



Shau Kei Wan Government Secondary School School Report 2022/23

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Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto ‘VINCIT VERITAS’ in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.



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1 Our School

1.1 Type of School

Shau Kei Wan Government Secondary School is a co-educational grammar school operated by the Hong Kong Special Administrative Region Government.

1.2 Historical Background

Shau Kei Wan Government Secondary School was founded in 1961. As the school was still under construction, it operated in the shared premises of Clementi Middle School at Fortress Hill Road. It moved to its present premises at 42 Chai Wan Road, Hong Kong in the autumn of 1964 and was officially opened on 19 November 1964.

1.3 School Facilities

The school has a total of 31 classrooms, plus a Computer-Assisted Learning Room, a Multi-media Learning Centre, an English Language Room, a Liberal Studies Room, 2 e-Learning Rooms, 4 laboratories (for Physics, Chemistry, Biology and Science) and 5 special rooms (for Visual Arts, Music, Design and Technology, Home Economics and Geography). The school also has a Library, a School Hall, 2 Staffrooms, a Staff Common Room, a General Office, a Conference Room, a sick room, a printing room, a Student Activity Centre, a Life Planning Room, 2 Social Worker's Rooms, a Multi-function Room, a Guidance Room and a Music Activity Room. In addition, there are a garden, a covered playground, a courtyard, 2 basketball courts, 3 volleyball courts and a mini-football pitch.

1.4 School Management

School-based management was implemented in the 90's.

Composition of the School Management Committee

Category Year	Sponsoring Body (EDB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
20/21	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
21/22	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
22/23	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

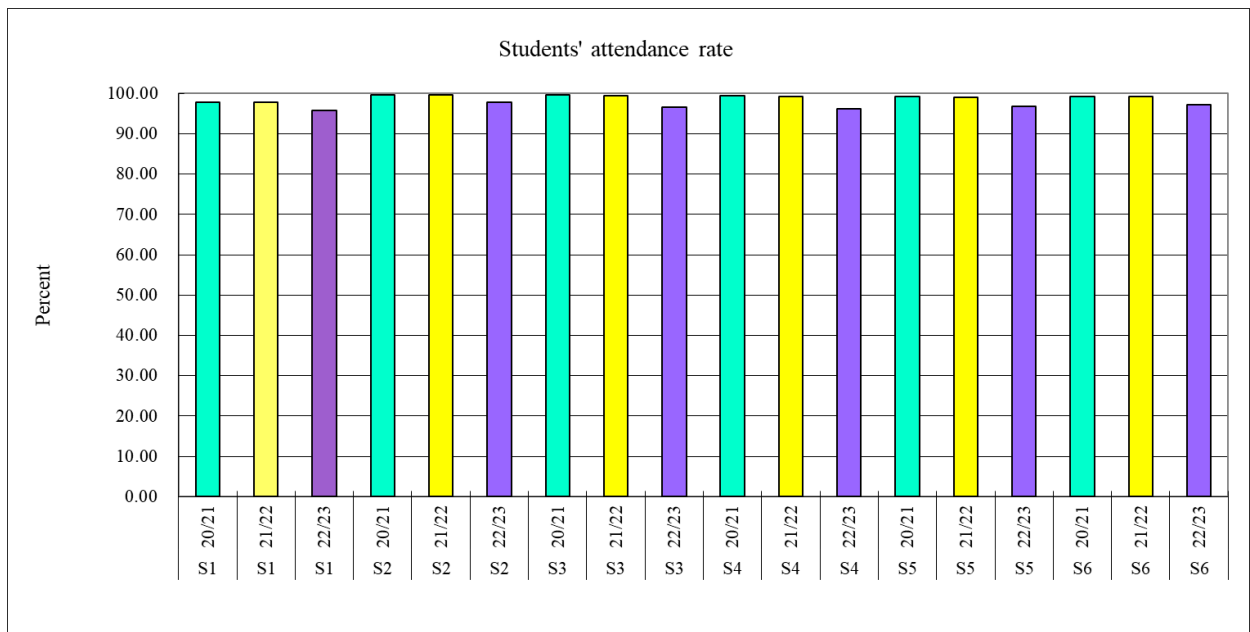
Committee members of 2022/23 were Ms Law Kit-ling, Grace (Chairperson), Ms Yan Kin-foon, Alice (Principal), Ms Leung Yui-na and Ms Hong Teyn-fon (Parent Members), Mr Chow Wing-sum and Ms Cheung Pui-ling (Alumni Members), Ms Leung Kin-yi, Promail and Mr Lai Kai-wing (Independent Members), and Mr Ko Wing-tai and Mr Tsui Chung-pong (Teacher Members).

2 Our Students

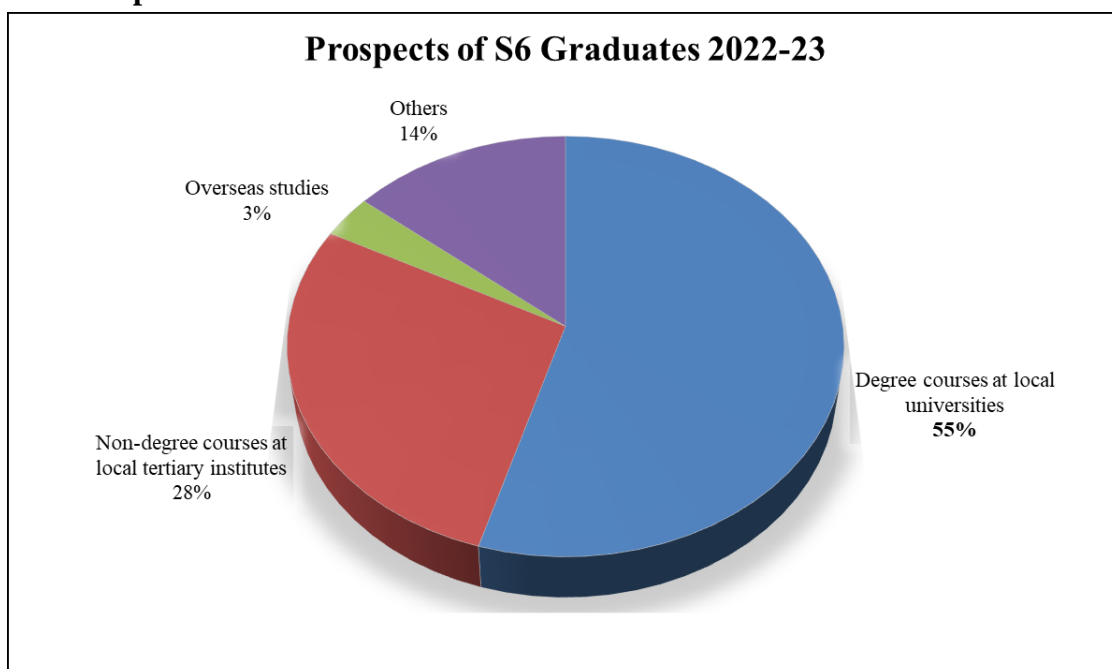
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	95	82	61	79	76	80	473
Girls	45	43	52	44	49	45	278
Total Enrolment (as at 30 Sept 2022)	140	125	113	123	125	125	751

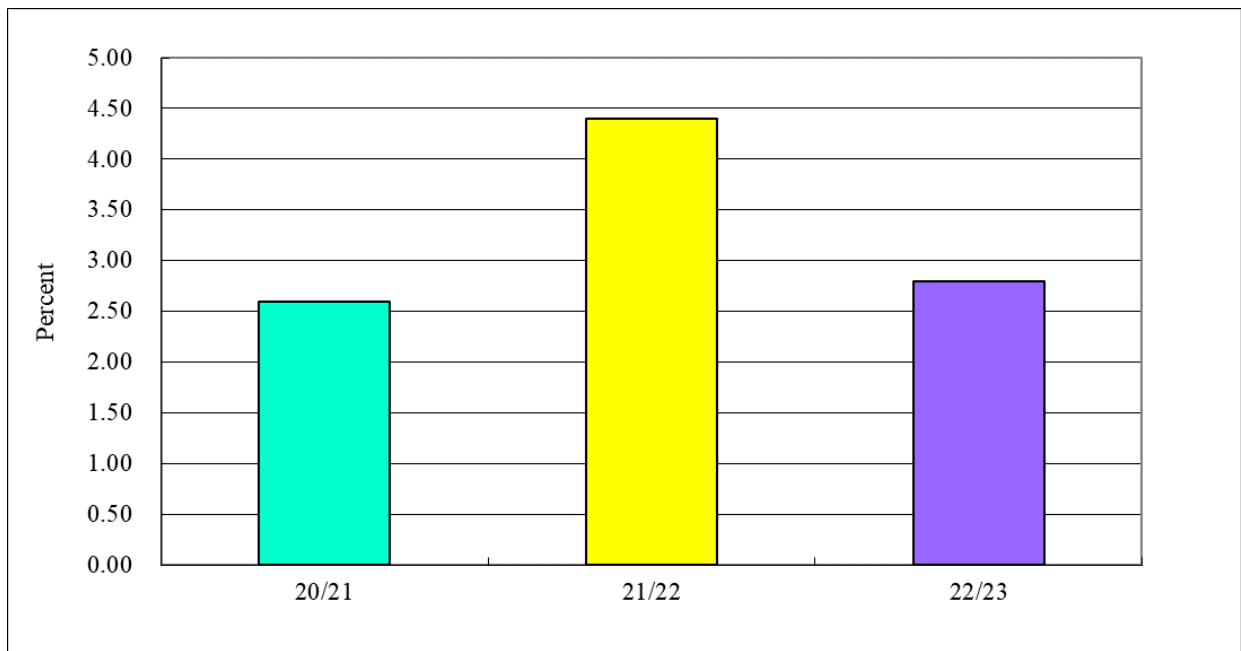
2.2 Students' Attendance



2.3 Prospects of S6 Graduates



2.4 Early Exit Students



3 Our Teachers

3.1 Teachers' Qualifications

There were 85 staff members in our school: the Principal, 3 Assistant Principals, 48 teachers, 1 Teacher Librarian, 2 School Social Workers, 5 Teaching Assistants, 1 Clerical Officer, 1 School Administrative Executive, 4 Clerical Assistants, 3 General Clerks, 3 Laboratory Technicians, 1 Information Technology Resources Officer, 1 Information Technology Resources Assistant, 1 Skilled Worker, 2 Semi-skilled Workers, 6 Workmen II and 2 General Worker.

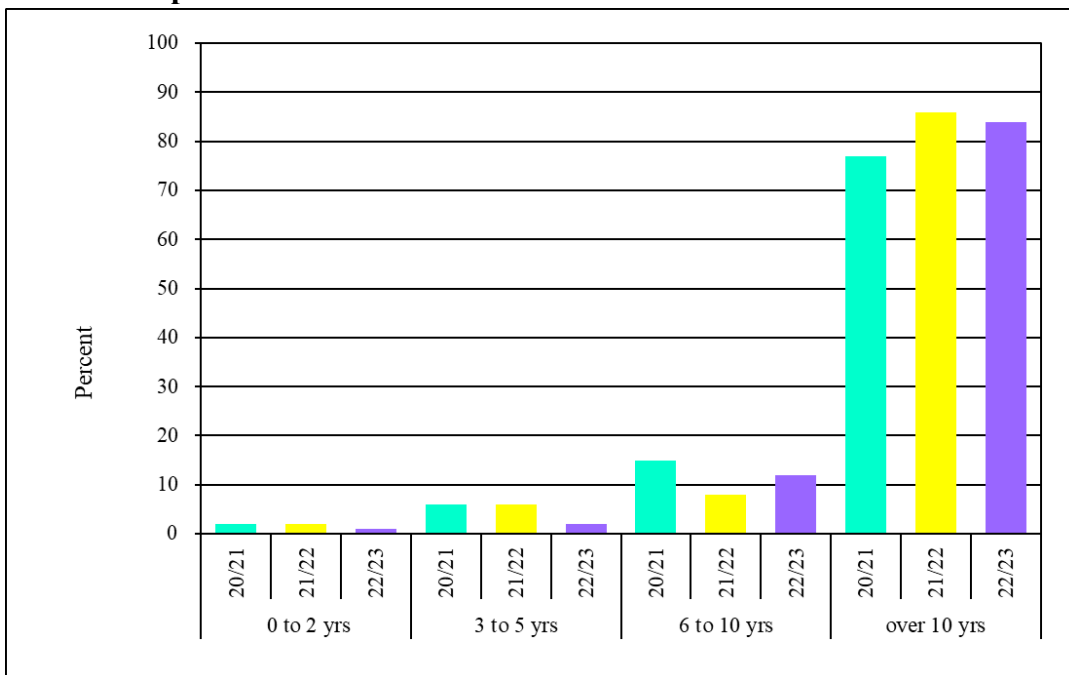
Highest Academic Qualifications attained by teachers:

- Master's degree or above: 44%
- Bachelor's degree: 56%

Professionally-trained teachers: 100%

English Teachers and Putonghua Teachers with LPR: 100%

3.2 Teachers' Experience



3.3 Teachers' Professional Development

In the year 2022/23, teachers (including the Assistant Principals) undertook a total of 2403 hours of training in the five CPD Domains for Teachers.

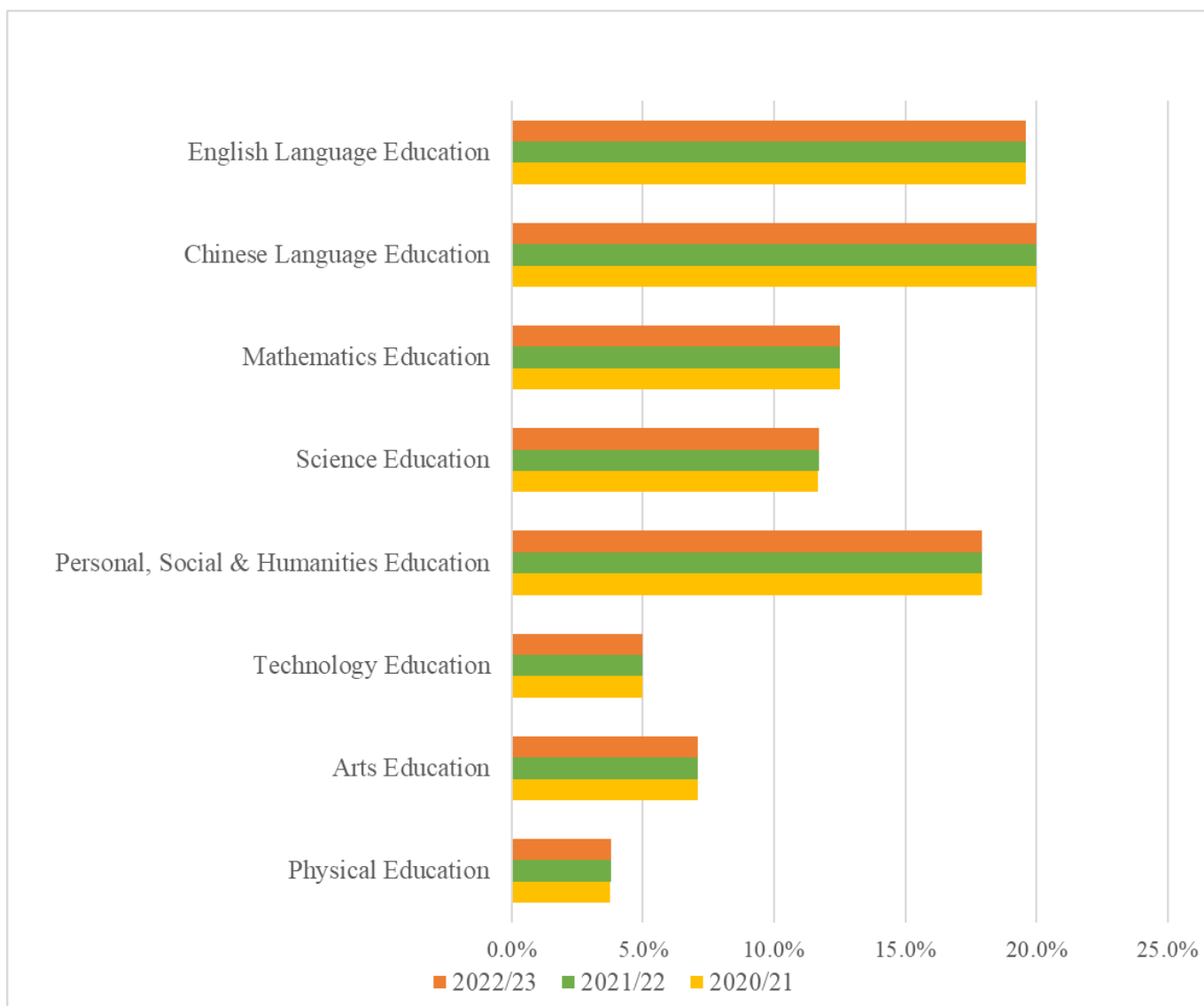
Domains	No. of Hours
Teaching & Learning	998
Student Development	423
School Development	370
Professional Relationships and Services	247
Personal Growth and Development	365
Total:	2403

4 Our Learning and Teaching

4.1 School Curriculum 2022/23

KLA	Subject	S1	S2	S3	S4	S5	S6
Chinese Language Education	Chinese Language	*	*	*	*	*	*
	Chinese Literature				*	*	
	Putonghua	*	*				
English Language Education	English Language	*	*	*	*	*	*
Mathematics Education	Mathematics	*	*	*	*	*	*
	Mathematics Extended Module 2				*	*	*
Personal, Social and Humanities Education	Life and Society	*	*	*			
	Citizenship and Social Development				*	*	
	Liberal Studies						*
	Economics				*	*	*
	Geography	*	*	*	*	*	*
	History	*	*	*	*	*	*
Science Education	Science	*	*	*			
	Biology				*	*	*
	Chemistry				*	*	*
	Physics				*	*	*
Technology Education	Computer Literacy	*	*	*			
	Design and Technology	*	*	*			
	Home Economics	*	*	*			
	Business, Accounting and Financial Studies				*	*	*
	Information and Communication Technology				*	*	*
Arts Education	Visual Arts	*	*	*	*	*	*
	Music	*	*	*	*	*	*
Physical Education	Physical Education	*	*	*	*	*	*
Others	Applied Learning					*	*
Other Learning Experiences: Moral and Civic Education, Community Service, Aesthetic Development, Career-related Experiences, Physical Development							

4.2 Lesson Time for the Different Key Learning Areas (KLAs) in S1-S3



4.3 Medium of Instruction

Our school uses English as the medium of instruction in all subjects except for Chinese Language, Chinese Literature, Chinese History, Putonghua, Life & Society, Citizenship & Social Development and Liberal Studies.

5 Achievements and Reflection on Major Concerns

5.1 Major Concern 1: To raise students' learning capability in pursuit of academic excellence

Focus Area A: To enhance self-directed learning with the use of IT to meet the challenges under the “New Normal”

Targets & Strategies	Achievements and Effectiveness
<p>1. To strengthen the language ability of students through reading.</p> <ul style="list-style-type: none"> • Through online reading platform to promote online reading for developing students' habit of reading. • To enhance students' reading interest through a variety of activities. 	<ul style="list-style-type: none"> • Reading Tasks including over 80 online articles in the Google Classroom contributed by different subject departments for S1-S6 students successfully promoted students' reading habit and enhanced their designated scope of knowledge. Students were required to complete follow-up tasks in the Google Forms after reading the interesting subject-based articles. In line with the value education advocated by the EDB, our reading articles instilled elements of national security education (NSE) such as cultural security and science & technology security as well as positive values and attitudes focusing on perseverance, commitment, sense of responsibility and respect for others. Other follow-up reading tasks could be worksheets, reading reports, group discussion and presentations in class. <ul style="list-style-type: none"> ➤ Teachers reflected that students duly completed the reading exercises with good comprehension skills and knowledge. Moreover, online reading enhanced students' opportunities of self-directed learning and enriched their knowledge in different perspectives. The online reading habit was promoted among students. • The existing reading schemes continued to promote reading in learning. The <i>Extensive Reading Schemes</i> for S1-S3 students was conducted by Departments of English and Chinese and <i>eRead Scheme</i> for S1-S6 students focused on promoting STEAM education and non-fiction recommended by various KLAs. <ul style="list-style-type: none"> ➤ The reading schemes helped cultivated and sustained students' reading habits. Overall, the total number of books borrowed by students in the school library increased to 421, with a total reading time over 500 hours. Throughout the school year 2022/23, the number of <i>ERS Reading Scheme</i> awardees in English and Chinese surged and <i>eRead Scheme</i> certificates would be awarded to students reading e-books for 50 hours. • In many subjects, teachers promoted reading and supplemented subject knowledge via a range of reading related activities and online resources such as web-materials, articles from publishers and e-news. <ul style="list-style-type: none"> ➤ Positive feedback was given and students' comprehension ability was enhanced. • The Reading-to-Learn Team took an active role in promoting students' reading habit and interest in collaboration with various subject departments and school teams, and organising reading related activities. Examples were as follows: <ul style="list-style-type: none"> - implementing the Morning Reading Periods

Targets & Strategies	Achievements and Effectiveness
	<ul style="list-style-type: none"> - arranging book presentations by S1-S4 students in the Morning Assembly - assisting in organising Chinese and Chinese History talks on the themes of ‘學好寫作的六種方法：文憑試作文策略初探’，‘莫把演義當史實：認識真實的三國史’ and ‘我們的故宮’ - assisting in organising English drama script reading activity namely ‘<i>Reading a play through English Drama</i>’ - assisting in organising one-hour <i>Reading Challenge</i> to promote STEAM education and reading - organising a book fair in collaboration with different school subjects and teams (having sold 340 books) - nominating students to participate in the <i>World Book Day Creative Competition 2023</i> <p>➤ The work of the Reading-to-learn Team successfully boosted the reading culture among students with mostly positive feedback in the above-mentioned activities. In particular, 340 books were sold in the book fair with Chinese novels as the most popular category and one student won the <i>Outstanding Award</i> in the <i>World Book Day Creative Competition</i>.</p> <ul style="list-style-type: none"> • The reading habit, interest and perceive comprehension capability were witnessed in the following survey results: <ul style="list-style-type: none"> (1) According to the <i>Reading Habit Survey</i> conducted by the Reading to Learn Team, 56 % of students usually spent 1-15 hours on reading English materials online per week and 71 % of students usually spent 1-15 hours on reading online Chinese materials per week. This showed that reading has become a habit or a part of life. The data showed that junior form students read more often than the senior form students. 40% of students enjoyed leisure reading with an average of at least 30 mins per day. 74 % of students agreed that reading is a meaningful activity. (2) In the <i>APASO Survey on Affective Development</i> in which 49.8 % of students spent an average of at least 30 mins per day for leisure reading and 75.1 % of students disagreed that reading was a waste of time. Regarding <i>Affective and Social Outcomes</i>, 48.2% and 55.8% of students fairly agreed and agreed that they were not very good at reading Chinese and English respectively. This reflected that students noticed the importance of reading and were willing to read regularly but their confidence and perceived ability in reading had room for improvement. (3) In the <i>Stakeholders’ Survey</i>, 56.7% of students responded that they often read materials such as leisure reading materials and newspapers outside class. The school looks forward to organizing a variety of reading activities and programmes to further enhance students’ reading interest and language ability next year. • Overall, the reading habit of students were cultivated via a range of activities with the concerted effort of different parties

