

**DMHC Siu Ming Catholic
Secondary School**

School Report

2022/23

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(1) Our School

A. Mission of the School

- With the teaching of Christ and values of the Gospel, we create an educational environment which is full of joy, love and care. We help our students to live with a clear sense of direction and to find the true meaning of life.
- By putting equal stress on the importance of spirituality, virtue, wisdom, physical development, sociability and aesthetic appreciation, we demonstrate our commitment to ensuring that these ideas are integral to our students' all round development.
- We encourage our students to participate actively in the life-long learning process, to apply the acquired knowledge to everyday situations, to cherish their lives and to contribute to community.

B. School Background

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School is a subsidized girls' grammar school run by the Daughters of Mary Help of Christians. Founded in 1973, the School has incorporated the educational philosophy of St. Mary Mazzarello and St. John Bosco, that is educating young people with love, reason, religion and in a family spirit of joy and harmony.

C. School Motto

- Purity and Charity (Integrity and Honesty; Love and Concern)

D. Class Organization and Enrolment

There are altogether 24 classes with 4 classes each from S.1 to S.6. Including Chinese Language, English Language, Mathematics and Citizenship and Social Development, there are 17 subject modules of 13 different electives offered to each level of S.4 to S.6.

Form	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total no. of enrolment	114	114	108	114	104	106	660

E. Medium of Instruction

English is uniformly used as the medium of instruction at all form levels except for the subjects of Chinese Language, Chinese History, Putonghua, Chinese Literature, Citizenship

and Social Development, Ethics & Religious Education, Life & Society and Visual Arts where Chinese is used instead.

F. Qualifications of Teachers

The total number of teaching staff members is 57 with 57.9% of them holding Master's degrees as their highest education level, 42.1% holding Bachelor's degrees as their highest education level and 91.2% of teachers have received professional qualifications.

G. Curriculum of our school

In order to cater for the needs of an ever-changing society and the diverse interests and abilities of students, our School offers a diversified curriculum e.g. Life and Society in S.1 to S.3, S.1 Social Studies is split into History and Geography in S.2, English Literature lessons from an integral part of the junior English curriculum and the drama training is incorporated into the S.2 English Language curriculum. Students' thinking skills, generic skills, positive values and attitudes are developed through the implementation of subject-based or cross-curricular project-based learning at all levels, and by the integration of thinking skills and preliminaries of Liberal Studies into different subjects at the junior secondary levels. With regard to elective subjects at senior levels, combinations of subjects in the arts, science and business streams are offered to students. Flexibility of timetabling enables the school to conduct a wide variety of activities. Other Learning Experiences e.g. Aesthetic Education and Career-related Experiences, etc are offered to senior secondary students both within and outside of school hours, which help students broaden their horizons.

The following table shows the subjects offered in 2022-2023 :

S.1 – S.3	S.4 – S.6
English Language	English Language
Chinese Language	Chinese Language
Putonghua (S.1 – S.2)	Mathematics
Mathematics	Mathematics (Extended Module)
Ethics & Religious Education*	Citizenship and Social Development
Chinese History	Ethics & Religious Education*
Life & Society (S.1-S.3) *	Chinese History
History (S.2 – S.3)	History
Geography (S.2 – S.3)	Geography
Science (S.1 – S.2)	Chinese Literature
Biology (S.3)	Economics
Chemistry (S.3)	Ethics and Religious Studies
Physics (S.3)	Visual Arts
Computer Literacy	Music
Technology & Living	Business, Accounting and Financial Studies

S.1 – S.3	S.4 – S.6
Music	Biology
Visual Arts	Chemistry
Physical Education	Physics
	Music*
	Aesthetic Development*
	Physical Education*

H. School Awards and Scholarships

- Outstanding Performance in Subject Awards
- Improvement Awards
- Conduct Awards
- Best Service Awards
- Outstanding Leadership Awards
- St. Mary Mazzarello Award and the Retired Principal's Scholarship
- May Chan Scholarship of Future Scholars
- Gerald Siu Scholarship Scheme
- Parent-Teacher Association Scholarship
- Past Pupils' Association – Laura Vicuña Award
- St. Dominic Savio Award
- Lau Cheuk Yin Charitable Fund Scholarship

I. Parent-Teacher Association

The committee members of the Parent-Teacher Association (PTA) meet regularly to organize or participate in various activities such as the Classroom Open Day, Orientation Barbecue, seminars and Parenting Courses. The PTA offers parents a good chance for interaction among themselves and with the School. The PTA also recognizes students' efforts in academic studies by granting scholarships and promotes students' balanced development by sponsoring activities.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up (Appendix 1)

Main Theme: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

- **Major Concern 1**

Teacher Professional Development: To optimize teachers as Salesian and Professional Educators

Achievements

- ◆ Overall, the school development plan achieved its objectives of enhancing and equipping teachers with Salesian Family Spirit and putting it into practice in day-to-day routines. The plan provided opportunities for teachers to deepen their knowledge, skills, and commitment to their vocation as Catholic educators.
- ◆ According to the Stakeholder Survey (Teacher) on Impression of Middle Management's Professional Leadership, the school development plan for this academic year received high ratings in areas including “Effective collaboration among subject leaders”, “Promoting the development of subject teams”, “Monitoring the work of subject teams”, “Supporting teachers in implementing school policies”, “Subject leaders' ability to evaluate the effectiveness of their work”, “Promoting professional exchange and collaboration among teachers”, and “A harmonious working relationship between subject leaders and teachers”. All these areas earned 4.1 or 4.2 marks out of 5.
- ◆ According to the Stakeholder Survey (Teacher) on Teachers' Professional Development (questions 31-36), the school performed moderately in the areas of teacher professional development activities, recognition of teacher performance, professional exchange culture, and performance evaluation system, scoring between 3.6 and 3.9 points.

Reflection

- ◆ The school could consider conducting surveys or focus group discussions to gather feedback from teachers on the effectiveness of the staff development days and to identify areas for improvement. The school could also evaluate the impact of these staff development days on student learning outcomes and make adjustments to the plan accordingly.
- ◆ The school development plan was successful but there was still room for improvement. The school should provide middle managers with more hands-on training and coaching as well as encourage them to take on leadership roles within the school. Subject leaders could also make improvement by promoting professional exchange and collaboration among teachers, providing more individual support, and helping teachers better understand school policies and development plans.
- ◆ Question 32. The school recognized teachers' performance. (Score: 3.6)
- ◆ Although the score was still good, it was the lowest among others. The school could better recognize teachers' performance by establishing a clearer evaluation criterion and conducting more frequent evaluations. Additionally, the school could consider providing more rewards

and support to motivate and encourage excellent teachers.

Feedback and Follow-up

- ◆ The school would continue to provide opportunities for teachers to deepen their knowledge and skills in Salesian Family Spirit and Catholic education. The school would also consider providing ongoing support and guidance to teachers to help them integrate Salesian values into their teaching and to further enhance the school's mission and vision.
- ◆ The school would continue to provide opportunities for Middle Managers to learn and grow. The plan would include providing more hands-on training, encouraging leadership roles, and promoting collaboration among teachers. Additionally, the school would provide more training and support to subject leaders, encourage collaboration among teachers, and provide individual support to subject leaders and teachers to help them better understand school policies and development plans. These actions would help nurture Salesian and Professional Educators who could provide the best education to students.
- ◆ Further reflection and follow-up were needed to identify and improve areas of weakness, such as enhancing the content and quality of teacher professional development activities, improving the fairness and transparency of the performance evaluation system, and further promoting professional exchange and collaboration among teachers. The school could consider conducting more in-depth investigations and analysis to understand the nature and causes of the problem from the perspective of teachers and other stakeholders, and then formulating corresponding improvement measures. Keeping on paying attention to these issues helped continuously improve the learning outcomes of teachers and students and the overall development of the school.

- **Major Concern 2**

Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

Achievements

- ◆ 2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning
 - The results of questionnaire survey for students indicated that they could show the understanding of Mathematics and Science in related topics.
 - The results of the survey showed that the project could help students in learning Economics and/or BAFS (Mgt).
 - Students were active to participate in each part of STEM/ PSHE and TE project.
- ◆ 2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)
 - S. 1 students have developed a deeper understanding of the skills required in Social Studies. They gave an overall mark of 4.42 out of 6 in the survey conducted. Some of

them reported that they have a greater interest in the subject and attained higher marks in the examination.

- S. 1 students had a smoother and faster learning process in the Integrated Science lessons. They gave an overall mark of 4.57 out of 6 in the survey conducted. They believed that it was good to review the vocabulary learnt previously in the IS lessons.
- S. 2 students have developed a deeper understanding of the skills required in Science. They gave an overall mark of 4.28 out of 6 in the survey conducted.

◆ 2C To optimize the learning and teaching process with blended learning

- Teachers believed that blended learning could enhance students' motivation and engagement in learning (72.1%) and enrich their learning experiences while encouraging self-directed learning (48.8%).
- By utilizing electronic teaching tools, teachers could enhance the interactivity of the classroom and cater for the diverse learning needs, and further develop students' self-directed and collaborative learning skills.
- Teachers implemented blended learning by combining online and offline learning activities to improve students' learning experiences.
- Students expressed agreement with increased classroom interactivity, collaborative learning among peers, and presentation of learning achievements in blended learning. They also believed that blended learning enhanced their interest in learning and increased their motivation and enjoyment to learn.
- The majority of students complied with the school's requirements to bring their electronic devices to school and install the school's device management system.

Reflection

◆ 2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

- There was not enough time for teaching. The Curriculum could be modified by reducing the extended content.
- More STEM workshops and visits could be planned to broaden students' horizons.
- Economics and BAFS (Mgt) may look for different topics for collaboration.

◆ 2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)

- Some modifications would be made in the next school year according to students' needs and the skills needed for the content subjects.
- Social Studies: The specific terms and the description of trends would be simplified. Real-life examples would be provided to help students use what they have learnt.
- More daily life examples would be provided to boost students' understanding of the skills.
- Teachers could provide more support for students on how to write a well-organized essay in Science.
- Integrated Science: More in-depth content and application for the science topic would

be included, especially for 1C and 2C students.

- ◆ 2C To optimize the learning and teaching process with blended learning
 - This year marked the second year of implementing blended learning, and teachers improved their teaching skills compared with last year. However, preparing for classes took longer time, which became a significant challenge for the teaching.
 - Most teachers were able to use various learning software/Apps to enhance students' learning in general. However, there was still room for improvement in terms of extending and deepening learning.
 - The students were already proficient in using electronic tools at school, but they still need to improve their understanding of how to use electronic tools ethically and responsibly.

Feedback and Follow-up

- ◆ 2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning
 - In order to further enhance the generic skills of students,
 - ◆ More STEM workshops and visits could be provided for students to broaden their horizons.
 - ◆ Economics and BAFS (Mgt) may look for different topics for collaboration.
- ◆ 2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)
 - The existing teaching and learning materials will be revised according to the points listed in 3.2.
 - Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.
 - S.2 English teachers will also collaborate with the History teachers in the coming school year.
- ◆ 2C To optimize the learning and teaching process with blended learning
 - Next year, teachers of all subjects need to establish ways of extending learning through mixed-mode learning, such as make-up classes, enrichment courses and video-based learning. These can be used to deepen the classroom learning, encourage students to cultivate self-regulated learning, and discover or develop more suitable materials and techniques for online teaching.
 - Students need to enhance their information literacy. Teachers have established and implemented rules for the use of electronic tools in the classroom, so that students can use electronic information in a moral and responsible manner at school. This can also cultivate students' ability to distinguish truth from falsehood, to discover and solve problems, and to exhibit the spirit of exploration.

- **Major Concern 3**
Student Formation and Student Support: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

<p>Achievements</p> <ul style="list-style-type: none"> ◆ 3A To foster a positive psychological, social and physical environment for students <ul style="list-style-type: none"> ➢ A generally positive psychological, social and physical environment were established for students. ➢ Students’ awareness on positive attitude of life was heightened. ➢ Students had a deeper understanding of different positive elements of happiness and character strengths. ➢ Students were introduced with different ways / skills of positivity. ◆ 3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives. <ul style="list-style-type: none"> ➢ By providing financial support, school could encourage more students to participate in gifted education programs that helped nurture students with exceptional talent in a particular subject or area. ➢ Through participation in gifted education courses, students could gain a deeper understanding of their gifted areas. ◆ 3C To establish a sustainable lifestyle and foster spiritual well-being <ul style="list-style-type: none"> ➢ Students’ sense of awareness towards the nature was enhanced. ➢ A variety of life-wide learning activities were provided to students to encourage them to get close to nature. ➢ Students were given abundant opportunities to practice mindfulness to reduce their stress and anxiety level, and to increase their emotional self-regulation ability.
<p>Reflection</p> <ul style="list-style-type: none"> ◆ 3A To foster a positive psychological, social and physical environment for students <ul style="list-style-type: none"> ➢ Ways to better implement mindfulness and journal writing should be pondered. ◆ 3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives. <ul style="list-style-type: none"> ➢ The level of difficulties may need to adjust for S.1 students. ➢ Tailor-made briefing should be provided to each form. ➢ Students were required to share their feelings and thoughts during CTP this year. More guidelines should be provided to the teachers and students to facilitate the sharing. ◆ 3C To establish a sustainable lifestyle and foster spiritual well-being <ul style="list-style-type: none"> ➢ More subjects could introduce topics related to consumption habits and lifestyle. ➢ Provide more opportunities for students to be exposed to different dimensions of mindfulness.

Feedback and Follow-up

- ◆ 3A To foster a positive psychological, social and physical environment for students
 - To allocate sufficient time for students to write the gratitude journal, to share after Classmates' Appreciation activity and to learn each other's character strength.
- ◆ 3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives.
 - Gifted Education Team will broaden the target group of Gifted Education (e.g. Music) in the next year.
- ◆ 3C To establish a sustainable lifestyle and foster spiritual well-being
 - Guidance should be provided when students practice mediation.
 - A wider variety of mindfulness activities could be introduced.

(3) Student Performance

- ◆ Provide a brief account of students' attitude and behavior.

Our school is proud to have a group of outstanding band one students who demonstrate exceptional behavior and attitudes towards their studies. These students hold themselves to high academic standards and exhibit focus, seriousness, and dedication in the classroom, resulting in excellent academic performance.

Furthermore, our students possess good character, constantly extend their help to teachers and peers, and often engage in diligent self-study outside of class. They have developed a strong work ethic and consistently achieve outstanding grades. This positive behavior is a testament to their commitment to academic excellence.

