



**Christian Alliance S. C. Chan Memorial College**

**Annual School Report**

**2022-2023**

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## **(1) Our School**

### **Background**

Christian Alliance S C Chan Memorial College (SCC) is the second co-educational secondary school founded by *Kowloon Tong Church of the Chinese Christian and Missionary Alliance* in 1980. Started with only six Form One classes, the school expanded and was able to offer a total of 30 classes from Form One to Form Seven in 1984. Though we started to offer four Form One classes in 2011 after joining the Voluntary Optimisation of Class Structure Scheme, we have been operating five Form One classes since 2015/16.

### **School Mission**

Based on the teaching of the Bible, SCC provides quality whole-person Christian education. We attend to the needs of students in moral, intellectual, physical, social, aesthetic and spiritual aspects. Not only do we cultivate students' enthusiasm for the pursuit of knowledge, we also enhance their critical and analytical thinking skills, instill in them a correct attitude to life, help them to stay positive while mastering life skills. It is our aim to nurture students to become good citizens and outstanding members of the community, the nation and the world.

### **Staff Establishment**

In 2022-23, there are a total of 82 staff members at SCC, including 56 teachers, two laboratory technicians, five teaching assistants, one counsellor, one school executive officer, seven clerks, two IT technicians, one technician and seven janitors, all of whom are dedicated to providing a loving and caring learning environment for our students. Our teachers are professionally trained and experienced. 55% of them are master's degree holders and one has a doctoral degree. 57% of the teachers have at last ten years of teaching experience.

### **Student Population and Class Structure**

The school is now operating 25 classes – four for each level from Form Two to Six, and five for Form One. The total student enrolment is 691, with 284 boys and 407 girls.

## (2) Achievements and reflections on Major Concerns

### Major Concern 1:

To nurture students to become more confident and reflective learners

#### Achievements

##### 1.1 To enhance students' self-learning capabilities

##### (A) To sharpen students' learning skills

- More self-regulated learning tasks were set for students. 89% of the teachers agreed that they have set any self-regulated learning tasks for students this school year, such as prompting students to set learning goals, providing corrective feedback on learning strategies, promoting students' self-assessment, etc. Some examples include:
  - BAFS: Students were assigned to different groups to make their own summary note for each topic.
  - Chinese: Note-taking for F.1-5 students on how to present information in various ways in their own notes, such as using tables, mind maps, drawings, flow charts, etc.
  - Chinese Literature: Students were taught different ways or perspectives to critique a literary work before assessing the text to enhance literary appreciation.
  - Mathematics: Students were taught and encouraged to produce their own Summary Sheet for tests and quizzes to enhance self-assessment.
  - History: Classification skills were explicitly taught. For example, Form 2 students were taught different ways to categorise historical facts systematically, such as in political, social, economic aspects, short vs long-term aspects, and positive vs negative, etc.
  - English: Different ways of vocabulary learning and revision were taught to students
- According to students' responses in the Stakeholder Survey, about 65% of the students agreed or strongly agreed that their teachers always showed them how to learn, such as pre-study, concept maps and online resources, while about 55% of them agreed that they know how to use these learning methods. More than 70% of them agreed that they often reflect on and improve their learning through classroom performance, test scores, and teacher comments, such as assignment comments, with an average score of over 3.5. About 60% of them reported that they could take the initiative to learn inside and outside the classroom.
- According to students' response in the APASO, Q-values were 116 in the items Learning (active), Learning (self-control) and Learning (self-planning), while that for Learning (clear goal) was 103.

##### (B) To step up the application of blended learning

- Enhancing students' self-learning capabilities have become all the more important when the mode of learning and teaching is changing due to the continued COVID-19 pandemic.

As the teachers are now well-versed in different apps and technological devices, they have streamlined their teaching resources, refined their pedagogy, made use of flipped classroom and blended learning as well as various e-Learning platforms so that students can extend their learning beyond the classroom.

- 87% of the panel heads indicated that they have extended student learning beyond the classroom through various eLearning platforms this school year. These include:
  - Chinese History: Self-learning topics using Ed-puzzle or MC form
  - Chinese Language: Regular pre-lesson tasks
  - Mathematics: Past paper or pre-test put on shared drive for self- study
  - English: Good writing samples, answers of past papers and textbooks uploaded to Google Classroom; Research presentations
  - History: online documentaries are introduced to students before or during the teaching of a topic

#### **(C) To foster reading atmosphere in school**

- Students and teachers were invited to recommend books through Library Sharing Sessions, Reading Periods (2 times), Morning Assemblies (2 times) and Book Fair. Reading across the Curriculum has been promoted too. Junior form students have been asked to read books from the self-directed learning book lists that are updated from time to time. Junior form students have been strongly encouraged to make the most of the eRead Scheme and the LightSail platform where reading assignments were also placed by teachers of the English (regular reading lesson), Chinese (book sharing and book reports), Mathematics (book report competition), Integrated Science, Geography and History panels. The reading record of eRead Scheme (Chinese Reading Platform) was 3476 until 30<sup>th</sup> May, 2023, which was very satisfactory. The statistics of the books borrowed from the recommended booklist by teachers was 164, while that of the books borrowed from the Self-directed learning booklist was 567.
- According to students' responses in the Stakeholder Survey, students achieved an average score of 3.3 out of 5 in the questions "I often read extra-curricular materials after school, such as extra-curricular books and newspapers and magazines."

### ***1.2 To cater for learner diversity***

#### **(A) To enhance classroom effectiveness through differentiated instruction**

- 98% of the teachers agreed that they have designed and implemented lessons that help increase student engagement this school year, while 84% agreed that effective group activities have been applied in their lessons. Some practices or examples include:
  - Religious Education: Students were assigned a particular role when reading the Bible story or passage.
  - Chinese: Students were requested to do pre-study on specific topics and to teach other students in the lesson so that they could identify the difficult learning points

under various teaching topics.

- English and Chinese: Peer-assessment was practiced in class, as students often had to give feedback on their classmates' presentations so that the presenters can recognise their strengths and weaknesses.
- According to students' responses in the Stakeholder Survey, nearly 70% of the students rated positively concerning their perceptions on teaching, with an average score of over 3.7. As for parents, nearly 70% of them responded positively on their perceptions of student learning and teaching, with an average score of over 3.7. Over 70% of the parents agreed that the school helped with student growth issues such as learning problems and developing life or learning skills, with an average score of over 3.9.

#### **(B) To enrich students' learning experience beyond the classroom**

- 87% of the panel heads agreed that they have carried out learning activities beyond the classroom to enhance in-depth learning this school year. According to students' responses in the Stakeholder Survey, over 70% of them agreed that teachers often arranged different learning activities, both inside and outside the classroom, such as discussions, visits and sharing of reading experiences. They expressed that they were motivated to learn and enjoyed learning both inside and outside the classroom, with an average score of over 3.5.
- To enrich students' learning experiences beyond the classroom and to foster cross-curricula collaboration, a Special Learning Experience Day was arranged this year on 25<sup>th</sup> April afternoon. The different subjects in the PSHE Key Learning Area, namely Chinese History, History, Geography and Life and Society, collaborated to arrange field trips to the following places for students in junior forms:
  - Form One: Central District, including Central Market, International Finance Centre, HSBC Main Building, Central Ferry Piers and Hong Kong City Hall
  - Form Two: Ping Shan Heritage Trail (屏山文物徑)
  - Form Three: The Mills (南豐紗廠)
- As for the senior forms, a special activity called Coming of Age (成人禮) was organised for Form Four students to enrich their understanding of Chinese culture, while a Human Library (真人圖書館) was arranged for Form Five students to interact with 'human' books and learn from the experiences of guests from different professions.

#### **(C) To support gifted students and high achievers in their academic development**

- The school emphasises the development of talents. A 'Student Talent Pool' has been kept, which not only informs the teachers of students' internal and external achievements, but also enables teachers to take heed to the various talents students possess so that we can nurture and stretch them with appropriate learning opportunities and challenges. Students from Form 2 to Form 4 have been shortlisted and enrolled them in the web-based courses provided by the Hong Kong Academy of Gifted Education (HKAGE). Those who have met the assessment criteria have proceeded with their study of gifted education

courses organised by HKAGE.

- 93% of the panel heads agreed that they have encouraged students to join external competitions this school year. For example, gifted students were invited to attend seminars prepared by university professors for knowledge enhancement. Elite students in Integrated Sciences were selected to join external competitions. F.3 high achievers in Geography were invited to attend the seminar prepared by CUHK.

### **1.3 To foster ongoing professional development for teachers**

- 77% of the teachers stated that they have participated in peer observation with specific pedagogical focuses and post-lesson discussion this school year, while 91% of them stated that they have engaged in professional development planning and reflection to enhance your expertise in selective areas this school year.
- Teachers have been taking an active part in building a vibrant collaborative culture through regular meetings and peer observation. To keep up with the latest changes in the curriculum and promote professional interflow, some also serve as HKDSE markers while others serve as members of various learning circles operated by the Education Bureau and the subject committees of the Hong Kong Examinations and Assessment Authority.
- 67% of the panel heads agreed that have held collaborative planning sessions with subsequent peer lesson observations on the lessons co-planned this school year. All the core subjects have organized lesson study, peer observation, experience sharing, sharing of teaching methods and materials among subject teachers.
- 93% of the panel heads agreed that they have promoted the use of differentiated strategies to cater for learner diversity this school year. These include paired and cooperative learning, prior knowledge input, hands-on learning, allow different forms outputs in lessons, such as speaking, writing, drawing, etc.
- The Lesson Study ad-hoc committee was established last year and is continuing to operate in its second year, with the goal of enhancing classroom effectiveness through differentiated instruction. Five meetings were held this year to discuss the effective pedagogies suitable to our students.

