



# 沙田崇真中學

Shatin Tsung Tsin Secondary School

**ANNUAL REPORT**  
**2023-2024**



**Shatin Tsung Tsin Secondary School**  
**2023 - 2024 Annual Report**

## 1. School Information

### 1.1 School's goals and missions:

Being a Christian school whose education is grounded on the Christian value of love, it has consistently been our strong belief that through teachers who have committed to walk with the youths guiding the students patiently and systematically, and through close cooperation with parents who care about the growth of their children, our students can be nurtured in the six domains, namely ethics, intellect, physique, social skills, aesthetics, and spiritual growth. It is hoped that with an all-round education, each Shatin Tsung-Tsiner will realize God's grace and work, unearth their God-granted potential in various areas like academic, sports, aesthetics and leadership, and acquire the traits of being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Thus they can grow into youngsters who show care for themselves, love for others as well as God and who become leaders in step with the times. By being innovative, having a global perspective and being capable of commitment in this knowledge-based society, they can develop and contribute to society.

### 1.2 Student Information

The number of classes and students in the school year 2023/2024

Class	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	6	6	6	5	5	5	33
Males	81	81	67	71	57	60	417
Females	84	80	64	62	78	60	428
Total	165	161	131	133	135	120	845

### 1.3 Teacher Information

Among a total of 72 teachers last school year, 2 retired, 2 emigrated and 7 resigned or completed their contracts. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	72	100%
Teacher training	66	91.7%
Master's degree or above	32	44.4%

Teaching Experience	Number	Percentage
0-5 years	20	27.8%
6-10 years	4	5.6%
11-15 years	15	20.8%
Over 15 years	33	45.8%

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

## 2. Achievements and Reflection on Major Concerns

### Priority Task 1: To incorporate e-learning into teaching to promote self-regulated learning

Achievements
<ul style="list-style-type: none"><li>● Regarding teaching and learning, we planned to make use of the advantages of small-class teaching to implement various tactics, like self-learning, presentation, peer teaching, project learning, etc. in different subjects at each level, together with the pre-lesson tasks focusing on the main learning objective of the lessons, to facilitate self-regulated learning. With the delicate planning of teachers, students were given more chances to construct knowledge on their own so as to better consolidate their learning. In face-to-face classes, teachers utilized various e-tools and e-platforms to facilitate class interaction and provide timely feedback. They also uploaded exercises and learning materials of varying levels of difficulty onto online platforms. The goal is to promote self-learning among students and enhance individualized learning. Our objective is for students to practice self-regulated learning and develop their abilities in constructing knowledge and engaging in self-learning.</li><li>● We promoted the increasing practice of self-regulated learning in lessons by conducting lesson observation, collaborative teaching, staff development days, teacher and student surveys, etc. The Principal conducted lesson observation for all contract teachers. There were post-lesson evaluation meetings in which there was in-depth and sincere sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, the design of the lesson, as well as if there was sufficient teacher-student and peer interaction and catering for individual differences.</li><li>● To enhance the integration of information technology in teaching, we have taken several steps. Firstly, we have provided iPads for teachers, ensuring they are equipped with the necessary tools. Additionally, we have procured iPads for students to utilize during lessons, enabling them to actively participate and engage with the material. Furthermore, interactive panels have been installed in four laboratories, the Robotics Room and all classrooms for junior and senior form students in the past two academic years. These measures aim to create an interactive and technologically advanced learning environment. School-based workshops were conducted in which some of our teachers introduced the online platforms and software that they commonly use.</li><li>● The results of the whole school survey indicated that, on average, 93% of the students agreed that teachers have implemented a variety of teaching and learning strategies that have enhanced their ability to construct knowledge. Additionally, an average of 90% of students reported that teachers incorporated e-learning tools, programs, and platforms in their lessons. These technological resources not only facilitated student participation and interaction during class activities but also helped them track their learning progress and outcomes. Moreover, over 90% of students noted that teachers consistently uploaded learning materials, exercises, and assessments. On average, 86% of students agreed that this practice further facilitated their self-learning by providing them the opportunity to select materials and exercises based on their abilities and interests. These findings demonstrate the successful attainment of this major concern.</li><li>● Regarding the stakeholders' survey results for teachers, the average rating for the statements "My students are deeply interested in learning," "My students take the initiative to learn," and "My students often use different resources to learn, such as e-learning resources and community resources." was 3.9, on a scale where the maximum rating is 5. With reference</li></ul>

to the stakeholders' survey results of students, items related to self-regulated learning like "The teachers always teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.", "Teachers often provide suggestions on my performance and let me know how to improve.", "Teachers often allow us to explore a variety of topics inside and outside of the classroom." and "Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentations." scored an average of over 3.8. These results showed that teachers equipped students with numerous chances and ways for students to practice self-regulated learning. When questioning students about their active participation in learning both inside and outside the classroom, their ability to set learning goals, utilize learning strategies, and reflect on their performance in class, tests, examinations, as well as teachers' suggestions for the purpose of self-improvement, the average rating given by students was over 3.7, which is 0.1 higher than the previous school year. Teachers are expected to make good use of different electronic tools or platform to facilitate in-class interactions, self-learning and timely assessment. It is hoped that we can nurture students' ability to construct knowledge independently, engage in self-learning and develop a more proactive learning attitude.

- Since small-class teaching has been in effect starting from the school year 2015/2016, our HKDSE results have been further raised. We will further boost student performance with the help of small class size to enhance students' self-regulated learning.

Year \ Level	4 or above	5 or above	5* & 5**	Meeting the minimum entrance requirements of degree programs	Offered a local degree program
2012-2015 average	>65%	≈25%	≈10%	≈87%	≈67%
2016-2020 average	>77%	>34%	>13%	≈96%	>93%
2021-2024 average	≈76%	>36%	>14%	≈95%	>94%

- A total of 120 S6 students took part in the 2024 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	94.2%
Percentage of students offered a UGC-funded degree program	76.7%
Percentage of students offered a degree program in HKU, CUHK or HKUST	47.5%
Percentage of students offered a self-financing degree program	20.0%
Percentage of students offered a sub-degree program (JUPAS & non-JUPAS)	0.8%
Percentage of students offered a degree or sub-degree program	97.5%
Percentage of students offered an overseas degree program	N.A.

(Note : all percentages are calculated based on the total number of S6 students)

### Reflection

- All items in the Annual School Plan could be completed. Teacher and student school-based and EDB stakeholder surveys showed that these items were deemed to be effective.

### Feedback and Follow-up

- We are going to further promote the practice of self-regulated learning among students with the increasing use of information technology in learning. Students are expected to acquire and construct a broad and solid knowledge base, while also developing and applying generic skills in an integrated manner. Additionally, they are encouraged to become independent and self-directed learners in preparation for future studies and work, aligning with the second and fourth items of the Seven Learning Goals of Secondary Education.

**Priority Task 2: To promote values education to support Shatin Tsung-Tsiners'**

## character formation and positive education

### Achievements

- The student support efforts of this school year focused on continuously nurturing our students to embody the 5 essential personality traits of being a Shatin Tsung-Tsiner: self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Through the implementation of values education and positive education, our aim is for students to acquire correct values and foster a healthy spiritual and psychological development.
- Apart from teacher and student sharing in morning assemblies and the publications of “Messages to Shatin Tsung-Tsiners”, elements of positive education, like character strength, growth mindset, etc. were also incorporated into Life Education lessons of each level.
- In addition to organizing talks and workshops on time management and stress management for students, class teachers assisted students in setting their individual and class targets at the beginning of the term. They also conducted regular progress reviews with students and guided them on effective planning and maintaining perseverance throughout the school year.
- With reference to the school-based teacher survey, more than 95% of the teachers agreed that sharing on tactics among themselves helped them to practice values education and relevant tactics. According to stakeholder survey of students, students showed positive response as they rated an average of 3.9 on items like “The school helps us develop good moral character inside and outside of the classroom.”, “I love my school.”, “My schoolmates and I help each other and get along well.”, “I receive support and encouragement from teachers.” and “The school is a caring place.”. Parents' average rating for the aforementioned items reached 4.1, indicating a positive response from both parents and students. Teachers rated 4.2 on the item "The school leads collaboration among subject panels and committees to actively implement values." In the school-based student survey conducted in June, an average of 78% of students agreed that they could demonstrate the 5 personality traits of being a Shatin Tsung-Tsiner and improve in at least one of these traits. An average of around 77% of students agreed that the morning assembly sharing, "Messages to Shatin Tsung-Tsiners," and life education lessons helped them set these traits as goals for personal growth or strive for a positive life. Overall, students showed a positive response. Regarding APASO in Part 4.5 of this report, for our junior form students, their average scores in 10 out of 19 items surpassed the territory-wide average scores. For our senior form students, their average scores in 12 items were higher than the territory-wide average scores. In summary, these positive results demonstrate that this target has been achieved.

### Reflection

- Regarding this major concern, all items stated in the Annual School Plan could be completed. Teacher, student and parent surveys showed that these items were effective. Hence, this task has been achieved.

### Feedback and Follow-up

- We will continue to promote values education and positive education through various channels. Our aim is for students to develop into responsible citizens with a sense of national identity, respect for diversity in society, and an appreciation for proper values and attitudes. This includes the ethical use of information and information technology and leading a healthy lifestyle, among others. By doing so, we aim to achieve the first, fifth, and seventh items in the Seven Learning Goals of Secondary Education.

**Priority Task 3: To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders**

<b>Achievements</b>
<ul style="list-style-type: none"><li>● Our school will be celebrating its 40<sup>th</sup> anniversary in the school year 2024/2025. As a result, many teachers who have been serving the school since their graduation from universities will reach retirement age. Additionally, like many local schools, we have also faced teachers emigrating to other countries. Therefore, our school has taken steps to nurture the next generation of school leaders, ensuring the continuity of our school culture and sustainable development.</li><li>● Every school year, different team building activities are held to promote understanding among staff members and transmit the core values and noteworthy culture of the school. Over 90% of teachers agree that these activities enhance the connection among colleagues and foster a sense of belonging to the team.</li><li>● The Mentorship Scheme has been extended to two years to provide new teachers with longer and more comprehensive support, helping them integrate and adapt to our school culture and system more effectively. An average of nearly 90% of new teachers agree that the Scheme enhances their confidence, passion, and provides necessary support. The Principal holds meetings with at least one-third of the teachers each school year to discuss their career development and opportunities for gaining diverse experiences. In the last school year, the Principal met with 30 teachers, including 19 young teachers.</li><li>● Young teachers displaying potential were encouraged and given the opportunity to take courses for middle leadership positions or other relevant courses. As per the needs, additional deputy posts were established. In this school year, 5 teachers successfully completed relevant courses. In the upcoming school year (2024/2025), there will be 2 new posts for vice-chairpersons of committees and subject panels and 7 teachers will take up middle managerial roles or serve as chairpersons or vice-chairpersons of committees or subject panels.</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>● The above outcomes reflect that the tasks were successfully implemented according to the plan and the progress met expectations.</li></ul>
<b>Feedback and Follow-up</b>
<ul style="list-style-type: none"><li>● It is anticipated that young teachers will continue to develop and enhance their managerial and administrative abilities through practical work experience gained from their new duties.</li></ul>

### **3. Major Concerns and Strategies of Each Committee**

#### **3.1 Management and organization**

##### **3.1.1 The major areas of concern**

- Recruiting additional human resources to reduce workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

##### **3.1.2 Support measures for addressing those concerns**

- Over the years, our teachers have been facing increasing workload and work pressure which has denied them time for deeper thinking and personal growth. To redress such an imbalance, under the provision of “One Executive Officer for Each School Policy” and allocation of our own resources, the School successfully recruited 1 School Executive Officer and 3 administrative assistants to take up the tedious duties like delivering school notices and collecting replies using the eClass system and parent app, serving as substitute

teachers and center supervisors, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up teachers' precious time. In addition, with the use of Capacity Enhancement Grant, alumni and external instructors were recruited to take care of some elite and remedial classes and external coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. With the use of Teacher Relief Grant and the school's resources, 5 additional teachers were added to the staff list to implement small-class teaching at all levels to help share the teaching duties. These aimed at easing the pressure confronting regular teachers and allowing them to focus on teaching and counseling work. In this school year, two Student Support Assistants had been deployed to provide further support to our teachers.

- Last school year, we nurtured in young staff the willingness to take up more school duties with sharing and timely appreciation. They were offered space, support and challenges when carrying out their duties and were allowed to practice new measures so as to nurture their abilities in administrative work, problem-solving and leadership. In addition, we encouraged young staff to join different external courses and activities so as to equip themselves, widen their horizons and establish networks. Some were invited to take up more administrative duties, like panel heads, assistant panel heads, chairpersons or vice-chairpersons of committees, in school. In the past school year, 11 teachers took up the duties of middle managers or served as chairpersons of committees or subject panels. With this good foundation, it is expected that we can keep nurturing in young staff the commitment and abilities to take up leadership roles in school.

### **3.1.3 Other support measures**

- The Incorporated Management Committee of our school is composed of 15 members (including 2 parents, 1 alumnus and 2 teacher representatives) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, 4 Assistant-principals, 7 committee heads and 4 elected representatives from the teacher community, conducted regular meetings to discuss matters related to the school policies.
- 4 general staff meetings were held to discuss school matters.
- All 13 committees (e.g. the Academic Affairs Committee, the Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) implemented measures enabling students' development in the domains of ethics, intellect, physique, social skills, aesthetics, and spiritual growth, with end-of-term evaluation on the effectiveness of those measures and submission of plans for the coming school year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next school year was submitted.
- All departments carried out their annual homework inspection as usual.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.
- The School collected parents' and students' opinions from the "School Policy Forum" and other channels (like phone calls, interviews and "Words of Shatin Tsung-Tsiners", etc.) and took appropriate follow-up.
- Copies of questionnaires for various stakeholders (the one developed by the Quality Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.

