



School Annual Report

2023 – 2024

*The Way Towards
Great Learning*



PLK Tong Nai Kan JS College



Our Mission : Achieving Academic Excellence Nurturing Potential Talent

Kenneth C.K. Wong
Principal
Po Leung Kuk Tong Nai Kan Junior Secondary College

我們的使命：

追求卓越

啟發潛能

黃仲奇校長

梁貝風擔任勸勉中書院

The Kuk's Spirit

The Kuk's Spirit

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedication to Serving
the Community

Vision

Children are nurtured, Youngsters are educated
Adults are supported to contribute
Elderly are cared for
The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation.
In the Kuk's Spirit to do good deeds with benevolence.
Dedicated in protecting the young and the innocent,
caring for the elderly and the underprivileged,
aiding the poor and healing the sick,
educating the young and nurturing their morality,
providing recreation to the public, caring for the environment,
passing on the cultural inheritance and
bringing goodness to the community

Values

Fine traditions, Accommodate the current needs
People-oriented, Care and appreciation
Sound governance, Pragmatism and innovative
Integrity, Vigilance
Optimal use of resources, Cost-effectiveness
Professional team, Service with heart

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1. Our School

1.1 The Vision of the School

In the pursuit of educational excellence, the school seeks to establish an environment on campus conducive to an enjoyable and effective teaching and learning atmosphere. By embracing a rich life together, teachers and students work in partnership to mutually encourage each other and instill the spirit of life-long learning.

1.2 The Mission of the School

The school is committed to providing high quality education to enhance students' bi-literacy and tri-lingualism, to develop students' higher order thinking skills, and to foster students' multi-intelligence. As a caring community, the school values and promotes the growth of the whole person so as to enable the student to become a responsible citizen and make a positive contribution to the local and global community. The school motto of Love, Respect, Diligence and Honesty embodies the school ethos.

1.3 Long Term Objectives of the School

The school aims to

- 1.3.1 promote successful, enthusiastic, and inspirational teaching and learning,
- 1.3.2 enhance students' language proficiency,
- 1.3.3 strive to develop students' potential with multi-intelligence and creativity, and
- 1.3.4 foster students' self-discipline and nurture students' sense of responsibility.

1.4 School Motto

Love
Respect
Diligence
Honesty

1.5 Brief Introduction of the School

The school was established in September 1997. It was first located at a site previously occupied by the Society of Boy's Centres Hui Chung Sing Memorial School in Pak Tin Estate. In February of 1998, the school moved to Mei Lai Road of Mei Foo Sun Chuen. In the year of 2000 – 2001, the school received a generous donation from Dr. Tong Nai Kan, director of Po Leung Kuk, and was subsequently officially renamed as Po Leung Kuk Tong Nai Kan College, which is the fourteenth grammar school of Po Leung Kuk. In November 2006, our school was permitted by EDB to be a through-train aided school of Po Leung Kuk Vicwood K.T. Chong Sixth Form College, and in 2010 – 2011, the school was renamed as Po Leung Kuk Tong Nai Kan Junior Secondary College.

The main building is a well-equipped seven-storey block. The project of Smart Home Lab was completed on 2022. The New Annex, The Irene Yu's library and The Tony Tong's Biotechnology laboratory provide high quality facilities to students. There are 24 classrooms, a debate room, 3 multi-media classrooms, a self-study room and a dance room, together with an English corner, Fab Lab, life planning training centre, a student union room, two science laboratories, Biotechnology laboratory, a library, a geography room, a living technology lab, a visual art room and a music room. Besides these facilities, we have a multi-purpose activity centre, a lecture theatre, a hall, a covered playground, two basketball courts and a campus TV room. All rooms are air-conditioned, connected by an optical fibre network and equipped with glass-wall and laser projectors, all of which help foster a diversified educational environment in our school.

1.6 Class Organization

Level	S1	S2	S3	Total
No. of Classes	6	6	6	18
Total Enrolment	176	153	128	457

2. Our Teachers

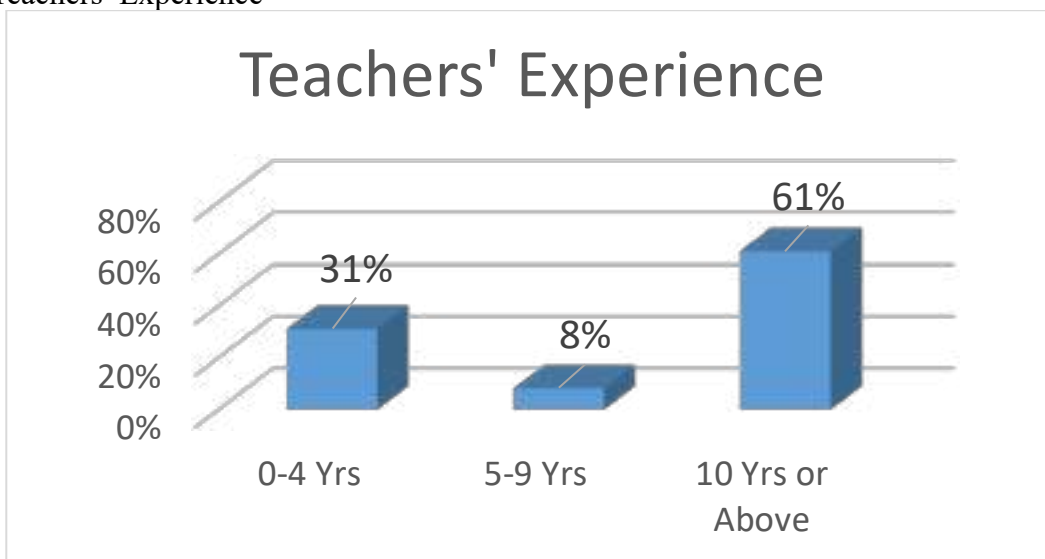
2.1 Staff Establishment

In this academic year, there were 51 teachers (including Principal and NET), 2 teaching assistants, 2 social workers, 1 educational psychologist, 2 laboratory technicians, 1 technology manager, 1 technology technician, 1 school executive officer, 3 administrative assistants, 2 clerical officer, 2 clerical assistants and 4 janitors working for the school.

2.2 Teachers' Qualifications

Qualifications of teachers	Percentage (%)
Teachers with master degrees or above	62
Teachers with bachelor degrees or above	100
Teachers with professional training	77
English Teachers meeting Language Proficiency Requirement	100
Putonghua Teachers meeting Language Proficiency Requirement	100

2.3 Teachers' Experience



2.4 Teachers' Development

The school lays strong emphasis on the continuous professional development of teachers. Therefore, our staff attended seminars, workshops or courses offered by the Education Bureau, local universities and other educational organizations. In the year 2023-2024, the total time for teachers' continuous professional development of our teachers was 3007.75 hours and the average hour per teacher was 60 hours.

To enhance the quality of learning and teaching, lesson observations by the assistant vice-principals, AC panels, subject panel heads and MOI-focused lesson observations were conducted. There were peer lesson observations among teachers in the school within the Professional Exchange Month held each term. This aims to encourage teachers to share their teaching experiences in the same, and even different, subjects. As for inter-school lesson observations with teachers in PLK Vicwood K.T. Chong Sixth Form College, subject representatives from the Sixth Form College were invited to observe lesson at our school and ours to theirs to foster the exchange between the two schools.

To strengthen teachers' professionalism, three staff development days were organized in this academic year. Workshops and trainings on different aspects were arranged so that teachers could be equipped with the knowledge, skills and strategies to match with the school's development directions. In enhancing teaching and learning, a seminar on catering students' needs was conducted. There was also a workshop on AI. Teachers could learn more about AI and have more understanding about the development of STEM in our school. A Joint School National Security Education workshop was conducted to enhance our understanding of the latest development concerned.

3. Our Learning and Teaching

3.1 Language Policy

The school has adopted English as the medium of instructions for all EMI subjects to prepare students for the senior forms in Po Leung Kuk Vicwood K.T. Chong Sixth Form College. To strengthen students' mastery of English language, a range of measures has been implemented such as the use of English in all the learning materials and assignments in all the EMI subjects.

An 'English Fortnight' has been organized in school every month to familiarize students with the English Language Curriculum of teaching and learning environment. During the Fortnight, English is used in daily conversations between teachers and students. Extra English activities are also organized by the English departments as well as those students who have been selected as English Ambassadors for the academic year.

3.2 MAKER Curriculum (Mathematical Modelling, Analytical Skill, Knowledge Management, Entrepreneurship Skill, Research Skill)

To better equip our students with the skills and attitudes needed to cope with the changing world, the school-based MAKER Curriculum was introduced in 2021/22 school year. In the MAKER Curriculum, five key skills are highlighted, namely Mathematical modelling skills, Analytical skills, Knowledge management skills, Entrepreneurship and Research skills. 12 assembly sessions were arranged as MAKER course across the three forms to deliver these skills to students. These skills are also found in the curriculum of various subjects under Integrated STEM, Integrated Humanities, and Integrated Arts to extend students' learning and offer them chances to apply the skills in different areas.

3.3 Teaching Methods/Strategies

To facilitate the development of E-learning, the school has fully implemented BYOD (Bring Your Own Device) policy. The Apple Books and Keynotes created by teachers were adopted in lessons to stimulate students' learning interests and self-learning ability. All subjects have adopted flipped classroom since 2015. Students were required to prepare lessons at home and provide feedback and conclusion during lessons. There is an AI app for past paper practice and an AR app for homework assistance. Both proved effective teaching tools demonstrated in students' self-learning.

3.4 Reading Scheme

The Joy of Reading was a reading for enjoyment initiative started by the Library and AC. The students cultivated a productive reading habit through monthly reading themes and other activities

3.5 Project-based Learning/STEM Research Thesis

To instill students with life-long learning skills as well as the nine-generic skills, project-based learning (PBL) has been introduced in our school since 2007/08 school year. Form 2 Students carried out studies related to different areas under STEM, such as science, mathematics, and computer and information technology. Topics related to students' daily lives were chosen so that they could appreciate how their learning outcome could be applied in everyday situations.

Meanwhile, Form 3 students carried out more in-depth studies on issues in the society or everyday problem in the STEM Research Thesis program. Under the guidance of teachers, students tried to design a STEM-related solution to the problems they identified or carried out experiments to look deeper into the theories behind different phenomena. Students successfully completed their work and shared the findings with their peers on the Presentation Day in May.

3.6 Enhancement and Consolidation Measures

To enhance students' academic results in public and school exams, the Academic Committee organized a series of elite and remedial courses to cater for students' needs.

There were after-school on-line tutorials for students. Teachers of all subjects were responsible for remedial courses and after-school tutorials, according to students' levels and needs. Enhancement courses with knowledge outside the academic syllabus were arranged for elite students. Professional tutors from service providers were recruited. All of them catered for students with different ability levels.

3.7 e-Learning / IT in education

The school successfully built an IT learning and teaching environment in which computers and the peripherals were made readily accessible to teachers and students. The BYOD policy implemented in School Year 2020/21 bring our IT in education to the next level. To support the BYOD policy, a wide variety of hardware was installed in all classrooms and in the campus, including laser projectors, visualizers and iPads. There were also 4 Mac computers installed in the library. The WiFi coverage now reaches almost every corner of the school. Every teacher was provided with a Macbook Pro/Air and an iPad Air.

The above mentioned IT equipment has significantly improved teachers' ability to deliver engaging, effective and efficient lessons. iPads were set up outside classrooms and admin application was launched for showing the class info and students could book classrooms for after school tutorials. Fab Lab contained 37 iMac computers, 2 sets of 3D scanners and 2 sets of 3D printers for creative training. Smart Home Lab contained 18 Notebook computers, 1 Imitated-Metal 3D Printer, 5 sets professional 3D printers, 1 Laser Cutter and Laser Engraver. Campus TV and Lecture Theatre were developed and this could help to enhance students' video making and editing skills.

Training sessions were organized to ensure that all teachers become familiar with operating various hardware and software, and learn how to effectively utilize them to enhance the quality of learning and teaching.

3.8 Learning Support Team

The Learning Support Team, led by the Special Educational Needs Coordinator (SENCO), has been restructured under the Academic Committee this year. The team consists of members from different language subjects, AC, DGC and CGC, social workers and educational psychologist, to look into the needs and supporting measures for gifted students, non-Chinese speaking students and students with special educational needs. Regular meetings have been held to review relevant school policies, discuss students' learning progress and needs of those students.

3.9 Gifted Education

Gifted education in our school continues to develop in accordance with the Three-tier Implementation Model suggested by the EDB.

At Level 1, our school joined the EDB Gifted Education School Network to collaborate with the EDB and other schools on catering the affective needs of gifted students. Teachers from English, Mathematics, and Science Departments were engaged in professional exchanges with EDB officers and teachers from other network schools on lesson and curriculum designs which catered for the learning of more able students in the regular classrooms.

At Level 2, pull-out programmes and various school teams were organized to offer training to gifted / more able students in different subjects. There were altogether more than 30 teams under 3 main streams, namely academic stream, aesthetic stream, and sports stream, with trainings provided by our teachers and hired coaches / instructors. Different subject school teams have continued to prepare students for various competition and have achieved commendable results. In particular, our Robotics Team won the 2nd consecutive overall Champion in the MakeX Robotics Competition (Hong Kong) and qualified for the World Championship held in Shandong, China in December 2023. 3-day biotechnology and AIoT programs for primary students were organized this year, providing a chance for our gifted students to learn in the role of being an instructor to their younger peers.

At Level 3, students were nominated to join various programs and activities held by local universities and other institutions to broaden their horizons. One Form 3 student was admitted as member of the Hong Kong Academy for Gifted Education this year via the Principal Nomination Scheme.

3.10 Support for Non-Chinese Speaking students

To support NCS students' in Chinese language learning, a school-based Chinese language curriculum was designed and developed. NCS students were not required to take Putonghua lessons, instead, they were provided with Chinese language consolidation training. Further Chinese language learning activities and tasks, such as story creating activities and dictations, were arranged to strengthen their language foundation and arouse their interest in learning the Chinese language.

In Social and Cultural Studies lessons, split-class arrangement is in place for NCS students, where English was used as the medium of instruction for the class. The subject content, including syllabus, assignments and assessments were the same as local students, even though those were in English.

In Chinese History lessons, the lack of prior knowledge in Chinese History was the biggest hurdle to NCS students in learning the subject. Therefore, issues would be taught to NCS students in a special way, with reference made to current events so as to facilitate their understanding. Small group teaching for NCS students also made it easier to teach them the historical timeline through storytelling.

For tests and examinations, a different set of paper was provided for NCS students in Chinese Language and Chinese History. In Social and Cultural Studies, the papers were set in English, with the same content as local students.

To further promote an inclusive atmosphere in the school, a "Cultural Journey Carnival" was held in June. Game booths and cultural experience activities were arranged at lunch time. A group of students were invited to be the Multicultural Student Ambassador this year. Led by social workers from an outsourced NGO, they designed and ran two booths at the carnival to promote cultures from their home countries. More than 100 students participated in the activities and feedback from participants was very positive.

3.11 Support for Special Education Needs (SEN)

Under a whole-school approach of supporting students with SEN, diversified pedagogies, homework accommodation, special examination arrangement and school-based curriculum were arranged for students according to their needs. Form meetings were regularly held so that all subject teachers could discuss issues related to students with SEN.

With resources from Learning Support Grant and the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs, additional teachers and assistant teachers were hired to facilitate the co-teaching, split class arrangement and after-school tutorials in English and Mathematics, which allowed better catering for students' needs. Individual and group speech therapy services were arranged for students with speech and language impairment. Speech therapist also advised teachers and parents on how to support the students in classroom and at home. Various intervention groups were organized by our social workers, educational psychologist, or outsourced organizations to enhance students' needs in different areas, such as reading and writing abilities in Chinese, emotional and stress awareness and management, communication skills, interpersonal skills, and positive psychology. Individual Educational Plans were also arranged for students in need.

A meeting for Form 1 parents on "Measures on supporting students with ADHD/ASD in their learning and assessment" was held in September and a post-group parents' talk was arranged in July to facilitate parents' understanding on how their children were supported at school.

At the school level, our educational psychologist held a professional development workshop for teachers to enhance teachers' understanding on identifying and supporting emotional and mental health needs of students. A series of workshop was conducted for the newly-joined teachers on identification and classroom support for students with SEN.

3.12 Life-wide Learning Experience

In order to let students learn outside the classroom, Life-Wide Learning Day was carried out in both the first and second terms every year. Subject departments in the same faculty worked together to arrange the most appropriate activities for students. Activities such as History, Culture and Art Study Tour in Kaiping, Study Tour on the Science & Technology Development in the Big Bay Area, visits to Tai Kwun, Hong Kong Arts Museum, English Public Speaking training, Rugby together + AR Sports Trial, etc. were arranged for students this year. This helped enrich students' learning and consolidated what they had learnt in different subjects.

4. Support for Student Development

4.1 School Ethos & Support of Students

Our teachers are committed to their work and display a caring attitude towards students. Coupled with the emphasis on discipline and counseling, it is believed students will be endowed with our morals and virtues.

To promote good behaviour, the Discipline and Guidance Committee has implemented an effective punishment and reward conduct mark system with school rules clearly stipulated. Also, a well-structured prefect system helps students develop better leadership skills. To recognise students' whole year performance and achievement, 'Outstanding Conduct Awards', 'Conduct Improvement Awards' and 'Outstanding Prefect Awards' will be given to students annually.

Through S.1 Leadership Training Day Camp, S.1 Peer Counselling Scheme (Big Brother and Sister) and S.3 Leadership Training Day Camp, students developed the ability to face adversity, build a sense of responsibility, solve a problem in groups and engage in self-reflection. To help students build up proactive and positive attitudes, the 'Breakthrough Programme' was implemented in all forms, setting targets in learning and improvement with regular inspection from class teachers.

The whole-school counseling approach was launched by the 'Stand By Me - Mentor System' to foster the holistic development of students. Each teacher is a mentor of four to five S.1 students. Teacher mentors express their care towards students through delivering cards, little gifts, and having gatherings regularly.

To provide pastoral care and guidance for students, a system of dual class teachers is in place as they have day-to-day contact with students. Class teachers are at the front-line in the delivery of pastoral care service. Class teachers at the same level meet regularly to share matters of concerns regarding students' progress on various aspects so as to identify problems at an early stage and intervene early if necessary. To promote mental health among students, relaxation activities, Retreat Day, mental health talk and wellness talk were carried out.

Joint effort and shared information among teachers and professionals are vital to identifying students' need of help and offering appropriate assistance. The Discipline and Guidance Committee works closely with the social worker team. Regular meetings are held to stay child-centred. Individual counselling services, group programmes and mass student support programmes are offered by the social workers. In addition, the educational psychologist provides professional support to teachers and students on matters relating to learning and pastoral care services.

To develop students' proper moral values, virtues and positive views of life, a Moral Education Session was being held every Wednesday. MCNEC members or Class teachers share a specific topic like moral and national education, goal setting, life planning and sex education etc. Some other programmes like Service Learning, Healthy School Scheme, Green School programme and Assembly Session are held within the whole school year. It helps students understand more about themselves and their responsibility to their home country, family, society and the world.

Our school was awarded the Honour Award in "2023 Caring School Award Scheme".

4.2 Extra Curricular Activities

To broaden the vision and life-long capabilities of our students through life-wide learning, our school provides students with a variety of extra-curricular learning opportunities. In this year, the Extra-Curricular & Creative Activities Committee (ECCAC) successfully organized the executive committee of the three Houses, and conducted Inter-House volleyball, football, basketball, table tennis, dance and basic law competitions. Nearly 200 students participated, accounting 45% of school's student body, participated in these events.

In 2023-24, the ECA interest classes were carried out smoothly, with 12 sessions of 15 interest classes. Many emerging interest classes were added this year, including K-Pop, Chinese handcraft, comic creation, origami, and fencing. Nearly 150 students participated in the school, accounting for about one-third of the total number of students.

We had a total of over 70 academic and non-academic ECA teams and clubs. These included cultural and art teams, sports teams, physique series classes, interest series classes, service series classes, academic school teams, and academic series classes. In terms of school hours, all our students accumulated approximately 12,000 hours of ECA study. In the 2023-24 academic year, the average ECA study time per student was approximately 30 hours.

In service team this year, our Girl Guides Team had around 20 students joined us. We scheduled 30 meetings throughout the year. The St. John Ambulance consisted of 15 members and scheduled 30 meetings throughout the year. The Scouts and Air Scouts recruited 30 members and scheduled 40 meetings throughout the year. The FAST CONNECT was set up in the 2nd Term in this academic year and the total number of members was 30. Nearly 90 students participated in Service Teams.

In the Creativity Thinking Team, a total of 10 students participated in the "Odyssey of the Mind 2024" and won the position of 1st runner up in the Hong Kong Regional Competition.

4.3 Services and Community

Other Learning Experiences (OLE) is an essential learning progress for the students, and therefore a whole school community service learning was carried out. Through different kinds of community services, students gained different learning experiences, learnt how to serve others and show their care for those in need at the same time.

For the whole school community service, all students in the school had the opportunity to receive training and participated in various social services. Form One students participated in meeting the elderly in person. Form Two students participated in cleaning the beaches and Form Three students participated in experiencing the visually impaired and wheelchair users in person. Our students organized different activities to cater to the needs of different groups. Throughout the process, we could witness the compassion and care displayed by our students. Most of the teachers and social workers provided positive feedback on the students' performance.

In addition to the whole school community service, about all Form Three students actively participated in the Po Leung Kuk Flag Day held on 14th August 2024. All students joined the Po Leung Kuk Charity Dress Special Day to raise fund for both the school and Po Leung Kuk.

Through these activities, students gained valuable learning experiences. They learnt how to serve others and demonstrate care for those in need while also developing their activity-planning skills. These experiences helped strengthen their self-confidence as well as communication abilities. Additionally, they become more aware of their role and responsibility in society.

Our school had close links with parents through formal and informal channels to communicate students' progress. The well-established Parent-Teacher Association acted as a liaison between the school and parents organizing numerous home-school cooperation activities throughout the academic year. Parents participated actively and assist in organizing various activities. Through collaboration and joint efforts, we strived to provide the best support for our students.

Parents played a crucial role as important stakeholders in monitoring school policies and decision-making processes. The representatives of the PTA attended the Trading Operation Committee (TOC) meetings and School Council Meetings. All parents had the opportunities to express their opinions regarding school policies through "A Genuine Discussion between Parents and the Principals".

Some dedicated parents formed a Parent Volunteer Team to provide assistance with various activities such as Parents' Talks, Parent's Workshops, Sports Day, Swimming Gala and Joint-school Activity Day at school. Our PTA also sponsored different school events, such as the Joyful Fruit Day and the farewell party for Form 3.

In recognition of students who made notable advancements in academic or moral areas, the PTA presented a 'Significant Progress Award' in each class. This award recognized students who have demonstrated significant progress in academic performance, character and conduct, attendance and punctuality or other learning experiences.

The Parent Teacher Association was honorably awarded the "Outstanding Parent Teacher Association Award". Additionally, the parents of 2A Tam Siu Yiu (Ms. Lam So Yi) and 3D Kong Cheuk Yim (Ms. Yu Wan Chun) were awarded an "Outstanding Parent Volunteer Award".

5. Summary Report of Evaluation on the 3-year School Development Plan 2021 – 2024

Major Concern 1 : Develop and optimizing the school-based curriculum

Intended outcomes (Targets):

- a. Reorganize the subject departments to promote interdisciplinary learning
- b. Construct a school-based comprehensive STEM curriculum
- c. Construct Social and Cultural Studies curriculum
- d. Revise the curriculum according to the subject changes announced by EDB to strengthen the bridging between junior and senior secondary curriculum
- e. Revise the curriculum according to the “Curriculum Framework of National Security Education in Hong Kong” announced by EDB

	Strategies	Intended Outcomes					Overall Rating*			
		a	b	c	d	e	4	3	2	1
1.1	Reorganize the subject departments to promote interdisciplinary learning	✓						✓		
1.2	Practice teaching goals in all fields	✓						✓		
1.3	School-based integrated STEM curriculum		✓					✓		
1.4	School-based Social and Cultural Studies curriculum			✓				✓		
1.5	According to the curriculum reform, review the exam papers, assessment method, curriculum content, etc.				✓			✓		
1.6	According to the curriculum reform, review the exam papers, assessment method, curriculum content, etc.					✓		✓		

*Overall Rating

4	Excellent	3	Good	2	Satisfactory	1	Not Satisfactory
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Remarks :

Major Concern 1 consists of 7 strategies. According to the reviews and evaluations from all committees and subjects, the performance of each strategy has been analyzed as below:

The strategy 1.1 - The reorganization of the subject departments to promote interdisciplinary learning has been satisfactorily fulfilled in the past three years. The Faculty of English, Faculty of Chinese Language & Culture and History, Faculty of STEM, Faculty of Humanities, Faculty of Creative & Performing Arts, and Faculty of Sports Science were set up. Interdisciplinary learning was promoted through faculty meetings, cross-curricular activities, and competitions.

The strategy 1.2 - The practice teaching goals in all fields have been fulfilled in the past three years. Students experienced cross-faculty or cross-subject learning experiences. However, in consideration of reducing students' workload and the need to improve the outcome of the cross-curricular reading scheme, the cross-curricular reading scheme is suggested to be embedded into Project-based Learning in the coming years.

The strategy 1.3 - The school-based integrated STEM curriculum has been satisfactorily developed and implemented over the past three years. Biotechnology curriculum has been constructed as part of the Integrated Science subject. Food Technology and Nutrition will be added to the Living Technology subject. AIoT (Artificial Intelligence of Things) and Blockchain curriculum will be incorporated into Information & Technology Studies. Smart Home curriculum will be included in Design and Technology, and the Robot curriculum will be optimized. The interdisciplinary MAKER curriculum has been carried out and optimized. These initiatives demonstrate the school's commitment to providing a comprehensive and integrated STEM education to its students, ensuring they are equipped with relevant and cutting-edge knowledge and skills in various technology-driven fields.

The strategy 1.4 - The school has successfully fulfilled its goals for the Social and Cultural Studies curriculum over the past three years. The curriculum has been designed to develop positive values and attitudes towards life among the students, deepen their understanding of the "one country, two systems" principle, and help broaden their worldview and global perspective. These achievements demonstrate the school's commitment to preparing students not just with academic knowledge, but also with the values, attitudes, and broader perspectives necessary to navigate the complexities of the modern world. By focusing on social and cultural studies, the school is nurturing well-rounded individuals who can contribute positively to their communities and the global society, and the overall Social and Cultural Studies curriculum has been optimized to achieve these objectives effectively.

The strategy 1.5 - The school has successfully revised its curriculum in accordance with the subject changes announced by EDB to strengthen the bridging between junior and senior secondary curriculum. Following the curriculum reform, the school has thoroughly reviewed the exam papers, assessment methods, and curriculum content for the Chinese Language, English, and Mathematics subjects. This comprehensive review process has enabled the school to align its curriculum more closely with the updated requirements and ensure a smooth transition for students as they progress from junior to senior secondary education.

The strategy 1.6 - The school has successfully revised its curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB. Following this curriculum renewal, the school has thoroughly reviewed the exam papers, assessment methods, and curriculum content across all subjects. This comprehensive review process has enabled the school to align its curriculum more closely with the updated national security education requirements set forth by the EDB. By integrating national security education elements into the curriculum, the school is ensuring that students develop a strong understanding and appreciation for safeguarding national security as part of their educational experience.

Major Concern 2 : Improve students' academic performance and enhance whole-person development, and broaden students' horizons

Intended outcomes (Target) :

- Improve the academic quality of students
- Improve students' ability to self-directed learning
- Create an atmosphere of improving academic performance
- Encourage and arrange students to participate in non-academic activities to achieve whole-person development
- Broaden students' horizons

	Strategies	Intended Outcomes					Overall Rating*			
		a	b	c	d	e	4	3	2	1
2.1	Create an atmosphere that promotes reading	✓							✓	
2.2	Improve students' reading ability	✓							✓	
2.3	Broaden students' exposure to English and other languages	✓						✓		
2.4	Optimize learning assessment and feedback, enhance learning and teaching effectiveness, elevate student academic performance	✓						✓		
2.5	Strengthen support for different learning groups	✓					✓			
2.6	Optimize homework policy	✓						✓		
2.7	Promote self-directed learning via e-learning tools, consolidate students' learning habits and cater for students' learning diversity		✓						✓	
2.8	Organize activities to enhance students' self-directed learning		✓						✓	
2.9	Encouraging peer group learning									
2.10	Praising students who got brilliant result									
2.11	Launching incentive scheme									
2.12	Collect data of student participation in activities and review				✓			✓		
2.13	Developing all aspects of whole-person education: self-directed learning, physical and artistic development, service learning, etc. Students can demonstrate their learning outcomes				✓			✓		
2.14	Organize and arrange different kind of visiting activities and study tours in order to broaden student's horizons					✓	✓			

*Overall Rating

4	Excellent	3	Good	2	Satisfactory	1	Not Satisfactory
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Remarks :

Major Concern 2 consists of 14 strategies. According to the reviews and evaluations from all committees and subject departments, the performance of each strategy has been analyzed as below:

The strategy 2.1 - The school's efforts to create an atmosphere that promotes reading have been partly fulfilled over the past three years. Positive steps have been taken, such as the creation of reading commons for students and the distribution of bookmarks by librarians to introduce new books. However, there is still room for enhancement in the overall reading promotion initiatives.

The strategy 2.2 - The school's efforts to improve students' reading ability have been partly successful over the past three years. Positive steps have been taken, including the organization of cross-curricular language learning activities and the revision and promotion of a cross-curricular reading plan. However, there is room for further improvement, as students have been overburdened with a large number of reading tasks and projects, which has hindered the effectiveness of the cross-curricular reading approach. To address this challenge, the school has decided to combine the cross-curricular reading activities into faculty-based Project Learning in the coming year. This integration is expected to provide a more streamlined and manageable framework for students to engage with reading-based projects. Additionally, the school plans to reform the reading sessions and implement free reading periods to boost students' reading interest and motivation. By creating more dedicated time and space for unstructured reading, the school aims to foster a genuine love for reading among the students.

The strategy 2.3 - The school has successfully expanded students' exposure to various languages, including English and Putonghua, through a range of activities and study tours organized after the pandemic. These initiatives have broadened students' linguistic horizons and cultural understanding, aligning with the school's commitment to preparing students for the global world.

The strategy 2.4 - The school has successfully optimized its learning assessment and feedback mechanisms to enhance overall learning and teaching effectiveness, ultimately elevating student academic performance. Key initiatives include optimizing the design of schoolwork, test, and exam papers, applying and refining ability indicators in curriculum and homework design, and adjusting teaching focus along with implementing specific strategies based on a thorough analysis of assessment data. These comprehensive efforts have enabled the school to better identify students' strengths and areas for improvement, allowing for more targeted and effective instruction that supports students in reaching their full academic potential.

The strategy 2.5 - The school has taken proactive steps to strengthen support for diverse learning groups. This includes providing dedicated support for NCS, implementing strategies to cater to learner diversity, and offering a gifted curriculum to support high-achieving students. Specifically, the school has developed tailored programmes and resources to address the unique needs of NCS and ensure their academic success. The school has also incorporated differentiated teaching approaches to better accommodate students with varying abilities and learning styles. Moreover, the school has introduced a gifted curriculum to challenge and nurture its high-potential students, including opportunities for them to participate in local or international competitions. These multifaceted support initiatives demonstrate the school's commitment to fostering an inclusive and enriching learning environment that empowers all students to thrive.

The strategy 2.6 - The school has optimized its homework policy to better support diverse learning needs over the past three years. This includes adapting homework assignments and providing flexible approaches to accommodate students' varying abilities and learning styles.

The strategy 2.7 - The school has implemented measures to promote self-directed learning, including creating subject-specific online self-study resources database. This effort aim to empower students to take a more active role in their education and ensure personalized support for their academic development.

The strategy 2.8 - In the past three years, the school has implemented self-directed learning activities across different subjects to enhance students' ability to take ownership of their own learning. These activities have empowered students to become more proactive and autonomous in their educational journey, fostering essential skills and habits that will serve them well in the future.

The strategy 2.9 - In the coming years, the school recognizes the need to better encourage and facilitate peer group learning, as this has not been sufficiently fulfilled in the past.

The strategy 2.10 - Over the past three years, the school has created an atmosphere focused on improving academic performance by publicly recognizing and praising high-achieving students. This has involved posting a "Top 10" list of top-performing students on subject notice boards and prominently displaying it outside the school hall. By consistently celebrating the academic accomplishments of these students, the school has aimed to inspire the entire student body to strive for excellence, fostering a culture of achievement and healthy competition. This visibility of academic recognition throughout the school premises has reinforced the message of excellence, contributing to the school's efforts to drive improved performance across the board.

The strategy 2.11 - The school has launched the "Flying High Programme", an incentive scheme focused on improving academic performance, over the past three years. This program, which has been refined, will continue as part of the school's ongoing development.

The strategy 2.12 - Alongside its focus on academic achievement, the school has also encouraged and arranged for students to participate in a range of non-academic activities to support their whole-person development. The school has collected data on student participation in these extracurricular activities and conducted reviews, finding the initiatives to be effective. By providing opportunities for students to engage in diverse non-academic pursuits, the school aims to foster well-rounded growth and ensure students develop a variety of important life skills beyond just their academic performance.

The strategy 2.13 - Over the past three years, the school has taken a holistic approach to developing students' whole-person education. This has involved encouraging self-directed learning, physical and artistic development, and service-learning activities, empowering students to demonstrate their learning outcomes across multiple domains. The school's whole-person education model aims to equip students with a broad range of knowledge and skills for the future.

The strategy 2.14 - Over the past three years, the school has taken a comprehensive approach to developing students' whole-person education. This includes promoting self-directed learning, extracurricular activities, and study tours, such as to Mainland and Germany. These initiatives aim to broaden students' horizons exposing them to new environments and perspectives, that ultimately prepare them for a more promising future.

Major Concern 3 : Strengthen student morality. To enable students to be informed and responsible citizens with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society

Intended outcomes (Target) :

- a. Strengthen student morals, cultivate positive values and attitudes with respect for the diversity of society, and create a healthy and positive campus atmosphere
- b. Cultivate students’ sense of national identity and appreciation of Chinese culture

	Strategies	Intended Outcomes					Overall Rating*			
		a	b	c	d	e	4	3	2	1
3.1	Organize different activities to promote value education	✓	✓				✓			
3.2	Promote the school’s motto and Kuk’s spirits	✓					✓			
3.3	Construct the curriculum of Social and Cultural Studies	✓	✓					✓		
3.4	Promote the Constitution and the Basic Law		✓					✓		
3.5	Deepen the understanding of our motherland, China		✓				✓			
3.6	Participate in and respect the flag-raising ceremony		✓					✓		
3.7	Deepen the understanding of national security		✓					✓		

*Overall Rating

4	Excellent	3	Good	2	Satisfactory	1	Not Satisfactory
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Remarks :

Major Concern 3 consists of 7 strategies. According to the reviews and evaluations from all committees and subject departments, the performance of each strategy has been analyzed as below:

The strategy 3.1 - Over the past three years, the school has implemented a holistic approach to student development. This encompasses promoting self-directed learning, extracurricular activities, and study tours domestically and internationally. Alongside this, the school has organized activities to cultivate nine key values: perseverance, respect, responsibility, national identity, commitment, integrity, care, law-abidingness, and empathy. These value education initiatives have been successful and will continue, as the school aims to prepare students with essential personal qualities for the future.

The strategy 3.2 - Over the past three years, the school has successfully integrated its motto and Kuk's spirits into the curriculum and activities, including through specialized visits. These comprehensive efforts aim to equip students with essential personal qualities and the school's core ethos to prepare them for the future.

The strategy 3.3 - The curriculum for Social and Cultural Studies has been constructed during the past three years.

The strategy 3.4 - Over the past three years, the school has taken a comprehensive approach to student development. This includes promoting the Constitution and the Basic Law, revising the Chinese History curriculum, constructing a Social and Cultural Studies curriculum, and organizing visits to the Hong Kong Museum of History and the Basic Law Library. These initiatives have been successfully implemented to equip students with a deeper understanding of their cultural heritage, and the legal foundations as part of the school's holistic efforts to prepare them for the future.

The strategy 3.5 - Over the past three years, the school has also worked to deepen students' understanding of China, incorporating related content across the curriculum and organizing study tours to the mainland, which have been well-received. Through these varied initiatives - covering areas like cultural awareness, legal knowledge, and connection to their home country - the school seeks to prepare students holistically for the future.

The strategy 3.6 - The school has successfully incorporated participation in and respect for the flag-raising ceremony, including playing and singing the national anthem, and raising both the national and regional flags at morning assemblies, specific days and occasions. These activities have been carried out sincerely by the students. Through these varied initiatives, the school seeks to prepare students for the future.

The strategy 3.7 - Over the past three years, the school has also organized activities to deepen students' understanding of national security, which have been well-received, such as activities for the “National Security Education Day”. Through these varied initiatives covering cultural awareness, legal knowledge, and national identity, the school aims to best prepare students for the future.

Major Concern 4: Enhancing the professional development of teachers

Intended outcomes (Target) :

- a. Promote the professional development of teachers and enhance the effectiveness of learning and teaching
- b. Enhance teachers' professional disposition

	Strategies	Intended Outcomes					Overall Rating*			
		a	b	c	d	e	4	3	2	1
4.1	Provide IT teaching training to teachers	✓						✓		
4.2	Cooperate with tertiary institutions or Education Bureau	✓						✓		
4.3	Organize professional development activities related to national security		✓					✓		
4.4	Strengthen the supervision mechanism		✓				✓			
4.5	Encourage teachers to participate in advanced studies related to the Constitution, the Basic Law, and the Hong Kong National Security Law		✓					✓		

*Overall Rating

4	Excellent	3	Good	2	Satisfactory	1	Not Satisfactory
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Remarks :

Major Concern 4 consists of 5 strategies that target the aim of improve students' academic performance and enhance whole-person development and broaden students' horizons. According to the reviews and evaluations from all committees and subject departments, the performance of each strategy has been analyzed as below:

The strategy 4.1 – The school has worked hard in the past three years to support its teaching staff, providing IT training and resources to help all teachers develop higher-level technical skills. Through these efforts spanning students and teachers, the school seeks to prepare its community holistically for the future.

