



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

School Report

2022-2023

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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

Don't Limit Your Challenges. Challenge Your Limits.

勇於嘗試 超越自我

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
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	30 (59.6%)
Teachers with degree qualifications	19 (38.5%)
Teachers with tertiary non-degree qualifications	1 (1.9%)

Teaching Experience	No. of Teachers
Teachers with 3 to 5 years of experience	4
Teachers with 6 to 10 years of experience	6
Teachers with over 10 years of experience	40

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
 - e. To deepen students' understanding of school history through celebration of Diamond Jubilee of the school

Achievements and Reflection

1. Enhancing the learning and teaching effectiveness

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

About 85% of subject panels provided different platforms to enhance learning and teaching effectiveness, and help students explore and develop their potential (refer to Appendix 1). Subject panels also collaborated with other panels/functional groups to incorporate life-wide learning activities to widen students' horizons (refer to Appendix 2). Moreover, challenging but achievable tasks were provided by different subject panels to instil in students a sense of achievements and enhance students' motivation across various subjects. For example, graded tasks were given to students to cater for their needs, junior form students were given opportunities to attempt HKDSE Math questions, while students in higher ability DSE groups were provided with suitable past HKASL papers to hone their skills, and challenging questions with bonus marks were included in the Final Examination. (Refer to Appendix 3.)

All teachers consistently provided recognition, constructive comments, and praise to students whenever appropriate. Encouraging remarks or stickers were given on assignments, answer sheets and test papers, serving as a source of motivation. Within lessons, teachers showcased exemplary work to acknowledge students' efforts, foster mutual learning, and illustrate valuable skills through concrete examples across various subjects. Students were also actively encouraged to join activities, courses or competitions related to gifted education to strive for excellence (refer to Appendix 4). Additionally, efforts were made to enhance the learning and teaching of Chinese as a second language (refer to Appendix 5).

Based on the Stakeholders' Survey (Teachers), 98% of teachers strongly agreed or agreed that they provided students with constructive feedback to facilitate their reflection and improvement in learning.

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

Over 90% of subject panels incorporated appropriate learning activities to cater for learner diversity and provided opportunities for success to increase students' sense of achievements in learning. Graded tests, dictations, worksheets and various platforms were used to motivate less able students (refer to Appendix 6). According to the Stakeholders' Survey (Teacher), 54% of teachers strongly agreed or agreed that students had shown interest in learning.

Teachers also related classroom materials to things that students are interested in or have experienced. The content in the speaking part of the junior form Chinese was related to students' daily lives. In most subjects, including English, Chinese, Mathematics, Liberal Studies (LS), Science, History, Chinese and Geography, teachers used current issues and examples from students' daily life to illustrate certain concepts. Analogies were also used to teach more abstract or challenging concepts in science lessons. After-school small-group tutorials were provided to both junior form and senior form students with weaker academic ability (refer to Appendix 7). Most teachers extended support to students with weaker abilities through various communication channels such as the school eApp, WhatsApp, TEAMS outside class time.

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

About 90% of subject departments incorporated mobile learning/e-Learning for interactive learning where appropriate (refer to Appendix 8). All departments enriched their subject-based mobile learning and e-Learning resource banks. There was positive feedback from both teachers and students. For example, the use of e-Learning tools allowed teachers to obtain students' spontaneous responses more easily to monitor learning effectiveness.

Teachers proactively attended different types of e-Learning workshops and seminars organized by external organizations or the school. Sharing on e-Learning was conducted in formal and informal ways throughout the year. Some panels, such as Chinese, Mathematics, LS and Geography, organized e-Learning sharing in panel meetings. About 90% of teachers attended e-Learning workshops or sharing sessions.

From the Stakeholder's Survey (Students), 69% of students strongly agreed or agreed that they received support and encouragement from teachers.

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

90% of teachers enabled students to pursue self-directed learning and build up their knowledge through different means (refer to Appendix 9). Moreover, various subject departments promoted study skills at different levels to support self-directed learning (refer to Appendix 10).

From the Stakeholders' Survey (Teachers), 90% of teachers strongly agreed or agreed that they arranged different types of learning activities, such as group discussions, visits, sharing and presentations, which helped to enhance students' sense of ownership in learning.

According to the Stakeholders' Survey (Students), 58% of students strongly agreed or agreed that they showed initiative in learning, and 73% of students reflected that teachers guided them to learn thorough different methods like pre-lesson preparation, mind-maps, and online resources.

To further support students' learning, high-achieving past students from different streams were invited to share their study habits with senior secondary students. For example, the Chinese, English and History departments invited alumni to share their experiences on how to prepare for DSE with F.6 students. The students found the sharing sessions useful, and these sessions enhanced their confidence in facing challenges.

e. To further enhance teaching effectiveness

Formal and informal sharing among teachers on effective teaching strategies and values was conducted to further enhance teaching effectiveness. Sharing took place in department meetings in various subjects such as Chinese, English and Mathematics. In the Chinese Department, collaboration focused on exploring students' learning difficulties, finding appropriate teaching methods and learning materials to improve students' learning effectiveness. Discussions also centred around teaching non-Chinese speaking students and how to support their Chinese language learning.

Some departments compiled teaching materials at different levels on different e-platforms to facilitate effective sharing. Materials on using TEAMS were uploaded to Google Drive to assist teachers in online or blended mode teaching. Teachers also discussed e-Learning strategies and shared teaching materials through platforms like WhatsApp, Signal and the school eApp groups.

Various departments actively fostered cross-curricular collaboration and hence facilitated peer learning (refer to Appendix 11). Class visits also resumed with teaching duties appraisal and peer observation, which supported teachers' professional development and peer learning.

Teachers shared resources to enhance their competence in utilizing students' academic data, encouraging the use of data to improve teaching effectiveness.

Resources were shared among teachers to enhance their competence in using students' academic data and further encourage the usage of data to enhance teaching effectiveness (refer to Appendix 12).

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

Subject panels utilized the Reading Grant for various purposes. The Chinese and English Departments required junior form students to attain certain levels on online reading platforms, subsidized by the Reading Grant. Over 90% of subject panels implemented different reading activities to promote reading to learn (refer to Appendix 13). A book talk with our alumnus, Mr Li Chun Yin Kenry encouraged students to read extensively to broaden their horizons. The Religious Studies (R.S.) Department and school library jointly held a Book Fair during Gospel Days to promote students' reading habits. Teachers acted as facilitators during the morning reading sessions throughout the year.

To promote ‘Reading to Learn’, different subject panels, including Mathematics, Geography and History, purchased new books displayed in the library to encourage more reading. From the Stakeholder’s Survey (Students), 45% of students strongly agreed or agreed that they showed interest in reading. On the other hand, with reference to APASO, many junior form students, especially boys, developed the habit of reading during leisure time.

Thirteen students attended the “Campus KOL” workshops, jointly organized by the Institute for Integrated Rural Development, Hong Kong and the Standing Committee on Language Education and Research.

The English Department collaborated with departments like Science, History and Home Economics, to promote language across the curriculum. The Geography Department designed worksheets with language support for junior form students, teaching them sentence, paragraph, and essay construction. The Geography and History Departments also collaborated to teach F.2 students on expressing cause and effect in English using appropriate sentence patterns in Geography and History contexts.

2. Curriculum design

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

National security education was promoted holistically through a variety of means and activities (refer to Appendix 14). Students' understanding of the Basic Law was strengthened through diverse topics and relevant activities (refer to Appendix 15).

From the Stakeholder's Survey (Teachers), 87% of teachers strongly agreed or agreed that the school curriculum enabled students to build up national and global identity. There were also positive results in the APASO regarding students' self-evaluation of their sense of national identity. Moreover, over 70% of subject departments incorporated positive values education into the formal curriculum (refer to Appendix 16).

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

Most subject panels have integrated in-depth discussion and thinking skills into the junior curricula, while reinforcing higher-order thinking skills in senior forms (refer to Appendix 17). About 80% of panels continued the emphasis on training of thinking skills in junior forms, and over 90% of teachers fostered higher-order thinking skills in senior forms.

According to the Stakeholder's Survey (Students), 73% of students strongly agreed or agreed that the teachers always helped them to develop study skills/methods, such as pre-lesson preparation, mind mapping and utilizing online resources. On the other hand, according to Stakeholder's Survey (Teachers), 95% of teachers strongly agreed or agreed that they always helped students to develop study skills/methods. Furthermore, 64% of students strongly agreed or agreed that teachers inspire them to think by asking them questions.

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

Subject panels collaborated to further enrich STEM education (Refer to Appendix 18). Students participated in a wide range of STEM-related competitions, including STEM x Marine Competition, Inter-school Drone Competition and Second Greater Bay Area STEM/AI Competition.

Both teachers and students received training, such as drone workshops for students before the Inter-House Drone Competition, Young Engineer Workshop for Teachers and Students organized by IEEE.

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

Students gained a better understanding of Chinese history and Chinese culture as various subject departments implemented a great variety of learning activities both inside and outside classrooms (refer to Appendix 19).

e. To deepen students' understanding of school history through celebration of Diamond Jubilee of the school

Information related to school history was incorporated into both formal and informal curricula. Moreover, Students' understanding of the school's history has been deepened through various lessons and activities (refer to Appendix 20)

Feedback and Follow-up

During this school year, various academic departments implemented a comprehensive range of strategies with the primary goal of supporting student learning. The majority 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 prioritized national security and values education, enhanced students' generic skills and promoted STEM education through 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.

Moving forward, the school is committed to exploring and revising the subject combination arrangements for senior secondary students in order to provide them with more opportunities to select subjects of interest and prepare for further curriculum enrichment. Enhancing academic support for F.1 students is another important concern. It is vital to help F.1 students establish good learning habits and equip them with practical study skills in a timely manner. The school will explore a more structured adjustment programme and provide timely support, guidance and assistance to struggling students in the first term.

To embrace the challenges and opportunities brought by AI, attempts will be made to explore the feasibility of integrating AI into the curriculum or students' learning. Teachers are encouraged to use data from different platforms to enhance teaching effectiveness. In addition, the school will continue to strengthen values, the Basic Law, national education and national security education through diverse means to foster national pride and identity.

By implementing these strategies and initiatives, the school is determined to create a dynamic and supportive learning environment that empowers students to achieve seven key learning goals in the long term.

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

To foster students' self-motivation for learning and instill a sense of ownership in their education, the school implemented various programs and initiatives for their overall development and life planning. The Individual Goal-setting Program, which was conducted in October, February and May for F.3-4 students, involved goal setting, adjustment and evaluation activities. Students were encouraged to read relevant materials before setting their goals in different aspects as listed in the 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 Motivation Enhancement Scheme aimed to boost self-esteem and self-motivation through students' participation in community service. Twenty F.1 to F.3 students engaged in five learning sessions and a half-day community service event for the elderly during the summer holidays. The scheme received positive feedback, as students acquired skills in organizing activities, communicating with the elderly, and developed creativity, collaboration, and problem-solving abilities.

Moreover, the school provided various opportunities for students to demonstrate their academic achievements, learning attitude, efforts and other accomplishments in areas such as aesthetics, sports and services. (Refer to Appendix 21.) This not only enhanced their self-esteem and self-motivation but also nurtured their confidence, perseverance, and aesthetic appreciation.

Students were guided to take responsibility for their own learning through sharing sessions conducted by the principal, teachers, alumni, and guest speakers during morning assemblies, morning prayer sessions, form-teacher periods, and lessons. These enlightening and inspiring sharing, including videos uploaded to the school website, instilled positive values, particularly the ten priority values and attitudes, in students. The feedback from both teachers and students regarding these sessions was positive. The principal and teachers also provided support and encouragement through various means, such as writing encouraging remarks, awarding certificates and appreciation cards, making phone calls or sending messages, arranging tutorial sessions, and inviting less motivated students to stay after school to catch up on their assignments. Students appreciated this guidance and continuous encouragement, both inside and outside the classroom, which further enhanced their self-motivation for learning and encouraged a sense of ownership in their education.

Lastly, the school provided a variety of in-depth life planning education programs for students at different levels (refer to Appendix 22), which received positive feedback from teachers, students, and parents. These programs empowered students to set life or career goals, enhancing their self-motivation for learning and fostering a sense of ownership in their education.

Overall, through these programs and initiatives, the school successfully enhanced students' self-motivation, self-esteem, and instilled positive values, attitudes, and a sense of ownership in their learning and life planning.

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

This year, the school focused on the core value of "Forgiveness" in its motto, 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.

F.1 and F.2 students' understanding of the school's history and religious background was strengthened through their History, English, and Religious Studies (R.S.) lessons. Besides, students were encouraged to design class tees, Sports Teams' track tops, and Music Teams' jackets, fostering 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, various opportunities were provided for them to organize activities, such as inter-house competitions, club and Student Association activities, video production and live broadcasting, Sports Federation activities, and Club Expo. These initiatives aimed to increase their engagement and ownership in the school. Moreover, teachers provided individual care and support, establishing a caring school environment. Effective communication channels, including Whatsapp, the school eApp, and other platforms, facilitated closer connections between students and teachers, further strengthening their sense of belonging.

Additionally, the Diamond Jubilee activities played a significant role in celebrating the school's history and achievements, connecting with the TSK community, providing valuable learning experiences, and offering students opportunities to showcase their potential. These activities greatly enhanced students' sense of belonging to the school.

The results from the Stakeholder's Survey (Students) indicated that 70% of students strongly agreed or agreed with the statement "I like my school." The APASO results – KPM17 showed that 75% of students strongly agreed or agreed with the statement "I feel like I belong at school." In addition, 90% of students expressed total satisfaction or satisfaction with their relationships with their teachers, and 89% expressed total satisfaction or satisfaction with their school life.

Overall, these initiatives and activities fostered a positive environment, nurturing students' sense of belonging, appreciation for forgiveness, and strong relationships with their teachers and peers.

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

A series of programs and activities were conducted to help students develop positive moral values and become more caring, thankful and empathetic. (Refer to Appendix 23.) Positive feedback was received from both teachers and students.

In terms of service learning, nearly 80% of the 118 F.4 students met the requirement of the Service Learning Program by participating in at least two service activities or completing a minimum of six service hours, and 114 students (96%) completed a minimum of one service activity 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, students reflected that they had learnt to care about others' feelings and needs, and they had become more caring and helpful. Moreover, teachers discussed related topics in lessons, including R.S., L.S., L.& S., Geography, English, Chinese and Putonghua.

Students have exhibited increased levels of care, gratitude, and empathy. They have demonstrated their willingness to offer help and support to 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 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 Civic Education Team, National Security Working Group, subject panels and other functional groups. (Refer to Appendix 24.) These 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 regarding students' self-evaluation on their sense of national identity. On average, more than 70% of the student respondents strongly agreed or agreed to the statements regarding Sense of National Identity (Responsibility and Obligation; Pride and Care).

5. To promote mental wellness among students and teachers

To promote mental wellness among students and teachers, the school has adopted a whole-school approach in addressing their needs in the new normal. Teachers play a crucial role in supporting students' personal growth and development. They were encouraged to utilize students' data on academic performance, discipline records, and extra-curricular activities to gain a better understanding of individual students. They also strengthened their interaction with students through various communication channels, such as the school eApp, Whatsapp, and Instagram to monitor their physical and mental well-being. The collaboration among counselling teachers, social workers, the speech therapist and educational psychologist ensured the provision of supportive measures through individual counselling and referrals. In addition, selected students served as buddies to offer peer support and assistance to those in need.

The school organized various activities to promote mental wellness and relieve students' stress. These include the Mental Wellness Program, Cheer You Up Program, and mental health workshops. The positive and encouraging feedback from students and teachers reflected the success of these initiatives. Furthermore, the school social workers encouraged all F.1-6 students to chat with them. A very positive and inviting atmosphere was nurtured. The establishment of a Music Corner on the 2nd floor, with more musical instruments provided, offered students an outlet to relieve stress through music.

Students were guided to build resilience, positive energy, and positive values through various means outlined in Appendix 25. The feedback from both students and school social workers regarding these activities was very positive, reflecting active student participation. There were positive results in the APASO regarding students' general satisfaction with the school. On average, more than 85% of the student respondents were fully satisfied or satisfied with their relationship with the teachers, their school life and what they learned from school.

In recognition of the importance of teachers' mental wellness, the school conducted meaningful staff development activities. The feedback received from teachers regarding these activities was satisfactory. Particularly, the "relaxation activities" held on the first Staff Development Day were noted for enhancing teachers' positive energy. Moreover, the newly formed Campus Development Team contributed to improving the school environment.

Through the implementation of comprehensive measures and programs, the school fostered a supportive and positive learning environment, promoting the mental wellness of both students and teachers.

Feedback and Follow-up

Over the years, the Individual Goal-setting Program, the Motivation Enhancement Scheme, and the life-planning education programs have been well received and successfully conducted. Therefore, they will become regular programs of the Moral, Civic and National Education (MCNE) Committee and Careers Committee respectively starting from next year. Also, since certain strategies have been implemented effectively in previous years, they will become standard practices with effect from the next academic year.

