



**Sheng Kung Hui Tang Shiu Kin
Secondary School**

School Report

2023-2024

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1. Our School

Sheng Kung Hui Tang Shiu Kin Secondary School was founded by the Anglican Church in 1962. It is a co-educational school, subsidized by the Hong Kong government, and managed by the IMC in accordance with its constitution.

The school old-wing building was completed in 1969, the sports complex was added in 1986, and the new-wing was finished in 2004.

The overall objective of the school is to provide a healthy learning environment with equal emphasis on academic achievement and personal development that will encourage each student to develop his or her intellect and character to the fullest.

The style of the administration is one of teamwork. The school seeks teachers who will provide counsel and guidance, and act as role-models for students, to support their spiritual, intellectual and social development.

While academic studies take up the most time, the school provides a wide range of extra-curricular activities to provide balance, and to allow each student to fully develop his or her creative talents and interests.

Our responsibility as educators is to help students develop a real understanding of our society, to help them develop the knowledge, skills and values to become its useful and responsible members, and to help them develop a life-long love of learning.

1.1 School Vision

To be one of the best schools in the territory to provide high quality whole-person education for students.

1.2 School Mission

Our school, founded in the year 1962, is an Anglican Church School that fully embraces the Christian ethos. As a Christian school, Sheng Kung Hui Tang Shiu Kin Secondary School believes in honoring the innate value of every individual created by God. The school motto is HYPOMONE, the Greek word meaning "perseverance, forgiveness and tolerance", all important Christian virtues.

At the heart of this school community lies the belief that each student is unique and valuable. Based on Christian values, our school and teachers provide ample opportunities and an ideal environment to engage students in a balanced education that embraces morality, intelligence, physical development, social awareness, aesthetics and spirituality. We are dedicated to nurturing a future generation of young people who are compassionate and responsible, as well as independent thinkers.

1.3 Annual School Goal

Walk the Talk Let Your Dreams Set Sail

坐言起行 追夢啟航

1.4 School Council

There are a total of fifteen council members in our school. They were appointed or elected according to the IMC Constitution of the School, which was duly adopted by our School Sponsoring Body and the Hong Kong Sheng Kung Hui Province.

1.5 Teaching and Non-teaching Staff

Teaching staff: 50 (Establishment) and 11 (Non-establishment)

Non-teaching staff: Laboratory technicians: Lab-Tech. I: 1 and Lab-Tech. II: 2

Educational psychologist: 1

Teacher assistants: 3

Administrative staff: 6

Janitorial staff: 15

IT staff: 2

1.6 Teachers' Qualifications and Experience (Establishment)

100% of our teachers are professionally trained.

Highest Academic Qualifications Attained by Teachers	No. of Teachers (%)
Teachers with a master's degree or above qualifications	29 (58.0%)
Teachers with degree qualifications	20 (40.0%)
Teachers with tertiary non-degree qualifications	1 (2.0%)

Teaching Experience	No. of Teachers
Teachers with 3 to 5 years of experience	5
Teachers with 6 to 10 years of experience	7
Teachers with over 10 years of experience	38

Teachers Meeting LPR	No. of Teachers
English teachers meeting LPR	9
Putonghua teachers meeting LPR	4

1.7 Class Structure

There are a total of 24 classes in our school, with four classes in F.1 to F.6.

More information is available on our school's homepage: <http://www.tsk.edu.hk>

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

2.1 Major Concern 1: Learning and Teaching

Targets:

1. Enhancing the learning and teaching effectiveness
 - a. To enhance students' motivation to learn and strive for excellence
 - b. To cater for the needs of students with weaker academic abilities and lower motivation
 - c. To further promote IT in education through e-Learning and interactive learning
 - d. To further enhance students' self-directed learning strategies
 - e. To further enhance teaching effectiveness
 - f. To promote "Reading to Learn" and "Language across the Curriculum"
2. Curriculum design
 - a. To implement national security education, and strengthen Basic Law and values education
 - b. To put more emphasis on generic and/or higher-order thinking skills training
 - c. To further develop the Technology Education curriculum by strengthening STEM Education
 - d. To reinforce the learning of Chinese history and Chinese culture

Achievements and Reflection

1. Enhancing the learning and teaching effectiveness

a. To enhance students' motivation to learn and strive for excellence

About 90% of subject panels provided different platforms to help students explore and develop their potential and strive for excellence. In this academic year, students participated in a wide range of competitions organized by the EDB, universities and external organizations. Moreover, various subject panels collaborated with other panels or functional groups to organize numerous life-wide learning activities such as field trips, visits, workshops, lectures and training programmes for our students. All these activities greatly widened students' horizons, enriched their learning experiences, fostered entrepreneurial spirit and honed lifelong learning skills at both junior and senior levels.

The Joint-School Student Exchange Programme was also organized with St. Mark's School and Bishop Hall Jubilee School. The programme received positive feedback from both teachers and students. Not only did it help to broaden students' horizons and facilitated their exchange in academic studies and leadership training, but it also enabled students to engage with peers from diverse backgrounds, exposing them to new perspectives and cultures. Last but not least, study tours and exchange programmes to the Mainland, Macau, Taiwan and Japan were organized by the Chinese, Citizenship and Social Development, Geography, Chinese History, History, Religious Studies, Integrated Science and Physical Education departments. All of them were well received by teachers and students.

The school continued to implement a three-tier gifted education model to ensure synergy between the gifted education initiatives of different subjects and at different levels. This year, a talent pool was created to facilitate the nomination of students by teachers. Students were nominated to participate in different education programmes for talented students, such as the Academic Programmes of the HKU Academy for the Talented, International Junior Science Olympiad, and the Robotic Arm Programming Competition for Gifted Students in STEM. These programmes effectively helped students realize their potential and promoted core elements of gifted education, such as higher-order thinking skills, creativity, and personal-social competence. In addition, various subject panels and functional teams provided school-based enrichment programmes and leadership training programmes for students.

According to the APASO (KPM17) results, about 70% of students strongly agreed or agreed with the statements regarding learning (taking the initiative) and learning motivation (intrinsic), both of which were higher than the Hong Kong standard. It was also noted that the students in junior forms tended to be more motivated to learn. The percentage of students showing initiative in learning in the Stakeholder's Survey was similar to that in the previous year.

Additionally, with a view to enhancing the learning and teaching of Chinese as a second language, a school-based curriculum was tailor-made for non-Chinese speaking (NCS) students. Most of them demonstrated a serious learning attitude and made gradual progress in learning Chinese. To create a rich Chinese language environment, a variety of Chinese cultural activities, such as a one-day tour of Hong Kong history and culture, the Chinese Cultural Study Tour to Macau, a Traditional Chinese Herbal Ointment Workshop and a Red Packet Workshop were conducted. All of them effectively enriched the NCS students' learning experiences, increased their understanding of Chinese history and traditional culture, and ultimately enhanced their interest and confidence in learning Chinese.

The school also successfully explored and developed a greater variety of subject combinations for senior form students. The satisfaction rate (the percentage of the first three preferences assigned) increased from about 60% to more than 95% this academic year. It was hoped that the revised subject combination would enhance students' motivation to learn in senior forms and broaden their knowledge.

To boost motivation to learn among F.1 students, the newly established Academic Support Team introduced a series of initiatives to help them build effective learning habits, study skills and examination skills. These initiatives included workshops, competitions, peer and alumni sharing, the development of a vocabulary bank and sharing of past exam papers. In the questionnaire survey, all F.1 students showed positive feedback. An average of 85% of students strongly agreed or agreed that the initiatives facilitated and supported their learning in different ways. More efforts will be made to further promote these initiatives to more students in the next academic year.

b. To cater for the needs of students with weaker academic abilities and lower motivation

90% of subject panels continued the good practice of incorporating appropriate learning activities to cater for learner diversity and increase students' sense of achievement in learning. Moreover, tutorials were arranged by various subject panels for students with weaker academic abilities and lower motivation before lessons, during lunchtime, after school or during long holidays or study leave. A Pull-out English enhancement course was organized for senior form students.

Most teachers designed tailor-made worksheets, exercises, tests and e-learning assignments to support the learning of students with weaker academic abilities. Differentiated instructions and guidance were also given to students whenever appropriate. Some e-Learning tools were incorporated into learning activities. In junior forms, remedial classes were arranged for F.1 & F.2 English and F.1 Chinese.

According to the Stakeholder's Survey, over 60% of students strongly agreed or agreed that teachers consistently provided them with guidance on study methods and feedback for further improvement.

In this academic year, the school took the initiative to compile a comprehensive student record concerning students' academics, ECAs, discipline and attendance records for teachers' reference. Moreover, teachers helped to identify outstanding and struggling students in their classes or groups in two phases: mid-October and early January, based on academic results and class performance. The record increased teachers' understanding of individual students in both their academic studies and behaviour. As a result, subject teachers, form teachers and social workers managed to provide individual counselling and support to students with needs at an earlier stage.

Moreover, the Discipline and Counselling Teams collaborated to provide additional help and support for some of these students in various ways. Parental involvement was also enhanced accordingly. It was reflected that more resources were needed to further enhance support for students with weaker academic abilities and lower motivation.

c. To further promote IT in education and interactive learning through e-Learning

To further promote IT in education and interactive learning, all teachers took part in seminars and workshops on the use of AI. On 29 November 2023, teachers attended a seminar on “Academic Honesty and AI” (學術誠信與人工智能) conducted by Ir. Professor Alan Lam during the Joint School Staff Development Day for Secondary School Teachers of Wanchai 2023-24 organized by the EDB. The speech was highly inspiring. Moreover, the school arranged two workshops regarding the incorporation of AI into the curriculum and pedagogy in the second term. Teachers were invited to have hand-on practice on using different AI tools for learning and teaching, and they reflected in the questionnaire survey that the workshops were useful. In brief, the seminar and workshops enhanced teachers’ understanding and competence in incorporating AI into pedagogy, while many subject panels proactively incorporated AI into their curriculum and pedagogy.

To support IT education, information literacy was promoted at both junior and senior levels. A series of workshops were held successfully by the e-Learning Development Team to develop F.1 students’ online research abilities, critical evaluation of sources, responsible online behaviour, digital citizenship and e-Learning ability. In the questionnaire survey, more than 90% of students reflected that the workshop increased their awareness and understanding of cyber security. An information literacy talk was held for F.5 and F.6 students. It helped senior form students develop critical thinking skills and foster positive values such as discernment, inclusivity, and respect. To further consolidate F.5 students’ understanding of information literacy, the Information Literacy Education Programme was organized. All workshops and programmes received positive feedback from teachers and students.

d. To further enhance students’ self-directed learning strategies

80% of subject panels effectively promoted self-directed learning through various strategies. Many of them requested students to do pre-lesson preparation by designing different activities, such as reading learning materials, watching videos, browsing websites, completing online assignments in Kahoot or Microsoft forms, completing worksheets and drawing mind maps.

Moreover, students were encouraged to pursue self-directed learning by doing projects, mini-research, field study, case study reports, presentations and on-line assignments in various subjects. To facilitate students’ self-directed learning, teachers uploaded their learning resources, including videos, notes, exercises, and past papers onto different online platforms like TEAMS, eClass and Facebook. In subjects such as Chinese, Mathematics, Physics and Home Economics, teachers guided students to better understand abstract concepts by using videos and helpful apps like Kahoot, Nearpod, GeoGebra, Desmos and Sketchometry.

In the Stakeholder’s Survey, 96.1% of teachers strongly agreed or agreed that they guided students through different strategies such as pre-lesson preparation, mind-mapping and online resources, whereas 88.1% of teachers strongly agreed or agreed that they arranged different learning activities, such as group discussions, sharing and presentations. All of them supported self-directed learning.

e. To further enhance teaching effectiveness

In departmental meetings, it was a common practice for panel chairpersons to invite their panel

members to share effective teaching strategies and discuss current educational and assessment developments. This practice greatly facilitated the professional development of individual subject panels and promoted peer learning. In addition, there were collaborative lesson preparation sessions reserved for F.1 Chinese and F.6 C&SD teachers once per cycle.

Both subject-based and cross-curricular peer observations supported peer learning, thereby enhancing teaching effectiveness. Peer observation created a learning community among teachers, fostering interaction and prompting reflection on learning and teaching. Moreover, cross-curricular collaboration in lessons, student projects and learning writing skills among subject panels was popular, especially in junior forms. It proved to be an effective means of enhancing peer learning.