### **3.2 Professional development for the Principal and teachers**

#### **3.2.1 The major areas of concern**

- Workshops designed to raise teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

#### **3.2.2 Support measures for addressing those concerns**

- All teachers took part in discussing and formulating the School Development Plan for the next cycle in which school development can be enhanced through putting in place a systematic Planning-Implementation-Evaluation (P-I-E) cycle while teachers could revise on how to practice empirical-based self-evaluation.
- 3 workshops were conducted by our teachers in which they introduced online teaching and learning tools as well as their experience in using these tools and how to operate the interactive panels.
- Lesson observation for all contract teachers was conducted by the Principal. Teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness in the post-lesson evaluation meetings. In addition, our Mentorship Scheme continued and has been extended to two years to assist new teachers in settling into our school culture and honing their teaching skills.

#### **3.2.3 Other activities**

- The Principal over the last school year completed 70.75 hours of professional development, and was invited to be the guest speaker at various primary schools to encourage the youngsters and share strategies when selecting secondary schools.
- The Principal took part in a task force group on self-regulated learning run by the Hong Kong Association of the Heads of Secondary Schools to have exchange with other schools.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 51.5 hours of training in various fields.

### **3.3 Teaching and learning**

#### **3.3.1 The major areas of concern**

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading
- Helping students to attain the second, third, fourth and fifth items in the Seven Learning Goals of Secondary Education

#### **3.3.2 Support measures for addressing those concerns**

- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. With General Studies (with content covering training on thinking skills) being a subject in its own right for S1-S3 and the promotion of Chinese and English debate, students were given opportunities to learn and practice problem-solving and critical thinking skills. Furthermore, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation", which requires teachers to assign preparatory work to students in advance of the next lesson so as to enhance learning effectiveness. Lastly, all junior-form students were required to complete different project-based assignments within a period of three years in Science, Technology, Arts-in-Life, and General Studies so that enough training opportunities for self-regulated learning and problem-solving skills could be secured.
- To advance students' English proficiency, job fairs, games and conversation booths, writing letters to the editor, dramas, spelling bees and debating competitions were arranged to provide students with even more opportunities to improve their listening, speaking and



writing abilities. English sharing by students in the morning assemblies was very well received. At the same time, an S1 bridging course was also offered to create a better English ethos and thus raise students' English competencies. Students were persuaded to join English and Chinese writing competitions so as to encourage students to write more. Although there were not enough students to run classes with Putonghua as the medium of instruction for Chinese lessons in junior forms, each cycle's Putonghua lesson still provided undeniable benefits to students in terms of learning and speaking Putonghua. Apart from these, drama elements were incorporated into the Arts-in-Life and the English curriculum for junior forms to hone students' communication skills, while the curricula for General Studies and Arts-in-Life were adjusted to drill students' presentation skills through project-based learning. Furthermore, the Career Guidance Committee provided senior form students with a series of sessions on meeting and interviewing skills. As regards extra-curricular activities, our teachers put forth great effort in training students for the Hong Kong Schools Speech Festival to raise students' expressive power and the results were noticeable. (Please refer to Section 4 for details about student performance.)

- To promote a universal STEM education, an independent STEM lesson in which a school-based curriculum designed by our teachers with reference to the abilities of our students and the needs of society was in practice in S1. Our junior form curriculum has also incorporated the element of STEM and the following parts were completed this school year:
  - S1 STEM lesson : students learnt about electronics and basic circuit testing, and making a fan car.
  - S1 Technology and Mathematics subjects : students learnt to make 3-D items with the use of 3-D printers using their programming knowledge and mathematical knowledge in calculating areas.
  - S2 Technology subject : students were also given opportunities to create apps for smartphones and using micro:bit and learn about AI.
  - S3 Technology subject: students learnt to write programs using PYTHON.
  - S3 Physics subject : Tower Building Competition required students to search for information online, evaluate and calculate how much force the tower could bear and then make a relevant model.
  - There were some activities for students to enroll and these included 3D printing and laser cutting courses funded by the program "IT Innovation Lab in School".
- The Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read (mobile book carts), subject-based reading schemes, book fairs and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours), the Junior Form Reading Award Scheme and the Holiday Reading Scheme, to nurture in students a regular habit and interest in reading so that they could acquire new knowledge in different domains through reading. The School Library was renovated to provide students with a more favorable environment for reading.

### 3.3.3 Curricula

- At junior levels, there were curricula in the language subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Physical Education, Life Education and Christian Education. As for the senior curricula, other than Chinese, English, Mathematics and Citizenship and Social Development (both English and Chinese groups can be offered if there is sufficient enrollment), our school provided 12 elective subjects (covering arts, science, business, Physical Education and Visual Arts) to suit students' interests and abilities to develop their talents to the fullest extent.
- The English Language Department successfully applied for the Quality Education Fund and was offered a grant of 0.57 million dollars to design a school-based junior form curriculum that can best suit the ability and interest of our students. The curriculum has

been implemented for two school years.

- With the Citizenship and Social Development subject replacing Liberal Studies as a core subject in senior forms, an additional group for Maths Extended Module II has been introduced, and the teaching periods for junior-form History and Geography have been increased. These changes aim to provide senior-form students with more choices and a stronger foundation to support their study of elective subjects.
- To broaden students' sports and artistic perspectives, all juniors had to take up one musical instrument and one sport / art throughout the three years. S4 students were required to join one aesthetic activity or course. All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Training Testing.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to Chinese and English debate and recital, there were training classes related to Chinese Language, English Language, Mathematics, Humanities subjects, Physical Education, Science and Technology subjects, Hong Kong Physics Olympiad, the International Biology Olympiad Hong Kong Contest, the program "IT Innovation Lab in School" and the like. Students were encouraged and arranged to join the gifted programs organized by tertiary institutes, the Hong Kong Academy for Gifted Education and the Education Bureau. The School also encouraged students to join the International Assessment for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc.
- To cater for learner differences and to provide timely help for students with various learning needs, there were enhancement or remedial classes for core subjects for senior form students. In addition, the Principal, Assistant-principals and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE. A junior-form Nourishment Class was held after the first term exam and the All Subjects Revision Class was held before the final exam to provide support to the junior-form students who are in need.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over two hours on their homework every day.

#### **3.3.4 Other measures**

- To enhance teaching efficiency, there was the practice of collaborative teaching covering the formulation of the course boundaries, division of labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Cross-curricular class observation was entertained to allow a widening of teachers' perspectives.
- To supervise and assess students' learning, the school adopted various approaches like conducting surveys and interviews to get a better understanding of students' learning progress on top of the regular reviews and evaluations conducted at departmental meetings.
- Having considered that all our students belong to the highest banding in the territory and they generally have high expectation on their academic performance, the detailed rankings of each subject and whole form position for S1 and S2 students have been replaced by giving the respective range of the aforesaid positions in the hope of alleviating the pressure of some students.
- The implementation of a half-day schedule every Wednesday aims to create a lightened timetable, allowing students to reflect and consolidate their learning. Additionally, it provides them with opportunities to engage in various activities or courses based on their individual needs.

### **3.4 Student support**

#### **3.4.1 The major area of concern**

- Nurturing the traits expected of a Shatin Tsung-Tsiner
- Promoting class building
- Helping students to attain the first, sixth and seventh items in the Seven Learning Goals of Secondary Education

### **3.4.2 Support measures for addressing the concern**

- The primary emphasis of our student support remained on cultivating the five personality traits of being a Shatin Tsung-Tsiner, namely being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Through the implementation of values education and positive education, our aim was to instill positive values and promote healthy spiritual and mental development in our students.
- Two class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students of different needs. Class teachers drew up a year plan incorporating strategies on positive education and values education to help our students experience a caring and joyful campus life. With Life Education lessons run by class teachers, the S1 Life Education Day Camp, S2 Experiential Activities and S3 Social Service, class teachers not only nurtured the character of their students, but also developed a mutually beneficial relationship with them and helped them expand their horizons.
- The annual S1 Life Education Camp scheduled for late September or early October was held. With the theme of “STTSS”, the camp aimed to inspire our S1 students to cultivate the five personality traits of being a Shatin Tsing-Tsiner, develop a better support network with their teachers and peers and a sense of belonging to the school.
- Students were encouraged to take part in various external competitions, such as Hong Kong Schools Mooting and Mock Trial Competition and Hong Kong Interschool Mediation Tournament, to widen their horizons and build their self-motivation.
- Apart from school-based leadership training, students were also recommended to join external leadership training or activities, including Sha Tin District Outstanding Student Award, Hong Kong Union for Young Leaders and Orbis Student Ambassador Campaign etc. These help our student leaders to be more persevering and capable of embracing challenges, and to realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates. This school year, two students attained awards in The 20<sup>th</sup> Sha Tin District Outstanding Student Award and one student attained an award in The Outstanding Student Election of the New Territories 2024.
- A subsidy was provided to subsidize classes to hold internal or external class-based activities. This year, some classes arranged activities like film appreciation, indoor war games, visits to monuments, and Aizome Workshop, etc.

### **3.4.3 Other activities.**

- All students filled out a questionnaire prepared by the Student Support Committee on the school aims. The survey findings, when compared with similar statistics administered over the last three school years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.
- Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students’ performance in the previous school year. Monthly information on student behavioral performance was also provided to class teachers. The Student Support Committee held 3 regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building.
- The exchange with our sister school in Guangzhou resumed. 360 students participated in

an interflow of ideas and experiences with students from our sister school. Altogether 44 students and teachers visited the sister school during the Easter holidays.

### **3.5 Student guidance and discipline**

#### **3.5.1 The major area of concern**

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing values education and class building
- Helping students to attain the first and sixth items in the Seven Learning Goals of Secondary Education

#### **3.5.2 Support measures for addressing the concern**

- To move towards the goal of fostering traits a Shatin Tsung-Tsiner should possess in our students, we put in place the Life Education Lesson, which was designed to boost students' development in four domains, namely 'Personal and Healthy Life', 'Social Life', 'Career Planning', and 'Civic Duty/National Identity.' In designing the curriculum, form teachers were consulted so that the curriculum was a product of collective wisdom. The curriculum has been implemented for eighteen years and has proved to be effective.
- In order to provide students with practical experiences and cultivate empathy, various activities were organized for different grade levels. S1 students visited a farm and engaged in conversations with the elderly, allowing them to experience agricultural work while also understanding the importance and contributions of the elderly. An inclusion activity was held for S2 students, enabling them to understand the learning difficulties faced by students with special educational needs. S3 students participated in external voluntary services to demonstrate their compassion for the community. Talks and visits were organized for S4 students to provide insights into the challenges faced by individuals in grassroots communities. Lastly, S5 students listened to and documented the life stories of the elderly, showcasing their empathy and thoughtfulness.
- Team building and adventure training were provided to prefects to help them develop team spirit and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like visiting the less privileged, fund-raising activities, being volunteers in the Ching Tsung Elderly Academy, etc. Students were organized to join a service learning program held by the Hong Kong Polytechnic University. In addition to serving the blind locally, 6 S5 students led by 2 teachers went to Rwanda to help with the installation of solar panels and lighting structures.
- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy, thoughtful and willing to serve, we welcomed the EDB-initiated Integrated Education Scheme, in which a whole-school approach was adopted to support students with special educational needs in order to establish an inclusive campus and caring culture. In addition to a Special Educational Needs Coordinator (SENCO), a Special Educational Needs Supporting Teacher (SENST), two School Social Workers, a speech therapist and an educational psychologist, our school deployed two Student Support Assistants so as to provide wider individual and group counseling services, to promote whole-person development and cater for individual needs. A Student Support Group was established. Together with the Learning Support Grant and the school resources, various measures have been put into effect. There was a regular communication channel with parents and assessment to identify if students have special educational needs. Regarding confirmed cases, apart from referral to the educational psychologist or the speech therapist, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. Teachers

and teaching assistants were encouraged to enroll in courses related to integrated education so as to enhance the learning effectiveness and communication skills of SEN students and help them to integrate into the school. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.

### **3.5.3 Other activities**

- A student support database was set up to allow more effective support for students' growth.
- The Strive-for-Excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group, Social Life Group and Expressive Arts Group were set up to address students' needs during their growth process.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Talks on handling pressure, sex education and mental well-being were held for students.
- It was arranged for senior form students to fill in questionnaires about stress assessment so that timely assistance could be offered to students in need.
- A Student Counselling Activity Room has been set up and is equipped with musical instruments and board games for teachers to hold class building or group counselling activities while students can also reduce their stress. Another Counselling Interview Room has also been set up to provide a suitable venue for meetings between teachers and students.
- A series of career planning activities, including a career exploring activity provided by an external agency, were run to help students acquire a better understanding of themselves and their career orientation.
- There was timely information on further studies and career activities. Apart from the "STTSS Career Expo", visits to businesses, government organizations and academic institutes and job shadowing in different organizations which helped deepen students' understanding of various study and career paths were arranged.
- A file for career planning was arranged for students to record and integrate their learning outcomes.
- Briefing sessions on senior form curricula were provided for junior students to allow early preparation.
- Information regarding choice of studies and careers and individual counselling were provided for senior form students and parents so as to help them make decisions more easily.
- Assistance was provided for S6 graduates on the day of the release of the public exam results as well as in writing references, resumes and honing their interview skills.
- Assistance was offered to those who intended to pursue further studies, either overseas or on the mainland.
- The Prefect Team provided an opportunity for students to hone their leadership skills.
- Junior Police Call was promoted to train students to be committed and responsible social members.
- Various discipline awards were set up to nurture in students the good qualities of being able to tell right from wrong and being responsible.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.

### **3.6 Extra-curricular activities**

### **3.6.1 The major area of concern**

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing class building
- Helping students to attain the seventh item in the Seven Learning Goals of Secondary Education

### **3.6.2 Support measures for addressing the concern**

- Through the One-student-one-art/sport Scheme for junior forms and One-student-one-art Scheme for Senior Form, students were encouraged to take part in activities related to multiple intelligence.
- The all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities.

