



**The ELCHK
Yuen Long Lutheran
Secondary School**

**School Report
2023-2024**

(1) Our School

Introduction

Our school is an aided co-educational school which was established by the Evangelical Lutheran Church of Hong Kong in 1959. We moved to a bigger site in Tin Shui Wai from Yuen Long in 1993. There are 30 classes from S1 to S6 (a total of 921 students).

School Motto

Rectify Mind Cultivate Person

School Mission

Our school strives to provide students with holistic Christian education to develop their God given potential to the fullest extent, nurture them to become enthusiastic learners and responsible citizens so as to glorify God and benefit mankind.

Teaching Staff Information

70 teachers were employed. 100% of them were Bachelor Degree holders while 39% of them held a Master Degree or above. 90% of them completed the Teacher Certificate / Diploma in Education. 40% of them have over 10 years teaching experience.

Facilities

With a new annex built since 1995, the campus is hence well equipped with 2 halls, a mini-theatre, regular classrooms and several special rooms, including the Maker Lab, GeoScience Lab, Chit Chat Zone, Mathematics Room, Computer Room, Student Activity Room, Dancing Room, Library, Self-Study Room, Life Education Centre, Emmanuel, Fitness Room, Music Room, Music Balcony, Chinese Literature Room and Art Pro. All classrooms are equipped with air-conditioners, computers, projectors and smart interactive boards in order to provide a comfortable and conducive teaching and learning environment.

To facilitate the development of Global Classroom, Video Conference Rooms were set up for students to have a cultural and academic exchange with our sister schools.

School Management

School-based management is implemented in our school. All teachers are invited to participate in decision-making. Parents and alumni are also invited to provide suggestions on the school policy by joining the Parents and Teachers Association and Alumni Association. All school policies are approved by the Executive Committee Meeting and announced in the Staff Meeting.

Three-year School Plan is formulated every 3 years. Annual School Plan is proposed based on the Three-year School Plan. Evaluation workshop is organized to evaluate the effectiveness of the school policy. Three-year School Plan, Annual School Plan and School Report should be approved by The Incorporated Management Committee and uploaded in the school website before November. 3 Incorporated Management Committee Meetings are held every year and the composition is as follows:

| | |
|-------------------------|---|
| Sponsoring Body Manager | 8 |
| Independent Manager | 1 |
| Principal | 1 |
| Teacher Manager | 2 |
| Parent Manager | 2 |
| Alumni Manager | 1 |

Subjects Offered

| S1-S3 | |
|--------------------------------------|---|
| English as the medium of instruction | English Language Mathematics Life & Society Literature in English Integrated Science Physics Chemistry Biology History Geography Computer Literacy Visual Arts Music Physical Education SAlep (Science, Art and Language Enrichment Programmes) (S1-S2) Science Extension (S3) |
| Chinese as the medium of instruction | Chinese Language Putonghua Chinese History Religious Education |
| S4-S6 | |
| English as the medium of instruction | English Literature in English Mathematics Mathematics M2 Physics Chemistry Biology Business, Accounting and Financial Studies (BAFS) Information and Communications Technology (ICT) Geography History Economics Music |
| Chinese as the medium of instruction | Chinese Language Citizenship & Social Development (S4-S5) Chinese History Chinese Literature Visual Arts Ethics and Religious Studies Physical Education Religious Education |

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up 2023-2024

(3) Achievements and Reflection on Major Concerns; Feedback and Follow-up 2023-2024

Major Concern 1: Fostering Students' Well-being and Nurturing Talented, Virtuous and Blessed Lutherans in Happydemocratic Atmosphere

Achievements

Target 1: To foster students' positive values

- 100% of the teachers agreed that the incorporation and implementation of Values Education elements in the Schemes of Work had helped to promote Values Education in lessons.
- 97.99% of students agreed that the incorporation and implementation of different values in lessons has helped them to learn more about Values Education.
- 96.07% of students agree that the briefing (pre-activity guidelines / worksheet) and debriefing (post activity reflection / questionnaire) sessions helped them to have a better understanding of the values being taught.
- 97.25% of students agreed that the promotion and implementation of activities related to Values Education (such as Thanksgiving Day, Life-wide Learning Activities, Religion Sharing, keynote speeches in the Morning Assembly, Talk on Parent's Day, Values Education talks during Weekly Assemblies, Speeches under the National Flag Chinese Culture Week, English Speaking Week, English Speaking Days, Thursday Morning Sharing, Arts and Design activities, etc.) had facilitated their exposure to and learning of different values.
- 93.4% of the parents who attended the parents' talks had a positive attitude towards fostering positive values to students. (Academic Affairs Committee)
- 98.7% of the parents concerned agreed that the S5 Parents' Talk allowed better understanding of the essence of perseverance. (Careers and Life Planning Education Committee)
- 98.28% of teachers had a positive attitude towards the promotion of Values Education in School.
- The elements of Values Education were successfully infiltrated and related activities organized by English, Chinese and Visual Arts Departments successfully fostered positive values in students. All submitted works showed students' thorough understanding of the values "Empathy" and "Care for Others" and their observations of behavior displaying these values.
- 100% of teachers concerned were satisfied with the arrangement of the training provided by Tin Yiu Life Lutheran Church for fellowship members and believe that it has promoted the values of the school's sponsoring body.
- 100% of teachers agreed that Parents' talks and Values Education Home Letters of the "Taste of Life" series could foster value education for Lutherans.
- 100% of relevant personnel of the school sponsoring body (Lutheran Academy, ELC Social Service -HK, ELCHK Lutheran School) and colleagues believed that the cooperation could facilitate the infiltration of the school sponsoring body's relevant values.
- 100% of teachers concerned agreed and believed that the activities held at Lutheran Family, the Boys' Brigade, Watoto sharing, Thanksgiving Day, Gospel Week, Easter Service, S1 Education Sunday Service and Evangelical Meeting, etc., facilitated the value of faith.
- 97.25% of students believed that the activities held at Thanksgiving Day, Lutheran Family, the Boys' Brigade, Watoto sharing, Gospel Week, Easter Service and Evangelical Meeting, etc., would enhance the value of "Faith."
- 95.76% of students concerned agreed that they had positive feedback on the S1 Education Sunday Service (中一級祝福禮) cum Blessing Ceremony, and they believed that it deepened their faith.
- 95.45% of teachers concerned believed that the retreat provided by Tin Yiu Life Lutheran Church for teachers can train up the teaching team and foster their ability to lead students' meetings.
- 95.69% S.4 class students agreed students' leadership skills have been enhanced through

leadership training activities and community services.

- 100% of the social service activities are focused on personal contact with the service recipients.
- 95.69% of S.4 students agreed that service year had helped them understand the meaning of service.
- 100% of ELCHK Lutheran School's students agreed to help them better understand secondary school life. 100% of ELCHK Lutheran School's students would continue to participate in this program next year, which reflects that the program is successful in teaching the primary school students.
- 97.86% of students agreed that the voluntary teaching services (義教) for primary school students organized by the school and ELCHK Lutheran School (啟信學校) had greatly facilitated their learning and growth.

Target 2: To broaden and deepen students' scope of life planning.

- 96.89% of students concerned felt confident in making an informed and responsible choice for further studies.
- 97.66% of students agreed that the cultural exchange programme helped them understand the home country and developed a sense of responsibility to contribute to society in the future.
- 100% of teachers agreed that the exchange activities with students from the sister school in the Mainland, i.e., the Global Project (G Project) and school visit, had helped students understand the country.
- 100% of students were arranged to participate in school-arranged Mainland exchange/learning activities with sister school online.
- 97.07% of students concerned had a sense of commitment and were better prepared for future studies and career. Students were all proud of the rapid development of the country under the reform and opening-up policy, and they were excited to be able to visit the mainland in person to enrich their learning experiences.
- 100% of S4 and S5 students were arranged to participate in the Mainland study tours of the Citizenship and Social Development Subject.
- 94% of the students displayed their sense of commitment for school service.
- 100% of teachers concerned agreed that the Leadership Training programmes /workshops had enhanced students' leadership skills.
- 97.74% of students agreed that the Leadership Training programmes /workshops had enhanced their leadership skills and helped broaden their scope of life planning.

Target 3: To refresh students from academic pressure.

- 100% of teachers concerned agreed that Refreshing Days had helped maintain a good class atmosphere, enhance students' affective and social performance and facilitate students' growth and learning.
- 100% of teachers agreed that the afternoon activities on Refreshing Days could refresh students and facilitate their growth and learning.
- 97.99% of students agreed that Class-based Refreshing Days and Club-based Refreshing Day could refresh them and facilitate their growth and learning.
- 97.07% of students had a positive attitude towards a healthy lifestyle under the "refreshing day" measure.
- 96.49% of teachers and 96.46% of students agreed that including only Chinese Language, English Language, Mathematics and Integrated Science in junior form uniform form tests could refresh students from academic pressure.
- 98.25% of teachers agreed that implementing the eClass Homework Diary system to limit the number of assignments helps alleviate academic pressure on students. Additionally, 94.14% of students concurred that this measure effectively reduces their academic stress.
- Students' Q-scores from APASO III showed 101 for positive affect and 108 for no negative affect, indicating that most students effectively experience positive emotions and manage negative emotions like anxiety and anger. These results demonstrate the school's commitment to enhancing social-emotional well-being and providing necessary support.

- In contrast, the Q-score of 88 for the "Absence of Anxiety and Depression" domain raises concerns, as it falls below the territory-wide average. This suggested that many students may experience anxiety and depression symptoms, highlighting the need for increased support and resources to improve their emotional well-being and mental health.

Target 4: To strengthen students' appreciation of themselves and other Lutheranian members

- 97.44% of students gave positive feedback on the positive class ethos.
- 98.17% of students agreed that they understood the importance of appreciation.
- 100% of teachers agreed that they had a positive feedback on Thanksgiving Day and believed that it helped facilitate students' growth and cultivate a positive class ethos and campus culture.
- 97.25% of students agreed that they received positive feedback on Thanksgiving Day and felt it facilitated their growth, while 98.17% of students believed that Thanksgiving Day deepened their sense of gratitude.
- Good conduct appreciation from teachers increased by 38.8% compared to the previous academic year, with more concrete and well-rounded recognition provided. Additionally, 98.28% of teachers expressed appreciation for students on eClass. Furthermore, 100% of teachers agreed that practices like self-appreciation and peer appreciation on eClass helped students learn to appreciate themselves and others effectively.
- 97.44% of students provided positive feedback on the class ethos. Additionally, 98.17% acknowledged their understanding of the importance of appreciation, while 97.62% reported improved awareness of how to appreciate other Lutheran community members. Overall, 98.17% recognized the significance of appreciation in their interactions.
- 100% of teachers agreed that a letter home on parents day let students know better how to show their appreciation for their parents

Reflection

Target 1: To foster students' positive values

Target 2: To broaden and deepen students' scope of life planning.

Target 3: To refresh students from academic pressure.

Target 4: To strengthen students' appreciation of themselves and other Lutheranian members

Most of the targets were successfully achieved because of the following facilitating factors; and some hindering factors could be taken into account.

1. Comprehensive Planning and Effective Collaboration:

- 1.1. A Values Education Task Force was established to plan, coordinate, implement, and evaluate various activities related to Values Education
- 1.2. The Student Affairs Committee held regular meetings to formulate well-defined and prioritized targets
- 1.3. The Lutheranian Virtues and PVAs were incorporated into the Scheme of Work, with input from the Values Education Task Force
- 1.4. Teachers played an instrumental role in facilitating discussions in class to help students understand the values, ensuring that students gained a clear understanding of the meaning of the values and how they can be demonstrated in their daily lives.
- 1.5. There was a strong home-school connection in promoting the relevant values

2. Diverse and Enriching Experiential Learning Opportunities:

- 2.1. Briefing and debriefing sessions were provided to better instill positive values in students during the activities
- 2.2. A range of activities, such as Thanksgiving Day, Life-wide Learning Activities, Religion Sharing, keynote speeches, talks, and weekly assemblies, were successfully implemented to expose students to and help them learn different values effectively.

3. With strong support from parents, alumni, the community and the connection with other parts of school sponsoring body in the district such as the Evangelical Lutheran Church Social Service - Hong Kong and Tin Yiu Life Lutheran Church.

- 3.1. With the collaboration and support from the Parents and Teachers Association, the Alumni Association, and the Evangelical Lutheran Church Social Service - Hong Kong, the school was able to provide students with appropriate support services and a diverse range of learning experiences.
- 3.2. This support was particularly crucial for the successful implementation of school events, such as Thanksgiving Day, Life-wide Learning Activity Day, and the S2 Social Service Year and the school was able to equip student leaders to plan and implement effective service-learning activities.
- 3.3. This support also enabled the school to organize various religious education activities such as the S1 Blessing Ceremony, Watoto sharing, Gospel Week, Easter Service and Evangelical Meeting successfully.

4. Systematic Integration of Lutheranian Virtues and EDB Priority Values:

- 4.1. The school systematically integrated the six Lutheranian Virtues and the twelve priority values and attitudes proposed by the Education Bureau (EDB) across the curriculum.
- 4.2. Revised format of programme plan helped demonstrate the elements of the 6 Lutheranian's virtues and the 10 priority values and attitudes proposed by the Education Bureau in different subject departments and committees.
- 4.3. The school had arranged exchanges with sister schools based on their unique characteristics, involving more subjects and committees. This had allowed students to learn from and share with their peers, broadening their perspectives and deepening their understanding of the Lutheranian Virtues and EDB priority values.

5. Strengthening Students' Understanding:

- 5.1. Through special assemblies prior to Parents' Day and Thanksgiving Day, students deepened their understanding of the meaning of filial piety and the theme of Gratefulness. They then applied this learning by writing letters to their parents and preparing thanksgiving actions, respectively.
- 5.2. This targeted approach effectively strengthened students' profound understanding of the significance of filial piety and Gratefulness, which were crucial in promoting these positive values throughout the school community.

6. Strong Emphasis on Cultivating an Environment of Gratitude and Appreciation for Fostering a Positive School Culture

- 6.1. The school had organized speech sessions for students and teachers with themes focused on different values, as well as Morning assemblies with the "Happydemic" theme, to help students build life satisfaction and overall well-being.
- 6.2. The school had encouraged creative and sincere expressions of gratitude from class teachers and students.
- 6.3. Students and teachers were more aware of showing appreciation which could further encourage the practice of expressing gratitude. The school had witnessed a significant increase in the quantity and quality of teacher appreciation, with widespread adoption and positive feedback from teachers.

7. Widespread support in advocating the "Happydemic Atmosphere" within the school community:

- 7.1. This initiative aimed to create a positive and joyful environment for students, staff, and the entire school community. To achieve this, the school implemented a revised homework policy, which limited the number of assignments and quizzes per day. Additionally, a monthly refreshing day was introduced, providing an opportunity for students and staff to rejuvenate

and focus on their well-being. These measures had successfully cultivated a culture of promoting well-being in the school.

Some of hindering factors that could be taken into account:

1. Optimizing Values Education through Higher Expectations and Student Sharing could foster a more engaged and meaningful learning experience for the students

- Guiding students with higher learning expectations in volitional and practical dimensions across different domains was essential for further optimizing the design of lesson plans in Values Education-related activities.
- Incorporating regular sharing sessions where students could share the values they had learned in previous lessons was emphasized to reinforce the learning and application of these important qualities.

2. The school had not been collecting the activity evaluations and effectiveness reports in a timely manner, as they were often only gathered weeks after the completion of the activities.

- To further enhance the data collection, processing and filing of the documents, the activity evaluations and effectiveness reports should be collected right after the activities. (e.g. within a week after the activity).

Feedback and Follow-up

1. To foster students' positive values

- All Heads of Departments and Committees will focus on no more than three selected values from the six Lutheran Virtues in their curriculum and activities for the next academic year. The Values Education Task Force, led by Ms. Shaman and supervised by an Assistant Principal, will refine policies to enhance participation across departments, including Chinese, English, Mathematics, Visual Arts, Science, PSHE, and various committees.
- Briefing and debriefing sessions will be held to instill positive values, allowing time for in-depth self-reflection on Values Education. Exemplary works from the English, Chinese, and Visual Arts Departments will be showcased on the school website or compiled into a booklet. Additionally, five "Taste of Life" Values Education Home Letters will be sent to parents through various channels.
- To facilitate the coordination among all departments, values to be promoted in the weekly assembly and Home Letters would be planned at the beginning of the year
- The elements of the SPIRE model would also be included in the Values Education related talks.
- During the retreat, new teachers will focus on the core beliefs of the Evangelical Lutheran Church of Hong Kong to enhance their understanding of the school's mission. Collaboration with Tin Yiu Life Lutheran Church will be re-established, particularly following the hiring of a new evangelist, to strengthen partnerships and diversify collaboration methods. Training will center on "Justification by Faith," supported by scripts, and will include a visit to Tao Fong Shan, where a pastor will share insights on core beliefs. Participation will be required for those teaching Religion Studies and Values Education in both junior and senior forms.
- The Extracurricular Activities Committee will oversee leadership training, with class teachers guiding student service leaders in executing service activities. In the next academic year, S2 and S4 social service initiatives will focus on direct, high-quality community engagement. The collaboration format will be updated, with the Evangelical Lutheran Church Social Service providing 6-8 service targets and guidelines. Class teachers and extracurricular teachers will jointly promote activities, establishing a framework for simplified service actions and short-term action plans to enhance student participation and community support.
- Review the role of ECA, strengthen the collaboration between class association
- For the next academic year, it is proposed to increase participant numbers and extend the program's duration, including arrangements for Lutheran Academy students to experience SALep classes at our school. Additionally, Robot Marty will be incorporated into voluntary teaching to promote resource sharing and diverse learning experiences. STEAM Leaders will also participate in the voluntary teaching initiatives.