### **Reflection**

1. Enhancing students' self-learning capabilities have become all the more important when the mode of learning and teaching was changed due to the COVID-19 pandemic. As our teachers have now become more proficient users of different apps and technological devices, they have streamlined their teaching resources, refined their pedagogy and made use of flipped classroom and blended learning as well as various e-learning platforms.
2. The experience and skills acquired and the materials developed during the online teaching periods have been translated into additional resources for students to stretch their learning at their own pace. The pool of these school-based materials is being reviewed and refined

on a regular basis.

3. During the newly added Special Learning Experience Day, students had an opportunity to practise the transfer of knowledge and skills as they could apply what they have learnt in the classroom in real-life contexts. A recommendation has been made for subjects other than the PSHE Key Learning Area to collaborate in organizing field trips or workshops in the coming year.
4. As a result of the exploration carried out by the Lesson Study Task Force and the workshop conducted during Staff Development Day, it has been observed that teachers have put more effort in catering for learner diversity in their classrooms, including the differentiation of teaching content, processes and outcomes from lesson planning to assessment. Teachers have been more aware of this issue and have been equipped with the necessary skills. It is recommended that in the coming year, more sharing sessions should be organized during Staff Development Day or Staff Meetings whereby different teachers can share good teaching practices.

#### Feedback and Follow-up

1. Consider allocating more time to special learning experiences, such as full-day activities, so that more different subjects or key learning areas can collaborate in organizing field trips or workshops.
2. Arrange visits for gifted students to colleges and international schools as part of our school-based elite program.
3. Encourage colleagues to share effective teaching practices related to catering for learner diversity during Staff Development Days or Staff Meetings.

#### Major Concern 2:

To promote a positive school climate

#### Achievements

##### **2.1 To enable students to recognise their own strengths and uniqueness**

- This year, the school continued to collaborate with the Positive Education Laboratory (PEL) of the City University of Hong Kong in the promotion of the importance of maintaining positive emotions and understanding students' character strengths.
- Our belief that every student is unique and can shine is reflected not just in the theme adopted by the Student Guidance Committee—WE can SHINE (不一樣的我), but also in the interdisciplinary lesson plans designed by teachers of the Life and Society teachers and the Religious Studies teachers, where the elements of the twenty-four character strengths are incorporated into the curriculum. The same belief is also exemplified through the talks and workshops on positive psychology we provided for students as well as parents.
- Students recognise their strengths and uniqueness through training and serving others. We expect student leaders to acquire the seven SCC attributes as they lead other student helpers,



organise activities and serve their fellow schoolmates. Therefore, we offered them various training. This year, a total of 187 student leaders were appointed. An annual leadership training camp was organised in December so that they could learn from each other and build team spirit. To recognise the important role student leaders play, to build their confidence and to set exemplars, over 20 student leaders from different service teams and sports teams were invited to share their experience and thoughts in words. Posters including their photos and sharing have been put up on the display board near the main entrance in rotation. Survey results showed that students scored very high in leadership and the majority of the teachers (over 90%) agreed that the school has provided sufficient opportunity for students to develop and demonstrate their leadership.

- SCC stage was another platform for students to showcase their talents. Students took the initiative to enrol and practise before they could perform in front of their schoolmates during lunchtime. The performances include singing, musical instrument, etc.
- The Class-based Award Ceremony was held in May for each class recognize classmates' strengths in different aspects. A total of 122 prizes were given. Feedback was positive, especially from junior form students.
- Aside from a parents' talk on positive psychology held in the first term, a Positive Education Programme was held by class teachers in March. The concept of character strengths and individuality were also introduced in the Career Guidance Curriculum through Life Planning lessons for Form Three and Form Five students. The group activities and interactive tasks facilitated students' understanding of their abilities and formulation of individualised plans.
- Students were invited to write a proposal about establishing a new interest clubs. Finally, four new interest clubs are formed 2022-2023 by students' initiation.

## **2.2 To promote student well-being**

- In regard to promoting student well-being, two Student Guidance Days were reserved for teachers and students to strengthen their bond and communication. Through individual and small-group interviews, class teachers had a better understanding of their students and could, hence, provide timely and appropriate learning and emotional support.
- A Life Education Programme was organised for students to explore and fully exploit their strength in diverse aspects. Highlights of the Programme include: assemblies on Life Story, bakery workshop, experiential workshops on chocolate-making, artwork appreciation, dodge ball competition, cheering booth, lunchtime café and teachers' talent show. Moreover, various developmental programmes such as Expressive Art Workshop and Pastel Nagomi Art were organised for students. For the Form Five Enrichment Programme, a dessert-making course was organised to foster student well-being as well. Student leaders like Guidance Prefects were invited to shed light on topics related and conducive to students' well-being in the morning assemblies from time to time.
- On top of the various programmes, the school has been continually guiding students to become Christ-like and to live by Christian values through Gospel Week, Christian fellowships, cell groups and class teacher periods. Students responded enthusiastically as they participated in such activities. From the Stakeholder Survey, students in general found that teachers were able to help them with problems related to their growth, such as their spiritual development, peer relationship and academic issue.

- Students in different forms took the initiative to organize inter-class competitions, such as football, basketball, dodgeball, etc. About half of the students participated in the inter-class long-distance running competition and more students participated in the morning running practice this year. All these showed that students were more aware of the importance of physical health and exercise.
- Two Fruit Days were held in collaboration with the Parent-teacher Association. Students showed enthusiasm in eating fruits together.
- Most of the students agreed that learning opportunities were arranged through the school (including extracurricular activities) to help them develop interests and life skills.
- From the Stakeholder Survey and the APASO III, most students rated “school atmosphere” high. For example, they viewed the school as a caring place, commenting that teachers have supported and encouraged them and the schoolmates were able to support each other. The majority of the students agreed that the school always teach them how to get along with others (70%) and they actually got along well with their classmates (about 85%). This is further testified by the views from parents and teachers. Over 85% of the teachers and parents agreed or strongly agreed that the school has helped students develop interpersonal skills such as respecting others and showing empathy. Almost 80% of the teachers agreed that the school can nurture a caring school atmosphere.

### ***2.3 To better equip teachers and school staff to be positive facilitators***

- Practical support such as talks and workshops on positive psychology has been provided to equip our teachers and staff to be positive facilitators. A school-based professional development session was conducted by representatives from Jockey Club Project Well-being on 22nd March, 2023 where teachers explored and mastered the skills of using a variety of tools for the implementation of positive education.
- From teachers’ survey, they were satisfied with the professional development programmes offered by the school, thinking that the programmes can help them with their work. They were also very satisfied with the support given to students on their growth and development. Overall, they were contented with the school atmosphere.

### **Reflection**

1. Students’ affect may need more concerns. After the 3-year COVID-19 pandemic, students’ more strategies have to be explored to concern about their overall needs on psychological well-being and strategies to cope with stress.
2. As for students’ healthy living, there is still room for improvement. Although most students had breakfast habit, just about half of the students and parents agreed that they have good time management with sufficient rest and exercise and knowing how to relieve stress. More strategies have to be adopted to help students on issues like physical exercise, self-reported health status and sleeping hours. Students’ screentime habits may need more concerns as well.

**Feedback and Follow-up**

1. To further promote students' healthy living, the task force on Health Education will be strengthened to explore and implement strategies to promote healthy lifestyle, physical health, overall well-being, etc.
2. The task force on Positive Education will continue to collaborate with the Student Guidance Team to launch more programmes to enhance students' well-being, such as Birthday Surprise, SCC Challenge, etc.
3. Building on the activities held to promote National Education and National Security Education this year, more measures will be implemented to further develop students' national identity.

### (3) Our Learning and Teaching

#### Curriculum Structure

The school offers a broad and balanced curriculum for junior form students and a wide range of elective options for senior form students. The subjects offered are as follows:

F.1 – F.3		Chinese Language, English Language, Mathematics, Chinese History, Geography, History, Music, Computer Literacy and STEM, Physical Education, Visual Arts, Religious Studies and Life & Society
F.1 & F.2 only		Integrated Science, Home Economics, Putonghua
F.3 only		Physics, Chemistry, Biology
F.4 – F.6:	Core:	Chinese Language, English Language, Citizenship and Social Development, Mathematics, Physical Education and Religious Studies
	Electives:	Mathematics (extended part), Chinese History, Chinese Literature, History, Geography, Economics, Business, Accounting and Financial Studies, Biology, Chemistry, Physics, Information and Communication Technology and Visual Arts

*Aside from Chinese Language, Chinese History, Chinese Literature, Life & Society, Citizenship and Social Development, Religious Studies and Putonghua, all subjects are taught in English.*

#### Whole-school Language Policy

The school mainly uses English as the medium of instruction. A native-speaking English teacher is employed and the development of bi-literacy and tri-lingualism is emphasized. In addition, the English environment is enriched by diverse activities including English Speaking Days, Lunch Time Forum and the English Corner. Furthermore, activities held by the Chinese Panel, English and Mathematics Panels and the Putonghua Speaking Days are also popular among students.

#### Learning and Teaching Strategies

A positive and caring learning environment is provided for the students. Strategies are adopted to equip students with self-directed learning skills and essential skills of goal setting to facilitate better personal growth. Emphasis is placed on providing a broad curriculum and nurturing students' whole-person development. Students are eager to learn. They are very attentive and willing to participate in lesson activities. The harmonious relationship between teachers and students helps students learn effectively and fosters a warm and affectionate environment. The school has been operating five S.1 classes as a school-based strategy to cater for the needs of students since 2015/16. Resources have also been allocated to arrange split classes for Chinese, English and Mathematics in some S.2 and S.3 classes. Project-learning is conducted in S.2 and the curricula of all subjects help develop higher order-thinking skills. Through our multifarious learning activities, students are well-equipped for future challenges. The Reading Award Scheme broadens the scope of knowledge. Class study groups are encouraged to promote collaboration in learning. Various strategies are adopted to cater for learning diversity, and catch-up classes and booster classes are offered as well.

