

2024/25

# Cheung Chuk Shan College Annual School Report



*Competent, Conscientious, Studious, Creative*



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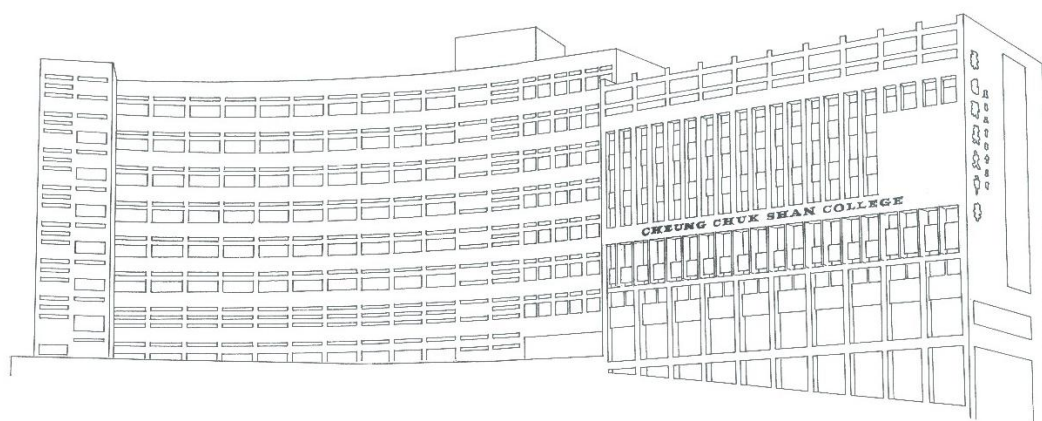
*Some charts and figures in this school report were extracted from the Key Performance Measures (KPM) data provided by the Education Bureau (EDB). Data for the 2022/23 school year are unavailable, as compulsory data collection was mandated by the EDB beginning in the 2023/24 school year.*

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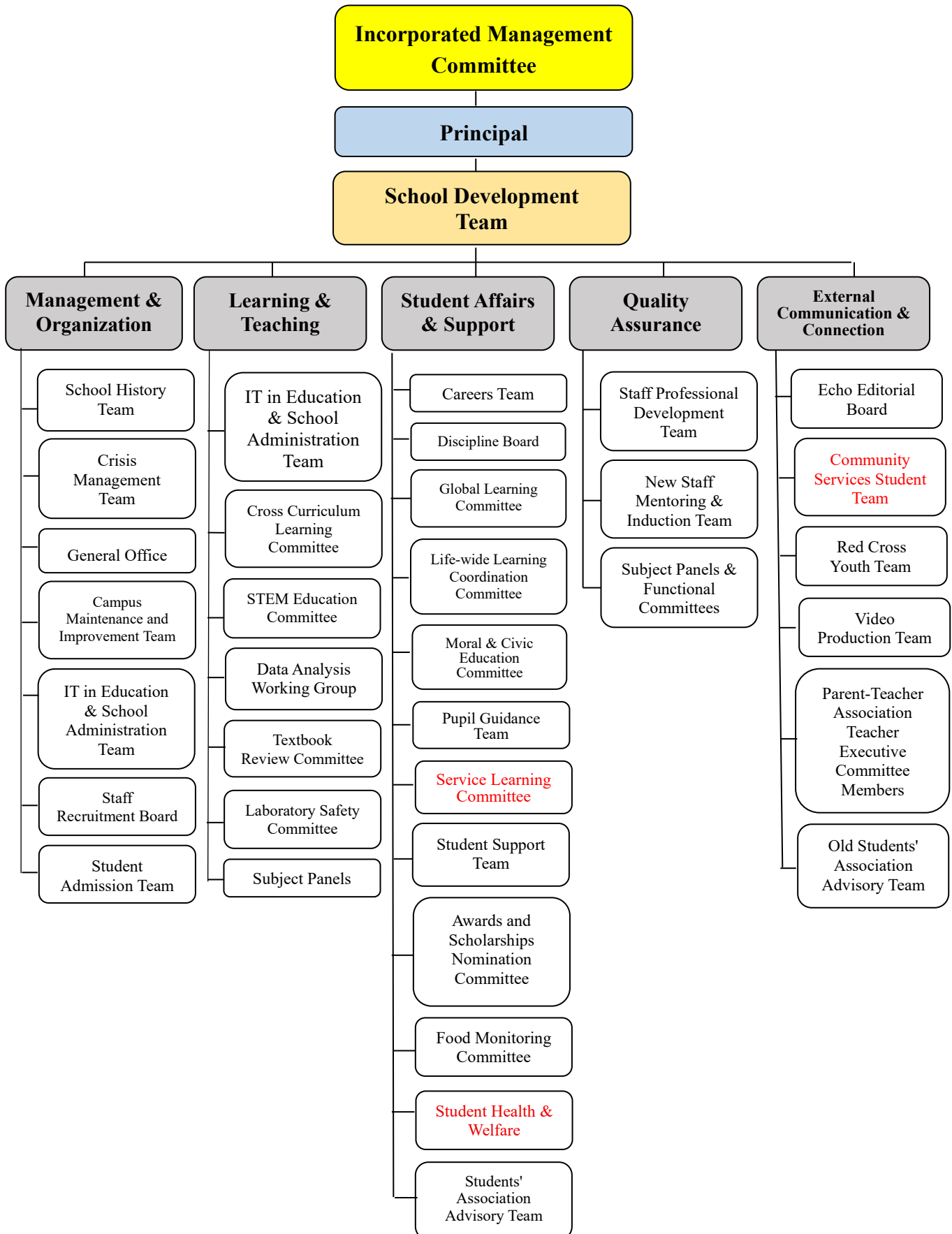
## A. Profile of Our School

| 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: 4 classes per level<br>S2, S4 & S6: 5 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 and the Parent Managers 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 25 April 2025 on Hong Kong and national security.

## **Teaching Staff**

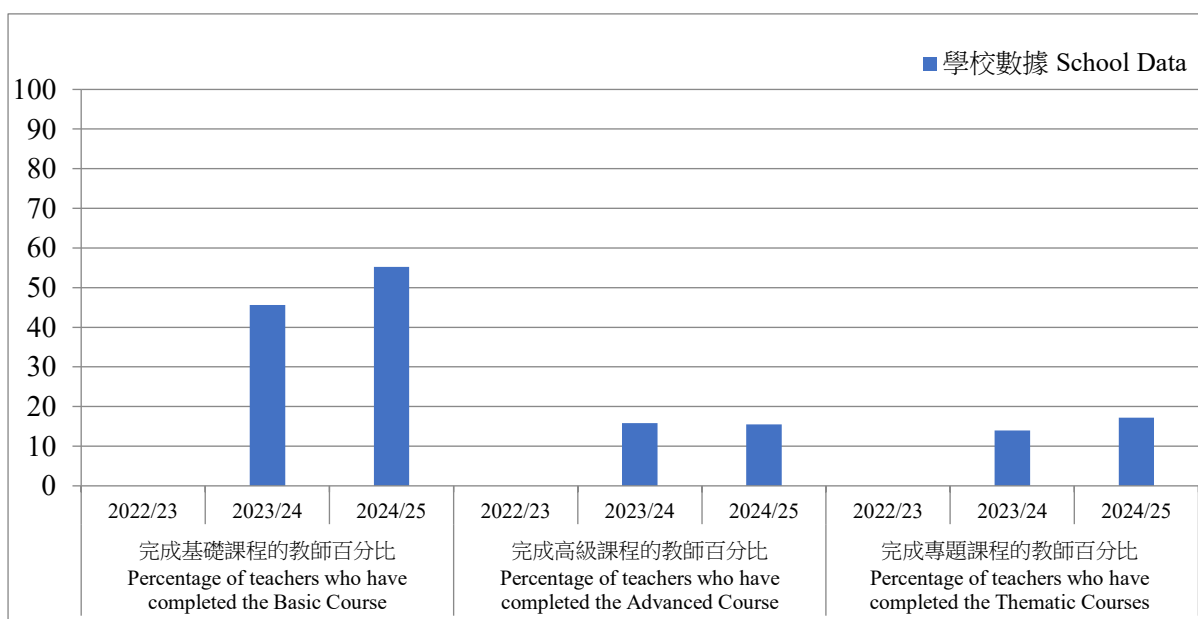
All the 63 teaching staff members (including the Principal) were university graduates of whom 30 were holders of a Master's degree. Moreover, 93.7% of the teaching staff have already received teacher training.

## **Professional Development**

| <b>Modes</b>                  | <b>Details</b>  |
|-------------------------------|---|
| Staff Development Day         | <ul style="list-style-type: none"><li>♦ Aug 2024: Team building activities, briefing on the arrangement of BYOD and sharing on the use of AI for learning and teaching as well as school administration</li><li>♦ Jan 2025: workshop on the conduct of self-evaluation and talk on professional ethics of teachers</li><li>♦ Jun 2025: drafting of the new School Development Plan and leisure activities</li></ul> |
| Collaborative Lesson Planning | <ul style="list-style-type: none"><li>♦ S3 teachers of selected academic panels carrying out collaborative lesson planning for at least 1 hard topic or 2 lessons</li></ul>   |
| Peer Sharing                  | <ul style="list-style-type: none"><li>♦ Sharing of ideas / information gathered from seminars, workshops or courses during panel / committee meetings</li><li>♦ 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</li></ul>   |
| Mentorship                    | <ul style="list-style-type: none"><li>♦ Mentors assigned to support new teachers and teachers with 1-year experience only</li><li>♦ Induction for novice teachers during the summer vacation and sharing sessions for them on guidance skills, and meeting with parents on Parents' Day</li></ul>   |
| Lesson Observation            | <ul style="list-style-type: none"><li>♦ Teachers newly assigned to teach a subject would have their lessons observed by Panel Heads or experienced panel members</li><li>♦ 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</li></ul>  |

|                  |  |
|------------------|--|
| External Sharing | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| Student Guidance | <ul style="list-style-type: none"> <li>Teachers enrolled in courses on catering for diverse learning needs as well as the Certificate in Professional Development Programme on Life Planning Education and Career Guidance offered by external organizations.</li> </ul>   |
| Others           | <ul style="list-style-type: none"> <li>As a Champion School in the CUHK Jockey Club AI for the Future Project, 3 of our ICT teachers worked closely with the project team in curriculum development and project implementation besides taking up a leading role in various project events.</li> <li>S3 teachers of selected academic subjects holding at least 3 level meetings</li> <li>Newly-employed teachers assigned to be Form-teachers supported by Assistant Form-teachers, who would share their experience of carrying out Form-teacher duties</li> <li>Revision sessions on the use of "JAMF and Apple Classroom" and "Goodnotes Classroom" to cater the needs of teachers under the BYOD policy</li> <li>Anti-drug talk was held for the members of the Moral and Civic Education Committee to equip them with the knowledge to help students avoid drug traps.</li> <li>Some teachers serving in various external committees for organizing subject-related activities or promoting curriculum development</li> </ul> |

#### 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<br>School Year | 百分比<br>Percentage |
| 5.2 | 以國民教育為主題<br>Themed on national education | 2022/23           | -                 |
|     |  | 2023/24           | 34.4              |
|     |  | 2024/25           | 53.5              |
| 5.3 | 以STEAM教育為主題<br>Themed on STEAM education | 2022/23           | -                 |
|     |  | 2023/24           | 24.6              |
|     |  | 2024/25           | 46.6              |

|     |  | 參考數據 Reference Data |                       |               |                       |
|-----|--|---------------------|-----------------------|---------------|-----------------------|
|     |  | 學年<br>School Year   | 25百分位數<br>25th P'tile | 中位數<br>Median | 75百分位數<br>75th P'tile |
| 5.2 | 以國民教育為主題<br>Themed on national education | 2022/23             | 46.7                  | 95.5          | 100.0                 |
|     |  | 2023/24             | 51.1                  | 97.2          | 100.0                 |
|     |  | 2024/25             | -                     | -             | -                     |
| 5.3 | 以STEAM教育為主題<br>Themed on STEAM education | 2022/23             | 12.2                  | 20.0          | 41.7                  |
|     |  | 2023/24             | 16.2                  | 31.9          | 96.6                  |
|     |  | 2024/25             | -                     | -             | -                     |

### 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, and qualitative data showing the attitude or performance of students were gathered to give a better picture of success. 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.

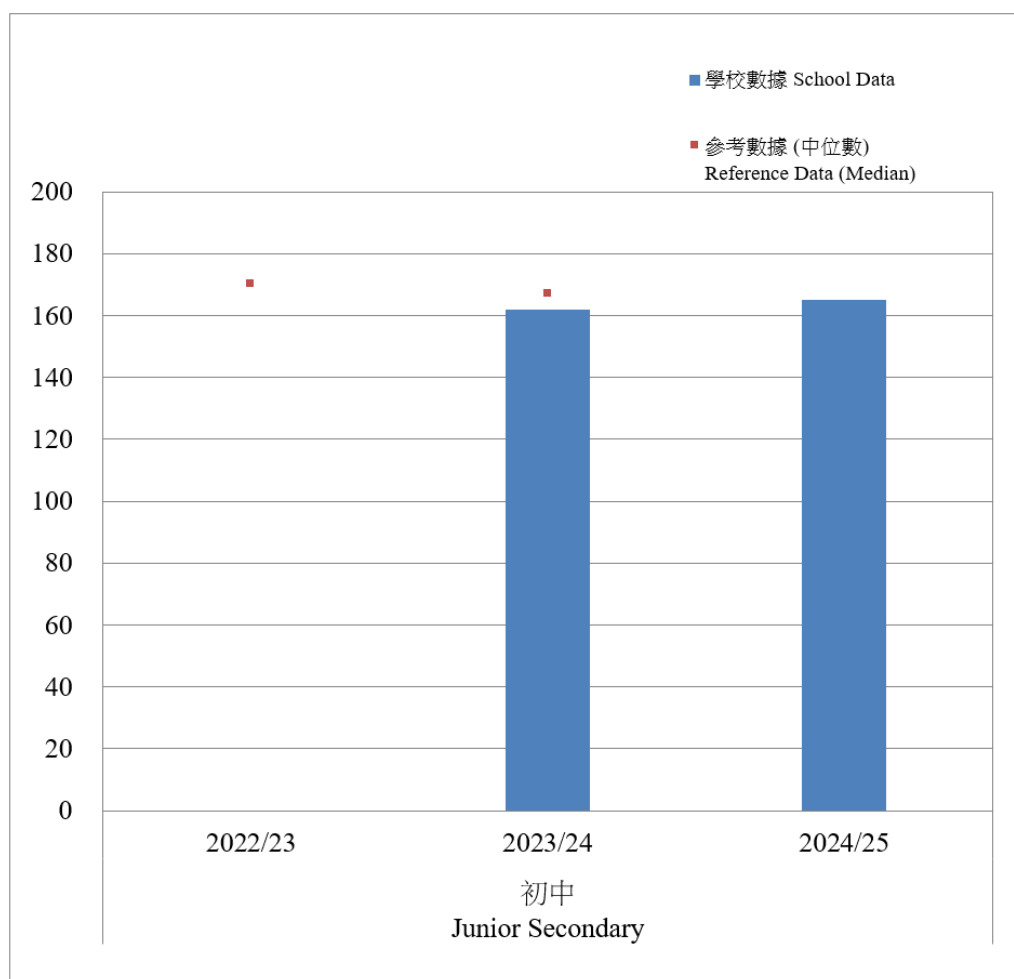
### Procurement of Additional Resources for School Development

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 while taking part in the

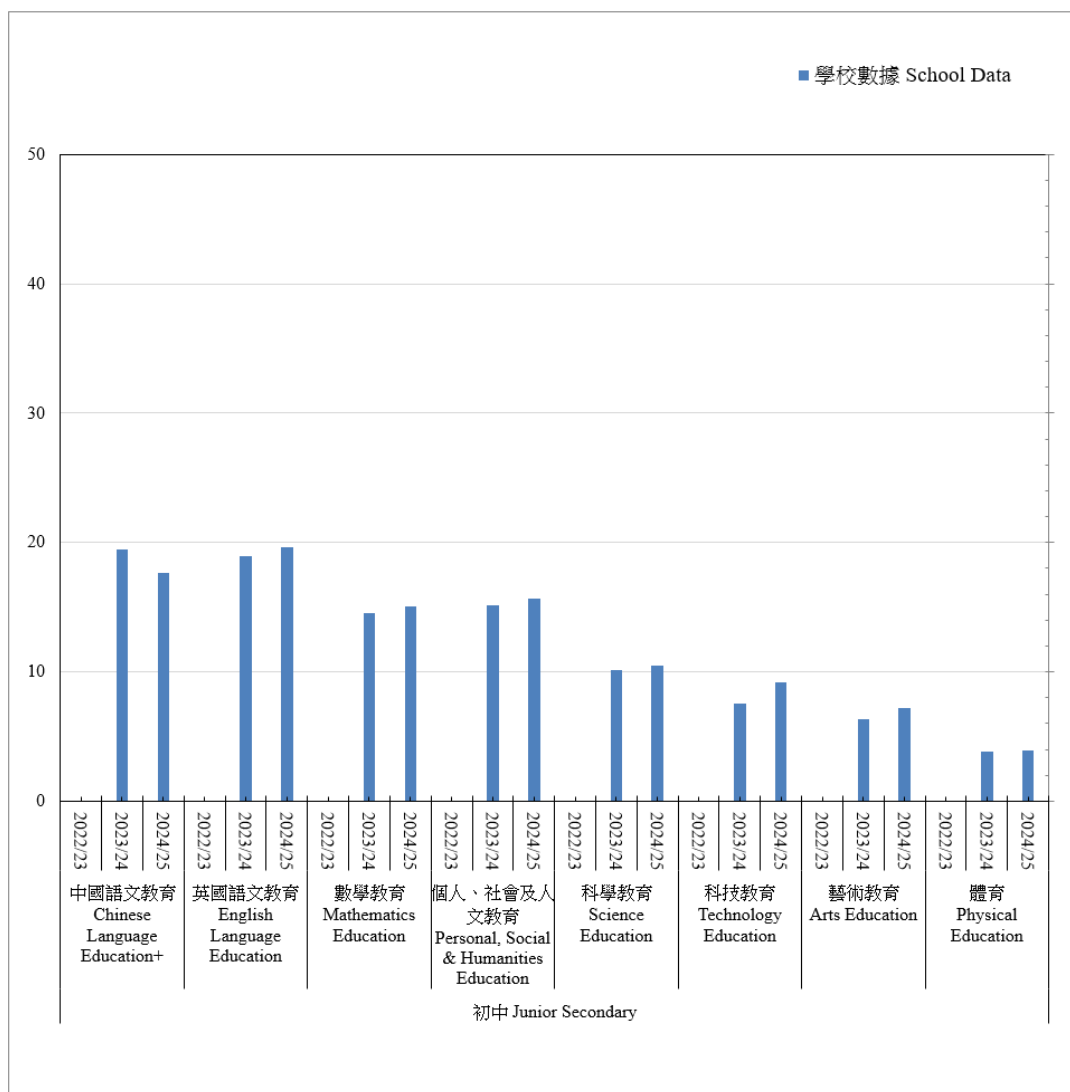
Quality Education Fund e-Learning Programme – Provision of Mobile Computer Devices and Internet Services Support, we were able to purchase mobile compute device for loan to needy students in order to facilitate the implementation of the BYOD policy. In addition, the promotion of the holistic growth of students was facilitated with 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   | \$268,280.00 | --                 |
| Installation of air-conditioners and other accessories in Covered Playground (Partial) | --           | \$175,718.00       |
| <b>Balance:</b>  |              | <b>\$92,562.00</b> |

Number of active school days



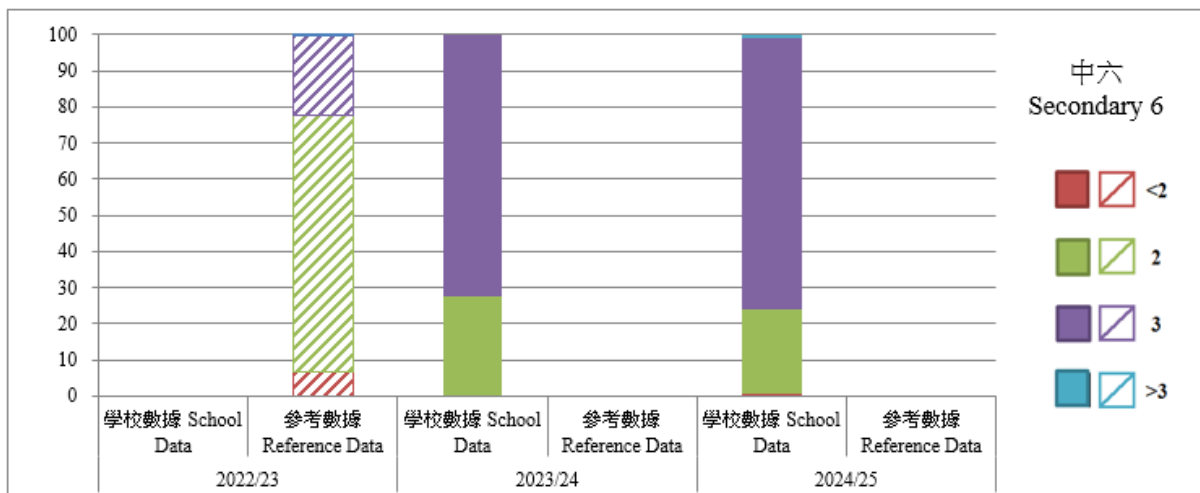
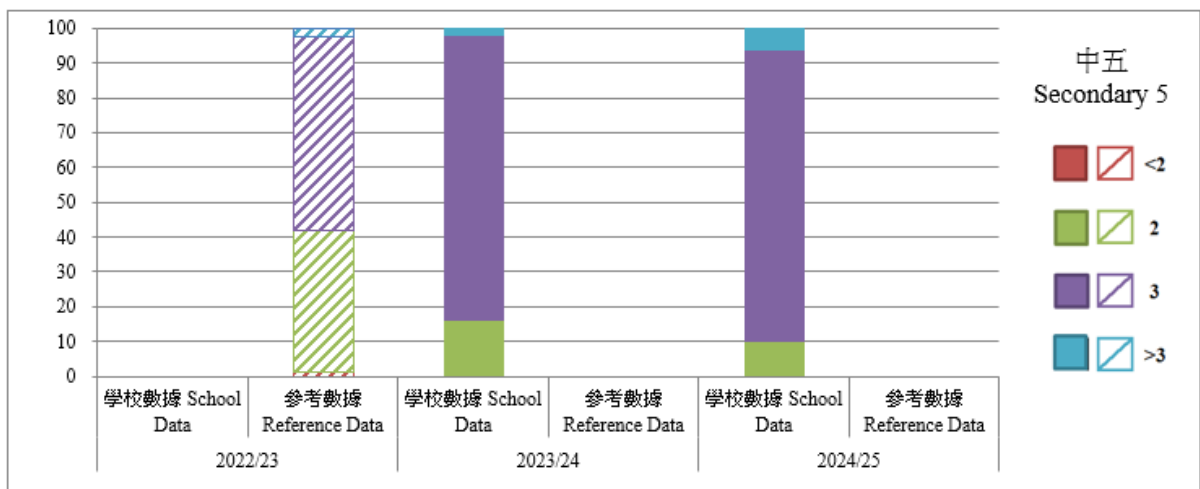
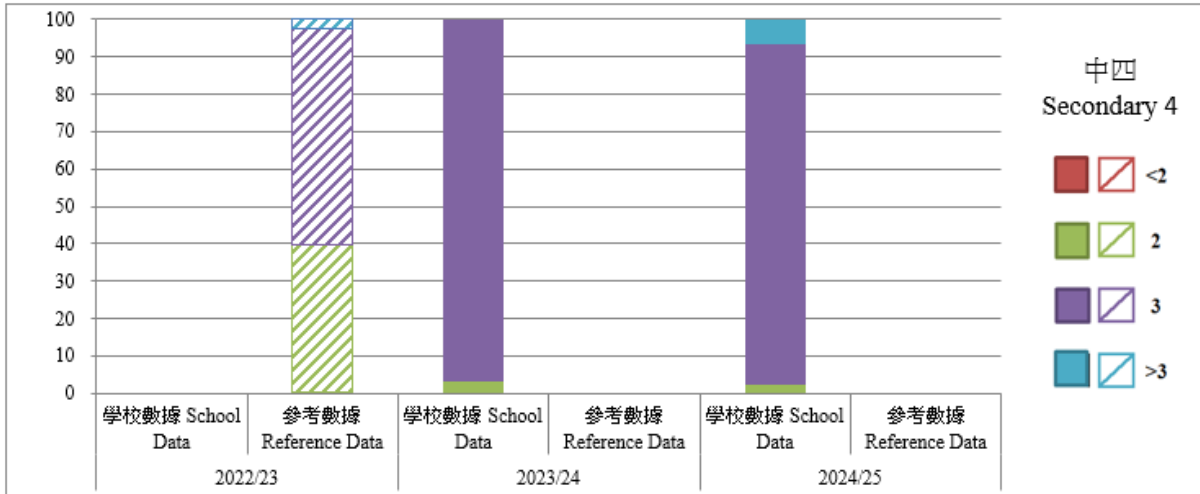
### Percentage of lesson time for KLAs



