

St. Clare's Girls' School
聖嘉勒女書院



**Annual School Report
2022-2023**

I. Our School



St. Clare's Girls' School is a member of the Grant Schools Council using English as the medium of instruction (EMI) in most of the subjects. The school is located on Mount Davis Road, along a hill slope overlooking the sea, providing a serene and natural environment for students.

A. School Philosophy

"CLARE" means "BRIGHT LIGHT"

A LIGHT A BEACON To guide our Clarians

The school is dedicated to the whole-person development of students in the footsteps of our school patron saint **St. Clare**, a model of truth, honesty and simplicity; to inspire them to lead a full and meaningful life in the spirit of Christ and to become mature and responsible persons.

To this end, the school's motto "Veritas Vincit" or "Truth Conquers" aims at fostering in our students a critical mind and a caring heart so that they can become brightly shining light in the world.



B. Vision and Mission

The School cherishes the vision that all Clarians will develop into mature and responsible persons possessing the qualities of simplicity, honesty and loyalty.

The Principal, together with a staff of dedicated and caring teachers, pledge to join hands with parents and members of the community to incorporate the spirit of love and service into education and work towards providing an environment imbued with care, encouragement and inspiration which will foster the moral, intellectual, physical, social, aesthetic and spiritual growth of our students.

C. School Sponsoring Body & Brief History

St. Clare's Girls' School was founded in 1927 by Missionary Sisters of Our Lady of the Angels (天神之后傳教女修會).

Missionary Sisters of Our Lady of the Angels was founded at Lennoxville in Quebec, Canada in 1922, with the approval of the Most Reverend Paul LaRocque, Bishop of Sherbrooke and by Mother Mary of the Sacred Heart. Mother Mary of the Sacred Heart was in Canton, China, when she conceived the desire to work for the establishment of a novitiate which would be especially dedicated to the training of native sisters and catechists.

The school was first located on Peace Street in Homantin, then moved to Sands Street in Kennedy Town, after that to Prospect Place on Bonham Road and finally to Mount Davis Road in 1959.

D. School Management

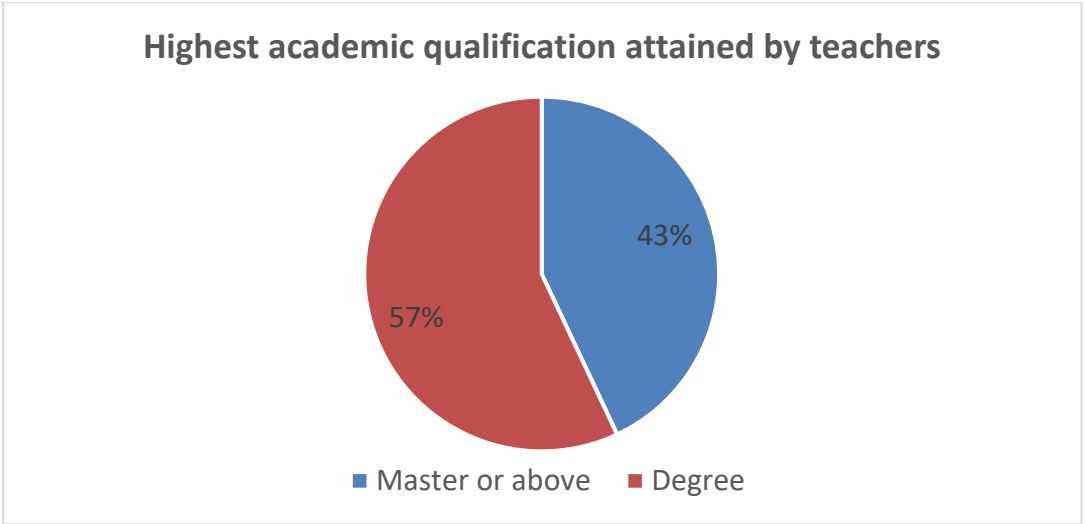
1. Members of the Incorporated Management Committee

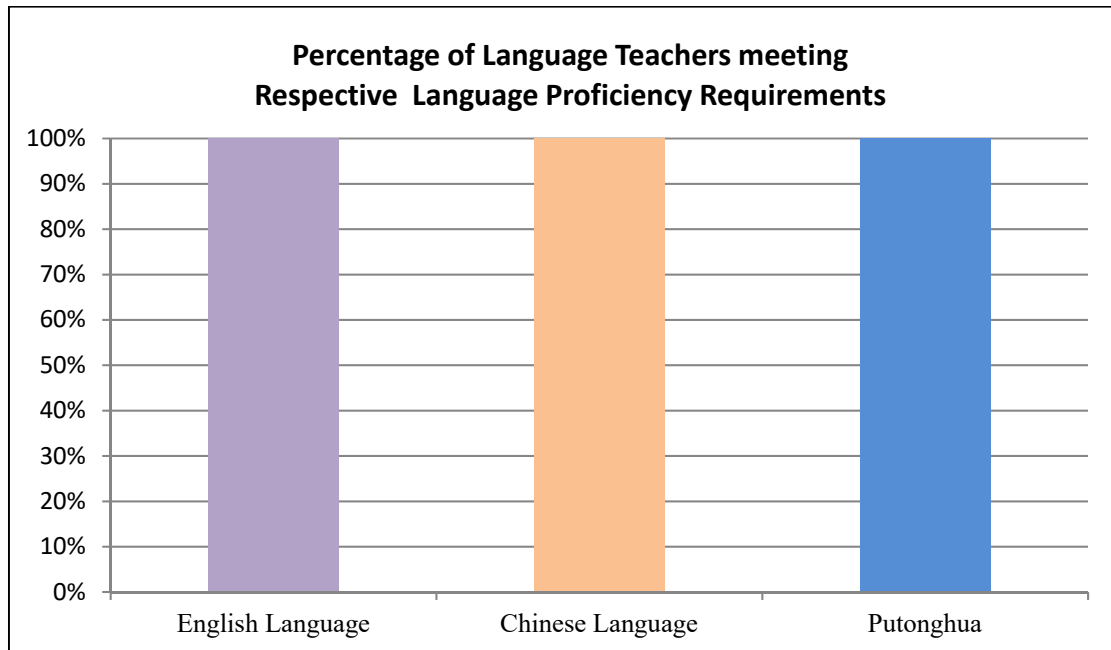
Ms. Shirley Wong	Supervisor, Chairman
Mrs. Cherry Chan	Principal, Ex-officio Member
Sr. Nancy Mak	SSB
Mrs. Grace Chan	SSB
Mr. Val Chow	SSB
Mrs. Celina Kwok	SSB
Dr. Susana Yuen	SSB
Mrs. Amy Liu	SSB
Sr. Rose Huang	SSB- Alternate
Dr. Eria Li	Independent
Mrs. Margaret Leung	Alumni
Mr. Tang Mo Pun	Teacher
Ms. Chrain Lui	Teacher- Alternate
Mrs. Deffy Ding	Parent
Ms. Fiona Tong	Parent- Alternate

E. Our Teachers

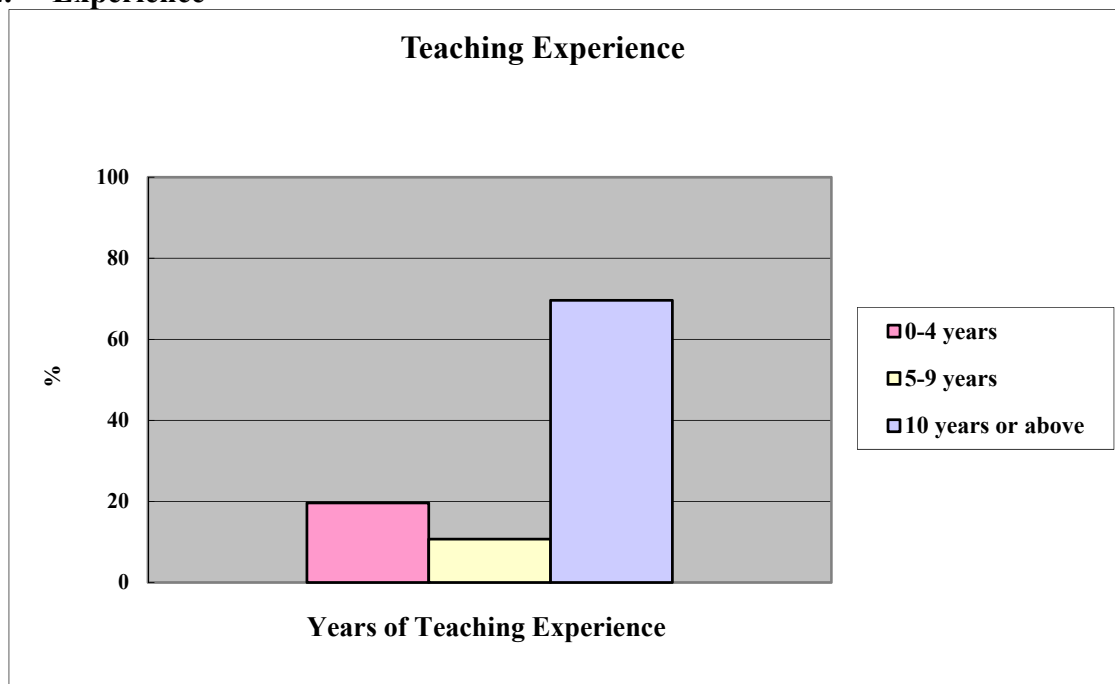
The school has a team of 56 teaching staff. Their experiences and qualifications are shown in the charts below:

1. Qualifications





2. Experience



3. Teachers' Professional Development

I. Several school-based staff professional development programs and sharing sessions with focused interests were conducted. Themes of the workshops were kept closely in line with the school's major concerns and updated educational philosophy. They are:

- a. Identifying and supporting students with emotional needs
- b. Team building and communication
- c. Values Education – school-based curriculum framework and teaching strategies
- d. Catholic values (Catholic School Teachers' Day)
- e. Review of student learning
- f. School self-evaluation and development planning

These programs were in line with the school's major concerns, strategically addressing students' needs, and effectively enhancing the capacity of the teaching staff.

II. Professional Learning Community

To further transform the school into a learning organization with a school culture emphasizing school self-improvement, our teachers took the initiative to take part in

various university and school partnership projects for example:

Panel / KLA	Organizer	Partnership Project
English	EDB Language Learning Support Section	Onsite Support Project – teaching pedagogies of writing skills
Chinese	University of Hong Kong	優質教育基金主題網絡計劃 「賦權授能•銜接向上—提升多元文化學生中文學習能力」計劃(E&T計劃)
Mathematics	EDB	Seed Project - higher-order thinking skills and to cater for the growing learner diversity
PSHE KLA	The Hong Kong Polytechnic University	Teaching PSHE subjects in English medium (LaC)

The average number of Continuous Professional Development Hours is 60.8 hours.

Our Students

1. Number of Students and Class Structure

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Students	130	124	116	119	105	105	699

2. Students' Attendance

Level	S1	S2	S3	S4	S5	S6	Average
2015-16	99.0%	98.8%	98.7%	98.1%	98.1%	96.7%	98.3%
2016-17	98.5%	98.8%	98.1%	98.3%	97.9%	96.4%	98.1%
2017-18	98.1%	97.1%	96.9%	97.3%	97.1%	94.8%	97.1%
2018-19	98.8%	97.7%	96.7%	98.0%	97.0%	95.7%	97.5%
2019-20	98.8%	99.0%	98.9%	98.4%	98.9%	95.2%	98.5%
2020-21	98.8%	98.5%	98.9%	98.0%	97.7%	96.8%	98.2%
2021-22	99.0%	98.9%	98.9%	98.5%	98.2%	95.9%	98.5%
2022-23	97.5%	96.9%	97.3%	96.1%	96.5%	96.7%	97.0%

1. Pathways of S6 Graduates

Classification according to levels of study

Total Number of Graduates: 102

Level	Number of Graduates	%
Local Degree Programmes	71	69.61%
Local Sub-Degree Programmes	18	17.65%
Further Studies outside Hong Kong (excluding the Mainland, Taiwan and Macau)	10	9.80%
Full-time programmes outside Hong Kong (Mainland, Taiwan and Macau)	2	1.96%
Employment	1	0.98%
Repeat	0	0.0%
Unknown	0	0.0%
Total	102	100.00%

II. Achievements and Reflection on Major Concerns

Major Concern I

To create joyful learning experiences and empower students to flourish

Focus 1: Teachers are empowered

- (a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective reasoning
- (i) Form a working group to formulate a school-based Values Education curriculum and implementation plan by incorporating the five core Catholic values and the ten core values suggested by EDB
- (ii) Organize a teacher professional development workshop on character strengths with a focus on students' wellness

Achievements

It is noted that teachers are empowered to guide students along their life journeys and helped them to incorporate school-based values education into their subject domains.

The workshops for formulating a school-based Values Education curriculum and cultivating students' character strengths were carried out with excellent feedback from teachers.

- All (100%) teachers agreed that the workshop gave them more confidence to promote Catholic values and 97.9% of teachers agreed that they had a better understanding of the school-based values education framework.
- 97.9% of teachers agreed that they gained a better understanding of how to incorporate values education into the subject domain and 95.8% of teachers learnt more about the school's development trend in terms of value education.
- 93.6% of teachers agreed that they were empowered to guide students along their life journeys via attending workshops such as Whole School Planning of Values Education, "My Learning Log" with the focus on students' character strengths (wellness) and level meetings, etc.
- According to both the Parents and Students Stakeholder's Survey,
 - The school helped students develop good moral character inside and outside of the classroom. The mean scores were 3.9/5 (parents) and 3.5/5 (students).
- The Teachers Stakeholder's Survey also showed positive results. Teachers agreed that
 - The school encouraged collaboration among subject panels and committees to actively implement values education. The mean score was 4.1/5.
 - The school set appropriate development priorities to facilitate students' whole-person development. The mean score was 3.9/5.
 - The school formulated clear targets in accordance with its development priorities. The mean score was 3.9/5.

Examples

- The School-based Values Education curriculum framework is initially formulated.
- The Values Education Workshop for teachers organized by Catholic Education Office was held on 24 Feb.
- Catholic School Teachers' Day was held on 25 May. The theme is "Mission of the Shepherd".
- Throughout the year, different teachers and MNDA sisters shared their life experiences and biblical messages smoothly during morning assemblies.
- Sessions with Bible scripture sharing were conducted at every RMC meeting.
- Our school received the 25th Moral and Civic Education Award from Yan Chai Hospital and co-organized by the Education Bureau in recognition of our holistic promotion of Moral and Civic Education to students.
- A class teachers resource handbook 'Classroom Dynamics Reference Book' including the theory, skillsets, practical examples, checklist, and team-building exercise, etc. was distributed to all class

teachers for easy reference.

Focus 1: Teachers are empowered

(b) To engage of students with SEN

(i) Encourage SG teachers and new teachers to join teacher professional development workshops on SEN

Achievements

- 7 teachers completed basic training programs on catering for students with SEN under the teacher professional development framework launched by the EDB this year which meets the basic requirement of the suggested training targets each year for schools with the provision of a new round of the BAT Courses for the school years from 2021/22 to 2026/27. Overall, we have in total of 20 teachers (35.7%) have completed the EDB SEN teachers' training programs which are higher than the expected percentage of EDB requirements.
- 80.9% of teachers agreed that they were empowered to engage students with SEN via training programs or talks on catering for students with SEN and sharing with SG Committee and school social workers.
- According to both the Parents and Students Stakeholder's Survey,
 - The school is a caring place. The mean scores were 3.8/5 (parents) and 3.5/5 (students).
- According to the Teachers Stakeholder's Survey,
 - The school creates a caring climate on campus. The mean score was 3.9/5.
 - The student support services offered by the school cater for students' development needs. The mean score was 4.1/5.

Examples

- One SG teacher attended the advanced SEN course 'Catering for Students with Special Educational Needs' organized by the EDB this year.
- Some SG teachers attended workshops related to mental well-being, such as 「感聽感講」2023 價值觀教育研討會, 「校園·好精神」教師專業網絡 網上研討, "The Challenges of Youth Mental Health and Frontier Initiatives".
- A sharing on 'How to support students with mental issues' was conducted by a social worker from Lok Ching Community Mental Health Education and Promotion Service Centre to all SG teachers.
- Weekly case conferences and discussions with the educational psychologist, clinical psychologist, and school social worker in supporting students with SEN.

Focus 2: Students build up and work towards their aspirations based on their understanding of their strengths, interests and their enriched life experiences

(a) Build up students' character strengths and utilize their strengths to establish class rapport and peer support

Achievements

The various class-based activities have helped students to better understand themselves and appreciate their classmates, built up their confidence in utilizing their character strengths, and enhanced their relationships with their class teachers and classmates.

The various class-based activities provided by class teachers have proven to be successful.

- 78.7% of students agreed that they were able to identify their character strengths and areas for improvement.
- 69.0% of students agreed that they have confidence in utilizing their character strengths to support and establish rapport with their classmates.
- 81.5% of students agreed that the activities helped them to better understand and appreciate their classmates.
- 83.4% of students agreed that the relationship with their class teachers and classmates was enhanced through participating in the activities.
- Regarding teacher feedback, 80.9% of teachers agreed that the activities built-up students' character strengths and 85.1% of teachers agreed that the activities enhanced teacher-student relationship. 91.5% of teachers agreed that the activities strengthen class rapport and peer support through

utilizing students' strengths.

- According to both the Parents and Students Stakeholder's Survey,
 - Students get along well with her schoolmates. The mean scores were 4.0/5 (parents) and 4.0/5 (students).
 - The school's active teaching of interpersonal skills and attitudes, such as showing respect for others and being considerate. The mean scores were 3.9/5 (parents) and 3.5/5 (students) which was higher than last year (3.3/5 in 2021-22).

Examples

- VIA survey - 24 Character Strengths (All), Four Colour Test (S.2), Holland codes & Enneagram analysis (S.3), DISC Personalities Assessment (S.4 & S.5)
- Serval level meetings were held. Suggestions on class-based activities were discussed.
- Video clips on promoting students' well-being were prepared for class teachers by SSW.
- 'My Learning Stories' logbooks were designed and prepared, and the rationale of the logbook was explained to all teachers.
- Four class teacher periods were assigned to follow up the learning progress of students. In the last period, students shared their experiences, reviewed the way they coped with challenges/difficulties, shared their happy learning experiences, and were more aware of developing their character strengths.

(b)

- (i) **To formulate the "Career & Life Planning Roadmap" to support students in setting goals in different stages of development**
- (ii) **Enrich students' life experiences through encouraging them to participate in different joint-committee activities and programs.**
- (c) **Recognize students' achievements and contributions by sharing their achievements through different media e.g. school website, electronic display boards, newsletter etc.**

Achievements

Students have benefited from the various learning opportunities provided by joint committees and subject panels, which have enriched their life experiences and facilitated their whole-person development. Moreover, the "Career & Life Planning Roadmap" and related workshops and activities have supported students in aligning their goals with career and life planning. A positive school culture has been created and fostered a sense of support and encouragement to students."

The various learning opportunities provided by committees and subject panels have proven to be successful.

- 92.0% of students agreed that their life experiences were enriched through participation in various activities and programs.
- 80.9% of teachers agreed that students were guided to set goals at different stages of their development and foster their reflective thinking with the use of the 'Career & Life Planning Roadmap'.
- 74.5% of teachers agreed that they have keep track on students' progress in goal setting.
- All (100%) teachers agreed that students' life experiences were enriched through participating in various joint-committee activities.
- Students' contributions to academic performance and extra-curricular activities were recognized and acknowledged through different media including uploading relevant information to the school website and a movable digital display board at the school entrance.
- According to both the Parents and Students Stakeholder's Survey,
 - Students can develop their interests and life skills through the opportunities provided by the school, including activities outside of the classroom. The mean scores were 3.7/5 (parents) and 3.7/5 (students) which was higher than last year (3.5/5 2021-22).
 - My child likes to participate in the school's activities and services. The mean score was 4.0/5 (parents) which was higher than last year (3.7/5 2021-22).
 - I receive support and encouragement from teachers. The mean score was 3.5/5 (students).

