



Christian Alliance S. C. Chan Memorial College

Annual School Report

2023-2024

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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.

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 workers, educational therapist and teachers are easily accessible. The school aims at an all-around perspective to reinforce the seven attributes of SCCers

Courteous

Assertive

Studious

Conscientious

Considerate

Motivated

Christlike

Student Population and Class Structure

The school operates 25 classes – four for each level from Form Two to Six, and five for Form One. The total student enrolment in 2023/24 is 712, with 296 boys and 416 girls.

Staff Establishment

In 2023-24, there are a total of 84 staff members at SCC, including 57 teachers, three laboratory technicians, five teaching assistants, one counsellor, one school executive officer, seven clerks, two IT technicians and eight janitors, all of whom are dedicated to providing a loving and caring learning environment for our students. Our teachers are professionally trained and experienced. 63% of them are master's degree holders and one has a doctoral degree. 55% of the teachers have at last ten years of teaching experience.

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.

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.

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, 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. 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 HighLights Library, 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, so that their the scope of knowledge can be broadened. 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.

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 are 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.

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.

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. The 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 Master, Careers Guidance Mistress, Educational Psychologist and School Social Workers. 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 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 arrangements 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, seminars for parents, parent-child outings, 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 a 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.

Professional development for teachers

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 Task Group 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.

(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

- ✧ To nurture Form One Students to become responsible learners and to familiarize them with school rules and regulations, an induction programme was launched in September. All Form One students were requested to have their lunch in school during that period of time.
- ✧ An assembly of 'target setting' was arranged on 6th March 2024 to promote goal-setting among students of different abilities. Students were asked to reflect their academic results in the 1st term and then set their learning target of 2nd term.
- ✧ In order to foster good learning habits among Form 1 students, the AAC has organized the 2023-2024 F.1 Note Taking Competition. All Form 1 students are strongly encouraged to participate in this competition. The competition focuses on four subjects within the Personal, Social and Humanities Education (PSHE) curriculum: Geography, History, Life and Society, and Chinese History. Participants are required to submit their well-crafted notes, with a maximum length of two pages, to the AAC. The subject teachers will serve as judges and select the best entries. Two types of awards will be presented: the "Best Note Taking Awards" and the "Best Participation Award (Class)".
- ✧ Reading atmosphere was built in different ways. Through the Student Reading Award Scheme, students read Chinese and English books that are divided into nine categories. Books that can improve the effectiveness and efficiency of learning and teaching, and those that can enhance students' mental and moral development are added to the recommended booklist to create a positive reading atmosphere. Students and teachers have been invited to give book reviews and recommendation through library sharing sessions, reading periods, morning assemblies and book fairs. Students are required to read books from the self-directed learning booklist that is updated from time to time. Reading across the Curriculum has also been integrated into the reading schemes. Having subscribed to eRead Scheme and HighLights Library, all junior form students have to complete the reading assigned by the English, Chinese, Integrated Science, Geography and History teachers. By mid-March, a total of 2,988 library books were borrowed. For example, the English and Geography Panels collaboratively organized reading activities for F.1 students. Geography-related language items are infused in an English newspaper article that is to be read by students in English lessons in November and December.
- ✧ More self-regulated learning tasks were set for students to prompt students to set learning goals, provide corrective feedback on learning strategies and promote students' self-assessment. Some examples include:

- BAFS: Students were assigned to different groups to make their own summary notes for each topic.
 - Mathematics: Students were taught and encouraged to produce their own Summary Sheet for tests and quizzes to enhance self-assessment. Good work is shown in class and uploaded to the e-learning platform. This is more effective among the academically less able students than the high achievers.
 - Chemistry: To extend students' learning beyond the classroom, self-access materials are set through various eLearning platforms. Self-learning video and MC exercises were assigned to students in the view-tracking platform (Edpuzzle) and auto-correction system (Google form and OQB of EdCity).
 - Geography: Online resources such as videos, supplementary notes, news articles, other learning materials and reference resources were uploaded to eClass, Edpuzzle, YouTube, and Google classroom for easy reference for both senior and junior form students.
- ✧ According to students' response in the APASO, Q-scores were 116 in the items Learning (active) and Learning (self-control), 111 in Learning (self-planning), while that for Learning (clear goal) was 92. In "Stakeholders' perception of Student Learning", KPM 12, mean value of Teachers' perception was 3.5 (HK School median was 3.3), Students' perception was 3.5 (HK School median was 3.5) while that of Parent' perception was 3.6 (HK School median was 3.4)
- ✧ According to students' responses in the APASO Survey, about 85.5% of the students agreed or strongly agreed that "I reflect upon my learning strategies to see if they are effective" which is above the required threshold of 80%.

1.2 To cater for learner diversity

- ✧ The HKU Academy for the Talented has invited our school to nominate 26 students (the top 10 Form 3 students, Top 8 Form 4 students and Top 8 Form 5 students) to join their academy this year.
- ✧ In response to the school's commitment to enhancing students' learning beyond the confines of the classroom, two "Special Learning Experience Days" were arranged in December 2023 and May 2024. These designated days aim at fostering cross-curricular learning collaboration and enriching students' learning experiences beyond the classroom. The different subjects collaborated to arrange field trips and workshops for students so that they could practise the transfer of knowledge and skills as they could apply what they have learnt in the classroom in real-life contexts.
- ✧ In some subject, such as English Language, differentiation was shown in the scheme of work for students of different abilities in junior forms. Elite classes were given more challenging assignments from time to time.
- ✧ The score obtained for the question in SHS (students) "Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits,

sharing of insights gained from reading and oral presentation” was 3.9, which is above the expected score 3.75.

- ✧ The score for the question in SHS (students) “I take an active role in learning inside and outside of the classroom” was 3.5, which meets the expected score 3.5.
- ✧ The score for the question in SHS (students) “I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning” was 3.7, which slightly falls below the expected score 3.75.

1.3 To foster ongoing professional development for teachers

- ✧ The Lesson Study Task Group aims at enhancing classroom effectiveness through differentiated instruction. Through enhancing the planning and implementation of lessons, students’ engagement will improve and they can play a more active role in the lessons. A school-based professional development session was held on 3rd November, 2023 on the topic “Improving the effectiveness of learning and teaching with PIEP”. It was followed up with professional discussions among subject teachers.
- ✧ Success criterion is met as the score obtained for the question in SHS Q.31 “The school's professional development activities are aligned with the development of the school and the needs of the students” was 3.9, which exceeds the expected score 3.7. Moreover in Teachers' perception of Professional Development (KPM4), mean value was 3.8 which is equal to the median score of HK school.
- ✧ Success criterion is met as the score obtained for SHS (teachers) Q.33 “The professional development activities arranged by the school for teachers have been very helpful to me in my work” was 3.8, which is higher than the expected score 3.5.

