



Shau Kei Wan Government Secondary School School Report 2023/24

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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.



Table of Contents

		Page
1	Our School	
1.1	Type of School	1
1.2	Historical Background	1
1.3	School Facilities	1
1.4	School Management	1
2	Our Students	
2.1	Class Organisation	2
2.2	Students' Attendance	2
2.3	Prospects of S6 Graduates	2
2.4	Early Exit Students	3
3	Our Teachers	
3.1	Teachers' Qualifications	4
3.2	Teachers' Experience	4
3.3	Teachers' Professional Development	4
4	Our Learning and Teaching	
4.1	School Curriculum 2023/2024	5
4.2	Lesson Time for the Different Key Learning Areas (KLAs) in S1-S3	6
4.3	Medium of Instruction	6
5	Achievements and Reflection on Major Concerns	
5.1	Major Concern 1	7 – 12
5.2	Major Concern 2	13 - 26
6	Performance of Students	
6.1	Results of HKDSE 2024	27
6.2	Inter-school Activities and Awards	28 - 41
6.3	Students' Achievements in Extra-curricular Activities	41 – 43
6.4	Students' Physical Development	44
7	Support for Student Development	
7.1	Life Planning Team	45 - 46
7.2	Discipline Team	47 – 48
7.3	Guidance Team	49 – 51
7.4	Moral and Civic Education Team	51
7.5	National Security Education	52 – 54
7.6	Other Learning Experiences Team	54
7.7	Special Educational Needs Team	55 – 56
8	Financial Summary (as at 31 August 2024)	57
9	Feedback on Future Planning	
9.1	Major Concern 1	58
9.2	Major Concern 2	58 - 59

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 29 classrooms, plus a Computer-Assisted Learning Room, a Multi-media Learning Centre, an English Language 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, a Wellness Hub, an Inspiration Hub, a Student Activity Centre, a Life Planning Room, a Multi-function Room and a Music Activity Room for various educational activities. For students' health, well-being and safety, the school has a Guidance Room, 2 Social Worker's Rooms and a sick room. Other facilities include 2 Staffrooms, a Staff Common Room, a General Office, a Conference Room and a printing room. In addition, the school has a garden, a courtyard, a tuck shop and a covered playground to enhance social interaction, as well as 2 multi-purpose playgrounds and a mini football pitch to promote physical activities and sports participation.

1.4 School Management

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

Composition of the School Management Committee

Category Year	Sponsoring Body (EDB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
2021/22	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
2022/23	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
2023/24	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

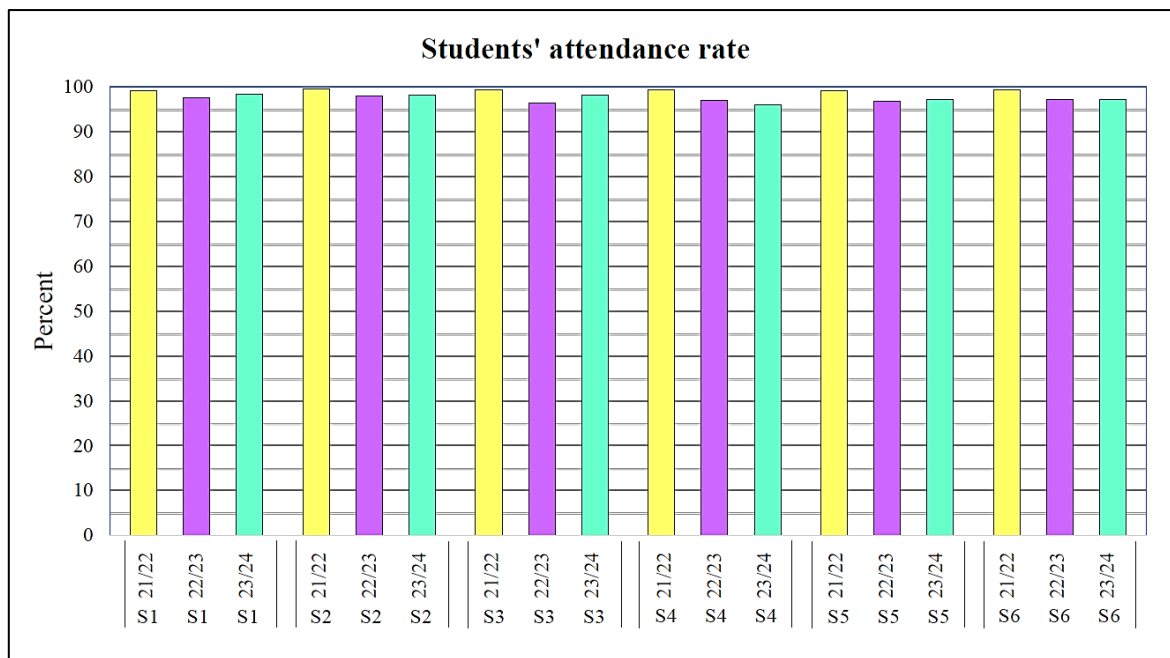
Committee members of 2023/24 were Ms Law Kit-ling, Grace (Chairperson), Ms Yan Kin-foon, Alice (Principal), Mr Leung Sai-choi, Patrick and Ms Hong Teyn-fon (Parent Members), Mr Au Wai-kwong, Elvis and Mr Chow Wing-sum (Alumni Members), Mr Wu Chun-sing, Parco and Dr Leung Kin-yi, Promail (Independent Members), and Mr Ko Wing-tai and Ms Au Ka-man, Miranda (Teacher Members).

2 Our Students

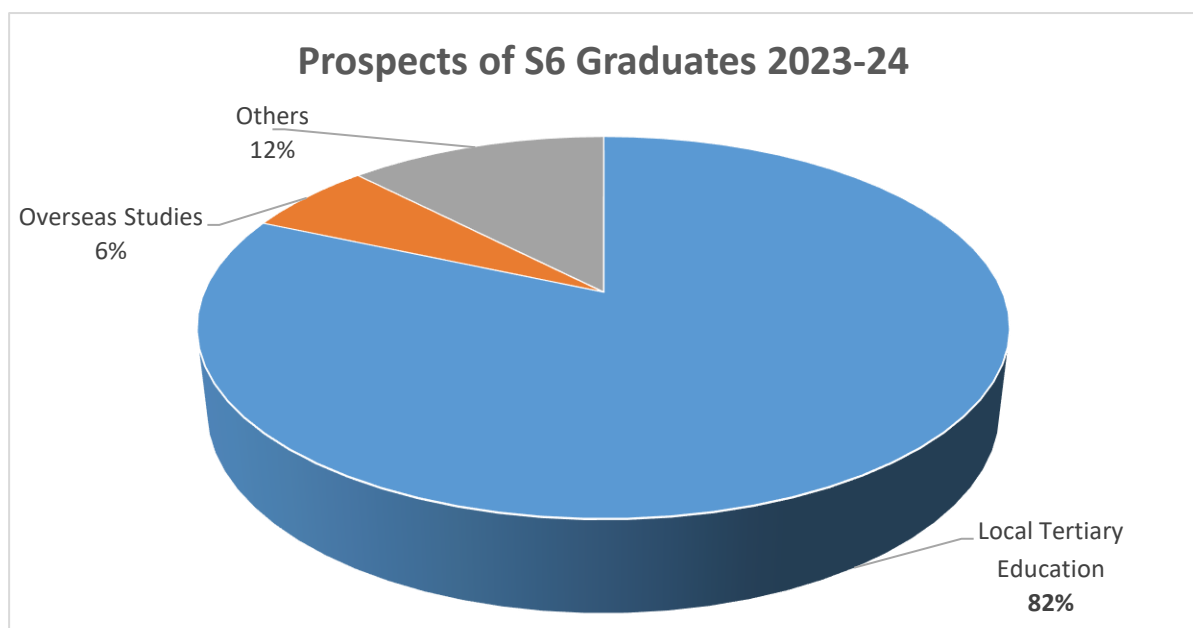
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	87	99	77	76	58	78	475
Girls	54	39	47	39	47	42	268
Total Enrolment (as at 30 Sept 2023)	141	138	124	115	105	120	743

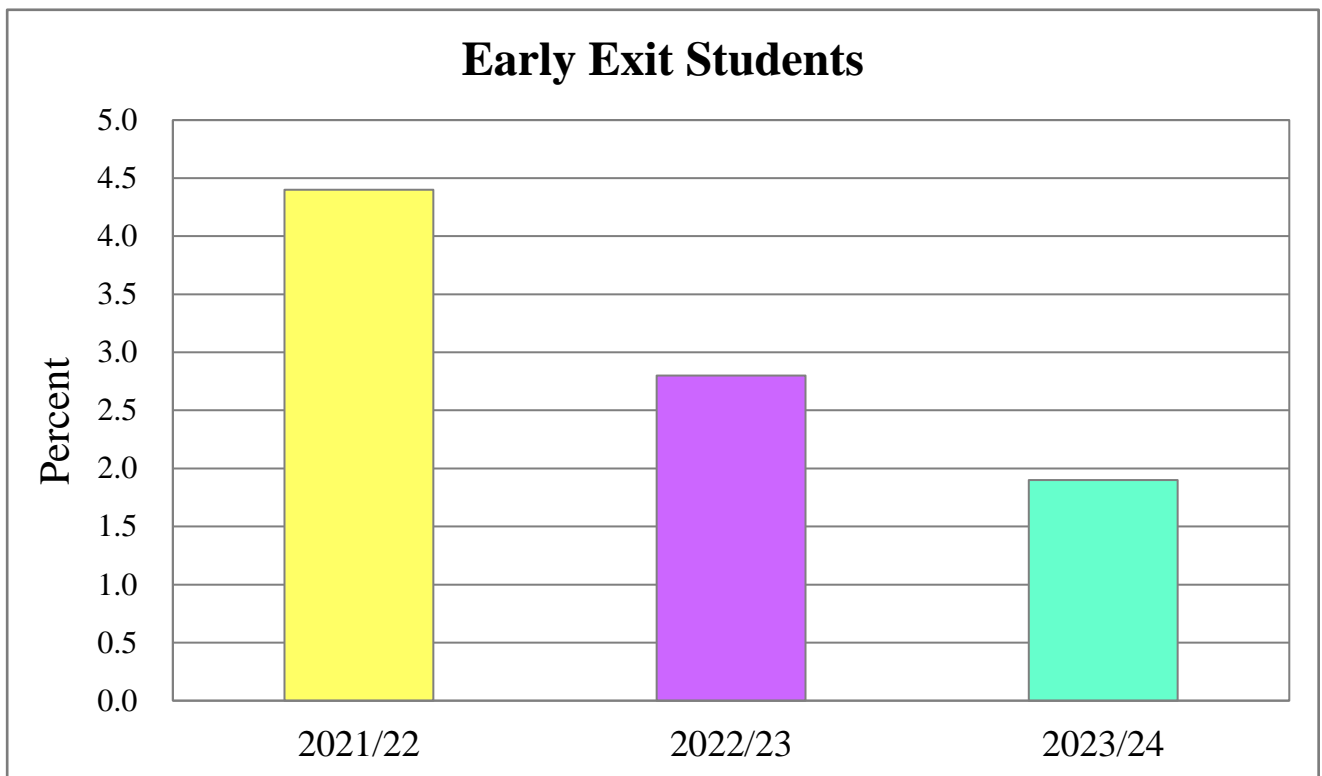
2.2 Students' Attendance



2.3 Prospects of S6 Graduates



2.4 Early Exit Students



3 Our Teachers

3.1 Teachers' Qualifications

There were 84 staff members in our school: the Principal, 3 Assistant Principals, 49 teachers, 1 Teacher Librarian, 2 School Social Workers, 5 Teaching Assistants, 1 Clerical Officer, 1 School Administrative Executive, 4 Clerical Assistants, 2 General Clerks, 3 Laboratory Technicians, 1 Information Technology Resources Officer, 1 Information Technology Resources Assistant, 1 Skilled Worker, 2 Semi-skilled Workers, 5 Workmen II and 3 General Workers.

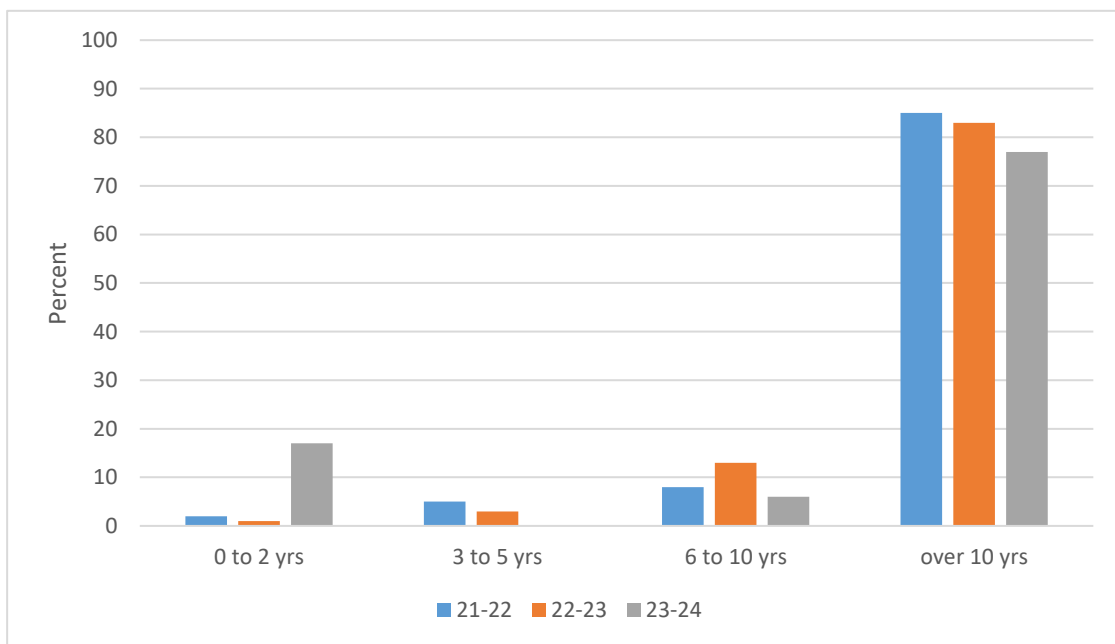
Highest Academic Qualifications attained by teachers:

- Master's degree or above: 41.5%
- Bachelor's degree: 58.5%

Professionally-trained teachers: 94.3%

English Teachers and Putonghua Teachers with LPR: 100%

3.2 Teachers' Experience



3.3 Teachers' Professional Development

In the year 2023/24, teachers (including the Assistant Principals) undertook a total of 1946 hours of training in the five CPD Domains for Teachers.