### **3.6.3. Other activities**

- To encourage students to get involved actively in extra-curricular activities, a total of 10 interest groups, 25 music classes as well as 43 school teams were offered.
- The Red Cross Youth Unit continued to grow with a membership of around 70 this school year. Apart from encouraging members to join courses offered by the Red Cross to expand their horizons, various services at school were organized to manifest in members the virtue of a willingness to serve.
- Students were allowed to initiate new interest groups so as to promote their self-regulated learning and the personality trait of being self-motivated. This school year, the Card Playing Group and Korean Culture Club were formed.
- Students were also encouraged to become involved in various music, drama, dancing and visual arts competitions. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.
- Class-based activities and inter-class competitions were held. Together with the all-inclusive STTSS Award, students were encouraged to take part actively in inter-class activities to build up their team work and sense of belonging to the class. This year, the picnic, Christmas party, Sports Day, inter-class basketball and long distance running competitions were held smoothly.
- To hone and promote students' leadership skills and team spirit, the six Houses organized various inter-house competitions. This school year, the annual Sports Day (organized by the all-student Sports Events Organizing Committee), the inter-house basketball, handball, board design and talent competitions with participants showcasing multiple talents were successfully held. The posts of the House Captains were continued to be filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.
- Senior-form (including Head and Vice-head Prefects, House Captains and Vice-house Captains, student committee members of Students' Union and the Religious Affairs Committee) and junior form student leaders were arranged to enroll in the advanced and elementary leadership training course organized by the HKYWCA Shatin Integrated Social Service Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess. This year, 19 junior form students joined the 30-hour elementary course while 41 students joined the 36-hour advanced course held in the summer vacation.
- To advance leadership potential of members of class associations, a training class was held for S1 students concerned.

### **3.7 Students' Union**

- A wide range of activities, like School Policy Forum, singing contest (preliminary round

and final), inter-class dodge ball matches, murder mystery game, camping at school campus, Stationery Crazy Sales, SU Day, Teachers' Day and Dress Causal Day were successfully held.

- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), SU papers, binding covers and paper, etc. Other services included free photocopying services on the HKDSE Results Release Day, and loans of various types of ball and chess games, umbrellas and phones.
- A joint-school leadership training camp was held.
- Opinions were collected to assess the effectiveness of the work done by the SU. A survey on teachers' and students' opinions in this regard was conducted through the use of questionnaire.

### **3.8 Religious activities**

#### **3.8.1 The major areas of concern**

- Stepping up effort to preach the Gospel
- Cultivating the traits expected of a Shatin Tsung-Tsiner

#### **3.8.2 Support measures for addressing those concerns**

- Gospel and hymn sharing were integrated into morning assemblies and the former was also conveyed in hall assemblies.
- The yearly Gospel Week, the S1 Gospel Camp and the Graduates Gospel Camp remained the best time for recruiting. There were two evangelical assemblies (one for junior forms and one for senior forms) and three preparation activities. A total of 50 students converted to Christianity. 43 students joined the S1 Gospel Camp. We believed that the seeds of gospel we have sown will germinate and grow one day according to God's schedule. We will keep praying for the faith of our students and take every opportunity to sow and irrigate.
- The traits expected of a Shatin Tsung-Tsiner and staying positive were fostered through the Christian Education lessons. S1 to S3 Christian Education lessons were conducted in the form of a fellowship. Subject teachers, other teachers, the Principal and the preacher from Sun Chui Church were arranged to lead the group sharing. Students could learn the Bible messages more effectively with group discussion and activities and hence convert to the Christian faith. There were altogether 19 mentors. Talks on poverty and justice and community care were organized as part of the Christian Education lessons for S4 and S5 respectively in the hope that students could have a deeper understanding and reflection of Christian faith.
- After-school growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.

#### **3.8.3 Other activities**

- Retreats, prayer meetings and fellowships were organized to promote spiritual growth among colleagues.
- Fellowship, leadership training and devotion groups were activated to facilitate Christian students' spiritual growth. A profound training workshop for the ex-co members of the Christian fellowship was provided under the direction of an external Christian agency, the Little Fire Limited.
- There were paintings on the wall and staircases within the school campus so as to share the gospel messages and positive values with others.

### **3.9 Home-school communication**

#### **3.9.1. The major areas of concern**

- Sustaining the promotion of parental education in step with the school development

### **3.9.2. Support measures for addressing those concerns**

- The Home-School Cooperation Committee worked closely with the Academic Affairs Committee, the Career Guidance Committee, the Student Guidance Committee and the school-based Educational Psychologist in the organization of eleven talks and seminars. Some of these talks helped S1 parents grasp the essence of the school policies. Some provided useful and updated information on further studies and career choices to senior form parents. There were a total of over 1100 attendees.
- The PTA, in collaboration with the Home-School Cooperation Committee, organized three talks on parenting, with the aim of raising awareness of children's mental health and nurturing self-discipline in children. A total of over 280 attendees participated in these talks.
- Regarding the promotion of the Reading Club, participants were arranged to read books about how to lead a joyful life together.
- A guided tour to Shenzhen was arranged in response to the measures outlined in the Policy Address regarding the organization of activities related to national education for parents. A total of 43 parents, students, and teachers participated in the tour.

### **3.9.3 Other activities**

- Apart from holding the Lunar New Year Gathering, the Home-School Cooperation Committee set up a contact network between the school and parents and among parents themselves through regular committee meetings, the 'School Policy Forum' and various parent talks. The Home-School Cooperation Committee strengthened the home-school communication network with channels like issuing the Parent Basic Law, the bulletins, setting up class-based WhatsApp groups, etc.
- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40.
- Parents were recruited to be volunteers in the vaccine injection and the Talk for Prospective S1 students.

### **3.10 Activities involving alumnae/alumni**

- To strengthen the ties with the alumni, the database has been constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs Committee has been frequently updated to share with our alumni the most updated school and alumni news.
- The Alumni Affairs Committee assisted the graduating classes in organizing the Graduation Dinner cum "Thank-you Teachers Sharing" event to encourage graduates to join the Alumni Association. Additionally, the Committee arranged for the graduating classes to bid farewell during morning assemblies and symbolically place their time capsules, marking the official end to their secondary school journey.
- The Homecoming Day, held in March, was a resounding success, featuring various activities such as the Alumni Cup football and basketball matches, game stalls, school tours and a dinner gathering.
- Alumni were welcome to join our Sports Day as spectators and some were invited to form teams to take part in the teacher-student as well as inter-house relay competitions.
- The Alumni Association has set up an annual scholarship awarded to students who are willing to serve.
- The elections of ex-co members of the Alumni Association and Alumnus Manager were held.

### **3.11 Student welfare**

- Affordable photo-taking services, flu vaccination, ordering services for textbooks, school uniforms and sportswear were arranged.
- Assistance was provided for students in applying for various learning funds, subsidy



schemes like the School Textbook Assistance Scheme and Student Travel Subsidy Scheme.

- Internal scholarships were set up and assistance was provided for students who would like to apply for external ones.
- There was vetting of candidates nominated for the Outstanding Student Award and various external academic exchange programmes.
- The Tuck Shop Management Team was set up to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.

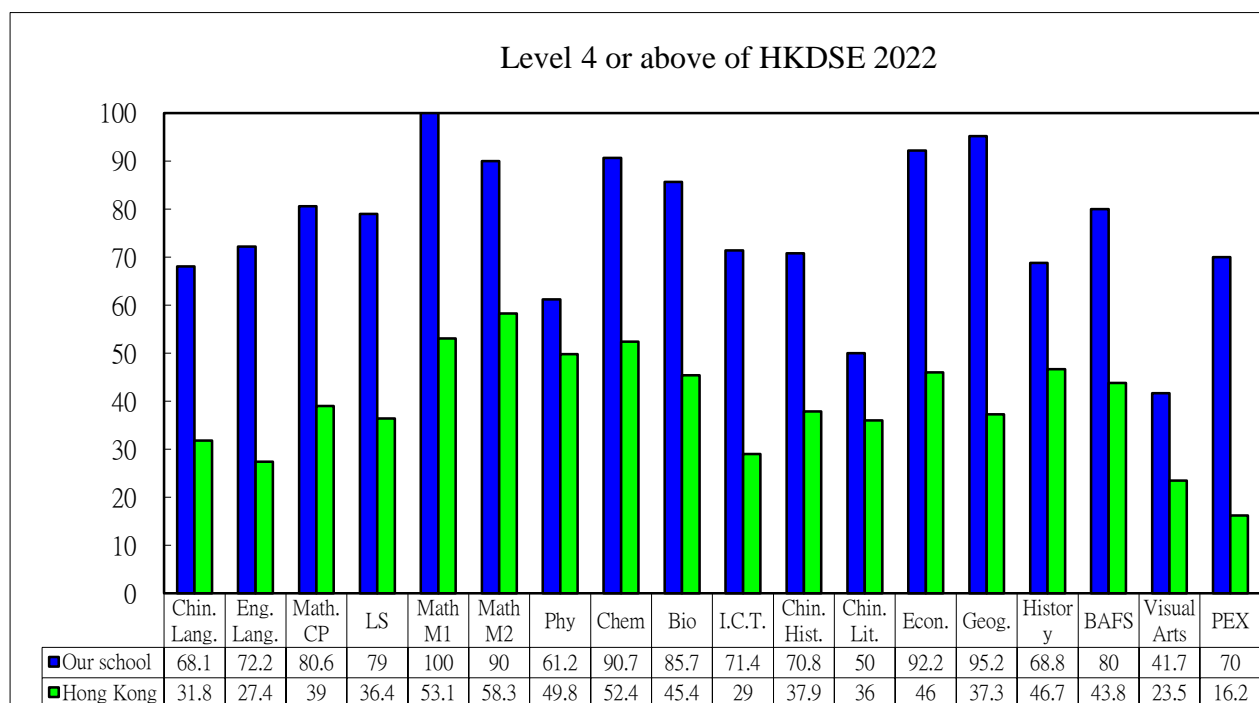
### 3.12 Campus Facilities

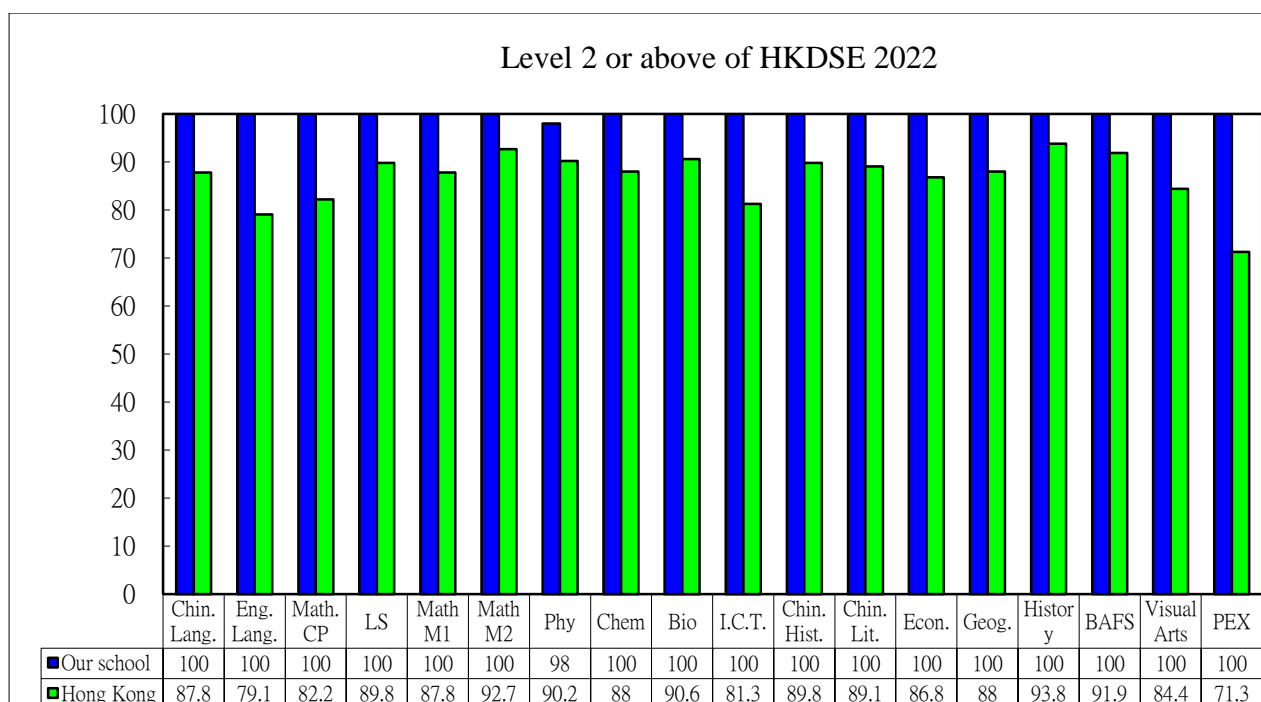
- Interactive panels have been installed in senior form classrooms, providing valuable support for daily learning and teaching. The installation cost amounted to approximately 700,000 dollars.
- The School has successfully applied for a fund of over 1,260,000 dollars offered by the Quality Education Fund to revise the Art-in-Life curriculum by incorporating professional drama training and creative media content. In addition, the Robotics Room and the Arts Technology have also been renovated.
- The male and female washrooms on the 5<sup>th</sup> to 7<sup>th</sup> floor, 3 of each, have been renovated under the major repair scheme of the Education Bureau.
- All wooden doors have been renewed and all indoor walls have been repainted.

## 4. Students' Performance

### 4.1 HKDSE

The average rate of students achieving level 2 and level 4 or above in the 2024 HKDSE are as follows.





## 4.2 Extra-curricular and community-based activities

- A headcount of 1449 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). There were a combined total of 600 members and 1032 participants in the school teams (athletic, aesthetics and academic) in this school year.
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	95
HK Youth Music Interflows	200
Joint School Music Competition	245
HK Schools Speech Festival	141
HK Schools Drama Festival	52
HK Schools Dance Festival	13
Chinese debating	19
English debating	23
HK Schools Sports Federation Inter-school Competitions	874

In this school year, our students participated in 12 inter-school sports competitions. Our school achieved top 4 rankings in 20 grades across 7 sports, and top 8 rankings in an additional 19 grades. In the overall results, our boys' section and girls' section both ranked sixth out of forty-eight and forty-seven schools. Furthermore, our girls' team qualified for the basketball and cross country competitions, while the boys' team qualified for the cross country competition of the All Hong Kong Schools Jing Ying Tournament. Our music teams received five Gold Awards at the Joint School Music Competition, as well as two Silver Awards and one Bronze Award in the Hong Kong Youth Music Interflows. Additionally, in the Schools Dance Festival, our school was honored with the Honours Award. (Please refer to the appendix for additional details about their performance).