The strategy 4.2 – The school has also actively cooperated with tertiary institutions and the Education Bureau, participating in various cooperation and support projects focused on areas like Chinese Language and STEM education in the past three years.

The strategy 4.3 – The school has organized professional development activities related to national security and held staff growth sharing sessions - efforts that will continue in the future.

The strategy 4.4 – To strengthen supervision, the school has very efficiently introduced a Lesson Design Setting Record to ensure compliance with policies on learning materials, enabling better review and monitoring.

The strategy 4.5 – Teachers have been encouraged to participate in advanced studies related to the Constitution, the Basic Law, and the Hong Kong National Security Law in the past three years.

Major Concern 5: Maximize the use of information technology to enhance the efficiency of teaching and learning

Intended outcomes (Target) :

- a. Strengthen teachers' use of e-learning strategies to enhance the effectiveness of learning and teaching

	Strategies	Intended Outcomes					Overall Rating*			
		a	b	c	d	e	4	3	2	1
5.1	Successfully prepared IT teaching materials in each chapter of each subject (VR/AR/Keynote/video etc.)	✓							✓	
5.2	Flexible use of multiple teaching strategies	✓							✓	

*Overall Rating

4	Excellent	3	Good	2	Satisfactory	1	Not Satisfactory
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Remarks :

Major Concern 5 consists of two strategies that target improvements in students' academic performance and enhance whole-person development, and broaden students' horizons. According to the reviews and evaluations from all committees and subject departments, the performance of each strategy has been analyzed as below:

The strategy 5.1 – The school has made efforts to maximize the use of information technology to enhance the efficiency of teaching and learning in the past three years, with partial success. Teachers have learned to prepare AI and AR teaching materials for each chapter of each subject, but some app features need to be fixed or updated. The school will continue these efforts to improve the technology integration in the coming future.

The strategy 5.2 – Beyond technology, the school has seen success in implementing flexible teaching strategies, proper use of information technology, and promoting a blended learning and self-directed learning

6. Evaluation on Major Concerns and Key Projects by Subjects and Committees

6.1 Achievements and Reflection of Major Concerns

Major Concern 1: Developing School-Based Curriculum

Achievements

● 中國語文文化及歷史學系

中國語文科部 - 本年度中二級使用新出版社及新版本教科書，教科書內容更符合教育局要求，除了訓練科本知識，還緊扣品德情意，合符本科課程發展需要，也符合教育局國家安全課程框架。此外，本科的校本設計教材，包括：寫作課程(長文、短文、實用文)、語文基礎知識冊、科本廣泛閱讀計劃、四字詞訓練、閱讀寶藏、輕談國學歌風雅、專題研習、網上完成聆聽及視聽資訊練習等，務求設計不同形式的功課，引起學生學習動機，增進學習趣味，以及從多方面訓練學生語文能力及不同技能。本科於中一級嘗試加入十三次隨筆寫作練習，寫作內容緊扣不同單元的學習主題，讓學生能夠抒發自己的想法和感受，逐步提升寫作能力；本年度推出了三套校本閱讀理解練習，涵蓋各類文章體裁的閱讀理解，如記敘文、說明文、議論文等，能有效地幫助各級學生掌握不同文體的特點和閱讀策略。

普通話科部 - 無論是聽、說、讀、寫以及語音知識方面，教師都製作了大量網上學習資源及教學影片，並上載至「谷歌教室」，供學生學習。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習。此外，配合學校「自攜裝置」政策，本科教師亦設計了不少 Kahoot! 練習，於課堂上使用，以提升學生的學習普通話興趣。

中國歷史科部 - 本科教師設計了網上學習資源及教學影片，並上載至「谷歌教室」，供學生學習。為了配合教育局有關憲法行事曆滲入平日課程內容，本年度將相關教學內容，配合體育科有關國家體育運動的發展，作為慶祝國慶假期的網上功課。同學們的反應良好。此外，配合學校「自攜裝置」政策，本科教師亦設計了不少「谷歌教室」功課，於課堂上使用，以提升學生的學習中國歷史的興趣。

● Faculty of English

Department of English - In order to cater for learner diversity, two levels of school-based booklets have been designed. They continue to be refined. The department puts a strong emphasis on English vocabulary and grammar and hopes to help students build a solid foundation in English

● Faculty of STEM

Department of Mathematics - Facilitate the collaboration of faculty and subject departments: Cross subject departments meeting within the faculty have been held regularly. Experiential Learning activities such as MAKER fortnight and CoolSTEAMaker Festival have been held successfully, we collaborated with the Faculty to carry out various inter-class competitions, these interdisciplinary learning activities provided students with a lot of fun and develop a cross-faculty learning experience.

Optimize the curriculum according to the subject changes announced by EDB to strengthen the bridging between junior and senior secondary curriculum: The sequence of teaching the topics in each form were re-arranged in the year to fit the Maker Curriculum, they were introduced in the subject's assignment. Bilingual assignments and cross-faculty MAKER assessments were designed for each form. The assessments were cross-subject based and mainly focused on graph drawing and pattern observation to train-up students with the Mathematical Modelling skills. Evaluation on the teaching progress, curriculum and student performance among each class in the committee meeting, teachers can refine the topics for the self-study bonus part of all forms for strengthening the bridging between junior and senior secondary mathematics curriculum. TSA and DSE past papers were introduced before the Exam to drill their examination skills.

Optimize the curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB: All the assessments, homework worksheets and lesson notes are circulated before distribution. Form coordinators and panel head will ensure the curriculum followed the framework of National Security Education in Hong Kong. Value education was embedded in the subject teaching and learning. By teaching students, the techniques in answering MC questions in all circumstances throughout the year, students developed senses to discriminate impossible ones and having options to solve a problem.

Department of Science - The goal of biotechnology teaching is to promote the students' interested in science subjects and make the science subject more related to their daily life. Students learnt the importance of clearing their hands, application of DNA technology and the use of antibiotics. All the experiments were closely related to our daily life. This year we collaborated with Living Technology to enhance the students learning experience. LT applied the equipment used to be using in science subject to teach food science. Fat content from potato chips and other snacks was determined by the students and they were more aware the total energy from food. This year eight experiments were designed to LT. These experiments were designed to help the students to get more understand about science through their daily life experience. This is not only beneficial for the science subject, but students can also improve their Mathematical skill from these new designed curricula. All the six experiments in biotechnology curriculum were delivered in this year. Now, the science team is more understand the students' ability, the strengthen and weakness of the curriculum and we were able to improve the whole curriculum. A set of biotechnology teaching materials were produced based on our current curriculum in this year. We are going to promote this teaching materials with QEF in the following years. Elements of MAKER curriculum were incorporated in the subject's assignment. The Department has also assisted in designing the MAKER Course on the part of analytical skills.

Department of Information & Technology Studies - Cross-department communication within the Faculty have been good. Cross-curricular collaboration within the curriculum and activities such as MAKER Fortnight, STEM Summer Programme have been successfully organized. AIoT and Blockchain has been included in the curriculum as extension materials for Form 3. Concepts related to sensor coding and blocky programming are incorporated in the regular curriculum, which builds the foundation for students who wish to join the Robotic Team. The Subject has helped incorporate contents related to information literacy, such as recognizing authentic source of information, basic academic integrity, into the MAKER Course. MAKER Curriculum has been infused in the subject's curriculum.

- Faculty of Humanities**
 - Department of Economics** - School based curriculum including the content of Economics and resources is able to build up the fundamental knowledge for students studying Economics.
 - Department of Finance and Accounting** - School based version textbook including the content of Business, Accounting and financial studies is able to build up the fundamental knowledge for students studying BAFS.
 - Department of Geography** - An interdisciplinary outing activity to the “Tai Kwun” was held between the Geography Department and the History Department on the 1st term and 2nd term Life Wide Learning Days this year to learn about its historical significance, Hong Kong’s cultural heritage and sustainable development in Hong Kong. The activity effectively increased students’ understanding of Hong Kong’s criminal law, the historical significance of Central Police Station and Victoria Prison, as well as Hong Kong’s awareness of heritage conservation, revitalization and sustainable development. The Geography Department and the Social & Cultural Studies Department collaborated to carry out a "DIY Snowy Sensory Bottle” activity and a "Good mood in every weather" game booth during MAKER Fortnight and MAKER Festival respectively. These interdisciplinary learning activities provided students with a lot of fun and insight into weather elements and stress management. The geography curriculum was updated according to the “Curriculum Framework of National Security Education in Hong Kong – Geography (S1-3)” issued by EDB and the new edition of textbooks. All teaching and learning materials for the issue-based topics were updated.
 - Department of History** - Based on experience and student performance, refinements have been made to fine-tune the curriculum for both the S1 and S2. Additionally, the curriculum has placed an increased emphasis on value education elements. To cope with the curriculum, during the first and second term Life-wide Learning Days, a joint visit to Tai Kwun was organized with the Geography Department. The objectives were for students to learn about the history of Tai Kwun, enhance their understanding of law enforcement, judicial, and penal systems, and reinforce their awareness of the importance of being law-abiding citizens. To cope with the curriculum, "Intangible Cultural Heritage of Hong Kong" activities and game booth were carried out during MAKER Fortnight and MAKER Festival respectively. The learning activities provided students with a lot of fun and learn more about Hong Kong’s intangible cultural heritage.
 - 社會及文化教育科部** - 配合新高中通識教育課程的改變，持續更新社會及文化教育課程，培養積極價值觀和生活態度、深化對一國兩制的認知、拓展世界觀。製定相關教學用書、教材及學材，確保符合校方有關要求。按教育局「香港國家安全教育課程框架」更新課程。因應非華語學生需要，開展以英語為教學語言的課程。
- Faculty of Creative and Performing Arts**
 - Department of Music** - Based on experience and student performance, refinements have been made to fine-tune the curriculum for S2 and S3. The performance exam has been arranged to encompass a diverse range of instruments and learning methods. This includes transitioning from playing the recorder to utilizing iPad-based learning for piano. By incorporating technology and innovative approaches, students can explore different avenues of musical expression and adapt to contemporary learning tools. This varied approach to performance exams encourages students to develop their skills across multiple instruments and embrace modern techniques, fostering a well-rounded musical education.
- Faculty of Sports Science**
 - 體育科部** - 成功進行跨學科閱讀計劃 - (閱讀報告：中三級中史科：《中國的奧運夢》) 及網上閱讀：中一至中三級中史科：《我們的四十年-中國運動的發展與成就》；成功進行跨學科創意活動 - Marker Fortnight 中國文化活動 - 投壺；成功進行全校體育科傳統運動體驗 -中國文化運動 - 足毬成功在 Life-wide Learning Day 進行另類運動推廣 - 欖球及 AI 運動訓練程式。
- Academic Committee**

School-based faculties were developed to promote interdisciplinary learning. Various development plans and targets were established. Value education was integrated and enhanced across all subject curricula. Content of the school-based Social and Cultural Studies was constantly optimized. Interdisciplinary MAKER curriculum implemented with elements of the MAKER curriculum were incorporated into different subjects, and a MAKER course was designed and successfully carried out. The curricula were implemented by the respective Departments and cross-curricular collaboration, such as the L&T activities in Living Technology and biotechnology, being reviewed in Faculty meeting.
- Academic & Staff Development Committee**

To optimise STEM development preparation at teacher level, activities were held to promote their understanding of the development of the school’s related curriculum in Bio-Tech and technology education. To further enhance bridging of the junior and senior curricula, Joint-School Staff development Day and Inter school lesson observation were held so that personnel of the two schools could have a better and closer communication with each other.
- Moral, Civic and National Education Committee**

Collaborating with other subjects, Social & Cultural Studies, Integrated Humanities- Geography, Integrated Humanities- History, Chinese History, and Integrated Humanities- Economics to establish the whole curriculum of the key learning area of PSHE. It involved the aspects of Basic Law, The Belt and Road Initiative, National Identity and Global Citizenship, Chinese Foreign Policy and Moral Education. The national education curriculum has revised and a national education session was held at least once per month to raise the students’ awareness of their national identity and the Basic Law. Through the activity on Life Wide Learning Days, students have learnt more about different aspects of our motherland - China. Regular Real-time Flags Raising ceremony is held every Friday and before three special occasion (1 July, 1 Oct and 1 Jan).
- Careers and Guidance Committee**

Fine-tune the curriculum of Life Planning Mentorship Program according to students’ needs. Careers Guidance Committee provided lesson plans and teaching and learning materials for class teachers to carry out the life planning lessons with their students. Multi-media resources and interactive activities were used to arouse students’ interest and motivate students to actively participate in the lessons. Most students actively participated in the lessons. Students’ responses for the lessons were positive and they reflected that the program was useful in nurturing them to build up good learning attitudes and habits. Furthermore, students reflected that the books and reference materials were useful in helping them understand more about themselves, know more about the NSS subjects, explore different study pathways and careers, and make individual plans. In the Life Planning Education Enrichment Program, 2 to 3 in-class workshops were held in each Form during Wednesday Moral & Value Education Periods. It was conducted by the outsourced service provider with the support of class teachers. Different foci were carried out in different Forms, such as Selection of Elective Subjects in S3 and Good and Bad Habits in S1. The feedback from teachers and students were positive.

Reflections

• 中國語文文化及歷史科系

中國語文科部 - 通過上述全方位的教材優化和校本設計，我們希望能夠全面激發學生的學習興趣，提升他們的語文素養，為他們的未來發展打下堅實的基礎。我們相信，透過精心設計的教材和多元化的學習活動，學生不僅能夠掌握語文知識和技能，更能培養良好的品德情操和價值觀，成為德智體美群全面發展的社會棟樑；當中新設計的功課如中一隨筆寫作可作推廣並取代四字詞作句功課，惟隨筆寫作次數可作調整，與長短文寫作配合，讓學生可以多寫多練筆，以強化學生寫作能力；教育局為配合中國語文課程的實施，提供「建議篇章」，推薦了二十五篇適合初中學生程度的文言經典作品。中學階段的「建議篇章」則作為學生閱讀輸入的核心部分，學生透過熟讀精思，掌握篇中文學、文化內涵。來年科組會按教育局要求，於課程內逐步加入建議篇章，以豐富學習內容。

普通話科部 - 本年度，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前完成練習及觀看短片，為學生提供自主學習的機會。本科教師繼續設計不同的 Kahoot! 練習，以提升學生學習普通話的興趣。來年，本科同事會繼續優化電子學習材料，配合課本的使用，提升學生自主學習的能力。

中國歷史科部 - 本年度，本科持續與體育科進行閱讀計劃的跨學科協作，提升學生自主學習的能力。從本年度，中三級上學期的閱讀優良等級成績反映成效良好。

• Faculty of English

Department of English - Despite the fact that there are two different levels of our curriculum, there are still many teaching items to be taught. Less able students find it hard to learn English. Besides, there is time constraint. The teaching schedule is quite tight.

• Faculty of STEM

Department of Mathematics - The collaboration with other Departments can be strengthened as the students' foundation in Mathematics was not enough to apply to other subjects among Departments within the Faculty.

Department of Science - This is our fourth year to introduce antibiotic experiment to the students. Form 1 students are practicing the antibiotic experiment and the concept of antibiotic resistance bacteria was introduced to the students. An interesting finding in this practical was, some of the students were able to discover the function of "Control". Which is a huge step for the science subject. We spent years to try to let the students understand what control is, this experiment seems able to complete this mission. There are a lot more of science technology can be shared students. However, IS can provide 2 practical lessons in each year. By cross-over with other subject, we could be able to deliver more science knowledge to the students. We are planning more for the coming year.

Department of Information & Technology Studies - Collaboration with other Departments in Level 2 gifted education can be strengthened.

• Faculty of Humanities

Department of Economics - School based curriculum is able to provide fundamental knowledge and equip students to further study Economics in senior form. The content from citizenship, Economics and society will be embedded in subject.

Department of Finance and Accounting - School based curriculum is able to provide fundamental knowledge and equip students to further study BAFS in senior form. The content from citizenship, Economics and society will be embedded in subject.

Department of Geography - S2 Geography curriculum is with very big coverage and in-depth, it's too difficult for most of our students.

Department of History - Fine-tune some teaching and learning materials for certain topics next year to help students achieve better learning outcomes.

社會及文化教育科部 - 華語同事需盡早完成課業修訂、測考及功課設計，以便騰出更多時間予 NCS 同事作翻譯。來年課程直接按教育局最新指引再作檢視及修訂。

• Faculty of Creative and Performing Arts

Department of Music - Some teaching and learning materials need to be rearrange for certain topics next year to help students achieve better learning outcome. Written exam and test questions type need to fine-tune to attain better results, more lesson time are needed for practicing performance exam.

• Faculty of Sports Science

體育科部 - 跨學科閱讀計劃轉為科本閱讀活動及好書推介，使更具體育元素；跨學科創意活動會與 STEAM 科目合作 PBL，提升學生學習動機；每年最少一項另類與新興運動課堂體驗，有助提升學習動機；Life-wide Learning Day 或試後活動是進行另類運動推廣的極佳時機。

• Academic Committee

MAKER curriculum was completed as schedule but the implementation was not ideal. Some teachers did not pay attention to the lesson schedules during the assemblies and forgot about the lessons. There were instances where lessons were taught without enough preparation by class teachers.

• Academic & Staff Development Committee

Staff had a much better understanding as for the related curriculum as well as the facilities and equipment we had for such technology education. The exchange on curriculum was conducted after the exchange on S3 students. The time, scope and preparation had not been the best for such exchange.

• Moral, Civic and National Education Committee

Subject teachers play a vital role in conducting the Basic Law, The Belt and Road Initiative, National Identity and Global Citizenship, Chinese Foreign Policy and Moral Education. Students will participate more actively if Subject teachers are able to motivate their students more. More activities of National Education could be held in the coming future. Learning 'Basic Law', 'National Security Law' and affairs of China is a good way to let students know more about our motherland. More opportunities are provided for our students to learn more about 'Basic Law' and 'National Security Law' for the purpose of increasing students' sense of national identity and abidance by the law. More 'National Education' or National Security talks will be held in the coming year to let students know more about National Security.

• Careers and Guidance Committee

Class teachers play a very important role in conducting the Life Planning programmes. Students are more likely to actively participate when their class teachers are able to motivate them effectively.

Feedback and Follow-up

- **中國語文文化及歷史學系**
 - **中國語文科部** - 課程優化成果顯著；學校在中二級採用新版教科書，內容更符合教育局要求，並設計了多樣化的校本教材，如寫作課程、語文基礎知識冊、科本閱讀計劃等，全面提升學生的語文能力和學習興趣。新教科書會繼續使用；新課程更重視品德情意培養，切合現今社會需要，在知識技能培養的同時，科組也注重培養學生的品德情操和價值觀，這符合全面發展的教育目標；繼續優化各級寫作訓練，配合考評局要求；在中一級加入了寫作練習，對提升學生寫作能力很有幫助，因此來年會進一步豐富寫作主題和形式，落實至不同的級別，更好地激發學生的創意和表達；於校本閱讀理解練習中，逐步引入教育局推薦篇章；科組未來會按要求，在課程中加入教育局推薦的文言經典作品，這有利於學生深入學習文學和文化內涵，會制定具體的實施計劃；會評估成效並持續優化，並定期評估以上優化措施的成效；根據學生的反饋和需求，持續優化課程內容和教學方式，使之更切合學生的實際情況。
 - **普通話科部** - 來年，本科同事會繼續優化電子學習資源，配合本科教學目標，繼續製作不同的網上學習資源及教學影片，豐富學生的普通話知識，提高學生學習普通話科的興趣，不斷提升學生自主學習的能力。
 - **中國歷史科部** - 來年本科同事會繼續優化電子學習資源，配合本科教學目標，繼續製作不同的網上學習資源及教學影片，豐富學生的中國歷史和國家安全的知識，提高學生學習初中中國歷史科的興趣，不斷提升學生自主學習的能力。
- **Faculty of English**
 - **Department of English** - It is suggested that colleagues refine the curriculum. One possible way is to trim down the curriculum. Priorities should be given to core teaching items. For non-core ones, they should be optional so that students can focus on learning the core teaching items. This is especially useful for less able students. Not only can this help them focus on learning, but they can also have more time to ask teachers questions. For the grammar book, there are many pages to be covered. It is suggested that teachers choose few tasks and go through the exercises with students thoroughly. For less important tasks (e.g. pre-grammar tasks, MC cloze), teachers can go through them with students quickly so that it can save teachers some time.
- **Faculty of STEM**
 - **Department of Mathematics** - The curriculum in each form has been amended for helping students to catch the concepts in an easier way. And we will explore to have more collaboration teaching activities among Departments within the Faculty.
 - **Department of Science** - More school-based experiments will be modified, decided and conducted so as to arouse students' interests and curiosities and equip them the different investigation and logical thinking skills in inquiry science.
- **Faculty of Humanities**
 - **Department of Economics** - Referring to the latest curriculum of citizenship, Economics and society, keep revising the curriculum to be able to equip students to further study.
 - **Department of Finance and Accounting** - Referring to the latest curriculum of citizenship, Economics and society, keep revising the curriculum to be able to equip students to further study.
 - **Department of Geography** - Trimming on S2 geography curriculum content next year to make it easier for students to master knowledge and achieve better learning outcomes.
 - **Department of History** - Fine-tune some teaching and learning materials to help students better understand the chronological progression and connections between certain historical topics, to help students analyze the causal relationships and underlying narratives behind certain historical topics next year, in order to achieve better learning outcomes, e.g. Topic 6.
- **社會及文化教育科部** - 本年度已完成更新中一至中三級課程。
- **Faculty of Creative and Performing Arts**
 - **Department of Music** - Some topics need to rearrange to achieve effective learning. By restructuring the sequencing or grouping of topics, students can better grasp the content.
- **Faculty of Sports Science**
 - **體育科部** - 24-25 舉行科本閱讀活動及最少五次好書推介，與 STEAM 五科目合作 PBL，最少一項另類與新興運動課堂體驗，Life-wide Learning Day 及試後活動是進行另類運動推廣。
- **Academic Committee**
 - Encourage teachers to review lesson materials and prepare thoroughly before delivering the MAKER lessons. Implement a system to regularly monitor the implementation of the MAKER curriculum, such as classroom observations or feedback surveys. Foster collaboration among teachers to share best practices, troubleshoot challenges, and provide peer support.
- **Academic & Staff Development Committee**
 - It is recommended that a staff outing be organised so that staff can have a better understanding of the STEM development of the country and also benefit from the relaxing and informal atmosphere for staff team building. Subject exchange can better benefit curriculum development and should be resumed.
- **Careers and Guidance Committee**
 - Form career teachers send reminders earlier, do patrol and provide help during the activity.
- **Moral, Civic and National Education Committee**
 - Continue to supplement the deficiencies in the school subject curriculum and provide students with adequate Moral, Civic and National education.

Major Concern 2: Improve students' academic performance and enhance whole-person development

Achievements

● 中國語文文化及歷史學系

中國語文科目部 - 在提升學生學業成績方面，本科在四個學段都有分析學生的情況而作出具針對性的補課內容，例如補學生語文基礎知識，包括正字正詞、名句選讀、詩詞選讀、文學體裁、文言基本知識等，或補白話文閱讀理解，以及針對全港性系統評估進行大規模的小組討論訓練，目的都是幫助學生應付校內及校外的考試。此外，本科老師亦設計了不同形式的功課，讓學生在線上、線下都能學習。我們把聆聽及視聽資訊功課改為線上自學課程，又設計了需於線上繳交的專題研習功課，本年度中三級的專題研習更與科學科作跨學科合作，主題為「風水林」。當中更邀請了「大嶼山保育基金」派員作專題講座，亦於學校不同樓層安置展區，讓學生對研究主題有更深入瞭解。科任老師更與中三同學探討香港風水林與中國文化的關係，讓學生就中國傳統風水思想的影響、生態智慧的體現、文化景觀的構建以及文化記憶的承載作深入探討及分析，從而提升中三學生的不同能力，包括閱讀理解能力、資料搜集能力以及傳統文化自信；

此外，本年度中文科積極配合學校的資優教育發展，在「明日之星」計劃下為中三級資優學生提供針對性的課後輔導，重點培養學生在 DSE 中文科閱讀理解及寫作方面的能力。閱讀理解方面，選取合適的文章作範例，講解 DSE 閱讀理解不同題型的答題技巧和常見題型，如長答題、選擇題等，訓練學生快速掌握文章脈絡、中心思想和寫作手法，並準確理解題幹要求。老師亦有指導學生根據文章內容組織有條理的答案，做到觀點正確、論證充分、邏輯清晰。另外，於寫作訓練方面，針對性講解 DSE 各類文體的寫作要求，如記敘文、議論文、描寫文等，並提供範文賞析。訓練學生審題、審材、審時事材料，選材立意、確立中心，做到思路清晰。老師更指導學生謀篇佈局，做到開合有度、詳略得當、過渡自然。此外，更分析文章優秀之處，如行文流暢、結構嚴謹、論證充分、修辭得體等，使學生明白如何提升文章質量。老師更會批改學生的練習和作業，針對學生的問題給予具體指導和建議；

在全人發展方面，本科老師連同中國歷史科、視覺藝術科及社會及文化教育科，舉辦了中國傳統節慶活動（全盒）活動。春節是中國最隆重的傳統節日，為了讓學生更深入瞭解春節習俗，感受中國傳統文化魅力，學校特別舉辦春節活動，讓學生瞭解春節的習俗，其中的重頭戲是書法攤位，讓學生在玩樂中學習書法知識，體驗中國傳統藝術之美，完成書法成品後更可取得全盒一個。活動設置多個攤位遊戲，每個攤位圍繞一個春節習俗及文化知識主題，完成攤位遊戲後會取得一種全盒食品。師生皆積極參與這項活動，顯示出活動的成效卓著；另外，本科老師帶領學生參加了不同活動，如於戶外研習日與學生分享電影《長安三萬里》，讓學生交流觀後感想，加深對中國文化的理解。

另外，本科更與設計與科技科合辦全校中國象棋棋藝比賽，當中特設教授非華語學生的象棋技巧工作坊，讓非華語學生也能參與其中。而舉辦這些比賽或教學活動，可讓學生在遊戲中學習中國文化，成顯極佳。通過這些多元化的活動和教學，學校可以為學生創造更多接觸和學習中國文化的機會，促進華語和非華語學生的交流，營造一個多元包容的校園環境。

普通話科目部 - 本年度，普通話科從聆聽、說話、語音拼讀、網上語音評估四方面評核學生普通話能力，教師能更全面掌握學生的學習成效。當中中一級嘗試用現在熱門的環保主題「綠在區區」作為聆聽筆試的考核內容，提高學生對環保的認識，推廣環保活動；語音知識由讀出改為筆試，有助教師檢視及分析學生表現，提升教學質素。

中國歷史科目部 - 本年度，中一級嘗試用「史前夏商周」第一個歷史時期進行課堂說故事活動，提高學生對歷史人物的認識，透過說故事活動教學，有助教師分析學生對歷史人物的了解，提升教學質素。

● Faculty of English

Department of English - Based on the HKDSE marking criteria, the new marking grid of writing has been implemented for several years. The aim is to reflect students' performance accurately and pinpoint their weaknesses. Additional after-school tutorials were held for students who did not obtain satisfactory results in the summative assessment. Teachers mainly did revision on grammatical items with students. In the 1st semester, teachers also did some practice in sentence making (e.g. how to offer suggestions when writing a proposal) related to specific genres. This helped students familiarize themselves with the text types.

● Faculty of STEM

Department of Mathematics - Organize cross-KLA reading scheme with Science and History Department in S2 during 2nd term after school resume. Most students submitted and completed their works properly. All homework worksheets were designed with ability indicator in the curriculum. Analysis of the internal assessment results were made after every assessment like uniform test and examination, students' common errors and marking is highlighted. AQP analysis for the whole assessment paper was adapted in all uniform test and exam papers.

12 tutorial lessons Mathematics were successfully arranged by AC, the tutorial exercise is deepened by giving demonstration of similar questions to help students to consolidate. Intensive S3 TSA tutorials are conducted for drilling TSA past paper. Successfully optimize and adjust teaching materials according to the diversity of students' learning. All homework worksheets were designed with learning summary, hints or guidelines to facilitate learning consolidation. Homework adjustments for SEN students were set in the Math Subject Handbook at the beginning of the academic year. Self-study resource database was created and 100% of the teaching videos of teaching examples were uploaded to Google Classroom to consolidate students' learning habits. Recent TSA questions were put by chapter in the question bank to assist students' self-learning.

Math Department is introducing AR technology for the homework and 3D model can be shown by scanning the AR Marker in the AR Apps. Successfully held at least 3 Flipped Classroom in each term were created and teaching videos were uploaded to Google Classroom to promote self-directed learning. Post the list of top 10 students at all forms after each test and exams in the Maths Notice Board. A Maths Gifted Education Training Program with refined curriculum for each form were arranged for math elite students. The team have 29 members in total by selected 9-10 math elite students from each form. The program was carried out by our math teachers and out-sourced organization throughout the year with systematic trainings to inspire the members to explore their potentials. Math School Team won over 40 prizes in various mathematical competitions in territory-wide and regional levels. Mathematics Club was formed by a group of S1 to S3 students who are interested in mathematics with teachers as consultants. 2 whole school math contest "Inter-class Kahoot Competition", "Rubik's Cube competition" and "Sudoku Activity" was carried out in each term as inter-class competition. These interdisciplinary learning activities provided students with a lot of fun and develop a cross-faculty learning experience.

Department of Science - Self-learning materials are prepared with videos, keynotes and additional online resources. It will be launched to all forms so students can review all topics they learn in the subject at any time. Biotechnology curriculum was designed for general education. For gifted students we organized biotech research team for them to further study. Nurturing gifted students in science in a systematic way and strongly encouraging and arranging students to participate in international or local competitions.

Department of Information & Technology Studies - The cross-curricular reading scheme with D&T and LT have completed on schedule. The subject has utilized the AQP platform in analysing students' performance in tests and exams. Feedback Keynotes highlight key concepts and common mistakes are released on Google Classroom after feedback sessions. Questions targeting previous common mistakes and misconceptions are regularly included in the assessment to check students' understanding. There is a growth in the number of members in the robotic teams and the number of competitions joined. There is a plan for sustainable development in setting up ladders within the team. The self-learning resource Google Classroom is set up. Students' response to the release of Top-10 results in each form has been positive in general. Gifted students in the robotics school team are trained to be helpers at the Learning & Teaching Expo and the 3-Day AIoT Workshop for primary students. They learnt to communicate with people from different age groups and backgrounds and built confidence in the process. A 2-day study tour to the Greater Bay Area has been organized for all Form 2 students in 2023/24, introducing the latest development of science and technology in China.

- **Faculty of Humanities**

Department of Economics - Self-study platform has been updated to students for revision.

Department of Finance and Accounting - Self-study platform has been completed to students for revision.

Department of Geography - The S1 2nd Term cross-curricular reading scheme by the Geography Department and the Social & Cultural Studies Department was redesigned this year with more guidance and references for students to complete the scheme in a easier way. The submission rate was over 98%. The subject has reviewed the curriculum and fine-tuned the teaching and learning materials such as keynote slides, lesson notes, homework to enhance students' learning. Ability indicators in each piece of homework were reviewed and amended as needed, so that students can check their learning performance in detail. In-depth assessment feedback was provided to students after uniform assessments, including detailed marking schemes, markers' reports, and feedback keynote slides, to identify possible errors. Subject meetings were held after each uniform assessment to review students' performance in the papers, adjust the teaching focus, and discuss follow-up measures to enhance students' academic performance. Class-based and form-based self-study resource databases were well established to improve students' self-directed learning ability. Self-directed learning activities on "Climate Change" and "Volcanoes" were conducted once per term in Google Classroom for all students in the school. A team of four S3 students participated in the Second Kubuqi Award: "Speak Sustainability" Secondary School Short Video Contest, organized by the Elion Foundation. Another team of three S3 students participated in the "CSDI Awards 2024: Present Spatial Data, Map our Future" competition, organized by Development Bureau, The HKSAR Government.

Department of History - More than 95% of S2 students submitted their 2nd Term cross-curricular reading scheme, organized by the History Department, Science Department, and Mathematics Department. The subject has finished reviewing the curriculum and the teaching and learning materials such as keynote slides and worksheets. Ability indicators in all worksheets were reviewed and amended as needed, so that students can check their learning performance in detail. Detailed feedback was provided to students after uniform tests and examinations, including markers' reports and feedback keynote slides, to identify common errors. Subject meetings were held after each uniform assessment to review students' performance, adjust the teaching focus, and discuss follow-up measures to enhance students' academic performance. Form-based self-study resource databases were established to improve students' self-directed learning ability in all topics for S1 and S2. Self-directed learning activities on 5 virtual tours were conducted in Google Classroom for all S1 and S2 students. 26 students participated in the e-Reading Award Scheme organized by the EDB.

社會及文化教育科部 - 本科繼續利用考評局的 AQP 平台作測考分析, 利用數據找出學生的強弱項, 在課堂及其後的測考跟進, 並配合 BYOD 政策, 學生能協助其測考成績數據, 有助簡化過程。非華語學生抽離學習, 課程以全英語授課, 以照顧其語言能力。科任教師因應有特殊教育需要的學生的學習表現作教學上的調適。建立自主學習資源庫及網上教學平台內容, 有利學生自主學習的意識和能力。

- **Faculty of Creative and Performing Arts**

Department of Music - More than 90% of S1 students have submitted their 1st Term cross-curricular reading scheme, which was organized by the Music Department and Visual Arts Department. A mutual lessons meeting was held after the performance and written exam to review students' performance, adjust teaching focus and methods, and discuss follow-up measures to enhance students' performance. Self-learning flipped classrooms were conducted on Google Classroom for all S1 to S3 students, covering topics such as music theory, music appreciation, and national education. The subject has completed the review of the curriculum and teaching and learning materials, including slides, worksheets, and activity materials. Additionally, our school music team members have actively participated in various competitions, achieving notable accomplishments: In the 76th Hong Kong Schools Music Festival, two students received Bronze Awards for their clarinet solo and Grade 6 piano performances. The Chinese instrument team participated in the 4th Hong Kong Chinese Orchestra Competition and received a silver award. They also took part in the 65th Student Musical Competition, where they achieved the Champion title, and in the 2024 Joint School Music Competition, where they received a bronze award. A few talented choir members participated in the 58th Singing Competition and garnered the Champion title for solo singing, as well as the 2nd Runner-up position. Our percussion team is preparing to participate in the IPEA International Percussion Competition 2024 (Hong Kong-Zhuhai-Macau) on July 13th.

- **Faculty of Sports Science**

體育科部 - 成功完成 PLK 體育質素圈計劃, 成績呈交 PLK 處理中; 成功製作恆常體適能網上訓練教材, 供學生日常自學; 成功每循環週首課節進行不少於 30 分鐘體適能活動; 成功進行每學期進行 1 次體適能評估, 並作計算 30%總平均分; 成功製作評估前教學單元網上教室(Google Classroom)供學生預習及重溫, 成功製作技能能力指標; 成功每堂設技能評估, 即時按能力指標給於回饋。

- **Academic Committee**

Afterschool tutorials and Saturday tutorials for core subjects were carried out to improve students' academic performance. Self-learning database are prepared with videos, keynotes and additional online resources by all subjects, 60% of the database is completed. Self-regulated learning activities were carried out smoothly in all subject. AQP was used to analyze students' performance in tests and exams. Data and statistics are incorporated into the feedback keynotes to help students better understand their performance. To create an atmosphere of improving academic performance, Top 10 lists were posted after all uniform assessments by subjects and AC. Positive feedback from students. MAKER Festival and MAKER fortnight successfully completed with inter-class competitions prepared by different Departments.

- Academic & Staff Development Committee

Professional exchange month was carried out in both terms. All teaching had completed their open lessons and lesson observation. New staff development workshops by our Educational Psychologist on handling students were conducted. Joint School National Security Education workshop was conducted in February.

- Careers and Guidance Committee

An individual life planning report of each student was given to S. 1-3 students and parents via class teachers. Students' dream jobs, good and bad habits, three preferred jobs, interest in elective subjects and the 1st term academic results were shown in the individual reports to facilitate students' understanding about themselves, to help parents understand their children and to let both parents and students have a concrete direction in planning for a brighter future. Class teachers could discuss the career paths with parents and students during class teacher periods, individual meetings and Parents' Day. This year, an outing to the CityU was held in the 1st Term to let students understand more about university in Hong Kong. The second outing was a visit to Lai Chi Kok Fire Station. It was held to help students know more about the career of being firefighters and the job requirement. In November 2023, a JAHK (Junior Achievement Hong Kong) Program titled 'My Strength My Future' was held to help students know more about their strengths and future career paths. In February and April 2024, another JAHK Program titled 'JA Code for Impact Challenge' was held with Department of Information & Technology Studies to give students insight of being a programmer. In April 2024, there was a JAHK Program titled 'Planning with Purpose'. It was held to enable students learn the importance of identify education and career goals based on one's own abilities, interests and values, as well their connection with personal finance. A visit to Hotel Icon was held with Caritas Youth and Community Service for NCS students. They can explore more in the hotel industry.

- Extra-Curricular & Creative Activities Committee

We have a total of over 70 academic and non-academic ECA teams and clubs. Specifically, we have cultural and art teams, sports teams, physique series classes, interest series classes, service series classes, academic school teams, and academic series classes. From the perspective of school hours, all students in our school have accumulated about 12,000 hours of ECA study. In the 2023-2024 school year, the average ECA study time per student is approximately 30 hours. For 2023-24, all students will be assigned "one art/sport per student". This year, the ECA interest classes were carried out smoothly, with 12 sessions of 8 interest classes. Many emerging interest classes have been added, including K-Pop, Chinese-handcraft, comic creation, origami, and fencing. Nearly 150 students participated in the school, accounting for about one-third of the total number of students.

- Moral, Civic and National Education Committee

In order to broaden students' horizons and learning experiences and pursue greater understanding through reciprocal contact between our students and students on the mainland, our school has arranged 'Guangdong-Hong Kong-Macao Youth Greater Bay Area Visit Program - Red Mark' four-day tour for 15 students from 10 May 2024 to 13 May 2024. Students performed well during the tour. Nevertheless, students generally gave positive feedback towards this tour held in school.

