

WA YING COLLEGE



ANNUAL SCHOOL REPORT (2022-2023)

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Our School

1. Mission

- To foster the whole-person education based on Christian principles; to guide students to lead an abundant life in Christ; and to carry the school tradition of perseverance, diligence, frugality, love for the school and respect for teachers.

2. History background

- Wa Ying College was first founded by the Methodist Church in Foshan, southern China in 1913. Since then, the school had been highly acclaimed and attracted students from afar, including many from Hong Kong. During World War II, the whole school moved to Hong Kong and established itself at Tung Chung on Lantau Island, and later in Shatin and Wan Chai. It moved back to Foshan after the war. It was eventually closed in 1951 as all schools had to be operated by the Chinese government.
- In 1962, the Wa Ying College Alumni Association of Hong Kong was formed. The alumni were keen on re-establishing Wa Ying in Hong Kong and made a proposal to the Chinese Methodist Church in 1969. The alumni pledged to raise funds to start the building project and entrusted the school to the church as in the past. With less than 400 alumni, nearly \$300,000 was raised. In addition to a loan of \$250,000 and a subsidy of \$2,000,00 granted by the Hong Kong Government, the dream to resume the school came true. Construction work began at its present site in 1970. In September 1971, the new Wa Ying College started with 18 teachers and 12 classes.

3. Facilities

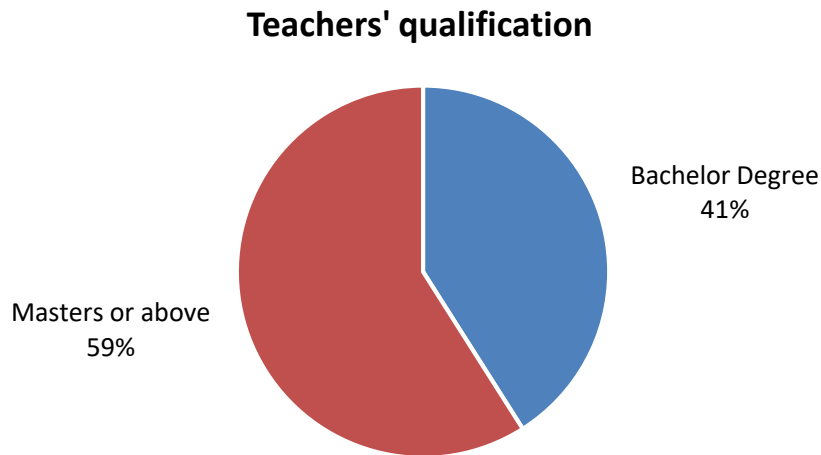
- The school site covers an area of about 4,500 square metres. There are 25 standard classrooms, a chapel, a staff common room and 15 special rooms or laboratories for the teaching of science subjects, geography, art, music, technical subjects, computer, home economics and languages. The new school annex with a lift, a new computer room, a new Geography room, two classrooms and a staff common room was open for use in the school year of 2001. Funding from QEF enables the establishment of the Graphic Communication Laboratory, the Robotics Laboratory and the Multimedia Learning Center installed with the latest IT equipment. The covered playground and the language laboratory were renovated and installed with IT equipment by August 2003. A new school archive room have been decorated and replaced the janitor's dormitory in November, 2018. A new café like area which is opposite the Tuck Shop was open for use by the end of 2022.
- The school hall is air-conditioned with a seating capacity of 1,000 and below it is a covered playground. On the mezzanine, there is a Chapel for worship and other religious activities. On the ground floor, there is a student canteen, a tuck shop and a room for the Student Union. The open space outside the building contains a basketball court and two volleyball courts.

4. IMC composition: the total number of members was 28 and they were the representatives of

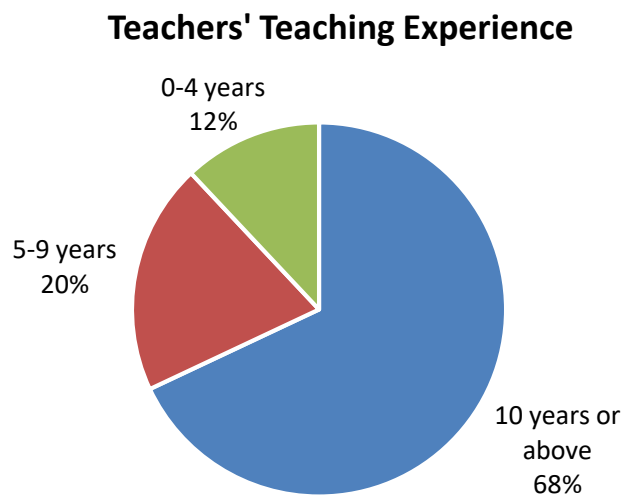
Sponsoring Body	Independent Manager	Principal	Parents	Teachers	Alumni
16	1	1	2	2	6

5. Teaching Staff:

- Highest academic qualification attained by teachers



- The average teaching experience in the total number of years: 17 years



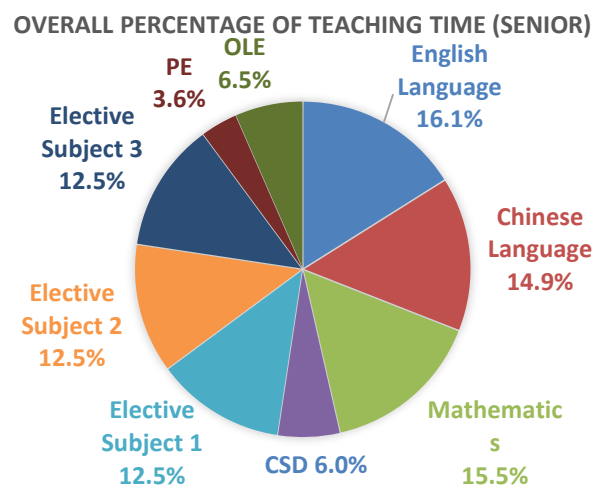
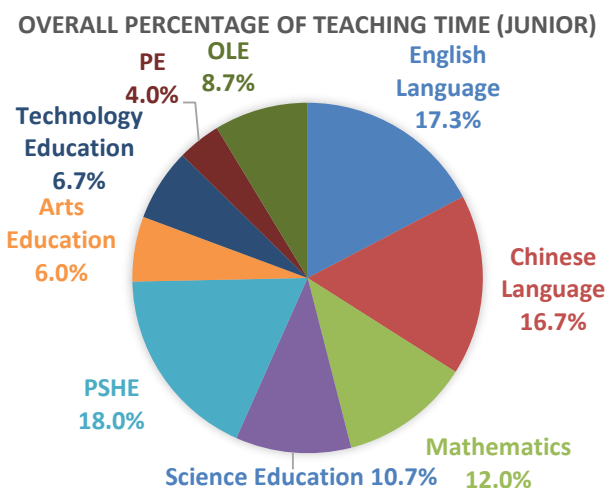
- Number of teachers in attaining Language Proficiency Requirement (LPR): All English teachers (12) and PTH teachers (8) attained the LPR.

6. Curriculum and Teaching Time:

- Subjects offered

KLA/Subjects	MOI	S1	S2	S3	S4-6
English Language Education					
English Language	E	✓	✓	✓	✓
Chinese Language Education					
Chinese Language	C	✓	✓	✓	✓
Chinese Literature	C				✓
Putonghua	C	✓	✓	✓	
Mathematics Education					
Mathematics	E	✓	✓	✓	✓
Mathematics Extended Part Module 1	E				✓
Mathematics Extended Part Module 2	E				✓
Science Education					
Integrated Science	E	✓	✓		
Physics	E			✓	✓
Chemistry	E			✓	✓
Biology	E			✓	✓
Personal, Social & Humanities Education					
Citizenship and Social Development	C				✓
Chinese History	C	✓	✓	✓	✓
History	E	✓	✓	✓	✓
Geography	E	✓	✓	✓	✓
Economics	E				✓
Life and Society	C	✓	✓	✓	
Religious Education	C	✓	✓	✓	✓
Technology Education					
Design & Technology	E	✓	✓	✓	✓
Home Economics	E	✓	✓	✓	
Computer Studies	E	✓	✓	✓	
Arts Education					
Visual Arts	E	✓	✓	✓	✓
Music	E	✓	✓	✓	
Physical Education					
Physical Education	C	✓	✓	✓	✓

- Overall Percentage of Teaching Time of Each Key Learning Area



Achievements and Reflection on Major Concerns
Feedback and Follow Up

Major Concern 1: Cultivate a positive school culture for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.

Achievement	Reflections	Feedback and Follow Up
Target 1.1: Foster purpose-driven learners with positive pursuit in life-planning.		
<ul style="list-style-type: none"> ● ECA activity record, the report by CGC & DC convenors etc. were compiled and provided. ● Form-based development plans including the arrangement of life education, life planning education, reading, study workshops, form activities and assemblies were compiled and implemented. ● The life planning system for S5 and S6 was revised. ● Related information for drafting the OLE handbook including a road map to be a leader, requirement of scholarship, award and admission scheme and life planning were collected. 	<ul style="list-style-type: none"> ● With shared vision over the importance to offer whole-school approach to cultivate positive school culture and enhance students' potentials development, there is more consensus over cross-board collaborative efforts among the student support, academic and administrative boards in the School Development Plan. ● Information relating to students' family backgrounds, learning portfolios, and emotional and interpersonal concerns have been provided. Class teachers have been empowered in guiding students' life planning, and developing coping strategies when students encounter setbacks. ● IT support system has not yet been ready for the purpose mentioned in the above. ● The form-based development plans addressing students' developmental needs for S1-6 has been completed. ● The OLE handbook for students can let student envision their opportunities in developing their potential on one hand and record their OLE activities as their portfolio and make a reflection on joining activities. It has been planned to finish at the end of this school year. ● There is a need to enlist class teachers and subject teachers to encourage students to join and/or participate in different activities to have an open-eyed experience. 	<ul style="list-style-type: none"> ● The form-based development plans were compiled by Principal and Vice-Principals this year. This work can be taken up by the form convenor. ● A new spreadsheet or database system can be set up to collect the arrangement of life education, life planning education and reading programs, study workshops, form activities and assemblies so that the development plans can be compiled in an easier way. ● With a mature form-convenor system rendering various SSDB-related support to class teachers of the same form, class teachers can better address the unique developmental and academic needs of each form with the leadership and support of school leaders of EB.

