



## 觀塘官立中學2023-2024年報

# Kwun Tong Government Secondary School Annual Report 2023-2024



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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:	Ms Chan Yan Wai
Parent Member:	Ms Wong Ngai Ling
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 Li Fung Lin



### 3. Our Students

#### a. Number of classes

Class Structure

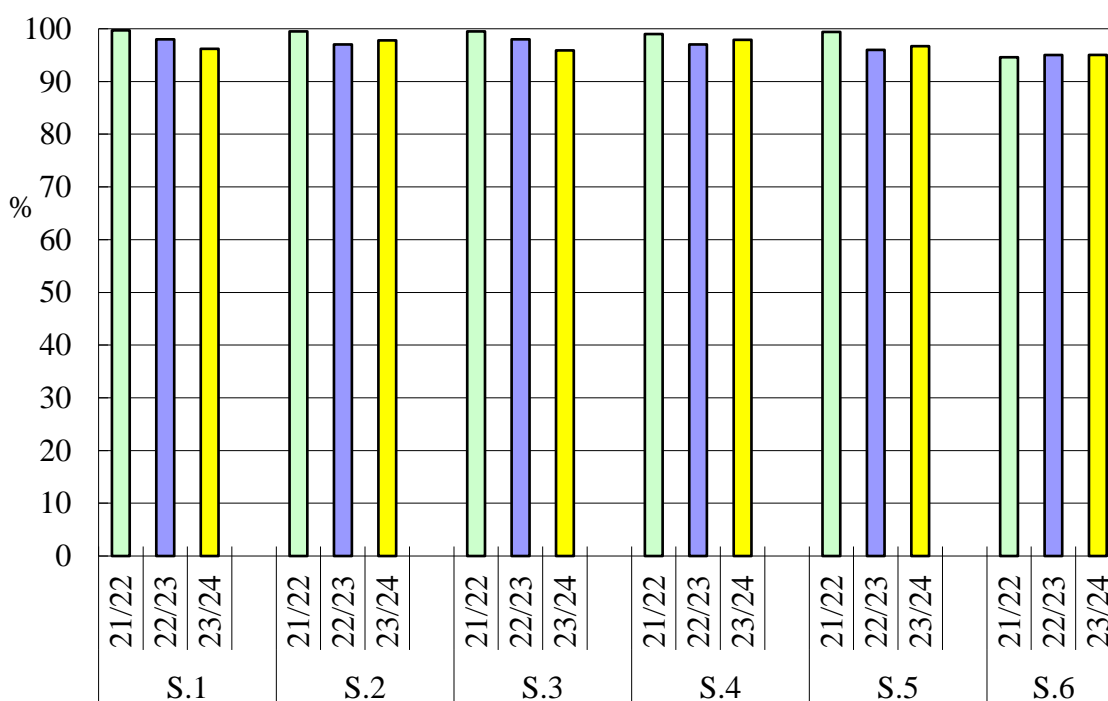
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of Classes	4	4	4	5	4	4	25

#### b. Number of students

Student Population

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of Boys	69	74	58	85	67	66	419
Number of Girls	72	61	73	88	65	61	420
Total	141	135	131	173	132	127	839

#### c. Attendance of Students

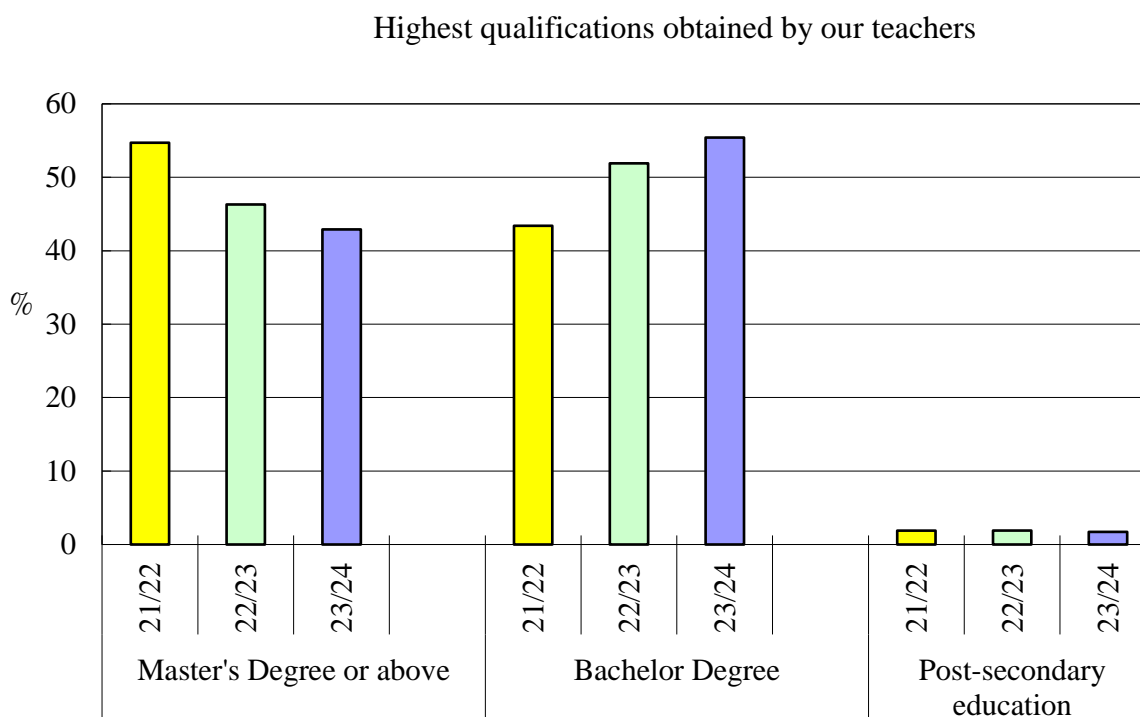


## 4. Our Teachers

### a. Staff list

Principal:	Ms Ip Lai Hung		
Assistant	Mr Tsoi Wing Keung	Mr Chan Sai Hung	Ms Ho Yuet Wah
Principals:			
Teachers:	Ms Chan Hoi Yi, Cassandra	Mr Lee Cheuk Chun	Mr Phoo Tai Wai
	Ms Chan Wun Ling	Ms Lee King Wo, Esther	Mr Tam Wing Ching
	Ms Chan Yan Wai	Ms Lee Ming Yee, Regina	Mr Tong Lik Hang, Axel
	Ms Chan Yuk Lan	Ms Lee Siu Fung, Tammy	Mr Tsang Chun Shan
	Mr Cheng Ho Yin	Ms Lee Wai Ling	Mr Tse Tan Fai
	Ms Cheung Yee Man	Ms Lee Yi Lan	Mr Tse Yuk Lun
	Mr Chiu Man Hung	Mr Leung Cheuk Man	Ms Tsui Ka Mei
	Ms Choi Oi Ling	Ms Leung Fung Ying, Emmy	Ms Tsui Mei Ha
	Ms Choi Wai Shan	Ms Liu Ngai Tsing	Ms Wan Hing
	Ms Chu Bo Yin	Ms Liu Wang Han	Ms Wong Hun Mee, Mable
	Mr Fok Siu Kei	Mr Lui Hin Ming	Ms Wong Wai Ling
	Mr Ho Tak Sang	Ms Lui Mei Kei	Mr Yau Shing Kit
	Mr Ip Ka Fai	Ms Luk Kit Yee, Ada	Ms Yeung Wai Yee
	Ms Diane R Kopman	Mr Ma Yuk Tong	Ms Yick Wing Woon
	Ms Lai Yun Yan	Mr Mak Yuk Ming	Ms Yu Tsui Wan
	Ms Lau Wan Yee	Mr Miao Ching Wang	Ms Yuen Kar Yee, Ida
	Ms Law Man Sze	Mr Ng Man Ho	Ms Ho Chui Yuk
Teacher-librarian:	Ms Lui Pui Ha		
Laboratory	Mr Chan Hing Chuen	Ms Yeung Sau Fa, Polly	
Technicians:			
School Social	Mr Li Ka Shun, Kevin	Ms Lam Yun Yuk	
Workers:			
Teaching	Ms Chan Chun Mui	Ms Li Ka Ki	Ms Tong Ling
Assistants:	Ms Hau Yuk Yiu	Mr Tam Howard	Mr Wai Roy
	Ms Hui Sze Ming		
Computer	Mr Chan Ho Lam		
Technician:			
Clerical Staff:	Mr Cheung Chi Wan	Ms Cheung Sin Yin	Ms Lai Fung Yee
	Ms Cheung Chui Ting	Ms Chui Yuk Sum	Ms Law Yin Ping

## b. Chart of teachers' qualifications

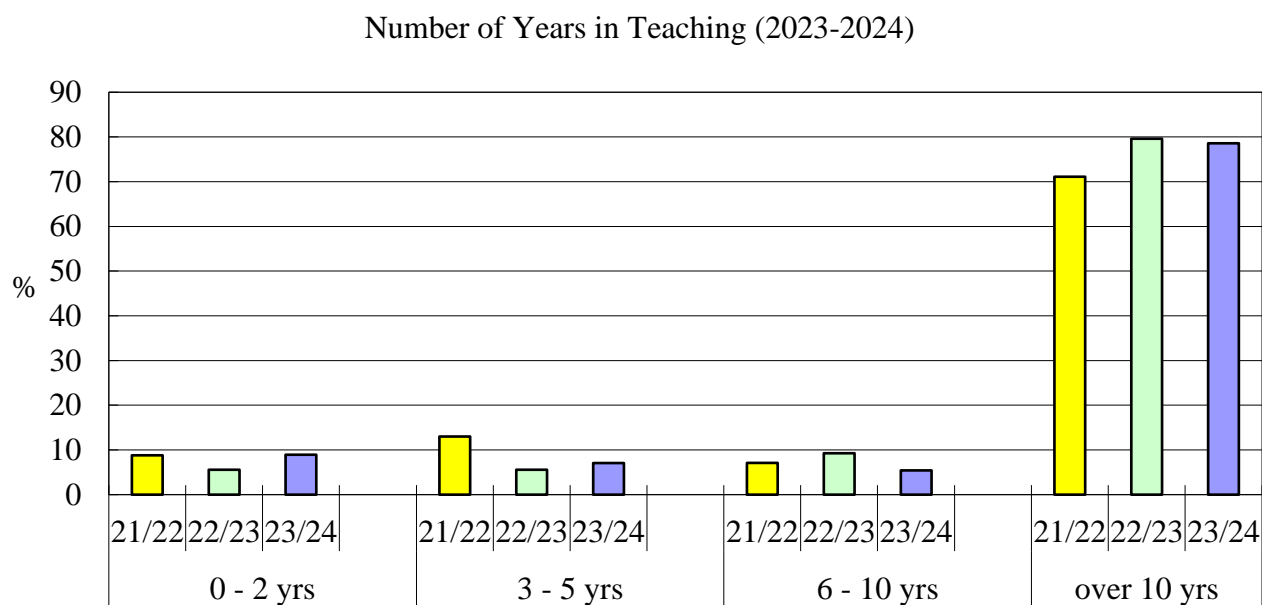


## c. Teachers' professional qualifications

% of teachers with a certificate / diploma in education	
21/22	98.2%
22/23	100%
23/24	98.2%

% of teachers meeting the Language Proficiency Requirement		
	English	Putonghua
21/22	100%	100%
22/23	100%	100%
23/24	100%	100%

## d. Teaching Experience



### e. Teachers' Professional Development

The first Staff Development Day was held on 6 Oct 2023. In the morning session, we were privileged to have Ms Leung Kit Yan from the Centre for Excellence in Learning and Teaching of EdUHK speak on the topic of “How to use questioning to promote efficient teaching?”. Her practical sharing of expertise and insight shed light on how teachers could generate different levels of questions in a lesson in order to inspire high-order thinking of students. In the afternoon session, we had the unique opportunity to engage in a Chinese Opera accessories DIY workshop. This hands-on activity allowed teachers to delve into the rich cultural heritage of Cantonese opera while exploring the intricate craftsmanship behind the ornate adornments that grace the performers' costumes, fostering a deeper appreciation for the artistry and tradition of Chinese traditional culture.



Themed “Navigate with High Tech, Dance with the beats of Inspiration, Listen to the Dynamics of Well-beings, Let our Healthy Gems Glow.” (承德啟新 展科技翱翔 健體養性 贊身心齊修), the Joint Government Schools Teacher Symposium 2024 was held on 16 January 2024. The profound sharing of wisdom by Professor Erwin Huang, the professor of HKUST, equipped teachers to face the new era of AI. Then, the keynote speakers from Solomon Learning (founded by Antony Leung, the former Financial Secretary of HKSAR) elucidated to the teachers the strategies for incorporating AI into instructional practices in teaching. In the afternoon session, teachers were split into nine workshops which included traditional Chinese massage, pickleball, alcohol ink art, calligraphy, dried flower decoration crafting, digital photography and many more. All teachers enjoyed and relished this thought-provoking and productive day.



On 31 May 2024, the third Staff Development Day was held. Ms Lung, a staff member from Hong Kong Education City Limited gave a talk on the HKDSE Diagnostic Feedback System (DFS). Afterwards, teachers were divided into groups and brainstormed ideas for the year plan of the upcoming 2024-2025 academic year. The afternoon session featured a workshop on Chinese Acupoint Therapy to help teachers better understand the techniques of releasing stress naturally. This informative and practical session ended a well-planned Third Staff Development Day.





## 5. Our Parents and Alumni

### a. Parents-Teachers Association and Major Events

The Parents-Teachers Association of Kwun Tong Government Secondary School was founded in 1986 and registered as a limited company in 2003. The PTA Executive Committee is made up of the Principal, four teacher members and six parent members who bridge the communication gap between the school and the parents. To further facilitate the communication between the school and parents, form representatives were recruited to reflect the view of parents in their respective forms on the PTA Executive Committee. For many years the PTA has continuously provided earnest support to the school. It has established PTA Scholarships, offered financial assistance to students in need and set up a parent volunteer team who serve the school in various school functions. In the next year, PTA activities will focus on promoting parent education to promote parents' physical and psychological well-being as well as understanding the development needs of their child.

<p>13/10/2023 The 20<sup>th</sup> PTA Annual General Meeting and the Election of PTA Executive Committee Members and SMC Parent members</p> 	<p>23/12/2023 Parent-child Baking Workshops</p> 	<p>12/1/2024 Parent Talk on Enhancing Parent-child Relationships</p> 
<p>20/1/2024 Chinese Narcissus Planting, Fai Chun and Papercutting Workshop</p> 	<p>23/3/2024 PTA Picnic</p> 	<p>24/5/2024 Stress Reduction Workshop</p> 
<p>7/6/2024 Dragon Boat Festival Lunch Gathering</p> 	<p>16/7/2024 S1 Parent Orientation</p> 	<p>13/10/2023 -6/9/2024 Five PTA Executive Committee Meetings were held.</p> 

## b. Alumni Association and major events

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

In the school year 2023 – 2024, the following activities were held:

Date	Name of activity	
Sept – Dec 2023	Alumni Association X Badminton Club - Badminton Training and Competitions	
28/10/2023	Alumni Association AGM	
14/12/2023	觀中過來人 - Cheung, Leong (張亮) Alumni Sharing with Senior form students about Career and Life planning and 'Self-confidence'	
23/1/2024	理財講座- Alumni Sharing with Senior form students about Financial Planning	
5/7/2024	A visit to a Social Entrepreneurship venue – SV-HK was organised for S3-S5 students to help them in their career and life planning.	
24/7/2024 - 25/7/2024	A Job Shadowing Programme was organised for S4-S5 students to broaden their horizons, promote their learning about social innovation, and to allow them to interact with social entrepreneurs. The hope is that their talents are nurtured to encourage them to explore their career aspirations.	

## **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**

Having accumulated the experience of implementing the School Development Plan 2021 – 2024 in the past two years, all subject departments were fully engaged in maximizing students' involvement in interactive class activities. Various class activities, such as group projects, discussion, group presentation and peer assessment were carried out; not only in senior forms, but also in junior forms. Students were able to acquire various learning skills from different subjects.

- S3 students took part in the Trade Fair, the collaborative project organized by the Department of STEM, Technology and Living, BAFS and Visual Arts. Under the guidance of the teachers, students worked in groups to do online research, discuss and decide on a topic. Having presented their ideas in class, they were given feedback by their classmates before the promotion at the Trade Fair. Students, as well as teachers, agreed that the activity had effectively enhanced their self-confidence and their collaborative and presentation skills.
- In S5 Citizenship and Social Development lessons, students were involved in researching the relevant information and held group discussion in preparation for their group presentation on Comprehensive National Power, the start-ups in the Greater Bay Area, the Cultural Tourism in the Greater Bay Area and China's Diplomatic Development and Belt and Road Initiatives.
- According to the survey results of the Major Concerns, about 82% of students agreed that they had been actively involved in the interactive class activities. The success criterion was partially fulfilled.

##### **b. Everyday life learning activities and assignments for knowledge application**

Subject departments conducted a variety of everyday life learning activities for students to learn outside the classroom. Learning under an informal, stress-free setting, most students could apply the knowledge and learning skills acquired. They also considered these learning activities as excellent opportunities for further developing their skills. Their enthusiastic response to the activities was the best proof of its effectiveness.

- At the hand cream preparation workshop, S4 and S5 students applied what they had learnt in class in explaining the relevant scientific concepts to the junior form students. All the participants made and took home their own products as souvenirs.
- Realising that bubble tea, a popular drink particularly among youngsters, could certainly arouse students' interest in learning the related scientific concepts, the Science Department and the Technology and Living Department co-organised a bubble tea preparation workshop so that students not only learnt the concepts, but also prepared the popular drink by themselves.
- Under the collaboration of the History Department, Chinese History Department, the Technology and Living Department, Lingnan University and Hong Kong Art School, the "Jockey Club ICH+ Innovative Heritage Education Programme – Pass it on course" was implemented. Through the introduction to the traditional Chinese handicrafts and various activities, as well as practical work

sessions, students applied the knowledge acquired and learnt more about Chinese traditional culture.

- Under the coordination of the Citizenship and Social Development Department, S5 students went on a two-day trip to Zhuhai to learn about the development of aviation and aerospace technology in the home country. They were required to apply their knowledge of collecting first-hand and second-hand data and write an individual post-trip research report.
- As reflected in the survey of the Major Concerns, over 96% of teachers and over 80% of students agreed that they were engaged in the wide variety of everyday life learning activities and could apply the knowledge and learning skills they acquired. The success criterion was met.

**c. Reinforcing students' various learning skills through collaborative practice among subject departments**

Under the collaborative practice of different subject departments, an array of cross-curricular programmes and activities were organized to reinforce students' relevant skills in reading, data-analysing and presentation. Students could regularly practise them as they were required to read topic-based materials; do group projects and give group presentations in different subjects.

- S2 students read articles on Chinese sachets in English lessons and learnt the skills of sewing the fish-shaped sachet, a state-level intangible cultural heritage item, in the Technology and Living lessons. Having made their own sachet, they wrote an email to their friend about the experience in the English lessons.
- The Weather:bit and fieldwork enquiry project, implemented by the STEM Department and Geography Department, provided S2 students with the opportunity to apply what they had learnt about Weather:bit and the skills of collecting and analysing data in a real-life context.
- Having learnt about the classical Xiqu culture in the Chinese lessons, the S3 students tried their hands at portraying the Xiqu characters in the Visual Arts lessons. The learning experience would serve as relevant background knowledge for the Subject-Related Activities module in S4.
- According to the survey results of the Major Concerns, over 85% of teachers agreed that students' learning skills were reinforced through joint-departmental programmes and activities. They could also apply the skills across the curriculum. The success criterion was met.

**d. Applying resources to facilitate independent learning**

Various resources were made available to facilitate independent learning. In addition to Google Classroom, which serves as a comprehensive platform for disseminating learning materials and submitting assignments, ample e-learning opportunities and online resources were provided to facilitate independent, self-directed learning. Past school examination papers of junior forms and past HKDSE examination papers were placed in the school library for students' reference. Subject-based resources, including supplementary exercises and reading materials, were uploaded for students to learn and practice at their own pace.