However, the effectiveness of the "CLP Roadmap" in supporting students in setting goals at different

stages of development is varied.

- 57.8% of students agreed that the 'CLP Roadmap' guide them to set goals for different stages of development.
- 64.0% of students agreed that the CLP workshops and activities helped them to align their goals with career and life planning.

Examples

- The Career & Life Planning (CLP) Roadmap on each level was formulated. The roadmap was introduced to all students during the WPD lessons. Students were asked to set their own goals in response to the needs of each level and evaluation was done by class teachers in each term.
- Students wrote self-reflections on the 'My Learning Log' to evaluate how the CLP activities they had participated in helped them align their goals with career and life planning.
- Different CLP related-program were arranged to achieve students' goals:
 - a. CLP goal setting workshop (S.1)
 - b. Work ethics workshop (S.2)
 - c. Subject selection workshops (S.3)
 - d. Workshop related to OEA and character strength (S.4)
 - e. Workshop related to OEA and JUPAS self-account (S.5)
 - f. Towards the Adulthood workshop (S.6)
 - g. CLP Day (S.1 to S.5)
 - h. Alumni Mentorship Program (S.4 to S.5)
 - i. Life-Wide Learning (LWL) activities - Career Live Simulation activity (S.4) and Universities visits (S.5)
 - j. ICAC headquarters visits (S.5)
- In-school activities:
 - a. Clarians Got Talent (CGT)
 - b. Joint School Exchange Program
 - c. Fund-raising activities for the charity: Whirl the World, Zonta club
 - d. 中華文化日
 - e. School Patron Saint's Day
 - f. Crowning of Mary
 - g. Thanksgiving Day program
 - h. Sports Day and Swimming Gala
 - i. Theme-based activities, such as 'Showing Gratitude to Family', 'Emotional Intelligence Week' etc.
 - j. Theme activities by houses
 - k. Gifted Creativity workshop
- Outside-school activities and competitions:
 - a. Value Education Activities: "Sunshine of my life" Movie watching (S.1 to S.6)
 - b. Life-Wide Learning (LWL) activities - visiting to Kowloon Walled City Park & Sung Wong Toi (S.1), tour to HK Geo-park such as Ap Chau and Lai Chi Wo (S.2)
 - c. Leadership Training Program (S.2 to S.5)
 - d. Community Service program (S.1 to S.5)
 - e. Adventure Training Programme (S.1 to S.4)
 - f. Life Wide Learning Day - Career Live Simulation activity (S.4) and Universities visits (S.5)
 - g. Hong Kong Model United Nations Conference (S.2 to S.4)
 - h. Hong Kong Young Ambassador Scheme (S.4 to S.5)
 - i. HKU Taster Program (S.2 to S.4)
 - j. Youth Arch Foundation Outstanding Students Awards (S4-5)
 - k. Outstanding Student Leaders Award organized by Hok Yau Club (S.4)
 - l. 'Pursuing Excellence and Beyond' Youth Leadership Award Scheme (S.5)
 - m. Hong Kong Island Outstanding Student Award (S.3 and S.6)
 - n. Sir Edward Youde Memorial Prizes for Senior Students (S.6)
 - o. 23rd Millennium Entrepreneurship Programme organized by Wofoo Social Enterprises (S.5)

Focus 3: Students are able to master self-management skills

- (a) **Improve students' self-management capabilities through**
 (i) **Whole-Person Development (WPD) & Life-Wide Learning (LWL) activities**
 (ii) **Student LED activities and student-initiated programs**

Achievements

Students have improved their self-management capabilities, including self-care, time management, and priority setting, through participation in WPD and LWL activities. Furthermore, students have gained leadership abilities by organizing and participating in student-led activities and student-initiated programs, which have further enhanced their self-management skills.

The various learning opportunities provided by committees and subject panels have proven to be successful.

- 66.2% of students agreed that the WPD programs and LWL activities helped them to improve their self-management capabilities e.g. self-care, time management, emotional management & priority setting, etc.
- 87.4% of student leaders agreed that through organizing Student LED activities and student-initiated programs, their self-management capabilities were improved.
- On the teacher's side, 76.6% agreed that students' self-management capabilities were improved through participating in various WPD program and LWL activities.
- According to both the Parents and Students Stakeholder's Survey,
 - The school enables children to be self-disciplined and to follow rules. The mean score was 3.7/5 (parents).
- According to the Teachers Stakeholder's Survey, teachers agreed that
 - The school provides adequate opportunities for students to develop their leadership abilities. The mean score was 4.1/5.

Examples

- The students' self-reflections on the 'My Learning Log' highlighted the self-management skills they have improved through joining different activities.
- WPD programs:
 - a. Sex Education (S.1 to S.5)
 - b. Say Goodbye to Clutter 斷捨離, Positive Me (S.1)
 - c. Cyber Ethics (S.2 to S.3)
 - d. Introduction & Student LED approach (S.4 to S.5)
 - e. Stress Management (S.5 to S.6)
- Life-Wide Learning (LWL) activities
 - a. City Wandering Tour 城市流浪體驗 (S.3)
- Student LED activities and student-initiated programs
 - a. S.5 Service Learning Project
 - b. Joint School Exchange Program
 - c. House Theme Activities
 - d. Wofoo Millennium Entrepreneurship Program
 - e. Hong Kong Young Ambassadors
 - f. Community Leaders of Tomorrow
 - g. Self-directed online courses offered by the Hong Kong Academy for Accelerated Learners
- Other In-school activities:
 - a. Adaptation Program (S.1 and S.4)
 - b. School Cleanliness Campaign (S.1 to S.5)
 - c. Self-reflection session using the "My Learning Stories" logbooks was conducted during the class teacher periods to reflect students' learning experiences. (S.1 to S.5)

- (b) **Nurture students' emotional intelligence by equipping them with the ability to understand, use, and manage their own emotions in positive ways**

Achievements

Report reflected students' greater awareness of their emotions and an increased ability to self-regulate, resulting in improved emotional well-being.

The various learning opportunities have been provided by the Student Guidance Committee and the Religious, Moral and Civic Education Committee have been successful.

- 88.0% of students agreed that the activities provided during Emotional Intelligence Week enhanced their awareness of emotions and 86.0% of students agreed that they helped equip them with self-regulation skills.
- 68.8% of students agreed that their emotional intelligence was nurtured and they understood the impact of their emotions on their thoughts and behaviors through participating in WPD program and various activities.
- 89.4% of teachers agreed that students' emotional intelligence was nurtured (i.e. students have the ability to understand, use, and manage their own emotions in positive ways) through participating in WPD program and various activities.
- According to both the Parents and Students Stakeholder's Survey,
 - Teachers help children resolve emotional issues related to growing up, such as those related to physical and mental development, making friends and studies. The mean scores were 3.7/5 (parents) and 3.1/5 (students).
 - I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress. The mean score was 3.6/5 (students).
- According to the Teachers Stakeholder's Survey,
 - The school helps students lead a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress. The mean score was 3.6/5.

Examples

- Emotional Intelligence Week
- WPD programs:
 - a. Emotional Intelligence (S.2 to S.5)
 - b. Stress Management (S.5 to S.6)
- Mindfulness activities (Mandala Paintings or meditation or relaxation exercises) were organized during RMC period.

Reflection on Major Concern 1

Our school has successfully implemented various initiatives to promote values education, student wellness, character strengths, career and life planning, and self-management capabilities. These initiatives have garnered positive feedback from teachers, students, and parents.

The school has formulated a comprehensive Values Education curriculum and implementation plan, incorporating both Catholic values and the core values suggested by EDB. Teachers have shown increased confidence in promoting values education and integrating it into their respective subjects. Additionally, the teacher professional development workshop on character strengths has empowered teachers to effectively guide students on their individual life journeys.

The initiatives aimed at building students' character strengths and fostering class rapport have been well-received. Students have developed better relationships with their classmates and class teachers, and they have gained a deeper understanding of their own strengths and areas for improvement. Teachers agree that these activities have significantly contributed to the development of students' character strengths and have strengthened class rapport and peer support.

The Career and Life Planning Roadmap has played a crucial role in guiding students to set meaningful goals aligned with their career and life aspirations. Students have found the CLP workshops and activities helpful, and their active participation in various programs has enriched their overall life experiences.

Through engaging in Whole-Person Development (WPD) and Life-Wide Learning (LWL) activities, students have demonstrated notable improvements in their self-management capabilities, including self-care, time management, and priority setting. The implementation of student-led activities and programs has further enhanced their self-management skills. Parents, students, and teachers acknowledge the positive impact of these initiatives on students' self-discipline, leadership abilities, and adherence to rules.

Overall, these initiatives have made significant contributions to the holistic development of our students. By fostering a positive school culture and prioritizing whole-person development, our school is providing students with the necessary skills and values to thrive in their personal and professional lives.

Feedback and Follow-up on Major Concern 1

Based on the feedback received, there are several key areas that require attention and further action for future planning. These include:

1. Incorporating the school-based Values Education framework into the curriculum: It is recommended to develop a pilot scheme of lessons and activities by mapping Panels (Scheme of Work) and Committees (Activity Design) to effectively integrate values education into various subjects. This pilot scheme can then be tried out to assess its effectiveness and make necessary adjustments.
2. Equipping class teachers' skills on cultivating students' growth mindset and utilizing character strengths: Provide professional development opportunities for class teachers to enhance their skills in fostering students' growth mindset. Additionally, emphasize how character strengths can be utilized as a tool for positive affirmations to students, enabling them to recognize and develop their personal strengths.
3. Professional development workshops focused on special educational needs: Encourage both new and experienced teachers to attend professional development workshops that specifically address the needs of students with special educational needs. This will enable teachers to better support and cater to the diverse learning requirements of all students.
4. Providing opportunities for students to demonstrate and reflect on their character strengths: Create platforms and activities within the school environment that allow students to showcase and reflect upon their character strengths. This can include projects, presentations, or peer-led initiatives that highlight and celebrate individual strengths.
5. Enriching students' learning experiences related to Career and Life Planning: Enhance the quality and variety of learning experiences that support students' career and life planning. This can be achieved through collaboration with external organizations, guest speakers, internships, or practical hands-on activities that provide real-world exposure and insights.
6. Encouraging continuous practice and exploration of self-management skills: Maintain an ongoing focus on students' self-management skills, as they play a significant role in personal growth and development. Provide opportunities for students to practice and explore these skills through targeted activities, workshops, and mentorship programs.
7. Prioritizing students' mental health: Place increased emphasis on students' mental health and well-being. Implement strategies such as regular mindfulness activities, counselling support services, and awareness campaigns to create a supportive and nurturing environment that addresses students' mental health needs.
8. Continue developing students' ability to manage their own emotions: Implement programs and initiatives that specifically target emotional intelligence and self-regulation skills. Provide resources, workshops, and guidance to help students develop effective strategies for managing their emotions in positive and healthy ways.

By addressing these areas of concern and implementing appropriate strategies, the school can further enhance its efforts in promoting values education, student well-being, and overall character development.

Major Concern II

To nurture students to become joyful and confident learners through various strategies for learning and teaching

Focus I: Enhance motivation and learning capacity of students with different abilities and needs

- (A) **Enrich students' learning experiences through diversified activities**
 - a. Organize subject-related activities/outings in WPD time
 - b. Encourage students to participate in external activities/competitions to broaden their exposure
 - c. Award scheme to recognize students' active participation in activities
- (B) **Empower student leaders through organizing cross curricular activities**
- (C) **Foster students' study skills**
 - a. Invite elite students/Past Clarians to share (in WPD time)
 - b. Introduce subject-related study skills in lessons
 - c. Students put into practice the skills in daily tasks/assignments
- (D) **Boost students' confidence in learning by providing them opportunities to express/show their learning outcomes**
 - a. More in-class activities such as group discussion and presentations
 - b. Display of students' good work e.g. classroom/subject notice boards
 - c. Encouragement from teachers

Achievements

- (a) **Students' learning experiences have been enriched through diversified activities**
 - Various subject-related activities and outings were organized in Whole Person Development time or lunch time, e.g. 中華文化日 co-organized by Chinese and Chinese History panels (Feb), English & Lit. in English Day (Mar), Academic Week co-organized by Science and PSHE KLA (May), Outings to various sites for S1 (Life & Society), S2 (STEM), S4 and S5 (Citizenship and Social Development and various elective subjects).
 - Panels have also organized and encouraged students to participate in different activities, e.g. 中西區聯校文學計劃, International Mathematical Olympiad Competition, English Drama Competitions, Junior Secondary Science Online Self-learning Scheme, Electrical Model Design Contest, 全港中學中國歷史研習獎勵計劃比賽, Microsoft Azure AI-900 Fundamentals Certificate Training, etc.
 - According to the student/teacher survey, 89.8% students agreed that the activities enriched their learning experiences outside classrooms. 72.2% students and 92.2% teachers agreed that the activities enhanced their initiative to learn.
 - As reflected in the Stakeholder Survey (Student), the mean score for the item 'Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits...' had significantly improved from 2.4 (21-22) to 3.8 (22-23).
 - Students also responded positively to the item 'I enjoy learning inside and outside of the classroom' with a mean score 3.5.
- (b) **Student leaders were empowered through organizing cross curricular activities**
 - Ex-co members of various academic clubs were involved in the organization of cross-curricular activities e.g. Spelling Bee Competition by English Society, Academic Week by Science Society, Innovation & Design Society, CS Club and History Club.
 - The student survey revealed that almost 70% student leaders agreed that their confidence had been enhanced through those experience.
- (c) **Students were given opportunities to apply the study skills taught in their daily work**
 - Clarians (both past and current) with outstanding academic performance in different subjects were invited to share their study skills with senior students who were preparing for public examination. 70.1% of students agreed that the sharing was useful and inspiring.
 - Panels have included subject-specific study skills in lessons e.g. use of graphic organizers,

higher-order thinking skills, classification, writing summary notes, skills of writing essays. Assignments were designed to provide opportunities for students to put into practice those skills.

- 88.2% teachers responded that students had applied those skills in their daily work.
- In the Stakeholder Survey (Student), the mean score for the item ‘I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources’ has slightly improved.

- (d) With more encouragement and recognition from teachers, confidence of students in learning has improved
- It has been a routine practice for some subject panels to post up students’ good work on classroom notice boards or online platforms (e.g. Chinese, Mathematics, Citizen and Social Development) to show their recognition to students’ effort in the subjects.
 - Teachers have arranged more in-class activities to provide opportunities for students to express their ideas and demonstrate their learning outcomes. 84.3% teachers agreed that students’ confidence in learning had been enhanced through those class activities. Various means have been employed to encourage and acknowledge students with good performance e.g. verbal praises or stickers.
 - 82.7% of students agreed that teachers often arrange learning activities such as group discussion and presentation in lessons. Such comment was also found in the Stakeholder Survey (Student). The mean score for the item ‘Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits...’ has improved from 3.5 (21-22) to 3.8 (22-23).
 - The mean score for the item ‘I am confident in learning inside and outside of the classroom’ has also improved significantly from 2.8 to 3.3.

Focus II: Develop and maintain the quality of teaching through enhancing the capacity of teachers

(A) Consolidate teachers’ basic teaching techniques

- a. Survey to understand the needs of teachers
- b. Staff professional development program
- c. Peer lesson observation
- d. Sharing in panel meetings

(B) Enhance the collaboration among panels in the same KLA through exploring strategies for teaching common skills

- a. Design and try out learning activities
- b. Sharing in KLA meetings

(C) Motivate teachers to participate in professional development and support programs organized in collaboration with external institutes/universities

(D) Strengthen the support to new teachers through regular sharing and meetings

(E) Equip teachers with skills and updated information of useful apps/online platforms to raise the effectiveness of e-learning

- a. Survey to understand the needs of teachers
- b. Sharing by teachers

Achievements

(a) Teachers’ basic teaching techniques have been consolidated

- Peer lesson observation and sharing of teaching strategies in panel meetings have become a usual practice in most panels. A culture of professional exchange has been established.
- 94.1% of teachers agreed that their teaching capacity had been enhanced.
- As reflected in the APASO, students in general agreed that teachers asked questions to check whether they had understood what was taught. They also agreed that teachers helped students with their learning and gave extra help when students needed it.

(b) Collaboration among panels in the same KLA was enhanced

- There has been collaboration among different subject panels in developing various strategies of teaching common skills e.g. problem-solving skills in Mathematics and Physics, essay writing in humanities subjects and science process skills in science KLA. Learning activities were designed collaboratively and tried out, followed by experience sharing in KLA meetings.
- 96.1% of teachers agreed that the learning activities designed were effective in teaching the skills and 86.3% of teachers agreed that the collaboration among panels in the KLA had been enhanced

(c) Teachers gained insights from support programs organized by EDB and external institutes

- The following panels have joined different support programs
Chinese: E&T 計劃教師專業發展工作坊 - 「賦權授能•銜接向上 — 提升多元文化學生中文學習能力」
Mathematics: EDB Seed Project - Higher order thinking skills and to cater for the growing learner diversity
English: EDB On-site Learning Support Program - teaching pedagogies of writing skills
PSHE: Poly U School-based course - teaching PSHE subjects in English medium (LaC)
- 80.0% of participating teachers agreed that the programs had brought them some insights.
- Sharing by participating teachers was found beneficial to other teachers as well.

(d) Support to new teachers has been strengthened

- Each new teacher was guided by two mentors, one from the same panel on teaching affairs, the other being the class teacher partner.
- Guidance from mentors and timely feedback after homework inspection and lesson observation have helped new teachers to get familiar with panel's requirements and daily routine of the school.
- All new teachers agreed that there was sufficient support to them.

(e) Teachers become more competent in conducting e-learning

- Workshops and teaching videos were provided by IT in Learning and Teaching Committee to equip teachers to use the online platform more effectively.
- Teachers have developed the habit of sharing teaching materials and students' good work, and conducting online assessments through Teams or OneDrive (a common platform for all)
- As seen in lesson observations, teachers have used various e-learning apps to enhance interaction with students during lessons.
- 72.6% of teachers agreed that they became more competent in conducting e-learning.

Focus III: Review the curriculum and modes of assessment to ensure that they are in line with current education initiatives

- (A) Review and optimize the curriculum and modes of assessments of school-based cross-curricular programs**
- S1 Reading across the Curriculum
 - S2 STEM
- (B) Adapt the school-based curriculum in response to changes in the DSE curriculum in concerned subjects**
- (C) Implement National Security Education through daily teaching to deepen students' understanding of the country's development and national security**

Achievements

- (a) School-based curricula including S1 RaC, S2 STEM and concerned senior DSE subjects have been refined**
- The curriculum and modes of assessment of S1 RaC and S2 STEM were refined based on the evaluation done in the previous year.
 - A greater emphasis on written and oral presentations has been put in S2 STEM curriculum.
 - In response to the changes in the DSE curriculum, the following panels have revised the school-

based curriculum: S4 Mathematics, S4 Literature in English, S4 BAFS, S4-6 Chemistry, S3 Economics & Commerce, S3 Business & Management and S1&2 Computer Literacy.

- 97.6% teachers of concerned panels agreed that they were well informed of the adaptations.
- (b) National Security Education has been implemented progressively and smoothly
 - Elements related to National Security Education have been included in the scheme of work of all panels and implemented accordingly.
 - Almost 70% of students agreed that they had become more aware of the country's development and importance of upholding national security.
 - The APASO also showed a positive result regarding National and Global: National Identity.

Reflection on Major Concern II:

To nurture students to become joyful and confident learners through various strategies for learning and teaching

Strengths:

- With the full resumption of whole-day face-to-face classes, panels made efforts to organize a variety of learning activities in the second term. These have significantly enriched students' learning experiences and enhanced their motivation to learn. Student leaders also gained valuable experiences through organizing co-curricular activities, which were beneficial to their learning.
- Teachers made attempt to teach various subject-specific study skills and provided opportunities for students to put into practice those skills. Some students have applied these skills and made improvement in their studies.
- Through regular peer lesson observation and sharing, a culture of professional exchange has been established in panels, which has helped to enhance teachers' capacity and strengthened the support to new teachers.
- There has been more collaboration among panels in the same KLA, not only in organizing co-curricular activities, but also in sharing of teaching pedagogies and curriculum development.
- The school-based curriculum has been kept up-to-date and in line with current education initiatives.