Targets & Strategies	Achievements and Effectiveness
	<p>of the school. The school would continue to organise a variety of reading activities to further entice students' reading interest, sustain their reading habit and provide assistance in enhancing their comprehension skills.</p>
<p>2. To foster students' innovative capability by developing their scientific, technological and mathematical skills; and to nurture students' Value Education and National Security Education (NSE).</p> <ul style="list-style-type: none"> • To increase junior students' STEAM ability through the inter-school AI project and cross-subject activities. • To broaden students' horizons and develop their career aspiration through collaboration with various tertiary education providers, businesses and industries. • To nurture students' Positive Values and promote National Security Education (NSE) in collaboration with Major Concern 2. 	<ul style="list-style-type: none"> • The STEAM Education Unit collaborated with science departments to organized various activities for students in the schools' STEAM Week held from 1/12/2022 to 9/12/22. The activities included different workshops and training sessions like <i>Forensic Science Workshop</i>, <i>Flower Dissection Workshop</i>, <i>Circuit Building Workshop</i>, <i>Marbling Art Workshop</i>, <i>Rocket Car Fun Day</i> and <i>Drone Training</i> etc. Hands-on experiments in <i>Food Science</i> and <i>Mechanical World</i> were also conducted by students to enrich their science exposures and enhance their STEAM competences. <ul style="list-style-type: none"> ➤ Teachers reflected that students showed interest and active participation in all the activities. Post-activity surveys reflected that above 90% of students enjoyed the activities. Most students agreed that they learnt a lot from various workshops and their interest in learning science was enhanced. • Different subject departments organized STEAM-related activities for students across the levels in the school year. The Departments of Physics Department, Chemistry Department and Biology jointly conducted the <i>S3 Science Project Programme</i> and organized various competitions like <i>Chemical Celebration of HKASME-60 Competition for HK Secondary School 2022-23</i>, <i>GreenMech Contest 2023</i> and talk on '科學家和科研工作是怎样?' for their respective students. The Economics and Chinese Departments nominated students to take part in <i>Economic Infographic Challenge 2022-23</i> and delivered a talk on '我們的故宮—科學、歷史、文化' to students respectively in S4 and S5 levels. The D & T Department nominated S1 to S3 students to join the <i>Underwater Robotic Competition</i> and <i>Robo Soccer Competition</i>. Also the Computer Department organized 電腦遊戲—數碼創意工作坊 for S4 students. Furthermore, STEAM-related training sessions like <i>AI Robot Coding Car</i>, <i>Drone Coding Workshops</i> and <i>Blockchain & Financial Technology Applications Course</i> would be arranged in July, 2023 by the STEAM Education Unit to provide students diverse learning opportunities and enhance their STEAM skills and knowledge. <ul style="list-style-type: none"> ➤ All STEAM related activities received positive feedback from both teachers and students. Students reflected that they learnt a lot from various activities and got insights in STEAM-related professions like engineering, scientific research, digital creativity and AI, which they found useful for career planning in the respective fields. ➤ All the above activities were observed to have broadened students' horizons and enriched their learning experience. Students enhanced their self-directed learning abilities and practiced various generic skills namely skills of

Targets & Strategies	Achievements and Effectiveness
	<p>interpretation, collaboration, communication, presentation, self-management, problem solving and creativity in the activities. Besides, they performed very well and obtained good results in competitions. In the <i>Chemical Celebration of HKASME-60 Competition</i> and the <i>GreenMech Contest 2023</i>, our students received the <i>Merit Award</i> and <i>Honourable Mentions</i> in the competitions. In the <i>Underwater Robot Competition</i>, students won the <i>1st runner-up</i> and the <i>Best Engineering Award</i> for their excellent performance.</p> <ul style="list-style-type: none"> • This year, the Computer Department continuously joined the <i>Government School AI Learning Circle</i>. S2 students learnt coding to control both CUHK-JC-iCar and AI visual sensor Husky lens in 3 double lessons and completed various tasks related to line tracking and face recognition. Five students were selected to join the <i>Students Hackathon</i> organized by the <i>Government School AI Learning Circle</i> in 7/2023. <ul style="list-style-type: none"> ➤ Positive feedback and comments were received from both teachers and students. Teachers reflected that most students were able to finish all tasks required and some showed exceptional competence in completing their tasks with good quality. The AI module would be integrated into the formal curriculum in S2 Computer Literacy. • The elements of Value Education and National Security Education were integrated into formal lessons. 75% and 90% of the subject departments taught related contents in their subject curricula to promote Value Education and National Security Education respectively. Other strategies adopted by teachers included reading related books or articles, completing relevant assignments or projects, organizing related learning activities (e.g. information searching, group discussion, video watching, online field trip and cooking Chinese traditional food such as hand-pull noodles and cabbage pork dumpling etc.) and cultivating students' good habit in lessons (e.g. observing laboratory safety rules, tidy-up student benches/tables). All the aforesaid strategies were implemented successfully in regular lessons. • Having evaluated the strategies to foster students' innovative capability, the school would incorporate STEAM Education into the formal curricula in preparation for the school-based STEAM curriculum next year. Measures would be taken to enhance the STEAM learning atmosphere in school and provide more learning opportunities for students to strengthen their STEAM ability.

Focus Area B: To raise the capability of teachers in e-Learning

Targets & Strategies	Achievements and Effectiveness
<p>1. To further enhance teachers' IT capability through training, sharing and application.</p>	<ul style="list-style-type: none"> • All teachers attended the Apps Training Workshop on using interactive apps like <i>Nearpod</i>, <i>Quizlet</i>, <i>Kahoot</i>, etc. for teaching effectively in the 1st Staff Development Day of the school. Moreover, 21 teachers attended IT related training courses to enhance their IT capability.

Targets & Strategies	Achievements and Effectiveness
<ul style="list-style-type: none"> To enhance teachers' IT capability through attending training courses (Apps Application) and participating in sharing sessions. 	<ul style="list-style-type: none"> ➤ Teachers reflected that the apps training was very useful. All subject departments agreed that different IT training helped panel members enhance teaching effectiveness in the classroom. Besides, most teachers possessed adequate IT skills for teaching in their own subjects. It was observed that teachers used electronic apps effectively to assist in teaching and learning in the classroom. ➤ Most teachers showed preference to attend IT related training courses. However, teachers reflected that they had difficulties in attending training as there were not many relevant courses offered in the EDB Training Calendar and their teaching schedules were very tight. • To equip teachers with different teaching strategies using e-Learning apps, peer sharing among teachers would be encouraged by school in the coming year.

<p>Overall remarks:</p> <ul style="list-style-type: none"> The tasks in the Annual School Plan of Major Concern 1 2022/23 were mostly accomplished with satisfactory results. Positive feedback and comments were given by both teachers and students. According to the APASO Survey, Stakeholders' Survey and Reading Habit Survey, it can be concluded that reading habit has been developed in general students. Efforts have to be made on increasing students' interest in reading so that their reading habit can be sustained in the next year. Moreover, a variety of activities and programmes will be organized to strengthen students' language competence and reading skills so that they can read more confidently and effectively. Our school provides various learning opportunities for students to develop their STEAM knowledge and skills. Students generally showed interest and good involvement in the activities. To further enhance students' innovative capability, STEAM elements will be incorporated into the formal curricula in the preparation of school-based STEAM curriculum next year. Measures to foster positive values and promote National Security Education (NSE) were successfully implemented through regular lessons and a variety of activities. On the other hand, as IT is an effective tool for teaching and learning, the school will continue to provide training and organize peer sharing on e-Learning apps to further enhance teachers' IT capability.
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5.2 Major Concern 2: To nurture students' positive values and attitudes for the development of the sense of citizenship and national

Focus Area A: To nurture students' positive emotion to facilitate the development of positive values

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>1.1 To enhance students' sense of love, sense of empathy and respect for others.</p> <ul style="list-style-type: none"> - To organise group training for S1 and S4 students to facilitate their smooth adaptation to secondary school life and personal growth. - To provide training for teachers/parents on students' emotional regulation through workshops and sharing sessions. - To employ class management strategies to enhance the unity of each class. 	<p><i>To enable students to adapt to secondary school life and develop positive emotion</i></p> <p>(1) The Freshmen Programme 中一新 鮮人成長專案</p> <ul style="list-style-type: none"> (a) Fifty S1 students were recruited to join the programme that lasted for seven months. (b) In the first part of the programme, learning skills for secondary school students were taught. Note-taking, planning of revision schedule and memory skills were introduced to the students in four lessons. (c) In the second part of the programme, skills for personal growth were introduced. A total of 8 lessons (1.5 hours each) were organized to train-up students' skills on time management, adversity management, self-improvement and actualization, and interpersonal and communication skills. (d) A day camp was organized to strengthen teamwork and their sense of belongings. 	<p>(1)</p> <ul style="list-style-type: none"> (a) After the prolonged suspension of face-to-face lessons, the S1 students were immature and their self-control and emotion adjustment abilities were not well established. Their learning skills were also inadequate in handling the burden of secondary school curriculum. Conflicts among schoolmates were frequent and they were short of problem resolving skills. The Freshmen Programme provided solutions for the students to meet the challenge. (b) The programme cultivated a diligent learning attitude among students. It helped them establish their confidence and determination in learning by equipping them with tools and skills for effective learning. (c) Students demonstrated improvements in their learning abilities and attitudes towards learning. Tidy and well-prepared notes and learning schedule was produced by the students. (d) The programme cultivated students' self-management capability and developed their sense of responsibility. Their self-awareness was improved and they could accept one's limitations and imperfections. Their drive for improvement was improved. (e) The programme also built the participants' positive interpersonal relationships. In the activities, they attempted to choose friends, face peer pressure and protect themselves against bullying. They also learned the essence of respecting others. (f) Concluding remarks: <ul style="list-style-type: none"> (i) From the observations of the tutors, the vast majority of the students showed varying degrees of improvement in various aspects, including self-awareness, interpersonal relationships and conflict resolution. The students were willing and worked actively for improvements.

Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>(ii) In the training sessions, the tutors also noticed the emotional needs of individual students, particularly in handling peer relationships. Relevant student support teams were notified and followed-up actions were promptly started. The building of trust between the school and the students could also encourage them to open up and seek help.</p> <p>(iii) We hoped that the students could feel the caring and supportive atmosphere of our school. The love and caring environment were essential for their development of positive emotion that led to healthy life.</p>
	<p>(2) Pre-S1 Programmes</p> <p>(a) Pre-S1 Orientation Programme by the Guidance Team was organized for all S1 students. With the aim of building up a sense of belonging among the students and helping them adapt to the secondary school life, various group activities were designed in the half-day programme.</p> <p>(b) Pre-S1 Training Workshops on team building, problem solving and collaboration were organized by the OLE Team for all S1 students. The workshops consisted of two sessions conducted in late August and early September.</p>	<p>(2)</p> <p>(a) Students developed sense of love, unity and respect for others through the activities.</p> <p>(b) Built caring atmosphere and raised the sense of belongings among students.</p>
	<p>(3) Workshop on self-exploration The programme helped repeaters to prepare for the new school year. Through various activities, students learned the skills for coping with challenges.</p>	<p>Students shown a better understanding of own self. They could build up their own positive image and improve their mental health.</p>
	<p><i>To enhance students' sense of love, sense of empathy and respect for others by developing a caring environment</i></p>	
	<p>(4) Pet visit (Mar 2023): The activity by the Guidance Team allowed 15 selected students to meet some visiting pets. They could pat the dogs and play with them. Students learned about the needs and feelings of animals and the responsibilities involved in looking after pets.</p>	<p>Students enjoyed the activity and they experienced the values of respect for life and love.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>(5) Promotion of positive emotions and healthy lifestyle:</p> <p>(a) Bingo Game – Guidance activity (Sep 2022)</p> <p>(b) Class visits by the Guidance Team (Oct – Nov 2022)</p> <p>(c) Zentangle Drawing Workshop (Oct 2022) Sand Bottle Workshop (Oct 2022) Decoupage Workshop (Jan 2023)</p> <p>(d) Social and positive emotion group activities. Selected students from different levels participated in group activities to talk, to play and to learn together. (Sep 2022 – May 2023)</p> <p>(e) Art Therapy (Oct 2022 – May 2023)</p> <p>(f) Form Six Farewell Activity (Mar 2023)</p> <p>(g) Inter-government Secondary School Drama Festival (English) (Mar 2023)</p> <p>(h) English song dedication (Dec 2022, Feb 2023)</p> <p>(i) Mental Health Talk (Understanding and Managing Anxiety) (Feb, Apr, May 2023)</p> <p>(j) 3D Paper Sculpture by the VA Department delivered the message of love and care through art work (lessons from Feb to June 2023).</p>	<p>The games, workshops and activities helped create a close bond among schoolmates. Students could relieve their stress in the activities and at the same time polish their social skills. Students expressed that they felt the atmosphere of love and caring in school which helped them to develop positive emotions.</p>
	<p><i>To enhance the unity of classes, to nurture positive values among classmates and to build up a caring atmosphere</i></p>	
	<p>(6) “Our Microfilm” 我們的微電影企劃 (Nov 2023 – Jun 2023)</p> <p>(a) The competition was joined by all S1 and S2 classes. Each class produced their own microfilm with a theme related to the cultivation of core values in school.</p> <p>(b) It was a part of the class management strategies in improving the unity, team spirit, responsibilities and commitment of classmates.</p> <p>(c) The students met all sorts of challenges in the production process which required them to solve the problems collaboratively.</p>	<p>(6)</p> <p>(a) Students overcame various difficulties and learned valuable values in the class-based activity. The activity facilitated them to experience the employment of respect, empathy and diligence in solving problems. They had achieved significant growth in teamwork and interpersonal communication.</p> <p>(b) Many students in a class, including the passive and shy, participated in the production and performance, regardless of their abilities. They all played a role in the collaborative microfilm creation and made varying degrees of contributions. This type of experience was invaluable for the passive students to taste the team spirit and the sense of belongings.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	Observations from APASO survey and SHS: <ul style="list-style-type: none"> - About 85-90% of all students expressed that they have positive emotion and felt happy. - About 85% of senior level students were satisfied with their relationship with teachers. Their rate of satisfaction to school life was also high. For the atmosphere of school, nearly 65% of junior level students and 75% of senior level students agreed that they have a sense of belongings to school. The rates were quite high. - 73.8% of students agreed that “My schoolmates and I help each other and get along well” and 63.4% of them agreed that “The school is a caring place”. Both figures were higher than their responses to similar questions in the last survey. 	
1.2 To enhance students’ virtue of gratitude. - To build an atmosphere of gratitude and appreciation for others throughout the campus. - To facilitate students’ expression of gratitude to parents, teachers and school.	<p><i>To build an atmosphere of gratitude and appreciation for others throughout the campus by facilitating students’ personal growth and serving in volunteering work</i></p> <p>(1) Personal Growth Programme for S4 students:</p> <ul style="list-style-type: none"> (a) Thirty-six S4 students were recruited to join the programme. (b) In the fourth year of their study, students may feel lost and stressful in both learning and personal growth. They might be also anxious about their future. (c). The programme was composed of four sessions (1.5 hours each) in small groups of 6 students. (d) A T-JTA personality test was arranged for each student. After the test, the tutor of the programme discussed the personality trait of each student in person. (e) Students in groups designed their Love and Caring Action for the others in school. <p>(2) Volunteer Training for S5 students “Love Around HKE”:</p> <ul style="list-style-type: none"> (a) After an one-hour workshop on “Caring for the Poor” for all S5 students, twenty-four S5 students were selected to join the programme. (b) The content: <ul style="list-style-type: none"> - Volunteer skills training workshop (4 hours) - Community tour to visit to the disadvantaged groups in Chai Wan and subdivided flats. (6 hours) 	<p>(1)</p> <ul style="list-style-type: none"> (a) The workshops helped students understood the challenges ahead. They were equipped mentally to face the stress and to reduce their anxiety. They also developed stronger relationships with their peers. (b) The T-JTA personality test and individual analysis helped students gain a deeper understanding of their own personalities and strengths. It allowed them to make more informed decisions about their future career and set achievable goals. (c) The programme helped them to develop positive emotion, thus the virtue of gratitude. They learned to respect and support others. (d) The Love and Caring Action encouraged students to develop sense of appreciation and gratitude for the individuals who provided supporting services in the school, e.g. the clerks in the General Office and the janitors. The experience of deriving an action allowed students to put these values into practice by expressing gratitude to others. <p>(2)</p> <ul style="list-style-type: none"> (a) In the training, students learned about people in need in society, developed their communication skills and empathy, and the will to walk with grassroots groups to respond to their needs. (b) The community tour to the Eastern District allowed students to witness the local poverty situation, understand the problems of the grassroots groups and rethink the relationships between people in the community. Their empathy was

Strategies	Programmes / Activities	Achievements and Effectiveness
	<ul style="list-style-type: none"> - Small group volunteer activities, including a visit to street workers (cleaners) and the elderly; work at Food Angel (charity organisation for food rescue and food assistance program) (9 hours). - Project exhibition 	<p>increased with increasing knowledge of the people in the society.</p> <p>(c) Students visited to subdivided flats and interacted with community members to better understand their needs. They also had the opportunity to serve the community by joining a volunteering work.</p> <p>(d) Students had opportunities to share their experiences and feelings with their fellow schoolmates and encouraged more students to pay attention to the community.</p> <p>(e) Concluding remarks: By participating in these types of activities, students could develop a sense of gratitude. By serving the community, students witnessed the struggles and challenges faced by the people in the society, which helped them appreciate their own blessings and good fortune. This experience fostered a sense of gratitude within students. Besides, by serving their community, students could feel a sense of pride and fulfillment, further reinforcing their gratitude.</p>
	<p><i>To build up a sense of gratitude among students and promote the expression of gratitude to others</i></p>	
	<p>(3) Board display and game booth on the education system of ancient and modern China were set up at the school entrance. (Sep 2022)</p> <p>(a) It echoed the activity of Respect Our Teachers of the EDB.</p> <p>(b) The sayings and wisdom of Confucius were displayed and gratitude to teachers were promoted.</p>	<p>Traditional Chinese values were promoted through the introduction of the sayings of Confucius. Atmosphere of perseverance and gratitude were disseminated in the activity.</p>
	<p>(4) Sharing in morning assembly Encouraged students to appreciate the love and care around them and to show gratitude to their family.</p>	<p>Built the atmosphere of gratitude among students.</p>

Focus Area B: Cultivating students' positive values and attitude so that they become citizens who are responsible, appreciative of Chinese culture and committed to society and our country