- Videos, songs, reading materials and pre-lesson tasks prepared by various subject departments were available on the class-based Google Classroom for lesson preparation and independent learning.
- All S1 to S6 students had access to a self-access English online programme to apply their reading, writing, listening and speaking skills in completing the tasks according to their own level and pace.



- 17 S4 students were nominated for EDB “Chemist online” programme, a self-learning online course.
- Students read and watched pre-seminar materials and attended online seminars.
- The survey results of the Major Concerns reflected that about 76% of students admitted that they had made use of various resources for independent learning, which was slightly below the target of 80%. The criterion was partially fulfilled.

## **2. Grooming students’ confidence and positive attitude towards learning**

### **a. Boosting students’ confidence in learning English in an English-rich learning environment**

All lessons, except those of the Chinese subjects, were conducted in English. Students were encouraged to interact in English with their teachers, as well as their peers, outside the classroom. Non-language subject departments included topic-related vocabulary, terminology and reading materials in English in the curriculum. Dictation, especially in junior forms, was done to facilitate learning.

- The Pre-S1 Bridging Programme offered the newcomers an opportunity to familiarize themselves with the English learning environment. They were introduced to the basic vocabulary and concepts in English. The S1 Info Pack also provided them with relevant information and vocabulary about the school, different subjects and basic classroom language.
- The English Department played a pivotal role in promoting an English-rich learning environment. The S1 Vocabulary Display Board, S1 lunchtime programme, English theme-based activities, such as Halloween Fun Day, the English Week and the English Club + Public Speaking Programme were organized so that students, though having different interests and language abilities, could learn English in a comfortable, stress-free environment. In addition to the programmes and activities for the S1 students, the S4 Bridging Programme, S4 Writing Course, Speaking Classes for S5 and S6 students were organized to strengthen students’ confidence and abilities in learning in English.
- According to the survey results of the Major Concerns, over 96% of teachers agreed that various means and channels had been applied to create an English-rich learning environment. Concerning speaking and learning in English, over 79% of teachers and 80% of students agreed that their confidence was enhanced. The success criterion was met.

### **b. Recognition of students’ efforts and achievement through commendation**

Recognizing students’ efforts, improvement and achievements was an effective way to boost their motivation and confidence in learning. Positive comments and remarks were given verbally in class or on students’ assignments. While winning a competition and getting prizes can boost students’ confidence, being nominated for competitions and being commended for the efforts made is just as effective in boosting students’ confidence. Through various means and channels, students’ efforts were recognized and their learning experience was extended.

- Students’ good work was presented in class and served as references for their fellow students.
- The list of top achievers in uniform tests and examinations were posted on display boards and Google Classroom.
- The students who came first in the examinations, as well as prize winners of open competitions, were invited to take photos with the Principal.



- S5 students who served as tutors for the Mathematics Tutorials and Calculator Workshops were commended for their time and efforts in helping the junior form students.
- Peer assessment in Chinese journal writing was conducted in junior forms. Well written scripts were preliminarily selected by students. Teachers would then choose the winning scripts from the shortlist, which would be collected in the anthology of the best scripts.
- The survey results of the Major Concerns showed that over 79% of students agreed that teachers' recognition and commendation, including verbal praise, certification and prizes for their good work, was effective in boosting their confidence in learning. The success criterion was fulfilled.

**c. Extending students' learning experience and their horizons through participation in open competitions**

Students' horizons and learning experiences were extended as they were nominated and trained for different open competitions. Participants in the open competitions considered the experience valuable and eye-opening.

- 30 students participated in the Chinese Traditional Fashion Writing Competition organized by Hong Kong Society for the Promotion of Chinese LIYI and attained pleasing results, including the Championship, 1st runner-up, and 2 2nd runners-up; 11 certificates of outstanding performance; 11 certificates of merit and the most actively participating school award.
- Students were nominated to participate in external competitions, including 2024 Joint School Music Competition; Speech Festival (English and Chinese); Science Assessment Test organised by HKASME and International Junior Science Olympiad 2023 – Hong Kong Screening (S2 – S3) organized by the HK Academy Gifted Education and HK Association for Science and Mathematics Education.
- The survey results of the Major Concerns showed that over 76% of students agreed that participating in the learning activities and competitions boosted their confidence and positive attitude towards learning. The success criterion was partially met.

**3. Strengthening students' habit of reading**

**a. Fostering students' interest and experience in reading by interactive reading activities and a variety of printed and digital reading materials**

With a view to extending students' reading experience and strengthening their habit of reading, the Reading Culture Team, the Library, as well as subject departments, conducted an array of activities, book exhibitions and competitions. The morning reading period on Mondays, Wednesdays and Thursdays provided an opportunity for strengthening students' reading habit. Reading ambassadors gave book presentations in the morning reading period in class and via the PA system. Mobile libraries, filled with Chinese and English books and reading materials, were placed at various locations so that students could borrow books whenever they wanted. To enhance students' interest in reading, various activities, including '1 分鐘閱讀', book presentations on 'New Arrival 新書速遞' and 'Librarian's Picks' from book exhibitions, were organized. Reading programmes and activities were also conducted by the English Department and Chinese Department, as well as other non-language departments.

- English Department: A book box, containing fiction and non-fiction books, was provided for each junior form class. Students were required to complete a task in the Reading Journal after reading a book. S1 students also read books from the school-based reading programme. They read 5 selected story books during the long holidays and submitted book reviews. English magazines,

English Channel, English Corner and English Circle, were subscribed and the monthly issues were placed in the school library so that students could read a variety of interesting articles, as well as play some language games. Mathematics Department: The Mathematics Reading Scheme was implemented in the junior forms. Students were required to read an online book and complete an online exercise.

- Chinese Department: An excerpt from a selected book was introduced in class. Having completed the related tasks, students read the book and shared their observation with their fellow students. Junior form students read 4 selected books and completed book reviews. A bibliography from the EDB was provided for students' reference. The Chinese reading platform, 「篇篇流螢」 provided not only reading resources, but also 60 reading comprehension exercises to enrich students' reading experience.
- Most departments provided subject-related articles or resources on Google Classroom or other platforms for students. Follow-up tasks such as writing book reviews and reading for lesson preparation were done.
- The Reading Culture Team, as well as the Library, played a vital role in fostering students' interest in reading. In addition to RaC book exhibitions, 6 RaC online reading activities were co-organised with the Department of Science, Physics, Chemistry, Biology, STEM and English. To extend students' reading experience, excursions and extended reading activities were organized. Over 300 students participated in the online RaC reading activity, Science in Everyday Life@Library – Galileo 光的原理. All S1 students went on the excursions to the Science Museum and the Hong Kong Museum of Coastal Defence. Students also enjoyed the workshops on Chinese rainbow calligraphy and traditional Chinese paper windmill.
- The Reading Award Scheme was implemented to encourage students to read regularly and extensively. This year, the total number of awardees increased. Among the 433 awardees, 158 of them attained Platinum Award, 65 attained Gold Award; 93 got Silver Award and 117 received Bronze Award.
- According to the survey results of the Major Concerns, 77% of students admitted that they had read printed and digital books and reading materials of different genres. Over 73% agreed that they had actively participated in the reading programmes and interactive reading activities organized by different subject departments. The success criteria were met. However, about 60% of students responded that they had participated in the reading activities organized by the Reading Culture Team and the Library. There is still room for improvement.

#### **4. Enhancing teachers' role as learning facilitators through focused training programmes, professional sharing opportunities and support from external organisations**

To extend their professional knowledge and capacity as learning facilitators, all teachers attended training programmes, workshops or seminars. This year, the focus of the training opportunities was on applying AI tools to teaching and learning. The first Staff Development Day and the Teacher Symposium provided structured training on using AI in teaching. In addition to the collaboration and sharing of resources among teachers of the same subject department, cross-curricular collaboration, peer lesson observation, collaboration with teachers from other schools, and support programmes from external organisations provided further opportunities for teachers to exchange pedagogical techniques and knowledge.

- Teachers of the English Department attended a seminar, *AI for English Teachers: Tips, Tricks and Common Mistakes*, to explore the possibility of applying AI in teaching and learning.
- Teachers of the Technology and Living Department, as well as the Music Department, attended subject-based joint-school meetings with the teachers from the respective subject departments of other schools.
- To expand their capacity and gained insight into AI, teachers of the STEM Department took the initiative to attend various workshops on teachable machine, first-AI-training to identify paper, scissor and stone, Autodraw and AI ethics, which served as useful resource materials for conducting projects, as well as professional development.
- According to the survey result of the Major Concerns, over 92% of teachers agreed that the training programmes and professional sharing opportunities had effectively enhanced their role as learning facilitators. Similarly, the majority of teachers considered the knowledge and insights gained from the support programmes and activities useful and applicable. The success criteria were met.

## **Reflection**

### **1. On the whole, the targets of the Major Concern were reached.**

- Through their active participation in an array of cross-curricular, interactive activities and learning opportunities, students could apply the knowledge and skills acquired in everyday life. Their reading, data analyzing and presentation skills were also reinforced.
- With the support and encouragement from teachers, over 80% of students admitted that their confidence in learning and speaking English had been enhanced. They also regarded being trained and nominated in open competitions as an effective way to boost their confidence and positive attitude towards learning.
- The majority of students enjoyed reading books of various genres. Their reading experience was extended through reading a wide variety of printed and digital reading materials, as well as participating in the reading programmes and interactives activities organized by subject departments.
- All teachers were engaged in enhancing their roles as learning facilitators, attending training programmes, collaborating and sharing relevant experience with their fellow teachers. They all considered the knowledge and insights acquired useful and applicable.

### **2. Further development in certain areas is required.**

- About 82% of students, a percentage slightly below the success criterion of 85%, considered themselves actively involved in the interactive class activities. To further engage students in class activities and motivate them to learn, students could be thoroughly briefed of the learning objectives so that the class activities could be more relevant to students' life and learning experience. In addition, more online self-access resources could be provided so that students could spend more productive time online, focusing on independent learning rather than aimless Internet browsing.
- According to the APASO report 2023 - 2024, only about half of the students agreed that they were aware of self-planning in learning. The percentages of S1 and S2 students who set learning goals for themselves are 44.9% and 44.1% respectively, the lowest among all levels. Guiding students

on how to set achievable learning goals and devise a learning plan would be essential for developing students' positive attitude towards learning, as well as attaining academic advancement.

### **Feedback and Follow-up Actions**

#### **1. Life Planning**

- Students will become active and confident learners if they have a clear learning goal as it provides a clear route to follow and helps them to stay motivated and focused in learning. With a view to boosting students' confidence in learning and achieving academic excellence, students will be trained to set clear, achievable learning goals while teachers will also inform students of the learning objectives of the lessons.

#### **2. Language Proficiency**

- Possessing strong language abilities is crucial in enhancing one's confidence in learning. While it is essential to develop students' proficiency in Chinese and English, the target should be set at achieving global and cross-cultural literacy so that students are well equipped for personal and intellectual development, as well as future challenges.

#### **3. Breadth of Knowledge**

- To further widen their scope and extend their knowledge, students should be motivated to read extensively, covering a wide variety of genres and texts. In addition to the current RaC approach, students should be encouraged to read for cross-cultural competence. Various means and channels, such as e-books, e-magazines, e-newspapers and online reading platforms could be provided. Subject departments would regularly assign reading tasks, book review competitions or post-reading activities to help students develop the habit of reading.

## **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**

##### **a. Selected core value promoted by all subject departments and functional teams**

All subject departments and functional teams incorporated the selected core value ‘Integrity’ in the year plans to engage students in the development of the attribute. A wide variety of learning tasks and programmes were devised to promote the core value in a whole school approach. These included extended reading and essay writing, slogan and logo design, song appreciation, speech contest, book exhibition, presentation, and drama performance. A total of 12 class teacher periods with the theme focused on integrity were implemented in all levels. Every member of the school made unfailing efforts to deliver messages of the core value in multi-various ways. It could be reflected from the year-end evaluation among students that 89.6% of students agreed that this core value was included in lessons of various subjects.

##### **b. Values education implemented through formal teaching, morning assemblies, class teacher periods and new initiatives ‘Good People Good Deeds’**

Concerted efforts were made to conduct thematic programmes, such as drama performances, talks by guest speakers, the Counselling and Moral Education Week, Courtesy Campaign, Thanksgiving and Blessing Week to maximise the use of different occasions in facilitating values education. The Healthy School Programme under the Health Education Team continued to promote a healthy lifestyle and eye exercise while sex education workshops aiming at instilling correct attitudes in building one’s self image and students’ relationship with opposite sexes were organised. To review their personal goal and establish good study habits for academic pursuits, students attended life planning workshops, careers exploration programmes, career talks and visits as well as alumni sharing sessions to develop career aspirations. Abundant tailor-made programmes and professional support provided for our students with special educational needs sufficiently created a respectful and caring culture.

Morning assemblies held on Tuesdays effectively reinforced positive values, with the Principal, Assistant Principals, different functional teams and subject departments taking turns to present and spread positive messages, in response to the selected core value, integrity and the slogan of the year ‘Act with Integrity’ in particular. The Class Teacher Periods continued to play a major role in delivering values education. Functional teams were well coordinated to facilitate values education systematically in the year-round Class Teacher Period calendar strategically modified to address the developmental needs of our students. Flexibility was also allowed to arrange tailor-made Special Morning Assemblies to promptly provide level-based support measures related to peer relationships, diversity and harmony, thereby constantly putting our selected core value, integrity and many other values on highlight. The new initiative ‘Good People Good Deeds’ was carried out with the support of the class teacher’s delivery in the class discussions, asking students to appreciate the act of kindness they received or showed. It



was complemented with a talk given by the police liaison officer, song dedication in the Thanksgiving and Blessing Week as well as a whole school presentation by senior prefects, further reinforcing the qualities of good citizens as well as the positive impact of good deeds in an interpersonal level at home, at school and in society.

According to the year-end evaluation, 84% of students agreed that they participated in different thematic programmes on values education organised during Class Teacher periods and in the morning assemblies. Such keen participation of these programmes held promise in instilling our selected value as well as other values in general among students. 81% of teachers agreed that students showed integrity to what they undertook while nearly 90% of students agreed that they learnt to act with integrity and be honest. Such findings were consistent with the APASO survey and KPM 17, which recorded both significant high P score (85.7) and Q score (116) in Honesty (No cheating / Act of Honesty) and Morality (No stealing/ Importance), suggesting that the selected core value, integrity, was effectively nurtured in our students.

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

### **a. Reinforcing KTGSS attributes in various activities**

Taking on every opportunity to strengthen students' identity as a KTGSS student and a sense of belonging, school-based activities and programmes, school functions, morning assemblies and inter-school competitions continued to provide an excellent platform to manifest unique KTGSS attributes. For instance, the Prefects, BBBS, Caring Angels and ECA Leadership Programmes enabled student leaders to take pride in their identity as a role model to schoolmates. Various music learning activities outside classrooms, inter-school music competitions and performances, together with the first ever music study tour to Guangzhou and singing the national anthem at the 27th Anniversary of the SAR Establishment Day supported our own long-lasting music tradition and unity among members of the School Band, School Choir and Chinese Orchestra. Various sports training, inter-school sports competition, in particular the Championship obtained in the Inter-school Basketball Competition (Boys Grade A), gave a significant boost to our KTGSS identity when all S5 and S6 classes cheered for our team at Southorn Stadium. The examples highlighted above have empowered our students to manifest KTGSS attributes, in particular, self-confidence when opportunities arose to fulfil their duties and to represent the school. School functions, such as Speech Day, Swimming Gala, Sports Days and Graduation Day, where alumni invited as the Guest of Honour gave inspiring speeches, reminded schoolmates of the outstanding attributes and traditions passing down from generation to generation. According to the survey, 80% of students agreed that they develop self-confidence through different school activities and taking up positions in ECAs or serving the school while 77% of students agreed that they felt proud to be a member of the school.

### **b. Building class spirit and a sense of belonging through class management scheme and whole school activities**

A wide array of whole school activities continued to foster in students a sense of commitment to their class and school, ranging from the Counselling and Moral Education Week, Courtesy Campaign to the Thanksgiving and Blessing Week. Inter-class competitions likewise constantly reinforced a sense of unity and class spirit. Some examples included the School Cleanliness Campaign and Cleanliness Day, the Most disciplined Class Competition and the Best Class Award which continued to work their best to involve the whole school participation to develop class spirit and culture. The class management scheme continued to reinforce the bonding between class teachers and students. With the support of all functional teams and respective level coordinators, class teachers facilitated class management programmes in the Class Teacher Periods to build up class spirit. An inter-class class management activity in the form of a sports competition, a singing contest and a Maths quiz, was organised for each level. From the stakeholder survey, 82% of students were happy to be a class member to take part in these inter-class competitions. 84% of teachers concurred that the class management scheme and the whole school activities enhanced students' sense of belonging whereas 80% of students agreed that they developed a class spirit as a result.

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

#### **a. Promotion of Basic Law and National Security Education in the formal curriculum and through activities**

The continual integration of the Basic Law Education in the formal curriculum of relevant subjects as well as informal programmes in Civic and National Education, Health Education and Environmental Education Teams has played a pivotal role 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 were proficient in devising learning content and programmes to promote the national security education under the scrutiny of the school management and middle managers.

To deepen students' understanding of the Basic Law and National Security Education outside classrooms, students were encouraged under the Civic and National Education Team to take part in open programmes and competitions, such as 2024 Constitution Law and Basic Law Inter-school Competition, Constitution Day online quiz and the 16th Hong Kong Cup Diplomatic Knowledge Contest, just to name a few. 25 junior form students were nominated to participate in the Basic Law Ambassador Training Programme and successfully completed the learning activities. Display boards were set up to arouse students' awareness of understanding the Basic Law and Constitution on special occasions, such as Constitution Day and National Security Education Day. To reinforce students' civic awareness, the Civic and National Education Team seized different opportunities in the morning assemblies or through display boards, book exhibitions as well as game booths and quizzes to introduce and recount significant events such as the Asian Games in Hangzhou, Nanjing Massacre, Sino-Japanese War and May Fourth Youth Day.

Our extra-curricular activities continued to play an indispensable role in promoting the Basic Law and National Security Education as a majority of ECA clubs had organised at least one related activity. For example, the Mathematics Club introduced different mathematicians from the home country and their contribution in this subject area on the display board. From the stakeholder survey, 84% of students agreed that they took part in activities to enhance their understanding of the Basic Law and National Security Education while 94% of teachers concurred that both formal and informal curricula helped to enhance students' understanding in these areas. 85% of students agreed that their understanding of the Basic Law and National Security Education through learning in lessons and activities had enhanced.

**b. Strengthening teacher's role in facilitating Basic Law and National Security Education**

It was evident that our teaching staff were well equipped in facilitating the Basic Law and National Security Education. In the year-end evaluation, 81% of teachers completed training in Basic Law and National Security Education. Teachers took an active role in delivering learning contents related to National Security Education, coaching students in giving speeches in the Flag-raising Ceremony and sharing in the morning assemblies as well as conducting the Class Teacher Period relevant to this area.

**c. Boosting students' awareness on social and current issues**

To highlight the virtue of a quality student and citizen and boost students' awareness on social and current issues, learning contents of the Class Teacher Periods were updated annually by the Civic and National Education, Environmental Education, Moral Education and Discipline Teams with topics ranging from 'Smart online shopping' to 'Going green in Hong Kong'. Thematic talks and workshops given by the Law Society of Hong Kong, the World Vision and the Plastic Sea Free as well as the school visit to CIC-Zero Carbon Park helped develop students' breadth of knowledge and a global mindset to live a sustainable lifestyle with empathy to those in war zones. Weekly current news quizzes and the inter-class Chinese quiz organised by the Civic and National Education Team received overwhelming response from students. Equally impressive was the active whole school 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.

