



# 2022-2023 Evaluation Report



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# **I. Characteristics of Education provided by the Sisters**

## **Announcers of the Lord**

### **Our Convictions**

Education, the art of reaching the very heart of a person, is a mission that requires boundless dedication of love and care. Only those who know how to touch a human heart can master this art.

We believe that a person is fundamentally religious, that is, he accepts the existence of the Creator, the origin of truth, goodness, and beauty, which all hearts are inclined to pursue. Education draws on such an inclination, and enables a person to develop his or her potentials to the full. We are deeply convinced that even the most deviant young people may repent and turn over a new leaf.

### **Application of Our Convictions**

We absolutely agree that prevention is better than cure. We uphold the preventive measures founded by the great educator, St. John Bosco. The three key principles of his education method are: reasons, Christian faith, and love.

1. We reason with our students. The regulations we make and the measures we carry out should be equitable and easy to understand. We induce our students to learn and be good through encouragement and fervent exhortation.
2. We use Christian faith to mould our students. Different religions guide people towards different directions. In the pursuit of truth, goodness and beauty, we educate our youths to appreciate the values of the Gospel.
3. We tug at our students' heartstrings with our enduring love and care. Love is the core of our education. Only a heart can influence another heart. It is our deeds which reflect our love for our students, not our words.

## II. School Vision and Mission

### Vision Statement

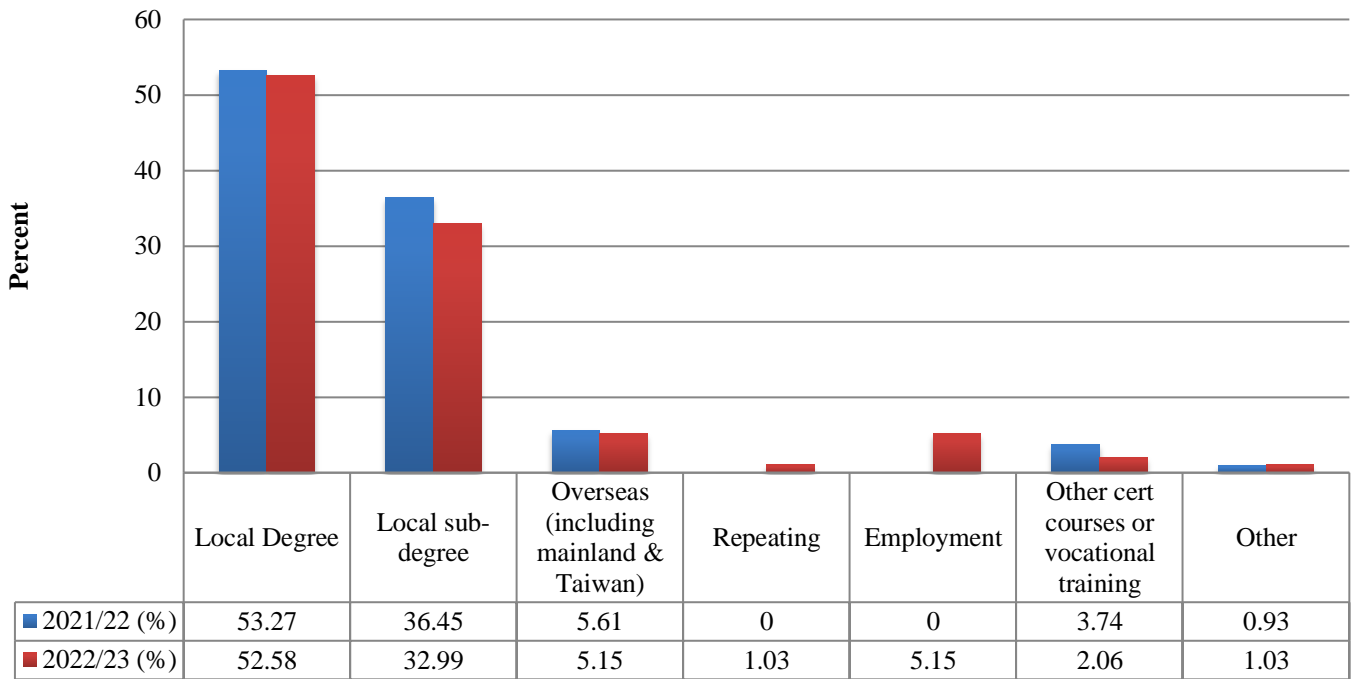
We envisage our students to develop their potential fully and be responsible global citizens who live up to our school motto: wisdom, courage, diligence and perseverance. Embracing the essence of ‘Serve the Lord in joy, for the greater glory of God’, our students serve the community with joy, passion and serenity.

### Mission Statement

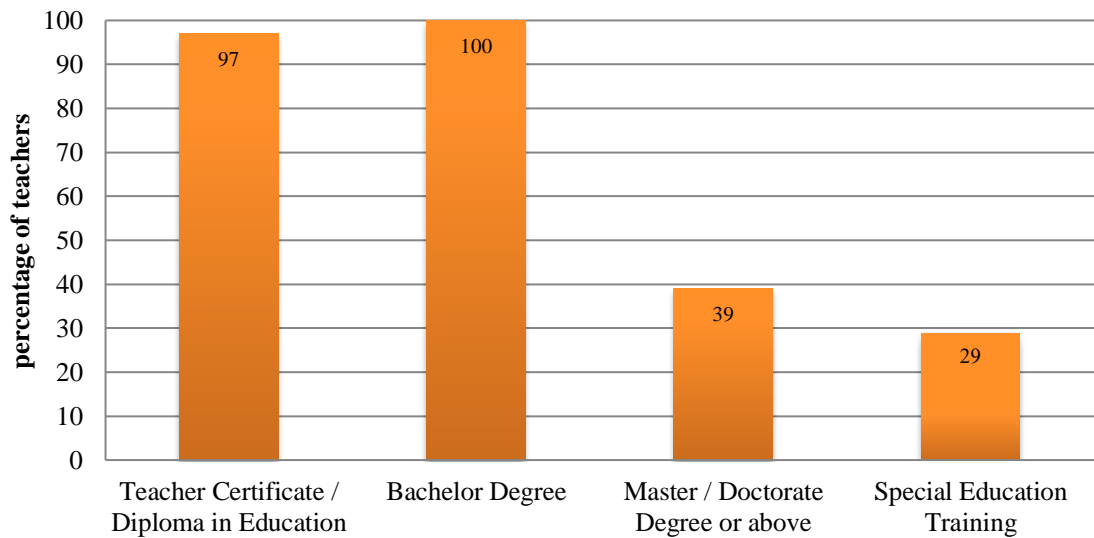
Guided by the impeccable example of Christ the Good Shepherd, our school is committed to provide a loving and caring environment for our students to develop their potential fully. We uphold the preventive measures founded by the great educator, St. John Bosco : Reason, Religion and Loving kindness. We induce our students to learn and be good through encouragement and fervent exhortation. We educate our students to appreciate the values of the Gospel and to pursue truth, goodness, and beauty. We cultivate our school as a ‘happy family’ for our students, in which students experience our deep empathy and our real availability with them.



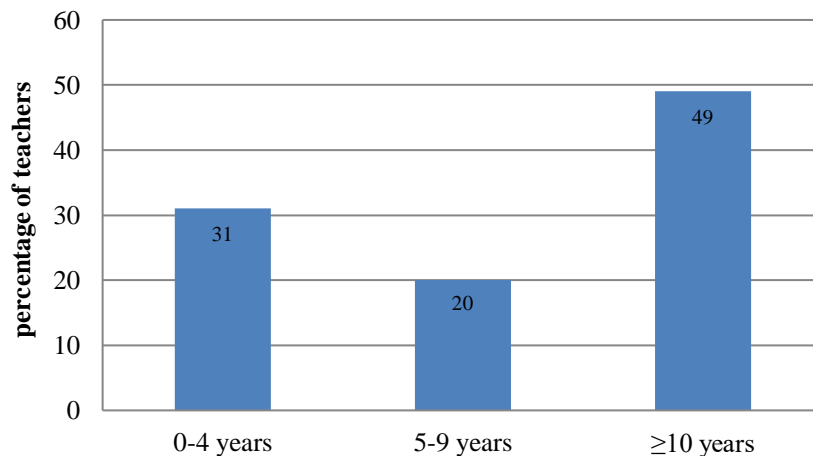
## Destinations of graduates 2022-23



## Qualifications & Professional training attained by Teachers 2022-23



## Teachers' Experience 2022-23



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

### Major Concern 1

#### To nurture Catholic core values and the priority values in our students

##### Achievements

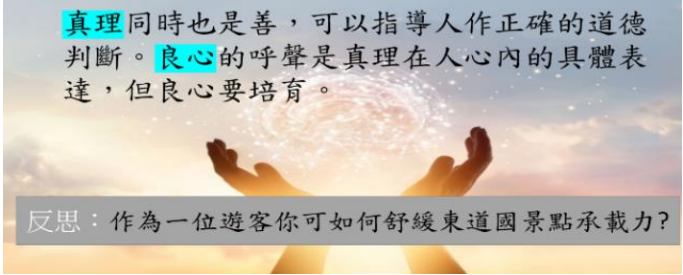

The Catholic core values and 10 priority values are organized under the School Mottos: Wisdom, Courage, Diligence and Perseverance, which are the attributes we aim to help our students develop in their secondary education. In this school year, we focus on Wisdom and Diligence. The relevant values and implementation strategies are organized as below:

School Motto	Values	Implementation Strategies
Wisdom	<ul style="list-style-type: none"> <li>• Truth (Catholic Core Value)</li> <li>• National Identity</li> <li>• Law-abidingness</li> </ul>	<ul style="list-style-type: none"> <li>• School-based values education plans and lesson observations</li> <li>• Provide authentic learning opportunities for students to practice values</li> </ul>
Diligence	<ul style="list-style-type: none"> <li>• Studiousness</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the Study Skills curriculum in S1 and S2</li> <li>• Formation of good study habits</li> <li>• Promotion of Reading across the curriculum</li> </ul>

#### 1. Values Education Lessons

Nine values education lessons: S1 Chinese Language & S4 Chinese Language, S1 Chinese History, S1 Life and Society, S3 History, S5 Geography, S5 Economics, S5 Tourism & Hospitality and S5 Ethics & Religious Studies, have been designed, conducted and observed by members of the Values Education Committee. Effective practices on implementing values education have been delineated as follows:

Dimension	Effective practice	Examples
Setting the scene for learning	<b>Question(s) for enquiry</b> which entail students make judgement based on value(s)	<ul style="list-style-type: none"> <li>• <u>S1 L&amp;S</u> : Students were asked how to respond to dilemmas, e.g. accept or reject a classmate's invitation to watch You tube with her device.</li> <li>• <u>S5 THS</u>: With a DSE question, students were required to evaluate the impact of tourism on a country's carrying capacity.</li> <li>• <u>S5 Geog</u>: Students engaged in a role play and each group think in the perspective of one of the stakeholders. They were required to state whether they agree or disagree with further development of rainforest.</li> </ul>

Main Learning and Teaching activities	• Case study (scenarios)	<ul style="list-style-type: none"> <li>• S4 Chi Hist: Facts of a historical figure (Tang Taizong)</li> <li>• S1 Chi: Case study – University students cheating in exams</li> <li>• S1 L&amp;S: road safety, student cases</li> <li>• S5 Geog: Tropical rainforests</li> </ul>
	Language support	• S1 L&S: use of modal verbs in presenting judgements, e.g. I can.....; I decide to ..... + because + I should .....
	• Scaffolding	• S5 THS: Identify key words → matching of concepts & elaboration → students write their answers with examples elicited from matching
	• Explicit explanation of value in Catholic Perspective and link up with the lesson focus	<p>S5 THS: Truth and carrying capacity</p>  <p>S1 L&amp;S: Truth and Rights &amp; Duties</p>  <p>According to 50 Core Values Statements of Catholic Education, there is a statement which reminds us why we should obey laws / be a law-abiding person. <sup>1</sup></p> <p>T1.5<sup>1</sup></p> <p>God has given man the <b>desire</b> to search for <b>truth</b> and the ability to <b>discern good from evil</b>. <sup>2</sup></p> <p>('discern' – meaning: to see, recognize, or understand something that is not clear)<sup>2</sup></p>

At the same time, the Values Education Committee specified the following points to note for conducting values education lessons:

- Clearly defined learning outcomes corresponding to the Learning Objectives:

Learning Objectives	Learning Outcomes - Examples
Students can understand the targeted value(s).	Students give examples of the value(s) in practice, i.e., real life examples of empathy and respect
Students can reflect on the targeted value(s).	Students make judgement on whether the action(s) adhere(s) to the value(s), i.e, <b>make choice</b> in hypothetical situation(s) / dilemma(s)

Students can practice the targeted value(s).	Students act out the value(s) in social interaction / daily life, i.e., show respect by paying due attention to teacher, listening to their classmate attentively during group discussion, etc.
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- Create opportunities for students to generate and display the above learning outcomes.
- Create opportunities for students to use ‘5 senses’ (a tool of Affective Education) which induces their empathy, i.e., show students a picture and ask: What do you See? Hear? Smell? Taste? Feel?

## 2. Authentic learning opportunities for students to practice values

### 2.1 On National Identity

Flag raising ceremony was conducted weekly at the beginning of morning assembly in the school hall by the Flag Raising Team under the guidance of Moral and Civic Education Committee. The meanings of the National Flag and the National Anthem were explained to all students and teachers by the Moral and Civic Education Committee. All students and teachers took part in the weekly ceremony with full understanding of the appropriate attitude and behaviour, which represent our respect towards the National Flag, the National Anthem and the Flag raising ceremony. The statistics of APASO - *Duty to the Nation, Emotional Attachment to the Nation and Attitudes toward the Nation* showed that students’ sense of National Identity has been enhanced.

