



港大同學會書院  
HKUGA COLLEGE

# HKUGA COLLEGE ANNUAL SCHOOL REPORT

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*S*chool *M*otto

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Strive for Virtue  
Quest for Truth

School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community

## *S*chool Vision:

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Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.

## *M*ission statement:

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HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

## *B*ackground information about the College

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HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

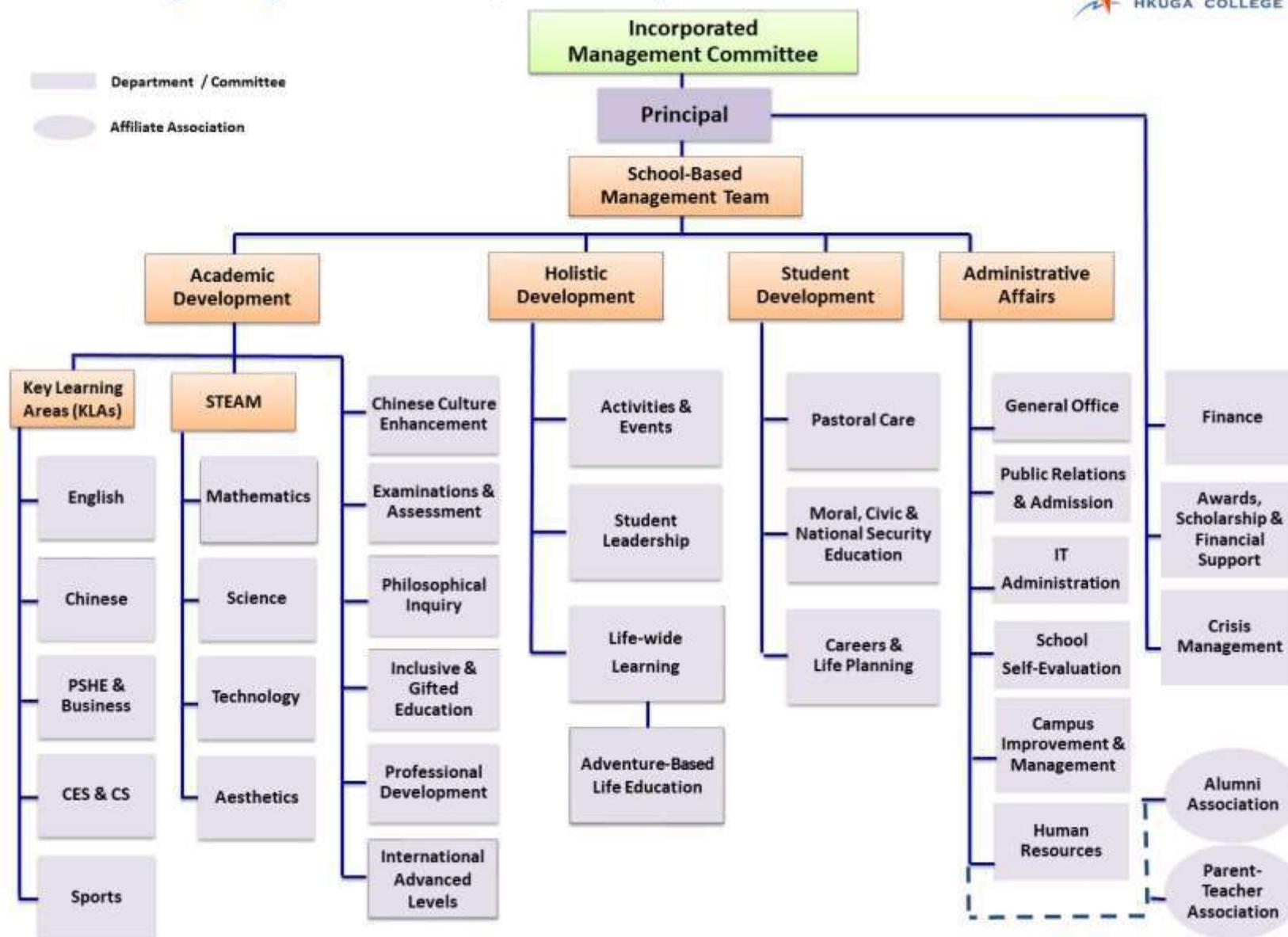
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

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1. Our School  
School Organization Chart 2023-24

HKUGA College – Organization Chart (2023 – 2024)



## Lesson allocation for the 9 Key Learning Areas 2023-24

| KLA | English Language Education / Drama | Chinese Language Education / Chinese Drama | Mathematics Education | Personal, Social & Humanities Education  | Science Education | Technology Education | Aesthetics Education | Physical Education |
|-----|------------------------------------|--|-----------------------|--|-------------------|----------------------|----------------------|--------------------|
| S1  | 17.19%                             | 17.19%                                     | 15.63%                | 18.75%   | 14.06%            | 4.69%                | 9.38%                | 3.13%              |
| S2  | 15.63%                             | 17.19%                                     | 15.63%                | 18.75%   | 14.06%            | 4.69%                | 9.38%                | 4.69%              |
| S3  | 17.74%                             | 17.74%                                     | 14.52%                | 22.58%   | 14.52%            | 3.23%                | 3.23%                | 6.45%              |
| S4  | 15.91%                             | 15.91%                                     | 13.64%                | 6.06% for CSD; 12.12% for each elective subject; 9.09% for optimization programs |                   |                      |                      | 3.03%              |
| S5  | 15.91%                             | 16.67%                                     | 15.15%                | 7.58% for CSD; 12.88% for each elective subject; 3.03% for optimization programs |                   |                      |                      | 3.03%              |
| S6  | 16.67%                             | 18.18%                                     | 15.15%                | 6.06% for CSD; 13.64% for each elective subject                                  |                   |                      |                      | 3.03%              |

## Learning hours for the 9 Key Learning Areas 2023-24

| KLA | English Language Education / Drama | Chinese Language Education / Chinese Drama | Mathematics Education | Personal, Social & Humanities Education   | Science Education | Technology Education | Aesthetics Education | Physical Education |
|-----|------------------------------------|--|-----------------------|---|-------------------|----------------------|----------------------|--------------------|
| S1  | 147                                | 147  | 133                   | 160   | 120               | 40                   | 80                   | 27                 |
| S2  | 133                                | 147  | 133                   | 160   | 120               | 40                   | 80                   | 40                 |
| S3  | 147                                | 147  | 120                   | 187   | 120               | 27                   | 27                   | 53                 |
| S4  | 140                                | 140  | 120                   | 53 hours for CSD; 107 hours for each elective subject; 80 hours for optimization programs |                   |                      |                      | 27                 |
| S5  | 140                                | 147  | 133                   | 67 hours for CSD; 113 hours for each elective subject; 27 hours for optimization programs |                   |                      |                      | 27                 |
| S6  | 83                                 | 90   | 75                    | 30 hours for CSD; 68 hours for each elective subject                                      |                   |                      |                      | 15                 |

## Class Organization and enrolment 2023-24

| Form           | One | Two | Three | Four | Five | Six | Total |
|----------------|-----|-----|-------|------|------|-----|-------|
| no. of Classes | 7   | 6   | 5     | 5    | 5    | 5   | 33    |
| Enrolment      | 205 | 194 | 160   | 134  | 133  | 124 | 950   |

## Students' Attendance 2023-24

| Form            | One  | Two  | Three | Four | Five | Six  | Total |
|-----------------|------|------|-------|------|------|------|-------|
| Attendance Rate | 97.8 | 97.3 | 96.5  | 96.5 | 96.6 | 97.7 | 97.1  |

## School Formal Curriculum for 2023-24

| KLA                                     | Form Subjects                | S1 | S2 | S3 | S4 | S5 | S6 |
|---|------------------------------|----|----|----|----|----|----|
| English Language Education              | English Language             | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|   | Literature in English        |    |    |    |    | ✓  | ✓  |
|   | Drama                        | ✓  | ✓  |    |    |    |    |
| Chinese Language Education              | Chinese Language (PTH)       | ✓  | ✓  | ✓  |    |    |    |
|   | Chinese Language (Cantonese) |    |    |    | ✓  | ✓  | ✓  |
|   | Chinese Literature           |    |    |    |    |    | ✓  |
| Mathematics Education                   | Mathematics                  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|   | Mathematics (iAL)            |    |    |    | ✓  |    |    |
|   | Extended Module              |    |    |    | ✓  | ✓  | ✓  |
| Science Education                       | Integrated Science           | ✓  | ✓  |    |    |    |    |
|   | Physics                      |    |    | ✓  | ✓  | ✓  | ✓  |
|   | Physics (iAL)                |    |    |    | ✓  |    |    |
|   | Chemistry                    |    |    | ✓  | ✓  | ✓  | ✓  |
|   | Chemistry (iAL)              |    |    |    | ✓  |    |    |
|   | Biology                      |    |    | ✓  | ✓  | ✓  | ✓  |
| Technology Education                    | ICT                          | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|   | Technology & Living          | ✓  | ✓  |    |    |    |    |
| Personal, Social & Humanities Education | BAFS (Accounting)            |    |    |    | ✓  | ✓  | ✓  |
|   | BAFS (Business Management)   |    |    |    | ✓  | ✓  | ✓  |
|   | Business Studies             |    |    | ✓  |    |    |    |
|   | Chinese History              | ✓  | ✓  | ✓  | ✓  |    |    |
|   | Economics                    |    |    |    | ✓  | ✓  | ✓  |
|   | Geography                    |    |    |    | ✓  | ✓  | ✓  |
|   | History                      |    |    |    | ✓  | ✓  | ✓  |
|   | Humanities                   | ✓  | ✓  | ✓  |    |    |    |
|   | Life and Society             | ✓  | ✓  | ✓  |    |    |    |
| Citizenship and Social Development      |                              |    |    | ✓  | ✓  | ✓  |    |
| Aesthetics Education                    | Visual Arts                  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|   | Music                        | ✓  | ✓  |    |    |    |    |
|   | Drama                        | ✓  | ✓  |    |    |    |    |
| Physical Education                      | Physical Education           | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|   | Physical Education (HKDSE)   |    |    |    | ✓  |    | ✓  |

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## 2. Achievements and Reflection on Major Concerns; Feedback and Follow-up

### Major Concern 1: To cultivate a growth oriented culture through striving for and achieving meaningful outcomes

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| <b>Achievements</b>  |
| <p>To cultivate a growth-oriented culture, our school has implemented various strategies to instill a growth mindset among all stakeholders. We've integrated growth mindset principles into the curriculum, extracurricular activities, and daily classroom lessons. Student surveys indicate a positive shift toward embracing challenges and seeking innovative solutions. We've also incorporated growth mindset into parent education sessions, strengthening the home-school partnership to empower parents to support their children's growth and development. Our school's leadership team has organized workshops on leadership, classroom management, and other relevant topics to enhance teachers' skills and knowledge. Post-event surveys consistently show high satisfaction rates, with participants rating the workshops 4 out of 5 on average. By working together, we are creating a school environment that nurtures a growth mindset and empowers our students to reach their full potential.</p> |
| <b>Reflection</b>  |
| <p>Our students have demonstrated high potential, and our dedicated teachers have been instrumental in nurturing their growth. By setting appropriate challenges and providing motivating support, teachers have encouraged students to reach their full potential. Additionally, our teaching community has shown a strong commitment to professional growth, eagerly embracing new challenges and seeking opportunities for improvement. This collaborative spirit among our staff has contributed to a positive and supportive learning environment, and as a result, to cultivate a growth oriented community.</p>   |
| <b>Feedback and Follow-up</b>  |
| <p>The integration of growth mindset principles into the curriculum and extracurricular activities has positively impacted student attitudes and behaviors. However, the post-pandemic transition has presented challenges in rebuilding routines and habits. The strengthened home-school partnership through parent education sessions is essential for supporting student growth and development and promoting parent participation requires further attention. The teaching staff's enthusiasm and commitment to professional development are commendable. Building a strong teaching team through continued professional development and fostering a positive school culture is crucial. By addressing these factors and reflecting on the experiences gained, we can continue to improve our practices and create a thriving learning environment for all students.</p>  |

**Major Concern 2: To increase ‘peak performance’ opportunities through an optimal balance of challenges and skills.**

**Achievements**

- College students generally performed well and the school showed a great improvements on the HKDSE from 2021 to 2023. In 2021, a respectable 80.9% of students attained the 3322 benchmark in core subjects, with 74.5% achieving this alongside two electives at level 3 or above. One student notably achieved Level 5\*\* in six subjects and a mathematics extended module. The 2022 results suggest continued solid performance, with a number of students achieving Level 5\*\* in multiple subjects and one student admitted to Cambridge. 2023 saw potentially notable improvements, with 91.5% achieving the 3322 benchmark, 51.9% reaching Level 5 or above overall, and 28.1% achieving Level 5\* or above. While these figures suggest a positive trend, further analysis might be needed to confirm significant improvement.
- Special programs in addition to the core curriculum are provided for students in order to strengthen their whole-person development and build their mega-cognitive and communication skills. The programs are riding on the following themes:
  - *Intellectual Development (that could compliment to core curriculum)*
  - *Value Education*
  - *Physical Education*
  - *Aesthetic Education*
  - *Community Service*
  - *Career and Life Planning*

The programs offered have been fine-tuned and modified each year based on student feedback, school initiatives and teacher availability. The programs are offered to the students of each specific form based on their order of priority. Below are the information about the programs provided in each of the past three years:

**2021-22**

| S1-S2   | S3  |
|---|---|
| <ul style="list-style-type: none"> <li>● Athletics</li> <li>● Volleyball</li> <li>● Basketball</li> <li>● Football</li> <li>● Handball</li> <li>● Badminton</li> <li>● The Art of Chinese Seal Carving</li> <li>● Art &amp; Technology</li> <li>● “Start from Scratch”</li> <li>● Your Cooking Class</li> <li>● Learning Python with Minecraft</li> <li>● BBC micro:bit Learn to code your pocket-sized computer</li> <li>● Music for Pictures (S2 only)</li> <li>● Introduction to A.I. (Artificial Intelligence) (S2 only)</li> </ul> | <ul style="list-style-type: none"> <li>● Food and Basic Nutrition</li> <li>● Artificial Intelligence</li> <li>● Mathematics Extended Part 101</li> <li>● Mathematics Beyond Numbers</li> <li>● Music in Technology</li> <li>● Portfolio Development</li> <li>● 媒體中的文學</li> <li>● Sports Science</li> <li>● Verbatim Theatre: The Stories of Hong Kong</li> <li>● No Fear of Shakespeare: Literature in English</li> <li>● Biotechnology and Microbiology</li> <li>● Chemical Technology</li> <li>● Physics in Practice</li> <li>● PRIME - Project, Research, and Innovation in Math Enrichment</li> </ul> |

**2022-23**

| S1-S2   | S3   | S4-S5   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Athletics</li> <li>● Volleyball</li> <li>● Basketball</li> <li>● Table tennis</li> <li>● Badminton &amp; Throwing events</li> <li>● The Art of Chinese Seal Carving</li> <li>● Art &amp; Technology</li> <li>● “Start from Scratch”</li> <li>● Your Cooking Class</li> <li>● Learning Python with Minecraft</li> <li>● Artificial Intelligence in Daily Life</li> <li>● Introduction to A.I. (Autopilot using Deepracer) (S2 only)</li> <li>● Music for Pictures (S2 only)</li> <li>●</li> </ul> | <ul style="list-style-type: none"> <li>● Food and Basic Nutrition</li> <li>● Artificial Intelligence</li> <li>● Mathematics Extended Part 101</li> <li>● PRIME</li> <li>● Music in Technology</li> <li>● Portfolio Development</li> <li>● Chemical technology</li> <li>● Sports Science- Theory &amp; Practical</li> <li>● Biotechnology and microbiology</li> <li>● Physics in practice</li> <li>● Artificial Intelligence</li> <li>● Mathematics Beyond Numbers</li> <li>● Debate and Debunk: Philosophy, Politics and Economics (PPE)</li> <li>● LIT(erature) in English</li> </ul> | <ul style="list-style-type: none"> <li>● 影視與傳統文學導論</li> <li>● IGCSE Math Preparation</li> <li>● Math Elite Class</li> <li>● Adventure-based Education</li> <li>● Global Citizenship</li> <li>● STEAM and Creativity</li> <li>● Yoga and Meditation</li> <li>● English Drama</li> <li>● Entrepreneurial Education</li> </ul> |

**2023-24**

| S1-S2   | S3  | S4-S5  |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Athletics</li> <li>● Volleyball</li> <li>● Basketball</li> <li>● Badminton and Throwing Events</li> <li>● Table Tennis</li> <li>● The Art of Chinese Seal Carving</li> <li>● Sing It Out Loud</li> <li>● Your Cooking Class</li> <li>● Learning Python with Minecraft</li> <li>● Exploring Artificial Intelligence</li> <li>● ‘A Bang!’</li> <li>● Metaverse using cospaces (S2 only)</li> <li>● Digital Painting Essentials - Scene and Character Creation (S2 only)</li> <li>● Sing It Out Loud (S2 only)</li> </ul> | <ul style="list-style-type: none"> <li>● Food and Basic Nutrition</li> <li>● Artificial Intelligence</li> <li>● Mathematics Extended Part 101</li> <li>● Portfolio Development</li> <li>● Physics in Practice</li> <li>● Music in Technology</li> <li>● Sport Science</li> <li>● Understanding our “Glo-cal” community - from spatial and temporal perspectives</li> <li>● Biotechnology and microbiology</li> <li>● PRIME -Project, Research and Innovation in Math Enrichment</li> <li>● Pathfinders: Navigating Your Future</li> <li>● The Art of Words: Exploring English Literature</li> </ul> | <ul style="list-style-type: none"> <li>● "Drama: Shakespeare in Action"</li> <li>● Adventure-based Education (Streams A and B)</li> <li>● Soul Breathing Groove for Self-Care</li> <li>● Yoga and Meditation</li> <li>● Debate and Debunk: Philosophy, Politics and Economics</li> <li>● STEAM and Creativity</li> <li>● Psychology of Happiness</li> <li>● Math Elite Class</li> <li>● Entrepreneurial Education</li> <li>● Advanced Music Program (S5 only)</li> <li>● Advanced Visual Arts Program (S5 only)</li> <li>● IGCSE Math Preparation (S5 only)</li> </ul> |

◆ The school's strategic initiatives to enrich the KLA curriculum through life-wide learning experiences and to sustain and further develop school teams and student-led activities have yielded significant results. Throughout the year, we have witnessed a notable increase in student participation in extended learning activities, reflecting a growing interest and engagement in these programs.

◆ **Expanded Opportunities:** The school has successfully expanded its offerings in life-wide learning experiences, providing students with diverse opportunities to explore their interests and broaden their horizons. The 14 LWL trips to various destinations ranging from local explorations, mainland China, Asia, Europe and Africa covering a wide range of themes entailing Arts, Music, History, STEM, sustainable development, community service and cultural heritage conversation etc. which have enriched the curriculum and provided valuable experiences for students.

**Enhanced Student Engagement:** The increased number of students participating in school teams and student-led activities demonstrates a strong sense of belonging and commitment. These initiatives have fostered a collaborative and supportive learning environment where students can develop their talents and leadership skills.

**Student Achievements:** The school's efforts have culminated in remarkable student achievements in various competitions, showcasing their exceptional abilities in sports, music, humanities, languages, and STEM disciplines.

According to the results of the stakeholder survey of teachers and students 2023-24, the ratings for the items related to learning opportunities outside classrooms are from 3.71 to 4.36 which are positive this area.

## Reflection

For student learning, individualized catering strategies will be continued, especially supporting the capable students and struggling students. The learning support for the struggling students which used to be implemented in Senior Form will be expanded to Junior Forms from 2023-24 onwards in order to lay a better foundation among the students.

Notably, students achieved numerous awards in external competitions, highlighting the effectiveness of the school in nurturing talent. However, this focus on awardees has inadvertently limited attention to other students, particularly those who are academically weaker and passive. Moving forward, increased awareness and priority will be placed on engaging these students in order to widen the impact.

The Seven Learning Goals have been extensively communicated and embodied in both the core curriculum and special programs for students. In particular, the Breadth of Knowledge, Generic Skills, Information Literacy, and National and Global Identity have been effectively addressed. Life Planning and Healthy Lifestyle components in the curriculum will be explored and further developed in the future.

For the special program, Junior level students generally found the programs engaging and well-suited to their interests, contributing to a positive learning experience. Similarly, senior students appreciated the fulfillment provided by the optimization programs. Nevertheless, some expressed the need for more time dedicated to exam preparation.

Reflecting on the planning, implementation, and evaluation process, it's clear that while the programs are successful in many areas, adjustments are necessary. The school will review program hours to achieve a better balance between whole-person development and exam

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preparation, ensuring that all students benefit from a comprehensive educational experience.

By providing a balanced mix of challenges and support, the school has empowered students to reach their full potential. The life-wide learning experiences have broadened their perspectives, developed critical thinking skills, and fostered a global mindset. Participation in school teams and student-led activities has enhanced their leadership skills, teamwork abilities, and sense of responsibility. For planning the activities and excursions, greater attention will be on linkage to the formal curriculum and exploring the way to balance the reduction of regular lesson time.

### **Feedback and Follow-up**

Based on the review, the lesson hours for the special programs will be reassessed. S3 Modular Studies will be reduced from double lessons each week to double lessons each cycle. This adjustment will allow for a more equitable allocation of teaching hours across each Key Learning Area, enabling better coverage of subject content.

