CWL
26	Art Training Programme	Oct 2022-Mar2023	S.1-S.3	20	\$7,800.00	\$390.00	E5	To provide students with chances to develop their potentials	Arts (Visual Arts)	The junior form students' marker drawing skills and digital drawing skills were improved.			✓			CWL
27	Shooting and Editing Programme	July 2022-Aug 2023	S.5	15	\$3,600.00	\$240.00	E5	To provide students with chances to develop their potentials	Arts (Visual Arts)	S.5 students learnt essential skills such as scriptwriting, shooting, and editing, which allowed them to produce a high-quality 3-minute short film.			✓			CWL
28	Inter-school Competition	Sep 2022-May 2023	S1- S6	26	\$7,620.00	\$293.08	E1	To provide students with chances to develop their potentials	Arts (Music)	10 students got silver certificates and 10 got bronze certificates in the Music Festival.			✓			CYF
29	Training Programme (choir and wind band)	Sep 2022-July 2023	S1- S6	70	\$131,735.00	\$1,881.93	E5	To provide students with chances to develop their potentials	Arts (Music)	合唱團及管樂團經過長期訓練後，於40周年校慶典禮及40周年綜藝表演中演出，達			✓			CYF
30	Guitar and Drum	Oct 2022-May 2023	S1-S3	6	\$1,150.00	\$191.67	E5	To acquire skills for playing the guitar and the drum	Arts (Music)	80% of the participants agreed that they could acquire skills for playing the guitar and the drum.			✓			CYW

31	HKSSF Competition and Other Competitions	Sep 2022-Aug 2023	S1-S6	225	\$28,151.00	\$125.12	E1	To widen students' horizon through various competitions	Physical Education	90% of the participants agreed that the training could raise their interest and abilities.			✓			CYW
32	Skipping Elite Training Programme	Sep 2022-Aug 2023	S1-S6	20	\$10,762.50	\$538.13	E5	To develop students' potential in skipping	Physical Education	90% of the participants agreed that the training could develop their potentials in skipping.			✓			CYW
33	Swimming Elite Training Programme	Sep - Oct 2022	S1-S4	13	\$5,775.00	\$444.23	E5	To develop students' potential in swimming	Physical Education	90% of the participants agreed that the training could develop their potentials in swimming.			✓			CYW
34	Athletic elite training programme	Sep 2022-Aug 2023	S1-S6	20	\$25,515.00	\$1,275.75	E5	To develop students' potential in athletics	Physical Education	60% of the participants agreed that the training could develop their potentials in athletics.			✓			CYW
35	Basketball elite training programme	Sep 2022-Aug 2023	S1-S6	50	\$7,500.00	\$150.00	E1	To develop students' potential in basketball	Physical Education	80% of the participants agreed that the training could develop their potentials in basketball.			✓			CYW
36	Softball training programme	Oct 2022-Aug 2023	S1-S3	6	\$18,375.00	\$3,062.50	E5	To develop students' potential in softball	Physical Education	100% of the participants agreed that the training could develop their potentials in softball.			✓			CYW
37	Cyftang programme	Oct 2022- Jan 2023	S1	125	\$26,400.00	\$211.20	E1	To build active lifestyle for students by introducing diversified activities	Physical Education	90% of the participants agreed that the program could build active lifestyle by introducing diversified activities			✓			CYW
38	1. Cycling club 2. Badminton team 3. Volleyball girls team 4. Volleyball boys team 5. Football team 6. Table tennis team 7. Dodgeball club	Oct 2022- Aug 2023	S1-S6	150	\$48,208.00	\$321.39	E1	To provide students with chances to develop their potentials	Physical Education	80% of the participants agreed that the training could provide chances to develop their potentials.			✓			CYW
39	Pre-S1 Summer Bridging Programme	Aug 2023	S1	130	\$45,220.00	\$347.85	E6	To ease students' transition from primary to EMI secondary school	Academic	95% of students found that they learnt a lot about subjects in English. 95% of them agreed that the course materials were useful and professional.	✓					LCM