Reflection

- ✧ More self-directed tasks, blended learning approaches, educational trips and pull-out programs were introduced in different subjects, which promoted group work and differentiated instruction for better engagement and facilitated the support of academically talented students.
- ✧ The Note Taking Competition could help students develop the habit of taking notes. It can be promoted to other forms and other subject panels, especially F.2 and F.3 students.
- ✧ Students gave positive feedback on activities conducted outside the classroom, such as Special Learning Experience. Therefore, such events should continue to be organised in the future.
- ✧ It was helpful to guide students in setting their academic goals in the assemblies and have teachers discuss the process with students on Student Guidance Day. It would be even better to have additional events to assist students in reflecting on the goals they have set.
- ✧ Generic skills such as social skills and time management skills were learnt explicitly through

the induction programs and goal-setting related interventions and reinforced through a variety of activities. Students could demonstrate and integrate their skills in their studies and in daily life.

- ✧ It was observed that students were more interested in reading English content on social media than before. It seemed that they read less books and write less than the students before. It is suggested that we should encourage students to write more reflective articles or journals.
- ✧ More learning and teaching strategies were introduced and tried out in order to cater for learners' diversity, increase student engagement, enhance digital literacy and enrich learning experiences. Continuous improvement and collaboration about the pedagogical strategies are valuable for the professional development of teachers.
- ✧ Students' self-learning capabilities needs to be further strengthened.

Feedback and Follow-up

- ✧ For goal-setting, a centralised post-exam session can be added for class teachers to help students evaluate how well they have achieved their goals. This can help students to complete the whole goal-setting experience and respond to SHS (students) on "I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.". The school may also digitalise the goal setting records, so that students can create a 'goal-setting portfolio' to review all their goals throughout the years and set better goals. Different teachers can trace students' previous goals since Form 1, so that students can be guided to review the goals regularly.
- ✧ Reading across Curriculum can be extended to other EMI subjects.
- ✧ Teachers have positive feedback on the professional development activities conducted on Staff Development Day. Such activities can continue to be held. It would be even more beneficial if teachers from different subjects could engage in discussions about their teaching methods and experiences.
- ✧ More opportunities for sharing on effective learning and teaching strategies should be encouraged or arranged among teachers to enhance students' self-learning capabilities and cater for learner diversity.
- ✧ More collaboration among different subject panels or committees in the learning activities, educational trips or competition could facilitate the sharing of resources (manpower, lesson time, and equipment) and further enhance the effectiveness of various pedagogical methods.

Major Concern 2:

To promote a positive school climate

Achievements

2.1 To enable students to recognise their own strengths and uniqueness

- ✧ Students need to know their strengths and uniqueness if they are to excel. As in the previous years, we continue 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 in the interdisciplinary lesson plans designed by teachers of the Citizenship and Social Development Panel and the Religious Studies Panel, where the concept of character strength is stressed. The same belief is also exemplified through the talks and workshops on positive psychology provided for students. To help F.1 new-comers to get adjusted to the secondary school life, the GP Scheme provided a chance for Guidance Prefects to act as their role models and companions. The concept of character strengths and individuality were also introduced in the Career Guidance Curriculum through Life Planning lessons. The group activities and interactive tasks facilitated students' understanding of their abilities and formulation of individualised plans.
- ✧ 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 179 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, and to build their confidence and to set exemplars, posters of student leaders have been put up on the display board near the main entrance in rotation.
- ✧ To instill in students the concept of character strengths and individuality, and facilitate students' self-understanding, life-planning education lessons were provided to Form One to Form Six students. The concept of VASK (Values, Attitudes, Skills and Knowledge) was incorporated in the career guidance curriculum. Group activities and interaction were arranged to facilitate students' understanding of their abilities, reflecting on their value, prioritizing their life preferences and formulating their individualized plans in senior forms. In junior forms, the focus was put on self-understanding, work values and exposure to a variety of occupations. Individual Careers Counselling was provided to senior form students. A variety of career-related and exploration activities were arranged by the Career Guidance Committee and in collaboration with subject panels or committees. In addition, Form Four and Five students who have joined the Alumni Mentoring Programme received guidance from 49 alumni mentors as they set their education and career goals.
- ✧ According to students' response in the APASO, average Q-score in items "Psychological Health"

(KPM 17.1-17.5) was 96.8, which is higher than that of last year (91.8). In the item “Self concept”, the average Q-score was 97.

- ✧ In “Stakeholders' perception of Support for Student Development” (KPM 13), the mean value was 3.8 (HK School median was 3.83) while that for “School Climate” (KPM14) was 4.0, which was slightly better than HK School median 3.9.
- ✧ Success criterion is met as the score obtained for the question (Q.19) in SHS (students) “The school actively develops our leadership abilities, such as providing training to class monitors and prefects” was 3.7.
- ✧ The score for the question (Q.28) in SHS (students) “The school is a caring place” was 3.7, which is slightly below the expected score 3.8.

2.2 To promote student well-being

- ✧ The Student Guidance Team has conducted a series of activities to care for students' mental health. The theme of this year is “Be Grateful, Be Joyful (愈感恩 愈快樂)”. Life Education Programme was conducted aiming at allowing students to express their gratitude and to share their happiness. Highlights of the programme include assemblies on life stories, handicraft workshops, song dedication activity, cupcake and popcorn sharing, individual and group sport stacking as well as home visits to the elderly. In November, in response to the territory-wide concerns on students' mental health, a special programme called “Self-Care Corner @ SCC (精神健康日)” was held. Students enjoyed various relaxing or cheering-up activities during lunchtime. In addition, a new initiative “Grateful Thursday” was launched this year. In order to cultivate the practice of expressing gratitude, every Thursday during lunchtime, students were invited to make a wish for someone who cared for them and share their gratitude messages on their birthday. They were then given a token to draw a special treat for their birthday in return.
- ✧ On top of the various programmes, we are dedicated to building and maintaining strong teacher-student relationship at SCC, as we believe that it is important in fostering students' well-being. For example, as a tradition, two Student Guidance Days are arranged every year 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. We have also 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. The long-term cooperation with Yau Oi Chapel has enhanced the spiritual development of students.
- ✧ To promote health education and to enhance students' physical health, the Health Education Task Group was set up and has initiated a new programme called “Active Friday” this year, which was held about once a month. Students and teachers put on their sports clothes that day and the whole school did stretching and physical fitness exercises. Apart from this, Form One students completed a series of long-distance running experience at the beginning of the term. They had to get up earlier than usual and run with their classmates to develop perseverance and build their bodies. Form Six students had the opportunity to take part in a graduation trip

to climb to the top of Castle Peak together with teachers and classmates. They were encouraged to reduce stress through exercise, build their bodies and improve their learning efficiency.

- ✧ According to students' response in the APASO, Q-scores were 85 in the items "Physical Exercise" (KPM 17.6) and "Self-reported Health Status", 98 in "Sleeping Hours", while that for "Psychological Health" (KPM 17.1-17.5) average Q-score was 96.8. Such scores were satisfactory.
- ✧ The score obtained for the question (Q.16) in SHS (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" was 3.4, which was slightly below the expected score 3.5.