Areas of improvement:

- The experience of organizing co-curricular activities e.g. Chinese Culture Day and Academic Week have brought insights into more cross-subject collaboration. Cross-curricular programs encourage students to integrate knowledge from different subjects and connect their learning to daily-life issues, which would be beneficial in further motivating students to learn. The programs could be better coordinated e.g. integrating with other activities organized by Student Union and Houses to avoid excessive preparation by student leaders. With better linkage to the school curriculum and conducting debriefing sessions for students to reflect on their experiences, the effectiveness of the programs in enhancing student learning could be further improved.
- There is still room for improvement in students' confidence and capacity in learning. As reflected in the APASO, the mean scores for items 'I get bad marks in most school subjects', 'I learn things quickly in most school subjects' and 'I do well in tests in most school subjects' were merely satisfactory. Students' self-efficacy in learning needs to be addressed. Teachers also observed that some students were reluctant to speak up in class and needed constant reminder to take greater initiative in learning. Students also reflected in the Stakeholder Survey that they needed more encouragement from teachers to overcome learning difficulties inside and outside of the classroom. It is also necessary to rebuild the daily routine of students in learning, including classroom

behavior, revision habits and skills, after the pandemic which greatly affected the learning of students in the past few years.

- According to the Stakeholder Survey (Student), the mean score for the item ‘Teachers often provide suggestions on my performance and let me know how to improve’ declined from 3.8 to 2.9, while the score for the item ‘Teachers’ questions inspire my thinking inside and outside of the classroom’ dropped from 3.4 to 3.0. These show that teachers need to give more constructive feedback to students to guide them to improve, and ask more higher-order questions to provoke student thinking in lessons. Professional development programs on these areas could be considered to boost teachers’ capacity to maintain the quality of teaching.

III. Learning and Teaching

A. Curriculum Policy

In order to reach the goal of developing well-educated learners who are able to meet future challenges, the curriculum is designed with the following emphasis:

- ★ Enabling students to attain knowledge and skills in diverse fields so that they will be able to actively explore their own academic pursuits and career paths;
- ★ Promoting the well-balanced development of the mind and body and offering opportunities for students to discover their own potential for self-actualization;
- ★ Cultivating self-directed learning and high-order thinking skills, (critical thinking, problem-solving, decision-making, creativity and systems thinking), necessary for self-motivated learning and daily life;
- ★ Providing students with a wide range of learning experiences conducive to the understanding of the diverse world.

B. Our Curriculum Structure

Our school offered the following curriculum leading to the HKDSE Examination.

KLA	Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English	✓	✓	✓	*	*	*
Chinese Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	-	-	-	-
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics Extended Module	-	-	-	*	*	*
Science Education	Junior Science	✓	✓	-	-	-	-
	Junior Science (Phy/Chem/Bio)	-	-	✓	-	-	-
	Physics	-	-	-	*	*	*
	Chemistry	-	-	-	*	*	*
	Biology	-	-	-	*	*	*
Technology Education	Information & Communication Technology	-	-	-	*	*	*
	Computer Literacy	✓	✓	✓	-	-	-
	Technology and Living	✓	✓	✓	*	*	*
	Business and Management	-	-	✓	-	-	-
	BAFS	-	-	-	*	*	*
Personal, Social and Humanities Education	Life and Society	✓	✓	✓	-	-	-
	Citizenship and Social Development	-	-	-	✓	✓	-
	Liberal Studies	-	-	-	-	-	✓
	Chinese History	✓	✓	✓	*	*	*
	Economics and Commerce	-	-	✓	-	-	-
	Economics	-	-	-	*	*	*
	Geography	✓	✓	✓	*	*	*

	History	✓	✓	✓	*	*	*
Religious Education	Ethics and Religious Education	✓	✓	✓	✓	✓	✓
	Ethics and Religious Studies(HKDSE)	-	-	-	*	*	*
Arts Education	Music	✓	✓	✓	-	-	-
	Visual Arts	✓	✓	✓	*	*	*
Physical Education	P.E.	✓	✓	✓	✓	✓	✓

*: Elective Subject ✓: Compulsory Subject

C. Assessment Policy and Supportive Measures

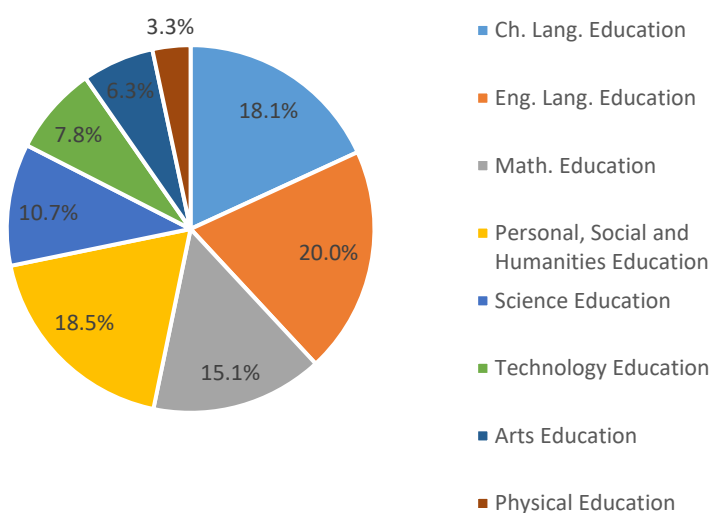
We believe that the key purpose of assessment is to move students on in their learning, thus, continued monitoring and appropriate supportive measures are stressed. Both formative and summative assessments are incorporated. Students are assessed through their portfolios as well as their performance in class, homework, tests, examinations, etc. To cater for students' diverse learning needs, there were also remedial classes and enhancement programs for Chinese, Mathematics and English in various forms. To cater for the needs of the gifted students, the school has set up the Gifted Education Committee to co-ordinate various programs both inside and outside school. For junior forms and senior forms, students of outstanding abilities were invited to join a special program called "Accelerated Learners" where they were given ample opportunities to develop their potential through selective training courses and competitions. As for senior forms, more able students were provided with extra resources and support to enable them to set and achieve higher goals.

D. Number of School Days

S1-S6	Number
No. of School Days	192
No. of Holidays	90

E. Lesson time for the Key Learning Areas

Percentage of Lesson Time of Junior Sec. (S1 to S3) for KLAs
(2020-2021, 2021-2022, 2022-2023)



F. I.T. in Education

- The school participated in the "IT Innovation Lab in Secondary Schools" programme during the 2022/23 school year. IT-related extra-curricular activities (ECAs) were organized to strengthen students' interest in IT and enhance their innovative abilities and digital skills. Four different types of courses, including artificial intelligence (AI), virtual reality (VR), coding, and STEAM, were offered.
 - Forty-seven students from S1 to S5 participated in the Microsoft Azure AI Fundamentals Certificate (AI900) training and examination course, which provided them with a foundational understanding of artificial intelligence (AI) and its applications in Microsoft Azure.
 - Forty-one students from S1 to S5 took part in VR courses, which included the School VR Tour Course and VR Coding Course. The School VR Tour Course offered exposure to VR and equipped students with fundamental knowledge and applications of VR. Students also designed a virtual school tour. The VR Coding Course provided opportunities for students to design a school-based project in a VR environment and create a VR environment with mini-interactive games.
 - Twenty students from S2 to S5 participated in courses to prepare them for STEAM and AI competitions outside school.
- The school continuously participated in the "Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support" during the 2022/23 school year. This initiative allowed the school to loan mobile computer devices to needy students, ensuring that all students had equal opportunities to access online learning.
- The computer systems, including software and hardware, in the school were regularly reviewed and updated to meet IT security requirements. Teachers and students could effectively use the computer system and e-Learning tools for their learning and teaching. The school had consistently adopted an integrated e-Learning platform (Microsoft Office 365) to provide a standardized platform for hybrid learning and teaching.

IV. Other Learning Experiences

A. Whole-person Development Programs

With Catholic core values as the bedrock, a whole-school approach has been adopted for Whole Person Development (WPD), which aims at nurturing our girls to be loving, caring and upright individuals who practise the Four Cardinal Virtues of Prudence, Justice, Fortitude and Temperance in their everyday life.

We place significant emphasis on values education, experiential learning, and habit formation. Our theme-based program follows a spiral curriculum, incorporating tailor-made activities, talks, and workshops. Each year, both the themes and activities are updated to align with the students' needs and address the school's primary concerns for that particular year.

Whole Person Development at St. Clare's Girls' School

Theme / Level	S1	S2	S.3	S4	S5	S6
(a) Student Guidance	(1) S1 Adaptation Program (2) Emotional Intelligence (3) Positive Me (4) Goal Setting (5) Interpersonal relationship (6) Inclusive Culture (7) Sex Education (8) Media and Information Literacy	(1) Emotional Intelligence (2) Goal Setting (3) Interpersonal relationship (4) Inclusive Culture (5) Sex Education (6) Media and Information Literacy	(1) Emotional Intelligence (2) Goal Setting (3) Inclusive Culture (4) Sex Education (5) Stress and Time Management (6) Media and Information Literacy	(1) S4 Adaptation Program (2) Emotional Intelligence (3) Goal Setting (4) Sex Education (5) Stress Management	(1) Emotional Intelligence (2) Goal Setting (3) Resilience Building (4) Sex Education	(1) Towards adulthood (2) Emotional Intelligence (3) Sex Education (4) Stress Management
(b) Religious, Moral and Civic Education	(1) Religious services – prayer, mass, liturgies and religious learning experiences (2) Five core values of Catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education

	Education (3) Four Cardinal virtues & catholic core values (4) Care for oneself (5) National identity and National Security Education	(3) Four Cardinal virtues & catholic core values (4) Go into Sheep pen (5) Work Ethics (6) National identity and National Security Education	Education (3) Four Cardinal virtues & catholic core values (4) National identity and National Security Education	(3) Four Cardinal virtues & catholic core values (4) Be an upright and law-abiding citizen (5) Be good to our body mind and Soul: Expressive Art Program (6) National identity and National Security Education	Education (3) Four Cardinal virtues & catholic core values (4) Be an upright and law-abiding citizen (5) National identity and National Security Education	(3) Four Cardinal virtues & catholic core values (4) Cherish the past with gratitude , Embrace the future with hope (5) Social Etiquette (6) National identity and National Security Education
(c) Career and Life Planning	(1) Goal Setting (respond to CLP Roadmap) (2) Understanding what is CLP	(1) Goal Setting (respond to CLP Roadmap) (2) Understanding the work world (3) Work ethics	(1) Goal Setting (respond to CLP Roadmap) (2) Subject selection	(1) Goal Setting (respond to CLP Roadmap) (2) OLE Mapping (3) Preparation of SLP	(1) Goal Setting (respond to CLP Roadmap) (2) OLE Mapping (3) Preparation of SLP (4) Multiple pathways: making choices	(1) JUPAS strategies & interviews
(d) Community Service	(1) Bright Light Project	(1) Bright Light Project	(1) Bright Light Project	(1) Care for the community: Service Learning workshops & project	(1) Care for the community: Service Learning workshops & project	-
(e) Health and Environmental Education	(1) Physical Health – Diet & Exercise (2) Say Goodbye to Clutter (3) Care for the environment	(1) Physical Health – Diet & Exercise (2) Care for the environment	(1) Physical Health – Diet & Exercise (2) Care for the environment	(1) Physical Health – Diet & Exercise (2) Care for the environment	(1) Physical Health – Diet & Exercise (2) Care for the environment	-

(f) Leadership	(1) Leader in me: Six levels of reflection & courage and communication (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: Six levels of reflection & striving for improvement and energizing (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: Six levels of reflection & communication, confidence and perseverance (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: towards organizing Student-LED activities (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: towards organizing Student-LED activities (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	-
(g) Gifted Education	(1) Learn to learn skills: Categorization and the use of visual organizers	(1) Active Reading and Knowledge Construction	(1) Learn to learn skills: Revision skills	(1) Explore the world through active reading	(1) Exploring the world through active reading	-
(h) Others	(1) Self-management skills building (2) Reading to Learn: Authors Sharing & Talks	(1) Reading to Learn: Authors Sharing & Talks (2) AES appreciation: Art & Music	(1) Reading to Learn: Authors Sharing & Talks	-	-	-

B. Co-curricular Activities

1. English Language Activities

The relaxation of anti-pandemic measures has paved way for more English-rich activities as students are allowed to gather and enjoy fun activities to enhance their exposure to English learning. The highlights of activities in 2022-23 are as follows:

English-rich activities

a. Achievements in 74th Hong Kong Speech Festival 2022-2023

Through the “video submission” mode, a number of 73 entries this year was recorded in a variety of speech festival categories. School’s subsidies on the application fees were encouraging to the participation. Outstanding results were attained this year with a total of 12 First Place, 2 Second Place and 5 Third Place in the categories of Solo Verse Speaking, Shakespearean Monologue, Dramatic Duologue and the new category News Feature Presentation.

b. Writing competitions inside and outside school

A number of entries was recorded in the two most popular writing competitions - Hong Kong Young Writers Award 2023 and Magazine International Young Writers Award 2022. Students were awarded Top 50 Merit Award, Certificates of Commendations and honourable mentions.

c. English activities during the class teacher period

English programmes organized by teachers and students were held on Mondays and Thursdays. Students gained the opportunity to write the script and demonstrate their presentation skills in front of the camera during the Clarian Airwaves on Monday. On alternate Thursday, students were given an up-to-date news article and exposed to reading more extensively on different topics.

d. Debating Competition

Despite smaller number of participation this year, the English Debating Club, which consisted of students interested in argumentative speaking, improved its ratio of wins over losses from the previous year (two wins, two losses). Members met weekly for training sessions, while inter-school debates were held via zoom under the umbrella of the Hong Kong Secondary Schools Debating Competition. It is expected that more inter-class debating activities will be organized by subject teachers.

Co-curricular Activities

a. Evaluation Study on the Implementation of the Fine-tuned Medium of Instruction Arrangements

Commissioned by the EDB, an evaluation study on the implementation of the fine-tuned medium of instruction arrangements has commenced over the three-year course. The English Department coordinated with class teachers to gather relevant data through surveys, questionnaires, achievement tests, and interviews from our school with an aim of enabling a better understanding of students’ learning and personal development under different MOI arrangements from 2022 to 2025. Upon completion, it is expected that teacher professional development workshops on topics such as English-medium teaching, language across the curriculum and assessment literacy can also be arranged to enhance the capacity of teaching and learning to benefit our students.

b. Whole-Person Development Day

The Whole-Person Development programme in collaboration with the Department of English Literature provided students with a chance to appreciate and enhance their

development of aesthetic education. Through staged performances, students did not only enrich their writing, acting and directing abilities, it was also a valuable experience to train students with various generic skills equipped for their personal growth. Through the Spelling Bee Competition, students also developed and polished their cognitive abilities and learning strategies through positive competition.

2. Literature in English Activities

Our school has a long history of offering the subject of Literature in English to all students from S1 to S6. We aim at enabling students to appreciate literary works and the English language. These activities help cultivate a good English learning environment in the school.

Our school participated in the “All The World's Our Stage” Shakespeare Youth Drama Programme, organised by the Shakespeare4All Company Limited this school year. The biggest highlight of the programme was the sensational performance of A Midsummer Night's Dream by the junior English Drama Club members to S1 to S3 students on 20 March 2023. They were coached by a professional actor from the Shakespeare4All Company and many of them had grown and thrived as avid performers. The performance was followed by a prize presentation and students were given certificates of participation and excellent performances by the Shakespeare4All company as recognition of their hard work and dedication.

The awards are as follows:

Spirited Performance Award	Fu Tsz Ching Nicole
Dramatic Performance Award	Chan Sik Yu Sheryl
Most Improved Award	Tsang Hoi Ching Margaret
Breakthrough Actor Award	Leung Man Hei Joanne
Fearless Performance Award	Ma Hoi Man Annice
Dedication in Performance	Yin Tung Huen Jasmine
Recognition of Hard Work	Ma Yuen Yau Karin
Recognition of Hard Work	Soo Ching Yan Charlotte
Recognition of Hard Work	Zhao Chi Ching Angelina
Positive Attitude Award	Fong Man Ling Audrey
Dynamic Performance Award	Eve Lau
Dedication in Performance	Wang Shaoxin Yumi

As part of the departmental tradition, inter-class drama competitions and a film project competition based on the Shakespearean plays were organized for S1 – S2 and S3 students respectively to encourage the expression of creativity and artistic talents. The inter-class drama competitions aim at developing students' confidence in communication and speaking English. Students were introduced to the basics of stage directing, backstage management as well as lighting and sound effects. The S1 students performed Twelfth Night and The Tempest whereas the S2 students performed Macbeth and A Midsummer Night's Dream. Some students did exceptionally well and they made good use of their acting skills, blocking, make-up, costumes, film angles and special effects to enhance their performances. The S3 Premiere Show cum Prize Presentation was held in mid-February, and the English Drama Club staged a musical performance based on the film Descendants after the Premiere Show. The performance was very well-received and it showcased students' musical and dramatic talents. Students' hard work in the competitions deserved praise and recognition. Certificates and/or scholarships were awarded to the prize winners in the post-exam period.

A total of 24 entries from S4 and S5 students taking Literature in English as well as some proliferate writers in the junior forms joined the Budding Poets (English) Awards 2023 by submitting creative poems to the Academy of Gifted Education. This competition encourages students to write creative poetry. Drafts were submitted to their teacher for feedback and students had to improve their poems accordingly before the online submission

to the organisation. Ng Suen Ching Elly from 3T received the Bronze Award in the Open Section and she was selected as the Poet of the School.

The English Drama Club is an integral part of the Literature in English Department. The activities organized by the English Drama Club aimed at promoting students' love for literature and passion for drama. The club once again emerged victorious at the Drama Fest organized by the Association of English-medium Instruction (EMI) Schools. This marked the third time that our school won the Outstanding Performance Award despite the cutthroat competition among five prestigious EMI schools in Hong Kong. Our school's English Drama Club put on a stunning performance that impressed the judges and earned them several accolades. Scarlett Sung, the main actress, won the Best Performer Award, while the team also bagged the Best Spoken English Award and Best Teamwork Award. In addition, our school was awarded the grand prize Outstanding Performance Award. This remarkable achievement was a testament to the tireless efforts of the English Drama Club members, who had been working tirelessly for months to perfect their performances and hone their skills. Their hard work and dedication were paid off in this prestigious competition, and we were incredibly proud of them.

3. STEM Education

The school continuously implemented the S2 STEM Education curriculum to cater to the unique needs and interests of Clarians, with a focus on addressing social problems in Hong Kong. The primary objectives of our STEM curriculum are to provide students with opportunities to integrate knowledge from different Key Learning Areas (KLAs), including Junior Science, Mathematics, Life and Society, Geography, Computer Literacy, and Visual Arts. It also aims to encourage students to solve problems using their creativity, collaboration, problem-solving, and presentation skills, while practicing the six elements of PICKER (Problem-solving, Investigation, Collaboration, Knowledge, Engineering, and Refinement).

Two STEM outings were organized for S2 students on 18 January and 22 February 2023. The purpose of these outings was to expose students to the challenges faced by low-income families in Hong Kong. Students visited homeless individuals and sub-divided flats in Sham Shui Po, applying their experiential learning to their STEM projects.

Students were encouraged to participate actively in various competitions with the guidance of teachers.