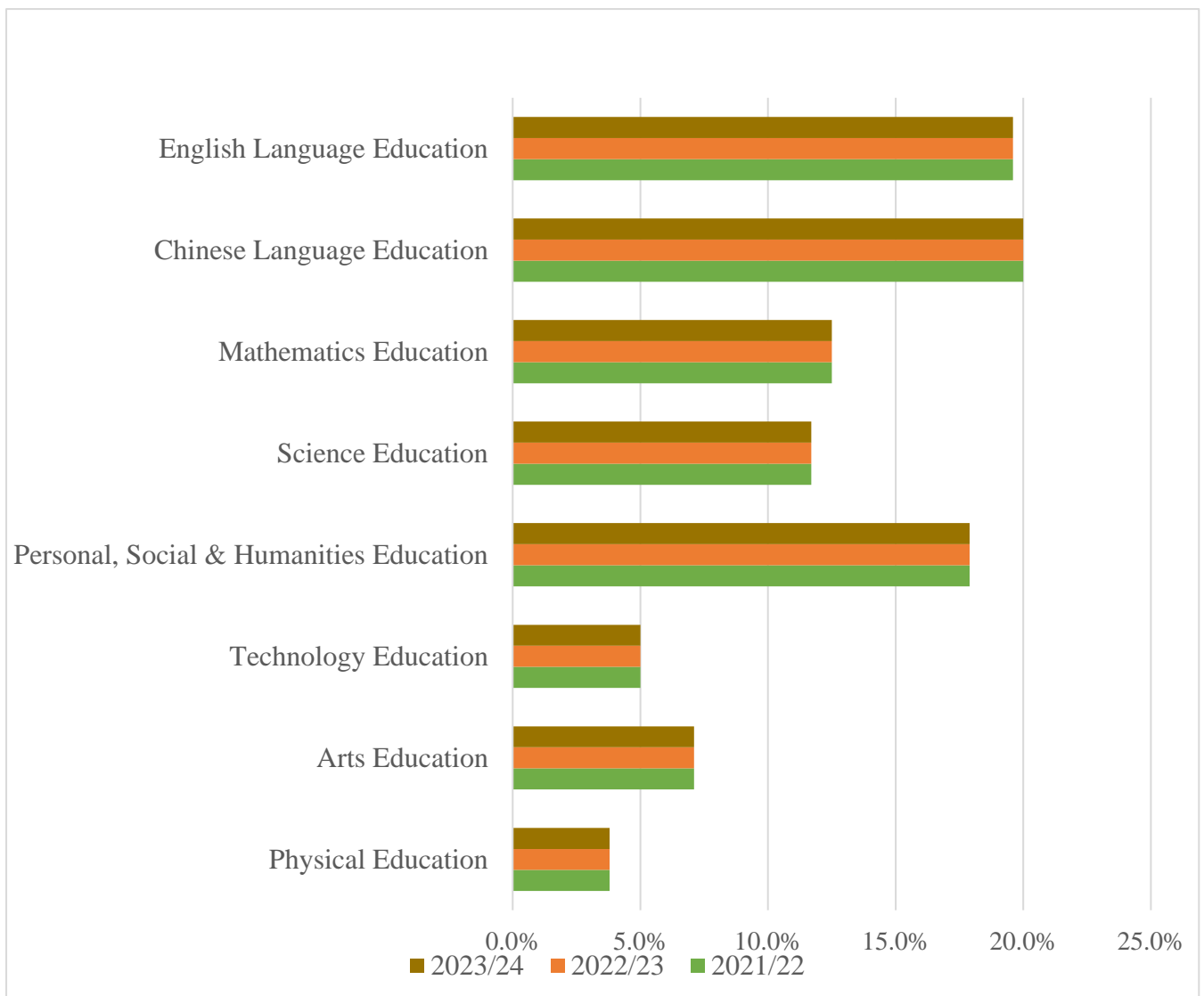
Domains	No. of Hours
Teaching & Learning	1082
Student Development	167
School Development	341
Professional Relationships and Services	61
Personal Growth and Development	295
Total:	1946

4 Our Learning and Teaching

4.1 School Curriculum 2023/24

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				*	*	*
	Economics				*	*	*
	Geography	*	*	*	*	*	*
	History	*	*	*		*	*
	Chinese 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, National Security 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 and Citizenship & Social Development.

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>1. To strengthen the language ability of students through reading.</p> <ul style="list-style-type: none"> • To promote reading and reinforce students reading habits. • To further increase students' interest in reading and language competence through a variety of activities and programmes. 	<ul style="list-style-type: none"> • To sustain students' reading habit and to broaden their horizons, different means were used to increase their reading exposure. <ol style="list-style-type: none"> 1. Reading tasks including over 60 online articles were tailor-made by different subject teachers to enrich students' reading experience in order to promote a reading habit and enhance their strands of knowledge. In line with the Value Education and National Security Education trends, google forms were made to further enhance students' understanding of different elements promoted by the EDB. <ul style="list-style-type: none"> ➤ Over 50 % of the articles recommended embodied cultural security elements and other elements such as resources, biosecurity and homeland security were included. ➤ Positive values such as care for others, responsibility and national identity were promoted via the Google Reading articles. ➤ It was observed that teacher had a good awareness of the education trends advocated by the EDB, and they tailor made materials for meeting students' reading and learning needs. ➤ It was observed that the junior form students had a keener interest in using the Google reading as a platform for sustaining the reading habits online. Students' participation is more active in Music, Physics and Chinese Language. ➤ Classes with best performance: 1D, 2D and 3D. 2. Reading Periods were well managed by the reading teachers and Reading to Learn Team. <ul style="list-style-type: none"> ➤ Teachers commented that it was encouraging to see most of the students had a habit of reading and they took their own books to read during the period with minimal supervision. ➤ Some students were invited to make book presentations and share their feeling after reading during the morning assemblies and the Reading Periods which showed that the school was working towards building a reading culture. ➤ The most enthusiastic readers in class were awarded book coupons for encouragement. S1- S3 students showed good effort in making their reading records with good organization skills indicating the genres and the book information. The reading habit of students were sustained with regular Reading Periods. 3. The Reading to Learn Team took the initiative to run different reading talks regularly to promote students' interest and boost their motivation to read different kinds of books, both fiction and non-fiction. <table border="1" data-bbox="668 1861 1259 2107" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Month</th> <th>Theme</th> </tr> </thead> <tbody> <tr> <td>10/2023</td> <td>Science</td> </tr> <tr> <td>11/2023</td> <td>MBA</td> </tr> <tr> <td>12/2023</td> <td>Music and Chinese Culture</td> </tr> <tr> <td>2/2024</td> <td>Mathematics</td> </tr> <tr> <td>4/2024</td> <td>Health</td> </tr> <tr> <td>5/2024</td> <td>Health</td> </tr> </tbody> </table>	Month	Theme	10/2023	Science	11/2023	MBA	12/2023	Music and Chinese Culture	2/2024	Mathematics	4/2024	Health	5/2024	Health
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Targets & Strategies	Achievements and Effectiveness															
	<p>➤ Teachers were encouraged to hold reading talks recommending good readers to encourage students to read beyond classroom and make connections between reading and everyday life. The feedback was positive and students enjoyed the talks. Roughly, each talk had more than 40 students enrolled.</p> <p>➤ A reading culture was promoted through the interactions and book recommendations.</p> <p>4. Chinese and English reading-related talks were held on LWL Days to further boost students' interest to read by learning about different reading and writing strategies.</p> <table border="1" data-bbox="592 535 1406 792"> <thead> <tr> <th data-bbox="592 535 746 573">Date</th> <th data-bbox="746 535 1129 573">Talk</th> <th data-bbox="1129 535 1406 573">Focus</th> </tr> </thead> <tbody> <tr> <td data-bbox="592 573 746 611">10/11/23</td> <td data-bbox="746 573 1129 611">從閱讀提升寫作</td> <td data-bbox="1129 573 1406 611">Chinese culture</td> </tr> <tr> <td data-bbox="592 611 746 689">10/11/23</td> <td data-bbox="746 611 1129 689">文憑試應試閱讀技巧：散文閱讀</td> <td data-bbox="1129 611 1406 689">Chinese culture</td> </tr> <tr> <td data-bbox="592 689 746 728">15/03/24</td> <td data-bbox="746 689 1129 728">Intensive Reading skills</td> <td data-bbox="1129 689 1406 728">English reading skills</td> </tr> <tr> <td data-bbox="592 728 746 792">3/05/24</td> <td data-bbox="746 728 1129 792">Speaking and writing: identifying topic sentences</td> <td data-bbox="1129 728 1406 792">English reading-related strategies</td> </tr> </tbody> </table> <p>➤ Different surveys were conducted to monitor the quality of reading workshops and talks. The feedback and the comments from teachers, students and the guests were positive.</p> <p>5. Different departments had used different ways to promote reading and integrate students' reading experience with the current curriculum.</p> <p>➤ Both Chinese and English Departments closely monitored students' reading progress and awarded the students with good reading habits Diamond, Silver, Gold and Bronze awards. Students with best performance mainly came from 1A, 1C, 2D, 3B and 3D.</p> <p>➤ The reading assignments designed by different departments mainly focused on a wide range of skills such as comprehension, theme, key ideas, critical thinking, vocabulary and interpreting data/ statistics/ findings. Departments such as PTH, Physics, Home Economics, BAFS, Geography and Computer shared their reading assignments and celebrated the joy of reading in students' assignments.</p> <p>➤ Some departments provided various opportunities such as presentations, sharing, competitions and reports to further develop students' reading skills and all of them agreed that the strategies were effective in promoting reading in their departments.</p> <p>➤ It was observed that there would be a tendency towards Reading across the curriculum since deep reading can be possible if every department has assisted students to enhance certain reading skills in different ways, laying a good foundation for enhancing the reading atmosphere on campus and further sharpen reading skills in general.</p> <p>6. 2 large-scale surveys namely <i>Reading Habit Survey</i> and <i>Reading Interest</i> were conducted by the Reading teachers at the end of the term to review students' reading habits and understand more about their interest.</p> <p>➤ The findings according to the data are listed as, Reading Habit:</p> <ul style="list-style-type: none"> ■ 55 % of students usually spent 1-15 hours on reading English materials online per week and 80 % of students usually spent 1-15 hours reading Chinese materials online per week. This showed that reading has become a habit among students. 	Date	Talk	Focus	10/11/23	從閱讀提升寫作	Chinese culture	10/11/23	文憑試應試閱讀技巧：散文閱讀	Chinese culture	15/03/24	Intensive Reading skills	English reading skills	3/05/24	Speaking and writing: identifying topic sentences	English reading-related strategies
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3/05/24	Speaking and writing: identifying topic sentences	English reading-related strategies														

Targets & Strategies	Achievements and Effectiveness
	<p>Reading Interest:</p> <ul style="list-style-type: none"> ■ 11.4 % would spend their leisure time on reading, while others would do sport or other activities to relax. ■ Among different types of fiction, they liked crime/ mystery/ detective/ sci-fi more. ■ They preferred to bring their own books (66.2 %) in the Reading Periods and read print books (56.4 %) rather than e-books. There is a tendency that students would accept e-books as a resource of reading. <p>7. <i>APASO Survey on Affective Development and Stakeholders' Survey</i></p> <ul style="list-style-type: none"> ➢ 46.8 % of students usually spent an average of at least 30 mins per day on leisure reading and 67.7 % of students disagreed that reading a waste of time. ➢ In the stakeholders' survey, 55.5 % of students responded that they often read materials such as leisure reading materials and newspaper outside class. ➢ The school looked forward to organizing different kinds of reading activities to further motivate students to read beyond classroom. <p>8. In the annual book fair on 1/03/2024, a total of 187 books were sold and reading was promoted.</p> <p>9. Library resources were improved by purchasing new Chinese and English books based on the learning needs of students. The purchase was under progress and contacts with the contractors were kept.</p> <p>10. In terms of reading and writing competitions, 12 students joined the <i>World Book Day 4.23 Creative Competition</i>. Despite the fact that no awards were received, the submitted entries in English and Chinese were of high quality. Students showed competence in connecting their daily life to their reading experiences and high order thinking in making their reflections.</p> <p>11. Reading to Learn Team teachers were encouraged to join reading-related workshop such as <i>PISA 2022 Reading competence training workshop</i> (early July) and HKedcity <i>教城 e 悅讀展示日</i>.</p> <p>12. Reading Grants were used to organize reading activities such as talks and purchasing e-books and print books for students' reading exposure.</p>
<p>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).</p> <ul style="list-style-type: none"> • To increase junior students' STEAM ability through the inter-school AI project and cross-subject activities in preparation for the school-based STEAM curriculum. • To broaden students' horizons and develop their career aspiration 	<ul style="list-style-type: none"> • The STEAM Education Team organized various activities for students throughout the year. 12 students joined the programme <i>中國商用飛機代表團與青少年交流活動</i> to understand the development history of the home-grown aircraft C919 and the ARJ21 aircraft. About 140 students attended a school talk titled <i>宇宙大航海時代</i> delivered by a renowned scientist Mr. Cai Yi Fu to enhance their knowledge in space exploration. 4 students were inspired with the country's innovative spirit in architecture and arts through a workshop related and visit to the Hong Kong Palace Museum and the Chi Lin Nunnery respectively in the 「<i>築藝精粹、潮現當代</i>」<i>建築設計及藝術創作比賽</i>. Additionally, the Unit collaborated with Science, Computer and D&T departments to organized various activities for students in the schools' STEAM Week held from 5/3/2024 to 7/3/2024. The activities included different workshops held after school like the <i>Frog Dissection Workshop, Handmade Soap and Mosquito Repellent Brick Workshop, DIY VR Goggles Workshop and Hovercraft Fun Day</i>. Moreover, diverse range of activities included <i>Exploring the Microscopic World, GreenMech Model Making, Hand-dyed Paper Flowers, Drones and Soccer Robots</i> etc. were conducted during lunchtime to stimulate students' curiosity, develop their practical skills, and encourage them to explore the exciting world of STEAM.

Targets & Strategies	Achievements and Effectiveness
<p>through collaboration with various tertiary education providers, businesses and industries.</p> <ul style="list-style-type: none"> To nurture students' Value Education and National Security Education (NSE) in collaboration with Major Concern 2. 	<ul style="list-style-type: none"> Teachers reflected that student showed a keen interest and active participation in all the activities. Through the diverse range of STEAM activities, students developed a deeper understanding of scientific knowledge, improved their practical and technical skills, and fostered their creativity and problem-solving abilities. Most students agreed that they learnt a lot from various workshops covering coding, scientific principles and practical skills etc., which enhanced their interest in learning science. Throughout the school year, 9 subject departments organized various STEAM-related activities for students across different levels. The Physics, Chemistry and Biology Departments collaborated in the <i>S3 Science Project Programme</i> with the theme '<i>Science Around Us</i>' and organized various competitions such as the <i>PolyU Science Young Talents Competition</i>, <i>Sustainability & Elements Competition</i> and <i>Hong Kong GreenMech Contest</i>. Also, they organized educational talks on topics such as '<i>Polymer in our daily life</i>', '<i>中國極地科考新征程</i>' and '<i>從超新星到宇宙大爆炸</i>' for their respective students. In addition, the Geography and Physics Departments organized a talk titled <i>Engineering as a Career</i> delivered by Arup for S4 and S5 Physics students. Moreover, the D&T Department nominated students to take part in the <i>Chinese Architecture Model Competition</i>, <i>Underwater Robotic Competition</i> and <i>Robotic Soccer Competition</i>. Beyond the classroom, different departments arranged a number of study tours and educational visits infused with STEAM elements. For instance, the CSD Department organized a <i>貴州歷史文化及創新科技內地考察</i> as well as a <i>Dubai, Abu Dhabi 'Belt and Road' Study Tour</i> for S1 to S5 students. The Science Department facilitated <i>珠海航天航空探索之旅</i>, along with a trip to <i>Disney's World of Physics</i> for S1 and S2 students. The Biology Department organized a visit to <i>Hong Kong Wetland Park</i> for S5 students. Meanwhile, the Computer Department held a <i>Python Coding Competition</i>, while the VA Department ran workshops on <i>3D 全息投影器製作</i> and <i>四腳爬爬機械人製作</i>. Lastly, the Science Department also organized a workshop on <i>Chinese Art and Culture with STEAM Elements</i> for S1 students. All these activities provided students with diverse learning opportunities and enhanced their STEAM skills and knowledge. All STEAM-related activities received positive responses from both teachers and students. Teachers observed that students demonstrated keen interest and active participation with good performance in the activities. All the aforementioned activities significantly broadened students' horizons and enriched their learning skills and experiences. For instance, in <i>S3 Science Project Programme</i>, teachers commented that students generally produced good-quality work. They displayed creativity and interest in their investigative projects, and their self-directed learning abilities as well as a range of generic skills were promoted. In the career talk delivered by representatives from Arup, students explored the work of engineers and learned about the typical career path and working environment at an engineering and consulting firm. In the educational study tours to Zhuhai, Guizhou and Dubai, students gained insights into the latest advancements of science and technology in industrial and construction sectors in China, as well as the green technology application in urban planning in Dubai. Furthermore, students performed exceptionally well and obtained impressive results in various competitions. In the <i>Chinese Architecture Model Competition</i> and <i>Underwater Robotic Competition</i>, our students received the <i>Merit Awards</i> and <i>Best Joint-school Inclusion Award</i> respectively. In the <i>Hong Kong GreenMech Contest</i>, our students won the <i>Most Creative Award</i> for their outstanding performance.

Targets & Strategies	Achievements and Effectiveness
	<ul style="list-style-type: none"> • The <i>Government School AI Learning Circle</i> has completed the final year of its 3-year plan. Over the period, the AI curriculum was integrated into the junior levels of Computer Literacy. Moving forward, the AI curriculum will continue to be integrated into the Computer Literacy curriculum. This ongoing integration will ensure that students receive a comprehensive education in this rapidly evolving field of technology. <ul style="list-style-type: none"> ➤ Through the topics covered from S1 to S3, students gained a solid understanding of the basic principles of AI and coding, enabling them to develop their own AI models. This year, 4 students were selected to participate in the annual AI competition organized by the <i>Government School AI Learning Circle</i>. They performed exceptionally well, winning the <i>Gold Award</i> in <i>Students Hackathon</i> and the <i>Silver Award</i> in the <i>AI Innovation Contest</i> on 25/5/2024. ➤ To further broaden the horizons of senior form ICT students, they were encouraged to participate in the competitions organized by local tertiary institutions. Through these competitive events, students were able to not only test and showcase their coding skills, but also appreciate the innovative work being done by their peers. The opportunity to compete against students from other schools exposed the senior ICT students to a wider range of AI and programming projects. This allowed them to benchmark their own abilities while sparking new ideas and inspirations. The competitive spirit fostered a drive for continuous improvement and learning. • 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 articles, organizing related learning activities (e.g. role plays, debates, discussion, games) 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.

