

2022/23

Cheung Chuk Shan College

Annual School Report



Competent, Conscientious, Studious, Creative



www.ccsc.edu.hk

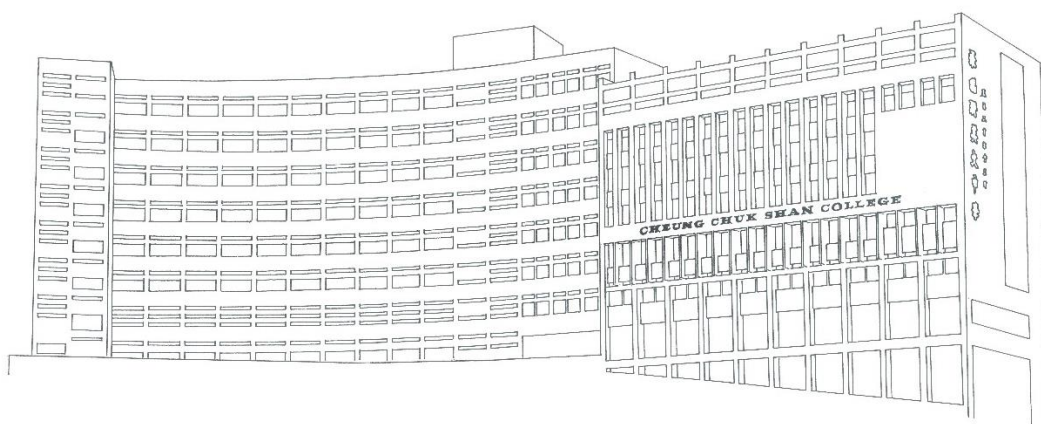


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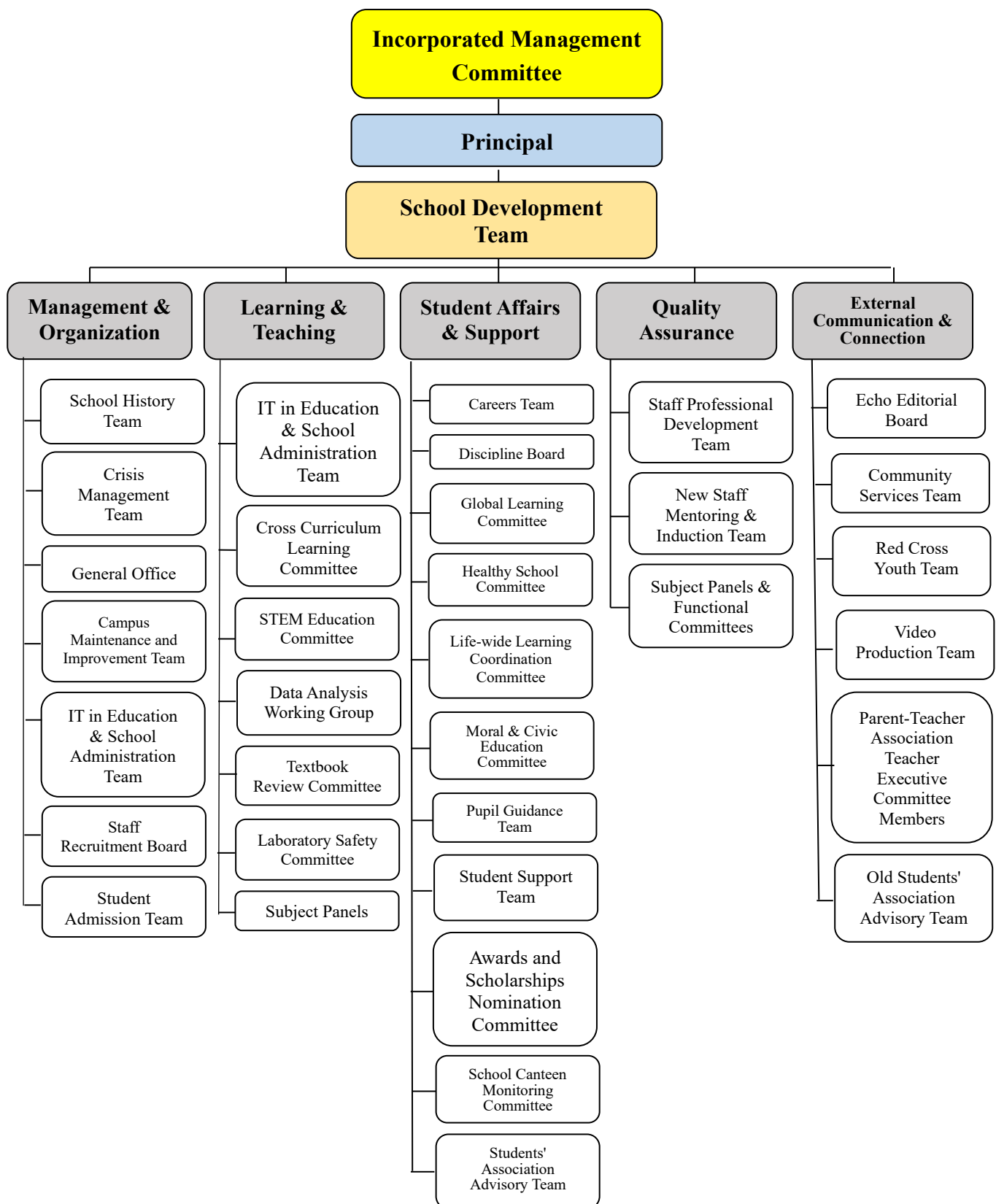
A. Profile of Our School

Profile	
Year of founding	1969
School sponsoring body	Five Districts Business Welfare Association
School type	Aided co-educational secondary school
Vision & mission	Cheung Chuk Shan College aspires to be a self-enhancing school striving for eminence in proactively nurturing Hong Kong's leaders of tomorrow. We aim to provide the best quality education to nurture our students to become literate, competent, conscientious and caring youths by instilling in them logical and creative thinking, fostering proper moral and aesthetic values, fortifying them physically and mentally to overcome challenges, cultivating a sense of civic and social awareness, encouraging them to show love and concern for others and kindling in them the desire for a life-long pursuit of knowledge for their personal growth towards transcendence.
Motto	Competent, Conscientious, Studious & Creative
Medium of instruction	English has been used as the medium of instruction of all subjects except Chinese Language, Chinese Literature, Chinese History, Putonghua, Form-teacher Periods and Whole Person Development Periods since its establishment in 1969.
Class organization	S1, S3 & S5: 4 classes per level S2, S4 & S6: 5 classes per level
Facilities	27 classrooms, 2 teaching rooms, 4 science laboratories, Multimedia Learning Centre, Campus TV Studio, CCSC Inno Studio, Geography Room, Music Room, Art Room, Home Economics Room, Needlework Room, Library, Assembly Hall, interview room, Counselling and Training Room, organic farm, outdoor playground, covered playground with a bouldering wall and Gallery of School History



B. Management & Organization

School Administrative Structure



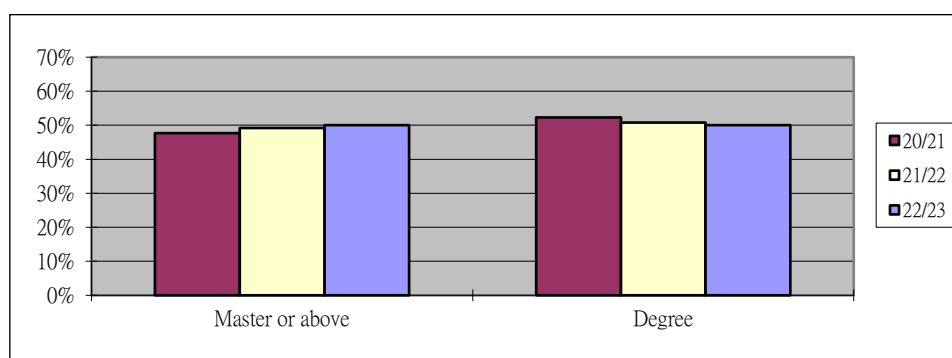
Incorporated Management Committee (IMC)

The IMC set the general direction of development for the School and monitored its operation. The Committee, consisting of 15 members, was headed by School Supervisor cum Independent Manager Mr. Cheung Kui Tong Raymond. Elections for the Teacher Managers, the Parent Managers and the Alumni Manager were held to allow different stakeholders to be represented. To strengthen school governance, the IMC Managers attended a workshop organized by the School Sponsoring Body on 19 May 2023 on the trends of the local educational development and the role of school managers.

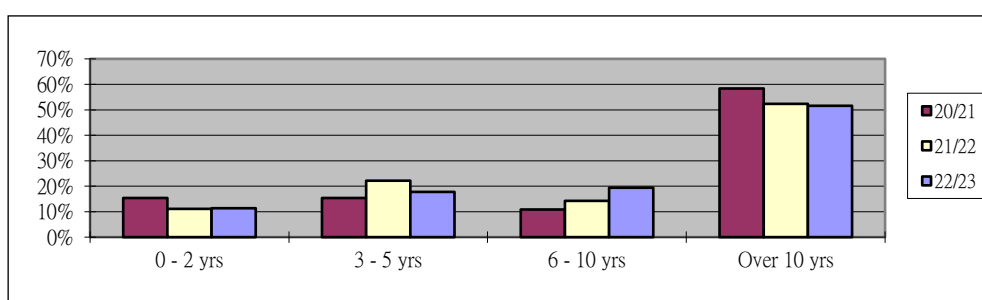
Teaching Staff

All the 62 teaching staff members (including the Principal) were university graduates of whom 31 were holders of a Master's degree. 95.2% of the teachers had already received professional training whereas 34 teachers had attended courses on catering for diverse learning needs.

Percentage of Highest Academic Qualifications Attained by Teachers

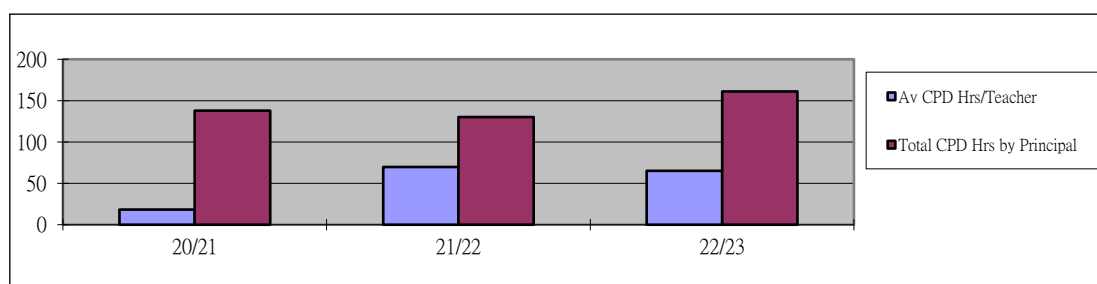


Teaching Experience



Professional Development

Continuing Professional Development



Modes	Details
Staff Development Day	<ul style="list-style-type: none"> ♦ The Staff Development Day before the beginning of the school year enabled the teaching staff to realize the importance of helping students face setbacks and failures. ♦ Besides introducing to the teaching staff the considerations for implementing the policy of “Bring Your Own Device”, the Staff Development Day in January 2023 arranged parallel sharing sessions for the teachers on the use of apps and immediate skills in handling student data with Microsoft Excel. ♦ The Staff Development Day in Jun 2023 provided a chance for the teaching staff to know more about the Inno Studio and sharing about e-Learning and collaborative lesson planning was arranged.
IT Workshop	<p>Various IT workshops were conducted by the IT in Education and School Administrative Team as well as other teachers so as to equip the teaching staff with the knowledge to implement e-teaching further, e.g.</p> <ul style="list-style-type: none"> ♦ conducting ‘mixed mode’ lessons with touch panels ♦ use of ‘Pop Class” app in touch panels to increase class interaction ♦ use of Edpuzzle with Google Classroom
Collaborative lesson planning	<ul style="list-style-type: none"> ♦ S1 & S5 teachers of selected academic panels carrying out collaborative lesson planning for at least 1 hard topic or 2 lessons
Peer Sharing	<ul style="list-style-type: none"> ♦ Sharing of ideas / information gathered from seminars, workshops or courses during panel / committee meetings ♦ Sharing during panel meetings on the implementation experience of ‘Little Teacher’ tasks for students incorporating the core elements of gifted education of high order thinking / creativity
Mentorship	<ul style="list-style-type: none"> ♦ Mentors assigned to support new teachers and teachers with 1-year experience only ♦ Sharing sessions for novice teachers on guidance skills and meeting with parents on Parents’ Day
Lesson Observation	<ul style="list-style-type: none"> ♦ Teachers newly assigned to teach a subject would have their lessons observed by Panel Heads or experienced panel members ♦ Peer lesson observations carried out to share and improve pedagogical methods by those teachers not involved in any forms of in-house professional development scheme set up

	in the school year
External Sharing	<ul style="list-style-type: none"> Some teachers serving as guest speakers at seminars or sharing sessions held by external organizations to share with the participants topics on learning and teaching.
Others	<ul style="list-style-type: none"> S1 and S4 teachers of selected academic subjects holding at least 3 level meetings Newly-employed teachers assigned to be Form-teachers supported by Assistant Form-teachers, who would share their experience of carrying out Form-teacher duties Some teachers serving in various external committees for organizing subject-related activities or promoting curriculum development