### **Foster reading atmosphere in school**

Students and teachers read and recommend books during Library Sharing Sessions, Reading Periods, Morning Assemblies and Book Fair. Reading across the Curriculum is promoted by assigning students to read books from the self-directed learning book lists that are updated from time to time. Two e-reading platforms, namely eRead Scheme and LightSail, are used by teachers of the English, Chinese, Integrated Science, Geography and History panels to assign online books for students. The Student Reading Award Scheme encourages and recognizes students to read more. A variety of awards are available, including Gold Award, Silver Award, Bronze Award, Best Reader Award, Library Reading Merit Award, Best Comment Award and Best Book Cover Award.

### **Gifted Education**

In order to fully explore and develop students' potentials and talents in both academic and non-academic aspects, our school plans and implements the school-based gifted education programme with reference to the "Three-Tier Implementation Model" advocated by the Education Bureau. In the regular classrooms, different pedagogies are used to tap the potential of students in creativity, critical thinking, problem solving or leadership, etc. Our school adopts a broad definition of multiple intelligences. For students who are talented or interested in different aspects and would like to explore more, pull-out programmes are offered by the school, such as enhancement classes, booster classes, workshops, specialized sports training, leadership programmes, etc. For the exceptionally gifted students, learning opportunities are provided by joining external activities, programmes or competitions.

### **Academic Support Measures**

Enrichment classes of different subjects are organized to supplement regular lessons, with the focus on clarifying misconceptions and consolidating learning. Such classes may be held after school, on Saturdays or during school holidays. Apart from teachers, alumni are often invited to share their learning experience with students or even become their tutors.

### **Professional development**

The school fosters ongoing professional development for teachers. Teachers have been taking an active part in building a vibrant collaborative culture through regular meetings and peer observation. Collaborative planning sessions with specific pedagogical focuses are held among subject teachers. A Lesson Study Ad-hoc committee has been set up, with the goal of enhancing classroom effectiveness through differentiated strategies, such as paired and cooperative learning, prior knowledge input, hands-on learning, etc.

Staff Development Days are held every year to discuss different topics related to teaching and learning, such as blended learning, student engagement, self-directed learning and learning diversity. Teachers are also given the opportunities to share their good practices. To keep up with the latest changes in the curriculum and promote professional interflow, some also serve as

HKDSE markers while others serve as members of various learning circles operated by the Education Bureau and the subject committees of the Hong Kong Examinations and Assessment Authority.

An induction programme is organized for teachers joining the school for the first year. The new teachers are introduced to the vision and mission as well as the school's latest development in both academic and student development aspects, so as to identify with the school culture and work collaboratively with their colleagues. Mentors are also assigned to help them adapt to the new environment more easily.

## **(4) Support for Student Development**

### **School Ethos**

Our school provides quality Christian education for students' whole-person development. Students are polite, well-behaved and teachable. Teachers develop a close rapport with students. The "Bi-Class Teacher system" is implemented in S.1 to S.4 to ensure that students receive enough attention and care from two class teachers. The S.1 summer bridging course helps students adapt to a new learning environment in secondary school. The Student Union, Prefects and Guidance Prefects also provide great support. Our social worker, educational therapist and teachers are easily accessible. The school aims at an all-around perspective to reinforce the seven attributes of SCCers

**C**ourteous  
**A**ssertive  
**S**tudious  
**C**onscientious  
**C**onsiderate  
**M**otivated  
**C**hristlike

### **Leadership training**

Students are provided with invaluable opportunities to develop their potentials and display their leadership skills. To enhance students' assertiveness and motivation in life, the school offers a wide range of co-curricular activities. Presentations of students in the morning assemblies are arranged for them to reflect on their learning and share with schoolmates. Sharing platforms like the SCC Stage at lunch time area also provided for students of different abilities to showcase their aesthetic talents. The school is committed to strengthening students' leadership by encouraging them to shoulder leading roles within and outside school. Sufficient and comprehensive training for the student leaders, including sharing from past student leaders and training camps.

### **Life Planning Education**

Aligning with the career developmental needs of students at different stages of growth, quality life planning education and career guidance service are provided to

1. help students understand their interests, abilities and orientations;
2. develop students' positive attitudes towards work and learning;
3. prepare students for actualizing individuals' potential through pursuit of personal/career goals;
4. empower students to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life.

### **Student Learning Support**

Resources are allocated for enhancement and remedial classes. Split class teaching is implemented in Chinese, English and Mathematics lessons to assist students' learning. To enhance learning effectiveness, different teaching methodologies are adopted in a student-centered approach. Student Learning Support Team is set up to cater for the various needs of students and to cultivate inclusive environment for our students. The team is led by the SEN Coordinator, with the support of Vice Principal, Student Guidance Mistress, Discipline Mistress, Careers Guidance Mistress and Educational Psychologist. The school has made use of the Learning Support Grant (LSG) to employ a Student Counselor and a general Teaching Assistant to provide appropriate support for students in need. Besides, the LSG is used to purchase services to render supportive measures to students, including Individual Psychotherapy, School-based Speech Therapy, Social Skill Training and Career Exploration Program. On top of that, a school-based Educational Psychologist has also been employed by the school sponsoring body to help in early identification and accommodation of the SEN needs, conduct necessary assessment and provide counseling to students. The school has also provided special arrangement for assignments or tests and examinations for SEN students in need. Multi-disciplinary case conferences have been held for designing Individual Educational Plan for better adjustment of SEN students in need.

### **Home-School Co-operation**

The Parent-Teacher Association and the School have been working together harmoniously to foster growth of our students. The PTA has organized many activities, including S.1 Parents' Class, peer group for parents, music or art therapy workshop, interest classes and seminars for parents, Fruit for Health Campaign and Parents Appreciating Teachers Drive. Parents' Days are held twice a year to facilitate communication and collaboration between class teachers and parents for students' development.

### **Connection with Alumni**

The school has established close link with the alumni, who have a strong sense of belonging and actively participate in various school functions. For example, with the support of our alumni, the Alumni Mentoring Programme is arranged for Form Five students every year. They can receive guidance from the alumni mentors as they set their career goals and these S.5 mentees can gain a better understanding of their target careers and draw better career plans. Other alumni also support the school by serving as tutors of after school classes and extra-curricular activities. The Alumni Association and Alumni Manager also render their love and support to the school.



## (5) Student Performance

### Academic Achievements

A total of 105 students sat the HKDSE Examination in 2023. 93 students (89%) met the local university entrance requirements. 91 students (87%) received JUPAS offers.

### 2023 HKDSE Results

Subject	No. of students	Level 4 or above (%)	Level 2 or above (%)
English Language	105	58.1 (26.4)	100 (78.1)
Chinese Language	105	61.9 (31.9)	100 (87.3)
Mathematics	105	81.9 (38.6)	100 (81.5)
Mathematics Module 2	14	92.9 (61.9)	100 (92.9)
Liberal Studies	105	73.3 (36.7)	99.0 (89.6)
Physics	27	77.8 (51.2)	96.3 (90.1)
Chemistry	39	76.9 (50.9)	94.9 (87.7)
Biology	37	70.3 (46.0)	100 (90.8)
Economics	44	56.8 (45.9)	93.2 (85.2)
Chinese History	15	66.7 (38.8)	100 (90.3)
History	12	100 (46.5)	100 (93.8)
Business, Accounting and Financial Studies	19	84.2 (43.2)	100 (90.6)
Geography	32	59.4 (37.6)	96.9 (88.0)
Chinese Literature	4	50.0 (36.3)	100 (89.3)
Information and communications technology	4	75.0 (32.7)	100 (81.6)
Visual Arts	5	60.0 (24.2)	100 (83.8)
<b>Total</b>		69.1	98.8

(\*Figures in brackets indicate the percentages of HKDSE Day School Candidates.)

### JUPAS offer

University		No. of students
City University of Hong Kong	CityU	9
Hong Kong Baptist University	HKBU	6
Lingnan University	LU	1
The Chinese University of Hong Kong	CUHK	26
The Education University of Hong Kong	EdUHK	4
The Hong Kong Polytechnic University	PolyU	11
The Hong Kong University of Science and Technology	HKUST	5
The University of Hong Kong	HKU	9
Hong Kong Metropolitan University	HKMU	8
Study Subsidy Scheme for Designated Professions/Sectors Programmes	SSSDP	12

### **Non-academic Achievements**

Besides striving for academic excellence, students have been urged to discover their full potential and uncover their strengths. They are able to unleash their passion for knowledge, explore their areas of interests and expand their social networks as they reach new milestones in their lives. This year, students continued to attain excellent results in different areas.

