

# **Our Lady's College**



**School Report  
2022-2023**

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## I. Our School

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### 1. Vision and Mission

#### Mission Statement

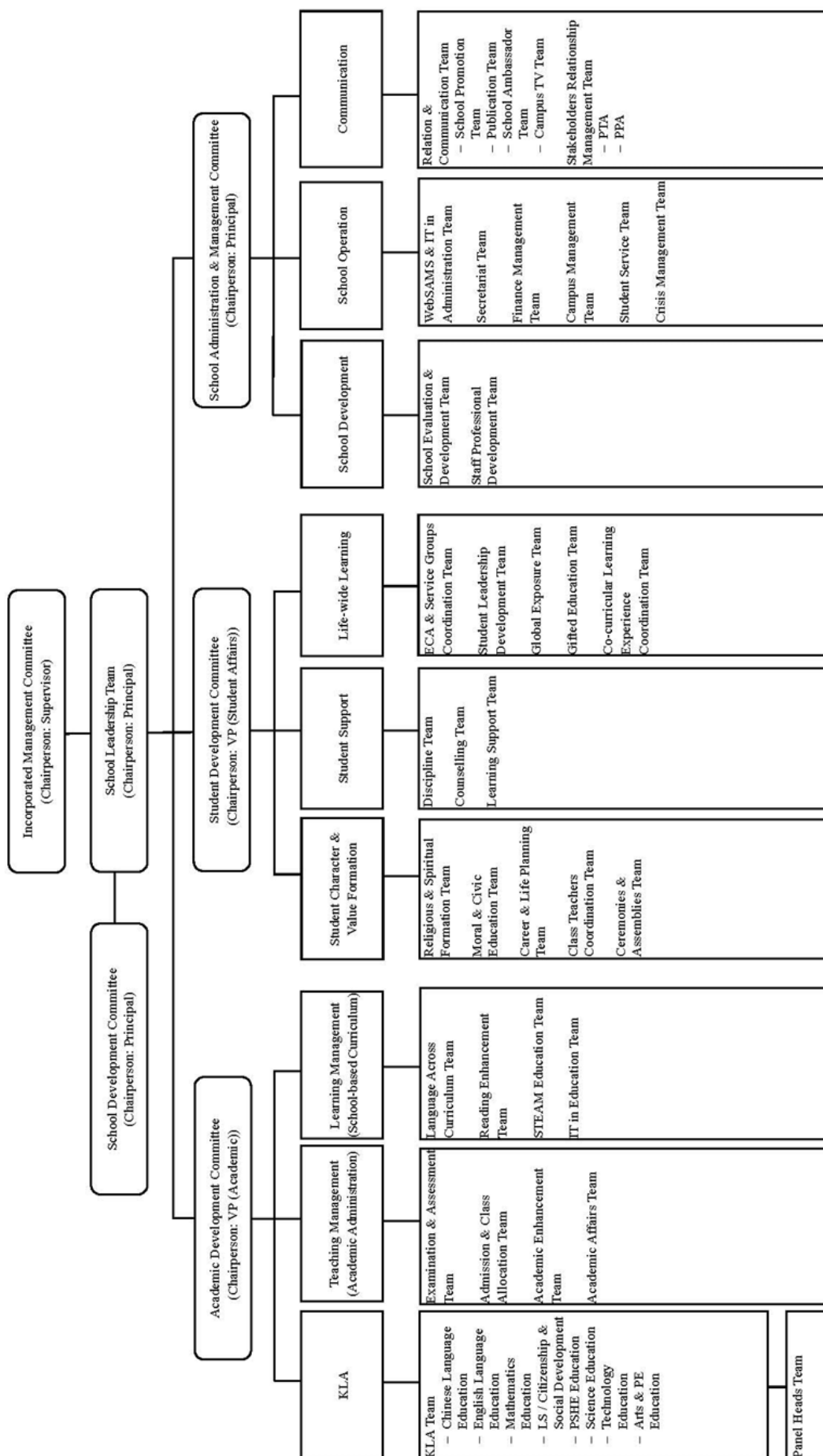
Our School was founded by the Institute of the Daughters of Mary Help of Christians (FMA). We have been educating the students according to the principles of Catholic education and the spirit of our Founders: St. John Bosco and St. Mary Mazzarello. Imbued with a joyful and family ambience, we carry out the Preventive System (Reason, Religion and Loving-kindness) which aims to nurture the students' integral development of the spiritual, moral, intellectual, cultural and social aspects. We stimulate them to apply the acquired knowledge and the internalized values to life, to face reality with integrity and to serve society with dedication.

#### School Emblem

<b>Crown, Sceptre :</b>	Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care
<b>Lily :</b>	Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful
<b>Rose :</b>	Charity – care, understanding and self-giving for the love of God and fellowmen, nurturing the flower of love and spreading the joy of love in action
<b>Puritas et Caritas :</b>	Purity and Charity
<b>OLC :</b>	Our Lady's College

## 2. Structure of School Organization

### Our Lady's College School Organization Chart



### 3. Curriculum and Allocation of Lesson Period / Time

#### Time-tabling arrangements

It was on a 6-day cycle basis, with a total number of 54 periods for S1-S6. Each period lasted 40 minutes. Subjects offered in the 2022-2023 school year and the time-tabling arrangements:

<div> <div>Lesson per 6-day cycle</div> <div>Subject</div> </div>	S1	S2	S3	HKDSE					
				S4		S5		S6	
				No. of Groups	No. of Periods	No. of Groups	No. of Periods	No. of Groups	No. of Periods
Chinese Language	9	9	9	4	8	5	8	5	8+(1)*
Putonghua	1	1							
English Language	9	9	9	4	8	5	8	5	8+(1)*
General Reading / Oral	1	1	1	4	1	4	1		
Mathematics	8	8	8	4	7	4	7	4	7+(1)*
Mathematics M1				1	6	1	6	1	7
LS / Citizenship & Social Development				4	3	4	3	4	7
IH (Geography)	2	2	2						
IH (History)	2	2	2						
IH (Life & Society) (S1,2) / Economics & Business (S3)	2	2	2+1						
Chinese History	2	2	2	1	7	1	7	1	7
Geography				1	7	1	7	1	7
Economics				1	7	1	7	1	7
Science	6	6							
Science (Biology)(S3) / Biology			2	2	7	2	7	2	7
Science (Chemistry)(S3) / Chemistry			2	1	7	1	7	1	7
Science (Physics)(S3) / Physics			2	1	7	1	7	1	7
BAFS - Accounting				1	7	1	7	1	7
BAFS - Business Management				1	7	1	7		
Computer Literacy / Information & Communication Technology	2	2	2	1	7	1	7	1	7
Extended Curriculum:									
Language Across Curriculum (LAC)	1	1							
STEAM Project-based Learning			2						
Technology & Living	1	1	1	1	7	1	7	1	7
Visual Arts	2	2	2	4	1	4	1		
VA - HKDSE				1	7	1	7	1	7
Music	1	1	1	4	1	4	1		
Physical Education	2	2	1	4	1	4	1	4	1
Ethics & Religious Education	2	2	2	4	1	4	1	4	1
Class Teacher Period	1	1	1	4	2	4	2	4	1

#### Small Group Teaching Arrangement

- Chi Lang, Eng Lang (S1-2): Class B & C are split into 3 groups
- Maths (S1-3): Class B & C are split into 3 groups

#### Remarks:

- S5A, 6A: Chin Lang, Eng Lang are split into 2 groups
- Extra lessons for students with 2X:
  - S4, S5: Two extra lessons of Chi, Eng, Maths respectively for students with 2X
  - S6: One extra lesson of Chi, Eng, Maths respectively for class B,C,D

*Remarks: The special timetable with 35 minutes per period was adopted in several months in 2022-2023 due to the adoption of half-day schooling in response to the COVID-19 epidemic.*

## **II. Achievements, Reflection, Feedback and Follow-up on Major Concerns**

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### **MAJOR CONCERN 1: TO ENHANCE LEARNING AND TEACHING EFFECTIVENESS**

**Target 1 : To enhance student engagement in the learning process**

#### **Strategy 1**

**To review and refine school-based curriculum and learning materials to cater for students with diverse learning needs**

- a) Optimize the use of differentiated curriculum and learning materials to cater for learner diversity**
- b) Promote cross-curricular learning through developing school-based inter-disciplinary curriculum**

#### **➤ Achievements**

- Various strategies were implemented to address students' diverse learning needs. These strategies included designing tailored learning activities, worksheets, and materials to cater to different abilities and learning styles.
- Advanced question types were incorporated into worksheets and assignments to challenge students and enhance their skills.
- To support lower-achieving students, textbook content was simplified and made more accessible. Weaker classes received shorter and more frequent writing practices to improve their skills. Junior classes received systematic guidance on handling question types commonly found in the senior secondary curriculum.
- To assist with assessment preparation, summary and revision videos were provided to students. These resources allowed them to review concepts, identify areas needing attention, and approach assessments with confidence.
- These strategies aimed to support all students in reaching their full potential, regardless of their abilities.

#### **➤ Reflection**

- Student performance is influenced by their attitude and ability. Weaker and average students require more guidance from teachers to reach their learning goals. Short and frequent assessments are beneficial for student learning and should be continued. Teachers provide regular feedback, help identify areas for improvement, and allow students to adjust their learning strategies.
- Differentiating the curriculum faces challenges due to syllabus constraints and diverse student abilities.
- Junior classes are motivated by interactive activities like competitions and online games. Verbal recognition and small gifts boost students' confidence and sense of achievement.
- Personalized support and a positive learning environment are crucial for maximizing students' potential and achieving their goals.

#### **➤ Suggestions for further improvement**

- To better prepare students for senior secondary education, HKDSE content can be incorporated into the S3 curriculum. This helps bridge the gap between S3 and S4 and provides a solid foundation for future studies.
- To support students with more challenging questions, teachers should provide them with additional explanations and guidance on difficult concepts.
- Teach them to analyze questions, identify keywords, and approach questions with confidence and clarity.
- Focus on effective answering techniques and structuring responses.
- To improve language skills, prioritize vocabulary learning over advanced tasks such as DBQ and essays. This builds a strong language foundation for academic and professional life.
- Create a positive and engaging learning environment. Provide regular feedback and recognition.
- Encourage students to be active learners. This fosters a proactive attitude to maximize their potential and achieve their goals.

## **Strategy 2**

**To enhance teachers' skills in pedagogy and curriculum design through promoting the culture of collaborative curriculum development and professional exchange**

- a) Equip teachers with pedagogical skills in promoting reflective and self-directed learning through attending professional development programmes**
- b) Promote a professional sharing culture on pedagogy and curriculum development through internal sharing and external sharing**

### **➤ Achievements**

- Teachers effectively utilized collaborative planning periods to enhance curriculum design, teaching progress, and coursework arrangements. This significantly improved the collaborative culture, especially in English, Chinese, and Mathematics.
- Workshops provided valuable insights into curriculum development and improved teaching pedagogy and design skills. Open classroom activities and professional sharing with other schools expanded knowledge and facilitated idea exchange.
- To enhance communication and resource sharing among IT teachers, dedicated platforms like WhatsApp groups and Google Classroom were established. These platforms fostered effective communication, resource sharing, and collaboration among IT teachers.
- These initiatives foster a culture of collaboration and continuous learning among teachers. By embracing best practices and staying updated, teachers can provide high-quality education to prepare students for future success.

### **➤ Reflection**

- The activities effectively promoted professional exchange and kept teachers informed of curriculum development.
- Pedagogy workshops provided practical skills and strategies to enhance teaching effectiveness. Co-preparation lessons facilitated sharing and planning among teachers.
- However, some hindering factors affected teacher participation. The tight teaching schedule and difficulty in swapping lessons posed challenges. Time clashes with other school commitments limited participation. Popular workshops with full subscriptions also prevented some teachers from attending.

### **➤ Suggestions for further improvement**

- Include panel heads in collaborative lesson planning sessions across all forms.
- Arrange more open classroom visits to share good practices.
- Organize internal sharing sessions within subject-specific panels.
- Initiate peer observations within subject-specific panels.
- Encourage teachers to attend online professional development activities.
- Promote participation in professional development activities during term test and exam periods.
- Optimize collaborative lesson planning periods for effective sharing and coordination.

