

2023/24

Cheung Chuk Shan College Annual School Report



Competent, Conscientious, Studious, Creative



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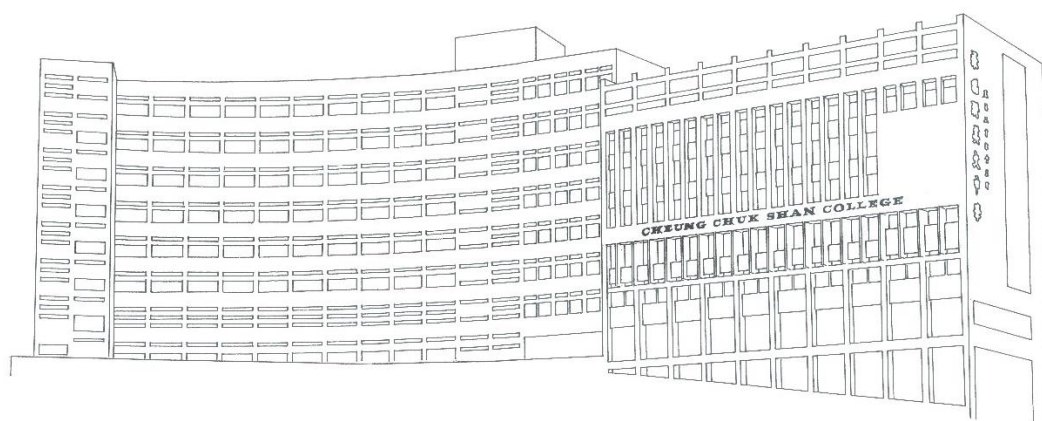
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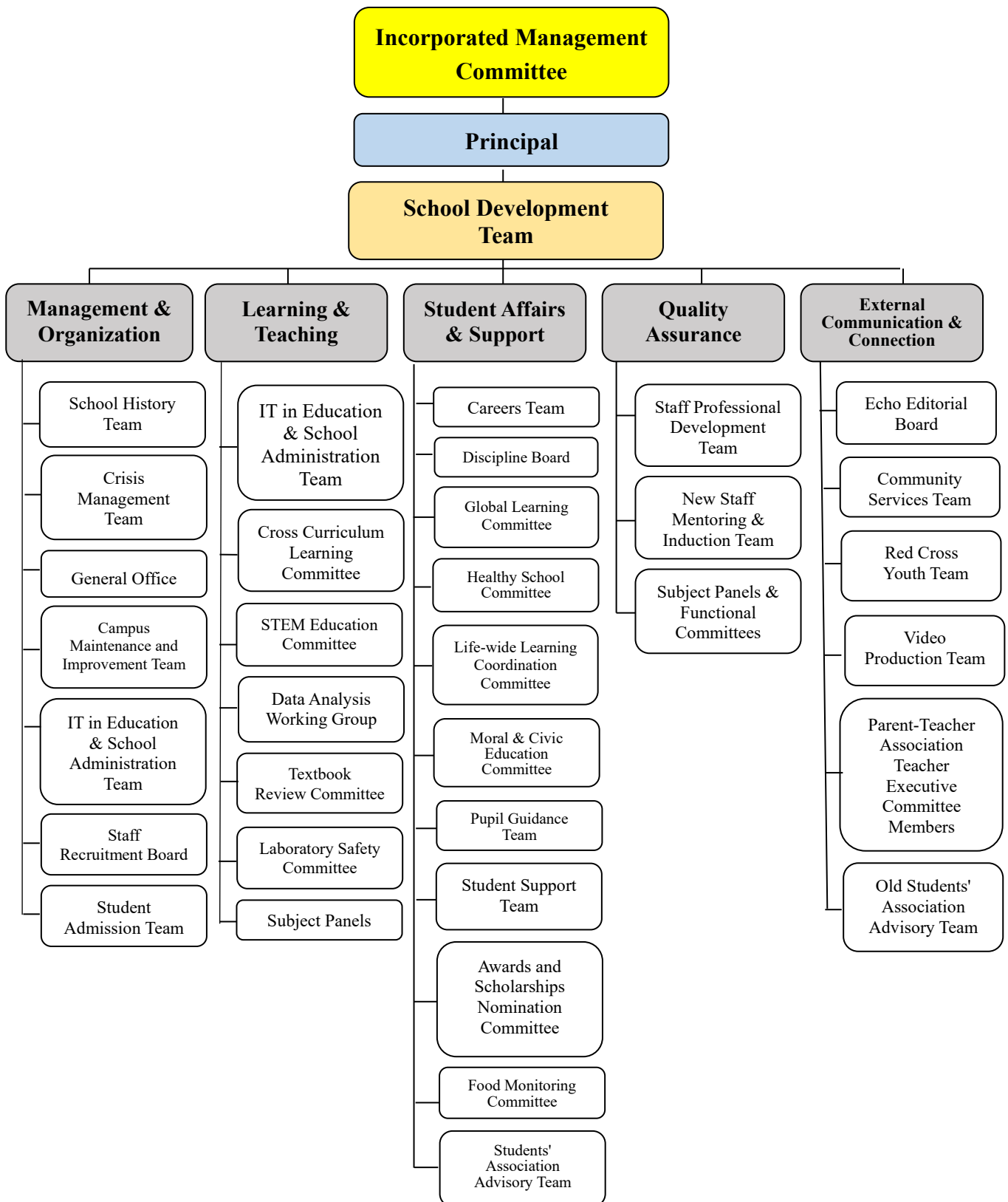
A. Profile of Our School

Profile	
Year of founding	1969
School sponsoring body	Five Districts Business Welfare Association
School type	Aided co-educational secondary school
Vision & mission	Cheung Chuk Shan College aspires to be a self-enhancing school striving for eminence in proactively nurturing Hong Kong's leaders of tomorrow. We aim to provide the best quality education to nurture our students to become literate, competent, conscientious and caring youths by instilling in them logical and creative thinking, fostering proper moral and aesthetic values, fortifying them physically and mentally to overcome challenges, cultivating a sense of civic and social awareness, encouraging them to show love and concern for others and kindling in them the desire for a life-long pursuit of knowledge for their personal growth towards transcendence.
Motto	Competent, Conscientious, Studious & Creative
Medium of instruction	English has been used as the medium of instruction of all subjects except Chinese Language, Chinese Literature, Chinese History, Putonghua, Form-teacher Periods and Whole Person Development Periods since its establishment in 1969.
Class organization	S1, S3 & S5: 5 classes per level S2, S4 & S6: 4 classes per level
Facilities	27 classrooms, 2 teaching rooms, 4 science laboratories, Multimedia Learning Centre, Campus TV Studio, CCSC Inno Studio, Geography Room, Music Room, Art Room, Home Economics Room, Needlework Room, Library, Assembly Hall, interview room, counselling and training room, organic farm, outdoor playground, covered playground with a bouldering wall and Gallery of School History



B. Management & Organization

School Administrative Structure



Incorporated Management Committee (IMC)

The IMC set the general direction of development for the School and monitored its operation. The Committee, consisting of 15 members, was headed by School Supervisor cum Independent Manager Mr. Cheung Kui Tong Raymond. Elections for the Teacher Managers, the Parent Managers and the Alumni Manager were held to allow different stakeholders to be represented. To strengthen school governance, the IMC Managers attended a workshop organized by the School Sponsoring Body on 17 May 2024 on the understanding and implementation of the “Guidelines on Teachers’ Professional Conduct”.

Teaching Staff

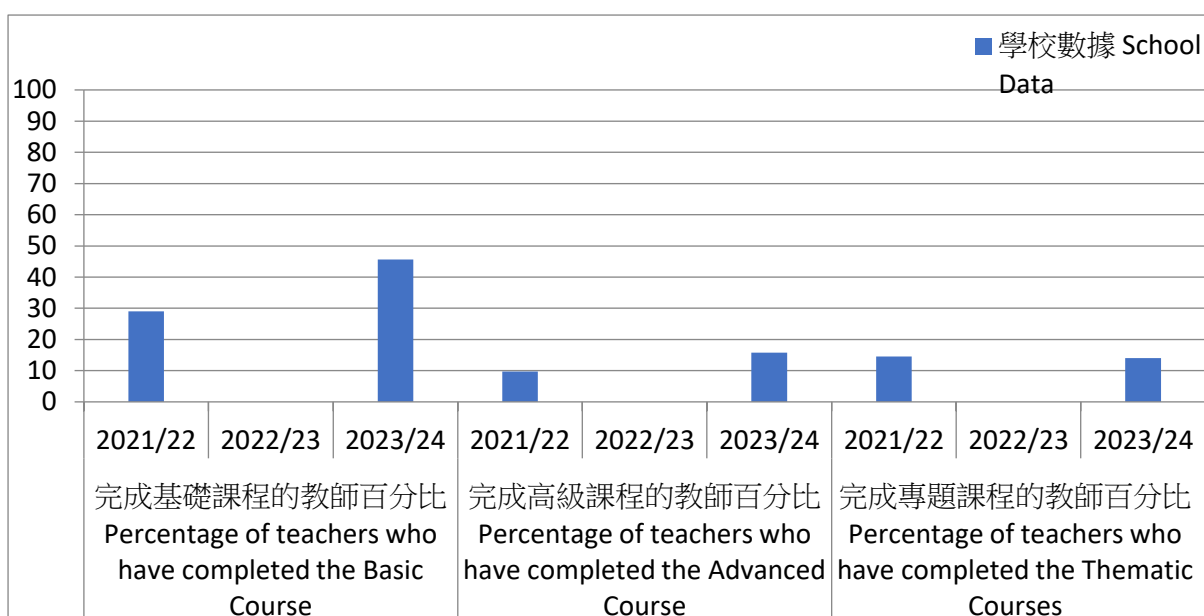
All the 63 teaching staff members (including the Principal) were university graduates of whom 30 were holders of a Master’s degree.

Professional Development

Modes	Details
Staff Development Day	<ul style="list-style-type: none">♦ Aug 2023: team building and sharing of skills needed for teachers to build rapport with their classes♦ Jan 2024: mindfulness practice and parallel sessions of leisure activities♦ Jun 2024: parallel sessions of visits and indoor war game
Collaborative lesson planning	<ul style="list-style-type: none">♦ S2 & S4 teachers of selected academic panels carrying out collaborative lesson planning for at least 1 hard topic or 2 lessons
Peer Sharing	<ul style="list-style-type: none">♦ Sharing of ideas / information gathered from seminars, workshops or courses during panel / committee meetings♦ Sharing during panel meetings on the implementation experience of ‘Little Teacher’ tasks for students incorporating the core elements of gifted education of high order thinking / creativity
Mentorship	<ul style="list-style-type: none">♦ Mentors assigned to support new teachers and teachers with 1-year experience only♦ Induction for novice teachers during the summer vacation and sharing sessions for them on guidance skills, and meeting with parents on Parents’ Day
Lesson Observation	<ul style="list-style-type: none">♦ Teachers newly assigned to teach a subject would have their lessons observed by Panel Heads or experienced panel members♦ Peer lesson observations carried out to share and improve pedagogical methods by those teachers not involved in any forms of in-house professional development scheme set up in the school year
External Sharing	<ul style="list-style-type: none">♦ Some teachers serving as guest speakers at seminars or

	sharing sessions held by external organizations to share with the participants topics on learning and teaching.
Others	<ul style="list-style-type: none"> ◆ S2 and S5 teachers of selected academic subjects holding at least 3 level meetings ◆ Newly-employed teachers assigned to be Form-teachers supported by Assistant Form-teachers, who would share their experience of carrying out Form-teacher duties ◆ 1 middle manager was invited by the EDB to join a 5-day study tour to Shanghai on Mathematics and Science education for STEAM curriculum leaders ◆ Some teachers serving in various external committees for organizing subject-related activities or promoting curriculum development

Professional training on special educational needs



Percentage of teachers participating in external or on-site professional development activities

		學校數據 School Data	
		學年 School Year	百分比 Percentage
5.2	以國民教育為主題 Themed on national education	2022/23	-
		2023/24	34.4
5.3	以STEAM教育為主題 Themed on STEAM education	2022/23	-
		2023/24	24.6

		參考數據 Reference Data			
		學年 School Year	25百分位數 25th P'tile	中位數 Median	75百分位數 75th P'tile
5.2	以國民教育為主題 Themed on national education	2022/23	46.7	95.5	100.0
		2023/24	-	-	-
5.3	以STEAM教育為主題 Themed on STEAM education	2022/23	12.2	20.0	41.7
		2023/24	-	-	-

Self-evaluation

In view of the importance of self-evaluation for the sustainable development of an educational institution, information about the Key Performance Measures was collected. Moreover, activities and measures carried out by different school bodies were evaluated regularly. Experiences gained from the implementation helped to bring about necessary adjustments to the tasks carried out whereas the self-evaluation data collected became crucial considerations when the future school development was planned.

Apart from the means targeting at the school level, the School required all teachers to conduct subject-based questionnaires and individual reflections on the results would be carried out if necessary. Besides being encouraged to use informal means to gather student views on how their teaching could be improved, teachers also completed self-appraisal reports reviewing their performance while the views they put forwards inspired the School to the further improvements needed.

Procurement of Additional Resources for School Development

The educational trends in recent years have necessitated continual financial inputs for curriculum development and facility improvement. Hence, the School has been striving for additional resources to support its development. Apart from the different grants from the EDB, the School organized different IT-related activities with the grant provided by the IT Innovation Lab from the Office of the Government Chief Information Officer. In addition, the promotion of the holistic growth of students was facilitated with the continuation of the Quality Education Fund (QEF) project of Enhanced “My Pledge to Act” as well as the financial support of the CCSC Alumni Foundation Fund and the donations of various alumni. The School Sponsoring Body also set up the Award for Student of Noble Character in recognition of those well-mannered students with a passion throughout a school year to help others. Finally, except those families entitled to the Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme, \$380 was collected from each student to meet the expenses of the following non-standard item:

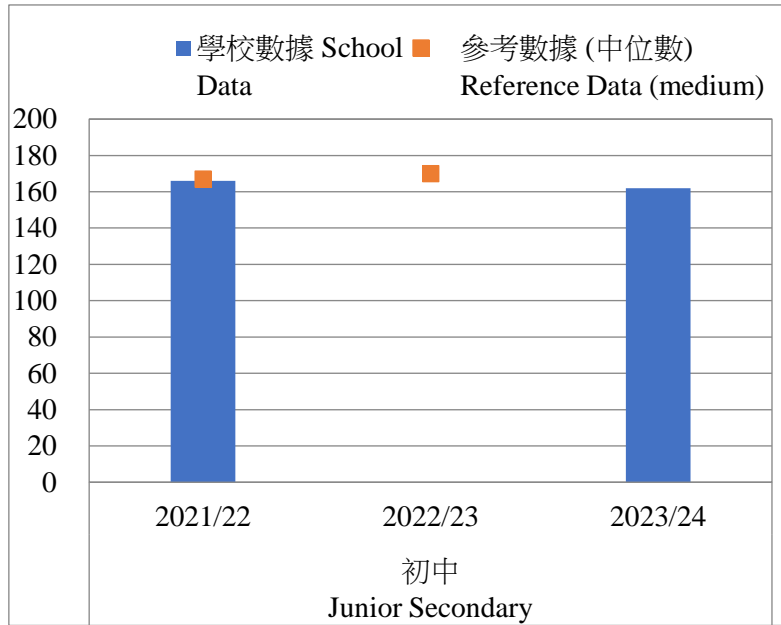
Description	Income	Expenditure
Income from students	\$255,360.00	--
Reserved for the Installation of Air-Conditioners in	--	\$0.00

Covered Playground

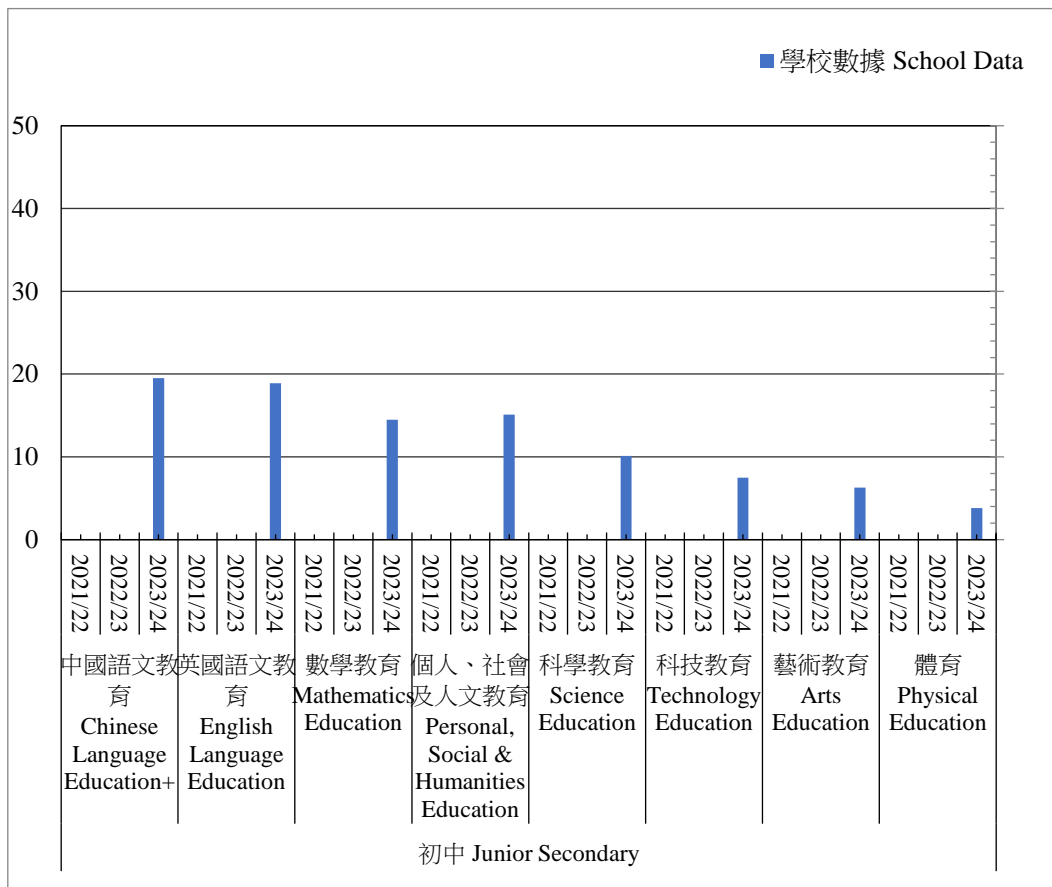
Balance:

\$ 255,360.00

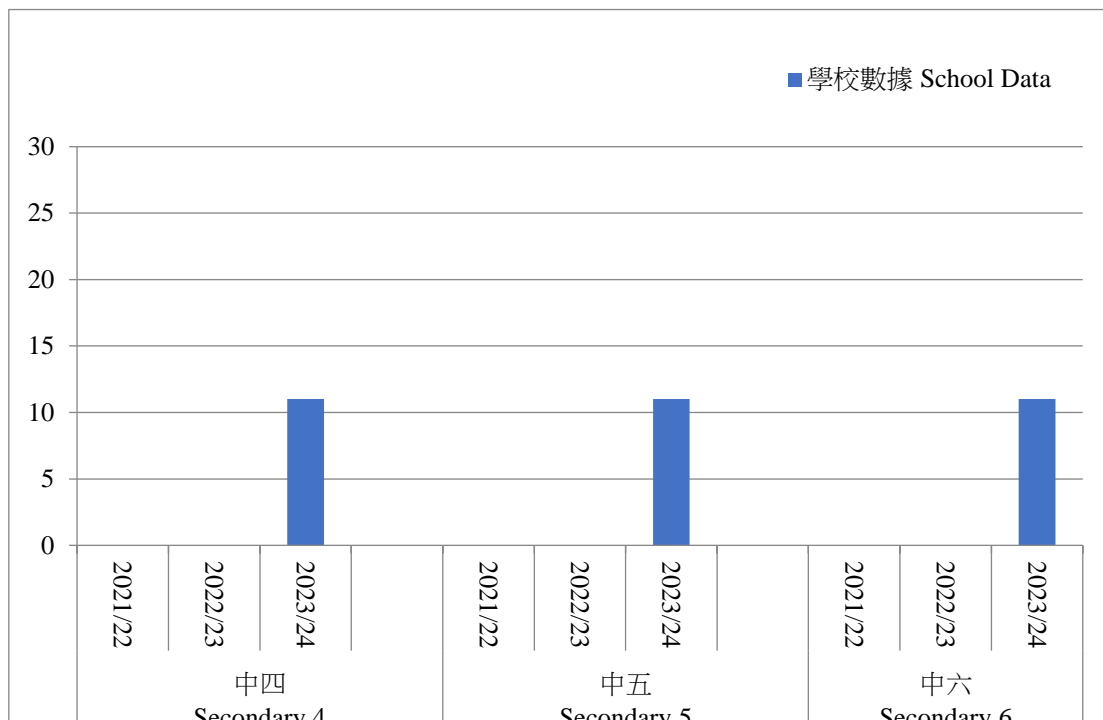
Number of active school days



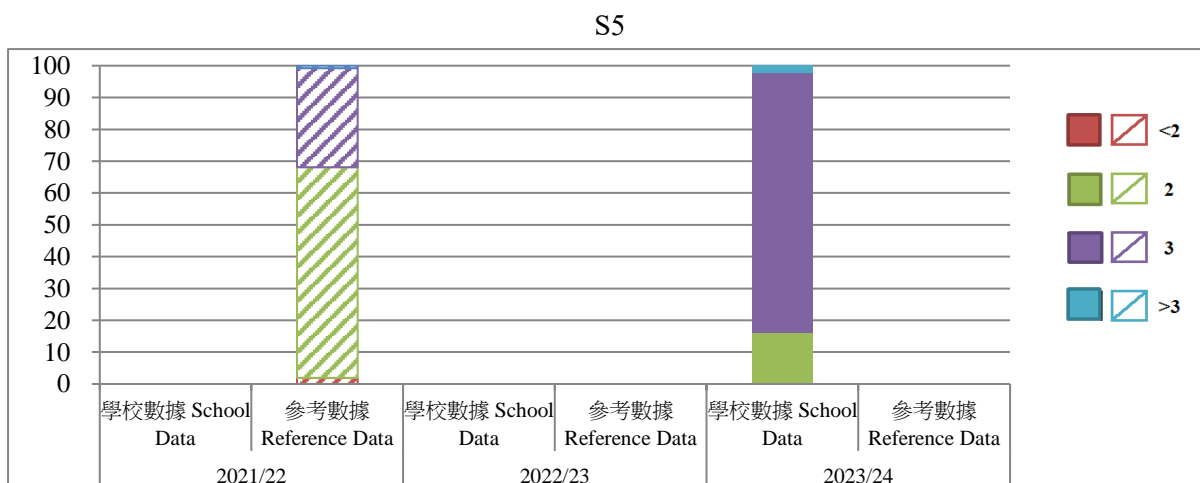
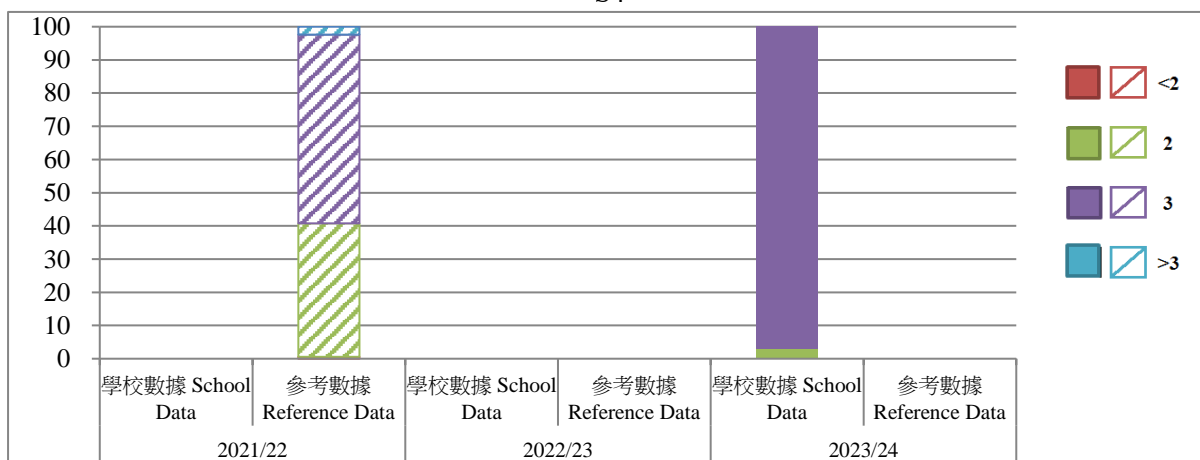
Percentage of lesson time for KLAs



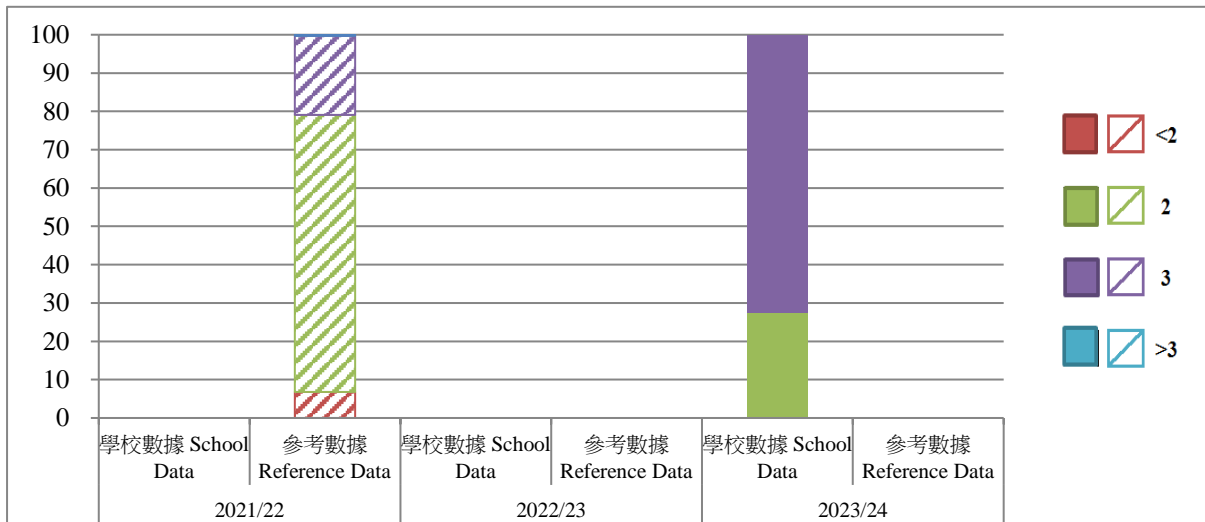
Subject choices at senior secondary levels



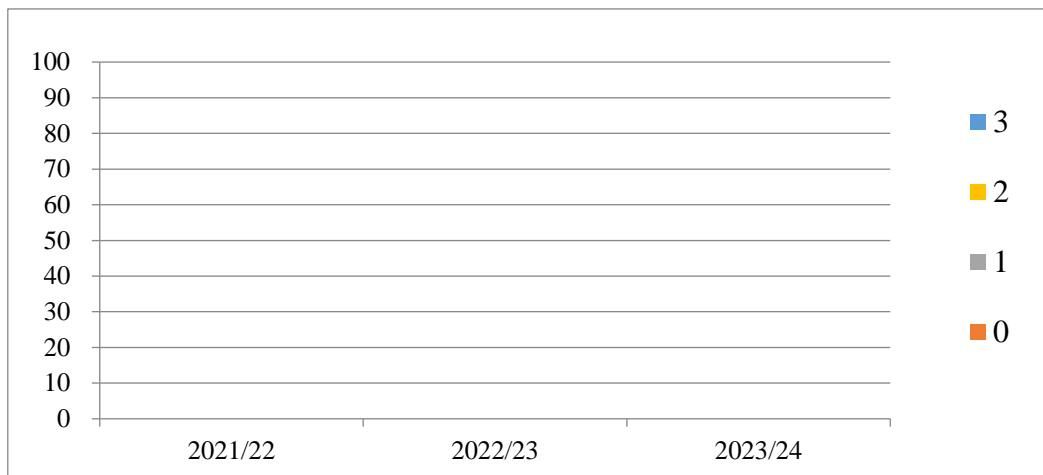
Percentage of students who have taken less than 2X, 2X, 3X and more than 3X at S4, S5 and S6



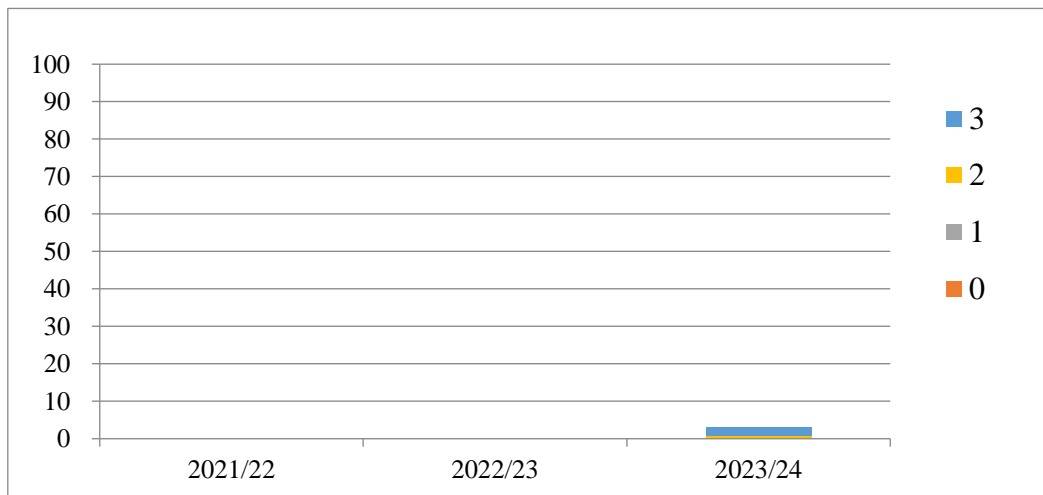
S6

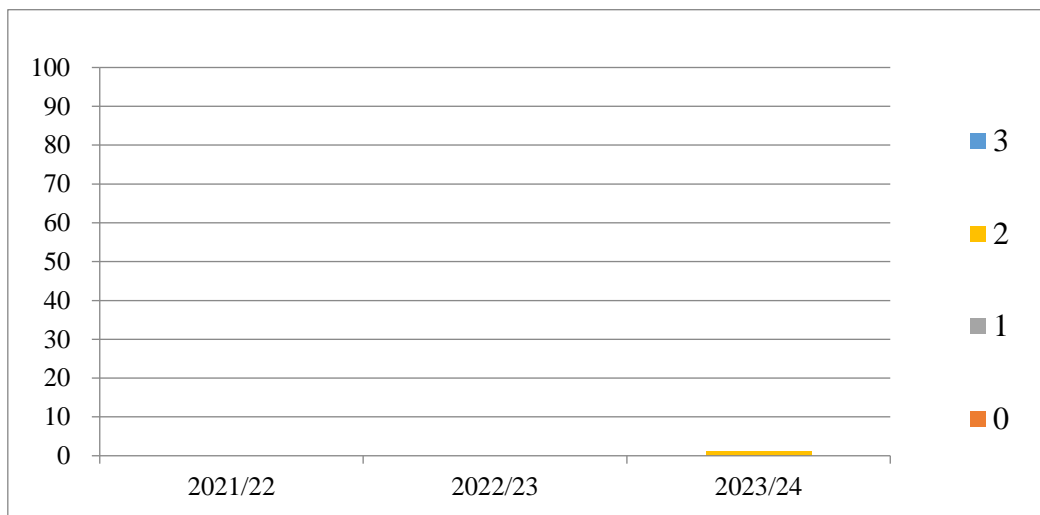


Percentage of students against the whole year level, who have taken (an) Applied Learning subject(s) or (an) Other Language subject(s) together with 0, 1, 2 or 3 Category A elective subject(s) at the senior secondary level
S4

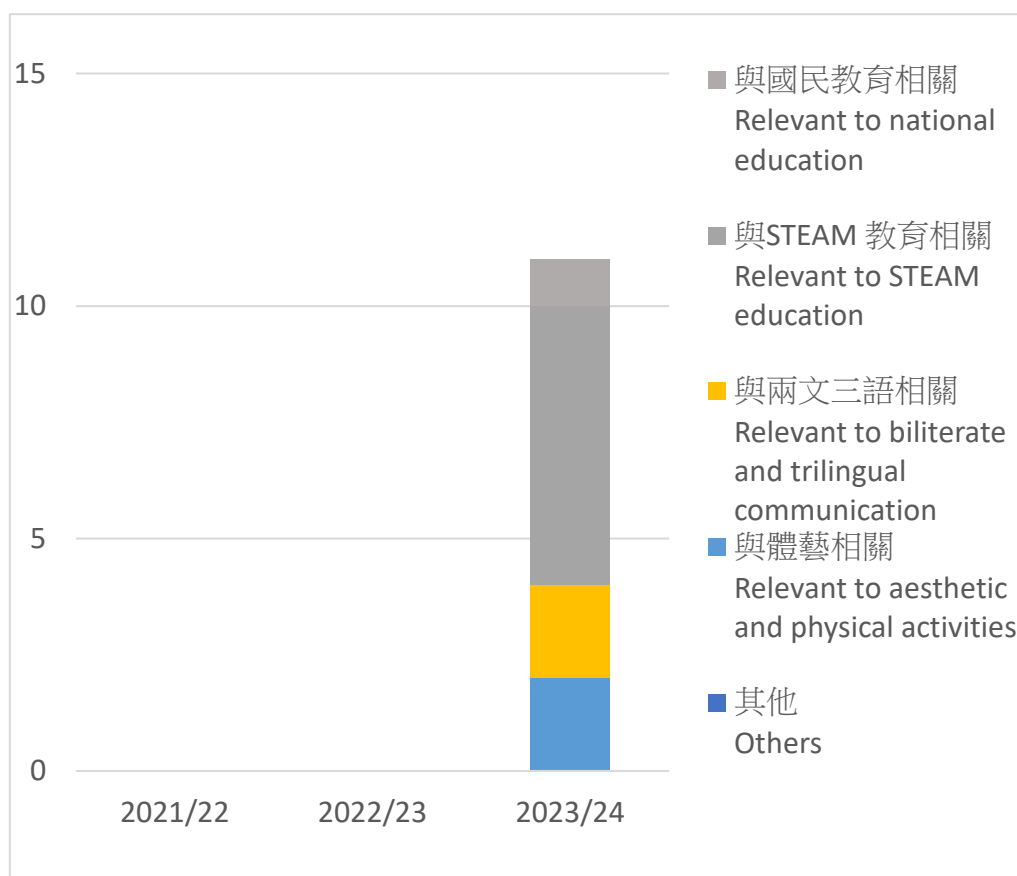


S5





Number of projects involving external resources that the school is promoting/participating



C. Learning & Teaching



English Environment

In view of the importance of English to their learning and future prospect, the School has been striving hard to build up a natural and authentic English environment for students through various means besides adhering to the English-medium instruction policy:

- ◆ the English curriculum was specially designed to reinforce the skills of students and there was the use of materials from English-speaking countries, which suited better the standard and needs of students;
- ◆ class activities, often involving discussions and role-plays, provided more opportunities for students to improve their English;
- ◆ various co-curricular and extra-curricular activities were held for students to increase their chances and boost their confidence in speaking in English;
- ◆ an extensive reading scheme was implemented;
- ◆ students took part in external competitions;
- ◆ the policy of English Campus was adopted, which specified that teachers whose main teaching medium was English should communicate with students using the language outside class time except under certain circumstances;
- ◆ English materials prepared by interest clubs or houses were posted to enrich the English environment; and
- ◆ introduction of supportive administrative measures, e.g. school assemblies were conducted in English and promotion materials for extra-curricular activities organized by the School were generally in English.

Active Learning

In view of the importance of the part played by students if they were to learn effectively

and enjoy the learning process, efforts were made to reinforce the culture of active learning. More compulsory pre-or post-lesson tasks / e-assessment with individual feedback for S1 – S5 students were prepared. In addition, there were chances for the self-learning of a topic not to be covered in class due to the shortage of lesson time. Furthermore, the component of the learning attitude of S1 – S5 students in the term marks was assessed with the adoption of a new set of criteria focusing on elements of active learning. Hence, there were more opportunities for students to become active learners.

Cross Curriculum Learning

a. Reading to learn: Towards reading across the curriculum

Different measures were implemented to promote the reading culture. Apart from 1 reading lesson per teaching cycle of S1 – S3, subject panels promoted reading through different methods. Moreover, with the Promotion of Reading Grant provided by the EDB, the School Library adopted a comprehensive approach in reinforcing the reading culture, including elements like a reading award scheme in S1 and subscribing to a web-based reading scheme. Furthermore, the Cross Curriculum Learning Committee tried to encourage reading through such appealing measures as delivering reading messages via the Instagram and appointing students to be Reading Key Opinion Leaders.

b. Under the coordination of the Cross Curriculum Learning Committee, projects involving different subjects were arranged in the junior level while the incorporation of cross-curricular elements into those projects helped to enhance the English proficiency of students and enabled them to apply flexibly knowledge in different domains in the learning process, thereby polishing generic skills and improving learning effectiveness.

STEM Education

To stimulate the interest of students in relevant subjects and nurture an innovative mind, our school has been attaching great importance to STEM education, which provides chances for the integration and application of knowledge and skills across relevant disciplines in solving authentic problems. The STEM Education Committee set up a comprehensive plan at the beginning of the school year. Besides the incorporation of elements of STEM into ICT, setting up a STEM book corner in the Library, arranging STEM activities for a level during the post-exam period and nomination of students to join some competitions, our school also successfully applied for the funding of the IT Innovation Lab in Secondary Schools Programme of the Office of the Government Chief Information Officer and offered different STEM-related courses to students. Finally, the STEAM Learning Day was held on 16 May 2024, when students' works were showcased and some STEM-related activities were arranged for the participants.

Learning Beyond the Classroom

Our belief to enable students to learn in an authentic manner and apply the knowledge acquired explains why wide-ranging co-curricular and ex-curricular activities were organized. Apart from lunch time and after school activities held at school catering for different levels of

students, visits and field studies were arranged for students taking such subjects as Biology, Chinese History, History, Geography as well as Tourism and Hospitality Studies .

Enhancement and Remedial Teaching

Being aware of learner diversity, our teachers adopted teaching pedagogy as well as designed learning activities and assessment questions which enabled students of various ability levels to develop their knowledge and skills besides gaining satisfaction. Internal assessment data were referred to to shortlist students to be given enhancement support or take part in remedial sessions held by teachers of different subjects. Moreover, the Teaching Assistants and alumni were also deployed to help those students lagging behind acquire exam content and skills.

On the other hand, bonus questions in S1 and S2 exams and additional tasks for S3 – S5 were set to provide challenges to bright students. Furthermore, students would be invited to join gifted education programmes held by our School or external organizations, and subsidies would be offered for the latter. Students could also take part in speech contests after receiving training whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions.

Bridging Measures

Besides the provision of learning materials during the summer vacation, a bridging course for Chinese as well as preparation classes of core subjects were arranged during the summer vacation to consolidate the foundation of S1 newcomers. Moreover, to facilitate students' adaptation to the English learning medium, S1 teachers would adjust their classroom language and teaching pace. There was also a strong interface of junior and senior secondary curricula with the integration of basic concepts and skills required in the senior curriculum into the curriculum of the junior forms. In addition, learning materials would be provided during the summer vacation to students promoted to S4, which prepared them for the more challenging senior secondary curriculum.

Additional Manpower

We utilized well the grants supplied by the EDB to implement the curriculum as well as strengthen the support to student learning and guidance – 2 English teachers, 2 Chinese Language teachers, 1 Physics teacher, 1 Chemistry teacher, 1 BAFS teacher, 1 Physical Education teacher and 1 ICT teacher were recruited for the academic year under review with the Teacher Relief Grant. Moreover, the Expanded Operating Expenses Block Grant was used to employ 3 Teaching Assistants so that some subject panels could have more manpower for teaching while there could be greater support to school administration, students with special educational needs and also life planning of students.

D. Student Support & School Ethos

Adaptation

a. S1 Orientation for Students

Date	Details
13 July 2024	Pre-S1 Parent-Child Orientation
22 July 2024	Pre-S1 House Orientation
15 August 2024	Adaptation Programme for S1 Newcomers (Part I)
20 Aug 2024	Adaptation Programme for S1 Newcomers (Part II)

b. Peer Counsellors Scheme

The Scheme aimed at helping the S1 students tackle difficulties in studies and interpersonal relations. The Peer Counsellors also helped to identify the general behavioural problems in S1 and spot out students who needed help. Follow-up work was then done by the Form-teachers and the Pupil Guidance Team.