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

Targets & Strategies	Achievements and Effectiveness
<p>1. To further enhance teachers' IT capability through training, sharing and application.</p> <ul style="list-style-type: none"> • To enhance teachers' IT capability through attending training courses and participating in sharing sessions. 	<ul style="list-style-type: none"> • All teachers attended the <i>AI Tools for Educators Workshop</i> in the 1st Staff Development Day of the school. Moreover, 11 teachers attended IT related training courses to enhance their IT capability. <ul style="list-style-type: none"> ➤ Teachers reflected that the IT training was very useful. All subject departments agreed that different IT trainings helped panel members enhance teaching effectiveness in the classroom. • Teachers generally received IT training and possessed a solid grasp of fundamental IT skills. However, due to tight teaching schedules and limited choices of courses offered in the EDB Training Calendar, teachers found it difficult to attend further training to increase their IT exposure.

Overall remarks:

- The 2023/24 Annual School Plan for Major Concern 1 has yielded commendable achievements in enhancing students' learning capabilities, particularly through the promotion of reading and the integration of STEAM education.
- The school has successfully nurtured a reading culture by implementing various strategies aimed at strengthening students' language abilities. Over 60 tailored online reading tasks were introduced, enriching students' exposure and reinforcing their reading habits. Surveys indicate that a significant percentage of students are now engaging in regular reading. Initiatives such as reading periods, book presentations, and themed reading talks have contributed to a vibrant reading environment, encouraging students to explore diverse genres and share their insights. The positive feedback from both teachers and students reflects the effectiveness of these efforts in cultivating a lifelong reading habit.
- In parallel, the school has made significant strides in STEAM education, offering a range of interdisciplinary activities that enhance scientific, technological, and creative skills. Throughout the year, various workshops and projects, including an inter-school AI initiative and hands-on activities during STEAM Week, successfully engaged students and sparked their curiosity. Notable participation in competitions and educational visits further broadened students' horizons, enabling them to apply their knowledge in real-world contexts. The positive responses from students and teachers highlight the enthusiasm and commitment to STEAM learning, which will continue to be integrated into the curriculum moving forward.
- Overall, the school's combined efforts in promoting reading and STEAM education have not only improved students' academic performance but have also laid a strong foundation for their future learning endeavors. Continued focus on these areas is essential for further enhancing students' engagement and capabilities in an evolving educational landscape.

5.2 Major Concern 2: To nurture students' positive values and attitudes for the development of a sense of citizenship and national identity.

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"> - To organise activities for promoting a sense of love, sense of empathy and respect for others. - To organise group training for S1 students to support their personal growth. - To enhance class management strategies to raise the virtue of respect for others, and the emotional and moral quality of students. - To provide training for teachers/parents on students' emotional regulation through workshops and sharing sessions. 	<p><i>Promoted the sense of love, sense of empathy and respect for others among students</i></p> <p><i>Different activities were organized by the Guidance Team in helping students to build up positive values:</i></p> <ul style="list-style-type: none"> - Adaptation and Resilience Workshop (8/2023 – 9/2023): The workshop was designed for the repeaters to help them better prepare for the new school year. Workshop and day camp were organized to train students the skills to cope with challenges and solve problems. - Rolling Paper Flowers Workshop (9/2023): The workshop provided a way to relieve stress. Rolling paper required patience and care, and the process helped students to relax. - Self-compassion Activity for S4 (9/2023): The activity introduced the common emotions among teenagers. An “Emotional Pictures” booklet was used as a tool for students to understand their own needs and appreciate themselves. Students also composed thank-you cards and sent them to schoolmates to express their love and care. - Various art therapy/aesthetic workshops were organized for different student groups. Different forms of art were introduced and students were given hands-on practices to express their feelings through the creation process. Students could share their thoughts, and worries, and gain a better understanding of themselves in the process. - Peer Power Student Gatekeeper Programme (9/2023- 5/2024): Over 36 S3-S5 students were trained to help their classmates and friends, as well as plan and organize various activities for promoting mental health. - Pet Therapy Workshop (7/2024) - Class Visits (10/2023): The school social worker visited all classes and spread the idea of love and care. 	<p>The programme successfully enhanced participants' self-confidence, resilience and perseverance towards learning.</p> <p>About 77% of the questionnaire respondents agreed that the workshop enabled them to calm down and focus on their work. About 70% stated that the workshop helped them relieve stress.</p> <p>82% of the participants agreed that the activity facilitated them to recognize different emotions and methods of relieving stress. The activity also successfully disseminated love, care and gratitude among the students.</p> <p>Students successfully built up a positive self-image and positive mental health. Some even showed their appreciation to others by giving their artwork to group members and teachers. The workshops also helped participants to relieve stress.</p> <p>As observed by the teachers, students' sense of love, empathy and respect for others were enhanced. The feedback from the participants was positive with students commenting that they had become more self-assured, determined and had gained a stronger sense of direction in their lives. Students' awareness of caring for others, sense of responsibility and commitment were also raised.</p> <p>The activity aroused students' awareness of the well-being of companion animals and wildlife, and enhanced their understanding of mental health.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p><i>Little Angels Scheme by the SEN Team:</i></p> <ul style="list-style-type: none"> - The scheme aimed at developing participants' sense of responsibility and respect for others. Students are also encouraged to show their love and care in class, and establish an inclusive ethos and caring school environment. - Through various workshops and trainings, students learned more about individual differences, which helped enhance their respect for others and empathy towards students with SEN. 	<p>In the post-activity survey, 86% of the participants agreed that the scheme helped to create a more inclusive campus and develop their empathy.</p> <p>In the post-activity survey, 96% of the participants agreed that the scheme facilitated their personal growth and helped them become more caring and respectful towards others. 91% also reported that they were grateful for the support and effort provided by the teachers, their peers, and their own hard work throughout the scheme.</p>
	<p><i>S3 Community Service by the Community Service Team:</i></p> <ul style="list-style-type: none"> - All S3 students joined the programme which included a talk, two training workshops, and volunteer work to serve those in recovery, the elderly or children. 	<p>The event effectively developed students' benevolence, empathy, and respect for others.</p>
	<p><i>Cultural Harmony Day organized by the NCS Team (12/2023):</i></p> <ul style="list-style-type: none"> - There were board displays and game booths for all students. The displays provided information about the cultures and traditional clothing of minority groups in Hong Kong. Students could also experience hands-on demonstrations of henna art, the traditional South Asian skin painting technique. 	<p>The activity broadened the students' horizons as they gained a deeper understanding of other cultures.</p> <p>97% of the participants agreed that they would be more empathic and willing to care for or help their peers or people with different cultural backgrounds after participating in the event.</p> <p>98% of the participants agreed that they would have greater respect for different cultures after participating in the event.</p>
<i>Supported the personal growth of S1 students by organizing group trainings</i>		
	<p><i>S1 Adventure camp organized by the OLE Team (10/2023):</i></p> <ul style="list-style-type: none"> - In the 2-day camp, team building activities that required high concentration, self-discipline, communication and problem-solving skills were designed to train the students. They also got more opportunities to communicate and interact with classmates in a new environment. 	<p>Students enjoyed the activity and they experienced the values of respect for life and love.</p>
	<p><i>The Freshmen Programme 中一新鮮人成長專案 by the Guidance Team (12/2023 - 5/2024):</i></p> <ul style="list-style-type: none"> - Class teachers nominated 37 S1 students to join the programme. - The programme included trainings on (i) time management, goal setting and actualization; (ii) emotional needs and self- 	<p>The programme enhanced students' self-management skills. Students learned how to interact with classmates and build positive relationships. As observed by the trainers, students actively engaged in the games and activities of the workshops.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness																					
	management, (iii) self-acceptance and friendship development - The programme consisted of 8 meetings and 12 hours of training in total. - A day camp was organized to strengthen students' sense of belongings and celebrate their achievements.	The virtue of gratitude and respect for others were successfully cultivated into the students.																					
	<i>Pre-S1 Orientation programme by the Guidance Team:</i> - Workshops were organized for S1 students before the school commencement. Students were trained as mentors to help the S1 students to adapt to secondary school life. The activities in the workshop enabled students to get familiar with the classmates and the school.	Both the mentors and the S1 students benefited from the programme. The mentors developed their sense of love, empathy and respect for others while the S1 students developed their sense of belongings, respect for others and communication skills.																					
<i>Enhanced the unity of classes, nurtured positive values among classmates and built up a caring atmosphere through class management strategies</i>																							
	<i>Class management was actively promoted by the MC2 Team:</i> - Class teachers were active in promoting love, empathy and unity within the class. Examples of such activities include: - Picnic Day - Christmas Party - Board design competition with the theme "Healthy School Life" - Inter-class Cleanliness Competition - Best-behaved Class Competition - The Best Class Award - Goal setting for S1-S2 - The Microfilm Competition for S1-S2 - The Cheering up activity and the Farewell Assembly for S6	Class teachers disseminated core values to students and facilitated internalization of these virtues. In the end-of-term survey, students ranked the core values they learned this year and the aspects they had improved. The results were as follows: <table border="1" data-bbox="991 1070 1485 2074" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>My understanding of the following values were enhanced: (Top 3)</th> <th>I have made improvements in the following aspects: (Top 3)</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>1st: Responsibility 2nd: Respect for others 3rd: Empathy</td> <td>1st: Responsibility 2nd: Respect for others 3rd: National identity</td> </tr> <tr> <td>S2</td> <td>1st: Respect for others 2nd: Empathy 3rd: Unity</td> <td>1st: Respect for others 2nd: Empathy 3rd: Unity</td> </tr> <tr> <td>S3</td> <td>1st: Responsibility 2nd: Law abidingness 3rd: National identity</td> <td>1st: Responsibility 2nd: Respect for others 3rd: National identity</td> </tr> <tr> <td>S4</td> <td>1st: Responsibility 2nd: Respect for others 3rd: National identity</td> <td>1st: Responsibility 2nd: Law abidingness 3rd: Respect for others</td> </tr> <tr> <td>S5</td> <td>1st: Law abidingness 2nd: Respect for others 3rd: National identity</td> <td>1st: Responsibility 2nd: Respect for others 3rd: Empathy</td> </tr> <tr> <td>S6</td> <td>1st: Benevolence 2nd: Respect for others 3rd: National identity</td> <td>1st: Benevolence 2nd: Respect for others 3rd: Empathy, National identity</td> </tr> </tbody> </table>		My understanding of the following values were enhanced: (Top 3)	I have made improvements in the following aspects: (Top 3)	S1	1 st : Responsibility 2 nd : Respect for others 3 rd : Empathy	1 st : Responsibility 2 nd : Respect for others 3 rd : National identity	S2	1 st : Respect for others 2 nd : Empathy 3 rd : Unity	1 st : Respect for others 2 nd : Empathy 3 rd : Unity	S3	1 st : Responsibility 2 nd : Law abidingness 3 rd : National identity	1 st : Responsibility 2 nd : Respect for others 3 rd : National identity	S4	1 st : Responsibility 2 nd : Respect for others 3 rd : National identity	1 st : Responsibility 2 nd : Law abidingness 3 rd : Respect for others	S5	1 st : Law abidingness 2 nd : Respect for others 3 rd : National identity	1 st : Responsibility 2 nd : Respect for others 3 rd : Empathy	S6	1 st : Benevolence 2 nd : Respect for others 3 rd : National identity	1 st : Benevolence 2 nd : Respect for others 3 rd : Empathy, National identity
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Strategies	Programmes / Activities	Achievements and Effectiveness
	<p><i>Class Periods:</i></p> <ul style="list-style-type: none"> - Class Periods were arranged every cycle. The MC2 Team designed the curriculum for the class periods of each level according to the needs of the students. Different functional teams organized different activities like talks, workshops and classroom activities for the students. For all levels, there were activities organized by the Guidance Team, Life Planning Team, National Security Education Team, Moral and Civic Education Team, Health & Sex Education Team, SEN/Discipline Team, etc. - The contents were rich and disseminated core values and life skills to the students. 	<p>A comprehensive survey was conducted at the end of the term.</p> <p>For the effectiveness of different sessions, over 60% of S1 students and over 70% of S2-S6 students agreed that the activities were able to broaden their knowledge and nurture their positive emotions and values.</p> <p>More than 60% of junior level students and more than 70% of senior level students agreed that the topics covered in the class periods were appropriate.</p> <p>For the overall satisfaction of the Class Periods Programmes, over 50% of students in S2-S6 rated 8 or above out of 10.</p>
	<p><i>Provided training for teachers/parents on students' emotional regulation through workshops and various activities</i></p>	
	<p><i>Training for teachers:</i></p> <ul style="list-style-type: none"> - Sharing of strategies and approaches in nurturing students' core values was conducted during staff meetings. - On the Staff Development Day, the MC2 Team also introduced the concepts of positive education to teachers. 	<p>The understanding of teachers regarding the emotional needs of students and the ideas of positive education were enhanced.</p>
	<p><i>Training for parents:</i></p> <ul style="list-style-type: none"> - During the book fair organized on Parents' Day, books about positive emotions were recommended and displayed for parents and students. - The PTA organized a talk on 「 正能量家長，提升子女抗逆力 」 by Ms Cheung Siu Yung, Smile for parents at the AGM. 	<p>More information on positive emotion and parent-child relationship was provided for parents.</p>
	<p><i>Observations from APASO survey and SHS:</i></p> <ul style="list-style-type: none"> - In the APASO survey, about 30% of students expressed that they are always happy. The overall Q-score in the subscale "Affect (Positive Affect)" was 86 while the score in the junior level was higher than that in the senior level. At the same time, about 25% of students felt anxious or nervous more than once a week. The Q-score in the subscale "Affect (No Anxiety, Depressive Symptoms)" was 94. - The rate of satisfaction in school was high in the senior level with the Q-score at around 100. About 80% of students were satisfied with their relationship with teachers, school life and learning. - 20% of students felt lonely in school. The Q-score in the subscale "School Atmosphere (Not Lonely)" was low (85). However, in the subscale "School Atmosphere (Belongingness)", the Q-score was high (105), especially in the junior level. 76.8% of students said that they could make friends with others easily in school. About 70% of students agreed that they have a sense of belonging in school. These subscales showed that the value of "Care for Others" was well-established among the students, similar to the result of last year. - In the Stakeholders' Survey, the students' rating on the School Climate was at 3.6. It had dropped slightly this year and was lower than the median rating of the reference data. 69.2% of students agreed that "My schoolmates and I help each other and get along well" and 57.1% of them agreed that "The school is a caring place". Both figures were lower than their responses to similar questions in the last survey. 	