- Public Communication and Ceremony Committee

Recognizing and celebrating students' achievements was promoted in publications and ceremonies. This can boost their self-confidence and motivation to continue performing well academically and fostering successful experiences. By acknowledging their accomplishments, students feel valued and appreciated, which can have positive effects on their well-being and whole-person development.

Reflections

- 中國語文文化及歷史學系

中國語文科部 - 中文科透過針對性補課、多元化功課設計、跨學科專題研習、資優學生培養計劃等措施，在提升學生學業成績和全人發展方面取得了顯著成效。未來在優化教學的同時，可從以下幾方面著手，進一步深化學生的語文素養和綜合能力：

加強跨學科協作，開發更多融合語文、歷史、文化、科學等元素的專題研習課程，拓寬學生知識面。通過跨學科的學習，學生可以將語文知識與其他學科聯繫起來，加深對知識的理解和應用，同時培養學生的綜合分析能力和創新思維；探索將中華優秀傳統文化融入語文教學的有效途徑，如古詩詞吟誦、經典誦讀等，涵養學生品德。傳統文化中蘊含豐富的道德智慧和人文精神，通過誦讀經典、品析詩詞，學生可以領悟中華文化的精髓，提升人文素養，塑造高尚的品格；舉辦更多校內外語文實踐活動，如演講、辯論、徵文比賽等，鍛煉學生口語表達和寫作應用能力。語文實踐活動可以為學生提供展示才華的平臺，提高學生的語言表達能力和寫作水準，同時增強學生的自信心和責任感；加大資優教育投入，完善拔尖培養計劃，因材施教，為高水準學生提供個性化的進階訓練和提升空間。對於語文方面有特殊才能的學生，應制定針對性的培養方案，滿足他們的學習需求，幫助他們在語文領域達到更高的水準；關注學生的閱讀習慣和方法，開展閱讀推廣活動，引導學生養成主動閱讀、深度閱讀的良好習慣。閱讀是語文學習的基礎，教師應加強閱讀指導，推薦優秀讀物，組織讀書分享會等活動，培養學生的閱讀興趣，提高閱讀質量，促進語文能力的全面提升。

普通話科部 - 本年度評核默書的改變，有利於評核學生普通話聽、說、讀、寫各方面的能力。將繼續優化現存的評核模式，改善教學質素。

中國歷史科部 - 本年度進行白板默寫「史前夏商周」人物生字的方式，有利同學書寫較難記憶的歷史人物名稱，改善教學效能。

- Faculty of English

Department of English - The marking criteria helped teachers assess students' performance accurately and their level aligns with the requirement of the HKDSE.

Students found the after-school tutorials useful as the lessons helped them consolidate the knowledge taught. Some students hoped there will be more tutorials regarding writing.

- **Faculty of STEM**
 - Department of Mathematics** - Students shown improvement in the homework performance, punctuality of homework submission and the quality of the corrections made. In addition, it trained up most of the students to perform a good filing practice. Class subject teachers can fine tune the worksheets to further cater for the learning diversity for their own classes.
Focused feedback and keynotes were given to students for academic improvement throughout the year. Teaching strategies for advancement in the teaching and learning were discussed in form subject meetings for follow-ups. Despite the detailed feedback on the Keynote provided, many students were still making and not paying attention the common mistakes.
 - Department of Science** - Through a series of research works and training, many students found more devoted and equipped themselves on the research work. Respond to the need of STEAM education from EDB, we are more focused on the collaboration with university to enhance the students interested on science subject development. It is true that we opened more opportunities for the students e.g. cancer patient imagine analysis with HKU dentistry department and medical school. Students who are not strong in wet lab can still join and contribute to different research work. And the environmental study of seagrass in Hong Kong is letting the student to understand the importance of environmental protection and biodiversity. Sponge biodiversity in Hong Kong allowed students to apply what they learnt from biotechnology lesson e.g. DNA extract and PCR technique.
 - Department of Information & Technology Studies** - Quality of students' work in the cross-curricular reading scheme vary and not all students devoted much effort in reading relevant resources. Despite the detailed feedback on the Keynote provided, many students were still making the same mistakes when the same concept was tested in subsequent assessments. Local students, especially from the weaker classes, are facing obstacles in coping with the language demand in learning the subjects and handling the exam questions. Mainly students from better classes would complete the self-directed learning task. Students' overall participation rate in the self-directed learning tasks can be enhanced.
- **Faculty of Humanities**
 - Department of Economics** - More Support to low motivation students in turn to enhance the overall academic performance. The system will be continued to be used in the next year. Hopefully teacher can make better use of the data in feedback for teaching.
 - Department of Finance and Accounting** - More Support to low motivation students in turn to enhance the overall academic performance. The self-study platform will be continued to be used in the next year. Hopefully teacher can make better use of the data in feedback for teaching.
 - Department of Geography** - The quality of work submitted by students for the cross-curricular reading scheme varied a lot. Many students did not pay attention to the ability indicators.
 - Department of History** - Several reminders and deadline extensions were arranged to encourage S2 students to complete the cross-curricular reading scheme. The quality of work submitted by students varied. Many students did not pay attention to the ability indicators.
 - 社會及文化教育科部** - 本科大部分同事已掌握數據輸入與分析的運作，日後可再研究如何更有效善用數據找出學生表現的強弱項，以作跟進。能力及學習動機較高的非華語學生能明顯受惠於英語課程，成績表現平穩。能力較弱的特殊需要學生即使得到調適，在學習表現上亦未見有太大改善。
- **Faculty of Creative and Performing Arts**
 - Department of Music** - Regular reminders were arranged to encourage students to complete flipped lessons. Several reminders and deadline extensions were arranged to encourage S1 students to complete the cross-curricular reading scheme. The quality of work submitted by students are varied and some students reflected they do not understand the content of musical in the scheme. Some students were planned to participate in the competitions, however due to time limitation on practice, they are not able to attend.
- **Faculty of Sports Science**
 - 體育科部** - 除 PLK 體育質素圈計劃，計劃 2024-2025 年度參加教育局體適能計劃，並購買相關應用程式協助，培養學生恆常運動習慣；每循環週首課節進行不少於 30 分鐘體適能活動，有助提升學生運動表現；每學期進行 1 次體適能評估，並作計算 30%總平均分需持續進行；所有評估都能製作評估前教學單元網上教室(Google Classroom)供學生預習及重溫；持續性評估因課堂有限，應只能在體適能表現上進行。
- **Academic Committee**
AQP platform has been utilized for some years and teachers have shown their grasp of usage and understand the meaning of data. Qualitative performance has to be transferred into data and help with evaluation.
- **Academic & Staff Development Committee**
Teachers had learnt a lot from each other. Such knowledge as national security education and handling students thereby enhanced benefited students in general.
- **Careers and Guidance Committee**
Class teachers should submit the discussion record on time. More visits can be arranged next year.
- **Extra-Curricular & Creative Activities Committee**
In the past 3 years, more and more activities are provided to the students including academic and ECA courses or competitions. We find that too many activities causes the attendance of ECA sessions drops in 2nd term. Thus, we plan to reduce the interest classes in 2024-25.
- **Moral, Civic and National Education Committee**
More tours can be arranged next year.

Feedback and Follow-up

- **中國語文文化及歷史學系**
 - **中國語文科部** - 來年會持續優化「明日之星」拔尖計劃，通過這些有針對性的培養和訓練，使資優學生能夠在應考時發揮出色，為文憑試奠定良好基礎。同時這些訓練也有助培養學生的語文素養，提升分析能力、表達能力和邏輯思維能力，讓他們受益終身。教師團隊也會定期檢討各項教學成效，根據學生的接受程度和反饋適時調整教學內容和方式，使教學更加高效，學生的語文能力能夠在較短時間內得到明顯提高。配合來年教育局推廣中華文化體驗活動一筆過津貼，來年將計劃與大專院校合作，舉辦不同類型的文化活動，並會繼續參加不同類型的活動及比賽，豐富學生的生活經驗，努力協助學生作全人發展。
 - **普通話科部** - 來年將繼續優化現存的評核模式，改善教學質素。
 - **中國歷史科部** - 來年將繼續優化現存的默書及說故事教學模式，改善教學效能。
- **Faculty of English**
 - **Department of English** - Based on the common mistakes, it is suggested that teachers go through the common mistakes with students from time to time. If the mistakes are only introduced for a time, students tend to forget about them quickly. There can be more after-school tutorials related to the teaching of sentence patterns and strategies to tackle different text types.
- **Faculty of STEM**
 - **Department of Mathematics** - The marks of Flipped Classroom were counted in the Continuous Assessment but mainly students from better classes would complete the self-directed learning task, Students' overall participation rate in the self-directed learning tasks can be enhanced by providing a pre-lesson worksheet to give more guidance for lower achievers to do the questions seriously and cater the learner diversity by learning online and to promote self-regulated learning. Local students, especially lower achievers and NCS are facing obstacles in coping with the English and Maths foundation when handling the exam questions. More drilling of exam type questions are needed for them to build up the exam skills. 12 gifted training sessions were provided for students and they reflected that the trainings were useful and raised their mathematics standards and polished their skills. However, some potential students are occupied by other ECA activities and it is suggested to train the Team into 2 groups for members to better learn from each other. Name list of Math School Team members who are promoting to KTC S4 will be sent to Math Department of KTC to provide continuous support and education to the gifted.
 - **Department of Science** - More activities and exploration of different programs will be organized or take part so as to arouse students vision and exploration in the development of science nowadays.
- **Faculty of Humanities**
 - **Department of Economics** - Improve the overall academic result of Low motivation students is useful to raise the results.
 - **Department of Finance and Accounting** - Improve the overall academic result of Low motivation students is useful to raise the results.
 - **Department of Geography** - More emphasize the purpose and benefits of ability indicators next year to let students monitor their own learning progress in a more proactive manner.
 - **Department of History** - Evaluate the cross-curricular reading scheme and analyze the reasons for the varied quality of work submitted by students. Identify areas where students struggled the most and investigate the underlying causes. Consider providing more structured guidance or scaffolding for students to complete the scheme effectively. Emphasize the purpose and benefits of ability indicators in upcoming lessons or communications with students. Provide more explicit instructions on how students should use the ability indicators to monitor their own learning progress.
 - **社會及文化教育科部** - 繼續優化數據分析工具以及教學資源，協助學生提升表現。
- **Faculty of Creative and Performing Arts**
 - **Department of Music** - Self-learning materials and glossary towards different topics should be uploaded to enhance students to complete the flipped classroom. Evaluate the cross-curricular reading scheme and analyze the reasons for the varied quality of work submitted by students. More guidance and instruction should be provided for students to complete the reading scheme effectively. A well-planned schedule should be provided for students to predict the time they need for preparation, regular training with tutor and teachers are needed.
- **Faculty of Sports Science**
 - **體育科部** - 2024-2025 年度參加教育局體適能計劃；2024-2025 年度購買體適能紀錄應用程式；每循環週首課節進行不少於 30 分鐘體適能活動；每學期進行 1 次體適能評估，計算 30%總平均分；所有評估製作評估前教學單元網上教室(Google Classroom) 持續性評估體適能表現。
- **Academic Committee**
 - Consider collecting feedback from students and teachers to understand the effectiveness of these tutorials and make any necessary adjustments. Promote the usage of the self-learning database among students and provide guidance on how to effectively utilize it. Continuous monitoring, feedback, and refinement will be key to ensuring the sustained success of these interventions.
- **Academic & Staff Development Committee**
 - These arrangements and workshops can benefit staff and students in general and should continue to be held next year.
- **Careers and Guidance Committee**
 - VTC visits are good for low learning ability students and should be kept for next year. There should be more activities for NCSs.
- **Extra-Curricular & Creative Activities Committee**
 - Using Google-Form for the promotion and Recruitment of the interest classes in the academic year of 2024-25. Planning to use some new companies for the academic year of 2024-25. Enhance interest class promotion in the academic year of 2024-25. Make good use of resources, planning to reduce interest classes 8 to 6, in the academic year of 2024-25.
- **Moral, Civic and National Education Committee**
 - Mainland visits and tours are good for high learning ability students and should be kept for next year. There should be more activities promotion for NCS students.

Major Concern 3: Strengthen student morality. To enable students to be informed and responsible citizens with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society.

Achievements

- **中國語文文化及歷史學系**

中國語文科部 - 在強化學生品德及價值觀教育方面，本年度中二級選用了新教科書，當中的教授了學生不同的品德情意，包括：謹言慎行，敦厚謙虛、做事認真堅持、欣賞自然、培養君子的品格、學會知足常樂、積極面對逆境、忠君愛國、欣賞自然、培養良好習慣、懂得欣賞別人的優點、做個表裏如一的人、培養公正廉潔的品格、道不同不相為謀的交友之道、不可以貌取人、培養努力好學精神、感受親恩、學懂適可而止、發憤求學。而在認識中華文化元素方面，包括：中國傳統玩意、《三國演義》與章回小說、文人眼中的風、雨、雪、狼、中國古代計時單位、植物「四君子」、中國文學中的植物、「銘」的由來和演變、酒與中國文化、文學作品中的樓、文學世界中的秋天、古代的書房、千里馬、貓的古代別名、中國古代神童、登門拜訪的禮節、年畫、中國傳統競技運動、中國古代體育活動的意義、皇陵、成功的要訣、勤學成材的古人。而中一及中三的教科書也有強化學生品德及價值觀，亦有讓學生認識不同中華文化元素；另外，中國語文科在上下學期的戶外研習日與中國歷史及視覺藝術科舉辦了開平歷史文化藝術之旅，目的也是強化學生品德及鞏固學生國民教育方面的價值觀。通過這次戶外研習，三個學科實現了有效的跨學科合作，為學生提供了一個全面而立體的學習中國文化的機會。而學生親身到訪開平的歷史文化遺跡，如赤坎古鎮村等，可以通過實地考察加深了對開平歷史文化的認識和理解，學生更加認識和珍惜中國傳統文化，增強了文化傳承意識。

中國歷史科部 - 本年度舉辦不少活動及參加四個網上《基本法》、國家安全教育比賽，雖然本科在 2023-2024 年度尚未獲得獎項，但是在校內社際《基本法》比賽中，發現了多位具有潛質的中一同學，已將相關同學名單輸入本校人才庫，期望培養一隊優秀的國史校隊。為本校爭光。

- **Faculty of English**

Department of English - National elements are included in every unit. For the most updated news commentaries, they are mainly national related topics, including China's 5G technology, food banks, and eco-friendly shopping habits, etc.

- **Faculty of STEM**

Department of Mathematics - Students participated different Mathematical Olympiad Competition and competed with other participants in China (Hua Xia Cup and Asia International Mathematical Olympiad). Our students appreciate and respect them in a positive manner.

Department of Science - Topics related to scientific invention and discovery and conservation are added to the subject's own curriculum and the MAKER curriculum.

Department of Information & Technology Studies - Topics introducing the latest technological development in different areas in China have been incorporated as self-study bonus section in each term. A 2-day study tour to the Greater Bay Area has been organized for all Form 2 students in 2023/24, introducing the latest development of science and technology in China. Issues related concepts related to information security, protecting personal information online, identifying reliable and authentic sources of information have been included in the Curriculum.

- **Faculty of Humanities**

Department of Geography - Some topics of the geography syllabus include the elements of 'understanding the motherland', such as Eco-city in Tianjin for S1, Farming in China and Water Problems in China for S2, and Industrial Development in Hong Kong and mainland China for S3. The emphasis on nine priority values and attitudes, including National Identity, Commitment, and Empathy, suggests a holistic approach to character development and civic education.

Department of History - Some topics of the history syllabus include the elements of 'understanding the motherland', such as S1 Topic 4 and S2 Topic 8. Integrating "understanding the motherland" into the history curriculum (S1 Topic 4, S2 Topic 8) demonstrates a deliberate effort to cultivate students' appreciation and connection to their cultural and national roots. The emphasis on nine priority values and attitudes, including National Identity, Commitment, and Empathy, suggests a holistic approach to character development and civic education.

The school motto and Kuk's spirits were promoted in S2 Topic 8. The promotion of the school motto and Kuk's spirits in the S2 curriculum further reinforces the institution's values and identity. Following the final exam, a visit to the Cantonese Opera Education and Information Center was arranged by the Archaeology Club. This activity aimed to deepen students' understanding of the history and culture of Cantonese opera, thereby increasing their sense of belonging to the country and local community. The visit is a meaningful experiential learning activity that helps deepen students' understanding of local cultural heritage. Self-directed learning activities were implemented each term, providing students with virtual tour information and accompanying exercises. Through these activities, students learned about the historical and cultural connections between Hong Kong and the country, exploring topics such as the Fireboat Alexander Grantham Exhibition Gallery, the History of Hong Kong Industry, the Railway Museum, the Ex-Sham Shui Po Service Reservoir, and the Main Building of Po Leung Kuk. This helped strengthen students' sense of national and cultural identity.

社會及文化教育科部 - 推廣校訓及「保良精神」，於中一加入《認識保良局》之單元，把校訓及「保良精神」融入於課程中。強化學生品德，培養正面價值觀和態度、尊重社會上的多元性，營造健康正面的校園氣氛，如中一級加入《寰宇一家》和《建立價值觀》兩個單元；中二級加入《權利與義務》章節(香港及中國公民)；中三則有《可持續環境》及《公共衛生》單元(世界公民意識)。推廣《憲法》和《基本法》教育，培養學生認同國民身份，認識祖國及珍視中華文化中一加入《中國文化遺產》及《非物質文化遺產》章節；中二級加入《一國兩制及基本法》及《國安法》的單元；另加入《大灣區發展》以讓學生更了解祖國國情；中三級加入《中國近代經濟發展》及《中國的可持續發展》等單元及章節。

- **Faculty of Creative and Performing Arts**
Department of Music – Music team has revised the music curriculum according to the “Curriculum Framework of National Security Education in Hong Kong” announced by EDB. Conduct national anthem singing training in all S1 to S3 music lessons. This training aims to cultivate students' sense of national identity and appreciation of Chinese culture. Focus on teaching students the background, musical elements, mood, and composer's information related to the National Anthem. During the Tuesday morning assembly each week, two singers lead all students in singing the National Anthem during the flag raising ceremony. This regular practice deepens students' national identity and fosters a sense of unity and pride. A visit to the museum of arts to enrich students' ability to appreciate Chinese culture through music and visual arts. Students can experience immersive learning by exploring the Chinese Art culture while accompanied by background music that enhances the atmosphere. Implement self-learning activities each term that provide additional information on the national anthem, glossaries related to Chinese music, and videos showcasing various aspects of Chinese music culture. These self-learning materials enable students to explore different facets of Chinese music, thereby enhancing their holistic development. Organize Chinese instrument demonstrations to provoke students' interest in learning different Chinese musical instruments. These demonstrations help develop students' cultural awareness and foster an appreciation for diverse musical traditions.
- **Faculty of Sports Science**
體育科部 – 成功製作國家體育發展及成就閱讀教材套及網上自學材料，讓學生更了解國家體育發展及成就，提升國民身份認同；成功進行國家體育發展及成就閱讀教學活動及網上自學活動，讓學生更了解國家體育發展及成就，提升國民身份認同；成功透過聯校水運會/運動會、學校運動會及外出參觀活動，教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀；成功安排小息及午息在 CCTV5 + 頻道透過觀賞國家體育賽事，建立學生參予或觀看體育賽事時的正確態度及讓學生更了解國家體育發展及成就，提升國民身份認同；成功透過體適能、健康和營養的教學單元，讓學生建立健康的生活模式，從而明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻；成功定期進行體適能測試、健康指標測試及身體測量指標測試。
- **Academic Committee**
Chinese History and SCS have been optimized and Basic Law element, mother country understanding have been added. All subjects covered the elements of ‘understanding the motherland’.
- **Academic & Staff Development Committee**
Visits to both sister schools have resumed. A total of more than 30 students were involved. The exchange through formal occasions like lessons and meeting and informal ones like the casual meet up in the playground have created multiple opportunities for students to know more about student lives in the motherland.
- **Discipline and Guidance Committee**
Classroom management activities and value education sessions were carried out to promote positive values, such as integrity, responsibility, diligence, and teamwork, in order to strengthen students' character. S.1 and S.3 Leadership Training Day Camps were resumed after the pandemic. The S.1 camp was carried out in February by JPC, while the S.3 camp was organized by HKJYP, also in February. The objective of the camps is to help S.1 and S.3 students develop leadership skills through participating in group activities and training. The camps also aim to build up students' confidence, sense of responsibility, and self-discipline. Discipline Week was held each term to enhance students' self-discipline. Various talks, game booths, and other activities were held to promote positive thinking and values.
- **Moral, Civic and National Education Committee**
Through the activity on Life Wide Learning Days, students have learnt more about different aspects of our motherland - China. Regular Flag raising ceremony is held at hall every Friday and before three special occasions (1 July, 1 Oct and 1 Jan). We have 12 Civic Ambassadors. They are encouraged to take on responsibilities in different aspects, including Basic Law team leaders.
- **Public Communication and Ceremony Committee**
National flag raising and the singing of the national anthem are emphasized in official ceremonies and events. Po Leung Kuk spirit was promoted in publications and ceremonies. The emphasis on national flag raising and the singing of the national anthem in official ceremonies and events as they symbolize the unity, national pride and sense of national identity. By promote positive values and attitudes to our students, we can create a more positive and supportive environment in the society.
- **Student Affairs Committee**
Student Affairs Committee continues to cooperate with DGC and MCNEC to promote students' positive moral values through various activities or inter-class competitions. This year, the Student Union organized competitions such as Inter-class Classroom Notice Board Decoration Competition, Discipline Week, Green Christmas and etc. All these activities or inter-class competitions promote positive moral value to our students. Promoting moral values and attitudes of Love, Respect, Benevolence in monthly theme moral education session. Students had positive response and reflection during this session. In order to create a healthy life and health campus atmosphere, some planned activities such as Joyful Fruit Week and the Health Talk to our students. SAC has announced or promoted healthy information to our students from time to time. In order to effectively prevent influenza, SAC joined the Seasonal Influenza Vaccination Scheme provided by the Department of Health. Nearly 54% of our students received seasonal influenza vaccine in this year.

Reflections

- **中國語文文化及歷史學系**
中國語文課部 - 中文科通過選用富有品德教育內容的教材，並與其他學科合作舉辦戶外考察活動，在培養學生品德、價值觀和國民身份認同方面取得了顯著成效。
- **Faculty of English**
Department of English - Students know more about modern China and develop a sense of national and global identity. They learn to care about their own motherland and the world around them. Through national elements, students have learnt moral values, including the importance of being mindful shoppers, reducing waste and saving more resources. More emphasis can be placed on national security.
- **Faculty of STEM**
Department of Mathematics - Can organize study tours to Mainland China in the Life-wide Learning Day to strengthen student morality.
Department of Science - Further topics on Biotechnology and Renewable Energy development in China will be added to the curriculum.
Department of Information & Technology Studies - More activities outside classroom promoting correct values and attitudes, such as mutual respect and empathy while using the Internet, can be arranged to strengthen students' moral values.
- **Faculty of Humanities**
Department of Economics - Different activities offer various opportunities to students to develop their potential in moral financial education.
Department of Finance and Accounting - Different activities offer various opportunities to students to develop their potential in moral financial education.
Department of Geography - Some students have a limited understanding of basic knowledge about mainland China.
Department of History - Some students have a limited understanding of basic knowledge about mainland China and the World.
- **Faculty of Creative and Performing Arts**
Department of Music - Some NCS students have a limited understanding of the Chinese words when learning the national anthem.
- **Faculty of Sports Science**
體育科部 - 製作國家體育發展及成就閱讀教材套及網上自學材料，能讓學生更了解國家體育發展及成就，提升國民身份認同；進行國家體育發展及成就閱讀教學活動及網上自學活動，能讓學生更了解國家體育發展及成就，提升國民身份認同；透過聯校水運會/運動會、學校運動會及外出參觀活動，能教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀；小息及午息在 CCTV5+ 頻道透過觀賞國家體育賽事，能建立學生參予或觀看體育賽事時的正確態度及讓學生更了解國家體育發展及成就，提升國民身份認同；透過體適能、健康和營養的教學單元，讓學生建立健康的生活模式這方面，要加強教育學生明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻；必需繼續進行體適能測試、健康指標測試及身體測量指標測試，讓學生建立健康的生活模式。
- **Academic & Staff Development Committee**
Students have benefited a lot in terms of knowledge of the motherland, lives of students there and local culture. More lesson time and visit spots can be arranged so as to enrich the tours.
- **Discipline and Guidance Committee**
These activities demonstrate the school's focus on character development and promoting positive values among students. The regular scheduling of Discipline Week each term underscores the school's emphasis on self-discipline. The variety of formats, from talks to games, likely appeals to different learning styles and interests of the students.
- **Extra-Curricular & Creative Activities Committee**
Students learn the Flag Raising Skill and Chinese Marching from these uniform units. TIC need to have more knowledge / skills training.
- **Moral, Civic and National Education Committee**
Learning 'Basic Law', 'National Security Law' and affairs of China is a good way to let students know more about our motherland. More opportunities are provided for our students to learn more about 'Basic Law' and 'National Security Law' for the purpose of increasing students' sense of national identity and abidance by the law. 'Basic Law Ambassadors' program is a good resource for national education activities. More 'National Education' or National Security talks will be held in the coming year to let students know more about National Security.
- **Student Affairs Committee**
Regarding to the monthly theme moral education session, we always mainly focus on doing worksheets to consolidate students learnt. We can use different methods or teaching strategies to delivery moral values to our students. Healthy team can disseminate or promote more healthy and useful health information to our students through various different activities or methods, such as using poster, game booth, inter-class competition and etc. for the purpose of creating a healthy and positive campus atmosphere. Also, we can effectively use community resource such as co-operating with NGOs or the Department of Health in order to create a healthy and positive campus atmosphere.

Feedback and Follow-up

- **中國語文文化及歷史學系**
中國語文部 - 未來在延續現有做法的同時，可從以下幾方面著手，進一步深化學生對中華文化的認同和對社會多元性的尊重：
除了課程設計，舉辦不同活動也可以培養學生的品德及價值觀，尤其參觀內地建設的交流或考察團，來年將會參與由教育局舉辦的同根同心——深圳藝術文化探索之旅，以及自行設計行程——武漢正史文化之旅，帶領學生參觀祖國的景點，讓學生親身感受祖國的藝術成就、歷史文化和現代文明，加深認識不同省份的地域文化和民俗特色，增強學生的民族自豪感和文化自信，同時培養學生關注國家發展、肩負民族復興使命的家國情懷；
設跨學科專題研習，選取更多彰顯中華文化精髓和時代價值的教材，如非物質文化遺產、現當代文學作品等，拓展學生視野，加深學生對中華文化的理解和認同，同時培養學生欣賞和包容不同文化的胸懷；
加強與社區機構合作，舉辦多元文化交流活動，培養學生在尊重傳統中國文化，加強中華民族身份的認同。
中國歷史科部 - 來年可完善學校人才庫，鼓勵更多中國歷史具有能力的同學參加各項比賽，期望強化學生品德，培養有識見、負責任的公民，認同國民身份。
- **Faculty of English**
Department of English - More topics with regard to national security should be added to different topics. Teachers can refer to the EDB National Security framework and find reading articles related to resource security, homeland security, conservation, protection of our sea and biodiversity, etc.
- **Faculty of STEM**
Department of Mathematics - More activities outside classroom to promote right values and attitudes, such as learning more history from the Chinese culture and respect for pluralism in society.
Department of Science - More L&T materials or activities will be designed and conducted based on the current curriculum so as to strengthen and develop the sense and belongings of students to being a Chinese citizen.
- **Faculty of Humanities**
Department of Economics - The curriculum chosen on the Economics of HK is useful to strengthen students morality.
Department of Finance and Accounting - The curriculum chosen on Economics of HK is useful to strengthen students morality.
Department of Geography - Arrange “Geography of China” as self-learning materials in Form Google Classrooms and serve as lesson substitution works for students next year.
Department of History - Explore collaborations with local cultural institutions, heritage organizations, and community groups to enrich the learning opportunities for students.
- **Faculty of Creative and Performing Arts**
Department of Music - Provide various activities that incorporate different skills, such as the use of visual aids, performance opportunities, and multimedia resources, to encourage students to learn the lyrics of the national anthem.
- **Faculty of Sports Science**
體育科部 - 繼續使用國家體育發展及成就閱讀教材套及網上自學材料，提升學生國民身份認同；繼續進行國家體育發展及成就閱讀教學活動及網上自學活動，提升學生國民身份認同；繼續透過聯校水運會/運動會、學校運動會及外出參觀活動，能教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀；繼續小息及午息在 CCTV5+ 頻道透過觀賞國家體育賽事，能建立學生參予或觀看體育賽事時的正確態度及讓學生更了解國家體育發展及成就，提升國民身份認同；繼續透過體適能、健康和營養的教學單元，讓學生建立健康的生活模式這方面，並加強教育學生明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻；必需繼續進行體適能測試、健康指標測試及身體測量指標測試。
- **Academic Committee**
Foster collaborative learning among teachers to share best practices and develop a shared understanding of the objectives and approaches. Collect feedback from both students and teachers to identify areas for improvement or further refinement.
- **Academic & Staff Development Committee**
Enriching the tour should be a priority when tendering for the tours next year. Visiting one of the sister schools in alternate year can be considered so that more resources can be put into a single tour.
- **Discipline and Guidance Committee**
Students enjoy camping. We can organize an overnight camp next year. Students are interested in rope-climbing and free-fall activities. We can try to incorporate more abseiling events.
- **Extra-Curricular & Creative Activities Committee**
More outside source training will be implemented instead of all activities handled by teachers only.
- **Moral, Civic and National Education Committee**
More related activities will be held next year and the civic ambassadors will be trained to lead those activities.
- **Student Affairs Committee**
Regarding to the teaching strategies in monthly theme moral education session, Student affairs Committee will use more interesting and various teaching strategies to consolidate student learnt in the lesson. For example, we may ask students to write some little cards or use drawing instead of only doing worksheets to express their thought or ideas during the moral education lesson. For the purpose of effectively using community resources to create a healthy and positive campus atmosphere, we co-operate with NGO or government department to organize health talk or programme for our students. For example, we have joined the health programme (e.g. the Seasonal Influenza Vaccination Programme) or health talk provided by the Department of Health in next academic year.

Major Concern 4: Enhance the professional development of teachers

Achievements

- **中國語文文化及歷史學系**
中國語文部 - 本科一直鼓勵科任老師作專業發展。本年度，本科有一位老師參加了照顧不同學習需要的深造班課程、兩位老師參加了有關非華語學生學習中文的課程，而科組本年度也有參與教育局校本支援服務，兩位老師參與多次同儕備課活動，與教育局課程發展主任及課組同工共同準備教案，以及參與公開課堂。在課程完結後，同事在會議上與其他科任老師分享課程重點及得著，讓其他未能參與的老師都能有所提升；此外，本校要求老師在每次測考後都進行閱卷員會議，並在每年四次的測考後進行試卷回饋日，方便所有科任老師作水準一致的批改，點出學生強弱項及建議改善方法，這些做法都能快速提升老師改卷的水準，有助教師專業發展。
- **Faculty of English**
Department of English - Through the full implementation of BYOD, teachers have been making good use of different learning platforms:
I-Teach: Students can find past papers and reader exercises in this learning platform. The platform is able to assess students' performance immediately.
Google Classroom: Teachers can upload materials and keys for students if they have missed them.
Kahoot: This learning tool aims to help students develop an interest in learning by taking part in competitions.
- **Faculty of STEM**
Department of Mathematics - Created AR materials in Homework Worksheet to assist students in self-study. Create Keynote with Magic Move a to explain subject concepts, especially common errors. Improve lesson efficiency by using "Flipped classroom" at least three topics in each semester. Google Classrooms were set for each class for all students. Review and monitor teaching materials in Moxo and share various learning resources among form teachers. Use AI learning platform to input past paper for students to have more opportunities for targeted training
Department of Science - Promote the professional development of teachers and enhance the effectiveness of learning and teaching. Introducing and developing more information technology teaching (VR, AR). An AR apps for teaching of Biotechnology was developed. Both teachers and students can use this apps to self-learn the topics they would like to know. This apps is separated into two parts, one is the use of 15 apparatus and the other is the details of 12 experiments. This apps is not only used in biotech subject, living technology subject can also use this for its teaching. We participated the Learning and Teaching expo for two years. The team shared our STEM education strategies i.e. MAKER, biotechnology curriculum and student development to different audience in the expo.
Department of Information & Technology Studies - Subject teachers have joined EDB Gifted Education Network (STEAM Education cluster)
- **Faculty of Humanities**
Department of Economics - Various IT training is attended by teachers. We have set up google classroom as our subject online teaching platform. Most teachers get used to use this online platform for learning. Ipad has been used during lesson to enhance more interactive learning activities.
Department of Finance and Accounting - Various IT training is attended by teachers. We have set up google classroom as our subject online teaching platform. Most teachers get used to use this online platform for learning. Ipad has been used during lesson to enhance more interactive learning activities.
Department of Geography - Keynote slides were prepared for all units to enhance learning and teaching efficiency. Google Earth (AR) was used in lessons to facilitate teaching and learning in geography. AR sandbox was used in geography club to enhance learning. A blended teaching mode, including flipped classrooms, was implemented to improve teaching and learning effectiveness and cater for learners' diversity. Students can learn with their own pace and assisted by the learning materials placed in the Google Classrooms. An AI platform was used for past paper practice. AR was used to assist students in completing some of their homework, especially in high level data response questions.
Department of History - The Department successfully invited Professor LAU Chi-pang PhD JP, Lingnan University, as our subject consultant. All learning and teaching materials were circulated and signed among the subject form teachers to ensure that they comply with the national security. Teachers were encouraged to join EDB seminars or workshops. Participating in EDB-led training sessions helps ensure that teachers remain informed about the latest curriculum updates, pedagogical best practices, and educational policies. This exposure to new ideas and approaches can enhance the teachers' knowledge and skills, which can then be applied in the classroom.
社會及文化教育科部 - 於課上加入不同的電子教學策略：如 Kahoot! Mentimeter。善用 Google classroom，於同儕及觀課作分享交流，並與同級同事共用分享電子教材。科同事參加有關《憲法》、《基本法》、《香港國安法》等進修及講座。
- **Faculty of Creative and Performing Arts**
Department of Music - All learning and teaching materials were circulated and signed among the subject form teachers to ensure that they comply with the national security guidelines. It is encouraged to utilize materials from EDB websites during lesson times. Teachers are encouraged to participate in EDB seminars or workshops. By joining these training sessions led by the EDB, teachers can stay informed about the latest curriculum updates, pedagogical best practices, and educational policies. This exposure to new ideas and approaches enables teachers to enhance their knowledge and skills, which they can then apply effectively in the classroom.
- **Faculty of Sports Science**
體育科部 - 整體教師於學生評鑑獲平均分 3 分或以上(4 分滿分)；參與 8 項政府及體育總會的支援計劃（足、籃、羽、手、兵、田、毬、排）；科內教師 2023-2024 成功的專業發展：（共 87 小時）。
- **Academic Committee**
Learning and teaching materials were reviewed and monitored. The circulation and endorsement of the school-based "Learning & Teaching Materials, Learning Activities and Lesson Design Setting Record" were checked. We have joined EDB gifted education network, English, Mathematics, STEM. Open lessons have been arranged in all clusters.
- **Academic & Staff Development Committee**
Promotion proper use of information technology in teaching and enhancement of information literacy level of teachers are achieved through various occasions in staff development day.
- **Careers and Guidance Committee**
Each Careers Teacher joined at least three seminars regarding Career Planning in the school year. By joining the courses and seminars, our Careers Teachers could acquire updated knowledge regarding Careers and Life Planning. Three Life Planning teachers' trainings were given to related S1 – S3 class teachers in order to help teachers understand how to use the individual report to help students with subject selection and self-improvement.
- **Financial Committee**
Established clear financial processes and procedures that are easy for staff to follow. Regularly update the new requirements of the Education Bureau and Po Leung Kuk and notify employees in a timely manner. Develop, revise and publish procurement policies and procedures that are consistent with EDB and PLK requirements.

Reflections

- 中國語文文化及歷史學系
中國語文科部 - 期望來年可以有更多同事成功報名參加有關公開考試的進修課程，理解考評局的出題思路及批改要求，讓同事教學更具針對性。
- Faculty of English
Department of English - The learning platforms help students as they can revisit any part of the curriculum at home. However, some students find it hard to find the materials if the headings are not clearly stated. Some of them could not open the files if they are not in the correct format. There are not enough AR materials for the English Department.
- Faculty of STEM
Department of Mathematics - Strengthen teachers use of e-learning strategies to enhance the effectiveness of learning and teaching. Flexible use of multiple teaching strategies, like Kahoot!, Maths, Quizizz and other math app should widely use in lessons to facilitate teaching and learning, which helps students learn the math knowledge and concepts in a fun and more interactive way.
Department of Science - Not all teachers are familiar with the new biotech curriculum. The apps that we developed are helping them to self-learn the use of apparatus and experiments. This is a good way for the professional development of teachers. In the coming year, we will start to collaborate with LT, mathematics and IT to conduct some STEAM programme. We can continuously promote our biotechnology education with an official textbook. This definitely a better way for the team to popularize our biotechnology curriculum to primary school. A good way to promote our school to the public and we will continuously join different expo in this year.
Department of Information & Technology Studies - It is sometimes difficult for teachers to attend professional development activities on school days especially when the teacher is teaching other subjects involving split classes.
- Faculty of Humanities
Department of Economics - Different types of apps should be used by teachers to enhance the interactive teaching and learning.
Department of Finance and Accounting - Different types of apps should be used by teachers to enhance the interactive teaching and learning.
Department of Geography - Students' initiative to complete flipped classroom assignments before lessons and the use of the AR video platform to assist students to complete homework need to be enhanced. Some photos and figures disappeared in AI Past Paper platform after input.
Department of History - Not all subject teachers enrolled in the seminars or workshops due to busy workloads.
社會及文化教育科部 -本年度各同事進行了最少兩次的觀課。校本學生人才庫有助甄選合適的學生參加不同的比賽項目，可加以利用。繼續推動科組同事參與進修課程或講座。
- Faculty of Creative and Performing Arts
Department of Music - Due to busy workload, teachers are unable to attend any seminars or workshops.
- Faculty of Sports Science
體育科部 - 保持整體教師於學生評鑑獲平均分 3 分或以上(4 分滿分)，以追求更卓越教學表現；2024-2025 年參與 8-10 項政府及體育總會的支援計劃，能有助增目教學資源；科內教師 2024-2025 的專業發展目標為 30-50 小時，能有助教師更了解科目現況及發展，提升教學效能。
- Academic & Staff Development Committee
Themes or topics in staff development days might have been too wide which could in turn confuse the focus.
- Careers and Guidance Committee
EDB seminars may clash with school activities or teachers' lessons. It is difficult for teachers to join the trainings successfully.
- Financial Committee
In order to prevent employee turnover from being unfamiliar with financial rules and procedures, this committee should be more committed to establishing clear financial processes and procedures that are easier for employees to understand and operate. Consider providing professional development activities to let employees understand the new subsidies from the Education Bureau and the new requirements of Po Leung Kuk, and inform employees in a timely manner. Formulating, revising and issuing procurement policies and procedures that comply with EDB and PLK requirements can effectively improve financial work.

