

# **WA YING COLLEGE**



## **ANNUAL SCHOOL REPORT (2023-2024)**

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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

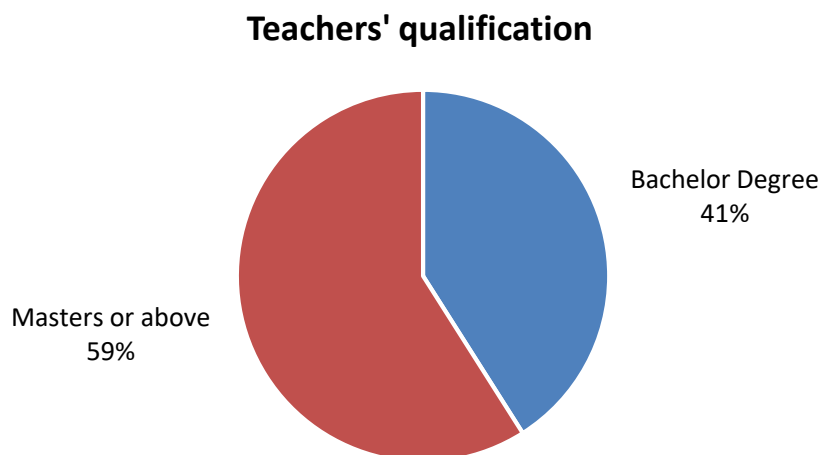
- The school site covers an area of about 4,500 square metres. There are 25 standard classrooms, a chapel, a staff common room and 15 special rooms or laboratories for the teaching of science subjects, geography, art, music, technical subjects, computer, home economics and languages. The new school annex 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

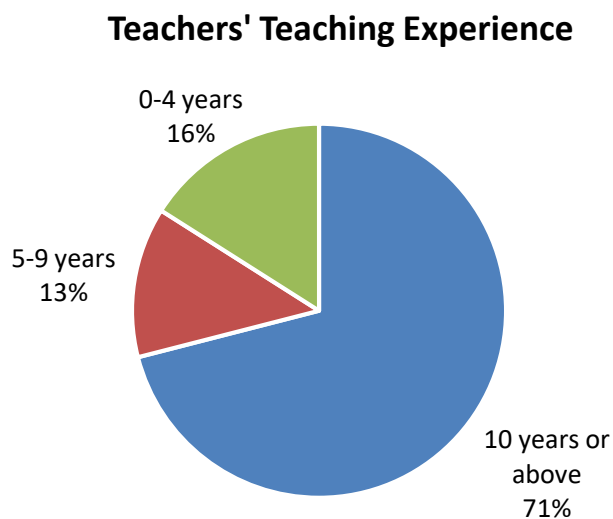
Sponsoring Body	Independent Manager	Principal	Parents	Teachers	Alumni
16	1	1	2	2	6

## 5. Teaching Staff:

- Highest academic qualification attained by teachers



- The average teaching experience in the total number of years: 16 years



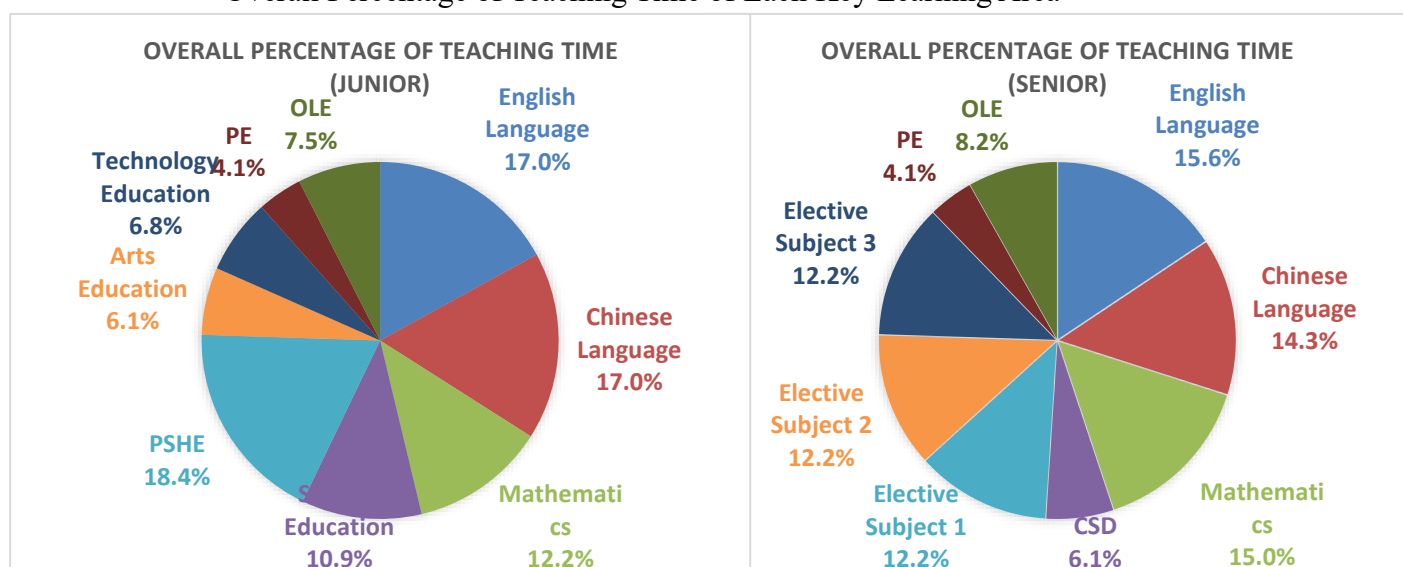
- Number of teachers in attaining Language Proficiency Requirement (LPR): All English teachers (12) and PTH teachers (8) attained the LPR.

## 6. Curriculum and Teaching Time:

### ● Subjects offered

KLA	Subjects	MOI	S1	S2	S3	S4-6 (DSE)	S4-6
English Language	English	E	✓	✓	✓	✓	
Chinese Language	Chinese	C	✓	✓	✓	✓	
	Chinese Literature	C				✓	
	Putonghua	C	✓	✓	✓		
Mathematics	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		✓	✓		
	Citizenship, Economics and Society	E	✓				
	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
<b>Target 1.1: Foster purpose-driven learners with positive pursuit in life-planning.</b>		
<ul style="list-style-type: none"> <li>● The arrangement for morning assemblies, whole-school assemblies, flag-raising ceremonies and CTPs was provided earlier to teachers for their planning in advance.</li> <li>● Talks/seminars/activities related to social, national and global issues were organized. For example, a talk on the rule of law in Hong Kong was arranged (collaborating with Citizenship and Social Development) for S.4.</li> <li>● To enable students to understand the future challenges, an Auxiliary Medical Professional Week was organized by CGC and LPEC. Also, SEN job shadowing workshops at lunch time and the kindergarten workplace visit were conducted with good feedback.</li> <li>● For LPEC programmes offered for S.1 to S.2 students: Engaging lunchtime activities, including making galaxy bottles and aromatherapy oil, were conducted primarily for junior form students.</li> <li>● For LPEC programmes offered for S.3 to S.4 students: S.3 University Visits, JUPAS admission talks and alumni sharing sessions, career expos, 'Career Sparkle: Workshops on Streaming', 'Career Sparkle: Dreams Come True', peer mentoring and experience-sharing sessions, 'Mapping out your Future Life' Career and Financial Planning, and more experiential learning activities and tasting sessions, were organized.</li> <li>● For LPEC programmes offered for S.5 to S.6 students: comprehensive programmes such as Pass-it-on Tea Gathering and Purpose-driven Camp, briefing session on nomination schemes as well as scholarships for both local and overseas studies, lunchtime admission talks were organized for S.5 students. Various mock interview talks and training sessions were tailored to S.6 students. The Director of the Office of Admissions and Financial Aid led an interactive workshop on interview skills and conducted mock interviews with the students. S.5-S.6 Mentorship Programme (2022-2024) was enhanced based on students' needs and interests, aligning them with relevant domains in accordance with faculties at universities.</li> <li>● Watoto children choir was invited for the sharing during Gospel Fortnight.</li> <li>● Study tours were resumed to widen students' world vision. A new system of selecting candidates including selection criteria and rubrics for interviews was set up for future use.</li> </ul>	<ul style="list-style-type: none"> <li>● The time management and the atmosphere of the inter-house quiz competition on national affairs and social issues were good. All students actively participated in it. Members suggested some measures on MC training, time allocation, student preparation and scoreboard arrangement to further enhance its effectiveness.</li> <li>● For programmes offered for S.1 to S.2 students: these activities aimed to help students delve into their interests and alleviate stress. Other programmes which expand students' horizons can be considered, providing enhanced learning experiences for them to nurture their interests and maximize their potential. By offering such learning opportunities, students can gain clarity on their paths towards S.3 streaming and make informed decisions on their JUPAS choices in the future.</li> <li>● Students were amazed by the performance of Watoto children choir. They were inspired by their sharing and their world vision has been widened.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to participate in related school/EDB learning activities or competitions.</li> <li>● Revise the form of making announcement ("yellow paper") for whole-school assemblies and short assemblies.</li> </ul>