Taking into account the teachers' feedback, the school recognizes the challenge of fostering good learning habits among junior form students, particularly those in F.1. A more structured adjustment program will be explored to meet their needs. A concerted effort will be made to provide additional guidance and support for F.1 students in the upcoming year, aiming to promote their autonomy in learning. This will involve implementing the goal-setting program in F.1 classes and assisting them in developing self-management skills such as time management and effective learning habits. Furthermore, F.1 students will be encouraged to participate in school activities, including physical, aesthetic and other extracurricular pursuits, to enhance their engagement in school life. Additionally, there will be a greater emphasis on creating more opportunities for F.1 students to showcase their academic achievements, learning attitude and effort, with the goal of inspiring them to strive for excellence.

With the aim of providing students with a well-rounded curriculum and creating additional opportunities for them to broaden their horizons, enrich their learning experience, and enhance their generic skills, the school introduced the Wednesday Afternoon Program in the second term as a trial, through a special timetable arrangement. This initiative enabled the scheduling of diverse life-wide learning activities on Wednesday afternoons, minimizing disruptions to regular lessons. The program received positive feedback from teachers, as indicated through the Google Form, and will therefore be implemented on Wednesday afternoons next school year. The school will closely monitor the implementation of this plan and conduct thoughtful evaluations to ensure its effectiveness.

Students' engagement will be further enhanced through their participation in the Diamond Jubilee Musical and the publication for the Diamond Jubilee School Magazine, enriching their personal experiences and increasing their sense of belonging and ownership.

For the benefits of students' personal growth and development, the data of their academic performance, extra-curricular activities (ECAs), and discipline records will be analyzed in early November of the next school year. Additional advice and support will then be provided for students to help them maintain a healthy balance between their studies and ECAs.

With the aim of systematically introducing and nurturing the ten priority values and attitudes in students, the MCNE Committee will prepare and revise materials for Form teachers to use during Form-teacher periods.

By implementing these follow-up measures and addressing the feedback received, the school aims to continuously improve the learning environment and support the holistic development of its students.

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
 - b. To get alumni and parents involved in the promotion of the 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 committee members of the Alumni Association (AA) reached out to senior alumni and updated the database of alumni contacts. In order to facilitate communication and message dissemination among alumni, a WhatsApp group for year representatives was set up.

Many alumni enthusiastically joined the 60th anniversary celebrations, including the Open Day, Homecoming Day, and Speech Day. Alumni enjoyed the events and found them joyful. During the Open Day, alumni were encouraged to sign up as mentors for the Mentorship Programme. Selected alumni based on their professions were invited to the Careers Expo, where they shared their experiences and expertise with the students, fostering a valuable exchange of insights and benefiting all attendees. Additionally, alumni actively participated in various sports events, demonstrating their support for TSK students. Their enthusiastic involvement demonstrated their unceasing bond with and dedication to the school.

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 60th celebration events, including the Diamond Jubilee Walkathon and Diamond Jubilee Celebration Dinner. Donations were also collected during Open Day and the homecoming activities organized by the Alumni Association. Additionally, a significant amount of over \$50,000 was raised through parent sponsorship of the Diamond Jubilee School Magazine. Anonymous donations were occasionally received through the Alumni Association's online platform. The collected donations will be utilized 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**

Throughout the year, mentors and tutors were recruited and some returned to school for various sharing sessions. Recent graduates returned to school to provide valuable peer sharing sessions organized by the Careers Committee, offering inspiration and guidance to the current students. Alumni and their parents shared at a PTA talk organised for F.5 and F.6 parents, providing insights into career and JUPAS choices. An alumnus also shared as one of the guests during the Careers Expo arranged for F.5 students by St. James' Settlement. During the Expo, guests introduced their

professions and shared personal career and life experiences. Last but not least, alumni who were current university students and current F.5 students were invited to share at the information booth set up in the Student Activity Centre, offering guidance on Senior Secondary subject selection to F.3 students.

Other than the sharing sessions, various events were arranged with the help of our alumni as tutors and mentors to our students. A library talk was delivered by an alumnus, emphasizing the importance of reading for broadening perspectives. Outstanding academic graduates served as tutors for the Summer Bridging Program, benefiting new F.1 students. Academically accomplished alumni conducted F.6 Enrichment Courses, helping students develop essential exam skills.

These achievements reflect the strong collaboration between the Alumni Association, teachers, and alumni in providing valuable support and guidance to current students on life planning.

c. To strengthen the Student Mentorship Program

The Diamond Jubilee Student Mentorship Programme was launched in Feb 2023. 29 alumni from different fields were invited to be the mentors of F.5 students and share their career experiences. Job shadowing sessions were provided to our F.5 students. Positive feedback was received from students, mentors and AA convenors.

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.

The school partnered with the business sector and took part in a couple of year-round programmes, such as Life Buddies: The ‘Deloitte – Pass the Torch’ Mentorship Programmes and Careers in a Nutshell Programme organized by Towngas Academy. Through these programmes, students had the opportunity to participate in a range of activities, such as job-shadowing, company visits and workshops on various topics.

On top of the year-round programmes, we also paid a visit to Hotel Cordis via our partner The Great Eagle Company in the HKCGG Business-School Partnership Programme. Connection has also been built with Arup through Junior Achievement. Selected F.3-5 students visited the company, Science Park, and CIC iHub. Moreover, twelve students participated in a visit to The Vet Centre that included an observation session in the consultation room. Through these activities, students were exposed to real-world career opportunities 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 include workshop, simulation game, parent talk and job-shadowing. A group of nine NCS students took part in Caritas Careers and Life-planning Programme for NCS students. Participants were able to work with a few of Caritas' business partners for a day in one of the sessions. Furthermore, students also took part in job-shadowing activities organized by the Hong Kong Association of Careers Masters and Guidance Masters, while three students took part in the internship initiated by Employees Retraining Board.

Our collaboration with NGOs is not only limited to work-related experiences. F.4 students were encouraged to step out of the classrooms to participate in service learning activities in collaboration with various NGOs, e.g., Wanchai Methodist Elderly Centre, St. John's Cathedral Life Enhancement Centre, Feeding Hong Kong, Hong Kong Schools Sports Federation and

Crossroads International. The programme 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

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

b. To get alumni and parents involved in the promotion of the 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, with the committee members of the Alumni Association taking a leading role in organizing activities such as Homecoming Day, sports competitions, and BBQ gatherings. Alumni and parents were also invited to contribute articles and photos for the publication of the Diamond Jubilee Magazine. Overall, the 60th anniversary celebrations fostered a stronger sense of identity and belonging among alumni, parents, and current students.

Feedback and Follow-up

The Alumni Association will continue updating the alumni contact database and promoting the Alumni Association's social media accounts at Diamond Jubilee events to keep alumni informed about school updates and news. It is hoped that the enhanced bond among alumni can encourage greater involvement in school activities, which in turn benefits students through mentorship and networking opportunities.

The school will explore various platforms, such as Donor War, online platform to encourage alumni donations in order to improve the learning environment for students. The school will provide additional details regarding specific fund designations in order to encourage donations. Additionally, appreciation for donations will be delivered in various forms.

The Careers Committee will further explore our alumni resources and network in order to provide workplace experiences, in the forms of talks, sharing, job-shadowing and mentorship, to our senior form students. The quality of the existing programs will also be assessed based on the feedback from teachers and students, so as to select a team of partners who can provide diverse and effective learning experiences that best suit our students' needs. The selected programmes also have to be compatible with our curriculum, and can align with the overall logistics of the school.

The Careers Committee and Service Learning Team will further approach more companies and NGOs to offer careers and voluntary work opportunities for the senior form students.

The Student Mentorship Program will continue the practice of limiting the participants to F.5 students, who feel more strongly an urgency to take part in the Mentorship Programme.

3. Student Performance

3.1 Students' Attitude and Behaviour

Throughout the year, our students consistently exhibited positive attitudes, disciplined behaviour and good manners, along with notable academic engagement and achievements.

While actively engaging in a wide range of activities and competitions, most of the students displayed enthusiasm and a genuine thirst for personal growth. They demonstrated strong organizational skills, resilience, and a willingness to work collaboratively.

However, there is room for improvement in the students' learning habits. Enhancing their study approaches and habits would greatly benefit their overall academic performance and growth. By developing effective strategies and techniques, such as effective time management, they can further excel in their studies.

Despite this area for improvement, the students maintained a respectful and inclusive environment, treating their peers, teachers, and staff with kindness and consideration. They exhibited good manners, both within the school community and during external competitions, upholding fair play and showing respect towards others.

Overall, the students' positive attitudes, disciplined behaviour and good manners lay a solid foundation for their personal growth. By focusing on improving their learning habits, they can further enhance their academic performance while maintaining a healthy balance with their extra-curricular activities.

3.2 Students' Participation and Achievements

3.2.1 Academic Performance

F.6 students achieved outstanding performances in the 2023 HKDSE Examination. Their dedication and perseverance have led to remarkable accomplishments. 82% of students (95/116) were given an offer in the 2023 JUPAS.

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

Chinese Language	53.4%
English Language	49.1%
Mathematics	73.3%
Liberal Studies	50.9%

The students' performance in six subjects, namely Mathematics, Mathematics Extended Part Module 2, Chinese History, Geography, Physics and Biology, was exemplary. More than 70% of our students excelled in these subjects, achieving level 4 or above.

Among all F.6 students, Hui Chak Bong achieved remarkable success, attaining an impressive academic record with six 5** grades, one 5* grade, and one level 5 grade.

3.2.2 Non-academic Performance

The school provided a wide range of well-rounded activities for students. In total, there were 28 clubs and 4 houses, as well as five service groups, which included two uniformed groups. Students were encouraged to participate in a variety of activities and competitions to maintain a healthy balance between their studies and extra-curricular activities. They achieved commendable results in external competitions, as demonstrated on p.17-26.

External Prizes and Awards 2022-23

Award	Organization	Name of Student
◇ Sir Edward Youde Memorial Prizes for Secondary School Students	Sir Edward Youde Memorial Fund	6B Lo Sin Man
		6D Kwok Ching Yeung
◇ 53rd International Physics Olympiad (IPhO 2023)		
Silver Medal	Organizing Committee of IPhO2023	6D Kwok Ching Yeung
◇ Hong Kong Young Writers Award 2023		
Creative Writing Fiction: Group 3 Certificate of Participation	Youth Literature Foundation	3D Ng Dick Hei
		3D Yip Yat Ju Isaac
Creative Writing Fiction: Group 4 Honourable Mention		4D Woo Chung Shun
◇ Reading i-Learner Programme (2022-2023)		
Grand Award (First Term)		3D Ng Dick Hei
Gold Award (Second Term)		
Gold Award (First Term)		1C Chen Hiu Hin
Gold Award (First Term)		3D Yip Yat Ju Isaac
◇ 第十二屆大學文學獎 (2022-23)		
少年作家獎	香港浸會大學 文學院及語文中心	5D Yik Kai Yan
◇ 智愛閱讀中文計劃		
特等獎 (上、下學期)	智愛閱讀中文平台	1D Peng Chi Yuen Matthew
特等獎 (上學期)		2D Cheung Chi Ho
金獎 (上學期)		1C Chen Hiu Hin
◇ 2022-23 香港課外活動優秀學生 表揚計劃 - 優秀學生	香港課外活動主任 協會	5C Lo Jun Ke
◇ 2022 年分區傑出學生(灣仔區)		
初中組	香港島校長聯會	3D Ng Dick Hei
高中組		6D Lam Wai Lok
◇ 香港學校朗誦節中文朗誦		
中學五、六年級詩詞獨誦季軍	香港學校音樂及朗誦 協會	5A Chan Siu Fung
中學四年級詩詞獨誦冠軍		4B Wong Nga Wun
中學四年級詩詞獨誦季軍		4D Wong Yat Long
中學一、二年級普通話散文獨誦亞軍		2C Sze Yuen Ching Arleen

Award	Organization	Name of Student
✧ 74 th Hong Kong Schools Speech Festival (English)		
Solo Verse Speaking - Non-Open Secondary 1 Boys – First	Hong Kong Schools Music and Speech Association	1D Cheung Wai Yin
Solo Verse Speaking - Non-Open Secondary 1 Girls – Third		1D Ng Wing Sum
Solo Verse Speaking - Non-Open Secondary 2 Boys – Second		2C Li Chun Ho
Solo Verse Speaking - Non-Open Secondary 2 Girls – Third		2B Wong Tsz Ching
Solo Verse Speaking - Non-Open Secondary 3 Boys – Third		3D Yip Yat Ju Isaac
Solo Verse Speaking - Non-Open Secondary 4 Girls – Third		4B Wong Nga Wun
Solo Verse Speaking - Non-Open Secondary 5 Boys – Second		5B Ng Tsz Chung
Solo Verse Speaking - Non-Open Secondary 5 Boys – Second		5D Xu Chun Ho
Solo Verse Speaking - Non-Open Secondary 5 Boys – Third		5D Ng Ka Long
✧ 75 th Hong Kong Schools Music Festival		
Vocal Solo - Foreign Language – Female Voice - Secondary School – Age 14 or under – First and Silver Award	Hong Kong Schools Music and Speech Association	3C Huang Hei Ue Victoria
Vocal Solo - Foreign Language – Female Voice - Secondary School – Age 14 or under - Silver Award		3B Yu Wing Hei
		3C Cheung Chui Sin
		3C Wong Jane
Vocal Solo - Foreign Language – Female Voice - Secondary School – Age 14 or under- Bronze Award		3C Chan Tsz Ling
Clarinet Solo - Junior - Silver Award		1C Chan Yui Tung
Descant Recorder Solo - Second and Silver Award		5A Fung Tsz Lung
Erhu Solo - Advanced - Silver Award		4B Suen Ka Shing
Erhu Solo - Senior - Silver Award		2D Geung Yui Hei
Flute Solo – Junior - Silver Award	1A Law Chin Chun	

Award	Organization	Name of Student
Graded Piano Solo - Grade 7 - Silver Award	Hong Kong Schools Music and Speech Association	1A Lee Sze Yui Serena
		5B Tong Chun Lim
Graded Piano Solo - Grade 7 - Bronze Award		1D Lai Cheuk Yu
Graded Piano Solo - Grade 6 - Silver Award		3A Lui Lok Hin
Graded Piano Solo - Grade 5 - Silver Award		1A Choy Wai Hei
		5D Chan Ho Ming
		1D Chow Dawn
Harmonica Solo – Intermediate - Silver Award		5B Wong Wai Lam
Marimba Solo - Bronze Award		4B Tong Sin Ning Serena
Zheng Solo - Intermediate - First and Gold Award		1D Cheng Pui Lam
Zheng Solo – Intermediate - Bronze Award	4A Fan Yat Long	
✧ Fringe Inter-School Music Competition 2023		
Graded Class - Grade 7 (Strings) – Second	International Fringe Association	2D Shea Lok Bun
✧ Greater Bay Area Gifted Music Performance Competition 2023		
(Hong Kong Region) Preliminary Round - Cello Solo – Silver Award	Hong Kong Gifted Education Teachers' Association	2D Shea Lok Bun
✧ The 8 th Hong Kong Youth Cup International Music Contest		
Marimba Solo (Open) - Silver Award	Hong Kong Multiple Intelligence Education Association	4B Tong Sin Ning Serena
Violin Solo (Grade 6) - Silver Award		3D Ng Dick Hei
✧ Joint School Music Competition 2023		
String Orchestra (Secondary) – Gold Award	Joint School Music Association	
✧ Student Environmental Protection Ambassador (SEPA) Scheme		
Student Environmental Protection Ambassador - Merit Award (2022-23)	Environmental Campaign Committee	4B Chan Lok Nok
		4D Tian Shurui
Outstanding Student Environmental Protection Ambassador - Silver Award (2022-23)		5D Xu Chun Ho
Outstanding Student Environmental Protection Ambassador - Bronze Award (2022-23)		5D Li Hoi Lun
Outstanding Student Environmental Protection Ambassador - Bronze Award (2022-23)		5D Yang Ka Lam

Award	Organization	Name of Student
✧ CSDI Awards 2023		
Propel our City with Spatial Data (22-23)	CSDI	5B Chan Lok Nok
		5B Chan Hoi Ying
		5B Wong Cheuk Yin Janet
		5C Sin Cheuk Kiu
		5D Sung Lok Hei
		5D Yeung Chun Kit
		4B Kwok Man Yee
		4B To Lok Yee
		4D Chan Hinson
		4D Leung Alexander
4D Tse Yat Hei		
✧ Field Report Competition for Secondary School 2022-2023		
Silver Award	The Education University of Hong Kong and the Caritas Chan Chun Ha Field Studies Centre	3D Chan Yat Ching
		3D Fung Wing Sze
		3D Kwok Man Yee
		3D Lam Suen Ue Chloe
		3D To Lok Yee
✧ Happy Green Ambassadors 2022/23		
Outstanding Happy Green Ambassador	HK Electric	2A Ng Wing Tung
✧ Esri China (HK) 25 th Anniversary STEAM Cup – Multi-Subjects ArcGIS StoryMaps		
Application Competition – Junior Secondary School Division – 1st runner-up	Esri China (Hong Kong) and HKEdCity	3D Cheng Yu Chung
		3D Cheung Kam Kuen
		3D Liu Chun Keung
		3D Ng Chun Yin
		3D Lo Hei Lam
		3D Tse Yat Hei
Application Competition – Senior Secondary School Division – 1st runner-up		4B Chan Lok Nok
		4D Wong Pak Lam
		4D Yeung Chun Kit
		4D Sung Lok Hei
		4D Tian Shurui
	4D To Pak Leong	

