



# **KING'S COLLEGE**

## **School Report**

**2023 / 2024**

## Annual School Report 2023/2024

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# **1. Our Mission, Goals and Values**

## **Our Mission**

To help each student fully discover and develop his potential, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic spheres and a learning environment that is disciplined, stimulating and forward-looking.

## **Our Goals**

1. To promote the learning of knowledge, skills and attitudes needed to meet the challenges of a changing world.
2. To broaden minds and to promote awareness that learning is a life-long process.
3. To develop an inquiring mind and the ability to find, evaluate and use the information to solve problems and to encourage independent thinking and creativity.
4. To promote self-esteem, positive attitudes and sound physical and mental health.
5. To promote respect for others and constructive interpersonal relationships.
6. To promote a better understanding of the forces that shape modern society at the local, national and world levels and to encourage a caring attitude and greater civic awareness.
7. To develop interests and talents and to promote appreciation of man's natural and cultural heritage.
8. To promote the on-going professional development of staff and to encourage a developmental culture within the school.
9. To seek to achieve the above goals by stressing active, first-hand learning experiences, by setting systematically planned, forward-looking policies and by working closely with parents and with the community.

## **Our Values**

We share and seek to promote the following values and attitudes:

- ✧ Initiative and self-motivation in learning
- ✧ Self discipline, respect for law and order and responsible behaviour
- ✧ Self-respect, respect for the right of others and appreciation of other people's achievements and efforts
- ✧ Active involvement in school life and a sense of responsibility and commitment among student leaders
- ✧ A caring attitude and service towards others and the community at large
- ✧ A commitment to excellence in what we undertake to do
- ✧ A positive, forward-looking attitude towards life and a healthy lifestyle
- ✧ Living in harmony with our environment

## 2. Our School

King's College was founded on its present site in 1926 and is a boys' school. With a glorious history of over 90 years, it has graduates excelling in all walks of life and all over the world.

### School Management Committee

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
Number (Percentage)	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

## 3. Our Students

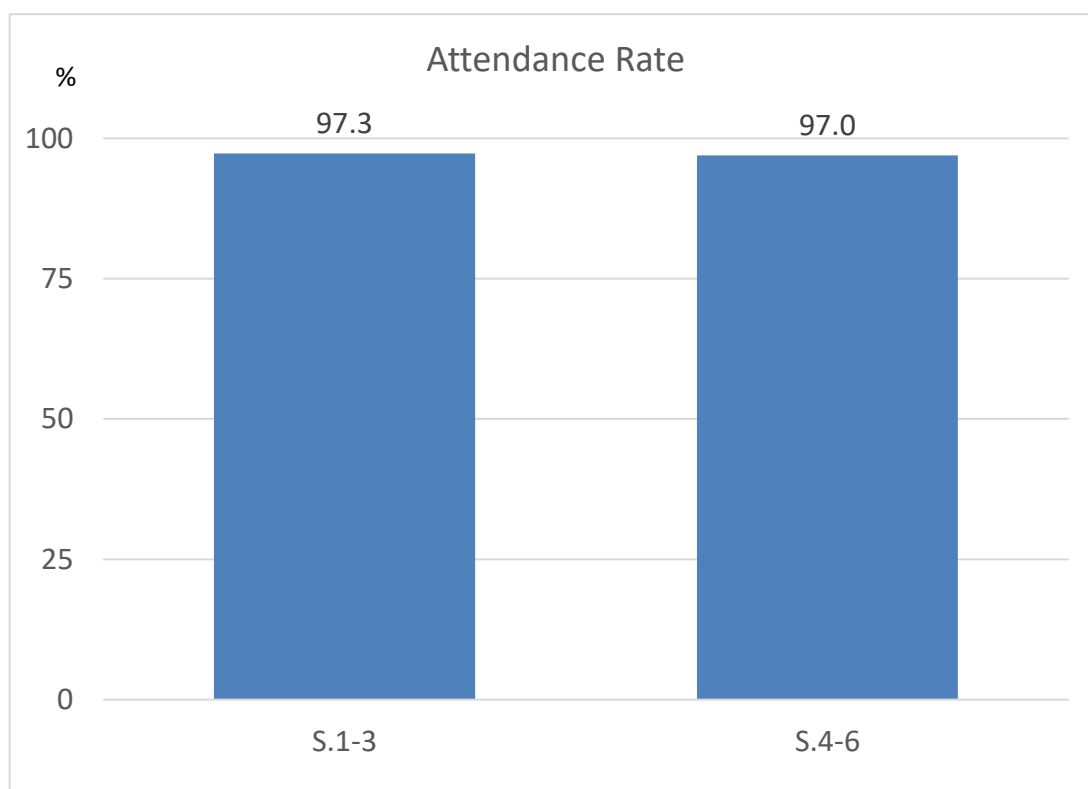
### Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	138	132	122	116	125	124	757

### Unfilled Places

There are 59 unfilled places throughout the year.

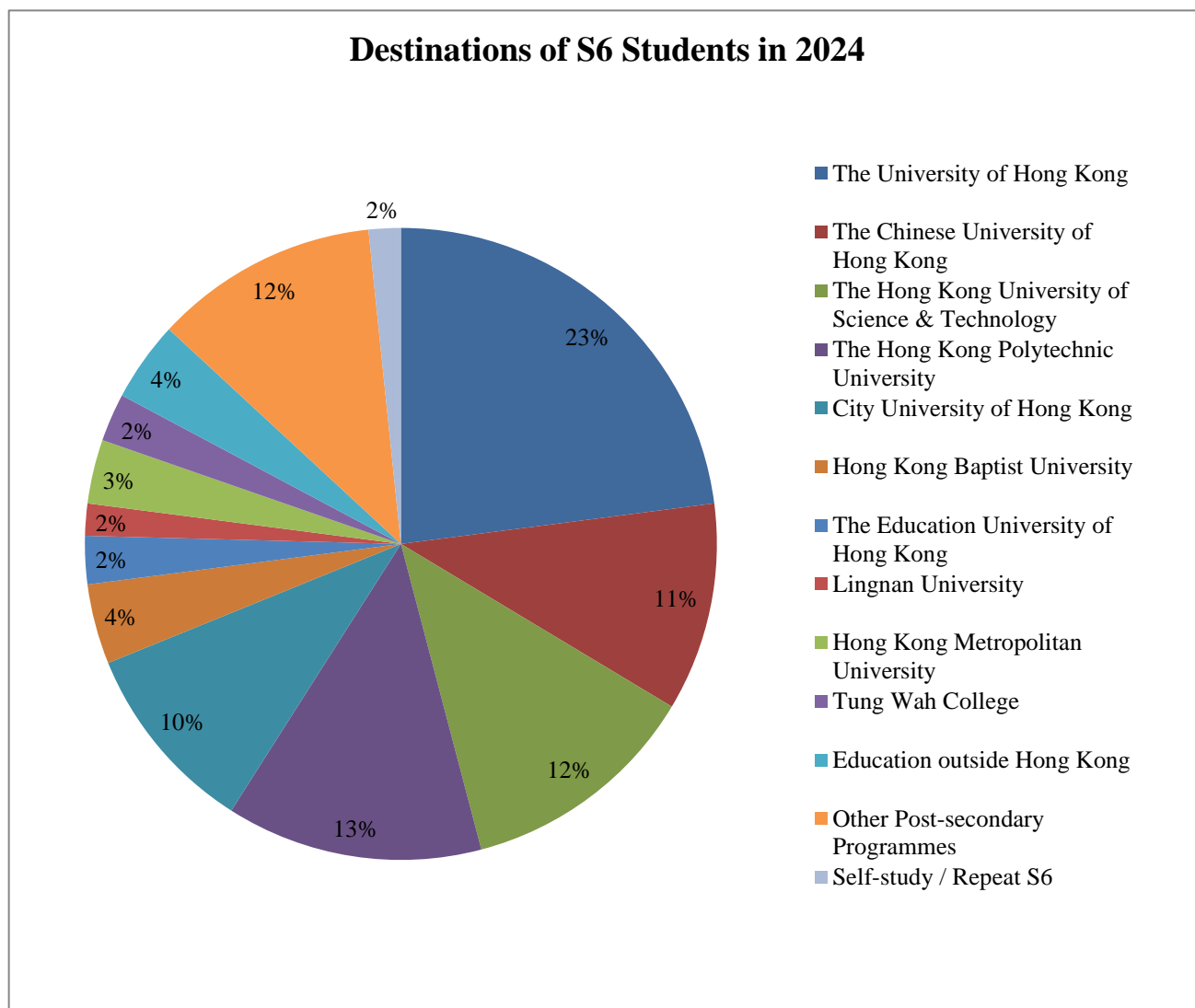
### Students' Attendance



### Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	1.4%	2.3%	2.5%	3.4%	2.4%	2.4%	2.4%

### Destinations of S.6 Graduates



## 4. Our Teachers

### Teachers' Qualifications

#### Highest Academic Qualifications attained by teachers

Academic Qualifications	No. of Teachers	Percentage
Non-Degree	0	0%
Bachelor's Degree	24	44%
Master's Degree or above	31	56%

#### Teachers with professional qualifications, subject training in the core-three subjects & meeting Language Proficiency Requirement

Teachers' Qualification	Percentage
Professional Qualification	93%
Subject-trained (Chi)	77%
Subject-trained (Eng)	100%
Subject-trained (Maths)	100%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	100%

### Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	7	13%
5-9 years	6	11%
10 years or above	42	76%

### Teachers' Professional Development

Total number of training hours	Average training hours per teacher
3723.8 hours	70.3 hours



## **5. Achievements and Reflections on Major Concerns; Feedback and Follow-up**

**Major Concern 1: To continuously improve the effectiveness of learning and teaching to enhance the academic atmosphere on campus**

**Target 1: To adopt diversified teaching models to enhance students' self-directed learning ability and cater for the diversity of students**

### **Achievements**

**Promotion of self-directed learning and catering for the learners' diversity & sharing of pedagogical outcomes**

#### **(1) Students' performance in achieving the seven learning goals**

The active nature of self-directed learning has helped students in encoding content knowledge and applying what they have learned in real life. From the students' perspective, they rated 3.7 on their learning initiative and readiness to set their own learning objectives. Students interviewed stated that the assignments could effectively boost their motivation to know more about the topics.

#### **(2) The School's performance in enriching students' learning experiences to promote holistic development and lifelong learning**

Cross-curricular assignments across different subjects/KLAs were designed to deepen students' understanding towards a learning topic, helping students connect what they had learned during lesson time with their daily life experience through authentic themes and classroom activities. From the recent stakeholder survey, teachers rated 4.4 on their teaching strategies in the areas of motivating students to learn through activities in and beyond the classroom and displayed confidence in developing student-centred pedagogy.

With the coordination of the Pedagogy Committee, six class demonstration sessions on the application of self-directed pedagogical strategies and a good sharing culture have been cultivated as a convention. Teachers discussed and assessed students' learning needs and prepared teaching materials and resources for promoting self-directed learning accordingly in the collaborative preparation sessions. Students were mostly asked to have pre-lesson tasks so they had gained a basic understanding of the content idea.

#### **(3) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

Aiming at strengthening students' learning skills and developing their life-long learning abilities, 19 subject departments from 8 different KLAs contributed to Target 1 by continually adding self-directed

learning tasks into their programme plan after evaluating students' needs and careful discussions with teaching members. Students from S.1 to S.6 were encouraged to identify their own learning goals and needs. They engaged themselves in the learning process and conducted self-evaluation. Tailor-made learning materials were designed to facilitate knowledge acquisition and allowed students to perform learners' autonomy.

The good practice of lesson preparation explained why they could fully engage themselves in the lessons, and effective classroom teaching approaches and management were shown, manifesting teachers' collective effort. The essence of founding the Pedagogy Committee has greatly benefited teachers in the aspects of collaborative lesson preparation and sharing of teaching philosophies.

Teachers from the Computer Literacy and English Departments joined the external learning circle, namely Hong Kong Government Secondary School Learning Circle: AI Education, sharing the use of online learning tools and integration of AI in curricula. A Mathematics teacher joined the HKU Teacher Ambassador Programme and conducted lesson observations of the student teachers. He acted as a mentor and offered valuable suggestion on lesson design and structure.

## **Reflections**

From students' reflections, with guidance from the teachers, they were able to establish the learning goals they wished to accomplish as well as bridge their knowledge acquisition in lessons to daily life experience. For example, in preparing a cross-curricular extended learning project on presenting the design principles and quantitative nouns of ancient Chinese weapons, S.1 students, albeit being the youngest in School, managed to do a wide scope of research work and presented their ideas with carefully chosen pictures in a systematic way showing what they had learned in Chinese History & PTH lessons. We all hold the strong belief that if a student feels successful in accomplishing a task or understanding a new concept, they are motivated to continue to learn more on their own initiative. The project was a piece of evidence showing students' readiness in practising self-directed learning.

The professional lesson demonstration arranged by the Pedagogy Committee effectively caught colleagues' attention on ways of helping students identify their own learning needs as well as any obstacles to achieving their own goals. The History and VA teachers emphasised on the importance of connecting the learning experience with daily needs. From reading the History materials, students located important information on the artistic features of carpets during the Renaissance, and the students had to draw a painting in which showing the characteristics during VA lessons. The sharing was enthralling, and teachers have developed more understanding of self-directed learning and RaC. In the APASO-III survey, our junior students were rated in the top quartile (P-Score 85.7) in boosting learning incentives and building up effective reading strategies.

Apart from internal sharing, with opportunities given, teachers were willing to join hands with external organisations to develop more effective teaching methods and tools. The School (English &

Mathematics) Departments have decided to join the EDB School-based Support Services to establish linkage with schools sharing the same need and keep abreast with the latest education trends to enrich students' learning experience.

## **Target 2: To enhance the academic atmosphere on campus and students' learning ability through implementing a variety of extra-curricular learning activities and promoting of reading**

### **Achievements**

#### **Learning through extra-curricular activities and promotion of reading**

##### **(1) Students' performance in achieving the seven learning goals**

- **Form-based reading activities**

For S.1 and S.2 students, English book report competitions were organised to consolidate students' learning experiences with English readers. Co-organised with the IS Department, S.1 students showcased their talents by presenting the book 'Endangered Animals' in various creative ways. To echo the school theme of Rationality, S.2 students performed role-play and did crime case evaluation following the details in the reader 'Great Crimes'. Students' good works were recorded for peer sharing and learning.

Four form-based activities were arranged by the Promotion of Reading Committee, the Library Committee together with the English Society. S.1 students participated in the SkiMaster English Newspaper Speed Reading Competition. Students are expected to find relevant information from the article within the time limit and demonstrate excellent English reading and listening skills. 10 S.1 pair reading sessions were arranged during the reading period. Senior form students coached S.1 students on book sharing and offered hints on elaborating ideas. Collaborated with the VA Department, S.1 students also participated in an art workshop learning how to apply the imagery device and Chinese ink drawing skills in presenting their reflections after reading. Regular S.1 to S.3 reading-sharing sessions of Chinese and English books in morning assemblies (3 English and 3 Chinese sessions) were arranged. Class sharing was conducted once a month during reading periods.

##### **(2) The School's performance in enriching students' learning experiences to promote holistic development and lifelong learning**

Different KLAs designed reading assignments to boost students' motivation to read, with the promotion of national education and national security education elements integrated. The School also emphasised the importance of sharing reading outcomes as a means of promotion of reading.

Regular reading-sharing sessions of Chinese and English books in morning assemblies (6 English sessions and 6 Chinese sessions) and reading periods (6 sessions) were presented by 3 to 4 students from each S.1 to S.3 class.

Reading assignments were designed by different KLAs to boost students' motivation in reading, with the highlight being a cross-curricular cooperation between the History and VA Departments on the theme of Renaissance. Selected good work and writing pieces would be published in 'King's Spring', a booklet collecting students' reading assignments as recognition.

### **(3) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

The design of the KLA Weeks has allowed the School to group activities in a certain period of time, making the activities more impactful and enriching students' learning experience with the collaboration of different departments in the same KLA.

The Chinese Culture and History Week was co-organised by the Departments of Chinese, Chinese History, Putonghua and NCS. With the theme of "Appreciating the beauty of Chinese Culture", students joined the Rainbow Calligraphy and Ink Painting Workshops. Students were given an opportune time to understand and learn about traditional Chinese arts and crafts. Working in groups, the hands-on experience of calligraphy and painting had helped students understand the characteristics and principles behind the development of Chinese characters. For senior form students, a drama show, "北冥有魚", was put on stage in the hall. Assignments were given out based on the content of the academic week's activities.

The Personal, Social and Humanities Education Week organised interdisciplinary collaboration activities for students of different levels. The Economics Department invited The Hong Kong Institute of Certified Public Accountants to conduct a financial planning seminar for S.5 students.

Even though the outdoor visit to "屏山文物徑" was cancelled due to a typhoon on the S.2 Student Development Day, the pre-trip and follow-up cross-KLAs activities were arranged to foster students' understanding of the history and cultural characteristics of the area through the virtual "Heritage Walk" learning activity.

Department of Citizenship and Social Development (CS) encouraged students to visit the display boards with the theme "The Birth of Dr. Sun Yat-sen Museum: Preservation and Renovation of Kam Tong Hall" before participating in an online quiz. This online platform enhances their understanding towards our city's history and architectural features.

Aiming at giving students a profound learning experience, the English Weeks were organised in April 2024 entailing programmes of various natures for students of all levels. Participating in fun-filled activities to skill-building workshops, students' interest in English learning and abilities of appreciating as well as applying the language use in various contexts were boosted. The drama show 'The Tempest' centred on the values of integrity and honesty. Students reflected upon the main character's heroic act and the importance of keeping promises in the face of any difficulties. 93% of students enjoyed the atmosphere, and they were particularly impressed by the interactive part with teachers being involved as actors in a scene. As expected, fun-filled activities like 'S.1-S.2 Easter Egg Hunt' and 'S.1 Learning English through STEAM experiments' were well received with 90% satisfaction rate. From teachers' observation, students also enjoyed 'S.2 Book Report Competition' and 'S.3 Battle of the Books' due to their competitive nature, which both were relevant to their speaking assessments, making the preparation work and contest conducive to consolidating their learning experience.

Supporting experiential learning pedagogy and development, STEAM Week encompassed interactive activities on the theme of AR Technology and Gerontechnology and Soft Meal Industry Standards. Through hands-on experience, junior form students were allowed to explore their interests and extend their IT and science learning scopes. Both S.1 and S.2 activities under STEAM Week have demonstrated substantial success in engaging students and enhancing their knowledge of new technologies and industries. The feedback shows a general trend of increased interest and satisfaction, indicating that the designed activities met the educational goals and were appreciated by the students.

To deepen students' learning, assignments were given out based on the themes of the academic week activities. For English, junior form students wrote about reflection on the activities. Similarly, students shared their cross-curricular projects during the STEAM Week. Good pieces of work were displayed in the same time frame to enhance the overall learning experience.

## **Reflections**

### **I. Learning through extra-curricular activities**

The multifarious experiential learning activities organised in the theme-based KLA weeks allowed students to have pleasurable learning beyond the classroom. The academic atmosphere on campus was fostered and helped enhance students' learning motivation. Students' whole-person development was also enhanced by widening the learning scope. For instance, the series of English-related activities in English Week encouraged students to practise using English in authentic contexts, so they relate language skills to daily life practice after the activities. To senior form students, the S.4 African Demystifying Workshop has successfully widened students' horizons by providing them with reading materials and inviting people of African races onto campus for face-to-face interaction. From the survey, the majority of students agreed that the workshop was meaningful because of the value of cultural exchange and the use of English as an international language. Besides, in the Chinese Culture and Chinese History Week, around 80% of students agreed that through practising calligraphy in person, they managed to understand and appreciate the traditional arts of intangible cultural heritage

and the importance of preserving excellent traditional Chinese culture. Over 80% of the S.4 student audience stated that the drama show could deliver the message of widening one's vision by applying Zhuangzi's Taoist principle. After the show, students responded enthusiastically and participated in the Q&A session. On the whole, the activities successfully aroused students' interest towards the development of culture, art as well as science and technology in ancient China.

