



KING'S COLLEGE
School Report

2022 / 2023

Annual School Report 2022/2023

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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

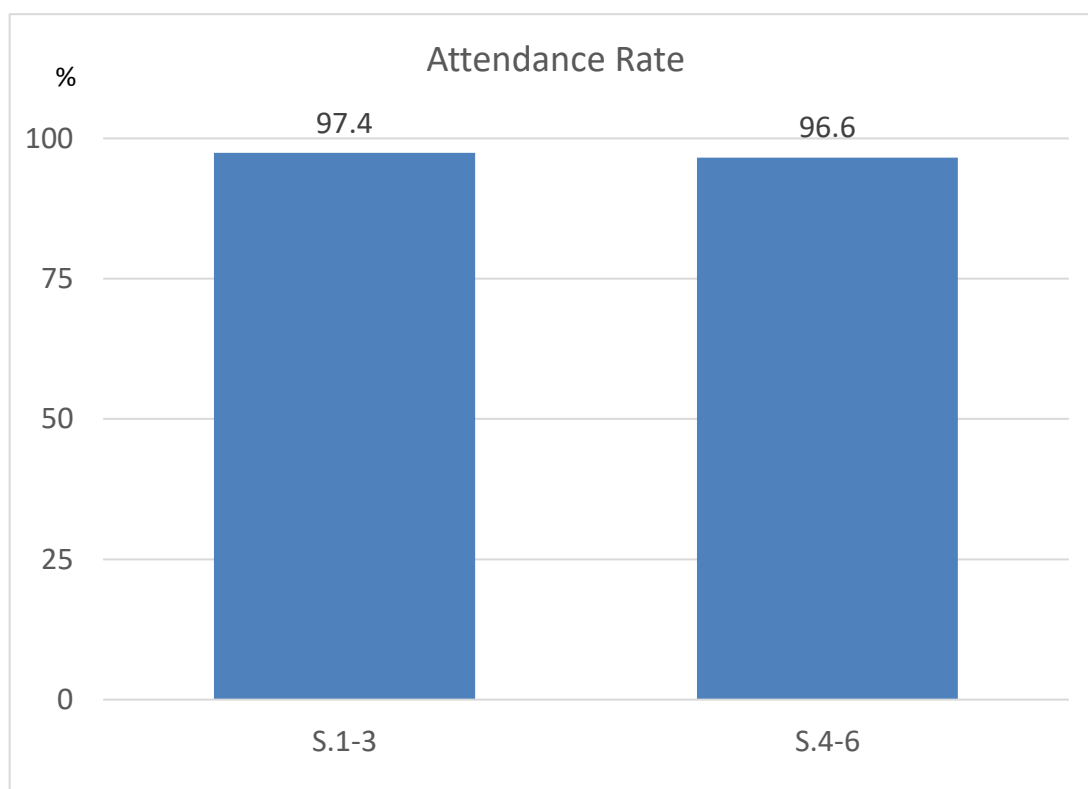
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	135	127	126	131	128	118	765

Unfilled Places

There are 51 unfilled places throughout the year.

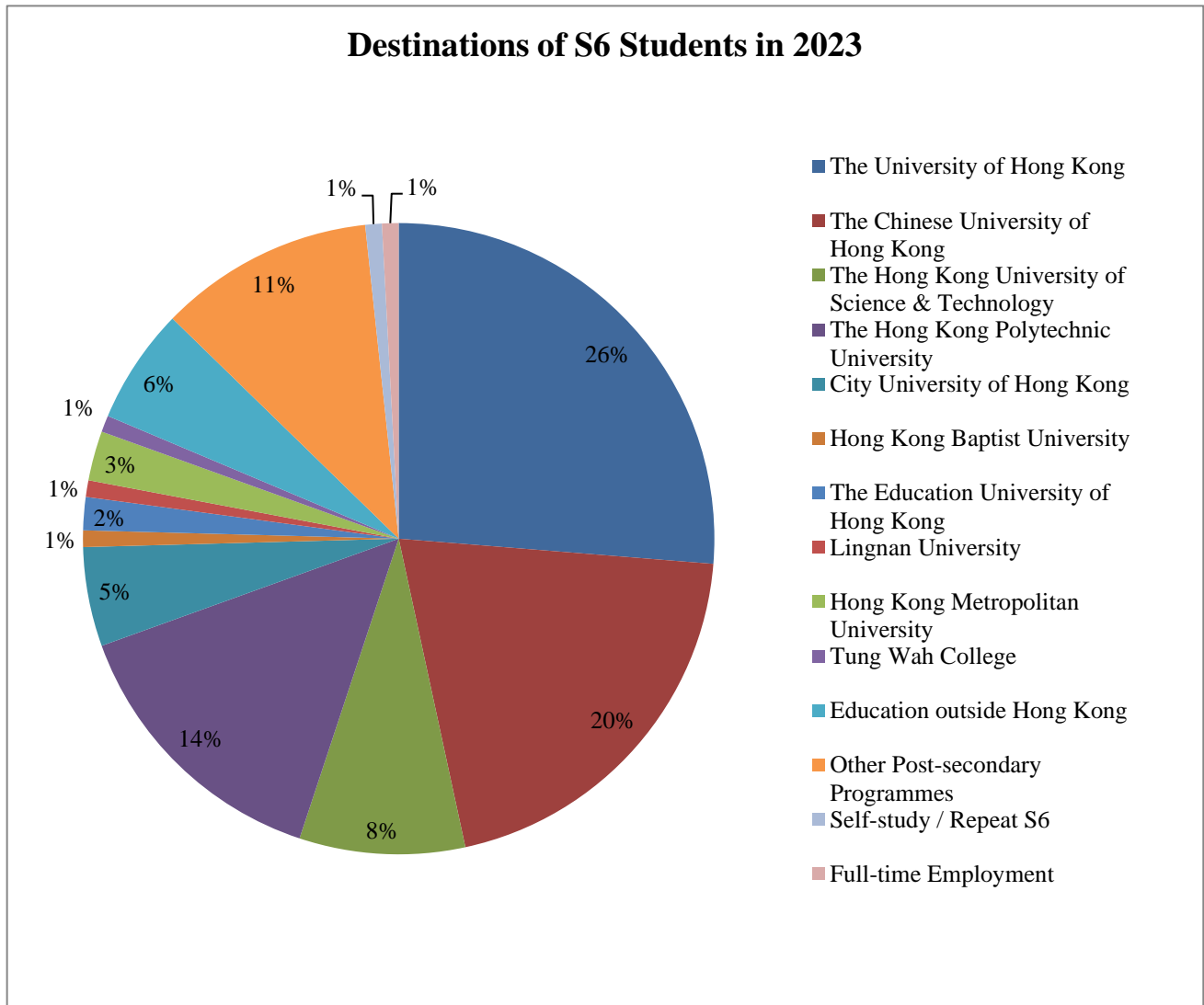
Students' Attendance



Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	4.4%	2.4%	6.3%	5.3%	2.3%	0%	3.5%

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	28	51%
Master's Degree or above	27	49%

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

Teachers' Qualification	Percentage
Professional Qualification	89%
Subject-trained (Chi)	73%
Subject-trained (Eng)	100%
Subject-trained (Maths)	91%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	100%

Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	10	18.2%
5-9 years	6	10.9%
10 years or above	39	70.9%

Teachers' Professional Development

Total number of training hours	Average training hours per teacher
3155.5 hours	59.5 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

I. Promotion of self-directed learning and catering for the learners' diversity

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

Summary of self-directed learning tasks:

First term:

Junior		Senior	
C. Hist	S.1 : Project-based learning: Chinese papermaking	Chinese	S.4 : A self-reflection writing task on heritage production after watching a drama
Chinese/ Music/ Computer Literacy	S.2 : Cross-curricular activities - Appreciation of a Chinese Poem, song writing and MICRO: BIT music box making	History	S.4 : An essay writing on the Paris Agreement & Treaty of Versailles
		Biology	S.4 : Design a pamphlet on healthy diet/ prevention of infectious diseases
		Economics	S.4 : 4-stripe comic: application of economics theories in daily life
		Geography	S.5 : Field trip: Forest and river management
PTH	S.1 : Reflection and follow-up activities - Chinese KLA Week	P.E.	S.6 : A video of sporting skill demonstration

Second term:

Junior		Senior	
English/ History	S.3 : Cross-curricular writing assignment Argumentative essay: should the US military drop atomic bombs on Hiroshima and Nagasaki in 1945?	English	S.5 : Promotion of National Education: designing a reading exercise
Mathematics	S.3 : Reading assignment: applying mathematical concepts in daily life	Mathematics	S.5 : Reflection task: associating mathematical concepts with problem-solving skills in daily life scenario
I.S. (Biology)	S.3 : Design a pamphlet on prevention of infectious diseases	C.S.	S.4 : Project-based learning: protection of intangible culture
I.S.	S.2 : Project-based learning: designing ‘green buildings’	Physics	S.5 : Project-based learning: use of nuclear energy
Geography	S.3 : An assignment on natural disasters	Chemistry	S.4 : Designing a green product
Business Fundamentals	S.3 : Financial planning assignment	Chinese History	S.5 : Project-based learning: 1911 Revolution
Life & Society	S.1 : Self-directed learning tasks on Edu-Puzzle platform	Computer Literacy	S.4 : Learning Python programming by visualizing code
Visual Arts	S.1 : STEAM self-directed learning project		
P.E.	S.3 : Designing an individual training programme		

Continuing from last year’s good practice, the design of self-directed learning tasks has come in with more varieties of task nature, helping students connect what they had learned during lesson time with their daily life experience through authentic themes and classroom activities. Students interviewed stated that the assignments could effectively boost their motivation in knowing more about the topics. The active nature of self-directed learning has also helped students in encoding content knowledge and applying what they have learned in real life. From the stakeholder survey, teachers rated 4.4 on their teaching strategies in the areas of motivating students to learn through activities in and beyond classroom and displayed confidence in developing student-centred pedagogy.

II. Sharing of pedagogical outcomes

With the co-ordination of the Pedagogy Committee, four sessions of class demonstration on the application of self-directed pedagogical strategies and a good sharing culture has been further 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 lesson preparation. Students fully engaged themselves in the lessons and effective classroom teaching approaches and management were shown, manifesting teachers' collective effort. On the last staff development day, two Biology teachers shared the rationale of lesson design and how the teaching steps could facilitate the completion of pig heart dissection on consolidating students' learning experience on cardio functions. The essence of setting up the Pedagogy Committee has greatly benefited teachers in the aspects of collaborative lesson preparation and sharing of teaching philosophies.

Besides the internal sharing arranged by subject departments for professional development, the Heads of History and Visual Arts Departments were invited to share the pedagogical outcomes of the self-directed learning project on the topic of Renaissance in the Fifth Staff Meeting.

Two 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 observation 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 lesson to daily life experience. For example, in preparing an extended learning project on the design principals of ancient Chinese bridges, 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. We all hold the strong belief that if a student feels success in accomplishing a task or understanding a new concept, they are motivated to continue to learn more on their own initiative.

The professional sharing by HoDs in the staff meeting effectively caught colleagues' attention on ways of helping students identify their own learning needs as well as any obstacles to achieving their own goals. As a new attempt, History and VA teachers emphasized on the importance of connecting learning experience with daily need. From reading the History materials, students located important information of the artistic features during Renaissance and the students had to draw a painting to show the characteristics during VA lessons. The sharing was enthralling and teachers have developed more understanding on self-directed learning and RaC.

Apart from internal sharing, with opportunities given, teachers were willing to join hands with external organizations for developing more effective teaching methods and tools. The government school AI learning circle allowed teachers to share pedagogical outcomes by encouraging students to join an AI innovation contest cum STEM fair on 12 May, 2023. Our school's STEM Education Committee has continued to keep abreast with the latest trend in I.T. education for the sake of enriching 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

I. Learning through extra-curricular activities

The Chinese Culture and History Week was co-organized by the Departments of Chinese, Chinese History, Putonghua and NCS. With the theme of "Ancient Chinese Technology", the school hall was transformed into an "ancient exhibition" with different booths: movable type printing, war catapults, Kong Ming locks, bow and arrow making, and scientific experiments in ancient China setting, allowing students to understand and experience traditional Chinese technological inventions. Working in groups, the hands-on experience of constructing mini bridges and catapults helped students understand the characteristics and principles behind. "Sichuan Opera Changing Face", "Cantonese Opera Performance" and "Tang Dynasty Fashion Show" were put on stage for the junior form students. Assignments were given out based on the content of the academic week activities.

The Personal, Social and Humanities Education Week organized 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 Secondary 5 students. The urban hiking trip organized on S.2 Student Development Day (18 November) enabled students to understand the history and cultural characteristics of the Central and Western District through the "Heritage Walk" learning activity. Students first visited the Dr. Sun Yat-sen Museum to learn about his life and the architectural features of the building. Then, the students walked to Tai Kwun for a visit and learned about the development and history of legislation, judicial system and correctional service of Hong Kong in the last century through visiting different exhibition halls. After the activity, students were required to report their learning outcomes in groups in Life and Society lessons. Departments of Life and Society (L&S) and Citizenship and Social Development (CSD) encouraged students to participate in the "Our Forbidden City" online quiz provided by Our Hong Kong Foundation, an online platform that enhances their understanding towards our country's history and culture.

Aiming at giving students a profound learning experience, the English Weeks were organized in April 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 ‘Romeo and Juliet’ centred on the values of integrity and honesty. Students reflected upon on Romeo’s heroic act and the importance of keeping promises in 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 STEM experiments’ were well received with 90% of satisfaction rate. From teachers’ observation, students also enjoyed ‘S.2 Book Report Competition’ and ‘S.3 Battle of the Books’ due to the competition nature, in which both of them were relevant to their speaking assessments, making the preparation work and contest conducive to consolidating their learning experience.

Supporting experiential learning pedagogy and development, STEM Week encompassed interactive activities like coding and robot making workshops as well as flight simulator training. Through hands-on experience, junior form students were allowed to explore their interest and extend their I.T. learning scope. In the cross-KLA exhibition, Maths, Science and I.T. departments displayed interesting in-context materials on the latest development of subject-related problems or topics. Overall speaking, around 80% of participants were satisfied with the arrangements and the learning opportunities given during the week-long event. Display boards were set up in the Activity Room and 70% of students agreed that they absorbed the information regarding the technological development of our country in the exhibition.

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 of the activities. Similarly, students shared their cross-curricular projects during the STEM Week. Good pieces of work were displayed in the same time frame to enhance the overall learning experience.

II. Promotion of reading

- **Form-based reading activities**

Four form-based activities were arranged in the first term. For S.1 and S.2 students, English book report competitions were organized to consolidate students’ learning experience with the English readers. Co-organized with the I.S. Department, S.1 students showcased their talents by presenting the book ‘Endangered Animals’ in various creative ways. To echo the school theme Rationality, S.2 students performed role-play and did crime case evaluation following the details in the reader ‘Great Crimes’. Students’ good work was recorded for peer sharing and learning.

Moreover, S.1 and S.2 students also joined the “Author Express” reading strategy workshops (S.1: English; S.2: Chinese) to learn about famous writers’ strategies of creating an appealing story plot. 92% of students found that the “Author Express” reading strategy workshops were useful in terms of developing their understanding towards the relationship between the writer’s background and the story plot. They have learned a lot about mood creation from different types of books, especially adventure and mysterious stories. Nearly 100% of students stated that they preferred

similar reading-related activity as the small group setting allowed them to stay interactive with the tutor.

S.1 Pair Reading kicked off alongside the start of Reading Period every Wednesday. School librarians attended training provided by the Senior School Librarians and guided S.1 to conduct sharing in a small-group setting. It is beneficial to both groups of students for the sake of promotion of reading atmosphere on campus. S.1 students also joined the “Reading and VA” Workshop to learn about bringing the characters to life based on the word description in the book using simple and straightforward drawing skills. Good work pieces were displayed in library for peer sharing.

- **Sharing of reading outcomes**

Regular reading sharing sessions of Chinese and English books in morning assemblies (5 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 co-operation between the History and V.A. Departments on the theme of Renaissance. Selected good work and writing pieces would be published on ‘King’s Spring’, a booklet collecting students’ reading assignments as recognition.