2. To broaden and deepen students' scope of life planning.

- To offer students a comprehensive range of career insights and life experiences, the participant pool will be expanded, with more senior form students included in the Parent Pro program. Given the increased connections with sister schools in mainland China, unique exchanges will be arranged based on their characteristics, involving various subjects and committees.
- Different exchange types, such as the G project, study tours, and service learning, will be implemented over multiple years. More sister schools, including Hotan No. 5 Middle School (和田市第五中學), will join the G project. Teachers and students will support these schools in preparing for the HKDSE.
- Limited spots will be available for students to engage in Mainland development experiences, particularly in the Greater Bay Area, through the Education Bureau's Mainland Exchange Programmes (「同心同根」及「同行萬里」), including the S1 Arts Tour and S3-S4 Nanjing and Shanghai Study Tours.
- The sister school scheme will expand by establishing partnerships with Taishan No. 1 Dajiang Experimental Middle School (台山一中大江實驗中學), Guangzhou No. 3 Middle School (廣州市第三中學), and Foshan Zhongshan Whampoa Star-raise School for Hong Kong and Macao Students (佛山市中黃星瑜港澳子弟學校). These exchanges will focus on academics ("Academic buddy"), music, and sports, fostering friendships and enhancing students' national and global perspectives.

3. To refresh students from academic pressure.

- To alleviate academic pressure, student involvement in organizing Refreshing Days will foster a sense of belonging. Suggested activities will be shared with class teachers, and planning will occur at the start of each term.
- Tests and homework arrangements for Refreshing Days will be communicated at the year's beginning. Diversified assessment methods and appropriate homework loads will reduce exam pressure, with the Academic Affairs Committee reviewing homework regularly. Action research will address SBA pressures, especially in Visual Arts. Compliance with assessment limits will be monitored, and SPIRE integration will be strengthened in departmental activities and weekly assemblies.

4. To strengthen students' appreciation of themselves and other Lutheran members.

- To strengthen students' appreciation of themselves and their peers, various initiatives will be implemented beyond Thanksgiving Day activities. Head Prefects will express gratitude during morning assemblies, and students will be encouraged to share appreciation in debriefing sessions after activities.
- The teacher appreciation initiative will be optimized by maintaining consistent recognition throughout the year, fostering a supportive environment. Teachers will continue to use eClass to acknowledge students' efforts, which is vital for motivation and academic growth. A system for recording student achievements and teacher appreciation will be established before the next school year.
- Class teachers will be reminded to actively document appreciation on eClass, promoting consistent implementation. Debriefing sessions on roundtable meetings, led by the principal and administrators, will facilitate open dialogue and transparency, reinforcing the school's commitment to student feedback and gratitude.

Major Concern 2 :

Implementing Globalized Pedagogical Approaches and Broadening Students' International Perspectives

Achievements

Target 1: To enhance students' positive attitudes and habits of active learning and enhance self-directed learning.

- 96.5% of teachers believed that the measures were effective to enhance students' positive attitudes and habits of active learning and enhance self-directed learning.

- 100% of teachers agreed that lesson observations done by the Principal and lesson observations done by the Heads of Departments for newly employed teachers, which were completed in the three steps of ‘explanation, observation and evaluation’, could address the delivery of difficult teaching points, strengthen professional growth and enhance students’ positive attitudes, habits of active learning and self-directed learning.
- 97.3% of students agreed that lesson preparation assigned by teachers before lessons and jotting notes on their own initiative during the lessons enhanced the habits of active learning.

Target 2: To increase students’ learning flexibility.

- Around 202 online tutorial classes were conducted in senior forms.
- 100 students were admitted to the One-on-One Online English Oral Practice Programme this year, with 182 students applying for the programme.
- One-on-One Online English Oral Practice started in October 2023. The program ended in June 2024 with a high student attendance rate (97.9%).
- 32 students participated in the online oral practice programme with external Japanese, German and Korean tutors this year.
- 96.3% of students agreed that the participation in the online speaking sessions of the After-school Pull-out Foreign Language Classes has broadened their learning experiences outside the classroom.
- 97.4% of students agreed that blended learning in the forms of online tutorial and individual or small group pull-out sessions could increase their learning flexibility.

Target 3: To provide students with a diversified range of learning assessments and to cater for learning diversity.

- 95.1% students agreed that offering diversified assignment modes (e.g. non-writing mode and experiential mode) facilitated the exploration of learning abilities and interests.
- 96.7% of junior form students agreed that being allowed to choose an assignment submission method according to their strengths and a diversified assignment mode could provide them with a diversified range of learning assessments and cater for learning diversity.

Target 4: To enhance students’ information literacy and their interests in STEAM.

- In junior forms, different programming languages were introduced, including Block Coding Languages (App Inventor for S1 and S2 and Python for S3). Elements of AI were newly added to S2 teaching and learning.
- 95.2% of STEAM student leaders agreed that they could enhance students’ information literacy and their interests in STEAM.
- 93.4% of students agreed that the use of VR/AR in teaching could enhance students’ interests in each subject.
- 94.6% of students agreed that implementing the refined curriculum of Computer Literacy in junior forms could facilitate the learning in STEAM.
- 94.3% of students agreed that programming language and AI in Computer Literacy could enhance their information literacy and interests in STEAM.
- 93.9% of students agreed that organizing STEAM Expo could enhance their information literacy and their interests in STEAM.
- 92.9% of students agreed that STEAM Expo could nurture their creativity, collaboration, problem solving skills and innovativeness.

Target 5 : To nourish more able students through school-based gifted development programmes

- As of July 2024, 37 on- and off-campus programmes, competitions, courses and/ or talks for the gifted were promoted.
- 97.5% of students agreed that participating in off-campus programmes (e.g. CUHK Winter/Spring Programme for the Gifted and Talented), competitions, courses or talks for the gifted has enhanced their multiple potentials e.g. high-order thinking skills, creativity and personal-social competence.

- 96.9% of students agreed that self-nomination for the Talent Pool has allowed them to identify their interest(s) and given them more opportunities to participate in programmes for the gifted.

Target 6 : To strengthen global interactions and optimize the arrangements of studying abroad.

- 8 overseas and Mainland study tours were held this year (Japan, Iceland and Finland, Macau (2), Sabah, Xinjiang, Nanjing and Fujian), with 218 participants.
- 4 talks on overseas studies were organized this year (on studying in schools in partnership, in a university in Finland, in Japan and in England) with 442 participants, including 62 parents and 380 students.
- 2 talks on further studies in Mainland China were held this year, with 50 participants.
- Global Project was carried out online from December 2023 to March 2024 (with 38 participants from 5 schools) in collaboration with 4 sister schools in Mainland China, Hong Kong and Japan.
- 96.9% of students agreed that on-site and online real-time overseas exchange sessions enhanced their international horizons for future opportunities.
- 93.5% of students agreed that the participation in the After-school Pull-out Foreign Language Classes prepared them to take the language proficiency tests.
- 96.9% of students felt confident in making an informed and responsible choice for further studies.

Reflection

Target 1: To deepen the culture of lesson studies.

Target 2: To increase students' learning flexibility and adopt the Blended Learning Model.

Target 3: To introduce a diversified assessment model.

Target 4: To enhance the STEM atmosphere - Introducing VR/AR technology in the teaching of each subject.

Target 5 : To strengthen the practice of talent search in Gifted Development Programme.

Target 6 :To strengthen global interactions and optimize the arrangements of studying abroad.

Most of the targets were successfully achieved because of the following facilitating factors; and some hindering factors could be taken into account.

1. Widespread support in the cultivation of active learning culture in school:

- Each subject panel continued to conduct lesson studies to enhance students' positive attitudes and habits of active learning and enhance self-directed learning.
- Most students agreed that lesson preparation assigned by teachers before lessons and jotting notes on their own initiative during the lessons enhanced the habits of active learning. It was also noted that it would be better to use various Cornell note processing skills in different subjects corresponding to different skills required.

2. Active participation in online English oral practice programme and foreign language courses:

- The school has established firm connections with sister schools from different regions, service providers and external organisations. These connections and collaborations have resulted in abundant opportunities for students to explore their interests and polish their language skills.
- Due to the promotion done by English Ambassadors and the sharing on last year's fruitful lessons, the number of students signing up for the online English oral practice program increased and the number of enrolled students was also raised.
- More occasions are needed for foreign language students to validate their language competence through different means (including in-course assessments and external, accredited language proficiency tests).

3. Diversified assignment mode supported by students:

- Students agreed that having diversified assignment modes and different assignment submission methods facilitated the building of learning abilities and exploration of interests.
- New assignment modes, e.g. Oral Defense, would be introduced in some subjects in junior forms.

4. Teachers' and students' enthusiasm in STEAM:

- At the STEAM Expo, there were 29 booths where students demonstrated their creativity, and in between all the booths, 20 prototypes were produced to showcase students' ideas. Through these activities, students' creativity and confidence could be strengthened.
- In the junior form CL curriculum, AI elements were introduced in S1, S2, and S3. In the curriculum, students used AI tools like Poe and PdfGPT, and AI theories were discussed in S2. Information Literacy, such as cybercrimes, internet safety, and a sense of law-abidingness, was also strengthened.

5. Recommendation of more able students through school-based gifted development programmes:

- The use of school-based student talent pool has become more mature. Subject teachers refer to the talent pool when recommending students to enrol in various programmes for the gifted learners.
- With the practice of students' self-nomination, their achievements were noticed. The target of 'talent search' was fulfilled.
- More emphasis was placed on extending students' achievements obtained in their primary school studies with the help of S1 ECA questionnaire and the support of talent pool.
- The scope of 'giftedness' was extended to non-academic areas, allowing recognition of students' multiple talents and more efficient recommendation.
- The existing practice of inputting data into the talent pool shall be refined so that the data set is more aligned with the students' achievements.

6. Students' confidence in making an informed and responsible choice for further studies:

- Information talks, on-site and online real-time overseas exchange sessions and other promotion of relevant activities were proven to be enhancing students' international horizons for future opportunities, as they gained confidence in making an informed choice for further studies and planning for their careers.
- All students showed good grasp the concepts of values, attitudes, skills and knowledge for future careers in their self-reflection in the Student Development Report.
- All S5 students were proactively involved in the school-based individual career counselling programme, University Dream Flyers Programme, whereas all S6 students grasped the knowhow of JUPAS and information about university admission as the application rate is 100%.
- The newly launched S3 Dream Mapping Programme provided one-on-one and small-group career counselling for S3 students, guiding them through finding aspirations and setting goals.
- Elements and/or issues of global perspectives were not always integrated into the teaching and learning of all subjects.

Feedback and Follow-up

- The primary focus of lesson study would continue to be placed on active learning. On top of the previous focuses, more emphasis would be placed on note processing skills. Subject-based Cornell note taking would be introduced to enhance students' note taking and processing habits.
- More students (At least 150) will participate in the online English oral practice programme. The flexibility of online English oral tutorial sessions could be further increased by allowing students to choose their preferred sessions. Also, students could choose the topics of conversation/discussion in online oral practice programme with external foreign language tutors.
- A diversified range of learning assessments should be provided for students to cater for learning diversity, facilitating their learning abilities and interests. New assignment modes, including oral defense exercises, are introduced in junior forms.
- The use of AI would be introduced to complement students' self-directed learning and enhance the School's STEAM atmosphere.

- More awards were acquired in inter-school competitions related to STEAM.
- Arrangements of school-based gifted development programmes would be refined. The talent pool will be more readily expanded to cover non-academic areas. More able students would be nourished through school-based gifted development programmes, to enhance their high-order thinking skills, creativity and personal-social competence.
- Elements of global perspectives would be introduced to each subject to sharpen students' international outlook.
- More promotion about the school's current sister university network could be done to not only senior form students but also junior form students through more varied means, i.e. information screen and students'/ alumni's sharing.
- To boost students' confidence in mapping their interest in an earlier stage, programmes or taster lectures held by universities and/ or career exploration could be introduced in a more focused manner to S1, S2 and S4 students.

(4) Student Performance

- **A brief account of students' attitude and behavior:**

Based on the newly introduced APASO III conducted in April 2024 and subsequent observations, our students exhibit a commendable attitude and behavior in several key areas. Notably, their sense of satisfaction in school (Q value=116), meaning in life (Q value=116), and feelings of belonging (Q value=116) all surpass the Hong Kong territory-wide average. Additionally, the school atmosphere reflects a low incidence of loneliness (Q value=110) and a positive affect with no negative feelings (Q value=108).

However, there are areas requiring attention. The students' performance regarding anxiety and depressive symptoms (Q value=88) fell below the average, indicating a need for enhanced support. To address this, we will promote a positive and supportive school environment, fostering a "Happydemic" atmosphere through initiatives like the Healthy Wednesday Program.

In terms of values, our students demonstrated high performance in meaning of life (Q value=116), honesty (Q value=116), and morality (Q value=116), reflecting the integration of the six Lutheran virtues and ten priority values set by the Education Bureau across various subjects. Conversely, physical exercise levels (Q value=85) were significantly below average. To tackle this, we plan to introduce a wider variety of sports and implement the Healthy Lutherians program.

Furthermore, our students showed strong performance in non-assigned reading (Q value=113) and Information Technology (no addiction) (Q value=113), indicating healthy engagement in these areas. Their sense of national identity—including responsibility, pride, and love for their country (Q value=116)—also surpassed the average, showcasing their commitment to civic values.

Overall, while our students demonstrate many positive attitudes and behaviors, targeted strategies will be essential to enhance their emotional well-being and physical activity levels.

* Highest Q value=116

average Q value =100

- **A brief account of students' participation and achievement:**

- i) Academic performance:

- HKDSE Results

| Item | Year | School Data | Day School Figures |
|---|------|-------------|--------------------|
| Percentage of students in the school met the entrance requirements for local Bachelor degree programmes | 2024 | 89% | 45% |
| Percentage of students in the school met the entrance requirements for local sub-degree programmes | | 97% | 76% |

- Academic Value-added Performance

| Item | Year | School Data Stanine |
|---|------|---------------------|
| Chinese Language, English Language, Mathematics | 2024 | 5 |
| Best 5 | | 6 |
| Chinese Language | | 5 |
| English Language | | 6 |
| Mathematics (Compulsory Part) | | 5 |

ii) Non-academic performance:

| | Award/Activity | Organization | | Student Name |
|-----------|--|--|----------------------------------|-------------------------|
| 1. | Chinese Department and English Department | | | |
| 1.1 | 2022-2023 中國中學生作文比賽 | The Hong Kong Institute for Promotion of Chinese Culture | 2022-2023 中國中學生作文比賽 高中組 銅獎 | Tsang Tsz Yan (5A) |
| 1.2 | 全港青年中文書法比賽 (2022-2023 年度) | H.K. Youth Cultural & Arts Competitions Committee | 中學毛筆組良好獎 | Zhong Yihui Steven (4A) |
| | | | 中學毛筆組良好獎 | Li Yingzhu (5D) |
| | | | 中學硬筆組良好獎 | Li Yingzhu (5D) |
| 1.3 | 2022-2023 年全國青少年語文知識大賽「菁英盃」比賽 | Zhongguo Qingshaonian Yuyan Wenhua Xuehui | 總決賽二等獎 決賽一等獎 初賽一等獎 | Tang Hiu Wa (6A) |
| | | | 總決賽二等獎 決賽一等獎 初賽三等獎 | Thung Wing Hei (6C) |
| | | | 總決賽二等獎 決賽二等獎 初賽三等獎 | Ho Sze Kei (4C) |
| | | | 總決賽優異獎 決賽一等獎 初賽二等獎 | Cheung Yuen Kiu (6B) |
| | | | 總決賽優異獎 決賽一等獎 初賽三等獎 | Wong Hoi Ning (6A) |
| | | | 決賽一等獎 初賽特等獎 | Zhang Xiwen (4D) |
| | | | 決賽二等獎 初賽二等獎 | Wu Tianqi (4D) |
| | | | 決賽三等獎 初賽一等獎 | Wong Yui Sze (4C) |
| | | | 決賽三等獎 初賽二等獎 | Lee Tsz Fung (6A) |
| | | | 決賽三等獎 初賽三等獎 | Lin Ka Yan (4A) |
| | | | 決賽三等獎 初賽三等獎 | Li Tong Sum (4C) |
| | | | 初賽二等獎 | Li Sze Ham (4C) |
| | | | 初賽二等獎 | Chan Sze Ching (5E) |
| 初賽三等獎 | Chan Yin Yue (4C) | | | |

| | Award/Activity | Organization | | Student Name |
|-----|-----------------------------|---|------------|-----------------------|
| 1.4 | 2023-2024 年全國青少年語文知識大賽「菁英盃」 | Zhongguo Qingshaonian Yuyan Wenhua Xuehui | 現場作文總決賽一等獎 | Ho Sze Kei (4C) |
| | | | 現場作文總決賽三等獎 | Li Sze Ham (4C) |
| 1.5 | 2023 粵港澳大灣區朗誦大賽(香港賽區) | Hong Kong Education Development Association | 普通話組 冠軍 | Cheng Pui Wai (2C) |
| | | | 粵語組 冠軍 | Wong Lok Gi (2D) |
| | | | 普通話組 冠軍 | Wang Ann (4D) |
| | | | 普通話組 冠軍 | Ku Ting Yan Yuny (5C) |
| | | | 普通話組 亞軍 | Yuen Kwan Ho (2D) |
| | | | 粵語組 亞軍 | Ku Ting Yan Yuny (5C) |
| | | | 粵語組 季軍 | Yuen Kwan Ho (2D) |
| | | | 粵語組 季軍 | Tang Pui Lam (3C) |
| | | | 普通話組 優異 | Chen Kehan (2B) |
| | | | 普通話組 優異 | Lo Yik Sum (2C) |
| | | | 粵語組 優異 | Lee Ka Kiu (2E) |
| | | | 普通話組 優異 | Choi Sin Yan (3C) |

| | Award/Activity | Organization | | Student Name |
|-----|--|--|---|--|
| 1.6 | <ul style="list-style-type: none"> 75th Hong Kong Schools Music and Speech Festival | The Hong Kong Schools Music and Speech Association | <ul style="list-style-type: none"> 1 Mr. & Mrs. Ho Sau Ki Trophy 2 First Places, 5 Second Places, 5 Third Places, 2nd Runner up, 44 Merits and 11 Proficiencies | |
| | | | Secondary 1&2 Cantonese - Religious Work 2nd Runner up | Leung Ting Him (1D) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Prose 2nd Runner up | Lin Yuen Long (2A) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Wang Yat Ting (1A) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Teng Nicole (1B) |
| | | | Secondary 1&2 Cantonese - Duologue Merit | Kong Hin For Hanford (1C) Tang Zhen Xi (1C) |
| | | | Secondary 1&2 Cantonese - Religious Work Merit | Leung Ting Him (1D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Chu Sze Man (1E) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Verse Merit | Guo Douglas (1E) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Verse Merit | Zhu Bo Xi (2A) |
| | | | Secondary 2 Cantonese - Girls' Solo Prose Merit | Cheng Pui Wai (2C) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Verse Merit | Ng Ho Kwan (2E) |