Meanwhile, the S5 Optimization lessons will be redistributed to Elective Subjects, giving teachers more time to prepare students for subject learning and exam training.

Additionally, beyond the current combination of program themes, the assessment methods will be evaluated to better align with students' future-oriented skills, such as leadership, communication and collaboration, data literacy, Chinese language and culture, and entrepreneurship. Furthermore, more career-related and self-understanding components will be incorporated into the program, particularly for S3 and S4 students, to enhance the relevance of the programs to their career and life planning, alongside their learning of subject content and skills.

Building upon these successes, the school will continue to prioritize initiatives that promote student growth and achievement. We will explore innovative approaches to life-wide learning experiences, strengthen our support for school teams and student-led activities, and foster a culture of excellence and high expectations. By maintaining a focus on providing a nurturing and stimulating learning environment, we aim to equip our students with the future-oriented skills and knowledge they need to thrive in an ever-changing world.

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**Major Concern 3: To build transformative competencies (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices.**

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|--|
| <p><b>Achievements</b></p> <ul style="list-style-type: none"><li>◆ The mental wellbeing of students and staff is enhanced by:<ul style="list-style-type: none"><li>○ adding more resources and manpower to support students and staff (e.g. one more social worker, continuous provision of CP counselling service for students and staff, etc.)</li><li>○ arranging pastoral programmes and talks to enhance positive mental health (e.g. talk by Shell and Spines)</li><li>○ nurturing skills and the school’s priority values through Pastoral Care programmes and activities at different year levels</li></ul></li><li>◆ Implementation of the value education curriculum through adopting a whole-school approach - we teach and enhance the 12 values through subject departments (formal curriculum) and MCNSE Committee (PC lessons, talks and activities)</li><li>◆ Skills and the school’s priority values (National Identity, Perseverance, Care for Others, and Commitment) are nurtured through Pastoral Care programmes and activities at different year levels</li><li>◆ According to the results of teachers’, students’ and parents stakeholder survey 2023-24, teachers, students and parents all rate the school performance in the area “Support for Student Development” very positively. Teachers’ scores are all above 3.82, with students’ ones nearly all above 3.64 (except students’ self-discipline) and parents’ ones all above 3.88</li><li>◆ Nos. of student cases receiving services from social workers and clinical psychologist are much lower this year compared with the situation of the previous year (social worker cases drop from 67 to 49, with CP cases drop from 17 to 11)</li></ul> |
| <p><b>Reflection</b></p> <ul style="list-style-type: none"><li>◆ Although the stakeholders’ survey results of teachers, students and parents in 2023-24 reflect that in general the school performs quite well in the area “Support for Student Development”; however, both teachers and students rate a lower score of whether students are self-disciplined and are able to follow rules, compare with the ones of the previous year. This is indeed an area the school has to put more focus on in the following year.</li><li>◆ Regardless of the lowered nos. of student cases receiving services from social workers and clinical psychologist in the year 2023-24 in general, girls’ emotional problems is still a major concern with reference to the APASO results in 2023-24 and the gender differences reflect from the case no of students receiving CP service (7 girls and 4 boys) in last school year.</li></ul>  |

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### **Feedback and Follow-up**

- ◆ Since emotional needs, in particular for girls, and students' self-discipline and rule-abidingness are two major concerns in students' development according to survey results and feedback from Heads of Year across different year levels, the school will put more emphasis on improving the performance in these two areas.
- ◆ There will be more collective efforts, led by the Pastoral Care Team and supported by all Class Teachers as well the senior management, in enhancing students' self-discipline and rule-abidingness.
- ◆ The PC Team will work with our social worker agency and various NGO (e.g. The Samaritans Befrienders) to set and implement the "Three-Tier School-based Emergency Mechanism" proposed by the EDB, so as to provide more school-based support for our students in case there is any urgent needs.
- ◆ Teachers' training and PD needs in discipline, guidance, dealing with SEN students and providing pastoral support to students are still great in our school. There will be more effort and resources in the future to enhance teachers' professionalism and effectiveness in these areas.

### 3. 中國文化委員會年度報告 2023-24

年度主題：「文化今昔」

年度目標：

- 一、透過舉辦不同的節日活動，弘揚及傳承傳統文化精神，提升文化素養。
- 二、透過舉辦不同的文化活動，讓學生認識香港文化，提升學生對本土文化的認識，提升歸屬感。
- 三、透過舉辦閱讀推廣活動，營造閱讀氛圍，建立校園閱讀風氣。
- 四、透過與姊妹學校舉辦交流活動，加強兩地聯繫互動，促進文化交流。

#### ➤ 全年活動概要

目標一：透過舉辦不同的節日活動，弘揚及傳承傳統文化精神，提升文化素養。

節日活動：

1. 中秋慶祝活動
2. 新年慶祝活動

| 學務組年度計劃<br>(ADC Annual Plan)   | 委員會工作目標<br>(Objectives of committee)                               | 策略<br>(Strategies)   | 成功準則及評估方法<br>(Success criteria and Methods of Evaluation) | 時間<br>(Timeline)  |
|--|--|--|---|-------------------|
| ◇ 配合學習，認識國家文化。<br>(To implement the National Security Education components in relevant key subject areas)<br><br>◇ 提升學生對國家的認識。<br>(To promote the students' understanding about National Security Education) | ◇ 中秋節  |  |   |                   |
|  | ◇ 讓學生感受中秋節的習俗及意義   | ◇ 提供中秋裝飾，佈置自己的班房。<br>◇ 班主任與學生共同參與網上猜燈謎活動，並拍照上載。<br>◇ 在每班窗戶上寫上一首中秋的詩，並配上圖畫。 | ◇ 佈置班房<br>◇ 網上問答題   | ◇ 2023 年 9 月 28 日 |
| ◇ 中國農曆新年   |  |  |   |                   |
|  | ◇ 讓學生感受新年團圓的節日氛圍<br>◇ 將中國文化元素融作品，學以致用<br>◇ 提升學生的成就感<br>◇ 展示作品，營造氛圍 | ◇ 以「龍」為主題，結合生肖的寓意，設計新年的紅封包<br>◇ 全校農曆新年慶祝活動                                 | ◇ 辦學團體、全校師生皆能收到成品<br>◇ 能從中感受到農曆新年的祝福及了解生肖的意義              | ◇ 2024 年 2 月 7 日  |

目標二：透過舉辦不同的文化活動，讓學生認識香港文化，提升學生對本土文化的認識，提升歸屬感。

文化活動：

1. 「紙上談心」活動
2. 古往今來——慶國慶之中華文化傳承活動
3. 西九文化茶館劇場 / 香港故宮博物館
4. 中國文化周\*
  - ◇ 中華文化日——舊日香城
  - ◇ 從文本到舞台——蔡錫昌講座
  - ◇ 香港文化——鄭文峯講座
  - ◇ 手工藝工作坊/其他活動

| 學校基礎目標<br>(Underpinning from ADC)  | 委員會工作目標<br>(Objectives of committee)                         | 策略<br>(Strategies)  | 成功準則及評估方法<br>(Success criteria and Methods of Evaluation)           | 時間<br>(Timeline)                  |
|--|--|---|---|-----------------------------------|
| ◇ 配合學習，認識國家文化。<br>(To implement the National Security Education components in relevant key subject areas)<br><br>◇ 提升學生對國家的認識。<br>(To promote the students' understanding about National Security Education) | 1. 「紙上談心」活動  |   |   |                                   |
|  | ◇ 傳承「師道」及「孝道」的精神<br><br>◇ 了解及反思文化的現今價值<br><br>◇ 學會感恩，營造全校的氛圍 | ◇ 上學期：（孝道）學生會於心意卡中撰寫想對父母說的話及感謝父母的栽培。<br><br>◇ 下學期：（師道）由班會委員會負責（Class Committee）主持，設計一張感謝卡，於贈於老師及表達對老師的感謝。 | ◇ （上學期）：於家長日將肖像心意卡交予父母，表達對父母的感激。<br><br>◇ （下學期）：將所設計之謝師卡親手送予老師表達謝意。 | ◇ 上學期：11 月家長日前<br><br>◇ 下學期：期末考試前 |

|   |   |  |  |
|---|---|--|--|
| <b>2. 古往今來——慶國慶之中華文化傳承活動</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>◇ 讓學生全方位體驗不同的中國傳統工藝及國粹文化</li> <li>◇ 引發同學對傳統文化的興趣及從不同角度去欣賞傳統藝術</li> <li>◇ 營造全校的文化氛圍，深入了解中國歷史文化，共同學習及承傳文化精神</li> </ul> | <ul style="list-style-type: none"> <li>◇ 與香港南區青年發展聯會合作，為全級中一學生舉辦漢服走秀及攤位遊戲活動。</li> <li>◇ 模特兒會展示漢服，同時會有貼花、扎染等活動攤位讓學生參加。</li> </ul>  | <ul style="list-style-type: none"> <li>◇ 學生積極參與活動</li> <li>◇ 親手製作手工藝品</li> </ul>                       | <ul style="list-style-type: none"> <li>◇ 2023年9月26日</li> </ul> |
| <b>3. 西九文化茶館劇場 / 香港故宮文化博物館</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>◇ 讓學生近距離欣賞戲曲/故宮展品，發掘傳統美學</li> <li>◇ 讓學生了解現代文化價值</li> <li>◇ 培養文化大使，分享對文化的體會</li> </ul>                                | <ul style="list-style-type: none"> <li>◇ 安排<b>中國文化大使/初中學生</b>，參觀西九戲曲中心茶館劇場，欣賞粵劇經典折子戲、古腔演唱及廣東音樂演奏；或參觀故宮博物院的珍貴文物。</li> <li>◇ 參與節目互動討論環節，讓助同學了解粵劇的藝術特色和文化價值/提升學生觀賞文化藝術的興趣和能力。</li> </ul> | <ul style="list-style-type: none"> <li>◇ 學生投入導賞活動</li> <li>◇ 學生能從活動中吸取有關粵曲文化的知識 / 認識中國文化的瑰寶</li> </ul> | <ul style="list-style-type: none"> <li>◇ 下學期</li> </ul>        |

|   |  |  |   |
|---|--|--|---|
| <b>4. 中國文化日(2024年2月1日-2月7日)</b>   |  |  |   |
| <b>◇ 中華文化日——舊日香城</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>◇ 讓學生全方位體驗不同的中國傳統工藝及國粹文化</li> <li>◇ 引發同學對傳統文化的興趣及從不同角度去欣賞傳統藝術</li> <li>◇ 營造全校的文化氛圍，深入了解中國歷史文化，共同學習及承傳文化精神</li> </ul> | <ul style="list-style-type: none"> <li>◇ 與「校園集古村」合作，於新年舉辦校園集古村活動</li> <li>◇ 校園會化身為香城風情街，全校學生當天能體驗一系列懷舊風情的活動，全方位立體驗老香港的情懷。</li> <li>◇ 屆時會有懷舊市集、老香港茶樓、涼茶舖、打鐵佬、穿膠花、士多等懷舊市集攤位、拉丁舞表演(懷舊 AGOGO 舞蹈)。</li> </ul> | <ul style="list-style-type: none"> <li>◇ 學生投入不同文化體驗活動</li> <li>◇ 老師觀察及回饋</li> <li>◇ 文化大使能協助帶領活動;不同年級學生能在網上平台分享體會及心得</li> </ul> | <ul style="list-style-type: none"> <li>◇ 2024年2月6日</li> </ul> |
| <b>◇ 從文本到舞台——蔡錫昌講座</b>  |  |  |   |
| <b>◇ 香港文化——鄭文峯講</b>   |  |  |   |
| <ul style="list-style-type: none"> <li>◇ 讓學生從文學作品、講座中了解舊日香港風情，提升對本土文化的認識。</li> </ul>  | <ul style="list-style-type: none"> <li>◇ 邀請中文大學講者蔡錫昌先生或香港都會大學講者鄭文峯先生到校進行講座</li> <li>◇ 分享有關香港本土文化及舊日香港的議題，加深同學對文化的認識。</li> </ul>  | <ul style="list-style-type: none"> <li>◇ 學生積極參與講座</li> <li>◇ 與嘉賓互動，提問交流</li> </ul>   | <ul style="list-style-type: none"> <li>◇ 2024年2月1日</li> </ul> |
| <b>◇ 手工藝工作坊/其他活動</b>  |  |  |   |

目標三：透過舉辦閱讀推廣活動，營造閱讀氛圍，建立校園閱讀風氣。

閱讀活動：

| 學校基礎目標<br>(Underpinning from ADC)  | 委員會工作目標<br>(Objectives of committee) | 策略<br>(Strategies)            | 成功準則及評估方法<br>(Success criteria and Methods of Evaluation) | 時間<br>(Timeline) |
|--|--------------------------------------|-------------------------------|---|------------------|
| ✧ 加強學生的閱讀動機及習慣<br>(To strengthen the reading motivation and habits among students) | <b>圖書館閱讀角</b>                        |                               |   |                  |
|  | ✧ 推廣校內閱讀氛圍<br><br>✧ 培養學生閱讀習慣，提升閱讀興趣  | ✧ 配合香港風情/舊日香港的主題，推薦相關書籍/作家作品。 | ✧ 學生能作延伸閱讀  | ✧ 上學期            |

目標四：透過與姐妹學校聯繫，加強兩校互動，奠定長遠交流的基礎。

交流活動：

● 姐妹學校交流

| 學校基礎目標<br>(Underpinning from ADC)   | 委員會工作目標<br>(Objectives of committee) | 策略<br>(Strategies)  | 成功準則及評估方法<br>(Success criteria and Methods of Evaluation) | 時間<br>(Timeline) |
|---|--------------------------------------|---|---|------------------|
| ✧ 提升學生對國家的認識。<br>(To promote the students' understanding about National Security Education) | ✧ 與姐妹學校保持聯繫<br><br>✧ 提供兩地師生交流的機會     | ✧ 確認內地學校的合約<br>✧ 交流計劃一：<br>23/11(四)—25/11(六)<br>✧ 佛山市第十中學(初中學生，約25人)<br>✧ 交流計劃二：<br>✧ 22/4(一)—26/4(五)<br>✧ 寧波市同濟中學+上海田家炳中學(中三至中五學生，共25-30人) | ✧ 師生參與交流<br>✧ 學生進行文化交流                                    | ✧ 下學期            |

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#### 4. Career Guidance 2023-24

The Careers & Life Planning (CLP) Committee is dedicated to guiding and supporting students in their life planning, career development, and university applications. We utilize a variety of platforms, including Google Classroom, our CLP Facebook Page, and Instagram, to disseminate information. Additionally, our well-maintained career corner in the library provides students with the latest resources.

With the conclusion of the pandemic, we successfully resumed our annual university fair, featuring over 35 delegates from prestigious institutions in Hong Kong, the UK, the US, Australia, Switzerland, Japan, China, and Taiwan. Participating universities conducted informative seminars for prospective students and their families. We were delighted to welcome over 500 attendees, and the overall feedback was highly positive.

One of our key post-pandemic initiatives was organizing our inaugural UK University Exploration trip during the term break. A group of 30 students from S2 to S5, accompanied by three teachers, embarked on an eight-day journey from London to Edinburgh, visiting eight universities. Upon their return, students shared their experiences and insights during our World Day presentation, enhancing their understanding of international higher education opportunities.

In our life planning initiatives, we offer various career workshops and events tailored to different year levels. Notable events include a life-simulation game for S4, a living library activity for S2, a career simulation game, and the North Star mentorship program for S5. We have integrated value education into all our workshops and activities, in line with the school's major concerns. Additionally, we have observed an increase in both individual and group career counseling sessions.

As our school is now authorized to offer the iAL curriculum alongside the HKDSE, students pursuing iAL will need to apply to local universities through the non-JUPAS route. Admission requirements for iAL at overseas universities will also vary. To support our students, the committee has maintained close communication with various local universities and organized seminars with specific university faculties for current and prospective iAL students. We will also host special consultation sessions for this group.

Looking ahead, our committee is committed to deepening our focus on value education within our career and life planning program. We will continue to support DSE students while also dedicating a team to assist our first cohort of iAL students. Furthermore, we will keep organizing international trips to expose students to diverse higher education options.

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## 5. Catering for Students with Special Education Needs 2023-24

The Inclusive and Gifted Education Committee (IGE) is responsible for the operation of the Special Education Needs (SEN) Policy. The committee is under the Academic Development Committee (ADC) and supports the whole-person development of students with SEN. The committee is facilitated by the Committee Head and 8 other teacher members, social workers (SW), a school-based educational psychologist (EP), a clinical psychologist (CP), a speech therapist (ST) and 2 counsellors throughout the year. To cater to individual learning needs, case conferences/consultations involving students and parents, our professional services, with relevant teachers and the Head of IGE were held.

The team continued the work with regular accommodations per individual needs. Numerous successful applications for HKDSE special examination arrangement (SEA) were discussed and proceeded. Individual examination locations and time extensions were also arranged during the pre-S1 HK Attainment Test.

Our school continues to receive the Learning Support Grant (LSG), allowing us to provide holistic and flexible support for our students' diverse learning needs. We've partnered with clinical and educational psychologists, social workers, and school counsellors to offer a range of professional services. Support groups and inclusion activities have been successfully implemented throughout the year, including during school holidays. A dedicated full-time teacher assists our team with teaching, support, and administrative tasks. Read-and-write support groups remain available for students who need them, while others are facilitated in-house by our school counsellors.

A variety of support groups, tailored to specific year levels and needs, were conducted throughout the year. Programs were continuously refined based on student feedback and outcomes. To cater to different developmental stages, we incorporated arts, board games, music, and career planning into our activities. To ensure timely intervention, student meetings were held more frequently, allowing us to identify potential issues early on. Individual counselling sessions were offered as needed. Students not only developed new skills and made friends but also strengthened their social skills and built stronger connections with peers.

We continued our work for the bridging program with our primary section focusing on students' attitudes and general behaviours. With better coordination across different support teams with counselling team, social workers and pastoral care team, information and preparation are done at an early stage to better support the whole form during the orientation and the start of the year. PS class teachers' meeting and case handover meeting were held in June and S1 class teachers are well informed before meeting the students on their first day in the college.

This year we continued with our face-to-face three half-day mentorship program and parent talk at the beginning of July. Topics about life in the college, expectation alignment, and the support in place were introduced while the SEN coordinator and social worker from primary school were there also to support. Parents were contacted individually during the summer for better understanding and any questions they may have.

During the post-exam period, our school counsellors also continued their support to help develop their executive functions, and responsibilities as well as any academic support/learning

needed through different inclusion activities and summer support programs. The team put together various events for the junior forms during the post-exam period to enhance the inclusive environment in the school. A series of activities for our S1 with Wheel for Oneness and in-house design of team-building activities let students experience different kinds of disabilities as well as strengthen the idea of respect and inclusion. All support groups ended with learning celebrations via bouldering activities where students appreciated their efforts and growth together with others they invited. Last but not least, a martial art (Wing Chun) taster day as inclusion activity and a two-days summer program with a drama therapist for better self-understanding and expression was held for selected students.