Self-evaluation

In view of the importance of self-evaluation for the sustainable development of an educational institution, information about the Key Performance Measures was collected. Moreover, activities and measures carried out by different school bodies were evaluated regularly. Experiences gained from the implementation helped to bring about necessary adjustments to the tasks carried out whereas the self-evaluation data collected became crucial considerations when the future school development was planned.

Apart from the means targeting at the school level, the School required all teachers to conduct subject-based questionnaires and also used informal means to gather student views on how their teaching could be improved. Teachers also completed self-appraisal reports reviewing their performance while the views they put forwards inspired the School to the further improvements needed.

Procurement of Additional Resources for School Development

The educational trends in recent years have necessitated continual financial inputs for curriculum development and facility improvement. Hence, the School has been striving for additional resources to support its development. Apart from the different grants from the EDB, the School utilized the subsidy from the Quality Education Fund to set up the CCSC Inno Studio and also organized different IT-related activities with the grant provided by the IT Innovation Lab from the Office of the Government Chief Information Officer. In addition, the promotion of the holistic growth of students was facilitated with the financial support of the CCSC Alumni Foundation Fund and the donations of various alumni. The School Sponsoring Body also set up the Award for Student of Noble Character in recognition of those well-mannered students with a passion throughout a school year to help others. Finally, except those families entitled to the Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme, \$310 was collected from each student to meet the expenses of the non-standard item listed on the following page:

Description	Income	Expenditure
Income from students	\$202,430.00	
Photocopier with Punch Unit		\$122,000.00
Photocopiers Printing and Repairing Services		\$19,851.00
Balance:		\$60,579.00

C. Learning & Teaching



English Environment

In view of the importance of English to their learning and future prospect, the School has been striving hard to build up a natural and authentic English environment for students through various means besides adhering to the English-medium instruction policy:

- ♦ the English curriculum was specially designed to reinforce the skills of students and there was the use of materials from English-speaking countries, which suited better the standard and needs of students;
- ♦ class activities, often involving discussions and role-plays, provided more opportunities for students to improve their English;
- ♦ various co-curricular and extra-curricular activities were held for students to increase their chances and boost their confidence in speaking in English;
- ♦ an extensive reading scheme was implemented;
- ♦ students took part in external competitions;
- ♦ the policy of English Campus was adopted, which specified that teachers whose main teaching medium was English should communicate with students using the language outside class time except under certain circumstances;
- ♦ English materials prepared by interest clubs or houses were posted to enrich the English environment; and
- ♦ introduction of supportive administrative measures, e.g. school assemblies were conducted in English and promotion materials for extra-curricular activities organized by the School were generally in English.

Active Learning

In view of the importance of the part played by students if they were to learn effectively and enjoy the learning process, efforts were made to reinforce the culture of active learning. More compulsory pre-or post-lesson tasks / e-assessment with individual feedback for S1 – S5 students were prepared. In addition, there were chances for the self-learning of a topic not to be covered in class due to the shortage of lesson time. Furthermore, the component of the learning attitude of S1 – S5 students in the term marks was assessed with the adoption of a new set of criteria focusing on elements of active learning. Hence, there were more opportunities for students to become active learners.

Cross Curriculum Learning

a. Reading to learn: Towards reading across the curriculum

Different measures were implemented to promote the reading culture. Apart from 1 reading lesson per teaching cycle of S1 – S3, subject panels promoted reading through different methods. Moreover, with the Promotion of Reading Grant provided by the EDB, the School Library adopted a comprehensive approach in reinforcing the reading culture, including elements like a reading award scheme in S1 and subscribing to a web-based reading scheme. Furthermore, the Cross Curriculum Learning Committee tried to encourage reading through such appealing measures as delivering reading messages via the Instagram and appointing students to be Reading Key Opinion Leaders.

b. Under the coordination of the Cross Curriculum Learning Committee, projects involving different subjects were arranged in the junior level while the incorporation of cross-curricular elements into those projects helped to enhance the English proficiency of students and enabled them to apply flexibly knowledge in different domains in the learning process, thereby polishing generic skills and improving learning effectiveness.

STEM Education

To stimulate the interest of students in relevant subjects and nurture an innovative mind, our school has been attaching great importance to STEM education, which provides chances for the integration and application of knowledge and skills across relevant disciplines in solving authentic problems. The STEM Education Committee set up a comprehensive plan at the beginning of the school year. Besides the incorporation of elements of STEM into ICT, setting up a STEM book corner in the Library, arranging STEM activities for a level during the post-exam period and nomination of students to join some competitions, our school also successfully applied to join the IT Innovation Lab in Secondary Schools Programme of the Office of the Government Chief Information Officer and different STEM-related courses were offered to students. Furthermore, internal furnishing of the CCSC Inno Studio on the ground floor of the school campus was completed and the room was opened for use in May 2023. Finally, STEM Days were held on 18 – 19 May 2023, when students' works were showcased and some STEM-related activities were arranged for the participants.

Learning Beyond the Classroom

Our belief to enable students to learn in an authentic manner and apply the knowledge acquired explains why wide-ranging co-curricular and ex-curricular activities were organized. Apart from lunch time and after school activities held at school catering for different levels of students, visits and field studies were arranged for students taking such subjects as Biology, Chinese History, History, Geography as well as Tourism and Hospitality Studies.

Enhancement and Remedial Teaching

Being aware of learner diversity, our teachers adopted teaching pedagogy as well as designed learning activities and assessment questions which enabled students of various ability levels to develop their knowledge and skills besides gaining satisfaction. Internal assessment data were referred to to shortlist students to be given enhancement support or take part in remedial sessions held by teachers of different subjects. Moreover, the Teaching Assistants and alumni were also deployed to help those students lagging behind acquire exam content and skills.

On the other hand, bonus questions in S1 and S2 exams and additional tasks for S3 – S5 were set to provide challenges to bright students. Furthermore, students would be invited to join gifted education programmes held by our School or external organizations, and subsidies would be offered for the latter. Students could also take part in speech contests after receiving training whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions.

Bridging Measures

Besides the provision of learning materials during the summer vacation, a bridging course for Chinese as well as preparation classes of core subjects were arranged during the summer vacation to consolidate the foundation of S1 newcomers. Moreover, to facilitate students' adaptation to the English learning medium, S1 teachers would adjust their classroom language and teaching pace. There was also a strong interface of junior and senior secondary curricula with the integration of basic concepts and skills required in the senior curriculum into the curriculum of the junior forms. In addition, learning materials would be provided during the summer vacation to students promoted to S4, which prepared them for the more challenging senior secondary curriculum.

Additional Manpower

We utilized well the grants supplied by the EDB to implement the curriculum as well as strengthen the support to student learning and guidance – 2 English teachers, 1 Mathematics teacher, 1 Liberal Studies / Citizenship and Social Development teacher, 1 Geography teacher, 1 Chemistry teacher, 1 BAFS teacher and 1 Home Economics teacher were recruited for the academic year under review with the Teacher Relief Grant and the Capacity Enhancement Grant. Moreover, the Expanded Operating Expenses Block Grant was used to employ 3 Teaching Assistants so that some subject panels could have more manpower for teaching while

there could be greater support to school administration, students with special educational needs and also life planning of students.

D. Student Support & School Ethos

Adaptation

a. S1 Orientation for Students

Date	Details
15 July 2023	Parent-Child Orientation Day
25 July 2023	House orientation programme
17 August 2023	Introduction to S1 life
21 August 2023	Introduction to the school campus and behavioral expectations for S1 newcomers

b. Peer Counsellors Scheme

The Scheme aimed at helping the S1 students tackle difficulties in studies and interpersonal relations. The Peer Counsellors also helped to identify the general behavioural problems in S1 and spot out students who needed help. Follow-up work was then done by the Form-teachers and the Pupil Guidance Team.

Pastoral Care for Students

a. Besides providing counselling services to students, the Pupil Guidance Team liaised with different school personnel and other external bodies in bringing about the support needed for students. Moreover, the Student Support Team was set up so that there would be formal opportunities to coordinate the efforts of different school bodies in supporting those students in need.

b. Assistant Form-teachers

S1, S3 and classes with newly-recruited teachers in charge of class affairs were assigned both a Form-teacher and an Assistant Form-teacher since the students of those 2 levels are in a critical stage of personal growth requiring more attention and guidance while enough support to new teachers would be available in their guidance and administrative work.

c. Support from professionals

Apart from the School Social Workers, the regular school visits of the educational psychologist from the Po Leung Kuk and the subscription of professional services had strengthened much the capacity of the School to cater for students' diverse educational needs not only by identifying early the problems of students and offering individual guidance to those students in need but also providing relevant training programmes to teachers and parents.

d. Designated staff

With the support of the Special Educational Needs Support Teacher, the Special Educational Needs Coordinator assisted the School in planning and coordinating inclusive education and enhance the effectiveness of the support given to students with

special educational needs. Special administrative or assessment arrangements would be made for them with reference to the recommendations made by relevant professionals.

Moral and Civic Education

It is always a prime concern of our School to nurture students with positive values, character traits and manners. Under the coordination and direction of the Moral and Civic Education Committee, the job was facilitated.

- a. Different subjects included elements of moral and civic education in their syllabuses while Form-teacher Periods, Whole Person Development Periods and school assemblies were deployed to inculcate priority values and attitudes highlighted by the EDB into our students. Moreover, measures strengthening the sense of responsibility of students were implemented to realize the relevant major concern of the Annual School Plan.
- b. Understanding Hong Kong history
Visits and workshops related to local history and culture as well as other activities for the whole school or a level are arranged to help students understand the Sino-Hong Kong connections and develop their identity to different communities.
- c. National security education
Different subject panels and functional committees adhered to the work plan to promote national security education set up by the end of the previous school year. Teachers also took part in various relevant professional development activities so as to equip themselves with the knowledge and skills required for implementing national security education. With the promotion of national security through in-class teaching of different subjects, extra-curricular activities and cultivation of proper values, a safe and orderly learning environment was provided to students, who were nurtured to become good law-abiding citizens.