Feedback and Follow-up

- **中國語文文化及歷史學系**
中國語文科部 - 中文科一直重視教師的專業發展，鼓勵教師參加各類型的進修課程和同儕備課活動，並透過閱卷員會議和試卷回饋日，提升教師的評卷水平。這些措施有效促進了教師專業水準的提高。未來在深化現有做法的同時，可從以下幾方面著手，進一步推動教師專業發展：
建立科內分享機制，定期舉行教學研討會，讓參加培訓的教師與其他同事分享心得，交流經驗，實現專業知識的傳承和共享，提高整體教學水平；
鼓勵更多教師報讀與公開考試相關的進修課程，全面瞭解考评局的命題趨勢和評分要求，掌握最新的教學資訊，以便因材施教，提升學生應試能力；
在校內開設教學技巧工作坊，邀請經驗豐富的教師或專家現身說法，講解教學設計、課堂管理、學生溝通等方面的實用技巧，幫助新手教師快速成長。
- **Faculty of English**
Department of English - It is suggested that experienced colleagues teach new colleagues to use the online platforms effectively which include the naming of teaching files, the use of correct file formats, a clear instruction on how to use certain learning items, etc.
More AR materials have to be added. Training sessions should be provided for new colleagues if they do not know how to use the AR platform or record high quality videos that fulfil the requirement of our college.
- **Faculty of STEM**
Department of Mathematics - New teachers are learning how to use the AR related Apps to scratch 3D objects, more IT training session can be held for drawing the AR materials. New teaching methods and lesson designs are continuously explored and try out in the lesson.
Department of Science - More seminars, sharing or exchange on the Science curriculum will be encouraged to science teachers to take part so that the integration of the STEM education for students can be enhanced.
- **Faculty of Humanities**
Department of Economics - The use of different apps is useful to provide opportunity for students to learn at everywhere.
Department of Finance and Accounting - The use of different apps is useful to provide opportunity for students to learn at everywhere.
Department of Geography - Explore strategies to motivate students to actively engage with the flipped classroom content and assignments before lessons. Implement clear expectations, deadlines, and incentives to encourage students to complete the pre-class activities. Follow up with ITC to fix the missing photos and figures issues.
Department of History - Investigate the feasibility of offering EDB seminars and workshops in more flexible formats, such as online or hybrid models, to accommodate teachers' schedules and reduce the burden of physical attendance. Reinforce the importance of professional development and continuous learning among the subject teaching staff. Encourage peer-to-peer learning and the sharing of knowledge and best practices within the subject community.
- **社會及文化教育科部** - 來年爭取安排進行了友校（莊預）的觀課交流。
- **Faculty of Creative and Performing Arts**
Department of Music - Investigate the feasibility of offering EDB seminars and workshops in more flexible formats, such as online or hybrid models, to accommodate teachers' schedules and reduce the burden of physical attendance. Reinforce the importance of professional development and continuous learning among the subject teaching staff. Encourage peer-to-peer learning and the sharing of knowledge and best practices within the subject community. Communication with different school music teachers can be helpful in providing new methods for teaching. By collaborating and exchanging ideas with fellow music educators, teachers can gain insights into innovative teaching approaches and strategies.
- **Faculty of Sports Science**
體育科部 - 保持整體教師於學生評鑑獲平均分 3 分或以上(4 分滿分)；2024-2025 年參與 8-10 項政府及體育總會的支援計劃；科內教師 2024-2025 的專業發展目標為 30-50 小時。
- **Academic Committee**
Maintain a regular review and monitoring cycle for the learning and teaching materials to ensure they remain up-to-date and effectively support student learning. Leverage the expertise and resources available through the EDB gifted education networks to continuously enhance the school's support for high-performing students.
- **Academic & Staff Development Committee**
IT training and other development activities such as STEM tour and team building should be conducted in separate years so that staff development can be more focused in a year.
- **Careers and Guidance Committee**
More sharing between teachers.
- **Financial Committee**
Develop clearer financial processes and procedures and communicate them to all staff at the beginning of the year. Continue to regularly update the new requirements of the Education Bureau and Po Leung Kuk, and notify employees in a timely manner. Adherence and full mastery must meet the requirements of the Education Bureau and the Public Policy Committee.

Major Concern 5: Maximize the use of information technology to enhance the efficiency of teaching and learning.

<p>Achievements</p> <ul style="list-style-type: none">● 中國語文文化及歷史學系 中國語文科部 - 本科大力推行資訊科技教學，中一至中三課程資料已上載 Google classroom 及 schoology 供學生自行運用，而且資料包括 Word、PDF、Keynote、iBook、語音及視頻等形式；部分練習如聆聽、視聽資訊及專題研習亦要求學生在線上完成。此外，本科老師會於不同課題運用翻轉課堂的方法，讓學生早作預習，提升課堂效能。中一上學期課題包括《差不多先生》、《背影》、《燕詩》，下學期包括《愚公移山》、《生物的睡眠》、《從今天起》；中一非華語課題包括《中秋節的晚上》、《月餅》、《與中秋有關的神話傳說》；中二上學期課題包括《愛蓮說》、《陋室銘》、《水調歌頭》，下學期包括《馬說》、《為學》、《說勤》；中二非華語課題包括《除夕》、《大年初一至年初三》、《年宵》；中三上學期課題包括《愛蓮說》、《論馬》、《孔明借箭》，下學期包括《讀孟嘗君傳》、《「雞鳴狗盜」未可輕》、《鄒忌諷齊王納諫》，中三非華語課題包括《中國的情人節》、《書信格式》，以及《牛郎與織女》；本年度科組積極配合校方發展人工智慧系統，上載去年試題為學生作參考及溫習。● Faculty of STEM Department of Information & Technology Studies - Preparation of materials have been completed according to AC's instructions. Lesson Keynotes are prepared for all theory topics and are available on Google Classroom.● Faculty of Humanities Department of Geography - Keynote slides were successfully prepared for all units of the subject to enhance learning and teaching efficiency. Additionally, videos were prepared for difficult homework questions to enhance students' learning effectiveness. Google Earth (AR) was used in lessons to facilitate teaching and learning in geography. AR sandbox was used in geography club to enhance learning. A blended teaching mode, including flipped classroom, was implemented to improve teaching effectiveness. Department of History - Keynote slides were prepared for all topics to enhance learning and teaching efficiency. The implementation of a blended teaching mode, including the flipped classroom technique, suggests a proactive approach to improving teaching effectiveness. The flipped classroom model, where students engage with content outside of class and use class time for more interactive and collaborative activities, can foster deeper understanding and engagement. Adopting a blended approach that combines face-to-face instruction with technology-enhanced elements can create a more dynamic and personalized learning environment. An AI platform was used for past paper practice and drilling. The use of an AI platform for past paper practice and drilling demonstrates the school's embrace of technology-driven learning solutions. Leveraging AI for past paper drilling can help students identify their strengths, weaknesses, and areas for improvement, leading to more targeted and efficient revision. AR (Augmented Reality) was used to assist students in completing their worksheets. Videos were prepared for difficult worksheet questions to cater to students' needs. These multimedia resources can help improve the efficiency and clarity of content delivery, ensuring that students have access to well-structured and engaging learning materials. The videos addressing difficult worksheet questions cater to students' needs, providing additional support and scaffolding for challenging concepts.● Faculty of Sports Science 體育科部 - 教師成功製作資訊科技教材，供科內使用及學生自學資源庫使用；教師成功運用混合教學模式，在網上提升評估前自學教材，有助促進學生學習成效(翻轉課堂)。● Academic Committee BYOD in S1 can be launched fully in 2nd term. We are developing AR learning materials. Teachers are assigned respectively for making AR teaching materials. AI platform also been used for past paper drilling.● Careers and Guidance Committee A Google Classroom was created for all S3 students, class teachers and career teachers to facilitate the self-directed learning in life planning. Information regarding the four seminars on further studies was put in the Google Classroom for students to reach at their convenience and easy reference. Both students and parents gave very positive feedback for having the S3-CGC Google Classroom as they can easily reach the information at their own pace.● Environment & Resources Management Committee The new smart locker provides an efficient way for students to store their books and notes. According to the "Green School 2.0 - Smart Energy Saving Scheme", the RTEMS (Real-time Energy monitoring System) is installed to monitor the usage of energy in the school.
<p>Reflections</p> <ul style="list-style-type: none">● 中國語文文化及歷史學系 中國語文科部 - 中文科積極推行資訊科技教學，利用多元化的電子資源和線上學習平台，豐富教學內容，提高學生的學習興趣和效率。同時，通過翻轉課堂的方式，培養學生自主學習的能力。此外，科組還配合校方發展人工智慧系統，為學生提供大量練習題目，鞏固所學知識。● Faculty of STEM Department of Information & Technology Studies - Students can be encouraged to better utilize the platform for self-directed learning.● Faculty of Humanities Department of Geography - Students' initiative to complete flipped classroom assignments before lessons needs to be enhanced. Department of History - Students' initiative to complete flipped classroom assignments before lessons and the use of the AI platform for past paper drilling need to be enhanced. There are areas for improvement in student engagement and utilization of the implemented teaching and learning technologies.● Faculty of Sports Science 體育科部 - 製作資訊科技教材，供學生自學資源庫使用，有助學生提升自學表現及更善用課堂時間進行更多技能教學活動；教師成功運用混合教學模式，在網上提升評估前自學教材，有助促進學生學習成效(翻轉課堂)，學生可以在課堂評估對已掌握評估項目及自行練習，更有助提升學生成績。● Academic Committee Both the AR and AI platforms still have some bugs, and they are not very user-friendly, thus not all students use them consistently.● Careers and Guidance Committee Some students may not explore the career and future studies information in S.3 CGC Google Classroom has been created, so students and access the information regarding their further studies.● Environment & Resources Management Committee It is important to balance the progress of work and operation of the school in order to minimize the negative impact of the construction works on the operation of the school.

Feedback and Follow-up

- 中國語文文化及歷史學系
中國語文科部 - 未來在深化現有應用的同時，會從以下幾方面著手，進一步發揮資訊科技在教與學中的潛力：積極配合校方發展人工智慧系統，發放更多題目供學生練習；加強線上線下教學的融合，將課堂討論、小組合作等活動延伸到網路空間，拓展學習的時間和空間，促進學生之間的協作和交流；鼓勵學生利用資訊科技平台進行創作和表達，如製作數位故事、腦圖等，培養學生的創新思維和實踐能力，提高語文綜合運用能力。
- Faculty of Humanities
Department of History - Explore strategies to motivate students engage with flipped classroom content and assignments before lessons. Implement clear expectations, deadlines, and incentives to encourage students to complete the pre-class activities. Offer additional support and guidance to students on how to effectively utilize a flipped classroom resource and the AI-powered past paper drilling platform. Ensure that students understand the potential benefits of these approaches and how they can contribute to their overall academic success. Encourage students to take ownership of their learning and to actively seek out resources and opportunities to enhance their understanding and performance. Recognize and celebrate students who demonstrate initiative and effective utilization of the available learning tools and technologies.
- Faculty of Sports Science
體育科部 - 繼續製作資訊科技教材，供學生自學資源庫使用，目標是年內所有課程內容；繼續運用混合教學模式，在網上提升評估前自學教材，目標是年內所有評估內容。
- Academic Committee
The presence of bugs in the AR and AI platforms is a valid concern that needs to be addressed. Work closer with the AR and AI platform providers to identify and resolve the existing bugs. Gather feedback from students to understand their pain points and preferences and use these insights to refine the platforms.
- Careers and Guidance Committee
Class teachers need to check the S.3 CGC Google Classroom frequently.

6.2 Key Projects Taken by Subject Faculties

Key Project	Evaluation
Faculty of Chinese Language & Culture and History - Chinese Language	
1. 優化具特色的校本課程	<ul style="list-style-type: none"> • 本年度中二級轉用新出版社——教育圖書公司出版的教科書。教科書內容更符合教育局的要求，除了訓練科本知識，還緊扣品德情意，合乎本科課程發展需要，也符合教育局國家安全課程框架。此外，本科的校本設計教材包括：寫作課程(包括長文、短文、實用文、中一隨筆寫作)、語文基礎知識冊、科本廣泛閱讀計劃、四字詞訓練、閱讀寶藏、輕談國學歌風雅、專題研習、網上完成聆聽及視聽資訊練習等，設計不同形式的作業，引起學生的學習動機，以增進他們學習興趣，並從多方面訓練學生語文能力及各種技能； • 本科於中一級嘗試加入十三次隨筆寫作練習，寫作內容緊扣不同單元的學習主題，讓學生能夠抒發自己的想法和感受，逐步提升寫作能力； • 本年度推出了三套校本閱讀理解練習，涵蓋各類文章體裁的閱讀理解，如記敘文、說明文、議論文等，能有效地幫助各級學生掌握不同文體的特點和閱讀策略。
2. 提升學生學業成績及全人發展	<ul style="list-style-type: none"> • 在提升學生學業成績方面，本科在四個學段都有分析學生的情況而作出具針對性的補課內容，例如補學生語文基礎知識，包括正字正詞、名句選讀、詩詞選讀、文學體裁、文言基本知識等，或補白話文閱讀理解，以及針對全港性系統評估進行大規模的小組討論訓練，目的都是幫助學生應付校內及校外的考試。此外，本科老師亦設計了不同形式的功課，讓學生在線上、線下都能學習。我們把聆聽及視聽資訊功課改為線上自學課程，又設計了需於線上繳交的專題研習功課，本年度中三級的專題研習更與科學科作跨學科合作，主題為「風水林」。當中更邀請了「大嶼山保育基金」派員作專題講座，亦於學校不同樓層安置展區，讓學生對研究主題有更深入瞭解。科任老師更與中三同學探討香港風水林與中國文化的關係，讓學生就中國傳統風水思想的影響、生態智慧的體現、文化景觀的構建以及文化記憶的承載作深入探討及分析，從而提升中三學生的不同能力，包括閱讀理解能力、資料搜集能力以及傳統文化自信； • 本年度中文科積極配合學校的資優教育發展，在「明日之星」計劃下為中三級資優學生提供針對性的課後輔導，重點培養學生在 DSE 中文科閱讀理解及寫作方面的能力。閱讀理解方面，選取合適的文章作範例，講解 DSE 閱讀理解不同題型的答題技巧和常見題型，如長答題、選擇題等，訓練學生快速掌握文章脈絡、中心思想和寫作手法，並準確理解題幹要求。老師亦有指導學生根據文章內容組織有條理的答案，做到觀點正確、論證充分、邏輯清晰。另外，於寫作訓練方面，針對性講解 DSE 各類文體的寫作要求，如記敘文、議論文、描寫文等，並提供範文賞析。訓練學生審題、審材、審時事材料，選材立意、確立中心，做到思路清晰。老師更指導學生謀篇佈局，做到開合有度、詳略得當、過渡自然。此外，更分析文章優秀之處，如行文流暢、結構嚴謹、論證充分、修辭得體等，使學生明白如何提升文章質量。老師更會批改學生的練習和作業，針對學生的問題給予具體指導和建議； • 在全人發展方面，本科老師連同中國歷史科、視覺藝術科及社會及文化教育科，舉辦了中國傳統節慶活動（全盒）活動。春節是中國最隆重的傳統節日，為了讓學生更深入瞭解春節習俗，感受中國傳統文化魅力，學校特別舉辦春節活動，讓學生瞭解春節的習俗，其中的重頭戲是書法攤位，讓學生在玩樂中學習書法知識，體驗中國傳統藝術之美，完成書法成品後更可取得全盒一個。活動設置多個攤位遊戲，每個攤位圍繞一個春節習俗及文化知識主題，完成攤位遊戲後會取得一種全盒食品。師生皆積極參與這項活動，顯示出活動的成效卓著； • 另外，本科老師帶領學生參加了不同活動，如於戶外研習日與學生分享電影《長安三萬里》，讓學生交流觀後感想，加深對中國文化的理解。另外，本科更與設計與科技科合辦全校中國象棋棋藝比賽，當中特設教授非華語學生的象棋技巧工作坊，讓非華語學生也能參與其中。而舉辦這些比賽或教學活動，可讓學生在遊戲中學習中國文化，成顯極佳。通過這些多元化的活動和教學，學校可以為學生創造更多接觸和學習中國文化的機會，促進華語和非華語學生的交流，營造一個多元包容的校園環境。
3. 強化學生品德，培養有識見、負責任的公民，認同國民身份，並具備世界視野，持守正面價值觀和態度，珍視中華文化和尊重社會上的多元性	<ul style="list-style-type: none"> • 在強化學生品德及價值觀教育方面，本年度中二級選用了新教科書，當中的教授了學生不同的品德情意，包括：謹言慎行，敦厚謙虛、做事認真堅持、欣賞自然、培養君子的品格、學會知足常樂、積極面對逆境、忠君愛國、欣賞自然、培養良好習慣、懂得欣賞別人的優點、做個表裏如一的人、培養公正廉潔的品格、道不同不相為謀的交友之道、不可以貌取人、培養努力好學精神、感受親恩、學懂適可而止、發憤求學。而在認識中華文化元素方面，包括：中國傳統玩意、《三國演義》與章回小說、文人眼中的風、雨、雪、狼、中國古代計時單位、植物「四君子」、中國文學中的植物、「銘」的由來和演變、酒與中國文化、文學作品中的樓、文學世界中的秋天、古代的書房、千里馬、貓的古代別名、中國古代神童、登門拜訪的禮節、年畫、中國傳統競技運動、中國古代體育活動的意義、皇陵、成功的要訣、勤學成材的古人。而中一及中三的教科書也有強化學生品德及價值觀，亦有讓學生認識不同中華文化元素； • 中國語文科在上下學期的戶外研習日與中國歷史及視覺藝術科學辦了開平歷史文化藝術之旅，目的也是強化學生品德及鞏固學生國民教育方面的價值觀。通過這次戶外研習，三個學科實現了有效的跨學科合作，為學生提供了一個全面而立體的學習中國文化的機會。而學生親身到訪開平的歷史文化遺跡，如赤坎古鎮村等，可以通過實地考察加深了對開平歷史文化的認識和理解，學生更加認識和珍惜中國傳統文化，增強了文化傳承意識。

4. 提升教師專業發展	<ul style="list-style-type: none"> • 本科一直鼓勵科任老師作專業發展。本年度，本科有一位老師參加了照顧不同學習需要的深造班課程，兩位老師參加了有關非華語學生學習中文的課程，而科組本年度也有參與教育局校本支援服務，兩位老師參與多次同儕備課活動，與教育局課程發展主任及課組同工共同準備教案，以及參與公開課堂。在課程完結後，同事在會議上與其他科任老師分享課程重點及得著，讓其他未能參與的老師都能有所提升； • 本校要求老師在每次測考後都進行閱卷員會議，並在每年四次的測考後進行試卷回饋日，方便所有科任老師作水準一致的批改，點出學生強弱項及建議改善方法，這些做法都能快速提升老師改卷的水準，有助教師專業發展。
5. 全力運用資訊科技，提高教與學的效能	<ul style="list-style-type: none"> • 本科大力推行資訊科技教學，中一至中三課程資料已上載 Google classroom 及 schoology 供學生自行運用，而且資料包括 Word、PDF、Keynote、iBook、語音及視頻等形式；部分練習如聆聽、視聽資訊及專題研習亦要求學生在線上完成。此外，本科老師會於不同課題運用翻轉課堂的方法，讓學生早作預習，提升課堂效能。中一上學期課題包括《差不多先生》、《背影》、《燕詩》，下學期包括《愚公移山》、《生物的睡眠》、《從今天起》；中一非華語課題包括《中秋節的晚上》、《月餅》、《與中秋有關的神話傳說》；中二上學期課題包括《愛蓮說》、《陋室銘》、《水調歌頭》，下學期包括《馬說》、《為學》、《說勤》；中二非華語課題包括《除夕》、《大年初一至年初三》、《年宵》；中三上學期課題包括《愛蓮說》、《論馬》、《孔明借箭》，下學期包括《讀孟嘗君傳》、《「雞鳴狗盜」未可輕》、《鄒忌諷齊王納諫》，中三非華語課題包括《中國的情人節》、《書信格式》，以及《牛郎與織女》； • 本年度科組積極配合校方發展人工智慧系統，上載去年試題為學生作參考及溫習。
6. 學生成就(獎項)	<ul style="list-style-type: none"> • 本年度中文科及普通話科盡力推動學生參與校外比賽，學生於多個比賽取得獎項； <ul style="list-style-type: none"> ○ 在中文寫作方面，學生的表現理想： <ul style="list-style-type: none"> - 2023-24 中國青少年語言文化學會舉辦的「菁英盃」作文比賽(初賽)，1 位同學獲得一等獎，6 位同學獲得三等獎； - 2023-24 全國青少年語文知識大賽「菁英盃」作文入圍賽(決賽)，1 位同學獲得一等獎，3 位同學獲得二等獎，3 位同學獲得三等獎； - 聯合出版集團旗下「一本讀書會」聯同「有益圖書俱樂部」舉辦的首屆全港中小學生寫作比賽「我為甚麼喜歡這一本書」，1 位學生取得優秀獎； - 中國青少年語言文化學會舉辦的「菁英盃」作文比賽中，經過三輪比賽，最終本校有 1 位同學獲得一等獎，2 位同學獲得二等獎，3 位同學獲得三等獎； - 魯迅青少年文學獎香港組委員會舉辦的第十五屆魯迅青少年文學獎，2 名學生成功入圍決賽，7 月 6 日將會參加決賽； ○ 在朗誦及演講比賽方面，本科積極推動學生參與校外比賽，並於多個比賽中取得佳績： <ul style="list-style-type: none"> - 於第 73 屆香港學校朗誦節中，有 4 位同學獲得優良獎狀，另外有 4 位學生獲得良好獎狀； - 燕橋中港文化藝術交流促進會舉辦的第二十二屆〔校園拔萃盃〕全港青少年朗誦-文學-藝術交流大賽，有 1 名學生取得金獎，4 名學生取得銀獎； - 普通話專業協會舉辦的「香港學界公開賽」暨第十八屆「BNCL 證書」學術才藝大賽，有 1 名學生取得冠軍，2 名學生取得亞軍，2 名學生取得季軍； - 香港普通話專業協會舉辦的學界朗誦公開賽暨第六屆「專業精英盃」學術才藝大賽，有 1 名學生取得冠軍，2 名學生取得亞軍，2 名學生取得季軍； • 另外，於教育局舉辦的非華語中文才藝比賽，1 位學生獲得優異獎。

Key Project	Evaluation
Faculty of Chinese Language & Culture and History - Putonghua	
1. 建構具特色的校本課程	<ul style="list-style-type: none"> 本年度除課堂學習外，教師亦提供了自學平台「谷歌教室」供學生自學；無論是聽、說、讀、寫以及語音知識方面，教師都製作了大量網上學習資源及教學影片。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習； 此外，配合學校「自攜裝置」政策，本科教師亦設計了不少 Kahoot！練習，於課堂上使用，以提升學生的學習普通話興趣。
2. 優化評估系統，提升學與教效能	<ul style="list-style-type: none"> 本年度，普通話科從聆聽、說話、語音拼讀、網上語音評估四方面評核學生普通話能力，教師能更全面掌握學生的學習成效。當中中一級嘗試用現在熱門的環保主題「綠在區區」作為聆聽筆試的考核內容，提高學生對環保的認識，推廣環保活動；語音知識由讀出改為筆試，有助教師檢視及分析學生表現，提升教學質素。
3. 發揮學生潛能，加強資優教育，系統化培育不同方面資優學生、積極鼓勵及安排學生參與國際性及全港性比賽	<ul style="list-style-type: none"> 本年度普通話科推動學生參與校外比賽，學生於比賽中取得佳績： <ul style="list-style-type: none"> 第 22 屆校園拔萃盃中，學生獲得 1 個金獎及 4 個銀獎； 「香港學界公開賽」暨第十八屆「BNCL 證書」學術才藝大賽中，學生獲得 1 個冠軍、2 個亞軍及 2 個季軍； 香港學界公開賽暨第五屆「專業精英盃」學術才藝大賽普通話詩詞朗誦比賽中，學生獲得 1 個冠軍、2 個亞軍及 2 個季軍。
4. 優化教學條件，提供優質教學	<ul style="list-style-type: none"> 本年度除課堂學習外，教師亦提供了自學平台「谷歌教師」供學生自學；無論是聽、說、讀、寫以及語音知識方面，教師都製作了大量網上學習資源及教學影片。
5. 提供適切支援，提升學生學術表現	<ul style="list-style-type: none"> 為加強對資優學生的培育，鼓勵普通話能力較強的學生參加各項活動及比賽，為有能力的同學提供適當的訓練。

Key Project	Evaluation
Faculty of Chinese Language & Culture and History – Chinese History	
1. 優化具特色的校本課程	<ul style="list-style-type: none"> 本科教師設計了網上學習資源及教學影片，並上載至「谷歌教室」，供學生學習。為了配合教育局有關憲法行事曆滲入平日課程內容，本年度將相關教學內容，配合體育科有關國家體育運動的發展，作為慶祝國慶假期的網上功課。同學們的反應良好； 本科持續與體育科進行閱讀計劃的跨學科協作，提升學生自主學習的能力。從本年度，中三級上學期的閱讀優良等級成績反映成效良好。
2. 優化評估系統，提升學與教效能	<ul style="list-style-type: none"> 2023-2024 年度，中一級嘗試用「史前夏商周」第一個歷史時期進行課堂說故事活動，提高學生對歷史人物的認識，透過說故事活動教學，有助教師分析學生對歷史人物的了解，提升教學質素。本年度本科進行白板默寫「史前夏商周」人物生字的方式，有利同學書寫較難記憶的歷史人物名稱，改善教學效能。
3. 強化學生品德，培養有識見、負責任的公民，認同國民身份，並具備世界視野，持守正面價值觀和態度，珍視中華文化和尊重社會上的多元性	<ul style="list-style-type: none"> 本年度舉辦不少活動及參加四個網上《基本法》、國家安全教育比賽，雖然本科尚未獲得獎項，但是在校內社際《基本法》比賽中，發現了多位具有潛質的中一同學，已將相關同學名單輸入本校人才庫，期望培養一隊優秀的國史校隊。為本校爭光； 中史科、中文科、視覺藝術科一起進行開平歷史文化藝術考察之，期望透過考察活動，強化本校學生品德，培養他們具有識見、成為負責任的公民，認同國民身份的青少年。

Key Project	Evaluation
Faculty of English - English Language	
<p>1. Life-Wide Learning Day The English Speaking Activity</p>	<p>The English Public Speaking Activity offered some intensive practices for our Form One students. The native English-speaking tutors prepared booklets, Keynote and videos in the lesson. Students were able to demonstrate effective public speaking techniques. The materials and games prepared matched with the teaching syllabus and students' ability. Students learnt the speaking skills from the games and activities.</p>
<p>2. Gifted Education Debate Team, Speech Team, Writing Team</p> <ul style="list-style-type: none"> • Designing tailor-made curriculum for the 3 school teams • Establishing school-based gifted education curriculum aiming at raising and exploring students' potential • Encouraging and arranging for students to participate in at least 1-5 local or international competitions or assessments • Assisting individual gifted students to participate in local/international competitions • Regular training sessions were conducted before the competition throughout the year 	<p>Under the gifted education, the three school teams namely the Speech Team, Debate Team and Writing Team had won over ten prizes and received over twenty certificates of merits in competitions this year.</p> <p><u>Speech:</u></p> <ul style="list-style-type: none"> • The HK 75th Speech Festival: one student received the Champion, five students received 1st runner up, two students received 2nd runners up. • In the 2023 Guangdong, Hong Kong & Macau Greater Bay Area Speech Contest (Hong Kong Region): two students received 2nd runners up and a total of 21 merits with 11 students over 85/90. <p><u>Debate:</u></p> <p>Students were actively involved in the debate competitions this year. We have 21 members this year. We won in the first round and tied in the second round. With many new students this year, they learnt a lot. We need to train up new members again for next year because of promotion to senior forms.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • In the First Writing Competition for Primary and Secondary School Students in HK, we received the Excellence Award.
<p>3. Running school-based English tutorials to support newly arrived children in learning English effectively</p> <ul style="list-style-type: none"> • Held on Saturdays • Duration: 1 hour for each period • 8 to 10 participants in each class • Teachers work with tutors to design tailor-made curriculum, teaching and learning materials 	<p>Sixty students were selected to join the tutorials based on their UT 1 results. Tutorials started from December and 13 lessons have been conducted for each student. Two experienced teachers were hired for the tutorials, and they have provided useful teaching and learning materials and activities. Positive feedbacks were received from students and improvements were shown in students' results. Students' reading, grammar and listening skills were trained in the sessions.</p> <p>Since there were only a few NAC, those students who need more basic knowledge training were also selected for the tutorials. Attendance for all classes was satisfactory.</p>

Key Project	Evaluation
Faculty of STEM - Mathematics	
1. Revise of the curriculum	<ul style="list-style-type: none"> All set of school-based lesson worksheets and materials were developed. The sequence of teaching the topics in each form were re-arranged in the year. Teachers refined topics for self-study. Bonus part strengthened the bridging between junior and senior secondary mathematics curriculum. All teaching materials were circulated among colleagues, make sure that the content did not violate the Law of National Security. Value education was embedded in the teaching and learning. Students developed senses to discriminate impossible ones and having options to solve a problem by the techniques in answering MC questions in all circumstances throughout the year.
2. Cross-curricular reading scheme and activity	<ul style="list-style-type: none"> Cross-KLA reading scheme was done with History and Science departments in S2 during 2nd term. Most students submitted and completed their works properly.
3. Optimization of Ability Indicator	<ul style="list-style-type: none"> All homework worksheets were designed with learning summary in the ability indicator, learning key points hints or guidelines to facilitate learning consolidation. Class subject teachers then fine tune the worksheets for their own classes to cater for the learning diversity if necessary. Students shown improvement in the homework performance, punctuality of homework submission and the quality of the corrections made. In addition, it trained up most of the students to perform a good filing practice.
4. Optimize test feedback continuously	<ul style="list-style-type: none"> Analysis of the internal assessment results were made after every assessment like uniform test and examination, students' common errors and marking is highlighted. AQP analysis for the whole assessment paper was adapted in all uniform test and exam papers. Students shown improvement in the homework performance, punctuality of homework submission and the quality of the corrections made. In addition, it trained up most of the students to perform a good filing practice.
5. Tutorial Arrangements	<ul style="list-style-type: none"> 12 tutorial lessons Mathematics were successfully arranged by AC, the tutorial exercise is deepened by giving demonstration of similar questions to help students to consolidate. MC technique and use of calculators is emphasis in the tutorial Intensive S3 TSA tutorials are conducted for drilling TSA past paper. Potential S3 students is selected into the Future Star Program for to get excellent grade in public exam, DSE type questions are introduced in the training
6. Set up of Self-study Data Resource base	<ul style="list-style-type: none"> Lesson Keynote / Video was uploaded in the Google Classroom Database. TSA past papers in sub-topics were prepared in Google Classroom, students are encouraged to use it as a revision. Students are eager to do as the topics are arranged in S1, S2 and S3 levels. Especially S3 students reflected that it's useful as they can use it to revise the S1 and S2 topics, as a detailed solutions will also be provided after they finished the Google Classroom exercises.
7. Whole-School activity	<ul style="list-style-type: none"> Mathematics Club was formed by a group of S1 to S3 students who are interested in mathematics with teachers as consultants. Two whole school math contest "Inter-class Kahoot Competition", "Rubik's Cube competition" and "Sudoku Activity" was carried out in each term as inter-class competition. These interdisciplinary learning activities provided students with a lot of fun and develop a cross-faculty learning experience.
8. Use of different IT teaching materials	<ul style="list-style-type: none"> To create a more interactive teaching and learning environment, e-learning were carried out in all classes in the year. Kahoot!, Nearpod, gMaths and Quizizz and other math app were widely used to facilitate teaching and learning, which helps students learn the math knowledge and concepts in a fun and interactive way. Furthermore, google classrooms were set for each class for all students for flipped classroom. The Maths Department is introducing AR technology for the homework in this years and 3D model can be shown by scanning the AR Marker in the AR Apps. AR homework is made by subject teachers to promotes self-regulated learning to the students.
9. Maths School Team	<ul style="list-style-type: none"> Maths Gifted Education Training Program with refined curriculum for each form were arranged for math elite students. The team have 29 members in total by selected 9-10 math elite students from each form. The program was carried out by our math teachers and out-sourced organization throughout the year with systematic trainings to inspire the members to explore their potentials. This year, our team members won over 40 prizes in various mathematical competitions in territory-wide and regional levels : <ul style="list-style-type: none"> 2nd Class Award in Pan-Asia Pacific International Mathematics Invitation Competition 2024- Heat 2nd Class Award in Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2024- Heat 2nd Class Award in Hua Xia Cup (Southern China Region) Mathematical Olympiad Contest 2024- Semi Final Bronze Award in 2024 Asia International Mathematical Olympiad Open Contest- Heat Bronze Award in 2024 Asia International Mathematical Olympiad Open Contest- Semi Final

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Science)	
1. Science Competition	<p>Our students have participated in various competitions and gained satisfactory results. Each competition had provided students chances to explore their potential. Most of the students found the competition and project making interesting and challenging even though those competitions required a lot of time and efforts.</p>
2. Life-wide Learning activities	<p>This year, we organized some STEAM related visits, seminars and workshops to our students.</p> <ul style="list-style-type: none"> • Visiting Hong Kong Biodiversity Museum, The University of Hong Kong • Juvenile Horseshoe Crab Rearing Programme –STEAM project exhibition <p>All the above programmes aim to provide learning experience for students to be aware and deepen their understanding of the STEAM development, environmental protection and biodiversity in HK. The students’ responses were positive and they hoped that school would continue these activities each year.</p>
3. Biotechnology Development <ul style="list-style-type: none"> • Horseshoe crab rearing programme <ul style="list-style-type: none"> ○ Promoted environmental protection and conservation work in Hong Kong • Seagrass biodiversity in HK <ul style="list-style-type: none"> ○ Collaborate with HKU to promote environmental protection and biodiversity in HK • Cancer patient image analysis <ul style="list-style-type: none"> ○ This is a collaboration with HKU medical school and dentistry department. • Biodegradation of plastic using superworm <ul style="list-style-type: none"> ○ Collaboration with CityU of Hong Kong that DNA samples were shared with CityU and this project was the materials for product development, conference, thesis and paper writing • Production of Biotechnology education booklet • First sponge biodiversity study in Hong Kong 	<ul style="list-style-type: none"> • Live horseshoe crabs were kept in the lab during the time of experiment. The students are excited about keeping living organisms in the laboratory. It supposed to be a good experience for them to take the responsibility to husbandry the horseshoe crab. In this year, a STEAM project was created on the rearing programme. Student produced an animation to promote the environmental protection of HSC. • The School of Biological Science at the University of Hong Kong invited us to assist in a seagrass biodiversity in HK. It is a relatively easy to handle research project for secondary school students. Seeing that students lack confidence in handling difficult research project prompted us to start with an easy one. On top of that, HKU postgraduate students came to give our students a lecture for this research study. A scientific paper was drafted in this year. • Our story was reported in HKU Dentistry departmental homepage. https://facdent.hku.hk/bulletin/202210/secondary.php • Similar to last year, our students performed the exposure in our biotech laboratory. This year the students tried a new plastic from a surgical mask. The students needed to collect all the physical and chemical parameters from the experiment. They learnt what a control experiment was, and recording all the data. The students gained patience as the experiment might not be successful in one exposure. If the worm dies, they need to re-start the experiment again. This trained their patience. • A new booklet for Biotechnology education was prepared according to QEF invitation. This helps our school to promote biotech education for the primary and secondary schools. • Collaboration with HKU School of Biological Science and Reef Check Association in Hong Kong, we are the first research team to study the biodiversity of the sponge in Hong Kong.
4. E-Learning	<p>In order to provide a more interactive learning environment for the students, S.1 classes used the Apple books application of iPad to explore the following topics: For S.1 “State of matters”, “Density” and “Energy”, for S.2 “Eye defects”, “Common Acid and Alkalis”, “Neutralization” and “Photosynthesis” and for S.3 “Enzymes functions” and “Atomic structures”. Besides, a lot of different e-learning games such as Kahoot! were designed for each lesson to arouse the interests of students, especially the low-motivation ones.</p> <p>An AR apps for teaching of Biotechnology was developed. Both teachers and students can use this apps to self-learn the topics they would like to know. This apps is separated into two parts, one part is the use of 15 apparatus and the other part is the details of 12 experiments. This apps is used not only in biotech subject, living technology subject can also use this app for teaching.</p> <p>Teachers designed and utilized elearning for students incorporated with some self-learning activities which enhanced their understanding of the key concepts by themselves with different pace in the class lessons. Teachers can cater more with different speed for students and it seemed more effective and involvement for less-able students.</p>