| | Award/Activity | Organization | | Student Name |
|-----|--|--|---|--------------------------|
| 1.6 | <ul style="list-style-type: none"> <li data-bbox="244 163 499 264">75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Secondary 3&4 Putonghua - Girls' Solo Verse Merit | Wong Lui Ka (3A) |
| | | | Secondary 3&4 Putonghua - Girls' Solo Prose Merit | Li Winnie (3D) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Verse Proficiency | Cao Lok Wang Daniel (1B) |
| | | | Secondary 3&4 Putonghua - Girls' Solo Verse Proficiency | Wong Ching Hei (4C) |
| | | | Secondary 3&4 Cantonese - Choral Prose Mr. & Mrs. Ho Sau Ki Trophy | Class 4C |
| | | | Secondary 1 Cantonese - Girls' Solo Verse First Place | Chau Tsz Ching (1D) |
| | | | Secondary 2 Cantonese - Boys' Solo Verse First Place | Lee Ka Kiu (2E) |
| | | | Secondary 3&4 Putonghua - Choral Verse Second Place | Class 3C |
| | | | Secondary 1 Cantonese - Girls' Solo Prose Second Place | Luk Kei Yin (1C) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Second Place | Wong Hiu Yung (1C) |
| | | | Secondary 2 Cantonese - Girls' Solo Verse Second Place | Liang Ka Ki (2B) |
| | | | Secondary 2 Cantonese - Boys' Solo Verse Second Place | Yuen Kwan Ho (2D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Third Place | Chuk Po Kei (1A) |

| | Award/Activity | Organization | | Student Name |
|-----|--|--|---|--------------------------|
| 1.6 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Secondary 1&2 Putonghua - Girls' Solo Verse Third Place | Cheung Tsz Yuet (1C) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Third Place | He Yining (1D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Third Place | Liu Lareina Shuk Ki (2A) |
| | | | Secondary 3 Cantonese - Girls' Solo Verse Third Place | Lam Nok Hei (3B) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Chan Wan Ting (1A) |
| | | | Secondary 1 Cantonese- Girls' Solo Verse Merit | Lai Yik Tung Mini (1A) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Pi Sally (1A) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Zhang Binwen (1A) |
| | | | Secondary 1 Cantonese - Girls' Solo Verse Merit | Lau Sum Yee (1D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Poon Yeuk Man (1D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Wong Yan Tung (1D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Zhang Jiaying (1D) |

| | Award/Activity | Organization | | Student Name |
|-----|--|--|---|--------------------------|
| 1.6 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Lin Ip Yan (1E) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Yi Jiusi Emma (1E) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Lok Mei Lam (2A) |
| | | | Secondary 2 Cantonese - Girls' Solo Verse Merit | Wong Sze Ham (2A) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Ye Zi Annie (2A) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Verse Merit | Chen Kehan (2B) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Merit | Cheng Pui Wai (2C) |
| | | | Secondary 1&2 Putonghua - Boys' Solo Prose Merit | Lo Yik Sum (2C) |
| | | | Secondary 1&2 Cantonese - Duologue Merit | Chan Hai Yee Hailey (2D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Cheung Sin Yee (2D) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Merit | Lin Hin Ying (2D) |
| | | | Secondary 1&2 Cantonese - Duologue Merit | Yip Pui Ching (2D) |
| | | | Secondary 2 Cantonese - Boys' Solo Verse Merit | Hung Pak Yiu (2E) |

| | Award/Activity | Organization | | Student Name |
|-----|--|--|--|--------------------------|
| 1.6 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Secondary 1&2 Putonghua - Boys' Solo Verse Merit | Leng Ziwei (2E) |
| | | | Secondary 3 Cantonese - Girls' Solo Prose Merit | Lam Nok Hei (3B) |
| | | | Secondary 3 Cantonese - Girls' Solo Verse Merit | Tang Pui Lam (3C) |
| | | | Secondary 3&4 Putonghua - Girls' Solo Prose Merit | Zhong Tsz Lam (3E) |
| | | | Secondary 4 Cantonese - Girls' Solo Prose Merit | Lee Pui Yi (4A) |
| | | | Secondary 3&4 Putonghua - Girls' Solo Prose Merit | Peng Na (4B) |
| | | | Secondary 3&4 Putonghua - Girls' Solo Verse Merit | Zeng Mei Ni (4C) |
| | | | Secondary 3&4 Putonghua - Girls' Solo Verse Merit | Zhang Wan Lin (4C) |
| | | | Secondary 5&6 Cantonese - Girls' Solo Prose Merit | Lin Sin Yu (5B) |
| | | | Secondary 5&6 Putonghua - Girls' Solo Verse Merit | Ku Ting Yan Yuny (5C) |
| | | | Secondary 5&6 Cantonese - Girls' Solo Verse Merit | Ku Ting Yan Yuny (5C) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Prose Proficiency | Lee Lok Yiu (1A) |
| | | | Secondary 1 Cantonese - Girls' Solo Verse Proficiency | Luk Kei Yin (1C) |

| | Award/Activity | Organization | | Student Name |
|------|--|--|---|------------------------|
| 1.6 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Secondary 1&2 Putonghua - Girls' Solo Verse Proficiency | Wu Ari (1C) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Proficiency | Chan Yu Tung (1D) |
| | | | Secondary 1 Cantonese - Girls' Solo Verse Proficiency | Ng Ying Kiu (1D) |
| | | | Secondary 1 Cantonese - Girls' Solo Verse Proficiency | Wong Yin Lam (1D) |
| | | | Secondary 1 Cantonese - Girls' Solo Prose Proficiency | Lin Yuxin (1E) |
| | | | Secondary 2 Putonghua - Girls' Solo Verse Proficiency | Shek Hiu Yin (2B) |
| | | | Secondary 1&2 Putonghua - Girls' Solo Verse Proficiency | Jiang Jennifer (2D) |
| 1.7 | 第二屆「傳承盃」書畫大賽及國際書畫展 | 香港青山獅子會 | 全國書法高中組優異獎 | Li Yingzhu (5D) |
| 1.8 | 金紫荊盃青少年書法大賽 | The Education University of Hong Kong | 毛筆書法中學組一等獎 | Li Yingzhu (5D) |
| | | | 毛筆書法中學組優異獎 | Chan Yu Tung (1D) |
| 1.9 | 香港學界新春毛筆書法造詣大賽 | 香港學界文藝坊 | 初中組冠軍 | Chan Yu Tung (1D) |
| 1.10 | 2024年AI中文中文故事繪 | Hong Kong Chinese Elite Association | 中學組特等獎 最佳故事創作獎 | Li Winnie (3D) |
| | | | 中學組優異獎 中學組優異獎 | Tse Tsz Yau Chole (3D) |
| 1.11 | 2023-2024中國中學生作文大賽(香港賽區) | The Hong Kong Institute for Promotion of Chinese Culture | 旭日文學之星 | Li Winnie (3D) |
| 1.12 | 第三屆香港伍倫貢文學獎徵文比賽(2024) | UOW College Hong Kong | 散文組季軍 | He Tin (4C) |
| | | | 散文組嘉許獎 | Lam Hei Dick (5C) |

| | Award/Activity | Organization | | Student Name |
|-----------|--|---|-----------------------------------|---------------------------|
| 1.13 | 2023 國際學界朗誦大賽(總決賽) | Hong Kong Education Development Association | 普通話中學組 亞軍 | Cheng Pui Wai (2C) |
| | | | 普通話中學組 季軍 | Lau Cheuk Ting (3C) |
| 1.14 | 香港青少年兒童硬筆書法大賽 2023 | Hong Kong Child Culture & Arts Association | 中學高級組(S4-S6) - 中文硬筆書法 亞軍 | Zhong Yihui Steven (4A) |
| 1.15 | 2023 第七屆香港青少年書法大獎賽 | Hong Kong Ta Kung Wen Wei Media Group, Chinese Calligraphers Association | 硬筆組優異獎 | Chan Tsz Yau (5D) |
| | | | 硬筆組優異獎 | Li Yingzhu (5D) |
| | | | 毛筆組優異獎 | Li Yingzhu (5D) |
| 1.16 | 第三屆香港中小學中英文硬筆書法比賽 | Education Employees General Union, Hong Kong Hard Pen Calligraphists' Association | 中學中文組初級卓越獎 | Chan Yu Tung (1D) |
| | | | 中學中文組高級季軍 | Zhong Yihui Steven (4A) |
| | | | 中學中文組高級卓越獎 | Li Yingzhu (5D) |
| | | | 中學中文組高級入圍獎 | Zhang Xiwen (4D) |
| 2. | Chinese Department and English Department | | | |
| 2.1 | The 6th Bilingual and Trilingualism Composition and Speech Competition (Greater Bay Area and New Territories West) | Rotary Club of Northwest Hong Kong | 1st Runner up | Zhang Jiaying (1D) |
| | | | Merit | Chan Wan Ting (1A) |
| 3. | English Department | | | |
| 3.1 | ReadQuest Chinese & English Challenge and Competition | Education in Ireland | Distinction Top 6 in Hong Kong | Lau Sum Yee (1D) |
| | | | Distinction | Hung Shing Chong (1C) |
| | | | Distinction | Li Pak Kiu (1C) |
| | | | Distinction | Li Sum Yau (1C) |
| | | | Distinction | Chiu Ka Hei (1E) |
| | | | Distinction | Zhu Bo Xi (2A) |
| | | | Distinction | Chen Kehan (2B) |
| | | | Distinction | Chung Hoi Fung Angus (2C) |
| | | | Distinction | Lo Yik Sum (2C) |
| | | | Distinction | Lai Ka Hei (2D) |
| | | | Distinction | Lin Hin Ying (2D) |
| | | | Distinction | Wan Hoi Hang (3C) |

| | Award/Activity | Organization | | Student Name |
|--------|---|--|--|--|
| 3.1 | ReadQuest Chinese & English Challenge and Competition | Education in Ireland | Distinction | Zhou Yip Pok (3C) |
| | | | Distinction | Choi Yee Ka Ada (3D) |
| | | | Distinction | Cheng Tsz Yuet (4A) |
| | | | Distinction | Lin Ka Yan (4A) |
| | | | Distinction | Cheung Sum Yuet (4C) |
| | | | Distinction | Li Ki Yan Ryan (5D) |
| | | | Distinction | Tan Tsz Kit Jack (5E) |
| | | | Merit | Chau Tsz Ching (1D) |
| | | | Credit | Zhang Binwen (1A) |
| | | | Credit | Zhu Qirui Julian (1A) |
| | | | Credit | Cheng King Tin (1B) |
| | | | Credit | Cheung Eric (1B) |
| | | | Credit | Leung Hoi Ching (1C) |
| | | | Credit | Hung Mei Shun (1D) |
| | | | Credit | Guo Douglas (1E) |
| | | | Credit | Guo Yan Yin (1E) |
| | | | Credit | Lin Yuxin (1E) |
| | | | Credit | Wu Nuo Yi (1E) |
| | | | Credit | Chan Long Kwan (2B) |
| | | | Credit | Yeung Lo Ling (2C) |
| | | | Credit | Li Hui Ching (2E) |
| | | | Credit | Ng Ho Kwan (2E) |
| | | | Credit | Tsang Hei Ngar (3D) |
| | | | Credit | Leung Ho Ting (4A) |
| | | | Credit | Yip Sze Hon (4A) |
| | | | Credit | Wong Ching Hei (4C) |
| Credit | Chen Yee Ching (4D) | | | |
| Credit | Chan Sze Ching (5E) | | | |
| 3.2 | "21st Century Cup" English Speaking Competition 2024 | China Daily, VDO English | Semi-finalist | Zhang Binwen (1A) |
| | | | Semi-finalist | Yip Pui Ching (2D) |
| | | | Semi-finalist | Choi Yee Ka Ada (3D) |
| | | | Semi-finalist | Zeng Tsz Yan (4C) |
| 3.3 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | <ul style="list-style-type: none"> • 2 First Places, • 7 Second Places, • 8 Third Places, • 59 Merits and • 6 Proficiencies | |
| | | | Solo Prose First Place | Chung Ka Hei (2C) |
| | | | Public speaking First Place | Koon Tsz Lam (5A) Mo Yat Hung (5A) Wong I Ching (5A) |
| | | | English - Choral Second Place | S1 Girls (Group 1) |
| | | | English - Choral Second Place | S1 Boys |
| | | | Public speaking Second Place | Chan Ka Ying (2C) Cheng Pui Wai (2C) Leung Chung Hei Arthur (2C) |

| | Award/Activity | Organization | | Student Name |
|---------------------|--|--|---------------------------------|---|
| 3.3 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Solo Verse Second Place | Yiu Shing Chi (3C) |
| | | | Solo Verse Second Place | Lin Ka Yan (4A) |
| | | | Duologue Second Place | So Yan Hei (4C) Su Lai Ching (4D) |
| | | | Public speaking Second Place | Ho Tin Long (5A) Lai Kin Yiu (5A) Tang Wing Tung (5A) |
| | | | English - Choral Third Place | S1 Girls (Group 2) |
| | | | Solo Verse Third Place | Chung Ka Hei (2C) |
| | | | Public speaking Third Place | Chan Yan Yuet (2C) Chung Cheuk Yau (2C) Lin Hin Ying (2D) |
| | | | Solo Verse Third Place | Chung King Hei Matthew (2D) |
| | | | Solo Verse Third Place | Lai Ka Hei (2D) |
| | | | Solo Verse Third Place | To Wing Tung (3C) |
| | | | Solo Verse Third Place | Wu Jessy (3C) |
| | | | Solo Prose Third Place | Zheng Ka Chun (4A) |
| | | | Duologue Merit | Chan Wan Ting (1A) Lai Yik Tung Mini (1A) |
| | | | Solo Verse Merit | Zhang Binwen (1A) |
| | | | Solo Prose Merit | Cao Lok Wang Daniel (1B) |
| | | | Solo Verse Merit | Chan Yu Hin (1B) |
| | | | Solo Verse Merit | Cheung Mercy (1B) |
| | | | Solo Verse Merit | Lung Ting Hin (1B) |
| | | | Solo Verse Merit | Teng Nicole (1B) |
| | | | Solo Verse Merit | Yang Shunbo Daniel (1B) |
| | | | Duologue Merit | Lin Sze Ting (2A) Law Wing Ki (2D) |
| | | | Solo Verse Merit | Lin Yuen Long (2A) |
| | | | Solo Verse Merit | Zhu Bo Xi (2A) |
| | | | Public speaking Merit | Chan Long Kwan (2B) |
| Solo Verse Merit | Chan Long Kwan (2B) | | | |

| | Award/Activity | Organization | | Student Name |
|------------------|--|--|-----------------------|--|
| 3.3 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Solo Verse Merit | Chan Yuet Lam (2B) |
| | | | Solo Verse Merit | Hui Chun Lam (2B) |
| | | | Solo Verse Merit | Wong Wan Ki Grace (2B) |
| | | | Solo Verse Merit | Zhao Hei Yin (2B) |
| | | | Solo Verse Merit | Leung Chung Hei Arthur (2C) |
| | | | Solo Verse Merit | Lo Yik Sum (2C) |
| | | | Solo Verse Merit | Zou Pui Shan (2C) |
| | | | Solo Verse Merit | Chan Chun Kiu Adrian (2D) |
| | | | Solo Verse Merit | Cheung Sin Yee (2D) |
| | | | Public speaking Merit | Chung King Hei Matthew (2D) |
| | | | Solo Verse Merit | Hu Tin Long (2D) |
| | | | Public speaking Merit | Lai Ka Hei (2D) Yip Pui Ching (2D) Yuen Kwan Ho (2D) |
| | | | Solo Verse Merit | Leung Nga Yau Sophie (2D) |
| | | | Solo Verse Merit | Lin Hin Ying (2D) |
| | | | Solo Prose Merit | Lin Hin Ying (2D) |
| | | | Solo Verse Merit | Tso Ryuki (2D) |
| | | | Public speaking Merit | Wong Siu Kei (2D) |
| | | | Solo Verse Merit | Yip Pui Ching (2D) |
| | | | Solo Verse Merit | Liu Joey (2E) |
| | | | Solo Verse Merit | Man Nok In (3B) |
| | | | Solo Verse Merit | Lo Ka Hei (3B) |
| | | | Solo Verse Merit | Zhu Hiu Tung (3B) |
| | | | Solo Verse Merit | Chan Bernice (3C) |
| | | | Solo Verse Merit | Ip Yat Hei (3C) |
| | | | Solo Verse Merit | Lam Tin Long Sunny (3C) |
| Solo Verse Merit | Leung Lok Sin (3C) | | | |

| | Award/Activity | Organization | | Student Name |
|-----|--|--|-----------------------------|---|
| 3.3 | 75th Hong Kong Schools Speech Festival | The Hong Kong Schools Music and Speech Association | Solo Verse Merit | Song Zidi (3C) |
| | | | Solo Verse Merit | Zhou Yip Pok (3C) |
| | | | Solo Verse Merit | Choi Yee Ka Ada (3D) |
| | | | Solo Verse Merit | Hung Tsz Hin (3D) |
| | | | Solo Verse Merit | Hung Yi Ham (3D) |
| | | | Solo Verse Merit | Poon Hi Wing (3D) |
| | | | Solo Verse Merit | Yau Sum Yu (3D) |
| | | | Solo Verse Merit | Chung Pui Lok Adrian (3E) |
| | | | Solo Verse Merit | Leung Ka Ho (3E) |
| | | | Solo Verse Merit | Lee Pui Yi (4A) |
| | | | Solo Verse Merit | Song King Ho Andy (4A) |
| | | | Solo Verse Merit | Tan Yuxi (4A) |
| | | | Duologue Merit | Chan Wing Yin (4C) Cheung Tsz Kiu (4C) |
| | | | Solo Verse Merit | Chan Wing Yin (4C) |
| | | | Solo Verse Merit | So Yan Hei (4C) |
| | | | Solo Verse Merit | Wong Ching Hei (4C) |
| | | | Solo Verse Merit | Su Lai Ching (4D) |
| | | | Solo Verse Merit | Ho Chun Hei (5C) |
| | | | Solo Prose Merit | Wong Kwing Sum (5C) |
| | | | Solo Prose Merit | Tan Tsz Kit Jack (5E) |
| | | | Solo Verse Proficiency | Zhu Qirui Julian (1A) |
| | | | Public speaking Proficiency | Lin Yuen Long (2A) |
| | | | Solo Verse Proficiency | Hung Pak Yiu (2E) |
| | | | Solo Verse Proficiency | Peng Na (4B) |
| | | | Solo Verse Proficiency | Zeng Mei Ni (4C) |
| | | | Solo Prose Proficiency | Luk Ho Yeung (4E) |