	2021-2022		2022-2023	
Duty to the Nation / 對國家的義務	S1	3.16*	S1	2.98
	S2	2.78	S2	2.96*
	S3	2.86	S3	2.86
	S4	3.08***	S4	3.07**
	S5	2.92*	S5	3.24***
	S6	2.91*	S6	3.28***
Emotional Attachment to the Nation / 對國家的情感	S1	3.19	S1	3.16
	S2	2.77	S2	3.47**
	S3	2.83	S3	2.96
	S4	3.11*	S4	3.23*
	S5	2.94	S5	3.17*
	S6	2.82	S6	3.21**
Attitudes toward the Nation / 對國家的態度	S2	2.7	S2	3.32***
	S3	2.73	S3	2.92*
	S4	3.06**	S4	3.17***
	S5	2.9*	S5	3.36***
	S6	2.73*	S6	2.83**



## **2.2 On other values**

- The major responsible units are Health Education Committee and Pastoral Care Committee. ‘You Light Up My Life’ Video Contest’ was the signature whole-school activity jointly organized by the Health Education Committee (HEC), Campus TV and Information, Communication Technology panel. Entries are under one of the following areas, **Love, Positivity, Healthy life, Care for others and Gratitude**, in the context of everyday life such as school, family and society. Students submitted their work individually or in groups and there were more than 60 entries. Among all the entries, 3 videos were shortlisted for all teachers and students to cast their votes. From the students' reflection, over 90% of the students agreed the activity has enhanced their understanding of caring for others, having a positive attitude and healthy lifestyle. In addition, over 90% of the students agreed that this activity not only reinforced their values but also highlighted the importance of putting them into practice in the future.
  
- Sunshine Action is a traditional activity for all S1 students. The Pastoral Care Committee has injected values education elements in this activity. It aimed at nurturing students’ **Open-mindedness**, which is an indicator of Truth (one of the Catholic Core Values). Opportunities were created for both S1 students and Sunshine Generation Big sisters to reflect their own opinions when organizing Sunshine Action activity. On the other hand, both S1 students and Sunshine Generation Big sisters were expected to listen to others’ advice patiently and compromise on the activity plan. From the students' reflection, 100% of the Sunshine big sisters agreed that the activity has enhanced their understanding of the value and that they can practice the value of in this activity. Sunshine big sisters shared that 「活動都是合力舉辦，這些都需要團隊合作，而有團隊合作的前提是，要信任和愛護對方」‘*We cooperate with my groupmates and combine our ideas. We share our opinions and listen to others. We help other schoolmates to complete their work.*’ From the sharing above, it reflected that Sunshine big sisters could internalize the value of Truth and display the attribute of Wisdom, i.e., being Open-minded, through the activity.

### **3. Implementation of the Study Skills curriculum in S1 and S2**

Under the leadership of the Study Skills Coordinator, a working group consisted of S1 and S2 teachers of Chinese Language, English Language, Integrated Science and PSHE subjects was form for the implementation of Study Skills curriculum. Generic study skills were explicitly taught in specially designed lessons in each S1 class, while these skills were recalled in S2 classes by subject teachers. Subject teachers shared their teaching and learning materials, experiences and difficulties encountered in engaging students to apply study skills. Below is a summary of target study skills of subjects concerned and the feedback on the report of subject teachers in 2<sup>nd</sup> Study Skills Working Group Meeting:

Form	Subject	Target Study Skills	Comments given by Vice-principal (L&T) / Group members
S1	CHINESE	Note-taking skills; set questions and answers; Use of table to construct key concepts	Follow-up task on writing should be included to strengthen students' particular writing skills after appreciation of writing sample
	ENGLISH	Use of graphic organizers in writing; SWOT analysis	---
	L&S	Use of Mind Map; set questions and answers; highlight key concepts	More scaffolding when using concept maps
	SCIENCE	Pre-lesson – highlight unfamiliar words; fill in the blank about lesson objectives While-lesson – identify key words in table form; sentence patterns given for presentation Post-lesson – Use of concept map	Authentic learning experience should be provided for students to promote understanding of concepts.
S2	CHINESE	Note-taking skills; set questions and answers; Use of mind map with pictures; 30 seconds summary; fill in the blank in summary map;	Variety use of study skills have been used
	ENGLISH	Pre-lesson- Flipped classroom based on 'Tenses' (students need to take notes in table form with examples While-lesson: Use of mind map in developing reading skills; look for key concepts Post-lesson: Use of graphic organizer in e-news journal	-An assessment task could be set after flipped classroom and students could use their notes to complete the task -Highlight the topic sentence and key concepts instead of using fill in the blank session
	HISTORY	Use of Portfolio- Note-taking skills, Bingo Game, 6W questions & graphic organizers (e.g. timeline)	Design of authentic tasks: Currency design to show their understanding of the Dark Ages / Letter of complaints In a particular period of time
	L&S	Use of Mind Map; set questions and answers; highlight key concepts; use of life experience; identify consequence, concepts, keywords and reasons etc. Assessments designed - In form of graphic organizer	The skills were reasonably designed.

Students' feedback on the use of study skills is positive. The mean score of each question in the student survey for each subject concerned is above 3.9 out of 5.

The questions are:

- i. *I apply different study skills (Note-taking skills\*, Graphic Organizers, mind maps, etc.) in the lessons \* Note-taking skills: pre- lessons, use of abbreviations, highlight main point...*
- ii. *I use study skills in learning this subject.*
- iii. *I develop good study habit in this subject (e.g. Lesson preparation, note taking, revision, lesson reflection and use of library resources).*

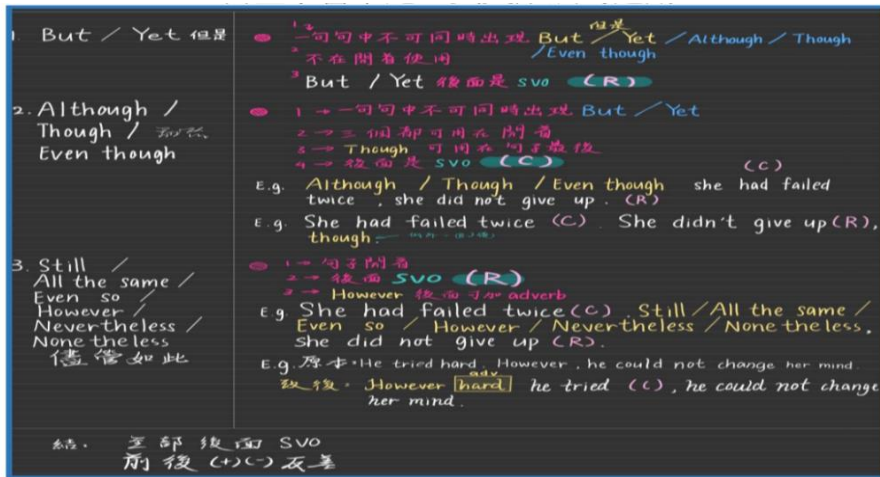
S1 and S2 students have displayed their learning outcome.  
Below are some examples:

### Chinese Language

運用圖像組織圖梳理課文的描寫景物手法、特點

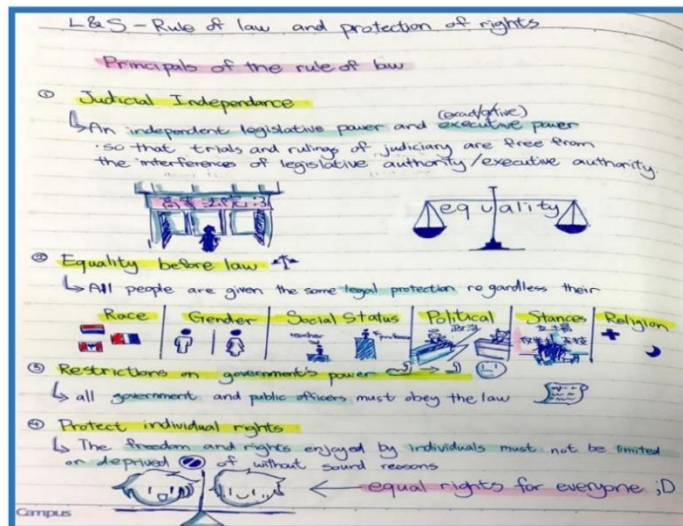


### English Language – self-made grammar notes (use of connectives)

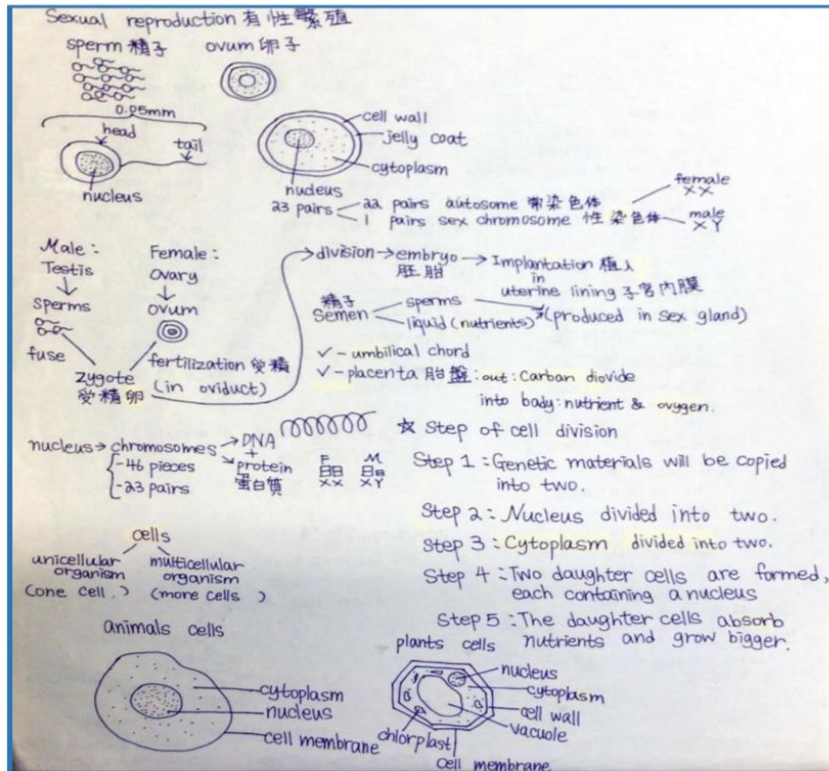


S1 and S2 students' self-made lesson and reading notes with the use of study skills: pictorial representation, graphic organizers, getting main points, timelines, etc.

### Life and Society



# Science



# History

In May 1773, the British government allowed the British East India Company to sell tea in the 13 colonies without paying taxes.

1773

In December 1773, about a hundred North American colonists boarded the British merchant ships docked at Boston and threw cargo of tea into the sea.

1773

In April 1774, Britain passed the Coercive Acts to strengthen its control on the American colonies.

1774

Representatives from the colonies held the First Continental Congress in Philadelphia. They sent a petition to British King George III.

1774

In February 1775, Britain planned to regain control of the colonies by force. The colonists decided to fight for their rights as response.

1775

On July 4, 1776, representatives from the 13 colonies signed the Declaration of Independence. It proclaimed the establishment of the United States of America and the independence of the 13 colonies from Britain.

1776

absolute rule  
→ rulers rule according to their will  
Republican system  
→ President was elected } democracy  
→ separation of power }

# Visualizing subject content with pictures

## (c) Rise of new social classes

Before the Industrial Revolution, there were two major classes in Europe: the nobles and peasants. The Industrial Revolution saw the rise of new social classes:

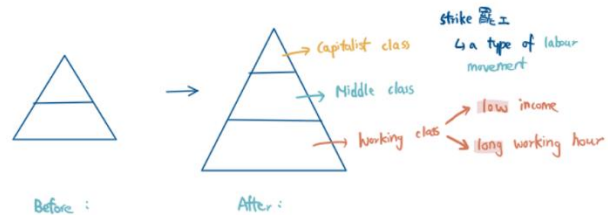
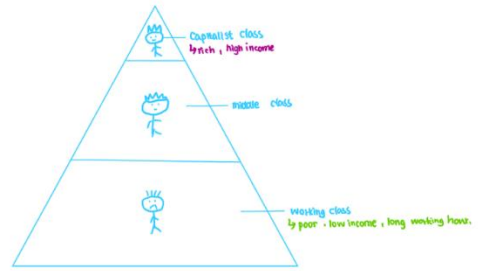
- **The capitalist class:** It included industrialists, businessmen, and owners of factories and mines. They were rich and could influence government policies.
- **The middle class:** It mainly included lawyers, doctors and engineers. They accumulated wealth because of their professional knowledge and expertise. They were not as wealthy and influential as the capitalist class.

- **The working class:** It worked for the capitalists and earned very little. This group of people were poor and at the bottom of society. The working class was also called the 'proletariat'.



Source 5.47

19th-century British cartoon showing the middle class attending a banquet (left) and the working class living in an industrial town (right).