Mathematics	S.1 – S.3 Book reports on Mathematics problem solving
LS/CS	S.4 Article review on intangible culture
Science (Chemistry)	S.4 Reading-to-Learn activity worksheet on fuel cells
PSHE (History)	S.2 RaC assignment <Renaissance>
Technology (CL)	S.2 News reading about how to make good use of I.T.
Arts (VA)	S.2 RaC assignment <Renaissance>

Reflections

I. Learning through extra-curricular activities

The multifarious experiential learning activities organized in the theme-based KLA weeks allowed students to have pleasurable learning beyond classroom. The academic atmosphere on campus was fostered and helped enhancing students’ learning motivation. Students’ whole-person development was also enhanced through the widening of learning scope. For instance, the series of English-related activities in the English Week encouraged students to practise the use of 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 widen students’ horizon by providing them reading materials and inviting people of African ethics into campus for face to face interaction. From the survey, the majority of students agreed that the workshop of meaningful because of the cultural exchange value and the use of English as an international language. Besides, the Chinese Culture and History Week

successfully allowed students to learn about traditional arts, skills, culture and history. Over 80% of students agreed that through group cooperation of making bridges and catapults, students could learn to solve problems and persevere in the process of repeated failures. Over 90% of student audience stated that "Sichuan Opera Changing Face" and "Cantonese Opera Performance" offered students chances to understand and appreciate the performing arts of intangible cultural heritage and the importance of preserving excellent traditional Chinese culture. After the show, students responded enthusiastically and participated in 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. In addition, the participating S.1 students agreed that the experience of VR learning activity during the PSHE Week helped them strengthen the linkage between classroom learning and social reality. The presentation of the groups displayed students' enthusiasm about 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 in PSHE Week were of learning significance. Some students' reports and reflections have been posted on subject bulletin boards for public sharing.

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 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 they acquired through language input 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 mastered the language skills diligently and were able to apply the knowledge acquired to complete their tasks.

From teachers' observation and students' feedback, the book report competition was 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 82% of S.1 students agreed the "Reading and VA" workshop enabled them to visualise the book character and present the figures in vivid drawing after being taught step-by-step. Students' creative work was displayed in library, showing their understanding towards the story plot and the characters.

From teachers' sharing, the cross-curricular learning assignments (History & VA) have offered good

opportunities to help students transfer what they had acquired from one discipline to another seamlessly. 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 Renaissance with the 'what-why-how' strategy. The Visual Arts drawing pieces could then demonstrate students' understanding towards 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 the opinions and achieved fruitful learning outcome.

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

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 for school-based needs. In general, both teachers and students had positive feedback on the new S.3 I.S. and Business Fundamentals (BF) courses. As the syllabi had been trimmed down and reduced in depth, more time was allowed for cross-curricular discussions among teachers. From students' perspective, the textbooks were uniquely designed for schools and could serve as self-directed learning materials for preparation and revision purposes.

The same level of success could be served for the S.3 BF. A.I. and the junior form Computer Literacy (CL) lessons to strengthen the STEM education. Teachers sought opportunities in co-operating with other subjects so that students could find the learning experience more interesting and more relevant to their daily living. A similar number of students enjoyed the practical lessons as they could put theories into real-life practice.

Curricula of S.5 Extended Learning lessons were designed for S.5A and S.5B students so as to enrich their learning experience.

Chinese	<p>Chinese culture exposure</p> <ul style="list-style-type: none"> Through interactive classroom activities, students were given opportunities to expose themselves to different areas of Chinese culture.
English	<p>Enhancement of language skills</p> <ul style="list-style-type: none"> Students of two classes completed the exercises on an eLearning platform on a regular basis.
Mathematics	<p>Promoting mathematical thinking</p> <ul style="list-style-type: none"> Videos were shown in lessons, along with a talk given by a guest speaker on statistics, to expand students' horizon on the ever-changing world, particularly in the context of Mathematics in real-life applications.

Careers Guidance and Life Planning Education	<p>Life planning education</p> <ul style="list-style-type: none"> • Students explore and consolidate their career planning aspiration through news or daily life cases. Concepts of financial management were also covered.
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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.

Since tailor-made schemes of work and teaching strategies (Chinese, English, Mathematics, Careers Guidance and Life Planning Education) were devised to cater for 5A and 5B students' need, the feedback was positive as from teachers' observation and students' hand-raising response.

(Chinese) Different Chinese traditional customs as well as ethical and artistic features were introduced. Through these introductions, students have had deeper understanding towards traditional Chinese culture, and can connect the values and virtues with real life experience.

(English) Students on the whole displayed interest in reading online and a higher level of language competency could also be observed in their assignments.

(Mathematics) Using an interactive App called Geogebra, students were able to practise various equations and graphs in 3D graphics, helping them recognize spatial relationships between objects using distance, angles and bearings, etc. The interactive activities could motivate students to explore these Mathematical skills on their own and thus achieved self-directed learning.

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

Feedback and Follow-up

To continue the good practice of self-directed learning tasks, it is suggested lesson preparation and learning reflection could be in the spotlight in designing SDL tasks so as to advance pedagogical effectiveness and to change classrooms' educational landscape.

The practice of cross-curricular learning mode has become a prevalent in learning contexts so subject departments from different KLAs are encouraged to seek opportunities for collaboration.

It is suggested that theme-based activities co-organized by the Promotion of Reading Committee and the Chinese and English Language Departments could further encourage students to read for leisure time, and cultivate an interest in reading and develop positive values and attitudes through meaningful reading.

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, ‘Rationality.’

Achievements

Students benefited from the structured values education curriculum embedded in the programme plans of all academic subjects and Form Periods. Besides, students could learn through various activities like drama performances, talks, competitions, etc. According to the EDB planning tools, our school has launched a balanced and extensive values education curriculum for both junior and senior forms.

In Stakeholder Survey (Student), 76%, 80% and 86% of students agreed that the Form Period could help them recognise the values of ‘National Identity’, ‘Law-abidingness’ and ‘Empathy’. Besides, 87% and 85% of students agreed that they would obey the law and show empathy, respectively.

Subject departments continued to enrich students’ learning experience so as to enhance their sense of national identity by incorporating various activities into the curriculum. For example, the Chinese Painting of “Uninvited Guest” was introduced in S.3 Visual Arts lessons. Students were encouraged to compare Chinese and Western paintings. They were given chances to understand the features of Chinese painting. It is reflected that they knew more about Chinese traditional culture. In S.5, the topic ‘Infectious Disease, Prevention of China and Hong Kong’ was covered in Biology lessons. Different measures were introduced to prevent the transmission of infectious diseases in China. Teachers indicated that students could understand the contribution of China in maintaining global health, and they showed appreciation for the effort of our country in safeguarding Biosecurity.

Functional committees continued to organize various activities like talks, drama, workshops, etc., to cultivate students’ positive values. For instance, the Moral and Civic Education Committee invited ICAC to hold 《ICAC Drama 全民奪星》 and game stalls for junior form students to understand the evils of corruption and major terms of the Prevention of Bribery Ordinance and to inspire students to make lawful, fair and reasonable decisions when facing ethical dilemmas. Positive feedback was received from students.

The values education curriculum gained recognition from different stakeholders. In the Stakeholder Survey (Teacher), the overall mean score of the item ‘The school organizes a broad and balanced curriculum to facilitate students’ whole-person development.’ was 4.3 (The general mean score was 3). In the Stakeholder Survey (Student), the overall mean score of the item ‘The school helps us develop good moral character inside and outside the classroom.’ was 4.0. In the Stakeholder Survey (Parent), the overall mean score of the item ‘The school helps my child develop good moral character.’ was 4.0.

In the subscale ‘Morality (Importance)’ of APASO III, the Q-scores of S.1 to S.6 students were 116, and the P-scores were 85.7 (The general Q-score and P-score for all HK schools were 100 and 50 respectively), which were the highest scores that could be attained in the subscale according to the score conversion table provided by the EDB.

Students seriously participated in Form Period activities. Also, they were enthusiastic about taking part in the competitions, workshops and talks.

Reflections

The structured values education curriculum was effective in nurturing students’ virtue. The theme of this school year was “rationality”. The outcomes showed that our students have a good understanding of law-abidingness and rationality as well as the other nine Priority Values and Attitudes.

It is recommended that the school could focus on another core value, “empathy”, in the coming school year. It was hoped that the spiral learning approach adopted in values education curriculum on the Priority Values and Attitudes could foster students’ personal development in the key learning stages 3 and 4 before they enter tertiary education. In addition to introducing empathy, the school can encourage students to show appreciation towards people around them. It is proposed that the theme of the year in the coming year be ‘Gratitude’.

In view of the smooth running of the EDB values education planning programme this year, it is recommended to continue to be implemented next year.

II. Foster national identity by enhancing National Education (National Constitution & Basic Law Education, National Security Education)

Achievements

8 subjects have conducted 4 cross-curricular projects for the students so that they could learn about national education in various contexts. For the Political Security and Homeland Security Domains, Music and Life & Society departments streamlined the teaching strategies in teaching the proper attitudes towards the National Anthem and the importance of National Anthem Ordinance with reference to the successful experience of last year. Similarly, the Life & Society and Mathematics departments focused on the same issues towards the National Flag and the Regional Flag Ordinance.

For the Cultural Security and the Military Security Domains, the Chinese Language, Chinese History, and Putonghua departments focused on the importance of traditional Chinese culture and weapons. For the domains of Science and Technological Security, Military Security, and Cyber Security, the Computer and History departments helped students to know the importance of technology in protecting a country. “Spy in WWII” was first taught in History lessons. Then, teachers of Computer Literacy taught students how to safeguard cyber security to prevent the leakage of data by hackers. Students were requested to reflect upon their habits in Internet use. By linking two subjects, students could draw connections between historical events and current security threats, which helped them better understand the importance of safeguarding the online information of a country.

Other than the above cross-curricular projects, various parties continued enriching students’ knowledge about national education through various activities. For example, most junior form students participated in competitions about the Basic Law, and selected students participated in National Day and Constitution Day competitions. Besides, visits were arranged in the second term. For example, Citizenship and Social Development department organized a study tour for all S.5 students in May to learn more about Cantonese Opera’s history and development, as well as the heritage work of the Guangzhou government. Chinese History Department organized two visits to Hong Kong Palace Museum in February. Another joint school activity, ‘「心繫家國」家國面面觀聯校活動’ was organized by the National Education Committee and Moral and Civic Education Committee in April. Students reflected they better understand our country, culture and importance of cultivating national security.

Book display sessions were arranged to commemorate ‘Victory over Japan Day’ and ‘National Security Education Day’, respectively, for each term. Reading materials concerning National Security Education were distributed to S.1 and S.2 students in March. Students showed interest in the materials and reflected that they would borrow books to learn more about National Security.

Through regular National Flag-raising Ceremony, students of each class were given opportunities to share their interested topics about our country. The class of best presentation of each level was selected. It could be seen that students enjoyed the sharing by their schoolmates.

Invited by the sister school in Beijing, students from S.1 to S.5 participated in the national English story-telling competition in April. They wrote scripts explaining the stories behind Chinese idioms and their presentation was recorded. Students showed great enthusiasm and demonstrated their understanding of traditional Chinese values and culture through joining the competition.

In the Stakeholder Survey (Teacher), the overall mean score of the item ‘The school curriculum aligns with the National and Global Identity learning goal’ was 4.5.

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-scores of S.1 to S.6 students were 116. The P-scores were 85.7 (The general Q-score and P-score for all HK schools is 100 and 50, respectively), which were the highest score that could be attained in the subscale according to the score conversion table provided by the EDB.

Reflections

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 of the national identity in APASO III reflected that the programmes launched this year were successful and effective.

On-site visits and exchange programmes are indispensable learning experiences that foster students’ sense of national identity.

The fruitful outcomes achieved in the past two years have proved that the spiral learning approach adopted for national security education facilitated students to have deeper learning. The cross-curricular project could effectively help students integrate their knowledge of different subjects and foster their understanding of different national security domains. It is recommended that domains of Economic Security, Social Security, Ecological Security, Resource Security and Overseas Interests Security can be the focus in the next school year so as to ensure a comprehensive study of national security.

As school life resumes normal after the pandemic, the School could organize more study tours and encourage students to participate in exchange programmes. All students should be given an opportunity to visit the mainland in their secondary school life to enhance their national identity.

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

I. Promote mental and physical health by developing healthy lifestyle

Achievements

The Physical Education department launched the MVPA60 programme for S.1, S.2, S.4 and S.5 students. About 5% of students could keep a good exercise habit for more than 6 months outside classrooms. All sports grounds were fully occupied by students playing table tennis, badminton, volleyball, handball, basketball, dodgebee, etc., during recess or lunch time. Tai-chi lessons were conducted successfully in the first term during the PE lessons and students were given chances to practise during the lesson. They also had a better understanding of the sport and its benefits. From the

school-based survey, 76% of students agreed that the above-mentioned sports programmes could encourage them to exercise more.

Healthy Fruit Day was launched by the Health and Sex Education Committee and the Parents Teachers Association in April. It was expected that the awareness of students of a healthy diet could be raised. From the school-based survey, 76% of students agreed that Healthy Fruit Day reminded them of the importance of having fruits in the diet.

Students of Fig Boy participated in Student Gatekeeper Training Programme organized by the EDB. They have been trained on how to regulate their emotional and mental health so that they could further promote positive messages to schoolmates after the training programme.

This second 'Kingsian Games Day' was organized with a great success and over 50% of students participated in different events. It was held successfully in the sense that the class spirit was largely boosted.

In the subscales 'Physical Exercise' of APASO III, the Q-scores of S.1, S.2, S.3 and S.5 students ranged from 106 to 116. The P-scores fell between 65.5 and 85.7 (The general Q-score and P-score for all HK schools are 100 and 50, respectively). It indicated that the amount of physical exercise taken by students was more than all Hong Kong students of the same levels. However, the Q-scores of S.4 and S.6 students were 89 and 85, respectively, and the corresponding P-scores were 23.2 and 15.9.

In the subscales 'Affect (Positive Affect)', 'Affect (No Negative Affect)' and 'Affect (No Anxiety, Depressive Symptoms)' of APASO III, the Q-scores of S.1, S.2 S.3, S.5 and S.6 students were ranging from 101 to 116. The P-scores fell between 52.7 and 85.7. It indicated that the psychological health of our students was good compared with all Hong Kong students of the same levels. However, the scores of S.4 students were comparatively lower. The Q-scores of S.4 students ranged from 85 to 107, and the corresponding P-scores ranged from 15.9 to 68.

Reflections

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

However, the comparatively low scores of S.4 and S.6 in the Physical Health dimension in the APASO indicated that students might intend to spend more time on academic studies. The lower scores in the Psychological Health dimension also reflected the high pressure on studying for S.4 students.

Students' awareness of a balanced lifestyle has been aroused. It is recommended to continue launching activities that encourage more students to develop healthy ways of living after the pandemic.

Statistics from the APASO revealed that special attention should be given to S.4 and S.6 in terms of their physical health and psychological health. Training on stress management should be arranged along with close observation.

Feedback and Follow-up

The fruitful outcomes achieved over the past two years have demonstrated the effectiveness of the spiral learning approach implemented for values education and national security education, enabling students to attain a deeper level of understanding towards these two areas. The EDB values education planning tool was found useful in reviewing the school-based values education curriculum. It is recommended to continue using the tool next year.

For the upcoming year, the proposed theme 'Gratitude' could give a good company to the theme of the previous year 'Empathy'. The new theme will not only encourage students to express appreciation for those around them but also further develop a sense of empathy through interactions with others.

The successful implementation of well-integrated cross-curricular projects and exchange programmes has proven to give students a solid grasp of various national security domains. To ensure a more comprehensive study of national security, relevant domains such as Economic Security, Social Security, Ecological Security, Resource Security, and Overseas Interests Security can be incorporated in the curriculum for the next school year.