Achievement	Reflections	Feedback and Follow Up
<p>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.</p> <ul style="list-style-type: none"> <li>● More choices of ECAs, KLA-related competitions or activities, inter-school activities, community services and excursions for eye-opening exposure and life planning education were provided last year.</li> <li>● In the second semester, a total of 14 whole-school assemblies were held by different boards/ committees/ KLAs. Showing students' talents, interest, and celebrating students' achievement was one of the focuses of mass meetings. Boards/ committees/ KLAs were encouraged to enhance students' engagement and participation in whole-school assemblies.</li> <li>● To extend the impact on the messages given in the assemblies, there was a structural design of post-assembly debriefing for class teachers in the second semester.</li> <li>● Students had opportunities to demonstrate their potential in different activities, including S.3 Contest, Christmas Market and Contest, Singing Contest, Campus Festival, Wa Ying's Got Talent, other activities such as board games, Adventure Groups, lunchtime workshops, etc.</li> <li>● SEN students were invited to promote PROSPER messages and positive thinking in assemblies and life broadcast.</li> <li>● For programmes offered for academically less able students and SEN students: 'MEMoment Camp' was a programme tailor-made for academically challenged and SEN students in collaboration with LPEC and CGC.</li> <li>● The S.1 Adventure Gospel Camp was organized in collaboration with a new partner organization.</li> <li>● The existing scholarships of subjects were reviewed, and discussions were held to suggest expanding the existing internal scholarships to evenly distribute scholarships to recognize students' achievements and to enhance the overall consistency of internal scholarship system.</li> <li>● School website is updated from time to time to show student's success and achievements. News and information are also posted on the website to keep the target audience informed about school events.</li> </ul>		
	<ul style="list-style-type: none"> <li>● It was suggested some coordination among activities, competitions and programmes especially in peak months should be considered.</li> <li>● It was suggested measures on student participation, assembly manners and procedures, level of difficulty, pre-assembly preparation were adopted to further enhance its effectiveness.</li> <li>● Evaluation showed that students had a lot of inspiration and growth in knowledge and attitude towards the disabled. They were encouraged to voice out for the needy even though their suggestions might not be easily accepted by the government officials.</li> <li>● The social workers from Hong Kong Lutheran Social Service highly appreciated our ambassadors' attitude and participation. They invited our students to continue their voluntary services in the coming summer.</li> <li>● It was suggested to continue the programme next year. Some ambassadors could be recruited as the student-consultant next year. In the S.1 Adventure Gospel Camp, experienced trainers and helpers were provided for various adventure activities. Students were provided with chances to go beyond their limits.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize S.1-S.3 Positivity Board Competition to promote positive values and cultivate positive environment.</li> <li>● Promote positive messages and school culture using the MCE IG.</li> <li>● Provide and refine guidelines for organizing whole-school assemblies, CTPs and short assemblies. It is expected to enhance the effectiveness of the mass meetings as well as facilitating colleagues.</li> <li>● The Educational Psychologist suggested writing workshops and mindful breathing workshops.</li> <li>● The implementation details of the new internal scholarship system are to be confirmed.</li> </ul>

Target 1.3: Foster positive network for support and mentorship in learning, personal growth and life pursuit.		
<ul style="list-style-type: none"> <li>● MCE ambassadors worked out most of the tasks in organizing the services, drafting budget and presentation by themselves. They also led the form-based assembly and shared their journey with their peers on 29/5/2024.</li> <li>● Family plays a crucial role in student resilience. Therefore, parents' talks were conducted by professionals, like psychiatrist and our Educational Psychologist, focusing on parenting and online addiction. Workshops about how to use devices wisely were given to selected students. External parent resources were posted on the school webpage. A movie session was conducted.</li> <li>● PCS was restructured and they were more responsive in organizing activities and played a more engaging role in organizing the whole-school activity. School-based training was proved to be more suitable for PCS.</li> <li>● Form-based parent seminars were organized to provide S.1 – S.6 parents with updated information regarding streaming and JUPAS, while also giving them guidance and support to address the developmental needs of their children.</li> <li>● Prefect Mentorship Scheme, Leadership Training Day and Camp have been resumed. They are good opportunities for prefects to sharpen their leadership and organization skills.</li> <li>● The 'Leisure Evening Tea Party Series for Parents' was newly organized by HSC and CGC.</li> </ul>	<ul style="list-style-type: none"> <li>● MCE ambassadors learnt a lot from the voluntary services.</li> <li>● PCS should continue to receive school-based training and their role can be extended to cater to the needs of schoolmates.</li> <li>● External resources, like NGOs, were tapped to help the school to conduct the first-tier activities. This practice should be continued.</li> <li>● Parental education conducted by professionals was proved to be more effective when compared with workshops offered by teachers. Also, different modes (online, face-to-face, outdoors and indoors) were proved to address the needs of different families.</li> <li>● To widen the scope of the topics and address students' needs at different developmental stages, tapping external support is recommended together with the promotion of these parents' seminars.</li> <li>● Prefects serve as role models for students as they excel in academic studies and conduct. They have potential that can be further stretched and the ability to shoulder more responsibilities.</li> <li>● Prefects may seize more ownership of organizing programmes instead of perceiving them as a top-down duty. They can be grouped into different task forces to take up jobs that they are good at or interested in.</li> <li>● Prefects, especially head prefects, have been offered more chances to speak in front of their schoolmates and teachers on stage. Their confidence and positive image have been boosted.</li> <li>● Based on our observation and the discussion in PTA, the feedback to the 'Leisure Evening Tea Party Series for Parents' was very positive.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance students' role in related activities, e.g. inviting students to be helpers in different programmes and inviting students to share.</li> <li>● MCE ambassadors will be developed as the leaders who are concerned about social issues.</li> <li>● Provide platforms to facilitate PCS to shoulder the new responsibility.</li> <li>● Teacher Advisor of Prefect Board can offer head prefects and team leaders more opportunities to give suggestions or bring in new ideas for some routine duties, so their role as leaders can stand out more.</li> <li>● Nominations of head prefects or team leaders for some external scholarships can be done more. (DC)</li> <li>● We should continue to organize 'Leisure Evening Tea Party Series for Parents' in the coming year.</li> </ul>

Achievement	Reflections	Feedback and Follow Up
Target 1.4: Foster positive campus life with enhanced school administrative system and facilities.		
<ul style="list-style-type: none"> <li>● There was a new integration and division of SEN work in the counselling system. Academic support was coordinated by SENCO for students in need. An individualized timetable was given to a student with a mental health situation. Special examination arrangement and one-on-one tutoring were offered for SEN students.</li> <li>● The student portfolio and ECA database record have been developed.</li> <li>● A systematic platform was developed to input students' service and the reporting of students' OLE performance, including services, activities, awards and achievements had some optimization.</li> <li>● This year, Staff Common Room was renovated to promote healthy life of teachers and staff. Venetian blinds of classrooms on 2/F &amp; 3/F, and new air-conditioners in classrooms, special rooms and Hall were installed. 2 TVs were installed in MMLC in order to enhance the effectiveness of teaching in Computer Literacy lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● The integration and division of SEN work in the counselling system was smooth.</li> <li>● Digitalization may involve consent, and this leads to the termination of the discussion.</li> <li>● It will be difficult to maintain the database collection practice like this year if there is no extra support. The ECA data collection arrangement will be trimmed down in the coming year if there is no extra resource.</li> <li>● All facilities and renovation have promoted positive campus life of students and teachers. The teaching environment has also been enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>● The platform for tracking students' OLE performance would be further developed.</li> <li>● Enhance students' sense of belonging by including singing school song as one of the rituals in whole-school assemblies.</li> </ul>