## 4. Formation of good study habits

Each subject panel set the good study habit(s) they would help students develop in their year plan:

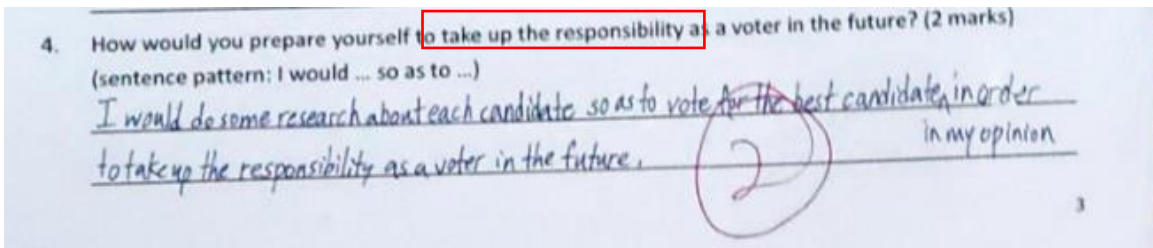
Subject	Target Study Habit of students
BAFS	Write their own chapter summary notes in OneNote
Biology, Chemistry	Self-directed learning habits by providing a variety of self-directed learning tasks, such as HKEdCity online MC, lesson preparation, making own notes, goal setting and self-reflection, etc.
Chinese History	閱讀、紀錄錯題、自我評估、反思
Chinese Language	<ul style="list-style-type: none"> <li>• 初中：筆記整理</li> <li>• 高中：設定目標和定立具體行動的計劃</li> </ul>
Citizenship & Social Development	<ul style="list-style-type: none"> <li>• 摘錄筆記</li> <li>• 自主學習：善用網上學習平台</li> </ul>
Ethics & RS, THS	閱讀、摘錄筆記、自我評估、反思
Economics, Geography, Mathematics, Physics	Self-directed learning habits: using HKEdCity online DSE MC system for self-study, school-based online exercises, etc
English Language History, ICT, IS	Note taking
Life & Society	Note taking, pre-lesson preparation, use of graphic organizers

The results of the Stakeholders' survey (Students) validate students' formation of good study habits. The mean score of the statement 'I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.' is 4.1 out of 5. 78.5% of 552 students strongly agree / agree with this statement. The mean score of '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.' is also 4.1 out of 5. 81.2% of 552 students strongly agree / agree with this statement. At the same time, S2, S3, S4, S5 and S6 have higher APASO scores in 'Independent Learning Capacity', which comprises the statements reflecting students' study habits: 'After I get back my test papers, I try to understand the mistakes I have made.' and 'I focus on my common mistakes and repeatedly practice the items until I get them right.'


## 5. Promotion of Reading across the curriculum

- Each subject fulfilled the 2 reading assignments frequency in assignment inspection. Some student work illustrate students' understanding of values:

### S2 Life & Society



### S3 Geography

Please visit the website and answer the following questions. 

[https://www.nsed.gov.hk/national\\_security/index.php?l=en&a=national\\_security\\_main\\_focus](https://www.nsed.gov.hk/national_security/index.php?l=en&a=national_security_main_focus)

- Based on (e.g. the above issue/ topic / news) , which field of National Security does it belong to?  
 Ecological security
- Identify the major elements in the field you have mentioned in Q.1.  
 It included water, land, atmosphere and biological species security.
- Why do you think the National Security of this field should be protected? Explain your answer with a reason.  
 Since these elements are related to the nature, if we didn't protect it will cause pollution and serious climate change.

- Morning Reading Programme has been implemented with the use of online reading resources. According to the observations of class teachers, the school librarian, the principal and the vice-principal (learning & teaching), the students were on task during the morning reading programme on Tuesday.

## Reflection

### Facilitating Factors

- Planning for values education started early in the previous school year has facilitated the implementation, as all teachers have basic knowledge about values education through Staff Development Day. Some teachers have further training on values education. Teachers clearly understand how to use the tools, i.e., values education plan templates, student reflection form, etc.
- Teachers participated in the first phase of values education commented that the strong religious atmosphere has facilitated the implementation of values education, as values education has been embedded in different areas of school life since the establishment of the school in 1962, i.e., school curriculum, morning assemblies, decorations in school premises, etc.
- For nurturing the attribute of **Diligence** in students, teachers have accumulated relevant experience in school-based projects on study skills and reading promotion. Planning started in the previous school year, bringing forth administrative support for the implementation of the Study Skills Curriculum and the Morning Reading Programme. For example, the school calendar and the school timetable have been formulated to accommodate the implementation of Study Skills Curriculum and the Morning Reading Programme. Human resources, i.e. S1 & S2 subject teachers in the Study Skills Working Group, were provided and financial resources, such as Jockey Club Joy of E-Reading Scheme were tapped for the implementation of the Morning Reading Programme.

### Hindering Factors

- The content of values education to be delivered is vague, for example, the statements explaining Catholic core values.
- Teachers' knowledge of assessment methods of values attainment may not be sufficient for formulating valid assessment. Unlike the assessment of knowledge and skills, teachers had difficulty in knowing how well students understand or implement the values.
- Some students commented that reading assignments had imposed pressure on them because they were required to complete the reading assignments of many subjects in the same period of time.

### **Feedback and Follow-up**

Despite the high mean scores of the Stakeholders' Survey (Students) in statements related to students' learning habits & reading and the school-based student survey on study skills, there are discrepancies between teachers' perception and students' perception of student learning. From the Stakeholders' Survey (Teachers), the mean score of the statement '*My students like reading.*' is 3.0 out of 5, whereas the mean score of the statement '*I often read materials such as leisure reading materials and newspapers outside class.*' is 4.0 out of 5. The mean score of '*Students*

*reflect on and improve their learning.* ' in Stakeholders' Survey (Teachers) is 3.6 out of 5, whereas the mean score of the statement *'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.'* in Stakeholders' Survey (Students) is 4.1 out of 5. The discrepancies between teachers' and students' perception of learning have reflected that teachers have a higher expectation than students with respect to learning. In this regard, some follow-up measures are entailed:

- ✓ Besides using survey to evaluate the effectiveness of implementation of plans, direct evaluation methods such as students' learning evidence in different forms, assessment scores, etc., can be more widely used as the means of evaluation.
- ✓ Collaboration of the Academic Committee and the Staff Development Committee to enhance teachers' assessment literacy so that teachers are empowered to use assessment information to inform teaching and hence enhance student learning effectiveness. This measure applies to assessment of attitudes/values, knowledge and skills.
- ✓ Coordination of reading assignments is required to alleviate students' workload and to enhance the effectiveness of the reading assignments in respect of subject panels' objectives.
- ✓ To enhance teachers' knowledge of School Mottos, Catholic core values and the ten Priority Values for the implementation of values education.



## Major Concern 2

### To strengthen the professional learning community for sustainable school development

#### Achievements

##### 1. Support for New Teachers

A school-based training programme consist of workshops and induction sessions have been organized for new teachers:

Date	Duration	Conducted by	Theme(s)
17/8/2022	3 hours	Principal	<ul style="list-style-type: none"> <li>School Vision &amp; Mission</li> <li>School History</li> <li>Expectations of teachers</li> </ul>
30/8/2022	3 hours	6 senior teachers	<ul style="list-style-type: none"> <li>Classroom Management</li> <li>Learning &amp; Teaching</li> <li>General Affairs</li> <li>IT Affairs</li> </ul>
11/11/2022	2 hours	Principal & Vice-principal (L&T)	<ul style="list-style-type: none"> <li>Learning &amp; Teaching</li> <li>Communication with parents</li> </ul>
21/12/2022	2 hours	Principal	Sharing session on reading teaching-related articles

All new teachers agreed that the workshops and induction sessions are helpful to their work. Average score for all the sessions is 4.73 out of 5. New teachers commented that senior teacher tutors shared valuable experience with them. The tutorial notes were well-designed and provided good guidelines for daily work.

##### 2. Continuing Professional Development of Teachers

2.1 School-based staff development programmes have been organized for all teachers:

Date	Duration	Conducted by	Theme(s)
20/10/2022	6 hours	<ul style="list-style-type: none"> <li>Dr. Simon Chan, HKU</li> <li>Fr Leung Wai Choi</li> </ul>	<ul style="list-style-type: none"> <li>Relevance of LaC across KLAs</li> <li>Talk on School Theme 2022-2023 - 'LOVE'</li> </ul>
29/3/2023	6 hours	<ul style="list-style-type: none"> <li>City University of HK</li> <li>Social workers (Caritas)</li> </ul>	<ul style="list-style-type: none"> <li>STEAM</li> <li>Gatekeeper teachers' training</li> </ul>
7/6/2023	3 hours	Principal	Workshop on enhanced SDA

Teachers were satisfied with most staff development programmes. In the Stakeholders' Survey (Teachers), the mean score of the statements '*The professional development activities for teachers organised by the school cater for the school development and students' needs.*' and '*The professional development activities for teachers organised by the school are very helpful to my work.*' are 4.0 out of 5 and 3.9 out of 5 respectively.

2.2 Regarding EDB Training Programme for Newly-joined Teachers, and Enhanced Training for In-service Teachers specified in Education Bureau Circular No. 6/2020 & Annexes, about 75% of the teachers fulfill the requirements.

2.3 All lesson observations prescribed in the school-based lesson observation plan were completed in May. The lessons observed included:

- new teachers' lessons
- open class of subject panel heads with new teachers in their panels
- lessons of teachers teaching the subjects for the first time
- values education lessons
- school-based curriculum project lessons
- peer lesson observations

### 3. Teachers' Collegiality Enhancement

Heads of KLAs / subject panels have taken the responsibilities to lead school-based curriculum projects:

1. Values education (Chi & PSHE)
2. S1& S2 study skills curriculum
3. STEM QEF
4. HKJC Diversity in Schools projects in S2 & S4 English

3.1 Regarding **Values Education**, 95% of teachers participated in the projects agreed that the support, i.e., post lesson conference, written feedback on lesson observation, Values Education Committee meetings, was adequate. School-based learning materials and lesson plans of the subjects participated in the project have been formulated and can be adopted for future use.

3.2 In respect of **S1& S2 study skills curriculum**, teachers of different subjects pooled their expertise and gave constructive opinions on curriculum development. Some opinions of teachers were recorded as follows:

Subject	Opinions
Chinese	Learning attitude/ motivation is key factor of forming study habit, as weaker class may not understand how to use those skills and apply in their study. 2B 班老師向學生分享值得參考的同學筆記，能有效激發及優化其他同學自製筆記的技巧及創意 Study skills can part of assessment content (confirm the scheme of work in the first meeting), which can help student form the study habit early and help them to use in their assessment.
History	Students' interest is main factor about forming their study habits.

Science	Highlighting is the basic study skill as students may misunderstand that they have learnt if they have highlighted the keywords, but in fact they have not learnt since they do not apply the knowledge. If student can actively recall the main ideas from the content, which is evidence of skills acquisition and teachers can assess students' learning outcomes (i.e. data analysis, answering question skillfully, problem solving, collaboration, accuracy) instead of doing self-evaluation.
<p>Other Suggestions</p> <ul style="list-style-type: none"> <li>- Sudden quiz (or unusual assessment method) is effective to test students' knowledge and assess the attainment of learning objectives.</li> <li>- Learning attitude is key factor of forming study habits.</li> <li>- Subject teachers can use notebook more, students will know notebook is one of learning materials. Lesson note may be a good suggestion to solve missing notebook. Also, teachers can mark notebook which can review what students have learnt and find out some good works for peer sharing.</li> <li>- Add bonus point to those good note-taking samples and design open note quiz to promote students' motivation in forming study habits.</li> <li>- Peer sharing in panel is good for teaching plan. Study skills can be introduced in S1 and integrated use of study skills can be implemented in S2, i.e. using active recalling to bring out keywords; then using mapping to link up related issues; open-book to find missing ideas; using different colours to rewrite the missing idea on note; finally, revise own note again and form self-study habit.</li> </ul>	

### 3.3 The QEF project '*Establishment of multi-purpose learning spaces to promote school-based STEM learning and teaching*' has been implemented since 2022.

It is a cross-curricular project engaging teachers of Computer Literacy, Science, Mathematics and Visual Arts. Series of junior form lessons on *Aquaponics (S1)*, *Smart School (S2)* and *Coffee Chef (S3)* have been designed, revised and implemented with the joint effort of teachers. Series of afterschool activities including *S1 – 3 Automation (Tracked Vehicle with Robotic Arm for micro-controller)* and *STEM Kits for robotics* have been conducted for STEM FORCE, the school interest group made up of students who are interested in STEM. Some feedback of teachers participated in this project is shown below:

- On S1 Aquaponics: This experiment, which we conducted with the students to examine how light affects plant growth, was a highly successful and meaningful activity. The hands-on nature of the experiment allowed students to explore the ways in which light affects plant growth, as well as combine two independent subjects: IS and Mathematics.

- On S2 Smart School: The activities conducted with Comp, Math, and IS teachers had a positive impact on the participants. The lesson plans were evaluated by the teachers who made improvements in order to maximize the success of their teaching. The teaching units were adapted to incorporate the feedback from all of the teachers involved, resulting in more effective lesson plans.

The overall success of the activities can be seen in the improved knowledge and skills of the teachers, as well as the increased understanding and engagement by their students. The progress made by all involved has been encouraging, and further refinements to the lesson plans will be implemented in order to continue to improve results.

- On S3 Coffee Chef: The collaborative activities involving CL, Maths, VA, Phy and Chem teachers had a significantly positive impact on our students. The lesson plans developed were carefully evaluated by the teachers, who actively sought opportunities for improvement to enhance the success of their teaching methods. Through a collaborative effort, we were adapted and refined to incorporate the valuable feedback provided by all teachers and students involved.

The success of these activities is evident in the improved knowledge and skills of the teachers themselves, as well as in the increased comprehension and engagement displayed by their students. The progress made by all parties involved has been highly encouraging.

The constructive feedback received from the teachers has played a pivotal role in refining the lesson plans, ensuring they are more effective in delivering content and facilitating learning. By incorporating their expertise and insights, the curriculum has been enhanced, resulting in a more impactful educational experience for students.

3.3 HKJC Diversity in Schools projects on Differentiated Instructions (DI project) have been implemented in S2 & S4 English, under the leadership of one English panel head respectively. One of the project aims is to enhance teachers' capacity in differentiated instructions (DI) through collaborative lesson planning and to enhance the leadership capacity of project leaders. Throughout the school year, DI lesson plans incorporating different strategies such as Scenario-based teaching, Tiered assignments, project learning, etc. have been formulated and conducted with the joint effort of all S2 and S4 English teachers. A joint school professional development programme has highlighted the DI project. Teachers of both schools observed a junior form English lesson conducted by the panel head of each school with a pre-lesson briefing session and a post-lesson feedback session on 27 Feb 2023 and 17 March 2023.



