

# Hong Kong Taoist Association Tang Hin Memorial Secondary School

## Annual School Report 2022-2023



# *Annual Report*

*The following document is the Annual Report for 2022-2023.*



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# (1) Our School

## 1.1. School Vision & Mission

### Introduction

*Lao Tzu: “Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore, all things in the universe honour TAO and highly value Teh.”*

道祖：「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

*Confucius: “Man glorifies Tao, not vice versa”*

《論語》：「人能弘道，非道弘人。」

### School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students’ moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學生在德、智、體、群、美各方面都得到全面發展。

### Our Commitments

- 1) To help students cultivate a positive attitude towards life
- 2) To develop students’ ability for life-long learning and help them achieve their full potential
- 3) To integrate physical education into daily life and inculcate the value of good health
- 4) To promote ‘One Art for Life’ and foster students’ interest in co-curricular activities
- 5) To nurture their spirit of mutual help and serving the community

## 1.2. Brief Introduction of the School

- Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is a whole-day grammar aided school.
- Our school takes up an area of about 5,400 square metres with well-equipped educational facilities. We have developed a well-planned computerized network, computer rooms and a STEM Learning Centre. Multi-media equipment is richly provided to facilitate e-learning. Other than the traditional facilities, we have enriched our school environment with an English Corner, a Lecture Theatre, a Nature Trail, an Art Gallery, a Chinese-style garden area, a Chinese Culture Gallery, a Campus TV Studio, a Dance Studio, a Leisure Reading Corner, a Hydroponic Garden, a Patio for social gatherings, an Eco-green Roof and a Solar-powered Automatic Weather Station.
- There are 30 classes ranging from Secondary 1 to Secondary 6. Each form consists of 5 classes in each level. The percentages of unfilled places in the past 3 years were 0%.
- Subjects offered in Junior Forms include Chinese Language, Chinese History, Physical Education, Putonghua, Life Education, English Language, Mathematics, Science, Life and Society, Geography, ICT & STEM, Visual Arts, and Music. In Senior Forms, the core subjects are English Language, Mathematics, Chinese Language, and Citizenship and Social Development. Other subjects include Chinese History, Chinese Literature, Physical Education, Chemistry, Physics, Biology, Geography, History, Economics, Information and Communication Technology, 'Business, Accounting and Financial Studies', and Japanese. Our school offers 49 subject combinations for senior form students to choose from. Students can choose three electives according to their interests and abilities. The more able students are allowed to select Japanese as their fourth elective.
- We are an EMI school. English is our medium of instruction for all subjects except Chinese Language, Chinese History, Chinese Literature, Putonghua, Life Education and Physical Education.
- All our teachers have acquired at least a bachelor's degree, with 46% of them in possession of a master's degree. 59% of them have been in the teaching profession for more than 10 years. They are subject-trained with a strong commitment to teaching. They are dedicated and experienced and keep on improving. Most teachers concentrate on teaching one or two subjects, and they always make ongoing curriculum adjustments to meet the academic needs of our students.
- Our education takes a holistic approach, with emphasis on enhancing students' moral and academic calibre, expecting them to be caring persons and leaders of tomorrow.
- We put emphasis on moral education. Our students are well-mannered and self-disciplined. An integrated moral education programme has been introduced to help students develop positive moral values. Various activities have been organized to foster a caring environment and to create harmonious teacher-student relations.

### 1.3. School Management

- The School Incorporated Management was established on 1<sup>st</sup> November 2007.
- The Incorporated Management Committee comprises the school principal and the representatives from the sponsoring body, independent professionals, parents, teachers, and alumni.

The composition of Incorporated Management Committee is shown below:

| Member                 | School Year 2022-23 |
|------------------------|---------------------|
| School Sponsoring Body | 8                   |
| School Principal       | 1                   |
| Teachers               | 2                   |
| Parents                | 2                   |
| Alumni                 | 1                   |
| Independent member(s)  | 1                   |

- The IMC is responsible for giving general directions to the school in the formulation of education policies, and for overseeing school performance.
- Under the supervision of the Incorporated Management Committee, various administrative units such as the Executive Committee, the Studies Unit, the Discipline Unit, and the Counselling Unit map out and implement school policies. They liaise with the Parents-Teachers Association, the Student Union, teachers and Alumni Association on a regular basis.

### 1.4. Teaching and Learning

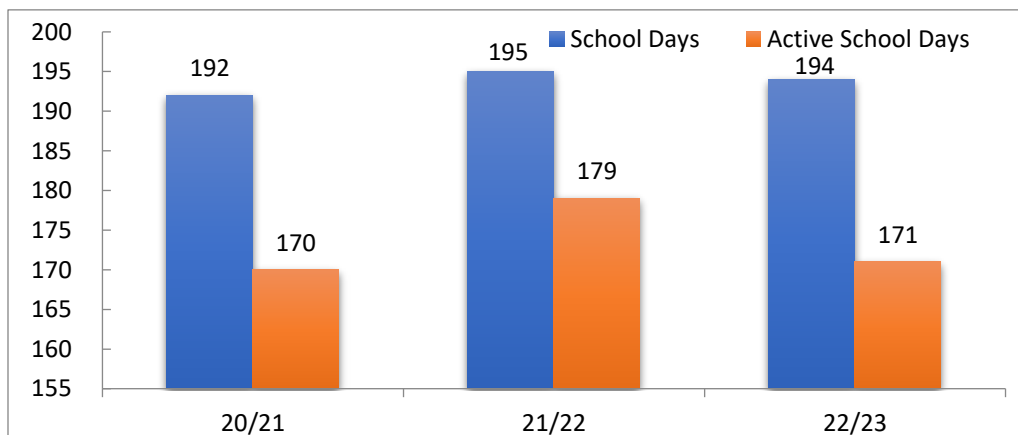
#### 1.4.1. Introduction

- We constantly review the curriculum to enhance students' learning abilities and strengthen their knowledge base. We put emphasis on improving the curriculum in Chinese, English and Mathematics in Junior Forms to ensure that students have a strong foundation for learning. We also require teachers to set clearer key learning points and put emphasis on thinking and application in order to boost students' learning effectiveness.
- To enable students to be life-long learners, we promote e-learning, self-directed learning and Reading Across the Curriculum. We also encourage cross-curricular learning to help students draw a connection between their knowledge and experiences. To help students improve STEM skills and knowledge, we organize an ICT and STEM subject in Junior Forms and allocate more resources to arrange STEAM activities.
- We adopt diversified learning strategies to broaden students' knowledge base, develop their generic skills and cater for their learning needs. We encourage interaction and feedback between students and teachers in order to enhance students' learning effectiveness. We integrate reading, projects and IT in

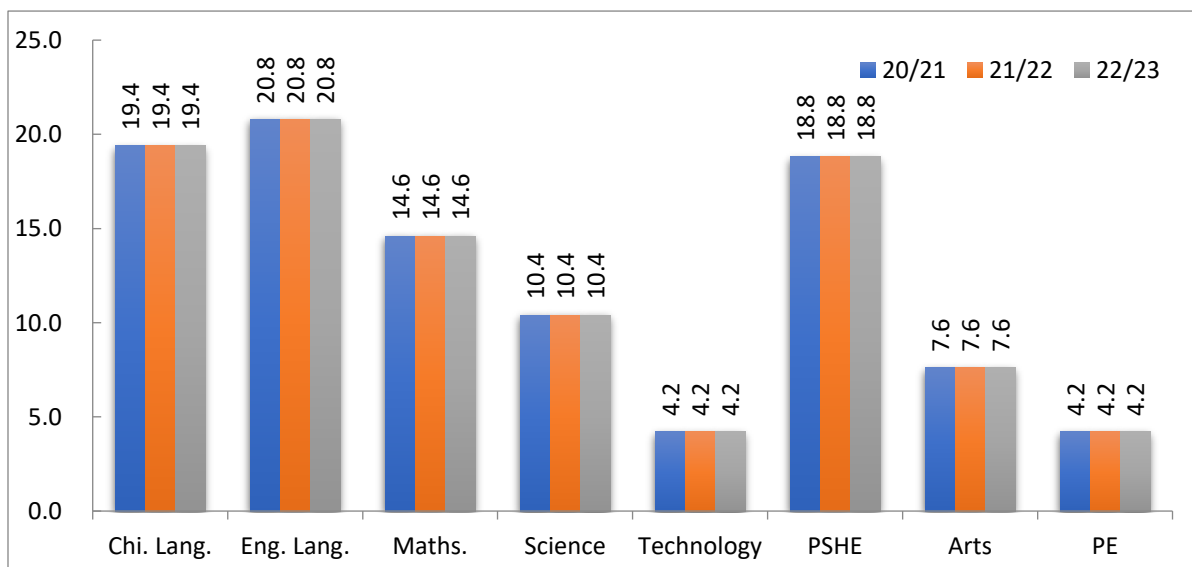
teaching and learning. We also promote peer evaluation and self-evaluation in the assessment in order to encourage collaboration and self-learning.

- We aim at helping students become proficient in biliterate and trilingual communication. We create an English-rich environment to encourage students to use English in learning. We use English as the medium of instruction in all subjects except Chinese Language, Chinese History, Physical Education, Putonghua and Life Education, and arrange a variety of language activities to raise students' standard in English. The language activities include English Speaking Weeks, training programmes for verse speaking, English overseas study tours, etc. We also develop student interest in learning Chinese Language and Culture through activities such as the appreciation of good writing and speeches delivered by renowned writers. Besides, we include Putonghua as one of the core subjects in the junior school curriculum and ensure that all S.3 students reach a competence level.
- We have arranged various life-wide learning activities to enrich students' learning experiences. We allocate resources for subject departments to organize activities beyond the classroom such as visits, field trips and study tours. Life-wide Learning Day is held to provide other learning opportunities through visits, field studies, cross-border tours and workshops to broaden students' horizons.

#### 1.4.2. Number of Active School Days



#### 1.4.3. Time Allocation for the 8 Key Learning Areas



## 1.5. Whole-person Development

- Besides academic fulfillment, we also put emphasis on enhancing moral calibre. We help students develop positive values and attitudes through Positive Education and Values Education. The activities include Monthly Moral Programme, My Learning Journal and the learning activities in Life Education. The teaching content of Life Education is set to equip our students with moral principles for life, based on Confucian and Taoist precepts. The moral values are instilled in students by using life examples and stories of great men.
- We organize various life-wide learning activities beyond class time to enable students to achieve a balanced and whole-person development. They enable students to enrich the Five Essential Learning Experiences, namely Intellectual Development, Values Education, Community Service, Physical and Aesthetic Development, and Career-related Experiences. In Secondary 4, 2 periods in each cycle are allocated for students to participate in life-wide learning activities.
- We encourage students to take up leading posts in ECA and school activities and participate in training courses to enhance their leadership skills. We also improve the reward programmes and create more opportunities for students to engage in school and community service.
- Various activities such as talks, workshops, visits, Mock JUPAS and Mentorship Scheme are organized to elevate students' capacity to make informed and sensible choices among the multiple paths of further studies. Students and parents are provided with information for further studies such as data about the JUPAS choices, admission requirements of universities and overseas institutions.
- To enable students to be responsible citizens, we help them build self-discipline through the curriculum of Life Education, activities organized by the Discipline Unit and implementation of school rules. We promote information literacy to cultivate students' positive attitude towards the use of information. We also help students acquire a correct understanding of the Basic Law and National Security Law in order to nurture them to become law-abiding citizens.
- We facilitate students to appreciate our country's culture and development and boost their sense of national identity through various activities such as flag-raising ceremonies, board display, morning speeches, competitions, reading and writing tasks, visits, study tours, and Sisters School Scheme.

## 1.6. Support for Student Development

- We prepare teaching materials with different levels of difficulty and design self-directed learning materials for students so that they can learn at their own pace.
- We have established the Academic Support Unit to offer remedial measures for students with learning problems. The remedial measures include group tutoring, enrichment courses and extra lessons. Individual guidance is also given to students in need.
- The Special Educational Needs Team has been established. It consists of the heads of Studies Unit, Counselling Unit, Discipline Unit, Exam Unit, counselling teachers, Special Educational Needs



Coordinator (SENCO), form masters, social workers, educational psychologist, counsellor and subject teachers. Regular meetings are held to discuss the learning progress of SEN students and support measures are adopted in the aspects of curriculum and assessment. The Learning Support Grant and other grants are used for employing 1 counsellor and organizing after-school activities. The activities include individual guidance and tutoring, school-based speech therapy services, training groups in the areas of social skills, executive functions, personal growth and career planning, and whole-school inclusive education activities.

- A Gifted Student Development Unit has been set up to provide opportunities for students to achieve their true potential. Resources such as CEG, DLG and LWLG are allocated to enhance students' learning capability and offer more opportunities to develop their potential to the full. Students are encouraged to take part in cultural activities, overseas tours, science competitions, STEM activities, sport activities, music courses and other external courses or competitions so that students can develop their special talents according to their interest through different learning experiences.
- The Executive Committee, Discipline Unit, Counselling Unit, social workers and form teachers work together to help students tackle problems in the areas such as discipline, self-management, interpersonal issues and emotion. A series of programmes are implemented to enhance students' resilience, self-management skills and interpersonal skills.

## (2) Achievements and Reflection on Major Concerns

### 2.1. Major Concern 1: Personal Growth Programme

In order to help students have holistic growth with a purpose in life, our school implemented the Personal Growth Programme with the following objectives:

- 2.1.1. To help students develop positive values and attitudes through Positive Education and Values Education
- 2.1.2. To cultivate students' positive emotions and attitudes through life-wide learning activities
- 2.1.3. To improve students' interpersonal relationships and skills
- 2.1.4. To develop students' ownership of their career and life planning
- 2.1.5. To help students become self-disciplined, law-abiding and responsible citizens
- 2.1.6. To boost students' sense of national identity through various activities

**Objective 1:** To help students develop positive values and attitudes through Positive Education and Values Education

| Achievements  |
|---|
| <p><b>Task 1:</b> Arrange staff development activities to build teachers' professional capacity on Positive Education and Values Education, and to explore appropriate strategies to suit our school's context.</p> <ul style="list-style-type: none"><li>• The principles and strategies of Positive Education (e.g. PERMA framework and strength-based approach) were introduced to teachers in the First Staff Meeting (29/8/2022) and on Staff Development Day (31/5/2023). They were also printed in the "My Learning Journal".</li><li>• In a survey, most teachers (83%) stated they were willing to use these strategies in learning activities. Teachers have created more opportunities for students to achieve and praised students for their strengths to enhance students' positive emotions and attitudes.</li><li>• Positive Education and Values Education were promoted in a whole-school approach. The principles of Positive Education and Values Education have been integrated and adopted to cultivate students' positive values and attitudes.</li></ul> <p><b>Task 2:</b> Nurture positive values and attitudes in students through the following strategies:</p> <ul style="list-style-type: none"><li>• Identify the priority values and attitudes students may have attained or need to develop.</li><li>• Introduce the positive values to students in the Monthly Moral Programme and Life Education.</li><li>• Adapt the PERMA framework and strength-based approach to activities organized in the Monthly Moral Programme and life-wide learning (LWL) activities.</li></ul> <ul style="list-style-type: none"><li>• 30 important values and attitudes were selected with reference to traditional Chinese values, particularly from Taoism and Confucianism, the EDB's Values Education Curriculum Framework and our school's context. They were listed in the "My Learning Journal". A poster was designed to promote them.</li><li>• The selected values and attitudes were introduced to teachers and students in the Monthly Moral Programme in September. Students were required to do self-reflection and set goals to improve themselves. Through observation and evaluation of students' work, students have shown their understanding of the embedded values and attitudes in the learning activities of the Monthly Moral Programme.</li><li>• All students completed the "My Learning Journal" tasks and did self-reflection. They performed well, and the summary of awards is as follows:</li></ul> |

|               |      |        |        |
|---------------|------|--------|--------|
| Awards        | Gold | Silver | Bronze |
| % of students | 55.5 | 24.0   | 20.5   |

- Through observation of the LWL activities (e.g. PE Day, Music Contest, Activity Day, etc.), there was an increase in students' positive emotions and confidence.

**Task 3:** Encourage subject teachers to praise students for their strengths and create more opportunities for students to succeed in learning.

- Through lesson observation and exercise book inspection, most subject teachers have tried to praise students for their strengths and create more opportunities to succeed in learning. In a survey, about 73% of students agreed they were confident in learning.

### Reflection

- To enable students to become decent, responsible, positive and confident citizens, our school will continue to put emphasis on the promotion of Values Education and Positive Education.
- As new teachers continue to join our school, staff development activities about Positive Education and Values Education will also be arranged in the following year.
- Students have shown their understanding of the embedded values and attitudes in the learning activities of the Monthly Moral Programme. They could relate the programme's themes with the values and do self-reflection in the "My Learning Journal". However, some form teachers pointed out that some students needed guidance to do so. It was suggested that the teachers in charge of each theme should explicitly tell students the values and attitudes.
- Teachers stated that some students could not identify the positive values and attitudes embedded in the learning activities. To highlight the positive values and attitudes that students can learn through the learning activities, teachers should introduce them explicitly to students.
- Some students have shown low resilience after the full school resumption. They have adaptation and emotional problems. CBS students encountered greater difficulties in terms of cultural and social adaptation. More preventive and remedial measures need to be taken.
- Although about 73% of students agreed they were confident in learning, individual students still need more encouragement and accomplishment to build their confidence.

### Feedback and Follow-up

- With reference to the requirements of "National and Global Identity", one of the Seven Learning Goals set by the EDB, our school will continue to review the implementation plans to help students cultivate positive values and attitudes.
- To highlight the importance of the 30 values and attitudes, the Monthly Moral Programme (2023-2024) will continue to promote them at the beginning of the school term. The topic 'Moral Cultivation' (品德修養) will also be adopted in October 2023. Students are required to improve themselves by referring to the values.
- The curriculum of Life Education will be refined to cultivate students' positive values and attitudes with reference to traditional Chinese values, particularly from Taoism and Confucianism, and the EDB's Values Education Curriculum Framework.
- More preventive and developmental measures need to be taken to cultivate students' positive emotions and enhance their resilience in overcoming challenges. Measures to be taken include organizing workshops and intervention programmes for students to boost their capacity to withstand or to bounce back from adversities (e.g. S.1 Project Care 「青少年情緒抗逆力」成效研究計劃).
- More preventive and remedial measures need to be taken to enhance students' resilience. The Counselling Unit may arrange workshops for students to increase their capacity to withstand or to recover quickly from difficulties. Life Education may review the curriculum and put more emphasis

on positive attitudes towards life, e.g., ‘True happiness consists in contentment’ (知足常樂).

- Through staff meetings, panel meetings and staff development activities, teachers are encouraged to praise students for their strengths and create more opportunities for students to succeed in learning.

**Objective 2:** To cultivate students’ positive emotions and attitudes through life-wide learning activities

### **Achievements**

**Task 1:** Encourage students to take part in LWL activities.

- A wide range of LWL activities (e.g., ECA clubs & societies, PE Day, Picnic Day, LWL Day, Music Contest, interhouse competitions, S4 LWL lessons, subject-based LWL activities, etc.) have been arranged to develop students' interests and to cultivate students' positive emotions and attitudes. All S1-5 students have joined at least one club, society, training team or interest class.
- The After-school Learning & Support Programme has been held throughout the year, which aimed at enhancing the life skills of the students from families in receipt of the CSSA or full-grant assistance under the SFAS and fostering students' interpersonal skills and life exposure so that they can develop a healthy social life. Some experiential and adventure activities on positive psychology and career planning programmes were organized for students to give them more exposure to the world, improving their communication skills and enriching their life experience. Activities included “Try and Go” Positive Psychology Experiential Programme, S.4 “Let’s Goal!” Career Planning Experiential Programme, S.5 “Who Am I?” Career Planning Experiential Programme.
- A series of Life Journey Art Experience Workshops, including chair yoga and stretching, free-hand drawing, glass-jar scenery, handmade candles, pastel Nagomi art, LED light sign and the ACT resilience workshops were held for all S.4 students on 25/4/2023 and 4/5/2023. The workshops' objective was to use art therapy as an adjunctive treatment tool, in which students were provided with a valuable opportunity to engage in self-expression and creative exploration while also promoting relaxation and stress reduction. Participants created artwork in the workshops, allowing their imagination to flourish and enjoying a leisurely and relaxing art experience. Students responded positively to the program and recognized it as a reminder and a source of motivation for themselves and others.
- In a survey, 80.3% of students agreed they enjoyed the LWL activities. They have shown positive emotions (e.g., joy, gratitude, interest and hope) in the activities. Through observation, students’ sense of accomplishment has increased.
- Through the LWL activities, students can develop proper peer interpersonal relationships. Their sense of belonging to class and school has increased.

**Task 2:** Enhance students’ leadership skills.

- Leadership training programmes were arranged to develop students’ leadership skills. They included a training workshop for chairpersons of clubs and societies in September, training workshops for committee members of houses, clubs and societies in October, a talk about the role and quality of leaders by the HKFYP, an overnight leadership training camp for student leaders, and training activities in summer vacation. Students’ leadership skills have been enhanced and were shown in the activities organized by the leaders. Students could also improve themselves through self-reflection.
- The ECA Unit created many opportunities for students to take up various duties and organize activities. The activities included inter-house competitions (e.g., dodgeball, reading, debate, drama, etc.), PE Day, Music Contest and Activity Day. Each club and society arranged at least 2 activities per year. Compared with the situation last year, there was an increase in the participation rate in the activities. The participants’ positive emotions and sense of accomplishment have been fostered through the activities. They have also shown their understanding of the positive values and attitudes

embedded in the activities,

- In April, the Activity Day was held for students to develop their creativity and leadership skills such as planning, collaboration, communication, financial management, resource management, etc. The feedback from students was positive.

**Task 3:** Foster student engagement in school and community service.

- Compared with the situation last year, there was an increase in student engagement in school and community service, particularly after the full school resumption in the second school term.
- The S2 Service Scheme was implemented. The students were encouraged to serve in school activities. The services included the established posts (e.g., prefects, librarians, committee members of clubs, societies, houses and Students' Union, class unions, etc.) and helpers in major school events (e.g., the Academic Contest, P.6 Interview, Parents' Day, PE Day, Activity Day, etc.). Most of the students could contribute a minimum of 8 hours of service.
- Various activities were arranged to foster student engagement in school and community service. For example, the topic of the Monthly Moral Programme in April was "Activities and Services - Participate Actively, Serve Wholeheartedly". Teachers instilled positive attitudes related to service in students through activities such as a talk in the school assembly, morning speeches, class discussions in the form teacher periods, students' reflection, etc.
- In S4 Life-Wide Learning lessons, the Community Service Programme (社區關注義工服務培訓計劃) was organized. The Counselling Unit, collaborating with YWCA, held the programme for students to strengthen the bonding between the students and residents in the community. The programme included a preparation workshop on 9/11/2023, a service day to 3 public housing estates in Sheung Shui and Fanling to deliver goodie bags to the elderly and conduct a simple survey on the senior's needs on 13/11/2022, and a sharing session and presentation of their work on 9/12/2022. The activities received positive feedback as the students enjoyed the process and understood the value of serving others. It has also enriched students' experience in building empathy for the underprivileged.
- The Counselling Unit provided opportunities for students to take part in service activities. For example, senior form students served as mentors to junior form students in the Student Mentorship Scheme to help them adapt to better school life. Students were also encouraged to take part in the service activities organized by CYC and Social Service Team.
- Besides, 10 S2 and S3 student leaders joined a project called 'Pupil Ambassador Scheme' co-organized by the EDB and YMCA. The whole scheme aimed at helping students develop positive values and respect for life. The student ambassadors served as guardian angels who exerted positive peer influence upon their schoolmates. They also organized an extended activity to advocate the idea of leading a positive life for all schoolmates. Each group was responsible for 1 positive value, namely "Appreciation", "Gratitude", and "Forgiveness". Three major activities, including a game booth, a comic strip competition and a display board, were carried out on 9-10/5/2023.
- The participants gave positive feedback on the activities mentioned above. Their positive emotions and sense of accomplishment have been fostered. They could also identify the positive values and attitudes embedded in the activities.

### **Reflection**

- Most students understood the positive values and attitudes embedded in the activities. But some students needed more guidance from teachers.
- Students should have had more opportunities to express their gratitude to people who have organized the activities and learn how to respect others.
- There were still not enough student leaders. More students should be encouraged to take up the leading posts and serve their schoolmates. They should be trained to equip themselves with the skills

to organize activities.

- The S2 Service Scheme was difficult for all the students to fulfil the basic requirement of 8-hour service under the effects of the pandemic, especially for CBS in the first school term. As the school has resumed normal after the pandemic, the S2 Service Scheme should be refined to encourage students to serve the school and the community.

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

- Teachers are encouraged to highlight the positive values and attitudes that students can learn through the LWL activities. They may introduce the values explicitly to students in the learning activities.
- More opportunities should be created for students to express their gratitude to people who have organized the activities and to learn how to respect others.
- The LWL activities have enabled students to lead a healthy lifestyle with active participation in physical and aesthetic activities. Our school will continue to refine the LWL activities with reference to the requirements of “Healthy Lifestyle”, one of the Seven Learning Goals.
- More student leaders will be recruited and trained to equip them better to organize activities.
- More emphasis may be put on training junior form students to be leaders in the future.
- Important values and attitudes (e.g. gratitude, respect, patience, forgiveness, appreciation, etc.) should be taught or highlighted in the leadership training activities.
- More students should be encouraged to participate in school and community services to enhance their positive emotions and sense of accomplishment.
- The positive values and attitudes about service will continue to be highlighted in the Monthly Moral Programme, Life Education and programmes organized by the Counselling Unit.
- The Counselling Unit will hold an array of activities to cultivate students with positive values and caring mindsets of 'gratitude,' 'empathy,' 'care for others' and 'respect', for example, the community service programme for all S.4 students during LWL lessons and the structured “Plan-Serve-Reflect” Volunteer Programme (賽馬會眾心行善 - 義工推廣校園夥伴計劃) for all S.3 students to develop knowledge of social issues connected to the local community (in collaboration with the Department of Life Education).
- The Monthly Moral Programme in April 2024 will continue to promote the spirit of service. It is expected students can cultivate the values of ‘Gratitude’, ‘Empathy’, ‘Care for Others’, etc.

### **Objective 3: To improve students’ interpersonal relationships and skills**

#### **Achievements**

##### **Task 1: Help students develop proper interpersonal relationships and skills**

- As the development of interpersonal relationships has been hindered due to the pandemic, programmes and courses have been strengthened to help students develop proper interpersonal relationships and skills.
- In November, the Monthly Moral Programme aimed at developing students’ proper interpersonal relationships and skills. The topic was ‘Interpersonal Relationships - I Can Do It Well!’ Various activities were organized. They included board displays, morning speeches, a talk in the school assembly, class discussions in the form teacher periods, students' reflections, etc. Through the activities, the students learned the importance of building positive and trusting interpersonal relationships. They also understood attitudes and skills such as communication, collaboration, respect, appreciation, tolerance, forgiveness, caring, etc.
- In Life Education, students have also learnt the attitudes and skills to develop proper interpersonal relationships. For example, S1 topics had ‘Filial piety’ (孝), ‘Respect teachers’ (尊師重道) and ‘Choose friends’ (擇友). S2 topics had ‘Harmonious school campus’ (和諧校園), ‘How to make

friends' (交友之道) and 'Love' (談情說愛). The students gave positive feedback on the learning activities.

- Form teachers helped students develop proper interpersonal relationships and skills through class activities, Picnic Day, PE Day, Music Contest and interclass competitions.
- After the full-scale school resumption, a series of CBS support measures and activities were carried out in February to cater to CBS students' social, emotional and academic adaptation challenges after returning to Hong Kong. The activities included a lunchtime gathering 「飯後甜品」午間聚會 (6/2-17/2023), a sharing session「社交達人」分享會 (10/2/2023), and a Community Orientation Program 「上水研習社」社區定向活動 (27/2/2023).
- Through teacher observation, most students have shown how to get along with people properly. They can develop proper interpersonal relationships with their peers and family members. They also understand positive values and attitudes such as "Respect for Others", "Integrity", "Care for Others" and "Empathy".

**Task 2:** Provide intervention programmes or counselling services to students with peer problems.

- Intervention programmes or counselling services (e.g., individual class workshops, small group activities, personal growth programme S.1 Project One-and-All 2.0 中一品格義工成長小組) were arranged for students with peer problems and family problems.
- Individual counselling and coaching services were also provided to students who encountered difficulties in learning and social life by school social workers and counselling teachers. Meanwhile, close and regular collaboration with class teachers was done to address and handle serious cases of emotional problems.
- External resources were deployed to address the needs of mental illness cases and students with serious emotional problems. For example, school-based clinical psychologist services and animal therapy groups were arranged. It aimed at empowering students' mental health and nurturing their positive thinking while facing adversities.
- Whole-school talks and workshops were held to develop students' proper moral values and better social health. Topics include peer relationships, social skills, sex education, dating & romance, crime prevention, empathy, and inclusive culture etc. The following talks or workshops about health education and moral education were organized throughout the year:
  - S.1 & S.2 talk on peer relationships & social skills 「喂,老友!你為何又發癩?」 15/9/2022
  - S.1 e-class sex education workshops 性教育工作坊 23-24/11/2022
  - S.3 Rehabilitation Pioneer Project: Crime prevention talk 「更生先鋒計劃」教育講座 8/12/2022
  - S.2 talk on dating and romance 「美麗有序」性教育講座 18/1/2023
  - S.3 talk on inclusive & healthy campus 「關愛共融建校園」講座 17/1/2023
  - S.1 workshop on sex education and related criminal laws 「兩性事件簿」工作坊 4/4/2023
  - S.2-S.3 talk on social skills and inclusive culture 「尊重及關愛他人的刺蝟法則」情緒講座 26/6/2023
  - S.1 boardgame activity on empathy and inclusive culture 「欺零融異」校園共融計劃:「同理一班」桌上遊戲工作坊 29/6/2023
  - S.4 talk on mental & social health 「情緒健康與社交」講座) 6/7/2023
- Small group training and activities were organized to help the socially inactive students develop better interpersonal relationships. Areas to address included social skills (e.g., board game training groups), peer influence on spreading the values of gratitude and respect (e.g., Cat Corner Animal Welfare/ Guardianship Programme 「小角樂-動物守護計劃」, year-end gratitude & appreciation board display).
- Joining the three-year training programme - Tiered Autism Intervention Model Project (AIM), co-

organized by EDB and YWCA, the SEN Team continued to target eight ASD students and provide them with a systematic programme to maximize their strengths and social skills. Also, as part of the Tiered Autism Intervention Model Project, our team invited students to join some strength-based courses held by EDB aimed to enrich ASD students' exposure to science, information technology, performing arts and urban planning. It helped achieve students' full potential based on their strengths and interests and facilitated their interpersonal and communication skills.

- Through the above programmes, the students have shown improvement in interpersonal and communication skills.

**Reflection**

- In general, our students are well-mannered and kind. But some of them lack interpersonal relationship skills such as greetings and communication skills.
- Teachers stated that some students need to improve their etiquette.
- Besides peer and family problems, individual students have other problems, such as low resilience and emotional problems.
- Individual students have got unhealthy online habits and addiction issues.

