



觀塘官立中學2021-2022年報

Kwun Tong Government Secondary School Annual Report 2021-2022



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1. School Vision and Mission

School Vision

To promote holistic education and develop each individual's potential.

School Mission

1. We aim at providing students with quality holistic education so that they can best realize their potential in moral, intellectual, physical, social and aesthetic areas, as well as nurturing their emotional and cultural developments.
2. We promote independent learning, putting emphasis on the virtues of honesty, faith, diligence and modesty.
3. We are committed to the mission of ensuring excellence for the advancement of society.

School Motto

Faith, modesty, diligence and honesty

School Quote

Try my best; Reach my crest

2. Our School

Our school is a government co-educational secondary school founded in 1982, using English as the medium of instruction. Our Principal is Ms Ip Lai Hung. Our students come mainly from different primary schools in Kwun Tong.

a. Facilities

On top of standard facilities and classrooms, our school has two computer centres, a language learning centre and a Maker Activity room to cater for the needs of students of all levels. All the computers in the classrooms and staff rooms are networked with access to the school intranet and the Internet. The school website provides up-to-date information for both our students and the public. Each classroom is equipped with a computer, visualizer and LCD projector. Laboratory apparatus, audio-visual teaching aids, multi-media equipment and software are regularly updated and replaced to enhance the effectiveness of teaching and learning.

b. School Management

The School Management Committee

Chairperson:	Mrs Li Ho Suk Wa Gloria
Principal:	Ms Ip Lai Hung
Teacher Member:	Mr Tsoi Wing Keung
Teacher Member:	Mr Ip Ka Fai
Parent Member:	Ms Leung Siu Bing
Parent Member:	Ms Jian Xuemei
Alumni Member:	Mr Chu Hon Wing
Alumni Member:	Mr Lee Ho Kwan
Independent Member:	Dr Fok Ping Kwan
Independent Member:	Ms Lam Lai Kwan



3. Our Students

a. Number of classes

Class Structure

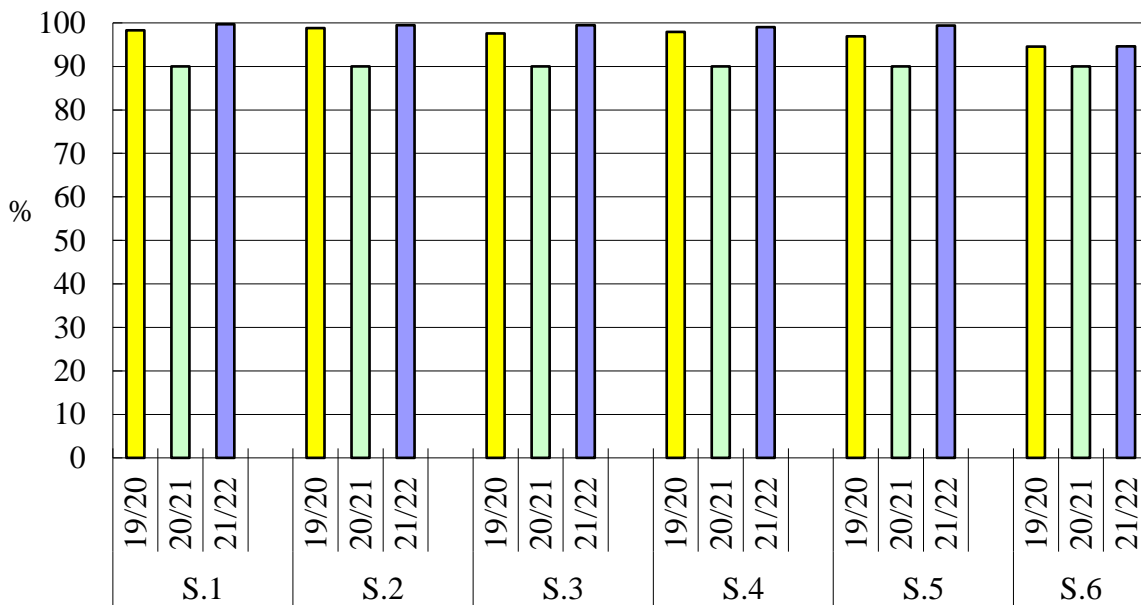
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of Classes	4	5	4	4	4	4	25

b. Number of students

Student Population

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of Boys	64	84	73	67	65	57	410
Number of Girls	70	95	67	64	63	75	434
Total	134	179	130	131	128	132	844

c. Attendance of Students



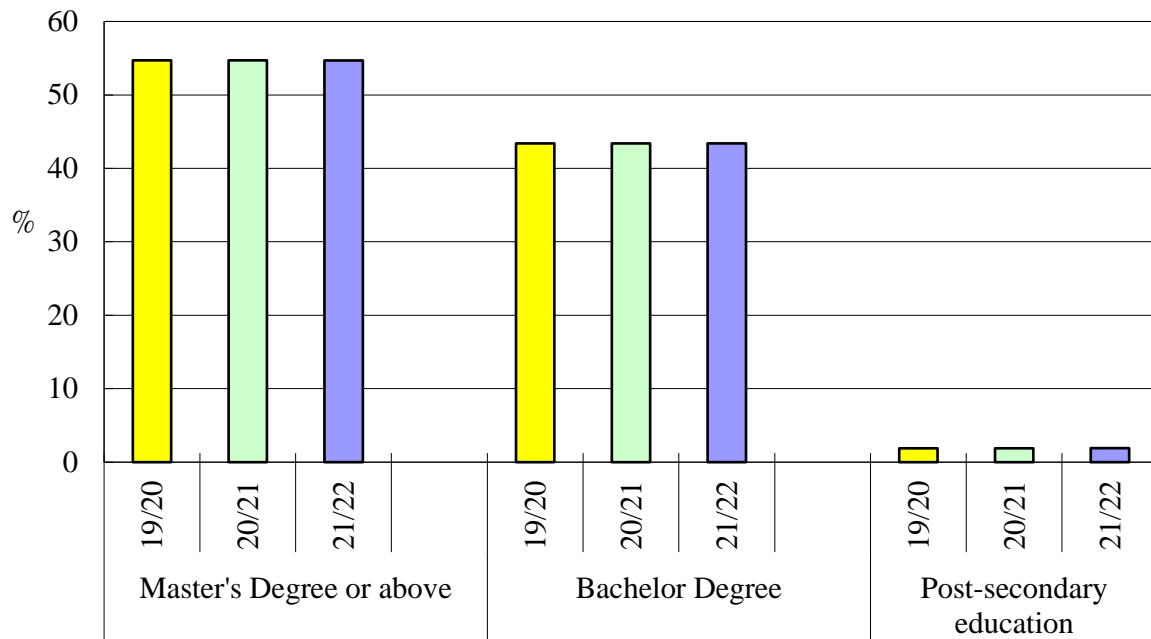
4. Our Teachers

a. Staff list

Principal:	Ms Ip Lai Hung		
Assistant Principals:	Mr Tsoi Wing Keung	Ms Wu Sheung Man, Liza	Ms Ho Yuet Wah
Teachers:	Mr Chan Chi Kin	Ms Chan Chi Wing	Ms Chan Chung Man
	Mr Chan Ho Pun	Ms Chan Hoi Yi, Cassandra	Mr Chan Kai Leung, Edward
	Mr Chan Wai Sang	Ms Chan Wun Ling	Ms Chan Yan Wai
	Ms Chan Yuk Lan	Mr Cheng Ho Yin	Ms Cheung Wan Yee
	Ms Choi Ting Ting	Ms Chu Bo Yin	Ms Diane R Kopman
	Mr Fok Siu Kei	Mr Fong Siu Leung	Mr Ip Ka Fai
	Mr Lai Ting Pong	Ms Lai Yun Yan	Ms Law Man Sze
	Ms Lee Ming Yee, Regina	Ms Lee Wai Ling	Ms Lee Yi Lan
	Mr Leung Cheuk Man	Ms Leung Fung Ying, Emmy	Ms Liu Wang Han
	Mr Lui Hin Ming	Ms Lui Mei Kei	Ms Luk Kit Yee, Ada
	Mr Ma Yuk Tong	Mr Mak Yuk Ming	Mr Ng Man Ho
	Ms Ng Siu Ming	Mr Phoo Tai Wai	Mr So Pui Wing
	Ms Tam Chee Yan, Irene	Mr Tam Chung Yan	Mr Tam Wing Ching
	Mr Tong Lik Hang, Axel	Mr Tse Tan Fai	Mr Tse Yuk Lun
	Ms Tsui Mei Ha	Ms Wan Hing	Mr Wan King Shing
	Ms Wong Hun Mee, Mable	Ms Wong Mui Fan, Carol	Ms Wong Wai Ling
	Ms Yick Wing Woon	Ms Yuen Kar Yee, Ida	
Teacher-librarian:	Ms Lui Pui Ha		
Laboratory	Ms Yeung Sau Fa, Polly	Mr Tsang Tat Kong	
Technicians:			
School Social	Mr Li Ka Shun, Kevin	Ms Lam Yun Yuk, Jade	
Workers:			
Teaching Assistants:	Ms Kong Ka Wai	Ms Chan Tsz Ching	Ms Chan Yee Han
	Ms Chow Ka Yan	Mr Chow Ming Kit	Mr Cheng Lut Chin
	Mr Hung Hiu Fung		
Technical Support:	Mr Yueng Ka Chun	Mr Li Yuet Chun	
Clerical Staff:	Ms Lai Fung Yee	Ms Chui Yuk Sum	Ms Law Yin Ping
	Ms Cheung Sin Yin	Ms Fong Choi Yip	Ms Shum Wing Yu
	Ms Wong Hang Yee		

b. Chart of teachers' qualifications

Highest qualifications obtained by our teachers

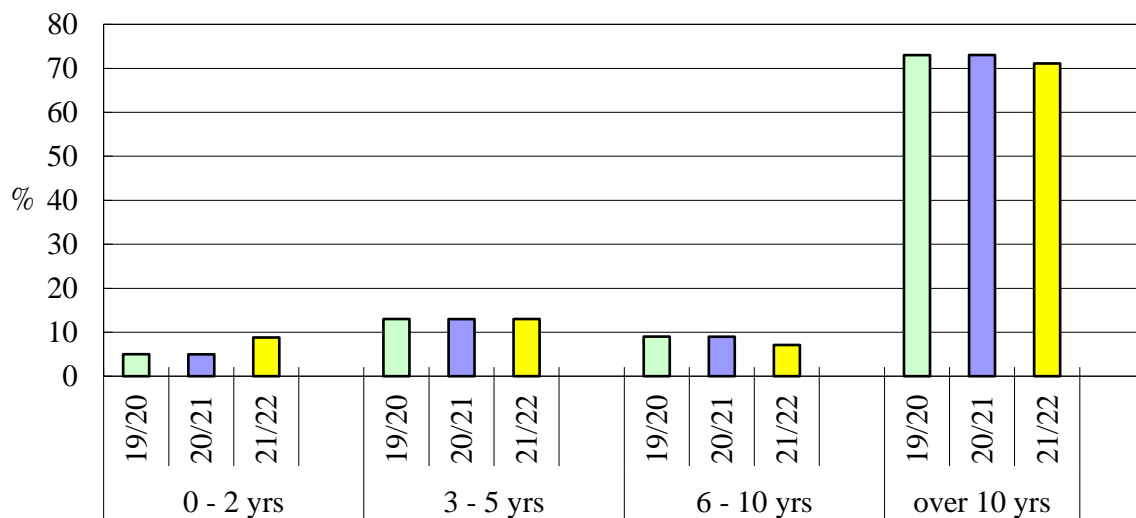
**c. Teachers' professional qualifications**

% of teachers with a certificate / diploma in education	
19/20	100%
20/21	100%
21/22	98.2%

% of teachers meeting the Language Proficiency Requirement		
	English	Putonghua
19/20	100%	100%
20/21	100%	100%
21/22	100%	100%

d. Teaching Experience

Number of Years in Teaching (2021-2022)



e. Teachers' Professional Development

The first Staff Development Day was held in November, 2021. Our guest speaker, Dr. Hui Wai-tin spoke on the topic of 國情 (國安) 教育的理念與實踐. The talk included the development of ‘One Country, Two Systems’, and national education as well as the relationship between the national anthem, national security and national security education. Teachers found it beneficial as it helped build their knowledge on national security. Following by Dr Hui’s talk, our school Education Psychologist, Ms Chan Yin-ling shared with the teachers about 〈識別及支援有自殺行為的學生〉 and 〈認識及支援中學生的精神病患〉. She suggested ways of identifying suicide cases and the support teachers could give to students.



The Joint Government Schools Teacher Symposium 2022 was held in January, 2022. This year the theme was ‘Laws enlighten Minds, Values brighten humankind’. All government schools attended the talk via a zoom meeting in the morning session. The Secretary of Justice, Ms Cheng Yeuk-wah JP was the keynote speaker of the day. Her speech was about 〈憲法 基本法 與維護國家安全〉. Furthermore, Dr Lee Hoey-yin, Simon JP also share about 〈總體國家安全觀及〈香港國安法〉在學校的實踐方法〉. Both talks were thought-provoking as it helped teachers to understand the importance of national security and its spirit. In the afternoon, school based activities were held to consolidate teachers’ knowledge on National Security. At the end the day, a relaxing activity was scheduled. It was the making of a traditional Chinese lion mask. All teachers thoroughly enjoyed being involved in this craft making.




Ms Chan Yin-ling, our school Education Psychologist, held a workshop on 〈識別及支援有自殺風險的學生〉 on the third Staff Development Day held on July 8, 2022. By evaluating and discussing case studies, teachers gained a better understanding of the different symptoms of suicide. Teachers gained skills on how to deal with high risks students. After the workshop, teachers were divided into groups and brainstormed ideas for the year plan of 2022-2023. This helped the subject departments and functional teams to brainstorm ideas on how to incorporate them in their lessons. Teachers found the day fruitful.



5. Our Parents and Alumni

a. Parents-Teachers Association and Major Events




The Parents-Teachers Association Kwun Tong Government Secondary School was founded in 1986. In March 2003, it was registered as a limited company. The PTA Executive Committee is made up of the Principal, four teacher members and six parent members who bridge the communication between the school and the parents. For years the PTA continuously provides earnest support to the school. It also aims at nurturing student development through school-parent cooperation. It has established PTA Scholarships, offered financial assistance to students in need and set up a parent volunteer team to serve the school in various school functions. Due to the COVID-19 pandemic, many activities and gathering in the 2021 – 2022 school year were cancelled.

Date	Activities or Meetings	
15/10/2021	The 19 th PTA Annual General Meeting and the Election of PTA Executive Committee Members and SMC Parent Members	
15/10/2021	The 19 th PTA Executive Committee was set up.	
27/12/2021	A parent-child baking workshop was jointly organized by PTA and the SEN team. It strengthened parent-child relationship through an interesting baking workshop of making Christmas cookies. All participants enjoyed themselves in the workshop.	
24/2/2022	 A parent talk through zoom on Enhancing Parent-child relationship was co-organized with the Counselling Team. Mr. CHING, Wai Keung Victor, our alumnus, who is a registered Psychologist, was invited to be the speaker. He shared many tips with parents on building good relations with their child.	
8/7/2022	Graduation Day	
2/8/2022	S1 Parent Orientation	
15/10/2021 -9/9/2022	Five PTA Executive Committee Meetings were held.	

b. Alumni Association and major events

Our Alumni Association was founded in 1987 to form a strong connection between the school and the alumni as they support and organise activities for the well-being of the school. They have played an active role in voluntary programmes such as mentoring students in their areas of expertise. They also have contributed scholarships to deserving students.

In the school year 2021 – 2022, they held activities as below:

Date	Name of activity
16/9/2021	Alumni Sharing with Senior form students about Careers and Life Planning 
6/11/2021	Alumni Association AGM 
27/6/2022	觀中過來人語 Vol.3 校友李劍虹分享創立一個飲食集團的經歷。 

6. School Major Concerns: Achievements and Reflections

Major Concern 1: Empowering students to be active and confident learners

Achievements

1. Fostering students' capability of applying knowledge and skills across the curriculum

a. Students' involvement in classroom learning through interactive class activities

Engaging students in interactive class activities is one of the effective ways to develop active learners. All subject departments provided opportunities for students to collaborate and work in groups. Group discussion, group presentation, peer assessment and evaluation were especially common in senior form classes.

In Music lessons, S2 students formed groups to discuss and rewrite some Cantonese lyrics, which were then assessed by their classmates.

In English lessons, S5 students worked in groups for the research and presentation on a selected social issue. After the presentation, they gave feedback on the others' presentation. In fact, peer assessment was common for all senior form students as they had to do peer and self-assessment for the English SBA.

The Biology Department took a step further to engage students in peer teaching. S5 students uploaded the PowerPoint slides they prepared on two sections in Applied Ecology to their *Google Classroom* before teaching them in class. They then assessed the others' PowerPoint slides as a follow-up task.

Teachers and students alike recognized the effectiveness of interactive class activities in engaging students in learning. According to the survey result of the Major Concerns, over 85% of teachers and students agreed that they were actively involved in interactive class activities.

b. Outside-classroom activities and cross-curricular collaborative projects for knowledge application and skill development

In class, students acquire various learning skills, such as reading, note-taking and presentation skills, from different subjects. However, learning does not only happen during lessons. Outside-classroom activities and cross-curricular collaborative projects offer ample opportunities for students to apply what they have learnt and further develop their skills.

The *Jockey Club ICH+ Innovative Heritage Education Programme – Pass it on course*, co-organised by Lingnan University and Hong Kong Art School, was carried out by the collaborative efforts of the History Department, Chinese History Department and Technology & Living Department. An array of talks and practical work sessions, including Chinese cheongsam making, fabric crafting, bamboo steamer making and galvanized iron product making, were organised, aiming at enriching students' understanding of the Chinese culture and local heritage of Hong Kong. The outstanding products would be displayed at the Hong Kong Arts Centre on 6 July 2022.

The STEM and Science collaborative project allowed students to use AI technology to build a facial recognition programming system to unlock doors while the collaboration of the Chemistry Department and Technology & Living Department offered students the chance to apply their knowledge in cooking and food science in the video presentation of the related scientific principles.

It was encouraging to see a variety of collaborative projects and programmes being implemented. Students were motivated to apply the skills and knowledge they acquired in practical and meaningful ways. As shown in the survey, over 80% of teachers agreed that students could apply the knowledge and skills outside the classroom and similar consensus was found among the students.

c. eLearning adopted to enhance self-access learning

eLearning was commonly adopted by subject departments and ECA teams, making self-access learning more accessible and convenient. Learning materials and preparation tasks were disseminated via *Google Classroom* to cultivate students' habit of pre-lesson preparation. In fact, attending *Zoom* lessons, accessing online learning materials and submitting assignments through *Google Classroom* became part

of students' learning routine, even when face-to-face lessons resumed. The general adoption of eLearning meant that students could have easy access to learning materials, as well as teachers' feedback and support. On the whole, the majority of teachers and students were positive towards their participation in the self-access learning activities and programmes.

2. Grooming students' confidence and positive attitude towards learning

a. Providing students with an English-rich learning environment

With the aim of boosting students' confidence in speaking and learning in English, a whole-school approach was adopted. In addition to conducting lessons in English, teachers included subject-related vocabulary, terminology and reading materials in the curriculum. Dictation was also done to facilitate learning.

In L&S lessons, students were provided with worksheets on vocabulary building and sentences construction.

The English Department has been playing a major role in establishing an English-rich learning environment. In the Bridging Programme, a two-day course on English was conducted for the Pre-S1 students. The S1 Info Pack, which included relevant information and vocabulary about the school, subjects and basic classroom language, was provided for all S1 students. Basic information, such as school address, everyday vocabulary and classroom language, was posted on the display boards in all S1 classrooms. An S1 vocabulary display board was placed on the first floor for the easy access to the S1 students. A monthly theme, such as Mid-autumn Festival, Christmas and Lunar New Year, was devised and relevant vocabulary was posted. In October 2021, activities related to Halloween were organized, providing students with an opportunity to learn and speak English in a fun, relaxing environment. In June 2022, the English Week was held. Students of the same level enjoyed the activities specially organized for them. Junior form students were encouraged to chat in English with teachers and the English ambassadors. They were given stickers to redeem prizes. In addition, various classes and programmes, including the S5 and S6 oral class, the S3 Makerspace Project and the English Public Speaking Programme, were held to create a favourable environment for learning in English.