## 6. Scholarship/Fee Remission Scheme

### A) 2023-24 Fee remission granted to 59 students

| % granted       | 100% | 75% | 50% | 25% | 0% | Total | Total no. of Applicants |
|-----------------|------|-----|-----|-----|----|-------|-------------------------|
| No. of students | 29   | 16  | 8   | 6   | 1  | 59    | 60                      |

### B) 2023-24 Scholarship awarded to 91 students

| Scholarship | % granted       | 100% | 75% | 50% | 20% | Total |
|-------------|-----------------|------|-----|-----|-----|-------|
| Academic    | No. of students | 17   | 0   | 39  | 19  | 75    |
| Sports      | No. of students | 5    | 0   | 1   | 2   | 8     |
| Music       | No. of students | 0    | 1   | 2   | 5   | 8     |

## 7. Student Performance 2023-24

### Academics

#### 「滙財師大比拼」短片創作大賽 2024 冠軍

|     |                     |
|-----|---------------------|
| S4C | Tong Charlot Pui Yu |
| S4K | Tong Ethan Pui Hang |
| S4H | Yeung Lai Him       |

#### 13th Hong Kong Geography Olympiad

|     |                      |              |
|-----|----------------------|--------------|
| S5U | Chang King Yui Derek | Bronze Award |
| S5U | Wong Ching           | Bronze Award |

#### 2023-2024 年全國青少年語文知識大賽（「菁英盃」現場作文比賽）總決賽

|     |                |     |
|-----|----------------|-----|
| S1H | Cheung Yu Xuan | 三等獎 |
| S1C | Wong Nok Kan   | 三等獎 |

#### ArcGIS StoryMaps Application Competition 2023/24 – Telling Stories Using Census Data

|     |                     |               |
|-----|---------------------|---------------|
| S5U | Au Chin Ming        | 1st Runner Up |
| S2H | Chan Lok Him        | Merit         |
| S5K | Ng Ho Hin           | 1st Runner Up |
| S2K | She Tsz Hin         | Merit         |
| S2K | Tsui Chung Yi       | Merit         |
| S5K | Wong Chik Long      | 1st Runner Up |
| S5U | Wong Ching          | 1st Runner Up |
| S2A | Wong Ho             | Merit         |
| S5A | Wong Kin Long Keith | 1st Runner Up |
| S5G | Yip Ron             | 1st Runner Up |

#### Canadian English Writing Competition (Arch Cup) 2023

|     |              |               |
|-----|--------------|---------------|
| S5U | Cheung Anya  | Merit         |
| S1C | Wong Nok Kan | 2nd Runner Up |

#### Cisco Networking Academy HK & Macau Cisco Networking Skills Competition 2022-2023

|      |                |              |
|------|----------------|--------------|
| S5K  | Chow Kin Hei   | Bronze Award |
| S6CL | Yeung Tsun Wun | Bronze Award |
| S6CM | Yip Wing Long  | Bronze Award |

#### City University of Hong Kong Database Minicontest 2023

|      |               |            |
|------|---------------|------------|
| S6CM | Yip Wing Long | Gold Medal |
|------|---------------|------------|

#### CPCE Excellence Contest 2023/24 “Environmental, Social, and Governance (ESG) in Business” (Secondary Group) Champion

|     |                       |
|-----|-----------------------|
| S4A | Chan Pui Ga           |
| S5H | Chow Hoi Kiu Chloe    |
| S4U | Ho Yuen Ying Winnie   |
| S5A | Wan Man Nok Charlotte |

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### **CSDI Awards 2023 1st Runner Up**

S2K She Tsz Hin  
S2K Tsui Chung Yi  
S2A Wong Ho

### **Hang Lung Mathematics Awards**

|      |                     |                   |
|------|---------------------|-------------------|
| S6LC | Lau Ho Lam          | Honorable mention |
| S5H  | Lo Sze Chit Ryan    | Honorable mention |
| S5H  | Ng Chi Kuan Jane    | Honorable mention |
| S5A  | Tam Hei Tung        | Bronze Award      |
| S5A  | Wong Kin Long Keith | Honorable mention |

### **Hong Kong Budding Poets' Award 2024**

S5H Lam Chung Yee 2nd Runner Up

### **Hong Kong Physics Olympiad 2024**

S4K Chan Pak Nok Honorable Mention

### **Hong Kong Secondary School Debating Competition Term 1 Final 1st Runner Up**

|     |                     |     |                     |
|-----|---------------------|-----|---------------------|
| S5U | Cheung Anya         | S5G | Tang Hiu Tung Chloe |
| S5U | So Sum Yu Sharlotte |     |                     |

### **Hong Kong Secondary Schools Debating Competition 2023-2024 Champion**

|     |             |     |             |
|-----|-------------|-----|-------------|
| S2C | Ho Andrea   | S3H | Wang Tianqi |
| S2C | Lo Yeuk Hei | S3K | Zhu Billy   |
| S3G | Wang Ashley |     |             |

### **Hong Kong Young Writers' Award**

|     |               |                   |
|-----|---------------|-------------------|
| S4U | Chan Chun Fai | Shortlisted       |
| S5H | Chan Chun Sum | Shortlisted       |
| S2H | Sun Yan Yuet  | Shortlisted       |
| S3G | Wong Yeuk Yu  | Honorable Mention |

### **Mathematics Book Report Competition for Secondary Schools (2023/24)**

|     |               |                    |
|-----|---------------|--------------------|
| S2H | Chan Lok Him  | Second Honor Prize |
| S2A | Ma Hei Yee    | Second Honor Prize |
| S2G | Tong Lai Chun | Second Honor Prize |

### **Mathematics Project Competition for Secondary Schools (2023/24)**

|     |                    |                              |
|-----|--------------------|------------------------------|
| S3K | Ptak Ashton Albert | Good Performance Certificate |
| S3H | Wang Tianqi        | Good Performance Certificate |

### **Secondary School Bridge Demonstration Competition 2024 2nd Runner Up**

S4C Chan Hoi Ting Katie  
S4A Cheah Cheuk Yan  
S4A Chow Ching  
S4G Fung Ka Ying Natalie  
S4U Li Cheuk Yi Ashia  
S4A Shoaf Caitlin Amelia

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### 75th Hong Kong Speech Festival Choral Speaking 1st Runner Up

|     |                       |     |                      |
|-----|-----------------------|-----|----------------------|
| S5K | Chan Chak Fung        | S5U | Lee Tsz Yau          |
| S5H | Chan Chun Yu Ethan    | S5U | Leung Tsz Wo         |
| S5H | Chau Tsz Yan          | S5K | Low Poh Yee          |
| S5K | Cheng Sum Yau         | S5K | Lui Sapphire Sincere |
| S5H | Cheung Ho Yeung Anson | S5H | Lui Yu Hin           |
| S5K | Chow Ho Ki            | S5H | Ng Charlotte Ka Po   |
| S5H | Chow Hoi Kiu Chloe    | S5H | Poon Ying Tsun       |
| S5H | Chow Ying Lam         | S5H | Siu Brianna          |
| S5H | Chung Ka Long         | S5U | Siu Pui Lok          |
| S5H | Ho Cheuk Him Marcus   | S5H | Sze Long Kit Gary    |
| S5U | Kok Terrance          | S5K | Tsang Chelsea        |
| S5H | Lam Hei Shun          | S5U | Wong King Him        |
| S5K | Lam Hiu Ho            | S5U | Lau Pak Yin          |
| S5K | Lam Pak Fung          |     |                      |

### 75th Hong Kong Speech Festival Dramatic Duologue

|     |                      |             |
|-----|----------------------|-------------|
| S3K | Chan Wai Ying Joyce  | Merit       |
| S4G | Fung Ka Ying Natalie | Merit       |
| S3H | Liu Yau Nam Justin   | Champion    |
| S4H | Ma Tsz Kiu           | Merit       |
| S4C | Poon Lok Ching       | Merit       |
| S3U | Tam Yan Yee          | Proficiency |
| S3K | Wong Lok Yan Lydia   | Merit       |
| S4H | Wong Tavia Tsz Ching | Merit       |
| S3K | Zhong Iris           | Proficiency |
| S3K | Zhu Billy            | Champion    |

### 75th Hong Kong Speech Festival Public Speaking

|     |                      |               |
|-----|----------------------|---------------|
| S2G | Kwong Tung Ching     | Merit         |
| S1A | Wang Yifeng          | 2nd Runner Up |
| S4H | Wong Tavia Tsz Ching | Merit         |
| S2A | Yu Wing Tong         | Merit         |

### 75th Hong Kong Speech Festival Solo Prose

|      |                     |               |
|------|---------------------|---------------|
| S1U  | Chan Chun Kei Kadya | Merit         |
| S6LC | Chiu Yat Him        | Merit         |
| S1H  | Fan Hong Yin        | 2nd Runner Up |
| S3A  | Fang Ching          | Merit         |
| S1U  | Leung Chi Kit       | 2nd Runner Up |
| S3A  | Leung Ching Tung    | Proficiency   |
| S1C  | Leung Tin Yeung     | Merit         |
| S3G  | Li Jiayi            | Merit         |
| S3G  | Ma Minghao          | Merit         |
| S2G  | Yeung Yan Yu Erica  | Merit         |

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### 75th Hong Kong Speech Festival Solo Verse

|      |                        |               |
|------|------------------------|---------------|
| S4H  | Chan Muk Yan           | Merit         |
| S5U  | Chan Sze Wing Deborah  | Merit         |
| S1K  | Chan Wing Yin Anne     | Merit         |
| S1C  | Cheng Man Huen Vanessa | Champion      |
| S4A  | Cheng Pak Him Harris   | Champion      |
| S2G  | Cheng Sze Yiu          | Merit         |
| S3H  | Cheng Wing Tung        | Merit         |
| S1U  | Cheung Yan Laam        | Merit         |
| S3K  | Chong Megan            | Merit         |
| S1H  | Chong Yan Yin          | Merit         |
| S3H  | Chu Madelaine          | Merit         |
| S1K  | Chung Muk Hei          | Merit         |
| S1H  | Fan Hong Yin           | Merit         |
| S3A  | Fang Ching             | Merit         |
| S1U  | Fok Cheuk Him          | Merit         |
| S1K  | Gao Warren             | 1st Runner Up |
| S1A  | Ho Tsz Wan             | Merit         |
| S1A  | Lai Shun Lok           | Merit         |
| S1H  | Lau Sze Ching          | Merit         |
| S2K  | Lau Wang Lok           | Merit         |
| S3K  | Lee Charis             | 1st Runner Up |
| S1K  | Lee Cheuk Ip Carson    | 2nd Runner Up |
| S1S  | Lee Tin Long           | Merit         |
| S3A  | Leung Ching Tung       | Merit         |
| S1U  | Leung Lap Yin          | 2nd Runner Up |
| S6CC | Li Joy Sze             | 2nd Runner Up |
| S1C  | Li Wai Yin Bonnie      | Merit         |
| S1U  | Liao Shengyuan         | Merit         |
| S1C  | Ma Chun Hin Hayden     | Merit         |
| S4K  | Ng Pak Hei Cyrus       | Merit         |
| S3H  | Ng Yat Lam Julian      | 2nd Runner Up |
| S3K  | Shao Tsz Hing          | Merit         |
| S2K  | Tam Hoi Tung           | Merit         |
| S4G  | Tong Tsz Ching         | Merit         |
| S1H  | Tsang Sze Ngo          | Proficiency   |
| S2A  | Tse Sui Kiu            | 2nd Runner Up |
| S3H  | Wang Tianqi            | Merit         |
| S1K  | Wong Hoi Ying Hayley   | Merit         |
| S1C  | Wong Jasper Leroy      | Merit         |
| S3K  | Wong Katie Kei Ching   | 2nd Runner Up |
| S1C  | Wong Nok Kan           | Merit         |
| S4H  | Wong Tavia Tsz Ching   | Merit         |
| S3K  | Wong Tsz Ying Ashley   | 2nd Runner Up |
| S1A  | Wu Yat Sun             | Proficiency   |
| S3U  | Wun Ka Leong           | Merit         |
| S2A  | Yu Tsz Yin             | Champion      |

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### **The 10th Annual International Mathematical Modeling Challenge (International Contest of Greater China)**

|     |                  |             |
|-----|------------------|-------------|
| S5H | Chen Ming Hin    | Meritorious |
| S5G | Fung Caleb       | Finalist    |
| S5K | Ho Lok Yiu       | Meritorious |
| S5G | Kon Yo           | Meritorious |
| S5H | Lo Sze Chit Ryan | Meritorious |
| S5K | Ng Ho Hin        | Finalist    |
| S5G | Pang Tak Chung   | Meritorious |
| S5K | Wong Chik Long   | Finalist    |
| S5H | Wong Kai Ho      | Meritorious |
| S5G | Yip Ron          | Finalist    |
| S5G | Yu Fei Sophie    | Meritorious |

### **The 10th Annual International Mathematical Modeling Challenge (Regional Contest of Greater China)**

|     |                       |                        |
|-----|-----------------------|------------------------|
| S5K | Chan Yim Hei          | Meritorious            |
| S5K | Chen Ke Yun           | Successful Participant |
| S5H | Chen Ming Hin         | Meritorious            |
| S5G | Cheng Nga Man Venissa | Successful Participant |
| S5G | Fung Caleb            | Meritorious            |
| S4C | Ho Hoi Tung           | Successful Participant |
| S5K | Ho Lok Yiu            | Meritorious            |
| S4U | Ho Yuen Ying Winnie   | Successful Participant |
| S5G | Kon Yo                | Meritorious            |
| S4U | Lau Ka Yue Karen      | Successful Participant |
| S4U | Lo Sin Yu             | Successful Participant |
| S5H | Lo Sze Chit Ryan      | Meritorious            |
| S5K | Ng Ho Hin             | Meritorious            |
| S5G | Pang Tak Chung        | Meritorious            |
| S5K | Wong Chik Long        | Meritorious            |
| S5K | Wong Gianna           | Successful Participant |
| S5H | Wong Kai Ho           | Meritorious            |
| S5A | Wong Kin Long Keith   | Successful Participant |
| S5G | Yip Ron               | Meritorious            |
| S5G | Yu Fei Sophie         | Meritorious            |

### **The 6th Greater Bay Area STEAM Excellence Award 2024**

|     |            |             |
|-----|------------|-------------|
| S4A | Li Lut Yi  | Merit Award |
| S4C | Sun Yan Ki | Merit Award |
| S4G | Sze Esme   | Merit Award |

### **The Competition on the Mathematics of Information (CMI)**

|     |                      |                   |
|-----|----------------------|-------------------|
| S3H | Kwok Ching Long Eron | Silver Award      |
| S4K | Tong Ethan Pui Hang  | Honorable Mention |

### **Train' for life's journeys 2.0 1st Runner Up**

|     |                    |
|-----|--------------------|
| S4A | Chan Pui Ga        |
| S5H | Chow Hoi Kiu Chloe |

S4U Ho Yuen Ying Winnie  
S5A Wan Man Nok Charlotte

### True Light Girls' Invitational Mathematics Contest 2023

S4U Lo Sin Yu Certificate of Merit

### 低碳節能小發明比賽

S2A Yu Tsz Yin Champion

### 模擬法庭

S5H Cheung Ho Yeung Anson 最佳證人

S4C Leung Shun Yan 最佳律師

S5H Liang Guo Rui 最佳證人

### 第 11 屆 Rummikub 世界大賽

S1U Leung Yuet Yi 香港區總冠軍

### 第 75 屆香港學校朗誦節 (2023)

|     |                         |   |
|-----|-------------------------|---|
| S1G | Au Wai Yan              | 詩詞獨誦普通話女子組中學一二年級良好                        |
| S5H | Chan Ching Hei          | 詩詞獨誦普通話男子組中學五六年級優良                        |
| S1C | Chan Yui Sum            | 詩詞獨誦普通話女子組中學一二年級優良                        |
| S1C | Cheng Man Huen Vanessa  | 詩詞獨誦普通話女子組中學一二年級季軍                        |
| S3H | Cheng Wing Tung         | 詩詞獨誦普通話女子組 中學三四年級良好                       |
| S1H | Cheung Yui Lam          | 詩詞獨誦粵語男子組中學一年級優良                          |
| S2A | Choi Hei Tung           | 二人朗誦粵語中學一二年級優良<br>散文獨誦粵語男子組中學三年級冠軍;       |
| S3U | Chow Hok Yin            | 詩詞獨誦普通話男子組中學三四年級優良                        |
| S3K | Chow Lok Ching          | 散文獨誦粵語女子組中學三年級優良                          |
| S1C | Choy Hay Ching Cathleen | 詩詞獨誦粵語女子組中學一年級優良                          |
| S1K | Chua Jadon Velasco      | 詩詞獨誦普通話男子組中學一二年級良好                        |
| S5H | Chung Ka Long           | 散文獨誦粵語男子組中學五六年級優良                         |
| S1K | Chung Muk Hei           | 詩詞獨誦粵語男子組中學一年級優良                          |
| S1U | Fok Cheuk Him           | 散文獨誦粵語男子組中學一年級優良                          |
| S1A | Fong Tsz Yee            | 詩詞獨誦普通話女子組中學一二年級良好                        |
| S1A | Ho Tsz Wan              | 詩詞獨誦普通話女子組中學一二年級優良                        |
| S1C | Hon Chin Wing Winky     | 詩詞獨誦普通話女子組中學一二年級季軍                        |
| S2A | Ip Anson                | 二人朗誦粵語中學一二年級優良                            |
| S2G | Kwong Tung Ching        | 詩詞獨誦普通話女子組中學一二年級優良                        |
| S1H | Lau Sze Ching           | 散文獨誦普通話女子組中學一二年級優良                        |
| S3K | Lee Charis              | 詩詞獨誦粵語女子組中學三年級良好                          |
| S1K | Lee Cheuk Ip Carson     | 二人朗誦粵語中學一二年級優良                            |
| S1S | Lee Tin Long            | 詩詞獨誦粵語男子組中學一年級優良                          |
| S4G | Lee Tracy               | 二人朗誦粵語中學三四年級良好                            |
| S2A | Leung Yui               | 詩詞獨誦普通話男子組中學一二年級優良                        |
| S3G | Li Jiayi                | 詩詞獨誦普通話女子組中學三四年級優良<br>詩詞獨誦普通話女子組中學一二年級優良; |
| S1C | Li Wai Yin Bonnie       | 散文獨誦普通話女子組中學一二年級季軍;                       |

|     |                         |                                      |
|-----|-------------------------|--------------------------------------|
| S1K | Li Yan Tung Jasmine     | 詩詞獨誦普通話女子組中學一二年級優良                   |
| S1U | Liao Shengyuan          | 詩詞獨誦普通話女子組中學一二年級亞軍                   |
| S1S | Lo Sum Yi Abbie         | 詩詞獨誦普通話男子組中學一二年級優良                   |
| S1H | Lo Tsz Ho               | 詩詞獨誦粵語女子組中學一年級季軍                     |
| S1C | Ma Chun Hin Hayden      | 散文獨誦普通話男子組中學一二年級優良                   |
| S2H | Ni Long Hin             | 散文獨誦普通話男子組中學一二年級優良                   |
| S1A | Phang Chi Cheung Jayden | 詩詞獨誦粵語男子組中學二年級良好                     |
| S3K | Shao Tsz Hing           | 二人朗誦粵語中學一二年級優良                       |
| S4G | Sze Esme                | 詩詞獨誦普通話女子組中學三四年級冠軍                   |
| S1A | Szeto Alice Ming Lok    | 二人朗誦粵語中學三四年級良好                       |
| S1C | Tam Sin Man             | 二人朗誦粵語中學一二年級良好                       |
| S1U | Tang Cheuk Yi           | 二人朗誦粵語中學一二年級良好                       |
| S1A | Tse Ching Yuen          | 散文獨誦普通話女子組中學一二年級優良                   |
| S1G | Tse Hoi Ki              | 散文獨誦粵語男子組中學一年級優良                     |
| S3G | Wang Ashley             | 詩詞獨誦普通話女子組中學一二年級優良                   |
| S1A | Wang Yifeng             | 詩詞獨誦普通話女子組中學三四年級良好                   |
| S2K | Wong Kwan Yee Constance | 詩詞獨誦普通話男子組中學一二年級良好                   |
| S1C | Wong Nok Kan            | 詩詞獨誦粵語女子組中學二年級冠軍                     |
| S3H | Wong Wang Tin           | 詩詞獨誦普通話男子組中學一二年級優良                   |
| S1A | Wu Yat Sun              | 二人朗誦粵語中學三四年級優良                       |
| S2A | Yu Tsz Yin              | 詩詞獨誦普通話男子組中學一二年級優良                   |
| S1U | Zhang Shutong           | 詩詞獨誦粵語女子組中學二年級良好                     |
| S3K | Zhong Iris              | 詩詞獨誦普通話女子組中學一二年級優良<br>二人朗誦粵語中學三四年級優良 |

### 第三十八屆「星島全港校際辯論比賽」

|     |                      |        |
|-----|----------------------|--------|
| S2G | Chan Hau Sheung      | 最佳進步獎  |
| S4A | Chan Pui Ga          | 最佳進步獎  |
| S3G | Cheng Rui Qi         | 最佳進步獎  |
| S4U | Ho Yuen Ying Winnie  | 最佳進步獎  |
| S2G | Lee Vanya Sheung Yiu | 最佳進步獎  |
| S2G | Ma Sze Yu            | 最佳進步獎  |
| S2K | Ng Yuet Sum          | 最佳進步獎  |
| S2K | Ng Yuet Sum          | 最佳進步獎  |
| S2G | Sit Tak Chi          | 最傑出表現獎 |
| S1U | Yuen Ka Yu           | 最佳進步獎  |
| S1H | Zhang Sze Long Avner | 最佳進步獎  |

### 第十六屆鳴辯盃全港中學生辯論賽亞軍

|     |                     |
|-----|---------------------|
| S2G | Chan Hau Sheung     |
| S4A | Chan Pui Ga         |
| S3G | Cheng Rui Qi        |
| S2G | Cheng Sze Yiu       |
| S4U | Ho Yuen Ying Winnie |
| S2G | Ma Sze Yu           |
| S2K | Ng Yuet Sum         |
| S2G | Sit Tak Chi         |

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S2H            Yeung Ching Suen

2023-2024 年度「篇篇流螢」網上閱讀計劃「個人卓越表現獎」金獎

S4C            Tong Charlot Pui Yu

2023 南區「勇闖高峰」學生領袖培育計劃 - 「潛質學生領袖」

S3H            Leung Wang Lok

S5G            Yip Ron

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## Sports

### 2023-2024 3 on 3 Hong Kong Student Basketball Tournament (Girls U14) 1st Runner Up

|     |                       |
|-----|-----------------------|
| S3U | Tsang Tsz Tung        |
| S3A | Wong Ching Lam Andrea |
| S3H | Yeung Shu Kiu         |

### 2023-2024 3 on 3 Hong Kong Student Basketball Tournament (Girls U16) Second Runner Up

|     |                      |
|-----|----------------------|
| S4C | Chan Hoi Ting Katie  |
| S4H | Mok Ka Ching Justine |
| S4H | Murakami Haru        |

### 23-24 HKSSF All Hong Kong Inter-School Rugby Sevens Competition - Senior Girls 2nd Runner Up

|      |                      |      |                     |
|------|----------------------|------|---------------------|
| S6BW | Chin Shih Han        | S6CM | Uematsu Haruka      |
| S4G  | Chin Shih Yun        | S4A  | Wong Hau Sum        |
| S4G  | Fung Ka Ying Natalie | S6CM | Wong Mein Yui       |
| S5A  | Kwok Ho Tung         | S4G  | Wong Tsz Kiu Jessie |
| S4U  | Li Cheuk Yi Ashia    | S6BW | Wong Tsz Ying Katie |
| S4A  | Shoaf Caitlin Amelia | S5A  | Wu Rachel           |