As students return to normal face-to-face full day school life, the School can play a pivotal role in assisting them in reestablishing a balanced lifestyle akin to pre-pandemic times. The statistics provided by APASO III shed light on the direction and focus of activities that should be organized for students. Various activities promoting students' healthy lifestyles can be resumed in the upcoming year with the aim of fostering a holistic and positive outlook of life.

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

Achievements

All teaching staff have successfully completed a 2-hour fundamental GE course provided by HKAGE. Furthermore, 30.8% of Heads of Department (HODs) and Assistant Principals (APs), as well as 19.3% of the teaching staff, have completed at least one of the following courses: a 12-hour basic GE course or a 16-hour GE course in affective education. In addition, 7.7% of HODs/APs and 8.8% of teaching staff have completed at least one 3-hour advanced GE training course to enhance their ability to identify gifted students.

Starting from last year, a newly-designed assessment mechanism has helped with discovering the potential of students by nominating them to participate in courses, workshops, and activities based on their interests and talents. Online surveys were conducted for all S.1 students in August 2022 and February 2023 to assess their interests, strengths, and self-assessment of key competencies. Additionally, 86% of the current S.2 students completed an online survey in July 2022, which evaluated the effectiveness of after-school activities, while 81% completed a mid-year review survey in February 2023. According to student survey, the learning activities offered under the new mechanism helped 86% of students advance their skills in the respective domains. Subject departments and functional teams organised after-school activities for all S.1 and S.2 students, with 73% of S1 and 65% of S.2 students enrolling in more than one activity. Moreover, 41% of S.1 students expressed a desire to be enrolled in activities other than those they had already taken, while 16% wanted to receive more advanced training in the same domain in the future. According to the Stakeholder Survey, students rated the appropriateness of activities for advancing their talents according to their interests as 4.0 out of 5.0, and teachers gave positive feedback on the effectiveness of using data to evaluate the personal growth of students, with a score of 4.2 out of 5.0.

The talent pool system, established in 2021, aims to simplify the process of identifying students' potential and matching them with appropriate learning activities. Entries are categorized into academic and non-academic achievements, and from the 2022-2023 academic year, the system has been extended to Secondary 1 and 2 students. Consequently, all Secondary 1 and 2 students have been assigned to different learning activities based on their abilities and accomplishments. The effectiveness of the talent pool system will continue to be evaluated, and there may be plans to expand its covered items so as to include more students in the future.

Both parents and teachers benefited from the PTA workshops, which contained a wide range of conceptual know-how and experiential training, including classes on sketching and meditation to manage emotions. 90% of parents enjoyed the classes and felt they had gained a better understanding of how to get along well with their sons, as well as acquired useful tactics to support their personal development. Meanwhile, 90% of parents agreed that the emotion management and mindfulness workshops enhanced their understanding of youth mental health and raised their awareness of the issue, which would help support students' whole person development. The Stakeholder Survey also reflected that parents agreed the School have invited them for school activities frequently in score of 3.8 out of 5 and they are willing to participate in the activities in a score of 3.7 out of 5.0.

Reflection

The School has made significant progress in promoting professional development in gifted education, with all teaching staff completing a 2-hour fundamental GE course provided by HKAGE. Furthermore, a significant proportion of Heads of Department (HODs) and Assistant Principals (APs), as well as teaching staff, have completed additional GE courses to enhance their ability to identify gifted students.

The establishment of the talent pool system is successful, streamlining the process of identifying students with potential in different areas and matching them with appropriate learning activities. The system has been extended to Secondary 1 and 2 students, and all students have been enrolled in different learning activities based on their abilities and achievements. However, room should be given to evaluate its effectiveness, and consideration may be given to expand its scope to include more students in the future.

The recently implemented mechanism for nominating students for courses, workshops, and activities based on their interests and talents has proven to be successful in developing students' potential. However, there is still room for improvement, as some teachers may encounter difficulties when inputting students' OLE records and utilizing the new screening and selection mechanism. Although workshops in small groups are conducted to familiarize teachers with the new system, it has been observed that some teachers handle too much data per year, making it challenging to keep up with the demands of the system.

The emotion management and mindfulness workshops have proven to be a successful initiative in enhancing the understanding of youth mental health and raising the awareness of different teenage issues. The workshops received overwhelmingly positive feedback with 90% of parents reporting that they have greatly benefited from the content information. These workshops have effectively equipped attendees with practical tools to manage their emotions effectively when it comes to dealing with their children's problems.

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

Achievements

This academic year, a successful School Ambassador Training Session for S.1 to S.4 students for introducing the school history was conducted with over 95% of satisfaction rate. The programme covered presentation skills and manner. The accompanying workshops on leadership, creativity and logical thinking were also well received with a high attendance rate. The survey results showed that 85% of the participants found the workshop content useful, and a majority of them reported an increased understanding of leadership skills, creativity, and logical thinking. Furthermore, 82% of students believed that they could apply these skills and knowledge to real-life situations. The School Ambassador Training Session and workshops were successful in providing students with valuable skills and knowledge, and contributed to the enhancement of their whole-person wellness.

Building on the success of the robotics training course in the previous academic year, where four S.2 students emerged as winners in the World Robot Olympiad 2022 - Hong Kong Robot Summer Challenge, earning them the Golden Lego Award and Best Programming Award, the I.T. Committee and the Department of Computer Studies continued to organize two Robotic Courses for the current

academic year. The first course, held from April to June 2023, was attended by 18 S.1 to S.2 students and focused on building coding skills and monitoring synthetic objects. Another more advanced course targeted S.2 to S.3 students was held from April to May 2023. Both courses provided students with insights into the latest development in the field of robotics and encouraged them to think computationally and solve problems creatively. The participants demonstrated a high level of dedication and improved their computational thinking and problem-solving abilities during the courses. Over 90% of the students expressed interest in showcasing their learning outcomes during the STEM Week, and they would participate in a local robotic competition in late July to put their skills to the test. Overall, the robotic courses in 2022-23 were of a great success, providing students with valuable skills and relevant experiences.

The STEM Education Team organized a highly successful "DJI Tello Talent Training Course" from February to March 2023 for 15 S.1 students. The course aimed to enhance problem-solving skills, creativity, and teamwork abilities through hands-on experience with coding and computational thinking. Over 93% of participants reported learning more about these topics and expressed satisfaction with the teamwork and collaboration experience. In addition, from February to May 2023, the King's College VR History Museum was organized for 16 S.2 to S.3 students. The programme aimed to enhance the students' ability to use current technology to create a comprehensive record of the school history. The students showed high levels of engagement and commitment, with 81% of them showed their readiness to share the school history and reputation with the public in the near future.

In October and November 2022, training classes on Speech Festival (English Speech) were offered to S.1 to S.4 students who showed an interest in various English language art activities, including events of Solo Verse Speaking, Public Speaking Solo, Dramatic Duologue, and News Feature Presentation. The aim of these classes was to prepare students for participating in the Hong Kong Schools Speech Festival. The training classes were attended by 26 students, and there were a total of six classes. The attendance rate was over 95%, and all participants found the classes helpful. The students gained a better understanding of their assigned poems and plays with their public speaking skills significantly improved, resulting in a boost in their confidence. Among the 26 students who participated in the festival, 4 were awarded the first place, 7 came in second, and 5 achieved the third place.

From September 2022, the School implemented systematic and progressive selection and training programmes for sports teams, including Badminton, Basketball, Handball, Football, Tennis, Table-Tennis, Swimming, Volleyball, and Martial Arts Teams. The attendance rate for the training programmes exceeded 95%. Outstanding performers were nominated to compete in various inter-school competitions in 2022-2023, and the School achieved impressive results, including being the 3rd in the Inter-School B grade Badminton Competition, the 4th in the Inter-School B grade Handball Competition, the 5th in the Inter-School B and C grade Table Tennis Competition, and the 5th in the Inter-School C grade Volleyball Competition.

In November and December 2022, a six-lesson Olympiad Mathematics course was held for 19 junior form students to prepare them for external competitions. The course covered various topics in lessons lasting up to 75 minutes. Eight S.1 students with exceptional results in a try-out test were selected, while the remaining students were the top-performing S.2 and S.3 students from previous years. The course received positive feedback from students, with 84% expressing improved understanding and skills in Maths, and 84% being more confident in dealing with Mathematics problems. Overall, the course successfully prepared students for competitions and enhanced their mathematical proficiency and confidence.

Scientific Research and Training courses were offered to all levels of students by the Gifted Education Committee and the respective subject departments. Junior members had to pass a screening test before they proceeded to the phase in which they would acquire the qualification for advanced laboratory skills training. Since August 2022, the students have won a plethora of awards in various science and innovation competitions. These included a Gold Award in Life Science and Semi Grand Award in the International Science and Invention Fair 2022, a Silver Prize in the S. T. Yau High School Science Award (Asia) 2022, a Gold Award, International Special Award, and Top 20 Best Invention Award in the 7th International Invention Innovation Competition iCAN. The students were also crowned champions in the Hong Kong Student Science Project Competition in both 2022 and 2023. Additionally, they received the Gold Award in The Greater Bay Area STEM Excellence Award 2022 (Hong Kong), the Gold Award, the Milset Asia Special Award, the Best of Inspo 2023 in the International Science Project Olympiad and the First Place Award in the Hong Kong Youth Science and Technology Innovation Competition in both 2022 and 2023.

An Alcohol Ink Workshop was held at the School Art Room on November 12, 2022. 13 students from S.1 to S.3 attended and learned basic skills in creating patterns with alcohol ink for 3 hours. The workshop had a 100% attendance rate, and each student created at least 2 pieces of work. Some of the students' pieces were selected for the Visual Arts Exhibition, showcasing their aesthetic skills and creativity. The workshop successfully fostered students' artistic abilities and provided them with a platform to showcase their artwork.

The Music Association held auditions for 30 S.1 students in August 2022, with 20 of them joining the Chinese Orchestra, Harmonica Band, School Choir, and School Orchestra in September 2022. The new members participated in a 40-class training programme, and in the first term, they had a 95% attendance rate. Talented students were given the opportunity to showcase their skills at the School Annual Speech Day and S.1 orientation, and high achievers were selected to compete in inter-school music competitions. The Orchestra won the Bronze Award, while the Chinese Orchestra won the Silver Award in the 2022 Hong Kong Youth Music Interflows. Additionally, the Chinese Orchestra won the Gold Award in the 75th HK Schools Music Festival. Our students also won the 1st Place in the Youth Chromatic Solo event at the 13th Asia Pacific Harmonica Festival. Overall, the music programme was successful in identifying and nurturing talented students and achieving excellent results in inter-school

music competitions.

The Counselling Committee offered a variety of learning activities to students of all levels with diverse educational needs to foster a positive learning environment and instill positive values and thinking. These activities included workshops and seminars on Twice-exceptional, Time Management and Planning & Organization Skills, Executive Functioning, and Emotional Control Skills.

The Life Planning Education and Career Guidance Committee provided students with diverse learning opportunities to cultivate the entrepreneurial spirit. Through the Job Shadowing programme, students were able to gain valuable work experience, and their evaluation and reflection forms indicated that they had developed important work values and ethics such as work efficiency, accountability, and commitment. The feedback received from the students was overwhelmingly positive, with a satisfaction level of 3.8 out of 4.

Reflection

The COVID-19 pandemic led to the implementation of social distancing measures, which remained in place until December 2022. As a consequence, the majority of courses during the first school term were conducted in online and/or hybrid modes, with face-to-face training sessions being postponed until the second school term, resulting in limited interaction in the online course and student engagement.

The Stakeholder Survey and school-based questionnaires showed that students experienced positive learning outcomes from the above-mentioned strategies during the academic year, indicating an enhancement of students' learning capacity and their ability to engage with the curriculum.

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

Achievements

Throughout the academic year, the School showcased the good work of students on various platforms, including the School webpage, Annual Speech Day, STEM Week, Music Contest, and S.1 Orientation activity. These events and activities recognized the outstanding achievements and effort of students, promoting a culture of pursuing excellence and inspiring them to foster personal growth and well-being in a holistic manner.

Reflection

The School will continue the practice of collecting students' good work to showcase and recognize their talents, efforts, and achievements. Such approach helps to enhance students' self-esteem and promotes a positive image of the School.

Feedback and Follow-up

The School has made progress in promoting professional development in gifted education by establishing a talent pool system. It is suggested that the system should be regularly evaluated, and more diversified training opportunities should be provided for teachers in such regard.

The School should prioritize offering positive education workshops to nurture students' sense of positive values and attitudes towards excellence in life since these workshops have positive influence on youth mental health and well-being after evaluating their impact. Such focus has also echoed major concern 2 as a crucial element of nurturing students' positive values and attitudes. By arranging these workshops, students can develop the necessary tools and skills to excel in all areas of their lives.

Positive learning outcomes were observed when courses in hybrid mode were organized in both face-to-face and online settings. However, the School should prioritize face-to-face learning activities and consider introducing more interactive programmes to further improve the quality of education.

The School has had a good practice of collecting students' good work to showcase their talents, efforts, and achievements, reinforcing their self-esteem and promoting a positive image of the School. The School will continue this practice to promote the culture of pursuing excellence and achievement.

6. Our Learning and Teaching

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

KLAs	Percentage of Lesson Time
Chinese Language Education (including Putonghua)	18.6%
English Language Education	16.7%
Mathematics Education	13.8%
PSHE	18.1%
Science Education	11.4%
Technology Education	7.1%
Arts Education	5.7%
PE	4.3%

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

KLAs	Percentage of Lesson Time
Chinese Language Education	13.3%
English Language Education	13.7%
Mathematics Education (excluding Extended Mathematics)	12.8%
Liberal Studies / Citizenship and Social Development	9.0%
Elective Subjects (3X)	37.0%
Extended Mathematics	5.7%
Arts Education	1.9%
PE	4.3%

There are seventy to seventy-one 45-minute teaching periods in a 10-day cycle, including two form teacher's periods with the main focus on students' values education for S.1-S.6 and one cross-curricular activities (CCA) period for S.1-S.3.

7. Support for Student Development

The School employs a Whole-School Approach to fostering the growth of our students. Our mission is to cultivate a caring, respectful and inclusive environment where students are empowered to unlock their potential and lead meaningful lives. In the wake of the pandemic, the student development committees continued their work, meticulously planning and executing various activities tailored to meet students' needs and interests. These actions were designed to further their personal development and enhance their unique qualities. Our programmes always align with the second major concern, "fostering students' positive values and attitudes for taking up future challenges". Ten core values are highlighted in this School Development Cycle: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence". A systematic Values Education Curriculum was also implemented during the Form Teacher Period of S.1 to S.6.

With the aim of establishing a personal value system that nurtures students into virtuous individuals with positive attitudes, a bespoke Values Education Curriculum was developed. This curriculum underscores the theme of the school year, "Rationality". Beyond the Form Teacher Period, a plethora of activities were orchestrated to instil core values in students. These activities included a Thematic Board Design Competition, the Model Student Election, slogan and comics design competitions, a visit to Xi Qu Centre, an online visit to the ICAC Centre and drama performance, the School Cleaning Campaign, an experiential workshop, a Basic Law competition, Joint School 「心繫家國」 activities, and a talk on 「青年發展藍圖」.

Furthermore, our School conducts weekly flag-raising ceremonies to instil a strong sense of national identity in our students. Each class gets the opportunity to deliver a speech under the national flag during these ceremonies on a regular basis. The School also organised an inter-class "Speech under the National Flag" competition. Through sharing speeches under the national flag, students are able to gain a deeper understanding of the development of our country's history, culture, economy, science, technology, political system, and law. We are steadfast in our belief that through carrying out diverse national educational activities, students can cultivate not only their national identity but also their moral character. Moreover, numerous subject departments have actively integrated values education into their schemes of work. Similarly, various academic departments have effortlessly woven values education into their curriculum plans. Our unrelenting efforts have motivated every student to aspire to become confident, respectful, and responsible individuals.