### **Strategy 3**

#### **To optimize the use of IT in enhancing learning and teaching effectiveness**

##### **a) Equip S1 and S2 students with IT and information literacy skills**

##### **b) Enhance teachers' skills in adopting the blended learning approach and the use of e-assessment**

#### **➤ Achievements**

- The use of iPads in learning was effective as students were familiar with educational apps and used them proficiently. They excelled in making presentations but needed additional training on proper Google search usage.
- Compared to previous years, students showcased improved IT skills in completing assignments and adhered to iPad usage rules explained before lessons. Educational apps provided insights into students' subject knowledge and enabled follow-up.
- Post-lesson assessments through apps and Google Classroom evaluated group and individual performance, aiding teachers in adjusting and supporting students as needed.
- IT facilitated pre-tasks, allowing students to engage with course material before class, leading to more interactive and collaborative activities during class time.
- Overall, IT enhanced student learning, provided valuable insights to teachers, and equipped students with essential skills for future success. By integrating IT further, teachers can ensure students are well-prepared for the future.

#### **➤ Reflection**

- Unclear rules on the use of iPads in the classroom, which caused hesitation among teachers and limited their ability to incorporate iPads into their lessons effectively.
- Misuse of online information and low awareness of issues such as plagiarism among students.
- Insufficient information was provided by the school regarding educational apps, which limited teachers' ability to use them effectively.
- Limited functionality of free versions of educational apps, which impacted the ability of teachers to fully utilize them.
- Inadequate introduction to educational apps for teachers, which impacted their ability to grasp the full range of functions and potential uses of these tools.
- Weak internet connection and outdated or worn-out hardware, which hindered the effective use of e-learning tools and resources.

#### **➤ Suggestions for further improvement**

- Setting clear rules and guidelines on the use of iPads in lessons, including guidelines on misconduct related to iPad misuse. This can be included in the rules and regulations of the Discipline Team, along with clear guidelines and punishments to foster a positive and iPad-compatible learning environment on campus.
- Subscribing to the advanced options of educational apps for teachers, providing training, and promoting their use among teachers to maximize their potential.
- Upgrading the internet connection to improve its steadiness and ensure that students and teachers can access online resources without interruption.
- Inspecting the hardware in all classrooms and replacing outdated or worn-out equipment to support effective teaching and learning.
- Organizing more activities led by the IT in Education Team to enhance teachers' grasp of the use of educational apps and the trends of IT in education.
- Integrating elements of information literacy into different subjects to ensure that students make good use of online resources and understand the importance of citations in their work. Computer literacy can also highlight the proper use of online information in their curriculum.
- Enhancing surveillance of students' iPad use by requiring students to register their iPads with the IT technician before accessing the Wi-Fi, rather than sharing the Wi-Fi password. Further blocking of webpages and apps by the Firewall may also be necessary to monitor and control students' iPad use.
- Providing iPads to S1 students in need earlier in the academic year to ensure that they can benefit fully from their use in learning.



#### **Strategy 4**

**To broaden students' learning experience and exposure through co-curricular and cross-curricular learning activities**

**a) Deepen and liven up subject learning through external experiential learning activities**

**b) Promote cross-disciplinary learning through intra/inter KLA learning activities/projects**

##### **➤ Achievements**

- Various co-curricular and cross-curricular learning activities were conducted. These included internal collaborative activities within Key Learning Areas (KLAs), such as the Cup Cake Making Competition and weekly English Wednesday activities. Additionally, large-scale 70<sup>th</sup> anniversary celebrations, like the Open Day and Gala Performance, offered students valuable experience in executing productions and problem-solving.
- External and joint-school activities resumed, allowing students to apply classroom learning in real-world contexts.
- Notable achievements included winning inter-school English and Chinese Debating competitions, receiving the Outstanding Student Association Award, and earning recognition in diverse academic competitions.

##### **➤ Reflection**

- The cross-curricular activities were generally well-received by students, who enjoyed participating in them and found them helpful in enhancing their interest in the subjects. Students also demonstrated their creativity during their participation.
- However, the effectiveness of these activities was hampered by various hindering factors. One major limitation was the limited number of activities, as there was only one activity day per month.
- Additionally, the available time after class was constrained by students' busy schedules, which included schoolwork, tutorial lessons, and participation in extracurricular activities. These constraints limited the opportunities for students to fully engage in and benefit from the activities.
- Despite the challenges, facilitating factors enhanced the activities' effectiveness. These included grants and the resumption of school activities, providing more opportunities for cross-curricular engagement. Students' eagerness to participate in external learning indicated a strong interest in expanding their knowledge and skills beyond the classroom.

##### **➤ Suggestions for further improvement**

- Holding more activities in the post-exam period when students have more free time and can benefit from additional learning opportunities.
- Enhancing cross-curricular collaboration by encouraging teachers from different subjects to work together on joint activities and projects.
- Inviting writers and university lecturers to organize workshops for students, providing them with valuable insights and perspectives outside of the classroom.
- Encouraging students to participate in joint-school activities, providing them with opportunities to interact with peers from other schools and expand their learning horizons.
- Making some activities compulsory for all students, ensuring that each student has the opportunity to participate and benefit from these valuable learning experiences.
- Offering more activities focused on language use, such as group discussions, debates, writing workshops, and post-reading sharing, to promote verbal and written communication skills among students.
- Installing air-conditioning in the school basement to provide a comfortable and conducive environment for activities.

## **Target 2 : To enhance the effectiveness of learning and teaching in the English medium**

### **Strategy 1**

**To further develop teachers' capability for using English as the medium of instruction effectively**

- a) Participate in school-based support programmes organized by the EDB and other educational bodies**
- b) Cultivate a collaborative working atmosphere through different sharing platforms and professional exchange in school meetings**

#### **➤ Achievements**

- Mathematics panel members participated in the MOI course organized by HKU, incorporating new ideas into their lessons.
- Collaborative support with HKU for Science raised teachers' awareness of the language's role in the subject. The program included workshops, lesson observations, post-meeting discussions, sharing of best practices, and professional discussions.
- Intra-panel peer lesson observations were arranged for Science and LaC lessons, allowing teachers to learn from colleagues and improve their teaching approaches.
- These initiatives provide professional development opportunities, helping teachers deliver high-quality instruction and improve student learning outcomes. They foster classroom innovation, creativity, and ensure teachers are equipped with the necessary knowledge and skills for success.

#### **➤ Reflection**

- Time constraint was the only factor that hindered the implementation of the strategies.

#### **➤ Suggestions for further improvement**

- Selecting certain topics for implementing LaC strategies in science subjects to achieve a better balance of content and language. This can help ensure that students are able to understand and engage with the concepts being taught while also developing their language skills.
- Making better use of CLP lessons to share knowledge and experience on MOI. This can provide teachers with valuable insights and perspectives on effective MOI strategies and help promote innovative and effective teaching practices.
- Leveraging technology such as group chatting to share materials and experiences among teachers. This can facilitate communication and collaboration, enabling teachers to learn from each other and share best practices on an ongoing basis.
- Encouraging professional exchange in school meetings, providing teachers with opportunities to share their experiences, insights, and challenges with their colleagues and receive feedback and support. This can help foster a culture of continuous learning and improvement and promote innovation and creativity in teaching practices.

### **Strategy 2**

**To review and refine MOI support at junior levels**

- a) Enhance the MOI support provided by EMI content subjects**
- b) Refine MOI bridging programmes organized to facilitate the transition to English medium education**

#### **➤ Achievements**

- The MOI support had been refined to meet diverse language needs, enabling all students to engage and reach their potential.
- A customized Mathematics vocabulary book was introduced to aid learning and reduce language barriers.
- Students found the MOI bridging programs helpful and provided positive feedback. In ICT classes, bilingual notes are provided to bridge the transition from junior CMI to EMI.

- These efforts ensured inclusive learning experiences for all students. Students were able to engage with the materials and concepts being taught and achieve their full potential.

#### ➤ **Reflection**

- The programmes were so intensive that students were not able to absorb all the content. They tended to forget what was mentioned, which could limit the effectiveness of the programmes in enhancing student learning.
- There is a time gap between the finishing date of the program and the actual lessons, which has resulted in most students forgetting what was discussed and being unable to effectively apply the knowledge gained in the MOI bridging programmes.

#### ➤ **Suggestions for further improvement**

- Inform EMI subject panels about the effectiveness of the English bridging program. This will highlight the importance of language learning and its role in student success.
- Involve EMI subject teachers in the bridging course, recognizing their role as language educators. Offer opportunities for them to observe and participate in the program, encouraging the integration of language learning strategies into their teaching practices.
- Promote language learning across all subjects by incorporating in-class language use and input in EMI content courses. Provide students with opportunities to practice language skills in English and EMI subjects, and integrate language learning activities into EMI lessons.
- Encourage out-of-class English interactions among students and EMI subject teachers. Foster participation in extracurricular activities related to English language learning and facilitate collaboration among EMI subject teachers to share best practices for promoting language learning in all subjects.

### **Strategy 3**

#### **To enhance students' English language competencies in various EMI subjects**

- Provide students with ample chances to use English to express their understanding in EMI subjects**
- Foster vocabulary building and retention skills & acquisition of subject-specific vocabulary**
- Enrich students' chances of using English in and out of classrooms, school activities and messages**

#### ➤ **Achievements**

- Encourage students to express their opinions in EMI subject lessons through discussions, presentations, and written work, promoting language development and confidence.
- Foster student-teacher interactions in English, both inside and outside the classroom, while emphasizing the school's expectations for English language use.
- Establish the practice of communicating with English teachers exclusively in English, creating authentic language learning opportunities across various settings.
- Provide opportunities for students to use English in school activities like assemblies, events, and designated English activities, bolstering language skills and confidence.
- Advise students to maintain vocabulary logbooks or notebooks to record notes for EMI subjects, enhancing language skills and vocabulary retention.
- Introduce a Mathematics vocabulary book to familiarize students with subject-specific terms, reducing language barriers and supporting learning in Mathematics.

#### ➤ **Reflection**

- The school fosters an English-rich environment, conducting major events and activities in English. This promotes English language learning and offers students authentic language practice.
- However, subjects like Mathematics utilize specialized terminology that may pose language barriers, hindering student engagement and understanding.

➤ **Suggestions for further improvement**

- Provide students with additional resources, such as vocabulary lists and flashcards, to aid in learning subject-specific terminology.
- Integrate language learning activities into EMI subject lessons, allowing students to practise using subject-specific vocabulary in context.
- Encourage teachers to use clear and simple language, particularly in subjects like Mathematics, to minimize language barriers and ensure all students can understand the materials.
- Emphasize the proper usage of words during dictation exercises for EMI subjects, focusing on language comprehension rather than just spelling, to improve communication skills.

**Strategy 4**

**To strengthen the learning of English through cross-curricular collaboration in the promotion of LaC and RaC**

**a) Conduct LaC lessons for S1 and S2**

**b) Further develop cross-curricular reading programmes and activities**

➤ **Achievements**

- To address language needs in EMI subjects, LaC lessons are designed for revisiting topics, highlighting language needs, and practising targeted vocabulary. These lessons also include reading aloud and presentation practice for content review.
- Exam skills are emphasized in LaC lessons, covering specific question words/phrases to enhance exam preparation and performance in EMI subjects.
- Cross-curricular reading programs and activities expose students to diverse topics, boosting reading comprehension and confidence. This supports language skill development and success in EMI subjects.

➤ **Reflection**

- While the LaC lessons have been generally effective in supporting student language learning and enhancing their success in EMI subjects, there are several challenges that impacted their effectiveness, including:
  - Some students in weaker classes may be poorly motivated in LaC lessons. This can limit the effectiveness of the lessons in supporting student learning and achievement.
  - Some LaC teachers may lack knowledge of the EMI content subjects and may not be able to conduct the lessons effectively. This can limit the effectiveness of the lessons in supporting student language learning and enhancing their success in EMI subjects.

➤ **Suggestions for further improvement**

- Subject teachers can provide subject-specific themes and information for library reading activities, fostering language development, subject understanding, and student interest.
- Incorporate real-life contexts to demonstrate the relevance of the subject to students' daily lives, promoting their motivation and understanding of the subject matter.
- Equip students with skills to deconstruct texts and present information in diagram or flow chart formats, improving their ability to analyze complex content and grasp key concepts.
- Nominate more members from the Personal, Social, and Health Education (PSHE) department to join the LaC program. This will provide additional support and resources for students, enhancing the effectiveness of the lessons in supporting language learning and success in EMI subjects.
- Include vocabulary-building activities in LaC lessons to develop language skills and improve students' comprehension and usage of subject-specific terminology.

