

CCC Kei Yuen College

2023 – 2024



Annual School Report

CCC KEI YUEN COLLEGE

School Report

2023 – 2024

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(1) Our School

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.

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:

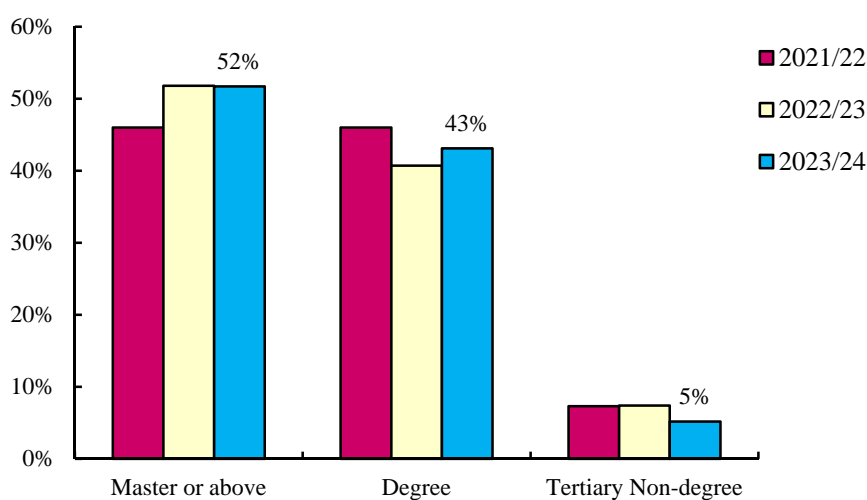
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

3. Teacher Qualifications

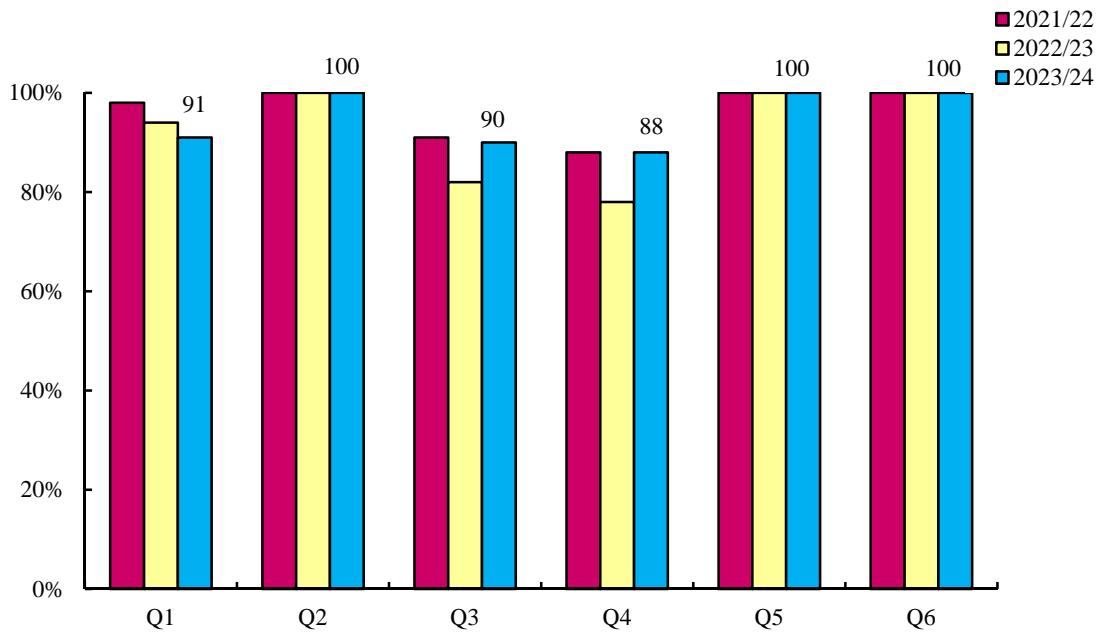
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2021/22	51	4	1	56
2022/23	47	4	3	54
2023/24	52	3	3	58

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

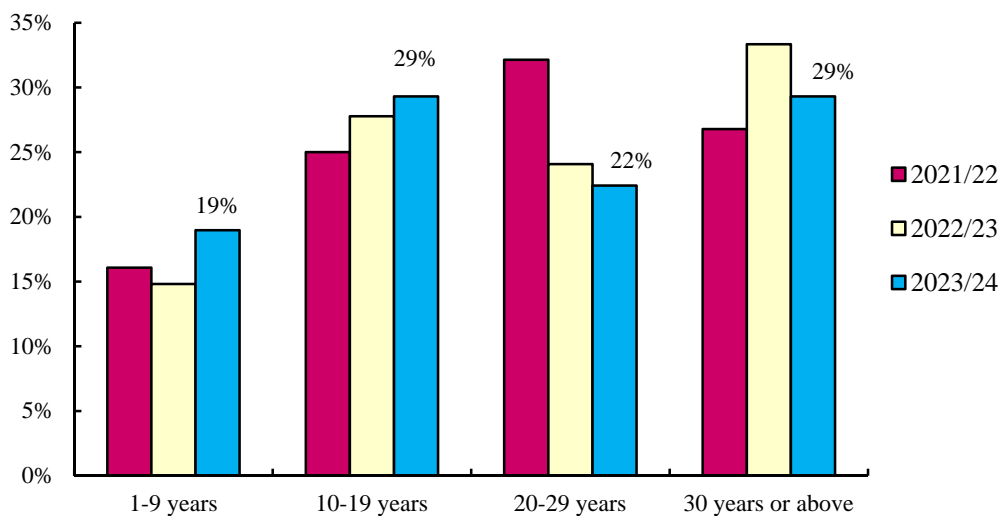


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

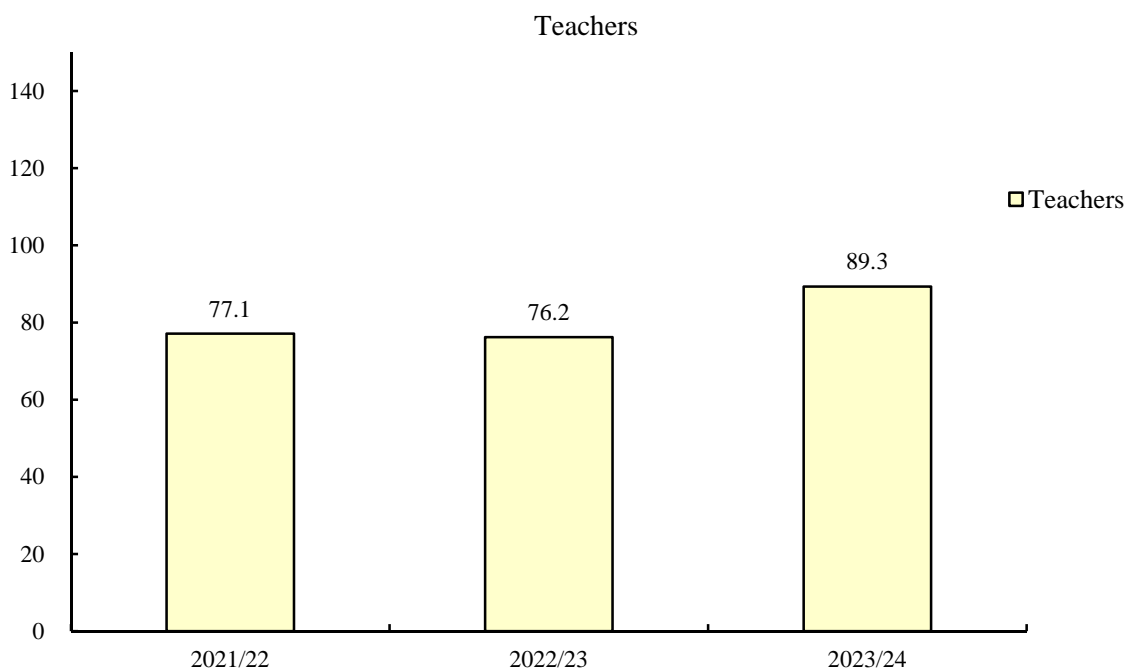


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining language proficiency qualifications

3.4 Teachers' teaching experience in the past three years:



3.5 Continuous Professional Development hours of the Teachers:

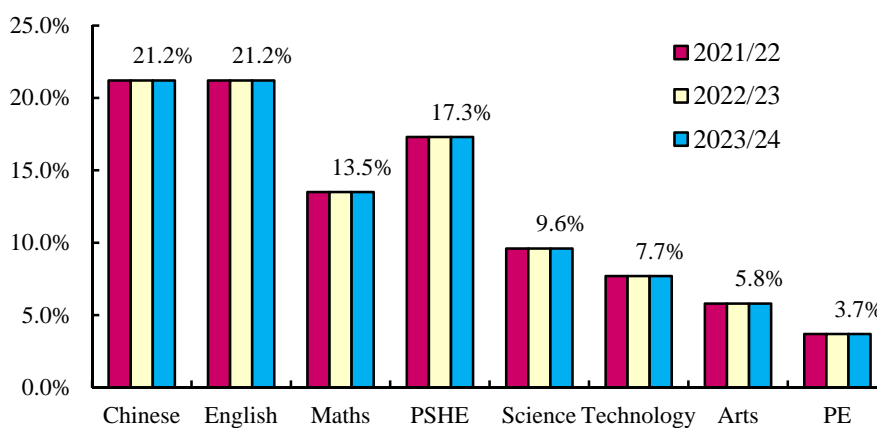


4. The number of classes and students in the 2023/24 academic year:

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	49	56	52	45	43	52	297
No. of Girls	81	75	59	66	55	53	389
Total No. of Students	130	131	111	111	98	105	686

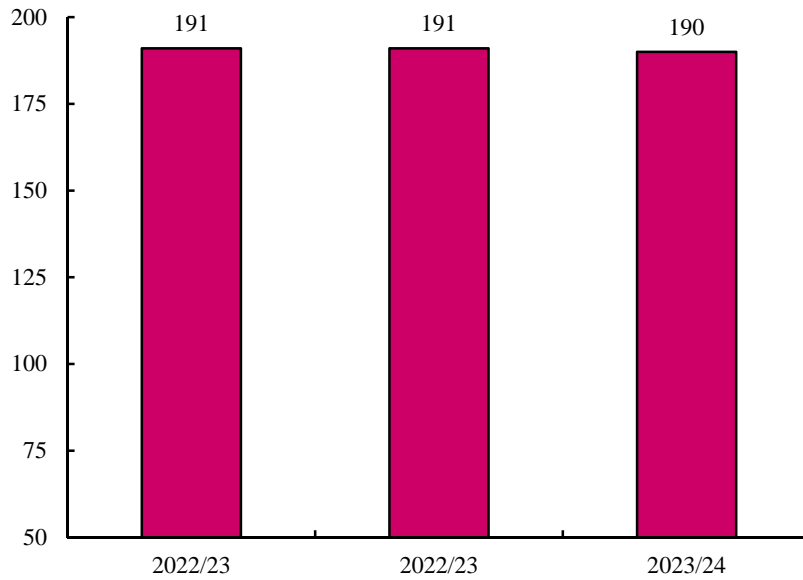
5. Lesson Time for the 8 Key Learning Areas (KLAs)

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



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:



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

- Major Concern 1 : To Strive for Academic Excellence

Achievements
<p>1. To foster proactive and self-motivated learner</p> <p>1.1 Data from student stakeholder questionnaires indicate that for the statement "I am able to apply learning strategies, such as pre-lesson preparation, using concept maps, tool books, and online resources, etc.," the average score is 3.5. Similarly, for the statement "I take the initiative to learn," the average score is 3.4. These results have shown an increase from the 2021-22 to the 2023-24 academic year, suggesting that since the promotion of self-regulated learning, students have developed a positive perception of their ability to learn autonomously.</p> <p>1.2 A 30-minute timetabled self-regulated learning period was integrated daily to cultivate proactive study habits among S1 to S3 students. From the surveyed students, 94.7% reported that they always or sometimes re-organized their notes and learning materials, while 91.6% always or sometimes completed pre-lesson tasks. Furthermore, 87.5% of students always or sometimes engaged in reflection during the SRL Period. Overall, the percentage of students consistently performing these tasks has shown a progressive increase over the past three years. Additionally, 74% of students found the SRL period beneficial for their learning, as they exhibited initiative by utilizing various learning skills and applying study strategies.</p> <p>1.3 Throughout the year, a total of four workshops or training sessions were conducted: during the S.1 bridging programme and in the OLE period for S.1-S.3 students. Additionally, videos covering topics like goal setting, reflection, the importance of SRL, and study skills were created and shared with students.</p> <p>1.4 79.5% of S.1-S.3 students found their peers' sharing of self-regulated learning strategies to be beneficial.</p> <p>1.5 On average, each S.1-S.4 student reads 8.5 books per year.</p> <p>1.6 Approximately 45.7% of students agreed that they frequently engage in reading materials such as leisure reading materials and newspapers outside the classroom.</p> <p>1.7 A total of 91.3% of students integrated reading strategies into their subject assessments.</p> <p>1.8 Approximately 95.7% of subjects organized sharing sessions during panel meetings, and a workshop was held to equip teachers with the necessary skills for designing effective pre-lesson tasks, guided learning, co-learning, and collaborative learning activities.</p> <p>1.9 All teachers, comprising 100% of the staff, implemented at least one guided learning plan that included pre-lesson tasks and group activities for lesson observation, thereby introducing guided learning, co-learning, and collaborative learning.</p>

- 1.10 More than 80% of teachers participate in peer lesson observation.
- 1.11 As a routine practice in daily teaching, all subjects assign pre-lesson tasks to students.
Approximately 87.5% of subjects have edited at least one well-designed pre-lesson task in each unit.
- 1.12 Approximately 38% of teachers engaged in inter-school lesson observations focused on self-regulated learning (SRL). Remarkably, all participants confirmed acquiring valuable strategies related to self-regulated learning.
- 1.13 A Learning Celebration took place on May 24, 2024.
- 1.14 90% of S.1-S.2 students agreed or strongly agreed that the ERaC SRL Programme was effective in learning English and broadening their horizons.
- 1.15 84% of S.1 - S.2 students agreed or strongly agreed that Literature Out Loud Programme was effective in learning English and learning more about foreign cultures.