Achievement	Feedback and Reflections	Feedback and Follow Up
Target 1.2: Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning.		
<ul style="list-style-type: none"> ● Trainings for teacher advisors of ECA activities were provided to give constructive feedback to students. ● Guidelines for organizing OLE activities for student leaders were revised. ● The new staff induction program was revised. The PROSPER concept was covered in 7 one-hour sharing sessions during the lunch break. 	<ul style="list-style-type: none"> ● After three years pandemic, students are lack of experience in running activities. Therefore, more guidelines and training for students should further be compiled. ● Training for teacher advisors of ECA to give constructive feedback to students had been conducted by our social workers. Some useful tools have been introduced by them. More in-depth training can be provided to foster students' development in OLE. ● With the retirement and resignation of senior or experienced staff, a large group of new members has taken up leading roles. More guidelines and mentoring are needed for them. 	<ul style="list-style-type: none"> ● The student handbook can be revised to encourage students to view their intelligence as a malleable entity. ● The PROSPER model can further be connected in what we are going to implement and highlighted in different activities and workshops.
Target 1.3: Foster positive network for support and mentorship in learning, personal growth and life pursuit.		
<ul style="list-style-type: none"> ● The community service for senior form students was resumed. ● A number of training programs for student leaders were resumed and revised. ● The S5-6 mentorship program was revised. Alumni, besides teachers, have been incorporated as mentors to provide career guidance for students in their pursuit for JUPAS. ● Different parents' seminars were provided to meet their needs in nourishing their children in different developmental stages. ● A series of parent workshops was held to train a group of target parents to be facilitators in the future. ● Information for parents' education provided by EDB & NGOs was posted 	<ul style="list-style-type: none"> ● With the establishment of the student alumni mentorship program, more alumni are ready to offer career guidance and even become students' mentors in life planning. ● Students are eager to participate in community service. Yet due to the pandemic in the 1st term, not many chances can be provided by NGOs for students. ● More opportunities should be provided & co-operation with different committee can be explored such as social worker and ASCC. ● All S4 students have participated in a community service during post exam period. Workshop before the service and debriefing have been given. The program was provided by The Boy's Brigade, Hong Kong. ● Other than PCS for S1 student, Prefects offer mentoring scheme for S2 students who are nominated by class teachers. They are either loose in discipline or weak in academic. With the help of prefects, they show improvement in both areas. ● Concerning SAM, through group mentoring, students may have a better understanding of the interested careers and a broadened perspective of the workplace, making an informed decision over further studies and career pursuits and gaining guidance and support 	<ul style="list-style-type: none"> ● Further explore the developmental needs and the mode of community service for the whole form (S4). ● Structuralize the new student alumni mentorship program. Further design the mentorship program for S5-6 Students is to guide students to make informed decisions and sensible choices for JUPAS and careers which bring positive impact for the academic drive and in pursuing academic excellence. ● More leadership opportunities and training are offered by various SSDB committees to develop student leadership in various levels. ● Develop student leaders to take up leadership roles in serving schoolmates and show concern over school issues.

on school website.		
Achievement	Feedback and Reflections	Feedback and Follow Up
Target 1.3: Foster positive network for support and mentorship in learning, personal growth and life pursuit. (con't)		
	<p>to pursue their career goals. The program is suggested to launch before the end of the academic year so that the mentees may have the chance to have job-shadowing, company visit during the summer vacation. Also, it was suggested that the whole form students should participate in the program instead of in voluntary basis.</p> <ul style="list-style-type: none"> ● Alumni can have a better understanding of students' concern in pursuit of their further studies. ● Recognizing the direction of pastoral care of school, parents are supportive and willing to work hand in hand with school to offer care to students in need. ● Parent information, seminars, and workshops are provided to serve parents with different needs. Yet it is suggested that education for parents should align with a holistic framework. ● A structured parent education workshop was held this year. The feedback from the parents was good. But the format was heavy for both organizer and parents. So, other formats will be sought to balance the workload and benefit the parents. ● The School Website, Instagram, & Facebook platforms are well-received platforms. 	<ul style="list-style-type: none"> ● Align parent education with school concerns as well as parental needs.
Target 1.4: Foster positive campus life with enhanced school administrative system and facilities.		
<ul style="list-style-type: none"> ● The covered areas were renovated to be a new student café. ● Christmas Market jointly by SU & 3.7 Café was held. ● The school website was utilized to display students' success and achievements. 	<ul style="list-style-type: none"> ● More stages and platforms are provided for students to shine in their uniqueness. ● More joint committee functions can be held there to fully utilized space. ● The TV at the school lobby can be fully utilized for the same purpose. ● The Campus TV is also another channel for students to showcase their achievement. 	<ul style="list-style-type: none"> ● Facilitate the administrative restructuring of SSDB and ACB to cross-board collaboration over the holistic implementation of positive education.

Major Concern 2: Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.

Achievement	Feedback and Reflections	Feedback and Follow Up
<p>Target 2.1: Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources.</p>		
<ul style="list-style-type: none"> ● The learning outlines and guidelines, homework and assessment plans were distributed to students by their subject teachers in the beginning of the school year. ● New time-table structure was adopted in this school year. There are 5 lessons (1 hour each) and 2 SDL lessons (25 minutes each) on each normal day. The first 5 lessons are mainly for teaching while 2 SDL lessons are used to cater for the variety of teaching & learning activities in each form. ● Pre-lesson and revision periods were included in SDL period in each form. ● In S1 and S2, Aesthetic and PE development program were included. Study skill workshops, such as note taking or habit building program were held in the SDL lessons. ● Tutorial classes were launched in SDL lessons for each form. ● Chapter outlines & introduction videos were provided for students' pre-lesson preparation; explanation videos were provided to help students tackle learning difficulties; supplementary materials were provided to consolidate and extend for their learning. ● Habit building workshop, notetaking workshops, post examination evaluation worksheets were provided to S1 and S2 students. 	<ul style="list-style-type: none"> ● These measures facilitate students' planning on how to master subject knowledge, address assessment requirements & have clear learning goals. Students could understand the mode of assessment, have better understanding of the skills tested & minimize their anxiety of their learning. These arrangements would be used in the next school year again and become normal practice. ● There have been difficulties in arranging the SDL lessons. As there are only 10 double SDL lessons in each cycle to cater for the needs and requirements of different subjects and extended activities, there are limitations in number of lessons, human resource and venues. ● The priority of the requirements will be based on the school major concern and students' needs. ● The culture of sharing teaching materials in the form has been formed. The practices should continue for further enhancement of teaching and learning. ● These arrangements is suggested to be used in the next school year again and become normal practice. ● These arrangements is suggested to be used in the next school year and become normal practice. ● This note-taking workshop will be arranged in the next school year again with modified content to cater for the needs of the students. ● This is a new practice for students to record their evaluation. Students can be encouraged to record their evaluation in a more systematic way. 	<ul style="list-style-type: none"> ● Nurture students to be more organized and enhance their self-management skills, provide more space in the study period for junior form students so that they can plan their study and complete their study tasks, with the alignment of the design of the student handbook and other elements in study workshops. ● Devise a school-based study skills curriculum in junior forms to address the needs of students' study skills while more exam focuses can be stressed in senior forms. ● Include a regular reading period in the timetable to create space for students to develop reading habit.

Achievement	Feedback and Reflections	Feedback and Follow Up
Target 2.2: Enhance students to be effective mature learners with exposures and challenges for potentials development.		
<ul style="list-style-type: none"> ● The timetable structure was modified to create space for self-directed learning and catering for learner diversity. ● One extra reading period (25 minutes) was arranged in the SDL session in junior form. ● Students were provided with some feature articles by different subject panels to read during the reading periods. The variety of the articles could widen students' exposures. ● A book-sharing session "3 minutes reading" was held every Tuesday morning through broadcasting system. A book fair was held in March 2023 to promote different kinds of good books. ● Kobo e-book pilot scheme was introduced in the first term. A number of e-books were recommended by subject panels. ● Sharing sessions about the use of Kobo was held in 3.7 café' in the second term. ● The talent pool system was developed to identify and record potential students so that suitable students could be nominated or encouraged to participate in those competitions and courses. ● Different enrichment courses, activities and competitions to the students concerned are recommended. ● Talk about "Introduction to Multiple Intelligence" was held in the first term. A sharing session by two S6 students who were the SCMP Student of the Year Awardees was conducted. ● Revised taster Program of the elective subjects was held from February to May 2023. 	<ul style="list-style-type: none"> ● Students have a relatively long period to read their books this year. This arrangement is suggested to be kept in the time-table system. ● The videos of the book-sharing sessions will be kept and organized in the library system. If teachers want to use the videos for their teaching, they can ask the teacher librarian for the videos. ● The book fair is suggested to be held in the next school year again and become a normal practice. ● In order to arise students' interest in reading via e-platform, each participant would be responsible for recommending one ebook they read in the next school year. ● The arrangement is suggested to become a normal practice. ● Around 20 students were recruited to be e-book ambassadors. ● Around 80 students join this talk. Students reflected that they had more understanding on Multiple Intelligence. ● The sharing session is welcomed by students. Such practice will be implemented next year. More elements will be added in this session. ● The arrangement is suggested to become a normal practice. ● In this school year, 19 students were managed to enter stage 2 of the assessment offered by The Hong Kong Academy for Gifted Education. ● From the taster program, students could have more understanding on the senior form elective subjects. They can have a clearer direction in choosing their elective subjects based on their ability and interest. ● Panel heads reflected that taster program could provide a platform to S3 students to understand the subject content of the senior form. The form-based program was not preferable due to the large class size. ● The possibility of allowing S3 students to sit in S4 lessons (15:00-15:50) would be explored. 	<ul style="list-style-type: none"> ● Strengthen the mutual understanding of the use of 3-3:50 period. The timetable arrangements of this section will be released 2 times per year to facilitate better planning. ● Keep the reading period and feature articles and book-sharing session in the next school year. ● Establish the pool of the different articles. Distribute different articles according to the level of difficulties to each form. ● As the epidemic situation has stabilized and more opportunities were offered for students to join the overseas trips. It helps students to enrich their world vision. ● Further revise the taster programs of the elective subjects to allow more flexibilities and guidance given to students.

Achievement	Feedback and Reflections	Feedback and Follow Up
Target 2.3: Enhance learning with effective teaching and assessment for learning.		
<ul style="list-style-type: none"> ● Post Examination evaluation system was reviewed and revised. Under this system, subject teachers were responsible for reviewing the coverage, the contents, level of difficulties of the test/exam papers and the actual & expected distribution of marks. ● In the first term, peer lesson observations in different KLAs were conducted. Post-lesson study was held after each lesson observation. Principal, Vice Principal, Assistant Principal, Panel Heads & subject teacher had interflow and feedback for the lesson observed. ● Lesson observations in Tsung Tsin Christian Academy were held on 2022/11/09 & 2022/11/16. ● In order to enhance students' learning effectiveness in EMI subjects, learning skills workshops for S1 and S2 students were held in the first term. Vocabulary learning booklet was introduced as a learning tool by English teachers. ● Students who were found academically weak in the examination were required to attend remedial classes in English language (S1 to S5), Mathematics (S1 to S3) or Chinese language (S1) in the subsequent term. ● Students who were found weak in study skills in the previous examination were required to attend study skill workshops in the first term as a follow-up measure. ● Study counseling workshops for S6 students were held in September & December 2022. ● Post-mock support measures such as revision period and second-mock exam practices were held. 	<ul style="list-style-type: none"> ● As this is a comprehensive system for evaluating students' performance in examination, the arrangement is suggested to become a normal practice. ● Some good teaching practice demonstrated in the peer observation were recognized in the post-lesson study and then shared among the teachers in the staff development day. ● Teaching and learning experiences such as pre-lesson skills, questioning skills, ways to motivate and engage students were observed and learnt in this visit. The arrangement is suggested to become a normal practice. ● A Reading and Writing across the Curriculum (RWaC) project would be launched with the involvement of the English Department the next year. ● On the Parents' Day, some parents of the students who attended remedial class in the first term reflected that the tutors could help students in learning. ● The repeaters in the first term showed higher readiness and made improvements, compared with those in the second term. The counselling started in March and there was limited time for significant changes. Many participants in the second term lacked confidence, especially those in S2 and S3. Therefore, the objective of the second term was 'coping with academic pressure'. ● S6 students were motivated to formulate their own learning goals. They are divided into different groups according to their academic performance. Alumni were matched to different groups according to their DSE results and learning experiences. Therefore, sharing will be suitable to each group. ● These are new post-mock support measures for S6 students. The measures of this school year were prepared in a rather rush manner and students could only be informed after their mock exam in January. 	<ul style="list-style-type: none"> ● Implement an open and more comprehensive staff appraisal system to promote professional development and accountability. ● Explore school-based support program to tap external resources are given to enhance the effectiveness of our school's learning and teaching. ● The LACU explores the possibility of collaborating with EMI subjects in S3. ● Enhance the culture of lesson observation as it is taking shape. ● Develop the new teaching pedagogies through peer observations, collaborative lessons and professional sharing sessions. ● Specify the post-mock arrangement in the school calendar.