To support students' personal growth, the School has been dedicated to cultivating a nurturing culture. The Counselling Team launched a range of structured programmes. It provided counselling service to students with the joint efforts of all teachers, particularly form teachers, and professional support of the school social worker, the EDB school-based educational psychologist and the specialists of the Student Mental Health Support Scheme. Helping new students adapt to the new learning environment has always been our concern. Counselling teachers and school social workers conducted interviews with all students, especially the S.1 students, for early identification of developmental and adaptation challenges. To help our newcomers adapt to secondary school life, the Fig Boy Peer Counselling Scheme also mobilised the senior Kingsians to give year-round peer support. In view of the mental state of our students, measures were taken to gauge their stress levels at an early stage, and the high-risk students identified were given individual attention throughout the school year. Under the whole-school approach policy, the School also encouraged teachers to observe students' emotions and behaviours more closely. It encouraged students to learn to be grateful, resilient and positive towards life. Moreover, students, parents and teachers found the experiential training workshops about emotion management and mindfulness meaningful. Considering the importance of students' mental health, the School is going to join the Health-in-Mind Programme, which is funded by MINDSET, a registered charity in Hong Kong and collaborated with the Hospital Authority. This Programme will be conducted

in a Whole-School Approach to provide psychoeducational activities for mental health promotion. It aims at raising awareness and changing perceptions of, and attitudes to, mental health; empowering our students as advocates to promote mental health to fellow schoolmates, their families, and the public; debunking the myths of and challenging the stigma of mental disorders; enhancing social inclusion in our community, and helping remove barriers for students and those around them with emotional distress to seek assistance. In the coming two consecutive years, our students will attend workshops about mental health and organise activities for schoolmates and rehabilitated patients. They will also acquire knowledge about mental illness, develop a spirit of respect and take on the responsibility to eliminate the stigma faced by people with mental illness in society. In addition, the Positive Education Programme for S.1-6 students and parents will be conducted throughout the whole school year to empower our students and parents to overcome challenges ahead. As the close partners of the counselling team, the school social workers and school-based educational psychologist also provided group and individual counselling support to our students. They organised a series of parental education sessions for our parents.

With the proper use of the Learning Support Grant and the Grant for Supporting NCS SEN, the SENCO liaised with teachers and other professionals to provide comprehensive support services for students with special educational needs. SENCO worked closely with SENSTs and all other Student Support Unit team members to devise tiered support with the assistance of different specialists, including the school-based Educational Psychologist. The School will continue to adopt the approach of the AIM Project organised by the EDB to enhance academic, social and emotional support for our ASD students.

To support Non-Chinese Speaking Students and foster their integration into Chinese culture, we have designed customised curricula for both Chinese Language and Life & Society. These curricula come with apt teaching materials, and additional lessons are provided with the support of additional funds from EDB.

The Gifted Education Committee collaborated extensively with various Key Learning Areas (KLAs) and committees to create a comprehensive framework for nurturing the exceptional talents of gifted learners. Through a range of carefully designed programs, gifted students were provided with opportunities to explore and unleash their full potential. The response from participating students has been overwhelmingly positive, as they have been exposed to high-quality and intellectually stimulating learning experiences tailored to their specific areas of talent.

In order to further cultivate the capabilities of these high achievers, an array of specialised offerings such as leadership training, science enhancement, and research programmes were made available exclusively to them. These initiatives not only fostered their academic growth but also encouraged the development of essential leadership skills. To foster peer camaraderie and facilitate the sharing of accomplishments, these exceptional students were granted the platform to showcase their academic and non-academic achievements during King's Morning and STEAM Week, events that were met with great enthusiasm and admiration from their peers. By highlighting the remarkable accomplishments of these gifted students, these events not only served as a means of acknowledgement but also inspired and motivated other students to aspire towards similar heights of excellence.

Equally heartening was the strong support from parents, who actively endorsed the School's endeavors in nurturing their children's unique talents. To further cater to the diverse learning needs of gifted students, engaging talks and workshops were organised, focusing on strategies to monitor and reflect upon personal learning progress. These initiatives will continue to be refined and expanded upon, ensuring that students are equipped with the necessary tools and support to flourish academically and personally.

Furthermore, the collaborative efforts of the Gifted Education Committee, KLAs, and committees have

fostered an environment that celebrates and nurtures the exceptional abilities of gifted learners. By providing a wide range of opportunities and support, the School has successfully created a platform for these students to thrive, inspiring others and paving the way for a future generation of accomplished individuals.

The Life Planning Education and Career Guidance Committee has a fundamental goal of providing career guidance to all students, regardless of their abilities, orientations, or levels of study. This is achieved through the organisation of thematic activities aimed at enhancing the three core 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 implemented during the Form Teacher Period from S.1 to S.6 in a sequential and systematic manner. The curriculum aims to foster students' sense of ownership over their career and life planning. In S.1, the focus is on 'Knowing Oneself,' while in S.2, it shifts to 'Knowing the World of Work.' S.3 students explore their career interests for subject selection through the 'Finding Your Colors of Life' programme. In contrast, S.4 and S.5 students delve deeper into career planning, acknowledging the significance of multiple 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 talks on local and overseas universities. These initiatives aim to empower students to apply their decision-making skills and make informed career choices.

Furthermore, an Extended Learning lesson on Life Planning and Financial Literacy has been designed for the two S.5 classes that do not study M1 & M2. This curriculum aims to help students explore and consolidate their career planning development direction and to instil positive financial management concepts to assist them in managing their personal finances and achieving long-term career planning goals. The curriculum incorporates various instructional materials such as videos, worksheets, class activities, board games, talks, and career visits, covering topics such as "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." Students have demonstrated increased interest and confidence in life planning skills and financial literacy.

To provide students with a real-world understanding of work experience, diverse opportunities are provided for exploring different careers and developing the necessary attitudes towards the working world. Activities such as the Job Shadow Programme, workplace visits, career workshops & talks, and authentic entrepreneurial experiences are offered. With the resumption of face-to-face classes, the eagerly awaited Careers Info Day for S.4 to S.6 parents and students was successfully held with nearly 200 participants. Through collaborative efforts involving the Careers 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, facilitating their psychological preparedness. Comprehensive support was provided during this activity to ensure students received adequate career guidance and emotional assistance. The Life Planning Education and Career Guidance Committee is committed to working tirelessly throughout the year to provide students and parents with appropriate and timely support for life planning and career guidance. The School aimed to nurture future leaders by providing leadership training for Prefects, Student Union members and Chairpersons of different clubs and societies, and allowing them to take charge of tasks such as the planning work for Open Days, serving as masters of ceremony on Speech Day, student ambassadors offering school tours, etc. Other than demonstrating students' strong sense of belonging and commitment to our school, it has also promoted an excellent image to the public. The School will continue to provide students ample opportunities to plan and run the major school functions to enhance their leadership abilities and presentation skills.

Last but certainly not least, we are grateful for the unwavering and enduring support from 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 close collaboration with these

supportive partners has significantly contributed to our students' holistic and academic development through the provision of unique school-based programs. In addition to a series of scholarships that recognise students' achievements in both academic and non-academic fields, a wealth of resources has been provided to enhance student competencies. Furthermore, the High Table Dinner, organised by KCOBA, serves as a platform for students with special talents in various areas to connect with our distinguished alumni. The students gain immensely from the insights shared by the guest speakers, and they value the opportunity to discuss future career plans with our alumni. We would also like to express our gratitude to KCPTA for its fervent support, which has been instrumental in facilitating the overall development of our students throughout the school year.

8. Performance of Students

HKDSE

No. of students sat	118
% of students awarded the minimum entrance requirements for university education #	80% (94)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	99% (117)

The minimum entrance requirements for university education

1. Levels 3322 or above in core subjects (English Language, Chinese Language, Mathematics and Liberal Studies), 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	• 共融之樂保齡球比賽暨香港盲人保齡球錦標賽	6
	• 香港傑出學生服務大使獎勵計劃：聯校義工服務	4
Service Education Committee	• Sister School Programme	10
	• S.1-S.3 Service Training	390
	• 創出 SUN 天	10
	• 中西區聯校領袖義工訓練暨社區服務	4
	• Tutorials for S.1 to S.2 students	16

9. Students' Major Achievements in International and Territory Competitions

International Level

Nature	Competition	Award/Prize	Awardee
Academic Development	International Science Project Olympiad	Gold Award	CHU Wai-pak 4C
		MILSET ASIA Special Award	WAN Wai-long 4C
		The Best of Inspo 2023	YU Yik-chau 4D
	International Science and Invention Fair 2022	Gold Award in Life Science	ZHANG Jiacheng 6A CHAN Chun-kiu 6D
		Semi Grand Award	FUNG Tin-yau 6D HUANG Man-ki 6D CAI Gen 6A
S. T. Yau High School Science Award (Asia)	Silver Prize	ZHANG Jiacheng 6A FUNG Tin-yau 6D CAI Gen 6A	
Music	The 9th Seoul International Harmonica Festival	Blues Solo (Middle & High School Students) Champion	TANG King-yip 2D
		Duo (Middle & High School Students) Champion	TANG King-yip 2D SHEA Tsz-hin, Tristan 4C
		Trio (Middle & High School Students) Champion	SHEA Tsz-hin, Tristan 4C YUNG Cheuk-yin, Ryan 4C XU Ying-di 4D
		Small Orchestra (Middle & High School Students) 2nd Runner-up	King's College Harmonica Band
	The 13th Asia Pacific Harmonica Festival	Youth Chromatic Solo First Place	TANG King-yip 2D
		Youth Duos Second Place	TANG King-yip 2D TANG King-shing 5C

Territory Level

Nature	Competition	Award/Prize	Awardee
Academic Development	Hong Kong Student Science Project Competition	Champion	CHU Wai-pak 4C FAN Tsz-hang 4D LUI Sui-hoi, Rex 4D YU Yik-chau 4D WAN Wai-long 4C
		Second Place Award in the category of Biology and Health	TAM Man-shun 2C CHEUNG Marcus Hok-yin 2A
	Hong Kong Youth Science & Technology Innovation Competition 2022-23	First Place Award in the category of Energy and Environmental Science	CHU Wai-pak 4C LUI Sui-hoi, Rex 4D WAN Wai-long 4C
		Hong Kong Chemistry Olympiad	Honourable Mention

	for Secondary Schools		LUI Sui-hoi, Rex 4D YU Yik-chau 4D WAN Wai-long 4C
	HKICPA/HKABE Joint Scholarships for BAFS	Certificate of Scholarship	NG Chak-yau 5C
	Statistical Project Competition 22-23	Distinguished Prize	LAU Pui-hei 3A TAO Zeran 3A TSE Tin-nok 3A WU Hin-yeung, Timothy 3A MAK Wing-fai 3A LAW Pak-long 3A
	25th Hong Kong Mathematical High Achievers Selection Contest	Second Honour Award	WONG Nok-hei 2A
		Third Honour Award	WONG Ching-fung 3A
	40th Hong Kong Mathematics Olympiad	Merit	WONG Ching-fung 3A HUI Ka-shing 3B LUI Kwan-lung 4D YEUNG Yat-him, Kelvin 4D WONG Hin-lung 5C HO Yuk-kwan, Baron 5D
		First-class Honour	YEUNG Yat-him, Kelvin 4D
		Third-class Honour	LUI Kwan-lung 4D
		Third-class Honour	WONG Hin-lung 5C
		Honourable Mention	HO Yuk-kwan, Baron 5D
	"Your Dream House" - BIM Competition 2022	Merit	XIE Wei-dong 4D CHU Wai-pak 4C CHOW Pak-tung 4A LIU Ka-hei 4A
	Cyber Attack and Defense Elite Competition	Bronze Award	LEE Chi-kin 4C
		Bronze Award	LOU Cheuk-hei 4C
		Bronze Award	NG Man-lok, Alvin 4C
		Merit Award	CHU Wai-pak 4C
	World Robot Olympiad 2022 - Hong Kong Robot Summer Challenge Speed Challenge Category	Golden Lego Award	LAM Yan-pok 2B
		The Best Programming Award	LI Tsz-wang, Carson 2D
	16th CTEA Cup 2022- Robotics Sumo Category (Secondary Group)	3rd Runner-up	NG Cheuk-kiu, Winfield 3B TAO Zeran 3A
		Second Prize Award	HO Ho-hei 3B CHENG Chi-long, Bryan 3B
		Second Prize Award	LAM Yan-pok 2B LI Tsz-wang, Carson 2D
	International Biology Olympiad - Hong	Bronze Award	HO Yuk-kwan Baron 5D
		Bronze Award	CHAN Chun-kiu 6D

	Kong Contest 2022	Bronze Award	FUNG Tin-yau 6D
		Merit Award	HO Yuk-kwan, Baron 5D CHAN Chun-kiu 6D FUNG Tin-yau 6D
	Hong Kong Physics Olympiad 2022	Honourable Mention	King's College
		Honourable Mention	YIP Shiu-yuen 5D
	Hong Kong Physics Olympiad 2023	Honourable Mention	King's College
		Honourable Mention	NG Yuk-in, Joe 4D
		First Class Honours Award	HO San-wah, Sunny 4D
	PolyU CubeSat Mission - Space Debris Removal	Second Runner-up	NG Yuk-in, Joe 4D CHAN Tsz-long 1C FAN Tsz-hang 4D NG Ming-him, Ben 4D SO Chun-hong 4D
	74th Hong Kong Schools Speech Festival (English Speech)	Solo Verse Speaking Non-Open Secondary 3 Boys First Place	TAM Chun-hin 3A
		Solo Verse Speaking Non-Open Secondary 4 Boys First Place	YUEN Tin-fu 4D
		News Feature Presentation Secondary 1 and 2 First Place	CHENG Nam, Nathaniel 2C
		News Feature Presentation Secondary 3 and 4 First Place	LUI Sui-hoi, Rex 4D
		Solo Verse Speaking Non-Open Secondary 1 Boys Second Place	MA Hong-yiu 1A
		Solo Verse Speaking Non-Open Secondary 2 Boys Second Place	HUANG Yat-tsun 2A
		Solo Verse Speaking Non-Open Secondary 2 Boys Second Place	TSE Chi-sun 2A
Solo Verse Speaking Non-Open Secondary 2 Boys Second Place		TAM Man-shun 2C	
Solo Verse Speaking Non-Open Secondary 3 Boys Second Place		TSE Tin-nok 3A	
Solo Verse Speaking Non-Open Secondary 4 Boys Second Place		WONG Ka-chun 4A	
News Feature Presentation Secondary 1 and 2 Second Place		CHEUNG Marcus Hok-yin 2A	
Solo Verse Speaking Non-Open Secondary 1 Boys		LAM Yau-ching 1D	

		Third Place		
		Solo Verse Speaking Non-Open Secondary 2 Boys Third Place	CHONG Ching-yin 2B	
		Solo Verse Speaking Non-Open Secondary 2 Boys Third Place	POON Pak-hang 2B	
		Public Speaking Solo Secondary 3 and 4 Third Place	LEUNG Sung-wai 4C	
		News Feature Presentation Secondary 3 and 4 Third Place	XIE Hantao 3B	
	第 74 屆香港學校朗 誦節 (中文朗誦)	中學一、二年級男子組普通話 詩詞獨誦 冠軍	陳柏亨 2D	
		中學一、二年級男子組普通話 散文獨誦 冠軍	陳翰林 1D	
		中學一、二年級男子組普通話 詩詞獨誦 季軍		
		中學三、四年級男子組普通話 散文獨誦 冠軍	譚晉軒 3A	
		中學一、二年級男子組普通話 詩詞獨誦 亞軍	馬康耀 1A	
		中學一年級男子組粵語詩詞獨 誦 季軍	鄧楚軒 1D	
Aesthetic Development		"Kids Art" Drawing Competition 2022	Merit	LAU Pui-hei 3A YAU Man-Ching 3A
	1st Runner-up		YAU Yan-ngai 3A	
	The Best School Results Award		King's College	
		2022 Xu Beihong International Youth Art Competition Hong Kong Division	Merit	YU Hong-sui 3B
		National Safety Slogan and Poster Design Competition 2023	The Most Active Participation Award	King's College
		Central & Western District Road Safety Campaign Poster Design Competition	Merit	WANG William 2A CALAGUAS Hanh Brylle Manansala 4B CHAN Ping-chung 5A CHAN Tin-nam Justin 5D CHUN Ting-nam 5D