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>2.1 To enhance students' diligence, perseverance, sense of responsibility and commitment through regular training and a series of learning activities.</p> <ul style="list-style-type: none"> - To nurture students' positive values through leadership training - To develop the sense of responsibility and commitment of students by assigning class-based / ECA teams responsible posts for them. - To disseminate positive values to all students through the formal curriculum and facilitate students to demonstrate these qualities through practice. - To nurture students' positive values and promote National Security Education (NSE) in collaboration with MC1. 	<p><i>To enhance students' diligence, perseverance, sense of responsibility and commitment by providing opportunities for them to serve others and to take responsibility to conserve the environment</i></p> <p>(1) Service training: Student members were recruited to provide services to their schoolmates. Training on interpersonal skills, counselling skills, empathy and leadership were organized for them.</p> <p>(a) Shadowing Programme of the Discipline Team (b) Peer Power Student Gatekeeper Training Programme (c) S1 Mentorship Scheme (d) Community services (e) Little Angels Scheme (f) "The Searchers" Programme</p> <p>(2) Cleanliness Campaign: All classes joined the competitions. Students in a class worked together to clean their classrooms in a green way.</p> <p>(3) (a) Environmental conservation was emphasized in subject lessons, workshops and activities of the Environmental Education Team. The Environmental Education Team organized the Energy Efficiency and Conservation Exhibition in which students introduced the up-to-date energy efficiency labelling scheme and reminded schoolmates of energy saving tips for home and school.</p> <p>(b) Sustainable Development Goals (SDGs) eLearn Award Scheme 2023 by the UNICEF HK: Six S4 students joined the scheme which lasted for 5 months to learn more about sustainable development.</p>	<p>(1) (a) Through the training provided (e.g. Training camp, Shadowing Program, workshops, etc.), students understood their responsibility and learned the values of respect for others, commitment and perseverance. (b) Students got opportunities to care for others. From the activities, they learned how to respect others and developed a sense of empathy. Their sense of belonging to school was enhanced.</p> <p>Students were encouraged to contribute actively in improving their learning environment. Values of responsibility, commitment and diligence were disseminated in the competition.</p> <p>The values of responsibility and civic-mindedness were emphasized in these activities. Students' sense of responsibility and civic-mindedness were enhanced.</p>
	<p><i>To nurture students' positive values and to develop their sense of</i></p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p data-bbox="448 136 962 203"><i>responsibility and commitment through leadership training</i></p> <p data-bbox="448 210 962 277">(4) S3 Leadership Factory (3-6 / 2023):</p> <p data-bbox="448 284 962 423">(a) It was a 4-session training programme for 30 S3 students. Small group workshops and a day camp were organized.</p> <p data-bbox="448 430 962 824">(b) The training workshops included: - activities on self-awareness and self-appreciation - reflections on communication patterns and techniques in handling interpersonal conflicts - introduction of qualities of leaders and team management - practical skills in chairing meetings</p> <p data-bbox="448 831 962 969">(c) The workshops were conducted in small groups of six students. Each student was given individual attention in the process.</p> <p data-bbox="448 976 962 1084">(d) A day camp on developing problem-solving skills and team spirit was organized.</p> <p data-bbox="448 1090 962 1301">(e) The training programme was highlighted by a DISC Analysis for each student. Their character, strengths and weaknesses were provided which allowed them to have a better self-understanding.</p> <p data-bbox="448 1308 962 1346">(5) Leadership trainings:</p> <p data-bbox="448 1352 962 1854">(a) Leadership Institute on Narcotics Four S5 students were trained as leaders to promote anti-drug in school by the Leadership Institute on Narcotics (LION). The programme was run by the Hong Kong Police Force Narcotics Bureau. After completion of the training, they were responsible for organizing activities in school to educate schoolmates with knowledge of different kinds of drugs, ways to reject drug-taking and how to live a healthy lifestyle.</p> <p data-bbox="448 1861 962 1968">(b) The Gifted Education Team nominated two S4 students to join the E-League Programme</p> <p data-bbox="448 1975 962 2114">(c) 第十七屆港島東聯校學生領袖訓練計劃：同行共創，齊覓可能 for seven S4 students: The 3-year program was provided by the</p>	<p data-bbox="978 210 1471 241">(4)</p> <p data-bbox="978 248 1471 387">(a) The programme assisted students in discovering and developing their leadership potential and qualities.</p> <p data-bbox="978 394 1471 568">(b) Through the training, students enhanced their values of perseverance, responsibilities, respect for others and commitments.</p> <p data-bbox="978 575 1471 786">(c) The programme was also effective in helping students develop other leadership qualities such as confidence, communication skills and problem-solving skills.</p> <p data-bbox="978 792 1471 967">(d) The programme was well-received by the participants. They expressed that they felt more confident in collaborating with others.</p> <p data-bbox="978 1308 1471 1346">(5)</p> <p data-bbox="978 1352 1471 1998">(a) The four students worked collaboratively and learned a lot of problem-solving skills. Their creativity and commitment were highly praised by the officer in-charge of the programme (Narcotics Bureau). Their leadership skills were polished as they had to convey the anti-drug message to the schoolmates. They designed an attractive game and made arrangement to implement it in school and in the game fair. Values of responsibility, law-abidingness, commitment and diligence were deeply implanted through practice.</p> <p data-bbox="978 2004 1471 2112">(b) Core values were successfully cultivated during the leadership training.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>Salvation Army. Students received leadership training and were provided opportunities to serve the community.</p> <p>(d) Go Wild Leadership Training Program (Aug – Nov 2022)</p> <p>(e) OLE Leadership Training Program</p> <p>(f) 「文化新人類-青年領袖獎勵計劃」 (Jul – Aug 2023)</p>	<p>(c) The 3-year program broadened the horizons of the students. They had the opportunities to collaborate with participants in different schools and enhanced their values of responsibility, commitment and respect for others.</p>
	<p><i>To cultivate students' positive values and entrepreneurship through a business program</i></p> <p>(6) JA Company Program</p> <p>(a) The program was an entrepreneurship education program that provided students with hands-on experience in starting and running their own business.</p> <p>(b) Twenty-three S5 BAFS students joined the programme.</p> <p>(c) Students learned entrepreneurship, financial literacy and business management by creating and operating their own company.</p> <p>(d) Students formed a company with their peers, elected officers and developed a product for sale.</p> <p>(e) They employed their knowledge in market research, product development and marketing strategies as they worked on the production and selling of their product.</p> <p>(f) Students were mentored by local business professionals who provided guidance and support.</p>	<p>(6)</p> <p>(a) The JA Company Program was designed to be a real-world learning experience. Students were given opportunities to apply classroom concepts to a real business.</p> <p>(b) Students learned not only business skills but also teamwork, responsibility, diligence, integrity and commitment.</p> <p>(c) The program helped students develop the entrepreneurial mindset needed to succeed in the 21st century economy and prepared them for future success in their careers and personal lives.</p> <p>(d) The team won two prizes, namely the “Social Buzz Award” and the “Best Display Award”.</p> <p>(e) Concluding remarks:</p> <p>(i) Students who were not typically active in school were chosen to participate in the JA Company Program. This provided opportunities for those students who may be passive or not smart enough to be selected in other competitions to develop themselves and to gain confidence. It also helped create a more inclusive and supportive environment for all students.</p> <p>(ii) The JA Company Program provided a platform for the students to showcase their</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>talents and creativity and to work collaboratively with their peers towards a common goal. The program also offered opportunities for mentoring and networking, which could help these students to develop valuable connections and relationships.</p> <p>(iii) By participating in the JA Company Program, the students gained a sense of achievement and recognition. They could develop a sense of pride in their accomplishments and feel more connected to the school community. This experience could help them to build self-confidence and self-esteem and to recognize their own potential for success.</p>
	<p><i>To enhance students' diligence and perseverance through various activities</i></p> <p>(7) Organized students to join inter-school and inter-class competitions with themes related to values education. (e.g. science project, drama, writing competitions, etc.)</p> <p>(8) A talk on the work of a scientist and the career path of scientists in Hong Kong.</p> <p>Observations from APASO and SHS survey:</p> <ul style="list-style-type: none"> - The perseverance values of the students were high as reflected in APASO survey. About 80% of junior level students and about 86% of senior level students agreed that they would endeavor to derive satisfaction from their work and more than 75% of all students agreed that they would persevere to the end once they started working. - More than 80% of all students regarded that they were honest. Our students have high moral standard, more than 85% of students said that it was important to follow the social norm. - In the Stakeholders' survey, 63.2% of students and 88.2% of parents agreed that "The school actively develops our leadership abilities, such as providing training to class monitors and prefects.". The rating was higher than their responses in similar question in the last survey. The high rating reflected our effort and achievements in leadership training 	<p>Students made reflections on the core values learned.</p> <p>The talk enhanced students' understanding about the work of scientists and illustrated the essential elements of scientific investigation: perseverance and diligence.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>2.2</p> <p>To strengthen students' law abidingness, civic-mindedness, national identity through the formal curriculum and a series of activities.</p> <p>- To strengthen Basic Law Education and NSE</p> <p>- To raise students' understanding of the national and economic development of Hong Kong, the Greater Bay Area and our country.</p> <p>- To promote Chinese wisdom and precious traditional values among students.</p>	<p>- 66.7% of students agreed that "The school helps us develop good moral character inside and outside of the classroom."</p>	
	<p><i>To cultivate students' sense of law abidingness through activities</i></p>	
	<p>(1) Talk on law abidingness:</p> <p>(a) Prevention of Technology Crime in School: Cyber Security Workshop (S6) (Oct 2022)</p> <p>(b) Information Literacy and e-Safety Talk (S1-S2) (Oct 2022)</p> <p>(c) Talk on bullying and misbehaviours of junior level students (S1-S2) (May 2023)</p> <p>(d) Anti-drug talk by Customs Department of Hong Kong. (S3-S4) (May 2023)</p> <p>(e) The Importance of Obeying and Upholding the Law (S1-S2) (Jul 2023)</p>	<p>(1)</p> <p>(a) The school invited different government disciplined forces to deliver talks to students.</p> <p>(b) The talks raised the sense of law abidingness among students. They became more aware of the way to protect themselves and to stay away from temptations and crime.</p>
	<p>(2) Drama show on law abidingness:</p> <p>(a) 微電影賄子手 (S3) (Mar 2023)</p> <p>(b) 廉政互動劇場《糖衣 Bakery》(S4-S5) (Jun 2023)</p>	<p>In the post-activity survey, more than 90% of students expressed that they knew more about the harmful effects of corruptions to the society and nearly 90% of them were impressed by the messages of integrity and law abidingness disseminated in the drama.</p>
<p><i>To strengthen students' national identity and appreciation of traditional values through a series of history and cultural activities</i></p>		
<p>(3) Cross-curricular field study on the community history of Shau Kei Wan 「情繫筲箕、漁灣文化」 (Nov 2022):</p> <p>(a) Eight subject departments, the NSE Team and MCE Team collaboratively designed the project study activity for all S1 students.</p> <p>(b) Six routes and dozen sites to visit (e.g. A Kung Ngam Shipyard, Tam Kung Temple) were carefully selected to reveal the early lives of local residents, their traditional customs and the close connections between Hong Kong and the mainland in terms of culture and economy.</p>	<p>(3)</p> <p>(a) Students employed the exploratory approach in learning and acquired the observation, recording and data collection skills in field study.</p> <p>(b) Through the investigation, students understood the development of Hong Kong during different periods and thereby the historical fact that "Hong Kong has always been a part of China", as well as the close connection between Hong Kong's development and the country's history, economy, society and culture.</p> <p>(c) Through the study of traditional Chinese fishing net-making techniques in Shau Kei Wan, students learned about the phasing out of traditional</p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>technology. Their interest in the treasures of intangible cultural heritage was raised. Their emotional connection to the nation and culture was also enhanced.</p> <p>(d) The immersion of national security education elements in the activity raised the national identity of the students.</p> <p>(e) More than 80% of students expressed that the field study had increased their understanding of the local history of the community and our relation with our motherland.</p> <p>(f) The field study was also adopted as one of the projects in the joint government school project 「聯校官中穿梭十八區--撫今追昔社區推廣計劃」.</p>
	<p>(4) Chinese culture week 「華夏智慧 結晶品德陶造瑰寶」 (Mar 2023)</p> <p>(a) Activities included:</p> <ul style="list-style-type: none"> - Talk on Hong Kong and the Song Dynasty - Flag raising and talk under the National Flag - Martial Art: Wing Chun Demonstration - Game stalls with different cultural elements - Chinese dance and orchestra performances - Sichuan Face Changing opera <p>(b) Pupils and parents from two primary schools were invited to the activity. [More details are included in the report on NSE]</p>	<p>(4)</p> <p>(a) Values of filial piety, diligence, perseverance and respect for others were widely spread in the activities and the school decorations. Students immersed in the atmosphere of Chinese culture raised their national identity. In the post-activity survey, about 80% of our students and 75% of the visiting primary school pupils agreed that their national identity was raised respectively.</p> <p>(b) Student helpers were involved in the performances and management of game stalls. More than 90% of them agreed that their work was useful in promoting Chinese culture among schoolmates.</p> <p>(c) The series of activities promoted the heritage of Chinese culture, raised the national identity of the students and strengthened their appreciation to traditional values.</p>
	<p><i>To raise students' understanding of the national and economic development of the Greater Bay Area and our country</i></p>	
	<p>(5) CSD Visit to Aviation Hub of Jin Wan, Zhu Hai</p>	<p>(5)</p> <p>(a) The visit has provided students</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>All S5 students took part in the visit. They had the opportunity to experience the convenience brought by the HKZMB, which has made commuting between the three cities much easier, and has helped to bring the cities closer in terms of economy and culture. The highlight of the visit was the Avic Club, which was situated in the Jinwan Aviation District, an incubating city of quaternary industries and innovative business.</p>	<p>first-hand experience to learn more about the aviation development in Zhuhai, and the latest national development strategy in China, in particular the Greater Bay Area. It also manifested how China's quaternary industry has developed exponentially.</p> <p>(b) It provided a good reference for students while learning about China's achievements in Reform and Opening up and fostered their national identity construction.</p> <p>(c) Through their experience learning during their visits, such as crossing the Ports of the HKZMB, students also learned how One Country, Two System was in practice and how Hong Kong took her role in the Country's development.</p>
	<p>(6) Mainland Live Broadcast Visit All students, divided into junior level and senior level, joined the online interflow activities, namely visit to 佛山嶺南天地 and Pony.ai: Auto-piloting demonstration. Students had understood better the latest national development and the traditional cultures of the country.</p>	<p>(6)</p> <p>(a) Through the simultaneous broadcast visit on the 佛山嶺南天地, students learned the ancient architectural structures of a Chinese City. From the exploration on different cultural reservations, they also understood better the cultural heritage of our motherland, hence, enhanced their national identity and awareness on cultural security.</p> <p>(b) As for senior students, students could understand better how our nation's progress in quaternary industries improved the quality of life of her citizens, hence fostered their positive outlook to the country and strengthened their construction on national identity.</p> <p>(c) The activities also helped students to experience in person how the integration of artificial intelligence and tech savvy helped boost our living quality. Students could also rethink on the importance of AI security.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>(7) History, Culture and Science and Technology Exploration and Exchange Tour in Dongguan 2023</p> <p>(a) Visited to museums and historical sites (Historical and cultural investigation and experience)</p> <p>(b) Conducted exchange activities in sister school</p> <p>(c) Visited to an enterprise and Science and Technology Park (Science and technology investigation and experience)</p>	<p>The exchange tour enhanced students' understanding and appreciation of Chinese culture and their national identity.</p>
	<p>(8)</p> <p>(a) Alumnus' sharing (Feb 2023): From the Sustainable Development Goals of the United Nation to the National Security Domain in China, the implications and implementation plan. S4- S5 students reflected on the importance of maintaining ecological balance and reconsidered the importance of national security to safeguard the development of a country and mankind by large.</p> <p>(b) Interflow with the Youth Development Council Representative (Apr 2023): S4-S5 students learned more about the career development of youth leaders, and were inspired to take the initiative to step out of their comfort zone to map for their future careers.</p>	<p>(8)</p> <p>(a) From the experience of our Alumnus on sea life-rescue and greening project, students rendered a better understanding on the concept of sustainable development, and were able to further related them to the context of our country's national security domains, namely homeland security and ecological security, etc.</p> <p>(b) Students learnt more about the Government's mapping on Youth Development Blueprint and constructed a more comprehensive account on their future career planning, in particular how they could contribute themselves to the national development in our motherland, in particular at the Greater Bay Area.</p>
	<p><i>To raise students' sense of appreciation towards traditional culture and values through formal and informal curricula</i></p>	
	<p>(9) A talk on "Appreciation of Chinese Traditional Painting: Art in Ink" for S1, S2 and S4 students. (May 2023): The talk enhanced students' understanding and appreciation of Chinese traditional painting and modern Chinese painting skills.</p>	<p>Besides enhancing aesthetic development, the Visual Arts HOD observed that the talk helped foster students' respect for others and sense of national identity.</p>
	<p>(10) In different subjects, Chinese culture and other traditional values were disseminated in lessons through the learning of Chinese music, calligraphy and paintings. Current issues were also employed in different lessons to illustrate the</p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
	core values. Observations from APASO survey: - In the APASO survey, the rates of agreements in all aspects about national identity reached 80 – 85%. The rates were high.	

Overall remarks:

- The APASO survey revealed that junior level students had higher anxiety. They also had more psychosomatic symptoms caused by emotions like sleeping disorders, headache and dizziness. It reflected that they had to put greater effort in adapting to the English learning environment. The Freshmen Programme in this year was one of the measures to address to this situation.
- Based on the observations and feedback and collected, the programme was important for the successful adaptation of S1 students to secondary school life and their development of positive emotions. We would launch a similar programme for the S1 students in the coming year, with revision in the schedule dates to allow early identification of the needs of students and provision of support to them.
- The enhancement of students’ sense of love, empathy and respect for others was the main strategy for the healthy growth of our students. This year, we have organized many activities to create a caring atmosphere. The result in Stakeholders’ Survey also supported our observations. We recognized that a positive and supportive atmosphere in the classroom was the key to this end. Class management will be strongly recommended in the coming ASP. We would like to motivate the class teachers to raise the class spirit by enhancing the unity of the class and spreading the sense of love and caring among the students. On the basis of the positive feedback from students, we would like to continue the Microfilm Project in the coming ASP. The project was a success this year in uniting the classmates towards a common goal. We would also design other activities for teachers to actively engage the students in school life.
- This year, the Personal Growth Programme in S4 and the “Love Around HKE” activity successfully built up a sense of gratitude among students. We would like to transform students’ virtue of gratitude into positive emotions of the self and equip our students with vigor to meet the challenges of growth.
- From the observations of the teachers, we realized that providing opportunities for students to serve others could effectively cultivate their values of diligence, perseverance, sense of responsibility and commitment. The values were not taught and imposed on the students artificially but allowed students to internalize these values through personal experience. In the activities organized this year, we trained up the leadership skills of students as well as their techniques in serving others. The students made attempt to design games, activities and provide assistance to the schoolmates. Their positive values were successfully nurtured. In the course, they also learnt that perseverance was the key to success. The provision of these opportunities would be continued in the coming ASP.
- This year, we have organized lots of talks on law abidingness. The rich information delivered fostered our students to stay away from temptations and crime. The high ranking of “Law abidingness” in the survey on core values learnt by all students in this year shown the success of our programmes.
- In Major Concern 2, we strived to strengthen students’ national identity by three main strategies: to strengthen Basic Law Education and NSE, to raise the students’ exposure and knowledge in the development of the nation and to cultivate Chinese traditional values. To this ends, we organized field study projects, Chinese Culture Week and visits to the Greater Bay Area to provide comprehensive and in-depth information to our students. The personal experiences gained in the processes facilitated our students to appreciate our close connections of the nation. In the coming ASP, the three strategies will be enhanced to sustain students’ value.

6 Performance of Students

6.1 Results of Hong Kong Diploma of Secondary Education Examination 2023

Number of Candidates Sat	122
Number of Level 5** Attained	21
% of Level 4 or Above	48.9%
% of Students Attained Levels 33222 in Core Subjects and 1 Elective	66.4%

Best 8 Subjects / Mathematics Extended Module

Subject	Percentage (%) of Level 4+
Music	100%
Mathematics M2	84.6%
Biology	70.4%
History	69.2%
Mathematics Compulsory Part	65.6%
ICT	58.3%
Economics	57.8%
Chemistry	57.7%

Results of All Subjects

Subject	Percentage (%) of	
	Level 4+	Level 2+
Chinese Language	39.3%	97.5%
English Language	31.1%	99.2%
Mathematics – Compulsory Part	65.6%	96.7%
Mathematics M2	84.6%	100.0%
Liberal Studies	45.9%	98.4%
Chinese History	54.5%	95.5%
Economics	57.8%	91.1%
Geography	50.0%	100.0%
History	69.2%	100.0%
Biology	70.4%	100.0%
Chemistry	57.7%	96.2%
Physics	54.1%	97.3%
BAFS	40.5%	94.6%
ICT	58.3%	100.0%
Music	100.0%	100.0%
Visual Arts	25.0%	87.5%
Overall Percentage	48.9%	97.2%

6.2 Inter-school Activities and Awards

Outstanding Students Selection and Scholarship

Event	Award	Class	Student
2022 年香港島傑出學生選舉	香港島十大優秀學生 (初中組)	3D	LAM LOK LOK
	分區傑出學生(高中組)東區	6B	KUNG MAN KIT
卓越學生領袖選舉 (第八屆)	卓越學員	5D	WONG SI SI
第八屆「卓越學生領袖選舉」-「模擬特首選舉論壇」	最受歡迎競選團隊	5D	WONG SI SI
傑出中學生領袖選舉 2022-23	中學生領袖	5D	WONG SI SI
「卓越今天，成就將來」青少年領袖獎勵計劃	Outstanding Student Award	5D	WONG SI SI
		5D	WONG WAI PING
The E-League	Certificate of Graduation	6B	YIP WAI TING
		6D	NG KWAN LAP KENNETH
"Hong Kong 200" Leadership Project	Certificate of Appreciation (Outstanding performance) in Hong Kong 200 Leadership Project	6B	CHAN HIU KI
	Certificate of Appreciation (Outstanding performance of the team in Community Map Sharing Seession)	6B	CHAN HIU KI
東區學校模範生	東區學校模範生獎	3D	NG HO TING
		3D	WU WEI LIN ANGUS
		6B	SZE KIN SHING
		6B	WU MING LEE
東區學校進步生	東區學校進步生獎	2D	ZENG JINXING
		3D	FUNG YAT TIN
		4D	CHEUNG SIU LAM RYAN
		5D	LIU SZE MAN
		6D	NI HONG HUNG
青苗學界進步獎	青苗學界進步獎	2D	CHU HOI CHING
		2D	ZENG JINXING
		2D	MA HEI YIN
		2D	LAM TSZ YAN
		3B	WONG TSZ CHUNG
		3D	FUNG YAT TIN

Event	Award	Class	Student
		3B	CHAN YAN KIU JOCELYN
		3D	CHICK YURI
		4C	CHAN LOK YIN
		4C	LO KA HEI MAX
		4C	FU TSZ CHUN
		4C	LUO CHING CHING
		5A	MA CHUN LUNG
		5B	LEE WING LAM
		5C	HUNG PAK YIN
		5D	WONG CHEUK LAM
		6A	YU WING KI
		6B	CHAN KWAN KAY ALASDAIR
		6C	YIP HOI LAM
		6D	NI HONG HUNG

Language

Event	Award	Class	Student
第 74 屆香港學校朗誦節	季軍 (優良證書)	2C	WONG TSZ KI
	季軍 (優良證書)	3A	CHEN KA TUNG
	優良證書	1C	WONG FU KIU MATT
		1D	DUAN HAO YANG STEVEN
		1D	WONG TSZ SUM
		2D	CHEN WING LAM
		2D	LAM TSZ YAN
		3A	CHEN KA TUNG
		5C	TAI WING CHI SHANICE
		5A	CHAN IVY
		5A	CHEUNG MING HUI
全港中學「兩文三語」 菁英大比拼(第十九屆)	優秀中文文章	3D	CHAN YUI CHING
香港品質保證局第十五 屆「理想家園」徵文比 賽	季軍	5D	WONG SI SI
全國青少年語文知識大 賽「菁英盃」現場作文 比賽	初賽(香港賽區)一等獎 決賽(香港賽區)一等獎 總決賽(香港賽區)一等獎	2D	CHEN WING LAM
「第四屆全港青少年徵 文比賽·假如我是大公 報記者」徵文比賽	初中組優異獎	3D	LAM LOK LOK
	初中組季軍獎	3D	NG YIU CHUNG

Event	Award	Class	Student
第二屆「好山好水好香港」全港中小學生創意寫作比賽	初中組優良一等獎	3A	CHEN KA TUNG
		3D	LAM LOK LOK
	高中組冠軍	5D	LIU SZE MAN
不賭思議辯論比賽	總分王 最佳攻防組合	2D	SO HOK WUN
		6B	TANG WAI SHING
	總分王	2B	NG CHUN HEI
		2C	LEE WING YI CHERRY
		2D	CHAN HIU YING
		3A	CHEN KA TUNG
		3A	TAN CHO FUNG
		3D	ZHU YICHENG
		4B	YEUNG KAI TUNG
		4D	ZHUANG ZIMO
		5A	NG TSZ YAN
		5B	LAI PUI SZE
		6B	CHAN KWAN IP
		6B	CHOI CHUN KIT
		6B	KUNG MAN KIT
		6B	YIP WAI TING
		6C	CHOW MANDY SING YU
6C	SIU CHING HIM NICOLE		
第四屆卧龍盃官立中學多角辯論賽	優異獎	3D	LAM LOK LOK
		3D	ZHU YICHENG
全港中學學界辯論賽	最佳辯論員	5A	NG TSZ YAN
庇理羅士女子中學開放日中文辯論友誼賽	亞軍	1D	MAN KA WUN
		3D	LAM LOK LOK
		5A	KEI MAN YAN
		5A	NG TSZ YAN
74th Hong Kong Speech Festival (2022)	Second Place/ Certificate of Merit	1D	TSE KING HIN
	Second Place/ Certificate of Merit	5D	ONG JESSIKA OLIVE
	Third Place/ Certificate of Merit	3B	LEE HEI TUNG
	Third Place/ Certificate of Merit	3D	LAM LOK LOK
	Third Place/ Certificate of Merit	5D	CHEUNG HOI SHUN
	Certificate of Merit	1A	CHOW HEI YIN HEIREN
1A		LAI MING FUNG WILLIAM	

Event	Award	Class	Student	
		1B	LIU HONGSHEN	
		1D	NG HAU TUNG	
		2C	LEE LOK HIM MARCUS	
		2C	SUN WAI TING	
		2B	HE PAK YI SELINA	
		2D	LAM TSZ YAN	
		3A	LAI MAN YIN	
		3B	FUNG WENG SI	
		3D	CHAN SUI MAN	
		3D	DONG ZIANG	
		3D	HUNG WING	
		5A	CHAN IVY	
		5D	CHENG MAN WAI	
		6C	LUK YIN HOI	
		Certificate of Proficiency	1C	LU YUXUAN
			1C	LEE PAK LONG
1D	BAKSHISH KAUR			
3D	CHENG KA YEE			
2022-23 Canadian English Writing Competition (Arch Cup) (Preliminary)	Silver Award	3A	LAI MAN YIN	
2022-23 Canadian English Writing Competition (Arch Cup) (3rd Round)	Gold Award			
2022-23 Canadian English Writing Competition (Arch Cup) Final	Silver Award			
The 28th Model ASEAN Summit (2022) (Public Speaking)	Outstanding Position Paper Award	4B	WONG KAI HANG	
	Honourable Position Paper Award	5D	ONG JESSIKA OLIVE	
	Certificate of Participation	4B	KOK CHUN	
		4D	JIAN KA HO	
		4D	LIN KAI HAO	
		4D	CHEUNG SIU LAM RYAN	
		5B	YIP CHUN HIM	
5D	CHIU YUK			
English Drama Competition (Inter-government Secondary School Drama Fest)	Outstanding Performer	3D	YEUNG NOK HAN	
	Team Award: Outstanding Cooperation	1A	TSOI HIP YING	
		1C	CHAN CHEUK WING	
		1D	CHAN CHUN PUI WILLIE	

Event	Award	Class	Student		
		1D	CHONG YI TUNG MELISSA		
		1D	TSE KING HIN		
		1D	ZHU YIKAI		
		2B	LAM KA NAM		
		2D	CHENG HO CHING		
		2D	LAM YUI FAI		
		3B	FUNG WENG SI		
		3B	MAO KIN POK		
		3C	TSO YEE MAN		
		3D	CHAN SUI MAN		
		3D	CHAN YUI CHING		
		3D	CHICK YURI		
		3D	CHU KA WAI		
		3D	HUNG WING		
		3D	LAM LOK LOK		
		3D	LUNG PO TSANG		
		3D	YUNG HOI FU		
		4A	FUNG YI TUNG		
		4A	WONG YEE YUK		
		4B	CHIN WAI YU		
		4B	HE YIN HEI		
		4B	YEUNG KAI TUNG		
		4C	FONG CHI YAN		
		4C	LAI WAI CHUN		
		4C	LUO CHING CHING		
		4C	SHUM TIN LONG		
		4C	SZE HO CHI		
		4D	CHENG TSUN YIN		
		4D	CHEUNG SIU LAM RYAN		
		5A	KWOK YUEN KIU		
		5A	NG TSZ YAN		
		5B	LEE WING LAM		
		5B	LUI CHUNG YAN		
		5C	GUO WING HANG		
		5C	KWOK SZE YIU		
		5C	LO YIN YUNG		
		5C	WONG YUK SUM		
		5C	YUNG WANG IP		
		Hong Kong School Drama Festival 2022/23	Award for Outstanding Performer	5B	LUI CHUNG YAN
				5C	LO YIN YUNG

Event	Award	Class	Student
	Award for Outstanding Audio-visual Effects	4C	FONG CHI YAN
		4D	SHAM WING TAK
		4D	LIN KAI HAO
	Award for Outstanding Cooperation	2B	LAM KA NAM
		3C	TSO YEE MAN
		4B	YEUNG KAI TUNG
		4C	FONG CHI YAN
		4D	SHAM WING TAK
		4D	LIN KAI HAO
		5A	NG TSZ YAN
		5B	LUI CHUNG YAN
		5C	LO YIN YUNG
		5C	GUO WING HANG
		5C	KWOK SZE YIU

Mathematics and Science KLA

Event	Award	Class	Student
粵港澳大灣區數學競賽 2023(香港賽區)	二等獎	2D	CAO CHEUK SHING
2023 華夏盃晉級賽	二等獎	1D	NG PAK HEI
		1D	TSAI TSZ TO
	特等獎	2D	NG CHIU YIN
數學無疆界國際賽初賽	晉級證書	1D	TSAI TSZ TO
全球少年數學能力測試	優異獎		
2023 亞洲國際數學奧林 匹克公開賽晉級賽	金獎	2D	NG CHIU YIN
	銅獎	1D	TSAI TSZ TO
		3A	ZHU TSZ HEI
世界資優數學錦標賽	優異獎	1D	NG PAK HEI
		1D	TSAI TSZ TO
2023 香港數學袋鼠競賽	七年級組排名前 10%-25%	1D	NG PAK HEI
華夏杯全國數學奧林匹 克邀請賽 2023 全國總決 賽	二等獎	1D	TSAI TSZ TO
Biology Literacy Award 22-23	First Class Honours	6B	LI CHEUK YIN
	Second Class Honours	6B	YIP WAI TING
	Third Class Honours	6B	HUNG TSZ YUET
		6D	CHAN SHING NGAI
		6D	CHEUNG LOK WUN
	Merit	6B	SZE KIN SHING