Efforts were also made to inculcate into students a sense of national identity. While the national flag raising ceremony was held once a week and during major school functions, students were helped to understand more about the history and achievements of their motherland through such means as PowerPoint slide shows, school assemblies and board displays. In addition, the Chinese Week held at school in the second term enabling students to know more about the culture and people's lives of the Sung Dynasty of China was met with an overwhelming response. Furthermore, with the dying down of the pandemic, all S5 students were arranged to go on a 1-day study tour to Guangzhou, China to grasp first-hand knowledge of the development of the region in different aspects as an integral part of the subject 'Citizenship and Social Development' on 11 May 2023. Finally, 1 student was enrolled themselves in the 'Military Summer Camp for Hong Kong Youth', which allowed the participants to experience the daily life of the Hong Kong Garrison of the Chinese People's Liberation Army, acquire basic military knowledge and

enhance his knowledge of national defence.

d. **Media and Information Literacy Education**

In the face of in a world of swift changes and the proliferation of communication media, students are from time to time flooded by a massive amount of information. It is therefore crucial for nurturing their ability to decipher the purpose and message of media rather than accept it at face value, develop critical thinking as well as accept and respect the views of others. Our effort to realize the purpose was facilitated by the successful application for a QEF project – Enhanced My Pledge to Act. With the grant received, apart from a workshop held for parents, another workshop was organized for students, which was useful in helping them differentiate the authenticity of the information found online and avoid recklessly forward the messages received while a visit to a newspaper office was arranged for students to enable them to understand the production process of newspapers.

Life Planning

The Careers Team aimed at equipping students with knowledge and experience so that they could make wise study and career choices as well as prepare themselves for them. Specific life planning themes were set for certain levels to facilitate the organization of activities while visits, seminars, workshops, talks, briefings, board displays and library book corner were deployed to equip students with the life planning skills required or provide them with career information, e.g. social skills for further education and work, JUPAS programme selection and scholarships. Besides, S4 and S5 students were recruited as careers ambassadors, who were responsible for sharing their experience about S4 streaming and study skills with S3 students. In addition, to give students a better picture of the requirements of different jobs, the preparation needed for taking them up and also the prospects of different careers, workplace visits, experience work activities and mentorship were arranged in collaboration with different external bodies and the Old Students' Association. Individual career counselling would be offered to those students in need by the Careers teachers. Finally, attention was paid to parent education in view of the crucial role of parents in life planning. To help them guide their children in articulation and life planning matter, a talk was co-organized with the Parent-Teacher Association of the school for parents of the senior form students while a workshop on S4 streaming was held to supply to parents of S3 students relevant information including local university entrance requirements.

Extra-curricular Activities

In the school year under review, 31 clubs and interest groups were in operation while 25 school teams of different natures were run to ensure students with relevant talent could be nurtured to excel themselves. Music, sports and aesthetic classes were arranged to allow students to explore their interests or potential.

To facilitate the organization of lunch-time extra-curricular activities, which would add

more colours to the school life of students and help them develop the skills required for holding activities, the lunch break was extended by 10 minutes and different interest clubs took turns to arrange small-scale activities for students. Moreover, the Alumni Homecoming and Fund-raising Day held on 10 December 2022 proved to be an excellent opportunity for student organizers to foster their leadership and polish their interpersonal skills. The success of the activities would have been much hampered without the coaching provided by teacher supervisors. Furthermore, with the success of the S2 Activity Days, the policy was also introduced in S1 and 17 courses covering various domains were offered on 6 Friday afternoons in the second term. This can complement the policy of ‘One Sport and One Art throughout Life’ besides allowing S1 students to relieve study pressure and explore their potential by taking part in those activities chosen.

Apart from the offer of school-based leadership training for prefects and certain post holders, leadership activities for certain levels on the Life-wide Learning Day and a community service for S2 students, the School also tried to sharpen the leadership skills of students by nominating suitable ones to take part in programmes organized by external bodies and positive feedback from the participants was received.

School-based After-school Learning and Support Programme

To help disadvantaged students improve their learning effectiveness, broaden their learning experiences as well as raise their understanding of the community and sense of belonging, the School organized relevant activities for them and 102 students benefited from the programme by joining music, art or sports classes. Reference can be made to Appendix VI for the effectiveness of the programme.

Cultural Exchanges

We attempted to realize the notion of cultural exchange through different overseas extra-curricular activities and the AFS exchange programmes, which would enhance the exposure of students and broadened their horizons, though the organization of such activities was still hampered by such factors as limited flight capacity and health concerns even after travel restrictions related to COVID-19 pandemic were relaxed.

Date	Destination	Activity	Participant
Whole year	--	Arrangement of an exchange student from Germany to study in our School so as to enable students to know foreign culture better and enrich the English environment	All students
October 2023	--	The AFS Youth Empowerment Project starting with an event where students will learn basic intercultural knowledge, followed by activities to build personal values and skills, then moving on to exchange programs to practise their interpersonal relations	1 S4 student

		building skills in new cultures, to raise their intercultural sensitivity, enhance their global issues awareness and equipping themselves with a positive outlook on life and a commitment to society	
7 December 2022	Yunnan, China	Guest speakers from Yunnan conducting a real-time programme with our students to introduce the Luoyang ancient city and a museum in Luoyang	All students S1
13 – 17 February 2023	London, England	Guest speakers from Kent School, England conducted a real-time programme with each S4 class to introduce the history of and exhibits in British Museum to our students	All students S4
From 18 April 2023	--	Participation in the Sister School Scheme and formation of a sister school pair with Guangzhou Fok Ying Tung High School under the arrangement of the Education Bureau, which would enable the arrangement of cultural interflow to enhance understanding and achieve mutual advancement in quality of education	--
11 May 2023	Guangzhou, China	Students going on the study tour to get first-hand knowledge about the history, culture and also the scientific development of the region.	All students S5
27 Jun 2023	Guangzhou, China	Under the Sister School Scheme, students paid a visit to Yingdong Middle School in Guangzhou as the first exchange between the 2 schools apart from knowing more about the development of the Nansha region.	29 S3 students
2 – 7 July 2023	Nagasaki and Fukuoka, Japan	Participation in a study tour organized by our School to widen students' horizons from the perspective of culture, history and geology of the two cities	42 S3 – S5 students
August 2023	UK	Being one of the elite leaders selected to to partake in volunteer training and community football services besides continuing to explore their potential in football in Manchester under the Jockey Club Youth Football Leadership Scheme	1 S5 student

Home-School Co-operation

Various means were adopted to enable parents to understand better the needs of their

children as well as the policies and developments of the School:

- ♦ contact of parents made if necessary to solicit the support required in nurturing their children;
- ♦ holding of the Parents' Day every school term;
- ♦ use of an application allowing parents to view school circulars and sign reply slips;
- ♦ management of the website of the School; and
- ♦ publication of the school newspaper, ECHO.

Apart from operating a Whatsapp group comprising parents of different levels, the Parent-Teacher Association (PTA) organized a series of programmes jointly with the School to realize the purpose of home-school cooperation:

- ♦ arranging a talk on communicating with children during the Annual General Meeting for the participants;
- ♦ creation of communication opportunities among parents as well as between parents and the School through activities like talks and picnic;
- ♦ organizing the S1 tea gathering to allow parents to know the performance of their children at school and how they could help them tackle certain subjects better;
- ♦ switching the talk on selection of S4 electives from an on-site mode to provision of information through phone contact and posting of useful materials online;
- ♦ publication of an online newsletter to keep parents abreast of the latest developments of the School; and
- ♦ holding of an orientation programme for parents of S1 newcomers to give a general picture of the School to them, help them adjust their parenting skills when their children entered a new developmental stage and let them understand how they could work together with the School to facilitate the holistic growth of their children.

The various forms of support to the School from both parents and the PTA benefited immensely the school life of students and helped to build the solidarity and trust needed for the school development:

- ♦ giving valuable opinions on school policies;
- ♦ monitoring closely the services of the tuck shop, school buses, school uniform supplier and textbook ordering;
- ♦ helping to select the suppliers of lunch boxes and school uniforms as well as the operator of the tuck shop for the coming 3 school years;
- ♦ taking up some of the exam invigilation duties;
- ♦ painting the wall caps in the corridors; and
- ♦ helping to promote an all-round development of our students by offering scholarships.

Support from the Alumni

a. Old Students' Association (OSA)

The OSA maintained Facebook page and set up an Instagram account which served as platforms for alumni to stay in touch with their alma mater. A mentorship programme was

organized jointly with the Careers Team for S5 and S6 participants to learn from their mentors in various aspects besides obtaining first-hand information about the careers they were interested in. Moreover, alumni from various backgrounds and industries helped S6 students review their JUPAS choices after the release of the HKDSE Examination results.

b. CCSC Alumni Foundation Fund

With the enthusiastic financial support received, including the annual donation of Dr. Wong Ming Fung William, a 1991 S7 graduate, various activities were sponsored by the Fund. Besides offering different service awards, the Star of CCSC Award and the Outstanding Extra-curricular Activities & Leadership Award as a recognition of the relevant efforts of students, the Fund sponsored a number of projects run by our School so as to encourage whole person development. In addition, attention was paid to the promotion of gifted education with the financial support given to junior-form students joining gifted education programmes. Furthermore, disadvantaged students were subsidized for their participation in extra-curricular activities while the Fund contributed to the raising of the language standard of students by financing language learning projects and offering the Language Learning Award.

c. Other Donations

The development of our School was also greatly facilitated by the generous donations of alumni. Awards and financial support were offered to specific domains – the Medical Alumni Science Award, the Arts Alumni of 1985 and 1986 Award, the Most Improved Student Awards donated by alumni of Classes 1978 and 1979, the Language Learning Award, the School Song Composer Music Development Fund and the JY Excellent Athletes Award. Moreover, donations were made by other alumni to help fulfil the needs of different student activities and facilitate the school development. Finally, through the liaison of an alumna, the Green and Shine Limited continued to provide a subsidy to top up the value of the academic prizes for our students. Our current students thus benefited immensely from the assistance and support of our alumni in different aspects.



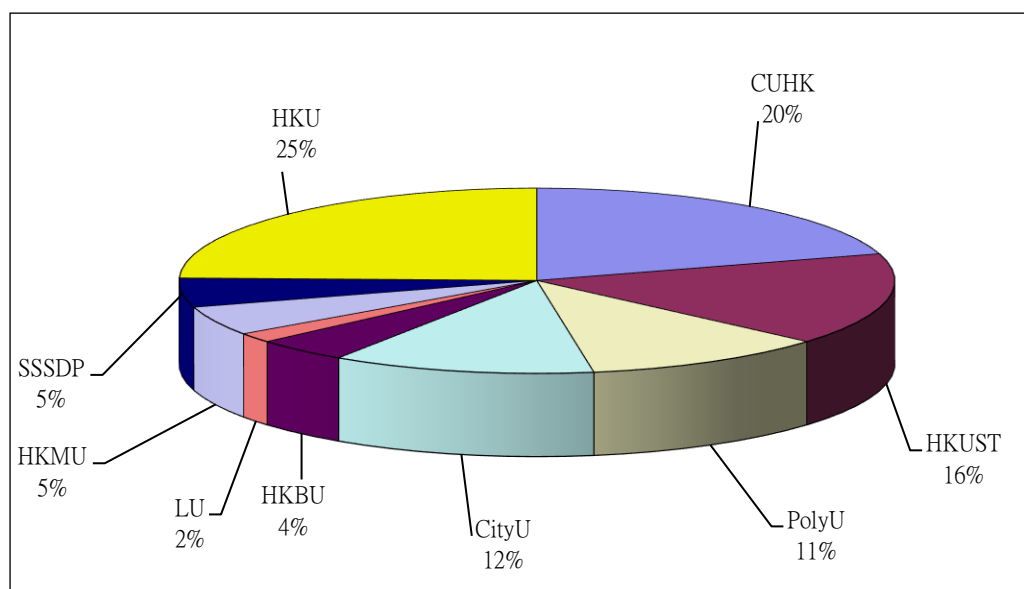
E. Student Performance

HKDSE Examination

132 S6 students sat the exam and a 100% individual passing rate was achieved in 17 subjects. A total of 323 Level 5 or above, or 2.45 Level 5 or above per student, were obtained. It is most gratifying to note that the rate of Level 5 or above of 14 subjects exceeded 30%. It is encouraging to note that 30.3% and 39.4% of our graduates passed with Level 5 or above in English and Mathematics respectively. Impressive individual performance was shown by a number of students, the best one securing 3 L5**, 4 L5* and 1 L5. In addition, 93.9% of S6 students fulfilled the minimum university admission requirement of L3, L3, L2, L2 and L2.

