



# Shau Kei Wan Government Secondary School School Report 2022/23

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## ***Our Vision***

**We provide students with opportunities to strive for excellence in all aspects of life.**

## ***Our Mission***

**We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto ‘VINCIT VERITAS’ in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.**



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# 1 Our School

## 1.1 Type of School

Shau Kei Wan Government Secondary School is a co-educational grammar school operated by the Hong Kong Special Administrative Region Government.

## 1.2 Historical Background

Shau Kei Wan Government Secondary School was founded in 1961. As the school was still under construction, it operated in the shared premises of Clementi Middle School at Fortress Hill Road. It moved to its present premises at 42 Chai Wan Road, Hong Kong in the autumn of 1964 and was officially opened on 19 November 1964.

## 1.3 School Facilities

The school has a total of 31 classrooms, plus a Computer-Assisted Learning Room, a Multimedia Learning Centre, an English Language Room, a Liberal Studies Room, 2 e-Learning Rooms, 4 laboratories (for Physics, Chemistry, Biology and Science) and 5 special rooms (for Visual Arts, Music, Design and Technology, Home Economics and Geography). The school also has a Library, a School Hall, 2 Staffrooms, a Staff Common Room, a General Office, a Conference Room, a sick room, a printing room, a Student Activity Centre, a Life Planning Room, 2 Social Worker's Rooms, a Multi-function Room, a Guidance Room and a Music Activity Room. In addition, there are a garden, a covered playground, a courtyard, 2 basketball courts, 3 volleyball courts and a mini-football pitch.

## 1.4 School Management

School-based management was implemented in the 90's.

**Composition of the School Management Committee**

<b>Category</b> <b>Year</b>	<b>Sponsoring</b> <b>Body (EDB)</b>	<b>Principal</b>	<b>Parent(s)</b>	<b>Teacher(s)</b>	<b>Alumni</b>	<b>Independent</b> <b>Member(s)</b>
20/21	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
21/22	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
22/23	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

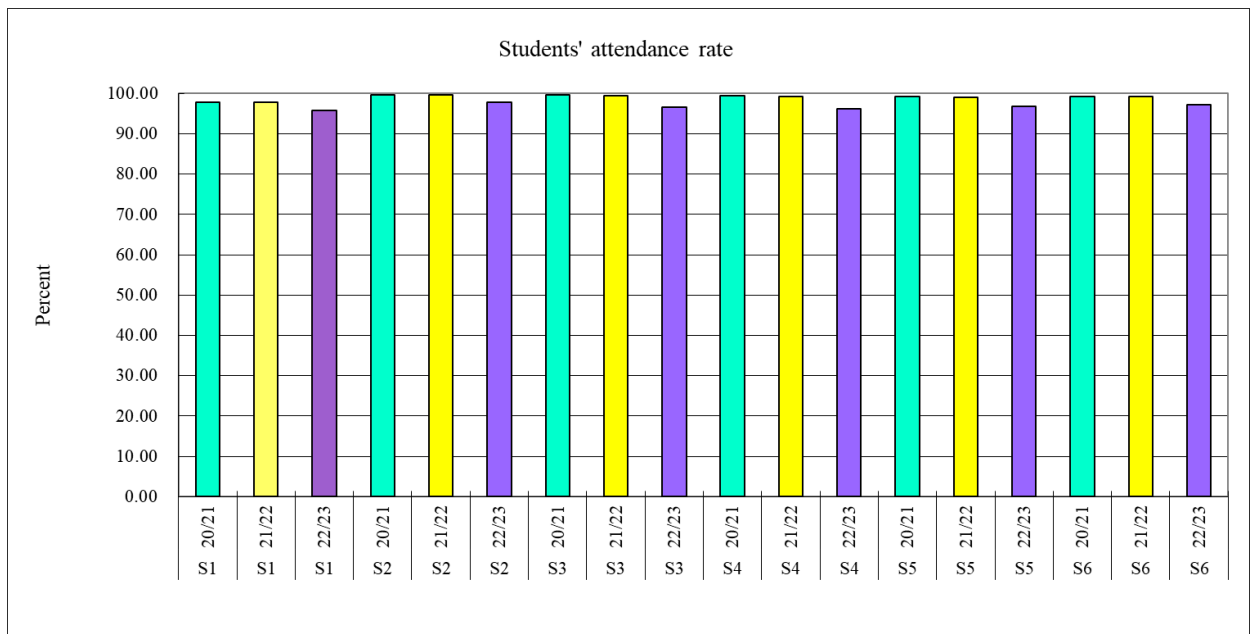
Committee members of 2022/23 were Ms Law Kit-ling, Grace (Chairperson), Ms Yan Kin-foon, Alice (Principal), Ms Leung Yui-na and Ms Hong Teyn-fon (Parent Members), Mr Chow Wing-sum and Ms Cheung Pui-ling (Alumni Members), Ms Leung Kin-yi, Promail and Mr Lai Kai-wing (Independent Members), and Mr Ko Wing-tai and Mr Tsui Chung-pong (Teacher Members).

## 2 Our Students

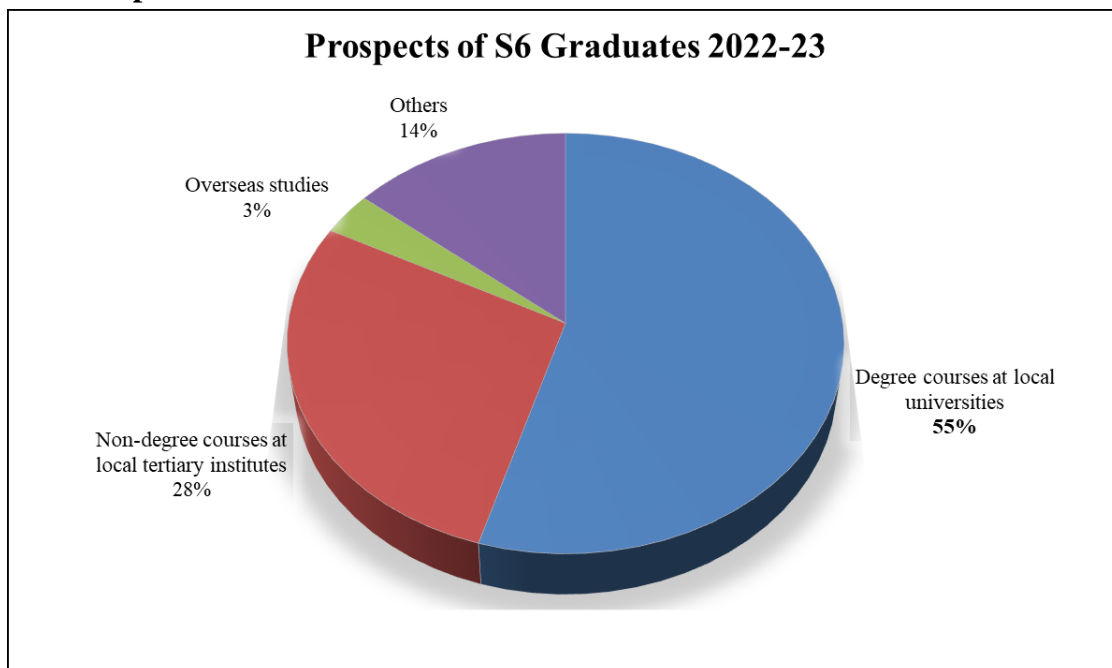
### 2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	95	82	61	79	76	80	473
Girls	45	43	52	44	49	45	278
<b>Total Enrolment (as at 30 Sept 2022)</b>	140	125	113	123	125	125	751

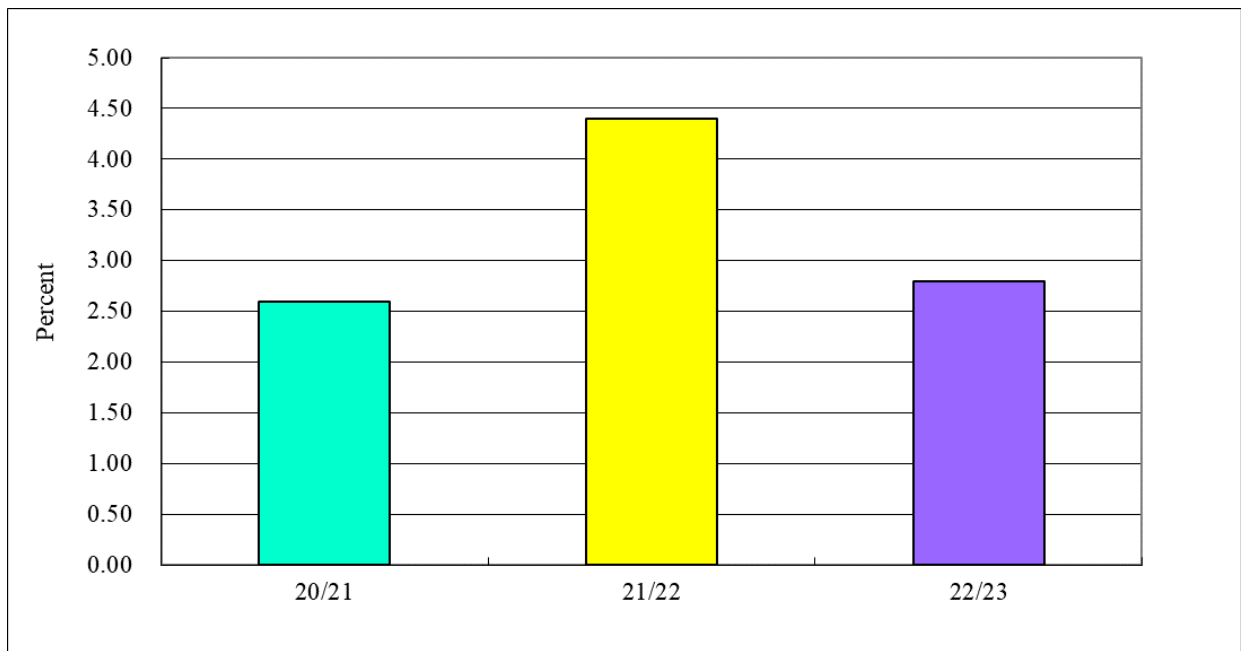
### 2.2 Students' Attendance



### 2.3 Prospects of S6 Graduates



## 2.4 Early Exit Students



### 3 Our Teachers

#### 3.1 Teachers' Qualifications

There were 85 staff members in our school: the Principal, 3 Assistant Principals, 48 teachers, 1 Teacher Librarian, 2 School Social Workers, 5 Teaching Assistants, 1 Clerical Officer, 1 School Administrative Executive, 4 Clerical Assistants, 3 General Clerks, 3 Laboratory Technicians, 1 Information Technology Resources Officer, 1 Information Technology Resources Assistant, 1 Skilled Worker, 2 Semi-skilled Workers, 6 Workmen II and 2 General Worker.

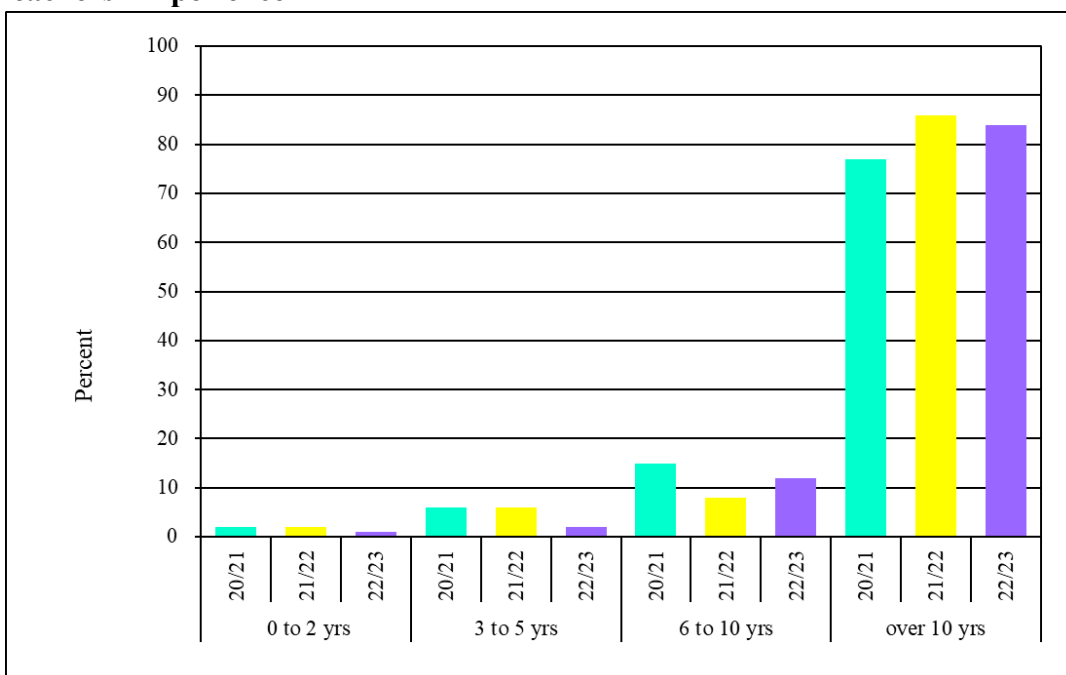
Highest Academic Qualifications attained by teachers:

- Master's degree or above: 44%
- Bachelor's degree: 56%

Professionally-trained teachers: 100%

English Teachers and Putonghua Teachers with LPR: 100%

#### 3.2 Teachers' Experience



#### 3.3 Teachers' Professional Development

In the year 2022/23, teachers (including the Assistant Principals) undertook a total of 2403 hours of training in the five CPD Domains for Teachers.

Domains	No. of Hours
Teaching & Learning	998
Student Development	423
School Development	370
Professional Relationships and Services	247
Personal Growth and Development	365
<b>Total:</b>	<b>2403</b>