- Two groups of senior form students took part in the JPC X BOC STEM-UP Hong Kong Innovation and Technology competition. One of the groups achieved the first runner-up position. These students were also invited to participate in the "Fuzhifangzhou" 2023 Youth Innovative, Scientific & Voluntary Teaching Summer Exchange organized by Tsinghua University High School, Hong Kong Police Force Junior Police Call, Tseng Hin Pei Charity Fund Limited, CCYL Tsinghua University Committee, and The Tsim Sha Tsui District Kaifong Welfare Association. The program aimed to provide insights into national development policies and scientific research development in the Greater Bay Area.
- Two groups of junior form students participated in the 5th Social Innovation Community 4.0 Competition organized by The Hong Kong Council of Social Service. One group of S2 students achieved the first runner-up position. This competition offered experiential learning opportunities for students to utilize their problem-solving and collaboration skills to enhance living standards in the Yau Tsim Mong District.
- A group of S4 students participated in the Secondary School Think and Create Competition 2022 organized by the Chinese University of Hong Kong. In this competition, students applied their knowledge of Artificial Intelligence (AI) to their prototype called "Artifix," which aimed to assist people in resolving fashion problems in their daily lives. The students were among the top 10 finalists in the competition.

- Two groups of students participated in the My Green Space Student Competition 2022-23. This competition fostered critical and creative thinking on green building concepts, and students applied their knowledge of green building to construct their prototypes.

C. Support for Student Development

1. School Culture

Driven by the mission and vision of the school and the core values of Catholic education, the school has successfully fostered a positive school culture through various means and activities. The primary objective is to provide a safe and nurturing learning environment that facilitates students' personal growth and character formation. Efforts have been made to help students understand and practice the four Cardinal Virtues: Prudence, Justice, Fortitude, and Temperance, as well as the five Catholic Education Values, namely Justice, Truth, Love, Life, and Family. These values are consistently integrated into the core themes and the school motto. A whole-school approach has been adopted to instill Christian values and promote a positive attitude among students, nurturing them to be caring, confident, positive, and respectful individuals. Measures have also been implemented to create an inclusive learning environment that caters to students of diverse nationalities, abilities, and strengths, encouraging collaboration and mutual support among them.

(a) Class Teachers

The twin class teachers system continues to effectively provide quality classroom care to students, with each teacher assuming multiple and complementary roles in mentoring students in areas such as guidance, discipline, career and life planning, and civic education. Building a positive class culture has been a key focus for the academic year. To create more dedicated time and space for this purpose, two Class Teacher Periods during Whole Person Development (WPD) time were introduced, with no lining up on Tuesday and Thursday. This adjustment allows teachers to have more time to attend to students' needs. In addition to class-related responsibilities, class teachers also follow up on WPD programs, reading-to-learn programs, morning broadcasts, religious and moral education programs, and various activities.

(b) Whole Person Development

In addition to the regular themes related to personal growth, community service, civic education, health and environmental education, interpersonal relationships, sex education, religious and moral education, the school has recognized the importance of incorporating positive psychology into the Whole Person Development (WPD) program. This addition aims to equip students with the necessary skills and mindset to effectively face and embrace the challenges they encounter in life, especially in light of the global coronavirus pandemic.

Positive life education, guided by principles of positive psychology, is delivered through the collaborative efforts of various committees and panels within the school. These groups work together to design and implement programs that promote well-being, resilience, and positive mental health among students. By leveraging available resources and support, the school ensures that students have access to valuable tools and strategies for maintaining a positive outlook and navigating through difficult situations.

However, it is important to note that the implementation of these programs has faced certain challenges due to social distancing measures and capacity restrictions imposed on school venues by the Center of Health Protection. As a result, some programs have been adapted to be conducted through live broadcasts or online platforms, enabling students to participate and benefit from the WPD initiatives while adhering to safety guidelines.

To further support students' holistic development, the Student Guidance Committee and the school-based social worker play a crucial role in providing additional support services, particularly to students with special educational needs (SEN). Through online platforms, these professionals offer guidance, counseling, and resources tailored to the

unique needs of SEN students, ensuring that they receive the necessary support to thrive academically, socially, and emotionally.

The integration of positive psychology into the WPD program, along with the dedicated support provided by the Student Guidance Committee and school-based social worker, strengthens the school's commitment to fostering the well-rounded development of each student. By addressing their mental health, emotional well-being, and individual needs, the school aims to empower students to overcome challenges, build resilience, and cultivate a positive mindset that will serve them well throughout their lives.

2. Further Strengthening the Holistic Approach to Student Development

The school places great emphasis on the holistic development of students, recognizing that their growth extends beyond academic success. We firmly believe in the importance of experiential learning and leadership qualities in every individual. Consequently, we have developed comprehensive policies and actively sought resources and support from parents, alumnae, the community, government, and non-governmental organizations to enhance our students' exposure and experiences in various domains, including extra-curricular activities, religious and moral education, civic engagement, community service, health, and environmental education, among others.

Our students are provided with abundant opportunities to participate in external competitions and engage in partnership projects and activities that broaden their horizons and enrich their experiences. Through the collaborative efforts of different stakeholders, we have implemented programs and activities that foster collaboration, peer support, and the development of essential skills, including leadership and generic skills. These initiatives aim to nurture students to become confident, positive, caring, and respectful individuals.

Central to our approach is the belief in the inherent value and uniqueness of life, rooted in Christian values. We provide a positive education that equips students with a deep understanding of themselves and encourages them to prioritize their physical, mental, and social well-being. We foster an environment where students learn to accept and appreciate one another, as well as connect with society at large.

When faced with challenges and difficulties, students are equipped with the skills and attitudes they have acquired through their educational journey and other experiences. They demonstrate the application of the four Cardinal Virtues: Prudence, Justice, Fortitude, and Temperance, as they navigate and overcome obstacles with resilience and wisdom.

By continuously strengthening our holistic approach to student development, we are committed to empowering our students to become well-rounded individuals who are prepared to overcome obstacles, embrace opportunities, and contribute positively to society.

(a) Career and Life Planning

Under the coordination of the Career and Life Planning (CLP) Committee, a CLP Roadmap was designed, providing students with clearer directions for setting their CLP goals. Comprehensive educational activities were arranged to assist students in achieving these goals. At whole-school level, thematic WPD lessons were conducted for each level and a tailor-made CLP Day was organized for all S1 to S5 students which aimed to enrich students' career-related experiences through various activities and sharing by social workers and alumni.

A variety of level-based activities were also arranged to cater to the needs of different students. Examples include individual and group career counseling sessions for S3 and S6 students, guiding them in making informed decisions about their future studies. University taster programs were offered to S4 to S6 students, while school-based mock release was organized for S6 students for better preparation of the HKDSE release. The Alumni Mentorship Program was introduced for S4 to S5 students and CLP workshops were designed for targeted S3 students to enhance the motivation in learning and self-confidence.

To ensure that parents stay informed about the current changes in education reform and increase their awareness of CLP, parents' talks about S3 subject selection and HKDSE

result release were conducted. These talks aimed to equip parents with the knowledge to provide advice and support to their daughters in their CLP planning.

All CLP activities organized thus far have been well-received, and efforts will be made to fine tune them to suit the needs and interests of students of different cohorts.

(b) Student Guidance

Student Guidance Committee adopts a whole-school approach in taking care of the discipline and guidance work of students in line with Christian values which aims at developing students' self-respect, self-discipline, positive attitudes, sense of responsibility, respect for others, and understanding of their personal growth and development. Both preventive and intervention programs were organized to cater for students' needs, such as S1 Adaptation Program, talks on Cyber Ethics and resilience building, and Big Sister Scheme. To promote mental wellbeing among students, different activities were launched, such as "Emotional Intelligence Week" and "Expressive Art Workshop for S4". In addition, project "My Learning Log" was introduced aiming at arousing students' understanding of their own strengths, aspirations and interests. Through reflecting on their learning experiences, students were enlightened to build up their aspiration.

(c) Extra-curricular Activities

- i. This year, the school offered a total of 45 Clubs categorized into 6 types, namely co-curricular, art and cultural, interest, religious, social service, and sports.

Categories	No. of Clubs
Co-curricular	8
Art and Cultural	8
Interest	9
Religious	3
Social Service	7
Sports	10
Total	45

These extra-curricular activities promoted students' personal development by broadening their interests, developing their potential, and providing opportunities for character formation and leadership skills. Students actively participated.

- ii. In recognition of students' participation in ECA and different kinds of competitions, competition merit points and ECA participation awards were presented to students. These awards were also recorded in students' OEA (Other Experiences and Achievements). A summary of the awards presented is listed as follows:

iii.

ECA Award System

Awards	No. of students (S1-S5)
None	277 (56.4%)
Bronze Award	55 (11.2%)
Silver Award	113 (23.1%)
Gold Award	27 (5.5%)
Diamond Award	13 (2.6%)
Ruby Award	5 (1.0%)
Excellent ECA Performance Award	1 (0.2%)

Competition Merit Points

Merit Points / Year	No. of merit points
Competition Minor Merit Points	3
Competition Merit Points	926

- iv. Leadership training workshops and experiential learning activities were provided to Student Union committee members, House committee members, club chairpersons, and budding leaders. These workshops aimed to introduce the components of Student-LED programs and assist participants in unlocking their potential, fostering resilience, and developing mental agility in executing their roles and responsibilities.

In this current academic year, the Student Union organized a variety of school activities, including Morning & Lunch Radio Broadcast, Mid-autumn Festival Community Service, Clarian's Got Talent, and the Whirl the World Fund (Fun) Fair. These events provided opportunities for students to actively participate and showcase their talents.

Furthermore, the House Committee organized theme-based activities tailored to the needs of housemates. These activities included the Mike Tea Lecture, DIY Aroma Stone Diffuser Workshop, Tie Dye Workshop, Handmade Soup Workshop, Pickleball Class, and a visit to the Kelly Animals Shelter as part of a care for the animal program.

Student leaders have reported acquiring valuable skills in self-directed learning capabilities and unlocking their potential through these experiences.

- v. During the Post-exam period, students were offered over 100 hours of activities by various committees, panels, and clubs. These activities included leadership training, gifted education programs, special education programs, career and life planning activities, religious and moral education programs, drama appreciation, sports activities, visits, art appreciation, and more. By organizing this wide range of activities, the school aims to provide students with a well-rounded education and ensure they benefit from diverse learning experiences.
- vi. In various international, territory-wide, or district competitions, our students submitted a remarkable total of 716 entries. Nearly one-third of our students were successful in these competitions, receiving prizes in categories such as language, sports, performing arts, visual arts, and project-based learning. The statistics are as follows:

Number of external competitions with prizes	Number of awards	Number of students involved (Total)
125 competitions	495 awards	168 students (28.3%)

(d) Support to cater for learner diversity and providing integrated education

- i. Policies were adopted and resources were used effectively in various programs and workshops, including leadership training programs for prospective leaders, as well as aesthetic education for senior-form students. In addition, different pull-out programs were organized for students with special educational needs (SEN), non-Chinese speaking students (NCS), gifted students and accelerated learners in order to cater for their learning diversity. There was more collaboration between committees in the organization of programs and activities for the benefits of students than in previous years.
- ii. School-based Educational Psychologist (EP) Service further supported the school in catering for students' diverse educational needs. A series of support ranging from school system level to students support level and parent support were offered, such as student's assessment, individual coaching, teachers' and parents' consultation sessions.
- iii. Different tools and policies are adopted to identify students' special learning needs at the early stage. For instance, the Case Referral Policy and the Chinese Writing

Test for all S1 students which was conducted in September. Suspected cases were referred to EP and Clinical Psychologist (CP) for further assessment.

- iv. In ‘Indicated Level’, different pull-out programs were provided according to the diverse needs of students with special educational needs (SEN). Some examples of the programs were Executive Functioning Skill Training Workshop, Speech Therapy, Expressive Art Therapy, Clinical Psychology Services and Animal-assisted Therapy. Besides, the Learning Buddy Program was organized to help students with SEN and non-Chinese speaking students (NCS) prepare for examinations. In promoting an inclusive school culture, various programs and activities were organized, such as talks on promoting mutual understanding and respect, song dedication in lunch time and lunch gatherings with NCS.
- v. All these created an inclusive learning environment with due regard to the proper recognition and appreciation of effort and talent, strengthening students’ determination to strive for excellence.

(e) Gifted Education

The Gifted Education Committee strategically nurtured high achievers by engaging them in both internal and external programs, activities and competitions. Examples are Hong Kong Island Outstanding Student Award 2022, Hong Kong Young Ambassadors Scheme 2022-23, Hong Kong Academy for Gifted Education Nomination 2022-23 and Model United Nations Conference Program 2022-23.

Among all the activities, one important highlight was S5 students’ participation in Wofoo Millennium Entrepreneurship Program 2022-23 (MEP23) organized by Wofoo Social Enterprises. The program aims at providing a solid learning platform which creates opportunities for students to experience building businesses through a social study project with a designated theme relating to hot social issues. After 5 months of hard work, the team was awarded the Most Astonishing Team Spirit Award. The experience has enhanced students’ project planning skills and open-minded entrepreneurial thinking, promoted their awareness on emerging social issues and has strengthened their understanding on the importance of corporate social responsibility.

To enrich students with skills to study more strategically and provide them with a chance for reflecting on their own studying techniques, learn-to-learn skills workshops were also provided to S2 to S4 students.

(f) Religious Moral & Civic Education

1. Religious and Pastoral Care

This academic year was filled with numerous significant religious events. The School Opening Mass marked the beginning of our journey, followed by various liturgical occasions such as the 95th Anniversary Closing Mass, S6 Benediction Mass, School Patron Saint’s Day, Crowning of Mary and the Year-end Thanksgiving Mass. Different spiritual leaders presided over these events, enhancing the spiritual growth of our students and staff.

Our charitable initiatives for Caritas – Hong Kong were successful, raising a total of HK\$ 16,580 through the sale of Caritas Raffle Tickets. This endeavour showcased the spirit of charity within our school community.

Our religious formation programs offered students of all faiths the chance to deepen their spiritual understanding. The RMC committee organized a variety of activities, including cell group gatherings, meditation workshops, community services, rosary prayer sessions, contemplation of the Stations of the Cross, and Confirmation class. These activities fostered their spiritual growth, assisted students in identifying their calling, and inspired them to sow the seeds of love. With the support of our affiliated parish, Our Lady of the Rosary Church, eight Catholic students received the Sacrament of Confirmation on 2 July, signifying an important milestone in their spiritual journey.

2. Moral and Civic Education

The RMC Committee has implemented a broad range of programs aim to shape our students into ethical, civic-minded individuals ready to serve our community, nation,

and the world. These programs were delivered through morning broadcasts on RMC Fridays, Whole Person Development Programs, outings, and a variety of school-based initiatives.

Key initiatives included a visit to the headquarters of Independent Commission Against Corruption (ICAC), an Interactive Drama focused on law-abidingness, Workshops on “Work Ethics” and “Social Etiquette” and “Self-management”.

3. National Security Education

To reinforce the sense of national identity among students, the committee has organized various educational activities as follows:

Regular flag-hoisting ceremonies were held every Wednesday throughout the year. The entire school community solemnly participated in these ceremonies at the open playground. Guided by the school’s prefect board, students demonstrated good etiquette and actively engaged in the event.

Student representatives and teachers shared insights on significant national dates, including HKSAR Establishment Day, National Day, The Nanjing Massacre National Memorial Day, and National Security Education Day. This practice fostered students’ understanding of the country’s development and the importance of national security to Hong Kong’s prosperity.

Various educational programs were also arranged regularly to cultivate students’ sense of commitment to serve the nation. These included themed exhibitions in the covered playground, showcasing the nation’s various achievements, periodic movie screenings in the Chinese Culture room, and morning broadcasts during RMC Fridays to promote Chinese virtues and traditions. Furthermore, students were encouraged to participate in various competitions related to National Security Education, organized by the EDB. Teachers also led different groups of students to attend sharing sessions on “Learning the Spirit of China’s Two Sessions” organized by different government departments.

The collaborative effort of all committee members was recognized by two awards:

- a. The 25th Moral and Civic Education Award, organized by Yan Chai Hospital and co-organized by the Education Bureau, acknowledged our efforts in nurturing students with positive values and attitudes through tailored M&C programs.
- b. The 2nd “Four Virtues and Eight Excellent Deeds” award (第二屆「四維八德踐行獎」) was awarded to Zoe Choi, President of Student Union. The competition, jointly organized by the Fung Sun Kwan Chinese Arts Foundation and the Hong Kong Federation of Education Workers, aimed to promote traditional Chinese virtues among students, encouraging them to become well-educated, respectful, and law-abiding citizens.

(g) Health and Environmental Education

To create a healthy and safe learning environment for students, particularly amidst the pandemic, our school has diligently followed the health protection guidelines and measures imposed by the government. These guidelines have informed various arrangements in the school, including recess and seating arrangements, personal hygiene practices, and body temperature monitoring. Additionally, the school has implemented class-based programs like “Positive Me” and “Diet and Health” to disseminate concepts of a healthy lifestyle among students, encouraging them to adopt a balanced diet and embrace healthy habits.

Furthermore, there is a strong emphasis on environmental education within our school, aiming to raise students’ awareness of environmental conservation and equip them with relevant knowledge. Morning assembly sharing sessions, discussions on environmental issues, and the promotion of a “green life” have been conducted. These initiatives provide students with valuable opportunities to reflect on the impact of their daily practices on the environment and encourage them to take the initiative to make positive changes for the benefit of the environment.

In line with the commitment to environmental conservation, the Religious, Moral, and Civic Committee has utilized morning broadcasts and World Problem Day (WPD)

programs to further heighten students' awareness of environmental concerns and inspire them to become responsible global citizens. These activities prompt students to reflect on the environmental impact of their actions and motivate them to make positive changes for the betterment of society.

In May 2023, our school organized a Cleanliness Campaign with the objective of promoting a clean and conducive learning environment. The campaign commenced with a live morning broadcast during the Class Teacher Period, providing tips on maintaining a neat workspace and classroom. Class Teachers then engaged in discussions with students regarding the cleaning plan, regularly monitoring classroom tidiness. The successful completion of the campaign stands as a testament to the collective efforts of all members of the school community.

Overall, our school is firmly committed to ensuring the well-being of our students by promoting a healthy lifestyle and providing them with a comprehensive understanding of environmental conservation. Through these concerted efforts, students are empowered to make informed choices that contribute to their own health and the preservation of the environment.

(h) Community Service

The community service initiatives at our secondary school are designed to serve a diverse range of individuals with specific needs. Through projects like the S.1-S.3 Bright Light Project and S.4 & S.5 Service Learning, students gain valuable hands-on experience in connecting with and assisting the disadvantaged in our society.

In response to the challenges posed by the pandemic, our students, alongside MNDA sisters, have actively participated in providing meal services to elderly individuals living on outlying islands. Additionally, our S4 students have planned and executed various services aimed at supporting children from low-income families. These efforts demonstrate our students' commitment to expressing care and support to underprivileged groups in our community.

In recognition of the contributions made by community helpers during these challenging times, some of our S5 students organized an experience day where they had the opportunity to understand and appreciate the work of cleaners. They visited cleaners working in the Central & Western District, expressing their gratitude through the presentation of gifts and a heartfelt thank-you card written by junior students. These acts of appreciation and acknowledgment showcase the kindness and gratitude of our students. Engaging in community service has not only allowed our students to contribute to society but has also fostered personal growth and the development of important skills. Through their involvement in these initiatives, our students have gained valuable experiences that have enhanced their generic skills and helped them grow as individuals.

Overall, our school's community service programs have provided students with meaningful opportunities to make a positive impact on the lives of others. Through their service experiences, they have grown in compassion, empathy, and the skills necessary to actively contribute to their communities.

D. Aesthetic Education

1. Aesthetic Education Programme

In order to cultivate students' sensitivity to beauty, harmony, and aesthetic qualities in their surroundings, the school organized Art and Music appreciation workshops for S2 students. These activities provided an opportunity for students to express their imagination in non-grammatical ways, free from the formality of spoken or written language.

2. Dance, Drama, Visual Arts and Music for ALL

(a) To foster students' aesthetic appreciation skills and proficiency in performing and creative arts, the school actively encouraged and supported students' participation in a wide range of competitions, including district-wide, territory-wide, and nationwide events in Chinese dance, Hip Hop dance, drama, visual arts, and music. Notable examples of these competitions include the Hong Kong Schools Music Festival, Hong

Kong Schools Dance Festival, and Hong Kong Professional Dance Competition. Additionally, the school provided ample opportunities for students to showcase their talents through both school functions and public performances. These experiences played a crucial role in boosting students' confidence and nurturing their potential for further growth.