### **Target 3 : To help students develop strategies for effective learning**

#### **Strategy 1**

**To foster the habit of pre-lesson preparation and post-lesson review for knowledge consolidation**

- a) Class teachers provide S1 and S2 students with guidelines and guidance on lesson preparation and lesson review**
- b) Subject panels promote the study habit among students in daily lessons**

#### **➤ Achievements**

- Class teachers have provided guidelines and guidance to S1 and S2 students for lesson preparation and reviews, supporting their understanding of the subject.
- Edpuzzles and Google Classroom worksheets have been used to offer additional resources and aid student comprehension.
- Pre-lesson tasks have allowed students to preview lessons, enhancing preparedness and engagement in class discussions.
- Pop-up quizzes have motivated students to prepare for lessons and allowed teachers to assess learning progress.
- Oral lessons include questions to boost student preparation and confidence in English communication.
- Extended learning through reading materials and answering related questions has deepened understanding and critical thinking skills.
- Short online quizzes have assessed learning and provided feedback for improvement.
- Submitting news cuttings in ICT has improved reading comprehension and awareness of current events.
- Frequent short assessments have encouraged regular studying habits and reinforced subject understanding.

#### **➤ Reflection**

- Teachers are supportive in providing guidance to students in finishing their assigned tasks. This can help students better understand the requirements of their assignments and improve the quality of their work.
- There were indeed several hindering factors listed below:
  - Students were not persistent enough and were absent-minded. They need constant encouragement and reminders from teachers to do preparation work.
  - The students generally exhibited weakness in time management and experienced difficulties in meeting various submission deadlines. The quality of their assignments requires improvement.
  - Some students were fully occupied by ECAs or tutorials and, hence were not able to meet the deadlines or requirements.

#### **➤ Suggestions for further improvement**

- Subject teachers may introduce some general learning strategies of the subject to students at the beginning of the school year. This can help students better understand the requirements of the subject and improve their learning and achievement.
- Promote a learning atmosphere in the school environment through various means, such as providing more spaces for students to do revision or assignments during recess and lunch break, organizing interesting academic activities like inter-class quiz competitions, etc. This can help create an environment that is conducive to learning and support student motivation and achievement.
- To enhance students' interest and motivation in lesson preparation, it may be beneficial to incorporate more multimedia resources. This can help engage students and provide them with additional resources to support their learning.

## **Strategy 2**

### **To cultivate the skills for self-directed learning**

- a) **Organize workshops / CTP sessions on effective learning strategies**
  - S1-S2: time management, memory skills, note-taking
  - S3-S6: note-making, use of graphic organizers
- b) **Subject panels provide students with opportunities to apply and consolidate the recommended learning strategies**
- c) **Subject panels provide students with self-learning resources to promote independent learning**
- d) **Subject panels devise learning tasks to encourage students to apply self-directed learning**

### **➤ Achievements**

- Subject-based self-learning resource banks have been set up. This can provide students with additional resources to support their learning and help them better understand the subject matter.
- Students were encouraged to apply various learning skills in their learning, such as mind maps and concept maps. This can help students better understand and organize the subject matter and improve their learning and achievement.
- Various channels have been made available to facilitate students' access to self-directed learning materials. This can provide students with more flexibility and autonomy in their learning and support their motivation and engagement.
- Various learning tasks have been devised to promote self-directed learning. This can help students develop their critical thinking and analysis skills, as well as their ability to work independently and manage their own learning.

### **➤ Reflection**

- Plenty of online resources are now available to support student learning. This can provide students with additional resources to support their learning and help them better understand the subject matter.
- Reward platforms have been implemented to incentivize student learning and achievement. This can help motivate students and enhance their engagement and motivation.
- Despite these additional incentives, weak learning motivation was spotted among some students. This can limit the effectiveness of instruction in supporting student learning and achievement.
- Students may be busy with other subjects and SBA. This can limit the amount of time and resources available for students to engage in learning.

### **➤ Suggestions for further improvement**

- Providing more encouragement and guidelines from teachers can help motivate students and provide them with additional support and resources to improve their learning and achievement.
- Purchasing learning resources and tool books for students can provide students with additional resources to support their learning and help them better understand the subject matter.
- Providing more learning resources of different levels of difficulty and online self-learning programs to meet learner diversity, such as e-books, e-magazines, and online learning platforms. This can provide students with more flexibility and autonomy in their learning.
- Providing professional development opportunities for teachers to improve their instructional practices, as well as providing students with additional support and resources to improve their learning.

## **Conclusion**

- To support student learning, strategic measures have been taken to enhance teaching effectiveness. Despite obstacles, progress has been made. For example, subject panels collaborated on lesson planning and teachers actively participated in training programs for professional growth.
- Moving forward, the focus should be on enhancing teachers' professionalism in utilizing assessment data to improve curriculum, pedagogy, and assessment, especially for senior forms. This improves teaching and learning while promoting continuous school development.

## **MAJOR CONCERN 2: TO ENHANCE PERSONAL DEVELOPMENT THROUGH INTERNALIZATION OF THE SCHOOL CORE VALUES**

**Target 1 : To understand, internalize and live out the school core values**

### **Strategy 1**

**To guide the school community to have a deeper understanding of the school core values**

- a) Enhance the school community's understanding of the school core values**
- b) Enrich the understanding of new students and teachers about the school core values**
- c) Organize career and life planning programmes for the graduating classes**
- d) Infuse the school core values in JS subject curricula, learning activities and school events**

#### **➤ Achievements**

- Various programs and activities were implemented to promote understanding of the school's core values. These included capacity building programs, orientations, induction courses, staff meetings for teachers, S1 orientation activities, Virtuous Leadership Award Scheme for S1 and S2, ERE lessons, class teacher periods, subject-based curriculum, and Gala Performance for students. Parents also benefited from the orientation program and the talk during Open Day.
- These initiatives have proven effective in enhancing the understanding of the school's core values among all stakeholders. As a result, students demonstrated these values through their behaviour, active participation in charitable events, and fulfilling their duties.
- S6 students were encouraged to deeply reflect on how the core values impacted their daily lives. They presented their reflections to the entire student body, promoting a deeper understanding of the core values and their practical application in daily life for both the presenters and the audience.

#### **➤ Reflection**

- The religious background of our school provides a strong foundation for our core values. Sisters and teachers serve as role models, demonstrating how to live out these values. Students were exposed to the core values through morning assemblies, school events, and learning activities.
- However, some students exhibited self-centred behaviour that hindered their development and practice of our core values.
- Additionally, parental values that differ from ours pose challenges to supporting the values.
- Behavioural problems persisted, negatively impacting the development and practice of our core values.
- Limited interactive learning venues made it difficult to reinforce the importance of our core values.
- The social atmosphere and social media exposed students to conflicting messages, creating challenges in promoting our core values.

#### **➤ Suggestions for further improvement**

- Increase service-learning opportunities to live out core values, collaborating with community organizations for meaningful projects and fostering reflection on the impact of service.
- Organize more religious activities, like masses, to reinforce core values and provide opportunities for students to practise their faith.
- Arrange interactive learning activities incorporating core values, such as group discussions, debates, and role-playing, to encourage collaborative exploration and application.
- Invite recent alumni to share experiences of living out core values, offering positive role models and real-life examples.
- Utilize core values as themes for classroom boards, visually reinforcing their importance and practical application.
- Organize day tours or picnics by PTA to promote interaction among parents, teachers, and students, emphasizing core values in a relaxed and enjoyable setting.
- Address behavioural problems promptly through guidance and counselling services, working with students to align their behaviour with core values.

## **Strategy 2**

**To cultivate a school milieu conducive to the spiritual growth of all**

- a) Refine the ERE curriculum**
- b) Enhance the spiritual growth of the school community**
- c) Conduct sharing**

### **➤ Achievements**

- The ERE curriculum introduced core values to students, establishing a strong foundation for understanding and practising them.
- Activities like retreats, ERE week, mass, church visits, and morning assemblies enhanced students' spiritual growth and deepened their understanding of core values.
- Students demonstrated understanding and care for classmates, reflecting the positive impact of our initiatives on their development and practice of core values.
- While S1 and S2 students willingly participated in prayer rituals, senior form students required further engagement to encourage their involvement.
- Morning assembly sharing sparks student interest in teachers' lives, fostering appreciation and a deeper understanding of the values they embody.

### **➤ Reflection**

- Most of the activities held during the ERE week are suggested by students, which provides opportunities for student leadership and engagement in our spiritual initiatives.
- Committee members of the Catholic Society were very devoted, which helped ensure the success and impact of our spiritual initiatives.
- Students had more engagement in interactive religious activities, such as Religious Week and Thanksgiving celebration, which helped reinforce the importance of our core values and provided opportunities for students to practise their faith.
- However, committee members lacked leadership skills, which could create challenges in organizing and implementing our spiritual initiatives.
- There was a lack of manpower to organize and design religious activities, which could make it challenging to provide students with a variety of engaging and meaningful spiritual experiences.
- Due to Covid-19, some activities were postponed, which limited the opportunities for students to engage in our spiritual initiatives.

### **➤ Suggestions for further improvement**

- Invite students and the school supervisor for morning assembly sharing, offering positive role models and practical examples of applying core values.
- Provide leadership training for students to lead prayer, including workshops and coaching sessions to enhance their skills and confidence.
- Emphasize proper attitudes during prayer and religious activities, promoting respect, reverence, and mindfulness. Offer guidance and support to students struggling with these attitudes.
- Organize class visits by the principal, fostering student interaction and understanding of the school's mission and values.
- Incorporate hymns into Music lessons to deepen appreciation for religious music and provide opportunities for faith expression through music.
- Arrange interactive religious activities like group discussions, debates, and role-playing, allowing students to explore and practise core values collaboratively.



### **Strategy 3**

#### **To encourage the manifestation of the school core values in everyday school life**

##### **a) Commend and affirm good behaviour**

##### **b) Apply the school core values in handling student discipline and counselling issues**

##### **➤ Achievements**

- Various awards and platforms recognized students' good behaviour, reinforcing positive behaviour and the practice of core values.
- Positive feedback and appreciation from parents and others reflected most students' embodiment of the school's core values, indicating the impact of our initiatives.
- The school applied core values in handling disciplinary and counselling matters through schemes like Atonement of Demerits by Merits and the Inter-house Grooming Competition, promoting reflection and alignment with core values.
- Students with behavioural issues were required to reflect on incidents, fostering self-reflection and personal growth.
- Improvements in senior form compliance with school rules suggested a positive impact on behaviour and development.
- S1 and S2 students benefited from additional guidance and support to develop self-awareness and reflection skills, as they tended to deny faults and struggle with self-reflection.

##### **➤ Reflection**

- Frequent encouragement from class teachers reinforced positive behaviour and promoted the practice of core values. The integration of core values by the Counseling and Discipline teams fostered self-reflection and emphasized the importance of our values.
- However, some self-centred and junior form students lacked self-management skills, posing challenges in promoting positive behaviour and core values like empathy, compassion, and respect.
- Serious behavioural problems persisted, particularly in junior forms, indicating a need for targeted initiatives and support.
- Homework submission and punctuality showed little improvement in S1 and S2, suggesting the need for further engagement and reinforcement of core values in these areas.
- Misuse of the sick room and social worker's room hindered appropriate support for students in need.
- Insufficient guidelines for addressing misbehaviour and limited parental support present challenges in promoting positive behaviour and core values.

##### **➤ Suggestions for further improvement**

- Establish clear rules and guidelines for the proper use of resources like the sick room, social worker rooms, and electronic devices to prevent abuse and ensure effective utilization.
- Improve communication with parents through regular updates on school policies and targeted outreach to address behavioural and academic challenges.
- Review the Virtuous Leadership Award Scheme in junior forms to align it with core values and promote positive behaviour effectively.
- Implement stricter rules regarding punctuality and homework submission, accompanied by clear consequences and targeted support for students facing difficulties in these areas.
- Provide teachers with clear guidelines for managing students' misbehaviour, including training, support, and consistent disciplinary policies and procedures.

## **Target 2 : To foster the interconnectedness of all within the school community**

### **Strategy 1**

**To cultivate a school culture filled with loving-kindness and care**

- a) Refine the curriculum of Class Teacher Period**
- b) Enhance the bonding of students**
- c) Foster cooperation and collaboration among fellow students and teachers**
- d) Provide more service-learning opportunities both in and out of school for students**

#### **➤ Achievements**

- Junior forms had ample time during class teacher periods for pastoral care, including follow-up discussions that reinforce core values and foster positive behaviour and personal growth.
- The pastoral care logbook served as a valuable platform for student-teacher communication, promoting reflection, guidance, and support. However, some students did not take it seriously, limiting its effectiveness.
- Positive peer relationships played a crucial role in promoting positive behaviour and core values like empathy, compassion, and respect.
- Students demonstrated good collaboration and teamwork, particularly in school activities, indicating opportunities to further promote positive behaviour and core values through collaborative learning and group projects.
- Senior forms engaged in social service-learning activities during class teacher periods, allowing them to participate in community service and apply core values in real-world contexts.