Pastoral Care for Students

a. Besides providing counselling services to students, the Pupil Guidance Team liaised with different school personnel and other external bodies in bringing about the support needed for students. Moreover, the Student Support Team, comprising representatives of different student bodies, allowed formal opportunities to coordinate the efforts in supporting those students in need.

b. Assistant Form-teachers

S1, S2 and classes with newly-recruited teachers in charge of class affairs were assigned both a Form-teacher and an Assistant Form-teacher since the students of those 2 levels are in a critical stage of personal growth requiring more attention and guidance while enough support to new teachers would be available in their guidance and administrative work.

c. Support from professionals

Apart from the School Social Workers, the regular school visits of the educational psychologist and the subscription of professional services had strengthened much the capacity of the School to cater for students' diverse educational needs not only by identifying early the problems of students and offering individual guidance to those students in need but also providing relevant training programmes to teachers and parents.

d. Designated staff

With the support of the Special Educational Needs Support Teacher, the Special Educational Needs Coordinator assisted the School in planning and coordinating inclusive education and enhance the effectiveness of the support given to students with special educational needs. Special administrative or assessment arrangements would be made for them with reference to the recommendations made by relevant professionals.

Moral and Civic Education

It is always a prime concern of our School to nurture students with positive values, character traits and manners. Under the coordination and direction of the Moral and Civic Education Committee, the job was facilitated.

a. Nurturing selected virtues

Different subjects included relevant elements in their syllabuses with reference to the framework of values education set up while Form-teacher Periods, Whole Person Development Periods, school assemblies and other activities were also deployed to inculcate priority values and attitudes highlighted by the EDB into our students. Moreover, measures strengthening the sense of responsibility, commitment and perseverance of students were implemented to realize the relevant major concern of the Annual School Plan. Finally, class building was facilitated and more activities were offered to students with a view to fostering the sense of belonging to their classes and the School.

b. Understanding Hong Kong history

Visits and workshops related to local history and culture as well as other activities for the whole school or a level are arranged to help students understand the Sino-Hong Kong connections and develop their identity to different communities. Some senior-form students, including the exchange student, also once again participated in an induction workshop conducted by The Conservancy Association Centre for Heritage and the Fire Dragon Dance in September 2024, which enriched their understanding of this traditional festival and promoted such values as team spirit and perseverance.

c. National security education

Different subject panels and functional committees adhered to the work plan to promote national security education set up by the end of the previous school year while 3 national education lessons for S4 were conducted in November 2023 during the Form-teacher Periods. Teachers took part in various relevant professional development activities so as to equip themselves with the knowledge and skills required for implementing national security education. With the promotion of national security through in-class teaching of different subjects, extra-curricular activities and cultivation of proper values, a safe and orderly learning environment was provided to students, who were nurtured to become good law-abiding citizens.

Efforts were also made to inculcate into students a sense of national identity. While the national flag raising ceremony was held once a week and during major school functions, students were helped to understand more about the history and achievements of their motherland through such means as PowerPoint slide shows, school assemblies and board displays. In addition, the Chinese Week held at school in the second term enabling students to know more about the culture and people's lives of the Tang Dynasty of China

was met with an overwhelming response. Furthermore, study tours on different themes were organized for individuals, small forms and whole levels. Finally, 4 students enrolled themselves in the ‘Military Summer Camp for Hong Kong Youth’ in July 2024, which allowed the participants to experience the daily life of the Hong Kong Garrison of the Chinese People's Liberation Army, acquire basic military knowledge and enhance his knowledge of national defense.

d. Sustainable development education

A “cognition-affection-action” approach on promoting sustainable development education was adopted to nurture students to be responsible local, national, and global citizens. In addition to activities open to and green policy applicable to all students, different large-scale activities were organized for S3 students, like the Environmental Awareness Outing Day during the post-exam period, and they met with overall success.

e. Media and information literacy education

In the face of in a world of swift changes and the proliferation of communication media, students are from to time to time flooded by a massive amount of information. It is therefore crucial for nurturing their ability to decipher the purpose and message of media rather than accept it at face value, develop critical thinking as well as accept and respect the views of others. Our effort to realize the purpose was facilitated by the continual implementation of the QEF project – Enhanced “My Pledge to Act”. With the grant received, apart from a workshop held for parents, another workshop was organized for students, which was useful in helping them differentiate the authenticity of the information found online and avoid recklessly forward the messages received while a visit to a newspaper office was arranged for students to enable them to understand the production process of newspapers.



Life Planning

The Careers Team aimed at equipping students with knowledge and experience so that they could make wise study and career choices as well as prepare themselves for them. Specific life planning themes were set for certain levels to facilitate the organization of activities while visits, seminars, workshops, talks, briefings, board displays and library book corner were deployed to equip students with the life planning skills required or provide them with career information, e.g. social skills for further education and work, JUPAS programme selection and scholarships. Besides, S4 and S5 students were recruited as careers ambassadors, who were responsible for sharing their experience about S4 streaming and study skills with S3 students. In addition, to give students a better picture of the requirements of different jobs, the preparation needed for taking them up and also the prospects of different careers, workplace visits, experience work activities and mentorship were arranged in collaboration with different external bodies and the Old Students' Association. Individual career counselling would be offered to those students in need by the Careers teachers and Applied Learning courses would especially be introduced to S4 students finding it hard to catch up as alternatives to elective subjects. Finally, attention was paid to parent education in view of the crucial role of parents in life planning. To help them guide their children in articulation and life planning matter, a talk was co-organized with the Parent- Teacher Association of the school for parents of the senior form students while a workshop on S4 streaming was held to supply to parents of S3 students relevant information including local university entrance requirements.

Extra-curricular Activities

In the school year under review, 31 clubs and interest groups were in operation while 25 school teams of different natures were run to ensure students with relevant talent could be nurtured to excel themselves. Music, sports and aesthetic classes were arranged to allow students to explore their interests or potential.

Apart from the policy of "One Sport and One Art throughout Life" for S1, the S1 and S2 Activity Days helped students relieve their study pressure and explore their potential in the early stage of their secondary education by offering interest classes covering various domains on 6 afternoons, while students in general managed to secure their first choices.

With the increasing coaching provided by teacher supervisors and more opportunities for organizing activities, key post holders of interest clubs and the Students' Association found their skills for holding activities and other life skills polished.

Apart from the offer of school-based leadership training for prefects and certain post holders, leadership activities for certain levels on the Life-wide Learning Day and a community service for S2 students, the School also tried to sharpen the leadership skills of students by nominating suitable ones to take part in programmes organized by external bodies and positive feedback from the participants was received.

School-based After-school Learning and Support Programme

To help disadvantaged students improve their learning effectiveness, broaden their learning experiences as well as raise their understanding of the community and sense of belonging, the School organized relevant activities for them and 82 students benefited from the programme by joining music, art or sports classes and the Life-wide Learning Day. Reference can be made to Appendix IX for the effectiveness of the programme.

Cultural Exchanges

We attempted to realize the notion of cultural exchange through different overseas extra-curricular activities and the AFS exchange programmes, which would enhance the exposure of students and broadened their horizons.

Date	Destination	Activity	Participant
Whole year	--	Arrangement of an exchange student from Germany to study in our School so as to enable students to know foreign culture better and enrich the English environment	All students
7 – 8 October 2024	Qingyaun, China	Besides learning from a sharing session entrepreneurial experiences, the participants witnessed a fashion show at Guangqing Textile and Garment Industrial Park.	5 S4 students
19 - 23 October 2023	Shanghai, China	Visits to various places of different nature during the exchange tour under the E-League scheme allowed a chance to know the city from different aspects	1 S4 student
9 November 2023	Zhuhai, China	Students getting a chance to learn more about the history and development of aviation technology	All S3 students
10 November 2023	Shenzhen, China	The study tour was part of the curriculum of the subject Citizenship & Social Development, which enabled participants to understand more about the technological development as well as the history and culture of the region.	All S5 students
20 - 24 January 2024	Sichuan, China	Subsidized by the Hong Kong Jockey Club, the study tour enabled the participants to understand more about the sports, ecology, infrastructure and culture of Sichuan besides arousing their awareness to disaster prevention with such itinerary spots as Dujiangyan, Hong Kong Jockey Club Olympic Sports School, China Giant Panda Court and Wenchuan Earthquake Yingxiu	20 S3 – S5 students

		Town Ruins.	
28 – 29 January 2024	Greater Bay Area, China	The tour was part of the E-League scheme and offered a picture about the economic and industrial development and achievements of the Greater Bay Area.	1 S4 student
29 March – 6 April 2024	Mongolia	The participants explored how the Monogolians preserve their nomadic culture and nature’s ecological beauty towards the country’s modernization in the globalized area of Mongolia.	37 S4 and S5 students
24 Jun 2024	Guangzhou, China	Under the Sister School Scheme, students paid a visit to Yingdong Middle School in Guangzhou as the first exchange between the 2 schools apart from knowing more about the development of the Nansha region.	34 S2 students
August 2024	UK	Being 2 of the elite leaders selected to partake in volunteer training and community football services besides continuing to explore their potential in football in Manchester under the Jockey Club Youth Football Leadership Scheme	2 S5 students



Home-School Co-operation

Various means were adopted to enable parents to understand better the needs of their

children as well as the policies and developments of the School:

- ♦ providing a School Information Handbook delineating important school policies and administrative arrangements;
- ♦ contacting parents made if necessary to solicit the support required in nurturing their children;
- ♦ holding the Parents' Day every school term;
- ♦ using an application allowing parents to view school circulars and sign reply slips;
- ♦ managing the website of the School; and
- ♦ publishing the school newspaper, ECHO.

Apart from operating a Whatsapp group comprising parents of different levels, the Parent-Teacher Association (PTA) organized a series of programmes jointly with the School to realize the purpose of home-school cooperation:

- ♦ delivering a talk on communicating with children during the Annual General Meeting for the participants;
- ♦ conducting briefing sessions on the selection of S4 electives and pathways to tertiary education;
- ♦ creating communication opportunities among parents as well as between parents and the School through activities like talks and picnic;
- ♦ organizing the S1 tea gathering to allow parents to know the performance of their children at school and how they could help them tackle certain subjects better;
- ♦ publishing an online newsletter to keep parents abreast of the latest developments of the School; and
- ♦ holding an orientation programme for parents of S1 newcomers to give a general picture of the School to them, help them adjust their parenting skills when their children entered a new developmental stage and let them understand how they could work together with the School to facilitate the holistic growth of their children.

The various forms of support to the School from both parents and the PTA benefited immensely the school life of students and helped to build the solidarity and trust needed for the school development:

- ♦ giving valuable opinions on school policies;
- ♦ monitoring closely the services of the tuck shop, school buses, school uniform supplier and textbook ordering;
- ♦ deploying manpower to help operate the Lunar New Year Fair stalls at the Victoria Park and run some school functions; and
- ♦ helping to promote an all-round development of our students by offering scholarships.

Support from the Alumni

a. Old Students' Association (OSA)

The OSA maintained a Facebook page and an Instagram account, which served as platforms for alumni to stay in touch with their alma mater. A mentorship programme was

organized jointly with the Careers Team for all S5 students to learn from their mentors in various aspects besides obtaining first-hand information about the careers they were interested in. Moreover, alumni from various backgrounds and industries helped S6 students review their JUPAS choices after the release of the HKDSE Examination results.

b. CCSC Alumni Foundation Fund

With the enthusiastic financial support received, including the annual donation of Dr. Wong Ming Fung William, a 1991 S7 graduate, various activities were sponsored by the Fund. Besides offering different service awards, the Star of CCSC Award and the Outstanding Extra-curricular Activities & Leadership Award as a recognition of the relevant efforts of students, the Fund sponsored a number of projects run by our School so as to encourage whole person development. In addition, attention was paid to the promotion of gifted education with the financial support given to junior-form students joining gifted education programmes. Furthermore, disadvantaged students were subsidized for their participation in extra-curricular activities while the Fund contributed to the raising of the language standard of students by financing language learning projects and offering the Language Learning Award.

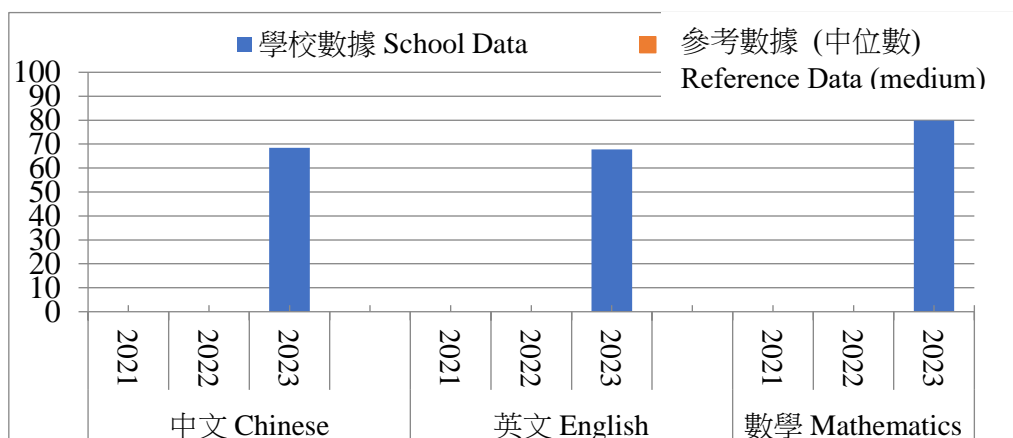
c. Other Donations

The development of our School was also greatly facilitated by the generous donations of alumni. Awards and financial support were offered to specific domains – the Medical Alumni Science Award, the Arts Alumni of 1985 and 1986 Award, the Most Improved Student Awards donated by alumni of Classes 1978 and 1979, the Language Learning Award, the School Song Composer Music Development Fund and the JY Excellent Athletes Award. Moreover, donations were made by other alumni to help fulfil the needs of different student activities and facilitate the school development. Finally, through the liaison of an alumna, the Green and Shine Limited continued to provide a subsidy to top up the value of the academic prizes for our students. Our current students thus benefited immensely from the assistance and support of our alumni in different aspects.

E. Student Performance

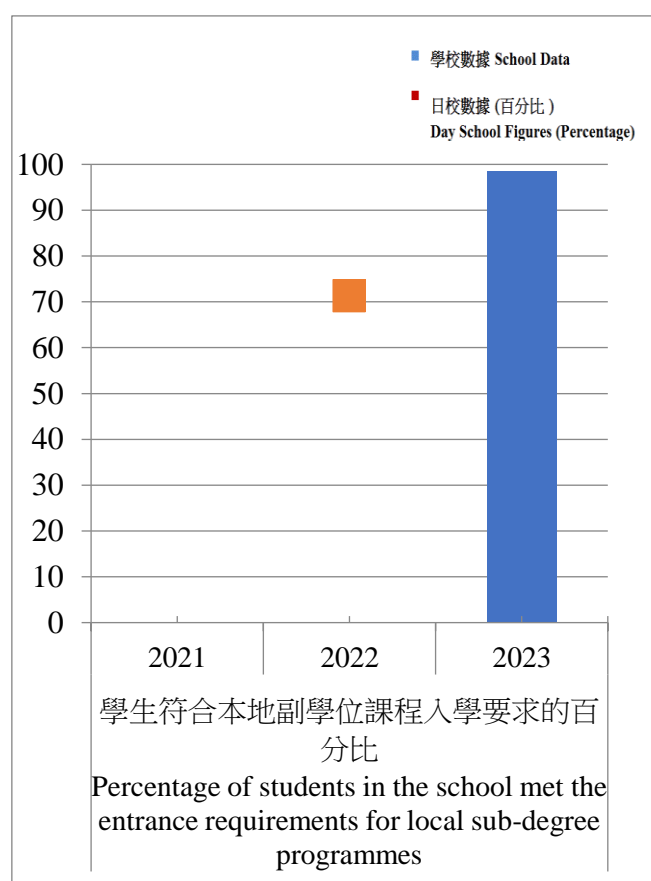
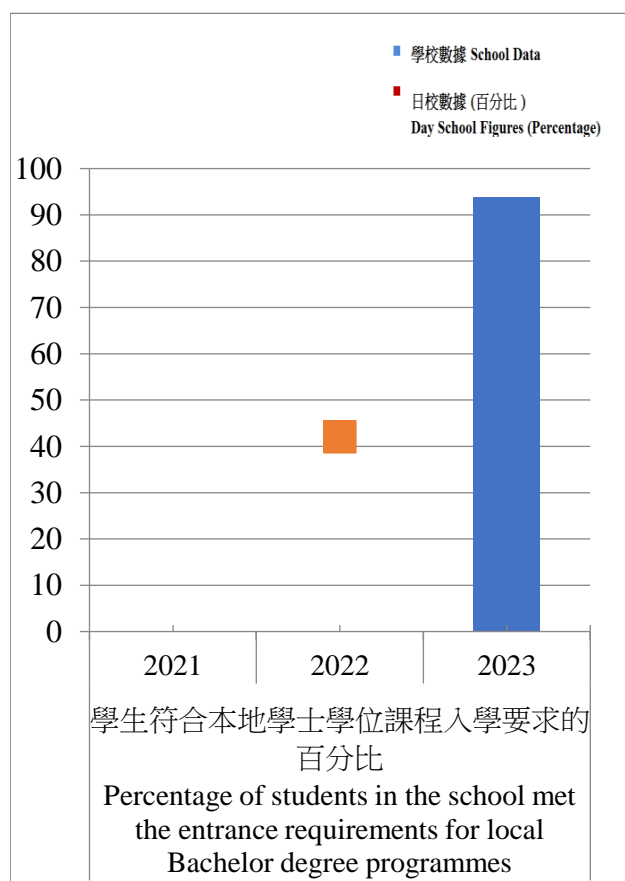
Pre-S1 Hong Kong Attainment Test

Raw scores of Pre-S1 tests for the subjects of Chinese, English and Mathematics



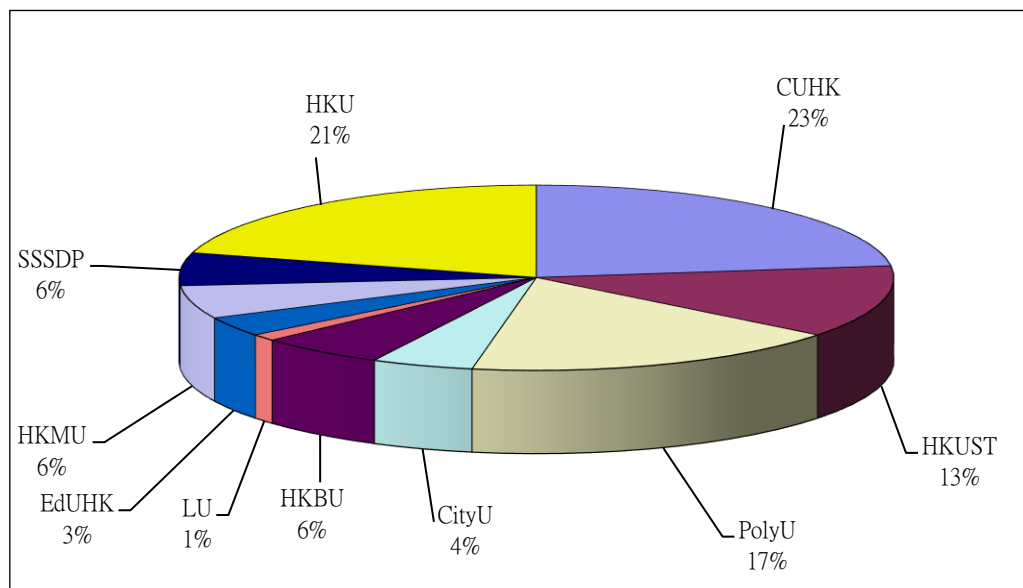
HKDSE Examination

91 S6 students sat the exam and a 100% individual passing rate was achieved in all subjects. A total of 300 Level 5 or above, or 3.3 Level 5 or above per student, were obtained. It is most gratifying to note that the rate of Level 5 or above of 16 subjects exceeded 30%. It is encouraging to note that 48.4% and 63.7% of our graduates passed with Level 5 or above in English and Mathematics respectively. Impressive individual performance was shown by a number of students, the best one securing 3 L5**, 1 L5*, 2 L5, 1 L3 and 1 Attained. In addition, 96.7% of S6 students fulfilled the minimum university admission requirement of L3, L3, L2, Attained and L2.