| | Award/Activity | Organization | | Student Name |
|----------|---|---|--------------------------------------|---------------------------|
| 3.4 | 2023-24 Asian English Spelling Competition (Golden Bee Cup) | English Association of Asia | Bronze | Hung Mei Shun (1D) |
| | | | Bronze | Fong Kiu (3D) |
| 3.5 | Canadian English Writing Competition (Arch Cup) Live Semi-final 2023-24 | English Association of Asia | Gold | Lau Sum Yee (1D) |
| | | | Silver | Tse Tsz Yau Chloe (3D) |
| | | | Bronze | Hung Mei Shun (1D) |
| | | | Bronze | Wong Lok Yan (1E) |
| | | | Bronze | Poon Hi Wing (3D) |
| | | | Bronze | Su Lai Ching (4D) |
| 3.6 | Hong Kong Children & Youth Speech Competition 2023 | Yuen Long Town Hal | Silver | Lo Chun Kai (1A) |
| | | | Silver | Lo Yik Sum (2C) |
| | | | Silver | Chan Chun Kiu Adrian (2D) |
| | | | Silver | Yip Pui Ching (2D) |
| | | | Silver | To Wing Tung (3C) |
| | | | Bronze | Li Yuntian Tim (1A) |
| | | | Bronze | Liang Ip Hin (1A) |
| | | | Bronze | Pak Siu Hang (1A) |
| | | | Bronze | Peng Baorui (1A) |
| | | | Bronze | Xu Jason (1A) |
| | | | Bronze | Xu Jie (1A) |
| | | | Bronze | Zhang Yu Sen (1A) |
| | | | Bronze | Zhu Bo Xi (2A) |
| | | | Bronze | Leung Lok Sin (3C) |
| | | | Bronze | Poon Hi Wing (3D) |
| 4 | English Department and Literature in English Department | | | |
| 4.1 | GEMA International Short Story Writing Competition 2024 | GEMA, Dubai | Champion (Category: Middle) | Choi Sin Yan (3C) |
| | | | 2nd Runner up (Category: Sub-Junior) | Chan Tsz Chin (2C) |
| 5 | Mathematics Department | | | |
| 5.1 | Asia International Mathematical Olympiad Open Contest (Promotion Round) | Hong Kong Mathematical Olympiad Association, HKMO | Gold Award | Cheung Hong Yu (4A) |
| | | | Silver Award | Wong Chun Pok (1E) |
| | | | Bronze Award | Sze Ka Chin (1B) |
| | | | Bronze Award | He Yining (1D) |
| | | | Bronze Award | Hung Mei Shun (1D) |
| 5.2 | Asia International Mathematical Olympiad Open Contest (Preliminary Contest) | Hong Kong Mathematical Olympiad Association, HKMO | Gold Award | Cheung Hong Yu (4A) |
| | | | Silver Award | He Yining (1D) |
| | | | Silver Award | Hung Mei Shun (1D) |
| | | | Silver Award | Ma Chun Chi (1D) |
| | | | Silver Award | Ye Zilong (1E) |
| | | | Bronze Award | Sze Ka Chin (1B) |
| | | | Bronze Award | Wong Chun Pok (1E) |
| | | | Bronze Award | Tse Tsz Yau Chloe (3D) |

| | Award/Activity | Organization | | Student Name |
|-----|--|---|---|-------------------------|
| 5.3 | Hua Xia Cup National Mathematical Olympiad Competition 2024 | Hong Kong Mathematical Olympiad Association, HKMO | (Preliminary Contest) First Class Award | Hung Tsz Hin (3D) |
| | | | (Preliminary Contest) Second Class Award | He Yining (1D) |
| | | | (Preliminary Contest) Second Class Award | Wong Chun Pok (1E) |
| | | | (Preliminary Contest) Second Class Award | Ye Zilong (1E) |
| | | | (Preliminary Contest) Second Class Award | Wong Yiu Chung (3D) |
| | | | (Preliminary Contest) Third Class Award | Liang Ip Hin (1A) |
| | | | (Preliminary Contest) Third Class Award | Sze Ka Chin (1B) |
| | | | (Preliminary Contest) Third Class Award | Lee Hau Yin (2C) |
| 5.4 | AIOM (MMC) World Open Competition Trail Round | World STEM Association | Silver Medal | Xu Jie (1A) |
| | | | Bronze Medal | Ye Zilong (1E) |
| 5.5 | 優數盃國際數學邀請賽 | 啟幼國際數學學會 | 一等獎 | Chen Sze Hon (3D) |
| | | | 三等獎 | Wong Yiu Chung (3D) |
| 5.6 | Mathematical Olympiad Elite Cup Championship for Asia (Hong Kong Division) | Asia Education Alliance Limited, Global Innovation Alliance Limited, Educational Development Association Of Guangdong-Hong Kong-Macao Bay Area, Hong Kong Education Development Association | Champion | Huang Yuheng Edgar (4A) |
| | | | Gold Award | Siu Chin Wa (1D) |
| | | | Gold Award | Leung Ka Shing (4A) |
| | | | Merit | Kwei Hiu Yeung (5B) |
| 5.7 | Hong Kong Schools Mathematics & Math Olympiad Open Competition 2023 | Hong Kong Child Mathematics Association | Bronze Award | Ng Ip Sum (3A) |

| | Award/Activity | Organization | | Student Name |
|------|--|---|---|---|
| 5.8 | Hong Kong Schools Mathematics & Math Olympiad Elite Competition 2023 | Hong Kong Child Mathematics Association | Gold Award | Ye Zilong (1E) |
| | | | Gold Award | Lam Tin Long Sunny (3C) |
| | | | Silver Award | Yu Shing Ho (2C) |
| | | | Silver Award | Luo Him Yan Grace (3C) |
| | | | Bronze Award | Peng Caiyuan (3C) |
| 5.9 | Hong Kong Schools Mathematics & Math Olympiad Elite Competition 2024 | | Gold Award | Huang Alan (2C) |
| | | | Gold Award | Wang Keng Yuen (5A) |
| | | | Sliver Award | Wu Qixuan (1A) |
| | | | Sliver Award | Hung Shing Chong (1C) |
| 5.10 | Greater Bay Area Gifted Math Competition Preliminary (Macau) 2024 | KPG Education Limited | Outstanding School Award | Whole School |
| | | | Bronze Award | Chen Sze Hon (3D) |
| 5.11 | Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools | Education Bureau, Hong Kong Federation of Education Workers | Silver Award & Creative Problem-Solving Award | Leung Chau Hei (1D) Siu Chin Wa (1D) Tsang Sing Yin (2C) Leung Chung Hei Arthur (2C) |
| 5.12 | The Hong Kong Mathematical High Achievers Selection Contest | Po Leung Kuk | 2nd Class Honor | Zhou Yip Pok (3C) |
| | | | 2nd Class Honor | Lam Tin Long Sunny (3C) |
| | | | 2nd Class Honor | Chen Sze Hon (3D) |
| | | | 3rd Class Honor | Hung Tsz Hin (3D) |
| 5.13 | 2023 粵港澳大灣區數學精英盃大賽(香港賽區) | Hong Kong Education Development Association | 優異 | Cheng King Tin (1B) |
| 5.14 | 41st Hong Kong Mathematics Olympiad | The Education University of Hong Kong and Mathematics Education Section, Education Bureau | Third-class Honour Certificate | Cheung Hong Yu (4A) |
| | | | Honorable Mentioned Certificate | Leung Ka Shing (4A) |

| | Award/Activity | Organization | | Student Name |
|----------|--|---|-----------------------------|--|
| 6 | Physical Education Department | | | |
| 6.1 | Inter-school Basketball Competition (Yuen Long District) | The Schools Sports Federation Of Hong Kong, China | Boys C Grade Champion | Zhang Yu Sen (1A) Sze Ka Chin (1B) Leung Lap Yin Sheldon (1C) Zhuang Hei Long (1C) Lin Bo Xi (1E) Cheung Wai Ki (2B) Chen Yik Sen (2C) Liu Kong Faat (2C) Chiu Yau Ting Christian (2D) Chung Jayden Yik Chun (2E) Lam Long Yui (2E) Lee Kwok Ching (2E) |
| 6.1 | Inter-school Basketball Competition (Yuen Long District) | | Boys B Grade 1st Runner up | Chan Cho Chak (4A) Mok Tsz Yu Terry (4A) Lam Yi Nok (4D) He Sum Sing (4E) Lai Man Suen (4E) Lau Ka Fung (4E) Leung Jeremy (4E) Zhao Yanen (4E) Yip Rio (4E) |
| | | | Girls B Grade 2nd Runner up | Tang Pui Lam (3C) Cheng Tsz Yuet (4A) Chan Hei Lam (4C) Cheung Tsz Kiu (4C) Zhuang Hei Lam (4C) Cheng Hoi Yin (4D) Fong Tsz Yan (4D) |
| | | | Girls C Grade Merit | Lee Hei Yu (1B) Ng Hei Tung (1B) Wong Cheuk Lam (1D) Chu Sze Man (1E) Chan Ching (2D) Cheung Ka Man (2D) Deng Chiu Pan (2E) Li Hui Ching (2E) Wong Yuet Tsun (2E) |
| 6.2 | Inter-school Table-Tennis Competition (Yuen Long District) | | Boys C Grade 1st Runner up | Lam Chung Long (1C) Kong Yui Hin (2A) Man Lok Hin Cyrus (2A) Wang Hekai (2A) You Ming Hon (2A) |

| | Award/Activity | Organization | | Student Name |
|-----|--|---|-------------------------------|--|
| 6.3 | Inter-School Volleyball Competition (Yuen Long District) | The Schools Sports Federation Of Hong Kong, China | Boys B Grade 1st Runner Up | Cheng Yuki (2D) Cheng Yu Sum (2E) Zheng Cho Ham (3A) Chan Tsz Hong (3B) Lo Ka Hei (3B) Ng Pak Heo (3C) Hui Ting Yiu (3D) Yu Yee (3D) Leung Ka Ho (3E) Lee Lok Hin (4A) Tang Ho Yin (4B) Wu King Him (4D) |
| | | | Boys A Grade 2nd Runner Up | Chan Ho Him (4B) Lam Tsz Ho (4E) Ho Wing Chun (6B) Lam Ka Kit (6B) Yu Fai Cheung (6C) Tsang Yat Long Keith (6D) Sa Pak Nam Sartre (6E) |
| 6.3 | Inter-School Volleyball Competition (Yuen Long District) | | Boys C Grade 4th Runner Up | Sze Ka Chin (1B) Wan Ling Ngai (1B) Kong Hin For Hanford (1C) Tang Zhen Xi (1C) Ho Chun Hei (1D) Luk Ching Hin (1D) Ma Chun Chi (1D) Siu Chin Wa (1D) Wong Ho Chun (1D) Choi Yuen (2A) Yau Lik Hang (2A) Cheung Wai Ki (2B) Xiao Zhi (2B) Chen Yik Sen (2C) Chiu Yau Ting Christian (2D) Chung Jayden Yik Chun (2E) |
| | | | Girls C Grade Merit | Chan Wan Ting (1A) Lai Yik Tung Mini (1A) Lau Wing Yin (1C) Luk Kei Yin (1C) Chan Sum Yuet (1D) He Yining (1D) Cheng Nam Lam (1E) Ying Hiu Yan (1E) Chan Hong Yuen (2A) Lin Sze Ting (2A) Jiang Kunyan (2B) Chan Ka Ying (2C) Chiu Wing Sum (2C) Law Wing Ki (2D) |

| | Award/Activity | Organization | | Student Name |
|-----|--|---|----------------------------|--|
| 6.3 | Inter-School Volleyball Competition (Yuen Long District) | The Schools Sports Federation Of Hong Kong, China | Girls B Grade Merit | Cheng Wun Yu (3A) Lau Tsz Yan (3C) Wong Man Kiu (3C) Fong Kiu (3D) Li Winnie (3D) Yau Sum Yu (3D) Li Sin Hei (3E) Leung Hoi Yi Chole (4C) Zhang Yu Man (4D) |
| 6.4 | Inter-school Badminton Competition (Yuen Long District) | | Overall Champion | Cheng King Tin (1B) Sze Ka Chin (1B) Li Pak Kiu (1C) Lam Man Ho (1D) Lo Pei Cong (1E) Wong Lok Yan (1E) Yau Lik Hang (2A) Wong Cheuk Ting (2A) Lo Leong Yu (2B) Yu Shing Ho (2C) Lok Hin Fung Cyrus (3A) Lin Chung Ling (3C) Ng Pak Hei (3C) Hui Ting Yiu (3D) Pang Tsun Kiu (3E) Leung Hoi Chun (4C) Wong Tsz Long (4C) Leung Yu Ming (4E) Yip Chin Ting (5B) |
| | | | Boys C Grade Champion | Cheng King Tin (1B) Sze Ka Chin (1B) Li Pak Kiu (1C) Lam Man Ho (1D) Lo Pei Cong (1E) Wong Lok Yan (1E) Yau Lik Hang (2A) Lo Leong Yu (2B) |
| | | | Boys B Grade 1st Runner up | Wong Cheuk Ting (2A) Yu Shing Ho (2C) Lok Hin Fung Cyrus (3A) Lin Chung Ling (3C) Ng Pak Hei (3C) Hui Ting Yiu (3D) Pang Tsun Kiu (3E) Leung Hoi Chun (4C) Wong Tsz Long (4C) Leung Yu Ming (4E) |

| | Award/Activity | Organization | | Student Name |
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| 6.5 | 學校體育推廣計劃 2023/24 | Basketball Association of Hong Kong, China, Leisure and Cultural Services Department, Education Bureau | 外展教練計劃中學籃球挑戰賽 男子組 殿軍 | Chan Cho Chak (4A) Mok Tsz Yu Terry (4A) Lam Yi Nok (4D) Chen Ho Hin (4E) He Sum Sing (4E) Lai Man Suen (4E) Lau Ka Fung (4E) Leung Jeremy (4E) Yip Rio (4E) Zhao Yanen (4E) Li Rio Titan (5C) Cheung Tin Lok (5E) |
| 6.6 | The Yuen Yuen Institute and Hong Kong Federation of Tai Shan Association Inter-School Volleyball Tournament | Hong Kong Federation of Tai Shan Association | Girls 3rd Runner up | He Yining (1D) Ying Hiu Yan (1E) Chan Hong Yuen (2A) Lin Sze Ting (2A) Chiu Wing Sum (2C) Law Wing Ki (2D) Cheng Wun Yu (3A) Lau Tsz Yan (3C) Wong Man Kiu (3C) Fong Kiu (3D) Li Winnie (3D) Yau Sum Yu (3D) Li Sin Hei (3E) Leung Hoi Yi Chole (4C) Zhang Yu Man (4D) |
| 6.7 | Yuen Long District Inter-school Cross Country Competition | The Schools Sport Federation of Hong Kong, China | Girl's B Grade Individual Champion | Tse Tung Ling (4C) |
| | | | Girl's A Grade Individual Champion | Cheung Tsz Yuet (5C) |
| 6.8 | Yuen Long District Inter-school Swimming Competition | | Girl's B Grade 4x50M Freestyle Relay Champion | Wong Man Kiu (3C) Ng Sum Yau (3E) Lee Pui Yi (4A) Sin Chui Ying (4E) |
| | | | Boy's A Grade 4x50M Medley Relay Champion | Barrera Hernandez Fernando Javier (5A) Wong Ho Chun (5E) Ng Tsz Sum (6D) Tam Chun Yin (6D) |
| | | | Boy's C Grade 50M Backstroke Champion | Chiu Yau Ting Christian (2D) |
| | | | Girl's B Grade 100M Backstroke 1st Runner-up | Sin Chui Ying (4E) |
| | | | Boy's A Grade 100M Backstroke 1st Runner-up | Wong Ho Chun (5E) |

| | Award/Activity | Organization | | Student Name |
|-----|---|--|--|---|
| 6.8 | Yuen Long District Inter-school Swimming Competition | The Schools Sport Federation of Hong Kong, China | Boy's A Grade 50M Backstroke 1st Runner-up | Wong Ho Chun (5E) |
| | | | Boy's A Grade Team 2nd Runner-up | Barrera Hernandez Fernando Javier (5A) Wong Ho Chun (5E) Ng Tsz Sum (6D) Tam Chun Yin (6D) |
| | | | Girl's A Grade 4x50M Freestyle Relay 2nd Runner-up | Chiu Yin Woon Eve (5A) Lee Pui Lam (5A) Hui Yui (5D) Sze Lok Yan (5E) |
| | | | Boy's C Grade 50M Butterfly 2nd Runner-up | Yau Lik Hang (2A) |
| | | | Boy's C Grade 50M Freestyle 2nd Runner-up | Chiu Yau Ting Christian (2D) |
| | | | Girl's B Grade 50M Backstroke 2nd Runner-up | Sin Chui Ying (4E) |
| | | | Girl's A Grade 50M Backstroke 2nd Runner-up | Chiu Yin Woon Eve (5A) |
| | | | Boy's A Grade 100M Backstroke 2nd Runner-up | Tam Chun Yin (6D) |
| | | | Boy's A Grade 50M Backstroke 2nd Runner-up | Tam Chun Yin (6D) |
| | | | Girl's B Grade 50M Freestyle 3rd Runner-up | Ng Sum Yau (3E) |
| | | | Girl's A Grade 100M Backstroke 3rd Runner-up | Chiu Yin Woon Eve (5A) |
| 6.9 | Yuen Long District Inter-school Athletics Competition | The Schools Sport Federation of Hong Kong, China | Girl's C Grade High Jump Champion | Lai Yik Tung Mini (1A) |
| | | | Girl's B Grade 800m Champion | Tse Tung Ling (4C) |
| | | | Girl's B Grade 1500m Champion | Tse Tung Ling (4C) |
| | | | Girl's A Grade 800m Champion | Cheung Tsz Yuet (5C) |
| | | | Girl's A Grade 1500m Champion | Cheung Tsz Yuet (5C) |
| 6.9 | Yuen Long | The Schools Sport | Girl's C Grade | Ng Hei Tung (1B) |