Event	Award	Class	Student
Mathematics Book Report Competition for Secondary School	Appreciation Award	2D	ZENG JINXING
		3D	LAM LOK LOK
		4D	CHEUNG SIU LAM RYAN
Competition on the Mathematics in Information 2023	Honourable Mention Award	4C	LAI WAI CHUN
		4D	CHEUNG SIU LAM RYAN
		4D	YANG HON KEI

Technology KLA

Event	Award	Class	Student
「港島慶回歸－創新科技 AI 機械人巡展啟動禮」暨智能之爭：與中國象棋 AI 機械人對弈港島青年節	季軍	1B	KWAN WAN CHEUNG
扶輪傷健共融校際無人機比賽	Merit	2D	MA HEI YIN
		2D	LO TSZ LONG
		4B	HE YIN HEI
HKUST Underwater Robot Competition 2023	Best Engineering Award 1st Runner-up Achievement Level (GOLD)	1D	BAKSHISH KAUR
		1D	CHAN CHUN PUI WILLIE
		3A	CHEN KA TUNG
		3D	WONG PAK KIU
		3D	YEUNG NOK HAN
Model Airship Design Competition (Junior Programming stream)	1st Runner-up	6B	SZE KIN SHING
		6C	LUK YIN HOI
		6D	TANG SHUN HIM SAMUEL
Students Hackathon	First Class Honour Award	2D	CHEN WING LAM
		2D	LO TSZ LONG
		2D	MA HEI YIN
		2D	WONG SZE CHAI
AI Innovation Contest	Gold Medal	2D	CHEN WING LAM
		2D	LO TSZ LONG
		2D	MA HEI YIN
		2D	WONG SZE CHAI
Young AI Education Ambassador Award Programme	Gold Medal	2D	CHEN WING LAM
		2D	HONG HON MING
		2D	ZENG JINXING

Music

Event	Award	Class	Student
75th Hong Kong Schools Music Festival: 笛獨奏 - 中學 - 初級組	Second Place	4B	MOK TSZ HIM
	Third Place	1D	WANG ZIQI
75th Hong Kong Schools Music Festival: 笛獨奏 - 中學 - 中級組	Second Place	4A	YIP TIN CHING
75th Hong Kong Schools Music Festival: 揚琴獨奏 - 初級組	Silver Award	3C	CHENG CHEUK YI
75th Hong Kong Schools Music Festival: 揚琴獨奏 - 中級組	Silver Award	5A	ZHOU SZE YIN
75th Hong Kong Schools Music Festival: 簫獨奏 - 初級組	Gold Award	4A	YIP TIN CHING
75th Hong Kong Schools Music Festival: 二胡獨奏 - 中級組	Bronze Award	5D	QIU WANG MAN ROSA
75th Hong Kong Schools Music Festival: Violin Solo - Grade Seven	Silver Award	1D	KWAN AYDIN YIU CHEUNG
75th Hong Kong Schools Music Festival: Violin Solo - Grade Six	Bronze Award	1A	CHEN YINSHUO
		2B	LEUK SHI YEE
75th Hong Kong Schools Music Festival: Violin Duet - Junior	Silver Award	2B	LEUK SHI YEE
	Bronze Award	2D	CHENG HO CHING
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Four	Bronze Award	1B	LEUNG FONG YI
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Five	Silver Award	2C	ZHU HAO RAN
75th Hong Kong Schools Music Festival: Alto Sax Solo - Secondary School - Junior	Silver Award	2A	CHAN YAT HEI HAYDEN
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Six	Bronze Award	2A	WONG JETHRO
		2D	MOK HAY WUN

Event	Award	Class	Student
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Eight	Silver Award	4A	FENG YAN YIN

Visual Arts

Event	Award	Class	Student
「童」心展藝·識法一 「兒童權利公約」推廣 計劃 2022 吉祥物設計大 賽	優異獎	4D	LAI HAU TUNG
九龍倉全港中學生繪畫 比賽 2022-2023	Merit-top 15	6B	WAI HEI KIU
		6C	CHEUNG WAN HEI
東區尤德夫人那打素醫 院三十周年「慶祝東區 醫院 30 周年」WhatsApp 貼圖創作比賽	冠軍	5D	LO SUI YAN

Uniform and Service Groups

Event	Award	Class	Student
「紅十字會港島總部 2022-2023 年度青年急救 比賽	最佳隊長	5B	TSE TSZ YAU
	季軍	2A	LAM CHIN FUNG
		2B	HO HOI YEUNG PATRICK
		2B	LEUK SHI YEE
		2D	CHAN MAN YING KRISTY
		2D	SZE TSZ HIM
		4B	MOK TSZ HIM
		4D	JIAN KA HO
		5B	TSE TSZ YAU
		5C	CHEUNG CHUN NAM CHRIS
5C	KWOK SZE YIU		
「紅十字會港島總部 2022-2023 年度東區(二) 護理比賽」	最佳隊長	2B	LEUK SHI YEE
	季軍	2A	LAM CHIN FUNG
		2B	LEUK SHI YEE
		2D	SZE TSZ HIM
		2B	HO HOI YEUNG PATRICK
Community Youth Club	CYC Foundation Level Yellow Badge	1C	LAM WAI HO
Community Youth Club Award Scheme	Foundation Level Yellow Badge	1C	LIN CANXIN

Sports

Event	Award	Class	Student
Inter-School Volleyball Competition 2022-2023 Boys A Grade (Division 1)	2nd Runner-up	3A	WANG TSZ WANG
		3C	WONG CHUN KING
		4B	NG TSZ UE
		5B	CHAN KA HANG
		5B	LAM YAT MING
		5C	WONG YEUK SHUN
		6B	TANG WAI SHING
		6B	TUNG YUEN CHUN
		6C	CHAN YUI
		6D	LAM PAK HEI
Inter-School Volleyball Competition 2022-2023 Girls A Grade (Division 1)	2nd Runner-up	3A	LIN YIN TONG
		5A	KWOK YUEN KIU
		5A	NG TSZ YAN
		5A	WONG WING YAN
		5B	LAI TSZ WAI
		5C	KWOK SZE YIU
		5C	LEUNG TZE LEI
		5D	LO SUI YAN
		6A	CHAN KA WAI
		6A	YU WING KI
		6C	YEUNG WUN KI SHEILLA
All Hong Kong Schools Jing Ying Volleyball Tournament 2022-2023	3rd Runner-up	4A	TSOI LOK YIU YOYO
		4B	CHAN WING KIU
		4B	CHIN WAI YU
		4C	CHEN CHING LUI YUKI
		5A	KWOK YUEN KIU
		5A	NG TSZ YAN
		5A	WONG WING YAN
		5B	LAI TSZ WAI
		5C	KWOK SZE YIU
		5C	LEUNG TZE LEI
		5D	LO SUI YAN
		6A	CHAN KA WAI
		6A	YU WING KI
		6C	YEUNG WUN KI SHEILLA
Inter-School Volleyball Competition 2022-2023 Girls C Grade (Division 1)	3rd Runner-up	1A	CHOI CHEUK WING
		1B	CHOY HIU HUEN
		1C	NG YUET LING
		1C	WONG WING KI

Event	Award	Class	Student
		2A	CHENG YUET TUNG
		2A	SIN MAN WAI
		2B	CHAN HOI YUET
		2B	LAM KA NAM
		2B	YEUNG TSZ KI
		2C	LEE WING YI CHERRY
		2D	CHAN HIU YING
		2D	CHU HOI CHING
		2D	MOK HAY WUN
		2D	SHI SHASHA
Inter-School Volleyball Competition 2022-2023 Boys B Grade (Division 1)	2nd Runner-up	3D	CHAN PAK YUK
		3D	CHONG KIN ON
		3D	DONG ZIANG
		3D	LEUNG WAI HIN
		3D	MAK IAN
		4A	CHEUNG YUI CHIT
		4A	YIP TIN LONG
		4B	KOK CHUN
		4B	NG TSZ UE
		4C	NGO KA HO
第十九屆學校舞蹈節 中學組當代舞(獨舞)	甲級獎	3B	FUNG WENG SI
第三屆舞吧！香港青年 兒童舞蹈家大賽 2023 (爵士舞獨舞中學組)	金獎	3B	FUNG WENG SI
第 51 屆全港公開舞蹈比 賽(現代舞公開組)	銀獎	3B	FUNG WENG SI

Others

Event	Award	Class	Student
綠色能源夢成真 2022/23	Champion	5C	TAI WING CHI SHANICE
		5C	WONG YUK SUM
		5D	HO YIN LOK
		5D	LAW YING YING
		5D	WONG SI SI
		5D	WONG WAI PING
好空氣挑戰賽	Social and Art - Gold Award	6B	CHOI CHUN KIT
		6B	LAU CONNIE
		6B	NG ANGUS
		6B	WAI HEI KIU

Event	Award	Class	Student
		6B	YIP WAI TING
		6D	CHOI CHUN MING
2023 年冬季圍棋錦標賽 高級組	冠軍	1B	KWAN WAN CHEUNG
2023 年圍棋第一季升級 賽(進階組)	冠軍		
2023 三月份圍棋升級賽 中級組	冠軍		
棋會盃圍棋交流賽 2023 中級組	冠軍		
第十四屆新歲盃香港圍 棋公開賽高級組	冠軍		
2023 年弘德圍棋夏季升 級賽	冠軍		
第四屆港·象棋杯全港 中國象棋大賽初中組	金獎		
第 20 屆香港兒童棋院盃 圍棋公開賽兒童甲組	亞軍		
2023 春季中國象棋公開 賽(U18 組)	第二名		
全港大專及中學生象棋 個人賽初中組	季軍		
第二十一屆香港業餘圍 棋公開賽 11-15 級組	季軍		
港·象棋學員冬季級位 賽 2022 A 組	殿軍		
第五屆弘德圍棋讀秒賽 (級位組)	第四名		
第十屆青少年德育勵進 盃全港校際圍棋錦標賽 中學組	第四名		
香港圍棋大師賽 2023 精華組	第四名		
2022 東區文化節：東區 中國象棋錦標賽中學組	優異獎		
全港青年象棋比賽 (2022-23 年度)初中組	優異獎		
2022 百花盃中國象棋公 開賽	優異獎		
第四屆港·象棋杯全港 中國象棋大賽中學組	團體亞軍	1B	KWAN WAN CHEUNG
		3B	LOK HON WANG HERMAN

第十八屆香港校際圍棋 大賽(中學組)	第三名	1A	CHEN AH MAN
		1B	KWAN WAN CHEUNG
		6A	FU YUEN WAI
心繫家國「穿梭十八區 —撫金追昔」社區推廣 計劃最佳導賞團隊冠軍	Champion Team	5C	HUI WING CHI
		5C	LO YIN YUNG
		5C	SO WING KEI
「聯合國可持續發展目 標」中學生綠色人才培 訓計劃	Pass the Presentation Assessment	5B	CHAN PEI KI
		5C	TAI WING CHI SHANICE
		5D	LAW YING YING
		6A	TSOI WAY NOK ROSE
UNICEF Young Envoys Programme 2022	UNICEF Young Envoys 2022	6A	HUI SHUN HEI
		6D	YUAN HEI LAM

6.3 Students' Achievements in Extra-curricular Activities

In designing extra-curricular activities, our school aims to extend classroom learning and foster students' balanced development in the areas of knowledge, attitudes and values, so as to help students grow and develop academically, morally, aesthetically, physically and socially. Our students have received a number of prizes and awards in a broad array of external competitions. Details of the most outstanding achievements are listed as follows:

Several students were nominated for regional commendation scheme and received award in recognition of their all-round achievements. One of the most remarkable students is Wu Ming Lee of 6B who was offered the Hong Kong Jockey Club Striding On Scholarship in recognition of her achievements and strength of mind to overcome adversities. Wong Si Si of 5D won the Outstanding Student Leaders Award 2022/23-Secondary School Student Leader and the Outstanding Students Leader Award in the Eighth Outstanding Students Leaders Selection.

In the Best Student Election (Hong Kong Island), Kung Man Kit of 6B and Lam Lok Lok of 3D were awarded the Best Student (Senior session, Eastern District) and the Best 10 merit Students (Junior session) respectively. Ong Jessika Olive of 5D and Liu Sze Man of 5D were awarded The E-League 2022/23. Wong Si Si of 5D and Wong Wai Ping of 5D were awarded in the Hong Kong Young Ambassador Scheme 2022/23. Moreover, Wong Si Si of 5D and Wong Wai Ping of 5D got the Outstanding Students Award of Pursuing Excellence Beyond organized by Man Kwan Education Fund. In this school year, Sze Kin Shing of 6B, Wu Ming Lee of 6B, Wu Wei Lin of 3D and Ng Ho Ting of 3D won Outstanding Students award of the Eastern District 2022/23.

In this school year, the 'Video Submission Mode' was adopted in the 74th Hong Kong Schools Speech Festival (English). Of the 30 S1 to S6 contestants, Ong Jessika Olive of 5D and Tse King Hin of 1D came second in the English Solo Verse Speaking Non-open Competitions. Lee Hei Tung of 3B, Lam Lok Lok of 3D and Cheung Hoi Shun of 5D won the third place. All of them were awarded Certificates of Merit in recognition of their good articulation in the delivery of the set poems. Our English debating team was actively involved in a range of English debating competitions and won the Term 2 Round 1 contest of the Hong Kong Secondary Schools Debating Competition. As keen writers with very good English proficiency, our students won 1 Gold Award, 5 Silver Awards and 2 Bronze Awards among all elite finalists in the 2022 Canadian English Writing Competition. In particular, 1 Gold Award and 2 Silver Awards were conferred to Lai Man Yin of 3A, thanks to her creativity and impressive writing skills. In addition, a total of 22 students entered the competition of Solo Verse Speaking in the Hong Kong Schools Speech Festival (Chinese). Wong Tsz Ki of 2C and Chen Ka Tung of 3A came third in the Solo Verse Speaking Non-open Girls Class (Putonghua). Nine participants were awarded 80 marks or above and Certificates of Merit.

The Chinese Debating Team participated in more than eight major inter-school competitions this year. The Team won the runner-up in the Hong Kong Debating Premier League. Kei Man

Yan of 5A, Ng Tsz Yan of 5A, and Yeung Kai Tung of 4B were awarded as the Best Debaters in the competition. The Chinese Debating Team also won 「總分王」 in the 「不賭思議辯論比賽」. So Hok Wun of 2D and Tang Wai Shing of 6B were awarded the 「最佳攻防組合」 in the competition. The Team also got the merit award in the 4th Dragon Cup: The Inter-Government Secondary Schools Multi-sided Debating Competition 2023. Kei Man Yan of 5A, Ng Tsz Yan of 5A, Lam Lok Lok of 3D and Yeung Kai Tung of 4B were awarded the Best Debaters in many competitions, namely the Joint School Chinese Debating Competition and the 「全港中學學界辯論賽」.

In Mathematics, our students participated actively in numbers of external competitions and won a lot of awards. In the Competition on the Mathematics in Information 2023 organized by the Chinese University of Hong Kong, Cheung Siu Lam Ryan of 4D, Lai Wai Chun of 4C and Yang Hon Kei of 4D won the Honourable Mention Award. In the 2022/23 Secondary School Mathematics Book Report Competition organized by Education Bureau, Cheung Siu Lam Ryan of 4D, Lam Lok Lok of 3D and Zeng Jinxing of 2D won the Appreciation Award. Ng Chiu Yin of 2D won the Special Prize, Tsai Tsz To of 1D and Ng Pak Hei of 1D won the Second Class Honor of Huaxia Cup. Besides, Ng Chiu Yin of 2D won the Gold award, Zhu Tsz Hei of 3A and Tsai Tsz To of 1D won the Bronze Awards of Asia International Mathematics Olympiad (Semi-final). Moreover, Cao Cheuk Shing of 2D won the 2nd Class Honor in the Guangdong-Hong Kong-Macao Greater Bay Area Mathematics Olympiad Preliminary Round 2023. In the Global Junior Math Aptitude Test, Tsai Tsz To of 1D won the Merit award. In the International Talent Mathematics Contest, Tsai Tsz To of 1D and Ng Pak Hei of 1D won the Merit Award.

In Biology, Li Cheuk Yin of 6B won the First Class Honour, Yip Wai Ting of 6B won the Second Class Honour, and Hung Tsz Yuet of 6B, Chan Shing Ngai of 6D and Cheung Lok Wun of 6D won the Third Class Honour of the Hong Kong Biology Literacy Award. Sze Kin Shing of 6B obtained Merit certificates.

In Music, the School Choir and the Chinese Orchestra both performed on Speech Day. Both the String Ensemble and the Guzheng Ensemble performed on Info Day for Primary School Students, while solo and ensemble performances were presented on Chinese Culture Day. Both the Chinese Orchestra and School Orchestra gave well-acclaimed performances on Award Day. In the 75th Hong Kong Schools Music Festival, our students won 1 Gold Award, 7 Silver Awards and 11 Bronze Awards. Feng Yan Yin of 4A captured the Second Place in Graded Piano Solo - Grade Eight, Yip Tin Ching of 4A won the Second Place in Dizi Solo (Intermediate), and Wang Ziqi of 1D got the Third Place in Dizi Solo (Junior). Fong Chi Yan of 4C was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council and she helped promote music as the Vice-chairperson of both Music Club and the School Orchestra.

In Visual Arts, Chan Yui Ching of 3D captured Merit award in ‘Guangdong-HK-Macao Marine Life Drawing Competition 2022’. Also, Lai Hau Tung of 4D got Merit award in the following competition: 「童」心展藝·識法——「兒童權利公約」推廣計劃 2022 吉祥物設計比賽, Lo Sui Yan of 5D won the Champion in the Draw Your Mind Out-Hospital and Healthcare

Competition. Furthermore, Wai Hei Kiu of 6B and Cheung Wan Hei of 6C won the Merit- top 15 Awards (Painting Category) in The Wharf Hong Kong Secondary School Art Competition 2022/23.

In Sports, our school won a very distinguished result in Inter-school Volleyball Competition 2022/23. We got the 2nd Runner up in Boys A and Boys B (Division I). Our students also won the 2nd Runner up in Girls A and the 3rd Runner up in Girls B (Division I). Moreover, our Boys Volleyball Team got the 2nd Runner up in the overall results. The Girls Volleyball team also got the overall 3rd Runner up in the same division.

In the Hong Kong School Drama Festival 2022/23 organized by the Hong Kong Art School, our school won the Award for Outstanding Cooperation and the Award for Outstanding Audio-visual Effects. Lo Yin Yung of 5C and Lui Chung Yan of 5B won the Award for Outstanding Performer. In the English Drama Competition organized by the Inter-government Secondary School, our school won the Outstanding Cooperation. Yeung Nok Han of 3D got the Outstanding Performer.

In Red Cross Youth Unit, our team won the Second Runner-up in Eastern District II Nursing Competition 2022/23, and the Second Runner-up in the Youth First Aid Competition 2022-2023. In the competition, Leuk Shi Yee of 2B and Tse Tsz Yau of 5B got the Best Leader award.

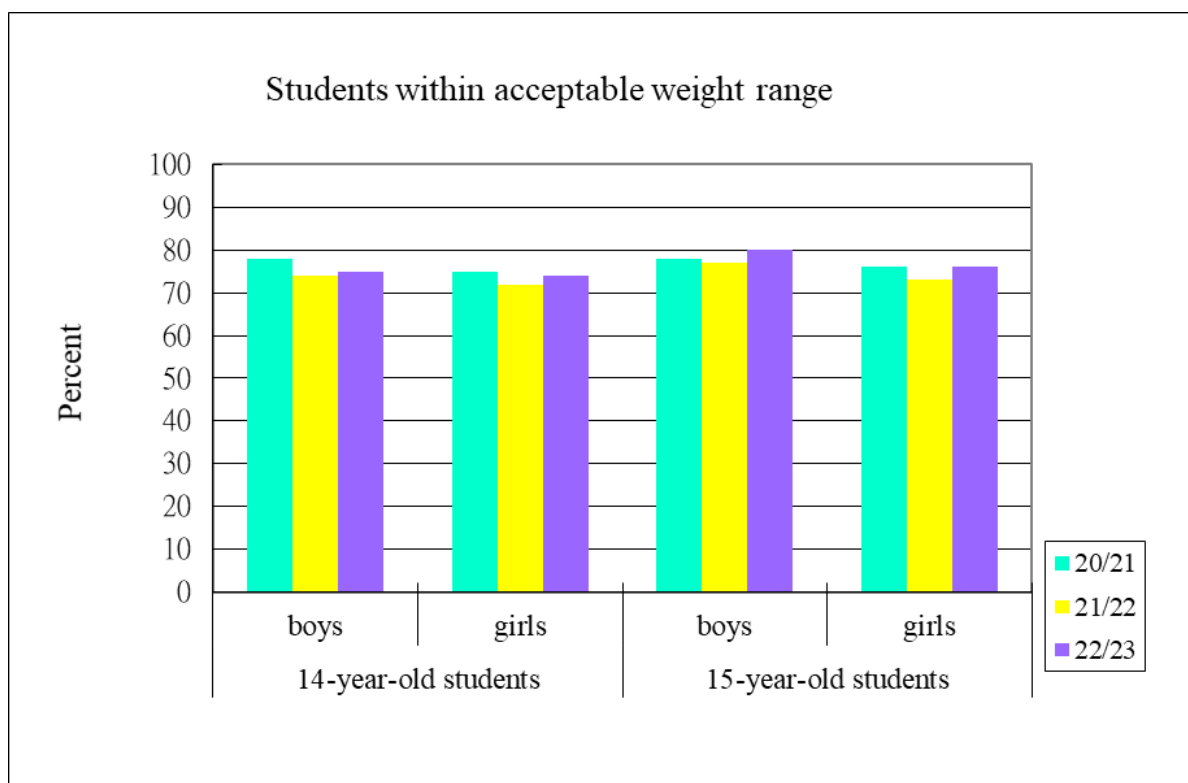
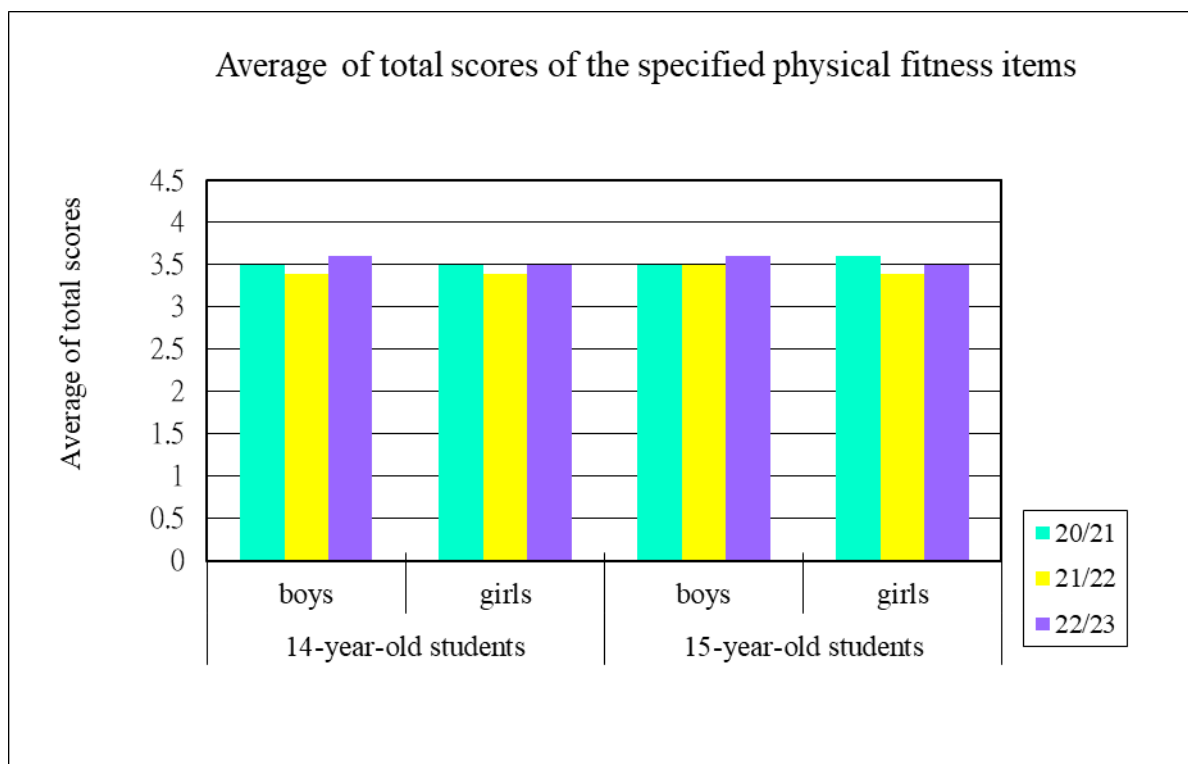
In addition, our Bridge and Chess Club members got remarkable results this year. Kwan Wan Cheung of 1B and Lok Hon Wang Herman of 3B won the First Runner-up in the following chess competition: 「第四屆港·象棋杯全港中國象棋大賽(中學組)」. Kwan Wan Cheung of 1B, Chen Ah Man of 1A and Fu Yuen Wai of 6A won the Second Runner-up in the following competition: 「第十八屆香港校際圍棋大賽(中學組)」.