Students' awareness of environmental protection and waste conservation was strengthened by various activities organised by the Environmental Education Team, including the plastic recycling week and installation of recycling facilities at school. Up-to-date environmental protection measures on such topics as Energy Efficiency Labelling Scheme and Bring Your Own Food Container Challenge were further promoted and disseminated to students through display boards, games and videos in the google classroom.

**d. Training opportunities to serve the community**

It was another fruitful year in an effort to promoting the spirit to serve the community. The Social Service Team coordinated different community service projects and voluntary training programmes with the SEN Team and NGOs. On top of flag selling activities by individual students, the whole level

of S2 and S4 students received hands-on pre-visit training before they served the elderly and found the voluntary experience very rewarding. Selected students also benefited from serving both the students with special education needs in their visit to Rose Mary School as well as the visually impaired from the Pentecostal Holiness Church Ling Kwong Bradbury Centre for the Blind. A sense of trust, empathy and self-confidence were fostered as a result. Two S5 students were commended for their whole-hearted participation in the training programme ‘Nightingale Life Mentor’ for Secondary School Students Volunteers. The Counselling Team Ambassadors, together with selected S1 and S2 students, made Chinese paper cutting handicrafts and spread their love to the elderly through their pioneering visits to the elderly home during the Lunar New Year.

To spread the message of respecting pluralism in society, a thematic talk on ‘Care for children with Down Syndromes’ was given to let students know more about those less fortunate ones, with a follow-up workshop which allowed students to get a closer contact with these children. 90% of the participants agreed that they learnt more about the communicative patterns and were ready to give assistance to the less fortunate.

In conclusion, according to the year-end evaluation, 84% of students reported that they were more aware of social and current issues through participating in various ECAs, voluntary work and programmes.

#### **4. Increasing students’ understanding of the home country and appreciation of the Chinese culture**

##### **a. Holding flag-raising ceremonies and talks-under-the-flag**

The flag-raising ceremony was held every week and regularly on important occasions. It was evident that students were used to attending the solemn ceremony with proper manners, with the members of the Red Cross trained to conduct flag raising. Other uniform teams including the Boy Scouts and Girl Guides also received training to be one of the Flag Raising Teams. Pioneering efforts were also made to involve different subject departments and functional teams in giving the talks-under-the-flag to deepen students’ understanding of the home country in specific subject areas.

##### **b. Organising Cross-border study tours**

Four cross-border study tours were arranged to take students outside classrooms for learning since September. A two-day study tour to Zhuhai was arranged for the whole level of S5 while a tour to Hangzhou at the midst of the Asian Games, a music themed study tour to Guangzhou, as well as the one to visit our sister school were also organised, bringing our students an up-close look at the specific fields of achievements of our home country. A huge majority of students in the post-visit evaluation agreed that they had a better understanding of different areas of development of the home country. Presentation was also given to all schoolmates in the morning assemblies, together with learning reflection made by the participants.

##### **c. Promotion of students’ understanding and appreciation of the Chinese culture through ECAs and collaborative projects**

A fun-filled platform was provided by the Chinese Culture Club and Intangible Cultural Heritage Club for students to enhance their understanding of the home country and appreciation of the Chinese culture in an interesting way. Thematic board displays on Chinese Festivals and Chinese ancient science and technology were held for the whole school while regular meetings and themed workshops on traditional Chinese handicraft and Chinese calligraphy were conducted. The Chinese Culture Day, which featured impressive Chinese ‘yam cha’ culture and bamboo art, to name a few, was well-received by both parents and students. The KTGSS Cultural Heritage Wander, which showcased impressive Chinese cultural crafting work of our students in Cheong Sam, paper crafting, wooden furniture and much more, was a highlight during the visit by the Permanent Secretary for Education to our school while the interest of schoolmates in this cultural world of treasure was boosted.

The appreciation of the Chinese culture was further enriched in the formal curriculum of the Chinese Language in each level, Chinese History and Chinese Literature, Technology and Living as well as the Subject-related Activities (SRA) in S4 and S6. More interesting learning and teaching resources on various topics, ranging from Chinese traditional food culture, architectural design to Feng Shui in the Chinese Almanac and Chinese wedding rituals were enriched. Students were also given the opportunities to visit Nan Lian Garden, the Dr & Mrs Hung Hin Shiu Museum of Chinese Medicine and Ko Shan Theatre to admire the Chinese architectural design, exhibits in Chinese medicine as well as Cantonese opera outside the classrooms. The collaborative efforts of the Intangible Cultural Heritage Club, Chinese History, History and Technology and Living Departments in the Jockey Club ICH+ Innovative Heritage Education Program once again provided our S3 students with exposure to Chinese traditional handicraft and contemporary art. The teachers’ observation and students’ reflection witnessed its success.

Many local learning trips jointly organised by the Moral Education Team, History, Chinese History and Citizen and Social Development Departments successfully took students outside classrooms to appreciate the history and culture of our home country. These included tours on ‘Historical and Cultural Conservation in Tai Po’, ‘Old City Central’, ‘The History of the Anti- Japanese East River Column in Hong Kong’ as well as ‘Stanley Historical and Cultural Conservation’.

In short, all these abundant programmes both inside and outside classrooms bore fruit in enhancing students’ understanding of the home country and appreciation of the Chinese culture as reflected in the year-end evaluation and the APASO survey / KPM 17. 87% of students agreed that they achieved a better understanding in this area through participating in various activities. The APASO survey / KPM 17 recorded both significant high P score (116) and Q score (85.7) in all aspects related to National Identity (National Flag, Anthem, Achievement, Responsibility, Obligations, Proud and Love) suggesting our effective measures to this end.



## **Reflection**

The objective of Major Concern 2 as well as the learning goals of ‘Generic Skills’, ‘Breath of Knowledge’, ‘Healthy Lifestyle’, ‘Life Planning’, ‘Information Literacy’ and ‘National and Global Identity’ were mostly achieved.

1. Values education is indispensable in fostering the whole-person development of students to meet the future challenges. The results in our evaluation and APASO survey supported the success of our whole school approach in effectively instilling a core value in students. A wide variety of programmes and learning tasks conducted by all subject departments and functional teams showed promise in developing students’ integrity.
2. The KTGSS attributes were introduced in the first year of the School Development Plan 2021- 2024. It is encouraging to see that the attribute ‘Self-confident’ was strengthened in the current year and expected to get these 5 attributes gradually internalised with our consistent efforts in developing our KTGSS identity. To this end, more programmes pertaining to promoting social well-beings and class building could be organised to strengthen in students a sense of commitment and unity to their class, which could eventually help to nurture a stronger sense of belonging and KTGSS identity.
3. The promotion of the Basic Law, Constitution and National Security Education requires continual efforts of different subject departments and functional teams. It is evident that teachers are getting proficient in facilitating the learning contents while students have been exposed to ample opportunities for learning in both formal and informal ways.
4. It was a fruitful year that four cross-border study trips were arranged, bringing our students an up-close look at the different aspects of our home country. Our regular flag-raising ceremony and its talk-under-the-flag, together with the provision of various learning activities inside and outside classrooms, were effective in deepening students’ understanding of our country and appreciation of the Chinese culture. The positive findings in our evaluation and APASO survey / KPM 17 suggested that this comprehensive range of programmes and measures in fostering students’ national identity could be regularised and organically integrated in our formal and informal curricula.

## **Feedback and Follow-up**

### **National and Global Identity**

Taking on the students’ strong sense of national identity as reflected in the APASO survey, filial piety would be selected as the core value in the next year plan as filial piety is often the theme of many popular Chinese traditional stories and folklores, which would make it a perfect starting point to cultivate values and attributes in a whole school approach.

### **Healthy Lifestyle and Breadth of Knowledge**

We strive to help our students develop good physical and mental health. However, the APASO survey suggested that our students’ physical fitness and perception of the school atmosphere (not lonely) should be strengthened. To this end, collaborative efforts would be made in promoting a healthy mindset and lifestyle to students. Class management scheme should also continue to enhance students’ social well-

being, peer and class bonding. Skill building programmes would also be suggested to help students build supportive relationship with peers.

**Life Planning and Information Literacy**

To nurture a flourishing life, sound mental and social well-being as well as clear life goals are often considered the important building blocks. In response to the APASO survey, our students should be provided support in setting learning goals and putting them to execution. To this end, programmes and activities related to goal setting, self-understanding, career exploration and multiple pathways should continue and be further strengthened. Activities on the development of information literacy and proper use of the Internet should also continue.

## 7. Learning and Teaching

### a. English Week and Subject-related Activities

#### English Week

The main objective of English week is to create an authentic and interactive English learning environment within the school. Our English Department carried out a series of fun English-related activities from 6 to 9 May, 2024.



#### **English Speaking Days**

Throughout the week they promoted English Speaking Days to encourage students were to speak in English. The English ambassadors and English teachers were on hand to create light and engaging conversations with students who visited the fun stalls during recess and lunchtime. Special English announcements were made through the broadcasting system every day to remind students to communicate in English with their teachers or English ambassadors. Students were rewarded with stickers for engaging in interesting conversations with the ambassadors. This engagement proved that it is always effective to learn English by immersing oneself in an authentic speaking environment.



#### **English Game Booths at the Hall**

During lunchtime five English-related game stalls were set up at the school hall. The theme of this year's English Week was 'All about Books'. The game booths included 'Rearrange the Sentence', 'Speed Reading', 'Book Hunt', 'Do You Know the Genres?', and 'Poke the Bubbles'. The games aimed at familiarizing students with different genres of books. Through these games, famous writers were introduced which deepened students' knowledge and awareness of good English literature books. The English ambassadors were well prepared with engaging information about the books on display. Additionally, students had the opportunity to enhance their reading skills and test their reading level in a fun way. Students were encouraged to get their English passports stamped and earned stickers for their English interaction with the English Ambassadors. Once students had obtained enough stickers, they could redeem their stamps for prizes from their subject teachers.



#### **Movie Appreciation**

During the lunchtime, several short animations were screened, such as 'Monsters at Work' and 'Elemental'. Students thoroughly enjoyed these movies.

## Evaluation

We hope that our students were able to immerse themselves in an authentic English-speaking environment, not just for a single day, but for a whole week. This was a genuine English exploration. Students from S1 to S5 provided positive exuberant feedback which demonstrated their enjoyment of this learning experience and wholehearted participation in these English week activities.

## Way Forward

The program aims to enhance students' English learning ability in an authentic environment. Our English teachers will continue to provide support and guidance at school, believing that students will gradually adapt to the English-speaking learning environment and become more proactive in their English acquisition.

## S5 Subject-related Activities

Through SRA, students are able to integrate English learning into their daily lives, apply public speaking skills and cultivate positive values simultaneously.

To raise student learning interests and to help them to gain wider life experience, a workshop on Western Dining Etiquette was conducted. Thanks to the support of the professional consultants, students were able to acquire the knowledge and skills to navigate a western dining experience with confidence and grace. This made them comfortable to interact in an English medium scenario without awkwardness. What's more, they now understand dress code, appropriate attire, conversation topics and cultural taboos to avoid when engaging in this environment. It was a great opportunity to learn how to use western eating utensils as opposed to our oriental use of spoons and chopsticks. They enjoyed taking a bite of bread elegantly, with authentic hands-on practice. Undoubtedly, they have mastered how to enjoy a complete course in the foreseeable future!



## Way forward

It is fruitful to create multifarious learning and teaching experiences using the English language in everyday life. Through workshop training, ample practice and sharing, student's exposure can definitely be enriched and their interests extended as they are left motivated to explore new life experiences without the hesitation of language problems.



## b. 校本中國文化課程與中華文化日

### 校本中國文化課程

中四及中六級共有九個單元，教授中國的飲食文化、傳統建築、傳統科學、傳統工藝、中國戲曲、傳統曆法、中醫、婚嫁習俗、祭祀禮儀等內容，讓學生從不同層面認識中國的傳統文化。課程結合閱讀、討論、延伸思考練習、實地考察和動手製作等體驗式活動，讓學生從物質、制度和精神層面，加強認識、繼承和弘揚中華民族優秀的文化傳統。所有教材皆為校本設計，在教育局語文教學支援組的指導下完成。學生表示課程內容新鮮有趣，與生活息息相關，具實用性，並從中體會到中國文化的博大精深和傳承的意義。

### 教學活動

中四級方面，科任老師在上學期安排學生到南蓮園池參觀，以認識中國傳統木構建築及園林設計；學生亦參與兩項「動手做」活動，包括製作茶葉蛋，以及製作中國古代量時工具——日晷；課堂上的魯班鎖破解活動，讓學生具體認識木構建築的隼卯技藝；學生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。科任老師在下學期的工藝單元中教授活字印刷術、剪紙藝術等知識後，讓學生在延伸活動中也嘗試動手剪紙；安排學生於 4 至 5 月期間分批到高山劇場參觀，並於試後活動期間帶領全級學生到戲曲中心欣賞粵劇折子戲，提高他們對粵劇文化的認識和興趣。



中六級方面，本科組邀請著名中醫師李廣冀校友主講中醫養生講座，並到香港浸會大學參觀中醫藥博物館，增加對中醫理論的認識；邀請現職大妗姐到校進行婚嫁習俗講座，讓學生了解傳統婚嫁禮儀；安排學生參加生命教育體驗，內容包括參與食環署「吾生·悟死」活動，到紅磡殯儀館、葵涌火葬場、挪亞方舟生命教育館等進行生命教育活動，讓他們更深入了解中國傳統祭祀禮儀習俗，並學會珍惜生命。



### 專業交流

本校中文科獲教育局語文支援組邀請，在「2023/24 課堂觀摩暨校本經驗分享會」中以「豐富課堂內外的中國文學文化學習，培養出學生的語文素養及生命素質」為題，向超過 170 位中學中文老師分享校本中國文化課程的設計理念及內容，獲業界高度評價。此外，本校繼續推展「官校學習社群計劃」，與官立嘉道理爵士中學（西九龍）組成教師學習交流圈，互相分享校本課程設計的經驗，以提升學與教的成效。

### 展望

本科組會繼續透過優化校本課程以及配合課程舉辦跨科組的多元化活動，讓學生更全面、更深入認識和傳承中國傳統文化，提升國民身分認同感，進而成為具有文化自信的全球公民。



## 中華文化日

中文科聯絡不同科組，籌辦推廣中國文化的協作活動。在家長日及「教育局常務秘書長探訪日」舉行「中華文化日」，讓到校嘉賓、家長和學生參與各種中國傳統競技遊戲，例如投壺、蹴鞠，又可認識剪紙、書法、拓印等技巧，體驗當中的樂趣。

上述各項活動由校本中國文化課程與 12 個學科合辦，包括：中國語文科、英國語文科、數學科、科學科、物理科、生物科、歷史科、視覺藝術科、體育科、日文科、企業、會計與財務概論科、STEM，不但有效提升學生對中華文化的欣賞及喜愛之情，更促進各科組的協作交流，共同為推廣中國文化出一分力。

## 展望

本科組會繼續透過跨科組合作舉辦不同的活動，協力推廣中國傳統文化，令學生更欣賞、更喜愛優秀的中國文化，並將其融入日常生活中，從而提升個人身心靈的健康。



### c. Science for All

The "Science for All" workshops, which centered on a theme of "Admiration of Fluid" were designed to provide enriching experiences for students with a strong interest in science. The workshops offered students hands-on activities to explore different facets of fluid dynamics, exploring innovations like hovercrafts, the preparation of hand cream and the creation of edible water bubbles. These practical experiences allowed for a deepened understanding of fluid dynamics principles.



By participating in these experiments, students better understood the scientific principles related to fluids and their behaviour. To ensure effective communication, these senior science students were guided to prepare scripts, enabling them to confidently demonstrate the experiments to junior form students while explaining the underlying principles. These senior science students, serving as mentors, played a vital role in guiding and inspiring the junior students, fostering a passion for science, promoting peer-to-peer knowledge transfer and applying scientific concepts to real-life situations. Students were afforded the opportunity to apply scientific knowledge and skills beyond the classroom. They not only learnt about scientific principles but also experienced the joy of scientific exploration. The Paper Bridge Challenge engaged self-nominated students from each class to explore the impact of altering the bridge's shape on its weight-bearing capacity. This immersive experience cultivated a genuine interest in science and allowed them to apply scientific inquiry skills collaboratively.

The workshops also included the use of chopsticks, preparation of pearl milk tea and 400 times beaten coffee, showcasing our intangible cultural heritage and promoting an appreciation for Chinese culture and diversity.



### **Way forward**

We will continue to organize activities which give students opportunities to explore and admire the wonders of science, fostering students to develop and apply scientific inquiry skills in an integrative manner so that they are sufficiently equipped to be independent and self-directed learners for future study and work.





#### d. Life-wide Learning Day

Life-wide Learning Day was held on 26 March, 2024, providing an opportunity for students to learn within real contexts and authentic settings enabling them to achieve targets that are more difficult to attain through classroom learning. It helped students achieve the aims of whole-person development and enabled them to develop the lifelong learning capabilities that are needed in our ever-changing society.



Activities and outings in different areas of essential learning experiences were organized. These included aesthetic development, intellectual development and values education. Elements of Chinese culture were also included to strengthen students' national identity and sense of belonging. Through these activities, students gained valuable insight in how they can apply what they have learnt in the classroom into their daily life. Different skills were also polished and nurtured to enhance students' capabilities in different creative areas. The learning activities also fostered students' generic skills like communication and interpersonal skills, collaboration and problem-solving skills.



#### **Way Forward**

The Life-wide Learning Day will be held every year and student feedback incorporated to improve arrangements. A greater variety of activities will be considered to fulfill the learning goals. This will help students to become all-rounders and better develop students holistically, equipping them with the necessary skills for future study and work.



### e. 公民與社會發展科珠海航空科技考察

公民與社會發展科中五級學生於 2024 年 3 月 25 至 26 日，中四級學生則於 2024 年 8 月 22 至 23 日，展開了兩日一夜的珠海航空科技考察之旅。

旅程的早上，師生們從學校出發，乘坐旅遊車穿越港珠澳大橋，順利抵達珠海。在旅程中，師生參觀了愛飛客航空科普基地，這裡展示了我國在航天領域取得的重大成就。師生們透過解說，深入認識我國在航空科技方面的領先地位。考察團亦參觀了全國最大太空科普園地——珠海太空中心，了解航天員的工作及生活環境。師生們隨後到了太空模擬實驗室和火箭發射控制中心，藉着館內多元化的互動體驗，感受國家在航天科技方面的雄厚實力，並認識到我國在航天探索和應用方面取得的重要突破。



中四、中五級的考察團都前往參觀天威集團的 3D 打印創新中心。這個中心展示了先進的 3D 打印技術在航空航天、生物醫學和高端製造等產業領域的應用。師生們透過親身參與 3D 打印活動，深入了解到這項技術對於我國產業升級轉型和創新發展的重要性。中四、中五級考察團參觀的最後一個景點是珠海大劇院和海韻城，這兩個地方展示了國家文化旅遊產業的巨大發展機遇，師生們對我國在文化藝術領域的發展潛力和多元性有了更深刻的體會。



珠海考察之旅讓中四和中五級學生對我國的先進發展有了確切的了解，提升了他們對國家的歸屬感和國民身份認同感。期望來年可繼續為高中學生舉辦考察團，讓他們認識國情，並了解自己作為中華民族的一份子，實有責任好好裝備自己，以便在日後的生涯規劃中更適切地為祖國發展作出貢獻。





## f. Promotion of STEAM Education

STEAM Education has many interrelated goals. It aims to develop an understanding of the basic elements of STEAM, to involve students in problem-solving design activities by utilizing their Scientific and Technical knowledge, to develop an increasing awareness of Engineering and Mathematics and to critique, evaluate and test their ideas and products and to evaluate the work of others.

Four students participated in an interschool Motor Car Contest in September 2023. The activity ignited their interest in STEM and promoted their ability to integrate knowledge acquired in Science and Mathematics to design an efficient motor car. All students found the activity engaging and interesting.