- Our students participated in the following community services:

Activity	Number of participants
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Making mooncakes with the elderly	14
Selling flags for the YWCA	17
Fundraising by selling charity tickets for Tsung Tsin Mission of Hong Kong's Care for the Elderly program	18
Service at EFCC - Hong Fook Church Bradbury Community Health Development Centre	23
Volunteering at dog shelters	41
Visit to Sun Chui Lutheran Centre for the Elderly	42
Litter cleanup of hiking trails	75
Visiting the elderly	94

- 7 exchange tours were organized with a headcount of 397 participants. Details are as follows:

Tour	Target	No. of participants
Chinese History Guangzhou Study Tour cum Visiting Sister School	Junior form students	40
Hangzhou Asian Games Study Tour	Senior form students and students taking PE elective	40
CSD Mainland Study Tour	S5 (whole form)	137
Japan Kyushu History and Culture Tour	Junior form students	40
Taiwan Sports Training Tour	Sports team members	100
English Study Tour	S2 students	20
Germany History and Culture Tour	Senior form students and students taking History elective	20

#### 4.3 Religious activities

- The number of students converted to the Christian faith : 51
- The number of students joining the gospel camps : 43
- The average number of students joining the Christian fellowship : 28

#### 4.4 Careers and further education of S6 students

- A total of 120 S6 students took part in the 2024 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	94.2%
Percentage of students offered a UGC-funded degree programme	76.7%
Percentage of students offered a self-financing degree programme	20.0%
Percentage of students offered a local degree programme	96.7%
Percentage of students offered a degree programme in HKU, CUHK or HKUST	47.5%
Percentage of students offered a sub-degree program (JUPAS & non-JUPAS)	0.8%
Percentage of students offered a degree or sub-degree program	97.5%
Percentage of students offered an overseas degree program	N.A.

(Note : all percentages are calculated based on the total number of S6 students)

#### 4.5 Indicators of students' affective and social outcomes

Subscale	Junior Forms Q-score	Senior Forms Q-score
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Affect (Positive Affect)	86	85
Affect (No Negative Affect)	85	91
Affect (No Anxiety, Depressive Symptoms)	85	85
Satisfaction (School)	101	116
Meaning in Life	94	103
Physical Exercise	85	85
Honesty (Act of Honesty)	97	102
Morality (Importance)	114	104
School Atmosphere (Not Lonely)	92	102
School Atmosphere (Belongingness)	115	114
Reading (Non-assigned Materials)	106	104
Reading (Time for Leisure Reading)	104	92
Information Technology (Less Time for Leisure)	95	88
Information Technology (No Addiction)	111	92
Information Technology (Not Attracted by its Functions)	97	109
National Identity (Responsibility, Obligations)	116	116
National Identity (Proud, Love)	116	116
National Identity (National Flag, Anthem)	116	116
National Identity (Achievements)	116	116

Comments:

- for our junior form students, their average scores in 10 out of 19 items were higher than the territory-wide average scores. For our senior form students, their average scores in 12 items were also higher than the territory-wide average scores.

#### 4.6 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	2.1%	97.9%
S2	2.9%	97.1%
S3	3.4%	96.6%
S4	1.1%	98.8%
S5	3.0%	97.0%
S6	1.5%	98.5%

## 5. Summarizing The Past and Planning For The Future

### 5.1 Work performance

Though facing many unexpected and rapid changes in this school year, the goals set out at the beginning could still be successfully completed. The feedback from students, parents and teachers was very positive. The school is grateful to God and this also bears a strong witness to the unfading enthusiasm and professionalism among our teachers, as well as the support and recognition of various stakeholders. We are confident of taking up the future challenges – to implement the 3-year plan continuously as follows :

- To incorporate e-learning into teaching to promote self-regulated learning
- To promote values education to support Shatin Tsing-Tsiners' character formation and positive education
- To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

### 5.2 Development plan: situational analysis

#### 5.2.1 Externally

- Financial resources provided by the government
- Limited manpower provided by the government
- Social ethos affecting the effectiveness of value education

### **5.2.2 Internally**

- A spacious campus with well-structured facilities
- Sound administrative hierarchy
- A pool of devoted teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Self-financing small-class teaching
- Heavy workload and insufficient rest confronting teachers
- Good students' conduct, positive self-image and high level of willingness to learn and to be taught
- Opportunities for the elevation of students' life qualities

## **5.3. Future development**

### **5.3.1 Management and organization**

- Reducing workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

### **5.3.2 Teachers' professional development**

- Raising teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

### **5.3.3 Academic affairs**

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading
- Promoting e-learning
- Courses covering academics, humanities, aesthetics and service learning will be offered to S2 & S4 students

### **5.3.4. Student support, discipline, guidance, religious affairs, extra-curricular activities**

- Cultivating the traits expected of a ShatinTsung-Tsiner
- Stepping up evangelistic effort
- Strengthening class building and values education

### **5.3.5 Students' welfare**

- Campus embellishment

### **5.3.6 Liaison with parents**

- Strengthening parental education

### **5.3.7 Alumni**

- Widening the network of alumni
- Linking up with more alumni when celebrating the school anniversary to encourage their support for the development of their juniors in various aspects

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports		36	HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-School Long Distance Run Competition: <ul style="list-style-type: none"> <li>Girls Grade C(Individual) - Second Prize (2D Shum Chung Ning)</li> <li>Boys Grade C(Group) - Third Prize</li> <li>Girls Grade C(Group) - Third Prize</li> <li>Boys Overall Result - Fourth Prize</li> <li>Girls Overall Result - Fourth Prize</li> <li>Boys Grade B(Group) - Fourth Prize</li> <li>Girls Grade A(Group) - Fourth Prize</li> <li>Boys Grade B(Individual) - 1 Award of Merit</li> <li>Boys Grade C(Individual) - 2 Awards of Merit</li> <li>Girls Grade C(Individual) - 1 Award of Merit</li> </ul>
		104	Inter-School Athletics Championships: <ul style="list-style-type: none"> <li>100m Race of Girls Grade A - First Prize (3B Chan Hei Yiu)</li> <li>100m Race of Girls Grade C - First Prize (2D Lai Hoi Lam)</li> <li>200m Race of Girls Grade A - First Prize (3B Chan Hei Yiu)</li> <li>200m Race of Girls Grade C - First Prize (2D Lai Hoi Lam)</li> <li>800m Race of Girls Grade C - Second Prize (2D Shum Chung Ning)</li> <li>1500m Race of Girls Grade C - Second Prize (2D Shum Chung Ning)</li> <li>4x100m Relay of Girls Grade A - Second Prize</li> <li>4x100m Relay of Girls Grade C - Third Prize</li> <li>Long Jump of Girls Grade A - Third Prize (5B Tse Maisie)</li> <li>Javelin of Girls Grade A - Third Prize (6A Wong Wai Yan)</li> <li>Long Jump of Boys Grade A - Fourth Prize</li> <li>Discus of Boys Grade A - Fourth Prize</li> <li>Discus of Boys Grade B - Fourth Prize</li> <li>Javelin of Girls Grade B - Fourth Prize</li> <li>Girls Grade A (Group) - Fourth Prize</li> <li>Girls Grade C (Group) - Fourth Prize</li> <li>1500m Race of Boys Grade B - 1 Award of Merit</li> <li>3000m Race of Boys Grade B - 1 Award of Merit</li> <li>110m Hurdles of Boys Grade A - 1 Award of Merit</li> <li>100m Hurdles of Girls Grade C - Award of Merit</li> <li>4x400m Relay of Boys Grade A - Award of Merit</li> <li>4x400m Relay of Boys Grade C - Award of Merit</li> <li>4x400m Relay of Girls Grade A - Award of Merit</li> <li>High Jump of Boys Grade A - 1 Award of Merit</li> <li>Long Jump of Girls Grade C - 1 Award of Merit</li> </ul>

			<ul style="list-style-type: none"> <li>• Shot Put of Boys Grade B - 1 Award of Merit</li> <li>• Discus of Boys Grade B - 1 Award of Merit</li> <li>• Javelin of Boys Grade B - 1 Award of Merit</li> </ul>
		45	Inter-School Cross Country Competition: <ul style="list-style-type: none"> <li>• Girls Grade C - Second Prize (2D Shum Chung Ning)</li> <li>• Boys Overall - Second Prize</li> <li>• Boys Grade A (Group) - Second Prize</li> <li>• Girls Grade A (Group) - Second Prize</li> <li>• Girls Grade C (Group) - Second Prize</li> <li>• Girls Overall - Third Prize</li> <li>• Boys Grade C (Group) - Third Prize</li> <li>• Boys Grade B - 1 Award of Merit</li> <li>• Girls Grade C - 1 Award of Merit</li> <li>• Boys Grade B (Group) - Award of Merit</li> </ul>
		14	Inter-School Swimming Championships: <ul style="list-style-type: none"> <li>• 50m Backstroke of Girls Grade C - Second Prize (2D Shum Chung Ning)</li> <li>• 200m Breaststroke of Boys Grade A - Third Prize (6B Tsoi Gu Chit)</li> <li>• 200m Breaststroke of Boys Grade C - Third Prize (2B Lam Hei Yin Kenji)</li> <li>• 50m Breaststroke of Girls Grade C - Third Prize (1E Lee Yui Hei)</li> <li>• 100m Backstroke of Girls Grade C - Third Prize (2D Shum Chung Ning)</li> <li>• 100m Breaststroke of Girls Grade C - Fourth Prize</li> <li>• 50m Breaststroke of Boys Grade A - 1 Award of Merit</li> <li>• 50m Butterfly of Boys Grade C - 1 Award of Merit</li> <li>• 100m Breaststroke of Boys Grade - 1 Award of Merit</li> <li>• 4x50m Freestyle Relay Boys Grade A - Award of Merit</li> <li>• 4x50m Freestyle Relay Boys Grade C - Award of Merit</li> <li>• 4x50m Freestyle Relay Girls Grade C - Award of Merit</li> </ul>
		62	Inter-School Basketball Competition (Division 1): <ul style="list-style-type: none"> <li>• Boys Grade B - Second Prize</li> <li>• Girls Grade A - Second Prize</li> <li>• Boys Grade B - Third Prize</li> <li>• Boys Grade A - Award of Merit</li> <li>• Girls Grade B - Award of Merit</li> <li>• Girls Grade C - Award of Merit</li> </ul>
		73	Inter-School Volleyball Competition: Division 1 <ul style="list-style-type: none"> <li>• Boys Grade C - First Prize</li> <li>• Boys Grade A - Award of Merit</li> <li>• Boys Grade B - Award of Merit</li> </ul>

			Division 2 <ul style="list-style-type: none"> <li>Girls Grade A - Second Prize</li> </ul>
	110		Inter-School Handball Competition: <ul style="list-style-type: none"> <li>Girls Grade A - Third Prize</li> <li>Boys Grade A - Fourth Prize</li> <li>Boys Grade C - Award of Merit</li> <li>Girls Grade B - Award of Merit</li> </ul>
	21		Inter-School Football Competition (Boys U15): <ul style="list-style-type: none"> <li>Award of Merit</li> </ul>
	25		Inter-School Table Tennis Competition: <ul style="list-style-type: none"> <li>Girls Grade C - Second Prize</li> <li>Boys Grade B - Third Prize</li> <li>Boys Grade C - Fourth Prize</li> <li>Girls Grade A - Fourth Prize</li> </ul>
14			The Schools Sports Federation of Hong Kong, China Nike All Hong Kong Schools Jing Ying Basketball Tournament: <ul style="list-style-type: none"> <li>Girls - Award of Merit</li> </ul>
4			All Hong Kong Schools Jing Ying Table Tennis Tournament: <ul style="list-style-type: none"> <li>Girls' Doubles - Award of Merit</li> </ul>
	10		New Territories Secondary School Inter-School Tenpin Bowling Competition: <ul style="list-style-type: none"> <li>Girls (Group) - Third Prize</li> <li>Girls (Individual) - Fourth Prize</li> </ul>
	6		N.T. Region Inter-School Beach Volleyball Competition: <ul style="list-style-type: none"> <li>Girls - Award of Merit</li> <li>Boys - Finalist</li> </ul>
	22		All N.T. Inter-School Archery Competition: <ul style="list-style-type: none"> <li>Boys Grade C - 1 Award of Merit</li> </ul>
	8		North District 3-on-3 Basketball Competition 2023 organized by North District Sports Association: <ul style="list-style-type: none"> <li>Girls Group - First Prize</li> <li>Boys Group - Fourth Prize</li> </ul>
1			Watsons Athletic Club Annual Challenge 2023 organized by Watsons Athletic Club: Girls U14 - 1500m <ul style="list-style-type: none"> <li>Third Prize (2D Shum Chung Ning)</li> </ul> Girls U14 - 800m <ul style="list-style-type: none"> <li>Fourth Prize</li> </ul>
2			Hong Kong Junior Age Group Athletics Championships 2024 organized by Hong Kong, China Association of Athletics Affiliates: Women's U16 - 1500m