Award	Organization	Name of Student
✧ 第一屆大灣區 2023 「ARGEO Portable Go 創作大賽」 (22-23)	Avatech Innovation Limited	5B Chan Lok Nok
		5D Sung Lok Hei
		5D Wong Pak Lam
✧ International Biology Olympiad – Hong Kong Contest (IBO-HKC) 2022		
Gold Award	The Education Bureau and the Hong Kong Academy for Gifted Education (HKAGE)	6D Kwok Ching Yeung
Silver Award		6D Chiu Cheuk Ngai
		6D Lam Wai Lok
Bronze Award		6D Chan Hiu Bun
		6D Hui Chak Bong
		6D Tse Long Ching
✧ Innovators · Social Innovation Journey	Hong Kong Federation of Youth Groups	4D Leung Alexander
		4B Kwok Man Yee
		4D Cheung Cheuk Ying
		4D Chik Kwan Yiu
		5B Suen Ka Shing
✧ Hong Kong Cyber Security New Generation Capture the Flag Challenge 2022	HKCERT	3C So Hoi Nok
✧ The 1st Great Bay Area STEM / AI Competition		
(HK Area) – Champion	粵港澳大灣區 STEM 教育聯盟	4D Pui Yik Long
		4D Sung Lok Hei
		4D Liu Ka Wai
		4B Chan Chi Kit
		3C So Hoi Nok
		4C Ng Chung Yan
Third		4C Ng Chung Yan
		1A Tan Izach Yuan Balauag
		4B Chan Chi Kit
		4D Pui Yik Long
		4D Sung Lok Hei
		4D Liu Ka Wai
✧ Young Inventor Competition 2023 – Champion	IME (HK), ASME (HK) & HKIE	4D Chan Kyle
		4D Fok Tsz Him Nathan
		4D Pui Yik Long
		4D To Pak Leong

Award	Organization	Name of Student
		5C Ko Kai Man
		5C Tong Tsz Chun
		5D Chan Ho Ming
		5D Lee Kin Pan
✧ The 25th Hong Kong Mathematical High Achievers Selection Contest - Second Class Honours	Po Leung Kuk and HK Association of Science and Mathematics Education	3A Chik Kwan Yiu
✧ The 40 th Hong Kong Mathematics Olympiad - Honourable Mention	Mathematics Education Section of Education Bureau and the Department of Mathematics and Information Technology of the Education University of Hong Kong	5D Chan Ho Ming
✧ The Competition on the Mathematics of Information (2023) – Honourable Mention	Mathematics and Information Engineering Programme, The Chinese University of Hong Kong	5D Chan Man Tik
		5D Ng Siu Kit
✧ 2022/23 Statistical Project Competition for Secondary School Students		
Distinguished Prize	Hong Kong Statistical Society & EDB	2D An Siyu
		2D Huang Ruiteng
		2D Tang Hoi Fung
		2D Yeung Yat Him
		2D Kam Hei Yi Heidi
		2D Tse Yuen Yau
Third Prize		3D Cheung Kam Kuen
		3D Lo Hei Lam
		3D Ng Chi Ying
		3D Ng Dick Hei
		3D Kan Tsz Yau
		3D To Lok Yee

Award	Organization	Name of Student
✧ Mathematics Book Report Competitions for Secondary Schools (2022/23) - Appreciation Award	The Education Bureau	4D Chan Kyle
		4D Yim Fu Ban
		4D Seto Pik Ha
✧ 「華夏盃」全國數學奧林匹克邀請賽 2023 晉級賽		
特等獎	香港數學奧林匹克協會	1D Peng Chi Yuen Matthew
一等獎		1D Wu Lok Ting Langston
二等獎		3A Chik Kwan Yiu
二等獎		3A Mok Pak Hei
三等獎		1A Choy Wai Hei
		1C Chan Yui Tung
		1D Kwok Chun Wing
		1D Wong Shing Ho
		2D Ng Hei Yu Jovian
		3C Ku Pak Long
		3C Lee Kit Long
		3D Ng Dick Hei
✧ 2023 亞洲國際數學奧林匹克公開賽晉級賽		
Gold Award	香港數學奧林匹克協會	1D Wu Lok Ting Langston
Silver Award		3A Chik Kwan yiu
		4D Chan Kyle
		5D Chan ho Ming
		5D Ng Siu Kit
Bronze Award		1D Peng Chi Yuen Matthew
		2D Ng Hei Yu Jovian
		3A Mok Pak Hei
		3C Lee Kit Long
		3D Ng Dick Hei
✧ Hong Kong School Drama Festival 2022/23 – Secondary School		
Award for Commendable Overall Performance	Education Bureau, Steering Committee of the Hong Kong School Drama Festival	
Award for Outstanding Audio-visual Effects		
Award for Outstanding Cooperation		
Award for Outstanding Director		
Award for Outstanding Performer		

Award	Organization	Name of Student
◇ 校園 KOL 訓練計劃		
中學組 最具創意大獎	香港沃土發展社, 語文教育及研究常務委員贊助	2A Fu Chinryu
		2A Liu Tsun Tong
◇ Caritas Life Planning Education Activities for NCS Students		
Gold Award	Caritas Youth and Community Service	3C Lee Tong Ming Yin Ethan
		3D Yip Yat Ju Isaac
		4B Chandravekin Louis
		4B Heinrichs Andreas A.
		4B Beato Harley Cordero
Silver Award		5B De Luna John Gabriel Lee
◇ HKCYS Volunteer Movement 2022		
Certificate of Individual – Silver Award	Hong Kong Children & Youth Services	6D Yu Tsz Ying
Certificate of Individual – Bronze Award		6D Yip Cassie Yu Sen
		5D Li Hoi Lun
Certificate of New Volunteer Award		4A Hong Yan Kiu
		5A Fung Tsz Lung
		5A Chen Hei Ching Freeya
		5A Ho Man Sin
		5A Lam Ka Hei
		5B Shek Wai Kiu
		5B Lam Hing Ying
		5C Wong Chai Wa
		5C Wong Chun Man
		5D Chan Ho Ming
		5D Ng Ka Long
		5D Yang Ka Lam
	◇ Inter-School Sports Competitions 2022-2023	
a. Inter-School Athletics Competition		
Boys B Grade 800m (Division 3, HK Island & Kowloon) – Champion	Hong Kong Schools Sports Federation	3C So Hoi Nok
Boys B Grade Triple Jump (Division 3, HK Island & Kowloon) – Champion		3D Tsai Sheung Ching
Boys B Grade 1500m (Division 3, HK Island & Kowloon) – Second		3C So Hoi Nok
Boys B Grade Discus (Division 3, HK Island & Kowloon) – Fourth		3C So Chin Hei Isaac

Award	Organization	Name of Student
Boys C Grade Long Jump (Division 3, HK Island & Kowloon) – Fourth		2C Li Chun Ho
Boys B Grade 4x400m Relay (Division 3, HK Island & Kowloon) – Champion		
Girls C Grade 4x100m Relay (Division 3, HK Island & Kowloon) – Second		
Boys B Grade Overall (Division 3, HK Island & Kowloon) – Champion		
Boys B Grade Overall (Division 3, HK Island & Kowloon) – Third		
b. Inter-school Beach Volleyball Competition		
Boys Senior (Division 2) Champion	Hong Kong Schools Sports Federation	
Boys Overall (Division 2) Champion		
c. Inter-School Cross Country Competition		
Girls B Grade (Division 3 Area 1) - Eighth	Hong Kong Schools Sports Federation	4A Ma Cheuk Yiu
Girls C Grade (Division 3 Area 1) - Sixth		1D To Mang Tsit
Boys C Grade (Division 3 Area 1) - Tenth		1C Chung Man Ho
Girls A Grade Team Prize (Division 3 Area 1) - Third		
Girls B Grade Team Prize (Division 3 Area 1) - Third		
Girls Team Prize (Division 3 Area 1) - Overall Champion		
d. Inter-School Squash Team Competition		
Girls Open (HK Island & Kowloon) – Third		
e. Inter-school Swimming Competition		
50M Breast Stroke - Boys A Grade (Division 3, HK Island) – Second	Hong Kong Schools Sports Federation	6C Pang Nga Tsun
50M Butterfly Stroke - Boys A Grade (Division 3, HK Island) – Fourth		6B Chow Hong-Yo Sandy
200M Breast Stroke - Boys A Grade (Division 3, HK Island) – Fourth		6A Ip Hin Ming
200M Freestyle - Boys A Grade (Division 3, HK Island) – Fourth		6B Chow Hong-Yo Sandy
100M Back Stroke - Boys B Grade (Division 3, HK Island) – Second		4C Kwok Yu Hin Jason

Award	Organization	Name of Student
50M Back Stroke - Boys B Grade (Division 3, HK Island) – Fourth	Hong Kong Schools Sports Federation	4C Kwok Yu Hin Jason
4x50M Free Style Relay - Boys A Grade (Division 3, HK Island) – Second		
4x50M Free Style Relay - Girls C Grade (Division 3, HK Island) – Third		
f. Inter-School Table Tennis Competition		
Boys C Grade – Fourth	Hong Kong Schools Sports Federation	
g. Inter-school Volleyball Competition		
Boys A Grade (Division 1) – Second	Hong Kong Schools Sports Federation	
Boys C Grade (Division 1) – Third		
Boys Overall (Division 1) – Third		
Girls A Grade (Division 2) – Champion		
Girls B Grade (Division 2) – Champion		
Girls Overall (Division 2) – Champion		
h. Inter-school Hong Kong International School Basketball Tournament 2022/23		
Girls' Team – Champion	Hong Kong International School	
i. Outreach Coaching Squash Team Competition 2022/23		
Boys Junior Team – Third	The Leisure and Cultural Services Department	
Boys Senior Team – Champion		
Girls Junior Team – Second		
Girls Senior Team – Champion		
Senior Team – Overall Champion		
j. 22-23 A.S. Watson Group Hong Kong Student Sports Awards		
Secondary Section – Certificate of Award	A.S. Watson Group and Education Bureau	5B Lau Ho Fung
k. All HK Inter-Secondary Schools Competition – BOCHK Virtual Indoor Rowing Cup		
Hong Kong & Kowloon – Fourth	Hong Kong Schools	5D Yiu Yan Kei
All Hong Kong Overall – Fifth	Sports Federation	5D Yiu Yan Kei

4. Financial Summary

The IMC of Sheng Kung Hui Tang Shiu Kin Secondary School
Financial Report for the Period From 1 Sept 2022 to 31 August 2023

Particulars	Actual 2022/2023			
	b/f (1)	Revenue (2)	Expenditure (3)	Surplus/Deficit (4)=(1)+(2)-(3)
GOVERNMENT FUND				
EOEBG: NON-SCHOOL SPECIFIC GRANT				
Baseline Grants		2,221,390.59	2,538,213.12	(316,822.53)
EOEBG: SCHOOL SPECIFIC GRANT				
Administration Grant		4,325,004.33	4,279,416.41	45,587.92
Other Grants		1,992,217.00	1,767,119.81	225,097.19
Sub-total		6,317,221.33	6,046,536.22	270,685.11
EOEBG Surplus/Deficit for the year (A+B)	60,185.34	8,538,611.92	8,584,749.34	14,047.92
Amount transferred to deficit in Outside EOEBG	-	-	-	-
Deficit covered by Subscription A/C	-	-	-	-
Surplus carried forward to next year				14,047.92
OUTSIDE EOEBG				
Other Grants: Outside EOEBG Surplus for the year (C)	2,310,501.03	8,136,860.47	8,520,153.31	1,927,208.19
Deficit transferred to EOEBG	-	-	-	-
Outside EOEBG Surplus carried forward to next year	-	-	-	1,927,208.19
GOVERNMENT FUND A/C CARRIED FORWARD TO NEXT YEAR	2,370,686.37	16,675,472.39	17,104,902.65	1,941,256.11
SUBSCRIPTION FUND A/C	10,701,535.76	2,260,840.88	1,123,246.64	11,839,130.00
SPECIFIC PURPOSES A/C (Starting from 2017/2018)	520.00	223,200.00	223,720.00	-

5. Appendices

Appendix 1 – Platforms provided for students to explore and develop their potential and support their improvement

About 85% of subject panels had provided different platforms for students to explore and develop their potential and support their improvement.

- Chinese: Students were arranged to take part in the Speech Festival and external competitions such as writing competitions, calligraphy competitions and reading report competitions.
- English: 32 students joined the Speech Festival; 3 students joined an external writing competition (Hong Kong Young Writers Award 2023, and one student was awarded Honourable Mention); The Inter-class School Hunt was successfully held on 8 March; F.1-2 Spelling Bee was held on 30 March; 97 F.6 students took part in the post-mock exam practice on 19 April 2023. The English Carnival (theme: World Cultures) was held on 5 May.
- Non-Chinese speaking (NCS) students participated in the 2022 Chinese Calligraphy Competition to understand more about the structure of the Chinese characters. A lantern-making and Chinese paper-cutting activities were held to let local and non-Chinese speaking students understand the Chinese history and culture through making traditional handicrafts. Students enjoyed participating in the activity.
- The Chinese Department and the Home Economics Department jointly organized a workshop on making rice cupcake (钵仔糕) to enhance NCS students' understanding of the Chinese food culture.
- The Chinese Department worked with the CS Department and the Civic Education Team to organize opera workshops to promote Chinese intangible heritage and strengthen national identity on 19 April, 26 April, and 3 May 2023.
- Putonghua: The Putonghua Society organized a variety of activities, including "Chinese Cultural Journey", "Singing Competition", "Tongue Twister Competition" and "Movie Appreciation" to enhance students' Putonghua language knowledge and learning motivation.
- Mathematics: 19 F.1-F.3 students participated in the preliminary round of 2023 Hua Xia Bei Mathematics Competition and 12 students joined the semi-final of the competition in March 2023. 37 F.1-F.5 students participated in the preliminary round of AIMO and 12 students joined the semi-final of the competition in April 2023. 4 F.4 students participated in the Mathematics Book Report Competitions for Secondary Schools (2022/23) organized by the EDB. 6 F.2 and 6 F.3 students participated in the '2022/23 Statistical Project Competition for Secondary School Students' organized by the Hong Kong Statistical Society and the EDB. Besides, 116 F.6 students participated in Canotta Math mock exam in December 2022 and 34 F.6 students joined the online Math mock exam organized by the Educational Publishing House in January 2023. F.6 Math Module 1 and 2 students joined Canotta M1/M2 mock exam in December 2022.
- Life and Society: All F.1-F.2 students participated in the "One Country Two Systems and the Basic Law" slogan competition held by the Hong Kong Youth Nature Association, and 30 F.3 students participated in the activity "Global Perspectives: an adventure in our society".

- Citizenship and Social Development: A slogan competition regarding national security was held in F.4. A model making activity related to tangible cultural heritage of China was held in F5. An exhibition of models and books related to Chinese culture and history was held outside the school hall and in the school library. Both F.4 and F.5 students joined the visit to the Hong Kong Palace Museum.
- Science Department: A team of F.5 students participated in the IEEE Pre-university research project and got a merit award.
- Students became champions in the 2023 Young Inventor Competition, co-organised by the Institution of Mechanical Engineers (HK), the HK Institution of Engineers, American Society of Mechanical Engineers (HK) and the Hong Kong Polytechnic University.
- A group of F.3 students joined the IJSO (Hong Kong Screening) in September 2022, one student got a second class honour and three students got third class honour.
- Biology: F.6 students joined the Biology Olympiad in November 2022, winning the Best School Award (6th place out of 128 schools) with one Gold, two Silver and three Bronze awards.
- Physics: F.5 students joined the Physics Olympiad in September 2022, winning an Honourable mention for Schools (12th place out of all the participating schools) with one 1st honour, one 3rd honour and one Honourable Mention. A student was selected by the EDB to join the 22nd Asian Physics Olympiad (APhO 2022). He obtained an Honourable Mention in this competition. He was also selected by the EDB to represent Hong Kong to participate in the 52nd International Physics Olympiad (IPhO 2022), winning a bronze medal in this competition.
- Integrated Science Department organized a project which involved a visit to the Science Museum and the Museum of Medical sciences for F.2 students in November 2022.
- Chinese History: Senior form students joined the joint-school mock exam.
- Economics: A visit to Hong Kong Palace Museum was arranged for students to understand the consideration and principles of running the Museum in economics, with the customized briefing offered by the staff. F.4 and F.5 students submitted their proposals for the “TSK Entrepreneur” and applied their economics knowledge in drafting their proposals.
- A field study was arranged to study the market structure and economics concept on cluster of shops in the community.
- Geography: To widen students’ horizons, students were arranged to join Yuen Long Bypass Floodway Guided Tour organized by the Drainage Services Department, visit the Geospatial Lab and attend the Planning Department Outreach programme with the talk entitled ‘The Drive for Future Development of Hong Kong’ in school. Two field trips to Hong Kong Geopark and a workshop on minerals were organized for students later. F.4 and 5 geography students were arranged to join the field study course entitled “Drifting Classroom” organized by the Caritas Chan Chun Ha Field Studies Centre on 27 April 2023.