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Information & Technology Studies)	
1. Integrate the curriculum and project with D&T such that students learn the theory part /software part in ITS and do the hardware design / implementation in D&T	<ul style="list-style-type: none"> • Adaptive syllabus was developed in S1 with D&T. Students learnt required programming skills in ITS and they brought to manipulate hardware in D&T lessons. • It is a great success in this development. The technological knowledge and skills (for-all) can be shared among different STEM subjects. • A cross-subject project using presentation software to introduce their production process in D&T lessons will be done by students.
2. Integrate the curriculum with Maths	<p>Syllabus on Number systems (originally in S2 Maths – Laws of indices) has been implemented in S2 and S3.</p> <ul style="list-style-type: none"> • S2 : Binary number system. • S3 : Hexadecimal number systems
3. Incorporation of more coding and AI elements in the curriculum	<ul style="list-style-type: none"> • With the IT Lab funding from the Government, 12 hours of coding and AI programmes taught by outsourced service provider were incorporated into each form in this year, which provided new knowledge to students. • Topics included: <ul style="list-style-type: none"> ○ F1: iOS app creation with Swift programming ○ F2: object drawing and manipulation with Python ○ F3: AI with App Inventor and Botpress • The school has participated in the CUHK Jockey Club AI for the Future Project and have incorporated introductory materials of AI into the Form 2 curriculum.
4. Incorporation of topics introducing the technological development in China in the curriculum	<ul style="list-style-type: none"> • Self-study topics related to the technological development in China were introduced in all Forms as bonus part in the Exam <ul style="list-style-type: none"> ○ Form 1: Supercomputers in China, Development of cashless payment in China ○ Form 2: Fintech development in China, Use of AI in agricultural sector in China ○ Form 3: Blockchain and Cryptocurrency, Fintech development in China
5. Practical exercise and examination	<ul style="list-style-type: none"> • Office automation tools were taught in each form in order to serve the project learning. <ul style="list-style-type: none"> ○ S1: MS Word, Code Combat, Swift, Keynote (iPad) ○ S2: TinkerCAD, MS Excel, Python (on CMU CS Academy), Keynote (iPad) ○ S3: Python, iMovie, MIT App Inventor (with Image Classifier), Botpress, MS Excel • Students are also taught how to use the software on iPad. This arrangement helped them familiarize with applying the skills on different platforms and allowed more flexibility in the teaching arrangements.
6. Developing STEM Gifted education	<ul style="list-style-type: none"> • The robotics team expanded steadily with about 30 regular members in the team. Weekly regular meetings were held to keep track on the progress of various competitions. • New competitions were assigned to interested students during the meetings. The team joined more competitions and activities than initially planned. • The team achieved good results in MakeX Competition, capturing the 2nd consecutive Overall Champion school and qualifying for the World Championship in December 2023. The team will develop on this foundation. • Students had also gained experiences from seeing products made by students from other schools.
7. Online Classroom	<ul style="list-style-type: none"> • Building on experience, the online classrooms were well managed, and teachers and students could make good use of the platform to facilitate teaching and learning of the subject. • The self-learning resource bank is under development according to AC's instructions. Materials are put on the classroom to facilitate students' learning and revision.
8. Life-wide Learning Day	<p>Joint with the Science Department, 2 study tours were organized during the Life-wide Learning Days on the science and technological development in the Greater Bay Area. Despite some hiccups in the administrative and itinerary arrangements, the 2 tours were completed successfully, and students could see the development and application of technology in areas such as automobile manufacturing, biotechnology and driverless taxis on the tour.</p>
9. AIoT Workshop	<p>Two 3-day AIoT workshops were held for 32 primary students from 2 primary schools. The workshops were conducted by our student helpers. Positive feedback was received from both the primary student participants and our student helpers.</p>

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Living Technology)	
1. Competitions in school <ul style="list-style-type: none"> • Sewing Stitch Competition • Drawstring Backpack Design Competition 	<ul style="list-style-type: none"> • Most of the students were weak in performing hand stitches, they still couldn't remember the ways to thread a needle and make stitches using the correct steps. • Most students were able to operate the sewing machine correctly. But some of them were still weak in the sewing straight line and angled lines. More practice was required. Pre-lesson videos were provided before lesson to assist them in, this kind of practice should be kept in the next academic to build up students' self-learning skills. • Suitable fabric for making the drawstring bag should be prepared for students next year
2. Visits and other learning experience <ul style="list-style-type: none"> • Visit to subject related organization 	<ul style="list-style-type: none"> • The visit was held on 22 April 2024. 9 students attended the visit to Feeding Hong Kong 樂餉社. • The venue we visit this year is a local food bank, students have a chance to learn about how to save food resources and understand the operations of a food ban.
3. Making products for sell at the CoolSTEAMaker@TNK	<ul style="list-style-type: none"> • Making cotton candy for the Maker festival • Students could design the colour combinations of their own cotton candy and they could choose to make it themselves • The subject earned 287 tokens • Students enjoyed eating cotton candy but it was quite difficult to manipulate the cotton candy floss to make into beautiful shapes and characters • The cleaning job afterwards is quite time consuming

Key Project	Evaluation
Faculty of STEM - Integrated STEM(Design & Technology)	
1. SmartHome / SmartCampus development	The SmartHome / SmartCampus renovated recently was a new and incredible workshop showcasing the very latest in cutting-edge technology that could be used in modern schools. The devices and equipment on display were jaw-dropping, leaving visitors from other schools in awe of their capabilities. From the convenance and sophisticated mechanics to safety concerns, every detail was carefully considered and expertly executed. The result was a new D&T room that is not only visually stunning, but also extremely functional and efficient. It's truly amazing to see how far technology could facilitate education.
2. Integrate the curriculum and project with D&T such that students learn the theory part /software part in ITS and do the hardware design / implementation in D&T	Cross subject curriculum was developed in S1&2 with D&T. Students acquire coding knowledge in ITS and apply on A.I. application development and hardware manipulation in D&T. S1 students went through a Keynote project (SBA) in ITS as an introduction to their production process of a wooden box in D&T lessons. Students learnt PictoBlox in S1 ITS and bring the coding knowledge to perform AI coding in S2 D&T.
3. Integrate the curriculum with Maths and Science	To strengthen the bonding between STEM subjects, some topics from Maths and Science were integrate into D&T syllabus, and examined in their subject bonus parts. <ul style="list-style-type: none"> • S1: Orthographic Projection (Maths: TSA content) • S2: Ohm's Law (Science)
4. Developing STEM Gifted Education	The robotics team achieved good results in MakeX Competition, capturing the 2 nd consecutive Overall Champion school and qualifying for the World Championship in December 2023. The team will develop on this foundation.
5. Online Classroom	Building on experiences, the online classrooms were well managed, and teachers and students could make good use of the platform to facilitate teaching and learning of the subject. The self-learning resource bank is under development according to AC's instructions. Materials are put on the classroom to facilitate students' learning and revision.
6. Organize Primary School workshop to promote STEM education	Two 3-day AIoT workshops were help for 32 primary students from 2 primary schools. The workshops were conducted by our student helpers. Positive feedback was received from both the primary student participants and our student helpers.

Key Project	Evaluation
Faculty of Humanities – Social & Cultural Studies	
1. 發展具特色的校本課程 (華語及非華語學生雙軌課程)	<p>持續檢視課程及教材內容，以確保能符合教育局及校方的指引及要求，而中一及中三已完成基礎中英文課程及課業設計及傳簽。現有課程涵蓋以下部份：</p> <ul style="list-style-type: none"> • 保良精神教育：於中一加入《認識保良局》之單元 • 價值教育：中一級加入《寰宇一家》和《建立價值觀》兩個單元；中二級加入《權利與義務》章節(香港及中國公民)；中三則有《可持續環境》及《公共衛生》單元(世界公民意識) • 國民及國情教育：中一加入《中國文化遺產》及《非物質文化遺產》章節；中二級加入《一國兩制及基本法》及《國安法》的單元；另加入《大灣區發展》以讓學生更了解祖國國情；中三級加入《中國近代經濟發展》及《中國的可持續發展》等單元及章節 <p>非華語學生的全英語課程已於學年內完成，內容與華語生的中文課程完全一致。能力及學習動機較高的非華語學生表示以英語學習會比中文學習較易掌握。</p>
2. 優化評估系統	<p>本科繼續利用考評局的 AQP 平台作測考分析，利用數據找出學生的強弱項，在課堂及其後的測考跟進。配合 BYOD 政策，學生能協助其測考成績數據，有助簡化過程。本科同事已大致熟習 AQP 平台的運作，日後可再研究如何更有效善用數據找出學生表現的強弱項，以作跟進。</p>
3. 資優教育發展	<ul style="list-style-type: none"> • 配合校本學生人才庫的發展，本年度本科與中國歷史科挑選有潛質的中一學生加入校隊，效果理想。 • 在第一層全班式資優教育發展中，本年度本科亦繼續參與教育局資優教育教師網絡，惟主要的觀課交流活動略受影響而未見施行。部分校隊擬定參加的部分比賽亦因疫情關係未能如期進行。
4. 校內活動及全方位學習活動	<ul style="list-style-type: none"> • 4 月份與 MCNEC 合作，舉辦《國家安全》教育展覽。本科部設計 GoogleForm 問題，要求全體學生完成，並計算本科自主學習分數。 • 5 月份與 MCNEC 合作，舉辦社際基本法問答比賽，全校同學參與。 • 戶外研習日方面，中二及中三同學參觀海防博物館及懲教博物館；整體而言，學生反應理想。
5. 建立科本自主學習資源庫	<p>本年已為各級建立電子學習資源庫(Google classroom)，級負責人按時上載學材，並已完成資源更新。未來會持續優化。</p>

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Geography)	
1. Update the curriculum content according to the Geography Curriculum Framework of National Security Education (S1-3) issued by EDB and the new edition of textbooks (S1-3)	<ul style="list-style-type: none"> • The geography curriculum was fine-tuned according to the “Curriculum Framework of National Security Education in Hong Kong - Geography” announced by EDB, as well as the new edition of textbooks. • A new set of teaching and learning materials, including presentation slides, lesson notes, homework, and video lists, was prepared to facilitate the teaching and learning of the updated curriculum.
2. Improve students’ academic performance and whole person development	<ul style="list-style-type: none"> • Assessment-type questions, including data-based/structured questions, and challenging questions, are embedded in homework to enhance students’ academic performance in uniform assessments. • Recycling of knowledge learnt in the subject is emphasized throughout the year to enhance students’ academic performance. • Systematic analysis is used in all major assessments, tests and exams, to assess the quality of the assessment papers. • Ability indicators in each piece of homework were reviewed and amended as needed, so that students can check their learning performance in detail and know how to improve their learning efficiency and academic results. • In-depth assessment feedback was provided to students after major uniform assessments, including detailed marking schemes, markers' reports, and feedback keynote slides, to identify possible errors. Subject meetings were held after each uniform assessment to review students' performance in the papers, adjust the teaching focus, and discuss follow-up measures to enhance students’ academic performance. • A team of four S3 students participated in the Second Kubuqi Award: “Speak Sustainability” Secondary School Short Video Contest, organized by the Elion Foundation. Another team of three S3 students participated in the “CSDI Awards 2024: Present Spatial Data, Map our Future” competition, organized by Development Bureau, The HKSAR Government. Students reflected that these were good opportunities for them to broaden their horizons and integrate their learning with other skills.
3. Promote interdisciplinary learning	<ul style="list-style-type: none"> • An interdisciplinary outing activity to the “Tai Kwun” was held between the Geography Department and the History Department on the 1st term and 2nd term Life Wide Learning Days this year to learn about its historical significance, Hong Kong’s cultural heritage and sustainable development in Hong Kong. The activity effectively increased students' understanding of Hong Kong's criminal law, the historical significance of Central Police Station and Victoria Prison, as well as Hong Kong's awareness of heritage conservation, revitalization and sustainable development. Feedback from students and teachers was positive, and they indicated that the visit broadened their horizons and provided them with more insights in the correlations between subjects. • The Geography Department and the Social & Cultural Studies Department collaborated to carry out a "DIY Snowy Sensory Bottle” activity and a "Good mood in every weather" game booth during MAKER Fortnight and MAKER Festival respectively. These interdisciplinary learning activities provided students with a lot of fun and insight into weather elements and stress management. • A cross-curricular reading scheme was carried out in the second term for S1 in collaboration with the Social and Cultural Studies Department. While most students submitted their work, the quality of work from students varied and a few students did not submit their work.
4. Raising students’ self-regulated learning abilities	<ul style="list-style-type: none"> • Self-learning curriculum and bonus questions were set in exams to enhance students learning motivation. • Class-based and form-based self-study resource databases were established to enhance students' self-directed learning abilities. Lesson notes, videos and useful information were uploaded to Google Classrooms. Students reflected that the databases were helpful in their leaning as they could refer to the learning materials at their own pace.
5. Use of information technology to enhance the efficiency of teaching and learning	<ul style="list-style-type: none"> • Presentation slides were successfully prepared for all units of the subject to enhance teaching efficiency. • Google Earth (AR) was used in lessons to facilitate teaching and learning in geography. • AR sandbox was used in geography club to enhance leaning in the subject. • A blended teaching mode, including flipped classroom, was implemented to improve teaching effectiveness.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(History)	
1. Curriculum development	<ul style="list-style-type: none"> Based on experience and student performance, refinements have been made to the curriculum for both the S1 and S2. Additionally, the curriculum has placed an increased emphasis on value education elements.
2. Improve students' academic performance	<ul style="list-style-type: none"> Data analysis was utilized for all tests and exams to assess the quality of the assessment papers and evaluate student performance. Comprehensive assessment feedback was provided to students following uniform tests and examinations, including detailed feedback reports to identify potential errors. Subject meetings were held after each uniform assessment to review student performance, adjust teaching focus, and discuss follow-up measures to enhance academic achievement. Ability indicators in each homework assignment were reviewed and amended as needed, enabling students to thoroughly assess their learning progress and identify areas for improving their learning efficiency and academic results.
3. Life-wide Learning Activities	<ul style="list-style-type: none"> During the first and second term Life-wide Learning Days, a joint visit to Tai Kwun was organized with the Geography Department. The objectives were students learn about the history of Tai Kwun, enhance their understanding of law enforcement, judicial, and penal systems, and reinforce their awareness of the importance of being law-abiding citizen. Following the final exam, a visit to the Cantonese Opera Education and Information Center was arranged by the Archaeology Club. This activity aimed to deepen students' understanding of the history and culture of Cantonese opera, thereby increasing their sense of identity.
4. Raising students' self-regulated learning abilities.	<ul style="list-style-type: none"> Self-learning curriculum and bonus questions were set in exams to enhance students learning motivation. Form-based self-study resource databases were established to enhance students' self-directed learning abilities. Bilingual reference and revision notes were uploaded to the Google Classroom. Self-directed learning activities were implemented each term, providing students with virtual tour information and accompanying exercises. Through these activities, students learned about the historical and cultural connections of Hong Kong, exploring topics such as the Fireboat Alexander Grantham Exhibition Gallery, the History of Hong Kong Industry, the Railway Museum, the Ex-Sham Shui Po Service Reservoir, and the Main Building of Po Leung Kuk. This helped strengthen students' sense of national and cultural identity.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Economics)	
1. Revising the curriculum	The school based curriculum including economics and builds up the fundamental knowledge for students studying Economics. Revised curriculum allows students to have more opportunities in studying the background of Hong Kong economics under Basic Law and national education framework. The curriculum has to be amended in coming few years to match with Citizenship, Economics & Society.
2. Participated Financial Education School Award Scheme organized by EDB	By participating the award scheme, we have joined various activities and competitions to enrich the experience of our students. Students participated in different competitions to build up the confidence. Moreover, teachers were required to attend at least 6 hours training in order to equip ourselves in promoting financial education.
3. Reading scheme: Financial studies (Join with Integrated Humanities – FA)	F.3 students were assigned to read a book relating to financial studies called “making senses of money. The selected book was especially designed for secondary school students to learn the basic idea of finance. As we had limited lessons, it was unable for the subject to cover all the essential elements. This book could help students in understanding some basic ideas of finance in a more interesting way. The marking criteria was set to assess the students’ understanding/ communication skills and to encourage students to read the book. The marking sheets were kept in students’ file for reference.
4. Participate financial education online quiz competition (Join with Integrated Humanities – FA)	All F.3 students were invited to participate the online quiz competition. Our students showed their talents and confidence in competing with other schools. Moreover, the students’ efforts and enthusiasm for the competition enriched their knowledge and experience. Through those different competitions, students could acquire practical financial knowledge. They could practice their financial planning skills and could develop their analytical ability and teamwork. They could also apply and reinforce what they have learnt in school.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Finance & Accounting)	
1. Revising the curriculum	The school-based textbook includes content of business, accounting and financial studies. It can build up the fundamental knowledge for students studying BAFS. The amendment on accounting parts means students to have more opportunities studying financial education and national education. The financial education from Citizenship, Economics & Society will be embedded in our subject from 2026-27.
2. Participated Financial Education School Award Scheme organized by EDB	By participating the award scheme, We have joined various activities and competitions to enrich the experience of our students. Students participate in different competition in turn to enrich their horizon and build up the confidence. Moreover, teachers are required to attend at least six hours training to equip ourselves in promoting financial education.
3. Reading scheme: Financial studies (Join with Integrated Humanities – Econ)	F.3 students were assigned to read the book relating to financial studies called “Making Senses of Money”. The selected book was especially designed for secondary school students to learn the basic idea of finance. We had limited lessons to cover all the essential elements in BAFS. This book could help students to understand some basic ideas of finance in a more interesting way. The marking criteria was set to assess the students’ understanding/ communication skills and to encourage students to read the book. The marking sheets were kept in students’ file for reference.
4. Participate financial education online quiz competition (Join with Integrated Humanities – Econ)	All F.3 students were invited to participate the online quiz competition. Our students had shown their talents and confidence in competing with other schools in the competition. Moreover, the students’ efforts and enthusiasm for the competition had enriched their knowledge and experience. Through those different competitions, students could acquire practical financial knowledge. They could practice their financial planning skills and could develop their analytical ability and teamwork. They could also apply and reinforce what they had learnt in school.

Key Project	Evaluation
Faculty of Creative & Performing Arts – Integrated Arts(Visual Art)	
1. Exhibitions and Activities	Mini exhibitions was held at the school lobby during May 2024.
2. School teams <ul style="list-style-type: none"> • Drama Team • Dance Team • Visual Art Team 	<ul style="list-style-type: none"> • The Drama Team members joined the Hong Kong School Drama Festival 2023/24 and the 16th English Radio Drama Competition 2023-24 for Schools (Secondary School Section). Our School Drama Team was awarded the Award for Outstanding Stage Effects and Award for Outstanding Performers in the HK School Drama Festival and the Semi-Finalist Award in the 16th English Radio Drama Competition. • The Dance Team members joined the 60th Schools Dance Festival Jazz & Street Dance, the 53th International Children and Youth Dance Competition and the 4th Let’s Dance! Hong Kong Youth Children Dancer Competition 2024. Our Dance Team was awarded the Commended Award in the 60th School Dance Festival, 2nd Runner-up in the 53th International Children and Youth Dance Competition and the Silver Award in the Hong Kong Youth Children Dancer Competition. • The Visual Arts team members participated in School activities, including school’s CoolSTEAM festival booth. Meanwhile, the team joined different competition platform and received outstanding award.

Key Project	Evaluation
Faculty of Creative & Performing Arts – Integrated Arts(Music)	
<p>1. Establishing school-based curriculum e-version of the teaching and learning materials for some of the topics have been developed in this year so as to match up with the implementation of BYOD.</p>	<ul style="list-style-type: none"> • After utilizing iPads for piano learning, S2 and S3 students had acquired the ability to read piano scores and perform simple melodies on an actual piano. In group projects, S3 students employed the iPad app GarageBand to compose movie music that reflects their emotions, utilizing a range of instruments. • After the completion of the group project by S3 students in the second term, it was advisable to organize a school-wide rating activity to evaluate the students' work. This activity allowed the entire school community to assess and provide feedback on the students' project. • Adopting the flipped classroom provided students with an e-learning tool that enhanced their self-learning experiences. However, offer constructive feedback on students' progress and assignments through Google Classroom could be adopted next year.
<p>2. Enhancing cross-curricular language learning Cross-KLA (Key Learning Area) Reading Scheme (with VA department) was enhanced this year.</p>	<ul style="list-style-type: none"> • To ensure a thorough understanding of the cross-subject reading scheme, it is crucial to allocate more time for students to engage with the material during lesson time. This additional time allows for in-depth exploration of the reading materials and promotes a deeper understanding of the content. • Lack of introduction on the musical, enhancing the introduction to the musical content can indeed have a significant impact on students' interest and anticipation.
<p>3. Strengthening the education on the gifted and exploring their potentials Open competitions and performance</p>	<p>Choir members, percussion team and Chinese instrument team participated in different competitions and received a good result.</p> <ul style="list-style-type: none"> • <u>The 76th Hong Kong Schools Music Festival (Solo only)</u> <ul style="list-style-type: none"> - 2 students received. Clarinet Solo Junior received Bronze Award and Piano Solo Grade Six received Bronze Award. • <u>The 4th Hong Kong Chinese Orchestra Competition</u> <ul style="list-style-type: none"> - The Chinese instrument team received Silver Award • <u>The 58th Singing Competition</u> <ul style="list-style-type: none"> - Two students received Solo Champion - One student received Solo 2nd Runner up • <u>2024 Joint School Music Competition</u> <ul style="list-style-type: none"> - The Chinese instrument team received Bronze Award • <u>65th Student Musical Competition</u> <ul style="list-style-type: none"> - Chinese instrument team Champion - Solo Clarinet Champion
<p>4. Promote National Security Education</p>	<ul style="list-style-type: none"> • Revise the music curriculum according to the “Curriculum Framework of National Security Education in Hong Kong” announced by EDB. • Cultivate students’ sense of national identity and appreciation of Chinese culture. • Improve students’ learning on singing the National Anthem. • Promote national security education. <ul style="list-style-type: none"> ○ Training students to sing National Anthem as well as Chinese folk song. ○ Understand the background, musical elements, mood and composer’s information of the National Anthem.

Key Project	Evaluation
Faculty of Sports Science - Physical Education	
1. Life-wide learning Day	<p>Physical Education Department organized a Rugby and AI Sports Training event. We were honored to invite the Hong Kong Rugby Union and the Home Affairs Department of the Hong Kong Government to provide a rugby experience and AI sports training activities for our S3 students. During the activity, the students performed a series of activities. Programming content includes:</p> <ul style="list-style-type: none"> • Technology demonstrations • Games • Small Class Competition <p>The students responded enthusiastically and actively participated in these activities. They all found these activities interesting and fun.</p>
2. Gifted Education	<ul style="list-style-type: none"> • School Sports Teams were formed. In 2023-2024, we have basketball, volleyball, football, table tennis, badminton, swimming, athletics, handball, fencing & cross country teams. • Our sports teams have participated in Po Leung Kuk Affiliated Secondary Schools Sports Award Scheme, HKSSF Inter-school Sports competitions, PLK Joint School Swimming Gala, PLK Joint School Sports Day & Regional competition.
3. Sports teams achievement	<ul style="list-style-type: none"> • 41st Po Leung Kuk Joint Swimming Gala <ul style="list-style-type: none"> ○ Boys B Grade 100M Freestyle Champion ○ Boys B Grade 50M Butterfly 1st Runner-up • 2nd Po Leung Kuk Joint Sports Day <ul style="list-style-type: none"> ○ Girls C Grade Long Jump Champion ○ Boys B Grade High Jump Champion ○ Boys B Grade 110m Hurdles 2nd Runner-up • HKSSF Inter-School Swimming Competition 23-24 <ul style="list-style-type: none"> ○ Girls C Grade 50M Breast Stroke 1st Runner-up ○ Girls C Grade 50M Freestyle 3rd Runner-up ○ Boys B Grade 50M Butterfly Champion ○ Boys B Grade 200M Individual Medley Champion • HKSSF Inter-School Cross Country Competition 23-24 <ul style="list-style-type: none"> ○ Boys C Grade Individual 3rd Runner-up ○ Boys C Grade Team 2nd Runner-up • HKSSF Inter-School Athletics Competition 23-24 <ul style="list-style-type: none"> ○ Boys B Grade High Jump 3rd Runner-up • A.S. Watson Group HK Student Sports Awards 23-24
5. Joint school activities (with KTC)	<ul style="list-style-type: none"> • The joint school Swimming Gala was successfully held, the students showed great enthusiasm and the atmosphere was excellent.

6.3 Key Projects Taken by Committees

Key Project	Evaluation																																											
Academic Committee (AC)																																												
1. Optimizing the School-based comprehensive STEM Curriculum	The curricula are implemented by the respective Departments and cross-curricular collaboration, such as the L&T activities in Living Technology involving biotechnology are also reviewed in the Faculty meeting. MAKER Festival and MAKER fortnight successfully completed with inter-class competitions prepared by different Departments.																																											
2. “Flying High Scheme”-Whole School Award Scheme This AC, DGC and ECCAC incentive program aimed at encouraging students to make good use of their spare time for self-study, join extra-curricular activities and maintain good self-discipline.	Apart from implementing the academic and disciplinary award scheme, ‘The Flying High Scheme’ award has encouraged students to learn actively. The Flying High Scheme included various academic, extra and cross- curricular activities and disciplinary aspects, and targeted students who performed well across different areas. Throughout the year, the Flying High Program has three deadlines for redeeming gifts. A booth was regularly set up at the hall entrance to redeem small gifts and collect stamps. In the coming year, we suggest colleagues from the General Office handle the stamping process and update the Excel file accordingly.																																											
3. S2 Project Learning and S3 STEM Research Thesis	Project Learning and Research Thesis was held between November and May. Both programs are STEM-themed this year. Form 2 Students carried out studies related to different areas under STEM. Topics, related to students’ daily lives, were chosen so that they could appreciate how learning outcomes could be applied in everyday situations. Form 3 students carried out more in-depth studies on issues in the society or everyday problems in the STEM Research Thesis programme. Under the guidance of teachers, students tried to design a STEM-related solution to the problems they identified or carried out experiments to look deeper into the theories behind different phenomena. Students shared the findings with their peers on the Presentation Day in May.																																											
4. Reading to learn (a) ‘Joy of Reading’ - a points-rewarding system (b) Everyday a 30 minute-reading session (c) Book recommendations during morning assemblies twice a week (d) Themed book exhibition twice per year (e) Monthly Reading Scheme (f) Online Reading (g) Subjects Reading Scheme	<p>‘Joy of Reading’ is a points-rewarding system that has been carried out for 15 years. The whole-school accumulated reading points are increasing year by year showing that students’ interest in reading has been successfully motivated and cultivated.</p> <p>The total reading points for different forms:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Form</th> <th>No of Classes</th> <th>Total Points</th> </tr> </thead> <tbody> <tr> <td>S.1</td> <td>6</td> <td>13,205</td> </tr> <tr> <td>S.2</td> <td>6</td> <td>12,088</td> </tr> <tr> <td>S.3</td> <td>6</td> <td>8,862</td> </tr> <tr> <td>Total</td> <td>18</td> <td>34,155</td> </tr> </tbody> </table> <p>Number of books borrowed:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Month</th> <th>Sept</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>1st Term</th> </tr> </thead> <tbody> <tr> <td>No of Books</td> <td>389</td> <td>456</td> <td>221</td> <td>125</td> <td>78</td> <td>1,269</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Month</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> <th>Jun</th> <th>2nd Term</th> </tr> </thead> <tbody> <tr> <td>No of Books</td> <td>100</td> <td>358</td> <td>110</td> <td>302</td> <td>2</td> <td>872</td> </tr> </tbody> </table> <p>We have implemented everyday reading sessions since 2008-09, it has created a collective reading environment and a daily reading habit among our students. We have arranged different reading activities in the reading sessions, including a Free Reading Session, Library Activity Session, and KLA Reading Session. In addition, book recommendations during morning assemblies twice a week and Thematic Reading Promotion was held monthly.</p>	Form	No of Classes	Total Points	S.1	6	13,205	S.2	6	12,088	S.3	6	8,862	Total	18	34,155	Month	Sept	Oct	Nov	Dec	Jan	1 st Term	No of Books	389	456	221	125	78	1,269	Month	Feb	Mar	Apr	May	Jun	2 nd Term	No of Books	100	358	110	302	2	872
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5. Peer lesson preparation and lesson observation program (a) Peer lesson preparation and review sessions after lessons (b) Lesson observation at different levels	In order to promote communication among teachers, peer lesson preparation activities in each form for each subject have been developed so that teachers could share their teaching methods and their designed learning activities. We also set up review sessions after lessons to reflect on teaching difficulties and blind spots in learning. We had a ‘professional exchange’ month with SFC this year. Lesson observation at different forms have helped the exchange of teaching experiences, communication and collaboration between teachers of both TNK and KTC. This enabled teachers to gain a better understanding of their own strength and areas that may require improvement and thus, enhance the quality of learning and teaching of both schools.																																											

6. Strengthening internal and external performances and data analysis	AQP platform has been utilized for some years. Teachers can use it and understand the meaning of data. Qualitative performance has to be transferred into data and help with evaluation.
7. Developing various teaching pedagogies	BYOD is fully implemented, the feedback from teachers and students were positive. E-learning learning circle is aimed for new teachers and 2 training sessions were held. All subjects have adopted the use of Flipped Classroom to increase students' learning effectiveness. The introduction of Flipped Classroom was satisfactory, students were willing to complete the preparation works before lessons and students could have deep discussions during lessons.
8. Life-wide Learning Days	Life-Wide Learning Day is carried out in both the first and second terms. To promote STEM education and life education, Basic Law, Civic and National education, subject departments in the same faculty work together to arrange the most appropriate activities for students. Activities such as History, Culture and Art Study Tour in Kaiping, Study Tour on the Science & Technology Development in the Big Bay Area, visits to Tai Kwun, Hong Kong Arts Museum, English Public Speaking training, Rugby together + AR Sports Trial, etc. are arranged for students this year. It helps enrich students' learning experience and consolidate what they have learnt in different subjects.
9. Cultivate students' sense of national identity and appreciation of Chinese culture	Chinese History and Social & Cultural Studies have been optimized and Basic Law element, mother country understanding have been added. Review the curriculum of different subjects covered the elements of 'understanding the motherland' have been completed.

Key Project	Evaluation
Discipline and Guidance Committee (DGC)	
1. Leadership Trainings	<p>S.1 and S.3 Leadership Training Day Camps were held to help students develop skills and leadership through participating in group activities and training. The camps aimed to build up students' confidence, sense of responsibility, and self-discipline. Students enjoyed the activities very much, suggesting the camps were engaging and effective in achieving their intended goals. Students particularly liked the rope-climbing and free-fall activities. The school could consider incorporating more abseiling events in future camps. The school's provision of the S.1 and S.3 Leadership Training Day Camps demonstrates a proactive approach to nurturing leadership skills and personal development among students at key transition points in their secondary education. The positive feedback from students suggests that the camps were engaging and effective in achieving their intended outcomes.</p> <p>Peer Counselling Scheme (SFC Big Brother and Sister) was carried out in February. Under this initiative, peer counsellors from the SFC provided counseling and training support to the S1 students. The peer counsellors played a crucial role in helping the newcomers adapt to school life through a variety of activities designed by the young mentors. The participants thoroughly enjoyed the activities organized by the SFC peer counsellors.</p>
2. Healthy School Programme	<p>Drug test, health talks, board display, game booths, activities were held smoothly throughout the year, to promote a drug-free and positive thinking culture on campus and foster the healthy development of students' lifestyles. Day Camps and Overnight Camps were successfully held, and positive feedback was received from both teachers and students.</p>
3. Mental Health activities	<p>Relaxation activities were held during the DGC Two Theme Weeks to help students release their pressure. Students enjoyed the activities very much, indicating they were well-received and effective in providing an outlet for stress relief.</p> <p>The Retreat Day aimed to raise students' positive energy in facing challenges and enhance their abilities in managing adversity. The activities on the Retreat Day included Resilience Talk, Art Craft Workshops, class activities and Sim Game. These were designed to help students relax, learn how to manage emotions, strengthen class cohesion, develop good communication skills, and foster a teamwork spirit. Positive feedback was received from both students and teachers, suggesting the Retreat Day was successful in achieving its intended goals.</p>

Key Project	Evaluation
Extra-Curricular & Creative Activities Committee (ECCAC)	
1. House Activities	We successfully organized the executive committee of the three Houses, and held Inter-House volleyball, football, basketball, table tennis, Dance, basic law competition. Nearly 250 students participated, 50% students of school.
2. Other Learning Experience (Non-academic stream)	<p>In 2023-24, all the students were assigned “ONE STUDENT ONE ART/SPORT.”</p> <p>In the ECA interest class session this year, twelve sessions of the 8 interest classes were organized. Many emerging interest classes have been added, including K-Pop, comic creation, origami, and fencing. Nearly 120 students participated in the school, accounting for about one-fourth of the total number of students.</p> <p>We had more than 50 academic & non-academic ECA teams and clubs in total. Specifically, we had arts and cultural teams, sports teams, classes in physique series, classes in interest series, teams in services series, academic school teams, and classes in academic series. In terms of hours, all students of our school, have accumulated around 12,000 hours ECA learning time in total. In average, around 30 hours ECA learning time for each student in 2023-2024 academic year.</p>
3. ‘A Student, A Duty’ Program	All students were assigned at least one duty in “A Student A Duty Programme”. The duty list was updated in 1st term and 2 nd term. Students’ duties records were reflected on their annual report card.
4. Service Teams	<p>This year we had successfully organized Girl Guides Team. Around 12 students joined the team. We had 30 meetings throughout the year.</p> <p>St. John Ambulance got 20 members and they had 30 meetings throughout the year.</p> <p>Scout and Air Scout got 30 members and they had 40 meetings throughout the year.</p> <p>We got the Schout Outstanding Award.</p>
5. Creative Thinking Team	<p>The Creativity Thinking Team has 10 students. They participated in the Drone Training Programme. All 10 students achieved a completion certificate.</p> <p>The team participated in "Odyssey of the Mind 2024" and won the Hong Kong Regional Competition 1st Runner-up.</p>

Key Project	Evaluation
Careers Guidance Committee (CGC)	
1. Life Planning Mentorship Program (S.1-3)	<p>It was carried out through class teachers with a total of 4 sessions for S1 and S2 respectively and a total of 6 sessions for S3 in the year. Topics included study methods, time and stress management, financial planning, career and jobs, HKDSE, senior form elective subjects' selection and university entry requirements.</p> <p>With the cooperation of the class teachers, activities were completed as planned. Students actively participated in the sessions, especially when there were interactive activities and rewards.</p> <p>Students reflected that they liked the aptitude tests the most and the tool book 'Find Your Color of Life' helped them to gain better self-understanding and conduct subjects selection for senior forms.</p>
2. Career-related Experiences	<p>This year, an outing to the CityU was held in the 1st Term, letting students understand more about university choices in Hong Kong. In the 2nd term, visits to the Fire Station and VTC (Kowloon Bay) gave a different exposure. To promote the career information, a team of career ambassadors from S.1 to 3 students was formed.</p> <p>Also, a video was shown introducing different careers and learning pathways. It was broadcast during the morning assemblies. A mini book exhibition was held in the Careers & Education Corner of the school library to give students more insight on the ways of learning, jobs and further studies.</p> <p>A JAHK (Junior Achievement Hong Kong) Programme titled 'My Strength My Future' was held in November to help students know more about their strengths and future career paths. And another JAHK Program titled 'JA Code for Impact Challenge' was held in February and April with Department of Information & Technology Studies to give students insight of being a programmer. In addition, there was a JAHK Programme titled 'Planning with Purpose' held in April to enable students learn the importance of identify education and career goals based on one's own abilities, interests and values, as well their connection with personal finance.</p> <p>A visit to the Hotel Icon was held with Caritas Youth and Community Service for NCS students. They were able to explore career options in the hotel industry. With different kinds of career-related experiences, students reflected that all these activities were very helpful and enjoyed learning about careers in a fun way.</p>
3. Career and Education Week	<p>Education & Career Weeks are completed on 20-23/11/2023 and 18-22/3/2024. It was successful implemented and drawing students' attention on Life Planning. It was impressive as the activities were merged and held within a week.</p>
4. Seminars and activities on PS3 further studies and NSS elective subject selections	<p>Four Parents' Talks (Talk 1: SFC Expectations; Talk 2: Senior Secondary and Subject Selection; Talk 3: Other PS3 Education Pathways; Talk 4: Promotion to SFC Seminar) on post-secondary three further studies for students and parents were held this year. All participants reflected that the parents' talks were helpful and useful for them to plan for their future.</p>
5. Life Planning Education Enrichment Programme	<p>Life planning workshops and a job simulation activity were arranged to all students to equip their life planning skills and broaden their career exploration.</p> <p>An Individual Report of each student was given to class teachers for issuing to students and parents. Class teacher could discuss the results with parents on Parents' Day and Parents' Meeting. A Talk on Life Planning was given to S.3 students and parents in 2nd term for educating them how to better prepare themselves or their children in S.4 selection of elective subjects.</p> <p>Three teacher trainings were given to S1-3 class teachers. Teachers were equipped with the skills on how to use the individual reports to help students in the selection of subjects and self-advancement.</p>
6. Professional Development in Life Planning	<p>Three Life Planning teacher training workshops were given to related S.1 – S.3 class teachers for equipping them the skills in helping students to plan for their future.</p> <p>Each Careers Teacher joined at least three seminars regarding life planning this year. By joining the seminars, our Careers Teachers could acquire the updated knowledge regarding Careers and Life Planning.</p>

Key Project	Evaluation
Moral, Civic and National Education Committee (MCNEC)	
1. Moral Education - Politeness	From the reflections of students, most of them think that the assembly is useful for them to gain more knowledge and information on this topic. The teaching video was interesting.
2. Service learning Service Learning for this year was planned as below. <u>Form One</u> - Visiting the elderly <u>Form Two</u> - Clean the beach <u>Form Three</u> - Visiting the impaired and wheelchair users	S1, S2 and S3 classes completed the Service Learning face to face. The activities were held in Feb 2024, April 2024 and July 2024. The feedback was positive from both our students and the service targets. Students from S1, S2 and S3 have been trained and participated in social services. Most class teachers and social workers have given positive feedback on the students' performance. Most students also gave positive feedback in the questionnaire. Through the activities, students gained different learning experiences and learnt how to serve others and show their care for those in need at the same time. They also learnt various activity-planning skills and strengthened their self-confidence as well as communication skills.
3. Green School Scheme	S1, 2 S2 and 2 S3 students joined the "Carbon Neutrality" organized by West Kowloon Association. Morning assembly education on carbon footprint educational video. These videos will be segmented into three parts - one focused on the individual, one on the school, and one on the community. Green Living Talk for students was held in February. Class teacher period and morning assembly education on Carbon Footprint have been conducted.
4. Healthy Campus Scheme A series of programs and activities were planned to be held throughout the year to promote healthy life and the anti-drug theme. Activities like anti-drug talks, training day camp and overnight camp, game booths, health tests and drug tests, were planned in and outside the school to promote healthy life.	Talk for S1 was held in July successfully. Game booths and an exhibition were held during the post-exam period. Activities outside school like day camp and overnight camp were conducted smoothly in January and April respectively. Students performed well during both the day camp and overnight camp. Nevertheless, students generally gave positive feedback towards the activities held in school.
5. Civic Education - Election Talk Election Talk for S1 was held in July successfully.	Students performed well during both talk and the feedback was positive from our students.
6. National Education Session A national education session was held at least once per month to raise the students' awareness of their national identity. Students were taught about the etiquette needed for the National Flag raising ceremony with practices regularly for special occasions.	National education lessons were conducted once per month smoothly on all face-to-face normal school days. Content of Basic Law and National Education mainly were taught, and some specific topics have been used for special occasions like the 'Constitution Day' in December and 'National Security Education Day' in April. Together with the National Education lessons, some other activities were carried out for the 'Constitution Day' and 'National Security Education Day' like the National flag-raising Ceremony and display the 'National Security Education Day Board and were carried out for the Inter-House Basic Law and National Security Education competition.
7. National Flag Raising	Having flag raising ceremony, and playing video related to the Modern China every Tuesday. During the specific day, 1/9 (School Opening), 3/10(1/10 National Day), 2/1 (1/1 New Year) and 3/7 (1/7 HKSAR Establishment Day), there must be outdoor flag-raising ceremonies conducted by the janitors, and the Principal will give a speech before or after the flag-raising. Clearly indicate in the annual calendar the staff responsible for the flag-raising.

