

ANNUAL SCHOOL REPORT 2023-2024



CCC
Heep Woh College

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The Church of Christ in China
Heep Woh College
School Annual Report 2023–2024

I. Our School

Vision, Mission Statement and Core Value on Education of Our School Sponsoring Body

Vision

Together we nurture the fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

Information about the School

School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Bigelow, from the United States, founded the school in Xiguan, Guangzhou, and dedicated herself to early childhood education. In 1921, the private Heep Woh Girls' Normal School was established. The motto was "When you know the truth, the truth will set you free." Principal Liu Fung Ling became the first Chinese principal of Heep Woh. In 1947, Principal Liu and Mrs. Schaefer established the Hong Kong Heep Woh School (kindergarten and primary school). Heep Woh College commenced operation in 1970 with a view to providing secondary school education to teenagers.

School Belief

Belief Statement

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

School Goal

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

School Core Values

Excellence, Respect, Love, Faith and Justice.

School Motto

When you know the Truth, the Truth will set you free.

Campus and Facilities

This school building came into existence in 1971 and was awarded Best Campus Design by the Hong Kong Architects' Association in the same year. The School Improvement programme began in 2002. The new annexe has been in operation since June 13, 2005 and provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, conference room, and function hall, the school also provides facilities for extra-curricular activities such as Religious Education room, campus TV production room, STEAM room, music room, visual arts room, 3 multi-media learning centres, English learning centre, Chinese learning centre, mental wellness room [靜靜地], student activity room and archive room.

Incorporated Management Committee

The Incorporated Management Committee was established in 2011 with the following composition:

Composition	Supervisor	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
23/24	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

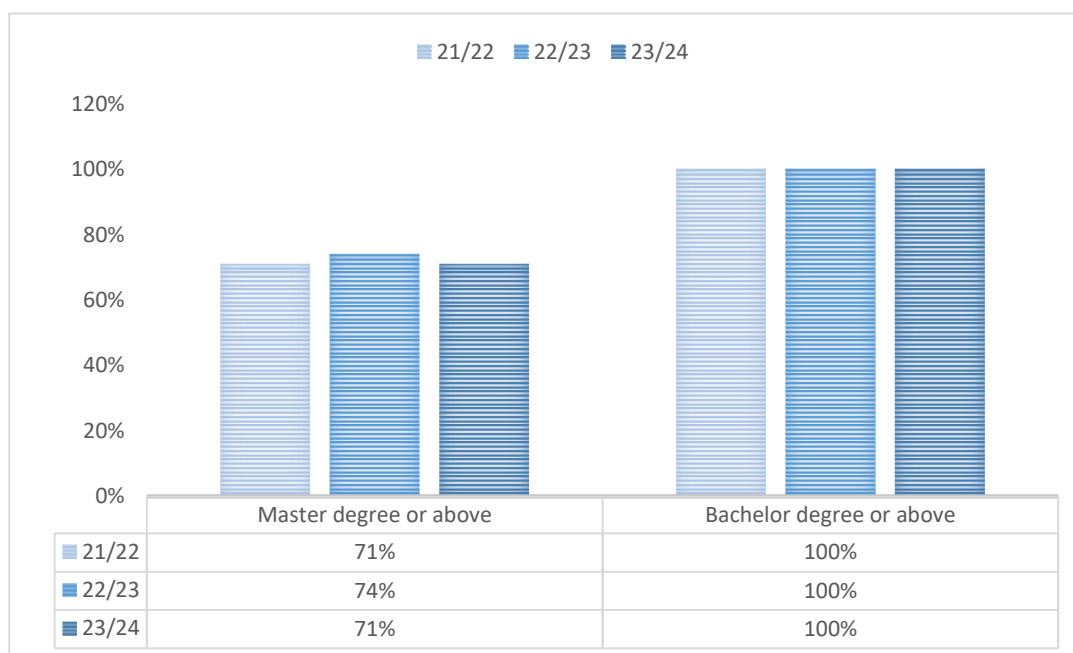
Incorporated Management Committee			
Supervisor	Dr. Kao Yi Tsun Richard	Teacher Manager	Mr. Lau Chi Kin
		Alternate Teacher Manager	Mr. Tai Tze Tik
Principal	Dr. Chu Kai Wing	Alumni Manager	Mr. Lee Tsz Shun Jayson
		Parent Manager	Mr. Fung Man Ho
		Alternate Parent Manager	Mr. Cheng Chun Yin
Sponsoring Body Managers	Ms. Yau Hoi Yuen Irene Dr. Leung Tin Ming Timothy Rev. Siu Ka Cheung Oliver Dr. Chan Yee Man Anne Mr. Wan Yuen Leung Kenneth Mr. Wu Yiu Hong Mr. Yiu Chak Hung	Independent Manager	Mr. Lo Shiu Ming Tommy

II. Our Teachers

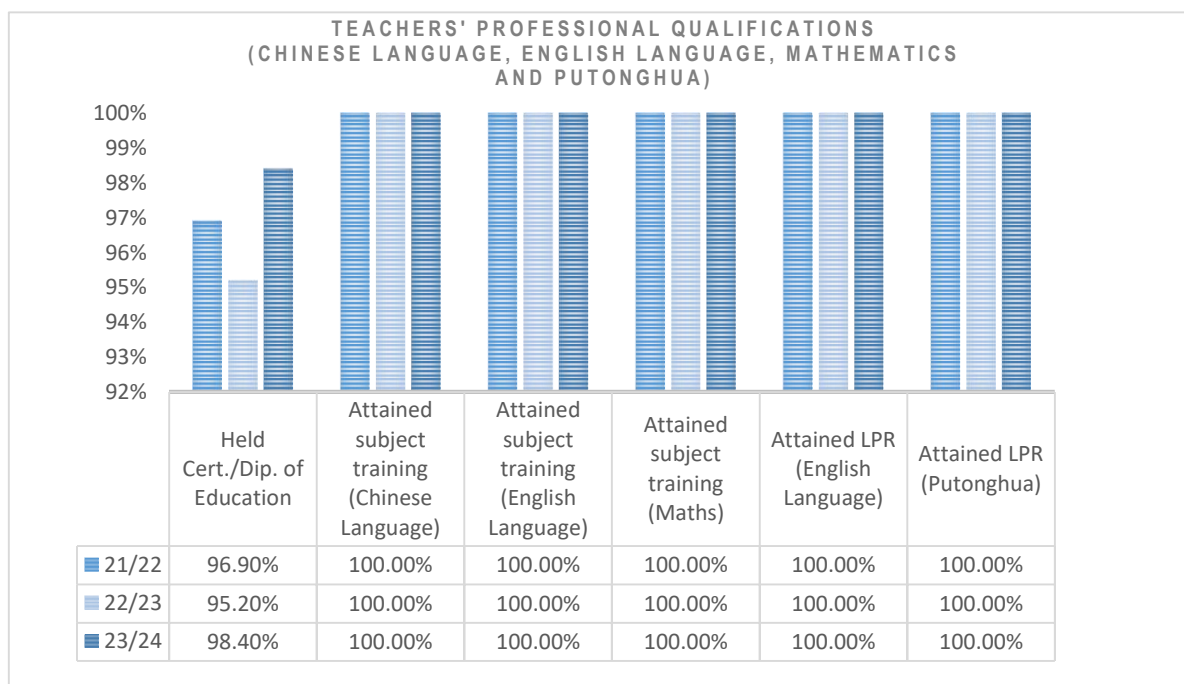
Number of Teachers (including the principal)

School Year	2021-2022	2022-2023	2023-2024
Number of Teachers	64	62	62

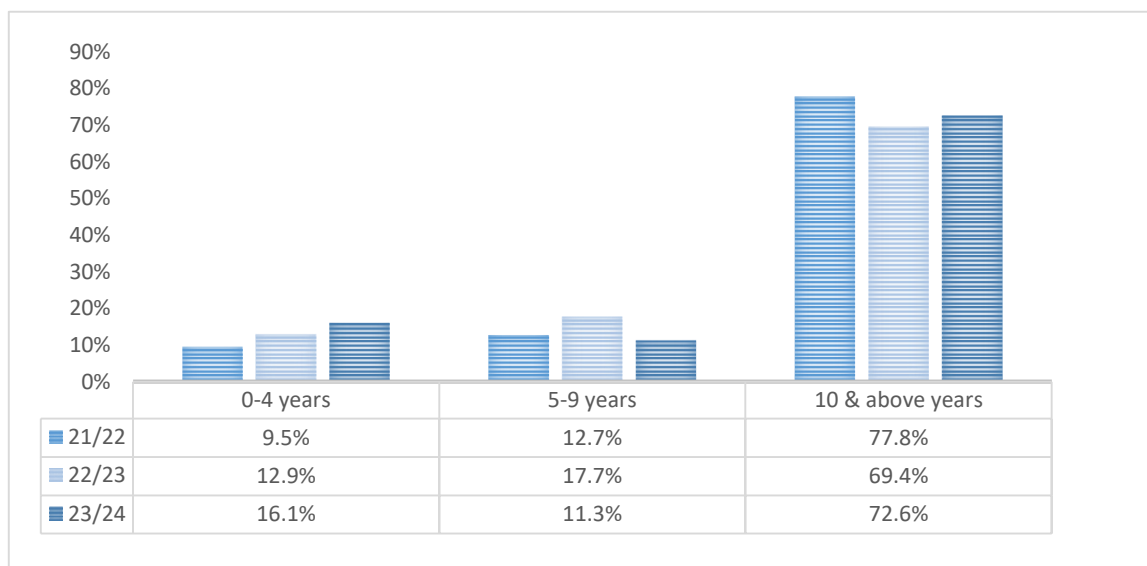
Teachers' Academic Qualifications



Teachers' Professional Qualifications



Teaching Experience

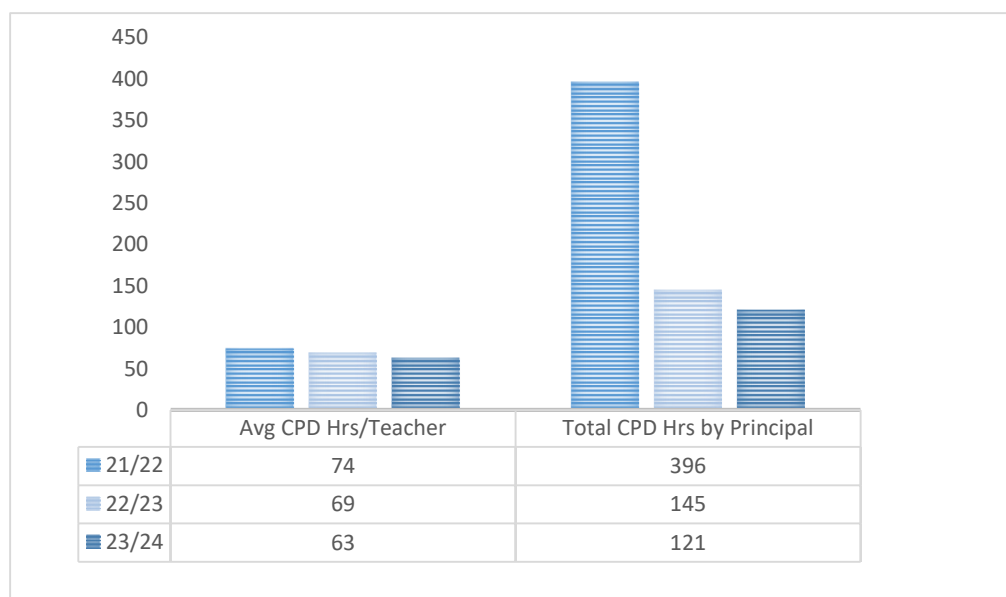


Staff Turnover Rate

During the school year of 2023-2024, the total number of staff is 90 including 62 teachers, 3 Associate Teachers, 2 Teaching Assistants, 3 Lab Technicians, 1 I.T. Technician, 1 Library staff, 8 office staff and 10 janitors.