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

- ✧ Our teachers have also been taking an active part in building a vibrant collaborative culture through regular meetings, peer observation, staff prayer meetings and staff fellowship. The morning staff prayer meetings on Monday provide an opportunity for teachers to remember the needs of the school, the staff and the students in their prayers. Team-building activities were also organised for staff members to maintain a strong collaborative relationship, including hiking, cooking, artistic and sports activities.
- ✧ According to teacher' responses in the Stakeholder Survey, an average score of 3.9 out of 5 in the question "The professional development activities for teachers organised by the school cater for the school development and students' needs (Q.31)" was achieved. Besides, an average score of 3.8 in the question "The professional development activities for teachers organised by the school are very helpful to my work (Q.33)" and 3.7 in the question "The school has developed an ambience of professional exchange (Q.34)" were achieved.
- ✧ In "Teachers' views on support for student development" SHS (teacher), Q.62-66, the mean value was 3.94 out of 5 while that for "Teachers' views on School Climate" SHS (teacher), Q.67-73, was 4.09.

Reflection

- ✧ The activities organized by the school gave sufficient opportunities for students to recognise their strengths and those of others. Over 170 students have been student leaders this year. It revealed that the school had provided sufficient opportunities for students to equip themselves for future responsibilities. The class-based activities that asked students about their peers' strength also encouraged students to appreciate the individual differences between them and their classmates.
- ✧ The study tours to Mainland China for F.2 (whole form), F.4 (50 students) and F.5 (whole form) reinforced their sense of national Identity.
- ✧ The school provided more opportunities for students to experience how to lead a healthier lifestyle. For example, the Active Fridays, F.6 graduation hiking trip, F.1 long-distance running trial experience and Happy Fruit Month promoted the importance of a healthy lifestyle.
- ✧ Students had opportunities to challenge and showcase their generic skills such as collaboration skills and creativity during the sport stacking competition and art workshops on Self-care

Corner@SCC. They were also offered the opportunities to appreciate different kinds of arts.

- ✧ Students with weaker resilience ability were spotted and given priority to participate in life education activities. However, some of them were reluctant to join such activities.
- ✧ “Support for Student Development” score below median
- ✧ Students reported that their health status, sleeping hours and level of physical exercise were just fairly satisfactory. More intervention is needed to enhance their balance of lifestyle..

Feedback and Follow-up

- ✧ To further enhance a healthy lifestyle, the school may strengthen students’ well-being by increasing the frequency of Active Fridays and promoting the morning run to other forms. The school may also promote daily walking time before and after school. Collaboration with parents can also help to build students healthy lifestyles.
- ✧ Study tours to the Mainland can become a regular practice to reinforce students’ sense of national Identity. To further develop their global identity, more overseas study tours can be organized.
- ✧ Self-care Corner @SCC can be held more regularly so that more relaxing activities can be organised to help students release stress.
- ✧ Explore better coordination and arrangement of assignments, tests, supplementary lessons and extra-curricular activities for a more balanced school life.
- ✧ Encourage self-study strategies that align with individual character strengths to enhance engagement and academic success.
- ✧ Reach out and correspond to more alumni via alumni form representatives each year right after graduation dinner for better coordination and exploration of possible human resources / variety of mentors in future.

(3) Student Performance

Academic Achievements

A total of 101 students sat the HKDSE Examination in 2024. 91 students (90%) met the local university entrance requirements. 87 students (87%) received JUPAS offers.

2024 HKDSE Results

Subject	No. of students	Level 4 or above (%)	Level 2 or above (%)
English Language	101	73.3 (28.7)	100 (81.9)
Chinese Language	101	64.4 (32.4)	98.0 (91.2)
Mathematics	101	78.2 (39.1)	99.0 (83.0)
Mathematics Module 2	15	80.0 (58.6)	100 (92.9)
Physics	28	64.3 (49.8)	92.9 (90.9)
Chemistry	44	90.9 (51.4)	100 (88.1)
Biology	46	80.4 (46.7)	97.8 (92.1)
Economics	26	53.8 (45.7)	100 (87.8)
Chinese History	10	70.0 (38.1)	100 (91.7)
History	11	81.8 (45.6)	100 (95.0)
Business, Accounting and Financial Studies	25	56.0 (43.1)	96.0 (91.5)
Geography	34	76.5 (37.1)	97.1 (89.9)
Chinese Literature	9	55.6 (35.8)	88.9 (89.9)
Information and communications technology	11	54.5 (33.5)	100 (86.2)
Visual Arts	7	71.4 (24.7)	100 (87.0)
Total		72.0	98.4

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

JUPAS offer

University		No. of students
City University of Hong Kong	CityU	5
Hong Kong Baptist University	HKBU	3
Lingnan University	LU	0
The Chinese University of Hong Kong	CUHK	29
The Education University of Hong Kong	EdUHK	2
The Hong Kong Polytechnic University	PolyU	11
The Hong Kong University of Science and Technology	HKUST	10
The University of Hong Kong	HKU	6
Hong Kong Metropolitan University	HKMU	6
Study Subsidy Scheme for Designated Professions/Sectors Programmes	SSSDP	15

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.

Name of scholarship / award / competition	Achievement
Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students
Star of Future Wen Wei Po Scholarship	Outstanding Competent Award
Hong Kong Young Ambassador	Silver Medal
Sustainable Development Goals eLearning Award Scheme	<ul style="list-style-type: none"> ➤ Gold Award ➤ Outstanding Performance
Hong Kong Inter-school Choral Festival Competition cum Masterclass	Silver Award (Secondary School Senior Division)
Youth ImpACT Award 3.0 - Youth Innovative Service Development Award	Gold Award
Health Exhibition Presentation Competition	Silver Award
Hong Kong Primary and Secondary Schools Environmentally Friendly Wind Turbine STEM Creation Competition	Honorable Mention
"Carer, We Care!" Micro Film Production Competition	1st Runner-up
Youth Arts Festival	1st Runner-up
Hong Kong 2nd More Cup Open Latin Dance Championships	Champion (in four solo events)
58th Hong Kong Dance Competition	Champion (Teenage Group Solo Entry Hip-hop)
Dance World Cup Asia – Hong Kong Qualifying Match 2024	2nd Runner-up (Junior Solo Street Dance)
The 6th Hong Kong Youth & Children Dance Competition	Silver Award (Hip-hop Solo)
Blue Bird Cup Dance Competition 2023	Gold Award (Street (Open))
Hong Kong Debating Premier League Division B	Champion
A.S. Watson Group HK Student Sports Award	A.S. Watson Group HK Student Sports Award
Inter-School Athletics Championships	2nd Runner-up (Girls B Grade)
Tuen Mun U Team Youth Football Competition	<ul style="list-style-type: none"> ➤ 1st Runner-up (Junior) ➤ 2nd Runner-up (Senior)
Tuen Mun Inter-school Badminton Competition	<ul style="list-style-type: none"> ➤ 1st Runner-up (Boys B Grade) ➤ 1st Runner-up (Girls B Grade) ➤ 2nd Runner-up (Boys A Grade)
All New Territories Inter-school Tennis Competition	1st Runner-up (Boys Open)
North District Squash Competition	1st Runner-up (Female Junior)
Tuen Mun Inter-school Swimming Championship	<ul style="list-style-type: none"> ➤ 1st Runner-up (Boys A Grade Overall) ➤ 1st Runner-up (Girls B Grade Overall) ➤ 2nd Runner-up (Girls A Grade Overall) ➤ 3rd Runner-up (Boys C Grade Overall)