### 3.4 Feedback of curriculum leaders

In their self-reflection, all school-based curriculum projects leaders either agreed or strongly agreed that the projects have enhanced

1. their professional knowledge in curriculum planning, implementation and evaluation;
2. their 'people skills', i.e., skills of motivating colleagues, building up team spirit, etc.

Most of them agreed that the projects have empowered them to set new directions for curriculum development in their KLA / Subject /area of responsibilities. They have also identified some key ideas for future curriculum development:

- To facilitate professional dialogue through regular meetings and collaboration meetings, in which sharing responsibility in curriculum design and discussing the rationale and methodology is important.
- To inspire colleagues and foster shared beliefs with clear goals, plans, and strategies.
- To keep students' good works so that they can serve as good role models and samples for projects next time.
- To have a detailed plan stating the purposes and procedures of project implementation for both teachers and students to follow.
- To have very clear and specific learning objectives of each learning task explicitly made known to both teachers and students.

## **Reflection**

### Facilitating Factors

- With the improvement in the manpower of vice-principals in public sector secondary schools stipulated in EDB Circular No. 6/2020, i.e., an additional SGM post has been re-ranked to the PGM rank for vice-principals. The new PGM has taken the responsibility to lead and coordinate staff development. Improvement in planning, implementation and evaluation of plans and measures concerning staff development is apparent.
- EDB Circular No. 6/2020 has also endowed the school with additional SGM posts as the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio from the 2017/18 school year are included in the calculation of promotion posts in public sector secondary schools. The increased size of middle management allows the school to carry out more education initiatives, school-based induction programme conducted by the newly promoted teachers is one of the initiatives.
- The greater number of new teachers, most of them are fresh graduates, necessitates a more systematic school-based induction programme for the school's sustainable development.

### Hindering Factors

- About 25% of teachers have not yet met the EDB requirement of teachers' continuing professional development. One of the reasons is the insufficient places of professional development courses offered by EDB. Some teachers reflected they have tried in vain to apply for the core courses.
- The school's appraisal system has been in place for more than 20 years. The standards of performance management prescribed in the existing appraisal system has become obsolete. The validity and reliability of teachers' performance appraisal diminish in face of rapid changes in the education sector and expectations of stakeholders over the past decades.

## Feedback and Follow-up

The experience gained from the staff development programmes mentioned above shall be consolidated and sustained with the following enhancement measures:

- The new teacher induction programmes will be conducted by the same senior teacher tutors and they shall update the tutorial notes every year.
- Principals and Vice-principals (L&T) shall consolidate and share the good practices observed in lessons among all teachers.

- A clear direction shall be given to KLAs on subject-based professional development. With reference to the lessons observed, students' performance in assessments and the need to support S1-3 project learning involving all teachers, the following focuses of professional development have been identified:

KLA	Professional Development Focus
Chinese Language and PSHE	<ul style="list-style-type: none"><li>• Giving effective feedback to students during lessons and outside lessons (on student work)</li><li>• Engaging students to follow up their classroom learning</li></ul>
English Language	Cater for learner diversity
Science and Technology	Effective questioning techniques

Collaboration of the Academic Committee and the Staff Development Committee is essential for the planning, implementation and evaluation of the above subject-based teachers' professional development programmes.

- To align with the Professional Ladder for Teachers in Hong Kong<sup>1</sup>, the appraisal system will be refined with reference to T-standards and Seven Learning Goals.

<sup>1</sup> <https://www.edb.gov.hk/en/teacher/qualification-training-development/development/cpd-teachers/index.html>

## C. Student Performance

2022-2023 school year was significant because of the removal of the health measures against COVID 19 pandemic during this school year. The resumption of normal school life was a challenge to students as they had switched between face-to-face and online lessons in the past few years under COVID 19 pandemic. They were also deprived of face-to-face interactions with schoolmates and teachers. Many normal school activities such as extra-curricular activities could not be conducted. Despite these limitations, we have tried our best to provide students different learning opportunities by making use of resources provided by EDB and other organizations. We have also engaged all students in personal goals and class goals setting and scheduled lesson time for students and class teachers to review their attainment of goals. Students have displayed satisfactory learning outcomes.

### Students' Attitude and Behavior

#### 1. APASO

Regarding 'Situational Control' in APASO, all S1-6 students had a higher than Hong Kong average scores. S4 students had a significantly higher scores than Hong Kong average scores, particularly on statements about problem solving: (i) *'I figure out the cause of problem.'*, (ii) *'I try to avoid things from getting worse.'* (iii) *'I know what action I should take.'* and (iv) *'I take action to solve the problem.'*

In respect of 'Attitude to School', S2-6 students had a higher than Hong Kong average scores in 'Teacher-Student Relationship'. The scores of *'My teacher helps me to do my best.'* was significantly higher than the Hong Kong average and the scores of previous school years.

	2020-2021		2021-2022		2022-2023	
	S1	3.2	S1	3.47*	S1	3.14
Q.42. 老師協助我做到最好。 / My teacher helps me to do my best.	S2	3.1	S2	3.07	S2	3.48**
	S3	3.19*	S3	3	S3	3.38**
	S4	3.04	S4	3.19*	S4	3.24*
	S5	3.04	S5	3.07	S5	3.27*
	S6	3.08	S6	3.22*	S6	3.38**

\* The difference between our school & HK is moderate.



## 2. Attendance

All forms had high attendance rate, though there was a slight drop in the attendance rate of senior forms. The attendance rate of junior form was higher than that of the senior form.

### Input KPM Data(KPM2022)

Note: Students' attendance rate =  $\{1 - [(Total\ no.\ of\ absence\ for\ year\ level) / (Total\ enrolment \times Total\ no.\ of\ roll\ calls\ by\ 31\ May)]\} \times 100\%$

	Year			
	2020-21	2021-22	2022-23	
Secondary 1	99.70	98.90	98.80	%
Secondary 2	99.60	98.00	98.80	%
Secondary 3	99.80	98.00	98.50	%
Secondary 4	99.40	98.60	97.20	%
Secondary 5	99.10	98.10	97.70	%
Secondary 6	98.90	96.30	95.20	%

## Students' participation and achievement

### (i) Academic performance

The percentage of students in the school met the general entrance requirements for local Bachelor degree programmes was 57.9% while the percentage of students in the school met the entrance requirements for local sub-degree programmes was 93.5%.

One of our S6 students has been admitted to the University of Science and to full-time undergraduate studies at the Hong Kong University of Science and Technology in the 2023-24 academic year under the School Nominations Direct Admission Scheme (SNDAS), together with the University Admissions Scholarship.

### (ii) Non-academic performance

#### ➤ Participation in activities

Students were keen on participating in language activities. 26.9% of junior form students and 33.3% of senior form students participated as contestants in territory-wide inter-school competitions relevant to biliterate (i.e. written Chinese and English) and trilingual (i.e. spoken Cantonese, Putonghua and English) communication. Please refer to <https://taknga.edu.hk/photo-gallery/> for more information of student participation in various activities.

➤ **Physical Fitness Performance**

Students have good performance in "School Physical Fitness Award Scheme". Our school has received SportACT Active School Award. The percentages of students by grade level achieving the requirements of gold, silver and bronze level certificates of are as follows:

	S1	S2	S3	S4	S5
Gold	37.9	7.1	24.2	12.6	7.3
Silver	24.2	7.9	13.0	18.4	7.3
Bronze	14.4	4.7	7.3	6.8	2.8

➤ **Student Achievements**

Students have remarkable achievements in different award schemes and activities organized by external organizations. Please refer to <https://taknga.edu.hk/2022-2023-external-awards/> .

**Report on the Use of the Life-wide Learning Grant  
2022-2023 School Year**

Schools are required to upload this Report or the School Report which consist 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**

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as)	Evaluation Results	Essential Learning Experiences					
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	參觀故宮文化博物館	14/10/2022	S3-6	59	\$1,560.00	\$26.44	E1	Others, please specify: Chinese History	同學親身鑑賞故宮文物，體驗中國文化巧奪天工之美，獲益良多。	✓					
2	Cantonese Opera Performance	13/11/2022	S4-5	17	\$2,175.00	\$127.94	E1	History	Students enjoyed the performance. They could have a basic understanding of the development of Maoist China.	✓					
3	山頂導賞遊	11/11/2022	S4	26	\$4,904.00	\$188.62	E1	Others, please specify: THS	結合中四旅遊導論的相關概念同學能夠透過山頂之旅，運所學的知識加以結合實踐於活動當中。	✓				✓	
4	Physics Stargazing Camp	17-18/12/2022	S3-S5	27	\$6,966.00	\$258.00	E1	Science	Student enjoyed the stargazing camp as they had a chance to observe the deep sky objects within the winter constellations	✓					
5	公教婚姻工作坊	5 & 20/12/2022	S2	127	\$2,400.00	\$18.90	E1	Values Education	同學在活動中了解兩性的不同之處，懂得與異性溝通。	✓	✓				
6	參加沙頭角探索之旅	27/12/2022	S5	22	\$3,284.00	\$149.27	E1	Others, please specify: THS	學生參觀沙頭角抗戰紀念館，透過導遊的講解，學生進一步認識禁區的歷史和當年中國奮勇抗戰的歷史。學生除了能探索不同的自然風光外，更從歷史遺跡中體驗不同時空下人們的生活面貌，從而達致增廣見聞，了解國情。	✓					
7	Project Learning Skills Training Workshop	Feb - Mar 2023	S2	127	\$17,600.00	\$138.58	E1	Cross-Disciplinary (Others)	Students can learn basic project learning skills throughout these workshops.	✓					
8	Film Appreciation A guilty Conscience	9/2/2023	S5	14	\$1,050.00	\$75.00	E1	Values Education	從電影內容學習運用規範倫理學的理論。	✓	✓				
9	S1 Bridging Program Information Literacy	24/7/2023	Pre-S1	124	\$5,120.00	\$41.29	E1	Cross-Disciplinary (STEM)	1.學明資訊求真(fact check, verification) 的重要 2.學明如何負責任地使社交媒體 3.學明如何有道德地運用新科技(A.L.) 學生於課堂積極參與活動，表現投入。	✓					
10	「人肉搜尋2」電影欣賞	8/3/2023	S6	12	\$1,055.00	\$87.92	E1	Values Education	同學從電影內容了解網絡如何帶來不同的倫理討論，再以規範倫理學分析電影內容，練習答題技巧。	✓	✓				
11	Dining Etiquette workshop	23/3/2023	S5	22	\$4,500.00	\$204.55	E1	Others, please specify: THS	學生體驗西式及中式餐飲的基本禮儀，從而提升學生對研習本科興趣，學以致用，通過示範和實踐，同學能辨識餐位位置和學習正統的餐桌禮儀。	✓					
12	護苗教育課程	21-22 & 27-28/3/2023	S2-3	238	\$3,570.00	\$15.00	E1	Values Education	同學在活動中了解兩性關係，懂得與異性相處。	✓	✓				
13	Life and Death Education_Vist & Talk 「一切從簡」	24/4/2023	S5	14	\$2,000.00	\$142.86	E1	Values Education	體驗式學習：配合「生存與死亡」的課題，同學大開眼界，了解不同的殯葬方法，以及反思生存的意義。	✓	✓			✓	
14	Human Library Scheme	18/5/2023	S3	65	\$5,500.00	\$84.62	E1	English Language	Students had a chance to talk with people who are from a very world from them. They were eager to listen to their stories and asked questions about their lives in the country where they came from and in Hong Kong.	✓					
15	Big Bus Tour	5/5/2023	S1	62	\$12,330.00	\$198.87	E1	English Language	Students enjoyed the trip as this was a rare chance to travel on a Big Bus to Stanley. On the way they had a chance to appreciate the tourist spots of Hong Kong, which was related to one of the topics they had learnt.	✓					
16	Visit to Madame Tussauds	11/5/2023	S2	127	\$19,590.00	\$154.25	E1	English Language	Students had a chance to take interesting pictures there and interview the tourists about their trip in Hong Kong.	✓					
17	Aviation and Tourism Industry Workshop	11/3/2023	S4	24	\$6,020.00	\$250.83	E1	Others, please specify: THS	學生認識航空及旅遊行業，以多元學習活動讓學生了解行業的運作模式，介紹旅遊業務、體驗航空訂位及導遊領團活動，藉此培養學生對行業的興趣。	✓					
18	天際100 x Big Bus Tour 探索在天際	10/5/2023	S4	25	\$4,100.00	\$164.00	E1	Others, please specify: THS	It allows students to discover the beauty of Hong Kong and understand the history of HK	✓					
19	A day in the life at the T Hotel job shadowing program	13/7/2023	S4-5	25	\$5,500.00	\$220.00	E1	Others, please specify: THS	學生在活動中認識基本酒店運作，通過體驗酒店工作活動，同學都了解酒店前堂及房務的運作模式。	✓				✓	
20	Sky Show "Mars 1001"	21/6/2023	S5	21	\$336.00	\$16.00	E1	Science	Student enjoyed the show and got a lot of understanding about space travel. They appreciated the film maker who try to illustrate the environment of mars as real as possible.	✓					
21	S4 English Activity (3D Film Appreciation)	3/7/2023	S4	99	\$5,775.00	\$58.33	E1	English Language	Students enjoyed the film. They appreciated the film makers who tried using 3D effects as well as various audio-visual technologies to deliver quality viewing experience.	✓					
22	青年藝遊故宮 - 中華文化之旅	20/7/2023	S1, S4 & S5	139	\$9,040.00	\$65.04	E1	Citizenship and Social Development	提升對中華文化和尊重社會上的多元性,提升愛德。	✓	✓				
23	嘉道理農場暨植物園導賞團及動物護理員講座	10/7/2023	S5	18	\$400.00	\$22.22	E1	Geography	Students are able to explore the nature and wildlife animals in Hong Kong. They also able to learn the relationship between organic farming, sustainable lifestyle and nature conservation	✓					
24	Summer Stargazing Camp	8-9/7/2023	S6	19	\$2,680.00	\$141.05	E1	Science	Student enjoyed the stargazing camp as they had a chance to observe the moon craters, jupiter satellites, saturn rings within the summer constellations	✓					
25	Coastal Meteorological Observation Camp	19-20/8/2023	S3-5	9	\$1,800.00	\$200.00	E1	Science	Student enjoyed the camp as they have the chance to go to Hong Kong Observatory headquarter to visit the weather forecast center. They enjoy to talk to the Senior Scientific Officer to under more about the career.	✓					
26	Fishpond Exploration Visit to Nam Sang Wai	21/6/2023	S5	16	\$360.00	\$22.50	E1	Geography	Students are able to explore the nature and wildlife animals in Hong Kong.	✓					
27	Transportation & materials	Sep 2022 - Aug 2023	S1-6	692	\$97,694.22	\$141.18	E1	Others, please specify: AC	Objectives fully attained	✓	✓	✓		✓	
28	9.19 School opening mass-9.5	2022 Sept 5	S1-S6	692	\$1,000.00	\$1.45		E5	REC	Students behaved solemnly in the mass.		✓			
29	9.23 HKCYAA.hongkong/Children&YouthArtsAssociat	2022 Sept 21	S1-S5	15	\$160.00	\$10.67		E1	Dance/Troupe	Bronze & Silver Awards		✓	✓		✓
30	9.27 InterSchl Basketball Comp.CoachingFee	2022 Jul 16&18	S1-S3	10	\$3,825.00	\$382.50		E1	PE	This activities / facilities has enhanced students' interests in sports			✓		
31	9.28 Girl Guides Annual Membership Fee	2022 Oct- 2023 May	S1-S5	41	\$250.00	\$6.10		E1	Girl Guides	Girl Guides participated actively in various activities to train up their problem-solving skills, physical and aesthetic skills, and carry out community services, at the same time put the values love, wisdom and diligence into action. Activities held include wild camp, hiking, Turkish mosaic lamp workshop, bagel workshop, 3D Christmas card workshop, and duties during special school functions such as sports day.	✓	✓	✓		✓