		The Most Active Participation Award	King's College
	Control of Obscene and Indecent Articles Ordinance Slogan and Coloring Competition	Merit in Coloring Section	HUI Michael Cho-ming 2D CHAN Tin-nam Justin 5D CHUN Ting-nam 5D WONG Pak-ho 6A
		Merit in Slogan Section	TSE Hadyn 2D SZE Yu-hin 2A LAU Pui-hei 3A
		Outstanding Performance in Coloring Section	YAU Man-ching 3A
All-round Development	香港島傑出學生選舉	分區傑出學生	馮天佑 6D
		初中組「香港島十大優秀學生」	劉培熙 3A
Physical Development	Inter-School Swimming Competition 2022-23	Boys A Grade 50m Freestyle Second Runner-up	LAM Yuk-wang 5A
		Boys C Grade 50 Backstroke First Runner-up	CHEN Wai-on 2C
Music	2022 Hong Kong Youth Music Interflow	Chinese Orchestra Interflow (Secondary School Class B) Silver Award	King's College Chinese Orchestra
		Symphony Orchestra Interflow (Secondary School Class A) Bronze Award	King's College Symphony Orchestra
	75th Hong Kong School Music Festival	Gold Award	King's College Chinese Orchestra
		Gold Award	King's College and Marymount Secondary School Vocal Ensemble-Madrigal (TSANG Hin-to 5B, LAM Wai-hin 5C, LEUNG Lok-hin 5C, LIANG Junwei 5C)
		Silver Award	King's College Chinese Erhu Ensemble
		Sanxian Solo Advance First Place	PANG Hong-yui 2A
		Dizi Solo Intermediate First Place	KWOK Pak-lun 2C
		Piano Solo G5 First Place	CHEUK Yee-lok 3B
		Trumpet Solo Junior First Place	CHEUK Yee-lok 3B
		Erhu Solo Senior First Place	TANG Chun-yin 4B
		Harmonica Duet First Place	CHENG On-sin 4D KWONG Tsz-yin 4D
		Zhongruan Solo Advance First Place	ZHAO Jace Chak-hin 5C
		Piano Solo G6 Second Place	CHEUNG Kwan-ho 1D
Harmonica Solo Junior	SZE Chun-hin 3A		

		Second Place	
		Erhu Solo Advance Second Place	LEUNG Stewart 5A
		Sheng Solo Junior Third Place	LO Yat-long 2A
		Tom Lee Music Scholarship for Piano Solo Third Place	CHAN Popo Anderson Fitzjohn 2D
		Harmonica Solo Senior Third Place	CHIU Wing-hei 3A
		Yangqin Solo Senior Third Place	LAM Tsz-chun 3B
		Harmonica Duet Third Place	SZE Chun-hin 3A XIE Hantao 3B
		Harmonica Solo Intermediate Third Place	CHENG On-sin 4D
		Piano Solo Composer of the Year Third Place	WONG William 5C
		Vocal Solo Tenor Third Place	WANG Ziyue 5D

10. Financial Summary (1.9.2022 - 31.8.2023)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline reference provision	522,921.00	489,837.48
<i>Sub-total:</i>	<u>522,921.00</u>	<u>489,837.48</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	503,156.00	555,925.34
2 Capacity Enhancement Grant - GSS	654,502.00	511,727.37
3 School-based management Top-up Grant - GSS	51,615.00	3,600.00
<i>Sub-total:</i>	<u>1,209,273.00</u>	<u>1,071,252.71</u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
• Provision for 2022-2023	227,900.00	271,884.25
<i>Sub-total:</i>	<u>227,900.00</u>	<u>271,884.25</u> #
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Learning Support Grant - GSS		
• Provision for 2022-2023	600,500.00	581,241.65
<i>Sub-total:</i>	<u>600,500.00</u>	<u>581,241.65</u>
School-based After-school Learning & Support Programmes - GSS		
• Provision for 2022-2023	65,400.00	58,605.20
<i>Sub-total:</i>	<u>65,400.00</u>	<u>58,605.20</u>
Moral & National Education Support Grant - GSS		
• Provision for 2022-2023	32,685.00	32,684.20
<i>Sub-total:</i>	<u>32,685.00</u>	<u>32,684.20</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
• Provision for 2022-2023	820,000.00	882,740.00
<i>Sub-total:</i>	<u>820,000.00</u>	<u>882,740.00</u> #
Information Technology Staffing Support Grant - GSS		
• Provision for 2022-2023	327,588.00	321,174.00
<i>Sub-total:</i>	<u>327,588.00</u>	<u>321,174.00</u>
Grant for the Sister School Scheme - GSS		
• Provision for 2022-2023	159,955.00	107,080.00
<i>Sub-total:</i>	<u>159,955.00</u>	<u>107,080.00</u>

	Income (\$)	Expenditure (\$)
Promotion of Reading Grant - GSS		
• Provision for 2022-2023	63,982.00	100,581.60
<i>Sub-total:</i>	<u>63,982.00</u>	<u>100,581.60</u> #
School Executive Officer Grant - GSS		
• Provision for 2022-2023	548,040.00	657,099.72
<i>Sub-total:</i>	<u>548,040.00</u>	<u>657,099.72</u> #
Life-wide Learning Fund - GSS		
• Provision for 2022-2023	1,195,413.00	1,225,239.86
<i>Sub-total:</i>	<u>1,195,413.00</u>	<u>1,225,239.86</u> #
Diversity Learning Grant for the NSS Students - Other Languages		
• Provision for 2022-2023	111,800.00	111,800.00
<i>Sub-total:</i>	<u>111,800.00</u>	<u>111,800.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
• Provision for 2022-2023	84,000.00	92,740.00
<i>Sub-total:</i>	<u>84,000.00</u>	<u>92,740.00</u> #
One-off Grant for the Senior Secondary Subject Citizenship and Social Development		
• Provision for 2022-2023	116,666.00	22,200.00
<i>Sub-total:</i>	<u>116,666.00</u>	<u>22,200.00</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	198,158.50	224,129.80
<i>Sub-total:</i>	<u>198,158.50</u>	<u>224,129.80</u> #

V ECA ACCOUNT

(a) Provision for 2022-2023	100,701.00)	163,852.73
(b) Fees collected from students(S4 to S6)	55,648.00)	
<i>Sub-total:</i>	<u>156,349.00</u>		<u>163,852.73</u> #

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

11. Appendix

Report on School-based After School Learning & Support Programme

學校名稱： 英皇書院

計劃統籌人姓名： 吳惠琮老師

A. 校本津貼實際受惠學生人數 (人頭) 56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： 44名及 C. 學校使用酌情權而受惠的清貧學生人數： 11名)

B.

活動名稱/類別	參加資格學生人數 (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 中一至中三 (全年上課時數： 251 小時)	0	24	0	80%	10/2022 – 4/2023	35,780.20	個人反思/ 音樂老師觀察	導師	<ul style="list-style-type: none"> - 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。 - 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。 - 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。

大棠 STEM 耕種體驗活動 (中二、中三)	0	12	3	93%	22/12/2022	6,375	◇ 導師觀察 ◇ 活動評估	愛學遊(香港)有限公司	<ul style="list-style-type: none"> - 學生認同對本地農耕種植的認識加深 - 學生認同提高了對本地農業發展的興趣 - 建議下學年繼續舉辦本地遊(可以不同主題)。
迪士尼款待體驗活動 (中四)	1	7	7	100%	22/12/2022	6,570	◇ 導師觀察 ◇ 活動評估	香港迪士尼樂園	<ul style="list-style-type: none"> - 學生認同對酒店款客服務業加深認識。 - 學生明白保持良好工作態度的重要性，能將工作坊所學好好應用在學習及其他範疇。 - 建議下學年繼續舉辦。
航空工程—767 零距離體驗活動 (中五)	0	9	1	100%	7/7/2023	8,000	個人反思/ 老師觀察	香港國際航空學院	<ul style="list-style-type: none"> - 學生認同對航空工程的認識加深 - 學生認同對航空服務業及其他相關行業提高了興趣
活動項目總數： 4									
@學生人次	1	52	11				總開支： \$56,725.2		
**總學生人次	64 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

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Actual no. of Student	Evaluation Results	Actual Expenses	Nature of Expense (See footnote)	Essential Learning Experiences				
									(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
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)	<ul style="list-style-type: none"> - 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 	Oct - Dec 2022	S.1 – S.2	263	<ul style="list-style-type: none"> ✧ 8 sessions were conducted via Zoom meetings for 20 S.1 and S.2 students to develop their interest in debating activities and train their debating skills. ✧ Over 90% of the students enjoyed the course and showed interest in joining the Debating Team. ✧ The feedback from the coach and the teacher supervisor was also very positive. 	\$9,600	E6 (Fees for students attending courses, activities or training organized by external organisations recognized by the school.)	✓	✓			

		students a taste of debate by class competitions.											
English Language	Drama Workshop (ENG)	<ul style="list-style-type: none"> - To enhance students' speaking and writing skills through dialogue and script-writing. - To allow students to use their language skills and creativity while discussing ideas with others. - To enable a team of 	Dec 2022 – Apr 2023	S.1 – S.5 (Members of English Drama Club)	Whole School	<ul style="list-style-type: none"> ✧ 14 sessions were conducted ✧ More than 90 % of the students enjoyed the workshop. ✧ Students were coached to write a script and make a recording for the 22/23 HK School Drama Festival ✧ The workshop was rewarding and students won a number of prizes including outstanding 	\$1,955	E6 (Fees for students attending courses, activities or training organized by external organisations)	✓	✓			

		<p>students to compose and deliver an effective, audience-appropriate drama production.</p> <ul style="list-style-type: none"> - To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance. 				script and director		recognized by the school.)					
English Language	Appreciation of Drama Performance (ENG)	<ul style="list-style-type: none"> - To help students to learn appreciation of language arts and interpretation of messages through watching a standard play. - To bring fun into English learning. - To enable students to learn how to express themselves not just through 	18 Apr 2023	S.1 (whole form)	S.1 (whole form)	<ul style="list-style-type: none"> ✧ S.1 students generally enjoyed the drama performance. ✧ A few students volunteered to be the MCs of the session. ✧ Some students and teachers were invited to play a part in the drama, which made the show more engaging. 	\$14,000	E6 (Fees for students attending courses, activities or training organized by external organisations recognized	✓	✓			

		words, but also through facial expressions and body language.						by the school.)					
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English Language	Training courses for Speech Festival (ENG)	<ul style="list-style-type: none"> - To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. - To provide training on speech skills such as articulation, voice control, pronunciation and intonation. - To coach students to ensure they can confidently command the stage and engage effectively with the audience. 	First Term	S.1 – S.5	Whole School	<ul style="list-style-type: none"> ✧ 17 sessions of Speech Training and Preparation were arranged in total. ✧ The attendance rate was over 90 %. ✧ Student competitors were arranged into 4 classes with each of them, focusing on 1-2 poems so that more intensive training could be provided. ✧ The last two sessions were filming sessions in which the trainer gave feedback to students in real time as they recorded their competition videos in Campus TV. 	\$27,300	E6 (Fees for students attending courses, activities or training organized by external organisations recognized by the school.)	✓				
English Language	English Week Activities	<ul style="list-style-type: none"> - To cultivate students' interest in English learning. - To help students explore cultural topics. 	Apr 2023	S.1 – S.3	Whole School	Other government funds were used for the activities	\$0	--	✓	✓			

English Language	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> - To fully immerse students into English culture by festival celebration activities. - To enhance students' motivation and interest in learning English through activities beyond the classroom. 	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6 (all students)	S.1-6 (whole form)	<ul style="list-style-type: none"> ✧ The service provider managed to complete only Halloween celebration activities on for S.1 and S.2 students. ✧ 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. 	\$25,000	E6	✓					
English Language	Reading for Fun Programme	<ul style="list-style-type: none"> - To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres. - To provide some tips and techniques in book reading. 	First Term	S.1 (whole form)	S.1 (whole form)	<ul style="list-style-type: none"> ✧ The majority (87%) of students found that the programme was useful in introducing them the major strategies used by the writers. ✧ In general, they enjoyed books with a science/ Chinese history background. 	\$20,000	E6	✓					
Chinese Language	辯論培訓班	提升學生表達個人觀點	2022年9月	中一至中三	22	透過恆常的辯論訓練和比賽	\$30,000	E1	✓	✓				✓

		及交流質詢的能力，訓練學生的批判思考、組織及變通能力，強化其辯論技巧。	至 2023年6月	學生 - 由辯論學會負責 老師根據學生思維及說話能力甄選	<p>，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：</p> <ol style="list-style-type: none"> 1. 基本法盃（負） 2. 星島辯論賽（負） 3. 友誼賽(SSGC)（勝） 4. 開放日友誼辯論表演賽（SSGC）（負） 5. 聯中一常規賽（勝：等候決賽） 6. 卧龍盃（冠軍） 7. 友校表演賽（德雅中學）（等候校方批准） 8. 至善盃（準備報名） <p>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（校友吳俊熙和歐耀允）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</p>								
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						準備，表現開始漸見曙光，盼望下學年有更大的進步。							
Chinese Language	2022/23 青年探藝：高中生藝術新體驗計劃《解構雷雨》戲劇觀賞	活動分為戲劇觀賞及講座兩部分。活動將簡介劇作家的生平背景，提供賞析戲劇藝術的角度及方法，與學生一同詮釋及欣賞原文本，探討文本核心的命題，延伸探究何謂經典及如何重塑經典。講座另設「讀劇」環節，由參演演員或學生朗讀《雷雨》節錄的段落，透過唸對白，感受原著情感，提升學生對戲劇演出及劇本創作的興趣。	2022年9月	中五級	133	<p>導賞活動增加同學欣賞本劇興趣，對人物背景和關係有認知，加強對本劇的理解和賞析。</p> <p>從反思習作可見，欣賞話劇可培訓學生不同能力：</p> <p>1. <u>理解及分析能力</u></p> <p>學生能從作品時代背景分析男女地位不平，理解封建思想的束縛；更能從改編內容中分析女性對各種不公反抗的原因。</p> <p>92%學生同意活潑能提升及培養對角色的思考能力。</p> <p>88%學生同意活動有助建立正確價值觀。</p> <p>2. <u>藝術鑒賞能力</u></p> <p>學生能認識話劇的表達手法，並嘗試理解藝術手法如何呈現主題。從反思習作中，學生能指出話劇最開頭，一段長達約二十分鐘的部分，幾位主角輪番把椅子頂在頭上，緩步、稍稍屈膝，走</p>	\$8,400	E1	✓	✓	✓		

					<p>到台中央把椅子端正地放下，轉圈，顯示着封建社會對人的規範。數位男主角焦慮、恐慌地急速背誦着「三綱五常」，一種對社會、人倫關係、行為的準則。每人都受這種根深蒂固的封建思想壓迫，必須遵從這些過時、難忍的規條。</p> <p>3. <u>閱讀名著興趣</u> 學生欣賞這齣話劇後，對中國戲劇加深認識，並引起閱讀原著的興趣。</p>							
Chinese Language	2022/23 青年探藝：高中生藝術新體驗計劃《解憂雜貨店》戲劇觀賞	探討日本作家東野圭吾的同名小說的《解憂雜貨店》核心的命題「請相信生命的奇蹟，一直到最後的最後。讓學生感受原著情感，借鏡每個人在暗黑中如何抖擻起來，直至尋找到為自己領航的星辰。	中六級	125	<p>1. <u>培養評價和鑒賞能力</u> 根據調查數據，94%學生同意活動有助培養評價和鑒賞能力</p> <p>2. <u>閱讀原著的興趣</u> 根據調查數據，94%學生同意。</p> <p>3. <u>舒緩學習壓力及建立正確價值觀</u> 根據調查數據，82%學生同意活動可舒緩學習壓力，97%學生同意能考助建立正確價值觀</p>	\$10,000	E1	✓	✓	✓		