Staff Resignation	Number of Staff
Teaching Staff (<i>Personal Reason</i>)	8
Teaching Staff (<i>Retirement</i>)	2
Non-teaching Staff (<i>Personal Reason</i>)	3
Total	13

Professional Development of Teachers



Seminars / Workshops for Professional Development 2023–2024

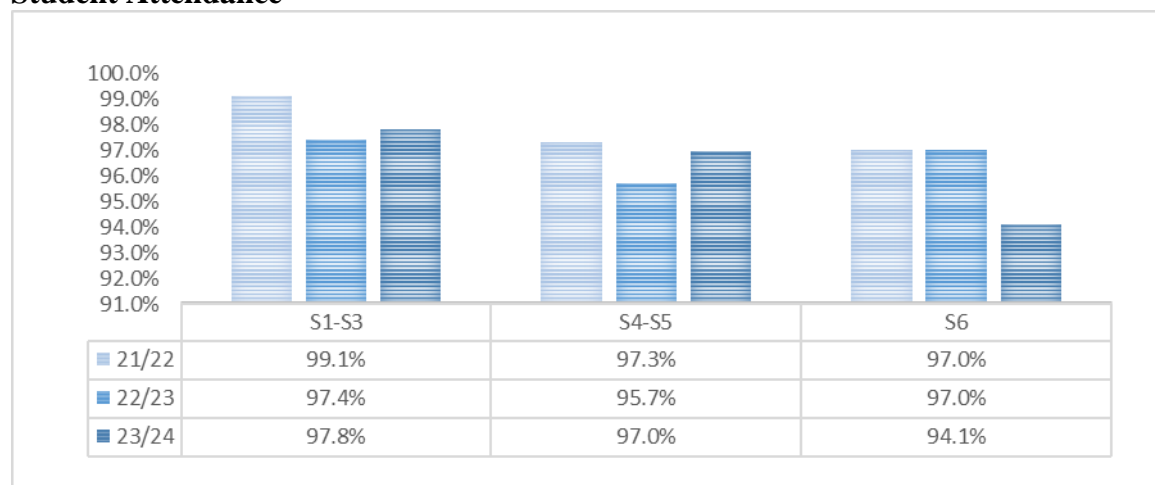
Date	Theme	Organisation / Guest Speaker	Objective / Focus
30/8/2023	Part 1: What is a good lesson Part 2: Student Case Review	Mr. Chan Tak Hang, an experienced principal, Guidance Committee, Student Support Committee and Staff Development Committee	<ul style="list-style-type: none"> To enable participants to have a better understanding of teaching and the useful pedagogical approaches To equip teachers with knowledge and skills for students in need.
3/5/2024	CCC Joint Schools Staff Development Day	CCC Joint-Schools Association	<ul style="list-style-type: none"> To share the CCC Rationale of Value Education with teachers.
4/6/2024	Part 1: Talk on Media and Artificial Intelligence Part 2: Teachers Healthy Lifestyles Workshops	Hong Kong Federation of Youth Groups (HKFYG), Speaker: Mr. Wallace Man, Principal of TWGHs Kwok Yat Wai College and Mr. Don Hon, HKFYG	<ul style="list-style-type: none"> To share the education concepts on Media and Artificial Intelligence To provide opportunities for teachers to learn more about healthy lifestyles

III. Our Students

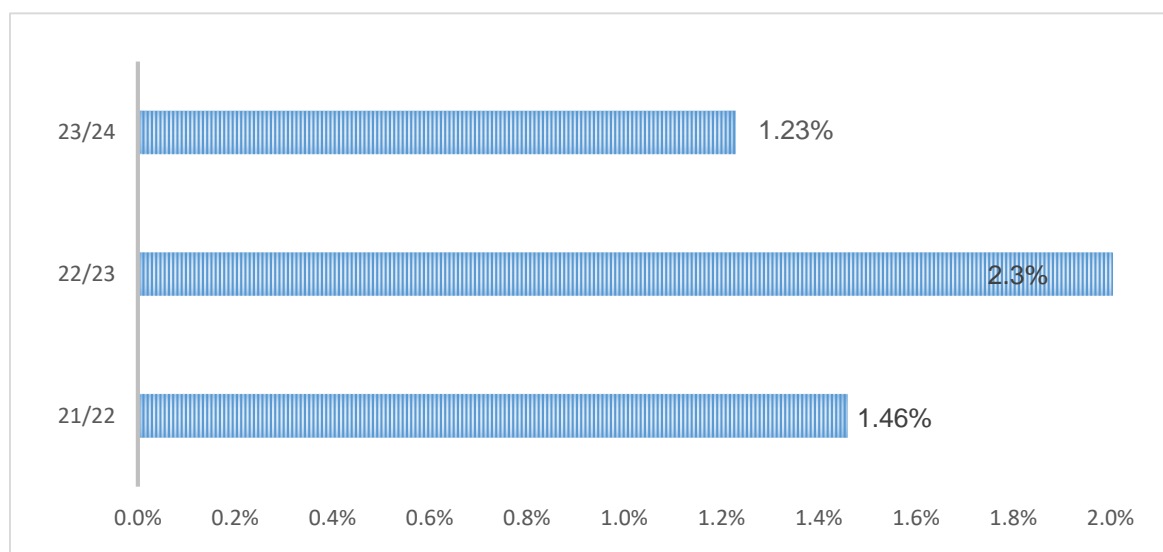
Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	5	4	5	4	5	27
Boys	64	74	68	73	48	63	390
Girls	66	80	56	74	76	69	421
Total Enrolment	130	154	124	147	124	132	811
Drop-outs	5	4	0	0	1	0	10
Repeaters	6	7	5	5	4	0	27

Student Attendance



Drop-out Rate of Student



IV. Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Developing students' healthy lifestyles

Achievements
<p>1. To develop students' skills and attitudes to make healthy choices, including physical health, and mental and social well-being, with the aim that students can thrive in all areas of their lives</p> <ul style="list-style-type: none">• Throughout the academic year, our school has implemented a range of initiatives and activities aimed at developing students' healthy lifestyles. We have actively encouraged student engagement by introducing diverse extracurricular clubs and activities in different school organisations catering to their interests and passions to develop their well-being. Some classes (archery, lacrosse, and floral arrangement) and various school teams (dance team, volleyball team, etc.) were actively organising activities for students. These opportunities have not only sparked enthusiasm among students but also fostered a sense of exploration and self-discovery. These programmes fostered students to develop students' healthy lifestyles.• Our school has established a Wellness Gram and passport to record students' personal growth. During the class period, all students in the school are required to complete a questionnaire for goal setting and conduct self-reflection in eight areas including exercise habits, sleeping quality, online activities, reading routines, academic performance, eating patterns, school life and family relationships.• The Mental Health Corner has been established and is located in Room G05. It was run by students who participated in the Education Bureau's "Empathy Buddy" program, in collaboration with the Counselling Team. They are responsible for staffing the room, decorating it, designing the activities, and usage of the space.• The MCE committee is working with the Religious Education Committee to design a school-based teaching material, "Time Management from the Bible," to enable S3 students dealing with multiple subjects to learn time management skills and attitudes.• Intellectual Property Department's "Interactive Drama Programme- Respecting Intellectual Property Rights on the Internet" (S1-S5). The Programme aims to promote students' awareness of the effects of Internet infringement and respect for creativity, originality, and intellectual property rights to students interestingly and interactively.• Our school has set the content of the morning assemblies throughout the year. Various seminars/talks were organized to help students make healthy choices, such as:<ul style="list-style-type: none">○ Nutritionist Health Talk "Release Stress by Diet"○ "Emotional Eating" Seminar (Registered Nutritionist) 6/10○ The school-based spiritual health education course "Good Mood and Stress Relief

○ Lectures on Emotions and Self-Management

- According to the Stakeholder Survey from students, students expressed that they can adopt healthy lifestyles better from 3.20 (2022-2023) to 3.37 (2023-2024). Students believed that they may pursue their interests by participating in school-provided activities as shown in the Students' Questionnaire of the Stakeholders Survey (SHS) with a value of 3.75 this school year (3.65, compared to that of last year), which is greater than that of the previous year. Students reported they love school (3.86 (2022-2023) and 3.83 (2023-2024)) and they enjoyed getting well with their schoolmates (3.95 (2022-2023) and 3.97 (2023-2024)). Students felt that the school was a caring school (3.83 (2022-2023) and 3.89 (2023-2024)). From the Stakeholder Survey from Parents, parents also noticed that their children had improved healthy lifestyles from 3.20 (2022-2023) to 3.33 (2023-2024). Teachers expressed in their Stakeholder Survey that the school has helped students develop healthy lifestyles significantly (4.02 (2022-2023) and 4.00 (2023-2024)).
- According to the results of APASO, students showed improvements in the subscales of Affect, Satisfaction, Meaning in Life, Self-reported Health Status, Leadership, Entrepreneurial Spirit (Risk Bearing), School Atmosphere (Not Lonely, Belongingness), and Information Technology (Less Time for Leisure, No Addiction).
- According to the School-based Questionnaire, students felt that they had good self-management (4.15 in 2022-2023 and 4.00 in 2023-2024); their time management skills were fair (3.22 in 2022-2023 and 3.28 in 2023-2024).
- The experience in arts appreciation / sports / health-related issues has broadened student's learning. Also, it provides an opportunity for students to integrate different subject elements in their learning. For examples, integrating language arts in assignment designs, using health-related articles in the curriculum, participating in art or design-related competitions (WhatsApp stickers, posters, etc.), visiting heritage trails, joining cultural-related workshops, etc. These activities could bring a message to students that besides academic context, learning could also make use of their non-academic talents.

2. To enable students to discover their passions, recognize their own potential, and develop the capacity to make goals for their lives in order to unlock their full potential and achieve their dreams

- We have placed a strong emphasis on nurturing students' passions in various student organizations. In response to the succession of student leaders, teacher-advisors intentionally held more training sessions for all student leaders such as the Prefect Team, Guidance Prefect Team, Student Association, House leaders, Christian Fellowship, Clubs and Societies, etc. Student leaders were recruited this summer to

devise and hold a campus tour for the newcomers in the S1 Bridging and Induction Programme. We have provided students with opportunities to develop their abilities for leading and inspiring others. These programmes have encouraged teamwork, effective communication, and decision-making skills, empowering our students to take on leadership roles both within the school community and beyond.

- Recognizing the importance of a strong support network, we have actively coordinated with local NGOs and schools to expand the range of resources available to our students. Speech therapy lessons were organised by Speech Therapy and Rehabilitation Training Centre Limited with the coordination of the SEN Committee; regular visits were arranged to Caritas Jockey Club Lok Yan School with the coordination of the SEN Committee and Religious Education Department; S2 interest classes stretching students potentials were organised by Hong Kong Playground Association with the coordination of the Religious Education Department and Academic Affairs Committee; a school visit to TWGHS Wong Fut Nam College, exploring the development of the Guidance Prefects team, was arranged by Discipline Committee; etc.
- According to the stakeholder survey, the score for students who believe they were equipped with the leadership skills provided by school training is 3.65 this school year (3.61, compared to that of last year). Students expressed that they have more learning opportunities (including extracurricular activities) to develop their interest and life skills from 3.77 (2022-2023) to 3.86 (2023-2024).
- According to the School-based Questionnaire, students felt that the school provided adequate extra-curricular activities for them to discover their passions and recognize their potential; the school also provided opportunities for them to broaden their horizons and develop their talents (3.58 in 2022-2023 and 3.63 in 2023-2024); their time management skills were fair (3.33 in 2022-2023 and 3.22 in 2023-2024).
- As a result of these collective efforts, we have witnessed a significant positive impact on our students. They have demonstrated increased engagement in extracurricular activities, showcasing their growing interests and passions. Equipped with enhanced leadership skills, our students have successfully taken on responsibilities, organised events, and actively contributed to the betterment of the school community. Students were found to have recognized their potential and made their goals for their lives to unlock their potential and achieve their dreams.
- With the extension of the BYOD policy to Form 4 students, students have built up a habit of using their iPad to assist their learning. Students can use different eLearning strategies in and out of their classrooms. For example, using GoodNotes to keep their note, using Edpuzzle after class for pre-lesson learning or after-lesson consolidation.