Regarding the environmental education, Law Ying Ying of 5D, Wong Wai-ping of 5D, Wong Si Si of 5D, Ho Yin Lok of 5D, Wong Yuk-sum of 5C and Tai Wing Chi of 5C, from the Environmental Education Team, participated in the program of Green Energy Dreams Come True 2022/23 organized by HK Electric. They designed a board game and an animation about renewable energy resources. Not only did they create mascots for the game, but they also dubbed for the animation. Thanks to their inspiring and educational ideas, they won the Champion in the competition. Through designing games, they hope to spread the message of saving the environment to the world. We are proud of their achievements and the glory they bring to the school.

We are dedicated to enriching students' whole-person development beyond the classroom. Our students strive for excellence, learn to become a leader and serve the community.

6.4 Students' Physical Development

Average of total scores of students on specified fitness items such as body height, body weight, skinfold Measurements, Bent-knee Sit-ups, Sit-and-reach, Endurance Run / Walk, Push-ups (for boys), Bent-knee Push-ups (for girls), etc. are presented as follows:



7 Support for Student Development

7.1 Life Planning Team

The Life Planning Team aims at providing students with information, guidance and assistance in careers development and further education. We strive to help students develop their own academic and careers aspiration in accordance to their interest, abilities and orientations, and encourage them to make informed choice on their learning, careers goals as well as other aspects of life. We also aim at increasing students' readiness for work and enhancing their understanding on employability of different professions through a wide exposure to work/related issues and career/related learning experiences.

The following is a summary of programmes organised and/ or arranged by the Life Planning Team in 2022/23:

Date(s)	Programme / Activity	Co/organiser(s)	Level of Participants
5/10/2022	S6 Careers and Life Planning Day - Talk on Strategy for JUPAS Programme Choice	Hok Yau Club	S6
5/10/2022	S6 Careers and Life Planning Day - Alumni Sharing on JUPAS Application and Preparation for HKDSE	Alumni	S6
5/10/2022	S6 Careers and Life Planning Day - Mock Release of HKDSE	Hong Kong Sheng Kung Hui Ma On Shan (South) Children & Youth Integrated Services Centre	S6
14/10/2022	Admission Talk by HKUST and HSU	HKUST and HSU	S6
11/11/2022	Admission Talk by PolyU, CityU, SYU and HKCC	PolyU, CityU, SYU and HKCC	S6
11/11/2022	Talk on Self/Understanding Career Exploration	Top See Training and Development Centre	S4
11/11/2022	Job Sharing Workshop	Healthy School Programme	S5
9/12/2022	Interview Skill Workshop	St James' Settlement	S6
25/12/2022	Business School Partnership Programme - Jumbo Kids Theatre	Jumbo Kids Theatre & EDB	S5
28-30/12/2022	Business School Partnership Programme – Easy Organic Farming Ltd	Easy Organic Farming Ltd	S5

Date(s)	Programme / Activity	Co/organiser(s)	Level of Participants
20-22/2/2023	Business School Partnership Programme – Guang Bo Chinese Medicine	Guang Bo Chinese Medicine	S5
8-9 & 22-23/2/2023	Business School Partnership Programme - Sa Sa International Holdings	Sa Sa International Holdings & EDB	S5
3/3/2023	Workshop on Introduction of St James' 'I am...' Youth Portal	St James' Settlement	S3
3/3/2023	Workplace Visit	St James' Settlement	S4 & S5
17/3/2023	Workshop on S3 Streaming – St James' 'I am...' Youth Portal	St James' Settlement	S3
21/4/2023	Workshop on Career Exploration	St James' Settlement	S4
5/5/2023	Workplace Visit	St James' Settlement	S4 & S5
19/5/2023	Workshop on Career Exploration	St James' Settlement	S5
2/6/2023	Talk on Self Understanding and Introduction of Career Exploration	St James' Settlement	S2
2/6/2023	Talk on Self Understanding and Introduction of Life Planning	Top See Training and Development Centre	S1
6/2023	2023 Release of HKDSE Result Online Briefing	/	S6
7/2023	JUPAS Preparation and Consultation	/	S5
10/7/2023	Career Exploration Day	/	S4 & S5
13-14/7/2023	Business School Partnership Programme – Tsit Wing Coffee Company Limited	Tsit Wing Coffee Company Limited	S5
19/7/2023	2023 Release of HKDSE Result Reminder	/	S6
7/2023 – 8/2023	HKBU Summer Internship Programme 2023	HKBU	S4 & S6

7.2 Discipline Team

The Discipline Team aims at developing students' self-discipline and enhances their sense of belonging to the school. Holding the belief that discipline is to foster behavioural control, the team endeavours to help students understand the importance of self-discipline and mutual respect, and establish a wholesome learning environment in school.

The Discipline Team adopts a whole-school approach to fulfil the above-mentioned aims. To ensure students duly adhere to the school conduct standard, the team develops a comprehensive punitive and reward system with clear directions and guidelines. Various activities are organized to inculcate discipline to students. To facilitate home-school cooperation, the team keeps close contact with parents to ensure that students' behavioural problems are promptly addressed and effectively handled. The Discipline Team also collaborates with the Guidance Team to foster students' whole-person development.

The Discipline Team will continue to team up with the subject teachers, class teachers, the Guidance Team, the school social workers and the parents to look after the administration, operation and support of the school discipline, motivate students to be mature and respectful individuals, and help students aptly conduct themselves in society.

The following is a summary of activities held by the Discipline Team in 2022/23:

Date (s)	Activities	Parties/People concerned
9/2022	Case Conference with the Guidance Team and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
9/2022	Class rules setting	Teachers of the Discipline
9/2022	Leadership Training Day Camp for Prefects	Prefect Leaders, Social Workers and Teachers of the Discipline Team
10/2022	Discipline Team (Talk) Prevention of Technology Crime in School: Cyber Security Workshop	The speakers of HKFYG and students of S6
11/2022 5/2023	Best Behaved Class Competition (1 st and 2 nd term)	All students, Prefect Heads and Teachers of the Discipline Team
3/2023 5/2023 6/2023	Student Support Meeting	Discipline, Guidance and SEN Teams
5/2023	Cleanliness Campaign	All students and Discipline Team
5/2023	S3 Prefects Recruitment and Shadowing Program	Prefect Heads, S3 Students concerned and Teachers of the Discipline Team
7/2023	Discipline Team (Talk) The Importance of Obeying and Upholding the Law	Teachers of the Discipline Team and students of S1 and S2.

Date (s)	Activities	Parties/People concerned
7/2023	Meeting with parents on “Parents Day”	Discipline Team Teachers
Whole Year	School Escort Programme	Prefect Heads and Teachers of the Discipline Team
Whole Year	Rainbow Scheme	Teachers of the Discipline Team
Whole Year	Regular Prefect Meetings (twice a month)	Prefects and Teachers of the Discipline Team
Whole Year	Case Discussions with the Guidance and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
Whole Year	Issuing Disciplinary Notices and Making Behavioural Agreements with Parents and Students	Parents and Students concerned, and Teachers of the Discipline Team
Whole Year	Provide services at ALL School major functions (e.g. Speech Day, Graduation Day, Athletics Meets, Swimming Gala , Information Day, S1 DP Interview, Parents’ Day)	Prefects Team and Teachers of the Discipline Team

7.3 Guidance Team

The Guidance Team has launched a range of structured programmes and provided individual counselling for students. Our team supports the academic performance, social development and personal growth of each student. Our goal is to develop student's positive values so that they can persevere in their studies, take responsibility for their choices and be honest in their character. Our team provides students with pastoral guidance in regard to emotional or behavioural issues. We help students to understand their strengths and weaknesses, enhance their self-esteem, improve their communication skills, and set goals for the future. We have worked to create a positive, inviting and caring school environment where students can realise their potential and pursue their goals.

The Guidance Team adopts a whole-school approach to promote whole-person development of students. We collaborate with the SEN Team and Discipline Team to establish a caring school culture for students. The following is a summary of activities held by the Guidance Team in 2022/23:

Date(s)	Programme / Activity	Parties concerned	Level of Participants
24/8/2022	Pre-S1 Orientation Programme	Teachers of the Guidance Team and Social Workers	S1
25/8/2022	Pre-S1 Parents Orientation Programme	Teachers of the Guidance Team and Social Workers	Pre-S1 Parents
23/8-13/9/2022	Workshop on Self-exploration	St. James' Settlement	S1-S2
2/9/2022	Sharing in the WDC Assembly	Teachers of the Guidance Team and Social Workers	Whole School
2/9/2022	Distributing anti-epidemic pack	Teachers of the Guidance Team and Student Gatekeepers	Whole School
9/2022	Welcome Back To School (Bingo Game)	Teachers of the Guidance Team and Social Workers	Whole School
10/2022	Class Visits	Teachers of the Guidance Team and Social Workers	S1, S4-S6
14/10/2022	Zen Drawing Workshop	Teachers of the Guidance Team and Social Workers	S5
28/10/2022	Sand Bottle Workshop	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S4
28/10/2022	Talk on Information Literacy and e-Safety	Teachers of the Guidance Team and Chinese YMCA of Hong Kong	S1-S2
11/2022	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team and Social Workers	S3-S4
16/11/2022	Promotion of Mental Health Workshop	Teachers of the Guidance Team	S1

Date(s)	Programme / Activity	Parties concerned	Level of Participants
11-12/2022	Board games group	Teachers of the Guidance Team and Social Workers	S1
11-12/2022	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team and Social Workers	S3-S5
13/1/2023	Decoupage Workshop	St. James' Settlement	S6
11/2/2023	2023 愛華愛心行 「登陸。運動日」	Teachers of the Guidance Team and Social Workers	S1-S4
17/2/2023	Talk on Bounce Back Intergeneration Programme 2.0	Social Impact Fellows and Teachers of the Guidance Team	S3
24/2/2023	Parents' Day Booth	Guidance Team & PTA	Parents of Whole School
3/3/2023	「親親寵物」工作坊	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S1, S2, S4 & S5
4/3/2023	2023 愛華愛心行-心靈攝遊之旅	Teachers of the Guidance Team and Social Worker	S1-S4
7/3/2023	Sharing by the Student Gatekeepers	Teachers of the Guidance Team and Student Gatekeepers	Whole School
31/3/2023	Talk for parents 「聆聽心底話...親子正向溝通」 講座	Educational psychologist	Parents of Whole School
21/4/2023 28/4/2023	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team, Educational psychologist and Social Workers	S3-S5
30/5/2023	Talk for S1 Students	Teachers of the Guidance Team and Social Workers	S1
4/7/2023	Promotion Activity of Mental Health by Student Gatekeepers	Teachers of the Guidance Team and Student Gatekeepers	S4 & S5
5/7/2023	Positive Interpersonal Relations Talk	Breakthrough	S5
Whole Year	S1 Mentorship Scheme	Teachers of the Guidance Team and Social Workers	S1 and Student Mentors
Whole Year	Training of Student Mentors of S1 Mentorship Scheme	Teachers of the Guidance Team and Social Workers	Student Mentors
Whole Year	Wellness Hub	Teachers of the Guidance Team and Student Gatekeepers	S1-S5
Whole Year	Case Discussions with SEN Team and Discipline Team	Teachers of the Guidance Team, Social Worker, SEN Team, Discipline Team and Educational Psychologist	---

7.4 Moral and Civic Education Team

The Moral and Civic Education Team integrates the core values of moral and civic education across all key learning areas. The collaboration with other subject departments provides students with a comprehensive learning experience with rich and diversified programmes which help students develop positive life values and attitudes. This year, the Moral and Civic Education Team co-organised various learning activities with other subject departments and functional teams, including talks, display board exhibitions, visits, excursions, etc. The effort of the MCE instigates the positive values of students (including perseverance, respecting others, care for others, diligence, responsibility, commitment and integrity) and raises civic awareness, national identity and patriotic feelings among students so that students would be able to establish high morality and maintain a learning attitude with passion and enthusiasm.

The following is a summary of the activities and competitions held and/or arranged by the Moral and Civic Education Team in 2022/23:

Date(s)	Activity	Co-Organiser(s)	Level of Participants
11/2022	壁報設計比賽主題： 「我們是...」	Major Concern 2	S1-S5
14/11/2022	「情繫筲箕、漁灣文化」中一級香港 歷史社區考察計劃 2022-23	Different subject departments	S1
13 – 17/3/2023	中華文化週	Different subject departments	Whole school
31/3/2023	廉政微電影：「賄子手」	ICAC	S2-S3
6/2023	廉政公署網上問答比賽	-	Whole school
2/6/2023	廉政互動劇場：「糖衣 Bakery」	ICAC	S2-S3
4/7/2023	廉政微電影欣賞	-	ICAC iteen members and S4-S5
Whole year	廉政公署 iteen 2022-23	ICAC	S4
Whole year	「我們的微電影」	Major Concern 2	S1-S2

7.5 National Security Education

National Security Education aims to provide a safe and peaceful learning environment for students to receive quality education, and to foster the concepts of national sovereignty and security in the Hong Kong Special Administrative Region, as an inalienable part of the People's Republic of China, safeguarding the high degree of autonomy under the "one country, two systems" principle as enshrined in the Basic Law. With multiple pathways, the Committee helps promote national security in school on a whole school approach at different perspectives, respectively on Staff Development, Human Resources management, School Administration, Learning and Teaching, Whole Person Development, Student Support (Guidance and Discipline) and Home School Collaboration, etc.; this year, the School added the perspective of "Alumni and Community Collaboration" to capitalize on the knowledge and experience of our Alumni and create synergies between the School and district NGOs to help students understand better their neighbourhood and effectively construct their community identity and national identity at large.

Staff development

The Committee familiarized teachers with the National Security framework and introduced the work of the N.S.C. during the Academic Affairs Committee Meetings and Staff meetings, introducing the different perspectives of national security, and exemplified how teachers could incorporate N.S. elements in their Learning and Teaching as well as student activities.

The Committee also keenly participated in different EDB Sharing Sessions in teacher training in which to exemplify how national security was instilled among students through cross-curricular experience learning, and to ensure that teachers were well-aware of the latest development of the School's National Security education so that it can be carried out in an effective and holistic approach.

School Administration

In view of the latest update of the National Security measures issued by the Bureau, the Committee helped revised the standard procedures of the National Security in School while organizing activities to ensure that all activities, disregards of being organized by the School, service providers or other institutions, have to strictly abide to the N.S. measures stipulated by the School and the Bureau by large. The Committee also helped draft the procedural manual on contingency as how the School should respond should there be activities/actions/behaviours violating national security in school/at the vicinity of the campus in a bid to maintain a peaceful and risk-free learning environment in campus.

Learning and Teaching and Whole Person Development

To ensure that all learning materials fulfilled the national security requirement and in compliance to that as stipulated in EDB, the Committee helped set up the selection procedures of the use of learning materials, and the filing system to archive all N.S. related school-based learning materials that are required to be filed for three years.

To ensure that National Security education is carried out in a holistic and whole school approach, the Committee kept track of the progress of Learning and Teaching and Whole Person Development on national security education, and conducted survey by the end of each term to record the latest progress of the national-security related elements being conveyed at KLA and

functional groups. With the broad coverage of N.Ss element in both learning and teaching and whole-person development activities, national education on students is deemed to be effective.

To promote patriotism, values such as law abidingness and respect for others and foster students' national identity, Flag-raising Team and different leadership program are established. The Flag-raising Team helps carry out routine flag raising ceremony. The flag raising ceremony helped to promote patriotism, and promote values such as respect and national identity among students and teachers.

A team of Basic Law Ambassadors were also recruited to play a key role in promoting national security and Basic law education. The student ambassadors helped to be the MC of various important National Occasion, say the National Day, the National Constitution Day, National Security Day and the Establishment Day of HKSAR, etc.; they also helped to organize student activities related to national security, and help creating an ambience for understanding national condition and national education.

The Committee also teamed up with the School's Major Concern Teams to promote national security by whole school approach under the School's Development Plan, for example, the Committee invited venerate alumni to be the guest speakers of special flag raising ceremony occasions, featuring values of gratefulness, perseverance, and diligence that were addressed in values education of the School Major Concern 2. Alumni were also invited to share their expertise and experience in their career venture, and relate to the national security elements that they had come across in practice.

Student support with Discipline and Guidance Teams

The Committee collaborated with the Discipline and Guidance Teams and social worker to look after the mental wellness of students, minimizing the chances for them to violate national security. School rules related to national security were also included in the student handbook and explained in the first discipline meeting for students. Up to now, no students were found to have violated school rules on national security.

Home-school Collaboration

The Committee helped bridge communication between the school and parents, informing them of the latest national security policies of the school, rendering for their support and to conduct national security education to students in a more effective way. One example was the Chinese Culture Week, in which parents were invited to participate and run a game stall featuring traditional Chinese virtuous, say filial piety and diligence, etc.; parents are well aware of the importance of conserving our cultural virtues and setting themselves as good role-models to their children. They showed strong approval and gratitude to the School's shrewd effort in maintaining a safe and caring environment to students.

From strength to strength, the Committee aspires to safeguarding national security as the constitutional responsibility, and cultivating students' sense of responsibility as a national citizen.

**As for the detailed outline of the National-Security-related School Activities, please refer to the Yearly Evaluation of the National Security Education Committee.*

7.6 Other Learning Experiences Team

Other Learning Experiences (OLE) help students grow and develop academically, morally, aesthetically, physically, and socially. We have 9 academic clubs, 13 interest groups, 5 uniform teams, 5 service groups, 7 sports teams, a symphony orchestra, a Chinese orchestra, school choir, Zheng Ensemble and 18 instrumental classes. These diversified student-run clubs and committees, under the supervision of teachers, offer ample opportunities to students to explore their talents and interests.

Apart from offering a wide variety of activities, our school has followed closely the directions of the curriculum reform and tried its best to enrich students' learning experiences beyond classroom. The following is a summary of the enrichment activities organised by the OLE Team in 2022/23:

Date(s)	Programmes/Activities	Co-organiser(s)	Level of Participants (Number) of students involved
8/2022	S1 Orientation Day (Introduction of OLE)	OLE Team	S1 (140 students)
9/2022	Talk about OLE for S4 & S5 Students	OLE Team	S4 (122 students) & S5 (125 students)
30/8/2022 & 3/9/2022	S1 Training Workshop	Life Master Consulting Ltd.	S1 (130 students)
25/10/2022	OLE Leadership Training Program	CROSS Centre Tung Wah Group of Hospitals	S3-S5 (48 students)
8/2022 - 12/2022	Go Wild Leadership Training Program	The Hong Kong Federation of Youth Groups	S4 (2 students)
9/2022 – 5/2023	2022-23 Canadian English Writing Competition (Arch Cup) (4 rounds)	The English Association of Asia	S3 (1 student)
11/2022	English Public Speaking: The 28th Model ASEAN Summit	International Model ASEAN Association	S4-S5 (8 students)
18/11/2022	English Essay Competition (23rd Lions International Youth Exchange Scholarship)	Lions Youth Exchange Committee	S5 (1 student)
2/2023	Sharing on the Leadership Program by students	OLE Team	S4 (2)
Whole Year	S4 & S5 Leadership Training Program	The Salvation Army	S4 (7 students) & S5 (4 students)
Whole Year	UNICEF Sustainable Development Goals (SDGs) eLearn Award Scheme 2023	UNICEF	S4 (6 students)

7.7 Special Educational Needs Team

The Special Educational Needs Team aims at providing support to cater for students' special educational needs (SEN) in different levels, building an inclusive culture in the school environment, enhancing home-school cooperation and liaising with professionals and non-governmental organizations to raise the effectiveness of the support to SEN students. We do our best to observe the principle of equal opportunities and make reasonable accommodations for students.

The following is a summary of activities held and/ or arranged by the Special Educational Needs Team in 2022/23:

Date (s)	Programme / Activity	Parties concerned	Level of Participants
8/2022-9/2022	「心晴開學谷」 Sunny Mindful Group	SEN Team & Social Workers	S1-S5 SEN & NCS students
11/2022-5/2023	Emotional-control, Self-management and Social Skills Training Course 「初中情緒、自理及社交小組」	SEN Team & Folk Culture & Education Co. Ltd.	S1-S2 SEN students
11/2022-5/2023	After-school Tutorial Class 「初中課後功課增潤班」	SEN Team & Folk Culture & Education Co. Ltd.	S1-S3 SEN students
11/2022-6/2023	Speech Therapy	SEN Team & Prologue Education Centre Ltd.	S1-S5 SEN students
2/2023	Morning Assembly Sharing	SENCO	Whole School
2/2023	Mental Health Talk - Understanding and Managing Anxiety 「精神健康教育活動」	SEN Team & Queen Mary Hospital	S2 students
2/2023	EDB Joint-school Sharing 「中學特殊教育需要統籌主任專業網絡活動—SENCO 聯校分享」	EDB & SENCO	SENCOs
3/2023	Shall We Talk Workshop 「中六減壓工作坊」	Educational Psychologist & SEN Team	S6 SEN students
3/2023	I CARE: Hong Kong Cultural Tours Project 「博群香港文化導賞計劃」	SEN Team & The Chinese University of Hong Kong	S1 SEN & NCS students and Little Angels
3/2023-5/2023	Flash Light Programme (Stage 3) The Searchers – Searching for the Missing Soul of Teenagers through Arts Joint School Activity Day and Core Courses 「生命不加索 - 青少年生命藝術共創計劃」	SEN Team & Swire Properties, Agent of Change foundation, The Hong Kong Polytechnic University	S3-S5 SEN students and Little Angels

Date (s)	Programme / Activity	Parties concerned	Level of Participants
3/2023- 5/2023	English Tutorial Class 「英文專科班」	SEN Team & Education Plus Centre	S1-S2 SEN students
4/2023	Mental Health Talk - Understanding and Managing Anxiety 「精神健康教育活動」	SEN Team & Queen Mary Hospital	S3 students
5/2023	Mental Health Talk – Understanding and Managing Anxiety 「精神健康教育活動」	SEN Team & Queen Mary Hospital	S1 students
6/2023	Crisis Drill 「危機處理預演」	Educational Psychologist, Social Workers & SEN Team	Staff
6/2023	Mölkky Post Exam Activities 「芬蘭木柱」試後活動	SEN Team & Excellent Education Company Limited	S1-5 SEN students and Little Angels
Whole Year	「全校參與分層支援有自閉症的學生」 計劃(AIM)—強項為本小組	EDB & SENCO	S1-4 SEN students
Whole Year	Special Examination Arrangement	SEN Team & Exam Team	S2-S6 SEN students
Whole Year	Little Angels Programme 「校園小天使計劃」	Educational Psychologist, Social Workers & SEN Team	S1-S6 SEN students and Little Angels
Whole Year	Individual Education Plan (IEP)	Educational Psychologist, Student Support Team, Social Worker, Class Teachers and Subjects Teachers	S2 SEN student
Whole Year	Case Conference, Student Support Conference and Psycho-educational assessment with the Educational Psychologist	Educational Psychologist, Student Support Team, Social Workers, Class Teachers and Subjects Teachers	S1–S6 SEN students

8 Financial Summary (as at 31 August 2023)

	Income \$	Expenditure \$
I. Government Funds		
A. Expanded Subject and Curriculum Block Grant		
(a) Non-school Specific Grant		
• Baseline reference provision	476,420	357,666
(b) School Specific Grants		
• Composite IT Grant	503,136	483,203
• Capacity Enhancement Grant	654,502	327,296
Balance:	465,893	
B. Other Specific Grants		
• Teacher Relief Grant	393,094	227,737
• Learning Support Grant	494,239	458,845
• School-based After-school Learning and Support Grant	169,600	155,650
• Information Technology Staffing Support Grant	340,738	331,522
• Grant for the Sister School Scheme	318,496	211,110
• Promotion of Reading Grant	127,493	78,752
• Life-wide Learning Grant	2,382,015	1,217,907
• Diversity Learning Grant	84,000	53,575
• Student Activities Support Grant	99,450	35,507
• School Drama Festival – Production subsidies for GSS	3,700	3,070
• School Executive Officer Grant	921,824	491,032
• One-off Grant for the Sen. Sec. Subj. C & SD	200,000	252
• SBM Top-up Grant	51,615	0
Balance:	2,321,305	
II. Non-government Funds		
A. Extra-curricular Activities Fund		
	152,769	115,038
Balance:	37,731	
B. SBM Fund		
	514,238	337,220
Balance:	177,018	

9 Feedback on Future Planning

9.1 Major Concern 1: To raise students' learning capability in pursuit of academic excellence

- 9.1.1 The tasks in the Annual School Plan of Major Concern 1 2022/23 were mostly accomplished with satisfactory results. Positive feedback and comments were given by both teachers and students.
- 9.1.2 According to the APASO Survey, Stakeholders' Survey and Reading Habit Survey, it can be concluded that reading habit has been developed in general students. Efforts have to be made on increasing students' interest in reading so that their reading habit can be sustained in the next year. Moreover, a variety of activities and programmes will be organized to strengthen students' language competence and reading skills so that they can read more confidently and effectively.
- 9.1.3 Our school provides various learning opportunities for students to develop their STEAM knowledge and skills. Students generally showed interest and good involvement in the activities. To further enhance students' innovative capability, STEAM elements will be incorporated into the formal curricula in the preparation of school-based STEAM curriculum next year.
- 9.1.4 Measures to foster positive values and promote National Security Education (NSE) were successfully implemented through regular lessons and a variety of activities. On the other hand, as IT is an effective tool for teaching and learning, the school will continue to provide training and organize peer sharing on e-Learning apps to further enhance teachers' IT capability.