#### **➤ Reflection**

- The well-designed pastoral care logbooks facilitated students' self-reflection, promoting personal growth and the practice of core values.
- Increased efforts from functional units and school support contributed to promoting positive behaviour and core values, including targeted initiatives for students facing challenges.
- Limitations due to the pandemic include reduced opportunities for peer interaction, hindering the practice of core values and communication skills development.
- Some junior form students engaged in frequent quarrels among peers, posing challenges in promoting positive behaviour and core values.
- Misuse of social media by some students led to the development of undesirable behaviour.

#### **➤ Suggestions for further improvement**

- Align class teacher periods for senior forms to facilitate inter-class activities, talks, and workshops for positive peer relationships and effective communication.
- Increase inter-class competitions to foster teamwork, positive peer relationships, and the opportunity to showcase skills and talents.
- Allocate time for briefings and debriefings during competitions and activities to address disputes and behavioural issues promptly.
- Create platforms like talent shows, exhibitions, and performances for students to showcase their talents and appreciate one another.
- Encourage student-led projects and events to promote leadership, responsibility, and a sense of ownership among students.
- Offer more out-of-school social service learning opportunities for students to engage in community service, practising core values and fostering personal growth.

## **Strategy 2**

**To heighten the importance of the role modelling of each member of the school community in shaping the school milieu**

**a) Develop a code of conduct for staff members**

**b) Organize training programmes to empower student leaders**

### **➤ Achievements**

- Several factors contributed to promoting positive behaviour and core values, including teachers' compliance with the code of conduct and the kind nature of staff members. Big Sisters showed care to S1 students and S4 students excelled in volunteer service.
- Trained student leaders served as role models, receiving recognition from external organizations.

### **➤ Reflection**

- Full-day schooling allowed students to showcase their leadership skills and promoted personal growth through various activities. The school offered service-learning opportunities to foster empathy, compassion, and respect.
- However, there was a limited number of student leaders, with heavy reliance on a few, particularly from Class A. Students who were not academically strong had fewer opportunities.
- Students heavily relied on teachers for guidance, and external training programs were costly and with limited capacity. Some student leaders struggled with time management and balancing academics with activities.

### **➤ Suggestions for further improvement**

- Expand reach-out activities and leadership programs for students, enabling them to become role models and foster positive behaviour and personal growth.
- Foster leadership skills, responsibility, and ownership by allowing students to organize activities and learn from their experiences and mistakes.
- Enhance data management to gather comprehensive information about students, including their school duties and achievements, for targeted support and interventions.
- Emphasize adherence to the dress code among staff members to maintain a professional image and set positive examples for students.

### **Strategy 3**

#### **To promote parental participation in the growth of the students**

##### **a) Provide school-based parent education**

##### **b) Strengthen the home-school cooperation**

##### **➤ Achievements**

- Students had increased opportunities to participate in reach-out activities and leadership programs, fostering their potential as role models and promoting positive behaviour and personal growth.
- They were also granted more freedom to organize activities, facilitating the development of leadership skills, responsibility, and a sense of ownership.
- The school improved data management, obtaining comprehensive information about students' duties and achievements, and enabling targeted support and interventions based on their individual needs.

##### **➤ Reflection**

- Efforts were being made to promote positive behaviour and core values, taking into account both facilitating and hindering factors. Parents' cooperation and attendance at Parents' Day fostered a collaborative school culture. Education programs enhanced parents' understanding of adolescent development and communication skills.
- However, challenges like family issues, single parenthood, and being away in Mainland China hinder parental involvement. Some parents relied excessively on the school, weakening trust between the parent and the ward. High parental expectations can also negatively impact students' well-being and growth.

##### **➤ Suggestions for further improvement**

- Organize parenting talks and workshops to enhance parents' understanding of adolescent development and communication skills, promoting positive behaviour and personal growth among students.
- Conduct parent-child activities like family tours to strengthen parent-child bonding, foster positive relationships and promote positive behaviour and personal growth.
- Invite parents to participate in school activities, fostering a collaborative and partnership-oriented school culture.
- Increase the frequency of e-circulars to ensure timely communication with parents, promoting transparency, a positive relationship, and trust between the school and parents.

### **Target 3 : To appreciate and develop the strengths of all in the school community**

#### **Strategy 1**

**To provide students with a good variety of learning activities conducive to the realization of potential and confidence-building**

- a) Unleash students 'potential**
- b) Encourage students to have self-reflection**
- c) Equip teachers with debriefing skills**

##### **➤ Achievements**

- Various learning activities conducted by different functional units targeted specific groups of students and enhanced their generic skills, self-confidence, and self-esteem.
- Students demonstrated improved planning, organization, and preparation, fostering personal growth and positive behaviour.
- Self-reflection during these activities promoted self-awareness and personal growth. Teachers' debriefing activities related to core values further cultivated a positive school culture emphasizing empathy, compassion, and respect.

##### **➤ Reflection**

- Various initiatives had been implemented to promote positive behaviour and the school's core values among students. Opportunities for personal growth were provided through activities like the 70<sup>th</sup> Anniversary celebration, ECA clubs, and service teams. Community resources and supportive alumni contribute to students' holistic development.
- Debriefing sessions led by most teachers and student reflection foster self-awareness and personal growth. However, challenges such as poor time management skills, preoccupations with tutorials and part-time jobs, and difficulty transferring experiences hindered personal growth and positive behaviour.
- Effective teacher training on debriefing was needed to guide and support students. By addressing these challenges and building on facilitating factors, a positive school culture can prioritize personal growth, positive behaviour, and core values.

##### **➤ Suggestions for further improvement**

- Provide diverse activities to cater to students' needs and strengths, fostering personal growth and positive behaviour.
- Encourage students to participate in activities aligned with their interests and strengths, promoting self-awareness and personal growth.
- Organize study tours to broaden students' exposure, creating opportunities for personal growth and positive behaviour.
- Conduct small-scale student sharing sessions to promote self-awareness, positive behaviour, and strengthen teacher-student relationships.
- Arrange training sessions for teachers on debriefing skills, ensuring effective guidance and support for students' personal growth.
- Invite experienced teachers to share debriefing strategies, promoting professional development and a school culture valuing empathy, compassion, and respect.

#### **Strategy 2**

**To create ample exposure opportunities for students so as to broaden their horizons.**

- a) Promote and explore opportunities for students to participate in interschool/international competitions**
- b) Organize/participate in exchange programmes/interflows with other FMA schools and partner schools in Hong Kong and overseas**

➤ **Achievements**

- A variety of activities catered to diverse needs and strengths, promoting personal growth and positive behaviour among students. Students were encouraged to participate based on their interests and strengths, showing great interest and performing well in various competitions.
- Despite the pandemic, efforts were made to provide opportunities for students to broaden their exposure. Study tours and virtual exchange programs facilitated personal growth and positive behaviour. Small-scale student sharing sessions during assembly or class teacher periods promoted self-awareness, positive behaviour, and strengthened teacher-student relationships.

➤ **Reflection**

- Adequate funding from the Past Pupils Association and the government supports students' participation and success in various activities.
- However, hindering factors need addressing to ensure equal opportunities for all students. Time constraints due to supplementary lessons limit planning for additional activities. Senior students' focus on studies may reduce their motivation for competitions. The COVID-19 pandemic restricts exchange programs and interactions with other schools.

➤ **Suggestions for further improvement:**

- Encouraging junior forms to participate in exchanges and inter-school competitions enhances personal growth and broadens horizons.
- More prize presentations in the hall fosters a sense of achievement and motivation.
- Reducing summer supplementary lessons creates time for competitions, promoting personal growth and positive behaviour.
- Organizing additional competitions, exchanges, and interflows, especially overseas programs, expands exposure and promotes personal growth and positive behaviour.

### **Strategy 3**

#### **To cultivate capacity for self-leadership and leadership of others**

- a) Create learning platforms for students to develop their self-management skills**
- b) Make good use of the pastoral care logbook for self-reflection**
- c) Empower student leaders with leadership qualities**
- d) Provide opportunities for students to showcase their capacity**

➤ **Achievements**

- Multiple platforms were offered to students for developing self-management skills, especially during class teacher periods. These platforms facilitated learning in time management, organization, and self-reflection.
- The pastoral care logbook served as a valuable tool for reflecting on personal growth.
- Students also had ample opportunities to showcase and enhance their leadership skills through various school duties, fostering communication, teamwork, and problem-solving abilities.

➤ **Reflection**

- Leadership training benefits Big Sisters, School Ambassadors, and House Committee members, fostering team building and leadership skills. ECA clubs and service teams nurture self-management skills and responsibility among students.
- However, limited time and resources hamper students' ability to organize events and develop leadership skills. Some struggle to apply workshop knowledge or integrate skills into daily life.
- Challenges with time management, self-control, and stress hinder personal growth and positive behaviour. Goal-setting deficiencies and inadequate parental support lower students' motivation.

➤ **Suggestions for further improvement:**

- To enhance students' self-responsibility and self-management skills, prioritize learning activities for holistic development and student leaders. Offer training in effective communication, critical thinking, and presentation skills to foster personal growth and positive behaviour. Introduce leadership programs for junior students to develop their skills early on.
- Assign duties to both stronger and weaker students to enhance leadership abilities and promote growth. Organize life experience sharing to inspire students and foster positive attitudes.
- Encourage goal-setting and guide students in using the pastoral logbook, especially in weaker classes, for reflection on personal growth.

#### **Strategy 4**

**To create occasions to affirm, commend and celebrate to reinforce the appreciative spirit**

**a) Provide platforms for students to showcase their successful experiences**

**b) Recognize students' accomplishments**

➤ **Achievements**

- The school implemented various initiatives to recognize and showcase students' achievements. These included the school's webpage, which highlighted students' accomplishments, prize presentations on Fridays, bi-monthly achievement e-pamphlets, and post-exam sharing sessions.
- These platforms provided opportunities for students to showcase their achievements and receive recognition for their hard work.
- By recognizing and celebrating students' achievements, the school promoted a positive school culture that values personal growth, positive behaviour, and the practice of the school's core values. This, in turn, could inspire students to continue striving for excellence, further promoting personal growth and positive behaviour among students and strengthening the relationship between the school and the wider community.

➤ **Reflection**

- The school had a number of facilitating and hindering factors that impacted the personal growth and positive behaviour of its students. On the facilitating side, students were generally eager to learn and have a positive attitude towards their peers and teachers. They are open to receiving feedback, which creates a supportive learning environment that promotes personal growth and positive behaviour.
- However, on the hindering side, some students lack appropriate or adequate parental support, which hinders their personal growth and positive behaviour.
- Additionally, the school lacks venues or resources to organize celebrations for classes or clubs, limiting opportunities for students to engage in social activities and further develop their personal growth and positive behaviour.

➤ **Suggestions for further improvement**

- Showcasing students' successful experiences through the school's webpage, such as photos.
- Arranging more sharing by students during the morning assembly to provide opportunities for students to showcase their accomplishments and receive recognition for their hard work.
- Providing activity rooms for organizing events to foster social interactions among students.
- Encouraging students to strike a balance between academic pursuits and extra-curricular activities.
- Nourishing multiple intelligence to help students appreciate their own strengths and strive for their best.

#### **Conclusion**

- The school prioritizes personal development through core values in its Annual School Plan. Strategies include refining ERE curriculum and organizing spiritual activities. Social service opportunities enrich student learning.
- However, improvements can be made by offering a wider range of activities and encouraging reach-out and leadership programs. Nurturing multiple intelligences promotes student growth.
- These initiatives foster a positive school culture valuing empathy, compassion, and respect, promoting personal growth and positive behaviour while strengthening community relationships.

### III. Student Performance

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#### 1. Students' Attitude and Behaviour

- Our school was founded by the Institute of the Daughters of Mary Help of Christians (FMA). We have been educating students according to the Catholic core values and the spirit of our Founder: St. John Bosco and St. Mary Mazzarello.
- This strong religious background and the implementation of various initiatives play a significant role in promoting positive behaviour and instilling core values among students.
- However, the social atmosphere and the influence of social media often expose students to conflicting messages, creating obstacles in promoting the desired values.
- Despite these challenges, it is encouraging to see that students demonstrate a genuine understanding of and care for their classmates. The prayer rituals, in particular, are well-received by students, highlighting the positive impact of religious practices on their development and adherence to core values.
- Recognition through awards, feedback from parents, and opportunities for self-reflection all contribute to fostering positive behaviour among students.
- Moreover, there is a need to focus on enhancing students' self-management skills, as it has been identified as an area that requires improvement. Additionally, some behavioural problems persist among students in junior forms.
- Positive peer relationships and collaborative activities have proven to be instrumental in promoting positive behaviour and core values such as empathy, compassion, and respect.
- The school provides diverse platforms and opportunities for students to experience personal growth, such as service-learning programs, participation in competitions, and engaging in virtual programs. Through participation in these activities, students have opportunities to develop their leadership skills, shoulder responsibilities, and engage in self-reflection, all of which contribute to personal growth and positive behaviour.