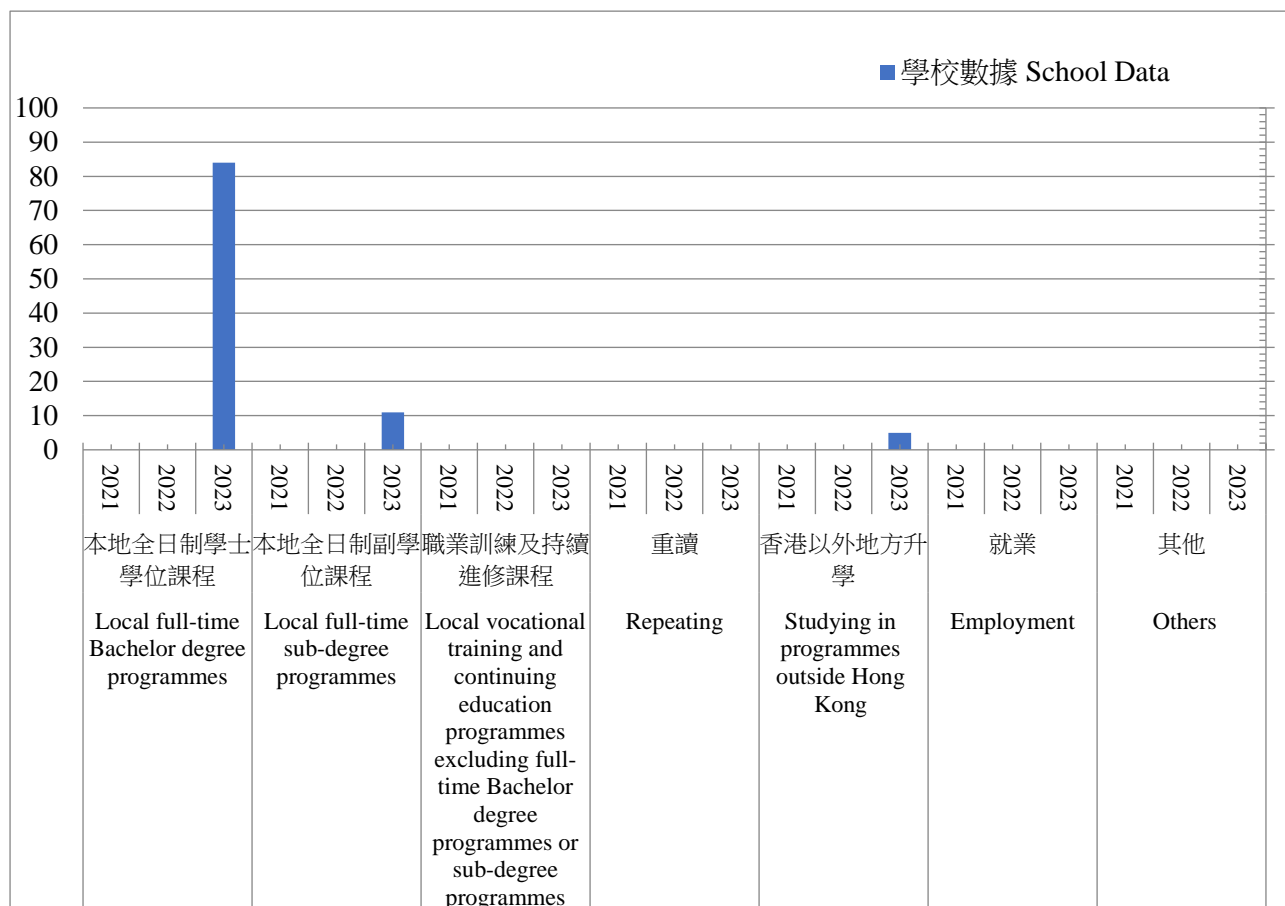


JUPAS Offers for S6 Graduates

The results of JUPAS offers were gratifying. 95.6% of our students had JUPAS offers, among which all were offered degree courses and quite a number of them were competitive programmes like Medicine, Global Business Studies and Law. The pie chart below depicted the offers by different universities.



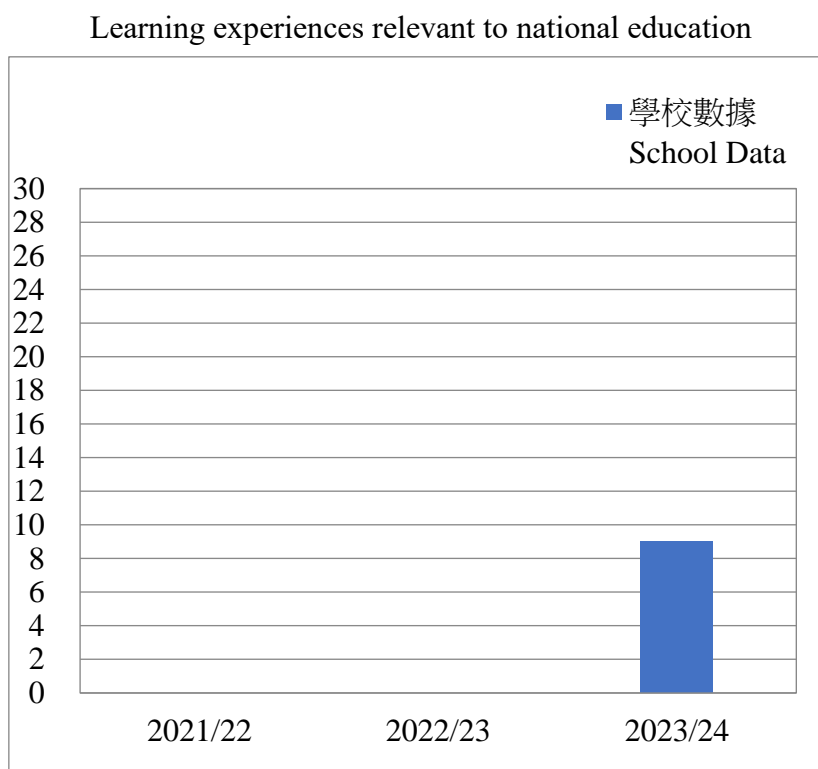
Destinations of graduates



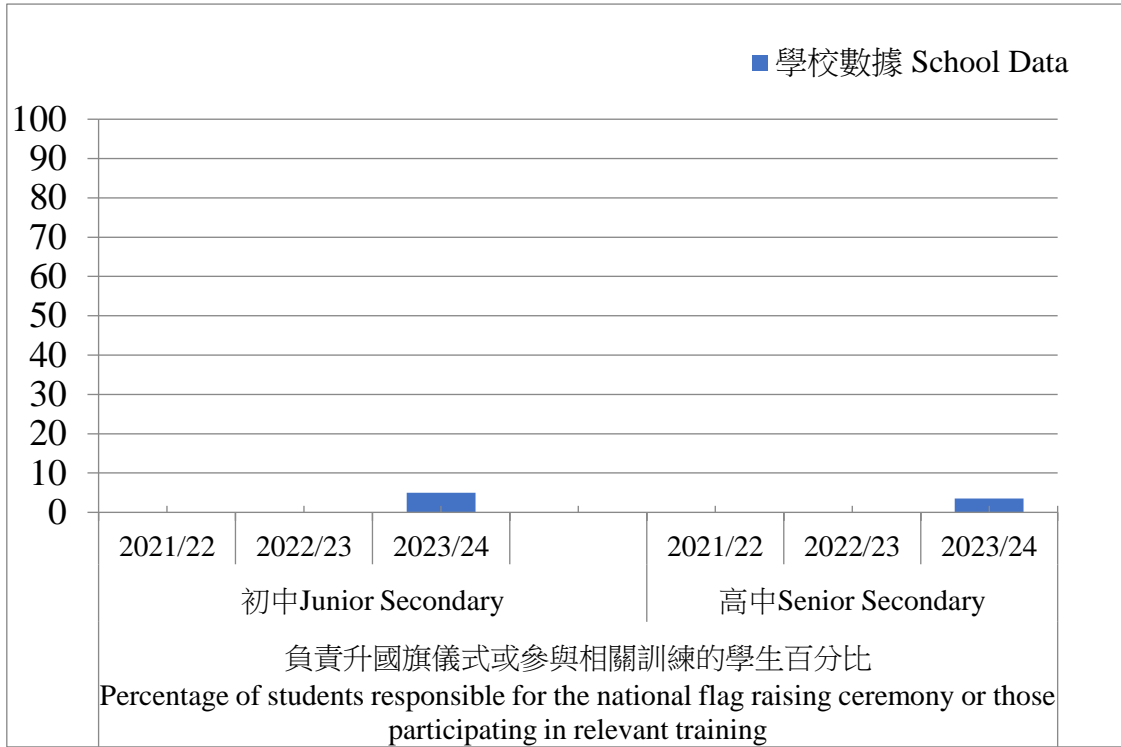
Other Learning Experiences and Extra-curricular Activities

Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events, which helped to unleash their creativity, develop and maximize their potential, and keep them both physically and mentally strong all the time. It is pleasing to find our students procured impressive attainments in participating in such activities. Our students also served the community through different forms of voluntary services, which were organized for small groups, members of the Community Services Team and a level. Apart from flag selling, charity walkathon, material and food donation, home visits and phone calls concerning the health of the elderly, a smart phone course to enhance the health and life of the elderly was held in collaboration with Eastern District Elderly Community Centre whereas a community service programme for the elderly was arranged for all S2 students in the first term. Such activities proved to be valuable experiences for our students as they could understand more about the needs of other social groups apart from internalizing the values of love, care and empathy. Greater support for the participation of students in life-wide learning activities during the school year under review was available owing to the provision of the Life-wide Learning Grant by the EDB, and reference can be made to Appendix IV for the evaluation of the items subsidized by the Grant.

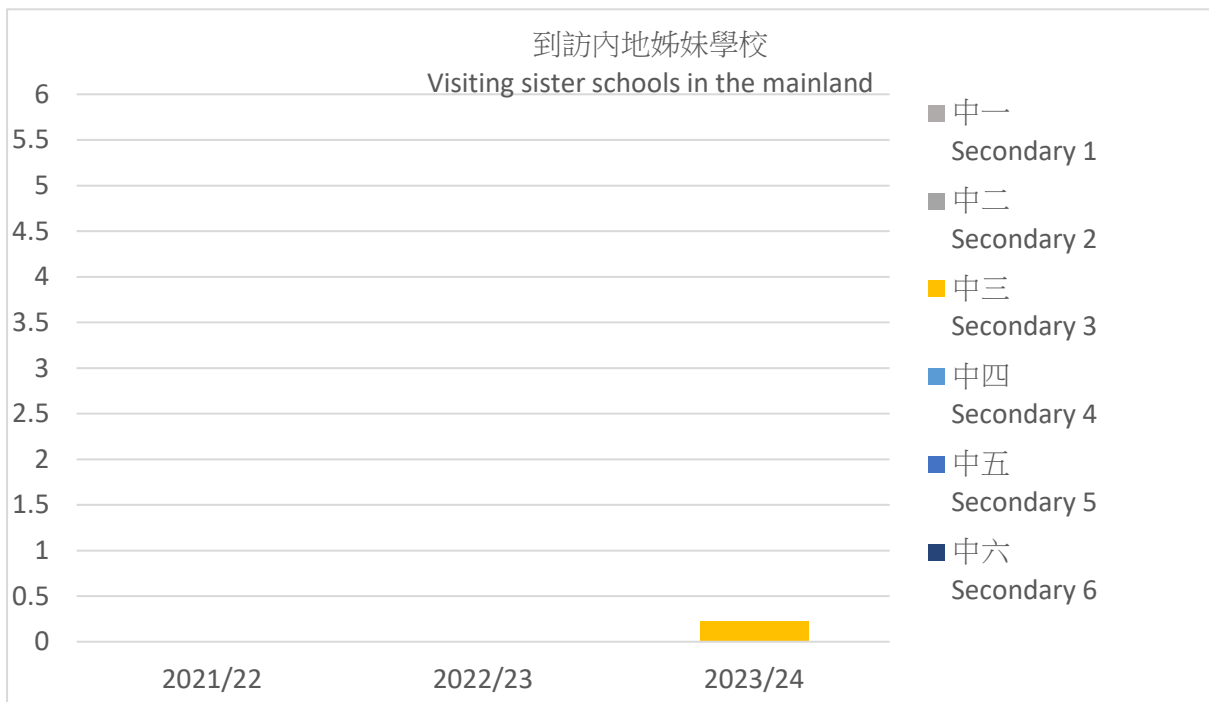
In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 65 students were presented the Extracurricular Activities Award while 14 were granted the Outstanding Extra-curricular Activities & Leadership Award.



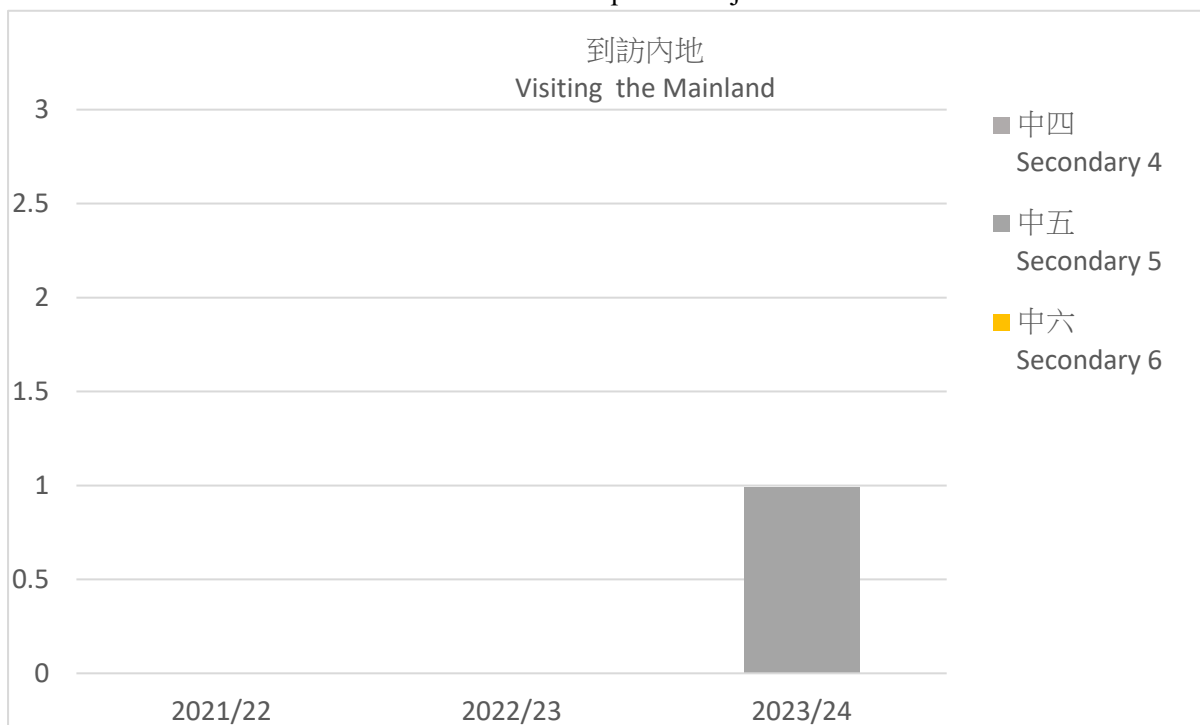
Percentage of students responsible for the national flag raising ceremony or those participating in relevant training



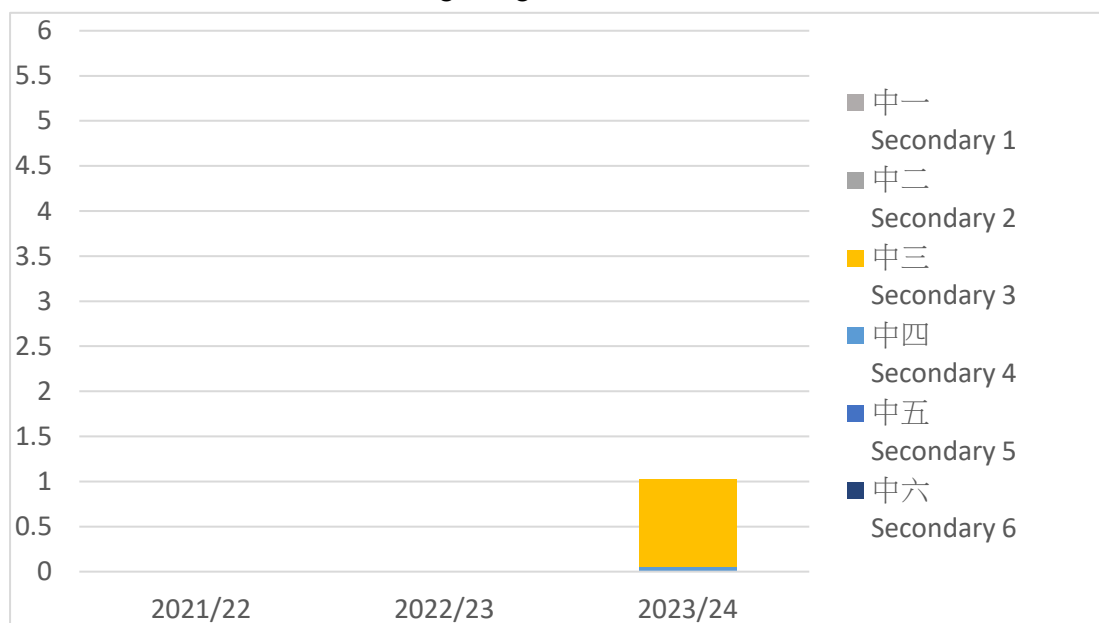
The percentage of students by grade level participating in school-arranged Mainland exchange / learning activities within the current school year - Relevant to sister schools



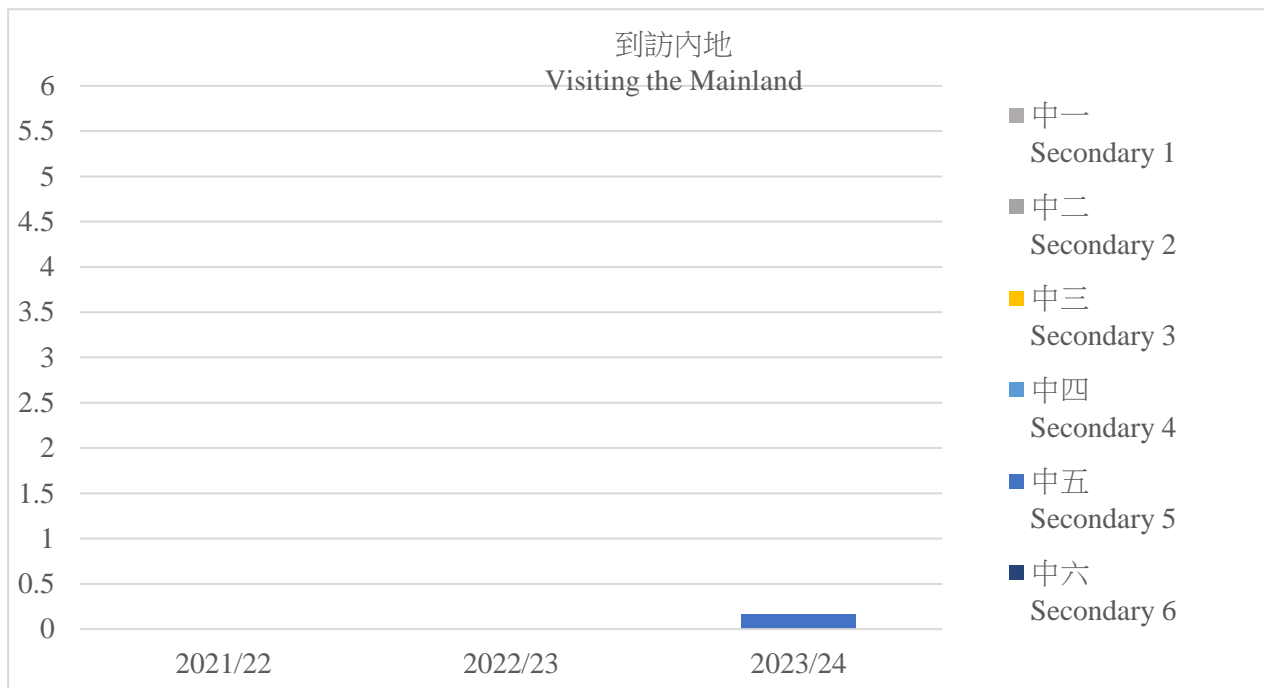
Percentage of students by grade level participating in school-arranged Mainland exchange / learning activities within the current school year - Relevant to the Mainland study tours of the Citizenship and Social Development subject



Percentage of students by grade level participating in school-arranged Mainland exchange / learning activities within the current school year – The Mainland Exchange Programmes of the Education Bureau



Percentage of students by grade level participating in school-arranged Mainland exchange / learning activities within the current school year - Other student Mainland exchange / learning activities