		<ul style="list-style-type: none"> <li>• First Prize (2D Shum Chung Ning)</li> </ul> Boys U18 - Long Jump Final <ul style="list-style-type: none"> <li>• Fourth Prize</li> </ul>
2		Hong Kong Junior Age Group Athletics Meet 2023 (IV) organized by Yuen Long District Sports Association and Tai Po Sports Association: Girls U14 - 800m <ul style="list-style-type: none"> <li>• First Runner-up (2D Shum Chung Ning)</li> </ul> Girls U14 - 1500m <ul style="list-style-type: none"> <li>• Second Runner-up (2D Shum Chung Ning)</li> </ul> Boys U16 - U20 - 60m (Final) <ul style="list-style-type: none"> <li>• Fourth Prize</li> </ul>
1		TCAA Athletics Championships 2024 Round 2 organized by The Citizen Athletic Association: Women Cat: C - 800m <ul style="list-style-type: none"> <li>• First Prize (2D Shum Chung Ning)</li> </ul> Women Cat: C - 400m <ul style="list-style-type: none"> <li>• Fourth Prize</li> </ul>
	1	The Leisure and Cultural Services Department Wong Tai Sin District Age Group Table Tennis Competition 2023: Girls Singles (Age 14-15) <ul style="list-style-type: none"> <li>• Second Prize (4D Ng Tsz Yau)</li> </ul>
	1	Yuen Long District Age Group Table Tennis Competition 2023: Girls Singles (FG) <ul style="list-style-type: none"> <li>• Second Prize (4D Ng Tsz Yau)</li> </ul>
	1	Shatin District Age Group Table Tennis Competition 2023: Girls Singles (FG) <ul style="list-style-type: none"> <li>• Second Prize (4D Ng Tsz Yau)</li> </ul>
	1	Yau Tsim Mong District Age Group Table Tennis Competition 2023: Women's Singles (FG) <ul style="list-style-type: none"> <li>• Second Prize (4D Ng Tsz Yau)</li> </ul>
	1	Islands District Age Group Table Tennis Competition 2023: Girls Single (Age 12-13) <ul style="list-style-type: none"> <li>• Third Prize (2A Man Chin Hei)</li> </ul>
	1	Tai Po District Age Group Tennis Competition 2023: Boys Single (MI) <ul style="list-style-type: none"> <li>• First Prize (2D Lai Tsz Ho)</li> </ul>
	1	Sai Kung District Age Group Tennis Competition 2023: Boys Single (Age 12 or below) <ul style="list-style-type: none"> <li>• First Prize (2D Lai Tsz Ho)</li> </ul>
	1	Shatin District Age Group Tennis Competition 2023:

			Boys Single (Age 13-14) • Third Prize (2D Lai Tsz Ho)
		1	Yuen Long District Age Group Tennis Competition 2023: Boys Single (MI) (Age 11-12) • Third Prize (2D Lai Tsz Ho)
		1	Islands District Age Group Tennis Competition 2023: Boys Single (MI) (Age 12 or below) • Third Prize (2D Lai Tsz Ho)
	1		'New Star Cup' Table Tennis Points Challenge 2023-2024 organized by HKsportseven: New Talent Division (Single) • January First Prize (2A Man Chin Hei) • February First Prize (2A Man Chin Hei)
	1		2023 Cheerful Taekwondo Competition (Sparring) organized by Cheerful Taekwondo Association: • First Runner-up (2B Cheng Cheuk Fung)
	1		Hong Kong Underwater Association 2024 Hong Kong CMAS Cup (Age 15-16 Time Trial): 200m Bi-fin • First Prize (4A Chu Ho Keung) 100m Bi-fin • Second Prize (4A Chu Ho Keung) 50 m Bi-fin • Third Prize (4A Chu Ho Keung)
	1		2024 Hong Kong Spring Bi-fin Competition (Age 15-16 Time Trial): 50 m Bi-fin • Second Prize (4A Chu Ho Keung)
Academics	131 (International)		2024 International Competitions and Assessments for Schools organized by Janison, our students obtained 7 High Distinctions, 48 Distinctions, 67 Credits and 21 Merits. They are as follows: English • 2 High Distinctions (3E Yim Tin Yun, 4A Chan Cheuk Yin) • 15 Distinctions • 25 Credits • 13 Merits Mathematics • 4 High Distinctions (1D Chiu Hei Shun, 1D Sung Ka Wo, 2E Hui Wang Chak, 2F Hui Lok Yee) • 24 Distinctions • 27 Credits

			<ul style="list-style-type: none"> <li>• 5 Merits</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 1 High Distinction (2E Lai Lok Him)</li> <li>• 9 Distinctions</li> <li>• 15 Credits</li> <li>• 3 Merits</li> </ul>
	100		<p>The 75th Hong Kong Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 6 First Prizes, 14 Second Prizes and 13 Third Prizes. They are as follows:</p> <p>Chinese</p> <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (1A Chan Yu Hin Brian)</li> <li>• 3 Third Prizes (1E Chu Chi Hei, 2B Cheng Sze Ham, 5A Tsang Tsz Ying)</li> </ul> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (5B Ho Ka Yee)</li> <li>• 2 Third Prizes (5B Tse Long Kiu, 5D Fong Ho Ching)</li> </ul> <p>Solo Bible Speaking</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (1A Chan Yu Hin Brian)</li> </ul> <p>Dramatic Duologue</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (5C Chan Sze Yu, 5E Mak Sum Yi)</li> <li>• 2 Third Prizes (5A Chan Hoi Ying, 5B Tsz Long Kiu, 5B Tse Maisie, 5B Yip Ming Tung)</li> </ul> <p>English</p> <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> <li>• 3 First Prizes (2F Leung Hing Wai, 3F Chan Cheuk Ying, 5C Chan Sze Yu)</li> <li>• 3 Second Prizes (2E Lau Wai Hei Baldwin, 4B Lui Cheuk Lam, 6C Lau Yan Yee)</li> <li>• 3 Third Prizes (2E Luk Tsz Ching, 4B Leung Lok Ping, 5A Pang Yu Tung Lily)</li> </ul> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (2E Hui Wang Chak)</li> </ul> <p>Dramatic Duologue</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (2E Cheng Cheuk Kiu, 2E Tang Wai Lam)</li> </ul> <p>News Feature Presentation</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (2E Hui Wang Chak)</li> </ul> <p>Public Speaking Solo</p> <ul style="list-style-type: none"> <li>• 2 First Prizes (4B Tong Kei Yan, 5B Tsz Long Kiu)</li> <li>• 1 Second Prize (6B Kwan Ka Kei)</li> </ul>

		<ul style="list-style-type: none"> <li>2 Third Prizes (3E Ng Hon Yin, 5A Pang Yu Tung Lily )</li> </ul> Putonghua Solo Verse Speaking <ul style="list-style-type: none"> <li>3 Second Prizes (1E Lee Yui Hei, 2E Hui Wang Chak, 2F Leung Hing Wai)</li> <li>1 Third Prize (1E Choi Yan Tung)</li> </ul> Solo Prose Reading <ul style="list-style-type: none"> <li>1 First Prize (1E He Scarlett)</li> </ul>
2		Mathematical Olympiad Elite Cup Championship for Asia (Hong Kong Division) organized by Hong Kong Education Development Association: <ul style="list-style-type: none"> <li>2 Awards of Merit</li> </ul>
4		True Light Girls' Invitational Mathematics Contest 2023 organized by True Light Middle School of Hong Kong: <ul style="list-style-type: none"> <li>1 Award of Merit</li> </ul>
20 (International)		Eye Level Math Olympiad organized by Daekyo Hong Kong Company Limited: <ul style="list-style-type: none"> <li>1 Silver Award (1D Lau Cheuk Wai)</li> <li>1 Bronze Award (2E Hui Wang Chak)</li> <li>3 Distinctions (1D Chiu Hei Shun, 1D Sung Ka Wo, 2D Wong Hei Man)</li> <li>3 Merits</li> </ul>
1 (International)		2023 World Mathematics Invitational Final Round (Korea) organized by First Education: <ul style="list-style-type: none"> <li>1 Silver Medal (2E Hui Wang Chak)</li> </ul>
1 (International)		Fermat Mathematical Olympiad 2023-2024 organized by Fermat Education: National Round <ul style="list-style-type: none"> <li>1 Gold Award (5A So Man Hei)</li> </ul> 2023-2024 (Final Round ) <ul style="list-style-type: none"> <li>1 Silver Award (5A So Man Hei )</li> </ul>
4		Hong Kong Hua Luo-geng Cup Mathematics Competition 2024 (Final) organized by Hong Kong Hua Luo-geng Cup Mathematics Competition: <ul style="list-style-type: none"> <li>1 First Prize (2E Hui Wang Chak)</li> <li>1 Gold Award (1D Chiu Hei Shun)</li> <li>1 Silver Award (1D Lau Cheuk Wai)</li> </ul>
37		2024 Hong Kong Mathematics Kangaroo Contest organized by Magic Square Association: <ul style="list-style-type: none"> <li>1 Third Prize (1D Chiu Hei Shun)</li> <li>2 Peak Awards (2E Tam Pok Man, 3F Law Chun Tong)</li> <li>11 Elite Awards (1D Ip Kai Yuen Jacky, 1D Sung Ka Wo, 1E Luo Wai Hin, 3A Ho Tsz Yin, 3E Wong Wai Kwan, 4A Chung Man Yui, 4A Lau Luen Yung,</li> </ul>

		<p>5A Ho Chek Ying Cassidy, 5A Huang Lisa, 5A Lau Sum Yu, 5A Li Yue)</p> <ul style="list-style-type: none"> <li>9 Merit Awards</li> </ul>
4		<p>The Hong Kong Mathematics Creative Problem Solving 2024 organized by Education Bureau and Hong Kong Federation of Education Workers:</p> <p>Heat</p> <ul style="list-style-type: none"> <li>Silver Award and Creativity Award (1D Chiu Hei Shun, 1D Lau Cheuk Wai, 2E Hui Wang Chak, 2E Tam Pok Man)</li> </ul> <p>Final</p> <ul style="list-style-type: none"> <li>Award of Merit</li> </ul>
6		<p>41st Hong Kong Mathematics Olympiad (HKMO) (Heats) organized by Mathematics Education Section, Education Bureau:</p> <ul style="list-style-type: none"> <li>Honourable Mentioned (5A So Man Hei)</li> </ul>
1		<p>The Competition on the Mathematics of Information 2023 organized by The Chinese University of Hong Kong:</p> <ul style="list-style-type: none"> <li>Honourable Mention Award (6A Iu Ka Yi)</li> </ul>
3 (International)		<p>The 10th Annual International Mathematical Modeling Challenge (Winter Contest) organized by International Mathematical Modeling Challenge Committee:</p> <ul style="list-style-type: none"> <li>3 Honourable Mentions (5A Chan Cheuk Yan, 5A Lau Sum Yu, 5A Li Yue)</li> </ul>
11 (International)		<p>American Mathematics Competition organized by Mathematical Association of America:</p> <ul style="list-style-type: none"> <li>2 First Prizes (1D Ip Kai Yuen Jacky, 2F Lo Ming Fung)</li> <li>1 Third Prize (1A Chan Yu Hin Brian)</li> </ul>
1		<p>Thailand International Mathematical Olympiad 2023-2024 organized by Thailand Mathematics Society:</p> <p>Heat Round (Hong Kong Region)</p> <ul style="list-style-type: none"> <li>1 Gold Award (4A Chung Man Yui)</li> </ul> <p>Semi-Final (Hong Kong Region)</p> <ul style="list-style-type: none"> <li>1 Bronze Prize (4A Chung Man Yui)</li> </ul>
12		<p>MathConception 2024 organized by MathConcept Education:</p> <p>Individual</p> <ul style="list-style-type: none"> <li>4 Gold Awards (1D Ip Kai Yuen Jacky, 2D Zhou Mo Han, 2F Lo Ming Fung, 3E Lai Kin Fung)</li> <li>4 Silver Awards (1D Chiu Hei Shun, 1E Yeung Hin Shing, 4A Chung Man Yui, 5A So Man Hei)</li> <li>3 Bronze Awards (2D He Yu Fan, 3E Ng Hon Yin, 3E Wong Wai Kwan)</li> </ul>

			<p>Group</p> <ul style="list-style-type: none"> <li>Award of Merit</li> </ul>
16			<p>Hua Xia Cup organized by The Hong Kong Mathematical Olympiad Association:</p> <p>Heat</p> <ul style="list-style-type: none"> <li>4 First Honours (1D Chiu Hei Shun, 2D Zhou Mo Han, 3E Lai Kin Fung, 3E Ng Hon Yin)</li> <li>7 Second Honours (1E Chu Chi Hei, 2E Hui Wang Chak, 2E Lai Lok Him, 2E Luk Tsz Ching, 2E Tam Pok Man, 3D Chan Yee Lok Brandon, 3E Wong Wai Kwan)</li> <li>5 Third Honours (1D Cheung Cheuk Yiu, 2F Kwok Hoi Ching Eama, 3A Wong Pak Yu, 3D Lau Tsz Lok, 3D Zhang Yi Wai Rachel)</li> </ul> <p>Semi-Final</p> <ul style="list-style-type: none"> <li>3 First Honours (1D Chiu Hei Shun, 2E Hui Wang Chak, 3E Lai Kin Fung)</li> <li>3 Second Honours (2E Lai Lok Him, 2E Tam Pok Man, 3E Ng Hon Yin)</li> <li>2 Third Honours (3D Zhang Yi Wai Rachel, 3E Wong Wai Kwan)</li> </ul> <p>Final</p> <ul style="list-style-type: none"> <li>2 First Honours (3E Lai Kin Fung, 3E Ng Hon Yin)</li> <li>1 Second Honour (2E Lai Lok Him)</li> <li>1 Third Honour (2E Hui Wang Chak)</li> </ul>
3			<p>Artificial Intelligence Mathematical Olympiad(MMC)World Open Competition (Trial Round) (Group) organized by World STEM Association:</p> <ul style="list-style-type: none"> <li>Second Prize (1D Sung Ka Wo, 1E Chu Chi Hei, 1E Yeung Hin Shing)</li> </ul>
1			<p>Asia International Mathematical Olympiad Union</p> <p>HKMO &amp; AIMO Open Contest Trial:</p> <ul style="list-style-type: none"> <li>Silver Award (2E Hui Wang Chak)</li> </ul>
1 (International)			<p>AIMO Open Contest:</p> <ul style="list-style-type: none"> <li>Gold Award (2E Hui Wang Chak)</li> </ul>
1			<p>Mathematics without Borders International Tournament 2024 (Autumn Round) organized by Olympiad Champion Education Group:</p> <ul style="list-style-type: none"> <li>Third Prize (2E Hui Wang Chak)</li> </ul>
1 (International)			<p>Global Junior Math Aptitude Test 2023-24 (Secondary) organized by Global Olympiads Academy:</p> <ul style="list-style-type: none"> <li>Gold Award (2E Hui Wang Chak)</li> </ul>
3			<p>Hong Kong Association for Science and Mathematics Education and PLK</p> <p>The 26th Hong Kong Youth Mathematical High Achievers Selection Contest:</p>