To further enhance teaching effectiveness, all subject panels utilized various kinds of data from different platforms, especially the HKDSE Statistical Report, the School Value-added Information System (SVAIS), the Student Data Analysis System (SDAS) and the internal examination results to review their learning and teaching strategies. It is evident that individual subject panels proactively engaged in self-evaluation of their curriculum, pedagogy, and assessment, with the ultimate goal of enhancing student learning and teacher development. According to the Stakeholders' Survey, 96.7% of teachers strongly agreed or agreed that subject panels could utilize data and information from learning, teaching and assessment data to evaluate the effectiveness of the curriculum implementation and make future planning. This finding reflected that evaluation was an integral part of the academic departments' processes. By systematically collecting and analysing data on learning, teaching and assessment, the departments were able to identify areas of strength, pinpoint opportunities for improvement, and develop data-informed strategies to enhance the curriculum.

f. To promote “Reading to Learn” and “Language across the Curriculum”

The school actively promoted e-reading and the use of e-books through the Reading Grant. It provided subsidies to students for reading on the i-learner platform and 智愛中文網上平台, as well as enhancing the e-book resources on eClass (e-library plus). Furthermore, a library talk titled “Introduction to Hong Kong Public Library Electronic Resources” was organized for F.1-3 students, aiming at encouraging them to effectively utilize online e-resources available at the Hong Kong Public Library.

About 60% of subject panels promoted reading by different means, such as asking students to complete book reviews, organizing reading sharing sessions, making book recommendations, providing students with interesting reading articles on different topics and providing online reading materials,

The Mathematics Department invited students to take part in the Mathematics Book Report Competition for Secondary Schools and Statistical Project Competition for Secondary School Students.

According to the Stakeholder's Survey, not many students showed interest in reading. However, the APASO (KPM17) results showed that 70% of students, especially senior form boys and junior form girls, developed a habit of reading during their leisure time. They reserved time for leisure reading.

The English Department collaborated with departments like Integrated Science, History and Home Economics, to promote language across the curriculum (LAC). The Geography Department incorporated LAC into worksheets in junior forms to enhance language support. Students were guided to improve their writing skills in a structured and systematic way. The Geography and History Departments continued to collaborate and help students to develop common language skills.

2. Curriculum design

a. To implement national education, national security education, and strengthen Basic Law and values education

All subject panels adopted a “multi-pronged and coordinated” approach to integrate national education and national security education holistically through a variety of learning activities inside and outside classrooms. Students’ understanding of Basic Law was also strengthened by different subject panels, such as Chinese, C&SD, L&S, Chinese History, History, Economics and BAFS. A wide range of national education and national security education activities were also organized by different subject panels and functional teams at school, inter-school, territory-wide and at the national level to enhance and strengthen students’ awareness and understanding of national education and national security education. According to the results of KPM21, all junior form students participated in territory-wide inter-school competitions regarding national education. The Stakeholder’s Survey results also indicated that 91.6% of teachers strongly agreed or agreed that the school curriculum enabled students to build up national and global identity.

Values education was also emphasized. Teachers incorporated many essential values such as perseverance, tolerance, filial piety, honesty, respect, empathy, responsibility, commitment, law-abidingness, benevolence and diligence into their learning and teaching activities. According to the Stakeholder’s Survey, nearly 90% of teachers strongly agreed or agreed that the school guided subject heads to promote values education. The APASO results (KPM17) indicated that more than 80% of students strongly agreed or agreed with the statements regarding morality (importance).

b. To put more emphasis on generic and/or higher-order thinking skills training

95% of subjects panels continued the emphasis on training of thinking skills in junior forms and 100% of subject panels fostered students’ higher order thinking skills in senior forms. Different subject panels deliberately developed students’ generic skills, especially collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, and problem-solving skills at different levels. In addition, based on the Stakeholder’s Survey results, 96.6% of teachers strongly agreed or agreed that they always helped students to develop study skills, indicating their strong support. In contrast, only 62.2% of students felt the same. This discrepancy presents an opportunity for further engagement and growth in study skills development.

c. To further develop the Technology Education curriculum by strengthening STEM Education

To further develop the technology education curriculum, CML successfully promoted collaboration with different subjects, such as Chinese, English and Integrated Science. Students effectively used CoSpaces to complete assignments on movie production and storytelling activities. Moreover, the AI curriculum introduced by the EDB was incorporated into the F.1-3 CML lessons.

In addition, students participated in a wide range of STEM-related workshops and competitions, including the RoboMaster Robotics Workshop and Competition, the Greater Bay Area STEM/AI Challenge, the Robot Arm Competition, the Preface Nomad Award Competition and the HKACE Girls Generative AI Competition. Both the teachers and students collaborated closely, with the students showcasing their passion for STEM education throughout the preparation process.

d. To reinforce the learning of Chinese history and Chinese culture

Both the Chinese and Chinese History departments were dedicated to promoting Chinese history and Chinese culture through different learning activities inside and outside classrooms. Students were requested to read classical Chinese literary works, such as “中國傳統文化知識增潤學習材料” and “儒道互補的文化內涵”. Students’ understanding and appreciation of Chinese classics and culture was enhanced. In addition, the literature tour, writing workshop and movie appreciation (e.g. 長安三萬里) further enriched students’ learning experience.

The Chinese Society, Putonghua Society and the Basketball Team jointly organized the Chinese Culture Festival to increase students’ interest and motivation to learn about Chinese language and culture. All the activities were well received by students and teachers.

Feedback and Follow-up

During this school year, our academic departments implemented a comprehensive range of strategies with the primary goal of supporting student learning. Most of these initiatives received positive feedback from both students and teachers. Subject panels and functional groups collaborated synergistically, organizing diverse learning activities both inside and outside classrooms for students at different levels. Throughout the year, a wide array of life-wide learning activities was also organized to enrich students’ learning experience and foster holistic development. Academic departments further promoted and strengthened national education, national security education, Basic Law education and values education, enhanced students’ generic skills and promoted STEM education through a well-designed curriculum. These efforts yielded positive outcomes, and several effective practices in promoting students’ learning goals will be implemented as routine practices from the next academic year. For example, the school will continue to enhance the learning and teaching of Chinese as a second language and make use of data from different platforms to improve teaching effectiveness.

To further enhance students’ learning, greater emphasis will be placed on nurturing students to be active learners by fostering a supportive learning environment that encourages curiosity, stimulates interest in learning and instills a growth mindset. The school will mobilize both subject panels and functional groups to implement diverse teaching strategies and offer a wide range of learning experiences and opportunities outside the lesson time. This will cultivate a diligent and proactive attitude towards learning and provide comprehensive learning support for students in different ways. In addition, as the senior form subject combination will be revised this academic year, the school is committed to reviewing, monitoring and supporting the learning of senior form students to ensure a smooth transition to the new combinations.

By implementing these strategies and initiatives, the school is determined to create a dynamic and supportive learning environment that empowers students to achieve the seven key learning goals, ultimately fostering their whole-person development and life-long learning. Through this multifaceted approach, the school aims to inspire students to reach their full potential, both in the immediate term and in their future endeavors.

2.2 Major Concern 2: Character Formation

Targets:

1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning
2. To strengthen the sense of belonging to school among students and teachers
3. To foster empathy and build caring interpersonal relationships at both the peer and community levels
4. To increase students' sense of national identity
5. To promote mental wellness among students and teachers

Achievements and Reflection

1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning

This year our school shifted the focus towards providing additional support to F.1 students. The Individual Goal-setting Program was introduced to F.1 students in early October. Students were encouraged to read relevant materials before setting their goals in academic performance, ECA participation and moral development as listed in the Student's Handbook. The adjustment and evaluation activities were conducted in January and April respectively. The survey results showed that the majority of F.1 students were able to achieve more than half of the goals they set for their own learning in Student's Handbook. They approached the activities seriously, benefiting from continuous guidance and support from their form teachers, resulting in enhanced self-motivation for learning. The APASO results (KPM17) indicated that an average of 70% of students strongly agreed or agreed with the statements regarding learning (taking the initiative and setting clear objectives), and the Stakeholder's Survey (SHS) results regarding students' initiative in learning were similar to the previous year.

To widen students' horizons and enrich their learning experience, more opportunities were created for diversified life-wide learning activities on Wednesday afternoons. Students were also encouraged to share their achievements in different aspects in their own classes during form-teacher periods. Moreover, they were guided to have a better understanding of the importance of taking responsibility for their own learning through listening to sharing sessions conducted by the principal, school supervisor, teachers, social workers and guest speakers during morning assemblies, morning prayer sessions, form-teacher periods and lessons. These enlightening and inspiring sharing also instilled positive values, particularly the twelve priority values and attitudes in students.

To support F.1 students in cultivating effective learning habits, this year each of them was given a 'Self-management Booklet'. Form teachers encouraged them to complete the tasks on the to-do-list every school day from September to October. Positive feedback was received. Students expressed that they had learnt more self-management skills and would continue to apply them in their life. After the activity, they were given small gifts for completing the tasks. Besides, a total of four time-management reading activities were organized for F.1 students to develop their time-management skills. The majority of students expressed that the activities could help them improve their time management skills, and they had tried to apply the skills to their own learning.

2. To strengthen the sense of belonging to school among students

The school focused on the core value of "Tolerance" in its motto this year, reinforcing students' understanding through various subjects, the Discipline and Counselling Teams' handling of cases, and the Vice-principal's sharing during the morning prayer session.

Besides, students were encouraged to design class tees to foster their sense of belonging. A wide range of inter-class activities were conducted to enhance students' class spirit, while house souvenirs were designed and distributed to reinforce their sense of community.

To boost students' sense of belonging to the school, plenty of opportunities were provided for them to organize and participate in activities, such as inter-house competitions, walkathon, club and Student Association activities, Sports Federation activities and Club Expo. In particular, F.1 students were encouraged to join school activities to become more engaged in their school life. The Diamond Jubilee Musical provided valuable learning experiences and offered students opportunities to showcase their potential, further enhancing their sense of belonging to the school.

The APASO results (KPM17) showed that about 70% of students strongly agreed or agreed with the statement "I feel like I belong at school." In addition, more than 80% expressed total satisfaction or satisfaction with their school life.

Overall, these initiatives and activities have fostered a positive environment, nurturing students' sense of belonging, appreciation for tolerance, and strong relationships with their peers. All of these contribute to a healthy lifestyle for our students.

3. To foster empathy and build caring interpersonal relationships at both the peer and community levels

A series of programs and activities were implemented to help students cultivate positive moral values and foster traits such as compassion, respect, empathy, responsibility and commitment. Positive feedback was received from both teachers and students.

In terms of service learning, 98.2% of the 111 F.4 students met the requirement of the Service Learning Program by participating in at least one service activity. In addition, nearly 85% of them have completed at least two service learning activities or a minimum of six hours of service this year. Positive feedback was received, and special training was provided for student volunteers. According to the results of the Service Learning Self-reflection Questionnaire, more than 95% of students reflected that they had learnt to care about others' feelings and needs, becoming more compassionate, helpful, open-minded and respectful of others' opinions. They also expressed that they had become more responsible, committed, and proactive in sharing workload, all of which contributed to their personal development. In addition, taking part in these activities provided students with the opportunities to hone their generic skills.

All in all, students have exhibited increased levels of care, empathy, responsibility and commitment. They have demonstrated their willingness to offer help and support to their fellow students, including those with lower abilities and special education needs, as well as students who were injured or sick. Moreover, students have shown empathy by participating in mentoring and tutoring programs to guide and support the junior form students.

4. To increase students' sense of national identity

A holistic approach was adopted to strengthen students' sense of national identity. A wide range of inter-class and life-wide learning activities were organized by the National Security Education Working Group, Civic Education Team, subject panels and other functional groups. These activities included reading activities, education tours, and activities commemorating the Constitution Day and National Security Education Day.

Students demonstrated a better understanding of our country's development in their assignments after the education tours, as well as a deeper comprehension of the Basic Law, National Security Law and the social issues of Hong Kong, China and the world through quizzes. Moreover, the national education activities have instilled in students a sense of pride and respect for national

symbols, fostering a sense of national identity. There were positive results in the APASO (KPM 17) regarding students' self-evaluation on their sense of national identity. On average, more than 80% of the student respondents strongly agreed or agreed with the statements regarding Sense of National Identity (Responsibility and Obligation; Pride and Care).