### Number of elective subjects offered at senior secondary levels

| 學校數據 School Data  |                   |                                       |    |
|---|-------------------|---------------------------------------|----|
|   | 學年<br>School Year | 選修科目數目<br>Number of elective subjects |    |
| 學校於中四、中五及中六開辦選修科目（包括甲類、乙類和丙類科目）的數目<br>Number of elective subjects (including Cat A, Cat B & Cat C subjects) offered by schools at S4, S5 and S6 | 中四<br>Secondary 4 | 2022/23                               | -  |
|   |                   | 2023/24                               | 11 |
|   |                   | 2024/25                               | 11 |
|   | 中五<br>Secondary 5 | 2022/23                               | -  |
|   |                   | 2023/24                               | 11 |
|   |                   | 2024/25                               | 11 |
|   | 中六<br>Secondary 6 | 2022/23                               | -  |
|   |                   | 2023/24                               | 11 |
|   |                   | 2024/25                               | 11 |

Percentage of students who have taken 1X, 2X, 3X and more than 3X at S4, S5 and 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

| 中四<br>Secondary 4 |         | 修讀應用學習科目或其他語言科目，以及下列數目的甲類選修科目的學生佔全級的百分比<br>The percentage of students against the whole year level, who have taken (an) Applied Learning subject(s) or (an) Other Language subject(s) together with the following number of Cat. A elective subject(s). |   |   |   |
|-------------------|---------|---|---|---|---|
| 學年<br>School Year |         | 0   | 1 | 2 | 3 |
| 9.3               | 2022/23 | -   | - | - | - |
|                   | 2023/24 | -   | - | - | - |
|                   | 2024/25 | -   | - | - | - |

| 中五<br>Secondary 5 |         | 修讀應用學習科目或其他語言科目，以及下列數目的甲類選修科目的學生佔全級的百分比<br>The percentage of students against the whole year level, who have taken (an) Applied Learning subject(s) or (an) Other Language subject(s) together with the following number of Cat. A elective subject(s) |   |      |      |
|-------------------|---------|--|---|------|------|
| 學年<br>School Year |         | 0  | 1 | 2    | 3    |
| 9.3               | 2022/23 | -  | - | -    | -    |
|                   | 2023/24 | -  | - | 0.73 | 2.19 |
|                   | 2024/25 | -  | - | 0.92 | 6.42 |

| 中六<br>Secondary 6 |         | 修讀應用學習科目或其他語言科目，以及下列數目的甲類選修科目的學生佔全級的百分比<br>The percentage of students against the whole year level, who have taken (an) Applied Learning subject(s) or (an) Other Language subject(s) together with the following number of Cat. A elective subject(s) |   |      |      |
|-------------------|---------|--|---|------|------|
| 學年<br>School Year |         | 0  | 1 | 2    | 3    |
| 9.3               | 2022/23 | -  | - | -    | -    |
|                   | 2023/24 | -  | - | 1.10 | -    |
|                   | 2024/25 | -  | - | 2.31 | 7.69 |

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

| 學校數據 School Data   |  |                   |                         |
|--|--|-------------------|-------------------------|
| 學校獲得校外資源項目的數目<br>The number of projects receiving external resources |  | 學年<br>School Year | 項目數目<br>No. of projects |
| 2  | (i) 與國民教育相關<br>Relevant to national education                        | 2022/23           | -                       |
|  |  | 2023/24           | 1                       |
|  |  | 2024/25           | -                       |
|  | (ii) 與STEAM 教育相關<br>Relevant to STEAM education                      | 2022/23           | -                       |
|  |  | 2023/24           | 6                       |
|  |  | 2024/25           | 4                       |
|  | (iii) 與兩文三語相關<br>Relevant to biliterate and trilingual communication | 2022/23           | -                       |
|  |  | 2023/24           | 2                       |
|  |  | 2024/25           | -                       |
|  | (iv) 與體藝相關<br>Relevant to aesthetic and physical activities          | 2022/23           | -                       |
|  |  | 2023/24           | 2                       |
|  |  | 2024/25           | 2                       |
|  | (v) 其他<br>Others   | 2022/23           | -                       |
|  |  | 2023/24           | -                       |
|  |  | 2024/25           | -                       |
| 總計<br>Total  |  | 2022/23           | -                       |
|  |  | 2023/24           | 11                      |
|  |  | 2024/25           | 6                       |

## 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 while individual / group projects requiring students to search for information were assigned by different subjects. 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 to 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**

In today's rapidly evolving world, STEM education forms the backbone of innovation, economic growth, and future career opportunities. Hence, 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. Selected as one of the Champion Schools for the CUHK Jockey Club AI for the Future Project, our school actively implemented the enriched AI Curriculum. Moreover, there were different activities to realize the purposes of "STEM for all, STEM for fun and STEM for elite". Community resources were also actively procured to provide students with more learning opportunities and exposure, and they benefited immensely from the courses held at school funded by the IT Innovation Lab in Secondary Schools Programme of the Office of the Government Chief Information Officer and also the training sessions held by the organizers

before the respective STEM-related competitions. Students thus were nurtured to become effective lifelong learners equipped with appropriate knowledge, generic skills as well as values and attitudes necessary for facing future challenges.



### **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**

S1 and S2 students were streamed into normal and remedial English groups in their respective level according to their English abilities so that more individual attention would be available. 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, 1.5 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 Fractional Post Grant and Teacher Relief Grant. Moreover, the Expanded Operating Expenses Block Grant was used to employ 4 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. Furthermore, to strengthen the guidance support to students, a Student Counsellor was employed to help tackle their difficulties encountered in their personal growth.

## D. Student Support & School Ethos

### Adaptation

#### a. S1 Orientation for Students

| Date           | Details                               |
|----------------|---------------------------------------|
| 19 July 2025   | Pre-S1 Parent-Child Orientation       |
| 21 July 2025   | Pre-S1 House Orientation              |
| 23 August 2025 | Adaptation Programme for S1 Newcomers |

#### 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, S3 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 and other activities were also deployed to inculcate priority values and attitudes highlighted by the EDB and aligned with the focus of the level concerned 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 with the provision of more support and resources to Form-teachers and class clubs for the purpose whereas 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 were arranged to help students understand the Sino-Hong Kong connections and develop their identity to different communities.

c. National security education

Different subject panels and functional committees adhered to their work plans to promote national security education. Several Form-teacher Periods and Whole-person Development Periods were devoted to helping students understand the culture and development of China. 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.

Efforts were also made outside the classroom 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 Culture Week held at school in the second term enabling students to realize the impact of the culture of China on that of Japan and Korea was met with an overwhelming response. Furthermore, study tours on different themes were organized for individuals, small groups and whole levels. Finally, 3 S1 and S2 students enrolled themselves in the 'Military Summer Camp for Hong Kong Youth' in August 2025, 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 their knowledge of national defense.

With the promotion of national security through in-class teaching, 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.

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 a world of swift changes and the proliferation of communication media, students are flooded with a massive amount of information from time to time. 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. To realize the purposes, apart from a talk on cyberbullying scheduled for S3 and S4 students, a “Fact Check Workshop” was organized for a group of students whereas a workshop helping parents understand their role in nurturing the information literacy of their children was held for S1 – S3 parents.

## **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 58 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 the Switzerland to study in our School so as to enable students to know foreign culture better and enrich the English environment | All students |
| 9 - 13 October 2024 | Seoul, South Korea | 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 |
| 19                  | Guangzhou,         | Students visited Dongguan’s robotics, neutron   | 6 S2 – S5    |

|                       |                  |   |                     |
|-----------------------|------------------|---|---------------------|
| October 2024          | China            | science, and materials labs to explore national innovation and technology. The tour deepened understanding of advanced tech and inspired ideas for enhancing Hong Kong's community facilities through innovation and STEAM education.   | students            |
| 13 December 2024      | Hong Kong        | Under the Sister School Scheme, 60 S2 students from Fok Ying Tung High School in Guangzhou paid a 1-day visit, attending a lesson at our school with our students. Accompanied by our student ambassadors, they took part in a Physics education programme at the Disneyland. | --                  |
| 22 January 2025       | Guangzhou, China | The students got a chance to learn about the tea culture and the development of aviation technology besides undergoing career-related training.   | All S3 students     |
| 24 & 25 February 2025 | Guangzhou, China | The tour was part of the curriculum of the subject Citizenship & Social Development, which enabled participants to understand more about the agricultural development as well as the history and culture of the region.   | All S5 students     |
| 18 – 22 April 2025    | South Korea      | The tour enabled the participants to deepen their understanding of the cultural, geological and technological development of the nation through visiting different scenic spots and relevant institutions.  | 30 S4 & S5 students |
| 21 – 27 April 2025    | Shandong, China  | The students joined the tour organized by an external body allowing participants to understand the traditional crafts and development of modern Shandong.   | 4 S2 & S4 students  |
| 21 – 25 April 2025    | Taipei, Taiwan   | Through exchanges with students in Taipei schools and participation in various music-related programs, our Wind Orchestra broadened their musical horizons and their musical skills were enhanced.  | 30 S1 – S5 students |
| 28 June – 3 July 2025 | Xi'an, China     | Besides visiting the ruins, cultural and iconic buildings, the participants experienced the culture of the Qin Dynasty and the Tang Dynasty as well as understood the Chinese architectural art and style.  | 80 S3 – S5 students |
| 20 – 25               | Shenzhen,        | By visiting national key water conservancy  | 6 S4 & S5           |

|           |                              |   |          |
|-----------|------------------------------|---|----------|
| July 2025 | Chengzhou and Beijing, China | projects and understanding the cultural history and technological development of cities along the route, the participants heightened their awareness of cherishing water resources and improved their understanding of China's development history and modernization process. | 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.

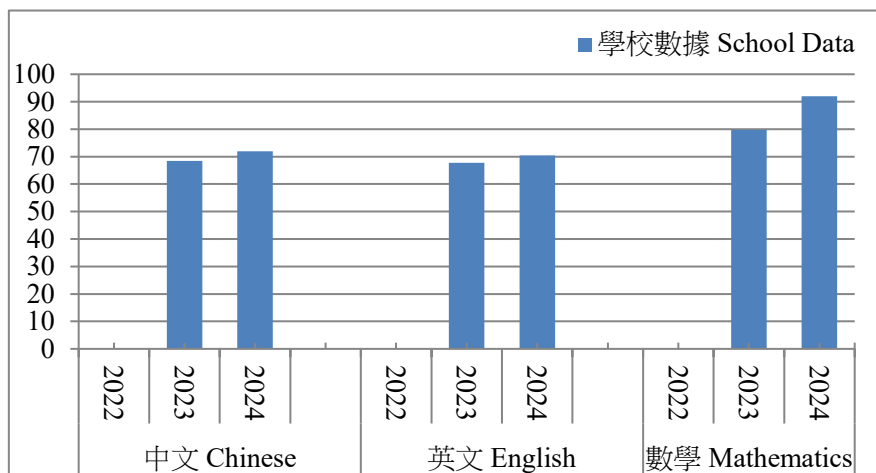
#### c. Other Donations

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

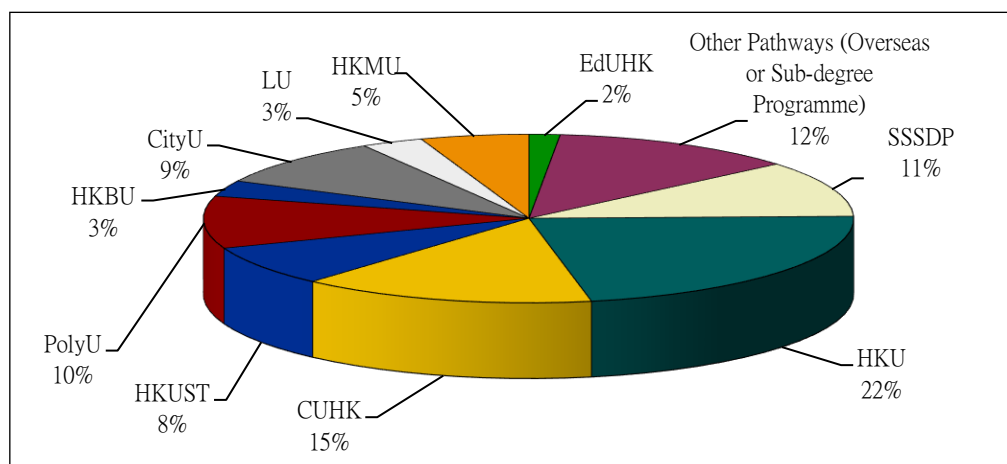


### HKDSE Examination

In 2025 HKDSE, 130 S6 students sat the exam and a 100% individual passing rate was achieved in all subjects. A total of 357 Level 5 or above, or 2.75 Level 5 or above per student, were obtained. It is most gratifying to note that the rate of Level 5 or above of 13 subjects exceeded 30%. It is encouraging to note that 38.5% and 50.0% 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 6 L5\*\*, L5 and 1 Attained. In addition, 94.6% of S6 students fulfilled the minimum university admission requirement of L3, L3, L2, Attained and L2.

### JUPAS and SNDAS Offers for S6 Graduates

The results of JUPAS and SNDAS offers were gratifying. 87.7% of our students received 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.

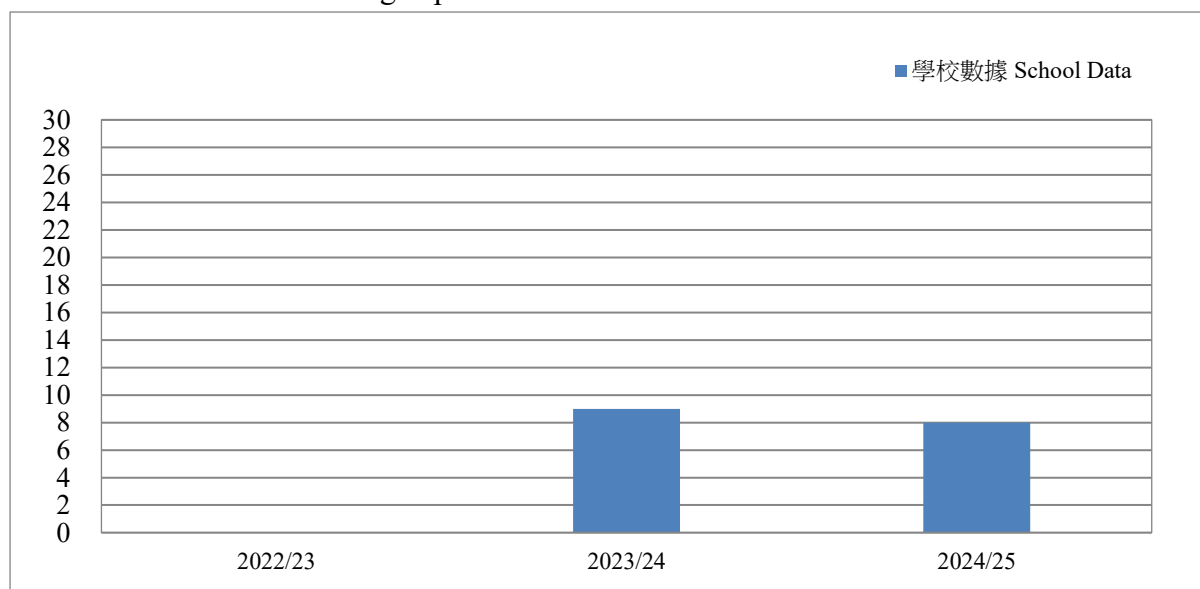


## Other Learning Experiences and Extra-curricular Activities

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 55 students were presented the Extracurricular Activities Award while 20 were granted the Outstanding Extra-curricular Activities & Leadership Award.

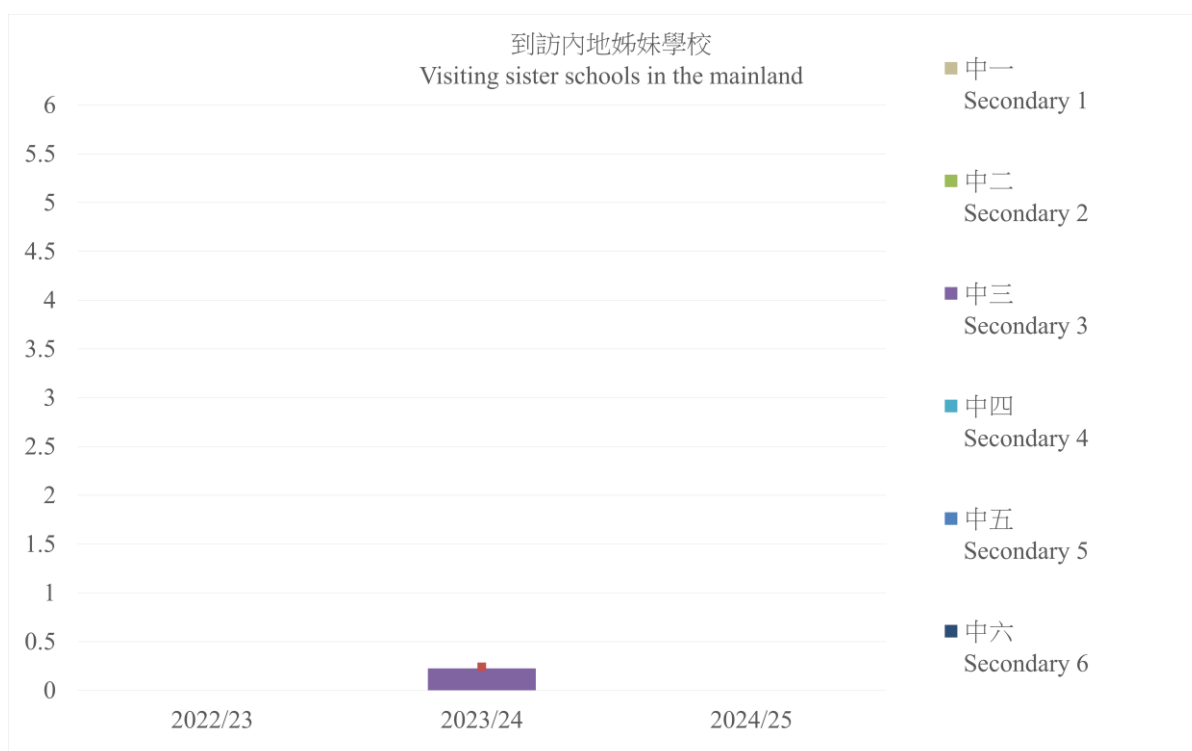
Learning experiences relevant to national education

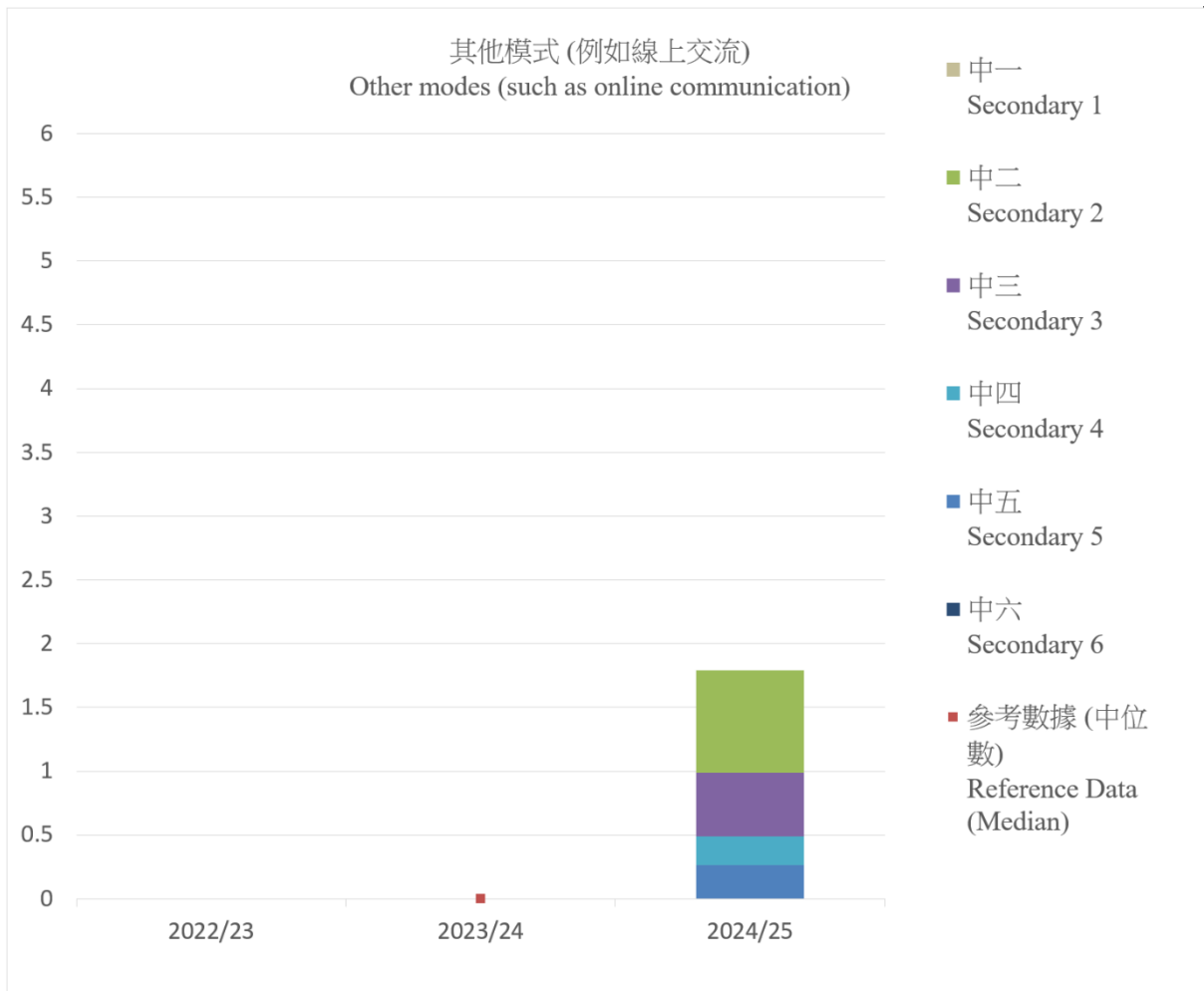


Percentage of students responsible for the national flag raising ceremony or those participating in relevant training