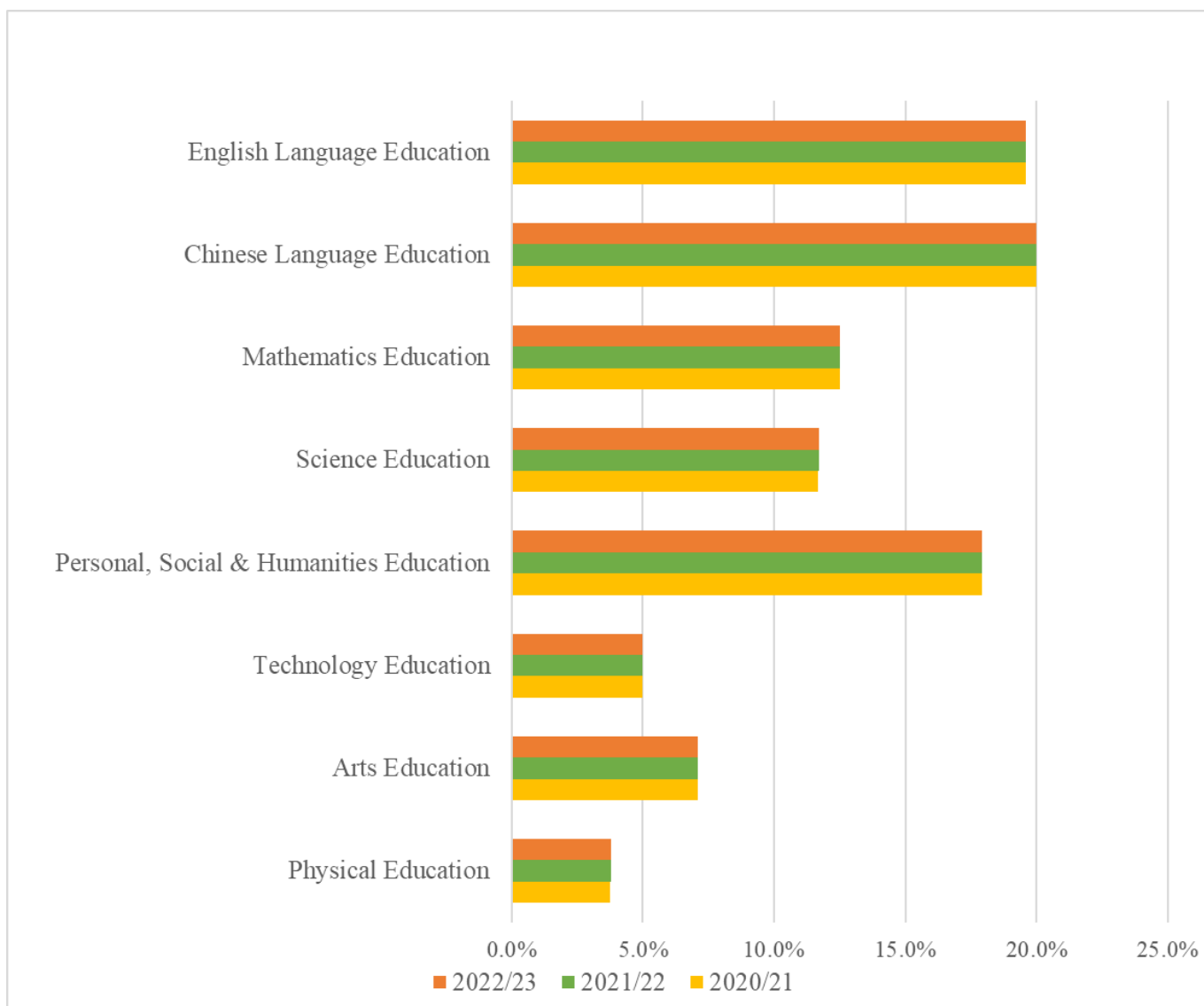


## 4 Our Learning and Teaching

### 4.1 School Curriculum 2022/23

KLA	Subject	S1	S2	S3	S4	S5	S6
Chinese Language Education	Chinese Language	*	*	*	*	*	*
	Chinese Literature				*	*	
	Putonghua	*	*				
English Language Education	English Language	*	*	*	*	*	*
Mathematics Education	Mathematics	*	*	*	*	*	*
	Mathematics Extended Module 2				*	*	*
Personal, Social and Humanities Education	Life and Society	*	*	*			
	Citizenship and Social Development				*	*	
	Liberal Studies						*
	Economics				*	*	*
	Geography	*	*	*	*	*	*
	History	*	*	*	*	*	*
Science Education	Science	*	*	*			
	Biology				*	*	*
	Chemistry				*	*	*
	Physics				*	*	*
Technology Education	Computer Literacy	*	*	*			
	Design and Technology	*	*	*			
	Home Economics	*	*	*			
	Business, Accounting and Financial Studies				*	*	*
	Information and Communication Technology				*	*	*
Arts Education	Visual Arts	*	*	*	*	*	*
	Music	*	*	*	*	*	*
Physical Education	Physical Education	*	*	*	*	*	*
Others	Applied Learning					*	*
Other Learning Experiences: Moral and Civic Education, Community Service, Aesthetic Development, Career-related Experiences, Physical Development							

## 4.2 Lesson Time for the Different Key Learning Areas (KLAs) in S1-S3



## 4.3 Medium of Instruction

Our school uses English as the medium of instruction in all subjects except for Chinese Language, Chinese Literature, Chinese History, Putonghua, Life & Society, Citizenship & Social Development and Liberal Studies.

## 5 Achievements and Reflection on Major Concerns

### 5.1 Major Concern 1: To raise students' learning capability in pursuit of academic excellence

**Focus Area A: To enhance self-directed learning with the use of IT to meet the challenges under the “New Normal”**

Targets & Strategies	Achievements and Effectiveness
<p><b>1. To strengthen the language ability of students through reading.</b></p> <ul style="list-style-type: none"> <li>• Through online reading platform to promote online reading for developing students' habit of reading.</li> <li>• To enhance students' reading interest through a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Tasks including over 80 online articles in the Google Classroom contributed by different subject departments for S1-S6 students successfully promoted students' reading habit and enhanced their designated scope of knowledge. Students were required to complete follow-up tasks in the Google Forms after reading the interesting subject-based articles. In line with the value education advocated by the EDB, our reading articles instilled elements of national security education (NSE) such as cultural security and science &amp; technology security as well as positive values and attitudes focusing on perseverance, commitment, sense of responsibility and respect for others. Other follow-up reading tasks could be worksheets, reading reports, group discussion and presentations in class.               <ul style="list-style-type: none"> <li>➤ Teachers reflected that students duly completed the reading exercises with good comprehension skills and knowledge. Moreover, online reading enhanced students' opportunities of self-directed learning and enriched their knowledge in different perspectives. The online reading habit was promoted among students.</li> </ul> </li> <li>• The existing reading schemes continued to promote reading in learning. The <i>Extensive Reading Schemes</i> for S1-S3 students was conducted by Departments of English and Chinese and <i>eRead Scheme</i> for S1-S6 students focused on promoting STEAM education and non-fiction recommended by various KLAs.               <ul style="list-style-type: none"> <li>➤ The reading schemes helped cultivated and sustained students' reading habits. Overall, the total number of books borrowed by students in the school library increased to 421, with a total reading time over 500 hours Throughout the school year 2022/23, the number of <i>ERS Reading Scheme</i> awardees in English and Chinese surged and <i>eRead Scheme</i> certificates would be awarded to students reading e-books for 50 hours.</li> </ul> </li> <li>• In many subjects, teachers promoted reading and supplemented subject knowledge via a range of reading related activities and online resources such as web-materials, articles from publishers and e-news.               <ul style="list-style-type: none"> <li>➤ Positive feedback was given and students' comprehension ability was enhanced.</li> </ul> </li> <li>• The Reading-to-Learn Team took an active role in promoting students' reading habit and interest in collaboration with various subject departments and school teams, and organising reading related activities. Examples were as follows:               <ul style="list-style-type: none"> <li>- implementing the Morning Reading Periods</li> </ul> </li> </ul>

Targets & Strategies	Achievements and Effectiveness
	<ul style="list-style-type: none"> <li>- arranging book presentations by S1-S4 students in the Morning Assembly</li> <li>- assisting in organising Chinese and Chinese History talks on the themes of ‘學好寫作的六種方法：文憑試作文策略初探’，‘莫把演義當史實：認識真實的三國史’ and ‘我們的故宮’</li> <li>- assisting in organising English drama script reading activity namely ‘<i>Reading a play through English Drama</i>’</li> <li>- assisting in organising one-hour <i>Reading Challenge</i> to promote STEAM education and reading</li> <li>- organising a book fair in collaboration with different school subjects and teams (having sold 340 books)</li> <li>- nominating students to participate in the <i>World Book Day Creative Competition 2023</i></li> </ul> <p>➤ The work of the Reading-to-learn Team successfully boosted the reading culture among students with mostly positive feedback in the above-mentioned activities. In particular, 340 books were sold in the book fair with Chinese novels as the most popular category and one student won the <i>Outstanding Award</i> in the <i>World Book Day Creative Competition</i>.</p> <ul style="list-style-type: none"> <li>• The reading habit, interest and perceive comprehension capability were witnessed in the following survey results: <ul style="list-style-type: none"> <li>(1) According to the <i>Reading Habit Survey</i> conducted by the Reading to Learn Team, 56 % of students usually spent 1-15 hours on reading English materials online per week and 71 % of students usually spent 1-15 hours on reading online Chinese materials per week. This showed that reading has become a habit or a part of life. The data showed that junior form students read more often than the senior form students. 40% of students enjoyed leisure reading with an average of at least 30 mins per day. 74 % of students agreed that reading is a meaningful activity.</li> <li>(2) In the <i>APASO Survey on Affective Development</i> in which 49.8 % of students spent an average of at least 30 mins per day for leisure reading and 75.1 % of students disagreed that reading was a waste of time. Regarding <i>Affective and Social Outcomes</i>, 48.2% and 55.8% of students fairly agreed and agreed that they were not very good at reading Chinese and English respectively. This reflected that students noticed the importance of reading and were willing to read regularly but their confidence and perceived ability in reading had room for improvement.</li> <li>(3) In the <i>Stakeholders’ Survey</i>, 56.7% of students responded that they often read materials such as leisure reading materials and newspapers outside class. The school looks forward to organizing a variety of reading activities and programmes to further enhance students’ reading interest and language ability next year.</li> </ul> </li> <li>• Overall, the reading habit of students were cultivated via a range of activities with the concerted effort of different parties</li> </ul>

Targets & Strategies	Achievements and Effectiveness
	<p>of the school. The school would continue to organise a variety of reading activities to further entice students' reading interest, sustain their reading habit and provide assistance in enhancing their comprehension skills.</p>
<p><b>2. To foster students' innovative capability by developing their scientific, technological and mathematical skills; and to nurture students' Value Education and National Security Education (NSE).</b></p> <ul style="list-style-type: none"> <li>• To increase junior students' STEAM ability through the inter-school AI project and cross-subject activities.</li> <li>• To broaden students' horizons and develop their career aspiration through collaboration with various tertiary education providers, businesses and industries.</li> <li>• To nurture students' Positive Values and promote National Security Education (NSE) in collaboration with Major Concern 2.</li> </ul>	<ul style="list-style-type: none"> <li>• The STEAM Education Unit collaborated with science departments to organized various activities for students in the schools' STEAM Week held from 1/12/2022 to 9/12/22. The activities included different workshops and training sessions like <i>Forensic Science Workshop</i>, <i>Flower Dissection Workshop</i>, <i>Circuit Building Workshop</i>, <i>Marbling Art Workshop</i>, <i>Rocket Car Fun Day</i> and <i>Drone Training</i> etc. Hands-on experiments in <i>Food Science</i> and <i>Mechanical World</i> were also conducted by students to enrich their science exposures and enhance their STEAM competences. <ul style="list-style-type: none"> <li>➢ Teachers reflected that students showed interest and active participation in all the activities. Post-activity surveys reflected that above 90% of students enjoyed the activities. Most students agreed that they learnt a lot from various workshops and their interest in learning science was enhanced.</li> </ul> </li> <li>• Different subject departments organized STEAM-related activities for students across the levels in the school year. The Departments of Physics Department, Chemistry Department and Biology jointly conducted the <i>S3 Science Project Programme</i> and organized various competitions like <i>Chemical Celebration of HKASME-60 Competition for HK Secondary School 2022-23</i>, <i>GreenMech Contest 2023</i> and talk on '科學家和科研工作是怎样?' for their respective students. The Economics and Chinese Departments nominated students to take part in <i>Economic Infographic Challenge 2022-23</i> and delivered a talk on '我們的故宮—科學、歷史、文化' to students respectively in S4 and S5 levels. The D &amp; T Department nominated S1 to S3 students to join the <i>Underwater Robotic Competition</i> and <i>Robo Soccer Competition</i>. Also the Computer Department organized 電腦遊戲—數碼創意工作坊 for S4 students. Furthermore, STEAM-related training sessions like <i>AI Robot Coding Car</i>, <i>Drone Coding Workshops</i> and <i>Blockchain &amp; Financial Technology Applications Course</i> would be arranged in July, 2023 by the STEAM Education Unit to provide students diverse learning opportunities and enhance their STEAM skills and knowledge. <ul style="list-style-type: none"> <li>➢ All STEAM related activities received positive feedback from both teachers and students. Students reflected that they learnt a lot from various activities and got insights in STEAM-related professions like engineering, scientific research, digital creativity and AI, which they found useful for career planning in the respective fields.</li> <li>➢ All the above activities were observed to have broadened students' horizons and enriched their learning experience. Students enhanced their self-directed learning abilities and practiced various generic skills namely skills of</li> </ul> </li> </ul>

Targets & Strategies	Achievements and Effectiveness
	<p>interpretation, collaboration, communication, presentation, self-management, problem solving and creativity in the activities. Besides, they performed very well and obtained good results in competitions. In the <i>Chemical Celebration of HKASME-60 Competition</i> and the <i>GreenMech Contest 2023</i>, our students received the <i>Merit Award</i> and <i>Honourable Mentions</i> in the competitions. In the <i>Underwater Robot Competition</i>, students won the <i>1st runner-up</i> and the <i>Best Engineering Award</i> for their excellent performance.</p> <ul style="list-style-type: none"> <li>• This year, the Computer Department continuously joined the <i>Government School AI Learning Circle</i>. S2 students learnt coding to control both CUHK-JC-iCar and AI visual sensor Husky lens in 3 double lessons and completed various tasks related to line tracking and face recognition. Five students were selected to join the <i>Students Hackathon</i> organized by the <i>Government School AI Learning Circle</i> in 7/2023. <ul style="list-style-type: none"> <li>➤ Positive feedback and comments were received from both teachers and students. Teachers reflected that most students were able to finish all tasks required and some showed exceptional competence in completing their tasks with good quality. The AI module would be integrated into the formal curriculum in S2 Computer Literacy.</li> </ul> </li> <li>• The elements of Value Education and National Security Education were integrated into formal lessons. 75% and 90% of the subject departments taught related contents in their subject curricula to promote Value Education and National Security Education respectively. Other strategies adopted by teachers included reading related books or articles, completing relevant assignments or projects, organizing related learning activities (e.g. information searching, group discussion, video watching, online field trip and cooking Chinese traditional food such as hand-pull noodles and cabbage pork dumpling etc.) and cultivating students' good habit in lessons (e.g. observing laboratory safety rules, tidy-up student benches/tables). All the aforesaid strategies were implemented successfully in regular lessons.</li> <li>• Having evaluated the strategies to foster students' innovative capability, the school would incorporate STEAM Education into the formal curricula in preparation for the school-based STEAM curriculum next year. Measures would be taken to enhance the STEAM learning atmosphere in school and provide more learning opportunities for students to strengthen their STEAM ability.</li> </ul>

**Focus Area B: To raise the capability of teachers in e-Learning**

Targets & Strategies	Achievements and Effectiveness
<p><b>1. To further enhance teachers' IT capability through training, sharing and application.</b></p>	<ul style="list-style-type: none"> <li>• All teachers attended the Apps Training Workshop on using interactive apps like <i>Nearpod</i>, <i>Quizlet</i>, <i>Kahoot</i>, etc. for teaching effectively in the 1<sup>st</sup> Staff Development Day of the school. Moreover, 21 teachers attended IT related training courses to enhance their IT capability.</li> </ul>

Targets & Strategies	Achievements and Effectiveness
<ul style="list-style-type: none"> <li>To enhance teachers' IT capability through attending training courses (Apps Application) and participating in sharing sessions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers reflected that the apps training was very useful. All subject departments agreed that different IT training helped panel members enhance teaching effectiveness in the classroom. Besides, most teachers possessed adequate IT skills for teaching in their own subjects. It was observed that teachers used electronic apps effectively to assist in teaching and learning in the classroom.</li> <li>➤ Most teachers showed preference to attend IT related training courses. However, teachers reflected that they had difficulties in attending training as there were not many relevant courses offered in the EDB Training Calendar and their teaching schedules were very tight.</li> <li>• To equip teachers with different teaching strategies using e-Learning apps, peer sharing among teachers would be encouraged by school in the coming year.</li> </ul>

<p>Overall remarks:</p> <ul style="list-style-type: none"> <li>The tasks in the Annual School Plan of Major Concern 1 2022/23 were mostly accomplished with satisfactory results. Positive feedback and comments were given by both teachers and students.</li> <li>According to the APASO Survey, Stakeholders' Survey and Reading Habit Survey, it can be concluded that reading habit has been developed in general students. Efforts have to be made on increasing students' interest in reading so that their reading habit can be sustained in the next year. Moreover, a variety of activities and programmes will be organized to strengthen students' language competence and reading skills so that they can read more confidently and effectively.</li> <li>Our school provides various learning opportunities for students to develop their STEAM knowledge and skills. Students generally showed interest and good involvement in the activities. To further enhance students' innovative capability, STEAM elements will be incorporated into the formal curricula in the preparation of school-based STEAM curriculum next year.</li> <li>Measures to foster positive values and promote National Security Education (NSE) were successfully implemented through regular lessons and a variety of activities. On the other hand, as IT is an effective tool for teaching and learning, the school will continue to provide training and organize peer sharing on e-Learning apps to further enhance teachers' IT capability.</li> </ul>
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## 5.2 Major Concern 2: To nurture students' positive values and attitudes for the development of the sense of citizenship and national