According to the APASO, there was an improvement in the sub-scale Information Technology (No Addiction) from 100 to 107.

3. To foster a sense of social responsibility, empathy, and encourage students to use their talents and abilities to make a positive impact on others, the community, and the world around them

- We have organized various activities and related volunteering services for our students. For example, our school offered Project Learning to S.4 students so that they could use their knowledge and skills to study the needs of the elders in the district and formulate suggested solutions to the problems the elders encountered.
- To raise awareness of environmental protection, we established an annual campaign themed “Denim Fashion Show.” Prior to the event, the school organized a series of activities, including a clothing recycling initiative to encourage students to donate old or unwanted garments to developing countries and those in need. Additionally, students created tote bags using unused denim fabric provided by a Hong Kong factory, and participated in a denim fashion design workshop led by a professional designer. The culmination of these efforts was a fashion show and design competition held on the last day of post-exam activities.
- Through the Denim Fashion Show, students not only cultivated their creativity and showcased their sewing skills, but also gained an understanding of sustainable fashion practices, encouraging them to consider the environmental impact of their designs.
- The MCE committee collaborated with the Geography department to provide teaching materials on “Municipal Solid Waste Charging” for class periods. Meanwhile, the Integrated Science department implemented a recycling scheme, allowing students to bring in old or unused items.

Reflections

1. To develop students’ skills and attitudes to make healthy choices, including physical health, and mental and social well-being, with the aim that students can thrive in all areas of their lives

- Students were found to be engaged in school activities to help them develop their well-being. However, teachers observed that students’ performance in time management might still need further improvement.

2. To enable students to discover their passions, recognize their own potential, and develop the capacity to make goals for their lives in order to unlock their full potential and achieve their dreams

- Some students showed their talents in some kind of activities. More work could be done to enhance the general performance of the student community.

3. To foster a sense of social responsibility, empathy, and encourage students to use their talents and abilities to make a positive impact on others, the community,

and the world around them

- Some programmes of volunteering services for junior students should be provided to allow students to develop their sense of social responsibility and empathy.

Feedback and Follow-up

Looking ahead, we remain committed to building upon these achievements. We will continue to provide a vibrant and dynamic learning environment that encourages students to develop healthy lifestyles by making healthy choices to pursue their interests, explore new horizons, and develop their potential. We hope to equip our students with the tools they need to succeed in their future endeavours, both academically and in their personal and professional lives, with this newly implemented three-year school plan, which focuses on building healthy lifestyles with positive values on themselves and others. More work could be done to enhance students' performance in time management. More volunteering services for junior students could be provided to allow students to develop their sense of social responsibility and empathy.

Major Concern 2: Strengthening students' learning confidence

Achievements

1. To stimulate learning motivation and enhance students' confidence in learning

- We have taken a holistic approach by incorporating positive values into both the formal curriculum and hidden curriculum, ensuring that students receive the information and resources they can enhance their learning confidence for their future success in academics, and personal development. Such as, the Academic Affairs Committee has organized the Award Scheme to encourage students with outstanding academic achievement and significant improvement, the Discipline Committee adopted the theme "Respect & Explore the Importance of Life" this year, and seminars, workshops, and activities that promote self-recognition, instilling fun, and the exploration of life's meaning were organised. The Student Guidance Committee organised a planting group for a group of students who have some emotional disturbance and weak social skills to take care of plants on campus. When they were taking care of plants, they learned how to communicate with others, solve problems, appreciate the beauty of nature, and treasure life as well.
- This year, the Academic Affairs Committee implemented a Learning Skills Training Programme (Note Processing and Learning Style) for F.1 students and an active Revision Skills Training Programme (with memory) for F.4 students. Students were encouraged to use the skills learnt in the programme in their studies. With consistent application, students' learning confidence was boosted. Departments were encouraged to expand the use of a variety of Learning Skills in their lessons to foster their learning confidence. According to the stakeholder survey, students expressed that they were more willing to adopt learning methods to help them learn better from 3.30 (2022-2023) to 3.46 (2023-2024).
- The Academic Affairs Committee has subsidized potential students to join various gifted education programmes organised by tertiary institutions to maximize learning opportunities for high achievers.
- The Academic Affairs Committee has organized various learning support programmes to provide learning support for students with learning needs.
- Department Heads have been requested to remind teachers to design assessments in line with the curriculum to foster students gaining confidence in learning. This included reviewing the assessment criteria, setting more frequent but shorter assessments for mastery learning, providing constructive feedback for students to improve, setting assessments according to the Bloom's Taxonomy, etc. These practices could raise students' sense of achievement and to ensure that they could track their own learning.

- According to the Stakeholder Survey from students, students' learning confidence was reported to increase from 3.09 (2022-2023) to 3.30 (2023-2024). Students reported that they felt more confident in using learning skills from 3.30 (2022-2023) to 3.46 (2023-2024). Students expressed their thankfulness to teachers for encouraging them to learn and try their best to overcome learning difficulties from 3.76 (2022-2023) to 3.83 (2023-2024). From the Stakeholder Survey from Parents, parents noticed their children had improvements in learning confidence from 3.42 (2022-2023) to 3.48 (2023-2024) and also their learning attitudes from 3.46 (2022-2023) to 3.56 (2023-2024). From the Stakeholder Survey of Teachers, most teachers expressed that they have done much to help students learn better. However, teachers were not satisfied with students' learning confidence and attitude (3.22 and 3.44 respectively, 2023-2024).
- According to the School-based Questionnaire, students' learning confidence was increased from 2.92 (2022-2023) to 3.10 (2023-2024). Students also felt that they were more satisfied with their learning progress from 2.79 (2022-2023) to 2.98 (2023-2024). However, there is still room for improvement. Students expressed that they have improved their learning motivation from 3.29 (2022-2023) to 3.40 (2023-2024) and learning skills from 3.39 (2022-2023) to 3.50 (2023-2024).

2. To enhance language proficiency

- Our school has allocated the class teacher period after the morning announcements each school day as the reading time for students, such that students' reading habits could be developed. Students were encouraged to read by their peers or teachers through the book sharing session every Wednesday morning coordinated by the Academic Affairs Committee. Together with book displays or departmental reading activities, students were starting to build up their reading habits. The reading award scheme was reviewed. The Class Library was extended to S3 classes for students to borrow books more conveniently.
- The English Ambassador programme was revived to provide more opportunities to students to converse in English and to raise their interest in English Language. A comprehensive drama programme was introduced by the English department for students to appreciate language arts and to perform in English. A study tour to the United Kingdom was organised for student to explore the English-speaking world in an authentic context.
- According to the Stakeholder Survey from students, students' reading habit was reported to be low, although the score increased from 3.18 (2022-2023) to 3.26 (2023-2024). Students reported that teachers did encourage them to learn and try their best to overcome learning difficulties from 3.76 (2022-2023) to 3.83 (2023-2024).

- According to the APASO results, the Q value of the subscale of Reading (Non-assigned Materials) was 93 (almost 100, close to average) and Reading (Time for Leisure Reading) was 96 (almost 100, close to average) but boys' data in both subscale were 85 showing a little bit lower than that of the whole student population. Boys need to be encouraged to read in the next school year.

3. To facilitate students to adapt to the transition of different key stages

- Department Heads have been requested to ask teachers to review the assessment design so as to foster students' learning confidence.
- The Academic Affairs Committee has tried to collect data on some subjects on students' prior knowledge and skills before they enter S.1.

Reflection

1. To stimulate learning motivation and enhance students' confidence in learning

- Departments had explored and integrated the different eLearning tools in their lessons. However, we could find that some of the tools were repetitive. There could be more collaboration and coordination between departments so students could have a more comprehensive experience in using eLearning tools in learning. As S.1 to S.4 were under the BYOD scheme, teachers and students can use the iPad for teaching and learning in their lessons.
- The more frequent use of the iPad did engage students more in lessons and self-directed learning. However, students might not see the device as a medium for learning. Hence, a system for monitoring the misuse of devices was added to the BYOD scheme to remind students to make good use of the devices in academic-related areas.
- The seed teachers group was found to be beneficial for the development of using eLearning tools in teaching. Seed teachers would lead in Lesson Study and act as resource persons for the KLA panel. The culture of sharing was a fundamental element in building a support system. However, the workload could be a burden for seed teachers.

2. To enhance language proficiency

- Teachers reported that there was inadequate time in the class teacher period after the morning announcements each school day, such that students' reading habits could not be easily moulded. However, students started to be more aware of the reading elements in various subjects. The centralized book sharing session should be turned into a routine item and work as a tool for students to select books that they are interested in. There should also be more collaboration between different departments

to help promote reading among students. Our school needs to implement measures to enhance the reading atmosphere of the school. All KLAs and departments should join hand in hand to engage students with KLA-based reading activities. Departments should also explore ways to reach to students, for example, the use of Google Classroom, Instagram accounts, YouTube Channels, etc to promote reading.

- Teachers speculated that students might find it difficult to develop reading English books habits due to lack of vocabulary.
- Some professional development programmes of reading strategies for teachers and students need to be organized to further equip teachers and students in reading.

3. To facilitate students to adapt to the transition of different key stages

- The review of the assessment design by Departments was found not in full strength. Some students have not shown substantial improvement in their assessment results. Students' learning confidence needs to be strengthened.
- Only some subjects' information on students' prior knowledge and skills before they enter S.1 was collected. Our school should collect adequate information to figure out what our students need.

Feedback and Follow-up

Our school should help students with learning motivation, language proficiency, and skills for transition from different key learning stages. To enhance students' learning motivation, recognition and appreciation should be put in place to facilitate them to build learning confidence. Our school and teachers should offer them opportunities to acquire learning skills. To enhance students' language proficiency, reading should be one of the essential strategies. Our school should implement measures to enhance the reading atmosphere of the school. It was suggested that more reading time should be reserved for the class teacher period each school day. All KLAs and departments should join hand in hand to engage students with KLA-based reading activities. Reading Award Scheme should be launched to encourage students to build up their reading habits. Moreover, the review of the assessment design by all departments should be implemented in depth to foster students' learning confidence. The Academic Affairs Committee can serve as the coordinator to facilitate departments to further collect information from all subjects on students' prior knowledge and skills before they enter S.1. Teachers in various subjects should analyze the information they collected and identify the learning gap between primary school and secondary school. The Academic Affairs Committee will also coordinate departments to give more support to junior form students before major school assessments so that students can get better academic results.

Major Concern 3: Nurturing students' Citizenship with National and Global Identity

Achievements

- **To develop students with good moral character with positive values and attitudes**
 - Based on the framework provided by the EDB, the Value Education Curriculum was fully reviewed. Departments were invited to provide a summary of implementation strategies in planning the Value Education Curriculum. The learning objectives including students' attitudes and behaviour for each strategy are included. The implementation strategies are divided into four main areas, including lesson learning, life-wide learning, application and service and whole-school atmosphere. A summary of the findings was drawn and presented in the middle management level meetings.
 - Our school has set the content of the morning assemblies throughout the year. We made arrangements for the raising of the national flag, and the playing and singing of the national anthem every Tuesday. Students conduct sharing every Tuesday and topics include the recent development of our country, Chinese culture, Chinese history, and through "The Speech under the National Flag" on specific days. Topics presented for the upcoming school year were:
 - "Martyrs' Day and National Day" (3/10),
 - "Hong Kong National Security Law" (10/10),
 - "China's Aerospace Development" (17/10),
 - "China's World Cultural Heritage" (31/10)
 - "The Beginning of Winter and Chinese Culture" on 7/11
 - "Understanding Chinese Instruments and Music" on 14/11,
 - "Mental Health in Autumn" on 16/11,
 - "Sun Yat-sen's Birthday" 21/11,
 - National Constitution Day"28/11.
 - "2023 National Constitution Day Online Quiz Competition" 5/12,
 - "Memorial Day for the Victims of the Nanjing Massacre" 12/12,
 - "Christmas and Chinese Traditional Culture" 19/12
 - The Development of China's Track and Field Sports
 - "The first day of the Lunar New Year" and writing Fai Chun 6/2
 - "Traditional Chinese Costumes - Qipao and Tang Suit" and clothing display 20/2
 - "Development of Chinese Medicine" (with Health Management and Social Care Department) 27/2
 - "International Women's Day" 5/3

- "Ching Ming The culture of care and respect of ancestors. " 12/3
- "Commemoration Day for the Promulgation of the Basic Law and Religious Freedom" 19/3
- National Security Education Day 9/4
- Labour Day 23/4
- Youth Day 30/4
- "The Chinese Concept of Respecting & Honouring Your Parents" 7/5
- "Traditional Family Values" 14/5
- "Dragon Boat Festival" 21/5
- "Traditional Chinese Culinary Culture" 28/5

Students learned more about good moral characters so that students' positive values and attitudes can be enhanced.