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

Achievement	Reflections	Feedback and Follow Up
<b>Target 2.1: Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources.</b>		
<ul style="list-style-type: none"> <li>● After the implementation work in the last few years, it became a regular practice to provide students with learning outlines and guidelines, homework and assessment plans and past examination/test papers to plan in advance.</li> <li>● Self-directed learning resource system was offered to students.</li> <li>● A newly designed student handbook to encourage them to pursue PROSPERITY life, and to facilitate them to set their goals and build up their learning habits.</li> <li>● To support the diverse learning needs across different subjects, ITC provides teachers and students with a variety of learning platforms and application software. Through Google's education solutions, both teachers and students can seamlessly access and process learning materials without any barriers. Google Classroom, in particular, offers teachers a simple and effective platform to manage student learning.</li> <li>● More than 560 students have joined the Google Classroom of Values Education Platform. It was effective to launch the platform together with the inter-house quiz competition on national affairs and social issues. Students used the platform to prepare themselves for the competition.</li> </ul>	<ul style="list-style-type: none"> <li>● The routine of notetaking, app request and BYOD was supported to nurture students to be self-directed learners.</li> <li>● Online learning resource platforms and self-learning booklets are promoted in most subjects, allowing students to download materials for self-study, preview, exam preparation, etc. It is agreed that teachers should strike a balance between giving adequate information and overloading our students.</li> <li>● Students liked the newly designed students' handbook and used it more often. Good samples were selected and awarded to promote the use of the handbook as their learning tool.</li> <li>● Teachers at all levels set aside classes at the beginning of the semester to introduce the goals of learning, and prepare the learning outlines for students at all levels. Students understand the learning focus and most students set learning goals at the beginning of the semester.</li> <li>● Teachers and 83% of the students agreed that providing outlines, guidelines and plans for students at the beginning of semester can enhance learning and teaching.</li> <li>● 93% of students believed that uploading learning resources is helpful for their learning. 81% of students indicated that they often use e-platforms for learning both inside and outside class. (Chi)</li> <li>● Using iPads not for educational purposes during and after lessons is a common discipline problem.</li> <li>● In the future, more promotion should be carried out to encourage students to use the platform for self-directed learning. Suggestions from colleagues include: providing incentives for students to learn actively, inviting students for promotion, promoting the platform in S.1 Orientation and making good use of reading time.</li> </ul>	<ul style="list-style-type: none"> <li>● A more detailed description should be included in the learning outlines and guidelines, homework and assessment plans, to let students and teachers have a better understanding of what will happen in the academic year.</li> <li>● This year, the school conducted a BYOD survey among teachers to review the existing policy. The positive feedback indicated that teachers' agreement with the idea that the BYOD approach can enhance student learning and is worth retaining it.</li> <li>● All notes and revision exercises from the previous school year would be uploaded to the Mathematics Department's Google Classroom to cater for learner diversity.</li> <li>● The link and QR code of the Mathematics Department website would be included in the learning outline. The website would also be promoted through mass emails and online platforms.</li> </ul>

Achievement	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"> <li>● Workshops were arranged to facilitate students to make use of the newly designed student handbook to facilitate them to set their goals and build up their learning habits.</li> <li>● Further explorations of how to make good use of the 3:00-3:50 session were conducted. The focuses were on how to enhance students' learning effectiveness in EMI subjects, how to facilitate them to develop generic skills, and how to support senior students to better prepare for DSE.</li> <li>● A new series of subject tasting programmes for S.3 students was arranged so that they could participate in some S.4 lessons to have a better understanding of the learning atmosphere and curriculum structure in senior forms before they chose their elective subjects.</li> <li>● More pre-lesson preparation tasks were designed to facilitate students to make use of the Study Periods.</li> <li>● A cross-subject collaboration was adopted by the integration of 4 PSHE subjects (History, Chinese History, Geography and L&amp;S) in S.1, and it was implemented in SDL periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Workshops about the use of student handbook were conducted in junior forms, and it helped students to build up good learning habits.</li> <li>● The current timetable could meet the needs to arrange various activities, e.g. study workshops, LAC workshops, outings of interest classes, S.3 tasting programmes, remedial groups and reading sessions, etc. Teachers shared an observation that senior form students could make better use of study periods to prepare for lessons to enhance learning effectiveness than junior form students. However, considering the reduction of teaching time and the administration workload, we intend to revert to the 10-lesson a day, 35-minute per lesson timetable. Under the new timetable, the study periods in junior forms would be significantly reduced, but certain good practices we identified were agreed to absorb into the new timetable.</li> <li>● A new tasting experience including S.3 students sitting in S.4 lessons was adopted to help them choose elective subjects. The feedback was good, and we would further modify the implementation of the programme.</li> <li>● S.3 students were invited to share their revision strategies on different subjects with S.1 students for better adaptation of new secondary school life. Alumni were invited to share their experience of the preparation for public examinations. These support measures cultivated a sharing culture and were well-received as their experience is practical and applicable to Wa Ying students.</li> <li>● Regarding to the S.1 PSHE project, a site visit was arranged and students were also trained to develop team spirit when completing the mini-research project. They were also given a chance to present their ideas in SDL lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● It was suggested that more 'routines' should be introduced in the junior form study periods so that students could organize and plan their studies regularly.</li> <li>● Feedback from various departments suggested that students' self-affirmation of their abilities in areas other than academic studies could be enhanced by joining external competitions or enrichment courses.</li> </ul>

Achievement	Reflections	Feedback and Follow Up
Target 2.3: Enhance learning with effective teaching and assessment for learning.		
<ul style="list-style-type: none"> <li>● A newly designed lesson observation tool was revised and adopted. It was not only to refine the description and the scale of the instrument, but also to align the belief, understanding, standard and language to review a lesson. Discussion at various levels of meetings and training workshops were conducted.</li> <li>● A series of peer-lesson observations including post-observation sharing with clear focus was arranged. Principal, Vice-Principals, department and subject heads shared their observations before or in the post-observation sharing sessions, to support each other on the measurement of lesson design for an effective lesson.</li> <li>● Teachers were encouraged to explore pedagogical knowledge and practices on teaching for learning effectiveness by observing others. A visit to Fanling Kau Yan College was held in January 2024. Experience on how to plan, implement and better students' self-directed learning were shared and lessons applying the principles were observed.</li> <li>● A Language Across Curriculum involving English and Technology Departments was implemented with the support from EDB's School-based Support Section. Another collaborative project involving Language Across Curriculum Unit and PSHE relating reading and writing was also implemented</li> </ul>	<ul style="list-style-type: none"> <li>● The new lesson observation form was developed and implemented. It provided a clearer focus and the feedback was positive. Briefing sessions for both appraisees and appraisers were conducted to assist our teaching staff in getting familiar with the new tool. It was a good chance for professional development for both lesson observers and deliverers.</li> <li>● The collaborative lesson preparations were conducted in various departments and subjects which facilitated collaboration among members and consensus-building on some initiatives.</li> <li>● A new inspection form for students' assignments was designed. Subject heads can modify the form according to specific features of their subjects. The form will be used as a tool to further develop the consent on the evaluation focus of learning, teaching and assessment.</li> <li>● The Reading &amp; Writing Across the Curriculum Workshop led by officers from the Language Learning Support Section of EDB was conducted on the Staff Development Day. It was hoped that some good practices of cross-curricula design from reading to writing would be introduced, which would help with curricular mapping across subjects in future.</li> <li>● The first round of peer lesson observations was conducted by S.1 teachers. They made use of the materials developed in the Reading &amp; Writing Across the Curriculum Project (RWac) this year. A common topic, 'food', was selected by us and Home Economics Department. This is a smart move to kill two birds with one stone.</li> <li>● Tasks for students to do lesson preparation were set in both junior and senior forms. Students attained basic knowledge about a certain topic before class. As a result, more in-depth teaching could be conducted in class. This will be set as regular practices for all forms.</li> <li>● The concept of chunking was applied in the vocabulary lists of S.1 to S.3 to help them to master the spelling of words. This could be used as a vocabulary learning strategy but teachers sometimes need to explain or work out the strategy in class. Chunking will continue to be used in the vocabulary lists of junior forms.</li> <li>● A trial scheme was implemented in junior forms this year, requiring students to use the grammar videos and speaking packages in the self-access learning platform of English. Bonus marks were given for the completion of tasks. This could help</li> </ul>	<ul style="list-style-type: none"> <li>● The visit and post-visit discussion amongst participating colleagues were beneficial for future planning and facilitated the inter-disciplinary exchange of good practices.</li> <li>● Peer lesson observations enabled teachers in the same form to understand learner diversity in different classes, which could facilitate them to modify the materials for their own class immediately after lesson observation.</li> </ul>

