

Cheung Chuk Shan College
Report on the Use of the Life-wide Learning Grant
23/24 School Year

Jun 2022 ver.

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

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

No.	Name, Brief Description and Objective of the Activity	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes						
1	Lunar New Year Fair stalls	Students applied their business knowledge during their purchase of merchandise in the wholesale market.	✓	✓		✓	
2	Career Experience Activities	Students gained more information about life planning skills and multiple articulation pathways.				✓	
3	Career Books	Students obtained knowledge about different professions and life planning skills through career books reading.				✓	
4	Museums and Historical Site Visits	Student learnt about history of Hong Kong and China by visiting military heritage and cemetery.	✓	✓			
5	Students' experiential learning activities	The activity aroused and deepened students' interest in local heritage.	✓	✓	✓		
6	Information Day	Students learned to be activity organizers by arranging different games and tasks for primary school participants.		✓	✓		
7	Graduation Day	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.		✓			
8	Life-wide Learning Day School Subsidy	Students took part in different activities on that day to polish their collaboration skills and relaxed themselves. All the activities were successfully carried out.		✓	✓		
9	Subsidy for participation in leadership training programmes organized by external organizations	Two students joined the Hong Kong Union for Young Leaders to sharpen their leadership skills and the results were positive.		✓		✓	
10	S1 & S2 Activity Day	By enrolling in different courses chosen by the students themselves, they were able to develop new interests and relax amid the hectic school schedule.	✓		✓		
11	Leadership training programme for Junior Students	Twenty students organized an array of activities for the elderly to enhance their leadership skills, and they later participated in a three-day, two-night camp to develop their collaborative skills. The results were positive, as the students agreed that they became more resilient and outgoing after both activities.		✓	✓	✓	
12	Coach fee for leadership training programme for student leaders	40 students took part in a free leadership training programme and a coach was needed for transportation.		✓			
13	Miscellaneous items for senior form leadership training camp	40 students participated in a free leadership training program, and some consumables were purchased, such as Pocari Sweat Powder, to prevent heat strokes. Additionally, since the campsite did not provide enough food, extra funding was allocated for food.		✓			
14	Variety show	The show was held smoothly and received positive feedback from participants and performers alike.		✓	✓		
15	Sports Training Programmes (Coaching Fees)	Students joined different sports teams and achieved satisfactory results in competitions; their physiques were strengthened and their self-esteem was raised.			✓		
16	Dining Etiquette Workshop	During the visit, the students learnt formal Western dining etiquette through enjoying their lunch at the hotel's restaurant after the workshop. Having a glimpse of the real working environment of hotel staff, the students grasped a better idea of the daily operation of a hotel and the concept of 'hospitality'.	✓				
17	Cultural Tour and Workshop	During various cultural tours, visits, and workshops, students gained a better understanding of the global tourism industry and the development of local ecotourism.	✓				
18	Disney's Hospitality in Practice	By examining the distinct elements of Disney's hospitality services, the students gained an understanding of the daily lives and necessary skills of Disney's professional hosts.	✓				
19	妙思行(中一文化活動推廣)	帶領學生遊走中國不同地域, 認識中國古代值得傳承的人、事、物, 增進歷史、文化和地理知識, 思考古人的名言哲理, 培養正向思維。		✓			
20	Disney World of Physics	Students experienced and acquired Physics knowledge in daily life through an array of activities and experiments.	✓			✓	
21	Ocean Park Amusement Ride Tour	Students experienced and acquired Physics knowledge in daily life by engaging in different interactive activities.	✓			✓	
22	STEM Competitions, Exhibition, Workshop and visit	About 300 students participated in various competitions, exhibition and workshop (e.g. Hong Kong Greenmech Contest, HKUST Robot Explorer Cup and STEAM Learning Days etc.)	✓				
23	S1 STEM Post Exam Activity	All S1 students participated in the AI Fun Day on 27 June 2024. Many students were engaged in the activities, but around 15% of them did not enjoy the experience. Based on teachers' observations, the instructions and presentations given in the workshops were clear and effectively delivered; however, there was not much connection between the tasks assigned to the students.	✓				
24	S2 STEM Project	All S2 students participated in a half-day workshop on shock-proof buildings on 22 January 2024. They were introduced to scientific knowledge about the principles of shock-proof construction and the formation of earthquakes. Hands-on experience was provided, allowing students to create their own shock-proof buildings, and they were given time to evaluate and finalize their projects. Their products were presented during IS lessons after the Chinese New Year holiday. According to the evaluation forms, the feedback from students was overwhelmingly positive, and they agreed that this event sparked their interest in STEM. They also expressed that it was a useful workshop in preparation for their later IS projects. S2 students joined a half-day workshop (22 Jan 2024) on shock proof building. They were introduced with scientific knowledge on principles of shock-proof building and formation of earthquake. Hands-on experience was given to our students for making their own shock proof building and they were given time to evaluate and finish their building later. Their products were presented during IS lesson after Chinese New Year holiday. From the results of the evaluation form, the feedback from students were all positive and they agreed that this event could raise their interest in STEM. They also expressed that it was a useful workshop for the preparation of later IS project.	✓				
25	Training of the Dance Team	The Dance Team received the Highly Commended Award at the Schools Dance Festival, demonstrating the effectiveness of the training.			✓		
(Please insert rows above if the space provided is insufficient.)							
Sub-total of Item 1.1							
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons						
1	S3 Mainland Tour to Zhuhai	Students explored the recent developments in the aviation industry in mainland China.					
2	S5 CS Tour to Shenzhen	Students had a more in-depth understanding of the cultural and technological development of Shenzhen, enhancing their sense of national identity.					

3	Cultural Exchange Tour to Mongolia (Tour fees for teachers and subsidy to students)	Students learned different aspects of urban development and natural grasslands in Mongolia, as well as strategies for developing tourism.					
(Please insert rows above if the space provided is insufficient.)							
Sub-total of Item 1.2							
Expenses for Category 1							

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

No.	Item
1	Music
2	STEM Education
3	4 Houses Spike shoes
4	Gloves for class building activities
(Please insert rows above if the space provided is insufficient.)	
Expenses for Category 2	
Expenses for Categories 1 & 2	

Category 3: Number of Student Beneficiaries

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

Total number of students in the school:	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
Number of student beneficiaries:	Transportation fees		
Percentage of students benefitting from the Grant (%):	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
Name of Contact Person for LWL:	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
Post of Contact Person for LWL:	Fees for hiring expert / professionals / coaches	E9	Others (please specify)