Mathematics	Math Olympiad Courses (Junior)	- To enhance junior form students' high order thinking, logical thinking and problem solving skills.	First Term	S.1 - S.3	19	84% of students agreed that they had developed better understanding and skills in Math after taking the course. The attendance of students was over 90%.	\$6,000	E6	✓				
Mathematics	Math Olympiad Courses (Senior)	- To enhance senior form students' high order thinking, logical thinking and problem solving skills.	Second Term	S.4 - S.5	12	Over 90% of students agreed that they had developed better understanding and skills in Math after taking the course. The attendance of students was over 90%.	\$6,000	E6	✓				
Chinese History	參觀博物館 (交通費用)	- 拓闊學生的視野與深化學生對有關歷史課題的認識，鞏固、深化及延伸課堂所學	11/2022, 2/2023	中四、中五	22位學生 深水埗 主教山 配水庫 40位學生 參觀 香港故 宮文化 博物館	<ul style="list-style-type: none"> ◇ 拓闊學生視野、深化對有關歷史課題的認識。 ◇ 認識香港配水庫及文物古蹟歷史 ◇ 認識明清故宮文化歷史 ◇ 鞏固、深化及延伸課堂所學。 	\$0	學生豁免入場費用；交通費用由青年藝遊故宮計劃津貼	✓	✓			

Chinese History	舉辦本地歷史文化考察活動 (參觀香港故宮文化博物館)	- 認識香港歷史文化，利用實地及實物幫助學生學習歷史	下學期 10/2/2023	中四、中五及非華語學生	40	<ul style="list-style-type: none"> ✧ 拓闊學生視野、深化對有關歷史課題的認識。 ✧ 認識明清故宮文化歷史、鞏固、深化及延伸課堂所學 	\$0	學生豁免入場；費用交通費用由青年藝遊故宮計劃津貼	✓	✓			
Computer Studies	Enrolment fee for IT-related competition	<ul style="list-style-type: none"> - To train problem solving skill of students - To enhance IT skill of students 	Whole year	S.1 to S.6	19	Two students were awarded Golden Lego Award and two students were awarded The Best Programming Award	\$4,800	E1	✓				✓
Geography	Fieldwork Skill Training Workshops (course fee, equipment and transportation expenses)	<ul style="list-style-type: none"> - To facilitate students' mastery of fieldwork skills - To enhance students' generic skills through field study 	First Term 12/2022	S.4 & S.5	12	All students can submit a field report for both topics they have learnt in the Field Study Centre	\$3,340	E2	✓	✓			
Cross-KLA	Sci-lish activities (STEM-related activities)	- By developing cross-curricular lunch time activities that are both fun and	Second Term	S.1	S.1 (whole form)	<ul style="list-style-type: none"> ✧ 90% of S.1 students surveyed gave positive feedback and enjoyed the activities. 	\$19,980	E6	✓				

	organized by English & STEM-related departments)	<p>motivating, students can integrate science into English learning.</p> <p>- To help students build up different generic skills including team building, creativity and logical reasoning.</p>				<p>✧ All of them agreed that the experiments and activities could spark their creativity and interest.</p>							
Cross-KLA	<p>中文科、IS</p> <p>集古村「中國古代科技之旅」</p>	<p>- 中國是世界上最先使用火，發明弓箭和陶器、出現農牧業、觀察天文、開創醫藥的地區之一。在古代中國有很多科學技術、工藝技術領先世界水準，本活動希望通過講座、遊戲和比賽，讓學生了解古代科技的發明和原理，欣賞我國科技成就</p>	2022年11月	全校學生	<p>全校學生</p>	<p>1. <u>認識及欣賞古代科技</u> 根據調查數據，88%學生同意活動能加深對中國古代科技成就的認識。 91.7%同意集古村活動有助同學欣賞中國科技。 調查反映弓箭製作、孔明鎖及投石器最受學生喜愛。</p> <p>2. <u>培訓共通能力</u> 從活動中，老師觀察學生十分投入各項遊戲，中一級及中二同學十分認真製作橋樑及投石器，過程中除可了解製作原理外，更可以訓練解難及協作能力，亦體會失敗後再接再厲的精神。</p>	\$48,000	E1	✓	✓	✓		

Cross-KLA	中文科、 音樂科 國粹文化研 習：「粵劇 及變臉欣賞 」	<ul style="list-style-type: none"> - 探索戲曲與中國文學的關係，讓同學能夠更了解粵劇表演藝術的特色及底蘊。透過折子戲演出、基本功及身段示範，以及互動遊戲（包括戲服試穿、把子試玩及身段示範），引發學生對粵劇文化的認識及興趣。 	2022年11 月中	中一、中三	S.1及 S.3 (全級)	<p>1. <u>增長知識</u> 從老師觀察可見同學十分投入活動之中，積極參與台上的示範表演及問答遊戲，學生能了解基本粵劇知識及認識傳統變臉藝術特點。</p> <p>從學生課業可見，同學能搜集及介紹不同劇目、分析粵劇運用的藝術技巧。</p> <p>2. <u>提高對中國文化的興趣</u> 調查反映80%學生同意活動導師講解及展示說明能提高他們對學習中國文化的興趣。</p>	\$14,000	E1	✓	✓					
Moral and Civic Education	體驗式學習 活動	<ul style="list-style-type: none"> - 培養學生的同理心、關愛、勤勞等價值觀及態度 	下學期	中四、中五	250人	免費	\$0	--	✓						
STEM Education	STEM Week Activity - Training workshops for S.1	<ul style="list-style-type: none"> - To enhance students' STEM knowledge and skills. - To raise students' interest in STEM learning. 	Second Term	S.1	S.1 (whole form)	All S.1 classes participated in the activities and enjoyed the programmes.	\$47,840	E1	✓						

STEM Education	STEM Week Activity - Training workshops for S.2	<ul style="list-style-type: none"> - To enhance students' STEM knowledge and skills - To raise students' interest in STEM learning. 	Second Term	S.2	S.2 (whole form)	All S.2 classes participated in the activities and enjoyed the programmes.	\$45,000	E1	✓				
STEM Training	STEM Program 2022-2023 (course fee)	<ul style="list-style-type: none"> - To cultivate students' interest in STEM learning - To help students explore STEM related topics 	Second Term	S.1 – S.3 (Selected students)	63	100% attendance and overall satisfaction rate in the activities.	\$4,620	E6	✓				
STEM Competition	STEM Competition (application fee)	<ul style="list-style-type: none"> - To facilitate students' STEM learning - To showcase students' STEM learning outcomes 	Second Term	S.1 – S.5 (Selected students)	3	Gold Award, International Special Award, Top 20 Best Invention Award	\$4,612.47	E6	✓				
Whole-person development activities on Student Development Day	S.1 Training on Student Developmental Day – 'Be Empathy and Co-creating a Harmonious	<ul style="list-style-type: none"> - To build up the team-spirit of S.1 new comers. - To introduce problem solving skills to S.1 students. - To co-creating a 	Oct 2022 (Student Development Day)	S.1	S.1 (whole form)	<ul style="list-style-type: none"> ✧ The satisfaction rate from questionnaire is 86 %. The students reflected that teamwork is important and meaningful. ✧ According to the observation of the teachers and trainers of the service 	\$29,800	E1	✓				

	School'	Harmonious School against bullying.				provider, the students were devoted in the activity and learned to be self-disciplined and the team building is effective.							
Whole-person development activities on Student Development Day	S.2 Life-wide Learning STEM Journey	<ul style="list-style-type: none"> - To help students to learn more about natural resources. - To raise students' awareness of environmental conservation. 	18 Nov 2022	S.2	S.2 (whole form)	Cancelled due to ticketing problems and changed to a school-based local history tour in Central and Western District.	\$0	--	✓	✓			
Whole-person development activities on Student Development Day	S.3 Resilience Training [Day camp on Student Development Day & Resilience Workshop] (organized by Counselling Committee)	<ul style="list-style-type: none"> - To enhance students' resilience and their ability in managing stress and anxiety. 	7 Oct 2022 (Student Development Day) & May 2023	S.3	114	<ul style="list-style-type: none"> ✧ Through this training day camp, students can see improvement in problem-solving and communication skills with peers. In addition, due to the challenging activities, the students' resilience and problem-solving skills were also improved. ✧ 87.5% of the students felt satisfied with the camp 	\$40,172	E6	✓	✓			

						provided and 92.5% of them were satisfied with their own performances in the camp							
Whole-person development activities	S.1 Adaptation and Development Programme (organized by Counselling Committee)	- To help S.1 needy students adapt to school environment and build up their rapport.	Nov-Dec 2022	S.1	20	<p>✧ About 85% of the participants showed improvement in their social skills, especially in their relationships with their classmates, and they were able to meet more new classmates.</p> <p>✧ 85% of the participants agreed that the program helped to promote their confidence to adapt to the new life in secondary school, as they gained experience from the senior "fig" brothers in the workshops. Through the program, they were able to learn more about themselves, which helped them understand the need to find suitable learning modes to face different challenges</p>	\$19,950	E6		✓	✓		

						<p>in their studies.</p> <p>✧ About 85% of the participants were satisfied with the program's arrangements and agreed that the tutors were helpful and provided guidance to them.</p>							
Whole-person Development	Emotional Management & Mindfulness workshops	- To let students experience how to release stress by focusing their attention on the present moment and shifting their thoughts towards an appreciation of the moment.	<p>Workshops & Seminars: S1 (31/1, 14/2, 1/3); S2 (11/11, 28/11, 12/12); S3 (26/9, 14/10, 28/10); S4 (9/2); S5 (7/12); S6 (8/11)</p> <p>Hiking: 19/1/2023, 11/3/2023</p>	S.1 – S.6 parents + teachers	<p>767 students for S1 – 6 workshops and seminars;</p> <p>hiking (Lung Ha Wan = 14; Lion Rock = 10);</p> <p>Zoom workshops for parents</p>	<p>✧ The students and parents could learn about identifying and expressing their feelings. They could express their thought in a positive way. The workshops provide students with group work to let them experience how to release stress by focusing their attention on the present moment and shifting their thoughts towards an appreciation of the moment.</p> <p>✧ The workshops for parents were conducted via zoom to reach around 30 to 40 parents for each time. Some students were invited to</p>	\$108,100	E6	✓				

			Lung Ha Wan Trail Hiking & Lion Rock		(1 st = 35; 2 nd = 30; 3 rd = 40)	attend the intensive workshop on hiking and mindfulness. Their feedback from these zoom workshops and intensive ones were positive.							
			Talks for Parents: 22/10; 12/11; 17/12, zoom										
Whole-person Development	Executive Functioning Challenge and Brain-based Learning Exposure Workshops	<ul style="list-style-type: none"> - To enhance students' generic skills of planning, organization and self-management through games - To enhance students' ability of learning, organizing and recalling new information through brain-based learning skill exposure. 	20/9, 27/9, 11/10, 18/10, 8/11, 15/11, 22/11, 29/11, 6/12, 13/12, 7/2, 21/2, 7/3, 14/3, 21/3, 2/5, 9/5, 16/5, 23/5, 30/5	S.1 whole form + S.1 selected students	8 Selected Students + 133 (S1 Whole Form)	The students could acquire different executive functioning and study skills for learning and revision. Their attention improved after the workshop.	\$64,000	E6	✓				

Whole-person Development	Twice-exceptional emotional training workshop	- To let students learn problem-solving skills through playing adventure-based group games	20/9, 27/9, 11/10, 18/10, 8/11, 15/11, 22/11, 29/11, 6/12, 13/12	S.1 selected students	7	✧ The students could develop higher order thinking (including analyzing, summarizing, evaluating skills) and improved their communication skills after the workshop.	\$21,000	E6	✓				
Service Learning	S.1 Foodstep Journey (1 CCA period) through zoom S.2 Foodstep Journey (1 CCA period) through zoom	- To cultivate positive values about food	Oct 2022 – May 2023	S.1 and S.2	S.1 & S.2 (whole form)	<u>S.1</u> About 97% of the students are agreed that they have a deeper understanding on poverty issue in HK. About 76% of the students will pay more attention to the working elderly. About 97% of students replied that they feel grateful on what they have. In the zoom talk, it can let them know more about the reality of the needy. Moreover, it can broaden their horizons and strengthen their interested in participating the activities about corporate social responsibilities (about 54%).	\$0	--				✓	

					<p><u>S.2</u></p> <p>There was about 92% of the students had a better understanding of food waste through this activity and had a better understanding of the work of Food Angel. About 89% of students will treasure what they have as well as know more about the life of needy after the talk. About 50% of the students interested in participating the activities about corporate social responsibilities and become Food Angel's volunteer in the future.</p>								
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Service Learning	Joint School Social Services	<ul style="list-style-type: none"> - To cultivate positive values, including caring, respects and responsibility, among students; - To provide valuable life-wide learning opportunities for our students to develop civic responsibility and empathy; - To develop students' generic skills, including critical thinking, collaboration, communication skills, etc.; - To foster relationships between the school and the surrounding community. 	Oct 2022 – May 2023	S.3-S.4 committee members	S.3-S.4 co-members	No activities will be held in this year until further information from the organization.	---	---				✓	
Service Learning	S.1-S.3 Service Training (2 to 4 CCA periods @ level)	<ul style="list-style-type: none"> - To cultivate positive values, including caring, respects and responsibility, among students; - To provide valuable life- 	Oct 2022 – May 2023	S.1 – S.3	S.1 – S.3 (whole form)	The S.1-S.3 Service Training Workshops were given by the Boys and Girls Clubs Association of Hong Kong (Sheung Wan). It was successfully held and the	\$16,200	E1				✓	

	<p>Teaching content: - (for reference)</p> <p>S.1: 義務工作種類、意義及價值 優質義工的元素（責任及態度） 賣旗技巧</p> <p>S.2: 與服務對象建立關係技巧 帶領遊戲技巧 服務長者技巧</p> <p>S.3: 義工服務組織及帶領 活動設計及策劃 小組帶領技巧</p>	<p>wide learning opportunities for our students to develop civic responsibility and empathy;</p> <p>- To develop students' generic skills, including critical thinking, collaboration, communication skills, etc.;</p> <p>- To foster relationships between the school and the surrounding community.</p>				<p>feedback was positive. The skills and knowledge were relevant and useful to enrich the students' understanding about the needs of the underprivileged in society and the skills of planning and organizing social services.</p>								
Life Planning Education	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	Dec 2022	S.2 to S.4 (selection criteria: students who have been granted fee	10	<p>Satisfactory level: 4 out of 4</p> <p>-Positive feedback from students</p> <p>-Students all enjoyed their experience at HKU. They generally commented highly</p>	\$12,000	E6	✓					✓

		different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science.		remission or CSSA and with good academic results)		on the activities and shared they understood more about different subjects and have even developed an interest in certain subject.							
Life Planning Education	Mock Interview	- To provide students with an opportunity to practice their interviewing skills and to become familiar with interview questions and interview etiquette.	Jan/Feb 2023	S.6	118	Overall score of the activity: 4.5 out of 5 - There is positive feedback from both the students and interviewer from HKU. - Students commented that the mock interview helped them prepare for the upcoming JUPAS interview that they could be more familiar with the interview format. At the same time, the interviewers reviewed that most of our students were well-prepared for and actively engaged in the interview.	\$10,000	E6					✓