On the whole, the majority of teachers and students agreed that the English-rich learning environment had been created. To boost students' confidence in speaking English, teachers' support and encouragement would be crucial.

b. Recognition of students' effort through commendation and extending their learning experience in open competitions

Recognition of students' efforts, irrespective of form and occasion, is very effective in boosting their confidence and motivating them to continue to learn and advance. Through various means and channels, students' efforts were recognized and commended.

There was a high achiever list, posting the names of best performers in tests and examinations in the Science Laboratory. Students' efforts and achievements in music competitions were recognized through the presentation of merits, certificates and letters of recognition to their parents.

Students of all levels were trained and nominated to participate in open competitions, including the Hong Kong Science Fair Competition, International Biology Olympiad – Hong Kong Contest, 2021 Hong Kong Youth Music Interflow and many more. Students underwent vigorous training for the Hong Kong Schools Speech Festival (Chinese and English sections) and attained pleasing results. Some junior form students were nominated to participate in the Junior Secondary Science Online Self-study Scheme organized by the Hong Kong University of Science and Technology and 7 of them were presented with gold, silver or bronze awards. Being recognized for their artistic talent and creativity, 2 S5 students were nominated and confirmed as the arts ambassadors under the Arts Ambassadors-in-School Scheme organised by the Hong Kong Arts Development Council. They had to participate in a series of arts activities from April to August 2022.

The survey results showed that almost 80% of students considered teachers' support and encouragement significant in enhancing their confidence and positive attitude towards learning. Being nominated and trained for competitions, students' learning experience and horizons were widened.

c. Setting up of five academic clubs to develop students' interest and positive attitude

Five new academic clubs, the History Club, Geography Club, Business Studies Club, Japanese Club and Intangible Cultural Heritage Club were set and various activities were organised. Students from the History Club visited Wan Chai. The Geography Club organized field trips to Tai Sang Wai Fish Ponds to study the fisherman culture and another one to Ma On Shan to learn more about the geographical resources in Hong Kong. Through joining the Business Studies Club, students participated in the JA Company Programme. The Japanese Club organized a session on making Japanese chimes. Students from the Intangible Cultural Heritage Club attended a workshop on tea culture and another one on making osmanthus cake.

Through participating in the multifarious programmes and activities, students extended their interest in different fields and developed a positive attitude towards learning.

3. Strengthening students' habit of reading

a. Promotion of reading culture

The Chinese Reading Award Scheme and the English Reading Award Scheme were implemented to encourage students to read regularly and more extensively. A total of 607 students were awarded in the first term; among them 65 received the Gold Award and 71 were presented the Platinum Award.

Subject departments provided reading materials and implemented various schemes to promote reading. There were book review competitions organised by the Chinese Department and the English Department. The English Department developed the Reading Journal for the S1 to S3 students to record their book reports. Each S1 students received a copy of 「新超凡學生手冊」, through which they learn to adapt to secondary school life. S1 to S3 students participated in the Mathematics Reading Scheme. They were required to read books on Mathematics and submit book reviews. Some S4 students participated in the Mathematics Book Report Competition for Secondary School organised by the EDB and were awarded 2nd Class Honour. The STEM Department prepare a subject-related articles for students every month to encourage them to read more on the subject. Over 80% of junior form students completed the reading tasks.

Mobile libraries were set up by the Reading Culture Team. Reading trolleys filled with Chinese and English reading materials were placed on the G/F and 1/F. Reading corners on the 2/F to 4/F were set up so that students could borrow books whenever they want. Around 30 reading ambassadors were recruited to promote reading activities. They also helped scrutinize the books in the mobile libraries. An *Instagram* platform was introduced for students, as well as teachers, to share book reviews and recommendations. Around 160 students followed the reading culture *Instagram* account. A book sharing session was conducted in the morning assembly in June 2022 and some outstanding book reviews were included in the latest issue of the school publication, the 67th *Spring*.

HyRead, the online reading platform, offered an array of books of different genres to students so that they could enjoy reading anytime anywhere. The ePaper platform of SCMP and Young Post were accessible to all students during the suspension of face-to-face lessons and the special holiday in March and April 2022. Book displays on different themes were co-organised by the Library and various subject departments or functional teams. Activities and competitions, such as the library treasure hunt and designing bookmarks, were organised to extend students' reading experience.

According to the survey results, over 80% of teachers agreed that ample reading resources were provided for students while 60% of students claimed that they had read books and reading materials of different genres.

4. Building teachers' capacity to be effective facilitators of students

Most teachers were concerned about extending their professional knowledge and thus enrolled for workshops, seminars and training courses. The implementation of Peer Lesson Observation and departmental sharing sessions were held so that teachers could share effective practices and enhance their role as learning facilitators. The cross-curricular collaboration did not only result in effective learning, but also contributed to teachers' professional development.

Teachers' capacity was further enhanced through external support programmes and collaboration with teachers from other school. Through joining the NET section's Seed Project on Makerspace, the English teachers acquired effective teaching ideas and materials to enrich students' learning experience. Teachers from the STEM Department attended an intensive training programme on STEM education organised by the EDB. The ATEC joint-school meeting and the professional workshop, *Dialogue with Music Teacher*, provided an excellent opportunity for experience sharing. Four formal discussion sessions were held with the Technology and Living teacher from another secondary school. Over 80% of teachers agreed that the knowledge and insights gained from the professional sharing opportunities and the support programmes were useful and applicable.

Reflection

1. While subject departments organised learning activities, either inside or outside the classroom, the adoption of half-day school, as well as the social distancing measures, meant that a considerable number of the activities had to be cancelled. It meant that students would have less time to practise and reflect on what they had learnt and might not be able to apply them. Therefore, it would be essential to extend the interactive and outdoor learning activities in the coming school year.
2. Though there is no lack of reading resources and channels, students have yet to develop a habit of reading. In addition to the various reading programmes and activities, a regular reading session would help students focus on reading. It is hoped that the morning reading period could resume in the coming school year.
3. Teachers, though being fully engaged in teaching and various administrative duties, eagerly attended courses and workshops. In the coming school year, the focus of teachers' training should be on building teachers' capacity to be learning facilitators.

Major Concern 2: Nurturing students to be fulfilling members at school, in society and home country through values education

Achievements

1. Facilitating values education through nurturing core values in meeting the future challenges ahead

- All subject departments and functional teams had put the selected core values ‘Responsibility and Commitment’ in the year plans to further engage students and to integrate with their learning experiences in the development of the attributes. With reference to the year plans of English and Chinese Department, learning tasks, including reading exercises, searching for relevant materials and presentation were done. As usual, English Department organised a whole-school writing task on the related theme. Cross-curricular speech and writing competition as well as reading programmes were organised among Chinese Department, Reading Culture Team and the library, Counselling Team and Moral Education Team. A variety of department-based learning tasks were also devised, ranging from slogan / poster design, extended e-reading and book exhibition to lyrics re-writing and appreciation. The concerted efforts made by every member of the whole school resulted in the multivarious delivery of values education. Such efforts were paid off as shown in the year-end evaluation among both teachers and students. More than 80% of teachers agreed that students showed responsibility and commitment to what they undertook while nearly 88% of students reported that they learnt to be responsible and committed.
- To maximise the use of different occasions in facilitating values education, devoted efforts were made to conduct various thematic programmes, such as a drama performance, the Moral Education Week, Counselling Week, Courtesy Campaign as well as Thanksgiving and Blessing Week. Several community service projects were successfully carried out serving the target groups of people in need. The Health Promoting School Programme and Healthy School Programme continued to promote a healthy lifestyle through different activities while sex education workshops aimed at instilling correct attitudes in building one’s self image and students’ relationship with opposite sexes were organised. Various life planning workshops and alumnus sharing provided students with opportunities to review their personal goal, establish good study habits for academic pursuits and develop career aspirations. Students’ awareness of energy and resource conservation was strengthened with such projects as the Plastic-recycling Week, the Village School Anthem Project arranged by the Environmental Education, just to name a few. Students with special educational needs were also well-supported with tailor made programmes and professional help throughout the year to create an inclusive and caring culture. According to the stakeholder survey, about 65% of students agreed that the school actively fostered their virtues.
- Morning Assemblies resumed in the form of live streaming every Tuesday and Thursday have proved to be an excellent channel to reinforce positive values, with the Principal, different functional teams and subject departments taking turns to make presentations and spread the messages, particularly in response to the two selected core values, ‘Responsibility and Commitment’ and the slogan of the year ‘I know I can’, across the whole school throughout the whole year. The Class Teacher Periods continued to play a major role in delivering values education. Functional teams were well coordinated in the year-round Class Teacher Period calendar to facilitate values education in a systematic manner. Class teachers, being the facilitator of the Class Teacher Period held once every cycle, supported the students’ whole person development by leading the discussions with specific topics and themes in the conducive classrooms. Flexibility was also allowed to arrange tailor-made Special Class Teacher Periods to promptly respond to school-based and level-based

support measures in guiding students in peer relationships, emotional management, honesty and law abidingness.

- The partnership with the EduHK in the 2-year programme on Planning Life Education in Primary/Secondary Schools helped to review and optimize our school-based values education implementation. Building on the lectures last year, the project in its second year focused on on-site school support by the EduHK representative in our values education implementation. Positive remarks and recognition were given in terms of the collaborative efforts among different functional teams in the implementation of values education. Micro-teaching skills were shared and improvements were made to lesson plans with the aim to supporting class teachers in the lesson flow, questioning skills and delivery. The Class Teacher Period calendar has also been reviewed strategically to ensure our school-based values education implementation followed the curriculum framework and strengthened the priority core values at students' individual, family, school, social, national and international levels. The project will come to a close with a professional sharing with teachers from other schools in July 2022.

2. Developing unique attributes to KTGSS (Kind-hearted; Take initiative; Grateful; Self-confident; Spirit to serve) and fostering a sense of belonging to school

- The school seized every opportunity when arising and took various means to strengthen students' identity as a KTGSS student and a sense of belonging. School-based activities and programmes, school functions and inter-school competitions have proved to be an excellent platform to manifest unique attributes to KTGSS. For instance, the KTGSS Cultural Gallery allowed students to showcase their own drafting work such as Cheong Sam and the display of such a large scale boosted students' confidence and sense of belonging. Prefect Training Camp and Prefect Portfolio enabled students to take pride in their identity as a role model to schoolmates. Various music learning activities outside classrooms, inter-school music competitions and Christmas Instagram concert supported our own long lasting music tradition and enhanced a sense of unity among members of the School Band and Chinese Orchestra. School functions, such as Speech Day and Graduation Day, where alumnus were invited as the Guest of Honour, reminded schoolmates of the outstanding attributes and traditions passing down from generation to generation.
- The appointment of student roles and titles in functional teams, subject departments and ECAs likewise helped to cultivate students' KTGSS identity. These leadership roles, including but not limited to school prefects, members of the School Band and Chinese Orchestra, Big Brothers and Big Sisters, Caring Angels, Maths tutors and Health Ambassadors, have empowered our students to take pride in their roles to fulfil their duties. Unique attributes were also highlighted whenever the opportunities arose in such occasions as morning assemblies, school functions and competitions outside school. Nearly 85% of students of the whole school agreed that they felt proud to be member of KTGSS.
- Various whole school activities continue to foster in students a sense of belonging, ranging from the Counselling Week, Courtesy Campaign to the Thanksgiving and Blessing Week. Inter-class competitions likewise also constantly supported to reinforce a sense of unity and class spirit. Some examples included the Inter-class Cleanliness Competition, Self-discipline Competition and Dart Competition, just to name a few. Among all, the Best Class Award worked its best to involve the whole school participation to develop class spirit and culture. The class management scheme

continued to strengthen the bonding between class teachers and students. The data-based management system of the Discipline Team and the class teacher file were provided for class teachers to gain a better understanding of students. Class teachers' feedback and opinion was collected in both formal and informal ways. With the support of all functional teams and respective level coordinators, class teachers ran class management programmes to build up class spirit. An inter-class class management activity for S1 to S5 in the form of competitions was organised, though compromised to be held at zoom due to school suspension. Nearly 90% of teachers concurred that the class management scheme and the whole school activities enhanced students' sense of belonging whereas around 82% of students agreed that they developed a class spirit through different inter-class competitions, whole school activities and class management scheme.

3. Cultivating in students social awareness and spirit to serve the community

- The integration of the Basic Law Education in the formal curriculum of such subjects as Life and Society, Chinese History, History, Citizenship and Social Development and Geography as well as informal programmes in Health Education and Environmental Education Team continued to play a significant part in cultivating the civic sense and social awareness of the students. From the evaluation of the year plans, all departments concerned had fulfilled the requirements of the EDB. Alongside the Basic Law Education, with the guidelines and curriculum framework of the National Security Education in place, subject departments, functional teams as well as ECA clubs devised new learning content and programmes to promote the national security education. As a trial run to raise students' awareness of their role in safeguarding national security, such learning materials and programmes have been scrutinised and regularly reviewed by HODs, HOCs and ECA teachers-in-charge.
- In order to enhance students' understanding of the Basic Law and National Security outside classrooms, students were encouraged to take part in open programmes and competitions, such as the 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region Territory-wide Inter-school Competition, 2021 National Constitution Day Online Quiz Competition, just to name a few. 18 junior form students were also nominated to participate in the Basic Law Ambassador Training Programme and brought along what they learnt to share with schoolmates. Nearly 85% of students agreed that they were given learning opportunities to enhance their understanding of the Basic Law and National Security Education in lessons and activities while over 93% of teachers concurred that both formal and informal curricula helped to enhance students' understanding in these areas.
- The refinement of the Class Teacher Period programmes helped enhance students' social awareness and promote law abidingness as a quality student and citizen. On top of the existing Moral and Civic Education themed-based lessons, new learning content was added to each level by the Discipline Team to highlight the virtue of a quality student, with the topics ranging from 'Observing School Rules' and 'The Use of Internet' to 'Media Literacy'. Two talks on law abidingness respectively given by the School Police Liaison and the Law Society of Hong Kong provided students with practical knowledge on the importance of abiding by the laws and the legal consequences of crimes. 10-round weekly current news quizzes, organised by the Civic Education via google form, were complete as usual with satisfactory response from each class, while the inter-class Chinese quiz was successfully organised to arouse junior form students' awareness of both local and global current affairs. Equally impressive was the active participation in the Students'

Top News Election, Student Union Election, online quiz on Government Policy Address and Courtesy Campaign, all of which attest to the conscientious effort made to promote students' responsibility at school as well as in the society. About 83% of students reported that they were more aware of social and current issues through participating in various ECAs, voluntary work and programmes.

- In an effort to promote the spirit to serve the community, the Social Service Team took the lead to coordinate different community service projects with subject departments and NGOs. Despite the restrictions due to the pandemic, participating students received hands-on training and served the underprivileged in the subdivided flats and the visually impaired. One example was a collaborative project with the Visual Art Department in Christmas card design, followed by face mask and festive message delivery to the elderly home. Level-based training sessions were also arranged for all S2 and S4 students in the Class Teacher Periods to help them understand the needs of the elderly and get them prepare small gifts sent to the elderly home in the neighbourhood. To spread the message across a wider community, a thematic talk on social innovation was given by World Vision to show S3 to S5 students how modern technology, coupled with creativity and practical use, could answer the needs of people in poverty in their daily lives.

4. Increasing students' understanding of the home country and appreciation of the Chinese culture

- The *refined* Class Teacher Period programmes and the formal curriculum of different subjects mentioned before continued to provide students with many learning opportunities to understand the home country. Apart from the learning content on the Basic Law and National Security Education, learning materials to help students understand the home country and its development in the 21st Century were delivered in an informal way in the Class Teacher Periods. Topics included Belt Road Initiative, Greater Bay Area and its relation to Hong Kong, and Chinese technological development.
- Flag-raising ceremonies were held regularly on important occasions and have become weekly since January 2022. Students were taught to attend the solemn ceremony, with the members of the Red Cross trained to conduct the flag raising while the talk-under-the-flag provided students with opportunities to understand various topics about the home country, ranging from the geographical features to the Basic Law and Constitution.
- The Chinese Culture Club and the newly established Intangible Cultural Heritage Club have provided another fun-filled platform for students to enhance their understanding and appreciation of the home country and culture in an interesting way. Thematic board display on Chinese Mid-Autumn Festival and Chinese lantern riddles, Tuen Ng Festival and the making of rice dumpling as well as Chinese ancient science and technology was held for the whole school while regular meetings and themed workshop on Chinese calligraphy were conducted for interested students. The KTGSS Cultural Gallery, jointly organised with the Technology and Living, Chinese History and History Departments, made it the first-ever showcase of the Chinese cultural crafting work produced by our students and aroused the interest of schoolmates in the world of this precious cultural treasure.
- The appreciation of the Chinese culture has been further enriched in the formal curriculum of the Chinese Language in each level, Chinese History and Chinese Literature as well as the newly introduced Subject-related Activities (SRA) in S4. Learning and teaching resources on various

topics, ranging from Chinese traditional food culture, architectural design to ancient science and 24 solar terms in the Chinese calendar, were devised. Cross curricular collaboration even made the learning topics more interesting and practical. Some examples included Chinese food culture appreciation and the making of ‘tea eggs’ jointly organised with the Technology and Living Department; the making of engraved stamps and the sewing of fragrance bags with the STEM department, the Technology and Living Department and the Intangible Cultural Heritage Club. Students were also given the opportunities to visit the Xiqu Centre and the Nan Lian Garden to admire the Chinese architectural design outside the classrooms.

- Jockey Club ICH+ Innovative Heritage Education Program continued its fourth year to provide a greater exposure to our S3 students to appreciate the intangible cultural heritage. Thanks to the concerted efforts of the Intangible Cultural Heritage Club, Chinese History, History and Technology and Living Departments, the programme aimed at promoting Chinese traditional handicraft and contemporary art. From teachers’ observation and students’ reflection, this educational programme once again aroused positive response from all the participants and their outstanding pieces would be displayed in the annual showcase in July 2022. 20 selected students also participated in the Action Research-cum-Writing Competition on Chinese fashion development and Chinese etiquette organised by the Hong Kong Society for the Promotion of Chinese LIYI and Confucian Academy. Remarkable results were obtained, with 1 student winning the second prize and 8 awarded merits.
- Ample opportunities were given to students to enhance their understanding of the home country and appreciation of the Chinese culture. Over 85% of students agreed that they achieved a better understanding of the home country and Chinese culture through participating in various activities.

Reflections

The 2021-2022 school year is the first year of the three-year cycle of the School Development Plan of 2021-2024.

1. To deal with the rapid societal changes and the developmental needs, values education continues to be of huge importance in fostering the whole-person development of students to meet the future challenges. Students should be given different opportunities both in and out of classrooms to learn to be a fulfilling member, no matter be they in their own family, at school, and in society. In particular taking the occasion of the coming 40th Anniversary of the School, the core attributes treasured across the generations of our alumni should be further strengthened in students.
2. To go in line with the revised curriculum framework of values education, collaborative and conscientious efforts have to be made by different subject departments and functional teams in the promotion of the priority core values, national security education, basic law and constitution; the enhancement of students’ social awareness as well as the appreciation of the Chinese culture.