<b>Name of scholarship / award / competition</b>	<b>Achievement</b>	<b>Number of students</b>
Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students	2
The Outstanding Student Election of New Territories	Outstanding Student	1
Tuen Mun Outstanding Students Election 2022	➤ Outstanding Student Award ➤ Tuen Mun Commended Student Award	2
The Election of the Exemplary Student of Tuen Mun District (CYC)	Exemplary Student Award	2
23 <sup>rd</sup> Consumer Culture Study Award (Junior Secondary Division)	➤ Champion ➤ 2 <sup>nd</sup> Runner-up ➤ Outstanding Project Award ➤ Distinguished Award ➤ Outstanding Topic Award ➤ Best Topic Award. ➤ Recommendation Award	19
The 75 <sup>th</sup> Hong Kong Schools Music Festival	➤ Champion ➤ Second Place ➤ Certificate of Merit	22
The 10 <sup>th</sup> Hong Kong International Youth Performing Arts Festival	2 <sup>nd</sup> Runner-up (Piano)	1
Joint School Music Competition 2022	➤ Gold Award (Piano Solo) ➤ Gold Award (Secondary School Choir, Junior)	63
2023 Hong Kong Children & Youth Piano Contest	Gold Award	1
Japan PIARA Piano Contest 2023	Distinction Award (Piano Sonata)	1
The 74 <sup>th</sup> Hong Kong Schools Speech Festival (English, Cantonese and Putonghua)	➤ Champion ➤ Second Place ➤ Third Place ➤ Certificate of Merit	33
The 25th Hong Kong Primary School and Secondary School Putonghua Speech Competition	Merit	1
Hong Kong School Drama Festival 2022/23	➤ Commendable Overall Performance ➤ Outstanding Audio-Visual Effects ➤ Outstanding Cooperation ➤ Outstanding Performer ➤ Outstanding Script	18
2023 English Drama Fest	➤ Outstanding Scrip Award ➤ Outstanding Creativity Award	18
Tuen Mun District Dance Competition	Silver Award	1

2023 Hong Kong National Team Trials	➤ 2 <sup>nd</sup> Runner-up (16-year-old Mixed Group Latin Dance Pentathlon)	1
Let's Dance! Hong Kong Children and Youth Dance Competition 2022	➤ Excellent Award (Group) ➤ Silver Award (Individual)	1
Secondary School Debating Contest 2022	➤ Champion ➤ Best Debator	8
Time to Talk Public Speaking Competition	Merit (Team)	4
Next Generation Impromptu Public Speaking	Gold Award	1
The 2 <sup>nd</sup> Hong Kong Impromptu Speech Contest for Senior Secondary Students	➤ Gold Award ➤ Silver Award	2
A.S. Watson Group HK Student Sports Award	A.S. Watson Group HK Student Sports Award	1
Inter-School Athletics Championships	➤ Champion - Boys A Grade 5000M - Boys C Grade Shot Put - Girls C Grade 100M - Girls C Grade High Jump ➤ 1 <sup>st</sup> Runner-up - Boys C Grade 1500M - Boys C Grade 800M - Girls A Grade 100M Hurdle ➤ 2 <sup>nd</sup> Runner-up - Boys A Grade High Jump ➤ 3 <sup>rd</sup> Runner-up - Boys A Grade 1500M - Boys A Grade 5000M - Girls A Grade 1500M - Girls B Grade 4x400M Relay - Girls B Grade Long Jump - Girls C Grade 1500M - Girls C Grade 4x100M Relay - Girls C Grade 4x400M Relay	20
Tuen Mun Inter-school Volleyball Competition	1st Runner-up (Girls U19)	8
Tuen Mun Inter-school Basketball Competition	1st Runner-up (Boys C Grade)	12
Tuen Mun Cup Football Competition	2 <sup>nd</sup> Runner-up (Boys Junior)	9
Tuen Mun District Football Competition in Celebrations of the 25 <sup>th</sup> Anniversary of the Establishment of the HKSAR	➤ Champion (Grade B – Age 10-13) ➤ Champion (Grade C – Age 14-16)	18
Tuen Mun District Age Group Tennis Competition 2022	➤ Champion (Boys Single I Team) ➤ Champion (Boys Double L Team) ➤ 1 <sup>st</sup> Runner-up (Boys Single G Team)	2
All New Territories Secondary Schools Tennis Competition	2nd Runner-up (Boys Open)	5
Kowloon City District Age Group Tennis Competition	1 <sup>st</sup> Runner-up (Boys U16)	1
Wan Chai District Age Group Tennis Competition	1 <sup>st</sup> Runner-up (Boys U16)	1

Central District Age group tennis competition	1st Runner-up (Boys Double U18)	1
Nissin Cup Noodles HK Junior Tennis Series 2022	Winner (U14 Boys Double)	1
Tuen Mun Inter-school Badminton Competition	<ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> Runner-up (Girls B Grade)</li> <li>➤ 2<sup>nd</sup> Runner-up (Boys A Grade)</li> <li>➤ 3<sup>rd</sup> Runner-up (Boys B Grade)</li> </ul>	3
Kwai Tsing District Squash Competition	2 <sup>nd</sup> Runner-up (Female Junior)	1
Tsuen Wan District Squash Competition	2 <sup>nd</sup> Runner-up (Female Junior)	1
Tuen Mun Inter-school Swimming Championship	<ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> Runner-up <ul style="list-style-type: none"> <li>- Girls B Grade (team)</li> <li>- Boys A Grade 50m Breast Stroke</li> </ul> </li> <li>➤ 2<sup>nd</sup> Runner-up <ul style="list-style-type: none"> <li>- Boys A Grade (team)</li> <li>- Boys B Grade (team)</li> <li>- Boys B Grade 4x50m Freestyle Relay</li> <li>- Girls B Grade 4x50m Freestyle Relay</li> <li>- Boys A Grade 4x50m Medley Relay</li> <li>- Girls B Grade 4x50m Medley Relay</li> <li>- Boys A Grade 100m Breast Stroke</li> <li>- Boys A Grade 200m Breast Stroke</li> <li>- Boys B Grade 50m Freestyle</li> <li>- Girls A Grade Individual Medley</li> </ul> </li> <li>➤ 3<sup>rd</sup> Runner-up <ul style="list-style-type: none"> <li>- Boys A Grade 4x50m Freestyle Relay</li> <li>- Boys B Grade 4x50m Medley Relay</li> <li>- Girls B Grade 100m Back Stroke</li> <li>- Boys C Grade 50m Back Stroke</li> <li>- Boys C Grade 50m Breast Stroke</li> </ul> </li> </ul>	26
Water Sports Competition Day	<ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> Runner-up (Junior 4x300M Kayak Relay)</li> <li>➤ 2<sup>nd</sup> Runner-up (Girls Overall)</li> <li>➤ 3<sup>rd</sup> Runner-up ((300m Kayak, Girls Junior)</li> </ul>	6
Inter-school Cross Country Competition	<ul style="list-style-type: none"> <li>➤ Champion (Boys C Grade)</li> <li>➤ Champion (Boys C Grade Individual)</li> <li>➤ 1<sup>st</sup> Runner-up (Boys A Grade Individual)</li> <li>➤ 1<sup>st</sup> Runner-up (Girls C Grade Group)</li> <li>➤ 2<sup>nd</sup> Runner-up (Boys A Grade Group)</li> <li>➤ 2<sup>nd</sup> Runner-up (Girls A Grade Group)</li> <li>➤ 2<sup>nd</sup> Runner-up (Girls B Grade Group)</li> </ul>	42
Youth Cross Country Running Competition 少年毅戰賽	<ul style="list-style-type: none"> <li>➤ Champion (Senior Girls)</li> <li>➤ 2<sup>nd</sup> Runner-up (Senior Girls)</li> <li>➤ 2<sup>nd</sup> Runner-up (Senior Boys)</li> <li>➤ 2<sup>nd</sup> Runner-up (Junior Boys)</li> <li>➤ 3rd Runner-up(Junior Girls)</li> </ul>	9
Joint-School Beat Drug Running Competition	<ul style="list-style-type: none"> <li>➤ Champion (Boys A Grade Individual)</li> <li>➤ Champion (Girls A Grade Individual)</li> <li>➤ Champion (Girls B Grade Individual)</li> <li>➤ 1<sup>st</sup> Runner up (Boys A Grade Individual)</li> <li>➤ 1<sup>st</sup> Runner up (Boys C Grade Individual)</li> <li>➤ 2<sup>nd</sup> Runner-up(Girls B Grade)</li> <li>➤ 3<sup>rd</sup> Runner-up(Girls C Grade)</li> </ul>	7