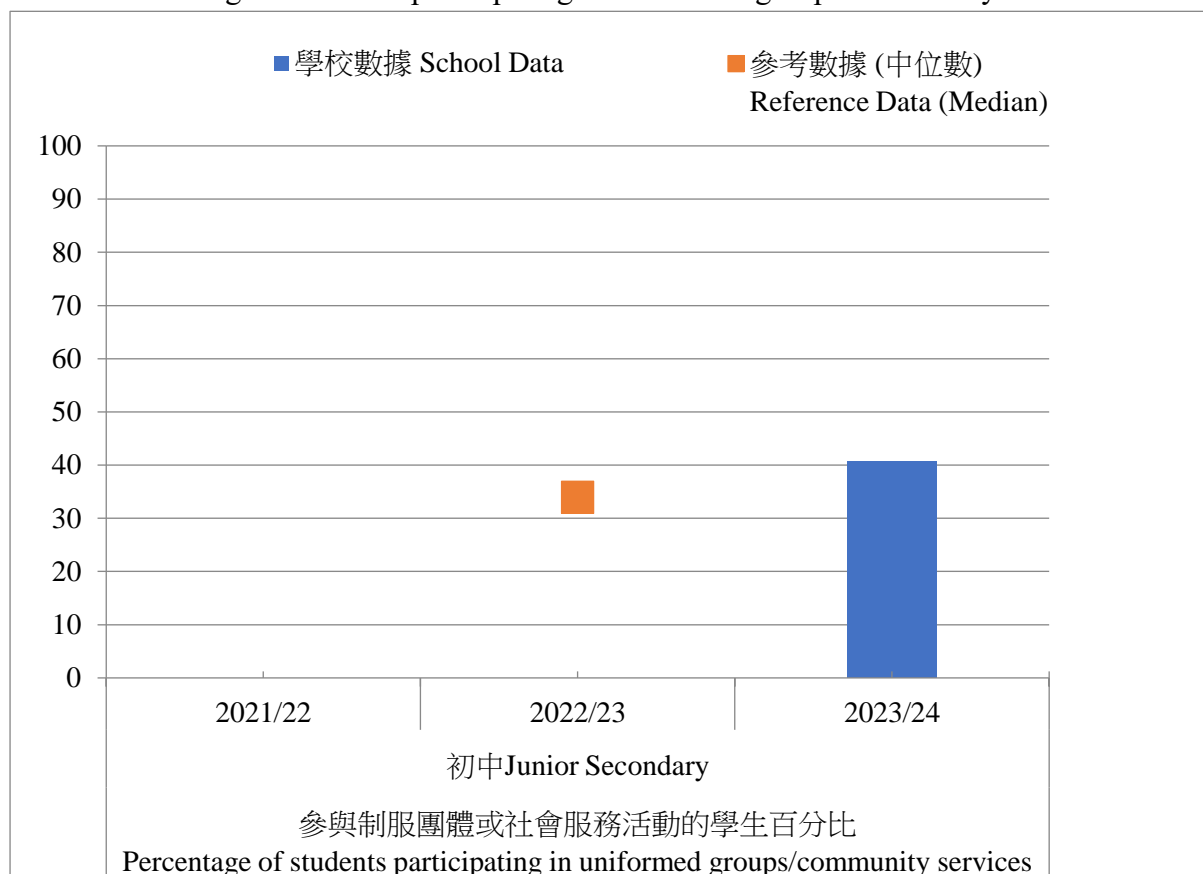


Percentage of students participating in territory-wide inter-school competitions

學校數據 School Data				
初中 Junior Secondary		學年 School Year	百分比 Percentage	
21.1	(i)	與國民教育相關 Relevant to national education	2022/23	-
			2023/24	100.0
	(ii)	與STEAM 教育相關 Relevant to STEAM education	2022/23	-
			2023/24	9.9
	(iii)	與兩文三語相關 Relevant to biliterate and trilingual communication	2022/23	-
			2023/24	14.9
	(iv)	與體藝相關 Relevant to aesthetic and physical activities	2022/23	-
			2023/24	55.8
	(v)	其他 Others	2022/23	-
			2023/24	0.2

學校數據 School Data				
高中 Senior Secondary		學年 School Year	百分比 Percentage	
21.2	(i)	與國民教育相關 Relevant to national education	2022/23	-
			2023/24	38.3
	(ii)	與STEAM 教育相關 Relevant to STEAM education	2022/23	-
			2023/24	11.8
	(iii)	與兩文三語相關 Relevant to biliterate and trilingual communication	2022/23	-
			2023/24	12.7
	(iv)	與體藝相關 Relevant to aesthetic and physical activities	2022/23	-
			2023/24	33.7
	(v)	其他 Others	2022/23	-
			2023/24	2.0

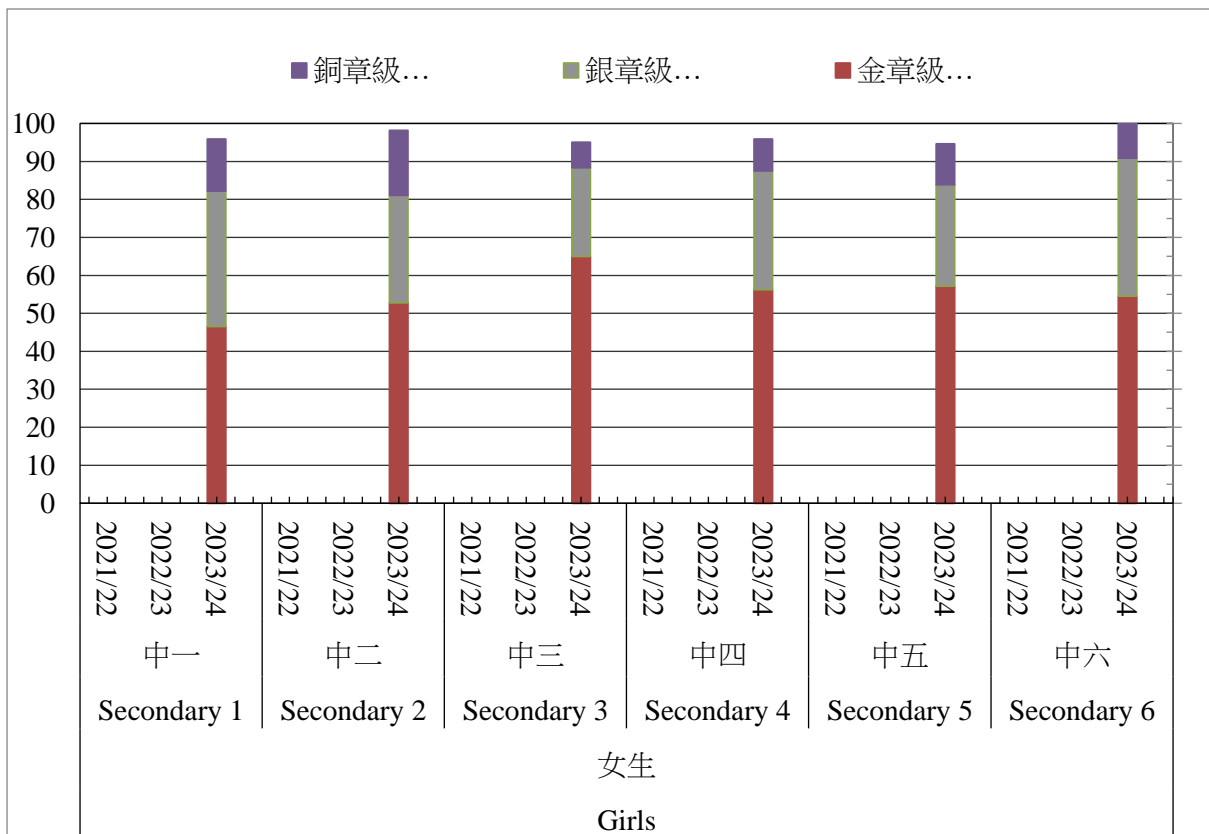
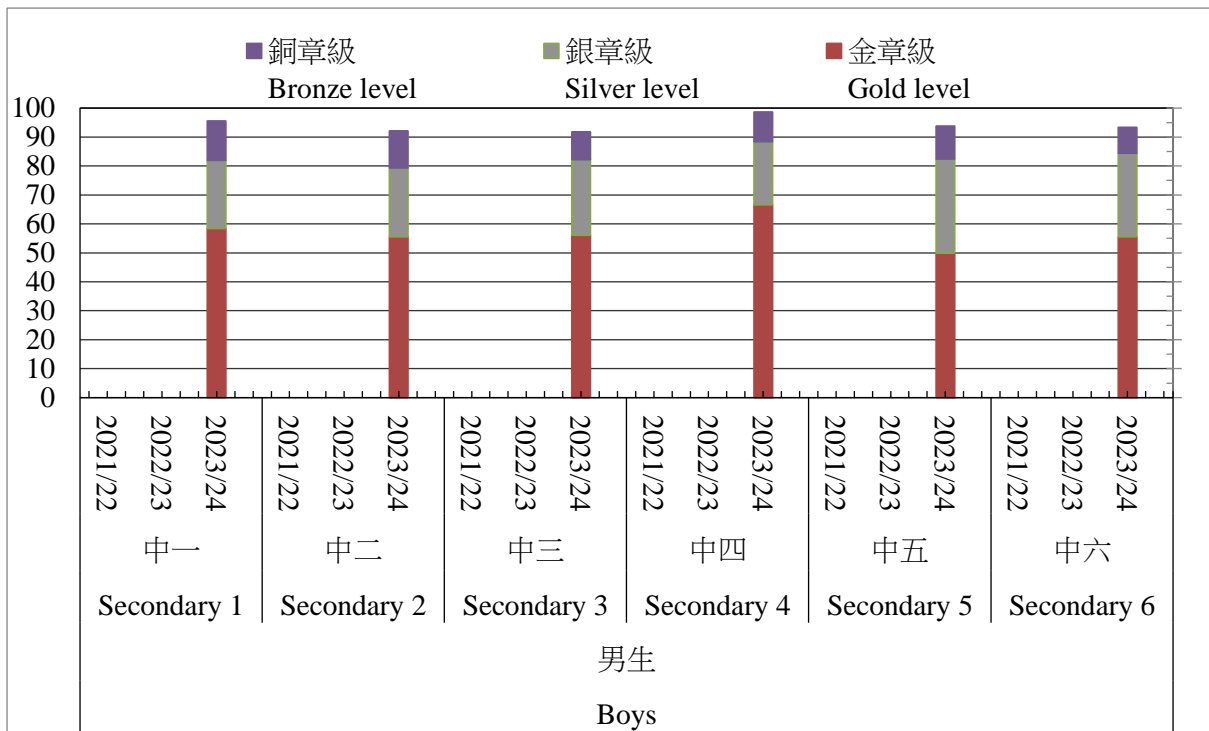
Percentage of students participating in uniformed groups/community services



Percentage of students within the acceptable weight range

學校數據 School Data					衛生署學生健康服務的數據 Percentage of students within the acceptable weight range	
	學年 School Year	百分比 Percentage		百分比 Percentage		
		男生 Boys (KPM24.1-24.6)	女生 Girls (KPM24.7-24.12)	男生 Boys (KPM24.1-24.6)	女生 Girls (KPM24.7-24.12)	
處於可接受體重範圍的學生百分比 Percentage of students within the acceptable weight range	24.1 / 24.7 中一 Secondary 1	2021/22	-	-	68.5	78.3
		2022/23	-	-	-	-
		2023/24	65.2	61.6	-	-
	24.2 / 24.8 中二 Secondary 2	2021/22	8.1	4.2	68.6	77.8
		2022/23	-	-	-	-
		2023/24	68.3	75.5	-	-
	24.3 / 24.9 中三 Secondary 3	2021/22	83.3	77.2	68.4	76.6
		2022/23	-	-	-	-
		2023/24	71.2	76.7	-	-
	24.4 / 24.10 中四 Secondary 4	2021/22	72.9	77.8	67.4	76.7
		2022/23	-	-	-	-
		2023/24	66.7	85.4	-	-
	24.5 / 24.11 中五 Secondary 5	2021/22	76.1	82.8	65.9	76.8
		2022/23	-	-	-	-
		2023/24	76.3	75.0	-	-
	24.6 / 24.12 中六 Secondary 6	2021/22	77.8	82.2	64.9	73.6
		2022/23	-	-	-	-
		2023/24	71.1	77.3	-	-

Percentage of male and female students by grade level achieving the requirements of gold, silver and bronze level certificates of the "School Physical Fitness Award Scheme"



F. Achievements & Reflections on Major Concerns

Major Concern 1: Elevating the academic performance of students

Achievements

- ◆ Besides adopting with a pleasing outcome the strategies learnt from external professional development activities related to the key tasks of the major concern, most teachers found the sharing of ideas during panel meetings inspiring. They were also able to improve their teaching effectiveness with the joint lesson planning (S2 & S4) and level meetings (S2 & S5) held, which facilitated the exploration of suitable teaching strategies, evaluation of student performance, standardization of assessment marking and tackling of other issues related to learning and teaching.
- ◆ Most students managed to give instructions clearly using imperatives and present in a more organized manner with adverbs of sequence after taking part in the Language-across-the-Curriculum project of the English and the IS Panels. Moreover, students completed well on the whole tasks developing or reinforcing the note-making and presentation skills.
- ◆ With different teaching approaches and use of different learning materials, the English teachers concerned agreed that the streaming of S1 and S2 students into normal and remedial classes could offer more support to them.
- ◆ It was found that the ‘Little Teacher’ tasks were in many cases effective in promoting active learning and participation in class as high achievers were generally willing to offer assistance to others.
- ◆ The bonus exam questions set was a good way to boost the learning competence of S1 and S2 students of high calibre attempting them since their performance was satisfactory and many students managed to have their scores elevated. On the other hand, the assignment of ‘Little Teacher’ tasks to S4 and S5 students and the provision of additional tasks to bright S3 – S5 students could help stretch their academic potential in view of their satisfactory completion of the work.
- ◆ The active learning habit of students could be reinforced since most of them completed satisfactorily various types of extra pre- or post-lesson tasks / e-assessment with individual feedback assigned whereas the wider scope of learning attitude the new assessment criteria focused on encouraged quite a number of students to assume the suggested roles in learning.

Reflection and Follow-up

- ◆ There were differences in how collaborative lesson planning was carried out in some panels – while some teachers tried out the planned lessons and conducted lesson observation on them, others merely prepared together learning materials. Clearer explanations should be given to teachers so as to avoid discrepancies in how the measure would be carried out.
- ◆ Despite mastering the basic skills of note-taking and organizing notes, some students

do not take notes in class. More supervision and incentives would be needed to encourage them to reinforce this habit.

- ◆ The effectiveness of bonus exam questions in enhancing the academic competence of students varied among different panels due to the question design. Subject panels concerned would be requested to design the bonus question with greater care.
- ◆ Grammar might not be made the main focus in the remedial groups of English as these groups may need more engaging activities and games to raise their motivation in learning English. It was also suggested the class-based assessment could be further modified to suit the needs.
- ◆ The new assessment scheme for learning attitude comprised quite a number of components and its administration might prove toilsome for those teachers teaching a larger number of classes. Students can be invited to assess their own learning attitude to not only instill a culture of self-assessment but also provide more reference information to subject teachers when they have to determine the scores to be awarded.

Major Concern 2: Nurturing positive values and life skills of students

Achievements

- ◆ The teacher survey administered showed that 81.8% of S1 and S2 Form-teachers and Assistant Form-teachers concerned agreed that setting of goals on relevant values and evaluations done had helped students foster a sense of responsibility, commitment and perseverance.
- ◆ The Responsible Student Award Scheme was considered by all the Discipline Board members as effective in promoting the sense of responsibility of all students.
- ◆ The coaching programme held by the Student Support Team proved successful since 96.2% of participants felt that the activity could help strengthen their perseverance whereas 95.6% of participants managed to show perseverance in the face of difficulties or setbacks.
- ◆ Most teachers regarded the tools to build rapport with their classes introduced during the professional development workshop provided in August 2023 useful in strengthening the bond with their students through informal interviews. Moreover, the web-building activity for S3 and a rope skipping competition for S4 were held to demonstrate to Form-teachers the skills and tools needed to unite their classes, and the feedback from them was positive.
- ◆ According to the survey for Form-teachers, 88.5% of respondents agreed that the resources for holding class building activities could help strengthen class unity whereas another survey showed that 96.3% of Form-teachers and Assistant Form-teachers found the measures implemented to increase class unity were effective. In addition, 78.2% of S4 students concurred that the Inter-class Dodgeball Competition held by the Moral & Civic Education Committee & the PE Panel was conducive to reinforcing class unity.
- ◆ The conscientious supervision of inter-class activities organized by the Life-wide

Learning Committee helped to ensure student organizers involved could learn how to finish the tasks effectively, e.g. class club members from the 4 S4 classes had to form a core committee to organize the interclass dodgeball competition themselves, from establishing rules, determining prizes, dividing labor, and conducting evaluations under the regular monitoring and guide of the teacher supervisors.

- ◆ This school year, apart from meeting the representatives of the Students' Association in July 2024, the Principal met 51 students from 13 classes during lessons when their teachers were on sick leave. In general, those students capitalized on the chance to raise different questions or put forward their views on various issues. The students were pleased that immediate feedback from the School could be offered or their opinions or concerns could be forwarded to the school bodies concerned for follow-up.
- ◆ Regarding the efforts to develop the awareness of environmental protection, 82.83% of respondents accepted that such activities as the clean recycling-related policy, S3 Environmental Awareness Outing and Waste Reduction Competition had influenced them to pay more attention to the issue.
- ◆ Regarding the life skills workshop for S1 and S2 students, 87.9% of participants considered it useful in helping them foster interpersonal skills while 90.9% of Form-teachers concerned found the interpersonal skills of their students improved as a result of joining the workshop.
- ◆ Many students were found to be engaged well in S1 Activity Days, lunchtime activities and fun-raising activities according to the observation of teachers. Moreover, overall speaking, students responsible and the Students' Association played their roles in organizing seriously fund-raising and anniversary celebration activities respectively and acquired organization skills under the supervision of teachers as reported by latter.
- ◆ The half-day workshop arranged for the core members of student organizations in August 2023 to enhance their activity planning and organizing skills could replenish their inadequacies in organizing activities. Moreover, after the commencement of the school year, supervisors of student organizations were briefed to enhance such training for students. On the whole, many members of student bodies demonstrated the leadership, interpersonal skills and time management needed to discharge their duties.

Reflection and Follow-up

- ◆ Some goals to develop the values were not properly set since they resembled those academic ones. More reminders should be provided to students and their work should be more closely supervised to ensure they can finish the task appropriately.
- ◆ Some teachers seldom give appreciations and merits to students with responsible behaviour. Moreover, it would be hard for a junior-level student to obtain the Responsible Student Award due to the smaller number of responsible posts held. Hence, teachers should be encouraged to appreciate students more. Other than

prefects and chairpersons of houses and clubs, monitors, helpers in school functions, committee members of class club and subject coordinators can also be rewarded with appreciations and merits if they can discharge their duties well. In addition, junior-level students should be given a higher chance to obtain the Responsible Student Award.

- ◆ There should be better planning for debriefing and students' reflections required for various class building activities so that relevant values could be incorporated more effectively.
- ◆ More teacher supervision is needed to ensure students involved in organizing extra-curricular activities can gain the experience expected.
- ◆ More cooperation among different functional committees to carry out experiential activities is needed so that the target values can be nurtured more effectively through better planning and work allocation.