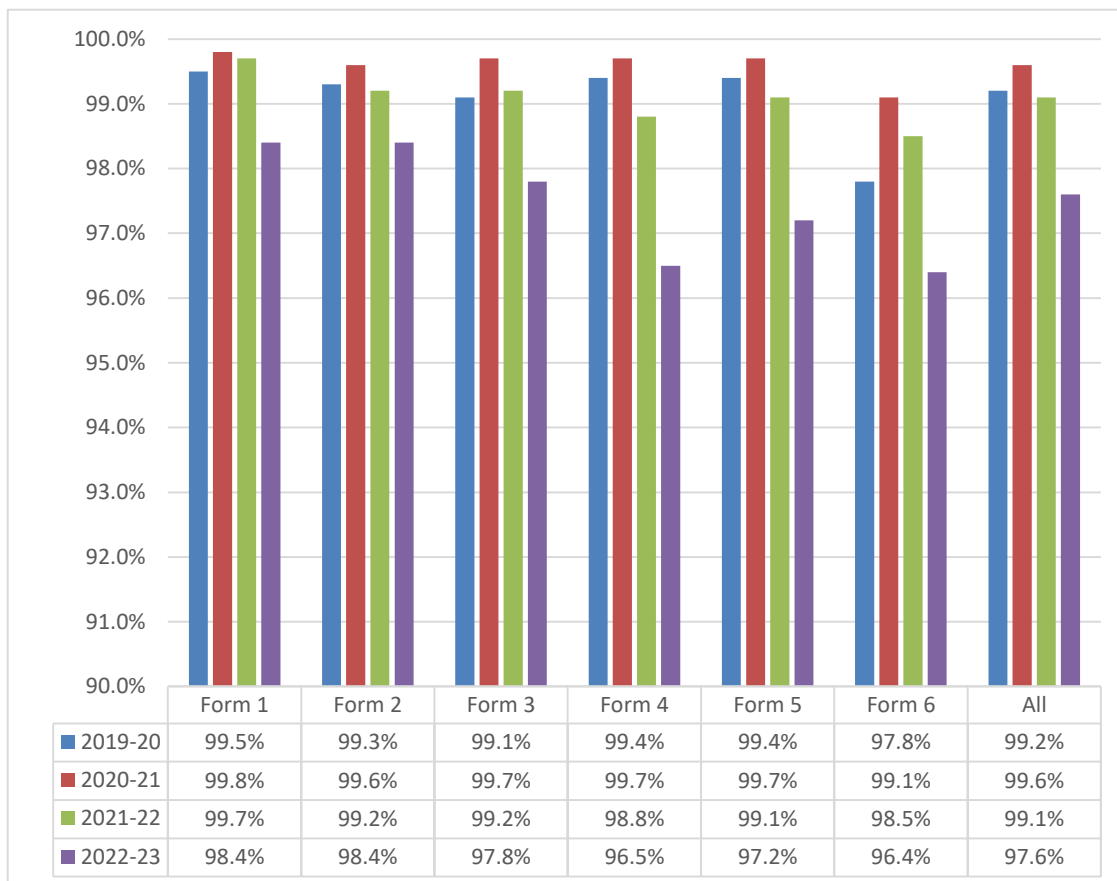
Achievement	Feedback and Reflections	Feedback and Follow Up
Target 2.4: Meet the challenges of current curriculum reform.		
<ul style="list-style-type: none"> ● The curricula of Life & Society, Science Education and PSHE subjects were revised in alignment with the learning elements of national security education. Learning topics related to national security education were indicated in the scheme of work in each subject. ● The curriculum of new senior form subject “Citizenship and Social Development” was being developed. Student would have a China study tour in May and they could broaden horizons. ● In S1 and S2 Chinese SDL periods, students were required to read specific articles and watch learning videos which were about the writing skills related to the articles. Then they were encouraged to apply the writing skills they learnt from those materials by writing their own articles. ● In S1 PSHE SDL period, students completed a mini project about Kowloon City. They had site visit, information collection and group presentation etc. The project facilitates students’ integrated skills, analytical skill and presentation skill. ● English teachers organized several language art workshops for S1 students. The program included English drama and presentation which is organized by the coach and subject teachers. 	<ul style="list-style-type: none"> ● The CSD tour covered I.T. and cultural inheritance. It was smoothly run, with detailed planning and learning goals achieved. Students’ response was positive. The comments to our students from the EDB were positive. ● Two pieces of self-reflection collected from each class before early July and the marks would be counted as C.A. The EDB representatives watched the students’ presentations. The comments to the presentations from the EDB were positive. ● Through the S1 and S2 Chinese learning activities, both reading skill and writing skill are expected to be improved. ● Students worked on the topics of cultural inheritance and the 13 Streets. Their presentations were of good quality, and they were able to collect relevant information for presentations. Outstanding students would be awarded. ● About the language art workshop, some new elements introduced this year could be kept, and be combined with WYC’s original materials. The teacher-student ratio was high, with one tutor teaching the whole form. Also students had one drama workshop every two weeks, increasing the difficulty of doing follow-up tasks. ● The coach was skilled in acting and she might focus on teaching acting skills and support students with clearer instructions. The plan could be further discussed if the tutor was not able to help next year. 	<ul style="list-style-type: none"> ● Schedule the site visit for S1 PSHE mini project in January (last day of the first term examination) in the next school year. Students will be given sufficient time to consolidate the information collected and prepare for the presentation. ● Set up different focus discussion or action groups under Academic Board such as gifted education, academic support unit and curriculum development committee, which can provide a platform for teachers to conduct a comprehensive discussion and enhance school future development.

Student Performance

1. Number of Classes and Students:

	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	120	127	115	110	119	107	698

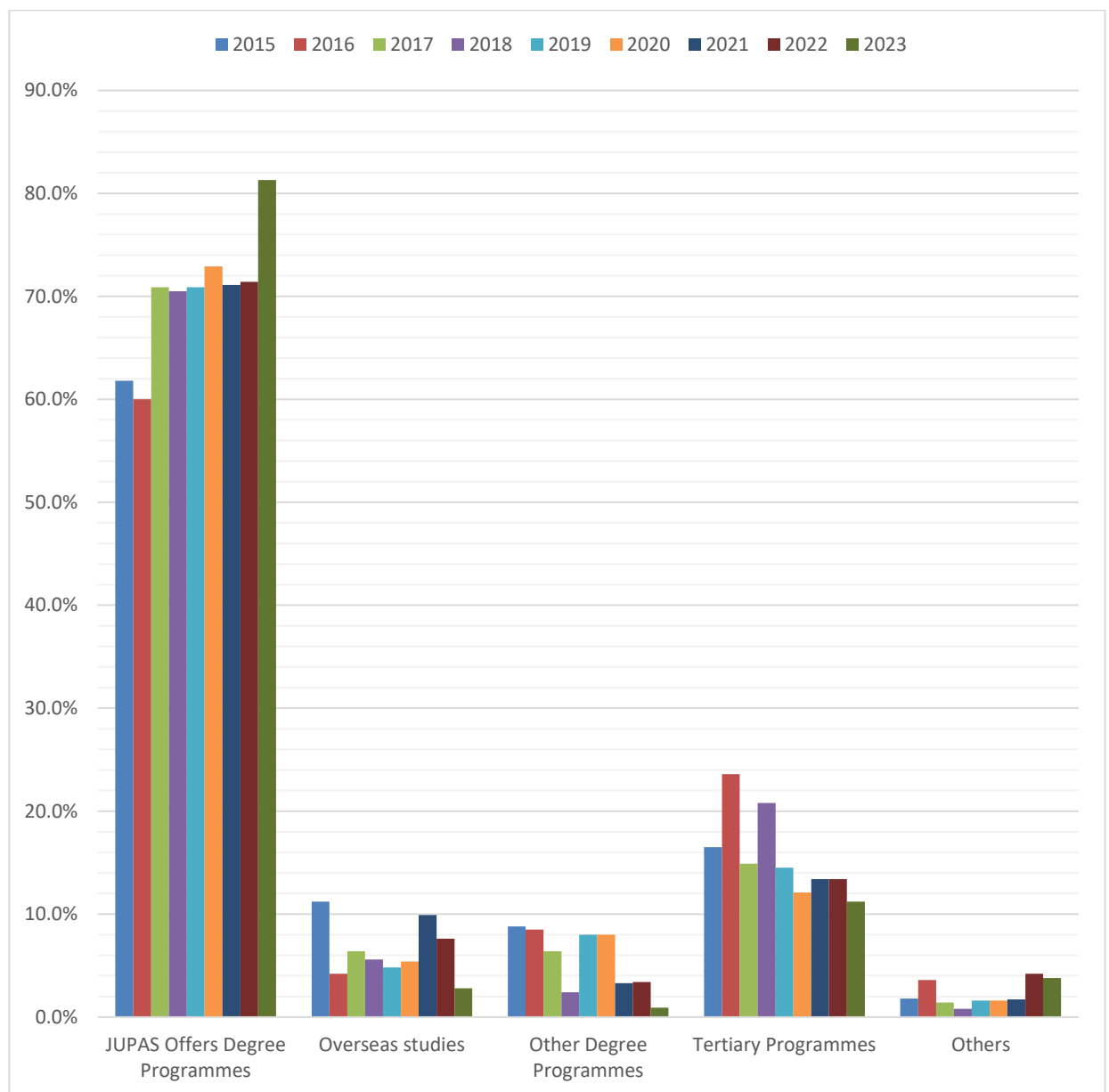
2. Students' Attendance:



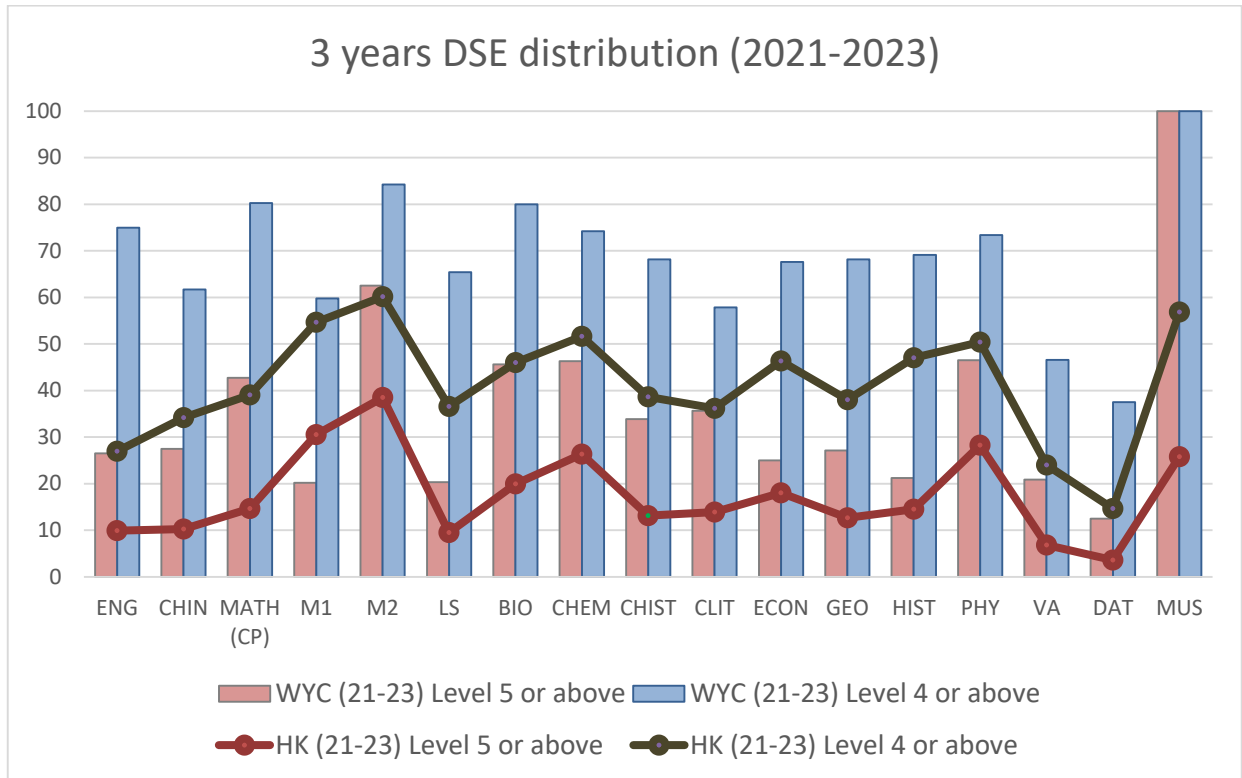
3. Current Pursuits of graduates:

F.6 Graduates' Pathway

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023
No. of candidates	170	165	141	125	124	129	121	119	107
JUPAS Offers Degree Programmes	61.8%	60.0%	70.9%	70.5%	70.9%	72.9%	71.1%	71.4%	81.3%
Overseas studies	11.2%	4.2%	6.4%	5.6%	4.8%	5.4%	9.9%	7.6%	2.8%
Other Degree Programmes	8.8%	8.5%	6.4%	2.4%	8.0%	8.0%	3.3%	3.4%	0.9%
Tertiary Programmes	16.5%	23.6%	14.9%	20.8%	14.5%	12.1%	13.4%	13.4%	11.2%
Others	1.8%	3.6%	1.4%	0.8%	1.6%	1.6%	1.7%	4.2%	3.8%



4. HKDSE Results:



5. External Achievements:

External Scholarships & Awards (2022-23)

Scored four 5** and three 5* in DSE 2023	Cheung Shun Gi (6B)
Hong Kong Jockey Club Chairman's Scholarship	Cheung Shun Gi (6B)
CYLF Talent Development Scholarship	Li Ching Laam (4C)
Sports Scholarship Scheme from CUHK	Mak Long To Chris (6C)
Beyond Academic Admissions Scholarship from HKUST	Leung Ka Shing John (6B)
Sir Edward Youde Memorial Prize	Sun Yan Chun (6A) Kwong Lai Tung (6C)
Ng Teng Fong Scholarship	Lam Ka Hei (6D)
Harvard Prize Book	Kwok Wing Gi Wingi (5A) Lo Wing Yin (5A) Chu Shun Ka Sonia (5C)
Kowloon City District Outstanding Student Award	Tsang Lok Ching Joyce (3B) Lau Long Sze (5B)
Kowloon Region Outstanding Student Award	Tsang Lok Ching Joyce (3B)
傑出中學生領袖選舉 - 中學生領袖	Chu Shun Ka Sonia (5C)

English

74th Hong Kong Schools Speech Festival - English

News Feature Presentation	First	4A	Xu Ziming		
	Second	5B	Mai Nga Ting		
Dramatic Duologue	Second	4A	Chau Yu Shan	4B	Wong Ming Yu
Public Speaking Solo	Second	4A	Chan Yu Ip		
Solo Verse	Second	2B	Chen Xiaoyu	3C	Wong Cinnamon Crystal
	Third	1C	Lau Yin Chun	1D	Long Yihai
		4B	Li Kai Yi	4D	Pang On Ni

The Association of English Medium Secondary Schools – 2023 EMI Drama Festival

Outstanding Performer	2C	Kouk Tsz Yan				
Outstanding Directing	1D	Fatima Mariam	2C	Chen Wing Qing	2C	Kouk Tsz Yan
	2C	Tam Hoi Ching	2C	Wong Lok Man Chloe	3B	Cheung Nok Shing
	3B	Chan Uen Lam	3C	Leung Yi Chit	3C	Wong Cinnamon Crystal
	3C	Wong Wai Tong	3D	Au Yeung Choi Ying	3D	Liang Nga Sin
	4A	Chan Yu IP	4A	Chau Yu Shan	4A	Cheung Hok Ying
	4A	Liu Tung Sum	4B	Iu Ching Nam	4B	Chan Hiu Yue
	4B	Chung Tseng Yu	5C	Cheung Man Ho	5C	Wong Kin Fung
	5C	Shum Ka Ying Jody	5C	Wan Hoi Yu		

The 2nd Hong Kong School Chinese & English Handwriting Competition (Co-organized by EEGU & HKHPCA)

English Handwriting Competition (Junior Group)

2 nd Runner-up	3A	Wu Kiu On Andrea
Finalist	3A	Chan Tryphena Sze-Yu

English Handwriting Competition (Senior Group)

Merit	5C	Liang Ka Wui
Finalist	4A	Xu Ziming

MI Young Writers Award 2023 – Senior Section

1 st Runner-up	4A	Liu Tung Sum
Top 50 Merit Award	5D	Li Tsoi Si

Chinese

第 74 屆香港學校朗誦節

粵語詩詞獨誦	優良	3D	許珮琪		
	良好	3B	李宛芯		
粵語散文獨誦	優良	6D	李然朗		
粵語二人朗誦	良好	5C	黃文暄	5C	黃詠心
普通話詩詞獨誦	優良	1D	周灝謙	5A	鄭蔓詩
		5A	羅煊恩		
	良好	2A	張國輝	5B	朱嫻旒
		5B	麥雅婷		
普通話散文獨誦	優良	1A	趙奕博		

中學生演講比賽—「夢想盃」

粵語高中組	季軍	5A	鄭蔓詩		
	優異獎	5A	張祁芊	5B	黃子晴
即席專題演講	季軍	5B	黃子晴		
	優異獎	1A	黃柏文	5A	張祁芊

中國青少年語言文化學會 2022-2023 年菁英盃

現場作文總決賽	一等獎	3D	許珮琪		
	二等獎	4D	黃祖僊		

香港中華文化促進中心第十八屆中國中學生作文大賽—「傾聽世界的聲音」

香港賽區 (高中組)	二等獎	6C	潘紫晞		
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2022-2023 中國中學生作文大賽旭日文學之星香港賽區

香港賽區 (高中組)	旭日文學之星 金獎	6C	潘紫晞		
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香港青年協會校園作家大招募計劃

優秀校園作家	3D	區珮瑤			
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香港中文大學香港文學研究所 — 地景·人文·寫作：中學生社區文學導覽

九龍城區取錄	3D	區珮瑤			
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星島第一屆全港華文雙語菁英問答比賽 初中組

狀元 50 強	2A	張國輝	2D	曾柏朗	
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Mathematics

華夏杯全國數學奧林匹克邀請賽 2023 - 全國總決賽

二等獎	1D	Long Yihai	2A	Zhang Guohui	2D	Tsang Pak Long
	3D	Cheung Ho Kwan				
三等獎	1B	Ngai Ho Ting	2A	Hong Chi Yin	3A	Lee Ho Kwan

華夏杯全國數學奧林匹克邀請賽 2023 - 華南賽區晉級賽

一等獎	1D	Long Yihai	2D	Tsang Pak Long	3D	Cheung Ho Kwan
二等獎	1B	Ngai Ho Ting	2A	Hong Chi Yin	2A	Hung Chun Wah
	2A	Zhang Guohui	3A	Lee Ho Kwan		
三等獎	1B	Lam Kin Ching				

世界資優數學錦標賽 2023

銀獎	2A	Zhang Guohui	3A	Lee Ho Kwan	3D	Cheung Ho Kwan
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全球少年數學能力測試 2023

銀獎	2A	Hung Chun Wah				
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40th Hong Kong Mathematics Olympiad

Honourable Mentioned Certificate	4A	Qian Kwan Yin	4A	Yan Wai Man		
Third-class Honour Certificate	5A	Yan Ngo Hin				

The 25th Hong Kong Mathematical High Achievers Selection Contest

Second Honour Award	2A	Hung Chun Wah	3A	Lee Ho Kwan	3D	Cheung Ho Kwan
Group Merit Award	2A	Hung Chun Wah	3A	Lee Ho Kwan	3D	Cheung Ho Kwan

Competition on System Modeling & Optimization (COSMO) 2023

Best Report Award	5A	Lo Wing Yin	5B	Tang Kwan Ho		
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World Mathematics Games Open

Gold Honour Award	3D	Cheung Ho Kwan				
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Asia International Mathematical Olympiad Open (Finals)

Silver Honour Award	3D	Cheung Ho Kwan				
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Asia International Mathematical Olympiad Open (Semi-Final)

Gold Honour Award	3D	Cheung Ho Kwan				
Silver Honour Award	2A	Hong Chi Ying	2A	Hung Chun Wah	2A	Zhang Guohui
	2D	Tsang Pak Long	5A	Lam Wai Kong	5A	Yau Ngo Hin
Bronze Honour Award	1B	Ngai Ho Ting	5A	Lam Ho Ching		

Science

International Junior Science Olympiad 2022 – Hong Kong Screening

Third Class Honours	3A	Chiu Ching Hei	3A	Leung Chun Him	3D	Chan Sze Shing
	3D	Cheung Ho Kwan				

Physics

Hong Kong Physics Olympiad 2023

Second Honour Mention	4A	Wong Pak Hei
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Biology

International Biology Olympiad – Hong Kong Contest 2022

First Runner-up	5B	Tsui Lok Fei
Gold Award	5B	Tsui Lok Fei
Silver Award	6B	Cheung Shun Gi
Bronze Award	6B	Pak Ka Ying
Honourable Mention Award	6B	Huang Ka Yiu

Hong Kong Biology Literacy Award (2022/2023)

First Class Honours Award	5A	Lo Wing Yin	5B	Tang Kwan Ho
Second Class Honours Award	6B	Cheung Shun Gi	6B	Ma Sze Sum
	6B	Deng Lai Yi		
Third Class Honours Award	6B	Huang Ka Yiu		
Merit Award	5B	Lau Sze Chun		
Active Participation Award	5A	Chan Yu Kiu		

Hong Kong Society of Biology – Hong Kong Specimen Drawing Competition 2022

High Commended Award	5B	Pan Ho Yan
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Chemistry

International Chemistry Quiz

High Distinction	4A	Huang Shing Hon	4A	Wong Pak Hei	4A	Yau Shun Ting
	4A	Chan Yu Ip	4A	Liu Tung Sum	4A	Xu Ziming
	4B	Cheung Chak Lam	4B	Lau Yeung	4C	Lau Chi Yam
Distinction	4A	Chu Yat Him	4A	Tsoi Man Lung	4B	Sun Yan Long
	5A	Lo Wing Yin	5B	Lau Sze Chun	5C	Wong Ka Hei
	5D	Wong Ho Wai				

Design and Technology

Hong Kong Tech Challenge Junior 2022

Participant	1D Tham Che Long	2B So Wan Chun	4A Fung Ho Hei
	4B Cheung Chak Lam		

Green Flame Project – Smart Energy Competition

Merit	3A Chiu Ching Hei	3B Tsang Lok Ching Joyce	3C Wong Wai Tong
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Clean Air Challenge – HKUST

Most Creative Award	5B Kwok Tsz Yeung	5B Leung Yiu Cho	5B Ng Ka Ho
	5D Leung Sze Hang Anthony		

17th Infrastructure Building Competition for Secondary Schools

The runner-up of the Best Supporting Efficiency Award		3A Chiu Ching Hei	3A Lee Ho Kwan
		3B Tsang Lok Ching Joyce	3C Cheung Yui Yan

「綠色空間 由我創造」學生比賽 2022-23

Third Prize	5B Ng Ka Ho
Merit Prize	5B Kwok Tsz Yeung

Citizenship and Social Development

第 24 屆消費文化考察報告獎 (初級組)

傑出作品獎	2B Liang Ka Kin	2B Chin Sze Tung	2B Tong Sum
	2B Tsoi Cara	2B Yang Angel	2D Chan Hoi Ting
	2D Cheung Nga Ching	2D Hung Lok Yan Joycelyn	2D Ng Tsz Kiu
	2D Yu Yan Kiu		
傑出選題獎	2D Chan Hoi Ting	2D Cheung Nga Ching	2D Hung Lok Yan Joycelyn
	2D Ng Tsz Kiu	2D Yu Yan Kiu	
嘉許獎	2C Chan Sky	2C Wong Ho Nam	2C Kwok Sum Yau
	2C Wong Lok Man Chloe		
嘉許證書	2A Man Tik	2A Shum Ho Yui	2A Tsang Wang Cheong
	2A Cai Pik Fan Riene	2A Kwok Hoi Chin	2A Lee Man Fei
	2C Kong Hin Sze Vincent	2C Chan Nga Kei	2C Chen Nga Lam
	2C Leung Tsz Yu	2C Tam Hoi Ching	2C Yip Hei Yuet

Chinese History

「歷史好好玩」 - 遊賞花燈設計及製作比賽 - 香港教育局主辦 · 香港史學會協辦

初中組優異獎 3A 賴琳 3B 曾樂晴

傳承·想創 - 積極推廣中國歷史與中華文化學校年度大獎

2C 黎梓翹	2C 曾蔚喬	3A 賴琳
2B 曾樂晴	3B 李宛芯	3C 魏婉惠
4C 張逸倫	4C 黎卓霖	4C 崔穎盈
4C 王欣欣		

教育局「想創中國歷史」學生自學平台：奪寶奇兵全港初中學生自學獎勵計劃

最具價值奇兵獎	1B 徐樂蓓	3A 賴琳
多寶奇兵獎	1B 徐樂蓓	3A 賴琳
積極參與獎	1D 陳加晉	2C 黎梓翹

第七屆全港學界「中史解碼」通訊程式表情圖像設計比賽

冠軍 (初中組)	2B 蔡謹楠
冠軍 (高中組)	4D 黃祖僊
優異獎	4D 孔詠欣

Economics

Economic Infographic Challenge (2022/23)