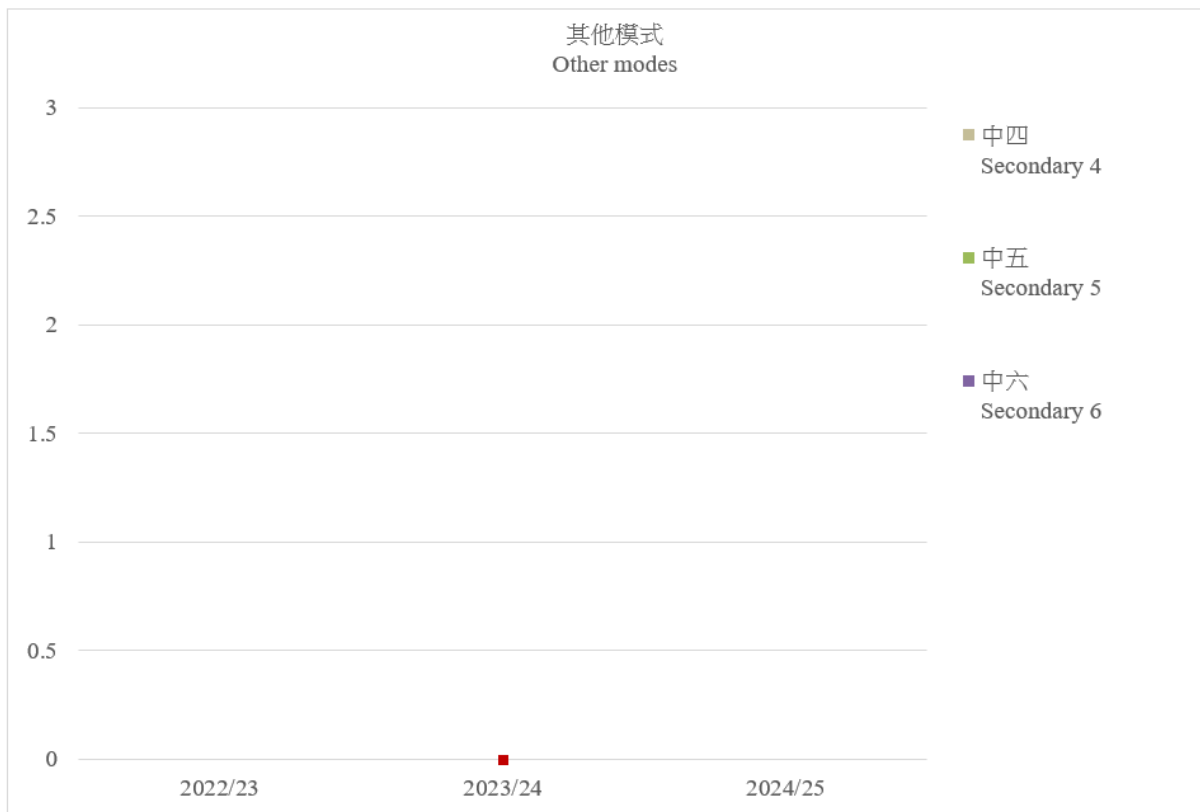
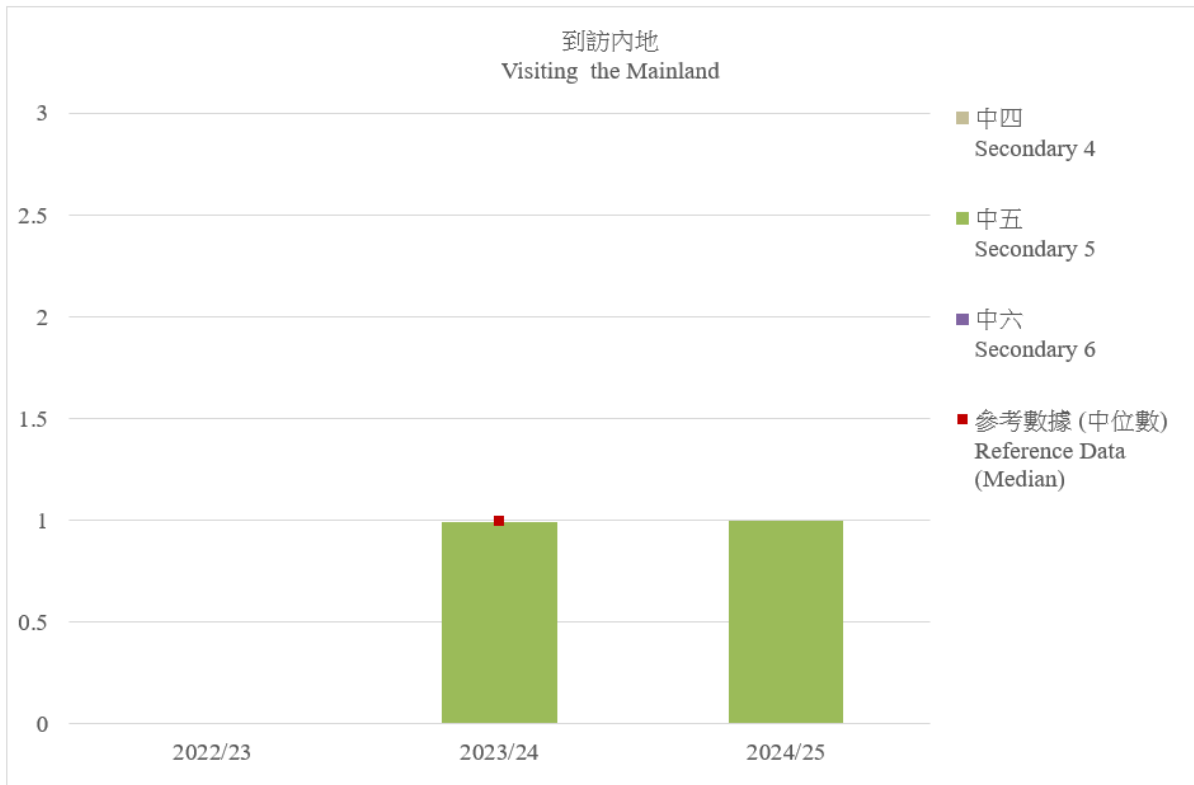
| 學校數據 School Data |  |                     |  | 參考數據 Reference Data |  |                     |
|------------------|--|---------------------|--|---------------------|--|---------------------|
|                  |  | 學年 School Year      | 百分比 Percentage                           | 25百分位數 25th P'tile  | 中位數 Median   | 75百分位數 75th P'tile  |
|                  |  |                     |  | 8.2                 | 負責升旗儀式或參與相關訓練的學生百分比<br>Percentage of students responsible for the national flag raising ceremony or those participating in relevant training | 初中 Junior Secondary |
|                  |  | 高中 Senior Secondary | 2022/23 -<br>2023/24 3.5<br>2024/25 15.0 | 2.0                 | 3.9  | 7.5                 |

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

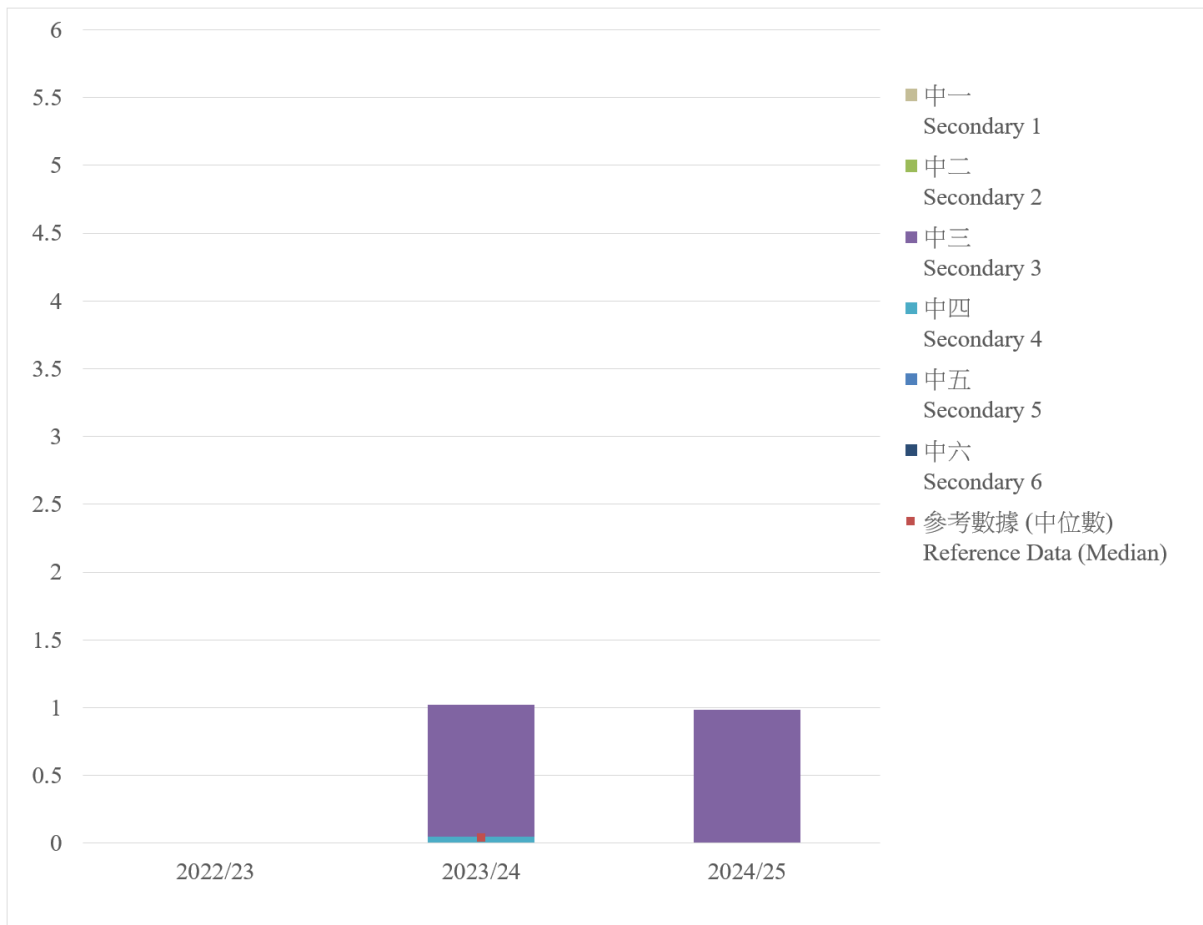




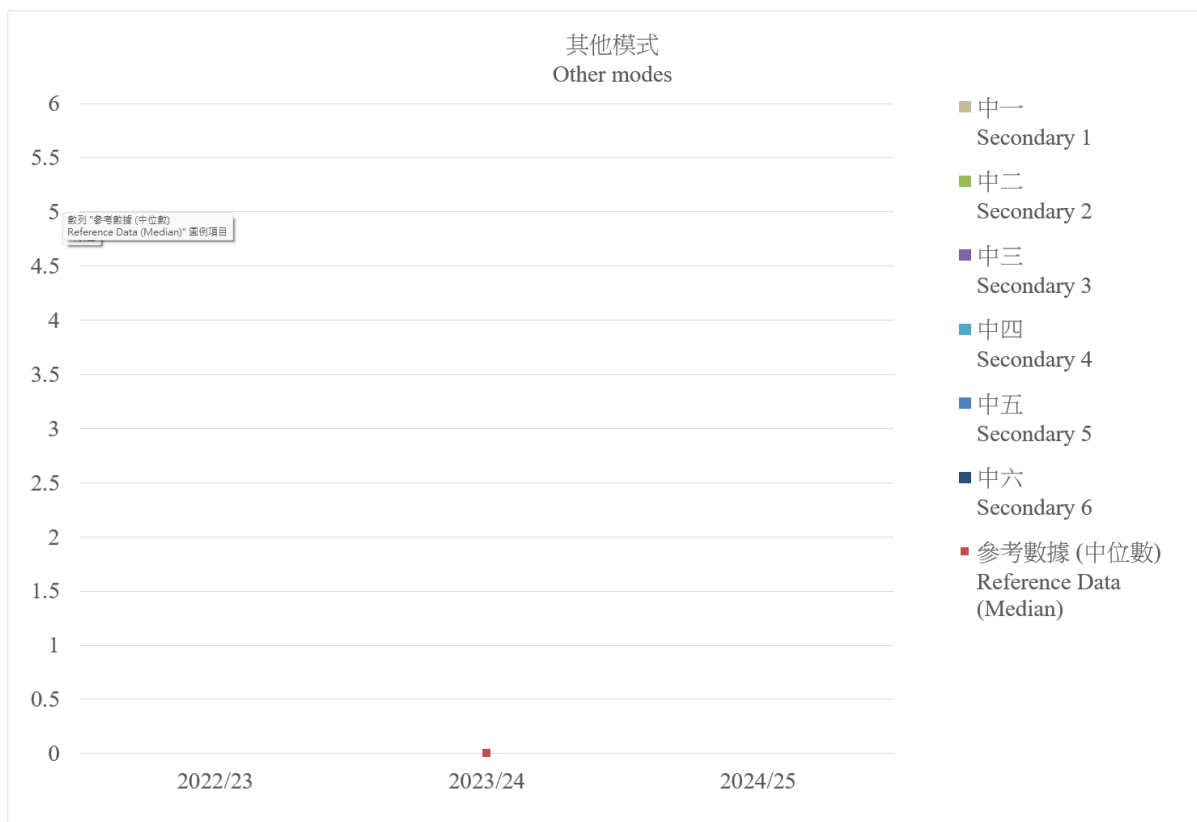
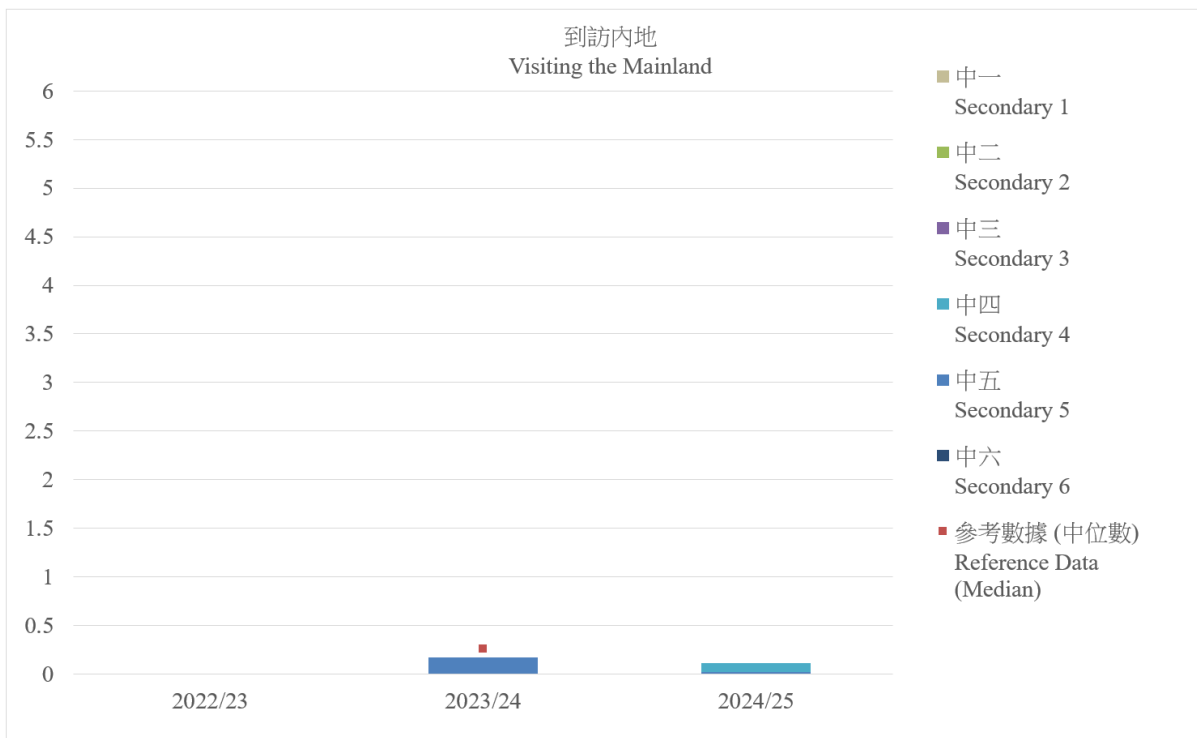
Percentage of students by grade level participating in school-arranged Mainland exchange / learning activities within the current school year –  
The Mainland Exchange Programmes of the Citizenship and Social Development



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

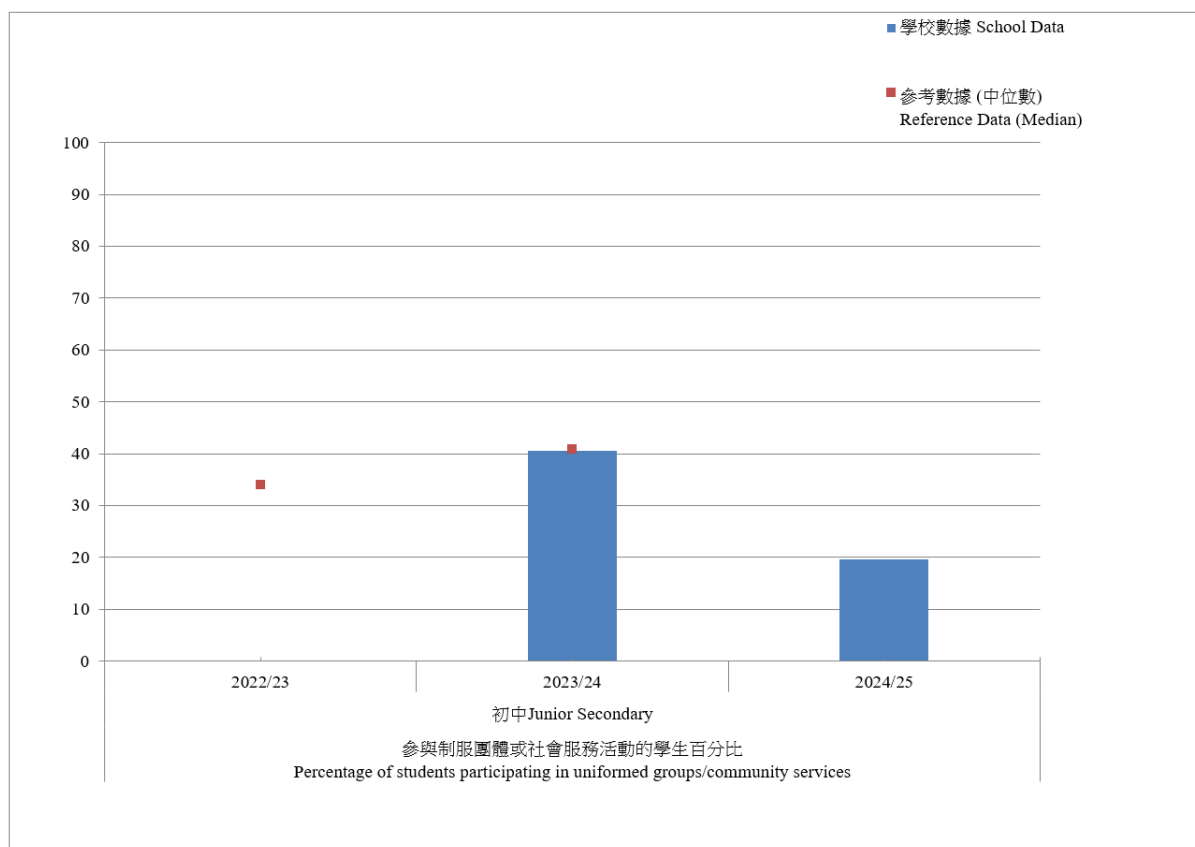


## Percentage of students participating in territory-wide inter-school competitions

| 學校數據 School Data       |  |                   |                   |
|------------------------|--|-------------------|-------------------|
| 初中<br>Junior Secondary |  | 學年<br>School Year | 百分比<br>Percentage |
| (i)                    | 與國民教育相關<br>Relevant to national education                      | 2022/23           | -                 |
|                        |  | 2023/24           | 100.0             |
|                        |  | 2024/25           | 100.0             |
| (ii)                   | 與STEAM 教育相關<br>Relevant to STEAM education                     | 2022/23           | -                 |
|                        |  | 2023/24           | 9.9               |
|                        |  | 2024/25           | 5.9               |
| (iii)                  | 與兩文三語相關<br>Relevant to biliterate and trilingual communication | 2022/23           | -                 |
|                        |  | 2023/24           | 14.9              |
|                        |  | 2024/25           | 15.9              |
| (iv)                   | 與體藝相關<br>Relevant to aesthetic and physical activities         | 2022/23           | -                 |
|                        |  | 2023/24           | 55.8              |
|                        |  | 2024/25           | 55.6              |
| (v)                    | 其他<br>Others   | 2022/23           | -                 |
|                        |  | 2023/24           | 0.2               |
|                        |  | 2024/25           | -                 |

| 學校數據 School Data       |  |                   |                   |
|------------------------|--|-------------------|-------------------|
| 高中<br>Senior Secondary |  | 學年<br>School Year | 百分比<br>Percentage |
| (i)                    | 與國民教育相關<br>Relevant to national education                      | 2022/23           | -                 |
|                        |  | 2023/24           | 38.3              |
|                        |  | 2024/25           | 100.0             |
| (ii)                   | 與STEAM 教育相關<br>Relevant to STEAM education                     | 2022/23           | -                 |
|                        |  | 2023/24           | 11.8              |
|                        |  | 2024/25           | 17.8              |
| (iii)                  | 與兩文三語相關<br>Relevant to biliterate and trilingual communication | 2022/23           | -                 |
|                        |  | 2023/24           | 12.7              |
|                        |  | 2024/25           | 5.1               |
| (iv)                   | 與體藝相關<br>Relevant to aesthetic and physical activities         | 2022/23           | -                 |
|                        |  | 2023/24           | 33.7              |
|                        |  | 2024/25           | 38.8              |
| (v)                    | 其他<br>Others   | 2022/23           | -                 |
|                        |  | 2023/24           | 2.0               |
|                        |  | 2024/25           | -                 |