7. Learning and Teaching

a. Curriculum

Key Learning Area	Subject	S1 – S2	S3	S4 – S6
Chinese Language	Chinese Language	*	*	*
	Putonghua	*		
	Chinese Literature			*
English Language	English Language	*	*	*
Mathematics Education	Mathematics	*	*	*
	Mathematics Extended Module 1			*(S4)
	Mathematics Extended Module 2			*
Personal, Social and Humanities Education	Chinese History	*	*	*
	Economics			*
	Geography	*	*	*
	History	*	*	*
	Life and Society	*	*	
Science Education	Biology			*
	Chemistry			*
	Physics			*
	Science	*	*	
Technology Education	Business, Accounting and Financial Studies			*
	Business and Management		*	
	Computer Literacy	*	*	
	Information and Communication Technology			*
	STEM (School-based Curriculum)	*	*	
	Technology and Living	*	*	
Arts Education	Visual Arts	*	*	*
	Music	*	*	*
Physical Education	Physical Education	*	*	*
Others	Liberal Studies			*(S5-6)
	Citizenship and Social Development			*(S4)
	Applied Learning			*
Other Languages	Japanese			*
Other Learning Experiences: Moral and Civic Education, Community Service, Aesthetic Development, Career-related Experiences, Physical Development.				

b. STEM Maker Project

Objectives:

In order to promote STEM education and cultivate STEM self-directed learning atmosphere in KTGSS, the STEM department launched the Maker Project by making use of the Quality Education Fund (QEF) in 2021 – 2023. In the project, junior form students acquired STEM knowledge on regular lessons and workshops conducted by professional tutors. They worked in groups, integrating the knowledge to design smart devices to promote the quality of life at home, in the school and in the community. As a result, we had invited professional bodies to conduct a series of workshops about woodwork, metalwork, AI, Weather Stations, Aquaponics, Laser Cutting, etc., in the second term for S.1-S.3 students.

Evaluation:

In the workshops, not only did the students had opportunities to enrich their STEM knowledge, they were also allowed to build their models to apply the ideas and personalize the designs to suit different uses. The workshops enabled them to explore their creativity and learn by trial-and-error. Some of the setups, the aquaponics for instance, were put to use and students can extend their learning by investigating the setup after the workshops.

Many students expressed that they found the workshops interesting and inspiring. The workshops boosted their confidence in scientific designing and enhanced their motivation to learn in science. Some students were invited to share their learning experience in the morning assembly and newsletters to the whole school.

Way Forward:

After the workshops, S.1-S.3 students worked in groups to design smart devices. The finished works will be exhibited to the whole school on various events next year in order to develop STEM learning culture in KTGSS.

In addition, students will be invited to conduct STEM workshops next year to pass on their knowledge and skills to the peers and raise their sense of belonging to the school.



AI Workshop



Aquaponics Workshop



Drones Workshop

c. English Week

Objectives:

To boost the genuine English-learning environment in the school, our English Department carried out a series of English-related activities from 13 June to 17 June. Within this week, a couple of interesting competitions were held:

- S1 Spelling Bee Competition
- S2 Comic Strip Design Competition
- S3 Bookmark Design Competition
- S4 Drama Appreciation
- S5 Public Speaking Competition



English Speaking Days

Our English Speaking Days were held from 13 June to 17 June. All junior students spoke in English with the English ambassadors and English teachers during recess and lunchtime. Students were rewarded with stickers if they spoke with the ambassadors. There was also a redemption counter stationed at the school entrance for students to redeem prizes after earning enough stickers.



Evaluation:

This was our brand new practice of holding an English week this year. It is hoped that our students can immerse themselves in an authentic English-speaking world, not for a single school day but for five consecutive days, and explore English through a true journey. S1-S5 students gave positive feedback about their enjoyment and involvement in the weeks activities and competitions.



Way forward:

The program aims to enhance students' ability to learn English in an authentic environment. It is hoped that students will get used to the English speaking environment at school and be more proactive in learning English at all times.

d. 推廣中華文化與中國歷史 校本文化課程(SRA)

為加強學生對中華文化的欣賞與認同，建立文化自信及提升語文素養，本校中文科特別為中四級學生設計校本中國文化課程。課程每循環周共兩個課節，運用「認知、情感、實踐」的教學策略，結合閱讀、匯報、討論、實地考察和動手製作等體驗式活動，讓學生全面認識中國文化。

課程內容共有六個單元，分別是飲食單元、建築單元、科技單元、曆法單元、戲劇單元和工藝單元。每個單元亦配合相關學習活動，從而提升學生對中國文化的學習興趣和動機。在飲食單元中，中文科與傳・藝學會合辦了製作茶葉蛋活動；在建築單元中，學生於課堂上體驗了解開和組合魯班鎖，從而認識榫卯木工技藝。老師亦帶領同學到南蓮園池參觀，以加深他們對中國傳統木構建築及園林建築的了解；在曆法單元中，學生在課堂上動手製作中國古代量時工具——日晷，亦獲派一本小型通勝萬年曆以學習曆法、擇日方法和節日習俗等；在戲曲單元中，本校安排全級學生到戲曲中心觀賞粵劇學生專場；在工藝單元中，學生在延伸活動中刺繡香囊，以及運用 STEM 課堂所學，製作屬於自己的木製圖章。

展望：吸取本年施教經驗，本校來年將優化課程設計及延伸學習活動安排，讓學生對中國文化產生興趣，從而提升國民身份認同。



e. Trade Fair (Business & Management, Technology & Living, STEM and Visual Arts)

The Trade fair is a cross-curricular activity which combines the departments of Business and Management, STEM, Technology and Living and Visual Arts.

All S.3 students formed groups of 9 students to design, produce and decorate a product, i.e. 4 groups of students in each class. They needed to draft a business plan, take a promotion video and design a poster to promote their products which they would sell to other S.1 students at the trade fair.



Due to the covid-19, the trade fair was postponed to 10th August 2022. All groups completed their business plans, products, posters and promotion videos. In comparison with last year's Trade Fair, the quality of business plans and products has improved. The presentation of the promotional video of some groups was equally impressive. It showed that S.3 students had the ability to illustrate their idea and promoted their products in English.



With the support of teachers, Teaching Assistants and alumni, the trade fair was successfully exhibited in August. The work flow of the trade fair was generally smooth. Most of students reflected that this project was interesting and challenging and enhanced their creativity, problem solving and communication skills. Students generally agreed that the Trade Fair was a beneficial event for their whole-person development.



Way forward:

The trade fair will continue to be an annual event as it is an enjoyable and valuable learning experience to S.3 students. More guidance on the production of promotional videos will be provided to S.3 students to strengthen their advertising skills.

f. Life-wide Learning Day

This outside the classroom learning experience provided an opportunity for students to learn in a real context and authentic setting, enabling them to achieve targets which are more difficult to attain in a classroom learning environment. It helped students achieve the goals of whole-person development and enabled them to develop the lifelong learning capabilities that are needed in our ever-changing modern society.



Activities and outings in different areas of essential learning experiences were organized. These included physical and aesthetic development, intellectual development and values education. Through these activities, students gained valuable experience in which they could apply what they have learnt in an authentic setting. Different skills were also polished and nurtured to enhance students' capabilities in various areas.



Way Forward:

The Life-wide Learning Day will be held annually and strategic plans will be developed to continually improve the arrangements. Greater differentiated activities will be considered to fulfill the learning targets which will help students develop in all spheres holistically.



8. Support for Student Development

a. Careers and Life Planning

In order to cultivate students' careers awareness, a series of talks and workshops were held in form periods covering topics of careers and life planning. Self-understanding, goal-setting, time management and multiple pathways were discussed with eager students. The Cambridge Occupational Analysts, My First Choice programme and the Mingpao careers website were introduced to all students to help them with their careers and life planning.

A structured career education curriculum has been implemented during the Form Periods of S2 to S6 in a sequential and systematic manner to develop students' ownership of their careers and life planning. Both group and individual counselling were provided to S6 students on JUPAS application. Two careers teachers were assigned to each S6 class to provide careers counselling support to students. In 2021/2022 academic year, School Nominations Direct Admission Scheme (SNDAS) was launched by Education Bureau and opened for application by Secondary 6 students taking the 2022 HKDSE. S.6B Yang Wai got an offer of Enrichment Mathematics Programme from the Chinese University of Hong Kong (CUHK).

S3 Streaming and multiple pathways talk and students' sharing was organized to keep both students and their parents well informed of their choices and possible prospects. The Careers and Life Planning Committee engaged the expertise of alumni in Mentoring Programmes. Visits, online seminars and online workshops were held for senior students. STEM workshops on coding were organized for both junior and senior students in February 2022. In addition, the Careers and Life Planning Committee worked closely with external organizations like Rotary Club District 3450, Education Bureau Business-School Partnership Programme and St. James Settlement.



Way Forward:

Students will be encouraged to make plans and set learning and careers goals for their future education and future careers by participating in strategic careers-related programmes.



b. 輔導組

輔導組本年度招募了 40 名同學成為大哥哥大姐姐，並與駐校社工在 2021 年 7 月舉辦了領袖訓練工作坊，以提升學生的領袖才能和溝通技巧。大哥哥大姐姐在不同的活動中協助中一同學盡快適應中學生活，包括中一新生家長迎新日、網上中一迎新日、中一學生訓練工作坊、午間活動、試前溫習小組以及在早上和小息時間到中一課室當值，與同學進行互動活動等。



透過本年計劃，大哥哥大姐姐在協助中一同學熟悉校園、與中一同學建立良好關係和輔助中一同學的學業等方面，表現良好。上學期進行了大哥哥大姐姐計劃中期檢討，97%的大哥哥大姐姐同意此計劃能夠輔導中一同學的功課、能夠幫助中一同學舒緩緊張情緒、能夠與中一同學建立良好關係；95%的大哥哥大姐姐同意此計劃能夠幫助自己在日常生活中運用所學的領導及溝通技巧，建立自律、盡責與關愛他人的品德。

此外，本屆共甄選 11 名學生成為幹事服務全校同學。本組幹事於 11 月 22 至 26 日籌劃輔導周所有活動；包括全校參與的「責任與承擔」作文比賽及書籤設計比賽，並將得獎及優秀作品印製成小書冊派發給全校學生。



本組於 2022 年 3 月與牧護組合辦感恩活動「疫境齊心護我城」心意卡設計比賽，向醫護人員表達感恩；又為即將應考 DSE 的中六學生設打氣加油站及傳送愛心電郵。本組舉辦的其他活動如「醫教社」、中五、中六壓力講座、各類小組活動（「情緒色彩」彩繪及解憂・花藝工作坊）及個別輔導等，可為不同需要的學生提供適時適切的幫助。

展望：本組希望藉着學校本位的輔導活動強化學生的良好行為，幫助他們建立健康的自我形象，提升自律、守法、責任感及關愛他人的特質。此外，本組亦會繼續為教師提供專業的輔導及支援服務，提升他們輔導學生的技巧。



c. 訓導組

訓導組以全校參與的訓輔模式，與各科組緊密合作，培育學生謹守法規的良好態度。本組貫徹執行獎懲制度，善用電腦自動化系統登錄優點或小功，鼓勵學生積極向上；同時設立統一懲處機制，就學生校服儀容、欠交功課、遲到及其他違規行為，按照相關的程序及指引，盡快跟進並知會家長，以期家校合作。本組亦透過一系列計劃，培養學生成長：

領袖生：領袖生是本校的精英，由品學兼優的學生擔任。為培養領袖生的領袖素質，訓導組於學期初舉辦了兩個半天的領袖生訓練營，亦於年中舉辦了中英文演說技巧訓練課程。

最佳班別比賽：訓導組與學生支援組緊密合作，制訂比賽評核細則，廣作宣傳，以鼓勵各班全方位積極參與本校各科組之活動。各班學生的凝聚力和歸屬感因而提升，且樂於參與各種班際活動。



進步之星獎勵計劃：本組為獎勵學習態度或操行有進步的學生，每學期均舉辦「進步之星獎勵計劃」，邀請老師提名並出席頒獎禮，以鼓勵學生積極向上。簡單而隆重的「進步之星頒獎禮」已於 2021 年 12 月 14 日和 2022 年 7 月 4 日在禮堂舉行，獲提名的學生除了獲頒證書外，更獲得精美文具，以資鼓勵。

最佳操行獎：經由班主任提名，及後在操行評核會議確認，每班甄選一名學生成為最佳操行獎得主，作為同學的模範。上年度最佳操行獎得主均於本年度獲邀往香港杜沙夫人蠟像館參觀，作為獎勵。每班最佳操行獎得主均可競逐全級最佳操行獎，並獲頒最佳操行獎學金，進一步獲得認同和鼓勵。

多元智能躍進計劃：訓導組挑選三十位中二至中三學生參加由教育局和消防及救護學院籌辦之多元智能躍進計劃，所有參加者均積極投入課程活動。其後，得獎學員於早會跟全校同學分享箇中體會，表示透過一系列的紀律及體能訓練，加強了他們的自律、自信、團隊精神及抗逆能力。



展望：本組會繼續透過正向教育，提升學生整體行為表現。

d. 牧護組

為使學生在學習和成長各方面均得到適切的引導和照顧，牧護組本年度綜合生涯規劃理論制訂了「成長計劃」，並於初中推行相關活動，引導學生訂立學習目標。例如在中三級舉行「開啟三年前給自己的信」的成長活動，讓學生回顧中一時訂立的計劃和開啟當年寫給三年後的自己的信，從而檢視現時的學習進程，反思如何修訂和改善計劃，並重新調整方向，思考選科的生涯規劃，為高中學習作好準備。

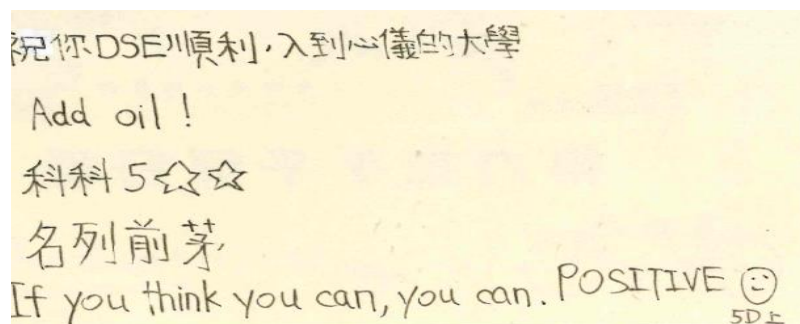
牧護組逢星期一及星期四放學後舉辦「中一課後學習計劃」，設立「我的成長日誌」培養學生自主學習能力，並申請教育局課後支援區本計劃津貼，以小班形式舉行「英文學習技巧提升班」，教授學生英文拼音、各科英文詞匯及編寫筆記技巧，以鞏固學生英文水平，提升學習效能，協助學生適應中學學習模式。

另外，本組致力推廣價值教育，為配合學校本年度的主題「我信我行」，於開學時舉辦價值教育活動「我的行動承諾」，讓學生學習「責任與承擔」的品格，建立正向的人生觀。於上學期推行了各項「與同學結伴」的活動，例如「Caring Angel Scheme」訓練高中學生擔任關愛大使，於聖誕節前舉行「感恩周」，並把「感恩祝福卡」掛在感恩樹上以表達對師長及同學感恩祝福。又在停課期間連同輔導組舉行「齊心抗疫護我城」心意卡設計比賽，教導學生對在疫情中給予我們幫助的人，如醫護和抗疫人員等表達感恩之情。

除此以外，為使應屆畢業生得到鼓勵及留下難忘的校園回憶，本組特意安排師弟妹製作別具意義和紀念價值的畢業禮物送給中六學生留念，包括由中二學生製作畢業公仔、中五學生填寫打氣祝福卡、Caring Angels 統籌設計訂造畢業紀念鎖匙扣。



展望：本組會繼續推廣價值教育，培養學生關愛感恩的品格，建立關愛承傳的校園文化



e. Social Service Team

To cultivate students' positive values and attitudes, the Social Service Team organized various workshops and services to provide sufficient opportunities to train our students to be responsible and committed citizens for the future. This year, we organized various functions and workshop training, namely a Dress Casual Day, Talk on Social Innovation from World Vision, Workshop on subdivided flats, S.1 students designing Christmas cards and presenting gifts to the elderly, 'Let's go shopping with the Visually Impaired' and S.2 and S.4 workshop and community services for the elderly.

In December 2021, there were 19 S.3-S.5 students who participated in the programme – Let's go shopping with the visually impaired – organized by the Pentecostal Holiness Church Ling Kwong Bradbury Centre for the Blind. We attended a 3-hour training workshop, learning how to lead the visually impaired by giving proper clues and directions. We then went shopping with the visually impaired members in the Central Market. Students agreed that they would serve the needy with energy and enthusiasm in the foreseeable future.



In June 2022, it was exhilarating to conduct our S.4 workshop and community service for the elderly with the assistance of Hong Kong Sheng Kung Hui Welfare Council Limited MOSTE Team (Kowloon East). After the professional training on how to take care of the elderly, students started to prepare a gift pack of fortune, with a specially designed souvenir gift sachet packed with various healthy products to bring good health to the senior citizens living in the private elderly homes in our neighborhood.

Way forward:

With the motto of “Learning to serve, serving to learn”, our team will continue to provide more opportunities for students to experience and offer assistance to the people in need. As it is always better to give than to receive, training and services will be diversified by instilling a caring, passionate heart into our students.

f. 公民及國民教育組

國家安全教育

公民及國民教育組今年全面推展國家安全教育。例如透過班主任課，讓中一級學生認識我國版圖、民族多元概況；中二級學生認識我國在發展過程中的成就與困難、香港與大灣區的關係；中三級學生則了解我國一帶一路政策及科技發展。課程涉及國土安全、軍事安全、經濟安全、科技安全，有效提升學生的國家安全意識。

本組亦鼓勵學生多參與網上問答比賽，如「2021『國家憲法日』網上問答比賽」，令學生更了解國家憲法日的來源及與基本法的關係。而「2021『國慶日』網上問答比賽」，可令學生認識國家的歷史。我們努力不斷地增潤學習活動，令學生明白香港特別行政區的每一位市民都有維護國家安全的憲制責任和履行維護國家安全的職責。

升旗典禮

以往在特別日子，學校會舉行升旗典禮，如國慶升旗典禮、國家憲法日升旗典禮，但由 2022 年 1 月起，我校每星期均會舉行升旗典禮，以培養學生的國家觀念。

緊接升旗典禮後有「國旗下的講話」。講話內容十分多元化，由嚴肅的憲制概念，到輕鬆地介紹我國山河面貌及最新國情發展，學生均表示十分感興趣，而莊嚴的升旗儀式，提升了學生對國家的認同。本校亦添置了室內旗杆，使升旗儀式風雨無阻。



基本法大使培訓獎勵計劃 2021/22

本組積極參與基本法大使培訓獎勵計劃 2021/22，由廖韻嫻老師提名十八名學生參加。大會提供多元化及全方位的學習活動，參加者可將所學帶回學校分享，如其中五位基本法大使便在「國旗下的講話」時段，與同學分享基本法的由來及法理基礎，豐富了他們的憲法知識。學生亦踴躍參與其他活動，如十位中二、中三大使參加「憲法日認識國家問答設計大行動」、六位大使參加了「釋法導航」自學計劃。

展望：本組會繼續鼓勵學生參加上述活動，令更多學生認識《憲法》及《基本法》，成為有識見、具備國家觀念的良好公民。

g. 德育組

德育組配合學校本年口號——「我信我行」及 21-22 年度價值教育關注項目——「責任與承擔」舉辦了一連串活動，協助學生建立正面的價值觀。

個人發展獎勵計劃

德育組為中一級學生舉辦「個人發展獎勵計劃」講座，鼓勵他們定下目標，發揮承諾精神，打好「全人發展」的基礎。礙於疫情持續，學生普遍未能參與體育活動，故本年度豁免第五組(體育項目)之計算。在今年下學期，本組共收到 115 名學生申領獎項(交回橙簿)，實屬難得；本年度得獎人數如下：銅獎有 60 位，銀獎有 32 位，金獎有 11 位，榮譽金獎則有 3 位同學得獎。

德育周

(1) 自律班別比賽

德育組為提高學生對自律守規的重視，每年均會舉行「自律班別比賽」。本年度比賽於 2022 年 6 月 8 日至 6 月 17 日進行，大部分班別都非常認真及積極參與是次比賽。



(2) 德育演講比賽

德育組為了強化學生勇於承擔責任等正面價值觀，於 2022 年 6 月 7 日舉辦了中四及中五級「德育演講比賽」，宣揚正向價值。今年的演講題目為：「我信・我行——責任與承擔」。中四、中五各班均派出一名代表，圍繞主題進行演講，與同學分享持之以恆地履行責任的方法。

(3) 我的責任承諾及「香港傑出運動員——何詩蓓」訪問

為了讓學生潛移默化建立正確價值觀，德育組透過實時視像會議(ZOOM)，邀請香港傑出運動員、首位代表香港的世界游泳紀錄保持者——何詩蓓小姐，進行了一個詳盡專訪。何詩蓓小姐細數她如何同時兼顧學業和游泳，更分享了她對家庭和香港的承擔。



展望：本組明年會透過多元化活動，培養學生正向思維能力，協助他們實踐全人均衡的發展。

h. Environmental Education

The objective of the Environmental Education Team is to promote values education through nurturing core values by facilitating opportunities for students to meet the future environmental challenges in their lives.