S2 students were invited to visit the InnoCarnival in October 2023 where students were introduced to a wide range of the latest STEAM developments. The activity enriched their STEAM learning experience by broadening their understanding of different topics related to STEM while arousing their interest in Science and Technology. Four more students took part in a Joint School AI Learning competition in May 2024. Under the guidance of teachers, students worked in a group to design and produce an AI device which could solve daily life problems. Their STEAM knowledge, presentation and groupwork skills were polished through the activity.



### **Way forward**

A STEAM learning environment was established in the school this year. Through designing smart devices to help others in the society, students learnt to become informed and responsible citizens with a sense of national and global identity. They also acquired and constructed a broad and solid knowledge base by integrating the knowledge across various KLA. By presenting their ideas to other students learnt to become proficient in biliterate and trilingual academic communication. Their Generic skills and IT skills were also promoted, making them become more independent and self-directed learners. STEAM education also helped students to better understand their own interests, aptitudes and abilities, while developing their ability to build on and reflect upon their personal goals and aspirations for further studies and future careers.

## g. Trade Fair

The Trade Fair is a cross-curricular activity which displayed the combined efforts the departments of Business and Management, STEM, Technology and Living and Visual Arts. All S.3 students formed groups of 7- 9 students, i.e. 4 groups of students in each class, to design, produce and decorate a product which they could sell to S.1 students. They were required to make a business plan and promotional video, design a poster and decorate their booths to promote their products to the S.1 students at the trade fair.



The trade fair was held on 3 July, 2024. Over 85% of the groups completed their products, posters and videos. The products and presentations of the promotional videos of most groups were impressive. It showed that S.3 students had the ability to illustrate their ideas and promote their products in English. One alumnus and five senior form students were also invited to share their experiences of joining the JA Company Programme and Trade Fair. Junior form students were inspired and encouraged to take part in different types of business related extra-curricular activities. With the support of teachers, teaching assistants, senior form students and alumni, the trade fair was successfully carried out. The work flow was efficient and the trade fair effectively enhanced students' creativity, problem solving and communication skills. All in all, the Trade Fair was a beneficial event for the whole-person development of our students.



### **Way forward**

The trade fair will continue to be an annual event as it is an enjoyable and valuable learning experience for S.3 students. More guidance on the design and manufacture of the products, business plans and promotional videos will be provided to S.3 students to strengthen their presentation and advertising skills.

## 8. Support for Student Development

### a. Careers and Life Planning

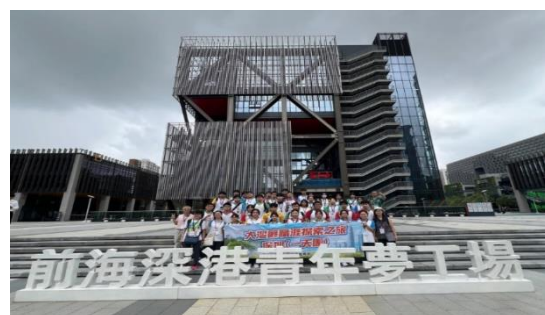
To foster students' career awareness, the school organized a series of talks and workshops during class teachers' periods, covering topics related to Career and Life Planning. The topics included self-understanding, goal-setting, time management, and the exploration of multiple pathways.

A structured career education curriculum has been systematically implemented from S.2 to S.6, with the aim of empowering students to take ownership of their career and life plans. Both group and individual counselling sessions were provided to Secondary 6 students to support their JUPAS applications. Career teachers were assigned to S.6 classes to offer personalized career guidance. The Education Bureau introduced the School Nominations Direct Admission Scheme (SNDAS), which was made available for S.6 students taking the 2024 HKDSE examination. In 2023-2024, S.6A student Chen Chiu-man received an offer from the University of Hong Kong to be admitted to the Bachelor of Dental Surgery program.

To ensure that students and their parents were well-informed about their choices and potential prospects, the school organized informative sessions on S.3 streaming and S.6 multiple pathways. The Careers and Life Planning Committee collaborated closely with external organizations, such as Hong Kong General Chamber of Commerce, Rotary Club District 3450, CEDC and the St. James Settlement, etc. to provide ample opportunities for students. The school held firm seminars and visits, job shadowing and workshops. Students actively participated in a variety of activities and programmes such as Careers Expo, the 'Distinguished Masters and the Accomplished Students' Mentorship Programme to explore the world of work. Through participating in careers activities, students understood more about their own interests and work ethics, such as integrity, responsibility and commitment. 39 S.5 students joined the Greater Bay Area Career Exploration Tours Programme – Shenzhen tour' on 28 June, 2024. Through personal observation and the experience gained in the tour, the students deepened their understanding of the latest developments of various industries in Shenzhen.

#### Way Forward

Students will be encouraged to set plans and goals for their future education and career by participating in different career-related programme.





## b. 輔導組

為營造積極、和諧、安全和充滿關愛的學習環境，輔導組致力舉辦各類活動，例如 2023 年 8 月 15 日舉行的中一迎新活動，讓中一學生了解學校歷史與文化；7 月 16 日舉行的中一新生家長簡介會，以家校合作、緊密聯繫為目的。開課後，本組在 10 月 3 日舉辦了中一生活訓練活動。透過不同活動，加強學生的溝通能力，從中認識自我、瞭解與尊重生命，並建立正面價值觀及態度。



### 大哥哥大姐姐計劃與學生輔導大使

今年分別有 44 名及 23 名學生成為大哥哥大姐姐及學生輔導大使，透過他們的陪伴傾談、功課輔導，讓中一學生於新的學習環境，感覺到師兄師姐的關愛，盡快投入校園生活。本組與駐校社工分別在 2023 年 7 月 8 至 9 日及 2024 年 4 月 3 日舉辦了領袖訓練工作坊及建立團隊精神的訓練活動，提升學生獨立處事的領袖才能和溝通能力，讓他們發展潛能，為未來作好準備。

### 「龍年送福迎新歲」新春送暖義工服務

「施比受更為有福」，本組聯同手工藝學會，由社工、大哥哥大姐姐與學生輔導大使帶領中一和中二同學製作中國剪紙與福袋，再於 2024 年 1 月 31 日及 2 月 5 日分別到圓玄護養院暨長者日間護理中心及順利安老院探訪老人並送上新春暖意。活動中，不但讓學生關心社群，傳揚愛心，更可領略中華文化與傳統工藝的意蘊。



### 輔導組幹事與輔導德育周

此活動於 2023 年 11 月 20 至 24 日舉行，目的是向全校學生宣揚「重誠守信」的重要性，內容包括徵文與對聯比賽、標誌設計比賽、故事讀後感展板展覽、攤位遊戲及正能量歌曲播放站等。透過協助推行活動，提升了幹事的領導才能，也加強了學生對學校的歸屬感。



### 「給 DSE 考生的一句話」心意卡書寫活動及心靈舒壓站

本組以書寫心意卡活動，希望支持應屆香港中學文憑試考生，並鼓勵他們勇於克服困難，發放正能量。另外，於 5 月 23 日舉辦心靈舒壓站，以緩解學生精神壓力，達至健康生活。

展望：輔導組會繼續透過多元化活動，照顧不同學生的需要，讓他們能健康成長的同時，也可發展潛能，並培養關愛自己、家人、社會及祖國的情懷。



### c. 訓導組

訓導組以全校參與的訓輔模式，透過校本訓育活動，與各科組緊密合作，培育學生重誠守信的價值觀。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，與家長保持溝通，尋求管教共識，達致家校合作。

本組亦透過一系列計劃，回應中學教育的七個學習宗旨，培養學生茁壯成長，其中包括：

- (1) 培訓領袖生成為負責任、持守正確價值觀及尊重社會多樣性的公民。領袖生是本校的精英，由品學兼優的學生擔任。為培養領袖生具備領袖素質，訓導組舉辦了五次領袖訓練、中英文演說技巧訓練課程及乘風航活動，培養學生的責任感、團隊精神和領袖才能。
- (2) 為確立操行優異的學生成為校內的典範，本組設最佳操行獎。得獎者先由班主任提名，及後在操行評核會議確認，每班一個名額。本年度最佳操行獎得主均獲電影禮券作為獎勵，他們更可競逐全級最佳操行獎，得獎者獲頒獎學金，進一步獲得認同和鼓勵。
- (3) 訓導組與學生支援組緊密合作，透過最佳班別比賽建構多元化的學習經歷，制訂比賽評核細則，廣作宣傳，以鼓勵各班積極參與各項活動，有效令各班學生的凝聚力和歸屬感得到提升。
- (4) 為獎勵學習態度或操行有進步的學生，本組特設進步之星獎勵計劃，邀請老師提名並出席頒獎禮，以鼓勵學生積極向上，反思個人目標。簡單而隆重的「進步之星頒獎禮」已於 2023 年 12 月 13 日和 2024 年 5 月 29 日在禮堂舉行，全年共 44 名學生得獎。
- (5) 為幫助學生了解自己的能力和職業取向，訓導組挑選 40 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，所有參加者均表現積極投入。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和領袖培訓，重點推廣孝道，提升學生各方面的行為表現。





#### d. 牧護組

為使學生在學習和成長方面均得到適切的引導和照顧，本組於初中推行「成長計劃」，引導學生訂立學習目標。在中三級舉行「開啟三年前給自己的信」的活動，讓學生回顧三年前初入學時訂立的計劃，檢視目前的學習進程，作出修訂和改善，同時思考選科的路向，為高中學習作好準備。活動有效提升學生對成長與學習的自主性，並循序漸進地發展生涯規劃。

本組獲教育局課後支援區本計劃津貼，逢星期一及星期四放學後舉辦「中一課後學習計劃」及「英文學習技巧提升班」，教授學生英文拼音、各科英文詞彙及摘錄筆記技巧，以鞏固學生的英語水平，培養他們自主學習的能力，以適應中學的學習模式。

另外，本組透過推廣價值觀教育，培養學生關愛感恩的品格。配合學校 Act with Integrity，於開學時舉辦價值教育活動「我的行動承諾」，培養學生的「同理心」，建立正向的人生觀。本組於上學期推行了各項關愛活動，例如「Caring Angel Scheme」訓練高中學生擔任關愛大使，於中一午膳活動時間舉辦各式各樣的活動給中一同學，又籌辦「感恩周」，把學生的「感恩祝福卡」掛在感恩樹上，以互相傳遞感恩和祝福的心意。

此外，為使應屆畢業生得到鼓勵及留下難忘的校園回憶，本組特意安排中一學生製作心意卡、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，將這些具意義和紀念價值的禮物送給中六學生留念，從而傳承關愛的校園文化。

展望：本組會繼續透過正向價值教育，建立關愛校園文化，栽培學生成為持守正確價值觀和態度的未來棟樑。



### e. Social Service Team

In order to cultivate students' positive values and attitudes, the Social Service Team organized various workshops and services which provided ample opportunities to train our students to become responsible and committed citizens for the future. In the first term, we organized a mass donation program for Dress Casual Day and a S.1 Halloween Costume Design Competition. In the second term, we conducted our Annual S.2 and S.4 Workshops and Community Service for the Elderly. We also held a talk on Down Syndrome to help students better understand the needs of the less fortunate and to offer a helping hand while serving our community with a caring heart.

There were also some memorable training and service experiences for our devoted students. Flag-selling Day was a greatly successful means by which to collect donations from the community. Two groups of S.3-S.6 students volunteered their weekend time to conduct regular flag-selling from November 2023 to June 2024. They displayed great tenacity and determination.



Two interactive volunteer training programs were held to foster empathy and leadership skills. The first opportunity targeted a group of SEN students from Mary Rose School. Our caring students played some collaborative fun games with them and presented celebratory gifts of Easter Eggs to all the participants.

The second volunteer training program was organised by the committee members of the Social Service Team in May 2024. Students visited the Lions Nature Education Centre in Sai Kung which is run by the visually impaired from the Centre of Pentecostal Holiness Church Ling Kwong Bradbury Centre for the Blind. Our students first engaged with the visually impaired, leading them as they walked around the Centre. They were also given an invaluable opportunity to live the blind experience by being blind-folded. They could also empathise with the visually impaired participants in the workshop training. Later, students applied the path-guiding skills they had learnt to lead their visually impaired partners to enjoy the nature walk. During the walk, students served as the 'eyes' of the blind and described the picturesque views through voice navigation, helping to enrich their shared experience with their visually impaired partner.



### **Way forward**

By serving and learning with passion, members in our Social Service Team will continue to join more activities which foster empathy in the foreseeable future.



## f. 公民及國民教育組

### 1. 國家安全與國民教育

公民及國民教育組今年全面推展國家安全教育，同時鼓勵學生參與校外比賽，包括國慶日網上問答比賽、國家憲法日網上問答比賽、《憲法》《基本法》全港校際問答比賽、第十六屆「香港盃外交知識競賽」，以及《文明中華》網上挑戰賽。透過參與這些比賽，學生對國家有更全面的認識，亦令學生瞭解國家憲法與基本法的關係。本組與生活及社會科合作推廣網上問答比賽，要求初中學生必須參與。活動令學生了解國家憲法及其與基本法的關係。在國家憲法日網上問答比賽中，2C 劉浩軒奪得冠軍、2C 何銘軒獲得優異獎。

公民及國民教育組亦因應歷史及特別事件進行國民教育，如在學校大堂播放簡報介紹「九·一八事變」始末；於班主任課堂向全校播放《杭州亞運》官方精華片段，令學生瞭解國家在體育運動方面的實力，再於學校大堂設有《杭州亞運》展板及問答比賽；在國家憲法日於學校壁報板簡介《憲法》和《基本法》的資料及憲制秩序；在南京大屠殺死難者國家公祭日於早會為南京大屠殺死難者默哀，播放《南京大屠殺 86 周年悼念活動》簡佈，令學生了解日軍的侵略始末；在五四青年節設展板介紹五四運動的六位靈魂人物，並設攤位遊戲等。



### 2. 升旗典禮

本組於校曆表有系統地編排升旗典禮日子，本學年共升旗 39 次。本組善用各重要節慶日子、學校重要的日子及特別場合舉行升旗典禮。本組亦深化「國旗下的講話」，安排不同科組負責短講，分享國家在不同領域的成就，令學生更瞭解國家的歷史及未來發展。

### 3. 基本法大使培訓獎勵計劃

由廖韻嫻老師提名了 25 位同學參加計劃，並會將所學帶回學校分享，其參與活動有《跨越時空探索故宮》學習之旅和「巨鏡·探·穹蒼」工作坊，本組亦在試後活動期間安排中四級 175 位同學往 MegaBox 欣賞《長安三萬里》，電影將歷史與唐詩交織，帶出唐朝如何由盛轉衰，以活潑動畫形式讓同學認識中國歷史及文化，更安排了觀後分享會讓同學自由發表觀後感。

從情意及社交表現評估結果顯示本校學生對國家的歸屬感及國民身分認同均高於全港平均數，可見一系列相關教育和活動增進了學生對國家的認識，提升其對國家的認同感。



展望：本組會繼續透過豐富的活動和教育建立學生的正確價值觀和提升其公民素質，包括國民身份認同感、世界視野，以及對中華文化的珍視和對社會多元性的尊重，培養學生成為有識見、負責任的良好公民。

## g. 德育組

德育組配合學校本年價值教育關注項目——「重誠守信」舉辦了一連串活動，協助學生建立正面的價值觀。

### (1)個人發展獎勵計劃

德育組與本校四社向中一級學生積極推廣「個人發展獎勵計劃」，鼓勵他們定下目標，發揮信守承諾精神，打好「全人發展」的基礎。本年度在四社及本組幹事的大力推動下，共收到 149 名學生申領獎項，成功獲獎的人數如下：銅獎 102 人，銀獎 31 人，金獎 36 人，榮譽金獎 18 人。

### (2)廉政互動劇場 2023/24

德育組與「廉政公署社區關係處」合作，於 10 月 28 日在本校舉辦廉政互動劇場，以鞏固及承傳社會的誠信價值。今年「廉政互動劇場」安排了中四級學生進入禮堂觀看。當天的劇目為《校服改造企劃》，從學生熟悉的課題作為切入點，帶出反貪法例精神、誠實公平、廉潔守法等正面價值觀，讓學生明白貪污的禍害及教導他們處理道德難題的方法。



### (3)「戰禍無辜」工作坊

德育組與香港世界宣明會合辦「戰禍無辜」體驗工作坊，於 2023 年 11 月 24 日在學校禮堂舉行。活動讓中五級學生透過模擬體驗走入戰地成為難民，在逃難過程中作出抉擇，認識戰火如何令無辜平民及兒童失去家園、親人及希望，讓學生深刻反思戰爭的禍害，拓展他們的世界視野。

### (4)德育演講比賽

為了加強學生勇於承擔責任等正面價值觀，德育組於 2023 年 12 月 5 日舉辦了中四及中五級「德育演講比賽」。今年的演講題目為「重誠守信」。中四、中五各班均派出一名代表，圍繞主題進行演講，與同學分享恪守誠信的心得。

### (5)傑出校友—張亮先生訪問

為配合本年度學校主題——「誠信」，德育組與校友會於 2023 年 12 月 14 日合辦校友講座，邀得校友張亮先生與同學分享。曾擔任慈善及社區事務執行總監的張校友細數他在學階段及職業生涯中的難忘經歷，並分析「誠信」對於立身社會的重要。

展望：本組明年會透過多元化活動，培育學生從小善事父母長輩，以真誠的心照顧、孝敬他們；亦教導學生要愛惜自己，以欣賞、積極、樂觀的態度過每一天，好好生活，協助他們實踐全人均衡的發展。





## h. Environmental Education

The Environmental Education Team's objective is to promote values education through nurturing core values by facilitating opportunities for students to meet the future environmental challenges which they may experience in their lifetime.

### Nature Experience @ Ocean Park

In order to gain a deep appreciation for our planet's biodiversity and delicate ecosystems, students were immersed into the wonders of nature, marine conservation, current sustainable practices and the importance of preserving our natural habitats. By engaging in hands-on activities and interactive learning, students could acquire a deep understanding of the balance in nature. This ignited a passion to protect our planet while passionately inspiring others to build a more sustainable future.



### Recycling Week

Twice a week recycling activity were held to promote recycling in KTGSS. After the events, most students maintained the habit of putting clean plastic bottles into the recycling bins. This showed that students could apply their knowledge of environmental protection to change their daily habits.



### We-recycling@school Competition

In April 2024, a general knowledge competition on Recycling was held. Students clearly demonstrated their solid growing awareness of disposable materials and the available procedures of recycling.

### Way forward

More students will be encouraged to join the environmental protection activities arranged by the school to foster a lifelong commitment to environmental sustainability. Students will be encouraged to become responsible citizens with a strong sense of national and global identity. The Social Services team will work to build appreciation and the inculcation of proper values and attitudes towards Hong Kong environmental protection.



## i. Health & Sex Education

The Health & Sex Education Committee aims to provide up-to-date information which will enhance students' health and hygiene awareness. Health Education workshops and Stress Release talks which covered contemporary 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. Eye Exercises were promoted during the morning Roll Call session for S1 to S5 students, from February to May, once a week. A Fruit Day was arranged in April 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 surveyed submitted positive meaningful feedback. All participants took part enthusiastically in these activities.



Under the Healthy School Programme (HSP) conducted by Narcotics Division, drug tests were performed and various activities were organised for the selected students. 26 Dream Ambassadors were appointed to initiate anti-drug activities for their peers and parents. On Parents Day, booths and 28 School Health 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 a day camp, script-kill game, Quidditch games and rope skipping training were held to build up student confidence and their sense of belonging. Lunchtime workshops were held in May to build student awareness of the harmful effects of drugs and to encourage them to release their stress through the interactive booth games.



This year, our school was invited by the Department of Health to join the “Whole School Health Programme”. After submitting the annual checklist prepared by the committee, we will receive professional guidance to aid our school in carrying out school-based health promotional activities more comprehensively and effectively.

### **Way forward**

More health talks and activities will be organized to encourage student participation in maintaining a healthy lifestyle, including staying away from drugs.