- (b) Acknowledging the unique challenges and limitations faced by students in participating in sports and music activities due to the pandemic, teachers have implemented measures to provide increased flexibility through the “Sports for All” and “Music for All” initiatives.

E. Students' Reading Habit

To better develop and enhance students' reading skills and to keep them abreast of local and global issues, students were required to read silently for 15 minutes every morning (except for Mondays and Fridays) after English or Putonghua Broadcasts. On Tuesdays, students read Chinese books or other printed materials in Chinese; whereas on Thursdays, they read English books or the CLARIAN POST which covers good work written by students and hot topics taken from the latest issue of SCMP.

To promote extensive reading among students, the school has organized the following:

1. To encourage students to be “Book Reviewers”, those who share their book recommendations with fellow schoolmates would have their reviews uploaded to the school library website. Library books recommended were found to be more popular as reflected by an increase in the borrowing rate.
2. Various activities were held throughout the year. For example, “Adventures in Wonderland — Origami Challenge” was held during recess from 28 September to 7 November 2022 in Turcotte Library Café to celebrate the 190th birth anniversary of Charles Lutwidge Dodgson, author of the world-famous Victorian fiction Alice in Wonderland. Also, book displays for different subjects and committees, such as Book Display in Emotional Intelligence Week, Career Book Display with Career and Life Planning Committee, Zhang Ailing Reading Club and “Xixi's Life and Books Exhibition” with Chinese Panel, were held to enhance students' understanding of knowledge on the related topics. The event was well received by students, evidenced by their enthusiastic participation.
3. English Broadcast was conducted on selected Mondays, whereas Putonghua Broadcast was conducted on selected Wednesdays. Both broadcasts exposed students to a wide variety of topics ranging from local and international news to cultural and other subjects. Not only could students practice their listening skills, but also enrich their vocabulary and widen their horizons.
4. Book Fair was held on 28 February and 1 March 2023. The event was very popular among students. Students were exposed to more different types of books through the activity.

F. Other Related Surveys for School Self-Evaluation

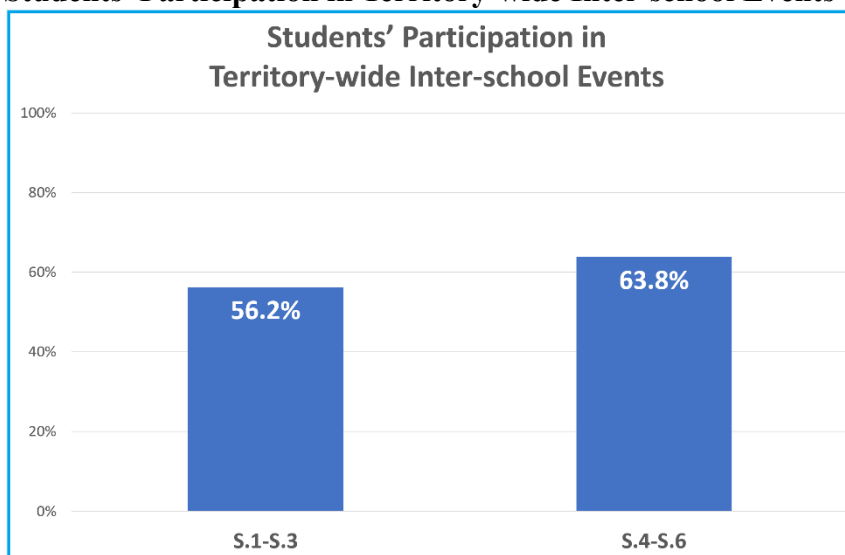
1. A holistic approach has been adopted in student support, wherein committees and class teachers work together to promote students' personal growth in various aspects. Students actively participate in experiential learning, community services and leadership training to maximize their exposure, enrich their experiences, develop their leadership skills, and contribute to the community.

During the 2022-23 academic year, a total of 1146 hours of extra-curricular activities, organized by SU, House, clubs & societies, and leadership training programs, were offered to students. The Student Activities and Leadership Training Committee efficiently coordinated these activities. Additionally, students received 119 hours of training and workshops related to community service. The Gifted Education Committee dedicated approximately 250 hours to polish students' skills and excel in both in-school and external activities and competitions. The Student Guidance Committee devoted 525 hours to providing support for discipline, guidance, and personal growth for all students, including those with Non-Chinese Speaking (NCS) backgrounds and special education needs (SEN).

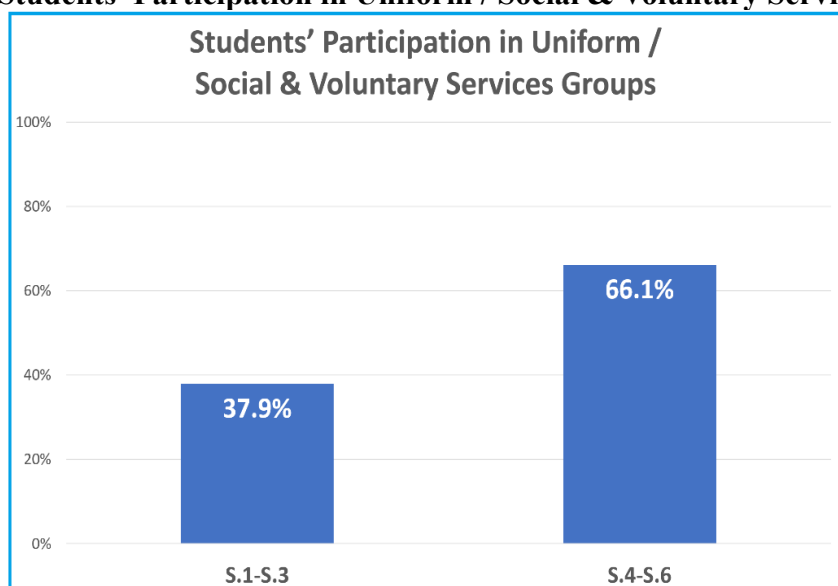
The work of student support deeply embodies Catholic values. The Religious, Moral, and Civic Education Committee implemented activities for a total of 390 hours to actualize its targets. Furthermore, the Health and Environmental Education Committee, jointly with the Student Guidance and Religious, Moral, and Civic Education Committees, took care of students' mental and physical well-being. The Career and Life Planning Committee contributed 120 hours of activities and programs to guide students on their career paths and life planning.

These efforts demonstrate our commitment to providing comprehensive support to our students in various domains.

2. Students' Participation in Territory-wide Inter-school Events



3. Students' Participation in Uniform / Social & Voluntary Services Groups



V. Student Support and School Ethos

School Culture

In order to actualize the vision and mission of the school, our focus is on the holistic development of our students, rooted in universal fraternity, evangelical simplicity and a conscience imbued with the spirit and virtues of Christ, Our Lady, and St. Clare. We consistently strive to cultivate students' awareness and capabilities in areas such as self-discipline, self-respect, respect for others, and self-motivation for learning. Themes like gratitude, sisterhood, mental health, and positive psychology are central to our yearly concerns. Our students are known for their generally well-behaved nature, politeness, friendliness, helpfulness, and proactive involvement in serving both the school and the wider community. In addition to a twin class teacher system, we have effectively implemented peer mentorship to provide the utmost care and support to students in their personal growth and academic pursuits.

A. Support for Life-wide Learning

1. Use of the Student Activities Support Grant and Grant for School-based After- School Learning and Support Programs

Items	Student Activities Support Grant	Grant for School-based after School Learning and Support Programs	No. of Applicants
Sports	\$28,687.50	-	17
Musical Class	\$7,875.00	-	3
Dance	\$7,140.00	-	5
Tutorial Class	-	\$37,250.00	36
Other Learning	2,447.50	\$34,978.00	115
Total	\$46,150.00	\$72,228.00	176

Accomplishment

A total of 176 students benefited from various learning experiences through the subsidies of the Student Activities Support Grant and Grant for School-based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on, so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

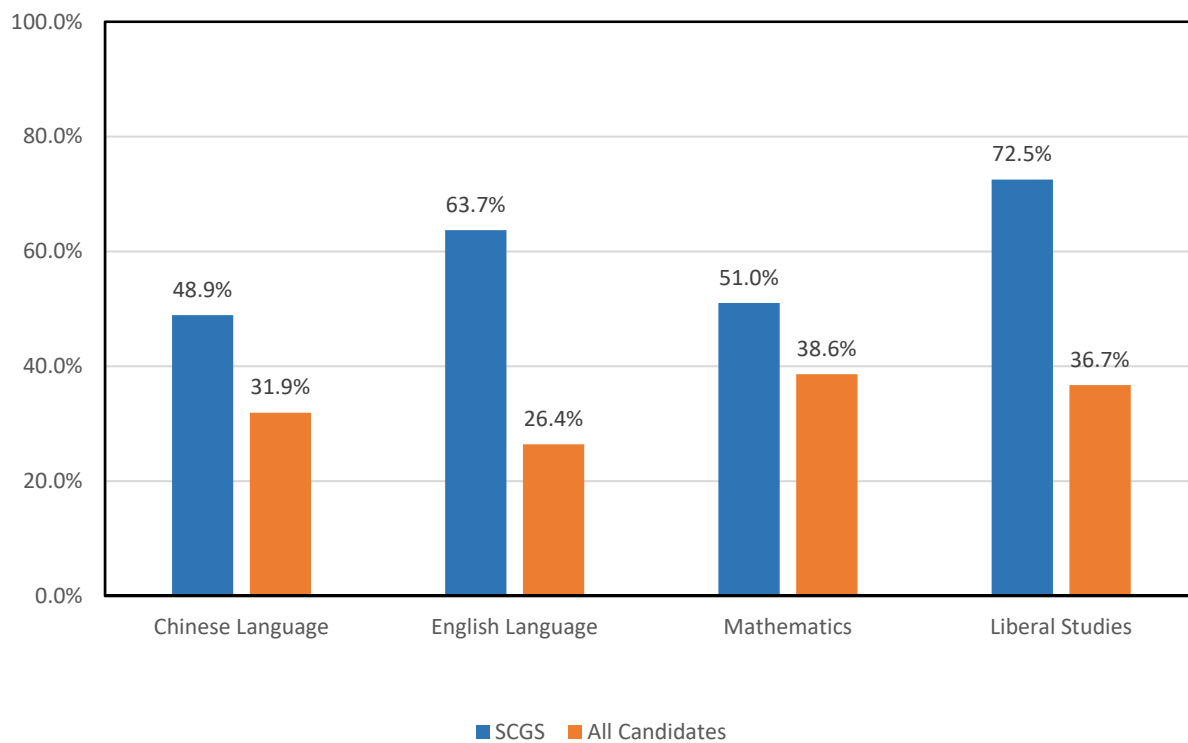
Evaluation and Reflection

All successful applicants found the above funded courses useful and interesting. They were grateful for the support. Other sources can be explored so as to ensure that no student will be deprived of the opportunity of having authentic learning experiences outside the classroom.

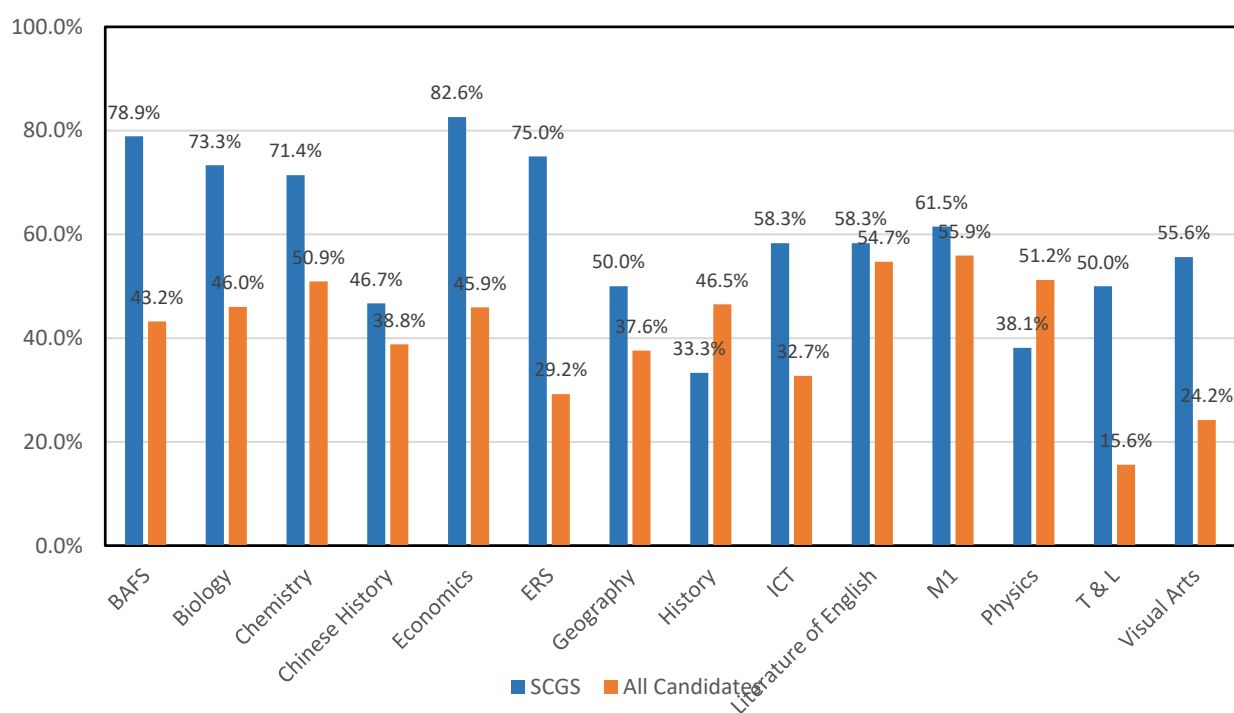
VI. Student Performance

A. Performance in HKDSE Examination (2023)

4 Core Subjects Percentage of Level 4 or above



Electives Subjects Percentage of Level 4 or above



B. Performance in Other Learning Experience**EXTERNAL OUTSTANDING ACHIEVEMENTS****Sept 2022 – August 2023****Language and Academic Awards**

2nd English Speech Contest -Speech Contest	Champion	1R	Ho Wing Chi
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68th Writing Competition (English)	Champion	4B	Kung Irene
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Hong Kong International Science Olympiad Worldwide – Final Round

Gold Award	2S	Kwok Hiu Ching
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Thailand International Mathematical Olympiad Semi-Final 2022-2023-Bronze Award

2nd Runner-up	2S	Kwok Hiu Ching
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Global Academic Invitational Fall Preliminary Stage 2022-23

Gold Medal	1M	Mak Wai Ki Jasmine
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Hong Kong Spelling Bee 2023 (Grade Junior Secondary)

Diamond Medal	1M	Mak Wai Ki Jasmine
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Hong Kong Budding Poets (English) Awards 2022 – 2023

Poet of the School	3T	Ng Suen Ching Elly
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VOS ENGLISH International English Language Olympiad Preliminary 2023

Junior Secondary	Silver Medal	1M	Mak Wai Ki Jasmine
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Mathematics Book Report Competition for Secondary Schools 2021/22

Second Class Prize	2nd Runner-up	2M	Chan Tsz Ching
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Guangdong-Hong Kong-Macao Mathematics Competition

Merit	1M	Mak Wai Ki Jasmine
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Hong Kong Knowledge Contest 2022- Secondary (Silver Medal in Grade 7)

Merit	1M	Mak Wai Ki Jasmine
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74th Hong Kong Schools Speech Festival

Dramatic Duologue	First Place	5M	Sandhu Hargun Kaur
		5M	Si Chloe Sih
Dramatic Duologue	First Place	4A	Cheung Sze Man
		4D	Wong Ka Lai Olivia
Dramatic Duologue	First Place	3M	Leung Yan Ki Katie
		3J	Wei Tsz Ching Sophie
News Feature Presentation	First Place	5L	Tsui Yan Hei
Solo Prose Speaking, Open	First Place	3T	Ng Suen Ching Elly
Solo Verse Speaking, Non-Open	First Place	3M	Chan Jia Lin Jodie
	Second Place	5M	Chen Yuen Kiu

ENVISIO Science Competition

Final Winner (Second Place) in the Secondary School Category			
	1st Runner-up	4F	Lee Hoi Man
		4A	Li Ka Wai
		4A	Tai Tsz Ching Zenia
		4A	Yang Wai Ting
		4F	Yeung Mei Ching

Hong Kong Student Science Project Competition 2022-Design Proposal (Biology and Chemistry)

Second Prize	4A	Ko Wing Lam
	4B	Kung Irene
	4B	Ng Sing Yu
	4A	Yip Charlotte
	4A	Chan Tsz Tung

Hong Kong Young Writers Awards 2023

Honourable Mention	Merit	4A	Yang Wai Ting
		3L	Yeong Xi
		2S	Ng Ka Sin Joyce

2023 年亞太優才朗誦大賽	金獎	2M	Lam Ching Yin
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亞洲體藝學界徵文比賽 2022-中學初級組	冠軍	3L	Lam Pui Yee
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全港十八區港島中西區普通話朗誦比賽(第二屆)

中學組-普通話獨誦	冠軍	1R	Ho Wing Chi
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全港青少年普通話朗誦比賽-獨誦 (中學組)	亞軍	1R	Ho Wing Chi
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鵬程盃第 10 屆朗誦大賽(2022)-普通話散文獨誦	亞軍	2M	Lam Ching Yin
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2022 全港學生朗誦及講故事比賽-普通話獨誦	銀獎	2M	Lam Ching Yin
第十三屆「全港中學中國歷史研習獎勵計劃」 初級組	優異獎	3J	Chow Wing Yin
第十二屆大學文學獎-少年作家獎 全港高中生徵文比賽	優異獎	4B	Ng Sing Yu
第 74 屆香港朗誦節(中文朗誦)			
粵語詩詞	冠軍	4A	Leung Wai Kwan
	亞軍	4A	Yang Wai Ting
普通話詩詞	冠軍	4A	Yang Wai Ting
第二十五屆全港中小學普通話演講比賽			
高中組	優異星獎	4A	Yang Wai Ting
	良好獎	4B	Chen Ching Yung
		4F	Liao Ying
初中組	優異星獎	2S	Wong Ka Tung
		1A	Chai Sin Nga
	良好獎	3J	Wong Ching Lam
		2G	Yin Tung Huen

Performing Arts Awards

2022 2nd Teenagers and Children Singing Contest

Secondary School Division	Champion	1R	Ho Wing Chi
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Hong Kong Solo Dance Competition

Group Dance	Gold Award	4F	Ko Tsz Ching
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Secondary School String (Violin) Solo

Diploma Level	Gold Award	5M	Deng Yuan Yuan
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Make Your Dream Singing Contest	1st Runner-up	4B	Lam Sze Man
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Super Voice Singing Competition 2022	1st Runner-up	4B	Lam Sze Man
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The 3rd Hong Kong First 18 Districts Singing Contest 2022

Central Western	Champion	4B	Lam Sze Man
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Wan Chai	Champion	4B	Lam Sze Man
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Drama Fest 2023

Best Performer	Champion	5T	Sung Scarlett Sam Yue
Outstanding Performance	Champion	5T	Chan Sin Yung
		5T	Sung Scarlett Sam Yue
		4B	Causing Gabrielle

Angela

4A	Cheung Sze Man
4D	Chung Wing Sum
3L	Fu Tsz Ching Nicole
4B	Jeanbourquin Joelle
4D	Khan Kashish Alam
4B	Rana Darshana
4D	Wong Ka Lai Olivia
2S	Chan Emma Sunnyrose
2S	Chan Khang Chyi

Annisa

2G	Leung Hoi Ching
1R	Genova Angel Kanku
1R	Herrmann Jasmine
1M	Lai Ming Yau Tanya
1R	Lam Karena Cheuk