Southern District Cross Country Run 2022	<ul style="list-style-type: none"> <li>➤ 2<sup>nd</sup> Runner-up (3.5 km Women 14-17 Yrs)</li> <li>➤ 3<sup>rd</sup> Runner-up (3.5 km Men 14-17 Yrs)</li> <li>➤ 3<sup>rd</sup> Runner-up (3.5 km Women 14-17 Yrs)</li> </ul>	3
Yuen Long Cross Country Race 202	3rd Runner up (Women 8km)	1
Lifewire Run 2022	<ul style="list-style-type: none"> <li>➤ Champion (2km School Team)</li> <li>➤ Champion (5km School Team)</li> <li>➤ 1<sup>st</sup> Runner-up (5km Women 12-15 Yrs)</li> <li>➤ 2<sup>nd</sup> Runner-up (5km Women 16-19 Yrs)</li> </ul>	11
Challenge Run 2023	2 <sup>nd</sup> Runner-up (Women 16-19 yrs)	1
All HK Inter-Secondary Schools Competition BOCHK Virtual Indoor Rowing Cup 2022–2023	<ul style="list-style-type: none"> <li>➤ 1st Runner-up (Boys A Grade 500m (NT))</li> <li>➤ 1st Runner-up (Girls B Grade 1000m (NT))</li> <li>➤ 2nd Runner-up (Boys A Grade 500m (ALL HK))</li> <li>➤ 2nd Runner-up (Boys C Grade 500m (NT))</li> <li>➤ 2nd Runner-up (Girls B Grade 1000m (ALL HK))</li> </ul>	5
Hong Kong Master Rope Skipping Open Tournament 2022	<ul style="list-style-type: none"> <li>➤ Champion (Single Rope Individual Freestyle)</li> <li>➤ 1st Runner-up (Single rope speed endurance)</li> <li>➤ 2nd Runner-up (Individual Overall Performance)</li> <li>➤ 2nd Runner-up ((Single Rope Speed)</li> </ul>	1
Hong Kong Rope Skipping Competition 2022	<ul style="list-style-type: none"> <li>➤ Champion (Overall performance )</li> <li>➤ Champion (Single Rope Speed Endurance)</li> <li>➤ 1<sup>st</sup> Runner-up (Single Rope Individual Freestyle)</li> <li>➤ 1<sup>st</sup> Runner-up (Single Rope Speed Sprint)</li> </ul>	1
Hong Kong Elite Rope Skipping Championship 2023	<ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> Runner-up (Single Rope Team Freestyle)</li> <li>➤ 2<sup>nd</sup> Runner-up (Double Dutch Speed Sprint, Open group)</li> </ul>	1
Individual All-round Rope Skipping Competition 2022	<ul style="list-style-type: none"> <li>➤ Champion (Single Rope Speed)</li> <li>➤ Champion (Single Rope Double)</li> <li>➤ 2nd Runner-up (Single Rope Double)</li> <li>➤ 1st Runner-up (Single Rope Individual Freestyle)</li> </ul>	1
Ziberty Rope Skipping Challenge 2023	<ul style="list-style-type: none"> <li>➤ Champion (Individual Overall)</li> <li>➤ 1st Runner-up (Single rope Individual freestyle)</li> <li>➤ 1st Runner-up (Single rope speed sprint)</li> <li>➤ 2nd runner-up (Single rope double)</li> </ul>	1
屯門區功夫群英會	Champion (Short Weapon)	1
第 42 屆全港公開國術群英會 2023	1 <sup>st</sup> Runner-up (套拳及短器械)	1
OMO Juggling Competition 2022	Champion	1
第十二屆大學文學獎 (2022-23)	少年作家獎	1
The 4th Hong Kong Youth Essay Competition	Merit Award	1
The First Beijing-Hong Kong Secondary School Students Essay Competition	Merit	1
East Asian International Mathematics Open Preliminary 2023	Gold Award	1

International Mathematics Elite Competition 2023	First Class Gold Award	1
International Online Mathematics Elite Competition 2022	Gold Award	1
Pan-Asia Pacific International Mathematics Invitation Competition 2023 Preliminaries Form 3	First Prize	1
The Hong Kong Mathematics Olympiad 2023	➤ Second-class Honour ➤ Honourable Mention	2
Hong Kong Mathematical High Achievers Selection Contest	Third Class Honours	1
International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2023	Bronze Award	1
Mathematics Project Competition for Secondary Schools	➤ Good Performance ➤ Merit	17
Hong Kong Biology Literacy Award	➤ First Class Honours ➤ Second Class Honours ➤ Third Class Honours ➤ Merit	7
International Biology Olympiad – Hong Kong Contest 2022	➤ Bronze Award ➤ Honourable Mention	3
International Chemistry Quiz	➤ High Distinction ➤ Distinction ➤ Credit ➤ Second Class Honours	9
International Junior Science Olympiad 2023	➤ Second Class Honours ➤ Third Class Honours	3
“Digi-Science” Video Production Competition	Merit (Junior Secondary Division)	4
2023 Science Assessment Test	➤ Diamond Award ➤ Gold Award ➤ Silver Award ➤ Bronze Award	15
The Hong Kong Youth Academy of Science “How to Start a Research Project” Workshop – Writing Competition	Silver Award	1
Cyber Attack Elite Game Design Competition	Bronze Medal	1
The First Hong Kong Inter-Secondary School Geology Quest	➤ Gold Award ➤ 2 <sup>nd</sup> Runner-up	6
Weather and Climate Online Quiz Competition 2022	Certificate of Merit	2
Jockey Club Water Initiative on Sustainability and Engagement Water Wise Student Ambassador Scheme	➤ Outstanding Award ➤ Gold Award ➤ Bronze Award	8
2022-23 Field Report Competition	Merit	5
Hong Kong Financial Literacy Championship:	Young Financial Talent Runway (少年金融人才計劃)	4

HKUST Business Youngstars - Class of 2022	Silver Award	1
Accounting and Business Management Case Competition	Certificate of Proficiency	5
年度中國歷史人物選舉 2022 專題研習報告比賽	Merit	3
Tuen Mun District National Security Education Day Poster Design Competition	Merit	2
Healthy School Project Competition 2022-2023	2nd Runner-up	5
AiTLEx CSTCB Cyber Security Innovation Challenge	Best Performance Award	2
MY STAGE – Inter-School Fashion Design Competition	Merit	1
教練及師友計劃 2022 至 2023 年度 – 社區有搞作	最具人氣影片大獎	1
Occupational Safety & Healthy Quiz Competition 2022	The Best Fledgling School Prize	3
UNICEF HK Sustainable Development Goals eLearn Award Scheme 2022	➤ Gold Certificate ➤ Most Active Contribution Award	1
UNICEF Young Envoys Programme 2022	Certificate of Appointment	1

## (6) Financial Summary

### Income & Expenditure Statement for the period 1/9/2022 to 31/8/2023

<b><u>Government Fund</u></b>	<b>INCOME</b>	<b>EXPENDITURE</b>
<b>Expanded OEBG</b>		
<b>(a) Baseline Reference</b>	2,838,252.29	2,521,314.84
<b>(b) School Specific Grants</b>		
Administration Grant	4,085,904.00	4,415,246.44
Capacity Enhancement Grant	654,502.00	475,165.55
Composite IT Grant	503,136.00	582,207.19
Air-Conditioning Grant	577,432.00	640,067.72
School-based Management Top-up Grant	51,615.00	49,960.00
School-based Speech Therapy Administration Recurrent Grant	8,258.00	0.00
<b>Subtotal</b>	<b>8,719,099.29</b>	<b>8,683,961.74</b>
<b><u>School Funds</u></b>		
Tong Fai & Collection of fees for specific purposes	275,624.30	237,974.52
<b>Subtotal</b>	<b>275,624.30</b>	<b>237,974.52</b>
<b>GRANT TOTAL</b>	<b>8,994,723.59</b>	<b>8,921,936.26</b>

# This amount has not been verified by a certified public accountant



## Report on the use of Capacity Enhancement Grant (CEG) (2022/23)

Task area	Major area(s) of concern	Strategies / Tasks	Actual expenses	Evaluation / reflections / suggestions
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> <li>To cope with diverse learning needs of students</li> <li>To relieve teachers' workload on non- teaching duties so that they can concentrate on improving learning and teaching strategies.</li> </ul>	To employ 1.5 Teaching Assistants to provide support to teachers, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes	Annual Salary and MPF of 2.5 Teaching Assistants = <u>\$394,465.55</u>	<p>The majority of teachers agreed that the Teaching Assistants provided effective assistance in various aspects, including:</p> <ul style="list-style-type: none"> <li>helping out in various clerical work</li> <li>assisting teachers in various learning events</li> <li>preparing and organizing teaching materials</li> <li>conducts remedial classes and enhancement classes</li> </ul> <p>As teachers' workload was lessened, teachers' capacity was enhanced to concentrate on curriculum development and enhancement of learning and teaching. Remedial and enhancement classes were held after school and during long holidays to cope with the diverse needs of students.</p>
Consolidating students' learning	<ul style="list-style-type: none"> <li>To consolidate students' learning during the summer holidays</li> </ul>	To employ tutors to provide support to students to build stronger academic foundation and better learning habits during the summer holidays	Salary of 6 Tutors: = \$13,500	The teachers-in-charge agreed that the students had the chance to build a stronger academic foundation and better learning habits with the extra resources during the summer holidays. Students' attendance and performance were satisfactory.
Assisting administrative work	<ul style="list-style-type: none"> <li>To relieve IT teachers' workload on managing students record</li> </ul>	To employ a part-time Software Designer	Annual Salary and MPF of a part-time Software Designer = \$67,200	Teachers agreed that as the school-based software was designed, maintained and updated by the part-time Software Designer, they can spend more time on teaching and learning and students development

## Report on the Use of the Promotion of Reading Grant

### 2022-2023 School Year

#### Part 1: Evaluation of the Effectiveness

1. **Evaluation of the objective:** The objective of promoting reading culture is achieved by promoting online reading on both English and Chinese reading platforms, teachers' and students' sharing during reading period and promotion of SCC Teachers' Recommended Booklist.

Each junior form student read at least 8 books on the English reading platform. There were a total of 3884 books read on LightSail. On average, students had a Lexile growth of 98.23. For Chinese reading platform, the borrowing rate of eREAD Scheme was 4951 times. Books read on both eRead Scheme and LightSail would be counted in Students Reading Award Scheme 2022-2023. There were 164 borrowing records on SCC Teachers' recommended books. SCC Book Café for promoting "SCC Teachers' recommended books" were carried out twice in the school year. The 44 titles of recommended books were displayed in the Book Café and students read the introduction of the books through tablets. At the same time, students borrowed the books on the spot.

2. **Evaluation of strategies:** The Chinese reading platform, eREAD, was further promoted by assigning online books to students by subject panel heads and form coordinators, thus there was a rise in the borrowing rate. A new English reading platform would be subscribed in the 2023-2024 school year for more new titles. Other reading activities will be continued to foster reading atmosphere in school and to cultivate reading habit among students.