- Various seminars/talks were organized in October 2023, such as:
 - "Visually Impaired People and Guide Dogs" Seminar (Hong Kong Guide Dog Service Centre) 6/10
 - "Planting a Seed in the Heart" Seminar (Mr. Ho Ying Wai, former member of the Hong Kong Fencing Team) 20/10

Students know more about the needs of society and others so that students can be encouraged to initiate volunteering services for people in need.

- Our school recruited twelve members of students to the flag-raising team. Students will take Chinese-style foot drill training and flag-raising ceremony training this year. Students showed a positive attitude during training and performed well on the occasions of the ceremonies. The members of the flag-raising team serve as role models for students with positive value to national identity.
- According to the APASO results from students, students felt that they had a strong sense of National Identity. They understood their responsibility as Chinese. They love their country and feel confident as Chinese.
- **To help students understand Chinese History, Culture, and National Security Knowledge**
 - Our school recruited around twenty moral and civic education student ambassadors, including students from S.1 to S.5. They are responsible for "The Speech under the National Flag"; during morning assemblies to promote moral education and national education activities. On September 26th, the morning assemblies and recess period were to celebrate the Mid-Autumn Festival and to express gratitude to teachers.
 - National Security Education activities were held.

- The whole school participated in the "Hong Kong Academies National Security Knowledge Challenge" during the morning assembly and class teacher's period on 10th October 2023.
- An exhibition board on campus was set up to introduce twenty items of national security, with book exhibitions, and organized quizzes with prizes. Each senior class was arranged to visit the exhibition and complete a game during the Civics and Social Development lesson.
- On 5th December, a National Constitution Day Online Quiz was organized. Students used iPads to complete the competition in the morning assembly.
- Before Mother's Day, "Sending Flowers and Love" and a card-writing activity were held on 7th May.
- Various seminars/talks were organized this year, such as:
 - National education lecture “Hong Kong, the Mainland, and the World from the Medical Conditions” conducted by GBS JP Anthony Wu Ting-yuk
 - Civic education lecture “Pet Care and Detective Dogs Talk”
 - Mr. Lin Zhi-ying gave a lecture on "China's Environmental Protection Achievements and Renewable Energy". 20/10
 - Dr. Thomas So Chi-ki BBS, MH, JP gave a lecture on "China's Road to Innovation and Technology". 27/10
 - A Class Teacher Period on the topic “What is municipal solid waste charging?” was held to enable students to understand waste reduction and recycling, cultivate environmental awareness, and pay attention to issues such as global warming.

Students learned more about Chinese History, culture and National Security Knowledge so that students' National Identity could be enhanced.

- Our school joined the seventh "Citizen Ambassador" training program: We nominated 5D Lee Yiu Sing and Lee Ming Yi to participate in this program. The two students joined the guided tour service of the Civic Education Resource Centre voluntarily and participated in promotion activities for national education. 5D Lee Yiu Sing participated in the National Education Mascot Naming Competition organized by the Education Bureau and received an Outstanding Award.

Reflection

1. To develop students with good moral character with positive values and attitudes

Twenty-one departments were involved in the review and the summary of the findings were as follows. In nurturing students' values and attitudes, twelve priority values and attitudes were

reviewed. Eleven departments covered ‘Respect for Others’; eight departments covered ‘Responsibility’ and ‘Law-abidingness’; seven departments covered ‘Perseverance’ and ‘National Identity’; six departments covered ‘Integrity’; five departments covered ‘Commitment’ and ‘Care for Others’; four departments covered ‘Empathy’ and three departments covered ‘Diligence’. Besides the values and attitudes suggested by EDB, ‘Appreciation of others’ and ‘Knowing When to Retreat’ were also covered by departments. Remarks: “Benevolence” 仁愛 and Filial Piety” 孝親 were optimised/ newly added by the EDB in December 2023)

- For the related learning experience provided for students, the top two areas were related to civic education (nine departments involved) and National Security Education (eight departments involved). However, it was found that our school had to provide more learning experiences for students on ‘sex education’, ‘anti-drug education’ and ‘human rights education under the legal framework’.
- In particular, departments also engaged in a continuous revision of the three-year plan of the National Security Education. The plan thoroughly reviewed the departmental curricula and extra-curricular activities in the three-year plans from 2020-2023 and 2023-2027. The Academic Affairs Committee would regularly check for updates from the EDB and to ensure departments’ programme plans and scheme of work were aligned with the EDB requirement.
- The implementation plans for further development were discussed and it was found that Value Education in the school has a wide spectrum. The review completed by the Academic Affairs Committee could not cover plans carried out by the committee. After discussion, a Moral and Civic Education Committee was suggested to be set up to better oversee the Value Education implementation.

2. To help students understand Chinese History, Culture, and National Security Knowledge

- Our school established a new committee “The Moral and Civic Education Committee (MCE)” led by the new Vice-Principal this year. MCE launched “The Speech under the National Flag”; during morning assemblies to promote moral education and national education activities. Students learned more about Chinese History, culture and National Security Knowledge so that students’ National Identity could be enhanced. MCE will explore possibilities to collaborate with other committees and departments in the

school to organize more activities related to Chinese History, culture and National Education.

3. To develop students with good moral character with positive values and attitudes

- Our school needs a whole-school framework to guide students' development in character building and nurturing positive values and attitudes.

Feedback and Follow-up

Our school needs to further review the implementation of Value Education in our school curriculum and the hidden curriculum as well so as to identify the gap and construct a whole-school framework to make the cascading effect of the school framework to all committees and departments in value education. Reviewing the Value Education Curriculum implemented in departments provided a chance for our school to identify the knowledge gaps across the curriculum. In the next academic year, besides continuing to review and evaluate the implementation plans, departments should collect evidence of learning from students. This would allow departments to evaluate the plans and further design a more sophisticated learning experience for students.

With the offering of the new subject – Citizenship, Economics, and Society in 2024–2025 and the restructuring of the learning elements in the curriculum, the insufficient coverage of ‘anti-drug education’ and ‘human rights education under the legal framework’ would be addressed.

As the review was conducted at the departmental level, other learning activities organised at the committee level were not covered. To have a more holistic review, the Moral and Civic Education Committee has been set up to oversee the plans and implementations, strengthening the existing practices and filling up the niche in students' learning experience.

V. Our Learning and Teaching

To enhance learning and teaching effectiveness, other than the major concerns of Developing students' healthy lifestyles, strengthening students' learning confidence, and nurturing students' citizenship with national and global identity as mentioned in part IV above, a series of programmes were also implemented. The details are as follows.

For senior forms, subject-based Project A was organised for stronger students in the form of tutorials in which study tips were shared by alumni. Alumni with good results in the 2023 HKDSE were also invited to share their experience in preparing for HKDSE with S4 and S5 students.

In S4, Humanistic Education provides a more comprehensive learning experience for students. The Modules stream aims to nurture students' positive values and attitudes, especially humanistic spirit and social care so that they can become active and responsible citizens; to broaden students' horizons in different areas with other essential learning experiences alongside the core and elective components and to enhance students' awareness on the integration and application of generic / inter-disciplinary skills and knowledge for self-betterment, and the betterment of the community and the world. The Modules include Popular Music and Society, Photography Diary, Forensic Science, Media and Communication, Psychology and Moral Philosophy. Another stream is Project Learning in which students get the opportunity to explore and understand the community and to use design thinking skills to find a way to improve it.

In assisting S3 students to bridge to the senior secondary curriculum, various strategies were implemented. These included a Taster Programme, a series of subject introduction talks for S3 students as well as a trial practice of senior secondary elective subject selection.

For junior forms, to better identify students' learning needs and take early intervention, there is an S1-S2 Homework Submission Policy. After-school homework classes were arranged for S1 and S2 students who had difficulties submitting assignments. Student-parent-teacher conferences are arranged to formulate plans to support the student in the early stage. Senior formers were appointed as Academic Prefects to act as peer mentors in the homework classes and to promote the learning atmosphere in the school. Academic Prefects also helped organise various learning-related activities for junior formers. For example, a past paper workshop was held for S1 students to familiarize themselves with the format of Heep Woh's formal assessment. Besides, there were timetable design and note-taking workshops.

To help S1 students bridge smoothly to secondary school life, the annual Bridging Programme was held in August. In the teaching and learning component of the programme, the curriculum objective of adapting to an English learning environment was emphasized. The programme is based on a cross-curricular project-learning with the theme of ‘Our Community’. Our new comers were able to experience subjects different to their primary school. In the programme, they could exercise and display their data collection skills, IT skills and presentation skills. Most importantly, the programme welcomed our new students to the Heep Woh family.

In this academic year, the “Bring Your Own Devices” (BYOD) policy has been extended to S.4. Students are encouraged to bring their mobile devices to the school for learning activities. Learning has become more personalised and mobile.

To develop students’ potential and foster their all-round development, various life-wide learning activities such as Life-wide Learning Days, educational visits, field trips and competitions were arranged to extend their learning experiences and broaden their horizons. The stronger students were also encouraged to join programmes for the gifted, organised by the Hong Kong Academy of Gifted Education (HKAGE) and the tertiary institutions. In addition, a Talent Pool was constructed in Heep Woh Net, our school-based intranet platform. The design of the Talent Pool has integrated the theory of Multi-intelligences (MI). This helps to match higher-ability students with suitable pull-out gifted education programmes and external competitions.

For learning support, a mentoring programme was launched. Teachers served as mentors to provide care and guidance to lower achievers from S1 to S6. Another mentoring programme, Edutopia, identified students with low motivation in learning and, with the assistance of teachers, engaged them with activities to build up confidence in learning and find their strength. In addition, there was an Enlightenment Programme for S1 to S5 students before major assessments. Tutorial classes were offered to students nominated by class teachers.

Different measures were implemented to ease the learning pressure and to help students to take initiative to organise themselves in their learning plans. In junior forms, examination coverage templates were distributed to students before major assessments. Academic helpers were appointed in each junior form classes to help with assessment coordination in order to lessen the burden of assessments on the same day. Coordination on junior form project submission dates and SBA submission details were provided to students in early September for planning their work schedules.

The AAC Award Scheme, which includes Clean Homework Record Award, Excellent Learning Effort Award, and Most improved subject Award, aimed to recognised the effort of students apart from their academic performance. The scheme could serve as a motivation for students to perform better in and out of classrooms.