### 23-24 HKSSF All Hong Kong Inter-Secondary School Competition - BOCHK Rugby Sevens Cup - A Grade Boys Bowl 1st Runner-up

|      |                              |      |                      |
|------|------------------------------|------|----------------------|
| S6CL | Cheng King Yeung Justin      | S6CL | Wong Kai Hong Franco |
| S4G  | Jones Thomas Cheuk Yin Pryce | S5H  | Yan Jayden           |
| S5G  | Kwok Po Fung Tobia           | S5G  | Yip Ron              |
| S5A  | Muk Hay Long Justin          | S5H  | Zhou Tiance          |
| S6CL | Tsang Wai Fung Justin        |      |                      |

### 23-24 HKSSF All Hong Kong Inter-Secondary School Competition - BOCHK Rugby Sevens Cup - B Grade Boys Plate 1st Runner-up

|     |                            |     |                    |
|-----|----------------------------|-----|--------------------|
| S4H | Chan Luk Gi                | S4K | Ng Pak Hei Cyrus   |
| S4A | Cheng Pak Him Harris       | S3H | Ng Yat Lam Julian  |
| S4G | Flauta Kenzo Victor Llenos | S3U | Shum Siu Chun      |
| S3U | Kong Liam                  | S3U | Tai Wai Lam        |
| S4G | Lau Evan Wang Yat          | S4G | Tang Chi Man Anson |
| S4H | Ng Isaac                   |     |                    |

### 23-24 HKSSF All Hong Kong Inter-Secondary School Competition - BOCHK Rugby Sevens Cup - C Grade Boys Shield Champion

|     |                       |     |                     |
|-----|-----------------------|-----|---------------------|
| S2H | Chan Damon Wang-Ngai  | S2C | Lo Yeuk Hei         |
| S2A | Choi Hei Tung         | S2C | Wan Cheuk Nam Aidan |
| S2H | Chui Ching Kwan Alvin | S2K | Wong Ming Ngai      |
| S2C | Chuk Chit             | S2H | Wong Yat Wai        |
| S2H | Leang Chun Sum        | S2U | Zhou Dongkun        |

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S2H Liang Chun Ho

**23-24 HKSSF All Hong Kong Inter-Secondary School Competition - BOCHK Rugby Sevens Cup - Junior Girls 1st Runner Up**

|     |                      |     |                      |
|-----|----------------------|-----|----------------------|
| S3U | Chan Tsz Ching       | S3A | Ng Hoi Ching         |
| S3K | Cheung Wing Yan      | S2K | Ng Sum Yau Isa       |
| S2U | Choi Lok Ching       | S3G | Teoh Kai You         |
| S3H | Choi Tsz Yu          | S2H | Tsang Alana          |
| S3A | Fang Ching           | S3U | Tsoi Cheuk Hi Haley  |
| S3G | Ho Hoi Ching         | S3K | Wong Tsz Ying Ashley |
| S2H | Lam Sum Ying Natalie | S3G | Wong Yeuk Yu         |
| S3K | Lee Freya Wai Yan    | S2U | Yuen Lok Lam         |

**All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2023-2024**

|      |                      |                             |
|------|----------------------|-----------------------------|
| S3G  | Chan Ching Man       | Girls 4x400M 3rd Runner Up  |
| S3G  | Chan Ching Man       | Overall Girls 3rd Runner Up |
| S5A  | Chan Lok Ching       | Girls 4x400M 3rd Runner Up  |
| S5A  | Chan Lok Ching       | Girls 400m 2nd Runner Up    |
| S5A  | Chan Lok Ching       | Overall Girls 3rd Runner Up |
| S2C  | Chu Po Jewel         | Overall Girls 3rd Runner Up |
| S6CC | Ho Chan Hung         | Girls 4x100M 2nd Runner Up  |
| S6CC | Ho Chan Hung         | Overall Girls 3rd Runner Up |
| S1S  | Ng Wing Kiu          | Girls 4x400M 3rd Runner Up  |
| S1S  | Ng Wing Kiu          | Overall Girls 3rd Runner Up |
| S3H  | Sit Lok Yin Pasco    | Boys 4x100M 1st Runner Up   |
| S2G  | Tho Jonathan         | Boys 4x100M 1st Runner Up   |
| S2H  | Tsang Alana          | Girls 4x400M 3rd Runner Up  |
| S2H  | Tsang Alana          | Overall Girls 3rd Runner Up |
| S1G  | Tsui Hoi Ching       | Girls 4x100M 2nd Runner Up  |
| S1G  | Tsui Hoi Ching       | Overall Girls 3rd Runner Up |
| S5G  | Wong Hoi Yuen Xavier | Boys 4x100M 1st Runner Up   |
| S5G  | Wong Wan Chi         | Girls 4x100M 2nd Runner Up  |
| S5G  | Wong Wan Chi         | Girls 100m 3rd Runner Up    |
| S5G  | Wong Wan Chi         | Girls 200m 1st Runner Up    |
| S5G  | Wong Wan Chi         | Overall Girls 3rd Runner Up |
| S5H  | Yan Jayden           | Boys 4x100M 1st Runner Up   |
| S2G  | Yeung Yan Yu Erica   | Overall Girls 3rd Runner Up |
| S4A  | Yip Man Yan          | Girls 4x100M 2nd Runner Up  |
| S4A  | Yip Man Yan          | Girls 100m Champion         |
| S4A  | Yip Man Yan          | Girls 200m 2nd Runner Up    |
| S4A  | Yip Man Yan          | Overall Girls 3rd Runner Up |

**All Hong Kong Schools Jing Ying Table Tennis Tournament**

|     |                   |                                      |
|-----|-------------------|--------------------------------------|
| S2U | Wu Long Ting Ryan | Secondary Boys Singles - Sixth Place |
|-----|-------------------|--------------------------------------|

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## East Asian Youth Games 2023

S6CC Li Tsz To 100m – Champion; 200m - Champion

## HKSSF Inter-school athletic Competition (Grade A Boys)

### Overall 1st Runner Up

|      |                         |      |                       |
|------|-------------------------|------|-----------------------|
| S5U  | Au Chin Ming            | S5A  | Mak Pak Hei           |
| S6BW | Chan Angus              | S5A  | Muk Hay Long Justin   |
| S5H  | Chan Chun Sum           | S4U  | Poon Wing Fung        |
| S5U  | Chao Hang               | S5U  | Siu Pui Lok           |
| S6CL | Cheng King Yeung Justin | S6CL | Siu Yat               |
| S6CM | Cheung Wui Hei Odo      | S5G  | Tong Tsz Fung         |
| S6CL | Golfa Mohammed          | S6LC | Wong Sin Kiu          |
| S5A  | Ko Chun Ting Justin     | S6BW | Yang Long             |
| S5U  | Kok Terrance            | S6CL | Yeung Chau Chi Adrian |
| S6CL | Lau Yat Hei Hayton      | S5G  | Yip Ron               |
| S6LC | Law Chi Yat             | S3K  | Yu Haoming            |

### Individual

|      |                      |   |
|------|----------------------|---|
| S6CC | Leung Chun Kiu       | 4X100m Relay - Champion                                   |
| S5A  | Lo Fei Yin           | 4X100m Relay - Champion                                   |
| S5U  | Pun Chit Lam         | 4X100m Relay – Champion; 400m - 3rd Runner Up             |
| S5G  | Wong Hoi Yuen Xavier | 4X100m Relay – Champion; 100m – Champion; 200m - Champion |
| S5H  | Yan Jayden           | Triple Jump - 3rd Runner Up                               |

## HKSSF Inter-school athletic Competition (Grade B Boys)

### Overall Boys Grade B - 1st Runner Up

|     |                |     |                       |
|-----|----------------|-----|-----------------------|
| S4H | Chan Luk Gi    | S3G | Leung King Chung      |
| S3U | Chan Rio       | S3A | Li Pak Hei            |
| S3G | Cheng Pak Yuen | S3H | Liu Chak On           |
| S3A | Cheng Ross     | S3U | Shum Siu Chun         |
| S4K | Cheng Tung Ho  | S3H | Sit Lok Yin Pasco     |
| S4H | Chow Ho Sang   | S2U | Wu Long Ting Ryan     |
| S4C | Hon King Hang  | S3G | Yang Leduo            |
| S4U | Lam Ho Fung    | S3G | Leung Chun Gor Gordon |
| S3G | Lee Lun        | S3H | Leung King Chun       |

### Individual

|     |                   |  |
|-----|-------------------|--|
| S4H | Chan Luk Gi       | Javelin - 3rd Runner Up  |
| S3U | Chan Rio          | 400m - 1st Runner Up; 800m - 1st Runner                        |
| S4H | Chow Ho Sang      | 4X100m Relay - Champion  |
| S4C | Hon King Hang     | 4X100m Relay - Champion  |
| S3H | Liu Chak On       | 4X100m Relay - Champion  |
| S3H | Sit Lok Yin Pasco | 4X100m Relay – Champion; 100m – Champion; 200m - 1st Runner Up |

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## HKSSF Inter-school athletic Competition (Grade C Boys)

### Overall Boys Grade C – 2nd Runner Up

|     |                      |     |                 |
|-----|----------------------|-----|-----------------|
| S2U | Au Pak Lun           | S1C | Tho Ethan       |
| S2U | Chan Chiu Yeung      | S2G | Tho Jonathan    |
| S2K | Chan Sin Ching Kirin | S1K | Tso Kai Man     |
| S1U | Ho Aiden Chunyin     | S2K | Tsui Chung Yi   |
| S2H | Hong Yan Yu          | S2C | Wong Chi Hang   |
| S1A | Hu Enqi              | S2H | Wong Yat Wai    |
| S1A | Kan Kyden Jess       | S1H | Zhang Yifan     |
| S1C | Ma Chun Hin Hayden   | S1S | Ng Hei Man Imon |

### Individual

|     |                      |   |
|-----|----------------------|---|
| S2U | Au Pak Lun           | 4X100m Relay - Champion                                   |
| S2K | Chan Sin Ching Kirin | Shot Put - 2nd Runner Up                                  |
| S1A | Hu Enqi              | Boys Grade C 800m - 2nd Runner Up                         |
| S2G | Tho Jonathan         | 4X100m Relay – Champion; 100m – Champion; 200m - Champion |
| S1K | Tso Kai Man          | 4X100m Relay - Champion                                   |
| S2K | Tsui Chung Yi        | 4X100m Relay - Champion; Long Jump - 2nd Runner Up        |

## HKSSF Inter-school Athletics Competition

### Overall Boys Champion

|      |                      |      |                       |
|------|----------------------|------|-----------------------|
| S2U  | Au Pak Lun           | S1C  | Tho Ethan             |
| S2U  | Chan Chiu Yeung      | S2G  | Tho Jonathan          |
| S2K  | Chan Sin Ching Kirin | S1K  | Tso Kai Man           |
| S1U  | Ho Aiden Chunyin     | S2K  | Tsui Chung Yi         |
| S2H  | Hong Yan Yu          | S2C  | Wong Chi Hang         |
| S1A  | Hu Enqi              | S2H  | Wong Yat Wai          |
| S1A  | Kan Kyden Jess       | S1H  | Zhang Yifan           |
| S1C  | Ma Chun Hin Hayden   | S1S  | Ng Hei Man Imon       |
| S5H  | Chan Ching Hei       | S3G  | Leung Chun Gor Gordon |
| S4H  | Chan Luk Gi          | S6CC | Leung Chun Kiu        |
| S3U  | Chan Rio             | S3H  | Leung King Chun       |
| S3G  | Cheng Pak Yuen       | S3G  | Leung King Chung      |
| S3A  | Cheng Ross           | S5U  | Leung Tsz Wo          |
| S4K  | Cheng Tung Ho        | S3A  | Li Pak Hei            |
| S4H  | Chow Ho Sang         | S3H  | Liu Chak On           |
| S5G  | Fong Lok Ching       | S5A  | Lo Fei Yin            |
| S6LC | Hau Timothy          | S4U  | Poon Wing Fung        |
| S4C  | Hon King Hang        | S5U  | Pun Chit Lam          |
| S4U  | Lam Ho Fung          | S3U  | Shum Siu Chun         |
| S3G  | Lee Lun              | S3H  | Sit Lok Yin Pasco     |
| S5U  | Siu Pui Lok          | S5G  | Wu Ting Shing         |
| S5G  | Wong Hoi Yuen Xavier | S5H  | Yan Jayden            |
| S6CL | Wong Kai Hong Franco | S3G  | Yang Leduo            |
| S5U  | Wong King Him        | S5U  | Yang Man Lok          |

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|     |                   |     |                   |
|-----|-------------------|-----|-------------------|
| S2U | Wu Long Ting Ryan | S5U | Yeung Sheung Tsun |
| S5G | Yip Ron           |     |                   |

### **HKSSF Inter-school Badminton Competition**

#### **Grade B Boys - 2nd Runner Up**

|     |                |     |                     |
|-----|----------------|-----|---------------------|
| S3G | Chan Shing Hei | S3G | Lee Lun             |
| S3G | Koo Sing Pou   | S3H | Li Jason Ming Yeung |
| S4K | Lam Nok Fung   | S4G | Yuen Tsz Long       |

#### **Grade C Girls - Champion**

|     |                     |     |                      |
|-----|---------------------|-----|----------------------|
| S2A | Lam Ching Yin       | S2H | Tsang Alana          |
| S1K | Li Yan Tung Jasmine | S2K | Wong Helena Ho Ching |
| S2K | Nan Xi              | S1H | Yeung Wai Nga Esther |
| S2H | Suen Man Ching      |     |                      |

### **HKSSF Inter-school Basketball Competition**

#### **Grade A Boys – 1<sup>st</sup> Runner Up**

|     |                       |      |                      |
|-----|-----------------------|------|----------------------|
| S5H | Cheung Ho Yeung Anson | S6CL | Wong Kai Hong Franco |
| S5G | Choy Pak Ming         | S5G  | Wu Ting Shing        |
| S5H | Chung Ka Long         | S5U  | Yeung Sheung Tsun    |
| S5K | Lau Hiu Ho            | S5K  | Ng Ho Hin            |

#### **Grade B Boys – 2<sup>nd</sup> Runner Up**

|     |                       |     |                 |
|-----|-----------------------|-----|-----------------|
| S4H | Chang Lok Him         | S3K | Ko Ka Yin       |
| S2U | Cheng Cheuk Kiu Bosco | S3G | Ma Yan Wah      |
| S3A | Cheng Ross            | S2H | Siu Fung        |
| S3K | Cheung Ethan          | S3U | Tsui Tsz Ching  |
| S4H | Chow Ho Sang          | S3K | Yeung Chak Fung |
| S3A | Chu Tsz Yeung Jayan   | S4U | Yip Ka Ho       |

#### **Grade C Boys – 3<sup>rd</sup> Runner Up**

|     |                  |     |               |
|-----|------------------|-----|---------------|
| S2U | Chang Lok Yi     | S2K | Lo Chun Yin   |
| S1K | Fung Kwok Hei    | S2C | Tsang Pak Lam |
| S2U | Hui Lik To Lucas | S2C | Wong Chi Hang |
| S2A | Ip Anson         | S1A | Wu Yat Sun    |
| S1S | Kong Tin Long    | S1H | Zhang Yifan   |
| S2K | Lau Wang Lok     | S2U | Zhou Dongkun  |

### **HKSSF Inter-school cross country Competition**

#### **Girl Overall - 1st runner up & Girls B overall - Champion**

|     |                |     |                |
|-----|----------------|-----|----------------|
| S3G | Chan Ching Man | S2G | Ng Lok Yi      |
| S3H | Chui On Tsz    | S2K | Ng Sum Yau Isa |

|     |               |     |                      |
|-----|---------------|-----|----------------------|
| S4H | Ma Tsz Kiu    | S4A | Shoaf Caitlin Amelia |
| S4H | Murakami Haru | S3H | Yeung Shu Kiu        |

### **Girl Overall - 1st runner up & Girls C overall - 3rd runner up**

|     |                   |     |                              |
|-----|-------------------|-----|------------------------------|
| S1S | Cheung Cheuk Ning | S1U | Lo Cheryl Tsz Yiu            |
| S2H | Chu Dik Judy      | S2U | Moo Yue Sum                  |
| S2C | Chu Po Jewel      | S2G | Tang Hiu Laam Melanie Daphne |
| S2C | Ho Andrea         | S2H | Tsang Alana                  |

### **HKSSF Inter-school cross country Competition DII**

#### **Girl Overall - 1st runner up**

|      |                   |      |                     |
|------|-------------------|------|---------------------|
| S5G  | Au Yeung Sin Chun | S4U  | Leung Yi Kiu Zoe    |
| S5A  | Chan Lok Ching    | S6CC | Ng Sin Ying Cheryl  |
| S6CC | Ho Chan Hung      | S5H  | Shiu Lok Yiu Athena |
| S5A  | Kwok Ho Tung      | S5G  | Wong Wan Chi        |

### **HKSSF Inter-school football Competition**

#### **Grade B Boys Champion and Overall 1<sup>st</sup> Runner Up**

|     |                            |     |                  |
|-----|----------------------------|-----|------------------|
| S4A | Chan Pak Kiu               | S2A | Goo Ryan         |
| S3U | Cheng Haysen Anders        | S3K | Ko Ka Yin        |
| S4A | Cheong Sze Long            | S4H | Law Tsz Wai      |
| S3K | Chong Chi Chun             | S3G | Leung King Chung |
| S4H | Chow Ho Sang               | S3A | Li Pak Hei       |
| S4G | Flauta Kenzo Victor Llenos | S3H | Liu Chak On      |
| S4H | Ng Isaac                   | S3H | Wong Tin Ho      |
| S4G | Tang Chi Man Anson         | S3U | Yeung Chun Him   |
| S3G | Tsang Yik Long             | S4G | Yuen Tsz Long    |
| S4U | Wong Lap Yin               |     |                  |

#### **Overall 1<sup>st</sup> Runner Up**

|     |                        |     |                         |
|-----|------------------------|-----|-------------------------|
| S1G | Chai Sin Him Sam       | S1C | Lee Tin Yan             |
| S1H | Chan Tsz Kiu           | S1U | Leung Chi Kit           |
| S1C | Chang Wai Chun Ian     | S1S | Leung Hung Pok          |
| S1K | Chen Weide             | S1H | Leung Ka Shun           |
| S1K | Cheung Chi Hang Adrian | S1H | Leung Yat Long          |
| S1G | Cheung Yiu Ming        | S2C | Mok Hoi Yui             |
| S1H | Cheung Yu Xuan         | S1U | Ng Ching Yau            |
| S2C | Choi Hon Man Ean       | S1S | Ng Hei Man Imon         |
| S1K | Chung Muk Hei          | S1U | Ngai Yui Kei            |
| S1G | Ho Ka Chun             | S1A | Phang Chi Cheung Jayden |
| S2U | Reno Dante Joseph      | S1K | Tse Yee Kin Corliss     |
| S1A | Tse Ching Yuen         | S1A | Wu Yat Sun              |

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### HKSSF Inter-school Swimming Competition (Grade A Boys)

|      |                      |   |
|------|----------------------|---|
| S5U  | Au Chin Ming         | Boys A overall - 3rd runner up (DII)  |
| S6CL | Leung Alex Man Fung  | Boys A overall - 3rd runner up (DII)<br>Boys A overall - 3rd runner up (DII)<br>50m breaststroke - Champion<br>50m freestyle - Champion |
| S6CC | Leung Pui Lok        | Medley relay - 1st runner up<br>Boys A overall - 3rd runner up (DII)<br>100m backstroke - Champion<br>50m backstroke - 2nd runner up    |
| S5U  | Leung Tsz Wo         | Medley relay - 1st runner up  |
| S2H  | Ng Wei Luo Jason     | Boys A overall - 3rd runner up (DII)  |
| S6CM | Ngan Chun Hey        | Boys A overall - 3rd runner up (DII)<br>Boys A overall - 3rd runner up (DII)  |
| S6CL | Wong Kai Hong Franco | Medley Relay - 1st runner up<br>Boys A overall - 3rd runner up (DII)  |
| S5H  | Yan Jayden           | Medley relay - 1st runner up  |

### HKSSF Inter-school Swimming Competition (Grade B Boys)

|     |                 |  |
|-----|-----------------|--|
| S3A | Hung Lok Lam    | 200m freestyle - 1st runner up         |
| S3H | Leung King Chun | 200m Individual medley - 3rd runner up |
| S3U | Shum Siu Chun   | 100m backstroke - 1st runner up        |
| S3G | Yang Leduo      | 200m Breaststroke - 2nd runner up      |

### HKSSF Inter-school Swimming Competition (Grade B Girls) (D1)

|     |             |                                   |
|-----|-------------|-----------------------------------|
| S3H | Chui On Tsz | 200m Individual medley - Champion |
|-----|-------------|-----------------------------------|

### HKSSF inter-school Table Tennis Competition DI

#### Girls C - 2nd Runner Up

|     |                        |     |                     |
|-----|------------------------|-----|---------------------|
| S1S | Chan Hay Tung Haylerie | S2A | Lam Hang Yu Chelsea |
| S2K | Kwan Lok Lam           | S1A | Tsoi Pui Yan        |
| S2A | Yu Wing Tong           |     |                     |

### HKSSF Inter-school Table Tennis Competition DII

#### Boys B - 2nd Runner Overall Boys - 3rd Runner Up

|     |                     |     |                   |
|-----|---------------------|-----|-------------------|
| S2H | Chan Chu Hei Carson | S3U | Wong Ching Sum    |
| S2K | Kwan Ka Him         | S2U | Wu Long Ting Ryan |