G. Financial Summary

	Income (\$) 23-24	Expenditure (\$) 23-24	Surplus / (Deficit) (\$) 23-24	Balance b/f (\$) 23-24	Balance c/f (\$) 23-24
I Government Funds					
(1) Expanded Operating Expenses Block Grant (EOEBG)				7,164,466.05	
(a) School Specific					
i) Administration Grant	4,361,283.00	(3,921,153.47)	440,129.53		
ii) Capacity Enhancement Grant	666,935.00	(557,869.70)	109,065.30		
iii) Composite Information Technology Grant	576,658.00	(544,435.58)	32,222.42		
iv) Air-conditioning Grant	582,929.00	(745,132.69)	(162,203.69)		
v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate, etc.)	509,023.57	-	509,023.57		
vi) School-based Management Top-up Grant	52,596.00	(36,268.00)	16,328.00		
vii) School-based Speech Therapy Administration Recurrent Grant	8,415.00	-	8,415.00		
(b) Non-School Specific (Baseline Reference)					
i) School & Class Grant	2,051,115.73	(1,732,084.29)	319,031.44		
ii) Furniture & Equipment	-	(485,766.50)	(485,766.50)		
iii) Additional Provision for Severance Payment/Long Service Payment	-	-	-		
Sub-total (A)	8,808,955.30	(8,022,710.23)	786,245.07	7,164,466.05	7,950,711.12
(2) Funds Set Aside for Severance Payment/Long Service Payment					
Sub-total (B)	-	-	-	315,877.66	315,877.66
(3) Teacher Relief Grant					
Sub-total (C)	4,232,434.67	(3,768,379.25)	464,055.42	4,726,319.00	5,190,374.42
(4) Grants Outside EOEBG					
(a) Committee on Home-School Co-operation Project (PTA)	5,978.00	(4,481.70)	1,496.30	9,660.90	11,157.20
(b) Committee on Home-School Co-operation Project (Activity)	17,000.00	(16,984.23)	15.77	-	15.77
(c) Grant Account for Fringe Benefits (NET)	188,774.08	(188,774.08)	-	-	-
(d) School-based After-school Learning and Support Grant	91,800.00	(75,763.80)	16,036.20	81,958.50	97,994.70
(e) Other Recurrent Grants (Rent & Rates)	435,375.00	(435,375.00)	-	-	-
(f) Learning Support Grant for Secondary Schools	743,147.00	(639,419.16)	103,727.84	1,933.71	105,661.55
(g) Diversity Learning Grant - (OP)	91,000.00	(73,600.00)	17,400.00	37,170.00	54,570.00
(h) Diversity Learning Grant - (ApL)	46,300.00	(46,300.00)	-	-	-
(i) Fractional Post Cash Grant	557,824.00	(77,280.00)	480,544.00	180,996.61	661,540.61
(j) Moral and National Education Support Grant	-	-	-	170,362.50	170,362.50
(k) Hong Kong School Drama Festival	-	-	-	3,821.20	3,821.20
(l) Opening up School Facilities for Promotion of Sports Development Scheme	190,000.00	(189,500.75)	499.25	-	499.25
(m) Information Technology Staffing Support Grant	333,812.00	(396,312.00)	(62,500.00)	273,358.31	210,858.31
(n) Grant for the Sister School Scheme	162,994.00	(32,800.00)	130,194.00	73,965.00	204,159.00
(o) Promotion of Reading Grant	76,064.00	(72,742.90)	3,321.10	29,522.06	32,843.16
(p) Life-wide Learning Grant	1,350,674.00	(1,083,107.51)	267,566.49	431,439.07	699,005.56
(q) Grant for Supporting Non-Chinese Speaking Students with SEN	105,191.00	(79,075.18)	26,115.82	-	26,115.82
(r) Grant for Support for Non-Chinese Speaking Students	156,691.00	(136,341.06)	20,349.94	-	20,349.94
(s) One-off Grant for Senior Subject Citizenship and Social Development	-	(85,812.62)	(85,812.62)	93,552.98	7,740.36
(t) One-off Grant for Mental Health at School	60,000.00	(51,519.80)	8,480.20	-	8,480.20
(u) One-off Grant for Mental Health of Parents and Students	20,000.00	(1,320.00)	18,680.00	-	18,680.00
(v) One-off Grant on Parent Education (Secondary)	200,000.00	-	200,000.00	-	200,000.00
(w) One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	-	300,000.00	-	300,000.00
(x) One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	150,000.00	(13,906.30)	136,093.70	-	136,093.70
(y) OGCI0-IT Innovation Lab in Secondary School	-	(5,000.00)	(5,000.00)	6,312.00	1,312.00
(z) Dedicated Funding Programme for Publicly-funded Schools	642,446.00	(996,440.00)	(353,994.00)	383,494.00	29,500.00
(aa) Student Activities Support Grant	61,100.00	(58,720.00)	2,380.00	-	2,380.00
Sub-total (D)	5,986,170.08	(4,760,576.09)	1,225,593.99	1,777,546.84	3,003,140.83
(5) Others - Amount refundable to EDB	-	-	(49,755.47)	-	(49,755.47)
Sub-total (E)	-	-	(49,755.47)	-	(49,755.47)
Total Income for school year 2023-24 [Sub-totals (A) to (E)]					19,027,560.05
Total Expenditure for school year 2023-24 [Sub-totals (A) to (E)]					(16,601,421.04)
Percentage Spent (Total Expenditure / Total Income)					87.25%
Total Surplus for school year 2023-24 [Sub-totals (A) to (E)]					2,426,139.01
Accumulated Surplus as at the end of school year 2023-24 [Sub-totals (A) to (E)]					16,410,348.56

	Income (\$) 23-24	Expenditure (\$) 23-24	Surplus / (Deficit) (\$) 23-24	Balance b/f (\$)	Balance c/f (\$)
I School Funds					
(1) Subscription Fund					
Income					
				4,502,430.76	
(a) Tong Fai	117,980.00	-			
(b) Entrance Examination Fees	450.00	-			
(c) Profit on Sale of Ex. Book, Tie, etc.	6,990.42	-			
(d) Tuckshop Rental	70,000.00	-			
(e) 55th Anniversary Income (Magazine, Variety Show, Souvenirs etc.)	223,302.60				
(f) Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project, etc.)	176,006.74	-			
(g) Donations	223,843.30	-			
Expenditure					
(a) Lift Maintenance		(105,360.00)			
(b) Gold & Silver Awards and Scholarships		(21,290.00)			
(c) Long Service Award		(500.00)			
(d) Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)		(29,188.56)			
(e) Greening School		(4,222.70)			
(f) Technical Feasibility Statement for In-situ Redevelopment (2nd Payment)		(294,000.00)			
(g) Golden Jubilee Fund Raising Subsidy to Purchase iPads		(166,380.00)			
(h) 55th Anniversary Expenses (Magazine, Variety Show, Souvenirs etc.)		(171,426.42)			
(i) Expenses for the Exchange Student		(16,089.70)			
(j) Miscellaneous Expenses (Bank Charge for Auditing IT Lab & Other Expenses)		(3,508.60)			
Sub-total (A)	818,573.06	(811,965.98)	6,607.08	4,502,430.76	4,509,037.84
(2) Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)					
(a) Hall Air-conditioning Electricity Rebate & Charges	-	-	-	110,568.50	110,568.50
(b) Repairs of Hall Air-conditioners	-	-	-		
Other purposes	255,360.00				
(c) Reserved for the Installation of Air-Conditioners in Covered Playground		-	255,360.00	286,864.85	542,224.85
Sub-total (B)	255,360.00	-	255,360.00	397,433.35	652,793.35
(3) Others					
(a) P.A.T.H.S.	-	-	-	24,650.90	24,650.90
(b) CCSC Alumni Foundation Fund	287,706.20	(116,618.69)	171,087.51	1,082,931.84	1,254,019.35
(c) CCSC Alumni Foundation Fund Lunar New Year Fair Funding	26,055.40	(8,951.03)	17,104.37	3,545.31	20,649.68
(d) Most Improved Student Awards (by Alumni of 78-79)	-	(1,164.00)	(1,164.00)	68,845.00	67,681.00
(e) School Song Composer Music Development Fund (by Ms Brenda Ng)	20,000.00	(18,816.00)	1,184.00	45,390.00	46,574.00
(f) JY Excellent Athletes Award (by Ms Christine Fu)	-	(24,166.00)	(24,166.00)	24,291.40	125.40
(g) Award for Student of Noble Character (by Ms Kwok Wai Yin)	-	-	-	596.00	596.00
(h) Medical Alumni Science Award	28,500.00	(4,422.00)	24,078.00	18,768.00	42,846.00
(i) Alumni of Classes 1985 & 1986 Arts Award	-	(2,522.00)	(2,522.00)	20,374.00	17,852.00
(j) Donation to Badminton Team (by Li Wing Sze)	-	(2,210.00)	(2,210.00)	2,210.00	-
(k) Alumnus Donation (by Wong Ka Kit)	-	-	-	82,000.00	82,000.00
(l) Green and Shine Limited Donation for Academic Prizes	-	(7,900.00)	(7,900.00)	16,200.00	8,300.00
(m) Donation by Sponsoring Body	2,983.20	(15,283.20)	(12,300.00)	15,000.00	2,700.00
Sub-total (C)	365,244.80	(202,052.92)	163,191.88	1,404,802.45	1,567,994.33
Total Income for school year 2023-24 [Sub-totals (A) to (C)]					1,439,177.86
Total Expenditure for school year 2023-24 [Sub-totals (A) to (C)]					(1,014,018.90)
Percentage Spent (Total Expenditure / Total Income)					70.46%
Total Surplus for school year 2023-24 [Sub-totals (A) to (C)]					425,158.96
Accumulated Surplus as at the end of school year 2023-24 [Sub-totals (A) to (C)]					6,729,825.52

H. Feedback on Future Planning

The EDB conducted an External School Review (ESR) on the School on 13, 14, 16, 21 and 24 May 2024, which aimed at validating self-evaluation and its impact on school development. Finding significant improvements made by the School on the 2 areas pinpointed in the 2012 ESR report, the Team highly commended the work done by the School to promote active learning, the holistic growth of students and their sense of belonging while the students displayed such laudable attributes as exemplary behaviour and good communication skills. In addition, the representatives of parents were pleased with the home-school cooperation and the support given to their children. Despite the accomplishments made, the School would still strive to improve the aspects of classroom teaching and values education highlighted by the ESR Team where further improvement was desirable.

The planning for the focus of the school development in the coming school year began in Jun 2024 with the School Development Team carefully reviewing the implementation of the School Development Plan for the school years 2022 - 2025 and the Annual School Plan besides considering the reflections made by various subject panels and functional committees. Reference was also made to the trends of educational reforms and the needs of our students. It has been agreed that the major concerns for the school year 2022 – 2025 are maintained as follows:

1. elevating the academic performance of students; and
2. nurturing positive values and life skills of students.

To realize our targets, the teaching effectiveness of teachers would be enhanced by different professional development activities. Moreover, the learning competence of students would be strengthened by developing their note-making skills, preparing challenging tasks for them and raising their English standard whereas the habit of active learning would be further reinforced. Finally, selected values and life skills would be nurtured through the organization of activities of different scales as well as entrusting students with a more crucial role in holding extra-curricular activities.

I. Appreciation and Acknowledgement

We have to thank Mr. Cheung Kui Tong Raymond and other members of the IMC for their advice and direction on school policies and all staff for their loyalty, co-operation and devotion during the past year. The school year was especially a toilsome one with the organization of various activities celebrating the 55th Anniversary of the School. If it had not been for their concerted effort, enthusiasm, sense of integrity and responsibility, our School would not have been able to maintain smooth operation, successfully organized the anniversary functions and overcome the hurdles encountered.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre and the Educational Psychologist for their work. Also, we felt grateful to the officers of the EDB for their advice and guidance, the parents of our students for their co-operation, the Parent-Teacher Association, the Old Students' Association and the Cheung Chuk Shan College Alumni Foundation Fund Management Committee for their support, and all other organizations and persons that have helped our School during the year under review.

Evaluation on Use of Capacity Enhancement Grant 2023/24

The provision of the Capacity Enhancement Grant enables our School to provide additional services to improve students’ language proficiency and also facilitate their all-round development with training in various domains. \$666,935 was granted by the EDB and the fund was spent on the following tasks:

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
English	Training of the Debating Team members for competitions in the area of debating, public-speaking and organization of a tournament for primary school students	<ul style="list-style-type: none"> ✧ An alumnus currently a student from the HKU Faculty of Law continued to coach the team during the school year. ✧ 18 S2 – S5 students engaged in external competitions as well as various internal mock and friendly matches with schools. The Debating Team was awarded the Best Debater and Best Interrogative Debater in the Sing Tao Interschools Debating Competition and a few Hong Kong Secondary Schools Debating Competition matches. ✧ In addition to competitions, the Debating Team also joined the Hong Kong Shue Yan University’s Hong Kong Schools Mock Trial Competition and St Paul’s Co-educational College’s Model United Nations Conference this year. ✧ The CCSC 55th Anniversary Primary Schools Debating Workshop and Tournament was organized by the team in May 2024, which helped to bring debating skills to the primary school students. The activity also built students’ communication skills and gave students a chance to serve. ✧ With all the activities, students’ debating skills, communication skills and confidence were polished, which were showcased in their roles of masters of ceremonies in various school events.
Chinese Language	An S1 bridging course about reading and understanding classical Chinese as well as training for the Chinese Debate Team	<ul style="list-style-type: none"> ✧ Apart from routine Saturday training, the Chinese Debate Team enrolled in different competitions. A mock debate was held before each event so as to increase the experience of the members. All members took part in the training seriously and also had their debating skills polished through different competitions.

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
Geography	An annual residential camp for senior geographers and field trips for junior geographers	<ul style="list-style-type: none"> ✧ The Field trips and field camp organized were as follow: <ul style="list-style-type: none"> ○ Field camp for S4 and S5 ○ Field trips to City Gallery ○ Field trip to Ng Tung Falls ○ Field trip to new towns ○ Field trip to Sai Kung geopark ✧ The participation rate of all field trips and field camp was highly satisfactory while over 95% of students were highly satisfied with the field trips and camp.
Cross-curriculum learning	Two trainers providing ongoing training on TED-style public speaking techniques to S3 students	<ul style="list-style-type: none"> ✧ The project was highly effective and well-received by the S3 students. According to the students' survey, over 70% of students agreed that the "Shall We Talk" programme enhanced their public speaking skills and confidence in speaking in front of others. They particularly enjoyed the workshop conducted by one of the trainers, with 82% agreeing that the workshop provided them with new insights into public speaking.
Guidance	Different workshops	<ul style="list-style-type: none"> ✧ 72.4% of students agreed that the adaptation workshops were helpful. ✧ Participants of the S3 self-compassion workshops generally described that the activity was very enjoyable, inspiring and fruitful. ✧ The social workers observed that the participating parents were highly engaged in the activities and they had meaningful sharing among the participants.
	S1 Peer Counsellor activity	<ul style="list-style-type: none"> ✧ The teachers and social workers strongly agreed that the activities were helping in building the connections among students. Besides, 72.9% of students agreed that the workshops were helpful.
	S4 WPDP experiential activities	<ul style="list-style-type: none"> ✧ Students generally gave positive feedback.
	S5 Post-exam activity (Human Library)	<ul style="list-style-type: none"> ✧ Positive written feedbacks to the alumni's sharing were received from students and the reflections from students indicated that they generally agreed that the messages delivered were insightful and profound.
	S6 graduation	<ul style="list-style-type: none"> ✧ 93.2% of students agreed that the event was thought-

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
	<p>activities</p> <p>Small-group activities for students (Come-Fort Zone)</p>	<p>provoking and it could facilitate their self-reflection.</p> <p>✧ The social workers observed that the participating students highly enjoyed the events and the activities could enhance their interpersonal skills effectively.</p>
Moral and civic education	Talks and experiential learning activities to equip students with the ability to make reasonable and conscientious judgement	<p>✧ 78.2% of S4 students concerned agreed that the Inter-class Dodgeball Competition is useful in reinforcing class unity whereas 82.8% of respondents felt that the activities held had raised their environmental awareness.</p> <p>✧ The “Live and Death Education” activity was cancelled because there were not enough students joining.</p> <p>✧ Students’ response to the sex education activities was satisfactory according to teacher observation.</p>
Music	‘Music for Life’ Programme	<p>✧ The attendance rate of the School Band, the String Orchestra, the School Choir and the Chinese Orchestra was satisfactory.</p> <p>✧ 197 students joined the four music teams or instrumental classes this year.</p> <p>✧ The School Band performed at the Christmas Programme as well as a music exchange programme with positive feedback.</p> <p>✧ The Junior Choir performed at the Christmas Programme. The Choir members also participated in the 76th Hong Kong Schools Music Festival, capturing a Silver Award.</p> <p>✧ The String Orchestra performed at the Christmas Programme and a music exchange programme. The String members also entered the 76th Hong Kong School Music Festival and won a Silver Award.</p> <p>✧ The Chinese Orchestra performed successfully at the Joint-School Music Performance.</p> <p>✧ Students got pleasing results at the 76th Hong Kong Schools Music Festival. Out of 28 entries, we got 1 Second Prize from the category of Erhu Solo – Junior and numerous Gold, Silver and Bronze Awards.</p>

Report on use of Citizenship & Social Development Grant 2023 / 24

Area	Item	Expense (\$)	Date / Period	Details and Evaluation
i. Developing or procuring relevant learning and teaching resources	Online publisher resources for CS learning and teaching support	\$ 18,639	Whole academic year	Learning and teaching support was enhanced by adapting the materials and resources concerned to cater for the learning needs of students.
i. Developing or procuring relevant learning and teaching resources	Ordering HKET reading journal for S4 and S5	\$ 43,120	Whole academic year	Learning and teaching support, especially students' understanding of the subject content and local, national and global affairs, and students' reading habit and self-directed learning were enhanced.
ii. Organising school-based learning activities relating to the CS curriculum	Global Perspectives: An Adventure in our Society (HK Disneyland)	\$ 11,250	Jan 2024	<p>Taking part in the guided learning activities, the S5 participants enhanced their understanding on such concepts as 'cultural diversity', 'cultural integration' and 'global citizens' and broadened their perspectives with the help of the real-life examples at Hong Kong Disneyland and the learning passport which consisted of thinking frameworks provided by the Hong Kong Disneyland YES program.</p> <p>The activity was welcomed by most of the S5 participants based on the main results of the student survey as follows:</p> <p>a. 100% of the student participants agreed that the program was useful, e.g. helping them use various brainstorming methods, multi-perspective thinking skills to develop solutions, and utilize</p>

				<p>critical problem solving skills in real world situations.</p> <p>b. 100% of the participants would recommend other students to join the program.</p>
iii. Subsidising expenses in joint-school/cross-curricular activities	Chinese Culture Week	\$12,803.62	Mar 2024	<p>With the joint effort of the Chinese Language and Culture Association, History Society, Art Club, Home Economics Club, Putonghua Club, CS Association and School Library, the Chinese Culture Week was held at School Hall with a high rate of student participation. 83% of S1-S5 students responded that the activity had enhanced their interest in the Chinese culture and traditions.</p>

Evaluation on Use of Promotion of Reading Grant 2023/2024

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

Given the versatility of the Reading Grant, the School Library was allowed to tailor its reading activities to the unique needs and interests of our students. The multi-pronged approach of enriched library collections, targeted reading programmes, vigorous promotion activities, and cross-curricular coordination had created a culture of literacy that was benefiting learners at various levels.

It was gratifying to note that the loan record of books showed a revival of students' interest in borrowing books from the library. With reference to the data collected, the total number of books circulated in the school library has upped by 7.5% this year, reaching a record high of 22728 books. Moreover, the average number of the books circulated per day has a rise from 168 to 176. Besides that, the responses of the students to various reading programmes launched were pleasing and enthusiastic as indicated by the questionnaire on the effectiveness of activities to promote reading culture, with most figures surpassing 80% strongly agreeing or agreeing. Hence, through stimulating and diverse reading activities, we had helped students nurture their reading interest and develop a reading habit from their lower forms of schooling. However, it was still a formidable task for us to sustain the reading motivation of the higher formers for leaving out the reading lessons in their curriculum.

2. Evaluation of strategies

a. *S1 Pleasure Reading Passports*

The questionnaire result is encouraging, with 82.21% S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports. The number of students passing different stages had a slight increase compared with that of last year; nonetheless, there was a decline in the percentage of the figures due to more classes of new formers this school year. Since S1 learners participated in the programme on a voluntary basis, more positive reinforcements would be adopted to increase its appeal. As a rule of thumb, the loan record of books of students reflects that the S1 students paid a visit to the library more often than other formers.

b. *S1 Eslite Bookstore Visit*

In a bid to enhance students' reading interests and motivation, the library arranged a visit to Eslite Bookstore in Causeway Bay during the post-examination period on 22nd January 2024, hoping to involve students in the selection of library books. The bookstore visit was proven to be an opportune event to build a reading atmosphere, allowing students to derive pleasure and enjoyment from reading their own choices of books. They were motivated

by feeling in control, and had intent to read genuinely. In collaboration with the Chinese Panel, students were instructed to write a Chinese book report on the books chosen so as to share their reviews with others and make book recommendations for their fellows. With positive comments received from the Chinese teachers on the quality of the written reports, the measure would continue next school year.

c. S1 & S2 Reading Workshops

An English reading workshop was held for S1 students on 22nd January 2024 before the Eslite Bookstore visit. During the 1-hour workshop, the instructors taught the S1 classes some skills and strategies for learning to read and reading to learn English novels. It was beyond dispute that the Harry Potter series was an appeal to our students, thus receiving engaging responses to its usefulness and practicality (with 84% strongly agreeing or agreeing).