Reflection

- 1.1 Students demonstrate active organization of their learning, demonstrating the development of self-regulated learning skills. This nurtures their initiative, time management abilities, and capacity to acquire information through self-study.
- 1.2 Throughout this dedicated SRL period, the majority of students perform satisfactorily by completing pre-lesson tasks within a short timeframe. However, a small percentage of students have not completed these tasks, leading to variations in the quality of work among students. Subject teachers have implemented diverse strategies to monitor and enhance the quality of pre-lesson tasks.
- 1.3 Based on the teachers' observations and the data from student questionnaires, it can be inferred that students are increasingly cognizant of utilizing learning strategies and optimizing their self-regulated learning periods.
- 1.4 The average number of books read by students has increased, with each subject being able to devise and teach reading strategies that align with the curriculum. To bolster the reading environment moving forward, each Key Learning Area (KLA) will recommend books to enrich the classroom book corners' collections and organize book introductions.
- 1.5 To promote self-regulated learning and enhance the effectiveness of classroom learning, the application of comparison reading strategy will be promoted to improve the quality of co-learning and mutual learning activities.
- 1.6 With the introduction of the new STREAM subject, SRL Literature Maker, in S.1, the Literature Out Loud Programme can be integrated into S.2 Language Arts lessons.
- 1.7 Both STREAM and Literature Out Loud programmes will be showcased in the Learning Celebration in the year of 2024/2025.
- 1.8 We will further refine the integration of reading strategies in subject assessments, as well as during the ERaC and CRaC periods. Specifically, we will enhance the S.1-S.2 ERaC SRL Reading Lab Programme by introducing new learning materials.

Feedback and Follow-up

1. The Focus Inspection of Technology Education in November 2023 highlighted that CCC Kei Yuen College students demonstrated a genuine interest in learning, exhibited commendable behavior, and actively sought assistance when encountering learning challenges. The EDB Stakeholder Student Questionnaire reflected positive feedback, showing an enhancement in students' confidence in their learning abilities. The school actively promotes global awareness and cross-curricular learning through initiatives like the Online Virtual Exchange Programme and international educational experiences.
2. We will further enhance the self-regulated learning period and strengthen the alignment between pre-lesson tasks and classroom teaching. Additionally, SRL workshops and training sessions will be extended to parents, enabling them to grasp the rationale behind fostering self-regulated learning within our school community. Prioritizing the development of teachers' effective questioning skills to provide constructive feedback to students is on our agenda. Moreover, we will focus on improving group dynamics to recognize the significance of individual metacognitive monitoring and group-level regulation for achieving learning outcomes in collaborative settings.
3. We will amplify the integration of reading strategies in subject assessments, as well as within the ERaC and CRaC periods. Specifically, we will enrich the S.1-S.2 ERaC SRL Reading Lab Programme by introducing new educational materials. Furthermore, we will enhance the S.1-S.2 Learning Celebration of the Literature Out Loud programme by introducing the new STREAM subject, Literature Maker. Our goal is to cultivate critical thinking skills by promoting Thinking Routines, as this approach enhances group dynamics and renders thinking processes visible.

Achievements

2. To unleash students' academic potentials

- 2.1 Approximately 93.8% of academic subjects utilized eMarkers' Reports in unit tests to assess students' performance and design subsequent assessments.
- 2.2 56.8% targeted students achieved 332A in core subjects.
- 2.3 In the context of DSE subjects, 100% of them utilized data to evaluate and formulate action plans for learning and teaching.
- 2.4 New combinations of elective subjects were introduced for S.3 students to select from. The Extended Part (M1/M2) will be considered elective subjects to fulfill the General Entrance Requirements of JUPAS.
- 2.5 100% of DSE subjects organized at least one demonstration or sharing session focused on enhancing students' learning effectiveness through examination-oriented strategies and data analysis tools.
- 2.6 100% of DSE subjects offered extended online self-learning resources and a question bank for students.

Reflection

- 2.1 The percentage of students meeting the entrance requirements for local bachelor's degree programmes has displayed a consistent increase, climbing from 60.3% in the 2021/22 academic year to 64.1% in the 2023/24 academic year. Additionally, the percentage of students enrolled in local full-time bachelor's degree programmes rose from 55.8% in the 2021-22 academic year to 63.1% in the 2023-24 academic year, surpassing the average of all Hong Kong schools. Our students have consistently showcased proficiency in critical thinking, collaboration, communication, argumentation, and problem-solving skills, consistently achieving high performance in HKDSE core subjects.
- 2.2 Effectively leveraging data can proactively identify students who are underperforming at Level 2 or Level 4 in individual subjects and are not meeting the university entrance requirement of 332A. Strengthening the utilization of exam-oriented strategies, learning apps or platforms to offer extended learning resources, and developing individualized education and support plans for targeted students can all contribute to a continual enhancement in DSE results.

Feedback and Follow-up

1. Moving forward, the following measures will be integrated into routine practice:
 - a. Employ the eMarkers' Report and Student Data Analysis System (SDAS) to actively monitor students' learning progress.
 - b. Implement the DSE Core and Elective Subjects Enhancement Programme to elevate students' proficiency in their selected subjects.
 - c. Utilize the DSE School Statistical Report and Pre-S.1 Attainment Test results to anticipate students' DSE grades, offering guidance for learning and teaching.
 - d. Facilitate subject-specific discussions to delve into examination-focused strategies and exchange best practices.
 - e. Provide comprehensive online self-learning resources and a question bank to bolster students' extended learning support.

Achievements

3. To cater diversity of students with various talents and learning needs

- 3.1 98 students from S.3 and S.4 completed 120 MOOCs, and 12 3A students completed at least one MOOC during the ERaC lessons.
- 3.2 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.
- 3.3 A technologist from HKU TALIC will collaborate with our school to promote MOOC learning in both S.3 and S.4.
- 3.4 91% of participants agree that the MOOC and the training workshop are useful.
- 3.5 Subject excellence awards and improvement awards were established, with a total of 277 and 394 awards respectively for excellence, and 535 and 470 awards respectively for improvement.
- 3.6 13 activities were arranged by NETs and at least one activity was arranged every month
- 3.7 97% of students agreed or strongly agreed that the Global Week was effective in enabling them to learn English and global cultures
- 3.8 For Virtual Exchange, three sessions are completed in Nov and Dec 2023
- 3.9 100% of students agreed or strongly agreed that the programmes were effective in enabling them to learn global cultures
- 3.10 In the academic year 2023/24, the junior form curriculum will undergo refinement, particularly in the School-based STREAM curriculum (Literature Maker), Citizenship, Economics, and Society in S.1-S.3. The new SRL Literature Maker integrates emerging technologies into learning and teaching within STREAM education and Literature in English. It serves as a hub for exploring STREAM-related Massive Open Online Courses (MOOCs), Virtual Reality (VR), hands-on STREAM-related projects, and English reading activities.

Reflection

- 3.1 It was planned to collaborate with HKU in introducing the MOOC Open Class activity for the primary schools in Yuen Long, but the lesson was not conducted because the senior lecturer responsible for the project, Dr. Leon Lei, was unavailable due to external commitments during this academic year
- 3.2 The subject outline, scheme of work, and lesson materials of the new STREAM subject, SRL Literature Maker, have been developed.
- 3.3 The trial lesson was conducted on 11/07/2024 by Mr. Mok and Mr. Wei. Eight selected students from 1A participated in the lesson.

Feedback and Follow-up

1. 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.
2. 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.
3. To promote cross-curricular learning and allow students to engage in global dialogue in junior forms, S.4 Global Virtual Exchange Programme will be introduced in the coming year. 20 S.4 students will be selected to engage in a virtual exchange programme with a secondary school in Belgium.
4. We will invest in upgrading facilities to support STREAM, self-regulated learning, and cross-curricular learning. These enhanced facilities will provide a nurturing environment for these activities, promoting increased student engagement, motivation, and improved learning outcomes.

- **Major Concern 2 : To embrace whole-person development**

Achievements

1. To nurture positive values and attitudes in students

- 1.1 88% of subjects and committees organized activities centered on at least one Keiyueneese virtue (respect and love of learning). Representatives from each class in S.1-5 designed window decorations inspired by the Keiyueneese virtues. Student designers conveyed messages that reflected the core Keiyueneese principles of respect and love of learning through their unique sticker designs, which were displayed outside their classroom windows. This initiative fostered a positive atmosphere on each floor. During morning assemblies, students were reminded of the Keiyueneese virtues of respect and love of learning. Messages emphasizing respect were also shared during religious morning assemblies. One post-exam activity, the film screening of "Zero to Hero," highlighted the importance of respect. Prefects, through training activities, gained insights into demonstrating respect towards individuals from diverse backgrounds and with special needs. The participation of BBBS in all activities that promoted a culture of respect was significant. The Fellowship training course emphasized the Keiyueneese value of respect.

- 1.2 Various subjects conducted classroom activities to cultivate students' virtues of respect and love of learning. In Chinese Language, an activity was organized to create calligraphy scrolls with the theme of Keiyueneese virtues. English Language coordinated inter-class activities such as S.1 Radio Drama, S.2 Singing, S.3 TV Commercials, S.4 Drama, and S.5 Public Speaking to foster respect and love of learning among students. Religious Education lessons nurtured the Keiyueneese virtue of respect, while singing songs of respect in Music lessons could also instill Keiyueneese virtues. A community-focused experiential learning activity in S.3, organized by Life Education, demonstrated respect for those in need. Additionally, other subjects arranged activities or designed assignments to help students enhance their virtues of respect and love of learning.

- 1.3 The growth mindset curriculum implemented by Life Education played a pivotal role in cultivating students' positive attitudes. This year, the lesson plans for S.1-S.3 Life Education were revamped to incorporate growth mindset principles. Social growth mindset was integrated into the curriculum, engaging students in lessons that nurtured traits like "not yet" perseverance and multi-perspective thinking. Feedback from 82% of students indicated support for the school's promotion of growth mindset, with 98% acknowledging the activities' efficacy in applying growth mindset within school life. Students learned how to shift their mindsets, fostering a belief in their capacity for change. Their responses were overwhelmingly positive and uplifting. The average post-test scores (S.1: 8.8, S.2: 8.5, S.3: 7.3) surpassed the average pre-test scores (S.1: 6.4, S.2: 6.2, S.3: 6.1) for students in grades S.1-3, indicating growth and understanding. Post-exam activities, such as the pilot's talk, further reinforced the cultivation of a growth mindset. An Inter-house Dance Competition was even organized with the theme "Embrace Challenges," aligning with the principles of growth mindset.

- 1.4 The spirit of service among students was nurtured through the recognition of those engaged in community service efforts. Li Mei Ling from class 6D was honored with the "Community Service Award" for her exceptional dedication and 100 hours of community service. This marked her second consecutive year receiving this accolade. In recognition of her commitment, she was invited to share her experiences twice during morning assemblies, addressing both junior and senior forms.
- 1.5 The spirit of service among students was fostered through the organization of school and community service initiatives for ECA service groups. An impressive 71% of service groups actively participated in school events and social services. Library prefects and reading ambassadors provided valuable services to fellow students. During Speech Day, the Girl Guides engaged in school service activities. The Red Cross played a key role in the weekly flag-raising ceremony and supported events like Sports Days. Members of the Fellowship contributed to religious services such as the Qile Cake Charity Sale and Christmas Card delivery during Gospel Week. Additionally, the Community Service Group collaborated with the Elder Academy, aiding in teaching the elderly about internet technology and coordinating various courses for them. Through these diverse activities, students learned the importance of serving others.
- 1.6 The spirit of service among students was nurtured through the coordination of social services via Life Education, Service Learning Day, and Flag Selling Day. An impressive 96% of students actively engaged in these social service initiatives. S1 students participated in the School Cleaning Day. During the Elderly Visit, S.2 students welcomed elderly visitors, organizing class-based performances and games. Collaborating with a local volunteering group, S.3 students gained insights into the challenges faced by the less fortunate and contemplated ways to contribute positively during the Community Experience Day. On the Service Learning Day, each S.4 class visited an elderly home, while all S.5 classes visited kindergartens, sharing their blessings with the children. S4 students also took part in the Flag Selling Day, supporting the Church of United Brethren in Christ Social Service Division. These activities provided students with practical knowledge, instilled appropriate attitudes before service, and encouraged reflection on their experiences afterward.