The Jockey Club BEAM Plus in Schools Project (joined in 2020-2021) provided funding for our school to install new air-conditioners and window films last year. In order to commit to the educational requirements to complete the project, teachers' training workshops and students' in-class training were conducted. Moreover, the Green Building Tour video and School Talk Video were shared during form periods.

A Plastic-recycling week was held in response to Plastic-Free Hong Kong 2021 organized by The Chinese YMCA of Hong Kong. After the event, some students maintained their habit of putting clean plastic bottles inside the recycling bin. This showed that students could apply their knowledge of environmental protection into daily practice.

The Low-Carbon Living Online Q & A Competition which was organized by the Council for Sustainable Development Environmental Bureau was promoted through the Google Classroom. More than 100 students participated in the competition. Our school was awarded the Best Performance School Award.



Way forward:

More students will be encouraged to join the relevant environmental friendly activities to foster a lifelong commitment to environmental sustainability and protection.

i. Health & Sex Education

The Health & Sex Education Department aims at providing up-to-date information to enhance students' health and hygiene awareness.

Health Education workshops and talks which covered current health issues were organised for S1 to S6 students. Sex Education Workshops were organised for S1 to S5 students to support the need for students' personal development. The promotion of Eye Exercises was held during the Roll Call session for S1 to S5 students in May and June. Teeth Ambassador delivered promotional information regarding oral health through social media. A Fruit Day was arranged in June to foster students' interest in maintaining a balanced diet.

These activities strengthened students' health awareness and promoted a healthy lifestyle. Over 90% of the participants submitted positive meaningful feedback. All participants took part enthusiastically in these activities.

Under the Healthy School Programme conducted by Narcotics Division, Drug tests were conducted and various activities were organised for the selected students. 26 Dream Ambassadors were appointed to initiate anti-drug activities for their peers at school and 14 School Healthy Ambassadors were elected to promote the message of maintaining a healthy lifestyle and staying away from drugs. Apart from the regular training, various activities such as war games and skate board training were held to build up their confidence and sense of belonging.



Social services visits to an elderly centre fostered their ability to care about disadvantaged groups. Their performance was praised by accompanying social workers. 95% of the participants gained valuable hands on knowledge related to everyday community health issues and were able to apply it to their daily life.

Way forward:

More health talks and activities will be organized to encourage student participation in maintaining a healthy lifestyle to fight against pandemic.

j. Extra-curricular Activities

Due to the fact that not all students could fulfil the vaccination requirement of attending face-to-face extra-curricular activity, nearly all the ECA club meetings or activities were conducted on Zoom except the sports and musical trainings. Over 95% of ECA clubs were able to reach the frequency requirement on club meetings and activities. 84% of clubs were satisfied with the club member's attendance rate. However, the students' participation in online meeting was limited. Some tasks or activities were not be able to complete through a zoom meeting, for example, the marching practice of the uniform group.

Nevertheless, 86% of the ECA clubs provided opportunities to club members to apply their subject knowledge and skills in the club meetings or activities. New subject-related clubs arranged some subject-related activities to students such as JA Company Programme, field trip to Tai Sang Wai Fish Ponds.



To increase student's understanding of the home country and the appreciation of the Chinese culture, 41% of ECA clubs organized at least one meeting or activity which was related to Basic Law and National Security Education in the whole academic year. Red Cross assisted in the flag-raising ceremonies every Friday. Chinese Culture Club promoted student's understanding and appreciation of the Chinese culture through activities such as Mid-Autumn Festival lantern riddles, Dragon Boat Festival activity booth, etc.



Chinese fashion, crafting and embroidery skills were successfully promoted by Intangible Culture Heritage club.

Way forward:

More academic clubs could be set up in the future. More ECA clubs would be encouraged to hold the meetings or activities related to the Basic Law and National Security Education. Student leaders would be trained to acquire knowledge of the Basic Law and National Security Education..

k. Houses

The school's Inter-house Competitions aim to encourage students to develop their potential in various fields like academic, artistic, and sports. They strive for good results for their House and provide opportunities for students to develop leadership skills in organizing activities.

This year new games like darts, rummikub and dodgebee have been introduced to allow more students to participate and enhance their sense of belonging and fun. Although limited by the pandemic situation and associated prevention health measures posed many constraints, 4 inter-house events were successfully held with the efforts of the house chairpersons and committee members this year. More than 1,000 number of students and helpers participated. Students worked hard and played hard for their houses on campus, embodying the spirit of "I KNOW, I CAN." in the pandemic environment.

The details of this year Inter-house Competition is summarized as below:

Event	Date	1st	2nd	3rd	4th
Darts	Nov 2021	Sing/Kan	/	Shun	Him
Singing Contest	Dec 2021	Kan	Shun	Sing	Him
Badminton	Dec 2021	Sing/Kan	/	Him	Shun
Basketball	Jun 2022	Him	Sing	Kan	Shun

**There was no overall champion this year as there were few events could be counted.*



Way forward:

Due to the pandemic situation, in order to keep the social distancing, some of the inter-house events were cancelled this year. The ECA team will keep providing guidance to House committees, and seek for alternatives and arrangements to cope with the difficult pandemic situation.

Sing House

Even though this year, many activities were cancelled because of the pandemic, our committee members still created good memories for Sing House members. We held different sorts of Inter-house competitions, like darts, badminton, basketball matches and a singing contest. We gained Champion in darts and badminton matches, 1st-runner up in the basketball match and 2nd-runner up in the singing contest. Being the host house of the darts match, our committee member also learnt more about the darts rules and event management skills.



Moreover, we created a WhatsApp group and Instagram page to broadcast house news and competition results. We also announced the result of our Christmas draw through “Highlight” in WhatsApp and “Story” in Instagram. Before every match, our committee members would design a cheering card and buy snacks for each participating member. We believe that their sense of belonging towards Sing House and KTGSS has been boosted, and it enabled us to achieve a better team spirit.



Shun House

Due to the COVID-19 pandemic, lots of inter-house activities were cancelled. Shun House was responsible for hosting Inter-house Badminton Competition in 2021-22. The response of the students to the competition was unexpectedly positive. Lots of students participated in the competition and tried their best to obtain a good result.



At the beginning of the school year, zoom meetings were used by Shun House for holding the house meeting to introduce the committee members and general information of the house to all of its members. In order to enhance a sense of belonging amongst Shun House members, social media was widely used for promoting the inter-house activities and the news relating to the house. We hope that more opportunities would be provided to Shun House members to organize and participate in the inter-house activities in the future.



Kan House

Due to the COVID pandemic, most of the inter-house activities in 2021-22 were cancelled, like the Rummikub and Inter-house Drama competition. With the resumption of face-to-face classes, students could taste the house spirit and sportsmanship. In June, the Inter-house Basketball Competition was organised by Kan House. Our house master and mistress gave us great support and we managed to display our organising skills. Students tried their best to exemplify the school slogan ‘I know I can’ in various competitions and mini games.

We hope to uphold the unyielding cooperation and unity of the team, and could organize more fun-filled activities next year.



Him House

Even though the pandemic seriously affected our school timetable and extra-curricular activities, our house committee members were determined to maintain good communication with each other. Our members kept sharing information using the WhatsApp group and conducting Zoom meetings to prepare for organizing activities after face-to-face school resumed.



The inter-house Basketball Competition was the best example to showcase the sportsmanship between the Him House members. When competing with other Houses, our House members actively participated in the game. The spectators kept cheering on the players. Our House members demonstrated our house unity and high level of team-spirit in the competition. This strengthened a sense of belonging amongst the House members and significantly boosted our morale and team spirit.

Him House planned to keep in contact with all House members through various communication channels in both face-to-face mode and online mode. It is hoped that, after the pandemic, more activities will be organized to foster the team spirit and friendly understanding amongst house members.

m. Student Union

The goal of Student Union is always to be student-oriented and to truly understand what students need in order to safeguard the rights of students on campus. We worked to strike a balance between the interests of all students and the management of the school.

Beside the traditional activities like the “Singing Contest” and “Amazing Dance Competition”, we organized “Lame Jokes” Competition during the special holiday. Students could post hilarious and enticing jokes to promote lively cheer during the challenging period, spreading out positive energy during that tough time.

The final activity held was called “The King of Basketball”. It was designed for all students to join and to feel the thrills and spills of exercising. Sweating out the stress from school work was much needed by all young people.

It was important to try to hold events in the challenging pandemic situation. We encouraged the active participation of our schoolmates. As the Student Union, we did our best to provide beneficial activities to our schoolmates. We were grateful for the generous support from stakeholders, like our alumni association as well as our KTGSS classmates. .

Way forward:

We will continue to do our best to fulfil our responsibility to create a better balanced school and life for our schoolmates. We wish the ‘LOL’ eSports competition could be hosted at our school in the upcoming year.



9. Student Performance

HKDSE Examination Results

	20/21		21/22	
	our school	HK	our school	HK
Number of candidates	132	-	128	-
% of students meeting minimum requirements for admission to local tertiary education institutes	62.6	42.3	64.1	42.1

Best Candidates in HKDSE Examination 2022:

Name	Class	5**	5*	5
LI KAM YAU	6A	4	3	-
YEUNG KEI SHING	6A	3	2	1
AU HAU CHING	6A	2	2	2
LAI KONG SHING	6B	1	3	2
LIU KA YIU	6B	1	3	2
KWOK WING YEE	6A	1	2	2
MA PUI CHI	6A	1	1	2
LEUNG KWONG YEE	6A	1	1	1
PAK HOI MAN	6A	-	4	3
LEUNG KA HO	6A	-	4	2
LAM KWAN YUI ELVIS	6A	-	3	1
FUNG CHO YING	6B	-	2	1
CHOI KA MAN	6B	-	1	3
WONG HEI NAM	6A	-	2	-
CHONG TING HIN	6B	-	2	-



Major prizes & awards

Type	Competition/Award	Organization
Scholarship	Kwun Tong Government Secondary School Alumni Scholarships	KTGSS Alumni Association
	Peter J.Y. Chan Scholarships for Academic Excellence	Peter J. Y. Chan Charitable Fund
	Future Stars - Upward Mobility Scholarship	The Hong Kong Council of Social Service
	Youth Arch Student Improvement Award	Youth Arch Foundation
	Sir Edward Youde Memorial Prizes for Senior Secondary Students	Sir Edward Youde Memorial Fund
	Harvard Book Prize	Harvard Club of Hong Kong
	Ng Teng Fong Scholarship	Ng Teng Fong Charitable Foundation
Academic	2021 Hang Lung Mathematics Awards: Finalist	Hang Lung Properties / HKUST
	Asia International Mathematical Olympiad Open Contest: 1 Bronze Prize	The Hong Kong Mathematical Olympiad Association
	Thailand International Mathematical Olympiad Open 2022: 1 Gold Prize, 4 Silver Prizes, 10 Bronze Prizes	Olympiad Champion Education Centre
	Thailand International Mathematical Olympiad Semi-Final 2022: 3 Bronze Prizes, 2 Merits	Olympiad Champion Education Centre
	Thailand International Mathematical Olympiad Final 2022: 1 Silver Prize	Olympiad Champion Education Centre
	Greater Bay Area Mathematical Olympiad Preliminary Round 2022: 6 First Prizes, 4 Second Prizes, 3 Third Prizes	Olympiad Champion Education Centre
	Greater Bay Area Mathematical Olympiad Qualifier Round 2022: 4 Third Prizes	Olympiad Champion Education Centre
	Greater Bay Area Mathematical Olympiad Final Round 2022: 2 Merits	Olympiad Champion Education Centre
	Hong Kong International Mathematical Olympiad Heat Round : 1 Gold Prize, 4 Silver Prizes, 7 Bronze Prizes	Olympiad Champion Education Centre
	Hong Kong International Mathematical Olympiad Semi-Final: 1 Bronze Prize, 2 Merits	Olympiad Champion Education Centre
	Huaxiabei National Mathematics Olympic Invitation Competition 2022: 4 Third Prize	The Hong Kong Mathematical Olympiad Association
	Mathematics Creative Problem Solving Competition: 4 Bronze Prizes	Education Bureau
	International Junior Science Olympiad 2022 - Hong Kong Screening: 1 Third-Class Honours	The Hong Kong Academy for Gifted Education
	Junior Secondary Science Online Self-learning Scheme: 1 Gold Award, 4 Silver Awards and 2 Bronze Awards	Education Bureau
	Hong Kong Secondary School Chinese Clothing Writing Competition: 1 1st Runner-up, 8 Outstanding Awards , 2 Merit Awards, 8 Participation Awards	Hong Kong Society for the Promotion of Chinese LiYi

Type	Competition/Award	Organization
Academic	Ming Pao Writers Training Scheme 2020-21: The Most Outstanding Performance Award	Ming Pao
	The 12th Lu Xun Youth Literature Award: Third Prize Award	Lu Xun Youth Literature Award Hong Kong Committee
	2021-2022 National Youth Language Knowledge Competition "Elite Cup" On-site Composition Competition: 2 First Prizes, 1 Second Prize and 4 Third Prizes in the Preliminary Competition and 1 First prize, 1 Second Prize and 1 Third Prize in Final Competition	Chinese Youth Language and Culture Society
	The 37th Sing Tao Inter-School Debating Competition (preliminary round): 2 Best Interrogative Debater Awards and 2 Most Outstanding Debater Award	Sing Tao Daily, The Standard and the Education Bureau
	2021 Mental Health Promotion Scheme Story Writing Competition: 2 nd Runner-up (My Family Member Section)	The Mental Health Association of Hong Kong
	The 3rd Guangdong-Hong Kong-Macao Greater Bay Area Life Education Writing Competition: Outstanding Award	The Education University of Hong Kong
	The 18 th Biliteracy & Trilingualism Composition and Speech Competition: Commendable School	Hong Kong Federation of Education Workers
	The 46 th Hong Kong Youth Chinese Story Writing Competition: 1 Outstanding Award (Junior) and 4 Outstanding Awards (Senior)	HKYCAC
	Student Writer Writing Competition: 1 Third Prize and 2 Outstanding Awards	Standing Committee on Language Education and Research
	73 rd Hong Kong Schools Speech Festival: -Solo Verse Speaking (English): 24 Merit Awards -Dramatic Duologue (English): 6 Merit Awards -Public Speaking Solo(English): 1 2nd Runner-up and 1 Merit Award -Solo Verse Speaking (Cantonese): 9 Excellent Awards and 7 Merit Awards - Dramatic Duologue (Cantonese):1 Champion, 1 Excellent Award and 2 Merit Awards -Solo Verse Speaking (Putonghua): 3 Excellent Awards	Hong Kong Schools Music and Speech Association
Sports	A.S. Watson Group Hong Kong Student Sports Awards	Watson Group, Education Bureau, Home Affairs Bureau
	International Poomsae Premier League 2022 – Boys: 2nd Runner-up	Hong Kong Society of Taekwondo

Type	Competition/Award	Organization
	Inter-School Table Tennis 2021-2022 Boys Senior: Fourth Position	The Hong Kong Schools Sports Federation
Services	2021-22 Teens Teeth Award Scheme - Best Peer Leader Award, - Best Participation Award - 2nd Runner-up	Department of Health (Oral Health Education Division)
	Health Promoting School Award	Department of Health
Drama	Hong Kong School Drama Festival 2021/22 : - Award for Outstanding Audio-Visual Effects, - Adjudicators' Award - Award for Outstanding Cooperation - Award for Outstanding Performer - Award for Outstanding Director	Hong Kong School Drama Festival
	4 th Inter-Government School Drama Fest 2021/22: Participation Award	Government Schools
Music	Music@e-Contest - International Online Music Contest - Erhu Ensemble: Merit - Pipa Ensemble: Distinction - Yangqin Ensemble: Distinction - Chinese Instrumental Ensemble: Distinction - Chinese Percussion Ensemble: Distinction - Chinese Orchestra: Distinction - Choir: Distinction - Violin Ensemble: Merit - Flute Ensemble: Distinction - Clarinet Ensemble: Distinction - Brass Ensemble: Distinction - Symphonic Band: Distinction	Music@e-Contest
	2021 Joint School Music Competition - Chinese Instrumental Ensemble: 1 Gold Award, 1 Silver Award, 1 Bronze Award - Chinese Percussion Ensemble: Gold Award - Secondary School Group Ensemble (Chinese Instrument) : Gold Award - Chinese Orchestra: Gold Award - Choir: Silver Award - Symphonic Band : Silver Award - String: Bronze Award - Flute Ensemble: Silver Award - Clarinet Ensemble: Silver Award - Brass Ensemble: Silver Award	Joint School Music Association

Type	Competition/Award	Organization
Music	Young Musicians Competition 2021(Zheng): Silver Award	Asia Pacific Talent Migrants Association
	The 5 th Asia Aegean Sea Music Competition: 1st Runner-up	Hong Kong Youth Performance Art and Development Association
	74th Hong Kong Schools Music Festival - Pipa Solo (Senior): 1 Silver Award - Pipa Solo (Junior): 4 Silver Awards and 1 Bronze Award - Yangqin solo (Advanced): 1 Silver Award - Yangqin solo (Senior): 1 Silver Award - Yangqin solo (Intermediate): 2 Silver Awards - Yangqin solo (Junior): 1 Silver Award - Liuqin solo (Junior): 1 Silver Award and 2 Bronze Awards - Ruan solo (Intermediate): 1 Silver Award and 1 Bronze Award - Ruan solo (Junior): 3 Silver Awards and 1 Bronze Award - Erhu solo (Intermediate): 1 Silver Award - Erhu solo (Junior): 1 Silver Award - Dizi solo (Junior): 1 Silver Award - Zheng solo (Senior): 2 Silver Awards - Zheng solo (Intermediate): 3 Silver Awards - Zheng solo (Junior): 2 Silver Awards and 1 Bronze Award	Hong Kong Schools Music and Speech Association
	Chinese Instrumental Ensemble Contest: Gold Award	Music Office, Leisure and Cultural Services Department
	Western Percussion Ensemble Contest: Bronze Award	Music Office, Leisure and Cultural Services Department
Others	13th Kowloon Region Outstanding Students Election –Commended Award (Junior and Senior Section)	Kowloon Region Outstanding Students' Association
	16th Kwun Tong Outstanding Students Election –Outstanding Student Award (Junior and Senior Section)	Kwun Tong Outstanding Students' Association

10. School Finance

School Financial Report for 2021-2022 School Year

	Income for the year (\$)	Expenditure for the year (\$)	Surplus / (Deficit) (\$)
I. Expanded Subject and Curriculum Block Grant (ESCBG)			
(A) Non-school Specific Grant			
- Baseline Reference Provision	502,972.00	357,183.30	
- Other Education Purposes	1,770,050.50	278,795.66	
- SBM Top-up Grant	50,702.00	4,600.00	
(B) School-specific grant			
- Composite IT Grant	555,900.00	277,199.25	
- Capacity Enhancement Grant	642,934.00	500,213.91	
- SBST Administration Grant	8,112.00	3,140.00	
(A) + (B) Sub-total:	3,530,670.50	1,421,132.12	2,109,538.38
II. School Based Management Funds (SBM)			
- Balance b/f from 2020-2021 SY	232,149.61		
- Income and Expenditure for 2021-2022 SY	69,100.00	39,815.10	
Sub-total :	301,249.61	39,815.10	
Balance c/f to 2022-2023 SY :			261,434.51
III. Extra-curricular Activities Funds (ECA)			
- Balance b/f from 2020-2021 SY	871,883.68		
- Income and Expenditure for 2021-2022 SY	176,918.10	634,007.40	
Sub-total :	1,048,801.78	634,007.40	
Balance c/f to 2022-2023 SY :			414,794.38
IV. Teacher Relief Grant (TRG)			
- Balance b/f from 2020-2021 SY	270,907.00		
- Income and Expenditure for 2021-2022 SY	230,725.00	187,377.75	
Sub-total :	501,632.00	187,377.75	
Balance c/f to 2022-2023 SY :			314,254.25