32	9.28 Girl Guides Annual Membership Fee	2022 Oct- 2023 May	S1-S5	41	\$250.00	\$6.10	E1	GirlGuides	Girl Guides participated actively in various activities to train up their problem-solving skills, physical and aesthetic skills, and carry out community services, at the same time put the values love, wisdom and diligence into action. Activities held include wild camp, hiking, Turkish mosaic lamp workshop, bagel workshop, 3D Christmas card workshop, and duties during special school functions such as sports day.	✓	✓	✓	✓
33	10.3 60th Anniversary, 60th Class Contest Expenditure	2022 Sept	S1-S6	692	\$1,911.00	\$2.76	E1	60th Anniversary	Students were highly involved in it.		✓		
34	10.6 Tung Wah Talk	2022 Aug 19	S2-S3	251	\$1,500.00	\$5.98	E5	SGC	It was a good chance for students to be reminded to be wise internet users. Students have their alertness raised.	✓	✓		
35	10.18 Gardening	2022 Sept	S1-S6	692	\$1,000.00	\$1.45	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	
36	10.17 Sports Day Venue	2023 Mar 30-31	S1-S6	692	\$1,820.00	\$2.63	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
37	10.19 The HK Schools Sports Fed, Student Reg Fees	2022 Sept 24 Oct 6	S2 S4 S5	4	\$64.00	\$16.00	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
38	10.26 Dance Troupe-Props	2023	S1-S4	15	\$640.00	\$42.67	E1	Dance Troupe	Highly Commended Award		✓	✓	✓
39	11.15 Gardening	2022 Oct	S1-S6	691	\$1,000.00	\$1.45	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	
40	11.17 Mentorship Programme	2022 Oct 7, 18 Nov 15, 18	S4, alumnis (27+4)	31	\$366.20	\$11.81	E5	CLPC	Mentors hardly found timeslot to arrange the gathering or activities during their non-peak school days				✓
41	11.16 Workshop: I, Be Myself, Character Excelsior	2022 Nov 16	S1-S4	20	\$800.00	\$40.00	E1	HEC	完成課程後，學生能夠運用課堂所學，從不同角度及不同層面認識九型人格學，了解自身所屬的副型特質，提升人際關係技巧，達到知己知彼，助人自助的果效。	✓	✓		
42	Dialogue In The Dark	2023 Jan 11 Feb 2 May 2 May 16	S3	124	\$18,600.00	\$150.00	E1	PCC	Students experienced visually impaired's daily life. This arouse students awareness on the issues of unprivileged.				✓
43	Jupas Talk	2022 Nov 3	S6	97	\$2,200.00	\$22.68	E5	CLPC	Students found that the talk is informatic and meaningful for their programme selected in JUPAS and seeking advices from experienced speaker				✓
44	F1 Adventure Activity	2022 Dec 9	S1	127	\$14,500.00	\$114.17	E1	PCC	This activity can build up peer bonding between students. They can also learn how to cooperate with others.				✓
45	12.13 5D, Class Subsidy \$150@_Fragance Workshop	2022 Dec 13	S5D	34	\$4,990.00	\$146.76	E1	Class Subsidy	Did build class spirit		✓		
46	12.12 Gardening, Nov	2022 Nov	S1-S6	691	\$1,000.00	\$1.45	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	
47	LWL Day F.3	2022 Dec 9	S3	130	\$16,552.00	\$127.32	E1	LWLC-Ms.To	Did broaden students' knowledge	✓			
48	LWL Day F.2	2022 Dec 9	S2	97	\$12,319.00	\$127.00	E1	SGC	Students had a chance to know more about Hong Kong and its history and development through visiting two museums. Students especially enjoyed taking photos at the historical building of Dr Sun Yat-Sen Museum.				
49	12.16 The Letter For F.1 & F.6 (\$128,785.4\$220)	2022 Dec 16	S1-S6	229	\$354.10	\$1.55	E1	MCEC	to cultivate students' grateful heart	✓	✓		
50	CLPC Mock Interview Workshop F6 10 groups	2022 Dec 10	S6	97	\$18,000.00	\$185.57	E1	CLPC	Students treasured the opportunity at school to dress in formal and speak in formal with the mock interview from different aspect of business				✓
51	Chinese Panel, Lunar Year Activity	2022 Sept to 2023 May	S1-S6	692	\$266.45	\$0.39	E1	Chi	新春寫揮春、剪紙活動，同學參與踴躍，亦投入活動，當日充滿節日氣氛。活動問卷調查顯示，學生認同本活動能讓他們更認識中華文化。(4.05/5分)	✓			
52	1.18 Athletic Club Practice, Coach Fee	2023 Jan 17	S1-S4	15	\$450.00	\$30.00	E2	PE	This activities / facilities has enhanced students' interests in sports			✓	
53	11.11 mini car racing	2022 Nov 11	S5	19	\$12,150.00	\$639.47	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
54	1.31 Chinese Panel Activity \$66	2022 Sept to 2023 May	S1-S6	692	\$66.00	\$0.10	E1	Chi	新春寫揮春、剪紙活動，同學參與踴躍，亦投入活動，當日充滿節日氣氛。活動問卷調查顯示，學生認同本活動能讓他們更認識中華文化。(4.05/5分)	✓			
55	Inter House Mini Car Racing \$24100	2023 Mar 3	S3-S5	32	\$24,100.00	\$753.13	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
56	Gardening, Tree Pruning (Dec & Jan)	2022 Dec 2023 Jan	S1-S6	690	\$2,000.00	\$2.90	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	
57	LWL Day F.4 +\$600 COVID cases	2022 Dec 9	S4	103	\$30,448.00	\$295.61	E1	LWLC, Ms.Ch	Students lacked of interest in this activity, they preferred Theme Park instead of hiking.			✓	
58	LWL Day F.5	2022 Dec 9	S5	109	\$10,800.00	\$99.08	E1	LWLC	helped build class spirit			✓	
59	LWL Day F.6 +\$100 COVID case	2022 Dec 9	S6	97	\$21,170.00	\$218.25	E1	LWLC	helped build class spirit			✓	
60	Social Worker Workshop (6students + 7parents)	2023 Jan 14 Feb 3	S1	13	\$1,235.30	\$95.02	E1	LWLC, MsAu	家長及學生於工作坊中對個人性格有更多的認識及接納，同時了解家人之行為背後的深層需要，促進溝通		✓		
61	HK School Drama Festival	2022 Nov - 2023 Feb	S1-S3 S5	13	\$8,450.00	\$650.00	E1	LWLC, MsAng	Students have the opportunities to produce a drama from scratch to actual performance on stage. They are able to cultivate their interest in acting on stage and working behind the stage, as well as acquire various generic skills such as collaboration, communication, creativity, problem-solving and self-management skills.	✓			✓
62	Class Subsidy 6D	2023 Feb 16	S6D	27	\$3,975.00	\$147.22	E1	LWLC, Mr.Wo	同學透過輕鬆的遊戲活動，大家都能放鬆中六準備應考DSE的心情。	✓		✓	✓
63	Class Subsidy 5C \$120*26 Students	2023 Mar 2	S5C	26	\$3,120.00	\$120.00	E1	LWLC, Mr.Ip &	Students enjoyed coffee culture and how to make a proper coffee bag. Meaningful interaction while playing board games happened among students.		✓		
64	Farewell Mass	2023 Mar 10	S6	97	\$1,000.00	\$10.31	E5	REC	Reflective sermon was given by Fr Poon, students paid attention on it.		✓	✓	
65	Dance Troupe Competition, photos	2023 Mar 15	S1-S4	15	\$85.00	\$5.67	E1	Dance Troupe	Highly Commended Award	✓	✓	✓	✓
66	Confession Sacrament 3.16	2023 Mar 16	S1-S5	21	\$1,000.00	\$47.62	E5	REC	Religious ritual: catholic students got some insight from Fr Kong.		✓		
67	steam 奪寶奇兵工作坊 Nov 18 (\$150*14 students)	2022 Nov 18	S1	14	\$2,100.00	\$150.00	E1	STEM	Students learnt the principle of electroplating and made their own accessories with gold electroplated.	✓			
68	HEC \$2385 Game Booth HKEating Disorders Ass Ltd.(Til	2023 Mar 9 & 10	S1-S6	686	\$2,385.00	\$3.48	E1	HEC	A large number of students (especially from S1-S2) joined the booths and quiz games, which was evident that students were actively engaged in the activities. This showed that the activities provided opportunities to practice and internalize the value of a healthy lifestyle.	✓	✓		
69	Gardening, Tree Pruning (Feb)	2023 Feb	S1-S6	686	\$1,000.00	\$1.46	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	
70	4996.58+1949 F6 Cheer up	2023 Mar	S6	97	\$6,945.58	\$71.60	E1	PCC	PCC designed gifts for S6 students to cheer them up before facing HKDSE.				✓
71	House Flag, 4	2023 Mar 23	S1-S6	686	\$1,600.00	\$2.33	E7	PE	This activities / facilities has enhanced students' interests in sports			✓	
72	Gardening, Tree Pruning (Mar)	2023 Mar	S1-S6	686	\$1,000.00	\$1.46	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	
73	Sports Day \$1200 First Aid	2023 Mar 31	S1-S5	589	\$1,200.00	\$2.04	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
74	Sports Day \$4369 Medals	2023 Mar 31	S1-S5	589	\$4,369.00	\$7.42	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
75	Sports Day \$2777.46 Materials	2023 Mar 31	S1-S5	589	\$2,777.46	\$4.72	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
76	Sports Day \$4820 Trophies	2023 Mar 31	S1-S5	11	\$4,820.00	\$438.18	E1	PE	This activities / facilities has enhanced students' interests in sports			✓	
77	Gardening, Tree Pruning (Apr)	2023 Apr	S1-S6	684	\$1,000.00	\$1.46	E7	EEC	Regular gardening can create a more pleasant environment for students and teachers. This can also provide an opportunity for students to learn more about tree care and environmental education through tree pruning.		✓	✓	26