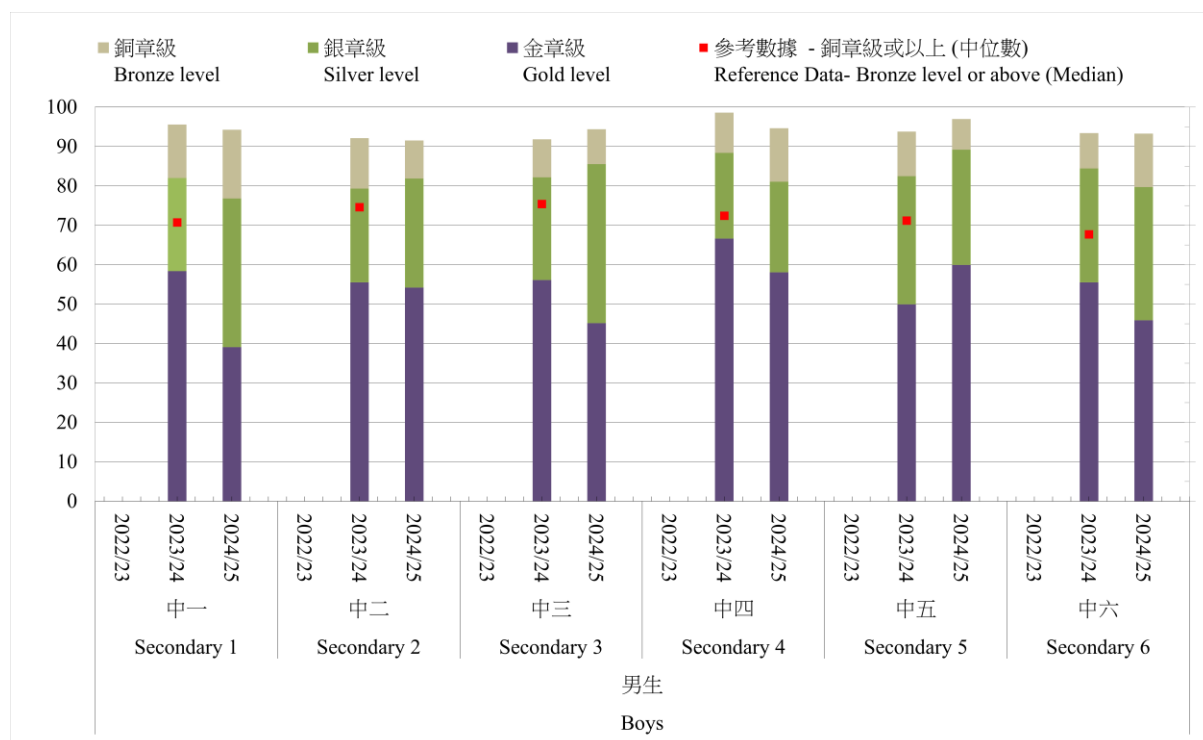
## Percentage of students participating in uniformed groups/community services

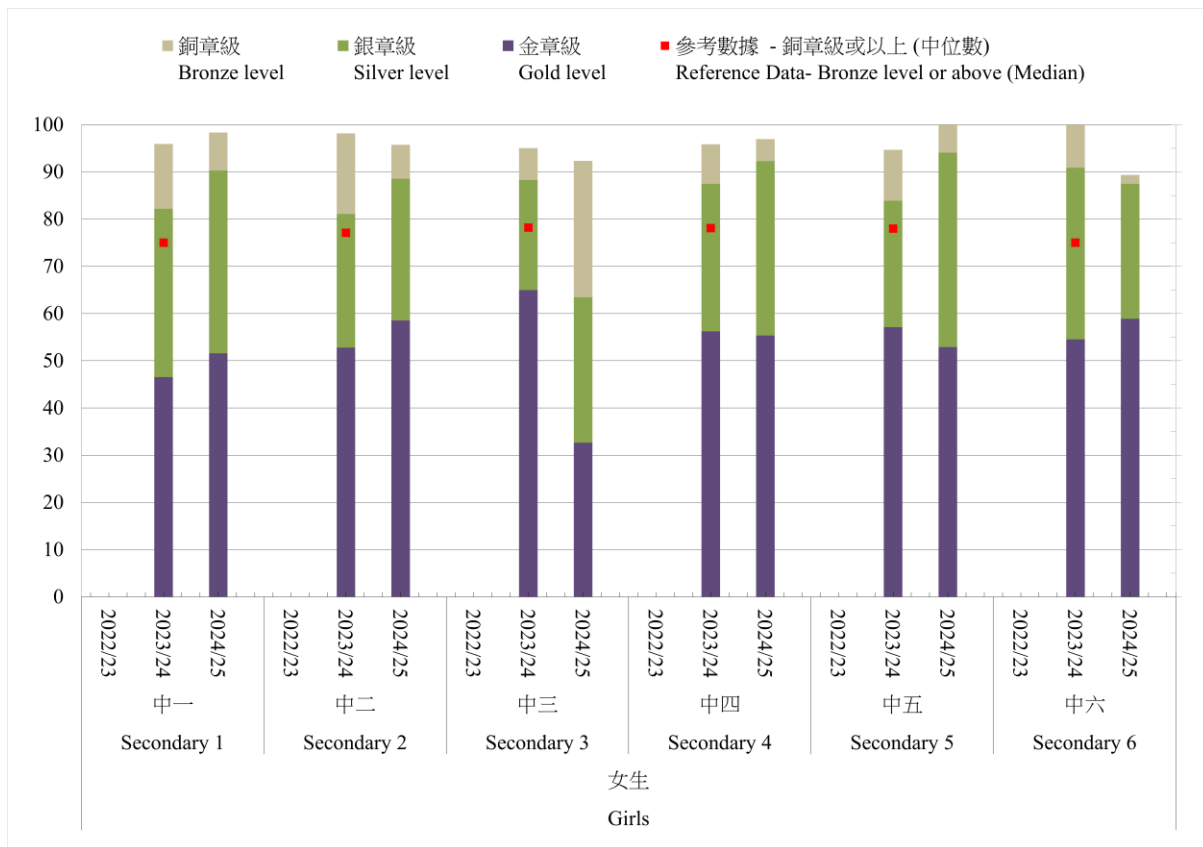


## Percentage of students within the acceptable weight range

| 學校數據 School Data  |              |                   |                           |                             | 衛生署學生健康服務的數據<br>Data from the Student Health Service of<br>the Department of Health |                             |      |
|---|--------------|-------------------|---------------------------|-----------------------------|---|-----------------------------|------|
|   |              | 學年<br>School Year | 百分比 Percentage            |                             | 百分比 Percentage  |                             |      |
|   |              |                   | 男生 Boys<br>(KPM24.1-24.6) | 女生 Girls<br>(KPM24.7-24.12) | 男生 Boys<br>(KPM24.1-24.6)   | 女生 Girls<br>(KPM24.7-24.12) |      |
| 處於可接受體重範圍的學生百分比<br>Percentage of students within the<br>acceptable weight range | 24.1 / 24.7  | 中一<br>Secondary 1 | 2022/23                   | -                           | -   | 70.9                        | 79.2 |
|   |              |                   | 2023/24                   | 65.2                        | 61.6  | -                           | -    |
|   |              |                   | 2024/25                   | 85.5                        | 83.9  | -                           | -    |
|   | 24.2 / 24.8  | 中二<br>Secondary 2 | 2022/23                   | -                           | -   | 71.6                        | 78.2 |
|   |              |                   | 2023/24                   | 68.3                        | 75.5  | -                           | -    |
|   |              |                   | 2024/25                   | 80.9                        | 77.1  | -                           | -    |
|   | 24.3 / 24.9  | 中三<br>Secondary 3 | 2022/23                   | -                           | -   | 70.0                        | 76.8 |
|   |              |                   | 2023/24                   | 71.2                        | 76.7  | -                           | -    |
|   |              |                   | 2024/25                   | 93.1                        | 86.5  | -                           | -    |
|   | 24.4 / 24.10 | 中四<br>Secondary 4 | 2022/23                   | -                           | -   | -                           | -    |
|   |              |                   | 2023/24                   | 66.7                        | 85.4  | -                           | -    |
|   |              |                   | 2024/25                   | 81.1                        | 82.3  | -                           | -    |
|   | 24.5 / 24.11 | 中五<br>Secondary 5 | 2022/23                   | -                           | -   | -                           | -    |
|   |              |                   | 2023/24                   | 76.3                        | 75.0  | -                           | -    |
|   |              |                   | 2024/25                   | 77.3                        | 90.9  | -                           | -    |
|   | 24.6 / 24.12 | 中六<br>Secondary 6 | 2022/23                   | -                           | -   | -                           | -    |
|   |              |                   | 2023/24                   | 71.1                        | 77.3  | -                           | -    |
|   |              |                   | 2024/25                   | 73.0                        | 60.7  | -                           | -    |

## 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

- ◆ The surveys conducted showed the teachers on the whole found themselves capable of conducting interactive lessons with the use of touch panels while most students agreed that class interaction had been increased as a result. In addition, all teachers held that the in-house training and sharing sessions got them prepared for the job.
- ◆ Besides adopting with a pleasing outcome the strategies learnt from external professional development activities, 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 and level meetings held.
- ◆ Most students could 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 (LAC) project of the English and the IS Panels. Students also completed well on the whole tasks developing or reinforcing the note-making and presentation skills.
- ◆ While the streaming of S2 and S3 students to enhance their English or mathematical abilities did not bring the expected outcome, the modification of the streaming target afterwards offered more support to S1 and S2 students with the use of different teaching approaches and learning materials in normal and remedial English classes.
- ◆ The ‘Little Teacher’ tasks were in many cases effective in promoting active learning and participation in class.
- ◆ The effectiveness of bonus exam questions in enhancing the academic competence of students varied among different panels due to the question design whereas provision of extra tasks to bright S3 – S5 students helped stretch their academic potential in view of their satisfactory completion of the work.
- ◆ The active learning habit of students was reinforced since most of them completed satisfactorily various types of extra pre- or post-lesson tasks / e-assessment with individual feedback 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

- ◆ The integration of touch panels into regular activities would boost student engagement and improve teaching effectiveness as a standard practice, fostering a more interactive learning environment.
- ◆ The LAC project would be consistently incorporated into our curriculum, emphasizing its role in enhancing the overall learning experience.
- ◆ While maintaining the streaming method, efforts would be made to refine teaching strategies for remedial classes to better address the individual learning needs of students.
- ◆ Bonus questions would be regularly provided, with a focus on enhancing their design to

motivate student participation and engagement.

- ◆ Students would be encouraged to embrace self-learning, refine their note-taking skills, cultivate critical thinking abilities, and utilize AI tools to maximize their academic potential.
- ◆ Emphasis would be placed on reinforcing students' confidence in learning to promote lifelong learning, alongside strengthening their proficiency in both English and Chinese languages to prepare them for future challenges.

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

### **Achievements**

- ◆ The questionnaires administered showed that most S1 and S2 students had seriously planned how to develop the relevant values and evaluated the success of their efforts whereas a large number of Form-teachers and Assistant Form-teachers concerned observed that the strategy had helped their students internalize the values.
- ◆ All awardees agreed that the Responsible Student Award Scheme had promoted their sense of responsibility while all teachers of the Discipline Board accepted that the scheme managed to realize its purpose.
- ◆ The coaching programme held by the Student Support Team proved successful since most of the participants felt that the activity strengthened their perseverance and it was demonstrated in the face of difficulties.
- ◆ The Form-teachers in general found class unity strengthened with the use of the resources provided for holding class building activities.
- ◆ The student surveys conducted showed that the sense of belonging of students was increased with better organized inter-class activities and the enthusiastic participation of students in them.
- ◆ The impact of the meeting between the Principal and students on the sense of belonging of the latter was limited due to the small number of students involved.
- ◆ Concerning the activities to develop environmental awareness, most 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 topic.
- ◆ Judging from the pleasing performance of the participants, such activities as the visit to the sister school in Nansha, China, study tours and the Youth Empowerment Project had broadening students' global perspectives and fostering a stronger sense of global citizenship.
- ◆ Regarding the life skills workshop for S1 and S2 students, most participants considered it useful in fostering their interpersonal skills and Form-teachers concerned found in general the interpersonal skills of their students improved as a result of joining the workshop.
- ◆ Many students were found to be engaged well in S1 & S2 Activity Days and lunchtime activities according to the observation of teachers. Overall speaking, students responsible and the Students' Association played seriously their roles in organizing activities

respectively, acquiring organizing skills under the supervision of teachers as reported by the latter.

- ◆ The half-day workshop arranged during the summer vacation for the core members of student organizations equipped them with basic activity planning and organizing skills. The skills were reinforced by the supervision of the teachers in charge of student organizations. 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**

- ◆ Implementation of the Responsible Student Award Scheme would become a regular feature, recognizing and promoting responsible behavior among students within the academic environment.
- ◆ Providing resources to Form-teachers for organizing class-building activities would become standard practice, enriching student engagement and strengthening classroom cohesion.
- ◆ Efforts to establish additional sister schools in the Mainland or enhance communication with existing sister schools would be integrated into routine operations to enhance students' educational experiences through cultural exchanges.
- ◆ Enhanced teacher supervision in student activity organization would be incorporated as routine work, with a reinforced emphasis on the Students' Association's role in organizing large-scale extracurricular events to enhance the life skills of its members.
- ◆ Workshops tailored for the core members of student organizations, focusing on developing fundamental activity planning and organizational skills, would be included as routine work to empower student leaders.
- ◆ In addition to non-academic pursuits, values and attitudes would be integrated into academic curriculum planning to promote holistic student development within the educational framework.

## G. Financial Summary

|   | Income (\$)<br>24-25 | Expenditure<br>(\$)<br>24-25 | Surplus/<br>(Deficit) (\$)<br>24-25 | Balance b/f (\$)    | Balance c/f (\$)       |
|---|----------------------|------------------------------|-------------------------------------|---------------------|------------------------|
| <b>I Government Funds</b>   |                      |                              |                                     |                     |                        |
| <b>(1) Expanded Operating Expenses Block Grant (EOEBG)</b>  |                      |                              |                                     | 7,950,711.12        |                        |
| <b>(a) School Specific</b>  |                      |                              |                                     |                     |                        |
| i) Administration Grant   | 4,426,674.00         | (4,440,791.96)               | (14,117.96)                         |                     |                        |
| ii) Capacity Enhancement Grant  | 676,944.00           | (623,974.12)                 | 52,969.88                           |                     |                        |
| iii) Composite Information Technology Grant   | 585,308.00           | (714,353.53)                 | (129,045.53)                        |                     |                        |
| iv) Air-conditioning Grant  | 591,675.00           | (701,068.00)                 | (109,393.00)                        |                     |                        |
| v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate, etc.)  | 626,457.37           | -                            | 626,457.37                          |                     |                        |
| vi) School-based Management Top-up Grant  | 53,385.00            | (33,666.93)                  | 19,718.07                           |                     |                        |
| vii) School-based Speech Therapy Administration Recurrent Grant   | 8,541.00             | (19.90)                      | 8,521.10                            |                     |                        |
| <b>(b) Non-School Specific (Baseline Reference)</b>   |                      |                              |                                     |                     |                        |
| i) School & Class Grant   | 2,085,129.47         | (1,925,979.19)               | 159,150.28                          |                     |                        |
| ii) Furniture & Equipment   | -                    | (347,410.40)                 | (347,410.40)                        |                     |                        |
| iii) Additional Provision for Severance Payment/Long Service Payment  | -                    | -                            | -                                   |                     |                        |
| <b>Sub-total (A)</b>  | <b>9,054,113.84</b>  | <b>(8,787,264.03)</b>        | <b>266,849.81</b>                   | <b>7,950,711.12</b> | <b>8,217,560.93</b>    |
| <b>(2) Funds Set Aside for Severance Payment/Long Service Payment</b>   |                      |                              |                                     |                     |                        |
| <b>Sub-total (B)</b>  | <b>246,287.67</b>    | <b>(314,913.39)</b>          | <b>(68,625.72)</b>                  | <b>315,877.66</b>   | <b>247,251.94</b>      |
| <b>(3) Teacher Relief Grant</b>   |                      |                              |                                     |                     |                        |
| <b>Sub-total (C)</b>  | <b>5,307,900.00</b>  | <b>(3,586,394.32)</b>        | <b>1,721,505.68</b>                 | <b>5,190,374.42</b> | <b>6,911,880.10</b>    |
| <b>(4) Grants Outside EOEBG</b>   |                      |                              |                                     |                     |                        |
| (a) Committee on Home-School Co-operation Project (PTA)   | 6,044.00             | (4,628.30)                   | 1,415.70                            | 11,157.20           | 12,572.90              |
| (b) Committee on Home-School Co-operation Project (Activity)  | 17,000.00            | (16,992.90)                  | 7.10                                | -                   | 7.10                   |
| (c) Grant Account for Fringe Benefits (NET)   | 1,400.00             | (1,400.00)                   | -                                   | -                   | -                      |
| (d) School-based After-school Learning and Support Grant  | 72,000.00            | (46,470.00)                  | 25,530.00                           | 91,800.00           | 117,330.00             |
| (e) Other Recurrent Grants (Rent & Rates)   | 423,680.00           | (423,680.00)                 | -                                   | -                   | -                      |
| (f) Learning Support Grant for Secondary Schools  | 700,160.00           | (725,492.50)                 | (25,332.50)                         | 105,661.55          | 80,329.05              |
| (g) Diversity Learning Grant - (OP)   | 98,000.00            | (66,020.00)                  | 31,980.00                           | 54,570.00           | 86,550.00              |
| (h) Diversity Learning Grant - (ApL)  | 103,050.00           | (103,050.00)                 | -                                   | -                   | -                      |
| (i) Student Grant for Applied Learning Chinese (for NCS Students)   | 14,000.00            | (14,000.00)                  | -                                   | -                   | -                      |
| (j) Fractional Post Cash Grant  | 141,864.00           | (559,700.00)                 | (417,836.00)                        | 661,540.61          | 243,704.61             |
| (k) Moral and National Education Support Grant  | -                    | -                            | -                                   | 170,362.50          | 170,362.50             |
| (l) Hong Kong School Drama Festival   | -                    | -                            | -                                   | 3,821.20            | 3,821.20               |
| (m) Opening up School Facilities for Promotion of Sports Development Scheme   | 190,000.00           | (184,965.26)                 | 5,034.74                            | 499.25              | 5,533.99               |
| (n) Information Technology Staffing Support Grant   | 338,819.00           | (530,662.89)                 | (191,843.89)                        | 210,858.31          | 19,014.42              |
| (o) Grant for the Sister School Scheme  | 165,439.00           | (229,083.00)                 | (63,644.00)                         | 162,994.00          | 99,350.00              |
| (p) Promotion of Reading Grant  | 77,205.00            | (76,411.20)                  | 793.80                              | 32,843.16           | 33,636.96              |
| (q) Life-wide Learning Grant  | 1,370,942.00         | (953,269.36)                 | 417,672.64                          | 699,005.56          | 1,116,678.20           |
| (r) Grant for Supporting Non-Chinese Speaking Students with SEN   | 106,769.00           | (86,801.81)                  | 19,967.19                           | 26,115.82           | 46,083.01              |
| (s) Grant for Support for Non-Chinese Speaking Students   | 159,041.00           | (133,063.11)                 | 25,977.89                           | 20,349.94           | 46,327.83              |
| (t) One-off Grant for Senior Subject Citizenship and Social Development   | -                    | (4,650.00)                   | (4,650.00)                          | 7,740.36            | 3,090.36               |
| (u) One-off Grant for Mental Health at School   | -                    | (7,849.91)                   | (7,849.91)                          | 8,480.20            | 630.29                 |
| (v) One-off Grant for Mental Health of Parents and Students   | -                    | (18,680.00)                  | (18,680.00)                         | 18,680.00           | -                      |
| (w) One-off Grant on Parent Education (Secondary)   | -                    | (44,000.00)                  | (44,000.00)                         | 200,000.00          | 156,000.00             |
| (x) One-off Grant for Promotion of Chinese Culture Immersion Activities   | -                    | (243,059.05)                 | (243,059.05)                        | 300,000.00          | 56,940.95              |
| (y) One-off Grant for Promotion of a Sports Ambiance and MVP A60 in Schools   | -                    | (76,208.33)                  | (76,208.33)                         | 136,093.70          | 59,885.37              |
| (z) One-off Grant for Promotion of Self-directed Language Learning (Eng Learning)   | 200,000.00           | -                            | 200,000.00                          | -                   | 200,000.00             |
| (aa) One-off Grant for Promotion of Self-directed Language Learning (PTH)   | 200,000.00           | -                            | 200,000.00                          | -                   | 200,000.00             |
| (ab) Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: "Understanding Our Motherland" (2024/25) | 86,100.00            | (64,115.30)                  | 21,984.70                           | -                   | 21,984.70              |
| (ac) QEF e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support                          | 313,560.00           | (313,560.00)                 | -                                   | -                   | -                      |
| (ad) QEF - Pilot Scheme on Other Languages for Junior Secondary Students  | 250,000.00           | -                            | 250,000.00                          | -                   | 250,000.00             |
| (ae) OGCIO-IT Innovation Lab in Secondary School  | 758,588.00           | (666,200.00)                 | 92,388.00                           | 1,312.00            | 93,700.00              |
| (af) Dedicated Funding Programme for Publicly-funded Schools  | -                    | (29,500.00)                  | (29,500.00)                         | 29,500.00           | -                      |
| (ag) Student Activities Support Grant   | 54,600.00            | (54,582.00)                  | 18.00                               | -                   | 18.00                  |
| <b>Sub-total (D)</b>  | <b>5,848,261.00</b>  | <b>(5,678,094.92)</b>        | <b>170,166.08</b>                   | <b>2,953,385.36</b> | <b>3,123,551.44</b>    |
| <b>(5) Others - Amount refundable to EDB</b>  |                      |                              |                                     |                     |                        |
| <b>Sub-total (E)</b>  | <b>-</b>             | <b>-</b>                     | <b>(71,060.45)</b>                  | <b>-</b>            | <b>(71,060.45)</b>     |
| <b>Total Income for school year 2024-25 [Sub-totals (A) to (E)]</b>   |                      |                              |                                     |                     | <b>20,456,562.51</b>   |
| <b>Total Expenditure for school year 2024-25 [Sub-totals (A) to (E)]</b>  |                      |                              |                                     |                     | <b>(18,437,727.11)</b> |
| <b>Percentage Spent (Total Expenditure / Total Income)</b>  |                      |                              |                                     |                     | <b>90.13%</b>          |
| <b>Total Surplus for school year 2024-25 [Sub-totals (A) to (E)]</b>  |                      |                              |                                     |                     | <b>2,018,835.40</b>    |
| <b>Accumulated Surplus as at the end of school year 2024-25 [Sub-totals (A) to (E)]</b>   |                      |                              |                                     |                     | <b>18,429,183.96</b>   |