### Focus Area A: To nurture students' positive emotion to facilitate the development of positive values

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>1.1 To enhance students' sense of love, sense of empathy and respect for others.</p> <ul style="list-style-type: none"> <li>- To organise group training for S1 and S4 students to facilitate their smooth adaptation to secondary school life and personal growth.</li> <li>- To provide training for teachers/parents on students' emotional regulation through workshops and sharing sessions.</li> <li>- To employ class management strategies to enhance the unity of each class.</li> </ul>	<p><b><i>To enable students to adapt to secondary school life and develop positive emotion</i></b></p> <p>(1) The Freshmen Programme 中一新 鮮人成長專案</p> <ul style="list-style-type: none"> <li>(a) Fifty S1 students were recruited to join the programme that lasted for seven months.</li> <li>(b) In the first part of the programme, learning skills for secondary school students were taught. Note-taking, planning of revision schedule and memory skills were introduced to the students in four lessons.</li> <li>(c) In the second part of the programme, skills for personal growth were introduced. A total of 8 lessons (1.5 hours each) were organized to train-up students' skills on time management, adversity management, self-improvement and actualization, and interpersonal and communication skills.</li> <li>(d) A day camp was organized to strengthen teamwork and their sense of belongings.</li> </ul>	<p>(1)</p> <ul style="list-style-type: none"> <li>(a) After the prolonged suspension of face-to-face lessons, the S1 students were immature and their self-control and emotion adjustment abilities were not well established. Their learning skills were also inadequate in handling the burden of secondary school curriculum. Conflicts among schoolmates were frequent and they were short of problem resolving skills. The Freshmen Programme provided solutions for the students to meet the challenge.</li> <li>(b) The programme cultivated a diligent learning attitude among students. It helped them establish their confidence and determination in learning by equipping them with tools and skills for effective learning.</li> <li>(c) Students demonstrated improvements in their learning abilities and attitudes towards learning. Tidy and well-prepared notes and learning schedule was produced by the students.</li> <li>(d) The programme cultivated students' self-management capability and developed their sense of responsibility. Their self-awareness was improved and they could accept one's limitations and imperfections. Their drive for improvement was improved.</li> <li>(e) The programme also built the participants' positive interpersonal relationships. In the activities, they attempted to choose friends, face peer pressure and protect themselves against bullying. They also learned the essence of respecting others.</li> <li>(f) Concluding remarks: <ul style="list-style-type: none"> <li>(i) From the observations of the tutors, the vast majority of the students showed varying degrees of improvement in various aspects, including self-awareness, interpersonal relationships and conflict resolution. The students were willing and worked actively for improvements.</li> </ul> </li> </ul>



Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>(ii) In the training sessions, the tutors also noticed the emotional needs of individual students, particularly in handling peer relationships. Relevant student support teams were notified and followed-up actions were promptly started. The building of trust between the school and the students could also encourage them to open up and seek help.</p> <p>(iii) We hoped that the students could feel the caring and supportive atmosphere of our school. The love and caring environment were essential for their development of positive emotion that led to healthy life.</p>
	<p>(2) Pre-S1 Programmes</p> <p>(a) Pre-S1 Orientation Programme by the Guidance Team was organized for all S1 students. With the aim of building up a sense of belonging among the students and helping them adapt to the secondary school life, various group activities were designed in the half-day programme.</p> <p>(b) Pre-S1 Training Workshops on team building, problem solving and collaboration were organized by the OLE Team for all S1 students. The workshops consisted of two sessions conducted in late August and early September.</p>	<p>(2)</p> <p>(a) Students developed sense of love, unity and respect for others through the activities.</p> <p>(b) Built caring atmosphere and raised the sense of belongings among students.</p>
	<p>(3) Workshop on self-exploration</p> <p>The programme helped repeaters to prepare for the new school year. Through various activities, students learned the skills for coping with challenges.</p>	<p>Students shown a better understanding of own self. They could build up their own positive image and improve their mental health.</p>
	<p><b><i>To enhance students' sense of love, sense of empathy and respect for others by developing a caring environment</i></b></p>	
	<p>(4) Pet visit (Mar 2023):</p> <p>The activity by the Guidance Team allowed 15 selected students to meet some visiting pets. They could pat the dogs and play with them. Students learned about the needs and feelings of animals and the responsibilities involved in looking after pets.</p>	<p>Students enjoyed the activity and they experienced the values of respect for life and love.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>(5) Promotion of positive emotions and healthy lifestyle:</p> <p>(a) Bingo Game – Guidance activity (Sep 2022)</p> <p>(b) Class visits by the Guidance Team (Oct – Nov 2022)</p> <p>(c) Zentangle Drawing Workshop (Oct 2022) Sand Bottle Workshop (Oct 2022) Decoupage Workshop (Jan 2023)</p> <p>(d) Social and positive emotion group activities. Selected students from different levels participated in group activities to talk, to play and to learn together. (Sep 2022 – May 2023)</p> <p>(e) Art Therapy (Oct 2022 – May 2023)</p> <p>(f) Form Six Farewell Activity (Mar 2023)</p> <p>(g) Inter-government Secondary School Drama Festival (English) (Mar 2023)</p> <p>(h) English song dedication (Dec 2022, Feb 2023)</p> <p>(i) Mental Health Talk (Understanding and Managing Anxiety) (Feb, Apr, May 2023)</p> <p>(j) 3D Paper Sculpture by the VA Department delivered the message of love and care through art work (lessons from Feb to June 2023).</p>	<p>The games, workshops and activities helped create a close bond among schoolmates. Students could relieve their stress in the activities and at the same time polish their social skills. Students expressed that they felt the atmosphere of love and caring in school which helped them to develop positive emotions.</p>
	<p><b><i>To enhance the unity of classes, to nurture positive values among classmates and to build up a caring atmosphere</i></b></p>	
	<p>(6) “Our Microfilm” 我們的微電影企劃 (Nov 2023 – Jun 2023)</p> <p>(a) The competition was joined by all S1 and S2 classes. Each class produced their own microfilm with a theme related to the cultivation of core values in school.</p> <p>(b) It was a part of the class management strategies in improving the unity, team spirit, responsibilities and commitment of classmates.</p> <p>(c) The students met all sorts of challenges in the production process which required them to solve the problems collaboratively.</p>	<p>(6)</p> <p>(a) Students overcame various difficulties and learned valuable values in the class-based activity. The activity facilitated them to experience the employment of respect, empathy and diligence in solving problems. They had achieved significant growth in teamwork and interpersonal communication.</p> <p>(b) Many students in a class, including the passive and shy, participated in the production and performance, regardless of their abilities. They all played a role in the collaborative microfilm creation and made varying degrees of contributions. This type of experience was invaluable for the passive students to taste the team spirit and the sense of belongings.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	Observations from APASO survey and SHS: <ul style="list-style-type: none"> <li>- About 85-90% of all students expressed that they have positive emotion and felt happy.</li> <li>- About 85% of senior level students were satisfied with their relationship with teachers. Their rate of satisfaction to school life was also high. For the atmosphere of school, nearly 65% of junior level students and 75% of senior level students agreed that they have a sense of belongings to school. The rates were quite high.</li> <li>- 73.8% of students agreed that “My schoolmates and I help each other and get along well” and 63.4% of them agreed that “The school is a caring place”. Both figures were higher than their responses to similar questions in the last survey.</li> </ul>	
1.2 To enhance students’ virtue of gratitude. - To build an atmosphere of gratitude and appreciation for others throughout the campus. - To facilitate students’ expression of gratitude to parents, teachers and school.	<p><b><i>To build an atmosphere of gratitude and appreciation for others throughout the campus by facilitating students’ personal growth and serving in volunteering work</i></b></p> <p>(1) Personal Growth Programme for S4 students:</p> <ul style="list-style-type: none"> <li>(a) Thirty-six S4 students were recruited to join the programme.</li> <li>(b) In the fourth year of their study, students may feel lost and stressful in both learning and personal growth. They might be also anxious about their future.</li> <li>(c). The programme was composed of four sessions (1.5 hours each) in small groups of 6 students.</li> <li>(d) A T-JTA personality test was arranged for each student. After the test, the tutor of the programme discussed the personality trait of each student in person.</li> <li>(e) Students in groups designed their Love and Caring Action for the others in school.</li> </ul> <p>(2) Volunteer Training for S5 students “Love Around HKE”:</p> <ul style="list-style-type: none"> <li>(a) After an one-hour workshop on “Caring for the Poor” for all S5 students, twenty-four S5 students were selected to join the programme.</li> <li>(b) The content:               <ul style="list-style-type: none"> <li>- Volunteer skills training workshop (4 hours)</li> <li>- Community tour to visit to the disadvantaged groups in Chai Wan and subdivided flats. (6 hours)</li> </ul> </li> </ul>	<p>(1)</p> <ul style="list-style-type: none"> <li>(a) The workshops helped students understood the challenges ahead. They were equipped mentally to face the stress and to reduce their anxiety. They also developed stronger relationships with their peers.</li> <li>(b) The T-JTA personality test and individual analysis helped students gain a deeper understanding of their own personalities and strengths. It allowed them to make more informed decisions about their future career and set achievable goals.</li> <li>(c) The programme helped them to develop positive emotion, thus the virtue of gratitude. They learned to respect and support others.</li> <li>(d) The Love and Caring Action encouraged students to develop sense of appreciation and gratitude for the individuals who provided supporting services in the school, e.g. the clerks in the General Office and the janitors. The experience of deriving an action allowed students to put these values into practice by expressing gratitude to others.</li> </ul> <p>(2)</p> <ul style="list-style-type: none"> <li>(a) In the training, students learned about people in need in society, developed their communication skills and empathy, and the will to walk with grassroots groups to respond to their needs.</li> <li>(b) The community tour to the Eastern District allowed students to witness the local poverty situation, understand the problems of the grassroots groups and rethink the relationships between people in the community. Their empathy was</li> </ul>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<ul style="list-style-type: none"> <li>- Small group volunteer activities, including a visit to street workers (cleaners) and the elderly; work at Food Angel (charity organisation for food rescue and food assistance program) (9 hours).</li> <li>- Project exhibition</li> </ul>	<p>increased with increasing knowledge of the people in the society.</p> <p>(c) Students visited to subdivided flats and interacted with community members to better understand their needs. They also had the opportunity to serve the community by joining a volunteering work.</p> <p>(d) Students had opportunities to share their experiences and feelings with their fellow schoolmates and encouraged more students to pay attention to the community.</p> <p>(e) Concluding remarks: By participating in these types of activities, students could develop a sense of gratitude. By serving the community, students witnessed the struggles and challenges faced by the people in the society, which helped them appreciate their own blessings and good fortune. This experience fostered a sense of gratitude within students. Besides, by serving their community, students could feel a sense of pride and fulfillment, further reinforcing their gratitude.</p>
	<p><b><i>To build up a sense of gratitude among students and promote the expression of gratitude to others</i></b></p>	
	<p>(3) Board display and game booth on the education system of ancient and modern China were set up at the school entrance. (Sep 2022)</p> <p>(a) It echoed the activity of Respect Our Teachers of the EDB.</p> <p>(b) The sayings and wisdom of Confucius were displayed and gratitude to teachers were promoted.</p>	<p>Traditional Chinese values were promoted through the introduction of the sayings of Confucius. Atmosphere of perseverance and gratitude were disseminated in the activity.</p>
	<p>(4) Sharing in morning assembly Encouraged students to appreciate the love and care around them and to show gratitude to their family.</p>	<p>Built the atmosphere of gratitude among students.</p>

**Focus Area B: Cultivating students' positive values and attitude so that they become citizens who are responsible, appreciative of Chinese culture and committed to society and our country**

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>2.1 To enhance students' diligence, perseverance, sense of responsibility and commitment through regular training and a series of learning activities.</p> <ul style="list-style-type: none"> <li>- To nurture students' positive values through leadership training</li> <li>- To develop the sense of responsibility and commitment of students by assigning class-based / ECA teams responsible posts for them.</li> <li>- To disseminate positive values to all students through the formal curriculum and facilitate students to demonstrate these qualities through practice.</li> <li>- To nurture students' positive values and promote National Security Education (NSE) in collaboration with MC1.</li> </ul>	<p><i>To enhance students' diligence, perseverance, sense of responsibility and commitment by providing opportunities for them to serve others and to take responsibility to conserve the environment</i></p> <p>(1) Service training: Student members were recruited to provide services to their schoolmates. Training on interpersonal skills, counselling skills, empathy and leadership were organized for them.</p> <ul style="list-style-type: none"> <li>(a) Shadowing Programme of the Discipline Team</li> <li>(b) Peer Power Student Gatekeeper Training Programme</li> <li>(c) S1 Mentorship Scheme</li> <li>(d) Community services</li> <li>(e) Little Angels Scheme</li> <li>(f) "The Searchers" Programme</li> </ul> <p>(2) Cleanliness Campaign: All classes joined the competitions. Students in a class worked together to clean their classrooms in a green way.</p> <p>(3)</p> <ul style="list-style-type: none"> <li>(a) Environmental conservation was emphasized in subject lessons, workshops and activities of the Environmental Education Team. The Environmental Education Team organized the Energy Efficiency and Conservation Exhibition in which students introduced the up-to-date energy efficiency labelling scheme and reminded schoolmates of energy saving tips for home and school.</li> <li>(b) Sustainable Development Goals (SDGs) eLearn Award Scheme 2023 by the UNICEF HK: Six S4 students joined the scheme which lasted for 5 months to learn more about sustainable development.</li> </ul>	<p>(1)</p> <ul style="list-style-type: none"> <li>(a) Through the training provided (e.g. Training camp, Shadowing Program, workshops, etc.), students understood their responsibility and learned the values of respect for others, commitment and perseverance.</li> <li>(b) Students got opportunities to care for others. From the activities, they learned how to respect others and developed a sense of empathy. Their sense of belonging to school was enhanced.</li> </ul> <p>Students were encouraged to contribute actively in improving their learning environment. Values of responsibility, commitment and diligence were disseminated in the competition.</p> <p>The values of responsibility and civic-mindedness were emphasized in these activities. Students' sense of responsibility and civic-mindedness were enhanced.</p>
	<p><i>To nurture students' positive values and to develop their sense of</i></p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p data-bbox="448 136 962 203"><b><i>responsibility and commitment through leadership training</i></b></p> <p data-bbox="448 210 962 277">(4) S3 Leadership Factory (3-6 / 2023):</p> <p data-bbox="448 284 962 423">(a) It was a 4-session training programme for 30 S3 students. Small group workshops and a day camp were organized.</p> <p data-bbox="448 430 962 824">(b) The training workshops included:  - activities on self-awareness and self-appreciation  - reflections on communication patterns and techniques in handling interpersonal conflicts  - introduction of qualities of leaders and team management  - practical skills in chairing meetings</p> <p data-bbox="448 831 962 969">(c) The workshops were conducted in small groups of six students. Each student was given individual attention in the process.</p> <p data-bbox="448 976 962 1084">(d) A day camp on developing problem-solving skills and team spirit was organized.</p> <p data-bbox="448 1090 962 1301">(e) The training programme was highlighted by a DISC Analysis for each student. Their character, strengthen and weakness were provided which allowed them to have a better self-understanding.</p> <p data-bbox="448 1308 962 1346">(5) Leadership trainings:</p> <p data-bbox="448 1352 962 1854">(a) Leadership Institute on Narcotics Four S5 students were trained as leaders to promote anti-drug in school by the Leadership Institute on Narcotics (LION). The programme was run by the Hong Kong Police Force Narcotics Bureau. After completion of the training, they were responsible for organizing activities in school to educate schoolmates with knowledge of different kinds of drugs, ways to reject drug-taking and how to live a healthy lifestyle.</p> <p data-bbox="448 1861 962 1968">(b) The Gifted Education Team nominated two S4 students to join the E-League Programme</p> <p data-bbox="448 1975 962 2114">(c) 第十七屆港島東聯校學生領袖訓練計劃：同行共創，齊覓可能 for seven S4 students: The 3-year program was provided by the</p>	<p data-bbox="978 210 1471 241">(4)</p> <p data-bbox="978 248 1471 387">(a) The programme assisted students in discovering and developing their leadership potential and qualities.</p> <p data-bbox="978 394 1471 568">(b) Through the training, students enhanced their values of perseverance, responsibilities, respect for others and commitments.</p> <p data-bbox="978 575 1471 786">(c) The programme was also effective in helping students develop other leadership qualities such as confidence, communication skills and problem-solving skills.</p> <p data-bbox="978 792 1471 967">(d) The programme was well-received by the participants. They expressed that they felt more confident in collaborating with others.</p> <p data-bbox="978 1308 1471 1346">(5)</p> <p data-bbox="978 1352 1471 2002">(a) The four students worked collaboratively and learned a lot of problem-solving skills. Their creativity and commitment were highly praised by the officer in-charge of the programme (Narcotics Bureau). Their leadership skills were polished as they had to convey the anti-drug message to the schoolmates. They designed an attractive game and made arrangement to implement it in school and in the game fair. Values of responsibility, law-abidingness, commitment and diligence were deeply implanted through practice.</p> <p data-bbox="978 2009 1471 2114">(b) Core values were successfully cultivated during the leadership training.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>Salvation Army. Students received leadership training and were provided opportunities to serve the community.</p> <p>(d) Go Wild Leadership Training Program (Aug – Nov 2022)</p> <p>(e) OLE Leadership Training Program</p> <p>(f) 「文化新人類-青年領袖獎勵計劃」 (Jul – Aug 2023)</p>	<p>(c) The 3-year program broadened the horizons of the students. They had the opportunities to collaborate with participants in different schools and enhanced their values of responsibility, commitment and respect for others.</p>
	<p><b><i>To cultivate students' positive values and entrepreneurship through a business program</i></b></p> <p>(6) JA Company Program</p> <p>(a) The program was an entrepreneurship education program that provided students with hands-on experience in starting and running their own business.</p> <p>(b) Twenty-three S5 BAFS students joined the programme.</p> <p>(c) Students learned entrepreneurship, financial literacy and business management by creating and operating their own company.</p> <p>(d) Students formed a company with their peers, elected officers and developed a product for sale.</p> <p>(e) They employed their knowledge in market research, product development and marketing strategies as they worked on the production and selling of their product.</p> <p>(f) Students were mentored by local business professionals who provided guidance and support.</p>	<p>(6)</p> <p>(a) The JA Company Program was designed to be a real-world learning experience. Students were given opportunities to apply classroom concepts to a real business.</p> <p>(b) Students learned not only business skills but also teamwork, responsibility, diligence, integrity and commitment.</p> <p>(c) The program helped students develop the entrepreneurial mindset needed to succeed in the 21st century economy and prepared them for future success in their careers and personal lives.</p> <p>(d) The team won two prizes, namely the “Social Buzz Award” and the “Best Display Award”.</p> <p>(e) Concluding remarks:</p> <p>(i) Students who were not typically active in school were chosen to participate in the JA Company Program. This provided opportunities for those students who may be passive or not smart enough to be selected in other competitions to develop themselves and to gain confidence. It also helped create a more inclusive and supportive environment for all students.</p> <p>(ii) The JA Company Program provided a platform for the students to showcase their</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>talents and creativity and to work collaboratively with their peers towards a common goal. The program also offered opportunities for mentoring and networking, which could help these students to develop valuable connections and relationships.</p> <p>(iii) By participating in the JA Company Program, the students gained a sense of achievement and recognition. They could develop a sense of pride in their accomplishments and feel more connected to the school community. This experience could help them to build self-confidence and self-esteem and to recognize their own potential for success.</p>
	<p><b><i>To enhance students' diligence and perseverance through various activities</i></b></p> <p>(7) Organized students to join inter-school and inter-class competitions with themes related to values education. (e.g. science project, drama, writing competitions, etc.)</p> <p>(8) A talk on the work of a scientist and the career path of scientists in Hong Kong.</p> <p>Observations from APASO and SHS survey:</p> <ul style="list-style-type: none"> <li>- The perseverance values of the students were high as reflected in APASO survey. About 80% of junior level students and about 86% of senior level students agreed that they would endeavor to derive satisfaction from their work and more than 75% of all students agreed that they would persevere to the end once they started working.</li> <li>- More than 80% of all students regarded that they were honest. Our students have high moral standard, more than 85% of students said that it was important to follow the social norm.</li> <li>- In the Stakeholders' survey, 63.2% of students and 88.2% of parents agreed that "The school actively develops our leadership abilities, such as providing training to class monitors and prefects.". The rating was higher than their responses in similar question in the last survey. The high rating reflected our effort and achievements in leadership training</li> </ul>	<p>Students made reflections on the core values learned.</p> <p>The talk enhanced students' understanding about the work of scientists and illustrated the essential elements of scientific investigation: perseverance and diligence.</p>