<p>with the support from HKEdU.</p>	<p>students to tap the resources provided in the platform. Members agreed to launch the scheme in S.1 to S.5 in the coming year. Teachers in the form can flexibly set the requirements and include other areas, such as watching YouTube videos, news channels or working on news cutting. This will remain as a major concern.</p> <ul style="list-style-type: none"> <li>● S.1 and 2 students effectively participated in the LAC programme. Questions in test and examination were set according to language elements learnt in the LAC lessons and students' performance showed that students could make use of what they learnt from the programme to develop proper exam skills related to language use.</li> </ul>	
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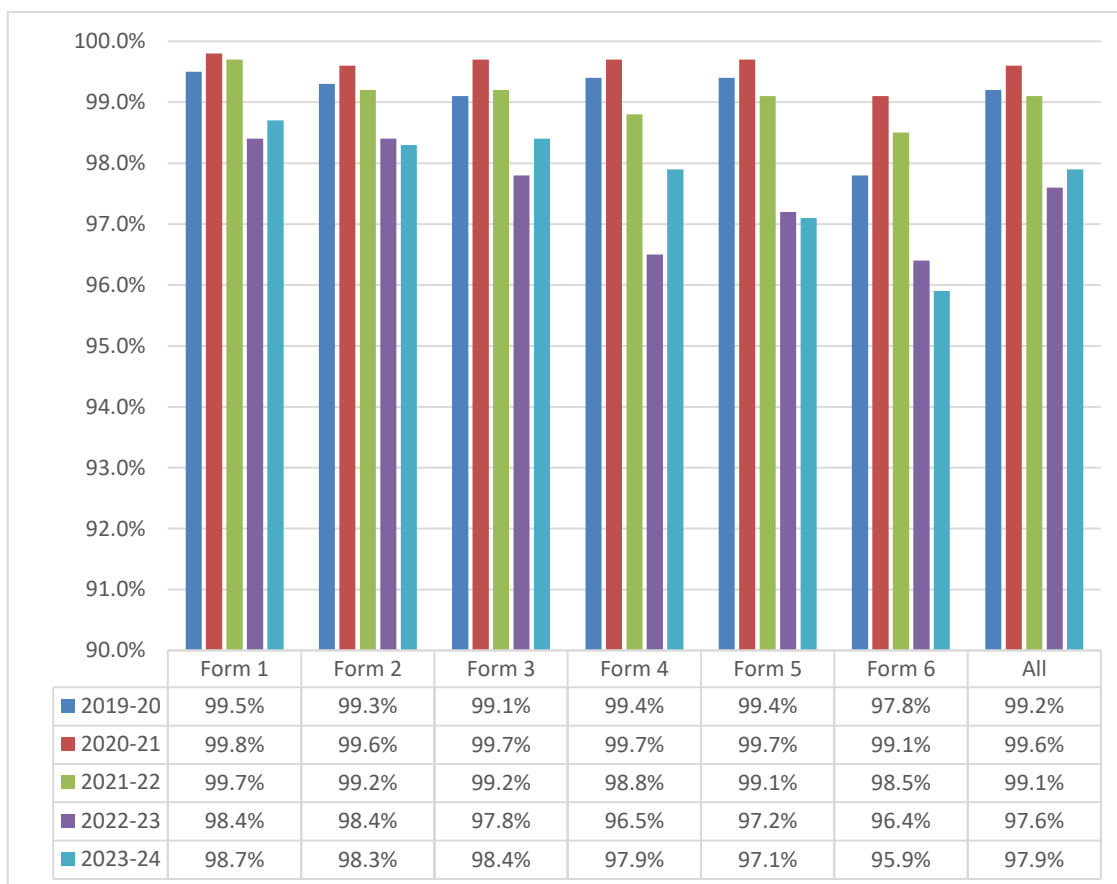
Achievement	Reflections	Feedback and Follow Up
Target 2.4: Meet the challenges of current curriculum reform.		
<ul style="list-style-type: none"> <li>● There was a total of 21 events held/joined (throughout this academic year) related to the concern of developing appropriate materials in light of student learning needs in alignment with the learning elements of national security education and developing a sense of national identity.</li> <li>● Training of MC for NFRC continued. Students were developed as contributors in national education, e.g. organizing board display for Labor Day, taking the role of MC in NFRC, and sharing in Short Assembly.</li> <li>● Preparation work including MOI of the new subject Citizenship, Economics and Society, the curriculum mapping of various learning areas, the manpower plan and support measures was conducted to ensure smooth implementation of CES in 2024-2025 academic year.</li> <li>● The roadmap for the revision of the curricula in alignment with the learning elements of the new subject was also drafted and endorsed.</li> <li>● The contents of the subject curricula in different KLA have been linked to the relevant teaching and learning elements of Values Education, Basic Law Education, and National Security Education. Different subjects were developing appropriate materials in light of student's learning needs.</li> <li>● A new mechanism for monitoring the content of examination papers and teaching materials was in place.</li> </ul>	<ul style="list-style-type: none"> <li>● Suggestions to further enhance students' sense of national identity include collaborative tasks with other committees or KLA department and making use of the resources from organizations in the community.</li> <li>● Meetings were conducted for curriculum mapping related to Strand 1 (personal growth) in April 2024. The school-based curriculum would be modified after preparation work had been carried out.</li> <li>● The new mechanism for monitoring the contents of examination papers and teaching materials ran smoothly.</li> <li>● Values education and national security education were incorporated in 2 units of S.1 curriculum this year, when the new coursebook was adopted. Members were required to set a question asking students to reflect on the values and inspiration they gain in the materials in future for consolidation. The same process will be applied in S.2 next year, with the adoption of a new coursebook.</li> <li>● RWaC project was successfully run in S.1 this year. Next year, S.3 teachers will work with Biology Department to focus on data analysis skills.</li> </ul>	<ul style="list-style-type: none"> <li>● To refine the teaching materials of S.1 and S.2 Life Education lessons which align with the learning elements of the new subject: Citizenship, Economics and Society. The curriculum would also focus on nurturing our students the twelve priority values and attitude, and in alignment with the learning elements of values education. There will be communication with relevant stakeholders, including CES, LPEC, RE and S.1 class teachers over Strand 1 (personal growth) to enhance effectiveness and avoid repetition.</li> <li>● To refine S.1, S.4 and S.5 LE curriculum upon colleagues' feedback and observation.</li> </ul>

## **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	135	127	111	129	106	104	712

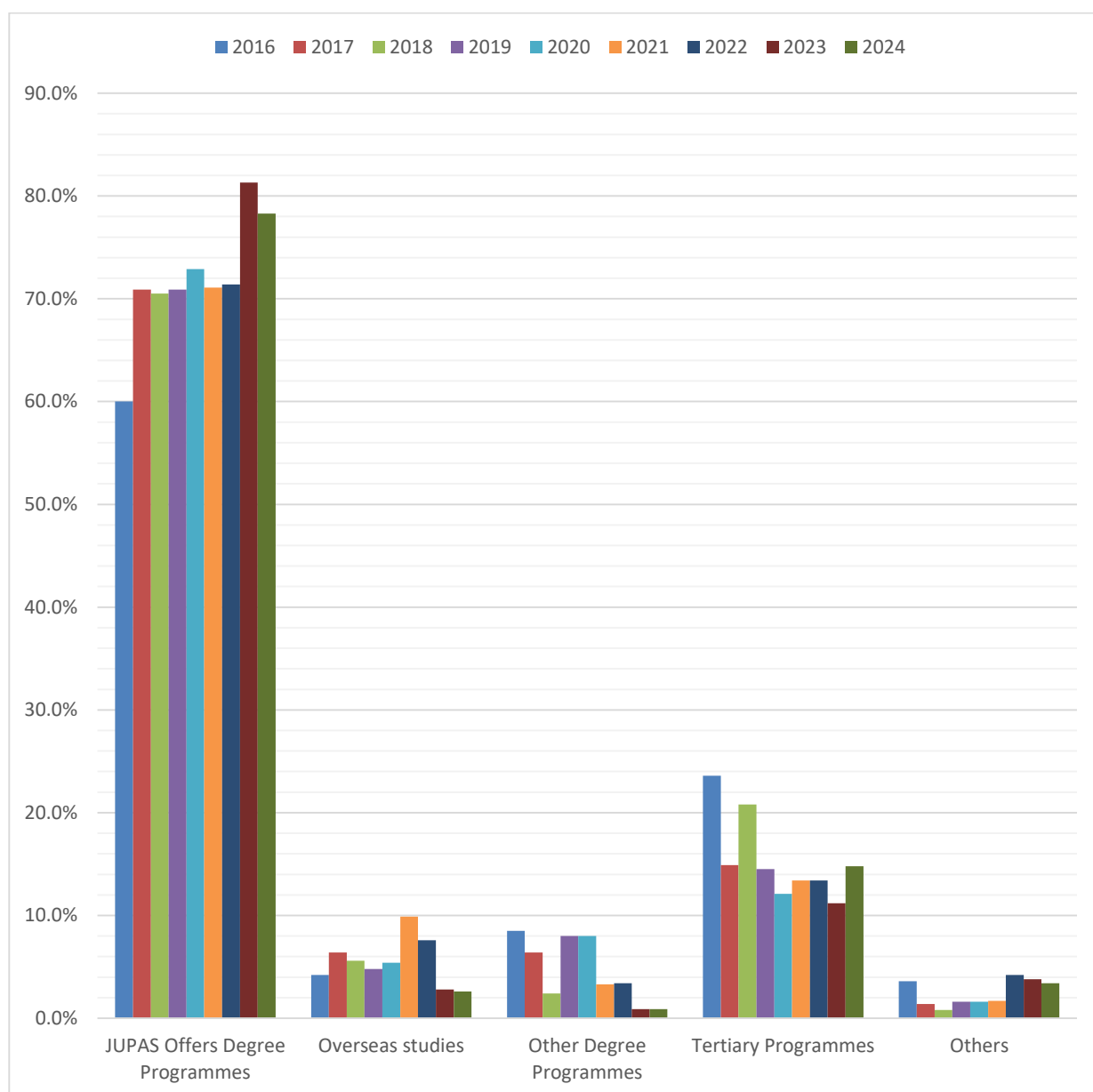
## 2. Students' Attendance:



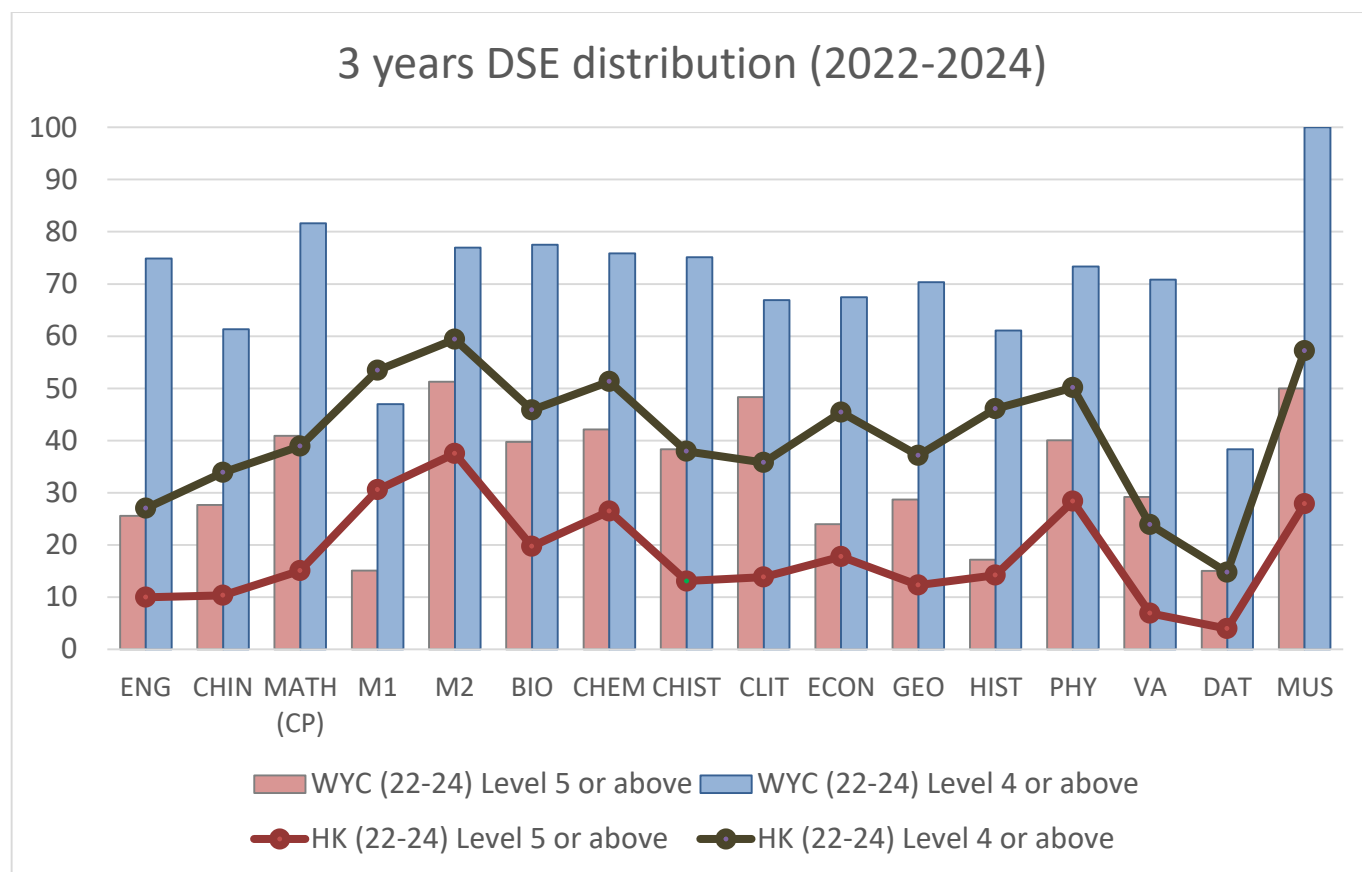
### 3. Current Pursuits of graduates:

#### F.6 Graduates' Pathway

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
No. of candidates	165	141	125	124	129	121	119	107	115
JUPAS Offers Degree Programmes	60.0%	70.9%	70.5%	70.9%	72.9%	71.1%	71.4%	81.3%	78.3%
Overseas studies	4.2%	6.4%	5.6%	4.8%	5.4%	9.9%	7.6%	2.8%	2.6%
Other Degree Programmes	8.5%	6.4%	2.4%	8.0%	8.0%	3.3%	3.4%	0.9%	0.9%
Tertiary Programmes	23.6%	14.9%	20.8%	14.5%	12.1%	13.4%	13.4%	11.2%	14.8%
Others	3.6%	1.4%	0.8%	1.6%	1.6%	1.7%	4.2%	3.8%	3.4%



#### 4. HKDSE Results:



## **5. External Achievements:**

### **External Scholarships & Awards (2023-24)**

**Scored 5\*\* in 2 subjects, 5\* in 4 subjects in DSE 2024**

Wong Ka Sing (6A)

**HKU First in the School Scholarship**

Lo Wing Yin (6A)

**2024 IIHF Ice Hockey Women's World Championship - Division 2 Group B Türkiye Istanbul  
2nd Runner Up**

Li Ching Laam (5C)

**2024 HKAHC Invitational Amateur Ice Hockey Tournament  
Champion**

Li Ching Laam (5C)

**Player of the Game**

Li Ching Laam (5C)

**AS WATSON GROUP Hong Kong Student Sports Awards 2023-24**

Li Ching Laam (5C)

**Kowloon City District Outstanding Student Award 九龍城傑出學生選舉**

Or Yuen Ting (5B)

**Sir Edward Youde Memorial Prize**

Lai Pui Hang (6B)

Chu Shun Ka Sonia (6C)

**Ng Teng Fong Scholarship**

Leung King Wai (5B)

**Harvard Prize Book**

Wong Pak Hei (5A)    Liu Tung Sum (5A)    Xu Ziming (5A)

**Murjani Scholarship**

Chan Yi Ching (1B)

**2023/24 九龍城區學生飛躍表現獎勵計劃 飛躍表現獎 ( 學業 )**

Wong Lok Chi (2B)

Chan Ming Yan (3A)

Wong Yat Lam (3D)

**2023/24 九龍城區學生飛躍表現獎勵計劃 飛躍表現獎 ( 服務 )**

Tai Siu Cheung (3C)

Lam Yik (3D)

## English

### 74th Hong Kong Schools Speech Festival

<b>News Feature Presentation</b>	Champion	4B Wong Cinnamon Crystal
<b>Solo Verse</b>	Champion	5C Hui Lap Hin
	1 <sup>st</sup> Runner-up	1D Leung Yan Hei
	2 <sup>nd</sup> Runner-up	1A Yeung Hiu Ching
		1A Lui Ho Ching
		1D Huon Ka Yu
		5A Chan Shun Wai
<b>Prost Reading</b>	2 <sup>nd</sup> Runner-up	5A Yau Shun Ting
<b>Public Speaking Solo</b>	2 <sup>nd</sup> Runner-up	5A Chau Yu Shan

### The 3rd Hong Kong School English Handwriting Competition (Co-organised by EEGU & HKHPCA)

<b>Junior Group</b>	Merit	1A Yeung Hiu Ching
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### 2023-2024 Hong Kong Secondary School Debating Competition

#### Grand Final

<b>Senior Division I</b>	Champion	4C Lai Ho Yu	4C Wong Hui Yi
		5B Leung King Wai	
	Best Speaker	5B Leung King Wai	
<b>Junior Division I</b>	1 <sup>st</sup> Runner Up	3A Chan Ming Yan	3A Leung Wang Ho
		3B Law Sze Yuen	
	Best Speaker	3B Law Sze Yuen	
<b>Term Final</b>			
<b>Junior Division I</b>	Champion	3A Hong Chi Yin	3A Leung Wang Ho
		3C Chiu Ling Tsz	

### 2023-2024 Hong Kong Secondary Schools Debating Competition (KLN and NT Senior Division 1)

Champion	4C Lai Ho Yu	4C Wong Hui Yi	5B Leung King Wai
Best Debater	5B Leung King Wai		

### 2023-2024 HKYDA CUP

1st Runner Up	1D Fatima Mariam	3A Chan Ming Yan	3A Hong Chi Yin
	3A Leung Wang Ho	3C Chiu Ling Tsz	4A Zhu Tung Hei
	4C Lai Ho Yu	4C Wong Hui Yi	5B Leung King Wai