- History: Students were encouraged to take part in the Inter-school Competition of Project Learning on Hong Kong's History and Culture, organized by the Hong Kong History Museum. The topic of the competition was "At Home in Hong Kong: Stories of Chinese Immigrants over Hundred Years". 27 F.3-5 students participated in learning activity at the Hong Kong News-Expo and learnt more about information literacy and the history of Hong Kong's news media.
- BAFS: Students participated in different activities or competitions throughout the year, for example, HKICPA Accounting and Business Management Case Competition 2022-23, VTC webinar "Paths to Success for Youngsters through the Accounting Profession", HKFWS Financial Education Centre Quiz Competition, etc.
- CML: Two F.3 students joined STEM x Marine Competition organised by the University of Hong Kong. Four F.3-F.4 students joined the Inter-School Drone Competition organised by ASK. Ten F.3 students joined The Second Greater Bay Area STEM/AI Competition, and the final was held in July 2023. Six F.3 and F.4 students won the championship in The First Greater Bay Area STEM/AI competition and competed with the schools in Great Bay Area in May 2023.
- Twelve F.1-F.3 students joined a 3D printing workshop organised by the STEM Society.
- Music: 24 F.1 to F.5 students participated in the 75th Schools Music Festival and Joint Schools Music Competition 2023.
- One F.2 and One F.4 students were nominated to join the 'Greater Bay Area Gifted Music Performance Competition 2023 (Hong Kong Region)'.
- Environmental Education: Four F.5 students joined the programme entitled 'From Ocean to Polar | From Polar to a Sustainable Planet Earth organized by the UNESCO Association and the Polar Research Institute of Hong Kong on 22 April 2023, in which the fields of polar security and ecological security were discussed.

Appendix 2 – Collaboration of subject panels/functional groups to incorporate life-wide learning activities

Subject panels collaborated with other panels/functional groups to incorporate life-wide learning activities to widen students' horizons.

- The English Department collaborated with the I.S. and History Departments in the F.1 & F.2 cross-curricular projects respectively. Both the written parts and oral presentations were completed.
- The Chinese and CML departments jointly organized the cross-curricular project learning activities using VR for F.1 students.
- The Chinese Society, Putonghua Society, and Campus TV jointly organized the “Chinese Culture Festival” to broaden students' horizons. A film show was organized by the Chinese Society and Film Club to promote filial piety.
- The Mathematics Department collaborated with the Home Economics Department to organize a cross-curricular learning activity related to STEM for F.2C students. It aimed to cultivate Chinese culture and to embrace family ties.
- The LS Department and Civic Education Team jointly organized a life-wide learning activity – War Zone 90 for F.4-5 students.
- The I.S. and CML Departments jointly organised a project of Smart Plant Growing System for the F.2 students. Micro: bit boards, water pumps and soil moisture sensor were used in the project.
- The Science Departments and the House Committee jointly organized the Inter-house Science Challenge.
- The Chinese History and History Departments jointly organized field trips to Shing Mun War Relics Trail and the Haw Paw Garden to broaden students' horizons.
- The Geography Department and Environmental Education Committee jointly arranged students to participate in the programme entitled ‘Ocean Park - Every Drop Counts’ organized by the Council for Sustainable Development, and the WWF Secondary School Programme ‘Wetland Reserve Officer’.
- The RS and Visual Arts Departments jointly organized a project related to Christian values for F.3 students.
- The Home Economics Department and the English Department jointly organized a project related to nutrition for F.1 students.
- The Visual Art and RS Departments jointly organized a WhatsApp stickers design project in F.3 to enhance the students' understanding of Christian faith. We scanned the good works and created a set of WhatsApp stickers with the help of our school fellowship, which were then sent out to the students.
- The Inter-house quiz was held to train students-in-charge to be quiz masters and to challenge participants to read widely.

Appendix 3 – Challenging but achievable tasks provided by different subject panels

Challenging but achievable tasks were provided by different subject panels to instil in students a sense of achievements and enhance students' motivation in most subjects.

- English: Graded tasks were given to students of all forms. Teachers of higher-ability DSE groups were encouraged to make good use of past AS-UE papers to stretch students' potential.
- Mathematics: Junior form students were given chances to attempt HKDSE questions whereas M1/M2 students were given suitable past HKCEE Additional Math, HKASL Math and Statistics and HKALE Pure Mathematics papers to train their problem-solving skills and higher-order mathematics skills. Bonus mark questions focusing on enrichment topics were included in the final examination. More challenging questions and open-ended questions were given to students in elite classes.
- Chinese and Geography: More challenging question types were given to junior and senior form students in the elite classes.
- Biology and History: Challenging questions with bonus marks were provided in F.3 Final Exam.
- Integrated Science: An investigative project for F.1 students and a project which required F.2 students to design and make an electrically powered device.
- Chinese History: Junior form students were given chances to attempt DSE questions.
- Visual Arts: Different kinds of assignments (e.g., actual drawing assignments, online quizzes, a self-study project and mini games) were given to students to enhance their motivation to learn and explore new things.

Appendix 4 – Students’ participation in activities/courses/competitions related to gifted education

Students were invited to join activities, courses or competitions related to gifted education to strive for excellence.

- Thirteen more able students in F.1 to F.5 were nominated to take web-based learning courses which covered domains in Earth Science and Mathematics organized by the EDB and the Hong Kong Academy for Gifted Education. Two F.1 to F.5 students talented in English, Science or Mathematics passed the online screening programmes and were accepted to the courses offered by the Academy.
- Chinese: Teachers made good use of the Diversified Learning Grant to organize the "Advanced Chinese Writing Class". Students agreed that the programme could further enhance their ability to think from multiple perspectives, including analysis and higher-order thinking.
- Mathematics: Three F.5 students joined the IMO 2023 organized by the Hong Kong Academy for Gifted Education. Five F.5 students joined the 40th Hong Kong Mathematics Olympiad organized by the EDB. Five F.5 students participated in the Competition on the Mathematics of Information (2023) organized by the Mathematics and Information Engineering Programme, the Chinese University of Hong Kong. Three F.3 students joined the 25th Hong Kong Mathematical High Achievers Selection Contest. The F.6 Math Enrichment Programme was held for the F.6 elite class from Sept to Nov 2022.
- Funded by the LWL (Life-wide Learning) Grant, two F.6 students attended the Hong Kong Geography Olympiad organized by the Hong Kong Geographical Association.
- Five F.3D students were arranged to join three online and face-to-face workshops for the 2022-23 Field Report Competition organized by Caritas Chan Chun Ha Field Studies Centre on 29 October, 5 November, and 19 November 2022.
- Six F.4 students were arranged to join the workshop for the ‘Esri China (HK) 25th Anniversary STEAM Cup – Multi-Subjects ArcGIS StoryMaps Application Competition 2022-2023’ organized by Esri on 4 January 2023.
- Funded by the LWL Grant, the F.4 and F.5 Chinese Literature students participated in an activity 「文學散步」 to enhance their understanding of literary works. Students agreed that it helped strengthen their sense of community and prompted them to become active and responsible citizens of the world.

Appendix 5 – Enhancing the learning and teaching of Chinese as a second language

The learning and teaching of Chinese as a second language was enhanced.

- The Non-Chinese speaking (NCS) students were required to study mainstream Chinese Language courses, learn in small groups and join pull-out programmes. Appropriate learning activities and assessments were designed to cater for the needs of different students. The teachers tried to improve their Chinese listening, speaking, reading and writing skills, and helped them obtain the Chinese qualifications recognized by the Qualifications Framework, including taking the London General Certificate of Secondary Education Examination (IGCSE), General Certificate of Education Examination (GCE) and Hong Kong Diploma of Secondary Education Examination (DSE Chinese subject), so as to enhance employment and other aspects of competitiveness.
- Through taking the school-based curriculum, three F.4 students were prepared to take the International General Certificate of Secondary Education (IGCSE) examination, while one F.5 student sat for the General Certificate of Education (GCE) Advanced Supplementary Level Examination. A F.6 NCS student took the DSE Chinese Examination. He was also taught from the perspective of career planning to help him prepare better for further studies and employment in the future.
- Many Chinese teachers participated in professional development courses or seminars to enhance their skills in teaching Chinese as a second language.

Appendix 6 – Incorporation of appropriate learning activities to cater for learner diversity

Over 90% of subject panels incorporated appropriate learning activities to cater for learner diversity and provided opportunities for success to increase students' sense of achievements in learning.

- Most subjects: Graded tests, dictations, tailor-made worksheets and various online platforms (Kahoot, Jamboard, Edpuzzle, Schoology, Nearpod, Geogebra, Desmos, Quizizz, iQuiz and Teams) were used to motivate less able students. More clues and guidelines were also given to them.
- Chinese: Various interactive learning activities were organized such as group discussions, competitions, role-playing, games, debates and drama to increase students' engagement, stimulate less able students' learning motivation and enhance the sense of achievements. Individual tutoring and small group supplementary lessons were arranged to provide additional support for students with weaker learning abilities, boosting their confidence in learning.
- Chinese Literature: Modelling was adopted as a teaching technique for writing.
- Mathematics: 3D models and math software were used to enable students to visualize, investigate and comprehend abstract mathematical concepts. YouTube videos and websites were used to help students gain a better understanding of the topics and to spark their interest in Math. Worksheets with guided steps were given to students. Students were taught study skills e.g., drawing tables or diagrams when solving word problems. Pair work was arranged in class to promote peer learning. Tutorial sessions were arranged after school and during the study leave specially for less able students. Higher ability students from F.4 and F.5 were invited to serve as tutors, assisting junior form students who struggled with Mathematics in revising for the final examination.
- L&S and Citizenship and Social Development: To help the NCS students overcome their language barrier, English terms and instructions were provided in quizzes and examinations. In addition, the F.4 and F.5 CS NCS students were given English versions of notes and examination papers.
- Biology: The preview of learning tasks and study skills sharing were conducted in tutorial sessions. Collaborative essay writing activities were conducted with the help of Google form.
- Chinese History: To help F.1 to F.3 NCS students better adapt to the learning of Chinese History, bilingual notes and adjusted examination papers were provided.
- Economics: Tutorials were organized for less able students. The teachers encouraged students to explain the answers to their peers to boost their confidence in tackling HKDSE questions. Tutorials were offered to less capable students in F.4 & F.5 before the examination, providing them with an opportunity to learn effective answering skills and consolidate their acquired knowledge.
- Geography: In F.1-3, students in the average class received significant guidance in completing their worksheets. The weaker F.4 and 5 classes received additional guidelines on essay writing. Tutorials were organized throughout the year for less able F.6 students during their free periods.
- History: Study skills, such as note-taking and answering techniques, were emphasized during

lessons. Senior form students were encouraged to watch documentaries related to the Second World War and the Cold War to enrich their knowledge. Small-group tutorials were organized for students with weaker abilities in senior forms, aiming to help them consolidate their knowledge, clarify key concepts and develop examination skills.

- RS: Pair work, small group discussions, mini group projects and games were organized to cater for the needs of students with weaker abilities. Multimedia resources (e.g., videos, padlet, online quizzes) were given to students as pre-lesson preparation.
- Home Economics: Pair work and group projects were organized to cater for the needs of students with weaker abilities. Resources related to food sciences and videos demonstrating various techniques and experiments in the field were provided to students.
- Visual Arts: Resources related to daily life (e.g., newspaper cutting, still-life models, recent artistes' works) and multimedia resources (e.g., videos, online games and online MC quizzes) were provided to students. Group projects were organized to cater for the needs of students with weaker abilities. Students were encouraged to engage in pair work or take on the role of a "little tutor" during lessons.

Appendix 7 – After-school small-group tutorials for both junior form and senior form students

After-school small-group tutorials were provided to both junior form and senior form students with weaker academic abilities.

- English: 25 F.4 & F.5 students were selected to join a pull-out English enhancement course starting on 6th March 2023 (a total of 10 lessons).
- Mathematics: Tutorial classes were provided for senior form less able students during lunchtime, after school and during their study leave. After-school tutorials were provided for some less able students from F.1 to F.3 by more capable students in F.4 and F.5 before the final exam.
- Citizenship and Social Development: One-to-one tutorials were provided for the NCS students.

Appendix 8 – Mobile learning / e-Learning

About 90% of subject departments incorporated mobile learning/e-Learning where appropriate.

- Chinese, English, LS, L&S, Chinese History, Geography, History, RS and Music: A variety of platforms were used for learning purposes, e.g. Microsoft forms, Nearpod, Kahoot, Quizlet, Padlet, Jamboard, Mentimeter, Edpuzzle, OneNote, Quizizz, Google forms, Loilonote and Explain Everything.
- English: Different e-platforms were used, and students were also encouraged to read e-books in the e-library on eClass.
- Mathematics: Teachers used GeoGebra, Desmos and Sketchometry to enable students to visualize, investigate and comprehend the abstract concepts. OneNote, Microsoft Form and HKEdCity online question bank were used to increase students' engagement and assess their learning progress.
- Chinese History: During the lessons on Hong Kong history, F.3 students used the interactive map "The 1941 Battle of Hong Kong: A Spatial History Project" that is based on the Geographic Information System to learn about the Battle of Hong Kong in 1941, the related stories, and the built heritages that still exist. The use of the interactive map enhanced students' engagement during lessons and fostered effective learning.
- Economics: Online platforms such as Teams, Zoom, Microsoft forms and Google forms were used to facilitate students' learning. Online resources such as multiple-choice questions were used for consolidation. The results could be used as instruction and explanation of the related concepts.
- Geography: Slido for PowerPoint was used to conduct instant and interactive short quizzes in F.4 and F.6 lessons. ARGEO Portable was used to help F.3-4 students identify the landform features from contour maps and understand the concept of vertical exaggeration. Geographic Information System (GIS) was used to promote enquiry through maps.
- History: VR headsets were employed in class to provide an immersive learning experience, and 3D images of artifacts/architecture were presented in lessons. F.3 students used an interactive map which integrated the GIS technology to learn the development of the Battle of Hong Kong during the Second World War.
- CML: Online platforms were introduced including Una, Teams, Thinkable and W3schools. The learning progress of the students was monitored instantly. Feedback could be provided to the students immediately.
- Visual Arts: Online games and quizzes were designed for students. Digital drawing apps (Procreate, Sketch and ibisPaint X) were introduced to students. F.2D students were encouraged to hand in their work in digital or traditional format in some assignments.

Appendix 9 – Enabling students to pursue self-direct learning

90% of teachers enabled students to pursue self-directed learning and build up their knowledge.

- Links, notes and PowerPoint slides were sent or given to students before lessons as pre-lesson preparation in various subjects.
- Chinese: The teachers integrated learning materials into daily life so that students could apply what they have learned. Students were required to read articles and passages before lessons, use Kahoot for preview, and consolidation exercises were used to test students' understanding.
- English: It is a common practice among the English teachers to ask students to do pre-lesson preparation. For F.2, students were asked to read Britannica on eClass and complete the follow-up tasks in a F.2 English & History cross-curricular project. F.1-3 students also had to make use of self-learning and research skills to complete their projects.
- Mathematics: Junior form students were encouraged to use assessment online platform "Longman Plus" according to their own pace. F.1 and F.2 students had to finish a STEM project related to math topics during the Easter holidays. F.3 students were asked to watch videos and use software to explore the properties of centres in a triangle. Senior form students were encouraged to use HKEdCity online MC Question Bank Platform. They were also encouraged to do past HKDSE paper questions at their own pace and watch videos from YouTube to learn alternative solutions. Extra exercises were uploaded onto TEAMS for students' self-directed learning.
- L&S and Liberal Studies: Case studies to find causes, effects and solutions to issues were conducted. Online resources like iKnow were provided for students' self-learning.
- Citizenship and Social Development: F.4 students were asked to do a mini research and presentation regarding the achievements of modern China.
- Biology: Group presentation sessions were arranged on selected topics such as various kinds of non-infectious diseases. Students were encouraged to go beyond the textbooks in preparing and delivering their materials.
- Economics: Students were asked to make use of their own notebooks to construct their own learning materials and resources. A reading log was designed, comprising news and articles related to economics. Questions were included for students to engage in self-directed lesson preparation.
- Geography: F.2-4 students were asked to read different kinds of materials for writing up the case study reports or projects on their own.
- History: Junior form students were asked to do projects on self-study topics. F.4 students were asked to collect and analyse primary sources related to daily life in Nazi Germany.
- Reading materials sharing was implemented in every RS lesson for F.2 and F.3. Online reading materials were given to students for their self-directed learning, and they were asked to do the presentation on their own reflection.
- BAFS: Additional learning resources were provided to students for their self-directed learning. They could do extra exercise and check the answers independently at their own pace. Bonus marks in chapter quizzes were given to students who completed extra work in addition to their assigned homework.
- Visual Art: Online references were given to students to encourage them to do preparations at home. F3 students were welcome to take additional materials home and create a 2nd design on their glass cup/mirror.

Appendix 10 – Promoting study skills at different levels to support self-directed learning

Various departments promoted study skills at different levels to support self-directed learning.