40	Pre-S1 Summer Bridging Programme (STEM)	Aug 2023	S1	130	\$5,000	\$38.46	E6	To raise students' interest in STEM	Academic	96% of students found that the program was useful and inspirational. 95% of students found that the skills they learnt were practical.	✓					LCM
41	Critical Thinking Skills programme	Dec 2023	S2	20	\$7,700	\$385.00	E6	To help students equip with effective critical thinking skills so that they can become independent thinkers	Academic	100% of students found that the program was useful and satisfied with it. 100% of students found that the program was meaningful and inspirational, the skills were practical.	✓					LCM
42	Active Revision Skills Course	Dec 2023	S3	19	\$6,750	\$355.26	E6	To help students equip with effective revision skills so that they become more capable of handling tests and exams	Academic	90% of students found that the program was useful and the skills were practical.	✓					LCM
43	Chinese Drama	Oct 2022-Aug 2023	S1-S6	23	\$44,600.00	\$1,939.13	E5	To provide students with chances to develop their potentials	Arts (Drama)	Students completed drama workshops (play writing, acting, stage management). Most students actively participated in the workshops. They performed in CCCKYC 40th Anniversary Variety Show and their performance was satisfactory. Tutors appreciated their performance. Students completed micro film making workshops (play writing, acting, film making techniques). Some students actively participated in the micro film making process, their performance in the film making activity was satisfactory.			✓			LSF
44	English Drama Workshop (Performing and Stage Management)	Oct 2022-Aug 2023	S1-S6	20	\$17,100.00	\$855.00	E5	To acquire acting skills, theatre skills and application and to prepare and present a proficient performance	Arts (Drama)	Students had a 20-minute performance on stage in July during the Variety Show. They applied the acting and backstage skills learnt and demonstrated better teamwork.			✓			LHS

45	Experiential Activity	Oct 2022-Jun 2023	S1-S3	360	\$1,070.70	\$2.97	E1	To broaden students' horizon through community services and to promote love and care in community	Values Education	Students were eager to learn and communicate with their classmates during the activities. They are ready for more challenging tasks in future.		✓				LHS
46	Elder Academy Social Services	Nov 2022-Mar 2023	S1-S5	38	\$885.54	\$23.30	E1	To provide opportunities for students to serve the elderly	Values Education	75% participants agreed that the services could develop their sense of love and respect by engaging in different courses.		✓		✓		LSY
47	Service Learning Day	Mar-May 2023	S4-S5	230	\$5,339.36	\$23.21	E1	To enrich students' learning experiences in community service	Values Education	Each S4 class prepared more than 50 lucky bags, with daily necessities, healthcare items, and greeting cards for the elderly who resided in the nearby elderly homes. Three S5 classes visited kindergartens in our neighbourhood and shared their blessings with the toddlers. Another S5 class pulled weed to protect the plants in our garden. The class leaders demonstrated organization and leadership skills during their service.		✓		✓		LCM
48	Pre-S.1 Bridging Programme (Team building)	Aug 2023	S1	120	\$9,000.00	\$75.00	E6	To nurture team spirit in S.1 students	Values Education	Students' response was positive. They expressed that they had learnt to respect and cooperate with others.		✓				WWL
49	Gospel Camp	Jul-23	S1-S6	60	\$50,603.42	\$843.39	E1	To promote love and care for others	Values Education	Students showed their positive values by adopting the attitudes of Love oneself, Gratitude and Respect learnt in the camp.		✓				MLM