## Chinese

### 第七十五屆香港學校朗誦節

普通話 散文獨誦	冠軍	1B Lee Yin Tung
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### 「香港學界公開賽」暨第十八屆「BNCL 證書」學術才藝大賽

普通話散文朗誦	冠軍	1B Lee Yin Tung
粵語散文朗誦	亞軍	1C Yau Shing Fung

### 第十九屆「善行盃」全港才藝大賽

初中組普通話散文獨誦	金獎	1B Lee Yin Tung
初中組普通話詩歌獨誦	金獎	1B Lee Yin Tung

### 香港創意戲劇節 2024

優異獎	2A Chan Zenas Shue-Nam	2C Lin Junyu	2D Jia Ao
	2B Wong Lok Chi	2A Lui Edison	2C Ling Yan Ho
	2D Lam Wai Chun	2B Wong Yu Fei	

### 2023/24 年度香港學校戲劇節

傑出演員獎	4D Chung Chak Ho		
傑出演員獎	5D Chow Hiu Ching		
傑出合作獎	3A Wu Ka Ki	3D Leung Tsz Yu	3D Yu Yan Kiu
	4A Tong Ka Man	4A Li Hoi Nam	4A Liang Nga Sin
	4A Zhu Tung Hei	4B Wong Sum Ue	4C Leung Wing Men
	4D Chung Chak Ho	4D Kwok Pak Hei	4D Fu Fong Yiu
	4D Wong Chiu Tan	5B Lau Yeung	5B Chung Tseng Yu
	5C Wong Tsun Hei Dicky	5D Chan Kin Chun	5D Chow Hiu Ching

### 香港創意戲劇節 2024

優異獎	2B Qin Kai Wan Chico
優異獎	5B Chung Tseng Yu

### 世界兒童藝術文化協會第三屆筆藝全城書法比賽

中文毛筆冠軍	1C Wen Lan Zy
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### 青暉盃 2023 毛筆書法比賽

中學組冠軍	1C Wen Lan Zy
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### 旺角區文娛康樂體育會新春書法比賽 2024

初中組季軍	1C Wen Lan Zy
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### 2023 葵青區書法比賽

中學毛筆組冠軍	1C Wen Lan Zy
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### 2023 文藝盃書法大賽

中學毛筆組冠軍	1C Wen Lan Zy
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**金紫荊盃青少年書法大賽**

三等獎 1C Wen Lan Zy

**2024 香港學生書法比賽**

毛筆組優異獎 1C Wen Lan Zy

**全港中學生演講比賽 – 夢想盃**

即席演講亞軍 2C Huang Pak Man

**第八屆夫子盃演講比賽**

季軍 5C Wong Tsun Hei Dicky

**第二十六屆全港中小學普通話演講比賽 2024**

初中組 ( 九龍區 ) 季軍 3A Wu Ka Ki

**新市鎮文化教育協會第二十六屆全港中小學普通話演講比賽 2024**

九龍區初中組優異星獎 3A Wu Ka Ki

**香港文藝教育協會 天馬盃 2023-2024 全港中文寫作比賽**

冠軍 3A Wu Ka Ki

**第 26 屆香港青少年科技創新大賽科幻小說 ( 初中組 )**

優異獎 2C Huang Pak Man

**校際 AI 藝術創作大賽 2024 《數碼詠古》**

高中組 優異獎 5A Tsoi Man Lung

**中國青少年語言文化學會 2023-24 年度青少年語文知識大賽「菁英盃」**

總決賽優異獎 2C Xu Yan Yee

**第 49 屆全港青年學藝比賽全港青年翻譯比賽**

高中組 中譯英季軍 5A Liu Tung Sum

高中組 英譯中優異獎 5A Liu Tung Sum

**香港城市大學城市文學獎**

散文組推薦獎 6D Liang Ka Wui

## Mathematics

### MathConception 2024

#### Individual Contest

Gold Award

3D Hung Chun Wah  
5B Cheung Chak Lam

Silver Award

1D Fu Chuen Hei  
2C Ng Yuk Hay  
3B Zhang Guohui  
3B Tsang Pak Long  
5A Tsoi Man Lung  
5A Huang Shing Hon

#### Inter-School Contest

S3 Group Merit

3B Tsang Pak Long 3B Zhang Guohui  
3D Hung Chun Wah

Senior Secondary Group  
Merit

5A Huang Shing Hon 5A Tsoi Man Lung  
5B Cheung Chak Lam

### 41st Hong Kong Mathematics Olympiad

Third-class Honour Certificate

4A Cheung Ho Kwan  
5A Qian Kwan Yin

Honourable Mentioned Certificate

5A Wong Pak Hei  
5A Yan Wai Man

### Mathematics Challenge 2023/24 (Organised by EdUHK)

Winner of December 2023 Challenge

2C Ng Yuk Hay

Winner of April 2024 Challenge

2C Ng Yuk Hay  
5A Huang Shing Hon

### The 26th Hong Kong Mathematical High Achievers Selection Contest

Second Honour Award

2C Ng Yuk Hay  
3B Tsang Pak Long  
3C Li Yin Kang Samuel  
3C Zhang Xinyue  
3D Hung Chun Wah

### World Class Test

Double Distinction

2C Ng Yuk Hay

### Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament 2024 (Final Round)

First Class Honour

2A Fu Jiexi  
3B Zhang Guohui

Second Class Honour

2C Ngai Ho Ting  
3B Tsang Pak Long

Third Class Honour

1D Fu Chuen Hei

### 全港青少年數學挑戰賽 2024

中學組

團體亞軍

Wa Ying College

中一組

銀獎、高斯獎

1D Fu Chuen Hei

中二組	銀獎	1D Lau Ho Ming
	亞軍、高斯獎、費馬獎、歐幾里德獎	2A Fu Jiexi
	銅獎	2C Ng Yuk Hay
中三組	金獎	3B Zhang Guohui
		3D Hung Chun Wah
中四組	金獎	4A Cheung Ho Kwan
	銀獎	4B Lee Ho Kwan
中五、中六組	銀獎	5A Yan Wai Man
	銅獎	5A Qian Kwan Yin

## Science

### 跟著專家去探索

#### 專家之選

6A Lam Wai Kong

6A Yau Ngo Hin

6A Chau Wan Hei

6A Yu Ka Hei

### International Junior Science Olympiad 2024 - Hong Kong Screening

#### Third Class Honour

3B Law Sze Yuen

### Junior Secondary Science Online Self-Learning Scheme 2024

#### Gold Award

1C Yu Tsung Long

1D Chow Tin Ching Ivan

1D Fu Chuen Hei

1D Huon Ka Yu

1D Yu Ka Long

1D Kang Hing

3A Yu Ka Yu

3C Kong Shing Yuen

#### Silver Award

2B Wong Wing Kiu

#### Bronze Award

1B Pang Ching Yuet

3C Yeung Wang Tik

## Biology

### International Biology Olympiad – Hong Kong Contest 2023

#### Honourable Mention

5A Wong Pak Hei

5B Lau Yeung

6B Leung Yiu Cho

6B Tsui Lok Fei

### Hong Kong Biology Literacy Award (2023/2024)

#### Best School Award in Heat Written Test

Wa Ying College

#### Second runner-up in Final Presentation Contest

5B Cheung Chak Lam

5B Sun Yan Long

5B Leung King Wai

#### First Class Honours in Heat Written Test

5B Zhao Yi An

#### Second Class Honours in Heat Written Test

5A Liu Tung Sum

5B Sun Yan Long

#### Third Class Honours in Heat Written Test

5B Leung King Wai

#### Merit in Heat Written Test

5B Cheung Chak Lam

## Chinese History

### 理大全港中國歷史論文比賽

嘉許獎	5C Chang Yat Lun Darren	5C Hui Lap Hin	5C Lai Cheuk Lam Ian
	5C Shum Kin Lam	5C Chan Wan Nim	5C Wong Yan Yan
	5C Wong Yan Yan	5D Ding Ming Tat	5D Chow Hiu Ching
	5D Huang Cho Hei	5D Hung Wing Yan	

### 香港大學中國歷史研究文學碩士同學會

一等獎	3C Lai Tsz Kiu
嘉許獎	3D Tsang Wai Kiu
	4C Li Uen Sum

### 「情定歷史」全港中學生網上閱讀獎勵計劃

優異	2D Chu Lap Qing
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### 國史教育中心「活報劇・情繫家國：校本專題研習比賽」

甲等獎	3D Tong Sum
乙等獎	3D Yuen Yat Tung

## Economics

### The 24th MEP

Merit	5A Tsui Sum Yi	5B Cheung Chi Lik	5B Wu Sai Ho
	5B Yau Hiu Ching	5B Yu Hang Yee Charmaine	
Outstanding Presenter	5B Yu Hang Yee Charmaine		

### 2023-2024 Innomind Competition

HKSTPC Potential Techno-Project Award	5D Pan Ching Man	5D Pang On Ni
	5D Poon Wai Kiu	5D Tsang Wing