Nam

1R	Lam Wing Yee
1R	Leung Tsz Yue
1M	Mak Wai Ki Jasmine
1R	Navalta Yrrah Nhel

Castaneda

The 37th Central & Western District Dance Competition

Jazz (Group)	Champion	5M	Yeung Yuen Ling
		4F	Ko Tsz Ching
		5T	Wong Lok Yiu
		4A	Cheung Sze Man
		4A	Chong Yui Lam
		4D	Wong Ka Lai Olivia
		4F	Shum Wing Sum
		3M	Fung Yee Ching
		3J	Ma Hoi Man Annice
		3J	Wong Jelena Meagan
		3M	Wu Ching Man
		2S	Chan Emma Sunnyrose
		2G	Chan Ruolan
		2S	Kwok Hiu Ching
		2S	Ng Hoi Ki
		1R	Ho Wing Chi
		1A	Li Sin Ching
		1R	Ng Hoi Ying

HK Youth Catania Competitions 2022

String Ensemble (Violin Trio)	Champion	5M	Deng Yuan Yuan
		4F	Cheng Wai Ting
Vocal Solo	Champion	2R	Law Sik Syun Natasha
Woodwind Ensemble (Flute Duet)	1st Runner-up	4F	Lee Hoi Man
Woodwind Ensemble (Clarinet Quartet)	2nd Runner-up	5J	Choi Tsz Yan
		4D	Chan Khang Mae Avril
		3T	Lai Ming See Sasha
		3J	Wong Jelena Meagan

Kangaroo Cup Dance Competition 2023

Age 16 - Open Duo and Trio Modern Jazz	Gold Award	4F	Ko Tsz Ching
Open Troupe	Gold Award	4F	Ko Tsz Ching

The 10th Hong Kong Schools Dance and Music Festival 2022

Vocal Group	Gold Award	4B	Lam Sze Man
Vocal Solo	Gold Award	4B	Lam Sze Man

10th Hong Kong Schools Dance & Music Festival 2022 Chinese Instrument Competitions

Guzheng Group for Ages 9-11	Gold Award	2S	Wong Ka Tung
Secondary School Guzheng Solo	Silver Award	2S	Wong Ka Tung

《HKL&A Cup》 Dance Contest

Chinese Dance (Group)	Gold Award	5M	Fung Hei Tung
		4F	Chong Cristol
		4A	Leung Wai Kwan
		4A	Pau Sheung Huen
		4D	Tong Sin Yau
		3J	Hung Yin Ki
		3M	Lam Kwan Ching
Natty			
		2M	Chan Tsz Ching
		2M	Cheng Hoi Lum
		2S	Fong Edith Hoi Yin
Chinese Dance (Individual)	Sliver Award	4B	Lam Sze Man

Hong Kong Professional Dance Competition 2022

Jazz (Group)	Gold Award	5M	Yeung Yuen Ling
		5T	Wong Lok Yiu
		4A	Cheung Sze Man
		4A	Chong Yui Lam
		4F	Shum Wing Sum
		3M	Fung Yee Ching
		3M	Wu Ching Man
		2G	Chan Ruolan
		2S	Ng Hoi Ki
		2S	Tsui Man Ching Jaspar
		2M	Zhao Chi Ching
Chinese Dance (Group)	Silver Award	5M	Fung Hei Tung
		4F	Chong Cristol
		4A	Leung Wai Kwan
		4A	Pau Sheung Huen
		4D	Tong Sin Yau
		3J	Hung Yin Ki
		3M	Lam Kwan Ching Natty
		2M	Chan Tsz Ching
		2M	Cheng Hoi Lum
		2S	Fong Edith Hoi Yin
Chinese Dance (Individual)	Silver Award	4B	Lam Sze Man

Hong Kong Schools Music Festival

Cantonese Operatic Solo (Zihao) Senior	Silver Award	5T	Sung Scarlett Sam Yue
Cello Solo Intermediate	Silver Award	2S	Cheung S. L. Lorraine
Graded Piano Solo Grade 2	Silver Award	2G	Cheng Wai Yung Sophia
Graded Piano Solo Grade 4	Bronze Award	2G	Pang Ka Lam
Graded Piano Solo Grade 4	Silver Award	4A	Cheung Ka Kiu
Graded Piano Solo Grade 5	Bronze Award	1M	Lai Ming Yau Tanya
Graded Piano Solo Grade 5	Bronze Award	1B	Sin Ching Hei
Graded Piano Solo Grade 5	Silver Award	2M	Cheng Hoi Lum
Vocal Solo in Chinese Language Age 14 or Under	Silver Award	2M	Zhao Chi Ching
Vocal Solo in Foreign Language Age 14 or Under	Bronze Award	2M	Zhao Chi Ching
Vocal Solo in Foreign Language Age 14 or Under	Silver Award	2R	Law Sik Syun Natasha

Zheng Solo Junior	Silver Award	1M	Ha Ching Ka Tiffany
Zheng Solo Senior	Silver Award	2S	Wong Ka Tung
Vocal Solo Foreign Language Age 14 or under	First Place	2R	Law Sik Syun Natasha

JSMA Competitions 2022-Secondary School

Ensemble (Percussion)	Silver Award	5L	Cheung Ka Yee Wendy
		5M	Deng Yuan Yuan
		5M	Li Wing Yee
		4D	Chan Khang Mae Avril
		4D	Chung Wing Sum
Group Ensemble (String)	Silver Award	5M	Deng Yuan Yuan
		5M	Li Wing Yee
		4F	Cheng Wai Ting
		4D	Chung Wing Sum
		4A	Tai Tsz Ching Zenia
		3T	Chu Man Hing Iris
		2S	Chui Tsz Kiu
		5J	Choi Tsz Yan
Ensemble (Woodwind)	Silver Award	4D	Chan Khang Mae Avril
		4F	Lee Hoi Man
		3T	Lai Ming See Sasha
		3J	Wong Jelena Meagan

Hong Kong School Dance Festival 2022/23

Jazz (Group)	Honours Award	5M	Yeung Yuen Ling
		4F	Ko Tsz Ching
		5T	Wong Lok Yiu
		4A	Cheung Sze Man
		4A	Chong Yui Lam
		4D	Wong Ka Lai Olivia
		4F	Shum Wing Sum
		3M	Fung Yee Ching
		3J	Ma Hoi Man Annice
		3J	Wong Jelena Meagan
		3M	Wu Ching Man
		2S	Chan Emma Sunnyrose
		2G	Chan Ruolan
		2S	Kwok Hiu Ching
		2S	Ng Hoi Ki
		1R	Ho Wing Chi
		1A	Li Sin Ching
		1R	Ng Hoi Ying
		3J	Cheung Hoi Tung Ally

The 10th Hong Kong International Youth Performance Arts Festival

Guzheng Grade 7	First Place	2S	Wong Ka Tung
	Second Place	2R	Cheng Ming Yan

The 37th Central & Western District Dance Competition

Chinese Dance (Group)	1st Runner-up	5M	Fung Hei Tung
		4F	Chong Cristol
		4A	Leung Wai Kwan
		4A	Pau Sheung Huen
		4D	Tong Sin Yau
		3J	Hung Yin Ki
		3M	Lam Kwan Ching Natty
		2M	Chan Tsz Ching
		2M	Cheng Hoi Lum
		2S	Fong Edith Hoi Yin
		2R	Lau Wing Lam
		1A	Hui Pui Lam
		1A	Ng Sze Wing
		1A	Tam Man Wai
		1B	Soo Ching Yan

黃大仙區慶回歸 25 周年校際暨青年公開組歌唱比賽-Open Group

Champion	4B	Lam Sze Man
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全港兒童及青少年歌唱比賽 (第三屆)

中學組	1st Runner-up	1R	Ho Wing Chi
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全港十八區西貢區歌唱比賽 (第二屆)

Singing (Secondary)	1st Runner-up	1R	Ho Wing Chi
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Dream Power 流行曲歌唱大賽

學生組	2nd Runner-up	4B	Lam Sze Man
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夢。舞台全港流行曲歌唱大賽 2022

跳唱組	Champion	4B	Lam Sze Man
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學生組	1st Runner-up	4B	Lam Sze Man
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香港學校戲劇節 2022-23

中學組-傑出劇本獎	優異	5T	Yee Hiu Lam
		4A	Cheung Hoi Ka Kylie
		4B	Ng Sing Yu
		4F	Wu Wai Laam
		4A	Chan Tsz Tung
中學組-傑出合作獎	優異	4B	So Wing Kei
		5T	Yee Hiu Lam
		4A	Cheung Hoi Ka Kylie
		4F	Ma Hau Tung
		4B	Ng Sing Yu
		4D	Sze Lok Hang

		4F	Wu Wai Laam
		4A	Chan Tsz Tung
		3L	Lau Ka Yu
		1B	Mak Hoi Yiu
		1A	Cheng Pak Ying
		1R	Cheung Hoi Laam
		1A	Leong Pui Yau
中學組-傑出導演獎	優異	4F	Wu Wai Laam
		4A	Chan Tsz Tung
中學組-傑出影音效果獎	優異	5T	Yee Hiu Lam
		4A	Chan Tsz Tung
		1B	Mak Hoi Yiu
		1A	Cheng Pak Ying
		1R	Cheung Hoi Laam
中學組-傑出演員獎	優異	4F	Ma Hau Tung
		4B	Ng Sing Yu
		4D	Sze Lok Hang
		3L	Lau Ka Yu
		1A	Leong Pui Yau

Sports Awards

St. James's Place, 7th Harbour Regatta

Women 4x+ Coastal Rowing	Champion	5M	Chow Ka Kiu Kathie
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Bauhinia International Dance Grand Prix 2022

Open Dance-Junior	Gold Award	4F	Ko Tsz Ching
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2023 All Hong Kong Age Group Rhythmic Gymnastics Competition

1st Runner-up	1R	Ng Hoi Ying
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9th Hong Kong Rowing Coastal Championships 2022

Women's Coastal Double Sculls	1st Runner-up	5M	Chow Ka Kiu Kathie
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ISI Skate Hong Kong 2022

Skating: Freestyle	1st Runner-up	1B	Mak Hoi Yiu
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Islands District Age Group Athletic Meet 2023

Girls Group C 200m	1st Runner-up	5M	Lock Ying To
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Inter-school Cross Country Competition 2022/23

Grade B	2nd Place	4B	Lam Sze Man
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Hong Kong Junior Age Group Athletic Competition 2023

Girls U16 200m	2nd Runner-up	3M	Wong Sum Yuet
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屈臣氏集團香港學生運動員獎 2021-22

Awardee	4B	Lam Sze Man
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The 6th Hong Kong Children and Youth Rhythmic Gymnastics Championship

Novice Group B_D - All-Around	Champion	1R	Ng Hoi Ying
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Novice Group B_D – Freehand	Champion	1R	Ng Hoi Ying
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Novice Group B_D –Ball	Champion	1R	Ng Hoi Ying
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Young Athletes Training Scheme (Fencing)

Stage 1-Woman Foil	Champion	2S	Ng Yan Hei
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Stage 1-Woman Group	Champion	2S	Ng Yan Hei
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Hong Kong Schools Rowing Championships 2022

Open Mix 4+	Champion	5M	Chow Ka Kiu Kathie
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Women Single Sculls	Champion	5M	Chow Ka Kiu Kathie
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The 4th Hong Kong Community Rhythmic Gymnastics Open Championships

Outstanding Performance & Good Sportsmanship Award	1R	Ng Hoi Ying
Group -5 Hoops	Champion 1R	Ng Hoi Ying

The 5th Hong Kong Community Rhythmic Gymnastics Open Championships

Outstanding Performance and Good Sportsmanship Award	2S	Ng Hoi Ki
	1R	Ng Hoi Ying
Novice All-around	Champion 2S	Ng Hoi Ki
Novice Open-Ball	Champion 2S	Ng Hoi Ki
Novice Open-Freehand	3rd Runner-up 2S	Ng Hoi Ki
Amateur Junior Ball	Champion 2S	Ng Hoi Ki
Amateur Junior All-around	1st Runner-up 2S	Ng Hoi Ki
Amateur Junior Hoop	1st Runner-up 2S	Ng Hoi Ki

Hong Kong Rowing Indoor Championships

Women Age 15-16 (Individual) 2000m	Champion	5M	Chow Ka Kiu Kathie
Women Top of the Tops President Cup 4x500m	Champion	5M	Chow Ka Kiu Kathie
Women Sports Club/ Society (Group A) Team Relay 4x500m	Champion	5M	Chow Ka Kiu Kathie

2023 City Challenge Cup-Hong Kong Rhythmic Gymnastics Championship

Open: All-Around (Category A - Novice)	Champion	2S	Ng Hoi Ki
Open: All-Around (Category B - Amateur)	Champion	1R	Ng Hoi Ying
Rope (Category A - Novice)	Champion	2S	Ng Hoi Ki
Open: Clubs (Category B - Amateur)	1st Runner-up	1R	Ng Hoi Ying
Freehand (Category A -Novice)	1st Runner-up	2S	Ng Hoi Ki
Open: Hoop (Category B - Amateur)	1st Runner-up	1R	Ng Hoi Ying

Kwai Tsing Rope Skipping Tournament 2022

Single Rope Speed Sprint 1x30s (age above 16)	Champion	5J	Wong Ching Tung
Single Rope Speed Sprint 1x30s (age of 14)	Champion	3M	Fong Sze Ting
	1st Runner-up	3J	Lee Pui Wing
Single Rope 30s Pair Speed Sprint	1st Runner-up	3M	Fong Sze Ting
		2M	Lam Ching Yin
	2nd Runner-up	3T	Fung Hoi Yan
		3J	Lee Pui Wing
Single Rope Speed Relay 4x30s	1st Runner-up	5J	Wong Ching Tung
		3M	Fong Sze Ting
		3T	Fung Hoi Yan
		2M	Lam Ching Yin
Single Rope Speed Sprint 1x30s (age of 13)	2nd Runner-up	3T	Fung Hoi Yan
		2M	Lam Ching Yin

“Jump Rope For Heart” Online Rope Skipping Competition 2021-22

Senior Backward Jump	Champion	5J	Wong Ching Tung
Senior Forward Jump	Champion	5J	Wong Ching Tung
Junior Forward Jump	1st Runner-up	3M	Fong Sze Ting
Senior Open & Close Jump	2nd Runner-up	5J	Wong Ching Tung

Central & Western District Age Group Athletic Meet 2022

Group C 100m Hurdle	Champion	4D	Leung Tsoi Yi
Group C 4X100m relay	Champion	5L	Lee Cheuk Kiu Ocean
		5M	Lock Ying To
		5J	Wong Tin Ching
Group C Discus	Champion	5T	Sy Yuen Man
	2nd Runner-up	5J	Kwok Yan Ting Chloe
Group C 100m	1st Runner-up	5J	Wong Tin Ching
	2nd Runner-up	5M	Lock Ying To
Group C 200m	1st Runner-up	5M	Lock Ying To
Group C High Jump	2nd Runner-up	5M	Chen Yuen Kiu
Group D 100m	Champion	3M	Wong Sum Yuet
	2nd Runner-up	4B	Jeanbourquin Joelle
Group D 200m	Champion	3M	Wong Sum Yuet
Group D 4X100m relay	Champion	4B	Jeanbourquin Joelle
		3M	Fung Hoi Yau
		3M	Ho Tsz Kwan
Stephanie		3M	Wong Sum Yuet
Group D Discus	Champion	3L	Tsui Natalie Yuki
	1st Runner-up	4F	Leung Wing Yu
Group D High jump	Champion	4D	Li Ka Ying
	1st Runner-up	4D	Kwok Lok Yiu
Group D Shot put	1st Runner-up	2S	Tsui Man Ching Jaspar
	2nd Runner-up	4A	Kuan Sum Yi

Hong Kong Jump Rope Championship 2023

Single Rope Group Freestyle (age of 13-15)	Champion	2M	Lam Ching Yin
Single Rope Group Freestyle (age of 18 or above)	Champion	5J	Wong Ching Tung
Single Rope Pair Freestyle	Champion	5J	Wong Ching Tung
		2M	Lam Ching Yin
Single Rope Individual Freestyle (age of 16-17)	1st Runner-up	5J	Wong Ching Tung
Single Rope Speed Relay 2 by 30 (age of 16-17)	Champion	5J	Wong Ching Tung
Single Rope Speed Sprint 1 by 30 (age of 16-17)	Champion	5J	Wong Ching Tung
Single Rope Speed Relay 4 by 30 (age of 18 or above)	Champion	5J	Wong Ching Tung
Single Rope Speed Sprint Endurance 1 by 90 (age of 16-17)	Champion	5J	Wong Ching Tung

Lion Club Jump Rope Challenge

Single Rope Individual Freestyle (age of 13)	Champion	2M	Lam Ching Yin
Single Rope Speed Double Under 1 by 30 (age of 13)	Champion	2M	Lam Ching Yin
Single Rope Speed Sprint 1 by 30 (age of 13)	Champion	2M	Lam Ching Yin
Long Rope 1 minute Endurance	1st Runner-up	2M	Lam Ching Yin
Long Rope 1 minute Speed	2nd Runner-up	2M	Lam Ching Yin

Queen's Cup Jump Rope Thailand Open 2022

Single Rope Double Unders Relay 2x30 Seconds open	Champion	5J	Wong Ching Tung
Single Rope Speed Relay 4x30 Seconds female open	Champion	5J	Wong Ching Tung
Single Rope Team Freestyle 60 Seconds female open	Champion	5J	Wong Ching Tung
Single Rope Speed 1x30 Seconds female open	1st Runner-up	5J	Wong Ching Tung

Sha Tin Rope Skipping Challenge

Single Rope Double Endurance female	Champion	5J	Wong Ching Tung
Single Rope Speed Relay	Champion	5J	Wong Ching Tung

Shatin Athletic Competition 2022/23

Girls Secondary Grade A 200m	Champion	5M	Lock Ying To
Girls Secondary Grade A 60m	Champion	5M	Lock Ying To
Girls Secondary Grade A Overall	Champion	5M	Lock Ying To
Girls Secondary Grade A 100m	1st Runner-up	5M	Lock Ying To

Shing Mun River

Open W8+ (Regatta III)	Champion	5M	Chow Ka Kiu Kathie
Open W8+ (Regatta II)	Champion	5M	Chow Ka Kiu Kathie

Tolo Harbour Regatta

Women's Double Sculls	Champion	5M	Chow Ka Kiu Kathie
Mixed Double Sculls	2nd Runner-up	5M	Chow Ka Kiu Kathie

Southern District Age Group Athletic Meet 2022

Group C 100m	Champion	5J	Wong Tin Ching
	1st Runner-up	5M	Lock Ying To
Group C 200m	Champion	5J	Wong Tin Ching
	1st Runner-up	5M	Lock Ying To
Group C 4x100m relay	Champion	5L	Lee Cheuk Kiu Ocean
		5M	Lock Ying To
		5J	Wong Tin Ching
Group C Discus	Champion	5T	Sy Yuen Man
	2nd Runner-up	5J	Wong Tin Ching
Group C Long Jump	2nd Runner-up	5T	Sy Yuen Man
Group D 100m	Champion	3M	Wong Sum Yuet
	1st Runner-up	4B	Jeanbourquin Joelle
Group D 200m	Champion	3M	Wong Sum Yuet
	2nd Runner-up	4B	Jeanbourquin Joelle
Group D 4X100m relay	Champion	4B	Jeanbourquin Joelle
		3M	Fung Hoi Yau
		3M	Ho Tsz Kwan
Stephanie		3M	Wong Sum Yuet
Group D High Jump	Champion	4D	Li Ka Ying
Group D Long Jump	1st Runner-up	4D	Li Ka Ying

Love in Action Award 2022	Certificate of Appreciation	5M	Chan Wing Yan
		5J	Cheung Ching Hei
		5L	Hung Lok Yee
		5L	Lee Cheuk Kiu Ocean