**Feedback and Follow-up**

- Various activities will continue to help students develop proper interpersonal relationships and skills.
- Positive values and attitudes such as 'Respect for Others', 'Integrity', 'Care for Others', 'Empathy', 'Forgiveness', and 'Gratitude', etc. will continue to be instilled into students via learning activities. Students are also required to have proper etiquette.
- Sex education can be strengthened in S3 and S4 if learning time is available. For example, S4 LWL lessons and post-exam periods may be allocated for organizing some student workshops or talks.
- The Counselling Unit will continue to arrange intervention programmes and counselling services for the students with low resilience and emotional problems.
- To enhance students' emotional flexibility. School-based clinical psychologist service and stress management training groups will be organized.
- Topics on life education will be introduced by professional social workers in different forms. It will be carried out by various means, such as talks, workshops and experiential activities.
- More focused measures should be taken to address the adverse effects derived from students' unhealthy online habits and addiction issues.
- A legal seminar regarding the Mandatory Reporting of Child Abuse was held on Staff Development Day in August 2023. It aims to prepare our staff for implementing the new law proposed by the government. Additional staff development activities about the law will be held in the following school year.

**Objective 4:** To develop students' ownership of their career and life planning

**Achievements**

**Task 1:** Help students in junior forms recognize their strengths and develop a positive attitude toward career exploration.

- In October, the topic of the Monthly Moral Programme was 'Life Planning - The Future Is in My Hands'. Various activities were arranged to help students explore different possibilities and set goals. In form teacher periods, S1 to S3 students learned to recognize their personality traits and career orientation. They also learnt more about some careers introduced by our past students. In the activities, students understood the importance of positive values and attitudes, such as 'Embrace Challenges,' 'Strive for Excellence,' 'Curiosity,' 'Perseverance' and 'Diligence.'



- The Career Unit organized various activities for students in junior forms to help students understand the importance of career and life planning. For example, a workshop on 'Knowing yourself' (認識自我工作坊) was held for S2 students on 17/1/2023. A visit to the University of Hong Kong was arranged for S3 and S4 students on 10/2/2023. The participation rate was high. Over 80% of the participants had positive feedback on the activities.
- A seminar was conducted for S3 parents and students on 10/12/2022. The objective was to introduce subject choices in senior forms and the considerations in the selection. On 18/1/2023, a talk was presented by subject teachers whose subjects were not in the junior form curriculum. The objective was to provide more information about BAFS, Economics, Chinese Literature, History and Japanese to S3 students. Over 95% of S3 students got their first choice of subject combination during the subject selection in S4. They could connect the subject choices in senior forms with personal interests and abilities.

**Task 2:** Help students in senior forms achieve their career aspirations.

- In the Monthly Moral Programme in October, S4 to S6 students attended a talk about tertiary education. They were encouraged to plan their career path. By watching video clips posted onto the TEAMS, the students also learnt about some careers introduced by our past students. In the activities, students realized that the cultivation of positive values and attitudes, such as 'Embrace Challenges,' 'Strive for Excellence,' 'Curiosity,' 'Perseverance' and 'Diligence,' is essential in career planning.
- The Career Unit arranged various activities for students in senior forms to help students with planning skills and achieve their career aspirations. For example, S4 students were introduced to wealth management and development in the Greater Bay Area. Visits to the University of Hong Kong and HAECO were organized for S4 students on LWL Day (10/2/2023). The Mentorship Scheme on 24/9/2022 and an Alumni Sharing on 6/3/2023 were held for students in senior forms to learn the experiences of career planning from the alumni. The participation rate was high. Over 80% of the participants gave positive feedback on the activities.
- A mock HKDSE release exercise was given to S5 students during the post-exam period in August. Over 80% of them found the exercise useful for preparing the subject choice in the JUPAS. A JUPAS talk was held for S6 students in September, and a mock interview was organized on 1/11/2022. Predicted levels were used to provide a reference for students in deciding JUPAS choices and career planning. Most students planned their career paths actively. Individual consultation was also given to each student after the release of HKDSE results. The withdrawal rate from universities was low.
- Information about local universities, overseas studies and mainland studies was given to students via TEAMS, posters and seminars. A seminar for parents was held in November to introduce the ways to overseas studies and mainland studies. Another seminar was held on Parents' Day (26/2/2023) to inform parents of the updated information about local and overseas studies.
- S4 and S5 students were encouraged to participate in the IELTS exam so that they could be better equipped for further studies.

### Reflection

- Although a wide range of life planning activities were arranged, more activities and information about future careers such as STEAM and workplaces in the Greater Bay Area could have been provided to students to help them explore potential careers.
- Students have shown interest in visiting tertiary institutions. More visits to local universities can be arranged.
- Most of our alumni are university graduates who work in various fields. They can be invited to share their working experiences with students.

## Feedback and Follow-up

- More activities, such as talks and workshops, can be arranged to help students in junior forms recognize their strengths and develop a positive attitude toward career exploration.
- Activities can be arranged for students with low motivation to help them formulate a workable plan to realize their career dreams.
- Different stages in life and the factors affecting one's planning can be introduced to students more systematically.
- More activities can be arranged to help students learn more about future careers, such as STEAM and workplaces in the Greater Bay Area.
- More visits to tertiary institutions and workplaces can be arranged. More alumni sharing sessions can also be held.
- Our school will continue to promote Life Planning, one of the Seven Learning goals, to enable students to understand their traits and achieve their aspirations for further studies and future careers.

## Objective 5: To help students become self-disciplined, law-abiding and responsible citizens

### Achievements

#### Task 1: Help students develop self-discipline.

- The DC unit has tried to build up students' self-discipline through "normal" school practices, such as morning assemblies and detention classes since September, even though the pandemic still posed an interruption to school activities. In the second school term, all school practices resumed normal because the restrictions caused by the pandemic had come to an end. In order to teach students proper behaviour and keep their discipline, the DC teachers, class teachers, subject teachers, teaching assistants and prefects worked together to enforce the school rules. The school rules were introduced to students in 'Good Student Talk' in September. Students were also reminded of the school rules in morning assemblies. Individual guidance was given to students with misbehaviour. For serious discipline cases, the DC teachers, class teachers, social workers and parents were involved to help the students improve themselves. Over 80% of students could abide by the school rules. In a survey, 93% of students stated that they were polite and law-abiding. Teachers also agreed that students were well-disciplined in general.
- The importance of self-discipline and self-management was highlighted in the formal curriculum of Life Education. The teaching topics included 'Our School' (我們的學校) and 'Self-management' (自我管理) in S1, and 'Shame' (恥) and 'Bad Habits' (不良嗜好) in S2. Students participated actively in class and gave positive feedback in the learning activities. Most of them understood the importance of self-discipline and self-management. Students also took part in the Good Behaviour Award Scheme. Their performance was good. This showed that most students could apply self-management skills in daily life.
- Various activities were arranged to strengthen communication with parents. For example, information was sent to parents via e-notice. Parents Day talks and workshops were held for parents. For discipline and emotional cases, parents were invited to discuss the ways to help their children with the DC teachers, counselling teachers and social workers.

#### Task 2: Promote information literacy to cultivate students' positive attitudes towards the use of information.

- In March, the topic of the Monthly Moral Programme was 'Information Literacy - Think Carefully and Choose Wisely'. It is aimed at helping students develop the skills required for identifying quality information online. Various activities were organized. They included board displays, morning speeches, a talk in the school assembly, class discussions in the form of teacher periods, students'

reflections, etc... Through the activities, students learnt the importance of being a smart user of the Internet.

- Information literacy was also introduced to students through computer lessons and Life Education. In the curriculum of Computer Literacy (S1 to S3), students learnt the knowledge and skills of information literacy and cyber security. Students were reminded to mind their speech on the Internet and respect others on social media. In the curriculum of Life Education, there were also topics related to information literacy, such as S2 'Bad Habits' (不良嗜好) and S3 'Cyber Pitfalls' (網絡陷阱). Students learnt how to use the Internet and social media wisely and ethically.
- Through observation in the activities mentioned above, most students (>80%) have shown an understanding of the skills needed for identifying quality information online. They could use information ethically and properly. They also understood the positive values and attitudes embedded in the activities, such as 'Integrity,' 'Respect for others,' 'Wisdom,' 'Responsibility,' and 'Law abidingness.'

**Task 3:** Help students gain a correct understanding of the Basic Law and National Security Law in order to nurture them to become good, law-abiding citizens.

- The Basic Law and the National Security Law were introduced to junior form students in Life & Society and to senior form students in Citizenship & Social Development. The students showed that they grasped the general knowledge of the Basic Law and the National Security Law.
- Speeches about national security were delivered in the morning assemblies for Constitution Day and National Security Education Day. Exhibitions about national security were arranged. Students were also encouraged to participate in competitions about the Basic Law and the National Security Law. For example, our school team was awarded the second runner-up in the competition about Basic Law called 「認識憲法、《基本法》— 與法治同行」 organized by Hong Kong Shine Tak Foundation. All S2 students participated in the "Basic Law & 1 Country 2 Systems" Comics Design Competition 2022, organized by the HK Youth Nurture Association. One of them won the second runner-up.
- The Civic Education Society organized activities such as a visit to the Legislative Council to nurture students to be responsible and law-abiding citizens.
- Through observation and analysis of student performance in tests and exams, students have shown an understanding of the Basic Law and the National Security Law. They also demonstrated the attitude and knowledge of becoming responsible citizens. They understood the positive values and attitudes embedded in the activities, such as 'National Identity,' 'Responsibility,' 'Commitment,' 'Law-abidingness,' etc...

## Reflection

- After the full-scale school resumption since February, all students returned to school to have face-to-face lessons. However, some students had adaptation problems such as peer relationships, failure to submit homework and improper uniforms. The situation was more serious among S1 CBS. Besides, some students did not behave well in class because they lacked training in self-discipline and self-management. Some students had conflicts with their classmates and behaved improperly. After giving clear instructions and individual guidance, the students have shown improvement in conduct.
- In general, our students are disciplined and law-abiding. Most of the students have shown good self-control and can abide by the school rules. However, individual students still have room to improve their behaviour.
- There were still some individual students who used the Internet and social media improperly. For example, they were involved in plagiarism, expressed their ideas impolitely and spread rumours. Some were addicted to the Internet. As a result, Information Literacy will continue to be one of the

foci of the Personal Growth Programme.

### Feedback and Follow-up

- Our school will continue to review the strategies to enable students to become responsible and law-abiding citizens with an appreciation of positive values and attitudes in accordance with the requirements of “National and Global Identity”, one of the Seven Learning Goals.
- The role of form teachers and prefects can be strengthened in enforcing the school rules. More communication can be made among the DC Unit, prefects and form teachers.
- The topic of the Monthly Moral Programme in October 2023 will be ‘Moral Cultivation’ (品德修養). The aim is to help students become decent students and cultivate virtues. Students are encouraged to do self-reflection and improve themselves.
- More activities can be arranged for parents to enhance students’ holistic development with more effective parental support.
- Staff development activities would be conducted to introduce positive values and attitudes to teachers. Teachers are always reminded to be good role models for students.
- The theme of the Monthly Moral Programme in March 2024 will continue to be Information Literacy. More emphasis would be put on teaching students to use information ethically and refrain from immoral practices such as cyberbullying and infringing on intellectual property rights. Students are encouraged to be responsible netizens.
- The topic of Information Literacy in S3 Life Education will be refined to instill positive values and attitudes in students.
- Our school will continue to promote Information Literacy, which is one of the Seven Learning Goals to help students to use information and information technology ethically, flexibly and effectively.
- Life & Society in junior forms will change to 'Citizenship, Economics and Society' in 2024. Teachers will prepare the teaching and learning materials. They will put more emphasis on nurturing students to be responsible and law-abiding citizens.
- Our school will continue to arrange activities to enable students to gain a correct understanding of the Basic Law and National Security Law.

### Objective 6: To boost students’ sense of national identity through various activities

#### Achievements

**Task 1:** Revise the formal and non-formal curriculums in order to promote national education.

- Surveys on the implementation of national education were conducted. In this academic year, the relevant content was embedded in the formal curriculums of all KLAs. Various aspects of national security, such as cultural, economic, ecological and resource, were covered. Teachers prepared different kinds of materials, such as articles and videos, for students to learn more about our country.
- Departments of Life and Society, Citizenship and Social Development, Chinese History, History, Chinese Literature and Chinese Language have put more emphasis on introducing Chinese culture, history and development to students. Life Education also introduced traditional Chinese culture and values, particularly Confucianism, Buddhism and Taoism (儒釋道) to students.
- In the observed lessons, students showed their understanding of the culture and development of China. The students’ feedback was positive. Their sense of national identity was enhanced.

**Task 2:** Arrange activities (e.g. flag-raising ceremonies, exhibitions, talks, visits, study tours, etc.) to enrich students’ understanding of the traditional culture and development of our country and enhance their sense of national identity.

- The topic of the Monthly Moral Programme in December was ‘National Education- Chinese Culture’. There were various activities such as board displays, game booths, class teacher periods

and talks in order to introduce Chinese culture to students and enhance their sense of national identity. The students' feedback was positive about the activities. They enjoyed the games.

- A wide range of activities were held to enrich students' understanding of the traditional culture and development of our country and enhance their sense of national identity. Examples of visits included Ex-Sham Shui Po Service Reservoir, HK Palace Museum, Tai Kwun, HK Museum of Medical Sciences, the Mills, etc. Local and mainland cultural tours were also arranged for all S5 students. Other cultural activities included interest classes in traditional musical instruments and Chinese Calligraphy. The participation rate in the activities mentioned above was high. Students have shown more understanding of and concern for the culture, history and development of our country.
- A weekly national flag-raising ceremony has been held. Students have shown proper manners and respect in the ceremony. A flag-raising team has also been established. Over 20 students joined the team.
- Speeches about Chinese culture or achievements were delivered. Students could enrich their understanding of the development of our country and enhance their sense of national identity.

### **Reflection**

- Our school will continue to promote national education and boost students' sense of national identity.
- Teachers are encouraged to take courses about National Security Education.
- Teachers can promote National Security Education through "knowledge, emotion, meaning, action" (知情意行)

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

- Subject departments will continue to refine the integration of the elements of national security and education into their curriculum. They should keep proper records of the learning materials.
- The theme of the Monthly Moral Programme in December 2023 will continue to be National Education. Activities will be arranged to enrich students' understanding of the traditional culture and development of our country and enhance their sense of national identity.
- The board display about National Security and National Education will be arranged regularly.
- More visits and study tours will be arranged to enrich students' knowledge of our country and foster their sense of national identity.

## 2.2. Major Concern 2: Effective Learning Programme

In order to help students achieve their full academic potential, our school implemented the Effective Learning Programme with the following objectives:

2.2.1. To enhance students' learning abilities by refining the curriculum

2.2.2. To cater for learner diversity by adopting effective teaching and assessment strategies

2.2.3. To provide more learning support for students and help them achieve their full academic potential

**Objective 1:** To enhance students' learning abilities by refining the curriculum

### Achievements

**Task 1:** Improve the curriculum in order to enhance students' learning abilities.

- Most subjects have improved the teaching syllabi and materials with reference to students' needs and the requirements of the EDB, HKDSE and university admission. For example, more teaching time was allocated for preparing SBA and conducting field studies after the full resumption of school in the second school term. More daily examples and personal experiences were included in the teaching materials to enhance students' application skills.
- Some subjects have emphasized specific learning objectives to help students upgrade their abilities. For example, in Music lessons, more time was allocated for music composition and theory to improve students' creativity and analytical skills. VA teachers emphasized integrating visual arts appreciation and criticism in context and visual arts making.
- Some subjects have been preparing for new syllabi. For example, Life & Society teachers have reviewed their syllabus with reference to the new syllabus of Citizenship, Economics and Society. Computer teachers put more emphasis on coding in junior forms to help students adapt to the latest syllabus in senior forms.
- Some subjects have refined the curriculum to address learner diversity. For example, S5 outstanding Arts Stream students could take the Mathematics Extended Module. At last, 2 Arts Stream students took M1, and their performance was good. A split class system was adopted to cater for learner diversity in S1 and S2. English Language teachers adjusted the syllabi of S1 and S2 to meet the student's needs and gave additional learning support to the less able students.
- Most teachers (>80%) stated that the modifications mentioned above were effective in helping students upgrade their learning abilities.

**Task 2:** Promote cross-subject collaboration by "Reading Across the Curriculum" (RaC).

- There were RaC activities in all KLAs. For example, activities were held between Chinese Language and other subjects such as Geography, Putonghua, Life Education, Chinese Literature, Biology, Chemistry and Mathematics. English Language also worked with other subjects such as Computer Literacy, Science and Mathematics. Other collaborations included Music and History about the history of Music Composers, PE and Health Education about physical health, Economics and BAFS about the case of Silicon Valley Bank, Physics and Citizenship & Social Development about the development of high-speed rail in China, and Chinese History and Life & Society about National People's Congress and Political Consultative Conference.
- Teachers stated that students enjoyed the RaC activities. The students could connect their knowledge and skills developed in different KLAs or subjects. Their knowledge base could also be broadened. The students' performance was good.

**Task 3:** Utilize the released lesson time after optimizing the four senior secondary core subjects.

- 2 periods per cycle were allocated in the S4 timetable to arrange life-wide learning activities. The activities covered the five essential experiences: Values Education, Intellectual Education,

Community Service, Physical and Aesthetic Development, and Career-related Experiences. The students participated actively in the activities. Their knowledge and experiences were enriched. They gave positive feedback on the activities.

- More lesson time was allocated to the elective subjects in S5. There were 6 lessons per cycle for each elective subject. Teachers could engage students in more in-depth learning. They could enrich the students' knowledge and skills. Besides, extra lessons were reduced so students could participate in LWL activities.

**Task 4: Promote STEM education.**

- In S1 and S3 Computer Literacy, project-based learning activities enhanced students' STEM, application, creativity, and problem-solving skills. The students' performance was satisfactory.
- A cross-subject activity was arranged between Science and Computer Literacy on 3/7/2023. The topic was 'Micro: bit – Rocket Car'. It allowed S2 students to connect the knowledge of force and motions learned in Science and micro: bit learnt in Computer Literacy.
- STEM education activities were organized for students. For example, S2 students attended a STEAM workshop on the LWL Day (10/2/2023). Science teachers held STEM lessons about hydroponics in S2. They also arranged a STEM workshop called 'Food Science and Forensic Science Workshop' for S1 students on 3/7/2023. Students were also encouraged to participate in interschool competitions such as "Hong Kong Student Science Project Competition 2023".
- Students participated actively in the STEM activities and performed satisfactorily. Their abilities of integrating and applying knowledge and skills across disciplines were strengthened. Their generic skills were upgraded.
- The plan of integrating STEM with Computer Literacy in the junior form curriculum was formulated. The plan included lesson time (3 lessons per cycle in S1 and S2), the teaching syllabus (focusing on strengthening students' problem-solving skills by providing opportunities for them to apply scientific and mathematical principles of a real world problem, project work of STEM providing student opportunities to apply their knowledge and skills in science or mathematics subjects), cross-subject collaboration (e.g. collaboration with Science) and the personnel (e.g. additional IT teachers have been employed).

**Reflection**

- Most subjects have modified the teaching syllabi and learning materials to help students enhance their learning abilities. Most teachers stated that the modifications were quite effective. However, they also pointed out that there was still room for improving students' thinking skills and language proficiency.
- Teachers stated that students performed well in the RaC activities. However, they also evaluated that it was challenging to do curriculum mapping due to the tight teaching schedule. It was suggested that teachers should plan the RaC activities from June to August so that they would arrange the activities more effectively in the coming school year.
- After utilizing the released lesson time after optimizing the four senior secondary core subjects, 2 periods per cycle have been allocated in the S4 timetable to arrange life-wide learning activities. To balance students' development, it would be better to have more lesson time for Values Education. More outings could have been arranged after the full-scale school resumption.
- STEAM Education should be promoted to encourage students to learn actively and enhance their application skills, problem-solving skills and creativity. More resources should be allocated to facilitate the development of STEAM Education.

**Feedback and Follow-up**

- Subject departments should continue to refine the curriculum to enhance students' thinking skills, such as application, problem-solving and analytical skills. They also need to put emphasis on catering for students' needs.
- To enhance students' learning abilities, subject departments should continue to promote cross-subject / KLA collaborations, such as RaC, project-based learning and LWL activities. Panel heads can give more flexibility to their panel members to design the activities so students can enjoy the learning process.
- More S4 LWL lessons may be allocated to Values Education, such as life education, sex education, and anti-drug education, as suggested by the Values Education Curriculum Framework.
- The curriculum of the ICT and STEM in Junior Forms should be evaluated and refined after implementation.
- More resources (e.g., staff, funds and lesson time) should be allocated to promote STEAM education. Cross-subject/KLA collaborations (e.g. project-based learning and LWL activities) in STEAM education should be encouraged.

**Objective 2:** To cater for learner diversity by adopting effective teaching and assessment strategies

### Achievements

**Task 1:** Promote peer lesson observation, sharing and collaboration among teachers.

- Effective teaching and assessment strategies about LaC, RaC, catering for learner diversity, e-learning and self-directed learning were shared in staff development activities and subject panel meetings. Most teachers (>80%) have considered using the strategies.
- 111 lessons were observed. Lessons are observed for 78.8% of teachers. Teachers and students performed well. Good teaching practices were identified in more than 50% of the lessons observed. They included attractive lead-in activities, good use of diverse learning materials, effective use of IT equipment, active peer/group discussion, prompt and positive feedback, good questioning techniques, and adoption of self-directed learning.

**Task 2:** Adopt e-learning and self-directed learning strategies.

- Teachers arranged various classroom activities to increase students' engagement. The strategies included group discussion, role-play, games, practices, experiments, oral presentation, and e-learning activities (e.g., video-sharing, HKEdCity online MC platform, surfing information on the Internet, MS Forms, e-quizzes, e-reading, I-learner platform, Google Forms, discussion and sharing through TEAMS, online coding platform, Nearpod, Kahoot, Interactive TV, Geogebra Calculator, etc.) Through the lesson observations, active student participation was observed. A survey showed 81.9% of students liked participating in the learning activities.
- The lesson observations and reports from panel heads have shown that teachers have tried integrating self-directed learning strategies into classroom teaching. The learning tasks were mainly pre-lesson preparation (e.g., reading, writing, gathering information, watching video clips, etc.) and project-based learning at home (e.g., coding projects, Music composition, Arts projects, group projects, etc.). Afterwards, students were required to do sharing, oral presentation, and group discussion in class. Teachers have tried to adopt the principles of flipped classrooms.
- The amount of self-directed learning activities was appropriate. To avoid overloading students, the number of project-based learning tasks in each long holiday was monitored.
- Through observation and analysis of students' performance, students' learning abilities (e.g., application and problem-solving skills) were upgraded. They showed active participation in the learning processes.

**Task 3:** Strengthen the implementation of the assessment for learning.



- The continuous assessment system has been refined, and the instructions to students were made clear. Students' learning progress was monitored through the system. Students participated more actively in class and submitted homework more punctually.
- The ratio for questions of different difficulty levels was set in the assessment papers to cater for diverse learning needs.
- Teachers arranged more self-assessments for students through online assessment platforms. Students were also encouraged to do self-reflection. In the year-end survey, most S1-5 students (88%) agreed they would improve their studies by referring to teachers' comments. They would also try to find out the reasons for making mistakes and correct them.
- The students' performance in the assessments was satisfactory. In a year-end survey, 75% of students believed that they could upgrade their academic results.

**Task 4:** Enhance student proficiency in English.

- Effective teaching strategies could be observed in English Language and EMI lessons. They included active classroom interaction through questioning, group discussion, peer evaluation, classwork with prompt feedback given by teachers, etc. Students have shown the ability to use English in learning.
- More activities were arranged for students to use English beyond the classroom. For example, students participated actively in the activities in English Speaking Weeks. They also enjoyed the activities organized by the English Society, English Reading and Writing Club, English Drama Club, and English Debate and Public Speaking Club. In addition, students were invited to write for our English bulletin, the Tanghin Voice. The participants in the activities mentioned above demonstrated having the confidence and skills to use English. Their proficiency in English was enhanced.
- Two LaC programmes were organized. The first was the cooperation between the English and Music departments in November. The topic was 'Different moods in singing'. S1 students learned how to connect the knowledge of the adverbs with the moods in singing. The second LaC project was held in March between English Language and Computer Literacy. The topic was 'Internet Use and Addition'. S2 students applied the vocabulary and useful phrases learnt in English lessons to set a survey on the use of the Internet by MS Form in Computer lessons. The students performed quite well in the learning activities.
- Split classes in S1 and S2 were arranged to help less able students upgrade their proficiency in English. Additional support in vocabulary and grammar was given to the students in these groups; worksheets with different difficulty levels were used even within the same group; syllabi of S1 and S2 were adjusted to meet the needs of the students. Fun activities, for example, spelling bee, designing a mascot, and guessing words, were arranged. Students were given opportunities to apply the vocabulary items learnt. The students' abilities in English were upgraded. 85.4% of the target students in S1 and S2 got a pass in the Annual Results. The result was satisfactory.

**Reflection**

- Peer observations have been promoted. But they can be more focused. For example, more emphasis can be placed on how to cater for learner diversity in pre- and post-lesson meetings.
- 70.8% of students agreed that the self-learning tasks could encourage them to learn actively. The percentage was satisfactory. However, the percentage may increase if more opportunities can be created for students to make choices and set their learning goals in the learning tasks.
- Students performed quite well in assessments. However, there were still less able students who failed in the Annual Results. They need extra learning support.
- In a survey, only 65.4% of students were confident in learning academic subjects. The percentage was similar to those in previous years. More encouragement should be given to students to increase their confidence. More learning support should also be given to less able students to enhance their

learning abilities.

- Students have shown the ability to use English in learning. However, some students had difficulty expressing their ideas clearly. Some less able students did not have adequate vocabulary to understand the teaching content. More language support should be given to them.

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

- Peer observation and collaboration in teaching and planning will continue to be promoted in the coming school year. More emphasis will be put on exploring effective teaching strategies to cater for learner diversity and enhance students' learning abilities (e.g., independent learning skills, thinking skills, language proficiency).
- Self-directed learning activities (e.g., flipped classroom) should be promoted to motivate students to learn. Students are also encouraged to set goals in the learning process and develop independent learning skills such as taking notes, making summaries, and drawing concept maps).
- Subject departments will continue to refine the assessment strategies to cater to students' diverse learning needs. Teachers should promote students' self-reflection.
- To build up students' confidence, teachers can praise students for their strength and celebrate their progress to increase their confidence in learning.
- English Department will continue to improve the curriculum to enhance students' proficiency in English. More emphasis can be put on consolidating students' abilities and providing more opportunities for students to use English. The Split Class Scheme should be refined to help S1 and S2 students elevate their performance in learning English Language.
- Teachers are encouraged to give students more language support, particularly the less able students. More opportunities can also be created for students to use English beyond the classroom to increase their confidence.

**Objective 3:** To provide more learning support for students and help them achieve their full academic potential

### **Achievements**

**Task 1:** Offer more learning support for less able students.

- More than 2 meetings (over the phone or face-to-face) were arranged for the tutors and teachers concerned to discuss the students' needs. This year, more emphasis has been put on increasing communication between tutors and subject teachers and keeping good discipline in the enrichment courses.
- Altogether, there were 15 enrichment courses organized for students of lower ability. The attendance rate was high (91%). 9 past students offered group tutoring to help 48 S1 and S2 less able students solve their study problems. The student attendance rate was high (94%).
- Most of the students showed improvement in academic performance after attending the enrichment courses and tutorial groups. 68% of students in enrichment courses and 80% of students in tutorial groups got a pass in the Annual results.
- An intervention programme has been implemented to help target students to improve their learning attitude and skills. Altogether, 48 students joined the programme. The programme included tutorial groups and 3 study skills workshops. Tutors observed that most of the target students had shown improvement in 'attitude to learning' and 'motivation'.
- More opportunities were created to celebrate the students' progress and achievement. The students have shown higher motivation towards learning. However, some students had family problems, and some CBS had adaptation problems to normal schooling. Counselling services have been provided to them. They have shown improvement in their performance.

**Task 2:** Provide special arrangements and individual care for students with special educational needs.

- The whole-school approach of inclusive culture is adopted on the campus. The Special Educational Needs Team has been established. It consists of the heads of the Studies Unit, Counselling Unit, Discipline Unit, Exam Unit, counselling teachers, Special Educational Needs Coordinator (SENCO), form masters, social workers, educational psychologist, subject teachers, a counsellor and 1 teaching assistant. Regular meetings are held to discuss the learning progress of SEN students and support measures are adopted in the aspects of curriculum and assessments. The Learning Support Grant and other grants are used for employing 1 counsellor and organizing programmes and activities.
- Preliminary questionnaires, assessments, case meetings and individual consultations were arranged among different units and professionals for early identification of students with special educational needs.
- Intervention support measures (e.g., speech therapy, social skills training, executive functions training, animal therapy, career planning programmes) and individual guidance/ counselling were taken. We have deployed additional resources (from various units in the school and other external service providers) to increase manpower and arrange support services to address students' learning and developmental needs.
- All team members launched a regular case follow-up work mechanism. Case teachers contacted the assigned SEN students in October and February and contacted parents in December and June. It aimed at:
  - Establishing better parent-school communication.
  - Understanding students' performance in various aspects like learning, emotion and behaviour in school and home.
  - Providing the students with school-based support such as additional group or individual training and counselling, interest groups, curriculum and assessment accommodation, etc.
  - Joining the three-year training programme - Tiered Autism Intervention Model Project (A.I.M.), co-organized by EDB and YWCA, we continued to target 8 ASD students and provide them with a systematic programme to maximize those students' strengths and social skills.
- As part of the Tiered Autism Intervention Model Project, our team has invited students to join some strength-based courses held by the EDB which aimed to enrich ASD students' exposure in science, information technology, performing arts and urban planning. It also helped achieve students' full potential based on their strengths and interests and facilitated their interpersonal and communication skills.
- An individualized Education Plan (IEP) was conducted for a Tier 3 S.5 student, a plan developed for a specific student to address his individual needs. Students, parents, teachers, and other professionals such as educational psychologists, speech therapists, social workers and counsellors came together to look closely at the student's unique needs and design an educational programme that helped him progress at school academically and career planning.
- More resources were deployed to address the needs of mental illness cases and students with emotional problems. For example, school-based clinical psychologist services and animal therapy groups were arranged. It aimed at empowering students' resilience and coping skills and nurturing their positive thinking while facing adversities.
- Group training and activities were organized to help the socially inactive students develop better interpersonal relationships. Areas to address included social skills (e.g. board game groups) and peer influence on spreading the values of gratitude and respect (e.g. Cat Corner Animal Welfare Programme 「小角樂-動物守護計劃」).
- Small groups of tutorial classes in English, Mathematics, Economics and BAFS, conducted by external tutors, were held for SEN students catering to their learning difficulties. At the same time,

individual tutoring sessions on particular subjects were provided for students with higher tiers of special educational needs.

