



Shatin Pui Ying College
Annual School Report
2023/2024

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A. School Vision and Mission

1. Vision Statement
Together we nurture the lives of our students
Hand in hand we witness the Love of Christ
2. School Mission
 - a. Our school has “holistic education” as its philosophy, with “Faith, Hope, Love” as its motto. We are committed to the provision of a comprehensive range of quality education services, which aims to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students.
 - b. We help our students grow in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills.
 - c. Seeking to nurture in our students positive attitudes and Christian values, we want to see them develop into good citizens, serving the community and contributing to our nation.

B. Our School

1. Shatin Pui Ying College was founded in 1978.
2. It is a Christian EMI secondary school fully subsidised by the government with 4 classes from S1-S3, S5-S6 and 5 classes of S4 with a total enrolment of 697 students.
3. We have a full establishment of 50 teachers, 1 School Executive Officer, 3 IT Technicians, 3 Laboratory Technicians, 1 Librarian, 12 clerical and administrative staff and 14 janitors. In addition, there are 10 teachers appointed under other government grants. To relieve teachers of their non-teaching workload, 3 part-time support staff are employed.

C. Major Concerns

1. Adapting to students’ needs and strengthening support for students’ learning
2. Building resilience under the new normal and supporting students’ development

D. Achievements and Reflection on Major Concerns

Major Concern 1: Adapting to students' needs and strengthening support for students' learning

Achievements:

1.1. Catering for students' diversified learning and developmental needs in optimising the four senior secondary core subjects

1.1.1. Identify students with different learning needs and progress; provide diversified learning support to students

Teachers can identify students' learning needs, address the learning differences among students, and encourage them to complete their learning tasks. Class teachers and subject teachers would identify students of special needs and provide them with timely referral and counselling services. Teachers would also take the initiative to meet outstanding students to help them achieve academic excellence.

According to the Stakeholder Survey, about 70% of the students agreed that “Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.” and “Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.”.

Co-planning was conducted in core subjects. The planned lessons were conducted and observed. Students were generally engaged in the activities. According to the Stakeholder Survey, about 70% of the students agreed that “Teachers often provide suggestions on my performance and let me know how to improve.” and “Teachers' questions inspire my thinking inside and outside of the classroom.”, while around 80% of the students agreed that “Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.”

Alumni currently studying Bachelor degrees were hired as tutors for enhancement classes and tutors of “Subject Remedial Lessons”. The needs of students with different learning capacities are catered for through small group teaching. Over 60 classes were arranged in the last academic year. According to the results of student questionnaires, about 90% of the students agreed that they had actively participated in the activities.

We provide enhanced training for gifted students to develop their potential and stimulate their interest in learning. Students were nominated to participate in competitions and gifted programmes, e.g. Hong Kong Chemistry Olympiad for Secondary Schools (2023-2024), International Junior Science Olympiad 2024 — Hong Kong Screening, Secondary Schools

— The Hong Kong University of Science and Technology (HKUST) Dual Programme, CityU Database Competition 2023, Hong Kong Cyber Security New Generation Capture the Flag Challenge 2023, Open Data Hackathon, PolyU x NuttyShell Cybersecurity CTF 2024, CSDI Awards 2024, HKDI X INDEX GAME: Asia Voxel Art Championship, The Hong Kong Biology Literacy Award (2023-2024), The International Biology Olympiad — Hong Kong Contest 2023, etc.

SPYCers participated in the internationally renowned F1 in Schools competition and won the Third Prize in the Hong Kong region. They will have the opportunity to represent Hong Kong, China, in the F1™ in Schools Global event, in November 2024 competing against players from around the world.

We introduced Applied Learning programmes (ApL) and Other Language Subjects to S3 and S4 students to cater to the learning needs of different students. This year, seven students enrolled in Applied Learning programmes. Programmes such as “Electrical and Energy Engineering”, “eSports Technology and Management” and “The Essentials of Theatre Arts” were selected by students for the first time.

Twenty-eight students enrolled in Other Language Subjects programmes. There were 17, 5, 3, and 3 students studying Japanese, Korean, French, and Spanish, respectively.

We revised policies of electives selection to allow capable students to self-study M1/M2 or other subjects. In this academic year, one S6 student was allowed to take M1 after being assessed in a qualifying examination, one S4 student with outstanding overall performance was allowed to take the fourth elective subject and one S4 student was allowed to self-study M2 after being assessed by a Mathematics teacher.

According to the School KPM Report, 20 elective subjects (including Cat A, Cat B & Cat C subjects) were offered in S4, S5 and S6 which was much greater than the Hong Kong median.

1.1.2. Equip teachers with diversified learning and teaching strategies

In view of the development of artificial intelligence, we organized a staff development day for all staff members. Various GenAI tools were introduced and demonstrated. The school also provided an initial explanation of the AI usage policy to ensure that students use artificial intelligence under guidance and in a safe manner.

Our school is committed to fostering a collaborative educational environment through the encouragement of interschool knowledge and experience sharing. We have established partnerships with esteemed international institutions such as Li Po Chun United World College of Hong Kong, Hong Kong Japanese School, and Creative Secondary School.

Additionally, we collaborate with local schools of similar banding, including Kowloon True Light School, Hoi Ping Chamber of Commerce Secondary School, and Bishop Hall Jubilee School.

These partnerships focus on the implementation of STEM education, the PSHE curriculum, and the integration of AI across various subjects. Furthermore, we are pioneering the incorporation of data science and machine learning into the junior IT curriculum.

The modes of knowledge and experience sharing include site visits, discussions, and the exchange of teaching and learning materials. We also facilitate the exchange of expertise by inviting and sending guest speakers on various occasions. Through these collaborative efforts, we aim to enhance educational practices and provide students with a comprehensive and forward-thinking learning experience.

In the area of national education, the school promoted National Education by “organically integrating” and “naturally connecting” the elements of national security education into the teaching of different subjects.

Teachers participated in a training event at the Patriotic Education Centre. Dr. Kan Kar Yin shared with the staff on the topic of “The Relationship between School Development/Activities/Curriculum and National Education”. Our Chinese History and English teachers shared their national education lesson plans. The Academic Committee and National Education Committee analyzed lesson plans of national education of different subjects. These professional sharing demonstrated how elements of national security education can be effectively and organically integrated into relevant curriculum content.

In the subscales “National Identity (Responsibility, Obligations)”, “National Identity (Proud, Love)”, “National Identify (National Flag, Anthem)” and “National Identity (Achievements)” of APASO III, the Q-score of the students was 116. The P-score was 85.7 (The general Q-score and P-score for all HK schools were 100 and 50, respectively), which were the highest attainment score in the subscale according to the score conversion table provided by the EDB.

The high scores in national identity in APASO III to a large extent reflected that the programmes launched this year were successful and effective.

1.2. Monitor how the pandemic may influence our learning progress and implement suitable measures accordingly to support students' learning

1.2.1. Cultivate a serious attitude towards learning and develop students as self-directed learners

The Academic Committee arranged form-based academic sharing sessions on learning habits, learning skills and reading. Teachers, alumni and students from senior forms were invited to share their good learning practices and strategies.

A broadcast session called “Teachers’ Whisper” was conducted during the Morning Assembly, inviting the Principal and teachers to share their life experience with students. This connects teachers and students, and serves as an opportunity to cultivate a serious attitude towards learning.

Multi-leveled learning tasks, pre-tasks, assignments and assessments were designed to increase learning motivation and cater for learner diversity. For example, 40 Edpuzzle exercises with videos relevant to the curriculum have been developed by the English Department. The Online Question Bank (OQB) platform and HKDSE Diagnostic Feedback System (DFS) were subscribed to and integrated into daily assignments to facilitate ‘Assessment for Learning’. Senior form students made use of the school-developed platform, WinMaths, to train their DSE MC skills and revise for uniform MC tests. Students were allowed to make progress at their own pace.

Teachers encouraged students to participate in various competitions, eg. Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Programme, Sha Tin District Outstanding Student Election, the 19th Hong Kong Primary and Secondary School Students Japanese Speech Contest, Lancome Write Your Future 2024 Summer Bootcamp, the Hong Kong Cup Diplomatic Knowledge Contest, etc. Competitions had successfully widened students’ horizons by providing them chances to meet students from other schools.

To help students establish good study habits, the Discipline Committee organizes weekly Diligence Classes to support students with a certain number of late assignment records. The percentage of students with more than 15 late assignment records dropped in 2023-24. Students are motivated to turn in assignments punctually.

Enhanced follow-up support was provided to students who attended the Diligence Class regularly, including small group tutoring sessions, and Homework Tutorial Class for guidance and support on normal school days and during the summer vacation.

In the subscales “Learning (Self-initiative)” and “Learning (Self-monitoring)” of APASO III, the Q-score of the students was 116. The P-score was 85.7 (The general Q-score and P-score for all HK schools were 100 and 50, respectively), which was the highest attainable

score in the subscale according to the score conversion table provided by the EDB.

On the other hand, according to the Stakeholder Survey, only more than half of the students agreed that “I take an active role in learning inside and outside of the classroom.” and even fewer students agreed that “I am confident in learning inside and outside of the classroom.” Cultivating a serious attitude towards learning is needed.

Statistics from the survey revealed that special attention should be paid to cultivate a serious attitude towards learning and develop students as self-directed learners.

Reflection:

- The school has implemented a comprehensive approach to cater to diverse learning needs, which was reflected in the positive feedback from students.
- The school is proactive in equipping teachers with essential teaching strategies and fostering a collaborative environment. The focus on AI and national education integration shows a forward-thinking approach. Continuous professional development and collaboration will be key to maintaining and enhancing teaching quality.
- The school has implemented measures to cultivate self-directed learning and responsibility. However, survey results indicated that more work is needed to boost students’ confidence and active participation in learning. Continued emphasis on cultivating a serious learning attitude and self-directed learning skills is essential.

Feedback and Follow-up:

- There is room for improvement in fostering a more active and positive learning environment. Continuous evaluation and adaptation of strategies will be crucial in addressing these areas.
- Assessments and reward policies will be adjusted to raise learning efficiency and confidence in learning.

Major Concern 2: Building resilience under the new normal and supporting students' development

Achievements:

2.1. Developing career planning through systematic programmes

2.1.1. “Life-Planning” Workshops

Diverse activities at different levels were systematically introduced by the Careers Guidance Committee. Students responded positively to these initiatives.

S2: A “Life Channel” Workshop was organized to help students understand their personal interests, strengths, weaknesses, and orientation. Class teachers, who are more familiar with the students, were invited to participate in the debriefing session and conduct sharing. Feedback from both students and teachers was positive. According to the results of student questionnaires, about 90% of the students agreed that they actively participated in the activities. About 80% of the students revealed that the activities facilitated them to set goals and explore ways to achieve them. Over 75% of the students agreed that they were inspired to prepare for their life planning. Due to students' positive feedback, it was suggested that the debriefing session should be lengthened, allowing more room for students to do reflection.

S3: An elective subject workshop was held to help S3 students understand their personal interests and strengths. The workshop aimed to guide them in making rational choices for suitable subjects to study in senior forms and setting learning goals. According to the responses from student questionnaires, 88% students agreed or strongly agreed that the workshop helped them understand their career aspirations. 95% of them revealed that the workshop enhanced their understanding of the relationship between subject selection and future careers. In addition, 95 % of them agreed that the workshop helped them identify the key considerations for finding their ideal jobs. Students were increasingly aware of the importance of programme selection and planning for the future. The workshop would be conducted annually to urge S3 students to set their goals as early as possible.