|  | Income (S)<br>24-25 | Expenditure<br>(S)<br>24-25 | Surplus/<br>(Deficit) (S)<br>24-25 | Balance b/f (S) | Balance c/f (S)       |
|--|---------------------|-----------------------------|------------------------------------|-----------------|-----------------------|
| <b>I School Funds</b>  |                     |                             |                                    |                 |                       |
| <b>(1) Subscription Fund</b>   |                     |                             |                                    |                 |                       |
| <b>Income</b>  |                     |                             |                                    |                 |                       |
|  |                     |                             |                                    | 4,509,037.84    |                       |
| (a) Tong Fai   | 127,500.00          | -                           |                                    |                 |                       |
| (b) Entrance Examination Fees  | 1,800.00            | -                           |                                    |                 |                       |
| (c) Profit on Sale of Ex. Book, Tie, etc.  | 6,747.11            | -                           |                                    |                 |                       |
| (d) Tuckshop Rental  | 70,000.00           | -                           |                                    |                 |                       |
| (e) Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project, etc.)                    | 211,311.59          | -                           |                                    |                 |                       |
| (f) Donations  | 280,115.56          | -                           |                                    |                 |                       |
| <b>Expenditure</b>   |                     |                             |                                    |                 |                       |
| (a) Lift Maintenance   |                     | (108,600.00)                |                                    |                 |                       |
| (b) Gold & Silver Awards and Scholarships  |                     | (25,210.00)                 |                                    |                 |                       |
| (c) Long Service Award   |                     | (666.00)                    |                                    |                 |                       |
| (d) Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)                     |                     | (27,006.98)                 |                                    |                 |                       |
| (e) Greening School  |                     | (5,611.00)                  |                                    |                 |                       |
| (f) Technical Feasibility Statement for In-situ Redevelopment (3rd Payment)                                      |                     | (196,000.00)                |                                    |                 |                       |
| (g) Subsidy to the Deposit of Study Tour to Japan (Cancellation of Trip)   |                     | (88,000.00)                 |                                    |                 |                       |
| (h) Supply and Installation of Air-conditioners in Covered Playground (OSA Funding)                              |                     | (176,282.00)                |                                    |                 |                       |
| (i) Expenses for the Exchange Student  |                     | (15,392.90)                 |                                    |                 |                       |
| (j) Miscellaneous Expenses (Study Tour & Other Expenses)   |                     | (58,460.00)                 |                                    |                 |                       |
| <b>Sub-total (A)</b>   | 697,474.26          | (701,228.88)                | <b>(3,754.62)</b>                  | 4,509,037.84    | <b>4,505,283.22</b>   |
| <b>(2) Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)</b> |                     |                             |                                    |                 |                       |
| (a) Hall Air-conditioning Electricity Rebate & Charges   | -                   | -                           | -                                  | 110,568.50      | 110,568.50            |
| (b) Repairs of Hall Air-conditioners   | -                   | -                           | -                                  |                 |                       |
| <b>Other purposes</b>  |                     |                             |                                    |                 |                       |
| (c) Installation of Air-C conditioners in Covered Playground   | 268,280.00          | (175,718.00)                | 92,562.00                          | 542,224.85      | 634,786.85            |
| <b>Sub-total (B)</b>   | 268,280.00          | (175,718.00)                | <b>92,562.00</b>                   | 652,793.35      | <b>745,355.35</b>     |
| <b>(3) Others</b>  |                     |                             |                                    |                 |                       |
| (a) P.A.T.H.S.   | -                   | -                           | -                                  | 24,650.90       | 24,650.90             |
| (b) CCSC Alumni Foundation Fund  | 301,859.00          | (140,991.68)                | 160,867.32                         | 1,254,009.35    | 1,414,876.67          |
| (c) CCSC Alumni Foundation Fund Lunar New Year Fair Funding  | 3,000.00            | (1,609.43)                  | 1,390.57                           | 20,649.68       | 22,040.25             |
| (d) Most Improved Student Awards (by Alumni of 78-79)  | -                   | (1,464.00)                  | (1,464.00)                         | 67,681.00       | 66,217.00             |
| (e) School Song Composer Music Development Fund (by Ms Brenda Ng)  | 21,717.00           | (68,291.00)                 | (46,574.00)                        | 46,574.00       | -                     |
| (f) JY Excellent Athletes Award (by Ms Christina Fu)   | 16,000.00           | (10,000.00)                 | 6,000.00                           | 125.40          | 6,125.40              |
| (g) Award for Student of Noble Character (by Ms Kwok Wai Yin)  | -                   | -                           | -                                  | 596.00          | 596.00                |
| (h) Medical Alumni Science Award   | -                   | (4,395.00)                  | (4,395.00)                         | 42,846.00       | 38,451.00             |
| (i) Alumni of Classes 1985 & 1986 Arts Award   | -                   | (3,522.00)                  | (3,522.00)                         | 17,852.00       | 14,330.00             |
| (j) Alumnus Donation (by Wong Ka Kit)  | -                   | -                           | -                                  | 82,000.00       | 82,000.00             |
| (k) Green and Shine Limited Donation for Academic Prizes   | -                   | (8,300.00)                  | (8,300.00)                         | 8,300.00        | -                     |
| (l) Donation by Sponsoring Body  | 12,300.00           | (14,198.00)                 | (1,898.00)                         | 2,700.00        | 802.00                |
| <b>Sub-total (C)</b>   | 354,876.00          | (252,771.11)                | <b>102,104.89</b>                  | 1,567,984.33    | <b>1,670,089.22</b>   |
| <b>Total Income for school year 2024-25 [ Sub-totals (A) to (C) ]</b>  |                     |                             |                                    |                 | <b>1,320,630.26</b>   |
| <b>Total Expenditure for school year 2024-25 [ Sub-totals (A) to (C) ]</b>                                       |                     |                             |                                    |                 | <b>(1,129,717.99)</b> |
| <b>Percentage Spent (Total Expenditure / Total Income)</b>   |                     |                             |                                    |                 | <b>85.54%</b>         |
| <b>Total Surplus for school year 2024-25 [ Sub-totals (A) to (C) ]</b>   |                     |                             |                                    |                 | <b>190,912.27</b>     |
| <b>Accumulated Surplus as at the end of school year 2024-25 [Sub-totals (A) to (C) ]</b>                         |                     |                             |                                    |                 | <b>6,920,727.79</b>   |

## **H. Feedback on Future Planning**

The planning for the next School Development Plan began in March 2025 with the examination of the self-evaluation data as well as the analysis of the trends of the educational reforms and the needs of our students. Self-evaluation meetings were also held to collect the views of the teaching staff on the performance of the School and the School Development Team meetings were called to identify the areas to be focused on in school development. It has been agreed that the major concerns for the school years 2025 – 2028 would be:

1. reinforcing the learning confidence of students; and
2. enhancing the holistic growth of students by fostering values and mental well-being

To realize our targets, the School would try to arouse the learning motivation of students, polish their learning skills and improve the proficiency of English language and Chinese language. On the other hand, the School would promote the priority values and attitudes more effectively through the theme ‘RISE above’ (Resilience, Integrity, Self-reflection and Empathy) as well as improve the mental health of students. The 2 major concerns would enable our students to fulfill better the requirements for playing the role of future leaders of Hong Kong.

## **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. 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 and overcome the hurdles encountered.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre and the Speech Therapist 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.

**Report on the Use of Capacity Enhancement Grant 2024/25**

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. \$676,944 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 and organization of a tournament for primary school students       | <ul style="list-style-type: none"> <li>✧ 18 S2 to S5 students engaged in different external competitions. In the HK Secondary Schools Debating Competition, one junior team competed for the Standard Format and one senior team competed for the Enhanced Format. For the Sing Tao competition, the team reached quarter-finals and was awarded the Most Improved School Award. An alumnus who is a former debating team member coached the team during the school year.</li> <li>✧ The team continued to hold Primary Schools Debating Workshop and Tournament, with the participation of 4 primary schools. This project not only introduced debating skills to the primary school students, but also built debating team members’ communication skills and gave them a chance to serve.</li> <li>✧ On 3 July 2025, the team had a friendly match with Carmel Park U Secondary School and won the match.</li> <li>✧ With all the activities, students’ debating skills, communication skills and confidence have been polished.</li> </ul> |
| Chinese Language | An S1 bridging course about reading and understanding classical Chinese as well as training for the Chinese Debating Team | <ul style="list-style-type: none"> <li>✧ Apart from routine Saturday training, the Chinese Debate Team enrolled in different competitions. At least one 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.</li> </ul>  |

| Area Concerned            | Task/Service Provided   | Assessment / Evidence of Success   |
|---------------------------|---|--|
| Geography                 | Residential camps for senior geographers and field trips for junior and senior students | <ul style="list-style-type: none"> <li>✧ One of the field camp for senior secondary students scheduled for July 2025 was cancelled due to insufficient manpower arising from the resignation of a panel member.</li> <li>✧ The students consolidated knowledge learnt in class and applied geographic enquiry during the activities.</li> <li>✧ All field trips and a field camp Feb 2025 completed with positive feedback, with most participants highly satisfied with the activities.</li> </ul>  |
| Cross-curriculum learning | Hiring of 6 trainers providing ongoing training on TED-style public speaking techniques | <ul style="list-style-type: none"> <li>✧ The project was both effective and positively received by the S3 students.</li> <li>✧ According to the students' survey, over 50% 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 the external trainer.</li> <li>✧ Most students participated quite actively in the storytelling and human library sessions to communicate with speakers of various nationalities, regardless of their own English ability.</li> </ul> |
| Guidance                  | S1 adaptation workshops   | ✧ 57.6% of the students held that the workshops were helpful, and only 9.4% of them disagreed with that.   |
|                           | S1 Peer Counsellor activities   | ✧ The teachers and School Social Workers strongly agreed that the activities were helpful in building the connections among students. Besides, 68.5% of the students agreed that the workshops were helpful, and only 4.6% of them disagreed with that.  |
|                           | S4 WPDP experiential activities   | ✧ Text feedback from the students was received and they generally regarded the activities as insightful.   |
|                           | S5 Post-exam activity (Human Library)   | ✧ Positive responses to the alumni's sharing were received from the students and their reflections indicated that they generally agreed the messages delivered were insightful and profound.   |
|                           | S6 graduation activities  | ✧ 91.9% of the respondents accepted that the event was thought-provoking and it could facilitate their self-reflection.  |
|                           | Small-group   | ✧ The School Social Workers observed that the  |

| Area Concerned            | Task/Service Provided                                | Assessment / Evidence of Success   |
|---------------------------|--|--|
|                           | activities for students                              | participating students highly enjoyed the events, which could enhance their interpersonal skills effectively.  |
|                           | S3 Simulated Café                                    | ✧ The participants generally felt the activity was very enjoyable, and it could enhance their relationship with classmates and teachers.   |
|                           | Parent workshops                                     | ✧ The School Social Workers observed that the participating parents were highly engaged in the activities and there was meaningful sharing among the participants.   |
|                           | Mental Health Day                                    | ✧ The students in general expressed that the activities were very meaningful, and they could achieve the target of enhancing students' mental health. However, they suggested that the duration of the event should be longer.   |
| Moral and civic education | Activity package related to values and civic affairs | <ul style="list-style-type: none"> <li>✧ 91.3% of S4 Form-teachers and Assistant Form-teachers felt that the sense of belonging of their students and class unity had increased after the Inter-class Dodgeball Competition.</li> <li>✧ The students' response to the value education talks and workshop was satisfactory according to teacher observation.</li> </ul>   |
|                           | Talks and workshop on sex education                  | ✧ According to the observation of teachers, the response of the participants to the activities was satisfactory.   |
|                           | Visits to environmental protection facilities        | ✧ 94% of the respondents agreed that the activities held had raised their environmental awareness.   |
| Music                     | 'Music for Life' Programme                           | <ul style="list-style-type: none"> <li>✧ The attendance rate of the School Band, the String Orchestra, the School Choir and the Chinese Orchestra was satisfactory.</li> <li>✧ 231 students joined the four music teams or instrumental classes this year.</li> <li>✧ The School Band, the Junior Choir, the Strong Orchestra and the Chinese Orchestra performed on various occasions, receiving positive feedback and winning different awards.</li> <li>✧ The students got pleasing results at the HK Schools Music Festival. Out of 35 entries, we got 1 Second</li> </ul> |

| Area Concerned        | Task/Service Provided   | Assessment / Evidence of Success   |
|-----------------------|---|--|
|                       |   | Prize from the category of Liuqin Solo – Senior and 1 Third Prize in Saxophone Solo, and numerous Gold, Silver and Bronze Awards.  |
| School Administration | Hiring 2 former teachers of our school to be internal exam invigilators | ✧ According to the relevant survey conducted, 98% of the respondents agreed that the measure could reduce their invigilation work. |

## Report on the Use of Citizenship &amp; Social Development Grant 2024/25

| 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 | \$ 600       | Whole academic year | Learning and teaching support was enhanced by adopting 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, S5 and S6                 | \$ 4,050     | Whole academic year | Learning and teaching support was enhanced, including students' self-directed learning and reading habit as well as their understanding of the subject content and local, national and global affairs. |

### Report on the Use of Diversity Learning Grant (Other Programme: Gifted Programme) 2024/25

| Programme  | Objective(s)  | Targets<br>(No./level/selection)  | Duration/Start<br>Date  | Deliverables   | Evaluation  | Expenditure |
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| Gifted Education Programmes by various universities and NGOs 1 – CUHK Spring Program for the Gifted and Talented 2025 – Introduction to Psychology (Online Course) | To introduce students to various aspects and fields of psychology, allowing them to have a brief understanding of human behaviour in daily life | <ul style="list-style-type: none"> <li>➤ 1 S4 student</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ April 12 &amp; 26, May 3, 10, 17 &amp; 24, 2025</li> <li>➤ A total of 18 hours of online lesson</li> </ul> | <ul style="list-style-type: none"> <li>➤ Case study and group discussions</li> </ul> | <ul style="list-style-type: none"> <li>➤ The attendance rate was 100%.</li> <li>➤ The student actively participated in discussions and asked many questions she felt were important.</li> <li>➤ The professor gave a lot of additional information including real life examples and her own experiences during her work.</li> <li>➤ The course helped the student explore which specific areas of psychology she may want to pursue further in university.</li> </ul> | \$53, 800   |

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| <p>Gifted Education Programmes by various universities and NGOs 2 – CUHK Science Academy for Young Talent (Chemistry Basis in Cooking Process)</p> | <p>To allow students to explore the chemistry processes and basis in the cooking process</p> | <ul style="list-style-type: none"> <li>➤ 2 S4 students</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ August 18, 20, 25 &amp; 27, 2025</li> <li>➤ A total of 24 hours of lesson</li> </ul> | <ul style="list-style-type: none"> <li>➤ 4 experiments</li> <li>➤ Group presentation</li> <li>➤ Lecture notes</li> </ul> | <ul style="list-style-type: none"> <li>➤ The attendance rate was 100%.</li> <li>➤ The students learnt about the chemistry reactions involved in the cooking process, such as the reasons behind the colour and texture changes in cooking shrimp.</li> <li>➤ The students interacted with group members in the form of a group project and several experiment sessions.</li> <li>➤ The lecturer was well-prepared with detailed notes and PowerPoints.</li> <li>➤ Overall speaking, the students found the course informative and the experiments fun.</li> </ul> |  |
| <p>Gifted Education Programmes by various</p>  | <p>To allow students to examine the physiology of selected animal</p>                        | <ul style="list-style-type: none"> <li>➤ 2 S4 students</li> <li>➤ Self-nomination to the programme</li> </ul>  | <ul style="list-style-type: none"> <li>➤ July 16, 18, 21, 23 &amp; 25, 2025</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Dissection sessions</li> </ul>  | <ul style="list-style-type: none"> <li>➤ The attendance rate was 100%.</li> <li>➤ The lessons were insightful and</li> </ul>  |  |

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| <p>universities and NGOs 3 – HKUST Enrichment Program for Gifted Learners Summer Program 2025 (Look Inside Our Body – Animal Physiology)</p>                    | <p>systems (such as circulatory, nervous and sensory systems) with an emphasis on vertebrates. Students explore how physiological systems are integrated and thus allow animals to respond in different environments</p> | <p>organizer and the screening process by the programme organizer</p>   | <ul style="list-style-type: none"> <li>➤ A total of 15 hours of lesson</li> </ul>  |   | <p>informative, allowing the students to acquire knowledge not in the secondary school syllabus.</p> <ul style="list-style-type: none"> <li>➤ Dissection sessions allowed students to have hands-on experience in biology experiments and train their dissection skills.</li> </ul>  |  |
| <p>Gifted Education Programmes by various universities and NGOs 4 – CUHK Summer Program for the Gifted and Talented 2025 – Biochemistry and Travel Medicine</p> | <p>To allow students an opportunity to experience biochemistry and its integration with travel medicine. The course visits topics such as health risks, development of preventive strategies and clinical decision-</p>  | <ul style="list-style-type: none"> <li>➤ 1 S4 student</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ August 8, 15 &amp; 22, 2025</li> <li>➤ A total of 18 hours of lesson</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lesson worksheets</li> </ul> | <ul style="list-style-type: none"> <li>➤ The course offered an engaging learning experience, connecting theoretical knowledge with practical applications.</li> <li>➤ Expert instructors fostered interactive discussions, allowing the student to develop essential skills in research and clinical decision-making.</li> </ul> |  |

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|  | making via the lens of travelling  |  |  |  | <ul style="list-style-type: none"> <li>➤ Overall speaking, the student was highly satisfied with the course, as the course was highly relevant to the future career choice of the student.</li> </ul>  |
| <p>Gifted Education Programmes by various universities and NGOs 5 – HKUST Enrichment Program for Gifted Learners Summer Program 2025 (“Crafting” Engineering in the Air)</p> | <p>To allow students to learn about the basics of aerodynamics. Students build a wooden airplane to test the theories taught in the lectures</p> | <ul style="list-style-type: none"> <li>➤ 2 S4 students</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ August 4, 6, 8, 11, 13, 14 &amp; 15, 2025</li> <li>➤ A total of 21 hours of lesson</li> </ul> | <ul style="list-style-type: none"> <li>➤ A wooden airplane</li> <li>➤ Lecture notes</li> </ul> | <ul style="list-style-type: none"> <li>➤ The students learnt about the basics of aerodynamics, such as formulas to calculate lift and different classifications of models of aircraft wings.</li> <li>➤ The professor was professional and keen on answering questions.</li> <li>➤ While building a wooden airplane was fun, the students thought that the time used to construct the plane was a bit too much.</li> </ul> |

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| <p>Gifted Education Programmes by various universities and NGOs 6 – CUHK Summer Program for the Gifted and Talented 2025 – Introduction to Advanced Mathematics – Interdisciplinary Mathematical Exploration Journey – Online Course</p> | <p>To allow students to explore different Mathematical topics now out of syllabus of the HKDSE using a problem-solving approach. Students learn rigorous Mathematical proofs and apply the theorems to different situations</p> | <ul style="list-style-type: none"> <li>➤ 1 S4 student</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ July 28, 29, 30 &amp; 31, August 1, 2025</li> <li>➤ A total of 21 hours of online lesson</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lecture notes</li> </ul>                        | <ul style="list-style-type: none"> <li>➤ The lessons were thought-provoking and introduced a lot of background of the Mathematical theories involved.</li> <li>➤ The professor was willing to answer questions and provide additional aid to the student.</li> <li>➤ The student learnt a lot of Mathematical knowledge normally not covered in the HKDSE syllabus.</li> </ul> |  |
| <p>Gifted Education Programmes by various universities and NGOs 7 – CUHK Winter Program for the</p>  | <p>To allow students to explore the roles of biochemistry in liver, gastrointestinal, blood and heart diseases</p>  | <ul style="list-style-type: none"> <li>➤ 1 S5 student</li> <li>➤ Self-nomination to the programme organizer and the screening process by the</li> </ul>                     | <ul style="list-style-type: none"> <li>➤ February 15 &amp; 22, 2025</li> <li>➤ A total of 12 hours of lesson</li> </ul>                      | <ul style="list-style-type: none"> <li>➤ Lecture notes</li> <li>➤ Assignments</li> </ul> | <ul style="list-style-type: none"> <li>➤ The processor was very knowledgeable and helpful.</li> <li>➤ The student realized how the analysis of some chemical substances in the blood using biotechnology</li> </ul>  |  |

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| Gifted and Talented 2024 – Biochemistry and Disease I   |  | programme organizer  |  |  | <p>can aid doctors in treating diseases.</p> <ul style="list-style-type: none"> <li>➤ The student learnt the mechanism of muscle contraction.</li> </ul>  |
| Gifted Education Programmes by various universities and NGOs 8 – Dentistry Academy for the Talented | To allow students to have hands-on activities, workshops and seminars covering various dental specialties and introduce students to cutting-edge dental technology and science. To offer students hands-on experiences on what it is like to be a dental student | <ul style="list-style-type: none"> <li>➤ 2 S5 students</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ August 4 &amp; 5, 2025</li> </ul>             | <ul style="list-style-type: none"> <li>➤ Workshops on dental stitching, intraoral scans and fillings</li> <li>➤ Problem-based learning and presentation</li> </ul> | <ul style="list-style-type: none"> <li>➤ The professors were enthusiastic and passionate.</li> <li>➤ The students learnt what a dentist would do in real life and had hands-on experience using different professional instruments.</li> <li>➤ The programme was well-designed and packed with various activities in a day to maximize exposure.</li> </ul> |
| Gifted Education Programmes by various universities and   | To provide an opportunity for students to experience the life of a medical   | <ul style="list-style-type: none"> <li>➤ 1 S5 student</li> <li>➤ Self-nomination to the programme organizer and</li> </ul>   | <ul style="list-style-type: none"> <li>➤ July 14, 15, 16, 17 &amp; 18, 2025</li> </ul> | <ul style="list-style-type: none"> <li>➤ Doctor shadowing sessions</li> <li>➤ Workshops on clinical skills,</li> </ul>   | <ul style="list-style-type: none"> <li>➤ The student learnt more about the life of an MBChB student.</li> <li>➤ During a doctor shadowing session in</li> </ul>   |