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	<ul style="list-style-type: none"> - In the SHS, the students' rating of the perception of support of student development was 3.6. The rate is a little bit lower than last year as well as the territory median rating. 63.5% of students agreed that the school has actively taught them how to get along with others, such as showing respect for others and being considerate. This was a drop of about 5% when compared to the figure last year. 	
<p>1.2 To enhance students' virtue of gratitude.</p> <ul style="list-style-type: none"> - To build an atmosphere of gratitude and appreciation for others throughout the campus. - To facilitate students' expression of gratitude towards parents, teachers and school. 	<p><i>Built an atmosphere of gratitude and appreciation for others through activities</i></p> <p><i>Guided Tour to the Jao Tsung-I Academy arranged by the SEN Team (3/2024):</i></p> <ul style="list-style-type: none"> - A joint-school activity which explored the cultural landmark, Jao Tsung-I Academy. - Non-Chinese speaking (NCS) students introduced the evolving history and the architectural features of the Academy. - The visit allowed both the NCS students and students with SEN to learn more and delve into the city's culture and history. <p><i>Song Dedication by the English Club:</i></p> <ul style="list-style-type: none"> - Students were encouraged to express their love and gratitude towards someone they like/love or someone who likes/loves them. - English Club student leaders read out positive messages in the covered playground and the school entrance hall, and played music to set the mood of love. <p><i>Facilitated students to express their gratitude to the others through activities.</i></p> <p><i>Books for Love @ SGSS:</i></p> <ul style="list-style-type: none"> - Students prepared the booth for books donation and designed the "thank-you cards" for the donors. The atmosphere for reading was also enhanced. <p><i>S3 Leadership Factory Programme by OLE Team (10/2023- 3/2024):</i></p> <ul style="list-style-type: none"> - Students in groups were assigned to organize an event to thank the staff in the school, for example, teachers, janitors and the tuck shop staff. 	<p>All the participants strongly agreed/agreed that the visit helped them to know more about inclusiveness. Most participants learned to accept students from various cultural backgrounds, enjoyed interacting with them, and made friends with them.</p> <p>All the participants also strongly agreed or agreed that the visit gave them a deeper understanding of the Chinese culture and boosted their interest in learning Chinese culture.</p> <p>The activity successfully promoted self-acceptance, compassion and gratitude.</p> <p>The active engagement of the students reflected that the activity had nurtured students' sense of responsibility and commitment towards environmental protection. The presence of thank-you cards for donors also developed their virtue of gratitude.</p> <p>Students enhanced their value of gratitude by appreciating the work of others.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p><i>Love Around HKE by Community Service Team (3 – 5/2024):</i></p> <ul style="list-style-type: none"> - 21 students from S5 joined the programme. - The activity included a volunteer skills training workshop (4 hours) which delivered communication skills and developed the value of empathy among participants. - The core part of the programme included a visit to the community. For example, in the visit to the residents in subdivided flats, students got firsthand understanding of the realities of poverty and the needs of the people. Many of the residents, such as retired individuals, are ineligible for public housing and unable to afford larger living spaces. However, they only received little or even zero support for their living. This direct interaction broadened the student's perspectives on the community's challenges and cultivated their empathy and gratitude for their own circumstances. Similarly, engaging with street workers allowed students not only to learn about respecting all types of jobs, but also let them develop an interest in the nature of the street worker's work. - The experience of contacting people in the community fostered the students' sense of social responsibility and commitment to addressing community issues. Moreover, it encouraged the students to reflect on their own lives and future prospects. - Students also visited Food Angel, a food waste reduction organization. - To round-up their experiences gained, students produced a board display to share their experiences with the schoolmates. 	<p>One of the most significant aspects of this program is that it provided students with valuable opportunities to interact and communicate with people outside their usual peer group. Students' exposure to individuals from different age groups and backgrounds is usually limited. This initiative presented a chance for them to connect with and show care for people in need within the community.</p> <p>After each activity, debriefing sessions were conducted. By sharing and reflecting with their peers, students were able to recognize the importance of gratitude. Most importantly, by providing these hands-on experiences and opportunities for reflection, the programme inspired the students to become more actively involved in and committed to supporting their local community.</p> <p>Overall, these firsthand exposures deepened students' compassion, broadened their horizons and motivated them to take a more active role in supporting and advocating for those in need.</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> <p>- To nurture students' positive values through leadership training, healthy life-style promotion, class management activities, formal curriculum and a wide range of activities</p> <p>- To provide opportunities for students to demonstrate these qualities through practice.</p> <p>- To nurture students' positive values and promote National Security Education (NSE) in collaboration with MC1.</p>	<p><i>Nurtured students' positive values through leadership training, healthy life-style promotion, class management activities, formal curriculum and a wide range of activities.</i></p>	
	<p><i>Prefect Camp (9/2023):</i></p> <ul style="list-style-type: none"> - School Prefects participated in the 3-day camp and engaged in a range of activities and reflection sessions. - Students gained a deeper understanding of themselves, their values, and their responsibility as leaders. - The camp offered a transformative experience that equipped students with the necessary qualities and attitudes to become effective leaders and responsible individuals in their school and community. 	<p>Students were provided with the opportunity to reflect on their personal goals, understand their interests and abilities, and develop positive values and attitudes such as perseverance, responsibility, commitment, law-abidingness, empathy, and unity. The leadership training workshops encouraged students to respect and consider others' opinions, cared for their peers, and demonstrated empathy by understanding their feelings and needs.</p>
	<p><i>Leadership training program and leadership training camp for S3-S5 organized by the OLE Team:</i></p> <ul style="list-style-type: none"> - S3 students and selected ECA Team leaders were recruited to join the training program / camp. Students were trained-up with problem-solving skills and leadership skills for them to become successful leaders. 	<p>The students' sense of responsibility and commitment were enhanced.</p>
	<p><i>'Smart Consumer Academy' activity arranged by the Economics Department:</i></p> <ul style="list-style-type: none"> - The activity consisted of competitions which aimed at enhancing students' understanding of the mission and work of the Consumer Council in promoting consumer rights. - It equipped students with relevant knowledge to make informed consumption decisions, embrace sustainable consumption, and cultivate personal and social responsibility. 	<p>Four students achieved outstanding results in the "Consumption Smart Carbon" online quiz, with one student attaining second place in the advanced category across Hong Kong.</p>
	<p><i>Financial Education programs (S1 and S3) Financial Literacy and Career Planning Experiential Activity (S4)</i></p>	<p>The activities enriched students' knowledge on financial management and developed students' sense of responsibility and integrity. Given the positive experience, participants expressed their willingness to encourage other students to participate in similar activities in the future.</p>
<p><i>Other activities organized to raise students' civic-mindedness and social responsibility:</i></p> <ul style="list-style-type: none"> - International collaboration in fighting global warming activity organized by the Chemistry Department - Waste Reduction and Recycling Quiz Competition organized by the Environmental Education Team 	<p>The recycling quiz competition inspired students to learn about up-to-date waste reduction strategies, recycling processes, and environmental impacts. In both activities, students showed concern for environmental protection and developed a sense of responsibility for sustainable development of our planet.</p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
	<i>Provided opportunities for students to demonstrate values established</i>	
	<p><i>JA Company Program:</i></p> <ul style="list-style-type: none"> - The Junior Achievement (JA) Company Program was an entrepreneurship education initiative that provided students with hands-on experience in starting and running their businesses. - During the program, students worked collaboratively to form a company, elected leadership roles, and developed a product or service to sell. The program was designed to be a realistic learning experience, allowing students to apply classroom concepts to an actual business scenario. - The program culminated in a competition where student-run companies competed against each other for recognition and prizes. Through the JA Company Program, students developed critical thinking, problem-solving, and communication abilities. - The program helped cultivate the entrepreneurial mindset needed to thrive in the 21st-century workforce and prepared students for future success in their careers and personal lives. 	<p>Through the program, students gained practical knowledge about entrepreneurship, financial literacy, and business management by creating and operating their own companies.</p> <p>By providing this immersive, hands-on experience, the JA Company Program equipped them with a diverse set of transferable skills that would benefit them in their future careers and personal endeavors.</p> <p>The program was one of the major events that facilitated students to apply the core values learned in their daily lives in running the company, solving their problems and to make achievements. Through the observation of teachers, students developed a sense of responsibility, respect for others and unity.</p>
	<p><i>iTeen program by ICAC:</i></p> <ul style="list-style-type: none"> - Four S4 students joined the leadership program initiated by ICAC. Students attempted to organize two post-exam activities, including game stalls and an interactive drama show. 	<p>Students took the responsibility to organize activities and showed their commitment in serving others. Their civic mindedness was also enhanced. Students were awarded the Gold Award in the program.</p>
	<i>Academic Department and clubs nurtured students' positive values and promoted National Security Education (NSE).</i>	
	<p><i>Chinese Language:</i></p> <ul style="list-style-type: none"> - Classic literatures that instilled various values, such as benevolence, filial piety, diligence, perseverance and a sense of responsibility were taught. - Students were selected to join different competitions. - Group project was assigned to junior level students on different topics related to Chinese culture. The topics for the junior level group project included "Understanding Chinese Culture through Festivals" (S1), "Exploring Chinese Culture through Architecture" (S2), and "Discovering Chinese Culture through Food" (S3). 	<p>The teaching of the classic literatures helped students develop good character traits through subtle influence.</p> <p>The group project in the junior level allowed students to delve into the essence and spirit of Chinese culture, increasing their knowledge and their appreciation of it. This helped us develop a stronger sense of cultural identity. Additionally, by working together on these research projects, they learned about taking responsibility and respecting others.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p><i>Biology:</i></p> <ul style="list-style-type: none"> - A visit to the Hong Kong Wetland Park was organized. During the field study, students learned the four distinct groups of aquatic plants. 	<p>Through these activities, students not only gained knowledge about aquatic plants, but also gained insights into the value these plants hold for humans. This activity fostered the students' appreciation of the vital roles that aquatic plants play in our ecosystems and highlighted their importance for our well-being.</p>
	<p><i>English Club:</i></p> <ul style="list-style-type: none"> - The club organized the Creative Writing Competition with "Love" as the topic. Students were encouraged by the English teachers and English Club Committee members to express their love and gratitude by writing a short composition about gratitude and caring. 	<p>The students' work expressed their different forms of love and showed great personal growth. They learnt to appreciate the people around them.</p>
	<p><i>Observations from APASO Survey and SHS:</i></p> <ul style="list-style-type: none"> - In APASO survey, the Q-scores of the students in "Honesty (Act of Honesty)" and "Morality (Importance)" were 112 and 106 respectively. Both were high and showed that the core value "Integrity" was well-established. - The "Commitment" of students was high, as reflected in the high score (116) in "National Identity (Responsibility, Obligations)" Subscale. - The students' responses in the Stakeholders Survey showed that there was a slight drop in their views on school's support for student development in some specific areas. For example, 60.2% of students agreed that "The school actively develops our leadership abilities, such as providing training to class monitors and prefects." 58.6% of students agreed that "Teachers help us resolve problems related to growing up". 61.4% of students agreed that "The school helps us develop good moral character inside and outside of the classroom." All these percentages have dropped slightly. However, the overall score for student development was the same as last year. - The overall scores obtained from the teachers' survey on students' development slightly increased, while the scores from the parents' survey remained the same. 	
<p>2.2 To strengthen students' law abidingness, civic-mindedness, national identity through the formal curriculum and a series of activities.</p> <ul style="list-style-type: none"> - To strengthen Basic Law Education and NSE - To raise students' understanding of the national and economic development of Hong Kong, the Greater Bay Area and our country. - To promote Chinese culture among students through cultural activities and history learning. 	<p><i>Strengthened the Basic Law Education and NSE</i></p> <p><i>Activities organized by the NSE Team:</i></p> <p>A series of activities were organized by the NSE Team on different occasions to raise the spirit of the rule of law, national identity and the sense of national security. For example:</p> <ul style="list-style-type: none"> - Weekly national flag-raising ceremony - Flag-raising ceremonies and talks under the national flag on all important dates - Quiz competitions on the memorial of the war against Japanese invasion - Exhibitions on the "September 18th Incident" - Film shows on the Martyrs' Day and the July 7th Incident Memorial Day - Student sharing at the morning assembly on the National Memorial Day for the Victims of the Nanjing Massacre - Talks on the development of the country at Class Periods - Constitution and Basic Law Student Ambassadors Training Scheme 	
	<p>The activities enabled our students to understand the history, culture and values of our country. They also strengthened the students' concept of national security and their awareness of being law-abiding citizens. The activities promoted national education, national security education, media and information literacy and the appreciation of the core values of Chinese culture.</p>	

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p><i>"Fake News, Truly Unbelievable" – a media information literacy educational activity delivered by Hong Kong Wen Wei Management Institute (5/2024):</i></p> <ul style="list-style-type: none"> - Mr Lam Choi-heung, the Editor-in-Chief of Wen Wei Po from the Hong Kong Ta Kung Pao-Wen Wei Media Group guided students to become familiar with the fabrication methods of fake news and how to discern the truthfulness of information in the vast sea of data. 	<p>Students understood that critical thinking is crucial to debunk fake news and they should take their part as “self-media” to assist in debunking false information and condemning those who spread it. Students were also cautioned that even educational or scientific information may contain false elements and with the advancement of technology, AI-generated fakes have also emerged.</p> <p>Students learnt to identify the authenticity of images by comparing them with past data and records.</p>
	<p><i>National security workshop by the NSE Team (5/2024):</i></p> <ul style="list-style-type: none"> - The importance of the constitutional relationship of the Central Government and Hong Kong under the "One Country, Two Systems" principle and the National Constitution was emphasized in the talk. The empowerment granted by the National Constitution has enabled Hong Kong to enjoy a high degree of autonomy, and it is therefore crucial to safeguard this from a national security perspective. - The speaker provided numerous examples to help students identify how national security concerns are present in their everyday lives. They also introduced the 20 different perspectives of national security. 	<p>The students gained a heightened awareness of the significance of national security, and developed a comprehensive understanding of its legal and constitutional basis, as well as its practical applications. Overall, students' appreciation and knowledge of national security and its importance in the Hong Kong context were deepened.</p>
	<p><i>Anti-crime Education Talk by the Discipline Team (5/2024):</i></p> <ul style="list-style-type: none"> - The talk delivered the message of law-abidingness to students. - Through specific case examples, students became aware of crimes related to national security, as well as other youth offenses such as bullying, illegal filming, violation of personal data privacy laws, drug use, sexual offenses, telephone scams, and theft. 	<p>The talk cultivated positive values and attitudes of the students, helped them become responsible citizens and fostered their sense of responsibility towards society and the nation.</p>
	<p><i>Other activities to promote civic-mindedness and law abidingness:</i></p> <ul style="list-style-type: none"> - Best Behaved Class Competition organized by the Discipline Team - Cleanliness Campaign organized by the Environmental Team - iTeen 廉政互動劇場：《校服改造企劃》 and 《賄指手》 - Hong Kong Legal Week 2023: Students and teachers participated in the Rule of Law for the Future Forum. 	<p>Through the Best Behaved Class Competition, students were encouraged to be punctual, attentive, polite, respectful, and maintain a clean environment. These criteria helped students develop a law-abiding attitude, understand the importance of respecting others' rights while exercising their own, and cultivate positive values and attitudes.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>- "National Security Chatroom: You ask, I answer": Students and teachers joined the activity in which the Secretary for Justice answered questions and clarified misunderstandings about the Hong Kong National Security Law through daily examples and down-to-earth explanations.</p>	<p>The Cleanliness Campaign, on the other hand, emphasized the importance of cleanliness and a tidy learning environment. By evaluating the cleanliness and tidiness of the school, students were encouraged to develop a diligent and cooperative attitude. This cultivated a sense of responsibility and unity among students, as well as an appreciation for the shared resources of the school.</p> <p>These activities provided a platform for students to apply and reinforce these values in their daily lives, fostering a positive and harmonious school environment.</p>
	<p><i>Regular trainings by the Flag-raising Team:</i></p> <p>- The Flag-raising Team organized regular trainings for the new and existing members of the school flag-raising team.</p>	<p>The Flag-raising Team demonstrated the solemnity of the ceremony and helped to foster a stronger sense of national identity among the students.</p>
<p><i>Raised students' understanding of the national and economic development of Hong Kong, the Greater Bay Area and our country.</i></p>		
	<p><i>Activities to enhance students' understanding of the community and Hong Kong:</i></p> <p>- A group of S3 students joined a community field study program organized by HKU and the QEF. They studied the historical development of a district in Hong Kong and produced a report on their studies. The program not only facilitated the students' learning of history but also raised their knowledge about the development of Hong Kong.</p> <p>- Cross-curricular field study on the community history of Shau Kei Wan 「情繫筲箕、漁灣文化」. Students investigated the historical development of the community by visiting the sites and the market. They also attempted to make and cook fish balls, immersing themselves in the local cultural traditions.</p> <p>- "2023/24 Sustainable Development School (Secondary School) Outreach Program - Interactive Theater (Zero Carbon New Genesis)". The interactive drama encouraged students to actively engage and participate in the learning process. They had opportunities to role-play different characters and make decisions that reflected the impact of their choices on the environment.</p>	<p>Through these activities, students gained a better understanding of the historical fact that "Hong Kong has been China's territory since ancient times." They recognized that Hong Kong's development is closely related to the country's history, economy, society and culture, which enhanced their sense of national identity.</p> <p>Students gained a deeper understanding and awareness of environmental issues, particularly related to carbon emissions and climate change. They learned about the impact of human activities on the environment and the importance of adopting sustainable practices. These experiences promoted students' empathy and civic-mindedness.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p><i>Activities to enhance students' understanding of the Greater Bay Area and our country:</i></p> <p>Guizhou Study Tour for all S5 students</p> <ul style="list-style-type: none"> - Dr. Choi Yeuk-lin, the Director of the Education Bureau, together with Principal Yan and two assistant principals, as well as more than 130 teachers and students, set out for Guizhou to conduct a field trip for the CSD subject. This was the first out-of-province excursion for the subject. - During the trip, the students traveled through the natural landscapes of Guizhou, learning about the local cultural preservation and technological development. In addition, the teachers and students visited Guiyang No.1 High School, where they participated in learning activities covering language, history, astronomy, psychology, and Chinese painting. - A talk on “China's New Journey in Polar Scientific Research” 「中國極地科考新征程」 	<p>Students learned about the economic development of Guizhou and understood the achievements of the country in poverty alleviation and the development of high-tech industries. National education was cultivated among the students. The interaction among students of the two schools also demonstrated the spirit of Hong Kong-Mainland integration.</p> <p>Students gained an understanding of the biodiversity of the polar regions and China's contributions to polar scientific research. Moreover, they can reflect on their role in supporting sustainable development of the Earth.</p>
	<p><i>Sister school program (5/2024):</i></p> <ul style="list-style-type: none"> - About forty students joined the study tour to visit two sister schools in May 2024, namely Shenzhen Xuefu Middle School and Songshan Lake North District School, the DJI Sky City Innovation Hub and some historical sites. 	<p>Through the exchange activities, teachers and students witnessed the latest development of the country, witnessed the inheritance of local historical and cultural monuments, experienced the rapid development of cutting-edge technology, practiced the spirit of life-wide learning, and enhanced students' national identity. Overall, this was a valuable opportunity that promoted academic and cultural exchanges between sister schools and broadened students' horizons.</p>
	<p><i>Promoted the learning and appreciation of Chinese culture among students through cultural activities and history learning</i></p>	
	<p><i>Various activities organized by functional teams and subject departments to promote Chinese culture:</i></p> <ul style="list-style-type: none"> - “National Essence Music Program” Seminar and Educational Session. The seminar provided students with opportunities to appreciate classical music. Students also experienced traditional Chinese clothing. - Sharing by the Chinese Language Department in the morning assembly. Student representatives introduced the origins and customs of the Lantern Festival. - Chinese Language group projects. Students of the junior level designed their inquiry project under the following topics: 	<p>The activities provided opportunities for students to know more about Chinese culture and traditions. From teachers' observation, students appreciated the traditional aesthetic culture and gained much knowledge about the craftsmanship and technology of the past. The activities broadened students' horizons and deepened their interest in Chinese artwork, festivals and history. The training also nurtured students' responsibility, commitment and national identity.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>"Understanding Chinese Culture through Festivals" (S1), "Exploring Chinese Culture through Architecture" (S2), and "Discovering Chinese Culture through Food" (S3).</p> <ul style="list-style-type: none"> - Visited the Pingshan Cultural Heritage Trail. The activity explored the development of the Tang Clan since the Song Dynasty. Students investigated the ancient architecture and village culture in the New Territories and recognized the inseparable relationship between Hong Kong and the country. - Chinese INK art appreciation. Besides gaining knowledge in Chinese paintings, students also learned how blockchain technology could protect the copyright of digital art. - Chinese Calligraphy and Chinese Painting lessons. Students mastered the knowledge and skills of Chinese calligraphy and paintings. Students also recognized and comprehended artworks from Chinese and Western cultures. 	
	<p><i>Chinese Culture Week (2/2024):</i></p> <ul style="list-style-type: none"> - The activity was a showcase of the spectacular culture of our country. - The theme was catering culture. - A talk on Tea Culture and a performance on conjuring tricks were the highlights of the events. A fair of more than 10 game stalls were designed to present different aspects of Chinese culture. - Our students also assisted in conducting the games. Hundreds of primary school pupils were invited to join the activity together with our own students. 	<p>The Culture Week activities provided an opportunity for students to learn about the traditions beyond the classroom, fostered a sense of belonging to the nation and enhanced their national identity. The student helpers also developed a sense of responsibility, teamwork, and communication skills through organizing the event. A total of 78.9% of students claimed that the culture week enhanced their understanding of perseverance, respect for others, diligence, filial piety and national identity.</p>
	<p><i>Observations from APASO Survey and SHS:</i></p> <ul style="list-style-type: none"> - In the Stakeholders' survey, more than 88% of teachers agreed that the school curriculum aligned with the learning goals of "National and Global Identity". - 52% of students agreed to the statement "My schoolmates are self-disciplined and follow rules". The percentage was slightly raised. - In the subscales related to students' national identity in the APASO survey, the Q-scores obtained were very high. The scores for all these subscales, namely "National Identity (Responsibility, Obligations)", "National Identity (Proud, Love)", "National Identity (National Flag, Anthem)" and National identity (Achievement)" were 116, the highest possible score. Over 86% of all students agreed that they loved their country and were proud of being a member of the country. More than 90% of students agreed that they are willing to understand and inherit Chinese culture. 	