For PSHE Week, students can better understand different financial management concepts by citing different interesting and personal examples and real cases. According to the survey of teachers and students after the seminar, nearly 90% of teachers and students agreed that the activities would help them better understand financial management.

The presentation of the groups displayed students' enthusiasm for learning about the importance of heritage history to society and the community. In the Student Development Day questionnaire, more than 80% of the students agreed that the activities were of learning significance. Some students' reports and reflections have been posted on subject bulletin boards for public sharing.

The interactive design of the display boards has motivated students to read the relevant materials about the early history of Hong Kong. Students interviewed enjoyed researching the answers to the post-visit Q&A Session as they could serve as an opportunity to foster understanding and arouse their interest towards local history development. From the evaluation results, more than 80% of students welcomed the arrangement of KLA weeks and looked forward to similar activities in the future. As academic weeks are able to support and consolidate students' learning experience beyond the classroom, it is suggested to continue to launch academic weeks in the coming school year with other interesting themes.

## **II. Promotion of reading**

The S.1 and S.2 book report competitions helped students transfer and apply the knowledge acquired through language and subject input in their work. Good opportunities were provided to help students transfer what they have learned in a discipline to another. The skills and knowledge they acquired and the experience facilitated their extended learning. All S.1 and S.2 students had mastered the language skills and were able to apply the knowledge acquired to complete their tasks.

From teachers' observation and students' feedback, the book report competitions were a success in terms of student participation and pedagogical outcomes. The cross-curricular project on the theme 'endangered animals' helped students transfer and apply the knowledge they acquired through language and subject output in their work. Consolidating all the learning outcomes in creative presentations, the experience could definitely facilitate their extended learning.

Around 80% of S.1 students agreed the "Reading and VA" workshop enabled them to visualise the story setting and present the book scenes assisted by Chinese ink drawing skills after being taught step-

by-step. Students' creative work was displayed in the library, showing their understanding towards the story plot and the characters.

From the teachers' sharing, the cross-curricular learning assignments (History & VA) have offered good opportunities to help students seamlessly transfer what they had acquired from one discipline to another. The skills and knowledge shared by the subjects have extended their learning scope. The history reading materials have successfully sparked students' interest in analysing the development of the Renaissance with the 'what-why-how' strategy. The Visual Arts drawing pieces could then demonstrate students' understanding of the characteristics of artwork during the period.

The reading-sharing sessions offered students chances to share their reflections. While public presentation mode in morning assemblies only catered for a limited number of students, the in-class sharing allowed more students to bravely express their opinions and achieve fruitful learning outcomes.

However, it still offered room for improvement in establishing a good reading habit on campus and at home. More strategies are certainly needed to promote reading as the reading-related items in both stakeholder and APASO-III surveys were rated relatively lower than other items related to the Seven Learning Goals.

### **Target 3: To design cross-subject courses to provide a broad and balanced learning experience that helps students make a breakthrough in their studies**

#### **Achievements**

##### **(1) Students' performance in achieving the seven learning goals**

From students' perspective, the textbooks of the school-based curriculum were uniquely designed for them and could serve as self-directed learning materials for preparation and revision purposes. Tailor-made materials could serve as useful tools to broaden their knowledge base and enrich their learning experience.

##### **(2) The School's performance in enriching students' learning experiences to promote holistic development and lifelong learning**

Progressing from last year's good practice, the three science departments collaborated and drew out the Integrated Science (IS) course structure with teaching and learning materials designed to cater to school-based needs. In general, both teachers and students had positive feedback on the new S.3 IS and BF courses in the previous years. As the syllabi had been trimmed down and reduced in depth, more time was allowed for cross-curricular discussion among teachers. A similar number of students enjoyed the practical lessons as they could put theories into real-life practice.

### **(3) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

The same level of success could be served for the S.3 Business Fundamentals (BF), AI and the junior form Computer Literacy (CL) lessons to strengthen the STEAM education. Teachers sought opportunities to co-operate with other subjects so that students could find the learning experience more interesting and relevant to their daily lives.

The Curriculum of S.5 Extended Learning lessons were designed by the Careers and Life Planning Education Committee for S.5A and S.5B students to enrich their learning experience. Students explore and consolidate their career planning aspirations through news or daily life cases. Concepts of financial management were also covered.

### **Reflections**

The fine-tuned S.3 curriculum could fulfil students' learning needs and facilitate academic development. As the courses became more practical and interesting, students were engaged in lessons with higher learning motivation. Although time and effort were paid to prepare school-based materials, teachers found the positive feedback from students rewarding. The practice would become a usual strategy after the 3-year development cycle.

Tailor-made schemes of work and teaching strategies (Careers Guidance and Life Planning Education) are devised to cater to S.5A and S.5B students' needs with various learning activities included, such as on-site workplace visits and YES Centre learning workshop. The feedback was positive as from teachers' observation and students' hand-raising responses.

From the teacher's observation, students' interest was aroused through authentic situations and role-play case analysis. They were given considerable insights into career orientation and thus were able to set clearer life goals.

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

To boost students' learning motivation within and beyond classroom learning, it is suggested that cross-curricular cooperation and activities arranged in theme-focused KLA weeks could be beneficial to broaden students' horizons and arouse their interest in learning. Pedagogical development of teachers is also expected to be fostered with professional exchanges, including more active involvement of middle management teachers and inter-school learning communities.

To continuously improve students' reading competence and cultivate their reading habits, various initiatives with further manipulation of technology are to be incorporated into daily learning tasks and assignments.



## **Major Concern 2: To nurture students with positive values and attitudes for enhancing capacities to strive for excellence in life**

### **Target 1: To strengthen Values Education and National Education**

- I. To inculcate the priority positive values (National Identity, Law-abidingness and Empathy) in line with the theme of the school year, ‘Gratitude’**
- II. Foster national identity by enhancing National Education (National Constitution & Basic Law Education, National Security Education)**

### **Achievements**

- Students benefited from the structured values education curriculum which was adopted in the curriculum of all academic subjects and Form Periods. Besides, students could learn well through various activities like drama performances, talks, competitions, etc., organized by different subject departments and functional committees. According to the EDB planning tools conducted in the second year of the three-year plan, it is reflected that our school had launched a balanced and broad values education curriculum for both junior and senior forms. For national identity education, all subject departments enrich students’ exposure to national identity by incorporating various cross-curricular, cross-KLA projects and activities into the curriculum within these three years.

#### **(a) Students’ performance in achieving the seven learning goals**

- In the area of national and global identity, our students possess a very good value and attitude towards national and global identity, for example, a sense of national identity in loving the Chinese culture, respect for people from different cultural backgrounds, etc. They showed good attitudes in various ceremonies, activities and competitions such as flag-raising ceremonies, KLA weeks, territory-wide inter-school national security competitions, etc. For example, 100% of junior form students participated in territory-wide inter-school competitions (KPM21) for two consecutive years. In the subscales “National Identity (Responsibility, Obligations)”, “National Identity (Proud, Love)”, “National Identity (National Flag, Anthem)” and “National Identity (Achievements)” of APASO-III, the Q-Score and the P-Score of all levels of students were at least 115 and 84.1, respectively, which indicates that our students have higher sense of national identity in different aspects than those from other schools in Hong Kong.
- In the area of priority values and attitudes, we have focused on “National Identity”, “Law-abidingness” and “Empathy” in these three years. As mentioned above, the results reflected that our students are exceptionally good in “National Identity”. For “Law-abidingness”, the Q-Score and P-Score of the subscale “Morality (Importance)” of all levels of students were 116 and 85.7, respectively, which are the highest scores compared to the norms of all Hong Kong schools. For “Empathy”, the Q-Score and the P-Score in the subscale “Multi-perspective Thinking” of our students were 96 and 39.5, respectively. More than 90% of students agreed that “I try to look at

everybody's side of a disagreement before I make a decision”, “I believe that there are two sides to every question and try to look at them both” and “I sometimes try to understand my friends better by imagining how things look from their perspective”. This indicated that our students have a strong sense of multiple perspective-taking. The School also conducted a school-based student survey in each term to evaluate the effectiveness of the curriculum and activity-based learning of the Form Teacher Period. At least 70% of students agreed that the Form Period can help them to recognize more the values of ‘National Identity’, ‘Law-abidingness’ and ‘Empathy’.

**(b) The School’s performance in enriching students’ learning experiences to promote holistic development and lifelong learning**

- Our school provides rich and diversified learning experiences for our students, motivates them to work hard towards high-quality academic pursuits and cultivates them for whole-person development. Our curriculum connects students’ learning with their daily lives and provides them with diversified life-wide learning experiences. From the SHS(Teacher), 88.8% to 98.2% of teachers agreed that the school curriculum aligns with all seven learning goals and the overall mean score of the survey in the aspect “My views on school curriculum and assessment” was 4.4, which is much higher than the general mean score 3. Besides, the overall mean scores of the survey aspects “My views on student learning (including learning inside and outside the classroom)” and “My views on support for student development” were 3.7 and 4.2, respectively, which were also much higher than the general mean score. From the SHS(Student), the overall mean score of the survey in the aspects “My views on teaching (including learning inside and outside of the classroom”, “My view on student learning (including learning inside and outside of the classroom” and “My views on support for student development” school curriculum and assessment” were 3.8, 3.7 and 3.7, respectively. From SHS(Parent), the overall mean score of the survey in the aspect “My views on support for student development” was 3.9. From the school-based teacher survey of the Form Teacher Period, at least 85% of teachers agreed that the Form Period can cultivate their ‘National Identity’, ‘Law-abidingness’, ‘Empathy’ and other priority values and attitudes effectively. These figures demonstrate that our school has made substantial progress in promoting students' holistic development and cultivating their lifelong learning abilities.
- Students are provided with a wide range of life-wide learning opportunities to learn about society, the nation and the world through authentic contexts. We strive hard to broaden their perspectives and nurture their entrepreneurial spirit and sense of national identity. Our teachers are professional and knowledgeable. They adopt diverse student-centred teaching strategies to meet the learning needs of students.

**(c) The School’s performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

- When formulating the major concern targets and strategies in the school development plan, our school incorporates Hong Kong’s aims of education, the seven learning goals and the latest trends of education development while considering our vision and mission, students’ backgrounds and

attributes. Committed school leaders, capable middle managers and staff members work closely and harmoniously towards the same goal. The management and teachers have launched a series of meetings concerning substantial data from SHS, APASO, KPM and teachers' observations before the plan was proposed. From SHS(Teacher), the overall mean score of the survey aspect "My views on principal's professional leadership", "My views on vice-principal's professional leadership" and "My views on subject panel/committee heads professional leadership" were exceptionally high as 4.4, 4.1 and 4.5. It reflected that good management and communication could help all teachers formulate suitable and specific programme plans to align with the School's development focus.

- The School provides a range of in-house training, especially during the Staff Development Days and staff meetings. Teachers are encouraged to join various training courses, workshops and seminars to learn about the latest development in whole-person development. For example, 100% of our teachers participated in external or on-site professional development activities themed on National Education for two consecutive years (KPM5.2). The mean score of "Teacher's perception of Professional Development" of the SHS(Teacher) was 4.2. Besides, the School continuously tries its best to obtain diverse financial support for the activities. For instance, there were 2 projects receiving external resources relevant to National Education (KPM02). 100% of S.4 and S.5 students participated in school-arranged Mainland exchange/learning activities (KPM8.3). It can be seen that tremendous support from the School is indispensable to our success.

## **Reflections**

- The structured values education curriculum was effective in nurturing students' virtue. The outcomes showed that our students have excellent exposure to Priority Values and Attitudes.
- Apart from implementing national education in the formal curriculum, students were exposed to various activities to promote their understanding and sense of belonging towards our mother country.
- The high scores in the aspects of national identity in APASO-III reflected that the programmes launched in these three years were successful and effective.

## **Feedback and Follow-up**

- Since proper values take time to be cultivated and consolidated, our school should continue to deepen the understanding of national identity and other priority values in the coming development cycle. In this development cycle, "National Identity", "Law-abidingness", and "Empathy" were the key focus among the ten priority values and attitudes introduced by the EDB in 2020. Newly added priority values and attributes like "Diligence", (Added in November 2021), "Benevolence" (Optimised in December 2023), "Unity" and "Filial Piety" (Added in December 2023) could be promoted. The findings from the APASO-III assessment indicate that our students have room for improvement in 'Multi-perspective Thinking' and 'Positive Affect' skills. Additionally, teacher reports have raised concerns about the psychological health of our student population. Besides,

some educators have noted an uptick in parental efforts to seek assistance from the School in nurturing their children's psychological health. The demand for emotional support among students is rising as they confront substantial challenges related to academic demands, social relationships, and family dynamics. Therefore, there is a clear need to bolster peer-to-peer interactions and school-based support systems to address student psychological well-being. Promoting values like "Benevolence," "Unity," and "Commitment" could prove beneficial in aiding students as they develop these crucial aspects of their personal and academic lives.

- The positive outcomes achieved over the past three years have demonstrated that the spiral learning approach adopted for national security and values education has facilitated deeper learning among students. The cross-curricular project was effective in helping students integrate knowledge across different subjects and develop a more comprehensive understanding of various national security domains. Based on these results, it is recommended that this innovative approach be continued going forward.

## **Target 2: To develop students with a positive outlook on life through experiential learning**

- **Promote mental and physical health by developing a healthy lifestyle**

### **Achievements**

- In order to restore a healthy lifestyle after the pandemic, the School has tailor-made a lot of programmes to develop students' physical, psychological, mental and inter personal health through these three years.

#### **(a) The student's performance in achieving the seven learning goals**

- Students have gradually developed a healthy lifestyle after the pandemic, such as active participation in physical and aesthetic activities. For their psychological health, the Q-Score and the P-Score of all levels of students in the subscales "Affect (No Negative Affect)", "Affect (No Anxiety, Depressive Symptoms)" and "Satisfaction (School)" of APASO-III were ranged from 85.7 and 107 to 85.7 and 116, respectively. These scores indicate that our students, on the whole, are experiencing good psychological health. While our student generally exhibits a favourable state of psychological well-being, a detailed analysis of the "Affect (Positive Affect)" subscale suggests room for improvement. Specifically, for students in grades S.3, S.5, and S.6, the Q-Scores fall between 87 and 101, with P-Scores ranging from 19.3 to 52.7. These scores suggest that experiences of positive emotions, such as feeling "Lively" and "Cheerful," are occurring with less frequency. This points to a modestly below-norm positive affect within these particular student cohorts. Although not a cause for immediate concern, it does signal a need for increased support

measures.

- For their physical health, the Q-Score and the P-Score of S.1 to S.4 students in the subscales “Physical Exercise” ranged from 57.9 and 103 to 85.7 and 116, respectively, which indicates that our students have developed the habit of doing physical exercise every day. In 2023-2024, 69% to 80% of students from S.1 to S.6 were within the acceptable weight range, which was higher than the territory-wide norms (2021-2022) of Boys in Hong Kong (KPM24). Besides, 47% to 74% of students from S.1 to S.6 achieved the requirements of gold level certificates of the “School Physical Fitness Award Scheme” and more than 94% of each level achieved bronze level or above (KPM25). All these figures indicated that the physical health of our students was good. However, in the subscale “Self-reported Health Status”, the Q-Score and the P-Score of all levels of students were 93 and 32, respectively. It reflected that students were not quite satisfied with their health conditions.
- For their participation in extra-curricular activities, the Q-Score and the P-Score of all levels of students in the subscale “After-school Co-curricular Activities (School Organised)” were 116 and 85.7, respectively. 35% of students participated in territory-wide inter-school competitions relevant to aesthetic and physical activities (KPM21). These indicated that the School has arranged and encouraged them to participate in various activities inside and outside school.
- For the amount of time students use information technology for leisure, the Q-Score and the P-Score of all levels of students in the subscale “Information Technology (Less Time for Leisure)”, ranged from 85 to 99 and 15.9 to 47.3, respectively, which are comparatively lower than the norms of all Hong Kong schools. These scores suggest that there is a need to investigate more the attitude and habit of using information technology of our students.

**(b) The School’s performance in enriching students’ learning experiences to promote holistic development and lifelong learning**

- Information and data obtained from lesson observations, SHS, and APASO were used to identify students’ needs for support in different stages. Strategies and programmes are implemented to cultivate students’ proper attitudes in developing healthy lifestyle. Training opportunities are arranged to develop our students’ leadership skills to become future leaders. We also offer developmental, preventive and remedial counselling services according to their needs at different stages. A caring, harmonious and supportive atmosphere is successfully created and their brotherhood is strengthened.
- The department heads and functional leaders are highly professional in addressing the needs of the students. For example, physical programmes were launched with gradual and structured progress

to help students easily re-establish their regular exercise routines. Positive Education Programmes were not merely for students' urgent needs but also long-term needs in goal setting, study skills, social skills, executive functioning, time management, as well as emotion management and mindfulness. Psychology workshops were provided to parents concerning parent-child adjustment after pandemic, solutions to parent-child conflicts, and analysis of children's psychology and coping techniques, etc. All of those could help parents to resolve parent-child conflicts and promote mutual relationships.

**(c) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

- The School has a strong connection with various parties, so teachers can organize activities with suitable support. There were 4 projects receiving external resources relevant to aesthetic and physical activities, 10 projects relevant to psychological and mental health activities (KPM02) in 2023-2024. For instance, our school made use of the Physical Activity Logbook provided by the Curriculum Development Institute of the Education Bureau. Students could not only record and evaluate the daily progress of their MVPA60 schedules systematically, but also they could access a lot of reference resources for physical activities, which could vastly lessen the workload of teachers in monitoring and teaching the students. Similarly, the Positive Education Programme was co-organised with the Hong Kong Federation of Youth Groups Jockey Club Student Support Centre. Professional speakers were invited to different workshops.

**Reflections**

- The programmes were gratefully successful. The awareness of students in different areas of health, especially physical and emotional health, was generally enhanced.

**Feedback and Follow-up**

- Students' awareness of a balanced lifestyle has been raised. It is believed that most students have largely resumed healthy ways of living.
- The area of Information Literacy has not been set as a main target in the major concern of the current school development cycle compared with our students' physical, emotional and psychological health. However, the data of APASO-III suggests our school should understand the students more about their use of information and information technology so that their awareness of adequate usage, ethical usage, flexible usage and effective usage of information technology can be enhanced. After a 3-year pandemic with online learning modes adopted, students generally rely on information technology very much in their learning and interpersonal relationships. Proper attitudes toward using information technology are needed.

## **Major Concern 3: To unleash students' potential for key competences for adulthood and change agility for tomorrow**

### **Target 1: To inspire students to realise their potential**

- I. Promote professional development in Gifted Education to all teachers**
- II. Refine the interest and strengthen the identification system for fostering S.1 – S.3 students' self-awareness for better life planning**
- III. Extend the diversity of the current S.1 talent pool to include the non-academic aspect for facilitating the identification of students' talents and providing them with relevant trainings and supports**
- IV. Encourage home-school cooperation in nurturing the talents of students, like “Positive Education workshops” for parents**

### **Achievements**

- Through teachers' and parents' participation in various training workshops as well as a newly formulated mechanism for evaluating students' talents and refining their educational aspirations to enhance student nurturing, teachers and parents were equipped with the relevant skills to identify and nurture the gifted characteristics of students. We have been regularly collecting and evaluating students' achievements and collaborating across all Key Learning Areas (KLAs) to plan appropriate programmes that align with students' aspirations and talents. The aim of these initiatives is to ensure that the School's approach to student development is comprehensive, evidence-based, and responsive to the evolving needs of 21<sup>st</sup>-century learners.