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

- 2.1 50% of the students engaged in academic, aesthetic, and sports competitions, both internally and externally. Nearly half of ECAs and 75% of committees facilitated students' participation in external competitions. The Moral, Civic, and National Education Committee encouraged KYL members to partake in a book review competition hosted by China Merchants Banking. The Guidance Committee enrolled students in various competitions including the Secondary School Peer Mediation Competition 2024, Splendor Board Game Competition, and Understanding Mental Health Online Competition, yielding 10 merit awards. The Discipline Committee entered students in the Anti-scam Song Writing Competition, resulting in a merit award. The School Affairs Committee facilitated student participation in the 3rd Annual Hong Kong Green Micro-Film Creation Competition, also earning a merit award. The Careers Committee supported 4C Tsui Hong Ching's entry into the Greater Bay Area Outstanding Student Election,

where she received a merit award. Students demonstrated diverse interests and talents in IT-related fields. The IT Committee guided students in competing in various events such as Metaverse Creators of Tomorrow, Youth Aerospace TechEd Programme, HKIRC Internet Safety Youth Scheme 2023, Microsoft Office Specialist World Champion HK station (awarded gold and silver), 2024 Inter-school AI Arts Creation Competition (second-class award), the 3rd GBA STEM/AI Challenge-Interstellar Exploration (second runner-up), AT2024: Glider Launch Challenge Longreach Award (second runner-up), and Jeppsen Part 61 Endorsement Certificate Grand Champions (silver award). These accomplishments highlighted students' skills in cybersecurity, AI, robotics, aviation, and proficiency in Microsoft Office applications. Participation in such competitions not only allowed students to apply their knowledge and skills practically but also provided valuable opportunities for learning, growth, and recognition.

- 2.2 Various subjects also facilitated students' participation in external competitions, with an impressive 96% of subjects doing so. The Chinese Language, Putonghua, and English Language departments encouraged students to partake in the Speech Festival. Noteworthy achievements included two champions, two first runners-up, and one second runner-up in the Chinese Speech Festival. In the English Speech Festival, one student secured a championship, along with two first runners-up and four second runners-up. Putonghua students attained three championships, two first runners-up, and four second runners-up. Students from the Visual Arts department excelled in over 40 external competitions, clinching three championships, four first runners-up, and two second runners-up, accumulating a total of 49 awards that underscored their excellence in Visual Arts. The Geography department supported students in the 2nd Kubuqi Award "Speak Sustainability" Secondary School Short Video Contest, resulting in a first-class award. This accolade granted students the opportunity to embark on a study tour to Kubuqi in Inner Mongolia. Participation in these external competitions not only fostered a sense of achievement but also broadened students' perspectives significantly.
- 2.3 Students' self-confidence and leadership abilities were developed in alignment with the principles of the Eight Habits of Highly Effective Teens. Two double lessons on the Eight Habits of Highly Effective Teens were tailored for S.1 Life Education. Students responded positively, with an average score of 4.07 out of 5, indicating that they found the course beneficial. Workshops with a more introspective approach were conducted for S.4 and S.5 student leaders from Houses and the Student Union. Impressively, 74% of student leaders participated in the Eight Habits of Highly Effective Teens workshop, with 98% of them acknowledging its usefulness. Prefects' leadership skills were further developed through diverse training activities rooted in the Eight Habits of Highly Effective Teens. All participants confirmed possessing five of the habits, while 60% embraced the remaining ones. The prefects' self-assurance was notably bolstered, evident in their willingness and courage to openly express their opinions, thoughts, and emotions within the prefect team.
- 2.4 The school arranged four educational tours to enrich students' learning experiences. Two trips to the Mainland were orchestrated to deepen students' comprehension of national affairs and expand their perspectives. S.4 and S.5 students embarked on a journey to Zhuhai, delving into technological progressions. This excursion offered

a firsthand look at the Mainland's technological advancements, enhancing students' awareness and admiration for these developments. The Physical Education department coordinated a cultural and cycling expedition in Taipei, while the History and Geography departments jointly organized a tour to Seoul, South Korea.

3. To develop students' career aspirations

- 3.1 Students' career life planning received a comprehensive boost through a school-wide initiative. The Careers Committee partnered with DSE subject panels to organize various career-focused activities. Each department offering DSE subjects actively engaged in career-related initiatives.
- 3.2 The emphasis on students' aspirations to pursue university education through goal-setting reviews was actively promoted. Career counseling sessions were led by class teachers twice: once on Career and Life Planning Day and again during Parents' Days. Students were provided with opportunities to discuss their ambitions with teachers. During individual meetings with their class teachers, students reviewed and established goals based on their strengths and accomplishments on Careers and Life Planning Day. Following this, students assessed their progress towards these goals and refined their strategies with the guidance of their class teachers on the initial Parents' Day session. This year, the percentage of students meeting university entrance requirements stood at 66.0%, demonstrating a comparable figure to the previous year's 69.6%.
- 3.3 The promotion of students' university entry aspirations through goal-setting reviews was emphasized. Career counseling sessions led by class teachers took place on Career and Life Planning Day and continued after Parents' Day.
- 3.4 A sharing session on the professional world by the bronze medalist of Chinese Chess in the 19th Asian Games, Ms. Lam Ka Yan, was coordinated. Two interactive sessions were held, focusing on recent university admissions trends and the core Keiyuenese values of "Perseverance," "Respect," and "Love of Learning." Students were promptly notified about the University Information Days. Additionally, visits to the Chinese University of Hong Kong were organized for senior students and selected S.2 students.
- 3.5 Students' strengths and talents were methodically nurtured through the creation of individual portfolios. From S.1 to S.4, students documented their information and reflections in their i-Portfolios twice per academic year. Following provided guidelines, students reflected on their academic and extracurricular accomplishments for the year, offered suggestions for enhancement, assessed goal attainment, and outlined preliminary goals for the following year. By inputting this information into their i-Portfolios, a more systematic and accessible record-keeping system was established.

Reflection

1. Further endeavors are required to enrich the cultivation of Keiyueneese virtues among students. The promotion of a Growth Mindset should not be confined to junior forms but should be advocated as a lifelong practice for students across all academic levels, including the senior forms. Additionally, the self-reflective component of service learning should be intensified to amplify students' comprehension and insights gained from their service engagements.
2. Initiatives should be taken to augment student participation in external competitions. Integrating the Growth Mindset into leadership training programmes can significantly elevate students' leadership acumen and mindset. Emphasizing enhanced reflection on educational tours is critical to enabling students to deepen their learning and understanding from these experiences.
3. The utilization of i-Portfolios to facilitate self-reflection and individual counseling should be optimized for greater effectiveness.

Feedback and Follow-up

1. To further enrich these virtues in students, there is a need to reinforce the dedication to upholding Keiyueneese values. By integrating social-emotional learning and GRIT into the Growth Mindset curriculum within Life Education, students' comprehension and practical application of these principles can be deepened. The evolution of service learning can be advanced through the adoption of a student-led approach, empowering students to actively shape their service-learning experiences.
2. Embedding student leaders' self-reflection on missions and responsibilities into leadership training programmes is essential. It is recommended to develop lesson plans on the Eight Habits of Highly Effective Teens for S.2-3 Life Education. Both the Growth Mindset and the Eight Habits of Highly Effective Teens should be interwoven into various leadership training activities. Emphasis is placed on values education during educational tours.
3. The prominence of elements related to career and life planning across all subjects is crucial for students. Leveraging i-Portfolios to facilitate self-reflection and individual counseling enables students to document and exhibit their accomplishments under categories such as "Moral and Civic Education," "Aesthetic Development," "Physical Development," "Community Service," and "Career-related Experiences."

- **Major Concern 3 : To establish a professional learning community**

Achievements

1. To devise a sustainable plan for professional development

- 1.1 To coordinate and structure teachers' professional growth in alignment with the school's progression, a comprehensive 3-year professional development blueprint was formulated and put into action. This development initiative encompasses various components such as self-regulated learning (self-learning, co-learning, mutual learning, and guided learning), reading across the curriculum (RaC), learning assessment, eLearning integration, fostering a growth mindset, nurturing career aspirations, instilling the eight habits of highly effective teens, adhering to the T-standard, and promoting teachers' personal career advancement. These professional advancement strategies resonate with the school's primary objectives which are to pursue academic excellence, foster holistic student development, and cultivate a professional learning community.
- 1.2 The adoption and promotion of the T-standard among teachers were emphasized. A dedicated workshop on the T-standard was arranged for teachers during the Professional Development Day. Building upon the insights gained from the T-standard quiz conducted in the prior year, teachers had the opportunity to delve deeper into understanding the T-standard and to explore the associated expectations for educators.
- 1.3 To establish a robust knowledge and resource management system for learning, teaching, and student development, the KY Cloud platform underwent a restructuring and optimization process. A dedicated folder titled "Professional Development" was organized to provide teachers with easy access to information regarding past workshops, covering topics such as Self-Regulated Learning (SRL), Growth Mindset, and the Eight Habits of Highly Effective Teens. Additionally, the PowerPoint presentation from the August workshop on SRL Guided Learning and Learner's Diversity, which focused on questioning skills, was uploaded to the folder. Within the sub-folder labeled "Good Practices," pre-lesson exercises, differentiated assignments, SRL lesson plans, and learning materials were made available for teachers to utilize for revision and further enrichment of their knowledge.

2. To promote professional sharing and interflow within school

- 2.1 To foster an open-classroom culture that centers on teachers' strategies and students' learning, 65.5% of teachers engaged in open classroom sessions and post-lesson discussions concerning Self-Regulated Learning (SRL) Lessons and those related to the Global Week. Specifically, 37 teachers participated in the SRL Lesson Studies Open Class, while 6 teachers took part in the Global Week Open Class. Notably, among the 6 teachers involved in the Global Week Open Class, 5 also attended the SRL Lesson Studies Open Class, bringing the total number of participating teachers to 38. These initiatives have played a significant role in enhancing professional collaboration and fostering increased knowledge exchange among educators. An Open Class and Lesson Observation session was conducted

during the Professional Development Day, focusing on a Chinese lesson with one class of S.1 students in attendance. Feedback from the teachers indicated that 100% of them found this workshop to be valuable. This event provided a valuable opportunity for teachers to engage in a large open class held in the hall, facilitating the exchange of ideas and discussions on self-regulated learning.

2.2 To refine teachers' abilities in guided learning and addressing learner diversity, a workshop on SRL Guided Learning and Catering to Learner Diversity, led by Dr. Ho Sai-mun Stanley, was arranged.

2.3 Both the initial and subsequent rounds of lesson studies were successfully concluded with increased teacher participation, involving 33 teachers across 7 subjects at each junior level. These sessions encompassed collaborative lesson planning, trial teaching, lesson observation, and post-lesson discussion, fostering professional collaboration and knowledge exchange among educators.

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

3.1 The professional development programme, which focused on school-based lesson studies concerning self-regulated learning, was meticulously planned and executed with the guidance and support of Dr. Ho Sai-mun Stanley, an esteemed expert in self-regulated learning. Throughout this initiative, collaborative lesson planning, trial teaching sessions, lesson observations, and post-lesson discussions were conducted under his supervision. Dr. Stanley shared valuable insights with the teachers, contributing to their professional growth. Feedback from the participants highlighted the programme's effectiveness, with 88% of teachers acknowledging its utility in fostering students' self-regulated learning skills. Moreover, 91% of students engaged in the self-regulated learning lesson studies expressed agreement on the beneficial impact of these studies in enhancing their learning experiences.

3.2 The Literature Out Loud programme has been successfully concluded. A training workshop on Literature Out Loud, facilitated by Wiseman, was conducted for English teachers of S.1-3. Nine teachers actively participated in this workshop, with unanimous agreement among them—100% found the Literature Out Loud programme instrumental in enriching students' English learning experiences.

Reflection

1. The cultivation of an open-classroom culture emphasizing Self-regulated Learning (SRL) and student learning stands as a pivotal area for further enhancement. Moreover, the facilitation of cross-curricular collaboration within the Global Week programmes should be actively encouraged. The promotion of S.1-S.3 SRL lesson studies could see enrichment through the integration of elements such as Artificial Intelligence (AI), national security education, and values education.
2. Strengthening collaboration with Wiseman Hong Kong in the realm of Pre-text teaching pedagogy is imperative. Furthermore, fostering increased collaboration with HKU TALIC could greatly advance the professional development initiatives surrounding Artificial Intelligence (AI) and e-learning.

Feedback and Follow-up

1. Introducing SRL lesson studies across senior forms and diverse Key Learning Areas (KLAs) could significantly enhance learning outcomes.
2. Distinguished experts and seasoned educators renowned for their expertise in values education and advanced questioning skills will be invited to lead workshops tailored for our teaching staff.