Inter-school Cross Country Competition	<ul style="list-style-type: none"> ➤ 1st Runner-up (Girls B Grade Overall) ➤ 2nd Runner-up (Girls A Grade Overall) ➤ 3rd Runner-up (Boys A Grade Overall)
Youth Challenge 少年毅戰賽	<ul style="list-style-type: none"> ➤ 1st Runner-up (Junior Girls) ➤ 1st Runner-up (Senior Girls) ➤ 1st Runner-up (Senior Boys)
Lifewire Run	<ul style="list-style-type: none"> ➤ 1st Runner-up (8km) ➤ 2nd Runner-up (3km)
Pocari Sweat Run Fest 2023	2nd Runner-up (5km Individual - Female 12-13)
Hong Kong Elite Rope Skipping Championships 2024 cum Hong Kong China Delegate Team Selection for Asia Jump Rope Championships	Champion (in four events)
Hong Kong Rope Skipping Competition	Champion (in four events)
Guangzhou School Elite Rope Skipping Championships cum Greater Bay Area Rope Skipping Invitational Tournament	Champion(in two events)
HK Children Chinese Martial Arts (Age Group) Competition	1st Runner-up (Female Youth Kata) 套拳
Explore Wan Chai • Youth Orienteering Competition	<ul style="list-style-type: none"> ➤ 1st Runner-up (Senior) ➤ 2nd Runner-up (Senior)
City Challenge 歷奇比賽	<ul style="list-style-type: none"> ➤ 1st Runner-up (Junior Girls) ➤ 1st Runner-up (Senior Girls) ➤ 1st Runner-up (Senior Boys)
2023 全港徵文公開賽	Gold Award (Secondary school)
75th Hong Kong Schools Speech Festival	Second & Third Prize
2024 English Drama Fest	2 nd Runner-up
Filmit 2024 Competition	Outstanding Actor Award
Time to Talk Public Speaking Competition	
American Mathematics Olympiad 2023	Silver Award (Grade 7)
Hong Kong Mathematics & Math Olympiad Elite Competition	Gold Award (S1 Mathematics Division)
Asia International Mathematical Olympiad Open Contest	Gold Honour
Chemist Online Self-study Award Scheme	Platinum Award, Diamond Award & Bronze Award
International Chemistry Quiz (ICQ) (H.K. Section)	High Distinction Distinction

(4) Financial Summary

Income & Expenditure Statement for the period 1/9/2023 to 31/8/2024

<u>Government Fund</u>	INCOME	EXPENDITURE
Expanded OEBG		
(a) Baseline Reference	3,057,147.76	2,707,038.52
(b) School Specific Grants		
Administration Grant	4,043,616.00	4,128,954.84
Capacity Enhancement Grant	666,935.00	467,569.50
Composite IT Grant	512,696.00	507,356.02
Air-Conditioning Grant	588,397.00	639,822.50
School-based Management Top-up Grant	52,596.00	49,000.00
School-based Speech Therapy Administration Recurrent Grant	8,415.00	96.30
Subtotal	8,929,802.76	8,499,837.68
<u>School Funds</u>		
Tong Fai & Collection of fees for specific purposes	253,031.15	252,711.90
Subtotal	253,031.15	252,711.90
GRANT TOTAL	9,247,754.74	9,174,648.16

This amount has not been verified by a certified public accountant

(5) Appendix

Report on the use of Capacity Enhancement Grant (CEG) (2023/24)

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"> To cope with diverse learning needs of students To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies. 	To employ 2.5 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>\$387,094.50</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"> helping out in various clerical work assisting teachers in various learning events preparing and organizing teaching materials conducts remedial classes and enhancement classes <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"> To consolidate students' learning during the summer holidays 	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: = \$10,875	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"> To relieve IT teachers' workload on managing students record 	To employ a part-time Software Designer	Annual Salary and MPF of a part-time Software Designer = \$69,600	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

2023-2024 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, morning assemblies 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 4236 books read on HighLights Library. For Chinese reading platform, the borrowing rate of eREAD Scheme was 5017 times. Books read on both eRead Scheme and HighLights Library would be counted in Students Reading Award Scheme 2023-2024. There were 193 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 70 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. HighLights Library newly subscribed in this school year provided more suitable titles to students. 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	Purchase of Books	
	Printed books	32,033.55
2	Web-based Reading Schemes	
	eRead Scheme (250 Chinese books for whole school)	23,600.00
	Highlights Library (Not more than 400 students package – students payment (\$16200 - \$63 x 255))	135.00
3	Reading Activities	
	Author's Sharing (2 sessions)	6,140.00
	Reading Café (2 times) (Promotion of SCC Teachers' Recommended Booklist)	1335.40
	Reading Sharing Session	1676.90
	Student Reading Award Scheme	6481.00
Total		73,516.85

Evaluation Report on DLG-funded Other Programme, 2023 - 2024

Programme Title	Objective(s)	Target (No./ Level)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
F.5 English Enhancement class	To train students' English practical skills	23 / F.5 students	Students who are interested in English and with good academic performance.	✧ 3 sessions in September 2023, 3 sessions in October 2023 and 3 sessions in February 2024 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$7,200 (1.5hrs x 9 x \$533.33/hr)
F.6 Chinese writing booster class	To train students' Chinese writing skills	7 / F.6 students	Students who are interested in Chinese composition and with good academic performance.	✧ 2 sessions in January 2024 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$937.5 (1.75hrs x 1 x \$250/hr + 2hr x 1 x \$250/hr)
F.6 BAFS Booster class	To accelerate the practical skills for elite students.	4 / F.6 students	Students who are interested in BAFS and with good academic performance.	✧ 2 sessions in October 2023, 2 sessions in November 2023 and 1 session in December 2023 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$1,875 (1.5hrs x 5 x \$250/hr)
F.4 English Enhancement class	To train students' English practical skills	19 / F.4 students	Students who are interested in English and with good academic performance.	✧ 2 sessions in March 2024, 3 sessions in April 2024 and 1 session in May 2024 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$4,800 (1.5hrs x 6 x \$533.33/hr)
F.6 English speaking practice	To train students' English oral skills	262 / F.6 students	Students who are interested in English speaking and with good academic performance.	✧ 12 sessions in March 2024 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$3,400 (2hrs x 12 x \$200/hr)