144	Materials for Dance Competition	2023 Mar	S1-S4	15	\$10,131.60	\$675.44	E1	LWLC	has enhanced students' confidence and instilled Chinese dance art form and has facilitated students' dance technique and movements		✓	✓		✓
145	Plywood beautiful wood (STEM+ITC)				\$480.00			Cross-Disciplinary (STEM)		✓	✓	✓		
146	Campus TV materials	2022 Sept - 2023 Jun	S2-S4	23	\$2,364.50	\$102.80	E1	LWLC	did develop students sense of belonging, build up their confidence, enhance their IT skills	✓	✓			✓
147	2022-23 micro:bit:HovercraftSTEAMfor all fun day Deposit (10%)	2023 Jul	S1	120	\$2,480.00	\$20.67	E1	Cross-Disciplinary (STEM)	Did broaden students' knowledge and enhance students' interests in STEM	✓	✓	✓		
148	DialogueInTheDark	2023 Apr	S3	124	\$50.00	\$0.40	E1	PCC	Students experienced visually impaired's daily life. This arouse students awareness on the issues of unprivileged		✓	✓	✓	✓
149	DialogueInTheDark	2023 Apr	S3	124	\$400.00	\$3.23	E1	PCC	Students experienced visually impaired's daily life. This arouse students awareness on the issues of unprivileged		✓	✓	✓	✓
150	Subsidy for students to join Sports Club	2022 Oct - 2023 May	S1-S5	40	\$1,737.50	\$43.44	E1	LWLC	did enhance students' interests in sports				✓	
151	Coaching service, Society of Eloquence	2022 Nov - 2023 Jul	S1-S4	4	\$2,000.00	\$500.00	E1	LWLC	提升學生辯論基本技巧及比賽技巧	✓	✓			
152	Forenise Science S.1 STEM+ITC	2023 Jun	S1	132	\$16,000.00	\$121.21	E1	Cross-Disciplinary (STEM)	did provide learning opportunities for students to learn how to identify, collect, and preserve evidence.	✓				
153	transportation & materials	Sept 2022- Jul 2023	S1-S6	692	\$61,592.94	\$89.01	E1	LWLC	travellings and materials needed for the activities arranged.	✓	✓	✓	✓	✓
154	Reallocate to R.A.T.P	2023 May			<del>\$15,061.00</del>									
155	Transfer to D.L.G	2023 July			\$11,100.00									
156	2022-23 micro:bit:HovercraftSTEAMfor all fun day Remaining (90%)	2023 Jun	S1	132	\$22,320.00	\$169.09	E1	Cross-Disciplinary (STEM)	Did broaden students' knowledge and enhance students' interests in STEM					
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				23,609	\$943,777.73									
1.2 <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	StudyTour-Korea	2023 Jun24-28	S5	25	\$42,657.00	\$1,706.28	E3	LWLC	在這次的韓國文化遊學團中，讓學生感受到韓國的文化、飲食和服飾與香港的差異。她們親身體會韓國人的溫文有禮，品嚐在韓劇中出現無數次的美食，以及穿著傳統韓服感受韓服的美。這些都令她們對韓國文化有了更深的認識。除此之外，透過參觀不同的著名景點，例如通仁市場、景福宮和明洞商圈等，讓她們親身體驗當地的傳統文化，擴闊自己的視野。除了學到旅款書本以外的知識，更是一個珍貴的機會走出自己的生活圈到其他國家學習，真是一個有趣而難忘的旅程。	✓	✓	✓	✓	✓
2	StudyTour-Singapore	2023 Jun27-Jul2	S3-S5	32	\$55,797.00	\$1,743.66	E3	LWLC	Response from students is very positive.	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				57	\$98,454.00									
Expenses for Category 1				23,666	\$1,042,231.73									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Audio Technica 專業監聽耳筒 ATH-M40X & Shure Podcast microphone MV7	Campus TV	\$2,900.00
2	Lightboxes with light tubes	Students' experimental use	\$1,420.00
3	Ripple tank	Students' experimental use	\$1,200.00
4	操場隔球網兩張	Enhance students' interest in sports	\$34,760.00
5	安裝天氣測量儀系統及訊號線	Allow students to perform weather observation & scientific analysis	\$27,900.00
6	V-989G 泰德牌乒乓球發球機	Enhance students' interest in sports	\$7,480.00
7	MathType	Input the Maths experience in word document	\$288.15
8	盒	Students' experimental use	\$400.00
9	盒、魚洗盆、燒焊手套等 ...	Students' experimental use	\$829.00
10	Notebook computers	Provide students with an immersive learning environment	\$44,000.00
11	Motic microscope, 12 sets	Students' experimental use	\$33,480.00
12	Rice cooker	Faciliate cookery lessons	\$1,350.00
13	Microwave oven	Faciliate cookery lessons	\$734.00
14	Tennis + Cylindrica biconvex lens	Students' experimental use	\$968.00
15	3D printer 柜	To give an alternative learning experience to students	\$498.60
16	Autosplit plug-in license + GMKTEC Nucbox 2 迷你電腦 + Mi 小米 空氣淨化器	Equipment enhancement to facilitate activities	\$21,875.24
17	Mathype license	Maths learning activities	\$1,917.59
18	鋰電池及充電池	Students' experimental use	\$860.00
19	Fujitsu 86" Interactive Touch Display with blackboard(s) aside, 4 sets	Faciliate students' activities by enhancing I.T. equipment	\$180,000.00
20			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$362,860.58
Expenses for Categories 1 & 2			\$1,405,092.31

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	697
Number of student beneficiaries:	697
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	CHOW KIN FAI ERNEST
Post of Contact Person for LWL:	Vice Principal

* 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
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares,
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
E5	Fees for hiring expert / professionals / coaches		

## Evaluation Report on DLG-funded Gifted Education Programmes (2022-2023)

Subject / Committee	Title	Objectives	Deliverables	No of Beneficiaries	Selection mechanism	Duration	Evaluation	Expenditure	Teacher-in-charge
Student Formation Committee	Training programme for student leaders	Leadership Training	Student reflection form	48	Student Leaders	5 Sep 2022	Leadership skills enhanced and students recognized their roles in a team.	4300	Wong KW
Life-wide Learning Committee	Leadership (LEAD Model) Training Workshops	To enhance leadership skill, proposal writing skill	Evaluation form	19	Select from student leaders	8 Oct 2022	Students gained experience on preparing and writing proposal	13800	Ip CM
Dance Troupe	Hong Kong Professional Dance Competition 2022 (Tutor's Fee)	To train students to have better performance, stronger confidence	Result from the organizer: Bronze Award	11	Dance Troupe members who meet the vaccine pass for the contest venue	25 Oct 2022	The instructor's 3 extra training sessions facilitated students to perform better on the stage.	2550	Wong Y
Physical Education	HKSSF All Hong Kong Schools Jing Ying Badminton Tournament 2022-2023(Entry Fee)	Enhance students' interest in sports	Competition result	2	Suggested by coach	25 Nov 2022	Students gained more experience and developed their interests of this sports	240	Chan PC
Dance Troupe	59 <sup>th</sup> Schools Dance Festival (Application Fee)	To enrich students' school life and enhance students' confidence	Prize Competition Result	17	Recruitment (for interested students)	Jan-Mar 2023	Students won an award at the competition and their confidence was boosted	400	Wong Y
STEM & IT Committee	創科博覽 2022 (交通費)	To broaden their view and more understand about China STEM Technologies	Teacher observation and student's reflection	35	Science and Technology students	21 Dec 2022	Students gained more experience and sense of belonging to our country	800	Lo YH
Physics	RoboFest Competition (BottleSumo)	Motivate student to learn physics in practice	Teacher observation and student's reflection	6	Students are good at physics	19 Feb 2023	Students learn how to use physics knowledge to solve problem	2400	Yu KF
Biology	Hong Kong Biology Literacy Award (2022-2023)	To enrich experience in coping with public	Student's reflection	8	Based on students' academics performance	14 Jan 2023	This competition has motivated them to explore more	1200	Tsui LM

		examination To assess students' performance in important scopes of Biology			in Biology		scientific knowledge.		
Integrated Science	2023 趣味科學比賽	To arise students' interest in Science	Student's reflection	2	Students with interest in science	11 Feb 2023	Students practice what they learn in lesson and developed their interests in science	120	Chan KC
Physical Education	香港田徑總會青苗第一階段 (報名費)	Enhance students' interests in sports	Student's reflection	1	Pass the recruitment tests	2022-2023	Enhance students' interests in sports	500	Chan PC
中辯學會	第四屆全港中學學界辯論賽報名費 馮壽如盃、基本法盃普通話賽、扶輪鳴辯盃及第四屆全港中學學界辯論賽教練費	在有關比賽訓練學生說話及辯論技巧	評估表	9	Member of Chinese Debate Team	Sep-Dec 2022 & Jan-Mar 2023	學生掌握辯論演說技巧，完成比賽，更有同學榮獲最佳辯員	15700	Chan YP
Visual Art	M+專題導賞團及延伸工作坊	Students can understand more about the Hong Kong art industry and the design among our life	Students' Reflection Form	27	S4 & S5 Visual Arts student	14 & 17 Mar 2023	Workshop and guided tour are well-planned. Student were engaged and understood more about the art industry.	900	Ip CY
Visual Art	HKDI Gallery 導賞團及延伸工作坊	Students can understand more about the Hong Kong art industry and the design among our life	Teacher observation	14	S5 Visual Arts student	24 Mar 2023	It showed different art forms, e.g. recycling art and media art. It allowed student to get more inspiration in their creation.	750	Ip CY
English Language	74th Hong Kong Schools Speech Festival (2022) (English Speech)	To enhance students' speaking skills and appreciation of English literature	Competition results	50	Students volunteered and their English standard	Nov 2022	All students uploaded their videos of their performance, but one student's video could not be played by the authority.	7725	Leung WY



中國語文科	第74屆香港學校朗誦節 (2022) (中文朗誦)	To enhance students' self-esteem, communication skills	參賽者的分紙	51	Selected by teachers	Nov 2022	豐富學習經驗，提升對文章的語感，訓練膽量，增加自信。	7650	Lai SK
中辯學會	演辯訓練課程	訓練學生說話及辯論技巧	評估表	13	Member of Chinese Debate Team	Oct 2022 – Apr 2023	學生完成課程後能參與辯論比賽，在課程完結後成員與保祿六世書院進行友誼賽	10000	Chan YP
Student Formation Committee	"Hong Kong 200" Leadership Project	To enhance leadership skills and knowledge of student leaders	Students' Reflection & Certificate	2	Students nominated by teachers	Aug 2022 – Aug 2023	Students' hard and soft skills for being a sustainable leader have been strengthened and they are able to execute self-initiated social project.	1980	Wong KW
Physical Education	奧林匹克體驗營	Enhance students' interests in sports	Students' Reflection Form	2	HKSSF competition results	5-7 Apr 2023	Students have developed their interests in sports	1200	Chan PC
Mathematics	International Hope Cup Mathematics Invitational 2023	To enhance students' problem solving skills	Students' Reflection Form	1	Interested in Mathematics	21 May 2023	The student gained more experience through competition.	300	Lau KW
Mathematics	Thailand International Mathematical Olympiad 2022-23 Semi-Final & Final	To enhance students' problem solving skills	Students' Reflection Form	1	Interested in Mathematics	Oct 2022 – Apr 2023	The student won awards at the semi-final & final and her confidence was boosted.	1050	Lau KW
English Language	The "21 <sup>st</sup> Century Cup" English Speaking Competition	To Provide a chance for students to challenge themselves and polish their language skills	Competition results/ student's reflection	3	Teachers' nomination	May 2023	Although students weren't selected to the next round, all of them submitted the	600	Ng HC

							video on time and put effort in preparing for the speech.		
English Language	The 17th Daily Readers "Read Out Loud" Competition 2023	To provide a chance for students to challenge themselves and polish their language skills	Competition results / Certificates of participation	6	Teachers' nomination	April 2023	Students' pronunciation skills were improved after practising. One student was selected to be the finalist.	300	Ng HC
English Language	Canadian English Writing Competition 2022-23	To enhance students' writing skills and broaden their horizons	Competition results	7	Students volunteered	Oct 2022 – May 2023	Students' writing skills were acknowledged as those who entered the Preliminary, Semi-final and Final rounds received an award. They also gained the experience of writing with other competitors like an exam setting.	5500	Leung WY
Visual Art	2022 A Happy Moment Drawing Competition	To develop students' skill of creativity	Student's Reflection form	1	Interested in Visual Art	7 Feb 2023	The student gained more experience through competition.	250	Ip CY
中國語文科	汲古通今 - 蝴蝶谷讀寫文學營	提升學生對中國文學的興趣，培養閱讀習慣	學生成果 (文學營作品)	2	Teacher's nomination	9 July 2023	學生參與日營後，通過不同的文學活動體驗，培養了對中國語文及文學的興趣。	100	Tse KY
English Debating Team	English Debating Team	To improve students' communication skills; to provide students with authentic debating experience	Teachers' observation	3	By nomination	Sep 2022 – May 2023	They have gained communication skills through debating classes and competition experiences	900	Chan LH

Physical Education	World Jump Rope Championships 2023	Enhance students' interest in sports	Competition results	1	HK Teams Representative	14-2 July 2023	Students have developed their interests in sports	5000	Chan PC
Physical Education	運動領袖計劃 (排球)	Enhance students' interest in sports	Certificate of participation	6	Selected by teacher	17-23 July 2023	Students have developed their interests in sports	240	Chan PC
Society of Eloquence	Moot Court Summer School 2023 Shall We "TORT"	Under the guidance of law students learning facilitators and lawyers, be prepared to explore how tort law permeates and affect daily life.	Self-evaluation forms	2	Nominated by school and interviewed by the organization	3-7 Aug 2023	Students have developed their interest in Law and Mooting Court.	4000	Chan YP
<b>Total: \$ 90455</b>									

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

Name of School: Tak Nga Secondary School

Staff-in-charge: Ip Chi Ming

Contact Telephone No.: 2380 3788

A. The number of students (count by heads) benefitted under the Grant is 48 (including A. 6 CSSA recipients, B. 32 SFAS full-grant recipients and C. 10 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						
沙頭角探索之旅	2	9	0	100%	17/11/2022	\$ 550.00	Teachers' observation		
Study Tour, Korea	3	2	0	100%	06/2023	\$ 26,195.00	Teachers' observation		
Study Tour, Singapore	2	12	0	100%	06/2023	\$ 91,126.00	Teachers' observation		
Guzheng A	1	1	1	100%	9/2022 – 6/2023	\$ 6,120.00	Attendance Record		
Guzheng B	0	2	2	100%	9/2022 – 6/2023	\$ 8,160.00	Attendance Record		
Guzheng C	0	1	1	100%	9/2022 – 6/2023	\$ 4,080.00	Attendance Record		
Drum A	0	0	1	100%	9/2022 – 6/2023	\$ 3,666.00	Attendance Record		
Violin A	0	1	1	100%	9/2022 – 6/2023	\$ 6,050.00	Attendance Record		
Violin B	0	2	1	100%	9/2022 – 6/2023	\$ 9,075.00	Attendance Record		
Guitar A	0	3	1	100%	9/2022 – 6/2023	\$ 10,120.00	Attendance Record		

Guitar B	0	3	1	100%	9/2022 – 6/2023	\$ 10,120.00	Attendance Record		
Guitar C	0	1	0	100%	9/2022 – 6/2023	\$ 2,612.50	Attendance Record		
Dance Troupe	0	3	0	100%	9/2022 – 6/2023	\$ 1,500.00	Attendance Record		
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	8	40	9						
<b>**Total no. of man-times</b>	57								
					<b>Total Expenses</b>	<b>\$179,375</b>			