#### Part 2: Financial Report

Item	Description	Actual expenses (\$)
1	<b>Web-based Reading Scheme</b>	
	e-Read Scheme (250 Chinese books for whole school)	22,600
	LightSail Reading Platform (Basic + premium books- student payment)	41,382
<b>Total</b>		<b>63,982</b>

## Evaluation Report on DLG-funded Other Programme, 2022 - 2023

Programme Title	Objective(s)	Target (No/Level)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
<b>F.6 Geography skills drilling class</b>	To train Geography practical skills for elite students	20 / F.6	Students who are interested in Geography and with good academic performance.	<ul style="list-style-type: none"> <li>✧ 3 sessions</li> <li>✧ January, March and April 2023</li> <li>✧ School campus</li> </ul>	Students found that the knowledge and experience in the course were practical.	\$1,500
<b>F.6 History booster class</b>	To train essay writing skills for elite students	6 / F.6	Students who are interested in History and with good academic performance.	<ul style="list-style-type: none"> <li>✧ 4 sessions</li> <li>✧ November and December 2022</li> <li>✧ School campus</li> </ul>	Students found that the knowledge and experience in the course were practical.	\$1,375
<b>F.5 Chemistry Accelerating class</b>	To accelerate the practical skills for elite students	20 / F.5	Students who are interested in Chemistry and with good academic performance.	<ul style="list-style-type: none"> <li>✧ 8 sessions</li> <li>✧ July and August 2023</li> <li>✧ School campus</li> </ul>	Students found that the knowledge and experience in the course were practical.	\$4,320
<b>DSE Music course (Network programme)</b>	To nurture students of music	3 / F.4 2 / F.6	Students were recommended by music Panel Head	<ul style="list-style-type: none"> <li>✧ F.4: 34 lessons from September 2022 to July 2023</li> <li>✧ F.6: 16 lessons from September 2022 to January 2023</li> <li>✧ Network school of Tuen Mun District</li> </ul>	The attendance of students was high. Tutors from True Light Consultant Services were professional. Positive feedbacks are made by the participated students and teachers.	\$33,760
<b>DSE P.E. course (Network programme)</b>	To nurture students of P.E.	5 / F.4	Students were recommended by P.E Panel Head	<ul style="list-style-type: none"> <li>✧ 34 lessons from September 2022 to July 2023</li> <li>✧ Network school of Tuen Mun District</li> </ul>	The attendance of students was high. Positive feedbacks are made by the students and teachers.	\$40,000

**Total expenditure: \$80,955**

支援推行高中公民與社會發展科的一筆過津貼（公民科津貼）  
運用報告（2022-23）

範疇	用途	受惠學生	使用日期	實際開支	成效檢討
發展或採購相關的學與教資源	購買出版社教材、參考書籍及學生閱讀材料等	中四至中六級	2022 年 9 月至 2023 年 8 月	\$7,412.1	一站式教材對製作課堂教材及出卷甚為重要，其他資源亦有助老師開拓眼界。部分材料亦用於鼓勵學生自學。
資助學生及教師前往內地，參加和公民科課程相關的教學交流或考察活動	舉辦「海陸深度遊：大澳」	中四級	2023 年 3 月 3 日	\$45,220	能讓全級學生了解大澳文化，效果良好。日後會更留意旅行社的膳食安排。
舉辦能提升公民科學與教效能的校本學習活動	舉辦「地質公園及西貢鹽田梓海陸文化遊」	中五級	2023 年 3 月 3 日	\$46,800	行程可改善，船程太長，部分學生身體不適，影響學習。
	舉辦「電車歷史文化導賞團」	中四級	2023 年 7 月 6 日	\$9,000	20 位學生包車乘搭電車，對新界同學是極佳體驗，過程中觀賞港島街景及聆聽導遊講解香港歷史，整體滿意度達 4.08 分（5 分為滿分）
	中醫小講座暨香包手作坊	中四級	2023 年 7 月 6 日	\$4,800	講員分享中醫文化，以手作方式讓學生試壓穴位及製作香包，亦有分享中醫前景，七十位同學參與，整體滿意度是 3.71 分（5 分為滿分）
	舉辦「銅鑼灣城市考察導賞團」	中四級	2023 年 7 月 6 日	\$4,800	廿多位同學參與，聆聽導遊講解港島歷史。雖然天氣熱有點辛苦，但同學認為此行能學習知識（3.5/5）及令他們認識香港歷史（3.25/5）
其他	雜項	中四至中六級	2022 年 9 月至 2023 年 8 月	\$432	---

承上結餘 = \$295,001

支出 = \$118,464.1

餘款 = \$176,536.9

## Report on the use of f the Additional Funding for Non-Chinese Speaking Students (NCS) (2022/23)

Task area	Mode of support	Measures	Actual expenses	Evaluation / reflections / suggestions
To enhance the support for learning Chinese of NCS students	To employ one Teaching Assistant to support the learning of Chinese of NCS students	<ul style="list-style-type: none"> <li>● Appoint the Teaching Assistant to support th learning of Chinese of NCS students</li> <li>● To adopt learning an teaching materials when necessary</li> <li>● Organising activities which promote cultural integration and raise sensitivity to diverse cultures and religions</li> <li>● Promoting home-school cooperation with parents of NCS students</li> <li>● Translating major school circulars or important matters on school website when necessary</li> </ul>	Annual Salary and MPF of 0.78 Teaching Assistant = <u>\$139,717.74</u>	<p>The Chinese Teaching Assistant provided effective assistance to enhance the support for learning Chinese of NSCS students:</p> <ul style="list-style-type: none"> <li>● An after-school Chinese calligraphy workshop was held.</li> <li>● A Chinese assembly on drame appreciation was organized.</li> <li>● After-school Chinese related activities (poem reading, debate competition, etc.) were held</li> <li>● Facilitate communication with parents, discuss learning progress and provide information on further studies</li> </ul>

### 學習支援津貼運用報告 (2022-23)

	項目名稱	服務目的	外購服務 機構名稱	推行時間	服務對象	表現指標及 評估方法	成效檢討	實際支出
1	到校輔導心理學家輔導服務	為有需要的學生提供評估及情緒或生涯規劃輔導服務，特別跟進全級篩查中焦慮評分較高的學生	樹仁大學輔導暨研究中心	全學年 20 次 (隔星期二駐校)	有情緒需要的學生	觀察活動、機構提供的報告、學生的進度評估及會議	服務表現良好	\$64,000.00
2	增潤課程 (解難/減壓) ● 生命抉擇劇場 (中四) ● 生活技能提升減壓小組：甜品製作 (中五)	提升解難能力及生活技能	-香港基督教信義會 - Orange Bakery	2023 年 11 月及 3 月，中四及中五各六節，下午課堂時間	每組 15 人，包括有情緒需要的學生	觀察活動、機構提供的報告、學生出席率及意見	服務表現良好 學生願意出席活動	\$19,500.00
3	學習支援 ● 心腦加油站 (英文小組)	學習技巧訓練／提升成績	Edge Development Centre	全年	中一及中三各一組，每組 4 人，包括有學習及情緒需要的學生	學生出席率、觀課、學生成績	中一組出席率超過 90%，中三組出席率大約 50%	\$53,610.00
	● 個別／小組專科導修 (恆常及暑期)		校友		中二至中六共 8 位 SEN 學生		100%學生出席，學生表示有幫助，服務表現良好	
4	共融活動 ● 烘培體驗 ● 中一級生命教育 ● 輔導領袖生疊杯競技訓練	推廣精神健康／營造正向學習環境	● Tiffany's Bakery ● 小助手服務及採購有限公司 ● 香港競技疊杯總會	● 17/2/2003 ● 28/7/2003 ● 18/8/2003	● 中三至中六 ● 中一級 ● 中二至中五	學生意見/觀察活動	學生投入活動，並能從活動中反思；輔導組同工支持活動並給予正面評價	\$14,350.00
5	購買融合教育活動教具	推廣精神健康及營造正向學習環境	---	全年	相關學生	---	---	\$11,262.00
6	聘請支援同工	協助跟進 SEN 學生需要、協助與 SEN 有關的行政工作，例如會議記錄、考試調適安排、外購服務的聯絡及跟進等	---	全年	相關學生	---	考績報告	\$373,436.35
總額：								\$536,185.35

**School-based After-school Learning and Support Programmes 2022/23 s.y.**  
**School-based Grant - Programme Report**

**Name of School:** Christian Alliance S.C. Chan Memorial College

**Staff-in-charge:** Ms Chu Choi Fun **Contact Telephone No.:** 24591166

**A. The number of students (count by heads) benefitted under the Grant is 198 (including A. 4 CSSA recipients, B. 104 SFAS full-grant recipients and C. 90 under school's discretionary quota).**

**B. 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						
Examination skills practice	0	53	28	96%	Whole year	16,377.00	Teacher observation Students' response	----	能幫助學生了解學習上不足之處，能及時追補
Aesthetic Development for F4	0	22	14	100%	02/03/2023	900.00	Teacher observation Students' response	香港話劇團有限公司	透過活動，提升學生的文藝素養，成效顯著。
Camp Fee Subsidy	0	16	14	100%	12-14/04/2023	7,270.00	Teacher observation Students' response	香港中華基督教青年會	學生積極參與，透過主題分享、信息分享、遊戲及詩歌敬拜，培養正面積極的價值觀。
F.1 "Muse of Music" Classes (Instrument)	1	7	7	81%	Whole year	21,978.00	Teacher observation Students' response	Helen's Studio	學生投入參與，透過音樂陶冶性情
Picnic Fee	4	45	50	96%	20/01/2023	4,162.20	Teacher observation Students' response	----	學生積極投入，師生透過團體活動及集體遊戲，共建各班團結的氛圍。
Visits	0	5	1	94%	27/05/2023	180.00	Teacher observation Students' response	----	能提升學生對基本法和國安法的認識