Overall remarks:

- The student support teams have aligned with the major concerns and the development needs of our students in designing activities. They have organized many activities to nurture students' positive emotions, core values, Chinese culture and national identity.
- This year, we continued our emphasis on promoting a sense of love, empathy and respect for others. The Community Service Programme, the guidance programmes / activities and the Little Angels Programme were organized for these ends. We also cared about the adaptation and growth of the S1 students and organized a series of programmes like the Freshmen Programme and Adventure camp. The series of programmes successfully helped the S1 participants to overcome their anxieties and reduce their stress.
- Class management was actively promoted to enhance class unity and create a caring atmosphere. Class teachers and functional teams designed activities and promoted core values among students. Bi-weekly Class Periods were arranged throughout the year and talks, workshops and classroom activities were designed for the students. In the end-of-term survey, over 60% of S1 students and over 70% of S2-S6 students agreed that the activities broadened their knowledge and nurtured their positive emotions and values.
- The APASO survey results indicated that a significant number of our students' stress level were relatively high. Some frequently felt lonely, anxious or nervous while some displayed mild anxiety and depressive symptoms. To reduce these problems, the school will put more emphasis on promoting the emotional health of the students in the future.
- The Major Concern Team continued to foster an atmosphere of gratitude in school. Students who participated in the leadership programme were encouraged to express thanks to the staff in school. The second year of the "Love Around HKE" activity provided opportunities for students to learn more about working-class and disadvantaged people in the community. By talking to and helping the people in the community, students reflected on their own lives and developed a sense of gratitude for what they possess.
- We have nurtured students' responsibility, commitment and empathy through leadership training. Furthermore, their generic skills were enhanced. Leadership training in school was not limited to senior level students and team officials. We have also designed training for S3 students and intended to train-up their leadership skills, which were crucial for the development of their problem solving and interpersonal skills.
- Financial Education was introduced in S1, S3 and S4. The knowledge of the financial world equipped our students with essential life-skills for future planning.
- Through various activities organized, our students developed strong values and high moral standards. The APASO survey reflected that our students possess high integrity, sense of responsibility and commitment. However, leadership training could be further strengthened to prepare our students for future challenges.
- The National Security Education Team, the Moral and Civic Education Team and other functional teams organized numerous activities to enhance our students' national identity. The high scores in the related subscales in APASO survey revealed the effectiveness of these activities. The teams also actively promoted Chinese culture and incorporated cultural elements into nurturing students' core values. The Chinese Culture Week was a great success in introducing the rich traditional culture and values of our country.
- Functional teams and subject departments supported values education in school by organizing a wide variety of activities. The further promotion of core values could be achieved by regularizing the existing activities.

6 Performance of Students

6.1 Results of Hong Kong Diploma of Secondary Education Examination 2024

Number of Candidates Sat	116
Number of Level 5** Attained	14
% of Level 4 or Above	42.6%
% of Students Attained Levels 33222 in Core Subjects and 1 Elective	64.7%

Best 7 Subjects

Subject	Percentage (%) of Level 4+
Mathematics M1	100.0%
Chinese History	76.2%
Chinese Literature	66.7%
BAFS	54.8%
Mathematics Compulsory Part	54.3%
ICT	52.6%
Biology	50.0%

Results of All Subjects

Subject	Percentage (%) of	
	Level 4+	Level 2+
Chinese Language	25.9%	99.1%
English Language	33.6%	100.0%
Mathematics – Compulsory Part	54.3%	99.1%
Mathematics M1	100.0%	100.0%
Mathematics M2	47.1%	94.1%
Chinese History	76.2%	100.0%
Chinese Literature	66.7%	100.0%
Economics	40.4%	93.0%
Geography	45.5%	90.9%
History	47.1%	100.0%
Biology	50.0%	100.0%
Chemistry	42.5%	90.0%
Physics	41.7%	100.0%
BAFS	54.8%	100.0%
ICT	52.6%	89.5%
Visual Arts	40.0%	100.0%
Overall Percentage	42.6%	97.8%

Subject	Percentage (%) of Attained
CSD	100.0%

6.2 Inter-school Activities and Awards

Outstanding Students Selection and Scholarship

Event	Award	Class	Student
The E-League	Certificate of Graduation	5D	ZHUANG Qitong
2023 香港島傑出學生選舉	十大傑出學生(初中組)	3D	Zeng Jinxing
	分區傑出學生(高中組)	6D	ONG Jessika Olive
東區學校模範生	東區學校模範生獎	3D	LAM Tsz-yan
		3D	ZENG Jinxing
		5B	KOK Chun
		5D	LIN Kai-hao
東區學校進步生	東區學校進步生獎	2D	TSAI King-yuk
		3D	NG Chiu-yin
		4D	HUI Wang-ki
		5D	NG Ching-hei
		6D	ONG Jessika Olive
2023 第七屆全港青少年進步獎	進步嘉許獎	6D	ONG Jessika Olive
		6D	WONG Si-si
		6D	WONG Wai-ping
Sir Edward Youde Memorial Prizes for Senior Secondary School	Scholarship	6D	ONG Jessika Olive
		6D	WONG Oi-ching
Youth Arch Student Improvement Award 2022/23	Improvement Award	2B	LU Yuxuan
		2B	WONG Clarie Ho-yan
		2D	LIU Kwan-laam
		2D	XIU Zhengtao
		3A	WONG Ching-yiu
		3B	LEUNG Chi-hang
		3B	LEUNG Zyrus
		3D	SIT Hoi-shan
		4B	KAO Yi-tung Abby
		4B	TSANG Kam-yi
		4C	TAN Cho-fung
		4D	YUNG Hoi-fu
		5A	LAU Kwan-hon
		5C	CHAN Nok-to
		5B	WONG Kai-hang
		5D	JIAN Ka-ho
6A	CHAN Chak-ching		
6B	YIP Chun-him		
6C	CHU Kwun-hang		
6D	ONG Jessika Olive		

Language

Event	Award	Class	Student
75th Hong Kong Schools Speech Festival (2023)	Certificate of Merit Champion	1C	CHAN Nok-lam
	Certificate of Merit 2 nd Runner-up"	1B	CHAN Pok-chi
		2B	TSE King-hin
	Certificate of Merit	1A	HIYAMA Weihao, Samual
		1A	LAU Sze-chit
		1B	HUI Chung-hang
		1C	DELA TORRE JOHN EDUARD DELA PENA
		1D	KWAN Tung-leong
		3B	LAM Ka-nam
		3C	HE Pak-yi, Selina
		3D	CHEUNG Rey-leung
		3D	LAM Tsz-yan
		3D	WONG Wing-chi
		4A	FUNG Weng-si
		4B	HUNG Wing
		4B	LEE Hei-tung
		4C	LO Hoi-yan
		4C	WONG Ching-man
		4D	DONG Ziang
		4D	LAM Lok-lok
4D		YEUNG Nok-han	
第 75 屆 香港學校朗誦節比賽(2023)	散文獨誦-普通話 亞軍(優良證書)	4A	CHEN Ka-tung
	二人朗誦-粵語 亞軍(優良證書)	3D	ZENG Jinxing
		3D	CHEN Wing-lam
	詩詞獨誦-普通話 季軍(優良證書)	3D	LAM Tsz-yan
	優良證書	1A	CHENG Yuen-hang
		1C	CHICK Pui-ka, Paisley
		1C	WONG Shing-kei
		3A	WONG Tsz-ki
		5D	NGAN Hung-wan
	良好證書	1A	CHAN Chi-ching, Jaycee
		1A	SIU Man-hei
		1A	SZE Chun-yuen
		5D	SHAM Wing-tak
		5D	NGAN Hung-wan

Event	Award	Class	Student
百思盃 2023 全港校際朗誦比賽	中學組粵語獨誦金獎	1C	CHICK Pui-ka, Paisley
第五屆《全港中學學界辯論比賽》	最佳辯論員	5B	YEUNG Kai-tung
2022-2023 中國中學生作文大賽 (香港賽區)	三等獎	2D	WONG Tsz-sum
	優異獎	3D	ZENG Jinxing
		4D	CHAN Pak-yuk
		5B	SO Chi-man
		5D	YAO Sum-yu
		6B	YAO Sum-pan
		6D	LIU Sze-man
2023-2024 年 全國青少年語文知識大賽 「菁英盃」比賽	初賽三等獎及 決賽三等獎	2D	HO Ki-chun
		2D	TSANG Tsz-hin
		2D	WONG Tsz-sum
		3D	CHEN Wing-lam
		3D	ZENG Jinxing
		5A	QIU Jia-qi
	總決賽三等獎	2D	HO Ki-chun
		2D	TSANG Tsz-hin
		2D	WONG Tsz-sum
		3D	CHEN Wing-lam
	總決賽優異獎	2D	WONG Tsz-sum
3D		CHEN Wing-lam	
第五屆臥龍盃官立中學 多角辯論賽 2024	冠軍	2D	MAN Ka-wun
		5B	YEUNG Kai-tung
2024 書法之星·中文書法大賽	銀獎	5A	FUNG Yi-tung
		5C	WONG Kwan-ki
	銅獎	5A	WONG Yee-yuk
第三十二屆 全港中學生十大新聞選舉比賽	新聞評述比賽— 高中組入圍獎	4B	HUNG Wing

Mathematics and Science

Event	Award	Class	Student
International Chemistry Quiz	High Distinction	5D	CHEUNG Siu-lam, Ryan
		5D	YANG Hon-kei
	Distinction	5A	CHAN Ka-mung
		5A	YIP Tin-ching
		5B	WONG Kai-hang
		5B	WONG Yui-lam
		5C	ZHUANG Zimo
		5D	LIN Kai-hao
		5D	NG Ching-hei

Event	Award	Class	Student	
		5D	SHAM Wing-tak	
		5D	SHI Shan-shan	
	Credit	5A	SO Ching-kit	
		5B	CHAN Siu-chin	
		5C	LUO Ching-ching	
		5C	SHUM Tin-long	
		5D	JIAN Ka-ho	
		5D	LAM Ka-shing	
		5D	PAN Yuze	
		5D	MAN Johnny Chi-ching	
		6D	HO Yin-lok	
		6D	LEE Wang-hei	
		Participation	5A	FENG Yan-yin
			5A	SIU Wing-lam, Chloe
	5B		CHIN Wai-yu	
	5B		CHONG Ka-lam	
	5B		POON Yan-tung	
	5C		CHAN Pui-yin	
	5C		LAI Wai-chun	
	5C		LI Kai-yan	
	5C		LUK Tsz-ming	
	5C		NG, Andrea	
	5C		TSAI Yan-ki	
	6C		CHU Kwun-hang	
	全港青少年數學挑戰賽	高斯獎及銀獎	1B	LEUNG Chin-to
		銀獎	1A	CHAN Chi-ching, Jaycee
			1B	CHAN Pok-chi
			1D	LIU Chak-ki
			3D	NG Chiu-yin
			3D	LO Tsz-long
3D			SHI Wang-kong	
4D			MAK, Ian	
5D			LAM Ka-shing	
5D			CHEUNG Siu-lam, Ryan	
5D			LIN Kai-hao	
5D			NG Ching-hei	
銅獎		2D	TSAI Tsz-to	
		2D	LAI Chun-fung	
		2D	NG Pak-hei	
		2D	SHING Chi-ho	
		3D	ZENG Jinxing	
		3D	CHHOA Pak-ho	
		3D	HUNG Yik-shun	

Event	Award	Class	Student
		3D	WONG Wing-chi
		3D	SZE Tsz-him
		3D	WONG Sze-chai
		3D	SIT Hoi-shan
		3B	NG Yu-yin
		4A	LI Kwun-fung, Marcus
		4C	MAO Kin-pok
		4D	WU Wei-lin, Angus
		4D	HUI Wang-ki
		5B	KOK Chun
		5B	WONG Yui-lam
		5D	YANG Hon-kei
	中學團體優異獎	1A	CHAN Chi-ching, Jaycee
		1A	MAK Tsz-him
		1B	CHAN Pok-chi
		1B	LEUNG Chin-to
		1D	LIU Chak-ki
		1D	YU Yat-him
		2D	KWAN Ming-hin
		2D	LAI Chun-fung
		2D	NG Hau-tung
		2D	NG Pak-hei
		2D	SHING Chi-ho
		2D	TSAI Tsz-to
		3B	CHAN Hiu-ying
		3B	NG Yu-yin
		3B	TONG Sai-cheung
		3D	CHHOA Pak-ho
		3D	HUNG Yik-shun
		3D	LEE Tsz-chun
		3D	LO Tsz-long
		3D	NG Chiu-yin
		3D	SHI Wang-kong
		3D	SIT Hoi-shan
		3D	SZE Tsz-him
		3D	WONG Sze-chai
		3D	WONG Wing-chi
		3D	ZENG Jinxing
		4A	LI Kwun-fung, Marcus
		4C	MAO Kin-pok
		4D	HUI Wang-ki
		4D	MAK, Ian
4D	NG Ho-ting		