Strategies	Programmes / Activities	Achievements and Effectiveness
<p>2.2</p> <p>To strengthen students' law abidingness, civic-mindedness, national identity through the formal curriculum and a series of activities.</p> <p>- To strengthen Basic Law Education and NSE</p> <p>- To raise students' understanding of the national and economic development of Hong Kong, the Greater Bay Area and our country.</p> <p>- To promote Chinese wisdom and precious traditional values among students.</p>	<p>- 66.7% of students agreed that "The school helps us develop good moral character inside and outside of the classroom."</p>	
	<p><b><i>To cultivate students' sense of law abidingness through activities</i></b></p>	
	<p>(1) Talk on law abidingness:</p> <p>(a) Prevention of Technology Crime in School: Cyber Security Workshop (S6) (Oct 2022)</p> <p>(b) Information Literacy and e-Safety Talk (S1-S2) (Oct 2022)</p> <p>(c) Talk on bullying and misbehaviours of junior level students (S1-S2) (May 2023)</p> <p>(d) Anti-drug talk by Customs Department of Hong Kong. (S3-S4) (May 2023)</p> <p>(e) The Importance of Obeying and Upholding the Law (S1-S2) (Jul 2023)</p>	<p>(1)</p> <p>(a) The school invited different government disciplined forces to deliver talks to students.</p> <p>(b) The talks raised the sense of law abidingness among students. They became more aware of the way to protect themselves and to stay away from temptations and crime.</p>
	<p>(2) Drama show on law abidingness:</p> <p>(a) 微電影賄子手 (S3) (Mar 2023)</p> <p>(b) 廉政互動劇場《糖衣 Bakery》(S4-S5) (Jun 2023)</p>	<p>In the post-activity survey, more than 90% of students expressed that they knew more about the harmful effects of corruptions to the society and nearly 90% of them were impressed by the messages of integrity and law abidingness disseminated in the drama.</p>
<p><b><i>To strengthen students' national identity and appreciation of traditional values through a series of history and cultural activities</i></b></p>		
<p>(3) Cross-curricular field study on the community history of Shau Kei Wan 「情繫筲箕、漁灣文化」 (Nov 2022):</p> <p>(a) Eight subject departments, the NSE Team and MCE Team collaboratively designed the project study activity for all S1 students.</p> <p>(b) Six routes and dozen sites to visit (e.g. A Kung Ngam Shipyard, Tam Kung Temple) were carefully selected to reveal the early lives of local residents, their traditional customs and the close connections between Hong Kong and the mainland in terms of culture and economy.</p>	<p>(3)</p> <p>(a) Students employed the exploratory approach in learning and acquired the observation, recording and data collection skills in field study.</p> <p>(b) Through the investigation, students understood the development of Hong Kong during different periods and thereby the historical fact that "Hong Kong has always been a part of China", as well as the close connection between Hong Kong's development and the country's history, economy, society and culture.</p> <p>(c) Through the study of traditional Chinese fishing net-making techniques in Shau Kei Wan, students learned about the phasing out of traditional</p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>technology. Their interest in the treasures of intangible cultural heritage was raised. Their emotional connection to the nation and culture was also enhanced.</p> <p>(d) The immersion of national security education elements in the activity raised the national identity of the students.</p> <p>(e) More than 80% of students expressed that the field study had increased their understanding of the local history of the community and our relation with our motherland.</p> <p>(f) The field study was also adopted as one of the projects in the joint government school project 「聯校官中穿梭十八區--撫今追昔社區推廣計劃」.</p>
	<p>(4) Chinese culture week 「華夏智慧 結晶品德陶造瑰寶」 (Mar 2023)</p> <p>(a) Activities included:</p> <ul style="list-style-type: none"> <li>- Talk on Hong Kong and the Song Dynasty</li> <li>- Flag raising and talk under the National Flag</li> <li>- Martial Art: Wing Chun Demonstration</li> <li>- Game stalls with different cultural elements</li> <li>- Chinese dance and orchestra performances</li> <li>- Sichuan Face Changing opera</li> </ul> <p>(b) Pupils and parents from two primary schools were invited to the activity. [More details are included in the report on NSE]</p>	<p>(4)</p> <p>(a) Values of filial piety, diligence, perseverance and respect for others were widely spread in the activities and the school decorations. Students immersed in the atmosphere of Chinese culture raised their national identity. In the post-activity survey, about 80% of our students and 75% of the visiting primary school pupils agreed that their national identity was raised respectively.</p> <p>(b) Student helpers were involved in the performances and management of game stalls. More than 90% of them agreed that their work was useful in promoting Chinese culture among schoolmates.</p> <p>(c) The series of activities promoted the heritage of Chinese culture, raised the national identity of the students and strengthened their appreciation to traditional values.</p>
	<p><b><i>To raise students' understanding of the national and economic development of the Greater Bay Area and our country</i></b></p>	
	<p>(5) CSD Visit to Aviation Hub of Jin Wan, Zhu Hai</p>	<p>(5)</p> <p>(a) The visit has provided students</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>All S5 students took part in the visit. They had the opportunity to experience the convenience brought by the HKZMB, which has made commuting between the three cities much easier, and has helped to bring the cities closer in terms of economy and culture. The highlight of the visit was the Avic Club, which was situated in the Jinwan Aviation District, an incubating city of quaternary industries and innovative business.</p>	<p>first-hand experience to learn more about the aviation development in Zhuhai, and the latest national development strategy in China, in particular the Greater Bay Area. It also manifested how China's quaternary industry has developed exponentially.</p> <p>(b) It provided a good reference for students while learning about China's achievements in Reform and Opening up and fostered their national identity construction.</p> <p>(c) Through their experience learning during their visits, such as crossing the Ports of the HKZMB, students also learned how One Country, Two System was in practice and how Hong Kong took her role in the Country's development.</p>
	<p>(6) Mainland Live Broadcast Visit All students, divided into junior level and senior level, joined the online interflow activities, namely visit to 佛山嶺南天地 and Pony.ai: Auto-piloting demonstration. Students had understood better the latest national development and the traditional cultures of the country.</p>	<p>(6)</p> <p>(a) Through the simultaneous broadcast visit on the 佛山嶺南天地, students learned the ancient architectural structures of a Chinese City. From the exploration on different cultural reservations, they also understood better the cultural heritage of our motherland, hence, enhanced their national identity and awareness on cultural security.</p> <p>(b) As for senior students, students could understand better how our nation's progress in quaternary industries improved the quality of life of her citizens, hence fostered their positive outlook to the country and strengthened their construction on national identity.</p> <p>(c) The activities also helped students to experience in person how the integration of artificial intelligence and tech savvy helped boost our living quality. Students could also rethink on the importance of AI security.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>(7) History, Culture and Science and Technology Exploration and Exchange Tour in Dongguan 2023</p> <p>(a) Visited to museums and historical sites (Historical and cultural investigation and experience)</p> <p>(b) Conducted exchange activities in sister school</p> <p>(c) Visited to an enterprise and Science and Technology Park (Science and technology investigation and experience)</p>	<p>The exchange tour enhanced students' understanding and appreciation of Chinese culture and their national identity.</p>
	<p>(8)</p> <p>(a) Alumnus' sharing (Feb 2023): From the Sustainable Development Goals of the United Nation to the National Security Domain in China, the implications and implementation plan. S4- S5 students reflected on the importance of maintaining ecological balance and reconsidered the importance of national security to safeguard the development of a country and mankind by large.</p> <p>(b) Interflow with the Youth Development Council Representative (Apr 2023): S4-S5 students learned more about the career development of youth leaders, and were inspired to take the initiative to step out of their comfort zone to map for their future careers.</p>	<p>(8)</p> <p>(a) From the experience of our Alumnus on sea life-rescue and greening project, students rendered a better understanding on the concept of sustainable development, and were able to further related them to the context of our country's national security domains, namely homeland security and ecological security, etc.</p> <p>(b) Students learnt more about the Government's mapping on Youth Development Blueprint and constructed a more comprehensive account on their future career planning, in particular how they could contribute themselves to the national development in our motherland, in particular at the Greater Bay Area.</p>
	<p><b><i>To raise students' sense of appreciation towards traditional culture and values through formal and informal curricula</i></b></p>	
	<p>(9) A talk on "Appreciation of Chinese Traditional Painting: Art in Ink" for S1, S2 and S4 students. (May 2023): The talk enhanced students' understanding and appreciation of Chinese traditional painting and modern Chinese painting skills.</p>	<p>Besides enhancing aesthetic development, the Visual Arts HOD observed that the talk helped foster students' respect for others and sense of national identity.</p>
	<p>(10) In different subjects, Chinese culture and other traditional values were disseminated in lessons through the learning of Chinese music, calligraphy and paintings. Current issues were also employed in different lessons to illustrate the</p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
	core values. Observations from APASO survey: - In the APASO survey, the rates of agreements in all aspects about national identity reached 80 – 85%. The rates were high.	

Overall remarks:

- The APASO survey revealed that junior level students had higher anxiety. They also had more psychosomatic symptoms caused by emotions like sleeping disorders, headache and dizziness. It reflected that they had to put greater effort in adapting to the English learning environment. The Freshmen Programme in this year was one of the measures to address to this situation.
- Based on the observations and feedback and collected, the programme was important for the successful adaptation of S1 students to secondary school life and their development of positive emotions. We would launch a similar programme for the S1 students in the coming year, with revision in the schedule dates to allow early identification of the needs of students and provision of support to them.
- The enhancement of students’ sense of love, empathy and respect for others was the main strategy for the healthy growth of our students. This year, we have organized many activities to create a caring atmosphere. The result in Stakeholders’ Survey also supported our observations. We recognized that a positive and supportive atmosphere in the classroom was the key to this end. Class management will be strongly recommended in the coming ASP. We would like to motivate the class teachers to raise the class spirit by enhancing the unity of the class and spreading the sense of love and caring among the students. On the basis of the positive feedback from students, we would like to continue the Microfilm Project in the coming ASP. The project was a success this year in uniting the classmates towards a common goal. We would also design other activities for teachers to actively engage the students in school life.
- This year, the Personal Growth Programme in S4 and the “Love Around HKE” activity successfully built up a sense of gratitude among students. We would like to transform students’ virtue of gratitude into positive emotions of the self and equip our students with vigor to meet the challenges of growth.
- From the observations of the teachers, we realized that providing opportunities for students to serve others could effectively cultivate their values of diligence, perseverance, sense of responsibility and commitment. The values were not taught and imposed on the students artificially but allowed students to internalize these values through personal experience. In the activities organized this year, we trained up the leadership skills of students as well as their techniques in serving others. The students made attempt to design games, activities and provide assistance to the schoolmates. Their positive values were successfully nurtured. In the course, they also learnt that perseverance was the key to success. The provision of these opportunities would be continued in the coming ASP.
- This year, we have organized lots of talks on law abidingness. The rich information delivered fostered our students to stay away from temptations and crime. The high ranking of “Law abidingness” in the survey on core values learnt by all students in this year shown the success of our programmes.
- In Major Concern 2, we strived to strengthen students’ national identity by three main strategies: to strengthen Basic Law Education and NSE, to raise the students’ exposure and knowledge in the development of the nation and to cultivate Chinese traditional values. To this ends, we organized field study projects, Chinese Culture Week and visits to the Greater Bay Area to provide comprehensive and in-depth information to our students. The personal experiences gained in the processes facilitated our students to appreciate our close connections of the nation. In the coming ASP, the three strategies will be enhanced to sustain students’ value.