Aesthetic Development	2	13	5	96%	24/02/2023	1,600.00	Teacher observation Students' response	春瑞藝術有限公司	學生投入參與，透過課程掌握了基本的書法技巧，並體驗了書法的樂趣。
Train' for a Colourful Life	0	3	4	100%	04/03/2023	720.00	Teacher observation Students' response	合味道紀念館	學生積極參與活動，透過工作坊了解即食麵的生產過程，並設計獨一無二的包裝。
Special Learning Day	2	34	30	100%	02-03/03/2023	19,059.00	Teacher observation Students' response	----	學生積極投入訓練和加深對香港歷史古蹟的認識
Cross Boundary Education Trips	0	3	1	100%	16-22/07/2023	3,300.00	Teacher observation Students' response	香港學生活動委員會有限公司	學生投入參與，透過活動與內地高校同學交流，了解創新科技發展
Leadership Training	1	35	24	80%	14/08/2023	5,760.00	Teacher observation Students' response	----	新學年的學生領袖回應指能透過活動及導師講解，了解領導和合作的要素，對導師解說的滿意度達 4.11 分 (5 分為滿分)，整個活動的滿意度亦有 3.77 分
<b>Total no. of activities: 11</b>									
<b>@No. of man-times</b>	10	236	178		<b>Total Expenses</b>	81,306.20			
<b>**Total no. of man-times</b>	424								

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

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



## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvement		✓				

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project (You may tick more than one box)*

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify:\_\_\_\_\_);
- ☐ the quality of service provided by partner/service provider not satisfactory; tutors inexperienced
- ☐ and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☒ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☒ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

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全方位學習津貼 運用報告  
2022-2023學年

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的全方位學習津貼運用報告或載有全方位學習津貼運用報告的學校報告上載至學校網頁。

第1項：舉辦／參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開支 用途 *	範疇 (請選擇 適用的範項， 或自行填寫)	評估結果	基要學習經歷 (請於適用方格加上●號，可選擇多於一項)				
			級別	總參與 人數						智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有 關的經驗
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	Visits to art exhibitions & Painting Workshops	whole year	F4-5	20		\$0.00			沒有特別的開支			●		
2	Ceramic Workshop	whole year	各級	18	\$32,000.00	\$1,777.78	E5	藝術 (視藝)	學生投入參與，出席率達96%，學生均能透過活動發揮創意完成陶藝作品。	●				
3	Digital Graphic Workshop	Sep - Jan	F4-6	30	\$13,280.00	\$442.67	E1	藝術 (視藝)	學生投入參與，學生透過活動提升藝術創作技能。	●				●
4	Biology field trip	whole year	F5	46		\$0.00		科學	由於成功申請明愛陳震夏郊野學園活動，費用全免，故最終沒有使用經費	●	●			
5	Biology Literacy Award	whole year	F5	8	\$1,200.00	\$150.00	E1	科學	學生表現理想，在比賽中一位獲一等獎，兩位獲二等獎及一位獲三等獎	●				
6	Secondary School Mathematics and Science Competition (SSMSC)	whole year	F5	0					大會未有在此年度舉行比賽，故最終沒有使用經費					
7	Chemistry visit	May	F5-6	18	\$1,500.00	\$83.33	E2	科學	學生投入參與，了解更多有關政府化驗所及科學工作的職位	●				
8	中史科考察/參觀	Sep - Jan	F2, 4, 5	50		\$0.00			上學期因疫情而暫停活動					
9	電腦科校外比賽	whole year	F1-5	20	\$4,000.00	\$200.00	E5	跨學科 (STEM)	學生參加兩項比賽，在其中一項比賽中，兩位同學獲得最佳演講獎。	●				
10	English Drama Fest	Apr	F2-5	20	\$4,100.00	\$205.00	E1, E2	英文	團隊在是項戲劇比賽的「現代戲劇組」獲得優秀創意獎和優秀導演獎。	●				
11	Geography field trip	whole year	F4-5	58	\$3,754.80	\$64.74	E2	地理	同學分別參加吉澳與鴨洲的考察及明愛陳震夏郊野學園活動，表現投入	●				
12	Geography external competition	whole year	F1-5	30		\$0.00		地理	沒有特別的開支	●				
13	Geography external competition	whole year	F4-5	5	\$281.40	\$56.28	E2	地理	同學參加地質大搜查，奪得全場總季軍及金獎兩項獎項。	●				
14	History local tour to historical trails	Dec	F5	15		\$0.00		歷史	疫情下未能進行相關活動					
15	History external competition	Dec - May	F2	20		\$0.00		歷史	未有合適參觀活動					
16	Field Trip to H2OPE Centre	Mar / Apr	F1	30	\$472.90	\$15.76	E1, E2	跨學科 (STEM)	學生投入參與，出席率達98%，學懂將科學活用於日常生活	●				
17	Scientific investigation activities	Feb - May	F2-3	250	\$4,512.76	\$18.05	E1, E2	跨學科 (STEM)	學生投入參與，出席率達98%，學懂將科學活用於日常生活	●				
18	Community Study	Dec	F4	120	\$3,800.00	\$31.67	E1	公民與社會發展	老師隨團參與中四中五公民科考察團，確保同學安全及參與，兩個行程都順利完成。	●	●			
19	Consumer Education Project Competition and Prize-presentation ceremony	whole year	F1-2	50	\$1,040.00	\$20.80	E1	公民與社會發展	6組同學參賽，5組同學獲獎，包括初中組全港冠軍	●	●			
20	全校性體育活動及校隊訓練場租支出	whole year	F1-6	700	\$20,353.00	\$29.08	E1, E7	體育	學生在陸運會及水運會表現積極，除了參賽學生，亦有不少學生擔任工作人員。			●		
21	PE Enhancement Programme	whole year	F4-5	20		\$0.00		體育	由於成功申請「動感校園計劃」，可以免費提供運動體驗活動，所以沒有開支。			●		
22	Physics lecture / workshop, science competition and HKPO	whole year	F4-5	30		\$0.00		科學	未有合適活動	●				
23	Special Learning Experience	25-Apr-23	F1-F5	589	\$63,819.30	\$108.35	E1, E2	跨學科 (其他)	學生投入參與，能夠配合學科課堂中的學習	●	●			
24	Career Guidance Prefects training	whole year	F3-5	10		\$0.00		領袖訓練	獲得其他津貼，毋須於「全方位學習津貼」撥款。		●			
25	Career exploration activities (career talks, workshops)	whole year	F4-6	360	\$18,513.00	\$51.43	E1, E2	其他，請註明：生涯規劃	學生投入參與與外出職場參觀、模擬人生等活動，評價正面。		●			●
26	Career planning activities (mock interview workshop)	Sep - Feb	F.6	19	\$2,400.00	\$126.32	E1, E5	其他，請註明：生涯規劃	學生投入參與，全部同學亦同意活動能提升面試技巧。		●			
27	Life Planning education lessons	whole year	F4-5	223	\$3,600.00	\$16.14	E5	其他，請註明：生涯規劃	學生投入參與，能透過遊戲及分組活動等互動環節增加對自己及軟技能的認識。		●			
28	Special Learning Day (CLP visits to enterprises and/or tertiary institutions)	Mar	F5	120	\$1,114.00	\$9.28	E1	其他，請註明：生涯規劃	活動增加學生自我認識，幫助學生探索職業志向。					●
29	Career assessment activities (e.g. Career Interest Inventory debriefing)	Mar	F5	120	\$6,400.00	\$53.33	E1	其他，請註明：生涯規劃	學生投入參與，與嘉賓交流。					●
30	Health Education	whole year	F1-6	694	\$433.10	\$0.62	(清潔比賽禮)	其他，請註明：健康教育	學生投入參與，老師及學生均表示清潔比賽後課室環境整潔，有利上課		●			
31	Schol Picnic	Jan	F1-F6	694	\$1,951.40	\$2.81	E2	其他，請註明：	學生投入參與，出席率達92%。		●			
32	戲劇休整與品格教育	whole year	各級	300	\$477,666.00	\$1,592.22	E5, E7	藝術 (其他)	受新型冠狀病毒疫情影響，話劇比賽由實體轉為網上，參與的學生表現積極，出席率達90%，學生認真參與訓練，並在比賽中獲得傑出演員及傑出合作獎。按教師觀察所得，學生在個人成長、情緒管理及團隊合作中均有所學習，團隊除了在校內演出，亦參與聯校劇劇匯演，與同學分享戲劇帶出的正面訊息。		●	●		
33	Student Leaders' Training	Aug	F2-6	190	\$17,040.00	\$89.68	E5	領袖訓練	學生領袖參與半天訓練，透過活動明白如何領導和與人合作。	●				
E	Special Learning Day F2	Mar	F2	120	\$50,497.00	\$420.81		德育、公民及國民教育	學生進行歷史訓練及歷史古蹟參觀，同學都十分投入。		●			
35	Revival Camp	Apr	F2-5	67	\$12,734.00	\$190.06	E1, E2	價值觀教育	學生投入當會的活動，並能從中反思人生的意義。		●			
36	Prefects Training Camp	Dec	F3-6	50		\$0.00		領袖訓練	獲得其他津貼，毋須於「全方位學習津貼」撥款。		●			
37	Guidance Prefects training	Dec	F2-5	45	\$5,659.00	\$125.76	E1, E2	領袖訓練	學生投入參與，加強團隊建立，並開展籌備生命教育周的工作；檢討問卷回應正面。	●				●
38	Acappella Team	whole year	F1-5	12	\$18,054.00	\$1,504.50	E5	藝術 (音樂)	學生認真參與訓練，並在試後活動期間的才藝表演入圍決賽。	●	●			●
39	Debating Team Training	whole year	F2-5	20	\$30,779.60	\$1,538.98	E5	常識	在教練指導下，學生合共參與18場比賽，取得15場勝仗，贏得2個冠軍，其中8位同學共奪14次最佳辯論員。	●				
40	Ecotourism Club	whole year	F1-5	30	\$5,655.00	\$188.50	E1, E5	跨學科 (其他)	共舉辦4次外出活動，學生踴躍參與，年終檢討問卷中，學生評價正面。	●	●	●		
41	English Debate	whole year	F1-5	20	\$24,391.00	\$1,219.55	E5	英文	透過訓練及比賽，掌握演講及辯論技巧，學生表現積極，出席率良好。	●				
42	Field Trip Tai O	Mar.	F.4	120	\$1,900.00	\$15.83	E1	公民與社會發展	學生投入學習活動，認識本土文化，提升對社會的歸屬感。	●				●
43	Hymspiration Team	whole year	F1-5	37	\$29,010.00	\$784.05	E5	價值觀教育	學生積極參與練習，平均出席率達77%，並在三次出隊 (福音周、復活節崇拜及A May Sing Grace) 中表現投入，帶動同學敬拜。		●	●		
44	Latte art workshopo 咖啡拉花體驗工作坊	whole year	F4-6	15	\$5,000.00	\$333.33	E5	其他，請註明：Career	按教師觀察及學生回饋，認為活動能讓他們學習到拉花的技巧，增廣見聞。	●	●			●
45	Mathematics Contest Club	whole year	F1-4	80	\$28,787.50	\$359.84	E1, E5	數學	學生積極參與，平均出席率達80%	●	●			
46	Muse of Music 樂在瑞芝：樂團及樂器訓練班	whole year	F1-5	148	\$151,610.00	\$1,024.39	E5, E7	藝術 (音樂)	學生投入參與，全年平均出席率達80%，中西樂團及各樂器班於試後活動一起在藝墟表演，展示學習成果，問卷反應正面，部份同學表示願意中、時繼續參加。			●		
47	Musical instrument	whole year	F1-F3	320	\$16,380.00	\$51.19	E1	藝術 (音樂)	學生於課內外練習樂器，提升學生的音樂素養，有效舒緩情緒壓力。	●	●			
48	School Choir	whole year	F1-5	61	\$42,272.00	\$692.98	E1, E2, E5	藝術 (音樂)	學生表現積極，全年平均出席率達90%，並在聯校音樂比賽(JSMA)，中學生合唱團組別，獲得金獎。	●		●		
49	Special Learning Day (Disneyland)	Mar	F3	125	\$39,625.00	\$317.00	E1	價值觀教育	學生在園區參加不同工作坊，表現積極投入，檢討問卷回應正面。	●	●			
50	Special Learning Day (Ocean Park)	Mar	F1	128	\$12,726.00	\$99.42	E1	價值觀教育	學生在園區參加不同工作坊，表現積極投入，檢討問卷回應正面。	●	●			
51	Special Learning Day Travelling	Mar	F1, 3	250	\$5,985.00	\$23.94	E2	其他，請註明：	學生參觀不同地方進行全方位學習，檢討問卷回應正面。	●				
52	Tea Arts Club	whole year	F1-6	31	\$8,303.00	\$267.84	E1, E5	藝術 (其他)	學生在茶藝導師的指導下，認識六大茶類特質，掌握泡茶流程，表現投入。		●	●		
53	嘻哈舞學會	whole year	F1-5	15	\$4,195.00	\$279.67		藝術 (其他)	透過不同工作坊及活動，掌握攝影技巧，學生表現積極，出席率良好。			●		●
54	攝影學會	whole year	F1-5	15	\$3,000.00	\$200.00		藝術 (其他)	透過不同工作坊及活動，掌握攝影技巧，學生表現積極，出席率良好。			●		●
55	書法體驗課程	Feb	F1-3	44	\$1,000.00	\$22.73	E1, E5	中文	學生投入參與，透過課程掌握了基本的書法技巧，並體驗了書法的樂趣。	●		●		
56	老友「軌軌」	whole year	F1-3	25	\$3,950.00	\$158.00	E1, E6	其他，請註明：Career	按學生問卷調查所得，93%學生認為活動能幫助他們認識不同班級的同學，加深對港鐵的認識和探索香港。	●				
57	高中藝術新體驗	March	F4-5	250	\$10,590.00	\$42.36		藝術 (其他)	學生投入欣賞節目，檢討問卷回應正面。		●			
58	Cross-country Team Training Camp	Aug	F1-6	30	\$5,662.70	\$188.76	E1, E2	體育	學生積極投入訓練，態度正面。			●		