- Books related to special education are available in the library (e.g. <<與光同行: 擁抱自閉兒>> ). Another book <<尋找幸福的初心: 與自閉症兒子同行 3650 個晴天雨天>> is the recommended reading material for S.5 Chinese SBA.
- Programmes/workshops details on parent education were announced via MS Teams to enhance SEN students' holistic development with effective parental support.
- SEN students' learning strategies, coping and social skills have been enhanced. However, more support should be given to students with mental illnesses or emotional problems as the number of cases has been increasing.
- Teachers have been encouraged to attend SEN training courses (basic, advanced and thematic) run by the EDB or the EdUHK to understand better the necessary knowledge and skills for SEN students.
- No. of teachers who completed SEN courses as of 2022-23:
  - Basic Course: 24
  - Advanced Course: 4
  - Thematic Course: 5
  - Mental Health: 1

**Task 3:** Offer more opportunities for students to stretch their potential to the full.

- Altogether, 18 elite courses were organized for gifted students. The attendance rate was high (94%). The elite courses included Mathematics, English Language and Chinese Language. The students performed well in the classes and have shown improvement in learning abilities such as creativity and problem-solving. In the learning survey, the students stated that the courses were useful in enriching their knowledge and skills.
- Students were also encouraged to participate in gifted courses organized by external bodies, such as gifted courses offered by HKAGE, HKU Summer Program, CUHK Program for the Gifted and Talented, HKUST Dual Program, and CTY online summer program. More students took part in the gifted courses, e.g., 10 students were admitted to HKAGE, 11 students completed the HKUST Dual Program. They were subsidized by grants such as DLG, LWLG and SASG. From students' reflection, students treasured the learning opportunities. The students' performance was good.
- A wide range of LWL activities (e.g., ECA clubs & societies, interest classes in PE and Music, leadership training courses, PE Day, Picnic Day, LWL Day, Music Contest, inter-house competitions, S4 LWL lessons, subject-based LWL activities, etc.) have been arranged to develop students' interests and to cater for their diverse learning needs. The students performed well in the activities.
- Students were also encouraged to participate in competitions and courses organized by outside bodies. Many students won prizes in competitions such as Mathematics, Chinese calligraphy, penmanship, writing, IT, STEM, science, choral speaking, accounting, Putonghua, Visual Arts, Music, drama, dance and sports. The students' achievements were appreciated in morning assemblies and via channels such as our school websites, publications and notice boards.

## Reflection

- Remedial measures have been revised to help less able students to learn better. Most of the students performed better in exams, but the S2 students had unsatisfactory results. More learning support should be given to them.
- In general, the students' performance was satisfactory in the enrichment courses and tutorial classes. However, there is still room for improving discipline in Saturday classes and monitoring the teaching quality of the tutors. More experienced tutors should be employed, or more instructions should be given to the tutors.

- More time and resources are expected to reach the target set by EDB: 80% of teachers attending the Basic SEN Course, 20% for the Advanced SEN Course and 25% for Thematic SEN Course by 2026-2027.
- To address the needs of mental illness cases and students with emotional problems, more preventive and developmental measures should be taken to cultivate students' positive emotions and enhance their resilience in overcoming challenges.
- As many of our students have a relatively lower socio-economic status, we need to find more resources or opportunities for the talented students to participate in the gifted programmes offered by external organizations. Besides, more average students should be encouraged to take part in the gifted programmes so that their potential can also be developed to the full.

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

- The Academic Support Unit will continue to review the remedial measures at the school level to give extra learning support to less able students. It will work with subject departments to ensure better learning effectiveness of the enrichment classes and tutorial groups. It will also put more emphasis on strengthening communication between subject teachers and tutors and keeping students' discipline in the enrichment classes. More teaching assistants will be employed for monitoring the remedial measures and offering learning support to students.
- The intervention programme will be refined to foster the less able students' learning attitudes and build their confidence in learning. Award schemes can be designed to encourage the less able students to learn better.
- Teachers are encouraged to attend the SEN courses held by EDB to enhance their awareness and knowledge about special educational needs. Newly employed teachers are all invited to join the courses. It aims at empowering teachers to offer effective support measures to SEN students.
- Activities on cultivating empathy and inclusive culture will be organized, especially in junior forms, to reinforce students' understanding of ASD students or those with other special needs (e.g., Campus Inclusion Programme “「欺零融異」校園共融計劃”, board games workshops “「同理一班」桌上遊戲工作坊”, experiential activities “「視障同學校園的一天」體驗活動”).
- Workshops and intervention programmes will be held for students to boost their capacity to withstand or to bounce back from adversities (e.g., S.1 Project Care 「青少年情緒抗逆力」成效研究計劃).
- The Counselling Unit and SEN Team will continue offering individual care for students with low resilience and serious emotional problems to enhance their flexibility. School-based clinical psychologist service and stress management training groups will be organized throughout the year.
- Issues on life education will also be introduced to raise students' sense of gratitude towards life by professional social workers and coaches. It will be carried out through talks, workshops and experiential activities (e.g., life-sharing sessions by visual-and-hearing impaired guests/ "Life Journey" movie appreciation).
- More focused measures and training groups will be taken to address the adverse effects derived from students' unhealthy online habits and addiction problems, which might lead to social withdrawal among students (e.g., talk on the use of the Internet “「網樂神探」健康使用網絡技巧講座”).
- More resources should be obtained to create opportunities for students to stretch their potential. The selection criteria for subsidizing students to attend the gifted courses organized by universities should be clarified.
- The Talent Pool System should be refined for better use of internal and external resources to cater for the needs of gifted students during different learning stages.
- More opportunities should be created to celebrate students' success and for gifted students to share their learning experiences.

## 2.3. Feedback on Future Planning

With reference to the above “Achievements”, “Reflection” and “Feedback” of the Major Concerns, the following are the objectives and tasks that help students achieve the seven learning goals in the Annual School Plan for 2023/24:

### 1) Personal Growth Programme

Objective 1: To inculcate positive values and attitudes in students through Positive Education and Values Education

| Targets   | Strategies / Tasks  | Seven Learning Goals   |
|---|---|--|
| 1.1 To build teachers' professional capacity on Positive Education and Values Education           | <ul style="list-style-type: none"> <li>• Arrange staff development activities on the PERMA framework and strength-based approach.</li> <li>• Introduce the thirty priority values and attitudes that students need to develop to teachers in staff meetings.</li> </ul>   | National and Global Identity<br><ul style="list-style-type: none"> <li>• Help students cultivate proper values and attitudes.</li> </ul> |
| 1.2 To nurture positive values and attitudes in students through the Monthly Moral Programme      | <ul style="list-style-type: none"> <li>• Refine the Monthly Moral Programme and put more emphasis on moral cultivation.</li> <li>• Introduce the thirty priority values and attitudes to students through the programme, 'My Learning Journal' and board display.</li> <li>• Require students to set goals, self-reflect and suggest ways to improve themselves.</li> </ul> |  |
| 1.3 To instill positive values and attitudes in students through the curriculum of Life Education | <ul style="list-style-type: none"> <li>• Improve the curriculum of Life Education with reference to traditional Chinese values, particularly Taoism and Confucianism, and the EDB's Values Education Curriculum Framework.</li> <li>• Put more emphasis on 'moral cultivation.'</li> </ul>  |  |

Objective 2: To cultivate students' positive emotions and attitudes through life-wide learning activities and leadership training

| Targets  | Strategies / Tasks  | Seven Learning Goals  |
|--|---|---|
| 2.1 To develop students' positive emotions (e.g., interest, joy, happiness, confidence, sense of accomplishment, etc.) and attitudes (e.g., gratitude, respecting others, caring for others, embracing challenges, striving for excellence, patience, teamwork, etc.) through LWL activities | <ul style="list-style-type: none"> <li>• Provide a wide range of LWL activities to develop students' interests, positive emotions, interpersonal relationships, and sense of accomplishment.</li> <li>• Encourage students to take part in LWL activities to enhance their mental wellness and self-esteem.</li> <li>• Highlight the positive values and attitudes that students can learn through the LWL activities.</li> <li>• Celebrate students' progress and success by different means (e.g., TEAMS, board display, prize-giving ceremonies, prizes designed by students, etc.)</li> <li>• Remind teachers to apply the PERMA framework and strength-based approach in organizing the LWL activities.</li> </ul> | National and Global Identity<br><ul style="list-style-type: none"> <li>• Help students cultivate proper values and attitudes.</li> </ul> Healthy lifestyle<br><ul style="list-style-type: none"> <li>• Promote active participation in physical and aesthetic activities.</li> </ul> Life-planning<br><ul style="list-style-type: none"> <li>• Enable students to understand their own interests, aptitudes and abilities.</li> </ul> |
| 2.2 To train more student leaders and enhance their leadership skills  | <ul style="list-style-type: none"> <li>• Arrange leadership training workshops and courses for students, particularly in junior forms.</li> <li>• Nurture leadership in students in LWL activities such as PE Day, Music Contest, house activities, ECA organizations and the celebration activities for the 40<sup>th</sup> Anniversary.</li> <li>• Subsidize students to participate in training courses offered by other organizations.</li> </ul>   |   |

**Objective 3: To foster student engagement in school and community service in order to develop their positive values and attitudes**

| <b>Targets</b>  | <b>Strategies / Tasks</b>  | <b>Seven Learning Goals</b>   |
|---|--|---|
| 3.1 To encourage S2 students to serve the school and community through a Service Scheme | <ul style="list-style-type: none"> <li>• Provide a wide range of service opportunities to S2 students.</li> <li>• Provide service training to the students.</li> <li>• Set a target for the students to achieve.</li> <li>• Establish a rewards programme to increase student engagement in service.</li> <li>• Highlight the positive values and attitudes (e.g., gratitude, caring for others, empathy, etc.) embedded in the activities.</li> </ul>   | National and Global Identity <ul style="list-style-type: none"> <li>• Help students cultivate proper values and attitudes.</li> </ul> Life-planning <ul style="list-style-type: none"> <li>• Enable students to understand their own interests, aptitudes and abilities.</li> </ul> |
| 3.2 To create more opportunities for students to serve in school and the community      | <ul style="list-style-type: none"> <li>• Arrange a wide range of service opportunities in ECA organizations, school activities and special programmes.</li> <li>• Organize volunteer programmes to develop students' spirit of service, such as S.3 'Plan-Serve-Reflect' Volunteer Programme.</li> <li>• Implement a community service programme for all S.4 students in the LWL lessons to engage them in serving our neighbourhood.</li> <li>• Organize some experiential activities on positive psychology, S-TEAM Leader Training Programme (Social Service Teams &amp; CYC) and Student Mentorship Scheme in order to sharpen student leaders' organizational skills and boost their confidence in organizing activities.</li> <li>• Encourage students' whole-person development with positive values and attitudes through active social engagement, such as 'Project One-and-All.'</li> <li>• Subsidize service activities with the Life-wide Learning Grant.</li> </ul> |   |
| 3.3. To develop students' spirit of service through the curriculum of Life Education    | <ul style="list-style-type: none"> <li>• Improve the curriculum of Life Education and add a topic about service in S2.</li> <li>• Work with the Counselling Unit to instill the spirit of service in students.</li> <li>• Implement a self-directed learning project about service.</li> <li>• Give awards to students with a good spirit of service.</li> </ul>   |   |

**Objective 4: To enhance students' resilience and improve their mental health**

| <b>Targets</b>   | <b>Strategies / Tasks</b>   | <b>Seven Learning Goals</b>   |
|--|---|---|
| 4.1 To enhance students' resilience and improve their mental health through various activities                     | <ul style="list-style-type: none"> <li>• Identify students with low resilience and poor stress management skills through surveys, observations, and case referrals from class teachers.</li> <li>• Adopt remedial and developmental measures for the students (e.g., S.1 Project Care) to enhance their resilience in overcoming challenges.</li> <li>• Arrange life education activities to help students develop correct attitudes towards life.</li> <li>• Upgrade form coordinators' professional capacity to offer effective support measures to students with emotional needs through staff development.</li> </ul> | National and Global Identity <ul style="list-style-type: none"> <li>• Help students cultivate proper values and attitudes.</li> </ul> Healthy Lifestyle <ul style="list-style-type: none"> <li>• Help students develop better mental health.</li> </ul> |
| 4.2 To put more emphasis on positive attitudes towards 'life' and 'self-image' in the curriculum of Life Education | <ul style="list-style-type: none"> <li>• Review Life Education to put more emphasis on positive attitudes towards 'life' and 'self-image.'</li> <li>• Prepare learning materials about 'life' to instill positive values and attitudes (e.g., appreciation for blessings, life-loving, optimism, etc.) in students.</li> <li>• Improve the learning materials about self-image to help students build a positive 'self-image.'</li> </ul>   |   |
| 4.3. To build students' confidence and self-esteem   | <ul style="list-style-type: none"> <li>• Create more opportunities for students to develop their sense of accomplishment in the classroom and LWL activities.</li> <li>• Encourage teachers to praise students for their strengths.</li> <li>• Appreciate students' efforts and focus on their progress in the learning process.</li> <li>• Celebrate students' achievements more frequently.</li> </ul>  |   |

**Objective 5: To develop students' ownership of their career and life planning**

| <b>Targets</b>   | <b>Strategies / Tasks</b>  | <b>Seven Learning Goals</b>  |
|--|--|--|
| 5.1 To help students in junior forms recognize their strengths and develop a positive attitude toward career exploration | <ul style="list-style-type: none"> <li>• Introduce the importance of setting goals, taking action, and doing reflection in career and life planning to students.</li> <li>• Help students develop an accurate account of their own personality traits and understand their influence on personal development.</li> <li>• Help S3 students to connect subject choices in senior forms with personal interests, abilities, and career dreams.</li> <li>• Arrange activities for students with low motivation towards learning to help them realize their career dreams.</li> </ul>   | Life-planning <ul style="list-style-type: none"> <li>• Enable students to understand their own interests, aptitudes and abilities.</li> <li>• Help students develop and reflect upon personal goals with aspirations for further studies and future career.</li> </ul> |
| 5.2 To help students in senior forms achieve their career aspirations  | <ul style="list-style-type: none"> <li>• Introduce different stages in life and the factors affecting one's planning to students.</li> <li>• Equip students with the knowledge and skills to do their career and life planning.</li> <li>• Encourage students to set goals and take action to equip themselves for a better future.</li> <li>• Provide students with information about various paths of further studies, such as tertiary education in Hong Kong, China and overseas.</li> <li>• Give individual counselling to S5 and S6 students on their JUPAS choices with reference to their career plans.</li> <li>• Arrange more activities to help students learn about future careers, such as STEAM and workplaces in the Greater Bay Area.</li> </ul> |  |

**Objective 6: To help students become self-disciplined, law-abiding and responsible citizens**

| <b>Targets</b>   | <b>Strategies / Tasks</b>   | <b>Seven Learning Goals</b>  |
|--|---|--|
| 6.1 To help students develop self-discipline   | <ul style="list-style-type: none"> <li>• Help students understand the importance of self-discipline and moral cultivation in Life Education lessons.</li> <li>• Introduce the school rules and the importance of self-discipline in school assemblies arranged by the Discipline Unit.</li> <li>• Enforce the school rules in a whole school approach and strengthen the role of form coordinators, class teachers and prefects in keeping student discipline.</li> <li>• Remind teachers to be good role models for students.</li> <li>• Establish closer links with parents to enhance students' holistic development with more effective parental support</li> </ul> | National and Global Identity <ul style="list-style-type: none"> <li>• Help students cultivate proper values and attitudes.</li> <li>• Enable students to become informed and responsible citizens with a sense of national identity.</li> </ul> Information Literacy <ul style="list-style-type: none"> <li>• Teach students to use information and information technology ethically.</li> </ul> |
| 6.2 To promote information literacy to cultivate students' positive attitudes towards the use of information   | <ul style="list-style-type: none"> <li>• Arrange learning activities in the Monthly Moral Programme, Life Education and Computer curriculums.</li> <li>• Help students develop the skills required for identifying quality information online.</li> <li>• Teach students to use information ethically and refrain from immoral practices such as insolent remarks, cyberbullying and infringing on intellectual property rights.</li> <li>• Highlight the positive values and attitudes such as 'Integrity,' 'Respect for others,' 'Wisdom,' 'Responsibility,' and 'Law abidingness.'</li> </ul>  |  |
| 6.3. To help students gain a correct understanding of the Basic Law and National Security Law in order to nurture them to be good law-abiding citizens | <ul style="list-style-type: none"> <li>• Organize learning activities for students to understand the Basic Law and National Security Law in the curriculums of Life &amp; Society and Citizenship and Social Development.</li> </ul>  |  |



**Objective 7: To boost students' sense of national identity through National Education**

| Targets  | Strategies / Tasks   | Seven Learning Goals  |
|--|--|---|
| 7.1 To revise the curriculums of all subjects in order to promote national security education and national education                         | <ul style="list-style-type: none"> <li>Integrate the elements of national security and national education into the curriculums of all subjects.</li> <li>Put more emphasis on introducing the culture, history and development of our country to students.</li> </ul>  | National and Global Identity <ul style="list-style-type: none"> <li>Help students cultivate proper values and attitudes.</li> <li>Facilitate students to appreciate our country's culture and development.</li> <li>Enable students to become an informed and responsible citizen with a sense of national identity.</li> </ul> |
| 7.2 To enrich students' understanding of the traditional culture and development of our country and enhance their sense of national identity | <ul style="list-style-type: none"> <li>Arrange activities (e.g., flag-raising ceremonies, exhibitions, talks, visits, study tours, etc.) to promote National Education.</li> <li>Encourage students to participate in Civic &amp; National Education activities to help them understand local and mainland developments and enhance their sense of national identity.</li> </ul> |   |

**2) Effective learning Programme**

**Objective 1: To enhance students' learning abilities by improving the curriculum and promoting cross-curricular collaboration**

| Targets  | Strategies / Tasks  | Seven Learning Goals   |
|--|---|--|
| 1.1 To enhance students' learning abilities by bettering the curriculum  | <ul style="list-style-type: none"> <li>Refer to the changing requirements of the EDB, public examination and university admission to fine-tune the curriculum.</li> <li>Put more emphasis on catering to students' needs.</li> <li>Revise the teaching syllabi and learning materials to enhance students' thinking skills, such as application, problem-solving and analytical skills.</li> </ul>  | Breadth of Knowledge <ul style="list-style-type: none"> <li>Enable students to acquire and construct a broad and solid knowledge base, and to understand contemporary issues.</li> </ul> National and Global Identity <ul style="list-style-type: none"> <li>Help students cultivate proper values and attitudes.</li> </ul> Life-planning <ul style="list-style-type: none"> <li>Help students develop and reflect upon personal goals with aspirations for further studies and future career.</li> </ul> Generic Skills <ul style="list-style-type: none"> <li>Facilitate students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner.</li> </ul> Information Literacy <ul style="list-style-type: none"> <li>Teach students to use information and information technology ethically, flexibly and effectively.</li> </ul> |
| 1.2 To utilize the released lesson time after optimizing the four senior secondary core subjects to help students learn better | <ul style="list-style-type: none"> <li>Review the learning activities in the S4 LWL lessons for students to extend their five essential experiences, namely Values Education, Intellectual Development, Community Service, Physical and Aesthetic Development, and Career-related Experiences.</li> <li>Allocate more lesson time for students to have a more in-depth study of the elective subjects.</li> </ul>   |  |
| 1.3 To enrich students' knowledge and upgrade their application skills through cross-curricular learning activities            | <ul style="list-style-type: none"> <li>Promote Reading Across Curriculum (RaC).</li> <li>Encourage cross-subject/KLA collaborations, such as project-based learning and LWL activities.</li> </ul>  |  |
| 1.4 To develop students' STEM skills and promote STEAM Education   | <ul style="list-style-type: none"> <li>Integrate Computer Literacy in S1 and S2 with STEM Education. The subject is renamed as 'ICT &amp; STEM'. There are 3 periods per cycle.</li> <li>Set the curriculum of 'ICT &amp; STEM' with learning objectives, teaching content, learning materials and assessment strategies.</li> <li>Allocate more resources to promote STEAM education.</li> <li>Promote cross-subject/KLA collaborations (e.g., project-based learning and LWL activities) in STEAM education.</li> </ul> |  |

**Objective 2: To cater for learner diversity through effective teaching and assessment strategies**

| <b>Targets</b>   | <b>Strategies / Tasks</b>   | <b>Seven Learning Goals</b>   |
|--|---|---|
| 2.1 To engage student learning and cater for learner diversity by adopting effective teaching strategies | <ul style="list-style-type: none"> <li>• Share effective teaching and assessment strategies in staff development activities.</li> <li>• Encourage peer observation, sharing and collaboration in subject departments.</li> <li>• Improve the mentoring programme for new teachers.</li> <li>• Promote self-directed learning activities (e.g., flipped classroom) to encourage students to learn actively.</li> <li>• Emphasize catering for learner diversity in classroom teaching.</li> </ul>          | Breadth of Knowledge <ul style="list-style-type: none"> <li>• Enable students to acquire and construct a broad and solid knowledge base, and to understand contemporary issues.</li> </ul> Generic Skills |
| 2.2 To strengthen the implementation of the assessment for learning                                      | <ul style="list-style-type: none"> <li>• Refine the assessment strategies to cater for students' diverse learning needs. For example, the ratios for questions of different difficulty levels in the assessment papers are discussed. There is more flexibility for students to choose the topics and modes of assessment.</li> <li>• Promote students' self-reflection.</li> <li>• Praise students for their strengths and celebrate their progress to increase their confidence in learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Facilitate students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner.</li> </ul>             |

**Objective 3: To improve student's learning skills and attitude**

| <b>Targets</b>                                      | <b>Strategies / Tasks</b>  | <b>Seven Learning Goals</b>   |
|---|--|---|
| 3.1 To foster students' independent learning skills | <ul style="list-style-type: none"> <li>• Encourage students to set goals in learning.</li> <li>• Help students develop independent learning skills such as taking notes, making summaries, and drawing concept maps.</li> <li>• Advocate for self-directed learning such as reading, project-based learning and self-assessment.</li> <li>• Encourage students to do leisure reading through activities organized by subject departments, Reading Units and School Library.</li> <li>• Promote students' self-reflection.</li> <li>• Arrange e-learning activities to increase student engagement.</li> </ul>  | Generic Skills <ul style="list-style-type: none"> <li>• Facilitate students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner.</li> </ul> Information Literacy   |
| 3.2 To enhance students' proficiency in English     | <ul style="list-style-type: none"> <li>• Refine the split class scheme to enhance S1 and S2 students' proficiency in English.</li> <li>• Improve teaching strategies through collaboration, sharing and peer observation.</li> <li>• Conduct scheduled meetings each cycle for English teachers to collaborate in lesson planning.</li> <li>• Arrange a wide range of EMI activities for students to use English and stretch their potential to the fullest.</li> <li>• Organize programmes of "Language Across the Curriculum" (LaC) for students to apply their skills across EMI subjects.</li> <li>• Give more language support to less able students in EMI subjects.</li> <li>• Promote reading to arouse students' interest in learning English.</li> </ul> | <ul style="list-style-type: none"> <li>• Teach students to use information and information technology ethically, flexibly and effectively.</li> </ul> Language Proficiency <ul style="list-style-type: none"> <li>• Enable students to become proficient in communication.</li> </ul> |

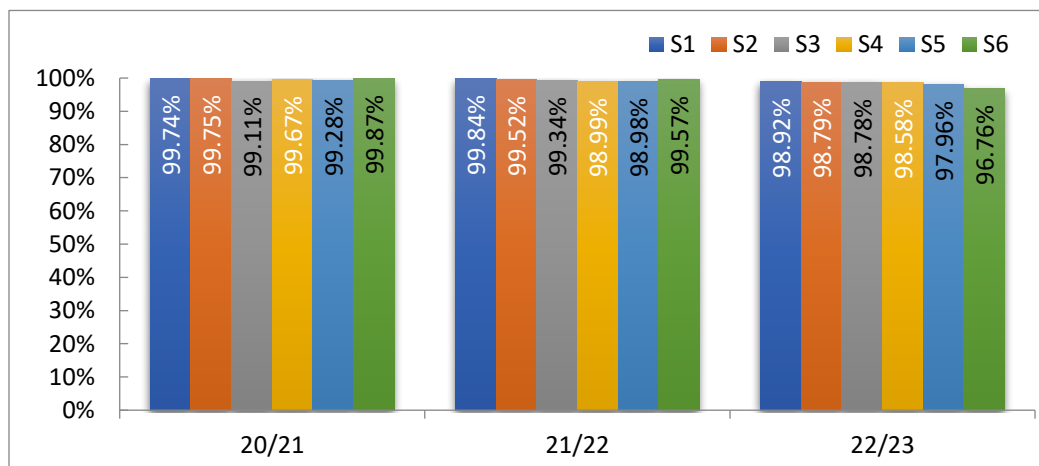
**Objective 4: To cater for diverse learning needs by implementing measures at the school level**

| Targets  | Strategies / Tasks  | Seven Learning Goals  |
|--|---|---|
| 4.1 To upgrade less able students' academic performance and build their confidence in learning | <ul style="list-style-type: none"> <li>• Offer more learning support for less able students, such as enrichment classes, tutorial groups, study groups, and individual guidance.</li> <li>• Put more emphasis on keeping the discipline of Saturday classes and monitoring the teaching quality of the tutors.</li> <li>• Refine the intervention programme to improve students' learning attitudes and confidence.</li> <li>• Conduct award schemes to encourage students to learn better.</li> <li>• Praise students for their strengths and celebrate their progress to increase their confidence in learning.</li> </ul>  | <p>Breadth of Knowledge</p> <ul style="list-style-type: none"> <li>• Enable students to acquire and construct a broad and solid knowledge base, and to understand contemporary issues.</li> </ul> <p>Generic Skills</p> <ul style="list-style-type: none"> <li>• Facilitate students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner.</li> </ul> |
| 4.2 To help SEN students learn better through special arrangements and individual care         | <ul style="list-style-type: none"> <li>• Offer adaptation and intervention measures on teaching and assessment.</li> <li>• Organize after-school support measures and activities such as individual guidance, group tutoring, training sessions in social skills, executive functions, speech therapy and career planning programmes.</li> <li>• Invite ASD students to join the strength-based courses held by the EDB.</li> <li>• Collaborate with educational psychologists and Chinese teachers to enhance SEN students' reading and writing skills.</li> <li>• Conduct the Individualized Education Plan (IEP).</li> <li>• Deploy more resources to address the needs of students with mental illness and/or emotional problems and to increase students' resilience.</li> <li>• Encourage teachers to attend the SEN courses held by the EDB to enhance their awareness and knowledge about special educational needs.</li> </ul> | <p>Language Proficiency</p> <ul style="list-style-type: none"> <li>• Enable students to become proficient in communication.</li> </ul> <p>Healthy Lifestyle</p> <ul style="list-style-type: none"> <li>• Help students develop better mental health.</li> <li>• Promote active participation in physical and aesthetic activities.</li> </ul>   |
| 4.3 To stretch students' potential to the full   | <ul style="list-style-type: none"> <li>• Conduct elite courses to stretch students' potential.</li> <li>• Encourage students to participate in gifted courses organized by universities and other organizations.</li> <li>• Arrange a wide range of LWL activities for students to develop their talents.</li> <li>• Encourage students to participate in competitions.</li> <li>• Celebrate students' success by different means.</li> </ul>   |   |

## (3) Student Performance

### 3.1 Students' Attitude and Behaviour

- All our students are in the Band One category. Most are diligent, eager to learn and capable of taking on the extra burden required for high achievement. They are highly attentive to teachers' instructions in class. They show a responsible attitude towards their learning and demonstrate good mastery of learning strategies. They are active in responding to teachers and participating in learning activities. They have high expectations of academic excellence and career aspiration.
- Our students are generally well-mannered. They are humble, polite and self-disciplined. They are amiable and cooperative. They are willing to take teachers' advice and respectful to their teachers. They are kind and friendly. They can maintain congenial and harmonious relationships with teachers and schoolmates.
- To develop service spirits and leadership skills, our students actively take part in ECA and school activities. They participate in the activities organized by the Student Union, four houses, twenty-nine clubs and thirteen school teams. Senior form students get along well with their juniors. They show good leadership and serve as good role models for their junior counterparts. Our students are also willing to join volunteer work to serve the community and display good spirits in serving others, both in school and in the community.
- Our students are conscientious and serious about their studies. Their attendance rates are high as shown below:



### 3.2 Students' Participation and Achievement

#### 3.2.1. Introduction

- Our students' academic performance is outstanding. Their results in the HKDSE Examination are impressive. Each year the percentage of Level 4 or above is over 80%; the percentage of Level 5 or above is over 40%; the number of Level 4 or above per student is over 5.5; the number of Level 5 or above per student is over 3.

- More than 95% of our graduates enrolled in local universities to take degree courses through the Joint University Programmes Admissions System (JUPAS). Over 60% of them were admitted to HKU, CUHK and HKUST. Many of them took professional courses, such as Medicine, Global Business, Actuarial Science, Legal Studies and Accounting. The solid foundation given to our students in secondary school helps them attain further success in their university life. Many graduates gained their degree with First Class Honours and were awarded scholarships.
- Our students have multiple talents. Their potential can be stretched to the fullest. They perform remarkably well and have been awarded championship in North District Outstanding Students Election for many years. They also won different awards in other outstanding student leaders' selections in recognition of their admirable leadership. Besides, they have outstanding performance in the competitions of Mathematics, Physics, Biology, Information Technology, writing, calligraphy, speech, debate, public speaking, drama, music, Visual Arts, rope-skipping, basketball, handball, table-tennis, swimming and services.