5. To promote mental wellness among students and teachers, and nurture positive values in students

Our school adopted the whole-school approach at 3 levels to promote mental health among students and enhance support for students with mental health needs. Under the “Student Mental Health Support Scheme (SMHSS) 醫教社同心協作計劃”, a screening was conducted to our F.4 students in January to early identify and support students with symptoms of anxiety and depressive mood. Similarly, another screening about mental health was conducted to the F.1-3 and F.5 students by Baptist Oi Kwan Social Service (BOKSS) in January for the same purpose. Follow-up work and appropriate support, including individual counselling services, were provided by the HA mental health nurse and the BOKSS to students who were found to have scored high marks regarding the level of depression, anxiety and pressure. In addition, teachers remained vigilant regarding students' mental health and directed cases to the Counseling Team whenever necessary. The ongoing collaboration among counseling teachers, social workers, the speech therapist and educational psychologists ensured the implementation of supportive measures through individual counseling sessions and appropriate referrals.

With the support of the Data Management Team and ECA Master, the data of students' academic performance, discipline records and ECA for the first term was prepared. Students facing academic and/or behavioral challenges were identified, and some of these struggling students received help and support from our Discipline Team and Counselling Team.

The school organized a multitude of activities aimed at promoting mental wellness and relieving students' stress. In addition to the Mental Wellness Day, three separate mental health talks were conducted for students in different forms. The diverse range of activities included the "Cheer You Up" Program, F.5 Body-Mind-Spirit Workshop, F.4 Adjustment Workshop, F.1&2 Joyful Day Camp, Joyful Art Workshop, and various other engaging activities in the Joyful Scheme. All these activities were exceptionally well received by students. They expressed that their awareness of mental wellness had been raised, the activities helped them relax and alleviate stress, and offered valuable encouragement and support, reminding them to approach stress and regulate emotions with a positive attitude.

Students were guided to cultivate resilience, positive energy, and uphold positive values through a wide variety of approaches. Form teachers effectively utilized moral education materials in their interactions with students, while various leadership training courses and the engaging Joyful Scheme activities were organized. The feedback received from both students and school social workers regarding these activities was exceedingly positive, indicative of the active participation of students. Encouragingly, the APASO results reflected favourable outcomes concerning students' overall satisfaction with the school. On average, more than 80% of student respondents expressed full satisfaction or satisfaction in relation to their rapport with teachers, their school life, and the knowledge they acquired from their educational journey.

In acknowledgment of the significance of teachers' mental wellness, the school conducted valuable staff development activities. The feedback received from teachers regarding these activities was highly satisfactory, particularly regarding the "relaxation activities" held on the second Staff Development Day. Moreover, the Campus Development Team persistently contributed to improving the school environment, including the working environment for the staff.

Regarding values education, a set of materials highlighting the priority values and attitudes set by the EDB were prepared for form teachers to use in their class this year. These included:

F.1 – Law-abidingness & Responsibility; F.2 – Empathy & Integrity; F.3 – Care for others;

F.4 – Respect for others; F.5 – Commitment; F.6 – Diligence

F.1-6 – tolerance & national identity

Positive feedback was received. Students were engaged and had active participation in the discussion of the relevant topics.

Feedback and Follow-up

The school has planned to incorporate the first two targets as routine work in the upcoming year. This decision is driven by the intention to streamline and prioritize efforts towards the other three targets, which are considered of greater significance.

Values education is an essential component of all-round education. While the materials concerning priority values and attitudes have been well received by form teachers, and students have actively participated in related activities, the school has a continued focus on nurturing students with positive values. We will explore plans to further cultivate a school environment that promotes empathy, love, care and respect for others. In addition, there is a target to implement the integration of the Values Education Framework into the school curriculum.

The school remains steadfast in its commitment to promoting mental wellness among students. The objective is to foster a supportive environment that cultivates positive energy and resilience. In the upcoming year, the school will explore additional activities and programs aimed at enhancing students' mental well-being. By prioritizing their mental health, we aim to equip our students with the necessary tools to navigate challenges, build resilience, and flourish in all aspects of their lives.

Another sustained focus of the school is to instill a sense of national identity while expanding its scope to include global citizenship. In addition to organizing education tours, inter-class activities and life-wide learning experiences, a comprehensive review of the current school curriculum is planned. The aim is to incorporate national education and global citizenship into the curriculum in the upcoming year.

By implementing the above follow-up measures, the school endeavours to continuously improve the learning environment and support the whole-person development of its students. Through our concerted efforts, we strive to create an educational experience that not only imparts knowledge but also cultivates essential values, resilience, and a sense of purpose in our students' lives.

2.3 Major Concern 3 – Resources and Network Building

Targets:

1. To build up the public image of the school via the alumni network, encouraging more alumni to contribute to TSK for the benefits of students
2. To tap into resources available from alumni, parents and society
 - a. To support the school development in different aspects to facilitate students' learning
 - b. To further develop our mentoring and tutoring programs for current students
 - c. To strengthen the Student Mentorship Program
 - d. To explore the possibility of different partnership programmes with the business sector and NGOs
3. To plan for the school's 60th anniversary celebrations
 - a. To encourage participation in celebrating the school's 60th anniversary

Achievements and Reflection

1. **To build up the public image of the school via the alumni network, encouraging more alumni to contribute to TSK for the benefits of students**

The alumni network was maintained by regularly updating the existing database. The committee members of the Alumni Association (AA) effectively utilized the WhatsApp group for year representatives to disseminate information to the alumni.

The AA actively disseminated information and recruited alumni to contribute to the school in various roles for the benefit of the students. In response to the invitation from the AA and teachers, numerous alumni willingly participated as mentors in the Student Mentorship Programme, served as assistant coaches for different school sports teams, and acted as tutors for both remedial and enrichment courses for F.4-5 students. Additionally, they also conducted sharing sessions on DSE skills with F.6 students and produced videos on study skills for F.1 students. With the alumni's professional knowledge and their dedication to the school, the current students have benefited greatly in terms of their studies, career development, and sports advancement.

The final celebratory event, the Diamond Jubilee Musical, took place in February 2024. Related articles and footage were published on the school's webpage, social media platforms, School Press, and the Hong Kong Anglican Church (Episcopal). The Diamond Jubilee Musical allowed alumni to witness and appreciate the students' remarkable performances, providing positive feedback that boosted their confidence and motivation, validating their hard work and dedication. This positive reinforcement further motivated the students, inspiring them to continue excelling in their pursuits.

A song co-created by two alumni provided an opportunity for students with diverse talents in music and audio-visual production to collaborate on a music video celebrating the school's 60th anniversary. The team involved alumni and members of the School Choir, Recital Studio and Campus TV.

2. To tap into resources available from alumni, parents and society

- a. To support the school development in different aspects to facilitate students' learning

Several initiatives were implemented to encourage alumni and parents to make donations during the school events, including the Dress Casual Day, Diamond Jubilee Musical and Walkathon. As a gesture of appreciation, the names of the donors were printed in the Speech Day Booklet. When visiting their former teachers, some individual alumni generously made donations to the school. A senior alumnus took the initiative to produce vintage house T-shirts that were sold at the School Walkathon. The collected donations will be used to improve school facilities and enhance the learning environment, thereby facilitating students' learning.

- b. To further develop our mentoring and tutoring programs for current students

A number of sharing sessions were organized. Recent graduates returned to school to offer inspiration and guidance for F.6 students on their future studies. Alumni and their parents also shared at a PTA talk for F.5 and F.6 parents. Alumni were also invited to share with F.5 students at the Careers Expo, while current F.5 students provided guidance on subject selection for F.3 students. Additionally, alumni served as tutors for the Summer Bridging Program for new F.1 students, and conducted Enrichment Courses and senior form pull-out programmes to help students develop exam skills. A senior alumnus who had worked at the Hong Kong Observatory for 30 years shared his career journey with the students during the morning assembly.

These accomplishments demonstrated the effective partnership among the Alumni Association, teachers, and alumni in offering valuable support and guidance to current students in their life planning.

- c. To strengthen the Student Mentorship Program

The Student Mentorship Programme, where alumni shared their job experiences and offered job shadowing to F.5 students, provided students with valuable benefits. Students gained direct insights into various professions and industries, received guidance and advice from experienced mentors and expanded their professional networks. The Programme equipped students with the knowledge and practical experiences necessary for making informed career decisions.

- d. To explore the possibility of different partnership programmes with the business sector and NGOs

The school actively participated in various career activities in collaboration with NGOs and companies, receiving positive feedback from teachers and students.

New partnerships were explored this year. A group of F.4 and F.5 students took part in iGESS intergenerational engagement project collaboratively organized by Hong Kong Baptist University and Hong Kong Polytechnic University. The activities were tailor-made for the school with an aim to integrate intergenerational co-learning activities with service learning. Workshops and a community service activity were arranged.

This year, the school partnered with FrieghtAmigo, a digital supply chain finance platform. Staff from the company took part in the Careers Expo to share their business ideas and career opportunities in their industry.

Our collaboration with JA and Arup continued this year. Junior form students took part in the “bE inspired too!” Programme, while senior form participants of last year were given a chance to do

job shadowing at Arup. Through these visits, students were exposed to the workplace and gained valuable industry insights, enabling them to make well-informed decisions regarding their future career paths.

Regarding our partnership with NGOs, a variety of life planning activities were organized in partnership with St. James' Settlement. They included workshops, simulation games, a parent talk and job-shadowing. Furthermore, one student also took part in job-shadowing activities organized by the Hong Kong Association of Careers Masters and Guidance Masters.

Our collaboration with NGOs is not only limited to work-related experiences. F.4 students were encouraged to step out of the classroom to participate in service learning activities in collaboration with various NGOs, e.g. St. John's Cathedral Life Enhancement Centre, Feeding Hong Kong, Hong Kong Schools Sports Federation and Crossroads International. The programmes aimed at fostering caring and socially responsible citizens while developing students' generic skills such as communication and leadership skills.

3. To plan for the school's 60th anniversary celebrations

To encourage participation in celebrating the school's 60th anniversary

The alumni and parents were kept well informed of the school's 60th anniversary celebration activities through platforms like Facebook, Instagram, YouTube, and the Year Representative WhatsApp Group. Both alumni and parents actively participated in the celebration events. The 60th anniversary celebrations fostered a stronger sense of identity and belonging among alumni, parents and current students. Students benefited from connections with alumni, who served as mentors and provided networking opportunities, while parental involvement strengthened the home-school bond, supporting the students' overall development.

Feedback and Follow-up

The Alumni Association will maintain an updated alumni contact database and actively promote their social media accounts to keep alumni informed about school updates and news. Based on the success of the 60th anniversary celebrations, it is suggested that the Alumni Association regularly organize large-scale events to bring alumni together. The WhatsApp group for year representatives has steadily grown in numbers, and the alumni network will continue to expand. This growth is expected to include a diverse mix of alumni, ultimately benefiting our students by providing a broader range of perspectives.

The establishment of a Donor Wall is currently being discussed, and the school is actively exploring the option of utilizing an online platform to facilitate alumni donations. This online platform offers convenience and aims to encourage alumni to contribute towards enhancing the learning environment for students.

The alumni network has been successfully established through the formation of WhatsApp group for year representatives and our 60th anniversary celebrations. Recruiting alumni as mentors and tutors for various activities and programmes will become a regular practice at the school. Utilizing the alumni network will definitely benefit our students. The act of alumni sharing their experiences with current students will be passed on as a valuable tradition in TSK.

The Careers Committee and Service Learning Team will actively approach more companies and NGOs to provide career and volunteer opportunities for senior form students. Our efforts aim to raise awareness of societal needs, develop students' generic skills, and nurture values of caring and empathy through service learning initiatives.

3. Student Performance

3.1 Students' Attitude and Behaviour

Our students have a strong sense of belonging to the school. They possess positive self-concepts and have demonstrated emotional stability. Throughout the year, they consistently exhibited positive attitudes, disciplined behaviour and good manners. In addition to maintaining strong and harmonious relationships with their teachers and peers, students demonstrated resilience and the ability to apply the generic skills learned in their school life. They also displayed their ability to respect and collaborate with others. The student leaders, who were well equipped with exceptional leadership and organizational skills, were dedicated, passionate and reliable. They served as excellent role models for their younger schoolmates, and some of them achieved outstanding student awards organized by external organizations.

Regarding the learning attitude and performance, our students demonstrated satisfactory self-monitoring and self-planning skills, as well as the ability to develop their self-management skills, creativity and critical thinking skills. Most of them were willing to dedicate more time to using information technology for learning purposes, indicating an inclination towards self-directed learning, and they possessed the capacity to apply the information literacy skills acquired in their daily lives. Moreover, through active participation in a diverse range of activities, both inside and outside the classroom, students gained a deeper understanding of their country's history, culture and values. This had fostered a strong sense of belonging, pride and connection to the nation. In addition, the students have become more aware of social responsibility and have shown commitment in community service. This has further enhanced their empathy and communication skills and helped them attain various volunteer awards.