- English: School-based reading skills worksheets were devised and taught in F.1-3; F.5 & F.6 English teachers were encouraged to make use of the collaborative enrichment and remedial resources developed. The English Department also collaborated with the Chinese Department to focus on mind-mapping in F.1 at the same time.
- Mathematics: Students were taught the skills on how to strategically approach M.C. questions. They were encouraged to take notes during lessons. Study skills, such as drawing tables or diagrams for solving word problems and summarizing each chapter, were taught. Students were asked to analyse their own mistakes, reflect on the problems, and set goals for the coming term after the first term exam and the final exam.
- LS, L&S, Economics and Geography: Note-taking skills and answering techniques were introduced.
- History: Additional pre-lesson tasks were designed to help students nurture good learning habits. For instance, junior form students were asked to complete glossary worksheets which helped them form the habit of looking up difficult words in the dictionary before their lessons.
- The History Department collaborated with the Geography Department to design worksheets that aimed at strengthening F.2 students' ability to describe causal relationships.
- CML: Instead of written assessments, online coding platforms were introduced such as TEAMS, Una and micro:bit app on iPads. Students finished their work in the lessons. Their work could be accessed anytime anywhere through the Internet. Booklets for learning micro:bit were prepared and distributed to the F.1 students via Teams. Students took notes on TEAMS and they could review what they learnt anytime. PDF files were uploaded to Teams for the students to learning coding. A free online platform, W3schools.com, was introduced to them for learning database commands and preparing them for the senior form ICT. F.3 students learnt App developments. Videos from YouTube were introduced to them for further study. F.1-F.3 students completed group projects for their final assessment.

Appendix 11 – Cross-subject collaboration

Various departments completed cross-curricular projects or tasks.

- Chinese and CML in F.1;
- English and I.S. in F.1;
- English and History in F.2;
- English and Home Economics in F.1 writing;
- Mathematics and Home Economics in F.2C;
- I.S and CML in F.2;
- History and Geography in F.2;
- History and Visual Arts in F.1 and 2;
- RS and Visual Art in F.1-3;

Appendix 12 – Developing teachers’ skills in using students’ academic data

The following resources have been shared among teachers to enhance their competence in using students’ academic data and further encourage the utilization of data to enhance teaching effectiveness.

- A manual on Student Data Analysis System (SDAS) was compiled and uploaded to Google drive for teachers’ reference. Moreover, relevant video clips were made.
- A sharing session on the HKDSE School Statistical Report was held with panel heads on 5 January 2023. All panels were encouraged to conduct departmental evaluation in curriculum planning, teaching strategies, assessment and student learning with reference to the School Statistical Report, School Statistical Report of individual departments and Statistical Reports of individual teachers (if applicable). The Head of the Mathematics Department shared professional tips on using the data with other departments and prepared some notes.
- “Guidelines for Interpreting Cross-Year Special Analysis on GU 2022 (Gainful Use of TSA 2022 Assessment Materials)” were sent to the Heads of the Chinese, English and Mathematics Departments for reviewing the learning performance of F.3 students in their respective subjects.

Appendix 13 – Reading activities provided by subject panels

More than 90% of subject panels provided different reading activities to encourage reading to learn.

- Chinese: Students were encouraged to borrow books from the book corner (圖書角) in the classroom and made good use of the e-Library Plus on eClass to read a wide range of books. Teachers also recommended books on the theme of inspiration and Chinese culture to students. Teachers made good use of the online reading platform (智愛中文平台) to encourage students to read different types of high-quality reading materials and arranged for students to recommend and share good books of different levels during Chinese lessons. Both junior and senior form students were required to submit book reports and read on the web.
- Chinese Literature: Other literary works created by the same authors were introduced when relevant reading passages were taught.
- English: Students were encouraged to read e-books on eClass. F.2 students were encouraged to read Britannica in the e-Library on eClass to prepare for their cross-curricular project. School-based reading skills worksheets were devised to enhance F.1-3 students' reading skills.
- Mathematics: Reading articles about “the Chinese approach to proving the Pythagoras’ theorem”, “Origami” of Pythagoras’ theorem and history of “Pi” were given to F.2 students. Teachers encouraged students to read the enrichment section in textbooks to widen their scope of learning. Four F.4 students were nominated to join the Mathematics Book Report Competitions for Secondary Schools (2022/23). Six F.2 and 6 F.3 students participated in the '2022/23 Statistical Project Competition for Secondary School Students' organized by the Hong Kong Statistical Society and the EDB. Students had to read lots of data, reports and articles from official statistical data and reference materials.
- L&S, CS and the Civic Education Team: Reading materials related to the Constitution and the Basic Law were given to students during the morning reading session. Based on those reading materials and their own understanding, students were able to answer questions in the inter-class quiz of “The Constitution, Basic Law and news stories”.
- Economics: A reading log which contained news and articles related to economics was designed. Questions were included for students to do self-directed lesson preparation.
- Geography: F.2-4 students were requested to write up the case study reports after reading the materials about natural hazards. Outside the classrooms, all F.1-2 students had to read the case studies in the textbooks to learn about the other parts of the world. All F.3 students were asked to read the reading materials about earthquakes and climate from Britannica School on eClass. Students had to complete follow-up tasks after reading.
- History: F.1 and F.2 students were requested to complete worksheets after reading articles or newspaper clippings on history topics within their curriculum.
- RS: The RS Corner was set up in the school library. Students were encouraged to borrow books related to Christian Faith. In order to cultivate Christian values and promote reading to learn, all F.3 students were required to read the articles “Our daily bread” on the school website and share their reflections in RS lessons.
- The Reading Challenge was conducted from late March to mid-May 2023. Students were encouraged to complete at least one of the provided reading challenges. Bonus course marks were given by English or Chinese teachers as an incentive.

Appendix 14 – A “multi-pronged and coordinated” approach to promote national security education holistically

National security education was holistically promoted through various means and activities.

- The national flag was displayed on each school day and the flag raising ceremony was conducted weekly to cultivate a sense of belonging towards the country among teachers and students.
- The school joined the ‘2022 National Day Online Quiz Competition’, ‘2022 National Constitution Day Online Quiz Competition’ and ‘2023 National Security Online Quiz Competition’.
- To enhance students' understanding of national security and national education, various activities were held in April 2023.
 - Flag Raising Ceremony and Principal’s sharing;
 - Video Playing during recesses;
 - National Security Education Day Book Display;
 - Chinese Cultural Heritage Model Display and Quiz Corner on Tangible cultural heritage and the concept of cultural security;
 - Chinese Cultural Heritage Model and Book Display on Chinese Architecture and Culture in the Library
- Citizenship and Social Development: Class learning activities (e.g. games, quizzes, slogan competition, model making, visits, China Tour, etc.) related to different domains of National Security, the Basic Law, national education and values education were conducted.
- The elements of national security education were integrated into the curriculum contents of various relevant subjects whenever appropriate.
 - Chinese: F.1 to F.3 students joined the 2023 「國家安全寫作比賽」 to enhance the sense of belonging to the country. F.4 and F.5 students joined the 2022/23 「中華經典名句—全港中小學網上遊戲比賽」 to cultivate moral character and national identity.
 - CS and L&S: Topics related to national security and national education were included in the curriculum. For example:
 - F.1 L&S – Rights and responsibilities of citizens; Life of Chinese nationals.
 - F.2 L&S – Chinese family life, filial piety; Role of the Chinese government in the economy.
 - F.3 L&S – China’s step forward to the world.
 - F.4 CS – Significance of safeguarding national security, a holistic approach to national security; the National Security Law and promoting long-term development of HK; Achievements of the country and the sense of national identity.
 - F.5 CS – How does China safeguard international maritime safety?
 - F.4 Chemistry: The Paris Agreement was discussed with F.4 students studying Chemistry while teaching Fossil Fuels and carbon compounds.
 - F.5 Biology: Ecological security and public security were incorporated when explaining “Endangered species” and “Disease prevention” in Mainland China.
 - Chinese History: A platform for self-learning (「認識國情」學生網上自學平台) was introduced to F.1 students.

- Economics: Students learnt about the principles of the Basic Law in the design of the government budget. On the topics of AS-AD income model and business cycle, students learnt about how China helped Hong Kong recover from the economic downturn after SARS. Regarding the topics of Money & Banking, and International Trade & Finance, the concepts of national security were integrated into the curriculum.
- Geography: Ecological security, resource security and polar security were organically integrated into different modules in F.2-6 Geography.
- History: The concepts of nation, cultural heritage, territorial integrity, sovereignty, traditional virtues, identity and national security were introduced and reinforced in different topics of both junior and senior forms.
- BAFS: Through studying the topic of the close economic relationship between Hong Kong and the Mainland, students understand the importance of maintaining economic security.
- Music: The background and the singing of the national anthem were taught in F.1 to F.2 music lessons.

Appendix 15 – Strengthening students’ understanding of the Basic Law

Students’ understanding of the Basic Law was strengthened through various relevant topics and activities.

- Chinese: The Constitution and the Basic Law were incorporated into different topics in the Chinese curriculum. Teachers could enhance students’ understanding about the Constitution and the Basic Law through different topics.
- Chinese History: Students’ understanding of the historical background to the signing of the Sino-British Joint Declaration was strengthened through topics such as the Opium War, the establishment of the People’s Republic of China in 1949 and the Reform and Opening-up in 1979.
- History: In junior forms, F.2 students studied China's modern history from the 1st Anglo-Chinese War to the 1911 Revolution. In senior forms, students learned about the establishment of the HKSAR government and the significance of the Basic Law in Hong Kong.
- Relevant school-based learning and teaching materials related to Constitution and Basic Law education, and national security education have been reviewed and developed. The school has also requested relevant departments and functional groups to retain such materials for at least two school years.

Appendix 16 – Incorporating values education into the formal curriculum

Over 70% of departments incorporated positive values education into the formal curriculum.

- Chinese: Teachers made good use of the 「國民教育一站通」 online resource platform provided by the Education Bureau and the information of “Values Education Curriculum Framework” (2021) to cultivate students’ positive values and attitudes. They also encouraged students to practise good behaviour, aiming to foster a new generation of individuals who are committed to society, possess a strong sense of national identity, embrace national values and have an international vision.
- English: A programme ‘Freerice’ was introduced to students. Students completed online vocabulary exercises not only to learn English but also donate rice to people who were less fortunate, showing their care for others.
- Mathematics: Challenging tasks were assigned to students to develop students’ values such as willingness to try and perseverance. Values and attitudes such as reasonableness and carefulness were implicitly taught. Open-ended questions were given to students to develop students’ respect for others. The Chinese approach to proving the Pythagoras’ Theorem and the development of π in Chinese mathematics were introduced to junior form students. The hardship and persistence of ancient Chinese mathematicians were introduced. Positive values were incorporated into various topics such as percentages and taxation.
- History: Various positive values such as perseverance and the importance of family and clans in the Chinese community were stressed. The appreciation and importance of cultural heritage and conservation were also emphasized.
- Positive values such as empathy, respect for others and responsibility were incorporated into various topics across different levels and subjects, such as CS, Biology, Chinese History, Economics, Geography, History and CML.

Appendix 17 – Promoting generic and/or higher-order thinking skills training in junior and senior forms

Most panels have included elements pertaining to in-depth discussions and thinking skills in the junior curricula and reinforced higher-order thinking skills in senior forms.

- Chinese: Teachers used a variety of teaching methods, such as asking questions at different levels of difficulty, video appreciation, presentations and peer work evaluation to encourage students to make better use of what they have learned. Some teachers used effective questioning techniques to enhance higher-order thinking and in-depth discussions of students. Project learning was carried out to foster students' critical thinking skills in junior forms.
- English: Students were taught to differentiate between facts and opinions when making use of different reading resources and materials on social media. They had a better understanding of the differences between people's views and facts.
- F.1 students were taught common learning skills in both Chinese and English subjects so that they could use the skills flexibly.
- Mathematics: Students were taught to do chapter summary and how to solve a problem by different methods. Questions requiring higher-order thinking skills were included in the final examination for students to score bonus marks.
- Liberal Studies and L&S: Discussion sessions were conducted in all forms. Students were asked to discuss the possible answers to the open-ended questions regarding different social issues.
- Chinese History: The curriculum of junior forms focuses on developing students' critical thinking skills and skills in sourcing information rather than reciting facts.
- Economics: Students were required to read and analyse data and abstracts. They were trained to use relevant materials to support their views when addressing questions regarding "justification", "evaluation" and "comment", in which students were required to think critically from multiple perspectives and formulate potential action plans.
- Geography: Junior form students were required to propose solutions to problems based on the facts in their projects. Upper form students were trained to evaluate the effectiveness of different methods in various topics in order to tackle the questions in the DSE exam.
- History: Students of both junior and senior forms were taught to differentiate between facts and opinions, formulate arguments and support them with concrete evidence, develop critical thinking such as judgement and assessment, and analyse issues from multiple perspectives.
- BAFS: The analysis of accounting ratios, decision-making in cost accounting served as a means to cultivate students' higher-order thinking skills. Entrepreneurial skills were also fostered.
- CML: Basic coding skills were provided to the students, and more challenging tasks were assigned to them. Sample codes with logical errors were provided to students at times to enhance their critical thinking skills in coding, as well as their creativity.

Appendix 18 – Collaboration among subject panels to further enrich STEM education

Subject panels collaborated with other panels to further enrich STEM education.

- A project organized by the Chinese and CML Departments aiming to encourage students to use CoSpaces was completed.
- A project organized by the I.S and CML Departments aiming to encourage students to use micro:bit was completed.
- A project organized by the English and CML Departments allowed F.1 students to create VR projects using CoSpaces for storytelling.
- The Mathematics Department collaborated with the Home Economics Department organized a cross-curricular learning activity related to STEM for F.2C students. F.1 and F.2 students were asked to do STEM projects related to math topics during the Easter holidays.

Appendix 19 – Reinforcing the learning of Chinese history and Chinese culture

Various departments implemented a great variety of learning activities inside and outside classrooms.

- Chinese: School-based materials, 《中國傳統文化知識增潤學習材料》, which were designed for senior form students, aimed to enable students to learn and understand the spiritual value of traditional culture and national education. Teachers assisted students in understanding Chinese culture and inheriting the excellent traditional culture of the Chinese nation through classic model reading (經典範文閱讀), suggested chapters (建議篇章), extensive reading, on cultural topics (文化專題探討) combining different types of audiovisual materials, websites, learning software, etc., and organizing activities outside school, collaboration activities, Chinese cultural festivals, and literature walks.
- Putonghua: Elements of the Chinese culture were incorporated into topics like Chinese festivals, tourist spots and historical figures.
- The Mathematics Department collaborated with the Home Economics Department to organize a cross-curricular learning activity related to STEM for F.2C students. It aimed to cultivate an understanding of Chinese culture and to foster a sense of family ties among the students.
- L&S, CS and LS: Students learned more about Chinese culture through various topics in the curriculum, (e.g., Chinese family patterns and values, rural and urban disparity, etc.) and activities (e.g. visiting the Palace Museum, Lego model making of Chinese cultural heritage, etc.)
- Chinese History: All F1 students joined the Fireflies Program at the Academy of Chinese Studies (篇篇流螢網上閱讀計劃).
- Economics: In the topics of market structures and money, examples such as monopoly, franchise, public ownership, and evolution of money in Chinese history were mentioned.
- History: The importance of preservation of cultural heritage was emphasized in Hong Kong history.
- Music: The elements of Chinese musical instruments were taught in F.2 music lessons.
- Visual Art: A Chinese Calligraphy project was designed for F.2. Students had the opportunity to learn the evolution of Chinese text, various font styles, and the difference between Chinese and other languages.

Appendix 20 – Arranging visits to the School History Gallery

Students' understanding of the school's history was deepened through various lessons and activities.

- Visits to the History Gallery during English lessons (with a worksheet for F.2 students to complete as part of their English homework) was arranged.
- All F.1 students visited the History Gallery in history lessons and then completed a worksheet related to the primary and secondary sources of the school.
- Chinese: A writing competition was held for senior form students to have the opportunity to express their feelings for the school in words and shared the joy of the 60th anniversary together.

Appendix 21 – Enhancing Students’ Self-motivation for Learning: Opportunities for Students to Demonstrate Their Achievements

A great variety of opportunities were explored and provided for students to demonstrate their academic achievements, learning attitude, efforts and other achievements (e.g. aesthetics, sports and services). This helped to nurture their confidence, perseverance and aesthetic appreciation. Students’ self-esteem and self-motivation for learning were also enhanced and boosted. Examples are as follows: -

- The Club Expo was held successfully to help junior form students tap into their potential. A wide range of clubs and sports teams were given a platform to recruit new F.1 members. Game booths were set up by various academic societies as well as Campus TV, Christian Fellowship, Film, Tennis and Drama Clubs. There were also performances and a squash demonstration by members of Lion Dance Club, Rope-skipping Team and Hong Kong Squash Association respectively.
- Diversified learning sessions were provided for students on Wednesday afternoons in the 2nd term.
- Student leaders shared their achievements from joining the environmental education activities, including training courses, community service and visits during the morning assembly.
- The English Debating Team has provided students with the opportunity to practise critical thinking and analytical skills in conducting a three-tiered debate. Students worked together to create video recordings, which enhanced their teamwork and self-motivation for learning.
- The committee members of the English Society were given opportunities to hone their communication and leadership skills through successfully coordinating and conducting the Annual General Meeting.
- The committee members of the STEM Society took the initiative to teach the members to tackle different challenges. They learned different skills and made their own products successfully.
- F.5 and F.6 science class students were invited to be invigilators in the science practical examinations.
- Various inter-house competitions and activities were held. For example:
 - Swimming Gala, Athletics Meet, Basketball Competition, Rope-skipping Competition, Science Challenge Competition, Drone Competition and Quiz Competition.
 - Special House Meetings – The Academic Enhancement Scheme was introduced. More capable students shared their learning strategies and provided study tips for junior form students.
 - Talent Show – The Singing Contest and Dance Contest were organized for F.1-5 students to unleash their potential in aesthetics and boost their confidence.
- Students were encouraged to participate in various types of external competitions such as the Hong Kong Schools Speech Festival, Music Festival, Drama Festival and Sports Federation. They were able to demonstrate their aesthetic and physical achievements.
- The Music Club organized Music Busking in the 2nd term. Students with musical talents were invited to perform in open areas such as the hall, TSK Square or basketball court during recesses on selected days.