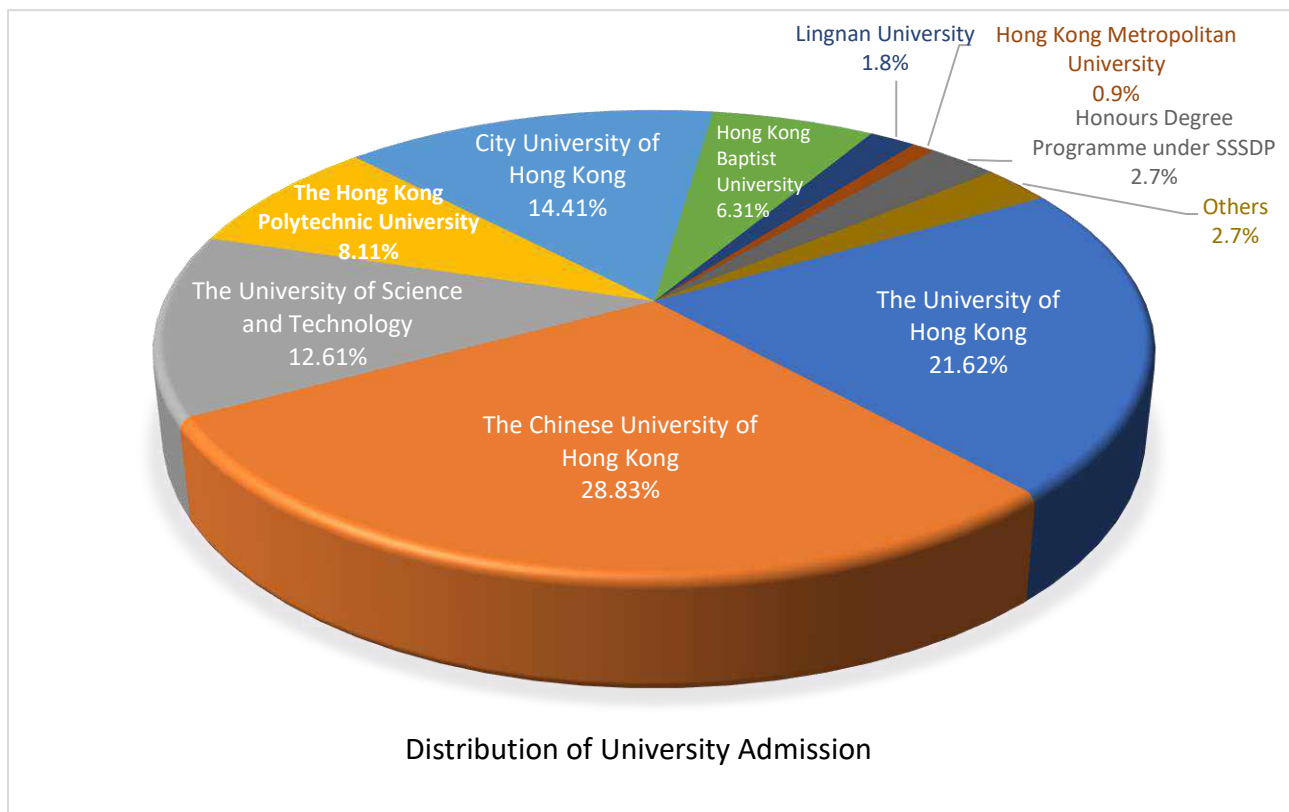
### 3.2.2. HKDSE (2023)

Summary of HKDSE results:

|  |      |
|--|------|
| Percentage of Level 5 or above         | 44.0 |
| Percentage of Level 4 or above         | 84.0 |
| Number of Level 5 or above per student | 3.1  |
| Number of Level 4 or above per student | 5.9  |

| Subject  | Level 5 or above (%) / A-B (%) |               | Level 4 or above (%) / A-C (%) |               |
|--|--------------------------------|---------------|--------------------------------|---------------|
|  | Our School                     | Overall in HK | Our School                     | Overall in HK |
| English Language   | 24.3                           | 9.7           | 82.0                           | 26.4          |
| Chinese Language   | 50.5                           | 10.7          | 91.9                           | 31.9          |
| Mathematics (Compulsory)                                 | 47.7                           | 14.7          | 82.0                           | 38.6          |
| Mathematics (Extended Module)<br>(Calculus & Statistics) | 44.4                           | 32.3          | 55.6                           | 55.9          |
| Mathematics (Extended Module)<br>(Algebra & Calculus)    | 65.5                           | 40.2          | 86.2                           | 61.9          |
| Liberal Studies  | 42.3                           | 9.4           | 93.7                           | 36.7          |
| Biology  | 40.0                           | 19.0          | 66.7                           | 46.0          |
| Chemistry  | 43.8                           | 26.1          | 72.9                           | 50.9          |
| Physics  | 78.8                           | 29.1          | 93.9                           | 51.2          |
| Information and Communication Technology                 | 72.2                           | 12.2          | 94.4                           | 32.7          |
| Business, Accounting and Financial Studies               | 42.9                           | 15.4          | 85.7                           | 43.2          |
| Chinese Literature                                       | 62.5                           | 14.3          | 75.0                           | 36.3          |
| Economics  | 42.0                           | 18.5          | 80.0                           | 45.9          |
| Geography  | 30.3                           | 12.6          | 75.8                           | 37.6          |
| Chinese History  | 35.7                           | 13.4          | 78.6                           | 38.8          |

|          |      |      |     |      |
|----------|------|------|-----|------|
| Japanese | 84.6 | 74.4 | 100 | 85.4 |
|----------|------|------|-----|------|



| Statistics on admission to degree programmes  |                    |
|---|--------------------|
| Professional Courses                          | Number of students |
| Medicine                                      | 6                  |
| Medical Laboratory Science and Radiography    | 1                  |
| Physiotherapy                                 | 1                  |
| Optometry                                     | 1                  |
| Occupational Therapy                          | 3                  |
| Pharmacy                                      | 2                  |
| Nursing                                       | 7                  |
| Business Administration & Laws                | 1                  |
| Law   | 2                  |
| Quantitative Finance                          | 3                  |
| Architectural Studies                         | 3                  |
| Actuarial Analysis                            | 1                  |
| Economics & Finance                           | 1                  |
| Accounting                                    | 8                  |
| Journalism & Communication / Media            | 5                  |
| Science or Computer Science                   | 10                 |
| Engineering (AI)                              | 2                  |
| Engineering                                   | 3                  |
| Business Administration / Economics / Finance | 26                 |
| Arts  | 14                 |
| Social Science / Social Work / Psychology     | 8                  |
| Others  | 3                  |
| <b>Total</b>                                  | <b>111</b>         |

### 3.2.3. Scholarships / Awards / Prizes (2022-2023)

#### Outstanding Students

| Organisations   | Competitions   | Prizes  | Prize-winners  |
|---|--|---|--|
| North District Juvenile Association & North District Secondary School Headmasters' Conference | 2022-23 North District Outstanding Student Selection             | Best School Award   | Chan Wing Tung, Ye Huiduo, Yu Wing Yi, Lee Yin Pui, Chan Xie Yi Sophie, Gan Johnson, Zhang Jenny, Zou Tina Tin Yu, Liu Wing Tung, Yi Jia Yin, Lin Chi Yuen, Guo Ellen Yam Ying, Tsui Tin Chi, Zhou Ning Xuan, Chan Cheuk Yau |
|   |  | Champion (Junior form)                                      | Zhou Ning Xuan   |
|   |  | 1 <sup>st</sup> runner-up (Senior form)                     | Yu Wing Yi   |
|   |  | Merit Award (Junior form)                                   | Chan Cheuk Yau   |
|   | Merit Award (Senior form)  | Ye Huiduo   |  |
| Federation of New Territories Youth   | The Outstanding Student Election of New Territories 2023         | Top 10 Outstanding Student of New Territories (Junior form) | Chan Cheuk Yau   |
|   |  | Outstanding Student of New Territories (Senior form)        | Ye Huiduo, Yu Wing Yi  |
| Hok Yau Club  | Outstanding Student Leaders Award 2022-2023                      | Outstanding Student Leaders                                 | Tang Shun Hei  |
| Hong Kong Young Women's Christian Association   | YWCA Women's Voice (Young female leaders) Exchange Tour in Korea | YWCA Women's Voice (Young female leaders)                   | Chu Kwai Yee, Chung Shin Ching   |

#### Scholarships

| Organisations                           | Prizes  | Prize-winners   |
|---|---|---|
| Johns Hopkins Center for Talented Youth | 2023 CTY Hong Kong Scholarship Program                                | Chan Man Ching, Gan Johnson, Liu Yu Ting, Zhang Jenny, Zhao Dora, Zheng Sum Yi  |
| Grantham Scholarships Fund              | Grantham Scholars of the Year Award                                   | Lee Man Hei   |
| Sir Edward Youde Memorial Fund Council  | Sir Edward Youde memorial prizes for senior secondary school students | Chan Sum Yin, Wu Yixuan   |
| Fung Ying Seen Koon                     | Fung Ying Seen Koon Scholarship                                       | Chan Cheuk Yau, Chan Man Ching, Huang Ping, Lau Kai Yat, Liu Andrew, Shuai Yucheng, Tam Tsz Ching, Tang Yuet Yi, Tsui Tin Chi, Yang Ming Chau, Zhou Ning Xuan |

|   |   |  |
|---|---|--|
|   | Outstanding Performance in Public Examination Scholarship                                     | Wong Yiu Yeung, Li Mei Lai, Ho Pui Lee, Lai Lok Ka, Lau Tsz Him  |
| The Indian Chamber of Commerce Hong Kong                      | Nehru Memorial Trust scholarship  | Chung Sin Ching  |
| The Hong Kong Fujian Charitable Education Fund                | The Hong Kong Fujian Charitable Education Fund Scholarship 2023                               | Huang Ping, Lam Hau Yeung, Lin Chi Yuen, Shum Cheuk Yi, Wong Yiu Yeung   |
| Grace Charity Foundation Limited                              | Scholarship Funds to Encourage Academic Progress by Grace Charity Foundation                  | Han Chun Ho, Woo Yik Fei Franklin, Yu Ellena Wanlin, Huang Sheung Yu, Chan Yu, Hu Hon Man, Lau Kai Yat, Yang Ming Chau, Liu Andrew, Wang Yui Ting, Cheuk Kwan Hoi, Wang Yuen Ting, Tang Yan Ho, Lan Chun Ho, Fork Hoi Ning   |
| Tung Wah College  | Self-financing post-secondary scholarship scheme (SPSS) – Outstanding Performance Scholarship | Lai Tsoi Ling  |
|   | TWGHs Ma Kam Chan Memorial Scholarships (progressing scholarship)                             | Lai Tsoi Ling  |
| Youth Arch Foundation   | Youth Arch Student Improvement Award  | Keung Pak Kwan, Murong Sophie, Jiao Haoran, Xu Zihan, Luo Chi Hang, Tang Sui Mei, Nam Tin Ching, Tang Linhui, Cheung Cheuk Him Eden, Chen Mei Yu, Xiao Chik Hin, Tang Yu Chun, Ngai Hei Lam, Cheuk Kwan Hoi, Cheung Cheung Yu, Chung Cheuk Hei, Kan Tsz Ning, Tsui Wai Chak, Yip Tai Yin Bosco, Yang Sin Yi, Luo Chun Hei, Shao Guanqiao, Cho Sze, Leung Hiu Chi, Leung Sum Yuet, Huang Hei Man, Lee Te Ying, Chiu Ka Lam, Sze Wai Yin |
| Hong Kong Buddhist Association                                | Hong Kong Buddhist Association Scholarship  | Sin Chun Yin   |
| The Chinese University of Hong Kong – Wu Yee Sun College      | Admission Scholarship   | Lee Man Hei  |
|   | Master's list   | Cheung Yiu   |
| The Chinese University of Hong Kong – Department of Economics | Admission Scholarship   | Ng Wing Hei  |



|  |  |   |
|--|--|---|
| The Hong Kong University of Science and Technology | HKDSE Scholarship  | Kwong Ho Sang, Lam Ching Yin, Li Yik Sze, Pun Kwan Yuen, Wang Chi Yuen, Yeung Sin Chun  |
|  | Dean's list Award 2021-22 (Fall)   | Ho Sui Kei, Tang Wing Yin   |
|  | Dean's list Award 2021-22 (Spring)   | Chau Tsz Kit, Chong Cheuk Hei, Ho Sui Kei, Tang Wing Yin, Yeung Sin Hang  |
| The Hong Kong Polytechnic University               | Entry Scholarship  | Cheung Ching Him, Chong Cheuk Him<br>Ng Yin Ling Beatrice, Sin Pui Shan   |
| Hong Kong Baptist University                       | Dean's List  | Tan Hong Li, Lam Ching Tsz, Cheung Yuk Wu, Shek Wing, Ho Chi Yan, Mo Hiu Shan, Leung Nga Ying, Lee Chun Nam Julian, Kwok Yin Tung Cynthia,<br>Kwok Ho Yee, Chan On Tik Andy |
|  | President's Honour Roll  | Ip Sze Nga  |
| Hong Kong Taoist Association                       | Hong Kong Taoist Association Scholarship   | Chow Lok Yiu, Fork Hoi Ning, Tang Shun Hei, Tong Emmanuel Elisha, Wang Yuen Ting, Yau Chun Yi, Ye Huiduo, Zhang Chak Hang   |
|  | Hong Kong Taoist Association Tang Kwok Choy Scholarship                          | Wong Hiu Wan, Yu Ellena Wanlin  |
|  | Hong Kong Taoist Association Chan Lui Chung Tak Scholarship                      | Liu Wing Tung, Zheng Sum Yi   |
|  | Hong Kong Taoist Association Tang Hin Kung Scholarship                           | Chan Sum Yin, Cheuk Kwan Hoi, Lan Chun Ho, Tang Yan Ho, Wang Yui Ting, Wu Yixuan  |
|  | Hong Kong Taoist Association Yuen Yuen Institute Scholarship                     | Gan Johnson, Han Chun Ho, Woo Yik Fei Franklin  |
|  | Hong Kong Taoist Association Tong Kwok Wa Scholarship                            | He King Chun, Ho Cheuk Ning, Lau Cheuk Hang, Lee Yin Pui, Leung Kwan Sui Leo, Sin Chun Yin, Song Tsz Mak, Wong Yiu Yeung  |
|  | The Dr. Tong and Mrs. Tong Wai Ki Scholarship                                    | Chan Ching Yin, Hu Sing Ki Verna, Yeung Tsz Yi Alice  |
|  | Shun Shin Chee Kit Yin Koon Scholarship  | Gan Johnson, Zheng Sum Yi, Zhou Ning Xuan   |
|  | Hong Kong Taoist Association Hong Cheng Seen Koon Charity Foundation Scholarship | Lau Kai Yat, Liu Andrew, Yang Ming Chau   |
|  | Wong Shing Yick Scholarship  | So Cheuk Ki, Zhang Siwei  |
|  | Jok Lan Seen Koon Scholarship  | Chan Yu, Hu Hon Man, Huang Sheung Yu  |
| Chu Yu Yuet Yung Scholarship                       | Tsui Tin Chi, Zhou Ning Xuan   |   |

|   |  |  |
|---|--|--|
| HKTA Tang Hin Memorial Secondary School | Mrs. Tang Hin Scholarship                            | Cai Man Kit Jack, Chan Ching Yin, Chan Hei Yi, Chan Yu, Gan Johnson, Han Chun Ho, Hu Hon Man, Huang Sheung Yu, Koo Chit Hon, Lin Chi Yuen, Liu Wing Tung, Liu Yu Ting, Tam Sze Yin, Tu Man Ching Maisie, Wong Hiu Wai, Woo Yik Fei Franklin, Ye Haowen, Yu Ellena Wanlin, Yu Kwun Fung, Zhang Jenny, Zheng Sum Yi, Zou Tina Tin Yu, Zhu Xi |
|   | Mr. Cheung Yiu Wing Memorial Scholarship             | Tang Yan Ho, Wang Yuen Ting, Wang Yui Ting   |
|   | Mr. Chan Ming Fei Scholarship                        | Cheuk Kwan Hoi, So Cheuk Ki, Tong Emmanuel Elisha, Tsang Wing Yee, Yau Chun Yi, Zhang Chak Hang  |
|   | Ms. Law Wai Ying Scholarship                         | Chan Ho Long, Chow Lok Yiu, Fork Hoi Ning, Huang Pui Yiu, Lam Tsz Ho, Lau Hoi Ying, Lee Yin Pui, Song Tsz Mak, Tang Shun Hei, Zhuang Chun Yuen   |
|   | Mr. Chan Yat Chun Scholarship                        | Lan Chun Ho  |
|   | Parent-teacher Association Scholarship               | Cai Chak Kai, Cai Nga Lam, Chong Hoi Kiu, Liu Man Tung, Mak Wing Ka, Xiao Chik Hin, Ye Huido, Yeung Tsz Yi Alice, Zhang Candy  |
|   | Scholarship for Outstanding Performance in Chemistry | To Sai Wai, Wang Yui Ting  |

### English language

| Organisations   | Competitions  | Prizes  | Prize-winners   |
|---|---|---|---|
| North District Secondary School Principals' Association | Interschool English Storytelling and Public Speaking Contests | Champion  | He Hua  |
|   |   | 1st Runner-Up                                     | Tan Kai Yuet  |
| Hong Kong Schools Music and Speech Association          | The 74th Hong Kong Schools Speech Festival (English)          | Verse speaking – Champion (Certificate of Honors) | Yang Chi Kit  |
|   |   | Verse speaking – Champion                         | Tsang Lok Yi, Chan Xie Yi Sophie, Chen An Hing                        |
|   |   | Public speaking – Champion                        | Tsang Lok Yi  |
|   |   | Verse speaking – 1 <sup>st</sup> Runner-up        | Huang Sheung Yu, Guo Ellen Yam Ying                                   |
|   |   | Verse speaking – 2 <sup>nd</sup> Runner-up        | Choi Hung Fung, Yiu Ching Kit, Chan King Elizabeth, Hu Ada, Boey Wing |

|  |  |   |  |
|--|--|---|--|
|  |  |   | Yan  |
|  |  | Public speaking – 2 <sup>nd</sup> Runner-up | He Hua   |
|  |  | Verse speaking – Merit                      | Loo Tsin Yue, Tang Nok Ka, Wong Fei, Lau Hong Ching, Yam Chun Hon, Chung Hei Man Cambria, Su Xin Tong, Tam Sze Yin, Liu Yanyi, Shao Lin Ya, Li Jacky, Cao Yung Ming, Cheung Kiu, , Chan Tsan Hei., Lam King Chit, Hui Tsz Kit, Luo Chi Hang, Wu Pui Moon Amanda, Choi Tsz Ching, , Lam Chun Hei, Chiu Shui Kei, Ho Yi Wa, Wong Qi Qi, Chen Wing Yam, Mak Wing Ka, Sha Tsz Kiu, Ngai Hei Lam, Dai Ching Lam, Lee Sze Yiu, Hong Nifi Yan Yi, Deng Tin Sze Yiu, Tu Man Ching Maisie |
|  |  | Public speaking – Merit                     | Cheuk Kwan Hoi, Liu Wing Tung  |
|  |  | Verse speaking – Proficiency                | Luo Yuet Ning  |

### Chinese language

| Organisations                               | Competitions  | Prizes                                       | Prize-winners                 |
|---|---|--|-------------------------------|
| CEANT                                       | The 25th Putonghua Public Speech Contest in Hong Kong                                   | 1 <sup>st</sup> runner-up in New Territories | Huang Sheung Yu               |
|   |   | 2 <sup>nd</sup> runner-up in New Territories | Wang Yuen Ting                |
|   |   | Merit  | Xie William, Zeng Juncheng    |
|   |   | Good Award                                   | Tung Chin Wai                 |
| China Writers Association                   | The Thirteenth Lu Xun Teenager Literature Prize (Hong Kong Division) Chinese Penmanship | The First Prize                              | Guo Ellen Yam Ying            |
| Ching Chung Taoist Association of Hong Kong | New Territories West and North District Calligraphy Competition (Brush) 2022            | Merit (Junior form)                          | Xiong Hua, Zhang Li Pan Jenny |
|   |   | Merit (Senior form)                          | Cui Tak Chiu, Lin Tsz Hei     |
| HKYCAC                                      | HKYCAC Putonghua Verse Speaking (Putonghua) 2023  | 1 <sup>st</sup> runner-up                    | Zeng Juncheng                 |
|   |   | 2 <sup>nd</sup> runner-up                    | Xie William                   |

|  |  |   |  |
|--|--|---|--|
|  | HKYCAC Public Speech Contest (Senior Division in Putonghua) 2023   | Merit                                   | Wang Yuen Ting, Yeung Hei Yuen                               |
|  | HKYCAC Putonghua Prose Speaking Contest (Civic Education) (Junior Division) 2023                         | Merit                                   | Dou Aaron, Huang Sheung Yu                                   |
| Hong Kong Institute for Promotion of Chinese Culture   | 2021-2022 Chinese Students of Secondary School Writing Competition - Hong Kong Region                    | The Rising Star Award (Junior)          | He Hua   |
| Hong Kong Rosamond Foundation Company Limited、We Like Hong Kong、弘揚關帝慈善基金會、Hong Kong Shanxi Chamber of Commerce | Gold Pen Award 2023- Hong Kong Primary and Secondary School Chinese Penmanship Competition               | Bronze medal (Senior form)              | Lin Tsz Hei  |
|  |  | Silver medal (Senior form)              | Wang Yui Ting  |
| North District Arts Advancement Association Limited  | 2022 North District Chinese Calligraphy Competition (Secondary School)                                   | Champion                                | Zhang Li Pan Jenny   |
|  |  | 1 <sup>st</sup> runner-up               | Lin Tsz Hei  |
|  |  | 2 <sup>nd</sup> runner-up               | Cui Tak Chiu   |
|  |  | Merit Prize                             | Cheuk Kwan Hoi, Xiong Hua                                    |
| Hong Kong Taoist Association   | 22-23 The Hong Kong Taoist Association Speech (Tao Te Ching) Inter-School Competition (Secondary School) | Overall champion                        | Ho Ching Yeung, Lau Hong Ching, Lau Wing Huen, Long Mei Ping |
|  |  | 1 <sup>st</sup> runner-up (Junior form) | Lau Hong Ching   |
|  |  | 1 <sup>st</sup> runner-up (Senior form) | Long Mei Ping  |
|  |  | Merit (Junior form)                     | Ho Ching Yeung Myron   |
|  |  | Merit (Senior form)                     | Lau Wing Huen  |
|  | 22-23 The Hong Kong Taoist Association Chinese Calligraphy (Tao Te Ching) Inter-School Competition       | Champion (Junior form, Writing Brush)   | Guo Ellen Yam Ying   |
|  |  | Champion (Senior form, Writing Brush)   | Yang Shu Xuan  |
|  |  | Champion (Senior form, Ballpoint pen)   | Lin Tsz Hei  |
| 1 <sup>st</sup> runner-up (Junior form, Writing Brush)   |  | Zhang Ziyue                             |  |

|  |  |  |  |
|--|--|--|--|
|  |  | 1 <sup>st</sup> runner-up (Senior form, Writing Brush) | Lin Tsz Hei  |
|  |  | 1 <sup>st</sup> runner-up (Junior form, Ballpoint pen) | Guo Ellen Yam Ying   |
|  |  | 2 <sup>nd</sup> runner-up (Junior form, Ballpoint pen) | Zhang Ziyue  |
|  |  | 2 <sup>nd</sup> runner-up (Senior form, Ballpoint pen) | Zhang Ling Zhi   |
|  |  | Merit (Junior form, Writing Brush)                     | Wang Zi Ming   |
|  |  | Merit (Junior form, Ballpoint pen)                     | Wang Zi Ming   |
|  |  | Merit (Senior form, Ballpoint pen)                     | Hong Nifi Yan Yi   |
| Education Bureau                             | Guangdong-Hong Kong Sister School Choral Speaking Competition (Hong Kong) 2022Secondary School Division  | Secondary School Division Silver Award                 | Chan Hei Yi, Chen Yusheng, Chiu Lok Yee, Ho Ching Yeung Myron, Huang Zhu Hui, Li Joqin, Li Lai Ming, Lin Dong Yi, Liu Cheong, Qiu Tian Shi James, Wang Chuhan, Zhang Jenny, Zhang Ziyue, Zhao Dora |
| Hong Kong Baptist University Learning Centre | The 12th Hong Kong Baptist University Literary Award   | Young Writer Award                                     | Kwok Cho Yau   |
| Master-Insight                               | "Master-Insight" Tang Poetry Speech Festival   | 2 <sup>nd</sup> runner-up (Mandarin solo)              | Yi Jia Yin   |
|  |  | 1 <sup>st</sup> runner-up (Mandarin duologue)          | Guo Ellen Yam Ying, Lian Alina   |
|  |  | Merit (Mandarin solo)                                  | Wu Lok Yi, Zhang Ziyue   |
| Mei Ho House                                 | The HKIC Community Project Grant: Mei Ho House Hong Kong Spirit Learning Project 22-23 Essay Competition | Merit (Junior Form)                                    | Chen Qianyao, Hu Ada, Ye Haowen  |
|  |  | Merit (Senior Form)                                    | He Hua, Zeng Yu Hon  |

## Mathematics

| Organisations    | Competitions                        | Prizes                          | Prize-winners                                      |
|------------------|-------------------------------------|---------------------------------|--|
| Education Bureau | 40th Hong Kong Mathematics Olympiad | Second-class Honour Certificate | Hau Wing Shing, Tong Emmanuel Elisha, Yau Chun Yin |

|  |   |                                    |   |
|--|---|------------------------------------|---|
|  |   | Honourable Mentioned Certificate   | Chen Diagonal   |
| Hong Kong Child Mathematics Association                        | Hong Kong Mathematics & Math Olympiad Challenge 2023  | 1 <sup>st</sup> Prize in Form 3    | Lau Kai Yat   |
| Hong Kong Hua Luo-geng Cup Mathematics Competition Association | Hong Kong Hua Luo-geng Cup Mathematics Competition 2022   | Second-class Honour                | Huang Tsz Sen   |
|  |   | Bronze Award                       | Chen Dan Yu, Lau Cho Chun   |
|  | Hong Kong Hua Luo-geng Cup Mathematics Competition 2023   | 1 <sup>st</sup> runner-up          | Zeng Juncheng   |
| Hong Kong Mathematical Olympiad Association                    | Hua Xia Cup National Mathematical Olympiad Competition (Southern China Region) Semi-final Event | Outstanding Award                  | Cai Jason Sze Chit, Tsui Tin Chi  |
|  |   | First Class Award                  | Yang Ming Chau, Zeng Juncheng   |
|  |   | Second Class Award                 | Chan Yin Wai, Gan Johnson, Ho Junrui, Huang Ping, Huang Tsz Sen, Huang Zhu Hui, Mak Tin Che, Tam Tsz Ching, Tang Chun Hei, Yuan Ho Ming, Zhang James, Zheng Ki, Zhong Hoyeung |
|  |   | Third Class Award                  | Li Jacky, Xiong Hua   |
|  | Hua Xia Cup National Mathematical Olympiad Competition Final Event 2023                         | First Class Award                  | Tsui Tin Chi, Yang Ming Chau  |
|  |   | Second Class Award                 | Cai Jason Sze Chit, Huang Tsz Sen, Yuan Ho Ming, Zeng Juncheng  |
|  | Asia International Mathematical Olympiad Open Contest Semi-final Event 2023                     | Gold Award                         | Huang Tsz Sen, Yang Ming Chau, Yuan Ho Ming   |
|  |   | Silver Award                       | Chan Yin Wai, Huang Ping, Tang Chun Hei, Tsui Tin Chi, Zheng Ki   |
|  |   | Bronze Award                       | Cheurk Sin Chit, Xiong Hua, Zhong Hoyeung   |
|  | SIMCC Hong Kong   | American Mathematics Olympiad 2022 | Gold Award  |
| Silver Award   |   |                                    | Chan Yin Wai, Lau Kai Yat, Wang Zi Ming, Yang Ming Chau, Zheng Ki   |
| Bronze Award   |   |                                    | Chan Yu, Lau Cho Chun, Lee Long Ting, Li Chin Ming, Lin Chi Yuen, Liu Wing Tung, Tam Tsz Ching, Tang Chun Hei, Xiong Hua, Zhong Hoyeung                                       |
| Honorable Mention Award  |   |                                    | Yiu Chai Him  |

|                                 |   |   |  |
|---------------------------------|---|---|--|
| ICAS Hong Kong SAR China Office | ICAS 2023 competition in the Hong Kong and Macau region | Top Medal Winner - ICAS Mathematics             | Hau Wing Shing, Koo Chit Hon   |
|                                 |   | High Distinction Certificate - ICAS Mathematics | Hau Wing Shing, Huang Chuyu, Huang Tin Shing, Koo Chit Hon, Shen Ching, Yang Ki Wai, Yau Chun Yin, Yuan Ho Ming, Zeng Juncheng |

### Citizenship and social development

| Organisations        | Competitions  | Prizes  | Prize-winners  |
|----------------------|---|---|--|
| Shine Tak Foundation | National Security Education Interschool Competition   | Best Performer in School                                    | Hui Yau Chai, Lai Yu Hin, Xiang Jidong   |
|                      | “Understanding the Constitution and the Basic Law – Walking with the Rule of Law”: Hong Kong Inter-school question and answer, and debate competition | Best Performance Award (debate competition)                 | Chan Wan Nan, Cheng Man Ki Regina, Cheung Cheung Yu, Liu Wan Yee, Ngai Hei Lam, Tsang Tsz Ying, Wang Yui Ting, Wong Qi Qi, Zhang Candy, Zhu Wan Huen |
|                      |   | 2 <sup>nd</sup> runner-up (question and answer competition) | Chan Wan Nan, Cheng Man Ki Regina, Cheung Cheung Yu, Liu Wan Yee, Ngai Hei Lam, Tsang Tsz Ying, Wang Yui Ting, Wong Qi Qi, Zhang Candy, Zhu Wan Huen |

### Science

| Organisations                              | Competitions  | Prizes               | Prize-winners                        |
|--|---|----------------------|--------------------------------------|
| Education Bureau                           | Junior Secondary Science Online Self-learning Scheme 2023 | Gold                 | Yuan Ho Ming, Zhou Ning Xuan         |
|  |   | Silver               | Ho Yi Wa, Yang Chi Kit               |
| The Hong Kong Academy for Gifted Education | Hong Kong Physics Olympiad 2022                           | Honourable mention   | Lan Chun Ho, Tang Yan Ho             |
|  | Hong Kong Physics Olympiad 2023                           | Honourable mention   | Zhang Chak Hang                      |
|  |   | Second Class Honours | Hau Wing Shing, Tong Emmanuel Elisha |
|  |   | Third Class Honours  | So Cheuk Ki, Xiang Jidong            |
|  | International Biology Olympiad – Hong Kong Contest 2022   | Gold                 | Wu Yixuan                            |
|  |   | Silver               | Sin Chun Yin                         |
|  |   | Bronze               | He King Chun                         |
| Honourable mention                         |   | Cheung Ching Him     |                                      |

|  |  |                     |   |
|--|--|---------------------|---|
|  | International Junior Science Olympiad 2023 - Hong Kong Screening | Third Class Honours | Chan Cheuk Yau, Lau Kai Yat, Lin Chi Yuen, Liu Ho Ching, Yi Jia Yin |
|--|--|---------------------|---|

## ICT

| Organisations                                    | Competitions                                | Prizes             | Prize-Winners                        |
|--|---|--------------------|--------------------------------------|
| The Hong Kong Association for Computer Education | Hong Kong Olympiad in Informatics           | Honourable Mention | Hau Wing Shing, Tong Emmanuel Elisha |
| City University of Hong Kong                     | Hong Kong Secondary School Coding Challenge | Silver Medal       | Hau Wing Shing                       |
|  |   | Bronze Medal       | So Cheuk Ki                          |

## History

| Organisations                                    | Competitions   | Prizes      | Prize-winners |
|--|--|-------------|---------------|
| Education Bureau and The University of Hong Kong | Junior Secondary History e-Reading Award Scheme 2022 | Merit Award | Zhang Fangyu  |

## Accounting

| Organisations  | Competitions   | Prizes                               | Prize-winners   |
|--|--|--------------------------------------|---|
| Hong Kong Institutes of Certified Public Accountants   | HKICPA Accounting and Business Management Case Competition | Level 2 - Certificate of Merit       | Fork Hoi Ning, Hong Nifi Yan Yi, Lee Yin Pui, Ng Hiu Yee, Yu Kwun Fung                |
|  |  | Level 2 - Certificate of Proficiency | Chong Hoi Man, Fan Wing Hei Mango, Lam Lok Yiu, Wong Kit Ning, Wong Suet Ching Rainie |
| Madam Lau Kam Lung Secondary School of MFBM and Shun Tak Fraternal Association Leung Kau Kui College | Inter-school accounting competition                        | Champion                             | Chong Hoi Man<br>Fork Hoi Ning  |
|  |  | 2 <sup>nd</sup> runner-up            | Chen Xin Tong<br>Liu Man Tung   |