S3: With reference to the Holland Code Interest Assessment, the “Dreams Come True Workshop” was organized to allow students to simulate real work experience. According to the results of the student questionnaires, around 80% of the students reflected a deeper understanding of their strengths and job nature of various occupations. 81% of the students agreed that the workshop helped them know their career orientation more clearly and over 75% of them reflected that the workshop

raised their incentives of goal setting. As the workshop enabled students to know more about the world of work, it would be conducted regularly.

S4: A “Career Live” Workshop was held to help students explore the world of work and gain insights into their own interests and abilities. Students joined the 3-hour career simulation game in February and March 2024. The workshop provided realistic and diversified work environments and professional equipment to engage our students in experiential learning. Each of our students was required to wear genuine uniform to become a staff member in different jobs. They then needed to use professional equipment and tools to finish the assigned duty. At last, students watched a video clip which demonstrated the situations, requirements and characteristics of different jobs through the sharing of frontline workers. During the group debriefing session, students were guided to set up a unique goal in life planning with reference to their reflections on their own interests, abilities and what they had learnt in the activities. About 80% of the students reflected that they had a deeper understanding of the job nature and entry requirements of various occupations. 70% of the students were inspired to set their goals. The workshop assisted them in gaining a better understanding of their own inclinations and setting learning goals for themselves.

2.1.2. External career-related activities

Students were nominated to participate in seminars, workshops and job shadowing experiences so as to enhance their understanding of their strengths and weaknesses. They were exposed to the world of work to broaden their horizons via joining activities held in different platforms, e.g. Business-School Partnership Programme, Hok Yau Club, Future Gen Girls Foundation and various government departments such as the Lands Department, the Environmental Protection Department and the Social Welfare Department, etc.

S4-S5 students’ participation in workshops and work experience activities was active and the frequency of attendance was over 200. Students were increasingly aware of the importance of work experience activities and they found them interesting and meaningful. Their confidence was boosted and they were equipped with soft skills such as communication skills, multi-tasking and problem-solving skills, etc. With reference to the 10 job tasting programmes launched by Business-School Partnership Programme (EDB) we joined, all students reflected that the experiences helped them plan their study and career paths. They all agreed that the programmes enhanced their understanding of the real world of work, equipped them with skills to communicate with others, to work as a team and to handle multiple tasks, etc. S4-S5 students will be encouraged to join more career-related experience activities.

2.1.3. Life planning lessons for S4

S4 students were required to do the Myers-Briggs Type Indicator (MBTI) assessment and a self-exploration worksheet. They were then divided into groups of 5. Discussion was then conducted to enhance students' self-understanding with reference to the assessment results. Over 90% of the students agreed that the lesson enhanced their understanding of their personality. Over 90% were introduced to the multiple study pathways. 87% of them reflected that the lessons raised their awareness of setting study goals. Over 88% of the students liked the form of small group discussion and over 80% of them agreed that the lessons prepared them to plan for the future. Feedback of students was positive. Supporting materials will be updated annually.

2.1.4. Life planning lessons for S5

Students were required to do self-exploration tests, e.g. BIM and CII. Then, they had to complete a worksheet for self-reflection. Students were then divided into groups of 3 to 5 with similar career aspiration. A teacher who was more familiar with the relevant field would be assigned as a counselor who analyzed students' reports. Students' sharing on interested fields or programmes would be conducted. The teacher counselors would teach students strategies on SLP and JUPAS programme selection. Over 90% claimed that they had a deeper understanding of strategies in JUPAS programme selection. 93% students agreed that the lessons were properly designed to suit their needs of life planning. 95% students reflected that they could feel care and support from teachers. Feedback of students was positive. Supporting materials will be updated annually. More updated information and links will be added in the self-exploration worksheet.

2.1.5. Life planning lessons for S6

Students were required to complete a mock JUPAS application form (Form A). They were then divided into groups of 3 to 5 with similar career aspiration. A teacher who was more familiar with the relevant field would be assigned as a counselor who analyzed students' Form A. A mock interview would be conducted. Multiple study pathways would be discussed with reference to students' individual ability, interests and background. All students agreed that they filled in the Form A very seriously and they had active participation in the discussion with their life planning counselors. 99-100% students found that the life planning lessons had facilitated their self-understanding of subject selection and the strategies required for programme selection in JUPAS. 98% of them agreed that they had learnt the entrance requirements of different programmes and the corresponding strategies in

particular. 98% of them thought the lessons had helped them improve their interview skills. 97% of the S6 students found the counseling useful in goal setting and life planning. 99% S6 students appreciated the assistance offered by teachers. Feedback of students and teachers was positive. Supporting materials will be updated annually.

The above life planning programmes helped students explore the work world, enabling them to gain self-awareness and plan their lives ahead.

2.2. Providing an Enjoyable Secondary School Life

We encourage students to step out of the classroom, learn through experiences, and engage in activities that promote personal growth and service to others. This approach aims to create a joyful and fulfilling secondary school life for students.

2.2.1. The “Beautiful Life” Scheme

Throughout the academic year, the Discipline Committee and the school social workers organized four activities, namely a Roly-Poly-Making workshop, an Archery Tag workshop, a Dialogue Experience, and a high-adventure event. The resilient nature of the roly-poly symbolizes the ability to withstand and recover from challenges. During the roly-poly-making workshop, students designed their own roly-poly toy and wrote down their learning goals for the programme, fostering the development of their resilience skills and mindsets. In the Archery Tag workshop and the high-adventure event, students collaborated as a team to achieve common goals, fostering mutual reliance and support in overcoming obstacles. These experiences cultivated a sense of accomplishment and perseverance among the students. The questionnaire survey scoring each item out of 5 marks, with 5 representing “strongly agree” and 1 representing “strongly disagree”. According to the survey, the average scores for the items “I believe the activities have helped me develop good communication skills and a spirit of teamwork” and “I believe the activities have allowed me to experience stepping out of my comfort zone and overcoming difficulties” exceeded 4.2, indicating positive feedback. The Dialogue Experience facilitated the broadening of students’ life experiences. Survey responses indicated that approximately 89% of participants agreed that the activity increased their awareness of the challenges faced by individuals with visual and hearing impairments. This activity aimed to nurture our students into compassionate neighbours of our community, capable of offering assistance to those in need. Moreover, it fostered a more positive outlook among students.

2.2.2. STEAM activities and competitions

We encourage students to participate in more STEAM-related activities and competitions so that they can explore more and showcase their talents beyond the curriculum. This year, students participated in various activities and got remarkable achievements.

Examples of activities:

- SPYC STEM Camp for primary six students
- SPYC STEM elite training course for junior forms — utilizing various microcontrollers to create a human traffic counter, an IoT water thermometer, and a WiFi-enabled electronic clock
- The Joseph Needham Foundation for Science and Civilization Public Lectures on STEAM Education
- e-STEAM @ Home Award Scheme 2024

Awards in competitions:

- 1st Runner-up in “OPEN DATA HACKATHON 2023 (eTourism Stream)” organized by Hong Kong Technology Advancement Group Limited
- 2nd Runner-up in “F1 in Schools 2023 Hong Kong”, Regional Final organized by Hong Kong Productivity Council
- 2nd Runner-up in “POLYU X NuttyShell Cybersecurity CTF 2024 (Secondary Category)” organized by PolyU Department of Electrical and Electronic Engineering
- Merid Award in 「校際 AI 藝術創作大賽 2024 《數碼詠古》」 organized by The Hong Kong Association for Computer Education

2.2.3. Voluntary Services

We actively promote student participation in voluntary work, encouraging them to serve others.

Under the support of the Civic Education Committee, two student teams participated in the Orbis Student Ambassadors Campaign (SAC) this year. Through the SAC, students took part in joint-school seminars, dark experiences, and voluntary work, learning about the goals and values of global blindness prevention. Additionally, students organized activities at school to promote and raise awareness of eye health among their peers. They also organized the fun game stalls on the School Anniversary Day to raise funds, and a total of HK\$4,096.1 was collected. The SAC helped develop our students’ leadership, social skills, creativity, team spirit, and their ability to face challenges.

Apart from SAC, students also actively engaged in other volunteer work. For instance, students participated in flag-selling campaigns to raise funds for Yang Memorial Methodist Social Service, The Free Methodist Church of Hong Kong, and Christian & Missionary Alliance Social Services Limited. Throughout the year, the total number of voluntary service hours was about 2,230 hours.

The Student Support Team collaborated with the Agency for Volunteer Service (義服工作發展局) to organize volunteer activities, including dog park volunteer services and beach cleaning events. On the day of the dog park volunteer service, the participating students were enthusiastic and actively engaged in the activities. Regarding the beach cleaning activity, most students were serious and dedicated despite the hot weather. Some students even worked together with volunteers from the partner organization to remove trash trapped in the mangroves, collecting over 50 kilograms of garbage that day. From the results of the questionnaires, the majority of students were satisfied with the arrangements of the activities. They also reflected that they had learned to listen to and respect others' opinions.

The Student Support Team also organized the school campus cleaning activity for S4 during the class-teacher periods. The activity began with an introduction by the teacher-in-charge, followed by the cleaning of different areas of the campus. The students demonstrated a serious attitude and appreciated the hard work of the janitors. Some students were so engaged that after completing their assigned cleaning tasks, they expressed a desire to continue cleaning other areas. The activity aroused students' awareness of the importance of maintaining a clean campus. Students also expressed their gratitude to the janitors for keeping a clean campus for them.

2.2.4. Overseas Study Tours

SPYC students are encouraged to take part in authentic learning experiences outside the classroom. Different study tours are organized each year, allowing students to learn through first hand experiences and enabling them to develop an international perspective. The Historical Tour to Hubei Province (Three Gorges Dam), Taishan Cultural, Art, and National Defense Education Study Tour, Zhuhai Aerospace Study Tour and a Study Tour to Dongguan were organized this year to enable students to gain insights into the social, economic, and technological developments of the Mainland, thereby promoting their understanding of the country as a whole. A Taiwan Volunteer Trip was also organized which cultivated students' awareness of community care and they became more willing to help others and themselves. The study tours were well-received and students' responses were positive.

2.2.5. The Biennial Musical

The English Musical has been our tradition since 1999. It is an arts-in-education project involving more than 200 students and teachers aiming at enhancing the overall English learning environment and unleashing our students' potential. This year, our twelfth production, *Attune*, was successfully performed from 3rd July to 5th July 2024, telling the story of young people pursuing their dreams and experiencing struggles, setbacks, disappointments, and self-discovery. The musical provided a platform for students with different talents to participate in different parts of the production, including script writing, music composition, acting, dancing, backstage support, etc. The production of the musical not only catered to their diverse interests but also encouraged them to pursue their passions, showcase their creativity, and demonstrate their talents. This aligns perfectly with our school's core value of "Let Our Students Shine".

2.3. Exploring External Resources to Support Student Growth

2.3.1. Children's Development Fund (CDF)

The school successfully applied for the Children's Development Fund and received a funding of over one million dollars. With the effort of the Student Support Team and the partner organization CityLab, a three-year student support programme was implemented. The programme aimed to encourage students from humble background to learn life planning, develop saving habits, and cultivate a positive attitude towards life, thereby accumulate intangible assets. This was the last year of the programme.

The participating students finished their savings targets, and together with the donations from private sectors and contribution from the Social Service Department, everyone of them had over HK\$14,000 to spend to achieve the goals set in their "Personal Development Plan". The activities this year mainly focused on teaching students financial management skills. Results from the questionnaires of the workshops indicated that students were positive about the content and arrangements of the training activities, with satisfactory rates ranging from 76% to 96% for each item.

To celebrate of the completion of the 3-year programme, a closing ceremony was held on 12 July 2024, inviting parents and mentors to attend. Students presented their learning outcomes and shared how they spent their savings to achieve their goals. Some of them utilized their savings to develop personal interests like fishing and photography, while others participated in study tours to broaden their horizons. Some

purchased learning-related devices and books, equipping themselves to enrich their education and lay a foundation for future studies and employment.