3.2 Students' Participation and Achievements

3.2.1 Academic Performance

Our F.6 students achieved satisfactory performance in the 2024 HKDSE Examination. Their dedication and perseverance have led to significant achievements. 76% of students (84/111) were given an offer in the 2024 JUPAS.

The percentages of students attaining level 4 or above in the three core subjects are as follows:

Chinese Language	45.9%
English Language	46.4%
Mathematics	65.2%

The students' performance in mathematics, physics, chemistry and biology was outstanding. More than 60% of them achieved level 4 or above.

3.2.2 Non-academic Performance

Our students were keen to take part in extra-curricular activities in school, including leadership training programmes, inter-house and inter-class competitions, as well as activities organized by various clubs and teams. They also actively engaged in a great variety of inter-school competitions and achieved commendable results as demonstrated on p.18-37.

External Prizes and Awards 2023-24

Award	Organization	Name of Student	
✧ Sir Edward Youde Memorial Fund Awards			
Sir Edward Youde Memorial Prizes for Secondary School Students	Edward Youde Memorial Fund Council	6B	Cheung Sum Yin
		6B	Xu Chun Ho
✧ 2023 - 2024中國中學生作文大賽 (香港賽區)			
銅獎	香港中華文化 促進中心	5C	Ng Mung Ki
優異獎		3A	Sze Yuen Ching
		3C	Tsik Ching Laam
		3D	Leung Nok Hei
		3D	Fu Chinryu
		3D	Liu Sze Man
		5A	Man Yui Kei
		5B	Wong Nga Wun
		5D	Yim Fu Ban
		5D	Yu Ming Hei
✧ Hong Kong Young Writers Award 2024			
Shortlisted Student	Playtimes	5D	Chan Kyle
Honorable Mention Certificate		4D	Ng Chi Ying
		4D	Ng Dick Hei
		5D	Cheung Ka Chun
		5D	Fok Tsz Him
		5D	To Pak Leong
		5D	Chung Pui Lam
		5D	Seto Pik Ha
✧ HKBU CIE English Speaking Contest 2023-24			
Merit	The College of International Education (CIE), Hong Kong Baptist University	4B	Mya Bruton
✧ 「華夏盃」全國數學奧林匹克邀請賽2024初賽			
一等獎	香港數學奧林匹克 協會	1D	Law Chun Yin
		2D	Wu Lok Ting Langston
		3D	Tse Yuen Yau
	二等獎		1D
		1D	Law Chun Yin

		2B Peng Chi Yuen 2D Chan Yui Tung 3D Li For Yin 3D Ng Hei Yu Jovian
三等獎		1D Wong Pak Hei 1D Ng Cheuk Yiu 2C Chen Wai Ho 2D Wong Shing Ho 3D Lau Yiu Tung 3D Tang Hoi Fung 3D Ng Hei Yu Jovian 3D Tse Yuen Yau
✧ The 26th Hong Kong Mathematical High Achievers Selection Contest		
Third-class Honor Award	Po Leung Kuk and Hong Kong Association of Science and Mathematics Education	3D Li For Yin 3D Tang Hoi Fung
✧ 2024 港澳數學奧林匹克公開賽		
金獎	香港數學奧林匹克 協會	4D Chik Kwan Yiu
銀獎		1D Law Chun Yin 2B Peng Chi Yuen 2C Lam Ka Lai 2D Chan Yui Tung 2D Kwok Chun Wing 2D Wong Shing Ho 2D Wu Lok Ting 3B Lee Chi Yin 3D Ng Hei Yu Jovian 4D Cheung Chung Yu 4D Chung Ying Kuen 4D Ng Dick Hei 4D Poon Sing Yin 5C Kwok Shun Yat
銅獎		1D Lau Cheong Yin 1D Ng Cheuk Yiu 2C Leung Wang Yin 2C Yuen Ho Wing

		2D Choy Wai Hei 3D Lau Yiu Tung 4A Lee Kit Long 4B Cheng Chun Kit 4B Wong Pak Yu 4D Ng Chun Yin 5D Qi Tianyue
✧ 2024 亞洲國際數學奧林匹克公開賽晉級賽		
金獎	香港數學奧林匹克協會	4D Chik Kwan Yiu
銀獎		2D Wu Lok Ting 2D Chan Yui Tung 4A Lee Kit Long 4D Ng Dick Hei
銅獎		2B Peng Chi Yuen 2D Choy Wai Hei 3D Ng Hei Yu Jovian 4B Wong Pak Yu 4D Chung Ying Kuen
✧ The 41st Hong Kong Mathematics Olympiad		
Third-class Honour Certificate	Education Bureau & the Education University of Hong Kong	5D Chan Kyle
Honourable Mentioned Certificate		5D Fu Ki Chun
✧ Hong Kong Physics Olympiad 2024		
Honorable Mention	The Hong Kong Academy for Gifted Education	4D Cheung Kam Kuen 4D Poon Sing Yin
✧ International Biology Olympiad – Hong Kong Contest 2023		
Silver Award	Hong Kong Academy of Gifted Education	5D Chan Kyle
✧ Young Engineers Conference		
Merit	Institute of Electrical and Electronic Engineers	5D Chan Kyle 5D Leung Yin To 5D Pui Yik Long 5D Seto Pik Ha
Distinction		5D Sung Lok Hei 5D Liu Ka Wai
Distinction & Judge Special Prize		5D Fok Tsz Him Nathan

		5D	Pui Yik Long	
✧ Young Inventor Competition 2024				
Best Design Award	The Hong Kong Institute of Engineers	4D	Cheung Kam Kuen	
		4D	Lo Hei Lam	
		4D	Kan Tsz Yau	
		5D	Pui Yik Long	
✧ 2024新世紀機械達人挑戰賽				
Second Runner-up	The Hong Kong Association for Computer Education	2B	Tan Izach Yuan Balauag	
		4D	Cheung Chung Yu	
		5D	Pui Yik Long	
✧ Junior Secondary Science Online Self-Learning Scheme 2024				
Gold Award	Education Bureau	1C	Wen Tsoi Wing	
		3D	Geung Yui Hei	
Bronze Award		1C	Tsang Tsz Long	
Participation Award		1C	Lee Cheuk Hin	
✧ Winter Challenge International Economics Olympiad				
Bronze Medal	International Economics Olympiad Association	4D	Lam Chun Wing	
		4D	Wong Kai Fung Kevin	
✧ Smart City Project Programme 2023/24				
Outstanding Smart City Performance Award	Education Bureau	3D	Chan Cho Hin	
		3D	Ho Chung Yan	
		3D	Li For Yin	
		3D	Tang Hoi Fung	
✧ Student Environmental Protection Ambassador (SEPA) Scheme				
Basic Environmental Badge	Environmental Campaign Committee, Environment and Ecology Bureau and Education Bureau	3B	Mak Shing Chi	
		3D	Ho Chung Yan	
		4B	Kwok Man Yee	
		4D	Chan Hinson	
		4D	Tse Yat Hei	
		4D	Cheung Cheuk Ying	
		5D	Wong Pak Lam	
Specific Environmental Badge		4C	Chu Wai Tak	
		4D	Woo Tsz Ching	
		5B	Chan Lok Nok	
		5B	Chan Hoi Ying	

		5D	To Pak Leong
		5D	Yeung Chun Kit
Merit Award		4C	Chu Wai Tak
		4D	Tse Yat Hei
		5B	Chan Hoi Ying
		5D	Yeung Chun Kit
	5D	Tian Shurui	
✧ CSDI Awards 2024			
Merit Prize	Geospatial Lab	4B	Kwok Man Yee
		4B	To Lok Yee
		4D	Chan Hinson
		4D	Leung Alexander
		4D	Tse Yat Hei
✧ 2023 <<香港200>>領袖計劃			
優秀學員		5D	Yim Fu Ban
✧ 2023年分區傑出學生(灣仔區)			
高中組	香港島校長聯會	5D	Fok Tsz Him Nathan
初中組		3D	An Siyu
✧ 香港課外活動優秀學生表揚獎2023-2024			
優秀學生		5B	To Tung Ki
✧ HKCYS Volunteer Movement - V Go Easy Award Scheme			
Silver Award	Hong Kong Children & Youth Services	5B	Chan Chi Kit
		6A	Ho Man Sin
		6B	Chung King Piu
		6B	Lo Yin Chit Matt
		6B	Ng Tsz Chung
		6B	Shek Wai Kiu
		6D	Wong Chun Yan
Bronze Award		3A	Liu Tsun Tong
		3D	Fu Chinryu
		4D	Cheung Kam Kuen
		4D	Yeung Ping Pui
		5C	Wong Ching
		5C	Ng Chung Yan
		5D	Chang Yui Kai

	5D Lam Lok Brandon 5D Fok Tsz Him 5D Wong King Chung 5D Lam Wing Kei
New Volunteer Award	2B Haque Zikra 2C Lo Ching Kiu 2C Ng Tsz Ching 3A Wong Ka Ching 3C Yu Kai Him 3C Wong Pui Man 4B Fung Cheuk Long 4B Yip Yat Ju Isaac 4B To Lok Yee 4D Chan Cheuk Lun 4D Chan Hinson 4D Chik Kwan Yiu 4D Leung Alexander 4D Ng Dick Hei 4D Tsai Sheung Ching 4D Tse Yat Hei 4D Wong Kai Fung 4D Fung Wing Sze 4D Kan Tsz Yau 5A Chan Chit Hei 5A Chan Shing Hei 5A Chan Yin Tat Intact 5A Lo Hao Jun 5A Sie Ho Ching 5A Chan Tsz Ying 5A Ma Cheuk Yiu 5A Wong Hoi Ying 5B Chan Kwan Shek 5B Chan Lok Nok 5B Chandravekin Louis 5B Fan Kai Yeung

	5B Fung Sum Ming
	5B Kung Shing
	5B Kwok Pak Sing
	5B Lam Kwan Yeung
	5B Lee Ka Hin
	5B Suen Ka Shing
	5B Wong Ka Hei
	5B Chan Hoi Ying
	5B Ho Pui Yan
	5B Ho Pui Yu
	5B Lee Ka Ching
	5B Lui Shuk Yee
	5B To Tung Ki
	5B Tong Sin Ning
	5B Wong Cheuk Yin
	5B Wong Nga Wun
	5C Chiu Ho Nam
	5C Chow Long Ngai
	5C Chui Chi Chung
	5C Hung Fai Cheung
	5C Kwok Shun Yat
	5C Kwong Pak Ho
	5C Lam Hung Hei
	5C Pang Tsun Hin
	5C Tang Lap Yan
	5C Lai On Ying
	5C Leung Tsun Sin
	5C Mak Pui Kei
	5C Ng Mung Ki
	5C Ng Wai Ching
	5C Sin Cheuk Kiu
	5D Cheung Ka Chun
	5D Fu Ki Chun
	5D Ng Kwun San
	5D Pui Yik Long

		5D Sung Lok Hei 5D To Pak Leong 5D Wong Pak Lam 5D Woo Chung Shun 5D Yeung Chun Kit 5D Yim Fu Ban 5D Yu Ming Hei 5D Kuan Hoi Lam 5D Law Hiu Tung 5D Liu Ka Wai 5D Seto Pik Ha 5D Tian Shurui 6B Cheung Sum Yin Sammi 6B Lam Hing Ying 6D Ng Ka Long 6D Wong Man Chun Marcus 6D Xu Chun Ho 6D Li Hoi Lun 6D Tsang Wai Hao 6D Yang Ka Lam
✧ CYC Member Merit Award Scheme		
Level 1 (Green Badge)	Community Youth Club (CYC)	5B Kung Shing
Level 2 (Orange Badge)		5D Pui Yik Long 5D Lam Wing Kei
Foundation Level (Yellow Badge)		5A Chan Chit Hei 5A Chan Shing Hei 5A Chan Yin Tat Intact 5A Lee Chun Wai 5A Lo Hao Jun 5A Wong Chi Him 5A Yam Yu Hin 5A Chan Tsz Ying 5A Lee Pik Yan 5A Yiu Pui Lam 5B Chan Chi Kit