JUPAS Offers for S6 Graduates

The results of JUPAS offers were gratifying. 89.4% of our students had JUPAS offers, among which all were offered degree courses and quite a number of them were competitive programmes like Law and Occupational Therapy. The pie chart below depicted the offers by different universities.

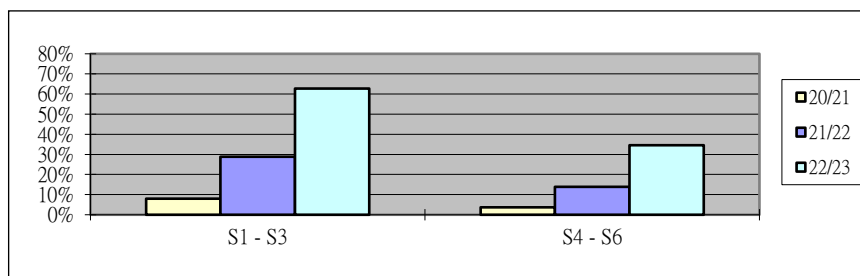


Other Learning Experiences and Extra-curricular Activities

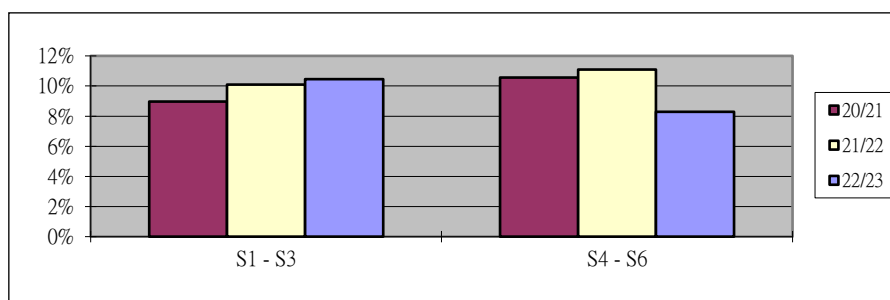
Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events, which helped to unleash their creativity, develop and maximize their potential, and keep them both physically and mentally strong all the time. It is pleasing to find our students procured impressive attainments in participating in such activities. Our students also served the community through different forms of voluntary services, which were organized for small groups and various levels. This year they mainly provided service programmes to the ethnic minorities. This proved to be valuable experiences for our students as they could understand more about other minority social groups apart from learning to empathize with others. Greater support for the participation of students

in life-wide learning activities during the school year under review was available owing to the provision of the Life-wide Learning Grant by the EDB, and reference can be made to Appendix IV for the evaluation of the items subsidized by the Grant.

Participation Rates for Students in Inter-school Events
(Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival and sports events organized by the Hong Kong Schools Sports Federation)



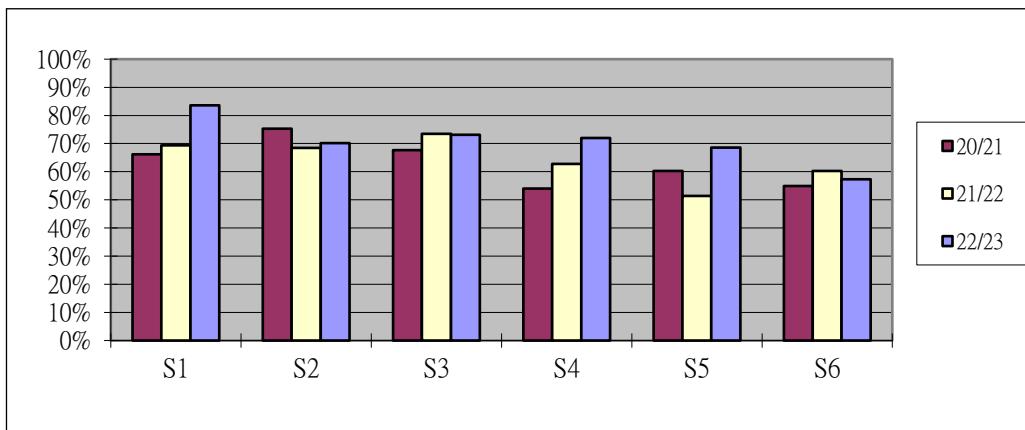
Participation Rates for Students in Uniform Groups



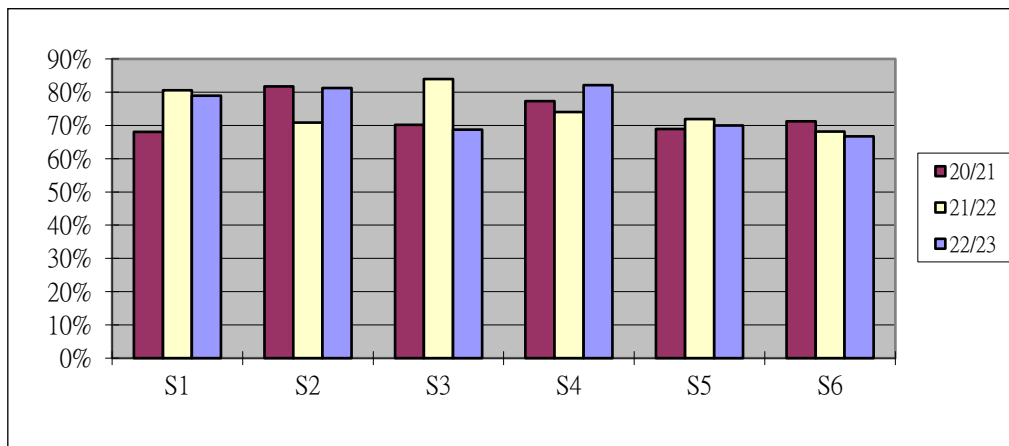
In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 33 students were presented the Extracurricular Activities Award while 12 were granted the Outstanding Extra-curricular Activities & Leadership Award.

Students' Physical Development

Percentage of Students within the Acceptable Weight Range (Boys)



Percentage of Students within the Acceptable Weight Range (Girls)



F. Achievements & Reflections on Major Concerns

Major Concern 1: Elevating the academic performance of students

Items	Strategies / Tasks	Achievements
Teaching effectiveness of teachers	Increasing class interaction through the use of touch panels installed in classrooms and special rooms	♦ According to the surveys conducted, 98.2% of the teachers found themselves capable of conducting lessons in an interactive manner with the use of touch panels while 87.9% of the students agreed that class interaction had been increased in general with the use of touch panels.
	Organizing an in-house training workshop and sharing sessions on how to boost class interaction with the use of touch panels	♦ All teachers held that the in-house training and sharing sessions could get them prepared to boost class interaction with the use of touch panels.
	Carrying out collaborative lesson planning in S1 and S5 for teaching hard topics more effectively or teaching more interactively with the use of touch panels	♦ All academic panels reported that level-based collaborative lesson planning was conducted in S1 and S5, and at least 75% of the teachers involved expressed that they had tried out the lessons prepared and the approach adopted was efficacious.
	Revising the arrangement for the holding of level meetings	♦ The reports of the academic panels showed that the teachers involved considered the issues discussed conducive to increasing teaching effectiveness and such arrangement had enhanced the professional communication between colleagues. Therefore, the teaching progress was monitored more efficiently.
	Sharing during panel meetings the implementation experience of 'Little Teacher' tasks for students incorporating the core elements of gifted education of high order thinking / creativity	♦ All academic panels reported that the teachers involved found the sharing sessions inspiring.
	Taking part in external professional development activities related to the use of IT tools to augment classroom interaction, design of tasks promoting high order thinking / creativity or teaching of note-	♦ 50% of the teachers took part in external professional development activities related to the use of IT tools to augment classroom interaction, design of tasks promoting high order thinking / creativity or teaching of note-making and presentation skills. ♦ All teachers who took part in the workshops found the workshops useful in enhancing their teaching

	making and presentation skills effectively	effectiveness.
Learning competence of students	Arranging Language- across-the-Curriculum (LAC) activities to strengthen selected language skills of S1 students	<ul style="list-style-type: none"> ♦ The English teachers collaborated with the Integrated Science (IS) teachers to help students master the use of imperatives and adverbs of sequence for explaining procedures. Paraphrasing was also taught in the lessons. ♦ The teachers involved expressed that the project gave students a good opportunity to test their language skills through presentation and collaboration.
	Developing note-making (use of tables and graphic organizers) and presentation skills of S1 students	♦ In general, teachers involved agreed that the S1 students had mastered note-making and presentations skills besides having completed well the tasks reinforcing the skills targeted.
	Reinforcing note-making (use of tables and graphic organizers) and presentation skills of S2 students	♦ Surveys revealed that 78.7% of the students had completed well tasks reinforcing their note-making and presentation skills.
	Enhancing English or mathematical abilities of S2 and S3 classes specially assigned with students with above-average English or mathematical competence	♦ Teaching strategies such as adding more group work and usage practice for the two classes to enhance the students' performance were adopted and the tasks were successfully completed.
	Assigning 'Little Teacher' tasks incorporating the core elements of gifted education of high order thinking and / or creativity to bright S4 and S5 students	♦ All academic panels reported that in general, the students concerned felt that the tasks given had reinforced their high order thinking and / or creativity. For instance, students were asked to explain some practice questions or observations in an experiment to their classmates.
	Setting bonus questions in S1 and S2 examinations and additional tasks for S3 – S5 bright students	♦ The bonus questions spurred the students to challenge themselves by attempting them whereas the pre- or post-lesson tasks assigned helped reinforce students' habit of active learning.
Habit of active learning of students	Preparing more compulsory pre- or post-lesson tasks / e-assessment with individual feedback for S1 – S5 students	<ul style="list-style-type: none"> ♦ The pre-/post-lesson tasks included online question bank questions, lesson preparation worksheets, written feedbacks, etc. ♦ The results of the subject-based questionnaires revealed that 88.2% of the students thought the tasks and assessments given had helped reinforce

		their habit of active learning.
	Assessing the learning attitude of S1 – S5 students using a new set of assessment criteria for term marks	<ul style="list-style-type: none"> ♦ The surveys conducted showed that 51.9% of the teachers found the new assessment criteria clear and easy to follow, while 55.1% of the teachers felt they had helped to reinforce the active learning attitude of students. ♦ Also, 84.1% of the S1 – S5 students thought that the new assessment criteria had induced them to learn actively.