In sum, the programme enabled students to learn life planning and financial management skills. Students made good use of their savings to achieve their goals. The experiences got and skills learnt helped them develop a more positive mindset towards life.

2.3.2. The “Talent Development Scholarship Programme (英才培育獎學金計劃)”

The Student Support Team nominated 16 junior form students to participate in the “Talent Development Scholarship Programme (英才培育獎學金計劃)” organized by the Love Foundation. It is a three-year programme aiming at nurturing students to become the new generation of leaders on campus and in society.

The participating students joined different activities outside school, like the leadership training camp in the summer, visits to different organizations and recreational sites, dialogues with CEOs of businesses, etc. These activities enabled students to broaden their horizons and enrich their learning experiences. The four volunteer mentors from different professions paid regular visits to the school to meet our students. They became mentors for the participating students, guiding them to develop positive attitude towards life, advising students in their studies and life, and encouraging them to serve in school. Under their guidance, the participating students met S1 fellows to check on their adaptation. They held a caroling event before Christmas. On the eve of the School Anniversary, they assisted in setting up the venue, like the School Hall and the Student Activity Centre. Most students were dedicated and actively participated. The Closing Ceremony held at Lingnan University on 7 July 2024, marked the completion of the first year of the programme. Thirteen participating students received certificates and scholarships, appreciating their efforts and celebrating their success.

Reflection:

- In face of the uncertainties and rapid changes of the 21st century, our students need to acquire relevant skills that not only meet the needs of employment but also equip them with the confidence and qualities to live a fulfilling and meaningful life. To achieve this, we are dedicating ourselves to nurturing students in various areas such as digital skills, innovation and problem-solving, life planning, communication and cooperation, wellness management, resilience and crisis management. In addition to imparting knowledge and skills, we are also cultivating in students the correct values and attitudes to ensure their holistic readiness for the future.

- Under the impact of the COVID-19 pandemic, students' opportunities for outdoor learning have significantly decreased. As learning and activities fully resume, we should seize more opportunities, make good use of various resources, and lead students out of the classroom. This includes exploring the country's development and conducting studies in other regions, creating more learning experiences for students, and broadening their international perspectives.

Feedback and Follow-up

- **Nurturing Holistic Development:** The School will implement a whole-school approach to cultivate students as servant leaders, passionate learners, youthful seekers, and compassionate neighbours. This holistic development will foster students' confidence, leadership skills, empathy, and a willingness to embrace challenges.
- **Promoting Well-being:** The School will organize activities to equip students with the skills, values, and attitudes necessary to maintain a healthy lifestyle, both physically and mentally.
- **Broadening Horizons:** The School will organize study trips to Wuxi (Jiangsu), Kazakhstan, and Singapore to broaden students' perspectives and global outlook. Additionally, the School will invite experts, celebrities, and facilitate local exchange opportunities to enrich students' learning experiences.

E. Student Performance

Our students are courteous and self-disciplined. Most of them are keen to learn. They actively participate in learning and extra-curricular activities. They have a good awareness of, and interest in, various social issues. Generally, students show a strong commitment to their school life. They exhibit good social and interpersonal skills and have developed good rapport with peers. Senior form students serve well as role models for their junior counterparts and are eager to serve their peers, the school and the community.

Hong Kong Diploma of Secondary Education Examination (2024)

1. Percentages of levels attained for subjects:

	Core Subjects	All subjects			
	332A	2+	3+	4+	5+
SPYC	90.4%	99.6%	94.2%	69.6%	31.6%
HK	39.2%	86.2%	62.5%	36.1%	14.2%

2. The percentage of Level 5-5** of most of the subjects was better than the Hong Kong average, some of which exceeded the percentage of the Hong Kong average 2 times or more.

For Information and Communication Technology, our Level 5-5** attainment was 3.9 times the Hong Kong average.

For Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Geography, our Level 5-5** attainment was 3.8 times the Hong Kong average.

For Chinese Literature, our Level 5-5** attainment was 3.2 times the Hong Kong average.

For History, our Level 5-5** attainment was 3.1 times the Hong Kong average.

For Mathematics Extended Part Modules 1, our Level 5-5** attainment was 2.7 times the Hong Kong average.

For Economics and Chinese Language, our Level 5-5** attainment was 2.6 times the Hong Kong average.

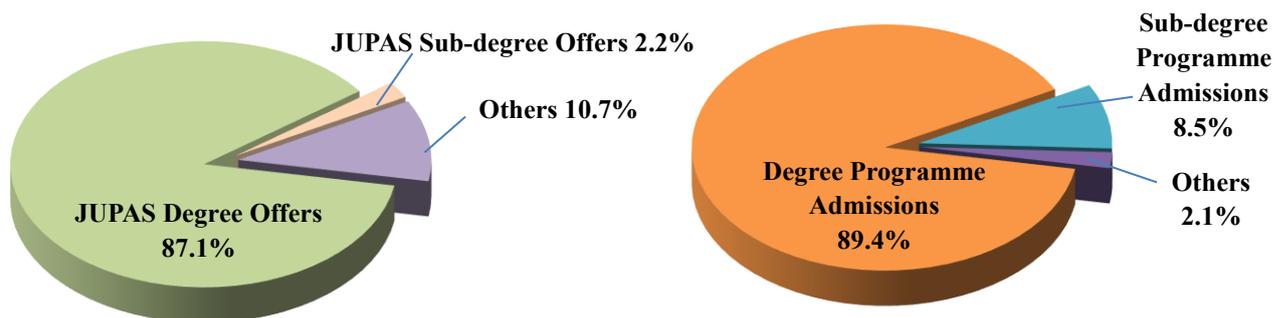
For English Language, our Level 5-5** attainment was 2.4 times the Hong Kong average.

3. 90.4% of our students met the general entrance requirements of UGC-funded institutions (332A2 or above), compared with the Hong Kong average of 39.0%.

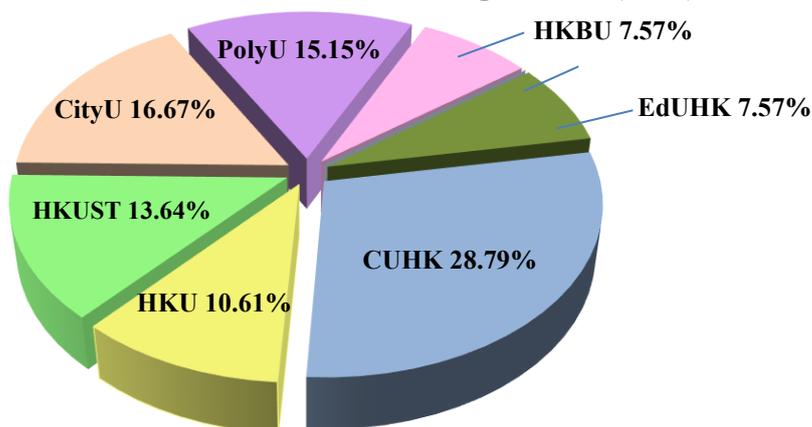
Pathways for S6 Graduates (2024)

- 89.4% of S6 students entered degree programmes, of which 84.5% were offered by local universities, 6% by overseas universities and 1.2% by universities in the Mainland.
- 7 of our S6 students were admitted to the Mainland, Taiwan and overseas institutes, accounting for 7.5% of the total. Details are as follows:

Country/City	No. of graduates admitted to Mainland, Taiwan and overseas universities
United Kingdom	3
Australia	2
Mainland	1
Canada	1



Offer Distribution to UGC-funded Programmes (2024)



Honours List (2023-2024)

Academic

1. International Biology Olympiad – Hong Kong Contest 2023 organized by The Hong Kong Academy for Gifted Education
Silver Award: So Cheuk Hei (6A)
2. Database Programming Competition organized by The Department of Computer Science City University of Hong Kong
Championship: Ms Zheng Qing (5D)
Silver Award: Tsang Boris (4D)
Bronze Award: Tsui Hin Tsun (5D)
3. Health Exhibition Presentation Competition 2023 organized by Medical Society CUHK
The Preliminary – Gold Award: Li Tsz Yin (6A), Luk Man Hei (6A), Choy Cheuk Lam (6B)
The Grand Final – 1st Runner-up: Au Hoi Lam (6D), Kwok Hei Tung (6D), Tang Tsz Kiu (6D)
4. Hong Kong 200 Leadership Project organized by The HKFYG Leadership Institute
Silver Award: Yang Renjia (5B), Huang Po Ling (5C)
5. Harbour Bay Debate Competition organized by Harbour Bay Society
2nd Runner-up: Chiu Sum Kiu (4D), Sui Tsz Ning (4E), Cheng Hiu Yau (5C),
Ng Kwan Yiu (5C), Wong Selenaly (5D)
6. 第十四屆「全港中學中國歷史研習獎勵計劃(2022-2023)」 organized by HKU Master of Arts in the field of Chinese Historical Studies Alumni Association (HKU MACHSAA)
Third Award: Zhan Xue (5B)
Commendation Award: Au Wing Yan (5B), Kwai Sheung Yung (5B),
Cheng Hiu Yau (5C)
7. Hong Kong Cyber Security New Generation Capture the Flag Challenge 2023 organized by HKPC and HKCERT
Secondary Division – Fourth Tsang Boris (4D), Ho Chun Yin (5D),
Ma Zheng Qing (5D), Tsui Hin Tsun (5D)
8. F1 in Schools 2023 Hong Kong Regional Final organized by Hong Kong Productivity Council
2nd Runner-up: Chan Shun Wang (4A), She Chun Hin (4A),
Kong Pak Kiu (4B), Ngan Tsz Kiu (4E),
Lo Kwan Ho (4E), Tsang Hon Fung (5D),

9. 「2024 國際兒童及青少年徵文大賽」organized by International Children Culture and Arts Development Association
Gold Award: Yang Renjia (5B)
10. 2023-2024 年全國青少年語文知識大賽「菁英盃」現場作文決賽 organized by Zhongguo Qingshaonian Yuyan Wenhua Xuehui
Second Award: Au Wing Yan (5B)
11. 第八屆全港學界「中史解碼」手機螢幕桌布設計比賽 organized by Education Bureau and iFuture Education Association
Excellence in Production Award: Fung Wai Ki (4A)
12. The Most Distinguished Student Award organized by The Hong Kong Council of the Church of Christ in China
The Most Distinguished Student Award Lee Hong Yau (3A), Lam Ka Shun (5B)
13. 「校際 AI 藝術創作大賽 2024《數碼詠古》」organized by The Hong Kong Association for Computer Education
Merit Award: Ng Wai Sum (5B), Yang Renjia (5B)
14. Basic Law Quiz Competition 2023-24 organized by Home and Youth Affairs Bureau The Government of the Hong Kong Special Administrative Region of the People's Republic of China, Committee on the Promotion of Civic Education and Constitution and Basic Law Promotion Steering Committee Working Group on Local Community
Secondary Division: Tong Hoi Yau (5A)
15. 「第三屆四維八德踐行獎」organized by Fung Sun Kwan Chinese Arts Foundation Limited and Hong Kong Federation of Education Workers
Excellence Award: Chan Hiu Ying (5D)
16. OPEN DATA HACKATHON 2023 organized by Hong Kong Technology Advancement Group Limited
eTourism Stream – 1st Runner-up: Leung Pak San (3A), Chan Tak Ching (4D),
Tsang Boris (4D), Ma Zheng Qing (5D)
17. The Hong Kong Biology Literacy Award (2022/2023) organized by The Hong Kong Science and Mathematics Association
First Class Honours: Chow Yui Hin (5B)
Second Class Honours: So Cheuk Hei (6A), Chan Cheuk Him (6B)
Third Class Honours: Zhen Yu Ki (6C)
Merit: Lui Ho Ching (5A), Chen Chung Yin (6B)