#### 2. Academic Performance

In the HKDSE 2023, the percentages of students meeting the entrance requirements of JUPAS, attaining Level 3 for Chinese Language and English Language, as well as attaining Level 2 for Mathematics and Liberal Studies, continued to be higher than those of all candidates. There was a significant increase in the percentage of Level 3 or above, especially for Chinese Language.

Regarding electives, our students achieved the only 5\*\* in Technology and Living. Additionally, 71.4% and 100% of the students attained Level 4 and Level 3 or above in BAFS (Business Management), respectively. Additionally, all students achieved Level 2 or above in Chinese History. It is encouraging to note a remarkable increase in the percentage of students attaining Level 4 or above in M1, ICT, and BAFS (Accounting), as well as Level 2 or above in Biology, Chemistry, and Physics.



### 3. Non-Academic Performance

#### External Awards

Nature	Competition / Activity	Achievements
Academic	Hong Kong Schools Speech Festival English Solo Verse Speaking	Champion (2)
	Hong Kong Secondary Schools Debating Competition Term 2 Round 1 Term 2 Round 2	Winner Winner
	Pan-Asia Pacific International Invitation Competition 2023 Preliminary Round Semi-Final	Third Prize Third Prize
	Chemists Online Self-study Award Scheme	Diamond Award (9) Platinum Award Gold Award (3) Bronze Award
	Junior Secondary Science Online Self-learning Scheme 2023	Gold Award (4) Silver Award (3) Bronze Award (3)
	Economic Infographic Challenge (2022/23)	Attainment Award (20) Excellence Award (9)
	Business Excellence Contest 2022/23	Judges Commendation Awards (6)
	Knowing China Quiz	1 <sup>st</sup> runner up (12)
	CLP Energy for Brighter Tomorrows Award 2023	Certificate of Commendation
	「夢想盃」全港中學生演講比賽 即席專題演講—粵語/普通話組 命題說話—粵語高中組	亞軍 優異獎
	國家安全你要知。認識基本法網上問答比賽 2022	優異獎 (13)
	第一屆全港青少年中國文化和旅遊知識競賽	亞軍
	2022-23 星島第一屆全港華文雙語菁英問答比賽 實體初賽第四組	冠軍
	中國語文菁英計劃 2022/23 中學組團體獎 中學組個人獎	亞軍 金獎 銅獎 (2)

Nature	Competition / Activity	Achievements
Academic	第四屆全港學生一分鐘演講比賽 2023	最受 YouTube 網民喜愛獎(3) 別出心裁剪接獎
	創作天地創作獎勵計劃 2022/23(第一期)	最受歡迎作品
	「尊重・負責・關愛・包容」標語創作大賽 2022	優異獎
	Don Bosco Prize	Award
Sports	全港中學生劍擊錦標賽 女子丙組佩劍	1st runner up
	HKSSF HK and Kowloon Secondary Schools Regional Committee Inter-School Fencing Competition (Kowloon) Girls B Grade (individual) Sabre	Champion
	Inter-School Swimming Competition Div.III (Kowloon 2) Girls B Grade 4x50m Freestyle Relay Girls C Grade 50m Butterfly 50m Free Style	Champion 1 <sup>st</sup> runner up 2 <sup>nd</sup> runner up
	Inter-School Athletics Competition Div.III (Area 1) Girls C Grade 100m Hurdle	2 <sup>nd</sup> runner up
Arts	Hong Kong Schools Music Festival Graded Piano Solo Grade 5 Grade 7 Grade 8	Silver Award Silver Award Silver Award (2) Bronze Award (2)
	Graded Violin Solo Grade 4 Cello Solo Intermediate Guzheng Solo Senior Erhu Solo Senior	Bronze Award Silver Award Bronze Award Bronze Award
	Hong Kong Inter-School Choral Festival 2022	Gold Award
	Hong Kong Inter-School Choral Festival 2023	Silver Award
	Chinese Classics Cup Award- Chinese Calligraphy Competition in 'Confucius Analects'	Merit Award
	'Control of Obscene and Indecent Articles Ordinance' Slogan and Colouring Competition	Merit Award (2)
	慶回歸黃大仙獅子仔創意填色比賽	亞軍
Service	Leadership & Character Enhancement Programme 2022	Outstanding Award (3)
	iTeen Leadership Programme for Senior Secondary School Students	Gold Award (10)

Nature	Competition / Activity	Achievements
Service	全港中學學生會嘉許計劃 2022/23	嘉許大獎 (23)
	Smoke-free Elite Teens Programme	Outstanding Certificate (4)
	《好義學》義工領袖網上自學計劃	精英證書 (2) 義工領袖證書 (2)
	Green Prefect Programme 2022/2023	Outstanding Award (10) Certificate of Appreciation (7)
	Green Wave 【Reducing Carbon Emissions】 Joint Schools Competition	Gold Award (4) Silver Award (12)
	《有心計劃》2022-2023-VNET 獎章	第二級參與獎章 (53) 第三級成長獎章 (4)
Scholarship	HKICPA and HKABE Joint Scholarship for BAFS	Award (2)
	Rev. Joseph Carra Memorial Education Grant for Secondary 4-6 Students	Award
	Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields 2022-2023	Award
	Applied Learning Scholarship	Award
Others	The 16th Wong Tai Sin Outstanding Students' Selection	Social Service Award Outstanding Award Excellence Award
	Youth Arch Student Improvement Award	Award (2)
	Sir Edward Youde Memorial Prizes for Senior Secondary School Students	Award (2)
	Wong Tai Sin Man Chi Scholarship– Most Significant Improvement Award	Award

## IV. Financial Summary

Financial Summary 1<sup>st</sup> September 2022 - 31<sup>st</sup> August 2023 (unaudited)

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
<b>Expanded Operating Expenses Block Grant</b>		
<b>(a) School Specific Grant</b>		
1. Administration Grant	3,949,872.00	3,464,236.32
2. Air Conditioning Grant	597,446.00	772,980.30
3. Composite Information Technology Grant	503,136.00	137,858.01
4. Capacity Enhancement Grant	654,502.00	765,128.27
Sub-total	5,704,956.00	5,140,202.90
<b>(b) Non-School Specific Grant</b>		
1. School & Class Expenditure	1,948,966.07	
2. Composite Furniture and Equipment		797,821.00
3. Lift Maintenance		48,840.00
4. Training and Development		10,558.00
5. Consolidated Subject Expenditure		1,032,515.12
Sub-total	1,948,966.07	1,889,734.12
<b>(c) Others:</b>		
1. Deficit transferred from ITSSG		100,632.00
<b>Total (EOEBG)</b>	<b>7,653,922.07</b>	<b>7,130,569.02</b>
<b>II. School Funds</b>		
1. Collection of Fees for specific purposes (Non-standard equipment; repair, maintenance and electricity of air- conditioners)	178,715.00	6,937.70
2. Tong Fai	102,060.00	
3. Tuckshop rental fee	155,000.00	
4. Insurance, Scholarships, others		36,524.08
<b>Total (School Funds)</b>	<b>435,775.00</b>	<b>43,461.78</b>
<b>Total surplus for the school year</b>	<b>915,666.27</b>	

## V. Appendix

### Appendix 1. Spending for Diversity Learning Grant (DLG)

Programme Title	Objective	Target (no./level/selection)	Duration	Deliverable	Evaluation	Expenditure
Leadership Skill	To offer a range of leadership training and activities for gifted students	45 Students (S4 to S6)	Half day	Selected students will be trained for leadership skills.	<ul style="list-style-type: none"> <li>– More than 90% of the students give positive feedback to the course.</li> <li>– The quality of tutors was positive.</li> </ul>	The fee for the training workshop: \$4,360.00
Core Subjects Enhancement Courses	To offer academic training sessions for average to higher-ability students	21 Students (S6) (Chinese Enhancement Courses)	3 Times	Selected students were enhanced in high-order thinking skills in core subjects, including Chinese Enhancement Courses, English Enhancement Courses and English Debate training.	<ul style="list-style-type: none"> <li>– Students participated in the training actively, with an 86% submission rate of writing.</li> <li>– More than 90% of the students give positive feedback to the course.</li> <li>– The quality of tutors was positive.</li> </ul>	Enhancement courses fee for elite students in Chinese: \$5,400.00
Enhancement programmes and workshops for gifted students	To enable students to acquire diversified learning experiences and develop career aspirations	More than 200 Students (S3 to S5)	Whole School Year	Selected students were trained by our teachers to participate in various gifted programs and competitions outside our school.	<ul style="list-style-type: none"> <li>– “Embrace Yourself! Embrace your talents” Sharing on 12/10/2022 (Activity Day)</li> <li>– Movie show “Warriors of Future” gathering on 30/11/2022</li> <li>– Sai Kung cultural investigation tour on 17/12/2022</li> <li>– Disney’s World of Physics on 20/2/2023</li> <li>– Global Gender Inequality Workshop on 1/3, 9/3, 17/3, 28/3(S4), 3/3, 13/3(S5)</li> <li>– CIC – Zero Carbon Park Guided Tour on 28/6/2023</li> <li>– J-HUB Guided Tour on 4/7/2023</li> <li>– 2 students enrolled to the Hong Kong Academy for Gifted Education</li> <li>– 1 student is awarded the Third Prize in the Pan-Asia Pacific International Mathematics Invitation Competition 2023 Preliminary Round and is promoted to the final round of the competition.</li> <li>– Over 90% students shows positive feedback.</li> </ul>	Sponsorship for gifted students who attend gifted programmes and workshops: \$45,760.00
Promotion of gifted education	Promote the significance of gifted education to whole school	Whole school	Whole School Year	Teachers will introduce different gifted programs through different ways.	Through the nomination of different competitions and activities, more teachers and students acquire the latest information of gifted education.	Material for promoting gifted education: \$506.50

## Appendix 2. Spending for NCS Grant

### Income

Item	Amount (\$)
Balances b/f	\$517,560.71
Grant Received	\$800,000.00
Total	\$1,337,560.71

### Expenditure

Item	Amount (\$)
1. To employ a Contract Teacher and Assistant Teacher to provide intensive program on learning Chinese Language for NCS students	\$746,594.00
2. Teaching materials	\$3928.40
3. To hire external tutors to provide tailor-made classes to enhance the NCS students' motivation to learn Chinese	\$29,180.00
Total Expenditure	\$779,702.40

### Balance

$\$1,337,560.71 - \$779,702.40 = \$557,858.31$

### Appendix 3. Spending for School-based After-School Learning and Support Programmes Grant (SBG)

			<u>Income</u>
Balances b/f			\$127,800.00
Grant Received			\$119,400.00
			<hr/> \$247,200.00

<u>Activities/Courses</u>	<u>No of target students</u>	<u>No of non-target students</u>	<u>Expenditure</u>
Pre-S1 Summer English Bridging programme	12	13	\$6,875.00
Leadership training programme for School Prefects and Big Sisters	5	5	\$500.00
Learning Activity on Picnic Day	99	20	\$2,380.00
Leading training programme for committee members	1	0	\$320.00
Chinese Instrument Classes	1	2	\$10,880.00
Sports Training	4	4	\$1,749.00
Enrichment Courses	1	0	\$260.00
Spanish Class	0	6	\$2,429.00
			<hr/> \$25,393.00
Balance c/f			<hr/> \$221,807.00

127 students were subsidized by the grant. They could further develop their potential and interests through participating in various activities.

## Appendix 4. Spending for Learning Support Grant (LSG)

### Income

Item		Amount (\$)	Remarks
Surplus allowed to be retained at the end of the last financial year (i.e. as at 31 March)	(a)	\$61,777.43	
The 1st allotment in the 2022/23 school year	(b)	\$184,272.00	The 1 <sup>st</sup> allotment is 70% of the school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
The 2nd allotment in the 2022/23 school year	(c)	\$78,973.00	The 2 <sup>nd</sup> allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
<b>Total income (d) = (a) + (b) + (c)</b>		<b>\$325,022.43</b>	

### Expenditure

Item		Amount (\$)	Remarks
1. Employ additional full-time and /or part-time teachers		\$0.00	The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 6/2019.
2. Employ additional TAs		\$156,314.12	
3. Hire of professional services		\$31,800.00	
4. Purchase teaching resources and aids		\$441.70	
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities		\$65,970.00	
<b>Subtotal</b>		<b>\$254,525.82</b>	
<b>Total Expenditure (e)</b>		<b>\$254,525.82</b>	

### Balance

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year (f) = (d) – (e)	\$70,496.61	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students ( <b>i.e. schools should avoid having a surplus in item (f) when planning the budget of LSG as far as possible</b> ). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circular No.6/2019.
Percentage of surplus to this financial years' provision (%) (g) = (f) / [(b) +(c)]x100%	26.8%	

# Estimated sum (Updated on 15-7-23)



## Appendix 5. Spending for Promotion of Reading Grant

Major objectives: To create a reading culture through the organization of reading promotion activities including author talks and creative writing workshops as well as equipping the students with the eReading tools.