		<ul style="list-style-type: none"> <li>3 Third Prizes (3D Lau Tsz Lok, 3D Lin Doris, 3E Wong Wai Kwan)</li> </ul>
7		<p>Hong Kong Biology Literacy Award 2023/2024:</p> <ul style="list-style-type: none"> <li>3 First Class Honours (6A Lau Tsz Tsung, 6A Lau Tsz Yu, 6A Shih Ching Ho Jonathan)</li> <li>1 Second Class Honour (5B Yip Ming Tung)</li> </ul>
3		<p>Student Mentorship Programme on Innovation and Technology organized by Education Bureau and Cyberport:</p> <ul style="list-style-type: none"> <li>Award of Innovative Invention (3A Ho Tsz Yin, 3A Tam Yi Lam, 3D Leung Shin Ling)</li> </ul>
14		<p>We Together in Metaverse Project organized by The University of Hong Kong:</p> <p>STEAM Metaverse Applied-Math Learning Content</p> <ul style="list-style-type: none"> <li>Innovation Winning Award (3A Ho Tsz Yin, 3A Tam Yi Lam, 3D Leung Shin Ling, 3F Fung Ping Yu)</li> </ul> <p>STEAM Metaverse Science Learning Content</p> <ul style="list-style-type: none"> <li>Innovation Winning Award (5A Huang Lisa, 5A Lau Sum Yu)</li> </ul> <p>STEAM Metaverse Exhibition Room</p> <ul style="list-style-type: none"> <li>Innovation Winning Award (4A Lau Luen Yung, 4A Young Ka Ki, 4C Lam Cheuk Yin, 4E Lin Chun Hei)</li> </ul>
8		<p>International Biology Olympiad - Hong Kong Contest 2023 organized by The Hong Kong Academy for Gifted Education:</p> <ul style="list-style-type: none"> <li>1 Bronze Award (6D Leung Chin To)</li> </ul>
6		<p>Hong Kong Secondary School Health Exhibition Presentation Competition 2023 organized by The Chinese University of Hong Kong:</p> <ul style="list-style-type: none"> <li>Bronze Award (6A Lam Oi Ki, 6A Mung Sze Yu, 6A Ng Yan Ting, 6A Wong Wai Yan, 6B Law Wai Yi, 6B Wong Chak Yu)</li> </ul>
1		<p>Junior Secondary Science Online Self-learning Scheme 2023 organized by Education Bureau:</p> <ul style="list-style-type: none"> <li>Silver Award (2C Cheung Man Hei)</li> </ul>
8		<p>2024 STEM All-Round Competition organized by Academy of the Baptist Convention of Hong Kong:</p> <ul style="list-style-type: none"> <li>S1 Second Prize (1D Chiu Hei Shun, 1D Lau Cheuk Wai, 1D Lee Ho Chun Aiden, 1D Tsang Chi Chung)</li> <li>S2 Award of Merit</li> </ul>
3		<p>Hong Kong Inter-School Drone Challenge 2024(Teamwork Challenge) organized by HKACE, HKFEW and Hong Kong STEM Education Alliance:</p> <ul style="list-style-type: none"> <li>Level 2 Award (4E Tse Tsz Ching, 4E Wong Yin Ching, 4E Yau Tsz Yee Chloe)</li> </ul>
16		<p>Hong Kong Olympiad in Informatics 2023/24 (Junior Group) organized by The Hong Kong Association for Computer Education:</p> <ul style="list-style-type: none"> <li>1 Finalist</li> </ul>

	4		The 23rd Inter-School Bird Race organized by Hong Kong Wetland Park: <ul style="list-style-type: none"> <li>Emergent Outstanding Team (5A Lam Ka Chi, 5A Shan Junxiang, 5A Tsang Tsz Ying, 5C Wong Yin Tung)</li> </ul>
	4		The 18th Infrastructure Building Competition 2024 organized by Hong Kong Institute of Vocational Education: <ul style="list-style-type: none"> <li>Finalist</li> </ul>
	3		CityU Science Video Competition 2023 organized by City University of Hong Kong: <ul style="list-style-type: none"> <li>Bronze Award (6B Law Nga Man Emma, 6B Leung Hei Yau, 6C Chung Hoi Yiu)</li> </ul>
	4		The Chemists Online Self-study Award Scheme 2022/2023 organized by The Hong Kong Virtual University and Education Bureau: <ul style="list-style-type: none"> <li>Diamond Award (6A Lai Tsz Hei, 6B Chan Lok Hin, 6B Leung Hei Yau, 6D Leung Chin To)</li> </ul>
	3		Disaster Resilient Architecture: Planning and Design Charrette organized by The Hong Kong Institute of Architects: <ul style="list-style-type: none"> <li>Silver Award (6B Tse Tak Chun Tully, 6C Ho Tung Ching, 6E Lai Chun Yu)</li> </ul>
	43		Fireflies Read Online organized by Academy of Chinese Studies: <ul style="list-style-type: none"> <li>5 Gold Awards (1E Chu Chi Hei, 1E Gao Maggie, 1E Lee Pak Tsing Patrick, 1E Liu Tsun To, 1F Wong On Ying)</li> <li>4 Silver Awards (1C Kwok Hei Yi, 1C Tsang Hei Man, 1E Law Hei Lam Agnes, 1E Yeung Hin Shing)</li> <li>2 Bronze Awards (1C Yin Yue Sin Cindy, 1D Huang Zhaohua)</li> </ul>
	1		Asia-Pacific Children and Youth Talent Association 2024 APCYTA Poetry Writing: <ul style="list-style-type: none"> <li>Gold Award (3F Chan Cheuk Ying)</li> </ul>
	13		'Jing Ying Cup' Writing Contest 2023-2024: Preliminary <ul style="list-style-type: none"> <li>2 First Honours (2D Yeung Tsz Yan, 2E Tang Wai Lam)</li> <li>2 Second Honours (2F Kwok Hoi Ching Emma, 3E Lai On Kiu)</li> <li>2 Third Honours (2E Kwan Hiu Ching, 2F Mok Sze Ching)</li> </ul> Semi Final <ul style="list-style-type: none"> <li>3 Second Honours (2D Yeung Tsz Yan, 2E Tang Wai Lam, 3E Lai On Kiu)</li> </ul>
	3		The Harvard Prize Book, Scholarship and Essay Award 2024 organized by The Harvard Club of Hong Kong: <ul style="list-style-type: none"> <li>3 Finalists</li> </ul>
	12 (International)		The English Association of Asia 2023-24 Asian English Usage Contest (Arch Cup):



			<p>Heat Event</p> <ul style="list-style-type: none"> <li>1 Silver Award (1E Lee Abby)</li> </ul> <p>Final Event</p> <ul style="list-style-type: none"> <li>1 Silver Award (1E Lee Abby)</li> </ul>
37 (International)			<p>Canadian English Writing Competition 2023-24 (Arch Cup):</p> <p>Live Preliminary Competition</p> <ul style="list-style-type: none"> <li>2 Gold Awards (2E Kwan Hiu Ching, 3E Wong Wai Kwan)</li> <li>4 Silver Awards (1D Chiu Hei Shun, 2E Kwong Chun Yee, 3E Chan Sum Yau, 4B Leung Hei Lam)</li> <li>6 Bronze Awards (1C Au Yeung Hei Long, 1D Sung Ka Wo, 1E Leung Yiu Hin Cadmus, 2E Cheng Cheuk Kiu, 3E Ng Hon Yin, 4B Wong Hiu Yin Daniel)</li> </ul> <p>Live Semi-final Competition</p> <ul style="list-style-type: none"> <li>7 Silver Awards (1D Sung Ka Wo, 1E Leung Yiu Hin Cadmus, 2E Kwan Hiu Ching, 3E Chan Sum Yau, 3E Wong Wai Kwan)</li> <li>2 Bronze Awards (1C Au Yeung Hei Long, 2E Cheng Cheuk Kiu)</li> </ul> <p>Live Final Competition</p> <ul style="list-style-type: none"> <li>3 Silver Awards (1C Au Yeung Hei Long, 1E Leung Yiu Hin Cadmus, 3E Wong Wai Kwan)</li> <li>1 Bronze Award (2E Kwan Hiu Ching)</li> </ul>
22 (International)			<p>2023-24 Asian English Spelling Competition (Golden Bee Cup):</p> <p>Heat Event</p> <ul style="list-style-type: none"> <li>2 Silver Awards (1E Lee Abby, 1E Li Ying Shun Ethan)</li> <li>2 Bronze Awards (1E Leung Yiu Hin Cadmus, 2E Luk Tsz Ching)</li> </ul> <p>Semi-Final Event</p> <ul style="list-style-type: none"> <li>1 Silver Award (1E Lee Abby)</li> </ul>
7			<p>The 3rd Hong Kong School Chinese &amp; English Handwriting Competition organized by Education Employees General Union:</p> <p>English Handwriting Competition Secondary School Junior Group</p> <ul style="list-style-type: none"> <li>1 Outstanding Award (2E Fong How Ching Phoebe)</li> <li>Finalist Award</li> </ul> <p>English Handwriting Competition Secondary School Senior Group</p> <ul style="list-style-type: none"> <li>1 Superior Award (4B Lui Cheuk Lam)</li> </ul>
1			<p>Tang Poetry Recitation Festival organized by Master Insight:</p> <ul style="list-style-type: none"> <li>1 Award of Merit</li> </ul>
32			<p>CUHK Model United Nations Conference organized by The Chinese University of Hong Kong Model United Nations Club:</p> <p>2023</p> <ul style="list-style-type: none"> <li>Outstanding Delegate Award (5B Mao Ka Yu Felix)</li> </ul>

		2024	<ul style="list-style-type: none"> <li>• 2 Best Advocates (5A Lam Ka Chi, 5A Li Ho Yui)</li> <li>• 2 Most Improved Delegates (4B Cheng Ho Yau, 4B Chu Ching Yin)</li> <li>• 2 Most Diplomatic Delegates (4A Chan Cheuk Yin, 4A Lee Meng Ho)</li> <li>• 2 Honorable Mentions (5C Chan Sze Yu, 5C Tam Yeung Yung)</li> </ul>
	1		HKUST Business YoungStars 2023 organized by Business School, The Hong Kong University of Science and Technology: <ul style="list-style-type: none"> <li>• Silver Award (5C Cheng Hei Ching)</li> </ul>
	8		Hong Kong Secondary School Chinese Medicine Debating Competition organized by Chinese Medicine for All and Professional Communication Association: <ul style="list-style-type: none"> <li>• The Best 16 Teams</li> <li>• 2 The Best Debaters (4B Cheng Ho Yau, 5B Yeung Hoi Kiu)</li> </ul>
	14		The 2nd Zi3Sin6 Cup - Chinese Debating Competition organized by Zi3Sin6 Cup Organizing Committee: <ul style="list-style-type: none"> <li>• The Best Debater (5B Ho Ka Yee)</li> <li>• The Best Floor Questions (2E Hui Wang Chak, 4D Tsang Man Yin, 5B Ng Yuet Hei Agnes)</li> </ul>
	4		The 5th New Territories Joint School British Parliamentary Debating Tournament organized by Tuen Mun Catholic Secondary School: <ul style="list-style-type: none"> <li>• Second Prizes (2E Fok Ngo Yee Gem, 2E Leung Sum Ip Clover 5B Lo Sze Wing)</li> <li>• 1st Preliminary The Best Debater (5B Lo Sze Wing)</li> <li>• 2nd Preliminary The Best Debater (2E Fok Ngo Yee Gem, 5B Lo Sze Wing)</li> </ul>
	6		The 39th Sing Tao Inter-School Debating Competition (English) organized by Education Bureau, Sing Tao Daily and The Standard: <ul style="list-style-type: none"> <li>• Best 32 Teams</li> <li>• Beat Interrogative Debater (4B Cheng Ho Yau)</li> </ul>
	16		The 5th Hong Kong Inter-School Debate Competition organized by Hong Kong Schools Debate Federation:           Preliminary Round <ul style="list-style-type: none"> <li>• The Best Debater (5B Yeung Hoi Kiu)</li> </ul> Final <ul style="list-style-type: none"> <li>• Best 16 Teams</li> </ul>
	4		Hong Kong Schools Debate Cup organized by English Debate Society, The University of Hong Kong: <ul style="list-style-type: none"> <li>• The 6<sup>th</sup> Best Speaker</li> </ul>
	4		Hong Kong Secondary School Chinese History Project Study Programme organized by HKU MACHS Alumni Association:

			<p>Junior Group</p> <ul style="list-style-type: none"> <li>• First Prize (4C Cheung Yui Long)</li> <li>• Third Prize (3D Leung Shin Ling)</li> <li>• 1Finalist</li> </ul> <p>Senior Group</p> <ul style="list-style-type: none"> <li>• Third Prize (5A Yi Yan Chit)</li> </ul>
	14		<p>The Hong Kong Jockey Club Community Project Grant Hong Kong Spirit Learning Project: Mei Ho House 2022-2023 Essay Competition organized by Hong Kong Youth Hotels Association:</p> <ul style="list-style-type: none"> <li>• 1 Award of Merit</li> </ul>
	1		<p>The 9th Dr. Stephen Chan Joint School Flash Fiction Writing Competition (Junior) organized by Dr. Stephen Chan Education Foundation:</p> <ul style="list-style-type: none"> <li>• Award of Recommendation (2A Huang Huiyan)</li> </ul>
	2		<p>The 48th Hong Kong Youth Cultural &amp; Arts Competition - The Hong Kong Youth Couplets Competition (2022-2023) organized by Hong Kong Youth Cultural &amp; Arts Competition Committee:</p> <ul style="list-style-type: none"> <li>• Second Prize (5A Huang Lisa)</li> </ul>
		1	<p>The 8th Shatin Inter-School Scrabble Competition 2024 organized by S.K.H. Tsang Shiu Tim Secondary School:</p> <ul style="list-style-type: none"> <li>• 1 Honorable Mention (5A So Man Hei)</li> </ul>
Aesthetics	85		<p>76th HK School Music Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 3 First Prizes, 1 Second Prize, 4 Third Prizes, 15 Silver Awards and 11 Bronze Awards. They are as follows:</p> <p>3 First Prizes</p> <ul style="list-style-type: none"> <li>• Graded Piano Solo (3E Chan Tsz Ngai)</li> <li>• Trumpet Solo Senior (2D Chen Yin Chai)</li> <li>• Flute Solo Junior (1F So Tsz Fung)</li> </ul> <p>1 Second Prize</p> <ul style="list-style-type: none"> <li>• Pipa Solo Advanced (2C To Chit)</li> </ul> <p>4 Third Prizes</p> <ul style="list-style-type: none"> <li>• Graded Piano Solo (2F Liu Tsz Ying)</li> <li>• Cello Solo Intermediate (2F Liu Chi Fung)</li> <li>• Pipa Solo Intermediate (1A Cai Sze Man)</li> <li>• Flute Solo Junior (1E Gao Maggie)</li> </ul> <p>School Team Result</p> <ul style="list-style-type: none"> <li>• Chinese Instrumental Group Senior Award of Merit</li> </ul>
	1		<p>75th HK Schools Music Festival:</p> <p>Erhu Advanced</p> <ul style="list-style-type: none"> <li>• First Prize (2F Yang Ze Yu)</li> </ul>