18. The Territory-wide Inter-school National Security Knowledge Challenge organized by The Government of the Hong Kong Special Administrative Region Department of Justice, The Government of the Hong Kong Special Administrative Region of the People's of China Security Bureau, Education Bureau and Shine Tak Foundation Secondary Individual Group – 3rd Runner-up: Chan Hiu Ying (5D)
19. POLYU X NuttyShell Cybersecurity CTF 2024 organized by PolyU Department of Electrical and Electronic Engineering
Secondary Category – 2nd Runner-up: Tsang Boris (4D), Ho Chun Yin (5D),
Ma Zheng Qing (5D), Tsui Hin Tsun (5D)
20. Write Up! Flash Story Competition organized by Standing Committee on Language Education and Research (SCOLAR)
Merit Award: Yang Renjia (5B)
21. 真光培英盃火箭車聯校比賽
學校獎亞軍：Chen Haiyue (2A), Poon Chit (2A), Yau Shing Yu (2C)
預製火箭車獎亞軍：Chen Haiyue (2A), Poon Chit (2A), Yau Shing Yu (2C)
即製火箭車亞軍：Chu Ho Man (3B), Hon Chi Kin (3B), Leung Hoi Man (3B),
Zhong Yu Shing (3B)
預製火箭車獎季軍：Ho Man Tik (4A), Lei Pak Yuen (4A), Tong Wai Pui (4A),
Lo Yu Chun (4C), Ho Hang Yan (4D), Tsang Boris (4D)
22. 第三十五屆中學生閱讀報告比賽 organized by Hong Kong Educational Publishing Company LTD
中文廣泛閱讀初級組優異獎：Lui Hei Tung (3D)
23. 「小小導賞員比賽」 organized by Hong Kong Docent Association
Merit Award: Ko Tsz Wai (2D), Kwong Hin Yeung (2D),
Lam Hui Ching (3B), Wong Oi Ka (3C)
24. 「第三屆香港伍倫貢文學獎徵文比賽」 organized by UOW College Hong Kong
散文組評判嘉許獎：Leung Tsz Yau (4A)
25. Leung Tong Cup Competition 2024 organized by Leung Tong Arts Association
Senior Secondary Division Merit Award: Chiu Man Chi (5A)
26. “RE-FORM Cattle Depot Artist Village” Architecture, Interior and Landscape Design Competition 2024 organized by the VTC Building Civil Engineering and Built Environment Training Board
Merit Award: Lee Ching Huen (5C)

27. The 16th Hong Kong Cup Diplomatic Knowledge Contest organized by The Commissioner's Office of China's Foreign Ministry in the Hong Kong S.A.R., Education Bureau & The Better Hong Kong Foundation
Elite Category – Silver
Liu Ho Yin (2C), Yu Rong Sheng (4B),
Yip Pui Sze (4E), Chiu Pik Ying (5A)
28. The 17th Hong Kong Budding Scientists Award (2023/2024) organized by Education Bureau
Secondary Section 2nd Runner-up:
Ho Sze Ching (3A), Hon Chi Kin (3B),
Cheng Tsun Hei (3C), Shum Yi Man (3C),
Tong Chun Yan (3D)
Secondary Section Reporter Award:
Ho Sze Ching (3A), Hon Chi Kin (3B),
Cheng Tsun Hei (3C), Shum Yi Man (3C),
Tong Chun Yan (3D)
29. 「金筆盃」即場創作比賽 organized by Zhongguo Qingshaonian Yuyan Wenhua Xuehui
Third Award:
Au Wing Yan (5B)
30. The 20th Sha Tin District Outstanding Student Award
Junior Secondary Section:
Lee Hong Yau (3A)

Arts

1. The “Kids Art” Drawing Competition of 2023 organized by China Life (Overseas)
Professional Award Junior Category
Bronze Award: Chiu Man Chi (5A)
2. The Hong Kong Young Artists Painting Competition 2024 organized by Young Artists Development Foundation
Top ten young painters in Hong Kong:
Chiu Man Chi (5A)
3. 76th Hong Kong Schools Music Festival 2024
- | | | |
|--|---------------|--------------------------------------|
| Graded Piano Solo – Grade Four | Silver Award: | Yuen Ching (1D), Lee Siu Kong (1D) |
| Graded Piano Solo – Grade Five | Bronze Award: | Chui Yuk Hei (1A) |
| Graded Piano Solo – Grade Five | Silver Award: | Cheung Shu Ham (1D), Law Ho Wun (2A) |
| Graded Piano Solo – Grade Seven | Silver Award: | Leung Bo Yee (1D), Ren Xing Yue (2A) |
| Graded Piano Solo – Grade Eight | Bronze Award: | Ho Ka Kiu (3B) |
| Violin Solo – Grade Seven | Silver Award: | Lo Lok Sze (3D) |
| Cello Solo – Intermediate | Silver Award: | Leung Tsz Yuet (1B) |
| Guitar Duet – Junior | Bronze Award: | Kwong Hin Yeung (2D) |
| Descant Recorder Solo –
Secondary School – Age 14 or
under | Third: | Hui Yan Lam (3B) |
| Flute Solo – Secondary School –
Junior | Silver Award: | Cheung Kiu Yu (1B) |
| Sheng Solo – Senior | Second: | Suen Derek (4C) |
| 粵曲度曲視唱-子喉/平喉獨唱 –
Open | First: | Li Man Chit (5B) |

4. Hong Kong School Drama Festival 2023/24
 Adjudicators' Award:
 Award For Outstanding Script:
 Award For Outstanding Performer:
 Award For Outstanding Stage Effects:
 Award For Outstanding Cooperation:
- Shatin Pui Ying College
 Lip Tsz Tsun (5A), Ms Ng Cheuk Yan (Teacher)
 Lip Tsz Tsun (5A), Li Man Chi (5B),
 Choy Yui Sze (5C), Sze Suet Ying (5D)
 Shatin Pui Ying College
 Shatin Pui Ying College
5. 60th Schools Dance Festival
 Jazz & Street Dance
 (Solo) Highly Commended Award: Cheung Yan Yuet (1A)
- Jazz & Street Dance
 (Trio) Highly Commended Award: Lau Mei Ham (2A), Tsang Ka Wai (2A)
 Wong Yuen Sum (2A)
- Jazz & Street Dance
 (Group Dance) Highly Commended Award:
 Cheung Sum Yuet (1A), Cheung Yan Yuet (1A),
 Fong Hei Tung (1A), Ho Lok Yin (1A),
 Law Tsz Ching (1A), Liu Yuet Kwan (1A),
 Shan Hoi Ching (1A), Zhong Kai Yiu (1A),
 Wong Ho Yan (1B), Chan Ching (1C),
 Cheung Tsz Ying (1C), Fung Sze Ting (1C),
 Ng Cheuk Nam (1C), Yeung Tung Ngai (1C),
 Cham Pui Yee (1D), Cheung Shu Ham (1D),
 Kwan Man Chin (1D), Ng Wing Hei (1D),
 Siu Yik Tung (1D), Tsui Pui Ki (1D),
 Chiu Wing Ching (2A), Lau Mei Ham (2A),
 Lui Lai Ching (2A), Ren Xing Yue (2A),
 So Hiu Chin (2A), Tsang Ka Wai (2A),
 Tso Choi Kiu (2A), Wong Pui Ching (2A),
 Wong Yuen Sum (2A), Ho Cheuk Yan (2B),
 Ip Oi Sze (2B), Law Tsz Kei (2B),
 Wong Hei Ching (2B), Wong Mei Ling (2B),
 Choi Hau Yu (2C), Lee Tsz Wing (2C),
 Liu Ho Yin (2C), Shen Qiao (2C),
 Shum Wai Tung (2C), Chan Hiu Lam (2D),
 Chung Tin Wing (2D), Lai Hui Sin (2D),
 Lau Chung Yan (2D), Leung Sze Wai (2D),
 Ling Sze Wing (2D), Wong Yin Ching (2D),
 Lee Hong Yau (3A), So Tsz Yau (3A),
 Chau Cheuk Yu (3B), Wong Nok Hei (3B),
 Chan Candice (3D), Lo Lok Sze (3D),
 Chan Man Chi (4A), Wong Yuet Hei (4A),
 Ching Yung Fei (4B), Chiu Cheuk Ying (4B),
 Li Cheuk Yin (4B), Tsang Hoi Laam (4B),
 Wong Cheuk Ying (4B), Wong Ching Yin (4B),
 Yu Tsz Ying (4B), Shu Chun Kit (4B),
 Chan Sin Tsz (4C), Leung (Sze Laam (4C),
 Wong Yi Chi (4C), Cheng Kit Lam (4C),
 Chu Ka Yui (4D), Ho Hang Yan (4D),
 Yip Pui Sze (4E), Chan Lok Yu (5A),
 Lau Man Ching (5A), Yao Hiu Tung (5A),
 Kwai Sheung Yung (5B), Lau Cheuk Ying (5B),
 Ng Sin Yiu (5B), Choy Yui Sze (5C),
 Fan Yik Yin (5C)
6. Dance World Cup Asia 2024--Hong Kong Qualifying Match organized by DWC Asian Cup
 Children Solo Jazz Ranked 1 Gold Award: Cheung Yan Yuet (1A)

7. Hong Kong Inter-Schools Gymnastics Competition
Girls Grade C Floor
Exercise Event Merit Award (7th Runner-up): Sham Hoi Ching (1A)
8. 75th Hong Kong Schools Speech Festival (English Speech)
- | | | |
|--|---------|---|
| Solo Verse Speaking-Girls-Secondary 5-Non-Open | First: | Cheung Tsz Yan (5C) |
| Solo Verse Speaking-Girls-Secondary 1-Non-Open | Second: | Ma Ching Pui (1A) |
| Solo Verse Speaking-Girls-Secondary 2-Non-Open | Second: | Wong Mei Ling (2B) |
| Solo Prose Reading-Girls-Secondary 4-Non-Open | Second: | Yeung Lai Sheung (4E) |
| Solo Verse Speaking-Girls-Secondary 5-Non-Open | Second: | Lam Sze Ching (5A), Ng Sin Yiu (5B), Sze Suet Ying (5D) |
| Solo Prose Reading-Girls-Secondary 4-Non-Open | Third: | Leung Tsz Ching (4D) |
| Solo Verse Speaking-Girls-Secondary 1-Non-Open | Merit: | Sham Hoi Ching (1A), Chan Ching (1C), Lau Yik Sze (1C), She Lok Ting (1C) |
| Solo Verse Speaking-Boys-Secondary 3-Non-Open | Merit: | Tsui Yung Wai (3A) |
| Solo Verse Speaking-Girls-Secondary 3-Non-Open | Merit: | Lui Hei Tung (3D) |
| Solo Verse Speaking-Girls-Secondary 5-Non-Open | Merit: | Lee Yan Tong (5D) |
| Solo Prose Reading-Girls-Secondary 1-Non-Open | Merit: | Fong Hei Tung (1A), Ma Lok Yin (1A) |
| Solo Prose Reading-Girls-Secondary 4-Non-Open | Merit: | Ching Yung Fei (4B), Yip Sin Tung (4B), Kong Ching Hei (4D), Cheung Ching Yan (4E), Lai Yi Jing (4E), Xie Yu Sze (4E), Leung Hiu Ching (4E), Ng Lap Kiu (4E), Ngan Tsz Kiu (4E) |
| Dramatic Duologue-Secondary 3 and 4 | Merit: | She Chun Hin (4A), Kong Pak Kiu (4B) |
9. 75th Hong Kong Schools Speech Festival (Chinese Speech)
- | | | |
|---|--------------|--|
| Cantonese Solo Verse Speaking-Boys-Secondary 1 | Third: | Chan Kwan Shek (1D) |
| Cantonese Solo Verse Speaking-Girls-Secondary 3 | Merit: | Kwok Wing Tung (3A), Guan Tsz Yan (3B), Yeung Pik Ching (3B) |
| Cantonese Solo Verse Speaking-Girls-Secondary 5 and 6 | Proficiency: | Lau Cheuk Ying (5B) |
| Putonghua Solo Verse Speaking-Girls-Secondary 1 and 2 | Third: | Wong Mei Ling (2B) |
| Putonghua Solo Verse Speaking-Girls-Secondary 5 and 6 | Third: | Yeung Hoi Ki (5C) |
| Cantonese Solo Prose-Girls-Secondary 1 | Third: | Liu Yuet Kwan (1A) |
| Cantonese Solo Prose-Girls-Secondary 4 | Champion: | Chan Sin Tsz (4C) |
| Cantonese Solo Prose-Girls-Secondary 4 | Merit: | Ngan Tsz Kiu (4E) |
| Cantonese Solo Prose-Boys-Secondary 4 | Third: | She Chun Hin (4A) |
| Cantonese Solo Prose-Girls-Secondary 5 and 6 | Merit: | Ng Yat Yin (5C) |