59	Entry fee for sports competitions	whole year	F1-6	300	\$27,736.00	\$92.45	E1	體育	學生參加不同的校際比賽，提升抗壓能力、對學校的歸屬感和團隊精神					●		
60	Sports Teams training	whole year	F1-6	300	\$362,553.50	\$1,208.51	E5	體育	學生參加不同的校隊訓練，提升技術、體能和團隊精神，培養堅毅的品格					●		
61	Travelling fee for Corss-country Team (training and competition)	whole year	F1-6	50	\$7,340.00	\$146.80	E2	體育	學生參加不同的校隊訓練，提升技術、體能和團隊精神，培養堅毅的品格					●		
62	Subsidy Sports Team Uniforms (\$40@ x 12 students x 25 teams)	whole year	F1-6	300	\$4,655.00	\$15.52		體育	學生參加不同的校際比賽，提升抗壓能力、對學校的歸屬感和團隊精神					●		
63	Fashion Show	July	F1-5	600		\$0.00		藝術（視藝）	由於試後活動日有其他大型項目，活動取消。							
64	學生會及四社職員在職訓練營	Dec	F3-5	38		\$0.00		領袖訓練	獲得其他津貼，毋須於「全方位學習津貼」撥款。			●				
65	Special Learning Day (台北藝術文化之旅 4日3夜)	Mar	F4	125		\$0.00		其他，請註明：	受新型冠狀病毒疫情影響，活動取消。							
66	歷奇挑戰日營	Mar / July	F4-5	250		\$0.00		領袖訓練	受新型冠狀病毒疫情影響，活動取消。							
( 如空間不足，請於上方插入新行。 )																
第1.1項總計				8,898	\$1,603,281.96											
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野															
1																
2																
3																
4																
5																
( 如空間不足，請於上方插入新行。 )																
第1.2項總計				0	\$0.00											
第1項總計				8,898	\$1,603,281.96											

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

編號	項目	用途	實際開支 (\$)
1	學校禮堂電子屏幕	話劇、音樂、後台小組	\$328,198.00
2			
3			
( 如空間不足，請於上方插入新行。 )			
第2項總開支			\$328,198.00
第1及第2項總開支			\$1,931,479.96

第3項：受惠學生人數

全校學生人數：	694
受惠學生人數：	694
佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人姓名：	Ms Li Hoi Ki
職位：	Vice Prefect of Stuent Affairs

* 輸入下表代號；每項開支可填寫多於一個代號：			
E1	活動費用（報名費、入場費、課程費用、餐舍費用、場地費用、學習材料、活動物資等）	E6	學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
E2	交通費	E7	設備、儀器、工具、器材、消耗品
E3	境外交流 / 比賽團費（學生）	E8	學習資源（例如學習軟件、教材套）
E4	境外交流 / 比賽團費（隨團教師）	E9	其他（請說明）
E5	專家 / 導師 / 教練費用		

**Report on the Use of the Student Activities Support Grant  
2022-2023 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$83,200.00
B	Expenditure in the Current School Year:	\$54,057.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$29,143.00

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$2,542.00
Full-grant under the School Textbook Assistance Scheme	87	\$37,916.00
Meeting the school-based financially needy criteria	74	\$13,599.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>163</b>	<b>\$54,057.00</b>

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. <b>Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Aesthetic Development for F5		21	\$840.00			✓		
2	乒乓球學會練習		2	\$160.00			✓		
3	創夢社		6	\$120.00					✓
4	咖啡拉花興趣班		5	\$250.00	✓				
5	嘻哈舞蹈學會(Hip Hop Dance Club)		5	\$1,875.00			✓		
6	女子籃球隊練習		6	\$600.00			✓		
7	排球校隊		12	\$720.00			✓		
8	排球練習		5	\$1,000.00			✓		
9	攝影學會		5	\$100.00	✓				
10	環保學會		12	\$240.00	✓				
11	男子籃球暑期隊練習		3	\$900.00			✓		
12	男子籃球隊		5	\$750.00			✓		
13	羽毛球校隊		8	\$480.00			✓		
14	羽毛球練習		4	\$800.00			✓		
15	茶藝學會		14	\$700.00	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
16	手沖精品咖啡工作坊		2	\$100.00	✓				
17	越野隊訓練營		16	\$3,528.00			✓		
18	迪士尼探索之旅		9	\$2,637.00			✓		
19	F1 "Muse of Music" Classes Entry Fee		38	\$18,400.00	✓				
20	中一級 海洋公園		39	\$5,574.00			✓		
21	小農夫生活體驗		4	\$260.00				✓	
22	屏山文物徑		14	\$420.00		✓			
23	迪士尼青少年奇妙學習之旅		42	\$11,628.00		✓			
24	惜食堂粒粒皆辛館		11	\$550.00				✓	
25	林・區(Y Park)		3	\$75.00				✓	
26	美荷樓香港精神學習計劃		6	\$90.00				✓	
27	Special Learning Experience		63	\$1,260.00					✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			360	\$54,057.00					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
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									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			360	\$54,057.00					

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.

Contact Person for LWL (Name & Post):	Ms Chu Choi Fan, Accounts Clerk
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