For S2 students, a Chinese one was organized on 19th January 2024 during the post-examination period for acquiring skills to read Chinese famous works <三國演義>. The response was satisfactory (with 75% agreeing or strongly agreeing to its effectiveness). With reference to the questionnaire conducted, more interactive and stimulating learning and drama activities could be incorporated into the lesson design for betterment.

d. Capsule Hunt & Treasure Hunt Activities

Several capsule hunt activities were launched on special occasions like Back to School Capsule Hunt, at Halloween, before Christmas and Easter holidays, and on World Book Day. Treats were presented to junior formers who borrowed books from the library. Given such gimmick as a booster, the lower formers frequented the library more to explore the joy of reading. The questionnaire result reveals that this gadget was a favourable means to attract students to visit the library (with 86.5% agreeing or strongly agreeing).

e. STEM Books Corner

A total of 360 titles were procured to date in our STEM books corner, and the collection of books was based on the theme-based booklist prepared by the Education Bureau. The loan record indicates an increasing number of STEM books circulated, with a total of 1851 books, an increment of 13.28% compared with last year. Nonetheless, they were more popular with lower formers while the utilization of those books among the higher formers was still low. Better coordination with the KLAs and subject departments could be taken into consideration when we plan purposeful tasks for promoting reading across the curriculum.

f. Various Reading Schemes Held to Promote Reading

Such awards as Top Reading Classes, Top 10 Readers of the School and Top Three Readers for each class were presented at the end of academic year, backing the students to read a wide range of materials with different themes and text types to broaden their

knowledge base and enhance their reading skills. A Reading Quiz was co-organized with the History Society in March 2024, with 119 students participating in it. The response was engaging, and thus we would collaborate with other functional committees or subject departments next year so as to allow students to acquire, construct and apply knowledge in different disciplines.

g. *Reading Talk-cum-Book Display*

In view of fostering a reading culture and broadening students' reading perspectives, Miss Yau Yan Ni (游欣妮), a secondary school teacher & librarian, was invited to be our guest speaker of the Reading Talk targeted at S1 & 2 students. The talk was held during the FTP and WPDP on 15th December 2023, and to reinforce the efficacy of reading promotion, a book display was planned ahead to showcase the titles written by the speaker.

The theme of the talk was 讀寫的趣味, and the guest speaker offered practical advice on how to find inspiration from various sources and develop a consistent writing routine. Besides that, she also shared motivational anecdotes and success stories related to reading and writing, and encouraged our students to incorporate reading and writing into their daily lives. Stimulating and inspiring, the talk ended with enthusiastic responses from our students in the question-and-answer session.

h. *Introduction of E-books (HyRead)*

Subscription to web-based reading materials continued this year to provide a larger number of appropriate e-books for students in various disciplines. In general, the response was mediocre (74.8% agreeing or strongly agreeing). Some students opined that they preferred reading print books to e-books as it is quite exhausting to stay focused on the electronic screen for a long period of time. Besides that, the usage statistics reveal that e-books were less popular for students could pay a visit to the school library physically with the resumption of normal school days. As regards the multiple features of e-books and their accessibility, we will further encourage students to participate in diverse reading activities via the electronic platform, like the use of e-books for doing book reports and oral book presentation, and promoting reading across the curriculum.

i. *Campus TV Reading Promotion*

In collaboration with Campus TV, a video was produced and broadcasted in cycle 10 or 11 in the first term to promote reading. Apart from the broadcast of the video, Form-teachers / teachers were invited to share their reading experiences during the FTP / WPDP. It was pleasing to note that enthusiastic responses were received during the book sharing session after the broadcast. Knowledgeable and versatile, teachers are always in an advantageous position to encourage students to read extensively and recommend relevant and interesting quality reading materials. The duration of the activity for S1, 2, 4 & 6 classes was extended to two lessons so as to allow more interactions between teachers and

students. The engagement during the broadcast proved the effectiveness of the video (with 82.02% agreeing or strongly agreeing).

j. Cross-curricular Reading Activities

i. S2 Cross-curricular Reading Scheme (Second Term)

Life & Society and Chinese Departments worked collaboratively, and a common theme titled Chinese festivals and customs had been set. Diversified reading materials were selected and compiled by Life & Society Department while such a purposeful task as writing a book report was designed to strengthen students' understanding of the theme. The emphasis of Chinese Language was on providing language support to students in writing their book reports whereas that of Life & Society was on enriching, applying and integrating students' subject knowledge.

As reflected by the questionnaire, the response was engaging, with 77.98% students agreeing or strongly agreeing to the enrichment of their subject knowledge and understanding about traditional Chinese customs and festivals. The theme would be extended to traditional Chinese family, festivals or customs for a broader scope of knowledge acquisition next school year.

ii. S5 Citizenship & Social Development and English (Second Term)

Collaboration was made between Citizenship & Social Development and English Departments, and students were asked to accomplish a writing task on a social issue, AI (in form of a short essay) based on relevant reading materials selected from iNKY, a weekly English reading material tailor-made for secondary students, and other supplements. By integrating language learning and academic content, students' language proficiency and understanding of social issues were enhanced. It would be more effective if more concept words could be utilized and argument construction could be enhanced in student works. Such new collaboration topics as 'culture' would be explored for better curriculum mapping of the two subjects.

iii. S3 Chinese & Careers Team (Second Term)

With the joint effort of Chinese Department and Careers Team, a Chinese book report was assigned to students in the second term in an attempt to integrate students' career aspiration with their Chinese writing and reflections. Stimulating and reflective, the reports were proven to be effective in achieving the aim.

k. Library Cabinet & Classroom Bulletin Board Decoration

Different themes were chosen for library cabinet & classroom bulletin board decoration. Besides that, posters and book extracts were designed and posted on the classroom bulletin board for promotion.

First Term:

- New teachers' book recommendations

- Campus TV Reading Promotion
- Reading Talk: Ms Yau Yan Ni's book recommendations
- Reading KOLs book recommendations (Top Picks Election)

Second Term:

- S1 Eslite booklist and recommendations
- Lunchtime Teacher Book Sharing & display of books related to Korea (Discover Korea)
- Display of books related to History & Chinese History (Reading Quiz)

Generally speaking, a favourable reading environment and atmosphere was created to encourage students to read extensively, with 80.1% of respondents strongly agreeing or agreeing to its effectiveness.

l. Recruitment of Reading KOLs & Top Pick Election

A total of 27 students were recruited to be Reading KOLs to share with junior students their experiences in reading and the fun derived from it. Social media means like Instagram was utilized for promotion. With the aim of fostering a reading culture, they were invited to join a visit to Eslite Bookstore in Causeway Bay in September 2023 and share their recommended books on Instagram with the fellow schoolmates. Subsequent to their book recommendations, a Top Pick Election was held in October and November 2023 for fellow schoolmates to vote for their favourites. With a total of 425 votes cast for the Election, it was in all likelihood that the Election had garnered support from the fellow schoolmates, and the dynamism and enthusiasm of our Reading KOLs served as a booster to motivate our students to read more extensively.

m. Teachers' Book Recommendations

That being the role models for learners, new teachers were invited to recommend books to the fellow schoolmates so as to guide them to read a more diversified range of reading materials. Their recommended titles were on display in the library accessible to students. It was apparent that the teachers were an inspiring example, motivating and guiding our students. Good responses were obtained (with 81.06% agreeing or strongly agreeing), which was conducive to cultivating a reading culture.

n. Book Fairs

The annual book fair was launched from 6th to 7th December 2023 in the school hall to give students access to a wide selection of books, from relevant new releases to classic award winners. Regarded as an exciting event that engaged readers and promoted literacy, the book fair was a fun opportunity for our students to see, touch and connect with books they wanted to read. Another book fair was held on Parents' Day, 24th February 2024 in the second term. But the response was mediocre for parents were more eager to discuss with the form-teachers their children's learning progress and school life than to purchase reading items. Hence, the proposal of cancelling Parents' Day book fair is put forward for consideration.

o. Lunchtime Teacher's Book Sharing

Miss TY Au was invited to be the speaker of this new initiative, delivering a book sharing session entitled Discover Korea during lunchtime on 23rd April 2024, the World Book Day. Inspiring and alluring, the sharing was definitely an edge on gaining insights into Korean culture, history, geography, language, etc. To tie in with the theme, a book display was organized in the school library. Engaging responses were perceived during the book sharing, with about 30 students taking part in it. It was proposed that the book sharing session be held during the FTP / WPDP for S1 & S2 students next school year so as to reach a larger audience.

p. Website of School Library

A school library website was launched at Google Sites, and a link to it was provided on the School's official website. Engrossing and current information related to the school library was updated on a regular basis, thereby serving as a tool to improve communication and engage students.

By implementing various purposeful and diverse strategies to promote reading and collaborating with the KLAs in mapping out cross-curricular reading activities, hopefully the School could cultivate a love of reading among students, improve their literacy skills, and foster a thriving reading culture within the school community. The key is to create a multifaceted, engaging approach that promotes reading as a fun, rewarding and essential skill for students at all levels.

Part 2: Financial Report (2023-24)

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	7000	6921.8
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 80 Stage 2: \$50 x 40 Stage 3: \$100 x 25 ✧ Printing passports (\$3 x 150) ✧ Stationery & colour paper (for board decoration & printing reading tasks) ✧ Stamps	7854 2000 2000 2500 450 500 404	7431.4 1923.6 1940 2425 450 288.8 404
3.	S1 Bookshop Visit ✧ Purchase of books (\$100 x 160) ✧ Transportation (\$860 x 3)	18580 16000 2580	14875.2 12175.2 2700
4.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$350 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 23) ✧ Reading quiz (\$50 x 40) ✧ Election of Top Picks (\$30 x 50)	10700 2000 1750 3450 2000 1500	10714.5 1940 2033 3346.5 1940 1455
5.	S2 Reading Workshop	8000	8000
6.	Web-based Reading Scheme ✧ E-books (HyRead)	24800	24800
TOTAL		76934	72742.9

Evaluation on Use of Life-wide Learning Grant 2023/24

Brief Description of the Activity	Date	Target Student	Finalized No. of Student Beneficiaries	Actual Expenses (\$)	Evaluation
妙思行 (中一文化活動推廣)	7-14 Mar 2024	S1	162	\$36,000.00	帶領學生遊走中國不同地域, 認識中國古代值得傳承的人、事、物, 增進歷史、文化和地理知識, 思考古人的名言哲理, 培養正向思維。
Lunar New Year Fair Stalls	4 - 10 Feb 2024	S5	56	\$5,519.71	Students applied their business knowledge during their purchase of merchandise in the wholesale market.
Disney's world of Physics	4 & 8 July 2024	S3	134	\$50,250.00	Students experienced and acquired Physics knowledge in daily life through an array of activities and experiments.
Ocean Park Amusement Ride Tour	24 Jan & 3 July 2024	S4	50	\$8,200.00	Students experienced and acquired Physics knowledge in daily life by engaging in different experiential activities.
Museums and historical site visits	Mar 2024	S3 – S5	40	\$4,336.00	Student learnt about history of Hong Kong and China by visiting military heritage and cemetery.
Students' experiential learning activities	Mar 2024	S1 & S2	25	\$4,800.00	Arousing and deepening students' interest in local heritage
Disney's Hospitality in Practice	22-Jan-2024	S5	16	\$6,275.00	By looking into the distinct elements of Disney's hospitality services, the students acquired an understanding of the daily lives and necessary skills of Disney's professional hosts.
Cultural Tour and workshop	Jan, Mar & July 2024	S4-S5	58	\$13,553.43	During various cultural tours, visits and workshops, students obtained better understanding of the global tourism industry and the development of local ecotourism.

Sports training coaching fee	Whole year	S1-S6	317	\$262,933.00	Students joined different sports teams and achieved satisfactory results in competitions; their physiques were strengthened and their self-esteem was raised.
S1 & S2 Activity Days	February & March 2024	S1-S2	260	\$91,740.00	By enrolling in different courses chosen by the students themselves, they were able to develop new interests and relax amid the hectic school schedule.
Subsidies for the Life-wide Learning Day	9/11/2023	S1, S2 & S4	390	\$100,070.00	Students took part in different activities on that day to polish their collaboration skills and relaxed themselves. All the activities were successfully carried out.
Leadership training programme for Junior Students	1 – 3 July 2024	S2-S3	20	\$49,770.00	20 students organized an array of activities for the elderly to enhance their leadership skills, and they later participated in a three-day, two-night camp to develop their collaborative skills. The results were positive, as the students agreed that they became more resilient and outgoing after both activities.
Subsidy for participation in leadership training programmes organized by external organizations	Whole year	S4	2	\$1,500.00	2 students joined the Hong Kong Union for Young Leaders to sharpen their leadership skills and the results were positive.
Coach fee for leadership training programme for student leaders	23 Jan 2024	S2 – S5	40	\$3,400.00	40 students took part in a free leadership training programme and a coach was needed for transportation.
Miscellaneous items for senior form leadership training camp	14 – 16 July 2024	S3 – S5	40	\$2,818.60	40 students participated in a free leadership training program, and some consumables were purchased, such as Pocari Sweat Powder, to prevent heat strokes. Additionally, since the campsite did not provide enough food, extra funding was allocated for food.
Careers Books	Whole year	S1-S6	759	\$1,551.00	Students obtained knowledge about different professions and life planning skills through career books reading.

Career experience activities	Whole year	S1 – S6	759	\$23,240.08	Students obtained more information about life planning skills and multiple articulation pathways.
Variety Show	12 July 2024	S1 – S6	300	\$89,405.22	The show was held smoothly and received good feedback from participants and performers alike.
Dining etiquette workshop	19 Jan 2024	S4 & S5	30	\$4,600.00	During the visit, the students learnt formal Western dining etiquette through enjoying their lunch at the hotel’s restaurant after the workshop. Having a glimpse of the real working environment of hotel staff, the students grasped a better idea of the daily operation of a hotel and the concept of ‘hospitality’.
Graduation Day	5/7/2024	S2-S6	150	\$18,078.6	The students took charge of different duties on the Graduation Day, such as decorating the school campus and serving refreshment.
S1 Information Day	9/12/2023	S2-S5	80	\$6,897.09	Students learned to be activity organizers by arranging different games and tasks for primary school participants.
STEM competitions, exhibition, workshop and visit	16 May 2024	S1 – S6	300	\$20,809.91	About 300 students have participated in various competitions, exhibition and workshop (e.g. Hong Kong Greenmech Contest, HKUST Robot Explorer Cup and STEAM Learning Days)
S1 STEM Post Exam Activity	27 Jun 2024	S1	164	\$32,384.00	All S1 students joined the AI Fun Day on 27 June 2024. Many students were engaged in the activity, but around 15% of the students didn’t enjoy the activity. Based on the teachers’ observation, the instructions and presentation given in the workshops were clearly and effectively delivered; however, there was not much connection between tasks assigned to students.
S2 STEM Project	22 Jan 2024	S2	120	\$3,647.02	All S2 students joined a half-day workshop (22 Jan 2024) on shock proof building. They were introduced to

					<p>scientific knowledge on principles of shock-proof buildings and formation of earthquake. Hands-on experience was provided to our students for making their own shock proof buildings and they were given time to evaluate and finish their buildings later. Their products were presented during the IS lesson after Chinese New Year holiday.</p> <p>From the results of evaluation form, the feedback from students were all positive and they agreed that this event could increase their interest towards STEM. They also expressed that it was a useful workshop for the preparation of the later IS project.</p>
Training of the Dance Team	Whole year	S1 – S6	12	\$26,000.00	The Dance team got the Highly Commended Award in the Schools Dance Festival, demonstrating the effectiveness of the training.
Tour to Zhuhai	10 Nov 2024	S3	135	\$19,750.50	Students explored the recent developments in the aviation industry in China.
Tour to Shenzhen	11 Nov 2024	S5	130	\$4,066.00	Students had a more in-depth understanding of the cultural and technological development of Shenzhen.
Cultural exchange tour to Mongolia (Tour fees for teachers and subsidy to students)	29 Mar – 6 Apr 2024	S4 & S5	39	\$155,959.34	Students learned different aspects of urban development and natural grasslands in Mongolia, as well as strategies for developing tourism.
Buying equipment, consumables and learning resources for different activities	/	/	/	\$53,254.69.00	

**Report on Sister School Exchanges
2023/24 School Year**

Name of the Mainland Sister School (1): Guangzhou Fok Ying Tung High School

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	Visit to Sister School (Guangzhou Fok Ying Tung High School) <ul style="list-style-type: none"> • Students paid a visit to our sister school, Guangzhou Fok Ying Tung High School, during the post-exam period (25 June) in order to meet their students, understand their school life and engage in cultural exchange • 36 students and 4 teachers 	<ul style="list-style-type: none"> • Understanding the Mainland • Widening students' horizon • Establishing friendship with sister school 	<ul style="list-style-type: none"> • Through discussions and interviews with the participants, as well as observations by teachers, it is assessed that the objectives have been largely achieved. 	<ul style="list-style-type: none"> • Our students made excellent preparations for the trip. They conducted research about the school so they could engage in conversations with their counterparts on related issues. Each student also prepared a small souvenir for their classmates. This practice should be continued and strengthened to make students feel more engaged and committed, and to ensure that their experiences become more meaningful.

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Visit to Sister School (Guangzhou Fok Ying Tung High School)	Tour fees for visiting Mainland sister school (\$820x40 students + teachers)	\$32,800	
		Total:	\$32,800.00	
		Annual Balance of Grant:	\$204,159.00	

Evaluation on the Use of One-off Grant for Mental Health for 2023 – 2024

Item No.	Description	Benefits Anticipated	Expense	Evaluation
1	Mental Health Day Activities for Whole School with about 20 Booths	<ul style="list-style-type: none"> - Encouraging students to maintain good mental health by accumulating positive emotional experiences, practicing self-care, and engaging in physical exercise - Educating students about mental health literacy by displaying posters on boards and delivering educational messages via a live broadcast 	\$45,000.00	Generally positive written comments were received from students. Besides, many teachers commented that such event can be held on a regular basis to help students ease their stress.
2	Setting up a Movable Interactive Display Screen in Mental Health Room	<ul style="list-style-type: none"> - Wide range of activities (e.g. collaborative drawing, short films) can be organized to promote mental health. - Messages and materials can be shown more versatilely. 	\$6,260.00	The movable interactive display has been utilized in various occasions including the mental health day, small-group training and case meetings.
3	Decoration for Mental Health Room and Notice Boards	<ul style="list-style-type: none"> - The relaxing environment of mental health room will be enhanced. - The notice boards displaying information related to mental health will be more attractive. 	\$259.80	The students and teachers who have used the room generally agreed that the relaxing environment of the room can facilitate counselling and help emotional students to settle down.
Total:			\$51,519.80	

Evaluation on Use of DLG Other Programmes: Gifted Education for 2023/24

Programme	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
Gifted Education Programmes by various universities and NGOs (GEP) 1 – CUHK Winter Program for the Gifted and Talented 2023 - Introduction to Psychology (Online Course)	<ul style="list-style-type: none"> ➤ 1 S4 student ➤ Self-nomination to the programme organizer and the screening process by the programme organizer 	<ul style="list-style-type: none"> ➤ Jan 6, 13 & 20, Feb 3, 17 & 24, 2024 ➤ A total of 18 hours of online lesson 	<ul style="list-style-type: none"> ➤ Group discussions and games held during lessons 	<ul style="list-style-type: none"> ➤ The attendance rate was 100%. ➤ Apart from listening to the lecture, the student interacted with the instructor and exchanged valuable ideas. ➤ The student took notes in every lesson. ➤ The interest of the student in psychology and his willingness to join further related programmes were enhanced. 	\$46, 360
GEP 2 – CUHK Summer Program for the Gifted and Talented 2024 – Introduction to Criminal Psychology (Online Course)	<ul style="list-style-type: none"> ➤ 1 S4 student ➤ Self-nomination to the programme organizer and the screening process by the programme organizer 	<ul style="list-style-type: none"> ➤ July 20 & 27, Aug 10, 17, 24 & 31, 2024 ➤ A total of 18 hours of online lesson 	<ul style="list-style-type: none"> ➤ Group discussions held during lessons ➤ Analysis of criminal cases 	<ul style="list-style-type: none"> ➤ The attendance rate was 100%. ➤ Apart from listening to the lecture, the student interacted with the instructor and exchanged valuable ideas. ➤ The student took notes in every lesson. ➤ The knowledge of the student about criminal psychology and the importance of psychological research as well as clinical treatments against disorders were enhanced. 	
GEP 3 – HKUST Enrichment Program for Gifted Learners Summer	<ul style="list-style-type: none"> ➤ 1 S4 student ➤ Self-nomination to the programme organizer and the 	<ul style="list-style-type: none"> ➤ July 13, 20 & 27, Aug 3, 10 & 17, 2024 	<ul style="list-style-type: none"> ➤ Quizzes during lessons ➤ Project to 	<ul style="list-style-type: none"> ➤ The attendance rate was 100%. ➤ After the course, the student could better understand more concepts behind some natural and everyday 	