Putonghua Solo Prose-Girls- Secondary 3 and 4	Merit:	Tsui Yung Wai (3A)
Putonghua Solo Prose-Girls- Secondary 5 and 6	Merit:	Yang Renjia (5B)
Cantonese Christian scripture reading-Secondary 3 and 4	Second:	Chan Sin Tsz (4C)
Cantonese Christian scripture reading-Secondary 3 and 4	Merit:	Ng Yat Yin (5C)
Cantonese Duologue- Secondary 1 and 2	Third:	Shen Qiao (2C), Zhang Yuhan (2C)
Cantonese Duologue- Secondary 3 and 4	Second:	Hui Sze Tung (4B), Leung Tsz Ching (4D)

Sports

- Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school Swimming Competition 2023-2024

Boys A Grade 50m Freestyle	2 nd Runner-up:	Tsang Hon Fung (5D)
Boys A Grade 100m Freestyle	2 nd Runner-up:	Tsang Hon Fung (5D)
Girls C Grade 200m Freestyle	Champion:	Yuen Ching (1D)
	2 nd Runner-up:	Chan Hei Tung (2B)
Girls C Grade 50m Butterfly stroke	1 st Runner-up:	Yuen Ching (1D)
Girls C Grade 200m Breaststroke	2 nd Runner-up:	Yeung Tung Ngai (1C)
Girls C Grade 50m Breaststroke	3 rd Runner-up:	Lam Yui Ching (2B)
Girls C Grade 4 x 50m Mixed Relay	1 st Runner-up:	Yeung Tung Ngai (1C), Yuen Ching (1D), Chan Hei Tung (2B), Lam Yui Ching (2B)
- Sha Tin District Age Group (Athletic Meet) Competition 2023

5000m Open	Champion:	Yip Ka Lam (5C)
Girls Youth Grouping (16-18) - 1500m	1 st Runner-up:	Yip Ka Lam (5C)
- Kowloon City District Age Group (Athletic Meet) Competition 2023

Girls Youth Grouping (13-15) - Long Jump	2 nd Runner-up:	Yim Hau Shuen (3D)
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- Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school Handball Competition 2023-2024

Girls A Grade	1 st Runner-up:	Xie Yu Sze (4E), Lai Hui Ching (5A), Lau Shun Yan (5A), Loo Yan Lam (5C), Yip Ka Lam (5C), Tsang Hiu Ki (5D), Yuen Hau Ching (5D), Wong Cheuk Ying (6B), Chan Ying (6D)
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- Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school Athletics Competition 2023-2024

Girls C Grade – 800m	3 rd Runner-up:	Lau Hui Ching (1A)
Girls A Grade – 800m	3 rd Runner-up:	Yip Ka Lam (5C)
Girls C Grade – High Jump	The Fifth:	Tso Lok Yu (2D)
Girls C Grade – Long Jump	The Sixth:	Tso Lok Yu (2D)
Girls A Grade – 1500m	The Sixth:	Yip Ka Lam (5C)
Girls C Grade – 1500m	The Seventh:	Lau Hui Ching (1A)

6. Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school Long Distance Run Competition 2023-2024
Girls A Grade – Group The Sixth: Ching Yung Fei (4B), Ng Wai Lam (4C),
Chiu Pik Ying (5A), Lee Ching Huen (5C),
Sze Ching (5C), Yip Ka Lam (5C)
- Girls A Grade – Individual The Eighth: Yip Ka Lam (5C)
7. Hong Kong Artistic Gymnastics Open and Novice Championship 2023-2024 organized by The Gymnastics Association of Hong Kong, China & LCSD
Women's Novice Team 3rd Runner-up: Sham Hoi Ching (1A)
8. JC School Football Development Scheme – JC Challenge Cup organized by The Hong Kong Jockey Club
Plate 1st Runner-up: Chow Cheuk Him (2A), Chan Chi Ho (2B),
Lee Kin Long (2B), Hsui Man Hin (2C),
Yue Pak Hei (2C), Yeung Yat Hei (2D),
Fung Sze Chun (3A), Cheung Lok Tin (3B),
Cheung Wai Sang (3B), Tong Wai Pui (4A),
Chan Yan Chak (4B), Chan Chi Wing (4D),
Chan Ka Yin (4D), Hon Sin Chau (4E),
Lam Kin Wa (4E)
9. 沙田青少年田徑之王大賽2024 organized by Sha Tin Sports Association Limited
Girls C Grade 1st Runner-up: Lau Hiu Ching (1A)
10. Hong Kong Athletic Series 2024 (Series 2) organized by Hong Kong China Association of Athletics
Girls Open 5000m The Ninth: Yip Ka Lam (5C)
11. 第三十八屆新界區際田徑運動大會
Girls Junior Group 400m 3rd Runner-up: Lau Hiu Ching (1A)
Youth Group 1500m The Sixth: Yip Ka Lam (5C)
12. Islands District Long Distance Running 2024 organized by Hong Kong Association of Youth Development
Boys and Girls 10K (under 19) Second: Yip Ka Lam (5C)
13. 「全港十八區健美體操分齡賽」 organized by The Gymnastics Association of Hong Kong, China
Merit (The Seventh): Sham Hoi Ching (1A)
14. Hong Kong Professional Dance Competition 2024 organized by Hong Kong Dance Education Association
Open Hip-hop Street Silver: Lee Lok Yi (5B)
15. ATOD International Dance Awards 2024
Jazz Moves Gold Medal Syllabus Solo 1st Runner-up: Ng Yui Hang (2B)
16. 沙田慶回歸盃田徑賽 organized by Sha Tin Sports Association
Secondary Grade C Girls 800m: Lau Hiu Ching (1A)
17. Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school
Volleyball Competition 2023-2024
Division 2 Girls Grade C 1st Runner-up: Leung Cheuk Kiu (1A), Yung Anna (2A),
Ng Yui Hang (2B), Chan Hei Tung (2C),
Yung Ho Ching (2C), Chu Yuen Ying (2D)
18. Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school
Badminton Competition 2023-2024
Boys Grade C 3rd Runner-up: Man Yik Long (1A), Ng Chun Yin (1A),
Wong Yuen Sik (1A), Chan Jason (1D),
Wong Pak Hei (2A), Wong Yuen Chit (2A),
Tse Tsun Hei (2B), Hsui Man Hin (2C),
Chau Tsz Hin (2D)

19. Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school Basketball Competition 2023-2024
Girls Grade C 3rd Runner-up: Yu Ka Wai (1A), Fung Sze Ting (1C), Yip Long Ching (1C), Tsui Pui Ki (1D), Fok Tsz Wan (2A), Lam Yui Ching (2B), Choi Jaime (2B)
20. The 9th Hong Kong Games
Division A 5000m 1st Runner-up: Yip Ka Lam (5C)
21. 第20屆全港學界健美體育比賽organized by The Gymnastics Association of Hong Kong, China & LCSD
Junior Secondary Section Individual Merit Award (The Eighth): Liu Yuet Kwan (1A)
22. 「中華基督教會香港區會中學校際男子七人足球比賽」 organized by Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China
1st Runner-up: Tong Wai Pui (4A), Chan Yan Chak (4B), Chan Chi Wing (4D), Chan Ka Yin (4D), Hon Sin Chau (4E), Lam Kin Wa (4E), Yeung Pui Yin (5A), Zhu Pak Ki (5A), Fong Kwan Lai (5B), Ho Wing Hong (5B), Leung Man Yiu (5B), Chan Wai Tin (6C)

F. Financial Summary for 2023-2024

		<u>Balance b/f</u>	<u>Grant Received</u>	<u>Expenditure</u>
		<u>(HK\$)</u>	<u>(HK\$)</u>	<u>(HK\$)</u>
I.	Government Fund			
1.	Expanded Operating Expenses Block Grant (EOEBG)	6,377,400.45		
a.	School Specific Grant			
	1. Administration Grant	-	4,112,915.53	3,664,774.66
	2. Air-conditioning Grant	-	598,225.00	261,940.06
	3. Capacity Enhancement Grant	-	666,935.00	537,247.19
	4. Composite Information Technology Grant	-	576,658.00	712,678.79
	5. School-based Management Top-up Grant	-	52,596.00	21,000.00
	6. School-based Speech Therapy Admin Grant	-	8,415.00	-
b.	Non- School Specific Grant			
	Baseline Reference	-	2,072,160.10	3,661,182.41
c.	Other Income	-	210,884.27	-
	<i>Sub-total</i>	<i>6,377,400.45</i>	<i>8,298,788.90</i>	<i>8,858,823.11</i>
	<i>Amount transferred to Other Grants outside EOEBG to cover the deficits of Information Technology Staffing Support Grant (2xii)</i>			<i>-14,503.20</i>
	<i>Surplus for the year</i>			<i>5,802,863.04</i>
	<i>Funds set aside for Long Service Payment/Severance Payment</i>			<i>-35,978.08</i>
	<i>Balance carried forward to next year (A)</i>			<i>5,766,884.96</i>
2.	Other Grants outside EOEBG			
i.	Other Recurrent Grants (Rent & Rates)	-	413,012.00	413,012.00
ii.	Committee on Home-School Co-operation Project	12,286.50	25,978.00	26,212.00
iii.	Salaries Grant	-	45,093,023.76	45,093,023.76
iv.	ER's Contributions to PF/MPF Scheme for NTS	-	236,730.64	190,372.33
v.	SB After-school Learning and Support Programme	66,333.90	91,800.00	72,414.00
vi.	Teacher Relief Grant	4,250,215.02	3,549,618.60	4,216,857.65
vii.	Learning Support Grant	133,500.79	489,149.00	489,309.56
viii.	Diversity Learning Grant – Applied Learning	-	112,190.00	112,190.00
ix.	Diversity Learning Grant – Other Languages	-	94,600.00	94,600.00
x.	Diversity Learning Grant – Other Programmes	78,833.23	91,000.00	129,571.90
xi.	Moral and National Education Support Grant	530,000.00	-	7,569.40
xii.	Information Technology Staffing Support Grant	18,157.60	333,812.00	366,472.80
xiii.	Grant for the Sister School Scheme	106,929.00	162,994.00	115,102.00
xiv.	Promotion of Reading Grant	39,153.20	76,064.00	68,259.23
xv.	School Executive Officer Grant	332,976.13	580,738.52	708,524.66
xvi.	Life-wide Learning Grant	354,286.26	1,262,312.00	1,576,950.29
xvii.	Student Activities Support Grant	-	63,700.00	63,700.00
xviii.	One-off School-based Speech Therapy Set-up Grant	20,646.00	-	-
xix.	One-off Grant for Supporting the Implementation of the SS Subject Citizenship and Social Development	286,089.70	-	39,184.40
xx.	Mental Health at School (One-off Grant)	-	60,000.00	8,573.00
xxi.	Mental Health of Parents & Students (One-off Grant)	-	20,000.00	10,800.00
xxii.	One-off Grant on Parent Education (Secondary)	-	200,000.00	-
xxiii.	Prom.Chi. Culture Immersion Activities (One-off Gr)	-	300,000.00	18,857.00
xxiv.	Prom. Sport Ambience & MVPA60 in Sch (One-off Gr.)	-	150,000.00	-
xxv.	Hong Kong School Drama Festival	11,733.23	8,350.00	5,712.00
xxvi.	Jockey Club Joy of E-Reading Scheme	100,000.00	-	57,980.00
xxvii.	Grant for Support for NCS Students	114,678.30	156,691.00	207,284.00
xxviii.	QEF-Prov of Mobile Comp Devices & Internet Service	-	82,062.00	82,062.00
	<i>Sub-total</i>	<i>6,455,818.86</i>	<i>52,690,912.69</i>	<i>53,250,509.15</i>
	<i>Surplus for the year</i>			<i>5,896,222.40</i>
	<i>Amount transferred from EOEBG surplus to cover the deficits of Other Grants outside EOEBG (2xii)</i>			<i>14,503.20</i>
	<i>Unspent amount of Other Grants outside EOEBG (2iv, 2xxvi) refunded / to be refundable to EDB/related organisation</i>			<i>(88,377.31)</i>
	<i>Balance carried forward to next year (B)</i>			<i>5,822,348.29</i>