Reflections

1. The teachers mastered the use of touch panels fast, which greatly improved teaching effectiveness by enhancing the participation of students, especially those students who had been quiet and passive before.
2. The joint lesson planning and level meetings not only facilitated teaching delivery but also promoted the culture of collaboration among teachers.
3. The ‘Little teacher’ scheme was carried out smoothly since our students have become more familiar with the practice, which helped reinforce their higher order thinking and creativity. Yet, some students prefer a less formal mode if they have to carry out peer teaching because they would not have to spend a lot of time in preparation.
4. For the S1 LAC project, the cooperation between the English teachers and the IS teachers was rewarding as students got new learning experience, which also enabled them to produce posters highlighting procedures in experiments.
5. S1 and S2 students were helped to develop specific learning skills, which could be reflected in the pleasing quality of their works, though more practice of some skills can still be offered to ensure they can use them better.
6. The teachers involved in the S2 and S3 classes specially assigned with students with above-average English or mathematical competence expressed that the classes lacked outstanding students as role models to others, which partly accounted for the failure to reach the expected level of performance.
7. Regarding the bonus questions, the effectiveness varied in different panels. Some panels found that the percentages of attempt and scores varied because some bonus questions set were rather simple and direct. Teachers should be reminded to prepare more suitable questions which could pose a proper challenge to students.
8. Students were assigned a more active role in learning through completing pre- and post-lesson tasks, taking notes during lessons and making notes after each chapter. Yet, appropriate and prompt individual feedback should be given to students’ work whenever possible.
9. The new set of assessment criteria for term marks gave teachers new ways to identify students’ needs, though that had created extra burden in recording.

Major Concern 2: Nurturing positive values and life skills of students

Items	Strategies / Tasks	Achievements
Sense of responsibility, commitment and perseverance	Arranging S1 and S2 students to set goals to develop the values, select strategies to realize the goals and evaluate the success of the effort made	<ul style="list-style-type: none"> It was found that 81.0% of the students had seriously made planning as well as interim and year-end evaluations of the success of their efforts whereas 76.2% of Form-teachers and Assistant Form-teachers concerned observed that planning and evaluations done had helped their students develop the values.
	Implementing the Responsible Student Award Scheme	<ul style="list-style-type: none"> All awardees agreed that the scheme had promoted their sense of responsibility while all teachers of the Discipline Board accepted that the scheme managed to realize its purpose.
	Organizing a coaching program for target students to strengthen their perseverance	<ul style="list-style-type: none"> The coaching program on executive skills was organized to help participants self-monitor their revision progress. All participants agreed that the program helped them strengthen their perseverance and 80% of them showed the virtue in the face of difficulties or setbacks.
Sense of belonging	Providing more support and resources to Form- teachers in holding class building activities	<ul style="list-style-type: none"> Various class building activities such as floor curling, rope jumping, dodgebee and dodgeball were held. According to the surveys administrated, on average 75.0% of the students considered the activities useful in reinforcing class unity, while 95.5% of the Form-teachers concerned agreed that the support and resources available helped them carry out class building.
	Strengthening the role of the class club in enhancing class unity	<ul style="list-style-type: none"> Surveys revealed that 84.4% of the students considered the measures useful in reinforcing class unity while 88.0% of the Form-teachers and Assistant Form-teachers concerned agreed that the measures implemented had helped to enhance class unity.
	Holding extra extra-curricular activities (S1 Activity Days, small-scale activities during lunch time and large-scale fund-raising activities)	<ul style="list-style-type: none"> Activities such as the S1 & S2 Activity Days, activities held at lunch time by various clubs and societies and the Alumni Homecoming cum Fundraising Day were held. The survey conducted reflected that on average

		79.5% of the students agreed that the activities held had helped to increase their sense of belonging to the school by making school life more colourful or allowing more chances to make contributions.
	Offering more channels for students to express their views on selected issues to the School	<ul style="list-style-type: none"> Besides seeing students from 12 classes of different levels to understand more about their school lives during the academic year, the Principal arranged 3 meetings with the representatives of the Students' Association, who reflected the views collected from students on different issues. It was found that 76.0% of the students admitted that their sense of belonging to the school had increased due to more chances to express their views.
Sense of identity as a citizen on the national and global levels	Organizing and coordinating activities to develop the awareness of environmental protection among students	75.8% of the students concerned agreed that the activities held had raised their environmental awareness.
	Organizing and coordinating local activities to develop students' empathy for cross-cultural diversity and global awareness	The survey conducted showed that 82.8% of the students concerned agreed that the activities held had helped them develop the sense as a citizen on the global level.
	Providing more opportunities for students to join exchange activities, study tours and service programmes outside Hong Kong	55.0% of the students agreed that the activities held have strengthened their sense as a citizen on the national and global levels.
	Joining the Sister School Scheme & AFS Youth Empowerment Project	A visit to the sister school in Nansha, China, was arranged and the students involved in the Youth Empowerment Project believed that the activities held had strengthened their sense as a citizen on the national and global levels.
Leadership, interpersonal skills and time management	Providing a life skills workshop to S1 and S2 students	According to the survey conducted, 47.2% of the participants considered activities held useful in fostering interpersonal skills whereas 85.7% of the Form-teachers and Assistant Form-teachers of those participants thought that the workshop

		had improved their interpersonal skills.
	Providing more training and coaching to members of student bodies to facilitate the discharge of their duties	<ul style="list-style-type: none"> ♦ All the students concerned considered the training and coaching had facilitated the discharge of their duties. ♦ Also, 90.6% of the teacher supervisors concerned agreed that the measures had helped foster students' selected life skills. ♦ Moreover, 92.6% of the teacher supervisors found members of student bodies discharged well duties requiring life skills concerned.
	Holding large-scale fund-raising activities	<ul style="list-style-type: none"> ♦ S4 & S5 students participated actively as organizers or helpers on the Alumni Homecoming cum Fundraising Day. ♦ 76.1% of the students running those activities believed that they were offered chances to improve their time management and leadership while 90.9% of the teacher supervisors found students concerned had done well the work requiring selected life skills.
	Enhancing the role of the Students' Association in coordinating specific large-scale activities for students	♦ 92% the students concerned found that the enhanced role of the Students' Association had helped foster life skills concerned and all teacher supervisors considered those students had done well the work requiring selected life skills.
	Arranging clubs and student groups to run small-scale activities during lunch time	♦ It was found that all the students concerned agreed that activities held had helped foster life skills concerned and 91.3% of the teacher supervisors found those students had done well the work requiring selected life skills.

Reflections
<ol style="list-style-type: none"> 1. The strategies adopted to promote specific values were effective on the whole. However, in the new school year, more lessons related to interpersonal skills can be added so that the development of harmonious relations of S1 and S2 students with others can be facilitated. 2. Interclass competitions are a good way to enhance class unity. Yet, there should be better planning for debriefing and students' reflections in order to incorporate value education into the activities. 3. The holding of more extra-curricular activities to boost the life skills and sense of belonging of students would consume much energy of the teachers and students, affecting learning and teaching as well. Hence, the activities should be more carefully planned in the new school year whereas there can still be better supervision of teachers so as to ensure students involved can gather the experience expected.

4. There should be more cooperation among different functional committees to carry out experiential activities for students so that the target values can be nurtured among students more effectively through better planning and allocation of work.
5. The exchange activities were only partially implemented as cross-broader activities were still not fully resumed as a result of the pandemic.

G. Financial Summary

	Income (\$) 22-23	Expenditure (\$) 22-23	Surplus / (Deficit) (\$) 22-23	Balance b/f (\$)	Balance c/f (\$)
I Government Funds					
(1) Expanded Operating Expenses Block Grant (EOEBG)				6,843,720.03	
(a) School Specific					
i) Administration Grant	4,280,001.00	(3,876,270.07)	403,730.93		
ii) Capacity Enhancement Grant	654,502.00	(645,180.43)	9,321.57		
iii) Composite Information Technology Grant	565,906.00	(465,587.40)	100,318.60		
iv) Air-conditioning Grant	572,066.00	(812,955.37)	(240,889.37)		
v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate, etc.)	296,327.27	-	296,327.27		
vi) School-based Management Top-up Grant	51,615.00	(36,241.00)	15,374.00		
vii) School-based Speech Therapy Administration Recurrent Grant	8,258.00	(3,951.84)	4,306.16		
(b) Non-School Specific (Baseline Reference)					
i) School & Class Grant	2,016,010.53	(1,750,226.97)	265,783.56		
ii) Furniture & Equipment	-	(533,526.70)	(533,526.70)		
iii) Additional Provision for Severance Payment/Long Service Payment	-	-	-		
Sub-total (A)	8,444,685.80	(8,123,939.78)	320,746.02	6,843,720.03	7,164,466.05
(2) Funds Set Aside for Severance Payment/Long Service Payment					
Sub-total (B)	-	-	-	315,877.66	315,877.66
(3) Teacher Relief Grant					
Sub-total (C)	5,016,110.00	(3,168,686.72)	1,847,423.28	2,878,895.72	4,726,319.00
(4) Grants Outside EOEBG					
(a) Committee on Home-School Co-operation Project (PTA)	5,855.00	(4,027.70)	1,827.30	7,833.60	9,660.90
(b) Grant Account for Fringe Benefits (NET)	6,335.91	(6,335.91)	-	-	-
(c) School-based After-school Learning and Support Grant	84,000.00	(92,041.50)	(8,041.50)	90,000.00	81,958.50
(d) Other Recurrent Grants (Rent & Rates)	428,380.00	(428,380.00)	-	-	-
(e) Learning Support Grant for Secondary Schools	414,680.00	(455,840.00)	(41,160.00)	43,093.71	1,933.71
(f) Diversity Learning Grant - (OP)	98,000.00	(129,100.00)	(31,100.00)	68,270.00	37,170.00
(g) Diversity Learning Grant - (ApL)	25,000.00	(25,000.00)	-	-	-
(h) Fractional Post Cash Grant	134,166.00	(305,115.22)	(170,949.22)	351,945.83	180,996.61
(i) Moral and National Education Support Grant	-	(86,000.00)	(86,000.00)	256,362.50	170,362.50
(j) Hong Kong School Drama Festival	-	-	-	3,821.20	3,821.20
(k) Opening up School Facilities for Promotion of Sports Development Scheme	130,000.00	(127,086.90)	2,913.10	-	2,913.10
(l) Information Technology Staffing Support Grant	327,588.00	(347,592.00)	(20,004.00)	293,362.31	273,358.31
(m) Grant for the Sister School Scheme	106,637.00	(32,672.00)	73,965.00	-	73,965.00
(n) Promotion of Reading Grant	74,646.00	(74,225.67)	420.33	29,101.73	29,522.06
(o) Life-wide Learning Grant	1,325,484.00	(1,630,911.11)	(305,427.11)	736,866.18	431,439.07
(p) One-off School-based Speech Therapy Set-up Grant	-	(10,647.00)	(10,647.00)	10,647.00	-
(q) Special Anti-epidemic Grant	88,000.00	(88,000.00)	-	-	-
(r) One-off Grant for Senior Subject Citizenship and Social Development	-	(196,147.02)	(196,147.02)	289,700.00	93,552.98
(s) OGCIIO-IT Innovation Lab in Secondary School	106,300.00	(410,300.00)	(304,000.00)	310,312.00	6,312.00
(t) Dedicated Funding Programme for Publicly-funded Schools	912,334.00	(528,840.00)	383,494.00	-	383,494.00
(u) Student Activities Support Grant	74,100.00	(28,200.00)	45,900.00	-	45,900.00
Sub-total (D)	4,341,505.91	(5,006,462.03)	(664,956.12)	2,491,316.06	1,826,359.94
(5) Others - Amount refundable to EDB	-	-	(48,813.10)	-	(48,813.10)
Sub-total (E)	-	-	(48,813.10)	-	(48,813.10)
Total Income for school year 2022-23 [Sub-totals (A) to (E)]	17,802,301.71				
Total Expenditure for school year 2022-23 [Sub-totals (A) to (E)]	(16,347,901.63)				
Percentage Spent (Total Expenditure / Total Income)	91.83%				
Total Surplus for school year 2022-23 [Sub-totals (A) to (E)]	1,454,400.08				
Accumulated Surplus as at the end of school year 2022-23 [Sub-totals (A) to (E)]	13,984,209.55				