BOCHK Virtual Indoor Rowing Cup 2022-2023

Girls A Grade 2000m (All HK)	1st Runner-up	5M	Chow Ka Kiu Kathie
Girls A Grade 2000m (HK Island & Kowloon)	1st Runner-up	5M	Chow Ka Kiu Kathie
2021 – 2022			
Girls B Grade 1000m (All HK)	1st Runner-up	5M	Chow Ka Kiu Kathie
Girls B Grade 1000m (HK & KLN)	1st Runner-up	5M	Chow Ka Kiu Kathie

Hong Kong Rope Skipping Association, China

Single Rope Speed 2x30 Seconds Female (age of 13-15)			
	1st Runner-up	2M	Lam Ching Yin
Single Rope Speed Relay 4x30 Seconds (age of 13-15)			
	2nd Runner-up	2M	Lam Ching Yin
Single Rope Individual Freestyle 45-80 s Female	2nd Runner-up	5J	Wong Ching Tung
Single Rope Speed Sprint 1x30 s Female	2nd Runner-up	5J	Wong Ching Tung

Inter-School Table Tennis Competition Division Two 2022-2023

1st Runner-up	4B	Hung Lam
	4D	Yip Po Hei
	3T	Kan Hoi Ching
	3M	Kwok Ching Lam
	1B	Chan Chin Yu

Wah Wing Cup Jump Rope Championship

	Overall 2nd Runner-up	2M	Lam Ching Yin
Long Rope 2 minutes endurance (age of 16 or above)	1st Runner-up	3M	Fong Sze Ting
Single Rope Speed Relay 4x30 Seconds (age of 12 or above)			
	1st runner-up	2M	Lam Ching Yin
Single Rope Speed Relay 4x30 Seconds (age of 16 or above)			
	1st runner-up	3M	Fong Sze Ting
Single Rope Speed 1x30 Seconds (age of 13 to 15)	2nd runner-up	3M	Fong Sze Ting
Team Show	2nd runner-up	2M	Lam Ching Yin

Inter-School Table Tennis 2022

Division Two Girls B Grade	Second	4B	Hung Lam
		3T	Chu Ka Yi
		3T	Kan Hoi Ching
		3M	Kwok Ching Lam
		3T	Lai Wing Chun
		1B	Chan Chin Yu

True Light Middle School of Hong Kong 88th Anniversary Sport Day (2023)

4X100m Invitational Relay	2nd Runner-up	5M	Lock Ying To
		5J	Wong Tin Ching
		3M	Ho Tsz Kwan

Stephanie

3M Wong Sum Yuet

Inter-School Swimming Competition (HK Island and Kowloon-Division 3)

Grade A 100m Free Style	2nd Runner-up	4F	Wong Wai Ki
Grade A 4x50m Free Style Relay	3rd Runner-up	5J	Cheung Ching Hei
		5L	Lee Cheuk Kiu Ocean
		3J	Lau Yee Ching
		4F	Shum Wing Yin

Annika

Grade C 50m Breast Stroke	3rd Runner-up	2G	Chun Tsz Ki
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Visual Arts Awards

2022 Teenagers & Children Christmas Painting Contest

Champion	1M	Mak Wai Ki Jasmine
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2023 Lunar New Year Painting Contest

Division: Secondary School	Champion	1M	Mak Wai Ki Jasmine
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The 12th Hong Kong Art Elite Painting Competition 2022

1st Runner-up	1R	Leung Tsz Yue
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2023 Teenagers & Children Year of the Rabbit Painting Contest

1st Runner-up	1M	Mak Wai Ki Jasmine
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"Salute to Teachers 2022" Bookmark Design Competition

Bookmark Design Competition (F1 to F3)	1st Runner-up	2M	Wong Yeuk Kwan
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Hong Kong Pen Calligraphy Competition 2022

English Pen Calligraphy - Secondary Group	1st Runner-up	4A	Law Pui Yu
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Hong Kong Youth Artist Competition

Drawing (Secondary School Section)	2nd Runner-up	1M	Mak Wai Ki Jasmine
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Hong Kong Youth Creative Arts Contest 2022

Silver Award	1R	Leung Tsz Yue
1st Runner-Up	1R	Leung Tsz Yue

2023 全港兒童新年填色及繪畫比賽-繪畫組	冠軍	1M	Mak Wai Ki Jasmine
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奇妙聖誕填色及繪畫比賽 2022

少年初級組傳統繪畫	冠軍	1M	Mak Wai Ki Jasmine
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小眼睛看宇宙繪畫比賽

少年組	冠軍	1M	Mak Wai Ki Jasmine
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視覺空間智能之第六屆香港紫荊盃國際繪畫大賽

冬季節日中學組	金獎	1M	Mak Wai Ki Jasmine
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審匠 x 賞茶第二屆彩繪杯設計比賽-關愛貧窮由你做起

中學組	亞軍	5T	Chan Ying Lam Ashley
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第二十八屆國際兒童及青少年中文硬筆書法比賽 銀獎		1M	Mak Wai Ki Jasmine
第十二屆香港藝術菁英繪畫大賽彩繪夢想	銀獎	1R	Leung Tsz Yue
香港青少年兒童繪畫公開賽 2022	銀獎	1M	Mak Wai Ki Jasmine
華萃盃第四屆中英文硬筆書法大賽(英文)	銀獎	1M	Mak Wai Ki Jasmine
"為亞運喝采"全國青少年兒童書畫大賽-兒童組 一等獎		1A	Chan Hiu Ching
「民法典猜情尋」封面設計比賽	二等獎	4A	Pau Sheung Huen
全港硬筆書法大賽 2022-中文硬筆書法	銅獎	4A	Law Pui Yu
溫馨聖誕繪畫大賽	2nd Runner-up	1M	Mak Wai Ki Jasmine
International Children and Youth Competitions 2022			
繽紛聖誕節繪畫比賽-少年 G 組	冠軍	1M	Mak Wai Ki Jasmine
兔年賀新禧繪畫比賽-少年 G 組	冠軍	1M	Mak Wai Ki Jasmine
全港十八區中秋節填色比賽			
港島中西區	冠軍	1M	Mak Wai Ki Jasmine
港島南區	冠軍	1M	Mak Wai Ki Jasmine
港島東區	冠軍	1M	Mak Wai Ki Jasmine
全港十八區英文硬筆書法比賽			
港島中西區	冠軍	1M	Mak Wai Ki Jasmine
港島東區	冠軍	1M	Mak Wai Ki Jasmine
港島南區	亞軍	1M	Mak Wai Ki Jasmine

Others Awards

“Pursuing Excellence and Beyond” Youth Leadership Award Scheme 2022-2023

Outstanding Student	5J	Chan Kei Lam
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Hong Kong Island Outstanding Student Award 2022-23

Top 10 Most Outstanding Students on Hong Kong Island

Merit prize	3T	Cheng Sze Ching Michelle
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Wofoo Millennium Entrepreneurship Programme 2022-23

Most Astonishing Team Spirit	5J	Chan Kei Lam
	5L	Ho Hoi Ting
	5M	Ho Tsz Yan
	5J	Ng Hei Yiu Hailey
	5J	Yuen Tin Yan

JA Company Program 2022/23

Most Valuable Team Player (MVP)	5L	Yip Tsz Yau Bella
Most Improved Team Player (MIP)	4A	Law Pui Yu

JPC x BOC STEM-Up Innovation and Technology Competition 2022

1st Runner-up	4A	Cheung Sze Man
	4A	Chiang On Ki
	4A	Chong Yui Lam
	4A	Yang Wai Ting

Youth Arch Student Improvement Award 2021-2022

Student Improvement Award	Merit prize	5M	Chen Yuen Kiu
		5L	Lee Cheuk Kiu Ocean
		5T	Lee Wing Hei
		5J	Wong Lai Man
		4B	Chen Ching Yung
		4A	Lau Yan Yu
		4A	Leung Wai Kwan
		4F	Ng Ka Wing
		3T	Chu Ka Yi
		3M	Fung Hoi Yau
		2M	Hui Yan Sin
		3J	Tang Ka Wing
		2M	Chan Tsz Ching
		2R	Cheung Ka Shun

第二屆四維八德踐行獎比賽

中學組

Merit prize	5J	Choi Tsz Yan
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第五屆中華狀元紅

中一中華文化及基本法知識班際問答比賽	冠軍	1A	Chui Ka Wai
		1A	Chan Hiu Ching
		1A	Ng Sze Wing
		1A	Tam Man Wai
中二中華文化及基本法知識班際問答比賽	冠軍	2S	Cheung Sz Po
		2S	Leung Cheuk Wa Jolie
		2S	Tsui Man Ching Jaspar
		2S	Wong Ka Tung

VI. Financial Reports

Financial Summary 2022/23 (Unaudited Report)

	\$	\$	\$
	Income	Expenditure	Surplus / (Deficit)
1. Government Funds			
I. Non-School Specific Grant			
EOEBG Baseline Reference	2,040,148.00	1,793,841.00	246,307.00
Sub-total	2,040,148.00	1,793,841.00	246,307.00
II. School Specific Grant			
Admin Grant	4,127,496.00	3,620,498.00	506,998.00
Air-conditioning Grant	612,458.00	483,299.00	129,159.00
Capacity Enhancement Grant	654,502.00	520,895.00	133,607.00
Composite IT Grant	503,136.00	449,797.00	53,339.00
School-based Management Top-up Grant	51,615.00	1,500.00	50,115.00
Renovation		953,350.00	(953,350.00)
Sub-total	5,949,207.00	6,029,340.00	(80,133.00)

Surplus as at 31 August 2023 **166,174.00**

	\$	\$	\$
	Income	Expenditure	Surplus / (Deficit)
2. School Funds			
Tong Fai	100,674.00	83,791.00	16,883.00
Scholarship	184,100.00	127,600.00	56,500.00
Approved Collection	169,560.00	100,133.00	69,427.00
Copy Fee Income	125,908.00	137,490.00	(11,582.00)
Fund-raising	56,119.00	56,119.00	0.00
Sales of School Items	69,720.00	70,984.00	(1,264.00)
Sub-total	706,081.00	576,117.00	129,964.00

Surplus as at 31 August 2023 **129,964.00**

VII. Future Planning

The 2 Major Concerns for 2023-2024 will be:

Major Concern 1: To bolster students' capacity to grow and aspire

- Focus I: Teachers are empowered in their capacity
- (a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective thinking.
 - (b) To engage students with special educational needs
- Focus II: Students build up and work towards their aspirations based on their understanding of their strengths, interests and their enriched life experiences
- Focus III: Students are able to master self-management skills.

Major Concern 2: To enhance the effectiveness of learning and teaching for academic excellence

- Focus I: Enhance motivation and learning capacity of students with different abilities and needs.
- Focus II: Develop and maintain the quality of teaching through enhancing the capacity of teachers.
- Focus III: Review the curriculum and modes of assessment to comply with the current education initiatives.

Expenditure of Grants

A. Use of Capacity Enhancement Grant (CEG)

Starting from the school year of 2000-01, the school has received a CEG from EDB every year to help relieve the workload of teachers so that they will have an ‘enhanced capacity to concentrate on the critical tasks in the education reform’.

In 2022-23, the total amount of CEG received was \$654,502.00. To relieve teachers’ workload, the fund was used mainly for teaching assistant and I.T. technician to support learning and teaching. Total expenditure was \$519,872.50. The surplus of \$134,629.50 would be transferred to the balance of EOEBG.

Use of Capacity Enhancement Grant (CEG)

	Income \$	Expenditure \$	Surplus / Deficit \$
	654,502.00		
Hiring Teaching Assistant		291,025.00	
Hiring IT Technician		150,307.50	
English Remedial Course		78,540.00	
Surplus transferred to the balance of EOEBG C/F to 2023-2024			134,629.50

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers’ workload is alleviated)	Time Scale	Performance Indicators	Evaluation	People Responsible
Academic	Employed 1.5 Teaching Assistants to support administrative work for some panels.	● Relieved teachers’ workload by supporting teaching related administrative work	Whole year	Teaching materials of various subject prepared	Useful teaching materials were prepared. Majority of teachers found that Teaching Assistant could enhance their capacity in teaching.	Ms. Fung Mut Wah
I.T. in Learning and Teaching	Employed one I.T. Technician to support I.T. in learning and teaching	● Technical support would facilitate I.T. in learning and teaching	Whole year	Frequency in using mobile devices and software in learning & teaching	With the support of the I.T. technician, teachers were encouraged to include various I.T. elements in teaching. The frequency of using I.T. in classroom teaching was thus boosted.	Mr. Wong Kwok Shu
Academic	To provide after-school English classes	● After-school English classes could motivate students to take part in English activities and speaking practices.	Whole year	Students would find the classes motivating their interest to use English	Students commented that the after-school classes could arouse their interest to speak English.	Mr. Lo Chun Lam

B. Learning Support Grant for Secondary School (LSGSS)

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
1	Executive Functioning Training Workshop	20 sessions	The Academy of Play and Psychotherapy	Nov – May	12 students (S1 – S3, 4 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 75% - 95% Most of the students found that they were able to implement skills that they have learned into their daily life. For example, time management skills, communications skills and problem solving skills. Due to the pandemic, outdoor activities were cancelled, workshop was conducted through zoom.
2	Chinese Writing & Reading Workshop	20 sessions	Hearing & Speech Therapy Centre	Oct. – May	6 students (S2 – S5, 6 SEN)	To equip students with Chinese study skills and to improve their writing skills and comprehensive skills	Attendance rate = 90% - 100% Students were attentive and engaged in class, all of them agreed that the workshop can enhance their comprehension skills. Due to the pandemic, trainings were conducted through zoom.
3	Speech Therapy Training	20 sessions	Hearing & Speech Therapy Centre	Oct. – May	3 students (S2 – S4, 3 SEN)	To help students improve their speaking and communication skills	Attendance rate = 75% - 85% Most of them showed improvement in voice volume, verbal expression and eye contact. Due to the pandemic, training trainings were conducted through zoom.
4	Expressive Art Therapy	32 hours	Hong Kong Expressive Arts Therapy Service Center	Jan – June	3 students (S2 – S5, 3 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings.	Attendance rate = 90% - 100% Since the school attendance of our students were unstable due to their emotional wellbeing, the attendance rate of this workshop was unsatisfactory. Positive feedback was received by those who attended. They were more willing to express their thoughts. Due to the pandemic, trainings were conducted through zoom.
5	Social Skill Training Workshop	20 sessions	Potential Engine	Oct. – May	6 students (S1 – S2, 3 SEN)	To strengthen students' skills in communicating and interacting with others in social context.	Attendance rate = 70% - 90% All participants have actively engaged in the tutorial. They learnt social skills, such as listening, giving appropriate response. Due to the pandemic, trainings were conducted through zoom.

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
6	Interview Skill Workshop	16 sessions	Potential Engine	Oct. – May	10 students (S4 – S6, 4 SEN)	To equip students with interview skills for preparing JUPAS or other interviews.	Attendance rate = 40% - 95% Some participants actively engaged in the workshop. They practiced interview techniques in the mock interview and prepared and drafted relevant questions for interviews. Due to the pandemic, trainings were conducted through zoom, yet students' engagement was not active enough..
7	Clinical Psychological Services	65.25 hours	Tung Wah Group of Hospitals	Oct - August	10 students (S1 – S5, 8 SEN)	To provide students individualized training and counselling services.	Attendance rate = 95% - 100% Students felt relaxing and safe to share with the CP. Sessions of parent consultation were arranged. Due to the pandemic, some sessions were conducted through zoom.
8	Animal Assisted Therapy	30 sessions	Hong Kong Animal Assisted Therapy Association	August	2 students (S5, SEN) Group Therapy	To develop a bond with an animal which help the girl develop a better sense of self-worth and trust, stabilize their emotion.	Attendance rate = 90%
9	Teacher Assistant for SEN	1	School	Whole year	All SEN	To help out administration work related to SEN, such as SEA.	The teacher assistant relieved the administration workload of teachers and school social workers, so that more space for them to organize and take care of all SEN.

C. Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN)

	Item	Quantity	Date	Target Group	Aim	Evaluation
1	Clinical Psychology Services	27.25 hours	Whole year	NCS SEN students	To provide psychology services to SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life.	Attendance rate = 100% Students felt relaxing and safe to share with the CP. Most of them showed little improvement. Yet, due to the pandemic and class suspension, the number of sessions reduced.
2	Teacher Assistant (SEN)		3 months	NCS SEN students	To support the administration work and pull-out training/tutorial for NCS SEN	Afterschool tutorial, lunch time speaking practice were conducted.
3	Lunch Gathering	4 sessions	Whole year	NCS SEN students	To tighten the bonding among NCS students and promote cultural diversity.	Due to the shortened school hours, gathering were held during recess, time was rush. A online session was conducted for senior NCS students to start explore the career pathway.
4	Learning Buddy Program	144 sessions	School	May - July	23 students (S1-S5, 10 SEN)	To conduct homework support in group/individually. Attendance rate = 85% - 100% Students were attentive and found it was useful in improve their academic performance.

D. 改善非華語學生的中文學與教

施行計畫	施行策略/工作	預期成果	實際成果
<p>一. 實施「學習架構」整體規畫</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p>	<p>1.1 安排具教學經驗或已接受教授非華語學生的專業培訓課程的老師任教。</p> <p>1.2 向教育局申請校本支援——聯校支援，為中一任教老師提供專業教學知識及策略，以提升學生的語文水平。</p> <p>2.1 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。</p> <p>2.2 其他老師應用在教學上</p> <p>3. 鼓勵全體中文科老師參加香港大學「校本專業支援計畫」，以提升教師教授非華語生的專業知識。</p> <p>4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。</p> <p>5. 購買教學所需的教材及圖書。</p>	<p>1.1 任教老師須具教學經驗或已接受教授非華語學生的專業培訓課程。</p> <p>1.2 ①成功申請，並展開支援 ②老師於課堂上運用建議的策略 ③學生的語文水平得以提升</p> <p>2.1 任教老師於科組會議上分享教學心得</p> <p>2.2 其他老師應用在教學上。</p> <p>3. 曾參加相關講座</p> <p>4.1 每學期完成不少於1節觀課，全學年共2節。 4.2 全學年共不少於1次專業交流。</p> <p>5. 已購買教學所需教材及圖書</p>	<p>1.1 已接受教授非華語學生的專業培訓課程的老師任教能根據非華語學生的學習情況設計適切的教學策略。</p> <p>1.2 ①已成功申請「賦權授能·銜接向上一提升多元文化學生中文學習能力」計劃。 ②老師已於課堂上運用建議的策略，其於中一至中三推行「非華語課程『增加詞彙量』行動計劃」，開立「佳詞佳句簿」。100%老師每周最少訂立一個主題，安排學生完成課業。 ③學生的語文水平明顯得到提升。</p> <p>2.1 任教華語班老師能從分享中設計更切合學生學習需要的教學方法；亦能提升教師教授非華語學生的專業能力。</p> <p>2.2 教師能從專業知識中，學會教授技巧。</p> <p>3. 部分教師曾參加相關講座。</p> <p>4. 教師在同儕觀課中掌握教授非華語學生的教學策略。</p> <p>5. 已為教師購買教材及圖書。</p>

施行計畫	施行策略/工作	預期成果	實際成果
2. 設計初中非華語學生校本中國語文課程及教材。	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。	完成初中非華語學生校本調適課程、教材及評估。	已參考教育局上載「學習架構」專頁的配套資源及主流課程，設計校本非華語學生調適課程、教材及評估。 初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。
3. 幫助非華語學生認識中國傳統文化，以提升學習中文的成效。	1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等 2. 因應中國傳統節日，舉行相關的活動。 3. 安排非華語學生參加具中華文化的體藝活動。(例如中秋節)	1. 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。 2. 曾參加與中國傳統節日相關的活動。 3. 曾參加具中華文化的體藝活動。	1. 能認識更多較淺易的文學作品、歷史、成語故事等。 2. 於全人發展課堂上與華語生一同參加。 3. 曾參加具元宵節節慶、書法活動、中華文化日活動等具中華文化特色的活動。惟部分活動(如中四級講座)超出學生能力範圍，故建議來年推行時可參考非華語學生能力，彈性安排學生參與活動。
4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二及中三各增加2節中國歷史及文化課 3. 午間支援 4. 僱用專業服務課後支援	1. 中一、中二採取抽離學習 2. 較主流生多兩節中國歷史及文化課 3. 已安排午間支援 4. 已僱用專業服務課後支援	第1、2、4項，均已安排。 第3項，因負責此活動的教學助理離職，學生無暇安排人手進行。 整體而言，全部學生的中文水平均具有進步。
5. 評估支援措施的成效	1. 參考「學習架構」及評估工具設計校內評估。 2. 在本學年結束前，使用教育局評估工具的結果。	1. 參考「學習架構」及評估工具設計校內評估。 2. 完成教育局評估	1. 大部分學生的考試成績均合格。 2. 已完成。