Balance b/f from 2021/22 was **\$18,313.61**

Current year: **\$63,982.00** (Circular Ref: EDB(CR/CRS)/1-50/1/22(1) released on 15<sup>th</sup> September 2022)

Particulars	Subject/Group	Levels	Teacher-in-charge	Total (\$)	Balance (\$)
Annual subscription of eNewspaper for morning reading program: Quest for S3 (Digital and printed version @\$3.2/issue x 30 issues) and iNKY S4-6 (Digital only @\$2/issue x 30 issues) (\$41,184)	English Language Panel & Library	S1 – S6	Ms Esther Chan & Ms Lisa Lo	\$40,556.8	\$627.2
① Creative Writing Workshop by Mr Lau Tsz-yeung: 3 workshops for 23 students recruited from S1 to S3 on 8 <sup>th</sup> , 15 <sup>th</sup> and 24 <sup>th</sup> May 2023 (\$12,000)	Chinese Language Panel & Library	S1 – S3	Ms Esther Chan & Ms Lisa Lo	① \$4,999	\$7,001
Literacy landscape – Kowloon City in literature (文學地景) ① Guided tour: 讀寫我城:文學足印 #九龍城 - 文學導賞作家:徐焯賢 conducted on 27 <sup>th</sup> February 2023 for S5A students (\$4,900)	Chinese Language Panel & Library	S5	Ms Esther Chan & Ms Lisa Lo	\$4,900	\$0
② Transportation fee (\$1,000)				\$700	\$300
徵文比賽 (帶著問號去創作)	Chinese Language Panel & Library	S2 – S5	Ms Esther Chan & Ms Lisa Lo	\$0	\$0
① Video recording for introduction and brainstorming (創作啟動) (\$3,000)				\$3,000	\$0
② Adjudication of the entries (\$4,000)				\$4,000	\$0
③ Debriefing of the entries with video recording (\$3,000)				\$3,000	\$0
Author talk by Dr Angus Lee Yat-hong conducted on the theme: 文學行街街: 香港文學中的地景 on 27 <sup>th</sup> February 2023 for S2 and S5 students (\$4,000)	Library	S1 – S5	Ms Lisa Lo	\$2,000	\$2,000
② Author talk (\$4,000)	Library	S1 – S5	Ms Lisa Lo	② \$0	\$4,000
World Book Day author talk by Dr Siu Yan-ho on the theme: 屋邨尋味記。香港文學中的飲食文化 conducted on 16 <sup>th</sup> March 2023 for S1, S2A and S2D and S5A students (\$3,500)	Chinese Language Panel & Library	S1 – S5	Ms Lisa Lo	\$3,500	\$0
<b>Total</b>				<b>\$ 66,655.8</b>	<b>\$13,928.2</b>

- ① The duration of the writing workshops had been trimmed down from 6 lessons to half of it, i.e. 3 lessons as class resumed only in the 2<sup>nd</sup> term and the class was confirmed to be feasible only when afterschool activities were announced to be permitted by the EDB. Therefore, only 3 lessons could be accommodated in the very brief period before the study week of the final examination. As a result, the lesson fee had also been downsized.
- ② The 2<sup>nd</sup> author talk was not arranged as the Hall was packed and no activity day was available for conducting the event. No spending was therefore needed.

## Appendix 6. Spending for Capacity Enhancement Grant (CEG) and Teacher Relief Grant (TRG)

### Spending for Capacity Enhancement Grant (CEG)

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending (\$)
School Development	To relieve teachers' workload	To employ teaching assistants to support teachers	September 2022 – August 2023	Actual expenses: \$765,488.27
	Total			\$765,488.27

### Spending for Teacher Relief Grant (TRG)

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending (\$)
Curriculum Development	To enhance the efficient use of the manpower resources	To employ teachers, assistant teachers and teaching assistants to enhance learning and teaching	September 2022 – August 2023	Actual expenses: \$3,683,542.30
	To substitute lessons for teachers on leave	To employ supply teachers	September 2022 – August 2023	Actual expenses: \$73,960.00
	Total			\$3,757,502.30

## Appendix 7. Spending for Life-wide Learning Grant (LWLG)

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences					
			Level	Number of Participants						I	V	P	S	C	
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
1.1	<b>Local Activities:</b> 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 students’ positive values and attitudes														
1	<b>Eco-tour in CUHK Coach bus rental fee</b> To enhance students’ understanding of climate change, sustainable environment and green living	15/12/2023	S4	49	\$800.00	\$16.33	E2	Science	Students attended the activity on time and learnt more about climate change, sustainable environment and green living in the activity.	✓		✓			
2	<b>Chemistry- Sik Sik Yuen Biotechnology MobileLab Program</b> To learn about the basic concept of gel filtration chromatography, and its application. To learn how to purify protein samples from a colorful mixture using gel filtration chromatography	16/3/2023	S5	54	\$13,000.00	\$240.74	E1	Science	The activity was successfully held, fully utilized the time and resources provided.	✓					
3	<b>Chemistry- Transportation fee for Visit to “CLP Power Low Carbon Energy Education Centre” for S5 students (One-way travel)</b> To provide students with an interesting and thought-provoking experience as they learn about the importance of low carbon energy in addressing the challenge of climate change	15/12/2022	S5	29	\$650.00	\$22.41	E2	Science	The activity was successfully held.	✓					
4	<b>中文-文學地景</b> 透過實地觀察與寫作活動，在生活中體現優秀的中華文化	27/2/2023	S5	91	\$4,900.00	\$53.85	E1	Chinese Language	Students attended the activity on time and learnt more about writing.	✓					
5	<b>Economic- Transport subsidy for S3 &amp; S5</b> To help students enrich their knowledge	15/11/2022	S3 & S5	25	\$600.00	\$24.00	E2	General Studies	All participants were satisfied with the visit	✓					

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
6	<b>Transport subsidy for the visit to the Court of Final Appeal</b> To enhance students' understanding of the principles and importance of the rule of law as well as appreciation of the architectural value of the declared monument of HKSAR	30/6/2023	S2	31	\$850.00	\$27.42	E2	Constitution and the Basic Law	100% of the students agreed that they better understood the power of final adjudication as well as the work of the judges and the lawyers.	✓	✓			✓
7	<b>Transport subsidy for the Court visit during Prosecution Week 2023</b> To enhance students' understanding of the principles and importance of the rule of law and the criminal law procedures	Cancelled	S1-S3	0	\$0.00	\$0.00	N/A	Constitution and the Basic Law	N/A	✓	✓			✓
8	<b>Geography Field Studies Camp</b> To allow students to exercise the FBQ skills	14-15/11/2022	S5-S6	18	\$3,300.00	\$183.33	E2	Geography	Students were equipped with fieldwork skills and they could apply these skills in real situations. This allowed students to exercise their critical thinking, collaboration and calculation skills.	✓	✓			
9	<b>History Virtual Tour</b> To help students explore heritage conservation and social changes in Hong Kong	14/5/2023	S3	31	\$5,000.00	\$161.29	E1	History	Students found the virtual tour interesting and the tour guides were professional and knowledgeable. Students gained a better understanding of Old Hong Kong in Central	✓				
10	<b>Science- Science and STEAM workshop for S1</b> To promote students' interests and widen their horizons through Science and STEAM activity	4/4/2023	S1	117	\$24,900.00	\$212.82	E1	Cross-Disciplinary (STEM)	The workshop on Forensic Science aroused students' interest in the topics and the activities widened their horizons in the aspect of the application of Science knowledge	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
11	<b>Science- Science and STEAM workshop for S2</b> To Promote students’ interests and widen their horizons through Science and STEAM activity	Cancelled	S2	0	\$0.00	\$0.00	N/A	Cross-Disciplinary (STEM)	N/A	✓				
12	<b>Technology and Living-Transportation subsidies for the visits</b> Assist students to gain more knowledge and skills in career planning and in our subject field	6/10/2022	S6	14	\$700.00	\$50.00	E2	National Security	Students helped to pack up surplus food and distribute them to needy families or organisations. The feedback from students was positive.	✓	✓			✓
13	<b>Technology and Living- Workshop/visit Fees</b> Assist students to gain more knowledge and skills in career planning and our subject field	Cancelled	S4-S5	0	\$0.00	\$0.00	N/A	National Security	N/A	✓	✓			✓
14	<b>倫理與宗教教育- 我是主的羊講座</b> To nurture their positive values and attitude to their own mission	2/5/2023	S1	118	\$1,000.00	\$8.50	E1	Value Education	The activity was interesting and informative.		✓			
15	<b>倫理與宗教教育- 男女大不同講座</b> To nurture their positive values and attitude to the sex relationship	1/3/2023	S2	115	\$800.00	\$7.00	E1	Value Education	The activity was interesting and informative.		✓			
16	<b>倫理與宗教教育- 生命誠可貴</b> To nurture their positive values and attitude to life	7/11/2022	S3	119	\$0.00	\$0.00	E1	Value Education	The activity was interesting and informative.		✓			
17	<b>Generic Skills Development Program-Learning Styles &amp; Learning Strategies</b> To help pre-S1 students understand their own learning style (Visual, Auditory, Read/Write or Kinesthetic) and learn how to combine different learning strategies to enhance their learning effectiveness	6 & 8/9/2022	S1	113	\$21,000.00	\$185.84	E6	Cross-Disciplinary (Others)	Students found that the program was useful since it could help them adapt to new secondary school life and acquire new learning strategies.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
18	<b>Generic Skills Development Program-Graphic organizer &amp; memory skills</b> To help students understand how to select and summarize information in an organized manner by using different graphic organizers	11/10/2022, 19/10/2022	S1	113	\$20,000.00	\$176.99	E6	Cross-Disciplinary (Others)	Students found that the program was useful and they have learnt how to use graphic organizers to take notes and improve their memories.	✓				
19	<b>Visit to the Hong Kong News-Expo, Tai Kwun, Dr Sun Yat-sen Museum and PMQ</b> To cultivate students’national spirit and to enhance their understanding of the historical background of monuments in the Central and Western District	4/4/2023	S2	112	\$12,280.00	\$109.64	E6	Cross-Disciplinary (Others)	71.4% of the students were most impressed by Tai Kwun, as they gained personal experience in law enforcement during the colonial rule. 100% of the students had learnt the special architectural features of the declared monuments and 98% of them had got a better knowledge of the sustainable development of the monuments.	✓	✓			
20	<b>STEAM Workshops - Detective X</b> Students can learn numerous science concepts	4/4/2023	S3	119	\$24,900.00	\$209.24	E1	Cross-Disciplinary (Others)	Students showed interest in participating in the event.	✓				✓
21	<b>STEAM Workshops - Rally Car</b> Students can learn numerous science concepts 巨型四足步行機械獸工作坊及比賽	4/4/2023	S1	121	\$25,250.00	\$208.68	E1	Cross-Disciplinary (Others)	Students showed interest in participating in the event.	✓				✓
22	<b>OLC 70<sup>th</sup> Gala Performance support</b> Students' experience to perform in a public performance	19-20/5/2023	S1-S6	662	\$624,525.80	\$943.39	E1, E5, E6, E7, E9	Cross-Disciplinary (Others)	Excellent outcome, students have learnt a lot in performance arts.	✓	✓			✓
23	<b>Responsibility Workshop</b> To enhance students’ sense of responsibility	S1: 17/2/2023, 28/2/2023, 16/3/2023 S2: 22/11/2022, 2/12/2022, 12/12/2022	S1-S2	229	\$40,000.00	\$174.70	E6	Value Education	The aim of the workshops was to enhance students’ awareness of personal, school, family and community responsibility. Most of the students agreed that the workshops were successful.		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
24	<b>Activities organized in Class Teacher Period</b> <b>A. Workshops of Hong Kong Eating Disorders Association</b> To nurture students' positive values	3/11/2022, 6/2/2023, 8/6/2023	S4C&D-S5	140	\$3,840.00	\$27.40	E6	Value Education	Students learnt about how to appreciate themselves and others and thus develop self-esteem. Students agreed that the workshops could help establish the correct values.		✓			
	<b>B. Talk on Cherish Life</b> To nurture students' positive values	9/12/2022	S1	117	\$1,300.00	\$11.10	E6	Value Education	Students agreed that the workshops could help establish the correct values		✓			
	<b>C. SPCA Talk</b> To nurture students' positive values	20/3/2023	S3	119	\$1,200.00	\$10.10	E6	Value Education	Students agreed that the workshops could help establish positive values.		✓			
	<b>D. African culture and life education talk</b> To nurture students' positive values	28/3/2023	S4A&4B	56	\$1,500.00	\$26.80	E6	Value Education	Most of the students agreed that the talk was interesting.		✓			
25	<b>Moral and Civic Education activities</b> To nurture students' positive values	All the activities are free of charge	S1-S3	0	\$0.00	\$0.00	N/A	Value Education	N/A		✓			
26	<b>Experienced Learning Activity- Handicapped Simulation Activity</b> To nurture students positive values	30/11/2022	S5	57	\$2,000.00	\$35.10	E6	Value Education	Students learnt about the needs of the disabled.		✓			
27	<b>Moral and Civic Education Activity - Fifty Square Feet</b> To nurture students positive values	Cancelled	S2-S6	0	\$0.00	\$0.00	N/A	Value Education	N/A		✓			
28	<b>Moral and Civic Education- Transportation Fee</b> Transportation Fee of Moral and Civic Education Programme	27/6/2023	S2-S6	22	\$1,450.00	\$65.90	E2	Value Education	It reduced the financial burden of students in participating in the programme.		✓			
29	<b>Career planning programme</b> Help students understand their career interests	Whole year	S3	120	\$2,000.00	\$16.70	E8	Cross-Disciplinary (Others)	Students were able to understand their career aptitudes and interests.					✓
30	<b>University visits transport cost</b> Help students to understand the programmes of local tertiary institutions	Cancelled	S4	0	\$0.00	\$0.00	N/A	Cross-Disciplinary (Others)	N/A					✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
31	<b>Company visits transport cost</b> Help students to explore different fields of career	Cancelled	S5	0	\$0.00	\$0.00	N/A	Cross-Disciplinary (Others)	N/A					✓
32	<b>Career Exploration Game</b> Help students to explore their career interests through some simulated career experience	Cancelled	S5	0	\$0.00	\$0.00	N/A	Cross-Disciplinary (Others)	N/A					✓
33	<b>Talk on multi-pathways of DSE students</b> Help students to understand the multiple pathways of DSE students	16/9/2022	S6	250	\$3,750.00	\$15.00	E5	Cross-Disciplinary (Others)	Parents and students were able to understand the multiple pathways of DSE students and the programme selection strategies for JUPAS.					✓
34	<b>Leadership Training Workshops for Big Sisters</b> To enhance the leadership and self-confidence of the School Prefects and Big Sisters	26/8/2022	S3-6	32	\$11,550.00	\$125.00	E5	Leadership Training	100% of the students were satisfied with the Workshop.		✓			
35	<b>S1 Orientation Programme</b> To learn to be responsible, cooperative, considerate and preservative through participation in the programme	5/9/2022	S1	120	\$23,000.00	\$190.00	E5	Value Education	Teachers and students were satisfied with the programme.		✓			
36	<b>Sex Education Workshop</b> To help students build a proper attitude towards puberty, to enhance interpersonal skills with people of both genders, to learn to respect others and protect themselves from sexual abuse	8-9/9/2022	S1	120	\$1,800.00	\$15.00	E6	Value Education	Students knew more about the influence of causal sex and how to say "no" when facing sexual abuse.		✓			
37	<b>S4 Leadership Training Day Camp</b> To enhance the leadership skills of students	4/4/2023	S4	105	\$32,850.00	\$312.86	E1, E2	Leadership Training	Positive feedback from teachers and students					✓
38	<b>Training sessions to committee members of major service groups</b> To enhance the leadership skills of student leaders	Cancelled	S3-S5	0	\$0.00	\$0.00	N/A	Leadership Training	N/A					✓