- **Major Concern 4 : To celebrate 40th Anniversary**

Achievements

4.1 To promote the school through various anniversary celebrations and activities.

- "Creative Fun Day" and "Colouring" competitions for primary schools, along with annual "Mathematics" intra-school competitions, will be organized.
- Students will be encouraged to express their creativity, providing platforms for them to exhibit their artistic talents through exhibitions and performances.
- The school greatly benefits from strong support from parents and alumni, whose active involvement significantly contributes to the school's continuous enhancement. As part of the vibrant celebrations for our 40th anniversary, we successfully hosted the 40th Anniversary Open Day and the Inauguration Ceremony of Alumni Day on February 4, 2023. The event was a remarkable success, with over 1000 guests present, including parents, teachers, and alumni. The exceptional quality of the event and its execution left a lasting impression on all attendees.

4.2 To achieve the fund-raising goals.

- Emphasize the utilization of modern technological tools and resources to enhance teaching and learning following the receipt of special donations.

4.3 To connect alumni of all years

- Engage more alumni to serve as coordinators for the remaining years. Establish a formal association to cultivate alumni connections.

Reflection

As we celebrate the 40th anniversary of our esteemed institution, it is a significant moment that warrants deep reflection on the extraordinary journey we have undertaken. Looking back over the past four decades, this occasion offers a wonderful opportunity to sincerely acknowledge the progress, achievements, and profound influence our school has exerted on the lives of numerous students, educators, and the broader community.

Feedback and Follow-up

1. All items will be incorporated as routine work.

(3) 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
2021/22	54.94	50.37	56.77
2022/23	57.13	56.8	71.04
2023/24	58.16	55.81	65.03

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

Average pass rate of all subjects : 97%

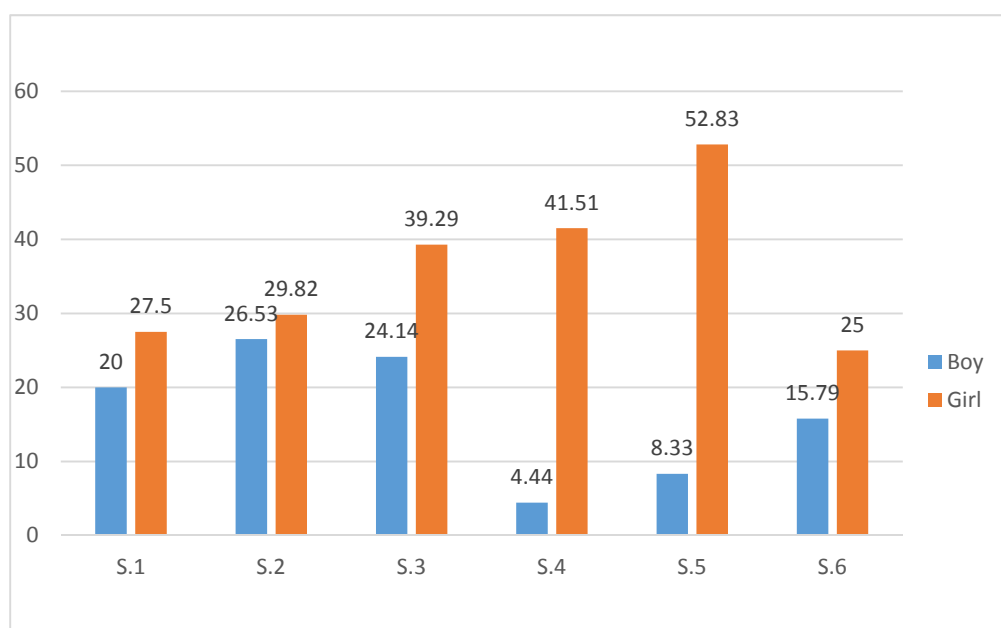
Average pass rate of English language : 99%

Average pass rate of Chinese language : 99%

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

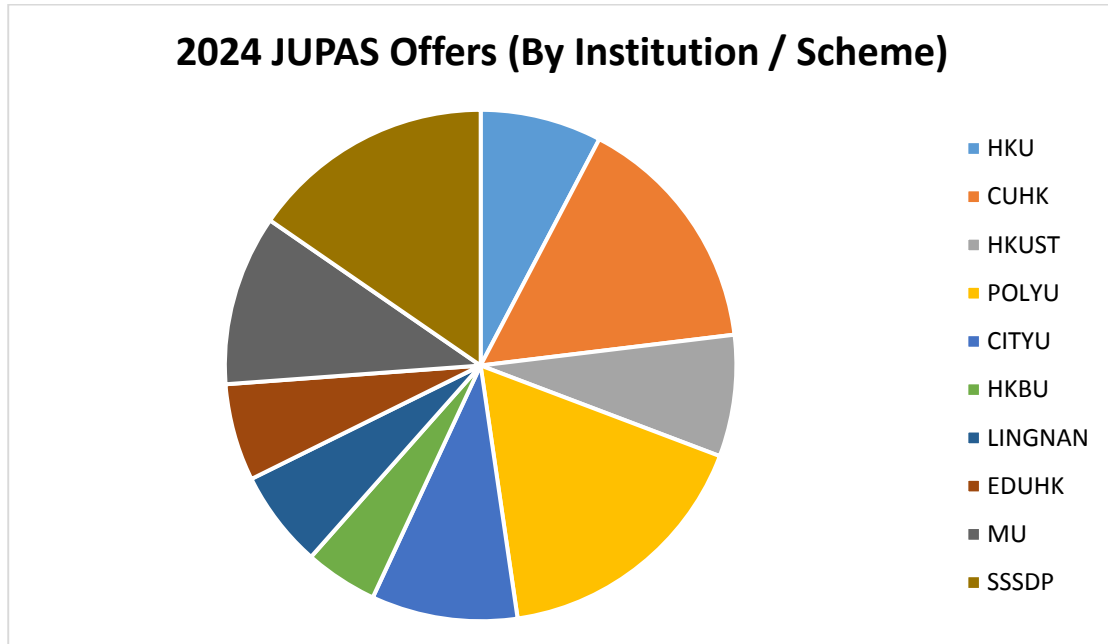
Year	2021/22	2022/23	2023/24
Total no. of candidates	116	102	103
No. and % of students obtaining 222A (Core subjects)	99 (85.3%)	94(92.2%)	95(92.2%)
No. and % of students obtaining 332A (Core subjects)	70 (60.3%)	71(69.6%)	68(66.0%)
No. and % of students obtaining 332A (Core subjects + 2 electives level 2 or above)	69 (59.5%)	67(65.7%)	68(66.0%)

3. Percentage of students within the acceptable weight range in 2023/24



4. 2024 JUPAS Offers

In the academic year of 2023-2024, 103 Secondary 6 students applied for admission to programmes offered by the 9 JUPAS participating-institutions and / or the SSSDP programmes via JUPAS. 63.1% of our students received JUPAS main round offers.



5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
1.	美荷樓香港精神學習計劃 2022-23「兩代情」徵文比賽	香港賽馬會社區資助計劃	優異獎(高中組) 5D 陸芯言 5D 郭詩琳 5D 林景宏 5D 黃俊櫟
2.	2022-2023 年度「篇篇流螢」網上閱讀計劃	中國文化研究院	個人卓越表現金獎(初中組) 4C 黃伊嵐 個人卓越表現銀獎(初中組) 4B 張巧澄 個人卓越表現銅獎(初中組) 4B 李卓羲
3.	全港青年翻譯比賽 2022-2023	全港青年學藝比賽大會	英譯中 季軍(初中組) 中譯英 亞軍(初中組) 4C 徐康晴 中譯英 季軍(初中組) 4D 簡睿好
4.	學生作家培育計劃及徵文比賽	香港中華文化發展聯合會	三等獎(高中組) 4B 馬欣琳
5.	正向#TAG 句子創作比賽	香港中華基督教青年會	亞軍 4D 鄭子晴
6.	中國語文菁英計劃 2022-2023	教育局資優教育組	團體冠軍 4C 劉心怡 4C 麥叡希 4C 徐康晴 菁英銀獎(中學組) 4C 徐康晴 菁英銅獎(中學組) 4C 劉心怡 4C 麥叡希
7.	2022-2023 校園作家大招募	香港青年協會	優秀校園作家嘉許獎 4C 劉心怡
8.	2023 年「金筆益」華文文學即場創作比賽(香港賽區)	中國青少年語言文化學會	一等獎(初中組) 4C 劉心怡
9.	2022-2023 全港青少年語文知識大賽「菁英盃」現場作文總決賽(香港賽區)		二等獎(初中組) 4C 劉心怡
10.	「園•心」初中生散文創作比賽	香港教育大學	優異獎 3C 胡雪怡
11.	向老師致敬 2023 中文徵文比賽	敬師運動委員會	優異獎 1B 倪敏軒

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
12.	第二十八屆全港學界對聯創作比賽(中學組)	香港學校音樂及朗誦協會	冠軍 6A 曾樂欣 優異獎 3C 胡雪怡 4C 劉心怡 特別獎 2C 潘詠芯 3C 陳子彬 6C 吳亦瑩
13.	第七十五屆香港學校朗誦節(普通話)	香港學校音樂及朗誦協會	女子詩詞獨誦 冠軍 1B 羅學蘊 女子詩詞獨誦冠軍 4D 陳曉丹 女子散文獨誦亞軍 5D 孔紫鈞 女子詩詞獨誦 亞軍 6C 馮靖恩 女子詩詞獨誦 季軍 1C 王樂欣 女子詩詞獨誦季軍 4C 黃汶琪 男子詩詞獨誦 冠軍 2C 陳皓冉 男子詩詞獨誦 季軍 3A 曾家樂 男子散文獨誦 季軍 5C 林浩朗
14.	第 75 屆香港學校朗誦節 (中文朗誦)		中五級女子詩詞獨誦 冠軍 5C 鄭于舒 中一級女子詩詞獨誦 冠軍 1A 陳菀鎣 中四級女子詩詞獨誦 亞軍 4D 梁珈瑤 中五級女子散文獨誦 亞軍 5A 黎恩希 中二級女子詩詞獨誦 季軍 2C 倪巧臻
15.	說好好香港故事中文寫作挑戰賽	信報教育	高中組 (晉級獎) 4C 劉心怡 4C 徐康晴 4C 鄧詩意

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
16.	第四屆招商局香港青年讀書月 (讀書分享)	招商局集團香港青年 (聯合會)	金獎 4D 王恩瑤 優異獎 4C 劉心怡 4C 黃鴻玉
17.	The Hong Kong Federation of Youth Groups English Public Speaking Contest 2024	The HKFYG Leadership Institute	District Finalist 2D LI TSZ YU District Semi-Finalist 4D SARKI RANJANA Certificate of Participation 4D SHREESH ABHINAV Certificate of Participation 5D LAM KING WANG
18.	75th Hong Kong Schools Speech Festival (Solo verse Speaking)	Hong Kong School Music and Speech Association	1st Place 1C SHEUNG HUNG NGAI 2nd Place 3D CHAN YI SUM ESTHER 5D HUNG TSZ KWAN 3rd Place 1B CHEN HUNG KI MARICK 2B TAI HIU LAM 3C WONG SZE SZE 4D SHREESH ABHINAV
19.	Junior Secondary History e-Reading Award Scheme 2023	Education Bureau	Appreciation Award 4A CHAN PAK HIN 4A HUANG ZHI CHENG 4A LO PAK KAN 4A CHEN CHI KIT 4A CHAN HOI CHUN 4A LUO YUI PAN 4A LI YAN QIU 4B MA YAN LAM 4B ZHOU PUI LONG 4B LI TSZ SEN 4B CHIM MAN TAN 4B CHEUNG HAU CHING 4C MAI YUI HEI 4C TSUI HONG CHING 4C SIN WAI WA 4C WONG YI LAAM 4D KAN YUI UE 4D CHAN CHUN TSUNG 4D LAW NOK YAU 4D TSE PO CHEUNG 4D CHEN HIU TAN

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
20.	The 15 th English Radio Drama Competition 2022-2023 for schools (Secondary school Section)	Smart Education Charitable Foundation	Semi-Finalist Award 3A 林安祖 3A ALI RUBAB 3A 沙樂行 3A PUN JENIAL 3A 韋華文
21.	4.23 World Book Day Creative Competition in 2024	Hong Kong Public Libraries (LCSD)	Outstanding Award in Junior Secondary English Category 1D WONG WAN YIN VANIA
22.	2023 香港學界數學及奧數精英賽 S5 數學組	香港兒童數學協會	銀獎 5D 何鏗濤 5D 鍾卓峰
23.	AIOM (MMC) World Open Competition 第一屆 AI 奧數(數霸盃)世界公開賽	World STEM Association 世界科技工程數理協會	Trial Round Silver Medal 1B HO YIN TING 1B CHAN SIU KWAN Trial Round Bronze Medal 1B TSUI SUN YUET 1C LI YAN TUNG 1C LAM HIU TUNG ANGIE 1D LAU CHUN HIM 3C WONG SZE SZE 3C WONG YIN CHING 3C CHEN TSZ PAN 3C TAM HO LAI 3C HUANG JINHAO Final Round Silver Medal 1B CHAN SIU KWAN 3C HUANG JINHAO Final Round Bronze Medal 1C LAM HIU TUNG ANGIE S1 Trial Round Champion 1A KWOK YAU YIN 1A LAM CHIN LOK 1B TSUI SUN YUET 1B HO YIN TING 1B CHAN SIU KWAN 1C LI YAN TUNG 1C LIN XIYU MAX 1C LAM HIU TUNG ANGIE 1C CHAN SING YU 1D LAU CHUN HIM
24.	「公民責任共承擔 團結同行 建未來」專題活動之「Snapshot 快拍攝影比賽」	教育局及公益少年團 元朗區委員會	高中組(亞軍) 5A 關曉澄 高中組(季軍) 5A 潘泳霖