- The Drama Club won a total of 5 awards - the Award for Outstanding Director, Outstanding Performers, Outstanding Audio-visual Effects, Outstanding Cooperation and Commendable Overall Performance in the Hong Kong Schools Drama Festival. Their drama was broadcast during a Form-teacher period.
- Students were given opportunities to organize and participate in sports activities: -
 - Sports Morning in assembly – Members from TSK Sports Federation demonstrated their talents for sports and communication with others. They also showcased their achievements to all students.
 - Sports Federation training workshops
 - BOCHK Schools Sports Volunteer Scheme (Athletics) – Training was provided for students.
- The Recital Studio Production Team and Campus TV crew were given more opportunities:
 - to learn about the production, making videos, live broadcasts and recording music. They have mastered the important skills in producing high quality audio and visual materials.
 - to engage in live-broadcasting work such as Diamond Jubilee Thanksgiving Service, morning assemblies and Student Association Election.
 - to conduct recording and post-production projects for the Chinese University Choir and Alice Ho Miu Ling Nethersole Charity Foundation.

In addition, the following means also served as positive reinforcement to boost students' self-motivation for learning:

- Prize-giving ceremonies were held in the morning assembly to give recognition to the prize winners.
- During form-teacher periods, students were eager to share their achievements in various areas, including music, sports, charity events, school activities, volunteer work, as well as their learning habits and experiences.
- The display of students' achievements in their classrooms and on the school campus (e.g. certificates, photos and good work of students) proved to be very effective in showing appreciation to these students. This helped to enhance the school's reputation and students' self-esteem.
- Announcements of students' achievements were made through channels such as the school website (Latest News), the morning assembly and the PA system. Students' outstanding performances in external competitions were announced through the school e-App, Instagram and Facebook pages. Teachers found this practice helpful as they could praise students and give them encouragement when they met them on campus.

Appendix 22 – Enhancing Students’ Self-motivation for Learning: In-depth Life Planning Education Programs for Students

Various in-depth life planning education programs were provided for students at different levels.

- F.1-3 School-based Careers and Life Planning (CLP) activities
- F.2: Materials were prepared for Form teachers to brief students on senior form subjects that are not taught in the junior forms.
- F.3: A talk on Senior Secondary choice of subjects in November and a workshop on the same topic by the school social workers in May
- F.4: 60 students participated in the Disney Youth Education Series, such as Disney’s Foundation for Career Success. Through experiential learning, this program provided students with an understanding of Disney’s corporate culture and work environment. Moreover, Disney cast members stressed the importance of positive work attitude and constant learning of different skills, which better equipped our students in their future career development.
- F.4-5: Life Planning activities based on the booklet ‘Careers Mapping’
- F.5:
 - Students were divided into groups. In each group, a form teacher or careers teacher would provide careers guidance and counselling for them on their JUPAS and non-JUPAS choice. The pairing will continue into F.6.
 - A career talk on self-understanding and adjusting learning strategies – Based on existing results and university requirements to maximize the chance of getting admitted to the desired programs
 - Career Expo (in collaboration with Alumni Association and Student Mentorship Program) – To compliment the expertise of the existing mentors and let students have a wider exposure to various professions and industries.
- F.6:
 - A talk on JUPAS statistics analysis in October
 - Alumni Sharing sessions on JUPAS choices in October and on sub-degree online programs in May – Both were well-received with positive feedback from both teachers and students.
 - Students had been paired with a form teacher or careers teachers in the previous year. This year, the guidance and counselling continued as the students finalized their JUPAS choices.
 - Materials about university interview skills were shared with students.
 - A database of interview questions from previous and current years was formed with contributions from TSK students. The information was shared with students to help them better prepare for the university interviews.
 - Mock Interview Sessions in December
- For Parents – To draw on their support so as to help students figure out their future career paths
 - Two talks hosted by school (for F.3 and F.6 in November)
 - Another talk hosted by St. James’ Settlement – IMPROVED Programme (for F.3-5 in March)

- Students joined various activities organized by third parties, e.g. a career talk by Towngas Academy and Junior Financial Secretary Program, including site visits, workshops and a meeting with the Financial Secretary. The students also conducted a small-scale activity on financial planning in school.
- Workplace experiences and university taster programs:
 - Company visits to various industries were arranged for F.3-6 students.
 - Job-shadowing experiences were arranged by HKACMGM, Caritas, Deloitte, as well as by school in a variety of professions, such as health sciences, engineering, accounting, hotel management and real estate management.
 - Information regarding university taster programs was dispatched regularly via Careers Ambassadors and classroom visits during Form-teacher periods.

Appendix 23 – Fostering Empathy and Building Caring Interpersonal Relationships

The following activities were organized to help students develop positive moral values and become more caring, thankful and empathetic towards others at both the peer and community levels.

- Mental wellness workshops for F.1-5 students conducted by the school social workers in R.S. lessons.
- The life-wide learning activity “War Zone 90” held by the Civic Education Team and VOT to cultivate students’ empathy and sense of global citizenship.
- Five BAFS students were nominated to participate in HSUHK Personal Finance Literacy Competition 2023. They attended the Personal Finance Literacy Forum titled “Financial Literacy Across Generations – The Role of Adolescence”. Empathy and care for the elderly in society could be fostered.
- Home visits to the elderly in the Wanchai District were conducted jointly by the Civic Education Team and Service Learning Team.
- Seventeen members of the school choir were selected and trained to participate in the Carol Singing Festival 2022 activity organized by Child Development Matching Fund.
- Gratitude and Appreciation Cards were given to parents and teachers by students on Parents’ Day and Teachers’ Day respectively.
- Alumni showed their gratitude to TSK in their sharing during the morning assembly.

Appendix 24 – Increasing 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 Civic Education Team, National Security Working Group, subject panels and other functional groups.

- Information about the national anthem, the national flag and the national emblem were emphasized during lessons of C.S. and L&S.
- Weekly flag-raising ceremonies were held, as well as on important and special occasions, at which the national anthem was played and sung.
- Inter-class Constitution, the Basic Law and News Stories Quiz Competition
 - Relevant reading materials were provided for students as reference before Phase I of the competition to strengthen their understanding about the Constitution as well as their rights and responsibility under the Basic Law.
 - Phase II of the competition was integrated into the Inter-house Quiz Competition.Students demonstrated their understanding of the Constitution, the Basic Law and other news stories in the competitions.
- Information about the Basic Law and the key points of President Xi Jinping’s speech was displayed on the school campus.
- A variety of activities were conducted to celebrate the National Security Education Day, e.g. flag-raising ceremony and the Principal’s sharing, video playing, book display, model display and quiz corner. They helped to foster a sense of national identity and raise students’ awareness of national security.
- Chinese Department:
 - Teachers made good use of the 郁文華章—中華文化學與教資源套 and 國民教育一站通 online resource platform of the Education Bureau and the information in the 《價值觀教育課程架構》(2021) to cultivate students' positive values and attitudes. They have a commitment to society and the country.
 - 中國文化節 - to help students understand that it is the duty of citizens to cherish and inherit the Chinese culture.
- All F.1-2 students participated in 「一國兩制」與《基本法》標語創作比賽 2022 organized by the Hong Kong Youth Nurture Association.
- The Civic Education Team promoted a wide range of programmes and activities:
 - The school participated in the 「香港基本法大使培訓計劃」 and a team of the Basic Law Ambassadors (F.2-3) was formed.
 - (F.2-4) Chinese Opera Appreciation Workshops – jointly organized by Chinese and CS Departments
 - (F.3) 「基本法與我」 Poster Competition organized by the Youth Travel
- Chinese Society – Cultural film appreciation, exhibitions of students’ outstanding writings, demonstrations and mini-workshops on Open Day, Chinese Culture Week (Inter-class Chinese New Year Lantern Design Competition, Red Bean Pudding Workshop, etc.)
- Putonghua Society – A Putonghua Singing Contest was held in January to enrich students’ understanding on Chinese songs and enhance their skills in speaking Putonghua.

- Teaching materials related to the Constitution, the Basic Law and the latest development of our country were incorporated into the C.S., L&S and L.S. curriculum. For example, the political systems of China and Hong Kong, “One Country, Two Systems” and the achievements in aerospace technology.
- Geography Department:
 - The teaching of the development of China through different topics
 - Inter-class Knowledge Quiz in relation to Geography of China - for junior form students
 - Some students were invited to join the Online Exchange Programme organized by the Hong Kong Geopark on 29 Nov 2022. They shared their knowledge about the Chinese culture, including traditional food and festivals with students from Itoigawa Nou Junior High School in Japan.
 - A 3-day tour to the Greater Bay Area in July 2023 for increasing students’ knowledge about the sustainable development of China
- History Department: The importance of the conservation of Chinese cultural heritage was emphasized in the F.1 curriculum. China’s modern history was taught in both junior and senior forms.
- Chinese History Department: Visits to Chinese History-related sites such as Sha Tau Kok and the Palace Museum. The curriculum was related to Chinese culture and history.
- Lion Dance Club – Opportunities were provided to showcase the Lion Dance culture (the inheritance of the Chinese tradition) on various occasions, such as Diamond Jubilee Sports Invitation Competitions, Club Expo, Open day and Lunch-time Performance.
- Club Expo – A platform to provide opportunities for various clubs to organize booths and mini games to recruit new members. National education was enriched through the performance of Lion Dance Club and participation by the Chinese Society and History Society.
- Flag Squad – Assist in the National Flag-raising Ceremony. Flag-raising training sessions were provided for students in the 2nd term.
- The Film Club has screened "Bento Harassment" and "Nezha", which tell stories about family relationships, parental care for their children, and how children show filial piety to their parents. These films aimed to build strong family ties and, in turn, construct a sense of community and national identity.
- Careers Committee – Students interested in further studies in the Mainland were given guidance and advice. A WhatsApp group was set up to enhance the dispatch of relevant information. Moreover, a program that offers internship opportunities in the Great Bay Area was introduced to F.6 students.
- Reading materials about the Constitution, Basic Law and national security were distributed to students during the Morning Reading Session.
- The Civic Education Award (22-23) was given to students who helped to promote civic awareness in school.
- The school joined the Sister School Scheme and exchanged correspondence with the sister school “Nanhai Bilingual Experimental School” (佛山市南海双语实验学校).
- BAFS Department – Through participating activities co-organized by Guangdong-Hong Kong-Macao Greater Bay Area Entrepreneurship and Charitable Association, students’ sense of national identity was strengthened.

Appendix 25 – Building Resilience, Positive Energy and Positive Values

- Students were guided to build resilience, positive energy and positive values.
- A new set of moral, civic and national education materials, “Post-it” was prepared. The importance of perseverance and resilience were reinforced in the learning activity.
- Teachers shared with students about their life and learning experiences, favourite books and learning skills during the lessons and form-teacher periods.
- The values of perseverance and musicianship were shared with students during Music Team training.
- Topics based on biblical characters’ experience (i.e. Stephen, Apostle Paul and David) were covered in the R.S. curriculum.
- Songs and hymns of positive values were taught and sung in Music lessons and morning assemblies.
- Chinese Department:
 - Teachers made good use of the Extensive Reading Scheme to expand students' scope of reading, and nurture them to study seriously, appreciate their efforts and accomplishments, and care for others.
 - 智愛中文網上平台 could enhance students' literature, culture, morality and affection, and help them establish a positive value in life.
- CML Department: The teacher shared his coding and fabrication experiences with the students. This encouraged them to observe and tackle the problems they face in learning.
- English Department: The use of films and pop culture references like newspapers, magazine articles and videos about the stories of Olympic medalists were used to encourage students to pursue their dreams with resilience and perseverance.
- Sports Psychology classes for the school sports teams were organized on different occasions (e.g. Diamond Jubilee Sports Invitation Competitions) to enhance students’ positive values towards adversity.
- Sports Federation training workshops and the Sports Federation Camp were provided for sports leaders. They were given a chance to communicate more with each other, strengthen their cooperation and organization skills, and obtain mutual support.
- LEAP Programme – The LEAP Programme has been organized to provide student leaders with ample opportunities to develop their talents to the full. Not only did they learn how to write a proposal, but they also understood the qualities of a good leader. The Adventure-based Leadership Training Day Camp held in November helped to train their leadership skills as well as echo with the school annual objective – Don’t Limit Your Challenges, Challenge Your Limits.
- A wide range of activities were organized by the school social workers under the comprehensive program entitled Joyful Scheme for F.1-3 students.
 - Board Game sessions
 - Herbarium Pens and Cloud Lights Mental Health Workshops
 - Bubble Soccer activity
 - Volunteer Training Program

Appendix 26 – Strengthening National Education: School Self-evaluation Checklist 2022/23 School Year

To: Chief School Development Officer (Wanchai)

Name of School: SKH Tang Shiu Kin Secondary School

To further promote national education within and beyond the classroom, the 2022 Policy Address has announced various measures to strengthen national education and formulated key performance indicators (KPIs). Schools are required to review their status of implementing national education in this school year by the end of the 2022/23 school year, complete the self-evaluation checklist below, and submit it to the Education Bureau on or before 21 July 2023. For completed / achieved items, fill in “✓”; for items not planned or achieved, fill in “✗” and indicate the reason(s), and plan(s) to achieve the item(s) in “Other/ supplementary information”.

KPI (1): Assign a dedicated co-ordinator to lead the strategic planning of national education (including national security education) based on a whole-school approach in all publicly-funded schools by the 2022/23 school year.		
1.	School assigns a dedicated co-ordinator to lead the planning of national education (including national security education) in school.	✓
2.	The dedicated co-ordinator leads various administrative and academic teams to plan the work of national education, covering different areas (such as school administration, staff management and training, learning and teaching, student guidance, discipline and support as well as home-school cooperation) of the school.	✓
3.	School adopts a whole school approach and involves all teaching staff and related stakeholders to jointly promote national education.	✓
4.	School devises related work plans and implementation strategies according to abilities and levels of students of different grades.	✓
5.	School devises clear and specific objectives as well as work plans for national education.	✓
6.	School integrates the concept of national education in learning through diversified methods and learning activities to enhance students’ understanding of national security and sense of national identity.	✓

7.	School evaluates various work plans and measures through methods such as observation, questionnaire or activity evaluation.	✓
8.	After evaluation, school considers that the overall planning and implementation of national education in the 2022/23 school year can achieve the expected objectives and effectiveness.	✓
9.	Other / supplementary information (please state briefly): _____ _____ _____	
KPI (2): Organise quality whole-school national education activities and participate in national education activities at the inter-school, territory-wide or national levels every year in all publicly-funded schools starting from the 2022/23 school year.		
10.	School organises whole-school national education activities in the 2022/23 school year.	✓
11.	The whole-school national education activities are planned according to school development plan, issues of major concern or school curriculum.	✓
12.	The whole-school national education activities are planned according to students' diversities, developmental needs and abilities.	✓
13.	School evaluates the whole-school national education activities through methods such as observation, worksheet, questionnaire or activity evaluation.	✓
14.	School arranges students to participate in the following national education activities outside school (can choose more than one):	✓
	(i) national education activities at <u>inter-school level</u> . (name of activities, if any: <ul style="list-style-type: none"> • 2023 Hua Xia Bei Mathematics Competition (「華夏盃」全國數學奧林匹克邀請賽) organized by 中國數學教育研究會及華夏盃組委會(March 2023); • '2022/23 Statistical Project Competition for Secondary School Students' organized by the Hong Kong Statistical Society and EDB; • 2023「國家安全寫作比賽」(April 2023); • 「中華經典名句—全港中小學網上遊戲比賽」(May 2023); • Mathematics Book Report Competition for Secondary Schools organized by the EDB; 	✓
	(ii) national education activities at <u>territory-wide level</u> . (name of activities, if any: <ul style="list-style-type: none"> • “Basic Law and I” Poster Design Competition organized by the Youth Travel; 	✓