8. National Educational Activities for Special days	<ul style="list-style-type: none"> • September 18 Incident Memorial Day • Sharing and one minutes of silence Martyrs' Day • Sharing of national Day • Nanjing Massacre National Memorial Day • Sharing of New Year's Day • Commemoration Day for the Promulgation of the Basic Law • National Security Education Day • Labour Day activity • May Fourth Youth Day • The Fourth Anniversary of the Promulgation of the Hong Kong National Security Law • July 7 Incident Memorial Day <p>All sharing and silence ceremony activities were successfully completed, and teachers and students were involved in the activities.</p>
9. National Book Recommendation	<ul style="list-style-type: none"> • Victory Day of Chinese People's War of Resistance against Japanese Aggression (Introduction to special books) • The 103rd anniversary of the founding of the Communist Party of China • The Promulgation of the Hong Kong National Security Law <p>All Books recommendation were successfully completed, and teachers and students were involved in the activities.</p>
10. National Education - Assembly	<p>'Our country's diplomacy' lectures, National Security Education and Inter-house Basic Law competition were successfully completed and the targets are achieved. Students rated the activity 3.30 marks out of 5 marks</p>
11. Other MCNE Activities	<ul style="list-style-type: none"> • MCNEC Google classroom • Teachers and students were involved in the activities. • 'Guangdong-Hong Kong-Macao Youth Greater Bay Area Visit Program - Red Mark" four-day tour • Students performed well during the tour and generally gave positive feedback towards this tour held in school. • 《文明中華》 Online Challenge Promotion • Competition was successfully completed. • People's liberation Army Hong Kong Garrison –“1/7 “ Military camp open activity • Students gave positive feedback in the questionnaire • Visit Hong Kong Museum of coastal Defence • Students gave positive feedback in the questionnaire

Key Project	Evaluation
Information Technology Committee (ITC)	
1. IT ambassadors (A-student-a-duty program)	A-student-a-duty program (IT ambassadors) has provided a good learning opportunity for students to be responsible for IT duties. IT ambassadors were requested to monitor, assist and manage the computers in the classrooms, which has been a great help to teachers. More duties can be assigned to IT ambassadors to support teachers in using IT equipment in classrooms. IT ambassadors was encouraged to join IT related competitions.
2. Providing a stable IT environment	ITC has provided a stable IT environment for teachers and has provided many learning opportunities for students. <ul style="list-style-type: none"> • All the home rooms and split classes has been installed with new short-throw laser projectors, visualizers and Apple TV 4K. The replacement of projectors in other special rooms will be carried out in 24-25. • The operation of school website and app is stable. The students and parents could get access to our school information. Google SSO for the school website and App will be launched in 24-25 • School communication App: Parents and students could have better communication by using x.TNKJSC. The App provided an internal communicate channel with high security and privacy. • E-notice and ePayment system: With the help of SchooLink, parents can check and sign the eNotice and make payment at anytime and at anywhere. • Websams: A platform for the school to manage student information and communicate with EDB. • Other e-learning Apps including v.TKNJSC and s.TNKJSC : There will be some upgrades on these Apps to help provide a better user experience for both teachers and students.
3. Provision of cloud based services	The provision of different Google services, especially the Google Drive and Team Drive services allowed teachers to access to the required document at anytime and at anywhere. Trainings were provided to students and staff so that they can get used to the cloud services.
4. The school-based admin app	The lesson substitution module is working smoothly and operated by GO staff assigned. There were a few amendments and improvements for the Display App and the resources booking system in this academic year, the App was refined and better suits the school needs. Test runs were done for the inventory module for the admin App, fine-tuning was still in progress. Training will be provided to teachers once the system is ready.
5. Application of different funding	Application of the extension of PLKLSC QEF for was submitted, procurement of Apple Vision Pro, Pico 4 VR glasses and VR camera were done and the development of different VR teaching material will start in the coming academic year.
6. Full implementation of BYOD	S2 and S3 students started to bring the iPads to support e-learning since October. As the school took time to do the procurement of iPads, S1 students started to implement BYOD in April. In order to speed up the implementation of BYOD for S1, the school started to do the procurement process in June, instead of September, hopefully all forms can start the BYOD in October. In order to support the implementation of BYOD, the school provided smart iPad cabinets and power bank borrow service for students.

Key Project	Evaluation
Environment & Resources Management Committee (ERMC)	
1. Routine Maintenance and Inspection of campus facilities such as water tanks, air-conditioners, security system, town gas system, electricity system and fire alarm system etc.	The operation of our school can be done smoothly through coordinating the facilities maintenance well. Collect the relevant information and investigate the possibility of renewal and enhancement of all systems were in place. Making Record Booklet to record the whole-year operation and maintenance of all systems allowing the team members to conduct an analysis of the operation of system at the end of year. The supervision of MR and ER items is a requirement by the school.
2. Additional Construction <ul style="list-style-type: none"> • Smart Locker • Smart Classroom 	Smart Lockers were installed for S1 at 2/F in 2022-23. The 2nd phase installation of Smart Lockers for S2 at 3/F was done in 2023-24. We target to finish all Smart Lockers installation in 2024-25. The first phase installation of Smart Classroom for S1 at 2/F was finished in 2023-24.
3. Anti-mosquito measures	The information was released to students, parents and staff through Moxo. The effectiveness was improved. More anti mosquito spraying will be expected in the coming year.
4. Lease of school venues to different organizations	The operation of leasing was smooth. We joined the Arts-in-School Partnership Scheme. Hong Kong String Orchestra Limited was our partner this year. We planned to join Arts-in-School Partnership Scheme next year as well.
5. Garden maintenance	The garden maintenance provided a better environment for students. As the suppliers usually come only twice a month, janitors were suggested water the plants.

Key Project	Evaluation
Student Affairs Committee (SAC)	
1. TNK Star Award Scheme	<p>A total of 6 students applied for TNK Star (2024) this year. They were assessed by the judging panel before their selection as the “TNK Star”. Finally, 1A Tam Tze Yan, 1C Gurung Promisha, 1C Limbu Prapti, 2A Leung Ming Wun Louie, 2E Wendell Jr.P and 3C Mack Chun Ho received the award.</p> <p>We will continue to promote TNK Star next year. Teachers are suggested to encourage more students to apply for the TNK Star.</p>
2. Student Union <ul style="list-style-type: none"> • Establishment of Student Union • Provide routine service to students and organize various activities and competitions <ul style="list-style-type: none"> ○ Classroom notice board decoration competition ○ Inter-class competition ○ Students’ welfare ○ TNK Talent Show ○ Publication of Student Union Newsletter ○ Joyful Fruit Week ○ Form 3 farewell party ○ Lunch with Vice-Principal ○ Chatting with Principal • Organize students activities and competitions with other subject faculties or committees <ul style="list-style-type: none"> ○ Promotion of Monthly Themes (with DGC and MCNEC) ○ Inter-class competitions (with DGC and MCNEC) 	<ul style="list-style-type: none"> • Establishment of 23-24 Student Union <ul style="list-style-type: none"> ○ The election of the new Student Union Cabinet was completed smoothly. Around 48% of the students voted for the new Student Union Cabinet(Holmes). ○ As all members in the Student Union Committee members were from junior forms, they lacked experience in organizing activities. Teachers needed to play an important role in the Student Union. Clear instructions were needed. • Provide routine service to students and organize various activities and competitions <ul style="list-style-type: none"> ○ Most of the classes successfully decorated their own classroom boards on time. All students voted for the best decoration. The theme of board decoration was “Politeness” in 1st term and “Respect” in 2nd term. The process was smooth. ○ F1-3 classes formed teams to take part in a fun competition of guessing song name. The competition was exciting and many students gave great supports to the participants. ○ Student Union provided service for our students and SU committee members had to be on-duty during lunch time, including selling stationery. We hope SU office can provide more and various services to our students in next coming year. ○ There were a variety of performances in the contest this year, for example, singing, dancing and playing short drama. The whole talent show ran smoothly and the atmosphere was good. ○ The Student Union only distributed some leaflets or posters in each class to promote SU activities this year. ○ The Student Union obtained the sponsor(\$2,500) from PTA. There were three activities in total during the week for the promotion of Joyful Fruit Week. In order to promote a habit of eating more fruit regularly and encourage more students to participate in the Joyful Fruit events in school, there were a variety of activities for our students, such as fruit quiz at hall, game booth, fruit party and talk. ○ The farewell party was completed in July. PTA members sponsored a lump sum \$5,000 for the farewell party. Form 3 students from different classes shared their school life to teachers. Hence, they prepared different performances and video clips to show their gratitude for teachers. Teachers were invited to give encouraging speeches to their students. Both teachers and students enjoyed the activity. ○ All Form 2 students in groups of 5-6 had lunch with Vice-Principal Chiu. They expressed their opinions on school policies and shared their school lives. The atmosphere was good and students enjoyed this activity. All sessions were done smoothly. ○ All Form 3 students in groups of 5-6 chatted with Principal Wong during reading session. They expressed their opinions and shared their school lives with principal. The atmosphere was good. All sessions were done smoothly. • Organize student activities and competitions with other subjects and committees <ul style="list-style-type: none"> ○ This activity was jointly organized with DGC and MCNEC. Our committee did the promotions in September and October. Students understood more about various ethical virtues through the promotion of monthly themes. The Student Union helped promote the themes through drama and videos in morning assemblies. ○ The Talent show has been running smoothly and its atmosphere was good. The show could finish on time. After that, in order to promote environmental protection, MCNEC organized Green Christmas Party with SU for our students. Students performed well in both show and party.
3. Health Promotion Team Setting up and executing health-related procedures	<ul style="list-style-type: none"> • Nearly 54% of our students joined the seasonal influenza vaccination programme in first year. The process of seasonal influenza injection was smooth. We will encourage more students to join this programme in next year.

Key Project	Evaluation
Public Communication and Ceremony Committee (PCCC)	
1. SCIENCE IS THE NEW POWER Popular Science Talk in Schools Tour: Hong Kong	In collaboration with Bauhinia Magazine and iFLYTEK, Po Leung Kuk organised the “Science is the New Power” Science Seminar at Schools Hong Kong Station. After an address by Ms. Jenny Y C Tam, Vice-Chairman of Po Leung Kuk, and Dr. Tao Xiaodong, the representative of the organizer and Chairman of XunFei Healthcare, Dr Dawei MA, a renowned bioorganic chemist and Academician of the Chinese Academy of Sciences, was invited to share his views and interact with over 300 affiliated students at our school to inspire their interest in science.
2. School Info Day and Admission Talk	The School Open Day was held on 10 th December 2023 (SUN). Admission talk and different sessions of campus tour were arranged. All student helpers from TNK actively participated in introducing the school to the public. The feedback was positive from the participants. It was useful to include NCS helpers to answer questions by NCS parents in their native tongue.
3. Charity Bazaar cum CoolSTEAMaker Festival	To promote the STEAM Education and Maker Culture to our students, the CoolSTEAMaker Festival was successfully held on 9 th March 2024 (SAT). The festival included various exhibitions, experiential learning activities, workshops, competitions and games were held for the participants. The feedback from our students and the participants from the primary school was positive.
4. 3-day Bio-Tech Tasting Programme and 3-day AIoT Tasting Programme	In order to promote our school to the public, two 3-day Bio-Tech Tasting Programme and two 3-day AIoT Tasting Programme were held from November 2023 to March 2024 respectively. Primary 4 to 6 students from PLK Chan Yat Primary School, PLK HKTA Yuen Yuen Primary School, PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School and PLK Camões Tan Siu Lin Primary School participated our program and the feedback from the participants was positive. They found the programme useful and interesting.
5. Bio-TechTaster@TNK and AIoT Taster@TNK	In order to promote our school features to the public, Bio-Tech Taster@TNK and AIoT Taster@TNK was held on 13 th January 2024 and 27 th April 2024 respectively. Primary 5 to 6 students were welcome to join the free tasting workshop after a mini school talk. All reservations are full in the enrollment.
6. Fund raising activities	Fund raising activities were held at the Christmas celebration, Swimming Gala Dress Casual Day and Charity Bazaar cum CoolSTEAMaker Festival to raise funds for school development.
7. PTA matters	The 20 th PTA Annual General Meeting was held on 3 rd November 2023. New PTA committee members of the year 2023-2024 were elected. Various activities were held during the school year, such as the “Joint school PTA Activity Day”, “A Genuine Discussion Between Parents and the Principals”, Parents’ Talks and Parents’ Workshops. Participants enjoyed the activities very much and the feedback was positive.
8. Alumni matters	The 19 th Annual General Meeting was held on 12 th January 2024 to provide the members an opportunity to better understand the association’s affairs. Teachers attended in school while alumnus attended online. The BBQ Gathering was cancelled due insufficient number of participants.

Key Project	Evaluation
Academic and Staff Development Committee (ASDC)	
1. Develop STEM education via Project based learning and Research thesis	<ul style="list-style-type: none"> • Project based learning and Research thesis on the topic of STEM education were completed. They provided valuable experience to our students throughout the process.
2. Develop STEM Education – STEM Task Force	<ul style="list-style-type: none"> • STEM Task Force was established to help foster the development of STEM Education in the school. Task Force members have offered many valuable ideas on the STEM Education development to the school.
3. STEAM Study Tour to Germany and visit to Sister Schools	<ul style="list-style-type: none"> • The tour was well-organized with reasonable bus rides, but some parts were repetitive. Visits to certain sites were cancelled due to the age of the students, and alternative activities were arranged without notice. University tours were limited, and there were too many museum visits. No workshops were held, but accommodation and meals were good. Overall, the experience met expectations. • Students' behavior declined over time. Some entered restricted areas and ignored leadership roles, focusing on phones instead of exhibits. Incidents of crude language and oversleeping were reported. Improvements including setting clearer expectations, providing MOXO access, having behavior agreements signed, and ensuring the Hong Kong liaison are recommended. Teachers' workloads should be considered carefully. • Flight changes caused confusion; students from the same school should fly together. Frequent updates led to mix-ups. Seniors helping juniors wasn't clear, and tasks need earlier planning. More guidance is needed for booklet submissions and group activities. An initial Zoom meeting for leaders is essential for clarity. • Visits to both of our sister schools were conducted this year with tremendous success. We are now re-connected and students' experience in the visits was good. As for the tours, more spots to visit is recommended.
4. To enhance the interface with the NSS curriculum and the collaboration between our school and SFC	<ul style="list-style-type: none"> • Small-scale inter-school lesson observation was conducted to foster the exchange between the two schools. • Joint-school Staff Development Day was successfully held in the 2nd Term for the two schools to exchange on the latest condition of S3. Exchange among department heads was conducted afterwards.. • Mutual understanding among teachers of the two schools was enhanced through different professional exchange activities.
5. Staff Development	<ul style="list-style-type: none"> • Professional exchange month was carried out in both terms. All teaching had completed their open lessons and lesson observation. • New staff development workshops by our Educational Psychologist on handling students were conducted. • Joint School National Security Education workshop was conducted in February. • Joint School Fun Fun Day was conducted with elements concerning environmental protection. Colleagues had a good time playing ball games and workshops on the day. • A team building activity and workshop on STEM training were held in January. It brought colleagues closer and helped facilitate teachers' understanding of the latest AI technology and a taste of how it works.
6. Staff Union	<ul style="list-style-type: none"> • Matters such as Educators' Liability Insurance, preparation of Christmas cards for our school supervisor and managers, different staff gatherings, group purchase and election matters were coordinated by the Staff Union team to foster a harmonious atmosphere among members of the School and facilitate general administrative work. • Ice-cream and dessert treats for teachers were carried out for teachers to enjoy.

Key Project	Evaluation
Financial Committee (FC)	
1. To raise the awareness of teachers and staff members to comply with all the policies, procedures and requirements set by the Finance Committee	The committee has laid down clear and solid policies, procedures and sufficient guidelines which help all the staff members to comply with all the financial requirements from IMC, PLK and EDB.
2. Manage the operation of fund	Use the Moxo collect all the funding programmes are kept in file and record in future.
3. Quotation team	We kept use the 'Procurement Procedure Checklist' 「採購程序清單」 and related systems this year to assist colleagues in reviewing various procedural rules one by one in the procurement work, and to complete various procurement tasks smoothly and correctly. Regular reminders were given to each department regarding the TOC requirements.
4. The concern of National Safety	Need to pay more attention to the wordings and terms in the contract of buying goods or services. And also need to check the goods or services supplier's background (including NGO). Regular reminders were given to all staff.

7. Performance of Students

7.1 Scholarships

Name of the Scholarships	No. of Students
Tong Nai Kan Scholarship For Excellence	22
Ting Lok Memorial Scholarship	3
Wong Se Khun Memorial Scholarship	2
Mr Chan Wing Kei (Non Chinese Speaking) Chinese History Scholarship	4
Ms. Tsui Mei Ki Grants 2023-2024	2
Ms. Tsui Mei Ki Outstanding Talent Award 2023-2024	1
Ms. Tsui Mei Ki Outstanding Physical Education Grant 2023-2024	1
2023-2024 PTA Significant Progress Award	18
Po Leung Kuk Ho Yuk Ching Children & Education Fund	2
Po Leung Kuk Scholarship	3
Po Leung Kuk Lai Li Hing Best Improved Scholarship	3
Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship	1
Po Leung Kuk Chan Kee Hwa Scholarship	3
Po Leung Kuk Wong Yat Sin Scholarship	5
Po Leung Kuk Wu Gee Yee Memorial Education Fund Scholarship	6
Harmony Scholarship 2023-2024	1

7.2 External Awards

7.2.1 Academic

Competitions / Events	Results	Team(s)/Students(s)
"Campus Drawing Cup" for the 22nd Hong Kong Youth Recitation Literature Art Exchange Competition Award Solo Verse Speaking - Heat	Gold Award	2A LAM CHUN YUEN
	Silver Award	1F PAN KEN 2B WONG MING YU 2B ZHENG HING NI 3C ZHANG BAOJI
2023 Guangdong, Hong Kong & Macau Greater Bay Area Speech Contest (Hong Kong Region) - English Solo Prose Reading	2nd Runner-up	1E LOPES LAM LINNA 3C KAUR GURVEER
	Merit	1A YIP HIU LAAM 1A LO CHEUK KI LAWRENCE 1C BALASUBRAMANYAM DHRUTHI 1C GURUNG PROMISHA 1C KAUR GURSIRAT 1C LIMBU PRAPTI 1C HA SHING HIN DICKSON 1E MIRHA FATIMA 1E NNADIKWE LAWRENCE 2A CHAU ERNEST 2C TARLIT MISCIA AISHI DELA CRUZ 2E MANGALINAO RALPH JACOB SABINANO 3C LEE POK HIM 3C AGHA SYVEDA MUNEEBA 3C CHAN HO SUM 3C GURUNG ELIZA 3C GURUNG PRIYA 3C MANGALINAO RHAIZA JANE 3C THAPA NOREN 3C GURUNG RISHAN 3C RAYAN SAJED 3C LAM YING CHING
2023 Hong Kong Academic Recitation Open Competition and the 16th BNCL certificate Recitation - Heat	Champion	3C ZHANG BAOJI
	1st Runner-up	2B WONG MING Y
	2nd Runner-up	1C HE ZHIXIN 2A LAM CHUN YUEN 2B ZHENG HING NI
Chinese Talent Competition for Non-Chinese Speaking Students - Verse Speaking	Merit Award	1E LOPES LAM LINNA
The 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei" - Heat	1st Class Honour	3A CHEN YI WING
	3rd Class Honour	2B ZHENG HING NI 3A GUO YANYAN 3A RONG WING SHING 3A YE YANJUN 3B CHAN YIN SUM 3B TONG NGA NAM
The 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei" - Final	1st Class Honour	3A YE YANJUN 3A CHEN YI WING
	2nd Class Honour	3A CHEN YI WING 3B CHAN YIN SUM 3B TONG NGA NAM
	3rd Class Honour	3A GUO YANYAN 2B ZHENG HING NI 3A RONG WING SHING

The 6th Professional Elite Cup of Academic Speech Competition	Champion	2B MAI YING LIN
	1st Runner-up	2B WONG MING YU
	2nd Runner-up	2B LI YEE KA
The 75th Hong Kong Schools Speech Festival - English Solo Prose Reading	1st Place	3C GURUNG PRIYA
	2nd Place	2E MANGALINAO RALPH JACOB SABINANO 3C AGHA SYVEDA MUNEEBA 3C CHAN HO SUM 3C MANGALINAO RHAIZA JANE 3C THAPA NOREN
	3rd Place	1E MIRHA FATIMA 3C KAUR GURVEER
The First Writing Competition for Primary and Secondary School Students in Hong Kong "Why I like this book?"	Excellence Award	3A CHEN YI WING
2023 MakeX Robotics Competition (Hong Kong) (Starter)	Champion	2A CHING WAI HONG 2A TAM SIU YIU 2D CHENG HO MAN 2F YAM CHIU HEI
	1st Runner-up	1A TAM TZE YAN 1B MA KA HEI 2D CHOW YIK HEI 3A TANG PO SHING
	Overall Champion School	1A TAM TZE YAN 1B MA KA HEI 2A CHING WAI HONG 2A TAM SIU YIU 2D CHOW YIK HEI 2D CHENG HO MAN 2F YAM CHIU HEI 3A TANG PO SHING
2024 MakeX Robotics Competition (Hong Kong) (Mid-year competition) (starter)- Final	Champion	1B CHAN HO LONG 2A CHING WAI HONG 2A TAM SIU YIU 2D CHOW YIK HEI
	2nd-runner up	1A TAM TZE YAN 1A TANG SUET YIN SYLVIA 1F KWAN HOU YAN 1F LAM WAI PUI
2024 MakeX Robotics Competition (Hong Kong) (Mid-year competition) (EXPLORER) Guangdong-Hong Kong-Macao Greater Bay Area Competition- Final	Champion	1B MA KA HEI 3A TANG PO SHING 3A TANG PO SHING
	1st runner-up	1B MA KA HEI 2D CHENG HO MAN 2F YAM CHIU HEI
2024 MakeX Robotics Competition (Hong Kong) (Mid-year competition)- Final	Overall Champion School	1A TAM TZE YAN 1A TANG SUET YIN SYLVIA 1B CHAN HO LONG 1B MA KA HEI 1F KWAN HOU YAN 1F LAM WAI PUI 2A CHING WAI HONG 2A TAM SIU YIU 2D CHOW YIK HEI 2D CHENG HO MAN 2F YAM CHIU HEI 3A TANG PO SHING

2023-2024 SSP District Inter-school Creative Technology Competition	Creative Applied Technology Award	2D LAI TAK HO 3B CHENG WING TUNG 2B LAU SO KWAN AMBER
Hong Kong Primary and Secondary School Maker Competition 2023-2024- Final	1st runner-up	3A ZHANG YUI HEI 3B LAW WING SHAN 3B TAM CHI YAN ANSON
2023-2024 Creative Coder Competition	The Most Dedicated Team Award	2A AU MEI KI 2A LI CHOI KIU 3B CHENG WING TUNG 3B ZHONG ZHI QI 3B LIN JUN HAO
Pan-Asia Pacific International Mathematics Invitation Competition 2024- Heat	2nd Class Award	1B MA KA HEI 1B LAI KA HEI 1B SUN CHO HIN 2A ZHU JIAJUN 2A CHING WAI HONG 2B ZHENG HING NI 2B LAU SO KWAN AMBER 2D LAI TAK HO
	3rd Class Award	1B LAI KA HEI 1B SUN CHO HIN 2A LEE SHUN HONG 2B KAN WING YAN 3A XIE SAU YING 3B CHAN TSZ TUNG
	Merit Award	1A CHENG WING HEI 1A LIN ZILING 1A YEE HO LAM COLLIN 1B HO SHUN YU 2D CHU PAK HIN 2B SUM FU KIN 3B TAM CHI YAN ANSON 3C MACK CHUN HO 3A ZHANG YUI HEI 3A ZHU KA HIN KENNEDY 3A SUM KA WANG 3A TSE PING LAM
Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2024 - Heat	2nd Class Award	2B ZHENG HING NI 3A ZHANG YUI HEI
	3rd Class Award	1A CHENG WING HEI 2A LEE SHUN HONG 2A CHING WAI HONG 3C MACK CHUN HO
Hua Xia Cup (Southern China Region) Mathematical Olympiad Contest 2024 - Semi Final	2nd Class Award	2B ZHENG HING NI
	3rd Class Award	3A ZHANG YUI HEI 3C MACK CHUN HO
Hua Xia Cup National Mathematical Olympiad Contest 2024 - Final	3rd Class Award	3A ZHANG YUI HEI
2024 Asia International Mathematical Olympiad Open Contest - Heat	Bronze Award	1A CHENG WING HEI 1C SIN YIK WAI IVAN 1D T SANG MAN HO 2A LEE SHUN HONG 2B SUM FU KIN
2024 Asia International Mathematical Olympiad Open Contest- Semi Final	Bronze Award	2A LEE SHUN HONG 2B SUM FU KIN
2024 Asia International Mathematical Olympiad Open Contest - Final	Silver Award	2B ZHENG HING NI
	Bronze Award	2B SUM FU KIN

7.2.2 Cultural Activities

Competitions / Events	Results	Team(s)/Students(s)
The 60th Schools Dance Festival	Jazz & Street Dance Commended Award	1A CHAN YUE TUNG 1A LAU TSZ CHING 1A LI MUNG FEI 1A LING YIK YU 1B AU HOI FAN 1B PANG YONG XIN 1B WONG TSZ KI 1C BALASUBRAMANYAM DHRUTHI 1C LIMBU AVERY 1C TAM SHING KWAN 1C THAPA MICKHEM 1C UMAR NIKEISHA HAURA KAMILAH 2A CHAN TSZ LAM 2A CHAN YU CHING 2A LEUNG HONG KI 2A LAM CHUN YUEN 2C GU ZILIN 2C NG HO YAN 2C WONG TSZ YU 3A WONG NGA CHING 3C LAM YING CHING
The 53th International Children and Youth Dance Competition	Group G 2nd Runner-up	1A CHAN YUE TUNG 1A LING YIK YU 1B WONG TSZ KI 1C LIMBU AVERY 1C TAM SHING KWAN 1C UMAR NIKEISHA HAURA KAMILAH 2A CHAN TSZ LAM 3A WONG NGA CHING 3C LAM YING CHING
The 4th Let's Dance! Hong Kong Youth Children Dancer Competition 2024	Secondary Group Silver Award	1A CHAN YUE TUNG 1A LING YIK YU 1B WONG TSZ KI 1C LIMBU AVERY 1C TAM SHING KWAN 1C UMAR NIKEISHA HAURA KAMILAH 2A CHAN TSZ LAM 3A WONG NGA CHING 3C LAM YING CHING
Hong Kong School Drama Festival 2023/24	School Performance Phase Award for Outstanding Stage Effects	1C LIMBU PRAPTI 1E LOPES LAM LINNA 1A YIP HIU LAAM 1A HA CHEUK HIM SHAWN 1C GURUNG PROMISHA
	School Performance Phase Award for Outstanding Performer	1A CHAN YUI 2E MAGTALAS WENDELL JR PORRAS 3C ANDRION BRODY JAMES ANGELES 3C LEUNG MING WUN LOUIE 3C AGHA SYEDA MUNEEBA 3C MANGALINAO RHAIZA JANE

The Odyssey of the Mind Hong Kong regional Tournament 2023	Division II Problem 5 Champion	1A HA CHEUK HIM SHAWN 1A CHAN YUI 1A YIP HIU LAAM 2E MAGTALAS WENDELL JR PORRAS 3C MANGALINAO RHAIZA JANE 3C AGHA SYVEDA MUNEEBA
The 16th English Radio Drama Competition 2023-2024 for Schools- Semi-Finalist Phase	Semi-Finalist Award	1C BALASUBRAMANYAM DHRUTHI 2C SARDAR KHUSHBOO 3C AGHA SYVEDA MUNEEBA 3C ANDRION BRODY JAMES ANGELES
65th Chinese Musical Instrument Contest	S1 level GuZheng Champion	1B CHAU YIN PING 3C CHAN TANYATORN 2B CHAN YUEN YAN
The 4th Hong Kong Chinese Orchestra Competition	Group Silver Award	1B CHAU YIN PING 3C CHAN TANYATORN 2B CHAN YUEN YAN
65th Student Musical Competition	Grade 5 Clarinet Champion	1B YAN KA CHUN
58th Singing Competition Champion	Teenage Group Solo Champion	1E GURUNG AHANA 3C LAM YING CHING
	Teenage Group Solo 2nd Runner-up	3A WONG NGA CHING

7.2.3 Sports

Competitions / Events	Results	Team(s)/Students(s)
HKSSF Inter-School Cross Country Competition 2023-2023	Boys C Grade Cross Country Individual 4th Place	1C SUNAR DEEPSON
	Boys C Grade Cross Country 3rd Place Team	1C SUNAR DEEPSON 1E NNADIKWE LAWRENCE 1E RAI TAYAMU 2C DEWAN NISHE 2F MOK YUN KIU CURTIS
41th Po Leung Kuk Affiliated Secondary School Joint Swimming Gala	Boys Senior Grade 100m free style Champion	3F LAM TSZ YEUNG Y Y
	Boys Senior Grade 50m Butterfly 2nd Place	3F LAM TSZ YEUNG Y Y
HKSSF Inter-School Swimming Competition 2023-2024	Girls C Grade 50m Breast Stroke 2nd Place	1C HSU WAN HEI WALLIS
	Girls C Grade 50m Free Style 4th Place	1C HSU WAN HEI WALLIS
	Boys B Grade 50m Butterfly Champion	3F LAM TSZ YEUNG Y Y
	Boys B Grade 200m Individual Medley Champion	3F LAM TSZ YEUNG Y Y
Po Leung Kuk Affiliated Secondary School Joint Sports Day 2023-2024	Boys Senior Grade 110m hurdles 3rd Place	3A TANG PO SHING
	Girls Junior Grade Long Jump Champion	3C ZHOU LING WEI LAURA
	Boys Senior Grade High Jump Champion	3E WU CHEUK WAI
HKSSF Inter-School Athletics Competition 2023-2024	Boys B Grade High jump 4th Place	3E WU CHEUK WAI
A.S. Watson Group HK Student Sports Awards 23-24		3F LAM TSZ YEUNG Y Y

7.3 Student Participation in School Activities and Social Services

7.3.1 Internal & Joint School Activities

Month	Activity	Club/Subject Faculty or Department/Committee
September	S1 Mentor Scheme	DGC
	S2 & S3 Parents' Night	PCCC
	Moral Education – Information Literacy Education	ITC
	Moral Education – All about Love	SAC
	National Education – Basic Law	MCNEC
	EMI Week	Faculty of English
	Fiesta of Chinese Orchestras	MUSIC
	ECA Recruitment Week (Academic Clubs, School Teams, Interest Classes)	ECCAC
October	EMI Week	Faculty of English
	Moral Education – All about Love	SAC
	Civic Education – Low Carbon Living	MCNEC
	National Education – Basic Law	MCNEC
	National Education – National Day	MCNEC
	S2 MAKER Course	AC
	S3 Student & Parents Seminar 1: Preparation on promoting to SFC	CGC
	Joint School (TNK & KTC) Sport Day	ECCAC/PE
	ECA Session	ECCAC
November	EMI Week	Faculty of English
	Halloween Activity	Faculty of English
	PTA AGM	PCCC
	Moral Education – Law-abiding	DGC
	Civic Education – Green School Activity	MCNEC
	National Education – Basic Law and Courtesy	MCNEC
	S3 Job Simulation Day (3A, 3B, 3C)	CGC
	S3 MAKER Course	AC
	Life-Wide Learning Day	AC
	ECA Session	ECCAC
December	EMI Week	Faculty of English
	Moral Education – Law-abiding	DGC
	Moral Education – Sex Education	SW
	Civic Education – Green Christmas	MCNEC
	National Education – Basic Law and Constitution Day	MCNEC
	ECA Session	ECCAC
	School Dress Special Day	MCNEC
January	Moral Education – Poverty Education	MCNEC
February	EMI Fortnight	Faculty of English
	Joint School (TNK & KTC) Swimming Gala	ECCAC/PE
	Moral Education – Anti-drug Education	DGC
	Civic Education – Green School and Poverty Education	MCNEC
	Leadership Training	DGC
	S3 Student & Parents Seminar 2: NSS and Subject Selection	CGC
	S3 Student & Parents Seminar 3: Education Pathways other than NSS	CGC
	S1 Peer Counsellor Scheme (KTC Big Brother & Sister)	DGC
	S3 MAKER Course	AC
	Parents' Day & Talk	PCCC
	ECA Session	ECCAC
March	EMI Week	Faculty of English
	Moral Education – Anti-drug Education	DGC
	Civic Education – Being a responsible citizen and Public Morality	MCNEC
	Innovative Maker Fortnight	AC
	Charity Bazaar cum CoolSTEAMaker Festival	PCCC
	S3 MAKER Course	AC
	ECA Session	ECCAC

Month	Activity	Club/Subject Faculty or Department/Committee
April	EMI Week	Faculty of English
	Moral Education – Information Literacy Education	ITC
	National Education – National Security	MCNEC
	Arts-in-School Partnership Scheme Exploring the World of Mozart's Operas	MUSIC
	School Retreat Day	SW
	S1 MAKER Course	AC
	ECA Session	ECCAC
May	EMI Fortnight	Faculty of English
	S1 MAKER Course	AC
	Project Based Learning Presentation Day (S2)	AC
	Research Thesis Presentation Day (S3)	AC
	S3 Job Simulation Day (3D, 3E, 3F)	CGC
	Life-Wide Learning Day	AC
	S3 Student & Parents Seminar 4: Promoting to KTC	CGC
	Moral Education – Information Literacy Education	ITC
	Moral Education – Sex Education	MCNEC
	National Education - National Security	MCNEC
	National Education – Basic Law	MCNEC
National Education – Inter-house Basic Law Competition	MCNEC/Chinese History	
June	S1 Mentor Scheme	DGC
	National Education – HKSAR Establishment Day	MCNEC
July	Healthy Campus Talk	MCNEC/DGC
	S3 Farewell Party	SAC
	Parents' Day & Talk	PCCC
August	PLK Flag Selling Day	MCNEC

7.3.2 Life-wide Learning Activities

Month	Activity	Subject Faculty or Department/ Committee	Form
September	EP Talk (Stress Management)	Learning Support Team	S.3
November	A visit to Tai Kwun	Geography and History	S.2
	AI Sports Experience Activities	PE	S.3
	Rugby Experience Activities	PE	S.3
	EP Talk (Interpersonal relationships)	Learning Support Team	S.2
	Study Tour on the Science and Technology Development in the Greater Bay Area	Faculty of STEM	S.2
December	Learning & Teaching Expo 2023	Faculty of STEM	S.2-3
	EP Talk (Character Strength)	Learning Support Team	S.1
January	"Travel" a journey through the Tang Dynasty	Faculty of Chinese Language & Culture and History	S.1-3
February	Chinese Traditional Activities Day	Faculty of Chinese Language & Culture and History	S.1-3
	Book Fair	Library	S.1-3
March	"Science is the New Power" Popular Science Talk in Schools Tour: Hong Kong	Faculty of STEM	S.1-3
	Creative Fluid Art Design Competition	Visual Arts	S.1-3
April	Big Bay Area Sports Exchange Programme - Football	PE	S.1-3
	PLK Joint School Mainland Basketball Training Camp	PE	S.1-3
	A visit to Feeding Hong Kong	Living Technology	S.1-3
	Food Additives and Food Labelling Talk	Living Technology	S.2
May	A visit to Tai Kwun	Geography and History	S.2
	Visit the Hong Kong Museum of Arts	Music	S.3
	Shuttlecock Experience Activities	PE	S.1-3
	Study Tour on the Science and Technology Development in the Greater Bay Area	Faculty of STEM	S.2-3
June	A visit to Cantonese Opera Education and Information Centre	History	S.1-3
	Cultural Journey Carnival	Learning Support Team	S.1-3
July	Visiting University of Hong Kong-Hong Kong Biodiversity Museum	Science	S.1-3