No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
39	<b>Sacrament of Reconciliation</b> To nurture their positive values and attitude	24/2/2023	S1-S6	40	\$900.00	\$22.50	E5	Value Education	The activity was meaningful and reflective.		✓			
40	<b>Salesian Youth Day</b> To stretch students’ potential and enhance the Catholic core values	25/3/2023	S1-S5	43	\$2,688.00	\$62.50	E2,E6	Value Education	The activity was meaningful, reflective and full of family spirit.		✓			
41	<b>Salesian Youth summer activities</b> To stretch students’ potential and enhance the Catholic core values	18-20/7/2023	S1-S5	1	\$360.00	\$360.00	E6	Value Education	The activity was meaningful, reflective and full of family spirit.		✓			
42	<b>Leadership training activity</b> To stretch students’ leadership skills and enhance the sense of belonging to Catholic Society	Cancelled	S2-S5	0	\$0.00	\$0.00	N/A	Value Education	N/A		✓			
43	<b>S1 Annual Retreat</b> To stretch students’ potential and nurture their positive values and attitude	11/2/2023	S1	17	\$2,309.80	\$212.30	E1,E2,E8	Value Education	The activity was reflective and interesting. Students were prayerful.		✓			
44	<b>S2 Annual Retreat</b> To stretch students’ potential and nurture their positive values and attitude	22/4/2023	S2	10	\$2,170.00	\$347.00	E1,E2,E8	Value Education	The activity was reflective and interesting. Students were prayerful.		✓			
45	<b>S3 Annual Retreat</b> To stretch students’ potential and nurture their positive values and attitude	Cancelled	S3	\$0.00	\$0.00	\$0.00	N/A	Value Education	N/A		✓			
46	<b>S4-6 Annual Retreat</b> To stretch students’ potential and nurture their positive values and attitude	3/12/2022	S4	10	\$1,790.10	\$171.00	E1,E2,E8	Value Education	The activity was reflective and interesting. Students were prayerful.		✓			
47	<b>Western Dance Instructor</b> To lay the groundwork for developing students’ interest and appreciation for modern dance. It also aims at promoting a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.	17/11/2022-18/7/2023	S1-S5	26	\$11,520.00	\$443.08	E5	Arts (Others)	Students were awarded a Commended Prize in the 59 <sup>th</sup> Schools Dance Festival for their energetic and beautiful modern dance, named ‘Platinum Marian Tea Party’. They did an applauding performance in the Gala Performance and 60 <sup>th</sup> School Speech Day		✓	✓		✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
48	<b>Western Dance additional coach fee</b> To promote a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction	13/3/2023-21/6/2023	S1-S6	26	\$6,283.00	\$241.65	E5	Arts (Others)	Students had a public performance of the Finale Dance and our choreographed dance ‘Cocoon’ in the finale performance staged at Kwai Ching Theatre on 18th July 2023.		✓	✓		✓
49	<b>Western Dance- travelling fee to the performance venue</b> To promote a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction	2/3/2023	S1-S6	24	\$600.00	\$25.00	E2	Arts (Others)	At Tuen Mun Theatre, students staged their well-rehearsed dance ‘Platinum Marian Tea Party’ for the 59th Schools Dance Festival and were awarded the Commended Prize.		✓	✓		✓
50	<b>Western Dance- Subscription fee for joining the competition</b> The interschool dance competition aims at promoting a positive learning attitude among young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.	10/10/2022	S1-S5	26	\$500.00	\$19.23	E1	Arts (Others)	This is the renewal fee of membership for the Schools Dance Association. At Tuen Mun Theatre, students staged their well-rehearsed dance ‘Platinum Marian Tea Party’ for the 59 <sup>th</sup> Schools Dance Festival and were awarded the Commended Prize.		✓	✓		✓
51	<b>Western Dance- Application fee for joining the competition and HD video recording</b> The interschool dance competition aims at promoting a positive learning attitude among the young participants. It is also our mission to enhance their self-confidence and sense of satisfaction.	10/10/2023	S1-S5	26	\$400.00	\$15.38	E1	Arts (Others)	At Tuen Mun Theatre, students staged their well-rehearsed dance ‘Platinum Marian Tea Party’ for the 59th Schools Dance Festival and were awarded the Commended Prize.		✓	✓		✓
52	<b>Instructor fee for Chinese dance</b> To allow students to learn the skills and prepare for the performance in School Speech Day	Whole year	S1-S5	13	\$14,620.00	\$1,124.60	E5	Arts (Others)	Positive feedback from the instructor. Students are good-natured and have the potential to dance. They can join the inter-school competitions for more exploration.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
53	<b>School Ambassador Team- MC training for public speaking and joining competitions</b> To allow students to engage in public speaking and MC roles, and boost their confidence in speaking English	Whole year	S1-S6	30	\$16,200.00	\$1,015.00	E2, E6	English Language	Most students found the activities helpful and gave positive feedback.	✓				
54	<b>Tutor fee for Chinese Debating Team</b> To design and prepare the lessons, select debating team members and organize debate mock trial	Whole year	S1-S6	25	\$0.00	\$0.00	E1	Chinese Language	Students attended the lessons on time and learnt more about Chinese Debating.	✓				
55	<b>Course fee for the Campus TV Team</b> To learn media production skills	Whole year	S1-S4	23	\$14,000.00	\$508.70	E1	Cross-Disciplinary (Others)	75% attendant rate/ 80% satisfactory performance					✓
56	<b>Tutor fee for English Debating Team</b> To equip the students with debating skills and develop their critical thinking skills	Whole year	S1-S5	18	\$28,800.00	\$1,600.00	E5	English Language	Students generally agreed on how to debate with sound arguments and have learnt debating skills. They all agreed they have learnt the flow and the models of different modes of debate in the questionnaire. The students have participated in three rounds of competition in HKSSDC and have progressed to the Term 2 Finals.	✓				
57	<b>Instructor for the Volleyball Club</b> To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance	9/2022-8/2023	S1–S6	33	\$14,612.50	\$442.80	E5	Physical Education	30/33 of students with good attendance			✓		
58	<b>Instructor for the Badminton Club</b> To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance	9/2022-5/2023	S1–S6	22	\$3,300.00	\$150.00	E5	Physical Education	18/22 of students with good attendance			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
59	<b>Instructor for the Athletics Club</b> To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance	11/2022-2/2023	S1–S6	23	\$9,900.00	\$430.00	E5	Physical Education	22/23 of students with good attendance			✓		
60	<b>Instructor for the Basketball Club</b> To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance	9/2022-8/2023	S1–S6	22	\$8,955.00	\$407.00	E5	Physical Education	20/22 of students with good attendance			✓		
61	<b>Fee for the school teams to join the inter-school competitions</b> To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance	9/2022-5/2023	S1–S6	93	\$6,774.00	\$72.80	E1	Physical Education	93/100 students participate			✓		
62	<b>Instructor for training students to join the School Sports Day</b> To help students enhance their physical fitness, techniques and cooperation; develop better self-understanding and perseverance	Cancelled	S1–S6	0	\$0.00	\$0.00	N/A	Physical Education	N/A			✓		
63	<b>Service Learning Programme</b> To cultivate in students the elevated spirit of serving others	2/12/2022, 2/2/2023, 10/2/2023, 21/2/2023, 27/2/2023, 16/3/2023	S4	105	\$22,660.00	\$216.00	E1	Value Education	Positive feedback was collected from students and teachers after the activity.			✓		✓
64	<b>Transport subsidies for Service Learning Programme</b> To cultivate in students the elevated spirit of serving others	27/2/2023, 16/3/2023	S4	56,49	\$4,200.00	\$40.00	E2	Value Education	Positive feedback was collected from students and teachers after the activity.			✓		✓
65	<b>雲遊詩詞中國活動</b> 以線上遊方式，遊覽中國山河大地，體驗風土人情，了解中國詩詞。	15/12/2022	S1	117	\$4,680.00	\$40.00	E1	Chinese Language	The activity was successfully held.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
66	<b>Board Games Club- Board Games</b> Board games provide a fun and engaging way for students to learn important skills such as critical thinking, problem-solving, communication skills, social skills and teamwork. They offer break from traditional classroom learning opportunities and can help students relax and de-stress.	whole year	S1-S6	665	\$3,141.55	\$4.72	E8	Cross Disciplinary (Others)	Positive feedback was collected from students and teacher-in-charge.	✓				
67	<b>麵塑(麵粉公仔)工作坊及迷你花牌工作坊</b> Nurture student’s interest in cultural heritage and deepen their understanding to Chinese traditional arts through various themes and formats of workshops.	27/2/2022, 16/3/2023	S4	105	\$7,500.00	\$71.40	E6	Value Education	Positive feedback was collected from students and teacher-in-charge.		✓			
68	<b>出席堅道無原罪主教座堂彌撒交通費</b> 為慶祝母佑會來華傳教 100 周年，母佑會假聖母無原罪主教座堂舉行感恩祭，由周守仁主教主禮。母佑會在港所有中、小、幼及青年團體均有出席是次感恩祭，並祈求天主賜福母佑會及其大家庭，繼續成為以基督為本的善牧，將更多的羊兒引進上主的羊棧，聆聽上主喜樂的福音。	24/3/2023	S1-S3	160	\$4,600.00	\$28.80	E3	Value Education	The activity was meaningful, prayerful, reflective and full of family spirit.		✓			
69	<b>「關心身邊人」講座</b> To inform students of signals of emotional distress, mental illnesses and solecism of suicidal behaviours.	24/4/2023, 25/4/2023, 10/5/2023	S1-S3	about 300	\$2,700.00	\$9.00	E6	Value Education	Students knew more about how to cope with emotional problems.		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
70	<b>Astronomy Club Extra Subsidy of Entrance Fee and Traffic Expense</b> Through watching the 3D Dome Show and visiting the exhibition halls of Hong Kong Space Museum, students learnt more about the latest development of astronomical science and space technology.	26/6/2023	S1-S6	23	\$266.00	\$11.57	E2	Science	Students were interested in the event.	✓				
71	<b>“Embrace Yourself! Embrace your talents” Sharing</b> Learning how to appreciate and develop personal talents	12/10/2022	S1-S2	229	\$2,000.00	\$8.70	E5	Cross-disciplinary	The sharing aimed to enhance students’ appreciation of their own talents. Most students enhanced the awareness of treasuring their talents.		✓			
72	<b>WWF Hoi Ha Wan Marine Education Exploration Tour</b> Let students have more opportunities to explore plankton and other marine microorganisms under microscope and learn more about the coral community in Hoi Ha.	27/6/2023	S4-S5	22	\$7,500.00	\$340.91	E6	Cross-disciplinary	Positive feedback was collected from students and teacher-in-charge.	✓	✓			
73	<b>賽馬會「觸境生情」VR 體驗</b> 透過參觀中大校園及虛擬實境親歷文學作品描述的場景，體驗文本及地景影像的對讀，提升中國語文教與學的效能	3/7/2023	S2	112	\$4,800.00	\$42.86	E2	Chinese Language	Students found that the program was useful and they have learnt how to use Virtual Reality.	✓				
74	<b>Hong Kong Geopark geography field trip</b> Students could deepen their understanding on the geology of Hong Kong by visiting the Geopark in Hong Kong.	28/6/2023	S4	18	\$5,600.00	\$311.11	E2,E5	Geography	Students could enrich their subject knowledge on the formation of Geopark in Hong Kong.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						I	V	P	S	C
										I: Intellectual Development (closely linked with curriculum) V: Value (Moral & Civic Education) P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
75	「網絡零欺凌」工作坊 The Wellness Mind Centre of the Hong Kong Federation of Youth Groups (HKFYG) conducted interactive workshops for S1 students on 2 <sup>nd</sup> September 2022, during the special timetable arrangement of the first cycle to enhance their awareness of disinformation and misinformation, which could be created and spread easily through the web and social media platforms and their possible risks and harms. Further enhancing S1 students’ cyber resilience and internet empathy, two talks had been conducted by the same Centre of the HKFYG on 21 <sup>st</sup> and 30 <sup>th</sup> September 2022 during the Class Teacher Period.	21/9/2022, 30/9/2022	S1	120	\$4,000.00	\$33.33	E6	Value Education	Feedback on the workshop for cyber resilience, titled, ‘Cyberfriendship ‘Dos’ and ‘Don’t’ and ‘Say NO to cyberbullying’, S1 students had immensely positive responses.		✓			
76	參觀畫展活動 為讓視藝科學生對中學文憑試 (視藝科) 有更好的掌握及作好準備，並透過觀摩作品擴闊學生的眼界，本校視藝科特別安排同學前往參觀中學生視覺藝術作品展，展覽包括展出中學生視覺藝術作品、高中學生校本評核視覺藝術作品集 (SBA)、2022 年香港中學文憑試視覺藝術科公開考試的考生作品和答題。	26/6/2023	中四及中五選修視藝科學生	22	\$650.00	\$29.55	E2	Viusal Art	順利完成，同學透過參觀高水平的藝術展覽提升了對藝術的興趣與創作能力，亦更能掌握到中學文憑試的要求。			✓		
77	Stress Management Workshop To enhance students’ mental health and stress resilience	10/5/2023	S1	120	\$3,536.00	\$29.47	E6	Cross-Disciplinary (Others)	Positive feedback from students and teachers		✓			
Sub-total of Item 1.1				6,044	\$1,135,211.75									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons													
1														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				6,044	\$1,135,211.75									