Event	Award	Class	Student
		4D	NG Yiu-chung
		4D	WU Wei-lin, Angus
		4D	YUNG Hoi-fu
		5B	KOK Chun
		5B	WONG Yui-lam
		5C	CHAN Nok-to
		5C	LUO Ching-ching
		5D	CHEUNG Siu-lam, Ryan
		5D	LAM Ka-shing
		5D	LIN Kai-hao
		5D	NG Ching-hei
		5D	YANG Hon-kei
		5D	SHI Shan-shan
2023/24 Statistical Project Competition for Secondary School Students	Certificate of Appreciation	3D	LI Shing-hei
		3D	LO Tsz-long
		3D	WONG Sze-chai
		3D	HUNG Yik-shun
		3D	CHAN Tsz-long
		3D	CHHOA Pak-ho
		4A	LI Kwun-fung, Marcus
		4D	NG Ho-ting
		4D	NG Yiu-chung
		4D	WU Wei-lin, Angus
		4D	HUI Wang-ki
		4C	MAO Kin-pok
		5B	POON Yan-tung
		5D	SHI Shan-shan
		5D	LIN Kai-hao
		5D	NG Ching-hei
2024 Asia International Mathematical Olympiad Open Contest	Gold Award	3D	NG Chiu-yin
	Silver Award	2D	TSAI Tsz-to
	Bronze Award	4B	ZHU Tsz-hei
41 st Hong Kong Mathematics Olympiad 2023/24	Third-class Honour Certificate	5D	NG Ching-hei
	Honourable Mentioned Certificate	5D	YANG Hon-kei
Junior Secondary Science Online Self-learning Scheme	Gold Award	2B	CHAN, Erica
		2B	LAI Ming-fung, William
		2D	TSAI King-yuk
		2D	WONG Tsz-sum
	Silver Award	2D	LIU Kwan-laam

Event	Award	Class	Student
	Bronze Award	2D	YEUNG Kai-kin
Junior Secondary Science Online Self-learning Scheme 2024	Gold Award	3B	CHAN Ka-chun
		3B	WONG Po-ting
		3D	CHAN Tsz-long
		3D	CHHOA Pak-ho
		3D	CHU Hoi-ching
		3D	LO Tsz-long
		3D	SHI Wang-kong
		3D	WONG Sze-chai
	Silver Award	3A	CHAN Long-ching
		3D	CAO Cheuk-shing
		3D	HUNG Yik-shun
	Bronze Award	1A	CHAN Lok-to
		1C	CHOW Cheuk-nam
1D		WAN Ching-kit	
JP Morgan GenerationTech Hong Kong 2024	Challenge Award	4D	CHAN Pak-yuk
		4D	CHAN Yui-ching
		4D	CHEN Yan-yan
		4D	CHENG Ka-ye
		4D	WU Wei-lin, Angus
		4D	ZHU Yicheng
2024 Hong Kong Mathematics Kangaroo Contest	Elite Award	2D	NG Pak-hei
Students Hackathon	Gold Award	3D	CHEN Wing-lam
		3D	LO Tsz-long
		3D	MA Hei-yin
		3D	WONG Sze-chai
全球少年數學能力測試	銅獎	2D	TSAI Tsz-to
香港青少年數學精英選拔賽	二等獎	3D	NG Chiu-yin
港澳盃初賽	金獎	3D	NG Chiu-yin
	銀獎	2D	TSAI Tsz-to
		2D	SHING Chi-ho
		4B	ZHU Tsz-hei
		4D	WU Wei-lin, Angus
銅獎	1C	WONG Shing-kei	
華夏盃初賽	一等獎	3D	NG Chiu-yin
	二等獎	2D	NG Pak-hei
		2D	TSAI Tsz-to
		2D	SHING Chi-ho
華夏盃晉級賽	一等獎	3D	NG Chiu-yin
	二等獎	2D	NG Pak-hei
		2D	TSAI Tsz-to

Event	Award	Class	Student
華夏盃總決賽	二等獎	2D	NG Pak-hei
		2D	TSAI Tsz-to
數學無疆界國際賽初賽	晉級證書	2D	TSAI Tsz-to
Mathematics Book Report Competition for Secondary School	Appreciation Award	3D	ZENG Jinxing
		5D	SHI Shan-shan
Hong Kong Economics Olympiad 2024	Gold Medal	5C	LO Ka-hei, Max
		6A	CHAU Xiu-li
		6B	CHENG Kit-ho
	Silver Medal	6C	WONG Chung-tai
	Bronze Medal	4A	YAU Ka-wai
		5C	NGO Ka-ho
6D		HO Yin-lok	
Project M ² Inter-school Kahoot! Financial Knowledge Competition	Top 20	3D	CAO Cheuk-shing
	2nd Runner-up	4D	CHAN Yui-ching
香港機關王競賽	最具創意獎	4D	YEUNG Nok-han
		5B	KOK Chun
		5D	CHE Ping-kwan
		5D	CHEUNG Siu-lam, Ryan
The Astronomical Training Programme for Secondary Students (2023-24)	Certificate of Completion	4B	KAO Yi-tung, Abby

Technology

Event	Award	Class	Student
AI Innovation Contest	Silver Award	3D	CHEN Wing-lam
		3D	LO Tsz-long
		3D	MA Hei-yin
		3D	WONG Sze-chai
HKUST Underwater Robot Competition 2024	Silver Award	1C	DELA TORRE JOHN EDUARD DELA PENA
		3D	CHEN Wing-lam
		3D	LAU Sui-yuen
		3D	ZENG Jinxing
		3D	LO Tsz-long

Music

Event	Award	Class	Student
76th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Three	Bronze Award	3D	AU Hiu-tung
76th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Six	Silver Award	2B	LEUNG Tsz-yan
76th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Seven	Silver Award	3D	MOK Hay-wun
76th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Eight	Silver Award	5A	FENG Yan-yin
	Bronze Award	1A	CHAN Lok-to
		2D	KWAN Aydin Yiu-cheung
76th Hong Kong Schools Music Festival: Piano Solo - Chinese Composers - Intermediate	Silver Award	1D	LIANG Ethan Yufei
76th Hong Kong Schools Music Festival: Piano Duet - Senior	Second Place, Silver Award	5A	FENG Yan-yin
76th Hong Kong Schools Music Festival: Violin Solo - Grade Five	Bronze Award	1D	LIU Chak-ki
76th Hong Kong Schools Music Festival: Flute Solo - Secondary School - Junior	Gold Award	2B	MA Tsz-suen
	Silver Award	1A	CHAN Lok-to
		1B	CHAN Pok-chi
76th Hong Kong Schools Music Festival: Clarinet Solo - Secondary School - Junior	Silver Award	1B	CHAN Ka-sing
76th Hong Kong Schools Music Festival: Guitar Solo - Junior	Silver Award	1D	YU Yat-him
第 76 屆香港學校音樂節： 箏獨奏-中級組	Bronze Award	2A	CHAU Yu-ching
第 76 屆香港學校音樂節： 箏獨奏-高級組	Bronze Award	3B	YEUNG Tsz-ki
第 76 屆香港學校音樂節： 笛獨奏-中學-高級組	Bronze Award	5A	YIP Tin-ching

Visual Arts

Event	Award	Class	Student
新春兒童繪畫比賽(2024)	亞軍	1A	YAU Tsz-yan
九龍倉全港中學生 繪畫比賽 2023-2024	亞軍	5A	FUNG Yi-tung
	優異獎	6A	LEE Hiu-tung
		6B	CHOI Yiu-sing
Australia International Children and Youth Art Competition and Exhibition 2023	Gold Award	1C	CHICK Pui-ka, Paisley
第四屆「梁棠盃 2024 全港中小學寫生比賽」	優異	5D	LAI Hau-tung

Drama

Event	Award	Class	Student			
Hong Kong 6th Inter-Government Secondary Schools Drama Fest 2023/24	Award for Outstanding Cooperation	1C	CHICK Pui-ka, Paisley			
		2B	YEUNG Yin-ming			
		2C	CHAN Chun-pui, Willie			
		2C	CHONG Yi-tung, Melissa			
		2C	LEE Miu-wai			
		2D	CHAN Chak-wai			
		2D	NG Hau-tung			
		3B	SHEK Yam-nga			
		3B	MAO Kin-pok			
	Award for Outstanding Performer Award for Outstanding Cooperation	3B	CHOI Tsz-yeung			
		4C	LAM Ka-nam			
		4C	TSO Yee-man			
	Award for Outstanding Script Award for Outstanding Director Award for Outstanding Cooperation	5B	YEUNG Kai-tung			
				Award for Outstanding Stage Effects Award for Outstanding Cooperation	1A	CHENG Yuen-hang
					2D	CHAN Cheuk-ting, Adam
	2D	SHING Chi-ho				
	2D	YEUNG Kai-kin				
	2D	ZHU Yikai				
	4A	CAI Pui-chi				
	4A	FUNG Weng-si				
4B	HUNG Min-min					
4C	LAM, Antonia					

Event	Award	Class	Student
		4D	YEUNG Nok-han
		5B	CHIN Wai-yu
		5C	FONG Chi-yan
		5C	LAI Wai-chun
		5C	SHUM Tin-long
		5C	SZE Ho-chi
		5D	CHENG Tsun-yin
		5D	CHEUNG Siu-lam, Ryan

Service

Event	Award	Class	Student
「義行動 20 小時」義工計劃	優異獎	4C	LO Hoi-yan
		4D	CHENG Ka-yee
		5D	CHEUNG Siu-lam, Ryan
		5D	LAM Ka-shing

Sports

Event	Award	Class	Student
HK Island & Kowloon Secondary Schools Competition – BOCHK Beach Volleyball Cup 2023-2024 Girls Junior Grade (Division 2)	Champion	3B	CHAN Hiu-ying
		3B	LAM Ka-nam
		3C	CHAN Hoi-yuet
		3C	SIN Man-wai
Inter-School Athletics Competition 23-24 (Division 3)	Boys B Grade Shot Put 1 st Runner Up	4B	CHAN Chun-yin
CNY DRAGON TOUR 2024	Male Under 18- Position 2 (Overall Position 26)	5B	KOK Chun
屈臣氏集團 香港學生運動員獎 2023-2024	屈臣氏集團香港學生運動員獎	5B	LO Shu-sing
2024 國際兒童及青少年舞蹈大賽	青年組 (15-17 歲) 中國舞-群舞 金獎	2A	NG Yuet-ling
		2B	AU Hoi-ching
		2B	MA Tsz-suen
		2C	YIM Hoi-yan
		4A	FUNG Weng-si
		4B	LEE Hei-tung
		4C	NG Sing-han
		4C	ZHANG Xiaojun
第六十屆學校舞蹈節	西方舞 (甲等獎)	4A	FUNG Weng-si
	中國舞 (甲等獎)	5A	WONG Tsz-ying

Event	Award	Class	Student
『夢舞飛揚』兒童及青少年舞蹈比賽 2024 現代舞-公開組	現代舞-公開組 金獎	4A	FUNG Weng-si
2024 世界文創 全能藝術比賽	西方舞蹈中學組 季軍		
2024 亞太區優秀 才能藝術節比賽	西方舞獨舞 亞軍		
2024 香港青少年 藝術家比賽	西方舞獨舞 F3-F4 亞軍		
2024 香港國際之星 藝術創作大賽	西方舞獨舞 亞軍		

Others

Event	Award	Class	Student
學生環境保護大使計劃	優異獎	3A	CHENG Yuet-tung
		3D	MA Hei-yin
		4A	CHAN Sui-man
		4B	CHEN Silin
		4B	HUNG Min-min
		4B	HUNG Wing
		4C	LAM, Antonia
		4C	LEUNG Tsz-yin
		4C	LO Hoi-yan
		4C	OUYANG Huiying
		4C	WONG Ching-man
		4D	CHEN Yan-yan
		4D	LAM Lok-lok
		4D	LAU Tsz-yan
		4D	LOK Hon-wang, Herman
		5B	SACHAS Sophy Suet-fei
		5A	LAI Man-kiu
		5B	NG Chi-ying
		5B	CHAN Siu-chin
		5B	KWOK Ka-chun
	5B	WONG Kai-hang	
	5B	WONG Yui-lam	
	基礎環保章	3A	CHENG Yuet-tung
		4B	CHEN Silin
		4B	HUNG Wing
4C		LAM, Antonia	
4C		LEUNG Tsz-yin	

Event	Award	Class	Student
		4C	LO Hoi-yan
		4C	OUYANG Huiying
		4C	WONG Ching-man
		4D	CHEN Yan-yan
		4D	LAM Lok-lok
		4D	LAU Tsz-yan
		5A	LAI Man-kiu
		5B	KWOK Ka-chun
		5B	NG Chi-ying
		5B	SACHAS Sophy Suet-fei
		5B	WONG Yui-lam
		5C	NG, Andrea
		5D	LAI Hau-tung
			傑出學生環境保護大使 金獎
	傑出學生環境保護大使 銀獎	5D	LAI Hau-tung
	傑出學生環境保護大使 銅獎	5C	NG, Andrea
「綠得開心大使」	最傑出 「綠得開心大使」	4C	LO Hoi-yan
		4C	WONG Ching-man
2024 年 香港冬季圍棋錦標賽 1-5 級組	冠軍	2B	KWAN Wan-cheung
	殿軍	1D	KWAN Tung-leong
2024 春季全港定段定級賽 1 至 4 級組	季軍	2B	KWAN Wan-cheung
	第八名	1D	KWAN Tung-leong
2024 賀歲盃圍棋錦標賽 晉段組	冠軍	2B	KWAN Wan-cheung
	季軍	1D	KWAN Tung-leong
「春分盃」 全港圍棋升級升段賽 定段組	冠軍	2B	KWAN Wan-cheung
	季軍	1D	KWAN Tung-leong
2023-24 全港中學生中國象棋 個人賽初中組	第九名	2B	KWAN Wan-cheung
香港圍棋大師賽 2024 (1-2 段組)	季軍	2B	CHEN Ah-man
第 13 屆小棋聖盃 全港學界棋藝大賽 圍棋初中組	第七名	1D	KWAN Tung-leong
	優異獎	2B	KWAN Wan-cheung

Event	Award	Class	Student
第二十二屆 香港業餘圍棋公開賽 1-5 級組	第六名	2B	KWAN Wan-cheung
第十九屆 香港校際圍棋大賽 中學組	第五名	1D	HUANG Shing-shing
		2B	CHEN Ah-man
		2B	KWAN Wan-cheung
第六屆弘德圍棋讀秒賽 級位組	亞軍	2B	KWAN Wan-cheung
棋會盃 2024 圍棋交流賽 高級組	冠軍	2B	KWAN Wan-cheung
	第四名	1D	KWAN Tung-leong

6.3 Students' Achievements in Extra-curricular Activities

Our school is committed to enriching classroom learning through a diverse range of extra-curricular activities, fostering balanced development in knowledge, attitudes, and values. This comprehensive approach supports our students' growth academically, morally, aesthetically, physically, and socially. The following report highlights the remarkable achievements of our students in various external competitions.

Several students received nominations for the regional commendation scheme, recognizing their well-rounded accomplishments. In the Best Student Election (Hong Kong Island), ONG Jessika Olive from 6D was honored as the Best Student (Senior Session, Eastern District), while ZENG Jinxing from 3D was recognized as one of the Best 10 Merit Students (Junior Session). This school year, KOK Chun from 5B, LIN Kai-hao from 5D, LAM Tsz-yan from 3D, and ZENG Jinxing from 3D were awarded the Outstanding Students Award for the Eastern District 2023/24, reflecting their exceptional dedication.

During the 75th Hong Kong Schools Speech Festival (English), our students demonstrated impressive talent among 21 contestants from S1 to S6. CHAN Nok-lam of 1C achieved first place in the English Solo Verse Speaking Non-open Competition, showcasing remarkable poetic expression and confidence. Meanwhile, CHAN Pok-chi of 1B and TSE King-hin of 2B secured third place in the same event, illustrating their strong performance and commitment.

In the 75th Hong Kong Schools Speech Festival (Chinese), 14 students participated with commendable results. CHEN Ka-tung of 4A and LAM Tsz-yan of 3D earned second and third places respectively in the Solo Verse Speaking (Putonghua) category, displaying their fluency and interpretative skills. Additionally, ZENG Jinxing and CHEN Wing-lam from 3D excelled in the Duologue (Cantonese), finishing in second place and highlighting their collaborative abilities.