7.3.3 Social Services

Month	Activity	Club / Committee / others	Form
October	1. Pre-service Training - Understanding the needs wheelchair users and people with visually impairment. Developing students' sense of empathy towards people with special needs.	MCNEC/BGCA	S.3
November	1. Pre-service Training - Understanding the elderly services and learning the skills in communicating with the elderly	MCNEC/BGCA	S.1
December	1. Pre-service Training - Understanding the importances of the source of marine litter and its damage to the ecosystem. Raising the awareness of the seriousness of the issue regarding marine waste and the importance of marine conservation. 2. Dress Special Day	MCNEC/BGCA MCNEC	S.2 S.1-3
February	1. Service Learning – Students were distributed into two groups to experience the daily life of wheelchair users and people with visually impairment.	MCNEC/BGCA	S.3
March	1. Pre-service Training - Understanding the elderly services and learning the skills in communicating with the elderly	MCNEC/BGCA	S.1
April	1. Service Learning – Students were divided into two groups, they cleaned up the Lung Kwu Tan and Siu Lam Beach respectively	MCNEC/BGCA	S.2
May	1. Service Learning – <u>“Guangdong-Hong Kong-Macao Youth Greater Bay Area Visit Program - Red Mark”</u> four-day Tour - Broadening students' horizons, enhancing their learning experiences, and pursuing greater understanding through reciprocal contact between our students and those on the mainland.	MCNEC	S.1-3
July	1. Service Learning - Students were divided into different groups. Meeting and playing games with elderly.	MCNEC / SW	S.1
August	1. PLK Flag Day	MCNEC	S.3

8. Financial Summary

8.1 Government Funds and School Fund

Government Funds and School Funds	Income (\$)	Expenditure (\$)
I. <u>Government Funds</u>		
(1) Expanded Operating Expenses Block Grant (EOEBG)		
(a) School Specific Grant		
- Administration Grant	3,732,810.00	3,698,980.72
- Capacity Enhancement Grant (CEG)*	519,497.00	556,753.60
- Composite Information Technology Grant (CITG)*	448,576.00	437,760.25
- Air-conditioning Grant	522,756.60	1,194,413.00
- SB Management Top-up Grant	52,596.00	64,825.00
- SB Speech Therapy Administration Grant	8,415.00	0.00
- SBSS for Schools with Intake of Newly Arrived Children	30,225.00	0.00
Sub-total	5,314,875.60	5,952,732.57
(b) Non-School Specific Grant		
Basic Baseline Per Class Provision:	1,720,223.58	
- Composite F&E Grant		674,461.47
- Consolidated Subject Grant		36,532.40
- Lift Maintenance Grant		237,520.00
- Training & Development Grant		6,000.00
- School and Class Grant		864,438.66
- Whole School Approach to Guidance and Discipline		2,244.00
(c) Income not from Grants		
- Income from hire of school premises	47,158.16	
- Other income	85,732.58	
Sub-total	1,853,114.32	1,821,196.53
Total from EOEBG	7,167,989.92	7,773,929.10
(2) Other Grants (including Home-Sch Co-op Project Grant, CCFAP, Fractional Post Cash Grant(FPCG)*, School-based Support Grant for NCS, School-based After-school Learning and Support Programmes, Student Activities Support Grant, Life-wide Learning Grant, Sister School Exchanges Grant*, Promotion of Reading Grant*, Teacher Relief Grant, IT Staffing ITSS Grant*, Learning Support Grant*, School Executive Officer Grant, etc.)	11,380,869.76	10,089,709.61
Total from Government Funds	18,548,859.68	17,863,638.71
II. <u>School Funds</u> ^		
(1) General Fund/Student Affairs/Subscriptions	1,248,922.23	1,417,928.29
(2) Tuck shop rental	60,500.00	-
(3) Approved Collection for Special Purposes*	209,700.00	208,409.80
(4) Donations*	78,757.30	-
(5) Po Leung Kuk Education Fund*	133,010.00	126,650.00
(6) Quality Education Fund	841,750.00	725,767.20
(7) IT Innovation Lab Fund	999,830.00	994,700.00
(8) Others (including hire of school premises, subsidies from scholarship grant, Healthy School Programme, Sales of Electricity to CLP Project etc.)	788,032.00	883,131.83
Total from School Funds	4,360,501.53	4,356,587.12

^ Loan repayment to Po Leung Kuk of \$150,000 has been made during 2023/24

8.2 Composite Information Technology Grant (CITG)

Implementation Plan	Amount (\$)
Internet Service	98,020.00
IT-related equipment/consumables/maintenance	261,640.25
Software and licenses	78,100.00
Total	437,760.25

8.3 Capacity Enhancement Grant (CEG)

Implementation Plan	Amount (\$)
Employ a 0.375 full time IT Manager	186,000.00
Employ a 0.8 full time Mathematics & Science Teacher	370,753.60
Total	556,753.60

8.4 Learning Support Grant (LSG)

Implementation Plan	Amount (\$)
Employ a full time English Teacher	415,800.00
Employ a 0.25 full time English & History Teacher	120,000.00
Employ a full time Assistant Teacher	295,858.73
Other expenses	74,480.00
Total	906,138.73

8.5 IT Staffing Support Grant (ITSSG)

Item	Amount (\$)
Salary for IT Technician and IT Assistant	414,913.79
Total	414,913.79

8.6 Promotion of Reading Grant (PRG)

Item	Amount (\$)
Purchased of Books	45,239.80
Reading Activities	3,428.00
Total	48,667.80

8.7 Sister School Exchanges Grant (SSEG)

Item	Amount (\$)
Purchase of iPad for exchange programme	122,435.00
Exchange Tour	81,330.00
Total	203,765.00

8.8 SBM Approved Collection for Specific Purposes

Item	Amount (\$)
For Non-government subsidized ventilation and thermostat fee	
- Ventilation and thermostat Fee / Repairs and maintenance Fee	80,622.00
For Supplementary fee	
- Supplementary expenses	127,787.80
Total	208,409.80

8.9 Po Leung Kuk Education Fund

Item	Amount (\$)
Po Leung Kuk Education Fund/Scholarship	24,700.00
PLK Student Happy Growth Fund	36,000.00
Ting Lok Memorial Scholarship	900.00
Tong Nai Kan Scholarship for Excellence	13,600.00
Chan Wing Kei (NCS) Chinese History Scholarship	2,000.00
PLK Tong Nai Kan JS College Staff Education Fund	2,000.00
Tong Nai Kan Outstanding Staff Edu Fund	29,000.00
PLK Li Shiu Chung Quality Education Fund	24,810.00
Total	133,010.00

8.10 Donations/Fund-Raising Activities

	Details	\$
1	TRUMPTECH DIGITAL EDUCATION SERVICES LIMITED 資助 2023-2024 年度深水埗區校際創意科技比賽參賽學校	5,000.00
2	學校發展經費籌募呼籲及演講廳座椅命名	22,750.00
3	2023/24 年度聖誕聯歡服飾日籌款(本校學生及家長)	18,726.30
4	2023/24 年度水運會服飾日籌款(本校學生及家長)	10,160.00
5	Charity Brazza cum coolSTEAMaker Festival (Maker Festival) 籌款	22,121.00
	Total:	78,757.30

8.11 Other Donations

	Donor	Donation Item	Value(\$)
1	中國文化研究院	「虛擬學習旅程教材套資源冊」1 本	不詳
2	保良局	《An Evening with Whitney – The Hologram Concert》演唱會門票共 4 張	3,120.00
3	香港莊子文化研究會	書籍《莊子·逍遙遊》、《莊子·齊物論》及《莊子·養生主》各 1 本	不詳
4	葉梁淑儀女士	書籍《大國博弈中的香港》及《Regina's English Works for You 7》各 1 本	198.00
5	中華書局(香港)有限公司	書籍《「一國兩制」百問百答》共 5 本	490.00
6	黃仲奇先生	一百元百佳禮券共 10 張、All-in-one coffee bottle 1 個、Heatech Super Light Vacuum Mug 1 個、Mini Shecn Hok 2 個及 Thermos 隔溫碗 1 個	2,400.00
7	何君堯議員	書籍《國家安全教育在身邊 -- 教學設計參考》1 本	不詳
8	保良局第一張永慶中學	書籍《果碩豐盈》學生得獎作品集 1 本	不詳
9	香港中華文化促進中心	書籍《追尋那一束光》作文大賽作品集共 5 本	不詳
10	律政司	書籍《基本法》法律論壇匯編 1 本	不詳
11	紫荊雜誌社	雜誌《知識》28 本、書籍《「未來」科學家未來科學大獎獲獎者訪談實錄》6 本、書籍《星火相傳》2 本、科大訊飛手辦公仔 1 隻	1,439.00
12	紫荊雜誌社	《知識》雜誌共 50 本	1,000.00
13	黃仲奇校長雲南考察團	同慶號普洱茶 1 盒、花茶 1 盒及花餅 1 盒	505.00
14	香港歷史博物館	【香港賽馬會呈現系列：天地之中 - 河南夏商周三代文明展】免費教材套裝 1 套（套裝包括：多角度文物盒、磁石貼、地圖和工作紙）	不詳

9. Evaluation of Other Plans

9.1 Evaluation of the Use of the Capacity Enhancement Grant

Program	Method of Evaluation	Success Criteria	Evaluation
Employment of a <u>0.375</u> full-time IT Manager	Evaluation by the Administration and Public Liaison Head	<ol style="list-style-type: none"> The IT Manager has ensured secure and stable network infrastructure within budget, including both the wired and wireless network, for school administration, learning and teaching purposes. The IT Manager has ensured efficient and well managed desktop/portable devices within budget, including the iPad, iMac and MacBook, for school administration, learning and teaching purposes. <ul style="list-style-type: none"> The IT Manager has ensured advanced and well-designed software applications within budget, including all school tailor-made apps, for school administration, learning and teaching purposes. 	<ol style="list-style-type: none"> The IT Manager ensured that the school's Wi-Fi 6 system was running smoothly, with high reliability, stability and, security in classrooms, special venues like the hall and lecture theatre, and in staff rooms and meeting rooms. The broadband lines operated effectively for both wired and Wi-Fi networks, maintaining high reliability and stability. All mobile devices (MacBooks and/or iPads) used by staff and students were properly managed by the MDM system, allowing for remote management of devices and installation of software applications. IT facilities on campus were well maintained and operated smoothly for various internal and external events, with no major failures. <ul style="list-style-type: none"> The iPads outside classrooms and special venues ran smoothly with the Display App for timetable displays and room bookings for both staff and students. The school website was enhanced to allow for easy online bulk changes of venues and/or original/substitute teachers. The development of the Inventory System was enforced to speed up the formal documentation of administrative / system rules and acceptance/system test results, enhancing the vendor's understanding.
Employment of a <u>0.8</u> full-time Social & Cultural Studies and Finance & Accounting Teacher	Evaluation by the heads of Social & Cultural Studies Department and Finance & Accounting Department	<ol style="list-style-type: none"> The teacher has taken up the teaching and marking workload of 8 classes of Social & Cultural Studies (S&C) and 2 classes of Finance & Accounting (FA) subjects. The teacher has taken up the workload of setting and marking 4 test or exam papers for the Social & Cultural Studies subject, as well as 1 exam paper for the Finance & Accounting subject. The teacher has prepared e-learning materials and other learning and teaching materials for the Social & Cultural Studies and Finance & Accounting subjects. The teacher has helped to train the students to participate in competitions relate to humanities subjects. The teacher has assisted Social & Cultural Studies and Finance & Accounting subjects to organize 3 activities in the year. The teacher has taken up the duties in the School Info Day for and in the CoolSTEAMaker festival for humanities subjects. <ul style="list-style-type: none"> The teacher has finished the filing of Box file and relevant document. 	<ol style="list-style-type: none"> The teacher has taken on a teaching workload of 8 classes in the S&C subject and 2 classes in the FA subject in the year. The teacher has set and marked 2 exams and 8 tests for the S&C subject, as well as 1 exam and 1 test for the FA subject. The teacher has prepared flipped classroom materials for both the 1st and 2nd terms in the S&C subject. These materials helped students gain a better understanding of relevant topics before the lessons. The FA school team has been formed, and students have been well trained by the teacher in preparation for the competition. The teacher has assisted with internal activities for the S&C and FA subjects, including Maker Fortnight, a financial competition, and online quiz competitions, as well as 1 visit for S&C subject in the year. The teacher has fulfilled assigned duties at the CoolSTEAMaker festival for both the S&C and FA subjects. The performance has been commendable, especially in motivating students to participate the activities. <ul style="list-style-type: none"> The teacher has completed the filing work for assessments in both the S&C and FA subjects.

9.2 Evaluation of the School-based After school Learning and Support Programme

A. The number of benefited students under this programme was 506
(including A. 97 CSSA recipients, B. 282 SFAS full-grant recipients and C. 127 under school's discretionary quota)

B. Information of activities under the programme

*Name/type of activity	Actual no. of participating target students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Gifted Education (School Team): Chinese, PTH, Science, ITS, English	54	129	17	100%	10/2023-7/2024	\$45,250	Students' reflection Teachers' feedback	Headstart Group Limited, etc.	--
Joint School Study Tour to Germany	1	0	9	100%	7/2024	\$35,000	Students' reflection	Maxthon Universal Exchange Centre	--
ECA sessions and after school activities	38	141	89	100%	10/2023-5/2024	\$67,560	Students' reflection Teachers' feedback	Stardian Education, etc.	--
Leadership training activities	4	12	12	100%	7/2024	\$20,964	Students' reflection Teachers' feedback	TZ Studios Limited, etc.	--
Total no. of activities: 4									
@ No. of participation counts	97	282	127		Total Expenses	\$168,774			
**Total no. of participation counts	506								

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

** Total no. of participation count: the aggregate of (A) + (B) + (C)

@ Participation count: refers to the aggregate no. of benefited students participating in each activity.

Target students: students in receipt of CSSA (A)/SFAS (B) full grant and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

Achievements of the activities conducted are rated as follows:

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the discretionary quota;
- target students unwilling to join the programmes;
- 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 of 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)

Students, teachers and parents are satisfied with the service and activities provided.

9.3 Evaluation of the Use of the Promotion of Reading Grant

9.3.1 Evaluation of the objective

To cultivate students' reading interest, a Monthly Theme Reading Promotion has organized in which the school library provides a list of books and a series of reading activities for students. In the 2023/2024 school year, the theme of each month was as follows:

Year	2023			2024					
Month	October	November	December	January	February	March	April	May	June
Theme	香港 人、物、情	English new books	中文新書推介	Sports	STEM Education	Chinese history and culture	植物、園林 (春色滿園)	音樂、藝術	參觀圖書館 (荔枝角)

The Monthly Theme Reading Promotion was carried out in October 2023, January 2024, February 2024 and April 2024. as shown in the above table. In response to different themes, thematic books were displayed in an eye-catching corner of the library to arouse students' interest. It was observed that students liked picking up books from this corner and reading them in the library during recesses and after school. Students would be awarded if they borrow books of related to the theme of that specific month. Also, Inter-class Bookmark Design Competition was organized. Different themes of books will be introduced to students in the next academic year.

Besides, language teachers and students are required do Good Book Recommendations from the school library collection to students. Library teachers also prepare New Book Recommendation videos. These videos are broadcasted to the whole school during morning assemblies, in order to promote the reading atmosphere.

To cater to student's literary and educational needs, a book fair was held in the February. This event offered students an opportunity to explore a wider range of reading materials.

9.3.2 Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change on the number of books borrowed by students and the scope of the reading activities)

After adopting various reading strategies throughout this academic year, the reading culture among students has been developing gradually. Although there was school suspension, students read more books compared with the previous academic year as shown in their submission of book reports.

Furthermore, a variety of activities have been held every year to enhance the reading culture. These include the book fair, World Book Day Reading Challenge and Reading Club. The participation of these activities was satisfactory, with students and classes actively engaged in different reading activities.

9.4 Evaluation of the Use of the Sister School Exchanges Grant

Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Methods	Reflection and Follow-up
<p>To improve student mobile video communication equipment</p> <ul style="list-style-type: none"> • iPad Air x 10 • Apple Pencil x 10 	<ul style="list-style-type: none"> • Students are able to produce the exchange video clips for sharing. <p>Students are able to prepare the exchange project for sharing.</p>	<ul style="list-style-type: none"> • Sharing of exchange video clips on campus • Sharing of exchange experiences during the morning assembly 	<ul style="list-style-type: none"> • With enough equipment, all students can hold iPads and MacBooks for easy shooting and recording at any time and producing the video with each other in the group work. At the same time, teachers and students can also use the better performance iPad and MacBook to create communication learning materials to improve learning performance.
<p>Visit Ningbo No. 15 Middle School</p> <ul style="list-style-type: none"> • To hold exchange activities with sister school students, including lesson observations, seminars or debates. • 	<ul style="list-style-type: none"> • An academic exchange among students with sister school Ningbo No.15 Middle School can be organized. • A professional exchange among teachers with sister school Ningbo No.15 Middle School can be organized. 	<ul style="list-style-type: none"> • Student questionnaires • Teacher questionnaires 	<ul style="list-style-type: none"> • Three teachers from the school led 15 students to visit Ningbo No. 15 Middle School from March 21 to April 3, 2024. • The students of the school and the teachers and students of the Ningbo No.15 Middle School conducted various classroom activities and visits. Students used their iPads and MacBooks to take record of the trip, jotted notes and found reference online. • Data from questionnaire shows that most students agree that the tour helped them to understand learning environment in the motherland and enhanced their knowledge and communication skills.
<p>Guangzu Middle School (Shenzhen) visit</p> <ul style="list-style-type: none"> • To hold exchange activities with sister school students, including lesson observations, seminars or debates. 	<ul style="list-style-type: none"> • An academic exchange among students with sister school Guangzu Middle School can be organized. • A professional exchange among teachers with sister school Guangzu Middle School can be organized. 	<ul style="list-style-type: none"> • Student questionnaires • Teacher questionnaires 	<ul style="list-style-type: none"> • Three teachers from the school led 15 students to visit Guangzu Middle School from December 27 to December 28, 2023. • The students visited the sister school and had attended various lessons. Students enjoyed the lesson and learnt about the sister school and the motherland with the help of their iPads and MacBooks. They also built contact with the students in the sister school. • Data from questionnaire shows that most students agree that the tour helped them to understand learning environment in the motherland and enhanced their knowledge and communication skills.

10. School Development Plan

10.1 3-year Development Plan

Major Concerns	Targets	Time Scale Please insert ✓			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Cultivate students' positive values and attitudes	• To enhance students' sense of responsibility	✓	✓	✓	<ul style="list-style-type: none"> To provide leadership training for students. To organize the "A Student, A Duty" programme to enhance students' sense of responsibility. To keep statistics on students' service performance inside and outside the school throughout the year, and organize where appropriate. To organize the "Flying High Programme" to strengthen students' sense of responsibility in their learning. 	National and Global Identity
	• To nurture students to establish friendly, supportive, respectful relationships with their peers	✓	✓	✓	<ul style="list-style-type: none"> To organize a day camp for S1 students and conduct class building activities to foster friendly, supportive, and respectful relationships among classmates. 	National and Global Identity
	• To strengthen students' moral character	✓	✓	✓	<ul style="list-style-type: none"> To incorporate various moral values throughout the year in moral education sessions. To organize community service and civic education activities, both curricular and extracurricular, to enhance sense of civic responsibility. 	National and Global Identity
	• To encourage students to become responsible citizens	✓	✓	✓	<ul style="list-style-type: none"> To implement waste reduction, recycling, and energy conservation programmes to enhance environmental protection and instill awareness of caring for public property in students. To organize information literacy seminars for students, while also invite parents to participate. To design an information literacy curriculum based on the EDB's "Information Literacy for Hong Kong Students" learning framework to teach students about information literacy. 	National and Global Identity Information Literacy
	• To cultivate a sense of national identity and fostering an appreciation of Chinese culture among students	✓	✓	✓	<ul style="list-style-type: none"> To promote education on the "Constitution" and the "Basic Law". To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum. To promote awareness of national security. To organize morning assemblies, assemblies, and specific events to promote activities or visits that enhance students' national identity. To hold events centered around specific themes, such as promoting Chinese culture activities or national exhibitions, provide students with accurate knowledge of the country's history and foster an appreciation for Chinese culture and traditional values. 	National and Global Identity Breadth of Knowledge
	• To enhance students' sense of well-being and achievement, cultivating positive values and resilience in students, and promote physical, mental, and spiritual health of students, creating a healthy and positive campus atmosphere	✓	✓	✓	<ul style="list-style-type: none"> To organize the "Flying High Programme" to recognize students' achievements. To organize showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences. To decorate the campus using visual strategies to create a positive atmosphere, including display shelves showcasing inspirational quotes, encouraging words from teachers and staff, and posters promoting learning confidence and positive values. To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation for the future. To organize stress-relief and relaxation activities. To arrange activities to enhance students' sense of happiness and well-being. To conduct resilience-building activities to strengthen students' ability to overcome challenges. To organize parent workshops or activities on discipline approaches at home, supporting non-Chinese students, and catering to students with diverse learning needs. These initiatives aim to improve students' well-being, positive values, and resilience, ultimately promoting their physical, mental, and spiritual health. 	Life Planning Healthy Lifestyle
	• To enhance students' physical fitness	✓	✓	✓	<ul style="list-style-type: none"> To encourage student participation in sports. To extend student activity time and provide different activities during daily breaks for students to engage in. To add facilities to facilitate physical fitness activities for students. 	Healthy Lifestyle

Major Concerns	Targets	Time Scale Please insert ✓			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Develop students' potential and reach higher levels	• To enhance students' self-directed learning abilities	✓	✓	✓	<ul style="list-style-type: none"> • Continue to implement and optimise the "Flying High Programme". • Continue to promote e-learning and utilise e-learning in classroom teaching across subjects. • To assist each subject in using suitable electronic teaching tools (apps). • To make good use of multimedia learning and teaching resources, utilise subject-specific self-study resource database, allowing students to adjust their learning progress according to learning diversity. • To promote e-learning platforms to facilitate students' revision. • To include elements to enhance students' self-directed learning in continuous assessments across subjects. • To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement. • To implement "Bring Your Own Device (BYOD)" policy comprehensively, ensuring that all students have access to an iPad for in-class activities, as well as pre-class and post-class preparation and revision. • Subject departments to require students to engage in pre-class preparation, note-taking during class, and review of the materials after class to enhance their self-learning abilities. 	Breadth of Knowledge Information Literacy
	• To enhance students' reading abilities	✓	✓	✓	<ul style="list-style-type: none"> • To redesign the "Joy of Reading" programme to align with morning reading sessions. • To organize promotional activities to encourage reading, such as good book recommendation and introduction to new books. • To organize reading club sessions to foster a reading culture. • To host author sharing sessions. • To organize book fairs and thematic book exhibitions. • To integrate cross-subject reading with project-based learning to help students make connections between their learning experiences and improve reading abilities, catering for individual learning needs. 	Breadth of Knowledge Language Proficiency
	• To enhance students' proficiency in biliteracy and trilingualism	✓	✓	✓	<ul style="list-style-type: none"> • To organize English Week and PTH Week activities. • To improve the promotion of English Week and PTH Week during morning assemblies. • To arrange after-school tutorials for language subjects. • To implement reading programmes for Chinese and English subjects. • To participate in various language-related activities and competitions. 	Language Proficiency
	• To provide assistance to students from different learning groups to enhance their academic levels and strengthen support for students in diverse learning groups, catering to their learning diversity	✓	✓	✓	<ul style="list-style-type: none"> • To arrange different enrichment and foundational tutorials for students with varied academic abilities. • To implement the "Future Stars" programme to nurture talented students. • To organise Chinese cultural activities to expose non-Chinese-speaking students to Chinese culture. • To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process. 	Breadth of Knowledge Language Proficiency
	• By establishing rigorous learning routines, to cultivate a positive learning culture among students; By utilizing appropriate learning and exam strategies, to enhance students learning effectiveness and exam performance		✓	✓	<ul style="list-style-type: none"> • To revamp the curriculum of S1 Bridging Course to teach them subject-specific learning strategies, note-taking techniques, and revision methods as well as how to use handbooks effectively and manage their time efficiently. • To issue requirements on study habits and routines for the whole school. • To provide subject learning strategies to help students master various subjects. • To incorporate exam skills and strategies into the curriculum. • To enhance the "Future Stars" programme enabling high-achieving students to acquire exam techniques for public assessments at an early stage. 	Breadth of Knowledge Language Proficiency Generic Skills
	• To broaden students' horizons and assist them in developing their individual strengths, strengthening students' self-image in various aspects, and enhancing their confidence in learning	✓	✓	✓	<ul style="list-style-type: none"> • To encourage students to participate in various activities and competitions. • To organise different types of study tours that provide students with opportunities to enhance various skills including the academic ones. • To make effective use of the talent pool to identify students with different talents and abilities, and encourage their participation in relevant competitions. 	Generic Skills Healthy Lifestyle
	• To foster holistic development in students	✓	✓	✓	<ul style="list-style-type: none"> • To encourage and arrange for students to participate in music, performing arts, and sports competitions and activities, both inside and outside the school. • To review the activities organised by subjects and committees, ensuring that they cover various aspects of holistic education, such as self-directed learning, artistic and physical development, and service learning; and provide opportunities for students to showcase their learning achievements. 	Generic Skills Healthy Lifestyle
	• To expand students' learning experiences across different subjects	✓	✓	✓	<ul style="list-style-type: none"> • To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects. 	Generic Skills Breadth of Knowledge

10.2 School Annual Plan

Cultivate students' positive values and attitudes

Briefly list the feedback and follow-up actions from the previous school year:
(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Group/Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To enhance students' sense of responsibility	<ul style="list-style-type: none"> ● To provide leadership training for students. ● To optimise the "A Student, A Duty" programme to enhance students' sense of responsibility. ● To keep statistics on students' service performance inside and outside the school throughout the year, and recognise where appropriate. ● To optimise the "Flying High Programme" to strengthen students' sense of responsibility in their learning. 	<ul style="list-style-type: none"> ● Activities to train students' leadership skills are organized. ● 80% of students participate in the "A Student, A Duty" programme, and 50% complete the related award programme. ● 80% of students participate in service for more than 20 hours. ● A minimum of 100 students participate in the "Flying High Programme". 	<ul style="list-style-type: none"> ● Survey ● Teachers' observation ● Annual school self-evaluation data 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 24/25 preparation ● 25/26 execution ● 24/25 preparation ● 25/26 execution ● 25/26 preparation ● 26/27 execution 	DGC ECCAC MCNEC AC, DGC	EOEBG Life-wide Learning Grant
● To nurture students to establish friendly, supportive, respectful relationships with their peers	<ul style="list-style-type: none"> ● To organise a day camp for S1 students and conduct class building activities to foster friendly, supportive, and respectful relationships among classmates. 	<ul style="list-style-type: none"> ● A day camp for S1 students is organized. ● A minimum of two class building activities are organized. ● Students sign the "Campus Anti-Bullying Pledge" 	<ul style="list-style-type: none"> ● Survey ● Teachers' observation ● Annual school self-evaluation data 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	DGC, MCNEC SAC	EOEBG Life-wide Learning Grant
● To strengthen students' moral character	<ul style="list-style-type: none"> ● To incorporate various moral values throughout the year in moral education sessions. ● To organise community service and civic education activities, both curricular and extracurricular, to enhance sense of civic responsibility. 	<ul style="list-style-type: none"> ● Weekly homeroom activities with themes aligned with the latest values education guidelines provided by the EDB are organized. ● Whole school volunteer services are organized. ● Civic education activities are arranged. 	<ul style="list-style-type: none"> ● Annual school self-evaluation data ● Survey 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 	MCNEC MCNEC	EOEBG Life-wide Learning Grant
● To encourage students to become responsible citizens	<ul style="list-style-type: none"> ● To implement waste reduction, recycling, and energy conservation programmes to enhance environmental protection and instill awareness of caring for public property in students. ● To organise information literacy seminars for students, while also invite parents to participate. ● To design an information literacy curriculum based on the EDB's "Information Literacy for Hong Kong Students" learning framework to teach students about information literacy. 	<ul style="list-style-type: none"> ● Daily practice of waste reduction and recycling in the classroom is conducted. ● Students develop energy-saving habits. ● Seminars for students and parents are organized. ● Students sign "Code of Conduct for Responsible Use of Electronic Devices" pledge. 	<ul style="list-style-type: none"> ● Teachers' observation ● Number of participants 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 25/26 Preparation ● 26/27 execution 	MCNEC MCNEC, ITC ITS ITC ITS	EOEBG Life-wide Learning Grant

<ul style="list-style-type: none"> ●To cultivate a sense of national identity and fostering an appreciation of Chinese culture among students 	<ul style="list-style-type: none"> ●To promote education on the "Constitution" and the "Basic Law". ●To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum. ●To promote awareness of national security. ●To organise morning assemblies, assemblies, and specific events to promote activities or visits that enhance students' national identity. ●To hold events centered around specific themes, such as promoting Chinese culture activities or national exhibitions, provide students with accurate knowledge of the country's history and foster an appreciation for Chinese 	<ul style="list-style-type: none"> ●Various aspects related to national identity, civic education, and Chinese culture are covered in the curriculum. ●Flag-raising ceremony and 'Sharing under the national flag' are conducted as scheduled. ●Activities during assemblies to deepen students' understanding of our country are arranged. ●Chinese cultural events are held. 	<ul style="list-style-type: none"> ●Teachers' observation ●Annual school self-evaluation data ●Progress reports of the teaching schedule ●Relevant materials posted in Google Classroom of subjects ●Questionnaires 	<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 ●24/25 ●25/26 ●26/27 ●24/25 ●25/26 ●26/27 ●24/25 ●25/26 ●26/27 	<ul style="list-style-type: none"> MCNEC Chinese Lang., History, SCS All Subjects MCNEC All subjects MCNEC MCNEC Chinese Lang, Chinese Hist., PTH, SCS, VA, Music 	<ul style="list-style-type: none"> EOEBG Life-wide Learning Grant One-off Grant for Promotion of Chinese Culture Immersion Activities Funding Scheme for Enhanced My Pledge to Act
<ul style="list-style-type: none"> ●To enhance students' sense of well-being and achievement, cultivating positive values and resilience in students, and promote physical, mental, and spiritual health of students, creating a healthy and positive campus atmosphere 	<ul style="list-style-type: none"> ●To optimise the "Flying High Programme" to recognize students' achievements. ●To organise showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences. ●To decorate the campus using visual strategies to create a positive atmosphere, including display shelves showcasing inspirational quotes, encouraging words from teachers and staff, and posters promoting learning confidence and positive values. ●To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation for the future. ●To organise stress-relief and relaxation activities. ●To arrange activities to enhance students' sense of happiness and well-being. ●To conduct resilience-building activities to strengthen students' ability to overcome challenges. ●To organise parent workshops or activities on discipline approaches at home, supporting non-Chinese students, and catering to students with diverse learning needs. These initiatives aim to improve students' well-being, positive values, and resilience, ultimately promoting their physical, mental, and spiritual health. 	<ul style="list-style-type: none"> ●A minimum of 100 students participate in the "Flying High Programme". ●Students' learning outcomes by committees and subject departments are showcased in different occasions at designated time. ●Display shelves and banners are purchased / created and placed on different floors in the school. ●A folder is created in google classroom of each subject to provide information on further education, career pathways, and related industries. ●Related activities are organised. ●Relevant talks are scheduled. 	<ul style="list-style-type: none"> ●Number of participants ●Teachers' observation ●Annual school self-evaluation data ●Review of subject's Google Classroom ●Questionnaires 	<ul style="list-style-type: none"> ●25/26 Preparation ●26/27 Execution ●24/25 ●25/26 ●26/27 ●24/25 Preparation ●25/26 Execution ●24/25 ●25/26 ●26/27 ●24/25 ●25/26 ●26/27 ●24/25 ●25/26 ●26/27 	<ul style="list-style-type: none"> AC, DGC ECCAC, AC, All Subjects ERMC, MCNEC, AC, DGC All Subjects All staff CGC, All Subjects DGC, ECCAC ASDC, PE DGC, ASDC DGC AC, DGC, PTA 	<ul style="list-style-type: none"> EOEBG Life-wide Learning Grant Healthy School Programme Grant One-off Grant for Metal Health at School One-off Grant for Mental Health of Parents and Students
<ul style="list-style-type: none"> ●To enhance students' physical fitness 	<ul style="list-style-type: none"> ●To encourage student participation in sports. ●To extend student activity time and provide different activities during daily breaks for students to engage in. ●To add facilities to facilitate physical fitness activities for students. 	<ul style="list-style-type: none"> ●Students participate in various sports activities. ●Students participate in different art activities. 	<ul style="list-style-type: none"> ●Teachers' observation ●Annual school self-evaluation data 	<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 ●24/25 ●25/26 ●26/27 ●24/25 Preparation ●25/26 Execution ●26/27 	<ul style="list-style-type: none"> PE, ECCAC PE, VA, Music ERMC 	<ul style="list-style-type: none"> EOEBG Life-wide Learning Grant One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools PLK Fund Student Fee Collection

Develop students' potential and reach higher levels

Briefly list the feedback and follow-up actions from the previous school year:
(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Group/Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To enhance students' self-directed learning abilities	● Continue to implement and optimise the "Flying High Programme".	● A minimum of 100 students participate in the "Flying High Programme"; 50% of the students complete related tasks. ● Subject departments fulfill the requirements for in-class e-learning as instructed. ● Revision materials of all subjects are uploaded as scheduled. ● Elements of student self-directed learning enhancement are included in continuous assessments across subjects. ● Subject departments record and share the progress of promoting students' self-directed learning activities during mutual lesson planning sessions per semester.	● Number of participants in the "Flying High Program" and their completion status ● Classroom observations ● Review of the usage of Google Classroom in each subject ● Review of students' usage of the e-learning platform ● Review of the continuous assessment items in each subject ● Evaluation data of the school ● Evaluation of the implementation of the "flipped classroom" approach in subjects ● Annual school self-evaluation data	● 25/26 Preparation ● 26/27 Execution	AC, DGC	EOEBG CITG CFEG Student Fee Collection
	● Continue to promote e-learning and utilise e-learning in classroom teaching across subjects.			● 24/25 ● 25/26 ● 26/27	AC, ITC All subjects	
	● To assist each subject in using suitable electronic teaching tools (apps).			● 24/25 ● 25/26 ● 26/27	AC, ITC All subjects	
	● To make good use of multimedia learning and teaching resources, utilise subject-specific self-study resource database, allowing students to adjust their learning progress according to learning diversity.			● 24/25 ● 25/26 ● 26/27	AC, All subjects	
	● To promote e-learning platforms to facilitate students' revision.			● 24/25 ● 25/26 ● 26/27	AC, ITC All subjects	
	● To include elements to enhance students' self-directed learning in continuous assessments across subjects.			● 24/25 ● 25/26 ● 26/27	AC, All subjects	
	● To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement.			● 24/25 ● 25/26 ● 26/27	AC, ASDC, ITC, All subjects	
	● To implement "Bring Your Own Device (BYOD)" policy comprehensively, ensuring that all students have access to an iPad for in-class activities, as well as pre-class and post-class preparation and revision.			● 24/25 ● 25/26 ● 26/27	ITC, All subjects	
● Subject departments to require students to engage in pre-class preparation, note-taking during class, and review of the materials after class to enhance their self-learning abilities.	● 24/25 ● 25/26 ● 26/27	AC, All subjects				
● To enhance students' reading abilities	● To redesign the "Joy of Reading" programme to align with morning reading sessions.	● 80% of the students complete the "Joy of Reading" programme. ● A minimum of 10 book recommendation sessions are conducted each year. ● A minimum of 12 times new book recommendation sessions are conducted each year. ● A minimum of 10 Reading club sessions are organised each year. ● 1 author sharing is arranged per year. ● A total of 200 visitors attend the book fairs. ● A minimum of 5 thematic book exhibitions are organised. ● Project-based learning that incorporates cross-subjects reading is successfully implemented. 80% of the students achieve a grade of D or above in project-based learning.	● Statistics on the "Joy of Reading" program, including the number of students who have participated ● Frequency of good book recommendation and new book recommendation sessions. ● Number of reading club sessions ● Number of author sharing session ● Number of visitors to the book fairs ● Frequency of thematic book exhibitions ● Review of project-based learning and number of students achieving a grade of D or above in project-based learning	● 25/26 Preparation ● 26/27 Execution	AC, All teaching Staff	EOEBG Promotion of Reading Grant
	● To organize promotional activities to encourage reading, such as good book recommendation and introduction to new books.			● 24/25 ● 25/26 ● 26/27	All subjects	
	● To organize reading club sessions to foster a reading culture.			● 24/25 ● 25/26 ● 26/27	Language Subjects	
	● To host author sharing sessions.			● 24/25 ● 25/26 ● 26/27	All subjects	
	● To organize book fairs and thematic book exhibitions.			● 24/25 ● 25/26 ● 26/27	Library	
	● To integrate cross-subject reading with project-based learning to help students make connections between their learning experiences and improve reading abilities, catering for individual learning needs.			● 24/25 ● 25/26 ● 26/27	All subjects	