	Income (\$) 22-23	Expenditure (\$) 22-23	Surplus / (Deficit) (\$) 22-23	Balance b/f (\$)	Balance c/f (\$)
I School Funds					
(1) Subscription Fund					
Income				4,580,172.43	
(a) Tong Fai	127,840.00	-			
(b) Entrance Examination Fees	500.00	-			
(c) Profit on Sale of Ex. Book, Tie & Badge	8,317.66	-			
(d) Tuckshop Rental	95,000.00	-			
(e) Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project, etc.)	166,158.73	-			
(f) Donations	13,080.00	-			
Expenditure					
(a) Lift Maintenance		(104,280.00)			
(b) Gold & Silver Awards and Scholarships		(19,490.00)			
(c) Long Service Award & Other Expenses		(2,983.20)			
(d) Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)		(28,283.76)			
(e) Greening School		(4,714.70)			
(f) Technical Feasibility Statement for In-situ Redevelopment		(980,000.00)			
(g) Expenses for the Exchange Student		(9,021.40)			
(h) Miscellaneous Expenses (Bank Signature Amendment Fee, etc.)		(25,865.00)			
Sub-total (A)	410,896.39	(1,174,638.06)	(763,741.67)	4,580,172.43	3,816,430.76
(2) Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)					
(a) Hall Air-conditioning Electricity Rebate & Charges	-	-	-	110,568.50	110,568.50
(b) Repairs of Hall Air-conditioners	-	-	-		
Other purposes	202,430.00				
(c) Photocopier with punch unit & Pringing/ Repairing Services		(141,851.00)	60,579.00	226,285.85	286,864.85
Sub-total (B)	202,430.00	(141,851.00)	60,579.00	336,854.35	397,433.35
(3) Others					
(a) P.A.T.H.S.	-	(824.10)	(824.10)	25,475.00	24,650.90
(b) CCSC Alumni Foundation Fund	400,256.20	(278,888.40)	121,367.80	961,564.04	1,082,931.84
(c) CCSC Alumni Foundation Fund Lunar New Year Fun Fair Funding	-	(1,065.27)	(1,065.27)	4,610.58	3,545.31
(d) Most Improved Student Awards (by Alumni of 78-79)	-	-	-	68,845.00	68,845.00
(e) School Song Composer Music Development Fund (by Ms Brenda Ng)	10,000.00	(291.00)	9,709.00	35,681.00	45,390.00
(f) JY Excellent Athletes Award (by Ms Christine Fu)	16,000.00	-	16,000.00	8,291.40	24,291.40
(g) Award for Student of Noble Character (by Ms Kwok Wai Yin)	-	-	-	596.00	596.00
(h) Medical Alumni Science Award	-	(4,622.00)	(4,622.00)	23,390.00	18,768.00
(i) Alumni of Classes 1985 & 1986 Arts Award	-	(2,822.00)	(2,822.00)	23,196.00	20,374.00
(j) Donation to Badminton Team (by Li Wing Sze)	-	-	-	2,210.00	2,210.00
(k) Alumnus Donation (by Wong Ka Kit)	-	-	-	82,000.00	82,000.00
(l) Green and Shine Limited Donation for Academic Prizes	-	(8,300.00)	(8,300.00)	24,500.00	16,200.00
(m) Donation by Sponsoring Body	8,100.00	(8,100.00)	-	15,000.00	15,000.00
Sub-total (C)	434,356.20	(304,912.77)	129,443.43	1,275,359.02	1,404,802.45
Total Income for school year 2022-23 [Sub-totals (A) to (C)]	1,047,682.59				
Total Expenditure for school year 2022-23 [Sub-totals (A) to (C)]	(1,621,401.83)				
Percentage Spent (Total Expenditure / Total Income)	154.76%				
Total Surplus for school year 2022-23 [Sub-totals (A) to (C)]	(573,719.24)				
Accumulated Surplus as at the end of school year 2022-23 [Sub-totals (A) to (C)]	5,618,666.56				

H. Feedback on Future Planning

The planning for the focus of the school development in the coming school year began in May 2023 with the School Development Team carefully reviewing the implementation of the School Development Plan for the school years 2022 - 2025 and the Annual School Plan besides considering the reflections made by various subject panels and functional committees. Reference was also made to the trends of educational reforms and the needs of our students. It has been agreed that the major concerns for the school year 2022 – 2025 are maintained as follows:

1. elevating the academic performance of students; and
2. nurturing positive values and life skills of students.

To realize our targets, apart from the installation of touch panels to increase class interaction during lessons, the teaching effectiveness of teachers would be enhanced by different professional development activities. Moreover, the learning competence of students would be strengthened by various means whereas the habit of active learning would be further reinforced. Finally, selected values and life skills would be nurtured through the organization of activities of different scales as well as entrusting students with a more crucial role in holding extra-curricular activities.

I. Appreciation and Acknowledgement

We have to thank Mr. Cheung Kui Tong Raymond and other members of the IMC for their advice and direction on school policies and the dedicated staff for their loyalty, co-operation and devotion during the past year. If it had not been for their concerted effort, enthusiasm, sense of integrity and responsibility, our School would not have been able to maintain smooth operation and overcome the hurdles encountered.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre and the Educational Psychologist for their work. Also, we felt grateful to the officers of the EDB for their advice and guidance, the parents of our students for their co-operation, the Parent-Teacher Association, the Old Students' Association and the Cheung Chuk Shan College Alumni Foundation Fund Management Committee for their unfailing support, and all other organizations and persons that have helped our School during the year under review.

APPENDIX I

Evaluation on Use of Capacity Enhancement Grant 2022 – 2023

This year, the Grant, amounting to \$654,502, was deployed for improving administrative efficiency by employing more contract teachers:

Item	Assessment / Evidence of Success
Creating more space and time for the Assistant Principal and Maths teachers	The employment of 1.5 contract Maths teachers not only reduced the number of classes the Assistant Principal had to teach and allowed him more room for administrative work but also enabled other Maths teachers to spend more time in preparing for lessons and offering remedial assistance to weak students outside of class hours. The measure won the unanimous support of the members of the Maths panel.

Report on use of Citizenship & Social Development Grant 2022 / 2023

The Citizenship and Social Development Grant (the CS Grant) was utilised in the following areas to support the implementation of the curriculum of the subject:

Area	Item	Expense (\$)	Date/Period	Details and Evaluation
i. Developing or procuring relevant learning and teaching resources	Online publisher resources for CS learning and teaching support	\$ 1,200	Whole academic year	Learning and teaching support was enhanced by adapting the materials and resources concerned to catering for the learning needs of students.
i. Developing or procuring relevant learning and teaching resources	Ordering HKET reading journal for S4 and S5	\$ 31,850	Whole academic year	Learning and teaching support, especially students' understanding of the subject content and local, national and global affairs, and students' reading habit and self-directed learning were enhanced.
i. Developing or procuring relevant learning and teaching resources	Ordering Mingpao epaper for S4 and S5	\$ 17,150	Whole academic year	Learning and teaching support, especially students' understanding of the subject content and local, national and global affairs, and students' reading habit and self-directed learning were enhanced.
i. Developing or procuring relevant learning and teaching resources	Ordering reference books for teachers and students	\$80,675.8	Whole academic year	Learning and teaching support, especially students' understanding of the subject content and local, national and global affairs, and students' reading habit and self-directed learning were enhanced.
ii. Organising school-based learning activities relating to the CS curriculum	Global Perspectives: An Adventure in our Society (HK Disneyland)	\$ 6,030	Feb 2023	Taking part in the guided learning activities, the S5 participants enhanced their understanding on such concepts as 'cultural diversity', 'cultural integration' and 'global citizens' and broadened their perspectives with the help of the real-life examples at Hong Kong Disneyland and the learning passport which consisted of thinking frameworks provided by the Hong Kong Disneyland YES program.

				<p>The activity was welcomed by most of the S5 participants based on the main results of the student survey as follows:</p> <ol style="list-style-type: none"> 1. 100% of the student participants agreed that the program enabled them to acknowledge the importance of universal values, such as sympathy and empathy. 2. 100% of the participants would recommend other students to join the program.
ii. Organising school-based learning activities relating to the CS curriculum	<p>Subsidising fees and travelling expenses in school-based learning activities:</p> <p>(Visit to the Legislative Council)</p> <p>(Visit to the Hong Kong Palace Museum)</p>	\$11,175	<p>Mar 2023 (Visit to the Legislative Council)</p> <p>May 2023 (Visit to the Hong Kong Palace Museum)</p>	<p>During the guided tour in March 2023, the S5 participants visited the conference facilities and education facilities in the Legislative Council Complex. To help students make the most of their visit, a session of interacting with HON LEUNG Hei, Edward, the Member of Legislative Council, was arranged, which greatly enhanced their understanding of the work of the Legislature.</p> <p>The whole level of S4 students visited the Hong Kong Palace Museum, which presented over 900 priceless treasures from the Palace Museum. From the survey results, 97% of students agreed that the visit promoted their understanding and interest in our country's history and culture.</p>
ii. Organising school-based learning activities relating to the CS curriculum	CS local cultural study tour	\$2,100	Feb 2023	<p>All S5 students were offered an opportunity to participate in the local study tour 「愛香港愛文物」計劃 (本地人文生活) offered by the Warehouse Teenage Club Ltd to discuss the characteristics of culture in the Hong Kong society, and the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society. They were assigned to write a follow-up report with reference to the relevant concepts learnt in CS, the findings of the study tour and online self-learning of articles from their own research.</p>

iii. Subsidising expenses in joint- school/cross- curricular activities	Chinese Culture Week	\$45,966.8	Mar 2023	With the joint effort of the Chinese Association, History Society, Art Club, Home Economics Club, Putonghua Club, Liberal Studies Association and School Library, a Chinese Culture Week was held for five days at School Hall with a high rate of student participation. About 80% of S1-S5 students responded that the activity had enhanced their interest in the Chinese culture and traditions.
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Report on Use of Promotion of Reading Grant 2022 / 2023

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	7,000	7,375.8
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 70 Stage 2: \$50 x 50 Stage 3: \$100 x 35 ✧ Printing passports (\$3 x 120) ✧ Stationery & colour paper (for board decoration & printing reading tasks)	8,610 1,750 2,500 3,500 360 500	8,275.6 1,659 2,425 3,395 360 436.6
3.	S1 Bookshop Visit ✧ Purchase of books (\$100 x 125) ✧ Transportation (\$750 x 3)	14,750 12,500 2,250	14,481.2 11,901.2 2,580
4.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$300 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 22) ✧ Reading quiz (\$50 x 40) ✧ Election of Top Picks (\$30 x 40)	10,000 2,000 1,500 3,300 2,000 1,200	9,793 1,940 1,548 3,201 1,940 1164
5.	S1 Reading Workshop	8,000	8,000
6.	Reading Talk ✧ Hiring fee for an external speaker	2,000	1,500
7.	Web-based Reading Scheme ✧ E-books (HyRead)	24,800	24,800
TOTAL		75,160	74,225.6

Evaluation on Use of Life-wide Learning Grant 2022-2023

Brief Description of the Activity	Date	Target Student	Finalized No. of Student Beneficiaries	Actual Expenses (\$)	Evaluation
妙思行	2nd term	S1	125	\$28,800.00	中一學生學到基礎中國文化知識,亦提高了對學習中國文化的興趣。
Chinese debate training	Whole year	S2-S5	15	\$97,337.20	同學除了提升了辯論的技巧,亦培養了社會時事的識見。
粵音及文言文(升中一銜接班)	14-15/8/23,23-24/8/23	S1	158	\$6,240.00	同學對粵音增加了認識,亦增進了文言文知識。
English Miles Award Scheme	12/2022 & 3/2023	S1-S3	150	\$4,788.95	The activities promoted authentic communication in English between students and teachers with a chosen theme.
English Debating/Public-speaking Training and Administration	Whole year	S1-S5	23	\$23,841.90	Debating gave students opportunities to sharpen their speaking skills and critical thinking skills.
YES-Disney's world of Physics	6/2/2023	S3	115	\$38,525.00	All S3 students grasped an idea of the daily application of Physics through the tour.
Ocean Park Amusement Rides Tour	5/7/2023	S4	44	\$14,080.00	All S4 Physics students grasped an idea of the daily application of Physics through the tour.
課外活動 - 參觀與考察	21 Sept & 17 Oct 2022	S4-S5	20	\$1,340.00	通過參觀博物館展覽並聽取導賞員講解,學生更了解與孫中山及其革命的背景和意義。
History workshop	Apr-22	S1&S5	20	\$4,800.00	20 students learnt how to make incense by themselves in which they had a more in-depth understanding of traditional Chinese culture.
Music training and courses	Whole year	S1-S6	200	\$191,077.50	Students were under more intensive training and enhanced their skills of music performances.
Disney's Foundation for Career Success	6-Feb-23	S5	15	\$6,300.00	All S5 THS students grasped an idea of the daily operation of a hotel in Hong Kong.
Cultural Tour and workshop	Whole year	S4-S5	32	\$17,340.00	Students were aware of the cultural attractions and tourist attractions in Tai O.