| | Award/Activity | Organization | | Student Name |
|------|---|--------------------------------|--|--|
| | District Inter-school Athletics Competition | Federation of Hong Kong, China | 4x400m 1st Runner-up | Chan Wing Sum (2B) Chan Hai Yee Hailey (2D) Law Wing Ki (2D) |
| | | | Girl's B Grade High Jump 1st Runner-up | Hou Sheung Yi Cathy (1B) |
| | | | Girl's B Grade 200m 1st Runner-up | Chan Hei Lam (4C) |
| | | | Girl's B Grade Team 2nd Runner-up | Hou Sheung Yi Cathy (1B) Tsoi Tsz Yin (2E) Chan Tsz Yu (3E) Cheng Tsz Yuet (4A) Chan Hei Lam (4C) Li Tong Sum (4C) Tsang Ling Sum (4C) TSE Tung Ling (4C) Lai Ha Ping (4D) Zhang Yu Man (4D) |
| | | | Girl's B Grade 400m 2nd Runner-up | Hou Sheung Yi Cathy (1B) |
| | | | Girl's C Grade Team 3rd Runner-up | Lai Yik Tung Mini (1A) Ng Hei Tung (1B) Teng Nicole (1B) Luk Kei Yin (1C) He Yining (1D) Lin Sze Ting (2A) Yao Miao Laam (2A) Chan Wing Sum (2B) Shek Hiu Yin (2B) Chan Hai Yee Hailey (2D) Cheung Ka Man (2D) Law Wing Ki (2D) Yip Pui Ching (2D) |
| | | | Girl's C Grade Long Jump 3rd Runner-up | Law Wing Ki (2D) |
| | | | Girl's B Grade 200m 3rd Runner-up | Chan Hei Lam (4C) |
| | | | Girl's B Grade Long Jump 3rd Runner-up | Chan Tsz Yu (3E) |
| | | | Girl's C Grade Shot Put 3rd Runner-up | He Yining (1D) |
| 6.10 | 全國跳繩菁英選拔暨交流賽 | 臺灣跳繩協會 | 冠軍 | Chan Ngou Cyun (2C) |

| | Award/Activity | Organization | | Student Name |
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| 6.11 | Yuen Long Youth Festival Teens Archery Tag Championship | Yuen Long Youth Festival | Merit | Chan Ka Hei (4E) Cheung Ho Yin (4E) Ko Ho Chit (4E) Liu Wen Di (4E) Yip Rio (4E) Chang Tin Lok (5E) Chow Tsz Shing (5E) Chu Man Yik (5E) Lam Chun Kit (5E) Sze Lok Yan (5E) Tan Tsz Kit Jack (5E) |
| 6.12 | Grantham Outstanding Student Athletes Awards 2023-2024 | The Schools Sports Federation Of Hong Kong, China | Outstanding Athlete (Cross-Country) | Cheung Tsz Yuet (5C) |
| 6.13 | AS Watson Group Hong Kong Student Sports Award | AS Watson | AS Watson Group Hong Kong Student Sports Award | Tse Tung Ling (4C) |
| 6.14 | Hong Kong Mountain Bike Race 2023-24 | The Cycling Association of Hong Kong, China Limited | Series 3 (Cross-country) Women Youth 14-16 Champion | Law Ching Kiu (3A) |
| | | | Series 3 (Cross-country) Men Youth 14-16 Champion | Law Chi Yin (4E) |
| 6.15 | 2023-2024 Hong Kong Track Cycling Race | The Cycling Association of Hong Kong, China Limited | Series 1 - Scratch Women Youth 11-16 Champion | Law Ching Kiu (3A) |
| | | | Series 1 - 500m Individual Time Trial Women Youth 14-16 1st Runner up | Law Ching Kiu (3A) |
| | | | Series 1 - 500m Individual Time Trial Women Open 1st Runner up | Law Ching Kiu (3A) |
| | | | Series 1 - Scratch Women Open 1st Runner up | Law Ching Kiu (3A) |

| | Award/Activity | Organization | | Student Name |
|------|---|---|--|--------------------|
| 6.15 | 2023-2024 Hong Kong Track Cycling Race | The Cycling Association of Hong Kong, China Limited | Series 1 - Scratch Men Youth 14-16 5th Place | Law Chi Yin (4E) |
| | | | Series 1 - 500m Individual Time Trial Men Youth 14-16 5th Place | Law Chi Yin (4E) |
| 6.16 | 2023-2024 Hong Kong Road Criterium Race | The Cycling Association of Hong Kong, China Limited | Series 4 - Po Kong Village Road Park Men Youth 14-16 5th Place | Law Chi Yin (4E) |
| 6.17 | 2023-2024 Hong Kong Road Cycling Race | The Cycling Association of Hong Kong, China Limited | Series 1 - Fei Ngo Shan Road Women Youth 14-16 Champion | Law Ching Kiu (3A) |
| 6.18 | 2024 UCI 國家盃場地單車賽(中國香港) | The Cycling Association of Hong Kong, China Limited | 青年組女子捕捉賽 冠軍 | Law Ching Kiu (3A) |
| | | | 青年組女子記分賽 冠軍 | Law Ching Kiu (3A) |
| | | | 青年組女子淘汰賽 冠軍 | Law Ching Kiu (3A) |
| 6.19 | 2024 全國青少年 U 系列山地自行車冠軍賽暨 2024 中國山地 | 中國自行車運動協會 | 自行車公開賽 乙組 第 6 名 | Law Ching Kiu (3A) |
| 6.20 | 中華人民共和國第一屆學生(青年)運動會 | | 「巴迪瑞」杯場地自行車比賽 女子麥迪遜賽 第 9 名 | Law Ching Kiu (3A) |
| | | | 「巴迪瑞」杯場地自行車比賽 女子公路自行車個人賽 第 10 名 | Law Ching Kiu (3A) |
| 6.21 | 2023 年全國青少年 U 系列公路自行車錦標賽 | | 女子丙組個人計時賽 第 1 名 | Law Ching Kiu (3A) |
| | | | 女子丙組大組賽 銀牌 | Law Ching Kiu (3A) |

| | Award/Activity | Organization | | Student Name |
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| 6.22 | All Hong Kong Inter-Secondary Schools Gymnastics Competition | The Schools Sports Federation Of Hong Kong, China | Girls B Grade Floor Exercise 1st Runner up | Chan Tsz Yu (3E) |
| | | | Girls B Grade Vaulting 5th Place | Chan Tsz Yu (3E) |
| | | | Girls B Grade Floor Exercise Merit | Li Ivana (4C) |
| | | | Girls B Grade Vaulting Merit | Li Ivana (4C) |
| 6.23 | Hong Kong Artistic Gymnastics Open & Novice Championships 2023-2024 | The Gymnastics Association of Hong Kong, China | Women's Novice Vault 3rd Runner up | Li Ivana (4C) |
| 6.24 | Hong Kong Junior Squash Championships 2023 | Squash Association Of Hong Kong, China | Girls Under 13 10th Place | Lee Hei Yu (1B) |
| 6.25 | Hong Kong Junior Squash Challenge Competition | | Girls Under 13 14th Place | Lee Hei Yu (1B) |
| 6.26 | Hong Kong Student Judo Championships 2023 | The Judo Association of Hong Kong, China | Girls Group J 40kg Champion | Chan Yu Tung (1D) |
| 6.27 | Hong Kong Junior Judo Championships 2023 | | Girls Group G 40kg Champion | Chan Yu Tung (1D) |
| 6.28 | 2023 Hong Kong Junior Age Group Athletics Championships | Hong Kong, China Association of Athletics Affiliates | Girls U18 1500m Champion | Cheung Tsz Yuet (5C) |
| | | | Girls U16 1500m 1st Runner up | Tse Tung Ling (4C) |
| 6.29 | Hong Kong Junior Age Group Athletics Competition 2023 - Series 3 | Happy Valley Athletics Association | Girls U18 1500m 1st Runner up | Cheung Tsz Yuet (5C) |
| 6.30 | Hong Kong Junior Age Group Athletics Competition 2023 - Series 4 | Yuen Long District Sports Association, Tai Po Athletics Association | Girls U16 1500m Champion | Tse Tung Ling (4C) |
| | | | Girls U18 1500m Champion | Cheung Tsz Yuet (5C) |
| 6.31 | Hong Kong Junior Age Group Athletics Competition 2024 - Series 2 | Hong Kong, China Association of Athletics Affiliates | Girls U18 1500m Champion | Cheung Tsz Yuet (5C) |
| | | | Girls U18 1500m 1st Runner up | Tse Tung Ling (4C) |

| | Award/Activity | Organization | | Student Name |
|------|---|--|--|---------------------------|
| 6.32 | Hong Kong Junior Age Group Athletics Competition 2024 -Series 1 | Hong Kong, China Association of Athletics Affiliates | Girls U18 800m Champion | Tse Tung Ling (4C) |
| 6.33 | 2024 Hong Kong Junior Age Group Athletics Championships | | Girls U18 1500m Champion | Cheung Tsz Yuet (5C) |
| | | | Girls U18 1500m 2nd Runner up | Tse Tung Ling (4C) |
| 6.34 | 2024 Hong Kong Athletics Series - Series 1 | | Women's Open 1500m 1st Runner up | Cheung Tsz Yuet (5C) |
| 6.35 | 2024 Hong Kong Athletics Series - Series 3 | | Women's Open 1500m 1st Runner up | Cheung Tsz Yuet (5C) |
| | | | Women's Open 1500m 2nd Runner up | Tse Tung Ling (4C) |
| 6.36 | 2024 Hong Kong Athletics Series - Series 2 | | Women's Open 5000m 2nd Runner up | Tse Tung Ling (4C) |
| 6.37 | Hong Kong Cross Country Championships 2023-2024 | | Women's Junior 6km Champion | Cheung Tsz Yuet (5C) |
| | | | Women's Junior 6km 1st Runner up | Tse Tung Ling (4C) |
| 6.38 | 67th Festival of Sport Youth and Kids Athletics Day 2024 | | Sports Federation & Olympic Committee of HK, China | Girl's U18 2000m Champion |
| | | Girl's U18 3000m Champion | | Tse Tung Ling (4C) |
| 6.39 | The 9th Hong Kong Games | Sports Commission, the Government of HKSAR | Yuen Long District Representative Girls 1500m (B Grade) Champion | Cheung Tsz Yuet (5C) |
| | | | Yuen Long District Representative Girls 800m (B Grade) Champion | Cheung Tsz Yuet (5C) |
| | | | Yuen Long District Representative Girls 4x400m relay (B Grade) Champion | Cheung Tsz Yuet (5C) |
| | | | Yuen Long District Representative Girls 4x400m relay (C Grade) 1st Runner up | Hou Sheung Yi Cathy (1B) |

| | Award/Activity | Organization | | Student Name |
|------|---|---|--|--------------------------|
| 6.39 | The 9th Hong Kong Games | Sports Commission, the Government of HKSAR | Yuen Long District Representative Girls 1500m (B Grade) 1st Runner up | Tse Tung Ling (4C) |
| | | | Yuen Long District Representative Girls High Jump (C Grade) 3rd Runner up | Hou Sheung Yi Cathy (1B) |
| 6.40 | All Hong Kong Schools Jing Ying Athletics (Team) Tournament | The Schools Sports Federation Of Hong Kong, China | Girls 800m 1st Runner up | Cheung Tsz Yuet (5C) |
| | | | Girls 1500m 1st Runner up | Cheung Tsz Yuet (5C) |
| | | | Girls 800m 3rd Runner up | Tse Tung Ling (4C) |
| | | | Girls 1500m Merit | Tse Tung Ling (4C) |
| 6.41 | 第二屆全港競技疊杯挑戰賽 | Hong Kong Sport Stacking Association | 3-6-3 二人接力賽 精英組 D1 亞軍 | Choi Nga Yin (3A) |
| | | | 3-6-3 計時接力賽 精英組 D1 季軍 | Choi Nga Yin (3A) |
| 6.42 | 第三屆香港競技疊杯運動新秀賽 | Hong Kong Sport Stacking Association | 精英組個人賽 3-6-3 冠軍 | Choi Nga Yin (3A) |
| | | | 精英組個人賽 3-3-3 冠軍 | Choi Nga Yin (3A) |
| | | | 精英組個人賽 Stack Out 冠軍 | Choi Nga Yin (3A) |
| | | | 精英組個人賽 Cycle 冠軍 | Choi Nga Yin (3A) |

| | Award/Activity | Organization | | Student Name |
|----------|---|---|---|---|
| 7.1 | The 16th HKQAA “My Dream Home” Writing, Photo, Microfilm, Drawing and Poster Design Contest | Hong Kong Quality Assurance Agency | Most Active Participation Award (Photo) | Fung Ching Yung (4A) Ko Tin Yan (4A) Lee Lok Hin (4A) Lee Sze Yan (4A) Wong Man Ki (4A) Zhong Yihui Steven (4A) Chung Hing Yi (4B) Tsang Man Lok (4B) Chan Yin Yue (4C) Fung Lok Yiu (4C) Leung Hoi Chun (4C) Li Ivana (4C) Ng Chi Wing (4C) Tsang Xuan (4C) Tse Tung Ling (4C) Wong Yui Sze (4C) Zhuang Hei Lam (4C) Chan Maia (4D) Chen Yee Ching (4D) Cheung Man Chi (4D) Fong Tsz Yan (4D) Huang Hei Lok (4D) Wong Yu Hin (4D) Wu King Him (4D) Lau Ka Fung (4E) Liu Wen Di (4E) Tse Tsz Ching (4E) Yeung Siu Hei (4E) Yim Tsz Wai (4E) |
| 7.2 | Hong Kong Flower Show 2024 Jockey Club Student Drawing Competition | Leisure and Cultural Services Department | Certificate of Merit | Tsang Chi Ho (1C) |
| | | | Certificate of Merit | Lee Atomu (2D) |
| 7.3 | 第二屆傳承盃書畫大賽 | S.T.F.A. Wu Siu Kui Memorial Primary School | 初中國畫優異獎 | Yam Tsz Huen (2D) |
| 8 | BAFS Department | | | |
| 8.1 | Hong Kong Creative PR Competition 2023 | HK Creative PR Competition Organizing Team | Brand Award | Unika: Chan Tsz Shing (5B) Chan Tsz Yan (5B) Lam Wai Tung (5B) Wong Ka Yip (5B) Lui Kwan Lam (5D) |
| | | | Brand Award | Sequence: Koon Tsz Lam (5A) Fung Hei Suen (5B) So Suet Laam (5B) Tsang Tsz Yu (5B) Yuen Cheuk Ngai (5B) Zhang Hoi Ying (5E) |

| | Award/Activity | Organization | | Student Name |
|-----|---|--|-------------------------------------|---|
| 8.1 | Hong Kong Creative PR Competition 20a23 | HK Creative PR Competition Organizing Team | Secondary Team Silver Award | Unika: Chan Tsz Shing (5B) Chan Tsz Yan (5B) Lam Wai Tung (5B) Wong Ka Yip (5B) Lui Kwan Lam (5D) |
| | | | Secondary Team Certificate of Merit | Sequence: Koon Tsz Lam (5A) Fung Hei Suen (5B) So Suet Laam (5B) Tsang Tsz Yu (5B) Yuen Cheuk Ngai (5B) Zhang Hoi Ying (5E) |
| | | | Secondary Team Certificate of Merit | Eloquent: Chan Tsz Wai (5B) Cheng Tung Tung (5B) Lian Yu Ting (5B) Lin Sin Yu (5B) Yip Tsz Ting (5B) |
| | | | Next PR Talent Award | Chan Tsz Shing (5B) |
| | | | Next PR Talent Award | Yuen Cheuk Ngai (5B) |
| | | | Brand Award | Unika: Chan Tsz Shing (5B) Chan Tsz Yan (5B) Lam Wai Tung (5B) Wong Ka Yip (5B) Lui Kwan Lam (5D) |
| | | | Brand Award | Sequence: Koon Tsz Lam (5A) Fung Hei Suen (5B) So Suet Laam (5B) Tsang Tsz Yu (5B) Yuen Cheuk Ngai (5B) Zhang Hoi Ying (5E) |
| | | | Secondary Team Silver Award | Unika: Chan Tsz Shing (5B) Chan Tsz Yan (5B) Lam Wai Tung (5B) Wong Ka Yip (5B) Lui Kwan Lam (5D) |

| | Award/Activity | Organization | Award/Activity | Student Name |
|-----------|--|--|-------------------------------------|---|
| 9 | Chemistry Department | | | |
| 9.1 | 2023 International Chemistry Quiz (ICQ) (H.K. Section) - Intermediate Division 1 | Royal Australian Chemical Institute | Certificate of High Distinction | Lai Kin Yiu (5A) Mo Yat Hung (5A) Mak Ka Yuen (5E) Tan Tsz Kit Jack (5E) |
| | | | Certificate of Distinction | Chow Ching Kit Keith (5A) Wang Keng Yuen (5A) Chan Tsz Wai (5B) |
| 10 | Arts Development Committee | | | |
| 10.1 | 元朗區文藝之星嘉許計劃 2022/23 | Yuen Long District Arts Committee | 元朗區文藝之星嘉許計劃 2022/23 | Li Cheuk Yan (6C) |
| 10.2 | 第四屆粵港澳大灣區青少年藝術展演 2023 | Council for the Promotion of Guangdong-Hong Kong-Macao Cooperation | 港澳地區決賽 鍵盤少年 A 組 金獎 港澳地區第三名 | Wong Ho Kiu (6D) |
| | | | 港澳地區決賽 鍵盤少年 A 組 金獎 港澳地區第三名 | Wong Chung Yan (6D) |
| | | | 港澳地區決賽 合唱(一)組 少年組 銀獎 | Cheng Wun Yu (3A) Lau Tsz Yan (3C) Leung Yu Hin (3C) Lam Heung Ying (4A) Wong Cheuk Him (5B) Lui Kwan Lam (5D) Lee Tsz Fung (6A) |
| 10.3 | Hong Kong International Handbell Olympics (Advanced Handbells) | Asia International Handbell Association (Hong Kong) | Honors Gold | Ng Ho Kwan (2E) Leung Yan Tung (3D) Tse Tsz Yau Chloe (3D) Ng Sum Yau (3E) Wong Sum Yuet Esther (3E) Chan Kam Wai (4A) Ko Tin Yan (4A) Leung Ho Ting (4A) Cheung Ting Shan (4B) Cheung Sum Yuet (4C) Sin Chui Ying (4E) Feng Ka Wai (5A) Lam Lok Suen (5A) Chan Tsz Ching (5B) |