	Income for the year (\$)	Expenditure for the year (\$)	Surplus / (Deficit) (\$)
V. Learning Support Grant (LSG)			
- Balance b/f from 2020-2021 SY	431,535.00		
- Income and Expenditure for 2021-2022 SY	181,807.00	589,875.25	
Sub-total :	613,342.00	589,875.25	
Balance c/f to 2022-2023 SY :			23,466.75
VI. Sch-based After-sch Learning & Supporting Grant			
- Balance b/f from 2020-2021 SY	110,511.00		
- Income and Expenditure for 2021-2022 SY	300,800.00	213,271.00	
- Return to the government at the end of 2021-22 FY		54,608.00	
Sub-total :	411,311.00	267,879.00	
Balance c/f to 2022-2023 SY :			143,432.00
VII. Grant for the Sister School Scheme			
- Balance b/f from 2020-2021 SY	159,195.00		
- Income and Expenditure for 2021-2022 SY	157,127.00	10,873.10	
- Return to the government at the end of 2021-22 FY		81,177.00	
Sub-total :	316,322.00	92,050.10	
Balance c/f to 2022-2023 SY :			224,271.90
VIII. Promotion of Reading Grant			
- Balance b/f from 2020-2021 SY	88,866.00		
- Income and Expenditure for 2021-2022 SY	73,326.00	104,000.26	
- Return to the government at the end of 2021-22 FY		576.92	
Sub-total :	162,192.00	104,577.18	
Balance c/f to 2022-2023 SY :			57,614.82
IX. School Executive Officer Grant			
- Balance b/f from 2020-2021 SY	116,195.00		
- Income and Expenditure for 2021-2022 SY	534,660.00	461,603.79	
Sub-total :	650,855.00	461,603.79	
Balance c/f to 2022-2023 SY :			189,251.21

	Income for the year (\$)	Expenditure for the year (\$)	Surplus / (Deficit) (\$)
X. Life-wide Learning Grant			
- Balance b/f from 2020-2021 SY	1,471,296.00		
- Income and Expenditure for 2021-2022 SY	1,216,857.00	895,373.50	
- Return to the government at the end of 2021-22 FY		429,477.80	
Sub-total :	2,688,153.00	1,324,851.30	
Balance c/f to 2022-2023 SY :			1,363,301.70
XI. Grant for Support for Non-Chinese Speaking Students			
- Balance b/f from 2020-2021 SY	23,194.56		
- Income and Expenditure for 2021-2022 SY	151,050.00	155,311.81	
Sub-total :	174,244.56	155,311.81	
Balance c/f to 2022-2023 SY :			18,932.75
XII. Diversity Learning Grant - Other Programmes			
- Balance b/f from 2020-2021 SY	91,130.00		
- Income and Expenditure for 2021-2022 SY	84,000.00	66,120.00	
- Return to the government at the end of 2021-22 FY		2,210.00	
Sub-total :	175,130.00	68,330.00	
Balance c/f to 2022-2023 SY :			106,800.00
XIII. One-off Grant for the Senior Secondary Subject Citizenship and Social Development			
- Income and Expenditure for 2020-2021 SY	100,000.00	1,600.00	
Balance c/f to 2022-2023 SY :			98,400.00
XIV. Moral and National Education Support Grant			
- Balance b/f from 2020-2021 SY	196,437.00		
- Income and Expenditure for 2021-2022 SY	0.00	210.00	
Sub-total :	196,437.00	210.00	
Balance c/f to 2022-2023 SY :			196,227.00
XV. Student Activities Support Grant			
- Income and Expenditure for 2021-2022SY	215,800.00	149,675.80	
Unspent Balance Return to the Gov't:			66,124.20

Appendices

- A. Report of Capacity Enhancement Grant 21-22
- B. School-based After-school Learning and Support Grant Report 21-22
- C. Report of Grant for Sister School Scheme 21-22
- D. Report of Promotion of Reading Grant 21-22
- E. Report of Life Wide Learning Grant 21-22
- F. Report of Diversity Learning Grant – Other Programmes 21-22
- G. Report of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development 21-22
- H. Report on the Use of the Student Activities Support Grant 21-22
- I. Report of Grant for Support for Non-Chinese Speaking Students 21-22

(Appendix A)

Kwun Tong Government Secondary School
Evaluation of the Use of Capacity Enhancement Grant 2021-2022

Major Area(s) of Concern	Time Scale	Expenditure	Success Criteria	Results of Evaluation	People Responsible
Enhancing S5 students' speaking skills in group discussion, individual presentation and individual response Providing additional practice for the students from the Stars Programme	Due to the suspension of class, the duration was adjusted to 5 days, with 3 two-hour sessions per day.	\$16,500	<ul style="list-style-type: none"> 70% of the students consider the oral class effective in enhancing their speaking skills. The tutor give positive feedback on the performance of the students. S5 teachers consider their students' performance satisfactory 	<ul style="list-style-type: none"> The tutor has been conducting the oral class for our students for a few years. Teaching and learning materials were well prepared. In addition to the oral practice, she also offered guidance on writing to a selected group of 10 students. They had to finish a Paper 2. Having marked their tasks, the tutor gave them feedback during the last session on 2 July. Most students appreciated the opportunity for speaking practice as they could interact with students from other classes and were given useful advice on improving their speaking skills. However, there were some irresponsible students who without applying for leave and did not turn up. The worst case is that in one session, seven of the eight students in the group did not attend the class. The only one student who came actually could not do any practice but just practise the one-minute response with the tutor. It has been decided that in the oral class next year, those students who without any acceptable reasons, such as being ill or attending other courses, did not turn up would not be included in the S6 oral class unless they submit a formal application. 	English HOD, S5 form coordinator and S5 English teachers
S1 English Programme	August 2022	\$0	<ul style="list-style-type: none"> 70% of students consider the English enhancement courses effective in 	<ul style="list-style-type: none"> The period of Bridging Programme was too short and no service could be hired. Our English teachers were then responsible for 	Prefect of Studies

Major Area(s) of Concern	Time Scale	Expenditure	Success Criteria	Results of Evaluation	People Responsible
			enhancing their writing and speaking skills.	conducting the enhancement courses.	
Employ Teaching Assistants (Chi & LS, Cult & SEN, Math & Science, IT & CLP) to enhance the effectiveness of learning and teaching	Chi & LS: Sept – Dec 21	\$24,918.56	<ul style="list-style-type: none"> Teachers are relieved of some of their workload in preparing / revising teaching materials. Teachers have more time to concentrate on curriculum development and effective strategies to cope with student diversity 	<ul style="list-style-type: none"> The Teaching Assistants relieved teachers' workload by assisting them in preparing teaching materials for subject departments. The Teaching Assistant (Chi and LS) had assisted in preparing the school publications. The language teachers could concentrate on improving the quality of teaching. The teaching Assistant (Cult & SEN) had assisted counselling and SEN team by preparing documents and inputting data of SEN students. She also helped in following up various SEN cases by collecting and updating students' information. She provided assistance in different SEN courses. The Teaching Assistant (Math and Science) had helped in assisting students in Mathematic Remedial Class and organizing zoom revision classes. He also helped in organizing "Science for All" which was jointly organized by various science departments. The Teaching Assistant (Math and Science) had helped in assisting students in English Speaking Day, English Drama Club and Comic Strip Competition. The Teaching Assistant (IT & CLP) helped in providing IT services in conducting morning assemblies. He updated information of various fields of work so that he assisted careers teachers to help students make informed choices of careers and life planning. 	HODs of Chinese, LS, English, Mathematics, Science, CLP Coordinator, SEN Coordinator, and KLA Coordinators of PSHE and Aesthetic Education
	Cult & SEN: Apr 22 – Aug 22	\$81,663.75			
	Math & Science: Dec 21 – Aug 22	\$138,800.15			
	Eng & PSHE: Sept 21 – Nov 21	\$65,331.00			
	IT & CLP: Sept 21 – Aug 22	\$195,993.00			
Total expenditure:		\$523,206.46			

(Appendix B)

Kwun Tong Government Secondary School
School-based After-school Learning and Support Programmes
Evaluation Report 2021/22

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
1 st Term Eng & Math Tutorial Classes	6	25	0	9/10/2010-11/12/2021	\$5,310	To develop low achievers' study skills in English language and Mathematics learning	<ul style="list-style-type: none"> ● Average attendance rate: 80% or above ● Over 70% of the participants find the courses useful and show improvement in learning. 	<ul style="list-style-type: none"> ● Attendance record ● End-of-course evaluation ● Participants' progress reported by course tutors 	99%	According to students' feedback and performance in the tutorial classes, over 70% of the students found the courses useful and have made improvement. Academic low achievers could grasp the gist of the subject content with the guidelines and teaching materials provided. This would arouse their confidence and interest in the subject matter.
2 nd Term Eng & Math Tutorial Classes	3	23	43	21/5/2022-25/6/2022	\$21,000				86%	
Western Instrumental Class	2	32	0	Oct 2021 – Aug 2022	\$19,200	To broaden students' horizon in music learning and enhance their skills and aesthetic potential through learning western musical instruments.	<ul style="list-style-type: none"> ● Average attendance rate: 70% or above ● Over 80% of the participants show improvement in skills and display self-confidence through instrumental exams and performances 	<ul style="list-style-type: none"> ● Attendance record ● Performance ● Questionnaire 	88%	<ul style="list-style-type: none"> ● The attendance rate was high because having Zoom lessons at home had been a very accessible experience to students. The rate dropped a little bit after the face-to-face lessons resume as there were more time crash with other activities. ● 90% of participants agreed that the programme broadened their exposure and they became more confident and independent learners as they showed improvement in skills and displayed self-confidence through instrumental exams and performances
S1-S3 Japanese Class	5	26	20	Sep 2021 – July 2022	\$41,000	<ul style="list-style-type: none"> ● To explore students in facing different challenges so as to strengthen their skills in 	<ul style="list-style-type: none"> ● Over 70% of the participants find the course effective to strengthen their skills in overcoming 	<ul style="list-style-type: none"> ● End-of-course evaluation ● Participants' progress reported by course tutors 	91.2%	Most of the students found the course interesting, which was effective in strengthening their skills. Learning Japanese could broaden their horizons. However, online learning mode hindered understanding and learning

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
						overcoming difficulties <ul style="list-style-type: none"> To foster students' communication skills To foster initiative, acceptance of responsibility, self-assurance and confidence 	difficulties and foster their communication skills			effectiveness so face-to-face classes were resumed in May 2022 for students who could meet the vaccination requirement set by EDB.
Chinese and English Drama Training Workshops	0	21	0	Sept 2021 to May 2022	\$13,996 for Chinese Drama \$5,420 for English Drama (partly funded by LWL Grant)	<ul style="list-style-type: none"> To enhance students' acting and directing skills To enhance students' backstage management To enhance students' communication skills using both verbal and non-verbal languages To enhance students' creativity and imagination as well as appreciation of drama To introduce a variety of dramatic forms and theatres to students 	<ul style="list-style-type: none"> Attendance rate: 75% or above Over 80 % of the participants agree that the classes can achieve the objectives stated 	<ul style="list-style-type: none"> Attendance record Observation of students' involvement Feedback and questionnaires from students 	<u>Chinese Drama</u> >90% <u>English Drama</u> over 80%	<ul style="list-style-type: none"> Chinese Drama All students agreed that the workshop could achieve the objectives. 20 students took part in the Hong Kong School Drama Festival (Cantonese section). Two main performers won the Award for Outstanding Performer, 2 directors won the Award for Outstanding Director, while the whole team won the Adjudicator's Award, the Award for Outstanding Cooperation, and the Award for Outstanding Stage Effects. English Drama 33 teaching hours, including rehearsal sessions and performance sessions as well as a training programme booklet were provided for students. Students learnt basic elements in drama and put a play at zoom for the Inter-government Secondary School Drama Fest 2021/22. All students agreed that the classes

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
										<p>could achieve the objectives stated and rated positively in the evaluation. They generally showed enjoyment and creativity in manipulating the script into a lively production and costume designs.</p> <ul style="list-style-type: none"> Due to the change of mode in the Inter-government Secondary School Drama Fest, the staged production as initially planned was switched to a recorded video. Thus the budget on costumes, props and backdrop was therefore unspent.
中國語文工作坊：閱讀及寫作能力訓練(精進)工作坊及閱讀技巧及創意寫作(拔尖)工作坊	4	18	0	10/2021 至 12/2021	\$8,850 (部分費用由 DLG 支付)	提升學生的中文寫作能力，為學習認真而成績優秀的學生加強培訓	<p>出席率達 85%以上</p> <p>超過 50%學生表示課程對提升中文閱讀/寫作能力有幫助</p>	網上問卷調查	<p>「精進」工作坊學生出席率為 93%; 而「拔尖」工作坊學生出席率為 91%</p>	<ul style="list-style-type: none"> 因疫情緣故，工作坊以 ZOOM 形式進行，過程順利 主課程內容涵蓋文言篇章閱讀及寫作範疇，針對公開考試題型訓練學生的作答能力 大部分學生認同導師講解詳細，課程緊湊，內容豐富，講義詳盡，對提升語文能力及應試技巧有幫助，但對 ZOOM 形式的課堂參與意欲一般
War Zone 90 by Red Cross	3	15	0	28 th June 2022	\$2,250	To learn more about humanitarianism	80% of participants learned humanitarian values through the experiential journey and debriefing sessions.	<ul style="list-style-type: none"> Attendance record Feedback and questionnaires from students 	100%	All participants learned humanitarian values through the experiential journey and debriefing sessions.
Mathematics Consolidation Class	11	16	50	22/12, 23/12, 24/12/2021	\$5,500	To help students who have difficulty mastering the fundamental skills and concepts of the mathematics curriculum in HKDSE Exam	<ul style="list-style-type: none"> Attendance rate is 75% or above 50% of students show improvement in coming exam 70 % of students found the course useful 	<ul style="list-style-type: none"> Attendance record Observation of students' involvement Feedback and questionnaires from students 	Over 90%	<ul style="list-style-type: none"> The course was carried out by alumnus. Materials were prepared to meet the standard in HKDSE Exam. Practice and detailed explanation were delivered by the alumni. Over 95 % of participants rated positive for the classes. They

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
										<p>praised the tutors who helped tackle the examination problems they encountered.</p> <ul style="list-style-type: none"> Nearly 95 % of participants reflected in the evaluation that they found the classes useful in which our 2021 alumni were pleasant, clear and concise in conceptual explanation.
Mathematics Consolidation Class	7	23	52	4/6, 18/6, 25/6/2022	\$4,000	To help students who have difficulty mastering the fundamental skills and concepts of the mathematics curriculum in HKDSE Exam	<ul style="list-style-type: none"> Attendance rate is 75% or above 50% of students show improvement in coming exam 70 % of students found the course useful 	<ul style="list-style-type: none"> Attendance record Observation of students' involvement Feedback and questionnaires from students 	Over 90%	<ul style="list-style-type: none"> The course was carried out by alumnus. Materials were prepared to meet the standard in HKDSE Exam. Practice and detailed explanation were delivered by the alumnus Over 90 % of students found the course useful and helpful. The course helped them to clarify the concepts they have learnt in lower form. The course helped them to prepare for school exams and HKDSE exam.
Mathematics Olympiad Class	3	4	0	22/12, 23/12, 24/12/2021	\$5,345	Provide challenging Math topics in order to train the critical thinking and problem solving skills of students	<ul style="list-style-type: none"> Attendance rate is 75% or above 50% of students show improvement in coming exam 70 % of students found the course useful 	<ul style="list-style-type: none"> Attendance record Observation of students' involvement Feedback and questionnaires from students 	Over 90%	<ul style="list-style-type: none"> Attendance rate was over 90%. Students agreed the course improved their problem solving ability, enhance their Math competition skills and their academic results. Over 90% of participants agreed the course helped to increase their interest in Math helped to build up their confidence in Math.
Mathematics Olympiad Class	0	4	0	Oct 2021 – Mar, 2022	\$6,000	Provide challenging Math topics in order to train the critical thinking and problem solving skills of students	<ul style="list-style-type: none"> Attendance rate is 75% or above 50% of students show improvement in coming exam 	<ul style="list-style-type: none"> Attendance record Observation of students' involvement 	Over 90%	<ul style="list-style-type: none"> Attendance rate was over 90%. Students agreed the course improved their problem solving ability, enhance their Math competition skills and their academic results.

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
							<ul style="list-style-type: none"> 70 % of students found the course useful 	<ul style="list-style-type: none"> Feedback and questionnaires from students 		<ul style="list-style-type: none"> Over 95% of participants agreed the course helped to increase their interest in Math helped to build up their confidence in Math.
Student Development Day	68	249	0	12/2021	\$36,783	<ul style="list-style-type: none"> Develop learning outside school in order to widen students' horizons. For the implementation of "Equal Learning Opportunities", providing financial assistance to ensure that no students will be denied access to education activities 	<ul style="list-style-type: none"> Average attendance rate: 80% or above Students could be subsidized on their expenses for entrance tickets of education programs 	<ul style="list-style-type: none"> Attendance record Record of expenditure End-of-activity evaluation 	Over 95%	<ul style="list-style-type: none"> Student Development Day was successfully conducted. Various education programs were well organized to students according to their level. Over 90% of participants enjoyed in the interesting activities such as "Experience as a farmer", "Making Japanese instant noodle" "Activities on Tai O Fishing Village"
Music Learning Chinese instrumental classes for S1-S5 students)	22	58	0	Sept 2021-Aug 2022	\$32,000	<ul style="list-style-type: none"> To strengthen students' skills in playing Chinese musical instruments To promote students' self-image 	<ul style="list-style-type: none"> Average attendance rate : 70% or above Over 80% of the participants show improvement in skills and display self-confidence in musical performance 	<ul style="list-style-type: none"> Attendance record Observation by tutors and the teacher i/c of the Chinese Orchestra Records of performances and competitions 	85%	<ul style="list-style-type: none"> Students gained various prizes in external competitions and their music skills in different performances were highly appreciated by the audience. Students' aesthetic sense and music performance skills were successfully developed. a. 74th Hong Kong Schools Music Festival gain various prizes : <ul style="list-style-type: none"> 1 1st runners up 1 2nd runners up, 24 Silver Award 5 Bronze Award
a. Suona Class	0	1	0	Sept 2021-Aug 2022	\$4,500	To improve the music proficiency of our students			100%	
b. Sanxian Class	1	2	0	Sept 2021-Aug 2022	\$8,100	To improve the music proficiency of our students			90%	

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
c. Double bass advanced class	2	0	0	Sept 2021-Aug 2022	\$5,760	To improve the music proficiency of our students			85%	b. Hong Kong Youth Music Interflows Chinese Orchestra Contest: <ul style="list-style-type: none"> ● Gold Award ● Feedback from the music tutors were positive and encouraging. ● The Chinese orchestra continued to organize the 18th Joint School Concert and invited 9 secondary schools and 1 primary school to join the event. Over 90% of members of the Chinese orchestra agreed that the music programme broaden their exposure. Hence, a culture of music making was formed and students who performed revealed elevated confidence and self-esteem.
d. Huqin advanced class	0	4	0	Sept 2021-Aug 2022	\$9,257	To strengthen students; skills in music performances			90%	
S4 English writing course	5	12	0	Class 1: Mar - Jun 2022 Class 2: Mar - Jun 2022	\$13,549	<ul style="list-style-type: none"> ● Through attending the writing course, students will be able to: ● identify the text types, the target readers and the purposes of the writing topics; ● devise writing plans / outlines; ● elaborate and organize their ideas in the writings; ● edit and proofread the writings ● complete at least 4 writings 	<ul style="list-style-type: none"> ● 70% of students attend the lessons ● 70% of students finish all the writing assignments; ● 50% of students show improvement in writing; ● 60 % of students consider the course useful for enhancing their writing 	<ul style="list-style-type: none"> ● Student attendance record ● Student assignment submission record ● Feedback from the tutor ● Feedback from the students 	Class 1: 4A and 4B 90.9% while Class 2: 4C and 4D 83.8%	<ul style="list-style-type: none"> ● Due to the COVID-19 pandemic, both classes, each of 10 lessons, were conducted in Term 2, from March to May 2022. ● Instead of Saturdays, the two classes were conducted on Tuesdays and Thursdays, via Zoom. ● A booklet with all the course materials was provided for the students. ● The 21 students in each class had to complete 4 writing tasks, which were marked and evaluated by the tutors. ● Their English teachers, as well as the HOD, took turns to attend the lessons. ● The attendance rate was met. ● The tutors' performance was also satisfactory. However the students

Name of Activity	Actual no. of participating eligible students#			Period/ Date activity held	Actual expenses (\$)	Objectives of the activity	Success Criteria	Method(s) of Evaluation	Average attendance rate	Evaluation
	(A)	(B)	(C)							
										were rather passive and didn't often respond to the tutors' questions.
Total	142	531	165		247,820					

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 25% discretionary quota (C).