<ul style="list-style-type: none"> ● To enhance students' proficiency in biliteracy and trilingualism 	<ul style="list-style-type: none"> ● To organize English Week and PTH Week activities. 	<ul style="list-style-type: none"> ● A minimum of 2 activities are held during each English Week and PTH Week. ● At least 12 after-school tutorials for language subjects are conducted throughout the year. ● 50% of the students meet the targets set in the language subject reading programme. ● A minimum of 10 awards in various language competitions are won. 	<ul style="list-style-type: none"> ● Teachers' observations ● Annual school self-evaluation data ● Number of after-school tutorials ● Review of the implementation of the language subject reading programmes ● Statistics on the participation and award achievements in various language activities and competitions 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	English Lang., PTH	EOEBG Life-wide Learning Grant	
	<ul style="list-style-type: none"> ● To improve the promotion of English Week and PTH Week during morning assemblies. 			<ul style="list-style-type: none"> ● To arrange after-school tutorials for language subjects. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		English Lang., PTH
	<ul style="list-style-type: none"> ● To implement reading programmes for Chinese and English subjects. 			<ul style="list-style-type: none"> ● To participate in various language-related activities and competitions. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		English Lang., Chinese Lang
	<ul style="list-style-type: none"> ● To participate in various language-related activities and competitions. 			<ul style="list-style-type: none"> ● To participate in various language-related activities and competitions. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		English Lang., PTH
<ul style="list-style-type: none"> ● To provide assistance to students from different learning groups to enhance their academic levels and strengthen support for students in diverse learning groups, catering to their learning diversity 	<ul style="list-style-type: none"> ● To arrange different enrichment and foundational tutorials for students with varied academic abilities. 	<ul style="list-style-type: none"> ● A minimum of 18 enrichment and foundational tutorials sessions are provided throughout the year. ● A minimum of 12 sessions for the "Future Stars" programme are conducted. ● Two school-wide Chinese cultural activities are conducted throughout the year. ● The resources banks in google classroom of each subject to support diverse learning needs are fully prepared. 	<ul style="list-style-type: none"> ● Teachers' observation ● Annual school self-evaluation data ● Number of sessions of the enrichment and foundational tutorials ● Number of sessions for the "Future Stars" programme ● Review of the resources in google classroom of each subject 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC, English Lang., Chinese Lang., Mathematics	EOEBG Life-wide Learning Grant SB Support Scheme for NAC SB Support Scheme for NCS TRG	
	<ul style="list-style-type: none"> ● To implement the "Future Stars" programme to nurture talented students. 			<ul style="list-style-type: none"> ● To organise Chinese cultural activities to expose non-Chinese-speaking students to Chinese culture. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		AC, English Lang., Chinese Lang., Mathematics
	<ul style="list-style-type: none"> ● To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process. 			<ul style="list-style-type: none"> ● To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		Chinese Lang., Chinese Hist., PTH
	<ul style="list-style-type: none"> ● To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process. 			<ul style="list-style-type: none"> ● To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		All subjects
<ul style="list-style-type: none"> ● By establishing rigorous learning routines, to cultivate a positive learning culture among students; By utilizing appropriate learning and exam strategies, to enhance students learning effectiveness and exam performance 	<ul style="list-style-type: none"> ● To revamp the curriculum of S1 Bridging Course to teach them subject-specific learning strategies, note-taking techniques, and revision methods as well as how to use handbooks effectively and manage their time efficiently. 	<ul style="list-style-type: none"> ● Design of the S1 Bridging Course is completed. ● Students are aware of the required study habits. ● Information on subject learning strategies for each subject is provided. ● Exam strategies are included in the teaching schedule. ● Review of the curriculum of the "Future Stars" programme is conducted. 	<ul style="list-style-type: none"> ● Teachers' observations ● Surveys or questionnaires 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC All subjects	EOEBG	
	<ul style="list-style-type: none"> ● To issue requirements on study habits and routines for the whole school. 			<ul style="list-style-type: none"> ● To issue requirements on study habits and routines for the whole school. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		All subjects
	<ul style="list-style-type: none"> ● To provide subject learning strategies to help students master various subjects. 			<ul style="list-style-type: none"> ● To provide subject learning strategies to help students master various subjects. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		All subjects
	<ul style="list-style-type: none"> ● To incorporate exam skills and strategies into the curriculum. 			<ul style="list-style-type: none"> ● To incorporate exam skills and strategies into the curriculum. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		All subjects
	<ul style="list-style-type: none"> ● To enhance the "Future Stars" programme enabling high-achieving students to acquire exam techniques for public assessments at an early stage. 			<ul style="list-style-type: none"> ● To enhance the "Future Stars" programme enabling high-achieving students to acquire exam techniques for public assessments at an early stage. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		Chinese Lang., English Lang., Mathematics
<ul style="list-style-type: none"> ● To broaden students' horizons and assist them in developing their individual strengths, strengthening students' self-image in various aspects, and enhancing their confidence in learning 	<ul style="list-style-type: none"> ● To encourage students to participate in various activities and competitions. 	<ul style="list-style-type: none"> ● A minimum of 10 different types of visits or study tours are organised throughout the year. ● Each subject utilises the talent pool to identify students with potential to represent the school in competitions. 	<ul style="list-style-type: none"> ● Teachers' observation ● Number of students participating in visits and study tours ● Annual school self-evaluation data ● Surveys or questionnaires 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	ECCAC, AC, Subjects	EOEBG Life-wide Learning Grant Sister School Scheme Grant Student Fee Collection	
	<ul style="list-style-type: none"> ● To organise different types of study tours that provide students with opportunities to enhance various skills including the academic ones. 			<ul style="list-style-type: none"> ● To organise different types of study tours that provide students with opportunities to enhance various skills including the academic ones. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		ECCAC, ASDC, MCNEC, AC, All subjects
	<ul style="list-style-type: none"> ● To make effective use of the talent pool to identify students with different talents and abilities, and encourage their participation in relevant competitions. 			<ul style="list-style-type: none"> ● To make effective use of the talent pool to identify students with different talents and abilities, and encourage their participation in relevant competitions. 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 		AC, ECCAC, All subjects

<ul style="list-style-type: none"> ● To foster holistic development in students 	<ul style="list-style-type: none"> ● To encourage and arrange for students to participate in music, performing arts, and sports competitions and activities, both inside and outside the school. ● To review the activities organised by subjects and committees, ensuring that they cover various aspects of holistic education, such as self-directed learning, artistic and physical development, and service learning; and provide opportunities for students to showcase their learning achievements. 	<ul style="list-style-type: none"> ● Subject departments and committees organise various activities for students. ● Specific locations and time slots are allocated for subject departments and committees to showcase students' learning outcomes. 	<ul style="list-style-type: none"> ● Subject department and committee records of students who participate in activities and competitions, including students name list, details of the events they participate in, and any awards or recognitions they receive 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	All committees, All subjects	EOEBG CEG Life-wide Learning Grant
				<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC ECCAC All subjects	PLK Fund Student Fee Collection
<ul style="list-style-type: none"> ● To expand students' learning experiences across different subjects 	<ul style="list-style-type: none"> ● To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects. 	<ul style="list-style-type: none"> ● Interdisciplinary project-based learning is designed and implemented. 	<ul style="list-style-type: none"> ● Teachers' observation ● 80% of the students get D grade or above in interdisciplinary project-based learning 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC, All Subjects	EOEBG

11. Conclusion

Under the guidance of the PLK, the supervisor, the Board of Directors, the Education Bureau and the community leaders, together with the concerted efforts of the staff, students and parents, the school has been making steady progress and the students have been developing their potential enormously since the commencement of the school. We will make our school go further with our unremitting effort so as to provide high quality education for our students.

**PO LEUNG KUK TONG NAI KAN JUNIOR SECONDARY COLLEGE
ANNUAL REPORT**

Principal
Mr. Wong Chung Ki
B.Eng.(UST), PGCE, Cert. INSTEP(HKU), M.Ed (CUHK)

The school was established in September 1997 and initially located in a temporary school site previously occupied by the Society of Boy's Centres Hui Chung Sing Memorial School in Pak Tin Estate. In February of 1998, the school moved to Mei Lai Road of Mei Foo Sun Chuen. In the year of 2000 – 2001, the school received a generous donation from Dr. Tong Nai Kan, director of Po Leung Kuk, and was subsequently officially renamed as Po Leung Kuk Tong Nai Kan College, which is the fourteenth grammar school of Po Leung Kuk. In November 2006, our school was permitted by EDB to be a through-train aided school of Po Leung Kuk Vicwood K.T. Chong Sixth Form College, and in the year of 2010 – 2011, the school was renamed as Po Leung Kuk Tong Nai Kan Junior Secondary College.

The main building of the school premises is a well-equipped seven-storey block. The project of Smart Home Lab was completed on 2022. The New Annex, Irene Yu's library and Tony Tong's Biotechnology laboratory provide high quality facilities to students. There are 24 classrooms, a debate room, 3 multi-media classrooms, a self-study room and a dance room, together with an English corner, Fab Lab, life planning training centre, a student union room, 2 science laboratories, a biotechnology laboratory, a library, a geography room, a living technology lab, a visual art room and a music room. Besides these facilities, it has a multi-purpose activity centre, a lecture theater, a hall, a covered playground, 2 basketball courts and a campus TV room. All rooms are air-conditioned, connected by an optical fibre network and equipped with glass-wall and laser projectors, all of which help foster a diversified educational environment in our school.

Academic Results and learning support

Our school has already established a comprehensive through-train arrangement with the Sixth Form College. As a junior college that connects to an EMI senior college, we not only have to consolidate our students' foundation in academic knowledge, but also need to develop their language abilities and other generic skills. On top of that, we strike to guide and help them to build up healthy learning attitudes and habits so that we can ensure their smooth transition into senior college, where they can continue to do well academically and grow up healthily.

To enhance the academic standards of students and to lay a solid foundation for their future studies, the school has implemented more intense after-school tutorials for Chinese, English and Mathematics. Through the combined efforts of our teachers and students, learning performance improved.

The school has made significant efforts to establish an IT learning and teaching environment where computers and peripherals are readily accessible to both teachers and students. The implementation of the BYOD policy in School Year 2020/21 has propelled our IT in education to the next level. The provision of IT equipment has certainly enhanced the teaching, making it more engaging, effective and efficient.

Led by the Special Educational Needs Coordinator, our Learning Support Team consists of members from language subjects, AC, DGC and CGC, social workers and educational psychologist, the Team looked at the needs and supporting measures for gifted students, non-Chinese speaking students and students with special educational needs and held regular meetings to review relevant school policies, discuss students' learning progress and needs of these students. For students with special educational needs, suitable arrangements, including homework modification, assessment accommodation or individual educational plans, are given to provide the needed support. Through the whole-school approach, diversified teaching techniques and school-based curriculum, more support and assistance can be given to students with adjustment problems and learning difficulties.

Discipline, Counseling and Inculcation of Morals and Virtues

To promote students' self-disciplinary spirit, the Discipline and Guidance Committee implemented an effective punishment and reward conduct mark system with school rules clearly stipulated. Also, the well-structured prefect system helped students develop better leadership skills and responsibility.

Through S.1 Leadership Training Camp, S.3 Leadership Training Camp and classroom management activities, students have developed valuable skills such as resilience, a sense of responsibility, problem-solving in groups and self-reflection. To foster proactive and positive attitudes, the 'Breakthrough Program' was implemented across all forms, encourage students to set targets in learning and improvement with regular monitoring and support from class teachers.

The whole-school counseling approach was launched by the 'Stand By Me - Mentor System' to foster the holistic development of students. Each teacher serves as a mentor of 4-5 S1 students; expressing care through cards, small gifts, and regular tea gatherings.

To provide adequate care and guidance, a system of dual class teachers is in place. Class teachers of the same level meet regularly to share matters of concern regarding students' progress on various aspects so as to identify problems at an early stage and intervene early if necessary. In order to promote mental health among students, relaxation activities, Retreat Day, mental health talk, wellness talk were carried out.

The Discipline and Guidance Committee works closely with quality support from the social worker team. Regular meetings are held in order to pay the greatest attention to students. Individual counselling services, group programs and mass student support programs are offered by the social workers. In addition, the educational psychologist provides professional support to teachers and students on matters relating to learning and pastoral care services.

Our school was honorably awarded the Honour Award in '2023 Caring School Award Scheme'.

Moral, Civic and National Education Committee held various activities such as Healthy School Scheme, Service Learning, Moral Education in assemblies and class teacher periods to develop students' proper moral values, virtues and positive view of life. Regarding civic education, Charity Dress Special Day, Green School Scheme which involved Green Christmas, recycling and energy-saving activities, Civic and Environmental Ambassador Schemes and numerous visit activities were the key projects organized to raise students' awareness of their civic responsibility. Finally, in order to raise students' national awareness and build up a sense of national identity, National Education lessons, National anthem singing and flag raising ceremony, "Basic Law" and "National Security" Talks, 'Basic Law Ambassadors' Scheme, Inter-house 'Basic Law' Competition, other activities of 'Constitution Day' and 'National Security Education Day' were held for our students. Through the above-mentioned activities, students can understand more about themselves, their relationship with and responsibility to their family, society, country and the world. In addition, our school is implementing various projects in the "My Pledge to Act" and will continue to apply for relevant programs in the future.

Life Planning Activities

In order to help students broaden their horizon and understand their needs for further studies in different stages, the Life Planning Mentorship Program conducted by class teachers was organized for students. Throughout the program, students had a better self-understanding, career exploration and life planning.

The Careers Guidance Committee also conducted several talks on Post-Secondary Three studies for parents and students and adopted the Careers Ambassadors Program. This year, Careers and Education Week, JA Programs, visits and NCS career visit to Hotel Icon were held. The activities not only helped students explore more about the working world and information regarding further studies, but they also helped students build a solid foundation for their life planning.

On top, the Life Planning Education Enrichment Program was held this year with in-school Job Simulation activities and in-class workshops for S.1 to S.3 to further enhance the students' career-related experiences. Three professional training sessions on life planning were given to teaching staff in the year to foster their knowledge and skills in carrying out life planning for students.

Extra-curricular Activities

To broaden students' horizons and life-long competencies through life-wide learning, our school provides students with a variety of extra-curricular learning opportunities. In September 2023, the Extra-Curricular & Creative Activities Committee (ECCAC) successfully organized the executive committee of the three Houses, and held Inter-House volleyball, football, basketball, table tennis, dance, basic law competitions. Nearly 200 students participated, accounting 45% school's student body, participated in these events.

The ECA interest classes were carried out smoothly in this academic year, with 12 sessions of 8 interest classes. Many emerging interest classes have been added, including K-Pop, ink painting, Chinese handcraft, comic creation, origami, and fencing. Nearly 150 students participated in the school, accounting for about one-third of the total number of students.

We have a total of over 70 academic and non-academic ECA teams and clubs. These included cultural and art teams, sports teams, physique series classes, interest series classes, service series classes, academic school teams, and academic series classes. In terms of school hours, all our students have accumulated approximately 12,000 hours of ECA study. In the 2023-2024 academic year, the average ECA study time per student is approximately 30 hours.

Every student was assigned at least one duty, with the duty list updated during both the 1st & 2nd term. Students' duty records were reflected in their annual report cards.

In social service, this year our Girl Guides Team, around 20 students joined, 30 meetings throughout the year. The St. John Ambulance got 15 members, 30 meetings throughout the year. Scouts and Air Scouts recruited 30 members, 40 meetings throughout the year. The FAST Connect was set up in the 2nd Term of this academic year, around 30 students joined. Nearly 90 students participated Service Teams.

For the Creativity Thinking Team, a total of 10 students participated in the "Odyssey of the Mind 2024" and won the position of 1st runner-up in the Hong Kong Regional Competition.

The following are some of the awards received in various competitions:

1. Lam Chun Yuen was awarded Gold Award in the Heat of "Campus Drawing Cup" for the 22nd Hong Kong Youth Recitation - Literature - Art Exchange Competition Award Solo Verse Speaking
2. Pan Ken, Wong Ming Yu, Zhang Baoji and Zheng Hing Ni were awarded Silver Award in the Heat of "Campus Drawing Cup" for the 22nd Hong Kong Youth Recitation - Literature - Art Exchange Competition Award Solo Verse Speaking
3. Kaur Gurveer and Lopes Lam Linna were awarded 3rd place in the English Solo Prose Reading of 2023 Guangdong, Hong Kong & Macau Greater Bay Area Speech Contest (Hong Kong Region)
4. Agha Syeeda Muneeba, Balasubramanyam Dhruthi, Chan Ho Sum, Chau Ernest, Gurung Eliza, Gurung Priya, Gurung Promisha, Gurung Rishan, Ha Shing Hin Dickson, Kaur Gursirat, Lam Ying Ching, Lee Pok Him, Limbu Prapti, Lo Cheuk Ki Lawrence, Mangalino Ralph Jacob Sabinano, Mangalino Rhaiza Jane, Mirha Fatima, Nnadikwe Lawrence, Rayan Sajed, Tarlit Miscia Aishi Dela Cruz, Thapa Noren and Yip Hiu Laam were awarded merit in the English Solo Prose Reading of 2023 Guangdong, Hong Kong & Macau Greater Bay Area Speech Contest (Hong Kong Region)
5. Cheng Ho Man, Ching Wai Hong, Tam Siu Yiu and Yam Chiu Hei were awarded Champion in the Final of 2023 MakeX Robotics Competition (Hong Kong) (Starter)
6. Cheng Ho Man, Ching Wai Hong, Chow Yik Hei, Ma Ka Hei, Tam Siu Yiu, Tam Tze Yan, Tang Po Shing and Yam Chiu Hei were awarded Overall Champion School in the Final of 2023 MakeX Robotics Competition (Hong Kong) (Starter)
7. Chow Yik Hei, Ma Ka Hei, Tam Tze Yan and Tang Po Shing were awarded 1st runner-up in the Final of 2023 MakeX Robotics Competition (Hong Kong) (Starter)
8. Cheng Wing Tung, Lai Tak Ho and Lau So Kwan Amber were awarded Creative Applied Technology Award in the Final of 2023-2024 SSP District Inter-school Creative Technology Competition
9. He Zhixin, Lam Chun Yuen and Zheng Hing Ni were awarded 2nd runner up in the Heat of 2023 Hong Kong Academic Recitation Open Competition and the 16th BNCL certificate Recitation
10. Wong Ming Yu was awarded 1st runner up in the Heat of 2023 Hong Kong Academic Recitation Open Competition and the 16th BNCL Certificate Recitation
11. Zhang Baoji was awarded Champion in the Heat of 2023 Hong Kong Academic Recitation Open Competition and the 16th BNCL Certificate Recitation
12. Cheng Wing Hei, Lee Shun Hong, Sin Yik Wai Ivan, Sum Fu Kin and Tsang Man Ho were awarded Bronze Award in the Heat of 2024 Asia International Mathematical Olympiad Open Contest
13. Lam Tsz Yeung Y Y was awarded Champion in the 100m free style of 41st Po Leung Kuk Affiliated Secondary School Joint Swimming Gala
14. Lam Tsz Yeung Y Y was awarded 2nd Place in the 50m Butterfly of 41st Po Leung Kuk Affiliated Secondary School Joint Swimming Gala
15. Gurung Ahana and Lam Ying Ching were awarded Champion in the Solo of 58th Singing Competition Champion
16. Wong Nga Ching was awarded 2nd Runner up in the Solo of 58th Singing Competition Champion

17. Chan Tanyatorn, Chan Yuen Yan and Chau Yin Ping were awarded Champion in the GuZheng of 65th Chinese Musical Instrument Contest
18. Yan Ka Chun was awarded Champion in the Clarinet of 65th Student Musical Competition
19. Lopes Lam Linna was awarded Merit Award in the Verse Speaking of Chinese Talent Competition for Non-Chinese Speaking Students
20. Wu Cheuk Wai was awarded 4th Place in the High Jump of HKSSF Inter-School Athletics Competition 2023-2024
21. Sunar Deepson was awarded Individual 4th Place in the Cross Country of HKSSF Inter-School Cross Country Competition 2023-2024
22. Dewan Nishe, Mok Yun Kiu Curtis, Nnadikwe Lawrence, Rai Tayamu and Sunar Deepson were awarded 3rd Place Team in the Cross Country of HKSSF Inter-School Cross Country Competition 2023-2024
23. Hsu Wan Hei Wallis was awarded 2nd Place in the 50m Breaststroke of HKSSF Inter-School Swimming Competition 2023-2024
24. Hsu Wan Hei Wallis was awarded 4th Place in the 50m Free Style of HKSSF Inter-School Swimming Competition 2023-2024
25. Lam Tsz Yeung Y Y was awarded Champion in the 50m Butterfly of HKSSF Inter-School Swimming Competition 2023-2024
26. Lam Tsz Yeung Y Y was awarded Champion in the 200m Individual Medley of HKSSF Inter-School Swimming Competition 2023-2024
27. Agha Syeeda Muneeba, Andrion Brody James Angeles, Chan Yui, Leung Ming Wun Louie, Magtalas Wendell Jr Porras and Mangalinao Rhaiza Jane were awarded Award for Outstanding Stage Effects in the School Performance Phase of Hong Kong School Drama Festival 2023/24
28. Gurung Promisha, Ha Cheuk Him Shawn, Limbu Prapti, Lopes Lam Linna and Yip Hiu Laam were awarded Award for Outstanding Performer in the School Performance Phase of Hong Kong School Drama Festival 2023/24
29. Cheng Wing Hei, Ching Wai Hong, Lee Shun Hong and Mack Chun Ho were awarded 3rd Class Award in the Heat of Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2024
30. Zhang Yui Hei and Zheng Hing Ni were awarded 2nd Class Award in the Heat of Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2024
31. Mack Chun Ho and Zhang Yui Hei were awarded 3rd Class Award in the Semi-Final of Hua Xia Cup (Southern China Region) Mathematical Olympiad Competition 2024 - Semi-final
32. Zheng Hing Ni was awarded 2nd Class Award in the Semi-Final of Hua Xia Cup (Southern China Region) Mathematical Olympiad Competition 2024 - Semi-final
33. Chan Tsz Tung, Kan Wing Yan, Lai Ka Hei, Lee Shun Hong, Sun Cho Hin and Xie Sau Ying were awarded 3rd Class Award in the Heat of Pan-Asia Pacific International Mathematics Invitation Competition 2024
34. Ching Wai Hong, Lai Tak Ho, Lau So Kwan Amber, Ma Ka Hei, Zheng Hing Ni and Zhu Jiajun were awarded 2nd Class Award in the Heat of Pan-Asia Pacific International Mathematics Invitation Competition 2024
35. Tang Po Shing was awarded 3rd Place in the 110m hurdles of Po Leung Kuk Affiliated Secondary School Joint Sports Day 2023-2024
36. Wu Cheuk Wai was awarded Champion in the High Jump of Po Leung Kuk Affiliated Secondary School Joint Sports Day 2023-2024
37. Zhou Ling Wei Laura was awarded Champion in the Long Jump of Po Leung Kuk Affiliated Secondary School Joint Sports Day 2023-2024
38. Chau Yu Yan, Gu Zilin, Lam Chun Hin and Wong Ngo Chun Hayden were awarded 2nd Place in the RoboParade of Robofest Competition (HONGKONG) 2024
39. Chan Yin Sum, Guo Yanyan, Rong Wing Shing, Tong Nga Nam, Ye Yanjun and Zheng Hing Ni were awarded 3rd Class Honour in the Heat of the 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei"
40. Chen Yi Wing was awarded 1st Class Honour in the Heat of the 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei"
41. Chan Yin Sum, Chen Yi Wing, Tong Nga Nam were awarded 2nd Class Honour in the Final of the 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei"
42. Guo Yanyan, Rong Wing Shing and Zheng Hing Ni were awarded 3rd Class Honour in the Heat of the 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei"
43. Ye Yanjun was awarded 1st Class Honour in the Final of the 2023-24 National Youth Chinese Writing Competition "Jing Ying Bei"

44. Law Wing Shan, On Ha Yeung, Siu Lok Yiu and Wu Wing Sze were awarded Participation in the of the 2nd Kubuqi Award "Speak Sustainability" Secondary School Short Video Contest
45. Chan Tanyatorn, Chan Yuen Yan and Chau Yin Ping were awarded Silver Award in the Group of the 4th Hong Kong Chinese Orchestra Competition
46. Chan Tsz Lam, Chan Yue Tung, Lam Ying Ching, Limbu Avery, Ling Yik Yu, Tam Shing Kwan, Umar Nikeisha Haura Kamilah, Wong Nga Ching and Wong Tsz Ki were awarded Silver Award in the Group of the 4th Let's Dance! Hong Kong Youth Children Dancer Competition 2024
47. Chan Tsz Lam, Chan Yue Tung, Lam Ying Ching, Limbu Avery, Ling Yik Yu, Tam Shing Kwan, Umar Nikeisha Haura Kamilah, Wong Nga Ching and Wong Tsz Ki were awarded 2nd Runner-up in the of the 53th International Children and Youth Dance Competition
48. Au Hoi Fan, Balasubramanyam Dhruthi, Chan Tsz Lam, Chan Yu Ching, Chan Yue Tung, Gu Zilin, Lam Chun Yuen, Lam Ying Ching, Lau Tsz Ching, Leung Hong Ki, Li Mung Fei, Limbu Avery, Ling Yik Yu, Ng Ho Yan, Pang Yong Xin, Tam Shing Kwan, Thapa Mickhem, Umar Nikeisha Haura Kamilah, Wong Nga Ching, Wong Tsz Ki and Wong Tsz Yu were awarded Commended Award in the Jazz & Street Dance of The 60th Schools Dance Festival
49. He Zhixin and Wong Ming Yu were awarded 1st runner up in the Heat of the 6th Professional Elite Cup of Academic Speech Competition
50. Li Yee Ka and Zheng Hing Ni were awarded 2nd runner up in the Heat of the 6th Professional Elite Cup of Academic Speech Competition
51. Mai Ying Lin was awarded Champion in the Heat of the 6th Professional Elite Cup of Academic Speech Competition
52. Agha Syyeda Muneeba, Chan Ho Sum, Mangalinao Ralph Jacob Sabinano, Mangalinao Rhaiza Jane and Thapa Noren were awarded 2nd place in the English Solo Verse Reading of the 75th Hong Kong Schools Speech Festival
53. Gurung Priya and Mirha Fatima were awarded 1st place in the English Solo Verse Reading of the 75th Hong Kong Schools Speech Festival
54. Kaur Gurveer was awarded 3rd place in the English Solo Verse Reading of the 75th Hong Kong Schools Speech Festival
55. Chen Yi Wing was awarded Excellence Award in the of the First Writing Competition for Primary and Secondary School Students in Hong Kong "Why I like this book?"
56. Chan Yui, Ha Cheuk Him Shawn, Magtalas Wendell Jr Porras, Mangalinao Rhaiza Jane and Yip Hiu Laam were awarded Champion in the Problem 5 of the Odyssey of the Mind Hong Kong regional Tournament 2023

Conclusion

Under the guidance of the PLK, the supervisor, the Board of Directors, the Education Bureau and the community leaders, together with the concerted efforts of the staff, students and parents, the school has been making steady progress and the students have been able to develop their enormous potential since the commencement of the school. We will make our school go further with our unremitting effort so as to provide high quality education for our students.

Love

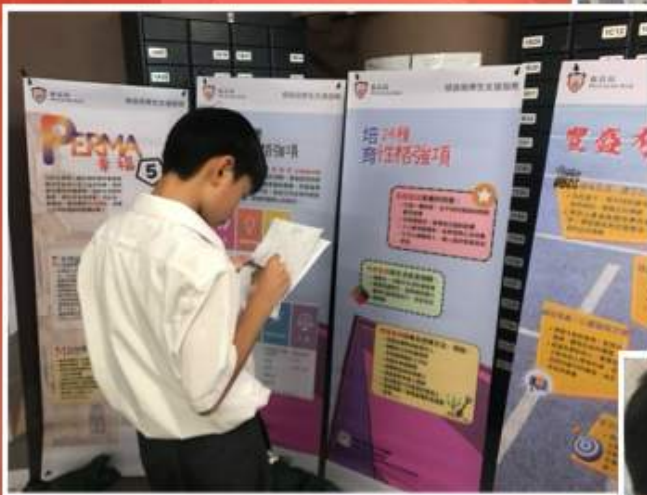
Talk about Emotion and Health



On 6 October 2023, the Discipline Guidance Committee (DGC) and the Moral, Civic & National Education Committee (MCNEC) invited Po Leung Kuk (Student Support Services) to give a talk about emotions and health.



Booth game: Positive Psychology



On 6 October 2023, Po Leung Kuk (Student Support Services) collaborated with the Discipline Guidance Committee and the Moral, Civic and National Education Committee to promote "Positive Psychology". Different booth games were organized for students to relieve their stress in an interesting way. The students enjoyed the activities, and playing with their classmates.

Assembly Talk Series on Mental Health - By School Educational Psychologist



In the 1st Term, our school's educational psychologist, Miss Lee, gave a series of talks on various important topics related to students. Form 1 students were introduced to the 24 character strengths. They tried to appreciate their own areas of strengths and learnt how to utilise them to overcome obstacles. Form 2 students learnt about how everyone is unique and how we can solve everyday interpersonal conflicts. Finally, Form 3 students have taken a closer look at different sources of stress and how they can be handled properly. Through this series of talks, we hope to develop a more positive mindset among students and equip them to face different challenges in daily life.

Joint-School PTA Activity

A Joint-School PTA Family activity was held on 18th November, 2023 (Saturday) by the PTA of our school and P.L.K. Vicwood K.T. Chong Sixth Form College. All participants, including parents, students and teachers who enjoyed being together!



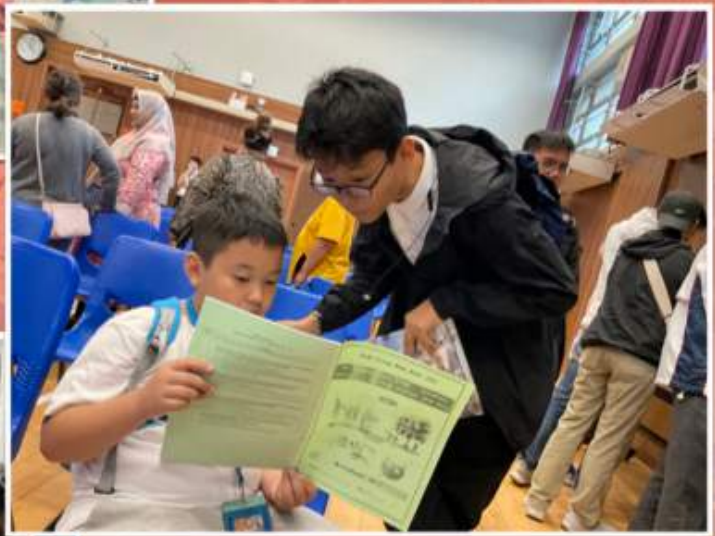


Chinese Traditional Festivals

To strengthening students' sense of pride and identity in their own culture, the Chinese Traditional Activities Day was held on 2nd February, 2024. Through the event, students gained a better understanding and appreciation of traditional Chinese values.



School Info Day



On 10th December 2023 (Sunday), the school organized an Info Day for any interested parents from Primary Schools. To start, there was an admission talk given by our Assistant Principal. After the talk, a campus tour was arranged and various subject faculties displayed their curriculum, students' achievements and extra-curricular activities to parents.

S2 Service Learning



Working closely with the Boys' and Girls' Clubs Association (BGCA), a Beach Clean Up Event was held on 17th April with the participation of S2 students. Divided into two groups, they cleaned up the Lung Kwu Tan and Siu Lam Beach respectively. Through the activity, students had a better understanding of the source of marine litter and its damage to the ecosystem. At the same time, the enormous amount of marine waste collected raised the student's awareness of the seriousness of the issue regarding marine waste and the importance of marine conservation. With this growing awareness, students were encouraged to reduce waste at source.



Alumni Sharing on Selection of Senior Secondary Elective Subjects

On February 21, 2024, Career Guidance Committee organized an alumni sharing session for our S3 students. 18 alumni from our through-train college, Po Leung Kuk Vicwood K.T. Chong Sixth Form College, came to S3 classes to introduce the curriculum of various elective subjects in senior secondary and share their experiences in selecting elective subjects. Our students actively asked questions and benefitted greatly from this interaction between the two schools.



Respect

SCIENCE IS THE NEW POWER

Popular Science Talk in Schools Tour: Hong Kong



On March 25, 2024, iFlytek partnered with Bauhinia Magazine and Po Leung Kuk to bring the science seminar "Science Is The New Power" to Hong Kong campuses for the first time. The aim was to inspire respect for science and promote scientific exploration among young people.

After an address by Miss Jenny Y C Tam, Vice-Chairman of Po Leung Kuk, and Dr. Tao Xiaodong, the representative of the organizer and Chairman of XunFei Healthcare, Dr. Dawei Ma delivered a speech titled "Starting from the 2021 and 2022 Nobel Prize in Chemistry" to more than 300 students from Po Leung Kuk's 12 secondary schools. The students benefitted greatly from the seminar.

Visit Kai Ping in Guangdong



To enhance students' understanding of our country and strengthen their sense of national identity through understanding the unique architectural landmarks of Motherland, the Faculty of Chinese Language & Culture and History arranged immensely for Secondary 1 and 3 students to visit Kaiping in Guangdong. This happened between 24th and 25th in November. All students enjoyed the trip!

Study Tour on the Science & Technology Development in the Greater Bay Area



Three classes of our Form 2 students visited Nan Sha during the Lifewide Learning Day in November. This gave them a greater knowledge of the Science & Technology Development in the Greater Bay Area. Students visited corporations in the industries of biotechnology and car manufacturing to see how science and technology are applied in real life. They also took a ride in a driverless taxi to experience how technology has advanced in a smart-city design. Students have also paid a visit to the Guangzhou campus of the Hong Kong University of Science and Technology to know more about the learning environment in the Greater Bay Area. Students gained knowledge beyond the classroom, while enjoying a long-awaited overnight trip with their peers.

Our Country's Diplomacy

On 19th September 2023, the Moral, Civic & National Education Committee invited Mr. Liu Ping, Third Secretary of the information and public relations unit of the Commissioner's Office of China's Foreign Ministry in the Hong Kong S.A.R., come to speak about national education. The topic was "Our Country's Diplomacy". It aims at enriching students' knowledge and concept about the practice of our country's diplomacy.



Principal, Mr. Wong extends a warm welcome to our guest, Mr. Liu Ping

Visit to the Lai Chi Kok Fire Station



The Career Guidance Committee organized a visit to Lai Chi Kok Fire Station on January 27, 2024.

The fire station provided students with an insight into the job of firefighters. They were introduced to various equipment, such as fire axes, fire extinguishers, helmets, infrared sensors, and fire hoses. When students had questions, the firefighters responded patiently, making it an engaging experience.

Overall, the feedback was positive, and students had a memorable journey. Thanks to all firefighters for their selflessness in serving the public.



Parent Night



On 15th September, 2023, the school organised the annual Parents' Night for Form 2 and 3 students and parents. Different school policies, including promotion criteria for students, homework policy, BYOD, career and guidance as well as exchange programs, were introduced to parents. After the introduction, parents were invited to have a conversation with class teachers. Overall, it was observed that all parents found the Parents' Night meaningful.



The 19th Annual General Meeting of the Alumni Association



第十九屆周年會員大會

The 19th Annual General Meeting of our Alumni was held in the Lecture Theatre at our school on 12th January, 2024.

Our Principal, Mr. Wong Chung Ki, delivered a welcome speech. Following this, the Vice Chairperson of the Alumni Association, Mr. Li Chun Wai, presented the annual report, and the Financial Secretary, Ms. Lam Ka Ming, presented the budget report.

Diligence

Uniform Test and Exam Prize Presentation Ceremony



The 2023-2024 First Uniform Test Prize Presentation Ceremony took place during the morning assembly on 1st December, 2023. This special event celebrated students exceptional work and the tremendous efforts they demonstrated throughout the term. Recognizing their dedication and achievements, the ceremony fostered a sense of pride and motivation among all students.

Learning & Teaching Expo 2023



The Learning & Teaching Expo 2023 was held at the Hong Kong Convention and Exhibition Centre. During the three-day event, we shared with visitors our school's developments and achievements in STEAM education.

Student ambassadors exhibited experiments done in the biotechnology lesson and research, as well as prototypes of their Project-Based Learning (PBL) projects, which were on display in the booth.



Our school is also honoured to be invited to speak at the InnoSTEMer seminar to introduce the Resource Package we have developed in the Biotechnology Education Program. We are grateful for all the feedback, professional exchanges, and encouragements from guests who have visited our booth.



MakeX Robotics Competition (Hong Kong)



Our robotics team successfully defended our titles in the 2023 MakeX Robotics Competition Hong Kong, held 27th October and 4th November 2023. Our four teams completed the preliminary round with flying colours, and entered the final with the highest score. In the final round, the two alliances formed from our teams, captured the Champion and 1st Runner-up, taking home the Overall Champion School in the secondary division. The teams qualified for the World Championship held in Yantai, Shandong in December 2023.



MakeX Robotics World Championship

机器人挑战赛
总决赛

2023 MakeX Robotics Competition

As we received the overall championship in the Hong Kong competition, our robotic team was qualified to participate in the MakeX Robotics World Championship 2023 held in Yantai, Shandong.



The four teams from our school competed against more than 400 teams from different countries. The hard work of our teams before the competition paid off.



They have all broken their own records in the Hong Kong competition. However, they have also witnessed how strong their opponents are. With this experience of competing at the international level, our team is determined to try harder and come back stronger next time.



AIoT Taster Workshop



The AIoT Taster@TNK for primary students was held on 27th April, 2024. The workshop included marking the Smart Fan prototype with the help of coding and a school talk. All the primary school students and visitors enjoyed this activity very much.



Students and Parents Talk on Further Studies



The first S.3 Students & Parents' Talk on Further Studies was held at the college on 8th November 2023. The activities organized by the Career Guidance Committee were introduced to students and parents. Teachers from Po Leung Kuk Vicwood K.T. Chong Sixth Form College were invited to introduce the information about promoting to KTC and their expectations. A sharing on further studies was given. All students were very attentive in the talk. Both parents and students learnt a lot from the talk, as they received helpful information from the talk.

Honesty

A Talk on Knowing Our Elections



On 8th November 2023, the Moral, Civic & National Education Committee invited the Registration and Electoral Office to give a talk about election in Hong Kong. The guest speaker share the basic information of the election system in Hong Kong. A mini election game was held and students were invited to be the candidates and the voters. Students learnt the importance of election through the interesting game.

A Talk on Information Literacy



Secondary 2 students participated in an Information Literacy Talk organized by the Moral, Civic & National Education Committee which was very informative. The guest speaker, Principal Zheng, educated students on how to use the internet safely and responsibly, and cultivated them to become good digital citizens. He also taught students how to manage their online time wisely to avoid excessive reliance on electronic devices.

Inter-house Basic Law Competition

The Basic Law Inter-House Competition, organised by Moral, Civic and National Education Committee (MCNEC) and Chinese History Department, held in the school hall, had a total of 500 students as spectators.

The competition was very keen, particularly during the question countdown timer, with the audience heavily cheering and applauding for all participants. The champion was Pegasus House, the first runner-up was Leopard House, and the second runner-up was Kabarda House. Vice-principal, Ms Wong HT, presented awards to three categories.

It is expected that more activities will continue to be rolled out to further enhance students' understanding of the relationship between Basic Law and Constitution.