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant</u> <u>Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>
II.	School Funds	1,313,359.67		
	1. Tong Fai	-	201,290.00	-
	2. Tuckshop Rental	-	82,000.00	-
	3. Hiring of School Premises	-	167,092.68	-
	4. Donations	-	35,470.70	
	5. Feed-in Tariff (FiT) Scheme	-	10,520.00	-
	6. Others	-	181,012.75	277,065.69
	7. Student Union	24,674.51	11,151.20	4,891.85
	<i>Sub-total</i>	<i>1,338,034.14</i>	<i>688,537.33</i>	<i>281,957.51</i>
<i>Surplus for the year</i>			<i>1,744,613.96</i>	
<i>Balance carried forward to next year (C)</i>			<i>1,744,613.96</i>	
III.	Approved Collection for Specific Purposes	717,671.76		
	1. <i>Other Purposes</i>	-	214,210.00	55,272.29
	<i>Sub-total</i>	<i>717,671.76</i>	<i>214,210.00</i>	<i>55,272.29</i>
	<i>Surplus for the year</i>			<i>876,609.47</i>
	<i>Balance carried forward to next year (D)</i>			<i>876,609.47</i>
<i>Accumulated surplus as at the end of school year [(A)+(B)+(C)+(D)]</i>			<i>14,210,456.68</i>	

F. Report on Other Grants

1. Teacher Relief Grant 2023-2024

The Teacher Relief Grant received this year amounted to \$3,549,618.60. The surplus brought forward from the previous year was \$4,250,215.02. The sum had been paid out for employing nine additional teachers, supply teachers, tutors for after-school tutorial and enhancement classes and buying services for Drama Education lessons, amounting to \$3,411,556.65, \$508,770.00, \$187,531.00 and \$109,000.00 respectively.

2. School Executive Officer Grant 2023-2024

A. The grant received for this year was \$580,738.52 and a surplus brought forward from 2022-2023 was \$332,976.13.

B. Expenditure

1. Employing one School Executive Officer and one Teaching and Administrative Assistant	\$	676,690.00
2. Employer's contribution to Mandatory Provident Fund to staff members	\$	31,834.66
Total:		\$ 708,524.66

C. There was a surplus of \$205,189.99 at the year end.

D. Evaluation

One School Executive Officer and one Teaching and Administrative Assistant were employed. Their duties included:

- supporting the operation of the IMC such as preparing documents for meetings;
- assisting in the preparation work for the Teacher Manager Election of the Incorporated Management Committee;
- assisting in the administration work for the Parents' Academy of the PTA;
- taking minutes of meetings;
- assisting in the handling of routine school administrative matters;
- editing the school brochure, school plans and reports;
- reviewing and updating school profiles for external publications;
- handling internal and external scholarship applications;
- liaising with stakeholders of the School; and
- liaising with primary schools and other educational institutions.

Their presence helped strengthen school administrative support and reduce the administrative work of teachers. This created room for the School Management Team to focus more on core educational tasks and take care of student development.

3. Capacity Enhancement Grant 2023-2024

A. Grant received this year amounted to \$666,935.00.

B. Expenditure

1. Employing one Librarian	\$	233,964.00
2. Employing one full-time and one 0.25 Teaching and Administrative Assistants	\$	252,032.00
3. Employing three part-time support staff members	\$	25,891.25
4. Employer's contribution to Mandatory Provident Fund for support staff members	\$	25,359.94
Total:		\$ 537,247.19

C. There was a surplus of \$129,687.81 at the year end, which would be absorbed by the EOEBG surplus.

D. Evaluation

1. One Librarian was employed to handle the operation of the School Library. She was responsible for updating the databases and systems of the School Library, as well as leading support staff members to carry out the work of stocktaking and data entry. She also assisted in reading promotion activities. Her presence reduced other teachers' workload in handling regular library duties.
2. One full-time and one 0.25 Teaching and Administrative Assistants were employed. Their duties included:
 - providing secretarial service and taking minutes of meetings;
 - assisting teachers and the school in managing school activities;
 - assisting teachers in the preparation of teaching materials and resources;
 - conducting tutorial classes after school; and
 - substituting for lessons.
3. Three part-time support staff members were employed. Their duties included:
 - providing clerical support to teachers;
 - providing support to school events;
 - assisting the Librarian in carrying out stocktaking and data entry of library books;
 - serving as invigilators in school examinations; and
 - assisting teachers in checking relevant anti-epidemic records of students and visitors at school events purpose.
4. Two part-time Activity Assistants were employed. Their duties included:
 - assisting teachers to accompany students to hiking activities.

From the feedback of relevant teachers, the appointments were helpful in reducing their workload, creating room for them to concentrate on enhancing the quality of teaching and undertaking various professional training.

4. 2023-24 Report on the Use of the “One-off Grant for Mental Health at School”

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	5,350.00
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	850.00
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	2,373.00
v.	Others (please specify):	
	Total Expenditure	8,573.00
	As at 31 August 2024, Unspent Balance	51,427.00

5. 2023-2024 學年學生活動支援津貼運用報告

(一) 財務概況

A	本學年獲發撥款：	\$63,700.00
B	本學年總開支：	\$63,700.00
C	須退還教育局餘款 (A - B)：	\$0.00

(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	3	\$5,305.00
學校書簿津貼計劃—全額津貼	74	\$45,782.00
校本評定有經濟需要	74	\$12,613.00 (上限為全學年津貼金額的 25%)
總計	151	\$63,700.00

[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 ¹	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
1. 本地活動 ：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	舞蹈組：讓學生發展多元興趣，並透過參加公開比賽，展現成果，提升自信。	藝術（其他）	7	\$13,345.00			✓		
2	中一適應營：透過營會中的活動，讓新生認識校園及學長，加快適應中學生活。	個人成長 （其他）	12	\$4,872.00		✓			
3	中一生命教育營：讓同學認識信仰，分享，過有使命的人生。	價值觀教育	4	\$744.00		✓			
4	情深意濃：深水埗遊歷與創作	中文	1	\$563.00	✓				
5	羽毛球校隊：透過恆常訓練鍛鍊身體，代表學校出賽。	體育	4	\$2,664.00			✓		
6	F1 in school：學生組成一隊模擬 F1 車隊，設計迷你一級方程式賽車。比賽課程準備學生參與比賽，訓練學生的 STEM 知識、企業管理及團隊合作。	跨學科 （STEM）	1	\$12,000.00					
7	精彩人生攻防箭：透過攻防箭活動，建立學生團隊合作精神及提升自信。	價值觀教育	3	\$462.00		✓	✓		
第 1 項總開支			32	\$34,650.00					

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 ¹	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
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									
1	台灣「心」度行： 透過服務和體驗，培養學生的同理心及 關懷別人	價值觀教育	4	\$21,040.00		✓		✓	
2	歷史學會內地考察團： 透過考察，讓學生了解武漢、宜昌的歷 史文化發展及三峽工程	歷史	6	\$8,010.00	✓				
第 2 項總開支			10	\$29,050.00					
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									
1	/								
第 3 項總開支			0	\$0.00					
總計			42	\$63,700.00					

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）：	黃晞峻老師 （全方位學習組主席）
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6. 2023-2024 學年「全方位學習津貼」運用報告

第 1 項：舉辦／參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動： 在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	箭藝社	2024年1月19日、2月2、23日、3月8、22日、4月19日、5月10、24日	中 三 至 中 六	10	\$14,956.00	\$1,495.60	E1 、 E5	體育	八次射箭活動取得了不俗的成果。參加者在每次練習中逐漸掌握了射箭的基本技巧，自信心有所提升，同時磨練了他們的專注力和耐心。通過反覆練習，他們增強了對射箭運動的興趣，還培養了競爭意識和運動精神。此外，本校與香港射箭總會合作，為學生提供了更多的實踐機會，在組隊比拼箭術活動中建立了友誼，讓他們學會了如何面對挑戰和壓力。整體來說，這次活動為學生帶來了積極的體驗和成長。激發了他們對射箭運動的興趣的同時，促進了身心健康的全面發展。	✓	✓	✓		

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
2	生物競賽隊	全年	中 四 至 中 六	40	\$1,904.50	\$47.61	E1	科學	International Biology Olympiad(HK Contest): 1 silver award, HEPC: Gold Award_preliminary round, 2nd runner-up _final round, Biology Literarcy Award: 1 First Class Hornor, 2 Second Hornor, 1 Third Hornor and 2 Merits	✓				
3	粵劇學會	全年	中 一 至 中 六	14	\$2,400.00	\$171.43	E5	藝術 (其 他)	全年只能舉辦4次活動，未能達6次活動目標，但曾邀請講者嘉賓舉辦初中周會(370人)，雖然演出有耽誤，但觀眾反應良好。		✓	✓		

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級別	總參與 人數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的 經驗
4	棋藝學會	全年	中一至中六	16	\$445.00	\$27.81	E7	藝術 (其他)	全年舉辦六次活動，參加者反應不俗，有助提升同學的解難能力並協助他們品格上更好地成長。		✓			
5	中文學會	全年	中一至中六	684	\$7,877.40	\$11.52	E1、E7	中文	全年7次活動，大部分活動皆由幹事構思及主持，參與者反應熱烈。本年本會亦與其他校內組織及學科聯合舉辦活動，反應亦很理想。全部活動的滿意度皆為4-5分，參與者皆認為能提升他們對中華文化的興趣。(滿分為5分)	✓	✓	✓		

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
6	宗教組活動	全年	中一至中六	684	\$88,748.13	\$129.75	E5, E9	宗教	全年 8 次團契，7 次清敬，6 次小組活動，大部分活動由學生主導。另外，舉辦 3 日 2 夜中一生活營讓 60 位中一同參與，亦有 10 多位高中同學參與帶領。全年亦於週會邀請講者分享信仰。參與者反應不俗。	✓	✓			
7	咖啡文化學會	2023 年 10 月 20 日, 10 月 27 日, 11 月 10 日, 11 月 24 日, 12 月 1 日, 12 月 8 日	中一至中六	10	\$1,800.00	\$180.00	E1	其他，請註明：職業、興趣	原擬協助教班的校友導師因私人原因未能參與，可能導致師資質素下降。同學反應正面，成功拉花能提升他們的自信心和對咖啡文化的興趣。					✓