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
25.	2024 校際 AI 藝術創作大賽 < 數碼詠古 >	香港電腦教育學會	二等獎 4A 張樂兒
26.	2023-24 全港烹飪比賽「惜水廚藝大比拼」及「惜水食譜設計比賽」	水務署、香港青年協會及 M21.hk	亞軍(獎杯、證書及獎學金 \$2000) 2D 陳慧璇 2D 林梓榆
27.	Microsoft Office Specialist World Championship (HK Station)	Microsoft	Word Associate (M365)-Bronze Award 4A YEE HO YIN PowerPoint Associate (M365) – Bronze Award 5D LAM KING WANG Excel Associate (M365) – Gold Award 5D AU CHEUK HIN
28.	Cyber Youth Programme 2023	IVE	Merit 6A 謝雅柔 6D 陳凱卓 6D 沙迪比 6D 謝皓洋 6D 周洛謙
29.	23/24 年度香港學校戲劇節	教育局	傑出演員獎 2A 梁紫暄 2A 謝文悅 3B 曾筠婷 5A 梅雪原 傑出舞台效果獎 1A 曾天美 2A 梁紫暄 2A 謝希敏 2A 謝文悅 2C 陳柏諺 2C 鄭澤軒 3A 李梓瑤 3B 陳巧然 3B 陳熹諭 3B 陳梓津 3B 黃曉悅 3B 曾筠婷 3C 鍾恩諭 3D 陳爾心 4A 陳重熹 5A 梅雪原 5B 何慧彤 5C 羅映喬 傑出合作獎 1A 曾天美 2A 梁紫暄 2A 謝希敏 2A 謝文悅 2C 陳柏諺 2C 鄭澤軒 3A 李梓瑤 3B 陳巧然 3B 陳熹諭 3B 陳梓津 3B 黃曉悅 3B 曾筠婷 3C 鍾恩諭 3D 陳爾心 4A 陳重熹 5A 梅雪原 5A 黎恩希 5B 何慧彤 5C 羅映喬

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
30.	夢飛翔紙飛機大賽	元朗大會堂	<p>隊伍成績 季軍 3C 黃思斯 3C 余泓毅 3C 莫霆軒 3C 陳子晴</p> <p>隊伍成績 季軍 6C 朱汶喬 6C 鄧穎琳 6C 馮靖恩</p> <p>隊伍成績 殿軍 4A 盧栢勤 4A 陳勇勤 4C 張涵靈 4D 陳振棕</p> <p>隊伍成績 殿軍 6D 陳凱卓 6D 周洛謙 6D 沙迪比</p> <p>隊伍成績 優異獎 2D 陳凱嘉 2D 鄧卓鏗 2D 劉靖謙 2D 錢嘉星</p> <p>隊伍成績 優異獎 4C 郭嘉煒 4C 吳建昕 4D 鄧昊堯 4D 彭家銘</p> <p>隊伍成績 優異獎 4A 羅銳濱 4A 陳曉丹 4A 郭詠芝 4A SHREESH ABHINAV</p> <p>隊伍成績 優異獎 6A 杜祖營 6D 彭天娜 6D 劉芷澄</p> <p>隊伍成績 優異獎 6D 許朗璋 6D 盧政言 6D 羅眾圓 6D 曾賀新</p> <p>個人成績 冠軍 3C 黃思斯 個人成績 冠軍 6D 沙迪比</p> <p>個人成績 殿軍 4D 彭家銘</p> <p>個人成績 優異 4A 盧栢勤 4D 陳曉丹 6C 馮靖恩 6C 朱汶喬</p>
31.	第 18 屆中學基建模型創作比賽 2024	香港專業教育學院 香港理工大學 香港建商會	<p>晉身決賽 4A 羅銳濱 4A 薛靜雯 4A 陳婕翎 4A 麥淳琦 4A 陳凱晉</p>

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
32.	Aerosim Inter-School Aviation Tournament 2023 (AIAT2023)	Aerosim	Top 3 Highest Individual Score Award 6D 許朗瑋 Best Glider Launch Performance –1st Runner Up 4A 陳重熹 5C 陳澤鋒 5D 陳諾熙 5D 歐卓軒 6D 許朗瑋 Most Creative Glider–2nd Runner Up 4A 陳重熹 5C 陳澤鋒 5D 陳諾熙 5D 歐卓軒 6D 許朗瑋 Best Overall Glider Challenge –2nd Runner Up 4A 陳重熹 5C 陳澤鋒 5D 陳諾熙 5D 歐卓軒 6D 許朗瑋
33.	2023 RACI International Chemistry Quiz	Hong Kong Association for Science and Mathematic Education & Royal Australian Chemical Institute	Distinction(Senior Division) 6D 羅眾圓 High Distinction(Senior Division) 6D 陳凱卓 6D 盧政言 6D 鄧樂恩 6D 曾紀沖 Distinction(Intermediate Division) 5C 吳梓塋 5D 陳澤鋒 5D 何鏗濤 5D 郭倩榆 5D 姚振偉 High Distinction (Intermediate Division) 5D 歐卓軒
34.	Jockey Club BEAM Plus in Schools Project	Business Environment Council	Certificate of Achievement 5A 陳偉珊 5A 梁智傑 5B 鄭佩諭 5B 申樂童 5C 梁綽軒
35.	好空氣社區	健康空氣行動(CAN)	優異獎 第一組： 4B 陳婕如 4B 馬欣琳 4D 鄭子晴 第二組： 4B 彭小宣 4C 孫啟僑 4C 黃鴻玉 4D 陳振棕

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
36.	The Hong Kong Green Microfilm Creation Award	Environment and Conservation Fund	Merit Team 1: 4A Luo Yui Pan 4B Hung Man Yi 4B Lam Siu Tong 4B Wasim Muhammad Saim 4B Ma Yan Lam 4B Xu Kwa Man 4C Tin Tsz Ching Team 2: 4D Law Nok Yau 4A Tam Cheuk Him 4B Wong Sze Yu 4B Law Tsz Chun 4B Chan Tsit Yu 4C Tang Sze Yee 4C Tsui Hong Ching 4D Cheng Tsz Ching 4D Kan Yui Ue
37.	第二屆庫布其獎「談談可持續」中學生短片比賽	億利公益基金 Treelion Foundation	冠軍 4A 羅銳濱 4B 熊文怡 4B 馬欣琳 4B 許跨雯 4B 楊琇巧
38.	2024《憲法》和《基本法》全港校際問答比賽暨慶祝中華人民共和國成立75周年決賽—「見證·新時代」創意作品製作活動	教育局課程發展處	優異獎 4C 黃伊嵐 4C 楊雅琳
39.	Aerosim Inter-School Aviation Tournament 2024 (AIAT2024)	Aerosim	Long reach Award – 2nd Runner up 5A Luo Yui Pan 6C Liu Chun On 6D Au Cheuk Hin 6D Chui Tsz To 6D Lam King Wan Grand Champions – Silver Award 6D Au Check Hin
40.	「環保為公益」慈善清潔比賽	教育局 公益少年團元朗區委員會	冠軍 1A 鍾希兒 1B 葉穎朗 1C 王子勤 1D 韋瀚朝

5.2 Sports Awards:

	Award / Scholarships	Organization	Name of Awardees
1.	12-15 Male Individual Freestyle & Total Score	IJRU 2023 World Championship	Champion 4D 鄧昊堯
2.	香港學界跆拳道比賽	中國香港跆拳道協會	女子色帶 A 組冠軍 搏擊女子色帶組冠軍 1A 鄭詩穎
3.	2023 飛躍盃跆拳道錦標賽	Zerrin Mackay、東華三院、南華體育會	冠軍 5D 林景宏
4.	2023-2024 外展教練計劃單車比賽 第二回合-障礙賽 男子甲組	中國香港單車總會有限公司	冠軍 2D 陳展博 殿軍 3A 周子駿 殿軍 4D 黃恩浩 第五名 3A 馮祉銘
5.	凌峯學校邀請賽 (單球式)	香港閃避球總會	中學女子組(季軍) 1A 楊婉婷 2B 黃晴晞 3D 黃馨誼 4A 余可言 4A 張樂芝 5C 鄭于舒 5C 鄺鉅圻
6.	中學學界閃避球 (複球式)	香港閃避球總會	復活盃杯賽(季軍) 1A 林展樂 1A 楊婉婷 2B 羅諾謙 3A 伍澤軒 4B 李卓義 4D 簡栢燊 4D 謝寶祥 4D 文業恆 5C 鄭于舒
7.	3S 複式閃避球 2023 秋季聯賽	香港閃避球總會	中級組季後賽下線(亞軍) 1A 楊婉婷 1B 李浚禧 2B 雷澄軒 2B 羅諾謙 2B 陳博軒 3B 林恩昊 4B 李卓義 4D 簡栢燊 4D 謝寶祥 4D 文業恆 5C 鄭于舒 5C 陳嘉謙 5C 廖俊安 5D 鍾卓峰
8.	屯門區長跑比 2024 男子青年組個人賽	康樂及文化事務署	優異獎 4D 黃恩浩
9.	中華基督教會香港區會中學校 際羽毛球錦標賽	中華基督教會香港區會中學校長會體育學習領域工作小組	男子組單打(殿軍) 4A 田野
10.	2023-2024 年度 U15 壘球分齡賽	中國香港壘球總會	女子組(亞軍) 2A 劉鵬鈺

	Award / Scholarships	Organization	Name of Awardees
11.	全能跳繩挑戰賽 2024	全能技巧工作室	中四至中六男子組 30 秒單車步(冠軍) 中四至中六男子組 30 秒二重跳(亞軍) 中四至中六男子組 30 秒交叉開(亞軍) 中四至中六男子組 45 秒指定套路(亞軍) 中四至中六男子組 30 秒自由花式賽(冠軍) 中學挑戰組 30 秒單車步(季軍) 中學挑戰組 30 秒二重跳(季軍) 4D 鄧昊堯 中四至中六女子組 30 秒單車步(冠軍) 5B 陳以翹 中四至中六女子組 30 秒單車步(亞軍) 5C 鄺鉉圻 中四至中六女子組 30 秒二重跳(冠軍) 5C 鄺鉉圻 中四至中六女子組 30 秒二重跳(亞軍) 5B 陳以翹 中四至中六女子組 30 秒單側迴旋(冠軍) 5B 陳以翹 5C 鄺鉉圻 中學挑戰組 30 秒單車步(亞軍) 5B 陳以翹 中學挑戰組 30 秒二重跳(冠軍) 5C 鄺鉉圻 中學挑戰組 30 秒二重跳(亞軍) 5B 陳以翹 中學女子組 30 秒自由花式賽(冠軍) 5C 鄺鉉圻
12.	屯門復活節青少年 5 人足球比賽 U16 組	小球員足球學院	亞軍 2B 李熙朗 3A Pun Jenial 3C 陳栢釗 3C 莫霆軒 3C 施哲朗 3C 余泓毅 3D 麥校源 4A 曾卓生 4C 陳鉉灝

	Award / Scholarships	Organization	Name of Awardees
13.	屯門復活節青少年5人足球比賽 U14 組	小球員足球學院	殿軍 1A 梁振熙 1B 陳梓桐 1C 馮銳澄 1C 郭陞樺 2C 陳柏諺 2D 陳展博 2D 黃嘉林
14.	2023-2024 年度 U15 壘球分齡賽	中國香港壘球總會	男子殿軍 1B 黃焯煒 1B 陳鴻祺 1B 陳兆崐 1D 蒙文聲 2D 黃樂希 2D 鄧卓鏗 3A 陳昊暘

5.3 Visual Arts Awards

	Award / Scholarships	Organization	Name of Awardees
1.	Student of the Year – Visual Artist 2022	The Hong Kong Jockey Club, South China Morning Post	優異獎 5C 林筠濤 6D 侯婉婷
2.	建設及環境學院標誌設計比賽	香港理工大學	個人組(銀獎) 6C 林筠濤
3.	2023 當代中學生繪畫比賽	香港當代藝術學院	特別榮譽獎 6C 黃子珊 6C 林筠濤 6C 李祉澄 6D 葉焯朗 6D 譚日照 優異獎 6A 鄭卓珩 6A 余皓焱
4.	葛量洪視覺藝術獎 2022/2023	香港美術教育協會	嘉許獎 6D 侯婉婷
5.	香港北區花鳥蟲魚展覽 2023 「藍天綠地在香港」全港學界環保設計比賽系列「花鳥蟲魚小伙伴設計比賽」	香港北區花鳥蟲魚展覽會	中學組(冠軍) 6C 黃子珊 中學組(優異獎) 1A 曾天美 1C 王樂欣 4C 鄧詩意 4D 簡睿好 6B 黃子晴
6.	我的澳洲聖誕卡設計比賽 2023	澳洲駐香港總領事館	季軍 4C 蔡泓政
7.	The Sovereign Art Foundation Student Prize Hong Kong 2023	The Sovereign Art Foundation	入圍獎 6C 黃子珊 6D 譚日照