## j. Extra-curricular Activities

All ECA clubs and teams conducted face-to-face meetings or activities this year. 76% of clubs were satisfied with the attendance rate of their members. 100% of the clubs held at least three meetings in Term 1, which was a 13% increase from last year. All ECA clubs (100%) provided opportunities for club members to gain more exposure, new experiences, or to acquire new skills while attending club meetings and activities. 90% of ECA clubs provided opportunities for club members to assist in organizing meetings and activities with chairpersons and committee members, which is a 10% increase from last year. In October and November 2023, leadership trainings were held, in which student leaders learnt effective management of the entire ECA workflow. 97% of student leaders found the leadership training beneficial, as they learned how to improve communication with others and understood the importance of responsibility, commitment, encouragement, and cooperation - all of which contributed to the smooth operation of the clubs and teams.

All ECA clubs reported that their meetings or activities could help their members develop a stronger sense of belonging to the school. Also, 89% of ECA clubs organized at least one meeting or activity related to Basic Law and National Security Education throughout the academic year. Additionally, throughout the academic year, various ECA clubs and teams actively engaged in activities that cultivated students' appreciation for Chinese culture and national identity. The Chinese Orchestra organized and performed in the "Love Our Home, Treasure Our Country" Joint Schools Chinese Orchestra Concert. The School Choir had the honour to sing the National Anthem at Golden Bauhinia Square, celebrating the 27th anniversary of the Hong Kong Special Administrative Region's establishment. Through these various ECA-led initiatives, students were able to deepen their connection to their cultural heritage and develop a stronger sense of national identity.



### Way forward

All ECA clubs would be encouraged to hold the meetings or activities related to the Basic Law and National Security Education, as well as empowering student leaders, fostering interdepartmental cooperation, expanding the breadth of educational and community-oriented programs offered by the school.

**k. Houses****2023-2024 House events**

<b>Event</b>	<b>Date</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
1. Sports day	27-28 Sept 2023	Shun	Sing, Kan	Him
2. Swimming Gala	27 Oct 2023	Sing	Him	Kan
3. Basketball	Nov 2023	Sing	Him, Shun	Kan
4. Badminton	Nov 2023	Sing	Kan	Shun
5. Football	Dec 2023	Sing	Shun	Him
6. Singing Contest	Dec 2023	Kan	Sing	Shun
7. Volleyball	Feb 2024	Him, Sing	Kan, Shun	
8. Board game	April 2024	Him	Shun	Kan
9. Debate	May 2024	Shun	Kan	Him
10. Drama	Post Exam	Him	Kan	Shun

Ten House events, mainly organized and held by students, were arranged for this year. Apart from sports day, swimming gala, debate, singing contest and drama, additional house events were mainly organized and held by students. Students have given us a glimpse of future leadership by holding these house events with amazing precision. Students were highly involved in the planning and executing of these events which displayed their organizational skills. From these events, the quality of KTGSS students' leadership and organizational skills were displayed to good effect. The house committee members also displayed impressive ability to adapt and adjust to different situations. They helped teachers in big events like Sports Day and the Swimming Gala, enhancing the synergy that existed between teachers and students to make these events run smoothly.

Students were devoted and committed to their houses and they exhibited a strong sense of belonging and bonding with their team members.

**Way forward**

The ECA team will keep providing guidance to House committees to enhance their sense of belonging to their house while ensuring that all KTGSS students becoming more willing to tackle seemingly difficult challenges, overcome them and become more eager to lead others to victory.



## Sing House

This year, Sing House had a very productive year. We were entrusted to organize several major inter-house competitions, including the basketball, football, and debating tournaments. Despite the challenges involved in coordinating these large-scale events, we are proud to say that they were all executed smoothly and successfully. One of our biggest achievements was retaining the championship title in the Swimming Gala. We are extremely proud of our athletes, who have trained hard and represented our association admirably. In addition to our traditional activities, we also introduced several new inter-house competitions this year, such as volleyball, board games, and debating tournament.



Overall, it has been a tremendously successful year for Sing house. We had not only maintained our strong performance in established events, but had also successfully expanded our repertoire of activities, catering to the diverse interests and talents of our members. We look forward to building on this momentum and continuing to make a meaningful impact on campus life in the next year.

## Shun House

Shun House upholds the virtue of 'Faith,' which entails unwavering belief in oneself and one's abilities. The first inter-house competition of the year, the highly anticipated Sports Day, witnessed our athletes embodying the true essence of sportsmanship. With respect for their opponents and an unwavering drive to excel, they pushed their limits, striving for remarkable results. Athletes' dedication and the unwavering commitment of the helpers resulted in winning the prestigious titles of Overall Champion, Overall Boys' Champion, and Overall Girls' Champion. These accolades serve as a testament to the team spirit that flows through the veins of Shun House.



Looking back on the entire academic year, our devoted committee members and dedicated helpers were an indispensable force, providing us with invaluable support. It was through their tireless efforts and collaborative spirit that we could feel the cohesive unity that binds us together.

## Kan House

At the beginning of the academic year, Sports Day and Swimming Gala were held. All of our housemates made an all-out effort and spared no expense in the competitions. Meanwhile, the cheering team shouted out catchphrases, creating a passionate environment and providing full support to the competitors. It was an honour for us to have earned the Cheering Champion title at both Sports Day and Swimming Gala. With persistent efforts, we also won the inter-house singing contest.



What made it even more special was the introduction of three new activities: volleyball, debate and board games. Through numerous practices, we achieved the 1st runner-up position in both the volleyball and board games competitions. Rather than the results, the efforts made by the housemates are the most precious and proudest elements of Kan House.

## Him House

Be Humble, that is the spirit of our House. This year, the venue for Sports Day was different from the past. We held a two-day Sports Day at the Tseung Kwan O Sports Ground. We appreciated the participation of our house members in a variety of athletic events. Many of our members achieved impressive results!



Our house organized inter-house volleyball competitions and basketball competitions. In these competitions, our house members won first and second place respectively. We were thrilled to see our house members actively taking part in various activities! We will continue to manifest the spirit of our slogan: "We are the Brilliant, Head of the Four Houses. We are the Genius, born to be Champions".

## I. Student Union

Besides the traditional activities like the ‘Singing Contest’ and ‘Amazing Dance Competition’, Student Union Aslan also organized the Halloween Haunted House in October 2023. In order to figure out the mystery, students played the role of detectives and looked for evidence inside the haunted house.

For the Christmas Party, alumni presented a mesmerizing, professional dance performance that amazed all students and teachers. Also, we invited Mr. Endy Chow Kwok-yin, a local famous singer as the secret guest. Led by his stunning singing performance, the atmosphere inside the hall reached a resounding climax very quickly.



Another activity held was the ‘Farewell to S6’. It was designed for all S6 students to participate. Souvenirs and farewell speeches also made which really touched the heartstrings of the audience. This year, we provided each graduate with a graduation gown, elevating the sense of ceremony. Each Form Six student also received an Ema, where they could write down their personal aspirations, goals, and dreams for the future. Finally, all graduates joyfully tossed their mortarboards into the sky, capturing memorable photographs with teachers and fellow students, bringing a perfect conclusion to their secondary school journey.



Moreover, the 1st Inter-school Academic Cup was successfully held this year. This put students' academic knowledge, including core and elective subjects, to the test enhancing the academic atmosphere within the school. The students actively participated in the competition, fostering a lively atmosphere of discussions and debates. Last but not least, the 3 on 3 basketball competition, meditation campaign, Valentine’s Day Sparkling Knot, Joint-school Pen Pal Program and Joint-school Talent show were successfully held. Students took part in different activities to explore a range of interests, unlocking their passions and releasing academic stress.

### **Way forward**

The Student Union will continue to do their best to fulfil their responsibility to create a better-balanced school and life for all schoolmates. We hope to have more joint-school competitions hosted in our school in the upcoming year.



## 9. Student Performance

### HKDSE Examination Results

	22/23		23/24	
	our school	HK	our school	HK
Number of candidates	128	-	127	-
% of students meeting minimum requirements for admission to local tertiary education institutes	52.3	42.4	60.6	45

### Best Candidates in HKDSE Examination 2024:

Name	Class	Number of		
		5**	5*	5
KUNG KIN SUM	6A	3	1	2
CHEN CHIU MAN	6A	1	5	0
LIN KA MAN	6A	1	2	1
FENG KA WAI	6A	1	1	2
HA CHUN WAI	6A	0	3	1
HUI KWAN HO	6A	0	2	3
CAI KA LUNG	6A	0	2	2
WONG YU CHUN	6A	0	1	3
CHAN LOK TING	6A	0	1	2
CHUI CHIN CHUN MATT	6B	0	1	2
HUI CHAK SHING	6B	0	1	2
BAI SEN HEI	6A	0	1	1
HO MAN SHA	6A	0	1	1
WONG CHI NGAI	6B	0	1	1



Major prizes & awards

	Competition/Award	Organization
Scholarship	Youth Arch Student Improvement Award and Youth Arch Top 10 Student Improvement Award 2022/23	Youth Arch Foundation
	2023 The 7 <sup>th</sup> Hong Kong Youth Improvement Award: 3 Youth Improvement Awards	Elsie Tu Education Fund
	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2023/24	The Sir Edward Youde Memorial Fund Council
	2024 Harvard Prize Book	The Harvard Club of Hong Kong Education Fund
Academic	The 41 <sup>th</sup> Hong Kong Mathematics Olympiad: 1 Third-class Honour and 1 Honourable Mention	Education Bureau
	2023/24 Hong Kong Mathematics Creative Problem Solving Competition: 4 Bronze Awards	Education Bureau
	2023/24 Mathematics Book Report Competition: 1 Third Class Honour Award, 2 Second Class Honour Awards and 2 Chinese Cultural Awards	Education Bureau (Mathematics Education Section)
	Mathematics Project Competition for Secondary School: 4 Good Performances	Education Bureau
	International Mathematical Olympiad Preliminary Selection Contest 2024: 1 Honourable Mention	The Hong Kong Academy for Gifted Education
	International Junior Science Olympiad 2024 - Hong Kong Screening: 3 Third Honour Awards	The Hong Kong Academy for Gifted Education
	Junior Secondary Science Online Self-learning Scheme: 3 Gold Awards, 8 Silver Awards and 4 Bronze Awards	Education Bureau Science Education Section of the Education Bureau and Hong Kong Virtual University
	Chemists Online Self-study Award Scheme 2022/23: 1 Diamond and 2 Bronze Awards	Education Bureau & Hong Kong Virtual University
	2023 International Chemistry Quiz (ICQ) (H.K. Section): 4 High Distinctions, 4 Distinctions and 4 Credits.	Royal Australian Chemical Institute

Academic	Chemist Online Self-study Award Scheme 2023/24: Platinum Award	Education Bureau & Hong Kong Virtual University
	Hong Kong Biology Literacy Award (2023/24) (HKBLA): Written Test Third Class Honours	Hong Kong Association for Science and Mathematics Education
	75 <sup>th</sup> Hong Kong Schools Speech Festival: Chinese Solo Verse Speaking: 2 Champions, 2 Third Places, 11 Certificates of Proficiency and 29 Merit Awards	Hong Kong Schools Music and Speech Association
	第二十六屆全港中小學普通話演講比賽：2 個優異星獎、3 個良好獎	新市鎮文化教育協會
	2022/23 中國中學生作文大賽（香港賽區）：1 個高中組銀獎、1 個初中組銅獎、8 個優異獎	香港中華文化促進中心
	75 <sup>th</sup> Hong Kong Schools Speech Festival: English Solo Verse Speaking: 1 2 <sup>nd</sup> Runner-up and 19 Merits	Hong Kong Schools Music and Speech Association
	13 <sup>th</sup> Inter-Government Secondary Schools English Debating Competition: 1 Best Debater Award	Government Secondary Schools
	Economic Infographic Challenge (2023/24): 63 Attainments and 7 Excellences	Education Bureau
	Hong Kong Olympiad in Informatics 2023/24: Junior level: Silver Prize	Education Bureau
	2023/24 公民與社會發展科網上閱讀獎勵計劃：十八區卓越表現獎觀塘區第一名	中國文化研究院
STEAM	AI Learning Circle Competition: Student Hackathon: Gold Award; AI Creative Competition: Silver Award	Government Secondary Schools
Sports	Hong Kong Taekwondo Open and Hong Kong Schools League: Champion	Hong Kong Society of Taekwondo
	Interschool Basketball Competition 2023/24 (Boys C Grade): 3 <sup>rd</sup> Place, (Boys B Grade): 4 <sup>th</sup> Place, (Boys A Grade): Champion and (Boys): Overall 2 <sup>nd</sup> Place	The Schools Sports Federation of Hong Kong, China

Sports	香港學界跆拳道比賽：女子色帶 B 組冠軍	中國香港跆拳道協會
	香港學生運動員獎 2023/24	屈臣氏集團
	2023 觀塘區中小學校際游泳錦標賽：50 米蛙泳第二名、50 米自由泳第三名、50 米仰泳第三名	觀塘游泳會/觀塘區學校聯會
	YMCA 躲避盤比賽 2023：第二名	香港中華基督教青年會
	2024 全港藝術體操分齡比賽：圈操第一名、第二名、第三名；徒手操第一名	中國香港體操總會
	全港跳繩錦標賽 2023 暨中國香港交互繩代表隊選拔賽：交互繩三人花式賽 13 至 18 歲以下混合組季軍	中國香港跳繩體育聯會
	獅子會盃全港跳繩挑戰賽 2024：30 秒二重跳速度賽亞軍、30 秒前勝速度賽亞軍、45 秒個人花式挑戰賽冠軍	中國香港跳繩體育聯會
	第四屆乒乓同樂賽暨同樂日：男子少年組季軍	中國香港乒乓總會
	Interschool Table-tennis Competition 2023/24 (Boys B Grade): 2 <sup>nd</sup> Place	The Hong Kong School Schools Sports Federation
	Inter-school Netball Tournament 2023/24: 3 <sup>rd</sup> Place and 4 <sup>th</sup> Place	Netball Hong Kong China (NHKC)
	Inter-school Athletics Competition: 9 1 <sup>st</sup> Places, 3 2 <sup>nd</sup> Places, 6 3 <sup>rd</sup> Places and 2 4 <sup>th</sup> Places	The Schools Sports Federation of Hong Kong, China
Music and Performing Arts	6 <sup>th</sup> Inter-Government Secondary Schools Drama Festival: Award for Outstanding Cooperation, Award for Commendable Overall Performance and Award for Outstanding Stage Effect, 2 Awards for Outstanding Performer	Government Secondary Schools
	Hong Kong School Drama Festival 2023/24: Award for Outstanding Cooperation, Award for Outstanding Stage Effect and Award for Outstanding Performer	Hong Kong School Drama Festival

Music and Performing Arts	<p>Joint School Music Competition 2023:</p> <ul style="list-style-type: none"> <li>- Secondary School (Singing) Solo: Gold Award</li> <li>- Secondary School Choir (Senior): Silver Award</li> <li>- Secondary School Piano Solo (Senior): 1 Gold Award, 1 Silver Award</li> <li>- Secondary School Group Ensemble (Percussion): Gold Award</li> <li>- Secondary School Group Ensemble (String): Gold Award</li> <li>- Secondary School Group Ensemble (Singing): Silver</li> <li>- Secondary School Choir (Senior): Silver Award</li> <li>- Symphonic Band (Secondary): Gold Award</li> </ul>	Joint School Music Association
	<p>Hong Kong Youth Music Interflows 2023 (Secondary School Junior Class):</p> <ul style="list-style-type: none"> <li>- Symphonic Band (Secondary): Bronze Award</li> </ul>	Music Office, Leisure and Cultural Services Department
	<p>76<sup>th</sup> HK Schools Music Festival 2024:</p> <ul style="list-style-type: none"> <li>- Flute Solo (Secondary School Junior): Silver Award</li> <li>- Tuba Solo (Secondary School): Silver Award</li> <li>- Flute Solo (Secondary School Junior): Silver Award</li> <li>- Alto Saxophone Solo (Secondary School Senior): Silver Award</li> <li>- Grad 6 Piano Solo: Bronze Award</li> <li>- Grad 8 Piano Solo: Bronze Award</li> </ul>	The Hong Kong Schools Music and Speech Association
	<p>Joint School Music Competition 2023</p> <ul style="list-style-type: none"> <li>- Chinese Instrument Group Ensemble: Gold Award</li> <li>- Chinese Orchestra (Secondary): Silver Award</li> <li>- Secondary School Ensemble (Percussion): Silver Award</li> <li>- Secondary School Ensemble (Chinese Percussion): Gold Award</li> <li>- Secondary School Ensemble (Chinese Instrument): Gold Award</li> </ul>	Joint School Music Association

Music and Performing Arts	Music@e-Contest - International Online Music Contest Aged 15-17: - Erhu Ensemble: Distinction - Percussion: Distinction - Chinese Instrumental Ensemble: Distinction - Chinese Instrumental Group: Distinction - Chinese Orchestra: Distinction	Music@econtest
	Hong Kong Youth Music Interflows 2023: - Chinese Orchestra Contest (Secondary): Silver Award	Music Office, Leisure and Cultural Services Department
	76 <sup>th</sup> Hong Kong Schools Music Festival - Chinese Instrumental Ensemble: 1 Gold Award and 1 1 <sup>st</sup> runner-up - Pipa Ensemble: Silver Award - Pipa senior: Silver Award - Yangqin junior: 1 <sup>st</sup> runner-up and Silver Award - Yangqin intermediate: Silver Award - Yangqin advanced: Silver Award - Zheng junior: Bronze Award - Zheng intermediate: Silver Award - Erhu Ensemble: Silver Award - Di intermediate: Silver Award - Ruan Senior: Silver Award	Hong Kong Schools Music and Speech Association
Visual Art	16 <sup>th</sup> Moral Education Comic Design Competition: 2 Merits Awards	Winsor Education Foundation
	The 6 <sup>th</sup> of Original Jewellery Design Competition for Secondary School Students: Finalist	Gem and Jewellery Alumni Association Business-Partnership Programme, EDB
Others	「賽馬會『傳・創』非遺教育計劃」- 長衫製作技藝：7 個表現優異獎、9 個表現上佳獎	嶺南大學及香港藝術學院
	18 <sup>th</sup> Kwun Tong Outstanding Students Election 2022/23: 2 Outstanding Student Awards, 3 Commended Student Awards	Kwun Tong Outstanding Students' Association
	15 <sup>th</sup> Kowloon Region Outstanding Students Election 2022/23: 1 Commended Student Awards	Kowloon Region Outstanding Students' Association
	觀塘區優秀學生獎勵計劃: 2 個優秀學生獎	觀塘區學校聯會



Others	Mindshift Educational Networking Programme: Certificate of Participation	The University of Hong Kong and Early Psychosis Foundation
	Strive and Rise Programme: Certificate of Participation	Social Welfare Department

## 10. School Finance

### Kwun Tong Government Secondary School School Financial Report for 2023-2024 School Year

	Income for the year (\$)	Expenditure for the year (\$)	Surplus / (Deficit) (\$)
<b>I. Expanded Subject and Curriculum Block Grant (ESCBG)</b>			
(A) Non-school Specific Grant			
- Baseline Reference Provision	523,356.00	570,689.35	
- Other Education Purposes	1,786,859.98	641,241.07	
- SBM Top-up Grant	52,596.00		
(B) School-specific grant			
- Composite IT Grant	576,658.00	296,946.00	
- Capacity Enhancement Grant	666,935.00	585,654.26	
(A) + (B) Sub-total:	3,606,404.98	2,094,530.68	1,511,874.30
<b>II. School Based Management Funds (SBM)</b>			
- Balance b/f from 2022-2023 SY	223,079.71		
- Income and Expenditure for 2023-2024 SY	84,440.00	71,167.90	
Sub-total :	307,519.71	71,167.90	
Balance c/f to 2024-2025 SY :			236,351.81
<b>III. Extra-curricular Activities Funds (ECA)</b>			
- Balance b/f from 2022-2023 SY	493,502.48		
- Income and Expenditure for 2023-2024 SY	1,429,624.20	1,532,733.13	
- One-off Grant for Mental Health of Parents and Stu	20,000.00	1,800.00	
Sub-total :	1,943,126.68	1,534,533.13	
Balance c/f to 2024-2025 SY :			408,593.55
<b>IV. Teacher Relief Grant (TRG)</b>			
- Balance b/f from 2022-2023 SY	233,731.36		
- Income and Expenditure for 2023-2024 SY	247,500.00	260,571.08	
Sub-total :	481,231.36	260,571.08	
Balance c/f to 2024-2025 SY :			220,660.28
<b>V. Learning Support Grant (LSG)</b>			
- Balance b/f from 2022-2023 SY	112,552.90		
- Income and Expenditure for 2023-2024 SY	348,672.00	386,955.90	
Sub-total :	461,224.90	386,955.90	
Balance c/f to 2024-2025 SY :			74,269.00
<b>VI. Sch-based After-sch Learning &amp; Supporting Grant</b>			
- Balance b/f from 2022-2023 SY	86,060.00		
- Income and Expenditure for 2023-2024 SY	258,000.00	266,893.00	
Sub-total :	344,060.00	266,893.00	
Balance c/f to 2024-2025 SY :			77,167.00