(Appendix C)

姊妹學校交流計劃– 評估
2021 - 2022 學年

內地姊妹學校名稱：1. 廣州市第一中學
2. 浙江師範大學附屬杭州笕橋實驗中學
3. 浙江師範大學附屬杭州笕文實驗中學

項目編號	交流項目名稱及內容	預期目標	監察 / 評估	實際開支
1.	『締結姊妹。以友輔仁』杭州笕橋之旅 一. 日期：待定 (四天三夜) 二. 交通方法：直航飛機 三. 暫定行程： 1. 在浙江師範大學杭州笕橋實驗中學及笕文實驗中學交流，重點是 STEM 和 WE 課堂 2. 本校同學成為小老師，笕文實驗中學的同學分成小組，本校同學分享 STEM 課堂的成果 3. 兩校領導簽署姊妹學校協議，本校老師參觀校園設施，進行觀課活動及教學交流 4. 遊覽西湖及杭州其他名勝，了解當地的城市發展 5. 參觀杭州低碳科技館，了解杭州的科技教育	1. 締造第二及第三所姊妹學校 2. 兩校師生交流科技教育 3. 觀中師生參與笕橋中學的 WE 課堂，了解當地的教育發展 4. 觀中師生參觀杭州的名勝及科技館，了解杭州的城市發展及科技教育	1. 學校在團隊出發前安排說明會，同學了解考察團的細節 2. 帶隊老師陪伴同學進行所有活動 3. 同學必須填寫學習日誌及完成反思文章 4. 同學回校和全校同學分享考察團的收穫	\$0 因為 COVID-19 疫情，學校決定團隊再次延期至 2022 年至 2023 學年。
2	觀中數理達人學習團 一. 日期：2022 年 4 月(三天兩夜，復活節假期) 二. 交通方法：	1. 認識廣州的科技教育發展 2. 與廣州一中的師生交流，加強 3. 兩校師生的情誼和交流	1. 學校在團隊出發前安排說明會，同學了解考察團的細節	\$0 因為 COVID-19 疫情，學校決定團隊再次延期至 2022 年至 2023 學年。

	<p>1. 高鐵 (香港西九龍站至廣州南站 / 廣州南站至香港西九龍站)</p> <p>三. 暫定行程：</p> <p>1. 第一天：到達廣州後參觀廣州科學中心及天河區商業中心</p> <p>2. 第二天：到廣州市第一中學交流，兩校師生一起上課，並有三大活動：</p> <p>A. 數學比賽</p> <p>B. 一起做實驗</p> <p>C. 航拍比天高</p> <p>3. 第三天：早上到廣州市第一中學，匯報實驗結果及播放航拍影片。此外有班惜別會及數學比賽頒獎禮，下午參觀廣州大學城，之後乘坐高鐵回西九龍站解散。</p>	<p>4. 進行數理比賽及活動，初步嘗試一題兩教，是兩校教研活動的起點</p> <p>5. 參觀廣州大學城，觀中同學了解內地大學教育</p>	<p>2. 帶隊老師陪伴同學進行所有活動</p> <p>3. 同學必須填寫學習日誌及完成反思文章</p> <p>4. 同學回校和全校同學分享考察團的收穫</p>	
3	<p>廣州市第一中學回訪 – 主題：體藝交流</p> <p>一. 日期：2022 年 7 月初(兩天一夜，試後活動)</p> <p>二. 交通方法：直通巴士 / 高鐵 / 火車 (待定)</p> <p>三. 暫定行程：</p> <p>1. 兩校同學進行球類比賽</p> <p>2. 廣州一中師生參與聯校仲夏音樂匯演</p> <p>3. 兩校師生結伴參觀香港的康體設施 (觀塘官立中學負責聯絡香港體育學院 / 康文署轄下體育館)</p>	<p>1. 廣州一中的體育水平很高，在觀中進行球類比賽，兩校學生切磋較量，一起進步</p> <p>2. 參與觀塘官立中學的仲夏音樂會，加強兩校師生的情誼和交流</p> <p>3. 透過兩校師生一起出遊，讓廣州市第一中學的師生更了解香港</p>	<p>1. 觀塘官立中學老師和同學陪伴廣州市第一中學的師生一起活動，確保每一活動都順利進行</p>	<p>\$0</p> <p>因為 COVID-19 疫情，學校決定團隊再次延期至 2022 年至 2023 學年。</p>
4.	<p>經典美文朗讀比賽</p> <p>一. 日期：2022 年 6 月</p> <p>二. 方式：廣州第一中學與我校分別集體誦讀中華經典美文，並拍攝短片作為製成品</p>	<p>1. 增加同學對中華文化的認識和欣賞</p> <p>2. 提升同學的語文運用、表達能力和學習興趣</p> <p>3. 建立同學自信</p>	<p>1. 負責老師於比賽前講解經典美文</p> <p>2. 負責老師帶領同學進行所有訓練</p> <p>3. 同學必須完成反思文章</p>	<p>物資：</p> <ul style="list-style-type: none"> ● 漢服 ● 洗衣 ● 化妝品 <p>實際開支：\$10,873.10</p>

		4. 透過互相觀摩交流的機會，增進兩地姊妹學校師生感情	4. 同學和全校同學分享朗讀比賽的收穫	
總支出				實際開支：\$10,873.10

(Appendix D)

Kwun Tong Government Secondary School
Report on the Use of the Promotion of Reading Grant
2021 - 2022 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)

- a. to promote reading culture, assist students establish reading habit and set a life-long foundation;
- b. to encourage students to fully utilize the library resources and facilities

The Chinese Reading Award Scheme and the English Reading Award Scheme were implemented to encourage students to read regularly and more extensively. A total of 607 students were awarded in the first term; among them 65 received the Gold Award and 71 were presented the Platinum Award. Though there is no lack of reading resources and channels, students have yet to develop a habit of reading. In addition to the various reading programmes and activities, a regular reading session would help students focus on reading. It is hoped that the morning reading period could resume in the coming school year.

Mobile libraries were set up by the Reading Culture Team. Reading trolleys filled with Chinese and English reading materials were placed on the G/F and 1/F. Reading corners on the 2/F to 4/F were set up so that students could borrow books whenever they want. HyRead, the online reading platform, offered an array of books of different genres to students so that they could enjoy reading anytime anywhere. The ePaper platform of SCMP and Young Post were accessible to all students during the suspension of face-to-face lessons and the special holiday in March and April 2022.

2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)

The reading culture was promoted and reading habit and in school through a variety of activities. For example, Treasure Hunt in December and World Book Day in May. More than 250 students joined the two whole school activities and most of them borrowed books during the activity periods.

To encourage students to fully utilize the library resources and facilities, different reading across the curriculum book displays were organized. For example, RAC book displays co-organised with Geography, T & L, Science and History Departments & Intangible Cultural Heritage Club. More students borrowed books from the library which showed the book displays help students establish reading habit.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books	\$28,930.76
	Printed books	
2.	Web-based Reading Schemes	\$32,600
	e-Read Scheme – Hyread Reading scheme	
3.	Reading Activities	\$37,197.5
	a. Book coupons for Promotion of Reading	
	b. Christmas Treasure Hunt- Nov-Dec 2021	
	c. Basic Law and National Security Quiz Competition held by Library Club	
	d. Reading across the curriculum with T&L book display	
	e. Reading across the curriculum with Sci. Dept. display	
	f. Reading across the curriculum with History & Intangible Cultural Heritage Club display	
	g. Sign pens for reading activities	
	h. Stationary, colour pencils and materials for Reading lessons and reading activities	
	i. Printing of Reading Journals	
	j. Responsibility and Commitment Book Display with Moral Education	
4.	Others	\$8,872
	a. eMagazine	
	b. Book Display Racks	
	Total:	\$107,600.26
	Unspent Balance:	\$54,014.18

(Appendix E)

**Life-wide Learning Grant
Report on the Use of the Grant
2021-2022 School Year**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Biology	Field trips	To enrich students' knowledge in biodiversity conservation and sustainable development through field trips	Sept, 2021 - May, 2022	S4 – S5 Biology students	Field trips cannot be organized due to COVID-19	0	E1	✓				
Biology	Visits	To appreciate the beauty of nature through visits	Sept, 2021 - May, 2022	S4 – S5 Biology students	Visits cannot be organized due to COVID-19	0	E1	✓				
Biology	Subsidy for HK Biology Literacy Award	- To stimulate students' active interest in Biology - To challenge and expand their talents	JAN, 2022	S4 – S5 Biology students	No students were nominated as the competition date was during HY exam period.	0	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Liberal Studies	To organize outdoor learning activities	- To strengthen their civic sense in order to perform as quality citizens	Oct - Mar	S4 & S5 students	Due to COVID-19, the activity was not organized.	0	E1	✓				
BAFS, Visual Art, STEM and Technology and Living	Trade Fair	To provide opportunities for S.3 students to consolidate their subject knowledge through the real-life business environment	10 th August 2022	S.1 and S.3	- Quality of business plan products has been improved when compared to last year. - All S.3 Students could use English to produce a promotion video to promote their products. The quality of promotion videos of some groups was impressive. It showed their ability to illustrate their idea and promote their products in English. - Over 95% of the participants reflected that this project was interesting and challenging. They agreed that their creativity, problem solving and	\$776	E1	✓				✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					communication skills had been enhanced through the activity.							
English Language	English Speaking Day (Halloween and Christmas)	To offer opportunities for students to speak English in a fun and relaxing environment	29 th October 2021	S1 to S6	S1 students were able to join the activity after school. Three game booths were provided. Students were able to learn more vocabulary related to Halloween. More than 98% were willing to speak English and actively took part in the games.	\$0	E1	✓				
English Language	Comic Strip Competition, Dialogue Writing Competition	1.To enhance students' creativity and ability in the use of English	16 th June 2022	S2	Students learnt how to write a comic strip in English. The idea of using capital letters and onomatopoeia was introduced. Students were encouraged to create their own English story more often.	\$348	E7	✓				
English Language	English Public Speaking Programme (Toastmaster's	1.To enhance students' speaking skills	8 1-hour meetings	S1 to S6	A committee was formed by three S5 students to	\$0	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Youth Leadership Programme)	2.To develop students' potential for public speaking 3.To build up students' self-confidence and self-esteem	(20/11/21 4,18/12/21 19/2/22 5/3/22 28/5/22 11,25/6/22)		help organise the meetings. Students learnt some public speaking skills and gave a prepared speech in the last meeting.							
English Language	English Day	To provide a fun-filled environment for students to use English	Post exam period (11 August 2022)	S2 and S3	Over 95% of participants agreed that they enjoyed the fun-filled English learning environment.	\$0	E1	✓				
Chinese Literature	文學散步	認識寫作背景及文化	4/2022	S4,5	由於疫情關係，未能舉辦。	\$0	E1	✓				
Chinese Language	南蓮園池參觀活動	提升學生對中國傳統木建築及園林設計的認識	2021 年 10 月	S. 4B	超過 90%學生透過活動掌握了中國傳統木建築及園林設計的特色，並提升對中國傳統建築文化的興趣	\$400	E2	✓				
Chinese Language	南蓮園池參觀活動	提升學生對中國傳統木建築及園林設計的認識	2021 年 11 月	S.4A, 4C, 4D	超過 90%學生透過活動掌握了中國傳統木建築及園林設計的特色，並提升對中國傳統建築文化的興趣	\$1,200	E2	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Chinese Language	戲曲中心西九茶館劇場粵劇欣賞	提升學生對中國傳統戲曲的認識	2021 年 9-12 月	全校各級	超過 95%學生認為活動讓他們增進對中國傳統戲曲的認識	\$1,600	E2	✓				
Chinese Language	硬筆書法班	增加學生對漢字筆劃及書寫方法的認識，並提升鑑賞能力	2021 年 11-12 月	全校各級 (25 人)	學生掌握了兩種書體的書寫方法	\$3,000	E6	✓				
Chinese Language	菁英盃現場作文初賽(香港賽區)	增加學生不同形式的寫作經驗	2021 年 12 月 19 日	S.2-S.4 (8 人)	學生獲得兩個一等獎、一個二等獎、四個三等獎	\$2,000	E1	✓				
Chinese Language	徵文比賽優異作品集	培養學生責任感，互相觀摩佳作，提升寫作能力	2021 年 9-12 月	全校各級	印刷一千本派發給全校老師及學生，以宣揚「責任與承擔」的訊息	\$10,000	E1	✓				
Chinese Language	校內隨筆及作文比賽	隨筆比賽： 分上、下學期進行。初中科任老師選出在同儕互評中取得最多貼紙而寫作表現最佳的學生，予以獎勵。得獎者每人獲頒\$30書券。 作文比賽：	全年	S.1-6	有效鼓勵學生更加投入以及喜愛寫作	\$0	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		由科任老師在學生寫作課業中挑選佳作進行比賽，各級均設有冠、亞、季軍，得獎學生獲頒書券。每級冠軍\$100、亞軍\$50、季軍\$30										
Chinese Language	校內辯論比賽	從全級學生中挑選 16 名參賽者分為 4 人一組進行比賽，最後選出兩組共 8 名優勝者，每人獲頒\$30書券	23th June 2022	S.2	有效激發學生辯證思維，提升語言表達能力	\$240	E1	✓				
Chinese Language	文化活動	由老師帶領全級中四學生往龍躍頭文物徑考察，增加對傳統文化的認識	4/2022	S.4	受疫情影響，未能舉辦	\$0		✓				
Mathematics	Junior Math Olympiad Class	Provide challenging Math topics in order to train the critical thinking and problem solving skills of students	Oct 2021-Mar. 2022	S1-S3	Over 90% of participants agreed the course improved their problem solving ability, enhanced their Math competition skills and their academic results. Over 95% of participants agreed the course helped	\$5237	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					increase their interest in Math and helped build up their confidence in Math.							
Mathematics	Competition fees for TIMO, HKIMO, 大灣盃, 華夏盃	To increase motivation and interest in Mathematics	Whole Year	S1 – S6	Over 50% of students got awards for the competitions. These competitions enhanced the problem solving skills of students and boosted their confidence.	\$0	E1	✓				
中國歷史	境內文化考察團	由老師帶領同學前往《滙豐歷史檔案部考察》	Sept, 2021 - Aug, 2022	S1 – S5	受疫情影響，未能舉辦	\$0	E1	✓				
中國歷史	境外文化考察團	由老師帶領同學前往『西安、敦煌藝術文化考察團』	Sept, 2021 - Aug, 2022	S1 – S5	受疫情影響，未能舉辦	\$0	E1	✓				
中國歷史	專題講座/活動	中文科、綜合科學科及公民教育組合辦《端午文化與傳承》活動	Sept, 2021 - Aug, 2022	S1 – S5	此活動增進了同學對傳統文化的認識及反思。	\$0	E1	✓				
Geography	S5 Field study course (Ho Koon Nature Education cum astronomic Centre)	To familiarize students with field work study	10th August 2021 and 11th June 2022	S3 and S4	The attendance was 100%. All of them learnt the necessary field study skills that were relevant the curriculum.	\$2644	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Physics	Disney's World of Physics	Explore the Theme Park and are amazed and enlightened through hands-on experiments	5 th August 2022	S4-5 Physics Students	Despite the vaccine pass and sickness of students, 36 S4 and S5 Physics students were successfully completed the activity on 5 th August 2022. All the students could experience the theories of Physics learnt	\$9750, SAS \$7410	E1	✓				
Physics	Whale-Physics in Motion	To use state-of-art learning facilities and to hop on one of Ocean Park's Mechanical rides, students will discover first-hand all things fun about Physics	1 day June 2022	S4-5 Physics Students	Due to the pandemic of COVID-19 and limited places provided from Ocean Park, application was not successful. This activity could not be held.	\$0	E1	✓				
Artist-in-school Programme ...	Hire professional artist to held creative art workshops to provide high level intensive training to the Visual Arts elective students	To enhance students' creativity, skills and aesthetic potential through learning from artist. To broaden students' horizon in art learning	Sep 2021 – August 2022	S4-6	Over 80% of the students agreed that their creativity skills and potentials were enhanced. They could have confidence to develop their personal art portfolios.	\$34,680	E5	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Counselling	S1 Life Camp	To lead and inspire students towards their life goals and direction through various activities	10 th – 11 th Sep 2021	S1 students	137 S1 students enjoyed the S1 Life camp and over 95% of them learnt to set their life goals.	\$20,000	E1		✓			
Counselling	BBBS Training Camp	The training sessions were offered by THE ABM Hong Kong Swatow Baptist Church Community Service Association to help develop students' leadership skills.	13 th August 2022	S3 – S4	All participants learnt the necessary leadership skills properly through the workshop in the camp.	\$3491.8	E1		✓		✓	
Counselling	BBBS T-shirts	To subsidy the BBBS T-shirt.	4 th – 5 th August, 22	S3 – S4	51 BBBS T-shirts were ordered for the BBBS students and teachers in counseling team.	\$2856	E1				✓	
Computer Literacy	Inno Space membership (HK Productivity Council)	To promote computer literacy in school	Sept. 2021 – May 2022	S1 – S6	Due to the pandemic, no activities could be organised.	\$0	E1	✓				
Information and Computer Technology	HKACE membership	To promote information and computer technology education in school	Sept. 2021 – May 2022	S1 – S6	Membership was paid so that students were able to join the activities.	\$500	E1	✓				
KLA for Science	To hold after school classes/workshops/	To promote science education in school	4 th to 5 th August 2022	S1 – S3	Over 98% of S1 to S3 attended the workshop.	\$9725.6	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	enrichment activities for students on various science topics emphasizing on exploring and reasoning science in a broader horizon				- Over 85% of them strongly agreed that the activities were interesting and related to the syllabus.							
Science	Subsidy to Australian National Chemistry Quiz	To stimulate students' active interest in chemical related matters To challenge and expand their talents	July	S2 – S5	Due to the pandemic, no related activities could be organised.	\$0	E1	✓			✓	
Science	Subsidy to Science Assessment Test	To stimulate students' active interest in science To challenge and expand their talents	April – July	S1 – S3	Due to the pandemic, no related activities could be organised.	\$0	E1				✓	
Science	AI Training Workshop	To arouse students' interest in the awareness of using AI to improve our standard of living To learn how to use AI to communicate with programming system in order to identify different face to unlock the door lock.	8 th , 9 th , 10 th June	S1 – S3	About two-third of S2 students attended the workshop related to the use of AI technology for smart home security in June. All of them agreed that the programming activities were inspiring.	\$6829 SAS \$4371	E1				✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					About 70% of students wanted to apply the technology they learnt in daily life and contribute to school and the society.							
Science	Transportation fee for visits	To subsidy students in the visits to local science exhibitions	Dec. to July	S1 – S3	Due to the pandemic, no activities could be organised.	\$0	E1	✓			✓	
Expenses on Item 1.1						\$113797.40						
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
ECA-Student Development Day	For the implementation of “Equal Learning Opportunities”, providing financial assistance to ensure that no students will be denied access to education activities	To develop learning outside school in order to achieve students' full potential despite their differences in talents and abilities	Dec 2021	S1 – S6	Student Development Day was successfully conducted. Over 95% of participants agreed that their potentials were developed despite their differences in talents and abilities.	LWL \$59641, AFLSP \$36783	E1	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
ECA	Post-exam Activities: 1. Board Game Sessions 2. Movie Watching	- To encourage students to build a closer inter-personal relationship with one another - To motivate students to take on challenges	August	1. S.4 and S.5 S.3 and S.4	- Over 95% of the students enjoyed playing board games with classmates. - Over 90% of the students agreed that they gained mountain rescue knowledge and felt that the faith and friendship of the characters inspired them.	\$7,318	E6 E8		✓			
Reading Culture	Book mark design	To promote reading culture in school	Sept 2021 – Aug 2022	S1 – S5	Over 90% handed in their design and showed interest in reading.	\$0	E1	✓				
Music	Western Instrumental Classes	To broaden students' horizon in music learning and enhance their skills and aesthetic potential through learning western musical instruments.	Oct 2021- Aug 2022	S.1-S.5	The attendance rate was 88%. 90% of participants agreed that the programme broaden their exposure and they became more confident and independent learners.	LWL \$89750, AFLSP \$19200	E5	✓		✓		
Music	School Band Conductor's Fee	To broaden students' horizon in music learning and enhance their skills and aesthetic	Oct 2021 - Aug 2022	S.1-S.5	The attendance rate was 89%. 100% of participants agreed that the programme	LWL \$32734, SAS \$11266	E5	✓		✓		