5.3 Visual Arts Awards

	Award / Scholarships	Organization	Name of Awardees
8.	全港青年標語及海報設計比賽 (2022-23 年度)	全港青年學藝比賽大會	中學組(優異獎) 6A 余皓焱 6B 黃子晴
9.	意大利威尼斯國際青少年繪畫比賽	國際資優教育及藝術協會	金獎 5D 陸芯言
10.	第十五屆校園藝術大使計劃	香港藝術發展局	嘉許狀 6C 林筠濤
11.	第 48 屆全港青年學藝繪畫比賽	全港青年學藝比賽大會	西洋畫中學組(亞軍) 6C 張梓澄 西洋畫中學組(優異獎) 6C 林筠濤 6D 蘇筱柔
12.	「從心出發」活動系列之創作及心聲表達比賽	元朗區家庭生活教育宣傳運動工作小組	中學組(優異獎) 4D 黃子茹
13.	「清潔香港」WhatsApp 貼圖設計創作比賽	食物環境衛生署	季軍 4C 譚雯丹 優異獎 4C 張涵靈
14.	中國香港學界體育聯會吉祥物設計比賽	中國香港學界體育聯會	中學組(亞軍) 4D 簡睿好
15.	2023《法國青春畫筆盃》國際少年兒童繪畫交流大賽	法中文化藝術聯合會、中西文化藝術發展協會有限公司	香港電繪及 AI 組個人獎項《Jeune Pinceau》藝術大獎 6D 葉焯朗
16.	第九屆香港中學生傑出作品展 2024	香港城市大學	傑出作品獎 4D 簡睿好 4C 張涵靈
17.	「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」	教育局及公益少年團 元朗區委員會	冠軍 4C 鄧詩意 亞軍 4D 簡睿好 優異獎 5C 羅映喬 4A 李欣橋 4B 吳珈歡 4C 譚雯丹
18.	元朗區文藝之星	元朗區文藝協進會	4D 簡睿好
19.	第 30 屆「家長也敬師」運動「敬師卡」設計比賽	教育局、家庭與學校合作事宜委員會、香港教育城及星島日報合辦	中學組(冠軍) 4D 簡睿好
20.	「復活力繽紛-復活蛋設計比賽」	美差會潮浸服務聯會	中學組(亞軍) 1D 溫向晴
21.	二零二四年香港花卉展覽賽馬會學童繪畫比賽	香港賽馬會	嘉許獎 4B 吳珈歡
22.	日本文化四格漫畫創作比賽	香港伍倫貢學院	殿軍

5.3 Visual Arts Awards

	Award / Scholarships	Organization	Name of Awardees
			4D 簡睿妤
23.	二零二四水上安全平面設計比賽	康樂及文化事務署	4B 詹敏丹
24.	《淫褻及不雅物品管制條例》口號創作及填色比賽 2023-24	電影、報刊及物品管理辦事處	傑出表現獎 1D 張凱迪 4B 陳卓蔚 4C 譚雯丹 6A 鄭卓珩 優異獎 1A 陳煦霖 4B 詹敏丹 4C 蔡泓政 4C 林詩穎
25.	「健康貼圖設計大賽」	電影、報刊及物品管理辦事處	優異獎 6C 黃子珊

5.4 Music Awards

	Award / Scholarships	Organization	Name of Awardees
1.	76th Hong Kong Schools Music Festival Grade -6 Piano Solo	Hong Kong School Music and Speech Association	Champion 5D CHAN CHAK FUNG
2.	76th Hong Kong Schools Music Festival Grade -4 Piano Solo		2nd Runner-up 1D CHEUNG HO TUEN
3.	『全「元」防騙•全「元」起動』防騙歌曲創作比賽	元朗區少年警訊	優異獎 1A 許舒怡 5B 陳迪希

(4) Financial Summary

Financial Report (September, 2023 to August, 2024)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus	Accumulative Surplus
Surplus brought forward from previous year :							
Government Funds	8,268,321.87						
School Funds	2,021,003.01						
Council Fund	9,058.10						
I. Government Funds							
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	4,184,226.99						4,184,226.99
(1) Expanded Operating Expenses Block Grant							
(A) School Specific Grants							
· Administration Grant		4,045,331.36	3,950,000.00	3,724,528.03	94.29%	320,803.33	320,803.33
· Composite Information Technology Grant		585,152.00	672,000.00	591,676.16	88.05%	(6,524.16)	(6,524.16)
· Capacity Enhancement Grant		666,935.00	940,180.00	787,823.92	83.80%	(120,888.92)	(120,888.92)
· Air-conditioning Grant		608,791.00	608,791.00	585,787.75	96.22%	23,003.25	23,003.25
· SBM Top-Up Grant		52,596.00	52,596.00	42,000.00	79.85%	10,596.00	10,596.00
· School-based Speech Therapy Administration Rec Grant		8,415.00	8,415.00	6,777.00	80.53%	1,638.00	1,638.00
(B) Non-School Specific Grants - Baseline Reference		2,254,012.71					
(i) Operation							
· General expenses such as printing and stationery, cleaning materials, repairs, lift maintenance, water charges etc			870,000.00	854,403.43	98.21%		
· Composite furniture and equipment			1,000,699.00	977,687.15	97.70%		
(ii) Teaching and Learning							
· Consolidated subjects			377,542.00	229,712.13	60.84%		
· Teaching aids, library books, reference books etc			136,500.00	50,228.89	36.80%		
· ECA, MC&NE, Religious and Academic act, prog and resources			399,892.00	208,021.32	52.02%		
· Guidance, Discipline and Careers act, prog and resources			127,400.00	67,150.38	52.71%		
(iii) Development							
· Staff Development			123,800.00	88,754.20	71.69%		
(C) Fund set aside for Severance Payment/Long Service Payment	25,428.62	0.00	0.00	0.00	0.00%	0.00	25,428.62
Sub-total:	4,209,655.61	8,221,233.07	9,267,815.00	8,214,550.36	88.64%	6,682.71	4,216,338.32
(2) Cash Grant for School-based After-school Learning and Support Programmes	124,800.00	131,400.00	110,000.00	28,515.00	25.92%	102,885.00	227,685.00
(3a) Diversity Learning Grant (Other Programmes)	0.00	93,600.00	114,400.00	100,904.00	88.20%	(7,304.00)	(7,304.00)
(3b) Diversity Learning Grant (Other Languages)	3,900.00	0.00	0.00	0.00	0.00%	0.00	3,900.00
(4) Diversity Learning Grant (Applied Learning Courses)	0.00	97,975.00	121,875.00	97,975.00	80.39%	0.00	0.00
(5) Student Activities Support Grant	0.00	98,800.00	106,600.00	98,800.00	92.68%	0.00	0.00
(6) Teacher Relief Grant	2,677,719.13	4,336,931.00	4,693,200.00	4,806,615.06	102.42%	(469,684.06)	2,208,035.07
(7) Learning Support Grant for Secondary Schools	72,645.34	569,578.00	458,310.00	619,489.14	135.17%	(49,911.14)	22,734.20
(8) Enhanced Additional Funding - Support for NCS Students	19,376.33	858,130.00	841,680.00	816,925.16	97.06%	41,204.84	60,581.17
(9) Information Technology Staffing Support Grant	83,035.86	333,812.00	415,500.00	352,849.78	84.92%	(19,037.78)	63,998.08
(10) Promotion of Reading Grant	1,539.30	65,198.00	64,000.00	64,995.07	101.55%	202.93	1,742.23
(11) Life-wide Learning Grant	799,922.30	1,218,131.00	1,998,400.00	1,404,930.60	70.30%	(186,799.60)	613,122.70
(12) One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	275,728.00	0.00	290,128.00	72,169.00	24.87%	(72,169.00)	203,559.00
(13) One-off Grant for Mental Health at School	0.00	60,000.00	60,000.00	60,000.00	100.00%	0.00	0.00
(14) One-off Grant for Mental Health of Parents and Students	0.00	20,000.00	20,000.00	6,335.90	31.68%	13,664.10	13,664.10
(15) One-off Grant on Parent Education (Secondary)	0.00	200,000.00	200,000.00	0.00	0.00%	200,000.00	200,000.00
(16) One-off Grant for Promotion of Chinese Culture Immersion Activities	0.00	300,000.00	300,000.00	0.00	0.00%	300,000.00	300,000.00
(17) One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	0.00	150,000.00	150,000.00	0.00	0.00%	150,000.00	150,000.00
Grand Total of Government Funds :	8,268,321.87	16,754,788.07	19,211,908.00	16,745,054.07	87.16%	9,734.00	8,278,055.87
Surplus of Government Funds of 2023/24 School Year :							9,734.00
II. School Funds							
· Tong Fai	99,074.78	106,080.00	130,000.00	123,062.83	94.66%	(16,982.83)	82,091.95
· Donation for Scholarship, ECA and Interactive E-panel	639,646.74	278,000.00	603,800.00	566,400.00	93.81%	(288,400.00)	351,246.74
· Rental, students activities etc	302,650.13	1,240,484.32	1,200,000.00	1,087,017.46	90.58%	153,466.86	456,116.99
· 40th Anniversary	0.00	13,320.00	49,800.00	49,800.00	100.00%	(36,480.00)	(36,480.00)
· Approved Collection for Specific Purposes : Teaching Materials and Facilities Fee, Student Union Fee etc	979,631.36	178,360.00	120,000.00	105,171.55	87.64%	73,188.45	1,052,819.81
Grand Total of School Funds :	2,021,003.01	1,816,244.32	2,103,600.00	1,931,451.84	91.82%	(115,207.52)	1,905,795.49
Surplus of School Funds of 2023/24 School Year :							(115,207.52)
III. Council Fund	9,058.10	1,500.00	2,500.00	1,679.10	67.16%	(179.10)	8,879.00
Surplus carried forward :							
Government Funds	8,278,055.87						
School Funds	1,905,795.49						
Council Fund	8,879.00						

Appendix 1: Capacity Enhancement Grant (2023-24)

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"> • Catering for students' academic and developmental needs 	<ul style="list-style-type: none"> • Teacher Assistants helped with the enrolment and registration work of various developmental programmes. • When needed, teacher assistants helped form teachers with their OLE periods. • Escorting students to competitions, visits and activities was also one of their duties. 	<ul style="list-style-type: none"> • More varied courses could be offered to enrich students' potentials if possible.
<ul style="list-style-type: none"> • IT Teaching 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Elite basketball training 	<ul style="list-style-type: none"> • The coaches prepared 8 open tournaments for the students and won the second -runner in a tournament. Team spirit was shown and the skills were improved by the coaches. 	<ul style="list-style-type: none"> • The elite program helped students to experience many open tournaments and they learnt advanced skills and tactics. The entry fees were financially supported by the scheme.

3 Financial report:

No.	Category	Particulars	Budget (\$)	Expenditure (\$)	
1	Employment of 1 TA	Salary and MPF for 1 TA	201,600	249,421.42	
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	393,340	191.010	
3	Employment of 3 Coach	Salary and MPF for 3 Coach	345,240	347,392.5	
			Total	940,180	787,823.92

4 Major concerns in 2024-2025:

- 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**

<p>I. Policy</p>	<ul style="list-style-type: none"> • Our school acknowledges the responsibility of establishing an inclusive environment to support students with special educational needs (SEN) in 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. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN.
<p>II. Approach</p>	<ul style="list-style-type: none"> • We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.
<p>III. Support Measures and Use of Resources</p>	<p>Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> • A student support team headed by the guidance mistress is established. The team is comprised of the Special Educational Needs Coordinator (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. • ALAs are provided with pull-out or after-school remedial lessons, which include Chinese, English and Mathematics. • After-school tutorials will provide for those students in need. • Assessment accommodation is provided for students in need; their learning achievements are recorded by class observation and teacher questionnaires and the results are communicated to their parents regularly. • Outsourcing: Clinical psychologist service for diagnosed or suspected MI cases. • 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 multidisciplinary collaboration. • The education psychologist facilitates group sessions on social skills or learning skills for students with SEN and ALAs. She provides one-on-one help upon request and instructs them in social skills and emotion regulation. • Big Brothers Big Sisters (BBBS) scheme is a mentoring programme providing caring student volunteers to students who need it most. This programme also aims to cultivate the love and care school culture and foster positive students relationships. • The educational psychologist and school social workers conduct individual interviews and workshops with parents of SEN students in order to assist them develop effective parenting skills and a comprehensive understanding of special education needs. Relaxation sessions for carers are offered as well. • Teachers take part in training courses offered by the Education Bureau, universities or NGOs to enhance teachers’ professional capacity in catering for students with special educational needs (SEN).