| | Award/Activity | Organization | Award/Activity | Student Name |
|-----------|--|---|--|--|
| 10.4 | Hong Kong International Handbell Olympics (Intermediate Handbells) | Asia International Handbell Association (Hong Kong) | Silver | Chan Wan Ting (1A) Ou Enxiu (1A) Pak Siu Hang (1A) Ng Hei Tung (1B) Chan Chelsea (1D) Kwan Ka Yuet (2B) Zhang Hoi Man (2B) Cheung Sin Yee (2D) Chung King Hei Matthew (2D) Fong Yeuk Kiu (2D) Ho Yuet Suen Jennifer (3A) To Yi Sin (3D) Tse Hong Tsun (3D) Liang Tsz Ki (3E) Cheung Wing In (4A) Kong Sze Wing (4C) |
| 10.5 | 元朗區文藝之星 2023/2024 | Yuen Long District Arts Committee | 元朗區文藝之星 2023/2024 | Wong Wing Lam (5C) |
| 11 | Student Affairs Committee | | | |
| 11.1 | 第十八屆元朗區優秀學生選舉 | Yuen Long Youth Federation | 冠軍 | Chan Hau Yi (5B) |
| | | | 季軍 | Ku Ting Yan Yuny (5C) |
| | | | 元朗區十大優秀學生 | Wong Hoi Ching (4C) Chan Hau Yi (5B) Ku Ting Yan Yuny (5C) |
| | | | 元朗區優秀學生 | Yau Sum Yu (3D) Lam Heung Ying (4A) Wong Hoi Ching (4C) Chan Hau Yi (5B) Ku Ting Yan Yuny (5C) Kiang Sin Hang (6A) |
| 11.2 | 新界區傑出學生選舉 2023 | Federation of New Territories Youth | 新界區優秀學生 | Chan Hau Yi (5B) |
| 11.3 | The 31st Joint-School Selection of Outstanding Students | The Evangelical Lutheran Church of Hong Kong | (a) Outstanding Student (b) Excellent Student | (a) Wong Hoi Ching (4C) Chan Hau Yi (5B) Man Cheuk In (5B) Cheung Ka Ki (6B) (b) Lin Ka Yan (4A) Ng Chi Wing (4C) Ng Lok Ching (4C) Tse Tung Ling (4C) |

| | Award/Activity | Organization | Award/Activity | Student Name |
|-----------|--|--|--------------------------------|------------------|
| 12 | Extra-curricular Activities Committee | | | |
| 12.1 | 第十一屆深圳國際標準舞(體育舞蹈)全國公開賽 | GLDC 年度總決賽組委會 | 14 歲女單單項倫巴 第 1 名 | Chan Hiu Ki (2E) |
| | | | 14 歲女單單項恰恰 第 2 名 | Chan Hiu Ki (2E) |
| | | | 14 歲女單單項桑巴 第 2 名 | Chan Hiu Ki (2E) |
| 12.2 | 2024 香港體育舞蹈單人組公開賽 第一站 | DanceSport Association of Hong Kong, China | 14 歲 單人組 查查查 倫巴舞 牛仔 亞軍 | Chan Hiu Ki (2E) |
| | | | 14 歲 單人組 森巴舞 鬥牛舞 亞軍 | Chan Hiu Ki (2E) |
| 12.3 | 第二十屆香港校際體育舞蹈公開賽 | DanceSport Association of Hong Kong, China | 單人 14 歲 倫巴舞 A 組 冠軍 | Chan Hiu Ki (2E) |
| | | | 單人 14-15 歲 雙項(森鬥)B 組 冠軍 | Chan Hiu Ki (2E) |
| | | | 單人 14-15 歲 拉丁舞五項 B 組 冠軍 | Chan Hiu Ki (2E) |
| | | | 單人 14-15 歲 三項(查倫牛) B 組 冠軍 | Chan Hiu Ki (2E) |
| | | | 單人 14 歲 倫巴舞 冠軍 | Chan Hiu Ki (2E) |
| | | | 單人 14-15 歲 拉丁舞五項 亞軍 | Chan Hiu Ki (2E) |
| | | | 單人 14-15 歲 雙項(森鬥) 亞軍 | Chan Hiu Ki (2E) |
| 12.4 | 2024 香港代表隊選拔賽第一站 暨 香港女子代表隊選拔賽第一站 | DanceSport Association of Hong Kong, China | 拉丁舞五項排名賽 女子單人 14-15 歲 亞軍 | Chan Hiu Ki (2E) |
| 12.5 | 廣東省體育舞蹈公開賽(佛山站)暨“奔跑吧·少年”廣東省青少年體育舞蹈大賽 | 廣東省體育舞蹈運動協會 | 14 歲以下精英單人 L-單項 組 第 1 名 | Chan Hiu Ki (2E) |

| | Award/Activity | Organization | Award/Activity | Student Name |
|-----------|--|---|---|--|
| 12.6 | 內地與港澳臺青少年體育舞蹈交流2023年上海城市業餘聯賽 | 上海體育舞蹈公開賽組委會海市體育局上海市體育總會 | SOC 上海體育舞蹈公開賽 13歲以下拉丁女子單人精英A組 第1名 | Chan Hiu Ki (2E) |
| 12.7 | The 60th Schools Dance Festival | Hong Kong Schools Dance Association Limited | Jazz and Street Dance (Secondary Section) Highly Commended Award | Shek Hiu Yin (2B) |
| 12.8 | 2022-2023 Humanity Campus Award | Hong Kong Red Cross | 2022-2023 Humanity Campus Award | Whole School |
| 13 | National Security Education Committee | | | |
| 13.1 | 2023年周年檢閱禮旗隊比賽 | Association of Hong Kong Flag-guards | 中學組一等獎 | Lam Heung Ying (4A) Zheng Jerry (4A) Zhong Yihui Steven (4A) |
| 13.2 | 2023年旗手護旗比賽 | | 中學組(二等獎) | Lam Heung Ying (4A) Zheng Jerry (4A) Zhong Yihui Steven (4A) |
| 13.3 | 第十九屆優秀隊員 | | 第十九屆優秀隊員 | Zheng Jerry (4A) |
| 13.4 | 第十五屆優異隊伍 | | 第十五屆優異隊伍 | Yao Miao Laam (2A) Chan Wing Sum (2B) Yuen Jeanne (2C) Yim Wai Laam (2D) Lam Heung Ying (4A) Zheng Jerry (4A) Zhong Yihui Steven (4A) Ku Ting Yan Yuny (5C) Wong Yi Hei (5C) Liang Hoi Ying (5E) Chen Tsz Yung (6A) Chiu Kin Hang (6A) Shao Yuet (6C) Yip Pui Fung (6E) |
| 13.5 | AHKF Flag Raising Competition 2024 | | First Prize | Poon Yeuk Man (1D) Chen Xinyan (2A) Liu Lareina Shuk Ki (2A) Yao Miao Laam (2A) Chan Wing Sum (2B) Tang Wing Yin (2C) Yuen Jeanne (2C) Yim Wai Laam (2D) Chang Sin Ying (3A) Zheng Jerry (4A) Man Ka Lai (4E) Ku Ting Yan Yuny (5C) Liang Hoi Ying (5E) |

| | Award/Activity | Organization | Award/Activity | Student Name |
|-----------|--|---|--|--|
| 13.5 | AHKF Flag Raising Competition 2024 | Association of Hong Kong Flag-guards | Best Right Flag Bearer | Yuen Jeanne (2C) |
| | | | Best Left Flag Bearer | Zheng Jerry (4A) |
| 14 | Careers and Life Planning Education Committee | | | |
| 14.1 | STEM+E Competition | Hong Kong University of Science and Technology, Cyberport and Hong Kong Science and Technology Park | School of Most Valuable Player | Whole School |
| | | | 2nd Runner up in the Entrepreneurship Track | Tan Tsz Kit (5E) |
| | | | Most Valuable Player | Sze Lok Yan (5E) |
| 15 | STEAM Development Group | | | |
| 15.1 | The 1st Global Marty Challenge | Prister | 1. Global Champion (Junior Secondary) 2. 2nd Runner Up | Chan Yan Yuet (2C) Leung Chung Hei Arthur (2C) Wong Lok Gi (2D) Yip Pui Ching (2D) |
| | | | 1. Python 2nd Runner-up 2. The Most Favorite Online Award | Chan Yan Yuet (2C) Leung Chung Hei Arthur (2C) Wong Lok Gi (2D) Yip Pui Ching (2D) |
| 15.2 | Robotics Intelligence DIY 2023 | Creative Power Educational Association | Lego Spike Prime Senior Group Semi-final Champion and Overall Champion | Chan Cheuk Wai (6A) Chen Tsz Yung (6A) Yu Yumi (6C) |
| 15.3 | International Youth Tech Olympics 2024 | Techbob Academy, Rotary Club of Abacus Hong Kong | Merit Award | Zhao Hei Yin (2B) Chan Yan Yuet (2C) Wong Lok Gi (2D) |
| 15.4 | Creative Coder Competition 2022/23 | The Hong Kong Federation of Youth Groups and the Department of Electrical and Electronic Engineering at the University of Hong Kong | Junior Secondary Group Bronze Award | Leung Chung Hei Arthur (2C) Wong Lok Gi (2D) Yip Pui Ching (2D) Hung Pak Yiu (2E) Chan Yi Tsung (4A) |

1. Financial Summary

Programme Evaluation Report for DLG - Other Programme: Gifted Education 2023-2024

| Programme title | Objective | Target | Duration/ Start Date | Deliverable | Evaluation | Actual Expenses |
|--|--|---|--|---|--|-----------------|
| Global Classroom and Foreign Language Classes <ul style="list-style-type: none"> Nordic Study Tour (13d) Japan Study Tour(9d) Foreign Language Classes | <ul style="list-style-type: none"> To broaden students' horizons. To increase students' language competence. To improve students' leadership skills. | <ul style="list-style-type: none"> 40 students from S4 to S5 | <ul style="list-style-type: none"> 9/2023-8/2024 | Student Reflection and Group Project Report | <ul style="list-style-type: none"> All participating students agreed that the programmes could arouse their interests in learning and broaden their horizons. | \$48,000.00 |
| Gifted Education <ul style="list-style-type: none"> Walk With Scholars Programmes Off-school Support Programmes | <ul style="list-style-type: none"> To explore students' potential in different academic areas by providing a platform for them to interact with and acquire advice from the remarkable scholars. To improve students' leadership skills. | <ul style="list-style-type: none"> 20 students from S4 to S6 | <ul style="list-style-type: none"> 10/2023-8/2024 | Student Reflection | <ul style="list-style-type: none"> It was widely agreed that Walk With Scholars Programmes and Off-school Support Programmes offered by tertiary institution could arouse the learning interests of elite students and help students have a better understanding of the certain subjects. Students' national awareness and sense of belonging to the country were enhanced. Student leaders enjoyed the training and the cooperation among them was enhanced. | \$10,900.00 |
| Gifted Education STEAM Programme and Leadership Programme | <ul style="list-style-type: none"> To develop students' potential and interests in STEAM. To improve students' critical thinking skills, communication skills, problem-solving skills and creativity. | <ul style="list-style-type: none"> 20 students from S4 to S5 | <ul style="list-style-type: none"> 9/2023-8/2024 | Student Reflection | <ul style="list-style-type: none"> Students' interests in STEAM and Leadership were enhanced. | \$24,387.00 |
| Surplus in 2022-2023: \$52,649.76 Grant received in 2023-2024: \$105,000.00 Total Grant in 2023-2024: \$157,649.76 Total Expenditure in 2023-2024: \$83,287.00 | | | | | | |

Report on Learning Support Grant Report 2023-2024

Grant received in 2023-2024: \$599,602.00

Surplus in 2022-2023: \$122,166.83

Total Amount: \$599,602.00 + \$122,166.83 = \$721,768.83

| | Service Name | Goal | Name of Service Provider (If applicable) | Duration | Service Target (e.g. students with SEN and their parents) | Performance Assessment Measure | Efficacy of the Service (if applicable) | Actual Expenses |
|----|---|---|--|------------------------------|---|--|---|-----------------|
| 1. | School-based Counseling Service | <ul style="list-style-type: none"> To support the arrangement of Student Support Programmes. To strengthen students' ability in handling academic difficulties. | Evangelical Lutheran Church Social Service - Hong Kong | 10/2023 - 8/2024 | All Students | Annual Appraisal | / | \$159,900 |
| 2. | Recruitment of Clinical Psychologist | <ul style="list-style-type: none"> To provide emotional support and counselling service for students with emotional needs. | Inner Voice Psychological Counselling Center | 9/2023 - 6/2024 | Students in need | Professional Assessment by Clinical Psychologist | / | \$176,000 |
| 3. | Parent Seminars and Counselling Support | <ul style="list-style-type: none"> To raise parents' awareness of students' mental health. To provide counselling support for parents. | Reconnect Ministry and Heavenly Joy Family Clinic | 10/2023-7/2024 | Parents in need | Teachers' Observation | / | \$86,200.00 |
| 4. | Individual Academic Support | <ul style="list-style-type: none"> To provide individual learning support for students in need. | / | 5/2024 - 6/2024 (5.25 hours) | 1 student who had learning difficulties | Teachers' Observation | / | \$1312.5.00 |

| | Service Name | Goal | Name of Service Provider (If applicable) | Duration | Service Target (e.g. students with SEN and their parents) | Performance Assessment Measure | Efficacy of the Service (if applicable) | Actual Expenses |
|----|---------------------------------------|---|--|-----------------|---|---|---|-----------------|
| 5. | Inclusive Counselling Activities | <ul style="list-style-type: none"> To enhance students' resilience, cultivate their ability to respect and appreciate others, foster positive values, and create a positive culture. | / | 9/2023 - 7/2024 | All students | | / | \$15,916.9 |
| 6. | Guidance Prefects Training Programmes | <ul style="list-style-type: none"> To improve the leadership skills and communication skills of Guidance Prefects. | / | 7/2024 | Guidance Prefects | | / | \$15,760.00 |
| 7. | Counselling Activities | <ul style="list-style-type: none"> To arrange activities for students in need to strengthen their social and emotional management skills. | / | 9/2023 - 8/2024 | Students in need | | / | \$83,711.9 |
| 8. | Speech therapy service | <ul style="list-style-type: none"> Students who need to improve communication Develop professional and personalized treatment plans based on students' needs and progress | | 2/2024 - 6/2024 | 5 students in need | Professional Assessment by Speech Therapist | / | \$24,500 |
| | | | | | | | Total Amount: | \$563,301.3 |
| | | | | | | | Surplus: | \$158,467.53 |

Report on School-based After-school Learning and Support Programme 2023-2024 (School-based Grant)

A. The estimated number of students (count by heads) benefited under this programme is 245 (including A. 45 CSSA recipients, B. 140 SFAS full-grant recipients and C. 60 under school's discretionary quota).