Moreover, our students proudly embrace values such as honesty, reliability, and maintaining good relationships with their parents, which align with our school motto of "Purity and Charity." Many students display confidence levels and set personal goals for themselves, showcasing their determination and self-belief.

Both students and teachers share the view that our students possess a commendable attitude towards learning. They approach classroom activities and assignments with seriousness, apply effective learning strategies, and actively review their progress based on teachers' feedback and comments. This demonstrates their ability to engage in independent learning, which aligns with our school's objectives.

Our students also exhibit courteous and cooperative behavior, showing respect towards others. They possess a strong moral self-image and uphold ethical values in their interactions with peers and teachers.

While our students' leadership, interpersonal, and social skills are generally satisfactory, they particularly excel in junior forms. They demonstrate remarkable leadership abilities, especially during events such as visits to nursing homes, where they take charge and perform admirably.

Discipline is another area where our students shine. Senior girls, for example, utilize their lunch hours to revise their studies, displaying discipline and dedication. Late arrivals to school after 7:58 am are infrequent, and incidents of serious misbehavior are rare, as reported by the Discipline Team.

The implementation of the "One person one post" scheme and the "Apprenticeship system" has

had a positive impact on students' confidence, leadership skills, and sense of responsibility. These initiatives have further enhanced their overall development.

Parents also acknowledge and appreciate the school's role in nurturing the moral character of their children. They recognize the efforts made by our institution to instill values and contribute to their children's personal growth.

In conclusion, our students exhibit exemplary behavior and attitudes towards their studies. Their dedication, academic focus, positive character traits, and leadership skills contribute to the overall positive environment within the school. We are proud to have such outstanding students as a part of our school community.

- ◆ Provide a brief account of students' participation and achievement, which include:

C. Non-academic performance. (Appendix 2)

Our students participated in various competitions in different key learning areas and won numerous prizes, for examples, science and technology invention, entrepreneurial programme, speech and music, drama performance, art and design, Sports, project studies and birdwatching.

The school's Gifted Education Programme has provided numerous opportunities for students to learn outside the school curriculum. This year our students' performance in science projects was outstanding. Melody Ho, Janet Wan, Zina Wong, Courtney Yuen, Tansy Cheung of 6C and Yuki Tsui of 6D won the Bronze Award in CityU Science Video Competition 2022 held by the College of Science, City University of Hong Kong. Hazel Ngan of 3C, Johanna Zhang of 4C and Serena Kwong of 4D obtained the Bronze Award in 2022 Korea Science Engineering Fair International Award which was organized by the Korea Science Service. Besides, Iris Kim and Vivian Choy of 6C made a concerted effort to win the Gold Award in HKUST Business YoungStars organized by the School of Business and Management, Hong Kong University of Science and Technology. Charlotte Ng, Rachel Yang of 5C, Chole Au, Miffy Sin and Yvonne So of 5D won the Championship in BondingPower@Tsuen Wan: Co-creating a Social Impact Programme - "Impact Booster" which was organized by the Chinachem Group and Social Enterprise Summit. The results were very impressive.

In addition, two students also achieved exceptional excellence in their respective fields. The first one is Jeanie Chung of 5D who was selected as one of the top 12 most outstanding students in the TKC District Most Outstanding Student Election. The second one is Constance Tam of 4D who represented Hong Kong to take part in the World Sport Stacking Association (WSSA) 2023 and won the World Sport Stacking Championships.

The school provides students with the opportunities to develop their potentials in both academic and non-academic fields and they did very well in various extra-curriculum activities and competitions. Our students not only have outstanding academic performance but also achievements and talents in other non-academic fields. Recognition is given to all these girls and those who have helped our competing students to stretch their limits, to attempt, and to achieve.

(4) Financial Summary

- Use a table to summarise the school's financial position of the year. Items for reporting include the total amount of subsidy received from the government (excluding staff's salaries), balance in the Subscription Account, salaries of administrative staff and workmen, daily running cost and the accumulated surplus/deficit brought forward from the current school year and carried forward to the next school year, etc.
- The use of grants/funds should be elaborated with reference to the circular memoranda or circulars regarding their disbursement and use. Relevant documents could be attached if necessary.

	Income \$	Actual Expenditure \$	Surplus / (Deficit) \$
I. Government Fund			
(1) EOEBG			
Basic Baseline	2,125,217	(10,715)	2,114,502
Composite Furniture & Equip. Grant A/C		(878,816)	(878,816)
School & Class Grant		(1,283,187)	(1,283,187)
Lift Maintenance Grant		(108,560)	(108,560)
Administration Grant	3,949,872	(3,589,396)	360,474
Training & Development		(27,470)	(27,470)
Composite IT Grant	503,136	(394,026)	109,110
Air Conditioning Gr	587,439	(259,349)	328,091
Consolidated Subject Grant		(179,173)	(179,173)
Prog Fund for Whole-Sch Ap to Guid & Dis		(60,258)	(60,258)
Capacity Enhancement Grant	654,502	(494,615)	159,887
School-based Speech Therapy Administration Recurrent Gr	8,258	0	8,258
SB Management Top Up Gr	51,615	(3,000)	48,615
	(A) 7,880,039	(7,288,567)	591,472
(2) Outside OEBG			
Other Recurrent Grant A/C	589,200	(589,200)	0
Committee on Home-Sch Co-op Proj Gr. A/C	25,855	(15,855)	10,000
Fringe Benefits under NET	6,641	(6,641)	0
School-based After-school Learning & Support Programme	116,400	(94,860)	21,540
Learning Support Gr Secondary School	356,155	(316,246)	39,909
Diversity Learning Grant - Applied Learning (ApL)	109,010	(109,010)	0
Diversity Learning Grant - Other Language	38,700	(38,700)	0
Diversity Learning Grant - Other Programmes	93,600	(62,312)	31,288
Moral and National Education Subject Gr	0	(24,940)	(24,940)
IT Staffing Support Gr	331,422	(844,541)	(513,119)
Gr for the Sister School Scheme	159,955	0	159,955
Promotion of Reading Gr	63,982	(44,334)	19,648
Cash Gr for Executive Officer	558,729	(526,010)	32,719
Enhancing Support for Learn. & Teach. Chinese for NCS	153,769	(216,042)	(62,273)
Life Wide Learning Gr	1,207,413	(1,524,644)	(317,231)
Prov of Subject Citizenship & Social Development	0	(6,235)	(6,235)
One off School-based Speech Therapy Set up Gr	20,646	(9,780)	10,866
Cleansing & Security Services	26,000	(26,000)	0
HK School Drama Festival	3,700	(3,447)	253
QEF Project	787,930	(802,338)	(14,408)
IT Innovation Lab Project	598,480	(328,460)	270,000
Salaries Grant A/C	38,755,813	(38,798,813)	(43,000)
Employer's Cont to PF/MPF Scheme for NT A/C	366,754	(376,383)	(9,629)
Teacher Relief Grant	5,048,905	(4,243,592)	805,313
Student Activities Gr	104,000	(9,565)	94,435
	(B) 49,523,059	(49,017,968)	505,090
	(A+B=C) 57,403,097	(56,306,535)	1,096,562
II. School Fund			
Approved Coll. For Specific Purposes A/C	175,448	(198,000)	(22,552)
General Fund / Subscription / TF A/C	1,104,875	(1,861,747)	(756,872)
May Chan Scholarship Fund	0	(20,500)	(20,500)
Dr Gerald Siu Scholarship Fund	100,000	(70,750)	29,250
St. Savio Scholarship Fund (KMS)	0	(1,000)	(1,000)
Mother Morano Scholarship	0	0	0
Retired Principal's Scholarship Fund	50	(2,000)	(1,950)
Music Development Fund	0	(800)	(800)
Funding for Overseas Study Tour & ECA	0	0	0
	(D) 1,380,374	(2,154,797)	(774,424)
	(C+D=E) 58,783,471	(58,461,332)	322,139

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
School Development Plan (2021-2026)

Main Theme: **Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)**

I. Teacher Professional Development: To optimize teachers as Salesian and Professional Educators
1. Review of the objectives, implementation process and outcomes of the school development plan in 2022-2023

Targets	Outline of Strategies	Implementation Methods	The Implementation (2022-23)	Outcomes
1A To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine	<ol style="list-style-type: none"> Talk and sharing during SDD Sharing among CTs by forms during SDD Sharing of good practices during SDD 	<ul style="list-style-type: none"> SDD (1): Pastoral Theme of the year Salesian Spirituality SDD (3): School Target Formation Program for Teachers SDD (4): Thanksgiving Mass of the 100th Anniversary of DMHC's Presence in China, Visit Yuen Yuen Institute SDD (6): Catholic School Teachers' Day 	The plan provided opportunities for teachers to deepen their knowledge, skills, and commitment to their vocation as Catholic educators.
1B To optimize Middle Managers as a role model in becoming Salesian and Professional Educators	To equip Middle Managers with the necessary skills and features	<ol style="list-style-type: none"> Talk and sharing during SDD Sharing among Middle Managers during SDD Formulation of Rubrics and revision of appraisal form 	<ul style="list-style-type: none"> Formative development of Middle Managers 	Middle Managers learned from experienced educators, shared best practices with each other, and had a clear understanding of what was expected of them.
1C To optimize teachers as Professional Educators	To utilize Blended Learning and the required skills and Rasch Model for Mathematics and Science subjects	Talks and/or workshops during SDD Peer lesson observations.	<ul style="list-style-type: none"> SDD (2): Joint-school Staff Development Day SDD (5): School Target Formation Program for Teachers Induction for New Teachers New Teachers Meetings More than 58 sessions of lesson observation with lesson plan and post-lesson meeting 	Teachers were able to provide feedback for other colleagues and reviewing their teaching practices through peer observations. This helped enhance their understanding of the knowledge and skills needed for blended learning.

2. Evaluation of the school development plan

Methods of assessments of school development target – Stakeholder Survey (Teacher) on Impression of Middle Management's Professional Leadership (questions 24-30) and Teachers' Professional Development (questions 31-36), and observations during and after the activities.

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1	Achievements
1	Overall, the school development plan achieved its objectives of enhancing and equipping teachers with Salesian Family Spirit and putting it into practice in day-to-day routines. The plan provided opportunities for teachers to deepen their knowledge, skills, and commitment to their vocation as Catholic educators.
2	According to the Stakeholder Survey (Teacher) on Impression of Middle Management's Professional Leadership, the school development plan for this academic year received high ratings in areas including "Effective collaboration among subject leaders", "Promoting the development of subject teams", "Monitoring the work of subject teams", "Supporting teachers in implementing school policies", "Subject leaders' ability to evaluate the effectiveness of their work", "Promoting professional exchange and collaboration among teachers", and "A harmonious working relationship between subject leaders and teachers". All these areas earned 4.1 or 4.2 marks out of 5.
3	According to the Stakeholder Survey (Teacher) on Teachers' Professional Development (questions 31-36), the school performed moderately in the areas of teacher professional development activities, recognition of teacher performance, professional exchange culture, and performance evaluation system, scoring between 3.6 and 3.9 points.

3.2	Reflection
1	The school could consider conducting surveys or focus group discussions to gather feedback from teachers on the effectiveness of the staff development days and to identify areas for improvement. The school could also evaluate the impact of these staff development days on student learning outcomes and make adjustments to the plan accordingly.
2	The school development plan was successful but there was still room for improvement. The school should provide middle managers with more hands-on training and coaching as well as encourage them to take on leadership roles within the school. Subject leaders could also make improvement by promoting professional exchange and collaboration among teachers, providing more individual support, and helping teachers better understand school policies and development plans.
3	32. The school recognized teachers' performance. (Score: 3.6) Although the score was still good, it was the lowest among others. The school could better recognize teachers' performance by establishing a clearer evaluation criterion and conducting more frequent evaluations. Additionally, the school could consider providing more rewards and support to motivate and encourage excellent teachers.

3.3	Feedback and Follow-up
1	The school would continue to provide opportunities for teachers to deepen their knowledge and skills in Salesian Family Spirit and Catholic education. The school would also consider providing ongoing support and guidance to teachers to help them integrate Salesian values into their teaching and to further enhance the school's mission and vision.
2	The school would continue to provide opportunities for Middle Managers to learn and grow. The plan would include providing more hands-on training, encouraging leadership roles, and promoting collaboration among teachers. Additionally, the school would provide more training and support to subject leaders, encourage collaboration among teachers, and provide individual support to subject leaders and teachers to help them better understand school policies and development plans. These actions would help nurture Salesian and Professional Educators who could provide the best education to students.
3	Further reflection and follow-up were needed to identify and improve areas of weakness, such as enhancing the content and quality of teacher professional development activities, improving the fairness and transparency of the performance evaluation system, and further promoting professional exchange and collaboration among teachers. The school could consider conducting more in-depth investigations and analysis to understand the nature and causes of the problem from the perspective of teachers and other stakeholders, and then formulating corresponding improvement measures. Keeping on paying attention to these issues helped continuously improve the learning outcomes of teachers and students and the overall development of the school.

II. Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

1. Review of the objectives, implementation process and outcomes of the school development plan in 2022-2023

Targets	Outline of Strategies	Implementation Methods	The Implementation (2022-23)	Outcomes
<p>2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning</p>	<p>1. To enhance students' interests and integrate their knowledge and skills across disciplines such as STEM education, PSHE and all subjects</p> <p>2. To develop generic skills in students in order to flexibly apply knowledge in different domains</p>	<p>1. Stimulate students' thinking and promote flexible application of knowledge in different domains in the problem-solving process through interesting cross-curricular topics and learning activities.</p> <p>a. Collaboration among some subjects and design a theme for cross-curricular learning in junior forms</p> <p>b. Enhance the cross-curricular learning through LWL activities and school resources</p> <p>2. Different learning modes will allow students to stretch their potentials in multiple intelligences.</p>	<p><u>STEM Education (S.2 Math & Science):</u></p> <p>1. S.2 Mini-STEM project 'Wind-powered car' was the theme for cross-curricular learning in junior form. S.2 IS collaborated with Mathematics to teach the topics such as forces, electricity, algebraic fractions & formulas and statistical charts in the first term. Each group presented their idea and displayed their products in IS lessons.</p> <p>2. S.2 students joined CLP STEM talk, visited to E-playground and participated in drone coding course for further understanding of electricity and the career of engineer.</p> <p><u>PSHE and TE:</u> Economics and BAFS (Mgt): "External factors in business environment" and "Opportunity costs" have been chosen from BAFS and Economics syllabus respectively for the S.4 project collaboration.</p>	<p><u>STEM Education (S.2 Math & Science):</u></p> <p>1. The results of questionnaire survey for students indicated 75% of students (73% in 2021-2022) agreed and strongly agreed that they enjoyed STEM activities.</p> <p>2. 72% of students (71% in 2021-2022) agreed and strongly agreed that STEM activity could show a connection to Mathematics and Science knowledge.</p> <p>3. 74% of students (72% in 2021-2022) agreed and strongly agreed that STEM activity could increase their understanding of how Mathematics and Science are used to solve the real-world problems.</p> <p><u>PSHE and TE:</u> For Economics and BAFS (Mgt), students of S.4 were able to present their views according to the skills they learnt in the lessons. Nearly 91% of students agreed the project could help them in studying the subject(s).</p>
<p>2B To integrate subject-specific knowledge and</p>	<p>To cooperate with various subjects and select relevant content or skills to be taught</p>	<p>Throughout the school year during English lessons and the lessons of the target subject(s)</p>	<p>S.1 Collaboration: Social Studies (1st Term) English teachers taught vocabulary and sentence structures required for</p>	<p>S.1 Collaboration: Social Studies (1st Term) Most students have developed a better understanding of the</p>

Targets	Outline of Strategies	Implementation Methods	The Implementation (2022-23)	Outcomes
English skills in enhancing students' language proficiency and performance in selected subjects (LaC)	by English teachers and further consolidated by subject teachers.	a. Revising handouts and test / examination papers Collaboration between English teachers and content subject teachers	making comparisons and describing trends after the Social Studies teachers have gone through the topic. Students were given classwork and homework which required them to form comparisons and describe the charts and trends.	language to form comparisons and describe trends. They were able to compare things that have changed over time. They were able to use comparative adjectives to make the comparison. They were able to explain the figures in authentic graphs and charts. They were able to use appropriate verbs and adverbs to summarize the trends.
			<p><u>Integrated Science (2nd Term)</u> English teachers pre-taught vocabulary related to vertebrates classification and different body parts of vertebrates. Emphasis was placed on pronunciation and spelling of vocabulary. Students were given chances to practise the structures to describe the functions of the body parts of vertebrates. IS teachers taught the topic afterwards.</p> <p><u>S.2 Collaboration:</u> <u>Integrated Science (2nd Term)</u> Science teachers taught the selected topic – Applications of Neutralization in class first. English teachers then reviewed some of the key terms in the unit and taught students how to identify different word classes (e.g. acid vs acidic vs acidity). They also taught some connectives for writing an essay. Students were given classwork and homework which required them to use connectives to link up sentences.</p>	<p><u>Integrated Science (2nd Term)</u> Students learnt the vocabulary linked to vertebrates classification. They became familiar with the 5 types of vertebrates and were able to identify the different body parts and list out their respective functions.</p> <p><u>S.2 Collaboration:</u> <u>Integrated Science (2nd Term)</u> Most students have developed a better understanding of the language used to write an essay based on the topic of neutralization.</p>
2C To optimize the	1. Evaluate the degree of	1 & 2. Survey using Google form	(1) Professional Training for blended learning	In this academic year, the status and results of blended learning among

Targets	Outline of Strategies	Implementation Methods	The Implementation (2022-23)	Outcomes
learning and teaching process with blended learning	<p>blended learning in current teaching practice</p> <ol style="list-style-type: none"> 2. Use of blended learning 3. Choice of suitable Learning Management System (LMS), e.g. Microsoft Teams, Moodle, Google Workspace for Education, in each subject 	Lesson Observation with a focus on blended learning	<p>In terms of professional development, teachers advanced their skills or learnt about blended learning through watching the related clips (such as those provided by the Information Education City or relevant courses provided by the Education Bureau). Approximately half of the teachers spent 7 hours or more on watching or attending such content (34.9% of them spent between 7 and 16 hours).</p>	<p>teachers and students were shown and evaluated through the results of the <u>stakeholder survey</u>:</p> <ul style="list-style-type: none"> ● Teachers mainly used blended learning strategies at S.4 and S.5 levels (S.4: 44.2%; S.5: 44.2%). ● Before the lesson, teachers mainly used the flipped classroom strategy (69.8%) and online exercises (55.8%) to enhance students' pre-lesson knowledge and preparation. ● The teacher believed that blended learning could enhance students' learning motivation (72.1%), followed by encouraging students to learn autonomously (48.8%). ● Difficulties encountered by teachers in collaborative learning: teachers need more time for preparation (55.8%); there are large learning disparities between students (41.9%); students are not well-prepared (34.9%). ● Teaching tools / Apps used by most of the teachers: (1) Facilitating interactive teaching tools: Nearpod, Desmos; (2) Sharing and displaying tools: Padlet, Interactive Smartboard; (3) Assessment: Kahoot, Quizlet. ● LMS (Learning Management System) used by most of the teachers: Google Classroom / Google Form / Google Doc ● Students agreed that blended learning increased interaction
			<p>(2) <u>Teacher Development Day (24/5/2023)</u> A teacher development day focused on blended learning was arranged. The school organized a sharing session on blended learning skills, inviting three teachers to introduce and explain the use of different teaching tools such as Padlet, Wordwall, and Desmos. The purpose of this event was to encourage teachers to use these tools in order to achieve mutual observation and mutual learning, and to improve teaching skills through collaboration.</p>	
			<p>(3) <u>Learning and Teaching</u> (a) This year, in order to promote blended learning, the school encouraged students to bring their own devices (BYOD). Teachers could enhance the interactivity of the classroom and cater for diverse learning needs of students through</p>	

Targets	Outline of Strategies	Implementation Methods	The Implementation (2022-23)	Outcomes
			<p>electronic teaching tools, further developing students' self-directed and collaborative learning skills.</p> <p>(b) By implementing a blended learning mode of e-learning that combines online and offline learning activities, teachers aimed to improve students' learning experiences.</p> <p>(c) Incorporating e-learning into teaching practices helped students learn and cultivate common competencies, thus enhancing their self-directed learning, "learning how to learn", and knowledge building.</p> <p>(d) This school year, electronic smart-boards have been installed throughout the school to support blended learning, which can help teachers improve teaching effectiveness and enhance students' learning outcomes.</p> <p>(4) <u>Lesson Observation</u> This year, due to the impact of the pandemic, it was not until November that the school gradually returned to full-day face-to-face classes. All teachers in the school underwent developmental classroom observations, with a focus on using blended learning models to enhance student learning effectiveness. One teacher, along with the school</p>	<p>in the classroom, collaborative learning among classmates, or showing learning outcomes to classmates: Junior Forms (75% agreed); Senior Forms (89.5% agreed).</p> <ul style="list-style-type: none"> ● Students agreed that blended learning increased their interest: Junior Forms (83.4% agreed); Senior Forms (84.2% agreed). ● Students responded positively about the effectiveness of blended learning: Junior Forms (91.6% agreed); Senior Forms (84.2% agreed). <p><u>The Result of Lesson Observation</u></p> <ol style="list-style-type: none"> 1. 84% of the teacher observers agreed that the teachers being observed (41 teachers) were able to achieve the learning objectives, key points, and critical points set by the teachers through blended learning throughout the entire learning process. They rated "good" (less than 4 points; greater than 3 points) on the feedback form. 2. 16% of the teacher observers agreed that the teachers being observed (10 teachers) were able to achieve the learning objectives, key points, and critical points set by the teachers through blended learning throughout the entire learning process. They rated "fair" (greater than

Targets	Outline of Strategies	Implementation Methods	The Implementation (2022-23)	Outcomes
			principal/vice-principal/subject head, was invited to observe the teaching process and participate in post-lesson discussions to reflect on whether the lesson was able to achieve the desired learning outcomes.	2 points; less than 3 points) on the feedback form.

2. Evaluation of the school development plan

Methods of assessments of school development target –

2A	Quantitative: (1) Questionnaire survey on S.2 cross-curricular program (Math and Science) (2) Survey conducted for students working on the Econ and BAFS project Qualitative: Subject teachers' meetings			Survey conducted for students working on the Econ and
2B	Survey: All S1 and S2 students were asked to fill out a Google Form and give their comments on the LaC content covered in the English lessons in order to review the effectiveness. Teachers' Observation and Evaluation Meeting			content covered in the English lessons in
2C	Quantitative: (1) Questionnaire survey on the situation regarding the use of blended learning in subjects and its developmental direction of learning and teaching (2022-23) (2) Students' Questionnaire survey on Blended Learning (2C & 5D) Qualitative: Teachers' Development Day (24-5-2023)			direction of learning and

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1	Achievements			
1	(2A) The results of questionnaire survey for students indicated that they could show the understanding of Mathematics and Science in related topics.			
2	(2A) The results of the survey showed that the project could help students in learning Economics and/or BAFS (Mgt).			
3	(2A) Students were active to participate in each part of STEM/ PSHE and TE project.			
4	(2B) S. 1 students have developed a deeper understanding of the skills required in Social Studies. They gave an overall mark of 4.42 out of 6 in the survey conducted. Some of them reported that they have a greater interest in the subject and attained higher marks in the examination.			
5	(2B) S. 1 students had a smoother and faster learning process in the Integrated Science lessons. They gave an overall mark of 4.57 out of 6 in the survey conducted. They believed that it was good to review the vocabulary learnt previously in the IS lessons.			
6	(2B) S. 2 students have developed a deeper understanding of the skills required in Science. They gave an overall mark of 4.28 out of 6 in the survey conducted.			
7	(2C) Teachers believed that blended learning could enhance students' motivation and engagement in learning (72.1%) and enrich their learning experiences while encouraging self-directed learning (48.8%).			
8	(2C) By utilizing electronic teaching tools, teachers could enhance the interactivity of the classroom and cater for the diverse learning needs, and further develop students' self-directed and collaborative learning skills.			
9	(2C) Teachers implemented blended learning by combining online and offline learning activities to improve students' learning experiences.			
10	(2C) Students expressed agreement with increased classroom interactivity, collaborative learning among peers, and presentation of learning achievements in blended learning. They also believed that blended learning enhanced their interest in learning and increased their motivation and enjoyment to learn.			
11	(2C) The majority of students complied with the school's requirements to bring their electronic devices to school and install the school's device management system.			

3.2 Reflection and Adjustments	
1	(2A) There was not enough time for teaching. The Curriculum could be modified by reducing the extended content.
2	(2A) More STEM workshops and visits could be planned to broaden students' horizons.
3	(2A) Economics and BAFS (Mgt) may look for different topics for collaboration.
4	(2B) Some modifications would be made in the next school year according to students' needs and the skills needed for the content subjects.
5	(2B) Social Studies: The specific terms and the description of trends would be simplified. Real-life examples would be provided to help students use what they have learnt.
6	(2B) More daily life examples would be provided to boost students' understanding of the skills.
7	(2B) Teachers could provide more support for students on how to write a well-organized essay in Science.
8	(2B) Integrated Science: More in-depth content and application for the science topic would be included, especially for 1C and 2C students.
9	(2C) This year marked the second year of implementing blended learning, and teachers improved their teaching skills compared with last year. However, preparing for classes took longer time, which became a significant challenge for the teaching.
10	(2C) Most teachers were able to use various learning software/Apps to enhance students' learning in general. However, there was still room for improvement in terms of extending and deepening learning.
11	(2C) The students were already proficient in using electronic tools at school, but they still need to improve their understanding of how to use electronic tools ethically and responsibly.
3.3 Follow-up	
1	(2B) The existing teaching and learning materials will be revised according to the points listed in 3.2.
2	(2B) Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.
3	(2B) S.2 English teachers will also collaborate with the History teachers in the coming school year.
4	(2C) Next year, teachers of all subjects need to establish ways of extending learning through mixed-mode learning, such as make-up classes, enrichment courses and video-based learning. These can be used to deepen the classroom learning, encourage students to cultivate self-regulated learning, and discover or develop more suitable materials and techniques for online teaching.
5	(2C) Students need to enhance their information literacy. Teachers have established and implemented rules for the use of electronic tools in the classroom, so that students can use electronic information in a moral and responsible manner at school. This can also cultivate students' ability to distinguish truth from falsehood, to discover and solve problems, and to exhibit the spirit of exploration.

III. Student Formation and Student Support: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

1. Review of the objectives, implementation process and outcomes of the school development plan in 2022-2023

Key concern	Strategy	Implementation methods	The implementation (2022-23)	Outcomes
3A To foster a positive psychological, social and physical environment for students	Introduce character strengths and the six elements of happiness.	Utilize class teacher periods and assemblies for class activities designed for students in order to know each other's strengths.	Students were introduced with FIVE Character Strengths: Curiosity, Bravery, Social Intelligence, Teamwork and Gratitude by watching pre-recorded videos, learning	Students survey revealed that they generally understand (65 – 70% from agree to strongly agree) the Character strengths and teachers concurred (80% agree) this in survey. Teachers also agreed (68%) that materials provided for them were effective to facilitate understanding.