## Life & Society

### 第一屆智醒消費學堂「消費・智惜碳」網上問答比賽初賽

智惜碳最抵讚消費者大獎	2D Lo Shanice
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## Visual Arts

### 叮叮科創大賽 BUILDING Our Future Grand Challenge

最佳創新獎

4D Chung Chak Ho

4D Kwok Pak Hei

最受觀眾喜愛獎 ( 第一名 )

4D Chung Chak Ho

4D Kwok Pak Hei

### 「同心創夢」第四屆少兒繪畫大賽

銀獎

2A Lai Grace Pui Kwan

## Music

### 76th Hong Kong Schools Music Festival

#### Recorder Band - Secondary School

Champion

1A Lui Ho Ching

1B Ha Ho Yi

1B Lin Feili

1C Zhong Hing Ping

1D Yiu Ho Yin

2C Nip Tsz Nam

2B Yap Vincy

2D Huang Chi Tak

3A Chow Yu Wun

3A Kwok Sum Yau

3B Ngan Shing Lam

3B Tsoi Cara

3D Kwok Hoi Chin

4B Cheung Yui Yan

4C Lo On Ki

4D Tang Wing Yan

4D Wong Chiu Tan

5A Chan Yu Ip

5A Lau Lok Yee Aida

5B Wu Sai Ho

5D Chan Cheuk Ying

5D Wong Hin Ching

#### Recorder Ensemble - Secondary School

Champion

5A Chan Yu Ip

5A Lau Lok Yee Aida

5B Wu Sai Ho

5D Chan Cheuk Ying

5D Wong Hin Ching

2<sup>nd</sup> Runner  
Up

2C Nip Tsz Nam

3A Kwok Sum Yau

3B Ngan Shing Lam

3B Tsoi Cara

3D Kwok Hoi Chin

4C Lo On Ki

4D Tang Wing Yan

4D Wong Chiu Tan

#### Recorder Duet - Age 14 or under

Champion

1B Ha Ho Yi

1D Yiu Ho Yin

1<sup>st</sup> Runner  
Up

2C Nip Tsz Nam

2D Huang Chi Tak

#### Descant Recorder Solo - Age 14 or under

Champion

1B Ha Ho Yi

1<sup>st</sup> Runner  
Up

2D Huang Chi Tak

2<sup>nd</sup> Runner  
Up

2C Nip Tsz Nam

#### Descant Recorder Solo - Age 16 or under

Champion

3A Chow Yu Wun

1<sup>st</sup> Runner  
Up

3D Kwok Hoi Chin

4C Tang Wing Yan

5D Chan Cheuk Ying

#### Recorder Duet - Age 19 or under

1<sup>st</sup> Runner  
Up

4B Cheung Yui Yan

4D Tang Wing Yan

<b>Sanxian Solo - Advanced</b>	1 <sup>st</sup> Runner Up	5A Chan Yu Ip 5D Wong Hin Ching	5A Lau Lok Yee Aida
<b>Liuqin Solo - Intermediate</b>	2 <sup>nd</sup> Runner Up	1D Huon Ka Yu	
<b>Singing in Foreign Language -Age 14 or under</b>	2 <sup>nd</sup> Runner Up	3A Chiu Sum Yuet	
<b>Erhu Solo – Senior</b>	2 <sup>nd</sup> Runner Up	4A Huon Ka Shun	

#### 「穿越時空・『故』中作樂」音樂創作比賽 2023/24

最佳中國器樂寫作獎		4A Huon Ka Shun
最佳意念和文物配合獎		4A Huon Ka Shun
傑出音樂作品獎 (合奏)	銀獎	4A Huon Ka Shun
傑出音樂作品獎 (獨奏)	銅獎	5B Chan Hiu Yue

#### Hong Kong Youth Music Interflows

##### Symphonic Band Interflow (Secondary School Junior Class)

Silver Award	1A Chan Ho Hin	1A Sze Shu Hoi	1A Yeung Yat Tung
	1B Ha Ho Yi	1D He Tai Chun	1D Wong Cin Ying
	2A Liu Tiger	2A Wong Lok Yau	2B Ng Tsz Ki
	2B Yap Vincy	2C Chan Ying Yui Sophia	2C Lam Jee Kwan
	2D Huang Chi Tak	3A Liu Tsz Ho	3A Chen Xiaoyu
	3C Li Zhi Qing	4A Cheung Ho Kwan	5A Tsui King Lok
	5D Chan Kin Chun	5D Chow Hiu Ching	6A Hung Heman
	6C Tsoi Hi Yuet	6D Kwok Man To	6D Leung Hon Bong

#### Joint School Music Competition 2024

##### Secondary School Symphonic Band

Gold Award	1A Sze Shu Hoi	1A Yeung Yat Tung	1B Ha Ho Yi
	1D He Tai Chun	1D Wong Cin Ying	2A Liu Tiger
	2A Wong Lok Yau	2B Ng Tsz Ki	2B Yap Vincy
	2C Chan Ying Yui Sophia	2C Lam Jee Kwan	2D Huang Chi Tak
	3A Liu Tsz Ho	3A Chen Xiaoyu	3C Li Zhi Qing
	4A Cheung Ho Kwan	5A Tsui King Lok	5D Chan Kin Chun
	6A Hung Heman	6D Leung Hon Bong	

##### Secondary School Ensemble (String)

Gold Award	1B Lee Yin Tung	1D Huon Ka Yu	1D Wong Ching Kiu Yuki
	2C Leung Hei Lok Hailey	2D Li Qi Ming	3C Tsang Yuen Tung
	3C Yip Hei Yuet	4A Huon Ka Shun	4D Cheung Ka Tung

#### Hong Kong Inter-School Choral Festival Competition cum Masterclass (Secondary Junior Choir)

Silver Award	1A Chuang Tsz Hin	1A Kwok Yau Wai	1A Chen Lok Yi
	1A Hu Ham Tim Corazon	1A Lau Shum Lau Wah	1A Mack Cheuk Ling
	1B Ng Yu Yat Charlton	1B Chan Man Ka	1B Chan Yi Ching
	1C Liang Ka Po	1C Szeto Yu Hin	1C Fu Yan Zhen
	1C Kwok Ho Hei	1C Lau Tsz Yau	1C Lo Tsz Sum Shalom

1C Ng Wing Lam Katalie	1C Shui Mo	1C Wong Tsz Yu Siena
1D Chow Tin Ching Ivan	1D Huon Ka Yu	1D Lee Hiu Yan
1D Leung Yan Hei	1D Sun Elisabeth Kayia	1D Zheng Joyce
2A Fu Jiexi	2A Tam Hei Tung	2B Lau Hiu Laam
2B Mok Hiu Shuen	2B Wong Yu Fei	2C Chan Ying Yui Sophia
2C Tse Ming Yan	2D Cheung Tsz Lam	2D Fu Hiu Tung Eda
2D Law Tsz Yan	2D Ng Yan Lam	2D Yu Ming Hei Chloe
3A Au Yeung Choi Ying	3A Chiu Sum Yuet	3B Law Hiu Yeung
3B Ng Tsz Wing	3B Siu Tsz Ning	3C Tai Tung Lok
3C Wong Lok Man Chloe	3D Leung Tsz Yu	3D Tsang Wai Kiu
4A Ho Chun Hei	4A Liu Kwan Ho	4A Chong Pui Fei
4A Liang Nga Sin	4B Hui Pui Ki	4C Lin Fei Ki
4C Wong Yuen Yan	4D Cheung Nok Shing	4D Leung Yu Yeung
4D Chak Sum Ying	4D Chan Sum Yin	4D Gong Fat Yung
5A Yuen Hiu Yu	5A Tsui Sum Yi	5B Lian Yuqian
5B Wu Sai Ho	5B Chung Tseng Yu	5B Leung Ka Hei
5B Wong Ming Yu	5C Chang Yat Lun Darren	

## Sports

### 2023-2024 Amateur Hockey League

<b>Division C Season</b>	Champion	5C	Li Ching Laam
<b>Division C Playoff</b>	Finalist	5C	Li Ching Laam

### 2024 Mega Ice Hockey 5's Hong Kong

<b>Women's Division</b>	Champion	5C	Li Ching Laam
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### Asian Cup Canoe Competition, Hong Kong 2023-24 (Sprint & Marathon)

<b>Men (U23) K2-500m</b>	Second	5D	Chiu Ho Sum
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### 2024 Singapore Canoe Marathon

<b>Junior Men K2 20Km</b>	First	5D	Chiu Ho Sum
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### 2024 全港公開獨木舟短途及分齡賽

<b>男子青年 ( 16 至 17 歲 ) K1-1000m</b>	冠軍	5D	Chiu Ho Sum
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### 香港獨木舟總會主辦 康樂及文化事務署資助 2023 年度校際獨木舟比賽