## Sports

| Organisations             | Competitions              | Prizes                                     | Prize-winners  |
|---------------------------|---------------------------|--|--|
| Bonding Basketball League | Bonding Basketball League | Assists Leader                             | Chan Chi Chak  |
|                           |                           | Overall champion (Season 4 U19 Division 2) | Cai Chak Kai, Chan Chi Chak, Cui Tak Chiu, Ho Chung Yau, Huang Chuyu, Lam Lik Wang, Lam Tsz Ho, Liu Ho Yee, Ng Chung Him, Ting Chit Yu, Yip Tai Yin<br>Bosco |



|  |  |  |   |
|--|--|--|---|
| Eastern Sport Club   | 2022-2023 National Youth Basketball Open (Hong Kong)   | 2 <sup>nd</sup> runner-up of The Boys (Junior form)                | Chan For Lam, Liang Hoi Pong, Lin Chi Yuen, Liu Cheng, Tsang Yik Shing, Xiong Hua, Yiu Ching Kit  |
| HKSSF Tai Po and North District Secondary Schools Area Committee | Tai Po and North District Secondary Schools Area Inter-School Badminton Competition 2022-2023      | 1 <sup>st</sup> runner-up of The Boys Grade C Badminton (Team)     | Au Ho Wa, Chan Hei Chun, Gan Johnson, Jiang Shuo, Lee Kin Pong, Luo Hoi Fan, Pang Tsz Wun, Yan King Tai   |
|  | Tai Po and North District Secondary Schools Area Inter-School Basketball Competition 2022-2023     | 2 <sup>nd</sup> runner-up (Boys U15)                               | Chan For Lam, Chan Hei Chun, Fu Chuen Tsz, Liang Hoi Pong, Lin Chi Yuen, Liu Cheng, Luo Ching Ho, Tsang Yik Shing, Tsoi Pok Wai, Xiong Hua, Yau Chun Yin, Yiu Ching Kit, Zheng Ki, Zhong Yongheng |
|  | Tai Po and North District Secondary Schools Area Inter-School Table-tennis Championships 2022-2023 | 1 <sup>st</sup> runner-up of The Boys Grade C Table-tennis (Team)  | Chen Yusheng, Liao Chak Sui, Liu Ho Yin, Tang Cheuk Kit, Ye Haowen  |
|  |  | 3 <sup>rd</sup> runner-up of The Girls Grade C Table-tennis (Team) | Chen Yinyi, Fok Pui On, Poon Mei Hei, Wan Pui Ka  |
| Dodgeball Association of Hong Kong                               | 2023 Hong Kong Inter-Secondary School (Single-Ball Style) Dodgeball Championship                   | Champion (Secondary female)  | Chan Sze Mei, Huang Man Ki, Kwan Sum Yuet, Leung Ho Yi, Mak Po Man, Ng Hiu Yee, Shao Yik Huen, Yang Kam Yung, Young Hoi Ning Kelly, Zhuang Cheuk Man  |

### Sports – Rope Skipping

| Organisations                   | Competitions  | Prizes                          | Prize-winners   |
|---------------------------------|---|---------------------------------|---|
| Hong Kong College of Cardiology | 2023 Jump Rope for Heart Inter-school Rope Skipping Competition | Best Creative Award             | Chan Man Hong, Chen Muk Sing, Chen Xin Tong, Cheung Cheuk Him Eden, Chow Hiu Lam, Leung Lai Kit, Liu Man Tung, Pan Chun Leung, Shi Man To, Sin Pui Shan, Tang Yuet Yi, To Sai Wai, Tsang Koon Wah, Yu Wing Yi |
|                                 |   | Most Outstanding Modeling Award | Chan Man Hong, Chen Muk Sing, Chen Xin Tong, Cheung Cheuk Him Eden, Chow Hiu Lam, Leung Lai Kit, Liu Man Tung, Pan Chun Leung, Shi Man To, Sin Pui Shan, Tang Yuet Yi, To Sai Wai, Tsang Koon                 |

|                            |  |  |   |
|----------------------------|--|--|---|
|                            |  |  | Wah, Yu Wing Yi   |
|                            |  | Champion (Secondary)   | Chan Man Hong, Chen Muk Sing, Chen Xin Tong, Cheung Cheuk Him Eden, Chow Hiu Lam, Leung Lai Kit, Liu Man Tung, Pan Chun Leung, Shi Man To, Sin Pui Shan, Tang Yuet Yi, To Sai Wai, Tsang Koon Wah, Yu Wing Yi   |
| Jumper Limited             | Jumper Contest 2022                                  | Champion (Group Performance - Mini Demo Cup - 13-15years old category)                   | Chen Xin Tong, Lam Hau Yeung, Liu Man Tung, Tsang Koon Wah, Wong Sui Yan Jessie, Yu Wing Yi   |
|                            |  | Champion (Group Performance - Mini Demo Cup - 16-18years old category)                   | Chan Man Hong, Cheung Cheuk Him Eden, Chow Hiu Lam, Leung Lai Kit, Shi Man To, Sin Pui Shan   |
|                            |  | Champion (Group Performance – Demo Cup – 16-18years old category)                        | Chan Man Hong, Cheung Cheuk Him Eden, Chow Hiu Lam, Lam Hau Yeung, Leung Lai Kit, Liu Man Tung, Shi Man To, Sin Pui Shan, Tsang Koon Wah, Yu Wing Yi  |
|                            |  | 1 <sup>st</sup> Runner-up (Group Performance - Mini Demo Cup - 13-15 years old category) | Cheung Hau Laam, Hu Qingyi, Lam King Chit, Ma Yan Yan, Tang Yuet Yi   |
|                            |  | 1 <sup>st</sup> Runner-up (The best choreography award)                                  | Chan Man Hong, Chen Xin Tong, Cheung Cheuk Him Eden, Cheung Hau Laam, Chow Hiu Lam, Hu Qingyi, Lam Hau Yeung, Lam King Chit, Leung Lai Kit, Liu Man Tung, Ma Yan Yan, Shi Man To, Sin Pui Shan, Tang Yuet Yi, Tsang Koon Wah, Wong Sui Yan Jessie, Yu Wing Yi |
| Sha Tin Sports Association | Sha Tin Festival - Sha Tin Rope Skipping Competition | Overall champion (06 boys, combination 3)  | Chen Muk Sing   |
|                            |  | Overall champion (06 girls, combination 3)   | Tang Yuet Yi  |
|                            |  | Overall champion (07 girls, combination 5)   | Leung Lai Kit   |

|  |   |  |
|--|---|--|
|  | Overall champion (08 girls, combination 3)                  | Ma Yu Hin  |
|  | Overall champion (09 girls, combination 3)                  | Tsang Tsz Ying   |
|  | Overall champion (09 boys, combination 5)                   | Lam King Chit  |
|  | Overall 1 <sup>st</sup> runner-up (06 girls, combination 3) | Cheung Hau Laam  |
|  | Overall 1 <sup>st</sup> runner-up (07 girls, combination 1) | Ma Yan Yan   |
|  | Overall 1 <sup>st</sup> runner-up (07 girls, combination 3) | Liu Man Tung   |
|  | Overall 1 <sup>st</sup> runner-up (07 girls, combination 5) | Chen Xin Tong  |
|  | Overall 2 <sup>nd</sup> runner-up (07 girls, combination 1) | Wong Sui Yan Jessie  |
|  | Overall 2 <sup>nd</sup> runner-up (07 girls, combination 5) | Yu Wing Yi   |
|  | Champion (Speed Sprint)                                     | Chen Muk Sing, Liu Man Tung, Ma Yu Hin, Tang Yuet Yi, Tsang Tsz Ying |
|  | Champion (Toad)   | Chen Muk Sing, Ma Yu Hin, Tang Yuet Yi, Tsang Tsz Ying               |
|  | Champion (Backward Side Open)                               | Chen Muk Sing, Ma Yu Hin, Tang Yuet Yi, Tsang Tsz Ying               |
|  | Champion (Double Unders)                                    | Lam King Chit, Leung Lai Kit   |
|  | Champion (Backward Side Cross)                              | Lam King Chit, Leung Lai Kit   |
|  | Champion (Crougar)  | Lam King Chit, Leung Lai Kit   |
|  | Champion (Criss Cross)                                      | Ma Yan Yan   |
|  | 1 <sup>st</sup> runner-up (Speed Sprint)                    | Cheung Hau Laam  |
|  | 1 <sup>st</sup> runner-up (Toad)                            | Cheung Hau Laam, Liu Man Tung  |
|  | 1 <sup>st</sup> runner-up (Backward Side Open)              | Cheung Hau Laam, Liu Man Tung  |
|  | 1 <sup>st</sup> runner-up (Double Unders)                   | Chen Xin Tong  |
|  | 1 <sup>st</sup> runner-up (Backward Side Cross)             | Yu Wing Yi   |
|  | 1 <sup>st</sup> runner-up (Crougar)                         | Chen Xin Tong  |

|  |  |   |                     |
|--|--|---|---------------------|
|  |  | 1 <sup>st</sup> runner-up (Forward Two Feet Jump) | Wong Sui Yan Jessie |
|  |  | 1 <sup>st</sup> runner-up (Back Side Straddle)    | Ma Yan Yan          |
|  |  | 1 <sup>st</sup> runner-up (Criss Cross)           | Wong Sui Yan Jessie |
|  |  | 2 <sup>nd</sup> runner-up (Double Unders)         | Yu Wing Yi          |
|  |  | 2 <sup>nd</sup> runner-up (Backward Side Cross)   | Chen Xin Tong       |
|  |  | 2 <sup>nd</sup> runner-up (Crougar)               | Yu Wing Yi          |
|  |  | 2 <sup>nd</sup> runner-up (Forward Two Feet Jump) | Ma Yan Yan          |
|  |  | 2 <sup>nd</sup> runner-up (Back Side Straddle)    | Wong Sui Yan Jessie |

## Visual Arts

| Organisations   | Competitions  | Prizes   | Prize-winners                 |
|---|---|--|-------------------------------|
| Hong Kong Youth Nurture Association                   | "Basic Law" & "One Country 2 Systems" Comics Design Competition 2022          | 2 <sup>nd</sup> runner-up                                      | Yang Kam Yung                 |
|   |   | Merit Prize  | Cheung Kiu                    |
| Leisure & Cultural Services Department                | HK Flower Show 2023 Jockey Club Student Drawing Competition                   | 1 <sup>st</sup> runner-up (Junior Section in Secondary School) | Koo Pearl Keru                |
|   |   | Highly Commended (Junior Section in Secondary School)          | Ng Chi To                     |
|   |   | Certificate of Merit (Junior Section in Secondary School)      | Zhu Jessica                   |
| Office of Film, Newspaper and Article Administration  | "Control of Obscene & Indecent Articles Ordinance" Colouring Competition 2022 | Merit Prize  | Chau Man Yung                 |
| North District Arts Advancement Association Limited   | 「慶回歸、迎國慶」2022 North District Chinese Painting Competition                     | 2 <sup>nd</sup> runner-up of Secondary School Group            | Tu Man Ching Maisie           |
|   |   | Merit Prize of Secondary School Group                          | Chan Xie Yi Sophie, Ye Huiduo |
| Hong Kong Quality Assurance Agency & Education Bureau | Hong Kong Quality Assurance Agency The 16th "My Dream Home"                   | Finalist   | Koo Pearl Keru, Xie Yi Chak   |

|   |   |          |               |
|---|---|----------|---------------|
|   | Poster Design Competition   |          |               |
| North District Secondary School Principals' Association | North District Secondary School Principals' Association Logo Design | Champion | Yang Kam Yung |

## Music

| Organisations                                  | Competitions                              | Prizes                    | Prize-winners  |
|--|---|---------------------------|--|
| Hong Kong Schools Music and Speech Association | The 75th Hong Kong Schools Music Festival | 2 <sup>nd</sup> runner-up | Nam Tin Ching  |
|  |   | Silver Award              | Cai Wai Hung, Fan Hau Ki, He Zi Ying, Huang Tsz Sen, Nam Tin Ching, Ng Hiu Yee, Ng Ting Yiu, Shao Yik Huen, Tang Sui Mei, Tu Man Ching Maisie, Wang Tsz Ming, Wong Sui Yan Jessie, Yuen Yat Long, Zhang Siwei  |
|  |   | Bronze Award              | Chen Yinyi, Choi Yuen Ching, Chu Sau Yuen, Chui Shuk Yi, Hu Qingyi, Kwok Wing Tung, Lam Chun Hei, Lam King Chit, Lam Lok Tung, Lee Pui Yee Agnes, Leung Ka Yan, Li Chin Ming, Liu Ho Ching, Liu Wing Tung, Mo Man Tik Sky, Nam Tin Ching, Shek Tsz Ki, Tang Chun Man, Tang Kit Ching, Tsang Chiu Him, Wong Fei, Wong Man To, Wong Travis, Yang Ki Wai, Yau Chun Yi, Yiu Chai Him, Yuen Yat Ching, Zhang Zhongrui, Zhong Hoyeung, Zhou Tsz Yiu Selina, Zhu Zhiyue   |
| Hong Kong Taoist Association Principals        | Taoist Song Singing Contest 2023          | Merit Award               | Chen Yinyi, Choi Yuen Ching, Chui Shuk Yi, Kwok Wing Tung, Lam Chun Hei, Lam Lok Tung, Leung Ka Yan, Li Chin Ming, Liu Ho Ching, Nam Tin Ching, Tsang Chiu Him   |
| Joint School Music Association                 | Joint School Music Competition 2023       | Gold Award                | Boey Wing Yan, Chan Yat Yin, Chen Yinyi, Cheung Wing Kiu, Chiu Wing Yan, Choi Wang Lam Fiona, Choi Yuen Ching, Chong Ka Ho, Chui Shuk Yi, Huang Wai Hei, Jiao Haoran, Kong Ling Wun, Kwok Wing Tung, Lam Chun Hei, Lam Lok Tung, Lee Yi Wing, Lee Yuen Ting, Leung Ka Yan, Li Chin Ming, Li Jacky, Li Mei Ling, Li Yu Laam, Li Yuet Tung, Liu Ho Ching, Ma Wing Nam, Mao Qihan Hill, Nam Tin Ching, Ng Ting Yiu, Peng Joanna, Tang Cheuk Kit, Tsang Chiu Him, Tung Chin Wai, Wang Candy, Wang Sze Yin, Wong Pui Yiu, Yang Yu Yiu, Yu |

|  |                                       |              |   |
|--|---------------------------------------|--------------|---|
|  |                                       |              | Nga Lee, Yung Yam Yin Victoria, Zhu Zhiyue, Zie Chin Yeung  |
|  |                                       | Silver Award | Cai Jason Sze Chit, Cai Wai Hung, Chan Long Ching, Chau Man Yung, Chiu Yu Xin, Chu Sau Yuen, Fan Hau Ki, He Hua, He Zi Ying, Hu Qingyi, Huang Tsz Sen, Lam King Chit, Lee Pui Yee Agnes, Lin Chi Yuen, Lin Sin Yi, Liu Andrew, Liu Wing Tung, Mo Man Tik Sky, Nam Tin Ching, Ng Hiu Yee, Ng Ting Yiu, Pan Chun Leung, Shao Yik Huen, Shek Tsz Ki, Tang Chun Man, Tang Kit Ching, Tang Sui Mei, Tu Man Ching Maisie, Wang Tin Yau, Wang Tsz Ming, Wong Fei, Wong Man To, Wong Sui Yan Jessie, Wong Travis, Xiong Hua, Yang Ki Wai, Yau Chun Yi, Yiu Chai Him, Yuen Yat Ching, Yuen Yat Long, Zhang Siwei, Zhang Zhongrui, Zhong Hoyeung, Zhou Tsz Yiu Selina, Zhuang Cheuk Man |
| Music Office                             | 2022 Hong Kong Youth Music Interflows | Bronze Award | Cai Wai Hung, Chau Man Yung, Chiu Yu Xin, Fan Hau Ki, He Zi Ying, Huang Tsz Sen, Lin Sin Yi, Liu Andrew, Nam Tin Ching, Ng Hiu Yee, Ng Ting Yiu, Shao Yik Huen, Tang Sui Mei, Tu Man Ching Maisie, Wang Tsz Ming, Wong Sui Yan Jessie, Yuen Yat Long, Zhang Siwei   |
| The Hong Kong Federation of Youth Groups | Hong Kong A Cappella 2023             | Bronze Award | Bai Yuhan, Chen Yinyi, Woo Yik Fei Franklin, Yi Jia Yin, Zhao Dora  |

## Dance

| Organisations                       | Competitions  | Prizes                    | Prize-winners  |
|-------------------------------------|---|---------------------------|--|
| First Education Group               | Asia Students Arts Festival 2023 Final Round Dance Team | 1 <sup>st</sup> runner-up | Chen Yik Hei, Cheung Hoi Ching, Choi Tsz Ching, Fung Hoi Lam, Huang Pui Yiu, Ip Yat Sum, Kwan Sum Yuet, Kwok Hoi Nam, Lai Cheuk Yu, Lai Kei Yan, Leung Chi Kwan, Liang Xiangyan, Mo Sing Man, Sha Tsz Kiu, So Hoi Ching, Tsang Ho Yin Terence, Tsang Koon Wah, Wan Tsz Lam, Wong Sui Yan Jessie, Xu Hiu Lam, Yu Hong Kiu, Zhu Zhiyue, Zhuang Yui Ham |
| Hong Kong Schools Dance Association | 59 <sup>th</sup> Schools Dance Festival Competition,    | 1 <sup>st</sup> runner-up | Chan Long Ching, Chen Yinyi, Choi On Kiu, Choi Wang Lam Fiona, Choi Yuen Ching, Kong Ling Wun,   |

|         |  |  |   |
|---------|--|--|---|
| Limited | Secondary School<br>Chinese Dance<br>(Group) |  | Lau Hoi Lee, Lau Hoi Ying, Li Ka Man, Liu Hei Tung,<br>Liu Wan Yee, Ng Tin Yan, Pan Zhaoxi, Poon Rui Yao,<br>Shek Tsz Ki, Wong Fei, Wong Hok Lam, Yi Chuqing,<br>Yi Jia Yin, Zhang Hanwen |
|---------|--|--|---|

## Drama

| Organisations                      | Competitions                                  | Prizes                               | Prize-winners   |
|------------------------------------|---|--------------------------------------|---|
| Hong Kong School<br>Drama Festival | Hong Kong School<br>Drama Festival<br>2022/23 | Award for Outstanding<br>Cooperation | Chan King Elizabeth, Cheung Kiu Ka, Cui Tak<br>Chiu, Fung Tsz Huen, Lin Chi Yuen, Pan Zhaoxi,<br>Tang Shun Hei, Yiu Ching Kit |
|                                    |   | Award for Outstanding<br>Script      | Cui Tak Chiu, Fung Tsz Huen, Tang Shun Hei  |

## Other

| Organisations                      | Competitions   | Prizes  | Prize-winners                           |
|------------------------------------|--|---|---|
| Hong Kong Children's<br>Go College | The 18th HK inter-school Go<br>competition                       | Merit   | He Herminio, Hu Chun Lam, Huang Tsz Sen |
| Community Youth Club               | Community Youth Club<br>Member Merit Award Scheme<br>(2021-2022) | Badges of Level 3                               | Yau Hiu Lam                             |
|                                    |  | North District CYC Chinese<br>Chess Competition | Champion (Junior<br>form)               |
|                                    |  | Champion (Senior<br>form)                       | Heung Sui Tung                          |
|                                    | Community Youth Club<br>Outstanding member                       | Outstanding member                              | Yau Hiu Lam                             |

### 3.2.4. Social Services (2022-2023)

#### A. Service Activities and Medal Awards Scheme of CYC

- Below are the activities held throughout the year:

| Date          | Activity/ Event  |
|---------------|--|
| 23/9/2022     | First Annual General Meeting                                   |
| 15-16/11/2022 | Candy and plant selling for the charity                        |
| 25/11/2022    | Online activity: Caring and Communion                          |
| 18/2/2023     | Charity walk for the Community Chest                           |
| 21/2/2023     | Fund-raising clean-up activity                                 |
| 26/2/2023     | Plant selling for the charity on Parents' Day                  |
| 1/4/2023      | The Hong Kong Sign Language Workshop                           |
| 13/5/2023     | Adventure training with students from Buddhist Po Kwong School |
| 17/5/2023     | Second Annual General Meeting                                  |

- 6 flag-selling activities were held:

| Date       | Organization  |
|------------|---|
| 8/10/2022  | Shatin Women's Association<br>沙田婦女會                       |
| 26/11/2022 | Christian Family Service Centre<br>基督教家庭服務中心              |
| 10/12/2022 | Association for the Right of Industrial Victim<br>工業傷亡權益會 |
| 4/3/2023   | Hong Kong Playground Association<br>香港遊樂場協會               |
| 22/4/2023  | Hong Kong Lutheran Social Service<br>香港路德會社會服務處           |
| 29/4/2023  | Hong Kong Seeing Eye Dog Service<br>香港導盲犬服務中心             |

- A prize giving ceremony of CYC was held on 22/5/2023. 11 students attended the ceremony and received awards as below:

|   |                   |
|---|-------------------|
| Outstanding CYC member                                | 5D Yau Hiu Lam    |
| Chinese Chess Competition<br>(Junior form - Champion) | 1C Hu Chun Lam    |
| Chinese Chess Competition<br>(Senior form - Champion) | 1E Heung Sui Tung |



|              |  |   |
|--------------|--|---|
| Orange Medal | 3A Lee Yuen Ting<br>4B Chan Wan Nam<br>5C Lee Yin Pui<br>4C Cheung Yee Kei | 4A Tsang Tsz Ying<br>4B He Hua<br>5C Yeung Tsz Kwan<br>6D Lo Yan Tung |
|--------------|--|---|

- Service Scheme Awards this year is shown below.

|        | No. of Service Hours and No. of Students Awarded |
|--------|--|
| Gold   | 20 hours (2 students)                            |
| Silver | 11 hours (4 students)                            |
| Bronze | 5 hours (9 students)                             |

## B. Service Activities of Social Service Team

- Below are the activities held throughout the year:

| Date       | Activity/ Event  |
|------------|--|
| 30/9/2022  | First Annual General Meeting   |
| 13/11/2022 | "Together We Care" event for distributing goodie bags to the elderly in Choi Yuen Estate |
| 22/12/2022 | "Dialogue in the Dark" Experiential Journey  |
| 1/4/2023   | The Hong Kong Sign Language Workshop   |
| 26/6/2023  | TREATS inclusive activity  |
| 4/7/2023   | Wan Chai Heritage Preservation Tour  |

## C. Total Service Hours of All Service Teams in Counselling Unit

| Team                       | No. of Service Hours     | Total Service Hours                            |
|----------------------------|--------------------------|--|
| Student Mentorship Scheme  | 2,095 (last year: 2,364) | Total: 2,947 hours<br>(last year: 3,236 hours) |
| CYC                        | 306 (last year: 355)     |  |
| Social Service Team        | 346 (last year: 337)     |  |
| Student Health Ambassadors | 200 (last year: 180)     |  |

## D. Record of Fund-raising Activities

| Date          | Organization and Event | Amount (HK\$) |
|---------------|------------------------|---------------|
| February 2023 | 環保為公益                  | 3850          |

## (4) Financial Summary

| THE IMC OF HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL  |                       | Statement 3.1            |
|---|-----------------------|--------------------------|
| EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")<br>FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 AUGUST 2023  |                       |                          |
|   | \$                    | Notes in<br>Statement 18 |
| <b>Income</b>   |                       |                          |
| Grants received - School Specific <i>(per Statement 3.2)</i>  | 6,081,168.00          |                          |
| - Non-School Specific (Baseline Reference)  | 2,368,549.62          |                          |
| <b>Total grants received</b>  | <b>8,449,717.62</b>   |                          |
| Other income <i>(Please provide details)</i>  | 92,451.89             |                          |
| <b>TOTAL INCOME</b>   | <b>8,542,169.51</b>   |                          |
| <b>EXPENDITURE</b>  |                       |                          |
| - School specific <i>(per Statement 3.4)</i>  | (6,191,833.53)        |                          |
| - Non-School Specific <i>(Note 1)</i>   | (1,537,402.14)        |                          |
| <b>TOTAL EXPENDITURE</b>  | <b>(7,729,235.67)</b> |                          |
| <b>Surplus / (Deficit) for the year</b>   | <b>812,933.84</b>     |                          |
| <b>Surplus brought forward from previous period / year</b>  | <b>5,257,795.05</b>   |                          |
| <b>Prior year(s) adjustments <i>(Note 2)</i></b>  | <b>-</b>              |                          |
| <b>The surplus of EOEBG transferred to top-up <i>(Note 3)</i></b>   |                       |                          |
| - non-recurrent expenses for projects approved/funded by EDB  | -                     |                          |
| - no more than 50% of recurrent expenses arising from government-funded projects  | -                     |                          |
| - no more than 25% of recurrent expenses arising from furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes   | -                     |                          |
| <b>Amount transferred from other Grants</b>   |                       |                          |
| - Composite Furniture and Equipment Grant Opening Balance <i>(per Statement 4.4)</i>  | -                     |                          |
| - Others <i>(Please specify)</i>  | -                     |                          |
| <b>Amount transferred to other Grants <i>(Please specify)</i></b>   |                       |                          |
| - Top up Special Anti-epidemic Grant  | (123.26)              |                          |
| <b>Deficit transferred to Capital Reserve Fund (1) - Subscriptions: Income and Expenditure Account</b>  | <b>-</b>              |                          |
| <b>Others <i>(Please specify)</i></b>   | <b>-</b>              |                          |
| <b>Surplus balance after transfer</b>   | <b>6,070,605.63</b>   |                          |
| <b>Less: Funds set aside for Severance Payment (SP) / Long Service Payment (LSP) <i>(Note 4)</i></b>  | <b>(20,502.00)</b>    |                          |
| <b>Surplus balance (excluding funds set aside for SP / LSP)</b>   | <b>6,050,103.63</b>   |                          |
| <b>Less: Amount refundable to Education Bureau <i>(Note 5)</i></b>  | <b>-</b>              |                          |
| <b>Surplus carried forward to next year</b>   | <b>6,050,103.63</b>   |                          |
| <b>Notes:</b>   |                       |                          |
| 1. The breakdown of expenditure should be shown in the Notes to the Financial Statements (Statement 18).  |                       |                          |
| 2. Please state the adjustments notified by EDB not yet been reflected in the previous years' audited accounts in this row. <b>Schools should provide such details in the Notes to the Financial Statements (Statement 18).</b>   |                       |                          |
| 3. As stated in paragraphs 3 and 9(c) of the EOEBG User Guide of EDBCM No. 134/2022, surplus under the EOEBG can be used to top up:-<br>(i) non-recurrent expenses for projects approved/funded by EDB;<br>(ii) no more than 50% of recurrent expenses arising from government-funded projects; and<br>(iii) no more than 25% of recurrent expenses arising from furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes.   |                       |                          |
| 4. If schools deploy the school specific grants such as Capacity Enhancement Grant or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service. (Paragraph 10 and Annex D of the EOEBG User Guide of EDBCM No. 134/2022 refer.) Schools should provide such details in the Notes to the Financial Statements (Statement 18). |                       |                          |
| 5. <b>The surplus balance of the EOEBG (excluding the funds set aside as outstanding commitment for the payment of Severance Payment / Long Service Payment for staff) in excess of 12 months' provision of the EOEBG should be refundable to EDB. Please state the amount refundable to EDB in this row.</b>   |                       |                          |

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")  
STATEMENT OF INCOME AND EXPENDITURE OF GRANTS  
FOR THE ACCOUNTING YEAR ENDED 31 AUGUST 2023**

| Ref No.<br>in Annex<br>3B |   | EDB<br>Internal<br>Code | Income              |                              | Expenditure           | Surplus /<br>(Deficit) | Notes in<br>Statement 18 |
|---------------------------|---|-------------------------|---------------------|------------------------------|-----------------------|------------------------|--------------------------|
|                           |   |                         | Grant<br>Received   | Others<br>(Please specify) * |                       |                        |                          |
|                           |   |                         | \$                  | \$                           | \$                    | \$                     |                          |
|                           | <b>School Specific Grants</b>   |                         |                     |                              |                       |                        |                          |
| 2                         | - Administration Grant / Revised Administration Grant (Note 1)                  | R7001S12MB              | 4,222,431.00        |                              | (4,300,229.75)        | (77,798.75)            |                          |
| 3                         | - Capacity Enhancement Grant  | R0002IXXXB              | 654,502.00          |                              | (604,943.50)          | 49,558.50              |                          |
| 4                         | - Composite Information Technology Grant  | R0401S12MB              | 565,906.00          |                              | (582,378.55)          | (16,472.55)            |                          |
| 5                         | - Air-conditioning Grant  | R1801S12MB              | 586,714.00          |                              | (703,801.73)          | (117,087.73)           |                          |
| 6                         | - School-based Support Scheme for Schools with Intake of Newly Arrived Children | RY Y 11S12MB            |                     |                              |                       | -                      |                          |
| 7                         | - Boarding Grant  | R8101S12MB              |                     |                              |                       | -                      |                          |
| 8                         | - School-based Educational Psychology Service Grant                             | R1201S12MB              |                     |                              |                       | -                      |                          |
| 9                         | - School-based Management Top-up Grant  | R1901S12MG              | 51,615.00           |                              | (480.00)              | 51,135.00              |                          |
| 10                        | - School-based Speech Therapy Administration Recurrent Grant                    | R1902S12MG              |                     |                              |                       | -                      |                          |
| 11                        | - Base School School-based Speech Therapy Administration Recurrent Grant        | R1903S12MG              |                     |                              |                       | -                      |                          |
|                           | <b>Total</b>  |                         | <b>6,081,168.00</b> | <b>-</b>                     | <b>(6,191,833.53)</b> | <b>(110,665.53)</b>    |                          |
|                           |   |                         |                     | (Note 2)                     |                       |                        |                          |

Notes:

- Breakdown for total income and expenditure for clerical and janitor staff salaries/allowance and cleaning contract should be shown in the Notes to the Financial Statements (Statement 18).
- Receipts of miscellaneous income, including long service payment, severance payment, employees' compensation and amounts recovered from school own funds, etc. should be shown against each individual constituent grant from which the corresponding expenses were paid in this Statement 3.2. Breakdown should be shown in the Notes to the Financial Statements (Statement 18).
- If schools deploy the school specific grants such as Capacity Enhancement Grant or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service. (Paragraph 10 and Annex D of the EOEBG User Guide of EDECM No. 134/2022 refer.) Schools should provide such details in the Notes to the Financial Statements (Statement 18).

\* Please enter "Other Income" under column G. If there are more than one "Other Income", please insert a new column to the **LEFT** of **column I** and then fill in the necessary data. Please **DO NOT** insert columns in other places.