#### **(a) The student's performance in achieving the seven learning goals**

- In the context of life planning, our students have demonstrated a strong understanding of their own interests, aptitudes and abilities, and have effectively developed and reflected upon personal goals with aspirations for further studies and future careers. For instance, the School has observed a high participation rate among students in afterschool activities, with all students in S.1 to S.3 participating in extracurricular activities for three consecutive years. Furthermore, 74% of students reported that the learning activities offered are according to their aspiration. The professional judgments made by teachers under the newly established screening and nomination system have helped them advance their skills in their respective domains. The SHS (Students) also yielded positive feedback, with students giving an average rating of 3.8 out of 5.0 for the effectiveness of extracurricular activities in developing their interests and life skills.

**(b) The School's performance in enriching students' learning experiences to promote holistic development and lifelong learning**

- In an effort to establish an effective life planning strategy for students, the School has implemented a comprehensive approach that integrates data from both in-school and external activities, as well as students' academic achievements. This framework serves to guide personalized learning opportunities for the diverse talents within the student population.
- Underpinning this initiative is a collaborative effort between students and teachers, which has culminated in the successful development of a database for talents and gifted students. This innovative mechanism unlocks each individual student's unique potential, fostering a holistic approach to their overall growth and development.
- To ensure the effective implementation and utilization of this database, the School has invested in the professional development of the teaching staff. Specifically, all teaching staff have completed the fundamental course in gifted education offered by the HKAGE, while 24% have undertaken advanced subject-specific training in this domain. The school-based survey findings further reveal that 98% of teachers have reported a heightened understanding of gifted education, particularly in the areas of student identification and the effective implementation of nurturing strategies.
- To further support the transition and development of students, the School has also conducted a series of positive psychology workshops for parents. These workshops have offered suggestions for parenting skills transitioning from primary to secondary school, which have provided solutions to parent-child conflicts and analyzed children's psychology and coping techniques. The aim is to promote mutual relationships and improve parents' awareness of fostering their sons' talents. Over 70% of the parents agreed that they could acquire the skills taught in these three workshops.

**(c) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

- Our management team and teachers are dedicated to enhancing student learning and well-being. When formulating the School's development plan, careful considerations are given to align it with the Hong Kong Education Bureau Guidelines, the seven learning goals, and the latest trends in education. The School also takes into account its own vision, mission, and the unique backgrounds and attributes of the student population. For instance, meetings were organized to evaluate data from the SHS, APASO, and KPM in order to inform the upcoming annual programme plan. Furthermore, the School regularly promotes the relevant gifted education (GE) courses for teacher professional development through the staff network.
- The school management and teaching staff have disseminated the policy of collecting students' achievements and aspirations during the S.1 Parents' Day held in mid-August, further emphasizing its significance during the First School Assembly. Notably, the SHS (Teachers) results showed that



teachers appreciated the professional leadership of the Principal, Assistant Principals, and subject panel/committee heads, with scores ranging from 4.1 to 4.5. Additionally, SHS (Teachers) rated the school's provision of diverse learning experiences both inside and outside the classroom, with a score of 4.2 out of 5.0.

- This comprehensive, data-informed approach to school development planning and teacher professional learning reflects the teachers' strong commitment to enhancing student outcomes and well-being. By aligning its efforts with broader educational goals and the unique needs of its learners, the School aims to foster the holistic growth and success of its students.

## **Reflection**

- The School's comprehensive approach to student development and learning demonstrates a strong commitment to data-driven insights and collaborative talent nurturing. By leveraging data collection and analysis processes, the School is able to make evidence-based decisions and support the evolving needs of the diverse learner population.
- The collaborative ecosystem fostered by the School, which engages both teachers and parents in the identification and cultivation of students' unique talents, is particularly commendable. This holistic approach empowers the broader school community to work in tandem towards the holistic growth and success of each individual learner.
- Furthermore, the School's dedication to providing extensive professional development opportunities for teachers in the field of gifted education highlights the desire to equip the teaching staff with the necessary knowledge and skills to effectively identify and support students' diverse capabilities.

## **Feedback and Follow-up**

- As the School prepares to celebrate its 100<sup>th</sup> anniversary in the next two years, it is well-positioned to leverage the talent identification mechanisms to explore the development of more students with leadership abilities. This exploration should encompass a broader scope in the upcoming development cycle, with a focus on training potential future leaders.
- Moving forward, the School will continue the established practice of compiling and showcasing students' commendable work, thereby acknowledging their talents, efforts, and achievements. This approach has reinforced individuals' self-esteem and propagated a positive image of the institution. Additionally, the School may consider further integrating students' voices into the talent identification and nurturing processes, empowering learners to take a more active role in shaping their educational journeys. Expanding parent engagement initiatives could also foster deeper understanding towards students, strengthening the home-school partnership in supporting students' holistic development.

## **Target 2: To nurture students holistically and enable them to advance their potential to go beyond whole-person wellness**

- I. Deepen the understanding of the concerned giftedness of students through a series of school-based pull-out and offsite accelerated, extended and enrichment programmes including KLAs and OLE**
- II. Reinforce the generic skills of students including executive functioning skills and affective expression, so as to enhance their learning effectiveness through applying these skills in disciplinary and transdisciplinary studies, the S.1 Twice-exceptional workshop for S.1 targeted students**
- III. Enrich their learning experiences and exposure to world of work through diverse programmes and talks so as to develop students' potentials**

### **Achievements**

- This academic year marks the first time students have been free from the threat of the pandemic, with their learning routines returning to normal. In response, the School has carefully created a series of programmes to expand students' generic skills and broaden their knowledge within the seven learning goals of secondary education.

#### **(a) The student's performance in achieving the seven learning goals**

- Regarding after-school activities offered by subject departments and functional teams, school-based surveys showed that all junior secondary students (S.1 to S.3) participated in at least one co-curricular session. Furthermore, a significant proportion were enrolled in multiple activities - 73% of S.1 students, 65% of S.2 students, and 52% of S.3 students. Among these participants, 80% expressed strong interest, 47% wanted to explore new domains, and 31% desired more advanced training in their current areas of involvement.
- Our students have always been recognized for their exceptional talents, particularly in science research and music, earning prestigious honours and awards. In science research, students earned the Gold and IYSA Special Awards in the International Science and Invention Fair 2023; the Gold Medal, TISIAS Special Award, and INNOPA Special Award in the International Invention and Innovation Contest PRIX EIFFEL 2023; the Gold Medal and Overall 2<sup>nd</sup> Position Grand Cash Prize of GBP300 in the International World Innovative Student Exhibition 2023; and the Silver Medal in the World Science Environment and Engineering Competition 2023. In music, students secured three Champions and one 2<sup>nd</sup> Runner-up in the ninth Seoul International Harmonica Festival, as well as one Champion and one 1<sup>st</sup> Runner-up in the 13<sup>th</sup> Asia Pacific Harmonica Festival.

- Our strategies in enhancing learning capacity and engagement have been highly effective, as evidenced by positive survey results and exceptional APASO-III assessment performance. Specifically, in the “Life Planning (Work Experience Programmes)”, subscale of APASO-III, our S.4 to S.6 students achieved a Q-Score of 103 and a P-Score of 57.9, surpassing the Hong Kong median in work experience programmes. This demonstrates our students’ remarkable life-planning skills and the success of the School’s efforts in providing enriching experiences that help students to have better career exposures.

**(b) The School’s performance in enriching students’ learning experiences to promote holistic development and lifelong learning**

- The School has been committed to providing a well-rounded educational experience that fosters the holistic development of our students. To this end, we offer a wide range of pull-out and off-site programmes designed to enrich students’ generic skills and knowledge. These programmes span various subject departments and functional teams, including accelerated, extended, and enrichment courses. Examples include School Ambassador Training, workshops on leadership, reasoning, and entrepreneurship, speech and debate classes, mathematics Olympiad lessons, STEAM courses, music rehearsals and instrument training, animation workshops, sports team practices, science research training, Twice-exceptional workshops and Job Shadowing. These diverse offerings have been highly commended by our students.
- The effectiveness of our strategies in enhancing learning capacity and engagement is evidenced by consistently positive school-based survey results, with a 4 out of 5 rating from our students. In particular, students have displayed strong confidence in generating science experiment ideas and inventing new things, as demonstrated by their performance on the “Creativity (Science-related)” subscale of the APASO-III assessment. The Q-Score and P-Score of our S.1 to S.3 students are 116 and 85.7, respectively, indicating their mental preparedness for scientific exploration.
- Furthermore, our students exhibit remarkable leadership abilities, excelling in assessing team strengths and weaknesses, expressing opinions, and collaborating effectively. Their confidence extends to working with peers, teachers and parents, and delegating tasks within groups. These findings highlight our students’ exceptional leadership attributes compared to other schools in Hong Kong. Additionally, in the “Life Planning (Work Experience Programmes)” subscale of APASO-III, our S.4 to S.6 students achieve a Q-Score and P-Score of 103 and 57.9, respectively, signifying higher participation in work experience programmes compared to other schools in Hong Kong.

**(c) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

- Subject panels and functional team teachers-i/c play a key role in developing targeted programme plans aligned with our overall development goals. The School follows a PIEP cycle, utilizing feedback and data from our school community. This data-driven approach allows the School to set realistic targets and ensure our programmes continue to meet the evolving needs of our students.
- The School also demonstrates a concerted effort to secure diverse financial support for its various activities on an ongoing basis. As evidenced by the Key Performance Measures (KPM02), the School successfully obtained external resources for 6 projects related to STEAM education, as well as 4 projects relevant to aesthetic and physical activities and 3 projects relevant to 'biliterate and trilingual' communication.
- Furthermore, the School's participation rates in STEAM-related territory-wide inter-school competitions are notably high, with 11.9% of senior students and 10.6% of junior students engaged in such activities (KPM21). These figures significantly exceed the Hong Kong median of 7.0% and 6.4% respectively. This indicates that the School's dedicated support and strategic allocation of resources are instrumental to its students' achievements in these domains.
- The School's ability to consistently secure external funding and achieve high levels of student participation in inter-school competitions underscores its unwavering commitment to providing enriching learning experiences that cater to the diverse needs and interests of its student population. This multifaceted approach to resource mobilization and programme implementation reflects the School's dedication to fostering well-rounded development and excellence among its learners.

**Reflection**

- This academic year marked a significant turning point as our students were free from the pandemic threat, allowing a return to normal learning. In response, our school has crafted programmes to expand students' generic skills and broaden their knowledge, aligned with secondary education goals.
- Our students' performance in achieving these goals has been exemplary. Active participation in after-school activities and prestigious honours in science research and music demonstrate their exceptional talents. The comprehensive enrichment programmes, high engagement, and outstanding achievements have reflected our commitment to developing well-rounded individuals.

**Feedback and Follow-up**

- Students greatly benefit from the support and guidance of their teachers in navigating challenges. Therefore, it is vital for the School to offer mentorship and guidance, which play a pivotal role in helping students overcome obstacles and develop their leadership potential. By doing so, we can ensure the ongoing success of our school and foster a more inclusive educational environment.

- To optimize the School's capacity for whole-person development, it is essential to address student needs and focus on continuous improvement. With the upcoming KC Centenary preparation/celebration activities, we have an opportunity to develop more students with leadership abilities. In the next cycle, we should broaden our scope and prioritize training potential future leaders.

### **Target 3: To acknowledge and reflect on students' accomplishments in different stages of secondary school life**

#### **Publicize the good work of students in both academic and non-academic fields on Speech Day, in STEAM Week and news on the school webpage**

#### **Achievements**

The School's commitment to showcasing student achievements, organizing enriching activities, and continuously improving programmes has promoted a culture of excellence and inspired students' holistic development and lifelong learning.

#### **(a) The student's performance in achieving the seven learning goals**

- During the reviewing period, the School employed a variety of platforms, including the school website, King's Morning Assemblies, School Bulletin, Annual Speech Day, STEAM Week, Music Contest, campus TV, school magazine and S.1 orientation activities to prominently feature and commend the praiseworthy work and outstanding achievements of students across the seven learning objectives. These initiatives cultivated a culture that emphasizes the pursuit of excellence, ultimately inspiring students to foster their personal growth and holistic well-being.

#### **(b) The School's performance in enriching students' learning experiences to promote holistic development and lifelong learning**

- The diverse range of events and activities organized by the school provided enriching learning experiences that went beyond the classroom. By highlighting students' outstanding achievements and efforts, the School promoted a culture of pursuing excellence and inspired students to strive for holistic development and lifelong learning. During School Open Days, we arranged for our S.2 students to create flipped classrooms for visitors, alumni and guests to explore and have fun.

#### **(c) The School's performance in leading the school team to continuously improve and develop in order to promote holistic development and lifelong learning**

- The School's strategic decision to display student accomplishments on multiple platforms demonstrated its commitment to continuously improve and develop programmes that support holistic development and lifelong learning. Students are invited to attend the prize-giving

ceremony for their achievement during Annual Speech Day, Weekly King's Morning Assemblies. These undoubtedly fostered a culture of excellence, empowering students to reach their full potential and equipping them with the necessary skills for future success.

### **Reflection**

- The School is persistent in the practice of collating and exhibiting student accomplishments, thereby acknowledging their aptitudes, endeavours, and attainments. This approach serves to boost individuals' self-assurance and cultivate a favourable perception of the establishment.

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

- The establishment has solidified the practice of compiling and showcasing students' commendable work, thereby acknowledging their talents, efforts, and achievements. This approach has reinforced individuals' self-esteem and propagated a positive image of the School. Moving forward, the establishment will persist with this effective measure to further promote a culture that celebrates excellence and achievement.

## 6. Our Learning and Teaching

### Lesson Time for Junior Secondary Classes (S.1-S.3)

<b>KLAs</b>	<b>Percentage of Lesson Time</b>
Chinese Language Education (including Putonghua)	19.6%
English Language Education	19.0%
Mathematics Education	14.3%
PSHE	16.1%
Science Education	10.7%
Technology Education	6.5%
Arts Education	6.5%
PE	3.6%

### Lesson Time for Senior Secondary Classes (S.4-S.6)

<b>KLAs</b>	<b>Percentage of Lesson Time</b>
Chinese Language Education	14.1%
English Language Education	15.2%
Mathematics Education (excluding Extended Mathematics)	12.5%
Citizenship and Social Development	5.7%
Elective Subjects (3X)	39.6%
Extended Mathematics	3.0%
Arts Education	0.7%
PE	5.6%

There are fifty-six 40-minute teaching periods in a 7-day cycle, including two form teacher's periods with the main focus on students' values education for S.1-S.6.

## 7. Support for Student Development

The School embrace a Whole-School Approach to nurturing our students' growth. Our mission is to cultivate a caring, respectful and inclusive environment where students are empowered to unlock their potential and lead meaningful lives. Throughout the year, our dedicated student development committees have diligently planned and executed a rich array of activities tailored to meet our students' diverse needs and interests. These initiatives are designed to foster personal development and enhance each student's unique qualities. Our programmes consistently align with our second major concern, "fostering students' positive values and attitudes for taking up future challenges". In this School Development Cycle, we emphasise twelve core values: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety". To reinforce these values, we have successfully implemented a comprehensive Values Education Curriculum during the Form Teacher Period for S.1 to S.6 students.

To establish a personal value system that nurtures students into virtuous individuals with positive attitudes, a tailored Values Education Curriculum was developed. This curriculum emphasises the school year's theme, "Gratitude". Complementing the Form Teacher Period, diverse activities were organised to instil core values in students. These activities encompassed a Thematic Board Design Competition, Model Student Election, slogan and comics design competitions, ICAC drama performance, School Cleaning Campaign, experiential workshop, Life Education Week, Student Ambassador Programme for Famine, United Famine Relief Camp, Talk on Organ Transplant, Talk on Law, and Civic Ambassador Training Programme.

Our School take great pride in our weekly flag-raising ceremonies, which play a crucial role in instilling a strong sense of national identity in our students. It's inspiring to see each class regularly seize the opportunity to deliver thoughtful speeches under the national flag during these ceremonies. We're particularly excited about our inter-class "Speech under the National Flag" competition, which has been a resounding success. Through these presentations, our students gain a deeper, more nuanced understanding of our country's rich history, vibrant culture, dynamic economy, cutting-edge science and technology, sophisticated political system, and robust legal framework. To further this goal, our School has joined the Constitution and Basic Law Student Ambassadors Training Scheme. This initiative aims to deepen students' understanding of Hong Kong's constitutional status and nurture responsible citizens who love both their country and city. The scheme provides varied learning activities and encourages students to develop leadership skills while promoting Constitution and Basic Law education within the school community.

Moreover, numerous subject departments have enthusiastically integrated National Education into their schemes of work, seamlessly weaving it into their curriculum plans. Our unwavering efforts have motivated every student to aspire to become confident, respectful, and responsible. Through this comprehensive approach, we are nurturing a generation of well-rounded, patriotic, and civically engaged students who will undoubtedly make significant contributions to society.

Our Gifted Education Committee has collaborated closely with various Key Learning Areas (KLAs) to develop a comprehensive framework to nurture all our students' diverse talents. This innovative initiative empowers our learners to explore their passions and reach their full potential through a range of stimulating and engaging programmes. We're delighted by the overwhelmingly positive feedback from participants, which reflects the effectiveness of these initiatives in fostering a genuine love for learning.

To support academic excellence and the development of essential skills, specialised offerings such as leadership training and science enrichment have been made available to all students. These



initiatives not only enhance academic growth but also cultivate vital leadership qualities. Key events, including King's Morning and STEAM Week, have served as vibrant platforms for students to showcase their achievements. These occasions have inspired peers and celebrated the remarkable journeys of all talented learners, reinforcing a culture of encouragement and recognition within the school community.

The active support of parents has been instrumental in the success of these programmes. Their endorsement of the School's mission to cultivate the gifts of all learners has greatly contributed to a supportive educational environment. Additionally, engaging workshops and talks focused on personal learning strategies have further enriched the educational experience, ensuring that every student is equipped with the tools and support necessary to thrive academically and personally.

The collaborative efforts of the Gifted Education Committee and KLAs have fostered an inspiring environment where diverse talents are celebrated. By providing a wide range of opportunities, the School has established a solid foundation for all students to excel and inspire future generations.

In our ongoing commitment to support Non-Chinese Speaking Students and foster their integration into Chinese culture, our School designed customised curricula for Chinese Language, Chinese History and Life & Society. We're pleased to provide these curricula with appropriate teaching materials and additional lessons supported by additional funds from the EDB.

Our Counselling Team has been working tirelessly to foster students' personal development by cultivating a nurturing and supportive environment. We're proud of the range of structured programmes we have introduced, providing comprehensive counselling services to students. This has been made possible through the collaborative efforts of all teachers—especially our dedicated form teachers—and the professional support of our school social workers, the EDB school-based educational psychologist, and specialists from the Student Mental Health Support Scheme.

Supporting new students in adapting to their learning environment has always been a priority. Counselling teachers and school social workers conducted interviews with all students, particularly those in S.1, to identify early developmental and adaptation challenges. To further assist newcomers in transitioning to secondary school life, the Fig Boy Peer Counselling Scheme enlisted senior Kingsians to provide year-round peer support. Recognising the mental health needs of our students, measures were implemented to assess stress levels at an early stage, with individualised attention given to high-risk students throughout the school year. Under a whole-school approach, teachers were encouraged to closely observe students' emotions and behaviours, fostering a culture of gratitude, resilience, and positivity.