Appendix 3: Report on the Use of the Student Activities Support Grant (2023/24)

I. Financial Overview

A	Allocation in the Current School Year:	\$98,800.00
B	Expenditure in the Current School Year:	\$98,748.70
C	Unspent Amount to be Returned to the EDB (A – B):	\$51.30

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	4	\$3,748.00
Full-grant under the School Textbook Assistance Scheme	94	\$70,812.00
Meeting the school-based financially needy criteria	45	\$23,222.00 (capped at 25% of the total allocation for the school year)
TOTAL	143	\$98,748.70 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	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

¹ 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.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

										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. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLA's / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them										
1	Brass Band Course Tuition Fee	Arts (Music)	17	\$7,612.50			✓			
2	Boys' Volleyball Team Coach Fee	Physical Education	4	\$3,900.00			✓			
3	Girls' Volleyball Team Coach Fee	Physical Education	4	\$4,550.00			✓			
4	Badminton Team Coach Fee	Physical Education	8	\$4,125.00			✓			
5	Cycling Club Coach Fee	Physical Education	3	\$2,550.00			✓			
6	Dodgeball Club Coach Fee	Physical Education	8	\$3,250.00			✓			
7	Table Tennis Team Coach Fee	Physical Education	5	\$2,250.00			✓			
8	Football Team Coach Fee	Physical Education	10	\$9,750.00			✓			
9	Pop Music Club Guitar Course	Arts (Music)	2	\$500.00			✓			
10	School Picnic	Citizenship and Social Development	129	\$6,585.20			✓			
11	Pop Music Club Drum Course	Arts (Music)	1	\$500.00			✓			
12	Training Course of Girls' Basketball Team	Physical Education	3	\$1,050.00			✓			
13	Training Course of Boys' Basketball Team	Physical Education	7	\$2,625.00			✓			
14	English, Mathematics and Science Enhancement Programme (1st term)	English Language	10	\$9,000.00	✓					
15	English, Mathematics and Science Enhancement Programme (2nd term)	English Language	8	\$8,400.00	✓					
16	Geography Field Studies Course	Geography	2	\$244.00	✓					
				Expenses for Category 1	\$66,891.70					

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	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				
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Korea Seoul Study Tour	Geography	7	\$16,937.00	✓				
2	Taipei Cycling & Cultural Tour	Physical Education	6	\$14,920.00	✓				
Expenses for Category 2				\$31,857.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
4									
Expenses for Category 3				0					
Total			234	98,748.70					

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 26 (including A. 1 CSSA recipients, B. 25 SFAS full-grant recipients and C. 0 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						
After-school Tutorial Classes (S1-S3)	0	4	0	100%	October 2023 - June 2024	10,565	<ul style="list-style-type: none"> Calculate the number of participants Conduct questionnaire survey 	University students are recruited to be the tutors	100% of the participants agreed that tutorial, course and competition were helpful with their study
Saturday English, Mathematics and Science Enhancement Programme	1	18	0	100%	March - July	10,800	<ul style="list-style-type: none"> Calculate the number of participants Conduct questionnaire survey 	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	3	0	100%	September 2023 - August 2024	7,150	<ul style="list-style-type: none"> Interview the participating students 	<ul style="list-style-type: none"> University students are recruited to be the tutors Subsidy course fee and competition fee 	100% of the participants agreed that tutorial, course and competition were helpful with their study
Total no. of activities: 3									
@No. of participation counts	1	25	0		Total Expenses	28,515			
**Total no. of participation counts	26								

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			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills			✓			
h) Students’ social skills						✓
i) Students’ interpersonal skills						✓
j) Students’ cooperativeness with others						✓
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- 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. Patisserie and Café Operations	3	<ul style="list-style-type: none">• 1 achieved “Attained with Distinction (I)” level.• 2 achieved “Attained with Distinction (II)” level.
2. Western Cuisine	1	<ul style="list-style-type: none">• 1 achieved “Attained”.
3. Computer Game and Animation Design	1	<ul style="list-style-type: none">• 1 achieved “Attained with Distinction (I)” level.
4. Taking a Chance on Dance	1	<ul style="list-style-type: none">• 1 achieved “Attained”.

2. Financial Report

Category	Budget (\$)	Actual Expenditure (\$)
Diversity Learning Grant	\$ 133,430	\$ 133,320
Total	\$ 133,430	\$ 133,320

3. Evaluation

A total of 6 students took the Applied Learning Courses. The overall completion rate is 100%. The passing rate is 100%. 2 students achieved “Attained with Distinction (I)” and 2 students achieved “Attained with Distinction (II)”.

Appendix 6: Diversity Learning Grant (Gifted Education)
2023-2024

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	23	Subsidized 4 students to enroll Enrichment program for young Mathematics Talents, they all finished the program and agreed that they have enhanced advanced mathematics reasoning competence. Subsidized 8 students to enroll HK Geog Olympiad competition. Subsidized 11 students to enroll training for Mathematics Olympiad competition.
Global Week	120	More than 93% 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)	107	Of the S.4 students, 82 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	32	All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills
Geography: Inquiry geographical field trip	26	Subsidized students to enroll in Geography course, all students agree that the course can enhance their understanding of Geography knowledge and concepts. Participating in competitions can enhance their understanding of Geography knowledge and broaden their view.
Chemistry: Enhancement programme for Elite Students	0	Not held
Visual Arts: Trainings for Elite Students Computer-aided design software course	12	Survey result: more than 80% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	19	Survey result: more than 80% participants can manage the related skills.
	332	

2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
Chinese subject: Literature Tour	0	Not held.
Chinese subject : Novel Course	9	A creative writing class was held in March, with a total of 3 sessions and 9 students participating. Students completed two class assignments and one novel creation. The instructor's explanations are vivid and the students are engaged. Students can submit their homework on time, but feedback from instructors takes longer.
Pull-out programme for gifted students in specific areas	3	Subsidized 3 students to enroll HK Geog Olympiad competition.
Global Week	120	Of the S.5 students, 97% 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, six 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	18	All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills
Geography: Inquiry geographical field studies	0	Not held.
Visual Arts: Trainings for Elite Students Computer-aided design software course	9	Survey result: more than 80% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	9	Survey result: more than 80% participants can manage the related skills.
Chemistry Enhancement programme for Elite Students	0	Not held
	187	

3. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	Grade B in DSE.
Pull-out programme for gifted students in specific areas	0	/
English Enhancement programme for Elite Students	0	Not held.
Chinese History: Critical Thinking Skills Training	10	Not held
Visual Arts: Trainings for Elite Students Marker course	10	All participants agree that the course can enhance their interest in arts and that their marker skills have improved.
Chemistry: Enhancement programme for Elite Students	0	Not held
	30	

4. Financial report

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant				
Japanese	/	/	/	/
Chinese subject: Literature Tour	/	/	/	/
Chinese subject: Prose Course	/	/	/	/
Chinese subject: Novel Writing Course	/	/	4,500	/
Pull-out programme for gifted students in specific areas	/	12,180	/	/
English Enhancement programme for Elite Students	/	/	/	/
Mathematics: Trainings for Elite Students	/	2,100	640	/
Geography: Inquiry Geography field trip	/	2,884	/	/
Visual Arts: Trainings for Elite Students Computer-aided design software course	/	6,000	6,000	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course	/	6,000	6,000	/
Visual Arts: Trainings for Elite Students Marker course	/	/	/	4,800
Chemistry: Trainings for Elite Students	/	/	/	/

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Chinese History: Critical Thinking Skills Training	/	/	/	/
Global Week	/	24,900	24,900	/
Massive Open Online Courses (MOOCs)	/	/	/	/
Sub-total	/	54,064	42,040	4,800
			Total:	100,904

5. Evaluation

5.1 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:

In the English reading periods, students from S.1 to S.2 found the Literature Out Loud Programme effective for learning English and gaining insights into foreign cultures.

To enhance the Chinese reading materials available in the classroom library for students from S.1 to 5 and promoting books with video content. This approach not only fosters a reading culture but also broadens students' horizons.

All the S4 students participated in reading sharing during the RaC lesson, contributing to the cultivation of the reading culture within the school

2. Evaluation of strategies:

Collaborating with other subjects, particularly English and Chinese, is an effective way to promote a reading culture.

Involving teachers from other subjects can help broaden students' reading horizons.

Beyond reading clubs and sharing sessions, we should organize more reading activities to further promote reading.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books	
	Printed books (Chinese books of classroom library and Library)	HK\$10,137.99
	e-Books	HK\$6,017.00
	Read aloud reading resources	HK\$24,400.00
	Britannica School	HK\$18,800.00
2.	Reading Activities	
	Reading sharing prize	HK\$840.00
	Subscribe book promoting channel (遨遊書海頻道)	HK\$4,800.00
	Total	HK\$64,994.99
	Unspent Balance	HK\$1,722.95

Appendix 8: Report on the Use of the Life-wide Learning Grant 2023-24

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 school 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					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	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes															
1	Drama/Musical Appreciation	/	/	/	\$0.00	/	/	To expose students to authentic English drama and classic English literature	English Language	The activity was not organized.	✓					LKY
2	Short Story Appreciation	/	/	/	\$0.00	/	/	To appreciate a classic short story through a reading workshop	English Language	The activity was not organized.	✓					LKY
3	Scrabble	/	S1-S6	/	\$0.00	/	/	To reinforce learning strategies and skills	English Language	Students were not yet ready to enter the Scrabble competitions. More training sessions should be organized.	✓					LKY
4	Smart Writers	Nov 2023-Mar 2024	S1-S3	8	\$1,600.00	\$200.00	E5	To improve students' writing skills	English Language	Overall, students found the course useful in improving their writing skills. They all participated in the writing competition 'Good People, Good Deeds' organised by the Tung Wah Group of Hospitals.	✓					TSH / WCL
5	Speech Festival	Nov 2023-Dec 2023	S1-S6	22	\$4,960.00	\$225.45	E1	To provide students with chances to develop their potentials	English Language	All participants were able to get proficiency certificates in the competition.	✓					TMW
6	Debating	Nov 2023-May 2024	S1-S5	7	\$50.00	\$7.14	E2	To reinforce learning strategies and skills	English Language	100% strongly agreed or agreed that the competition is effective in learning English.	✓					WHQ
7	Drama Appreciation	Nov 2023-May 2024	S4-S5	38	\$2,400.00	\$63.16	E1	To enrich students' learning experiences by arts appreciation	Chinese Language	Recommend students to watch plays performed by local theater troupes to improve their artistic appreciation. A total of two plays were watched this year.	✓					TLY

8	Life-wide Learning Day	22 Mar 2024	S5	94	\$21,186.00	\$225.38	E6	To enrich students' learning experiences by field trips or workshops	Chinese Language	The students participated in a local study tour to study the culture of the New Territories clans. During the process, the students showed their commitment.	✓						TLY
9	Interest Classes about Traditional Culture	19 Sep 2023	S1-S5	64	\$626.98	\$9.80	E7	To enrich students' learning experiences about traditional culture	Chinese Language	A lantern-making workshop was organised with a total of 64 participants. They actively engaged in the workshop.	✓						TLY
10	Off-campus Competition	25 Nov 2023	S1-S5	6	\$118.00	\$19.67	E1	To provide students with chances to develop their potentials	Chinese Language	Students were enrolled on a calligraphy competition.	✓						TLY
11	Inter-class Competition	26 Mar 2024	S4	109	\$930.00	\$8.53	E7	To provide students with chances to develop their potentials	Chinese Language	An inter-class debate competition was held in Form 4 and pre-competition training was provided for representatives of each class.	✓						TLY
12	Speech Training Programme	Oct-Dec 2023	S1-S6	17	\$22,935.00	\$1,349.12	E5	To provide students with chances to develop their potentials	Chinese Language	17 students were trained and joined the Speech Festival and got two champion, two first runner up and one second runner up.	✓						TLY / CKK
13	Debating Training Programme	Oct-July 2023	S1-S6	11	\$15,600.00	\$1,418.18	E5	To provide students with chances to develop their potentials	Chinese Language	5 students were trained and joined the competition and got 1 champion.	✓						CKK
14	Chinese Literature Reading Programme	/	/	/	\$0.00	/	/	To provide opportunities for students to experience the fun and advantages of reading	Chinese Language	The activity was not organized.	✓						WFC
15	Speech Festival and Training	Sep-Dec 2023	S1 - S 6	15	\$2,325.00	\$155.00	E5	To provide students with chances to develop their potentials	Chinese Language (Putonghua)	3 champion, 2 first runner-up, 4 second runner-up and 6 got certificates of merit in the schools speech festival. The results were satisfactory.	✓						CYF
16	Olympic Maths Programme	Apr-Jun 2024	S4	11	\$900.00	\$81.82	E1	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
17	Inter-school Competition	Oct 2023 - Jun 2024	S1 to S5	27	\$4,840.00	\$179.26	E1	To provide students with chances to develop their potentials	Mathematics	Number of participants increased by 50%	✓						CCT