## (5) Principal's CPD Record

### Serving Principal's CPD Portfolio (2022 - 2023)

Name of School: Hong Kong Taoist Association Tang Hin Memorial Secondary School

Name of Principal: Wong Shun Tak

| Structured Learning |  |                    |                                      |   |                     |              |  |
|---------------------|--|--------------------|--------------------------------------|---|---------------------|--------------|--|
| Date                | Title of CPD Activity  | Activity Organizer | Core Area(s)* of Leadership involved | Benefits for Students/ Schools  | CPD Hours counted   |              |  |
|                     |  |                    |                                      |   | Structured Learning | Action Study | Service to Education and the community |
| 17/11/2022          | Shenzhen-Hong Kong Principals' Forum cum Celebration of the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region | EDB                | I, II, III, VI                       | The theme of the Forum is "「十四五」規劃下教育發展的路向". The Forum aims at enhancing the quality of education and promoting continuing professional development of principals by means of speeches, sharing and professional exchanges among scholars and principals from Shenzhen, Macao, Hong Kong and other cities in the Greater Bay Area.  | 6.5                 |              |  |
| 18/1/2023           | 《教師專業操守指引》簡介會  | EDB                | I, III, VI                           | The seminar gives brief introduction on EDB's requirement on teachers' professional conduct. It gives the guideline for building professional team of teachers and promote teachers' professional development.  | 1.5                 |              |  |
| 12/12/2022          | Briefing Sessions on the Enhanced School Development and Accountability Framework  | EDB                | V                                    | The seminar aims to increase principals' understanding of the enhanced School Development and Accountability framework. The focuses of the briefing sessions include 1. highlighting the achievements and areas for improvement on the promotion of the continuous self-improvement in schools as identified in the Impact Study; and 2. briefing on the principles and key features of the enhanced SDA framework as well as its related support measures. | 2                   |              |  |
| 29/11/2022          | Sharing Seminars on the Major Findings of Inspection Annual Report (IAR) (2021/22)   | EDB                | II, V                                | The seminar shares with the school sector the major findings of the IAR (2021/22), with good practices and areas for improvement highlighted to promote reflection and improvement for promoting quality education.   | 2.5                 |              |  |

|            |  |                       |               |   |   |  |  |
|------------|--|-----------------------|---------------|---|---|--|--|
| 22/7/2023  | 2021-2022 年度北區優秀學生選舉   | 北區青年協會                | III, VI       | To show appreciation to student awardees.   | 2 |  |  |
| 13/8/2023  | New teacher mentoring  | School                | II, III, IV   | To introduce school aims and policies to new teachers and give them clear expectation.  | 3 |  |  |
| 15/9/2022  | Meeting with John Tsang, the former Financial Secretary, to discuss Edtech development | HKACE                 | I, II, IV, VI | To discuss about future Edtech development  | 1 |  |  |
| 15/9/2022  | 2022 香港宗教界慶祝中華人民共和國成立七十三周年大會   | 香港宗教界                 | VI            | To celebrate the establishment of PRC and connect to the outside world.   | 1 |  |  |
| 17/9/2023  | 香港教育界慶祝七十三周年國慶聯歡宴會   | 教育界                   | VI            | To celebrate the establishment of PRC and connect to the outside world.   | 1 |  |  |
| 21/9/2022  | PolyU Entry Scholarship Award Ceremony   | PolyU                 | III, VI       | To show appreciation to the students admitted to PolyU and understand the current situation in fields of medical sciences.      | 2 |  |  |
| 24/9/2022  | White Coat Ceremony  | Medical Faculty, CUHK | III, VI       | To show appreciation to the students admitted to the Faculty of Medicine and understand the current situation in medical field. | 2 |  |  |
| 30/9/2022  | 青協領袖學院 SSP Visit (NAP3)  | EDB                   | IV, VI        | To visit leadership training institute and liaise with HKFYG  | 3 |  |  |
| 8/10/2022  | FYSK Scholarship presentation ceremony   | FYSK                  | III, VI       | To show appreciation to student awardees.   | 3 |  |  |
| 16/10/2022 | 香港佛教聯合會永義獎學金成立儀式   | 香港佛教聯合會               | IV, VI        | To liaise with other religious parties and seek resources for scholarships.   | 2 |  |  |
| 17/10/2022 | Meeting with EDB (North district)  | EDB                   | I             | To know EDB's direction on education policies   | 2 |  |  |
| 17/10/2022 | Meeting with Prof Patrick Kwok   | HKTA                  | IV, VI        | To know more about studying abroad  | 2 |  |  |
| 21/10/2022 | 2022/23 學年北區青少年網絡安全講座(一)「認識學生的網絡世界及網絡欺凌介入手法」   | EDB                   | I, II, III    | To know more about juvenile cyber world and cyber bullying  | 3 |  |  |
| 27/10/2022 | Leadership Forum (II) 梁耀輝先生港鐵學院長   | EDB                   | I             | To know more about corporate leadership   | 2 |  |  |
| 27/10/2022 | Closing Ceremony of Jockey Club 'Multicultural Leaders of the World' Programme         | YMCA                  | VI            | To show appreciation to the students and celebrate their success.   | 2 |  |  |
| 10/11/2022 | 25th Anniversary of Christian Alliance SW Chan Memorial College                        | Christian Alliance SW | VI            | To establish good relationship with other schools in the same district.   | 2 |  |  |

|            |   |                                       |                    |   |     |  |  |
|------------|---|---------------------------------------|--------------------|---|-----|--|--|
|            |   | Chan Memorial College                 |                    |   |     |  |  |
| 17/11/2022 | Visit of HKCKLA Buddhist Wisdom Primary School                                  | HKCKLA Buddhist Wisdom Primary School | VI                 | To establish good relationship with other schools in the same district.         | 2   |  |  |
| 18/11/2022 | Staff Development - Self-directed Learning                                      | School                                | I, II, III, IV, V  | To introduce self-directed learning concepts                                    | 3   |  |  |
| 25/11/2022 | “一國兩制”的回顧與展望論壇  | Shine Tak Foundation                  | I, II, III, VI     | To understand National Security Law and how education sector in HK be affected. | 2.5 |  |  |
| 26/11/2022 | Steam Education Fair 2022 (represent HKACE)                                     | EDB                                   | I, II, III, IV, VI | To promote STEAM education in HK  | 3   |  |  |
| 30/11/2022 | Leadership Forum (III) 范徐麗泰女士 勵進教育心理事會主席  | EDB                                   | I                  | To know more about corporate leadership and National Education                  | 2   |  |  |
| 4/12/2022  | 宗教界國慶升旗典禮暨「開拓青年新紀元、攜手同行創新篇」拼畫活動   | HKTA                                  | I, VI              | To promote National Education   | 2   |  |  |
| 4/12/2022  | 2022 年國家憲法日座談會  | HK Government                         | I                  | To promote National Education   | 2   |  |  |
| 5/12/2022  | Meeting with Chief Admission Officer, HKU                                       | HKU                                   | VI                 | To maintain good relationship with universities                                 | 2   |  |  |
| 9/12/2022  | NAP Thematic Talk: Organizational Change and Leadership                         | EDB                                   | I                  | To know more about corporate leadership   | 2   |  |  |
| 15/12/2022 | 40th Anniversary of TWGH KYDS   | TWGH KYDS                             | VI                 | To establish good relationship with other schools in the same district.         | 2   |  |  |
| 16/12/2022 | International Biology Olympiad – Hong Kong Contest 2022 – Prize-giving Ceremony | HKAGE                                 | VI                 | To show appreciation to the students and celebrate their success.               | 2   |  |  |
| 16/12/2022 | 家長如何協助子女免受網絡欺凌的傷害」家長講座  | School                                | I, IV              | To promote information literacy in parents                                      | 1   |  |  |
| 27/12/2022 | 「第十一屆香港小特首」2022 年度-JCE 成果分享會  | JCE - BGCA                            | VI                 | To show appreciation to the students and celebrate their success.               | 2   |  |  |
| 4/1/2023   | Staff Development in Information Literacy                                       | School                                | I, II, III         | To promote information literacy in school contexts                              | 2   |  |  |
| 9/1/2023   | Staff Development - Y Connect 教師心靈忙休點   | School                                | IV                 | To build team spirits through various activities                                | 2.5 |  |  |



|           |   |  |                |  |     |  |  |
|-----------|---|--|----------------|--|-----|--|--|
| 9/1/2023  | Review meeting on school academic development             | School                                   | I, II, III, IV | To study the problems and remedial measures of current school curriculum.              | 3   |  |  |
| 11/1/2023 | EMI seminar and Meeting                                   | School                                   | II, III        | To understand teaching in English  | 2   |  |  |
| 13/1/2023 | Staff Development on T&L                                  | School                                   | II, III        | To introduce good T&L strategies and differentiated T&L.                               | 3   |  |  |
| 14/1/2023 | 2022 年香港華羅庚金杯少年數學邀請賽(決賽)                                  | HKMO                                     | VI             | To show appreciation to the students and celebrate their success.                      | 2   |  |  |
| 15/1/2023 | Review meeting on personal growth programme               | School                                   | I, II, III, IV | To study the effectiveness of the moral programmes and give suggestions.               | 3   |  |  |
| 21/5/2023 | Review meeting on personal growth programme               | School                                   | I, II, III, IV | To study the effectiveness of the moral programmes and give suggestions.               | 3   |  |  |
| 17/1/2023 | Review meeting of school discipline matters               | School                                   | I, III, IV, V  | To review school discipline measures and give suggestions.                             | 3   |  |  |
| 31/1/2023 | 北區癸卯年新春酒會暨皇后山社區會堂啟用典禮                                     | Home Affairs Department - North District | VI             | To maintain good relationship with the community                                       | 1   |  |  |
| 1/2/2023  | Leadership Forum (IV) Mr Leong CHEUNG Founder, RunOurCity | EDB                                      | I              | To know more about corporate leadership and National Education                         | 3   |  |  |
| 3/2/2023  | Meeting with New Form Teachers                            | School                                   | II, III, IV    | To introduce school aims and policies to new teachers and give them clear expectation. | 3   |  |  |
| 10/2/2023 | 福建希望工程基金會獎助學金頒獎典禮   | 福建希望工程基金會                                | VI             | To show appreciation to the students and celebrate their success.                      | 2   |  |  |
| 15/2/2023 | 國安教育教師專業發展座談暨第二屆「國家安全教育通通識」校際挑戰賽啟動禮                       | Shine Tak Foundation                     | I, II, III, VI | To understand National Security Law and how education sector in HK be affected.        | 2.5 |  |  |
| 17/2/2023 | 青年發展藍圖中學校長簡介會   | HK Government                            | I, IV          | To know more about Government policy on young development                              | 1   |  |  |
| 20/2/2023 | 2023 香港科技創新界聯合春茗  | HKACE                                    | VI             | To maintain good relationship with the community                                       | 3   |  |  |
| 24/2/2023 | HKOI prize giving   | HKACE                                    | VI             | To show appreciation to the students and celebrate their success.                      | 2   |  |  |
| 3/3/2023  | HKU Knowledge Fair  | HKU                                      | II, III, IV    | To keep up with educational trend  | 6   |  |  |
| 21/3/2023 | Review meeting on school academic development             | School                                   | I, II, III, IV | To study the problems and remedial measures of current school curriculum.              | 3   |  |  |
| 23/3/2023 | Visit North New Development Area                          | NDSSPA                                   | I, VI          | To know more about North District future development                                   | 3   |  |  |

|           |  |   |                   |   |   |  |  |
|-----------|--|---|-------------------|---|---|--|--|
| 23/3/2023 | 東華三院曾憲備小學校舍設施命名典禮                        | 東華三院曾憲備小學   | VI                | To establish good relationship with other schools in the same district.         | 2 |  |  |
| 23/3/2023 | 香港電腦商會 25 周年晚宴暨 年度會董屆就職典禮                | The Chamber of Hong Kong Computer Industry Co Ltd | VI                | To maintain good relationship with the community                                | 3 |  |  |
| 24/3/2023 | Anniversary of HKTA Shek Wai Kok PS      | HKTA Shek Wai Kok PS                              | VI                | To establish good relationship with other schools under the same SSB.           | 2 |  |  |
| 25/3/2023 | 「新界大講壇」之「攜手大灣區 建功新時代 全國兩會精神交流分享會」        | 新界社團聯會  | I, II, III, VI    | To understand National Security Law and how education sector in HK be affected. | 3 |  |  |
| 30/3/2023 | Anniversary of HKTA YY3                  | HKTA YY3  | VI                | To establish good relationship with other schools under the same SSB.           | 2 |  |  |
| 31/3/2023 | 「專業分享·杏壇閃亮」教育菁英 2023                     | HKSSSC  | I, II, III        | To keep up with educational trend   | 3 |  |  |
| 26/4/2023 | 「資助學校人事聘任電子化系統」網上簡介會                     | EDB   | IV                | To acquire knowledge in staff recruitment                                       | 2 |  |  |
| 4/5/2023  | Anniversary of TWGHs LKSSS               | TWGHs LKSSS                                       | VI                | To establish good relationship with other schools in the same district.         | 2 |  |  |
| 13/5/2023 | HKMO Prize presentation                  | HKMO  | VI                | To show appreciation to the students and celebrate their success.               | 2 |  |  |
| 13/5/2023 | 香港少年工程挑戰賽 2022                           | CUHK  | VI                | To maintain good relationship with university                                   | 2 |  |  |
| 15/5/2023 | 「無煙 Teens 精英計劃」2022-2023 成果發佈暨分享會        | Hong Kong Council on Smoking and Health           | VI                | To show appreciation to the students and celebrate their success.               | 2 |  |  |
| 23/5/2023 | 校本經驗分享-「共創.共建.共管」分享會                     | EDB   | I, II, III        | To learn more about school culture development                                  | 2 |  |  |
| 31/5/2023 | Anniversary of Chan Shi Wan PS           | Chan Shi Wan PS                                   | VI                | To establish good relationship with other schools in the same district.         | 2 |  |  |
| 6/6/2023  | Counselling meeting                      | School  | I, III, IV, V     | To review school counselling measures and give suggestions.                     | 3 |  |  |
| 8/6/2023  | EMI meeting and Staff Development on LaC | School  | II, III           | To understand teaching in English   | 2 |  |  |
| 9/6/2023  | Studies Meeting                          | School  | I, II, III, IV, V | To discuss with panel chairpersons about school future development              | 2 |  |  |



|           |   |                      |               |  |     |  |  |
|-----------|---|----------------------|---------------|--|-----|--|--|
| 12/6/2023 | Joint-school NSE Seminar                                  | School               | I, II, III    | To acquire knowledge in national security education  | 3   |  |  |
| 14/6/2023 | Review meeting of school discipline matters               | School               | I, III, IV, V | To review school discipline measures and give suggestions.   | 3   |  |  |
| 17/6/2023 | 中五內地考察團簡介會暨國家安全教育家長講座                                     | School               | I, II, III    | To acquire knowledge in national security education  | 3   |  |  |
| 24/6/2023 | ICAS Prize-giving Ceremony                                | School               | VI            | To show appreciation to the students and celebrate their success.  | 2   |  |  |
| 24/6/2023 | 憲法基本法比賽論證賽  | Shine Tak Foundation | VI            | To show appreciation to the students and celebrate their success.  | 2   |  |  |
| 28/6/2023 | Meeting with Chief Admission Officer, HKU                 | HKU                  | VI            | To maintain good relationship with universities  | 2   |  |  |
| 3/7/2023  | Review meeting with school social worker service provider | YWCA                 | I, V, VI      | To review school social worker services with YWCA officials.   | 1   |  |  |
| 4/7/2023  | Review meeting with school EP                             | School               | I, V, VI      | To review services provided by the school Educational Psychologist.  | 1   |  |  |
| 5/7/2023  | HKUST Dean of Engineering Scholarship Ceremony            | HKUST                | III, VI       | To show appreciation to the students admitted to PolyU and understand the current situation in fields of medical sciences. | 2   |  |  |
| 7/7/2023  | 姊妹學校計劃線上分享會   | EDB                  | I, VI         | To know more about sister school programme   | 2.5 |  |  |
| 7/7/2023  | Project My Future Sharing Session                         | PMF                  | I, VI         | To celebrate students' successes and know more about life-planning   | 2   |  |  |
| 9/7/2023  | 「傑出中學生領袖選舉 2022-2023」閉幕暨頒獎典禮                              | Hok Yau Club         | I, VI         | To celebrate students' successes   | 2   |  |  |
| 15/7/2023 | 「傳承·詩詞伴我行」唐詩朗誦比賽總決賽及頒獎典禮                                  | 灼見名家傳媒有限公司           | VI            | To show appreciation to the students and celebrate their success.  | 2   |  |  |
| 22/7/2023 | 2023 北區優秀學生選舉頒獎禮  | 北區青年協會               | VI            | To show appreciation to the students and celebrate their success.  | 2   |  |  |
| 5/8/2023  | Meeting with Prof Ray Cheung, Asso Provost of CityU       | CityU                | I, VI         | To know more about STEM development in HK and liaise with CityU  | 2   |  |  |
| 26/8/2023 | 香港佛教聯合會永義獎學金頒獎典禮  | 香港佛教聯合會              | IV, VI        | To liaise with other religious parties and seek resources for scholarships.  | 2   |  |  |

Subtotal (hours): 195.5

| Action Study                                    |   |                    |                                      |   |                     |              |  |
|---|---|--------------------|--------------------------------------|---|---------------------|--------------|--|
| Date  | Title of CPD Activity   | Activity Organizer | Core Area(s)* of Leadership involved | Benefits for Students/ Schools  | CPD Hours counted   |              |  |
|   |   |                    |                                      |   | Structured Learning | Action Study | Service to Education and the community |
| 16/11/2022 - 7/12/2022;<br>9/3/2023 - 20/3/2023 | Lesson Study LAC  | School             | I, II, III                           | To facilitate cooperation between different subject panels and promote the use of language across the curriculum.   |                     | 10           |  |
| 15/1/2023 - 30/1/2023                           | Study how improvement in student learning could be quantitatively measured using standard scores. | School             | I, II, III                           | With the introduction of "Improvement Index" which is a derivation of standard score, improvement in student could be measured. However, the shortcoming is the comparison is a relative measurement within population. |                     | 10           |  |

Subtotal (hours):

20

| Service to education and the community |                                 |                         |                                      |   |                     |              |  |
|--|---------------------------------|-------------------------|--------------------------------------|---|---------------------|--------------|--|
| Date                                   | Title of CPD Activity           | Activity Organizer      | Core Area(s)* of Leadership involved | Benefits for Students/ Schools          | CPD Hours counted   |              |  |
|  |                                 |                         |                                      |   | Structured Learning | Action Study | Service to Education and the community |
| 14/9/2022                              | Meeting                         | HKTA Academic Committee | I, II, III, IV, V, VI                | To keep track with the sponsoring body. |                     |              | 2                                      |
| 27/9/2022                              | 「讚頌和諧」宗教音樂會                     |                         |                                      |   |                     |              | 2                                      |
| 17/10/2022                             | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 29/11/2022                             | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 20/12/2022                             | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 13/1/2023                              | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 28/2/2023                              | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 17/4/2023                              | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 28/4/2023                              | 道教歌曲歌唱比賽                        |                         |                                      |   |                     |              | 2                                      |
| 5/6/2023                               | Meeting                         |                         |                                      |   |                     |              | 2                                      |
| 26/2/2023                              | 癸卯年 2023 太上道祖寶誕晚宴暨香港道教聯合會春節聯歡福聚 |                         |                                      |   |                     |              | 2                                      |
| 15/3/2023                              | 道德經朗誦比賽                         |                         |                                      |   |                     |              | 2                                      |
| 17/3/2023                              | 信善紫閣玄觀獎學金暨道德經書法比賽頒獎典禮           |                         |                                      |   |                     |              | 2                                      |
| 25/5/2023                              | 聯合畢業典禮                          |                         |                                      |   |                     |              | 3                                      |

|            |   |  |                   |   |  |  |     |
|------------|---|--|-------------------|---|--|--|-----|
| 25/6/2023  | 圓玄學院慶賀回歸升旗禮」暨香港道教聯合會會屬學校及圓玄學院會屬學校聯校國民教育活動 - 太極操           |  |                   |   |  |  | 2   |
| 6/1/2023   | Visit 青松觀   | HKTA School Heads Association                          | VI                | To know more about local temples  |  |  | 3   |
| 17/6/2023  | 會屬校長會周年大會及換屆選舉  | HKTA School Heads Association                          | VI                | To know more about local temples  |  |  | 3   |
| 22/9/2022  | Meeting   | North District Secondary School Principals Association | I, III, IV, V, VI | To know the current educational trends.   |  |  | 3   |
| 11/1/2023  | Meeting   | North District Secondary School Principals Association | I, III, IV, V, VI | To know the current educational trends.   |  |  | 2   |
| 16/1/2023  | Meeting (population trend)                                | North District Secondary School Principals Association | I, III, IV, V, VI | To know the current educational trends.   |  |  | 2   |
| 28/2/2023  | Meeting with District Commander (Tai Po), HK Police Force | North District Secondary School Principals Association | VI                | To know more about crime-fighting in the district   |  |  | 2   |
| 21/4/2023  | Visit HK International Airport                            | North District Secondary School Principals Association | VI                | To know more about crime-fighting in the airport  |  |  | 4   |
| 17/5/2023  | Meeting   | North District Secondary School Principals Association | I, III, IV, V, VI | To know the current educational trends.   |  |  | 3   |
| 14/1/2023  | Markers' Meeting  | HKACE Mock Exam Committee                              | II, VI            | To organize ICT Mock exam for the DSE candidates, promote teacher professional growth and connect with outside world. |  |  | 2   |
| 11/5/2023  | Preparation meeting                                       |  |                   |   |  |  | 4   |
| 19/6/2023  | Setters' Meeting  |  |                   |   |  |  | 2   |
| 9/9/2022   | Meeting   | PTA  | IV, V, VI         | To organize activities to promote home school cooperation.  |  |  | 2.5 |
| 25/9/2022  | Parent Activity (Carnival)                                |  |                   |   |  |  | 2   |
| 7/10/2022  | Parent Seminar  |  |                   |   |  |  | 3   |
| 18/11/2022 | AGM   |  |                   |   |  |  | 2   |
| 8/12/2022  | Meeting   |  |                   |   |  |  | 2.5 |
| 7/1/2023   | Parent Seminar(品格教育 - 關愛及時間篇)                             |  |                   |   |  |  | 3   |

|            |                                 |                                       |           |  |  |     |
|------------|---------------------------------|---------------------------------------|-----------|--|--|-----|
| 26/2/2023  | Meeting                         |                                       |           |  |  | 3   |
| 23/4/2023  | PTA Annual Picnic               |                                       |           |  |  | 6   |
| 5/5/2023   | Meeting                         |                                       |           |  |  | 2.5 |
| 18/9/2022  | Mentorship Scheme               | Tang Hin Alumni                       | IV, V, VI | To connect with alumni stakeholders and help students understand more thoroughly on their future career and studies. |  | 3   |
| 28/9/2022  | North District CYC Meeting      | CYC                                   | IV, VI    | To arrange activities and connect with ND schools.   |  | 2   |
| 15/12/2022 | North District CYC Meeting      |                                       |           |  |  | 1   |
| 18/2/2023  | CYC Fund-raising Walk           |                                       |           |  |  | 3   |
| 21/4/2023  | North District CYC Meeting      |                                       |           |  |  | 1   |
| 22/5/2023  | North District CYC Meeting      |                                       |           |  |  | 1   |
| 18/11/2022 | Talk for preparing S1 Admission | HKCKLA Buddhist Wisdom Primary School | VI        | To give clearer picture to local P6 students about school development.   |  | 1   |
| 3/12/2022  | P6 Academic Contest             | School                                | VI        | To arrange a competition for ND students and let them know their ability. And to connect with ND primary schools.    |  | 3   |
| 10/12/2022 | Information Day                 | School                                | VI        | To give clearer picture to local P6 students about school development.   |  | 4   |
| 7/12/2022  | Talk for preparing S1 Admission | Shek Wu Hui Public School             | VI        | To give clearer picture to local P6 students about school development.   |  | 1   |
| 16/12/2022 | Talk for preparing S1 Admission | Wai Chow Public School (Sheung Shui)  | VI        | To give clearer picture to local P6 students about school development.   |  | 1   |
| 28/10/2022 | IMC Meeting 1                   | School IMC                            | I – VI    | To formulate the school direction, policies and strategies.  |  | 2   |
| 7/2/2023   | IMC Meeting 2                   |                                       |           |  |  | 2   |
| 30/8/2023  | IMC Meeting 3                   |                                       |           |  |  | 2   |
| 29/9/2022  | Council Meeting                 | HKACE                                 | I, VI     | To serve the community in the aspect of Computer Education and connect to the outside world.                         |  | 2   |
| 17/5/2023  | Council Meeting                 | HKACE                                 | I, VI     | To serve the community in the aspect of Computer Education and connect to the outside world.                         |  | 2   |
| 24/6/2023  | AGM                             | HKACE                                 | I, VI     | To serve the community in the aspect of Computer Education and connect to the outside world.                         |  | 2   |
| 9/7/2023   | Membership Comm Meeting         | HKACE                                 | I, VI     | To understand current trend in Computer Education and connect to the outside world.                                  |  | 3   |

|                                    |   |   |         |   |  |  |   |
|------------------------------------|---|---|---------|---|--|--|---|
| 10/2/2023                          | Annual dinner   | HKACE   | I, VI   | To understand current trend in Computer Education and connect to the outside world. |  |  | 3 |
| 26/10/2022                         | AGM of the Association of English Medium Secondary Schools                            | Association of English Medium Secondary Schools | VI      | To understand the current trend and connect to the outside world.                   |  |  | 1 |
| 24/11/2022                         | HKSSSC Annual General Meeting (2022/23)   | HKSSSC  | VI      | To understand the current trend and connect to the outside world.                   |  |  | 3 |
| 27/2/2023<br>11/5/2023<br>4/8/2023 | District Fight Crime Committee (North District)                                       | Home Affairs Department, HKG                    | VI      | To understand the current trend and connect to the outside world.                   |  |  | 3 |
| 28/3/2023<br>17/8/2023             | District Fight Crime Committee (North District)- Working group on activities          | Home Affairs Department, HKG                    | VI      | To understand the current trend and connect to the outside world.                   |  |  | 3 |
| 9/6/2023                           | District Fight Crime Committee (North District)- Visit Lo Wu Correctional Institution | Home Affairs Department, HKG                    | VI      | To understand the current trend and connect to the outside world.                   |  |  | 3 |
| 18/5/2023                          | ICT Markers' Meeting  | HKEAA   | II, III | To keep up with current ICT development   |  |  | 3 |
| 8/6/2023                           | ICT SBA DC Meeting  | HKEAA   | II, III | To keep up with current ICT development   |  |  | 1 |

Subtotal (hours):

144

**Year Total (2022-2023) (hours):**

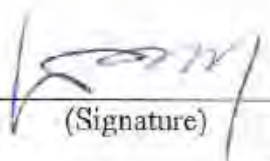
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**\*Core Areas of Leadership:**

- I. Strategic Direction and Policy Environment
- II. Teaching, Learning and Curriculum
- III. Leader & Teacher Growth and Development

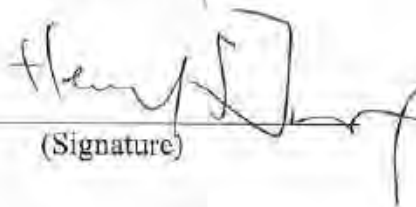
- IV. Staff and Resource Management
- V. Quality Assurance and Accountability
- VI. External Communication and Connection

Submitted by: WONG SHUN TAK  
(Name of Principal)

  
(Signature)

Date: 31/8/2023

Endorsed by: TONG SAU CHAI HENRY  
(Name of Supervisor of the IMC)

  
(Signature)

Date: 31/8/2023

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Programme Evaluation Report for DLG - Other Programmes: Gifted Education for the 2022/23 school year**

| Programme Title   | Objectives   | Targets (No./level/selection)   | Duration/Start Date   | Deliverables   | Evaluation  | Expenditure (HK\$)   |
|---|--|---|---|--|---|----------------------|
| Chinese Language – Chinese Literature and Music Appreciation - 「情動於中而形於言」 | <ul style="list-style-type: none"> <li>● To use music as an auditory stimulus to the students while they are reading</li> <li>● To arouse the students' interest in reading</li> <li>● To enhance students' understanding of different pieces of Chinese literature</li> </ul> | <ul style="list-style-type: none"> <li>● 15 S4 students</li> <li>● nominated by teachers of Chinese Language based on               <ul style="list-style-type: none"> <li>➢ their performance in the Chinese exams at school</li> <li>➢ their performance in Chinese lessons</li> <li>➢ their interest in learning Chinese Language</li> </ul> </li> </ul> | <p>Total: 12.5 hours starting from September</p> <p>The following tasks were completed:</p> <ul style="list-style-type: none"> <li>➢ teaching of reading skills</li> <li>➢ discussions &amp; presentations</li> <li>➢ individual consultation</li> <li>➢ marking of written work</li> </ul> <p>A sharing session was arranged for all S4 students on 14-3-2023.</p> | <ul style="list-style-type: none"> <li>● Various activities such as music listening, reading, sharing and discussions of different lyrics and pieces of Chinese literature were held to arouse the students' interest in reading and enhance their appreciation of different pieces of Chinese literature.</li> <li>● The students shared their learning experience with their schoolmates in the talk.</li> </ul> | <ul style="list-style-type: none"> <li>● Student attendance was high (90.55%).</li> <li>● The students performed well in the course. They appreciated 16 pieces of Chinese literature and 18 songs in the lessons. They also did extended reading of 16 pieces of Chinese literature. They participated actively in the activities.</li> <li>● The students have shown their talents in creative writing such as poetry and lyrics.</li> <li>● The students' reading and writing skills were enhanced.</li> <li>● The students shared their learning experience with S4 students. The S4 students enjoyed the sharing and appreciated their efforts.</li> </ul> | Tutor fee: 10,000.00 |

| Programme Title                | Objectives   | Targets (No./level/selection)   | Duration/Start Date  | Deliverables   | Evaluation  | Expenditure (HK\$)   |
|--------------------------------|--|---|--|--|---|----------------------|
| Mathematics - Elite Course     | <ul style="list-style-type: none"> <li>● To provide students with opportunities to use mathematics to formulate and solve problems in daily life as well as mathematical contexts and other disciplines</li> <li>● To enhance students' ability to communicate with others and express their views clearly and logically in mathematical language</li> <li>● To encourage students to participate in mathematics competitions</li> </ul> | <ul style="list-style-type: none"> <li>● 20 S.4 students and 20 S.5 students</li> <li>● nominated by teachers of Mathematics based on <ul style="list-style-type: none"> <li>➢ their performance in mathematics lessons</li> <li>➢ their performance in the mathematics exams at school</li> <li>➢ their enthusiasm in participating in mathematics activities</li> </ul> </li> </ul> | <p>S.4 – 16 lessons starting from November (11:00-13:00 on Saturday).</p> <p>S.5 - 13 lessons starting from September (14:15-16:15 on Saturday).</p> | <ul style="list-style-type: none"> <li>● One assignment in each lesson.</li> <li>● Participation in mathematics competitions</li> <li>● Promotion of the enjoyment in learning mathematics in school by the target students</li> </ul> | <ul style="list-style-type: none"> <li>● The student attendance was high (93.80%). Students completed at least one assignment in each lesson. Their performance was satisfactory.</li> <li>● The students learnt how to conceptualise, inquire and reason mathematically. They used mathematics to formulate and solve problems.</li> <li>● The students were encouraged to participate in mathematics competitions. They were awarded prizes such as 2 second class honours and 1 honorable mention in the Hong Kong Mathematics Olympiad.</li> <li>● Some of the students were active in organizing and/or participating in extra-curricular mathematics activities.</li> </ul> | Tutor fee: 14,500.00 |
| Liberal Studies – Elite Course | <ul style="list-style-type: none"> <li>● To enhance students' critical thinking and discussion skills</li> </ul>   | <ul style="list-style-type: none"> <li>● S.6 students</li> <li>● nominated by the LS teachers based on <ul style="list-style-type: none"> <li>➢ their performance in LS lessons</li> <li>➢ their performance in the LS exams at school</li> </ul> </li> </ul>   | <p>S.6 – 8 lessons in the first school term (September to December)</p> <p>Each lesson will last 2 hours. It will be held at school on Saturday.</p> | <ul style="list-style-type: none"> <li>● Learning materials produced by the tutors</li> <li>● Student improvement in thinking skills</li> <li>● Better student performance in discussion of current issues</li> </ul>                  | <ul style="list-style-type: none"> <li>● Student attendance was high (92.28%).</li> <li>● Most of the students showed improvements in thinking skills.</li> <li>● Most of the students have become active learners and are more confident during group discussions.</li> <li>● A set of learning materials was prepared jointly by the tutors and students.</li> </ul>  | Tutor fee: 11,880.00 |

| Programme Title | Objectives   | Targets (No./level/selection)  | Duration/Start Date | Deliverables  | Evaluation   | Expenditure (HK\$)       |
|-----------------|--|--|---------------------|---|--|--------------------------|
| Gifted Courses  | <ul style="list-style-type: none"> <li>● To offer learning opportunities to students to broaden their horizons</li> <li>● To explore various subject areas offered in tertiary institutions and other organizations such as HKYFG</li> </ul> | <ul style="list-style-type: none"> <li>● 10 S.4 to S.5 students</li> <li>● Nominated by teachers based on               <ul style="list-style-type: none"> <li>➢ their academic performance</li> <li>➢ their performance in interviews</li> <li>➢ recommendations from teachers</li> </ul> </li> </ul> | Summer vacation     | <ul style="list-style-type: none"> <li>● Positive student feedback</li> <li>● Student improvement in thinking and knowledge</li> <li>● Sharing of learning experience with schoolmates</li> </ul> | <ul style="list-style-type: none"> <li>● 5 students attended the summer programs under the Academy for the Talented. Their performance was good.</li> <li>● 5 students participated in the Youth Law Summit. They performed well and have learnt the debating skills.</li> <li>● The students gave positive feedback on the programs. They stated that the programs were useful for boosting their abilities.</li> <li>● The programs could broaden students' horizons and improve their thinking skills and knowledge.</li> <li>● Their learning experience would be shared with schoolmates in the following school year.</li> </ul> | Course fee:<br>30,200.00 |