Programme Title	Objective(s)	Target (No./ Level)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
F.4 English elite debate workshop	To enhance students' argumentation, critical thinking and public speaking skills through intensive debate training	16 / F.4 students	Students who are interested in English and with good academic performance.	<ul style="list-style-type: none"> ✧ 6 sessions in July 2024 ✧ School campus 	Participants' feedback was positive. They acquired solid understanding of the format, expectations and strategies of formal English debates and developed their critical thinking and public speaking skills in English.	\$8,100 (1.5hrs x 6 x \$1,300/hr - \$4,800 (course fee from students) + \$1,200 (travel allowance)
DSE Music course (Network programme)	To nurture students of music and prepare them for DSE Music exam	2 / F.5 students	Students were recommended by Music Panel Head at school.	<ul style="list-style-type: none"> ✧ F.5: 34 lessons from September 2023 to July 2024 ✧ Network school of Tuen Mun District 	The attendance of students was high. Tutors from True Light Consultant Services were professional. Positive feedback is made by the participated students and teachers.	\$17,600 (F.5: \$8,800 x2)
DSE P.E. course (Network programme)	To nurture students of P.E. and prepare them for DSE P.E. exam	3 / F.4 students 2 / F.5 students	Students were recommended by P.E Panel Head at school	<ul style="list-style-type: none"> ✧ 34 lessons from September 2023 to July 2024 ✧ Network school of Tuen Mun District 	The attendance of students was high. Positive feedback is made by the students and teachers.	\$40,000 (F.4: \$8,000 x 3 + F.5: \$8,000 x 2)

Total expenditure: \$83,912.50

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（2023-24）

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 購買參考書籍 訂購學生閱讀材料	中四至中六級	2023 年 9 月至 2024 年 8 月	\$6,535 \$2,993 \$8,910	出版社教材讓老師可以製作有質素的課業材料，令學生掌握重要知識及明白如何準確答題；參考書有助教師備課，特別是一些文化課題；《公民+》則讓學生閒時閱讀，輕鬆並多角度地增進本科知識。
舉辦能提升公民科學與教效能的校本學習活動	與中文科合作舉辦高中辯論賽，辯題全與公民科相關。	中四及中五級	2024 年 3 月	\$2,600	透過高中辯論賽探討 5 個與公民科相關的課題，由初賽討論中華文化思想、複賽討論推廣國民身分的政策、到決賽討論國家安全，參賽同學能深入鑽研，觀眾聆聽亦有不少裨益。
舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	與中文科合作，資助 18 名學生到澳門考察，以文學散步形式，體驗中葡文化；亦與家政科合作，資助學生參與中華餅食製作。	中四至中五級	2024 年 3、7 月	\$39,300 \$6,480	透過與中文科及家政科同事合作，讓公民科的學習更立體，不只停留於硬知識層面。例如澳門「文學散步」形式的考察，讓學生親身體會中華文化與西方文化如何交融演變，也讓學生感受國家治下大灣區的基建及城市發展；又如中華餅食製作，亦讓同學透過手作，了解中西飲食文化如何在香港融合創新。
其他	資助老師參與內地相關的交流、內地學校交流物資	中四至中五級	2024 年 3 月	\$2,525	讓老師親身了解國家發展，有助長遠教學發展，畢竟疫情期間老師較少前往內地，有個別同事更回應說，是近十年首次回到內地，大開眼界。
	雜項（如電話卡）	中四至中五級	2024 年 3 月	\$440	便利同事在內地互相聯絡，確保參加內地交流的各組學生安全。

承上結餘＝\$176,536.90

實際支出＝\$69,783.00

來年可用＝\$106,753.90

Report on the use of f the Additional Funding for Non-Chinese Speaking Students (NCS) (2023/24)

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"> ● Appointing the Teaching Assistant to support the learning of Chinese of NCS students ● Adopting learning and teaching materials when necessary ● Organising activities which promote cultural integration and raise sensitivity to diverse cultures and religions ● Promoting home-school cooperation with parents of NCS students ● Translating major school circulars or important matters on school website when necessary 	Annual Salary and MPF of 0.7 Teaching Assistant = <u>\$170,742.26</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"> ● An after-school Chinese Culture Day was held. ● A Chinese Week was organized. ● After-school Chinese related activities (poem reading, debate competition, etc.) were held ● Facilitate communication with parents, discuss learning progress and provide information on further studies.

2023/24 學年學習支援津貼(LSG) 財政報告

本學年撥款: \$ 583,823 上學年結餘: \$ 76,192.58

本學年可用金額合共: \$660,015.58

	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	為有需要的同學提供評估及情緒／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	\$72,000
2	增潤課程 (解難/減壓) • 生命抉擇劇場 (中四增潤課程) • 生活技能提升減壓小組甜品製作(中五增潤課程)	提升解難能力及生活技能	香港基督教信義會 Hea-art Art Therapy Centre Limited	2-4/2024 11/2023-1/2024	每組 16 人，其中包括 SEN (MI) 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	\$31,600
3	個別生涯規劃輔導	協助學生發掘自我，開拓與工作有關的經驗	沿圖有限公司	5-7/2024	1 位 Tier 3 學生	個別輔導、義工體驗	服務表現良好 學生願意出席活動	\$7,000
4	學習支援 • 個別／小組專科導修 (恆常及暑期)	學習技巧訓練／提升成績	導師 (8 位)	9/2023 – 8/2024	MI 為主或因學業壓力感焦慮的 SEN 學生	學生出席率/觀課/學生成績	100%學生出席; 學生表示有幫助; 服務表現良好	\$31,485
5	共融活動 • 周會活動 - 講座分享 - 入班活動 • 共融體驗活動 (疊杯／探訪長者義工／精神健康攤位及藝術治療體驗等) • 中一級生命教育 • 共融領袖培訓活動	推廣精神健康／營造正向學習環境	- 香港傷健協會 - 香港青年協會 • 香港競技疊杯總會 生命熱線/ Phoenix Art Production Co. /Wonderland Art & Nature/香港遊樂場協會 • 小助手服務及採購有限公司 • YA Training Co. / Robocox Ltd.	2/2024 11/2023 11/2023 -7/2024 8/2024 12/2023 8/2024	中一至中六級 中四級 中一至中六級 中一級 中二至中五級	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	\$65,975

	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
6	購買融合教育活動教具/學習資源	推廣精神健康／營造正向學習環境	-----	9/2023 – 8/2024	全校學生	輔導組老師及學生的意見	教具及學習資源有用，效果不錯	\$23,895
7	聘請支援同工	協助跟進 SEN 學生需要，以及與 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、生涯規劃等	-----	9/2023 – 8/2024	全校學生	同工考績	同工表現良好，適時完成各項工作，工作認真	\$39,0619
總額								\$622,574