28	Art Jam Day	July 2024	S1	110	\$3,857.27	\$35.07	E7	To provide students with chances to develop their potentials	Arts (Visual Arts)	The students engaged in this activity, which further enhanced their interest in art.			✓				CWL
29	Art Training Programme	Sep 2023 - Jan 2024	S.1	19	\$7,800.00	\$410.53	E5	To provide students with chances to develop their potentials	Arts (Visual Arts)	The students' drawing skills have improved, and their interest in art has also increased.			✓				CWL
30	Inter-school Competition	Jan - Mar 2024	S1-S5	136	\$13,970.00	\$102.72	E1 E2	To provide students with chances to develop their potentials	Arts (Music)	1 second runner-up in Grade 4 piano solo, 1 champion in Grade 6 piano solo in schools music festival. Two silver awards for choir and windband competitions.			✓				CYF
31	Choir Training Programme	Oct 2023 - Feb 2024	S1-4	53	\$31,781.23	\$599.65	E5 E7	To provide students with chances to develop their potentials	Arts (Music)	We won the silver award in the HKICF 2024 and also enhanced their singing skills. The results were satisfactory.			✓				CYF
32	Wind Band Training Programme	Sep 2023- May 2024	S1-5	30	\$97,979.40	\$3,265.98	E5	To provide students with chances to develop their potentials	Arts (Music)	We won the silver award in the JSMA 2024, and there was a live performance on speech day. The results were satisfactory.			✓				CYF
33	Disney Performance Day	/	/	/	\$0.00	/	/	To provide students with chances to develop their potentials	Arts (Music)	The activity was not organized.			✓				CYF
34	Guitar and Drum	Sep 2023 - Aug 2024	S1-S6	100	\$3,297.50	\$32.98	E5	To acquire skills for playing the piano	Arts (Pop Music)	80% of the participants agreed that they could acquire skills for playing the guitar and the drum.			✓				CYW
35	HKSSF Competition and Other Competitions	Sep 2023- Aug 2024	S1-S6	230	\$37,132.00	\$161.44	E1 E2	To widen students' horizon through various competitions	Physical Education	90% of the participants agreed that the training could raise their interest and abilities.			✓				CYW
36	Skipping Elite Training Programme	Sep 2023- Aug 2024	S1-S5	26	\$20,475.00	\$787.50	E5	To develop students' potential in skipping	Physical Education	90% of the participants agreed that the training could develop their potentials in skipping.			✓				CYW
37	Swimming Elite Training Programme	Sep - Oct 2023	S1-S5	12	\$6,825.00	\$568.75	E5	To develop students' potential in swimming	Physical Education	90% of the participants agreed that the training could develop their potentials in swimming.			✓				CYW

47	Chinese Drama	Oct 2023- Jun 2024	S1-S6	22	\$45,000.00	\$2,045.45	E5	To provide students with chances to develop their potentials	Arts (Drama)	1. Students completed drama workshops (play writing, acting, stage management). Most students actively participated in the workshops. They joined School Drama Festival, their performance was outstanding. 3 students got the Award for Outstanding Performer. Our team got Award for Outstanding Stage Effects, Award for Outstanding Cooperation and Award for Commendable Overall Performance. Adjudicators and drama tutors appreciated their performance.			✓				LSF
48	English Drama Workshop	Oct 2023- Aug 2024	S1-S6	20	\$21,870.00	\$1,093.50	E5	To acquire acting skills, theatre skills and application and to prepare and present a proficient performance	Arts (Drama)	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.			✓				LHS
49	School Cleaning Day	23 Jan 2024	S1	130	\$688.60	\$5.30	E7	To develop students' sense of responsibility of cooperation and to enhance students' awareness of environmental protection	Values Education	Collaborated with IS panel, students gained awareness of protecting the school environment and cherished the opportunity to serve the school.			✓				LHS
50	Experiential Activity	Jan 2023- Jun 2024	S1-S3	360	\$65,786.60	\$182.74	E6	To broaden students' horizon through community services and to promote love and care in community	Values Education	Activities of various levels were designed to suit the needs of students. They gained more confidence and recognized their role in a team. They also learnt to communicate their ideas with their team and class.			✓	✓			LHS

51	Elder Academy Social Services	Oct 2023 - April 2024	S1-S5	34	\$2,712.12	\$79.77	E7	To provide opportunities for students to serve the elderly	Values Education	More than 75% participants agreed that the services could develop their sense of love and respect by engaging in different courses.		✓				LSY
52	Service Learning Day	May 2024	S4-S5	60	\$1,592.78	\$26.55	E7	To enrich students' learning experiences in community service	Values Education	A survey was conducted, in which 70% of students felt the activity could cultivate their spirit of service. All participants agreed that the training and service could strengthen their skills and spirit of service.		✓		✓		LCM
53	Pre-S.1 Bridging Programme (Team building)	Aug 2023	S1	130	\$15,000.00	\$115.38	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. 99% of students were satisfied with the program.		✓				WWL
54	Gospel Camp	July 2024	S1-S6	90	\$48,289.60	\$536.55	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
55	Whole-person Development Workshop for Fellowship	Oct 2023-Apr2024	S1-S6	30	\$25,200.00	\$840.00	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
56	Fellowship Leader Training Workshop	Oct 2023-Apr2024	S1-S6	20	\$16,100.00	\$805.00	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
57	KYL Leadership Training Programme	Oct 2023-Apr2024	S3-S5	26	\$0.00	\$0.00	E6	To equip students with leadership skills	Leadership Training	1 student has participated in anchor training during summer holiday, the student found the course tutors were professional. No subsidy was needed.		✓			✓	LCM

58	Prefect Leadership Training Programme	Sept 2023- Aug 2024	S2-S5	60	\$115,300.00	\$1,921.67	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 Team. 100% participants agreed that they possessed the positive attitude of gratitude (readiness to show appreciate for and to return kindness). 80% of the participants agreed that they were more aware of personal life goals and their values behind.	✓	✓	LSY	
59	BBBS Leadership Training Programme	28 Oct 2024	S2-S5	23	\$10,000.00	\$434.78	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 / TWN	
60	Career Ambassador Training	5 July 2024	S3	15	\$6,800.00	\$453.33	E1'	To equip students with leadership skills	Leadership Training	100% of the participants found the programme useful.		✓	CWH	
61	Inter-house Activity	Feb to April 2024	S1-S6	683	\$20,449.02	\$29.94	E7	To nurture students' team spirit and leadership	Leadership Training	House committee members participated in Sports Day activities and Dance competition. The theme of growth mindset- Embrace challenges is used. They learned leadership and cooperative skills and enjoyed the activities.	✓	✓	CHY	
62	Post-exam Activities	5,8,9,10 July 2024	S1-S6	683	\$30,459.00	\$44.60	E6 E7	To help students release pressure through sports activities/ hobbies workshops and activity with growth mindset should be promoted.	ECA	Various activities such as Kung Fu workshop, magic workshop, board games and African drum workshop were held. Students enjoyed the activities. Chinese calligraphy with theme of Growth mindset.	✓	✓	✓	CHY

63	Class-based & Form-based OLE Activities	Sept 2023- Aug 2024	S1-S6	683	\$25,358.44	\$37.13	E2 E6 E7	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. All participants agreed that the training and service could strengthen their skills and spirit of service.	✓	✓	✓	✓	✓	LCM
64	National Security Education	Sept 2023- Aug 2024	S1-S6	683	\$0.00	\$0.00	/	To strengthen students' understanding of the development of our country in history, culture and technology	National Security	Various subjects aimed to strengthen students' understanding and experience of national security education through participation in competitions. students gained recognition and received awards.		✓				LCM
65	Aviation Training Program	July 2024	S1-S5	15	\$68,896.00	\$4,593.07	E6	To enrich students' aviation knowledge and to explore the career path related to aviation	Technology Education	Students engaged in the lessons and learnt basic and advanced aviation knowledge. They gained flight simulation technique and experience. They also explored the career path related to aviation in Hong Kong. 100% of the advanced course participants have passed the Exam and they are awarded with certificates.	✓				✓	LWL

66	Aviation Tournament Enrollment and Aviation Youth Mentorship Programme	Jan - July 2024	S4-S5	5	\$24,000.00	\$4,800.00	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 AIAT2024, they were awarded with the following prizes: Glider Launch Challenge - Longreach Award 2nd Runner-up and Jeppesen Part 61 – Endorsement Certificate Grand Champions – Silver Award	✓				✓	LWL
67	Life Planning Programme	23, 20 Feb 2024 & 29	S1	130	\$13,600.00	\$104.62	E1'	To help students understand their career aspirations	Careers Education	85% of the participants found the programme useful.					✓	CWH
68	Life Planning Programme	27 Sep 2023 & 20 Feb 2024	S2	129	\$14,500.00	\$112.40	E1'	To help students understand their career aspirations	Careers Education	The programme was rated 4.99 out of 5.					✓	CWH
69	Life Planning Programme	7/9/2023 & 20 Feb 2024	S3	111	\$13,800.00	\$124.32	E1'	To help students understand their career aspirations	Careers Education	90% of the participants found the programme useful.					✓	CWH
70	Soci Game	22 March 2024	S3	111	\$27,000.00	\$243.24	E1'	To help students understand their career aspirations	Careers Education	93% of the participants found the programme useful.					✓	CWH
71	Life Planning Programme	7/9/2023 & 31 May 2024	S5	98	\$23,400.00	\$238.78	E1'	To help students understand their career aspirations	Careers Education	88% of the participants found the programme useful.					✓	CWH
72	Interview Skill on Further Studies	13 Nov 2023	S.6	104	\$5,700.00	\$54.81	E1'	To help students understand their academic aspirations	Careers Education	95% of the participants found the programme useful.					✓	CWH
73	Careers Talks	17 Oct 2023 & 8 March 2024	S.6 & S.3	215	\$4,900.00	\$22.79	E1'	To help students understand their academic aspirations	Careers Education	74% of the S.6 participants found the programme useful. 90% of the S.3 participants found the programme useful.					✓	CWH
74	Visits	21 Oct 2023 & 9 March 2024	S.2 & S.4-S6	70	\$2,800.00	\$40.00	E2	To help students understand their academic aspirations	Careers Education	29 S.2 students participated in the visit. 45 S.4 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				7,632	\$1,306,665.58											
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															

1	History-Geography Overseas Study	29 Jun - 3 July 2024	S.4-S.5	20	\$25,576.00	\$1,278.80	E6	To broaden students' horizon and nurture the attitude of respect towards other cultures in students	Cross-Disciplinary (History & Geography)	Students expressed that they had a deeper understanding of Korean culture, architecture and environmental policy after the tour. Some expressed that they learnt some similarities and differences between Chinese and Korean cultures.	✓	✓					WWL NCW
2	Cycling Overseas Tour	6-9 July 2024	S1-4	20	\$9,080.00	\$454.00	E6	To provide students with chances to develop their cycling skills and self care skills oversea.	Cross- Disciplinary (Physical Education)	Students enjoyed the tour very much and experienced the cycling lanes in Taipei. Their cycling skills were improved.			✓				CYW
(Please insert rows above if the space provided is insufficient.)																	
Sub-total of Item 1.2				40	\$34,656.00												
Expenses for Category 1				7,672	\$1,341,321.58												

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

No.	Item	Purpose	Actual Expenses (\$)
1	Sports team uniform	Physical Education inter-school competitions	\$12,950.00
2	Basketball team equipment	Physical Education basketball training	\$842.62
3	Athletic team equipment	Physical Education athletes training	\$0.00
4	Sports team equipment (Badminton Team, Long Run Club, Volleyball Team, Football Team, Table Tennis Team, Dodgeball Team, Cycling Club, Softball Team)	Physical Education sports training	\$24,154.00
5	Pop music equipment	Pop music training	\$1,053.00
6	Drama equipment	Chinese drama performance	\$0.00
7	Drama equipment	English drama performance	\$0.00
8	Boy scout equipment	Boy scout training	\$0.00
9	Scrabble games	Scrabble training	\$0.00
10	Fellowship equipment	Fellowship leadership training	\$8,589.40
11	Choir equipment	Choir training and school activities	\$16,020.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$63,609.02
Expenses for Categories 1 & 2			\$1,404,930.60

Category 3: Number of Student Beneficiaries:

Total number of students in the school:	685
Number of student beneficiaries:	685
Percentage of students benefiting 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,	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school.
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares,
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

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 ➤ 購買齡記出版社網上教學資源	4,000
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 ➤ 津貼1位重讀中五學生參加內地交流團費用	865
iii.	舉辦和公民科課程相關的校本學習活動 ➤ 中四級參觀香港故宮文化博物館旅遊巴費用 ➤ 中四級參加資訊素養及國民教育講座及工作坊及旅遊巴費用	66,834
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 ➤ 資助中四非華語學生申請內地簽證費用	470
v.	其他（請註明） _____	0
	總開支金額	72,169
	津貼餘款	203,559

Appendix 10

Report on the Use of the One-off Grant on Promoting Mental Health (2023-24)

「家長學生・好精神一筆過津貼」津貼運用報告

Our school / Parent-Teacher Association has utilized the Grant for the following purposes:

	Area	Actual Expenses (\$)
1.	Organizing and promoting parent-child or parent activities centered around student and parent mental health a. Cheering activity	1,960
2.	Disseminating information on student and parent mental health, issuing publications, or providing resource platforms	0
3.	Conducting courses or training related focusing on knowledge and skills for parents to understand mental health a. Caregivers Self-Care Activity: Parent workshop	2,400
4.	Others (please specify) : a. Game Booth	1,975.9
	Total Expenditure	6,335.9
	Unspent Balance	14,614.1

Appendix 11

Report on the Use of One-off Grant for Mental Health at School 2023-2024

Aims:

1. To provide a calm and cozy environment for students who require emotional support by guidance teachers.
2. To provide a secure and confidential space for professionals conducting interview or therapy sessions to students with mental illness or emotional needs.
3. To create a safe and quiet space for students or teachers who want to take a break from the noise of the outside world and reduce stress levels.

	Area	Actual Expenses (\$)
1.	Purchasing an outdoor silence booth and setting it up on the ground floor.	\$60,000
	Total	\$60,000