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| <p>NGOs 9 – CU<br/>Medicine<br/>Summer<br/>Clinical<br/>Attachment<br/>Programme</p>   | <p>student at CU<br/>medicine. Students<br/>would understand<br/>more and gain real-<br/>life experience of<br/>the clinical work of<br/>a doctor</p>  | <p>the screening<br/>process by the<br/>programme<br/>organizer</p>   |   | <p>disease control<br/>and first-aid</p>  | <p>the ICU, the student<br/>realized the dilemma<br/>that doctors face daily:<br/>whether to save a<br/>patient’s life knowing<br/>that they may suffer or<br/>not make a good<br/>recovery.<br/>➤ The student<br/>contemplated more on<br/>the choices that doctors<br/>with different values<br/>may make.</p>          |
| <p>Gifted<br/>Education<br/>Programmes by<br/>various<br/>universities and<br/>NGOs 10 –<br/>HKUMedify:<br/>HKUMed X<br/>QMH Summer<br/>Attachment<br/>Programme</p> | <p>To inspire and<br/>equip students to<br/>become healthcare<br/>professionals by<br/>combining clinical<br/>exposure with<br/>interactive<br/>learning,<br/>mentorship and<br/>immersive<br/>experiences</p> | <p>➤ 1 S5 student<br/>➤ Self-nomination<br/>to the<br/>programme<br/>organizer and<br/>the screening<br/>process by the<br/>programme<br/>organizer</p> | <p>➤ July 21, 22,<br/>23, 24 &amp; 25,<br/>2025</p> | <p>➤ Doctor<br/>shadowing<br/>sessions<br/>➤ Problem-base<br/>learning and<br/>biochemistry<br/>workshops</p> | <p>➤ The student gained a<br/>deeper insight in<br/>various domains of<br/>medicine such as<br/>psychiatry, pediatrics,<br/>internal medicine,<br/>rheumatology and<br/>nuclear medicine.<br/>➤ Overall speaking, the<br/>programme deepened<br/>the student’s<br/>understanding on what<br/>it means to be a doctor.</p> |

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| <p>Gifted Education Programmes by various universities and NGOs 11 – CUHK Winter Program for the Gifted and Talented 2024 – Introduction to Advanced Mathematics – Interdisciplinary Mathematical Exploration Journey – Online Course</p> | <p>To allow students to explore different Mathematical topics now out of syllabus of the HKDSE using a problem-solving approach. Students learn rigorous Mathematical proofs and apply the theorems to different situations</p> | <ul style="list-style-type: none"> <li>➤ 1 S5 student</li> <li>➤ Self-nomination to the programme organizer and the screening process by the programme organizer</li> </ul> | <ul style="list-style-type: none"> <li>➤ January 25, February 8, 15 and 22, 2025</li> <li>➤ A total of 21 hours of online lesson</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lecture notes</li> <li>➤ Assignments</li> </ul>                      | <ul style="list-style-type: none"> <li>➤ The professor asked challenging questions during and after class, changing the perspective that the student had about Mathematics.</li> <li>➤ The student explored many different Mathematical topics, such as RSA, vectors and Mathematical induction.</li> </ul> |                |
| <p>Citizenship and Social Development Logical Reasoning Workshop</p>  | <p>To enhance students' comprehension and communication abilities, understanding to some of the principles of</p>   | <ul style="list-style-type: none"> <li>➤ Selected S4-S5 nominated by subject teachers based on their school assessment performances</li> <li>➤ 28 S4 and S5</li> </ul>      | <ul style="list-style-type: none"> <li>➤ December, 2024</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Workbook</li> <li>➤ A series of logic games and practices</li> </ul> | <ul style="list-style-type: none"> <li>➤ The tutor from the commissioned Edvenue® Limited was professional and the workshop design was good.</li> <li>➤ The tutors interacted well with students with</li> </ul>  | <p>\$6,000</p> |

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|   | logics; to realize the usefulness of logic in their thinking & writing  | students  |  |   | <p>discussion and other learning activities.</p> <ul style="list-style-type: none"> <li>➤ All (100%) of the students found that the trainer was professional, friendly and satisfied with the teaching.</li> <li>➤ The attendance of students was high, and all (100%) of the students found that the program was useful and inspired their thinking.</li> </ul> |          |
| BAFS Critical Thinking Skill Enhancement Workshop | To polish students' critical thinking skills in analyzing and responding to business scenarios in various professional contexts | <ul style="list-style-type: none"> <li>➤ Selected S5 nominated by subject teachers based on their school assessment performances</li> <li>➤ 6 students</li> </ul> | ➤ 30 hours of lesson over the whole year | ➤ Tailor-made worksheets, exercises and quizzes according to students' progress | ➤ The participants of the critical thinking group were those who had an active learning attitude but face difficulties in analyzing and responding to business problems of different contexts. After a year of training, more than 60% of the participants   | \$6, 720 |

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|                               |  |  |  |  | showed great improvement in their techniques for tackling different business situations.  |         |
| Mathematics Enhancement Class | To enhance the higher-order thinking skills of students in solving mathematical problems | <ul style="list-style-type: none"> <li>➤ Selected S4-S6 nominated by subject teachers based on their school assessment performances</li> <li>➤ Around 10 students for each form</li> </ul> | <ul style="list-style-type: none"> <li>➤ September 2024 – June 2025</li> </ul> | <ul style="list-style-type: none"> <li>➤ Tailor-made worksheets and exercises</li> </ul> | <ul style="list-style-type: none"> <li>➤ The tutors are professional in the design of teaching materials and the arrangement of lessons.</li> <li>➤ The tutors displayed good interaction with students and were able to inspire students in solving mathematical problems with different approaches.</li> <li>➤ A large majority of students found that the teaching of tutors was effective and helpful to their learning in mathematics.</li> <li>➤ The attendance rate of students was high, and</li> </ul> | \$8,280 |

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|  |  |  |  |  | the majority of participants found that the lessons were interesting and insightful. |  |
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**Report on the Use of Life-wide Learning Grant 2024/25**

| No. | Name, Brief Description and Objective of the Activity | Date             | Level | Finalized No. of Student Beneficiaries | Actual Expenses | Evaluation  |
|-----|---|------------------|-------|--|-----------------|---|
| 1   | S1&S2 Activity Days                                   | Feb - March 2025 | S1-S2 | 297                                    | \$123,451.00    | Students had the opportunity to enroll in activities aligned with their interests and over 80% of them agreed that they gained valuable knowledge and experiences beyond the classroom.   |
| 2   | Leadership training programme                         | Feb - July 2025  | S3-S5 | 20                                     | \$3,704.40      | Twenty students participated in the joint school leadership training programme, engaging in ice-breaking activities, a day camp, presentations, and a souvenir design competition. These activities successfully enhanced teamwork, creativity, and communication skills. Overall, the outcomes were satisfactory, with students showing increased confidence, leadership abilities, and enthusiasm for future collaborative opportunities. |
| 3   | S2 Life-wide Learning Day                             | Jan 2025         | S2    | 165                                    | \$29,560.00     | Five challenging activities were setup as checkpoints for students to finish in groups. After those activities, both students and teachers strongly agree that such activities can enhance their interpersonal relationship, collaboration skills and resilience.   |
| 4   | AYP record books                                      | Whole year       | S3-S4 | 5                                      | \$175.00        | Five students enrolled in the AYP bronze medal scheme, and five record books were purchased to support their participation. The expenditure was essential , enabling effective record-keeping, encouraging commitment, and ensuring smooth tracking of achievements toward the bronze medal.  |

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| 5  | Subsidy for participation in Leadership training programmes organized by external organizations | Whole year          | S3-S5 | 20  | \$1,500.00  | Two students joined the HKUYL, a joint-school organization, as campers. focusing on local and global issues, this student group allowed students to gain valuable exchange opportunities, strengthen their leadership skills and critical thinking, and they became more aware of social challenges. Future participation is strongly encouraged.  |
| 6  | Subsidy for the participation in Astronomy camp   | Jul 2025            | S3-S5 | 27  | \$1,350.00  | Twenty-seven students joined a two-day, one-night astronomy camp, each subsidized \$50 by the school. The programme deepened interest in science, encouraged teamwork, and provided meaningful hands-on learning beyond the classroom.   |
| 7  | Subsidy for the participation in Outward Bound  | Jul 2025            | S3-S5 | 6   | \$9,000.00  | Twelve students joined the Outward Bound programme. Six disadvantaged students were subsidized by the organisers, while the school subsidized another six. The programme effectively enhanced students' resilience, teamwork, and self-confidence. Feedback was positive, showing the value of outdoor learning. Future participation is encouraged to continue supporting students' holistic development. |
| 8  | 中三閱讀與文化   | Sep 2024 - May 2025 | S3    | 15  | \$24,200.00 | 學生透過閱讀不同的文章，從而加深對中華文化的認識。  |
| 9  | 中一文化體驗活動  | Mar 2025            | S1    | 132 | \$8,000.00  | 學生透過通過參與形式多樣的活動，包括書法、如意結等，從而培養學生對傳統文化的興趣，加深對中華文化的認識。   |
| 10 | Graduation Day 2024-25  | Jul 2025            | S1-S6 | 170 | \$15,164.58 | The students took charge of different duties on the Graduation Day, such as decorating the school campus, serving as the refreshment stewardess, and managing the reception.   |

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| 11 | S1 Post Exam Activity<br>- AI 科技同樂日             | Jun 2025               | S1    | 112 | \$34,450.00 | Students had the opportunity to learn about the relationship between AI and Sports Science. Over 90% of the students agreed that the activity content was attractive and that it increased their interest in STEM, Sports Science, and Artificial Intelligence.   |
| 12 | S2 Post Exam Activity -<br>Shock-proof Building | Jan 2025               | S2    | 160 | \$1,225.62  | The STEM shock-proof building workshop effectively increased students' interest and engagement in STEM through hands-on, project-based activities. Students reported that the activity was attractive, enhanced their STEM knowledge, and helped them better understand upcoming IS STEM projects. Most students agreed that instructors were effective and presentations were clear. The experience encouraged curiosity, collaboration, creativity, and critical thinking. Project-based work allowed students to learn science in alternative ways and enjoy the process, supporting deeper learning and motivation in STEM education. |
| 13 | STEM Competitions,<br>Exhibition and Visit      | Whole year             | S1-S6 | 300 | \$11,912.98 | About 300 students participated in various competitions, exhibitions, and workshops, such as the Hong Kong GreenMech Contest, HKUST Robot Explorer Cup, VEX IQ Competitions, and STEAM Learning Days.   |
| 14 | Disney's Hospitality in<br>Practice             | Jan 2025               | S5    | 15  | \$7,275.00  | The Disney's Hospitality in Practice program enhanced students' understanding of the hospitality industry through engaging, hands-on activities. Students valued the effective instruction and real-world applications in theme parks and hotels. Overall, it motivated students to explore further educational and career opportunities in hospitality.  |
| 15 | Cultural Tour and<br>Workshop                   | Nov 2024 - Feb<br>2025 | S4-S6 | 43  | \$15,830.00 | Students participated in enriching hotel visits, including Marco Polo Hong Kong and the Tai O Heritage Hotel. They engaged in a dining etiquette workshop at Conrad HK, where they learned essential skills for professional dining settings. These experiences provided valuable insights  |

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|    |  |                               |            |     |              | into hospitality management and cultural heritage, deepening their appreciation for the industry.  |
| 16 | Floral Plaque Workshop                               | Mar 2025                      | S1-S3      | 22  | \$4,900.00   | The Floral Plaque Workshop provided an engaging experience for students. They learned about Chinese culture and intangible heritage through hands-on activities. Participants created stunning floral plaques while gaining insights into traditional techniques.  |
| 17 | Service Learning X STEM X Valued Education Programme | 4-Nov-24, 5-Feb-25, 16-Apr-25 | S2         | 164 | \$15,935.00  | The program featured individuals with disabilities performing a drama show at school. Students were inspired and collaborated to create a product for them, culminating in a thoughtful presentation. Through this experience, students learned valuable lessons in empathy, deepening their understanding of diverse perspectives and fostering a culture of inclusivity. |
| 18 | Career Experience Activities                         | Whole year                    | All levels | 782 | \$11,186.00  | Students obtained more information about life planning skills and multiple articulation pathways.  |
| 19 | Careers Books  | Whole year                    | All levels | 782 | \$1,414.70   | Students obtained knowledge about different profession and life planning skills through career books reading.  |
| 20 | Dance Team coaching fee                              | Oct 2024 - Jan 2025           | S2-S5      | 10  | \$26,000.00  | students learnt dance techniques from a professional dancer from the Hong Kong Dance Company, and the two teams were awarded merit certificate in the Hong Kong Schools Dance Festival.  |
| 21 | Sports Training Programme (Coaching fees)            | Whole year                    | All levels | 338 | \$230,000.00 | The school sports team's development got impressive results this year. However, the current budget could not cover the coaching fees. We have to increase the students' fees in the coming school year.  |

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| 22 | Dining Etiquette Workshop at Conrad Hong Kong                  | Feb 2025 | S4-S5 | 30 | \$6,000.00  | Students engaged in a dining etiquette workshop at Conrad HK, where they learned essential skills for professional dining settings. They demonstrated enthusiasm and actively participated in the practical exercises.  |
| 23 | Subsidy to Students Visiting Wholesale Markets in the Mainland | Feb 2025 | S5    | 40 | \$18,284.70 | Students applied different generic skills.  |
| 24 | Lunar New Year Fair Stall Operation                            | Feb 2025 | S3-S5 | 60 | \$34,000.00 | Students applied textbook knowledge and different generic skills when they ran the booth.   |
| 24 | Physics in motion (Ocean Park Amusement Rides Tour)            | Feb 2025 | S4    | 59 | \$11,800.00 | Over 70% of students agreed that the activity helped arouse their interest in mechanics and allowed them to connect textbook knowledge to daily life.   |
| 25 | Disney's World of Physics                                      | Jun 2025 | S3    | 42 | \$16,170.00 | Over 85% of students agreed the activity helped arouse their interest in mechanics and experience the connection between textbook knowledge and daily life. The program effectively bridges theory and practice, demonstrating that immersive, fun experiences are a powerful tool for inspiring the next generation of scientists and engineers. |
| 26 | Disney's World of Physics                                      | May 2025 | S3    | 67 | \$32,495.00 | Over 85% of students agreed the activity helped arouse their interest in mechanics and experience the connection between textbook knowledge and daily life. The program effectively bridges theory and practice, demonstrating that immersive, fun experiences are a powerful tool for inspiring the next generation of scientists and engineers. |

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| 27 | MTR transportation fee from school to Disneyland | May 2025              | S3    | 4  | \$111.60     | It is a necessary item for teachers to travel from school to Disneyland for the activity.   |
| 28 | Visits to Museums and Local Historical Sites     | Oct 2024 - Feb 2025   | S3    | 63 | \$4,653.00   | Students appreciated the opportunity to see firsthand the items they study in class, which helped solidify their knowledge and enrich their learning experience. The visits also encouraged them to ask deeper questions about historical narratives.   |
| 29 | Study Tour to South Korea (Geography, THS & ICT) | 18-Apr-25 - 22-Apr-25 | S4-S5 | 30 | \$26,225.93  | During the study tour to South Korea, students visited significant geographical sites. Also, they explored iconic landmarks and engaged with local culture. A highlight was visiting Samsung Innovation Museum and Korean Broadcasting System, enriching their knowledge and inspiring future career aspirations.   |
| 30 | Study Tour to Taiwan (Music)                     | 21-Apr-25 - 25-Apr-25 | S1-S5 | 34 | \$21,879.43  | The study tour to Taiwan immersed students in music through a rich itinerary. They participated in joint training sessions with the school orchestra and engaged in lessons with local students at New Taipei Municipal Xinzhuang Junior High School. Collaborative performances with Guang Hwa Elementary School and a Wind Band Masterclass enhanced their experience.  |
| 31 | Study Tour to Xi'an (Chinese Language)           | 28-Jun-25 - 3-Jul-25  | S1-S5 | 81 | \$131,981.88 | The study tour to Xi'an, China, provided students with a deep dive into Chinese history and culture, increasing the sense of national identity. They explored ancient landmarks, including the Terracotta Army, and participated in local cultural activities. This immersive experience enriched their understanding of China's heritage, fostering a greater appreciation for its historical significance and traditions. |

|    |   |      |      |                   |              |      |
|----|---|------|------|-------------------|--------------|------|
| 32 | STEM Education<br>(STEM-related<br>Equipment,<br>Consumables and<br>Licenses) | N.A. | N.A. | N.A.              | \$12,367.74  | N.A. |
| 32 | Musical Equipment<br>(Support the running of<br>School Band and<br>Orchestra) | N.A. | N.A. | N.A.              | \$41,081.10  | N.A. |
|    |   |      |      | Total<br>Expenses | \$933,284.66 |      |

### Report on the Use of the One-off Grant for Mental Health at School 2024/25

To further promote mental health at school and strengthen the whole-school approach to mental well-being, the Education Bureau (EDB) provided a one-off grant of \$60,000 to each public-sector and Direct Subsidy Scheme (DSS) secondary school in the 2023/24 school year. The grant aims to enhance students' mental health literacy, foster a caring and supportive school culture, and promote early identification and intervention. The funding was disbursed to schools in December 2023 and may be used until the end of the 2024/25 school year. The grant usage in the 2024/25 school year is reported as follows:

| Item | Area   | Usage   | Evaluation  | Amount            |
|------|--|---|---|-------------------|
| 1    | Organising activities and programmes related to enhancing the mental health of students and teachers | Costs for Mental Health Day and booth activities        | The activities held were generally acclaimed by students from their reflections and oral feedback received.   | \$6,490.91        |
| 2    | Designing and producing school-based learning and teaching resources related to mental health        | Reference materials for mental health literacy (共建卓悅校園) | The materials provide a systematic framework and a wide range of classroom activities which can help the school to design a better school-based curriculum on positive education.   | \$390.00          |
| 3    | Purchasing items, furniture and equipment to enhance the mental health of students and teachers      | Installation of office phone for counselling room       | The phone installed has enhanced the efficiency of communication in case the school office needs to know whether the room is in use. Also, the staff / students using the room can also contact the school office immediately in case of emergency. | \$969.00          |
|      |  |   | <b>Total:</b>   | <b>\$7,849.91</b> |

## Report on the use of One-off Grant for Mental Health of Parents and Students 2024/25

In the 2023/24 school year, the EDB provided a grant of \$20,000 for the PTA of each public-sector secondary school and DSS secondary school for organizing activities and training programmes relating to mental health of students and parents. The aim was to equip parents with the relevant knowledge and skills on mental health, help them play the important role in identifying early signs of children's mental health problems, understand the ways of stress management and promotion of physical and mental health, as well as the promotion of children's positive mindset. The funding was disbursed to schools in December 2023. Schools may use the grant till the end of the 2024/25 school year. The grant usage in the 2024/25 school year is reported as follows:

| Item | Area  | Usage  | Evaluation   | Amount   |
|------|---|--|--|----------|
| 1    | Organising parent-child or parent activities relating to promotion of the mental health of students and parents     | PTA Picnic on 23 Mar 2025.   | The PTA picnic, with the participation of 196 parents and students, received a very positive response from participants, with most expressing high satisfaction regarding event timing, venue, and its role in fostering parent-school collaboration; open comments praised the organization and atmosphere, and minor suggestions for increased playtime or activity variety were noted | \$8,680  |
| 2    | Providing training programmes or activities to equip parents with the knowledge and skills related to mental health | Parents' Talk on Adolescent Health – 「如何陪伴你的年青人度過青春期」, delivered by Miss Chan Man Yee in the PTA AGM on 25 Oct 2025. | The talk drew a strong attendance of nearly a hundred parents and was met with enthusiastic engagement from parents. The session received overwhelmingly positive feedback, with many participants expressing how deeply moved they were—some even brought to tears by the heartfelt stories shared by the   | \$10,000 |

|  |  |  |   |                 |
|--|--|--|---|-----------------|
|  |  |  | speaker and the practical guidance offered throughout the presentation. |                 |
|  |  |  | <b>Total:</b>   | <b>\$18,680</b> |

## 推動中華文化體驗活動一筆過津貼報告 2024/25

為協助學校配合課程，進一步加強中華文化的學習，教育局會於 2023/24 學年向每所公營學校及直資學校發放 30 萬元的「推廣中華文化體驗活動一筆過津貼」。學校可於 2026/27 學年或之前運用本津貼舉辦各種有關中華文化的活動及計劃，並依循教育局指引使用。現將 2024/25 學年該津貼的運用報告如下：

| 項目 | 範疇                          | 運用                      | 評鑑  | 開支           |
|----|-----------------------------|-------------------------|---|--------------|
| 1  | 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座 | 舉辦「中華文化周」，舉辦不同攤位遊戲及體驗活動 | 今年主題為「中華文化外傳」，中文學會聯同其他不同學會在為期三天的文化周中舉行不同攤位遊戲及體驗活動。活動廣受同學歡迎，藉此推廣中華文化，提升學生國民身份認同。                                 | \$28,723.22  |
| 2  | 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座 | 參觀「南航」及體驗不同與航空職業相關的活動   | 中三同學於 2024 年 11 月 14 日通過參觀「南航」及體驗不同與航空職業相關的活動，了解到國內航空事業發展及相關職業導向，亦加深了對國家發展的了解及提升民身份認同。                          | \$14,335.83  |
| 3  | 資助學生及隨團教師前往內地，參加學習中華文化的交流活動 | 舉辦「西安文化交流團」             | 一共 81 位初高中學生在 2025 年 6 月 28 日至 7 月 3 日參加了西安文化交流團。通過不同的參觀及體驗活動，加深了同學對中國歷史，特別是秦代及唐代的認識。此行同學亦了解到中國的城市發展，提高其國民身份認同。 | \$200,000    |
|    |                             |                         | 總開支：  | \$243,059.05 |

### **Report on the use of One-off Grant for Promotion of Self-directed Language Learning (English Language)**

In the 2024/25 school year, the Education Bureau (EDB) allocated the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” of \$200,000 to every public sector primary and secondary school and DSS school offering local curriculum. The grant, funded by the Language Fund and endorsed by the Standing Committee on Language Education and Research (SCOLAR), was disbursed to schools in December 2024. It aims to help schools enrich the English language learning environment, promote self-directed English learning, and develop school-based resources or activities. Schools may deploy the grant flexibly until the end of the 2026/27 school year to implement eligible programmes and activities in accordance with the prescribed guidelines. The grant usage in the 2024/25 school year is reported as follows:

The grant has not been used in the 2024/25 school year.