Our Chinese debating team achieved significant success in various competitions, demonstrating exceptional talent. YEUNG Kai-tung from 5B and Man Ka-wun from 2D showcased their rhetorical skills by winning the overall championship at the Dragon Cup: The Inter-Government

Secondary Schools Multi-sided Debating Competition. YEUNG Kai-tung further distinguished herself by being named the best debater in the 5th Hong Kong Interschool Debating Competition, impressing judges with her critical thinking and persuasive techniques.

In Mathematics, our students engaged actively in numerous external competitions, achieving notable success and earning various awards. In the 2023/24 Secondary School Mathematics Book Report Competition organized by the Education Bureau, SHI Shan-shan from 5D and ZENG Jinxing from 3D received the Appreciation Award for their insightful analyses. NG Chiu-yin from 3D earned First-Class Honour in the Huaxia Cup (Semi-final), while NG Pak-hei and TSAI Tsz-to from 2D achieved Second-Class Honour in the Huaxia Cup (Final). Additionally, TSAI Tsz-to from 2D won the Bronze Award in the Global Junior Math Aptitude Test, showcasing his exceptional aptitude. Furthermore, NG Pak-hei from 2D received the Elite Award in the 2024 Hong Kong Mathematics Kangaroo Contest, underscoring his outstanding mathematical skills and dedication.

In STEAM Education, students engage in interdisciplinary projects that blend Science, Technology, Engineering, Arts, and Mathematics. They work collaboratively to solve real-world problems, develop innovative solutions, and enhance their critical thinking and creativity. Our dedicated teams achieved several noteworthy awards, highlighting their remarkable accomplishments:

- **Hong Kong GreenMech Contest (2023/24):**
 - KOK Chun (5B), CHE Ping-kwan (5D), CHEUNG Siu-lam Ryan (5D), and YEUNG Nok-han (4D) received the Creativity Award.
- **AI Innovation Contest:**
 - CHEN Wing-lam (3D), LO Tsz-long (3D), MA Hei-yin (3D), and WONG Sze-chai (3D) secured the Silver Award.
- **HKUST Underwater Robot Competition 2024:**
 - DELA TORRE John Eduard Dela Pena (1C), CHEN Wing-lam (3D), LAU Sui-yuen (3D), LO Tsz-long (3D), and ZENG Jinxing (3D) also won the Silver Award.

In Music, the School Choir and the Chinese Orchestra delivered impressive performances on Speech Day. The String Ensemble and Guzheng Ensemble showcased their talents during Info Day for Primary School Students, while solo and ensemble acts were featured on Chinese Culture Day. Both the Chinese Orchestra and School Orchestra received critical acclaim for their performances on Award Day. At the 75th Hong Kong Schools Music Festival, our students achieved remarkable success, earning 1 Gold Award, 9 Silver Awards, and 7 Bronze Awards. Notably, FENG Yan-yin from 4A secured second place in the Piano Duet – Senior category.

In Visual Arts, FUNG Yi-tung from 5A demonstrated skills in creativity, artistic expression, and technical proficiency in visual arts, which contributed to her achievement as second runner-up in the Wharf Hong Kong Secondary School Art Competition 2023-24.. Additionally, CHICK Pui-ka, Paisley from 1C, was honored with the Gold Award at the Australia International Children and Youth Art Competition and Exhibition 2023, showcasing her exceptional artistic talent.

In Sports, our team emerged as champions in the HK Island & Kowloon Secondary Schools Competition, winning the BOCHK Beach Volleyball Cup 2023-24 for the Girls Junior Grade (Division 2). Team members included CHAN Hiu-ying and LAM Ka-nam from 3B, along with CHAN Hoi-yuet and SIN Man-wai from 3C. Additionally, CHAN Chun-yin from 4B secured first runner-up in the Boys B Grade Shot Put at the Inter-School Athletics Competition 2023-24 (Division 3).

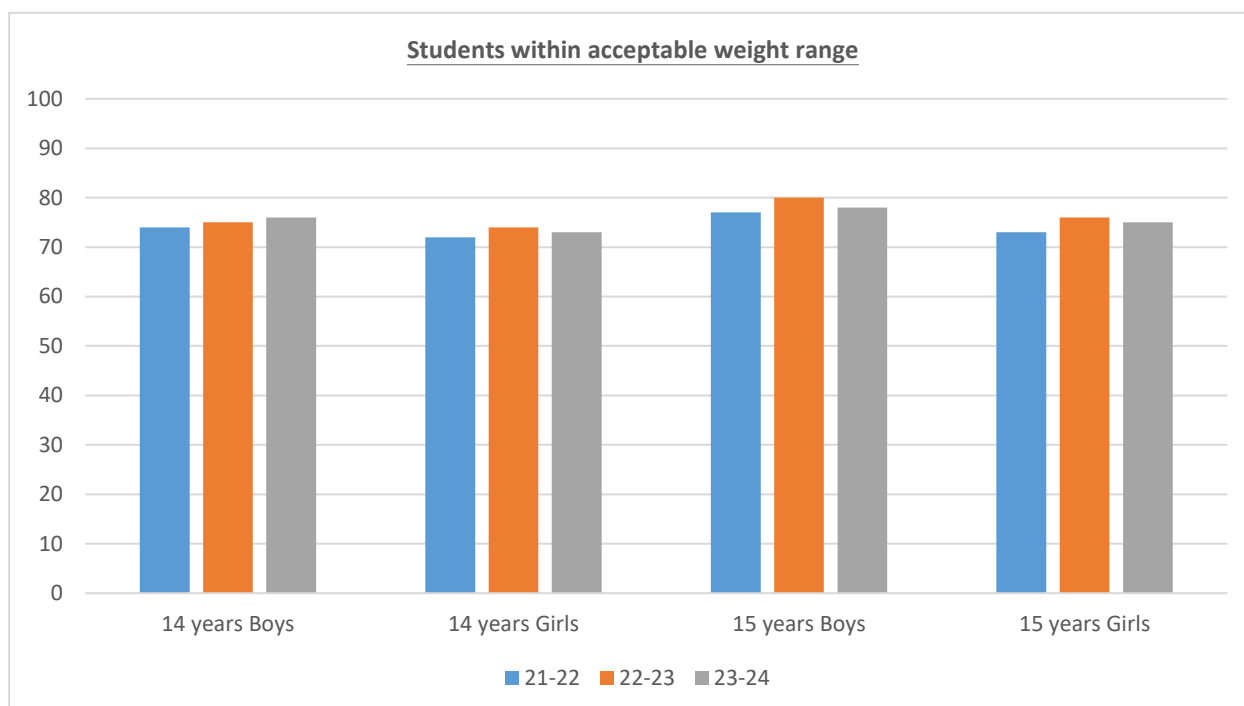
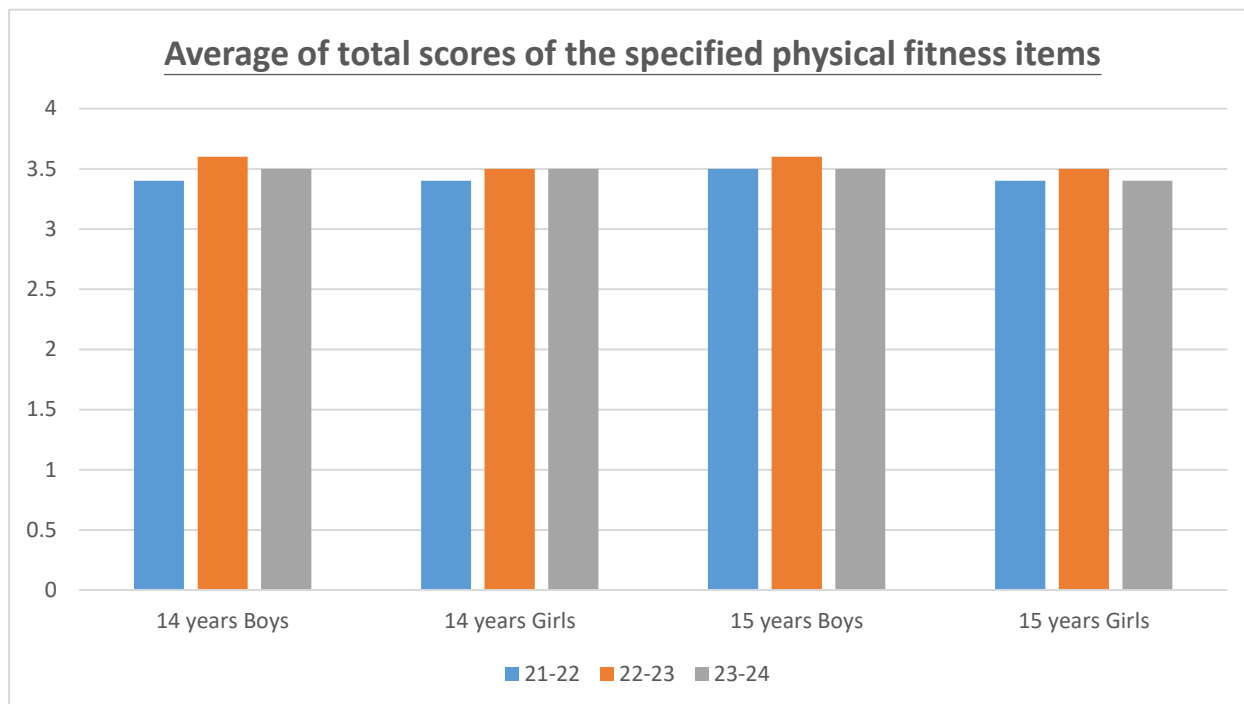
In the realm of dance, two talented performers, WONG Tsz-ying from 5A and FUNG Weng-si from 4A, achieved First Class Honour in Western Dance and Chinese Dance, respectively, at the 60th Schools Dance Festival Competition. Their success reflects not only their technical proficiency and artistic expression but also their dedication, discipline, and strong work ethic. Furthermore, FUNG Weng-si earned three silver medals in Western Dance Solo at the 「2024 亞太區優秀才能藝術節比賽」, 「2024 香港青少年藝術家比賽」, and 「2024 香港國際之星藝術創作大賽」, showcasing her perseverance and ability to adapt and excel in various competitive environments. These qualities have been instrumental in her growth as a dancer and her impressive accomplishments.

In the Hong Kong School Drama Festival 2023/24 organized by the Hong Kong Art School, our school was recognized with the Award for Outstanding Cooperation and the Award for Outstanding Stage Effects, showcasing the collaborative spirit and creativity of our entire team. YEUNG Kai-tung from 5B excelled by winning both the Award for Outstanding Script and Outstanding Director, demonstrating exceptional storytelling ability, leadership, and vision. Additionally, TSO Yee-man of 4C, along with CHOI Tsz-yeung and LAM Ka-nam from 3B, received the Award for Outstanding Performer, reflecting their dedication to character development, stage presence, and teamwork. These achievements together highlight the hard work, passion, and artistic talents of our students in the performing arts. Following this impressive performance, our students continued to shine at the 6th Inter-Government Secondary Schools Drama Fest 2023/24, where they earned commendations for Outstanding Stage Effect and Outstanding Cooperation. Notably, Outstanding Performers TSE King-hin of 2B and SO Chak-lai of 3A further showcased their exceptional talent, emphasizing the dedication and skill of our students in this competitive arena. Collectively, these accomplishments underscore the remarkable commitment and creativity of our students across both competitions.

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 2023/24:

Date(s)	Programme / Activity	Co/organiser(s)	Level of Participants
23/9/2023	Career Planning Workshop (I)	St James' Settlement	S5
5/10/2023	S6 Careers and Life Planning Day - Talk on Strategy for JUPAS Programme Choice	Hok Yau Club	S6
5/10/2023	S6 Careers and Life Planning Day - Alumni Sharing on JUPAS Application and Preparation for HKDSE	Alumni	S6
5/10/2023	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
23/10/2023	Gathering Wisdom by the Fireside: "Science vs. Arts vs. Commerce Minds - The Mystery of Choosing Majors in University"	St James' Settlement	S3
27/10/2023	Career Planning Workshop (I)	St James' Settlement	S6
10/11/2023	Self-Exploration Workshop	Tung Wah Group of Hospital	S4
23/11/2023	"Gathering Wisdom by the Fireside: Sharing Interesting Insights on 'Other Learning Experiences' (OLE)	St James' Settlement	S4
25-26/11/2023	Business School Partnership Programme – Easy Organic Farming Ltd	Easy Organic Farming Ltd	S5
8/12/2023	Career Planning Workshop	St James' Settlement	S3
15-16/1/2024	Business-School Collaboration Program: Work Experience Program	EDB	S5

Date(s)	Programme / Activity	Co/organiser(s)	Level of Participants
	(Christmas and Lunar New Year Holiday Activities) - Junior Chamber International Hong Kong		
1/2024	Gathering Wisdom by the Fireside: Exploring Different Paths to Further Education	St James' Settlement	S5
26/1/2024	Career Planning Workshop (I)	St James' Settlement	S4
26/1/2024	Career Planning Workshop (I)	St James' Settlement	S5
2/2024	Gathering Wisdom by the Fireside: Overview of Hong Kong's Four Major Industries	St James' Settlement	S5
2/2024	Gathering Wisdom by the Fireside: Overview of Hong Kong's Four Major Industries	St James' Settlement	S6
23/2/2024	Goal Setting Workshop	St James' Settlement	S2
15/3/2024	Workshop on Career Exploration	St James' Settlement	S5
19/4/2024	Career Planning Workshop (II)	St James' Settlement	S4
3/5/2024	Interview Skills Workshop	St James' Settlement	S6
17/5/2024	Financial Management Seminar	Tung Wah Group of Hospital	S1
26/5/2024	Senior Form Students' view on using LinkedIn in accordance with Career Planning	EDB	S5
17/7/2024	2023 Release of HKDSE Result Reminder	/	S6
26/7/2024	Summer Career Experience Program 2024 - The Chinese University of Hong Kong Medical Centre	EDB	S5

7.2 Discipline Team

The Discipline Team aims at developing students' self-discipline, to nurture students' positive values and attitudes, 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. The Discipline Team collaborates with the Guidance Team to foster students' whole-person development. To facilitate home-school cooperation, the team also keeps close contact with parents to ensure that students' behavioural problems are promptly addressed and effectively handled.