**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Programme Evaluation Report for DLG - Other Languages for the 2022/23 school year**

| Programme Title   | Objectives  | Targets (No./level/selection)  | Duration/Start Date  | Deliverables   | Evaluation  | Expenditure (HK\$)   |
|-------------------|---|--|--|--|---|--|
| Japanese Language | <ul style="list-style-type: none"> <li>● To enhance students' competitiveness in the 21<sup>st</sup> century and increase their chances of receiving tertiary education</li> <li>● To enrich students' knowledge of Japanese language and culture</li> <li>● To arouse students' interest in Japanese language and culture</li> </ul> | <ul style="list-style-type: none"> <li>● 31 S.4 students, 35 S.5 students and 13 S.6 students</li> <li>● nominated by teachers based on               <ul style="list-style-type: none"> <li>➤ the average marks in S.3 Annual Results</li> <li>➤ the interest they expressed in learning Japanese language and culture</li> </ul> </li> </ul> | <p>S.4 – 70 lessons starting from September (16:00-18:00 p.m. on Tuesday and Thursday)</p> <p>S.5 (split into 2 groups) – 34 lessons from September (14:00-17:00 p.m. on Saturday)</p> <p>About 21 hours for oral practice (flexible timetable)</p> <p>S.6 – about 65 hours from September (flexible timetable but mainly on Saturday for oral practice)</p> | <ul style="list-style-type: none"> <li>● Exam results attained by students in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA</li> <li>● Promotion of the enjoyment in learning Japanese language and culture in school by the target students</li> </ul> | <ul style="list-style-type: none"> <li>● Student attendance was high (&gt;80%).</li> <li>● The students gained proficiency in Japanese language. Through reading, writing, listening and speaking exercises, the students were able to communicate with Japanese people in simple Japanese.</li> <li>● Student performance was evaluated in formal tests and exams scheduled in the school timetable. Most of the students achieved satisfactory results in the tests and exams.</li> <li>● The results in the Cambridge International Examinations (2023) were good. There were 10As, 1B, and 2C.</li> <li>● Some S.5 students dropped out of the course due to a lack of ability. More encouragement and support should be given to the rest of the class.</li> </ul> | <p>Tutor fee: 276,255.00</p> <p>Reference books: 3,866.00</p> <p>Total: 280,121.00</p> |

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Diversity Learning Grant (Other Programme) – Financial Report (2022-2023)**

| <b>Income:</b>      |   |                        |                                  |
|---------------------|---|------------------------|----------------------------------|
|                     |   | <b>Balance b/d</b>     | \$11,029.30                      |
|                     |   | <b>Grant Received:</b> | \$109,200.00                     |
| <b>Expenditure:</b> |   |                        |                                  |
| Item                | Description                                 | Amount(\$)             | Remarks                          |
| 1.                  | the salary of a part-time Chinese tutor     | 10,000.00              | Chinese Language - Elite course  |
| 2.                  | the salary of a part-time Mathematics tutor | 14,500.00              | Mathematics - Elite course       |
| 3.                  | the salary of part-time LS tutors           | 11,880.00              | Liberal Studies – Elite courses  |
| 4.                  | Gifted course fees                          | 30,200.00              | Courses offered by HKU, HKSJU    |
|                     |   | <b>Total</b>           | 66,580.00                        |
|                     |   |                        | to be charged to the DLG account |
|                     |   | <b>Balance c/d</b>     | 53,649.30                        |

**Diversity Learning Grant (Other Language) – Financial Report (2022-2023)**

| <b>Income:</b>      |   |                        |                                  |
|---------------------|---|------------------------|----------------------------------|
|                     |   | <b>Balance b/d</b>     | \$ 104,508.44                    |
|                     |   | <b>Grant Received:</b> | \$ 339,700.00                    |
| <b>Expenditure:</b> |   |                        |                                  |
| Item                | Description                               | Amount(\$)             | Remarks                          |
| 1.                  | the salary of part-time Japanese teachers | 276,255.00             | Japanese courses                 |
| 2.                  | reference books                           | 3,866.00               |                                  |
|                     |   | <b>Total:</b>          | 280,121.00                       |
|                     |   |                        | to be charged to the DLG account |
|                     |   | <b>Balance c/d</b>     | 164,087.44                       |

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2022-2023 School Year**

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

| No. | Name, Brief Description and Objective of the Activity  | Date  | Target Students |                        | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain  | Evaluation Results   | Essential Learning Experiences                            |                  |                                    |                   |                            |
|-----|--|---|-----------------|------------------------|----------------------|---------------------------------|---------------------|---|--|---|------------------|------------------------------------|-------------------|----------------------------|
|     |  |   | Level           | Number of Participants |                      |                                 |                     |   |  | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 1.1 | <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness · or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes |   |                 |                        |                      |                                 |                     |   |  |   |                  |                                    |                   |                            |
| 1   | STEM education activities:<br>(a) InnoCarnival 2022 in HK Science Park<br>(b) Hydroponics<br>(c) Astronomy and stargazing activities<br>(d) Sky100 Sky Explorer x Big Bus Tour<br>(e) Micro:bit Rocket Car Workshop<br>(f) Forensic and Food Science Workshop<br>- To support students in STEM-related development   | (a) 29/10/2022<br>(b) 11/2022 - 3/2023<br>(c) 2/3/2023<br>(d) 15/4/2023<br>(e) 3/7/2023<br>(f) 3/7/2023 | S1 - S5         | 476                    | \$51,570.89          | \$108.34                        | E1<br>E2<br>E6      | Cross-Disciplinary (STEM)                               | The students' attendance rate was high. Their knowledge and skills about STEM were enriched. They also learned the operation of hydroponics, astronomical instruments and micro:bit rocket cars in the workshops. In the visits, their horizons were broadened. They enjoyed the activities. | ✓   |                  |                                    |                   |                            |
| 2   | STEM competition: Hong Kong Student Science Project Competition 2023<br>- To provide students opportunities to learn STEM, improve their application skills and creativity, and to work as a team  | 22/4/2023 - 23/4/2023   | S4              | 4                      | \$1,314.91           | \$328.73                        | E7                  | Cross-Disciplinary (STEM)                               | Students acquired knowledge in STEM. They demonstrated satisfactory performance in teamwork, creativity and problem-solving.   | ✓   |                  |                                    |                   |                            |
| 3   | A leadership training camp for prefects<br>- To improve prefects' leadership skills and to help them build team spirit   | 1/10/2022   | S2 - S5         | 17                     | \$1,390.00           | \$81.76                         | E1<br>E2            | Leadership Training                                     | The students' leadership skills and interpersonal relationships were enhanced.   |   | ✓                |                                    |                   |                            |
| 4   | Learning activities beyond the classroom: Aberdeen 1773 Fishing Heritage Sampan & Houseboat Tour<br>- To broaden students' horizons and enrich their knowledge of Chinese culture  | 27/2/2023   | S1 - S5         | 10                     | \$1,740.00           | \$174.00                        | E1<br>E2            | Chinese Language  | Students performed well in the tours. They showed great interest in learning Chinese culture.  | ✓   |                  |                                    |                   |                            |
| 5   | Learning activities beyond the classroom<br>(a) a cultural tour to Yim Tin Tsai<br>(b) Chinese sailing junk 'Dukling' Cultural Tour<br>- To allow students to learn the culture and geographical characteristics of local regions  | (a) 11/12/2022<br>(b) 28/6/2023   | S1 - S6         | 43                     | \$8,677.00           | \$201.79                        | E1<br>E2            | Cross-Disciplinary (Chinese Language & Geography)       | Students learned local culture and geographical characteristics in the tours. They performed actively in the learning activities.  | ✓   |                  |                                    |                   |                            |
| 6   | A visit to Hong Kong Palace Museum<br>- To broaden students' horizons and enrich their knowledge of Chinese culture  | 2/12/2022   | S1 - S5         | 56                     | \$3,050.00           | \$54.46                         | E1<br>E2            | Cross-Disciplinary (Chinese Language & Chinese History) | Students learned the Chinese history and culture in the tours. They performed well in the activities.  | ✓   | ✓                | ✓                                  |                   |                            |
| 7   | Chinese Classic Sayings and Chinese Calligraphy Introductory Interest Class (中華經典名句書法欣賞及書法初探班)<br>- To help students appreciate the Chinese Classic Sayings, and learn the traditional calligraphy techniques  | September - November  | S1 - S3         | 14                     | \$3,000.00           | \$214.29                        | E5                  | Chinese Language  | The students' attendance rate was high. They were enthusiastic about learning the Chinese Classic Sayings and calligraphy. Their performance was good.   | ✓   | ✓                | ✓                                  |                   |                            |
| 8   | Chinese Creative Writing Course<br>- To develop students' interest in Chinese Language, and enhance their skills of reading and writing  | September - February  | S3              | 15                     | \$15,000.00          | \$1,000.00                      | E5                  | Chinese Language  | The students' attendance rate was high. Students participated actively in the course. Their writing and creative skills were enhanced. Their performance was good.   | ✓   | ✓                | ✓                                  |                   |                            |

|    |   |  |         |     |              |            |                |                     |  |   |   |   |  |  |
|----|---|--|---------|-----|--------------|------------|----------------|---------------------|--|---|---|---|--|--|
| 9  | S4 Life-wide Learning Lessons - a talk called "Joyce Walker x THMSS sharing" 「由迷網到尋找出路」<br>- To broaden students' horizons  | 23/2/2023  | S4      | 151 | \$2,000.00   | \$13.25    | E1             | Chinese Language    | Students learned the knowledge about mountains and hiking activities in Hong Kong. They were also inspired by the speaker's experience in coping with difficulties.  | ✓ | ✓ |   |  |  |
| 10 | Music contests<br>(a) 2022 Hong Kong Youth Music Interflows<br>(b) Hong Kong Schools Music Festival<br>(c) Joint School Music Competition 2023<br>(d) Hong Kong a cappella Contest 2023<br>- To provide opportunities for students to develop their talent in Music   | (a) 30/11/2022<br>(b) February - March<br>(c) 27, 28, 31/3 & 18, 19/4<br>(d) 23/3/2023 | S1 - S5 | 183 | \$14,725.00  | \$80.46    | E1<br>E2       | Arts (Music)        | The students performed well and won awards in the competitions. The prizes include:<br>Chinese Orchestra - silver & bronze awards<br>Choir - gold & bronze awards<br>String Orchestra - silver & bronze awards<br>Guitar Ensemble - silver award<br>Zheng ensemble - gold award<br>Acapella - bronze award |   |   | ✓ |  |  |
| 11 | Music classes included Acapella, Guitar, Violin, Woodwinds, Zhongruan, Erhu, Yangqin, Percussion, Pipa, flute, Guitar Ensemble, String Ensemble, Chinese Orchestra and Zheng Ensemble.<br>Music activities included music instrument demonstration and performance.<br>- To cultivate students' interests in Music and improve their skills   | September - August   | S1 - S6 | 909 | \$216,492.13 | \$238.17   | E5<br>E6<br>E7 | Arts (Music)        | Students' skills were enhanced. Their attendance rate was high.  |   |   | ✓ |  |  |
| 12 | S4 Life Wide Learning Lessons<br>(a) Live Acappella Performance<br>(b) Brass Ensemble Demo/Performance<br>- To cultivate students' interests and improve their skills in Music  | (a) 28/11/2022<br>(b) 22/5/2023  | S4      | 152 | \$5,000.00   | \$32.89    | E6             | Arts (Music)        | Students' knowledge of Music was enriched.   |   |   | ✓ |  |  |
| 13 | Leadership training programmes<br>(a) Leadership training course for the committee members of ECA organizations<br>(b) Leadership training camp for the committee members of ECA organizations<br>(c) Kayaking (1 and 2 Star Award Training)<br>- To provide students opportunities of leadership development and to motivate them to participate as committee members in extra-curricular activities | (a) 12/10/2022<br>(b) 2/12/2022 - 3/12/2022<br>(c) 8/7/2023, 29/8/2023                 | S1-S5   | 218 | \$69,612.00  | \$319.32   | E1<br>E2<br>E6 | Leadership Training | The students' leadership skills and interpersonal relationships were enhanced. In the activities, students were active and willing to take up challenges. They gave positive comments on the activities and learnt the importance of leadership.   | ✓ | ✓ |   |  |  |
| 14 | Activity Day<br>- To provide chance for student leaders to organize activities and to enhance students' sense of belonging to school  | 14/4/2023  | S1- S5  | 785 | \$10,506.59  | \$13.38    | E1<br>E7       | Leadership Training | Students have acquired the skills of problem solving and team building. Their leadership and interpersonal skills were enhanced.   | ✓ | ✓ |   |  |  |
| 15 | S4 Life-wide Learning Lessons - Team Building Programme<br>- To strengthen existing relationships and cohesiveness within classes, build a high-performance team and learn to collaborate   | September  | S4      | 117 | \$38,334.00  | \$327.64   | E6             | Values Education    | The students have developed interpersonal and team building skills. They understood the importance of communication, respect and collaboration in team building.   | ✓ | ✓ |   |  |  |
| 16 | S1 Adventure Training Camp<br>- To raise S1 students' awareness of the importance of self-discipline, respect and collaboration   | 9/2/2023 - 10/2/2023   | S1      | 106 | \$53,362.00  | \$503.42   | E1<br>E2       | Values Education    | The students learnt the positive values embedded in the activities. The values included integrity, empathy, respecting for others, etc. They have developed interpersonal and team building skills.  | ✓ | ✓ |   |  |  |
| 17 | Dance training (Chinese Dance Team)<br>- To improve students' skills and provide opportunities for them to participate in the School Dance Festival   | September - July   | S1 - S5 | 21  | \$97,500.00  | \$4,642.86 | E1<br>E2<br>E5 | Physical Education  | Students enjoyed the training and their skills were upgraded. The dance team won the 1st Runner-up in the HK Schools Dance Festival.   |   |   | ✓ |  |  |

|    |   |  |         |     |              |            |                |                                |  |   |   |   |  |   |
|----|---|--|---------|-----|--------------|------------|----------------|--------------------------------|--|---|---|---|--|---|
| 18 | <p>Gifted Courses<br/> (a) HKUST Dual Program<br/> (b) Youth Law Summit 2023<br/> (c) HKU Academy for the Talented<br/> - To provide opportunities for students to attend courses organized by universities and other organizations (e.g. HKUST, HKU HK Schools Mooting &amp; Mock Trial Association, etc.) in order to explore different interdisciplinary areas of study and enrich their knowledge</p>   | <p>a) November -April<br/> b) July<br/> c) July - August</p> | S2 - S3 | 17  | \$32,800.00  | \$1,929.41 | E6             | Gifted Education               | The students completed the courses and found the courses meaningful.   | ✓ |   |   |  | ✓ |
| 19 | <p>Intervention Programme for S1-2 less able students<br/> (a) Learning and Time Management Workshop<br/> (b) Revision Skills Program<br/> - To enhance the students' learning skills, and to broaden their horizons in different possibilities</p>   | <p>(a) 11/10/2022,<br/> (b) May</p>                          | S1 - S2 | 29  | \$4,316.00   | \$148.83   | E6             | Catering for Learner Diversity | The students' learning skills were upgraded. Their performance was good.   |   | ✓ |   |  |   |
| 20 | <p>Sports competitions (Hong Kong Schools Sports Federation Tai Po &amp; North(Basketball competitions, table tennis competitions, badminton competitions),<br/> 2023 Inter-school Dodgeball Championships, NYBO National Youth Basketball Open(Hong Kong)-Junior from, All HK Inter-Secondary Schools 3x3 Basketball Marathon, Jump Rope For Heart(Hong Kong College of Cardiology), Asia Students Arts Festival, Open Dance Contest and East Teenagers GO Basketball Competition) – To encourage students to participate in sports competitions</p> | September - August   | S1 - S6 | 289 | \$27,966.00  | \$96.77    | E1<br>E2       | Physical Education             | Students actively participated in the sports competitions. They won prizes in the competitions. Examples of prizes included: 1st Runner-up of the Boys Grade C Badminton, 1st Runner-up of the Boys Grade C Table-tennis, 2nd Runner-up of Boys U15 Basketball, etc. |   | ✓ | ✓ |  |   |
| 21 | <p>Sports training – To cultivate students' interest and improve their skills in basketball, table-tennis, rope-skipping, handball and dodgeball</p>  | September - August   | S1-S6   | 141 | \$345,800.00 | \$2,452.48 | E5             | Physical Education             | Students enjoyed the training. Their participation rate was high. Their skills were upgraded. They also learnt the importance of the positive values in sports such as fairness, team building, discipline, perseverance and respect.                                |   | ✓ | ✓ |  |   |
| 22 | <p>Urban Dance Training<br/> - To cultivate students' interest in urban dance and to improve their physical fitness</p>   | September - August   | S1-S5   | 57  | \$97,610.00  | \$1,712.46 | E1<br>E2<br>E5 | Physical Education             | Students enjoyed the activities very much and learned the basic skills of Urban Dance. They won the 1st Runner-up in the Asia Students Arts Festival2023 , 1 Gold award and 2 Silver award in Open Dance Contest.  |   | ✓ | ✓ |  |   |
| 23 | <p>Physical Education Day<br/> - To cultivate students' interests in sports and enhance their team spirit</p>   | 30/11/2022 - 1/12/2022                                       | S1 - S6 | 694 | \$7,440.10   | \$10.72    | E7             | Physical Education             | Students actively participated in the competitions. They have acquired the interpersonal and team building skills. They also learnt the positive values embedded in the competitions such as fairness, discipline and respect.                                       |   | ✓ | ✓ |  |   |
| 24 | <p>Student Mentorship Scheme<br/> (a) Training workshop<br/> (b) Training day camp<br/> - To provide training for S3-S5 student mentors and arrange meetings for student mentors and S1 students in order to help S1 students adapt to school life and develop positive and caring attitudes among peers</p>  | <p>(a) 3/9/2022<br/> (b) 14/7/2023</p>                       | S3 - S5 | 44  | \$13,500.00  | \$306.82   | E1<br>E6       | Values Education               | The student mentors learnt how to help S1 students adapt to school life. They and the mentees have developed positive and caring attitudes among peers.  |   | ✓ |   |  |   |

|    |   |   |         |     |             |          |                |   |  |   |   |   |   |
|----|---|---|---------|-----|-------------|----------|----------------|---|--|---|---|---|---|
| 25 | Community service activities<br>(a) "Dialogue in the Dark"<br>(b) "This Treats Workshop"<br>- To provide an opportunity for students to interact with people in need and serve the community  | (a) 22/12/2022<br>(b) 26/6/2023   | S1 - S5 | 35  | \$4,300.00  | \$122.86 | E6             | Values Education                            | Students participated actively in the activities. They learnt the importance of serving others. Their skills of organizing service activities were enhanced.   | ✓ |   | ✓ |   |
| 26 | S4 Life-wide Learning Lessons - art experiential workshops on stress management<br>- To provide opportunities for students to taste and explore art therapy so that they are equipped with some basic skills on relieving stress  | 25/4/2023,<br>4/5/2023  | S4      | 105 | \$27,814.60 | \$264.90 | E6             | Values Education                            | Students learnt some stress management skills. They were equipped with some basic skills on relieving stress. They participated actively in the art therapy workshop.  | ✓ | ✓ |   |   |
| 27 | CBS Support Team Programme<br>- To help cross-boundary students develop their interpersonal skills, adaptation skills and resilience  | March - July  | S1      | 9   | \$6,250.04  | \$694.45 | E6             | Values Education                            | Students participated actively in the activities with positive feedback. They agreed that the activities helped them to adapt to full class resumption.  | ✓ |   |   |   |
| 28 | S4 Life-wide Learning Lessons - "My CV"<br>- To help students prepare their SLP and OEA in JUPAS application  | 15/2/2023   | S4      | 106 | \$6,318.00  | \$59.60  | E6             | Life Planning Education and Career Guidance | Students learnt how to prepare their Curriculum Vitae. They have shown higher awareness in their career and life planning. Their performance was satisfactory.   |   |   |   | ✓ |
| 29 | Visit to KMB Kowloon Bay Depot  | 23/6/2023   | S1-S3   | 26  | \$1,300.00  | \$50.00  | E2             | Life Planning Education and Career Guidance | Students knew more about the daily depot operations and bus maintenance  |   |   |   | ✓ |
| 30 | External competitions<br>(a) AMO Contest<br>(b) Hua Xia Cup National Mathematical Olympiad Competition (Southern China Region) Semi-final Event 2023 - The Hong Kong Mathematical Olympiad Association, HKMO<br>(c) Asia International Mathematical Olympiad Open Contest Semi-final Event 2023 - The Hong Kong Mathematical Olympiad Association, HKMO<br>(d) Hong Kong Hua Luo-geng Cup Mathematics Competition 2023<br>(e) Huaxiabei National Mathematics Olympic Competition<br>- To offer chances to students to apply their mathematical skills | a) 28/10/2022<br>b) 11/3/2023<br>c) 23/4/2023<br>d) 13/5/2023<br>e) 21/5/2023 | S1 - S3 | 47  | \$17,100.00 | \$363.83 | E1             | Mathematics                                 | Students performed well in the competitions. They were awarded many prizes including 3 gold awards, 10 silver awards, 12 bronze awards, 3 honorable mentions, 1 1st runner-up, 3 first class awards, 8 second class awards, 1 third class award, 1 outstanding class award, etc.                   | ✓ |   |   |   |
| 31 | National Flag raising ceremony<br>- To teach students the procedures of conducting the national flag raising ceremony, and enhance their national identity  | September - July  | S1 - S2 | 13  | \$6,543.55  | \$503.35 | E7             | Values Education                            | Students performed well in the flag-raising ceremony. They have learnt the skills of flag raising.   | ✓ |   |   |   |
| 32 | Monthly Moral Programme<br>- To cultivate students' positive values and attitudes   | September - May   | S1 - S6 | 909 | \$16,305.70 | \$17.94  | E1<br>E6<br>E7 | Values Education                            | Students performed well in the activities. They have shown their understanding of the positive values and attitudes introduced in the programme. They also did self-reflection in My Learning Journal. Most of them were awarded prizes at the end of the programme. 368 students got gold prizes. | ✓ |   |   |   |
| 33 | A Taste of Japanese Language and Culture<br>- To broaden students' horizons and enrich their knowledge on Japanese culture  | August  | S3      | 28  | \$9,450.00  | \$337.50 | E5             | Other Languages                             | Students showed interest in Japanese culture and language. The attendance rate was high. Their performance was satisfactory.   | ✓ |   |   |   |

|    |   |   |         |     |             |          |                |   |  |   |   |   |  |   |
|----|---|---|---------|-----|-------------|----------|----------------|---|--|---|---|---|--|---|
| 34 | Life Wide Learning Activities<br>(a) A visit to Police Museum and Aberdeen Reservoir<br>(b) A visit to an organic farm<br>(c) Life-wide Learning Day<br>- To provide opportunities for learning outside the school setting by activities such as field trips, sports, workshops, visits, etc. | (a) 12/11/2022<br>(b) 22/12/2022<br>(c) 10/2/2023                           | S1 - S5 | 413 | \$24,785.00 | \$60.01  | E1<br>E2       | Cross-Disciplinary<br>(Others)                      | Students have broadened their horizons in the learning activities. Their knowledge and skills were enhanced. They participated actively in the activities.   | ✓ | ✓ | ✓ |  | ✓ |
| 35 | Field Study (Geography)<br>- To provide an inquiry field experience for students who learn geography  | 23/2/2023   | S5      | 31  | \$1,431.90  | \$46.19  | E2             | Geography   | Students learnt the fieldwork skills in the urban microclimate study. Their performance was satisfactory.  | ✓ |   |   |  |   |
| 36 | Visits to exhibitions<br>(a) Hong Kong Palace Museum<br>(b) Art Central 2023<br>(c) Visit to M+ "Yayoi Kusama: 1945 to Now"<br>- To broaden students' horizons and enable students to learn from outstanding artists  | (a) 2/2/2023<br>(b) 24/3/2023<br>(c) 4/4/2023, 18/4/2023, 27/4/2023         | S3      | 186 | \$19,088.00 | \$102.62 | E1<br>E2       | Arts<br>(Visual Arts)                               | Most students agreed that the visits improved their knowledge of visual arts and they would like to participate in similar art programmes.   | ✓ | ✓ | ✓ |  |   |
| 37 | Jockey Club Student Drawing Competition in HK Flower Show 2023<br>- To foster students' aesthetic development and enhance the awareness of conserving plants and the natural environment  | 10/3/2023   | S3 - S5 | 10  | \$1,400.00  | \$140.00 | E2             | Arts<br>(Visual Arts)                               | Students performed well in the competition. They were awarded prizes such as 1st Runner-up, Highly-Commented and Certificate of Merit.   |   | ✓ | ✓ |  |   |
| 38 | Radio Drama Workshops<br>- To boost students' confidence in speaking English, and to teach students some radio drama skills and script writing skills   | November - February   | S2, S4  | 11  | \$5,225.00  | \$475.00 | E6             | English Language                                    | Students wrote a radio drama script for their own group and performed it. Their performance was satisfactory. A group of the students were selected to enter a radio drama competition up to the second phase. | ✓ |   |   |  |   |
| 39 | Drama show "A Midsummer Night's Dream" staged by professional actors<br>- To give students more exposure to the authentic use of the English language   | 17/11/2022  | S4      | 115 | \$8,768.80  | \$76.25  | E6             | English Language                                    | Students did some reading and listening exercises before the play. Some of them were invited to play some roles in the play. They enjoyed the show because it was humorous and interactive.                    | ✓ |   | ✓ |  |   |
| 40 | The 74th Hong Kong Schools Speech Festivals (English Language)<br>- To enhance students' speaking proficiency through participating in the Speech Festival  | November  | S1 - S5 | 36  | \$5,550.00  | \$154.17 | E1             | English Language                                    | Students' skills of verse speaking and public speaking were enhanced. They also got prizes in the competition including 1 honours prize, 46 merits and 1 proficiency prize.                                    | ✓ |   | ✓ |  |   |
| 41 | Debating training<br>- To enhance students' proficiency through debate and to improve students' interpersonal skills through teamwork   | December - May  | S1 - S4 | 18  | \$11,600.00 | \$644.44 | E6             | English Language                                    | Students were familiar with debating rules and regulations. They were exposed to various controversial topics. They were provided opportunities to argue for their own ideas and express themselves.           | ✓ |   |   |  |   |
| 42 | A visit to Hong Kong Palace Museum<br>- To stimulate students' interest in History  | 6/7/2023  | S3 - S5 | 22  | \$2,620.00  | \$119.09 | E1<br>E2       | History   | Students enjoyed the activity. They showed great interest in learning Chinese culture and history.   | ✓ | ✓ | ✓ |  |   |
| 43 | A visit to the Mills<br>- To broaden students' horizons and enrich their knowledge about industrial development in Hong Kong  | 23/6/2023, 26/6/2023, 5/7/2023  | S4      | 122 | \$4,800.00  | \$39.34  | E1<br>E2       | Cross-Disciplinary<br>(BAFS, Economics & Geography) | Students' horizons were broadened and their knowledge about industrial development in Hong Kong was enriched. They participated actively in the visit. They performed satisfactorily.                          | ✓ |   | ✓ |  |   |
| 44 | Visits to local heritage<br>(a) the Wan Chai Haunted Tour<br>(b) a visit to Hong Kong Palace Museum<br>(c) Hong Kong Cemetery Tour<br>(d) a visit to Legislative Council<br>- To enhance students' knowledge about the history and culture of Hong Kong                                       | (a) 5/11/2022, 12/11/2022<br>(b) 2/12/2022<br>(c) 4/7/2023<br>(d) 10/7/2023 | S1 - S6 | 120 | \$8,370.45  | \$69.75  | E1<br>E2<br>E6 | Values Education                                    | Students performed well in the tours and visits. They showed great interest in learning local history and culture.   | ✓ | ✓ | ✓ |  |   |

|                                |  |           |         |              |                       |          |          |                         |  |   |   |   |   |  |
|--------------------------------|--|-----------|---------|--------------|-----------------------|----------|----------|-------------------------|--|---|---|---|---|--|
| 45                             | Coastal Cleaning activity<br>- To raise students' awareness about environmental conservation and to appreciate the biodiversity of the site      | 2/12/2022 | S1 - S3 | 15           | \$900.00              | \$60.00  | E2       | Environmental Education | Students participated actively in the activity. Their awareness of environmental conservation was enhanced.      | ✓ | ✓ | ✓ | ✓ |  |
| 46                             | Picnic Day<br>- To help students develop interpersonal skills and enhance their sense of belonging to the school                                 | 4/11/2022 | S1 - S6 | 512          | \$65,131.10           | \$127.21 | E1<br>E2 | Values Education        | Students enjoyed the activities. Their interpersonal skills and bonds between classmates have been strengthened. |   | ✓ | ✓ |   |  |
| <b>Sub-total of Item 1.1</b>   |  |           |         | <b>7,437</b> | <b>\$1,377,758.76</b> |          |          |                         |  |   |   |   |   |  |
| 1.2                            | <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons |           |         |              |                       |          |          |                         |  |   |   |   |   |  |
| 1                              | Nil  |           |         | 0            | \$0.00                |          |          |                         |  |   |   |   |   |  |
| <b>Sub-total of Item 1.2</b>   |  |           |         | <b>0</b>     | <b>\$0.00</b>         |          |          |                         |  |   |   |   |   |  |
| <b>Expenses for Category 1</b> |  |           |         | <b>7,437</b> | <b>\$1,377,758.76</b> |          |          |                         |  |   |   |   |   |  |

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

| No.                                      | Item  | Purpose  | Actual Expenses (\$)  |
|--|---|--|-----------------------|
| 1  | Materials for school team competitions/ training / interest classes | To facilitate sports training and competitions | \$9,918.00            |
| <b>Expenses for Category 2</b>           |   |  | <b>\$9,918.00</b>     |
| <b>Expenses for Categories 1 &amp; 2</b> |   |  | <b>\$1,387,676.76</b> |