Curriculum

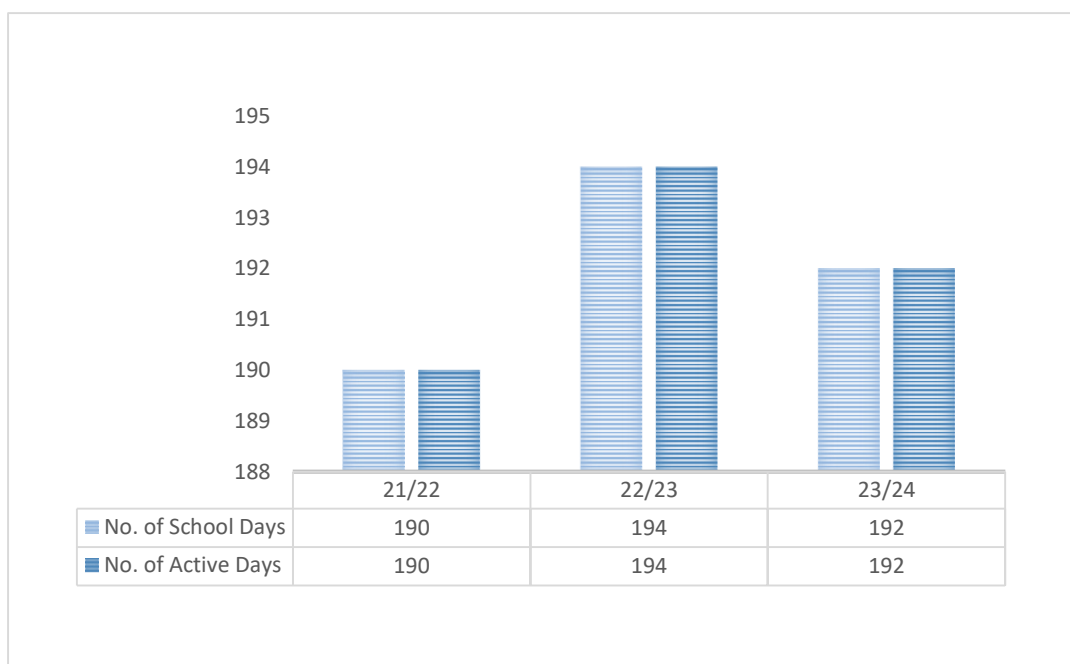
Subject	S1	S2	S3	S4	S5	S6
Chinese Language	C	C	C	C	C	C
English Language	E	E	E	E	E	E
Mathematics / Mathematics (Core)	E	E	E	E	E	E
Citizenship and Social Development	---	---	---	C	C	C
Biology	---	---	---	E	E	E
Business, Accounting and Financial Studies	---	---	---	E	E	E
Chemistry	---	---	---	E	E	E
Chinese History	C	C	C	C	C	C
Chinese Literature	---	---	---	C	C	C
Economics	---	---	---	E	E	E
Geography	E	E	E	E	E	E
Health Management and Social Care	---	---	---	C	C	C
History	E	E	E	E	E	E
Information and Communication Technology	E	E	E	E	E	E
Integrated Science	E	E	E	---	---	---
Life and Society	E	E	E	---	---	---
Mathematics Extended Part (M2)	---	---	---	E	E	E
Physics	---	---	---	E	E	E
Visual Arts	E	E	E	E	E	E
Music	E	E	E	---	---	---
Putonghua	P	P	P	---	---	---
Religious Education	E	E	E	---	---	---
Physical Education	E	E	E	E	E	E
STEAM	---	C	C	---	---	---
Career and Life Planning	---	---	C	---	C	C
Christianity and Life	---	---	---	C	C	C
Humanistic Education	---	---	---	C	---	---
Language across the Curriculum	---	---	---	E	---	---
Life Education	C	C	---	---	---	---
Reading across the Curriculum	E	E	---	---	---	---

E: English as medium of instruction

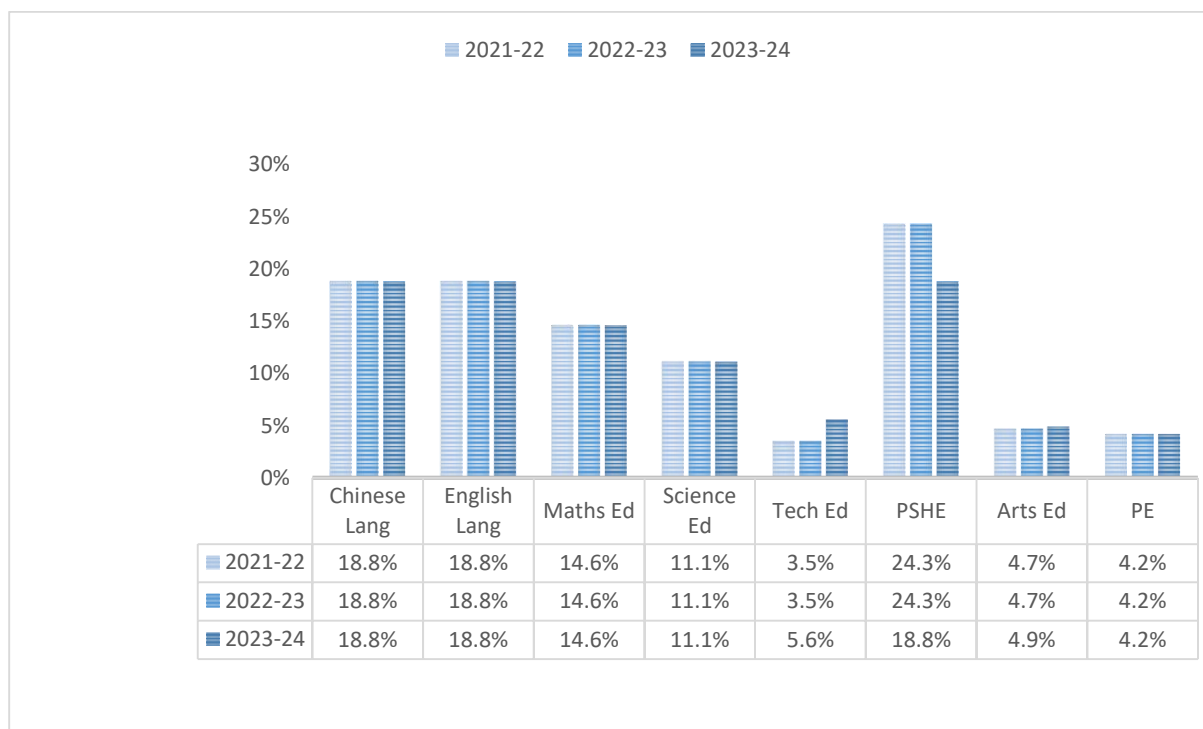
C: Cantonese as medium of instruction

P: Putonghua as medium of instruction

Number of Active School Days



Lesson Time for the 8 Key Learning Areas (S1-S3)



VI. Support for Student Development

- The school has established a defined organisational framework to nurture students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support is adopted to cultivate a caring culture. After the pandemic, the school resumed various large-scale performance events and extracurricular activities. Teachers and students actively prepare for and participate in multiple internal and external competitions and activities, making campus life colourful and vibrant.
- The school's major concern for this year is developing students' healthy lifestyles. Throughout the year, various talks, workshops, and class teacher materials are held at all levels, covering topics such as stress management, positive life art workshops, emotional awareness, and time management. The school has also introduced a "wellness-gram", allowing students to assess themselves and set goals through surveys. The program evaluates students in eight areas: diet, exercise, sleep, reading, internet habits, campus life, and family life. Reports are given back to students to help them develop self-awareness in mental health care. By referencing APASO and school-based surveys, teachers can effectively understand students' diverse needs. Subjects, committees and social workers then develop a series of mental health strategies and targeted activities based on this information.
- To live up to the Christian education mission, the school strived to foster the spiritual formation of students. The Religious Education committee held a series of evangelical programmes throughout the year to spread the love of God and to create a caring and supportive learning environment, including Christian Fellowship and Senior Cell Group gatherings. Overall participation rate satisfactory, especially that of junior form students. Moreover, the committee cooperated with local NGOs to organise social services and religious activities, through which students experience Christian faith in action.
- The Extra-curricular Activities Committee endeavoured to broaden students' horizons by providing more interest classes and promoting more exchange tours. A mainland trip to Chongqing was organised by the Mathematics Department on 26/3 – 30/3, involving twenty-one students and three teachers. One new student group, Magic Class was organised. Members of the Lacrosse Class, Jump Rope Class, and Dance Team have also participated in competitions in the second term. Members of the Lacrosse Class have participated in All Hong Kong Inter-Secondary School Lacrosse Competition and received 2nd runner-up. Members of Jump Rope Class have participated in 1st New Territories Regional Rope

Skipping Open Championships and received the 2nd runner up of the event thirty second four person Long Rope. The Dance Team has received the merit award of the 60th Schools Dance Festival Competition. Rope-skipping Inter-class competitions were held on a school day to instil fun and boost students' class spirit. Following the pandemic, all types of extracurricular activities have been fully restored, with all these efforts aimed at providing students with fruitful life-wide learning experiences. In the post-examination period, opportunities were granted to students to celebrate their hard work and success through their performances in dances, musical instruments, singing, English drama, etc.

- The Student Support Team adopted the Whole-School Approach to establish an inclusive school culture to support students with Special Education Needs (SEN). Our school used the Learning Support Grant to employ an SEN Associate teacher and a 0.5 counsellor to support the students with special educational needs. It also provided speech therapy services to help diagnose and support students with audio and speech difficulties. Arts therapy was provided to enhance students' social skills and adaptation skills via music, drama, and drawing. Workshops were held to promote students' self-management skills, social skills, executive functioning skills, stress management skills, Chinese Learning Training and self-efficacy such as 'New School Term 101', 'Juggling Ambassadors', 'Board Game', 'Well-Being Project', etc. Collaborated with the Student Guidance Committee, the school joined the 'Student Mental Health Support Scheme'. More resources were acquired to offer proper support to students with special needs. The team also worked closely with other school parties to deliver career guidance and assessment adjustment arrangements to the students.
- The Students Guidance Committee endeavoured to equip students with the knowledge of mental health and promote the well-being of students. Training workshops were provided for the Guidance Prefect Team with the knowledge and skills to support peers. A training workshop was held for colleagues on how to identify important information from student files, how to pay home visits to students, and how to accompany students to hospitals. A series of S1 parent talks were deliberately held on Friday nights to raise parents' awareness about the development of their children.
- 尋星掌舵，向光啟航 was the yearly theme of the Discipline Committee. The Committee aimed to cultivate students with positive moral characteristics, especially in the values of love, honesty, caring, and life. School-level and form-based talks and workshops were organised in different forms. For example, anti-drug and anti-smoking workshops from

LEAP were arranged to help our students develop healthy lifestyles. Workshops were also organised by school social workers to enhance students' self-management skills and the importance of social distance. The making mosaic music box workshop was arranged for junior form students to help relieve their stress. The cooperation with the English Department fostered the students' positive attitudes toward honesty as a story-telling competition was held. A visit to ICAC could surely strengthen the strong belief in maintaining justice and social identity. Adventure Ship was co-organized with EAAC to enhance students' confidence and other essential skills. The Prefect training camp and floor curling workshops were held to equip the Prefects' Team with the necessary techniques and skills throughout the whole academic year. Articles concerning the positive values of life such as the importance of honesty were disseminated to cultivate students' responsibility, self-esteem, and self-improvement skills.