## 6 Performance of Students

### 6.1 Results of Hong Kong Diploma of Secondary Education Examination 2023

Number of Candidates Sat	122
Number of Level 5** Attained	21
% of Level 4 or Above	48.9%
% of Students Attained Levels 33222 in Core Subjects and 1 Elective	66.4%

#### Best 8 Subjects / Mathematics Extended Module

Subject	Percentage (%) of Level 4+
Music	100%
Mathematics M2	84.6%
Biology	70.4%
History	69.2%
Mathematics Compulsory Part	65.6%
ICT	58.3%
Economics	57.8%
Chemistry	57.7%

#### Results of All Subjects

Subject	Percentage (%) of	
	Level 4+	Level 2+
Chinese Language	39.3%	97.5%
English Language	31.1%	99.2%
Mathematics – Compulsory Part	65.6%	96.7%
Mathematics M2	84.6%	100.0%
Liberal Studies	45.9%	98.4%
Chinese History	54.5%	95.5%
Economics	57.8%	91.1%
Geography	50.0%	100.0%
History	69.2%	100.0%
Biology	70.4%	100.0%
Chemistry	57.7%	96.2%
Physics	54.1%	97.3%
BAFS	40.5%	94.6%
ICT	58.3%	100.0%
Music	100.0%	100.0%
Visual Arts	25.0%	87.5%
Overall Percentage	48.9%	97.2%

## 6.2 Inter-school Activities and Awards

### Outstanding Students Selection and Scholarship

Event	Award	Class	Student
2022 年香港島傑出學生選舉	香港島十大優秀學生 (初中組)	3D	LAM LOK LOK
	分區傑出學生(高中組)東區	6B	KUNG MAN KIT
卓越學生領袖選舉 (第八屆)	卓越學員	5D	WONG SI SI
第八屆「卓越學生領袖選舉」-「模擬特首選舉論壇」	最受歡迎競選團隊	5D	WONG SI SI
傑出中學生領袖選舉 2022-23	中學生領袖	5D	WONG SI SI
「卓越今天，成就將來」青少年領袖獎勵計劃	Outstanding Student Award	5D	WONG SI SI
		5D	WONG WAI PING
The E-League	Certificate of Graduation	6B	YIP WAI TING
		6D	NG KWAN LAP KENNETH
"Hong Kong 200" Leadership Project	Certificate of Appreciation (Outstanding performance) in Hong Kong 200 Leadership Project	6B	CHAN HIU KI
	Certificate of Appreciation (Outstanding performance of the team in Community Map Sharing Seccession)	6B	CHAN HIU KI
東區學校模範生	東區學校模範生獎	3D	NG HO TING
		3D	WU WEI LIN ANGUS
		6B	SZE KIN SHING
		6B	WU MING LEE
東區學校進步生	東區學校進步生獎	2D	ZENG JINXING
		3D	FUNG YAT TIN
		4D	CHEUNG SIU LAM RYAN
		5D	LIU SZE MAN
		6D	NI HONG HUNG
青苗學界進步獎	青苗學界進步獎	2D	CHU HOI CHING
		2D	ZENG JINXING
		2D	MA HEI YIN
		2D	LAM TSZ YAN
		3B	WONG TSZ CHUNG
		3D	FUNG YAT TIN

Event	Award	Class	Student
		3B	CHAN YAN KIU JOCELYN
		3D	CHICK YURI
		4C	CHAN LOK YIN
		4C	LO KA HEI MAX
		4C	FU TSZ CHUN
		4C	LUO CHING CHING
		5A	MA CHUN LUNG
		5B	LEE WING LAM
		5C	HUNG PAK YIN
		5D	WONG CHEUK LAM
		6A	YU WING KI
		6B	CHAN KWAN KAY ALASDAIR
		6C	YIP HOI LAM
		6D	NI HONG HUNG

### Language

Event	Award	Class	Student
第 74 屆香港學校朗誦節	季軍 (優良證書)	2C	WONG TSZ KI
	季軍 (優良證書)	3A	CHEN KA TUNG
	優良證書	1C	WONG FU KIU MATT
		1D	DUAN HAO YANG STEVEN
		1D	WONG TSZ SUM
		2D	CHEN WING LAM
		2D	LAM TSZ YAN
		3A	CHEN KA TUNG
		5C	TAI WING CHI SHANICE
		5A	CHAN IVY
		5A	CHEUNG MING HUI
全港中學「兩文三語」 菁英大比拼(第十九屆)	優秀中文文章	3D	CHAN YUI CHING
香港品質保證局第十五 屆「理想家園」徵文比 賽	季軍	5D	WONG SI SI
全國青少年語文知識大 賽「菁英盃」現場作文 比賽	初賽(香港賽區)一等獎 決賽(香港賽區)一等獎 總決賽(香港賽區)一等獎	2D	CHEN WING LAM
「第四屆全港青少年徵 文比賽·假如我是大公 報記者」徵文比賽	初中組優異獎	3D	LAM LOK LOK
	初中組季軍獎	3D	NG YIU CHUNG



Event	Award	Class	Student
第二屆「好山好水好香港」全港中小學生創意寫作比賽	初中組優良一等獎	3A	CHEN KA TUNG
		3D	LAM LOK LOK
	高中組冠軍	5D	LIU SZE MAN
不賭思議辯論比賽	總分王 最佳攻防組合	2D	SO HOK WUN
		6B	TANG WAI SHING
	總分王	2B	NG CHUN HEI
		2C	LEE WING YI CHERRY
		2D	CHAN HIU YING
		3A	CHEN KA TUNG
		3A	TAN CHO FUNG
		3D	ZHU YICHENG
		4B	YEUNG KAI TUNG
		4D	ZHUANG ZIMO
		5A	NG TSZ YAN
		5B	LAI PUI SZE
		6B	CHAN KWAN IP
		6B	CHOI CHUN KIT
		6B	KUNG MAN KIT
		6B	YIP WAI TING
		6C	CHOW MANDY SING YU
6C	SIU CHING HIM NICOLE		
第四屆卧龍盃官立中學多角辯論賽	優異獎	3D	LAM LOK LOK
		3D	ZHU YICHENG
全港中學學界辯論賽	最佳辯論員	5A	NG TSZ YAN
庇理羅士女子中學開放日中文辯論友誼賽	亞軍	1D	MAN KA WUN
		3D	LAM LOK LOK
		5A	KEI MAN YAN
		5A	NG TSZ YAN
74th Hong Kong Speech Festival (2022)	Second Place/ Certificate of Merit	1D	TSE KING HIN
	Second Place/ Certificate of Merit	5D	ONG JESSIKA OLIVE
	Third Place/ Certificate of Merit	3B	LEE HEI TUNG
	Third Place/ Certificate of Merit	3D	LAM LOK LOK
	Third Place/ Certificate of Merit	5D	CHEUNG HOI SHUN
	Certificate of Merit	1A	CHOW HEI YIN HEIREN
1A		LAI MING FUNG WILLIAM	

Event	Award	Class	Student	
		1B	LIU HONGSHEN	
		1D	NG HAU TUNG	
		2C	LEE LOK HIM MARCUS	
		2C	SUN WAI TING	
		2B	HE PAK YI SELINA	
		2D	LAM TSZ YAN	
		3A	LAI MAN YIN	
		3B	FUNG WENG SI	
		3D	CHAN SUI MAN	
		3D	DONG ZIANG	
		3D	HUNG WING	
		5A	CHAN IVY	
		5D	CHENG MAN WAI	
		6C	LUK YIN HOI	
		Certificate of Proficiency	1C	LU YUXUAN
			1C	LEE PAK LONG
1D	BAKSHISH KAUR			
3D	CHENG KA YEE			
2022-23 Canadian English Writing Competition (Arch Cup) (Preliminary)	Silver Award	3A	LAI MAN YIN	
2022-23 Canadian English Writing Competition (Arch Cup) (3rd Round)	Gold Award			
2022-23 Canadian English Writing Competition (Arch Cup) Final	Silver Award			
The 28th Model ASEAN Summit (2022) (Public Speaking)	Outstanding Position Paper Award	4B	WONG KAI HANG	
	Honourable Position Paper Award	5D	ONG JESSIKA OLIVE	
	Certificate of Participation	4B	KOK CHUN	
		4D	JIAN KA HO	
		4D	LIN KAI HAO	
		4D	CHEUNG SIU LAM RYAN	
		5B	YIP CHUN HIM	
		5D	CHIU YUK	
English Drama Competition (Inter-government Secondary School Drama Fest)	Outstanding Performer	3D	YEUNG NOK HAN	
	Team Award: Outstanding Cooperation	1A	TSOI HIP YING	
		1C	CHAN CHEUK WING	
		1D	CHAN CHUN PUI WILLIE	

Event	Award	Class	Student		
		1D	CHONG YI TUNG MELISSA		
		1D	TSE KING HIN		
		1D	ZHU YIKAI		
		2B	LAM KA NAM		
		2D	CHENG HO CHING		
		2D	LAM YUI FAI		
		3B	FUNG WENG SI		
		3B	MAO KIN POK		
		3C	TSO YEE MAN		
		3D	CHAN SUI MAN		
		3D	CHAN YUI CHING		
		3D	CHICK YURI		
		3D	CHU KA WAI		
		3D	HUNG WING		
		3D	LAM LOK LOK		
		3D	LUNG PO TSANG		
		3D	YUNG HOI FU		
		4A	FUNG YI TUNG		
		4A	WONG YEE YUK		
		4B	CHIN WAI YU		
		4B	HE YIN HEI		
		4B	YEUNG KAI TUNG		
		4C	FONG CHI YAN		
		4C	LAI WAI CHUN		
		4C	LUO CHING CHING		
		4C	SHUM TIN LONG		
		4C	SZE HO CHI		
		4D	CHENG TSUN YIN		
		4D	CHEUNG SIU LAM RYAN		
		5A	KWOK YUEN KIU		
		5A	NG TSZ YAN		
		5B	LEE WING LAM		
		5B	LUI CHUNG YAN		
		5C	GUO WING HANG		
		5C	KWOK SZE YIU		
		5C	LO YIN YUNG		
		5C	WONG YUK SUM		
		5C	YUNG WANG IP		
		Hong Kong School Drama Festival 2022/23	Award for Outstanding Performer	5B	LUI CHUNG YAN
				5C	LO YIN YUNG

Event	Award	Class	Student
	Award for Outstanding Audio-visual Effects	4C	FONG CHI YAN
		4D	SHAM WING TAK
		4D	LIN KAI HAO
	Award for Outstanding Cooperation	2B	LAM KA NAM
		3C	TSO YEE MAN
		4B	YEUNG KAI TUNG
		4C	FONG CHI YAN
		4D	SHAM WING TAK
		4D	LIN KAI HAO
		5A	NG TSZ YAN
		5B	LUI CHUNG YAN
		5C	LO YIN YUNG
		5C	GUO WING HANG
		5C	KWOK SZE YIU

### Mathematics and Science KLA

Event	Award	Class	Student
粵港澳大灣區數學競賽 2023(香港賽區)	二等獎	2D	CAO CHEUK SHING
2023 華夏盃晉級賽	二等獎	1D	NG PAK HEI
		1D	TSAI TSZ TO
	特等獎	2D	NG CHIU YIN
數學無疆界國際賽初賽	晉級證書	1D	TSAI TSZ TO
全球少年數學能力測試	優異獎		
2023 亞洲國際數學奧林 匹克公開賽晉級賽	金獎	2D	NG CHIU YIN
	銅獎	1D	TSAI TSZ TO
		3A	ZHU TSZ HEI
世界資優數學錦標賽	優異獎	1D	NG PAK HEI
		1D	TSAI TSZ TO
2023 香港數學袋鼠競賽	七年級組排名前 10%-25%	1D	NG PAK HEI
華夏杯全國數學奧林匹 克邀請賽 2023 全國總決 賽	二等獎	1D	TSAI TSZ TO
Biology Literacy Award 22-23	First Class Honours	6B	LI CHEUK YIN
	Second Class Honours	6B	YIP WAI TING
	Third Class Honours	6B	HUNG TSZ YUET
		6D	CHAN SHING NGAI
		6D	CHEUNG LOK WUN
	Merit	6B	SZE KIN SHING

Event	Award	Class	Student
Mathematics Book Report Competition for Secondary School	Appreciation Award	2D	ZENG JINXING
		3D	LAM LOK LOK
		4D	CHEUNG SIU LAM RYAN
Competition on the Mathematics in Information 2023	Honourable Mention Award	4C	LAI WAI CHUN
		4D	CHEUNG SIU LAM RYAN
		4D	YANG HON KEI

### Technology KLA

Event	Award	Class	Student
「港島慶回歸－創新科技 AI 機械人巡展啟動禮」暨智能之爭：與中國象棋 AI 機械人對弈港島青年節	季軍	1B	KWAN WAN CHEUNG
扶輪傷健共融校際無人機比賽	Merit	2D	MA HEI YIN
		2D	LO TSZ LONG
		4B	HE YIN HEI
HKUST Underwater Robot Competition 2023	Best Engineering Award 1st Runner-up Achievement Level (GOLD)	1D	BAKSHISH KAUR
		1D	CHAN CHUN PUI WILLIE
		3A	CHEN KA TUNG
		3D	WONG PAK KIU
		3D	YEUNG NOK HAN
Model Airship Design Competition (Junior Programming stream)	1st Runner-up	6B	SZE KIN SHING
		6C	LUK YIN HOI
		6D	TANG SHUN HIM SAMUEL
Students Hackathon	First Class Honour Award	2D	CHEN WING LAM
		2D	LO TSZ LONG
		2D	MA HEI YIN
		2D	WONG SZE CHAI
AI Innovation Contest	Gold Medal	2D	CHEN WING LAM
		2D	LO TSZ LONG
		2D	MA HEI YIN
		2D	WONG SZE CHAI
Young AI Education Ambassador Award Programme	Gold Medal	2D	CHEN WING LAM
		2D	HONG HON MING
		2D	ZENG JINXING

## Music

Event	Award	Class	Student
75th Hong Kong Schools Music Festival: 笛獨奏 - 中學 - 初級組	Second Place	4B	MOK TSZ HIM
	Third Place	1D	WANG ZIQI
75th Hong Kong Schools Music Festival: 笛獨奏 - 中學 - 中級組	Second Place	4A	YIP TIN CHING
75th Hong Kong Schools Music Festival: 揚琴獨奏 - 初級組	Silver Award	3C	CHENG CHEUK YI
75th Hong Kong Schools Music Festival: 揚琴獨奏 - 中級組	Silver Award	5A	ZHOU SZE YIN
75th Hong Kong Schools Music Festival: 簫獨奏 - 初級組	Gold Award	4A	YIP TIN CHING
75th Hong Kong Schools Music Festival: 二胡獨奏 - 中級組	Bronze Award	5D	QIU WANG MAN ROSA
75th Hong Kong Schools Music Festival: Violin Solo - Grade Seven	Silver Award	1D	KWAN AYDIN YIU CHEUNG
75th Hong Kong Schools Music Festival: Violin Solo - Grade Six	Bronze Award	1A	CHEN YINSHUO
		2B	LEUK SHI YEE
75th Hong Kong Schools Music Festival: Violin Duet - Junior	Silver Award	2B	LEUK SHI YEE
	Bronze Award	2D	CHENG HO CHING
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Four	Bronze Award	1B	LEUNG FONG YI
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Five	Silver Award	2C	ZHU HAO RAN
75th Hong Kong Schools Music Festival: Alto Sax Solo - Secondary School - Junior	Silver Award	2A	CHAN YAT HEI HAYDEN
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Six	Bronze Award	2A	WONG JETHRO
		2D	MOK HAY WUN

Event	Award	Class	Student
75th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Eight	Silver Award	4A	FENG YAN YIN

### Visual Arts

Event	Award	Class	Student
「童」心展藝·識法一 「兒童權利公約」推廣 計劃 2022 吉祥物設計大 賽	優異獎	4D	LAI HAU TUNG
九龍倉全港中學生繪畫 比賽 2022-2023	Merit-top 15	6B	WAI HEI KIU
		6C	CHEUNG WAN HEI
東區尤德夫人那打素醫 院三十周年「慶祝東區 醫院 30 周年」WhatsApp 貼圖創作比賽	冠軍	5D	LO SUI YAN

### Uniform and Service Groups

Event	Award	Class	Student
「紅十字會港島總部 2022-2023 年度青年急救 比賽	最佳隊長	5B	TSE TSZ YAU
	季軍	2A	LAM CHIN FUNG
		2B	HO HOI YEUNG PATRICK
		2B	LEUK SHI YEE
		2D	CHAN MAN YING KRISTY
		2D	SZE TSZ HIM
		4B	MOK TSZ HIM
		4D	JIAN KA HO
		5B	TSE TSZ YAU
		5C	CHEUNG CHUN NAM CHRIS
5C	KWOK SZE YIU		
「紅十字會港島總部 2022-2023 年度東區(二) 護理比賽」	最佳隊長	2B	LEUK SHI YEE
	季軍	2A	LAM CHIN FUNG
		2B	LEUK SHI YEE
		2D	SZE TSZ HIM
		2B	HO HOI YEUNG PATRICK
Community Youth Club	CYC Foundation Level Yellow Badge	1C	LAM WAI HO
Community Youth Club Award Scheme	Foundation Level Yellow Badge	1C	LIN CANXIN