Key concern	Strategy	Implementation methods	The implementation (2022-23)	Outcomes
	<p>Encourage students to practise skills of positivity.</p>	<p>Special school activity day devoted to allow students to learn how different elements of happiness can be experienced, lengthened and co-created.</p> <p>Introduce reward system: Motivate students to make an effort in achieving self-determined goals.</p>	<p>from daily life examples, reflecting and discussing questions in CTP. Students were required to complete questionnaires assessing their character strengths and upload them to Google Classroom at the beginning of the school year. Classmates Appreciation Activity was also arranged in CTP.</p> <p>For the part of developing students' understanding of the six elements of happiness, students were provided a chance to deepen their understanding of positive relationship through the Positive Education Program. Students of different forms were allocated to two time slots on that day of the program. They engaged in different workshops or activities arranged in the time slots and learned to practice the skills in these workshops. Students were required to write the gratitude journal and practice mindfulness during the CTPs in alternate weeks.</p>	<p>Students were not sure whether their classmates know their character strengths (28%) though they were confident that both their classmates (45%) and they themselves (79%) were willing to show appreciation to each other. Teachers' feedback on the Classmates' Appreciation Activity was positive (89% agree to strongly agree). Although teachers' view showed overwhelmingly (95% agree to strongly agree) that they valued the sharing process after the activity, only half of them (56%) could allocate time to do so. This revealed a need on better time arrangement for next year.</p> <p>Students' perception of the program was neutral. 50% of them agreed and strongly agreed that it was enjoyable and they learned some skills from it, while 86% of teachers agreed and strongly agreed that the program helped enhancing students' understanding of the concept of positive relationship. Teachers' feedback on the program was more positive.</p> <p>Besides, only 32% (from agree to strongly agree) of students enjoyed writing the gratitude journal. Their teachers also noticed this (only 23% of them agreed and strongly agreed that their students enjoyed writing the journal). Although they generally agreed the value of writing gratitude journal (50% of students and 60% of teachers), effective ways of implementing the activity should be pondered.</p> <p>For practicing mindfulness, the feedbacks from teachers and from students were inconsistent. From teachers' observation, students actively engaged in mindfulness (60% agreed to strongly agreed). However, what was happening in the mind of our students during mindfulness was less than rosy. Only a fraction of students agreed (34.4%) or strongly agreed (9.8%) that mindfulness helped them relax. 48% of them agreed that mindfulness reminded them to take care of themselves.</p>

Key concern	Strategy	Implementation methods	The implementation (2022-23)	Outcomes
<p>3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives.</p>	<p>Experiential learning: Enriching the learning experiences of the students in real context and authentic settings</p>	<ul style="list-style-type: none"> - All S.3 students will be brought to visit various universities, tertiary education organizations, government departments and business corporations. - All S.5 students will be required to participate in job shadowing program or other career-related experiences activities. - To enrich students' learning experiences by enabling more active and participatory learning opportunities outside classroom (inbound / outbound study tour, competitions, field trips, etc.) 	<p>To broaden the horizons of the students, a whole school life-wide learning excursion day was organized on 4 April 2023 and 23 May 2023 (S.5 Part 2). All S.1 to S.4 students participated in various experiential learning activities outside school on 4 April, while S.5 students joined various job-related activities in two batches (4 April and 23 May).</p>	<p>17 sections from 14 different programs were provided to students of S.1 to S.5. Basically, the objectives of all activities could be achieved; Students had positive feedback on the activities provided; in average they gave 3.75 marks out of 5 to the programs they participated in.</p>
<p>Linking subject content to the essential skills, knowledge and attitudes needed for the students' future career development</p>	<p>Encourage and recruit students to attend gifted or professional courses according to their interests and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas</p>	<p>Subject panels select appropriate content in S.3 and tie in with the selected topics to help students understand how they can prepare for their future career.</p>	<p>This strategy will be started in 2023-2024.</p>	<p>////////////////////</p>
<p>Encourage and recruit students to attend gifted or professional courses according to their interests and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas</p>	<p>Encourage gifted students to participate in gifted education programmes</p> <p>Recruit students to participate in gifted or professional courses</p>	<p>Encourage gifted students to participate in gifted education programmes</p> <p>Recruit students to participate in gifted or professional courses</p>	<p>This year, Gifted Education Team broadened the target group of Gifted Education to encourage students with outstanding performance in individual subjects or specific areas to join our Team. The school hoped to make good use of the Diversity Learning Grant for senior form students and the Life-wide Learning Grant to subsidize students to participate in gifted education courses, so as to identify and nurture students with outstanding</p>	<p><u>No. of Participated Students</u> A total of 55 students participated in the gifted education courses.</p> <p><u>List of Courses of Gifted Education</u></p> <ul style="list-style-type: none"> ➢ The Hong Kong Academy for Gifted Education Nomination Scheme 2022/23 (A total of 25 students) ➢ The Hong Kong Academy for Gifted Education (Current Members) (A total of 8 students) ➢ The Chinese University of Hong Kong Faculty of Education Winter/Spring/Summer Program for the Gifted and Talented 2023 (A total of 7 students) ➢ Secondary Schools – The Hong Kong

Key concern	Strategy	Implementation methods	The implementation (2022-23)	Outcomes
<p>3C To establish a sustainable lifestyle and foster spiritual well-being</p>	<p>Catholic Social Teaching (CST) / Don Bosco Green Alliance: Seeing social situations, judging them in light of CST principles, and acting to promote justice and improve the situations of those served</p>	<p>See: All students will have a sense of awareness towards the nature through mindfulness and class activities Judge: All students review their 'consumption habits' and lifestyle through learning. (e.g. Junior</p>	<p>talents in individual subjects or specific areas and allow them to realize their individual potential.</p> <p>Areas of Implementation</p> <ul style="list-style-type: none"> ➤ Chinese Language and Chinese Literature (Reading and Writing) ➤ English Language (Reading) ➤ Mathematics ➤ Science ➤ Visual arts ➤ Historical and Cultural 	<p>University of Science and Technology Dual Program 2022 (A total of 2 students)</p> <p>➤ The Hong Kong University of Science and Technology – The Enrichment Program for Gifted Learners (Summer Program 2023) (A total of 2 students)</p> <p>➤ The University of Hong Kong HKU Academy for the Talented 2023 (A total of 9 students)</p> <p>➤ EDB Gifted Education Fund: Off-school Advanced Learning Programmes (A total of 2 students)</p> <p>Effectiveness</p> <ul style="list-style-type: none"> ➤ All participating students took an active and committed attitude in completing courses and seized the opportunity to learn systematically, striving to develop their potential and enhanced their abilities in individual subjects or specific areas. ➤ Through participation in gifted education courses, students could gain a deeper understanding of their gifted areas and help them to think about the direction of their life planning. ➤ Students were encouraged to make good use of their leisure time, to actively enhance their potential for excellence, and to cultivate a persistent and persevering learning attitude.
<p>3C To establish a sustainable lifestyle and foster spiritual well-being</p>	<p>Catholic Social Teaching (CST) / Don Bosco Green Alliance: Seeing social situations, judging them in light of CST principles, and acting to promote justice and improve the situations of those served</p>	<p>See: All students will have a sense of awareness towards the nature through mindfulness and class activities Judge: All students review their 'consumption habits' and lifestyle through learning. (e.g. Junior</p>	<p>1. Incorporated learning which helps students review their consumption habits in the formal curriculum.</p> <p>2. Reusable cutlery sets were distributed to all students and staff</p> <p>3. S.2 Life-wide Learning Excursion Day on 4 April (Visit Pet to Nature, Visit</p>	<p>1. A new module (願祿受讀頌) was added into the S.2/ S.5 ERE curriculum "Saving our rainforest" was taught in S.3 Geography curriculum</p> <p>2. From observation by S.1 and S.2 class teachers, 95% of the students used reusable utensils when they had lunch.</p> <p>3. Some feedback from students: I was happy about the trip I was assigned to. (97.7%)</p> <p>- The activity was well-organized. (73.4%)</p>

Key concern	Strategy	Implementation methods	The implementation (2022-23)	Outcomes
		secondary: ERE, Geog, L&S, PE, Science, T&L, VA; Senior secondary: BAFS, Econ, ERE, Geog, LS) Act: - All students will be encouraged to use reusable cutlery - All S2 students will participate in bird-watching or beach cleanup activities through ERE service learning - Enriching the learning experiences of students through ECA activities	to Jockey Club Museum of Climate Change, Biodiversity eco-tour, Beach-cleaning activity) 4. An Exchange Programme with Korean Teenagers 5. Mindfulness activities were introduced in the S.2 (2C and 2D), S.5 and S.6 ERE curriculum, including mindful walking, getting close to nature, total relaxation, mindful eating, and art relaxation)	- The presenter / facilitator / guide delivered information clearly. (79.8%) - The activity increased my environmental awareness. (75.8%) - The activity increased my knowledge about environmental protection. (75.5%) 4. Different activities were conducted, including online meetings, video production – to promote environment awareness and a Jeju Environmental Camp “(CO2) Zero challenge” (20-25/7) 5. Students gave very positive feedback and reflections from their journals

2. Evaluation of the school development plan

Methods of assessments of school development target –

3A Survey for both teachers and students

3B Learning reflection from the participating students

3C Survey for students, students' reflections and observation

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1 Achievements	
1	<ul style="list-style-type: none"> ➤ A generally positive psychological, social and physical environment were established for students. ➤ Students' awareness on positive attitude of life was heightened. ➤ Students had a deeper understanding of different positive elements of happiness and character strengths. ➤ Students were introduced with different ways / skills of positivity.
2	<ul style="list-style-type: none"> ➤ By providing financial support, school could encourage more students to participate in gifted education programs that helped nurture students with exceptional talent in a particular subject or area. ➤ Through participation in gifted education courses, students could gain a deeper understanding of their gifted areas.
3	<ul style="list-style-type: none"> ➤ Students' sense of awareness towards the nature was enhanced. ➤ A variety of life-wide learning activities were provided to students to encourage them to get close to nature. ➤ Students were given abundant opportunities to practice mindfulness to reduce their stress and anxiety level, and to increase their emotional self-regulation ability.

3.2 Reflection

1 ➤ Ways to better implement mindfulness and journal writing should be pondered.

2 ➤ The level of difficulties may need to adjust for S.1 students.

3.2	Reflection		<ul style="list-style-type: none"> ➤ Tailor-made briefing should be provided to each form. ➤ Students were required to share their feelings and thoughts during CTP this year. More guidelines should be provided to the teachers and students to facilitate the sharing.
3			<ul style="list-style-type: none"> ➤ More subjects could introduce topics related to consumption habits and lifestyle. ➤ Provide more opportunities for students to be exposed to different dimensions of mindfulness.
3.3	Feedback and Follow-up		
1			➤ To allocate sufficient time for students to write the gratitude journal, to share after Classmates' Appreciation activity and to learn each other's character strength.
2			➤ Gifted Education Team will broaden the target group of Gifted Education (e.g. Music) in the next year.
3			<ul style="list-style-type: none"> ➤ Guidance should be provided when students practice mediation. ➤ A wider variety of mindfulness activities could be introduced.

Appendix_2: 3C Non-academic Performance (2022-23)

班別	學生姓名	比賽 / 活動項目	主辦機構	獎項
學術				
6A	TSUI YIN TING TINA 徐燕婷	應用學習	羅氏慈善基金、教育局	應用學習獎學金
6B	WONG LAI LAM LILY 黃麗霖			
3C	NGAN SAU LAAM HAZEL 顏秀嵐	2022 Korea Science Engineering Fair International Award	Korea Science Service	銅獎
4C	ZHANG YUEHAN JOHANNA 張月涵			
4D	KWONG CHO YING SERENA 鄺楚鈺			
6C	HO MAN YING MELODY 何敏蓉	2022 趣味科學 短片製作比賽	香港城市大學 理學院	銅獎
6C	WAN TSZ YAN JANET 尹芷欣			
6C	WONG SIN TING ZINA 黃羨婷			
6C	YUEN PUI CHING COURTNEY 阮珮菁			
6C	CHEUNG HIU YI TANSY 張曉宜			
6D	TSUI SZE KI YUKI 徐詩琪			
4C	LEUNG PUI CHING PANSY 梁珮晴	資優運算思維校際挑戰賽 2023(香港賽區)	香港資優教育教師協會及君培資優教育協辦	全港優異隊伍
4C	NG WAI LAM JASMINE 吳蕙霖			
4D	KWONG CHO YING SERENA 鄺楚鈺			
4D	WONG SZE WING CELIA 黃思穎			
6C	KIM MIN JI IRIS 金旻祉	HKUST Business YoungStars	The Hong Kong University of Science and Technology, School of Business and Management	金獎
6C	CHOY VIVIAN WAN MAN 蔡韻汶			
3C	NGAN SAU LAAM HAZEL 顏秀嵐	第 25 屆香港青少年科技創新大賽	香港新一代文化協會科學創意中心	優異獎
4C	ZHANG YUEHAN JOHANNA 張月涵			
4D	KWONG CHO YING SERENA 鄺楚鈺			
5C	YANG WING RACHEL 楊泳	資優運算思維校際挑戰賽 2023(香港賽區)	香港資優教育教師協會及君培資優教育協辦	全港良好隊伍
5D	AU TSZ KI CHLOE 區芷淇			
5D	SIN WING YU MIFFY 沈穎瑜			
5D	SO YING MAN YVONNE 蘇映文			
4D	KWONG CHO YING SERENA 鄺楚鈺	生物學素養競賽 2022/2023	香港數理教育學會	一級榮譽
4C	NG WAI LAM JASMINE 吳蕙霖			二級榮譽
5C	NG CHARLOTTE 吳司睿			二級榮譽
4C	ZHANG YUEHAN JOHANNA 張月涵			三級榮譽
5D	KWONG TSZ YAU STELLA 鄺祉柔			三級榮譽
2A	HE XIN YING MANDY 何芯瑩			青苗基金
2D	LEE YUEN WING DORA 李苑泳			
2D	WONG HEE YAU HAIDY 黃焯柔			
2D	CHEUNG MAN KI MAGGIE 張敏琪			
3A	WONG HONG CHING VENUS 黃康晴			

3B	KONG TSZ YAU KHLOE 江紫悠			
3C	LAM WAN LOK ANGEL 林韻諾			
3D	CHAN MAN YAN HANNAH 陳玟茵			
4B	YU SIN TUNG NATALIE 余蓓彤			
4B	CHEN SZE TING ZITA 陳斯婷			
4D	LEUNG TSZ HEI HAYLEY 梁芷滸			
4D	FONG TSZ YING NATALIE 方梓盈			
5A	HO HEI CHING BETHANY 何晞晴			
5B	NG PUI YAN VANESSA 伍佩欣			
5C	LAM TSZ KI KATE 林芷祺			
5D	SO YING MAN YVONNE 蘇映文			
6A	LIAO BO YA FION 廖柏雅			
6B	TAM WING MAN CHLOE 譚詠雯			
6C	BUT CHEUK HEI HAZEL 畢焯晞			
6D	NG WAI KI YUKI 吳慧琪			
5B	SIU MAN CHIN DANICA 蕭文芊	荃灣鄉事委員會獎學金	荃灣鄉事委員會	荃灣鄉事委員會獎學金
5C	CHAN KA YIN CARMEN 陳嘉妍			
3C	NG YEE CHING MANDY 吳依靜			
4C	LIN SHING YI ANN 林聖兒	蕭志成獎學金	蕭志成獎學金	蕭志成獎學金 - 領導才能獎
4D	CHAN HAU YEE KATRINA 陳巧兒			
5C	LO YUET CHING IVANA 盧悅情			
5D	CHAN WAI YEE WINNIE 陳慧頤			
5D	CHUNG YUET YI JEANIE 鍾悅沂	荃葵青區傑出學生	荃葵青區傑出學生	荃葵青區傑出學生
技能				
4D	WONG LOK YAN KATIE 黃潔殷	第二十二屆學界觀鳥比賽	漁農自然護理署、香港濕地公園、香港觀鳥會	季軍
5A	CHEUNG KIU NATALIE 張翹			
5C	LAI KA YEE KAREN 黎家儀			
5B	CHEUNG PO YUET SELENA 張寶月	2022 香港青年音樂匯演中樂團匯演 (中學 A 組)	康樂及文化事務署	銅獎
6D	CHEN CHING SHUN CARRY 陳靖淳			
5C	NG CHARLOTTE 吳司睿	社區校園計劃@荃灣「新點子·大創變」案例比賽	華懋集團, 社企民間高峰會	冠軍
5C	YANG WING RACHEL 楊泳			
5D	AU TSZ KI CHLOE 區芷淇			
5D	SIN WING YU MIFFY 冼穎瑜			
5D	SO YING MAN YVONNE 蘇映文			
2C	MA TSZ CHING AVA 馬梓晴	徐悲鴻盃國際青少年兒童美術比賽	香港青年協會	香港賽區西洋畫系初中組一等獎
3D	LUI SHAN SUSAN 呂珊			
2B	ZHANG PAK HAM DODO 張柏涵	《基本法》及「一國兩制」漫畫設計比賽 2022	香港青年培育協會	優異獎
2B	ZHANG PAK HAM DODO 張柏涵	徐悲鴻盃國際青少年兒童美術比賽	香港青年協會	香港賽區西洋畫系初中組優異獎
2C	CHAN SZE WING VIRGINIA 陳詩穎			