50	Whole-person Development Workshop for Fellowship	Oct 2022-Apr2023	S1-S6	30	\$27,000.00	\$900.00	E6	To develop fellowship members' sense of gratitude and to provide opportunities for students to serve the people in need	Values Education	We found that the faith of students was growing. They learnt to serve people in need by joining activities in the Gospel week. Results were satisfactory.		✓		✓		MLM
51	Fellowship Leader Training Workshop	Oct 2022-Apr2023	S1-S6	15	\$22,500.00	\$1,500.00	E6	To provide students with chances to develop their potential in leadership	Leadership Training	Students were able to synergize their self-confidence and efforts after the training workshop.		✓				MLM
52	KYL Leadership Training Programme	/	/	/	\$0.00	\$0.00	/	To equip students with leadership skills	Leadership Training	The activity was not held.		✓				LCM
53	Prefect Leadership Training Programme	Sep 2022-Aug2023	S2-S5	60	\$125,900.00	\$2,098.33	E6	To provide students with opportunities to develop their potential in leadership, to nurture positive attitude in prefects and to help prefects set their personal goals	Leadership Training	Their leadership skills were enhanced with various training activities according to the Eight Habits of Highly Effective Teen. 100% participants agreed that they possessed the positive attitude of gratitude (readiness to show appreciate for and to return kindness). 100% of the participants agreed that they were more aware of personal life goals and their values behind.		✓				WWL
54	BBBS Leadership Training Programme	29 Oct 2022	S2-S6	21	\$7,866.00	\$374.57	E1	To equip students with leadership skills	Leadership Training	A training day camp with the theme of team building was organised. 100% of participants were satisfactory with the camp and agreed that the objectives were met.		✓				TLY

55	Student Leader Training Programme (Eight Habits of Highly Effective Teen)	10-11 July 2023	S4-5	50	\$0.00	\$0.00	/	To equip students with leadership skills	Leadership Training	A workshop with a more practical approach was organised for student leaders of S.4 and another one for S.5 by our teachers. These participants came from the Student Union, Houses, BBBS and KYL. 100% of participants agreed that the training program was useful.		✓				WWL
56	Inter-house Activity	Oct 2022-July 2023	S3-5	60	\$19,942.90	\$332.38	E1	To nurture students' team spirit and leadership	Leadership Training	House committee members participated in Sports Day activities and Dance competition. They learned leadership and cooperative skills and enjoyed the activities.		✓				CHY
57	Class-based & Form-based OLE Activities	Sep 2022-July 2023	S1-S6	665	\$44,790.60	\$67.35	E1, E2, E6	To enrich students' learning experiences	Moral, Civic and National Education	A variety of recreational activities have been held. Students and teachers enjoyed the moments. The activities could broaden students' scope and enhance the interpersonal relationship among students and teachers.		✓	✓			LCM
58	Post-exam Activities	July 2023	S1-S5	561	\$15,990.00	\$28.50	E6	To help students release pressure through sports activities/ hobbies workshops	ECA	Various activities such as magic workshop, board games and African drum workshop were held. Students enjoyed the activities.			✓			CHY
59	Expressive Arts Therapy	10 Oct 2022	S5	108	\$16,200.00	\$150.00	E5	To help students release pressure	Values Education	Students could learn the skills of releasing pressure and they knew there were possibilities and hopes and tried to balance their study and life.		✓				WWL

60	National Security Education	Sep 2022-July 2023	S1-S6	665	\$0	\$0.00	/	To strengthen students' understanding of the development of our country in history, culture and technology	Moral, Civic and National Education	Students participated in 2023 Constitution and Basic Law Territory-wide Inter-school Competition.		✓					LCM
61	IT Elite Training Program	Jan-July 2023	S2-S6	30	\$0.00	\$0.00	/	To help students prepare for acquiring professional IT certificates and understand their academic/ career aspirations	Technology Education	Students learned the technique and skills items for seating the MOS Word Associate (M365). The skill level and fluency in using Microsoft Word were improved.	✓						LWL
62	Aviation Training Program	April-July 2023	S3-S6	10	\$0.00	\$0.00		To enrich students' aviation knowledge and to explore the career path related to aviation	Technology Education	Students engaged in the lessons and learnt basic aviation knowledge. They gained flight simulation technique and experience. They also explored the career path related to aviation in Hong Kong.	✓						LWL
63	Aviation Tournament Enrollment and Aviation Youth Mentorship Programme	Dec 2022-July 2023	S4-S6	5	\$20,000.00	\$4,000.00	E6	To equip students with advanced aviation knowledge and flight simulation experience to strive for excellence in Aviation Tournament which may lead to 10 hours of overseas flight training	Technology Education	Students learned advanced aviation knowledge and flight simulation experience. In AIAT2023, they were awarded with the following prizes: Most Creative Glider 2nd Runner up, Best Glider Launch Performance 1st Runner up and Best Overall Glider Challenge 2nd Runner up, 4. Top 3 Highest Individual Score Award	✓						LWL
64	Life Planning Programme	9 Sep 2022 & 27 Feb 2023	S1	127	\$13,200.00	\$103.94	E1	To help students understand their career aspirations	Careers Education	83% of participants found the programme useful.						✓	CWH
65	Life Planning Programme	11 Mar 2023	S2	113	\$10,400.00	\$92.04	E1	To help students understand their career aspirations	Careers Education	97% of participants found the programme useful.						✓	CWH