Life Planning Education	Full day course offered by Aviation Academy	<ul style="list-style-type: none"> - To facilitate students' exploration of various career pathways - To deepen students' understanding on current development of aviation industry and to enhance students' communication skills 	Jul 2023	S.4	20	Students show their strong interests in the exploration of career prospect of aviation industry, Most of the students are more familiar with the job duties and professional requirements of aviation industry	\$16,000	E6	✓				✓
Leadership Training	Subsidy for Prefect Training	<ul style="list-style-type: none"> - To build up team spirit, leadership and communication skills of Prefect body. 	Dec 2022- Jul 2023	S.3 - S.5 Prefects	26	The training will be arranged on 15 July 2023.	\$14,300	E1	✓				
Leadership Training	Future Leaders Workshops (course fee)	<ul style="list-style-type: none"> - To develop students' leadership skills and nurture positive attitudes. - To enhance students' resilience. 	First Term	S.1 – S.3 (Selected students)	1	92% overall attendance rate in the activities and 82% overall satisfaction rate in the activities.	\$12,800	E6		✓			
School Team Training	Weekly intensive training	<ul style="list-style-type: none"> - To enhance students' performing skills and ensembleship. 	Whole year	S.1-S.6	150	<ul style="list-style-type: none"> - Regular practices were arranged as scheduled. 	\$53,900 (First term only).	E5	✓				

	programmes for different music teams	- To broaden students' exposure through taking part in interschool music competitions				- Over 80% of students showed good record of attendance. - Students participated in interschool music competitions and obtained good results.	Activities will be completed in July)						
School Team Training	Special training programmes for 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	20	<ul style="list-style-type: none"> ✧ Masterclasses were arranged for 2 harmonica and one brass ensembles. About 7 to 8 training lessons were arranged for each ensemble team. ✧ 100% students record of attendance. ✧ Students participated in the interschool music competitions and performed at school functions. 	\$5000 (First term only. All classes will be completed in July)	E5	✓				
School Team Training	Music instrumental training programme for specific instrumental classes	Develop students' music performing skills and enrich students' learning experiences.	Whole year	S.1-S.3	20	All students completed the scheduled programmes with good record of attendance. All students passed in the practical examination.	\$22,692.8	E5	✓				

School Team Training	Fencing Class	To develop students' speed and muscle strength, and also better eye-body-hand co-ordination, mental concentration and tactical awareness.	First Term	S.1-S.6 (whole school)	756	Fencing classes were conducted and all students completed their basic fencing training.	\$26,400	E1			✓		
School Team Training	Handball Training	To train up the student for participating the inter school Football competition.	Whole Year	S.1-S.6 Team members	30	Team members have shown improvement in their techniques after training.	\$30,800	E5			✓		
School Team Training	Football Training	To Train up the student for participating the inter school Football competition.	Whole Year	S.1-S.6 Team members	50	Team members have shown improvement in their techniques after training.	\$34,800	E5			✓		
Aesthetic & Cultural Activities	Music composition class for S.5 and S.6 DSE classes	To enhance students' compositional skills and assist the students to complete their composition portfolio	Second Term	S.5 & S.6	13	Composition classes were conducted and S.6 students completed their composition portfolio as scheduled.	\$8,250	E1	✓				

Aesthetic & Cultural Activities	OLE Talk on Design Thinking (VA)	To broaden students' horizon in aesthetic development.	28 May 2023	S.4 & S.5	All S.4 & S.5 students	<p>Students knew the meaning and importance of design thinking. The talk developed creativity and helped produce unique ideas by encouraging a wide variety of potential solutions and embracing experimentation. Design thinking is a non-linear, iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. At the core of design thinking is empathy, getting to know and understand the user, we can develop empathy through fostering creative thinking, assisted students in finding fresh and unusual solutions to complicated challenges.</p>	\$2,000	E5			✓		
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Aesthetic & Cultural Activities	Alcohol Ink Workshop	To widen students' horizon in making art with new medium. Students will be able to learn Fade, Wash, Spray and Wisp Techniques.	12 Nov 2022	S.1- S.3	13	The workshop was conducted by PNL Company LTD at Art Room. 15 students were enrolled but 2 of them took sick leave. The students learnt the basic skills of creating patterns with alcohol ink for 3 hours. The students learnt Fade, Wash, Spray and Wisp Techniques. Each student created at least 2 works. Some works have been selected for exhibition in the future. Students enjoyed the process of art making with alcohol and ink, in which the effect was improvisational, and their creativity was fostered.	\$4,600	E1			✓		
Aesthetic & Cultural Activities	Glass Cup Blowing Workshop	<ul style="list-style-type: none"> - To widen students' horizon in applied art. - To enhance students' appreciation of glass wares. - To blow and shape bubbles in the molten glass using one-off disposable blow caps 	2 Jul 2023	S.4 & S.5	12	The workshop was conducted by Studio Glass HK at Jockey Club Creative Arts Centre. Students learnt to blow and shape bubbles in the molten glass using one-off disposable blow caps with the aid of a blowpipe and a punty rod. Students also worked with colour, pattern and texture to	\$6,600	E1			✓		

		<p>with the aid of a blowpipe and a punty rod.</p> <ul style="list-style-type: none"> - To work with colour, pattern and texture to design the cup. 				<p>design your own drinking cup.</p> <p>The students enjoyed the process of applied art making and appreciated the products of the glass blowing. Some of the cups will be displayed in Visual Arts Exhibition to be held in 2026.</p>							
Aesthetic & Cultural Activities	Hiring coaches for visiting Art Exhibitions	<ul style="list-style-type: none"> - Visited to The Hong Kong Jockey Club Series: The Road to the Baroque Masterpieces from the Capodimonte Museum held at Hong Kong Museum of Art. - Visited to M+ Collection Thematic Tours and Related Workshops. 	<p>10 Sep 2022</p> <p>11 Jul 2023</p>	S.1 – S.5	20 S1-S5 students	<ul style="list-style-type: none"> • Transportation was provided for taking students to travel to the sites of exhibitions to broaden students' horizon. 	\$1,380	E5					
Aesthetic & Cultural Activities	Cultural Immersion Programme [Exposing students to a different	To introduce students to a new culture and provide them with a wider perspective of the	Second Term	S.4 (whole form)		<p>✧ Over 85% of S.4 students agreed that the workshop helped them examine how African cultural identities are acquired and maintained.</p>	\$10,800	E6	✓				

	culture and widen their horizon]	world.				<p>✧ Over 80% of them agreed that the reading materials could facilitate the understanding of the content and the speakers' presentation.</p>							
Aesthetic & Cultural Activities	HK Schools Music Festival (Subsidize entry fee expense) (Music)	- To encourage students to widen their exposure and exert their potentials through participating competitions.	Mar 2023	S.1 – S.6	85	Results: 7 champions, 3 First Runner-up, 8 Second Runner-up, 2 Gold Awards, 1 Silver Award	\$25,050	E1			✓		
Aesthetic & Cultural Activities	Hong Kong Schools Speech Festival [Subsidize entry fee & transportation expenses] (Eng. Speech)	- To encourage students to widen their exposure and exert their potentials through participating competition.	Dec 2022	S.1 - S.5	30	<p>✧ There were 30 entries for the competition.</p> <p>✧ All 31 students attended the competition and received Certificates of Merit. 4 students won the First Prize, 7 won the Second Prize and 5 won the Third Prize in Solo Verse Speaking and News Feature Presentation.</p>	\$4,625	E9 (Subsidies of entry fee)			✓		

Aesthetic & Cultural Activities	School Speech & Music Festival [Subsidize entry fee & transportation expenses] (Chi. Speech)	- To encourage students to widen their exposure and exert their potentials through participating competitions.	Nov 2022	S.1 - S.5	38	冠軍 x 3 亞軍 x 1 季軍 x 2 優良 x 23 良好 x 7	\$5,700	E1			✓		
						Sub-total of Item 1.1 (Local Activities)	\$957,367.27						

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1	Summer English Immersion Study Tour (New Zealand)	Exchange Programme NWK	Jul 2023	S.2-S.3	20	Students seized the opportunities to learn outside the classroom, understand the culture of New Zealand and broaden their horizons.	\$176,000	✓			
2	Seoul Harmonica Festival Study Tour	Music Council FHJ	Aug 2023	S.1-S.4	15	To attend international harmonica competitions, workshops and concerts and explore the culture of South Korea.	\$82,460		✓		
3	STEAM Tour 2023 「南海科學藝術文化探索研學團」	STEM Education CKY2	2023年7月24日 至7月27日	S.1-S.2	9 Students + 1 Teacher	透過四日三夜之研學活動，促進青少年的品格與領導力之發展。啟導青少年樹立正確的價值觀、國家觀、責任感，肯定自我並同時關心別人和社群的僕人式領袖。青少年也可以從研習科學、文化、藝術中作多維度思考，融合不同領域的知識，激發好奇心，提升探究意識，培養跨學科綜合性創新思維能力。	\$22,200	✓	✓	✓	✓
Sub-total of Item 1.2 (Non-Local Activities)							\$280,660				
Reported Expenses for Category 1 (Items 1.1 + 1.2)							\$1,238,027.27				

Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning				
No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
1	Equipment (Mat) for Robotics Competitions	Cross-Disciplinary (STEM)	Equipment for the competition	\$500
Reported Expenses for Category 2				\$500
Reported Expenses for Categories 1 & 2				\$1,238,527.27

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%

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

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

* 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
2022-2023 school year

Objectives/Plan	Evaluation
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for learners' diversity 2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching 3. To provide support and assistance to teachers in preparing teaching and learning materials and Form-teacher Period materials (Moral, Civic & National Education, Life Planning Education & Careers Guidance, and Counselling) and organising ECA and OLE activities 4. To take up some of the administrative and other non-teaching duties of teachers 5. To provide IT support in e-Learning, Campus TV, and school activities and assist in organising Learning Circle activities among 16 government secondary schools. <p>Plan:</p> <ol style="list-style-type: none"> (a) Appointment of two full-time GM Grade temporary teachers for teaching the Chinese Language (b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, OLE/IT, SEN(2), IT) 	<ul style="list-style-type: none"> • The employment of temporary teachers provided the necessary additional manpower to enable our Chinese teachers to better address the needs of NCS students in learning Chinese. The tailored curriculum adopted in the pull-out setting facilitated effective learning and teaching, and most NCS students have shown improvement in the subject. They also helped the organisation of relevant learning activities to widen their exposure in understanding Chinese culture. Most senior form students got good results in the public examination. • The English, Chinese, and Mathematics teaching assistants played a crucial role in supporting their respective subject departments by offering indispensable administrative assistance and implementing supplementary learning activities for students in need. Moreover, they took on various non-teaching responsibilities, easing the burden on teachers. Moreover, the Chinese Teaching Assistant also offered additional support to the Moral, Civic & National Education Committee and conducted lessons related to Chinese culture for NCS pupils, which aided in promoting NCS pupils' integration into Chinese society. The English Teacher Assistant provided massive support for our school magazine publication. • The Teaching Assistant (OLE/IT) assisted teams like OLE Committee, Campus TV Committee, and Careers and Life Planning Education Committee in organising various activities to enrich students' other learning experiences. Additionally, he played a significant role in supporting live broadcasts and the production of King's Morning, as well as creating video content for online school events and promotional purposes. • The Teaching Assistant (IT) assisted the STEM committee in organising STEM learning activities and gave vast support in organising activities in the Learning Circle among 16 government secondary schools. • The two SEN Teaching Assistants provided extensive assistance in addressing the diverse needs of SEN students. This support encompassed helping with procurement, managing activities and training programs, particularly the AIM tailored for students with Autism Spectrum Disorder (ASD). Collaborating closely with professional practitioners, they ensured specialised care for the students. They also bolstered the emotional well-being of SEN students, fostering their personal growth. Furthermore, they significantly contributed to the smooth operation of the 2023 HKDSE Special Examination Centre.

Objectives/Plan	Evaluation
<p>Duties include assisting teachers in:</p> <ol style="list-style-type: none"> i. preparation of teaching and learning materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students, SEN students and NCS students; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc. <p>(c) Appointment of a School Administrative Executive</p> <p>Duties include:</p> <ol style="list-style-type: none"> i. assisting the operation of SMC ii. handling matters of procurement/tendering iii. supervision of GCs & TAs iv. secretarial duties v. assisting in exam matters vi. assisting in WebSAMS-related matters vii. assisting in S1 admission and other major school functions viii. assisting the liaison with school stakeholders & outside organisations ix. assisting in the arrangement of school programmes <p>(d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning</p>	<ul style="list-style-type: none"> • Assistance from TAs has also been given to the whole school in areas such as: <ol style="list-style-type: none"> a. Lesson substitution – Space was provided for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties, especially during the outbreak of Covid-19. b. Some internal and public exam invigilation duties were taken up by TAs so that teachers could focus on marking and developing assessment and learning strategies. c. Special examination arrangements for students with special needs are made feasible with the extra workforce provided by TAs. d. Procurement exercises – soliciting quotations for service providers/products e. Assist supervision of activities outside school f. Assist the processing of data for S.1 admission g. Help in the running of OLE activities • The SAE offered immense support in coordinating and managing school administrative matters, effectively aiding in the reduction of teachers’ workload. Heads of the below functional teams were very satisfied with the assistance offered by the SAE: <ol style="list-style-type: none"> a. Internal and Public Exam Committees b. S1 Admission Committee c. WebSAMS Committee d. Student Learning Profile Committee e. Scholarship and Prizes Committee f. Speech and Music Festival Committee g. Speech Day and Open Day ad-hoc Committees <p>The SAE also provided essential secretarial assistance to the School Improvement Team, Head of Department (HOD) and Staff meetings. In addition, she facilitated the smooth operation of the School Management Committee (SMC). Moreover, SAE supervises procurement processes for exercise books and school uniforms, specifically soliciting quotations from service providers.</p> • The employment of the Information Technology Resources Officer and Computer Technician strengthened the IT staffing support for practising e-Learning and online teaching. In addition, they offered assistance and ensured the smooth running of various school events and activities as well as examinations.

Evaluation Report on Other Programme (Gifted Education) for Senior Secondary Students funded by Diversity Learning Grant, 2022-23

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<p align="center">中文 拔尖寫作班</p>	<p>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</p>	<p>於校刊刊登學生優秀作品</p>	<p>寫作拔尖班：中五拔尖寫作班共有 18 人</p>	<p>由中文科任教老師推薦班中具寫作潛質 / 應對能力高的學生</p>	<p>中五寫作拔尖班：上學期(十節)</p>	<p>中五寫作拔尖班 中五寫作班中共有 18 人</p> <ul style="list-style-type: none"> - 出席率在課程早期較為穩定，惟在上學期尾段時，不少學生因補課的關係而未有出席課堂，因此出席率有所下跌，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。 - 有學生曾在校內測驗後向導師展示自己的作品，當中可見其有運用課堂所學，表現不俗。 	<p>寫作拔尖班：中五 \$13,650.00 (導師費用)</p>
	<p>學習散文新詩的創作手法，並參加創作比賽豐富經驗</p>	<p>於校刊刊登學生優秀作品</p>	<p>聯校小作家計劃：中四拔尖寫作班共有 2 人</p>	<p>由中文科任教老師推薦班中具寫作潛質 / 應對能力高的學生</p>	<p>聯校小作家計劃：下學期(八節)</p>	<p>聯校小作家計劃 中四寫作班中共有 2 人</p> <ul style="list-style-type: none"> - 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： \$1,112.00 (導師費用)</p>

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<p>English Debate Enhancement Course</p>	<ul style="list-style-type: none"> ➤ To boost the debating and public speaking skills of the School Debate Team members ➤ To better equip them for the inter-school competitions 	<ul style="list-style-type: none"> ➤ Participants were introduced to different competition formats and taught different debate and public speaking techniques. ➤ They had competitions in groups in every training session. Feedback was given by the coach for improvement. ➤ Students were nominated to take part in the Hong Kong Secondary Schools Debating Competition (HKSSDC) from Sept 2022 – Jun 2023. 	<p>16 S.4-S.5 members of our school English Debate Team</p>	<p>Our school English Debate Team members</p>	<p>5 online sessions with 2 hours each, from Nov 2022 to Mar 2023 (via Zoom)</p>	<ul style="list-style-type: none"> ➤ The course was conducted from November 2022 to March 2023. 16 S.4-S.5 senior Debate Team members attended 5 2-hour sessions via Zoom meetings. ➤ The attendance of students for the course was very high. (higher than 80%). ➤ 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. ➤ The feedback from the teacher supervisor, the coach and the students of the debating class was positive. ➤ Students are eager to share what they have learned with their junior counterparts. ➤ Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year. 	<p>\$10,000.00 (coach fee)</p>