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

| * Name / Type of activity | Qualified Students# | | | Average Attendance | Duration/ Date | Actual Expenses | Assessment Tool | Organisation |
|--|---------------------|----|----|--------------------|---------------------|-----------------|--------------------|---|
| | A | B | C | | | | | |
| 1. Student leadership Training Camp | 0 | 0 | 27 | 100% | 9/2023 | \$19,953.00 | Questionnaire | HKAYP Jockey Club Duke of Edinburgh Training Camp |
| 2. Science Experiment Game Booth | 0 | 2 | 0 | 100% | 17/2/2024 | \$88.60 | Observation | -- |
| 3. Walk with Scholars(Geography) programme | 0 | 0 | 1 | 100% | 13/4/2024 | \$80.00 | Questionnaire | CUHK Faculty of Geography |
| 4. S4 Geography Fieldtrip to Shek O | 0 | 6 | 1 | 100% | 12/4/2024 | \$1,400.00 | Observation | Organised by Samuel Chan |
| 5. Refreshing Day (5D Visit to HK Disneyland) | 1 | 1 | 3 | 100% | 7/5/2024 | \$1,950.00 | Student Feedback | --- |
| 6. Life-wide Activity Day (S1) | 0 | 4 | 0 | 100% | 2/2/2024 | \$103.60 | Student Feedback | Hong Kong PHAB Asso. |
| 7. Sports Team Training Programme | 0 | 35 | 0 | 100% | 9/2023-6/2024 | \$31,040.80 | Teachers' Feedback | --- |
| 8. Equatorial Study Tour 2024 | 0 | 8 | 2 | 100% | 6/2024 | \$19,000.00 | Student Feedback | Anywhere Travel Limited |
| 9. Mainland Exchange Programme for Secondary School Students (2023/24) – Fujian History and culture Study Tour | 2 | 5 | 3 | 100% | 7/2024 | \$5,946.00 | Student Feedback | EDB |
| 10. MACAU Greater Bay Delta Study Tour | 0 | 1 | 1 | 100% | 16/4/2024 | \$768.00 | Student Feedback | --- |
| 11. Nordic Study Tour 2024 | 0 | 0 | 1 | 100% | 19/3/2024-30/3/2024 | \$5,000.00 | Student Feedback | Anywhere Travel Limited |
| 12. MACAU Greater Bay Delta Study Tour 2 | 0 | 2 | 0 | 100% | 22/6/2024 | \$250.00 | Student Feedback | --- |

| * Name / Type of activity | Qualified Students# | | | Average Attendance | Duration/ Date | Actual Expenses | Assessment Tool | Organisation |
|---|---------------------|-----|----|--------------------|----------------------|-----------------|-----------------|--------------|
| | A | B | C | | | | | |
| 13. Post-exam Activities (HK Disneyland) | 0 | 22 | 8 | 100% | 7/2024 | \$3,135.00 | Questionnaire | --- |
| 14. After-school Pull-out Arts Friday Programme | 0 | 43 | 0 | 100% | 10/2023-6/2024 | \$53,228.00 | Questionnaire | --- |
| 15. After-school Pull-out German Class | 0 | 1 | 0 | 100% | 10/2023-6/2024 | \$7,466.00 | Questionnaire | --- |
| 16. After-school Pull-out Japanese Class | 0 | 2 | 0 | 100% | 10/2023-6/2024 | \$5,850.00 | Questionnaire | --- |
| 17. One-On-One English Oral Practice | 0 | 15 | 0 | 100% | 10/2023-6/2024 | \$47,310.00 | Questionnaire | --- |
| Total Activity Amount: 17 | | | | | | | | |
| @ Student Count | 3 | 147 | 47 | | Total Amount: | \$169,000.00 | | |
| **Total student count | 197 | | | | | | | |

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

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

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C)

Report on the Use of the Life-wide Learning Grant 2023-2024

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

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses | Nature of Expenses* | Essential Learning Experiences (Please put a the appropriate box(es); more than one option can be selected) | | | | |
|-----|---|--|----------------|-----------------|------------------------|---|-----------------|---------------------|--|----------|----------|----------|----------|
| | | | | Level | Number of Participants | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes | | | | | | | | | | | | |
| 1 | <u>Science, Art and Language Enrichment Programme</u> (SALep) aims to enhance students' knowledge and interest in these fields. Implemented in S1-S2 regular lessons, S1 students complete a compulsory Chinese Calligraphy Class, while S2 students engage in an English Drama Class. Starting in December, students can choose one elective from 19 modules, with some courses taught by external tutors. | Cross-KLA | 9/2023-7/2024 | S1-S2 | 325 | <ul style="list-style-type: none"> • Teachers' Questionnaire • Students' Feedback • Assessment | \$327,330.34 | E1 | ✓ | ✓ | ✓ | | ✓ |
| 2 | <u>After-school Pull-out Foreign Language Classes (Japanese/Korean/ German)</u> After-school pull-out foreign language classes in Japanese, Korean, and German were organized for senior form students to enhance their interest in learning languages and improve their language competence. | Language | 10/2023-8/2024 | S1-S5 | 35 | <ul style="list-style-type: none"> • Students' Feedback | \$152,234.00 | E1 | | | | | ✓ |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses | Nature of Expenses* | Essential Learning Experiences (Please put a the appropriate box(es); more than one option can be selected) | | | | | |
|-----|---|--|----------------|-----------------|------------------------|--|-----------------|---------------------|--|----------|----------|----------|----------|--|
| | | | | Level | Number of Participants | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> | |
| 3 | <u>One-on-one Online English Oral Practice</u> | Language | 10/2023-7/2024 | S1-S5 | 100 | <ul style="list-style-type: none"> • Teachers' Feedback • Students' Feedback | \$278,690.00 | E1 | ✓ | | ✓ | | | |
| 4 | <u>Arts Friday</u> Arts Friday offers diverse activities, including Sinfonietta, string and wind ensembles, choirs, a cappella groups, handbell teams, and various visual arts and drama classes, promoting students' all-round development and nurturing their creative, expressive, aesthetic, and musical potential. | Arts | 10/2023-5/2024 | S1-S5 | 347 | <ul style="list-style-type: none"> • Teachers' Feedback • Students' Feedback | \$397,865.00 | E1 | ✓ | | ✓ | | | |
| 5 | <u>S1 Orchestral Journey</u> In the S1 Orchestral Journey, students learned one instrument over four cycles in music lessons. The program culminated in a performance showcasing their achievements, aiming to enhance instrumental skills and cultivate virtues like self-discipline and righteousness among students. | Arts | 3/2024-7/2024 | S1 | 161 | <ul style="list-style-type: none"> • Students' Questionnaire | \$64037.50 | E1 | ✓ | | ✓ | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses | Nature of Expenses* | Essential Learning Experiences (Please put a checkmark in the appropriate box(es); more than one option can be selected) | | | | | |
|-------------------------------|---|--|---------------|-----------------|------------------------|--|-----------------------|---------------------|---|----------|----------|----------|----------|--|
| | | | | Level | Number of Participants | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> | |
| 6 | PE Training Regular PE training sessions were held after school to promote the importance of sports and develop students' interests in athletic activities. | Sports | 9/2023-8/2024 | S1-S6 | 344 | • Students' Questionnaire | \$319,161.00 | E1 | | | ✓ | | | |
| 7 | S1 Note-processing Workshop S1 students attended the Note-processing Workshop to learn effective note-taking skills. The objective was to enhance their learning effectiveness and boost their confidence in academic pursuits. | Cross-KLA | 9/2022 | S1 | 161 | • Students' Questionnaire | \$7,000.00 | E1 | ✓ | | | | | |
| 8 | STEAM Education Various activities were organized for students to join. Objective: • To improve students' creativity and problem-solving skill. • To train students to be the leaders of the future. | STEM | 9/2023-8/2024 | S1-S6 | 350 | • Students' Questionnaire | \$0 | E1 | ✓ | | | | | |
| Sub-total of Item 1.1: | | | | | | | \$1,546,317.84 | | | | | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses | Nature of Expenses* | Essential Learning Experiences (Please put a the appropriate box(es); more than one option can be selected) | | | | | |
|---------------------------------|--|--|---------------|-----------------|------------------------|--|-----------------------|---------------------|--|----------|----------|----------|----------|--|
| | | | | Level | Number of Participants | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | |
| 1 | Global Classroom Students were arranged to participate in different exchange programmes. Objective: • To widen students' horizons. • To learn the culture and history of different countries. | Cross-KLA | 9/2023-8/2024 | S1-S5 | 195 | • Students' Questionnaire | \$487,197.68 | E1 & E2 | ✓ | ✓ | | | | |
| Sub-total of Item 1.2: | | | | | | | \$487,197.68 | | | | | | | |
| Expenses for Category 1: | | | | | | | \$2,028,795.58 | | | | | | | |

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

| No. | Item | Domain (Please select or fill in the domain as appropriate) | Purpose | Actual Expenses |
|---|------------------------------|--|---|-----------------------|
| 1 | Learning Equipment for Music | Physical and Aesthetic Development | To facilitate the teaching and learning of Music. | \$29,421.00 |
| 2 | Consumables | SALep | To facilitate the teaching and learning of SALep | \$4719.94 |
| Expenses for Category 2: | | | | \$34,140.94 |
| Expenses for Categories 1 & 2: | | | | \$2,062,936.52 |

Category 3: Estimated Number of Student Beneficiaries

| | |
|--|--------|
| Total number of students in the school: | 942 |
| Number of student beneficiaries: | 801 |
| Percentage of students benefitting from the Grant (%): | 85.03% |

- I: Intellectual Development (closely linked with curriculum)
- V: Value Education
- P: Physical and Aesthetic Development
- S: Community Service
- C: Career-related Experiences

Code for Expenses

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

Report on the Use of the Student Activities Support Grant 2023-2024

I. Financial Overview

| | | |
|----------|--|----------------------------|
| A | Allocation in the Current School Year: | <u>\$104,650.00</u> |
| B | Expenditure in the Current School Year: | <u>\$104,650.00</u> |
| C | Unspent Amount to be Returned to the EDB (A – B): | <u>0.0</u> |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|--|--------------------------|
| Comprehensive Social Security Assistance | 15 | \$2,610.50 |
| Full-grant under the School Textbook Assistance Scheme | 138 | \$78,869.60 |
| Meeting the school-based financially needy criteria | 27 | \$23,169.90 |
| Total: | 180 | \$104,650.00 |

III. Details of Expenses

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-ti <u>mes</u> ¹ of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
|---|--|--|---|-----------------|--|----------|----------|----------|----------|
| | | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them. | | | | | | | | | |
| 1 | <u>Geography FBQ C6 Field Trip (Tai Po Kau)</u> Field trip to Tai Po Kau included an introduction to pre-fieldwork preparations, learning to use various geographical survey instruments, sampling methods, and data collection for analysis. Objective: Through hands-on learning, students gained an understanding of data related to forest research (including vegetation characteristics, microclimatic conditions, and soil properties). | Geography | 5 | \$1740.00 | ✓ | | ✓ | | |
| 2 | <u>Fantastic Clown (Basic course)</u> To allow students to develop interests during their leisure time and to uphold the mission of spreading joy, Fantastic Clown Interest Club organized a beginner juggling workshop. Objectives: Through this workshop, students gained an understanding of juggling elements, learned basic individual and group juggling techniques, cultivated confidence and teamwork, and encouraged students to challenge themselves and break through barriers. | Cross-disciplinary (Others) | 1 | \$187.50 | | | ✓ | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
|-----|--|--|--|-----------------|--|----------|----------|----------|----------|
| | | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 3 | <p><u>Chinese Penmanship Competition</u> Student joined the Chinese Penmanship Competition. Objective:</p> <ul style="list-style-type: none"> To enhance concentration and patience. To enjoy the art of calligraphy. To appreciate the beauty of Chinese calligraphy. | Chinese Language | 1 | \$120.00 | ✓ | ✓ | | | |
| 4 | <p><u>The 75th Hong Kong Schools Speech Festival (English)</u> Students were arranged to participate in the Speech Festival. Objectives:</p> <ul style="list-style-type: none"> To deepen students' understanding of English literature. To improve students' confidence and presentation skills. | English Language | 12 | \$1,847.50 | ✓ | | | | |
| 5 | <p><u>The 75th Hong Kong Schools Speech Festival (Chinese)</u> Students were arranged to participate in the Speech Festival. Objectives:</p> <ul style="list-style-type: none"> To deepen students' understanding of Chinese literature. To improve students' confidence and presentation skills. | Chinese Language | 11 | \$2015.00 | ✓ | ✓ | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
|-----|--|--|--|-----------------|--|---|---|---|---|
| | | | | | I | V | P | S | C |
| 6 | <p><u>Girls volleyball team training camp and transportation fee</u> Girls volleyball team joined a training camp at Community Sports at Shang Shui. Objectives:</p> <ul style="list-style-type: none"> To strengthen the team spirit and communication skills of team members. To build their confidence and volleyball skills, they prepared for the Taishan Volleyball Tournament and inter-school competitions. | Sports | 7 | \$3,850.00 | | | ✓ | | |
| 7 | <p><u>School Picnic</u> Student went on picnic and visited Hong Kong spots on school days. Objective:</p> <ul style="list-style-type: none"> To build team spirit through various activities. To improve the positive culture in class. | Cross-disciplinary (Others) | 35 | \$1905.20 | ✓ | ✓ | | | |
| 8 | <p><u>S.4D Refreshing Day transportation fee</u> S.4D students went to Long Ping Strawberry Farm at 6 March 2024 on refreshing day. Objective:</p> <ul style="list-style-type: none"> To improve the positive culture in class. | Cross-disciplinary (Others) | 5 | \$200.00 | | ✓ | | | |
| 9 | <p><u>S.2C Refreshing Day transportation fee</u> S.2C students went to Science Museum at Tsim Sha Thui 6 March 2024 on refreshing day. Objective:</p> <ul style="list-style-type: none"> To improve the positive culture in class. To enhance the knowledge of science | Cross-disciplinary (Others) | 2 | \$73.60 | ✓ | ✓ | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------------|--|--|--|-----------------|--|---|---|---|---|
| | | | | | I | V | P | S | C |
| 10 | <u>S.6A Refreshing Day transportation fee</u> S.6A students went to Tai Tong Organic Eco Park at 6 Dec on refreshing day. Objective: • To improve the positive culture in class. | Cross-disciplinary (Others) | 2 | \$140.00 | | ✓ | | | |
| 11 | <u>S.4 Social Service Year training fee</u> Students were arranged to participate in service to serve different parties in the society. Objectives: • To provide a platform for students to learn to care and respect for others. • To improve the positive culture in school. To improve students' problem-solving skills and communication skills. | Social Service | 21 | \$11272.00 | | | | | ✓ |
| 12 | <u>Prefect Training Camp transportation fee</u> Student leaders were arranged to join systemic leadership training programme. Objective: • To strengthen the communication skills. To build team spirit through various activities. | Leadership Training | 11 | \$1,309.00 | | ✓ | | | |
| 13 | <u>PE Training</u> PE training sessions were held for students regularly after school or on Saturdays. Objective: • To promote the importance of doing sports. To develop students' interests in sports aspect. | Physical Education | 35 | \$30,362.20 | | ✓ | | | |
| Expenses for Category 1: | | | 148 | \$55,022.00 | | | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
|--|---|--|--|-----------------|--|----------|----------|----------|----------|
| | | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions. | | | | | | | | | |
| 1 | <p><u>2023 Music and Sciences Tour to Japan</u> Interacting with students from our two sister schools in Japan, participants had the opportunity to experience Japanese campus life and culture. They also gained insights into Japan's cutting-edge technology development and enjoyed outstanding performances by symphony orchestras, among other activities.</p> | Arts (Music) and Science | 8 | \$14,000.00 | ✓ | | ✓ | | |
| 2 | <p><u>Polar Exploration Tour</u> Students stepped foot in Iceland to observe the Northern Lights and glaciers, gaining an understanding of their formation and scientific phenomena, while experiencing physical and scientific opportunities firsthand. Objectives: - Students grasped the changes in glaciers and the impacts of melting, delving into issues of climate change and global warming. - Students became members of the polar exploration organizing committee, participated in itinerary planning, engaged in active learning, and explored themselves further. - Students interacted with youth from Finland and Iceland to understand Nordic education, culture, history, and lifestyle.</p> | Geography | 5 | \$15,000.00 | ✓ | | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times ¹ of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------------|---|--|--|-----------------|--|----------|----------|----------|----------|
| | | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 3 | <u>Arts and Cultural Exchange Tour to Macau</u> Students went to Macau to visit Team Lab and Senado Square. Objective: Students were acquainted with urban art and cultural assets within the Greater Bay Area. | Arts (Other) and History | 8 | \$4,696.00 | ✓ | | ✓ | | |
| 4 | <u>2024 The Xinjiang Reunion : YLLSS's Return Visit to Hotan, Xinjiang</u> Students returned to Xinjiang to engage with outstanding local youth, explore the natural environment, historical sites, and modern industries. Objectives: - Students experienced the customs and culture of Xinjiang. - Students deepened their understanding of their motherland | | 8 | \$1,5000.00 | | ✓ | | | |
| Expenses for Category 2: | | | 29 | \$48,696.00 | | | | | |

| 3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities. | | | | | | | | | |
|--|---|--|--|---------------------|--|----------|----------|----------|----------|
| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times ¹ of student beneficiaries | Actual Expenses | Essential Learning Experiences (Please put a '✓' the appropriate box(es); more than one option can be selected) | | | | |
| | | | | | <u>I</u> | <u>V</u> | <u>P</u> | <u>S</u> | <u>C</u> |
| 1 | <p><u>Music Teams (Uniform)</u> Students with music talents joined the music team and performed in school events. Objective:</p> <ul style="list-style-type: none"> To provide the opportunities for students to perform and demonstrate their music talents. To improve students' confidence. | Arts (Music) | 3 | \$932.00 | | ✓ | ✓ | | |
| Expenses for Category 3: | | | 3 | \$932.00 | | | | | |
| Total Amount: | | | 180 | \$104,650.00 | | | | | |

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

I: Intellectual Development (closely linked with curriculum)

V: Values Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

姊妹學校交流報告書
2023 /2024 學年

| | | | |
|-------|--|-------|-----|
| 學校名稱： | 基督教香港信義會元朗信義中學 | | |
| 學校類別： | *小學 / *中學 / *特殊學校 (*請刪去不適用者) | 負責老師： | 呂君豪 |

| 本學年已與以下內地姊妹學校進行交流活動： | |
|----------------------|---------------|
| 1. | 浙江省平湖市東湖中學 |
| 2. | 廣州市第三中學 |
| 3. | 佛山市中黃星瑜港澳子弟學校 |
| 4. | 鹽城市鹿鳴路初級中學 |
| 5. | 海安外國語學校 |
| 6. | |
| 7. | |

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 | <input checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" type="checkbox"/> | 描述 |
| A1 | <input checked="" type="checkbox"/> | 探訪/考察 | B1 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 |
| A2 | <input checked="" 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 checked="" type="checkbox"/> | 與姊妹學校進行簽約儀式/商討交流計劃 | B4 | <input checked="" type="checkbox"/> | 擴闊學校網絡 |
| A5 | <input type="checkbox"/> | 其他(請註明): | B5 | <input checked="" type="checkbox"/> | 擴闊視野 |
| | | | B6 | <input checked="" type="checkbox"/> | 建立友誼/聯繫 |
| | | | B7 | <input checked="" type="checkbox"/> | 訂定交流細節/ 活動詳情 |
| | | | B8 | <input type="checkbox"/> | 其他(請註明): |

| | | | | |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|
| 管理層面 達至預期目標程度 | C1 <input checked="" type="checkbox"/> 完全達到 | C2 <input type="checkbox"/> 大致達到 | C3 <input type="checkbox"/> 一般達到 | C4 <input type="checkbox"/> 未能達到 |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|

乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

| 交流項目 | | | 預期目標 | | |
|------|-------------------------------------|------------------|------|-------------------------------------|-------------------|
| 編號 | <input checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" type="checkbox"/> | 描述 |
| D1 | <input checked="" type="checkbox"/> | 探訪/考察 | E1 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 |
| D2 | <input checked="" type="checkbox"/> | 觀課/評課 | E2 | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同 |
| D3 | <input checked="" type="checkbox"/> | 示範課/同題異構 | E3 | <input checked="" 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 checked="" type="checkbox"/> | 提升教學成效 |
| D6 | <input type="checkbox"/> | 專業發展日 | E6 | <input checked="" type="checkbox"/> | 擴闊視野 |
| D7 | <input type="checkbox"/> | 其他(請註明): | E7 | <input checked="" type="checkbox"/> | 建立友誼/聯繫 |
| | | | E8 | <input type="checkbox"/> | 其他(請註明): |

| | | | | |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|
| 教師層面 達至預期目標程度 | F1 <input 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 checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" type="checkbox"/> | 描述 |
| G1 | <input checked="" type="checkbox"/> | 探訪/考察 | H1 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 |
| G2 | <input checked="" type="checkbox"/> | 課堂體驗 | H2 | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同 |
| G3 | <input checked="" type="checkbox"/> | 生活體驗 | H3 | <input checked="" type="checkbox"/> | 擴闊視野 |
| G4 | <input checked="" 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 checked="" type="checkbox"/> | 書信交流 | H7 | <input checked="" type="checkbox"/> | 提升自理能力/促進個人成長 |
| G8 | <input type="checkbox"/> | 其他(請註明): | H8 | <input checked="" type="checkbox"/> | 豐富學習經歷 |
| | | | H9 | <input type="checkbox"/> | 其他(請註明): |

| | | | | |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|
| 學生層面 達至預期目標程度 | I1 <input 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 checked="" type="checkbox"/> | 參觀學校 | K1 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 |
| J2 | <input type="checkbox"/> | 家長座談會 | K2 | <input checked="" 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 checked="" type="checkbox"/> | 擴闊視野 |
| J4 | <input type="checkbox"/> | 其他(請註明): | K4 | <input checked="" type="checkbox"/> | 加強家校合作 |
| | | | K5 | <input checked="" type="checkbox"/> | 加強家長教育 |
| | | | K6 | <input checked="" type="checkbox"/> | 交流良好家校合作經驗和心得 |
| | | | K7 | <input type="checkbox"/> | 其他(請註明): |

| | | | | |
|------------------|----------------------------------|---|----------------------------------|----------------------------------|
| 家長層面 達至預期目標程度 | L1 <input type="checkbox"/> 完全達到 | L2 <input checked="" 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 type="checkbox"/> | 討論 |
| M2 | <input checked="" type="checkbox"/> | 分享 |
| M3 | <input checked="" 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 checked="" type="checkbox"/> | 報告 |
| M8 | <input type="checkbox"/> | 其他(請註明): |

全年財政報告:

| 編號 | <input type="checkbox"/> | 交流項目 | 支出金額 |
|-----|-------------------------------------|---------------------------------|-------------|
| N1 | <input checked="" type="checkbox"/> | 到訪內地姊妹學校作交流的費用 | HK\$77,000 |
| N2 | <input type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用 | HK\$ |
| N3 | <input type="checkbox"/> | 姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%) | HK\$ |
| N4 | <input checked="" type="checkbox"/> | 視像交流設備及其他電腦設備的費用 | HK\$30,681 |
| N5 | <input type="checkbox"/> | 交流物資費用 | HK\$ |
| N6 | <input type="checkbox"/> | 在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%) | HK\$ |
| N7 | <input type="checkbox"/> | 老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%) | HK\$ |
| N8 | <input type="checkbox"/> | 其他(請註明): | HK\$ |
| N9 | <input checked="" type="checkbox"/> | 學年總開支 | HK\$107,681 |
| N10 | <input type="checkbox"/> | 沒有任何開支 | 不適用 |

| 反思及跟進： | | |
|--------|-------------------------------------|--|
| 編號 | <input checked="" type="checkbox"/> | 內容 |
| O1 | <input checked="" type="checkbox"/> | 本校於 2023 年 12 月展開「全球計劃 3.0-環球專題研習計劃 Global Program 3.0- Global Project)」，與本校三間來自內地及日本三地的姊妹學校及一間本地友好學校共同舉辦，包括浙江省平湖市東湖中學（內地）、嶺南中學（香港）、福井縣立羽水高等學校（日本）及櫻美林中學校・高等學校（日本）。為期三個月的 G Project，經過四次會面及主題分享建立友誼，本年度以分享當地具代表性的美食主題。此外，本計劃繼續引入人工智能即時字幕翻譯，促進溝通，讓這一代全球的學生不用再受限於地域、時間和語言，各抒己見。 |
| O2 | <input checked="" type="checkbox"/> | <p>本校中國語文科及中國歷史科全體教師於 2024 年 3 月 21 至 22 日遠赴浙江省平湖市東湖中學，參加中國語文科兩地教學研討活動。本校組成《愛蓮說》課堂研究小組，參考了內地及本港的語文教學法後，設計了一節四十五分鐘的「托『蓮花』言志，悟君子之道」語文課堂，並在姊妹學校東湖中學中一年級進行授課，並獲東湖中校長、老師給與意見。其後本校亦一起參觀了東湖中學語文教師的《愛蓮說》公開課，並進行了兩地教師課後研討會針對兩地的教學模式進行了深度交流與學習。</p> <p>是次異地同教的研討學習，增加了雙方教師對不同地區語文教學的深入認識，對兩地教學法及課程設計等方面均有了更全面的學習，本校亦隨日後把這次寶貴的經驗與校內其他科組作專業分享，共同進步。此外，本校亦透過視像會議安排兩校師生於試後活動為本校學生分享。</p> |
| O3 | <input checked="" type="checkbox"/> | 本校於 2024 年 3 月 21 日到訪新疆和田市第五中學，與該校校長、師生一同種樹，記念兩地友誼的建立。隨後亦參與了該校的英文課，法律課，地理科，亦一同剪紙及寫書法，感受中華傳統文化之美。壓軸就是第五中學的學生精心準備的歡迎晚會，兩地師生一起唱歌，用音樂編織美麗的回憶。隨後兩地締結為姊妹學校，期望日後能安排更多的師生交流，再次到訪新疆。和田市第五中學亦受邀答應參與 2024/25 年度「全球計劃 3.0-環球專題研習計劃 Global Program 3.0- Global Project)」 |
| O4 | <input checked="" type="checkbox"/> | 本校於 2024 年 6 月 16 至 19 日，由校長、副校長、助理校長及中文科科主任帶同部分中六學生及學生家長到訪江蘇鹽城市鹿鳴路初級中學及海安外國語學校，並締結為姊妹學校。是次行程認識到兩校如何推動中華文化、以及如何實行精品化小班教學以助學生成長。藉姊妹學校合作，本校期望日後在中樂藝術，以及學術發展方面，加強兩地師生交流。 |
| O5 | <input checked="" type="checkbox"/> | 本校於 2024 年 7 月 3 日，由校長、副校長及德育及公民教育主任應邀到訪以「排球之鄉」見稱的台山，並與台山一中大江實驗中學締結為姊妹學校。是次行程認識到該校的體育發展和排球訓練系統。期望日後在排球隊訓練以及體育發展方面，加強兩地師生交流。 |
| O6 | <input checked="" type="checkbox"/> | 本校於 2024 年 7 月 5 日，由校長、副校長、助理校長及中文科科主任到訪廣州市第三中學，並締結為姊妹學校。是次行程認識到該校如何注重學生的全面發展，該校設置了多種特色課程，如藝術、科技等，亦在管弦樂及高考成績尤其出色，為學生提供了多樣化的學習機會。同時，該校配備了先進的教學設施，為師生創造了優質的學習環境。本校計劃在學生管弦樂方面開展兩地交流，讓師生互相切磋。藉此希望能夠提高學生的管弦樂水平，加深兩校之間的友誼。亦期望在提升師生應試策略上交流心得。 |

| 反思及跟進： | | |
|--------|-------------------------------------|--|
| 編號 | <input checked="" type="checkbox"/> | 內容 |
| O7 | <input checked="" type="checkbox"/> | <p>本校於 2024 年 7 月 6 日，由校長、副校長、助理校長及一眾科主任到訪佛山市中黃星瑜港澳子弟學校並締結為姊妹學校。是次行程更認識該校如何以 IB 元素與香港課程結合，針對港澳學生的特點制定個性化的教學方案。學校設有豐富的港澳文化特色課程，如中華武醫，幫助學生保留和發揚家鄉文化。</p> <p>我校計劃日後兩地就香港中學文憑試(HKDSE)課程展開全面合作。本校教師將支援該校文憑試課程，提供專業的教學指導和應試策略，幫助學校更好地推進 HKDSE 課程建設。通過此次合作，我們期望能夠提高港澳學生的考試成績，幫助他們順利銜接香港高等教育。同時透過兩校交流學習，能提升教學佈局及促進國際化發展。</p> |

| 交流參與人次： | | | |
|---------|-------------------------------------|--------------------|---------|
| 編號 | <input checked="" type="checkbox"/> | 層面 | 交流參與人次 |
| P1 | <input checked="" type="checkbox"/> | 本校學生在香港與姊妹學校交流的人次 | 690 人次 |
| P2 | <input checked="" type="checkbox"/> | 本校學生到訪內地與姊妹學校交流的人次 | 76 人次 |
| P3 | <input checked="" type="checkbox"/> | 本校學生參與交流的總人次 | 766 總人次 |
| P4 | <input checked="" type="checkbox"/> | 本校教師參與交流的總人次 | 74 總人次 |
| P5 | <input checked="" type="checkbox"/> | 本校學校管理人員參與交流的總人次 | 36 總人次 |

| 備註： | |
|-----|--|
| | |

Report on Composite Information Technology Grant 2023-2024

| Plan | Expected Results | Estimated Expenses |
|---|---|---------------------------|
| 1. WIFI Service | To facilitate the teaching and learning under the Blended Learning Approach, WIFI connection is provided in classrooms, special rooms and the library. The routing and firewall protection are also provided. | \$131,117.00 |
| 2. IT Supporting Staff | To facilitate the teaching and learning, IT supporting staff are employed to maintain the operation and security of computer system and school network. | \$460,884.00 |
| | Total: | \$592,001.00 |
| Balance brought forward form 2022-2023: \$ 11,685.51 Total Expenditure in 2023-2024: \$592,001.00 Balance carried forward form 2023-2024: \$63,542.51 | | |

**Report on the Use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject
Citizenship and Social Development 2023-2024**

| Programme title | Objective | Target | Duration/ Start Date | Deliverable | Evaluation | Actual Expenses |
|---|---|---|---|--|---|----------------------------|
| <ul style="list-style-type: none"> Wiser news Subscription fee | <ul style="list-style-type: none"> To broaden students' horizons. To develop students' habit in reading news | <ul style="list-style-type: none"> All S4-S6 students | <ul style="list-style-type: none"> 9/2023-8/2024 | Students feedback Questionnaire | <ul style="list-style-type: none"> All participating students reflected that they conduct extended reading and learning related to CSD outside the classroom , scored 4.05 in average | \$15,484.00 |
| <ul style="list-style-type: none"> Study Tour (subsidies for teachers and students_ -Route R3 Shenzhen study tour -Nansha, Qianhai study tour -Xinjiang exchange tour | <ul style="list-style-type: none"> To broaden students' horizons To explore the recent development of our country | <ul style="list-style-type: none"> All S4 to S6 students | <ul style="list-style-type: none"> 2/2024-6/2024 | Student Reflection and group project | <ul style="list-style-type: none"> It was widely agreed that the study tours arouse the learning interests and help students have a better understanding of the certain development of our country. Students' national awareness and sense of belonging to the country were enhanced. | \$61,430.00 |
| Teaching resources from publisher: - HKEP - Aristo - SUP | <ul style="list-style-type: none"> To enhance the teaching effectiveness To provide question guideline for students to practice | <ul style="list-style-type: none"> All S4 to S6 students | <ul style="list-style-type: none"> 9/2023-8/2024 | Monthly exercise and Students feedback Questionnaire | <ul style="list-style-type: none"> Students agreed that the practices and assignments help them to review their studies in this subject and they are confident for the examination | \$3,004.00 |

Balance brought forward form 2022-2023: \$256,709.00

Total Expenditure in 2023-2024: \$79,918.00

Balance carried forward form 2023-2024: \$176,791.00

**加強支援非華語學生的中文學與教
額外撥款**

2023/24 學年學校報告（普通中學適用）

按教育局通告第 8/2020 號，本校在 2023/24 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校已運用 2023/24 學年獲提供的額外撥款 156,691.00 元，以及 2022/23 學年額外撥款累積餘額（如適用）41,782.54 元（請注意：此項資料必須與(i)本額外撥款 2022/23 學年學校報告和(ii)學校經審核的周年帳目的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

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

| | 校本支援措施 | 運用 額外撥款 | 整合 其他資源 |
|-----|--------------------------------|--------------|---------|
| (a) | 聘請額外員工教師（0.2）名 | \$81,744.00 | 有 |
| (b) | 購買促進非華語學生學習中文的教學資源 | \$23,200.00 | |
| (c) | 僱用專業服務 -校外導師／機構協助教師舉辦共融校園活動 | \$1,000.00 | |
| (d) | 由學校籌辦的推廣共融校園活動 | \$60,382.80 | |
| | 運用額外撥款總支出 | \$166,326.80 | |

2023/24 學年完結時，本校的額外撥款累積結餘為 32,146.74 元。

Report on the Mental Health at School (One-off Grant) 2023-2024

| Programme title | Objective | Target | Duration/ Start Date | Deliverable | Evaluation | Actual Expenses |
|---|--|---|--|--------------------|--|------------------------|
| Organizing cheering and Stress Relief Activities | <ul style="list-style-type: none"> To enhance the mental health of students and teachers. Creating a sense of well-being. | <ul style="list-style-type: none"> All students and teachers | <ul style="list-style-type: none"> 9/2024-8/2025 | Student Reflection | <ul style="list-style-type: none"> All participated students and teachers agreed that the activities could enhance their mental health and created the sense of well-being. | \$17,690.90 |
| Provide emotional health support group or workshops. | <ul style="list-style-type: none"> Care for the mental health of teachers and students, and enhance their physical and mental well-being. | <ul style="list-style-type: none"> All students and teachers | <ul style="list-style-type: none"> 10/2024-8/2025 | Student Reflection | <ul style="list-style-type: none"> All participated students and teachers agreed that the workshops could provide emotional health support. | \$9,000.00 |

Grant received in 2023-2024: \$ 60,000.00
 Total Expenditure in 2023-2024: \$26,690.90
 Balance carried forward form 2023-2024: \$33,309.10

Report on the Mental Health of Parents & Students(One-off Grant) 2023-2024

| Programme title | Objective | Target | Duration/ Start Date | Deliverable | Evaluation | Actual Expenses |
|-------------------------|---|---|--|---------------------------|--|------------------------|
| Film Appreciation | <ul style="list-style-type: none"> To broaden parents' horizons. | <ul style="list-style-type: none"> 103 parents | <ul style="list-style-type: none"> 13/4//2024 | Discussion after the film | <ul style="list-style-type: none"> All participating parents during the debriefing session agreed that the programmes could let them understand the issue from other perspective. | \$6,180.00 |
| Yoga course for parents | <ul style="list-style-type: none"> To reduce the pressure of parents | <ul style="list-style-type: none"> 18 parents | 20/6/2024-25/7/2024 (6 lessons) | Questionnaire | <ul style="list-style-type: none"> 86% parents agreed that the course will reduce their pressure. | \$4,800.00 |

Grant received in 2023-2024: \$20,000.00
 Total Expenditure in 2023-2024: \$10,980.00
 Balance carried forward form 2023-2024: \$9,020.00

Report on the Promotion of Chinese Culture Immersion Activities(One-off Gr.) 2023-2024

| Programme title | Objective | Target | Duration/ Start Date | Deliverable | Evaluation | Actual Expenses |
|--|--|---|---|---|---|------------------------|
| Mainland exchange study trip to Nanjing | <ul style="list-style-type: none"> to help students learn about the history, architecture and intangible cultural heritage in Nanjing and Fujian, understand the changes in Nanjing. | <ul style="list-style-type: none"> 4 S6 students | <ul style="list-style-type: none"> 06/2024 | Student Reflection | <ul style="list-style-type: none"> All participating students agreed that the programmes could arouse their interests in learning Chinese culture and broaden their horizons. | \$24,498.55 |
| Mainland exchange study trip to Fujian | <ul style="list-style-type: none"> To deepen students' knowledge of Chinese culture through visiting Fujian, thereby enhancing their cultural confidence and awareness of the importance of safeguarding cultural security. | <ul style="list-style-type: none"> 30 students from S3 to S5 | 06/2024 | Student Reflection and Group Project Report | <ul style="list-style-type: none"> All participating students agreed that the programmes could arouse their interests in learning Chinese culture and broaden their horizons. | \$5,072.00 |
| Gifted Education Chinese calligraphy class. | <ul style="list-style-type: none"> To learn how to appreciate calligraphy artwork. To learn about the history of Chinese calligraphy and the regular script. | <ul style="list-style-type: none"> 20 students from S1 to S5 | <ul style="list-style-type: none"> 06/2024-07/2024 | Student Reflection | <ul style="list-style-type: none"> Upon completion of this course, students are able to: 1. Understand a major Chinese art form 2. Apply knowledge and technical skills of brush work and styles of Chinese calligraphy 3. Analysing the development of calligraphy through Chinese art history and the influences in the society nowadays 4. Create Chinese calligraphy artwork in a few styles and varies sizes | \$25,599.56 |
| Grant received in 2023-2024: \$300,000.00 Total Expenditure in 2023-2024: \$55,170.11 Balance carried forward form 2023-2024: \$244,829.89 | | | | | | |

Report on the Promotion of Reading Grant 2023-2024

| Programme title | Objective | Target | Duration/ Start Date | Deliverable | Evaluation | Actual Expenses |
|--|---|--|---|-------------|--|--------------------|
| Purchase of Books - Printed books - e-Books - Audiobooks | <ul style="list-style-type: none"> To provide students with a diversified range of reading materials and enrich library collections. | <ul style="list-style-type: none"> All students | <ul style="list-style-type: none"> 9/2023-8/2024 | / | <ul style="list-style-type: none"> Students agreed that diversified materials facilitated and broadened their reading experience. | \$76,078.56 |
| Surplus in 2022-2023: \$ 68,634.50 Grant received in 2023-2024: \$76,064.00 Total Grant in 2023-2024: \$144,698.50 Total Expenditure in 2023-2024: \$76,078.56 Balance carried forward form 2023-2024: \$68,619.94 | | | | | | |