66	Life Planning Programme	10 Oct 2022 & 16 Mar 2023	S3	113	\$13,200.00	\$116.81	E1	To help students understand their career aspirations	Careers Education	79% of participants found the programme useful.						✓	CWH
67	Soci Game	24 Mar 2023	S3	113	\$25,200.00	\$223.01	E1	To help students understand their career aspirations	Careers Education	88% of participants found the programme useful.						✓	CWH
68	Life Planning Programme	29 Sep 2022 & 16 Feb 2023	S5	108	\$16,200.00	\$150.00	E1	To help students understand their career aspirations	Careers Education	87% of participants found the programme useful.						✓	CWH
69	Career-related Activities	/	/	/	\$0.00	\$0.00	/	To support SEN students	Careers Education	The activity was not held.						✓	CWH
70	Interview Skill on Further Studies	11 Mar 2023	S6	102	\$5,500.00	\$53.92	E1	To help students understand their academic aspirations	Careers Education	99% of participants found the programme useful.						✓	CWH
71	Careers Talks	29 Sep 2022	S6	102	\$2,200.00	\$21.57	E1	To help students understand their academic aspirations	Careers Education	Participants rated the programme 4.16 out of 5.						✓	CWH
72	Visits	15 Oct 2022	S5-S6	66	\$3,400.00	\$51.52	E2	To help students understand their academic aspirations	Careers Education	66 S.5 to S.6 students participated in the visit.						✓	CWH
(Please insert rows above if the space provided is insufficient.)																	
Sub-total of Item 1.1			6,396	\$1,041,531.46													
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons																
1	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
(Please insert rows above if the space provided is insufficient.)																	
Sub-total of Item 1.2			0	\$0.00													
Expenses for Category 1			6,396	\$1,041,531.46													

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

No.	Item	Purpose	Actual Expenses (\$)
1	Shooting and editing equipment	Visual Arts interest activity	\$30,990.00
2	Sports team uniform	Physical Education inter-school competitions	\$1,096.00
3	Basketball team equipment	Physical Education basketball training	\$12,728.00
4	Athletic team equipment	Physical Education athletes training	\$0.00
5	Sports team equipment	Physical Education sports training	\$23,249.00
6	Pop music equipment	Pop music training	\$1,420.00
7	Photography equipment	Photography training	\$360.00
8	Drama equipment	Chinese drama performance	\$3,972.67
9	Drama equipment	English drama performance	\$0.00
10	Air cadet equipment	Air cadet training	\$0.00
11	Boy scout equipment	Boy scout training	\$0.00

12	Fight simulator	Aviation training	\$173,000.00
13	LED wall	Variety show	\$242,560.00
(Please insert rows above if the space provided is insufficient.)			
<b>Expenses for Category 2</b>			<b>\$489,375.67</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,530,907.13</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	665
Number of student beneficiaries:	665
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Wong Wai Lim
Post of Contact Person for LWL:	Vice-Principal

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

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

## One-off Grant on supporting the Implementation of CS

### 「公民與社會發展科津貼」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 (\$)
i.	發展或採購相關的學與教資源	3,000
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	0
iii.	舉辦和公民科課程相關的校本學習活動	21,272
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	0
v.	其他（請註明） _____	0
	<b>總開支金額</b>	24,272
	<b>津貼餘款</b>	275,728