## Sports

Event	Award	Class	Student
Inter-School Volleyball Competition 2022-2023 Boys A Grade (Division 1)	2nd Runner-up	3A	WANG TSZ WANG
		3C	WONG CHUN KING
		4B	NG TSZ UE
		5B	CHAN KA HANG
		5B	LAM YAT MING
		5C	WONG YEUK SHUN
		6B	TANG WAI SHING
		6B	TUNG YUEN CHUN
		6C	CHAN YUI
		6D	LAM PAK HEI
Inter-School Volleyball Competition 2022-2023 Girls A Grade (Division 1)	2nd Runner-up	3A	LIN YIN TONG
		5A	KWOK YUEN KIU
		5A	NG TSZ YAN
		5A	WONG WING YAN
		5B	LAI TSZ WAI
		5C	KWOK SZE YIU
		5C	LEUNG TZE LEI
		5D	LO SUI YAN
		6A	CHAN KA WAI
		6A	YU WING KI
		6C	YEUNG WUN KI SHEILLA
All Hong Kong Schools Jing Ying Volleyball Tournament 2022-2023	3rd Runner-up	4A	TSOI LOK YIU YOYO
		4B	CHAN WING KIU
		4B	CHIN WAI YU
		4C	CHEN CHING LUI YUKI
		5A	KWOK YUEN KIU
		5A	NG TSZ YAN
		5A	WONG WING YAN
		5B	LAI TSZ WAI
		5C	KWOK SZE YIU
		5C	LEUNG TZE LEI
		5D	LO SUI YAN
		6A	CHAN KA WAI
		6A	YU WING KI
		6C	YEUNG WUN KI SHEILLA
Inter-School Volleyball Competition 2022-2023 Girls C Grade (Division 1)	3rd Runner-up	1A	CHOI CHEUK WING
		1B	CHOY HIU HUEN
		1C	NG YUET LING
		1C	WONG WING KI



Event	Award	Class	Student
		2A	CHENG YUET TUNG
		2A	SIN MAN WAI
		2B	CHAN HOI YUET
		2B	LAM KA NAM
		2B	YEUNG TSZ KI
		2C	LEE WING YI CHERRY
		2D	CHAN HIU YING
		2D	CHU HOI CHING
		2D	MOK HAY WUN
		2D	SHI SHASHA
Inter-School Volleyball Competition 2022-2023 Boys B Grade (Division 1)	2nd Runner-up	3D	CHAN PAK YUK
		3D	CHONG KIN ON
		3D	DONG ZIANG
		3D	LEUNG WAI HIN
		3D	MAK IAN
		4A	CHEUNG YUI CHIT
		4A	YIP TIN LONG
		4B	KOK CHUN
		4B	NG TSZ UE
		4C	NGO KA HO
第十九屆學校舞蹈節 中學組當代舞(獨舞)	甲級獎	3B	FUNG WENG SI
第三屆舞吧！香港青年 兒童舞蹈家大賽 2023 (爵士舞獨舞中學組)	金獎	3B	FUNG WENG SI
第 51 屆全港公開舞蹈比 賽(現代舞公開組)	銀獎	3B	FUNG WENG SI

### Others

Event	Award	Class	Student
綠色能源夢成真 2022/23	Champion	5C	TAI WING CHI SHANICE
		5C	WONG YUK SUM
		5D	HO YIN LOK
		5D	LAW YING YING
		5D	WONG SI SI
		5D	WONG WAI PING
好空氣挑戰賽	Social and Art - Gold Award	6B	CHOI CHUN KIT
		6B	LAU CONNIE
		6B	NG ANGUS
		6B	WAI HEI KIU

Event	Award	Class	Student
		6B	YIP WAI TING
		6D	CHOI CHUN MING
2023 年冬季圍棋錦標賽 高級組	冠軍	1B	KWAN WAN CHEUNG
2023 年圍棋第一季升級 賽(進階組)	冠軍		
2023 三月份圍棋升級賽 中級組	冠軍		
棋會盃圍棋交流賽 2023 中級組	冠軍		
第十四屆新歲盃香港圍 棋公開賽高級組	冠軍		
2023 年弘德圍棋夏季升 級賽	冠軍		
第四屆港·象棋杯全港 中國象棋大賽初中組	金獎		
第 20 屆香港兒童棋院盃 圍棋公開賽兒童甲組	亞軍		
2023 春季中國象棋公開 賽(U18 組)	第二名		
全港大專及中學生象棋 個人賽初中組	季軍		
第二十一屆香港業餘圍 棋公開賽 11-15 級組	季軍		
港·象棋學員冬季級位 賽 2022 A 組	殿軍		
第五屆弘德圍棋讀秒賽 (級位組)	第四名		
第十屆青少年德育勵進 盃全港校際圍棋錦標賽 中學組	第四名		
香港圍棋大師賽 2023 精華組	第四名		
2022 東區文化節：東區 中國象棋錦標賽中學組	優異獎		
全港青年象棋比賽 (2022-23 年度)初中組	優異獎		
2022 百花盃中國象棋公 開賽	優異獎		
第四屆港·象棋杯全港 中國象棋大賽中學組	團體亞軍	1B	KWAN WAN CHEUNG
		3B	LOK HON WANG HERMAN

第十八屆香港校際圍棋 大賽(中學組)	第三名	1A	CHEN AH MAN
		1B	KWAN WAN CHEUNG
		6A	FU YUEN WAI
心繫家國「穿梭十八區 —撫金追昔」社區推廣 計劃最佳導賞團隊冠軍	Champion Team	5C	HUI WING CHI
		5C	LO YIN YUNG
		5C	SO WING KEI
「聯合國可持續發展目 標」中學生綠色人才培 訓計劃	Pass the Presentation Assessment	5B	CHAN PEI KI
		5C	TAI WING CHI SHANICE
		5D	LAW YING YING
		6A	TSOI WAY NOK ROSE
UNICEF Young Envoys Programme 2022	UNICEF Young Envoys 2022	6A	HUI SHUN HEI
		6D	YUAN HEI LAM

### 6.3 Students' Achievements in Extra-curricular Activities

In designing extra-curricular activities, our school aims to extend classroom learning and foster students' balanced development in the areas of knowledge, attitudes and values, so as to help students grow and develop academically, morally, aesthetically, physically and socially. Our students have received a number of prizes and awards in a broad array of external competitions. Details of the most outstanding achievements are listed as follows:

Several students were nominated for regional commendation scheme and received award in recognition of their all-round achievements. One of the most remarkable students is Wu Ming Lee of 6B who was offered the Hong Kong Jockey Club Striding On Scholarship in recognition of her achievements and strength of mind to overcome adversities. Wong Si Si of 5D won the Outstanding Student Leaders Award 2022/23-Secondary School Student Leader and the Outstanding Students Leader Award in the Eighth Outstanding Students Leaders Selection.

In the Best Student Election (Hong Kong Island), Kung Man Kit of 6B and Lam Lok Lok of 3D were awarded the Best Student (Senior session, Eastern District) and the Best 10 merit Students (Junior session) respectively. Ong Jessika Olive of 5D and Liu Sze Man of 5D were awarded The E-League 2022/23. Wong Si Si of 5D and Wong Wai Ping of 5D were awarded in the Hong Kong Young Ambassador Scheme 2022/23. Moreover, Wong Si Si of 5D and Wong Wai Ping of 5D got the Outstanding Students Award of Pursuing Excellence Beyond organized by Man Kwan Education Fund. In this school year, Sze Kin Shing of 6B, Wu Ming Lee of 6B, Wu Wei Lin of 3D and Ng Ho Ting of 3D won Outstanding Students award of the Eastern District 2022/23.

In this school year, the 'Video Submission Mode' was adopted in the 74th Hong Kong Schools Speech Festival (English). Of the 30 S1 to S6 contestants, Ong Jessika Olive of 5D and Tse King Hin of 1D came second in the English Solo Verse Speaking Non-open Competitions. Lee Hei Tung of 3B, Lam Lok Lok of 3D and Cheung Hoi Shun of 5D won the third place. All of them were awarded Certificates of Merit in recognition of their good articulation in the delivery of the set poems. Our English debating team was actively involved in a range of English debating competitions and won the Term 2 Round 1 contest of the Hong Kong Secondary Schools Debating Competition. As keen writers with very good English proficiency, our students won 1 Gold Award, 5 Silver Awards and 2 Bronze Awards among all elite finalists in the 2022 Canadian English Writing Competition. In particular, 1 Gold Award and 2 Silver Awards were conferred to Lai Man Yin of 3A, thanks to her creativity and impressive writing skills. In addition, a total of 22 students entered the competition of Solo Verse Speaking in the Hong Kong Schools Speech Festival (Chinese). Wong Tsz Ki of 2C and Chen Ka Tung of 3A came third in the Solo Verse Speaking Non-open Girls Class (Putonghua). Nine participants were awarded 80 marks or above and Certificates of Merit.

The Chinese Debating Team participated in more than eight major inter-school competitions this year. The Team won the runner-up in the Hong Kong Debating Premier League. Kei Man

Yan of 5A, Ng Tsz Yan of 5A, and Yeung Kai Tung of 4B were awarded as the Best Debaters in the competition. The Chinese Debating Team also won 「總分王」 in the 「不賭思議辯論比賽」. So Hok Wun of 2D and Tang Wai Shing of 6B were awarded the 「最佳攻防組合」 in the competition. The Team also got the merit award in the 4th Dragon Cup: The Inter-Government Secondary Schools Multi-sided Debating Competition 2023. Kei Man Yan of 5A, Ng Tsz Yan of 5A, Lam Lok Lok of 3D and Yeung Kai Tung of 4B were awarded the Best Debaters in many competitions, namely the Joint School Chinese Debating Competition and the 「全港中學學界辯論賽」.

In Mathematics, our students participated actively in numbers of external competitions and won a lot of awards. In the Competition on the Mathematics in Information 2023 organized by the Chinese University of Hong Kong, Cheung Siu Lam Ryan of 4D, Lai Wai Chun of 4C and Yang Hon Kei of 4D won the Honourable Mention Award. In the 2022/23 Secondary School Mathematics Book Report Competition organized by Education Bureau, Cheung Siu Lam Ryan of 4D, Lam Lok Lok of 3D and Zeng Jinxing of 2D won the Appreciation Award. Ng Chiu Yin of 2D won the Special Prize, Tsai Tsz To of 1D and Ng Pak Hei of 1D won the Second Class Honor of Huaxia Cup. Besides, Ng Chiu Yin of 2D won the Gold award, Zhu Tsz Hei of 3A and Tsai Tsz To of 1D won the Bronze Awards of Asia International Mathematics Olympiad (Semi-final). Moreover, Cao Cheuk Shing of 2D won the 2nd Class Honor in the Guangdong-Hong Kong-Macao Greater Bay Area Mathematics Olympiad Preliminary Round 2023. In the Global Junior Math Aptitude Test, Tsai Tsz To of 1D won the Merit award. In the International Talent Mathematics Contest, Tsai Tsz To of 1D and Ng Pak Hei of 1D won the Merit Award.

In Biology, Li Cheuk Yin of 6B won the First Class Honour, Yip Wai Ting of 6B won the Second Class Honour, and Hung Tsz Yuet of 6B, Chan Shing Ngai of 6D and Cheung Lok Wun of 6D won the Third Class Honour of the Hong Kong Biology Literacy Award. Sze Kin Shing of 6B obtained Merit certificates.

In Music, the School Choir and the Chinese Orchestra both performed on Speech Day. Both the String Ensemble and the Guzheng Ensemble performed on Info Day for Primary School Students, while solo and ensemble performances were presented on Chinese Culture Day. Both the Chinese Orchestra and School Orchestra gave well-acclaimed performances on Award Day. In the 75th Hong Kong Schools Music Festival, our students won 1 Gold Award, 7 Silver Awards and 11 Bronze Awards. Feng Yan Yin of 4A captured the Second Place in Graded Piano Solo - Grade Eight, Yip Tin Ching of 4A won the Second Place in Dizi Solo (Intermediate), and Wang Ziqi of 1D got the Third Place in Dizi Solo (Junior). Fong Chi Yan of 4C was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council and she helped promote music as the Vice-chairperson of both Music Club and the School Orchestra.

In Visual Arts, Chan Yui Ching of 3D captured Merit award in ‘Guangdong-HK-Macao Marine Life Drawing Competition 2022’. Also, Lai Hau Tung of 4D got Merit award in the following competition: 「童」心展藝·識法——「兒童權利公約」推廣計劃 2022 吉祥物設計比賽, Lo Sui Yan of 5D won the Champion in the Draw Your Mind Out-Hospital and Healthcare

Competition. Furthermore, Wai Hei Kiu of 6B and Cheung Wan Hei of 6C won the Merit- top 15 Awards (Painting Category) in The Wharf Hong Kong Secondary School Art Competition 2022/23.

In Sports, our school won a very distinguished result in Inter-school Volleyball Competition 2022/23. We got the 2nd Runner up in Boys A and Boys B (Division I). Our students also won the 2nd Runner up in Girls A and the 3rd Runner up in Girls B (Division I). Moreover, our Boys Volleyball Team got the 2nd Runner up in the overall results. The Girls Volleyball team also got the overall 3rd Runner up in the same division.

In the Hong Kong School Drama Festival 2022/23 organized by the Hong Kong Art School, our school won the Award for Outstanding Cooperation and the Award for Outstanding Audio-visual Effects. Lo Yin Yung of 5C and Lui Chung Yan of 5B won the Award for Outstanding Performer. In the English Drama Competition organized by the Inter-government Secondary School, our school won the Outstanding Cooperation. Yeung Nok Han of 3D got the Outstanding Performer.

In Red Cross Youth Unit, our team won the Second Runner-up in Eastern District II Nursing Competition 2022/23, and the Second Runner-up in the Youth First Aid Competition 2022-2023. In the competition, Leuk Shi Yee of 2B and Tse Tsz Yau of 5B got the Best Leader award.