Challenge 1: Know more about Economic Infographic – Online Self-challenge Quiz

Excellence Award	4A Wong Tsz Hin	4B Tsui Tsz Hei	4C Angel Wilson
	4C Ke Ho Man	4C Yu En Ze	4C Chan Wan Nim
	4C Pang Ho Yu	4D Pan Ching Man	5C Pan Shanheng
	5C Wong Ka Hei		

Visual Arts

2023 日本全國亞太區繪畫大賽

金獎	5D	Lee Ngai Mei Ivy
銅獎	5D	Lam Tsz Ching

教育局「邊學·邊畫」素描比賽

銀獎	2D	Wun Tsz Yin
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香港基督教培道聯愛會 120 周年會慶標誌(logo)設計比賽

優異獎 (公開組)	4C	Ngai Pak Hin Gabriel
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葛量洪視覺藝術獎

傑出學生獎 (初中組)	4B	Sun Yan Long
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亞太優才發展協會 香港印記攝影比賽 2023

冠軍	4C	Shum Kin Lam
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香港品質保證局「理想家園」第十六屆繪畫及海報設計比賽

優異獎	2D	Wun Tsz Yin
入圍獎	2D	Tsang Pak Long

城市大學 第八屆香港中學生傑出作品展

傑出學生作品獎 (高中組)	5D	Cheng Man Sze	5D	Lam Tsz Ching
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康樂事務處 香港花卉展覽賽馬會學童繪畫比賽

優異獎 (初中組)	3A	Kwok Pak Hei
嘉許狀 (初中組)	3C	Gong Fat Yung

賽馬會藝育菁英計劃 全港青少年繪畫比賽

優異獎 (高中組)	5D	Cheng Man Sze	5D	Lee Ngai Mei Ivy	6D	Wang Cindy Xin Yi
優異獎 (初中組)	1C	Lai Grace Pui Kwan	2D	Ng Tsz Wing		

愛德基金會(香港) 2022-2023 年度「活水行動」海報及標語設計比賽

季軍 (中學組)	4D	Huang Cho Hei
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香港文創薈 - 「我最愛的卡通動漫」繪畫比賽

金獎 (初中組)	2A	Lam Yan Nga	2B	Wu Chun Hei Hayden	2B	Chin Sze Tung
	2B	Tsoi Cara	2C	Wong Pan Yin	2C	Yeung Wang Tik
	2C	Chan Nga Kei	2C	Chen Wing Qing	2D	Tai Kwan Ho
	2D	Huang Amy	2D	Ng Tsz Wing	2D	Siu Tsz Ning
銀獎 (初中組)	2A	Chan Ka Ching	2A	Ma Chung Man	2A	Tsang Yuen Tung
	2B	Tsang Cheuk Him Jason				

「綠色空間 由我創造」學生比賽 2022-23

優異獎	3A	Chung Chak Ho	3A	Kwok Pak Hei	3A	Chan Tryphena Sze-Yu
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2B Tsoi Cara

水上安全運動「水上安全標語創作及平面設計比賽」

優異獎

2D Huang Amy

2D Siu Tsz Ning

香港品質保證局「理想家園」第十六屆繪畫及海報設計比賽

季軍 (中學組)

1C Lai Grace Pui Kwan

My Stage – Inter-school Fashion Design Competition 2022-2023

Champion

6C Chung Ho Hang

Music

75th Hong Kong Schools Music Festival

Descant Recorder Solo – Age 14 or under

Second Prize 2A Kwok Hoi Chin
 Third Prize 2C Kwok Sum Yau 3A Tang Wing Yan

Descant Recorder Solo – Age 16 or under

Third Prize 4D Chan Cheuk Ying

Di Solo – Intermediate

Third Prize 3B Lam Ming Shing

Grade 5 Piano Solo

Second Prize 3B Wong Hui Yi

Grade 6 Piano Solo

First Prize 1C Tse Ming Yan

Liuqin Solo – Advanced

Second Prize 3A Chan Sum Yin

Male Voice Solo – Age 16 or Under

First Prize 5B Lam Tsz Long

Recorder Duet – Age 14 or Under

First Prize 3B Lo On Ki 3C Wong Chiu Tan
 Second Prize 2B Tsoi Cara 2C Kwok Sum Yau

Recorder Duet – Age 19 or Under

First Prize 4A Chan Yu Ip 4A Lau Lok Yee Aida

Recorder Ensemble – Secondary School

Silver Award	1D Huang Chi Tak	1D Nip Tsz Nam	4A Chan Yu Ip
	4A Lau Lok Yee Aida	4B Wu Sai Ho	4D Chan Cheuk Ying
	2A Kwok Hoi Chin	2B Tsoi Cara	2C Kwok Sum Yau
	2D Ngan Shing Lam	3A Tang Wing Yan	3B Lo On Ki
	3C Wong Chiu Tan	4D Wong Hin Ching	

Sanxian Solo – Advanced

Third Prize 4D Wong Hin Ching

Joint School Music Competition 2023

Secondary School Group Ensemble (String)

Gold Award	1B Cheng Yuen Chi	1B Lee Pak Yau	1B Leung Hei Lok Hailey
	1C Li Qi Ming	1D Ngan Yu Sum	2A Tsang Yuen Tung
	2C Yip Hei Yuet	3A Chan Tryphena Sze-Yu	3C Huon Ka Shun
	3C Cheung Ka Tung	3C Wong Cinnamon Crystal	4B Or Yuen Ting
	4D Lai Sin Kiu	5A Tam Tsun Kiu	5B Chan Yui Chun
	5B Lau Long Sze		

2022 Hong Kong Youth Music Interflows

Symphonic Band Interflow (Secondary School Junior Class)

Silver Award	1A Wong Lok Yau	1C Lau Tsz Kin	1C Liu Tiger
	1C Lam Jee Kwan	1C Ng Tsz Ki	1D Huang Chi Tak
	1D Chan Ying Yui Sophia	1D Yap Vincy	1D Yu Ming Hei Chloe

2B	Liu Tsz Ho	2B	Chen Xiaoyu	2D	Li Zhi Qing
3D	Cheung Ho Kwan	4A	Tsui King Lok	4D	Chan Kin Chun
5A	Hung Heman	5C	Tsoi Hi Yuet	5D	Chau King Hin
5D	Kwok Man To	5D	Leung Hon Bong	5D	Lam Tsz Ching

String Orchestra Interflow (Secondary School Class B)

Bronze Award	1B	Cheng Yuen Chi	1B	Lee Pak Yau	1B	Leung Hei Lok Hailey
	1C	Li Qi Ming	1D	Ngan Yu Sum	2A	Tsang Yuen Tung
	2C	Yip Hei Yuet	3A	Chan Tryphena Sze-Yu	3C	Huon Ka Shun
	3C	Cheung Ka Tung	3C	Wong Cinnamon Crystal	4B	Or Yuen Ting
	4D	Lai Sin Kiu	5A	Tam Tsun Kiu	5B	Chan Yui Chun
	5B	Lau Long Sze				

Hong Kong Inter-School Choral Festival 2023 Competition cum Masterclass

Secondary School Junior Division

Gold Award	1A	Ho Chak Kai	1A	Cheung Tsz Lam	1A	Law Tsz Yan
	1A	Mok Hiu Shuen	1A	Tam Hei Tung	1B	Lau Pui Fan
	1B	Ng Yan Lam	1C	Tse Ming Yan	1D	So Chun Lok
	1D	Chan Ying Yui Sophia	1D	Fu Hiu Tung Eda	1D	Nip Tsz Nam
	1D	Yap Vincy	1D	Yu Ming Hei Chloe	2A	Lau Lok Wang
	2A	Tai Tung Lok	2B	Wu Ka Ki	2C	Law Hiu Yeung
	2C	Leung Tsz Yu	2C	Tsang Wai Kiu	2C	Wong Lok Man Chloe
	2D	Cheung Nga Ching	2D	Chiu Sum Yuet	2D	Siu Tsz Ning
	2D	Wong Yu Fei	3A	Kwok Pak Hei	3A	Chan Sum Yin
	3A	Chong Pui Fei	3C	Ho Chun Hei	3C	Leung Yu Yeung
	3C	Liu Kwan Ho	3C	Chak Sum Ying	3C	Gong Fat Yung
	3C	Wong Yuen Yan	3D	Liang Nga Sin	4A	Yuen Hiu Yu
	4A	Tsui Sum Yi	4B	Chin Ka Long	4B	Wu Sai Ho
	4B	Chan Dorothy	4B	Chung Tseng Yu	4B	Leung Ka Hei
	4B	Wong Ming Yu	4D	Kang Junlang	4D	Huang Cho Hei
	5A	Yuen Sze Kei	5B	Lam Tsz Long	5B	Lau Ying Hei
	5B	Wong Tsz Ching	5C	Wong Ka Hei	5C	Chu Shun Ka Sonia
	5C	Lau Huen Lam	5C	Law Man Hei Malissa	5C	Liang Ka Wui
	5D	Wong Ho Wai	5D	Wong Man Hei		

Sports

2022-2023 Amateur Hockey League (Division D-Tier II)

Second 4C Li Ching Laam

2022-2023 Elite National Team Development League

First (U16) 4C Li Ching Laam

Second (U17) 4C Li Ching Laam

2023 Hockey 5's

Second (Division U17) 4C Li Ching Laam

Second (Women's
Division) 4C Li Ching Laam

2023 IIHF Ice Hockey Women's World Championship (Division III Group A Brasov Romania)

Champion 4C Li Ching Laam

The HKSAR's 25th Anniversary Junior Ice Hockey Cup

Third (Division U17) 4C Li Ching Laam

2023 Summer Amateur Hockey League Division C

Finalist 4C Li Ching Laam

Thailand Invitation 2023 U15 & U18 Championship

First Runner-up 4C Li Ching Laam

Age Groups Fencing Championships 2023 (Junior Men's Foil)

Third 6C Mak Long To Chris

Junior Fencing Championships 2022

Cadet Men's Foil Second 6C Mak Long To Chris

Junior Men's Foil Third 6C Mak Long To Chris

LEHK Fencing 2022 Hong Kong Team Challenge

Men's Foil Team – Silver Plate

Champion 6C Mak Long To Chris

BEAxBLUE Cross 2022 Hong Kong Open Fencing Championships (Under 14 Women's Foil)

Third 1D Chan Yan Hei

慶祝香港特別行政區成立 25 周年全港中學生劍擊錦標賽 (九龍區)

男子甲組花劍 季軍 6C Mak Long To
Chris

元朗區體育節 2022 少年分齡劍擊賽商務發展盃

女子花劍 11-12 歲 1D Chan Yan Hei

2B	Fu Ka Him Jonathan	2B	Liang Ka Kin
2B	Tsang Cheuk Him Jason	2B	Wu Chun Hei Hayden
2C	Wong Ching Hei	2D	Fong Pak Lam
2D	Wong Chong Hang Bosco		

Inter-school Basketball Competition 2022-2023 Division Two (Kowloon)

Girls B Grade	Fourth	3B	Ip Wing Yan	3B	Wu Shun Yan
		3C	Wei Wanhui	3C	Yeung Cheuk Ying
		3D	Lau Wing Yee	3D	Liang Nga Sin
		4B	Chung Tseng Yu	4C	Wong Ching Kiu

Inter-school Volleyball Competition 2022-2023 Division Two (Kowloon)

Girls A Grade	Second	5A	Chau Wan Hei	5A	Cheung Yan Ki
		5B	Kan Cheuk Lam	5B	Ma Yuet Ching
		6A	Luo Shuk Ching	6A	Wong Ching Yan
		6B	Bau Yin Lam Jillian	6B	Pak Ka Ying
		6C	Lam Li On Ching	6D	Lin Yan Yui