2C	XING KAI YAN KRYSTAL 邢佳欣			
3B	LOH SUM YU ZOE 羅心好			
3D	CHAN MAN YAN HANNAH 陳政茵			
5D	HUI KA KA KAREN 許珈嘉	第十二屆大學文學獎	香港浸會大學	傑出少年作家獎
5C	LEUNG SZE NGA TAMMY 梁思雅	第七十四屆香港學校朗誦節 散文 獨誦(粵語) 中學五、六年級女子 組		亞軍
1C	TONG SHUN MOON 湯鈞	第七十四屆香港學校朗誦節 散文 獨誦(粵語) 中學一年級女子組		季軍
2C	WONG CHI LAM AKINA 黃姿菴	第七十四屆香港學校朗誦節 散文 獨誦(粵語) 中學二年級女子組		季軍
2C	MA TSZ CHING AVA 馬梓晴			中學一、二年級女子普通話散文獨誦 冠軍
5D	CHUNG YUET YI JEANIE 鍾悅沂			中學五、六年級女子普通話散文獨誦 冠軍
2C	MA TSZ CHING AVA 馬梓晴			中學一、二年級女子普通話散文獨誦 冠軍
4D	LI YI SHA CHRISTINA 李伊沙			中學三、四年級女子普通話散文獨誦 亞軍
4D	ZHANG WENHONG ANGELA 張文泓			中學三、四年級女子普通話散文獨誦 亞軍
1A	IP SUI HEI FIONA 葉萃稀			中一、二級女子組普通話散文獨誦 (優良)
1A	WANG SO KI SUKI 王素琪		香港學校音樂及朗誦協會	中一、二級女子組普通話詩詞獨誦 (優良)
1A	WANG XINYAN EDITH 王心妍	第 74 屆香港學校朗誦節 (2022) (普通話朗誦)		中一、二級女子組普通話詩詞獨誦 (良好)
1C	CHIM LOK LAM CARRI 詹洛琳			中一、二級女子組普通話詩詞獨誦 (優良)
1C	HUANG LAM HEE KAFFY 黃林焯			中一、二級女子組普通話散文獨誦 (優良)
1D	CHAN YOU LIN ANNA 陳祐琳			中一、二級女子組普通話詩詞獨誦 (良好)
1D	SIU JING MAN RITA 蕭靖雯			中一、二級女子組普通話散文獨誦 (良好)
2A	LI HOI KI AIMEE 李凱琪			中一、二級女子組普通話詩詞獨誦 (良好)
2A	LIN HEQUAN PHOEBE 林荷權			中一、二級女子組普通話詩詞獨誦 (良好)
2B	WONG LOK LING LILY 黃樂伶			中一、二級女子組普通話詩詞獨誦 (良好)
2D	LAI YUEN YI LARISA 賴婉宜			中一、二級女子組普通話散文獨誦

				(良好)
2D	SUM SHEUNG YU SHARON 沈尚渝			中一、二級女子組普通話散文獨誦 (優良)
2D	YUAN HEI TING AMY 袁曦婷			中一、二級女子組普通話散文獨誦 (優良)
3A	YIP TSZ YAN VIVIAN 葉子欣			中三、四級女子組普通話散文獨誦 (優良)
3C	HO SZE YUNG KATHY 何思融			中三、四級女子組普通話詩詞獨誦 (優良)
3C	NG YEE CHING MANDY 吳依靜			中三、四級女子組普通話散文獨誦 (優良)
3C	YANG YI SHUEN MANDY 楊怡璇			中三、四級女子組普通話散文獨誦 (優良)
3D	ZOU UE FEI AMANDA 鄒好菲			中三、四級女子組普通話散文獨誦 (優良)
5C	LEUNG SZE NGA TAMMY 梁思雅			中五、六級女子組普通話散文獨誦 (優良)
1B	JIANG YU CHI GIGI 江語之			新界區初中組良好獎
1B	LAU HIU MAN CHARMAINE 劉曉敏			新界區初中組良好獎
4D	ZHANG WENHONG ANGELA 張文泓			新界區高中組亞軍
5D	NG CHUI YIU KATNISS 吳翠瑤	「萬聖節」主題第一屆電繪創作比賽	香港文創薈與香港 NFT 藝術交流平台	《青年組》金獎
5D	LAW PUI SHAN SANDY 羅佩珊	「行義香港」插畫創作大賽	義務工作發展局	創作獎優異獎
5D	LAW PUI SHAN SANDY 羅佩珊	「我和我的動物朋友」繪本比賽	香港青年藝術創作協會 X 電創文潮	創作獎優異獎
5D	LAW PUI SHAN SANDY 羅佩珊	「坐少啲，郁多啲」職安健四格漫畫設計比賽 2022	職業安全健康局	中學組優異獎
5B	HO KIT YING SELINA 何潔瑩	都會國際青年藝術節 2022 全港視藝大賽(第四季)	香港競技評核總會	少年高級組繪畫組冠軍
2A	LIN HEQUAN PHOEBE 林荷權	「傳承·想創——積極推廣中國歷史與中華文化學校年度大獎」 (2022/23)	教育局	嘉許獎
2A	SO CHUNG YAN SONIA 蘇頌恩			
2D	SUM SHEUNG YU SHARON 沈尚渝			
3D	LUI SHAN SUSAN 呂珊			
3D	TAN YUET SZE TANSY 談玥詩			
3C	LI CHING CHING AURORA 李晴晴			
3C	SUEN TSZ LING ELAINE 孫芷翎			
3C	LAI LOK YIU YOYO 賴諾瑤			
3C	NG YEE CHING MANDY 吳依靜			
3C	LAU YAN TING MACY 劉恩廷			
5C	LO YUET CHING IVANA 盧悅情	英國倫敦繪畫參展賽	國際資優教育及藝術協會	金獎
3D	CHAN LOK YIU PHOEBE 陳樂瑤	2022-2023 學校戲劇節	學校戲劇節	傑出演員獎
4C	KWOK TSZ YUI KALYN 郭子睿			

1B	LAM WING KA ATHENA 林泳伽			
1B	LIU YUI KA KENNY 劉蕊嘉			
3A	FONG HOK YI KALEN 方學而			
3A	YIP TSZ YAN VIVIAN 葉子欣			
3D	CHAN LOK YIU PHOEBE 陳樂瑤			
4B	CHIU YAN TUNG KITTY 趙欣桐			
4C	KWOK TSZ YUI KALYN 郭子睿			
4D	CHUNG SUI MAN ATHENA 鍾萃文			
4D	FUNG WING MAN JANICE 馮穎汶			
5C	NG CHARLOTTE 吳司睿			
5D	HAR CHEUK YING KATRINA 夏卓 楹			傑出合作獎
4A	LUI YING CHING PARTHENIA 呂 映靜			
4A	LAI SIN YI ZOE 黎善兒			
4C	ZHOU HIU LAAM AMY 周曉嵐			
4D	CAI KAI MAN VIVIAN 蔡佳敏			
4C	KIM MINA 金美娜			
4B	NAM TSZ CHING CANDY 藍芷晴			
4A	FAN NGA TING CHERRY 樊雅婷			
4A	LAW TING YAN CLORIS 羅梓焮			
4B	CHUNG KA PUI TAVIA 鍾嘉珮			
4A	MAK MAN TING ELLA 麥漫琿	2022-2023 學生守護大使	教育局	嘉許狀
4C	KOO WING CHING VINCCI 古詠晴			
4C	CHAU WING YING JOYCE 周泳瑩			
4B	CHOI WING YAN NATALIE 蔡詠恩			
4B	CHIU YAN TUNG KITTY 趙欣桐			
4B	LO SZE CHING CHLOE 盧詩程			
4B	CHUNG MICHELLE 鍾芷琦			
4B	HUANG KA YUK CAMMY 黃嘉鈺			
4A	LEE SZE WAI ESTHER 李鋸慧			
4B	IP CHO SHAN CHERRY 葉楚珊			
3C	GAN KI KI KITTY 甘麒琪			
4C	CHAN YUN CHI SERENA 陳潤芝			
4B	LO SZE CHING CHLOE 盧詩程	葵青區國家安全教育嘉年華攤位 遊戲設計比賽〔網絡安全〕組別	民政事務總署	亞軍
4C	ZHOU HIU LAAM AMY 周曉嵐			
3D	LUI SHAN SUSAN 呂珊			
3C	LI CHING CHING AURORA 李晴晴			
3C	LI CHING CHING AURORA 李晴晴			
3C	LAM WAN LOK ANGEL 林韻諾	「『歷史好好玩』全港中學生網上 閱讀獎勵計劃」(挑戰版)	教育局, 香港史學會	優異獎
3B	LOH SUM YU ZOE 羅心好			

5A	WEN YING WA ALICE 文櫻樺			
1A	PANG YEE TING EDEN 彭依庭	第75屆香港學校音樂節 - 中學 初級組 - 笛獨奏	香港學校音樂及朗誦協會	季軍
2D	SO OI SZE BELLA 蘇愛詩	第75屆香港學校音樂節 - 鋼琴 獨奏 (五級)		亞軍
		第75屆香港學校音樂節 - 琵琶 獨奏 (深造組)		季軍
5C	CHAN WAN KEI VINKIE 陳蘊琦	JA 營商體驗計劃	國際成就計劃(香港)	最佳市場營銷獎與最佳匯報獎
5D	CHAN WAI YEE WINNIE 陳慧頤			
5D	LAW PUI SHAN SANDY 羅佩珊			
5C	CHAN KA YIN CARMEN 陳嘉妍			
5C	CHEN MAN YAN HAZEL 陳文茵			
5B	CHUNG HO YU TIFFANY 鍾賀愉			
5B	YAN TSZ YIN GLORIA 甄芷賢			
5D	WONG MAN HUEN JASMINE 黃汶萱			
4A	CHAN CHING MAN CHRISTINA 陳 靖敏			
4B	LAW WING SUM WYNSOME 羅穎心			
4B	LO TSZ YING VANA 勞子姪			
4B	WONG TSZ CHING KARINA 王芷晴			
4C	CHENG KA YI AGNES 鄭家儀			
4D	LEUNG TSZ HEI HAYLEY 梁芷滸			
5A	LEE HEI YU JOLLY 李滸鈞			
5A	YIM WING KIU KAMMY 嚴穎喬			
5B	WONG TSZ CHING ELLIS 黃芷澄			
5C	SZE YAN TUNG LEANA 施昕彤			
5C	YIP LAI CHING CRYSTAL 葉麗晶			
5D	LAU TSZ CHING KAREN 劉芷澄			
5D	LAU YAN HEI MIA 劉恩希			
5B	LEUNG HOI CHING CHERRY 梁愷 晴			
4A	MA CANDY KA UE 馬嘉好			
體育				
2A	CHAN YUI CHING KARENA 陳睿晴	校際田徑錦標賽	香港學界體育聯會	1st Runner-up of Girls C Grade 1500m
1A	PANG YEE TING EDEN 彭依庭			1st Runner-up of Girls C Grade 200m
1A	LAU PUI YAN HAILEY 劉珮茵			1st Runner-up of Girls C Grade 4x100m Relay
1A	PANG YEE TING EDEN 彭依庭			1st Runner-up of Girls C Grade 4x100m Relay

2A	CHAN SZE CHING JANICE 陳思澄	校際游泳比賽	1st Runner-up of Girls C Grade 4x100m Relay
2A	CHOW TSZ YAN DOROTHY 周梓欣		1st Runner-up of Girls C Grade 4x100m Relay
6D	LUNG CHI LAM CHERRY 龍祉林		2nd Runner-up of Girls A Grade 100m
5B	LEUNG PUI KA NETTE 梁沛珈		2nd Runner-up of Girls A Grade 4x100m Relay
5D	LEUNG YU YAN YANNIS 梁予懸		2nd Runner-up of Girls A Grade 4x100m Relay
6D	LUNG CHI LAM CHERRY 龍祉林		2nd Runner-up of Girls A Grade 4x100m Relay
6D	TAI LOK YEE KARY 戴樂兒		2nd Runner-up of Girls A Grade 4x100m Relay
2A	CHAN YUI CHING KARENA 陳睿晴		2nd Runner-up of Girls C Grade 800M
2A	CHOW TSZ YAN DOROTHY 周梓欣		2nd Runner-up of Girls C Grade Long Jump
2B	LAM KA YI ALINA 林嘉兒		2nd Runner-up of Girls C Grade Shot Put
6D	LUNG CHI LAM CHERRY 龍祉林		3rd Runner-up of Girls A Grade Long Jump
3D	LUI SHAN SUSAN 呂珊		3rd Runner-up of Girls B Grade 1500m
2A	CHAN SZE CHING JANICE 陳思澄		Champion of Girls C Grade 100m
2A	CHAN SZE CHING JANICE 陳思澄		Champion of Girls C Grade 200m
6C	HO LOK CHING AMELIE 何樂晴		1st runner-up of Girls A Grade 100m Breast Stroke
3C	CHAN HOI KIU JESSICA 陳愷翹		1st runner-up of Girls B Grade 200m Freestyle
4A	CHANG CHO WING IRIS 鄭楚穎		1st runner-up of Girls B Grade 50m Butterfly
4C	LAU HAYNEE 劉佳林		1st runner-up of Girls B Grade Individual Medley
6C	HO LOK CHING AMELIE 何樂晴		2nd runner-up of Girls A Grade 50m Breast Stroke
4A	CHANG CHO WING IRIS 鄭楚穎		2nd runner-up of Girls B Grade 100m Freestyle
3A	LIU HIU CHING SUMMER 廖曉晴	2nd runner-up of Girls B Grade 4x50m Freestyle Relay	
3B	LEE TSZ CHING VALERIE 李芷澄	2nd runner-up of Girls B Grade 4x50m Freestyle Relay	