9.2 Major Concern 2: To nurture students' positive values and attitudes for the development of the sense of citizenship and national identity

- 9.2.1 Group activities aimed at cultivating students' positive emotions and fostering their positive values and attitudes were organized for students in S1, S3, S4 and S5. All participants responded positively to the activities. In the coming year, these group activities will be further refined and continued. Moreover, other functional teams will be invited to collaborate with the MC2 Team in organising these activities.
- 9.2.2 After reviewing the time schedule and considering the students' needs, the Freshmen Programme will continue with increased emphasis on self-management, interpersonal skills and stress management.
- 9.2.3 Under the guidance of the class teachers, the Micro-film project successfully enhanced the sense of belongings among S1 among S2 classmates. It also instilled values of responsibility and commitment among the students. The school acknowledges the significance of class management in values education, and this strategy will be further promoted in the coming year.
- 9.2.4 The APASO survey revealed high levels of anxiety and the presence of psychosomatic symptoms among the students. In order to help them manage their stress, the promotion of physical and mental health will be prioritized in the coming year.
- 9.2.5 Regarding the Personal Growth Programme in S4, it was found that students lacked clarity about their personalities and aptitudes. To address this, the S4 programme will be refined to include a more in-depth analysis of students' career aspirations and training in interpersonal skills.
- 9.2.6 To further cultivate students' sense of love and gratitude, the power-up programme for S6 and the voluntary work programmes in S3 and S5 will continue.
- 9.2.7 Chinese Culture Week was a resounding success in the current school year. Students appreciated the Chinese culture and developed a stronger national identity through this event. The event will be continued in the following year.
- 9.2.8 All Student Support Teams and ECA teams actively fostered students' core values through activities and leadership training programmes. Life planning activities were also organized for students at all levels to help them understand their aptitudes, personality, and guide them in setting career goals. Basic Law Education and National Security Education were promoted through various activities and integrated into the formal curriculum. These initiatives will continue to be implemented next year.

Appendices

1. Report on School-based After School Learning & Support Programme (2022/23)
2. Report on the Use of Life-wide Learning Grant (2022/23)
3. Report on Other Programme (Gifted Education) funded by Diversity Learning Grant (2022-23)
4. 姊妹學校交流報告書(2022/23)
5. Report on the Use of the Promotion of Reading Grant (2022/23)
6. 加強支援非華語學生的中文學與教學校報告(2022/23)
7. 學生活動支援津貼運用報告(2022/23)
8. Report for the Citizenship and Social Development Grant 2022/2023
9. Plan on the School-based After School Learning & Support Programme (2023/24)
10. 姊妹學校交流計劃書(2023/24)
11. 加強支援非華語學生的中文學與教學校計劃(2023/24)
12. Budget Plan for the Citizenship and Social Development Grant 2023/24

School-based After-school Learning and Support Programmes 2022/23 s.y.
School-based Grant - Programme Report

Name of School: Shau Kei Wan Government Secondary School

Project Coordinator: Ms CHEUNG Chui-sheung

Contact Telephone No.: 2560 3544

A. The number of students (count by heads) benefitted under this programme is 160 (including A. 9 CSSA recipients, B. 103 SFAS full-grant recipients and C. 48 under school's discretionary quota).

B. Information on Activities under the Programme

*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						
Instrumental Classes	4	11	5	Above 90%	October 2022 to July 2023	60,000	Teachers' Observation	School-based	
School Orchestra Training	1	11	6	Above 90%	September 2022 to December 2022	9,600	Teachers' Observation	School-based	
Chinese Orchestra Training	0	3	5	Above 90%	September 2022 to November 2022	4,800	Teachers' Observation	School-based	
Volleyball Training	1	31	10	Above 90%	September 2022 to December 2022	18,900	Teachers' Observation	School-based	
Basketball Training	1	29	8	Above 90%	September 2022 to December 2022	16,450	Teachers' Observation	School-based	
Chinese Dance Class	0	4	2	Above 90%	October 2022 to July 2023	25,500	Scrutiny of Attendance Record and Student Evaluation	School-based	
Hip Hop Dance Class	2	14	12	Above 90%	October 2022 to July 2023	20,400	Scrutiny of Attendance Record and Student Evaluation	School-based	
Total no. of activities: <u>7</u>									
@No. of man-times	9	103	48		Total Expenses	155,650			
**Total no. of man-times	160								

Note:

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

@ 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 (C).

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

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

Report on the Use of the Life-wide Learning Grant
Shau Kei Wan Government Secondary School
(2022/23) 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 ù 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	Workshops for Chinese solo speaking (Coaching for the Speech Festival competition) To nurture students' public speaking skills and build up their confidence in public speaking	7-17/11/2022	S1- S5	19	\$10,800.00	\$568.42	E1	Chinese/ CY	Students could complete the poem presentation in public. Two students got 2nd Runner-up in the Solo Verse Speaking Non-open Girls Class (Putonghua).	<input checked="" type="checkbox"/>				
2	Workshops for S1 students on Chinese reading/writing skills To nurture students' reading and writing skills	08/05/2023; 15/05/2023; 22/05/2023; 29/05/2023	S1	20	\$2,900.00	\$145.00	E1	Chinese/ CY	95% of students found the activity useful and enhanced their reading skills.	<input checked="" type="checkbox"/>				
3	Talk on Chinese Culture To arouse students' interest in Chinese culture and learn about China's traditional science, history and culture through understanding the architecture and collections of the Palace Museum in Beijing.	03/03/2023	S4-S5	248	\$2,000.00	\$8.06	E1	Chinese/ NWK	Students' understanding of traditional Chinese science, history and culture was enhanced.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
4	中華文化周 To arouse students' interests in Chinese culture and enrich their knowledge on intangible and tangible cultural heritages in China	14-17/03/2023	S1-S5	624	\$48,320.00	\$77.44	E1	Chinese/ CY	Students' understanding of traditional Chinese culture was enhanced.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
5	2022-2023年全國青年語文知識大賽(菁英盃)現場作文總決賽 To allow student to develop her talent in chinese writing	05/2023	S2	1	\$660.00	\$660.00	E1	Chinese/ MHW	Student enjoyed the activity, she could further improve herself in chinese writing with reference to the comments made by the judges.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
6	74th Hong Kong Schools Speech Festival To nurture students' English speaking skills and build up their confidence in public speaking	First term	S1-S5	21	\$7,775.00	\$370.24	E1	English/ TCH	Students could complete the poem presentation in public.	<input checked="" type="checkbox"/>				
7	Human Library which is a global education project To enhance students' proficiency in English Language and allow students to appreciate different cultures through communication with people of different ethnics	10/12/2022; 27/05/2023; 24/06/2023	S1-S5	30	\$18,000.00	\$600.00	E1	English/ LC	Students' horizons had been broadened through the ZOOM meetings while their proficiency of oral English had been improved.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
8	Biology Literacy Awards (Competition) To nurture the scientific knowledge of students and promote student's interest in learning Biology	14/01/2023	S6	8	\$1,200.00	\$150.00	E1	Biology/ CCH	Students won a total of 1 First Class Honour, 1 Second Class Honour, 3 Third Class Honours, and 1 Merit Award in the competition.	<input checked="" type="checkbox"/>				
9	Biology Field Studies (Oceanographer at Hoi Ha Wan) To offer students an opportunity to understand the importance of marine ecosystem and raise their awareness of environmental conservation	03/03/2023	S5	32	\$6,300.00	\$196.88	E1	Biology/ CHY	Students learnt about how to perform scientific measurements and how human activities affect marine biodiversity.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
10	Transportation for field studies (Biology) To provide coach bus for the Biology field study which offers students an opportunity to understand the importance of marine ecosystem and raise their awareness of environmental conservation	03/03/2023	S5	32	\$2,000.00	\$62.50	E2	Biology/ CHY	Students enjoyed the visit to Hoi Ha Marine Park, particularly the coral observation on the glass-bottomed boat, which enhanced their awareness of environmental conservation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
11	Transportation for visit to the Po Leung Kuk Museum To provide coach bus for visit to Po Lenung Kuk Museum which allows students to explore the history and culture of the Po Leung Kuk and Hong Kong society	27/09/2022	S4	7	\$750.00	\$107.14	E2	History/ LKM	Students understood the history and development of the contribution of the Chinese elites in the early 20th century.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
12	Transportation for visit to Tai Kwun To provide coach bus for visit to Tai Kwun which allows students to understand the history of Hong Kong after the Second World War in particular the changes in the political system	10/11/2022	S4-S5	17	\$400.00	\$23.53	E2	History/ LKM	Students had a better understanding of the political and judicial development in Hong Kong.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

13	Transportation for field visit to Ping Shan Heritage Trail To provide coach bus for visit to Ping Shan Heritage Trail and promote students' interest in chinese history and culture	03/03/2023	S4-S5	24	\$1,414.00	\$58.92	E2	Chinese History/ CCN	Students agreed that the fieldtrip had enriched their understanding towards the indigenous culture in the New Territories and learning experience in Chinese History.	✓	✓			
14	Geography Field Studies To get students familiar with the skills in conducting Geography fieldwork	19/10/2022; 29/10/2022; 20/02/2023	S1-S6	106	\$39,608.00	\$373.66	E1	Geography/ TCP	Students agreed that the workshop on field-work skills could strengthen their skills in conducting fieldworks related to woodland ecosystem. More than 88% of the S6 students agree that the workshop had built up their confidence in attempting the Fieldwork-based Question in the HKDSE Geography Examination.	✓	✓			
15	Transportation for field studies (Geography) To provide coach bus for various Geography fieldtrips and get students familiar with the skills in conducting Geography fieldwork	Whole school year	S1-S6	169	\$9,002.00	\$53.27	E2	Geography/ TCP	Students agreed that the fieldtrips to Ping Chau and Sai Kung had enriched their geographical knowledge. They could apply the subject knowledge in their real life.	✓	✓			
16	Transportation for movie screening event To provide coach bus for movie screening which increases the awareness of students on global warming and climatic hazards	29/06/2023	S1, S3-S5	40	\$900.00	\$22.50	E2	Geography/ TCP	Students understood that the root cause of various climatic hazards is global warming. Adverse effects were visualized to students and they were able to reflect themselves on their responsibility towards the intensification of greenhouse effect in daily lives.	✓	✓			
17	Training course for designing the 60th Anniversary Edition of SGSS School Song To allow students to develop their interest in music and apply their skills and talents in the school celebratory events	02-05, 08-09/08/2022	S2-S6	38	\$45,000.00	\$1,184.21	E1	Music/ MLS	Unity among members in the school orchestra had been built up and they develop a strong sense of belonging towards the school.	✓		✓		
18	Instrumental Classes To allow students to develop their interest and skills in music	Whole school year	S1-S5	57	\$69,000.00	\$1,210.53	E1	Music/ MLS	The instrumental classes conducted regular lessons for 57 students from October 2022 to August 2023. The systematic training allowed students to enhance whole-person development and develop their performing techniques. Students in the instrumental classes reaped 1 Second Place, 1 Third Place, 4 Silver Awards and 4 Bronze Award in the 75th Hong Kong Schools Music Festival.	✓		✓		
19	Hong Kong Schools Music Festival To allow students to develop their talent and potential in music	10/2022-02/2023	S1-S5	20	\$2,540.00	\$127.00	E1	Music/ MLS	In the 75th HK Schools Music Festival, 2 students won Second Place and 1 other student was awarded Third Place. Our students received a total of 1 Gold Award, 7 Silver Awards and 11 Bronze Awards.	✓		✓		
20	Basketball training course for Grade C and beginners level (Boys) To improve students' skills in basketball, develop their health and physical fitness, and train up team spirit and persistence	Whole school year	S1-S6	40	\$28,000.00	\$700.00	E1	Physical Education/ YFC	Students could improve students' skills in basketball and develop their health and physical fitness.			✓		
21	Volleyball training course for Grade C and beginners level (Girls) To improve students' skills in volleyball, develop their health and physical fitness, and train up team spirit and persistence	Whole school year	S1-S6	40	\$30,100.00	\$752.50	E1	Physical Education/ YFC	Students could improve students' skills in volleyball and develop their health and physical fitness.			✓		
22	Sports appreciation activities To introduce other sports activities to students	Second term	S4	123	\$12,000.00	\$97.56	E1	Physical Education/ YFC	Students could know more about other sports activities.			✓		
23	出版編輯和插畫工作坊 讓學生掌握出版編輯和製作插畫的技巧，從而更有自信地執行編製校訊的工作	17/04/2023; 20/04/2023; 24/04/2023	S2-S5	39	\$13,000.00	\$333.33	E1	Visual Arts/ YLW	學員的出版編輯和製作插畫的技巧都有所提升，並已為製作下一份校訊作好準備。		✓			✓
24	Talk on Chinese Traditional Painting (水墨畫) To introduce Chinese traditional painting to students	05/05/2023	S1, S2, S4	150	\$2,500.00	\$16.67	E1	Visual Arts/ TPW	Over 97% of students reflected that they learnt more about Chinese Traditional Painting and Modern Chinese Painting skills. The sharing explored students' insight a lot.			✓		
25	A visit to Hong Kong Palace Museum To provide opportunities for aesthetic development and allow students to develop their talent and potential in arts	07/07/2023	S3-S5	65	\$480.00	\$7.38	E1	Visual Arts/ TPW	Students found that the visit could enrich their aesthetics experience and widen their horizon in art making.			✓		
26	Transportation for visit to the Hong Kong Palace Museum To provide coach bus for visit to the Hong Kong Palace Museum which allows students to develop their talent and potential in arts	07/07/2023	S4, S6	65	\$3,000.00	\$46.15	E2	Visual Arts/ YLW	Students enjoyed the visit and could stimulate their creativity in art making.			✓		
27	Latte Art Workshop To enhance students' cooking skills and develop their interest in cookery	03/07/2023	S3	10	\$9,100.00	\$910.00	E1	Home Economics/ PSY	All students found the activity useful and it could achieve the objectives.	✓		✓		
28	Micro: bit智慧城市課程 To arouse students' interest in STEAM and to enrich their knowledge on coding	02-05/08/2022	S1-S3	15	\$19,066.70	\$1,271.11	E1	STEAM/ TSA	Students could explore more on the Internet of things (IoT), be a city creator and design city feature with different sensors and actuators.	✓				✓
29	Forensic Science Workshop To arouse students' interest in STEAM	12/2022	S1	138	\$12,847.00	\$93.09	E1	STEAM/ LKK	Students could understand more on the basic theories and techniques of forensic sciences and crime scenes investigation. Their observation skills and inferring skills were enhanced.	✓	✓			✓

30	Micro: bit Rocket Car Workshop To arouse students' interest in STEAM and to enrich their knowledge on coding	7/12/2022	S2	128	\$25,790.00	\$201.48	E1	STEAM/ CKM	Students enjoyed the activity, they could apply their knowledge and skills of Science, Technology, Mathematics and Art in the activity.	✓	✓			✓
31	Talk on Information Literacy To raise students' awareness towards information literacy in daily lives	09/12/2022	S5	79	\$2,000.00	\$25.32	E1	STEAM/ TSA	Students could understand more on the job nature of a scientist.		✓			
32	Hong Kong Greenmech Contest 2022/23 To provide coach bus for visit to the Hong Kong Greenmech Contest which stimulates students' innovation and creativity mind	13/05/2023	S4	4	\$300.00	\$75.00	E1	STEAM/ YSF	4 S4 students participated, they performed very well in the activity with great enjoyment. They received the Honorable Mentions in the competition.	✓	✓			✓
33	Transportation for participating in Hong Kong Greenmech Contest 2022/23 To provide coach bus for visit to the Hong Kong Greenmech Contest which stimulates students' innovation and creativity mind	13/05/2023	S4	4	\$1,994.00	\$498.50	E2	STEAM/ YSF	4 S4 students participated, they performed very well in the activity with great enjoyment. They received the Honorable Mentions in the competition.	✓	✓			✓
34	Transportation for body check To ensure a safe learning environment for students	09/08/2022	S1-S6	50	\$1,600.00	\$32.00	E2	Major Concern 2/ KWT	No confirmed case of tuberculosis was further discovered.			✓		
35	Self Enhancement Program To enhance students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities	Whole Year	S1	48	\$27,200.00	\$566.67	E1	Major Concern 2/ CW	All students found the activity useful and it could achieve the objectives.		✓			
36	S1 Special Training Camp To enhance students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities	06/07/2023	S1	48	\$6,000.00	\$125.00	E1	Major Concern 2/ CW	All students found the activity useful and it could achieve the objectives.		✓	✓		
37	Transportation for S1 Special Training Camp To provide coach bus for organizing a day camp activity which enhances students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities	06/07/2023	S1	48	\$3,900.00	\$81.25	E2	Major Concern 2/ CW	All students found the activity useful and it could achieve the objectives.		✓	✓		
38	"My Microfilm" Training Course Boost up the class spirit and unity. Helping in developing the values of care for others and Love	Whole Year	S1-S2	80	\$30,000.00	\$375.00	E1	Major Concern 2/ CW	Most students found the activity is useful and it could achieve the objectives.		✓			
39	Leadership Training To enable students to develop skills in leadership and effective communication	2nd Term	S3	30	\$40,265.00	\$1,342.17	E1	Major Concern 2/ CW	Students had acquired the necessary leadership skills and the self-confidence was enhanced.		✓			
40	Transportation for S3 Leadership Day Camp To provide coach bus for organizing a day camp activity which enables students to develop skills in leadership and effective communication	30/06/2023	S3	28	\$4,264.00	\$152.29	E2	Major Concern 2/ CW	Students had acquired the necessary leadership skills and the self-confidence was enhanced.		✓	✓		
41	Self Enhancement Program To enhance students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities	2nd Term	S4	36	\$38,000.00	\$1,055.56	E1	Major Concern 2/ CW	Students were interested in participating in such kinds of activities. They learned co-operation skills with their classmates.		✓			
42	Social Services Program To enable students to develop skills in leadership, communication, working well with a team, and to serve others	2nd Term	S5	24	\$28,000.00	\$1,166.67	E1	Major Concern 2/ CW	Students found that the programme could enrich their skills about helping others. Through knowing more about the people in needs in the society, they would be more thankful to the things they possessed in their life.		✓		✓	
43	Talk on Personal Growth To promote the formation of positive attitude and value among students towards life such as stress management	11/11/2022	S1-S3	376	\$3,000.00		E1	National Security Education Committee/ WKH	The talk was interactive and students understood some of the practical ways to properly deal with stress.		✓			✓
44	Transportation for visit to Hong Kong Palace Museum To provide coach bus for visit to Hong Kong Palace Museum which provides students an opportunity to admire the architectural beauty of the Old Palace	19/01/2023	S1-S5	49	\$1,380.00	\$28.16	E2	National Security Education Committee/ WKH	Students realized the architectural beauty of the Old Palace and this raised their sense of belonging towards our Country.		✓	✓		
45	School Prefect Activities To develop prefect leaders' leadership and cooperation	04/08/2022	S5-S6	56	\$12,100.00	\$216.07	E1	Discipline Team/ LYH	Students' teamwork skills and self-confidence were enhanced.	✓	✓			
46	Prefect Training Day Camp To develop prefect leaders' leadership and cooperation	23/09/2022; 24/09/2022	S4-S5	55	\$12,000.00	\$218.18	E1	Discipline Team/ CWK	Students had strengthened their understanding of leadership positions and mastered relevant skills, and strengthened team spirit.	✓	✓			
47	Transportation for Prefect Training Day Camp To provide coach bus for Prefect Training Day Camp which develops prefect leaders' leadership and cooperation	23/09/2022; 24/09/2022	S4-S5	55	\$4,400.00	\$80.00	E2	Discipline Team/ CWK	Students had strengthened their understanding of leadership positions and mastered relevant skills, and strengthened team spirit.	✓	✓			
48	Talk on Mental Health To promote the formation of positive attitude and value among students towards life such as stress management	05/07/2023	S5	125	\$2,800.00	\$22.40	E1	Guidance Team/ CQ	Most students found the activity useful and learnt some practical skills in handling stress.		✓			