Dance Team

Asia Students Arts Festival – Free Dance (Group)

First Runner-up	2A Cheng Hau Ching	4B Ho Mang Yiu	4B Or Yuen Ting
	4C Tsui Wing Ying	5C Wong Man Huen Cheryl	5C Wong Wing Sum
	5D Lee Ngai Mei Ivy		

Dance World Cup Asia

Jazz & Street Dance (Group)

Bronze Award	2A Cheng Hau Ching	4B Ho Mang Yiu	4B Or Yuen Ting
	4C Tsui Wing Ying	5C Wong Man Huen Cheryl	5C Wong Wing Sum
	5D Lee Ngai Mei Ivy		

The 59th Schools Dance Festival

Jazz & Street Dance (Group)

Highly Commended Award	1A Hui Wing Sum	1A Mok Hin Shuen	1C Lo Shanice
	1D Yau Yu Lam	2A Cheng Hau Ching	2A Lee Man Fei
	2B Bai Sharon	2D Lam Kacey	2D Wan Claudia Yeuk Laam
	4B Ho Mang Yiu	4B Or Yuen Ting	4C Tsui Wing Ying
	5C Wong Man Huen Cheryl	5C Wong Wing Sum	5D Lee Ngai Mei Ivy

Jazz & Street Dance (Duet)

Honours Award	4B Ho Mang Yiu	5C Wong Wing Sum
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Contemporary Dance (Solo)

Highly Commended Award	4B Or Yuen Ting
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Debate

香港大律師公會辯論賽

亞軍	2A 詹梓榆	2D 陳凱婷	3D 區珮瑤
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香港辯論超級聯賽

乙組季軍	1C 劉彥進	1D 呂曉頌	2A 施鈺琳
	2C 陳雅琦	2D 陳凱婷	3C 陳可兒
	3C 何枳澄	4B 劉麗華	4B 柯沅婷
	4D 潘靖雯	5B 林子朗	5B 梁耀祖

「三地童聲盃」第一屆演講說故事比賽 2023

香港區季軍	4C 王欣欣		
香港區小組金獎	2A 詹梓榆	2D 陳凱婷	
香港區小組銀獎	2A 施鈺琳	2C 陳雅琦	

Financial Summary

WA YING COLLEGE

Financial Summary for 2022-2023 [Draft & Subject to Final Audit]

	Income (\$)	Expenditure (\$)
Balance B/F 2022 (Government Funds and School Funds) 20,910,820.92		
I. Government Funds		
(1) School Specific		
(a) Administration Grant	3,968,256.00	3,748,432.38
(b) Air Conditioning Grant	580,115.00	776,753.50
(c) Composite Information Technology Grant	503,136.00	766,050.26
(d) Capacity Enhancement Grant	654,502.00	633,000.00
(e) Speech Therapy Admin - Recurrent Grant	8,258.00	-
(f) SB Management Top-up Grant	51,615.00	50,000.00
(2) Non-School Specific (Baseline Grant + Others Income)	2,064,714.85	1,999,330.82
<i>Sub-total:</i>	7,830,596.85	7,973,566.96
3. Grants Outside OEBG	3,577,473.95	3,984,109.70
4. Others Grants (TRG, QEF)	5,737,019.10	6,944,954.12
<i>Sub-total:</i>	9,314,493.05	10,929,063.82
II. School Funds (General Funds)		
(1) Tong Fai and other income	681,045.43	856,510.30
(2) Collect fee for specific purposes (for school campus improvement)	173,160.00	10,300.00
(3) Other Reserved Fund	1,318,686.50	910,172.72
(4) Other Funds	1,118,893.00	1,077,902.00
<i>Sub-total:</i>	3,291,784.93	2,854,885.02
Total Deficit for school year 2022-2023	(1,320,640.97)	
Accumulated surplus as at the end of school year 2022-2023	19,590,179.95	

Appendix

Wa Ying College
Life-wide Learning Grant
Report on the Use of the Grant
2022-2023 School Year

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
English	Thematic seminars, English workshop and activities	- To invite scholars and professionals as speakers in thematic seminars related to English learning	12/2022-8/2023	S1 to S5	Activity Record Teacher Comment	66,389.00	E1, E7	<input checked="" type="checkbox"/>				
Chinese Language	Students' participation in reading promotion activities	- To encourage students' participation in promotion of reading activities to enrich their learning experiences	12/2022-8/2023	S1 to S5	Attendance Record	15,116.80	E1	<input checked="" type="checkbox"/>				
Mathematics	Students' participation in Mathematics related visits, seminars and competition	- To subsidise students' participation in Mathematics related visits and seminars in order to students to enrich their learning experiences - To subsidise students' participation in Mathematics Olympic competitions to gain experiences	9/2022-3/2023	S1 to S5	Attendance Record	21,565.00	E1, E2	<input checked="" type="checkbox"/>				

Biology	Biology fieldtrip, camp, workshop	- To enhance students' sense of research and development in biology activities	11/2022-7/2023	S1 to S5	Activity Record Attendance Record Teacher Comment	33,467.11	E1, E2	✓				
History / Chinese History and culture	Students' participation in Chinese culture related visits and seminars	- To subsidise students' participation in History / Chinese history and culture related visits and seminars in order to students to enrich their learning experiences	9/2022-2/2023	S1 to S5	Attendance Record	14,518.00	E1, E2	✓				
Geography	Geography fieldtrip	- To enhance students' sense of research and development in Geography projects	9/2022-6/2023	S1 to S5	Activity Record Attendance Record Teacher Comment	28,150.00	E2	✓				
Geography	ARGEO sandbox for Geography project	- To enhance students' sense of research and development in Geography projects	11/2022-8/2023	S1 to S5	Activity Record Teacher Comment	4,410.00	E7	✓				
Economic	Students' participation in competition	- To subsidise students' participation in Millennium Entrepreneurship competition to gain experiences	10/2022-11/2022	S4 to S5	Attendance Record	1,600.00	E1, E2	✓				
Computer Literacy	Students' participation in STEM related competitions	- To subsidise students' participation in IT related competitions in order to students to enrich their learning experiences	1/2023-3/2023	S1 to S5	Attendance Record	10,600.00	E1, E7	✓				
Life & Society / Liberal Studies	Visit of HK Palace Museum	- To strengthen students' values and cultivate love for country and family	10/2022	S1 to S3	Attendance Record	2,965.00	E2	✓				

Expenses on Item 1.1

198,780.91

1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
Aesthetic Development in Music & Dance	Musical performance, activities, classes and teams in the music and dance areas	- To enhance students' knowledge and skills and to broaden students' horizons in music - To enhance students' confidence through teamwork, practices and performance - To encourage students' participation in music and dance activities	10/2022-7/2023	S.1 to S.6	Activity Record Attendance Record Student Reflection Student Report Analysis Report Teacher Comment	123,413.00	E1, E4, E5, E6				✓	

Aesthetic Development	Seminars, workshops, activities, exhibition, classes and teams in the art areas	<ul style="list-style-type: none"> - To encourage students' participation in art activities - To cultivate students' interest in art areas 	11/2022-7/2023	S.1 to S.6	Activity Record Attendance Record Student Reflection Teacher Comment	51,568.00	E1, E5, E6	✓	✓			
ECA	Debate team Interest class	<ul style="list-style-type: none"> - To enhance students' debate knowledge and skills - To enhance students' confidence through teamwork, practices and performance 	9/2022-7/2023	S.1 to S.6	Activity Record Attendance Record Teachers' Review	67,876.00	E5, E6	✓				
ECA	Interest classes, visits and various activities	<ul style="list-style-type: none"> - To cultivate students' interest in different areas and perspectives 	9/2022-8/2023	S.1 to S.6	Activity Record Attendance Record Student Report Teachers' Review	93,719.91	E1, E5, E6	✓				
ECA	Driven Camp activity	<ul style="list-style-type: none"> - To enhance students' team spirits, skills and self-confidence through various leadership training activities, service learning and uniformed groups 	7/2023	S.5	Activity Record Attendance Record Teacher Comment	45,202.00	E1, E2	✓				
ECA	Leadership training programs and activities	<ul style="list-style-type: none"> - To enhance students' team spirits, skills and self-confidence through student cafe activities 	9/2022-7/2023	S.1 to S.6	Activity Record Teacher Comment	146,519.77	E1, E2	✓				
ECA	Outing day activity	<ul style="list-style-type: none"> - To encourage students' participation in student activities 	12/2022	S.1 to S.6	Activity Record Attendance Record Teacher Comment	147,370.00	E6, E7, E8	✓				
Life Planning	Camping, visits, seminars, workshops	<ul style="list-style-type: none"> - To assist students in understanding a career that they are interested in, and thus develop their sense of belongings and self-direction 	9/2022-8/2023	S.1-S.6	Activity Record Attendance Record Student Reflection Teacher Comment	34,129.60	E1, E5, E6	✓				
Discipline	Perfect training program	<ul style="list-style-type: none"> - To broaden students' horizons and build the sense of belonging in the perfect team - To enhance students' leadership and problem solving skills 	12/2022	S4-S6	Activity Record Attendance Record Teacher Comment	19,676.80	E1, E2	✓				
Religious	Gospel activities	<ul style="list-style-type: none"> - To strengthen students' pursuit of character and personal accomplishment - To cultivate students' sense of direction and belonging 	10/2022-12/2022	S.1 to S.6	Activity Record Attendance Record Teacher Comment	4,087.70	E6				✓	
Physical Development	Sports Training courses & activities	<ul style="list-style-type: none"> - To cultivate students' interest and strengthen their ability in physical activities 	9/2022-8/2023	S1 to S.6	Activity Record Attendance Record Teacher Comment	390,114.40	E1, E5, E6, E7	✓	✓	✓		

				Expenses on Item 1.2		1,123,677.18						
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
				Expenses on Item 1.3								
1.4	Others											
				Expenses on Item 1.4								
				Expenses for Category 1		1,322,458.09						

Domain	Item	Purpose	Actual Expenses (\$)								
Category 2	To procure equipment, consumables or learning resources for promoting LWL										
General	General school improvement works for school activities	Procure and maintain materials and equipment for school activities	10,688.00								
		Expenses for Category 2	10,688.00								
		Expenses for Categories 1 & 2	1,333,146.09								

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	709
Number of student beneficiaries:	709
Percentage of students benefiting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

Mr. Yeung Wing Sun (VP)

Wa Ying College
 Program Evaluation Report for DLG-funded Other Program
2022-2023

Program Title	Objective(s)	Targets (No. /Level /Selection)	Duration	Deliverables	Evaluation	Actual Expenditure
English (Enhancement Course)	<ul style="list-style-type: none"> To enhance students' English skills 	<ul style="list-style-type: none"> S.5 students 	<ul style="list-style-type: none"> From Mar 2023 to Jun 2023 	<ul style="list-style-type: none"> Student attended DSE examination 	<ul style="list-style-type: none"> Student will take the DSE examination 	\$12,000.00
English (Skill Training)	<ul style="list-style-type: none"> To strengthen students' English skills 	<ul style="list-style-type: none"> S.6 students 	<ul style="list-style-type: none"> From Oct 2022 to Dec 2022 	<ul style="list-style-type: none"> Student attended DSE examination 	<ul style="list-style-type: none"> Student will take the DSE examination 	\$27,600.00
Music (Network Program)	<ul style="list-style-type: none"> To enhance the subject choices of students. 	<ul style="list-style-type: none"> S.4-5 students 	<ul style="list-style-type: none"> From Oct 2022 to July 2023 	<ul style="list-style-type: none"> Student attended the NSS Network Program organized by Wah Yan College (Kowloon) 	<ul style="list-style-type: none"> Students will take the DSE examination 	\$14,000.00
Extra-curricular Activity - English Speech Team	<ul style="list-style-type: none"> To strengthen students' presentation skills 	<ul style="list-style-type: none"> S.4-5 students 	<ul style="list-style-type: none"> From Oct 2022 to Jan 2023 	<ul style="list-style-type: none"> External competition & speech festival Speech skills taught in English lessons 	<ul style="list-style-type: none"> Students reflected that they learnt in communication and speech skill 	\$13,500.00

Total: \$ 67,100.00

Summary:

B/F 2021-22: \$70,205.00
 Approved funding: \$56,000.00
 Actual Expenditure: \$67,100.00
 Net Amount: \$59,105.00

Handling of Net Amount: Retain the surplus until the end of school year 2023/24

School-based After-school Learning and Support Programmes 2022/23
School-based Grant - Programme Report

Name of School: Wa Ying College

Staff-in-charge : Mr. Yeung Wing Sun (Vice-principal)

Contact Telephone No.: 2760 7772

A. The number of students (count by heads) benefitted under the Grant is 325 including

(A) 53 CSSA recipients, (B) 80 SFAS full-grant recipients and (C) 192 under the school's discretionary quota.