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<p>English Speaking Enhancement Workshops</p>	<p>To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students</p>	<ul style="list-style-type: none"> ➤ Participants were given an introduction on communication strategies and taught different techniques of group interaction. ➤ 4 students were arranged into a group for oral practice in every session. Feedback was given by the tutor for improvement. ➤ Participants conducted oral practice with their classmates and helped them improve by doing peer evaluations. 	<p>A total of 123 S.6 students</p>	<p>More capable students from each of the senior classes, according to the Half-yearly Exam</p>	<p>12 sessions with 1 hour each from Dec 2022 to Jan 2023 (at school)</p>	<ul style="list-style-type: none"> ➤ 12 sessions of oral practice were conducted for S.6 students from December 2022 to January 2023 to help prepare them for distinctive performance in the public exam. The sessions were conducted at school after the half-day school. ➤ 12 students arranged in 3 groups took part in each session. The new arrangement facilitated students' learning through peer observation and evaluation. ➤ The attendance of students for the course was very high. (higher than 90%). ➤ 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. ➤ 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. 	<p>\$4,560.00 (coach fee)</p>

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Reading Enhancement Course	To enhance selected S.5 students' reading comprehension strategies, such as: <ul style="list-style-type: none"> ➤ Inferring meaning; ➤ Making predictions; ➤ Evaluating understanding; ➤ Tackling figurative language questions; and ➤ Tackling explanatory and higher-order thinking questions. 	<ul style="list-style-type: none"> ➤ 10 online reading sessions, namely Building English Reading Strategies Online Program (** and ** Advanced) for two groups of selected students with auto-marking, class analysis and individual analysis 	A total of 125 S.5 students were arranged into two groups trained with different reading strategies.	Selected according to students' performance in the Reading Paper and grouping recommended by subject teachers	1 hour for each of the 10 online sessions from 13 Sept 2022 to 30 Jun 2023 (Students take time to complete the tasks independently.)	<ul style="list-style-type: none"> ➤ Two Building English Reading Strategies Online Programmes (** and ** Advanced) were conducted to enhance selected S.5 students' reading comprehension strategies, such as: <ul style="list-style-type: none"> • Inferring meaning; • Making predictions; • Evaluating understanding; • Tackling figurative language questions; and • Tackling explanatory and higher-order thinking questions. ➤ Students were recommended to take either course based on their performance in examinations and teachers' comments. ➤ About 80% of students completed more than 70% of the exercises. ➤ Teachers commented that students were able to apply the reading strategies acquired and made improvements in their school work ➤ Students found the practice and feedback on individual analysis useful for them to improve their reading skills 	\$12,200.00 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Writing Enhancement Course	<p>To enhance students' writing skills by equipping them with advanced vocabulary and language structures and improving their techniques in</p> <ul style="list-style-type: none"> ➤ Doing task analysis ➤ Making essay plans ➤ Developing ideas 	<ul style="list-style-type: none"> ➤ Students were coached to analyse questions and plan their essays. ➤ Learning materials were provided to enhance students' vocabulary and language structures. ➤ Students' writings were marked and feedback was given for improvement. 	Selected S.6 students of this cohort	More capable students from each of the senior classes, according to the Half-yearly Exam	2 classes, 6 sessions for each class (1.5 hrs each) from Oct 2022 to May 2023	<ul style="list-style-type: none"> ➤ 20 S.6 students were selected to take part in the writing course, with 10 students in each class. 6 online sessions were conducted for each class from October 2022 to May 2023. ➤ All the students submitted 4 assignments with essay plans and 1 piece of writing for each assignment. ➤ Instructors commented that students submitted their assignments on time and attended the course with a very good learning attitude. ➤ Students showed improvement in their writing tasks. They found the course useful as they were equipped with advanced vocabulary and language structures and trained to master the skills of task analysis and organising and developing arguments. They benefited a lot from the detailed marking and feedback from the instructors. 	\$39,800.00 (coach fee)
Leadership Program for S.4 Elite Students	<ul style="list-style-type: none"> ➤ To develop students' leadership skills and positive attitude 	<ul style="list-style-type: none"> ➤ 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 2023 (via Zoom)	<ul style="list-style-type: none"> ➤ This academic year, a successful School Ambassador Training Session was conducted, with over 97% of students attending and reporting a 95% satisfaction rate. The programme covered presentation skills, etiquette, and techniques for introducing the School history. ➤ The accompanying workshops on leadership, creativity and logical thinking were also well received, with over 92% of students attending. The survey results showed that 85% of the participants found the workshops useful and fulfilling, and a majority of them reported an increased understanding of leadership skills, creativity, and logical thinking. 	\$8,800.00 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						<ul style="list-style-type: none"> ➤ Furthermore, 82% of students believed they could apply these skills and knowledge to real-life situations. The School Ambassador Training Session and workshops were successful in providing students with valuable skills and knowledge, and contributed to the enhancement of their whole-person wellness. ➤ Reviewing the feedback and the performance of the students, it is recommended to offer training programmes in the next year. 	
Subsidy Scheme for competitions	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.4-5 Students recommended by subject teachers based on their academic results and performance in class	International Chemistry Quiz on 28 Jun 2023	14 S.4-S.5 students have successfully completed the International Chemistry Quiz. 10 Students who achieved Higher Distinction or Full Mark were invited to participate in the Science Research Team Training Workshop.	\$1,400.00 (application fee for competition)
Science Enhancement Programmes	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-S.6 gifted students in science	S.4 – 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)	<ul style="list-style-type: none"> ➤ This objective has been fully achieved. In Aug 2022, 10 S.4 to S.6 students wrote the research plans and did some preliminary tests to examine the feasibility of the research. In Sept, the research plans were modified based on the findings in preliminary tests and research training workshops were subsequently carried out. ➤ In Oct, a Science Research Team screening test was conducted to examine the science and mathematics literacy of S.4 to S.6 students and their potential in scientific research. 15 out of 30 	\$3,266.00 (materials fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						<p>students were selected according to their performance in the test and teachers' nomination.</p> <ul style="list-style-type: none"> ➤ A 30-h training course (1st round) on elementary laboratory skills was offered by the GE Committee at the Senior Chemistry Laboratory in Nov. 8 of 15 proceeded to 2nd round of training and became apprentices to the two S.4 and S.5 Science Research Teams, further advancing their research skills from Dec onwards. ➤ On-line training and presentation workshops including alumni sharing have been offered from September 2022 to May 2023. The Physics, Chemistry and Biology teachers have prepared advanced tutorials and laboratory practice to the 20 screened gifted students. Several teams of outstanding students were selected to participate in various competitions and won <ul style="list-style-type: none"> (a) Gold Award, International Special Award, Top 20 Best Invention Award in 7th International Invention Innovation Competition, iCAN; (b) Silver Prize in S. T. Yau High School Science Award (Asia); (c) Gold Award in Life Science and Semi Grand Award in the International Science and Invention Fair 2022 and the Second Place Award in the category of Biology and Health in the Hong Kong Youth Science & Technology Innovation Competition 2022-23; 	

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						<p>(d) Certificate of Honours Award in the Hong Kong Chemistry Olympiad for Secondary Schools;</p> <p>(e) Gold Award, MILSET ASIA Special Award, THE BEST OF INSPO 2023 in the INTERNATIONAL SCIENCE PROJECT OLYMPIAD.</p> <p>Reviewing the student achievement and performance, it is recommended to offer a similar training in the next year.</p>	
Campus TV Student Journalists Training Course	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 7 S.4–S.5 students	Students who are talented in video shooting	8-hour workshop in 3 lessons, from May 2023 to Jul 2023 in Senior Physics Laboratory & Room 111	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 94%.	15,464.00 (course fee)

Total: \$110,252.00

2022 - 2023 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
2022-2023	6	3	2	1	1	3	16

二、撥款運用

本校在2022/23學年所獲的額外撥款為 **820,000** 元，在2021/22學年完結時，有關撥款的累積餘額為 **142,111.95** 元。本校在2022/23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 / 學生表現	
1. 聘請 2 名中文老師	\$ 872,340	2022-2023 1 名非華語學生應考 IGCSE 國際考試考取 8 級 1 名非華語學生應考 GCE AL 國際考試考取 C 級	
2. 初中非華語學生增潤寫作班	\$ 4,400	8 名非華語學生參與	
3. 2022/23 非華語學生中文才藝比賽 (寫作、演講)	/	13 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. 中秋節攤位活動	/	中一、二全級及名初中非華語學生參與	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中秋節習俗。
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. 中秋月餅製作班	\$ 6,000	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. 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
5. 參觀香港故宮文化博物館	/	高中修讀中史及中一至中四非華語學生參與 (全方位學習津貼)	透過觀賞文物，認識中國歷史和文化
合共：	\$ 882,740		

姊妹學校交流報告書
(2022/23 學年)

學校名稱： 英皇書院

姊妹學校名稱：

(一) 北京匯文中學 /
(二) 山東淄博第一中學

締結日期： (一)12/2004 /
(二)7/2012

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.	北京文化學習交流團 交流團探訪北京匯文中學，以文化保育及城市發展為主題與該校師生進行交流、觀課及一起上課、出外參觀等。 (有關詳情參閱附件一)	一、老師層面：通過交流，認識山東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。	● 因疫情關係，交流團活動無奈取消。	● 參考以往經驗，主題式交流能令師生獲益良多，因此可繼續舉辦。 ● 雖然因疫情關係而未出發，但為網上交流活動做視像交流器材，讓與姊妹學校的交流更具效益。
2.	線上視像交流 計畫透過線上視像進行國情研習及交流。 例如： 1. 文化保育及城市發展為主題的研討會及座談會。 2. 中國語文示範課及教師研討交流。	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、歷史和當代國情，認識齊魯文化藝術，加強對國家的認同感和歸屬感。 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。	網上視像交流 (中四級丙班) 山東淄博第一中學—香港英皇書院 2022 網上語文交流活動 1. 本校與山東淄博第一中學締結為姊妹學校已近十年。疫情下，兩校仍保持緊密的聯繫。繼去年的「英語示範課」及中文科的「無花果樹寫作交流活動」後，本學年兩校的網上交流活動於 2022 年 12 月 2 日以「杜甫詩歌鑑賞」為主題，山東淄博第一中學的趙老師在課堂上講解了杜甫詩歌用字、節奏、意象等特	

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>點，再帶領淄博一中高一班學生及本校中四丙班同學從不同方面賞析杜甫詩歌，既加深了同學對杜詩的認識，也提高了同學的鑑賞及審美能力及加深同學對國家文化的認同感，實在獲益良多，最後中四丙班同學則朗誦了《客至》作為回饋。課後兩校領導及老師對課堂設計及詩歌教學進行了研討交流，這對兩校的語文教學及發展皆帶來了啟發及裨益。</p> <p>盼望兩校未來也能透過交流活動加深彼此認識，建立更深厚的友誼，發展更加緊密的合作關係。</p> <p>北京匯文中學—香港英皇書院</p> <p>(中四、五級)</p> <p>2. 另外，本校與北京匯文中學締結為姊妹學校已近二十年。疫情下，兩校未能互訪，但也保持緊密的聯繫。於2023年2月24日我們舉行了「文化保育及城市發展」線上交流會。會上本校中四學生首先分享了我們中西區的活化古蹟，從建築特色到活化的歷史進程，同學以簡報和影片娓娓道來。隨後中五同學則以民</p>	

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>間信仰、交通工具及飲食三方面描述中西區的特色文化。而北京匯文中學則詳細介紹了北京的首鋼園。由一個以工業為名的園區搖身一變，成為了冬運會及宣揚文化藝術的場地，當中經歷了巨大的變遷。最後是兩校問答及交流時間。</p> <p>透過這次的研討及交流活動，我們對兩地的文化保育有了更深入的認識，也從兩校的交流分享中獲益良多，希望將來能親身互訪，體驗兩地文化。</p> <p>(中四、五級)</p> <p>3. 最後，我們在五月初參加了北京市東城區舉辦的「英語講中國成語故事」比賽。在黃頌朋老師指導下，本校中一至中五共9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。</p>	

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	<u>北京文化學習交流團</u>	交流團探訪活動因疫情而取消	0	
2	交流活動設備器材	視像器材及維修	\$42,080 (視像器材套)	
			\$33,000 (視像器材)	
			\$28,100 (系統保養)	
			\$3,900 (產品維修)	
		總計	\$107,080	
		2022-2023 年度結餘	\$52,875 (\$159,955-\$107,080)	

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 2022/23 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** – Making good use of the interactive reading platform provided by (Wiseman) English Builder, students can read materials of different topics and genres (e.g. Short fiction, STEAM) using computers and handy electronic devices. Most of the students interviewed agreed that they could transfer the knowledge from the reading materials to their daily learning with their language competence and comprehension skills enhanced. Apart from eReading, the books suggested by the Chinese History and science teachers were popular, as observed in book display sessions. Students then managed to acquire various scopes of knowledge. English teachers also found the pre-DSE online reading programme for S.3 students constructive for strengthening the language foundation.
 - **Cultivate a reading culture to promote students’ interests in reading** – 17 S.1 to S.2 students were included in the Top 50 territory-wide achievement list. Students’ reading experience was then enriched during the half-day school setting. However, it is still very challenging to establish a peer reading culture with mobile devices as the competitors.
 - **Engagement in reading activities** – Most face-to-face interactive activities resumed, including the S.1 Visual Arts and Reading Workshop, S.1 & S.2 Reading Strategy and S.1 Pair Reading. Students were arranged in small groups and learned about different writing strategies through reading different types of books (e.g. adventure, mystery, etc.).
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)
 - The Wiseman (English Builder) platform layout aimed at helping students develop a habit of daily reading. Their performance was considered part of their coursework assessment. However, the high participation rate could not prove its general popularity. Although students were able to keep practising their reading skills even they did not have any physical lessons in the afternoon during the first term, they were actually encouraged to spend even more time on electronic devices, after rounds of evaluation and teachers’ discussions, students are to subscribe to the new version of Yong Post. Moreover, from the reading habit survey, it was reported that students enjoyed book quiz contests because of the competitive nature. Part of the Grant will be then allocated for the Battle of the Books Competition.
 - English departments collaborated with other subject departments for reading beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.) to consolidate students’ knowledge and skills acquired across KLAs.
 - Two meaningful reading workshops were arranged with positive feedback. It is encouraged to arrange similar activities again in the coming year.
 - S.1 pair reading activities have successfully established reading sharing among junior students. KLA. To further promote reading, interactive KLA-based reading lessons conducted by the teacher librarians are to be introduced during the reading periods.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Printed books	391.6
2.	Web-based Reading	
	e-learning scheme :	
	- S.1-S.2(Wiseman) English Builder for English Dept.	18,410
	- S.3 Pre-DSE Online Exercise Platform	16,380
	- eRead Scheme	22,600
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	20,000
	- S.2 Reading Strategy Workshop	6,000
	- S.3 Battle of the Books Competition	10,000
4.	Other activities:	
	-Author sharing	2,000
	-Publication of students good reading report booklet	4,800
	Total:	100,581.6
	Unspent Balance:	15,291.4

*2022-2023 Promotion of Reading Grant

Surplus from 2021-2022 and allocation of funds 2022-2023: \$115, 873

英皇書院
學生活動支援津貼運用報告
2022-2023 學年

(一) 財務概況

A	本學年獲發撥款：	\$ 50,987.00
B	本學年總開支：	\$ 36,663.00
C	須退還教育局餘款 (A - B)：	\$ 14,324.00

(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	\$2,137.00
學校書簿津貼計劃 — 全額津貼	89	\$29,758.00
校本評定有經濟需要	56	\$4,768.00 (上限為全學年津貼金額的 25%)
總計	148	\$36,663.00 〔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	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	中一日文班	\$1,000.00	1	✓				
2	School Picnic S1, S3, S4, S5, S6	\$6,589.50	108			✓		

範疇	活動簡介及目標	開支 (\$)	受惠學生	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
3	School Picnic S2	\$573.50	21			✓		
	第 1 項總開支	\$8,163.00	130					
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	New Zealand Study Tour 2022-23	\$27,000.00	15	✓				
2	南海科學藝術文化探索研學團	\$1,500.00	3	✓				
	第 2 項總開支	\$28,500.00	18					
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	\$36,663.00	148					

全方位學習聯絡人 (姓名、職位)： Mr. CHAN Ping-san, AP(KC)