Coffee Experience Workshop	Noc 2022- Dec 2022	S4	12	\$12,000.00	Students gained career-related experiences through practical sessions with coffee machines and tasting activity.
The Mills and Centre for Heritage Arts & Textile Tour Group Visit	28-Jun-23	S3-S5	12	\$780.00	Students obtained a general overview of the local textile industry and understand the future prospect of such industry.
Sports training coaching fee	Whole year	S1-S6	295	\$162,206.00	Students joined different school teams and got a satisfactory result in the competitions.
Senior Geography Field Camp	12-13 July 2023	S4-S6	119	\$26,510.00	All students were satisfied with the field trip and recreational activities in the camp.
Industrial Field Trip	17-Dec-22	S6	45	\$10,000.00	Students learnt a lot about the history of Hong Kong textile industries through factory visit and interviews.
Junior Field Trip	Whole year	S1-S3	120	\$6,050.00	The activity helped students to widen their horizon.
S1&S2 Activity Days	February & March 2023	S1-S2	180	\$78,431.70	Students could enrol in activities they were interested in and acquired different outside classroom knowledge.
Subsidies for the Life-wide Learning Day	Nov-22	S1-S5	650	\$125,322.00	Collaborative skills, problem-solving skills and leadership skills of students were polished through different activities.
Drama workshop subsidies	Whole year	S1-S3	20	\$12,873.10	20 students successfully put on the play "King Lear" at Yuen Long Theatre.
Leadership training programme for Junior Students	3/7/2023-5/7/2023	S2-S3	21	\$24,738.00	21 students received an array of training to enable them to serve the community and equipped themselves with different life skills.
Subsidy for participation in leadership training programmes organized by external organizations	Whole year	S3-S5	6	\$2,500.00	6 students participated in the Hong Kong Federation of Youth Groups and the Hong Kong Union for Young Leaders leadership training programmes. They were equipped with different life skills to help them become the future leadership of the community.
The Hong Kong Award for Young People' Record Books for Club's Chairpersons (50 books)	Whole year	S3-S5	17	\$595.00	17 students have signed up for the AYP scheme.
Careers Books	Whole year	S1-S6	760	\$1,903.60	649 students borrowed the careers books in the year. The students were impressed by the books about biography.

Life Planning Programmes	Whole year	S4-S5	377	\$23,240.08	84% of students agreeing that the programme let them know more about life planning skills.
Life Skills Training Workshops	Whole Year	S1-2	266	\$22,000.00	4 sessions of workshops were successfully conducted for all S1 and S2 students. Their awareness on executive skills and interpersonal relationships has been enhanced
Self-compassion Market	Feb-23	S3	117	\$40,000.00	A 3-hour workshop for S3 students was held successfully, and their awareness in self-care has been enhanced.
Firm Visit Activities	Mar - May 2023	S4	140	\$50,000.00	6 sessions of workshops were successfully conducted for S4 students. They were engaged in various fruitful activities like firm visits, interviewing alumni and art workshops.
Human Library	Jun-23	S5	105	\$17,000.00	A 4-hour activity has been conducted and S5 students had chances to interact with 4 alumni and learn from their life stories.
Day Camp	Sep-22	S6	132	\$47,500.00	A day camp has been organized successfully for S6 students. Their resilience and interpersonal relationship have been enhanced through a series of team building activities.
Moral & Civic Education Talks & Workshops	Feb - Apr 2022	S2 - S5	150	\$4,400.00	Through introducing Intangible Cultural Heritage of our country, students' sense of national identity has been enhanced.
Environmental Education Activities	Whole year	S1 - S6	400	\$20,998.00	Students have deepened their understanding on carbon neutrality and ecosystem through the environmental protection carnival and field trips to Hoi Ha Marine Life Centre and a farm in the New Territories. From the student survey, the majority of students indicated that they would act out to protect the environment after the activity.
Sex Education Talks & Workshops	Feb - Jul 2023	S3 - S5	390	\$17,300.00	This workshop provided a very interesting experience to all S3 students, helping them to reflect on their own views towards love and romance.
Community Services Programme for S2	Oct - Nov 2022	S2	141	\$14,000.00	Over 90% of S2 participants were satisfied with the programme, which helped them understand more the needs of the ethnic minorities in Hong Kong.

S4 UK Virtual Tour	13-17/2/2023	S4	140	\$30,800.00	Students participated actively during the virtual tour sessions. Their exposure was widened through pre-tour preparation and the speaker's introduction of various attractions in British Museum
S3 TED style public speaking LAC project	April- July 2023	S3	116	\$40,312.00	The workshops aimed to develop participants' presentation and public speaking techniques, allowing each student to share their ideas with their schoolmates. More than 70% of participants agreed that they learned to deliver professional speeches.
S1 LAC project (IS & English Language)	April- July 2023	S1	125	\$46.40	By engaging students in designing fair test experiments and presenting their ideas in a written context, students gained a deeper understanding of scientific concepts and the application of the formal English language in various academic settings.
Graduation Day	29/6/2023	S5-S6	99	\$21,858.87	S4 to S6 students were recruited to be the helpers at the event, taking up posts such as emcees, decoration design and set-up, refreshment caterers, receptionists, etc. The helpers were given a sense of empowerment, which increased their engagement and motivation.
S1 Info Day and Alumni Homecoming & Fundraising Day	12/10/2022	S1-S5	387	\$6,897.09	S4 and S5 students, along with some students from S1 to S3, participated in the planning and organizing of the event. They managed game booths, photo-taking stations and a cafeteria that catered to 1500 visitors. The event effectively developed the students' creativity and leadership abilities.
STEM Competitions, Exhibition or Visit	Whole year	S1 - S5	25	\$17,794.00	25 students have participated in various competitions (e.g. Hong Kong Greenmech Contest, HKUST Robot Explorer Cup and Underwater Robot Competition), they have demonstrated positive engagement through the competitions.
STEM Workshops	Apr - May 2023	S2	26	\$126.00	More than 80% of students were satisfied with the workshops arranged and their knowledge in STEM-related disciplines were enriched.

S1& S2 STEM Post Exam Activities	Feb, Jul 2023	S1 - S2	233	\$23,087.00	More than 85% of students were satisfied with the post-exam activities arranged and their knowledge in STEM-related disciplines were enriched.
Cross-border and overseas exchange programme (Japan)	2 – 7 Jul 2023	S3 – S5	43	\$147,850.12	Through visiting various historical and cultural attractions in Nagasaki and Fukuoka and participating in briefing and sharing, students acquired extensive exposure on historical events. Group tasks assigned to students helped sharpen their collaborative skills.
Buying equipment, consumables and learning resources for different activities	/	/	/	\$187,321.00	
Total expenditure:				\$1,630,911.11	

Report on use of Student Activities Support Grant

Cheung Chuk Shan College					Jun 2022 ver.				
Report on the Use of the Student Activities Support Grant									
____ 22-23 ____ School Year									
<u>I. Financial Overview</u>									
A	Allocation in the Current School Year:	\$74,100.00							
B	Expenditure in the Current School Year:	\$28,200.00							
C	Unspent Amount to be Returned to the EDB (A – B):	\$45,900.00							
<u>II. Number of Student Beneficiaries and Subsidised Amount</u>									
Category	Number of Student Beneficiaries	Subsidised Amount							
Comprehensive Social Security Assistance	0	\$0.00							
Full-grant under the School Textbook Assistance Scheme	22	\$17,550.00							
Meeting the school-based financially needy criteria	21	\$10,650.00 (capped at 25% of the total allocation for the school year)							
Total	43	\$28,200.00							
(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)									
<u>III. Details of Expenses</u>									
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	sport training classes	Physical Education	38	\$23,200.00			✓		
2	art classes	Arts (Visual Arts)	5	\$1,375.00			✓		
3									
4									

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			43	\$24,575.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	purchasing PE Uniform	Physical Education	7	\$3,625.00			✓		
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			7	\$3,625.00					
Total			50	\$28,200.00					

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

Contact Person for LWL (Name & Post):	YIP SAU FAN (Life-wide Learning Coordinator)
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APPENDIX VI

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

School-based Grant - Programme Report

Name of School: CHEUNG CHUK SHAN COLLEGE

Staff-in-charge: YIP SAU FAN Contact Telephone No.: 25706665

A. The number of students (count by heads) benefitted under the Grant is _____ (including A. _____ CSSA recipients, B. _____ SFAS full-grant recipients and C. _____ under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Instrumental Classes	0	9	2	Over 80%	Sept 2022 – Aug 2023	72181.50	Questionnaire	/	/
Art Classes	0	5	5	Over 80%	Sept 2022 – Aug 2023	15,000	Questionnaire	/	/
Life-wide Learning Day	2	79	0	100%	10 Nov, 2022	4860	Questionnaire	/	/
Total no. of activities: 4									
@No. of man-times	2	93	7		Total Expenses	92,041.50			
**Total no. of man-times	102								

Note:

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

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

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

External Awards Captured

Competition and Organizer	Award
Academic	
HK Schools Speech Festival by HK Schools Music and Speech Association	<p>Solo Verse Speaking Non-Open Secondary 1 Boys: 3rd</p> <p>Solo Verse Speaking Non-Open Secondary 1 Girls: 3rd</p> <p>Solo Dramatic Performance Ages 13 and 14: 1st</p> <p>Solo Verse Speaking Non-Open Secondary 3 Girls: 1st</p> <p>Solo Verse Speaking Non-Open Secondary 4 Girls: 1st</p>
The 38th Sing Tao Inter-School Debating Competition by Sing Tao Daily	English Section: Best Interrogative Debater
HK Secondary Schools Debating Competition	<p>Term 2 Round 3 Form 2 Teams Winning Team</p> <p>Term 2 Round 1 Enhanced Format Winning Team & Best speaker</p>
Junior Students Debating Competition by HK Debating and Speaking Community	Round 2 Winning Team
The Hong Kong Federation of Youth Groups English Public Speaking Contest	<p>Certificate of District Semi-finalists (Junior Division)</p> <p>Certificate of District Finalists (Junior & Senior Divisions)</p>
HK Interschool Mediation Tournament by HK Shue Yan University and HK Schools Mooting and Mock Trial Association	Outstanding Questioning Skills Prize
Interschool Sing Tao Debating Competition	1 st preliminary: Winning Team
星島日報舉辦星島第三十八全港校際辯論比賽	最佳辯論員及最佳互答問辯論員
東區學校聯絡委員會舉辦東區學校演講比賽	<p>中學初級組(粵語) 全場總冠軍及季軍</p> <p>中學高級組(普通話) 冠軍及亞軍</p>
中國青少年語言文化學會舉辦全國青少年語文知識大賽「菁英盃」(香港賽區)	<p>初賽特等獎、一等獎、二等獎及三等獎</p> <p>決賽一等獎、二等獎及三等獎</p> <p>總決賽一等獎及二等獎</p>
香港浸會大學文學院及香港浸會大學語文中心舉辦	少年作家獎