	5B Chan Kwan Shek
	5B Chan Lok Nok
	5B Chandravekin Louis
	5B Chen William S.
	5B Fan Kai Yeung
	5B Kwok Pak Sing
	5B Lam Kwan Yeung
	5B Lee Ka Hin
	5B Leung Bak Kiu Lincoln
	5B Ma Pak Kiu
	5B Mak Shing Ho
	5B Ng You Him
	5B Suen Ka Shing
	5B Wong Ka Hei
	5B Beato Harley Cordero
	5B Chan Hoi Ying
	5B Ho Pui Yan
	5B Ho Pui Yu
	5B Lee Ka Ching
	5B Lui Shuk Yee
	5B To Tung Ki
	5B Tong Sin Ning Serena
	5B Wong Cheuk Yin
	5B Wong Nga Wun
	5C Chiu Ho Nam
	5C Cho Ho Him
	5C Chow Long Ngai
	5C Chui Chi Chung
	5C Hung Fai Cheung
	5C Kwok Shun Yat
	5C Lam Yin Yui
	5C Leung Cheuk Yiu
	5C Pang Tsun Hin
	5C Tsang Yi Lok
	5C Wong Ching

		5C Yau Cheung Yu 5C Chan Tsz Ching 5C Cheung Yee Lei 5C Lai On Ying 5C Lau Yuen Ying 5C Li Karina En-Lin 5C Ng Chung Yan 5C Ng Mung Ki 5C Ng Wai Ching 5C Sin Cheuk Kiu 5D Chang Yui Kai 5D Cheung Ka Chun 5D Fok Tsz Him 5D Fu Ki Chun 5D Kwai Nok Hin 5D Lam Lok Brandon 5D Ng Kwun San 5D Sung Lok Hei 5D To Pak Leong 5D Wong King Chung 5D Wong Pak Lam 5D Wong Yat Long 5D Woo Chung Shun 5D Yeung Chun Kit 5D Chung Pui Lam 5D Kuan Hoi Lam 5D Liu Ka Wai 5D Seto Pik Ha
CYC Outstanding Member Award		4C Cheung Shu Yuk
✧ 2023年第十七屆香港學界口琴比賽		
銅獎	香港口琴音樂中心	3D Tang Hoi Fung
✧ 香港學校朗誦節中文朗誦		
中學五、六年級散文獨誦 – 季軍	香港學校音樂及朗誦協會	6B Kwok Chi Chung Justin
中學五、六年級散文獨誦 – 亞軍		5C Wong Ching
中學三年級散文獨誦 – 優良		3D Gedung Yui Hei

中學三、四年級二人朗誦 - 優良		3D Chan Cho Hin Nattan
中學三、四年級詩詞獨誦(普通話) - 優良		3D Li For Yin
中學一年級詩詞獨誦 - 優良		3A Ng Wing Tung
中學一、二年級詩詞獨誦(普通話) - 優良		4D Cheung Chung Yu
中學一年級詩詞獨誦 - 優良		1A Cheung Cyrus Jacob
中學一、二年級詩詞獨誦(普通話) - 優良		2A Hui Yee Man
中學三、四年級詩詞獨誦(普通話) - 優良		1D Ma Edvally
中學一、二年級詩詞獨誦(普通話)-優良		1B Wong Tsz Ngo
中學四年級散文獨誦-優良		3D Fu Chinryu
中學五、六年級詩詞獨誦-優良		1A Chung Chun Man Stephen
		4B Chung Selina
		5B Wong Nga Wun
✧ 75th Hong Kong Schools Speech Festival (English)		
Solo Verse Speaking – Non-Open Secondary 1 – Boys – Third	Hong Kong Schools Music and Speech Association	1A Law Yàt Chun
Solo Verse Speaking – Non-Open Secondary 4 – Girls – Second		4B Bruton Mya
Solo Verse Speaking – Non-Open Secondary 1 – Girls – Merit		1D Ho Oi Laam
		1D Ma Edvally
Solo Verse Speaking – Non-Open Secondary 2 – Girls – Merit		2C Lo Ching Kiu
		2D Ng Wing Sum
		2D Wong Yin Yan
Solo Verse Speaking – Non-Open Secondary 2 – Boys – Merit		2B Ho Sung Hei
		2C Leung Wang Yin Abtaham
✧ 2024 Vienna International Music Competition Preliminary Round in Hong Kong		
Second Place Award		3D Shea Lok Bun
✧ 2024第11屆KJC五洲國際藝術節"木槿杯"香港賽區		
第二名	香港青年音樂家 交流協會	1A Chung Chun Man
✧ Early Winter Orchestral Instruments Festival 2023		
Gold Award	Superior Culture	4D Ng Dick Hei
✧ Hong Kong Music Talent Award 2023		
Lower strings category - Secondary School Junior Class - Second	Grandmaster Orchestral Music Society & Hong Kong International Music Festival	3D Shea Lok Bun
✧ Summer of Music Youth Musician Concert 2023		

Gold Award	Hong Kong Creative Arts Association	5A	Fan Yat Long
✧ 2nd Hong Kong School Children Challenge Contest – Chinese Instrument 2023			
Champion	Hong Kong Schools Children Challenge Contest	5A	Fan Yat Long
✧ 粵港澳大灣區音樂比賽			
亞軍	粵港澳大灣區文藝協會	5A	Fan Yat Long
✧ 76th Hong Kong Schools Music Festival			
Suona Solo - Senior - First	Hong Kong Schools Music and Speech Association	1C	Xu Minghao
Zheng Solo - Intermediate - Third		2D	Cheng Pui Lam
Alto Saxophone Solo - Secondary School Junior - Silver Award		1A	Cheung Cyrus Jacob
Piano Solo - Chinese Composer - Intermediate - Silver Award		1A	Chung Chun Man Stephen
Graded Piano Solo - Grade 5 - Silver Award		1C	Wong Yat Hei
		4C	Lui Lok Hin
Graded Piano Solo - Grade 6 - Silver Award		2D	Lai Cheuk Yu
Flute Solo - Secondary School - Junior - Silver Award		2A	Law Chin Chun
Clarinet Solo - Secondary School - Junior - Silver Award		2D	Chan Yui Tung
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under - Silver Award		4A	Yu Wing Hei
		4A	Wong Jane
		4B	Cheung Chui Sin
Erhu Solo - Senior - Silver Award		5B	Suen Ka Shing
Graded Piano Solo - Grade 3 - Bronze Award		1C	Li Ching Yeung
Graded Piano Solo - Grade 5 - Bronze Award		1C	Ngai Chun Yu
	5A	Fan Yat Long	
Graded Piano Solo - Grade 8 - Bronze Award	6B	Tong Chun Lim	
Erhu Solo - Senior - Bronze Award	3D	Geung Yui Hei	
✧ 第四十屆「智好學計劃」- 智愛中文閱讀計劃（2023-2024下學期）			
全港中文網上學習金獎	智愛閱讀中文平台	1D	Ma Edvally
		2B	Chandravekin Marcus
全港中文網上學習優秀學員獎		3A	Lui Wan Yung
✧ Reading i-Learner Programme (2023-2024 Second Term)			
Gold Award	i-Learner	1D	Ma Edvally
		1D	Wong Yi Ting

		2B Chandravekin Marcus
Outstanding Student Award		1C Tsang Tsz Long 1D Law Ting Yui 2D Lui Cheuk Lam
✧ Inter-School Sports Competitions 2023-2024 - Swimming Competition		
Boys C Grade (Division 3, HK Island) - 200M Freestyle - Fourth	Hong Kong Schools Sports Federation	5C Wong Ching
Boys C Grade (Division 3, HK Island) - 50m Back Stroke - Third		5C Kwok Yu Hin Jason
Boys C Grade (Division 3, HK Island) - Breast Stroke - Champion		1B Tsui Yik Shun
Boys C Grade (Division 3, HK Island) - 100m Breast Stroke - Second		1B Tsui Yik Shun
Boys C Grade (Division 3, HK Island) - 50m Butterfly Stroke- Second		1A Chan Pak Yu
Boys C Grade (Division 3, HK Island) - 200m Individual Medley- Fourth		1A Chan Pak Yu
Boys C Grade (Division 3, HK Island) - 50m Back Stroke - Third		5C Kwok Yu Hin Jason
Boys C Grade (Division 3, HK Island) - 200M Freestyle - Fourth		5C Wong Ching
Boys C Grade (Division 3, HK Island) - 50m Breast Stroke - Fourth		1A Wong Tsz Huen 2B Lam Yim Hei Terrence
Boys C Grade (Division 3, HK Island) - 200m Individual Medley - Fourth		1A Chan Pak Yu
Boys C Grade (Division 3, HK Island) - 4x50M Free Style Relay - Champion		1A Chan Yau Sum 1A Wong Tsz Huen 1C Gu Xinyue Amy 1C Lau Eith
Boys C Grade (Division 3, HK Island) - 4x50M Medley Relay - Champion		1A Chan Pak Yu 1B Tsui Yik Shun 1B Lo Kwan Kuen 1C Leung Lok Tong
Boys B Grade (Division 3, HK Island) - 4x50M Free Style Relay - Fourth		2A Tsoi Yu Hei 3B Wong Yin Fung 3B Lam Kang Yui Elvis 4D Tse Yat Hei
Boys C Grade (Division 3, HK Island) - Champion		1A Chan Pak Yu 1B Chan Cheuk Tin 1B Lo Kwan Kuen 1B Tsui Yik Shun

		1C Chan Chun Kwan Aidan 1C Leung Lok Tong 2B Lam Yim Hei Terrence 2D Wu Lok Ting Langston 2B Peng Chi Yuen Matthew
Girls C Grade (Division 3,HK Island) - Fourth		1A Chan Yau Sum 1A Wong Tsz Huen 1C Gu Xinyue Amy 1C Lau Eith 1D Wong Tsz 2A Kei Tung 2A Soon Tsz Yan Naomi 2D Chung Wing Ka
✧ Inter-School Sports Competitions 2023-2024 - Squash Team Competition		
Girls Open - Third	The Schools Sports Federation of Hong Kong, China	4B Lee Kit Ying 6A Weng Yi Ching 6B So Wan Kiu 6D Hung Pui Ying
Boys Open - Fourth		1D Chang Long Him 3D Leung Nok Hei 4A Lee Kit Long 5D Leung Yin To 6A Lu Tsz Ho 6B Lau Ho Fung
✧ Inter-School Sports Competitions 2023-2024 - Athletics Competition		
Girls C Grade Discus (Division Three - Area 2) - Champion	The Schools Sports Federation of Hong Kong, China	1B Choi Yan Ching
Girls C Grade Shot Put (Division Three - Area 2) - Second		1B Choi Yan Ching
Boys C Grade Shot Put (Division Three - Area 2) - Fourth		1D Lin Yin Yuk
Boys B Grade 200m (Division Three - Area 2) - Fourth		3A Yan Kai Yin
Boys B Grade Triple Jump (Division Three - Area 2) - Second		4D Tsai Sheung Ching
Boys C Grade 4x100m (Division Three - Area 2) - Third		2A Leung Lok Yin 2B Hung Ngai Fung 2B Peng Chi Yuen Matthew

		2D Yangya Mukkum
Boys C Grade 4x100m (Division Three - Area 2) - Fourth		2C Chung Man Ho 2C Lai Lik Wang 2C Lee Chi Sum Samson 2C Wong Bong Yui
Boys B Grade 4x100m (Division Three - Area 2) - Third		3A Li Chun Ho 3A Yan Kai Yin 4B Yu Cheuk Yin Jansen 4D Tsai Sheung Ching
Boys B Grade 4x100m (Division Three - Area 2) - Second		1A Chan Pak Yu 1D Lin Yin Yuk 2A Leung Lok Yin 2B Hung Ngai Fung 2B Ma Tsz Ho 2B Peng Chi Yuen Matthew 2C Chung Man Ho 2C Lai Lik Wang 2C Lee Chi Sum 2C Wong Bong Yui 2D Cheung Wai Yin 2D Yangya Mukkum
✧ Inter-School Sports Competitions 2023-2024 - Badminton Competition		
Girls B Grade (Division 1) - Fourth	The Schools Sports Federation of Hong Kong, China	3C Wong Tsz Ching 3D Liu Sze Man 4A Yu Wing Hei 4B To Lok Yee 4C Chan Ho Yiu 4D Kan Tsz Yau
Girls C Grade (Division 1) - Third		1A Kwok Nga Ting 1A Wong Tsz Huen 1B Chen Sum Yu 1D Wu Sheung Lam 1D Yeung Ching 2A Ng Ka Ching 2B Mok Ho Lam