	Income for the year (\$)	Expenditure for the year (\$)	Surplus / (Deficit) (\$)
<b>VII. Grant for the Sister School Scheme</b>			
- Balance b/f from 2022-2023 SY	138,836.50		
- Income and Expenditure for 2023-2024 SY	162,994.00	70,670.00	
- Return to the government at the end of 2022-22 FY		28,498.50	
Sub-total :	301,830.50	99,168.50	
Balance c/f to 2024-2025 SY :			202,662.00
<b>VIII. Promotion of Reading Grant</b>			
- Balance b/f from 2022-2023 SY	56,806.60		
- Income and Expenditure for 2023-2024 SY	76,064.00	64,970.60	
Sub-total :	132,870.60	64,970.60	
Balance c/f to 2024-2025 SY :			67,900.00
<b>IX. School Executive Officer Grant</b>			
- Balance b/f from 2022-2023 SY	219,852.31		
- Income and Expenditure for 2023-2024 SY	573,540.00	437,805.31	
Sub-total :	793,392.31	437,805.31	
Balance c/f to 2024-2025 SY :			355,587.00
<b>X. Life-wide Learning Grant</b>			
- Balance b/f from 2022-2023 SY	1,129,518.60		
- Income and Expenditure for 2023-2024 SY	1,262,312.00	1,116,368.30	
Sub-total :	2,391,830.60	1,116,368.30	
Balance c/f to 2024-2025 SY :			1,275,462.30
<b>XI. Grant for Support for Non-Chinese Speaking Students</b>			
- Balance b/f from 2022-2023 SY	55,891.50		
- Income and Expenditure for 2023-2024 SY	321,799.00	315,689.09	
Sub-total :	377,690.50	315,689.09	
Balance c/f to 2024-2025 SY :			62,001.41
<b>XII. Diversity Learning Grant - Other Programmes</b>			
- Balance b/f from 2022-2023 SY	75,820.00		
- Income and Expenditure for 2023-2024 SY	91,000.00	83,167.00	
Sub-total :	166,820.00	83,167.00	
Balance c/f to 2024-2025 SY :			83,653.00
<b>XIII. One-off Grant for the Senior Secondary Subject Citizenship and Social Development</b>			
- Balance b/f from 2022-2023 SY	135,720.00		
- Income and Expenditure for 2023-2024 SY	100,000.00	140,550.00	
Sub-total :	235,720.00	140,550.00	
Balance c/f to 2024-2025 SY :			95,170.00

	Income for the year (\$)	Expenditure for the year (\$)	Surplus / (Deficit) (\$)
<b>XIV. Moral and National Education Support Grant</b>			
- Balance b/f from 2022-2023 SY	191,525.00		
- Income and Expenditure for 2023-2024 SY	0.00	16,629.00	
Sub-total :	191,525.00	16,629.00	
Balance c/f to 2024-2025 SY :			174,896.00
<b>XV. One-off Grant for Mental Health at School</b>			
- Income and Expenditure for 2023-2024 SY	60,000.00	4,500.00	
Balance c/f to 2022-2023 SY :			55,500.00
	Total Income (\$)	Accumulated Expenditure as at 31.8.2024 (\$)	Surplus / (Deficit) (\$)
<b>XVI. Student Activities Support Grant</b>			
- Income and Expenditure for 2023-2024SY	190,450.00	190,306.00	
Unspent Balance Return to the Gov't:			144.00



## **Appendices**

- A. Report of Capacity Enhancement Grant 23-24
- B. School-based After-school Learning and Support Grant Report 23-24
- C. Report of Grant for Sister School Scheme 23-24
- D. Report of Promotion of Reading Grant 23-24
- E. Report of Life Wide Learning Grant 23-24
- F. Report of Grant for Support for Non-Chinese Speaking Students 23-24
- G. Report of Diversity Learning Grant – Other Programmes 23-24
- H. Report of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development 23-24
- I. Report of One-off Grant for Mental Health at School 23-24
- J. Report of One-off Grant for Mental Health of Parents and Students 23-24
- K. Report on the Use of the Student Activities Support Grant 23-24

**Kwun Tong Government Secondary School**  
**Evaluation of the Use of Capacity Enhancement Grant 2023-2024**

Major Area(s) of Concern	Time Scale	Expenditure	Success Criteria	Results of Evaluation	People Responsible
English Language (S1) 1. Raising students' confidence in using English 2. Enhancing students' speaking skills	August 2024	\$0	<ul style="list-style-type: none"> <li>- 80% of students actively took part in the activities</li> <li>- Teachers give positive comments on students' participation</li> </ul>	<ul style="list-style-type: none"> <li>- The English course was provided by our school English teachers.</li> <li>- Materials were designed according to the abilities of students</li> </ul>	HOD of English, 4 English teachers conducting the programme
English Language (S4) 1. Preparing S3 students for the senior secondary English curriculum 2. Creating an English learning environment for developing students' confidence about learning English	August 2024	\$13440	<ul style="list-style-type: none"> <li>- 80% of students actively took part in the activities</li> <li>- Tutors give positive feedback on students' performance</li> <li>- Teachers give positive comments on students' participation</li> </ul>	<ul style="list-style-type: none"> <li>- The majority of students actively participated in the activities.</li> <li>- The tutors were pleased with the students' performance and participation in the activities.</li> <li>- Teachers were satisfied with the students' performance.</li> <li>- The two 4-hour sessions, though conducted on two days, were <b>not very effective</b> in preparing the students for the senior English curriculum since the tasks and information provided in the programme would be covered at the beginning of the term in S4.</li> </ul>	HOD of English, 5 English teachers conducting the programme

TWO Teaching Assistants (Math) & (IT+CLP)	Sept 2023 – Aug 2024	\$461,672.64	<ul style="list-style-type: none"> <li>- Teachers are relieved of some of their workload in preparing / revising teaching materials.</li> <li>- Teachers have more time to concentrate on curriculum development and effective strategies to cope with student diversity</li> </ul>	<ul style="list-style-type: none"> <li>- The Teaching Assistants relieved teachers' workload by assisting them in preparing teaching materials for subject departments.</li> <li>- 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.</li> <li>- The Teaching Assistant (IT &amp; CLP) helped in providing IT services in conducting morning assemblies. She updated information of various fields of work so that she assisted careers teachers to help students make informed choices of careers and life planning.</li> </ul>	HODs of Mathematics, Science, IT Coordinator, CLP Coordinator
0.5 Teaching Assistant (6 months) (SEN + PSHE)	Nov 2023 – Mar 2024 & Aug 2024	\$106,621.62		<ul style="list-style-type: none"> <li>- The teaching Assistant (PSHE &amp; SEN) had assisted counselling and SEN team by preparing documents and inputting data of SEN students. She also helped in preparing materials for PSHE subjects.</li> </ul>	SENCO & PSHE KLA Coordinator
Total Expenditure:		\$581,734.26			

## (Appendix B)

**Kwun Tong Government Secondary School**  
**School-based After-school Learning and Support Programmes 2024/24**  
**School-based Grant - Programme Report**

**A.** The number of students (count by heads) benefitted under the Grant is 819 (including A. 129 CSSA recipients, B. 558 SFAS full-grant recipients and C. 132 under school's discretionary quota).

**B.** Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
English & Mathematics Saturday Tutorial Class	6	68	132	About 85%	Oct – Dec 2023 & Mar-Jun 2024	\$31,572	<ul style="list-style-type: none"> <li>Attendance rate</li> <li>Improvement in academic performance</li> </ul>	Hot Education	<ul style="list-style-type: none"> <li>Most students showed improvement in assessments even though some of them still may not be able to pass. However, some parents pointed out that students may not be able to attend the classes on Saturday morning due to various activities, which might have affected the attendance rate.</li> </ul>
Junior Forms After-school Japanese Class	2	14	0	Over 90%	10/2023-5/2024	\$8,000	<ul style="list-style-type: none"> <li>End-of-course evaluation</li> <li>Participants' progress reported by course tutors</li> </ul>	Leung's Institute	<ul style="list-style-type: none"> <li>Most of the students found the course is effective in strengthening their skills.</li> <li>Learning Japanese can broaden their horizons.</li> <li>Cultivated students' interest in taking Japanese in the senior forms.</li> </ul>
中四創意寫作班	1	6	0	63.3%	2024年4-6月	\$5,250	問卷、導師回饋	Leung Ngar Yi	學生表現尚可，能運用所學技巧來創作。
中五、中六級閱讀及寫作能力訓練	2	6	0	69%	2023年9-12月	\$4,130	問卷、導師回饋	方塊文化	學生專心上課，但完成課業的人數不多。



*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
文學創作工作坊	1	6	0	80%	7/3/2024 及 14/3/2024(2堂)	\$1,006	測驗 出席率80%	方塊文化	提升同學創意寫作技巧及卷一應試技巧。
S6 Speaking Practice (S6 Oral Class)	7	22	0	75%	10 October 2023 – 11 January 2024	\$3,956	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Feedback from the tutor</li> <li>Feedback from the students</li> </ul>	Mr Ho Fu Kuen Percival	<ul style="list-style-type: none"> <li>All S6 students were invited to attend the speaking class, which was conducted after school on three weekdays. Each participant attended at least two sessions.</li> <li>Most students considered the practice useful. Some eager ones attended more than two sessions. The tutor also gave positive feedback on the students' performance.</li> </ul>
S5 Speaking Practice (S5 Oral Class)	7	29	0	75%	2 March to 25 May 2024	\$6,000	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Feedback from the tutor</li> <li>Feedback from the students</li> </ul>	Ms Ho Sze Han	<ul style="list-style-type: none"> <li>All S5 students were invited to attend the Saturday speaking class. Each participant attended at least two sessions.</li> <li>The students considered the practice helpful and they could apply the skills in their Paper 4 exam.</li> <li>10 students were selected to participate in the writing practice on a full HKDSE Paper 2 set by the tutor. Their work was marked and each of them attended an individual consultation session provided by the tutor. The students, as well as the tutor, were pleased to see their improvement.</li> </ul>

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S4 English Writing Course	12	44	0	80%	Class 1: 16 April to 24 May 2024 Class 2: 18 April to 23 May 2024	\$6,422	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Student assignment submission record</li> <li>Feedback from the tutor</li> <li>Feedback from the students</li> </ul>	Headstart Group	<ul style="list-style-type: none"> <li>There were 25 students in Class 1 and 25 in Class 2. They learnt about writing various text types and submitted two pieces of writing. Their work was marked and evaluated by the tutors.</li> <li>In Class 1, the students were given additional materials to enhance their skills. Most students considered the course useful as they could apply the skills in their own writing and examinations.</li> <li>Some students suggested having more up-to-date topics, such as topics on current issues.</li> </ul>
Junior Mathematics Olympiad Class	1	4	0	59.4%	2/11/2023 – 15/3/2024	\$4,593	Teachers' observation, assessment records and questionnaires.	Education Plus Centre	The attendance rate was not satisfactory since students had many other activities. Students acknowledged the course had a positive impact on their mathematical abilities. They recognized improvements in problem-solving skills and enhanced performance in Math competitions, which translated into improved academic results. Students credited the course for fostering their interest in math and boosting their confidence in the subject.
Senior Mathematics Olympiad class	2	3	0	34.3%	2/11/2023 – 15/3/2024	\$10,500	Teachers' observation, assessment records and questionnaires.	Education Plus Centre	
Music Composition Class	0	1	0	90%	September 2023—August 2024	3,117	<ul style="list-style-type: none"> <li>Feedback from tutor</li> <li>Feedback from students</li> <li>Attendance record</li> <li>DSE result</li> </ul>	Ting Chun Wai	<ul style="list-style-type: none"> <li>All students agreed that the programme enhanced their music composition skills and relevant to their studies.</li> </ul>

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Western instrumental classes	3	26	0	88%	Nov 2023-Aug2024	\$19,200	<ul style="list-style-type: none"> <li>Feedback from tutor</li> <li>Feedback from students</li> <li>Attendance record</li> <li>Performance</li> <li>Assessment</li> </ul>	Liao Yu Huan, Chan Hok Yin, Shum Hing Cheung, Chau Chun Ting, Tang Yin Chun, Yue Ho Yeung, Lau Wai Ping	<ul style="list-style-type: none"> <li>Students show their ability and potential in their performance assessment on Music lesson. Those who take the instrumental classes perform better.</li> <li>Over 80% of the participants show improvement in skills and display self-confidence through instrumental exams and performances</li> </ul>
School Band, String Ensemble and Percussion Ensemble Training (Conductors)	5	10	0	90%	Nov 2023-Jun 2024	\$22,507	<ul style="list-style-type: none"> <li>Feedback from tutor</li> <li>Feedback from students</li> <li>Attendance record</li> <li>Performance</li> <li>Comment from adjudicator of competition</li> </ul>	Jim Ho Ming, Wu Kwong Ming, Ho Shing Chung Danny	<ul style="list-style-type: none"> <li>100% of students agree that the programme broaden their horizons and they have become more confident and independent learners.</li> <li>Students joined the 2024 Joint School Music Competition. They also joined the Hong Kong Music Interflow 2023.</li> </ul>
Music Activities	9	21	0	100%	26/11/2023, 30/11/2023	\$1,339	<ul style="list-style-type: none"> <li>Comment from adjudicator</li> <li>Observation from teacher</li> </ul>	Excel Logistics, Man Yee	Students showed their self-esteem in those performance and competition.
Best Conduct Award	4	5	0	100%	Sept 2023	\$1,800	Teacher's Observation	Broadway Circuit	The awardees with the best conduct could receive a \$200 movie coupon from Broadway Cinema. Award winners set good role models for their peers.
Adventure Ship Leadership Training	1	18	0	100%	28/8/2024	\$4,555	<ul style="list-style-type: none"> <li>Teachers and Students' feedback</li> <li>End-of-activity evaluation</li> </ul>	Adventure-Ship Ltd.	All participants expressed that the activity was useful in developing their identities and trained up their leadership skills. Teachers observed that all students enjoyed the activity and it was fruitful in giving them different learning experiences.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Students Development Day	31	152	0	99.4%	19/12/2023	\$14,798	<ul style="list-style-type: none"> <li>Attendance Record</li> <li>Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>香港中華基督教青年會烏溪沙青年新村</li> <li>Holiday Farm Development Limited</li> <li>Tai Tong Organic Ecopark Co. Ltd.</li> </ul>	The Student Development Day was successfully held on 19th December with smooth organization. Teachers reflected the activities greatly enhanced the class spirit and a sense of belonging.
LEAP – English Skills Enhancement Classes	0	3	0	About 95%	Oct 2023 – May 2024	\$1,410	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Student assignment submission record</li> <li>Feedback from the tutor</li> <li>Feedback from the students</li> </ul>	HK Youth Counselling Association	<ul style="list-style-type: none"> <li>90% of students agreed that their English vocabulary was richer than it was before taking the S1 LEAP class.</li> <li>85% of students agreed that they were able to apply the vocabulary learnt in the S1 LEAP class across different subjects.</li> <li>84% of students expressed that the S1 LEAP class could enhance their English language skills.</li> <li>82% of students agreed that the phonics session of the S1 LEAP class could improve their phonetic skills.</li> </ul>



*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Chinese Instrumental Classes, Suona Class, Sanxian class, Double bass advanced class, Huqin advanced class	17	93	0	90%	Oct 2023 – Aug 2024	\$78,068	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and school orchestra teacher i/c</li> <li>Records of performances and competitions</li> </ul>	P&P Music Studio	<ol style="list-style-type: none"> <li>Students gained various prizes in external competitions and their music skills were highly appreciated by the audience and adjudicators. Students' aesthetic sense and music performance skills were successfully developed.</li> <li>Feedback from the music tutors were positive and encouraging.</li> <li>Some members of the Chinese orchestra gave close supervision and arranged sectional practices to the members of JCO of our school, hence, their communication and leadership skills enhanced. It gave students the opportunity to contribute to the society, this also helped them prepare for career development.</li> <li>Students participated in 「心繫家國-民樂賞」、20<sup>th</sup> Joint School Concert on 8/5 and 9/7, involving over 150 performers from 9 schools and 1200 audience from 14 schools. Their great performances highly appreciated by the audience. Positive feedback also received from Tsuen Wan Town Hall.</li> </ol>
Chinese Debate training	4	8	0	90%	Apr – May 2024	\$1,857	問卷	Ng Elyse	學生參加官立中學主辦臥龍盃取得優異成績。

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
English Debate training	1	0	0	80%	Feb – Apr 2024	\$3,253	Questionnaire	AACP	Participants were admitted into the quarter final of Inter-government Secondary School English Debate Competition.
Chinese Drama Training Workshops	0	4	0	90%	Nov – Dec 2023	\$2,286	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation of students' involvement</li> <li>Feedback and questionnaires from students</li> </ul>	Ng Yee Ki	<ol style="list-style-type: none"> <li>Attendance rate &gt;90%</li> <li>All students agreed that the workshop could achieve the objectives.</li> <li>20 students took part in the Hong Kong School Drama Festival (Cantonese section).</li> <li>One main performers won the Award for Outstanding Performer, while the whole team won the Award for Outstanding Cooperation, and the Award for Outstanding Stage Effects.</li> </ol>
English Drama Training Workshops	1	1	0	Over 75%	Feb-Mar 2024	\$12,152	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation of students' involvement</li> <li>Feedback from students</li> </ul>	Shung Wing Chung	<ol style="list-style-type: none"> <li>12 participating students on average achieved over 80% attendance.</li> <li>2. 30.5 teaching hours, including rehearsal sessions and performance</li> <li>3. Students agreed that the workshops could achieve the objectives stated. They made great effort into devising the script and staging a lively production titled 'The Kingdom with no Darkness' for the entry to the 6th Inter-Government Secondary Schools Drama Fest 2023/24.</li> </ol>

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Rhythmic Gymnastics Training	8	5	0	90%	1/9/2023-31/8/2024	20,280	<ul style="list-style-type: none"> <li>Inter-school Competition</li> <li>Performance in Speech Day</li> </ul>	LCSD Outreach Coach Programme	-Overall Champion (Secondary School Group) -Five Medals in the individual competition
Drone Swarm Workshop	0	3	0	100%	30-10-2023 – 3/11/2023	8,497	<ul style="list-style-type: none"> <li>End-of-course evaluation</li> <li>Participants' progress reported by course tutors</li> </ul>	ASK Idea (HK) Ltd	All students found the course interesting, which is effective in strengthening their skills.
Sister School Exchange Programme	4	6	0	100%	6-9/9/2023	\$3,000	<ul style="list-style-type: none"> <li>學生填寫學習日誌及完成反思文章</li> <li>學生回校和全校同學分享考察團收穫</li> <li>老師觀察</li> </ul>	HKFEW	1. 100%的學生認為是次學習團可以加深對國家的認識。 2. 成功結交兩所姊妹學校。
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	129	558	132		<b>Total Expenses</b>	\$279,548			
<b>**Total no. of man-</b>	819								

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

## C. Project Effectiveness

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

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



觀塘官立中學  
姊妹學校交流報告書  
2023/2024 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