### HKSSF Inter-school Volleyball Competition (Grade C Boys) Champion

|     |                     |     |                     |
|-----|---------------------|-----|---------------------|
| S2U | Au Pak Lun          | S2G | So Ka Hay           |
| S2U | Hui Lik To Lucas    | S1C | Tho Ethan           |
| S1A | Kwan Aiden Woon Yin | S2C | Wan Cheuk Nam Aidan |
| S2G | Li Chun Hin         | S1A | Wang Yifeng         |
| S2H | Liang Muk Yin       |     |                     |

### Inter school Fencing Competition

|     |                   |                                |
|-----|-------------------|--------------------------------|
| S4K | Cheng Tung Ho     | Epee - 2nd runner up (Boys B)  |
| S2G | Ho Pui Ga Valerie | Epee - 2nd runner up (Girls C) |

|     |                     |                                 |
|-----|---------------------|---------------------------------|
| S5K | Lee Chin Lan Talia  | Sabre - 2nd runner up (Girls A) |
| S4K | Tang Hoi Lyn Kellyn | Epee - 2nd runner up (Girls B)  |

### **Inter-School Athletics Competition 2023-2024 HK Island & Kowloon Division One**

|      |                       |  |
|------|-----------------------|--|
| S5G  | Au Yeung Sin Chun     | Overall Girls Grade A 3rd Runner Up      |
| S5G  | Au Yeung Sin Chun     | Overall Girls 3rd Runner Up              |
| S3G  | Chan Ching Man        | Girls Grade B 400m 2nd Runner Up         |
| S3G  | Chan Ching Man        | Overall Girls 3rd Runner Up              |
| S4A  | Chan Chit Won         | Overall Girls 3rd Runner Up              |
| S3G  | Chan Chung Man Daphne | Overall Girls 3rd Runner Up              |
| S4C  | Chan Hoi Ting Katie   | Overall Girls 3rd Runner Up              |
| S5A  | Chan Lok Ching        | Girls Grade A 4x100m Relay Champion      |
| S5A  | Chan Lok Ching        | Girls Grade A 400m 2nd Runner Up         |
| S5A  | Chan Lok Ching        | Girls Grade A 800m 3rd Runner Up         |
| S5A  | Chan Lok Ching        | Overall Girls Grade A 3rd Runner Up      |
| S5A  | Chan Lok Ching        | Overall Girls 3rd Runner Up              |
| S5K  | Chan Rani             | Overall Girls Grade A 3rd Runner Up      |
| S5K  | Chan Rani             | Overall Girls 3rd Runner Up              |
| S1S  | Cheung Cheuk Ning     | Overall Girls Grade C 3rd Runner Up      |
| S1S  | Cheung Cheuk Ning     | Overall Girls 3rd Runner Up              |
| S3K  | Cheung Ka Yu Casey    | Overall Girls 3rd Runner Up              |
| S2A  | Cheung Nga Man        | Girls Grade B 4x100m Relay 3rd Runner Up |
| S2A  | Cheung Nga Man        | Overall Girls 3rd Runner Up              |
| S2H  | Chu Dik Judy          | Overall Girls Grade C 3rd Runner Up      |
| S2H  | Chu Dik Judy          | Overall Girls 3rd Runner Up              |
| S2C  | Chu Po Jewel          | Overall Girls Grade C 3rd Runner Up      |
| S2C  | Chu Po Jewel          | Overall Girls 3rd Runner Up              |
| S6CC | Ho Chan Hung          | Girls Grade A 4x100m Relay Champion      |
| S6CC | Ho Chan Hung          | Girls Grade A 100m 3rd Runner Up         |
| S6CC | Ho Chan Hung          | Overall Girls Grade A 3rd Runner Up      |
| S6CC | Ho Chan Hung          | Overall Girls 3rd Runner Up              |
| S3H  | Ho Ho Ying            | Girls Grade B 4x100m Relay 3rd Runner Up |
| S3H  | Ho Ho Ying            | Overall Girls 3rd Runner Up              |
| S2K  | Lau Cheuk Kiu         | Overall Girls Grade C 3rd Runner Up      |
| S2K  | Lau Cheuk Kiu         | Overall Girls 3rd Runner Up              |
| S1H  | Lau Sze Ching         | Overall Girls Grade C 3rd Runner Up      |
| S1H  | Lau Sze Ching         | Overall Girls 3rd Runner Up              |
| S6CL | Leung Hoi Ying        | Overall Girls Grade A 3rd Runner Up      |
| S6CL | Leung Hoi Ying        | Overall Girls 3rd Runner Up              |
| S2U  | Leung Pin Pin Sophie  | Girls Grade C 4x100m Relay 1st Runner Up |
| S2U  | Leung Pin Pin Sophie  | Overall Girls Grade C 3rd Runner Up      |
| S2U  | Leung Pin Pin Sophie  | Overall Girls 3rd Runner Up              |
| S4U  | Leung Yi Kiu Zoe      | Overall Girls Grade A 3rd Runner Up      |
| S4U  | Leung Yi Kiu Zoe      | Overall Girls 3rd Runner Up              |
| S2G  | Li Ho Man Katrina     | Overall Girls Grade C 3rd Runner Up      |
| S2G  | Li Ho Man Katrina     | Overall Girls 3rd Runner Up              |
| S6CC | Li Joy Sze            | Overall Girls Grade A 3rd Runner Up      |

|      |                              |  |
|------|------------------------------|--|
| S6CC | Li Joy Sze                   | Overall Girls 3rd Runner Up              |
| S6CC | Li Tsz To                    | Girls Grade A 4x100m Relay Champion      |
| S6CC | Li Tsz To                    | Girls Grade A 100m 2nd Runner Up         |
| S6CC | Li Tsz To                    | Girls Grade A 200m Champion              |
| S4K  | Li Yi Suen Annabel           | Overall Girls 3rd Runner Up              |
| S1U  | Lo Cheryl Tsz Yiu            | Overall Girls Grade C 3rd Runner Up      |
| S1U  | Lo Cheryl Tsz Yiu            | Overall Girls 3rd Runner Up              |
| S2U  | Moo Yue Sum                  | Overall Girls Grade C 3rd Runner Up      |
| S2U  | Moo Yue Sum                  | Overall Girls 3rd Runner Up              |
| S4H  | Murakami Haru                | Overall Girls 3rd Runner Up              |
| S2G  | Ng Lok Yi                    | Overall Girls 3rd Runner Up              |
| S2K  | Ng Sum Yau Isa               | Overall Girls 3rd Runner Up              |
| S1S  | Ng Wing Kiu                  | Girls Grade C 4x100m Relay 1st Runner Up |
| S1S  | Ng Wing Kiu                  | Overall Girls Grade C 3rd Runner Up      |
| S1S  | Ng Wing Kiu                  | Overall Girls 3rd Runner Up              |
| S5H  | Shiu Lok Yiu Athena          | Overall Girls Grade A 3rd Runner Up      |
| S5H  | Shiu Lok Yiu Athena          | Overall Girls 3rd Runner Up              |
| S4A  | Shoaf Caitlin Amelia         | Overall Girls 3rd Runner Up              |
| S5H  | Siu Brianna                  | Girls Grade A High Jump 1st Runner Up    |
| S5H  | Siu Brianna                  | Overall Girls Grade A 3rd Runner Up      |
| S5H  | Siu Brianna                  | Overall Girls 3rd Runner Up              |
| S3K  | Siu Han Frida                | Overall Girls 3rd Runner Up              |
| S2G  | Tang Hiu Laam Melanie Daphne | Overall Girls Grade C 3rd Runner Up      |
| S2G  | Tang Hiu Laam Melanie Daphne | Overall Girls 3rd Runner Up              |
| S4K  | Tang Hoi Lyn Kellyn          | Overall Girls 3rd Runner Up              |
| S2H  | Tsang Alana                  | Girls Grade C 4x100m Relay 1st Runner Up |
| S2H  | Tsang Alana                  | Overall Girls Grade C 3rd Runner Up      |
| S2H  | Tsang Alana                  | Overall Girls 3rd Runner Up              |
| S4K  | Tsang Yuk Ting Elisha        | Overall Girls Grade A 3rd Runner Up      |
| S4K  | Tsang Yuk Ting Elisha        | Overall Girls 3rd Runner Up              |
| S1A  | Tsoi Pui Yan                 | Overall Girls Grade C 3rd Runner Up      |
| S1A  | Tsoi Pui Yan                 | Overall Girls 3rd Runner Up              |
| S1G  | Tsui Hoi Ching               | Girls Grade C 4x100m Relay 1st Runner Up |
| S1G  | Tsui Hoi Ching               | Girls Grade C 100m 2nd Runner Up         |
| S1G  | Tsui Hoi Ching               | Girls Grade C 200m 2nd Runner Up         |
| S1G  | Tsui Hoi Ching               | Overall Girls Grade C 3rd Runner Up      |
| S1G  | Tsui Hoi Ching               | Overall Girls 3rd Runner Up              |
| S4U  | Wong Shun Yee                | Overall Girls Grade A 3rd Runner Up      |
| S4U  | Wong Shun Yee                | Overall Girls 3rd Runner Up              |
| S5G  | Wong Wan Chi                 | Girls Grade A 4x100m Relay Champion      |
| S5G  | Wong Wan Chi                 | Girls Grade A 200m 3rd Runner Up         |
| S5G  | Wong Wan Chi                 | Overall Girls Grade A 3rd Runner Up      |
| S5G  | Wong Wan Chi                 | Overall Girls 3rd Runner Up              |
| S1H  | Xue Runhe Rachel             | Girls Grade C 4x100m Relay 1st Runner Up |
| S1H  | Xue Runhe Rachel             | Overall Girls Grade C 3rd Runner Up      |
| S1H  | Xue Runhe Rachel             | Overall Girls 3rd Runner Up              |

|     |                    |  |
|-----|--------------------|--|
| S1A | Yeung Lok Yiu      | Overall Girls Grade C 3rd Runner Up      |
| S1A | Yeung Lok Yiu      | Overall Girls 3rd Runner Up              |
| S3H | Yeung Shu Kiu      | Overall Girls 3rd Runner Up              |
| S3A | Yeung Tsz Ching    | Girls Grade B 4x100m Relay 3rd Runner Up |
| S3A | Yeung Tsz Ching    | Overall Girls 3rd Runner Up              |
| S2G | Yeung Yan Yu Erica | Girls Grade C Shot Put 2nd Runner Up     |
| S2G | Yeung Yan Yu Erica | Overall Girls Grade C 3rd Runner Up      |
| S2G | Yeung Yan Yu Erica | Overall Girls 3rd Runner Up              |
| S4A | Yip Man Yan        | Girls Grade B 4x100m Relay 3rd Runner Up |
| S4A | Yip Man Yan        | Girls Grade B 100m 1st Runner Up         |
| S4A | Yip Man Yan        | Girls Grade B 200m 1st Runner Up         |
| S4A | Yip Man Yan        | Overall Girls 3rd Runner Up              |

### **Inter-School Basketball Competition 2023-2024 (Division One) Girls Grade B - 1st Runner Up**

|     |                      |     |                       |
|-----|----------------------|-----|-----------------------|
| S4C | Chan Hoi Ting Katie  | S4H | Murakami Haru         |
| S4G | Fung Cheuk Li        | S3U | Tsang Tsz Tung        |
| S4G | Fung Cheuk Ling      | S3A | Wong Ching Lam Andrea |
| S4H | Mok Ka Ching Justine | S3H | Yeung Shu Kiu         |

### **Inter-school Table Tennis Competition DII**

#### **Overall Boys - 3rd Runner Up**

|     |                       |     |                     |
|-----|-----------------------|-----|---------------------|
| S2H | Chan Damon Wang-Ngai  | S2C | Lai Cheuk Yin       |
| S4K | Chan Marcus Cheuk Yin | S1C | Lam Jadon           |
| S2K | Chan Sin Ching Kirin  | S4K | Tong Ethan Pui Hang |
| S1G | Cheung Yiu Ming       | S5A | Wong Kin Long Keith |
| S4C | Lai Aidan Cheuk Hin   |     |                     |

#### **Inter-School Tennis Competition (Division Two) - 2nd Runner Up**

|      |                       |      |                    |
|------|-----------------------|------|--------------------|
| S4U  | Chan Chloe Cheuk Ying | S6CM | Li Charlotte       |
| S5A  | Chan Lok Ching        | S4K  | Li Yi Suen Annabel |
| S6CC | Chan Tsz Wan Jayla    | S6CC | Ng Sin Ying Cheryl |
| S3H  | Lam Tsz Ling          | S3K  | Siu Han Frida      |
| S1A  | Lee Wai Ki            | S4A  | Wong Hau Sum       |
| S2U  | Leung Pin Pin Sophie  | S6LC | Wong I Lam         |
| S4U  | Leung Yi Kiu Zoe      | S2H  | Yiu Wing Tung      |

#### **The 74th SCAA Athletics Competition - Girls Overall C grade First Runner Up**

|     |                   |
|-----|-------------------|
| S1S | Cheung Cheuk Ning |
| S2H | Chu Dik Judy      |
| S2C | Chu Po Jewel      |
| S1U | Lo Cheryl Tsz Yiu |
| S1S | Ng Wing Kiu       |
| S2H | Tsang Alana       |
| S1G | Tsui Hoi Ching    |
| S1H | Xue Runhe Rachel  |

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## The 74th SCAA Inter School Athletics Competition

### Girls Overall B Grade Second Runner Up

|     |                       |     |                       |
|-----|-----------------------|-----|-----------------------|
| S3G | Chan Ching Man        | S3H | Ho Ho Ying            |
| S4A | Chan Chit Won         | S4K | Li Yi Suen Annabel    |
| S3G | Chan Chung Man Daphne | S2G | Ng Lok Yi             |
| S3K | Cheung Ka Yu Casey    | S2K | Ng Sum Yau Isa        |
| S2A | Cheung Nga Man        | S4K | Tsang Yuk Ting Elisha |
| S2G | Fung Yan Kiu          | S3A | Yeung Tsz Ching       |

### Individual

|      |                      |   |
|------|----------------------|---|
| S3G  | Chan Ching Man       | Girl B grade 4x400m Second runner up,<br>Girl B grade 400m Second runner up                                   |
| S1S  | Cheung Cheuk Ning    | Girl C grade 4x400m Second runner up  |
| S3K  | Cheung Ka Yu Casey   | Girl B grade 4x100m Second runner up  |
| S2A  | Cheung Nga Man       | Girl B grade 4x100m Second runner up,<br>Girl B grade 4x400m Second runner up                                 |
| S2H  | Chu Dik Judy         | Girl C grade 4x400m Second runner up  |
| S2C  | Chu Po Jewel         | Girl C grade 4x400m Second runner up  |
| S6CC | Ho Chan Hung         | Boy A grade 4x100m First runner up  |
| S3H  | Ho Ho Ying           | Girl B grade 4x100m Second runner up  |
| S1U  | Lo Cheryl Tsz Yiu    | Girl C grade 4x100m Second runner up  |
| S5A  | Lo Fei Yin           | Boy A grade 4x100m First runner up  |
| S2G  | Ng Lok Yi            | Girl B grade 4x400m Second runner up  |
| S2K  | Ng Sum Yau Isa       | Girl B grade 1500m First runner up  |
| S1S  | Ng Wing Kiu          | Girl C grade 4x100m Second runner up  |
| S5U  | Pun Chit Lam         | Boy A grade 4x100m First runner up  |
| S2H  | Tsang Alana          | Girl C grade 4x400m Second runner up,<br>Girl C grade 400m Second runner up                                   |
| S1G  | Tsui Hoi Ching       | Girl C grade 100m First runner up,<br>Girl C grade 200m Champion,<br>Girl C grade 4x100m Second runner up     |
| S5G  | Wong Hoi Yuen Xavier | Boy A grade 4x100m First runner up,<br>Boy A grade 100m Second runner up,<br>Boy A grade 200m First runner up |
| S1H  | Xue Runhe Rachel     | Girl C grade 4x100m Second runner up  |
| S5H  | Yan Jayden           | Boy A grade 4x100m First runner up  |
| S3A  | Yeung Tsz Ching      | Girl B grade 4x100m Second runner up,<br>Girl B grade 4x400m Second runner up                                 |

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## Culture

### 2023 H.C. Andersen Art Awards

S4H Zhou Lai Kei Silver Award

### 2023 Hong Kong Schools Interflows - Symphonic Band Competition Gold Award

|     |                     |      |                          |
|-----|---------------------|------|--------------------------|
| S2A | Chai Sin Heng Carl  | S2A  | Gu Kai Hei David         |
| S1U | Chan Cheuk Hin      | S6LC | Hau Timothy              |
| S4H | Chan Daniel         | S1U  | Ho Aiden Chunyin         |
| S2C | Chan Hin Chi Marcus | S1U  | Ho Yu Yan                |
| S1S | Chan Sze Yui        | S3G  | Kho Cheuk Lok Triton     |
| S1C | Chan Yui Sum        | S1C  | Lai Chin Chun            |
| S1H | Chang Man Lok       | S2U  | Lam Chak Long            |
| S3H | Chau Yan Lok Eunice | S1G  | Lam Matthew Gannon       |
| S2A | Chen Hei Yu Helena  | S3H  | Lam Tsz Ling             |
| S3G | Chen Ming Chi       | S2G  | Law Lok Fung Hannes      |
| S3U | Cheng Haysen Anders | S1S  | Lee Tin Long             |
| S3H | Cheng Wing Tung     | S1C  | Leung Chih Ching Glynnis |
| S2A | Cheung Nga Man      | S3H  | Leung Wang Lok           |
| S2G | Chung Hei Tung      | S3A  | Li Kwun Hok              |
| S2U | Fung Cheuk Yu       | S2K  | Lo Chun Yin              |
| S1A | Fung Hoi Fung       | S1A  | Lo Tsz Wing              |
| S1K | Fung Kwok Hei       | S1C  | Lu Yiwei                 |
| S4C | Gong Ching Lam      | S2G  | Mak Cheuk Ming           |
| S5A | Mak Lik Fung        | S1H  | Tsang Sze Ngo            |
| S2K | Nan Xi              | S2C  | Tsang Tsz Kei            |
| S1S | Ng Chun Him Matt    | S1K  | Tse Yee Kin Corliss      |
| S4C | Ng King Kit         | S1K  | Tsoi King Yat            |
| S1S | Ng Wing Kiu         | S1A  | Wang Yifeng              |
| S2C | Ng Yuet Yi          | S2C  | Wong Chi Hang            |
| S2C | Poon Ching          | S2K  | Wong Yat Long Jonas      |
| S4H | So Chun Yin         | S3G  | Wong Yeuk Tin Kristin    |
| S3U | Soo Tsz Yau         | S1K  | Yu Pak Ki                |
| S1H | Tam Charlotte       | S1S  | Yuen Chin Yeung          |
| S2K | Tang Sui Ping       | S3U  | Yuen Hau Ying            |
| S5G | Tong Tsz Fung       | S1U  | Tsang Sik Yu Curtis      |

### 2024 《數碼詠古》AI 藝術大賽

|     |                     |     |
|-----|---------------------|-----|
| S3G | Yeung Chun Yi Casey | 三等獎 |
| S4A | Wong Hau Yui        | 二等獎 |