		2C Choi Ying Tsun
		2C Wong Hiu Yau
✧ Inter-School Sports Competitions 2023-2024 - Basketball Competition		
Girls C Grade (Division 2) - Second	The Schools Sports Federation of Hong Kong, China	1B Leung Ching Yu 1B Wee Wing Hei 1C Gu Xinyue Amy 1C Lau Si Yau 1C Leung Yan Kiu 1C Shek Chi 1D Ho Oi Laam 1D Lee Cheuk Lam 1D Yeung Ching Chi 2D Ng Wing Sum
Girls Overall (Division 2) - Third		1B Leung Ching Yu 1B Wee Wing Hei 1C Gu Xinyue Amy 1C Lau Si Yau 1C Leung Yan Kiu 1C Shek Chi 1D Ho Oi Laam 1D Lee Cheuk Lam 1D Yeung Ching Chi 2D Ng Wing Sum 2D To Mang Tsit 3B Ng Tsz Ching 3D Kam Hei Yi Heidi 3D Tse Yuen Yau 4B Chan Mei Lam 4B Cheung Sum Yau 4B Lam Suen Ue Chloe 4D Chan Yat Ching 4D Chau Hau Nam 4D Woo Tsz Ching 5A Ma Cheuk Yiu 5A Wong Hoi Ying

		5B Lui Shuk Yee 5C Lai On Ying 5C Tong Sheung Yiu 5D Kuan Hoi Lam 5D Law Hiu Tung 5D Liu Ka Wai
✧ Inter-School Sports Competitions 2023-2024 - Volleyball Competition		
Boys C Grade (Division 1) - Second	The Schools Sports Federation of Hong Kong, China	1A Wong Yuen Hei 1A Yip Lam Fung 1B Leung Wang Chun 1B Wong Chak Fung 1C Chan Chun Kwan 1C Ching Yat Long 1D Li Tung Yin 2A Chan Pak Hei 2A Lam Yik Sen 2B Ho Chung Hang 2C Chung Man Ho 2C Lai Lik Wang 2C Wong Bong Yui 2D Leung Fung
Boys Overall (Division 1) - Fourth		1A Wong Yuen Hei 1A Yip Lam Fung 1B Leung Wang Chun 1B Wong Chak Fung 1C Chan Chun Kwan 1C Ching Yat Long 1D Li Tung Yin 2A Chan Pak Hei 2A Kwong Pui Yin 2A Lam Yik Sen 2B Ho Chung Hang 2C Chung Man Ho 2C Lai Lik Wang 2C Wong Bong Yui

		2D Leung Fung 3C Lai Ho Yin 3D Leung Nok Hei 3D Yeung Yat Him 4A Ho Ka Yuen Jason 4B Mok Pak Hei 4B Siu Yik Long Kyle 4B Yu Cheuk Yin 4C Lai Yui Hin 4C So Chin Hei Isaac 5A Wong Chi Him 5B Chan Lok Nok 5B Fan Kai Yeung 5B Leung Pok Yeung 5C Wong Wan Fai 5D Huang Yu Lun 6A Lam Chun Lok 6B Chow Yuk Lun 6B Chung King Piu 6B Hung Yee Sum 6C Chan King Kiu 6C Kam Yin Chun 6C Lau Kin Pong 6C Leung Chun Hei
✧ Inter-School Sports Competitions 2023-2024 - Beach Volleyball Competition		
Boys Junior (Division 2) - Champion	The Schools Sports Federation of Hong Kong, China	2A Kwong Pui Yin 2B Ho Chung Hang 2C Lai Lik Wang 3D Leung Nok Hei 3D Yeung Yat Him
Boys Overall (Division 2) - Champion		2A Kwong Pui Yin 2B Ho Chung Hang 2C Lai Lik Wang 3D Leung Nok Hei 3D Yeung Yat Him

		4A Ho Ka Yuen Jason 4C Lai Yui Hin 4C So Chin Hei Isaac 6B Hung Yee Sum 6C Lau Kin Pong 6C Leung Chun Hei	
Girls Junior (Division 1) - Fourth		1B Choi Yan Ching 1D Lam Tsz Ching 2A Kei Tung 2A Soon Tsz Yan Naomi	
✧ 三人籃球青少年國慶盃邀請賽 (初中組)			
Third	Wan Chai Sports Federation	3A Kam Kwun Kit David 3A Wong Yan Ki 3C Kwan Wai Lok 2A Kwong Pui Yin 2B Hung Ngai Fung	
✧ Outreach Coaching Squash Team Competition 2023/2024			
Senior Secondary Division - Overall Champion	Squash Association of Hong Kong, China	4A Lee Kit Long 4A Yu Wing Hei 4B Lee Kit Ying 4B To Lok Yee 5B Wong Wai Ming 5D Leung Yin To	
Senior Secondary Division - Girls - Champion		4A Yu Wing Hei 4B Lee Kit Ying 4B To Lok Yee	
Senior Secondary Division - Boys - Second		4A Lee Kit Long 5B Wong Wai Ming 5D Leung Yin To	
✧ BOCHK Bauhinia Bowl Award 2023-2024			
Eighth (Co-education Schools)		The Schools Sports Federation of Hong Kong, China	
✧ BOCHK Rising Star Award 2023-2024			
Rising Star Athlete Award	The Schools Sports Federation of Hong Kong, China	2C Lai Lik Wang	

✧ AS Watson Group HK Student Sports Awards 2023-2024		
Certificate of Award	AS Watson Group	5B To Tung Ki
✧ Ziberty 全港跳繩挑戰賽		
亞軍	Ziberty	2A Lo Wing Ho 4B Mok Pak Hei 4B Kwok Man Yee 5C Pang Tsun Hin
殿軍		1C Chiu Pak Chun 2C Li Zihan 3B Mak Shing Chi 3D Huang Ruiteng 4D Fung Wing Sze

4. Financial Summary

The IMC of Sheng Kung Hui Tang Shiu Kin Secondary School Financial Report for the Period From 1 Sept 2023 to 31 August 2024

Particulars	Actual 2023/2024			
	b/f (1)	Revenue (2)	Expenditure (3)	Surplus/Deficit (4)=(1)+(2)-(3)
GOVERNMENT FUND				
EOEBG: NON-SCHOOL SPECIFIC GRANT				
Baseline Grants		2,162,217.50	2,512,269.18	(350,051.68)
EOEBG: SCHOOL SPECIFIC GRANT				
Administration Grant		4,405,608.00	4,160,785.68	244,822.32
Other Grants		2,030,060.00	1,773,363.43	256,696.57
Sub-total		6,435,668.00	5,934,149.11	501,518.89
EOEBG Surplus/Deficit for the year (A+B)	14,047.92	8,597,885.50	8,446,418.29	165,515.13
Amount transferred to deficit in Outside EOEBG	0.00			
Deficit covered by Subscription A/C	0.00			-
Surplus carried forward to next year				165,515.13
OUTSIDE EOEBG				
Other Grants: Outside EOEBG Surplus for the year (C)	1,927,208.19	10,142,490.39	9,382,473.43	2,687,225.15
Deficit transferred to EOEBG				-
Outside EOEBG Surplus carried forward to next year				2,687,225.15
GOVERNMENT FUND A/C CARRIED FORWARD TO NEXT YEAR	1,941,256.11	18,740,375.89	17,828,891.72	2,852,740.28
SUBSCRIPTION FUND A/C	11,839,130.00	3,833,692.24	2,675,001.23	12,997,821.01
SPECIFIC PURPOSES A/C (Starting from 2017/2018)	-	219,790.00	219,595.00	195.00

5. Appendices

Appendix 1 – SKH Tang Shiu Kin Secondary School Report on Use of Capacity Enhancement Grant for 2023 – 2024 Academic Year

Means by which teachers have been consulted: At staff meetings

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is Alleviated)	Implementation Schedule	Resources Required
To relieve teachers' workload in order to create space for teachers to enhance their teaching effectiveness	<ul style="list-style-type: none"> To help teachers follow up discipline matters & give guidance to students To relieve teachers of doing paper work for non-teaching duties 	<ul style="list-style-type: none"> To employ a teacher-assistant 	<ul style="list-style-type: none"> With the assistance of the teacher assistant, teachers will have some of the duties shared or taken away thus allowing them more time to counsel students & plan for lessons. With a homework detention class systemically organized, students should realize that they cannot escape from doing homework & their attitude towards doing homework will be more serious. To assist teachers in organizing, promoting and carrying out ECA, physical education and to provide administrative support 	Sept 23 to Aug 24	\$137,760.00
To reduce the class size and student-teacher ratio	<ul style="list-style-type: none"> To enhance students' academic performance 	<ul style="list-style-type: none"> To employ additional teacher so as to allow more split classes. 	<ul style="list-style-type: none"> Teachers' workload reduced, allowing more time for teaching To share the workload of teachers in organizing, promoting and carrying out activities and after-school support program To facilitate human resources restructuring 	Sept 23 to Aug 24	GM \$335,475.00
Actual Expenses					\$ 473.235.00
Grant rec'd					\$ 666,935.00

Appendix 2 – Report on Use of Citizenship and Social Development Grant (23-25)

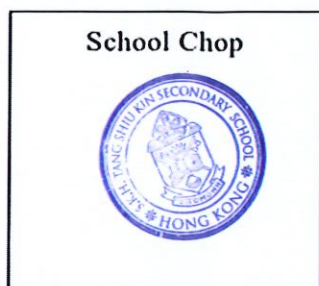
1. Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use:

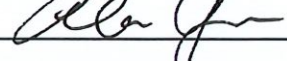
	Area	Actual Expenses (\$)
i	Development or procuring relevant learning and teaching resources	4,517.00
ii	Subsidizing students and/or teachers to take part in Mainland interflow activities or study tours in relation to the CS Curriculum - Macau Cultural Tour, CS China Tour	8,733.70
iii	Organising school-based learning activities in relation to the CS Curriculum - Disneyland Youth Programme, 桌遊環遊大環區, Fishdrfolk's Cuisine Workshop	21,642.00
	Total	34,892.70

2. Declaration

This is to certify:

- Our school has observed the principles and the ambit as stated in EDBCM No. 83/2021, as well as the requirements of relevant guidelines, circulars and letters issued by the EDB from time to time when using the CS Grant and other relevant grants and subsidies. All the expenditures are complied with the principles and the use of relevant grants, guidelines on financial management, as well as circulars and guidelines on procurement procedures applicable to our school;
- All expenditure items are supported with documentary proofs. The financial records, invoices and receipts of all activities have been properly processed and filed in accordance with the accounting procedures for auditing and inspection by the EDB;
- Our school will submit the annual audited accounts to the EDB (if applicable) within the prescribed period after the end of the 2023/24 school year, in which the total income and expenditures of the CS Grant will be recorded; and
- The information provided in this Report is correct. We understand that the EDB can request schools to provide documentary proofs of the expenditures for auditing and inspection. Schools are required to return the disbursed amounts that do not belong to the subsidised items of the CS Grant to the EDB.



Signature of ~~Supervisor~~ / Principal* : 
 Name of ~~Supervisor~~ / Principal* : YUEN King Hang Alan
 Name of School : SKH Tang Shiu Kin Secondary School
 Contact Number : 25742326
 Date : 12/11/2024

* Please delete as appropriate

Appendix 3 – 姊妹學校交流報告書 2023/24 學年

學校名稱：	聖公會鄧肇堅中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	李春花、陳小穎

本學年已與以下內地姊妹學校進行交流活動：	
1.	深圳外國語灣區學校
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

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

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

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	☑	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	☑	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 250.00
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$ 30,000.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 52,719.00
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 816.00
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$ 1,226.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 85,011.00
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>【如適用，請註明】</i> 主要是兩校的管理層會面，亦有中文科、中史科、體育科、公民與社會發展科老師和課外活動主任參與其中。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>【如適用，請註明】</i> 兩校管理層先後在二零二四年一月及五月分別在深圳和香港會面，了解兩校的情況，並商討未來合作細節。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>【如適用，請註明】</i> 因二零二三年十二月雙方才簽約，所以只能於下學期會面。計劃來年會在上學期展開交流活動。
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>【如適用，請註明】</i> 主要用作準備來年交流活動費用。
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>【如適用，請註明】</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	__7__人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__5__總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	__4__總人次

備註：

Appendix 4 – School-based After-school Learning and Support Programmes 2023/24 s.y. School-based Grant - Programme Report

Name of School: SKH Tang Shiu Kin Secondary School

Staff-in-charge: Ms. Emily Chow, Mr. Yeung Ho Ching **Contact Telephone No.:** 25742326

A. The number of students (count by heads) benefitted under the Grant is 25 (including A. 4 CSSA recipients, B. 16

SFAS full-grant recipients and C. 5 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/Dat eactivity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (ifapplicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Learning skill training (musical instrument)	4	16	5	90%	9/2023 – 7/2024	90,160	<ul style="list-style-type: none"> Students' instrumental class attendance record Instrumental tutors' feedback Music teacher's feedback about internal music examinations 	Schroeder'sMusic Union	<ul style="list-style-type: none"> Some students performed quite nice and participated in the school's music festival or the public music examination in the coming year. Some students were chosen to join the school orchestra. This can further help them develop a healthy personality.
Total no. of activities: <u>1</u>									
@No. of man-times	4	16	5						
**Total no. of man-times	25				Total Expenses:	90,160			

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).