### 推廣自主語文學習（普通話）一筆過津貼報告 2024/25

於 2024/25 學年，教育局向所有採用本地課程的公營及直資中小學，提供港幣 20 萬元「推廣自主語文學習（普通話）一筆過津貼」。該津貼由語文基金撥款，並獲語文教育及研究常務委員會（SCOLAR）支持及認可，旨在協助學校推廣普通話自主學習，豐富普通話語文學習環境，及發展校本資源或活動。學校可靈活運用該筆津貼，於 2026/27 學年結束前推行有關計劃及活動，並依循教育局指引使用。現將 2024/25 學年該津貼的運用報告如下：

本校普通話科於 2024/25 學年並沒有使用該項津貼。

**Report on the use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools  
2024/25**

In the 2023/24 school year, the Education Bureau (EDB) provided a one-off grant of \$150,000 to each public-sector and Direct Subsidy Scheme (DSS) school to support the promotion of a sports ambience and the implementation of MVPA60 — a school-based initiative encouraging students to engage in moderate-to-vigorous physical activity for at least 60 minutes daily, in line with World Health Organization recommendations. The funding was disbursed to schools in March 2024 to facilitate early planning and preparation of related programmes and activities. Schools may flexibly deploy the grant until the end of the 2026/27 school year to organise initiatives that foster an active and healthy school culture. The grant usage in the 2024/25 school year is reported as follows:

| <b>Item</b> | <b>Area</b>  | <b>Usage</b>  | <b>Evaluation</b>   | <b>Amount</b>       |
|-------------|--|---|---|---------------------|
| 1           | To develop or procure sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools | Procure new routers to enhance network stability for systems used during the annual athletics meet.               | The improved connectivity supported race data entry and significantly accelerated the check-in process.   | \$3,580             |
| 2           | To purchase or upgrade PE/sports equipment in the school   | Purchase 40 pairs of spike shoes for annual athletics meet.   | The shoes were lent to students, ensuring all participants had appropriate gear for competition.  | \$ 10,438.66        |
| 3           | To purchase or upgrade PE/sports equipment in the school   | Purchase sport caps and baton for annual athletics meet.  | The caps help make the house committee more visible during races, while the new batons are used in both relay events and PE lessons.  | \$ 1,577.67         |
| 4           | To hire additional qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school                                     | Hire assistant coaches to support the team and organize extra practices to prepare for inter-school competitions. | The hiring of assistant coaches and the organization of extra practice sessions effectively strengthened the team's preparation, resulting in excellent performance by the school table tennis team in this year's inter-school competitions. | \$ 60,332           |
|             |  |   | <b>Total:</b>   | <b>\$ 86,928.33</b> |

### Report on the use of One-off Grant on Parent Education 2024/25

In the 2023/24 school year, the EDB provided a grant of \$200,000 for each public-sector secondary school and DSS secondary school to help schools embark on structured school-based parent education programmes or activities with reference to the Curriculum Framework (Secondary School). The funding was disbursed to schools in March 2024 to facilitate schools in early planning and preparation of school-based parent education programmes or activities. Schools may use the grant to organise structured parent education programmes from the launch of the Curriculum Framework (Secondary School) till the end of the 2026/27 school year. The grant usage in the 2024/25 school year is reported as follows:

| Item | Area  | Usage   | Evaluation   | Amount          |
|------|---|---|--|-----------------|
| 1    | Organising structured or thematic parent education programmes | Five sessions of thematic parent education programmes on positive parenting | Highly positive feedback has been received from the participating parents. Yet, as the number of parents who are interested in joining this kind of group training is very little, it is decided that such activities will not be continued next year. | \$44,000        |
|      |   |   | <b>Total:</b>  | <b>\$44,000</b> |

## Report on the Use of Promotion of Reading Grant 2024/25

### 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 benefiting learners at various levels.

As predicted, increased reliance on digital formats decreased interest in physical books, potentially diminishing traditional reading experiences. With the implementation of BYOD policy and the use of iPads in Nov 2024, fewer students frequented the library. Though iPads provide students with access to a vast array of e-books, articles and educational apps, making it easier for them to find reading materials, their multifunctionality could also lead to distractions from reading, as students might be tempted to switch to games, social media, or other non-educational content.

It was agreeable to note that the loan record of books could be upheld in the first term; however, there was a decline in the number of books borrowed in the second term. With reference to the data collected, the total number of books circulated in the school library had dropped by 2.9% this year, from 22,567 to 21,916. The average number of books circulated per day fell from 176 to 170. Besides, the responses of the students to various reading programmes launched were satisfactory but less enthusiastic compared with last year, which was indicated by the questionnaire on the effectiveness of activities to promote reading culture, with most figures surpassing 70% strongly agreeing or agreeing.

#### 2. Evaluation of strategies

##### a. *S1 Pleasure Reading Passports*

The questionnaire result was less satisfactory than predicted, with 68.7% of S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports. The number of students passing Stages 2 & 3 had a slight increase compared with that of last year; nonetheless, there was a decline for Stage 1. 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 reflected that the S1 students paid a visit to the library more often than other formers.

##### b. *S1 Eslite Bookstore Visit*

To enhance students' reading interests and motivation, the library arranged a visit to Eslite Bookstore in Causeway Bay during the post-exam period on 22 January 2025, hoping to involve students in the selection of library books. The 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. 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 22 January 2025 before the Eslite Bookstore visit. During the 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 over 90% strongly agreeing or agreeing).

For S2 students, a Chinese one was organized on 21 January 2025 during the post-exam period for acquiring skills to read Chinese famous works <三國演義>. The response was motivating (with over 90% agreeing or strongly agreeing to its effectiveness). It was pleasing to notice that more interactive and stimulating learning and drama activities were incorporated into the lesson design for betterment.

d. *Capsule Hunt & Treasure Hunt Activities*

Capsule hunt activities were launched on special occasions like Back to School, at Halloween, before Christmas holidays, and for the promotion of reading talks. Treats were presented to junior formers who borrowed books from the library. The questionnaire result revealed that this gadget was a favourable means to attract students to visit the library (with 74.1% agreeing or strongly agreeing), but it was less appealing than before as fewer lower students frequented the library to borrow books and win capsule prizes.

e. *STEM Books Corner*

384 titles were procured to date in our STEM books corner. The loan record indicated an increasing number of STEM books circulated, with a total of 2974 books, an increment of 60.7% compared with last year. Catering for the abilities and interests of lower formers, STEM books remained popular with them. More interesting and curriculum-aligned STEM books would be procured to enhance students' scientific and mathematical literacy and echo the pedagogical changes.

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 the 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 Pupil Guidance Team in May 2025, with 82 students participating in it. The response was engaging, and thus we would collaborate with other functional committees or subject panels 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, Mr. Yu Yi, the writer of the Kowloon Walled City series, was invited to be our guest speaker of the reading talk on 18 February 2025 during the school assembly. The talk included the show of a short video clip and the writer's sharing,

followed by a question-and-answer session and an autograph session. The response was enthusiastic in view of the popularity of the movie, with many students staying behind the talk to get the speaker's autograph.

Another reading talk themed 科普作品的欣賞 was hosted by Dr. Felix Chao from the Independent Learning Centre of CUHK during the assembly on 12 March 2025. The talk featured engaging discussions about various influential STEM books, highlighting their impact on our understanding of these essential subjects. Dr. Chao shared his favorite titles and insights, fostering a community of curiosity and appreciation for STEM. The event concluded with a lively Q&A session, allowing students to delve deeper into the topics discussed. It was a wonderful celebration of reading and its power to inspire future innovators. To echo the launch of the talk, a theme-based book display was arranged during that period.

*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 (71.9% agreeing or strongly agreeing). Besides, the usage statistics revealed that e-books were less popular since students visit the school library physically. As regards the multiple features of e-books and their accessibility, we would 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 broadcast was scheduled for Dec 2024 to promote reading. Apart from the broadcast of the video, Form-teachers / WPDP teachers were invited to share their reading experiences during the FTP / WPDP. 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 book sharing session was conducted as scheduled; however, the video was rescheduled and broadcasted later in the second term during the School Assembly. The engagement during the broadcast proved the effectiveness of the video (with 81.6% agreeing or strongly agreeing).

*j. Cross-curricular Reading Activities*

*i. S2 Chinese & Life & Society (Second Term)*

Life & Society and Chinese Panels worked collaboratively, and a common theme titled traditional Chinese culture had been set. Diversified reading materials were selected and compiled by Life & Society Panel while such a purposeful task as writing a Chinese 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.

Library visits were arranged to encourage students to explore relevant titles under the guidance of the L&S teachers. As reflected by the questionnaire, the response was satisfactory, with 69.4% students agreeing or strongly agreeing to the enrichment of their subject knowledge and understanding about traditional Chinese families, festival and customs.

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

Collaboration was made between Citizenship & Social Development and English Panels, and students were asked to accomplish a writing task about intangible cultural heritage in the genre of a proposal based on relevant reading materials and other supplements. The preferable choice of topic allowed better curriculum mapping and knowledge consolidation for students. It would be more effective if more concept words could be utilized in student works, and other new collaboration topics would also be explored for better curriculum mapping of the two subjects. To fully utilize the library resources, more books related to the topic set could be procured next year to echo the theme of the writing.

iii. S4 & S5 Citizenship & Social Development (Whole Year)

Reading subscriptions to (公民+) were made to promote the sense of national and global identity and cultivation of a reading habit among higher formers. Reflections on newspaper clippings were assigned to students, with some praiseworthy works accomplished. The use of library books was advocated to be an alternative for writing reflections after reading.

iv. S3 Chinese & Careers Team (Second Term)

With the joint effort of Chinese Panel and Careers Team, a Chinese book report was assigned to students in the second term in an attempt to integrate their 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, posters and book extracts were designed and posted on the classroom bulletin board for promotion. Generally speaking, a favourable reading environment and atmosphere was created to encourage students to read extensively, with 72.9% of respondents strongly agreeing or agreeing to its effectiveness.

l. *Recruitment of Reading KOLs & Top Pick Election*

22 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 and share their recommended books on Instagram with the fellow schoolmates. Subsequent to their book recommendations, a Top Pick Election was held in March 2025 for fellow schoolmates to vote for their favourites. With a total of 327 votes cast for the election, 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 80.1% agreeing or strongly agreeing), which was conducive to cultivating a reading culture.

*n. Book Fair*

The annual book fair was launched from 4 to 5 December 2024 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.

*o. Teacher's Book Sharing*

Mr. TY Chan was invited to be the speaker of the book sharing session during FTP / WPDP on 13 February 2025 for S1 and S2 students. Inspiring and alluring, the sharing would definitely have an edge on gaining insights into Japanese culture, history, geography, language, etc. Interactive questions were raised to capture students' attention, deepen understanding, and boost their engagement in the event. The sharing concluded with a lively Q&A session, and favourable responses were obtained in the questionnaire conducted by the School.

*p. Website of School Library*

A link of the school library website 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.

The decline in library loan records highlighted a crucial shift in student reading behavior towards digital formats, with less reliance on traditional texts. It was proposed that subject panel heads play a vital role in encouraging students to engage more with the library, fostering a balanced approach to literacy that values both digital and print resources. For instance, curriculum-based assignments / projects that required the use of library resources could be given so as to promote library visits. It was proposed that S4 & S5 Chinese teachers and S5 English teachers arrange library visits of their classes during lessons, enabling students to explore and borrow books for accomplishing their book reports and SBA. Besides that, consultation with students could be initiated during the lesson for sharing of ideas related to the books they read, with Learning Attitude marks added as bonus. It was hoped that the effective application of the Reading Grant would not only enhance students' reading habits but also reinforce the library's importance as an educational resource.

## Part 2: Financial Report

|    | Items                                | Estimated Expenses (\$) | Actual Expenses (\$) |
|----|--------------------------------------|-------------------------|----------------------|
| 1. | Purchase of Books<br>✧ Printed books | 7,000                   | 7,093.3              |
| 2. | S1 Pleasure Reading Passports        | 8,260                   | 7,876.1              |

|              |   |  |  |
|--------------|---|--|--|
|              | <ul style="list-style-type: none"> <li>✧ Prizes <ul style="list-style-type: none"> <li>Stage 1: \$30 x 80</li> <li>Stage 2: \$50 x 40</li> <li>Stage 3: \$100 x 30</li> </ul> </li> <li>✧ Printing passports (\$3 x 120)</li> <li>✧ Stationery &amp; colour paper</li> </ul>  | <p>2400</p> <p>2000</p> <p>3000</p> <p>360</p> <p>500</p>                        | <p>2352.1</p> <p>1940</p> <p>2910</p> <p>420</p> <p>254</p>                      |
| 3.           | <ul style="list-style-type: none"> <li>S1 Bookshop Visit <ul style="list-style-type: none"> <li>✧ Purchase of books (\$100 x 130)</li> <li>✧ Transportation (\$900 x 3)</li> </ul> </li> </ul>  | <p><b>15,700</b></p> <p>13000</p> <p>2700</p>                                    | <p><b>15,363.8</b></p> <p>12663.8</p> <p>2700</p>                                |
| 4.           | <ul style="list-style-type: none"> <li>Prizes for Reading Schemes <ul style="list-style-type: none"> <li>✧ Top 10 readers (\$200 x 10)</li> <li>✧ Top class for each form (\$400 x 5)</li> <li>✧ Top 3 readers for each class (\$50 x 3 X 22)</li> <li>✧ Reading quiz (\$50 x 50)</li> <li>✧ Election of Top Picks (\$30 x 50)</li> </ul> </li> </ul> | <p><b>11,300</b></p> <p>2000</p> <p>2000</p> <p>3300</p> <p>2500</p> <p>1500</p> | <p><b>11,278</b></p> <p>1940</p> <p>2257</p> <p>3201</p> <p>2425</p> <p>1455</p> |
| 5.           | S2 Reading Workshop   | <b>10,000</b>  | <b>10,000</b>  |
| 6.           | <ul style="list-style-type: none"> <li>Web-based Reading Scheme <ul style="list-style-type: none"> <li>✧ E-books (HyRead)</li> </ul> </li> </ul>  | <b>24,800</b>  | <b>24,800</b>  |
| <b>TOTAL</b> |   | <b>77,060</b>  | <b>76,411.2</b>  |

**School-based After-school Learning and Support Programmes 2024/25**  
**School-based Grant – Programme Report**

Name of School: Cheung Chuk Shan College

Staff-in-charge: Ms Yip Sau Fan Contact Telephone No.: 25706665

**A. The number of students (count by heads) benefitted under the Grant is 58 (including A. 2 CSSA recipients, B. 31 SFAS full-grant recipients and C. 25 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   | 11        | 8         | 83%                     | Sept 2024 – Aug 2025      | 19,935               | Teachers' observation                                   | /   | /  |
| Music classes                     | 0   | 2         | 0         | 80%                     | Sept 2024 – Aug 2025      | 2,010                | Teachers' observation                                   | /   | /  |
| Sports classes                    | 2   | 18        | 17        | 86%                     | Sept 2024 – Aug 2025      | 24,525               | Teachers' observation                                   | /   | /  |
| <b>Total no. of activities: 3</b> |   |           |           |                         |                           |                      |   |   |  |
| <b>@No. of man-times</b>          | <b>2</b>  | <b>31</b> | <b>25</b> |                         |                           |                      |   |   |  |
| <b>**Total no. of man-times</b>   | <b>58</b>                                       |           |           |                         | <b>Total Expenses</b>     | <b>46,470</b>        |   |   |  |

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 |           |           |      |
| <b>Learning Effectiveness</b>  |             |          |        |           |           |      |
| a) Students' motivation for learning                                   | ✓           |          |        |           |           |      |
| b) Students' study skills  |             | ✓        |        |           |           |      |
| c) Students' academic achievement                                      |             | ✓        |        |           |           |      |
| d) Students' learning experience outside classroom                     | ✓           |          |        |           |           |      |
| e) Your overall view on students' learning effectiveness               | ✓           |          |        |           |           |      |
| <b>Personal and Social Development</b>                                 |             |          |        |           |           |      |
| f) Students' self-esteem   | ✓           |          |        |           |           |      |
| g) Students' self-management skills                                    | ✓           |          |        |           |           |      |
| h) Students' social skills   | ✓           |          |        |           |           |      |
| i) Students' interpersonal skills                                      | ✓           |          |        |           |           |      |
| j) Students' cooperativeness with others                               |             | ✓        |        |           |           |      |
| k) Students' attitudes toward schooling                                |             | ✓        |        |           |           |      |
| l) Students' outlook on life   | ✓           |          |        |           |           |      |
| m) Your overall view on students' personal and social development      | ✓           |          |        |           |           |      |
| <b>Community Involvement</b>   |             |          |        |           |           |      |
| n) Students' participation in extracurricular and voluntary activities | ✓           |          |        |           |           |      |
| o) Students' sense of belonging  | ✓           |          |        |           |           |      |
| p) Students' understanding on the community                            |             | ✓        |        |           |           |      |
| q) Your overall view on students' community                            |             | ✓        |        |           |           |      |

### 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)

\_\_\_\_\_ / \_\_\_\_\_

## Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the School Year 2024/25

T1\_Eastern\_Sec

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組 (FITS - SMM)」採用可攜式文件檔 (.pdf) 格式呈交本報告。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第2組）：

香港島及新界東區學校：3509 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於 2025 年 11 月 28 日或之前提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生<sup>1</sup>的普通中學<sup>2</sup>

### 加強支援非華語學生的中文學與教 額外撥款 2024/25 學年學校報告（普通中學適用）

學校註冊編號：170186 (6 位數 SCRN)

學校名稱：張祝珊英文中學

學校電話號碼：25706665

學校傳真號碼：25120429

總統籌人員姓名：林偉森

總統籌人員職位： 副校長  中文科主任  中文科任教師

其他（請說明）：\_\_\_\_\_

按教育局通告第 8/2020 號，本校在 2024/25 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

<sup>1</sup> 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

<sup>2</sup> 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 評估非華語學生的中文學習需要

本校於 2024/25 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

|     |  |
|-----|--|
| (a) | <input type="checkbox"/> 已採用教育局為學校提供的《評估工具》。<br><input checked="" type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）：<br><input checked="" type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。<br><input type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。<br><input type="checkbox"/> 其他（請說明）：_____  |
| (b) | <input type="checkbox"/> 已實施教育局為學校提供的「學習架構」。<br><input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）：<br><input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。<br><input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。<br><input type="checkbox"/> 其他（請說明）：_____ |

(2) 安排非華語學生考取合適的中國語文資歷

於 2024/25 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

| 中國語文資歷考試 |   | 參加有關考試的非華語學生人數 |    |    |
|----------|---|----------------|----|----|
|          |   | 中四             | 中五 | 中六 |
| (a)      | 香港中學文憑考試  | /              |    | 0  |
| (b)      | 香港中學文憑考試應用學習中文<br>(非華語學生適用)   |                |    | 0  |
| (c)      | 非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試 | 0              | 1  | 0  |

(二) 運用額外撥款提供校本支援措施

- (3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2024/25 學年獲提供的額外撥款  A  159,041 元 /  331,453 元，以及 2023/24 學年額外撥款累積餘額<sup>3</sup> (如適用)  B 20,349.94 元 (請注意：此項資料必須與(i)本額外撥款 2023/24 學年學校報告和(ii)學校經審核的周年帳目的金額一致)，按校本情況及非華語學生的學習需要，提供以下的校本支援措施 (可選多於一項)：

(有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一)

| 校本支援措施  |   | 運用<br>額外撥款   | 整合<br>其他資源 <sup>4</sup>             |
|---|---|--------------|-------------------------------------|
| (a)   | <input checked="" type="checkbox"/> 聘請額外員工 <sup>5</sup> (請於第(4)(a)項提供補充資料)                    |              |                                     |
|   | <input checked="" type="checkbox"/> 教學助理 ( 0.58 ) 名   | \$ 126651.48 | <input checked="" type="checkbox"/> |
|   | <input type="checkbox"/> 不同種族的助理 ( ) 名  | \$           |                                     |
|   | <input type="checkbox"/> 教師 ( ) 名   | \$           |                                     |
| 備註 (如適用)：   |   |              |                                     |
| (b)   | <input checked="" type="checkbox"/> 購買促進非華語學生學習中文的教學資源<br>(請於第(4)(b)項提供補充資料)                  | \$ 434.2     | <input type="checkbox"/>            |
| (c)   | <input type="checkbox"/> 僱用專業服務 (請於第(4)(a)項及/或第(4)(c)項提供補充資料)                                 |              |                                     |
|   | 翻譯/傳譯服務   | \$           |                                     |
|   | 校外導師/機構舉辦課後中文學習班  | \$           |                                     |
| (d)   | <input checked="" type="checkbox"/> 舉辦推廣共融校園活動/提高多元文化及宗教敏感度的活動及/或提供相關服務<br>(請於第(4)(c)項提供補充資料) | \$ 5977.43   | <input checked="" type="checkbox"/> |
| (e)   | <input type="checkbox"/> 其他(請說明)：   | \$           |                                     |
| 運用額外撥款總支出 <input type="checkbox"/> C<br>[(a) + (b) + (c) + (d) + (e)]   |   | \$ 133063.11 | <input type="text" value="自動計算"/>   |
| (請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和) |   |              |                                     |

<sup>3</sup> 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款/餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

<sup>4</sup> 學校必須善用和適當分配額外撥款作特定用途 (即加強支援非華語學生的中文學與教及建構共融校園)。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

<sup>5</sup> 如學校運用額外撥款支付額外員工的部分薪金/非全職員工 (包括日薪員工、兼職員工等) 的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(3)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理 (該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園)，並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

- (f) 只供資助學校、直資學校及按位津貼學校填寫 **非官立學校請按此**  
 2024/25 學年完結時，本校的額外撥款累積結餘為 **D** 46327.83000000016 元  
 $[A] + [B] - [C]$ ，累積結餘佔 2024/25 學年額外撥款的百分比為  
 29.129488622430706 %  $[D] \div [A] \times 100\%$ 。 **自動計算**

只供官立學校填寫 **官立學校請按此**  
 2024/25 財政年度完結時，因超出累積餘款上限而予以取消的餘款  
 為 **E** \_\_\_\_\_ 元（如適用）。因此，2024/25 學年完結時，本校的額外撥  
 款累積結餘為 **F** \_\_\_\_\_ 元  $[A] + [B] - [C] - [E]$ ，累積結餘佔 2024/25  
 學年額外撥款的百分比為 \_\_\_\_\_ %  $[F] \div [A] \times 100\%$ 。 **自動計算**

只供額外撥款的餘額 **D** / **F** 累積至高水平（70%或以上）的學校填寫  
 2024/25 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改  
 善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因：

(ii) 改善建議／下學年運用額外撥款餘款的計劃：

(4) 本校於 2024/25 學年的校本支援措施詳情如下：

|     |  |   |
|-----|--|---|
| (a) | <input checked="" type="checkbox"/>  | 提供中文科的課堂支援：(可選多於一項)   |
|     | <input checked="" type="checkbox"/> 抽離學習 (年級：5 _____)<br><input type="checkbox"/> 分組／小組學習 (年級：_____)<br><input type="checkbox"/> 協作／支援教學 (年級：_____)<br><input checked="" type="checkbox"/> 發展／採用校本中國語文課程及／或調適學與教材料 (年級：<br>5 _____)<br><input type="checkbox"/> 其他(請說明：_____) (年級：_____) |   |
|     | <input type="checkbox"/>   | 提供其他學習中文的支援：(可選多於一項)  |
|     |  | 中文學習小組(年級：_____) 暑期銜接課程(年級：_____)<br>中文銜接課程(年級：_____) 伴讀計劃 (年級：_____)<br>朋輩合作學習(年級：_____) 導讀學習 (年級：_____)<br>其他(請說明：_____) (年級：_____) |