Additionally, students, parents, and teachers found the experiential workshops on emotion management and mindfulness particularly valuable. Given the importance of mental health, the School joined the Health-in-Mind Programme, funded by MINDSET, a registered charity in Hong Kong, in collaboration with the Hospital Authority. This programme, conducted through a Whole-School Approach, aims to promote mental health awareness, challenge misconceptions and reduce stigma around mental disorders, enhance social inclusion, and encourage those experiencing emotional difficulties to seek help. Our students participated in workshops, organised activities for their peers and rehabilitated patients, and gained knowledge about mental illness. They also developed a sense of respect and responsibility, working to eliminate the stigma surrounding mental health issues in society. Besides, our School has joined the "Student Mental Health Support Scheme," a collaborative initiative launched by various government departments to provide comprehensive mental health support to students. This scheme enables our School to form a multi-disciplinary team, including a QM psychiatric nurse, our counselling mistress, and the school social worker, who closely coordinate with external professionals to effectively address our students' mental health needs.

The Positive Education Programme, conducted throughout the school year for S.1 to S.6 students and their parents, further empowered participants to face future challenges and enhanced their resilience. As key partners of the Counselling Team, school social workers and the school-based educational psychologist provided both group and individual counselling and organised a series of parenting education sessions.

In the upcoming academic year, the Counselling Team will expand its efforts by introducing a series of “4Rs” mental wellness workshops for all S.1 to S.6 students, aiming to promote mental health more comprehensively and systematically. The team will also design a range of seminars and workshops for parents, helping them understand adolescent development, promote healthy and balanced growth, and enhance both their physical and psychological well-being. These initiatives aim to strengthen home-school cooperation and communication.

The School will also participate in the EDB’s Pupil Ambassador Scheme, a training programme designed to encourage students to approach the challenges of growing up with a positive mindset. Upon completion of the training, the ambassadors will help organise school-wide activities promoting the theme of “Positive Life,” which may include campus broadcasts, voluntary services, exhibitions, performances, and extracurricular activities that foster an optimistic outlook.

With the effective use of the Learning Support Grant and the Grant for Supporting NCS SEN, the SENCO worked closely with teachers and other professionals to provide comprehensive support for students with special educational needs. In collaboration with SENSTs and members of the Student Support Unit, tiered support was developed with the aid of specialists, including the school-based Educational Psychologist. Moving forward, the School will continue to apply the AIM Project, an initiative by the EDB, to enhance academic, social, and emotional support for students with ASD.

Our Life Planning Education and Career Guidance Committee continues to excel in its mission to offer comprehensive career guidance to all students, regardless of their capabilities, orientations, or academic levels. This is achieved through the coordination of thematic activities designed to enrich the three essential components of career and life planning: self-understanding and development, career exploration, and career planning and management. A well-structured career education curriculum has been integrated into the Form Teacher Period from S.1 to S.6 in a progressive and organised manner. The curriculum is designed to cultivate students’ sense of responsibility for their career and life planning. In S.1, the emphasis is on ‘Knowing Oneself,’ progressing to ‘Knowing the World of Work’ in S.2. S.3 students explore career interests through the ‘Finding Your Colours of Life’ programme for subject selection. In contrast, S.4 and S.5 students delve deeper into career planning, recognising the importance of diverse pathways through the ‘Career Mapping’ initiative. S.6 students benefit from comprehensive career guidance services, including workshops on the Joint University Programmes Admissions System (JUPAS), mock interviews, and presentations on local and non-local universities. These initiatives are designed to empower students to apply their decision-making skills and make informed career choices.

The continuation of the Extended Learning lesson on Life Planning and Financial Literacy for the two non-M1 & M2 S.5 classes has effectively enabled students to explore and solidify their career planning development direction and instil positive financial management concepts to assist them in managing their personal finances and achieving long-term career planning goals. The curriculum integrates various instructional materials such as videos, worksheets, class activities, board games, talks, and career visits, covering topics like “Self-interest Exploration & Development,” “Self-reflection & Goal Setting,” “Multiple Pathways & Related Costs,” “Life Skills & Self-management: Financial Literacy,” and “Career Exploration & the World of Work.”

To provide students with practical insights into work experience, diverse opportunities are offered for exploring various careers and fostering the requisite attitudes towards the working world. Activities such as the Job Shadow Programme, workplace visits, career workshops & talks, and authentic entrepreneurial experiences are provided. To better equip our S.5 and S.6 students in developing a clear career path, a Career Exploration Day was collaboratively organised with the KCOBA Junior Chapter, where alumni currently studying in universities shared insights into their university experiences, details of their disciplines, and tips on identifying one's interests. Recognising the significant influence of parents on a child's educational and career decisions, several events were organised to enhance parental involvement in career and life planning. The Careers Info Day for S.4 to S.6 parents and students saw successful participation from nearly 200 attendees. It offered insights into diverse career paths, industries, and opportunities, aiding both students and parents in making informed decisions about their future career choices. Through collaborative efforts involving the Life Planning Team, the Counselling Team, Form Teachers, and school social workers, the Mock Release of the HKDSE results was effectively organised for S.6 students and parents, aiding in their psychological preparedness. Comprehensive support was provided during this event to ensure that students received adequate career guidance and emotional assistance. The Life Planning Education and Career Guidance Committee remains dedicated to working diligently throughout the year to offer students and parents appropriate and timely support for life planning and career guidance.

Finally, we are profoundly grateful for the steadfast support of the King's College Parents Teachers Association (KCPTA), King's College Old Boys Association (KCOBA), and the King's College Education Foundation Ltd. Our School's strong partnership with these dedicated organisations has been instrumental in fostering our students' holistic and academic growth through tailored school-based programs. Their contributions extend beyond a range of scholarships recognising both academic and non-academic achievements; they have also provided abundant resources to enhance student competencies across various domains.

Furthermore, a shining example of their impact is the High Table Dinner, organised by KCOBA. This event creates an exceptional platform for our talented students to engage with distinguished alumni. Participants gain invaluable insights from guest speakers and treasure the opportunity to discuss their career aspirations with successful graduates. This interchange of ideas and experiences not only broadens our students' perspectives but also helps shape their future paths.

Moreover, we thank the KCOBA Junior Chapter for organising different events for S.5 and S.6 students. These young alumni's firsthand insights into different academic paths provide current students with a practical understanding of university life and potential career trajectories. These events exemplify the strength of the KC community, where recent graduates eagerly give back by guiding their juniors through one of the most crucial decisions of their academic journey.

We would also like to express our profound gratitude to KCPTA for its unwavering and enthusiastic support, which has been instrumental in facilitating the holistic development of our students throughout the academic year. Their dedication has significantly enriched our educational environment and contributed immensely to the growth and success of our student body.

Reflecting on this year's achievements, our school are filled with pride and excitement for the future. We look forward to continuing our commitment to nurturing well-rounded, confident, and responsible individuals who are ready to face future challenges with resilience and positivity. The collaborative spirit of our school community - students, teachers, parents, and alumni - continues to be our greatest strength, propelling us towards even greater heights in the coming years.

## 8. Performance of Students

### HKDSE

No. of students sat	121
% of students awarded the minimum entrance requirements for university education #	89.3% (108)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	95.04% (115)

# The minimum entrance requirements for university education

1. Levels 332A or above in core subjects (English Language, Chinese Language, Mathematics, and Citizenship & Social Development), respectively, and
2. Level 2 or above in one elective subject

^ The minimum entrance requirements for local sub-degree programmes

1. Level 2 in five HKDSE subjects (including Chinese Language and English Language)

### Student Participation in Social Services

Team	Services	Number of participants
Interact Club	• KC Interact Club x SRL Interact Club Elderly Home Visit	19
	• Blind Bowling Tournament	12
	• Rotary international district 3450 x Li Po Chun United World College Peace camp	10
	• KC Interact Club x SRL Unicef Club Day Camp	22
	• Hong Kong St. John Ambulance CPR & AED Training	14
Service Education Committee	• Sister School Programme	9
	• 創出 SUN 天	9
	• 中西區聯校領袖義工訓練暨社區服務	4
	• Tutorials for S.1 students	48
	• Elderly Academy	5
	• S.1 - 3 JC Volunteer Together (Component A)	387
	• S.4 - 5 JC Volunteer Together (Component B)	239
	• JC Volunteer Together (Component C)	16
	• BGCA Social Service	15

## 9. Students' Major Achievements in International, National and Territory Competitions

### International Level

Nature	Competition	Award/Prize	Awardee(s)
Academic Development	2023 The 4th All American DAVINCI International Innovation and Invention Expo	Gold Medal	LOK Sze-chai (4C) CHAN Cheuk-yu (4D) LAU Pui-hei (4D) MAK Wing-fai (4D)
		ATIP Special Award	
		OCIIP Special Award	
		TISIAS Special Award	
	8th International Invention Innovation Competition, iCAN	Gold Award	LIU Peikun (4D) YAU Yan-ngai (4D) CHU Wai-pak (5C) WAN Wai-long (5C)
		INTERNATIONAL SPECIAL AWARD (Organization for Creativity, Innovation, and Invention Promotion (OCIIP))	
	8th International Invention Innovation Competition, iCAN	INTERNATIONAL SPECIAL AWARD (Turkish Inventors Association (TÜMMİAD))	CHEUNG Marcus Hok-yin (3A) TAM Man-shun (3D)
		Gold Award	
		CANADIAN SPECIAL AWARD (Inventors College Organization (ICO) – Toronto, Canada)	
	International Invention and Innovation Contest PRIX EIFFEL 2023	CANADIAN SPECIAL AWARD (Innovation Initiative Co-operative Inc. “The Inventors Circle”)	CHU Wai-pak (5C) WAN Wai-long (5C)
		Gold Medal	
		Special Award, Toronto International Society of Innovation & Advanced Skills (TISIAS)	
		Special Award, Indonesian Invention and Innovation Promotion Association (INNOPA)	

	International Science and Invention Fair 2023	Gold Award	WAN Wai-long (5C)
		IYSA Special Award	
	World Science Environment and Engineering Competition	Silver Medal	CHU Wai-pak (5C) WAN Wai-long (5C) FAN Tsz-hang (5D) LUI Sui-hoi, Rex (5D) YU Yik-chau (5D)
	The International - World Innovative Student Expo (iWISE)	Gold Medal	FAN Tsz-hang (5D)
		Overall 2nd Position	
	Universal Robotics Challenge 2023	Merit Award	HAO Chi-wing, Patrick (3C) TAM Man-shun (3D)
	Universal Robotics Challenge Xchange	Champion	LOK Sze-chai (4C) TAM Chun-hin (4C)
		First Runner-up	WANG William (3A) WONG Chun-wang (3A)
		Second Runner-up	LIN Chit, Isaac (2A) YE Pak-yin (2D)
Music	14th Asia Pacific Harmonica Festival	<i>Youth Chromatic Harmonica Orchestra</i> First	King's College Harmonica Band
		<i>Youth Harmonica Solo</i> First	TANG King-yip (3D)
		<i>Youth Harmonica Duet</i> First	CHOW Hei-shun (1C)
		<i>Youth Harmonica Chamber Music</i> Second	SZE Chun-hin (4A) XIE Hantao (4A) WONG Tsz-long (4B) CHIU Wing-hei (4D) CHOI Pak-hei (5A)
		<i>Youth Harmonica Ensemble</i> Third	King's College Harmonica Ensemble
		<i>Youth Chromatic Harmonica Solo</i> Third	CHOW Hei-shun (1C)
		<i>Junior Chromatic Harmonica Solo</i> Third	YEUNG Yat-sing (1C)
		<i>Junior 10-Hole Harmonica Solo</i> Third	LEE Sing-yu (1A)

### National Level

Nature	Competition	Award/Prize	Awardee
Academic Development	「年度中國歷史人物選舉 2023 專題研習報告比賽」	嘉許獎	徐浚航(4A) 卓以諾 (4C) 邱仁毅 (4D)
	「三地童聲盃」第二屆演講說故事比賽 2024 (初賽及總決賽、三地總決賽)	大灣區代表隊	林孫澤俊 (4C)
		香港代表隊	
		全場總季軍	
		金獎	
	「三地童聲盃」第二屆演講說故事比賽 2024 (初賽及總決賽、三地總決賽)	香港代表隊	王子祐 (3A)
		銀獎	
Aesthetic Development	The 93rd World Children's Art Conference	Excellence Award	SINGH Harjas (2B)
	「心繫家國」中華飲食文化周暨學生廚藝大賽	參與證書	鄭楚曦 (2A) 張海源 (2A) 陳俊仁 (2B) 徐浚航 (4A) 徐浩桉 (4A) 宋曦之 (4B)

### Territory Level

Nature	Competition	Award/Prize	Awardee
Academic Development	CLP Energy Innovation for Smart City Competition	2nd Runner-up	LIU Peikun (4D) LEE Yan-nok (5A) CHU Wai-pak (5C) NG Ming-him, Ben (5D)
	13th Inter-Government Secondary Schools English Debating Competition	The Best Debater	YANG Tony Pui-him (2A)
	Junior Secondary Science Online Self-learning Scheme	Gold Award	CHAN Gibson (1A) KONG Alec Wynne (1A) YEUNG Max (1A) LIU Si-han (1D) NG Leong-kwok (2A) LO Ho-wing (2B) MA Tsun-wa (2D) LEUNG Chi-ho, Cleo (3C)
		Bronze Award	LIN Chit, Isaac (2A)

	Senior Statistical Project Competition 23-24	Senior Section First Prize	FUNG Ching-wai (5D) HO San-wah (5D) LUI Sui-hoi, Rex (5D) WONG Kwong-yau (5D) YEUNG Yat-him (5D)
	41st Hong Kong Mathematics Olympiad	Individual Event Second-class Honour	YEUNG Yat-him (5D)
		Individual Event Third-class Honour	LUI Kwan-lung (5D) WONG Kwong-yau (5D)
		Individual Event Honourable Mention	LEE Sze-ming (5C)
	AI Innovation Contest 2024	Gold Award	LOK Yan-chak (1B) KWONG Sze-lik (1D) LAU Chun-hang (1D) LIU Si-han (1D)
	Hong Kong Youth Science and Technology Innovation Competition	First Place Award	CHEUNG Marcus Hok-yin (3A) CHAN Pak-hang (3D) TAM Man-shun (3D) LIU Peikun (4D) LEE Yan-nok (5A) NG Ming-him, Ben (5D)
	75th Hong Kong Schools Speech Festival	Solo Verse Speaking (Non-Open Secondary 1 Boys) 3rd Place	TSANG Caron (1A) TSUI Ying-kit, Brandon (1D)
		News Feature Presentation (Secondary 1 & 2) 3rd Place	CHEUNG Pak-yuen, Bradford (2B)
		Public Speaking Solo (Secondary 1 & 2) 1st Place	YANG Tony Pui-him (2A)
		Solo Verse Speaking (Non-Open Secondary 3 Boys) 2nd Place	POON Pak-hang (3B)
		Public Speaking Solo (Secondary 3 & 4) 1st Place	CHEUNG Marcus Hok-yin (3A)
		Solo Verse Speaking (Non-Open Secondary 4 Boys) 1st Place	TAM Chun-hin (4C)
		Public Speaking Solo (Secondary 5) 2nd Place	LUI Sui-hoi, Rex (5D)
	26th Hong Kong Mathematical High Achievers Selection Contest	First Honour Award	WONG Nok-hei (3A)
		Second Honour Award	MOK Chung-hei (2C) POON Pak-hang (3B) WANG Yinuo (3D)
		Group Merit Award	KONG Yat-hin (1D) MOK Chung-hei (2C) WONG Nok-hei (3A) POON Pak-hang (3B) WANG Yinuo (3D)



	Hong Kong Chemistry Olympiad For Secondary Schools	2nd Runner-up	CHEUNG Marcus Hok-yin (3A) CHAN Pak-hang (3D) TAM Man-shun (3D)
		Honourable Mention	CHAN Hoi-kuen (4D) LIM Yin-kwan, Nathaniel (4D) LEE Yan-nok (5A) CHU Wai-pak (5C) NG Ming-him, Ben (5D)
	International Junior Science Olympiad 2023 - Hong Kong Screening	First Place Award	TAM Man-shun (3D)
		Second Place Award	CHEUNG Marcus Hok-yin (3A)
	World Robot Olympiad - Hong Kong Robot Summer Challenge	Golden Award (Top 5%)	LO Ho-wing (2B) LAM Yan-pok (3B) HUANG Yat-tun (3B)
		The Best Performance Award	
		Golden Lego Award	CHAN Chun-lam, Jayman (1C) TSUI Po-hei (1C) CHAN Chun-yan (2B)
		Silver Award	CHAN Ngai-kiu (1B) HO Pak-yui (1B) YUNG Chin-hang (1B) HUI Leong (1C)
		Bronze Award	CHAN Chun-lam, Jayman (1C) CHOW Hei-shun (1C) LIU Si-han (1D) LAM Fai-ching (1D) YIP Ka-po, Anakin (2C) ZHENG Hei-wang (2C) LAM Yau-ching (2C)
	Young AI Education Ambassador Award Programme 2023-2024	Gold Award	LIN Chit, Isaac (2A) CHENG Chi-long, Bryan (4C) LOK Sze-chai (4C) LAU Pui-hei (4D) MAK Wing-fai (4D)
		Silver Award	LOK Yan-chak (1B) KWONG Sze-lik (1D) LAU Chun-hang (1D) LIU Si-han (1D)
		Bronze Award	CHEUNG Tsz-hin (1D) CHOY Cheuk-ki (1D) HO Jaden (1D) HUI Jayden Chun-yat (1D) KING Tsz-yeung, Oliver (1D) KONG Yat-hin (1D) KWONG Wai-pok (1D) LAI Chak-wah (1D) LI Chun-yin (1D) LI Siu-fung (1D) MO Morgan (1D) WANG Tsz-hin (1D) WONG Hon (1D) YEUNG Sin-hang (1D) YUEN Kin-wai (1D) CHAN Ethan Ron (4A) CHOI Yat-lai (4B)

		HO Man-wui (4B) LAI Hiu-chun (4B) LEUNG Hei-shun (4B) LO Chun-yin (4B) SONG Hei-chi (4B) LO Cheuk-yin (4C) NG Cheuk-kiu, Winfield (4C) CHEN Sheung-shing (4D) CHIU Wing-hei (4D) HUI Ka-shing (4D) LIU Peikun (4D) WONG Ching-fung (4D) YAU Yan-ngai (4D)
「年度中國歷史人物 選舉 2023 專題研習報 告比賽」	嘉許獎	李柏言 (2C) 林佑澄 (2C) 馬康耀 (2C) 黎汶臻 (2C) 樂雋熙 (2C)
周有光盃——普通話 說講朗誦及拼音比賽	金獎【周有光盃漢語拼 音比賽】	林孫澤俊 (4C)
周有光盃——普通話 說講朗誦及拼音比賽	銀獎【周有光盃漢語拼 音比賽】	蔡嘉俊 (2B)
周有光盃——普通話 說講朗誦及拼音比賽	優異獎【周有光盃漢語 拼音比賽】	馬康耀 (2C)
培進小學及初中校際 普通話朗誦及演講比 賽 2023	冠軍	陸恩澤 (1B)
	亞軍	馬康耀 (2C)
	優異獎	楊沛謙 (2A)
第五屆卧龍盃官立中 學多角辯論賽 2024	亞軍	英皇書院
	最佳辯論員	周頌謙 (4D)
嶺南大學「全港中學 生辯論賽（人力資源 管理盃）」	季軍	杜奇峰 (2C) 池彥斌 (2D) 李若飛 (2D) 陳卓榆 (4D) 周頌謙 (4D) 虞恩生 (4D) 胡峻浩 (6C) 周倬賢 (6C)
	最佳辯論員	周倬賢 (6C)
第 74 屆香港學校朗誦 節 (2024) (中文朗 誦)	男子組 - 中學一年級粵 語散文獨誦 冠軍	陸恩澤 (1B)
	男子組 - 中學一年級粵 語散文獨誦 亞軍	鄺偉博 (1D)
	男子組 - 中學一年級粵 語散文獨誦 季軍	許晉溢 (1D)
	男子組 - 中學一、二年 級普通話詩詞獨誦 季軍	馬康耀 (2C)