3B	LEE TSZ CHING VALERIE 李芷澄			2nd runner-up of Girls B Grade 4x50m Freestyle Relay
3D	CHAN MAN YAN HANNAH 陳玟茵			2nd runner-up of Girls B Grade 4x50m Freestyle Relay
2C	WONG SING YUET ESTHER 黃星月			2nd runner-up of Girls C Grade 100m Freestyle
1D	HUI SZE YI IVY 許詩沂			2nd runner-up of Girls C Grade 50m Breast Stroke
1B	CHAN TSZ YAU COEY 陳梓悠			2nd runner-up of Girls C Grade 50m Butterfly
2C	HO SZE CHING MAGGIE 何思澄			2nd runner-up of Girls C Grade 50m Freestyle
5C	CHAN KA YIN CARMEN 陳嘉妍			3rd runner-up of Girls A Grade 4x50m Freestyle Relay
5C	CHEUNG WAN YING DAISY 張蘊瑩			3rd runner-up of Girls A Grade 4x50m Freestyle Relay
5D	MAK WING SHAN VANESSA 麥穎珊			3rd runner-up of Girls A Grade 4x50m Freestyle Relay
6C	HO LOK CHING AMELIE 何樂晴			3rd runner-up of Girls A Grade 4x50m Freestyle Relay
3A	LIU HIU CHING SUMMER 廖曉晴			3rd runner-up of Girls B Grade 100m Back Stroke
3A	LIU HIU CHING SUMMER 廖曉晴			3rd runner-up of Girls B Grade 50m Back Stroke
1D	HUI SZE YI IVY 許詩沂			3rd runner-up of Girls C Grade 50m Freestyle
3B	LEE TSZ CHING VALERIE 李芷澄			Champion of Girls B Grade 200m Breast Stroke
3A	AU TSZ KEI RITA 歐芷琪			Champion of Girls B Grade 4x50m Medley Relay
3C	CHAN HOI KIU JESSICA 陳愷翹			Champion of Girls B Grade 4x50m Medley Relay
4A	CHANG CHO WING IRIS 鄭楚穎			Champion of Girls B Grade 4x50m Medley Relay
4C	LAU HAYNEE 劉佳林			Champion of Girls B Grade 4x50m Medley Relay
2C	HO SZE CHING MAGGIE 何思澄			Champion of Girls C Grade 100m Back Stroke
1C	NG WING LAM HAZEL 吳穎琳			Champion of Girls C Grade 4x50m Freestyle Relay
1D	HUI SZE YI IVY 許詩沂			Champion of Girls C Grade 4x50m Freestyle Relay

2C	WONG SING YUET ESTHER 黃星月		Champion of Girls C Grade 4x50m Freestyle Relay		
2C	HO SZE CHING MAGGIE 何思澄		Champion of Girls C Grade 4x50m Freestyle Relay		
1A	LI WING SZE CICI 李穎詩	校際排球比賽	Champion of Girls U15 Division 2 Volleyball		
1A	YIM TIN YAN YANNES 嚴天恩				
1C	CHAN CHUNG YI EDELWEISS 陳頌 兒				
1C	SHING YAN TUNG ABBY 盛殷彤				
1D	TANG YIK MAN KENDY 鄧易旻				
2A	CHAN YUI CHING KARENA 陳睿晴				
2A	LUK WAN WA JANICE 陸韻華				
2B	LAU YUNG YING KELLY 劉蓉英				
2C	CHAN HAU KI KIKI 陳巧祈				
2C	LEUNG LOK SUM PANDORA 梁樂琛				
2C	PANG SIN LAM NATALIE 彭倩霖				
2D	ZHENG KWAN WA CARRIE 鄭坤華				
3A	LIU HIU CHING SUMMER 廖曉晴				
3A	WONG WING YING JESSICA 黃穎 滢				
3C	TSUI CHING WUN RUBY 徐靖媛				
1A	SIU BUI CHING SOPHIE 蕭貝澄				
1B	JIANG LE ER SARAH 姜樂兒				
1B	LAM SI WING SERENA 林思穎				
3C	NG KA KA DORIS 吳家家			校際籃球比賽	1st Runner-up of Girls U15 Division 2 Basketball
2A	CHAN YUI CHING KARENA 陳睿晴				
1A	SIU CHAK YAN COBIE 蕭澤昕				
2B	TONG TSZ YIN KRISTY 唐梓妍				
1B	TSANG PO YIN BOWIE 曾寶鋌				
1B	CHOW NOK YIU YOYO 周諾瑤				
2B	YIP TSZ KIU JAINA 葉梓橋				
2A	HE XIN YING MANDY 何芯瑩				
1A	LAU PUI YAN HAILEY 劉珮茵				
1B	CHOI MAN LEE MANDY 蔡岷利				
1B	TONG WING SZE CASSIE 唐穎詩				
1B	LO JING MAN JANET 羅靖聞				
1B	LIAO YIK FEI MIFFY 廖亦菲				
1C	HO HIN FEI SOPHIE 何衍霏				
3B	LUK KA YEE KARLY 陸珈怡	校際乒乓球比賽	Champion of Girls B Grade Table Tennis		
3D	LIU CHING LAM JAMIE 廖靖琳				
3D	TAM MING SUM ELLIE 譚茗心				

2B	WONG CHING LAM KAMI 黃靖琳	校際乒乓球比賽		2nd Runner-up of Girls C Grade Table Tennis
2C	CHU YAN TUNG JANICA 朱茵彤			
2A	LIN HEQUAN PHOEBE 林荷權			
2A	LAM PUI LING MELODY 林沛鈴			
1C	CHEUNG SUM YAU CHLOE 張心悠			
1B	LAM KA HEI EUNIS 林珈希			
2A	KOO HIU YEE STEPHANIE 顧曉儀			
1A	WANG SO KI SUKI 王素琪	校際羽毛球比賽		2nd Runner-up of Girls C Grade Badminton
1C	NG WING LAM HAZEL 吳穎琳			
1B	LAM WING KA ATHENA 林泳伽			
1B	MA WING YAN MILEY 馬穎昕			
1C	CHIM LOK LAM CARRI 詹洛琳			
2B	LAM KA YI ALINA 林嘉兒			1st Runner-up of Girls B Grade Badminton
3B	KONG TSZ YAU KHLOE 江紫悠			
3B	LUK KA YEE KARLY 陸珈怡			
3C	KWONG KA YIU KOVIA 鄺珈瑤			
3D	CHOW CHEUK LAM ALEXIS 周卓琳			
4B	WONG TSZ CHING KARINA 王芷晴	校際越野比賽		1st Runner-up of Girls U15 Cross Country Race
4C	YEUNG HOI LAM TORI 楊凱琳			
1B	LEE LOK YIN EMMA 李潔諺			
2A	CHAN YUI CHING KARENA 陳睿晴			
2D	TSE SING HOI KAIA 謝星海	WSSA 2023 World Sports Stacking Championships	Singapore University of Technology and Design	U16 組別團體對抗賽冠軍
3C	LEE KA YIN EMILY 李珈諺			U16 組別團體計時按力賽冠軍
4D	TAM CONSTANCE 譚晴			16-18F 個人項目 3-3-3 冠軍; 個人項目 CYCLE 亞軍; 個人項目 3-6-3 季軍
2A	CHAN YUI CHING KARENA 陳睿晴	SPORT2PRO 超級三人籃球賽	香港島青年聯會	女子 U16 組季軍
1A	LAU PUI YAN HAILEY 劉珮茵			
2B	TONG TSZ YIN KRISTY 唐梓妍			
1C	HO HIN FEI SOPHIE 何衍霏			

(5) Appendix

(a) Report on the use of Capacity Enhancement Grants (CEG)

Report on the use of Capacity Enhancement Grant (Actual Income \$654,502)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload so that they can attend to the development of learning and teaching strategies	Teacher/TA to teach ERE to release workload of English teachers: Employ 2.0 TA	Workload of teachers would be relieved. More effort can be put into coping with the diverse and special learning needs of students	09/2022 - 08/2023	Salary (including MPF) of Teacher & TA) Budget Expenses \$417,377 (Actual Expenses: Salary of TA \$494,615.2)	99% of students achieving basic competency in TSA English	TSA results	Principal, Head of Departments concerned

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

E. Do you have any feedback from students and their parents?

Are they satisfied with the service provided? (Optional)

Nil

(5) Appendix

(c) Report on the Use of the Promotion of Reading Grant 22/23

Teacher-in-charge: Leung PS (VP), Wong OW (Panel Head of English Department, Leung Yuen Shan (Panel Head of Chinese Department, Lam CS (STEM Education), Tang Wing Man (Panel Head of Chinese Literature Department) and Librarian

Part 1: Evaluation of the Effectiveness

Evaluation of the objective & Evaluation of strategies: The School has purchased a certain amount of books, online e-books & reading materials for all students. However, it was due to the social issues and COVID-19, the reading promotion could not be implemented completely. We hope that it will be implemented next school year.

Part 2: Financial Report

	Item*	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books		
	<input checked="" type="checkbox"/> Printed books		
	Broadening students' exposure to reading (by purchasing a wide variety of fiction and non-fiction texts of different disciplines)	\$30,000.00	\$30,975.00
	Chinese Books (語言及文學類、歷史類、哲學類、社會科學類、自然科學類、應用科學類、美術遊藝類.....)		
	Magazines e-Books		
	Sub-Total	\$30,000.00	\$30,975.00
2.	Web-based Reading Schemes		
	<input type="checkbox"/> e- Read Scheme	\$20,000.00	\$12,632.00
	<input type="checkbox"/> Other scheme :		
	Sub-Total	\$20,000.00	\$12,632.00
3.	Reading Activities		
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$19,000.00	\$727.30
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses		
	Sub-Total	\$19,000.00	\$727.30
	Total	\$69,000.00	\$44,334.30

(5) Appendix
(d) Report on the Use of the Life-wide Learning Grant 2022-2023 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different K/LAs / cross-K/LA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	Prefects Leadership Training Team building learning day camp	24/9/2022	S3 - S5	82	\$12,000.00	\$146.34	E6	Disciplinary Team	Satisfactory	✓					✓
2	第74屆香港學校朗誦節(粵語組) To encourage students to enroll in speech activities	9/12/2022	S1 - S5	23	\$3,450.00	\$150.00	E1	Putonghua	All the participants worked very hard for the competitions. It boosts students' confidence through trainings.	✓	✓	✓			
3	Lecture by End Child Sexual Abuse Foundation To provide sex education for S1 students	31/10/2022	S1	119	\$1,785.00	\$15.00	E1, E5, E6	E&RE	The program is interactive by the organization and students can have a basic idea about how to protect themselves		✓				
4	校際朗誦節(粵語組) To encourage students to enroll in speech activities and to boost students' confidence in speaking	9/2022	S1 - S5	24	\$3,600.00	\$150.00	E1	Chinese language	All the participants worked hard for the competitions. It boosts student's confidence through trainings. (Competition results: 1st Runner-up for Secondary 5 Prose Speaking 2nd Runner-up for Secondary 1 and Secondary 2 Prose Speaking)	✓		✓			
5	S1 Learning Strategies Program To learn how to use different strategies to study different subjects	8/10/2022	S1	120	\$42,198.00	\$351.65	E1, E5	Academic development	Most of the students agreed that they learnt how to use different strategies and memorization method to study. Some of the students wanted to learn even more after the programme.						✓

6	Hong Kong Schools Speech Festival (English Speech) To boost students' confidence in English speech performance	9/2022 - 11/2022	S1 - S5	48	\$7,625.00	\$158.85	E1	English	Participants developed proficiency in speech performances by receiving coaching from the English teachers and improved after series of practice. The participants of the dialogue also had better cooperation and became more expressive speakers of English.	✓	✓		
7	S. 5 English Drama Appreciation Activity To improve students' appreciation of English drama performances and widen their exposure to different types of performances	2/2023	S5	47	\$980.00	\$20.85	E1, E2	English	Students developed a better understanding of the plot of the play through the pre-show workshop. They also had a taste of what an actual English drama performance was like and participated in some of the post-show interactive activities.	✓	✓		
8	S. 2 English Drama Programme To teach students basic drama skills and prepare them for a musical performance	9/2022	S2	115	\$6,067.00	\$52.76	E5	English	The external coach did not provide satisfactory service. Upon mutual agreement, the program ended after one session and S. 2 English subject teachers continued to teach students the drama component.	✓	✓		
9	Talent Development Program and Competition To encourage gifted students to participate in gifted education competition.	18/2/2023	S4 - S5	17	\$45,335.00	\$2,666.76	E1	Gifted Education	Students won Outstanding and Satisfactory Awards in the competition.	✓	✓		

10	<p>Tuition fee for Chinese orchestra and string ensemble team</p> <p>The Chinese orchestra and string ensemble are school team which has weekly rehearsals and would participate in public competitions and performances. The program is to train student's musicianship and ensemble.</p>	9/2022 - 8/2023	S1 - S5	32	\$57,400.00	\$1,793.75	E5	Music	Most students actively participated in the rehearsals with good attendance. More competitions and performances were allowed this year. Chinese orchestra was awarded with silver medal and students showed a high belongingness to the team and the school.	✓		
11	<p>HK Schools Music Festival and other competitions</p> <p>To encourage students participating public competitions to gain stage experiences and appreciate others' performances</p>	1/2023 - 2/2023	S1 - S5	78	\$14,010.00	\$179.62	E1	Music	Total 50 applications was received for HK schools Music Festival. Choir participated in the HK Interschool Choral Competition.	✓		
12	<p>Precreate Door Art Program</p> <p>To teach students in using the software for drawing digital art works</p>	7/9/2022 - 28/9/2022	S3 - S4	14	\$25,826.40	\$1,844.74	E5	Visual Arts	Students attended the courses seriously and the artwork they produced was creative and impressive.	✓		
13	<p>S4 Social Service Program</p> <p>To provide social service training and social services activities to students.</p>	9/2022 - 5/2023	S4	115	\$21,600.00	\$187.83	E1, E5	Personal guidance	From the result of the questionnaire, most students are satisfied with the program.		✓	
14	<p>Positive Education Program</p> <p>To provide activities or workshop to student so that they can learn the meaning of positive relationships</p>	10/3/2023	S4 - S5	210	\$8,500.00	\$40.48	E6	2022-23 School Development Plan	Majority of teacher and student survey showed that the activity is effective in conveying the knowledge of positive relationships	✓		
15	<p>S4 Adaptation Program</p> <p>Through the activities, students could begin to be inspired how to deal with the situations they may encounter in senior form. So that students can be psychologically prepared and master the skills and attitudes they should have. They can better adapt to senior life and develop themselves.</p>	30/9/2022	S4	117	\$19,720.00	\$168.55	E5	Personal guidance	Participants agreed that the program help them to understand the skills, attitude, and knowledge about senior school life.	✓		