第十二屆大學文學獎	
i-Learner 智愛中文閱讀計劃	金獎及優秀學員獎
陳贊一博士聯校微型小說創作獎	高中組推薦獎
18 th IMC International Mathematics Contest 2022	Gold Prize
HK Mathematics Olympiad by Education University of HK and EDB (Heats)	Third-class Honour (Individual Event)
True Light's Girls Invitational Mathematics Contest by True Light Middle School of HK	Merit
香港青少年數學精英選拔賽	二等獎及團體優異獎
10 Biotics 舉辦「Minecraft 校園創建計劃 2022・香港旅遊 KOL」	校園創建組： 我最喜愛校園人氣獎、最佳影片獎、中學組最佳匯報獎及中學組冠軍 打卡景點組： 最佳影片獎及中學組亞軍 現場比賽： 中學組季軍 總分： 中學組全場總冠軍及總季軍
HKUST Robot Explorer Cup	1 st runner-up
香港發明創新總會舉辦《大灣區聯校創新發明大賽》	中學組優異獎
HK Inter-secondary school Geology Quest by the Geological society of HK and HK Discovery	Gold Award
香港浸信會聯會專業書院舉辦 STEM 遊蹤全能比賽	中一個人全能比賽亞軍、季軍及優異獎
Cyber Defender Carnival by Cyber Security and Technology Crime Bureau of HK Police	Merit Award
HKICPA/HKABE Joint Scholarships for BAFS	Winner
學友社舉辦之「明日領航者計劃」— 回歸二十五周年「吾講吾識基本法」暨競技工作坊	一等獎
教育局舉辦國家安全網上問答比賽	中學組季軍
中國法律研究中心有限公司舉辦第二屆憲法與香港基本法學生問答比賽	踴躍參與獎
香港教育城主辦通識達人網上挑戰計劃	全年積極參與學校獎
Harvard Book Prize Award	Winner
Princeton Book Award	--

Sports	
Interschool Swimming Competition by HK Schools Sports Federation HK & Kowloon Regional Committee	Division III Boys' B Grade 50m freestyle: 2 nd Boys' B Grade 100m freestyle: 4 th Girls' B Grade 4x50m freestyle Relay: 4 th
Inter-school Athletics Competition by HK Schools	Division III (Area 4)

Sports Federation HK & Kowloon Regional Committee	A Grade Boys Javelin: 3 rd A Grade Boys 110m Hurdle: 4 th B Grade Boys Discus: 1 st B Grade Boys Short Put: 2 nd B Grade Boys 100m Hurdle: 3 rd B Grade Boys Triple Jump: 4 th C Grade Boys High Jump: 2 nd C Grade Boys Discus: 4 th A Grade Girls High Jump, B Grade Girls 100m Hurdle & B Grade Girls Long Jump: 2 nd B Grade Girls High Jump: 1 st B Grade Girls 4x400m Relay & C Grade Girls 400m: 3 rd
HK Junior Age Group Athletics Competition (2)	Girls' U18 High Jump: 3 rd
Eastern District Age Group Athletic Meet by Eastern District Recreation and Sports Advancement Association Limited	<u>Group FD</u> 100m hurdle: 1 st Position & 3 rd Position Long Jump: 1 st Position Discus: 1 st Position 400m & Shot Put: 2 nd Position 4 x 100m Relay: 3 rd Position <u>Group FE</u> Discus: 1 st Position 60m & 4 x 100m Relay: 2 nd Position <u>Group MC</u> 4 x 100m Relay: 2 nd Position 110m Hurdle, 200m & Long Jump: 3 rd Position <u>Group MD</u> Discus & Shot Put: 1 st Position High Jump: 2 nd Position
Inter-School Basketball Competition (Division I: HK Island) by HK Schools Sports Federation HK & Kowloon Regional Committee	B Grade Boys: 3 rd Position
Inter-school Invitation New Talent Basketball Tournament by Tang Siu Kin Secondary School	Girls: 1 st Position
Inter-School Volleyball Competition by HK Schools Sports Federation HK & Kowloon Regional Committee	A Grade Boys: 4 th Position

Inter-school Football Competition by HK Schools Sports Federation HK & Kowloon Regional Committee	A Grade Boys: 3 rd
JC Youth Football Leadership Scheme by the HK Jockey Club	Outstanding Performance Award Completion
Inter-school Badminton Competition by HK Schools Sports Federation HK & Kowloon Regional Committee	A Grade Boys: 4 th
Inter-school Invitation New Talent Badminton Tournament by Tang Siu Kin Secondary School	Boys & Girls: 1 st Position & Overall Champion
Central and Western District Age Group Table Tennis Competition by Central and Western District Sports Association	Girls 14-15yrs Single: 2 nd
Inter-school Table Tennis Competition (Division II) by HK Sports School Federation HK Island and Kowloon Regional Committee	A Grade Boys: 3 rd B Grade Boys: 1 st B Grade Girls: 1 st
Inter-school Table Tennis Competition (Division II) by HK Schools Sports Federation by HK Sports School Federation HK Island and Kowloon Regional Committee	A Grade Boys: 3 rd B Grade Boys: 1 st B Grade Girls: 1 st
Island District Age Group Table Tennis Competition by Island District Sports Association	Boys Junior Doubles: 4 th Girls Junior Doubles: 2 nd
Eastern District Recreation and Sports Table Tennis Competition by Eastern District Recreation and Sports Advancement Association	Boys Junior: 1 st , 2 nd & 3 rd Girls Junior: 2 nd , 3 rd & 4 th Boys Kid: 2 nd Girls Kid: 2 nd
Eastern District Age Group Table Tennis Competition by Eastern District Sports Association	Girls Single 14-15yrs: 2 nd & 3 rd Boys Single 14-15yrs: 1 st & 2 nd
Sai Kung District Age Group Table Tennis Competition By Sai Kung Sports Association	Boys MB: 3 rd
Kowloon City Cup Table Tennis Competition by Kowloon City District Recreation and Sports Advancement Association	Girls 9-16 years Open: 2 nd
Yau Tsim Mong Invitation Table Tennis Competition organized by Association of Industries and Commerce of Yau Tsim Mong Ltd. and Yau Tsim Mong District Office	Boys Single: 1 st
Wong Tai Sin District Age Group Table Tennis Competition by Leisure and Cultural Services Department	Girls' Junior Single Age 14-15: 4 th
Tuen Mun District Age Group Table Tennis Competition by Leisure and Cultural Services Department	Girls' FG Single: 2 nd
Kowloon City District Age Group Table Tennis Competition by Leisure and Cultural Services Department	Group MH Single: 1 st
Sham Shui Po District Age Group Table Tennis Competition by Leisure and Cultural Services Department	Group MH Single: 1 st Group DB Double: 2 nd

Inter-school Invitation New Talent Table Tennis Tournament by Tang Siu Kin Secondary School	Boys & Girls: 1 st Position & Overall Champion
Wong Tai Sin District Archery Competition by Wong Tai Sin District Recreation and Sports Council	Girls Compound Elementary: 1 st
康樂及文化事務處舉辦油尖旺區分齡乒乓球賽	MH 組冠軍
Wong Tai Sin District Archery Competition by Wong Tai Sin District Recreation and Sports Council	Girls Compound Elementary: 1 st
Yau Tsim Mong Sport Karate League by 青途 Youth We Go	Kata & Kumite: 3 rd position
香港空手道總會舉辦全港空手道大賽（個人及隊際）及全港空手道青少年大賽（第二回合）	初級組形女子 14 至 15 歲組別及自由組手女子 14 至 15 歲組別季軍
南區康樂體育促進會有限公司舉辦南區空手道分齡邀請賽	女子組套形分組(13 歲或以上) 冠軍及季軍 女子組手分組(13 歲或以上)季軍
HK Junior Shuttlecock Competition by HK Shuttlecock Association Limited	Girls U15 Individual Rallying (Medley): 1 st Position Girls U15 Individual Rallying (Inner Side): 3 rd position Girls U15 Individual Rallying (Top of foot) & Girls U15 Double: 3 rd Position
香港足毬總會有限公司舉辦香港平推毬超級盃	三人賽女子公開組： 亞軍
香港足毬總會有限公司舉辦香港足毬分齡賽	女子 U19 雙打： 冠軍
香港足毬總會有限公司舉辦香港學界足毬賽	女子高級組冠軍
香港足毬總會有限公司舉辦香港足毬聯賽	女子高級組單人亞軍
香港足毬總會有限公司舉辦外展教練計劃 - 足毬比賽	女子組季軍
A.S. Watson Group Hong Kong Student Sports Award	--

Aesthetic	
75th HK Schools Music Festival by HK Schools Music and Speech Association	Violin Solo - Grade 6: 2 nd prize Piano Solo: 2 nd prize Zheng Solo – Intermediate: 3 rd prize
8 th HK Music Talent Competition 2023 by HK Music and Performing Arts Association	Championship in Wind Groups by Level – Professional
香港學界舞蹈協會有限公司舉辦第五十八屆學校舞蹈節	現代舞（公開組）甲級獎
觀塘區文娛康樂促進會舉辦第五十一屆全港公開舞蹈比賽	現代舞（公開組）銀獎
Student Drawing Competition of HK Flower Show by HK Jockey Club	Certificate of Merit
魯迅青少年文學獎香港賽區書法比賽	特等獎、二等獎及三等獎

教育工作人員總工會舉辦香港中小學中英文硬筆書法比賽	中文硬筆書法中學組初級組亞軍及卓越獎
教育局舉辦「『我的行動承諾』活動系列(二):『樂諾小太陽 and friends』我的行動承諾吉祥物設計比賽	中學組優異獎
環球藝術體育文化協會舉辦第三十五屆國際兒童及青少年中文硬筆書法比賽	青年 H 組冠軍及季軍
香港仔坊會舉辦「舫遊·珍寶」全港原子筆中文書法比賽	初中組亞軍及中二組級別獎
香港棋藝青訓學院舉辦「小棋聖盃」全港學界棋藝大賽	國象高中及大專組冠軍

Others	
Applied Learning Scholarship by Law's Charitable Foundation & EDB	Recipient
Sir Edward Youde Memorial Prize	Recipient
Youth Arch Student Improvement Award by Youth Arch Foundation	Recipient
香港紅十字會舉辦港島總部東區(二) 急救比賽	青年團冠軍及最佳隊長
香港紅十字會舉辦港島總部急救比賽	青年團冠軍
香港紅十字會舉辦東區(二) 青年護理比賽	青年團冠軍
香港紅十字會舉辦全港青年急救比賽	青年團總亞軍
香港紅十字會舉辦全港青年急救技巧賽	青年團冠軍
香港紅十字會舉辦全港青年急救問答比賽	青年團冠軍
香港紅十字會舉辦港島總部青年護理比賽	青年團季軍
香港紅十字會舉辦港島友誼活動設計比賽	青年團冠軍及最佳活動帶領技巧獎
香港紅十字會舉辦全港友誼活動創作比賽	青年團亞軍及最佳活動帶領技巧獎
香港紅十字會舉辦「人道校園」計劃	人道校園獎 2022
香港紅十字會舉辦愛心關連大行動	傑出愛心校園獎及長期支持大獎
香港島校長聯會香港島傑出學生選舉	初中組十大傑出學生 高中組分區優秀學生
香港青年協會主辦好夢成真獎勵計劃	金獎
東區學校聯絡委員會東區模範生及進步生	--