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### 76th Hong Kong Schools Music Festival

|     |                       |  |
|-----|-----------------------|--|
| S1G | Chan Chit Nga         | Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior   |
| S1G | Chan Chit Nga         | The Best Secondary School Junior Choir in the Second Division                                    |
| S4U | Chan Chloe Cheuk Ying | Graded Piano Solo - Grade Eight - THIRD with Silver Award  |
| S4U | Chan Chloe Cheuk Ying | Piano Duet - Senior - Bronze Award   |
| S3A | Chan Hadrian          | Tom Lee Music Prize for Brass Concerto - Bronze Award  |
| S1S | Chan Hiu Tung         | Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior   |
| S1S | Chan Hiu Tung         | The Best Secondary School Junior Choir in the Second Division                                    |
| S1C | Chan Hong Wing Ronli  | Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior   |
| S1C | Chan Hong Wing Ronli  | The Best Secondary School Junior Choir in the Second Division                                    |
| S4K | Chan Marcus Cheuk Yin | Piano Duet - Senior - Bronze Award   |
| S2U | Chan Yat Yiu          | Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior   |
| S2U | Chan Yat Yiu          | The Best Secondary School Junior Choir in the Second Division                                    |
| S4A | Chow Ching            | Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under - Silver Award |
| S4A | Chow Ching            | Trombone Solo - Secondary School - Senior - Bronze Award   |
| S1K | Chung Muk Hei         | Graded Piano Solo - Grade Three - Silver Award   |
| S4C | Gong Ching Lam        | Tom Lee Music Scholarship for Piano Solo - Silver Award  |
| S5H | Hou Hiu Chung Henry   | Scholarship for Stringed Instruments - Silver Award  |
| S2G | Kwong Pak Yin         | Viola Solo - Junior - Silver Award   |
| S2G | Kwong Pak Yin         | Violin Solo - Grade Five - SECOND with Gold Award  |
| S1A | Lai Shun Lok          | 柳琴獨奏 - 高級組 - 銅獎  |
| S1K | Lee Cheuk Ip Carson   | Harmonica Solo - Junior - THIRD with Silver Award  |
| S1U | Leung Lap Yin         | Violin Solo - Grade Seven - Silver Award   |
| S2A | Leung Yui             | Cello Solo - Intermediate - Bronze Award   |
| S4U | Li Cheuk Yi Ashia     | Marimba Solo - Secondary School - SECOND with Gold Award   |
| S1C | Li Wai Yin Bonnie     | Graded Piano Solo - Grade Five - Silver Award  |
| S3H | Liu Yau Nam Justin    | Original Composition - Silver Award  |
| S2H | Lu Xiyan              | 笛獨奏 - 中學 - 中級組 - 冠軍(金獎)  |
| S1C | Lu Yiwei              | Graded Piano Solo - Grade Eight - Bronze Award   |
| S1C | Ma Sze Ching Isabella | Graded Piano Solo - Grade Eight - Bronze Award   |
| S4H | Ma Tsz Kiu            | Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under - Silver Award |
| S1S | Ng Chun Him Matt      | Alto Saxophone Solo - Secondary School - Junior - Silver Award                                   |
| S2C | Ng Yuet Yi            | Flute Solo - Secondary School - Senior - Silver Award  |
| S2G | Stephan Serge         | Violin Solo - Grade Seven - Silver Award   |
| S2G | Sze Chloe             | Graded Piano Solo - Grade Eight - Silver Award   |
| S5A | Tam Hei Tung          | Piano Concerto - Age 19 or under - FIRST with Gold Award   |
| S1C | Tong Suet Ching       | Graded Piano Solo - Grade Three - Silver Award   |

|     |                       |  |
|-----|-----------------------|--|
| S1H | Tsang Sze Ngo         | Marimba Solo - Secondary School - Silver Award   |
| S1C | Tsang Sze Yui         | Violin Solo - Grade Five - Bronze Award  |
| S1K | Tse Yee Kin Corliss   | French Horn Solo - Secondary School - Junior - Bronze Award                                      |
| S1A | Wang Yifeng           | Clarinet Solo - Secondary School - Junior - Bronze Award   |
| S1H | Wong Chung Tin Josiah | Piano Solo - Composer of the Year - Silver Award   |
| S4U | Wu Yuet Long          | Piano Solo - Composer of the Year - Silver Award   |
| S1H | Yeung Wai Nga Esther  | Clarinet Solo - Secondary School - Junior - Silver Award   |
| S1S | Yuen Chin Yeung       | Alto Saxophone Solo - Secondary School - Senior - Bronze Award                                   |
| S1H | Zhang Sze Long Avner  | Graded Piano Solo - Grade Six - Silver Award   |
| S1C | Zhao Zi Qi            | Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under - Bronze Award |
| S2U | Zhou Dongkun          | Cello Concerto - Bronze Award  |

### 76th Hong Kong Schools Music Festival

#### Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division – Junior

##### The Best Secondary School Junior Choir in the Second Division

|     |                          |     |                       |
|-----|--------------------------|-----|-----------------------|
| S1G | Chau Lavinias            | S1C | Loo Hin Tung          |
| S2A | Chen Hei Yu Helena       | S1C | Ma Sze Ching Isabella |
| S1C | Chen Yin Hong            | S2G | Shum Suet Yin         |
| S3H | Cheng Ming Yan Vanessa   | S3H | Sun Anna Elizabeth    |
| S1K | Cheung Chun Hui          | S1G | Tam Hei Tung          |
| S1A | Chiu Ying Man            | S1C | Tam Sin Man           |
| S1H | Chow Wing Lam            | S3U | Tam Yan Yee           |
| S1K | Chung Muk Hei            | S1C | Tong Suet Ching       |
| S1H | Fan Hong Yin             | S1A | Tsoi Pui Yan          |
| S1A | Fong Tsz Yee             | S2G | Wang Haoyi            |
| S2G | Ho Chiu Yin              | S1H | Wong Chung Tin Josiah |
| S1A | Ho Tsz Wan               | S1H | Wong Ho Ying          |
| S1S | Kong Tin Long            | S1C | Wong Pak Yiu Baldwin  |
| S3A | Ku Suet Hei              | S3H | Wong Tsz Ching Adas   |
| S1U | Kwok Pak Kin             | S1H | Wong Tsz Kiu          |
| S1A | Lai Shun Lok             | S1K | Wong Tsz Tung Tianna  |
| S1C | Lam Ting Chun            | S1S | Wu Pak Yu             |
| S1K | Lee Arela                | S1H | Xue Runhe Rachel      |
| S3K | Lee Charis               | S1H | Yim Wing Hin          |
| S1K | Lee Cheuk Ip Carson      | S1K | Yu Pak Ki             |
| S2C | Lee Sin Tong             | S1H | Zhang Sze Long Avner  |
| S1U | Leung Chi Kit            | S4U | Zhang Yawen           |
| S1C | Leung Chih Ching Glynnis | S3K | Zhong Iris            |
| S3A | Leung Ching Tung         | S1U | Lo Cheryl Tsz Yiu     |
| S1S | Leung Hing Tung          | S1S | Lo Sum Yi Abbie       |
| S3A | Leung Wing Fung          | S2U | Lo Yi Long            |
| S1G | Li Suet Lam              | S1S | Lo Yuet Hei           |
| S1U | Lok Wai Ching            |     |                       |

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### **Grantham Music Awards**

S4U Li Cheuk Yi Ashia

### **Hong Kong Music Talent Award 2023 Symphonic Band Category - Secondary School Class - Second Prize**

|      |                      |      |                       |
|------|----------------------|------|-----------------------|
| S2A  | Chai Sin Heng Carl   | S2G  | Mak Cheuk Ming        |
| S4H  | Chan Daniel          | S5A  | Mak Lik Fung          |
| S2G  | Chan Enoch           | S2K  | Nan Xi                |
| S2C  | Chan Hin Chi Marcus  | S4C  | Ng King Kit           |
| S3H  | Chau Yan Lok Eunice  | S2C  | Ng Yuet Yi            |
| S2A  | Chen Hei Yu Helena   | S2C  | Poon Ching            |
| S3G  | Chen Ming Chi        | S4H  | So Chun Yin           |
| S3U  | Cheng Haysen Anders  | S3U  | Soo Tsz Yau           |
| S3H  | Cheng Wing Tung      | S2K  | Tang Sui Ping         |
| S2A  | Cheung Nga Man       | S3G  | Teoh Kai You          |
| S4A  | Chow Ching           | S5G  | Tong Tsz Fung         |
| S2G  | Chung Hei Tung       | S2C  | Tsang Tsz Kei         |
| S2U  | Fung Cheuk Yu        | S6CC | Wan Hoi Kit           |
| S2A  | Gu Kai Hei David     | S2C  | Wong Chi Hang         |
| S6LC | Hau Timothy          | S6BW | Wong Tsz Ying Katie   |
| S3G  | Kho Cheuk Lok Triton | S2K  | Wong Yat Long Jonas   |
| S2U  | Lam Chak Long        | S3G  | Wong Yeuk Tin Kristin |
| S3H  | Lam Tsz Ling         | S3U  | Yuen Hau Ying         |
| S2G  | Law Lok Fung Hannes  | S3A  | Li Kwun Hok           |
| S4U  | Law Tin Wai Mika     | S4K  | Li Yi Suen Annabel    |
| S3H  | Leung Wang Lok       | S3A  | Lo Chun Yin           |

### **The IET Faraday Challenge Days 2023 the Third runner-up and Most Innovative Award**

S2H Cheng Tin Yu Magnus  
S2A Choi Hei Tung  
S2C Choi Hon Man Ean  
S2C Kiu Sze Hang Cedric  
S2A Leung Yui  
S2H Ni Long Hin

## 8. Financial Summary

### DSS Schools' Annual Financial Position Financial Summary for the 2022/2023 School Year

|  | Government<br>Funds                   | Non-Gov't<br>Funds |
|--|---------------------------------------|--------------------|
| <b>INCOME</b> (in terms of percentages of the annual overall income)                           |                                       |                    |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 64.40%                                | N.A.               |
| School Fees  | N.A.                                  | 31.51%             |
| Donations, if any  | N.A.                                  | 0.02%              |
| Other Income, if any   | 1.10%                                 | 2.97%              |
| <b>Total</b>   | 65.50%                                | 34.50%             |
| <b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)                 |                                       |                    |
| Staff Remuneration   | 80.30%                                |                    |
| Operational Expenses (including those for Learning and Teaching)                               | 12.60%                                |                    |
| Fee Remission / Scholarship  | 3.42%                                 |                    |
| Repairs and Maintenance  | 0.90%                                 |                    |
| Depreciation   | 2.78%                                 |                    |
| Miscellaneous  | N.A.                                  |                    |
| <b>Total</b>   | 100%                                  |                    |
| <b>Surplus/Deficit for the School Year #</b>   | 0.86 months of the annual expenditure |                    |
| <b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b> | 9.54 months of the annual expenditure |                    |
| <i># in terms of equivalent months of annual overall expenditure</i>                           |                                       |                    |

#### Details of expenditure for large-scale capital works, if any:

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

**Register of Donations Received by School (2023-24)**

| No. | Date     | Ref. No. | To IMC  | Name of donor                                   | Description  | Quantity | Amount (HK\$) | Whether the donations received are solicited* | Date approved by IMC |
|-----|----------|----------|---------|---|--|----------|---------------|---|----------------------|
| 1   | 14-09-23 | 2324001  | 2324001 | Dr Cheung Wah Keung                             | Donation of scholarship to students with outstanding Chinese Language and Chinese Literature performance | 1        | 100,000.00    | N/A   | 10/11/2023           |
| 2   | 11-09-23 | 2324002  | 2324002 | Hong Kong Direct Subsidy Scheme Schools Council | Book (擁抱不完美)   | 1        | 113.00        | N/A   | 19/4/2024            |
| 3   | 11-09-23 | 2324002  | 2324002 | Hong Kong Direct Subsidy Scheme Schools Council | Book (直言可資)  | 1        | 98.00         | N/A   | 19/4/2024            |
| 4   | 12-09-23 | 2324003  | 2324003 | 文娛慈善基金  | Books (中振話綱目:走出書齋探本草 1-4)  | 1        | 3,152.00      | N/A   | 19/4/2024            |
| 5   | 11-10-23 | 2324004  | 2324004 | 香港藝術館   | Book (浮華仙境:嘉靖皇帝的虛擬世界)  | 1        | 550.00        | N/A   | 19/4/2024            |
| 6   | 13-11-23 | 2324005  | 2324005 | 嶺南大學  | Book (香港中式長衫和裙褂製作技藝)   | 1        | 138.00        | N/A   | 19/4/2024            |
| 7   | 13-11-23 | 2324005  | 2324005 | 嶺南大學  | Book (港式奶茶製作技藝)  | 1        | 138.00        | N/A   | 19/4/2024            |
| 8   | 28-11-23 | 2324006  | 2324006 | Dr. KT Chan                                     | Book (香港大學世紀之間)  | 19       | 3,192.00      | N/A   | 19/4/2024            |
| 9   | 08-12-23 | 2324007  | 2324007 | 文娛慈善基金  | Books (三國傳真 1-4)   | 1        | 788.00        | N/A   | 19/4/2024            |
| 10  | 18-12-23 | 2324008  | 2324008 | 香港政府新聞處   | Book (Hong Kong 2022; 香港 2022)   | 1        | 792.00        | N/A   | 19/4/2024            |

|    |          |         |         |                   |                      |   |        |     |           |
|----|----------|---------|---------|-------------------|----------------------|---|--------|-----|-----------|
| 11 | 09-01-24 | 2324009 | 2324009 | Ms. Annie Chu     | Book (徐州)            | 1 | N/A    | N/A | 19/4/2024 |
| 12 | 09-01-24 | 2324009 | 2324009 | Ms. Annie Chu     | Book (回歸一國兩制的初心)     | 1 | 58.00  | N/A | 19/4/2024 |
| 13 | 09-01-24 | 2324009 | 2324009 | Ms. Annie Chu     | Book (100 個香港青年人的故事) | 1 | 100.00 | N/A | 19/4/2024 |
| 14 | 09-01-24 | 2324009 | 2324009 | Ms. Annie Chu     | Book (圓夢)            | 1 | 128.00 | N/A | 19/4/2024 |
| 15 | 26-01-24 | 2324010 | 2324010 | 水務署               | Book (水務.務水)         | 1 | N/A    | N/A | 19/4/2024 |
| 16 | 12-03-24 | 2324011 | 2324011 | Ms. Annie Chu     | Book (浮生夢痕)          | 1 | N/A    | N/A | 19/4/2024 |
| 17 | 09-04-24 | 2324012 | 2324012 | 政府飛行服務隊           | Book (飛恒道)           | 1 | N/A    | N/A | 19/7/2024 |
| 18 | 12-06-24 | 2324013 | 2324013 | Mr. Mak Chai Ming | DVD: 香港閱讀現場          | 1 | N/A    | N/A | 19/7/2024 |
| 19 | 12-06-24 | 2324014 | 2324014 | Mr. Mak Chai Ming | Book: 香港閱讀現場         | 1 | 85.00  | N/A | 19/7/2024 |
| 20 | 12-06-24 | 2324015 | 2324015 | Mr. Mak Chai Ming | Book: How we think   | 1 | 84.10  | N/A | 19/7/2024 |
| 21 | 12-06-24 | 2324016 | 2324016 | Mr. Mak Chai Ming | Book: 怎樣進行語文教育研究     | 1 | 50.00  | N/A | 19/7/2024 |

|    |          |         |         |                   |   |   |        |     |           |
|----|----------|---------|---------|-------------------|---|---|--------|-----|-----------|
| 22 | 12-06-24 | 2324017 | 2324017 | Mr. Mak Chai Ming | Book: 綜合高效識字教學法   | 1 | 85.00  | N/A | 19/7/2024 |
| 23 | 12-06-24 | 2324018 | 2324018 | Mr. Mak Chai Ming | Book: 兒童閱讀能力進展: 香港與國際比較   | 1 | 135.00 | N/A | 19/7/2024 |
| 24 | 12-06-24 | 2324019 | 2324019 | Mr. Mak Chai Ming | Book: Essay on the Freedom of the Will  | 1 | 69.50  | N/A | 19/7/2024 |
| 25 | 12-06-24 | 2324020 | 2324020 | Mr. Mak Chai Ming | Book: Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools | 1 | 233.00 | N/A | 19/7/2024 |
| 26 | 12-06-24 | 2324021 | 2324021 | Mr. Mak Chai Ming | Book: How to Think About Weird Things: Critical Thinking for a New Age                          | 1 | 468.00 | N/A | 19/7/2024 |
| 27 | 12-06-24 | 2324022 | 2324022 | Mr. Mak Chai Ming | Book: Philosophy and Ethical Inquiry for Students in the Middle Years and Beyond                | 1 | 390.00 | N/A | 19/7/2024 |
| 28 | 12-06-24 | 2324023 | 2324023 | Mr. Mak Chai Ming | Book: Brown v. Board of Education: A Brief History with Documents                               | 1 | 273.00 | N/A | 19/7/2024 |
| 29 | 12-06-24 | 2324024 | 2324024 | Mr. Mak Chai Ming | Book: Logic and Philosophy A Modern Introduction  | 1 | 421.00 | N/A | 19/7/2024 |
| 30 | 12-06-24 | 2324025 | 2324025 | Mr. Mak Chai Ming | Book: Lisa  | 1 | N/A    | N/A | 19/7/2024 |
| 31 | 12-06-24 | 2324026 | 2324026 | Mr. Mak Chai Ming | Book: Philosophy Goes To School   | 1 | 392.00 | N/A | 19/7/2024 |
| 32 | 12-06-24 | 2324027 | 2324027 | Mr. Mak Chai Ming | Book: Reconstruction in Philosophy  | 1 | 187.00 | N/A | 19/7/2024 |

|    |          |         |         |                   |  |   |        |     |           |
|----|----------|---------|---------|-------------------|--|---|--------|-----|-----------|
| 33 | 12-06-24 | 2324028 | 2324028 | Mr. Mak Chai Ming | Book: Moral Principles In Education & The Child and the Curriculum   | 1 | 47.00  | N/A | 19/7/2024 |
| 34 | 12-06-24 | 2324029 | 2324029 | Mr. Mak Chai Ming | Book: Cognitive Psychology: A Student's Handbook   | 1 | 590.00 | N/A | 19/7/2024 |
| 35 | 12-06-24 | 2324030 | 2324030 | Mr. Mak Chai Ming | Book: General Education in a Free Society  | 1 | 156.00 | N/A | 19/7/2024 |
| 36 | 12-06-24 | 2324031 | 2324031 | Mr. Mak Chai Ming | Book: South Park and Philosophy: You Know, I Learned Something Today                                       | 1 | 140.00 | N/A | 19/7/2024 |
| 37 | 12-06-24 | 2324032 | 2324032 | Mr. Mak Chai Ming | Book: The Wiley-Blackwell Handbook of Childhood Social Development   | 1 | 261.50 | N/A | 19/7/2024 |
| 38 | 12-06-24 | 2324033 | 2324033 | Mr. Mak Chai Ming | Book: Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-Based Learning   | 1 | 277.00 | N/A | 19/7/2024 |
| 39 | 12-06-24 | 2324034 | 2324034 | Mr. Mak Chai Ming | Book: Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners | 1 | 116.00 | N/A | 19/7/2024 |
| 40 | 12-06-24 | 2324035 | 2324035 | Mr. Mak Chai Ming | Book: Philosophy, an introduction to the art of wondering  | 1 | 105.00 | N/A | 19/7/2024 |
| 41 | 12-06-24 | 2324036 | 2324036 | Mr. Mak Chai Ming | Comprehensive Curriculum For Gifted Learners   | 1 | 488.00 | N/A | 19/7/2024 |

Note: \*Donations including cash grant in form of discount or commission fee to schools. According to EDBC 10/2016, schools should not solicit donations or advantages from trading operators/suppliers.

#A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

## 9. Capacity Enhancement Grant Report 2023-24

| Task Area   | Major Area(s) of Concern  | Strategies  | Benefits Anticipated   | Time Scale                         | Evaluation  |
|---|---|---|--|------------------------------------|---|
| Curriculum Development & Enhancement of students learning inside and outside classroom. | <ul style="list-style-type: none"> <li>To promote Chinese reading atmosphere at school by organizing various activities.</li> <li>To enhance students learning Chinese language and culture inside classroom by organizing after school tutorial classes.</li> <li>To enhance students learning Chinese language and culture outside classroom by organizing language related activities and competitions.</li> </ul> | To recruit one full time Chinese Language teacher | <ul style="list-style-type: none"> <li>For the additional staff, he would help prepare the activities inside and outside school, such as Chinese week, choral speaking competition, Chinese Ambassadors etc.</li> <li>For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.</li> </ul> | From September 2023 to August 2024 | <p>The grant has proved to be extremely helpful in assisting teachers in our student enrichment programs.</p> <p>An extra staff member helped to promote Chinese culture around school to all students. This process involved</p> <ul style="list-style-type: none"> <li>training students to participate in choral speaking competitions,</li> <li>assisting teachers to organize Chinese New Year celebration and other Chinese culture related activities at school,</li> <li>assisting teachers to organize inter-school activities.</li> <li>cooperating with students to organize language competitions such as writing competition.</li> </ul> |

| Task Area  | Major Area(s) of Concern                                      | Strategies  | Benefits anticipated   | Time scale                         | Resources required | Success criteria  | Evaluation   |
|--|---|---|--|------------------------------------|--------------------|---|--|
| Curriculum development & enhancement of students' learning | To enhance the value education of our school-based curriculum | To recruit one full-time Citizenship, Economics and Society (CES) & Citizenship and Social Development (CS) teacher | <p>To prepare for the new offering of CES in our junior forms</p> <p>To modify our junior curriculum and relevant materials to strengthen its value education element</p> <p>More manpower to implement the Community Engagement Project (CEP)</p> | From September 2023 to August 2024 | Salary             | <p>More school-based CES/CS materials with strengthened value education elements would be created</p> <p>The implementation of the CEP in our S3 curriculum</p> <p>Students' love of learning and their commitment to service could be enhanced</p> | <p><b>Enhancement of Junior Curriculum and Materials:</b></p> <ul style="list-style-type: none"> <li>We have developed seven sets of S1 and S2 school-based learning materials for the new CES offering in our junior forms. These materials enhance students' self-management, citizenship, and national identity.</li> </ul> <p><b>Implementation of the Community Engagement Project (CEP) in the S3 Curriculum:</b></p> <ul style="list-style-type: none"> <li>The CEP lessons for S3 students were successfully conducted. Students participated in various service activities benefiting underprivileged children and ethnic minorities. These efforts also fostered a better understanding of different ethnic cultures within the school.</li> <li>Additional initiatives included creating audio tour guides and audio dramas to promote Chinese culture within the community.</li> <li>The project effectively developed students' empathy and open-mindedness.</li> </ul> |

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Capacity Enhancement Grant 2023/24

| <b>Date</b> | <b>Description</b>             | <b>HKD</b>   |
|-------------|--------------------------------|--------------|
| 30/08/2023  | 2023/2024 CEG Grant received   | 703,416.00   |
| 30/08/2023  | 2023/2024 CEG Grant adjustment | 948.00       |
| 31/08/2024  | 2 teachers salary              | (703,416.00) |
| 31/08/2024  | Balance c/f                    | -            |

## 10. 公民與社會發展科津貼（公民科津貼）2023-24

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、流動應用程式或軟件等<br>(例如：參考書、刊物、多媒體及電子教學材料、製作虛擬實境或 3D 圖像的軟件等) | 5,037.81    |
| 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                                   | 49,254.00   |
| iii. | 舉辦和公民科課程相關的校本學習活動<br>(例如：參觀展覽、實地考察、體驗學習營等)                           | 49,980.00   |
| iv.  | 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動                                  | 0           |
| v.   | 其他（請註明）：<br>_____  | 0           |
|      | 總開支金額  | 104,271.81  |
|      | 津貼餘款   | 156,969.68  |

## 11. School-based After-school Learning and Support Programmes 2023-24

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28708815

A. The number of students (count by heads) benefitted under the Grant is 7 (including A. 1 CSSA recipients, B. 5 SFAS full-grant recipients and C. 1 under school's discretionary quota).