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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學生活動支援津貼 運用報告  
2022-23 學年

## (一) 財務概況

A	本學年獲發撥款：	\$125,450.00
B	本學年總開支：	\$115,670.00
C	須退還教育局餘款 (A - B)：	\$9,780.00

## (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	21	\$25,200.00
學校書簿津貼計劃 - 全額津貼	71	\$62,106.00
校本評定有經濟需要	26	\$28,364.00 (上限為全學年津貼金額的25%)
總計	118	\$115,670.00

[ 註：此項應等於 (一) B「本學年總開支」 ]

## (三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					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
<b>1. 本地活動：</b> 資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	小型賽車體驗- 5B 5D*, Nov11	體育	9	\$1,350.00			✓		
2	LWLDay, F4, Dec9	價值觀教育	14	\$1,400.00		✓			
3	LWLDay, F6 Dec9	價值觀教育	14	\$1,300.00		✓			
4	InterHouseKartCompetition Mar3	領袖訓練	4	\$600.00			✓		
5	STEAM 奪寶奇兵工作坊 Nov18	跨學科 (STEM)	12	\$1,800.00			✓		
6	DiningEtiquette	藝術 (其他)	10	\$220.00		✓	✓	✓	
7	Volleyball Class	體育	9	\$6,165.00			✓		
8	Athletic Class	體育	3	\$2,856.00			✓		
9	Table Tennis Class	體育	5	\$5,000.00			✓		
10	Rope Skipping Class	體育	3	\$4,416.00			✓		
11	Pop Dance Class	體育	16	\$9,408.00			✓		
12	Badminton Class (A)	體育	7	\$8,246.00			✓		



編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					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
13	Badminton Class (C and D)	體育	11	\$12,375.00			✓		
14	Badminton Class (E)	體育	7	\$5,614.00			✓		
15	Yoga Class (A and B)	體育	14	\$22,610.00			✓		
16	Basketball Class	體育	9	\$4,770.00			✓		
(如空間不足，請於上方插入新行。)									
第1項總開支			147	\$88,130.00					
<b>2. 境外活動：</b> 資助有經濟需要的學生參與境外活動 / 境外比賽									
1	Study Tour-Korea, sub 5	跨學科 ( 其他 )	5	\$26,195.00					
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
第2項總開支			5	\$26,195.00					
<b>3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備</b>									
1	Equipment in STEAM Room for eligible students	跨學科 ( STEM )		\$1,345.00					
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$1,345.00					
總計			152	\$115,670.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人 ( 姓名、職位 )：	葉整銘
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**Tak Nga Secondary School**  
**Report on the Use of the Promotion of Reading Grant**  
**2022-2023 School Year**

**Part 1: Evaluation of the Effectiveness**

1. Evaluation of the objectives:

The objectives have been accomplished.

Firstly, our dedicated students are blessed with a plethora of opportunities to explore the vast world of literature in various formats. They are presented with a diverse selection of assigned books and articles across different subjects, fostering a love for reading across disciplines. Additionally, our esteemed Chinese Language, Liberal Studies/CSD, and English Language departments have subscribed to comprehensive online reading programs, enabling our students to embark on captivating reading schemes tailored to each subject. Through these invaluable resources, our students are able to broaden their horizons and deepen their understanding, all while developing a profound appreciation for the power of words.

Secondly, our diligent students cultivated a steadfast reading routine through the implementation of a school-wide morning reading program on Tuesdays and Thursdays. To cater to their diverse interests and age groups, we embraced various digital reading platforms. For our esteemed S.1 and S.2 students, the captivating world of literature unfolded through the immersive experience of RAZ-kids. As for our S.3 to S.6 scholars, they delved into the realms of knowledge and current affairs through the esteemed Young Post and SCMP platforms. To further enrich their reading experience, the Typhoon Club online magazines became a treasured resource, offering a wide array of captivating topics complemented by multimedia elements such as high-quality photographs, images, audios, and videos. To ensure that the flame of reading remained alight, regular reading promotions were carried out during our spirited morning assemblies, igniting a passion for literature throughout the school community.

Thirdly, our industrious students enthusiastically immersed themselves in a plethora of external reading endeavors. They fearlessly showcased their oratory skills in the prestigious Speech Festival, brought Chinese literature to life through captivating acting competitions, and even had the honor of having their works published in the esteemed Top 10 of Young Post. Additionally, they fearlessly embraced the World Book Day Writing Competition and mesmerized audiences with their enthralling performances in the novels by voice competition. Their outstanding contributions did not go unnoticed, as they proudly emerged victorious, securing prestigious awards for their exceptional talents.

Furthermore, a plethora of captivating reading promotion events were meticulously arranged, encompassing a delightful literature walk, engaging author talks, exhilarating report competitions, enchanting book fairs, and the wondrous celebration of World Book Day through reading across the curriculum. Additionally, the English Special Speaking Days added a touch of linguistic charm to our literary endeavors. Notably, the industrious S.3 students orchestrated a magnificent reading carnival, extending its warm embrace to the enthusiastic S.1 and S.2 students. On School Open Day, the school library dazzled with vibrant reading booths, beckoning visitors to indulge in the joy of books. To further foster the love of reading, book vouchers were generously bestowed upon the victors of diverse competitions, adding a sprinkle of incentive to their literary conquests.

A splendid troupe of reading ambassadors and librarians joined forces to orchestrate the reading events. These ambassadors were bestowed with a golden chance to nurture their prowess in leadership, communication, and various other invaluable skills. Meanwhile, the librarians graced our fellow students with a serene and cozy library, transforming it into a haven for scholarly pursuits and literary delights. Through the esteemed library VIP program, a delightful surge of students was

enticed to immerse themselves in the enchanting world of books.

## 2. Evaluation of strategies:

To maximize the utilization of our grant and effectively nurture a love for reading among our students, we are thrilled to unveil a range of strategic initiatives. These carefully crafted strategies aim to captivate and inspire our students to embark on literary adventures. By implementing these innovative approaches, we aspire to create an environment that fosters a deep appreciation for the written word and encourages our students to embrace the joys and benefits of reading.

In response to the opinions from the focus group interviews, less subject-based reading assignments and more choice of reading materials in the morning reading time will be provided in the new school year (2023-2024). To enrich the morning reading time on Tuesdays, we are delighted to present students with an array of options. They will be encouraged to bring their own chosen reading materials, allowing for a personalized reading experience. Additionally, students may opt to explore the wide range of books and magazines available on our school-subscribed digital platforms. To further enhance accessibility, we will establish class libraries in S.1-3 classrooms, providing a diverse selection of books to support the morning reading sessions. These initiatives aim to foster a love for reading and empower students to explore their literary interests during this dedicated time.

Also, a school-based reading-across-the-curriculum will be incorporated into the junior form curriculum. There will also be sets of books, reading activities organized by the different panels. A class-based reading competition will be organized for S.1 students as one of the promotion strategies.

Considering the numerous benefits of e-Reading, we have decided to subscribe to an e-Reading platform. However, due to limited funding, we can only afford one platform. To accommodate additional e-Reading platforms, students will be responsible for their own subscriptions and associated costs. This arrangement ensures that students who desire access to multiple e-Reading platforms can do so while effectively managing the available resources.

## Part 2: Financial Report

Grant balance brought forward from 2021-2022

\$584.14

Grant income (2022-2023)

\$63,982.00

\$64,566.14

	Item*	Expected Expenses	Actual Expenses
1.	Purchase of Books		
	<input checked="" type="checkbox"/> Printed books	\$28,800	\$18,549.1
	<input checked="" type="checkbox"/> e-Reading platforms	\$0	\$6,790.0
2.	Reading Activities		
	<input checked="" type="checkbox"/> Author talk and literature walk	\$4,500	\$3,500.0
	<input checked="" type="checkbox"/> Reading materials for the morning reading program	\$324	\$324.0
	<input checked="" type="checkbox"/> Subscribing newspapers and magazines and participating its reading activities	\$4,700	\$5,902.0
	<input checked="" type="checkbox"/> Book vouchers, and prizes for encouraging students to participate in internal and external reading activities. e.g. Reading carnival, students' contribution to SCMP, etc.	\$29,676	\$24,722.3
<b>Total:</b>		\$68,000	\$59,787.4
<b>Unspent Balance:</b>			\$4,778.74

\* Please tick the appropriate boxes or provide details.

\*\* The above expenditure is up to 31 Aug 2023.

2022-2023 學年 學習支援津貼財政報告

本學年(2022-2023)撥款:  $\$ 249,309 + \$ 230,726 = \$ 480,035$

上學年(2021-2022)結餘:  $\$ 52,599.85$

可用金額合共:  $\$ 532,634.85$

	項目名稱	服務目的 (例如:分班或小組 教學/共融活動、讀 寫訓練、社交訓 練、 培養專注力等)	外購服務 機構名稱 (如適)	推行時間 (包括 活動/上課總時數 或每小時所需的 平均費用)	服務對象 (例如有特殊教 育需要學生人數 及其類別、家長 人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出 及平均
1.	聘請教學助理 教學助理 _1	協助推行小組活 動，聯絡家長，協 助教師處理學生上 課時的行為問題等	不適用	由 2022 年 9 月起至 2023 年 8 月，為期 12 個月	特殊教育需要學生 人數及類別 26	老師觀察	能協助活動順利進 行，並協助教師處理 學生行為問題。	費用總額: 310,905.00
2.	聘請教學助理 教學助理(0.5) _2	協助推行小組活 動，聯絡家長，協 助教師處理學生上 課時的行為問題等	不適用	由 2022 年 9 月起至 2023 年 12 月，為期 4 個月	特殊教育需要學生 人數及類別 26	老師觀察	能協助活動順利進 行，並協助教師處理 學生行為問題。	費用總額: 82672.80
3.	「精明銷廢者」 工作坊	利用生活不同的廢 物再造成不同的製 成品，如果皮醇 素、咖啡渣畫、環 保驅蚊器包等。此 外，也會學習如何 推銷自己的產品，	綠在深水埗	節數: 1 X 6 每節時數: 1.5 總時數: 9	共 16 人 特殊教育需要學生 人數及類別: 3 及表達能力較弱的 學生	老師觀察 學生問卷	學生能從活動中學會 如何利用廢物循環再 造，也學習到如何推 銷自己的產品，增進 表達能力及演說技 巧。	費用總數: 645.4

		鍛鍊其說故事技巧及增加其在創業中需具備的抗逆力及解難能力。						
4.	Open Day 「咖啡渣香皂 工作坊」	由「精明銷廢者」SEN 小組學生負責的「咖啡渣香皂工作坊」，參加者非常積極，每一場人數均滿額。	不適用	節數/次數：1 總時數：9	共 16 人 特殊教育需要學生 人數及類別：3 及表達能力較弱的學生	老師、社工 觀察	小組學生(中一至中二學生) 能學以致用，向校內/校外人士講解製作過程非常清晰，可見進步。	費用總數：0
5.	壓力工作坊 (中五)	增強學生之正面思維及減壓能力	不適用	節數/次數：1 × 4 每節時數：1 總時數：4	特殊教育需要學生 人數及類別：7 中五全級同學	老師觀察 學生問卷	同學反應良好，92% 學生認同透過小手工能夠紓解當下的壓力。下學年繼續。	費用總數：\$ 1261.59
6.	壓力工作坊 (中六)	增強學生之正面思維及減壓能力	不適用	節數/次數：1 × 4 每節時數：1 總時數：4	特殊教育需要學生 人數及類別：9 中六全級同學	老師觀察 學生問卷	同學反應良好。94% 學生認同社工分享不同減壓方法，能有效幫助她們尋找不同方法減壓。	費用總數：\$ 578.3
7.	SEN 學生中一學習適應	為一位中一 SEN 學生進行補課，以其令她盡快適應中學課程	不適用	節數/次數：7 每節時數：1.5 總時數：10.5	特殊教育需要學生 人數及類別：1	老師觀察 學生回饋	學生專心上課，老師詳細講解，能夠令學生適應中一的新科目。	費用總數：\$1425
8.	SEN 學生功課輔導班	為四位中一 SEN 學生進行課後功課輔導。四位同學的學業成績一般，交功	Excellent Education Company Limited	節數/次數：9 每節時數：1.5 總時數：13.5	特殊教育需要學生 人數及類別：2 及兩位成績稍遜學生	老師觀察 學生回饋	學生專心上課，老師仔細講解教導，能夠為學生解答功課疑難，減少欠交功課的	費用總數：\$4500

		課的情況也不太理想，希望能藉由課後班幫助學生。					情況。	
9.	SEN 學生功課輔導班	為一位中三 IEP SEN 學生進行補課，以減輕其因學習而來的情緒壓力	不適用	節數/次數：4 每節時數：2 總時數：8	特殊教育需要學生 人數及類別：1	老師觀察 學生回饋	學生能夠在考試前針對數學及中文科進行補習，減輕學生對此兩科的不安。	費用總數：\$1200
10.	SEN 學生功課輔導班	由 Student Learning Support Committee 轉介，為一位中二 SEN 學生進行功課輔導，以減輕其情緒壓力	不適用	節數/次數：5 每節時數：1.5 總時數：7.5	特殊教育需要學生 人數及類別：1	老師觀察 學生回饋	老師專注為學生解答功課疑難，改善欠交課的問。	費用總數：\$1125
11	「結伴同行成長小組」社交小組	為社交能力較弱的學生進行訓練，以期讓他們可以在社交上更得心應手。	不適用	節數/次數：6 每節時數：1 總時數：6	特殊教育需要學生 人數及類別：3 及三位社交能力較弱的學生	老師、EP 觀察 學生回饋	6 位同學出席率高，課程教授交友、網上交友等資訊。如上課日子更頻密，相當更有效用。	費用總數：0
12.	購買情緒卡	供老師輔導學生時使用	不適用					費用總數：400
<b>總額</b>								<b>\$404,713.09</b>
<b>剩餘</b>								<b>\$127,921.76</b>