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>『締結姊妹。以友輔仁』杭州笕橋之旅</p> <p>一. 日期：2023 年 9 月 6 日至 9 月 9 日 (四天三夜)</p> <p>二. 交通方法：直航飛機</p> <p>三. 行程：</p> <p>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</p> <p>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</p> <p>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</p>	<p>1. 締造第二及第三所姊妹學校</p> <p>2. 兩校師生交流科技教育</p> <p>3. 觀中師生參與笕橋中學的 WE 課堂，了解當地的教育發展</p> <p>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</p>	<p>1. 與姊妹學校簽訂合作協議書</p> <p>2. 老師觀察學生在參與當地學校課堂表現投入，並與當地學生成為好友</p> <p>3. 同學交回學習日誌及完成反思文章，並在早會中向全校同學分享考察團的收穫</p>	<p>1. 學校在團隊出發前安排說明會，讓同學了解考察團的細節</p> <p>2. 帶隊老師參與同學所有活動及進行觀課活動，作專業交流</p> <p>3. 學生須填寫學習日誌及完成反思文章，並向全校同學分享考察團的收穫</p>

	<p>4. 遊覽西湖及杭州其他名勝，了解當地的城市發展</p> <p>5. 參觀杭州低碳科技館，了解杭州的科技教育</p> <p>四. 參與人數：校長、2 位老師及 20 位學生</p>			
2	<p><b>經典美文朗讀比賽</b></p> <p>一. 日期：2024 年 6 月</p> <p>二. 方式：廣洲第一中學與我校分別集體誦讀中華經典美文</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>4. 透過互相觀摩交流的機會，增進兩地姊妹學校師生感情</p>	<p>因締結的各所姊妹學校考慮到未能到香港出席決賽，所以未能參加比賽。</p>	<p>1. 負責老師盡早聯絡姊妹學校，邀請他們參賽</p> <p>2. 負責老師於比賽前向學生講解所揀選的經典美文及進行訓練</p> <p>3. 預留拍攝影片的時間</p> <p>4. 可在頒獎禮中表演</p>
3	<p><b>拜訪廣州市第一中學</b></p> <p>一. 日期：2024 年 3 月 15 日至 3 月 17 日 (三天二夜)</p> <p>二. 交通方法：高鐵</p> <p>三. 行程：</p> <p>1. 在廣州第一中學交流</p> <p>2. 本校學生與姊妹學校學生一同上中國歷史課以及參觀校園</p> <p>3. 遊覽廣州城市規劃館，了解當地的城市發展</p> <p>4. 參觀南越王墓，了解南方的中國歷史</p> <p>四. 參與人數：2 位老師及 20 位學生</p>	<p>1. 兩校師生交流教育</p> <p>2. 觀中師生參與廣州市第一中學的中史課堂，了解當地的教育發展</p> <p>3. 3. 觀中師生參觀廣州的名勝及科技館，了解廣州的都市發展</p>	<p>1. 老師觀察學生在廣州一中上課時用心</p> <p>2. 通過問卷調查，100%參與的學生認為是次活動能加深他們對祖國的認識以及內地的教育制度。</p>	<p>1. 學校在團隊出發前安排說明會，讓同學了解考察團的細節</p> <p>2. 帶隊老師參與同學所有活動及進行觀課活動，作專業交流</p> <p>3. 學生須填寫學習日誌及完成反思文章，並向全校同學分享考察團的收穫</p>

## 第二部分：財政報告

項目 編號	交流項目	支出項目	費用	備註
1	『締結姊妹。以友輔仁』杭州 笕橋之旅	到訪內地姊妹學校的團費	\$ 83,420	
2	經典美文朗讀比賽	比賽物資費	\$0	
3	拜訪廣州市第一中學	到訪內地姊妹學校的團費及數據咭費用	\$40,310	
		總計	\$123,730	
		津貼年度結餘	\$39,264	

**Report on the Use of the Promotion of Reading Grant****2023-2024 School Year****Part 1: Evaluation of the Effectiveness**

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)
  - to promote reading culture, assist students establish a reading habit and set a life-long foundation
  - to encourage students to read extensively

The Library and the Reading Culture Team provided a great variety of activities for students to arouse their interest in reading and read extensively. Most students agreed that the Reading Award Scheme and the Morning Reading Period definitely helps them develop their reading habits. Book recommendation during Morning Assemblies and Morning Reading Period and online book sharing, different book review/ book review video competitions, Reading across the Curriculum book exhibitions and activities, and thematic reading workshops were organized to enrich students' learning experiences. The Chinese Reading Award Scheme and English Reading Award Scheme encouraged students to read more assigned books with proper values.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)
  - Reinforcement on the promotion of Mobile Library by inviting parents, teachers and students to donate books. More than 60 books were donated by parents, students and teachers. Students read the books from the Mobile Library frequently.
  - Library activities were held, such as Christmas Treasure Hunt, book sharing, Book exhibitions and booths. Book Exhibitions on different themes co-organised by the library with different departments/ functional teams arouse students' interest in reading. More than 150 students attended the book displays. Book sharing sessions were held on Wednesday. Reading Ambassadors/ Librarians and S1 students recommended their books to schoolmates.
  - Collaboration with different subject departments and functional teams to organize reading activities such as excursion and RaC online reading and book exhibitions. Students' interest in reading was immensely aroused.

## Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$738
	<input checked="" type="checkbox"/> Printed books	
	e-Books	
2.	Web-based Reading Schemes	\$37,000
	<input checked="" type="checkbox"/> eRead Scheme	
	Other scheme: _____	
3.	Reading Activities	\$12,000
	Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	Paying the application fees for students to participate in reading activities and competitions	
	Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: <u>RaC activities, thematic book exhibitions, Prizes for competition, Printing of Reading Journal</u>	\$18,501.9
	<b>Total</b>	\$68,239.9
	<b>Unspent Balance</b>	\$7,824.1

\* Please tick the appropriate boxes or provide details.



**Report on the Use of the Life-wide Learning Grant  
2023 - 2024 School Year**

**(Appendix E)**

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Trade Fair	3 July 2024	S3	127	\$1,342.90	\$10.57	E1	Technology Education and Visual Arts	Quality of business plan products and promotion videos was improving. Students showed their ability to illustrate idea and promote their products	✓				✓
2	Mai Po Wetland Field Study (WWF)	28/3/2024, 15/7/2024	S5	78	\$3,662.00	\$46.95	E2	Biology	Students showed an appreciation for the beauty of the wetland habitat & developed a stronger sense of environmental protection and biodiversity conservation of local plants and animals	✓	✓			
3	Visit to HKBU Chinese Medicine Museum	21/12/2023	S4	49	\$800.00	\$16.33	E2	Biology	Understanding of Chinese Medicine and its application in Science has been enhanced.	✓				✓
4	Hong Kong Biology Literacy Award 2023/2024	20/1/2024	S5	4	\$600.00	\$150.00	E1	Biology	1 Third Class Honour & 3 Active Participation	✓				
5	Subsidy to Australian National Chemistry Quiz	Mar-24	S4-5	0	\$0.00	\$0.00	E1	Chemistry	Cancelled due to change of authorized organization for HK region	✓				75

6	SRA 粵劇欣賞+參觀高山劇場	22/3/2024、 26/4/2024、 17/5/2024 & 27/6/2024	S4	346	\$14,980.00	\$43.29	E1 & E2	Chinese Language	提高學生對戲曲文化的認識	✓	✓			
7	SRA文化活動： 參觀南蓮園池 參觀漢大中醫藥院 中華文化日	10/10 & 1,14,21,30/11/2023 24/11/2023 1/3/2024	S4	173	\$10,390.00	\$60.06	E1 & E2	Chinese Language	提高學生對中華文化的認識	✓	✓			
8	參觀活動的交通費用	9/2023-7/2024	S1-S6		\$0.00	\$0.00	E2	Chinese History	與公民科合辦活動	✓	✓			
9	本地文化考察團	9/2023-7/2024	S1-S6		\$0.00	\$0.00	E2	Chinese History	與公民科合辦活動	✓	✓			
10	文學散步(VR 體驗)認識本地歷史文化	Jul-24	S.3	12	\$1,500.00	\$125.00	E2	Chinese Literature	增進同學對本地歷史文化的認識。同學喜愛VR體驗。	✓	✓			
11	Field Study: Ho Koon (2 days 1 night)	25/9/2024-26/9/2024	S6	15	\$0.00	\$0.00	E1	Geography	Cancelled due to unavailable of camp site	✓				
12	Field Trip transportation fee: (Visit to CIC-Zero Carbon Park) (Visit to T-Park)	9/12/2023 5/4/2024	S2 - S5		\$0.00	\$0.00	E1	Geography	Organized by Geography Club					
13	Field Trips	9/2023-7/2024	S1-S6		\$0.00	\$0.00	E2	History	與公民科合辦活動	✓	✓			
14	Junior Math Olympiad Class	11/2023 - 3/2024	S1 - S3	32	\$10,107.00	\$315.84	E1	Mathematics	Students' problem-solving skills improved and performance in math competitions and overall academic results were enhanced.	✓				
15	Competition fees for Math Competitions: 數學專題習作比賽	Sep-23	S3-4	5	\$560.00	\$112.00	E2	Mathematics	Students were awarded	✓				
16	School Choir Vocal Coach	9/2023-7/2024	School Choir	70	\$0.00	\$0.00	E1	Music	Trained by teacher	✓				
17	World Choir Game	Jul-Aug 2024	School Choir	70	\$0.00	\$0.00	E3 & E4	Music	Co-organized tour with Chinese Orchestra	✓				
18	Western Instrumental Classes	Oct 2023- Jul 2024	S.1-S.5	105	\$86,200.00	\$820.95	E5	Music	The attendance rate is 88%. 90% of students agree that the programme broaden their exposure and they have become more confident and independent learners.	✓		✓		

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19	School Band Conductor's Fee	Oct 2023- Jul 2024	S.1-S.5	50	\$29,250.00	\$585.00	E5	Music	The attendance rate is 90%. They joined the 2024 Joint School Music Competition & the Hong Kong Music Interflow 2023.	✓		✓		
20	String Ensemble Conductor's Fee	Oct 2023- Jul 2024	S.1-S.5	25	\$15,171.00	\$606.84	E5	Music	The attendance rate is 90%. Students joined the 2024 Joint School Music Competition.	✓		✓		
21	Percussion Ensemble Conductor's Fee	Oct 2023- Jul 2024	S.1-S.5	20	\$9,872.00	\$493.60	E5	Music	The attendance rate is 90%. Students joined the 2024 Joint School Music Competition.	✓		✓		
22	Music Activities: Coach Fees 聯校音樂表演 民生書院音樂交流會	Oct 2023- Jul 2024	School Band	50	\$4,271.00	\$85.42	E2	Music	Students' horizon was widened.			✓		
23	Sports Promotion & Outreach Coach: 桌球，乒乓球，籃球，藝術體操，足球，排球	Oct 2023- Aug 2024	S.1-S.6	120	\$114,905.00	\$957.54	E5	Physical Education	Inter-school competition result: 15 Champion 7 1st runners-up 9 2nd runners-up 6 3rd runners-up	✓		✓		
24	Disney's World of Physics	Jul-Aug 2024	S.4-S.6	30	\$0.00	\$0.00	E1	Physics	Cancelled	✓				
25	Physics in Motion	Jul-Aug 2024	S.4-S.6	30	\$0.00	\$0.00	E1	Physics	Cancelled	✓				
26	Paper Bridge Challenge	8 Oct 2023	S1 - S3	60	\$0.00	\$0.00	E1	Science	All participants found the activities meaningful. Fee was paid by Subject Grant.	✓				
27	Science for All Workshops	Nov 2023 - July 2024	S1 - S3	420	\$553.00	\$1.32	E1	Science	All participants found the activities meaningful.	✓				
28	Transportation fee for visits	20 Oct 2023	S1	142	\$0.00	\$0.00	E2	Science	All participants found the activities meaningful. Co-organized with Library	✓				
29	Laser Cutter Course	Nov 2023	S3-S5	100	\$0.00	\$0.00	E5	STEM	Taught by teachers	✓				✓
30	3D Printing Course	Dec 2023	S3-S5	100	\$0.00	\$0.00	E5	STEM	Taught by teachers	✓				77 ✓

31	Drone Course	10/11/2023	S3-S5	20	\$29,218.00	\$1,460.90	E5	STEM	The activity widened students' horizon.	✓				✓
32	Artist-in-school Programme-Hire professional artists to held creative art workshops to provide high level intensive training .	23/11/24-30/5/24	S1 - S6	129	\$28,140.00	\$218.14	E5	Visual Arts	Over 90% students were very interested in those activities and their creativity, skills and potential were enhanced.	✓		✓		
33	Renewal of My First Choice	Sept 2023-Aug 2024	S.1-S.6	843	\$6,500.00	\$7.71	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
34	MingPao Web	Sept 2023-Aug 2024	S.1-S.6	843	\$18,800.00	\$22.30	E6	Careers and Life Planning	Completed the activity successfully.	✓				✓
35	S2 Job Simulation Workshops	25/10/2023,30/4/2024	S.2	135	\$8,734.00	\$64.70	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
36	S3 Making Informed Choice Workshops	15/11/2023, 24/11/2023	S.3	127	\$10,863.00	\$85.54	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
37	S4 Strategic Thinking Workshops	7/2/2024, 8/3/2024, 10/4/2024	S.4	173	\$20,870.00	\$120.64	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
38	S6 Know more about JUPAS	5/7/2024	S.6	127	\$2,305.00	\$18.15	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
39	S5 Personal Statement Workshops	7/2/2024, 8/3/2024, 10/5/2024	S.5	132	\$10,909.00	\$82.64	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
40	S5 Mock Release of HKDSE Results	27/6/2024	S.5	132	\$13,818.00	\$104.68	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
41	S6 Interview Skills Workshop	25/10/2023, 15/11/2023, 5/12/2023	S.6	127	\$5,016.00	\$39.50	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
42	S6 Multiple Pathway	3/10/2023	S.6	127	\$2,450.00	\$19.29	E5	Careers and Life Planning	Completed the activity successfully.	✓				✓
43	Transportation fees for firm visits and Careers and Life Planning activities	28/2/2023 28/6/2024	S.4-S.5	68	\$3,796.00	\$55.82	E6	Careers and Life Planning	Completed the activity successfully.	✓				✓
44	Subsidies for summer or exchange programme for students	Aug-24	S.4-S.6	4	\$0.00	\$0.00	E6	Careers and Life Planning	Supported by DLG - Other Programme	✓				✓
45	S1生活訓練營	3/10/2023	S.1	140	\$28,214.00	\$201.53	E1	Counselling	本於8-9/9入營，但8/9為黑色暴雨警告生效，故改3/10於進行1天訓練。同學們的投入感及歡樂。	✓	✓			
46	S1生活訓練活動物資	3/10/2023	S.1	140	\$0.00	\$0.00	E1	Counselling	由生活訓練支付		✓			78

47	BBBS訓練活動	8/7/2024	BBBS & Counselling Ambassadors	20	\$1,160.00	\$58.00	E2	Counselling	過程中，隊員們互相扶持鼓勵，並認識照顧寵物的知識。		✓			✓
48	BBBS 隊衣	May-24	BBBS	58	\$3,306.00	\$57.00	E1	Counselling	通過穿著制服，團隊精神及歸屬感得以提高。		✓			
49	BBBS服務獎勵	8/7/2024	BBBS	27	\$2,360.00	\$87.41	E2	Counselling	學生的認同感及自信心得到提高。		✓			
50	BBBS Team Building Activity	3/4/2024	BBBS & Counselling Ambassadors	40	\$10,150.00	\$253.75	E1	Counselling	效果理想，隊員們互相扶持鼓勵，理解隊員之角色與定位，提升自我成長能力。		✓			
51	Best Conduct Award	23.9.2023	S2-S6	21	\$2,400.00	\$114.29	E1	Discipline	Award winners set good role models for their peers.		✓			
52	Best Class Awards	Sept 2023 – June 2024	S1 – S6	843	\$4,114.00	\$4.88	E1	Discipline	Students' sense of belonging to their class was enhanced and their contribution to their class was recognized.		✓			
53	Service Award of Prefects (Visit to Disneyland, YES Disney Hospitality in Practice)	2/7/2024	S2-S5	40	\$12,480.00	\$312.00	E1, E2	Discipline	Students learnt 1. the park's infrastructure and logistics. 2. a valuable careers exposure through customer services.		✓			✓
54	Public Speaking Programmes (Chinese and English)	8.7.2024 and 9.7.2024	S2-S4	12	\$6,000.00	\$500.00	E6	Discipline	They demonstrated leadership qualities and were role models of other students in our school.	✓				✓
55	Prefect Training Camp	1.9.2023 21.10.2023 8.7.2024	S2-S5	108	\$11,855.00	\$109.77	E1, E2	Discipline	Their team work was strengthened.		✓			
56	Prize for Most Improved Student Award	5-10.7.2023	S3-S5	60	\$3,853.00	\$64.22	E1	Discipline	Students' learning attitude and behavior have	✓	✓			
57	Adventureship Leadership Training	28.8.2024	S2-S3	50	\$12,145.00	\$242.90	E1, E2	Discipline	Communication and team collaboration skills were enhanced.		✓	✓		



58	Student Development Day	19/12/2023	S1-S6	843	\$50,641.00	\$60.07	E1, E2	ECA Team	Sense of belongings and collaboration skills were enhanced.		✓	✓		
59	Post-exam Activities	4/7/2024	S5	136	\$10,658.00	\$78.37	E1	ECA Team	Students learnt to appreciate traditional Chinese culture & skills.	✓	✓	✓		
60	Nature Experience Course	23/3/2024	S1-S5	20	\$2,365.00	\$118.25	E1	Environmental Education	Students showed an appreciation for the beauty of the nature & have developed a stronger sense of environmental protection.	✓	✓			✓
61	Sex Education Workshop	Sep 2023– Aug 2024	S1-S4	610	\$8,832.00	\$14.48	E6	Health & Sex Education	Students reflected that they gained some knowledge of sex education.	✓	✓			
62	S1 LEAP Programme	Sep 2023 - Jun 2024	S.1	140	\$6,144.00	\$43.89	E1 & E6	Pastoral Care	Students' reading skills were enhanced.	✓				
63	Blessing Cards and Thanksgiving Activities	26/2/2024 - 1/3/2024	S1-S6	843	\$2,332.00	\$2.77	E1	Pastoral Care	The atmosphere of thanksgiving was promoted among students.		✓			
64	Caring Angels Scheme	Sep 2023- Jun 2024	S1, S3-5	165	\$2,253.00	\$13.65	E1	Pastoral Care	85% of the students agreed with the effectiveness of the activities in fostering their core values and attributes to KTGSS as well as the sense of belonging to school. 80% of students agreed that the programme developed their leadership.		✓			