### B. Information on Activities to be subsidised/complemented by the Grant.

| *Name / Type of activity        | Actual no. of participating eligible students # |   |   | Average attendance rate | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaire, etc)   | Name of partner/ service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|---------------------------------|---|---|---|-------------------------|---------------------------|----------------------|---|---|--|
|                                 | A   | B | C |                         |                           |                      |   |   |  |
| Athletics Team                  |   | 2 |   | >80%;                   | Oct 23 - May 24           | 800.00               | Attendance Rate and lateness record, Leave Application, Focus group interview, Student yearly and mid term survey | Mr. Leung Tat Wai                                 |  |
| Junior Choir                    |   |   | 1 | >80%                    | Oct 23 - May 24           | 400.00               |   | Ms. Tammy Ho                                      |  |
| Dance: Jazz Funk                |   | 1 |   | >80%                    | Oct 23 - May 24           | 400.00               |   | Ms. Sum Leung                                     |  |
| Musical Production              | 1   | 1 |   | >80%                    | Oct 23 - May 24           | 800.00               |   | Ms. Sum Leung                                     |  |
| Volleyball Team                 |   | 1 |   | <80%                    | Oct 23 - May 24           | 400.00               |   | Ms. Chau Wing Lam                                 |  |
| <b>Total no. of activities:</b> |   |   |   |                         |                           |                      |   |   |  |
| @No. of man-times               | 1   | 5 | 1 |                         |                           | 2,800.00             |   |   |  |
| **Total no. of man-times        | 7   |   |   |                         | <b>Total Expenses</b>     |                      |   |   |  |

Note:

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

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

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

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

### C. Project Effectiveness

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

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

**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 select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes  
(Please specify: \_\_\_\_\_);
- 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;
- Others (Please specify): NIL

**E: Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

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## 12. 姊妹學校交流報告書 2023-24

- 內地姊妹學校名稱 (1): 北京中學  
 (2): 北京市十一學校一分校  
 (3): 上海田家炳中學  
 (4): 浙江省寧波市同濟中學  
 (5): 南京市第二十九中學  
 (6): 江蘇省淮陰中學  
 (7): 佛山市第十中學

### 第一部分：交流活動詳情

| 項目編號 | 交流項目名稱及內容                | 預期目標  | 評估結果  | 反思及跟進  |
|------|--------------------------|---|---|--|
| 1.   | 「嶺南風情：佛山市第十中學姊妹學校交流之旅」   | <ul style="list-style-type: none"> <li>◆ 帶領學生透過實地交流和參觀文物古蹟，體會嶺南文化。</li> <li>◆ 與當地的姊妹學校會面，促進兩校交流。</li> </ul>   | <ul style="list-style-type: none"> <li>◆ 加深學生對嶺南文化的認識及了解。</li> <li>◆ 與當地學生建立友誼，促進中港兩地的交流和互動。</li> </ul> | <ul style="list-style-type: none"> <li>◆ 與佛山學校建立了友好的關係，並計劃進一步加強兩校每年的合作及交流。</li> </ul>                            |
| 2.   | 2023/24 學年「上海寧波姊妹學校交流之旅」 | <ul style="list-style-type: none"> <li>◆ 透過實地交流和參觀文物古蹟，讓學生親身感受並了解兩地在學術及歷史文化等方面的發展脈絡。</li> <li>◆ 拓寬學生對國情的認識</li> <li>◆ 與當地的姊妹學校會面，促進兩校交流。</li> </ul> | <ul style="list-style-type: none"> <li>◆ 加深學生對滬甬文化的認識及了解。</li> <li>◆ 與當地學生建立友誼，促進中港兩地的交流和互動。</li> </ul> | <ul style="list-style-type: none"> <li>◆ 與滬、甬兩校建立了友好的關係，並計劃進一步加強兩校每年的合作及交流。</li> <li>◆ 兩校分別於六、七月到訪書院。</li> </ul> |
| 3.   | 浙江省寧波市同濟中學<br>(到訪書院)     | <ul style="list-style-type: none"> <li>◆ 參與書院文化活動，讓內地學生體驗書院文化。</li> <li>◆ 與姊妹學校會面，促進兩校交流。</li> </ul>  | <ul style="list-style-type: none"> <li>◆ 促進內地學生對香港學習文化的認識。</li> <li>◆ 促進兩地的師生/生生互動。</li> </ul>          | <ul style="list-style-type: none"> <li>◆ 奠定良好的交流基礎，進一步計劃來年的交流。</li> </ul>  |

|    |                    |  |  |                         |
|----|--------------------|--|--|-------------------------|
| 4. | 上海市田家炳中學<br>(到訪書院) | <ul style="list-style-type: none"> <li>◆ 參與書院課堂，讓內地學生體驗書院文化。</li> <li>◆ 與姊妹學校會面，促進兩校交流。</li> </ul> | <ul style="list-style-type: none"> <li>◆ 促進內地學生對香港學習文化的認識。</li> <li>◆ 促進兩地的師生/生生互動。</li> </ul> | ◆ 奠定良好的交流基礎，進一步計劃來年的交流。 |
|----|--------------------|--|--|-------------------------|

## 第二部分：財政報告

| 項目編號 | 交流項目          | 支出項目                     | 費用           | 備註  |
|------|---------------|--------------------------|--------------|---|
| 1.   | 佛山第十中學三日兩夜交流團 | 約 30 人，支助參與者團費(包括交通、食宿等) | \$49,260     | *2022-2023 學年剩餘姊妹學校津貼為 \$159,955，本次活動會在此扣減。                                   |
| 2.   | 上海寧波姊妹學校交流團   | 約 40 人，支助參與者團費(包括交通、食宿等) | \$140,242.18 | *2022-2023 學年剩餘姊妹學校津貼為 \$159,955，本次活動會在此扣減。<br>*剩餘金額亦會在 2023-2024 學年姊妹學校津貼扣減。 |
| 3.   | 南京姊妹學校交流團     | 約 20 人，支助參與者團費(包括交通、食宿等) | \$4,556      | *本次活動會在 2023-2024 學年姊妹學校津貼扣減。   |
|      |               | 總計                       | \$194,058.18 |   |
|      |               | 津貼年度結餘                   | \$128,890.82 | 2023-2024 學年津貼共有 \$162,994。因此結餘為 \$128,890.82                                 |

### 13. Report on the Use of the Promotion of Reading Grant 2023-24

#### Part 1: Financial Report

| Item  | Expenses (\$)    |                  | Funding (\$)                           |
|---|------------------|------------------|--|
|   | Estimated        | Actual           |  |
| 1. Purchase of Books & Magazines <ul style="list-style-type: none"><li>Printed Chinese and English books</li><li>Printed Chinese and English magazines</li></ul>                      | 32,000<br>30,000 | 23,970<br>26,442 | Grant<br>Grant                         |
| 2. Web-based Reading Schemes <ul style="list-style-type: none"><li>Subscription of Chinese and English e-resources</li></ul>  | 40,000           | 36,500           | 25,652 (Grant)<br>10,848 (School Fund) |
| 3. Voice Coach for Production of Audio Books <ul style="list-style-type: none"><li>Workshops on Chinese and English speaking and reading, and the production of audio books</li></ul> | 20,000           | 0                |  |
| <b>Total</b>  | <b>122,000</b>   | <b>86,912</b>    |  |

The major objectives for the Promotion of Reading:

- Inspire students to read for fun, pleasure and personal achievement
- Increase students' reading motivation through sharing subject-specific readings
- Enhance the development of Reading across the Curriculum

#### Part 2: Evaluation of the Effectiveness

**Focus: To enhance the reading culture at the school by strengthening the reading motivation and habits among students, particularly the reluctant readers**

##### • Reading Challenge 2023-24

The Reading Sub-committee organized and organised the Reading Challenge this year in order to inspire students to read for fun, pleasure and personal achievement through reading a wide variety of books on different themes and subject areas. To ensure that reluctant readers also participate in the challenge, the Committee also worked closely with both Chinese and English language teachers in order to synergise our efforts to benefit students of all abilities through this initiative. Monthly book-to-film adaptation film screenings were held to engage more students. Both teachers and parents were invited to participate in the Reading Challenge this year.

##### • English Book Club

The main aim of this initiative is to promote a love for literature in a positive, nurturing environment by meeting on a biweekly basis to discuss pre-assigned groups in a small group setting. The Club recruited a number of students this year, and through regular discussions, students were prepared to participate in Inter-class, Inter-house and Inter-school Battle of the Books Competitions.

- **Reading Week**

The Committee aims to utilise the Reading Week to celebrate reading in our community through holding a variety of activities that deliver the message about the importance of reading. The following activities were arranged organised during the week:

- Battle for the Books – S1 Competition
- Best Book Sales Competition – S3-S5
- Dramatic Reading
- Moving Showing – The Spiritual Staircase
- ‘Blind Date with a Book’ Charity Event

- **Reading-focused Instagram Page**

To share reading initiatives more effectively with the school community and to engage more students, a central platform on the popular social networking platform Instagram was set-up and managed by the Committee. Posts about the following highlights to promote reading were included:

- ❖ Book Recommendations
- ❖ New library purchases
- ❖ ‘Selfie with a Shelfie’
- ❖ Interactive quizzes and polls
- ❖ Reading Initiatives Promotion

- **Engaging different Stakeholders**

The Committee had reached out to teachers and parents to engage them in promoting a reading culture at the school. A Staff Book Club were organized that give opportunities to teachers to discuss the books that they are reading at various stages of the year.

Meanwhile, a parent reading event was organized, called “Parent Book Salon”, on December 16. The theme is How to Foster Teenagers’ Resilience in which a guest speaker, Mr Henry Tung, was invited to deliver a talk and share the interest of reading.

- **S1 Reading Lessons**

The aim of the programme is to guide S1 students to develop the habit of reading and thinking in-depth about texts they read by connecting reading texts related to various KLAs with their personal experiences. Reading skills, including skimming & scanning, questioning, analysing, comparing, summarising, and synthesising were covered.

- **Recommended Reads**

Different ADC members (HODs / Senior Teachers) and students have been sharing videos on good books they recommend to the community. The videos were shared on Daily Bulletin

- **Book donation to the community**

Reading will be used as a part to enhance community service. A few NGOs and local schools were approached to explore the possibility of receiving second-hand books. The donation were enriched with exchange activities among students from different schools on reading.

## 14. Report on the Learning Support Grant 2023-24

The Whole School Approach to Catering for Students with Special Educational Needs (SEN)

### Year-end Evaluation Form

School:

HKUGA COLLEGE

( 2023 / 2024 School Year)

(1) The progress of our school on catering for students with SEN is as follows : (Please put a '✓' in the box.)

| I          | Inclusive Culture  | Highly satisfactory | Satisfactory | Acceptable | Need improvement |
|------------|--|---------------------|--------------|------------|------------------|
| a)         | The school management supports the Student Support Team to promote the Whole School Approach to integrated education to cultivate an inclusive school culture  | ✓                   |              |            |                  |
| b)         | Staff accept students with SEN and are committed to supporting them  |                     | ✓            |            |                  |
| c)         | Students accept each other's uniqueness and individual differences   |                     | ✓            |            |                  |
| d)         | There is good home-school collaboration and frequent communication between parents and teachers about the student progress   |                     | ✓            |            |                  |
| <b>II</b>  | <b>School Policies</b>   |                     |              |            |                  |
| a)         | The school management establishes policies to cater for students with SEN, and review the objectives and effectiveness regularly   |                     | ✓            |            |                  |
| b)         | School information is highly transparent and school has to set out the inclusive policies, additional resources allocated, support services provided to the students for implementing IE in their School Report and School Profile, and parents concerned also understand the tier of support and progress of their children |                     | ✓            |            |                  |
| c)         | Action plan for continuing professional training on special education for teaching staff is strategically planned, and is expected to meet the training objectives set by the EDB  |                     |              | ✓          |                  |
| d)         | School resources are pooled and deployed flexibly to ensure the effective use of resources in order to provide students with appropriate support services  |                     | ✓            |            |                  |
| <b>III</b> | <b>Support Measures</b>  |                     |              |            |                  |
| a)         | Teachers can early identify students' SEN through classroom teaching and the use of assessment tools provided by EDB   | ✓                   |              |            |                  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| b) | A Student Support Team or its equivalent is set up, SENCO is assisting the school principal and vice-principal(s) to strategically plan, implement, monitor, evaluate and co-ordinate support measures for students with SEN    | ✓ |   |   |  |
| c) | An SEN Register has been established and the effectiveness of support measures and students' learning progress are periodically reviewed  |   | ✓ |   |  |
| d) | The Student Support Team collaborate with the subject panels/ committees to devise support programmes, curriculum and teaching adaptations, and special examination and assessment arrangements etc. for students with SEN etc. |   | ✓ |   |  |
| e) | Teaching skills of teaching staff are improved through professional exchange  |   | ✓ |   |  |
| f) | Diverse teaching strategies (such as collaborative teaching and co-operative learning) are used to facilitate students' learning  |   | ✓ |   |  |
| g) | Various assessment accommodation strategies are implemented with reference to cater for students' needs   | ✓ |   |   |  |
| h) | IEPs are used to cater for those students in need of individual intensive support   |   |   | ✓ |  |

### (3) Home-school Cooperation

1. Our school uses the following methods to let the parents to understand the support measures and tiers of support of students:

- distribute Summary of Support for Student
- ✓ draw up individual support plans for tier-2 students and Individual education plans for tier-3 students
- ✓ clearly state the support measures and services in the School Report and School Profile
- ✓ Student Support Team reviews /reports the students' progress with parents regularly
- others (please specify) : \_\_\_\_\_

2. Our school establishes regular communication mechanism with parents, include:

- ✓ notice
- ✓ Telephone contact/ electronic platform
- ✓ parents day
- Summary of Support for Student
- parents' training
- ✓ Student assessment/progress report
- ✓ parents' interview
- Others (please specify): \_\_\_\_\_

#### (4) Support for NCS students with SEN (if applicable)

Our school provides the following support for NCS students with SEN:

- use the Grant for Supporting NCS Students with SEN to employ additional teaching assistants
- use the Grant for Supporting NCS Students with SEN to hire professional services
- assist translation
- promote inclusive culture programmes to cultivate an inclusive learning environment in school
- career life-planning service designed for NCS students with SEN to adapt to school life and make smooth transition through different learning stages
- Others (please specify) : to employ school counsellor for emotional and counselling support

#### (5) Areas for strengthening or improvement in respect of the implementation of integrated education:

(Please refer to the ‘Catering for Student Differences ~ Indicators for Inclusion’ if necessary)

- |                                  |   |
|----------------------------------|---|
| (a) Inclusive <u>culture</u> :   | Further collaboration with Pastoral Care team for whole form inclusion programmes after several trail run this year.  |
| (b) Inclusive <u>policy</u> :    | More in school staff development and departmental training for support teachers developing different teaching pedagogy and case handling/support.                     |
| (c) Inclusive <u>practices</u> : | Continue to strengthen school counselling team for wider audience support and further develop academic monitoring system throughout the year with academic committee. |

## 2023 / 2024 School Year Financial Report of Learning Support Grant (LSG)

|  |                       |   |                   |                       |   |                |  |
|--|-----------------------|---|-------------------|-----------------------|---|----------------|--|
| Surplus allowed to be retained at the end of last school year: | HK\$202,903.63        |   | (a)               |                       |   |                |  |
| The amount of LSG for this school year:                        | HK\$761,811.00        | + |                   | HK\$421,955           | = | \$1,183,766.00 |  |
|  | The 1st allotment (b) |   |                   | The 2nd allotment (c) |   |                |  |
| The entitlement for this school year (Total income):           | HK\$1,386,669.63      |   | (d) [(a)+(b)+(c)] |                       |   |                |  |
| The expenditure for the whole school year:                     | \$1,052,574.23        |   | (e)               |                       |   |                |  |

| Expenditure items as listed below: |  |             |
|------------------------------------|--|-------------|
|                                    | Items  | Amount (\$) |
| 1                                  | Employ additional full-time and/or part-time additional teachers   | 322,000.00  |
| 2                                  | Employ additional teaching assistants  | 436,947.93  |
| 3                                  | Hire of professional services  | 264,680.00  |
| 4                                  | Procure learning resources   | -           |
| 5                                  | Organise learning / inclusive culture activities or programmes on inclusive culture, school-based teacher training programmes and home-school cooperation support activities | 28,946.30   |
| 6                                  | Others : (please specify : _____ )   |             |

|  |              |                             |
|--|--------------|-----------------------------|
| Accumulated surplus by the end of this school year:        | \$334,095.40 | (f) [(d)-(e)]               |
| Percentage of surplus to this school years' provision (%): | 28%          | (g) [(f) / [(b) +(c)]'x100% |

| REF | Name of support items                                 | Aim of services   | External service providers             | Implementation time(including total duration of class /activity or the average cost per hour) | Targets  | Performance indicators/Means of assessment               | Review of effectiveness  | Actual expenditure/Average expenditure/ |                         |
|-----|---|---|--|---|--|--|--|---|-------------------------|
| 1   | Employ additional full-time teachers No: 1            | Tired group teaching and group counselling, activities and administration for inclusive support | N/A                                    | Whole of school year  | All students   | Annual assessment (incl. teaching and inclusion support) | Performed satisfactorily and supportive to the team and promotion of inclusiveness in school     | Total charge:                           | 322,000.00              |
| 2   | Employ additional full-time teaching assistants No: 2 | Individual and group counselling, activities and administration for inclusive support           | N/A                                    | Whole of school year  | All students   | Annual assessment (incl. teaching and inclusion support) | Performed satisfactorily and supportive to the team and promotion of inclusiveness in school     | Total charge:                           | 436,947.93              |
| 3   | Hire of professional services                         | Read and write training for SpLD (Wing Scheme)  | Earnest Educational Psychology Service | No. of sessions: 10<br>Duration/session: 1.5 Hours<br>Total hours: 15 Hours                   | Type(s) of Ss SEN :<br>SpLD<br>No.: 8                            |  | Students found strategies useful and has been giving them different perspective of Chinese study | Avg. charge / hour:<br>Total charge:    | HK\$800<br>12,000.00    |
| 5   | Hire of professional services                         | Professional emotional support service (CP service)   | Earnest Educational Psychology Service | No. of sessions: 20.5<br>Duration/session: 8 Hours<br>Total hours: 164 Hours                  | Type(s) of Ss SEN :<br>MI and Ss with emotional issues<br>No.:12 |  | Students has been supported accordingly  | Avg. charge / hour:<br>Total charge:    | HK\$1,537<br>252,000.00 |
| 6   | Procure learning resources                            | Learning and emotional support related  | N/A                                    | No. of sessions: -<br>Duration/session: - Hours   | Type(s) of Ss SEN :<br>All types                                 |  |  | Avg. charge / hour:<br>Total            | N/A                     |

|    |   |  |                    |   |   |  |   |                                      |                     |
|----|---|--|--------------------|---|---|--|---|--------------------------------------|---------------------|
|    |   |  |                    | Total hours: N/A Hours  | No.: N/A                                    |  |   | charge:                              |                     |
| 7  | Hire of professional services             | In-house counselling                               | School counsellors | No. of sessions: 267<br>Duration/session: 1 Hours<br>Total hours: 267 Hours   | Type(s) of Ss SEN :<br>All types<br>No.: 54 |  | Students gave positive feedback and has been supportive to students         | Avg. charge / hour:<br>Total charge: | N/A                 |
| 8  | Hire of professional services             | SEN support group with arts (Art to Heart ELA)     | School counsellors | No. of sessions: 7<br>Duration/session: 1.5 Hours<br>Total hours: 10.5 Hours  | Type(s) of Ss SEN :<br>All types<br>No.: 10 |  | Students enjoyed the process and positive feedback from students were given | Avg. charge / hour:<br>Total charge: | HK\$65<br>680.00    |
| 9  | Hire of professional services             | SEN support group with Arts (additional group)     | School counsellors | No. of sessions: 8<br>Duration/session: 2 Hours<br>Total hours: 16 Hours      | Type(s) of Ss SEN :<br>All types<br>No.: 5  |  | Students enjoyed the process and positive feedback from students were given | Avg. charge / hour:<br>Total charge: | N/A                 |
| 10 | Inclusive culture activities / programmes | Inclusion ambassador training(Wellness United ELA) | School counsellors | No. of sessions: 11<br>Duration/session: 1.5 Hours<br>Total hours: 16.5 Hours | Type(s) of Ss SEN :<br>All types<br>No.: 10 |  | Actively learn and promote inclusiveness in school                          | Avg. charge / hour:<br>Total charge: | HK\$112<br>1,853.10 |
| 11 | Hire of professional services             | Emotional support group with music (Glee Club ELA) | School counsellors | No. of sessions: 9<br>Duration/session: 1.5 Hours                             | Type(s) of Ss SEN :<br>All types            |  | Students enjoyed the process and positive feedback from students            | Avg. charge / hour:<br>Total         | N/A                 |

|    |   |  |                    |   |  |  |   |                                      |                     |
|----|---|--|--------------------|---|--|--|---|--------------------------------------|---------------------|
|    |   |  |                    | Total hours: 13.5 Hours   |  |  | were given  | charge:                              |                     |
|    |   |  |                    |   | No.: 10                                      |  |   |                                      |                     |
| 12 | Hire of professional services             | SEN academic support group   | School counsellors | No. of sessions: 20<br>Duration/session: 1.5 Hours<br>Total hours: 30 Hours | Type(s) of Ss SEN :<br>All types<br>No.: 5   |  | Students been able to follow plans set and motivation to work and study has been improved                 | Avg. charge / hour:<br>Total charge: | N/A                 |
| 13 | Inclusive culture activities / programmes | Inclusion activities (Talks and impairment experience)                   | Wheel for Oneness  | No. of sessions: 1<br>Duration/session: 4 Hours<br>Total hours: 4 Hours     | Type(s) of Ss SEN :<br>All types<br>No.: 200 |  | Successfully allow students to experience different impairment and interact with people with disabilities | Avg. charge / hour:<br>Total charge: | HK\$3,200<br>12,800 |
| 13 | Inclusive culture activities / programmes | Inclusion activities (S3 motivation workshop)                            | School counsellors | No. of sessions: 1<br>Duration/session: 3 Hours<br>Total hours: 3 Hours     | Type(s) of Ss SEN :<br>All types<br>No.: 200 |  | Students had a good time learning new skills and interact inclusively through the activities              | Avg. charge / hour:<br>Total charge: | N/A                 |
| 14 | Inclusive culture activities / programmes | Inclusion activities (Shine - Drama therapy group counseling experience) | Duo Lab Limited    | No. of sessions: 1<br>Duration/session: 3 Hours<br>Total hours: 3 Hours     | Type(s) of Ss SEN :<br>All types<br>No.: 15  |  | Students had a good time learning new skills and interact inclusively through the activities              | Avg. charge / hour:<br>Total charge: | HK\$2,200<br>6,600  |

|                    |   |                               |  |   |   |  |   |                                      |                    |
|--------------------|---|-------------------------------|--|---|---|--|---|--------------------------------------|--------------------|
| 15                 | Inclusive culture activities / programmes | PS/College mentorship program | IGE Team and School counsellors          | No. of sessions: 3<br>Duration/session: 2.5 Hours<br>Total hours: 7.5 Hours | Type(s) of Ss SEN :<br>All types<br>No.: 20 |  | Pre-S1 had the chance to meet with current students and support teachers. Parents talk helped with early rapport. | Avg. charge / hour:<br>Total charge  | HK\$66<br>493.2    |
| 15                 | Inclusive culture activities / programmes | Martial Art workshop          | School counsellors and external trainers | No. of sessions: 3<br>Duration/session: 2 Hours<br>Total hours: 6 Hours     | Type(s) of Ss SEN :<br>All types<br>No.: 15 |  | Students had a good time learning new skills and interact inclusively through the activities                      | Avg. charge / hour:<br>Total charge: | HK\$1,200<br>7,200 |
| <b>Grand Total</b> |   |                               |  |   |   |  |   |                                      | 1,052,574.23       |