- The Careers Guidance Committee established a systematic and coherent Career and Life Planning (CLP) curriculum across all levels and incorporated the curriculum in the formal curriculum via various subjects with an aim to help students identify their interests, strengths, and aspirations to plan for their multiple pathways in studies and careers. This year, career life planning was embedded in S.1 and S.2 class periods to instil the value of perseverance and search for personal goals through class teachers. It was hoped that more workshops or more class periods could be offered to junior form students on self-understanding and goal setting to scaffold a platform for career aspirations. Workshops and talks scheduled throughout the year were held successfully.
- The Moral and Civic Education Committee was newly established in this year, setting every Tuesday for flag-raising and "speech under the flag." A Chinese-style flag-raising team was formed in collaboration with the Hong Kong Police Force, with volunteer instructors teaching students Chinese-style marching and flag etiquette. Students from different forms served as ambassadors, participating in various activities and competitions promoting moral and civic education. Among them, student Lee Yiu Sing from class 5D received an outstanding award in the National Education Mascot Naming Competition organized by the Education Bureau. Besides, The committee set the content for the morning assembly throughout the year, promoting collaboration among subject groups to introduce the latest developments of the motherland and spread the spirit of Chinese culture. National education seminars were held on Fridays to help students understand the national situation. The committee, together with the music department, took students to visit the Three Gorges of the Yangtze River for exchanges, visited impoverished rural students in Hubei, and held

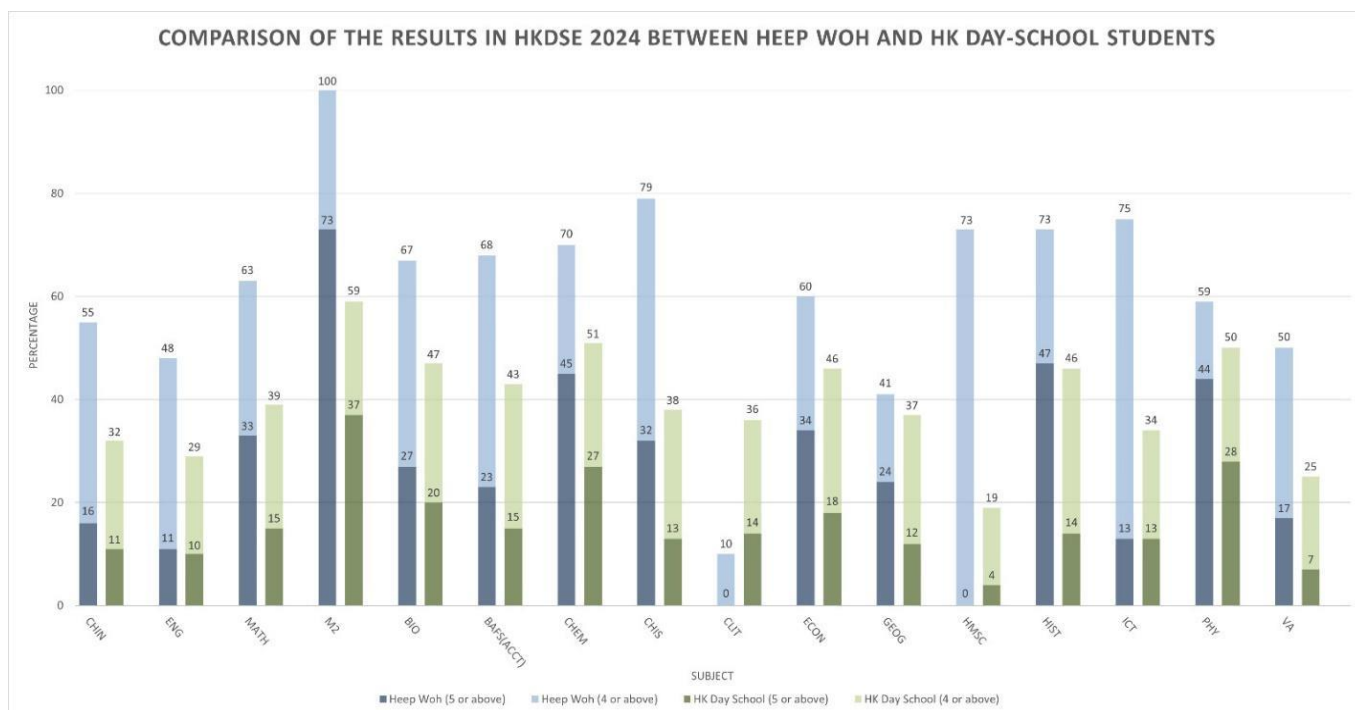
music demonstrations in Yichang.

- There were some cross-subject and committee activities, including a series of environmental-themed activities organized by the Visual Arts, and the Moral and Civic Education Committee. These activities included participation in clothing recycling programs, workshops on recycling denim fabric, understanding the environmental pollution caused by denim fabric production, and creating virtual denim pants online. The culminating event was a large-scale environmental fashion show on the last day of the post-exam activity, where teachers and students showcased eco-friendly denim outfits.

VII. Our Students' Performance

HKDSE Results:

HKDSE	2024	
	CCCHWC	All Day Schools
No. of Candidates Sat	129	40666
Candidates fulfilling the minimum 332A university entrance requirements (%)	83.7%	45.0%
5 Subjects with Level 2+ (Category A/B subjects)	91.5%	75.6%
Core Subjects at 332A or better, with one elective at Level 4+ (Category A/B subjects)	79.1%	35.0%



Destination of S6 HKDSE Graduates:

Destination	2024	
	No. of Students	Percentage
With Degree Offers	106	81.5
Post-secondary Education / Vocational Training Council	19	14.6
S6 Repeat	4	3.1
Full-time Employment / Others	1	0.8

Student Achievements 2023-24

The 15th Kowloon Region Outstanding Student Award

4D Cheng Wai Shing	Outstanding Student Award (Top 10 student in Junior High School Category)
6C Wong Tsan Mei	Excellent Student Award (Senior High School Category)

The 16th Wong Tai Sin District Outstanding Students' Selection

4D Cheng Wai Shing	Excellent Student (Junior High School Category)
6C Wong Tsan Mei	Excellent Student (Senior High School Category)

The Association of Principals of Secondary Schools

The Hong Kong Council of the Church of Christ in China

3C Chan Zhi Hui	The Most Distinguished Student Award
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The Most Distinguished Student Award of The Hong Kong Council of The Church of Christ in China 2024

6C Wong Tsan Mei	Distinguished academic performance, conduct and service
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English Department

75th Hong Kong Schools Speech Festival

Solo Verse Speaking Non-Open Secondary 3 Boys	
3D Lai Tsz To	2 nd runner-up
Solo Verse Speaking Non-Open Secondary 3 Girls	
3A Ng Sze Wing Elizabeth	2 nd runner-up
3D Tse Tin Sum	1 st runner-up
Solo Verse Speaking Non-Open Secondary 4 Boys	
4E Lai Pun Lap	Champion
Choral Speaking Secondary 5 and 6	
5C	1 st runner-up

Canadian English Writing Competition 2024 (Arch Cup) held by The English Association of Asia

Live Preliminary Competition	
3A Ng Sze Wing Elizabeth	Silver Award
6B Chau Ching Yu	Gold Award
1A Ng Hoi Lam, 1D Ng Man Yan, 5B Wong Kei Tung, 5D Wong Tin Wan	Bronze Award
Semi-final Competition	
5D Wong Tin Wan	Silver Award
6B Chau Ching Yu	Gold Award
1A Ng Hoi Lam, 1D Ng Man Yan, 5B Wong Kei Tung	Bronze Award

中文科

第 75 屆香港學校朗誦節

中四級男子粵語散文組	
4D 呂敬謙	冠軍

「獅子山下的故事」徵文比賽

1A 伍愷琳	優異獎
1A 張雯霆	優異獎

2023-2024 中國中學生作文大賽(香港賽區)

5A 馮瑾璿	一等獎
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數學科

第十四屆香港中學數學創意解難比賽(中學)

1A 呂晴如、1A 黃文朗、1B 李卓彥、2C 劉沛東	銅獎
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中華基督教會香港區會聯校魔力橋比賽 2024

1B 鄧紫珊	一等獎
3A 彭藹儀	二等獎
3B 莫霖	二等獎
4A 鄭海琳	一等獎
1B 鄧紫珊、3A 彭藹儀、3B 莫霖、4A 鄭海琳	團體總冠軍

第二十六屆保良局香港青少年數學精英選拔賽

3D 麥焯文	二等獎
3D 謝天心	三等獎

環亞太杯國際數學邀請賽 2024

1A 張皓揚	優異獎
1A 呂晴如	二等獎
1A 王騰	三等獎
1A 黃文朗	三等獎
1A 楊曉晴	二等獎
1C 關凱峯	三等獎
1C 黎正德	三等獎
1D 陳可澄	三等獎
1D 鍾智文	二等獎
2B 陳賀弦	三等獎

泰國國際數學競賽初賽 2023-2024(香港賽區)

1C 黎正德	銅獎
1D 鍾智文	銀獎
2C 霍堅胤	銅獎
3D 麥焯文	銀獎

4C 李子燊	金獎
4C 王宇航	金獎
5D 周美詩	銀獎
5D 李銘怡	銅獎
5D 黃悅喬	金獎
6E 劉珈珞	金獎

泰國國際數學競賽晉級賽 2023-2024(香港賽區)

5D 黃悅喬	銅獎
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2024 華夏盃(香港區)初賽

1A 呂晴如	二等獎
1A 黃文朗	二等獎
1A 張雯霆	三等獎
1A 卓梓岳	二等獎
1B 李卓彥	二等獎
1C 葉心怡	二等獎
1D 陳可澄	三等獎
2B 陳賀弦	三等獎
2B 黃曉烽	三等獎
2E 謝嘉峻	一等獎

2024 華夏盃(香港區)晉級賽

1A 呂晴如	三等獎
1A 卓梓岳	一等獎
2E 謝嘉峻	一等獎

真光女子數學比賽 2023

4E 何欣璇	優異獎
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2023 EYE LEVEL 國際數學解難大賽

1A 黃文朗	優異獎
1D 陳可澄	優異獎

2024 亞洲國際數學奧林匹克公開賽(港澳盃 AIMO)初賽

1A 黃文朗	銀獎
1B 陳梓朗	銀獎
1D 陳可澄	銅獎

粵港澳大灣區數學競賽預選賽 2024 (香港賽區)

1A 王騰	三等獎
1A 張雯霆	三等獎
2C 霍堅胤	三等獎
3D 麥焯文	三等獎

4C 李子燊	二等獎
4E 劉柏希	三等獎
5D 陳博淳	二等獎
5D 周美詩	二等獎
5D 李銘怡	二等獎

粵港澳大灣區數學競賽選拔賽 2024(香港賽區)

4E 劉柏希	三等獎
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香港國際數學競賽初賽 2024(香港賽區)

1A 王騰	銀獎
1A 張雯霆	銅獎
1D 鍾智文	銀獎
1D 何栢睿	銅獎
3D 麥焯文	銀獎
4E 劉柏希	銅獎
5D 周美詩	銅獎
5D 李銘怡	銅獎

第四十一屆香港數學競賽 (2023-2024)

4E 王奕信	三等榮譽獎
5D 鄭泳昕	三等榮譽獎

2024「香港袋鼠數學比賽」

4E 劉柏希	優異獎
4E 彭卓研	優異獎
5D 鄭泳昕	一等獎
5D 李耀昇	精英獎
5D 黃天韻	精英獎

Science Key Learning Area

Science Assessment Test

2B Yeung Pui Hei	Silver Award
3A Wong Tsz Wai	Bronze Award
3B Wong Chun Wa	Gold Award
3C Au Man Hin	Silver Award
3C Chan Tsz Ying	Silver Award
3D Tse Tin Sum	Silver Award
4B Chan Wai Sing	Silver Award
4B Wong Ho Yin	Diamond Award
4C Chan Kwan Wan	Gold Award
4C Chan Sze Chai	Gold Award
4C Kwan Chun Him	Gold Award
4C Yang Ho Yan	Diamond Award
4E Hsu Chin Long Percy	Gold Award
4E Pang Cheuk Yin	Bronze Award

Hong Kong Secondary School Cosmetic Formulation Competition

5B Man Chung Yat, 5B Yam Wing Tung, 5C Chan Ching Man, 5C Chow Oi Ling, 5D Cheng Wing Yan,	2 nd runner-up
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2023 Solar Charged Car Model Design Competition

2E Chan Tsz Chun, 4C Chan Pak Hei, 4E Chan Yi Hua, 4E Leung Kai Nam	Best Performance Award
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Junior Secondary Science Online Self-learning Scheme

2D Chan Chun Man	Gold Award
2D Tam Ya Xuan	Gold Award
2E Leung Tsz Wai	Gold Award
3A Ou Kaiying	Gold Award
3B Lee Kwan Ho	Bronze Award
3D Tse Tin Sum	Gold Award
4B Chan Pui Ka	Gold Award
4B Tsui Tsz Kiu	Silver Award
4B Yiu Cheuk Wang	Gold Award
4C Chan Pak Hei	Gold Award
4C Chan Sze Chai	Gold Award
4C Kwan Chun Him	Gold Award
4C Law Ka Yan	Gold Award
4C Li Man Yan	Silver Award
4C Li Tsz San	Gold Award
4C Wang Yu Hong	Silver Award
4D Chan Ho Ming	Bronze Award
4E Choy Fu Shing	Gold Award
4E Ho Sum Ying	Gold Award