School-based After-school Learning and Support Programmes 2023/24 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 167 (including A. 13 CSSA recipients, B. 87 SFAS full-grant recipients and C. 77 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	6	53	35	96%	Whole year	16,021.00	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	1	23	15	100%	26/10/2023	1,560.00	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。
Cross Boundary Education Trips	1	26	23	100%	21-24/03/2024 02-03/07/2024	83,200.00	Teacher observation Students' response	香港四海旅行社有限公司	學生積極參與，透過外地旅遊，認識當地文化，增廣見聞。
Enrichment Programs	1	8	3	100%	29/09-02/10/2023	1,560.00	Teacher observation Students' response	香港聖約翰救傷會	學生學習急救知識，日後可幫助有需要的人。
Leadership Training	2	5	6	100%	14-15/12/2023	2,700.00	Teacher observation Students' response	盈歷培訓公司	學生透過工作坊，了解身邊的人及關懷社會。

Leadership Training	5	14	29	100%	14/08/2024	4,875.00	Teacher observation Students' response	弘志培訓發展中心 有限公司	新學年的學生領袖回應指能透過活動及導師講解，了解領導和團體合作的重要。認識自己，建立團隊精神。
Special Learning Experience	7	43	38	94%	15/12/2023	4,675.00	Teacher observation Students' response	----	學生參與各項活動，認識多方的知識。
Sport Training Subsidy	5	13	14	96%	Whole year	2,560.00	Teacher observation Students' response	----	學生參與不同運動項目，鍛鍊體能。
Study Tour Seoul	0	6	3	100%	30/06-04/07/2024	14,100.00	Teacher observation Students' response	Travel Expert Ltd	透過遊學團，了解韓國STEAM 文化，及增加對STEAM 不同層面的認識。
Visit	0	1	2	100%	11/12/2023	500.00	Teacher observation Students' response	Hong Kong International Aviation Academy Limited	學生透過活動認識航空工作。
Total no. of activities: 24									
@No. of man-times	23	161	169						
**Total no. of man-times	388								
					Total Expenses	131,751.00			

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			
Learning Effectiveness						
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		✓				
Personal and Social Development						
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		✓				
Community Involvement						
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)

2023-2024 (School Year) Report on the Use of the Life-wide Learning Grant
Christian Alliance S. C. Chan Memorial College