	星島第三十九屆全港校際辯論比賽	最佳交互問答辯論員（第二回合初賽）	周頌謙 (4D)
		最佳辯論員（第三回合初賽）	周頌謙 (4D)
	模擬國際會議暨外交解難挑戰賽（決賽）	潛力外交官獎	陳卓榆 (4D) 周頌謙 (4D) 容一峰 (4D)
	少年警訊創新科技大賽 2023-24	最佳安全城市獎（預防罪案）	宋曦之 (4B) 羅卓然 (4C) 陳子祐 (5B) 何鈞然 (5C) 曾華君 (5C)
		傑出表現獎、最佳安全城市獎（網絡安全）	鄭子朗 (4C) 陸思齊 (4C)
		嘉許獎	劉培熙 (4D) 麥泳徽 (4D)
Aesthetic Development	Western District Road Safety Poster Design Competition 2023	Merit	HO Chung-hang, Argus (1B)
	Speak Up - Act Out Drama Competition (Devised Category)	Audience Prize	RAI Ayush (2B) SYED Muhammad Ali (2B) CHAU Ching Hang (2C) LAM Yau Ching (2C) WANG William (3A) KASUBHAI Kaizar (3C)
	6th Inter-Government Secondary Schools Drama Fest 2023/24	Adjudicator's Award	NGAI Wang-ching (1A) YEUNG Yat-sing (1C) CHENG Chun-kin (2C) LEUNG Tsz-hei, Ryan (3C) PANG Lai-him, Moses (3C) CHOI Kai-chun (4B) PAARSPREET-Singh (4B) RONQUILLO John Mackay Umbac (4B) NGAI Tsz-ming (4C) TAM Chun-hin (4C) LEUNG Shing-hin (4D) YU Yan-sang (4D) LEE Yan-nok (5A) CHAU Cheuk-fan (5C)
		Award for Commendable Overall Performance	NGAI Wang-ching (1A) YEUNG Yat-sing (1C) CHENG Chun-kin (2C) LEUNG Tsz-hei, Ryan (3C) PANG Lai-him, Moses (3C) CHOI Kai-chun (4B) PAARSPREET-Singh (4B) RONQUILLO John Mackay Umbac (4B) NGAI Tsz-ming (4C) TAM Chun-hin (4C) LEUNG Shing-hin (4D) YU Yan-sang (4D)

			LEE Yan-nok (5A) CHAU Cheuk-fan (5C)
		Award for Outstanding Stage Effect	NGAI Wang-ching (1A) YEUNG Yat-sing (1C) CHENG Chun-kin (2C) LEUNG Tsz-hei, Ryan (3C) PANG Lai-him, Moses (3C) CHOI Kai-chun (4B) PAARSPREET-Singh (4B) RONQUILLO John Mackay Umbac (4B) NGAI Tsz-ming (4C) TAM Chun-hin (4C) LEUNG Shing-hin (4D) YU Yan-sang (4D) LEE Yan-nok (5A) CHAU Cheuk-fan (5C)
		Award for Outstanding Performer	LEUNG Tsz-hei, Ryan (3C)
		Award for Outstanding Script	LEUNG Tsz-hei, Ryan (3C)
	“Control of Obscene and Indecent Articles Ordinance” Slogan and Colouring Competition 2023-2024	Merit	LIN Chit, Isaac (2A) CHAN Ka-chun (2D) NG Shing-chak (6D)
		Merit (Colouring Section)	NG Tze-ming, Jamin (2A) WEN Kin-yuen (2C) WONG Chi-hei, Brian (2D)
	The 16th Moral Education Comics Competition	Merit	CHAN Yat-lung (1D)
	香港學校戲劇節 2023/24	傑出劇本獎	林曉銘 (5C) 陳冠穎 (5C) 陳柏熹 (5C) 鄭祺 (5C)
		傑出演員獎	林曉銘 (5C) 陳柏熹 (5C)
		傑出舞台效果獎	王子祐 (3A) 周卓凡 (5C) 余子軒 (5C) 陳立舜 (5D) 鄭楷寧 (5D)
All-round Development	2023 第七屆全港青少年進步獎	進步嘉許獎	莊正賢 (3B) 陸思齊 (4C) 王銘希 (4C) 劉培錕 (4D)
Physical Development	Inter-school Athletics Competition 2023-2024	Boys A Grade 100m First Runner-up	CHAN Curtis (5A)
		Boys A Grade 200m First Runner-up	CHAN Curtis (5A)
		Boys A Grade Triple Jump Third Runner-up	WONG Tim-lok (5A)
		Boys C Grade Long Jump Winner	LAM Lok-yin (2A)

	Inter-school Swimming Competition 2023-2024	<i>Boys C Grade 50m Breast Stroke</i> Third Runner-up	LEE Pak-yin (1B)
	Inter-school Volleyball Competition 2023-2024	<i>Boys C Grade</i> First Runner-up	King's College
		<i>Boys Overall</i> Second Runner-up	King's College
	京士柏 x 創青體育會 回歸盃手球賽成績	男子高級組 季軍	吳嘉曦 (3A) 葉朗 (4A) 郭煥鏗 (4A) 彭殷歷 (4C) 張進靈 (5A) 李鈺維 (5A) 黃添樂 (5A) 朱碩朗 (5C) 何燊鋒 (5D) 冼文軒 (5D) 顏敬昇 (5D)
Music	76th HK Schools Music Festival	<i>Xiao Solo - Junior</i> First Place	HAO Chi-wing, Patrick (3C)
		<i>Sheng Solo - Junior</i> First Place	CHOW Hei-shun (1C)
		<i>Harmonica - Secondary School</i> First	King's College Harmonica Band
		<i>Harmonica Ensemble</i> First Place	TANG King-yip (3C) SHEA Tsz-hin, Tristan (5C) YUNG Cheuk-yin, Ryan (5C) XU Ying-di (5D)
		<i>Secondary School Choir-Foreign Language-Treble Voice Only-Boys-Second Division-Junior</i> Second Place	King's College Treble Choir
		<i>Harmonica Solo –Concert Work</i> Second Place	SHEA Tsz-hin, Tristan (5C)
		<i>Harmonica Solo - Intermediate</i> Second Place	SZE Chun-hin (4A)
		<i>Harmonica Duet</i> Third Place	CHENG On-sin (5D) KWONG Tsz-yin (5D)
		<i>Piano Solo - Composer Of The Year</i> Third	CHAN Popo Anderson Fitzjohn (3D)
		<i>Harmonica Solo - Senior</i> Third	CHOI Pak-hei (5A)
		<i>Di Solo - Senior</i> Third	HAO Chi-wing, Patrick (3C)
		<i>Banhu Solo - Advanced</i> Third	YUEN Tin-fu (5D)
		<i>Graded Piano Solo - Grade 7</i> Third	CHEUNG Kwan-ho (2D)

	2023 HK Youth Music Interflow	<i>Chinese Orchestra Interflow (Secondary School Class B)</i> Gold Award	KC Chinese Orchestra
		<i>Symphony Orchestra Interflow (Secondary School Class A)</i> Bronze Award	KC Symphony Orchestra
Uniform Groups	Hong Kong Red Cross Hong Kong Island Division Youth Drill Competition 2023-2024	Overall 2nd Runner-up	LI Ka-ming (4C) CHEUNG Chun-ling (5A) CHAN Lap-shun (5D)

## 10. Financial Summary (1.9.2023 - 31.8.2024)

	Income (\$)	Expenditure (\$)
<b>I ESCBG ACCOUNT</b>		
(a) Non-school specific grants		
1 Baseline reference provision	532,856.00	250,384.19
<i>Sub-total:</i>	<u>532,856.00</u>	<u>250,384.19</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	709,986.00	713,019.38
2 Capacity Enhancement Grant - GSS	566,935.00	684,730.96
3 School-based management Top-up Grant - GSS	52,596.00	555.00
<i>Sub-total:</i>	<u>1,329,517.00</u>	<u>1,398,305.34 #</u>
<b>II TEACHER RELIEF GRANT (TRG) ACCOUNT</b>		
• Provision for 2023-2024	238,500.00	357,704.28
<i>Sub-total:</i>	<u>238,500.00</u>	<u>357,704.28 #</u>
<b>III OTHER NON-RECURRENT GRANTS ACCOUNT</b>		
Learning Support Grant - GSS		
• Provision for 2023-2024	727,368.00	658,172.25
<i>Sub-total:</i>	<u>727,368.00</u>	<u>658,172.25</u>
School-based After-school Learning & Support Programmes - GSS		
• Provision for 2023-2024	74,400.00	58,307.10
<i>Sub-total:</i>	<u>74,400.00</u>	<u>58,307.10</u>
Moral & National Education Support Grant - GSS		
• Provision for 2023-2024	367.00	367.00
<i>Sub-total:</i>	<u>367.00</u>	<u>367.00</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
• Provision for 2023-2024	858,130.00	740,038.67
<i>Sub-total:</i>	<u>858,130.00</u>	<u>740,038.67</u>
Information Technology Staffing Support Grant - GSS		
• Provision for 2023-2024	333,812.00	336,105.00
<i>Sub-total:</i>	<u>333,812.00</u>	<u>336,105.00 #</u>
Grant for the Sister School Scheme - GSS		
• Provision for 2023-2024	162,994.00	236,928.00
<i>Sub-total:</i>	<u>162,994.00</u>	<u>236,928.00 #</u>
Promotion of Reading Grant - GSS		
• Provision for 2023-2024	65,248.00	59,042.00
<i>Sub-total:</i>	<u>65,248.00</u>	<u>59,042.00</u>

	Income (\$)	Expenditure (\$)
School Executive Officer Grant - GSS		
• Provision for 2023-2024	573,540.00	449,592.00
<i>Sub-total:</i>	<u>573,540.00</u>	<u>449,592.00</u>
Life-wide Learning Fund - GSS		
• Provision for 2023-2024	1,218,131.00	1,561,538.60
<i>Sub-total:</i>	<u>1,218,131.00</u>	<u>1,561,538.60</u> #
Diversity Learning Grant for the NSS Students - Other Languages		
• Provision for 2023-2024	120,400.00	111,800.00
<i>Sub-total:</i>	<u>120,400.00</u>	<u>111,800.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
• Provision for 2023-2024	84,000.00	86,853.54
<i>Sub-total:</i>	<u>84,000.00</u>	<u>86,853.54</u> #
One-off Grant for the Senior Secondary Subject Citizenship and Social Development		
• Provision for 2023-2024	100,000.00	76,369.68
<i>Sub-total:</i>	<u>100,000.00</u>	<u>76,369.68</u>
One-off Grant for Mental Health at School - GSS		
1 Provision for 2023-2024	60,000.00	14,000.00
<i>Sub-total:</i>	<u>60,000.00</u>	<u>14,000.00</u>
One-off Grant on Parent Education-GSS		
1 Provision for 2023-2024	200,000.00	-
<i>Sub-total:</i>	<u>200,000.00</u>	<u>-</u>
One-off Grant on Promotion of Chinese Culture Immersion Activities - GSS		
1 Provision for 2023-2024	300,000.00	-
<i>Sub-total:</i>	<u>300,000.00</u>	<u>-</u>
One-off Grant on Promotion of Sports Ambience and MVPA60 in Schools - GSS		
1 Provision for 2023-2024	150,000.00	34,240.00
<i>Sub-total:</i>	<u>150,000.00</u>	<u>34,240.00</u>

#### IV SMI ACCOUNT

Fees collected from students for specific purposes	201,600.00	58,630.00
<i>Sub-total:</i>	<u>201,600.00</u>	<u>58,630.00</u>

#### V ECA ACCOUNT

(a) Provision for 2023-2024	102,511.00	)	514,039.10
(b) Fees collected from students(S4 to S6)	55,115.00	)	
<i>Sub-total:</i>	<u>157,626.00</u>		<u>514,039.10</u> #

# Remarks: Deficits covered by surplus carried forward from previous school year.



# 11. Appendix

## Report on School-based After School Learning & Support Programme 2023-24

學校名稱：英皇書院

計劃統籌人姓名：吳惠琮 電話：2547 0310

A. 校本津貼實際受惠學生人數 54 名 (包括 A. 領取綜援人數：1 名，B. 學生資助計劃全額津貼人數：38 名及 C. 學校使用酌情權而受惠的清貧學生人數：15 名)

B.

活動名稱/類別 *	參加合資格學生人數 (人) #			平均出席率	活動舉辦時期 / 日期	實際開支 (\$)	評估方法	合辦機構/ 服務供應機構名稱 (如適用)	活動評估 (例如:學生的學習情況及成果)
	A	B	C						
課後文化藝術發展~ 音樂課程 中一至中五 (全年上課時數： 240 小時)	1	19	0	80%	10/2023 – 4/2024	31,567.1	個人反思/ 音樂老師觀察	導師	<ul style="list-style-type: none"> <li>學生透過學習樂器，除了培養堅持和忍耐，也提升其藝術文化修養；參加樂團的訓練，更讓他們學習團隊合作和互勉的精神。</li> <li>老師反映所有受惠學生在校內音樂科樂器考試均取得及格成績。</li> <li>初中學生必須學習樂器，課程資助切合需要，可舒緩家長的經濟壓力。</li> </ul>
大澳傳統探索之旅 (中二)	0	11	4	100%	22/12/2023	9,615	<ul style="list-style-type: none"> <li>◇ 導師觀察</li> <li>◇ 活動評估</li> </ul>	愛學遊(香港)有限公司	<ul style="list-style-type: none"> <li>學生認同對本地漁業及漁民生活的認識加深。</li> <li>學生認同提高了對本地漁業發展的興趣。</li> <li>建議下學年繼續舉辦本地遊(可以不同主題)。</li> </ul>

迪士尼社會探索之旅 (中三、中四)	0	7	8	100%	22/12/2023	7,125	✧ 導師觀察 ✧ 活動評估	香港迪士尼樂園	<ul style="list-style-type: none"><li>- 學生認同以議題探究方法對世界加深了認識，增廣見聞。</li><li>- 學生也明白運用集體研討及多角度思考等方法了解人類所面對的挑戰及機遇，為加入全球社群作好準備。</li><li>- 建議下學年嘗試舉辦主題公園的其他探究活動。</li></ul>
英文科:綜合能力訓練課程 (中五)	0	10	3	100%	4，5/2024	10,000	個人反思/ 老師觀察	導師	<ul style="list-style-type: none"><li>- 所有學員認同訓練課程有效提升其英文閱讀和寫作能力。導師講解詳細，批改課業認真。訓練有助學生掌握公開考試之要求。</li><li>- 超過 80%同學於答卷時間管理有明顯進步。寫作能力方面，表達語氣和文章結構亦有改善。</li><li>- 建議下學年繼續舉辦。</li></ul>
活動項目總數： 4									
@學生人次	1	47	15			總開支：\$58,307.1			
**總學生人次	63 名								

備註:

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

@學生人次: 上列參加各項活動的受惠學生人數的總和

\*\*總學生人次: 指學生人次(A) + (B) + (C) 的總和

# 合資格學生: 指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

### Report on the Use of Life-wide Learning Grant 2023-24

Report on the Use of Life-wide Learning Grant 2025-26													
Domain	Brief Description of Activities	Objective	Date	Target Student (level)	Actual no. of student	Evaluation Results (If the activities was cancelled due to the pandemic, etc. please mark “cancelled”)	Actual Expenses (\$)	Nature of Expenses, E1 to E5. *See note below	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum)				
									M: Moral and Civic Education				
					P: Physical and Aesthetic Development								
					S: Community Service								
					C: Career-related Experiences								
Category 1	To organise / participate in life-wide learning activities												
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
English Language	Debate Workshop for Junior Forms (ENG)	✧ To help junior students develop background knowledge into debate arguments. ✧ To help students explore effective debate tactics and topics. ✧ To enhance students’ writing and speaking skills by preparation of debate speeches. ✧ To give junior students a taste of debate by class competitions.	Whole Year	S.1 – S.3	20	The attendance rate and student feedback was very good.	9,600	E5	✓				

English Language	Drama Workshop (ENG)	<ul style="list-style-type: none"> <li>✧ To enhance students' speaking and writing skills through dialogue and script-writing.</li> <li>✧ To allow students to use their language skills and creativity while discussing ideas with others.</li> <li>✧ To enable a team of students to compose and deliver an effective, audience-appropriate drama production.</li> <li>✧ To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance.</li> </ul>	First Term	S.1 – S.5	13	The attendance rate was high and student feedback was positive. Students were able to deliver a drama production and their effort was recognised by the audience. The team gained several awards in the 6 <sup>th</sup> Inter-Government Secondary School Drama Fest.	22,050	E5	✓				
English Language	Appreciation of Drama Performance (ENG)	<ul style="list-style-type: none"> <li>✧ To help students learn the appreciation of language arts and interpretation of messages through watching a standard play.</li> <li>✧ To bring fun into English learning.</li> <li>✧ To enable students to learn how to express themselves not just through words but also through facial expressions and body language.</li> </ul>	First Term	S.1 – S.3	239	The students generally enjoyed the show as the drama performance was interactive. From the evaluation, most students agreed that they understood the plot and moral value of the drama, and the activity has aroused their interest in watching and participating in drama performances in the future.	14,000	E5	✓				

English Language	Training courses for Speech Festival (ENG)	<ul style="list-style-type: none"> <li>✧ To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning.</li> <li>✧ To provide training on speech skills such as articulation, voice control, pronunciation and intonation.</li> <li>✧ To coach students to ensure they can confidently command the stage and engage effectively with the audience.</li> </ul>	First Term	S.1 – S.6	29	The students have learnt and practised various speech delivery skills. 8 students won the prizes in three categories (Sole Verse, Public Speech Solo and News Feature Presentation), including three 3 <sup>rd</sup> places, two 2 <sup>nd</sup> places and three 1 <sup>st</sup> places.	26,600	E5	✓					
English Language	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> <li>✧ To fully immerse students into English culture by festival celebration activities.</li> <li>✧ To enhance students' motivation and interest in learning English through activities beyond the classroom.</li> </ul>	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	All S.1 – S.6 students	<ul style="list-style-type: none"> <li>✧ The service provider managed to complete only Halloween celebration activities on for S.1 and S.2 students.</li> <li>✧ The games were fun and the NETs from the service provider were able to grab students' attention. Over 80% of students agreed that they were given ample opportunities to interact in English.</li> </ul>	16,540	E5	✓					
Cross-KLA (ENG)	Sci-lish activities (STEM-related activities organised by English & STEM-related departments)	<ul style="list-style-type: none"> <li>✧ By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning.</li> <li>✧ To help students build up different generic skills, including team building, creativity and logical reasoning.</li> </ul>	Second Term	S.1 (whole-form)	140	<ul style="list-style-type: none"> <li>✧ 90% of S.1 students surveyed gave positive feedback and enjoyed the activities.</li> <li>✧ All of them agreed that the experiments and activities could spark their creativity and interest.</li> </ul>	19,980	E5	✓					

Appreciating literature (ENG)	Reading for Fun Programme	<p>✧ To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres</p> <p>✧ To provide some tips and techniques in book reading</p>	First Tern	S.1	140	S.1 students had 4 sessions during their lunch time. Students have explored fictions and non-fictions by knowing different authors and books, which also helped them prepare their ERS book presentation.	20,000	E5	✓					
中國語文科	戲劇欣賞暨座談會	<p>✧ 加深學生對莊子思想的認識及對中華文化的認知</p>	11月	S.4全級	116人	觀賞具有哲學內涵的戲劇作品培養學生哲學思維能力，透過思考寓意、象徵和角色關係深入探討生命意義和人與自然關係；同時增進對中國古代文化的認識，理解莊子哲學思想和中國傳統價值觀，提升跨文化交流和尊重文化多樣性的能力。	5,890	E6	✓	✓				
中國語文科	文化工藝工作坊	<p>✧ 認識非遺項目剪紙藝術</p> <p>✧ 認識及欣賞中國的傳統文化</p>	11月	S.1-S.3	30人	參加彩虹書法和水墨畫工作坊使學生獲益於藝術表達、專注力和跨文化理解。同時，他們也能認識和承傳中國非物質文化遺產，學習傳統技法和價值觀，並尊重和保存這些文化遺產。這將培養學生的創造力，提高他們的文化素養和情緒調節能力，並使他們成為文化傳承的推廣者和保護者。	6,000	E6	✓	✓				
中國語文科	辯論培訓班	透過恆常的辯論訓練和比賽，磨礪同學的思辨及語文能力、推廣辯論	9月至6月	S.1-S.5	22人	<p>透過恆常的辯論訓練和比賽，磨礪同學的思辨及語文能力、推廣辯論；透過多項辯論比賽，為校爭光。</p> <p>本年度參與的比賽： 一、星島第三十九屆全港校際辯論比賽 1. 星島第三十九屆全港校際辯論比賽第一回合初賽 英皇勝</p>	46,000	E1	✓	✓				