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								I	M	P	S	C
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		potential through symphonic band training.			broaden their horizons and they became more confident and independent learners. The School Band made videos to join the 2022 Joint School Music Competition.							
Music	Percussion Ensemble Conductor's Fee	To broaden students' horizon in music learning and enhance their skills and aesthetic potential through percussion ensemble training.	Oct 2021 - May 2022	S.2-S.5	The attendance rate was 96%. 100% participants agreed that the programme broaden their horizons and they became more confident and independent learners. The Percussion Ensemble achieved the Bronze Award in the Hong Kong Music Interflow 2021.	\$11,000	E5	✓		✓		
Music	Oboe Elite Class subsidy	To broaden students' horizon in music learning and enhance their skills and aesthetic potential in oboe playing.	Jan – Jun 2022	S.1-2	The attendance rate was 100%. 100% of participants agreed that the programme broaden their horizons and they became	LWL \$5000, SAS \$1000	E5	✓		✓		

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								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					more confident and independent learners.							
Music	Bassoon Elite Class subsidy	To broaden students' horizon in music learning and enhance their skills and aesthetic potential in oboe playing.	Jan – Jun 2022	S.1-2	The attendance rate was 98%. 100% of participants agreed that the programme broaden their horizons and they became more confident and independent learners.	LWL \$2000, SAS \$4000	E5	✓		✓		
Chinese Orchestra	Chinese instrumental classes	1. To broaden students' horizon in music learning and enhance their skills and aesthetic potential 2. To nurture and develop students' musical experience 3. To broaden students' horizons and nurture students' cultural awareness	Sept 21-Aug 22	S1-S5	1. Average attendance rate : 85% 2. Students gained various prizes in external competitions and their music skills in different performances were highly appreciated by the audience. Students' aesthetic sense and music performance skills were successfully developed	LWL \$77540, AFLSP \$132000	E5, E6	✓		✓		
Chinese Orchestra	Music Training workshops for competitions and performance		Sept 21-Aug 22	S1-S5		\$18,000	E5, E6	✓		✓		
Chinese Orchestra	Competitions and performance		Sept 21-Aug 22	S1-S5		\$0	E5, E6	✓		✓		
Chinese Orchestra	Suona Class		Sept 21-Aug 22	S1-S5		LWL \$9,000, AFLSP \$4,500	E5, E6	✓		✓		
Chinese Orchestra	Sanxian class		Sept 21-Aug 22	S1-S4		LWL \$5,400,	E5, E6	✓		✓		

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						AFLSP \$8,100						
Chinese Orchestra	Huqin advanced class		Sept 21-Aug 22	S2-S5		LWL \$6,943 AFLSP \$9,257	E5, E6	✓		✓		
Chinese Orchestra	Double bass advanced class		Sept 21-Aug 22	S2-S4		LWL \$8,640 AFLSP \$5,760	E5, E6	✓		✓		
Chinese Orchestra	Instrumental Group Trainings		Sept 21-Aug 22	S1-S5		\$5,775	E5, E6	✓		✓		
Chinese Orchestra	Chinese Orchestra Conductor's Fee		Sept 21-Aug 22	S1-S5		\$42,000	E5, E6	✓		✓		
Chinese Orchestra	Arrangement of music score for the Chinese Orchestra		Aug 2022	S1-S5		\$0	E1			✓		
Chinese Orchestra	Overseas exchange tour	To broaden students' horizon on music learning To improve the music proficiency of our students	July 2021	S1-S6	The music tour had been cancelled due to pandemic.	\$0	E3	✓				✓
Careers and Life Planning	S2 Job Simulation Workshops: - Trainers specialized in designing and running Job Simulation on Careers Express	- To equip S2 students with better time management skills, knowledge of goal-	16 th February 2022	S.2	- 95% of them attended the workshops - All of them prepared a list of their strengths,	LWL \$7950, SAS \$5350	E6					✓

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								I	M	P	S	C
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	through a service provider will be hired to conduct the workshop in school - The workshop will be conducted during 3 of Form Periods of S2 - Students will be stimulated to find out natures and characteristics of certain jobs hoping to make a right match of the job and their interests	setting and understanding on life planning and career education - To organise Life-learning Programmes concerning goal-setting, self-understanding and choice of subjects or programmes for further studies			weaknesses, short term and long term goals related to careers planning. - Over 90% of them strongly agreed or agreed that they were interested in the activities.							
Careers and Life Planning	S3 Making Informed Choice Workshops: - Trainers specialized in designing and running Informed Choices through a service provider will be hired to conduct the workshop in school - The workshop will be conducted during 3 of Form	- To equip S3 students with better time management skills, knowledge of goal-setting and understanding on life planning and career education - To organise Life-learning Programmes concerning goal-setting, self-understanding and choice of subjects or programmes for	18 th November 2021	S3	- 95% of them attended the workshops. - All of them prepared a list of their strengths, weaknesses, short term and long term goals related to careers planning. - 87% of them strongly agreed or agreed that they were able to make their informed choices and to make a match of their electives to their interests.	LWL \$8,360, SAS \$4,940	E6					✓

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								I	M	P	S	C
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	Periods of S3 - Students will be stimulated to make a right match of their electives and their interests	further studies										
Careers and Life Planning	S4 Strategic Thinking Workshops: - Trainers specialized in designing and running Applied Strategic Thinking through a service provider will be hired to conduct the workshop in school - The workshop will be conducted during 3 of Form Periods of S4 - Students will be stimulated to set their goals for their life planning.	- To equip S4 students with better time management skills, knowledge of goal-setting and understanding on life planning and career education - To organise Life-learning Programmes concerning goal-setting, self-understanding and choice of subjects or programmes for further studies	25 th January 2022	S4	- 95% of them attended the workshop. - All of them prepared a list of their strengths, weaknesses, short term and long term goals related to careers planning. - 95% of them were able to hand in their Student Learning Profile for JUPAS application.	LWL \$12,632, SAS \$7,068	E6					✓
Careers and Life Planning	S5 Personal Statement Workshops:	- To equip S5 students with better time management	16 th February 2022	S5	- 95% of them attended the workshop.	LWL \$9,202,	E6					✓

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								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"> - Trainers specialized in designing and running student learning profile through a service provider will be hired to conduct the workshop in school - The workshop will be conducted during 3 of Form Periods of S5. - Students will be stimulated to set their goals for their life planning 	<ul style="list-style-type: none"> skills, knowledge of goal-setting and understanding on life planning and career education - To organise Life-learning Programmes concerning goal-setting, self-understanding and choice of subjects or programmes for further studies 			<ul style="list-style-type: none"> - All of them prepared a list of their strengths, weaknesses, short term and long term goals related to careers planning. - Over 92% of them strongly agreed or agreed that they were found the workshop useful. 	SAS \$5,898						
Careers and Life Planning	S5 Mock Release of HKDSEE Results: <ul style="list-style-type: none"> - Trainers specialized in designing and running Mock Release of HKDSEE through a service provider will be hired to conduct the activity in school. - The activity will be conducted after school for all S5 students to familiarize themselves with 	<ul style="list-style-type: none"> To enhance the effectiveness of school-based life planning and career guidance support for students To enlist support from external organisations, stakeholders and community in running career and life planning activities for students to prepare them for 	4 th August 2022	S5	100% of them attended the activity. Over 95% of them agreed that they could prepare their career development plan with the guidance of Careers teachers.	LWL \$12,187 SAS \$7,813	E6					✓

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								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	study options available.	career development and academic pursuit										
Careers and Life Planning	S6 SLP workshops: <ul style="list-style-type: none"> - Trainers specialized in designing and running intensive student learning profile through a service provider will be hired to conduct the workshop in school - The workshop will be conducted during 3 of Form Periods of S6 - Students will be stimulated to set their goals for their life planning 	To equip S6 students with better time management skills, knowledge of goal-setting and understanding on life planning and career education To organise Life-learning Programmes concerning goal-setting, self-under-standing and choice of subjects or programmes for further studies	25 th January 2022	S6	<ul style="list-style-type: none"> - 95% of them attended the workshops. - Over 90% of them agreed that these workshops helped them enrich their student learning profile. They were able to make informed choices for further studies. 	LWL \$9,274, SAS \$5,826	E6					✓
Careers and Life Planning	Interview Workshops: Information related to university admission interviews offered by service provider will be provided.	<ul style="list-style-type: none"> - To enhance the effectiveness of school-based life planning and career support for students 	26 th October 2021, 2 nd November 2021,	S5-S6	70% of them attended the workshops. - They acquired the preparation skill and presentation skills after	LWL \$10,700, SAS \$4,000	E6					✓

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								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> - To enlist support from external organization in running interviewing skills training workshops for S4 – S6 students to prepare them for career development and academic pursuit 	19 th November 2021, 1 st June 2022		work by giving a fluent 1-minute self-introduction.							
Careers and Life Planning	St James Careers Interactive Games: <ul style="list-style-type: none"> - Information related to Career Interactive Game offered by St. James' Settlement will be provided. Financial support will be provided to interested S4 students Sharing sessions will be conducted after the Career Interactive Game 	<ul style="list-style-type: none"> - To encourage multiple development pathway - To apply the policy of promoting 'Equal Learning Opportunities' through which the maximum number of students would be encouraged to engage themselves in participating Career Interactive Game which would help to broaden their horizons, enrich their life 	15 th February 2022, 17 th February 2022, 22 nd February 2022, 24 th February 2022	S.3-S5	-100% of students joined the activities.	\$0 The service provider provided free service.	E6					✓

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								I	M	P	S	C
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		experiences, generate skills, boost self-confidence and set goals for personal development										
Careers and Life Planning	STEM Workshops S1 – S3: - Information related to Careers STEM workshops will be provided - Financial support will be provided to interested S1-S3 students Sharing sessions will be conducted after the Careers STEM workshops	- To encourage multiple development pathway - To apply the policy of promoting ‘Equal Learning Opportunities’ through which the maximum number of students would be encouraged to engage themselves in participating Careers STEM workshops which would help to broaden their horizons, enrich their life experiences, generate skills, boost self-confidence and set goals for personal development	29 th January 2022, 5 th February 2022	S.1-S.3	100% of students attended the workshop. More than 90% of students strongly agreed or agreed that they learn how to operate Arduino smart home apps.	LWL \$6,169, SAS \$3,701						✓

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Careers and Life Planning	STEM Workshops S4 – S5: <ul style="list-style-type: none"> - Information related to Careers STEM workshops will be provided - Financial support will be provided to interested S4-S5 students Sharing sessions will be conducted after the Careers STEM workshops	<ul style="list-style-type: none"> - To encourage multiple development pathway - To apply the policy of promoting 'Equal Learning Opportunities' through which the maximum number of students would be encouraged to engage themselves in participating Careers STEM workshops which would help to broaden their horizons, enrich their life experiences, generate skills, boost self-confidence and set goals for personal development 	29 th January 2022, 5 th February 2022	S4-5	70% of students attended the workshop. Students acquired Arduino IAQ.	LWL \$7,896, SAS \$1,974	E6					✓
Careers and Life Planning	MingPao Web: To disseminate updated information on careers	To enhance the effectiveness of school-based life planning	Sept 2021 – Aug 2022	S1 – S6	Over 60% of students used the website to know more about careers planning.	\$18,800	E6					✓

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	planning and academic pursuit more frequently through school's website	and career guidance support for students										
English Drama Club	English Drama Training Workshops	<ul style="list-style-type: none"> To introduce dramatic forms and theatres to students To enhance students' communication skills using both verbal and non-verbal languages To enhance students' creativity and imagination as well as appreciation of drama To enhance students' acting, directing skills and backstage management 	Sept 2021 – May 2022	S1 to S5	<ul style="list-style-type: none"> 15 participating students on average achieved over 80% attendance. Students learnt basic elements in drama and put a play at zoom for the Inter-government school Drama Fest 2021/22. All students agreed that the classes could achieve the objectives stated and rated positively in the evaluation. They generally showed enjoyment and creativity in manipulating the script into a lively production and costume designs. Due to the change of mode in the Drama Fest, the staged production as initially planned was switched to a recorded 	LWL \$21,680, AFLSP \$5,420	E1 33 teaching hours, including rehearsals and performance sessions as well as script writing	✓	✓	✓		

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								I	M	P	S	C
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					video. Thus the budget on props and backdrop was therefore unspent.							
Pastoral Care	Materials and resources for the activities for LEAP & S1 Bridging Programme	To prepare materials for students facilitating the implementation of LEAP and S1 Bridging Programme	Sept 2021-August 2022	S1	Over 80% of students agreed that the activities useful to develop positive life value and attitude.	\$2,010	E1	✓	✓			
Pastoral Care	LEAP – Study Skills Enhancement Class To hire tutors to conduct small class classes teaching English Skill	To equip students with effective learning skills and good learning habits for academic pursuit through Study Skills Classes	Oct 2021-June 2022	S1	Over 90% of students completed the learning tasks. The Study skills Enhancement classes were subsidized by Community based Project of EDB.	\$22,400	E5	✓	✓			
Pastoral Care	Caring Angels Scheme Leadership training workshop to promote value education activities	To launch Life Education Program to support students' personal development. To promote the core value of "Responsibility" and "Commitment"	Oct 2021-June 2022	S3-5	85% of the students were interested in the activities and over 80% of the students agreed that the activities are useful in raising their personal qualities	\$3,500	E1 E6		✓			
Pastoral Care	Blessing cards and thanksgiving activities Thanksgiving week and blessing activities	To promote the spirit of thanksgiving and sense of belonging to school.	Nov 2021-June 2022	Whole school	The atmosphere of thanksgiving was promoted among students.	\$1,420	E1				✓	

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Debating Club	To provide Chinese debating training for students	-70% of students attend training programs -recruit tutor and organize training programs for students -join various debating competitions	March 2022-July 2022	(S1-S5)	-A tutor was recruited for the training workshop -90% of students attended the training -students attended Inter-government Secondary School Chinese Debating Competition	\$5,200	E1	✓				
Debating Club	To provide English debating training for students	-70% of students attend training workshops -recruit tutor and organize training programs for students -join various debating competitions	March 2022-July 2022	(S1-S5)	-A tutor was recruited for the training workshop -90% of students attended the training and they acquired the necessary skills in debate training	\$4,800	E1	✓				
STEAM Club	STEAM activities	To arouse interest and provide an opportunity for students to explore about STEM	30 th September 2021	S.1 – S.3	An aviation talk was organized to arouse students' interest in the aviation industry. The workshop was well reviewed by both teachers and students.	\$1,200	E6	✓				✓

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STEAM Club	Lego Mindstorm course and GreenMech Course	<ul style="list-style-type: none"> - To familiarize the students with the Lego models and prepare them for related STEM contest - To enlighten students in STEM by constructing GreenMech models and prepare them for related STEM contest 	22 nd November 2021	S.1 – S.3	The course was organized and students were able to programme and personalize their robots. The workshop was well reviewed by both teachers and students.	LWL \$31,047 SAS \$4170	E6	✓				✓
STEAM Club	Food Science workshop	To let students explore the science in culinary and prepare them for related career	4 th August 2022	S.1 – S.3	The activity was held in the post exam period to arouse students' interest in STEM. All participants agreed that they learnt necessary skills in food science.	\$9,950	E6	✓				✓
STEAM Club	Forensic Science Workshop	To let students explore the science in forensic and prepare them for related career	4 th August 2022	S.1 – S.3	The activity was held in the post exam period to arouse students' interest in STEM. All participants agreed that they learnt necessary skills in forensic science.	\$9,950	E6	✓				✓

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								I	M	P	S	C
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Student Union	Leadership Training Programme for candidates of SU committee	- To enhance students' self-esteem, self-reliance and sense of team spirit - To enhance students' leadership skills - A cultural heritage through sharing and peer learning	Feb-Mar 2022	S1-S4	Owing to COVID-19 pandemic, the Leadership Training Programme was cancelled.	\$0	E1	✓				
Student Union	SU election subsidies	-Facilitate the SU election	29 th Sept 2021	All students	The SU election was successfully held. Over 90% of participants were able to join the election properly.	\$0	E1		✓			
School Sports Programme (Outreach Coach) Sports Promotion & Entry Fee	- To organize regular training classes - To introduce new trendy sports - To arouse students interest in the sports activities	To broaden students' horizon in sports activities and enhance their skills and potentials through regular training and new trendy sports introduction	Sep 2021–Aug 2022	S1 – S6	Some activities had not been organized due to pandemic. Over 90% of participants agreed that their skills and potentials were enhanced.	LWL \$88,382, SAS \$30,018	E5			✓		
Health & Sex Education	Sex Education Workshops were organized for students	To teach students knowledge of sex education	Oct 2021–April 2022	S1 to S4	Over 95% of participants reflected that they gained some knowledge of sex education.	\$9,750	E6		✓			

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								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Environmental Education	To hold inside school activities and courses for students emphasizing on environment protection.	To promote environment education in school	Sept 2021- Mar 2022	S.1-6	- 90% of students attended the activities.	\$0	E1	✓			✓	
Environmental Education	To organise outside school visits/trips on environment education for students.	To promote environment education in school	Sept 2021- Mar 2022	S.1-5	- 90% of students attended the activities.	\$0	E1	✓			✓	
Environmental Education	Coach Fee	To promote environment education in school	Sept 2021- Mar 2022	S.1-5	It was cancelled due to pandemic	\$0	E5			✓		
Prefect of Studies	Movie appreciation Students watch an English movie and reflect on lessons learnt and submit a movie review with language input provided.	To provide students with an opportunity to learn English through real-life experience	3 rd August 2022	S5	All students produced movie reviews and they appreciated that they could reflect on the lessons learnt.	\$8,520	E1 and E2	✓				
Prefect of Studies	Agricultural experience	To provide students with an opportunity to apply what they have learn (agriculture) in the Geography curriculum in real-life experience	2 nd August 2022	S2	Over 95% of the participants agreed that it provided an opportunity for them to apply what they have learnt in Geography.	LWL \$5,060 SAS \$2,145	E1 and E2	✓				