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
8	商學會	2023年10月30日、11月22日、12月2日、2024年3月28日、5月11日、6月24日	中一至中五	50	\$160.40	\$3.21	E1	其他：經濟	全年舉辦了6次活動，包括：大富翁比賽、參觀外間機構、理財工作坊、理財及經濟知識問答遊戲及國際貿易工作坊。活動有助同學掌握商業及理財相關的知識和技能，參加者反應正面。	✓	✓			✓
9	舞蹈組	全年	中一至中六	83	\$58,869.40	\$709.27	E1, 2, 5, 7	藝術(其他)	舞蹈組的訓練由校外聘請專業的舞蹈導師負責。透過有系統的訓練，期望：1)引起學生對舞蹈的興趣及熱誠，發展其優越的舞蹈潛能。2)透過群體合作和練習，培養合作性。3)透過參與比賽及表演，增加自信及舞台表演的經驗。	✓	✓	✓		✓

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
10	管弦樂團	全年	中一至中五	40	\$4,550.00	\$113.75	E5	藝術 (音樂)	全年集會 30 次以上，為整個 musical 作伴奏，觀眾反應熱烈。	✓		✓		
11	運動校隊	全年	中一至中六	187	\$322,907.00	\$1,726.78	E1、E2、E5	體育	津貼本校共 8 支校隊全年練習及比賽的教練及助教費用。本校運動隊伍共獲得 8 個隊際獎項及 11 個單項獎項，更於本區奪得女子組全年總錦標第十名。於年終的球隊問卷中，隊員對全年的球隊訓練的滿意度達 4.3 分(滿分為 5 分)。	✓	✓	✓		

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
12	沙培大使	2023年9月21、22、29日及10月7日	中二	30	\$14,422.00	\$480.73	E5	其他：導賞綜合技能	同學完成課堂後於校園遊都能充分發揮，表達流暢，自信滿滿		✓		✓	
13	Life Channel' Workshop_S2	2024年1月17日	S2	125	\$20,000.00	\$160.00	E1	自我認識	超過九成同學滿意及非常滿意活動；多於八成同學反映活動能提升自己訂立目標的能力和實踐的動力。					✓
14	Workshop on subject selection_S3	2023年11月30日	S3	117	\$10,000.00	\$85.47	E1	生涯規劃	約九成半同學表示更了解中三選科與未來工作的關係及更清楚尋找理想職業時可考慮的因素。					✓
15	Dreams come true' Workshop_S3	2023年11月30日	S3	117	\$18,500.00	\$158.12	E1	生涯規劃						✓

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
16	Career Live' Workshop_S4	2024年2月7日及3月18日	S4	126	\$16,653.00	\$132.17	E1	生涯規劃	七成同學反映活動可增加他們對規劃人生的動力；近六成同學反映活動後會嘗試訂立初步的個人目標。					✓
17	Careers exploration activities	全年	S2-6	210	\$2,360.00	\$11.24	E6	生涯規劃	約九成半的同學滿意及非常滿意其參與的工作探索活動及表示活動有助加深他們對工作常規及實際職場的了解。					✓
18	Career Sparkle of Human Library_S3-5	2024年1月19日	S3-5	317	\$22,000.00	\$69.40	E1	生涯規劃	接近九成同學滿意或非常滿意活動，七成同學認為活動能啟發他們思考自己的職業取向及有助提升訂立升學擇業目標的動力。					✓

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
19	公民教育組活動	全年	中一至中六	684	\$9,227.20	\$13.49	E1	德育、公民及國民教育	舉辦了一次慈善市集活動及一些周會講座，同學反應正面，亦有一些初中同學主動參加義工服務		✓		✓	
20	訓導組活動	2023年10月21日	中二至中三	20	\$2,714.00	\$135.70	E1	價值觀教育	舉辦「精彩人生」中的「攻防箭活動」，藉此強化同學的自信、毅力及團隊合作精神。參加者反應正面，投入活動，積極與隊員商討合作策略，展示了團隊精神。		✓			

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)					
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗	
21	健康教育組活動	全年	中一至中六	684	\$2,542.70	\$3.72	E1	價值觀教育	94.3% Students participate in the Student Health Services provided by HKSAR Health Department. HEPC: Gold Award_preliminary round, 2nd runner-up _final round. Joyful fruit week : fruit party, fruit quiz, fruit eating promotion video competition, fruit tasting are popular to students.		✓				
22	全方位學習組活動	2024年3月25、27及28日	中一至中六	351	\$19,342.50	\$55.11	E1、E5	藝術(音樂)	本組於 OLE Days 共舉行了一項全級參觀活動，及兩項自選活動。同學反應正面，整體滿意度分別為 4.05 (中一級太空館參觀、3.83(魔術表演)及 4.41 (音樂表演及電影配樂分享)。	✓	✓	✓	✓	✓	

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
23	英語音樂劇製作	全年	中 一 至 中 六	684	\$633,852.26	\$926.68	E1 , E5 , E6 , E7 , E8	藝術(其 他)	2年一齣英語音樂劇，台前幕後參與人數超過200人，觀眾超過3000人，反應熱烈及體現培英上下一心精神。	✓	✓	✓		✓
24	International Junior Science Olympiad training	全年	中 二 至 中 三	14	\$5,130.00	\$366.43	E5	科學	大部分同學表示活動令他們了解更多科學知識，提升他們對學習科學的信心	✓				

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
25	科研培訓班	2024年7月-8月	中一至中三	10	\$7,371.80	\$737.18	E5	跨學科 (STEM)	同學運用不同無線儀器在實驗中收集數據，並整理資料進行分析。同學在訪問中表示科研班增加他們對科研的興趣	✓				
26	Gifted STEM Courses	全年	中一至中五	200	\$52,755.00	\$263.78	E1, E5, E6, E7, E8	跨學科 (STEM)	本校於中二舉行火箭車比賽，讓同學藉著動手造的過程感受學習的無窮樂趣，並逐步激發他們的STEAM潛能！ 本校亦推行中三級校本STEM課程，增加學生的STEM經驗。我們為學生提供多種STEM內容，學生可以獲得更多的STEM技能和知識，並培養STEM思維和解決問題的能力。本校也鼓勵學生參加比賽，以STEM方法解決社區問題。	✓	✓			

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
27	學生輔導組活動	全年	中 一 至 中 六	684	\$17,851.20	\$26.10	E5 、 E7	價值觀 教育	本年度舉行了分級性教育講座，建立同學正確的價值觀，尊重他人並學會自愛。根據老師的觀察，同學參與活動時積極投入，留心聆聽及參與有關活動。另外，大哥哥大姐姐計劃有助中一同學適應校園生活，同時培養同學學會凡事感恩，關心身邊的人。根據問卷調查，9成中一同學認同此計劃有助他們成長。對於學長，此計劃有助培養中四同學的同理心，學習關心別人，學習成為僕人領袖，關愛鄰舍。		✓		✓	

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
28	義工服務	2024年3月 26日	中 四	130	\$27,340.00	\$210.31	E1	價值觀 教育	大部分參加者表示從淨灘活動及動物服務中學會正面價值觀，反應正面，其中動物服務活動的滿意度達4.1(最高為5分)。唯淨灘活動活動問卷中出現了數個極端數據令活動滿意度低至2.71。		✓		✓	
29	中文科活動	全年	中 一 至 中 六	684	\$2,999.60	\$4.39	E1	中文	本科全年舉辦6次語文活動，如「聲入心通：春天正是讀書天」朗讀活動、網上問答遊戲等。同學反應踴躍，如「動物成語」及「甲骨文猜猜畫畫」網上問答遊戲分別有99人及80人參與。通過各類語文活動，能提升學生的語文素養，使其認識中華文化的博大精深，建立文化自信。	✓	✓			

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
30	文學散步考察活動	2023 年 11 月、2024 年 5 月及 6 月	中 四 至 中 六	19	\$9,564.00	\$503.37	E1	中文	本科本年舉辦三次文學散步活動，由漫步離島到探索社區，由觀察大眾生活到欣賞個人的生活情調，同學完成活動後皆能就經驗所得完成創作，大部分同學表示活動能提升他們對寫作的信心，了解到文學與生活的關係。根據問卷調查，三次活動滿意度為 4.5 分。(滿分 5 分)	✓	✓			
31	F1 in Schools 比賽及訓練課程	全年	中 五	6	\$60,000.00	\$10,000.00	E1, E6	跨學科 (STEM)	透過問卷，同學整體滿意課程，亦於比賽中取得第三名，得到進入決賽的資格。	✓	✓	✓	✓	✓

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
32	戲劇學會	全年	中 一 至 中 五	55	\$46,600.00	\$847.27	E1	藝術(其他)	本年度參加了校際戲劇節並獲得以下獎項： 1. 評判推介演出獎 2. 傑出劇本獎 - 聶只濬，吳卓昕老師 3. 傑出演員獎 - 聶只濬、蔡睿斯、利文喆、施雪滢 4. 傑出舞台效果獎 5. 傑出合作獎		✓	✓		
第 1.1 項總計				7085	\$1,505,843.09									

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開 支 用 途 *	範疇 (請選擇 適用的選 項， 或自行填 寫)	評估結果	基要學習經歷 (請於適用方格加 上✓號，可選擇多 於一項)				
			級 別	總參 與 人 數						智能發展 (配合課程)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
1.2	境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野													
1	歷史學會內地考察團	2024年3月 25至29日	中 三 及 中 四	39	\$5,340.00	\$136.92	E3 、 E4	德育、公 民及國 民教育	絕大部份參加者認同是次湖北省武漢宜昌文化與三峽水利建設之旅能達到預期目的，並同意於不同行程中學到相關主題的知識。對於考察團的整體滿意度達4.22分(最高為5分)。	✓	✓			
2	輔導組交流團	2024年3月 26至29日	中 四	30	\$65,767.20	\$2,192.24	E3 、 E4	價值觀 教育	在活動問卷的回應中，絕大部份有關活動目的及安排的題目都達4分以上，而整體滿意度達4.25分(最高為5分)		✓		✓	
第1.2項總計				69	\$71,107.20									
第1項總計				7154	\$1,576,950.29									

第 2 項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	實際開支 (\$)
	第 2 項總開支	\$0.00
	第 1 及第 2 項總開支	\$1,576,950.29

*： 輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

- | | |
|--|---------------------------------|
| E1 活動費用（報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等） | E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用 |
| E2 交通費 | E7 設備、儀器、工具、器材、消耗品 |
| E3 境外交流／比賽團費（學生） | E8 學習資源（例如學習軟件、教材套） |
| E4 境外交流／比賽團費（隨團教師） | E9 其他（請說明） |
| E5 專家／導師／教練費用 | |

第3項：受惠學生人數

全校學生人數：	684
受惠學生人數：	684
受惠學生佔全校學生 人數百分比 (%)：	100%

全方位學習聯絡人（姓名、職位）：	黃晞峻老師 （全方位學習組主席）
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7. 2023-2024 年度「推動閱讀計劃」報告及檢討

1. 計劃目標：

- 1.1 以圖書館及中英文科為主，聯合不同科組籌辦閱讀活動，營造全校閱讀氣氛，推動全體學生的閱讀風氣，培養學生的閱讀習慣，讓學生常閱讀、愛閱讀。
- 1.2 善用教育局於 2023-2024 年度的「推廣閱讀津貼」。