B. Information on Activities to be subsidized /complemented by the Grant

*Name / Type of activity	No. of participating eligible students#			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Chinese History	4	1	11	90%	11/2022-5/2023	11,050	Performance of the final School Examination	Private tutors	To enhance students' Chinese History knowledge
Enhancement class	1	1	5	80%	11/2022-5/2023	6,375	Activity Record Attendance Record Teacher Feedback	Private tutors	Homework guidance, enhance students' ability in learning
F.1-3 Maths Enhancement class	13	19	45	90%	9/2022-6/2023	33,725	Students' performance in the mid-level examination	Private tutors	Homework guidance, enhance students' ability to learn Mathematics
F.4-6 HKDSE online tutorial	19	47	72	90%	12/2022	3,600	Performance of the final School Examination	Private tutors	To enhance students' Economic knowledge
F.5-6 Chinese	11	9	33	90%	9/2022-12/2022	3,740	Performance of the final School Examination	Private tutors	To enhance students' Chinese knowledge
Chinese Debate Team	4	3	16	90%	10/2022-12/2022	34,500	Student Performance of students in and outside debated competition	Wa Ying Debate team	To enhance the language and self-confidence training
History	1	0	10	90%	10/2022-12/2022	1,530	Performance of the final School Examination	Private tutor	To enhance students' History knowledge
@ No. of man-times:	53	80	192		Total Expenses:	\$94,520			
**Total no. of man-times	325								
Total No. of Activities:	7								

Note:

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

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

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

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

Summary:

B/F 2022/23	\$ 0.00
Approved funding:	\$103,200.00
Actual Expenditure:	\$ 94,520.00
Net Amount:	\$ 8,680.00

Appendix: 計劃成效問卷

整體來說，你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷		✓				
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作		✓				
k) 學生對求學的態度		✓				
l) 學生的人生觀			✓			
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感						✓
p) 學生對社區的了解						✓
q) 你對學生參與社區活動的整體觀感						✓

對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上 超過一項)

- 未能識別合資格學生 (即領取綜援及學生資助計劃全額津貼的學生) ;
- 難以甄選合適學生加入酌情名額 ;
- 合資格學生不願意參加計劃 (請說明原因 : _____) ;
- 伙伴 / 提供服務機構提供的服務質素未如理想 ;
- 導師經驗不足 , 學生管理技巧未如理想 ;
- 活動的行政工作明顯地增加了教師的工作量 ;
- 對執行教育局對處理撥款方面的要求感到複雜 ;
- 對提交報告的要求感到繁複、費時 ;
- 其他 (請說明) : 由於停課引致很多活動案未能如期進行而影響預期果效

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

I. Financial Overview

A	Allocation in the Current School Year:	\$85,800.00
B	Expenditure in the Current School Year:	\$85,800.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of	Subsidised Amount
Comprehensive Social Security Assistance	20	\$13,100.00
Full-grant under the	65	\$52,596.00
Meeting the school-based financially needy criteria	16	\$20,104.00 (capped at 25% of the total allocation)
Total	101	\$85,800.00

(Remark: This item should be equal to the “Expenditure in the

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or	Person times of student	Actual (\$)	Essential Learning Experiences				
					Intellectual	Moral and	Physical and	Community	Career-related
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning									
1	Tutor fee for debate team training	Leadership Trainin	23	\$28,900.00	✓				✓
2	Tutor fee for school music team training	Arts (Music)	44	\$36,700.00			✓		
3	Tutor fee for school sport team training	Physical Educatio	34	\$20,200.00			✓		
4									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1				\$85,800.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
Total				101	\$85,800.00				

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted

Contact Person for LWL (Name & Post):	Mr. Yeung Wing Sun (Vice-Principal)
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華英中學
維護國家安全及國家安全教育相關措施的年度報告
2022-2023

範疇	措施	施行概況	成效及反思
學校行政	編配負責統籌和協調與維護國家安全及國家安全教育相關工作的小組。	已完成，由校長帶領相關工作。	已妥善編配和協調相關工作。
	優化校舍管理機制，如讓當值同事巡視時留意校園範圍展示的字句、物件及單張等。	當值老師每天均會恆常巡視校園範圍，包括各層走廊、課室、各處壁報板等，確保沒有出現不當物品。	學校強調校內各持分者有共同的國安意識，亦明白不得於校園環境張貼含宣揚危害國家安全或其他不當政治主張的物品，或傳播不當資訊。
	定期檢視圖書館的藏書，並制定購置圖書指引，確保館藏讀物符合國家安全教育內容。	已完成藏書檢視及制訂購書指引，並在教職員會議上向同事匯報。	全體老師知悉相關跟進工作。
	制定具體策略和應變措施，預防和處理政治或其他違法活動入侵校園及其他突發情況，為學生締造安全有序的學習環境，促進學生有效學習及健康成長。	已完成，並按照既定程序處理可能出現的狀況。	已妥善編配和為相關情況作準備。
	更新校舍使用合約條款，確保場地使用者恰當地使用校園進行活動，並不會從事違法行為。	已完成相關工作。	持續留意校舍向外借用的情況。
	定期向校董會匯報維護國家安全及國家安全教育相關措施進行情況。	在校董會進行時作相關的工作匯報。	已作定期匯報，並將持續進行。
人事管理	編配人手負責統籌和協調與維護國家安全及國家安全教育相關的工作，並促進不同持份者的溝通和協作。	已完成，本年度相關工作包括： 1. 檢視測考卷的流程 2. 校舍管理	成效理想，老師清楚及持續跟進相關工作。
	持續更新國民教育相關的資訊平台，讓同事獲取局方發放及需留意的資訊。	已建立平台，按類別上載及通知負責老師留意工作範疇相關的項目。	負責老師及行政主任持續關注教育局最新與維護國家安全教育有關的課程指引及資料，並經校長、副校長檢視後上載到平台發放。

範疇	措施	施行概況	成效及反思
	按 2023 年 6 月的國家安全具體措施(增強版)的內容修訂校本「國家安全教育指引」，讓全體教職員注意及執行相關的學校行政和教育指引，以維護安全有序的校園學習環境，並培育學生成為守法的良好公民。	已完成，在教職員手冊發放資訊，並於教職員會議講解及報告。	持續提醒老師注意及執行國家安全相關的學校行政和教育指引。
	更新聘用的教學與非教學人員、購買外間服務等條款，負責同事須確保員工的工作表現和操守符合要求。	已完成相關文件修訂。	已妥善跟進相關工作。
教職員培訓	全體教職員參與辦學團體第卅八屆學校教育日中學教師研討會專題演講：《港區國安法》和中學國家安全教育的學與教。	已於 2022 年 10 月 3 日（全校教師發展日）完成。	研討會為同一辦學團體聯校模式進行，提供與不同學校分享交流的機會。
	有序安排教職員報讀《憲法》與《基本法》及《國家安全法》的教師培訓課程。	核心小組成員以外更多同事在學年內修讀相關課程。	進修成員由核心小組段推廣至不同層級的同事，下一階段可擴展至更多同事。
	參與教育局《憲法》和《基本法》學生校園大使培育計劃統籌導師專業交流分享會，介紹在學校推動《憲法》及《基本法》教育的經驗。	已於 2023 年 5 月 4 日完成。	本校代表就如何作為學習促進者，統籌或與其他科組協作，規劃課堂內外的學習活動作分享，促進同儕的經驗交流。
學與教	按《香港國家安全教育課程框架》，更新不同學習領域和學科的教學內容。	已完成，並將相關學習元素結合於各學習領域年度及教學計劃內，並以清晰欄目作標示。	成效理想，老師清楚及持續跟進相關工作。
	按教育局指引升掛國旗／區旗及奏唱國歌，讓學生實踐尊重國旗、國徽及國歌，並認識其歷史和精神。	<ul style="list-style-type: none"> ● 已完成，並由德育及公民教育委員會、兩個制服團隊、資訊科技委員會共同負責，處理升掛國旗及每週一次升國旗儀式的工作。 ● 透國全校廣播或不同形式的學習活動（如國旗下的講話、國情及時事常識問答比賽、網上增潤練習等）教導學生相關知識。 	<ul style="list-style-type: none"> ● 升掛國旗及升旗禮已具清晰指引，相關單位已熟悉升旗程序及注意事項，運作順暢。 ● 持續透過不同平台讓學生增進對相關內容的認識。

範疇	措施	施行概況	成效及反思
	按《中學教育課程指引》，規劃個人、社會及人文教育學習領域中有關「憲法與基本法」的學習元素。	已完成審視、比對及更新。	科主任及科任老師跟據課程指引把相關學習元素融入課堂。
	發展新學科：「公民與社會發展科」；並進行首屆「公民與社會發展科」內地考察團	由科主任留意科目的最新資訊及帶領科組同事作規劃及發展，並為第一屆公社科文憑考試作預備。	成效理想，科組老師清楚及已跟進相關工作；學生亦透過內地考察團親身了解國情和國家的最新發展。
	以跨科協作形式推動學生學習，如中一級人文學科九龍城區專題研習，建構中國歷史及香港發展和大眾生活的認識。另外，藉不同類型的活動，如參觀海防博物館認識清中葉以來外力入侵的歷史（例如鴉片戰爭等）對國家安全的重要性；參觀廉政公署培養同學誠信守法的價值觀。在疫情放援後隨即回復佛山姊妹學校的往來，籌辦 110 周年校慶；到北京十一實驗中學進行參訪交流，認識北京的歷史、人民生活及國家最新發展。	本年度已完成多個參觀、交流團、主題周會等不同範疇的活動。	活動涉及不同層面和興趣的學生，成效理想；本校榮獲教育局 2022-23 年度「傳承想創中國歷史與中華文化年度大獎」，是對本校積極參與和推動中國歷史及文化工作予以肯定。
	設立及強化監察機制，促進各學習領域／科目／跨學科組別定期檢視學與教、測考等內容及質素，及將相關資料存檔。	<ul style="list-style-type: none"> ● 已完成制訂傳閱試卷的流程指引，並透過觀課、檢視文件進行監察。 ● 教學資料存檔（不少於兩學年）。 	老師清楚及持續跟進相關工作。
學生訓輔及支援	繼續使用行之有效的機制和支援方案，定期檢視學生違規情況，制訂適切的訓輔策略。	已完成，並將持續進行。	成效理想，並將持續檢視相關機制和支援方案。
家校合作	舉辦家校合作及家長教育活動，分享如何培養學生正面的價值觀及健康的生活方式等；於家長也敬師活動中，讓家長之間互相分享心得和經驗，包括正向溝通及處理與子女的衝突等；舉辦香港故宮博物院家長參觀，讓家長從珍貴文物探索中國文化、藝術、歷史與生活的聯繫。	有關工作坊或家長分享會已順利舉行。	成效理想，可以持續透過家長小組及專題工作坊，加強家長與子女正向溝通，處理衝突的技巧；本年度舉行香港故宮博物院參觀深受家長歡迎，讓家長從發掘中國文化藝術與歷史寶庫及其蘊含的文化意義中，增加對中國的認識。 下年度可舉行家長教育的中國文化體驗活動中，令家長有更深刻的經歷。

姊妹學校交流報告書

22 / 23 學年

學校名稱：	華英中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	周國傑老師 / 陳穎兒

本學年已與以下內地姊妹學校進行交流活動：	
1.	佛山華英學校
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