註：如學校能提供運用學習支援津貼聘請額外支援教師/社工/教學助理/的費用(薪金+強積金供款)的資料，請填寫。





項目	全年實際開支						
<input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 <sup>8</sup> ，主要負責以下工作： <ul style="list-style-type: none"> <li><input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等</li> <li><input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週 / 循環週 _____ 0 _____ 節</li> <li><input type="checkbox"/> 協助教師安排共融活動</li> <li><input type="checkbox"/> 其他（請說明）： _____</li> </ul>	不同種族的助理薪金總計：  _____ <sup>9</sup> 元						
<input checked="" type="checkbox"/> 支援課後中文學習： <ul style="list-style-type: none"> <li><input type="checkbox"/> 僱用專業服務以舉辦課後中文學習班（請簡述服務內容）： _____</li> <li>舉辦校本暑期銜接課程（請簡述內容）： _____</li> <li><input type="checkbox"/> 其他（請簡述內容）： _____</li> </ul>	_____ 4,500 _____ 元  _____ 元  _____ 元						
<input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述有關資源及其用途）： <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; text-align: center;">資源</th> <th style="width: 30%; text-align: center;">用途</th> <th style="width: 40%; text-align: center;">開支（元）</th> </tr> </thead> <tbody> <tr> <td>港大《中文路路通》、補充練習</td> <td>讓學生課堂學習之用</td> <td style="text-align: right;">105.2</td> </tr> </tbody> </table>	資源	用途	開支（元）	港大《中文路路通》、補充練習	讓學生課堂學習之用	105.2	_____ 105.2 _____ 元
資源	用途	開支（元）					
港大《中文路路通》、補充練習	讓學生課堂學習之用	105.2					
<input type="checkbox"/> 建立文化共融的學習環境： <ul style="list-style-type: none"> <li><input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）： _____</li> <li><input type="checkbox"/> 僱用專業服務以舉辦共融活動（請簡述服務內容）： _____</li> </ul>	_____ 元  _____ 元						
<input type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 _____ 項 （請提供各項活動的名稱、主要內容及實際開支）： <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; text-align: center;">活動名稱</th> <th style="width: 30%; text-align: center;">內容</th> <th style="width: 40%; text-align: center;">開支（元）</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	活動名稱	內容	開支（元）				_____ 0 _____ 元
活動名稱	內容	開支（元）					

項目	全年實際開支
<input type="checkbox"/> 其他相關開支 (請說明) :	元
全年實際總開支=	617,370.2 元(C)
2022/23學年的累積結餘 [(A)+(B)-(C)]=	432,771.09 元(D) <sup>10</sup>
2022/23學年的累積結餘佔該學年額外撥款的百分比 [(D)÷(A)×100%]=	52.78 %

<sup>10</sup>資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

- 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語生，照顧他們學習中文和融入校園上的需要。本校累積高水平額外撥款餘額的原因及改善建議如下：[只適用於在本學年完結時，額外撥款的餘額累積至高水平(70%或以上)的學校]

原因：

改善建議：

17. 本校會將撥款的累積餘額(D) 432771.09 元(如適用)，於下學年繼續支援本校的非華語學生。(請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排)
18. 本校 沒有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

德雅中學

支援推行高中公民與社會發展科的一筆過津貼周年計劃檢討報告書 (2022-2023)

目標: 提升學生對學習公民與社會發展科的知識、技能及學習動機

推行項目	預期成效	成功準則 (量度指標)	評估方法	評估結果	財政支出
發展或採購相關的學與教資源 <ul style="list-style-type: none"> <li>● 公社科內地考察團教學材料               <ul style="list-style-type: none"> <li>● Exploring National Security Education ( Junior + Senior )</li> </ul> </li> <li>● &lt;回歸「一國兩制」的初心&gt; (青年版) (Readers)</li> </ul>	<ul style="list-style-type: none"> <li>● 在教與學及評估部份，支援老師提供足夠各類教學上資源</li> <li>● 學生認真參與活動</li> </ul>	<ul style="list-style-type: none"> <li>● 老師認同教學資源能支援教學活動及評估</li> <li>● 70%課業檢查中，「認真完成課業」一項達至「滿意」或以上</li> </ul>	<ul style="list-style-type: none"> <li>● 學生學習問卷</li> <li>● 科務會議</li> </ul>	<ul style="list-style-type: none"> <li>● 於科務會議，老師認同教學資源能支援教學活動及評估</li> <li>● 70%課業檢查中，「認真完成課業」一項達至「滿意」或以上</li> </ul>	<ul style="list-style-type: none"> <li>● \$442.9</li> <li>● \$2820</li> <li>● \$5655</li> </ul>
舉辦能提升公民科學與教效能的校本學習活動	<ul style="list-style-type: none"> <li>● 加深學生對學習公民與社會發展科的知識</li> </ul>	<ul style="list-style-type: none"> <li>● 70%學生認真完成</li> </ul>	<ul style="list-style-type: none"> <li>● 學生學習問卷</li> </ul>	<ul style="list-style-type: none"> <li>● 同學問卷中，每項評</li> </ul>	

<ul style="list-style-type: none"> <li>● 國情教育展室研學學生團 (S.4A)</li> <li>● &lt;中華文化及本地生活&gt; 本地考察 S.4A &amp;S4B)</li> <li>● &lt;中華文化及本地生活&gt; 本地考察 S.4C &amp;S4D)</li> <li>● 公社科考察團用電話卡</li> <li>● 公社科內地交流團用品</li> </ul>	<p>及技能</p> <ul style="list-style-type: none"> <li>● 學生認真參與學習活動</li> <li>● 提升學生對學習公民與社會發展科的興趣</li> </ul>	<p>校本學習活動 反思工作紙</p> <ul style="list-style-type: none"> <li>● 學生認同校本學習活動有助加深學習公民與社會發展科的知識 / 技能 / 興趣 (學生問卷取得 3.5 分 滿分為 6 分)</li> <li>● 老師認同相關的活動加深學生對學習公民與社會發展科的知識及技能</li> </ul>	<ul style="list-style-type: none"> <li>● 學生反思工作紙</li> <li>● 科務會議</li> </ul>	<p>分為 3.5/5 分或以上，活動目的達標</p> <ul style="list-style-type: none"> <li>● 同學在活動後的廣泛閱讀反思及 MS form 表現達滿意水評</li> <li>● 老師於科務會議中，認同活動加深學生對學習公民與社會發展科的知識、興趣及技能</li> </ul>	<ul style="list-style-type: none"> <li>● \$3000</li> <li>● \$17220</li> <li>● \$28025</li> <li>● \$450</li> <li>● \$225</li> </ul>
<p>舉辦能提升公民科學與教效能的校本學習活動</p> <ul style="list-style-type: none"> <li>● <b>Coach fare for &lt;基本法活動大使國情電影</b></li> </ul>	<ul style="list-style-type: none"> <li>● 加深學生對學習公民與社會發展科的知識及技能</li> <li>● 學生認真參與學習活動</li> </ul>	<ul style="list-style-type: none"> <li>● 學生認同校本學習活動有助加深學習公民與社會發展科的知識 / 技能</li> </ul>	<ul style="list-style-type: none"> <li>● 學生學習問卷</li> <li>● 科務會議</li> </ul>	<ul style="list-style-type: none"> <li>● 同學在問卷中，「滿意」評級達 75%，活動目的達標</li> </ul>	<ul style="list-style-type: none"> <li>● \$2000</li> </ul>

<p>欣賞&gt; &amp; &lt;中國科技展覽&gt;</p> <ul style="list-style-type: none"> <li>● 石屋家園導賞員訓練計劃</li> <li>● &lt;國家安全周&gt; 壁報設計</li> <li>● 青年藝遊故宮計劃 - 導賞員訓練小冊子</li> <li>● 青年藝術故宮 - 中華文化歷史之旅</li> <li>● <b>System for tour guiding</b></li> <li>● 租借華服</li> <li>● 租借茶具及購買茶葉</li> </ul>	<ul style="list-style-type: none"> <li>● 提升學生對學習公民與社會發展科的興趣</li> </ul>	<p>/ 興趣 (學生問卷取得 3.5 分 滿分為 5 分)</p> <ul style="list-style-type: none"> <li>● 老師認同相關的活動加深學生對學習公民與社會發展科的知識及技能</li> </ul>		<ul style="list-style-type: none"> <li>● 老師於科務會議中，認同講座內容加深學生對學習公民與社會發展科的知識、興趣及技能</li> <li>● 老師於科務會議中，認同青年藝術故宮 - 中華文化歷史之旅內容實用，讓同學認識中國中華文化並鼓勵同學裝備自己貢獻國家</li> </ul>	<ul style="list-style-type: none"> <li>● \$595</li> <li>● \$231.5</li> <li>● \$308</li> <li>● \$4992</li> <li>● \$49980</li> <li>● \$3180</li> <li>● \$7460</li> </ul>
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**姊妹學校交流報告書**  
**22 /23 學年**

學校名稱：	德雅中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	周健輝

本學年已與以下內地姊妹學校進行交流活動：	
1.	與梅華中學校長作初步交流溝通
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

**甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)**

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input checked="" type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$0
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$
N10	<input checked="" type="checkbox"/>	沒有任何開支	不適用

反思及跟進:



編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用，請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	_____總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>3</u> 總人次

備註：
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Tak Nga Secondary School  
Financial Summary 2022-2023

	Surplus brought forward	Provision for the year	Cumulative expenditure up to 31/08/2023
<b>Balance B/F (Government Funds)</b>	<b>\$13,433,684.16</b>		
	\$	\$	\$
1 <b>Expanded Operating Expenses Block Grant (EOEBG)</b>	6,521,538.47	7,566,946.22	6,620,927.42
School-based Management Top-up Grant	-	51,615.00	51,615.00
Administration Grant	-	3,772,248.00	3,606,940.00
Composite I.T. Grant	-	503,136.00	503,136.00
Air-conditioning Grant	-	546,687.00	546,687.00
School-based Speech Therapy Admin. Grant	-	8,258.00	-
Capacity Enhancement Grant	-	654,502.00	-
Baseline Reference	-	2,030,500.22	1,912,549.42
<b>Grants outside OEBG / EOEBG</b>			
<b>Recurrent</b>			
2 Cash Grant for School-based After-school Learning and Support Programmes	154,800.00	147,000.00	179,374.50
3 Committee on Home-School Co-operation Project - Activity+Project	-	20,000.00	20,000.00
4 Expenses of Parent-Teacher Association	-	5,855.00	5,855.00
5 Diversity Learning Grant - Other Programmes	26,227.70	84,000.00	90,455.00
6 Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-teaching Staff Account - Administration Grant	-	246,876.00	246,876.00
7 Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-teaching Staff Account - Salaries Grant	-	105,639.00	105,639.00
8 Finance Additional Funding - Support for Non-Chinese Speaking Students	230,141.29	820,000.00	617,370.20
9 Grant for Non-Chinese Speaking Students with S.E.N.	101,405.00	103,230.00	145,914.30
10 Hong Kong School Drama Festival	-	3,700.00	3,700.00
11 Information Technology Staffing Support Grant	13,906.05	327,588.00	290,593.80
12 Learning Support Grant for Secondary Schools	52,599.85	480,035.00	404,713.09
13 Life-wide Learning Grant	478,012.89	1,195,413.00	1,405,092.31
14 Promotion of Reading Grant	584.14	63,982.00	59,787.40
15 School Executive Officer Grant (SEOG)	54,264.10	558,729.04	474,831.00
16 Sister School Scheme	-	106,637.00	600.00
17 Student Activities Support Grant	-	116,350.00	115,670.00
18 Teacher Relief Grant (For IMC schools)	5,263,932.10	4,901,560.00	4,623,221.05
<b>Time-limited</b>			
19 Diversity Learning Grant - Applied Learning	-	445,050.00	445,050.00
20 Diversity Learning Grant - Applied Learning (Non-Chinese)	-	46,500.00	46,500.00
21 School-based Speech Therapy Set-up Grant	-	20,646.00	2,640.00
22 Special Anti-epidemic Grant (March 2022)	21,040.00	-	21,040.00
23 One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	276,519.00	-	126,584.40
24 IT Innovation Lab	100,820.00	490,550.00	577,310.00
25 QEF 2019-0711 (STEM)	137,893.57	598,168.00	700,032.20
<b>Reimbursement basis</b>			
26 Other Recurrent Grants (for reimbursement of government rent and rates)	-	646,800.00	646,800.00
<b>Total surplus for school year</b>	<b>\$1,124,677.59</b>		
<b>Accumulated surplus as at the end of school year</b>	<b>\$14,558,361.75</b>		
	Surplus brought forward	Provision for the year	Cumulative expenditure up to 31/08/2023
<b>Balance B/F (School Funds)</b>	<b>\$1,775,872.79</b>		
	\$	\$	\$
Approved Collection for special purpose(s)	18,631.67	34,350.00	51,607.97
Subscriptions	879,927.30	269,269.61	19,777.00
Rev J Cucchiara Memorial Scholarship	444,546.98	45,579.00	59,692.00
T.N.A.A. Student Activity Fund	101,455.00	-	25,952.00
T.N.S.S. Student Association	51,289.99	6,870.00	17,581.23
T.N.S.S. Houses	53,374.85	-	8,000.00
55th Anniversary donations	179,722.00	-	-
Feed-in Tariff (FIT) Scheme	46,925.00	49,365.00	15,633.00
Retired Athletes Transformation Prog.	-	359,869.50	359,869.50
H.K.J.C. Joy eReading Prog.	-	99,999.00	99,999.00
60th Anniversary	-	361,078.00	-
<b>Total surplus for school year</b>	<b>\$568,268.41</b>		
<b>Accumulated surplus as at the end of school year</b>	<b>\$2,344,141.20</b>		