施行計畫	施行策略/工作	預期成果	實際成果
	3. 可提升非華語學生的中文水平。	3. 整體語文水平可達中等。	3. 大部分符合初中及高中水平。
6. 安排非華語學生多元升讀大學的途徑	1. 安排中三、中四非華語學生學習 GCE(AL)課程 2. 安排中三、中四非華語學生參加課後國際 GCE(AL)中文考試預備班及考試。	1. 中三及中四完成 GCE(AL)中文課程 2.1 能掌握考試內容及作答技巧 2.2 能考獲 E 或以上，符合報考中六大學聯招替代中文的要求。	1. 中三及中四課程依 GCE(AL)課程設計。 2.1 學生尚能掌握應試技巧。 2.2 中四、中五抽離班非華語學生已報考 2023 年 GCE(AL)中國語文科考試，考試成績將於 8 月公布。 長遠而言，部分非華語學生來港時日趨淺，能力每況愈下，對應付普通教育文憑 GCE(AL)中文考試明顯力有不逮，有必要探討為學生開辦國際普通中學教育文憑(簡稱: IGCSE)課程的可行性和必要性。
二. 建構共融校園 1. 加強與非華語學生家長的溝通	1. 提供所有主要學校通告的英文版本 2. 由班主任協助非華語學生家長瞭解學校通告的內容 3. 提供英文版本的學校簡介 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)	1. 所有主要學校通告的均附有英文版本 2. 班主任協助非華語學生家長瞭解學校通告的內容 3. 學校簡介具英文版本 4. 已舉辦家長講座 5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)	非華語學生家長瞭解子女學習安排，並能達致家校合作。 部分非華語學生家長被選中填寫意見調查表格，反應正面。

施行計畫	施行策略/工作	預期成果	實際成果
2. 提升教師的文化敏感度，營造多元文化環境	為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。	不同族裔的學生能互相學習。	部分學生參與同儕互勉計畫，反應良好。

E. Diversity Learning Grant (DLG)

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
1	Creativity: Divergence Thinking Workshop	<ul style="list-style-type: none"> ● To equip students with divergence (creative) thinking ● To allow students to understand how to apply the skills into daily life in non-academic areas such as planning school activities or functions like school picnic, and academic areas such as essay writing, short presentation or instant verbal feedback. 	<ul style="list-style-type: none"> ● 18 students ● S2 to S4 <p>Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (Executive Committee members of houses and Budding Leaders)</p>	22 April 2023 (3 hours)	Lecture and workshop	<ul style="list-style-type: none"> ● The attendance rate was 78% due to clash with other activities. ● All students found that the program was useful. ● All students found that the trainer was friendly. ● Students reported that they have learned what creativity is and how to think outside the box in their daily life.
2	Leadership Training Workshops	<ul style="list-style-type: none"> ● To introduce various leadership skills to student leaders. ● To allow students to have a better standing on their strengths and weaknesses as a young leader. 	<ul style="list-style-type: none"> ● 22 students ● S2 to S4 ● Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (Executive Committee members of houses and Budding Leaders) 	25 February and 4 March 2023 (3 hours each)	Lecture and workshop	<ul style="list-style-type: none"> ● The attendance rate was high (100%). ● Most participants (95%) agreed that the program was meaningful and inspirational. They had better understanding on what good leadership qualities include and they were more aware of their leadership style.

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
3	Model United Nations Conference Program	<ul style="list-style-type: none"> ● To enrich students' sensitivity towards global issues ● To sharpen students' presentation and public speaking skills, ability to screen and organize information. ● 	<ul style="list-style-type: none"> ● 17 students ● S3 to S4 <p>Nominated by Gifted Education Committee (Accelerated Learners)</p>	5 and 10 July 2023 (3 hours each)	Lecture and workshop	<ul style="list-style-type: none"> ● The attendance rate was 88% due to students' sickness. ● Some students found the format of having a model international conference new and exciting. ● 100% of students agreed that the program has enhanced their global vision. ● Although students might not be ready for the challenging MUN format (due to the limited preparation time), most of them were active in working on the presentation after learning the theories concerning international relations.
4	Learn to Learn Skills: Revision Skills Workshops	To help students learn a structured approach of revision techniques, tools and tips in order to increase the effectiveness of their revision practice.	<ul style="list-style-type: none"> ● 98 students (whole level) ● S3 students 	13 and 26 October March 2022 (1 hour each)	Lecture and workshop	<ul style="list-style-type: none"> ● Many students (74%) found the program practical. ● Most students (82%) were satisfied with

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
						<p>the overall performance of the trainers.</p> <ul style="list-style-type: none"> ● The workshops enriched students with skills to study more strategically and efficiently, e.g. the use of flashcards and tomato timers. ●
5	Higher-order thinking skills classes	To enhance students' exposure and higher order thinking skills.	<ul style="list-style-type: none"> ● 36 students ● S4 and S5 ● Nominated by subject teachers ● 	8 May to 2 June 2023 (1 hour 30 mins each)	Lecture and workshop	<ul style="list-style-type: none"> ● The satisfaction rates of the content ranged from 3.33 to 4.50, with 1 being strongly disagree and 5 being strongly agree: S4 Chinese (4.50), S5 Chinese (4.00), S4 English (3.50), S5 English (3.33), S4 Mathematics (4.00) and S5 Mathematics (4.17). ●
6	Learn to Learn Skills: Revision Skills Workshops	To help students learn a structured approach of revision techniques, tools and tips in order to increase the effectiveness of their revision practice.	<ul style="list-style-type: none"> ● 115 students (whole level) ● S3 students 	3 March and 9 June 2022 (1 hour each)	Lecture and workshop	<ul style="list-style-type: none"> ● Most students (82%) found that the program was practical. ● Most students (91%) were satisfied with

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
						<p>the overall performance of the trainer.</p> <ul style="list-style-type: none"> ● The workshops enriched students with skills to study more strategically and efficiently, e.g. the use of flashcards.
7	Higher-order thinking skills classes	To enhance students' exposure and higher order thinking skills.	<ul style="list-style-type: none"> ● 34 students ● S4 and S5 ● Nominated by subject teachers 	30 May to 8 July 2022 (1 hour 30 mins each)	Lecture and practices	<ul style="list-style-type: none"> ● The satisfaction rates ranged from 3.2 to 4.0, with 1 being strongly disagree and 5 being strongly agree: S4 Chinese (4.0), S5 Chinese (4.6), S4 English (3.2), S5 English (3.2), S4 Mathematics (3.4) and S5 Mathematics (3.5). ● Students reflected that the two Chinese classes were more effective in preparing them to sit for the HKDSE examination.

F. Use of School-based After School Learning & Support Grant

Starting from the school year of 2005-06, the school has received a School-based After School Learning & Support Grant from EDB every year to support the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth. The target students of the Program are those S.1 to S.6 students in receipt of CSSA/SFAS full grant.

In 2022-23, the sum of this yearly grant received was \$60,000.00 in which \$64,380.00 will be carried forward from the year 2021-22, summing up to a total surplus of \$124,380.00. To relieve teachers' workload and to enhance teaching and learning, the fund was applied to subsidize students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. Total expenditure of these programs was \$72,228.00. The accumulated surplus of \$52,152.00 would be carried forward to the year 2023-24.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 115 (including A. 9 CSSA recipients, B. 58 full-grant recipients and C. 48 under school's discretionary quota).

A. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate (%)	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner / service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Tutorial Class	4	17	15	95	Sep to Aug	37,250.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
School Picnic	9	58	48	100	14/10/2022	34,978.00	Teachers' observation, student feedback and scrutiny of documents	Hong Kong Disneyland	The school picnic successfully enhanced class unity and fostered stronger relationships between students and teachers. Through engaging life and values education activities inspired by Disney's timeless stories, students gained valuable insights about self-discovery and building resilience, resulting in a fun-filled and memorable experiential journey.
Total no. of activities: 20	115								
@No. of man-times	93	494	420						
**Total no. of man-times	1,007				Total Expenses	72,228.00			

Note:

* Types of activities are categorized as follows: tutorial service, learn to learn skill training, language training, visits, art /culture activities, sports, confidence building, volunteer service, adventure based activities, leadership training, and communication skills training courses.

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

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

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

G. 運用推廣閱讀津貼報告書

第一部分：成效檢討：

1. 目標檢討：（例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。）
 - 1.1 學生對參加網上閱讀活動未算積極投入。
 - 1.2 學生喜愛紙本閱讀。
 - 1.3 本學年學校圖書館開放予學生借閱圖書。同時開放網上電子平台，包括教育城、校外電子閱讀計畫平台，讓學生可持續閱讀，故學生仍可保持閱讀習慣及興趣。同時，學校仍不斷購入不同範圍的圖書，以豐富學生的識見。
 - 1.4 閱讀面亦廣闊，涉獵不同類別的圖書。
 - 1.5 樂意與人分享閱讀成果。
 - 1.6 按情意及社交表現評估套件（第三版）所得的數據顯示，學生在閱讀（非指定讀物）方面的P值為80.7，在閱讀（休閒閱讀時間）方面的P值為70.3，可見學校在舉辦閱讀活動及營造課外閱讀空間兩方面的表現理想，整體校園閱讀氛圍濃厚。
2. 策略檢討：（例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等，檢討「營建閱讀氛圍」所用策略的成效。）
 - 2.1 本年度舉辦兩個活動：《愛麗絲夢遊仙境》摺紙活動及迷你書製作工作坊，讓學生可接觸不同層面的知識，並可營建閱讀的氛圍。本組發現：兩項活動深受學生歡迎，皆屬「手工製作活動」，可見學生對此類活動較有興趣。
 - 2.2 電子閱讀計畫方面，本組雖已推出電子書閱讀報告獎勵計畫，但從表1及表2可見，學生在閱讀電子書方面反應十分冷淡。可是，訂閱電子閱讀計畫所費不貲，每項閱讀計劃平均超過1萬元。因此建議下學年先暫停訂閱知書閱聽電子閱讀平台，同時透過已參與的賽馬會數碼「悅」讀計劃所得的器材和資料，繼續嘗試推廣電子閱讀，嘗試吸引學生從不同層面接觸閱讀。

年月	帳號登入數	使用冊數
2022/10	4	4
2022/11	2	3
2022/12	7	18
2023/01	6	9
2023/02	36	104
2023/03	2	7
2023/04	5	6
2023/05	0	0
總計	62	151

表1：Hyread English E-books Report 2022-23

年份	每月閱讀電子書次數	每月閱讀總時數
2022/10	0	0h0m0s
2022/11	0	0h0m0s
2023/01	29	3h36m10s
2023/02	4	0h13m0s
2023/03	21	2h40m51s
2023/04	70	10h43m59s
2023/05	21	5h53m47s

表2：知書閱聽每月閱讀電子書報告摘要

- 2.3 本年度部分活動為跨學科學習活動，學生反應不俗，因此建議來年可策劃或統籌其他跨學科學習活動，提升閱讀興趣與能力。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	23,791.30
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	29,280.00
	<input type="checkbox"/> e 悅讀學校計劃	
	<input checked="" type="checkbox"/> 其他計劃：中一至中三每日一篇、S1-S3 Highlight	
3.	閱讀活動	2,000.00
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input checked="" type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	1,600.00
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	0.00
	<input checked="" type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	556.00
4.	其他：	
	<input checked="" type="checkbox"/> 中一至中三校本閱讀獎勵計劃	1,500.00
	<input checked="" type="checkbox"/> 校本跨科閱讀活動	4,155.00
	<input type="checkbox"/> 校本主題學習閱讀活動	0.00
Total:		62,882.30

I. Report of School Executive Officer Grant (SEOG)

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Evaluation
School Executive Officer	Employed 1 full time school executive officer to handle procurement and MR/ER.	<ul style="list-style-type: none"> ● Relieve teachers' workload in procurement. ● Handle the MR/ER in connection with EDB. 	School Executive Officer handled procurement documents and other administrative work and released teachers' time to focus on teaching and student affairs.
Clerk	Employed 1 full time clerk to provide clerical support.	<ul style="list-style-type: none"> ● The clerical work and support can ensure smooth operation of the school. 	Clerk assisted with front desk enquiries and general office clerical work. These have highly facilitated the smooth functioning of the General Office.

J. Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Grant (CSDG)

Major Area(s) of Concern	Strategies/ Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Actual expenses of the subsidized items/ activities	Evaluation
Developing or procuring relevant learning and teaching resources	<ul style="list-style-type: none"> Purchasing reference books, journals, magazines, multi-media and e-learning resources, mobile application and software, and other related learning and teaching resources. 	With more resources, teachers would be able to teach subject content more efficiently and effectively.	<ul style="list-style-type: none"> Library books, eBooks and audio-visual books for students and reference books for teachers (\$48,575.8) Magazines (\$6,540) Teaching aids (\$2,880) E-learning resources (\$600) <p>Total: <u>\$58,595.8</u></p>	Library books, eBooks and audio-visual books were bought to motivate and extend students' learning after lessons. Magazines and e-learning resources provide different types of information, including infographics, photos and videos, which could effectively raise students' interest in CS. Teaching aids bought helped visualize learning content and raise teaching and learning effectiveness.
Organizing school-based learning activities relating to the CS curriculum	<ul style="list-style-type: none"> Organizing learning activities for example visits to exhibitions, field trips and experiential learning camps, etc., which are related to the curriculum of Citizenship and Social Development. 	Students could learn outside classroom, deepening and extending their learning.	<ul style="list-style-type: none"> Travelling expenses (\$3,950) Activity fees (\$8,294) <p>Total: <u>\$12,244</u></p>	Students were given different opportunities to learn CS outside classroom. According to our surveys, most students agreed that the activities allow them to learn something which could not be learnt in classrooms, the activities make the learning of CS more interesting, and the activities help deepen understanding of the related content in the curriculum.
Subsidising participation in the Mainland study	<ul style="list-style-type: none"> Subsidising students' participation in the Mainland study tours 	The subsidies could help students develop generic skills, including critical	<ul style="list-style-type: none"> Visa application fees (\$790) Materials supporting 	According to the EDB circular in July 2023, schools have to arrange students to join CS Mainland study tours

tours	/ exchange activities ● Subsidising the fees incurred by teachers' participation in Mainland interflow activities relating to the curriculum of CS	thinking, communication and self-learning skills, through field study and project learning.	learning in Mainland study tour (\$3008) Total: <u>\$3798</u>	organised by the EDB, who will fully subsidise students to participate in CS Mainland study tours once. With the EDB's subsidies, the actual expenses were much lower than the budget planned. Funding in this area will be used to subsidize students' visa application fees and support students' learning throughout the study tour.
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K. Report on the Use of the Student Activities Support Grant**I. Financial Overview**

A	Allocation in the Current School Year:	\$46,150.00
B	Expenditure in the Current School Year:	\$46,150.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$3,147.50
Full-grant under the School Textbook Assistance Scheme	10	\$32,425.00
Meeting the school-based financially needy criteria	8	\$10,577.50 (capped at 25% of the total allocation for the school year)
TOTAL	23	\$46,150.00 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description of the Activity	Domain	Person-times ¹ of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Tutors' Salary of Instrument Classes	Arts (Music)	4	\$7,875.00	✓				
2	Organize Sports Teams/ Clubs (regular training) 1. Athletic Team 2. Badminton Team 3. Basketball Team 4. Chinese Dance 5. Dance Crew 6. Volleyball Team	Physical Education	50	\$35,827.50			✓		
3	School Picnic	General Studies	20	\$2,447.50	✓		✓		

No.	Brief Description of the Activity	Domain	Person-times ¹ of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Expenses for Category 1		74	\$46,150.00					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
	Expenses for Category 2		0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
	Expenses for Category 3		0	\$0.00					
		Total	\$74	\$46,150.00					

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

L. Report on Measures related to Safeguarding National Security and National Security Education

Area	Measure(s)	Implementation Situation	Implication /Effectiveness
1. School Administration	1.1 Appoint a coordinator to specially plan, implement and monitor the promotion and implementation of national security education in school in collaboration with various subject panels and committees.	A teacher has been assigned to take charge of it.	School has appointed Mr. Ching Yu Cheong as the coordinator to lead the school's planning of national education (including national security education).
	1.2 Strengthen school management mechanisms and procedures, including library books screening mechanisms, teaching material inspection and reviewing publications and leaflets distributed by external agencies to ensure there is no content that may endanger national security.	Fully implemented.	
	1.3 Strengthen the events organizing mechanisms and procedures for schools to ensure that learning activities organized in the name of the school (including student activities, extra-curricular activities, inviting external guest speakers, alumni or parent-teacher associations events for students, events taught by external tutors etc.) will not involve acts and activities that may endanger national security.	Fully implemented.	We have to continue to optimize content of service agreement or contract in order to fulfill any updated requirements by the EDB and to safeguard national security.
	1.4 Make good use of important festival days, important school days and special occasions to increase the frequency of raising the national flag and playing and singing the national anthem, thereby enhancing students' understanding of national conditions and national security, and helping them to develop a stronger sense of national identity.	Fully implemented.	
2. Staff management	2.1 Regular assignment inspection to be conducted to ensure no illegal content or content that may violate national security is included in teaching materials.	Fully implemented.	Through appraisal system, such as lesson observation and homework inspection, School

Area	Measure(s)	Implementation Situation	Implication /Effectiveness
			has taken measures to ensure national security education has been properly put in place.
3. Staff training	<p>3.1 Continue to encourage teaching and non-teaching staff to participate in professional development activities related to national security, and promote school personnel at all levels to understand the legislative background and spirit, content and significance of the Hong Kong National Security Law and relevant measures to effectively implement national security education.</p> <p>3.2 Continue to nominate teachers to participate in seminars on the Basic Law or the Hong Kong National Security Law organized by the Education Bureau, and systematically review teacher training to ensure that teachers complete the training courses as required by the Education Bureau.</p>	Fully implemented.	24 out of 58 teachers (41.4%) have participated in related activities of the EDB or external organizations.
4. Learning and teaching	<p>4.1 All teachers to archive school-based learning and teaching resources in common drive storage for inspection by school management or the Education Bureau.</p> <p>4.2 Subject panels to optimize the curriculum by integrating the elements of national security education, so as to enhance students' national identity.</p>	Fully implemented.	<p>The newly constructed shared storage hard drive could more effectively store files and teaching resources, ready for inspection for the school and the EDB at any time.</p> <p>Each subject must take into account the three aspects of knowledge, emotion, and action in the course of designing national security education activities to improve the effectiveness of the activities.</p>

Area	Measure(s)	Implementation Situation	Implication /Effectiveness
5. Student guidance, discipline and support	5.1 To guide students develop positive values, empathy, respect for others and legal awareness through WPD programmes and activities.	Fully implemented.	Through morning assemblies and whole person development lessons, School has enhanced students' knowledge and value of law-abidingness.
6. Home-school cooperation	6.1 To encourage parents to attend seminars or talks about national security education through PTA.	Fully implemented.	<p>On April 8 2023, parents, students and PTA created booth games at the “National Security Education Day cum HAPPY HK Parent-Child Carnival” hosted by the Hong Kong Federation of Parent-Teacher Associations. Such activity raised parents, teachers and students the importance of national security.</p> <p>On May 5 2023, PTA invited parents and students to participate in the "Central and Western District National Security Education Seminar" organized by the Central and Western District Office.</p>

End of Report