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

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

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額 (HK\$)
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	23,800.00
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	3,490.00
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	166,040.00
N5	<input checked="" type="checkbox"/>	交流物資費用	451.70
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	3,090.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	
N8	<input type="checkbox"/>	其他(請註明): 校長及教師因履行職務關係而參與姊妹學校活動中引致的午膳開支	1,600.00
N9	<input checked="" type="checkbox"/>	學年總開支	198,474.70
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 疫情放緩，交流活動參與人數可適量增加。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 增加網上溝通平台的形式聯繫。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 下學年校慶內地交流活動擬於 2023-24 年度 12 月舉行。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>30</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>8</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>38</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>25</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>10</u> 總人次

備註：

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員於2022/23學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他（請說明）：_____

(2) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校於2022/23學年：

- 已安排他們參加的相關培訓如下（可選多於一項）：
 - 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具-非華語學生適用》（《評估工具》）的研討會、工作坊等
 - 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
 - 教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
 - 校內中文科教學人員同儕觀課，進行專業交流，分享心得
 - 校內中文科教學人員共同備課，調適教學策略和教學內容等
 - 其他（請說明）：_____

或

- 未有安排他們參加相關培訓，原因是（可選多於一項）：
 - 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
 - 本校在照顧非華語學生的中文學習方面已有足夠經驗。
 - 其他（請說明）：_____

(3) 評估非華語學生的中文學習需要

本校於 2022/23 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input type="checkbox"/> 已採用《評估工具》。 <input checked="" type="checkbox"/> 未有採用《評估工具》，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已發展多元化的校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他（請說明）：_____
(b)	<input type="checkbox"/> 已實施「學習架構」。 <input checked="" type="checkbox"/> 未有實施「學習架構」，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____

(4) 安排非華語學生考取合適的中國語文資歷

本校於 2022/23 學年提供的中國語文資歷考試，以及參加有關考試的高中非華語學生人數如下：

中國語文資歷考試		提供有關考試	參加有關考試的非華語學生人數		
			中四	中五	中六
(a)	香港中學文憑考試	<input type="checkbox"/>	/		
(b)	香港中學文憑考試應用學習中文（非華語學生適用）	<input type="checkbox"/>			
(c)	普通教育文憑試（GCE）高級程度（A-Level）	<input type="checkbox"/>			
(d)	普通教育文憑試（GCE）高級補充程度（AS-Level）	<input type="checkbox"/>			
(e)	國際普通中學教育文憑（IGCSE）	<input type="checkbox"/>			
(f)	綜合中等教育證書（GCSE）	<input type="checkbox"/>			

(二) 運用額外撥款提供校本支援措施

(5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2022/23 學年獲提供的額外撥款 **A** 153,769 元 / 300,000 元，以及 2021/22 學年額外撥款累積餘額³（如適用） **B** 0 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教額外撥款 2021/22 學年學校報告」的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施		運用 額外撥款	整合 其他資源 ⁴	
(a)	<input checked="" type="checkbox"/>	聘請額外員工 ⁵ （請於第(6)(a)項提供補充資料）		
	<input checked="" type="checkbox"/>	教學助理 (1) 名	請以小數 表示 (如適用)	
	<input type="checkbox"/>	不同種族的助理 () 名		
	<input type="checkbox"/>	教師 () 名		
		\$ 114129.75	<input type="checkbox"/>	
		\$	<input type="checkbox"/>	
		\$	<input type="checkbox"/>	
(b)	<input type="checkbox"/>	購買促進非華語學生學習中文的教學資源 （請於第(6)(b)項提供補充資料）	\$	<input type="checkbox"/>
(c)	<input type="checkbox"/>	僱用專業服務（請於第(6)(a)項及／或第(6)(c)項提供補充資料）		
	<input type="checkbox"/>	翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/>	校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input type="checkbox"/>	校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
	<input type="checkbox"/>	其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input checked="" type="checkbox"/>	由學校籌辦的推廣共融校園活動 （請於第(6)(c)項提供補充資料）	\$	<input checked="" type="checkbox"/>
(e)	<input type="checkbox"/>	其他（請說明）：_____	\$	<input type="checkbox"/>
		運用額外撥款總支出 <input type="checkbox"/> C [(a) + (b) + (c) + (d) + (e)]	\$ 114129.75	
(請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和)				

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為 20 萬元。學校以額外撥款 15 萬元支付其總薪金的 75%，並整合其他資源 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(5)(a)項註明學校以額外撥款 15 萬元聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

(請注意：上述額外撥款開支必須與學校有關學年／財政年度經審核周年帳目的相關項目一致)

- (f) 2022/23 學年完結時，本校的額外撥款累積結餘為 \boxed{D} 39639.25 元 $[\boxed{A} + \boxed{B} - \boxed{C}]$ ，累積結餘佔 2022/23 學年額外撥款的百分比為 25.8% $[\boxed{D} \div \boxed{A} \times 100\%]$ 。

只供額外撥款的餘額 \boxed{D} 累積至高水平（70%或以上）的學校填寫

2022/23 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

- (i) 原因： _____

- (ii) 改善建議／下學年運用額外撥款餘款的計劃： _____

- (6) 本校於 2022/23 學年的校本支援措施詳情如下：

(a)	本校已聘請額外員工／僱用專業服務，負責以下工作：	
	<input type="checkbox"/>	提供中文科的課堂支援：（可選多於一項） <input type="checkbox"/> 抽離學習（年級：_____） <input type="checkbox"/> 分組／小組學習（年級：_____） <input type="checkbox"/> 協作／支援教學（年級：_____） <input type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料（年級：_____） <input type="checkbox"/> 其他（請說明：_____）（年級：_____）
	<input checked="" type="checkbox"/>	提供課後支援：（可選多於一項） <input checked="" type="checkbox"/> 中文學習小組（年級： <u>1</u> ） <input type="checkbox"/> 暑期銜接課程（年級：_____） <input checked="" type="checkbox"/> 中文銜接課程（年級： <u>1</u> ） <input type="checkbox"/> 伴讀計劃（年級：_____） <input type="checkbox"/> 朋輩合作學習（年級：_____） <input type="checkbox"/> 故事導讀（年級：_____） <input type="checkbox"/> 其他（請說明：_____）（年級：_____）
	<input type="checkbox"/>	安排推廣共融校園活動／提供有關服務（請於第(6)(c)項提供補充資料）
	<input type="checkbox"/>	其他（請說明：_____）（年級：_____）

(b)	<p>本校已購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>教學資源</u></th> <th style="width: 20%; text-align: center;"><u>年級</u></th> <th style="width: 30%; text-align: center;"><u>用途</u></th> </tr> </thead> <tbody> <tr> <td>(i) _____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>(ii) _____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	<u>教學資源</u>	<u>年級</u>	<u>用途</u>	(i) _____	_____	_____	(ii) _____	_____	_____
<u>教學資源</u>	<u>年級</u>	<u>用途</u>								
(i) _____	_____	_____								
(ii) _____	_____	_____								
(c)	<p>本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下： (請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動</p> <p>由非華語同學與其他同學一起參加教育大學主辦的「校際多元文化社區活動」，讓參與者反思與香港多元社區及學校情境下之全球化角度及價值，通過社區及體驗式學習活動，深化本地年輕人及老師多元文化意識。完成比賽後，參加同學在校以設攤位宣揚共融文化。</p> <p>1. 活動內容：<u>多元文化的活動</u> 年級：1-6</p> <p>➢ <input checked="" type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p>➢ <input type="checkbox"/> 使用此額外撥款 <input type="checkbox"/> 沒有使用此額外撥款</p> <p>2. 活動內容：_____ 年級：_____</p> <p>➢ <input type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p>➢ <input type="checkbox"/> 使用此額外撥款 <input type="checkbox"/> 沒有使用此額外撥款</p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等)(可選多於一項)</p> <p><input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 年級：_____</p> <p><input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 年級：_____</p> <p><input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度(包括中文學習)，強調學好中文的重要性 年級：1</p> <p><input checked="" type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 年級：1</p> <p><input type="checkbox"/> 其他(請說明：_____) 年級：_____</p>									

(三) 評鑑、問責及支援

(7) 在 2022/23 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2022/23 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

成效顯著
頗有成效
成效不彰

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> 提升教學人員教授非華語學生中文專業能力 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 促進非華語學生的中文學習進度 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 提升非華語學生學習中文的信心和態度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(ii) 建構共融校園（可選多於一項）

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 推廣共融校園的成效 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(8) 本校已備妥以下文件：

- (i) 本校已在 2023 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。現隨學校報告夾附本校的中、英文版本學校支援摘要（見附件一），以供教育局備考；以及
- (ii) 本校已在 2023 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。現隨學校報告夾附有關電腦頁面截圖（見附件二），以供教育局備考。

校監簽署：_____

校監姓名：林崇智

日期：2023 年 11 月 8 日



學校必須在**2023年11月30日或之前**，透過本局提供的中、英文對照學校支援摘要表格，闡述學校於2022/23學年如何加強支援非華語學生學習中文及建構共融校園（內容須與此學校報告相符），並上載學校網頁，以供家長參閱。摘要表格見教育局網頁（網頁路徑：主頁（<https://www.edb.gov.hk>）>學生及家長相關>非華語學童>相關通告）。

請學校隨學校報告夾附已填妥的中、英文版本學校支援摘要（使用本局提供的表格）於此附件，以供本局備考。

學校必須在 **2023 年 11 月 30 日或之前**，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。

請學校隨學校報告夾附有關電腦頁面截圖於此附件，以供本局備考。

2022/23 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱： 華英中學

本校在 2022/23 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

(1) 本校按非華語學生的學習進度和需要，在 2022/23 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- 聘請 _____ 名額外教師及 1 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|---|--|
| <input type="checkbox"/> 抽離學習
(年級：_____) | <input type="checkbox"/> 分組／小組學習
(年級：_____) |
| <input type="checkbox"/> 增加中文課節
(年級：_____) | <input type="checkbox"/> 協作／支援教學
(年級：_____) |
| <input type="checkbox"/> 跨學科中文學習
(年級：_____) | <input type="checkbox"/> 採用校本中國語文課程及／或
經調適的學與教材料
(年級：_____) |
| <input type="checkbox"/> 其他（請說明）： _____ | |

課後提供的支援：

- | | |
|---|---|
| <input checked="" type="checkbox"/> 中文學習小組
(年級： <u>1</u>) | <input type="checkbox"/> 暑期銜接課程
(年級： _____) |
| <input checked="" type="checkbox"/> 中文銜接課程
(年級： <u>1</u>) | <input type="checkbox"/> 伴讀計劃
(年級： _____) |
| <input type="checkbox"/> 朋輩合作學習
(年級： _____) | <input type="checkbox"/> 故事導讀
(年級： _____) |
| <input type="checkbox"/> 其他（請說明）： _____ | |

(2) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：
由非華語同學與其他同學一起參加教育大學主辦的「校際多元文化社區活動及課程設計比賽」，讓參與者反思與香港多元社區及學校情境下之全球化角度及價值，通過社區及體驗式學習活動，深化本地年輕人及老師多元文化意識。完成比賽後，參加同學在校以設攤位宣揚共融文化。
- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：
- 其他措施（請說明）：

(3) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施（請說明）：

〔#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。〕

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 27607772（電話號碼）與 江佩瑜（聯絡人姓名）聯絡。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Name of School: Wa Ying College

Our school was provided with additional funding by the Education Bureau in the 2022/23 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2022/23 school year (one or more options can be selected)#:

- Appointing _____ additional teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| <input type="checkbox"/> Pull-out learning
(Level(s): _____) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |

Others (please specify): _____

After-school/after-class support:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>1</u>) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)
(Level(s): <u>1</u>) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

The NCS student collaborated with local student to join the Hong Kong's Diverse Culture Competition launched by the Education University which enable the participants to reflect on the global perspectives and values related to Hong Kong's diverse community and school contexts and heighten the cultural awareness of young people and teachers in Hong Kong through community and experiential learning activities. Students set up booth in school to develop standards for inclusive education and culture.

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

- Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language
- Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact KONG PUI YUE (Name of Contact Person) at 27607772 (Tel. No.).