	<ul style="list-style-type: none"> • “One Country Two Systems and the Basic Law” slogan competition organized by the Hong Kong Youth Nature Association; • ‘2022 National Day Online Quiz Competition’; • ‘2022 National Constitution Day Online Quiz Competition’; • ‘2023 National Security Online Quiz Competition’; 	
	<p>(iii) national education activities at <u>national level</u>. (name of activities, if any:</p> <ul style="list-style-type: none"> • Mourning Former President of the People’s Republic of China, Jiang Zemin (6 December 2022) • CS Mainland Study Tour to Zhuhai for all F.5 students (8 May 2023) • 2022-2023 中國中學生作文大賽(香港賽區) organized by 香港中華文化促進中心: • First and Second Greater Bay Area STEM/AI Competitions: • 2 students were nominated to join 2023北京、南京航天科技考察團 organized by Shine Tak Foundation. (22/7-30/7 - 8 days) 	✓
15.	After evaluation, school considers that the implementation of national education activities in the 2022/23 school year can achieve the expected objectives and effectiveness.	✓
16.	Other / supplementary information (please state briefly): _____	
KPI (3): Organise at least one activity relating to national education for parents in all publicly-funded schools starting from the 2022/23 school year.		
17.	School organises an activity relating to national education for parents in the 2022/23 school year.	✓
18.	The national education activity for parents is planned according to the parents’ needs, with a view to enhancing their understanding of national security, facilitating them to help children understand national education in a rational and positive manner and understand parents’ roles in supporting school on the work of national education.	✗
19.	School evaluates the activity through methods such as observation, questionnaire or activity evaluation.	✓
20.	After evaluation, school considers that the activity relating to national education for parents in the 2022/23 school year can achieve the expected objectives and effectiveness.	✓
21.	Other / supplementary information (please state briefly):	

Appendix 27 – SKH Tang Shiu Kin Secondary School
Report on Use of Capacity Enhancement Grant for 2022 – 2023 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 22 to Aug 23	\$194,670.00
To reduce the class size and student-teacher ratio	<ul style="list-style-type: none"> • To enhance students' academic performance 	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 22 to Aug 23	Salary of the additional teacher: GM \$387,153.86
Actual Expenses					\$ 581,823.86
Grant rec'd					\$ 654,502.00

Report on Use of Citizenship and Social Development Grant (22-23)

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 - 公民與社會發展網上資源及教材	3,000.00
ii	Subsidizing students and/or teachers to take part in Mainland interflow activities or study tours in relation to the CS Curriculum - 公民科珠海航空科技探索之旅老師(3位)船票及保險	452.00
iii	Organising school-based learning activities in relation to the CS Curriculum - Model making activity	4,959.57
	Total	8,411.57

2. Declaration

This is to certify:

- i. 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;
- ii. 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;
- iii. 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
- iv. 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* : Alan Yuen

Name of Supervisor/ Principal* : YUEN King Hang Alan

Name of School : SKH Tang Shiu Kin Secondary School

Contact Number : 25742326

Date : - 2 NOV 2023

* Please delete as appropriate

Appendix 29 – 姊妹學校交流報告書 2022/23 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.	本學年未能與佛山市南海區里水雙語實驗中學進行交流活動
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input 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 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 type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input 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 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 type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input 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 type="checkbox"/>	其他(請註明):	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 type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input checked="" type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
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\$30000
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
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\$30000
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用, 請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用, 請註明]

O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
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 type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____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 type="checkbox"/>	本校教師參與交流的總人次	_____總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	_____總人次

備註：

去年本校將學校信函連同學校刊物郵寄給佛山市南海區里水雙語實驗學校的李校長，信中詳細列明本校聯絡人以及聯繫方式。惟一直未收到對方的回覆，因此未能組織交流團讓師生到訪內地學校交流，實為可惜。為能夠儘快重啟內地姊妹學校交流計劃，本校已填妥「締結內地姊妹學校意願表」，希望能夠儘快安排與另一所學校進行締結。

**Appendix 30 – School-based After-school Learning and Support Programmes 2022/23 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 21 (including A. 5 CSSA recipients, B. 14 SFAS full-grant recipients and C. 2 under school's discretionary quota).

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

* Name / Type of activity	#Actual no. of participating eligible students			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Learning skill training (musical instrument)	5	14	2	90%	9/2022 – 7/2023	79,408	<ul style="list-style-type: none"> Students' instrumental class attendance record Instrumental tutors' feedback Music teacher's feedback about internal music examinations 	Schroeder's Music 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	5	14	2		Total Expenses:	79,408			
**Total no. of man-times	21								

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 31 - Report on the Use of the Promotion of Reading Grant

2022-2023 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

With the resumption of the whole-day school, the promotion of reading can be done more directly. The Reading Challenge activity could be introduced in the second term. A book talk was not planned ahead and yet we were able to invite an alumnus to talk to us in March, addressing our school objective to challenge our limits.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

Engaging students in activities organized was an effective way to promote reading. This year, 13 students participated in 校園KOL 訓練計劃. The training provided by an external organization was a valuable learning experience and the students enjoyed getting out of the classroom in pairs or in groups. The learning outcome was producing a video, which motivated them to do reading and online searching.

Part 2: Financial Report

	Item *	Actual expenses (\$)
	B/F	16,602.08
1	Purchase of Books	
	➤ Printed books	3,841.40
	➤ e-Books	27,800.00
2	Web-based Reading Schemes	
	➤ eRead Scheme: Chinese and English	28,626.00
	➤ Other scheme:	17,252.58
3	Reading Activities	
	➤ 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	77,519.98
	Unspent Balance	3,064.10

* Please tick the appropriate boxes or provide details.

SKH Tang Shiu Kin Secondary School
Report on the Use of the Student Activities Support Grant
2022-23 School Year **32**

Jun 2022 ver.

Appendix

I. Financial Overview

A	Allocation in the Current School Year:	\$68,900.00
B	Expenditure in the Current School Year:	\$16,033.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$52,867.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	10	\$3,970.00
Full-grant under the School Textbook Assistance Scheme	60	\$9,348.00
Meeting the school-based financially needy criteria	16	\$2,715.00 (capped at 25% of the total allocation for the school year)
Total	86	\$16,033.00

(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	Senior form picnic - Disneyland	Values Education	37	\$3,700.00	✓	✓			✓
2	Scouts Camp Fee	Leadership Training	2	\$250.00	✓	✓	✓		✓
3	Sports Leadership Training Camp	Leadership Training	11	\$3,420.00		✓	✓		
4	Ziberty Rope skipping competition	Physical Education	2	\$400.00			✓		
5	St John Ambulance Basic First Aid Course	Values Education	7	\$910.00		✓		✓	✓
6	St John Ambulance Basic First Aid Course_Cert	Values Education	7	\$230.00		✓		✓	✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			66	\$8,910.00					

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	北京内蒙古文化交流之旅	History	1	\$2,480.00	✓	✓			
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			1	\$2,480.00					
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 - Scouts	ECA	1	\$283.00		✓	✓	✓	
2	Uniform fees - Music jackets	Arts (Music)	3	\$495.00			✓		
3	Uniform fees - Sports jackets	Physical Education	23	\$3,795.00			✓		
4	Uniform fees - Lion Dance Club	Physical Education	1	\$70.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			28	\$4,643.00					
Total			95	\$16,033.00					

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 33 –

Report on the Use of the Life-wide Learning Grant
22-23 School Year

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	「灣仔縱橫遊」講座 由資深文學散步導賞員劉偉成主講，帶領學生認識與灣仔有關的掌故，鼓勵學生投入在社區當中，加強其社區意識，推動他們成為積極主動、負責任的世界公民。	03/10/2022	S4-S5	14	\$2,000.00	\$142.86	E5	Chinese Literature	導師專業，能提起同學對寫作的興趣。		✓			
2	灣仔文學散步 由香港作家、資深文學散步導賞員劉偉成帶領同學漫步灣仔特定景點，導賞相關文學作品、指導觀察技巧及分享寫作心得。	03/10/2022	S4-S5	14	\$1,000.00	\$71.43	E6	Chinese Literature	導師專業，能提起同學對寫作的興趣。	✓				
3	「中國歷史文化創意工作坊」 由國風教育文化有限公司派出導師指導同學製作燈籠及剪紙，以有別於一般傳統課堂的教學形式，讓本地以至非華語學生通過製作傳統手工藝品輕鬆愉快地認識中國歷史及文化。	1/2/2023	S1-S5; S2-S3 NCS	25	\$3,200.00	\$128.00	E5	Chinese Society and NCS	導師專業，學生能親自動手做製作和剪紙，獲益良多。			✓		
4	Bible verse Letter Light Stand Workshop Make a letter light stand with epoxy resin, dry flowers, and wood light stand. Students carve a bible verses on the wood stand to create a personal and meaningful light. Students will reflect more on Christian values through this activity.	18/11/2022	S1-S5	16	\$5,000.00	\$312.50	E1	Immisswan	Students reflected on Christian values through making the light stand worship. The activity provided opportunity for students to share christian faith with non- christian students.		✓	✓		
5	Orchestra training To provide opportunities for students with musical talents to perform music in a group and to nurture students' aesthetic sense in orchestral playing	Oct 2022 - Jun 2023	S1-S5	34	\$49,756.00	\$1,463.41	E5	Arts (Music)	Students' skill in performing an orchestral instrument is enhanced through group training.			✓		
6	Choir training To enhance students' skill and ability in music performance through music competition; To develop students' ability in effectively communicate through music	Sep 2022 - Jul 2023	S1-S6	86	\$1,125.00	\$13.08	E8	Arts (Music)	Students' skill in choral singing is enhanced through group training.			✓		
7	A Cappella training To enhance students' singing skill and equip students' ability in singing a cappella	Cancelled						Arts (Music)				✓		
8	Production of 60th Anniversary Musical To equip students with the skills and ability in acting, singing and dancing in a musical	May 2023- Aug 2023	S1-S4	32	\$65,800.00	\$2,056.25	E5	Arts (Music)	Students learn the skills and elements of a musical production.			✓		
9	Production of 60th Anniversary Song To provide an opportunity for students to create a 60th anniversary song	Sep 2022 - Jul 2023	S3-S6	11	\$3,000.00	\$272.73	E1, E5	Arts (Music)	An anniversary song is produced with the professional support of a music producer.			✓		

10	Music Appreciation Activity To provide students with the opportunity of music appreciation and to equip students with the proper concert etiquette through the organization of music appreciation activities	Cancelled						Arts (Music)				✓		
11	Photo-taking Skill Workshop 攝影是每次校園活動不可缺乏的環節，是次工作坊將邀請校外專業攝影師教授學生拍攝校園活動技巧例如運動會、畢業禮等。內容涵括攝影構圖、器材運用及圖片編輯。除此之外，我們期望鼓勵學生培養攝影成為興趣、發展潛能，除了為學校拍攝留下珍貴影像紀錄，更名為學生製造經歷。	13/10/2022	S1-S6	60	\$3,500.00	\$58.33	E5	Arts (Others)	導師專業，學生大多有嘗試的機會，並且十分投入				✓	✓
12	本地文史考察團(城門壩堡) 加強學生對香港淪陷時期的歷史之興趣及了解	1/4/2023	S1-S5	16	\$4,950.00	\$309.38	E6	歷史/中國歷史	透過導師專業講解，學生實地考察，過程中積極提問，令學生對香港淪陷時期的歷史有所了解	✓	✓			
13	虎豹別墅考察團 加強學生對本地華僑的歷史之興趣及了解	20/10/2022	S3-S5	20	\$300.00	\$15.00	E6	歷史/中國歷史	導師專業的講解，學生能透過此團參觀不同樓層，過程中積極提問，能加強學生對本地華僑的歷史之興趣及了解	✓	✓			
14	Hong Kong Geography Olympiad To enhance students' geography knowledge and skills	18/12/2022	S6	2	\$280.00	\$140.00	E1	Geography	The geographical knowledge and skills of the participants could be strengthened.	✓				
15	WWF School Education Programme: Wetland Reserve Officer Yuen Long Bypass Floodway Guided Tour Experience field work in the Mai Po Nature Reserve and understand the importance of wetland management Understand how environmental conservation is incorporated into flood control work.	27/1/2023	S1-S5	37	\$1,978.00	\$53.46	E1, E2	Environmental Education Geography	Students enjoyed the field work in Mai Po, and understand the importance of wetland management, and how environmental conservation is incorporated into flood control work	✓	✓		✓	
16	Ocean Park - Every Drop Counts This programme introduces the importance of water to the life on Earth to let students understand the importance of sustainable development and work together to protect the planet. Activities include encountering seashore animals in Grand Aquarium's back-of-house area and visiting life support system of Grand Aquarium, exploring the current issues concerning freshwater resources and water quality.	29/1/2023	S1-S5	37	\$10,600.00	\$286.49	E1	Environmental Education	Students could understand the importance of water conservation for the survival of life.		✓			
17	Field trip to Hong Kong Geopark Enable students to understand the geology and the formation of different landform features, and to appreciate the natural beauty	15/4/2023	S5	19	\$1,500.00	\$78.95	E2	Geography	Students could understand the geology and the formation of different landform features, and appreciate the natural beauty	✓	✓			
18	1-day field study course organized by Chan Chun Ha Field Study Centre Topic: 'Drifting Classroom' Experience field enquiry in the river environment in Mui Wo and enable students to master enquiry skills	27/4/2023	S4-S5	44	\$2,472.20	\$56.19	E2	Geography	Most students could master fieldwork enquiry skills in the river environment.	✓				
19	Environmental Education Activity: LED Dried Flower Workshop Make handicraft with the use of dried flower and enable students to learn how to reduce waste through upcycling	Cancelled						Environmental Education			✓	✓		

20	Quicksand Painting Use colored sand and mixed fluid to create a floating quicksand painting in a frame. The outcome will change every time when you turn the frame.	22/11/2022	S3-S6	15	\$4,800.00	\$320.00	E1	Immisswan	Students enjoy the activity and understand the structure of creating a quicksand painting by different materials.					
21	Club Expo It provides a channel for school clubs to recruit new members and promote their activities to students, especially F.1 students. Various clubs and sports teams will hold booths with games and prizes.	22/9/2022	S1-S6	180	\$1,990.48	\$11.06	E1, E7	ECA	Studentd enjoyed the booths held by different clubs very much. It facilitated them to know more about the culture of club in TSK and enrolled suitable club according to their interests.	✓		✓		
22	TSK Leap Programme – Adventure-based program 歷奇活動: ice-breaking, team building activities, etc. + Coach fees To cultivate leadership, enhance communication, problem-solving skills and self confidence of student leaders	19/11/2023	S3-S5	60	\$22,819.40	\$380.32	E1, E2	ECA – Leadership Training	Students engaged in various tasks that challenged their limits, aligning with the school's objective.		✓	✓		
23	TSK Leap Programme – kick-off ceremony & PIE workshop An inauguration ceremony for club chairpersons, House captains and Campus TV board members Student leaders will be taught with the skills of organizing activities	3/10/2023	S3-S5	65	\$527.11	\$8.11	E1	ECA	Students have acquired the knowledge of organizing activities and developing their leadership skills through their participation in a workshop	✓				
24	School Picnic (Senior forms) Disney Youth Programs Objectives: to promote class spirit and sense of belonging to the school; to encompass scientific theory as well as global value education, to construct a rich learning journey and inspire students' whole-person development; to embark on their career and instill positive values in their way of thinking	26/10/2022	S4-S6	339	\$78,420.00	\$231.33	E1	ECA	339 Senior form students spent the day in Hong Kong Disneyland. Form 4 students participated in the Disney Youth Education Series such as Disney's World of Physics and Disney's Foundation for Career Success while others enjoyed their park adventure program which deepened their understanding of life.		✓	✓		✓
25	Junior Forms Adventure-Based Activity Day Objectives: To promote class spirit and sense of belonging to the school	26/10/2022	S1-S3	330	\$28,100.00	\$85.15	E1, E2, E6	ECA	The adventure program for junior form students allowed them to plan, discuss and interact with their classmates to tackle a variety of group tasks. Each group was led by an adventure program teacher and a school teacher to facilitate teamwork and students' engagement in the activities. The adventure program successfully built a great sense of belonging among students to their		✓	✓		
26	SA Fashion Show Participants are requested to design their own clothes based on the theme and guidelines given Objectives: To offer a chance for students to showcase their creativity and develop their potential in aesthetic.	Cancelled						ECA				✓		✓
27	Lion Dance Club Weekly practice. Participation in performances and inter-school lion dance competitions.	6/10/2022-4/5/2023	S1-S6	15	\$9,000.00	\$600.00	E5	ECA	Students' skill in lion dance is enhanced through training and their understanding of Chinese culture is also promoted successfully.		✓	✓		✓
28	Dance Club Weekly regular practice and perform in various occasions Objectives: To arouse students' interest in dancing and to gain on stage experience by performing inside or outside school and competitions.	Oct 2022 - May 2023	S1-S5	10	\$8,068.80	\$806.88	E6	ECA	加強同學對舞蹈的認識及興趣；透過不同的演出機會，增加同學的舞台經驗。		✓	✓		✓