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								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Prefect of Studies	Visiting Hong Kong Maritime Museum	To consolidate students' knowledge gained in Chinese History lessons	2 nd August 2022	S2	Over 98% of the participants agreed that it consolidated their knowledge acquired in Chinese History lessons.	\$1,600	E2	✓				
Prefect of Studies	Visiting Tai Kwun	To consolidate what students' knowledge acquired in History lessons	2 nd August 2022	S2	Over 98% of the participants agreed that it consolidated their knowledge acquired in History lessons	\$1,756	E2 and E9 (purchase of prizes)	✓				
Prefect of Studies	Visiting Jordan Valley Park - Design a plan for enhancing physical fitness using community facilities - Apply drawing skills learnt in Visual Art lessons to draw the community facilities	To provide students with an opportunity to apply what they have learnt in Visual Art lessons	2 nd August 2022	S1	Over 98% of the participants applied their skills and knowledge learnt in Visual Art lessons	\$4,029.8	E7			✓		
Prefect of Studies	Visiting Hong Kong Heritage Museum with the theme of exhibition about Cantonese Drama	To enhance students' understanding about Cantonese Drama	3 rd August 2022	S4	Over 98% of the participants agreed that they gained more understanding about Cantonese Drama	\$1,650	E2	✓				
Prefect of Studies	Visiting Ngong Ping - Calculate the gradients and speeds of the cable cars	To provide students with an opportunity to apply what	3 rd August 2022	S3	Over 97% of the participants agreed that they got the opportunity to	LWL \$41,496.5	E1 and E2	✓				

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								I	M	P	S	C
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	- State the chemical composition of the cable car and compare the physical properties of the materials used to make the cable cars.	they have learnt in Science and Math in real-life experience			apply their knowledge and skills in real-life context	SAS \$12,038						
Red Cross	Visit to Red Cross Headquarter	To familiarize with mission of Red Cross and the facilities in the headquarter	15th October 2022	S1-S5	100% of the participants understood Red Cross mission and the facilities in the headquarter better.	\$450	E2		✓		✓	
Red Cross	Committee Member Leadership Training Courses	To stretch leadership skills	October 2021	S2-S4	95% of the participants agreed that they were equipped with leadership skills.	\$450	E1					✓
Red Cross	War Zone 90	To learn more about humanitarianism	28th June 2022	S1-S5	98% of the participants agreed that they learned humanitarian values through the experiential journey and debriefing sessions.	LWL \$1,500, AFLSP \$2,250	E1		✓			
Red Cross	War Zone 90 (Coach fee)	To learn more about humanitarianism	28th June 2022	S1-S5	98% of the participants agreed that they learned humanitarian values through the experiential journey and debriefing sessions.	\$900	E2		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Discipline Team	Best Class Awards	To promote positive values, sense of belonging and effective learning environment in different classes.	Sept 2021 – June 2022	S1 – S6	Winning classes received a trophy and gifts at the year-end assembly on 12 th August 2022. The competition successfully enhanced students' sense of belonging to their class and further acknowledged students' contribution to their class.	\$5,184	E9 Purchasing gifts		✓	✓	✓	
Discipline Team	Disney's Foundation for Career Success for Service Award of Prefects	To promote positive values, sense of belonging, lead a healthy lifestyle with positive values and attitudes to face challenges and adversity	6 th August 2022	S2-S5	The award recognized and thanked prefects' service to the school, prefects could attend a Careers Workshop at Disneyland. All the participants enjoyed the facilities of the theme park and would lead a healthy lifestyle with positive values and attitudes to face challenges and adversity.	LWL \$14,820, SAS \$8,190	E1		✓			✓
Discipline Team	Public Speaking Programmes (Chinese and English)	To enhance students' presentation skills	22 nd 23 rd December 2021	S3-S5	The workshops equipped prefects with sound communication and presentation skills so that	LWL \$6,400, SAS \$6,400	E6	✓				✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					they could demonstrate leadership qualities and be role models of other students in our school.							

Expenses on Item 1.2

\$789,016.70

1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
Study Tour	Hangzhou Trip	Understanding the development on technologies and creativities on Hangzhou.	Sept 2021	20	Cancelled because of COVID-19	\$0			✓			
Study Tour	Guangzhou Trip	Having deep sharing schools in Guangzhou by playing sports games and musicals.	July 2022	30	Cancelled because of COVID-19	\$0			✓			
Study Tour	Competition on Classical Reading Contest	Helping students on deeply understanding of Chinese traditional culture; Building up students' acknowledgement and identity.	June 2022	30	All participants were able to understand Chinese traditional culture.	\$0	E1, E3, E7	✓	✓			
Music	Singapore Music Tour LWL@\$1000 SASG@\$500	To broaden students' horizon in music learning.	Jul 2022	S.2-S.5	Because of the pandemic, the overseas visit was still suspended.	0	E3	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		To provide subsidy for students to participate in the music tour and overseas music competitions.										
STEAM Club	Competition application fees	To enrich students' experience in STEM by explore the ideas of other schools	-	S.1 – S.3	Students could not join external competitions because of the epidemic	0	E1	✓				
Expenses on Item 1.3						0						

1.4	Others											
Social Service	Volunteer Training Program for S2 students and S4 students	-To raise students' awareness and exposure in joining volunteer training in the area of elderly service	May 2022 & Aug 2022	S2	Over 98% of participants were engaged in the training and service workshops to learn about the elderly lives in HK and to prepare gift bags for the elderly in the community.	\$14,780	E1				✓	
			16 th June 2022	S4		\$7,024	E1				✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Social Service	Community Services	-To serve the underprivileged groups, cultivating students' positive attitudes and values	Oct 2021-June 2022	S1-S6	The services were cancelled due to COVID-19 pandemic.	0	E1				✓	
Social Service	Ocean Park Fun Day	-To recognize students' active participation in community services -To appreciate the wildlife	Aug 2022	S1-S6	Due to COVID-19 pandemic, the provision of community services was limited. Students could not attain the minimum number of hours to get the recognition.	0	E1				✓	
						Expenses on Item 1.4	\$21,804					
						Expenses for Category 1	\$924,617.70					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
STEM			
PE			
Arts	Music stands and snare drum stand for music trainings and performances	To broaden students' horizon in music learning and enhance their skills and aesthetic potential	\$5,805

Domain	Item	Purpose	Actual Expenses (\$)
Drama	Organize a workshop consisting of various activities for students: - Acting Training - Theatre games - Team building - Rehearsals and performances	- To enhance students' confidence - To foster students' creativity and communication skills - To provide a platform for students to explore the field of performing arts - To help students explore and develop their potential	LWL \$31,104 AFLSP \$5,420 17 workshops (41 hours) were conducted from November to March. The Hong Kong School Drama Festival 2021/22 was held on 14 th March, 2022.)
Others	Buying Footdrill shoes	To ensure Red Cross members can wear Red Cross uniforms properly	LWL \$7564 SAS \$4280
Others	Buying uniform badges and knitting uniform badges	To ensure Red Cross members can wear Red Cross uniforms properly	\$1,594
Expenses for Category 2			\$46,067
Expenses for Categories 1 & 2			\$970,684.70

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

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

Number of Student Beneficiaries

Total number of students in the school:	850
Number of student beneficiaries:	850
Percentage of students benefitting from the Grant (%):	100

(Appendix F)

Kwun Tong Government Secondary School
Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2021/22

Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure	Teacher-in-charge
中國語文工作坊： 閱讀及寫作能力 訓練(精進)工作 坊 及 閱讀技巧及創意 寫作(拔尖)工作 坊	提升學生的中文 閱讀及寫作能 力，為學習認真 而成績優秀的學 生加強培訓	S.5,6	10/2021 至 12/2021 「精進」工作坊共 1000 分鐘 「拔尖」工作坊共 800 分鐘	<ul style="list-style-type: none"> 聘請導師培訓中五及中六級中文科表現優秀的學生，提升他們的閱讀及寫作能力 	<ul style="list-style-type: none"> 「精進」工作坊有 28 人參加，學生出席率為 93%; 而「拔尖」工作坊有 20 人參加，學生出席率為 91% 因疫情緣故，工作坊以 ZOOM 形式進行，過程順利 主課程內容涵蓋文言篇章閱讀及寫作範疇，針對公開考試題型訓練學生的作答能力 大部分學生認同導師講解詳細，課程緊湊，內容豐富，講義詳盡，對提升語文能力及應試技巧有幫助，但對 ZOOM 形式的課堂參與意欲一般 	\$19,810 (部分由 ASLSP 支付) DLG: \$10,960 ASLSP: \$8,850	CBY
創意寫作工作坊	<ul style="list-style-type: none"> 提升學生的中文寫作能力，為學習認真而成績優秀的學生加強培訓 	S.4,5	5/2022 至 6/2022	聘請導師培訓中四及中五級中文科表現優異的學生，提升他們的寫作能力	<ul style="list-style-type: none"> 創意寫作工作坊共有 20 人參加。學生表現積極，約有 90% 學生出席課程 (由於課程仍未完結，未能統計出席率) 因疫情緣故，工作坊以 ZOOM 形式進行，過程順利 課程內容涵蓋不同類別的寫作範疇，有系統地闡釋各類作文的審題和布局方法 大部分學生認為課程內容對提升寫作能力有幫助，亦指導師準備充足，教授內容豐富生動。學生表示學會故事/小說的創作技巧，例如懂得如何塑造人物角色的個性等。惟有學生表示課程時間較長，難以長時間集中上網課課程 	\$12,000	CBY

S4 English writing course	Through attending the writing course, students will be able to: 1. identify the text types, the target readers and the purposes of the writing topics; 2. devise writing plans / outlines; 3. elaborate and organize their ideas in the writings; 4. edit and proofread the writings 5. complete at least 4 writings	40 S4 students: Class 1: 15 students from 4C and 4D + 5 self-nominated students Class 2: 15 students from 4A and 4B + 5 self-nominated students	Class 1: 8, 15, 29 March 6, 19, 26 April 3, 10, 31 May 7 June 2022 Class 2: 10, 17, 31 March 7, 21, 28 April 5, 12 May 2, 9 June 2022	Teaching and learning materials on at least 4 text types	-Due to the COVID-19 pandemic, both classes, each of 10 lessons, were conducted in Term 2, from March to May 2022. -Instead of Saturdays, the two classes were conducted on Tuesdays and Thursdays, via Zoom. -A booklet with all the course materials was provided for the students. -The 21 students in each class had to complete 4 writing tasks, which were marked and evaluated by the tutors. -Their English teachers, as well as the HOD, took turns to attend the lessons. -The attendance was satisfactory. (Class 1: 4A and 4B 90.9% while Class 2: 4C and 4D 83.8%) • -The tutors' performance was also satisfactory. However the students were rather passive and didn't often respond to the tutors' questions.	Total: \$31,880 DLG: \$18,331 ASLSP: \$13,549	English HOD, S4 coordinator and S4 teachers
Senior Math Olympiad Class	Provide challenging Math topics in order to train the critical thinking and	S4 – S5	30/10/2022 – 12/3/2022 12 Lessons	Some students got awards from Math Competitions	Attendance rate was over 90%. Students agreed the course improved their problem solving ability, enhance their Math competition skills and their academic results. A majority of students agreed the course helped to increase their interest in Math helped to build up their confidence in Math.	\$8,400	WHM / HY

	problem solving skills of students						
NSS Music Composition Workshop	Provide supplementary support to students who take NSS Music in Arts and Technology Education Centre (ATEC)	S.4 – 6 10 students who take NSS Music in ATEC	13 lessons Four 3-hour lessons for S.6 students Nine 2-hour lessons for S.4-5 students Nov 2021 – Apr 2022	S4: Finished 30% of the External assessment S5: Finished 60% of the External assessment S6: Complete the External assessment (Portfolio) of Paper 3: Creating I	<ul style="list-style-type: none"> All targets on deliverables were achieved. Overall attendance: 96% All participants found the classes useful. Even Zoom lessons were helpful. All participants proposed that they would like to have more lessons. 	\$15,000	CCW
NSS Music Ensemble Training	Provide supplementary support to strengthen students' ensemble-playing technique.	S.4 – 5 13 students	15 lessons Nov 2021 – Apr 2022	Students take part in ensemble competitions.	<ul style="list-style-type: none"> Students have taken part in ensemble competitions. Overall attendance: 90% All participants found the training useful in enhancing ensemble-playing techniques. 95% of participants proposed that they would like to have more lessons. 	\$6,000	CCW
University experience courses	University Experience Programme specially designed for S4-5 Students taking Science, ICT, or M2 subjects	45/S4 /Study Physics Students	1-2 days Summer 2021	Students will have a chance to attend lectures, complete projects on engineering and visit the university state-of-the-art laboratory facilities	<ul style="list-style-type: none"> It was cancelled because of pandemic. 	0	CHP
Music Instrumental	1. To strength students'	S4 – S5	Sept 2021 – July 2022	Students taking part in different	<ul style="list-style-type: none"> 90% of students attended the course regularly 	\$5,760	YKY

Classes (For gifted students)	skills in playing musical instrument 2. To further promote students' self-image	(2 gifted members of the Orchestra)	30 lessons in 10 months (1 lesson per week)	musical trainings and performances	<ul style="list-style-type: none"> Students' performance skills showed improvement. Students performed very well in competitions and gained various prizes. 100% of students found the training horizons-widening. 		
Enhancing S6 students' speaking skills in preparation for the HKDSE English Paper 4 Examination	1. To enhance their speaking skills 2. S6 teachers consider their students' performance satisfactory	S6	October 2021 – January 2022	Experienced tutor will be recruited to conduct oral class for our S6 students. His feedback and suggestions on students' performance enhanced their speaking skills.	<ul style="list-style-type: none"> The tutor reported that most of the students had good learning attitude. There were a few outstanding groups. The attendance rate was 97.4%, an exceptionally high percentage; probably because students were aware that they had not had enough oral practice and thus treasured the opportunity. The last few sessions were open for application and some students showed eagerness in attending the additional sessions. S6 teachers were generally pleased with the students' performance. 	\$20,000	English HOD, S6 Form coordinator and S6 English teachers
Total:						\$96,451	

(Appendix G)**2021-22 年度「公民與社會發展科津貼」運用報告**

1. 本校已運用「公民與社會發展科津貼」(「公民科津貼」)作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源	-
ii.	資助學生及/或教師前往內地，參加和公民科課程相關的教學交流或考察活動	-
iii.	舉辦和公民科課程相關的校本學習活動	\$1,600
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校/跨課程活動	-
v.	其他(請註明)：	-
	總開支金額	\$1,600
	津貼餘額	\$298,400

2. 截至 2022 年 07 月 15 日為止，三十萬的「公民科津貼」尚有餘款 **\$298,400** 元。

(Appendix H)

Report on the Use of the Student Activities Support Grant
2021/2022 School Year

Domain	Brief Description of the Activity	Expense s (\$)	Person Times of Student Beneficiaries ⁷	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.1	To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
Mathematic	Junior Mathematic Olympiad class	3,818.00	7	✓				
Physics	Disney's World of Physics	7,410.00	19	✓				
Science	AI Training Workshop	4,371.00	16	✓				
1.2	To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
School Sports	- Outreaching Coach Training for School Team	30,018.00	184			✓		
Music	- School Band Conductor’s fee	11,266.00	51	✓		✓		
Music	- Western Instrument Class: Oboe Elite Class	1,000.00	2	✓		✓		
Music	- Western Instrument Class: Bassoon Elite Class	4,000.00	8	✓		✓		
Careers and Life Planning	- CLP Training for S2 - Possible Job	5,350.00	72					✓
	- CLP Training for S3 - Informed Choices	4,940.00	52					✓
	- CLP Training for S4 - Applied Strategic Thinking	7,068.00	47					✓
	- CLP Training for S5 - The writing of Personnel statement	5,898.00	50					✓
	- CLP Training for S6 - Interview Preparation Skills	5,826.00	49					✓
	- CLP: 中五模擬放榜	7,813.00	50					✓
	- CLP: Mock Interview for S5-6 students	4,000.00	13					✓
	- STEM Marker workshop: Arduino Smart Home (S1-S3)	3,701.00	3					✓

	- STEM Marker workshop: Arduino IAQ project (S4-S5)	1,974.00	1					✓
Discipline Team	- Disney's Foundation for Career Success for Service Award for Prefect	8,190.00	21		✓			✓
	- Discipline Team: English Public Speaking Programme & 中文演講技巧訓練	6,400.00	10	✓				✓
Prefect of Studies	- Japanese Class for S1	3,999.80	34	✓				
	- Agricultural Experience for S2 Life-wide Learning Day	2,145.00	13	✓				
	- Visiting Ngong Ping for S3 Life-wide Learning Day	12,038.00	52	✓				
STEAM	[Lego EV3 機械人]工作坊	4,170.00	6	✓				✓
1.3	To subsidise students with financial needs to participate in non-local exchange activities or							
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and							
Red Cross	- 紅十字隊員步陸制服鞋	4,280.00	13			✓		
1.5	Others							
Total		149,675.80	773					

⁷ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

(Appendix I)

觀塘官立中學
2021-2022 年度「非華語學生教學支援」計劃檢討報告

目標	推行計劃	推行時間	預計支出	實際支出	檢討報告	負責人/組別
1.加強非華語學生於中文科的讀、寫、聽、說能力，協助其融入本地之中文課程。	1.為校內非華語學生進行中文水平評估測試，以安排適切的跟進工作。	-2021 年 9 月底				蔡婷婷老師
	2.聘請教學助理於課後作中文學習支援及功課輔導。	-2021 年 10 月尾至 2022 年 7 月	\$130,662	\$137,511.22	於 10 月下旬開始至七初(三月至五月因停課而暫停)，中文科教學助理每星期均會有一天放學後與兩名非華語學生作學習支援及功課輔導。輔導能及時跟進學生在校內的學習進度提供協助，同學出席率為 100%，於堂上亦認真學習，成績亦漸有改進。成效理想。	中文科教學助理
	3.聘請校外機構於暑假期間為非華語學生作升學銜接課程。	-2022 年 8 月	\$6,000	\$3,300	-將於 8 月開辦暑期銜接課程，整個課程共三節，每節兩小時。以加強中文基礎訓練為目的，為升級早作準備。	陳玉蘭老師
	4.購買不同程度的中文電子書及中文圖書，提升非華語學生閱讀中文的能力及興趣。	-2021 年 9 月至 2022 年 7 月	\$9,800 (HyRead ebook) \$1,000(實體中文圖書)	\$9,800 (HyRead ebook) \$917.60	-已於學期初向學生介紹相關書庫，學生能更方便及容易借閱圖書，以提高學生閱讀興趣。 -已把書目交圖書館處理，書價有待書商確實	陳玉蘭老師 圖書館主任
2.協助非華語學生融入校園生活及認識中國文化。	1.讓非華語學生有更多機會與本地學生一起學習和成長，將以小組形式舉辦興趣小組/工作坊，以協助非	-2021 年 6 月至 7 年 5 月	\$20,000	\$8,000	已於 6 月開辦認識中華文化傳統的工作坊，整個課程共四節，每節兩小時。學生能從中認識中國傳統文化，如端午節的由來，剪紙藝術的歷史等。工作坊導師於講	陳玉蘭老師

	華語學生適應及融入校園生活。 2. 舉辦認識中華文化的活動或參觀具本地色彩或歷史意義的考察活動。	-2022 年 1 月至 5 月		\$0	解之餘，同學亦會親手製作相關的手工藝。兩名同學均深感興趣，表現投入，認真完全所學。 -因疫情仍然反覆，故未能籌辦參觀及考察活動。	
3.協助非華語學生規劃升學及就業發展。	參與校外機構舉辦的相關講座、參觀、活動等，讓非華語學生有更多機會認識其升學及就業發展，及早為生涯規劃作好準備。	-2022 年 1 月至 5 月	\$6,700	\$0	因撥款只可用作提升學生中文科能力、認識中國文化及共融等方面，不能作其他用途，故未能於此範疇使用。	陳玉蘭老師
		總支出：	\$174,162	\$159,528.82		