Occupational Safety and Health Council 35th Anniversary Stamps Design Competition

5C Yeung Man Yat	Champion
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"5S Office Organization Tips" Occupational Safety and Health WhatsApp Sticker Design Competition 2023

5C Yeung Man Yat	Champion
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2023 International Chemistry Quiz (H.K. Section)

4C Yang Ho Yan	Distinction
4E Hsu Chin Long Percy	Distinction
5B Man Chung Yat	Distinction
5B Szeto Ka Chun	Distinction
5C Lau Tin Yau	Distinction
5D Cheng Wing Yan	High Distinction
6B Chau Ho Ying	Distinction
6C Chow Baylon Philip	High Distinction
6C Chung Ho Chak	High Distinction

6C Kwok Ka Yuet	Distinction
6C Lam Tsz Hei	Distinction
6C Sze Chak Lam	High Distinction
6C Tang Wang Chun	Distinction
6C Yiu Sum Yee	Distinction
6E Cheung Chi Chung	Distinction
6E Fang Yingyan	High Distinction
6E Ng Sze Hon	Distinction
6E Sy Ka Yuk	High Distinction

Chemist Online Self-study Award Scheme 2023

5B Mok Yan	Diamond Award
5B Szeto Ka Chun	Diamond Award
5C Chan Ching Man	Diamond Award
5C Cheng Wing Shan	Diamond Award
5C Chow Oi Ling	Diamond Award
5C Lin Ka Ki	Diamond Award
5C Sin Cheuk Ying	Diamond Award
5C Yeung Man Yat	Diamond Award
5D Cheng Wing Yan	Diamond Award
5D Lam Kui Fan	Platinum Award
5D Lau Ho Ching	Diamond Award
5D Lee Ming Yi	Diamond Award
5D Lee You Sing	Diamond Award
5D Ng Ka Man	Diamond Award
5D Wong Tin Wan	Diamond Award
6B Chau Ho Ying	Diamond Award
6B Fung Yik Yu	Diamond Award
6B Ho Wai Yi	Diamond Award
6C Chan Nok Yiu	Diamond Award
6C Chow Baylon Philip	Diamond Award
6C Ho Juliette Cheuk Man	Diamond Award
6C Ho Po Yan	Diamond Award
6C Kwok Ka Yuet	Diamond Award
6C Lam Tsz Hei	Diamond Award
6C Sze Chak Lam	Diamond Award
6C Tang Wang Chun	Diamond Award
6C To Chun Wai	Diamond Award
6C Wong Hei Man	Diamond Award
6C Wu Sze Man	Diamond Award
6C Yeung Tsz Ching	Diamond Award
6C Yiu Sum Yee	Diamond Award
6C Zhen Po Sim	Diamond Award
6D Wan Lok Tung	Diamond Award
6E Chau Cheuk Ka	Diamond Award
6E Cheung Chi Chung	Diamond Award
6E Chu Lai Wan	Diamond Award
6E Deng Ivan Hon Tung	Diamond Award

6E Fang Yingyan	Diamond Award
6E Ng Sze Hon	Diamond Award
6E Sy Ka Yuk	Diamond Award
6E Tse Man Kit	Diamond Award
6E Wong Yuen Fei	Diamond Award
6E Yung Wan Ching	Diamond Award

International Junior Science Olympiad – Hong Kong Screening Test

3A Fan Wan Ying	3 rd Class Honour
3B Lai Tsz Chun	3 rd Class Honour
3B Li Tat Yin	3 rd Class Honour

Biology Department

International Biology Olympiad – Hong Kong Contest 2023

6E Wong Ting Fai	Bronze Award
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ICT Department

The 5th Edition of “Social Innovation • Community 4.0”

4A Huang King Leung	Outstanding Performance
4B Wong Ho Yin	Outstanding Performance
4C Chan Pak Hei	Outstanding Performance
4D Tung Pak Ho	Outstanding Performance
4E Leung Kai Nam	Outstanding Performance
4E To Chun Hin	Outstanding Performance
5B Chak Yau Ching	Outstanding Performance
5B Chan Hing Yau	Outstanding Performance
5D Choi Tsz Yau	Outstanding Performance
5D Choi Tsz Lee	Outstanding Performance
5D Chen Po Shun	Outstanding Performance
5D Poon Wing Sze	Outstanding Performance

IET Faraday Challenge Hong Kong 2023

1D Lee Pak Hei	Merit
1D Wong Cherita	Merit
2C Lau Pui Tung	Merit
2D Wang Zihan Joseph	Merit
2E Yang I Ho	Merit

Robofest Hong Kong 2024 Bottle Sumo Senior Classic

3A Cheng Ho Fai	Gold Award
3B Chan Tin Yau	Gold Award
3B Leung Nip	Gold Award
3B Wong Chun Wa	Gold Award
3D Wong Tsz Hong	Gold Award
4C Cheng Yat Hei	Gold Award

World Robot Olympiad - Future Innovators

5B Chan Hing Yau	First-class Award
5D Chen Pok Shun	First-class Award

5D Poon Wing Sze	First-class Award
5D Chan Lok Hang	First-class Award
5D Law Chi Yin	First-class Award
5D Lee Yiu Shing	First-class Award

International Coding Education (ICE) Challenge 2023-24

5D Lee Yiu Shing	Participation Award
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Music Department

Hong Kong Interschool Choral Festival

School Junior Choir	Bronze Award
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Hong Kong Interschool Choral Festival

School Senior Choir	Silver Award
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Joint School Music Competition

Handbell and Handchime (Secondary)	
School Handchimes Ensemble	Gold Award
Symphony Orchestra (Secondary)	
School Western Orchestra	Silver Award
Chinese Music Ensemble (Secondary)	
School Chinese Orchestra	Gold Award

P.E. Department

Hong Kong Team Member

3C Jiang Yuk Chun	Athletics Team (High Jump) and HK Sports Institute Scholarship Athlete
6B Lee Sze Yeung	Beach Volleyball Team
6B Yuen Nok Man	Fencing Team

Hong Kong Ranking

2A Chow Tin Nok	Rank 1 in U14 High Jump
3C Jiang Yuk Chun	Rank 1 in U16 High Jump
6B Yuen Nok Man	Rank 3 in Junior Men's Epee

Inter-School Athletic Competition

Boys A Grade 4D Lee Kin Fung	Javelin	2 nd runner-up
Boys B Grade 3C Jiang Yuk Chun	100m Hurdle	3 rd runner-up
4C Li Tsz San	High Jump	Champion
4D Cheung Kwing Chuen	Long Jump	3 rd runner-up
Boys C Grade 1B Lee Cheuk Yin	High Jump	2 nd runner-up
2A Chow Tin Nok	High Jump	Champion
2A Chow Tin Nok	100m Hurdle	2 nd runner-up
2C Fok Kin Yan	400m	2 nd runner-up
2C Fok Kin Yan	800m	3 rd runner-up

Girls B Grade		
4B Chan Tsz Yau	100m Hurdle	2 nd runner-up
4C Lau Suet Yan	High Jump	1 st runner-up
4C Lau Suet Yan	100m Hurdle	3 rd runner-up

The WAC Annual Challenge 2023

2A Chow Tin Nok	U14 High Jump	Champion
3C Jiang Yuk Chun	U16 High Jump	Champion

The 45th Inter-school Relay Invitational of Ng Wah Catholic Secondary School

Boys 4x100m Relay		
3C Jiang Yuk Chun, 3D Fung Ping Kei, 4B Chan Wai Sing, 4E Wong Tak Chi Dennis		1 st runner-up
Girls 4x100m Relay		
3B Wong Ching Chi Doris, 4B Chan Ka Lam, 4B Chan Tsz Yau, 4C Lau Suet Yan		1 st runner-up

The Hong Kong Junior Age Group Athletics Championships 2023

3C Jiang Yuk Chun	U16 High Jump	Champion
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The TCAA Athletics Championships 2023

3C Jiang Yuk Chun	Boys C Grade High Jump	Champion
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The HVAA Hong Kong Junior Age Group Athletics Championships

2A Chow Tin Nok	U14 High Jump	1 st runner-up
3C Jiang Yuk Chun	U16 High Jump	Champion

Wong Tai Sin District Age Group Athletics Meet 2023

Boys D Grade		
3C Jiang Yuk Chun	High Jump	Champion
3D Chan Tsun Ting	High Jump	2nd runner-up
4C Li Tsz San	100m Hurdle	1 st runner-up
Girls C Grade		
5C Chow Oi Ling	Shot Put	1 st runner-up
6B Lee Sze Yeung	Shot put	Champion
6B Lee Sze Yeung	Discus	Champion
6C Wong Tsan Mei	1500m	Champion
Girls D Grade		
3B Wong Ching Chi Doris	400m	Champion
4B Chan Tsz Yau	100m Hurdle	1 st runner-up
4B Chan Tsz Yau	Long Jump	1 st runner-up
4B Chan Tsz Yau	100m	2 nd runner-up
4B Chan Ka Lam	Shot Put	Champion
4B Chan Ka Lam	Discus	Champion

The 70th SCAA All HK Inter-School Athletics Meet

2A Chow Tin Nok	Boys Grade C High Jump	1 st runner-up
3C Jiang Yuk Chun	Boys Grade B High Jump	Champion

The Inter-School Table Tennis Competition

Boys Grade A table tennis team	1 st runner-up
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The BOCHK Beach Volleyball Cup 2023-2024

Girls volleyball team	3 rd runner-up
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The Inter-School Volleyball Competition

Girls Grade A volleyball team	3 rd runner-up
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Hong Kong Junior Age Group Athletics Championships

2A Chow Tin Nok	U14 High Jump	Champion
3C Jiang Yuk Chun	U16 High Jump	Champion

The Hong Kong TCAA Athletics Championships

2A Chow Tin Nok	Boys C Grade High Jump	Champion
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Visual Arts Department**Hong Kong World Heart Day Drawing Competition (Secondary Section)**

5C Yeung Man Yat	2 nd runner-up
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Water Safety Campaign 2023 Graphic Design Competition

5C Yeung Man Yat	Champion
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“Home-School United in Love and Care, Students’ Growth with Joy to Spare”**Comic Drawing competition**

5C Yeung Man Yat	2 nd runner-up
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Korean Culture Drawing Competition 2023

5C Yeung Man Yat	2 nd runner-up
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Extra-Curriculum Activities**第 60 屆學校舞蹈節（爵士舞及街舞）**

2D 陳凱晴、3B 陸瑩敏、3C 黃家儀、4A 梁焯蕎、4A 溫凱琳、 4B 鄧靜楠、4B 黃詩翹、4E 陳洺君、5B 周鈺晨、5B 羅婉悠、 5B 任穎桐、5D 林鉅薰	優等獎
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VIII. Financial Summary (2023 September to 2024 August)