16	Chinese Debate Club Training To enhance the debating skills of club members and raise their interest.	10/2022 - 5/2023	S1 - S5	16	\$10,010.00	\$625.63	E5	Chinese Language	More students actively participated in inter-school debate competitions, by comparing to last academic year. The winning percentages in debate competitions increased.	✓			
17	文學創作工作坊 To boost student's creativity and writing skill and raise their interest	21/12/2022, 03/04/2023, 05/07/2023	S4 - S5	19	\$6,700.00	\$332.63	E5	Chinese Literature	Students enjoyed and fully engaged in the activities.	✓			
18	Japanese Interest Class To provide a chance for students to learn basic knowledge about Japanese.	26/06/2023, 06/07/2023, 11/07/2023	S1 - S2	16	\$9,000.00	\$562.50	E5	Student Support	Students learnt basic Japanese alphabets and fully engaged in the activities.	✓			
19	Chinese Cultural Activities - Visiting Xi Xi Collection in the Chinese University of Hong Kong Library To broaden students' horizon and to learn more about a notable Hong Kong writer Xi Xi	4/7/2023	S4 - S5	15	\$1,050.00	\$70.00	E2	Chinese Language	Students enjoyed the exhibition.	✓			
20	STEM Education - Activities and Visit To provide opportunities for students to join STEM activities and buy STEM equipments.	9/2022 - 8/2023	S1 - S5	330	\$68,949.48	\$208.94	E1, E3, E5, E6, E7	Cross-Disciplinary (STEM)	To provide opportunities for students to join STEM activities.	✓			✓
21	House Leadership Training workshop To build strong house spirit among Houses and a sense of belonging on individual house committee members.	27/6/2023	S1 - S5	44	\$4,320.00	\$102.73	E1, E6	ECA	House committee members actively participated in all activities in the training workshop.	✓			✓
22	Salesian Youth Day Students can experience the theme of the pastoral year with games and prayers.	25/2/2023	S1 - S3	33	\$1,100.00	\$33.33	E1	Spiritual Formation	The students are actively participated in the activities with cooperation and communication. They enjoy the peaceful environment for praying	✓			
23	Sports Training Program To subsidize students participating in various sports events	9/2022 - 8/2023	S1 - S6	120	\$132,931.14	\$1,107.76	E1, E2, E3, E5, E6, E7, E8	Physical Education	Successful, more students are willing to participate in sports courses in the near future.	✓			
24	香港歷史文化遊覽—鯉魚門之旅 To give student a taste of the customs and humanistic spirit of Hakka culture.	30/6/2023	S1 - S2	40	\$24,200.00	\$605.00	E1, E2	Chinese History	76.5% of the students enjoyed the activities and agreed that the activities allowed them learn more about Hakka culture.	✓			

25	<p>探索故事及校本國情電影欣賞 To strengthen students' knowledge on Chinese history and culture and to boost their sense of belonging to national identity</p>	15/6/2023	S1 - S2	161	\$4,460.00	\$27.70	E2	Moral, Civic and National Education	Over 90% of the students agreed that the activities allowed them learn more about Chinese culture and boost their sense of belonging.	✓	✓	
26	<p>S.1 Adventure-Based Counselling Camp To provide students an opportunity to learn communication skills, problem solving techniques and leadership skills. To help building up sense of belonging and class spirit among students.</p>	30/8/2022	S1	125	\$55,400.00	\$443.20	E5	Personal guidance	Through some problem-solving and decision-making games, the understanding among students is strengthened, and the trust between students is also established. Students learned how to trust others and enhance their self-confidence. At the same time, students learned how to work with others to solve difficulties, enhance teamwork and experience the spirit of sacrifice.	✓		
27	<p>S.2 Growth Scheme To help students understand the meaning and the elements needed of growth, cherish all learning experiences and opportunities from the past and become the navigators of their own lives.</p>	10/2/2023	S2	115	\$16,000.00	\$139.13	E5	Personal guidance	Through some problem-solving and decision-making games, the understanding among students is strengthened, and the trust between students is also established. Students learned how to trust others and enhance their self-confidence. At the same time, students learned how to work with others to solve difficulties, enhance teamwork and experience the spirit of sacrifice.	✓		
28	<p>English Musical To showcase different talents of students.</p>	1/9/2022 - 15/7/2023	S2 - S4	663	\$617,644.96	\$931.59	E1, E5, E6, E7	Aesthetic Development	The activity was held successfully.	✓	✓	

29	Drama club activities To develop student's interest in performing art.	10/2022 - 5/2023	S2 - S5	25	\$27,600.00	\$1,104.00	E5	Drama Club	Students enjoyed joining the activities held by drama club, and were enthusiastic of participating in Drama Festival.	✓			
30	Katso Leadership training To enhance leadership skill of Katso committee and cultivate their sense of belonging	23 - 25/6/2023	S1 - S6	37	\$40,270.00	\$1,088.38	E1, E6, E7	Spiritual Formation	Most of the students give positive feedback about the training provided by DON BOSCO YOUTH CENTRE. They have a deep reflection about their own strengths and weaknesses and create bonding with their group mates in the activities.	✓	✓	✓	✓
31	IS Project Study & Research The girls have done the research projects for Hong Kong Youth Science & Technology Innovation Competition (HKSTIC) and Korean Science and Engineering Fair(KSEF).	12/2022 - 2/2023	S3 - S4	3	\$6,750.00	\$2,250.00	E5	Cross-Disciplinary (STEM)	They got Bronze Awards in KSEF and Merit Awards in HKSTIC. They have enhanced their scientific skills in following projects.	✓			✓
32	Whole School LWL Excursion Day Broaden the horizon of the students, providing knowledge, skills and attitude required to the students	4/4/2023	S1 - S5	545	\$72,110.00	\$132.31	E1, E2, E6	Life-wide Learning Team	70% of the students agreed that the activities have achieved the objectives and they liked the settings of the programs	✓	✓	✓	✓
33	Dance Training In order to promote students to have a sense of belonging to school, students were trained to perform a dance performance.	31/8/2022 - 3/12/2022	S1	114	\$18,750.00	\$164.47	E5	Aesthetic Development	The dance performance was found successful with much appreciation from the guests.	✓			✓
34	Student Leadership Training Program To enhance students' leadership, responsibility and creativity	6/2023 - 8/2023	S2 - S4	130	\$50,094.00	\$385.34	E1, E2, E7	ECA	Students enjoyed the program very much. Students participated actively in the program. The Students thought the program can achieve the goals.	✓	✓	✓	✓
35	Birdwatching Team Training To develop birdwatching skill and explore the nature of HK	9/2022 - 4/2023	S1 - S5	30	\$7,682.40	\$256.08	E1, E2	Birdwatching Team	Ability and interest of birdwatching were increased.	✓	✓	✓	✓
36	Cooperative Education Program with BU- Teaching the Traditional Chinese Medicine To engage student's interest and understanding on traditional Chinese medicine.	9/2022 - 11/2022	S2 - S4	60	\$22,471.80	\$374.53	E1, E5, E6	BU Herbal Garden	Students were satisfied with the Chinese medicine workshop.	✓			✓

(Please insert rows above if the space provided is insufficient.)						
Sub-total of Item 1.1		3,802	\$1,467,790.18			
1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons						
(Please insert rows above if the space provided is insufficient.)						
Jeju Environmental Camp "(CO)2Zero challenge"						
1	Build and enhance students' awareness of environmental issues. To establish a sustainable lifestyle. Enhance cultural exchanges with Korean Youth.	19-24/7/2023	S2 - S5	10	\$4,853.69	\$4,853.37
				E1, E2	Spiritual Formation	✓
					In the camp, the students engaged in a variety of tasks (challenges) to raise their environmental awareness and explore sustainable practices. The camp also provided an valuable chance for cultural exchange with Korean students as they worked together in group challenges and environmental initiatives.	✓
(Please insert rows above if the space provided is insufficient.)						
Sub-total of Item 1.2		10	\$44,853.69			
Expenses for Category 1		3,812	\$1,512,643.87			

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,512,643.87

Category 3: Number of Student Beneficiaries

Total number of students in the school:	663
Number of student beneficiaries:	663
Percentage of students benefiting from the Grant (%):	100%
Name of Contact Person for LWL:	Li Chun Yat Stephen
Post of Contact Person for LWL:	Head of Life-wide learning team

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, 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 softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

(5) Appendix**(e) Report on the Use of the Student Activities Support Grant**

22/23 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$104,000.00
B	Expenditure in the Current School Year:	\$9,565.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$94,435.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	0	\$0.00
Meeting the school-based financially needy criteria	6	\$9,565.00 (capped at 25% of the total allocation for the school year)
Total	6	\$9,565.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Strings Classes	Arts (Music)	3	\$5,040.00	✓		✓		
2	Chinese Instruments Classes	Arts (Music)	1	\$1,875.00	✓		✓		
3	Guitar Classes	Arts (Music)	1	\$1,530.00	✓		✓		
4	Woodwind Classes	Arts (Music)	1	\$1,120.00	✓		✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			6	\$9,565.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			6	\$9,565.00					

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

Contact Person for LWL (Name & Post): Mr. Yeung WT Angus (EO)

(5) Appendix

(f) Report on the use of Diversity Learning Grant (DLG) in 2022-23

Report on the use of Diversity Learning Grant (Other Programme) to relieve teachers' workload and to facilitate continual effective teaching for NSS
(Actual Income \$93,600)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	1. Course fee for NSS Students taking DSE Music, ERE & Teacher to help in pastoral care of students 2. Course fee for Gifted Education Program Course Fee	More of teacher's effort can be put into DSE network program of ERS Music teacher can attend to ECA of the department	09/2022 - 08/2023	Salary (including MPF) of Teacher & Course Fee) Budget Expenses \$100,000 (Actual Expenses: Course Fee \$623,12.10)	100% level 2 in DSE ERS	DSE results	Principal, Head of Departments concerned

Report on the use of Diversity Learning Grant (Other Language) to relieve teachers' workload and to facilitate continual effective teaching for NSS
(Actual Income \$38,700)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	Course fee for NSS Students taking DSE Japanese Language Course Fee	To enrich students' in language development; Prepare for HKDSE Japanese Language Reduce the teachers' workload	09/2022 - 08/2023	Course Fee Budget Expenses \$40,000 (Actual Expenses: Course Fee \$38,700)	1. S.6 (23-24 school year) Cambridge Assessment International Education 100% Grade E or above 2. S.6 (24-25 school year) Japanese-Language Proficiency Test 100% N3 or above	DSE results	Principal, Head of Departments concerned

(5) Appendix
(g) Report on the Use of Citizenship & Social Development Grant 22/23

Amount: Grant Income \$300,000

Period: 09/2021-08/2025 (Circular No. 174/2023)

Teacher in Charge: Chan Shu Ming

Area	Budget				Actual 21/22-22/23
	21/22	22/23	23/24	Total	
1. Developing or procuring relevant learning and teaching resources	\$10,000	\$5,000	\$8,500	\$23,500	\$17,578.60
2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$500*81 = \$40,500	\$500*110=\$55,000	\$500*110=\$55,000	\$150,500	-
3. Organising school-based learning activities relating to the CS curriculum	\$5,500	\$5,250	\$5,250	\$16,000	\$3,091.00
4. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$400*110 = \$44,000	\$300*110=\$33,000	\$300*110=\$33,000	\$110,000	-
5. Others (please specify)	N/A	N/A	N/A	N/A	-
Total	\$100,000	\$98,250	\$101,750	\$300,000	\$20,669.60

(5) Appendix

(h) Report on the Use of Sister School Scheme Grant

Estimated Amount of Grant: \$100,000 (Actual Income \$159,955)

Period: 09/2021-08/2022

Teacher in Charge: Ms Leung Pui Shan (Vice Principal) and Tang Siu Lung (Vice Principal) and Tang Sin Ting (Teacher)

Name of the Mainland Sister School: The High School Affiliated to University of Science & Technology Beijing 北京科技大學附屬中學

Item No	Name and Content of The Exchange Activity	Intended Objectives	Monitoring / Evaluation	Estimated Expenditure
1	<p>Zoom Visit to Beijing Sister School</p> <p>Teacher Level:</p> <p>a. Teaching experience sharing</p> <p>Student Level:</p> <p>a. Presentation and sharing</p> <p>b. Learning experience sharing</p>	<p>Teachers:</p> <p>a. Exchange and share teaching experience</p> <p>b. Professional development of teachers</p> <p>Students:</p> <p>a. Understand the learning environment in a Mainland school</p> <p>b. Embrace cultural diversities in order to build harmonious relationships between HK and Mainland students</p> <p>c. Understand the cultural difference in two places</p>	<p>a. Student will write reflection and sharing of the visit</p> <p>b. A presentation and sharing session will be held in front of all schoolmates in HK</p>	<p>Video conferencing facilities & Zoom license / Visit</p> <p>\$80,000</p> <p><u>(Actual Expenses \$0)</u></p> <p>Salary for supporting staff for handling work of sister school exchange activities</p> <p>\$20,000</p> <p><u>(Actual Expenses \$0)</u></p> <p>Balance b/f \$157,127</p> <p>Income \$159,955</p> <p>Expenses - \$0</p> <p>Clawback <u>-\$157,127</u></p> <p>Balance c/f <u>\$159,955</u></p>

(5) Appendix

(i) Report on the Use of Moral & National Education Grant 22/23

計劃統籌老師：梁佩珊副校長

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
學校行政	<ul style="list-style-type: none"> ● 透過教職員會議及教育講座，讓教職員、學生認識國家、了解《基本法》、《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊； ● 每周舉辦升旗儀式，又安排學生作「旗下講話」，分享國家新近發展、中華文化等議題及教導學生認識和尊重國旗、國徽和國歌的意義，培養他們的國家觀念和國民身份認同 ● 安排校園壁報展示與國家發展相關的議題，從而讓學生探索國家的新近發展。 	22/23	\$10,000 實際支出： 教材教具 \$2,196 參觀活動 \$600 國民教育講座 \$1,800 國民教育一天團 \$18,344 其他 \$2,000 \$24,940	梁佩珊副校長 郭鳳玲老師	已落實