	195		<p>2023 Hong Kong Youth Music Interflows organized by Music Office, Leisure and Cultural Services Department:</p> <ul style="list-style-type: none"> <li>Chinese Orchestra Contest - Silver Award</li> <li>Symphony Orchestra Contest - Silver Award</li> <li>School Band Contest - Bronze Award</li> </ul>
	245		<p>Joint School Music Competition 2023 organized by Hong Kong Joint School Music Association:</p> <p>2023</p> <p>Secondary School Diploma - Piano Solo</p> <ul style="list-style-type: none"> <li>Gold Award (6B Chan Kwan Yiu)</li> </ul> <p>Secondary School Diploma - Percussion(Pitched) Solo</p> <ul style="list-style-type: none"> <li>Gold Award (3E Wong Wai Kwan)</li> </ul> <p>2024</p> <p>Chinese Orchestra - Secondary School</p> <ul style="list-style-type: none"> <li>Gold Award</li> </ul> <p>Symphony Orchestra - Secondary School</p> <ul style="list-style-type: none"> <li>Gold Award</li> </ul> <p>School Symphonic Band - Secondary School</p> <ul style="list-style-type: none"> <li>Gold Award</li> </ul> <p>Secondary School Choir - Challenging Group (Junior Choir)</p> <ul style="list-style-type: none"> <li>Gold Award</li> </ul> <p>Secondary School Choir - Challenging Group (Senior Choir)</p> <ul style="list-style-type: none"> <li>Gold Award</li> </ul>
	1 (International)		<p>Asia's Elite Music Competition 2023 organized by Asia's Elite Culture and Arts Exchange Association:</p> <ul style="list-style-type: none"> <li>Champion (2E Tsang Siu Yin Sophia)</li> </ul>
	1		<p>16th HK Students Open Music Competition (Cello - Grade 5) organized by Speech &amp; Music Recital Development Foundation:</p> <ul style="list-style-type: none"> <li>Third Prize (3E Chan Sum Yau)</li> </ul>
	1		<p>Hong Kong Music Talent &amp; Performance Award organized by My Music Academy &amp; Music Moments:</p> <ul style="list-style-type: none"> <li>Champion (2E Tsang Siu Yin Sophia)</li> </ul>
	1		<p>2024 8th Teenagers &amp; Children Music Contest - Piano Division: Secondary School organized by TCCA:</p> <ul style="list-style-type: none"> <li>First Runner-up (1D Cheung Yat Lok)</li> </ul>
	1		<p>International Percussion Competition 2023 - Marimba Solo (Advanced Level) organized by Parsons Music:</p> <ul style="list-style-type: none"> <li>Silver Award (3E Wong Wai Kwan)</li> </ul>

	1		Music@e-Contest 2023 - Percussion (Second-round) organized by Music@e-Contest 2023: <ul style="list-style-type: none"> <li>Gold Award (3E Wong Wai Kwan)</li> </ul>
	1		International Young Artist Music Contest 2023 in Percussion (Youth Artistic Award Group II) organized by Muse Music (Asia) Association: <ul style="list-style-type: none"> <li>First Place (3E Wong Wai Kwan)</li> </ul>
	1		The 8th Hong Kong Music Talent Music Competition organized by Hong Kong Music and Performing Arts Association: <ul style="list-style-type: none"> <li>Fourth Prize</li> </ul>
	1		International Fringe Music Festival and Competition 2023 - Youth Class: Solo Xylophone/ Marimba Class organized by International Fringe Association: <ul style="list-style-type: none"> <li>Second Honour (3E Wong Wai Kwan)</li> </ul>
	24		Hong Kong School Drama Festival 2023/24 organized by Education Bureau: Individual <ul style="list-style-type: none"> <li>4 Outstanding Performers (2B Man Shun Wah, 2E Tse Lok Yin, 2F Leung Hing Wai, 4E Chu Hoi Chin)</li> <li>Outstanding Director</li> </ul> Group <ul style="list-style-type: none"> <li>Outstanding Stage Effect</li> <li>Outstanding Cooperation</li> </ul>
	13		60th Schools Dance Festival organized by Hong Kong School Dance Association Limited: Jazz & Street Dance <ul style="list-style-type: none"> <li>Honour Award</li> </ul>
	1		Hong Kong DanceSport Association 2023 Hong Kong DanceSport Solo Open Competition (Station 3): Age 15 Cha-Cha-Cha, Rumba and Jive <ul style="list-style-type: none"> <li>Third Prize (4E Chan Tsz Ching)</li> </ul>
	1		2023 Hong Kong DanceSport Solo Open Competition (Station 4): Age 15 Cha-Cha-Cha <ul style="list-style-type: none"> <li>First Prize (4E Chan Tsz Ching)</li> </ul> Age 15 Rumba <ul style="list-style-type: none"> <li>First Prize (4E Chan Tsz Ching)</li> </ul> Age 15 Samba and Paso Doble <ul style="list-style-type: none"> <li>First Prize (4E Chan Tsz Ching)</li> </ul> Age 15 Cha-Cha-Cha, Rumba and Jive <ul style="list-style-type: none"> <li>First Prize (4E Chan Tsz Ching)</li> </ul> Age 14-15 Cha-Cha-Cha, Rumba, Jive <ul style="list-style-type: none"> <li>Third Prize (4E Chan Tsz Ching)</li> </ul>

	1		2024 Hong Kong DanceSport Solo Open Competition (Station 1): <ul style="list-style-type: none"> <li>Age 16 or above Cha-Cha-Cha - Fourth Prize</li> </ul>
	1		20th Hong Kong Inter-School DanceSport Open Competition: <ul style="list-style-type: none"> <li>Age 16 Cha-Cha-Cha Solo - Second Prize (4E Chan Tsz Ching)</li> <li>Age 16 Rumba Solo - Third Prize (4E Chan Tsz Ching)</li> <li>Age 16-18 SP Solo - Fourth Prize</li> </ul>
	1		2023 Hong Kong DanceSport Top Dancer Championship (Age 15 or above) organized by Viva Dance Company Limited and Zigzag Dancesport Association: Latin Dance Solo SCRJ <ul style="list-style-type: none"> <li>First Prize (4E Chan Tsz Ching)</li> </ul> Latin Dance Solo SCR <ul style="list-style-type: none"> <li>Second Prize (4E Chan Tsz Ching)</li> </ul> Latin Dance Solo CR <ul style="list-style-type: none"> <li>Third Prize (4E Chan Tsz Ching)</li> </ul>
	4		The 4.5th Outstanding Student Artist Award of Hong Kong organized by Art-at-all: <ul style="list-style-type: none"> <li>1 Finalist</li> </ul>
	1		The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2024 organized by Leisure and Cultural Services Department: <ul style="list-style-type: none"> <li>Third Prize (5E Cheng Oi Lam)</li> </ul>
	2 (International)		Espace d'Art Jeunesse de Paris - Grand Concours International de Dessin Pour Enfants 2023 organized by Hong Kong Youth Creative Arts Association: <ul style="list-style-type: none"> <li>First Prize (5C Qin Chi Ho)</li> <li>1 Award of Merit</li> </ul>
	2		The 49th Hong Kong Youth Cultural & Arts Competition The Hong Kong Youth Slogan & Poster Design Competition organized by Hong Kong Youth Cultural & Arts Competition Committee: <ul style="list-style-type: none"> <li>Third Prize (4C Lee Pui Ying)</li> <li>1 Award of Merit</li> </ul>
	5		Hong Kong Territory-wide Youths Painting Contest 2024 organized by Jockey Club Young Artists: <ul style="list-style-type: none"> <li>1 Award of Merit</li> </ul>
	1		"Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition 2023 organized by Office for Film, Newspaper and Article Administration: <ul style="list-style-type: none"> <li>Outstanding Award (5A Wong Siu Yi)</li> </ul>
	1		Hong Kong Heart Health Drawing Competition 2023 organized by Hong Kong College of Cardiology:

			<ul style="list-style-type: none"> <li>• Second Prize (3F Ting Tsz Kiu)</li> </ul>
	1		<p>Hong Kong Junior Art Open 2023 organized by Hong Kong Child Culture &amp; Arts Association:</p> <p>Junior</p> <ul style="list-style-type: none"> <li>• Ocean World - Champion (4D Chan Po Lam)</li> <li>• Zoo – Fourth Prize</li> </ul>
	16		<p>The 17th HKQAA "My Dream Home" Drawing and Poster Design Contest organized by Hong Kong Quality Assurance Agency:</p> <ul style="list-style-type: none"> <li>• 1 Award of Merit</li> <li>• 3 Finalists</li> </ul>
	3		<p>The 19th Hong Kong Inter-School 'Go' Competition organized by Hong Kong Children Go College:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
Others	2		<p>Sir Edward Youde Memorial Award organized by Sir Edward Youde Memorial Fund Council:</p> <ul style="list-style-type: none"> <li>• 2 Cash Awards (6A Lau Tsz Tsung, 6A Wong Ho Hei)</li> </ul>
	2		<p>Hok Yau Club Outstanding Secondary School Student Leader Competition organized by Hok Yau Club:</p> <ul style="list-style-type: none"> <li>• 2 Student Leader Awards (6A Wong Wai Yan, 6B Yue Hoi Ching)</li> </ul>
	2		<p>The 7th Hong Kong Youth Improvement Award organized by Elsie Tu Education Fund:</p> <ul style="list-style-type: none"> <li>• 2 Improvement Awards (6A Shing Chun Kit, 6E Tsui Chun Yu)</li> </ul>
	2		<p>The 20<sup>th</sup> Shatin Most Outstanding Student Award (Junior Division) organized by Shatin Youth Association:</p> <ul style="list-style-type: none"> <li>• 2 Outstanding Awards (3E Mak Wing Tung, 3E Ng Hon Yin)</li> </ul>
	2		<p>Tsung Tsin Mission of Hong Kong Outstanding Secondary School Student Award organized by Tsung Tsin Mission of Hong Kong:</p> <ul style="list-style-type: none"> <li>• Junior Form Outstanding Secondary School Student Award (3E Lai Kin Fung)</li> <li>• Senior Form Outstanding Secondary School Student Award (5A So Man Hei)</li> </ul>
	1		<p>Mind Ambassador Programme 2023 organized by The Hong Kong Federation of Youth Groups:</p> <ul style="list-style-type: none"> <li>• Award for Diligence (6C Lau Colin Theodore)</li> </ul>

**Shatin Tsung Tsin Secondary School**  
**Report on the Use of the Capacity Enhancement Grant 2023/24**

**A. Aims**

To relieve teachers' workload so that there will be a better use of time for the following:

- (i) Teaching Pedagogy: Collaborative teaching
- (ii) Language Ability: Creating a better English ethos and promoting a reading culture
- (iii) Catering for the needs of individual learners
- (iv) Assessment Methods: Formative assessment

**B. Financial Report**

Methods	Rationale / Value	2023 – 2024 Budget	2023 – 2024 Expenditure
1. Recruitment of graduates as invigilators (\$50/hour for internal exams; \$140/hour for public exams)	To free up more teachers' time for the 4 items mentioned in (A)	\$135,000	\$101,163.30
2. Recruitment of administrative assistants to help teachers with the following: (i) Taking up teaching duties when needed (ii) Performing after-school duties (iii) Assisting teachers in their teaching (iv) Serving as invigilators (v) Assisting teachers in extra-curricular activities	To free up more teachers' time for the 4 items mentioned in (A)	\$554,022	\$566,446.55
3. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students' language competency (ii) To cater for individual learner's needs	\$22,500	\$23,170.00
		\$711,522	\$690,779.85



Shatin Tsung Tsin Secondary School  
Report on the Use of the Life-wide Learning Grant  
2023/24 School Year

Jul 2024 ver.