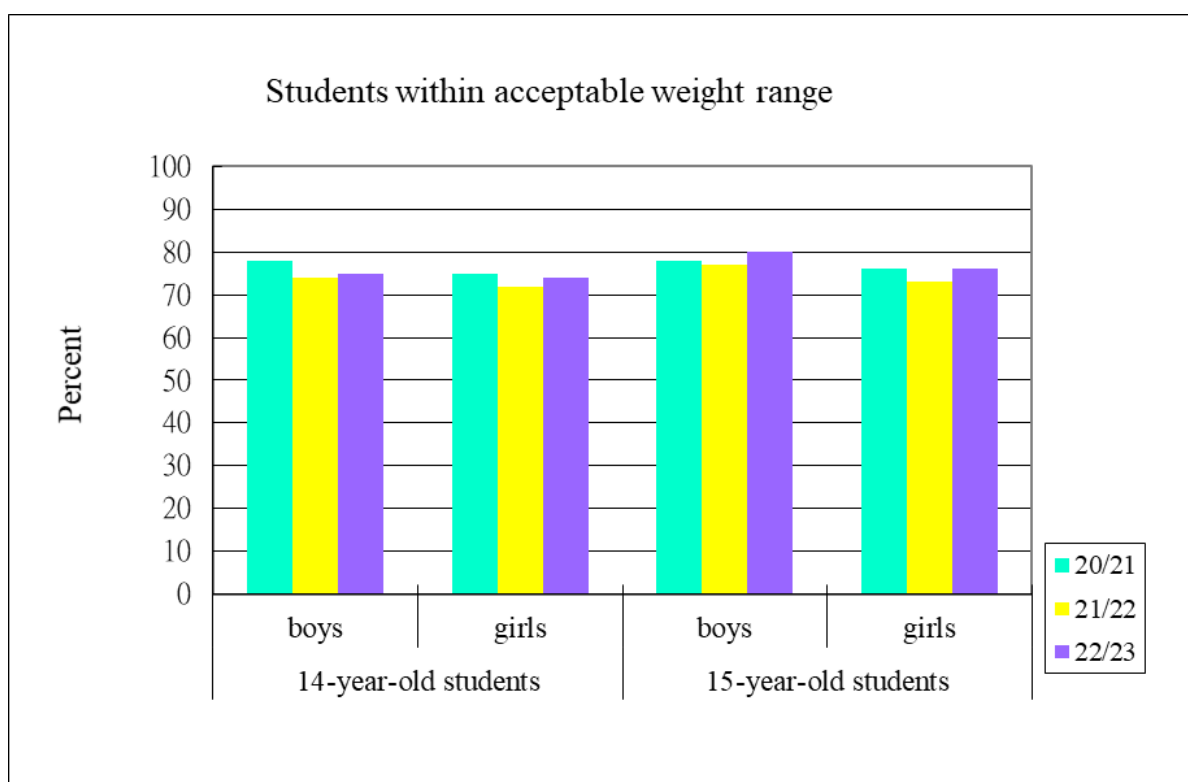
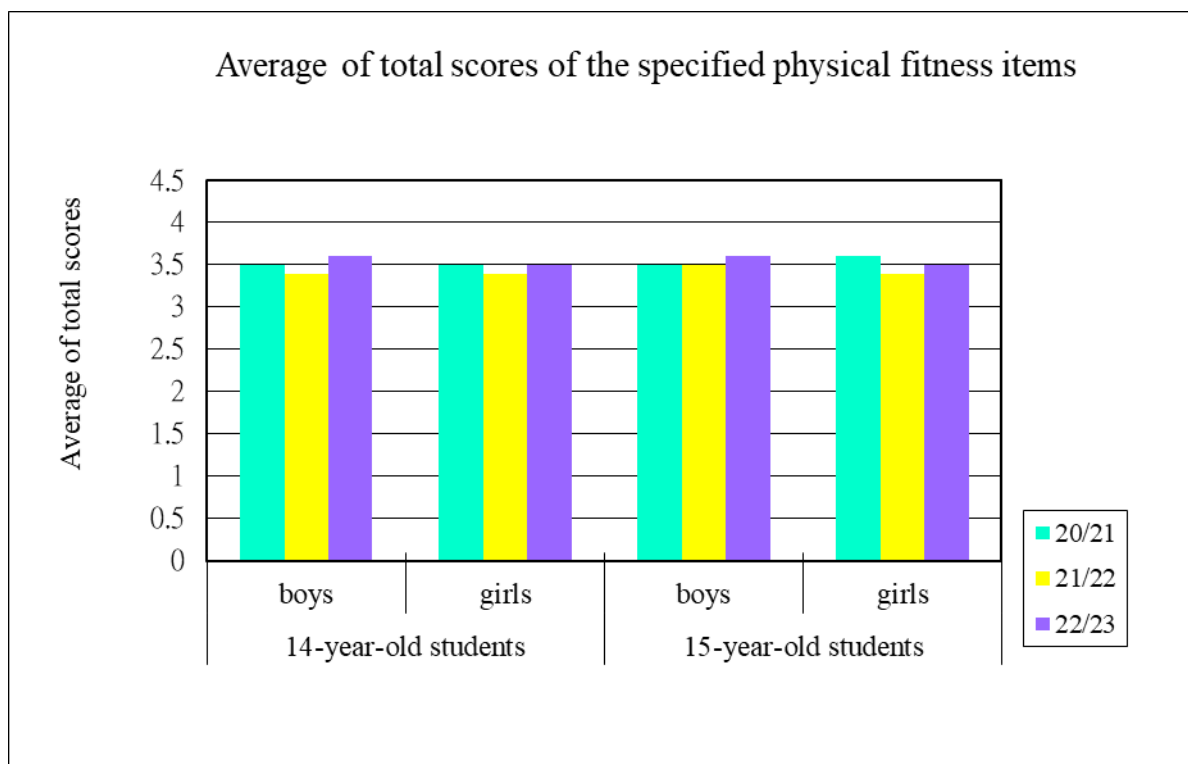
In addition, our Bridge and Chess Club members got remarkable results this year. Kwan Wan Cheung of 1B and Lok Hon Wang Herman of 3B won the First Runner-up in the following chess competition: 「第四屆港·象棋杯全港中國象棋大賽(中學組)」. Kwan Wan Cheung of 1B, Chen Ah Man of 1A and Fu Yuen Wai of 6A won the Second Runner-up in the following competition: 「第十八屆香港校際圍棋大賽(中學組)」.

Regarding the environmental education, Law Ying Ying of 5D, Wong Wai-ping of 5D, Wong Si Si of 5D, Ho Yin Lok of 5D, Wong Yuk-sum of 5C and Tai Wing Chi of 5C, from the Environmental Education Team, participated in the program of Green Energy Dreams Come True 2022/23 organized by HK Electric. They designed a board game and an animation about renewable energy resources. Not only did they create mascots for the game, but they also dubbed for the animation. Thanks to their inspiring and educational ideas, they won the Champion in the competition. Through designing games, they hope to spread the message of saving the environment to the world. We are proud of their achievements and the glory they bring to the school.

We are dedicated to enriching students' whole-person development beyond the classroom. Our students strive for excellence, learn to become a leader and serve the community.

## 6.4 Students' Physical Development

Average of total scores of students on specified fitness items such as body height, body weight, skinfold Measurements, Bent-knee Sit-ups, Sit-and-reach, Endurance Run / Walk, Push-ups (for boys), Bent-knee Push-ups (for girls), etc. are presented as follows:



## 7 Support for Student Development

### 7.1 Life Planning Team

The Life Planning Team aims at providing students with information, guidance and assistance in careers development and further education. We strive to help students develop their own academic and careers aspiration in accordance to their interest, abilities and orientations, and encourage them to make informed choice on their learning, careers goals as well as other aspects of life. We also aim at increasing students' readiness for work and enhancing their understanding on employability of different professions through a wide exposure to work/related issues and career/related learning experiences.

The following is a summary of programmes organised and/ or arranged by the Life Planning Team in 2022/23:

<b>Date(s)</b>	<b>Programme / Activity</b>	<b>Co/organiser(s)</b>	<b>Level of Participants</b>
5/10/2022	S6 Careers and Life Planning Day - Talk on Strategy for JUPAS Programme Choice	Hok Yau Club	S6
5/10/2022	S6 Careers and Life Planning Day - Alumni Sharing on JUPAS Application and Preparation for HKDSE	Alumni	S6
5/10/2022	S6 Careers and Life Planning Day - Mock Release of HKDSE	Hong Kong Sheng Kung Hui Ma On Shan (South) Children & Youth Integrated Services Centre	S6
14/10/2022	Admission Talk by HKUST and HSU	HKUST and HSU	S6
11/11/2022	Admission Talk by PolyU, CityU, SYU and HKCC	PolyU, CityU, SYU and HKCC	S6
11/11/2022	Talk on Self/Understanding Career Exploration	Top See Training and Development Centre	S4
11/11/2022	Job Sharing Workshop	Healthy School Programme	S5
9/12/2022	Interview Skill Workshop	St James' Settlement	S6
25/12/2022	Business School Partnership Programme - Jumbo Kids Theatre	Jumbo Kids Theatre & EDB	S5
28-30/12/2022	Business School Partnership Programme – Easy Organic Farming Ltd	Easy Organic Farming Ltd	S5



<b>Date(s)</b>	<b>Programme / Activity</b>	<b>Co/organiser(s)</b>	<b>Level of Participants</b>
20-22/2/2023	Business School Partnership Programme – Guang Bo Chinese Medicine	Guang Bo Chinese Medicine	S5
8-9 & 22-23/2/2023	Business School Partnership Programme - Sa Sa International Holdings	Sa Sa International Holdings & EDB	S5
3/3/2023	Workshop on Introduction of St James' 'I am...' Youth Portal	St James' Settlement	S3
3/3/2023	Workplace Visit	St James' Settlement	S4 & S5
17/3/2023	Workshop on S3 Streaming – St James' 'I am...' Youth Portal	St James' Settlement	S3
21/4/2023	Workshop on Career Exploration	St James' Settlement	S4
5/5/2023	Workplace Visit	St James' Settlement	S4 & S5
19/5/2023	Workshop on Career Exploration	St James' Settlement	S5
2/6/2023	Talk on Self Understanding and Introduction of Career Exploration	St James' Settlement	S2
2/6/2023	Talk on Self Understanding and Introduction of Life Planning	Top See Training and Development Centre	S1
6/2023	2023 Release of HKDSE Result Online Briefing	/	S6
7/2023	JUPAS Preparation and Consultation	/	S5
10/7/2023	Career Exploration Day	/	S4 & S5
13-14/7/2023	Business School Partnership Programme – Tsit Wing Coffee Company Limited	Tsit Wing Coffee Company Limited	S5
19/7/2023	2023 Release of HKDSE Result Reminder	/	S6
7/2023 – 8/2023	HKBU Summer Internship Programme 2023	HKBU	S4 & S6

## 7.2 Discipline Team

The Discipline Team aims at developing students' self-discipline and enhances their sense of belonging to the school. Holding the belief that discipline is to foster behavioural control, the team endeavours to help students understand the importance of self-discipline and mutual respect, and establish a wholesome learning environment in school.

The Discipline Team adopts a whole-school approach to fulfil the above-mentioned aims. To ensure students duly adhere to the school conduct standard, the team develops a comprehensive punitive and reward system with clear directions and guidelines. Various activities are organized to inculcate discipline to students. To facilitate home-school cooperation, the team keeps close contact with parents to ensure that students' behavioural problems are promptly addressed and effectively handled. The Discipline Team also collaborates with the Guidance Team to foster students' whole-person development.

The Discipline Team will continue to team up with the subject teachers, class teachers, the Guidance Team, the school social workers and the parents to look after the administration, operation and support of the school discipline, motivate students to be mature and respectful individuals, and help students aptly conduct themselves in society.

The following is a summary of activities held by the Discipline Team in 2022/23:

<b>Date (s)</b>	<b>Activities</b>	<b>Parties/People concerned</b>
9/2022	Case Conference with the Guidance Team and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
9/2022	Class rules setting	Teachers of the Discipline
9/2022	Leadership Training Day Camp for Prefects	Prefect Leaders, Social Workers and Teachers of the Discipline Team
10/2022	Discipline Team (Talk) Prevention of Technology Crime in School: Cyber Security Workshop	The speakers of HKFYG and students of S6
11/2022 5/2023	Best Behaved Class Competition (1 <sup>st</sup> and 2 <sup>nd</sup> term)	All students, Prefect Heads and Teachers of the Discipline Team
3/2023 5/2023 6/2023	Student Support Meeting	Discipline, Guidance and SEN Teams
5/2023	Cleanliness Campaign	All students and Discipline Team
5/2023	S3 Prefects Recruitment and Shadowing Program	Prefect Heads, S3 Students concerned and Teachers of the Discipline Team
7/2023	Discipline Team (Talk) The Importance of Obeying and Upholding the Law	Teachers of the Discipline Team and students of S1 and S2.

<b>Date (s)</b>	<b>Activities</b>	<b>Parties/People concerned</b>
7/2023	Meeting with parents on “Parents Day”	Discipline Team Teachers
Whole Year	School Escort Programme	Prefect Heads and Teachers of the Discipline Team
Whole Year	Rainbow Scheme	Teachers of the Discipline Team
Whole Year	Regular Prefect Meetings (twice a month)	Prefects and Teachers of the Discipline Team
Whole Year	Case Discussions with the Guidance and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
Whole Year	Issuing Disciplinary Notices and Making Behavioural Agreements with Parents and Students	Parents and Students concerned, and Teachers of the Discipline Team
Whole Year	Provide services at ALL School major functions (e.g. Speech Day, Graduation Day, Athletics Meets, Swimming Gala , Information Day, S1 DP Interview, Parents’ Day)	Prefects Team and Teachers of the Discipline Team

### 7.3 Guidance Team

The Guidance Team has launched a range of structured programmes and provided individual counselling for students. Our team supports the academic performance, social development and personal growth of each student. Our goal is to develop student's positive values so that they can persevere in their studies, take responsibility for their choices and be honest in their character. Our team provides students with pastoral guidance in regard to emotional or behavioural issues. We help students to understand their strengths and weaknesses, enhance their self-esteem, improve their communication skills, and set goals for the future. We have worked to create a positive, inviting and caring school environment where students can realise their potential and pursue their goals.

The Guidance Team adopts a whole-school approach to promote whole-person development of students. We collaborate with the SEN Team and Discipline Team to establish a caring school culture for students. The following is a summary of activities held by the Guidance Team in 2022/23:

<b>Date(s)</b>	<b>Programme / Activity</b>	<b>Parties concerned</b>	<b>Level of Participants</b>
24/8/2022	Pre-S1 Orientation Programme	Teachers of the Guidance Team and Social Workers	S1
25/8/2022	Pre-S1 Parents Orientation Programme	Teachers of the Guidance Team and Social Workers	Pre-S1 Parents
23/8-13/9/2022	Workshop on Self-exploration	St. James' Settlement	S1-S2
2/9/2022	Sharing in the WDC Assembly	Teachers of the Guidance Team and Social Workers	Whole School
2/9/2022	Distributing anti-epidemic pack	Teachers of the Guidance Team and Student Gatekeepers	Whole School
9/2022	Welcome Back To School (Bingo Game)	Teachers of the Guidance Team and Social Workers	Whole School
10/2022	Class Visits	Teachers of the Guidance Team and Social Workers	S1, S4-S6
14/10/2022	Zen Drawing Workshop	Teachers of the Guidance Team and Social Workers	S5
28/10/2022	Sand Bottle Workshop	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S4
28/10/2022	Talk on Information Literacy and e-Safety	Teachers of the Guidance Team and Chinese YMCA of Hong Kong	S1-S2
11/2022	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team and Social Workers	S3-S4
16/11/2022	Promotion of Mental Health Workshop	Teachers of the Guidance Team	S1

<b>Date(s)</b>	<b>Programme / Activity</b>	<b>Parties concerned</b>	<b>Level of Participants</b>
11-12/2022	Board games group	Teachers of the Guidance Team and Social Workers	S1
11-12/2022	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team and Social Workers	S3-S5
13/1/2023	Decoupage Workshop	St. James' Settlement	S6
11/2/2023	2023 愛華愛心行 「登陸。運動日」	Teachers of the Guidance Team and Social Workers	S1-S4
17/2/2023	Talk on Bounce Back Intergeneration Programme 2.0	Social Impact Fellows and Teachers of the Guidance Team	S3
24/2/2023	Parents' Day Booth	Guidance Team & PTA	Parents of Whole School
3/3/2023	「親親寵物」工作坊	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S1, S2, S4 & S5
4/3/2023	2023 愛華愛心行-心靈攝遊之旅	Teachers of the Guidance Team and Social Worker	S1-S4
7/3/2023	Sharing by the Student Gatekeepers	Teachers of the Guidance Team and Student Gatekeepers	Whole School
31/3/2023	Talk for parents 「聆聽心底話...親子正向溝通」 講座	Educational psychologist	Parents of Whole School
21/4/2023 28/4/2023	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team, Educational psychologist and Social Workers	S3-S5
30/5/2023	Talk for S1 Students	Teachers of the Guidance Team and Social Workers	S1
4/7/2023	Promotion Activity of Mental Health by Student Gatekeepers	Teachers of the Guidance Team and Student Gatekeepers	S4 & S5
5/7/2023	Positive Interpersonal Relations Talk	Breakthrough	S5
Whole Year	S1 Mentorship Scheme	Teachers of the Guidance Team and Social Workers	S1 and Student Mentors
Whole Year	Training of Student Mentors of S1 Mentorship Scheme	Teachers of the Guidance Team and Social Workers	Student Mentors
Whole Year	Wellness Hub	Teachers of the Guidance Team and Student Gatekeepers	S1-S5
Whole Year	Case Discussions with SEN Team and Discipline Team	Teachers of the Guidance Team, Social Worker, SEN Team, Discipline Team and Educational Psychologist	---

## 7.4 Moral and Civic Education Team

The Moral and Civic Education Team integrates the core values of moral and civic education across all key learning areas. The collaboration with other subject departments provides students with a comprehensive learning experience with rich and diversified programmes which help students develop positive life values and attitudes. This year, the Moral and Civic Education Team co-organised various learning activities with other subject departments and functional teams, including talks, display board exhibitions, visits, excursions, etc. The effort of the MCE instigates the positive values of students (including perseverance, respecting others, care for others, diligence, responsibility, commitment and integrity) and raises civic awareness, national identity and patriotic feelings among students so that students would be able to establish high morality and maintain a learning attitude with passion and enthusiasm.