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, to nurture students' positive values and attitudes for the development of the sense of citizenship and national identity, 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 2023/24:

Date (s)	Activities	Parties concerned
8/2023	Discipline Talk at S1 Parent Orientation Day	S1 parents and students concerned, and teachers of the Discipline Team
9/2023	Case Conference with the Guidance Team and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
9/2023	Discipline Assembly	All students and Discipline Team
9/2023	Class Rules setting	Class Teachers and teachers of the Discipline
9/2023	Leadership Training Camp for Prefects	Prefects, Social Workers and Teachers of the Discipline Team
10/2023	Prefect's Sharing at Moring Assembly	All students, Prefects, and Discipline Team
10/2023	Discipline Team (Talk) Prevention of Technology Crime in School: Cyber Security Workshop	The speakers of HKFYG and students of S6
11-12/2023	Best Behaved Class Competition and Cleanliness Campaign (1 st term)	All students, Prefect Heads and Teachers of the Discipline Team and Environmental Education Team

Date (s)	Activities	Parties concerned
10/2023 11/2023 12/2023 1/2024 2/2024 5/2024	Student Support Meeting	Discipline, Guidance and SEN Teams
5/2024	Best Behaved Class Competition (2 nd term)	All students, Prefect Heads and Teachers of the Discipline Team
5/2024	Anti-crime Education Talk	The East District School Liaison Officer, S3 Class Teachers and students of S3.
5/2024	S.3 Prefects Recruitment and Shadowing Program	Prefect Heads, S3 Students concerned and Teachers of the Discipline Team
6/2024	Head Prefects Selection	Teachers of the Discipline Team and S4 Prefects.
3/2024 7/2024	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	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, 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 pastoral guidance to students in regards 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 2023/24:

Date(s)	Programme / Activity	Parties concerned	Level of Participants
28/8/2023-18/9/2023	Workshop on Self-Exploration & Resilience Group	Youth Outreach	S1-S3
21/8/2023	Peer Power Student Gatekeeper Training	Teachers of the Guidance Team and Social Workers	S3-S5
22/8/2023	Pre-S1 Orientation Programme	Teachers of the Guidance Team and Social Workers	S1
23/8/2023	Pre-S1 Parent Orientation Programme	Teachers of the Guidance Team and Social Workers	Pre-S1 Parents
6/9/2023	Sharing in the WDC Assembly	Teachers of the Guidance Team and Social Workers	Whole School
29/9/2023	Quilling Workshop	St. James' Settlement	S3
29/9/2023	Emotional Wellness Workshop	Teachers of the Guidance Team and Class Teachers	S4
9/2023	Gift cheer pack for teachers	St. James' Settlement	/
10-11/2023	Class Visits	Teachers of the Guidance Team and Social Workers	S1, S4-S6
27/10/2023	Art Expression and Stress Relief Workshop	Methodist Epworth Village Community Centre, Social Welfare	S5
11-12 /2023	Promotion of Mental Health Workshop	Teachers of the Guidance Team and TWGHs Integrated Centre on Addiction Prevention and Treatment	S1, S2&S5

Date(s)	Programme / Activity	Parties concerned	Level of Participants
8/1/2024	Sand Bottle workshop	Teachers of the Guidance Team	S6
1-3 /2024	Art Therapy Group	Teachers of the Guidance Team and Art Therapist of Methodist Epworth Village Community Centre, Social Welfare	S1
22/2/2024	Cheer up Activity for S6	Teachers of the Guidance Team and Social Workers	S6
1/3/2024	Parents Day	Teachers of the Guidance Team and Social Workers	Whole School
12/3/2024	Sharing by the Student Gatekeepers	Teachers of the Guidance Team and Student Gatekeepers	Whole School
3/5/2024	Emotional Health Fun Day	Teachers of the Guidance Team, Student Gatekeepers and St. James' Settlement	Whole School
3/5/2024	Scratch Painting Workshop	St. James' Settlement	S1
30/5/2024	Book Sharing about Mental Health	Teachers of the Guidance Team and Social Workers	Whole School
31/5/2024	board game workshop about empathy	Guidance Team & Education University of Hong Kong	S2
14/6/2024	「同理打打氣」講座	Educational psychologist	Parents of Whole School
2/7/2024	Interactive Educational Theatre	肯尼山工作室	S1&S2
5/7/2024	「新鮮人日營活動」	Guidance Team & 恬樂亭	S1
7-8 /2024	寵物治療小組	Teachers of the Guidance Team and YMCA	S1, S2, S4&S5
Whole Year	「中一級新鮮人成長計劃 (2023-2024)」	Guidance Team & 恬樂亭	S1
Whole Year	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team and Social Workers	S3-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

Date(s)	Programme / Activity	Parties concerned	Level of Participants
Whole Year	Case Discussions with SEN Team and Discipline Team	Teachers of the Guidance Team, Social Worker, SEN Team, Discipline Team and Educational Psychologist	---
Whole Year	Art Therapy (Individual)	Art Therapist of Methodist Epworth Village Community Centre, Social Welfare	S4

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 positive values in 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 2023/24:

Date(s)	Activity	Co-Organiser(s)	Level of Participants
Whole year	「我們的微電影」	Major Concern 2	S1-S2
11/2023	壁報設計比賽主題： 健康生活	Major Concern 2	S1-S5
17/11/2023	「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
23/2 – 28/2/2024	中華文化週	different subject departments	Whole school
17/5/2024	廉政微電影：「賄子手」	ICAC	S2-S3
2/6/2023	廉政互動劇場：「校服企劃」	ICAC	S2-S3
4/7/2023	廉政電影微欣賞	-	ICAC iteen members and S4-S5
Whole year	廉政公署 iteen 領袖計劃 2023-24	ICAC	S4

7.5 National Security Education

National Security Education aims to provide a safe and peaceful learning environment for students, ensuring they receive a quality education while fostering the concepts of national sovereignty and security in the Hong Kong Special Administrative Region. As an integral part of the People's Republic of China, this initiative safeguards the high degree of autonomy under the "one country, two systems" principle as enshrined in the Basic Law.

The Committee promotes national security through a whole-school approach, focusing on various aspects such as Staff Development, Human Resources Management, School Administration, Learning and Teaching, Whole Person Development, Student Support (Guidance and Discipline), and Home-School Collaboration. Additionally, the School utilizes resources from alumni and the community to offer a broad array of learning experiences, both inside and outside the classroom, helping students to better understand the diverse perspectives of national security education and to effectively construct their community and national identities.

Staff Development

The Committee has familiarized teachers with the National Security framework by introducing the work of the National Security Committee during Academic Affairs Committee Meetings and staff meetings. This initiative highlighted various perspectives of national security and demonstrated how teachers could incorporate these elements into their learning and teaching practices as well as student activities.

Furthermore, the Committee actively participated in various EDB Sharing Sessions for teacher training, showcasing how national security can be integrated into cross-curricular experiential learning. This ensures that teachers remain well-informed about the latest developments in the School's National Security education, allowing for effective and holistic implementation. Additionally, the Committee collaborated with the School's Major Concerns Team to deliver national education comprehensively, incorporating key elements from the school's development plan and emphasizing important values recognized by the Bureau. For instance, the Committee invited respected alumni to speak at special flag-raising ceremonies, emphasizing values such as gratitude, perseverance, and diligence—core components of the School's Major Concern 2. Alumni were also invited to share their expertise and experiences in their careers, connecting these to the elements of national security they encountered in practice.

School Administration

In light of the latest updates on National Security measures issued by the Bureau, the Committee revised the standard procedures for National Security in the School. This involved organizing activities to ensure that all events—whether organized by the School, service providers, or other institutions—strictly adhered to the national security measures outlined by the School and the Bureau. The Committee also drafted a procedural manual detailing how the School should respond to activities, actions, or behaviours that violate national security, thereby maintaining a peaceful and risk-free learning environment on campus. Lastly, the Committee made significant

efforts to digitize data collection related to national security education, streamlining findings analysis, and reducing the administrative burden on teachers and departments.

Learning and Teaching and Whole Person Development

To ensure that all learning materials meet national security requirements as stipulated by the EDB, the Committee established selection procedures for learning materials and implemented a filing system to archive all school-based national security-related resources for three years.

To promote a holistic approach to National Security education across the School, the Committee monitored the progress of Learning and Teaching and Whole Person Development related to national security education. A survey was conducted at the end of each term to assess the latest progress of national security-related elements conveyed within Key Learning Areas (KLAs) and functional groups. With comprehensive coverage of national security elements in both learning and teaching, as well as whole-person development activities, the effectiveness of national education among students is evident.

To promote patriotism and values such as law-abidingness and respect for others, the School established a Flag-raising Team and various leadership programs. The Flag-raising Team conducts regular flag-raising ceremonies, which promote patriotism and instil values of respect and national identity among students and teachers.

Moreover, a team of Basic Law ambassadors was recruited to play a pivotal role in promoting national security and Basic Law education. These student ambassadors served as emcees for significant national occasions, such as National Day, National Constitution Day, National Security Day, and the Establishment Day of the HKSAR. They also organized student activities related to national security, fostering an atmosphere conducive to understanding national conditions and education.

Student Support with Discipline and Guidance Teams

The Committee collaborated with the Discipline and Guidance Teams and social workers to support the mental well-being of students, thereby minimizing the likelihood of violations of national security. School rules related to national security were included in the student handbook and explained during the first discipline meeting. As of now, no students have been found to have violated school rules concerning national security.

Home-School Collaboration

The Committee facilitated communication between the School and parents, keeping them informed about the latest national security policies. This collaboration aimed to garner parental support and enhance the effectiveness of national security education for students. One notable example was Chinese Culture Week, where parents were invited to participate and run a game stall featuring traditional Chinese virtues such as filial piety and diligence. Parents expressed strong approval and gratitude for the School's efforts in maintaining a safe and nurturing environment for students.

In conclusion, the Committee aspires to uphold national security as a constitutional responsibility while cultivating students' sense of responsibility as citizens of the nation.

**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. Our school offers a range of extracurricular activities, including various academic clubs, interest groups, uniform teams, service groups, sports teams, a symphony orchestra, a Chinese orchestra, a school choir, a Zheng Ensemble, and numerous instrumental classes. These diverse, student-led clubs and committees, supervised by teachers, provide ample opportunities for students to explore their talents and interests.

In addition to offering a wide variety of activities, our school closely follows the curriculum reform guidelines and strives to enrich students' learning experiences beyond the classroom. Below is a summary of the enrichment activities organized by the OLE Team for the 2023/24 academic year:

Date(s)	Programmes/Activities	Co-organiser(s)	Level of Participants (Number) of students involved
1/09/2023	Talk on OLE for S4 & S5 students	N/A	S4 (109 students) & S5 (120 students)
6-7/10/2023	S1 Training Camp	Life Master Consulting Ltd.	S1 (141 students)
21/10/2023	OLE Leadership Training Programme	Integrated Centre on Addiction Prevention & Treatment, Tung Wah Group of Hospitals	S3-S5 (55 students)
10/12/2023	S3 Leadership Training Workshop 「領袖工廠」	CC Leadership Development Institute Ltd.	S3 (30 students)
4/7/2024	S2 Post-exam Activity 「生物多面睇」	Kadoorie Farm and Botanic Garden	S2 (129 students)
5/7/2024	S4 Post-exam Activity 「海洋活動減廢日」	Outdoor Wildlife Learning Hong Kong	S4 (107 students)
5/7/2024	S5 Post-exam Activity 「沙頭角尋幽探秘之遊」	Hong Kong Oriental Travel Company Ltd.	S5 (119 students)
11/7/2024	S3 Post-exam Activity 「霓虹燈工作坊」	Amazing Neon	S3 (121 students)
Whole Year	S4 & S5 Leadership Training Programme	The Salvation Army	S4-S5 (8 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 2023/24:

Date(s)	Programmes/Activities	Parties concerned	Level of Participants
9/2023	Sunny Mindful Group 「心晴開學谷」	Social Workers & SEN Team	S1-S6 SEN & NCS students
10/2023	Space + Community Planning Boardgame Prototype Trial Run 「城市規劃及社區教育桌遊體驗 共融活動」	The Hong Kong Polytechnic University, “Very Hong Kong” & SEN Team	S1-S3 SEN & NCS students
11/2023	Morning Assembly Sharing 「早會分享」	EP & SENCO	Whole School
11/2023- 12/2023	Emotion, Self-management and Social Skills Training Course 「初中情緒、自理及社交小組」	Hot Education Ltd. & SEN Team	S1-S3 SEN students
11/2023- 12/2023	Social Skills Training Course 「高中社交小組」	Hot Education Ltd. & SEN Team	S4-S5 SEN students
11/2023 - 5/2024	Speech Therapy	Prologue Education Centre Ltd. & SEN Team	S1-S4 SEN students
11/2023 - 5/2024	Dot B Programme 「情緒調控小組」	EP & SENCO	S2-S6 SEN students and Little Angels
11/2023- 6/2024	After-school Tutorial Class 「初中課後功課增潤班」	Hot Education Ltd. & SEN Team	S1-S3 SEN students
12/2023	Multi-cultural Day 「共融文化日」	SEN Team & NCS team	S1-S6 students
2/2024- 5/2024	On-site Clinical Psychological Support Services 「臨床心理學家到校支援服務」	Methodist Centre & SEN Team	S1-S5 students
3/2024	Guided Tour of Jao Tsung-I Academy (Joint School Activity) 「全方位學習—饒宗頤文化館 導賞團」	SEN Team, NCS team & Sir Ellis Kadoorie Secondary School (West Kowloon)	S1-S3 SEN, NCS students and Little Angels

Date(s)	Programmes/Activities	Parties concerned	Level of Participants
3/2024	Shall We Talk Workshop 「中六減壓工作坊」	Educational Psychologist & SEN Team	S6 SEN students
4/2023	Relationship Restorer Academy (Forum Theatre) 「關係維修員—育成企劃」 論壇劇場	Advisory Committee on Mental Health, Agent of CHANGE, & SEN Team	S1-S2 students
5/2024	Learning Skills Class 「學習技巧班」	Owl's Learning Centre & SEN Team	S1-S3 SEN students
5/2024	Counselling Psychologist On-site Support Service 「輔導心理學到校支援服務」	The Hong Kong Shue Yan University Counselling and Research Centre & SEN Team	S2 students
Whole Year	Business – School Partnership Programme 「商校合作計劃」	EDB, SEN Team & Life Planning Team	S4-S6 students
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	S2-4 SEN students
Whole Year	Special Examination Arrangement	SEN Team	S1-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	S3 SEN students
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 31/8/2024)

	Income \$	Expenditure \$
I. Government Funds		
A. Expanded Subject and Curriculum Block Grant		
(a) Non-school Specific Grant		
• Baseline reference provision	485,473	275,040
(b) School Specific Grants		
• Composite IT Grant	512,696	501,704
• Capacity Enhancement Grant	666,935	392,707
Balance:	495,653	
B. Other Specific Grants		
• Teacher Relief Grant	487,048	109,220
• Learning Support Grant	508,764	507,130
• School-based After-school Learning and Support Grant	181,150	118,025
• Information Technology Staffing Support Grant	338,653	311,596
• Grant for the Sister School Scheme	270,380	133,200
• Promotion of Reading Grant	113,939	72,713
• Life-wide Learning Grant	2,383,239	1,573,015
• Diversity Learning Grant	114,425	109,561
• Student Activities Support Grant	91,650	77,527
• School Drama Festival – Production subsidies for GSS	3,850	2,373
• School Executive Officer Grant	1,058,035	465,124
• One-off Grant for the Sen. Sec. Subj. C & SD	299,748	95,911
• SBM Top-up Grant	52,596	0
Balance:	2,328,082	
II. Non-government Funds		
A. Extra-curricular Activities Fund	610,620	146,772
Balance:	463,848	
B. SBM Fund	324,060	112,280
Balance:	211,780	

9 Feedback on Future Planning

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

- 9.1.1 Most of the tasks in the School Development Plan of Major Concern 1 2021/24 were accomplished satisfactorily. 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 of 2023/24, 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' learning capabilities especially reading skills so that they can read more confidently and effectively.
- 9.1.3 In the *Stakeholders' Survey*, 60.4% of teachers agreed or strongly agreed that students took the initiative to learn, while 56.6% agreed or strongly agreed that students were deeply interested in learning. These findings revealed areas for improvement in students' motivation and engagement in learning. Moreover, with the wider diversity of learning capabilities among students and a general decline in overall academic performance, our school needed to adopt various measures to enhance the effectiveness of both teaching and learning.
- 9.1.4 Our school offered a range of learning opportunities to help develop students' STEAM competencies. Students generally demonstrated a keen interest to learn and they had active participation in these activities. Looking ahead, the STEAM education would be further integrated across the school curriculum in the new School Development Plan 2024/27, with the aims of enhancing students' overall learning experience and strengthening their generic skills.

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 The APASO survey results indicated that a majority of students are experiencing a considerable level of stress, with many reporting feelings of loneliness, anxiety, or nervousness. Mental and physical health are crucial for their well-being. We will focus on supporting students' healthy development by promoting healthy lifestyles in the new School Development Plan 2024/27. All functional teams will collaborate with the MC2 Teams to advance the 4Rs Charter.
- 9.2.2 It was noticed that many of our students were stressed as a result of inadequate self-understanding and self-management. To address this, the school may develop students'

self-management skills, including time management, financial management, and health management. By equipping students with these essential skills, we aim to empower them to better navigate the challenges they face, thereby reducing their stress levels. Improved self-management is expected to lead to enhanced academic performance, greater overall well-being, and increased resilience in the face of life's pressures.

9.2.3 We have well established the principle values and love among our students in the new School Development Plan 2024/27. To further strengthen their positive values and promote well-being among students, we will utilize the PERMA model as a framework to support students' personal growth. This approach focuses on five key elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. By fostering a supportive environment on campus, we will help students build a sense of community, making them feel less isolated and more connected to their peers. This holistic approach aims to create a positive school culture that supports students in all aspects of their lives.

9.2.4 Class management initiatives have been actively implemented to strengthen class unity. By fostering a sense of belonging and collaboration, these efforts aim to create a positive classroom environment where students feel supported and valued. Class teachers and functional teams will continue to promote teamwork, improve communication skills and build trust among classmates. As a result, students will be better equipped to handle challenges, both academically and personally, leading to improved overall well-being and a more cohesive learning community.

9.2.5 A culture of gratitude and appreciation for others was successfully built among the students. We will continue to prioritize this within our school community to enhance students' well-being. By creating an environment where students feel valued and understood, we aim to develop a commendation system to reinforce their positive behaviour and achievements. This supportive atmosphere can strengthen their passion for their work and inspires them to strive for excellence. When students feel appreciated, they are more motivated and engaged, leading to greater resilience and overall well-being. Ultimately, our commitment to this culture will help students develop a positive sense of self and a strong foundation for their future success.

9.2.6 The result of the APASO Survey indicated that the school has successfully raised the national identity of our students. We have also raised students' understanding and appreciation of the cultural, economic, technology and social development of our home country. In the coming years, we will incorporate these activities into our regular program as the school has a well-developed mechanism for sustaining future development.