**Category 3: Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 909  |
| Number of student beneficiaries:                       | 909  |
| Percentage of students benefitting from the Grant (%): | 100% |

|                                 |                 |
|---------------------------------|-----------------|
| Name of Contact Person for LWL: | Leung Kit Ching |
| Post of Contact Person for LWL: | Vice-principal  |

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

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



**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Student Activities Support Grant**  
**(2022-2023)**

**I. Financial Overview**

|   |   |              |
|---|---|--------------|
| A | Allocation in the Current School Year:            | \$172,900.00 |
| B | Expenditure in the Current School Year:           | \$172,654.72 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$245.28     |

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

| Category   | Number of Student Beneficiaries | Subsidised Amount  |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance               | 17                              | \$12,939.98  |
| Full-grant under the School Textbook Assistance Scheme | 217                             | \$118,309.62   |
| Meeting the school-based financially needy criteria    | 213                             | \$41,405.12<br>(capped at 25% of the total allocation for the school year) |
| <b>Total</b>   | <b>447</b>                      | <b>\$172,654.72</b>  |

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

**III. Details of Expenses**

| No.  | Brief Description and Objective of the Activity  | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            |
|--|--|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
|  |  |  |  |                      | Intellectual Development<br>(closely linked with curriculum)   | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| <b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them |  |  |  |                      |  |                  |                                    |                   |                            |
| 1  | Team Building - To strengthen existing relationships and cohesiveness within classes, build a high-performance team and learn cooperation  | Values Education   | 35   | \$11,466.00          |  | ✓                | ✓                                  |                   |                            |
| 2  | It provided one 1.5-hour workshop delivered by a practicing social workers for improving students skills on enhancing memory and time management - To improve students' skills in enhancing memory and time management.                    | Catering for Learner Diversity   | 12   | \$1,200.00           |  | ✓                |                                    |                   |                            |
| 3  | Student Mentorship Scheme - To provide training for S3-S5 student mentors and arrange meetings for student mentors and S1 students in order to help S1 students adapt to school life and develop positive and caring attitudes among peers | Values Education   | 4  | \$1,500.00           |  | ✓                |                                    |                   |                            |
| 4  | Picnic Day (Ocean Park) - To help students develop interpersonal skills and enhance their sense of belonging to school   | Cross-Disciplinary (Others)  | 129  | \$19,033.20          |  | ✓                | ✓                                  |                   |                            |
| 5  | Picnic Day (HKFYG Jockey Club Sai Kung Outdoor Training Camp) - To provide a venue for students to carry out group activities like class-based games, plant terrariums workshops   | Cross-Disciplinary (Others)  | 24   | \$1,981.20           |  | ✓                | ✓                                  |                   |                            |
| 6  | Picnic Day - Eco Tour to Reservoir Islands and Tai Tong Organic EcoPark - Let students re-examine the relationship between man and nature through visits to the natural environment.   | Cross-Disciplinary (Others)  | 4  | \$912.00             |  | ✓                |                                    |                   |                            |
| 7  | The Wan Chai Haunted Tour - To enhance students' knowledge about the history and culture of Hong Kong  | Values Education   | 17   | \$1,464.55           |  | ✓                |                                    |                   |                            |
| 8  | Drama show "A Midsummer Night's Dream" staged by professional actors - To give students more exposure to the authentic use of the English language   | English Language   | 40   | \$3,131.20           | ✓  |                  | ✓                                  |                   |                            |
| 9  | Hong Kong Schools Speech Festival – To enhance students' skills of verse speaking and public speaking, and to provide opportunities for students to learn life philosophy and aesthetics   | English Language   | 12   | \$1,800.00           | ✓  |                  | ✓                                  |                   |                            |
| 10   | Leadership training programmes-To provide students opportunities of leadership development and to motivate them to participate as committee members in extracurricular activities  | Leadership Training  | 7  | \$12,488.00          |  | ✓                | ✓                                  |                   |                            |
| 11   | A visit to an organic farm - To provide opportunities for learning basic farming skills  | Cross-Disciplinary (Others)  | 8  | \$680.00             | ✓  | ✓                |                                    |                   |                            |
| 12   | Visit to Yim Tin Tsai Village - To allow students to learn the culture and geographical characteristics of local regions   | Cross-Disciplinary (Chinese Language & Geography)                              | 10   | \$1,730.00           | ✓  |                  |                                    |                   |                            |

| No. | Brief Description and Objective of the Activity   | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            |
|-----|---|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
|     |   |  |  |                      | Intellectual Development (closely linked with curriculum)  | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 13  | S1 Adventure Training Camp - To raise S1 students' awareness of the importance of self-discipline, respect and collaboration  | Values Education   | 47   | \$17,638.00          |  | ✓                | ✓                                  |                   |                            |
| 14  | S4 Life-wide Learning Lessons - "My CV" - To help students prepare their SLP and OEA in JUPAS application   | Life Learning Education and Career Guidance                                    | 45   | \$2,682.00           |  |                  |                                    |                   | ✓                          |
| 15  | Learning activities beyond the classroom: Aberdeen 1773 Fishing Heritage Sampan & Houseboat Tour - To broaden students' horizons and enrich their knowledge of Chinese culture  | Chinese Language   | 15   | \$2,610.00           | ✓  |                  |                                    |                   |                            |
| 16  | Field Study (Geography) – To provide an inquiry field experience for students who learn geography   | Geography  | 21   | \$968.10             | ✓  |                  |                                    |                   |                            |
| 17  | Life Wide Learning Day - A visit to an organic farm - To provide opportunities for learning basic farming skills  | Cross-Disciplinary (Others)  | 14   | \$1,470.00           | ✓  | ✓                |                                    |                   |                            |
| 18  | Asia Students Arts Festival 2023 - To encourage students to participate in sports competitions  | Physical Education   | 10   | \$2,200.00           |  |                  | ✓                                  |                   |                            |
| 19  | Visit to M+ "Yayoi Kusama:1945 to Now"- To broaden students' horizons   | Arts (Visual Arts)   | 41   | \$4,350.00           |  |                  | ✓                                  |                   |                            |
| 20  | Huaxiabei National Mathematics Olympic Competition-To provide opportunities for students to participate in the national wide Mathematics Competition. The Competition enhanced students' numerical skills and creativity.     | Mathematics  | 2  | \$1,400.00           | ✓  |                  |                                    |                   |                            |
| 21  | S4 Life-wide Learning Lessons - art experiential workshops on stress management - To provide opportunities for students to taste and explore art therapy so that they are equipped with some basic skills in relieving stress | Values Education   | 46   | \$12,185.40          |  | ✓                | ✓                                  |                   |                            |
| 22  | Visit to Art Central 2023 - To broaden students' horizons   | Arts (Visual Arts)   | 12   | \$1,116.00           |  |                  | ✓                                  |                   |                            |
| 23  | Revision Skills Program - To enhance the students' learning skills, and to broaden their horizons   | Values Education   | 8  | \$3,064.00           |  | ✓                |                                    |                   |                            |
| 24  | The 18th Hong Kong inter-school Go competition  | Cross-Disciplinary (Others)  | 3  | \$450.00             |  |                  |                                    |                   |                            |
| 25  | Forensic and Food Science Workshop - To support students in STEM-related development  | Cross-Disciplinary (STEM)  | 74   | \$15,602.16          | ✓  |                  |                                    |                   |                            |
| 26  | Field camp (Biology) – To provide an inquiry field experience for students who learn Biology  | Biology  | 50   | \$3,025.00           | ✓  |                  |                                    |                   |                            |
| 27  | Micro:bit Rocket Car Workshop - To support students in STEM-related development   | Cross-Disciplinary (STEM)  | 63   | \$13,081.95          | ✓  |                  |                                    |                   |                            |
| 28  | 2022-2023 Project One-and-All (CBS Team) - To help cross-boundary students develop their interpersonal skills, adaptation skills and resilience   | Values Education   | 9  | \$6,249.96           |  | ✓                |                                    |                   |                            |
| 29  | "Hong Kong 200" Leadership Project 2023   | Values Education   | 3  | \$2,970.00           |  | ✓                |                                    |                   |                            |
| 30  | S4 Life-wide Learning Lessons - Talk on Study Tours - To give students an idea of what study tours are about and what they can gain from joining the activities involved  | English Language   | 149  | \$4,800.00           | ✓  | ✓                | ✓                                  |                   |                            |
| 31  | 2023 Summer Training Camp by Gideon Centre  | Values Education   | 1  | \$1,000.00           |  | ✓                |                                    |                   |                            |
| 32  | Dance training (Chinese Dance Team) - To improve students' skills and provide opportunities for them to participate in the School Dance Festival  | Physical Education   | 4  | \$4,800.00           |  |                  | ✓                                  |                   |                            |
| 33  | Music classes - To cultivate students' interest in Music and improve their skills   | Arts (Music)   | 6  | \$8,281.00           |  |                  | ✓                                  |                   |                            |
| 34  | Radio Drama Workshops - To boost students' confidence in speaking English, and to teach students some radio drama skills and script writing skills  | English Language   | 5  | \$2,375.00           | ✓  |                  |                                    |                   |                            |

| No.  | Brief Description and Objective of the Activity  | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            |
|--|--|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
|  |  |  |  |                      | Intellectual Development<br>(closely linked with curriculum)   | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 35   | The Hong Kong Sign Language Workshop - To provide opportunities for students to interact with people in need and serve the community | Values Education   | 24   | \$2,200.00           |  | ✓                |                                    | ✓                 |                            |
| 36   | Chinese Herbal Medicine Tour<br>- To enhance students' knowledge about the history and culture of Hong Kong                          | Values Education   | 20   | \$750.00             |  | ✓                |                                    |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |  |  |  |                      |  |                  |                                    |                   |                            |
| Expenses for Category 1  |  |  | 974  | \$172,654.72         |  |                  |                                    |                   |                            |
| <b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions                     |  |  |  |                      |  |                  |                                    |                   |                            |
| 1  |  |  |  |                      |  |                  |                                    |                   |                            |
| 2  |  |  |  |                      |  |                  |                                    |                   |                            |
| 3  |  |  |  |                      |  |                  |                                    |                   |                            |
| 4  |  |  |  |                      |  |                  |                                    |                   |                            |
| 5  |  |  |  |                      |  |                  |                                    |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |  |  |  |                      |  |                  |                                    |                   |                            |
| Expenses for Category 2  |  |  | 0  | \$0.00               |  |                  |                                    |                   |                            |
| <b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b> |  |  |  |                      |  |                  |                                    |                   |                            |
| 1  |  |  |  |                      |  |                  |                                    |                   |                            |
| 2  |  |  |  |                      |  |                  |                                    |                   |                            |
| 3  |  |  |  |                      |  |                  |                                    |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |  |  |  |                      |  |                  |                                    |                   |                            |
| Expenses for Category 3  |  |  | 0  | \$0.00               |  |                  |                                    |                   |                            |
| <b>Total</b>   |  |  | <b>974</b>   | <b>\$172,654.72</b>  |  |                  |                                    |                   |                            |

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

|                                       |                          |
|---------------------------------------|--------------------------|
| Contact Person for LWL (Name & Post): | Cheng Wing Man(ECA head) |
|---------------------------------------|--------------------------|

## Annual Programme Report

學校名稱： Hong Kong Taoist Association Tang Hin Memorial Secondary School

計劃統籌人姓名： Cheung Wai Jee

聯絡電話： 2672 6820

A. 本計劃受惠學生人數共 203 名 (包括 A. 領取綜援人數、B. 學生資助計劃全額津貼人數： 163 名及 C. 學校使用酌情權的清貧學生人數： 40 名)

B. 計劃的各項活動資料

| *活動名稱/類別   | 參加對象學生人數#      |   | 平均出席率 | 活動舉辦期間/日期           | 實際開支 (\$) | 評估方法 (例如:測驗, 問卷等) | 合辦機構/服務供應機構名稱 (如適用)    | 備註(例如:學生的學習及情意成果)   |
|--|----------------|---|-------|---------------------|-----------|-------------------|------------------------|---|
|  | A, B           | C |       |                     |           |                   |                        |   |
| 中一級<br>Project One-and-All<br>品格成長義工計劃<br>(10 節) | A - 0<br>B - 8 | 0 | 88%   | 11/2022 -<br>6/2023 | \$49,000  | 導師觀察及問卷           | 香港基督教女青年會<br>青衣綜合社會服務處 | <b>目標:</b> <ul style="list-style-type: none"> <li>- 培養學生的正向品格、責任感及團隊精神</li> <li>- 提升學生的自信心及技巧 (Knowledge), 以助適應升中生活 (Identity)</li> <li>- 訓練學生成為小領袖 (Leadership), 藉以連結區內小學生並提供義工服務 (Neighbors)</li> </ul> <b>時間:</b> <ul style="list-style-type: none"> <li>- 課後時間; 共 10 節</li> </ul> (宿營活動: 4 節; 小組活動: 5 節; 義工服務: 1 節) <b>參加對象及人數:</b> <ul style="list-style-type: none"> <li>- 中一級</li> <li>- 小組及體驗活動: 18 人</li> <li>- 義工服務對象: 小五學生約 50 人</li> </ul> <b>成效:</b> <ul style="list-style-type: none"> <li>- 參與學生能夠互相欣賞組員間的努力, 並留意自己有進步的空間。導師們欣賞義工們的表現和投入。若下年舉辦同類活動時, 要留意參加者與課外活動時間出現碰撞; 另外, 部份參與學生表現突出, 建議留任, 繼續作領袖訓練的人選。</li> </ul> |

|   |                    |          |            |                            |                 |                |   |   |
|---|--------------------|----------|------------|----------------------------|-----------------|----------------|---|---|
| <p>中四級<br/>Let's Goal!<br/>生涯規劃體驗活動<br/>(6 節)</p> | <p>A-2<br/>B-1</p> | <p>1</p> | <p>94%</p> | <p>3/2023 –<br/>4/2023</p> | <p>\$38,000</p> | <p>導師觀察及問卷</p> | <p>Jumpstart Training<br/>Consultant Ltd.</p> | <p><b>目標:</b> <b>Annex 4</b></p> <ul style="list-style-type: none"> <li>- 透過性格分析及歷奇體驗活動，提高學生的個人發展，責任感和解決問題的能力。讓學生了解自己的興趣、能力強項、性格特質，從而加深自我認識</li> <li>- 幫助學生訂立明確目標，讓他們在升學、就業和其他生活範疇作出知情和負責的選擇</li> </ul> <p><b>時間:</b></p> <ul style="list-style-type: none"> <li>- 課後時間; 共 6 節<br/>(宿營及性格透視體驗活動: 4 節、高疊盤及燈牌製作: 2 節)</li> </ul> <p><b>參加對象及人數:</b></p> <ul style="list-style-type: none"> <li>- 中四學生</li> <li>- 小組及體驗活動: 12 位</li> </ul> <p><b>成效:</b></p> <ul style="list-style-type: none"> <li>- 參與學生能透過性格透視了解自己優點及強項，並留意自己的不足，訂立目標及實踐計劃，以推動自己進步。導師們欣賞參加者的表現和投入。若下年舉辦同類活動時，要留意參加者的補課及球隊練習時間是否相撞。</li> </ul> |
|---|--------------------|----------|------------|----------------------------|-----------------|----------------|---|---|

|  |                     |           |             |                             |                 |                |                                |   |
|--|---------------------|-----------|-------------|-----------------------------|-----------------|----------------|--------------------------------|---|
| <p>中五級<br/>Who Am I?<br/>生涯規劃體驗活動<br/>(3 節)</p>                                  | <p>A-5<br/>B-40</p> | <p>18</p> | <p>100%</p> | <p>11/2022 –<br/>6/2023</p> | <p>\$38,000</p> | <p>導師觀察及問卷</p> | <p>香港基督教女青年會<br/>青衣綜合社會服務處</p> | <p><b>目標:</b> <b>Annex 4</b></p> <ul style="list-style-type: none"> <li>- 透過生涯規劃講座、工作坊、面談及職業探訪體驗活動等，讓學生認識職場的實況，開闊眼界，從而加深自我認識，為選科及就業作好準備</li> </ul> <p><b>時間:</b></p> <ul style="list-style-type: none"> <li>- 課後時間; 共 3 節</li> </ul> <p>(入班工作坊、款客服務業探索之旅及航空業行業探索之旅各 1 節)</p> <p><b>參加對象及人數:</b></p> <ul style="list-style-type: none"> <li>- 中五學生</li> <li>- 小組及體驗活動: 31 人; 入班活動: 全級約 158 人</li> </ul> <p><b>成效:</b></p> <ul style="list-style-type: none"> <li>- 100%參加者同意或非常同意目標達成。帶領導師及老師表示參加者投入參與，特別是職場的參觀活動，對他們升學和職涯規劃有一定的幫助。</li> </ul> |
| <p>Sports Experiential<br/>Day<br/>新興運動體驗日<br/>(芬蘭木棋/布袋球/<br/>躲避盤)<br/>(1 節)</p> | <p>A-8<br/>B-70</p> | <p>13</p> | <p>100%</p> | <p>28/6/2023</p>            | <p>\$29,200</p> | <p>導師觀察及問卷</p> | <p>新興運動協會<br/>有限公司</p>         | <p><b>目標:</b></p> <ul style="list-style-type: none"> <li>- 讓同學於考試後體驗各項新興運動</li> <li>- 增加中一同學與學長們的聯繫; 以運動合作的形式, 鼓勵同學表達感恩, 感謝同儕之間於過去一年的幫助</li> </ul> <p><b>時間:</b> 9:00 - 12:00; 共 1 節</p> <p><b>參加對象及人數:</b></p> <ul style="list-style-type: none"> <li>- 中三至中五學生大哥哥大姐姐及中一學生: 約 239 人</li> </ul> <p><b>成效:</b></p> <ul style="list-style-type: none"> <li>- 100%參加者同意或非常同意目標達成。帶領導師及老師表示參加者投入參與並可以認識不同的新興運動。</li> </ul>  |

|   |                                       |           |             |                            |                    |                |                                |  |
|---|---------------------------------------|-----------|-------------|----------------------------|--------------------|----------------|--------------------------------|--|
| <p>桌遊體驗暨璀璨寶石校內賽<br/>(4 節)</p>   | <p>A-1<br/>B-9</p>                    | <p>2</p>  | <p>98%</p>  | <p>11-12/7/20<br/>23</p>   | <p>\$12,415.17</p> | <p>導師觀察及問卷</p> | <p>香港基督教女青年會<br/>桌遊舊生隊</p>     | <p><b>目標:</b> <b>Annex 4</b></p> <ul style="list-style-type: none"> <li>- 培養參加者對桌上遊戲之興趣，從而促進他們發展線下的活動</li> <li>- 透過體驗桌上遊戲及進行比賽，提升同學的成就感</li> </ul> <p><b>時間:</b> 9:00 – 16:00</p> <p><b>參加對象及人數:</b></p> <ul style="list-style-type: none"> <li>- 中一至中五學生，對桌上遊戲有興趣之同學：31 位</li> </ul> <p><b>成效:</b></p> <ul style="list-style-type: none"> <li>- 97%參加者同意或非常同意目標達成，啟發他們對不同桌上遊戲的興趣及享受與同學共學共樂的時間，建議下年度可以繼續推行。</li> </ul>   |
| <p>中一至中六級<br/>Try &amp; Go!<br/>Positive Psychology<br/>Experiential<br/>Programme<br/>正向成長體驗計劃<br/>(6 節)</p> | <p>A-2<br/>B-17</p>                   | <p>6</p>  | <p>100%</p> | <p>10/2022-7/<br/>2023</p> | <p>\$40,000</p>    | <p>導師觀察及問卷</p> | <p>香港基督教女青年會<br/>學校社會工作辦事處</p> | <p><b>目標:</b></p> <ul style="list-style-type: none"> <li>- 透過各項體驗活動，讓學生認識正向人生元素，促進全面發展</li> <li>- 提升情緒健康及壓力處理的技巧</li> </ul> <p><b>時間:</b></p> <ul style="list-style-type: none"> <li>- 課後時間; 共 6 節</li> </ul> <p><b>參加對象及人數:</b></p> <ul style="list-style-type: none"> <li>- 中一至中六學生</li> <li>- 每次體驗活動人數約 10-15 位</li> </ul> <p><b>成效:</b></p> <ul style="list-style-type: none"> <li>- 6 節活動過程中，根據社工及導師的觀察，學生均表現投入，積極參與活動。問卷中顯示 100% 學生對活動感到滿意，並且同意活動能達致成效目標。</li> </ul> |
| <p>活動項目總數：6 (一共參與 30 節活動)</p>   |                                       |           |             |                            |                    |                |                                |  |
| <p>@學生人次</p>  | <p>163</p>                            | <p>40</p> |             |                            | <p>總開支</p>         |                |                                |  |
| <p>**總學生人次</p>  | <p><u>203</u> 人<br/>(一共參與 30 節活動)</p> |           |             |                            | <p>\$206615.17</p> |                |                                |  |

備註:\*活動名稱/類別如下：導修服務、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：指參加各項活動的受惠學生人數總和

\*\*總學生人次：指 (A) + (B) + (C) 的總數

# 對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 25%酌情權的清貧學生

### C. 計劃成效

整體來說活動對受惠學生的成效評估如下

| 請在最合適的方格填上「✓」號      | 改善 |    |    | 沒有<br>改變 | 下<br>降 | 不<br>適<br>用 |
|---------------------|----|----|----|----------|--------|-------------|
|                     | 明顯 | 適中 | 輕微 |          |        |             |
| <b>學習成效</b>         |    |    |    |          |        |             |
| a) 學生的學習動機          | ✓  |    |    |          |        |             |
| b) 學生的學習技巧          | ✓  |    |    |          |        |             |
| c) 學生的學業成績          |    | ✓  |    |          |        |             |
| d) 學生於課堂外的學習經歷      | ✓  |    |    |          |        |             |
| e) 你對學生學習成效的整體觀感    | ✓  |    |    |          |        |             |
| <b>個人及社交發展</b>      |    |    |    |          |        |             |
| f) 學生的自尊            | ✓  |    |    |          |        |             |
| g) 學生的自我照顧能力        | ✓  |    |    |          |        |             |
| h) 學生的社交技巧          | ✓  |    |    |          |        |             |
| i) 學生的人際技巧          | ✓  |    |    |          |        |             |
| j) 學生與他人合作          | ✓  |    |    |          |        |             |
| k) 學生對求學的態度         | ✓  |    |    |          |        |             |
| l) 學生的人生觀           | ✓  |    |    |          |        |             |
| m) 你對學生個人及社交發展的整體觀感 | ✓  |    |    |          |        |             |
| <b>社區參與</b>         |    |    |    |          |        |             |
| n) 學生參與課外及義工活動      | ✓  |    |    |          |        |             |
| o) 學生的歸屬感           | ✓  |    |    |          |        |             |
| p) 學生對社區的了解         | ✓  |    |    |          |        |             |
| q) 你對學生參與社區活動的整體觀感  | ✓  |    |    |          |        |             |

### D. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別對象學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選 25%的酌情名額；
- 對象學生不願意參加計劃；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：\_\_\_\_\_



**E. 學生及家長有否對計劃提供意見？他們是否滿意計劃的服務？**  
(可選擇填／不填寫)

學生及家長對計劃的服務均感到滿意，活動能夠豐富學生課堂以外的生活經歷，提升自信心及發展個人潛能，藉此培養正向思維。

**香港道教聯合會 鄧顯紀念中學**  
姊妹學校交流報告書  
2022 / 2023 學年

|       |                                 |       |         |
|-------|---------------------------------|-------|---------|
| 學校名稱： | 香港道教聯合會鄧顯紀念中學                   |       |         |
| 學校類別： | *小學 / *中學 / *特殊學校<br>(*請刪去不適用者) | 負責老師： | 郭福梅助理校長 |

| 本學年已與以下內地姊妹學校進行交流活動： |         |
|----------------------|---------|
| 1.                   | 惠州市第八中學 |
| 2.                   |         |
| 3.                   |         |
| 4.                   |         |
| 5.                   |         |

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

| 交流項目 |                                     |                    | 預期目標 |                                     |                          |
|------|-------------------------------------|--------------------|------|-------------------------------------|--------------------------|
| 編號   | ☑                                   | 描述                 | 編號   | ☑                                   | 描述                       |
| A1   | <input type="checkbox"/>            | 探訪/考察              | B1   | <input 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 checked="" 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"/> | 訂定交流計劃/活動詳情              |
|      |                                     |                    | B8   | <input type="checkbox"/>            | 其他(請註明)：                 |

|                  |   |                                  |                                  |                                  |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|
| 管理層面<br>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 |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|

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

|                  |                                  |   |                                  |                                  |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|
| 教師層面<br>達至預期目標程度 | F1 <input type="checkbox"/> 完全達到 | F2 <input checked="" type="checkbox"/> 大致達到 | F3 <input type="checkbox"/> 一般達到 | F4 <input type="checkbox"/> 未能達到 |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|

## 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 type="checkbox"/>            | 描述               | 編號   | <input 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):          |

|                  |                                  |   |                                  |                                  |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|
| 學生層面<br>達至預期目標程度 | I1 <input type="checkbox"/> 完全達到 | I2 <input checked="" type="checkbox"/> 大致達到 | I3 <input type="checkbox"/> 一般達到 | I4 <input type="checkbox"/> 未能達到 |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|

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<br>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 |
|------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|

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 type="checkbox"/>            | 分享       |
| M3 | <input type="checkbox"/>            | 問卷調查     |
| M4 | <input checked="" type="checkbox"/> | 面談/訪問    |
| M5 | <input checked="" type="checkbox"/> | 會議       |
| M6 | <input checked="" type="checkbox"/> | 觀察       |
| M7 | <input type="checkbox"/>            | 報告       |
| M8 | <input type="checkbox"/>            | 其他(請註明): |

全年財政報告:

| 編號  | <input type="checkbox"/>            | 交流項目                             | 支出金額            |
|-----|-------------------------------------|----------------------------------|-----------------|
| N1  | <input type="checkbox"/>            | 到訪內地姊妹學校作交流的費用                   | HK\$ 0          |
| N2  | <input type="checkbox"/>            | 在香港合辦姊妹學校交流活動的費用                 | HK\$ 0          |
| N3  | <input checked="" type="checkbox"/> | 姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%) | HK\$ 31,500.00  |
| N4  | <input checked="" type="checkbox"/> | 視像交流設備及其他電腦設備的費用                 | HK\$ 121,592.82 |
| N5  | <input type="checkbox"/>            | 交流物資費用                           | HK\$ 0          |
| 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\$ 0          |
| 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\$ 0          |
| N8  | <input checked="" type="checkbox"/> | 其他(請註明): 比賽獎品、影片剪接服務費            | HK\$ 3,455.00   |
| N9  | <input checked="" type="checkbox"/> | 學年總開支                            | HK\$ 156,547.82 |
| N10 | <input type="checkbox"/>            | 沒有任何開支                           | 不適用             |

反思及跟進:

| 編號 | <input type="checkbox"/> | 內容 |
|----|--------------------------|----|
|----|--------------------------|----|

|    |                                     |   |
|----|-------------------------------------|---|
| O1 | <input checked="" type="checkbox"/> | 有關交流活動的層面 <i>[如適用，請註明]</i><br>雙方校長、副校長、助理校長及教師共同參與籌備視像交流活動。過程融洽且有效率，對工作分工等方面很快就能達到共識。   |
| O2 | <input checked="" type="checkbox"/> | 有關交流活動的形式/內容 <i>[如適用，請註明]</i><br>因疫情關係，交流形式只可以視像會議進行。除包括籌備工作事宜外，亦促進兩師生對兩地的了解。網上會議的方式簡單直接，適宜在校內多加設幾個可進行網上會議的器材。  |
| O3 | <input checked="" type="checkbox"/> | 有關交流活動的時間安排 <i>[如適用，請註明]</i><br>二零二三年二月：兩地校長及教師以網上會議方式交流，並就籌備工作協議初步定案，決定以視像方式進行兩地交流，並參加「2023 粵港姊妹學校中華經典美文誦讀比賽(香港賽區)」。<br>二零二三年三月：兩地人員通過視像會議系統進行交流，朗誦題目為〈故鄉的橋〉，誦材以〈村行〉、〈家鄉的橋〉及兩校共同創作的句子編輯而成，以配合大會主題，表達對大灣區的讚頌之情。過程順利。<br>二零二三年四月：兩地參賽者經排練後，進行異地朗誦錄影，然後經協商後，進行剪輯、配樂等後期製作。<br>二零二三年七月：主辦方公布比賽結果，兩校榮獲中學組銀獎。<br>總體來說，是次比賽雖仍受疫情、兩地考試及兩地假期有差異三個因素影響，但工作安排大致順暢。 |
| O4 | <input checked="" type="checkbox"/> | 有關交流活動的津貼安排 <i>[如適用，請註明]</i><br>津貼主要用於購置視像系統及支付行政助理的薪金。   |
| O5 | <input type="checkbox"/>            | 有關承辦機構的組織安排 <i>[如適用，請註明]</i>  |
| O6 | <input checked="" type="checkbox"/> | 其他(請註明)：<br>來年將繼續循視像交流的方向進行交流，並按情況考慮實體交流的可行性。   |

| 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  | 0 人次   |
| P2      | <input type="checkbox"/>            | 本校學生到訪內地與姊妹學校交流的人次 | 0 人次   |
| P3      | <input checked="" type="checkbox"/> | 本校學生參與交流的總人次       | 45 總人次 |
| P4      | <input checked="" type="checkbox"/> | 本校教師參與交流的總人次       | 12 總人次 |
| P5      | <input checked="" type="checkbox"/> | 本校學校管理人員參與交流的總人次   | 15 總人次 |

|          |
|----------|
| 備註：<br>/ |
|----------|

### 「公民科津貼」運用計劃

1. 本校計劃運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

|      | 範疇                                 | 預計開支金額 (\$)   |               |               |               |
|------|------------------------------------|---------------|---------------|---------------|---------------|
|      |                                    | 2021/22<br>學年 | 2022/23<br>學年 | 2023/24<br>學年 | 2024/25<br>學年 |
| i.   | 發展或採購相關的學與教資源                      | 7000          | 5000          | 21000         |               |
| ii.  | 資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動 | 85000         |               | 60000         |               |
| iii. | 舉辦和公民科課程相關的校本學習活動                  |               |               |               |               |
| iv.  | 舉辦或資助學生參加和公民科課程相關在本地或在內地舉的聯校／跨課程活動 |               | 140000        | 80000         |               |
| v.   | 其他（請註明）：                           |               |               |               |               |
|      | 總開支金額                              | 92000         | 145000        | 161000        |               |
|      | 津貼餘款                               | 208000        | 148001        | 51352         |               |

### 「公民科津貼」運用報告

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

|      | 範疇                                  | 實際開支金額 (\$)   |               |               |               |
|------|-------------------------------------|---------------|---------------|---------------|---------------|
|      |                                     | 2021/22<br>學年 | 2022/23<br>學年 | 2023/24<br>學年 | 2024/25<br>學年 |
| i.   | 發展或採購相關的學與教資源                       |               |               |               |               |
| ii.  | 資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動  | 6499          | 81149         |               |               |
| iii. | 舉辦和公民科課程相關的校本學習活動                   |               |               |               |               |
| iv.  | 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動 |               |               |               |               |
| v.   | 其他（請註明）：                            |               |               |               |               |
|      | 總開支金額                               | 6499          |               |               |               |
|      | 津貼餘款                                | 293501        | 212352        |               |               |

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

已全數用完

尚有餘款，須退回教育局的款額 \_\_\_\_\_ 元。