(5) Appendix

(j) Report on the Use of the Education Support Provided for NCS 2022-2023

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

（傳真號碼：2537 4591／郵寄地址：香港添馬添美道2號政府總部東翼7樓）

（學校請於2023年11月30日或之前提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1至9名非華語學生¹的普通中學²

加強支援非華語學生的中文學與教 額外撥款 2022/23 學年學校報告（普通中學適用）

學校名稱： 天主教母佑會蕭明中學

學校註冊編號： 113794 (6位數 SCRN)

學校電話號碼： 24241796

學校傳真號碼： 24841434

總統籌人員姓名： 梁婉珊老師

總統籌人員職位： 副校長 中文科主任 中文科任教師

其他（請說明）： _____

按教育局通告第8/2020號，本校在2022/23學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校2022/23學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員於 2022/23 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他(請說明): _____

(2) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校於 2022/23 學年：

- (a) 已安排他們參加的相關培訓如下（可選多於一項）：
- (i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
 - (ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - (iii) 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
 - (iv) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
 - (v) 校內中文科教學人員同儕觀課，進行專業交流，分享心得
 - (vi) 校內中文科教學人員共同備課，調適教學策略和教學內容等
 - (vii) 其他(請說明): _____

或

- (b) 未有安排他們參加相關培訓，原因是（可選多於一項）：
- (i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
 - (ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。
 - (iii) 其他(請說明): _____

(3) 評估非華語學生的中文學習需要

本校於 2022/23 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input checked="" type="checkbox"/> 已採用教育局為學校提供的《評估工具》。(中三 1 位學生、中六 1 位學生) <input checked="" type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。(中六 2 位學生) <input type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。(1 位學生) <input type="checkbox"/> 其他（請說明）：
(b)	<input checked="" type="checkbox"/> 已實施教育局為學校提供的「學習架構」。(中三 1 位學生) <input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。(中六 2 位學生) <input checked="" type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。(中六 1 位學生) <input type="checkbox"/> 其他（請說明）：

(4) 安排非華語學生考取合適的中國語文資歷

於 2022/23 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		2
(b)	香港中學文憑考試應用學習中文 (非華語學生適用)			1
(c)	普通教育文憑試 (GCE) 高級程度 (A-Level)			
(d)	普通教育文憑試 (GCE) 高級補充程度 (AS-Level)			
(e)	國際普通中學教育文憑 (IGCSE)			
(f)	綜合中等教育證書 (GCSE)			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2022/23 學年獲提供的額外撥款 A 153,769 元 / 307,500 元，以及 2021/22 學年額外撥款累積餘額³（如適用） B 0 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2021/22 學年學校報告」的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

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

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ （請於第(6)(a)項提供補充資料）		
	<input checked="" type="checkbox"/> 教學助理 (0.55) 名	\$ 153,769	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 教師 () 名	\$	<input type="checkbox"/>
		請以小數表示（如適用）	
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源 （請於第(6)(b)項提供補充資料）	\$	<input type="checkbox"/>
(c)	<input type="checkbox"/> 僱用專業服務（請於第(6)(a)項及／或第(6)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>	
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動 （請於第(6)(c)項提供補充資料）	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 <input type="checkbox"/> C		\$ 153,769	
[(a) + (b) + (c) + (d) + (e)]			
（請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和）			

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排非華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(5)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

(請注意：上述額外撥款開支必須與學校有關學年／財政年度經審核周年帳目的相關項目一致)

- (f) 2022/23 學年完結時，本校的額外撥款累積結餘為 **D** 0 元
 $[A] + [B] - [C]$ ，累積結餘佔 2022/23 學年額外撥款的百分比為 0 %
 $[D] \div [A] \times 100\%$ 。

只供額外撥款的餘額 **D** 累積至高水平 (70%或以上) 的學校填寫
 2022/23 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

- (i) 原因：

- (ii) 改善建議／下學年運用額外撥款餘款的計劃：

(6) 本校於 2022/23 學年的校本支援措施詳情如下：

(a)	本校已聘請額外員工／調配人員／僱用專業服務，負責以下工作：
<input checked="" type="checkbox"/>	提供中文科的課堂支援：(可選多於一項) <input checked="" type="checkbox"/> 抽離學習 (年級： <u>中二·中六</u>) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input checked="" type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級： <u>中二·中六</u>) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
<input type="checkbox"/>	提供其他支援：(可選多於一項) <input type="checkbox"/> 中文學習小組 (年級：_____) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input type="checkbox"/> 中文銜接課程 (年級：_____) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 導讀學習 (年級：_____) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
<input checked="" type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(6)(c)項提供補充資料)
<input type="checkbox"/>	其他 (請說明：_____) (年級：_____)

請在適當的方格內加上「√」號

(b) 本校已購買促進非華語學生學習中文的教學資源，詳情如下：
 (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)

教學資源

年級

(i)

(ii)

(c) 本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：

(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)

(i) 舉辦推廣共融校園／多元文化的活動

(請簡述活動如何推廣共融校園／多元文化)

1. 活動內容：鼓勵非華語學生與華語生共同參與中文學習 中三及中
活動 促進文化交流，以作推廣共融校園 年級：六

- 由學校籌辦 僱用專業服務或與機構協辦
- 使用此額外撥款 沒有使用此額外撥款

2. 活動內容： _____ 年級： _____

- 由學校籌辦 僱用專業服務或與機構協辦
- 使用此額外撥款 沒有使用此額外撥款

(ii) 加強與非華語學生家長的溝通和家校合作

(例如家長日、家長講座及家長教育活動等) (可選多於一項)

- 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 年級： _____
- 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 年級： _____
- 定期與非華語學生的家長討論其子女的學習進度(包括中文學習)，並按需要解釋及強調學好中文的重要性 年級：中三及
中六
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 年級：中六
- 其他(請說明： _____) 年級： _____

(三) 評鑑、問責及支援

(7) 在 2022/23 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2022/23 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

成效顯著
頗有成效
成效不彰

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> 提升教學人員教授非華語學生中文專業能力 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 促進非華語學生的中文學習進度 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 提升非華語學生學習中文的信心和態度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(ii) 建構共融校園（可選多於一項）

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 推廣共融校園的成效 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(8) 本校已備妥以下文件：

- (i) 本校已在 2023 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。現隨學校報告夾附本校的中、英文版本學校支援摘要（見附件一），以供教育局備考；以及
- (ii) 本校已在 2023 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。現隨學校報告夾附有關電腦頁面截圖（見附件二），以供教育局備考。

校監簽署： Sr. Cecilia Be

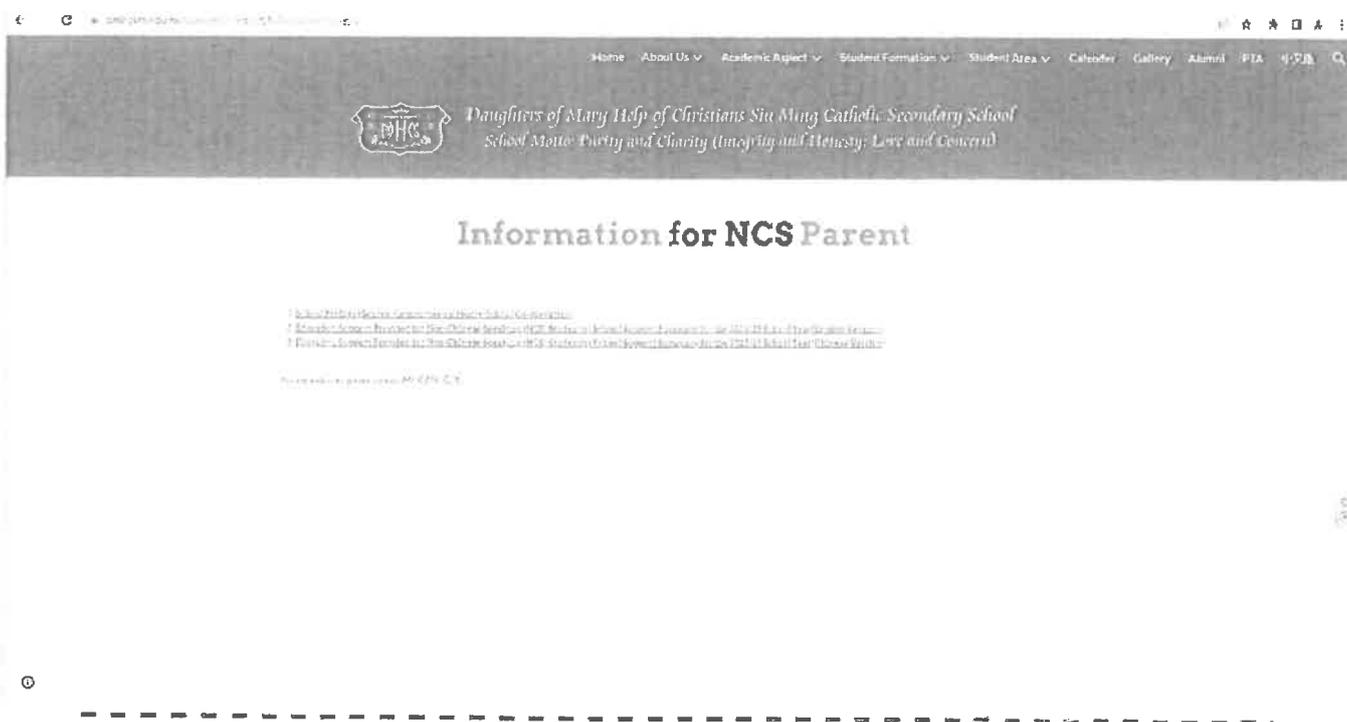
校監姓名： Sr. Tse Kam Fong

日期： 13 OCT 2023

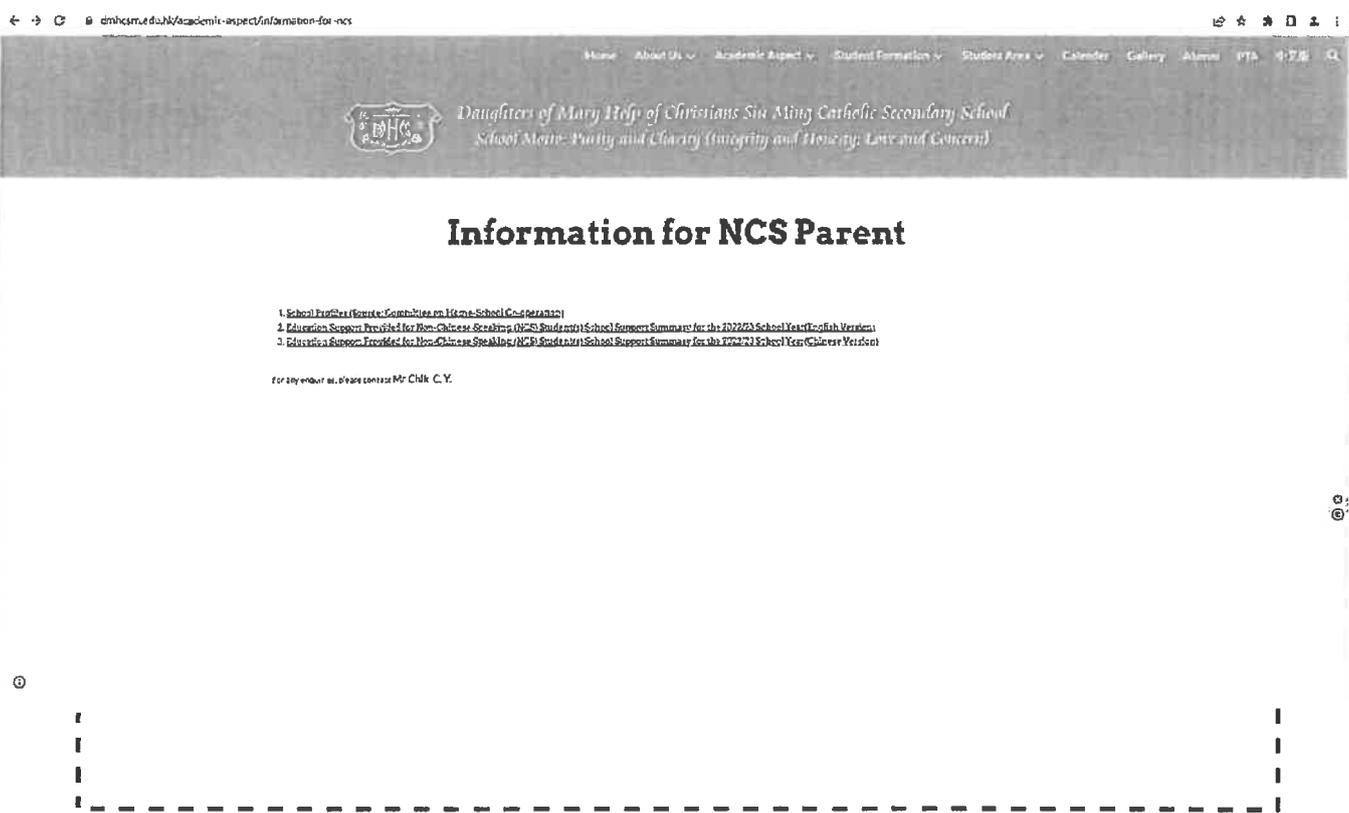


請在適當的方格內加上「√」號

學校必須在 2023 年 11 月 30 日或之前，透過本局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容須與此學校報告相符），並上載學校網頁，以供家長參閱。摘要表格見教育局網頁（網頁路徑：主頁 (<https://www.edb.gov.hk>) > 學生及家長相關 > 非華語學童 > 相關通告）。



學校必須在 2023 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。



(二) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

鼓勵非華語生與華語生共同參與語文學習活動，促進文化交流，以作推廣共融校園。

- 其他措施（請說明）：

(三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施（請說明）：

【#：以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。】

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 24241796（電話號碼）與 梁婉珊老師（聯絡人姓名）聯絡。

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year**

Name of School: Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

Our school was provided with additional funding by the Education Bureau in the 2022/23 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2022/23 school year (one or more options can be selected)#:

- Appointing 0 additional teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>One S3 Non-Chinese Student and One S6 Non-Chinese Student</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>One S3 Non-Chinese Student and One S6 Non-Chinese Student</u>) |

Others (please specify): _____

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

Translating major school circulars/important matters on school webpage

Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Encouraging NCS students to participate in Chinese Language learning activities with their Chinese-speaking peers.

Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)

Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis

Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children

Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Ms Leung Yuen Shan (Name of Contact Person) at 24241796 (Tel. No.).