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	English Journalist and News Anchor Courses	Oct 2023-May 2024	S2-S3	20	\$29,449.00	\$1,472.45	E1	English Language	there were 20 participants	✓				✓
2	Drama Performance for the Open Day	Jan 2024	S1-S5	50	\$46,000.00	\$920.00	E1, E5	Performing arts	there were 50 participants			✓		
3	S1 Life Education Camp	Oct 2023	S1	165	\$68,863.20	\$417.35	E1, E2	Values Education	95% of the participants showed positive feedback		✓			
4	S1 Experiential Activities	Oct 2023-May 2024	S1	165	\$27,600.00	\$167.27	E1, E2	Values Education	Over 90% of the participants showed positive feedback		✓			
5	S4 & S5 Counselling Talks, Activities & Camp (at least 13 times and 1 day camp)	Sept 2023-May 2024	S4-S5	268	\$74,586.00	\$278.31	E1, E2, E5	Values Education	there were 268 participants		✓			
6	Whole-school/Whole-form Counselling Activities (8 times)	Sept 2023-May 2024	S1-S6	845	\$15,717.50	\$18.60	E1, E5	Values Education	74% of the students showed positive feedback		✓			
7	Social Service (at least 25 times)	Sept 2023-May 2024	S1-S6	266	\$40,661.60	\$152.86	E1, E2, E7	Values Education	there were 266 participants			✓		
8	Prefect Team Leadership Training	Dec 2023	S1-S5	68	\$3,231.00	\$47.51	E1, E2, E6	Leadership Training	98.2% of the participants showed positive feedback		✓			✓
9	School-based Leadership Training Courses (Elementary & Advanced)	Nov 2023, Aug 2024	S1-S4	60	\$15,910.00	\$265.17	E1, E2, E6	Leadership Training	Over 90% of the participants found the content helpful		✓			✓
10	Sports Teams Training (11 teams)	Sept 2023-Aug 2024	S1-S6	452	\$491,589.90	\$1,087.59	E5	Physical Education	there were 452 members in these teams			✓		
11	Music Teams Training (5 teams)	Sept 2023-Aug 2024	S1-S5	250	\$122,000.00	\$488.00	E5	Music	there were 250 members in these teams			✓		
12	Subsidies to interest groups (18 groups)	Sept 2023-May 2024	S1-S6	272	\$331,222.90	\$1,217.73	E1, E5, E6	Multiple Intelligence	there were 272 participants	✓		✓		✓
13	Camping	Dec 2023	S1-S6	40	\$3,447.00	\$86.18	E1, E2	Values Education	Over 90% of the participants showed positive feedback		✓			
14	Career Experiential Activities and Workshops	Sept 2023-Aug 2024	S4-S6	154	\$7,605.00	\$49.38	E6	Values Education	Over 90% of the participants found them meaningful					✓
15	Application Fee (External Competitions)	Sept 2023-Aug 2024	S1-S6	20	\$10,400.00	\$520.00	E6	Multiple Intelligence	there were 20 participants	✓				
Please insert row above if the space provided is insufficient					Sub-total of Item 1.1		3,095	\$1,288,283.10						

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons									
1	English Exchange Tour	Jun/Jul 2024	S2-S3	20	\$77,300.00	\$3,865.00	E3, E4	English Language	there were 20 participants	✓
2	Sports Training Tour	Jun 2024	S1-S5	100	\$151,040.00	\$1,510.40	E3, E4	Physical Education	there were 100 participants	✓
					Sub-total of Item 1.2					
				120	\$228,340.00					
				3,215	\$1,516,623.10					

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

No.	Item	Purpose	Actual Expenses (\$)
1	Aquaponic and Hydroponics Systems	E7	\$4,549.80
(Please insert rows above if the space provided is insufficient)			
Expenses for Category 2			\$4,549.80
Expenses for Categories 1 & 2			\$1,521,172.90

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	845
Number of student beneficiaries:	845
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. Leung Kin San
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 )

**Shatin Tsung Tsin Secondary School**  
**Report on the Use of the Promotion of Reading Grant**  
**School Year 2023-2024**

Amount of grant for 2023-2024 : \$76,064.00

Amount carried forward from 2022-2023 : 11,996.91

TOTAL : \$88,060.91

**Part 1: Evaluation of the Effectiveness:**

**1. Evaluation of the objectives:**

With the joint effort of different subject panels and the library in purchasing books, and through organizing different reading activities inside and outside the library, the school's reading culture, students' interest in reading, students' self-learning abilities have effectively been nurtured, and their exposure to a variety of reading topics and genres has thus been hugely enriched.

**2. Evaluation of strategies:**

An array of strategies was implemented throughout the entire academic year. To make books borrowing more fun and accessible, S.1 library lessons were conducted. Besides, to make reading more awarding to junior form students, book coupons were given to the top readers of each term, according to the records made in students' Reading Passports. Reading Period student sharing sessions allowed peer exchange of ideas and appreciation to take place. Reading Enhancement Class gave a second chance to students who failed to fulfill the minimum requirement of books read for the year, Reading Award Scheme and STTSS Award remained open to all students who wished to challenge themselves and contribute to their classes.

A range of innovative reading activities were organized, with the hope of getting more students to step into the library. They include the pop-up book shows related to the current happenings; two large-scale themed projects with a total of eight teacher sharing sessions held inside the library which attracted a lot of student and teacher audience members; 'My Mesmerizing Reading Adventures' online sharing platform to collect aesthetic lines and reflections from students and encourage peer appreciation; and our uniquely themed library book fair with librarians' and teachers' recommendations of books posted to widen students' horizons in reading.

**Part 2: Financial Report**

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
<b>1.</b>	<b>Purchase of Books</b>		
	• Printed books	\$66,200.00	\$61,616.79
	• E-Books		
<b>2.</b>	<b>Reading Activities</b>		
	➤ Hiring writers, professional storytellers, etc. to conduct talks	\$30,880.91	\$6,450.72
	➤ Hiring external service providers to organise student activities related to the promotion of reading		
	➤ Paying the application fees for activities and competitions related to the promotion of reading		
	➤ Subsidising students for their participation in and application for reading-related activities or courses		
	Sub-total:	\$97,080.91	\$68,067.51
<b>3.</b>	<b>Deficit to be covered by EOEBG</b>	(\$9,020.00)	/
	<b>TOTAL:</b>	\$88,060.91	\$68,067.51
	<b>UNSPENT BALANCE:</b>	/	<b>\$19,993.40</b>

\* Please tick the appropriate boxes or provide details

## Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2023/24 school year

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
Sports Training / Camp	To broaden elite senior form students' horizons in sports	20 S.4-6 students gifted in sports	01/2024-07/2024	The experience students gained in the training / camp	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the training useful.	\$62,750
Geography Enrichment Class	To enrich students' knowledge in Geography	9 S.6 students who have good performance in Geography	01/2024-02/2024	The knowledge in Geography enhanced after joining the class	The attendance of the participants was excellent (100%). The attitude of all participants was good and they found the program useful.	\$1,620
History Enrichment Class	To enrich students' knowledge in History	9 S.6 students who have good performance in History	11/2023-12/2023	The knowledge in History enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	\$1,875
History Enrichment Class	To enrich students' knowledge in History	9 S.6 students who have good performance in History	01/2024-03/2024	The knowledge in History enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	\$835
BAFS Enrichment Class	To enrich students' knowledge in BAFS	8 S.6 students who have good performance in BAFS	10/2023-12/2023	The knowledge in BAFS enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	\$2,461
BAFS Enrichment Class	To enrich students' knowledge in BAFS	8 S.6 students who have good performance in BAFS	02/2024-03/2024	The knowledge in BAFS enhanced after joining the class	The attendance of the participants was satisfactory (85%). The attitude of all participants was good and they found the program useful.	\$1875

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
Mathematics Enrichment Class	To enrich students' knowledge in Mathematics	13 S.6 students who have good performance in Mathematics	10/2023-12/2023	The knowledge in Mathematics enhanced after joining the class	The attendance of the participants was satisfactory (81%). The attitude of all participants was good and they found the program useful.	\$4,165
S.6 Reading Elite Class	To enrich students' knowledge in English	25 S.6 students who have good performance in English	09/2023-12/2023	The knowledge in English enhanced after joining the class	The attendance of the participants was good (95%). The attitude of all participants was good and they found the program useful.	\$4,200
ICT Enrichment Class	To enrich students' knowledge in ICT	7 S.6 students who have good performance in ICT	02/2024-03/2024	The knowledge in ICT enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	\$3,750
Subsidizing students to participate in competitions or education programs held by external organizations	To broaden elite senior form students' horizons in different disciplines	Elite senior form students	09/2023–08/2024	The knowledge and experience students gained after joining the programs or competitions	<ul style="list-style-type: none"> <li>• 10 students joined gifted programs provided by HKU, CUHK and HKUST in different disciplines, including Mathematics, Bioinformatics, Medical and healthcare, Neuroscience, Legal, Engineering, etc. All students concerned completed the programs and obtained a certificate or a transcript of the programs.</li> <li>• 3 S.5 students participated in the Gifted Crossword Puzzle Challenge 2024, with 1 student got the STAR of Excellence Award and 2 got the Silver Award.</li> <li>• 7 S.5 &amp; S.6 students participated</li> </ul>	\$27,996

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
					<p>in a Mathematical Modelling Competition held by iSTEM Education Ltd and gained relevant knowledge and experience.</p> <ul style="list-style-type: none"> <li>8 S.5 students participated in Hong Kong Biology Literacy Award, with 3 students winning the First Class Award and 1 winning the Second Class Award. All participating students gained relevant knowledge and experience.</li> </ul>	
					<b>Total:</b>	<b><u>\$111,527</u></b>

**Shatin Tsung Tsin Secondary School**  
**Report on the Use of the Student Activities Support Grant**  
**2023-2024 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$74,750.00
B	Expenditure in the Current School Year:	\$74,710.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$39.50

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	16	\$6,940.84
Full-grant under the School Textbook Assistance Scheme	32	\$67,719.66
Meeting the school-based financially needy criteria	1	\$50.00
Total	49	\$74,710.50

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

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <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
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them								
1	S.4 Life Education Day Camp Activity		18	\$3,744.00	✓	✓	✓	
2	Chinese Calligraphy and Painting Club		5	\$250.00		✓	✓	
3	Sand Painting Club		1	\$1,000.00		✓	✓	
4	Junior Visual Arts School Team		4	\$933.20		✓	✓	





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	2024 Japan Kyushu Historical and Cultural Exchange Tour		5	\$5,000.00	✓	✓	✓		
2	Sports Training Tour to Taiwan2024		12	\$12,000.00		✓	✓		
3	History and Cultural Tour to Germany 2024		1	\$1,000.00	✓	✓	✓		
4	English Overseas Study Tour to the United Kingdom 2024		3	\$3,000.00	✓	✓	✓		
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			21	\$21,000.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			175	\$74,710.50					

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.

「公民與社會發展科津貼」運用報告(截至 2024 年 8 月 31 日)

	範疇	學年	項目	數量	金額
i.	發展或採購相關的學與教資源	2021/22	中華人民共和國憲法(第四版)	42	\$1,822
		2021/22	雅集公民及社會發展教學支援網站使用權限費用	1	\$4,999
		2022/23	明報教育公民與社會發展科網上教學資源庫	1	\$4,999
		2022/23	內地漫遊數據卡(供內地考察團帶隊老師使用)	13	\$390
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	2023/24	杭州亞運之旅	1	\$219,626
		2023/24	故宮文化工作坊	3	\$41,850
		2023/24	內地漫遊數據卡(供內地考察團帶隊老師使用)	14	\$420
		2023/24	租車前往故宮文化博物館的費用	3	\$2300
				0	0
iii.	舉辦和公民科課程相關的校本學習活動				
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			0	0
v.	其他(請註明)：			0	0
				總開支金額	\$276,406
				津貼餘款	\$23,594

## 沙田崇真中學

## 推廣中華文化體驗活動一筆過津貼

## 2023/2024 學年報告

本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	預計開支金額 (\$)
i.	舉辦有關中華文化的科本及跨科組學生學習 / 體驗活動或講座	0
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	0
iii.	舉辦或資助學生參加本地文化考察或參觀活動	0
iv.	發展有關中華文化的課程	0
v.	採購及發展中華文化學與教資源（智愛中文平台）	28,600
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	0
vii.	其他（請註明）：  	
	總開支金額：	28,600
	津貼餘款：	271,400

沙田崇真中學  
支援學校推動校園體育氛圍及「MVPA60」一筆過津貼  
2023/2024 學年報告

本校已運用「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」作以下用途：

	範疇	預計開支金額 (\$)
i.	發展或採購與體育 / 運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育 / 運動相關的體育活動套件和輔助工具	0
ii.	舉辦或資助學生參與多元化的體育活動 / 運動相關的學習活動 / 比賽（新興體育運動：躲避盤、柔力球、地壺球及圓網球）	0
iii.	舉辦或資助學生前往內地或海外參加與體育 / 運動相關的學習交流或考察活動（日本單車團）	0
iv.	舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	0
v.	購置或改善學校的體育 / 運動器材	0
vi.	發展 / 優化有關發展活躍及健康校園 / 「MVPA60」的政策	0
vii.	聘用額外的非教學人員或教練 / 以採購服務形式，協助學校推動校園體育氛圍和「MVPA60」	0
viii.	其他（請註明）：  	
	總開支金額：	0
	津貼餘款：	150,000

沙田崇真中學  
一筆過家長教育津貼（中學）  
2023/2024 學年報告

本校已運用「一筆過家長教育津貼」作以下用途：

	範疇	預計開支金額 (\$)
i.	有系統或主題式的家長教育課程 ● 服務由機構提供的總額： ● 服務由個別講者或專家提供的總額：	0
ii.	設計及製作校本家長教育資源	0
iii.	舉辦與正向家長運動有關的校本家長教育推廣活動	0
iv.	其他（請註明）：  <hr/>	0
	總開支金額：	0
	津貼餘款：	200,000

## 姊妹學校交流報告書

### 2023 / 2024 學年

學校名稱：	沙田崇真中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	盧晉銘助理校長、 黃啟思助理校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	廣州市江南外國語學校
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☐	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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## 乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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## 丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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## 丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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## 監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input checked="" type="checkbox"/>	其他(請註明):學生每人交一份反思文章

## 全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$56,895.47 <sup>1</sup>
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$30,240 <sup>2</sup>
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$1,446.4 <sup>3</sup>
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$

<sup>1</sup> (學生團費\$62,000-學生繳費\$12,000)+教師團費\$6,200+酒店加房(因染疫)\$503.47+電話咭\$192=\$56,895.47<sup>2</sup> (\$2,280+\$120+\$120)X12=\$30,240<sup>3</sup> \$967.6+\$209.8+\$269=\$1,446.4

N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$88,581.87
N10	<input type="checkbox"/>	沒有任何開支	不適用
		2022/23 年度結轉 <sup>4</sup>	HK\$158,852
		2023/24 年度津貼	HK\$162,994
		2023/24 年度支出	HK\$88,581.87
		2023/24 年度餘款 <sup>5</sup>	HK\$233,264.13

## 反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用，請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明] 提早於八月與姊妹學校代表商議交流日期
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明] 繼續善用津貼以資助家庭經濟有困難的學生參與姊妹學校交流活動
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明):

## 交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	361 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	40 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	401 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	20 <sup>6</sup> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	3 <sup>7</sup> 總人次

## 備註：

本校師生於 28/3/2024 到訪廣州市江南外國語學校  
廣州市江南外國語學校師生於 23/1/2024 到訪本校

<sup>4</sup> Carry forward<sup>5</sup> 部分餘款將按 24/25 年度津貼額被撤回(Call back)<sup>6</sup> 16 位教師與到訪姊妹學校師生交流，4 位教師率團到訪姊妹學校<sup>7</sup> 校長及兩位助理校長