49	Programme on promotion of mental health, improving communication and social skills for effective problem-solving, emotional and stress management skills To enhance students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities	08-09/2023	S1-S4	13	\$5,200.00	\$400.00	E1	Guidance Team/ CQ	Most students found the activity useful and learnt some practical skills in problem-solving, and emotional and management skills.	✓				
50	Shuttlecock Kicking Experience Class To introduce new sports activities to students	06/08/2022	S4-S6	30	\$3,300.00	\$110.00	E1	OLE Team/ TCP	Most students found the activity is useful and it could achieve the objectives.		✓			
51	Pre-S1 Training Programme To develop team spirit and problem-solving skills through various activities and nurture self-discipline and good manners among students	30/08/2022; 03/09/2022	S1	135	\$34,700.00	\$257.04	E1	OLE Team/ WKF	The program was conducted smoothly. About 86% of the students were satisfied with the overall programme. About 84% of the students thought that the program was helpful for them.	✓	✓	✓		
52	Life-wide learning activity (S2 School Picnic) To provide students an opportunity to broaden their horizons and understand the importance of environmental conservation	14/11/2022	S2	119	\$26,220.00	\$220.34	E1	OLE Team/ TCP	Students' horizons had been broadened through different activities taken place outside school.	✓	✓			
53	Life-wide learning activity (S3 School Picnic) To explore the animals and sea creatures in Ocean Park	14/11/2022	S3	113	\$9,200.00	\$81.42	E1	OLE Team/ TCP	All students and teachers found the visit remarkable and it could achieve the objective.	✓	✓			
54	Life-wide learning activity (S4 School Picnic) To provide students an opportunity to broaden their horizons and understand the importance of environmental conservation	14/11/2022	S4	117	\$25,080.00	\$214.36	E1	OLE Team/ TCP	Students' horizons had been broadened through different activities taken place outside school.	✓	✓			
55	Life-wide learning activity (S5 School Picnic) To provide students an opportunity to broaden their horizons and understand the importance of environmental conservation	14/11/2022	S5	119	\$35,616.00	\$299.29	E1	OLE Team/ TCP	Students' horizons had been broadened through different activities taken place outside school.	✓	✓			
56	Life-wide learning activity (S6 School Picnic) To provide students an opportunity to broaden their horizons	14/11/2022	S6	125	\$34,240.00	\$273.92	E1	OLE Team/ TCP	Students' horizons had been broadened through different activities taken place outside school.	✓	✓			
57	Transportation for life-wide learning activities (School Picnic) To provide coach bus for various LWL activities on Picnic Day which broadens their horizons and be aware of the importance of environmental conservation	14/11/2022	S2-S6	593	\$39,646.00	\$66.86	E2	OLE Team/ TCP	Students' horizons have been broadened through different activities taken place outside school.	✓	✓			
58	English Speaking Training To provide public speaking training to students	18-20, 25/11/2022	S4-S5	8	\$4,000.00	\$500.00	E1	OLE Team/ WKF	The program was conducted smoothly. All students attended the program by presenting the current issues in different countries. They could learn different public speaking skills.	✓	✓	✓		
59	Youth Leadership Training Programme To develop leadership skills, team work, hiking skills and camping skills	07-12/2022	S4	2	\$1,000.00	\$500.00	E1	OLE Team/ WKF	The students enjoyed learning from the programmes and obtained some relevant certificates.	✓	✓	✓		
60	Local Study Tour「情繫粵美· 漁灣文化」 To promote students' learning in local history, Chinese Culture and understanding about the relation between our motherland, China and Hong Kong	14/11/2022	S1	135	\$39,200.00	\$290.37	E1	Moral, Civic and National Education/ LKM	Students had a better understanding of local history, Chinese Culture and the relationship between our motherland, China and Hong Kong.	✓	✓			
61	Sex Education Workshop To convey accurate sexual knowledge to secondary school students and help them establish healthy interpersonal relationships	31/03/2022	S1	135	\$4,800.00	\$35.56	E1	Health & Sex Education/ LKM	Students' misunderstanding about sex was clarified. They understood the importance of mutual respect for the both sexes.		✓			
62	S6 JUPAS choice prioritization and strategies To share strategies with S6 students on how to choose programmes for Band A-E in JUPAS	10/2022	S6	120	\$3,200.00	\$26.67	E1	Life Planning Team/ WWY	Students found the workshop useful and were more confident after attending the workshop.					✓
63	S6 Mock Release of HKDSE Examination Result To provide S6 students an authentic senario on how Release of HKDSE Exam looked like	10/2022	S6	120	\$15,600.00	\$130.00	E1	Life Planning Team/ WWY	Students found the workshop useful and were more confident after attending the workshop.					✓
64	Company Visit to Sinclair To provide coach bus for visit to Sinclair which enhances students' positive thinking and working attitude	30/06/2023	S5	19	\$800.00	\$42.11	E2	Life Planning Team/ SWC	Students could understand the operation of a advertising company better and start formulating their career path.			✓		✓
65	Voluntary work To enable students to develop skills in leadership, communication, working well with a team, and to serve others	10/2022	S3	125	\$47,700.00	\$381.60	E1	Community Services/ WWY	Students' empathy towards kindergarten students, SEN students and the elderly were cultivated. They also improved their collaboration work, communication skills and time management skills.		✓		✓	
66	Green Talent Training Programme To enhance students' awareness and understanding in environmental protection through a series of training programmes	17/09/2022; 24/09/2022; 01/10/2022; 04/10/2022; 08/10/2022	S5, S6	4	\$2,796.00	\$699.00	E1	Environmental Education/ LKC	Students' horizons in environmental protection had been broadened through different activities taken place outside school.		✓			
67	“Every Drop Counts” Programme To enhance students' awareness and understanding in environmental protection through a series of learning activities	06/07/2023	S4-S5	27	\$5,060.00	\$187.41	E1	Environmental Education/ LKC	Students' horizons in environmental protection had been broadened through different activities taken place outside school.		✓			

68	Transportation for "Every Drop Counts" Programme To provide coach bus for attendance to the "Every Drop Counts" Programme which enhances students' awareness and understanding in environmental protection through a series of learning activities	06/07/2023	S4-S5	27	\$400.00	\$14.81	E2	Environmental Education/ LKC	Students' horizons in environmental protection had been broadened through different activities taken place outside school.		✓			
69	Coach Fees for visits (Environmental Education) To provide coach bus for various visits which enhances students' awareness and understanding in environmental protection through a series of learning activities	Second term	S4, S5	52	\$820.00	\$15.77	E2	Environmental Education/ LKC	Students' horizons in environmental protection had been broadened through different activities taken place outside school.		✓			
70	Transportation for visit to 創新科技嘉年華2022 To provide coach bus for visit to 創新科技嘉年華2022 which provides students an opportunity to broaden their horizons in the recent development in technology and stimulates their enquiry mind in science	26/10/2022	S1	140	\$7,600.00	\$54.29	E2	Gifted Education/ LKK	Students' horizons in technological development had been enhanced through talks and demonstration organized by local tertiary institutions.	✓	✓			✓
71	Transportation for visit to Inno Tech Expo 2022 To provide coach bus for visit to Inno Tech Expo 2022	15/12/2022	S3	34	\$400.00	\$11.76	E2	Gifted Education/ LKK	Students' horizons in technological development had been enhanced through talks and demonstration organized by local tertiary institutions.	✓	✓			✓
72	Training course for conducting flag-raising ceremony 提升學生對中式步操、升旗步驟及禮儀的認識，加強國民身份認同	06/09/2022; 08/09/2022; 14/09/2022	S2-S6	12	\$8,250.00	\$687.50	E1	Flag-raising Team/ WSK	全部學生能夠掌握各個升旗的步驟及步操的姿勢，並學以致用，於學校每週早會上擔任升旗的重任。		✓			
73	Transportation for course on conducting flag-raising ceremony 提升學生對中式步操、升旗步驟及禮儀的認識，加強國民身份認同	06/09/2022; 08/09/2022	S2-S6	12	\$2,760.00	\$230.00	E2	Flag-raising Team/ WSK	全部學生能夠掌握各個升旗的步驟及步操的姿勢，並學以致用，於學校每週早會上擔任升旗的重任。		✓			
74	Transportation for flag-raising at the prize-giving ceremony of the Teacher Commendation Scheme organized by the Committee on Respect Our Teachers Campaign To provide coach bus for attendance to flag-raising at the prize-giving ceremony of the Teacher Commendation Scheme organized by the Committee on Respect Our Teachers Campaign	15/09/2022	S1, S2, S4, S5	13	\$3,800.00	\$292.31	E2	Flag-raising Team/ WSK	全部學生能夠在眾多嘉賓及獲獎老師面前主持升國旗儀式，這增強隊員的自信和建立對國家的歸屬感。		✓			
75	Transportation for rehearsal of flag raising ceremony at Siu Sai Wan Sports Ground To provide coach bus for rehearsal of flag raising ceremony at Siu Sai Wan Sports Ground	20/10/2022	S2-S6	12	\$400.00	\$33.33	E2	Flag-raising Team/ WSK	全部學生能夠熟習在陌生環境主持升國旗儀式，這增強隊員的自信和建立對國家的歸屬感。		✓			
76	舞台燈光、音響和網上直播入門課程 To get students familiar with the skills in conducting sound & lighting effect for performance or ceremony	05/05/2023; 12/05/2023; 19/05/2023; 20/05/2023; 02/06/2023; 12/07/2023	S1-S5	15	\$30,000.00	\$2,000.00	E1	Stage Management Team/ FOK	Students learnt how to use mixer, video mixer and lighting console. They could provide reliable service of stage management for school functions.		✓			✓
77	Competition Entry Fees (Bridge and Chess Club) To facilitate students' intellectual development and enhance students' sense of belonging to the school	Whole school year	S1, S3, S6	4	\$6,300.00	\$1,575.00	E1	Bridge and Chess Club/ LKC	Students' sense of belonging towards the school was fostered.	✓				
78	Chinese Drama Workshops for Drama Club members (Basic training on script writing, stage management and performance, coaching for competitions) To develop students' generic skills including creativity and collaborative skills	11/2022-04/2023	S1-S3, S5	18	\$24,750.00	\$1,375.00	E1	Drama Club/ CHY	In the Hong Kong School Drama Festival 2022/23 organized by the Hong Kong Art School, our school won the Award for Outstanding Cooperation and the Award for Outstanding Audio-visual Effects. Lo Yin Yung of 5C and Lui Chung Yan of 5B won the Award for Outstanding Performer. In the English Drama Competition organized by the Inter-government Secondary School, our school won Outstanding Cooperation. Yeung Nok Han of 3D won Outstanding Performer.	✓		✓		✓
79	Chinese Debating Workshops for the debating team members To train up students' presentation skills, build up their confidence in public speaking and enhance their knowledge in current issue	11/2002-08/2023	S1-S5	18	\$46,000.00	\$2,555.56	E1	Chinese Debating Club/ CQ	The participants had learnt more skills in debating. Their confidence in public speaking were built up and the knowledge in current issues were enriched.	✓	✓			
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.1	5,937	\$1,112,493.70								
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														

Sub-total of Item 1.2	0	\$0.00	
Expenses for Category 1	5,937	\$1,112,493.70	

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

No.	Item	Purpose	Actual Expenses (\$)
1	帳篷	E7	\$9,428.00
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$9,428.00
Expenses for Categories 1 & 2			\$1,121,921.70

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:	TSUI Chung-pong
Post of Contact Person for LWL:	OLE 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	
E3 Fees for non-local exchange activities / competitions (students)	E7 Purchase of equipment, instruments, tools, devices, consumables
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E5 Fees for hiring expert / professionals / coaches	E9 Others (please specify)

Shau Kei Wan Government Secondary School

Programme Evaluation Report for DLG-Other Programme: Gifted Education for the 2022/23 school year

Domain	Programme	Objectives	Targets	Duration	Deliverables	Evaluation	Expenditure (HK\$)
Music	Training for Senior Members of the Chinese Orchestra	To foster aesthetic development by providing young musicians with training in orchestral performances and ensembleship as well as ample opportunities for music performances	S.4 to S.5 students, audition and/or recommendation by Music HOD	From September 2022 to August 2023	Performance/competition	The training programme is indispensable in fostering aesthetic development in our young musicians by providing them with a rich musical experience through exposure to music pieces of different styles and opportunities to present meaningful performances.	\$48,00 (for payment of coach)
Music	Training for Senior Members of the School Orchestra	To foster aesthetic development by providing young musicians with training in orchestral performances and ensembleship as well as ample opportunities for music performances	S.4 to S.5 students, audition and/or recommendation by Music HOD	From September 2022 to August 2023	Performance/competition	The training programme is indispensable in fostering aesthetic development in our young musicians by providing them with a rich musical experience through exposure to music pieces of different styles and opportunities to present meaningful performances.	\$4,800 (for payment of coach)
Discipline Team	Prefect Training Workshop	To develop students' leadership skills as well as promote value education and sense of unity and team spirit	S4 and S5 students	22 nd and 23 rd September 2022	Teacher Nomination	Students are better prepared for discharging the duty as prefects. Their leadership skills are also enhanced.	\$14,185 (for reimbursement)
Gifted Education	External Gifted Programme	To enhance students' talent in specific areas e.g. leadership and STEM	S5 and S6 students	From September 2022 to August 2023	Teacher Nomination	The online leadership training course is imperative to widen the horizon of students, unleash their potentials and equip them the capabilities of being a future leader in the society.	\$1490 (for reimbursement)
Total:							\$25,275

姊妹學校交流報告書 2022 /2023 學年

學校名稱：	筲箕灣官立中學		
學校類別：	**小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	潘慧儀老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	製作介紹學校宣傳短片、學校虛擬導覽
2.	添置遠程學習交流及會議中心器材
3.	探訪內地姊妹學校並作交流學習：2023 東莞歷史文化和科技探究及交流之旅
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 checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" 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 checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input checked="" 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 checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" 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 checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input 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 checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" 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 checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<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 checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$88,360
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input 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\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$54,150
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 checked="" type="checkbox"/>	其他(請註明): 製作學校虛擬導覽費用	HK\$68,600
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$211,110
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 本年度交流活動的層面涵蓋學校管理層、教師及學生層面，透過到訪內地姊妹學校—東莞市松山湖北區學校，與該校領導、教師及學生作交流學習，建立緊密聯繫，擴闊學校網絡，增進對內地的認識和了解，從而增加對國家的歸屬感及國民身份的認同。來年度期望締結內地深圳姊妹學校，進一步擴闊學校網絡，增加交流活動的層面。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 為提升學生組織及策劃活動的技巧，本年度舉辦東莞市松山湖北區學校學習交流及考察活動，讓學生體驗當地同學的校園生活。本校學生以英語短劇形式介紹香港、筲箕灣及本校歷史和特色。更宣揚本港環保及科學、科技、工程、藝術及數學(STEAM)教育發展，實踐全方位學習的精神。並安排與該校師生一同參訪何偉文校友創立位於東莞大嶺山的萬誠彩印包裝有限公司及另一所位於橋頭鎮規範龐大之力嘉國際—東莞環保包裝印刷產業園，共同了解在大灣區創業的寶貴經歷及未來在國內發展的機遇。透過與當地師生、企業家交流，讓學生設身處地了解國情和國家的最新發展，互動性甚高，同學深感興趣。而到訪鴉片戰爭博物館、海戰博物館、林則徐銷煙池與虎門炮臺舊址、威遠炮臺、清溪鐵場客家園、廣東東江縱隊紀念館、中共黨史教育基地作歷史文化考察體驗活動，增進學生對中華文化及國家的認識和欣賞，提升國民身份認同。來年度將繼續籌辦不同形式互動之內地姊妹學校交流活動。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 本年度於學年試後舉辦東莞市松山湖北區學校學習交流及考察活動，配合本校及該校籌辦互動到訪之時間。來年度籌辦交流活動，舉行之時間亦會配合本校及締結之其他內地姊妹學校活動規劃。
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i> 本年度有關交流活動的津貼安排，涵蓋到訪內地姊妹學校作交流的費用、交流物資費用及添置遠程視像交流設備的費用，有助籌辦相關交流活動，借鑒不同類別姊妹學校的成功經驗，有效促進本校與內地姊妹學校發展，並帶來啟發及契機，提升教師專業水平，擴闊學生視野，為師生帶來更大的裨益。來年度將繼續有效善用交流活動的津貼。
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i> 本年度校方按既定審視及監察機制，通過由學聯國際文化交流中心承辦東莞市松山湖北區學校學習交流及考察活動，該機構代表密切與校方密切聯繫，跟進參訪活動、交通、膳食、住宿等整體行程安排，令交流及考察活動順利進行。來年度將會繼續循既定機制，審視及監察有關承辦機構組織有關內地交流活動之安排。
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 checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>40</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>40</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>2</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>2</u> 總人次

備註：

Report on the Use of the Promotion of Reading Grant
2022/23 School Year

Part 1: Evaluation of the effectiveness

1.	<p>Evaluation of the objective:</p> <p>Our objective: To develop reading habits and create a reading atmosphere in school</p> <p>The school held different reading activities to enrich students' reading and learning experiences. Reading periods were conducted well with reading teachers' guidance and support. Outside class, students from both junior and senior forms promoted the importance of reading and positive values in the morning assemblies. Based on the survey done by the school, the findings showed that students borrowed materials from school and public libraries more often (from 12% in 2021/22 to 18% in 2022/23). 56 % of students usually spent 1-15 hours on reading English materials online per week while 71% of students usually spent 1-15 hours on Chinese books, newspaper and electronic information. The data showed an increase in the percentages when compared with last year's findings. Also, 75 % of students agreed that reading is a meaningful activity.</p>
2.	<p>Evaluation of strategies:</p> <p>(1) To promote reading through the Chinese and English Extensive Reading Scheme (ERS)</p> <ul style="list-style-type: none"> - Reading targets for the students were achieved with an increase in the overall number of awardees both in Chinese and English ERS. <p>(2) To hold different reading activities such as book report competition, talks and workshops that can enrich students' reading experience</p> <ul style="list-style-type: none"> -In collaboration with the PTA parent volunteers, the annual book fair was held successfully in February with a total number of books sold over 340 showing that students love to read. -eRead scheme has been subscribed and over 80 Google classroom articles have been uploaded for providing extra e-resources for students. With teachers' encouragement, students' participation rate in the 2nd term showed a tendency to increase. The reading performance of 2D is outstanding. -A great variety of activities related to reading and language development were held successfully, with the addition of new books in the library. <p>a. Echoing the 4.23 World Book Day, 1-hour Reading Challenge was held in collaboration with the library team in April to encourage students to read extensively. Around 30 students and teachers completed the challenge successfully. Outside school, one S4 student won an Outstanding Award in Senior English Category in 4.23 World Book Day Creative Competition.</p> <p>b. Three talks about Chinese culture were held to encourage students to understand more about Chinese language, architecture, and history.</p> <p>c. Two English plays will be arranged for S1 to S3 students as post-exam activities to enjoy reading through drama.</p> <ul style="list-style-type: none"> - All the reading activities embodied the elements of positive values and echoed the importance of national identity and cultural security.

Part 2: Financial Report (2022/23)

	Item	Actual expenses (\$)
1.	Reading English through Drama	22,000
2.	Talk related to reading	2,000
3.	Purchase of new books	20,515.91
	Total:	44,515.91
	Unspent Balance:	45,654.09

(Total: \$90,170 up to 27/4/2023)

致： 教育局常任秘書長
經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）
（傳真號碼：2537 4591／郵寄地址：香港添馬添美道2號政府總部東翼7樓）

（學校請於2023年11月30日或之前提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1至9名非華語學生¹的普通中學²

加強支援非華語學生的中文學與教
額外撥款
2022/23 學年學校報告（普通中學適用）

學校名稱：筲箕灣官立中學

學校註冊編號：510440 (6位數 SCR N)

學校電話號碼：25603544

學校傳真號碼：25689708

總統籌人員姓名：孫佩珊老師

總統籌人員職位： 副校長 中文科主任 中文科任教師

其他（請說明）：中文科老師

按教育局通告第8/2020號，本校在2022/23學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校2022/23學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員於 2022/23 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

向教職員闡釋有關政策及措施／匯報推行有關措施的進展

安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會

其他(請說明)：_____

(2) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校於 2022/23 學年：

(a) 已安排他們參加的相關培訓如下（可選多於一項）：

(i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等

(ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務

(iii) 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」

(iv) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」

(v) 校內中文科教學人員同儕觀課，進行專業交流，分享心得

(vi) 校內中文科教學人員共同備課，調適教學策略和教學內容等

(vii) 其他(請說明)：_____

或

(b) 未有安排他們參加相關培訓，原因是（可選多於一項）：

(i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。

(ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。

(iii) 其他(請說明)：_____

(3) 評估非華語學生的中文學習需要

本校於 2022/23 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input checked="" type="checkbox"/> 已採用教育局為學校提供的《評估工具》。 <input type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他（請說明）：_____
(b)	<input type="checkbox"/> 已實施教育局為學校提供的「學習架構」。 <input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____

(4) 安排非華語學生考取合適的中國語文資歷

於 2022/23 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		
(b)	香港中學文憑考試應用學習中文 (非華語學生適用)			
(c)	普通教育文憑試 (GCE) 高級程度 (A-Level)			
(d)	普通教育文憑試 (GCE) 高級補充程度 (AS-Level)			
(e)	國際普通中學教育文憑 (IGCSE)			
(f)	綜合中等教育證書 (GCSE)			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2022/23 學年獲提供的額外撥款 153,769 元 / 307,500 元，以及 2021/22 學年額外撥款累積餘額³ (如適用) 0 元 (請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2021/22 學年學校報告」的金額一致)，按校本情況及非華語學生的學習需要，提供以下的校本支援措施 (可選多於一項)：

(有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一)

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ (請於第(6)(a)項提供補充資料)		
	<input checked="" type="checkbox"/> 教學助理 (0.33) 名	\$ 70063.46	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 教師 () 名	\$	<input type="checkbox"/>
		請以小數表示 (如適用)	
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源 (請於第(6)(b)項提供補充資料)	\$	<input type="checkbox"/>
(c)	<input checked="" type="checkbox"/> 僱用專業服務 (請於第(6)(a)項及/或第(6)(c)項提供補充資料)		
	<input type="checkbox"/> 翻譯/傳譯服務	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 校外導師/機構舉辦課後中文學習班	\$ 36800	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 校外導師/機構協助教師舉辦共融校園活動	\$ 80	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 其他(請說明)：_____	\$	<input type="checkbox"/>
(d)	<input checked="" type="checkbox"/> 由學校籌辦的推廣共融校園活動 (請於第(6)(c)項提供補充資料)	\$ 287	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他(請說明)：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 <input type="checkbox"/> C		\$ 107230.46	
[(a) + (b) + (c) + (d) + (e)]			
(請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和)			

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款/餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途 (即加強支援非華語學生的中文學與教及建構共融校園)。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金/非全職員工 (包括日薪員工、兼職員工等) 的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(5)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理 (該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園)，並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

(請注意：上述額外撥款開支必須與學校有關學年／財政年度經審核周年帳目的相關項目一致)

- (f) 2022/23 學年完結時，本校的額外撥款累積結餘為 **[D]** 46538.54 元 **[A] + [B] - [C]**，累積結餘佔 2022/23 學年額外撥款的百分比為 30.3 % **[D] ÷ [A] × 100%**。

只供額外撥款的餘額 **[D]** 累積至高水平 (70%或以上) 的學校填寫

2022/23 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因： _____

(ii) 改善建議／下學年運用額外撥款餘款的計劃： _____

(6) 本校於 2022/23 學年的校本支援措施詳情如下：

(a)	本校已聘請額外員工／調配人員／僱用專業服務，負責以下工作：
<input checked="" type="checkbox"/>	提供中文科的課堂支援：(可選多於一項) <input type="checkbox"/> 抽離學習 (年級：_____) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input checked="" type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級：__一__) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
<input checked="" type="checkbox"/>	提供其他支援：(可選多於一項) <input type="checkbox"/> 中文學習小組 (年級：_____) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input type="checkbox"/> 中文銜接課程 (年級：_____) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 導讀學習 (年級：_____) <input checked="" type="checkbox"/> 其他 (請說明： <u>課後中文學習支援小組</u>) (年級：__一__)
<input checked="" type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(6)(c)項提供補充資料)
<input type="checkbox"/>	其他 (請說明：_____) (年級：_____)

請在適當的方格內加上「√」號

- (b) 本校已購買促進非華語學生學習中文的教學資源，詳情如下：
 (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)

教學資源

年級

(i)

(ii)

- (c) 本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：

(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)

- (i) 舉辦推廣共融校園／多元文化的活動

(請簡述活動如何推廣共融校園／多元文化)

1. 活動內容：「心晴開學谷」Sunny Mindful Group 年級：一

➢ 由學校籌辦 / 僱用專業服務或與機構協辦

➢ 使用此額外撥款 / 沒有使用此額外撥款

「情繫筲箕·漁灣文化一中一級跨科組社區考

年級：一

2. 活動內容：察活動

➢ 由學校籌辦 / 僱用專業服務或與機構協辦

➢ 使用此額外撥款 / 沒有使用此額外撥款

3. 活動內容：「博群香港文化導賞計劃」 年級：一

➢ 由學校籌辦 / 僱用專業服務或與機構協辦

➢ 使用此額外撥款 / 沒有使用此額外撥款

4. 活動內容：「中華文化周」 年級：一至五

➢ 由學校籌辦 / 僱用專業服務或與機構協辦

➢ 使用此額外撥款 / 沒有使用此額外撥款

5. 活動內容：「種族友善校園嘉許計劃」 年級：一至五

➢ 由學校籌辦 / 僱用專業服務或與機構協辦

➢ 使用此額外撥款 / 沒有使用此額外撥款

請在適當的方格內加上「√」號

(ii) 加強與非華語學生家長的溝通和家校合作
(例如家長日、家長講座及家長教育活動等) (可選多於一項)

僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 年級：_____

僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 年級：_____

定期與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性 年級：一

為非華語學生的家長提供有關其子女選校／升學／就業的資訊 年級：_____

其他 (請說明：_____) 年級：_____

(三) 評鑑、問責及支援

(7) 在 2022/23 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2022/23 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