					<p>2. 星島第三十九屆全港校際辯論比賽第二回合初賽 英皇勝、最佳交互問答</p> <p>3. 星島第三十九屆全港校際辯論比賽第三回合初賽 英皇敗、最佳辯論員（4D 周頌謙） 辯員：4D 周頌謙、4D 陳卓榆、2C 杜奇峰</p> <p>二、第三屆《香港中學辯論賽》小組賽</p> <p>1. 第三屆《香港中學辯論賽》小組賽第一輪賽事 英皇敗</p> <p>2. 第三屆《香港中學辯論賽》小組賽第二輪賽事 英皇敗</p> <p>3. 第三屆《香港中學辯論賽》小組賽第三輪賽事 英皇勝</p> <p>4. 第三屆《香港中學辯論賽》小組賽第四輪賽事（5月） 未比賽，紅雨延期</p> <p>三、模擬國際會議暨外交解難挑戰賽</p> <p>1. 初賽（5月） 英皇勝（入圍）</p> <p>2. 決賽 未比賽、未公布結果</p> <p>四、香港學界辯論聯會 HKSDF</p> <p>1. 全港中學學界辯論比賽_外圍賽 英皇及德雅中學聯隊勝</p> <p>2. 全港中學學界辯論比賽_初賽 英皇及德雅中學聯隊勝、最佳辯論員</p>						
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						3. 全港中學學界辯論比賽_正賽第一場 <u>英皇及德雅中學聯隊敗</u>  五、香港大律師公會辯論賽 2024 1. 初賽（5 月） <u>英皇敗，能晉級 8 強</u> 2. 半準決賽（8 強）（6 月） <u>英皇敗</u>  六、第五屆卧龍盃官立中學多角辯論賽 2024（5 月） <u>亞軍、最佳辯論員</u>  七、聯校中文辯論比賽（5 月） <u>英皇敗、最佳辯論員</u> 中辯隊經歷三年疫情後，出現嚴重的青黃不接現象，尤以中二至中四級最為嚴重，出現嚴重的斷層。經教練（校友吳俊熙、歐耀允和劉啟彥）和隊長的努力和堅持下，隊內開始加深溝通和凝聚力；從上學期到下學期的校內外比賽中，樂見隊員願意付出更多時間準備，表現開始漸見曙光，盼望下學年有更大的進步。								
CHI & PTH	School Speech & Music Festival [Subsidise entry fee & transportation expenses]	To encourage students to widen their exposure and exert their potentials through Participating competitions.	Nov 2023	S.1 - S.5	35	1冠軍; 1亞軍; 2季軍;21優良; 6良好	5,425	E1			✓			
Mathematics	Maths Olympiad Courses (Junior)	To enhance junior form students' high-order thinking, logical thinking and problem-solving skills.	First and Second Term	S.1 - S.3	20	Students attained excellent results at the Hong Kong Mathematical High Achievers Selection Contest (organised by Po Leung Kuk and the Hong	14,000	E6	✓					



						Kong Association for Science and Mathematics Education). 3 students had earned 2nd class awards and 1 had earned 1st class award, out of the 5 selected participants from this course. 68% of students felt more confident in dealing with Maths problem after taking the course. The attendance of students was close to 90%.							
Geography	Fieldwork Skill Training Workshops (course fee, equipment and transportation expenses)	<ul style="list-style-type: none"> <li>✧ To facilitate students' mastery of fieldwork skills.</li> <li>✧ To enhance students' generic skills through field study.</li> </ul>	Second Term (3-4/3/2024)	S.5	18	Observation during the field trip. Discussions with the tutor from the field study centre	2,580	E2	✓	✓			
PE	Volleyball Training	To train up the student to participate in the inter-school volleyball competition	Whole Year	S.1-S.6	36	2 <sup>nd</sup> in Boys C grade Inter-school Volleyball Competitions 3 <sup>rd</sup> in Boys Overall Inter-school Volleyball Competitions.	68,800	E5			✓		
PE	Handball Training	To train up the students to participate in the inter-school Handball competition	Whole Year	S.1-S.6	40	6 <sup>th</sup> in Boys A grade Inter-school Handball Competitions	53,900	E5, E7			✓		
PE	Badminton Training	To train up the students to participate in the inter-school Badminton competition	Whole Year	S.1-S.6	20	4 <sup>th</sup> in C grade & 6 <sup>th</sup> in A grade Inter-school Badminton Competitions	6,450	E7			✓		
PE	Football Training	To train up the students to participate in the inter-school Football competition	Whole Year	S.1-S.6	66	4 <sup>th</sup> in Boys B & C Inter-school Football Competitions	39,000	E5			✓		
PE	Basketball Training	To Train up the students to participate in the inter-school Basketball competition	Whole Year	S.1-S.6	70	11 <sup>th</sup> in Inter-School Basketball Competition	10,000	E7			✓		

PE	Baseball Class	To develop students' teamwork, build up their confidence & patience, enhance their motor skills, focus & attention.	First Term	S.1-S.6	240	Post Exam Activities (ECA fund)	3,040	E5			✓		
PE	Table Tennis	To Train up the students to participate in the inter-school Table Tennis competition.	Whole Year	S.1-S.6	20	11 <sup>th</sup> in Inter-School Table Tennis Competitions	15,000	E5, E7			✓		
Music	Weekly intensive training programmes. Hiring of conductors for different music teams	<ul style="list-style-type: none"> <li>✧ To enhance students' performing skills and ensembleship.</li> <li>✧ To broaden students' exposure through taking part in interschool music competitions</li> </ul>	Whole Year	S.1-S.6	133	Still in progress. Weekly practices starting from Sept 2023. Will complete in Aug 2024. Students attended inter-school music competitions and won prizes, including bronze award in the HK Youth Music Interflow and HK Schools Music Festival in the Orchestra section. Harmonica Band won the Champion in the Band section. All teams performed in different school functions.	148,500	E5	✓				
Music	Special training programmes for Masterclasses music ensembles (elite students)	To refine the performing skills and ensembleship of the music ensembles (elite teams) for music performances and competitions.	Whole Year	S.1-S.5	11	Special training for the harmonica ensemble brass ensemble, before HK Schools Music Festival. Another Special training programme for the Harmonica ensemble will be held in July to prepare students for the Asia-Pacific Harmonic Festival.	23,900	E5	✓				
Music	Music instrumental training programme for specific instrumental classes	<ul style="list-style-type: none"> <li>✧ Develop students' music performing skills.</li> <li>✧ Enrich students' learning experiences.</li> </ul>	Whole Year	S.1-S.3	18	Weekly training was given to students from Oct 2023 to June 2024. Participants completed the programme with satisfactory attendance records,	36,151.2	E5	✓				
Music	Music composition class for S.5 and S.6 DSE	<ul style="list-style-type: none"> <li>✧ To enhance students' compositional skills</li> <li>✧ To assist the students to complete their</li> </ul>	Whole Year	S.5-S.6	11	Still in progress and is to be completed in July. 3 workshops for S.6 were conducted in Dec 2023 and January 2024. One for	5,000	E5	✓				

	classes by professional bodies	composition portfolio				S.5 will be held in July.							
Visual Arts	Visit to art exhibitions at M+, Hong Kong Museum of Art & Tai Kung (Transportation expenses)	To broaden the horizon of students in Aesthetics	Second Term	S.1 – S.5 20 students each time	20	Through joining M+ Collections Thematic Tours and Related Workshops, students discovered the ingenuity of designers and explored the urgent needs of human life in different eras. They understood how design and architecture promoted contemporary social changes, thereby expanding choices in life. Besides, they also understood the impact of social and cultural changes on design innovation. The students' creativity was fostered by collage-making to echo the exhibits discussed, and their communication skills were cultivated by the presentation of their ideas. Visit to The Hong Kong Jockey Club Series: Noir & Blanc—A Story of Photography: It offered students different perspectives to understand black-and-white image-making over a century.	1,580	E2			✓		
Visual Arts	Stop Motion Workshop (Course fee)	<ul style="list-style-type: none"> <li>✧ To cultivate students' creativity</li> <li>✧ To appreciate the artworks made by molding</li> <li>✧ To collect readymade objects with special forms or textures for replication by molding with clay</li> </ul>	First Term	S.1- S.2 12 – 15 students	13	13 students of S.1 – S.3 joined the workshop on 10 November & 24 November 2023 (3:45pm -5:45pm). A tutor from Lumenvisum introduced the mechanism of “camera obscura”, single-lens reflex & digital camera. The history of animation was introduced by showing a video of Zoetrope. Characteristics of Stop motion and different types of animation like Claymation were discussed. Besides, the frame rate and the representation of the bouncing, and crushing forms	5,600	E6			✓		

					<p>were highlighted. The students formed 4 groups and learned the functions of the app, Stop Motion Studio with iPad. The students mastered the techniques quickly and tried to use some toy cars and clay to make interesting experiments on stop motion. The students created storyboards at the end of the 1st lesson and were asked to bring props for the following lesson. In the 2nd lesson, students based on the storyboards created to capture lots of photos seriously with consideration of consistency. The tutor introduced the importance of lighting and its temperature for showing symbolic meanings and atmosphere. The students created the backdrops and props with the help of one another and eventually completed about 15-second stop-motion animations. The collaboration skills of the students were developed. Few members were not highly involved in the shooting process so individual work was preferred if time was sufficient. The students' creativity was fostered but it would be better to develop the meaning of the stories before shooting so the duration of the workshop should be lengthened. The problem-solving skills were demonstrated by using wire to make the neck of giraffe firm and using correction tape for making the marks on the road. The students found the results of the animations satisfactory and were eager to download the videos as soon as possible after the workshop. The good work will be</p>									
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						displayed at Visual Arts Exhibition 2025.							
Visual Arts	Woodwork Workshop (Course fee)	<ul style="list-style-type: none"> <li>✧ To foster students' creativity</li> <li>✧ To prepare, coat and expose a screen, prepare paper, mix colour inks and utilise various registration techniques for printing multi-layer prints.</li> </ul>	Second Term	S.3 – S.5 12 – 15 students	12	Students were recruited by teacher's invitation. They learnt how to draw blueprints, make accurate measurements, cut wooden boards with tools, and make a stool with mortise and tenon structure. As Design & Technology is not offered by our school, most students did not have the skills of making woodworks. Besides, it was a valuable experience to learn this ancient Chinese furniture making technique. Their cultural identity was nourished. Good works were collected for Visual Arts Exhibition in 2025.	10,580	E6			✓		
Visual Arts	OLE Talk on promote positive learning habits through art (VA)	To broaden students' horizons in aesthetic development.	Second Term	All S.4 students	118	OLE Talk for all S.4 students was organised with Art Together to promote positive learning habits through art from 14:50 – 15:30 on 22 November 2023 (Form Period) at School Hall. The organisation and the speakers were requested to observe the national security strictly in the Quotation. Evaluation of the Talk: 2 artists from Art Together were invited to share their experience of Community Art in USA with S4 students. Those artists went to San Francisco, the United States, in September 2023 to participate in the "First Chinatown Ghost Festival" to promote traditional Chinese culture through art. At the same time, they promoted community integration. A series of activities of the Ghost	3,000	E5			✓		

					<p>Festival include the “Tuas King” parade, community interactive games, song, and dance performances, etc. Among them, the more than 4-meter-tall “Tuas King” paper sculpture uses the paper-making technology of Hong Kong’s intangible cultural heritage. The artists participated in the project, creating paper artworks with residents, and participating in dance performances, working together to create a wonderful ghost scene. Festival cultural experience. Artists believe that holding celebrations after the epidemic is of special significance, as it could not only boost the Chinatown community, but also allow residents to relax physically and mentally. Through this talk, the artists not only shared their interesting overseas exchange experiences with students, but also showed that art did not necessarily stay in museums but could go into streets and alleys to promote community interaction and release the negative energy accumulated in people’s hearts, encouraged more exchanges between different generations and groups. Community art made people realise that we were part of the same community, and together we could rejuvenate our bodies and minds to face the future. S.4 students were very attentive and found the talk interesting and inspirational to develop positive thinking through visual arts.</p>									
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For students with SEN & difficulties on learning Chinese Language	Chinese Workshops for S.4 & 5 (organised by SEN)	To develop students' interests and enthusiasm in Chinese language learning, improving their Chinese proficiency and sense of humanities, and catering to their learning needs.	Whole year	S.4 & 5	13	Due to the course content not fully meeting the students' needs and being relatively elementary, it has affected the students' attendance rate. Therefore, we are going to search for other service providers to suit our students' needs and provide the course to more students including junior levels as well in the next academic year.	89,600	E1	✓	✓			
Gifted education (SEN)	Twice-exceptional Workshop (organised by SEN)	To let students learn problem-solving skills through playing adventure-based group games	1 <sup>st</sup> term	S.1	10	Students participated actively in class. Most of them learnt problem-solving skills through the challenging tasks. They hoped that this course could continue in the next semester.	22,000	E1	✓	✓			
Whole-person development workshops FP & zoom and hiking	Positive Education Workshops (organised by Counselling Team)	To promote social & emotional well-being and mental health through different types of workshops for students and their parents	Whole year	S.1 – 6 + parents	762	Through the talks and workshops, students were able to develop their character strengths, establish a positive mindset, enhance their social skills, and learn mindfulness techniques to better manage their stress.	160,000	E1 + E5	✓	✓			

Whole-person development activities	S.3 Resilience Training (organised by Counselling Team)	To enhance students' resilience and their ability in managing stress and anxiety	Student Development Day	Whole-person development activities on Student Development Day	122	Around 80% of the students agreed or strongly agreed that the group sessions helped them learn stress management techniques; And find the most suitable communication skills for themselves. Close to 90% of the students agreed or strongly agreed that the group sessions gave them more determination to face challenges.	49,700	E1+E2+E5+E8	✓				
Whole-person development activities	S.1 Adaptation & Development Programme (organised by Counselling Team)	To help S.1 needy students adapt to school environment and build up their rapport.	Nov-Dec 2023 (half-day camp)	Whole-person development activities	18	All students agreed or strongly agreed that the group sessions helped them adapt to secondary school life more easily; learn stress management techniques; learn different study skills; find the most suitable study skills for themselves; gave them more determination to face challenges. Over 90% of the students agreed or strongly agreed that the group sessions helped them learn time management skills.	15,000	E1+E2+E5+E8	✓				
OLE\SDD	S.2 Hong Kong History and Culture Study Day Tour	✧ To help students to learn the history and the culture in Hong Kong.	1 <sup>st</sup> term	S.2	S.2	The result was satisfactory. Students of S.2 handled the self-directed learning task properly. They had completed the preparation tasks before the day tour. Students had shown strong interests in Chinese cultural preservation. In addition, most of the students were able to apply the relevant concepts learnt during lessons and the day tour. The posters designed by them were creative. Referring to the survey done after SDD, 90% of	13,916	E1 & E2	✓	✓			



						respondents felt satisfied with the learning activity.							
Discipline Committee	S.1 Training on Student Developmental Day - 'Be Empathy and Co-creating a Harmonious School'	To build up the team-spirit of S.1 new comers. To introduce problem solving skills to S.1 students. To co-creating a Harmonious School against Anti-bullying. (This item was also reported by LCW in Student Development Day)	Oct 2023 (Student Development Day)	S.1 (whole form)	S.1 (whole form)	88.9% were satisfied with the course in the survey	30,240	E1	✓				
CLP	HKU Taster Programmes (Quota: 10, set by HKU)	To offer junior secondary students an exciting taste of the vibrant campus life in HKU, while participating in different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science.	Dec 2023	S.2 to S.4 (selection criteria: students who have been granted fee remission or CSSA and with good academic performance)	10	Satisfactory level: 4 out of 4 ✧ Positive feedback from students ✧ Students all enjoyed their experience at HKU. They generally commented highly on the activities as they had the opportunity to have some hands-on experience and they had the chance to meet the university students and students from other secondary schools. They shared they understood more about different programmes and have even developed an interest in certain subjects. Participants shared their learning experience with the whole school during King's Morning on 28 May 2024.	12,000	E6	✓				✓
STEM Activity	STEAM Week Activity - Training workshops for S.1	✧ To enhance students' STEAM knowledge and skills ✧ To raise students' interest in STEAM learning.	Second Term	S.1	S.1 (whole form)	All S1 classes had participated the activities.	39,840	E1	✓				

STEM Activity	STEAM Week Activity - Training workshops for S.2	<ul style="list-style-type: none"> <li>✧ To enhance students' STEAM knowledge and skills</li> <li>✧ To raise students' interest in STEAM learning.</li> </ul>	Second Term	S.2	S.2 (whole form)	All S2 classes had participated the activities.	45,540	E1	✓					
Gifted Edu.	Future Leaders Workshops (course fee)	<ul style="list-style-type: none"> <li>✧ To develop students' leadership skills and nurture positive attitudes.</li> <li>✧ To enhance students' resilience.</li> </ul>	First & Second Terms	S.1 – 3 (Selected students)	79	<ul style="list-style-type: none"> <li>✧ 96% overall attendance rate in the activities</li> <li>✧ 97% overall satisfaction rate in the activities</li> </ul>	16,980	E6		✓				
Gifted Edu.	STEAM Programme (course fee)	<ul style="list-style-type: none"> <li>✧ To cultivate students' interest in STEAM learning</li> <li>✧ To help students explore STEAM related topics</li> </ul>	First & Second Terms	S.1 – 3 (Selected students)	15	<ul style="list-style-type: none"> <li>✧ 90% overall attendance rate in the activities</li> <li>✧ 95% overall satisfaction rate in the activities</li> </ul>	7,560	E5	✓					
Gifted Edu.	STEAM Competitions (application fee)	<ul style="list-style-type: none"> <li>✧ To facilitate students' STEAM learning</li> <li>✧ To display students' STEAM learning outcomes</li> </ul>	First & Second Terms	S.1 – 5 (Selected students)	7	Four S.4 & S.5 students obtained Gold Award, INTERNATIONAL SPECIAL AWARD (Organization for Creativity, Innovation, and Invention Promotion (OCIIP)), INTERNATIONAL SPECIAL AWARD (Turkish Inventors Association (TÜMMİAD)) in 8th International Invention Innovation Competition, iCAN Two S.3 students obtained Gold Award, CANADIAN SPECIAL AWARD (Inventors College Organization (ICO) – Toronto, Canada), CANADIAN SPECIAL AWARD (Innovation Initiative Co-operative Inc. “The Inventors Circle”) in 8th International Invention Innovation	9,795.56	E3	✓					

						Competition, iCAN One S.3 students obtained High Distinction in the International Chemistry Quiz						
							<b>Sub-total of Item 1.1</b>	1,125,657.76				

**\*Code for Expenses**

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )  
E2 Transportation fees  
E3 Fees for non-local exchange activities/competitions (students)  
E4 Fees for non-local exchange activities/competitions (escorting teachers)  
E5 Fees for hiring experts/professionals/coaches