	Balance B/F (\$)	Income (\$)	Expenditure (\$)
I. GOVERNMENT FUND			
(1) Expanded Operating Expenses Block Grant (EOEBG)	4,054,819.71		
(a) School Specific Grant			
1. Administration Grant		4,561,011.00	4,701,536.83
2. Air-conditioning Grant		644,482.00	312,748.61
3. Composite Information Tech. Grant		576,658.00	431,546.00
4. Capacity Enhancement Grant		666,935.00	471,618.00
5. School-based Educational Psychology Service Grant		113,606.00	113,605.00
6. School-based Management Top-up Grant		52,596.00	42,000.00
7. School-based Speech Therapy Administration Recurrent Grant		8,415.00	0.00
(b) Non-School Specific Grant			
Baseline Reference		2,190,981.79	2,947,549.64
Other Income		242,041.42	
<i>Sub-total</i>	<i>4,054,819.71</i>	<i>9,056,726.21</i>	<i>9,020,604.08</i>
<i>Surplus for the year</i>			<i>4,090,941.84</i>
<i>Amount transferred to cover the deficits of Other Grants Outside EOEBG (Item 12, 16 & 18)</i>			<i>(62,884.48)</i>
<i>Decrease in Funds set aside for LSP/SP</i>			<i>5,366.84</i>
Balance carried forward to next year (A)			4,033,424.20
(2) Grants Outside EOEBG			
1. Committee on Home-School Co. Project	-	25,978.00	21,734.00
2. Fringe Benefits under the Enhanced NET Scheme	-	19,978.00	19,978.00
3. SB After-School Learning & Support G.	181,800.00	181,200.00	297,348.22
4. Other Recurrent Grant (for reimbursement of Gov't R&R)	-	1,016,600.00	1,016,600.00
5. Learning Support Grant for Sec. Sch.	150,434.20	727,368.00	689,813.54
6. Diversity Learning Grant - Applied L.	9,575.00	337,360.00	337,360.00
7. Diversity Learning Grant - Other Lang.	-	129,000.00	129,000.00
8. Diversity Learning Grant - Other Prog.	86,720.60	98,000.00	117,905.30
9. Moral & National Education Support G.	16,120.00	-	3,358.02
10. Student Grant for Applied L. Chinese	-	14,500.00	14,500.00
11. Hong Kong School Drama Festival	7,540.30	-	-
12. Information Tech. Staffing Support G.	-	333,812.00	347,760.00
13. Grant for the Sister School Scheme	129,511.80	162,994.00	122,211.00
14. Promotion of Reading Grant	28,702.71	76,064.00	55,924.00
15. Life-wide Learning Grant	1,124,037.38	1,350,674.00	1,868,670.48
16. School Executive Officer Grant	-	580,738.52	620,907.00
17. One-off SB Speech Therapy Set-up Grant	20,646.00	-	-
18. QEF E-learning Funding Programme	-	272,600.00	281,368.00
19. Grant for Support for NCS Students	75,654.00	156,691.00	134,730.00
20. Student Activities Support Grant	-	128,050.00	127,932.75
21. One-off G. for Supporting SSS Citizenship and Social Dev.	295,040.00	-	110,378.00

	Balance B/F (\$)	Income (\$)	Expenditure (\$)
(2) Grants Outside EOEBG (Cont'd)			
22. One-off G. for Mental Health at School	-	60,000.00	37,947.40
23. One-off G. for Mental Health of Parents and Students	-	20,000.00	3,457.30
24. One-off G. on Parent Education (Secondary)	-	200,000.00	-
25. One-off G. for Prom. of Chi. Cul. Immersion Act.	-	300,000.00	6,500.00
26. One-off G. for Prom. Sports Ambience and MVPA60	-	150,000.00	3,021.11
27. One-off G. for Purchase of e-Assessment Tools	-	80,000.00	-
<i>Sub-total</i>	<i>2,125,781.99</i>	<i>6,421,607.52</i>	<i>6,368,404.12</i>
<i>Surplus for the year</i>			<i>2,178,985.39</i>
<i>Amount transferred to cover the deficits of Other Grants Outside EOEBG (Item 12, 16 & 18)</i>			<i>62,884.48</i>
<i>Unspent amount of Other Grants outside EOEBG refundable to EDB (Item 1, 6, 13, 20)</i>			<i>(21,237.05)</i>
<i>Balance carried forward to next year (B)</i>			<i>2,220,632.82</i>
II. SCHOOL FUNDS (GENERAL FUNDS)	3,697,591.52		
1. Tong Fai	-	137,020.00	0.00
2. Tuckshop rental	-	20,000.00	0.00
3. Donations	-	74,500.00	0.00
4. Feed-in Tariff Scheme	-	81,589.42	15,553.53
5. Hire of school premises	-	1,874.40	0.00
6. Scholarship award	-	15,000.00	72,500.00
7. Others	-	75,920.29	82,019.96
8. Approved Collection for Specific Purposes Account	-	299,701.80	216,745.00
<i>Sub-total</i>	<i>3,697,591.52</i>	<i>705,605.91</i>	<i>386,818.49</i>
<i>Balance carried forward to next year (C)</i>			<i>4,016,378.94</i>
<i>Accumulated surplus as at the end of school year [(A)+(B)+(C)]</i>			<i>10,270,435.96</i>

IX. Feedback on Future Planning

This school year resumed to normal. We can return to our school routine with various activities organized for our students. With the implementation of the Enhanced School Development and Accountability Framework by the Education Bureau, our school has initiated the new school development cycle with a focus on students' development. After collecting data from students and feedback from teachers and parents, we adopted the new three Major Concerns: Developing students' healthy lifestyles, strengthening students' learning confidence and Nurturing students' citizenship with national and global identity. We hope that we will use the new School Development Plan to help our students develop holistically to better suit their needs in the future. In an inviting and harmonious learning environment, C.C.C. Heep Woh College aims to assist our students in gaining adequate support and caring for their whole-person development. Ms. Chan Yi Man Julia joined our school as a Vice-principal. She took the lead in the new committee Moral and Civic Education Committee to launch many programmes and activities to provide moral and civic education for students, especially the National Education and National Security Education. With the passion and collaboration of all our staff members, we endeavour to strengthen students' capacity in their personal and social development. Our school has to address the needs of the well-being of both teachers and students.

Effective teaching and learning are at the very heart of schooling. Our teachers will keep on developing and evaluating our teaching and learning effectiveness. Our school has caught up with the wave of e-learning and teaching by launching Bring Your Own Device (BYOD) for three school years. Our school has expanded the scope of implementation from S.1 to S.4 this school year to develop and adopt e-learning. We are utilizing much pedagogy with e-learning so as to enhance students' learning motivation and self-directed learning, considering the unpredictable period of class suspension these school years. Teachers do not need to borrow the school iPad for their lessons. We will continue to evaluate teaching pedagogies, and assessment strategies as well as boost students' academic achievement and learning motivation.

After this academic year, Dr. Chu KW resigned from the Principal Post. Mr. Lui HW will be the designated principal to take up the leadership role. Mr. Lui is our alumnus. Mr. Lui's appointment is well-deserved, and greatly appreciated by the School Board. I have known Mr. Lui for many years. He is modest and thoughtful. He commits to education, with creative ideas, and the outstanding ability to lead. Mr. Lui is wholeheartedly committed to Christian Education. He keenly understands the evolving trends in education development in Hong Kong. Mr. Lui will lead our school to help our students develop holistically to better suit their needs in the future.

We pray that the Lord grants us strength and bestows us with grace.

X. Appendix

中華基督教會協和書院 學生活動支援津貼運用報告 2023-2024 學年

(1) 財務概況

A	本學年獲發撥款：	\$128,050.00
B	本學年總開支：	\$127,932.75
C	須退還教育局餘款 (A - B)：	\$117.25

(2) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	6	\$21,108.00
學校書簿津貼計劃－全額津貼	22	\$76,182.00
校本評定有經濟需要	22	\$30,643.00 (上限為全學年津貼金額的 25%)
總計	50	\$127,933.00

[註：此項應等於 (一) B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇	受惠學生人次 ¹	開支(\$)	基要學習經歷				
					智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	樂器班	體藝文化活動	18	\$38,650.00	✓	✓	✓		✓
2	興趣班	體藝文化活動	5	\$2,750.00	✓	✓	✓		✓
3	教育營	領袖訓練	0	\$0.00	✓	✓	✓	✓	
4	校隊訓練及比賽	體藝文化活動	7	\$2,934.00	✓	✓	✓		✓
第 1 項總開支			30	\$44,334.00					
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									
1	交流團	體藝文化活動	29	\$83,598.75					
第 2 項總開支			29	\$83,598.75					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
第 3 項總開支			0	\$0.00					
總計			59	\$127,932.75					

全方位學習聯絡人 (姓名、職位)：

朱嘉文、課外活動主任

2023/24 學年校本課後學習及支援計劃
校本津貼一活動報告表

學校名稱： 中華基督教會協和書院

負責人姓名： 朱嘉文

聯絡電話： 2323 4265

A. 校本津貼實際受惠學生人數(人頭)共 160 名(包括 A. 領取綜援人數：29 名，B. 學生資助計劃全額津貼人數：123 名及 C. 學校使用酌情權而受惠的清貧學生人數：28 名)

B. 受資助的各項活動資料

*活動名稱／類別	參加合資格 學生人數#			平均 出席率	活動舉 辦時期 ／日期	實際開支 (\$)	評估方法 (例如：測 驗、問卷等)	合辦機構 ／服務供 應機構 名稱 (如適用)	備註 (例如： 學生的 學習及 情意成果)
	A	B	C						
體育活動	0	10	1	90%	9/2023- 8/2024	10894.63	老師/ 導師觀察		
語文訓練	3	0	0	90%	9/2023- 8/2024	4500.00	老師/ 導師觀察		
文化藝術	15	48	8	90%	9/2023- 8/2024	84049.84	老師/ 導師觀察		
領袖訓練	10	49	23	100%	9/2023- 8/2024	88430.75	老師/ 導師觀察		
參觀／戶外活動	5	29	18	100%	9/2023- 8/2024	109473.00	老師/ 導師觀察		
活動項目總 數： <u>5</u>									
@學生人次	33	136	50		總開支	297348.22			
**總學生人次	219								

備註：

* 活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀／戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交／溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C)的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C. 計劃成效

整體來說，你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機			✓			
b) 學生的學習技巧			✓			
c) 學生的學業成績			✓			
d) 學生於課堂外的學習經歷		✓				
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊心	✓					
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作	✓					
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的 整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感		✓				
p) 學生對社區的了解		✓				
q) 你對學生參與社區活動的整體觀感		✓				

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題／困難

(可在方格上「✓」超過一項)

沒有意見

- ☐ 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- ☐ 難以甄選合適學生加入酌情名額；
- ☐ 合資格學生不願意參加計劃(請說明其原因：_____)
- ☐ 伙伴／提供服務機構提供的服務質素未如理想；
- ☐ 導師經驗不足，學生管理技巧未如理想；
- ☐ 活動的行政工作明顯地增加了教師的工作量；
- ☐ 執行教育局對處理撥款方面的要求感到複雜；
- ☐ 提交報告的要求感到繁複及費時；
- ☐ 其他(請說明)：_____

E. 學生及家長有否對校本津貼資助活動提供意見？他們是否滿意計劃的服務？（可選擇填寫）

沒有意見

Diversity Learning Grant (DLG) Report in 2023-2024:

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) and provider(s)	Duration of the programme	Target students	No. of students involved in 2023-2024	Evaluation of student learning / success indicators	Teacher-in-charge
Gifted Education Programmes	To offer a range of gifted education courses/programmes for students who excel in different subjects. To provide high-ability students with chances to broaden horizons and stretch their abilities.	-Various programmes organised by local tertiary institutes and professional organisations.	1 year, from September 2023 to Aug 2024	S.4–S.6 high ability students in different subjects	About 200 students	<ul style="list-style-type: none"> - Students showed positive comments about the courses / programmes. - Teachers agreed that the courses / programmes provided could broaden students' horizons and further stretch their abilities. For details, please refer to the appendix. - Nineteen students studied Japanese course (S.4:6, S.5:6, S.6:5). One S.6 student got an "A" in ASL Cambridge International Examination. - Eight and four students studied French and Korean courses respectively. 	Mr. Lau Chi Kin (DLG Coordinator)
Applied Learning	To offer a range of APL courses for students with different learning needs and interests. To provide students with opportunities to acquire diversified learning experiences and develop career aspirations.	Students can apply for any courses that they are accepted by the course providers.	180 hours in 2 years	S.5 to S.6 Students who are interested in the courses	15 students	<ul style="list-style-type: none"> - 100% of students showed positive comments about the course. - 80% of students passed relevant assessments and examinations. - 6 students (40%) were awarded "Attained with Distinction" (II). - 3 students (20%) were awarded "Attained with Distinction" (I). - 3 students (20%) awarded "Attained". 	Ms. Chow Sze Ying Emily (Career Guidance)