成 頗 成
效 有 效
顯 成 不
著 成 彰

(i) 加強支援非華語學生的中文學與教 (可選多於一項)

提升教學人員教授非華語學生中文專業能力

促進非華語學生的中文學習進度

提升非華語學生學習中文的信心和態度

其他 (請說明)：_____

(ii) 建構共融校園 (可選多於一項)

提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度

推廣共融校園的成效

加強非華語學生的家長對其子女的學習進度 (包括中文學習)、選校／升學／就業的資訊，以及學校政策和其他安排的了解

其他 (請說明)：_____

(8) 本校已備妥以下文件：

- (i) 本校已在 2023 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。現隨學校報告夾附本校的中、英文版本學校支援摘要（見附件二），以供教育局備考；以及
- (ii) 本校已在 2023 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。現隨學校報告夾附有關電腦頁面截圖（見附件二），以供教育局備考。

校監簽署 : _____

校監姓名 : 羅潔玲女士 _____

日期 : 9 November 2023 _____



學校必須在 2023 年 11 月 30 日或之前，透過本局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容須與此學校報告相符），並上載學校網頁，以供家長參閱。摘要表格見教育局網頁（網頁路徑：主頁 (<https://www.edb.gov.hk>) > 學生及家長相關 > 非華語學童 > 相關通告）。

2022/23 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：筲箕灣官立中學

本校在 2022/23 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一）本校按非華語學生的學習進度和需要，在 2022/23 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- 聘請 0 名額外教師及 0.33 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|--|---|
| <input type="checkbox"/> 抽離學習
(年級：_____) | <input type="checkbox"/> 分組／小組學習
(年級：_____) |
| <input type="checkbox"/> 增加中文課節
(年級：_____) | <input type="checkbox"/> 協作／支援教學
(年級：_____) |
| <input type="checkbox"/> 跨學科中文學習
(年級：_____) | <input checked="" type="checkbox"/> 採用校本中國語文課程及／
或經調適的學與教材料
(年級： <u>一</u>) |
| <input type="checkbox"/> 其他（請說明）：_____ | |

其他支援：

- | | |
|---|---|
| <input type="checkbox"/> 中文學習小組
(年級：_____) | <input type="checkbox"/> 暑期銜接課程
(年級：_____) |
| <input type="checkbox"/> 中文銜接課程
(年級：_____) | <input type="checkbox"/> 伴讀計劃
(年級：_____) |
| <input type="checkbox"/> 朋輩合作學習
(年級：_____) | <input type="checkbox"/> 導讀學習
(年級：_____) |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>非華語學生(NCS)中文學習及支援小組(課後支援)</u> (年級： <u>一</u>) | |

(二) 本校建構共融校園的措施包括 (可選多於一項) # :

- 翻譯主要學校通告 / 學校網頁的重要事項
- 舉辦促進文化共融 / 提高多元文化及宗教敏感度的活動 (請說明):
- 1) 「心晴開學谷」
 - 2) 「情繫筲箕·漁灣文化一中一級跨科組社區考察活動」
 - 3) 「博群香港文化導賞計劃」
 - 4) 「中華文化周」
 - 5) 「種族友善校園嘉許計劃」
- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流 (例如安排非華語學生參與制服團隊或社區服務) (請說明):
- 「科大水底機械人大賽 2023」
- 其他措施 (請說明):
-
-

(三) 本校向非華語學生家長推廣家校合作的措施包括 (可選多於一項) # :

- 聘請會說英語及 / 或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度 (包括中文學習), 並按需要解釋及強調子女學好中文的重要性
- 為非華語學生的家長提供有關其子女選校 / 升學 / 就業的資訊
- 其他措施 (請說明):
-
-

[# : 以上第 (一) 至第 (三) 部分所述的支援措施只供參考, 學校會因應每學年非華語學生不同的學習情況和需要, 以及學校的資源分配, 調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢, 請致電 25603544 (電話號碼) 與孫佩珊老師 (聯絡人姓名) 聯絡。

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year**

Name of School: SHAU KEI WAN GOVERNMENT SECONDARY SCHOOL

Our school was provided with additional funding by the Education Bureau in the 2022/23 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2022/23 school year (one or more options can be selected)#:

- Appointing 0 additional teacher(s) and 0.33 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| <input type="checkbox"/> Pull-out learning
(Level(s): _____) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials(Level(s): <u>1</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |
| <input checked="" type="checkbox"/> Others (please specify): <u>NCS After-school tutorial class (S.1)</u> | |

(四) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
 - 1) Sunny Mindful Group
 - 2) Cultural tour in Shau Kei Wan
 - 3) I CARE Hong Kong Cultural Tours Project
 - 4) Chinese Culture Week
 - 5) 2022/23 Racially Friendly Campus Recognition Scheme
- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):
The HKUST Underwater Robot Competition 2023
- Other measure(s) (please specify):

(五) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Ms Sun Pui Shan (Name of Contact Person) at 25603544 (Tel. No.).

學校必須在 2023 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。



(範本)
學生活動支援津貼 運用報告
2022-2023 學年

(一) 財務概況

A	本學年獲發撥款：	\$99,450.00
B	本學年總開支：	\$35,557.00
C	須退還教育局餘款 (A - B)：	\$63,893.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	26	\$5,860.00
學校書簿津貼計劃 - 全額津貼	137	\$29,697.00
校本評定有經濟需要	0	(上限為全學年津貼金額的25%)
總計	163	\$35,557.00

[註：此項應等於 (一) B 「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動： 資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	生態旅遊(西貢橋咀洲)了解島上的岩石類型及地質。	跨學科(其他)	21	\$6,678.00	✓	✓			
2	生態旅遊(尖鼻咀)了解天然濕地，近距離觀賞候鳥。	跨學科(其他)	21	\$4,788.00	✓	✓			
3	歷史文化旅遊(錦田圍村)了解錦田人、事、地、情，富有文化傳統特色的風俗習慣和故事。	跨學科(其他)	18	\$4,104.00	✓	✓			
4	香港歷史社區考察計劃(情繫筲箕、漁灣文化)，到筲箕灣各小區實地考察以增加同學對本社區的歷史和文化認識。	跨學科(其他)	23	\$5,773.00	✓	✓			

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
5	迪士尼樂園認識迪士尼文化及了解主題樂園的工作。	跨學科 (其他)	18	\$5,760.00		✓			✓
6	海洋公園(全方位學習之旅)觀察動物及遊覽景點，了解生態保育及體驗景點內不同的互動遊戲。	跨學科 (STEM)	21	\$2,100.00	✓	✓			
7	中一級鑑證科學工作坊，同學親身進行不同的鑑證活動，認識現時的鑑證技術，及訓練邏輯思維，觀察及分析能力。	跨學科 (STEM)	23	\$2,553.00	✓	✓			✓
8	中二級火箭車工作坊，同學可透過設計及製作屬於自己的模型火箭車，學習及應用相關數理知識。	跨學科 (STEM)	18	\$3,751.00	✓	✓			
(如空間不足，請於上方插入新行。)									
第1項總開支			163	\$35,507.00					
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
(如空間不足，請於上方插入新行。)									
第2項總開支			0	\$0.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$0.00					
總計			163	\$35,507.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人 (姓名、職位)：	謝淑妍老師
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Shau Kei Wan Government Secondary School
Report for the Citizenship and Social Development Grant 2022/2023

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

Aims	Area	Actual Expenses	Remarks
i. Developing or procuring relevant learning and teaching resources	To procure an online resources bank for the Subject to assist teachers in preparing School-based learning materials and assignments for students.	0	The expense has been settled by the Subject Grant of the Government Fund.
ii. Subsidizing students and/or teachers to participate in mainland interflow activities or study tours relating to the CS curriculum	To procure online traveling services showcasing the latest developments in the Mainland, such as the application of information technology, infrastructural development for smart cities, and application of green industry for sustainable development, etc.	\$25,000	A mainland live broadcast visit, namely the Pony.ai: Auto-piloting demonstration for S.4-5 were organized in July. Through the broadcast, students understand better the latest national development in China, particularly in quaternary industries that improved the quality of life of her citizens. The final expenditure has been raised to \$25,000 due to the price hike in quotations.
	To subsidize students' participation in the Mainland Study Tours of the Subject of Citizenship and Social Development.	\$256	The CSD Study Tour to ZhuHai , JinWan was organized and fully subsidized by the Education Bureau. Hence, the budget was only refined to the publishing of CSD banner that costed \$256. However, the School is looking into the feasibility to the purchase of audio visual-aid and mobile 5G Routers in the coming academic year to facilitate e-learning during visits and enhance students' learning efficacy.
iii. Organizing school-based learning activities relating to the CSD curriculum	To subsidize students to the visit of Hong Kong News-Expo to understand media development in Hong Kong and enhance their Media Literacy.	0	Due to the participant-limit lately set by the Hong Kong News Expo, the activity has been replaced by the visits to the Hong Kong Palace Museum with complimentary tickets provided by Friends of Hong Kong Association.

Aims	Area	Actual Expenses	Remarks
iv. Organizing and/or subsidizing students to participate in joint-school/cross-curricular activities relating to the CSD curriculum held in Hong Kong or in the Mainland	To subsidize students' travel expenses incurred by student participation in school-based learning activities in Hong Kong (closely linked with the curriculum of CSD, e.g. visits to exhibitions, field trips and experiential learning).	0	Travel expenses incurred have been settled by LWL Grant.
Total Expenses		\$25,256	

Opening Balance:

\$ 300,000

Unspent Balance:

\$ 274,744

2. As at 31 August 2023, the CS Grant has the unspent balance of \$274,744, which will bring forward.

School-based After-school Learning and Support Programmes 2023/24 s.y.
School-based Grant - Programme Plan

Name of School: Shau Kei Wan Government Secondary School

Staff-in-charge: Ms CHEUNG Chui-sheung

Contact Telephone No. 2560 3544

A. The estimated number of students (count by heads) benefitted under this Programme is 130 (including A. 14 CSSA recipients, B. 91 SFAS full-grant recipients and C. 25 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
1. Support Classes	To support under achieving and mediocre students to make progress in their academic performances	Students show improvement in their examination results.	Students' examination results Attendance record	Aug 2023 to Oct 2024	5	35	0	10,000	
2. Training Programmes e.g. music, dance and sports training	To provide opportunities for students to develop their talents in music, dance and sports, so as to build up their self-esteem and strengthen their interpersonal and social skills	Students are more confident and have developed better self-image, skills and abilities concerned.	Students' post-programme evaluation and reflection	July 2023 to Aug 2024	5	50	25	100,000	
3. Cross-curricular Study Tour	To provide students with life-wide learning experience outside the classroom To offer students insights of the elements in STEM education through successful examples in other countries	Students have acquired the capabilities and skills stated in the programme objectives.	Teachers' observation of students' performance Standard of the post-trip report and presentations	Dec 2023 to Aug 2024	4	6	0	50,000	
Total no. of types of activities: <u>3</u>				[@] No. of man-times	14	91	25	160,000	
				^{**} Total no. of man-times	130				

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)

姊妹學校交流計劃書
2023/2024 學年

學校名稱：	筲箕灣官立中學		
學校類別：	* 小學 / * 中學 / * 特殊學校 (*請刪去不適用者)	負責老師：	潘慧儀老師
姊妹學校：	北京市順義區第三中學、東莞市松山湖北區學校		

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	製作介紹學校宣傳短片、學校虛擬導覽、視頻交流、遠程學習交流及會議
2.	添置遠程學習交流及會議中心器材
3.	探訪內地姊妹學校並作交流學習
4.	
5.	

本校擬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 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*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 checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" 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 checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*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):

擬運用的監察/評估方法如下:

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

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 251,324
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input 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\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 30,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 8,000
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$ 5,000
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"/>	學年預計總開支	HK\$294,324
N10	<input type="checkbox"/>	沒有任何開支	不適用

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

（傳真號碼：2537 4591／郵寄地址：香港添馬添美道2號政府總部東翼7樓）

（學校請於**2023年11月30日或之前**提交填妥的學校計劃。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1至9名非華語學生¹的普通中學²

**加強支援非華語學生的中文學與教
額外撥款
2023/24 學年學校計劃（普通中學適用）**

學校名稱	：	筲箕灣官立中學	
學校註冊編號	：	510440	（6位數SCRN）
學校電話號碼	：	25603544	
學校傳真號碼	：	25689708	
總統籌人員姓名	：	孫佩珊老師	

按2023/24學年收生實況調查指定的參照日期（一般為9月中旬）³，本校全校共錄取 2 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第8/2020號，本校在2023/24學年獲提供額外撥款⁴。本校知悉教育局會根據收生實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在2023/24學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在2024年第一季按需要調整或安排收回已發放的資助。本校承諾會在2023/24學年內將額外撥款差額（如適用）全數歸還教育局。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

³ 直資學校的額外撥款額一般會按學校每年9月底錄取的非華語學生人數而定。

⁴ 錄取1至5名和6至9名非華語學生的普通中學由2020/21學年起分別獲提供約15萬元和約30萬元的額外撥款。額外撥款額會以此為基數，分別根據綜合消費物價指數變動和公務員薪酬調整幅度按學年調整。經調整後的2023/24學年額外撥款額（如適用）會於2023年8月中旬在教育局專題網頁（網址：https://www.edb.gov.hk/ncs_chi）公布。

本校確保非華語學生與華語同儕享有同等學習中文的機會，並將充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校 2023/24 學年的學校計劃已獲法團校董會／校董會／學校管理委員會通過。

(一) 整體規劃

(1) 安排專責統籌人員（教師／小組）

本校已安排以下專責人員統籌加強支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： <u>孫佩珊老師</u> <input type="checkbox"/> 副校長 <input type="checkbox"/> 中文科主任 <input checked="" type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input checked="" type="checkbox"/> 7 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input checked="" type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上
副統籌人員（如有）姓名： _____ <input type="checkbox"/> 副校長 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上

(2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於 2023/24 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他（請說明）：_____

請在適當的方格內加上「√」號

(3) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於 2023/24 學年：

- (a) 安排他們參加的相關培訓如下（可選多於一項）：
- (i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
 - (ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - (iii) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
 - (iv) 校內中文科教學人員同儕觀課，進行專業交流，分享心得
 - (v) 校內中文科教學人員共同備課，調適教學策略和教學內容等
 - (vi) 其他(請說明): _____

或

- (b) 未有安排他們參加相關培訓，原因是（可選多於一項）：
- (i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
 - (ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。
 - (iii) 其他(請說明): _____

(4) 評估非華語學生的中文學習需要

(a) 按 2023/24 學年收生實況調查指定的參照日期，本校非華語學生的分布如下：

	中一	中二	中三	中四	中五	中六	總數
(i) 非華語學生人數 (請注意：此項資料必須與學校透過 WebSAMS 呈報的學生資料一致)	1	1					2
(ii) 未曾就讀提供本地課程幼稚園／小學的非華語學生人數							
(iii) 新來港（即在入讀本校前抵港不足一年，或未曾在任何本地學校（包括幼稚園及小學）就讀超過一年）的非華語學生人數							
(iv)及(v)只供設有以普通話教授中文（普教中）班別／組別的學校填寫							
(iv) 就讀普教中班別／組別的非華語學生人數							
(v) 有關級別的非華語學生可選擇是否就讀普教中班別／組別	<input type="checkbox"/> 是 <input type="checkbox"/> 否						

(a) 本校將於 2023/24 學年適時評估所有錄取的非華語學生（特別是第(5)(a)(ii)至(iv)項所述的非華語學生）的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(i)	<input checked="" type="checkbox"/> 已採用／將會採用教育局為學校提供的《評估工具》。 <input type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生預計可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他(請說明): _____
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請在適當的方格內加上「√」號

(ii)	<input type="checkbox"/> 已實施／將會實施教育局為學校提供的「學習架構」。 <input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____
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(5) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校會就非華語學生的學習進展提出以實證為本的建議，並讓就讀高中的非華語學生因應其學習進展、需要和志趣，選讀香港中學文憑考試中國語文科或應用學習中文（非華語學生適用）及／或考取國際認可的其他中國語文資歷，並提供輔導及支援。

於 2023/24 學年，預計參加以下中國語文資歷考試的高中非華語學生人數如下：
（可選多於一項）

中國語文資歷考試		預計參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		
(b)	香港中學文憑考試應用學習中文 （非華語學生適用）			
(c)	普通教育文憑試（GCE）高級程度（A-Level）			
(d)	普通教育文憑試（GCE）高級補充程度 （AS-Level）			
(e)	國際普通中學教育文憑（IGCSE）			
(f)	綜合中等教育證書（GCSE）			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (6) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2023/24 學年獲提供的額外撥款 **A** 156,691 元⁴，以及 2022/23 學年額外撥款累積餘額⁵ (如適用) **B** 46538.54 元 (請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2022/23 學年學校報告」的金額一致)，按校本情況及非華語學生的學習需要，提供以下的校本支援措施 (可選多於一項)：

(有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一)

校本支援措施		運用 額外撥款	整合 其他資源 ⁶
(a)	<input checked="" type="checkbox"/>	聘請額外員工 ⁷ (請於第(8)(a)項提供補充資料)	
	<input checked="" type="checkbox"/>	教學助理 (0.42) 名	\$100000 <input checked="" type="checkbox"/>
	<input type="checkbox"/>	不同種族的助理 () 名	\$ <input type="checkbox"/>
	<input type="checkbox"/>	教師 () 名	\$ <input type="checkbox"/>
		請以小數表示 (如適用)	
(b)	<input type="checkbox"/>	購買促進非華語學生學習中文的教學資源 (請於第(8)(b)項提供補充資料)	\$ <input type="checkbox"/>
(c)	<input checked="" type="checkbox"/>	僱用專業服務 (請於第(8)(a)項及/或第(8)(c)項提供補充資料)	
	<input type="checkbox"/>	翻譯/傳譯服務	\$ <input type="checkbox"/>
	<input checked="" type="checkbox"/>	校外導師/機構舉辦課後中文學習班	\$100000 <input type="checkbox"/>
	<input type="checkbox"/>	校外導師/機構協助教師舉辦共融校園活動	\$ <input type="checkbox"/>
<input type="checkbox"/>	其他 (請說明) : _____	\$ <input type="checkbox"/>	
(d)	<input checked="" type="checkbox"/>	由學校籌辦的推廣共融校園活動 (請於第(8)(c)項提供補充資料)	\$3000 <input type="checkbox"/>
(e)	<input type="checkbox"/>	其他 (請說明) : _____	\$ <input type="checkbox"/>
		運用額外撥款總支出 C	\$203000
		[(a) + (b) + (c) + (d) + (e)]	
(請注意：運用額外撥款總支出 C 應小於或等於 A 及 B 的總和)			

⁵ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款/餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁶ 學校必須善用和適當分配額外撥款作特定用途 (即加強支援非華語學生的中文學與教及建構共融校園)。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校計劃安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁷ 如學校運用額外撥款支付額外員工的部分薪金/非全職員工 (包括日薪員工、兼職員工等) 的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(7)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理 (該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園)，並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

- (f) 本校預計 2023/24 學年獲提供的額外撥款累積結餘為 **D** 229.54 元
 $[A + B - C]$ ，累積結餘佔 2023/24 學年額外撥款的百分比為 0.15 %
 $[D \div A \times 100\%]$ 。

只供預計額外撥款的餘額 **D** 累積至高水平（70%或以上）的學校填寫

本校預計於 2023/24 學年完結時，額外撥款的餘額累積至高水平，有關原因，以及就充分及適時運用額外撥款的計劃詳述如下：

(i) 原因：_____

(ii) 運用餘額的計劃：_____

(7) 本校於 2023/24 學年的校本支援措施詳情如下：

(a)	本校聘請額外員工／調配人員／僱用專業服務，負責以下工作：
	<input checked="" type="checkbox"/> 提供中文科的課堂支援：(可選多於一項) <input type="checkbox"/> 抽離學習 (年級：_____) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級：_____) <input checked="" type="checkbox"/> 其他 (請說明： <u>調適學與教材料</u>) (年級： <u>中一及二</u>)
	<input checked="" type="checkbox"/> 提供其他支援：(可選多於一項) <input type="checkbox"/> 中文學習小組 (年級：_____) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input type="checkbox"/> 中文銜接課程 (年級：_____) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 導讀學習 (年級：_____) <input checked="" type="checkbox"/> 其他 (請說明： <u>課後學習中文支援班</u>) (年級： <u>中一及二</u>)
	<input checked="" type="checkbox"/> 安排推廣共融校園活動／提供有關服務 (請於第(8)(c)項提供補充資料)
	<input type="checkbox"/> 其他 (請說明：_____) (年級：_____)

請在適當的方格內加上「√」號

(b)	<p>本校計劃購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">教學資源</th> <th style="text-align: center; border-bottom: 1px solid black;">年級</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">(i)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">(ii)</td> <td style="border-bottom: 1px solid black;"></td> </tr> </tbody> </table>	教學資源	年級	(i)		(ii)	
教學資源	年級						
(i)							
(ii)							
(c)	<p>本校計劃籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：</p> <p>(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)</p> <p>1. 活動內容：<u>心晴開學谷</u> 年級：1,2</p> <p style="margin-left: 20px;"> <input checked="" type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務或與機構協辦 <input type="checkbox"/> 使用此額外撥款 <input checked="" type="checkbox"/> 沒有使用此額外撥款 </p> <p>2. 活動內容：<u>中華文化周</u> 年級：1-6</p> <p style="margin-left: 20px;"> <input type="checkbox"/> 由學校籌辦 <input checked="" type="checkbox"/> 僱用專業服務或與機構協辦 <input checked="" type="checkbox"/> 使用此額外撥款 <input type="checkbox"/> 沒有使用此額外撥款 </p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等) (可選多於一項)</p> <p><input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 年級：_____</p> <p><input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 年級：_____</p> <p><input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度(包括中文學習)，並按需要解釋及強調學好中文的重要性 年級：1,2</p> <p><input type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 年級：_____</p> <p><input type="checkbox"/> 其他(請說明：_____) 年級：_____</p>						

請在適當的方格內加上「√」號

(三) 評鑑、問責及支援

(8) 2023/24 學年中期／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力
- 透過校本評估結果，評估非華語學生的中文學習進度
- 透過使用《評估工具》結果，評估非華語學生的中文學習進度
- 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度
- 其他(請說明)： _____

(ii) 建構共融校園（可選多於一項）

- 透過問卷調查／自我評鑑等，評估教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- 透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效
- 透過問卷調查等，評估非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排等的了解
- 其他(請說明)： _____

(9) 本校已知悉須按有關規定，並會依時提交以下文件：

- (i) 在 2023 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- (ii) 在 2024 年 11 月 30 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2023/24 學年學校報告；以及
- (iii) 在 2024 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2023/24 學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。

請在適當的方格內加上「√」號

Shau Kei Wan Government Secondary School
Budget Plan for the Citizenship and Social Development Grant 2023/24

Aims	Area	Expected Expenses (\$)
i. Subsidizing students and/or teachers to participate in mainland interflow activities or study tours relating to the CSD curriculum	To pay for the tour fee of Mainland interflow activities or study tours relating to the CS curriculum, either school-based or organized by the SMEP Section of the EDB	\$40,000
	To procure online traveling services showcasing the latest developments in the Mainland, such as the application of information technology, infrastructural development for smart cities, and application of green industry for sustainable development, etc.	\$25,000
	To pay for the visit expenses for student repeaters who are no longer eligible to be subsidized by the Education Bureau.	\$10,000
ii. To procure audio-visual and miscellaneous items that help facilitate e-learning during local and mainland visits and enhance students' learning efficacy	Procurement of camera/camcorder/lens/batteries for the record of the visits and provide materials in preparing students' inquiry studies during CSD Tour.	\$25,000
	Procurement of mobile 5G Routers to provide ready access of Internet that help foster learning efficiency by the possibility of conducting information research and the use of learning management system online during visits.	\$10,000
iii. Organizing school-based learning activities relating to the CSD curriculum	To subsidize students to participate in the captioned activities	\$10,000
iv. Organizing and/or subsidizing students to participate in joint-school/cross-curricular activities relating to the CSD curriculum held in Hong Kong or in the Mainland	To subsidize students' travelling expenses incurred by student participation in school-based learning activities in Hong Kong (closely linked with the curriculum of CSD, e.g. visits to exhibitions, field trips and experiential learning).	\$5,000
Total Expected Expenses		\$125,000