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school  
E7 Purchase of equipment, instruments, tools, devices, consumables  
E8 Purchase of learning resources (e.g. educational softwares)  
E9 Others (please specify)

1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1	Japan STEAM Economics and Cultural Tour 2023	Exchange Programme	Nov 2023	S.1 - S.5	24	✧ Referring to the result of the post-survey, 100% of participants strongly agree or agree that the study tour enriched their knowledge of STEAM Education. ✧ All participants present their reports on Open Day.	158,400	✓				
2	南京歷史文化考察團	歷史文化考察團	May 2024	S.4 and S.5 students	30	通過學習經歷與高中課程結合，深入了解國情，開拓視野，增長歷史知識。	50,710	✓	✓			✓

3	Summer English Immersion Study Tour (Sydney)	Exchange Programme	6/7/2024 – 15/7/2024	S.3 - S.4	20	Students seized the opportunities to learn outside the classroom, understand the Australian culture and broaden their horizons.	68,065	✓				
				<b>Sub-total of Item 1.2 (Non-Local Activities)</b>			277,175.00					
				<b>Reported Expenses for Category 1 (Item 1.1 + 1.2)</b>			1,402,832.76					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	✧ <i>Laser Engraving</i> Machine ✧ Interactive Panel (Smart TV Touch Screen) ✧ Equipment for IT-related competitions	STEM Education	✧ Hands-on activities for students ✧ Souvenirs made on Open Day ✧ Display teaching materials ✧ Interactive display for students' activities ✧ Equipment for IT-related competitions	17,500
2	Power-block Adjustable Dumbbells (Quantity: 2 sets)	PE	For Fitness Training	10,000
<b>Reported Expenses for Category 2</b>				27,500
<b>Reported Expenses for Categories 1 &amp; 2</b>				1,430,334.76

**Category 3: Estimated Number of Student Beneficiaries**

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

Contact Person for LWLG (Name & Post): CHAN Ping-san, SEO (Ag)

\* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

**Evaluation on Use of Capacity Enhancement Grant (CEG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for School-based Support for NCS Students (NCSSG), Provision for Learning Circle and School Executive Officer Grant (SEOG) for Manpower**  
**2023-2024 school year**

Objectives/Plan	Evaluation
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To cater for learners' diversity</li> <li>2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching</li> <li>3. To provide support and assistance to teachers in preparing teaching and learning materials and Form-teacher Period materials (Moral, Civic &amp; National Education, Life Planning Education &amp; Careers Guidance, and Counselling) and organising ECA and OLE activities</li> <li>4. To take up some of the administrative and other non-teaching duties of teachers</li> <li>5. To provide IT support in e-Learning, Campus TV, and school activities and assist in organising Learning Circle activities among 18 government secondary schools.</li> </ol> <p><b>Plan:</b></p> <ol style="list-style-type: none"> <li>(a) Appointment of two full-time GM Grade temporary teachers for teaching Chinese Language</li> <li>(b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, OLE/IT, SEN(2), IT) Duties include assisting teachers in:</li> </ol>	<ul style="list-style-type: none"> <li>Hiring temporary teachers has significantly bolstered our educational capacity, enhancing our Chinese department's ability to address the specific needs of Non-Chinese Speaking (NCS) students. A tailored curriculum in a pull-out setting improved learning efficiency, with most NCS students showing marked progress in Chinese language skills. Temporary teachers also facilitated cultural activities, deepening students' engagement with Chinese culture. These initiatives contributed to impressive results in public examinations among senior students.</li> <li>Teaching assistants in the English, Chinese, and Mathematics departments have significantly strengthened support within their subjects while managing non-teaching tasks, reducing full-time teachers' workloads and allowing them to concentrate on curriculum development and teaching. The English Teaching Assistant contributed editorial skills and content to the school magazine. The Chinese Teaching Assistant, besides general duties, organised cultural lessons for NCS students and supported the Moral &amp; Civic and National Education Activity Committees. This assistant, along with the Mathematics Teaching Assistant, also offered targeted help to SEN students, aiding their understanding of complex concepts.</li> <li>The Teaching Assistant (OLE/IT) significantly enhanced student learning by assisting the OLE Committee, Campus TV Committee, and Careers and Life Planning Education Committee with various activities. He played a key role in live broadcasts, produced 'King's Morning,' and created video content for online events and promotions. Additionally, he supported the organisation of the 55th Chinese Orchestra Anniversary concert, further enriching the school's cultural offerings. His contributions have been vital in expanding both the educational and extracurricular landscape of the school.</li> <li>The Teaching Assistant (IT) was instrumental in enhancing STEAM education by supporting the STEAM committee's learning activities and significantly aiding the organisation of collaborative activities within the Learning Circle of 18 government secondary schools.</li> <li>The two Special Education Needs Teaching Assistants (SEN TAs) provided extensive assistance in addressing the diverse needs of students with SEN. This support encompassed helping with procurement, managing activities and training programmes, as well as the Individual Educational Plan (IEP) intensive training tailored for students with SEN.</li> </ul>

Objectives/Plan	Evaluation
<p>i. preparation of teaching and learning materials;</p> <p>ii. providing administrative support to subject departments;</p> <p>iii. providing learning support for weaker students, SEN students and NCS students;</p> <p>iv. supervising and conducting extended learning activities or OLE activities;</p> <p>v. lesson substitution;</p> <p>vi. examination invigilation (public and internal), etc.</p> <p>(c) Appointment of a School Administrative Executive</p> <p>Duties include:</p> <p>i. assisting the operation of SMC</p> <p>ii. handling matters of procurement/tendering</p> <p>iii. supervision of GCs &amp; TAs</p> <p>iv. secretarial duties</p> <p>v. assisting in exam matters</p> <p>vi. assisting in WebSAMS-related matters</p> <p>vii. assisting in S.1 admission and other major school functions</p> <p>viii. assisting the liaison with school stakeholders &amp; outside organisations</p> <p>ix. assisting in the arrangement of school programmes</p> <p>(d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning</p>	<p>Collaborating closely with different professional practitioners such as the school-based Educational Psychologist, the specialists from SMHSS, Speech Therapists, Occupational Therapists, etc., the SEN TAs ensured specialised care for the students. They also bolstered the emotional well-being of students with SEN, fostering their personal growth. Furthermore, they significantly contributed to the smooth operation of the 2024 HKDSE Special Examination Centre.</p> <ul style="list-style-type: none"> <li>Teaching Assistants (TAs) play a crucial role in enhancing school operations and educational quality. They manage classroom substitutions, enabling teachers to attend professional development without adding extra duties to their colleagues. TAs also take invigilating duties in both internal and public exams, allowing teachers to focus on marking and developing assessment strategies. They facilitate special examination arrangements for students with special needs and assist in procurement by obtaining quotations for services and products. Additionally, TAs supervise external student activities and support data processing for S.1 admissions. They are instrumental in organising and running Other Learning Experiences (OLE) activities, significantly contributing to students' holistic development.</li> <li>The School Administrative Executive (SAE) has significantly enhanced our school's operational efficiency by adeptly coordinating and managing administrative tasks, thereby reducing the teachers' workload. Leaders of key committees, such as Internal and Public Exams, S.1 Admissions, WebSAMS, Student Learning Profiles, Scholarships and Prizes, and the Speech and Music Festival, have highly praised the SAE's contributions. Additionally, the SAE provided essential secretarial support to the School Improvement Team, Head of Department, and staff meetings, improving organisational effectiveness. She also facilitated the operations of the School Management Committee (SMC) and managed procurement processes for school essentials like exercise books and uniforms, carefully soliciting quotations from providers. Her comprehensive support across these areas has been crucial in streamlining administrative functions and enhancing the school's governance.</li> <li>Hiring an Information Technology Resources Officer and Computer Technician significantly bolstered IT support, enhancing e-learning and online teaching. They also provided additional assistance, ensuring the seamless execution of school events, activities, and examinations.</li> </ul>

英皇書院  
學生活動支援津貼運用報告  
2023-2024 學年

(一) 財務概況

A	本學年獲發撥款：	\$ 43,550.00
B	本學年總開支：	\$ 16,092.00
C	須退還教育局餘款 (A - B)：	\$ 27,458.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	3	\$360.00
學校書簿津貼計劃 — 全額及半額津貼	51	\$10,708.00
校本評定有經濟需要	46	\$5,024.00 (上限為全學年津貼金額的 25%)
<b>總計</b>	<b>100</b>	<b>\$16,092.00</b> 〔註：此項應等於 (一) B「本學年總開支」〕

(三) 活動開支詳情

範疇	活動簡介及目標	開支（\$）	受惠學生 人次 <sup>1</sup>	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	價值觀教育	體藝發展	社會服務	與工作有關的經驗
1	本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷							
1	School Picnic S2, S6	\$4,368.00	34			✓		

<sup>1</sup> 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。



範疇	活動簡介及目標	開支（\$）	受惠學生 人次 <sup>1</sup>	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	價值觀教育	體藝發展	社會服務	與工作有關的經驗
2	School Picnic S1, S3, S5	\$5,520.00	60			✓		
3	School Picnic S2, S5	\$204.00	2			✓		
	第 1 項總開支	\$10,092.00	96					
2	境外活動：資助有經濟需要的學生參與境外活動／境外比賽							
1	Japan Tour	\$4,000.00	3	✓				
2	Sydney Study Tour	\$2,000.00	1	✓				
	第 2 項總開支	\$6,000.00	4					
3	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							
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	第 3 項總開支	---	---					
	總計	\$16,092.00	100					

全方位學習聯絡人（姓名、職位）： Mr. WU King-lok, AP(KC)

## Evaluation Report on Other Programmes (Gifted Education) for senior secondary students funded by Diversity Learning Grant, 2023-24

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
中文 拔尖寫作班	針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料	於校刊刊登學生優秀作品	寫作拔尖班： 中五拔尖寫作班共有 21 人  中四拔尖寫作班共有 23 人	由中文科任教師推薦班中具寫作潛質 / 應對能力高的學生	中五寫作拔尖班： 上學期(十節)  中四寫作拔尖班： 下學期(七節)	<p><b>中五寫作拔尖班</b> 中五寫作班中共有 21 人 - 出席率較為穩定，但有些同學因學生會會議、排練、補習的關係而缺席或早退，因此出席率有所下跌，總體而言為 80%。學生遲到的情況極少。 - 繳交習作方面，出席學生大多會按時呈交。 - 課堂參與度方面，導師在課上嘗試訓練學生培養寫大綱的習慣，並逐一了解情況，學生願意與導師分享所思所想，其多積極詢問並尋求改善方法，態度可取。</p> <p><b>中四寫作拔尖班</b> 中四寫作班中共有 23 人 - 出席率大致穩定，除特定課堂因義工活動及開放日籌備影響而較低外，總體而言為 85%。學生未有出現中途離開的情況，遲到的情況亦不多。 - 繳交習作方面，出席學生皆會按時呈交。 - 學生願意與導師分享所思所想，其多積極詢問並尋求改善方法，態度可取。部分同學亦時見佳作，唯部分學生時間管理較差，因而限時寫作表現較弱。</p>	<p>中五寫作拔尖班： \$10,500.00 (導師費用)</p> <p>中四寫作拔尖班： \$7,350.00 (導師費用)</p>
	學習散文新詩的創作手法，並參加創作比賽豐富經驗	於校刊刊登學生優秀作品	聯校小作家計劃： 中四拔尖寫作班共有 2 人	由中文科任教師推薦班中具寫作潛質 / 應對能力高的學生	聯校小作家計劃： 下學期(八節)	<p><b>聯校小作家計劃</b> 中四寫作班中共有 2 人 - 出席率為 100% - 學生新詩作品成績出眾，其中兩篇新詩刊登於中學生文藝月刊。</p>	聯校小作家計劃： \$1,030.00 (導師費用)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>English Debate Enhancement Course</b>	<ul style="list-style-type: none"> <li>➤ To boost the debating and public speaking skills of the School Debate Team members</li> <li>➤ To better equip them for the inter-school competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participants were introduced to different competition formats and taught different debate and public speaking techniques.</li> <li>➤ They had competitions in groups in every training session. Feedback was given by the coach for improvement.</li> <li>➤ Students were nominated to take part in the Hong Kong Secondary Schools Debating Competition (HKSSDC) from Sept 2023 – May 2024.</li> </ul>	14 S.2-S.5 members of our school English Debate Team	Our School English Debate Team members	8 lessons with 1.5 hours each, from Feb 2024 to May 2024	<ul style="list-style-type: none"> <li>➤ The course was conducted from February 2024 to May 2024. 14 S.2-S.5 Debate Team members attended 8 1.5-hour lessons.</li> <li>➤ The attendance of students for the course was high (higher than 80%).</li> <li>➤ Students were trained to take part in 4 debates in the Hong Kong Secondary School Debating Competition organised by the Hong Kong Schools' Debating and Public Speaking Community.</li> <li>➤ The feedback from the teacher supervisor, the coach and the students of the debating class was positive.</li> <li>➤ Students are eager to share what they have learned with their junior counterparts.</li> <li>➤ Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year.</li> </ul>	\$9,600.00 (coach fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>English Speaking Enhancement Workshops</b>	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students	<ul style="list-style-type: none"> <li>➤ Participants were given an introduction on communication strategies and taught different techniques of group interaction.</li> <li>➤ 4 students were arranged into a group for oral practice in every session. Feedback was given by the tutor for improvement.</li> <li>➤ Participants conducted oral practice with their classmates and helped them improve by doing peer evaluations.</li> </ul>	A total of 123 S.6 students	More capable students from each of the senior classes, according to the Exam	12 sessions with 1 hour each from Nov 2023 to Dec 2024 (at school)	<ul style="list-style-type: none"> <li>➤ 12 sessions of oral practice were conducted for S.6 students from November 2023 to December 2024 to help prepare them for distinctive performance in the public exam. The sessions were conducted at school after school.</li> <li>➤ 12 students arranged in 3 groups took part in each session. The arrangement facilitated students' learning through peer observation and evaluation.</li> <li>➤ The attendance of students for the course was very high (higher than 90%).</li> <li>➤ The feedback from both tutors and students was positive. Tutors commented that students were eager to improve themselves and students thought that feedback from tutors was useful.</li> <li>➤ It is recommended to offer a similar programme next year so that students can be better equipped with communication strategies and share the skills they acquired with their peers.</li> </ul>	\$10,000.00 (coach fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>Mathematics Enhancement Course for elite Mathematics students</b>	To enhance students' <ol style="list-style-type: none"> <li>high order thinking and logical thinking</li> <li>problem-solving skills</li> </ol>	9 1.25-hour lessons are held weekly for each form  Sept 2023 – Dec 2023	15 students for each form from S.4 & S.5 respectively	Selected by subject teachers based on: <ol style="list-style-type: none"> <li>students' internal academic results</li> <li>students' performance in previous external Mathematics competitions</li> </ol>	1.25 hours per lesson, afterschool (at school)	80% of students felt that this course had better developed their understanding and skills in Mathematics. Over 70% of students felt more confident in dealing with Mathematics problems after taking the course. 4 of the participants were selected to join the Hong Kong Mathematics Olympiad and all attained positive results. 2 of the participants took part in the Statistical Project Competition and their group had won overall champion.	\$9,000.00 (course fee)
<b>Leadership Programme for S.4 Elite Students</b>	➤ To develop students' leadership skills and positive attitude	➤ Participants being able to plan and organise club/society activities for students.	20 S.4 students	Selected among the top 40 students in the form according to their S.3 Annual Exam results.	3 lessons, 1.5 hours each, in Feb 2024	A School Ambassador Training program was organised successfully for 20 S.4 students. The training programme boasted an impressive attendance rate of over 92%, with the participants expressing an 81% satisfaction level. The comprehensive curriculum covered a range of essential skills, including effective presentation techniques, professional etiquette, and strategies for introducing the rich history of the School. This initiative aimed to empower the student ambassadors, equipping them with the necessary tools and knowledge to effectively represent the School and engage with the broader community.	\$4,980.00 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>Subsidy Scheme for competitions</b>	To subsidise students who enrol in GE competitions for the purpose of developing their gifted potential	Well performed students in competitions being able to be core members for more advanced training	14 S.4-S.5 Students	S.4 and S.5 Students recommended by subject teachers based on their academic results and performance in class	PRIX EIFFEL 2023 on 15 Nov 2023	2 S.5 students have obtained the Gold Medal, the TISIAS Special Award and the INNOPA Special Award	\$8,232.04 (application fee for competition)
<b>Science Enhancement Programmes</b>	To enhance students' science literacy and skills in science research	Outstanding research works will be shared in STEAM week and on the school webpage	Selected S.4-.6 gifted students in science	S.4-S.6 Students passed the screening test and/or were recommended by subject teachers based on their academic results and performance in class	Science Research (Whole year at senior laboratories)	<p>➤ In August 2023, 10 S.4 to S.5 students wrote research plans and conducted preliminary tests to examine the feasibility of the research. In September, the plans were modified based on the findings, and research training workshops were held. A screening test was then conducted to assess students' science and math literacy, and 11 out of 28 were selected for a 30-hour training course on lab skills. Six of them proceeded to the second round, becoming apprentices to the S.4 and S.5 Science Research Teams, further advancing their research skills from December onwards.</p> <p>➤ Online training and presentation workshops, including alumni sharing, were offered from September 2023 to May 2024. Science teachers prepared advanced tutorials and lab practice for gifted students, who participated in competitions and won</p> <ul style="list-style-type: none"> <li>The First Place Award in the Hong Kong Youth Science and Technology Innovation Competition</li> </ul>	\$5547.50 (materials fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						<ul style="list-style-type: none"> <li>The Gold and IYSA Special Award in the International Science and Invention Fair 2023</li> <li>The Gold Medal, TISIAS Special Award and INNOPA Special Award in the International Invention and Innovation Contest PRIX EIFFEL 2023</li> <li>The Gold Medal and Overall 2nd Position Grand Cash Prize GBP300 in the International World Innovative Student Exhibition</li> <li>The Silver Medal in the World Science Environment and Engineering Competition</li> <li>The Gold Awards, International Special Awards, Canadian Special Awards in the International Invention Innovation Competition, (iCAN) 2023</li> </ul> <p>➤ Reviewing the student achievement and performance, it is recommended to offer a similar training in the next year.</p>	
<b>Campus TV Student Journalists Training Course</b>	To develop students' skills in interviewing, reporting and video recording, editing and broadcasting	Students being able to interview people and produce video and live broadcast	Selected 9 S.4-S.5 students	Students who are talented in video shooting	8-hour workshop in 2 lessons in Jul 2024 in Senior Physics Laboratory	All participants gave positive feedback on the training course. They agreed that the workshop enhanced their video editing knowledge / skills for Adobe Premiere Pro. In the course, they have ample support from the instructor and they have sufficient time to practice. The average satisfaction rate is 95%.	18,102.00 (course fee)

**Total: \$84,341.54**

## 2023 - 2024 改善非華語學生的中文學與教 學校報告

### 一、非華語學生人數基本資料

	S1	S2	S3	S4	S5	S6	總人數
2023-2024	5	6	3	2	1	1	18

### 二、撥款運用

本校在2023/24學年所獲的額外撥款為 **858,130** 元，在2022/23學年完結時，有關撥款的累積餘額為 **79,371.95** 元。本校在2023/24學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：