2. 計劃內容

焦點	工作內容	配合工作	評估及檢討
1. 建立閱讀焦點	<ul style="list-style-type: none"> ➢ 配合各科設立年度主題 	<ul style="list-style-type: none"> ➢ 配合中文科年度主題「動·人時光」舉辦主題書展。 <ul style="list-style-type: none"> ➢ 「動物與人共享陽光空氣、社區空間，甚至走進你我的家，成為家人。我們與牠每一次相遇，或溫馨、或驚慌、或悲傷，無論如何，這就是我們之間的動·人時光。」 ➢ 添置相關館藏供學生借閱 ➢ 在當眼位置陳列新書目，吸引並鼓勵同學借閱 ➢ 購入更多非小說類型的書目，讓同學接觸不同領域的知識 	<ul style="list-style-type: none"> ➢ 配合「動·人時光」： <ul style="list-style-type: none"> ➢ 設立常設主題書展 ➢ 2 月 26 日中文科於圖書館舉辦「親親兩棲及爬蟲類×閱讀分享」。講者帶同兩棲及爬蟲類動物到場分享。 ➢ 定期更動圖書館的佈置，為圖書館營造氣氛，吸引更多同學使用。 ➢ 圖書館舉行「Book A Day」每個上學日向同學發出中英文圖書推介短訊，內含書籍導讀片段。全年共計發出 142 個短訊。 ➢ 運用社交應用程式(IG)貼文推介圖書，共刊出多於 80 個帖子。累計有粉絲人數有 727 人。 ➢ 全年圖書館借出項目達到 3577，比 22-23 學年的 1995 項多出 1582 項。

<p>2. 提供多元化閱讀體驗</p>	<ul style="list-style-type: none"> ➢ 推動電子書 ➢ 書店體驗 ➢ 與不同元素結合 	<ul style="list-style-type: none"> ➢ 繼續推廣電子書 <ul style="list-style-type: none"> ➢ 善用去年已申請的「賽馬會數碼『悅』讀計劃」所得的資助，更新電子閱讀器、購買更多電子書，供學生借用 ➢ 藉閱讀分享推廣電子書 ➢ 物色及訂閱合適的電子閱讀平台 ➢ 舉辦文化活動，讓同學體驗閱讀與其他生活面貌的關連 	<ul style="list-style-type: none"> ➢ 藉早會閱讀分享推廣電子書，11月10日早會分享的《萬能店員：我的便利，你的過勞，超商的社會代價》及1月23日早會分享的漫畫《東大特訓班2》均屬電子版本。 ➢ 添置10部彩色電子閱讀器。 ➢ 同學的閱讀習慣仍然傾向借閱實體書，電子書的借出率偏低。 ➢ 於11月30日，邀請了筆名「倫@化外」《四格香港史》的作者到校分享創作心得。 ➢ 於1月30日，帶同10位同學參與「香港活字館導覽及手搖活版印刷體驗」 ➢ 於3月份的「其他學習經歷日」舉辦以下活動： <ul style="list-style-type: none"> ➢ 3月28日上午，舉辦「書店遊蹤」，帶同15位同學前往銅鑼灣誠品書店，由職員簡介書店日常運作、書架陳設及藏書面貌。 ➢ 3月28日下午，舉辦「茶·閱·時光」，於館內展示及介紹以「茶」為主題的圖書，同時由本校老師分享茶葉知識及示範沖泡茶葉的技巧。當日共有15位同學報名參加，反應踴躍。 ➢ 於4月22日，帶同11位同學前往旺角的界限書店參觀，並於店內聆聽作家分享創作心得。 ➢ 於6月21日，邀請到《九龍城寨》作者余兒到校主持講座。講座氣氛熱鬧，同學把握機會踴躍發問。
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<p>3. 全校參與分享書籍</p>	<ul style="list-style-type: none"> ➤ 邀請不同持份者分享書籍 ➤ 推廣科普書籍 ➤ 閱讀分享呼應社會大事 	<ul style="list-style-type: none"> ➤ 中、英文科邀請學生於早會時段分享閱讀 <ul style="list-style-type: none"> ➤ 分享日期為 20/10、10/11、8/12、19/12、23/1、20/2、14/3、22/3 ➤ 邀請不同學科的老師作圖書分享。分享嘗試配合以下的主題，包括 <ul style="list-style-type: none"> ➤ 熱門時事 ➤ STEM ➤ 當前社會發展趨勢 	<ul style="list-style-type: none"> ➤ 中、英文科代表於 20/10、8/12、14/3 及 22/3 早會分享圖書。 ➤ 圖書館代表於 11 月 10 日早會分享《萬能店員：我的便利，你的過勞，超商的社會代價》；12 月 19 日早會分享《彈性習慣》；1 月 23 日早會分享漫畫《東大特訓班 2》；2 月 20 日早會分享《刻意練習》。按分享後的問卷調查反映，平均而言，分享滿意度平均得分為 5.4/7。 ➤ 「文青社」分別於 10 月 19 日及 12 月 19 日在圖書館舉辦閱讀活動「美的糾纏：和你聊聊三島由紀夫《金閣寺》」和「《潮騷》圍讀」。 ➤ 中文科於 11 月 14 日，在圖書館舉辦「說書人」活動，主題為「余華《第七天》」。 ➤ 中文科實習老師於 5 月 2 日以〈在煙圈裡捉迷藏〉為題在圖書館分享。
<p>4. 提升學校圖書館的使用率</p>	<ul style="list-style-type: none"> ➤ 提供機會給學生參與圖書館的日常運作 ➤ 添置/更新館藏 	<ul style="list-style-type: none"> ➤ 招募學生參與圖書館採購工作，令館藏更貼近學生閱讀興趣 ➤ 註銷殘破、借出率低的書籍。 ➤ 添置新出版書籍、影片。 	<ul style="list-style-type: none"> ➤ 圖書館歡迎同學推介建議書目。 ➤ 2023-24 年度共新增 474 本圖書，當中中文 280 本，英文 194 本。 ➤ 徵得科主任同意，註銷不再合用的科組圖書。註銷複本過多的圖書。註銷早年購入但借出率低的圖書。註銷殘破圖書。合共註銷 7039 本圖書。以騰出空間容納新購圖書。

5. 嘉許熱愛閱讀的學生	➤ 訂立閱讀獎勵計劃	➤ 以書券獎勵「廣泛閱讀計劃」達標的學生。	➤ 共購書卷\$5100，獎勵閱讀表現優秀的同學。
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3. 財政報告

預算收入 (HK\$)		預算支出 (HK\$)		
2022-2023 年度「推廣閱讀津貼」盈餘	39,153.20	1.	各科組添置／更新圖書館館藏	9467.02
		2.	圖書館添置／更新圖書館館藏	37,884.21
		3.	添置／更新中文科廣泛閱讀計劃圖書	2,860.00
2023-2024「推廣閱讀津貼」收入	76,064.00	4.	中文科「廣泛閱讀計劃」禮物	5,100.00
		5.	舉辦閱讀活動	12,948.00
合共：	115,217.20		總開支：	68,259.23
			結餘：	46,957.97

4. 成員

王國棟（副校長）、黃慧琦（中文科科主任）、王小容（高中英文科科主任）、莊映玲（圖書館館長）

8. 2023-2024 學年「支援推行高中公民與社會發展科的一筆過津貼」運用報告

	HK\$
1. 2022/23 年度盈餘	286,089.70
2. 2023/24 年度支出	
資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	
i. 珠海全方位航天一天考察團 (24 位學生及 2 位老師)	35,438.00
ii. 內地考察活動用上網電話	904.40
支付學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動的費	
i. 外交知競賽盃	2,100.00
ii. 觀賞電影《長安三萬里》	742.00
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支出總額：	39,184.40
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截至 2024 年 8 月 31 日津貼盈餘為 HK\$246,905.30。

9. 2023-2024 學年「加強支援非華語學生的中文學與教額外撥款」運用報告

	HK\$
1. 2022/23 年度津貼盈餘	114,678.30
2. 2023/24 年度撥款	156,691.00
3. 2023/24 年度支出	
i. 購買中文學習教材	295.20
ii. 協助翻譯通告之教學助理薪金及僱 主強積金供款	162,388.80
iii. 支援非華語學生的中文學習功課輔 導班導師費	44,600.00
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	支出總額： 207,284.00

截至 2024 年 8 月 31 日津貼盈餘為 HK\$64,085.30。

10. 2023-2024 學年「推廣中華文化體驗活動一筆過津貼」運用報告

本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

科/組	範疇	項目	說明	評估	開支
中國語文	i	教學活動津貼：中一尖子文化遊	藉中華文化考察或參觀活動讓學生積累文化知識，加強對社群的責任感。	中國語文科於2024年6月18日舉辦電車文化遊活動，同學親身登上紅色古典電車，藉此穿梭時空，漫遊城市軌跡，細看人文風景，品味香港故事。23位中一同學於中文科說明單元「香港活化建築報告」表現優異，獲科任老師推薦參與「尖子文化遊」。根據問卷調查，八成參與者認為活動富趣味性，高達九成參與者認為活動能提升其對香港文化的興趣，九成半參與者認為活動能提升其對香港文化的認識。	4,980.00
	v	製作中一至中三級《古詩文導讀》冊	為中一、中二、中三級分別製作古詩文導讀冊，加強對中國古典文的教育。	中國語文科將中國古詩文融入日常教學，提高了學生對中國古詩文的認識，提高中國文學修養。	13,877.00
總開支(HK\$)					18,857.00
2023-24 津貼(HK\$)					300,000.00
2023-24 津貼餘款(HK\$)					281,143.00

使用範疇：

範疇	「推廣中華文化體驗活動一筆過津貼」用途
i	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座
ii	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽
iii	舉辦或資助學生參加本地文化考察或參觀活動
iv	發展有關中華文化的課程
v	採購及發展中華文化學與教資源
vi	資助學生及隨團教師前往內地，參加學習中華文化的交流活動
vii	其他（請註明）

11. 2023-2024 學年「家長學生·好精神一筆過津貼」工作及財務報告

(一) 工作報告

1 工作目標：

- (1) 支援家長照顧學生的精神健康，幫助學生適應疫情所帶來的改變和影響
- (2) 促進學生和家長的精神健康

2 工作項目及評估：

(1) 專題講座（一）

日期：2024 年 3 月 2 日（家長日）

題目：在家·好精神——守護子女精神健康

講者：蔣慧瑜女士（香港專業人才服務機構有限公司）

對象：中一至中五級家長

人數：81 人

評估：4.5/5 分（問卷）

(2) 專題講座（二）

日期：2024 年 7 月 16 日（中一新生家長日）

題目：在家·好精神——與子女同踏中一路

講者：羅乃萱女士（家庭發展基金）

對象：中一新生家長

人數：128 人

評估：4.6/5 分（問卷）

(二) 財務報告

1 專題講座（一）講者車敬費：港幣 6,000 元

2 專題講座（二）講者車敬費：港幣 4,800 元

2023-2024 年度已運用「家長學生·好精神一筆過津貼」總額：港幣 10,800 元

2024-2025 年度可運用「家長學生·好精神一筆過津貼」總額：港幣 9,200 元

12. 2023-2024 學年「姊妹學校計劃津貼」運用報告

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" 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\$ 48,150.00
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 checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 63,880.00
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\$
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): 1. 團衣 2. 數據卡	HK\$ 2,880.00 HK\$ 192.00
N9	<input type="checkbox"/>	學年總開支	HK\$ 115,102.00
N10	<input type="checkbox"/>	沒有任何開支	不適用
2022-23 年度津貼盈餘			HK\$ 106,037.00
2023-24 年度津貼			HK\$ 162,994.00
2023-24 年度津貼盈餘			HK\$ 153,929.00