Appendix 5 - Report on the Use of the Promotion of Reading Grant

	Item *	Actual expenses (\$)
	B/F	3,064.10
1	Purchase of Books	
	➤ Printed books	3,645.50
	➤ e-Books	17,898.00
2	Web-based Reading Schemes	
	➤ eRead Scheme: Chinese and English	29,440.00
	➤ Other scheme:	17,278.60
3	Reading Activities	Covered by the School Library Budget
	➤ Hiring writers, professional storytellers, etc. to conduct talks	
	➤ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	➤ Paying the application fees for students to participate in reading activities and competitions	
	➤ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4	Others: Decorating the library	
	Total	68,262.10
	2023-24 Grant Received	65,198.00
	Unspent Balance	0.00

* Please tick the appropriate boxes or provide details.

Appendix 6 - Student Activities Support Grant

Report on the Use of the Student Activities Support Grant 2023-24 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$66,950.00
B	Expenditure in the Current School Year:	\$61,944.30
C	Unspent Amount to be Returned to the EDB (A – B):	\$5,005.70

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	34	\$6,330.00
Full-grant under the School Textbook Assistance Scheme	174	\$39,025.50
Meeting the school-based financially needy criteria	40	\$16,588.80 (capped at 25% of the total allocation for the school year)
Total	248	\$61,944.30

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	中文朗誦報名費	Chinese Language	6	\$613.80	✓		✓		
2	英文朗誦報名費	English Language	3	\$310.00	✓		✓		
3	Girls' Basketball Team Coaching Fee	Physical Education	3	\$900.00			✓		
4	Table Tennis Team Coaching Fee	Physical Education	4	\$1,200.00			✓		
5	傑出公民學生獎勵計劃	Moral, Civic and National Education	1	\$180.00	✓	✓			
6	Boys' Basketball Team Coaching Fee	Physical Education	4	\$1,200.00			✓		
7	Swimming Team Coaching Fee	Physical Education	1	\$300.00			✓		
8	Boys' Volleyball Team Coaching Fee	Physical Education	2	\$600.00			✓		
9	Tennis Team Coaching Fee	Physical Education	1	\$300.00			✓		
10	Badminton Team Coaching Fee + refund	Physical Education	7	\$2,100.00			✓		
11	Scouts Camp Fee	Leadership Training	8	\$1,375.00	✓	✓	✓		✓
12	F6 School Picnic Coach Fee	Values Education	13	\$819.00	✓	✓	✓		
13	Football Coaching Fee	Physical Education	5	\$1,500.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
14	Girls' Volleyball Team Coaching Fee	Physical Education	7	\$2,100.00			✓		
15	Rope skipping Team Coaching Fee (1st Term)	Physical Education	1	\$300.00			✓		
16	Cross Country Team Coaching Fee	Physical Education	2	\$400.00			✓		
17	Prefect Camp	Leadership Training	16	\$2,600.00		✓	✓		
18	F1 School Picnic Coach Fee	Values Education	18	\$828.00	✓	✓	✓		
19	F2 School Picnic Coach Fee	Values Education	14	\$756.00	✓	✓	✓		
20	F3 School Picnic Coach Fee	Values Education	14	\$910.00	✓	✓	✓		
21	F4 School Picnic Coach Fee	Values Education	17	\$1,037.00	✓	✓	✓		
22	F5 School Picnic Coach Fee	Values Education	15	\$915.00	✓	✓	✓		
23	Tour to Yim Tin Tsai	Geography	2	\$80.00	✓	✓	✓		
24	K Farm	Geography	5	\$120.00	✓	✓	✓		
25	Sports Leadseship Training Day Camp	Leadership Training	8	\$1,600.00		✓	✓		
26	Scouts Summer Camp Fee	Leadership Training	7	\$2,400.00	✓	✓	✓		✓
27	Rope skipping Team Coaching Fee (2nd Term)	Physical Education	1	\$300.00			✓		
28	Leadership Training Camp	Leadership Training	17	\$6,120.00		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			202	\$31,863.80					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Oversea Study Tour (Japan)	Cross-Disciplinary (Others)	3	\$1,500.00	✓	✓	✓		
2	5-day Geography study tour in Taiwan + refund	Geography	5	\$5,250.00	✓	✓	✓		
3	Taiwan Sports Training Tour	Physical Education	20	\$20,250.00	✓	✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			28	\$27,000.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Uniform fees - Music jackets	Arts (Music)	2	\$330.00			✓		
2	Scouts Uniform refund	ECA	2	\$665.50		✓	✓	✓	
3	Uniform fees - Scouts	ECA	3	\$270.00		✓	✓	✓	
4	Uniform fees - Sports jackets	Physical Education	11	\$1,815.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			18	\$3,080.50					
Total			248	\$61,944.30					

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

Contact Person for LWL (Name & Post):	Hui Ming Fai (ECA Master)
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Appendix 7 - Use of Life-wide Learning Grant

2023/24 學年 全方位學習津貼 續用報告
Report on the Use of the Life-wide Learning Grant 2023/24

WLS 1 頁 Category 1.1

注意事項 Point to Note:
活動開支用途代碼均會 (請於每項活動的「開支用途」欄填入學期碼, 每項開支可填寫多於一個代碼)
List of Nature of Expenses (Please input the following codes in the "Nature of Expenses" for each activity; more than one code can be used for each item)

E1 活動費用 (包括: 入場費、課程費用、旅遊費用、餐館費用、學費材料、活動所需費) Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) E2 交通費 Transportation fees E3 海外交流 / 比賽團費 (學生) Fees for no-local exchange activities / competitions (students)	E4 海外交流 / 比賽團費 (隨團教師) Fees for non-local exchange activities / competitions (escorting teachers) E5 專家 / 導師 / 教練費用 Fees for hiring experts / professionals / coaches E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用 Fees for students attending courses, activities or training organised by external organisations recognised by the school	E7 設備、儀器、工具、器材、消耗品 Purchase of equipment, instruments, tools, devices, consumables E8 學習資源 (包括學習軟件、教材書) Purchase of learning resources (e.g. educational software, resource packs) E9 其他 (請於欄位說明) Others (please specify in column 1)
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第1類：舉辦 / 參加全方位學習活動 Category 1: To organise / participate in life-wide learning activities

編號 No.	活動名稱、簡介及目標 Name, Brief Description and Objective of the Activity	舉行日期 Date (dd/mm/yyyy)	對象 Target Students		實際開支 Actual Expenses (\$)	人均實際開支 Actual Expenses per Person (\$)	開支用途 Nature of Expenses		範疇 Domain		評估 Evaluation Results	基本學習經歷 Essential Learning Experiences (ELE) (於適用方格加上 "Y", 可選擇多於一項) (Put a "Y" in the suitable box(es); more than one ELE can be selected)				
			層級 Level (e.g. S3-S5)	參與人數 No. of Participants			(參考上方的開支用途代碼) Select the suitable code(s) from the above list	(如有補充, 請於此欄註明) Please provide supplementary info where necessary	(選擇適用於的範疇) Select the suitable option from the pull-down list	(如有補充, 請於此欄註明) Please provide supplementary info where necessary		智能發展 Intellectual Development	價值教育 Education Education	體藝發展 Physical and Aesthetic Development	社會服務 Community Service	與工作有關的經驗 Career-related Experiences
1.1 生活活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，確保學生的興趣和動力，照顧多元文化全方位學習活動，發展學生潛能，提升全方位學習活動的質素。 Local Activities: To organise life-wide learning activities in different ELAs / cross-ELA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes.																
C1-01a	Chinese Debating Training	09/11/2023-07/06/2024	S3-S5	53	\$5,355.00	\$45.33	E1, E5		中文		Students can learn Chinese debating skills and improve critical thinking.	Y	Y			
C1-01b	中國文化活動及工作坊 1.中文朗讀技巧訓練工作坊 (共2期) 2.中文朗讀比賽報名費 3.粵語粵劇文學節作品及「粵語粵劇文學節」工作坊 4.粵語粵劇文學節作品及「粵語粵劇文學節」工作坊 5.粵語粵劇文學節作品及「粵語粵劇文學節」工作坊	1. 中文朗讀技巧訓練工作坊 1/10/2023-31/10/2023 2. 粵語粵劇文學節 4/10/2024 「粵語粵劇文學節」工作坊 5. 粵語粵劇文學節作品及「粵語粵劇文學節」工作坊 21/2/2024	S3-S6	100	\$16,500.00	\$165.00	E1, E5		中文		1. 中文朗讀技巧訓練工作坊: 導師教授學生掌握朗讀技巧, 提高他們的朗讀興趣及對中文的欣賞能力, 培養閱讀習慣。2. 粵語粵劇文學節: 學生透過參與代辦中及反觀香港的發展與變遷。3. 小小中醫館: 探索中醫的基本概念, 當值由親子製作中藥外膏藥, 認識中醫藥的理論與體系, 感受中華文化的深厚底蘊。	Y	Y	Y		
C1-02a	Global Perspectives: An Adventure in Our Society				Subsidies from other grants	\$0.00										
C1-02b	Talk on National Security	Cancelled				\$0.00										
C1-02c	Mainland Tour fee	27/06/2024	S5	2	\$610.00	\$315.00	E1		Citizenship and Social Development		Students can understand the infrastructure and urban development of the Greater Bay Area.	Y		Y		
C1-03a	Field trip to Tai Po Kau Nature Reserve	12/10/2023	S5	19	\$7,220.00	\$380.00	E6		Geography		Students can understand the characteristics of woodland ecosystem.	Y	Y			
C1-03b	Visit to H2OPS Centre	21/12/2023	S3-S4	34	\$1,350.00	\$36.76	E2		Geography	Education for Sustainable Development, national security	Students can understand the importance of maintaining resource security for the sustainable development of Hong Kong and China.	Y	Y			
C1-03c	Metropolis Planner @ Deep Bay	22/01/2024			Subsidies from other grants	\$0.00										
C1-03d	Visit to a local farm	07/03/2024	S3-S5	26	\$1,577.00	\$59.32	E1		Geography	National security	Students can understand the latest developments in food production technology conducive to food security.	Y	Y			
C1-03e	One-day field study course entitled "Exploring the Coast in Cheung Chau"	24/04/2024	S4	23	\$1,032.60	\$44.54	E2		Geography		Students can understand the coastal environment through data collection and interpretation.	Y				
C1-03f	Visit to Yin Tin Tsui, Sai Kung	03/02/2024	S3-S5	23	\$1,380.00	\$60.00	E2		Cross-Disciplinary (OM: Geog & History)		The field trip enabled students to explore historic sites, wetlands, natural ecology, and cultural heritage conservation in Yin Tin Tsui.	Y	Y			