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

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

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支	人均 會宿開支	開支 用途*	範疇 ¹ (包括學習領域、跨學科、教育)	評估結果	差異學習經歷 (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 (配合修習)	價值觀 教育	繼續發展	社會服務	與工作有 關的經驗
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Field trip	whole year	F.5	48	\$1,296.00	\$27.00	E2	Science	學生投入參與，出席率達100%，實地考察能讓同學將課本知識應用，豐富學習經驗	✓				
2	Biology Literacy Award, participation fee	whole year	F.5	8	\$1,200.00	\$150.00	E1	Science	學生投入參與，出席率達100%，學生表現理想,在比賽中兩位獲二等獎及一位獲三等獎	✓				
3	External competition enrollment fee and materials for preparation	whole year	F.4-F.6	28	\$2,195.35	\$78.41	E1,E7	Science	學生投入參與，當中包括兩個校外比賽並分別獲獎，提升學生對科學及STEAM學習的興趣。	✓				
4	書法體驗班	Nov.	F.1-F.3	34	\$2,100.00	\$61.76	E5	Chinese Language	學生字體有改善	✓				
5	External Competitions (application fee, equipment, traffic subsidy)	Nov.	F.4-F.6	8	\$810.00	\$101.25	E1, E2	Cross-Disciplinary (STEAM)	學生投入參與，提升學生對電腦科的興趣。	✓				
6	Geography Field trip	Feb.	F.1-5	48	\$6,771.20	\$141.07	E1, E2	Geography	學生投入參與，出席率達100%，實地考察能讓同學將課本知識應用，豐富學習經驗	✓				
7	STEM group projects- extra apparatus for investigation	whole year	F.1 & F.2	240	\$4,786.52	\$19.94	E1,E7	Cross-Disciplinary (STEAM)	學生投入參與專題研習活動，均能完成任務，相信能提升學生對科學及STEAM學習的興趣。	✓				
8	External competition enrollment fee and materials for preparation	whole year	F.1-F.3	28	\$345.95	\$12.36	E1,E7	Cross-Disciplinary (STEAM)	學生投入參與，當中包括四個校外比賽並分別獲獎，提升學生對科學及STEAM學習的興趣。	✓				
9	Oxygen cylinder regulator - Replacement	whole year	F.1-F.3	240	\$1,480.00	\$6.17	E8	Science	學生投入參與教學實驗活動，均能完成任務，相信能提升學生對科學及STEAM學習的興趣。	✓				
10	Microscope view cam - Addition	whole year	F.1-F.3	240	\$651.74	\$2.72	E8	Science	學生投入參與教學實驗活動，均能完成任務，相信能提升學生對科學及STEAM學習的興趣。	✓				
11	Muse of Music	whole year	F.1	121	\$91,800.00	\$758.68	E1, E5	Arts (Music)	所有中一學生均有機會參加音樂活動，陶冶性情。	✓				
12	HKPO Training	whole year	F.3-4	13	\$2,500.00	\$192.31	E5	Science	學生積極參加培訓，出席率達94%，其中兩位同學獲優異成績。	✓				
13	Special Learning Experience	Dec. / Apr.	F.1-F.6	610	\$73,965.00	\$121.25	E1, E2	Cross-Disciplinary (Others)	學生參加不同的學習活動，鞏固學科知識，成效顯著。	✓	✓			
14	Workplace Visits and Experience Programmes	whole year	F.4-6	64	\$5,200.00	\$81.25	E1, E2	Others, please specify: Career Planning	同學表示透過參與航空學院航空工程-767 零距離，增加對機場工作及物理知識的認識；同學投入參觀科學園及參觀共享工作空間					✓
15	Human Library	Mar.	F.5	90	\$90.00	\$1.00	E1	Others, please specify: Career Planning	根據問卷調查結果，同學均認同與金齡人士的互動能增加他們對各職業實際運作情況的認識，超過九成同學亦表示活動有助他們更積極思考自己的志向及追尋自己的理想生活。					✓
16	Soci Game	Mar.	F.4	99	\$11,000.00	\$111.11	E1	Others, please specify:Career Planning	根據問卷調查結果，同學同意模擬人生活動能讓他們體驗不同行業，亦了解規劃未來及作出抉擇及取捨的重要。					✓
17	Activities Connecting Subject Learning	whole year	F.4-6	31	\$1,183.70	\$38.18	E1, E2	Others, please specify:Career Planning	中醫藥常識問答比賽第七名；理工大學物理治療及護理學實驗室及儀器運用；城市大學農場參觀提供親手接觸牛隻及了解飼養運作的機會，讓同學認識獸醫及反思工作意義					✓
18	Workshop of Career Assessment	whole year	F.5	46	\$458.80	\$9.97	E1	Others, please specify:Career Planning	同學投入參與，透過職業卡及小組活動增加自我認識					✓
19	Student Leaders' Training	(Aug 2023)	F.3-F.5	160	\$18,925.00	\$118.28	E1	Leadership Training	同學投入，對活動評價高, 平均分為3.71/5, 各項給予4或5分的人數多達71%	✓			✓	
20	感恩分享會	whole year	F.1-F.6	202	\$6,044.00	\$29.92	E1	Values Education	不同球隊辛苦比賽一年，能聚首一堂檢討得失，同學都有好評。	✓		✓		
21	Subsidies for external activities or competities	whole year	F.1-F.6	1	\$465.00	\$465.00	E1	Values Education	資助同學外出參加領袖訓練，擴闊學生眼界				✓	
22	Drama & Campus Station Tutor	whole year	F.1-F.6	59	\$280,000.00	\$4,745.76	E5, E7, E8	Arts (Others)	定期舉行攝影工作坊及製作校園活動影片，屢次於校外比賽取得殊榮，包括「正視欺凌擁抱愛」短視頻創作比賽亞軍，連續兩屆於全港中學微電影創作大賽取得季軍及優異獎，以及於「照顧者身心靈補給站」微電影創作比賽取得亞軍。	✓			✓	✓
23	Subsidies for students First-aid course	Oct.	F.4-F.6	30	\$11,490.00	\$383.00	E1, E7	Others, please specify: Health Education	同學對急救甚有興趣, 報名人數超額要抽籤, 同學亦認真上課, 預計合格率超過90% (暫未公佈)				✓	✓
24	中二級軍事體驗營資助	Mar.	F.2	124	\$11,383.00	\$91.80	E3	Moral, Civic and National Education	中二同學獲資助國內考察，認識中國歷史文化，增加國民身份認同。	✓				
25	Special Learning Days	Mar.	F.1, F.3	250	\$23,350.00	\$93.40	E1, E2	Cross-Disciplinary (Others)	學生在參加不同工作坊，表現積極投入，檢討問卷回應正面。	✓				
26	F.4 高中藝術新體驗	Oct.	F.4	123	\$4,440.00	\$36.10	E1, E2	Arts (Others)	學生投入欣賞節目，檢討問卷回應正面。	✓				
27	F.5 高中藝術新體驗	Apr.	F.5	113	\$4,086.10	\$36.16	E1, E2	Arts (Others)	學生投入欣賞節目，檢討問卷回應正面。	✓				
28	Entry fees subsidy for Music & Speech Fest.	Oct.	F.1-F.6	70	\$4,782.50	\$68.32	E1	Arts (Music)	學生參加比賽，提升水平及擴闊視野。	✓				
29	Coffee Brewing Club	whole year	F.3-F.6	30	\$6,300.00	\$210.00	E1, E5	Arts (Others)	學生投入活動，加深對「咖啡」的認識	✓				
30	老友軌軌	whole year	F.1-F.3	20	\$3,008.50	\$150.43	E1, E2,	Student Mental Health	按教師觀察所得，學生認為活動能學習到拉花的技巧。	✓				
31	Ecotourism Club	whole year	F.1-F.4	18	\$11,797.00	\$655.39	E1, E2, E5	Cross-Disciplinary (Others)	學生投入活動，培養愛護環境的情操。	✓				
32	Debating Team	whole year	F.1-F.6	27	\$49,373.50	\$1,828.65	E1, E2, E5	General Studies	在教練指導下，同學參加不同比賽取得10勝4負佳績，獲2024香港辯論超級聯賽總冠軍。	✓				
33	Hymn Sngspiration Club	whole year	F.1-F.6	28	\$18,090.00	\$646.07	E1, E7	Values Education	學生積極參與練習並在三次出隊（福音周、復活節崇拜及A May Sing Grace）中表現投入，帶動同學敬拜。	✓				
34	Subsidy for English Debating Team	whole year	F.1-F.4	8	\$34,270.00	\$4,283.75	E1, E5	English Language	在教練指導下，同學參加不同辯論比賽，獲益良多。	✓				
35	Subsidy for Choir	whole year	F.1-F.6	52	\$39,185.00	\$753.56	E1, E2, E5	Arts (Music)	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，獲得銀獎。	✓				
36	Subsidy for Acappella Team	whole year	F.1-F.6	8	\$14,415.00	\$1,801.88	E1, E5	Arts (Music)	學生表現積極投入。	✓				
37	Subsidy for Young Artist Club	whole year	F.1-F.6	16	\$1,000.00	\$62.50	E1, E5	Arts (Visual Arts)	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。	✓				
38	Subsidy for Mathematics Contest Club	whole year	F.3-F.6	80	\$18,470.00	\$230.88	E1, E5	Mathematics	學生積極參與，平均出席率達80%	✓				
39	STEAM Research team	whole year	F.1-6	42	\$8,019.65	\$190.94	E1, E2, E5	Cross-Disciplinary (STEAM)	在教練指導下，同學參加不同比賽，獲得佳績。	✓				
40	Entry fee for other competitions	whole year	F.1-F.6	40	\$2,770.00	\$69.25	E1	Values Education	學生參加不同機構舉辦的比賽，提升抗壓能力和團隊精神。		✓			
41	Venue fee for school team training	whole year	F.1-F.6	363	\$11,844.50	\$32.63	E1	Physical Education	全校共有10隊校隊，學生透過校隊訓練，培養堅毅精神和領袖才能。	✓				
42	Team uniform subsidy	whole year	F.1-F.6	109	\$4,360.00	\$40.00	E1	Values Education	學生透過校隊球衣資助，更積極投入訓練和比賽。	✓				
43	Sports Team Coach Salaries	whole year	F.1-F.6	363	\$226,444.00	\$623.81	E5	Physical Education	全校共有10隊校隊，學生透過校隊訓練，培養堅毅精神和領袖才能。	✓				
44	Sports Team Training Camp	Feb.	F.1-F.5	21	\$1,066.00	\$50.76	E1	Physical Education	男子籃球隊透過宿營訓練，加強隊員間的默契和團隊合作。	✓				
45	Travelling fee for training and competitions	whole year	F.1-F.6	100	\$4,100.00	\$41.00	E2	Physical Education	全校共有10隊校隊，學生透過校隊訓練，培養堅毅精神和領袖才能。	✓				
46	Subsidy for Tea Art Club	whole year	F.1-F.6	20	\$6,600.00	\$330.00	E1, E5	Arts (Others)	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。	✓				
47	Subsidy for STEAM Programming Team	whole year	F.1-F.6	16	\$200.00	\$12.50	E1, E5	Cross-Disciplinary (STEAM)	在教練指導下，同學積極投入，並參加不同比賽，並學會編程的技能	✓				
48	Post-Exam Activities	July	F.1	244	\$5,000.00	\$20.49	E1	Values Education	透過電影欣賞，培養堅毅的價值觀。	✓				
Sub-total of Item 1.1				4,733	\$1,039,113.01									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Overseas Tour(台灣)	Mar.	F.4	120	\$64,515.00	\$537.63	E4	Arts (Others)	學生積極參與並投入遊學團，絕大部分同學亦能完成相關的學習活動如反思文章、行程回顧影片等。					32

2	津助學生參加首爾STEAM遊學團	Jun	F.2-5	30	\$42,462.00	\$1,415.40	E4	Cross-Disciplinary (STEAM)	學生積極參與並投入遊學團，絕大部分同學亦能完成相關的學習活動如反思文章、行程回顧影片等，相信能提升學生對科學及STEAM學習的興趣。					
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				150	\$106,977.00									
Expenses for Category 1				4,883	\$1,146,090.01									