目標：(一)加強支援非華語學生學習中文			
項目	全年實際開支	備註	
1. 聘請 1.7 名中文老師	\$ 740,038.67	本校聘請 1.7 名老師	
2. 2023/24 非華語學生中文才藝比賽 (閱讀、演講)	/	17 名非華語學生參與	
3. IGCSE 國際考試(中文) GCE AL 國際考試(中文)	/	2 名非華語學生應考 IGCSE 國際考試考取 8,9 級 1 名非華語學生應考 GCE AL 國際考試考取 A 級	
4. 初中非華語學生增潤寫作班及高中說話能力訓練班	/	11 名非華語學生參與	
目標：(二) 建構共融校園			
項目	全年實際開支	備註	總結
1. 中秋節攤位及開放日活動	/	全級及非華語學生參與	透過活動、遊戲和體驗等形式，讓學生輕鬆愉快地認識中國傳統節日習俗。
2. 伴讀計劃	/	初中學生及初中非華語學生參與	有機會與其他級別的華語學生相處，多閱讀中文文章和溫習所學的中文課文。
3. 中秋花燈製作班	\$ 2,999	全校非華語學生參與	認識中國中秋節的傳統食品和文化
4. 語常會非華語生學習中文打卡活動	/	初中非華語學生參與	透過活動學習中國文化
5. 非華語硬筆書法比賽	/	全校非華語學生參與	認識漢字的結構、筆順
6. 龍躍頭文化活動	/	高中修讀中史及中一至中五非華語學生參與(全方位學習津貼)	透過觀賞文物，認識中國歷史和文化
合共：	\$ 743,037.67		



**姊妹學校交流報告書**  
(2023/24 學年)

學校名稱： 英皇書院

姊妹學校名稱： 北京匯文中學

締結日期： 12/2004

**第一部分：交流活動詳情**

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
1.	<b>北京文化學習交流團</b> 交流團探訪了北京匯文中學，以保育文化及飲食文化為主題與該校師生進行交流、觀課及一起上課、出外參觀等。	<p>一、老師層面：通過交流，認識內地和香港生活習俗及文化，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。</p> <p>二、學生層面：透過交流活動，擴闊學生視野，讓學生親身體驗和感受內地的自然、人文、美藝、歷史、城市發展和當代國情，加強對國家的認同感和歸屬感。</p> <p>三、學校層面：吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。</p>	<ul style="list-style-type: none"> <li>● 我們與北京匯文中學締結為姊妹學校至今二十年。本學年，兩校恢復了互訪活動。於4月17日至21日，吳惠琮老師及顏家騏老師帶領二十位中五學生前往北京匯文中學進行交流學習。</li> <li>● 此行我們探訪了北京匯文中學，參觀他們的校史館，感受到百年匯文的變遷歷史和傳統，也了解到學校現今的規模和佈局，以及學校的成就和重要事件，特別學校在科學研究和創新方面取得的成就。</li> <li>● 另外，我們也一起上語文課作深度的文化交流。兩地學生一起研習《論語》，以普粵兩語朗讀，且講解背後深意，再匯報研習成果及心得。我們還向他們分享了我們的茶樓文化及茶餐廳文化，並現場分享包裝的港式奶茶、鴛鴦、點心、飯麵。課堂內容豐富，同時也充滿趣味，同學都感到非常滿足和獲益良多。</li> <li>● 作為去年線上交流會的延伸研習，下午與匯文的老師參觀了首鋼園。首鋼園正式名稱是首都鋼鐵文化園區，是北京市西城區的一個獨特的公園，這個園區承載著中國鋼鐵工業的</li> </ul>	<ul style="list-style-type: none"> <li>● 參考本年度交流雙方同學意見及過往經驗，主題式交流能令師生獲益良多，建議可繼續舉辦。</li> </ul>

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
			<p>歷史和發展，是一個重要的文化遺址。</p> <p>廣闊的園區內保存著許多古老的鋼鐵廠房、設施和設備，這些都是中國最早建立的鋼鐵工廠的遺跡。走在園區內，同學都仿佛能感受到這些廠房曾經充滿生機和活力的景象。在園區的展覽館中，我了解到了鋼鐵工業的發展歷程和首鋼集團的貢獻。從最早的手工冶鐵到現代化的鋼鐵生產線，每一個展品都展示了中國鋼鐵工業的成就和技術進步。</p> <p>參觀首鋼園讓我們深刻體會到鋼鐵工業對中國的重要性。它不僅是中國現代化建設的基石，也是中國經濟發展的重要支撐。首鋼園通過展示鋼鐵工業的發展歷程，讓人們更加了解這一產業的貢獻和價值。</p> <ul style="list-style-type: none"> <li>● 此外，我們也延續飲食文化方面的學習及交流，前往附近小區的烹飪學校學習，不僅了解到飲食與傳統節氣的關係，同時同學更親自烹飪了一道美食，享受烹調之樂。</li> <li>● 同時我們也參與了匯文中學的建築藝術課，了解傳統建築的風格，特別屋脊的建築及其象徵意義，並且在老師指導下製作紙建築模型，非常難得的體驗。</li> <li>● 最後兩校學生還進行了足球比賽，增進友誼。</li> </ul>	

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			<ul style="list-style-type: none"> <li>● 我們此行也遊覽北京著名地方，其中萬里長城更是不少同學期盼已久的景點——能夠漫步在萬載千秋的長城道路上引領而望，一瞥中國悠久歷史的歲月痕跡，實在令人不得不雀躍萬分！</li> <li>● 除此之外，同學們亦有幸參觀了天壇公園，欣賞皇穹宇和祈年殿。那些建築上的雕像工藝精緻，牆壁和屋脊設計獨特非凡，即使經歷了無數風風雨雨，仍不失綽約風姿，別具一番風味，也正呼應我們在匯文中學上建築藝術課所學。</li> <li>● 最後，大家在天安門廣場來張大合照，為這次北京之旅劃下完美的句號。</li> <li>● 透過這次的研習及交流活動，我們對兩地的文化有更深入的认识，也從兩校的交流分享中獲益良多。</li> </ul>	<ul style="list-style-type: none"> <li>● 配合愛國主義教育，建議行程中加入紅色資源景點。</li> </ul>
2.	<u>接待北京匯文中學師生交流團</u> 延續文化保育及城市發展為主題的參觀及交流		<ul style="list-style-type: none"> <li>● 延續我們四月的交流活動，北京匯文中學的師生交流團於七月九、十日回訪本校。 我們分別安排了科研組的分享、人工智能組的研習，以及體育組的籃球比賽讓兩校師生一起學習及交流。匯文中學同學反映各活動都非常有趣，老師、同學及校友的分享交流也增加了他們對香港教育情況及課程發展的了解。</li> </ul>	<ul style="list-style-type: none"> <li>● 由於在接待行程時，遇上惡劣天氣，影響原本行程，建議安排後備行程，減少對到訪同學的影響。</li> </ul>

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
			<ul style="list-style-type: none"> <li>另外我們兩校師生也一同外出參觀，我們首先前往西營盤社區綜合大樓，大樓又稱為「高街鬼屋」，為早期巴洛克式地標建築。再乘坐電車前往中環街市。中環街市是一座少數在戰前落成的室內街市及三級歷史建築物，現活化成活力社區熱點，既保留集體回憶，也為社區帶來嶄新的體驗。然後我們步行前往元創坊，途徑蘭芳園，品嚐香港非物質文化遺產——奶茶，元創坊現作為創意產業中心，由此我們認識香港歷史建築及其背後的歷史痕跡，現今的發展與功能。然後再步行前往文武廟，認識香港傳統宗教廟宇文化，包括傳統中式民間建築，有精緻的陶塑、花崗石雕刻、木雕、灰塑和壁畫，盡顯精湛的傳統工藝技術。兩校學生最後前往茶樓午膳體驗酒樓文化，呼應兩校的交流主題。</li> </ul>	<ul style="list-style-type: none"> <li>接待安排需與姊妹學校共同協商，期望能加強交流效果。</li> </ul>
3.	<u>線上視像/錄像交流</u> 計畫將透過線上視像/錄像進行研習及交流。		<ul style="list-style-type: none"> <li>我們在五月初參加了北京市東城區舉辦的「英語講中國故事」比賽。在吳若航老師指導下，本校中一至中五級共10位同學拍攝以英語講中國成語故事的視頻參賽。從視頻材料可見同學們很用心，表演也很精采。</li> </ul>	過往幾年同學參加了「英語講中國故事」，期望可參加不同形式的線上活動，加強彼此認識。

## 第二部分：財政報告

餘額：158,541.00

年度撥款：81,497.00

81,497.00

321,535.00

項目編號	交流項目	支出項目	費用 (\$)	備註
1.	北京文化學習交流團	北京文化學習交流團團費	22,000.00	
			47,850.00	
			71,850.00	
			<b>141,700.00</b>	
2.	交流活動設備器材	攝像器材及保養費用	330.00	可購置接待講解器，加強接待講解時的效果。
			45,200.00	
			40,710.00	
			<b>86,240.00</b>	
3.	接待北京師生交流團	中西區一日遊團費	8,988.00	
		交流活動物資及招待茶點	819.20	
		總計	<b>237747.20</b>	
		2023-2024 年度結餘	<b>83,787.80</b> <b>(321,535.00 - 237747.20)</b>	

## 第三部分：聲明

茲證明

1. 本報告書已獲得本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校。

## Report on the Use of the Promotion of Reading Grant 23/24 School Year

### Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)
  - **Broadening students’ horizons through extensive reading** – By indoctrinating the concepts of extensive reading beyond the classroom, including those students could reach on the Internet, students are building up good habits of reading materials of different topics and genres (e.g. Short fiction, STEAM-related articles) using computers and handy electronic devices. Most of the students interviewed agreed that they could transfer knowledge from authentic reading materials to their daily learning with enhanced language competence and comprehension skills. Apart from information texts and leisure reading, the books suggested by the PSHE, Careers and Life Planning Education Committee were popular, as observed in book display sessions. Students then managed to acquire various scopes of knowledge. English teachers also found the newspaper practice constructive for strengthening the language foundation.
  - **Cultivate a reading culture to promote students’ interests in reading** – Reading periods are conducted with more focus on sharing reflection. Pair-reading between S.1 students and senior form librarians has proven fruitful, and both parties could benefit from the 30-minute meeting time. Students were arranged in small groups and learned about different writing strategies by reading different types of books (e.g. adventure, mystery, etc). However, it is still very challenging to establish a strong reading culture with mobile devices as the competitors.
  - **Engagement in reading activities** – Interactive reading activities, including S.1 Visual Arts and Reading Workshop, S.1 & S.2 Reading Strategy Workshops as well as S.1 Newspaper Skim Reading Competition, and visit to HKU libraries were held throughout the year.
2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change in the number of books borrowed by students, the scope of the reading activities)
  - After rounds of evaluation and interview, the subscription to the new version of Yong Post was proven to be meaningful and constructive to students’ English learning with follow-up activities during English lessons.
  - In hopes of promoting reading, students were encouraged to read knowledge-based information texts and leisure online articles as the starting point for building good habits. English departments collaborated with other subject departments to read beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.) and consolidate students’ knowledge and skills acquired across KLAs. The measure is incorporated into the new 3-year school plan for the 2024 – 2027 developmental cycle.
  - During school time, it was reported from the reading habit survey that students enjoyed book quiz contests because of the nature of the competition. Part of the Grant will then be allocated for the Newspaper Skim Reading Competition.
  - S.1 pair reading activities have successfully established reading sharing among junior students. To further promote reading, interactive KLA-based reading lessons conducted by the teacher librarians are to be introduced during the reading periods. A rewards scheme might be set up to motivate students to engage actively in reading lessons.
  - Part of the fund is to be reserved for printing the booklets of students’ good reading-related assignments as a themed publication for the school centennial celebration.

## Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Printed books Battle of the Books Competition Jobtionary	3,632 6,400
2.	Web-based Reading Young post-digital newspaper	 3,510
3.	Reading Activities Hire of service from external service providers to organise student activities related to the promotion of reading: - S.1 Reading & Visual Arts Workshop - S.2 Reading Strategy Workshop - S.3 Battle of the Books Competition - S.4 Reading & Culture Workshop	  6,000 20,000 6,240 11,600
4.	Other activities: -Author sharing -Publication of students good reading report booklet	2,300 5,600
	<b>Total Expenditure:</b>	65,282
	<b>Surplus carried forward from 2022-2023:</b>	15,291.4
	<b>Allocation of the Grant in 2023-2024:</b>	65,198
	<b>Unspent Balance:</b>	15,207.4

# King's College

2023-2024

## Report on One-off Grant for the Senior Secondary Subject Citizenship and Social Development (CS Grant) Expenses

2022/23 Remaining Grant: \$277,800.00

<i>Area</i>	<i>Proposed expenses</i>	<i>Actual Expenses</i>
1. Developing or procuring relevant learning and teaching resources such as purchasing books and other reference	\$25,000.00	\$0
2. Subsidising S4 students and teachers to participate in the Mainland interflow activities or study tours relating to the CSD curriculum	\$0	\$19,819.69
3. Organising school-based learning activities related to the CSD curriculum such as inviting guests to deliver talks and conduct workshops	\$20,000.00	\$0
4. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CSD curriculum held in Hong Kong or in the Mainland	\$0	\$0
<b>Total Expenditure</b>		<b>\$19,819.69</b>
<b>Unspent Balance</b>		<b>\$257,980.31</b> (To be carried forward to 2024/25)



## 支援學校推動校園體育氛圍及「MVPA60」一筆過津貼計評估報告 2023-2024

計劃統籌老師姓名：黃鎮煒

### 計劃目標：

培養學生對體育活動的興趣，宣揚積極健康的生活態度，培養正面的價值觀，建立恆常參與體能活動的習慣。

### 已完成項目：

範疇	監測/評估機制	開支	備註	反思
<ul style="list-style-type: none"> <li>✧ 完善校園運動及健身設備，舉辦健身器材使用教學班及校隊體適能培訓</li> <li>✧ 讓更多學生進行訓練</li> <li>✧ 規劃健身角的空間，令訓練空間更加分明</li> </ul>	<ul style="list-style-type: none"> <li>✧ 老師觀察</li> <li>✧ 體適能數據比較</li> <li>✧ 學生問卷</li> </ul>	\$19,240	購買健身訓練器材：史密斯訓練器(Smith machine)及防護地墊	<ul style="list-style-type: none"> <li>● 學生對健身器材的認知不足，導致初期參與率較低。</li> <li>● 除了加強肌肉的強度外，學生的心肺功能也需要提升。</li> <li>● 增加健身入門課程，以協助初學者能更好地融入活動。</li> </ul>
培養學生參與 MVPA60 活動興趣，鼓勵同學參與 MVPA60 活動，購買學校風褸以獎勵達標同學	<ul style="list-style-type: none"> <li>✧ 老師觀察</li> <li>✧ 學生問卷</li> </ul>	\$15,000		<ul style="list-style-type: none"> <li>● 獎品可以激勵學生參加活動，尤其是對於一些缺乏動力參與體適能活動的學生。</li> <li>● 成功獲得獎勵的經歷可以增強學生對體適能活動的正面印象，未來會更願意參加。</li> </ul>
	總開支	\$34,240		

## Evaluation Report on the Use of the “One-off Grant for Mental Health at School” (2023-24)

### Objectives:

1. To help students adjust to the changes and impacts brought by the pandemic.
2. To facilitate students to have more in depth communications and interactions with their peers and teachers, as well as enhance the sense of connectedness between various stakeholders in schools, thereby enhancing the mental health of students and school personnel.
3. To create a caring and positive culture by setting up a learning environment where students feel safe, relaxed and accepted.
4. To promote students’ mental health.

Fund allocated: \$60,000

Objectives	Programme / Activity	Success Criteria	Method of evaluation	Evaluation	Expenditure
1, 2, 4	<b>MENTAL HEALTH PROGRAMMES:</b> Students would be invited to learn how to maintain good mental wellness via the following activities. <ul style="list-style-type: none"> <li>• A. 電繪小組 Target: 10 students (3 S.3 students + 4 S.4 students + 3 S.5 students)</li> <li>• B. 正向運動系列：拳擊小組 Target: 11 students (3 S.1 students + 5 S.2 students + 3 S.3 students)</li> </ul> Needs of students (A & B): <ol style="list-style-type: none"> <li>1. Support to build confidence and explore personal talents</li> <li>2. Strategies to manage and reduce academic pressure</li> <li>3. Opportunities to develop emotional expression and release their stress</li> </ol>	80% of the students are able to acquire knowledge/skills of how to maintain good mental wellness via these activities	Student feedback survey & SSW’s observation	Under the guidance of the instructor, over 80% of the students learnt digital drawing knowledge and techniques. They also learnt how to release their stress by creating various types of artworks with the instructor's supervision.	HK\$4,000
				In addition to teaching boxing techniques, the coach set small goals for the students in each session, such as physical challenges. This approach was designed to boost students' motivation and helped them recognize their own progress, thereby enhancing their self-confidence. All the students were highly engaged in the activities and strived to push their	HK\$5,000

	<ul style="list-style-type: none"> <li>C. 正向運動系列：健身小組 Target: 11 students (1 S3 student + 6 S4 students + 4 S5 students)</li> <li>Needs of students: 1. Stress relief 2. Self-confidence building</li> </ul>			<p>limits. Throughout the process, they also found relief from academic stress.</p> <p>Over 80% of the students were highly engaged and committed during the training sessions. They felt a sense of accomplishment upon completing the training. They gained a better understanding of the expectations for their self-image.</p>	HK\$5,000
3, 4	<p>MENTAL WELLNESS BOOSTING PROGRAMMES:</p> <p>Target: 124 S6 students</p> <p>S6 Morale Boosting Campaign to create and promote a caring culture – HKDSE checklist, stationery items, stress relief squishy toy “dumplings”, mental wellness cards and folders printed with the poster for the Exam Journey (by EDB)</p>	80% of the students find the gifts and encouragement messages usefulness	Observation	<p>All the S6 students were happy to receive the gifts containing their necessary stationery items for exams and particularly fond of the stress relief squishy toy “dumplings”. Some even asked whether they could have some more. Over 80% of them gave positive feedback, especially S6B and S6C students, who very much appreciated our campaign to boost their morale for the public exam.</p>	HK\$6,680
				Total:	HK\$20,680

Balance: HK\$60,000 – HK\$20,680 = HK\$39,320

King's College  
Parents Teachers Association  
家長學生.好精神一筆過津貼  
2023-2024

(一)背景:

為支援家長照顧學生的精神健康，教育局會在 2023/24 學年為每所公營學校及直資學校的家教會提供一筆過額外 2 萬元的「家長學生·好精神一筆過津貼」，支持學校及其家教會舉辦與學生及家長精神健康相關的活動及課程。

(二)活動形式

可舉辦各種推廣學生及家長精神健康相關之家校合作活動、家長教育課程、親子或家長活動、家長交流小組或家長培訓，從而建立正向的家庭文化，以及提升學生及家長的精神健康。活動模式包括講座、工作坊、活動、課程、資源平臺、展覽、活動日、出版刊物等。

### (三)2023-2024 學年活動檢討

活動名稱：《出租家人》電影欣賞暨分享會 —— 家人情感連結的反思

舉行日期：13/4/2024(星期六)

地點：銅鑼灣時代廣場英皇戲院

參與對象：中一至中五家長及學生

人數：共 119 人出席

支出：\$8,385

剩餘：\$20,000 - \$8,385 = \$11,615

目標	成功準則	檢討方法	檢討
1. 建立情感連結：理解家人之間互相扶持和關懷有助促進精神健康。 2. 促進正向思維：啟發正向思維和應對方式，學習如何以積極的心態應對生活中的挑戰。	80%的參與者認同本活動對促進家人情感有正面幫助。	1. 家長問卷調查 2. 觀察家長及學生表現/投入度	1. 129 座位影院，119 人出席，出席率達 92% 2. 整體家長對電影評價不俗，家長認同活動可以提供一個共同的體驗，讓家人之間建立更深厚的情感聯繫。 3. 電影內容有數個感動位，成為分享會中探討和討論的焦點，促使各位思考和探討家庭價值觀。透過這活動，成功引起要珍惜家人的共鳴。

目標	成功準則	檢討方法	檢討
			4. 其他： 4.1 增加名額及加長分享時間 4.2 多舉辦類似活動，或邀請舊生分享成功/失敗經驗 4.3 舉行戶外親子活動