29	Museum Visit to the Hong Kong News EXPO The activity aims at enhancing students' understanding on the history of Hong Kong's media. In addition, it is hoped that students information literacy can be nurtured through this activity, such that they will be able to distinguish opinions from facts and identify false information.	18/2/2023	S3-S5	27	\$5,600.00	\$207.41	E6	History	Most of the students reflected that the activity bolstered their understanding towards the history of Hong Kong's news media and participated actively in the museum visit.	✓	✓			
30	Joyful Day Camp Problem-solving, social and communication skills	20/12/2023	S1-S2	20	\$650.00	\$32.50	E2	Values Education	The camp not only provided the students with enjoyable experiences but also fostered personal growth, social connections, and a sense of belongings.		✓			
31	Joyful group activities - Board games, art works, mass games, etc. Problem-solving, social and communication skills	Throughout the whole year	S1-S3	120	\$0.00	\$0.00	E1	Values Education	The students enjoyed the activities and could have better mental health.		✓			
32	School Function Photo-taking Workshops 是次校內工作坊將承接第一次校外導師舉辦工作坊內容，審視學生的攝影技巧，加強學生拍攝校內活動的技巧。	Cancelled						Arts (Others)				✓	✓	
33	Trainings on photo-taking 著重培訓學生運用不同相的機功能，在不同的場地及光暗時段調配適當的功能。	Cancelled						Arts (Others)				✓	✓	
34	Mai Po Field Trip understanding the ecology and daily conservation practices of a mangrove habitat	18/1/2023	S5	38	\$2,200.00	\$57.89	E2	Intellectual Development	Students have gained a deeper understanding of Mangrove Ecology	✓	✓	✓		
35	Visiting professional recording session To familiarize students with the facilities, equipment, setting and procedure of a music recording session	Cancelled						Leadership Training				✓	✓	
36	Outreaching recording service (NGO and charitable organizations) To provide opportunities for students to broaden their horizons and to serve the community	20/11/2022	S4-S6	18	\$860.50	\$47.81	E2	Leadership & Community Service	Task completed successfully. The production was officially used by the Chinese University Chorus. Students' participation is fully endorsed in their youtube channel and social media.		✓		✓	✓
37	School Teams Training To provide opportunities for quality sports training to team members through systematic training programme by hiring coaches for 15 sports teams	Sept 2022- Aug 2023	Sports team members from S1-S6	330	\$584,744.13	\$1,771.95	E5	Physical Education	Students have opportunities for quality sports training to team members through systematic training programme from the coaches services.			✓		
38	Mental Enhancement Training Package for sports teams Talk, Training Workshops and On-site Guidance to team members by Sport Psychology Specialist. - to explore opportunities for quality physical education to nurture sports team members' confidence, resilience and perseverance towards inter-school	Cancelled						Physical Education				✓		
39	Inter-house Drone Programme Competition Competition in House Base that the drone design for different aerial missions	Feb-Apr 2023	S1-S5	60	\$29,780.00	\$496.33	E5	Cross-Disciplinary (STEM)	Competition in House Base that the drone design for different aerial missions. Training workshops and flight trials were conducted and received positive feedback	✓				
40	Leadership Training Camp for F.4 potential student leaders To build up students self-confidence; To help students acquire effective interpersonal skills; To develop students' leadership skills; To help students improve time management	13-15/07/2023	S4	48	\$49,950.00	\$1,040.63	E6	Leadership Training	Students learned how to become a good leader. They acquired basic leadership skills, communication skills and how to organize activities for volunteer services.		✓	✓	✓	

41	Motivation Enhancement Scheme To help junior form students with low motivation to promote self-motivation for learning; To instill positive values such as commitment, self-discipline, responsibility, reciprocal altruism, and respect for others through organizing community service for the elderly; To develop organization and collaborative	19/7-23/8	S1-S3	20	\$12,000.00	\$600.00	E6	Values Education	Students were motivated. They also learned how to serve the others and equipped themselves for another challenging year.		✓		✓	
42	War Zone 90 To let students understand global issues	12/7/2023	S3-S4	15	\$4,500.00	\$300.00	E6	Civic Education	Students were able to build up humanitarian perspectives on global issues	✓	✓			
43	Crossroads Service Day The activity aims at (1) letting students understand global poverty issue; (2) taking action to respond to the social issue by doing a variety of voluntary service to help deliver staples to people in need globally.	4/4/2023	S4	20	\$1,480.00	\$74.00	E2, E6	Community Service	Students enjoyed volunteering for the international NGO. The experience was educational and meaningful.		✓		✓	
44	Dog shelter voluntary service The activity includes: (1) a training session where students learnt how to look after dogs at the dog shelter; and (2) actual voluntary service at the dog shelter. It aims at letting students understand the issue of stray dogs and instill a willingness to serve the community.	16/3/2023 and 13/5/2023	S4	20	\$5,010.00	\$250.50	E2, E6	Community Service	Students enjoyed interacting with the dogs and serving at the dog shelter. They were taught skills when interacting with dogs at the dog shelters. The NGO's arrangement when facing unfavourable weather conditions caused a bit of confusion, and thus the extra expenses on transportation fee.		✓		✓	
45	Educational talk on plastic-free sea and beach clean-up service The activity aims at (1) educating the whole form the importance of a plastic-free sea through a talk and (2) beach clean-up service that involves 24 students.	Cancelled						Community Service			✓		✓	
46	Drama Festival 2022-2023 It develops students' aesthetic sense, encourages students to understand the world and communicate their thoughts through interacting with the audience and the scripts. It builds language skills and confidence through acting.	28/2/2023	S1-S5	28	\$30,549.37	\$1,091.05	E6	Arts (Others)/ Values Education	Students were able to acquire the skills of writing a script and conveying emotions through voice and gestures. They had become more expressive about their feelings and thoughts as well.		✓		✓	
47	Performance appreciation It develops students' aesthetic sense, encourages students to understand the world and communicate their thoughts through interacting with the audience and the scripts. It builds language skills and confidence through acting.	16/10/2022; 4/2/2023	S1-S5	20	\$3,750.00	\$187.50	E6	Arts (Others)/ Values Education	Students were exposed to a variety of performances. They enjoyed watching them and expressed interest in watching other plays.		✓		✓	
48	Global Perspectives: An Adventure in Our Society This program uses the Park as an example for students to explore the topic while encouraging them to gain an understanding of the challenges and opportunities faced by humans, through group discussions and multiple-perspective thinking, in order to prepare them to join the global community.	11/2/2023	S3	30	\$12,300.00	\$410.00	E6	Others: L & S	Through group discussions and the cultivation of multiple-perspective thinking, students are being prepared to become active participants in the global community.	✓	✓		✓	
49	A visit to HK Palace Museum Learn about the history and antiquities of the Forbidden City	29/9/2022	S4-S5	43	\$1,150.00	\$26.74	E6	Citizenship and Social Development	Students have gained a deeper understanding of Qing history and the antiquities housed in the Forbidden City.	✓	✓		✓	
50	A coach to HK Palace Museum Transportation fees for the visit to HK Palace Museum	29/9/2022	S4-S5	43	\$900.00	\$20.93	E2	Citizenship and Social Development	Students have gained a deeper understanding of Qing history and the antiquities housed in the Forbidden City.	✓	✓		✓	
51	Career Live Career experience activity for students to learn about different professions.	7/2/2023 and 8/2/2023	S5	116	\$11,600.00	\$100.00	E6	Careers	The simulation game was fun and educational. Each simulation session was concluded with a debriefing that let students understand their strengths, interests and work value. It was very well-received.	✓	✓			✓

52	Diamond Jubilee Open Day 1) To enrich the learning experiences of student leaders and representatives; 2) To develop their potential, leadership, communication skills and creativity by organizing and participating in different types of learning activities and events on the Diamond Jubilee Open Day; 3) To increase their sense of belonging to the school;	12 Nov 2022	S1-S6	350	\$34,568.01	\$98.77	E1	Learning activities & students' performances	The Open Day was held successfully. It provided ample opportunities for students to develop their potential, leadership, communication skills and creativity in organizing different learning activities on the Open Day. Moreover, it enriched students' learning experiences, enhanced their sense of belonging to the school and nurtured different values such as perseverance, commitment, responsibility and empathy.	✓	✓	✓		
53	TSK Explorers Programme 22-23 Objectives: to provide various opportunities for students to explore; to widen students' eye horizon through different interest classes	August 2022 & July 2023	S1-S5	100	\$33,428.00	\$334.28	E1	ECA	Students enjoyed diverse programmes which explore their potential and challenge their limits.	✓		✓		
54	Chinese Speech Festival Enhance students' confidence and their interests and literacy of learning Chinese Language in Schools Speech Festival (Chinese)	Oct.2022-Nov.2022	S1-S5	24	\$3,525.00	\$146.88	E1	Chinese Language	成績理想，取得一個冠軍、一個亞軍及兩個季軍，學生認同透過參加比賽有助提升他們對詩文的欣賞能力和朗誦的興趣，亦提升信心及拓闊視野。	✓				
55	English Speech Festival Enhance students' confidence and their interests and literacy of learning English Language in Schools Speech Festival (English)	Nov. 2023	S1-S5	32	\$4,750.00	\$148.44	E1	English Language	The result are excellent, got one First, 3 Second, 5 Third and 17 Merits	✓				
56	'StropeX. Contest 2022' 交互繩速度挑戰賽及表演賽 Trainings are provided for participants to prepare for the competitions and polish their skills. The coach and teacher-in-charge would monitor the participants in due course during the trainings.	31/12/2022	S2-S5	11	\$1,750.00	\$159.09	E6	Physical Education	Students were able to enhance their skills and confidence through the extra training and competition.			✓		
57	License for films (Film Club) To enhance students' aesthetics and appreciation of movies.	Jan-Dec 2023	S1-S6	200	\$22,500.00	\$112.50	E9	Arts (Others)	Students' aesthetic appreciation was enhanced through the exposure to movies.	✓	✓	✓		✓
58	第二屆粵港澳大灣區STEM/ AI 挑戰賽 To develop students skills in STEM, collaboration and problem solving abilities.	Mar 2023 - July 2023	S1-S3	12	\$10,600.00	\$883.33	E6, E7	Cross-Disciplinary (STEM)	Students enjoyed the activity and learnt AI coding, as well as collaboration skills.	✓	✓	✓		
59	Chinese and Cantonese Opera Promotion Workshop Scheme Understand the history and performance culture of Chinese opera and Cantonese opera, and experience the performance elements of Cantonese opera (e.g. singing, literature, stage art). Enhance the sense of pride and national identity of students.	19/4/2023, 26/4/2023 & 3/5/2023	S2-S5	20	\$25,000.00	\$1,250.00	E6	Citizenship and social development, Art, Language, national education	Students understood the history and performance culture of Chinese opera and Cantonese opera, and experienced the performance elements of Cantonese opera (e.g. singing, literature, stage art). Their sense of pride and national identity were enhanced	✓	✓	✓		
60	Original Cantonese Musical (East side story) concert version To enhance students' aesthetics and appreciation of musical.	Feb. 2023	S1-S5	10	\$1,710.00	\$171.00	E6	Arts (Others)	加強同學對音樂劇的認識及興趣	✓		✓		
61	Cantonese Opera appreciation Activity Students will first participate in a backstage guided tour to understand the operation and preparation of a professional Cantonese opera performance. Afterwards, students will enjoy a Cantonese opera performance. It is expected that students' knowledge of cantonese opera will be enhanced through their interest in Chinese culture and Xiqu.	6/4/2023	S1-S5	18	\$2,160.00	\$120.00	E1	Arts, Language, Culture	Students participated in a backstage guided tour and understood the operation and preparation of a professional Cantonese opera performance. Students' knowledge and interest in Cantonese opera were enhanced.		✓	✓		
62	Allowances for guest musicians participated in recording projects/training To engage professional musicians in students' production	Cancelled						Leadership Training				✓		✓
63	Training Service To provide continuous training for the production team members to ensure sustainable development	Cancelled						Leadership Training				✓		✓

64	DOUBLE DUTCH ONES HK Double Dutch Speed & Solo Battle Trainings are provided for participants to prepare for the competitions and polish their skills. The coach and teacher-in-charge would monitor the participants in due course during the trainings.	5/3/2023	S2-S5	8	\$600.00	\$75.00	E6	Physical Education	Students were able to enhance their skills and confidence through the extra training and competition.			✓		
65	Double Dutch ropes Trainings are provided for participants to prepare for the competitions and polish their skills. The coach and teacher-in-charge would monitor the participants in due course during the trainings.	5/3/2023	S2-S5	8	\$1,280.00	\$160.00	E6	Physical Education	Students were able to enhance their skills and confidence through the extra training and competition.			✓		
66	中文朗誦技巧訓練工作坊(共7節) 導師教授學生掌握朗誦演繹技巧，提升他們對詩文的欣賞能力和朗誦的興趣，最後通過參加比賽，提高自我表達能力及自信心，促進個人成長。	Oct. 2022-Nov. 2022	S1-S5	24	\$10,000.00	\$416.67	E5	Chinese Language	成績理想，取得一個冠軍、一個亞軍及兩個季軍。學生認同導師專業，有助他們掌握朗誦技巧。透過參加比賽能獲得寶貴的經驗，提升他們對詩文的欣賞能力和朗誦的興趣，並且提升自信心及拓闊視野。	✓	✓			
67	Prefects Training Camp To strengthen students' leadership ability, enhance skills of team building, effective communication and problem solving to overcome challenges.	21-22/12/2022	S4-S5	67	\$26,906.00	\$401.58	E6	Leadership Training	Prefects reflected that the camp was challenging. Team spirit has been built up.	✓	✓			
68	「聯合國世界地球日 香港行動」從海洋到極地，由極地看地球的永續發展」-「北極科研在香港，地球環保在我手」中學生工作坊 從北極的水質與微藻研究，學習科研方法和STEM發展。	22/4/2023	S5	4	\$480.00	\$120.00	E1	Environmental Education	Students could know more about the polar environment and the threats to sustainable development and polar security.	✓	✓			
69	Scouts Summer Camp Participating in group activities training can help students learn how to interact with others and gain knowledge about outdoor activities. Participating in group activities can help students develop skills related to team collaboration, communication and conflict resolution, as well as learning how to interact with others in different cultures and backgrounds.	3-4/7/2023	S1-S5	23	\$7,739.70	\$336.51	E1	Leadership Training	team building -木筏建設,是由專業導師帶領,學生學習如何有效分工,如何計劃建設及設計一隻木筏,學懂有效討論及從錯誤中學習改進,學懂在有限的資源及時間下完成工作。			✓	✓	
70	English Carnival Organizing the English Carnival on the theme of World Cultures to develop students' potential by promoting an English learning environment	5/5/2023	S1-S5	330	\$3,841.55	\$11.64	E7	English Language	F.3 to 5 students successfully organized fun and English-rich games for F.1-2 students to play and practise English.	✓	✓			
71	Summer Meteorology Camp Enable students to learn coastal meteorology through field observation	19-20/8/2023	S3-S4	6	\$1,200.00	\$200.00	E1	Geography	Students could learn more about coastal meteorology and climate change through different types of meaningful activities. They also enjoyed the visit to the Hong Kong Observatory.	✓	✓			
72	2023《香港200》領袖計劃 10 enhance their sense of social responsibility. It provides a comprehensive, professional and forward-looking leadership training experience for secondary school students with outstanding potential to meet future challenges.	June 2023- Aug 2024	S4	4	\$3,960.00	\$990.00	E6	Leadership Training	Students could enhance their sense of social responsibility. It provides a comprehensive, professional and forward-looking leadership training experience for secondary school students with outstanding potential to meet future challenges.			✓		✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				3,748	\$1,263,209.25									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Sports Training Tour in Taiwan To learn the modern and advanced sports training skills and strategies of different team sports in Taiwan.72 sports team members from Basketball (24), Badminton (12), Table Tennis (12), and Volleyball (24) will	Cancelled										✓		

2	3-day Tour to Greater Bay Area Enable students to understand the sustainable development of the GBA	17/7-19/7/2023	S3-S4	6	\$4,800.00	\$800.00	E3, E4	Environmental Education	Students could understand the sustainable development of the GBA	✓	✓			
3	北京內蒙古之旅 (由香港遊樂場協會主辦)	15/8-22/8/2023	S2	1	\$2,480.00	\$2,480.00	E3	ECA	Student could understand more about historical and cultural heritages in China	✓	✓	✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				7	\$7,280.00									
Expenses for Category 1				3,755	\$1,270,489.25									

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

No.	Item	Purpose	Actual Expenses (\$)
1	ARGEO Portable (One-year Plan)	To involve students in making landforms in a 3-D way	\$4,982.00
2	Field equipment	To measure weather parameter	\$2,924.00
3	Cameras	trainings & practices	\$21,390.00
4	Lens & accessories	trainings & practices	\$4,020.00
5	AQUAPONICS SET-UP & MAINTAINENCE	Scientific Project with strong STEM element	\$5,249.83
6	Aten VM0808HB Matrix, Behringer NX4-6000Amp, Stage monitors, cable connectors, Trolley	Equipments for holding various activities in hall	\$36,027.02
8	Equipment (Rectial Studio)	To acquire necessary items for high quality production in various school functions and projects	\$23,100.30
9	Books on holding drama games for beginners	Drama	\$0.00
10	Advance Education monocular microscopes (12 sets) and microscope cabinet (1 set)	Science Lab. Activity	\$36,000.00
11	PVC Partition	Orchestra Practice	\$4,800.00
12	Badges for school leaders	To promote the sense of belongings to the school and as identification when performing duties.	\$0.00
13	Maintenance and Procurement of STEM Equipment	STEM Society Activities, Lesson Activities, STEM Competitions	\$20,468.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$158,961.15
Expenses for Categories 1 & 2			\$1,429,450.40

Category 3: Number of Student Beneficiaries

Total number of students in the school:	750
Number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Leung Kwok Yiu
Post of Contact Person for LWL:	GE Coordinator

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