Note1:

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

No.	Item	Purpose	Actual Expenses
1	Renewal of graphic software for 8 computers	E7, E8	\$7,776.00
2	Risers in School hall	E7	\$69,000.00
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$76,776.00
Expenses for Categories 1 & 2			\$1,222,866.01

Category 3: Number of Student Beneficiaries

Total number of students in the school:	711
Number of student beneficiaries:	711
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	李愷琪
Post. of Contact Person for LWL:	助理校長

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

Report on the Use of the Student Activities Support Grant
2023-2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$76,700.00
B	Expenditure in the Current School Year:	\$83,170.60
C	Unspent Amount to be Returned to the EDB (A – B):	-\$6,470.60

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	17	\$10,940.20
Full-grant under the School Textbook Assistance Scheme	87	\$50,574.40
Meeting the school-based financially needy criteria	85	\$21,656.00 (capped at 25% of the total allocation for the school year)
Total	189	\$83,170.60

(If there is a genuine need to allocate provision exceeding the 25% cap, please approach the respective Senior School Development Officers in or before January of the school year. Consideration will be given on a case-by-case basis.)

(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 ¹ 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. 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	中西樂團	Arts (Music)	5	\$1,125.00	✓				
2	創夢社	Values Education	6	\$180.00		✓			✓
3	咖啡拉花興趣班	Arts (Others)	5	\$625.00	✓				
4	學校合唱團	Arts (Music)	22	\$4,750.00	✓		✓		
5	排球校隊	Physical Education	12	\$2,200.00			✓		
6	攝影學會	Arts (Others)	6	\$240.00	✓				✓
7	羽毛球校隊	Physical Education	8	\$2,100.00			✓		
8	茶藝學會	Arts (Others)	4	\$200.00	✓	✓			
9	詩歌敬拜組	Arts (Music)	7	\$941.00			✓		
10	造就營	Moral, Civic and National Education	58	\$2,400.00		✓			
11	中一級「樂在瑞芝」學費	Arts (Music)	42	\$19,350.00	✓				
12	中文學會	Chinese Language	4	\$200.00	✓				
13	游泳校隊冬季訓練	Physical Education	4	\$400.00			✓		
14	躲避盤學會	Physical Education	5	\$500.00			✓		
15	雜耍學會	Physical Education	3	\$180.00			✓		
16	電影學會	Physical Education	3	\$30.00	✓				
17	辯論學會	Leadership Training	9	\$450.00	✓				
18	中西樂器班	Arts (Music)	1	\$375.00	✓				
19	女子籃球校隊	Physical Education	5	\$1,150.00			✓		
20	乒乓球隊	Physical Education	2	\$150.00			✓		
21	籃球隊練習	Physical Education	9	\$1,900.00			✓		
22	越野隊練習	Physical Education	16	\$1,600.00			✓		
23	足球隊練習	Physical Education	2	\$100.00			✓		
24	創新科技嘉年華2023	Science	6	\$120.00	✓				✓
25	校園電視台	Arts (Others)	11	\$1,100.00	✓				✓
26	家政學會	General Studies	4	\$320.00	✓				✓
27	STEAM程式編寫訓練班	Science	2	\$200.00	✓				✓
28	STEAM科研學會工作坊（一）	Science	11	\$220.00	✓				✓
29	數學精英培訓計劃	Mathematics	12	\$600.00	✓				
30	海洋公園全方位學習之旅	Values Education	19	\$1,277.00				✓	
31	中一級「樂在瑞芝」樂器費	Arts (Music)	5	\$5,495.00	✓				
32	中五級地理科深水埗區城市考察活動	Gifted Education	5	\$120.00				✓	
33	生態旅遊學會西貢考察活動	General Studies	4	\$200.00	✓	✓		✓	
34	老友「軌軌」之「山頂纜車之旅」	General Studies	3	\$90.00	✓			✓	
35	英文辯論學會練習	English Language	2	\$150.00	✓				
36	少年藝術家-陶藝樂	Arts (Others)	1	\$600.00	✓				
37	嘻哈舞學會	Physical Education	5	\$1,400.00	✓		✓		
38	貝澳生態考察及攝影活動	General Studies	8	\$325.00		✓		✓	
39	男子籃球隊練習(下學期)	Physical Education	10	\$2,200.00			✓		
40	越野隊練習(下學期)	Physical Education	16	\$1,600.00			✓		
41	足球隊練習(下學期)	Physical Education	1	\$50.00			✓		
42	男子籃球隊訓練營	Physical Education	8	\$2,000.00			✓		
43	家政學會曲奇皮蛋撻班	General Studies	6	\$204.00	✓				✓
44	硬筆書法體驗班	Chinese Language	17	\$540.00	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ 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
45	高中地理科長洲考察活動	General Studies	18	\$494.00	✓	✓		✓	
46	戶外學習日	General Studies	106	\$3,414.00				✓	
47	無伴奏隊練習	Arts (Music)	2	\$250.00	✓				
48	數學精英培訓計劃（下學期）	Mathematics	14	\$90.00	✓				
49	國際無伴奏音樂盛典2024	Arts (Music)	12	\$60.00	✓				
50	薄堯林牧場及薄堯林村文化地景導賞之旅	General Studies	14	\$125.00		✓		✓	
51	中五級生物科考察活動	General Studies	50	\$480.00	✓				
52	中三級迪士尼奇妙學習之旅	Arts (Music)	120	\$5,014.00	✓	✓			
53	中一級正向「理」「情」與逆境同行	General Studies	130	\$3,472.00				✓	✓
54	咖啡拉花興趣班（下學期）	Arts (Others)	1	\$38.00	✓				✓
55	中五級歌劇欣賞「卡門」	Arts (Others)	113	\$2,286.60		✓	✓		
56	【特別學習體驗（二）中一級】(\$100)	General Studies	30	\$2,100.00	✓	✓	✓	✓	✓
57	特別學習體驗（中二級）(\$100)	General Studies	19	\$1,450.00	✓	✓	✓	✓	✓
58	特別學習體驗（二）中四級（\$70）	General Studies	28	\$1,575.00	✓	✓	✓	✓	✓
59	特別學習體驗（二）中五級文化體驗（其他）	General Studies	3	\$175.00	✓	✓	✓	✓	✓
60	中五級文化體驗（歷史科）（\$70）	History	4	\$175.00	✓				
61	中五級走進城市體驗（\$70）	General Studies	3	\$175.00		✓		✓	
62	中五級物理科工程工作坊體驗（\$70）	General Studies	5	\$280.00	✓				✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			1,066	\$81,610.60					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	「同根同心」中二級內地交流計劃	Cross-Disciplinary (Others)	21	\$1,560.00	✓	✓		✓	
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			21	\$1,560.00					
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			1,087	\$83,170.60					

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 Fun, Clerk
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