請在適當的方格內加上「√」號

(b) 本校已購買促進非華語學生學習中文的教學資源，詳情如下：  
(請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)

教學資源

(i) 國際普通中學教育文憑 (IGCSE) 課本

(ii)

(c) 本校已舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下：

(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務)

(i) 舉辦推廣共融校園／多元文化活動的例子

1. 活動內容： 中華文化周

2. 活動內容： 請選擇或填寫

(ii) 加強與非華語學生家長的溝通和家校合作 (可選多於一項)

傳譯／翻譯學校政策／學校通告／學校網頁等資訊

與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性

為非華語學生的家長提供有關其子女選校／升學／就業的資訊

其他 (請說明：\_\_\_\_\_)

### (三) 評鑑、問責及支援

(5) 在 2024/25 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2024/25 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- |   |      |
|---|------|
| <input checked="" type="checkbox"/> 提升教學人員教授非華語學生中文專業能力 | 頗有成效 |
| <input checked="" type="checkbox"/> 促進非華語學生的中文學習進度      | 成效顯著 |
| <input checked="" type="checkbox"/> 提升非華語學生學習中文的信心和態度   | 成效顯著 |
| <input type="checkbox"/> 其他（請說明）：_____                  |      |

(ii) 建構共融校園（可選多於一項）

- |   |      |
|---|------|
| <input checked="" type="checkbox"/> 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度              | 頗有成效 |
| <input checked="" type="checkbox"/> 推廣共融校園的成效                                   | 成效顯著 |
| <input type="checkbox"/> 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解 |      |
| <input type="checkbox"/> 其他（請說明）：_____  |      |

(6) 本校已完成以下事項：

- 本校已在 2025 年 11 月 28 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2024/25 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。本校亦已在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要（網址：<https://www.ccsc.edu.hk/student.php?cid=210>）。現隨學校報告夾附本校的中、英文版本學校支援摘要，以供教育局備考。
- 本校 2024/25 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

## Report on the Use of Sister School Exchanges Grant 2024/25

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.       | <p>Escort students and teachers of Guangzhou Fok Ying Tung High School during their visit to Hong Kong</p> <ul style="list-style-type: none"> <li>• 60 students from Guangzhou Fok Ying Tung High School had lessons (Chinese History, Integrated Science, Home Economics, Chemistry, Visual Arts, Biology, History and Mathematics) with our students in the morning on 13 Dec 2024.</li> <li>• An informal discussion was held in School Hall for students from our Sister School and students of our School to understand each other.</li> <li>• Students from Guangzhou Fok Ying Tung High School and our S4 students joined an educational program offered by Hong Kong Disneyland, titled “Global Perspective: An Adventure in Our Society” in the afternoon. During this programme, they learned about the concept of global cultural integration through group activities such as ride experience.</li> </ul> | <ul style="list-style-type: none"> <li>• Fostering friendship</li> <li>• Strengthening understanding and respect for different cultures</li> <li>• Engaging in cultural collaboration by participating in experiential programs together</li> </ul> | <ul style="list-style-type: none"> <li>• Through discussions and interviews with the participants, as well as observations by teachers, it is assessed that the objectives have been largely achieved.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Moreover, having lessons together with students from our Sister School allowed our students to share ideas and learn from each other, fostering a sense of camaraderie.</li> <li>• The programme offered by the Hong Kong Disneyland was both fun and educational, as students engaged in activities that blended enjoyment with learning. This exchange not only strengthened their friendship but also broadened their perspectives.</li> </ul> |

|    |  |  |   |   |
|----|--|--|---|---|
| 2. | Virtual exchange with Guangzhou Fok Ying Tung High School<br><br>• Improvements are being made to the school audio equipment to have more virtual exchange with Guangzhou Fok Ying Tung High School. | • Fostering friendship<br>• Allow more students to have exchange activities with our Sister School | • Since the improvement work is not yet completed, evaluation will be made after conducting the virtual exchange. | • Since the improvement work is not yet completed, reflection will be made after conducting the virtual exchange. |
|----|--|--|---|---|

## Part 2: Financial Report

| Item No. | Name of the exchange                                      | Expenditure Item  | Amount    | Remarks                                  |
|----------|---|---|-----------|--|
| 1.       | Sister School Visit (Guangzhou Fok Ying Tung High School) | Fee for the educational programme offered by Hong Kong Disneyland | \$46,703  |  |
| 2.       | Virtual exchange with Guangzhou Fok Ying Tung High School | Improvement of audio system for virtual exchange                  | \$182,380 | Expected to be completed in October 2025 |
|          |   | Total:  | \$229,083 |  |
|          |   | Annual Balance of Grant:  | 99,350    |  |

## Report on the Use of Student Activities Support Grant 2024/25

### I. Financial Overview

|   |   |             |
|---|---|-------------|
| A | Allocation in the Current School Year:            | \$54,600.00 |
| B | Expenditure in the Current School Year:           | \$54,582.00 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$18.00     |

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

| Category   | Number of Student Beneficiaries | Subsidised Amount  |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance               | 1                               | \$750.00   |
| Full-grant under the School Textbook Assistance Scheme | 21                              | \$43,682.00  |
| Meeting the school-based financially needy criteria    | 32                              | \$10,150.00<br>(capped at 25% of the total allocation for the school year) |
| <b>Total</b>   | <b>54</b>                       | <b>\$54,582.00</b>   |

**(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<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |  |                                    |                   |                            |
|--|---|--|--|----------------------|--|--|------------------------------------|-------------------|----------------------------|
|  |   |  |  |                      | Values Education   | Intellectual Development<br>(closely linked with curriculum) | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| <b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them |   |  |  |                      |  |  |                                    |                   |                            |
| 1  | sport team training                             | Physical Education   | 29   | \$14,925.00          |  |  | ✓                                  |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |   |  |  |                      |  |  |                                    |                   |                            |
| <b>Expenses for Category 1</b>   |   |  |  | <b>\$14,925.00</b>   |  |  |                                    |                   |                            |
| <b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions   |   |  |  |                      |  |  |                                    |                   |                            |
| 1  | Trip to South Korea                             | Cross-Disciplinary   | 2  | \$14,382.00          |  | ✓  |                                    |                   | ✓                          |
| 2  | Trip to Xian                                    | Chinese Language   | 7  | \$23,650.00          | ✓  | ✓  | ✓                                  |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |   |  |  |                      |  |  |                                    |                   |                            |
| <b>Expenses for Category 2</b>   |   |  | <b>9</b>   | <b>\$38,032.00</b>   |  |  |                                    |                   |                            |
| <b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>   |   |  |  |                      |  |  |                                    |                   |                            |
| 1  | Sports uniform                                  | Physical Education   | 10   | \$1,625.00           |  |  | ✓                                  |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |   |  |  |                      |  |  |                                    |                   |                            |
| <b>Expenses for Category 3</b>   |   |  | <b>10</b>  | <b>\$1,625.00</b>    |  |  |                                    |                   |                            |
| <b>Total</b>   |   |  |  | <b>\$54,582.00</b>   |  |  |                                    |                   |                            |

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 Student Activities Support Grant (Name & Post): | Ms YIP SAU FAN |
|--|----------------|

## External Awards Captured

| Competition and Organizer   | Award   |
|---|---|
| <b>Academic</b><br>77 <sup>th</sup> HK Schools Speech Festival by HK Schools Music and Speech Association | Solo Verse Speaking Non-Open Secondary 3 Boys: 3 <sup>rd</sup><br><br>Solo Verse Speaking Non-Open Secondary 3 Girls: 1 <sup>st</sup> & 2 <sup>nd</sup><br><br>Solo Verse Speaking Non-Open Secondary 2 Girls: 2 <sup>nd</sup><br><br>Solo Verse Speaking Non-Open Secondary 1 Girls: 3 <sup>rd</sup><br><br>Dramatic duologue (S5 – S6): 3 <sup>rd</sup><br><br>Solo Verse Speaking Non-Open Secondary 1, Secondary 2 & Secondary 3 Boys: Merit<br><br>Solo Verse Speaking Non-Open Secondary 1, Secondary 2, Secondary 3 & Secondary 5 Girls: Merit |
| 40 <sup>th</sup> Sing Tao Inter-School Debating Competition by Sing Tao Daily                             | English Section (1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> preliminaries): Winning Team<br><br>English Section: Most Improved School Award  |
| HK Secondary Schools Debating Competition   | Winning Team  |
| 香港學校音樂及朗誦協會舉辦七十七屆香港學校朗誦節  | 中學三、四年級普通話散文獨誦冠軍、季軍<br><br>中學一、二年級普通話散文獨誦亞軍、優良獎狀<br><br>中學三、四年級普通話散文獨誦優良獎狀<br><br>中學三、四年級粵語散文獨誦季軍、優良獎狀<br><br>中學四年級女子組粵語詩詞獨誦優良獎狀<br><br>中學五、六年級普通話散文獨誦優良獎狀  |

|   |  |
|---|--|
|   | 中學一、二年級普通話詩詞集誦<br>優良獎狀<br><br>中學二年級粵語詩詞獨誦良好<br>獎狀  |
| 東區學校聯絡委員會舉辦東區學校演講比賽   | 中學高級組總冠軍、冠軍、亞軍<br>及優異獎<br><br>中學初級組總冠軍、冠軍、亞軍<br>、季軍及優異獎<br><br>中學普通話組亞軍及優異獎  |
| 星島第四十屆全港校際辯論比賽  | 第二回合初賽最佳交互答問辯<br>論員  |
| 陳贊一博士教育基金有限公司舉辦陳贊一博士聯校<br>微型小說創作獎   | 高中優異獎  |
| i-Learner 智愛中文閱讀計劃  | 金獎<br><br>優秀學員獎（中文及普通話）  |
| Invitational Mathematics Competition by Sing Yin<br>Secondary School                    | 1 <sup>st</sup> Runner-up<br>(Individual Event)  |
| HK Mathematics Olympiad by Education University of<br>HK and EDB                        | Regional Winner of the Heats<br>(HK Island)<br><br>Second-class Honour Certificate &<br>Honourable Mentioned Certificate<br>( (Individual Event)<br><br>Second-class Honour Certificate<br>(Group Event)           |
| Inter-school Mathematics Olympiad Competition by<br>HK Joint School Mathematics Society | First-class Honour (Team Event)<br><br>First-class Honour & Second-class<br>Honour (Individual Event, Senior<br>Section)<br><br>Third-class Honour & Second-<br>class Honour (Individual Event,<br>Junior Section) |
| Sing Yin Secondary School Invitational Mathematics<br>Competition                       | 2 <sup>nd</sup> position   |
| 保良局舉辦香港青少年數學精英選拔賽   | 二等獎及三等獎  |
| 香港奧林匹克協會舉辦華夏盃   | 初賽（香港賽區）一等獎、二等<br>獎及三等獎<br><br>晉級賽（華南賽區）一等獎、二<br>等獎及三等獎<br><br>全國總決賽二等獎及三等獎  |
| 香港奧林匹克協會舉辦港澳盃 AIMO  | 初賽金獎及銀獎  |

|   |   |
|---|---|
|   | 晉級賽金獎、銀獎及銅獎   |
| International Biology Olympiad HK Contest 2024 by HK Academy for Gifted Education and the EDB                     | Bronze Award  |
| 香港生產力促進局舉辦「香港未來航太科技人才培訓計劃」  | 最佳領航獎   |
| AI Quiz Competition for Secondary School Students by the CUHK Faculty of Engineering and the Faculty of Education | The Best AI Award<br>Silver Award   |
| Citizen Science Programme for Teens by Maker Bay Foundation   | Engagement Excellence – 3 <sup>rd</sup><br>Pitch Your Project Competition – 1 <sup>st</sup> |
| Engineering Opportunities for Wan Chai – Youth Community Facilitates Enhancement Programme                        | Merit Award   |
| HK Student Science Project Competition by HK Federation of Youth Group  | Certificate of Participation  |
| Guardians of the Dataverse by the Seeds Foundation  | Junior Secondary: Merit Award   |
| HK Secondary Schools Software Development Invitational Contest by HK Association of Computer Education            | Senior Level: Gold Award<br>Junior Level: Bronze Award                                      |
| HK Olympiad in Informatics by the HK Association for Computer Education and the EDB                               | Junior Level: Honourable Mention  |
| Horus Limited 舉辦全港穿越機錦標賽  | 銀獎  |
| 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2025   | 中學組一級能力認證   |
| 中國香港無人機總會及翱天夢工場舉辦「無人機飛行員發展計劃」- 港島賽區 FPV 資格排名賽   | 冠軍  |
| Inter-School Drone Rescue Challenge by 10botics   | Grand Prize (Preliminary Round)   |
| Hong Kong Inter-Secondary School Geology Quest by the Geological Society of Hong Kong and HK Discovery            | Bronze Award  |
| 教育局及香港史學會舉辦香港四「維」遊創意地圖設計比賽  | 初中組冠軍   |
| Princeton Book Award  | --  |
| HKUST The Robot Explorer Cup 2025 Competition   | Champion of “The Pioneer”<br>Champion of “The Front-runner”                                 |
| Green Innovation Competition hosted by the Centre for Innovation and Technology (CINTEC) of the CUHK              | Certificate of Participation  |
| “Tencent Little Safflower” Community STEAM Scholars Award   | Certificate of Participation  |
| CUHK AI Hackathon 2025  | Silver Award and Certificate of Participation   |
| InnoBotZ Mix & Match 1st Tournament hosted by IVE Engineering   | Third Position  |
| InnoBotZ Mars Challenge Competition hosted by IVE Engineering   | Second Position and Certificate of Participation  |
| AI Quiz Competition for Secondary School Students 2025 hosted by the CUHK   | Gold Award, Silver Award and Certificate of Participation                                   |
| Hong Kong Future Aerospace Technology Talent Training Program 2024/2025   | Best Navigation Award in Aerospace Science  |

|   |  |
|---|--|
| Chemists Online Self-study Award Scheme 2025                            | Diamond Award, Platinum Award and Bronze Award |
| Sustainable Development Goals (SDGs) eLearn Award Scheme 2025 by UNICEF | Bronze Certificate                             |

| <b>Sports</b>   |  |
|---|--|
| Interschool Swimming Competition (Division III) by HK Schools Sports Federation HK & Kowloon Regional Committee             | Boys' B Grade 50m & 100m freestyle: 2 <sup>nd</sup><br><br>Girls' A Grade 50m & 100m freestyle: 2 <sup>nd</sup><br><br>Girls' A Grade 4x50m freestyle Relay: 3 <sup>rd</sup>   |
| Inter-school Athletics Competition (HK Island Division III) by HK Schools Sports Federation HK & Kowloon Regional Committee | A Grade Boys Overall: 3 <sup>rd</sup><br><br>A Grade Boys 110m Hurdle: 1 <sup>st</sup><br><br>A Grade Boys 4x400m Relay & Discus Throw: 3 <sup>rd</sup><br><br>A Grade Boys Shot Put: 4 <sup>th</sup><br><br>B Grade Boys Long Jump: 4 <sup>th</sup><br><br>C Grade Boys Overall: 4 <sup>th</sup><br><br>C Grade Boys 100M & Long Jump: 1 <sup>st</sup><br><br>C Grade Boys 4x100m Relay: 2 <sup>nd</sup><br><br>B Grade Girls Overall: 4 <sup>th</sup><br><br>B Grade Girls Overall: 3 <sup>rd</sup><br><br>B Grade Girls 4x400m Relay: 1 <sup>st</sup><br><br>B Grade Girls Javelin Throw, Short Put and Discus Throw: 1 <sup>st</sup><br><br>B Grade Girls 100m Hurdle: 3 <sup>rd</sup><br><br>B Grade Girls Javelin Throw and Discus Throw: 4 <sup>th</sup><br><br>C Grade Girls Overall: 4 <sup>th</sup><br><br>C Grade Girls 400m & 1500m: 3 <sup>rd</sup><br><br>C Grade Grade 800m & 4x400m Relay: 4 <sup>th</sup> |

|   |   |
|---|---|
| Hong Kong Junior Age Group Athletics Competition by Move Association Limited  | U16 Boys 60m Hurdles: 3 <sup>rd</sup>   |
| SKH Lui Ming Choi Secondary School Invitational Relay   | Girls 4 x 100m Invitational Relay: 2 <sup>nd</sup><br><br>Boys 4 x 100m Invitational Relay: 4 <sup>th</sup> |
| Inter-school Basketball Competition (Division III) by HK Schools Sports Federation HK & Kowloon Regional Committee                      | C Grade Boys: 4 <sup>th</sup>   |
| Inter-School Volleyball Competition (Hong Kong Island: Division III) by HK Schools Sports Federation HK & Kowloon Regional Committee    | B Grade Boys: 1 <sup>st</sup><br><br>C Grade Boys: 3 <sup>rd</sup><br><br>Boys Overall Championship         |
| 華僑大學香港校友會舉辦第二十屆「敬發盃」羽毛球分齡賽 (2024)   | J 組男單 (15-16 歲) A: 季軍   |
| 東區青年聯會舉辦東區國慶盃足球邀請賽  | 季軍  |
| 聖公會鄧肇堅中學舉辦聯校羽毛球新秀邀請賽  | 男子組亞軍   |
| All Hong Kong Schools Jing Ying Table Tennis Tournament   | Secondary Boys' Doubles: 2 <sup>nd</sup><br>Secondary Girls' Doubles: 8 <sup>th</sup>                       |
| Yau Tsim Mong District Age Group Table-tennis Competition by the LCSD and Mong Kok District Cultural, Recreational & Sports Association | Mixed Doubles: 3 <sup>rd</sup>  |
| Sham Shui Po District Age Group Table-tennis Competition by the LCSD and Sham Shiu Po Sports Association                                | Mixed Doubles (DB Group): 1 <sup>st</sup>   |
| Kwai Ching District Age Group Table-tennis Competition by the LCSD and Kwai Tsing District Sports Association Limited                   | Girls Singles FM Group (below 18): 3 <sup>rd</sup>  |
| 康樂及文化事務署舉辦慶祝中華人民共和國成立 75 周年國慶盃 - 中西區分齡乒乓球比賽   | 公開組混合雙打亞軍<br>男子青少年單打(14 至 15 歲)亞軍<br>女子青少年組(18 歲或以下)雙打冠軍  |
| 康樂及文化事務署舉辦慶祝中華人民共和國成立 75 周年國慶盃 - 東區分齡乒乓球比賽  | 女子青少年組(10-18 歲)雙打冠軍   |
| 康樂及文化事務署舉辦慶祝中華人民共和國成立 75 周年國慶盃 - 南區分齡乒乓球比賽  | 女子青少年組單打 FF 組(16-18 歲)冠軍  |
| 東區康樂體育促進會舉辦東區康體盃乒乓球比賽   | 女子青少年組單打亞軍  |
| Inter-school Table Tennis Competition (Division II) by HK Sports School Federation HK Island and Kowloon Regional Committee             | A Grade Girls: 1 <sup>st</sup><br>B Grade Girls: 2 <sup>nd</sup>  |
| 聖公會鄧肇堅中學舉辦聯校乒乓球新秀邀請賽  | 男子組亞軍<br>女子組冠軍<br>全場男女子組冠軍  |
| 中國香港射箭總會舉辦黃大仙區射箭比賽  | 男子複合弓初級組亞軍<br><br>男子反曲弓新秀組季軍  |
| 2 <sup>nd</sup> Asian Youth Shuttlecock Championships by the Shuttlecock Federation of Asia   | Women's Singles: 3 <sup>rd</sup><br>Mixed Doubles: 2 <sup>nd</sup>  |

|  |                               |
|--|-------------------------------|
|  | Women's Team: 3 <sup>rd</sup> |
|--|-------------------------------|

| <b>Aesthetic</b>   |  |
|--|--|
| 77 <sup>th</sup> HK Schools Music Festival by HK Schools Music and Speech Association  | Liuqin Solo: 2 <sup>nd</sup><br><br>Alto Saxophone Solo [Secondary School (Junior)]: 3 <sup>rd</sup><br><br>Zheng Solo, Flute Solo (Secondary School) & Percussion Ensemble: Silver Award<br><br>Dizi Solo & String Ensemble: Bronze Award |
| Joint School Music Competition 2025 by HK Joint School Music Association               | Secondary School Band: Gold Award  |
| HK Youth Music Interflow - Symphonic Band Interflow by Leisure and Cultural Department | Silver Award   |
| Student Drawing Competition of Hong Kong Flower Show by the Hong Kong Jockey Club      | Certificate of Merit   |
| 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   | 初中組一等獎   |
| 教育工作人員總工會及香港硬筆書法家協會舉辦第四屆香港大中小學中英文硬筆書法比賽  | 中文硬筆書法中學高級組亞軍  |
| 香港物流協會舉辦「你眼中的物流」短片拍攝比賽   | 中學組最佳效果獎   |
| 職業訓練局及建築、土木工程及建設環境訓練委員會主辦「見」·築·人·事攝影比賽   | 中學組季軍  |
| 五邑工商總會幼兒園幼稚園舉辦 60 周年理想新校舍設計比賽  | 公開組亞軍及優異獎  |
| Hong Kong Joint School Music Competition 2025  | Gold Award in String Orchestra   |

| <b>Others</b>                    |                                     |
|----------------------------------|-------------------------------------|
| 東區民政處舉辦「東區青藤」計劃                  | 優異學員獎                               |
| 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 (2024/25) | 青年團冠軍及季軍                            |
| 香港紅十字會舉辦東區二青年護理問答比賽 (2024/25)    | 青年團冠軍                               |
| 香港紅十字會舉辦港島總部急救比賽 (2024/25)       | 青年團亞軍                               |
| 香港紅十字會舉辦全港青年急救比賽                 | 青年團季軍                               |
| 香港紅十字會舉辦港島總部急救問答比賽 (2024/25)     | 青年團冠軍                               |
| 香港紅十字會舉辦東區(二)護理比賽 (2024/25)      | 青年團冠軍及季軍                            |
| 香港紅十字會舉辦傑出青年團比賽                  | 東區(二) 冠軍<br><br>港島總部亞軍<br><br>全港總亞軍 |
| 香港紅十字會舉辦港島總部傑出紅十字青年會員 (2023/24)  | --                                  |

|   |                           |
|---|---------------------------|
| 香港紅十字會舉辦全港傑出紅十字青年會員<br>(2023/24)  | --                        |
| 香港島校長聯會香港島傑出學生選舉  | 初中組及高中組分區優秀學生             |
| HK Bird Race 2025 (MTR Student Race) by Hong<br>Kong Bird Watching Society                        | Best Performance Award    |
| 東區學校聯絡委員會東區模範生及進步生  | --                        |
| HK Outstanding ECA Student Award Scheme by HK<br>Extra-curricular Activities Masters' Association | Outstanding Student Award |
| 香港東區各界協會「東區英才獎」   | --                        |
| Youth Arch Student Improvement Award  | --                        |