65	LEAP – Study Skills and English Learning Skills Enhancement Class	Sep 2023– Aug 2024	S1	140	\$23,970.00	\$171.21	E6	Pastoral Care	Over 75 % of the students agreed that they were able to master the study skills in enhancing their learning effectiveness. Over 80% of parents agreed with the implemented approaches that could help students develop their learning attitude, confidence and learning habit.					
66	Volunteer Training Program for S.2 students	5/7/2024	S.2	135	\$7,986.00	\$59.16	E6	Social Service Team	They learnt to communicate and serve for the elderly.		✓		✓	
67	Volunteer Training Program for S.4 students	19/4/2024	S.4	173	\$10,280.00	\$59.42	E6	Social Service Team	They learnt to communicate and serve for the elderly.		✓		✓	
68	Community Services & Materials	22/3/2024	S.1-S.6	100	\$1,806.30	\$18.06	E1	Social Service Team	Students' spirit to serve the community was enhanced.		✓		✓	✓
69	Transportation Fee for services	Nov 2023- June 2024	S.1-S.6	28	\$600.00	\$21.43	E2	Social Service Team	Students' spirit to serve the community was enhanced.		✓		✓	
70	Class Management Scheme	6/11/2023 & 19/4/2024	S.4-S.5	309	\$24,620.00	\$79.68	E6	Student Support and Development	Class Spirit was enhanced through the inter-class competitions.		✓		✓	
71	Exchange Programmes: Senior and Junior levels	Mar 2024 - Jul 2024	S2-S3 & S4-S5	608	\$0.00	\$0.00	E3	Exchange Programme	Dates were not available for the tours.	✓	✓			
72	Life-wide Learning Day	26/3/2024	S.1-S.4	580	\$39,305.30	\$67.77	E1, E2 & E6	Prefect of Studies	Students learnt to apply knowledge learnt from textbook.	✓	✓		✓	✓
73	Chinese Calligraphy Course	Feb-24	S.1-S.6	843	\$0.00	\$0.00	E1, E5	Chinese Culture Club	Funded by ECA	✓	✓		✓	
74	Chinese Instrumental Classes Chinese Orchestra Conductor's Fee Instrumental Group Trainings Suona Class Sanxian Class Double Bass Advance Class Huqin Advance Class	Sept 2023 - Aug 2024	S1-S5	609	\$149,676.00	\$245.77	E5	Chinese Orchestra	Average attendance rate : 90% & student won various awards in competitions.	✓	✓		✓	

75	Competitions & Performance Transportation	Sept 2023 - Aug 2024	S1-S5	241	\$12,594.00	\$52.26	E2	Chinese Orchestra	Students gained various prizes in external competitions and their music skills in different performances were highly appreciated by the audience.	✓	✓	✓		
76	Training Workshops for competitions and performances	Sept 2023 - Aug 2024	S1-S5	85	\$0.00	\$0.00	E5	Chinese Orchestra	Incorporated in the Instrumental Classes.	✓	✓	✓		
77	Chinese Debate Training	Apr - May 2024	S1-S5	10	\$4,443.00	\$444.30	E5	Debating Team	學生參加官立中學主辦辯論盃取得優異成績。	✓				
78	English Debate Training	Sep 2023 & Apr 2024	S4	4	\$6,467.00	\$1,616.75	E5	Debating Team	Participants were admitted into the quarter final of Inter-government Secondary School English Debate Competition.	✓				
79	Chinese Drama Training	Nov 2023 & Jan-Feb 2024	S1-S5	20	\$38,984.00	\$1,949.20	E5	Drama Club	Attendance rate >90%; students won various awards in Drama Festival.			✓		
80	English Drama Training	Nov 2023 - Mar 2024	S2-S4	13	\$27,446.50	\$2,111.27	E5	Drama Club	Over 80% attendance; students participated the 6th Inter-Government Secondary Schools Drama Fest.			✓		
81	Transportation fee for footdrill shoes and uniforms	10/5/2024	S1-S5	20	\$85.00	\$4.25	E2	Red Cross	To ensure Red Cross members can wear Red Cross uniforms properly.		✓			✓
82	Leadership Training Courses	Nov 2023- June 2024	S1-S6	25	\$1,333.50	\$53.34	E6	Red Cross	Students were successfully enrolled for the different Red Cross training courses to enrich their knowledge in humanitarian and leadership development.	✓	✓		✓	✓



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

No.	Item	Purpose	Actual Expenses (\$)
1	Cello	Chinese Orchestra	\$8,280.00
2	Yangqin	Chinese Orchestra	\$10,507.00
3	First aid kit materials	To replenish the supplies for first aid kits at school for initial treatment	\$582.70
4	Buying uniform badges (Youth Prof. Badges & Leader Badges) Subsidy for footdrill shoes (3 students 2023-2024 Flag Party)	To ensure Red Cross members can wear Red Cross uniforms properly	\$2,616.00
5	Micro SD for Drone	Facilitate the Drone workshop	\$150.00
5	Consumables for SU Election Campaign	To experience the election campaign	\$2,020.00
<b>Expenses for Category 2</b>			<b>\$24,155.70</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,136,816.20</b>

Category 3: Number of Student Beneficiaries

Total number of students in the school:	839
Number of student beneficiaries:	839
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr TSOI Wing-keung
Post of Contact Person for LWL:	Assistant Principal

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

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



## 觀塘官立中學

## 2023-2024 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。	-2023 年 9 月底		教師薪 酬:\$168,210 (Daily-rated teacher Salary + MPF)	-於 23 年 9 月尾開始至 24 年 6 月尾，NCS 同學逢星期一、二、四之中文堂由兼職中文教師教授，星期三及五之中文堂則由中文科教學助理負責，主要為學習支援及功課輔導。	兼職中文老師
	2.聘請 1 名兼職中文教師專責教授 NCS 同學之中文課，聘請 0.6 名教學助理作中文學習支援及功課輔導。	-2023 年 9 月底至 2024 年 6 月	教師薪 酬:\$160200 教學助理薪 酬:\$110439	教學助理薪 酬:\$114,021.28 (TA Salary + MPF)	-上述的抽離課堂安排，能更有效針對非華語學生之中文需要，老師會自訂校本教材，提供恰切的課程規劃及學習內容，同學於堂上亦認真學習，成績漸有改進。成效理想。	兼職中文老師 中文科教學助理
	3.聘請校外機構於暑期前為非華語學提高暑期銜接班。	-2024 年 7 月	\$5000	\$3000	-於 7 月開辦暑期銜接課程，整個課程共兩節，每節兩小時。以加強中文基礎訓練為目的，為升級早作準備。同學出席率平均超越 80%，於堂上亦認真學習，惟老師建議同學的文及寫作能力及詞彙生字量需要提升。	-陳玉蘭老師
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，以協助非華語學生適應及融入校園生活。	-2024 年 7 月	\$40000	\$4800	於 7 月開辦識中華文化傳統的工作坊，整個課程共 2 節，每節 2 小時。學生能從中認識中國傳統文化，如面譜，麵粉公仔的文化歷史等。工作坊導師於講解之餘，同學亦會親手製作相關的手工藝。同學出席率平均超越 80%，於堂上亦認真學習，投入製作。	-廖藝晴老師

	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。	-2024 年 6 月 27 日		\$7800	- 於 7 月開辦「港島文化之旅」文化共融活動。活動內容 :認識港島歷史文物，昔日香港面貌如參觀大館、中環街市、電車遊等。讓同學多認識中華文化及香港昔日人物風貌等。	-中文科教學助理
		總支出：	\$315,639	\$297,831.28		

**Kwun Tong Government Secondary School**  
**Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2023/24**

Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
閱讀及寫作能力訓練	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	中五及中六級中文科表現優秀的學生	中六工作坊 (八節，12 小時) 18/9/2023 至 27/11/2023  中五工作坊 (十節，15 小時) 21/9/2023 至 30/11/2023	完成兩篇作文	<ul style="list-style-type: none"> <li>聘請導師加強學生的閱讀及寫作技巧</li> <li>中六工作坊有 19 人參加，學生出席率為 69%；中五工作坊有 20 人參加，學生出席率為 80.5%。</li> <li>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，對提升語文能力有幫助，尚能專心上課，但對課堂的參與意欲一般，完成課後練習的人數不多。</li> </ul>	\$16,070
創意寫作班	提升學生的中文寫作能力，為喜歡寫作而具有創意的學生加強培訓	中四級中文科表現優秀的學生	中四寫作班 (六節，9 小時) 10/4/2024 至 26/6/2024	<ul style="list-style-type: none"> <li>完成三篇作文</li> </ul>	<ul style="list-style-type: none"> <li>聘請導師運用多元化的學習活動，讓學生認識不同體裁的寫作手法，提高表達能力。</li> <li>工作坊皆於放學後進行，學生忙於補課、比賽或排練，致使某些日子的出席率不佳。</li> </ul>	\$9,750
中國文學創意寫作班	提升學生對中國文學的寫作水平，讓學習認真而成績優秀的學生加強培訓。	中四及中五級中國文學科表現優秀的學生	7/3/2024 及 14/3/2024  工作坊(二講，每講 2 小時)	完成兩篇作文	<ul style="list-style-type: none"> <li>聘請導師提升學生創意寫作的能力。</li> <li>工作坊有 16 人參加，出席率為 80%</li> <li>課程內容涵蓋創意及聯想寫作手法，大部分學生認真聽導師講解，課程緊湊，內容豐富，講義詳盡，對提升同學創意寫作技巧有幫助，同學亦可完成課後作文。</li> </ul>	\$1,294
S6 Oral Class	1. To provide additional	S6 students	10 October 2023 – 11	Each participant	<ul style="list-style-type: none"> <li>The speaking class was conducted after school on three weekdays.</li> </ul>	\$13,369

Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
	<p>practice for a selected group of S6 students;</p> <p>2. To brush up their skills in group discussion, individual response and individual presentation</p> <p>3. To offer opportunities for S6 students to interact with students of different language abilities</p> <p>4. To train students to be confident speakers</p>		<p>January 2024</p> <p>One 1.5 hour session was conducted on three weekdays (21 days in total)</p>	<p>attended at least two sessions</p>	<ul style="list-style-type: none"> <li>Most students considered the practice useful.</li> <li>The tutor gave positive feedback on the students' performance.</li> </ul>	
S5 Oral Class	<p>1. To provide S5 students with additional practice on speaking</p> <p>2. To brush up on their skills in group discussion,</p>	S5 students	<p>2 March to 25 May 2024</p> <p>Two 2-hour sessions on ten Saturdays</p>	<p>Each participant attended at least two sessions</p>	<ul style="list-style-type: none"> <li>The speaking class was conducted on Saturday</li> <li>The students who attended the practice sessions considered them helpful for improving their speaking skills</li> <li>The students, as well as the tutor, were pleased to see their improvement.</li> </ul>	\$16,000

Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
	individual response and individual presentation 3. To train students to be confident speakers					
S4 English writing course	1. To identify the text types, the target readers and the purposes of the writing topics; 2. To devise writing plans / outlines; 3. To elaborate and organize their ideas in the writings; 4. To edit and proofread the writings	50 selected S4 students	16 April to 24 May 2024  6 lessons of 1.5 hour each on a weekday	Complete at least 2 writing tasks of various text types	<ul style="list-style-type: none"> <li>• They learnt about writing various text types.</li> <li>• The attendance rate reached 75%.</li> <li>• Some students were given additional materials to enhance their skills.</li> <li>• They considered the course useful as they could apply the skills in their own writing.</li> <li>• Some students suggested having more up-to-date topics, such as topics on current issues.</li> </ul>	\$11,418
Senior Math Olympiad Class	To foster critical thinking and problem-solving skills in students by exposing them to challenging mathematical	Selected S4 – S5 students	2/11/2023 – 15/3/2024  10 Lessons	Worksheets and Exercises provided in each lesson	<ul style="list-style-type: none"> <li>• The attendance rate was not satisfactory since students had many other activities.</li> <li>• Students agreed that the course had a positive impact on their mathematical abilities. They recognized improvements in</li> </ul>	\$4,200



Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
	concepts.				<p>problem-solving skills and enhanced performance in Math competitions, which translated into improved academic results.</p> <ul style="list-style-type: none"> <li>Students credited the course with fostering their interest in Math and boosting their confidence in the subject.</li> <li>Some students got awards from different Math Competitions</li> </ul>	
Music Composition Workshop	To enhance students' ability in composing music	S.4 – 6	Oct 2023 – Aug 2024	Worksheet and at least to write a piece of music	Students have grasped the key elements for composing music and the basic technique required.	\$11,733
University Experience Programme	To provide students experience in taking university course	Selected S4 & S5 students studying Physics	1-2 Days Summer in July or August 2024	To attend lectures, complete projects and visit the university	No suitable experience programmes from University for Physics students	\$0
Instrumental class for gifted students	<ul style="list-style-type: none"> <li>To strengthen students' skills in playing musical instrument</li> <li>To further promote students' self-image</li> </ul>	<ul style="list-style-type: none"> <li>S4 – 5 (Gifted members of the Chinese Orchestra)</li> </ul>	Sept 2023 – Aug 2024  30 lessons in 10 months (1 lesson per week)	Students taking part in different musical trainings and performances	<ul style="list-style-type: none"> <li>Over 90% of students attended the course regularly</li> <li>Students' performance skills showed improvement.</li> <li>Students performed won awards in various competitions</li> <li>100% of students found the training horizons-widening.</li> </ul>	\$5,200
Leadership Training Day	<ul style="list-style-type: none"> <li>To enhance the leadership</li> </ul>	<ul style="list-style-type: none"> <li>Selected S4-S5 students.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2023-July 2024</li> </ul>	Students write	<ul style="list-style-type: none"> <li>Teachers coached students directly</li> <li>All events organized well planned</li> </ul>	\$0

Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
Camp	skills of the current SU committees <ul style="list-style-type: none"> <li>To train them skills to implement events effectively.</li> </ul>			proposals for events organized	and implemented <ul style="list-style-type: none"> <li>They had developed close friendship among the committee members</li> </ul>	
Summer or Exchange Programme for Gifted Students	<ul style="list-style-type: none"> <li>To enrich knowledge of various academic fields and develop their potentials</li> <li>To build authentic connections to local community or motherland or the world to enrich students' other learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Selected S4-S5 students</li> </ul>	<ul style="list-style-type: none"> <li>July – Aug 2024</li> </ul>	Students fulfilled the course requirements.	1. 100% of the participants fulfilled the course requirements and completed the summer courses successfully. 2. The attendance of students was high (above 85%). 3. 100% of students found the summer courses horizons-widening and enriched their knowledge of a particular academic field.	\$3,570
					Total Amount:	\$92,604

**2023-24 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	<b>\$44,720</b>
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	<b>\$640</b>
iii.	舉辦和公民科課程相關的校本學習活動	<b>\$69,600</b>
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	<b>\$24,600</b>
v.	其他(請註明)： _____	-
	總開支金額	<b>\$139,560</b>
	津貼餘額	<b>\$94,810</b>

2. 截至 2024 年 08 月 31 日為止，三十萬的「公民科津貼」尚有餘款 **\$94,810** 元。

**2023-24 年度「校園・好精神一筆過津貼」運用報告**

1. 本校已運用「校園・好精神一筆過津貼」作以下用途：

	範疇	實際開支金額 (\$)
i.	舉辦與提升學生及教師精神健康相關之活動及計劃	<b>\$4,500</b>
ii.	提供與提升學生及教師精神健康相關的支援服務	<b>\$0</b>
iii.	設計及製作校本精神健康相關的教學資源	<b>\$0</b>
iv.	購買提升學生及教師精神健康所需的物品、家具及設備	<b>\$0</b>
v.	其他(請註明)： _____	<b>\$0</b>
	總開支金額	<b>\$4,500</b>
	津貼餘額	<b>\$55,500</b>

2. 截至 2024 年 08 月 31 日為止，「校園・好精神一筆過津貼」尚有餘款 **\$55,500** 元。

**2023-24 年度「家長學生・好精神一筆過津貼」運用報告**

1. 本校／家教會已運用「家長學生・好精神一筆過津貼」作以下用途：

	範疇	實際開支金額 (\$)
i.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	\$0
ii.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台	\$0
iii.	提供與家長學習精神健康相關的知識及技巧的課程或培訓	\$1,800
iv.	其他(請註明)： _____	\$0
	總開支金額	\$1,800
	津貼餘額	\$18,200

2. 截至 2024 年 08 月 31 日為止，「家長學生・好精神一筆過津貼」尚有餘款 **\$18,200** 元。

Report on the Use of the Student Activities Support Grant  
2023-2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$190,450.00
B	Expenditure in the Current School Year:	\$190,306.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$144.00

II. Number of Student Beneficiaries and Subsidized Amount

Category	Number of Student Beneficiaries	Subsidized Amount
Comprehensive Social Security Assistance	35	\$35,307.00
Full-grant under the School Textbook Assistance Scheme	213	\$154,999.00
Meeting the school-based financially needy criteria	0	(capped at 25% of the total allocation for the school year)
Total	248	\$190,306.00

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

III. Detail of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLA / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	中文 SRA: S4 粵語心·茶館劇場教育專場 27/6/2024	Chinese Language	44	\$3,520.00	✓	✓			
2	Chinese SRA: S4 南園圖社參觀	Chinese Language	32	\$374.00	✓	✓			
3	Sports Promotion & Outreach Coach Programme	Physical Education	151	\$25,725.00			✓		
4	Visual Art: Artist-in-school Program	Arts (Visual Arts)	8	\$3,600.00	✓		✓		
5	新興藝術工作坊: 流體畫、潑墨水墨畫、立體畫、柔滑樹膠藝術、彩墨繪紙、日式橫書藝術、日系演繹藝術 S2-S5	Arts (Visual Arts)	17	\$7,140.00			✓		
6	CLP Training Workshop for S2 - Job Simulation	Careers and Life Planning	46	\$4,566.00					✓
7	CLP Training Workshop for S3 - Making Informed Choices	Careers and Life Planning	24	\$2,437.00					✓
8	CLP Training Workshop for S4 - Develop Strategic Thinking Skills for Further Studies	Careers and Life Planning	57	\$10,255.00					✓
9	CLP Training Workshop for S5 - Preparation of Personal Statement	Careers and Life Planning	36	\$4,091.00					✓
10	S5 Mock Release	Careers and Life Planning	36	\$5,182.00					✓
11	CLP Training Workshop for S6 - Interview Skill Training	Careers and Life Planning	29	\$1,484.00					✓
12	S6 大學聯合招生辦法選科策略講座	Careers and Life Planning	22	\$145.00					✓
13	S1 Life Camp (Life Ed Prog)	Counselling	40	\$10,966.00		✓			
14	「團結一心挑戰自我」大哥哥大姐姐計劃訓練日營	Counselling	11	\$3,850.00		✓			
15	Service Award for Perfects - Disneyland tickets for Hospitality in Practice	Discipline	9	\$3,375.00		✓			✓
16	S1 學生發展日-島溪沙青年新村	ECA	40	\$681.00		✓			
17	S5 Post-exam activities: 粵劇飾物製作工作坊	ECA	36	\$1,882.00	✓		✓		
18	Environmental Education Visit: Ocean Park ticket for Polar Voyage	Environmental Education	4	\$560.00	✓				
19	Sex Education Workshop for S1 to S4	Sex Education	149	\$3,068.00		✓			
20	中二義工服務計劃	Social Service	46	\$4,174.00				✓	
21	中四義工服務計劃	Social Service	56	\$4,920.00				✓	
22	Class Management: Inter-class Mini Challenge - Dodgeball (躲避球)	Student Support & Development	43	\$3,380.00		✓	✓		
23	LWL Day: 中一參觀污水處理廠及濾水廠	Prefect of Studies	48	\$2,194.00	✓	✓			
24	LWL Day: 中二香港仔漁村文化遊	Prefect of Studies	46	\$12,932.00	✓	✓			
25	LWL Day: 中三 M+博物館(特別展覽) 宋懷桂: 藝術先鋒與時尚教母	Prefect of Studies	25	\$1,750.00	✓	✓	✓		
26	中樂團及中樂小組	Music	15	\$11,866.00			✓		
27	創新科技嘉年華 2023	STEM	42	\$1,003.00	✓				✓
28	Chinese Drama Training Workshop	Drama	6	\$10,330.00	✓	✓	✓		
29	STEAM Workshop for S2 about SMART device and Gastronomy Science	STEM	46	\$6,797.00	✓				



No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
30	S1-S3 閱讀嘉年華	Reading	127	\$2,356.00	✓	✓			
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			1,291	\$154,623.00					
2. Non-Local activities: To subsidize students with financial needs to participate in non-local exchange activities or non-local competitions									
1	27-29/3/2024 三天廣州音樂考察交流團	Music	7	\$15,050.00	✓	✓	✓		
2	3-7/7/2024 五天首創科技及藝術 STEAM 考察	STEM	5	\$15,700.00	✓		✓		✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			12	\$30,750.00					
3. To subsidize students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Yangqin 揚琴連盒連架	Music	10	\$4,933.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			10	\$4,933.00					
Total			1,313	\$190,306.00					

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

Contact Person for LWL (Name & Post):	Tsui Wing Keung / AP
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