The following is a summary of the activities and competitions held and/or arranged by the Moral and Civic Education Team in 2022/23:

Date(s)	Activity	Co-Organiser(s)	Level of Participants
11/2022	壁報設計比賽主題： 「我們是...」	Major Concern 2	S1-S5
14/11/2022	「情繫筲箕、漁灣文化」中一級香港 歷史社區考察計劃 2022-23	Different subject departments	S1
13 – 17/3/2023	中華文化週	Different subject departments	Whole school
31/3/2023	廉政微電影：「賄子手」	ICAC	S2-S3
6/2023	廉政公署網上問答比賽	-	Whole school
2/6/2023	廉政互動劇場：「糖衣 Bakery」	ICAC	S2-S3
4/7/2023	廉政微電影欣賞	-	ICAC iteen members and S4-S5
Whole year	廉政公署 iteen 2022-23	ICAC	S4
Whole year	「我們的微電影」	Major Concern 2	S1-S2

## **7.5 National Security Education**

National Security Education aims to provide a safe and peaceful learning environment for students to receive quality education, and to foster the concepts of national sovereignty and security in the Hong Kong Special Administrative Region, as an inalienable part of the People's Republic of China, safeguarding the high degree of autonomy under the "one country, two systems" principle as enshrined in the Basic Law. With multiple pathways, the Committee helps promote national security in school on a whole school approach at different perspectives, respectively on Staff Development, Human Resources management, School Administration, Learning and Teaching, Whole Person Development, Student Support (Guidance and Discipline) and Home School Collaboration, etc.; this year, the School added the perspective of "Alumni and Community Collaboration" to capitalize on the knowledge and experience of our Alumni and create synergies between the School and district NGOs to help students understand better their neighbourhood and effectively construct their community identity and national identity at large.

### **Staff development**

The Committee familiarized teachers with the National Security framework and introduced the work of the N.S.C. during the Academic Affairs Committee Meetings and Staff meetings, introducing the different perspectives of national security, and exemplified how teachers could incorporate N.S. elements in their Learning and Teaching as well as student activities.

The Committee also keenly participated in different EDB Sharing Sessions in teacher training in which to exemplify how national security was instilled among students through cross-curricular experience learning, and to ensure that teachers were well-aware of the latest development of the School's National Security education so that it can be carried out in an effective and holistic approach.

### **School Administration**

In view of the latest update of the National Security measures issued by the Bureau, the Committee helped revised the standard procedures of the National Security in School while organizing activities to ensure that all activities, disregards of being organized by the School, service providers or other institutions, have to strictly abide to the N.S. measures stipulated by the School and the Bureau by large. The Committee also helped draft the procedural manual on contingency as how the School should respond should there be activities/actions/behaviours violating national security in school/at the vicinity of the campus in a bid to maintain a peaceful and risk-free learning environment in campus.

### **Learning and Teaching and Whole Person Development**

To ensure that all learning materials fulfilled the national security requirement and in compliance to that as stipulated in EDB, the Committee helped set up the selection procedures of the use of learning materials, and the filing system to archive all N.S. related school-based learning materials that are required to be filed for three years.

To ensure that National Security education is carried out in a holistic and whole school approach, the Committee kept track of the progress of Learning and Teaching and Whole Person Development on national security education, and conducted survey by the end of each term to record the latest progress of the national-security related elements being conveyed at KLA and

functional groups. With the broad coverage of N.Ss element in both learning and teaching and whole-person development activities, national education on students is deemed to be effective.

To promote patriotism, values such as law abidingness and respect for others and foster students' national identity, Flag-raising Team and different leadership program are established. The Flag-raising Team helps carry out routine flag raising ceremony. The flag raising ceremony helped to promote patriotism, and promote values such as respect and national identity among students and teachers.

A team of Basic Law Ambassadors were also recruited to play a key role in promoting national security and Basic law education. The student ambassadors helped to be the MC of various important National Occasion, say the National Day, the National Constitution Day, National Security Day and the Establishment Day of HKSAR, etc.; they also helped to organize student activities related to national security, and help creating an ambience for understanding national condition and national education.

The Committee also teamed up with the School's Major Concern Teams to promote national security by whole school approach under the School's Development Plan, for example, the Committee invited venerable alumni to be the guest speakers of special flag raising ceremony occasions, featuring values of gratefulness, perseverance, and diligence that were addressed in values education of the School Major Concern 2. Alumni were also invited to share their expertise and experience in their career venture, and relate to the national security elements that they had come across in practice.

### **Student support with Discipline and Guidance Teams**

The Committee collaborated with the Discipline and Guidance Teams and social worker to look after the mental wellness of students, minimizing the chances for them to violate national security. School rules related to national security were also included in the student handbook and explained in the first discipline meeting for students. Up to now, no students were found to have violated school rules on national security.

### **Home-school Collaboration**

The Committee helped bridge communication between the school and parents, informing them of the latest national security policies of the school, rendering for their support and to conduct national security education to students in a more effective way. One example was the Chinese Culture Week, in which parents were invited to participate and run a game stall featuring traditional Chinese virtuous, say filial piety and diligence, etc.; parents are well aware of the importance of conserving our cultural virtues and setting themselves as good role-models to their children. They showed strong approval and gratitude to the School's shrewd effort in maintaining a safe and caring environment to students.

From strength to strength, the Committee aspires to safeguarding national security as the constitutional responsibility, and cultivating students' sense of responsibility as a national citizen.

*\*As for the detailed outline of the National-Security-related School Activities, please refer to the Yearly Evaluation of the National Security Education Committee.*



## 7.6 Other Learning Experiences Team

Other Learning Experiences (OLE) help students grow and develop academically, morally, aesthetically, physically, and socially. We have 9 academic clubs, 13 interest groups, 5 uniform teams, 5 service groups, 7 sports teams, a symphony orchestra, a Chinese orchestra, school choir, Zheng Ensemble and 18 instrumental classes. These diversified student-run clubs and committees, under the supervision of teachers, offer ample opportunities to students to explore their talents and interests.

Apart from offering a wide variety of activities, our school has followed closely the directions of the curriculum reform and tried its best to enrich students' learning experiences beyond classroom. The following is a summary of the enrichment activities organised by the OLE Team in 2022/23:

<b>Date(s)</b>	<b>Programmes/Activities</b>	<b>Co-organiser(s)</b>	<b>Level of Participants (Number) of students involved</b>
8/2022	S1 Orientation Day (Introduction of OLE)	OLE Team	S1 (140 students)
9/2022	Talk about OLE for S4 & S5 Students	OLE Team	S4 (122 students) & S5 (125 students)
30/8/2022 & 3/9/2022	S1 Training Workshop	Life Master Consulting Ltd.	S1 (130 students)
25/10/2022	OLE Leadership Training Program	CROSS Centre Tung Wah Group of Hospitals	S3-S5 (48 students)
8/2022 - 12/2022	Go Wild Leadership Training Program	The Hong Kong Federation of Youth Groups	S4 (2 students)
9/2022 – 5/2023	2022-23 Canadian English Writing Competition (Arch Cup) (4 rounds)	The English Association of Asia	S3 (1 student)
11/2022	English Public Speaking: The 28th Model ASEAN Summit	International Model ASEAN Association	S4-S5 (8 students)
18/11/2022	English Essay Competition (23rd Lions International Youth Exchange Scholarship)	Lions Youth Exchange Committee	S5 (1 student)
2/2023	Sharing on the Leadership Program by students	OLE Team	S4 (2)
Whole Year	S4 & S5 Leadership Training Program	The Salvation Army	S4 (7 students) & S5 (4 students)
Whole Year	UNICEF Sustainable Development Goals (SDGs) eLearn Award Scheme 2023	UNICEF	S4 (6 students)

## 7.7 Special Educational Needs Team

The Special Educational Needs Team aims at providing support to cater for students' special educational needs (SEN) in different levels, building an inclusive culture in the school environment, enhancing home-school cooperation and liaising with professionals and non-governmental organizations to raise the effectiveness of the support to SEN students. We do our best to observe the principle of equal opportunities and make reasonable accommodations for students.

The following is a summary of activities held and/ or arranged by the Special Educational Needs Team in 2022/23:

<b>Date (s)</b>	<b>Programme / Activity</b>	<b>Parties concerned</b>	<b>Level of Participants</b>
8/2022-9/2022	「心晴開學谷」 Sunny Mindful Group	SEN Team & Social Workers	S1-S5 SEN & NCS students
11/2022-5/2023	Emotional-control, Self-management and Social Skills Training Course 「初中情緒、自理及社交小組」	SEN Team & Folk Culture & Education Co. Ltd.	S1-S2 SEN students
11/2022-5/2023	After-school Tutorial Class 「初中課後功課增潤班」	SEN Team & Folk Culture & Education Co. Ltd.	S1-S3 SEN students
11/2022-6/2023	Speech Therapy	SEN Team & Prologue Education Centre Ltd.	S1-S5 SEN students
2/2023	Morning Assembly Sharing	SENCO	Whole School
2/2023	Mental Health Talk - Understanding and Managing Anxiety 「精神健康教育活動」	SEN Team & Queen Mary Hospital	S2 students
2/2023	EDB Joint-school Sharing 「中學特殊教育需要統籌主任專業網絡活動—SENCO 聯校分享」	EDB & SENCO	SENCOs
3/2023	Shall We Talk Workshop 「中六減壓工作坊」	Educational Psychologist & SEN Team	S6 SEN students
3/2023	I CARE: Hong Kong Cultural Tours Project 「博群香港文化導賞計劃」	SEN Team & The Chinese University of Hong Kong	S1 SEN & NCS students and Little Angels
3/2023-5/2023	Flash Light Programme (Stage 3) The Searchers – Searching for the Missing Soul of Teenagers through Arts Joint School Activity Day and Core Courses 「生命不加索 - 青少年生命藝術共創計劃」	SEN Team & Swire Properties, Agent of Change foundation, The Hong Kong Polytechnic University	S3-S5 SEN students and Little Angels

<b>Date (s)</b>	<b>Programme / Activity</b>	<b>Parties concerned</b>	<b>Level of Participants</b>
3/2023- 5/2023	English Tutorial Class 「英文專科班」	SEN Team & Education Plus Centre	S1-S2 SEN students
4/2023	Mental Health Talk - Understanding and Managing Anxiety 「精神健康教育活動」	SEN Team & Queen Mary Hospital	S3 students
5/2023	Mental Health Talk – Understanding and Managing Anxiety 「精神健康教育活動」	SEN Team & Queen Mary Hospital	S1 students
6/2023	Crisis Drill 「危機處理預演」	Educational Psychologist, Social Workers & SEN Team	Staff
6/2023	Mölkky Post Exam Activities 「芬蘭木柱」試後活動	SEN Team & Excellent Education Company Limited	S1-5 SEN students and Little Angels
Whole Year	「全校參與分層支援有自閉症的學生」 計劃(AIM)—強項為本小組	EDB & SENCO	S1-4 SEN students
Whole Year	Special Examination Arrangement	SEN Team & Exam Team	S2-S6 SEN students
Whole Year	Little Angels Programme 「校園小天使計劃」	Educational Psychologist, Social Workers & SEN Team	S1-S6 SEN students and Little Angels
Whole Year	Individual Education Plan (IEP)	Educational Psychologist, Student Support Team, Social Worker, Class Teachers and Subjects Teachers	S2 SEN student
Whole Year	Case Conference, Student Support Conference and Psycho-educational assessment with the Educational Psychologist	Educational Psychologist, Student Support Team, Social Workers, Class Teachers and Subjects Teachers	S1–S6 SEN students

## 8 Financial Summary (as at 31 August 2023)

	Income \$	Expenditure \$
<b>I. Government Funds</b>		
<b>A. Expanded Subject and Curriculum Block Grant</b>		
<b>(a) Non-school Specific Grant</b>		
• Baseline reference provision	476,420	357,666
<b>(b) School Specific Grants</b>		
• Composite IT Grant	503,136	483,203
• Capacity Enhancement Grant	654,502	327,296
<b>Balance:</b>	465,893	
<b>B. Other Specific Grants</b>		
• Teacher Relief Grant	393,094	227,737
• Learning Support Grant	494,239	458,845
• School-based After-school Learning and Support Grant	169,600	155,650
• Information Technology Staffing Support Grant	340,738	331,522
• Grant for the Sister School Scheme	318,496	211,110
• Promotion of Reading Grant	127,493	78,752
• Life-wide Learning Grant	2,382,015	1,217,907
• Diversity Learning Grant	84,000	53,575
• Student Activities Support Grant	99,450	35,507
• School Drama Festival – Production subsidies for GSS	3,700	3,070
• School Executive Officer Grant	921,824	491,032
• One-off Grant for the Sen. Sec. Subj. C & SD	200,000	252
• SBM Top-up Grant	51,615	0
<b>Balance:</b>	2,321,305	
<b>II. Non-government Funds</b>		
<b>A. Extra-curricular Activities Fund</b>	152,769	115,038
<b>Balance:</b>	37,731	
<b>B. SBM Fund</b>	514,238	337,220
<b>Balance:</b>	177,018	

## **9 Feedback on Future Planning**

### **9.1 Major Concern 1: To raise students' learning capability in pursuit of academic excellence**

- 9.1.1 The tasks in the Annual School Plan of Major Concern 1 2022/23 were mostly accomplished with satisfactory results. Positive feedback and comments were given by both teachers and students.
- 9.1.2 According to the APASO Survey, Stakeholders' Survey and Reading Habit Survey, it can be concluded that reading habit has been developed in general students. Efforts have to be made on increasing students' interest in reading so that their reading habit can be sustained in the next year. Moreover, a variety of activities and programmes will be organized to strengthen students' language competence and reading skills so that they can read more confidently and effectively.
- 9.1.3 Our school provides various learning opportunities for students to develop their STEAM knowledge and skills. Students generally showed interest and good involvement in the activities. To further enhance students' innovative capability, STEAM elements will be incorporated into the formal curricula in the preparation of school-based STEAM curriculum next year.
- 9.1.4 Measures to foster positive values and promote National Security Education (NSE) were successfully implemented through regular lessons and a variety of activities. On the other hand, as IT is an effective tool for teaching and learning, the school will continue to provide training and organize peer sharing on e-Learning apps to further enhance teachers' IT capability.

## **9.2 Major Concern 2: To nurture students' positive values and attitudes for the development of the sense of citizenship and national identity**

- 9.2.1 Group activities aimed at cultivating students' positive emotions and fostering their positive values and attitudes were organized for students in S1, S3, S4 and S5. All participants responded positively to the activities. In the coming year, these group activities will be further refined and continued. Moreover, other functional teams will be invited to collaborate with the MC2 Team in organising these activities.
- 9.2.2 After reviewing the time schedule and considering the students' needs, the Freshmen Programme will continue with increased emphasis on self-management, interpersonal skills and stress management.
- 9.2.3 Under the guidance of the class teachers, the Micro-film project successfully enhanced the sense of belongings among S1 among S2 classmates. It also instilled values of responsibility and commitment among the students. The school acknowledges the significance of class management in values education, and this strategy will be further promoted in the coming year.
- 9.2.4 The APASO survey revealed high levels of anxiety and the presence of psychosomatic symptoms among the students. In order to help them manage their stress, the promotion of physical and mental health will be prioritized in the coming year.
- 9.2.5 Regarding the Personal Growth Programme in S4, it was found that students lacked clarity about their personalities and aptitudes. To address this, the S4 programme will be refined to include a more in-depth analysis of students' career aspirations and training in interpersonal skills.
- 9.2.6 To further cultivate students' sense of love and gratitude, the power-up programme for S6 and the voluntary work programmes in S3 and S5 will continue.
- 9.2.7 Chinese Culture Week was a resounding success in the current school year. Students appreciated the Chinese culture and developed a stronger national identity through this event. The event will be continued in the following year.
- 9.2.8 All Student Support Teams and ECA teams actively fostered students' core values through activities and leadership training programmes. Life planning activities were also organized for students at all levels to help them understand their aptitudes, personality, and guide them in setting career goals. Basic Law Education and National Security Education were promoted through various activities and integrated into the formal curriculum. These initiatives will continue to be implemented next year.