C1-04	Site Visit to the Hong Kong Cemetery	25/10/2023	S4-S5	11	\$4,220.00	\$383.64	E6	History	National Security	The field trip was well received by the students and it fostered their understanding towards the some historical figures that made huge contribution to the early development of Hong Kong.	Y	Y			
C1-05	本地文史考察團(粵語版)	二零二四年五月十一日(星期六)	S3-S5	18	\$1,500.00	\$194.44	E5,E6	中國歷史文化	國家安全	學生透過四座專題的講座及土庫博物館的導遊團問題，令學生加深對二戰時期香港的歷史角色及軍事設施對國家安全的重要性。	Y	Y			
C1-06	SD Outreach Programme	45343	S3-S5	40	\$2,300.00	\$55.00	E1	科學		Students can understand the features and importance of Coral habitats in HK.	Y	Y			
C1-06	Biology - 天文及環境教育考察課程 (Teacher 1 @225, student 40 @100)	12/04/2024-11/04/2024	S4-S5	40	\$1,815.00	\$45.38	E1	科學		Students acquired knowledge in astronomical and ecological studies.	Y	Y			
C1-06a	Mai Po Field Trip	45315	S5	40	\$1,850.00	\$48.75	E2	科學		Students can understand the importance of conservation of wetland and meadows.	Y	Y			
C1-06b	Hoi Ha Wan Field Trip	45343	S3 - S4	35	\$850.00	\$24.29	E2	科學		Students can understand the features and importance of Coral habitats in HK.	Y	Y			
C1-06c	Visit (Hong Kong Museum of Medical Science)	cancelled				\$0.00									
C1-06d	Visit (Hong Kong Academy of Science/Hong Kong Science Park)	cancelled				\$0.00									
C1-06e	Interhouse Science/STEM Competition (Training - submarine design and coding)	Departments' budget used				\$0.00									
C1-07	Japanese Light Craft Art	Cancelled				\$0.00									
C1-08a	Club Activities - Club Expo - Film Club Activities - Lion Dance Club Practices - Dance Club Practices - Drama Club Activities	Sept 2023 - May 2024	S3-6	250	\$55,212.52	\$220.85	E5	Arts (Others)		Club Expo: Through the activity, students have had a better understanding of the clubs and are more enthusiastic about joining extra-curricular activities. Lion Dance Club: Students had a better understanding of the Chinese culture. Dance and drama clubs: Students' interests in dancing and drama were aroused.	Y	Y	Y		Y
C1-08b	TSK Leap Programme – -Adventure-based programs歷奇活動: ice-breaking, team building activities, etc. + Coach New -kick-off ceremony & PLE workshop	15 Oct 2023 27 April 2024 4 July 2024	S3-5	60	\$4,605.00	\$73.42	E7	Leadership Training		Students were taught with the skills of organizing activities in PLE workshop. Students found the tasks in the Day Camp inspiring and meaningful.				Y	Y
C1-08c	TSK Explorers Programme 23-24	9-26 July	S3-5	24	\$16,750.00	\$697.92	E5	Arts (Others)		Students were given a platform to develop their aesthetic talent.	Y	Y	Y		
C1-08a	Orchestra training	Sept 23 - May 24	S3-5	24	\$13,706.67	\$1,321.11	E5	Arts (Music)		The orchestra training was effective and the students' attendance was satisfactory.			Y	Y	
C1-08b	A Cappella training	Oct 23 - May 24	S3-6	15	\$17,650.00	\$1,176.67	E5	Arts (Music)		The tutor taught the students patiently. The students were able to acquire the singing techniques of singing a cappella.			Y	Y	
C1-08c	Choir training	Sept 23 - May 24	S3-6	71	\$16,605.00	\$233.87	E5	Arts (Music)		The choir training was effectively and the students' attendance was satisfactory.			Y	Y	

C1-10	The production of Diamond Jubilee Musical	Sept 23 - Mar 24	S1-5	150	\$644,593.59	\$4,297.31	£5	Arts (Others)	The students involved in the production of the musical had learned not only the skills of producing a piece of musical, but they also learned to be perseverant and tolerant.	Y	Y	Y		
C1-11a	School Teams Training	Sep 23-Aug 24	S1-6	300	\$286,095.00	\$866.57	£5	Physical Education	Quality sports training to team members through systematic training programme by hiring coaches for 15 sports teams		Y	Y		
C1-11b	Mental Enhancement Training Package for sports teams	Cancelled				\$0.00								
C1-11c	Rope skipping performance for SOH	11/11/2023	S1-5	12	\$1,200.00	\$92.31	£2	Physical Education	Students further enhanced their skills and confidence.			Y		
C1-12a	Career Uwe	03/01/2024 & 24/01/2024	S4	104	\$12,210.00	\$117.40	£1	Life Planning	Students enjoyed the activities and had better understanding of themselves, requirements of different jobs, or different job ethics.		Y			Y
C1-12b	Transportation Fee - iGESS project with HKBU	6/3/2024 & 11/6/2024	S4-5	20	Coach was not necessary as the activities took place at location students could easily access by public transport	\$0.00		Life Planning	Students cooperated with the older adults to carry out community service to serve the community. They carried out the service programme with enthusiasm.		Y		Y	
C1-13a	Prefect Training Camp	21/12/2023	S4-5	68	\$16,254.00	\$535.21	£5	Leadership Training			Y	Y		
C1-13b	Leadership Training Camp	15/7/2024	S4	48	\$20,205.80	\$414.45	£5	Leadership Training			Y		Y	Y
C1-13c	Motivation Enhancement Scheme	16/07/2024	S1-3	20	\$1,800.00	\$90.00	£5	Values Education			Y		Y	Y
C1-13d	傑出公民學生獎勵計劃2021/24	06/05/2024	S4	2	\$252.00	\$126.00	£1	Leadership Training			Y		Y	
C1-13e	Once upon a time in Hkde		S5-6	120	\$12,420.00	\$103.50	£1	Media and Information Literacy			Y			
C1-14a	Visiting professional recording session	Cancelled				\$0.00								
C1-14b	Allowances for guest musicians participated in recording projects/training	Free of charge				\$0.00								
C1-14c	Training Service	Cancelled				\$0.00								
C1-15a	Transportation fee for Crossroads Service Day (2) Feeding Hong Kong distribution of Transportation fee for Feeding Hong Kong	26/02/2024	S4	17	\$1,800.00	\$105.88	£2	Values Education	Students participated in the community service		Y		Y	
C1-15b	Distribution of staples	Cancelled				\$0.00								
C1-15c	Programme fee for Mapathor (Medicine jars/foodstuffs)	24/04/2024	S4-5	12	The fee was waived.	\$0.00	£1	Values Education	Students enjoyed helping the needy in the		Y		Y	
C1-16	Joint-school Student Exchange Programme	15/04/2024-17/04/2024	S3-S4	61	\$2,874.73	\$48.77	£1	領袖訓練		Y	Y	Y		
						\$0.00								
						\$0.00								
						\$0.00								
	45		第1.1項總計 Total of Cat. 1.1	1,834	\$1,222,866.91	\$666.78				18	30	13	6	4

2023/24學年 全方位學習津貼 運用報告
Report on the Use of the Life-wide Learning Grant 2023/24

第1.2項 Category 1.2

注意事項 Point to Note:

活動開支用代碼列表：請於每項活動的「開支用途」輸入下表代碼，每項開支可填寫多於一個代碼。

List of Nature of Expenses (Please input the following codes in the "Nature of Expenses" for each activity; more than one code can be used for each item):

+ 展開 Expand

- 收合 Shrink

完成後請前往下一頁

Please go to the next page after completion

E1 活動費用 (報名費、入場費、課程費用、營地費用、學費材料、活動物資等) Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E4 校外交流 / 比賽運費 (機票包稅) Fees for non-local exchange activities / competitions (excluding teacher's)	E7 設備、儀器、工具、器材、消耗品 Purchase of equipment, instruments, tools, devices, consumables
E2 交通費 Transportation fees	E5 專家 / 導師 / 教練費用 Fees for hiring experts / professionals / coaches	E8 學習資源 (例如學習軟件、教材等) Purchase of learning resources (e.g. educational software, resource packs)
E3 校外交流 / 比賽運費 (學生) Fees for non-local exchange activities / competitions (to students)	E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用 Fees for students attending courses, activities or training organised by external organisations recognised by the school	E9 其他 (請列明比例) Others (please specify in column 1)

第1項：舉辦 / 參加全方位學習活動 (續) Category 1: To organise / participate in life-wide learning activities (Cont')

編號 No.	活動名稱、簡介及目標 Name, Brief Description and Objective of the Activity	舉行日期 Date (dd/mm/yyyy)	對象 Target Students		實際開支 Actual Expenses (\$)	人均實際開支 Actual Expenses per Person (\$)	開支用途 Nature of Expenses		範疇 Domain		評估結果 Evaluation Results	基本學習經歷 Essential Learning Experiences (ELE) (於適用方格加上「Y」，可能適用多於一項) (Put a "Y" in the suitable boxes; more than one ELE can be selected)				
			級別 Level (e.g. S3-S5)	參與人數 No. of Participants			(參考上方列表， 選擇適用的代碼 Select the suitable code(s) from the above list)	(如無適用， 請於此欄註明 Please provide supplementary info where necessary)	(選擇適用的選項 Select the suitable option from the pull- down list)	(如無適用， 請於此欄註明 Please provide supplementary info where necessary)		智能發展 Intellectual Development	價值觀 教育 Values Education	體藝發展 Physical and Aesthetic Development	社會服務 Community Service	與工作有 關的經驗 Career-related Experiences
1.2	遠赴活動：舉辦或參加海外活動 / 海外比賽，擴展學生視野 Non-local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
C1.2-01	日本廣島、下關STEM、歷史及文化考察團	27/12/2023 - 31/12/2023	S2-S5	30	\$60,000.00	\$2,000.00	E1		跨學科 (STEAM)	中國歷史文化	同學分組向全校推廣歷史、文化、科學的學習成果	Y	Y			
C1.2-02	Sports Training Tour in Taiwan	22/07/2024 - 27/07/2024	S3-S5	84	\$168,000.00	\$2,000.00	E1		Physical Education		To improve the techniques and performance quality of TSK Sports Teams members through different kinds of overseas training, friendly matches and sharing sessions		Y	Y		Y
C1.2-03	Service Trip to Thailand	Cancelled				\$0.00										
C1.2-04	5-day Geography Study Tour in Taiwan	02/07-06/07/2024	S4-S5	23	\$56,140.00	\$2,440.87	E1	E4	Geography		Students can understand the characteristics of places resulting from the interaction of physical and / or human processes	Y	Y	Y		
	4		第1.2項總計 Total of Cat. 1.2		137	\$284,140.00	\$2,074.01					2	3	2	0	1
	49		第1項總計 Total of Cat. 1		1,971	\$1,507,866.91	\$764.58					20	33	15	6	5

2023/24學年 全方位學習津貼 運用報告
Report on the Use of the Life-wide Learning Grant 2023/24

第2及3項 Categories 2 & 3

注意事項 Point to Note :

* 此項為人數，並非人次。 This item refers to the head-count, instead of person-times.

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

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

編號 No.	項目 Item	用途 / 活動 Purpose	實際開支 Actual Expenses (\$)
C2-01	Golf Simulator set	PE and Stem Activities	
C2-02	Argeo Portable Application Subscription 1 year	To involve students in making landforms in a 3-D way	\$4,770.00
C2-03	Automatic weather station	To do weather observations	\$29,000.00
C2-04	AQUAPONICS SET-UP & MAINTAINENCE	Scientific Project with strong STEM element	\$2,517.02
C2-05	Materials for interhouse Science/STEM	Materials for submarine competition	
C2-06	Audio Equipment and Learning Resources	To facilitate and support the high quality production in various school	\$3,093.03
C2-07	STEM equipment for STEM activities and competitions.	To enrich the STEM learning experiences of students	\$41,892.76
C2-08	Camera	Trainings & practices	\$19,718.00
C2-09	Lens & accessories	Trainings & practices	\$1,200.00
第2項總計 Total of Cat. 2			\$102,190.81
第1及第2項總開支 Grand Total of Cat. 1 & 2			\$1,609,197.72

完成後請前往驗證報告
Please go to [validate the report after completion](#)

第3項：受惠學生人數

Category 3: Number of Student Beneficiaries

全校學生人數： Total no. of students in school:	704
受惠學生人數*： No. of student beneficiaries*:	704
佔全校學生人數百分比(%)： Percentage of students benefitting from the Grant (%):	100%

全方位學習聯絡人姓名： Name of LWL Contact Person:	Mr. Leung Kwok Yiu
全方位學習聯絡人職位： Post of LWL Contact Person:	Coordinator of LWLG

Appendix 8 - Use of the One-off Grant for Mental Health at School - 23-24 School Year

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
1	Organising activities and programmes related to enhancing the mental health of students and teachers (movie appreciation)	11,706.10
2	Providing support services related to enhancing the mental health of students and teachers	
3	Designing and producing school-based learning and teaching resources related to mental health	
4	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	
7	Others (please specify):	
	2023-24 Total Expenditure (HK\$)	11,706.10
	Grant Received	60,000.00
	Balance carried forward to 2024-25 (HK\$)	48,293.90

Appendix 9 - 「推廣中華文化體驗活動一筆過津貼」運用報告 - 23-24 年度

本校已於 2023-24 運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	實際開支金額 (HK\$)
1	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	
2	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	
3	舉辦或資助學生參加本地文化考察或參觀活動	
4	發展有關中華文化的課程	
5	採購及發展中華文化學與教資源	3,400.00
6	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	
7	其他 (請註明) :	
	總開支金額 (HK\$) ¹	3,400.00
	津貼餘款 (HK\$)	296,600.00

¹ 「推廣中華文化體驗活動一筆過津貼」總金額為 30 萬元，總開支金額不應多於 30 萬元；而購買獎品的支出不可超過總開支金額的 10%。