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

No.	Item	Purpose	Actual Expenses (\$)
1	English – Speech Festival Materials	Purchasing Speech Festival materials	\$1,699.00
2	STEAM education – Software/e-resources	Buying software or e-resources	\$240.00
3	STEAM education – Larger 3D printers (for printing large products of the S3 STEAM subject)	Buying equipment for S3 STEAM projects	\$0.00
4	Moral and Civic Education – Materials of National Security Education	Buying flags for the flag-raising ceremony	\$0.00
5	Western Dance – Cosmetic and makeup	Buying cosmetics and makeup for the performances at various events	\$1,737.30
6	Western Dance – Costume for School Dance Festival	Buying costumes for the performances in the School dance festival	\$2,260.80
7	Western Dance – Costume for School modern dance in practice project	Buying costumes for the performances in the School modern dance in practice project	\$153.60
8	Western Dance – Props for the dance	Buying props for the performances at various events	\$1,124.67
9	中國舞蹈學會 – 服裝	Buying costume for the Chinese Dance Club Performance	\$3,822.00
10	中國舞蹈學會 – 雜項	Buying materials for the Chinese Dance Club Performance	\$2,437.10
11	Chinese Debating – learning material	Buying learning materials	\$0.00
12	Campus TV – Software	Buying software	\$0.00
13	Campus TV – App	Buying App	\$598.09
14	Campus TV – Camera	Buying camera	\$12,372.00
15	Campus TV – Tripod	Buying tripod	\$1,238.00
16	Astronomy Club – Book and learning resource	Buying learning materials for Astronomy club	\$813.00
17	Astronomy Club – Equipment	Buying equipment for school-based workshop for Astronomy club	\$8,620.00
18	Board Games Club – Board Games	Buying board games, accessories and prizes	\$0.00
19	Volleyball Club – Sportswear	Buying sportswear for competition	\$2,800.00
20	Badminton Club – material	Buying materials for competition	\$600.00
21	Athletics Club – Sportswear	Buying sportswear for competition	\$1,010.00
22	Basketball Club – Sportswear	Buying sportswear for competition	\$1,600.00
23	Volleyball Club – Venue	Paying rent for the venue to support students' training	\$0.00
24	Badminton Club – Venue	Paying rent for the venue to support students' training	\$1,352.00
25	Basketball Club – Venue	Paying rent for the venue to support students' training	\$0.00
26	STEAM education – Drone for competitions (Drone Flying workshop)	Buying materials for the Drone Flying workshop	\$0.00



No.	Item	Purpose	Actual Expenses (\$)
27	STEAM education – Interactive projectors and workshop for VR (VR Experience Workshop)	Buying materials for the VR Experience Workshop	\$0.00
28	STEAM education – OLC 70th events STEAM support (November)	Buying STEAM software/equipment for School Open Day	\$0.00
Expenses for Category 2			<b>\$44,477.56</b>
Expenses for Categories 1 & 2			<b>\$1,179,689.31</b>

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

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

### Category 3: Number of Student Beneficiaries

Total number of students in the school:	654
Number of student beneficiaries:	654
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-Wide-Learning  
Name: Ms Cherry Lee  
Post: Vice-Principal

## Appendix 8. Spending for Citizenship and Social Development Grant (CSG)

Objective: To enhance the learning and teaching effectiveness (提升教與學效能)

策略 / 工作	時間表	對象	成功準則	評估方法	負責人	預算 開支	成效	檢討	開支
-發展或採購相關的學與教資源，以優化學生的學習：在學科中，就學生所學，善用採購相關的學教資源，透過課堂討論及課業練習進行訓練，提供不同的機會讓學生應用及鞏固所學	整學年	中四及中五級	學生透過練習提升對本科認識、國民身份認同及答題技巧	-學生學習表現 -老師回饋	Ms Ada Kwong	\$10,000	透過採購不同出版商的網上學習資源、參考書籍，教師能有效利用網上資源設計課堂活動及提升教、考、評配合度。同時亦著學生於圖書館導覽活動，了解更多有關本科購置的圖書館藏書，並完成相關閱讀報告，學生普遍反映有效提升對本科的認識及國民身份認同感。	將會致力尋找不同機構的中英文版網上資源及有關圖書，以豐富題目及課程學習的多元性，有助學生提升對本科的認識及提高教師的教學效能。	\$9,508.8
-舉辦和公民科課程相關的校本學習活動：舉辦古蹟文化遊，讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學。	下學期	中四及中五級	-學生同意活動或比賽能發展她們的潛能及提升文化自信 -老師活動後與學生反思與檢討	-老師觀察 -學生對活動的評價 -學生問卷 -學期終檢討	Ms Ada Kwong	\$100,000	-安排全級中五級學生於4月4日遊覽本港歷史文化古蹟－屏山文物徑『鄧氏宗祠、聚星樓』、體驗製作雞屎藤茶棵，讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學。  -學生考察前預習、考察期間記錄相片及設施用途，及考察後反思報告中，教師反映這能幫助增加同學對行程景點的理解、有效了解香港社會以中華文化為主題的多元文化特徵，及鞏固課程所學，增強文化自信。	學習活動能讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學，來年將繼續舉辦其他活動。	\$24,138

策略 / 工作	時間表	對象	成功準則	評估方法	負責人	預算 開支	成效	檢討	開支
<p>續:</p> <p>-舉辦和公民科課程相關的校本學習活動：舉辦古蹟文化遊，讓同學了解香港社會以中華文化為主題的多元文化特徵，提升多角度觀察和理性分析的能力，及增強文化的自信心，鞏固課程所學。</p>							<p>-在活動後的問卷調查中，100%學生認同是次活動能增加對公民與社會發展科課題的認識(例如香港社會的多元文化課題等) 和文化自信。97.3%學生認同是次活動能提升對公民與社會發展科的學習興趣。超過 98%學生認同活動的行程及形式安排理想。</p> <p>-此外，本科與中國歷史科合辦於 6 月 29 日舉行港島古蹟一天團，共有 18 位中四同學參與。行程包括參觀西港城、孫中山史跡徑及建築群，同學反應積極，投入活動，並認為行程能讓學生親身了解中國歷史發展及以中華文化為主題的建築特色。</p>		
其他：為內地考察團帶隊老師及學生小組組長購買電話數據咭(\$40x 30 張)	下學期	中五級	參加者同意通訊資源能提升溝通效能	-老師觀察	Ms Ada Kwong	\$1,200	為內地考察團帶隊老師及學生小組組長購買電話數據咭(\$40x 30 張)，老師及學生普遍同意通訊資源能幫助行程期間資料蒐集、提升溝通效能。	老師及學生普遍同意通訊資源能提升溝通效能，來年將繼續為國內考察活動購置通訊數據資源。	\$1,200

預計於 2023-2024 學年可使用的餘額: \$260,154.2

## Appendix 9. Spending for Student Activities Support Grant (SASG)

### Income

Grant Received	\$92,300.00
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### Less: Expense

<u>Activities/Courses</u>	<u>No of target students</u>	<u>No of non-target students</u>	<u>Expenditure</u>
School Ambassador Training Programme	2	7	\$1,335.00
Leadership Training Programme	0	11	\$550.00
Ocean Park Life-wide Learning Journey	32	62	\$1,880.00
Sports Events Coaching Fees	0	7	\$587.00
Purchase of Sports Uniform	0	6	\$236.00
Western Dance Training	1	2	\$338.00
			<u>\$4,926.00</u>
Unspent Amount to be Returned to the EDB			<u>\$87,374.00</u>

124 students were subsidized by the grant. They could further develop their potential and interests through participating in various activities.

**Appendix 10. Spending for Quality Education Fund (QEF) - Enhanced My Pledge to Act**

<b>Income</b>	\$	\$
Grant received		116,800.00
<b>Less: Expense</b>		
<u>National Education</u>		
Seminar (students)	16,000.00	
Seminar (Teachers)	3,000.00	
Workshop (students)	12,000.00	
<u>Information Technology Education</u>		
Transportation	3,600.00	34,600.00
<hr/>		
balance as at 31/8/2023		<u><u>82,200.00</u></u>

Endorsed by  
The Incorporated Management Committee of  
Our Lady's College

Submitted by : *Sr Amy Lim*  
Sr Lim Lai Ling Amy  
Principal

Date : 19<sup>th</sup> October 2023