Program 2024 (Physics Demystified: Understanding Everyday Phenomena	screening process by the programme organizer	➤ A total of 15 hours of lesson time	explain an every day phenomenon using principles of physics	phenomenon. He could also apply the skills learnt during the course to provide relevant explanations.
GEP 4 –CUHK Winter Program for the Gifted and Talented 2023 – Biochemistry and Disease II	➤ 1 S4 student ➤ Self-nomination to the programme organizer and the screening process by the programme organizer	➤ Feb 17 & 24, 2024 ➤ A total of 12 hours of lesson time	➤ Notes taken during lessons	➤ The attendance rate was 100%. ➤ The student was attentive and concentrated in lessons. ➤ The underlying concepts, theories, and experiments involved were introduced and explained well by the tutor in layman’s terms. ➤ With the help of notes, students learnt advanced knowledge related to biology and chemistry concepts and could understand the underlying principles of various phenomena in the human body.
GEP 5 –HKUST Dual Program Mathematics Level 1	➤ 2 S5 students ➤ Self-nomination to the programme organizer and the screening process by the programme organizer	➤ Nov 25, 2023 to Apr 27, 2024 ➤ One lesson every Saturday (3 hours per lesson)	➤ One assignment for each topic ➤ Mid-term test and final assessment	➤ The course has broadened students’ horizon beyond the scopes of M1 and M2 lessons by focusing more in the limits and continuity of functions as well as techniques and applications of calculus. ➤ Through the studying of skills related to differentiation and integration, the students’ problem solving skills were enhanced. ➤ The lecturer prepared decent

				powerpoint and demonstrated his ideas and concepts clearly by examples.	
GEP 6 –HKUST Dual Program Physics Level 1	<ul style="list-style-type: none"> ➤ 2 S5 students ➤ Self-nomination to the programme organizer and the screening process by the programme organizer 	<ul style="list-style-type: none"> ➤ Nov 25, 2023 to Apr 27, 2024 ➤ One lesson every Saturday (3 hours per lesson) 	<ul style="list-style-type: none"> ➤ One assignment for each lesson about the topic taught in the lesson ➤ One final assessment 	<ul style="list-style-type: none"> ➤ The course provided a comprehensive overview of Newtonian mechanics, thermodynamics, electromagnetism, and modern physics. Each topic builds upon the previous ones, creating an interconnected framework of knowledge. ➤ Students felt more confident in applying Physics principles in various real life situations and increased their interest in Physics. ➤ The blended learning mode - including watching lecture videos and participating in class activities - allowed students to learn at their own pace. 	
文學精進班	<ul style="list-style-type: none"> ➤ 中六學生共四名 ➤ 按有關同學中文科成績及面試表現篩選 	<ul style="list-style-type: none"> ➤ 2023年10月至12月，共六教節（每節2小時） 	<ul style="list-style-type: none"> ➤ 古今文學作品及分析資料 ➤ 每節一份文學分析課業 	<ul style="list-style-type: none"> ➤ 參予學生於文學賞析與鑑賞能力均有所提升，增加對文學欣賞的興趣。 	\$4,800
Citizenship and Social Development Logical Reasoning Workshop	<ul style="list-style-type: none"> ➤ Selected S4-S5 nominated by subject teachers based on their school assessment 	<ul style="list-style-type: none"> ➤ May 2024 ➤ 1 session for each form, 3 hours each session 	<ul style="list-style-type: none"> ➤ Workbook ➤ A series of logic games and practices 	<ul style="list-style-type: none"> ➤ The tutors from the commissioned Edvenue® Limited were professional and the workshop design was good. ➤ The tutors interacted well with students with discussion and other learning activities. 	\$12,000

	<p>performances</p> <ul style="list-style-type: none"> ➤ One S4 and one S5 classes (about 30 students per class) 			<ul style="list-style-type: none"> ➤ The large majority (100% of S4 and 94% of S5) of students found that the trainer was professional, friendly and satisfied with his teaching (over 90%) ➤ The attendance of students was high and the large majority of students found that the program was useful (86%) and inspired their thinking (96%). 	
Critical Thinking Skill Enhancement Workshop	<ul style="list-style-type: none"> ➤ 5 S5 students who possess an active learning attitude and have the potential to attain Level 5 in the HKDSE. 	<ul style="list-style-type: none"> ➤ 30 hours for the whole year 	<ul style="list-style-type: none"> ➤ Tailor-made worksheets, exercises and quizzes according to students' progress 	<ul style="list-style-type: none"> ➤ The participants were those who had an active learning attitude but faced difficulties in analyzing and responding to business problems of different contexts. After a year of training, more than 60% of the participants showed great improvement in their techniques for tackling different styles of questions in tests and examinations. Additionally, more than 60% of them achieved Level 5 or above in the 2023 HKDSE BAFS examination. 	\$10,440

Report on use of Student Activities Support Grant

Cheung Chuk Shan College					Jun 2022 ver.				
Report on the Use of the Student Activities Support Grant									
23-24 School Year									
I. Financial Overview									
A	Allocation in the Current School Year:		\$61,100.00						
B	Expenditure in the Current School Year:		\$58,720.00						
C	Unspent Amount to be Returned to the EDB (A – B):		\$2,380.00						
II. Number of Student Beneficiaries and Subsidised Amount									
Category	Number of Student Beneficiaries	Subsidised Amount							
Comprehensive Social Security Assistance	3	\$9,250.00							
Full-grant under the School Textbook Assistance Scheme	23	\$36,220.00							
Meeting the school-based financially needy criteria	18	\$13,250.00 (capped at 25% of the total allocation for the school year)							
Total	44	\$58,720.00	(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 ¹ 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
I. Local activities: 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	Sports training classes	Physical Education	29	\$18,550.00			✓		
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			29	\$18,550.00					

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Study Tour	Cross-Disciplinar	8	\$36,000.00	✓	✓			✓
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			8	\$36,000.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	purchasing PE Uniform	Physical Educatio	21	\$4,170.00			✓		
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			21	\$4,170.00					
Total			58	\$58,720.00					

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

Contact Person for LWL (Name & Post):	YIP SAU FAN (LWL COORDINATOR)
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School-based After-school Learning and Support Programmes 2023-24
School-based Grant - Programme Report

Name of School: CHEUNG CHUK SHAN COLLEGE

Staff-in-charge: YIP SAU FAN Contact Telephone No.: 25706665

A. The number of students (count by heads) benefitted under the Grant is 59 (including A. 2 CSSA recipients, B. 50 SFAS full-grant recipients and C. 7 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Art Classes	0	9	5	Over 80%	Sept 2023 – Aug 2024	19,065	Teachers' observation	/	/
Music classes	2	5	3	Over 80%	Sept 2023 – Aug 2024	4,7278.8	Teachers' observation	/	/
Sports classes	0	7	0	Over 80%	Sept 2023 – Aug 2024	5,850	Teachers' observation	/	/
Life-wide Learning Day	5	46	0	100%	09 Nov 2023	3,570	Teachers' observation	/	/
Total no. of activities: 1									
@No. of man-times	7	67	8		Total Expenses	75763.8			
**Total no. of man-times	82								

Note:

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

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

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

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

C. Project Effectiveness

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

Areas	Improved			No change	Declining	N.A.
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning	✓					
b) Students' study skills		✓				
c) Students' academic achievement		✓				
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness	✓					
Personal and Social Development						
f) Students' self-esteem	✓					
g) Students' self-management skills		✓				
h) Students' social skills		✓				
i) Students' interpersonal skills	✓					
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life	✓					
m) Your overall view on students' personal and social development	✓					
Community Involvement						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging	✓					
p) Students' understanding on the community		✓				
q) Your overall view on students' community		✓				

D. Comments on the project conducted

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _____);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

_____ / _____

External Awards Captured

Competition and Organizer	Award
Academic	
HK Schools Speech Festival by HK Schools Music and Speech Association	Solo Verse Speaking Non-Open Secondary 2 Boys: 3 rd Solo Verse Speaking Non-Open Secondary 2 Girls: 1 st Solo Verse Speaking Non-Open Secondary 3 Girls: 1 st
香港學校音樂及朗誦協會舉辦七十四屆香港學校朗誦節	中一、二年級男子組普通話詩詞獨誦亞軍、優良獎狀 中一、二年級女子組粵語詩詞獨誦優良獎狀 中一、二年級女子組普通話詩詞獨誦亞軍、優良獎狀 中學三年級女子組粵語詩詞獨誦優良獎狀 中學三年級女子組粵語詩詞獨誦季軍 中學三、四年級女子組普通話詩詞獨誦優良獎狀及良好獎狀 中學五、六年級女子組普通話詩詞獨誦優良獎狀
The 39 th Sing Tao Inter-School Debating Competition by Sing Tao Daily	English Section (1 st preliminary): Winning Team Best Debater English Section (2 nd preliminary) 2 nd
HK Secondary Schools Debating Competition	2 nd
The HK Federation of Youth Groups English Public Speaking Contest	Junior Section: Certificate of District Semi-finalist Senior Section: Certificate of Good Performance & Certificate of District Semi-finalist
香港運輸物流學會中學生徵文比賽	中文初級組冠軍
語文學院舉辦中小學中秋節徵文比賽	初中組冠軍
香港沃土發展社舉辦「校園 KOL」訓練計劃	季軍

	社區影片拍攝最具社區特色大獎
香港青年協會舉辦全港即興創意寫作比賽	中學組團體參與證書
香港中華文化發展聯合會舉辦學生作家培育計劃及徵文比賽	高中組一等獎
香港教育圖書有限公司舉辦中學生閱讀報告比賽	廣泛閱讀中文組（初中組） 優異獎
i-Learner 智愛中文閱讀計劃	金獎及優秀學員獎
HK Mathematics Olympiad by Education University of HK and EDB (Heats)	Third-class Honour (Individual Event) Honourable Mentioned Certificate
香港奧林匹克協會舉辦華夏盃	初賽一等獎、二等獎及三等獎 晉級賽二等獎及三等獎 總決賽二等獎及三等獎
香港奧林匹克協會舉辦港澳盃 AIMO	初賽金獎、銀獎及銅獎 晉級賽銀獎及銅獎
香港青少年數學精英選拔賽	二等獎及三等獎
Inter-School BioBlitz Challenge by Agriculture, Fisheries & Conservation Department and Outdoor Wildlife Learning Hong Kong	2 nd
HK Physics Olympiad by The HK Academy for Gifted Education	Second Class Honour Award Honourable Mention
Chemist Online Self-study Award Scheme by HK Virtual University & EDB	Diamond, Platinum, Gold & Silver Awards
20 th Pan-Pearl River Delta and Chinese Elite School Physics Olympiad	3 rd Class Award
Building our Future Grand Challenge by Trampus	Champion, Best Presenter Award & Audience Choice Award 1st Runner-Up (English Division) Best Design Award & Top 10 (Chinese Division)
Robofest World Championship by Lawrence Technological University, USA	Junior Division: 1 st
Robot Fight Vex IQ Robot Competition by the Asian Robotics League, BDS Technology (HK) Limited and Camel STEAM	Senior Level: Gold Award Junior Level: Bronze Award
大灣區青少年人工智能及網絡安全挑戰賽	香港分區冠軍及全場總冠軍
香港浸信會聯會專業書院舉辦 2024 STEM 遊蹤全能比賽	冠軍、亞軍及優異獎
香港電腦教育學會、香港教育工作者聯會、香港科技創新教育聯盟聯合主辦全港學界無人機挑戰賽 2024	中學組一級能力認證
SciPOP Science Demonstration Contest 2024 by the HK Science Museum and the EDB	Merit Prize
AI x HK OpenCup 2024 by the HK Baptist University	Distinctive Award

The 3 rd Robot Explorer Cup by the HKUST	The Pioneer Level: 3 rd & Gold Level The Front Runner: 1 st & Gold Level
Sustainable Development Goals (SDGs) eLearning Award Scheme by UNICEF	Silver & Bronze Certificates
香港理工大學歷史及文化學系舉辦理大全港中國歷史論文比賽	嘉許狀
香港大學中國歷史研究文學碩士課程同學會舉辦全港中學中國歷史研習獎勵計劃	嘉許狀及優異獎
中山大學法律系香港同學會及公民教育委員會舉辦第二十三屆《基本法》及 國民常識 網上問答比賽	總決賽初中組優異獎
HKICPA/HKABE Joint Scholarships for BAFS	Winner
Princeton Book Award	--

Sports	
Interschool Swimming Competition by HK Schools Sports Federation HK & Kowloon Regional Committee	Division III Boys' B Grade 50m freestyle: 1 st Boys' B Grade 100m freestyle: 2 nd Girls' A Grade 50m freestyle: 4 th Girls' B Grade 4x50m freestyle Relay: 1 st
Inter-school Athletics Competition (HK Island Division III) by HK Schools Sports Federation HK & Kowloon Regional Committee	A Grade Boys Discuss Throw; 4 th B Grade Boys High Jump: 2 nd & 4 th B Grade Boys 100m Hurdles: 3 rd B Grade Boys Long Jump: 4 th C Grade Boys 100m Hurdles: 3 rd C Grade Boys 200M: 4 th A Grade Girls High Jump & 200M: 2 nd A Grade Girls Long Jump: 4 th A Grade Girls 4 x 400M Relay: 3 rd B Grade Girls 4 x 400M Relay: 3 rd B Grade Girls Discus: 3 rd B Grade Girls 400M: 4 th
Inter-school Basketball Competition (Division I) by HK Schools Sports Federation HK & Kowloon Regional	B Grade Girls: 3 rd C Grade Girls: 4 th

Committee	
聖公會鄧肇堅中學舉辦聯校籃球新秀邀請賽	男子組亞軍 女子組冠軍 最有價值球員 全場男女子組冠軍
葵青發展義工團、葵青青年團、葵青工商業總會葵青分會、葵青工商業聯會、葵青民政事務處、民政事務總署社區參與計劃及 Shooter Basketball Club 合辦「回歸廿六年 葵青步向前 三人籃球公開賽」	15 歲以下女子組亞軍
YMCA Age Group Badminton Tournament	A Grade Boys Single – 3 rd
東區體育康樂促進會舉辦東區康體盃羽毛球比賽	男子青少年單打季軍
第五屆 藝博。尚駿盃羽毛球邀請賽	200708 年男子單打季軍
聖公會鄧肇堅中學舉辦聯校羽毛球新秀邀請賽	男子組冠軍
Inter-school Badminton Competition by HK Schools Sports Federation HK & Kowloon Regional Committee	C Grade Girls: 4 th
The 9 th HK Games held by the HKSAR Government	Table Tennis - Men's Doubles (Group B): 5 th Table Tennis - Women's Doubles (Group B): 2 nd Table Tennis - Mixed Doubles (Group C): 1 st
中國香港乒乓總會舉辦 2024 全港公開青少年乒乓球錦標賽	男子 U19 組 (16-19 歲) 雙打賽季軍
All Hong Kong Schools Jing Ying Table Tennis Tournament	Secondary Boys' Doubles: 1 st Secondary Girls' Doubles: 3 rd
觀塘體育促進會有限公司舉辦「定康盃」賀回歸迎國慶 2023 青少年乒乓球賽暨「關愛盃」親子賽	高中組冠軍
Tsuen Wan District Age Group Table-tennis Competition by the LCSD and the Federation of Tsuen Wan District Sports & Recreation Association	Single Group FG – 2 nd
中國香港乒乓總會舉辦全港公開乒乓球團體錦標賽	男子丙組團體賽季軍 女子丁組團體賽冠軍
Inter-school Table Tennis Competition (Division II) by HK Sports School Federation HK Island and Kowloon Regional Committee	A Grade Boys: 1 st B Grade Boys: 2 nd C Grade Boys: 1 st A Grade Girls: 2 nd B Grade Girls: 1 st Boys Overall: 1 st Girls Overall: 1 st
Island District Age Group Table Tennis Competition by the LCSD	Single Group MI – 1 st Youth Double (under 18) – 2 nd
Celebration of the 74 th Anniversary of the Founding of the PRC – Eastern District Table Tennis Competition by the Eastern District Office, HK Eastern District Festival	Boy's Single - Aged Under 18 & Boy's Double: 1 st & 2 nd

Activities Organising Committee Ltd	Girl's Single - Aged Under 18: 4 th
Eastern District Age Group Table Tennis Competition by Eastern District Sports Association	Girls Doubles (Age 10-18): 1 st Girls Singles (Age 14-15): 2 nd & 3 rd
Sai Kung District Age Group Table Tennis Competition By Sai Kung Sports Association	Boys MB: 2 nd
Sha Tin District Age Group Table-tennis Competition	Single - Group MH: 3 rd
Wong Tai Sin District Age Group Table Tennis Competition by Leisure and Cultural Services Department	Single - Group MY1: 3 rd
聖公會鄧肇堅中學舉辦聯校乒乓球新秀邀請賽	男子組冠軍 女子組冠軍 全場男女子組冠軍
香港射箭總會舉辦第 67 屆體育節 - 射箭錦標賽	男子青少年反曲弓初級組參與證明 女子青少年反曲弓初級組冠軍
26th Hungarian Open Shuttlecock Championships	Women's Team: 1 st
Unistress Building Construction 1 st Asian & Asian Youth Shuttlecock Championships by the Shuttlecock Federation of Asia	Women's Doubles Cup: 3 rd Mixed Doubles Cup: 2 nd
中華人民共和國第一屆學生（青年）運動會組織委員會舉辦廣西中華人民共和國第一屆學生（青年）運動會 - 毬球比賽	校園組中學男女混合雙人賽季軍 校園組中學女子單人賽殿軍
聯力建築第三十三屆港穗盃足毬錦標賽	女子團體賽季軍
香港足毬總會有限公司舉辦聯力建築香港四角足毬邀請賽	女子團體冠軍 女子個人亞軍
香港足毬總會有限公司舉辦香港足毬分齡賽	女子雙人賽公開組： 季軍
香港足毬總會有限公司舉辦香港學界足毬賽	高級組： 女子單人賽冠軍 女子團體賽冠軍
香港足毬總會有限公司舉辦香港足毬聯賽	女子甲組團體賽季軍
香港足毬總會有限公司舉辦外展教練計劃 - 足毬比賽	女子組季軍
中國香港足毬總會舉辦 2023 最佳運動員選舉	最佳高級組青年女運動員
Str8 x TerraX 短途定向巡迴賽 2023 - 第十二回合 啟德	WA 女子青年組冠軍
Pro-Active Sprint Orienteering 2023 - Night Stage 3	Group WA – 1 st & 1 st Runner-up
Shine Tak Foundation Outstanding Junior Athlete Awards	Awardee (3 rd Quarter of 2023)
Str8 x TerraX Sprint Orienteering Tournament 2024 - Round 1 Tai Hang Tung	Group WA: 3 rd

Aesthetic	
76 th HK Schools Music Festival by HK Schools Music and Speech Association	Erhu Solo – Junior: 2 nd
Joint School Music Competition 2024 by HK Joint	Secondary School Woodwind

School Music Association	(Flute) Solo – Junior: 1 st
The 60th Schools Dance Festival Competition by the HK Schools Dance Association Limited	Highly Recommended Award (Group Contemporary Dance) Highly Recommended Award (Trio Contemporary Dance) Highly Recommended Award (Chinese Dance)
百樂施教育基金會有限公司舉辦第十屆「阿爸、阿媽，食飯喇！」校際烹飪比賽	中學組嘉許獎
魯迅國際發展中心及魯迅青少年文學獎香港組委會舉辦魯迅青少年文學獎香港賽區硬筆書法比賽	特等獎、二等獎及優異獎
教育工作者總工會及香港硬筆書法家協會舉辦第三屆香港中小學中英文硬筆書法比賽	中文硬筆書法中學組初級冠軍及卓越獎
樂施會舉辦樂施「寫字扶貧」硬筆·毛筆書法比賽	硬筆書法初中組冠軍
Eastern District Youth Drawing Competition by Eastern District Youth Community Building Committee	3 rd (Secondary School Section)
“Happy, Promising Little Sun and Friends” Mascots Design Competition held by the EDB	Merit (Secondary School Section)
銅鑼灣街坊福利促進會舉辦 2024 新春兒童繪畫比賽	Merit Award

Others	
Sir Edward Youde Memorial Prize	Recipient
香港紅十字會舉辦港島總部東區(二) 急救比賽	青年團亞軍、季軍及最佳隊長
香港紅十字會舉辦東區二青年護理問答比賽	青年團冠軍
香港紅十字會舉辦港島總部急救比賽	急救問答比賽冠軍、全場總季軍及最佳隊長
香港紅十字會舉辦東區二青年護理問答比賽	青年團冠軍
香港紅十字會舉辦全港青年急救比賽	青年團冠軍
香港紅十字會舉辦港島總部青年護理比賽	全場總季軍
香港紅十字會舉辦東區二青年護理比賽	青年團冠軍及季軍
香港紅十字會舉辦港島友誼活動設計比賽	冠軍及最佳活動帶領技巧獎
香港紅十字會舉辦全港友誼活動創作比賽	青年團亞軍
香港紅十字會舉辦愛心關連大行動	傑出愛心校園獎及長期支持大獎
香港島校長聯會香港島傑出學生選舉	初中組十大傑出學生 高中組分區優秀學生
東區學校聯絡委員會東區模範生及進步生	--
青新時代及杜葉錫恩教育基金舉辦 2023 第七屆全港青少年進步獎	進步嘉許獎
HK Bird Watching Day MTR's Student Race by HK Bird Watching Society	Best Fund Raising Team & Certificate of Completion