**P.S.: Please provide breakdown (salary + MPF) of employment of teachers/TA if applicable.**

## 15. Report on the Use of the Life-wide Learning Grant 2023-24

### HKUGA College Report on the Use of the Grant

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

| No. | Name, Brief Description and Objective of the Activity   | Date                       | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain    | Evaluation Results | Essential Learning Experiences |          |          |          |          |
|-----|---|----------------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|-----------|--------------------|--------------------------------|----------|----------|----------|----------|
|     |   |                            | Level           | Number of Participants |                      |                                 |                     |           |                    | <u>Y</u>                       | <u>I</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 1.1 | <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes      |                            |                 |                        |                      |                                 |                     |           |                    |                                |          |          |          |          |
| 1   | <p>Post Examination Activities</p> <p>To be led by Life-wide Learning Committee, linked with Science KLA, STEM Committee, as well as other KLAs and Chinese Cultural Enhancement Committee.</p> <p>To expose students to world issues as well as to celebrate the learning that has taken place throughout the year across the various school activities.</p> | July 2024                  | S1-S3           | 540                    | \$81,958.63          | \$151.78                        | E1                  | Cross-KLA |                    | ✓                              | ✓        |          | ✓        |          |
| 2   | <p>Experiential Learning platform</p> <p>Newsela and Britannica Subscription designed to boost reading interests and cross curricular reading within self-directed learning. To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas.</p>                                     | Throughout the school year | S1-S6           | 948                    | \$161,672.83         | \$170.54                        | E1                  | Cross-KLA |                    | ✓                              | ✓        |          | ✓        |          |

|   |   |                            |       |     |              |          |        |  |  |   |   |  |   |  |
|---|---|----------------------------|-------|-----|--------------|----------|--------|--|--|---|---|--|---|--|
| 3 | MCNSE Talks & Activities & Trips<br>MCNSE Talks, Activities and Excursions to raise students' understanding of Mainland and to build up stronger national identity.   | Throughout the school year | S1-S3 | 558 | \$132,554.60 | \$237.55 | E1, E2 | MCNSE  |  | ✓ | ✓ |  | ✓ |  |
| 4 | English Drama<br>Enhancing the Theatre Experience to foster students' interest in learning English.   | November 2023              | S5-S6 | 136 | \$26,400.00  | \$194.12 | E1     | English  |  | ✓ | ✓ |  | ✓ |  |
| 5 | Community Engagement Project<br>Students select an issue that is negatively affecting the community and seek ways to improve the situation.<br>To encourage students to link what they have learned in the curriculum with ways to help improve the world in their own way.   | Throughout the school year | S3    | 160 | \$51,080.00  | \$319.25 | E1, E2 | Citizenship and Social Development +<br>Citizenship, Economics and Society |  | ✓ | ✓ |  | ✓ |  |
| 6 | CASTLE programmes<br>Costs involved in conducting a comprehensive system of boosting students' interests through different biweekly activities outside of the normal classrooms in various areas. CASTLE stands for Creative Arts and Sports Technology and Life Education.<br>To enhance the students' development of skills and interests in various non-academic activities. | Throughout the school year | S1-S2 | 398 | \$80,504.40  | \$202.27 | E1     | CASTLE Activities  |  |   |   |  | ✓ |  |

|                              |  |                            |       |              |                     |          |        |                                |  |   |   |  |   |   |
|------------------------------|--|----------------------------|-------|--------------|---------------------|----------|--------|--------------------------------|--|---|---|--|---|---|
| 7                            | <p>ABLE Activities</p> <p>Extended Learning Activities – Visiting learning opportunities through different organisations and linking field work to either the formal or informal curriculum. i.e. Year level excursions to work on our RICE Programme, team building activities in our FACT Programme or an extended stay in a remote camp for volunteer students. To get students out of the campus and connect more with nature. To build resilience in the face of hardships.</p> | Throughout the school year | S1-S5 | 824          | \$188,551.17        | \$228.82 | E1, E2 | Adventure-based Life Education |  | ✓ | ✓ |  | ✓ | ✓ |
| 8                            | <p>Wellbeing Speakers</p> <p>Wellbeing Talks – Expert speakers share their expertise and knowledge on diverse aspects of wellbeing. By participating in these sessions, students have the opportunity gain valuable insights and learn practical strategies that they can apply to cultivate resilience and enhance their mental well-being.</p>   | Throughout the school year | S1-S6 | 948          | \$14,805.00         | \$15.62  | E1     | Pastoral Care                  |  | ✓ | ✓ |  | ✓ |   |
| <b>Sub-total of Item 1.1</b> |  |                            |       | <b>4,512</b> | <b>\$737,526.63</b> |          |        |                                |  |   |   |  |   |   |

|  |   |                            |       |              |                     |          |        |           |  |   |  |   |   |
|--|---|----------------------------|-------|--------------|---------------------|----------|--------|-----------|--|---|--|---|---|
| 1.2  | <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons  |                            |       |              |                     |          |        |           |  |   |  |   |   |
| 1  | Overseas excursions<br><br>Excursions including Mainland Study Tour, Geography trip to Northern Kyushu, Japan History trip to Germany<br><br>To offer students with the opportunities for experiential learning extended beyond classroom, and expand their horizons. | Throughout the school year | S2-S5 | 621          | \$153,032.00        | \$246.43 | E1, E2 | Cross-KLA |  | ✓ |  | ✓ | ✓ |
| <b>Sub-total of Item 1.2</b>   |   |                            |       | <b>621</b>   | <b>\$153,032.00</b> |          |        |           |  |   |  |   |   |
| <b>Expenses for Category 1</b>   |   |                            |       | <b>5,133</b> | <b>\$890,558.63</b> |          |        |           |  |   |  |   |   |
| <p>Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.</p> |   |                            |       |              |                     |          |        |           |  |   |  |   |   |

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

| No.                                      | Item   | Purpose  | Actual Expenses (\$) |
|--|--|--|----------------------|
| 1  | Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.   | To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.  | \$31,447.74          |
| 2  | School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration. | To promote a culture of positive education across the entire school. To enable students to have a strong positive outlook for the future as they reflect on the present and the past | \$4,200.00           |
| 3  | Equipment of Sports to be used by students during lunch and after school to further enhance lifestyle  | To develop the interest and engagement of students as well as to improve overall fitness and other skills.   | \$2,295.00           |
| <b>Expenses for Category 2</b>           |  |  | <b>\$37,942.74</b>   |
| <b>Expenses for Categories 1 &amp; 2</b> |  |  | <b>\$928,501.37</b>  |

**Category 3: Estimated Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 948  |
| Number of student beneficiaries:                       | 948  |
| Percentage of students benefitting from the Grant (%): | 100% |

|                                 |   |
|---------------------------------|---|
| Name of Contact Person for LWL: | Ms CHEN Hing, Corina                          |
| Post of Contact Person for LWL: | Head of Holistic Development School Principal |

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

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

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## 16. Report on the Use of the Student Activities Support Grant 2023-24

### I. Financial Overview

|   |   |            |
|---|---|------------|
| A | Allocation in the Current School Year:            | \$7,150.00 |
| B | Expenditure in the Current School Year:           | \$7,150.00 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$0.00     |

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

| Category   | Number of Student Beneficiaries | Subsidised Amount   |
|--|---------------------------------|---|
| Comprehensive Social Security Assistance               | 1                               | \$1,350.00  |
| Full-grant under the School Textbook Assistance Scheme | 5                               | \$5,800.00  |
| Meeting the school-based financially needy criteria    | 0                               | (capped at 25% of the total allocation for the school year) |
| <b>TOTAL</b>   | <b>6</b>                        | <b>\$7,150.00</b>   |

### III. Details of Expenses

| No.  | Brief Description and Objective of the Activity | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            |
|--|---|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
|  |   |  |  |                      | Intellectual Development<br>(closely linked with curriculum)   | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| <b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them |   |  |  |                      |  |                  |                                    |                   |                            |
| 1  | Athletics Team                                  |  | 2  | \$2,700.00           |  |                  | ✓                                  |                   |                            |
| 2  | Dance: Jazz Funk                                |  | 1  | \$1,350.00           |  |                  | ✓                                  |                   |                            |
| 3  | Musical Production                              |  | 2  | \$2,700.00           |  |                  | ✓                                  |                   |                            |
| 4  | Volleyball Team                                 |  | 1  | \$400.00             |  |                  | ✓                                  |                   |                            |
| <b>Expenses for Category 1</b>   |   |  | <b>6</b>   | <b>\$7,150.00</b>    |  |                  |                                    |                   |                            |
| <b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions   |   |  |  |                      |  |                  |                                    |                   |                            |
| 1  |   |  |  |                      |  |                  |                                    |                   |                            |
| <b>Expenses for Category 2</b>   |   |  | <b>0</b>   | <b>\$0.00</b>        |  |                  |                                    |                   |                            |
| <b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>   |   |  |  |                      |  |                  |                                    |                   |                            |
| 1  |   |  |  |                      |  |                  |                                    |                   |                            |
| <b>Expenses for Category 3</b>   |   |  | <b>0</b>   | <b>\$0.00</b>        |  |                  |                                    |                   |                            |
| <b>Total</b>   |   |  | <b>6</b>   | <b>\$7,150.00</b>    |  |                  |                                    |                   |                            |

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

|  |                                      |
|--|--------------------------------------|
| Contact Person for LWL<br>(Name & Post): | Mr. Freddie Sum<br>(Activity Master) |
|--|--------------------------------------|

## 17. Diversity Learning Grant 2023-24 - Other Programme: Gifted Education

| Program Title   | Objective   | Targets (No./Level/selection)   | Duration / Start Date          | Deliverable  | Evaluation   | Expenditure |
|---|---|---|--------------------------------|--|--|-------------|
| Nature Exploration: Marine Biology & Freshwater Species of HK | To observe and interact with plants and animals, learn about different ecosystems and habits while exploring the local streams to discover freshwater species in HK | S4 selected students with interests and abilities in natural science and/or biology       | 8/9-6/12/2023<br>(6 lessons)   | - Learning material about freshwater species and ecosystems<br>- Student presentation and assignment of their findings | <ul style="list-style-type: none"> <li>● Full attendance with high student engagement</li> <li>● Students enjoyed the experience and learning beyond the classroom</li> </ul>  | \$36,000.00 |
| The Outdoor & Its Beauty                                      | To explore the surrounding nature and understand the beauty of natural wild species while enhancing students' well-being and science knowledge                      | 24x S5 selected students with interests and abilities in natural science and/or biology   | 13/9-13/12/2023<br>(5 lessons) | - Learning materials about wild species<br>- Outing opportunities for trail walk                                       | <ul style="list-style-type: none"> <li>● High attendance from students where they participated well in the outdoor exploration of nature</li> <li>● Students found it helpful for their better understanding of natural science</li> </ul> | \$28,000.00 |
| Game Design Program   | To enhance students' creativity, planning and manufacturing through the game design process   | 20x S4 selected students with interests and abilities in game design and entrepreneurship | 23/2-31/5/2024<br>(4 lessons)  | - Learning materials about the game design process<br>- Initial prototype of students' game design                     | <ul style="list-style-type: none"> <li>● Students were engaged in the design process and came up with creative ideas for their design</li> </ul>   | \$24,360.00 |

|   |   |                              |                 |   |  |              |
|---|---|------------------------------|-----------------|---|--|--------------|
| Subsidizing students participating in competitions or education programs held by external organisations | To broaden elite senior form students horizons in different disciplines | 3 elite senior form students | 9/2022 – 8/2023 | The knowledge and experience students gained after joining the programs or competitions | <ul style="list-style-type: none"> <li>● 4 and 1 students joined programs provided by the CUHK and HKUST respectively in different disciplines, like science, mathematics, etc.</li> <li>● All students completed the program and obtained a certificate or a transcript.</li> </ul> | \$15,840.00  |
| <b>Total</b>  |   |                              |                 |   |  | \$105,000.00 |

| <b>Department</b> | <b>Programme Name</b>   | <b>No. of SS Students benefitted</b> | <b>Actual Expenditure (HK\$)</b> |
|-------------------|---|--------------------------------------|----------------------------------|
| Gifted Education  | Summer Gifted Programmes Offered by Tertiary Institutions <ul style="list-style-type: none"> <li>● 1x CUHK – Programmes for the Gifted and Talented</li> <li>● HKUST – Enrichment Program for Gifted Learners               <ul style="list-style-type: none"> <li>1x Life Science</li> <li>1x Engineering</li> </ul> </li> </ul> | 3                                    | 15,840.00                        |

### 18. Grant for Supporting NCS Students with SEN (2023/24)

|   |              |
|---|--------------|
| Surplus retained at the end of last school year ( a ) :   | \$ -         |
| No. of eligible Stud. entitled for the grant :  | 1            |
| Entitlement approved ( b ) :  | \$105,191.00 |
| Total allocation available this year ( c ) = ( b ) + ( a ):   | \$105,191.00 |
| Estimated expenditure this year ( d ):  | \$105,191.00 |
| Accumulated surplus by the end of this school year ( e ) = ( c ) - ( d ):                                     | \$ -         |
| Surplus ABOVE limit (Entitlement this year) ( f ) = ( e ) - ( b ) : ( *Amount will be in <b>RED</b> if above) | \$ -         |

Usage of budget expenditure : (can be more than one item below)

|   |            |                   |           | Details of Expenditure                    |
|---|------------|-------------------|-----------|---|
| <b>Employ additional teaching assistants</b>                  | \$ 105,191 | Chi Speaking ____ | *NCS ____ | Roles : emotional and counselling support |
| <b>Hire of translation services</b>                           | \$ -       |                   |           |   |
| <b>Hire of other professionals services</b>                   | \$ -       |                   |           | E.g. : _____                              |
| <b>Promote inclusive programmes</b>                           | \$ -       |                   |           | E.g. : _____                              |
| <b>Others:<br/>(E.g. Teachers training / Parent workshop)</b> | \$ -       |                   |           | E.g. : _____                              |

19. 「推廣中華文化體驗活動一筆過津貼」2023-2024 報告

|      | 範疇                            | 實際開支金額 (HKD) | 備註:                                 |
|------|-------------------------------|--------------|-------------------------------------|
| i.   | 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座   | 0            |                                     |
| ii.  | 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽 | 0            |                                     |
| iii. | 舉辦或資助學生參加本地文化考察或參觀活動          | 0            |                                     |
| iv.  | 發展有關中華文化的課程                   | 0            |                                     |
| v.   | 採購及發展中華文化學與教資源                | 0            |                                     |
| vi.  | 資助學生及隨團教師前往內地，參加學習中華文化的交流活動   | 0            |                                     |
| vii. | 其他 (請註明):                     | 0            |                                     |
|      | 總開支金額 (HKD):                  | 0            |                                     |
|      | 津貼餘款 (HKD):                   | 300,000      | 此筆津貼於 2024 年下學期收到，故將計劃於 2425 學年開始運用 |

## 20. One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools 2023-24

| Area  | Objectives   | Success Criteria  | Method of Evaluation   | Target Groups<br>(Form and numbers of students)           | Implementation Period | Expenditure |
|---|--|---|--|---|-----------------------|-------------|
|   |  |   |  |   |                       | 2023/24     |
| Purchasing or upgrading PE/sports equipment in schools; | To enhance the quality of physical education, increase student participation in sports, and improve overall fitness outcomes. By providing modern, safe, and accessible equipment, we aim to promote inclusivity, support skill development, and foster lifelong fitness habits, while also facilitating opportunities for competitive participation among students. | <p><b>Increased Usage:</b> At least 70% of students use the treadmills and machines regularly (at least twice a week) within the first semester of installation.</p> <p><b>Student Feedback:</b> Positive feedback from at least 80% of students regarding the availability and quality of the new equipment.</p> | <p><b>Usage Tracking:</b> Implement a sign-in system for students to track usage of the treadmills and machines, allowing us to monitor frequency and duration of workouts.</p> <p><b>Surveys and Feedback Forms:</b> Distribute surveys to students and teachers to gather feedback on their experiences with the new equipment, addressing satisfaction, accessibility, and suggestions for improvement.</p> | <p>S1-6 students (~1000)</p> <p>Teaching staff (~100)</p> | July 24 - Aug 26      | \$49600     |

## 21. One-off Grant for Mental Health at School 2023-24

Our school has spent the Grant on the following:

|                           | <b>Area</b>  | <b>Actual Expenses (\$)</b> |
|---------------------------|--|-----------------------------|
| i.                        | Organising activities and programmes related to enhancing the mental health of students and teachers | -                           |
| ii.                       | Providing support services related to enhancing the mental health of students and teachers           | -                           |
| iii.                      | Designing and producing school-based learning and teaching resources related to mental health        | -                           |
| iv.                       | Purchasing items, furniture and equipment to enhance the mental health of students and teachers      | -                           |
| v.                        | Others (please specify):   | -                           |
| <b>Total Expenditure:</b> |  | -                           |
| <b>Unspent Balance:</b>   |  | <b>60,000</b>               |

## 22. One-off Grant for Mental Health of Parents and Students

**Our school/ PTA has spent the Grant on the following:**

|                           | <b>Area</b>  | <b>Actual Expenses (\$)</b> |
|---------------------------|--|-----------------------------|
| i.                        | Organising parent-child or parent activities relating to promotion of the mental health of students and parents          | -                           |
| ii.                       | Promoting information related to the mental health of students and parents, publications or providing resource platforms | -                           |
| iii.                      | Providing training programmes or activities to equip parents with the knowledge and skills related to mental health      | -                           |
| iv.                       | Others (please specify):   | -                           |
| <b>Total Expenditure:</b> |  | -                           |
| <b>Unspent Balance:</b>   |  | <b>20,000</b>               |

### 23. One-off Grant on Parent Education (Secondary)

**Our school has spent the Grant on the following:**

|                           | <b>Area</b>   | <b>Actual Expenses (\$)</b> |
|---------------------------|---|-----------------------------|
| i.                        | Organising structured or thematic parent education programmes <ul style="list-style-type: none"> <li>• Total expenditure on services provided by organisations</li> <li>• Total expenditure on services provided by individual speakers or experts</li> </ul> | -                           |
| ii.                       | Designing and producing school-based parent education resources   | -                           |
| iii.                      | Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”  | -                           |
| iv.                       | Others (please specify):  | -                           |
| <b>Total Expenditure:</b> |   | -                           |
| <b>Unspent Balance:</b>   |   | <b>200,000</b>              |