<b>男子 ( 16-18 歲 ) - K1-200 米</b>	Third	5D	Chiu Ho Sum
<b>男子 ( 16-18 歲 ) - K1-500 米</b>	Third	5D	Chiu Ho Sum
<b>男子 ( 16-18 歲 ) - K1-1000 米</b>	Third	5D	Chiu Ho Sum

### 2023 年正東柔道會傑出運動員

<b>女子組</b>	優勝者	2B	Chu Ka Suen
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### 國慶盃柔道錦標賽 2023

<b>負 57 公斤以下</b>	冠軍	2B	Chu Ka Suen
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### 第二屆北區柔道錦標賽

<b>女童組 48 公斤以上</b>	亞軍	2B	Chu Ka Suen
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### 香港警察柔道會邀請賽

<b>11-14 歲女童組 45 公斤以上</b>	亞軍	2B	Chu Ka Suen
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### Inter-School Fencing Competition 2023-2024

<b>Girls B Grade Epee</b>	Third	3C	Deng Angel
<b>Girls C Grade Foil</b>	Third	2D	Chan Yan Hei

### Inter-School Athletics Competition 2023-2024

<b>Boys C Grade 200m</b>	Third	1B	Chen Mingxuan
<b>Girls B Grade Long Jump</b>	Third	3B	Choi Ho Po Gospel
<b>Girls B Grade 4x100m Relay</b>	Fourth	3A	Ma Bernice Wing Tung
		3B	Choi Ho Po Gospel
		3A	Wan Wan Hei
		4B	Wong Cinnamon Crystal

**Inter-School Swimming Competition 2023-2024**

**Boys C Grade 100m Breast**      Second      2D      Lam Wai Chun  
**Stroke**

**Inter-School Volleyball Competition 2023-2024**

<b>Boys Overall</b>	Third	Boys Volleyball Team	
<b>Boys A Grade</b>	Third	4B Ko Ming Ham	4B Lu Chun Wai
		5A Fung Ho Hei	5A Wong Tsz Hin
		5D Chan Reeve	6A Ding Ming Yin
		6A Hung Heman	6A Lik Tsz Yip
		6A Yu Ka Lok	6B Kwok Tsz Yeung
		6C Chan Kin Man	
<b>Boys B Grade</b>	Third	3C Lam Shing Chun	3C Kong Hin Sze Vincent
		4A Wong Hui Hon	4A Leung Lok Him
		4A Wong Lok Hei	4B Lee Ho Kwan
		3C Wong Pan Yin	3A Tsang Wang Cheong
		2A Ng Ho Nam	2C Chiu Yik Pok
		2C Chan Long Wai	
<b>Girls A Grade</b>	Third	4B Lee Yi Ching	4B Mak Cheuk Ling
		4B Wu Shun Yan	4C Ou Hoi Ting
		5D Poon Wai Kiu	5D Tsang Wing
		6A Chau Wan Hei	6A Cheung Yan Ki
		6B Kan Cheuk Lam	6B Ma Yuet Ching

**All HK Schools Jing Ying Volleyball Tournament 2023-2024**

<b>Secondary Schools (Boys)</b>	Fourth	2A Ng Ho Nam	3C Lam Shing Chun
		3C Wong Pan Yin	4A Leung Lok Him
		4A Wong Hui Hon	4B Ko Ming Ham
		4B Lee Ho Kwan	4B Lu Chun Wai
		5A Fung Ho Hei	5A Wong Tsz Hin
		5D Chan Reeve	6A Ding Ming Yin
		6A Hung Heman	6A Lik Tsz Yip
		6A Yu Ka Lok	6B Kwok Tsz Yeung
		6C Chan Kin Man	

**2024 澳門科技大學「校慶盃」**

排球邀請賽

銀盃

男子甲乙組排球隊

**Inter-School Badminton Competition 2023-2024**

<b>Boys A Grade</b>	Second	5A Fung Ching Kiu	5A Qian Kwan Yin
		5A Tam Wai Nok	5C Cheung Yiu
		5C Li Chun Yin	6A Kuo Yui Hang
		6A Mok Hiu Fung	6B Lai Pui Hang
		6D Leung Sze Hang	6D Wong Bo Lam Paco
		Anthony	
<b>Girls A Grade</b>	Fourth	5A Chau Yu Shan	5B Sin Ching Hei
		5C Kong Hui Yin	6A Yu Ka Hei
		6B Wong Sum Yin	

## Dance Team

### 60th Schools Dance Festival

<b>Contemporary Solo-</b>	Highly Commended Award	5B Or Yuen Ting	
<b>Jazz &amp; Street Dance Duet</b>	Commended Award	3B Cheng Hau Ching	5C Tsui Wing Ying
<b>Jazz &amp; Street Dance Solo</b>	Commended Award	2B Yau Yu Lam	
<b>Jazz &amp; Street Dance Group</b>	Honours Award	1D Lau Yu Ling	1D Lee Hiu Yan
		1D Zhou Kei Ching	2A Hui Wing Sum
		2B Mok Hiu Shuen	2B Yau Yu Lam
		2D Lo Shanice	3B Cheng Hau Ching
		3B Lam Kacey	3C Wan Claudia Yeuk Laam
		3D Bai Sharon	5B Ho Mang Yiu
		5C Tsui Wing Ying	

### High Schoolers Hip Hop Championship

1 <sup>st</sup> Runner up	2D Lo Shanice	3B Cheng Hau Ching	3B Ko Suet Wing
	3C Wan Claudia Yeuk Laam	5B Ho Mang Yiu	5B Or Yuen Ting
	5C Tsui Wing Ying		

## Chinese Debate Team

### 第四屆「童行盃」全港校際服務辯論比賽

冠軍	2B Lui Hiu Chung	2C Ng Hiu Lam	2C Lau Yin Chun
	3A Sze Yuk Lam	3A Tsan Tsz Yu	3C Chan Hoi Ting
	3D Cai Pik Fan Riene	4B Au Pui Yiu	5B Or Yuen Ting
	5C Wong Tsun Hei Dicky		

### 星島第三十九屆全港校際辯論比賽

最傑出表現獎	3A Tsan Tsz Yu
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### 香港中學生公共政策辯論大賽 2024

季軍	3A Tsan Tsz Yu	4B Au Pui Yiu	5B Lau Lai Wa
	5C Wong Tsun Hei Dicky		

## Extra-curricular Activities

### PolyU Igniting Social Innovation Competition 2024

Champion with \$30,000 Scholarship

5A Cheung Hok Ying  
5B Iu Ching Nam  
5B Or Yuen Ting

5B Chin Ka Long  
5B Lee Hiu Nam

### 學友社主辦全港中學學生會嘉許計劃

優異學生會

5B Cheung Chak Lam  
5B Wu Sai Ho  
5B Lau Lai Wa  
5D Chan Kin Chun

5B Chin Ka Long  
5B Ho Mang Yiu  
5B Lee Hiu Nam

5B Lian Yuqian  
5B Ho Yan Kiu  
5B Or Yuen Ting

### 香港紅十字會青年發展服務 2023-2024 年度全港青年急救比賽

總季軍

1C Yeung Tsz Ki  
4B Lau Wing Yee  
5B Tsui Tsz Hei

2D Ngan Yu Sum  
4C Chu Man Yiu  
5C Cheung Yiu

4B Hui Pui Ki  
5A Lee Sze Ting

### 香港紅十字會青年發展服務 西九龍總部 2023-2024 年度青年急救比賽

冠軍

4B Hui Pui Ki  
5A Lee Sze Ting

4B Lau Wing Yee  
5B Tsui Tsz Hei

4C Chu Man Yiu  
5C Cheung Yiu

### 香港紅十字會青年發展服務 西九龍總部 2023-2024 年度青年護理比賽

季軍

2D Huang Chi Tak  
4A Liang Nga Sin

3D Hung Chai Kin Louis

4A Tong Ka Man

### 第 49 屆全港青年學藝比賽全港青年象棋比賽

高中組優異獎

5A Fung Ching Kiu

高中組優異獎

5A Qian Kwan Yin

## Life Planning

### 創建未來 青年創業體驗市集 2023-2024

我最喜愛品牌第三名

5B Lian Yuqian  
5C Lau Chi Yam  
5C Yu En Ze

5C Angel Wilson  
5C Li Chun Yin  
5C Pang Ho Yu

5C Ke Ho Man  
5C Wong Tsun Hei Dicky  
5C Wong Yan Yan

傑出領導獎

5C Li Chun Yin

## Financial Summary for 2023-2024 [ Draft &amp; Subject to Final Audit ]

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## **Appendix**

**2023-2024 Report on the Use of the Life-wide Learning Grant**  
**Wa Ying College**

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Thematic seminars, English workshop and activities - To invite scholars and professionals as speakers in thematic seminars related to English learning	12/2023-8/2024	S1 to S5	700	\$64,235.00	\$91.76	E1, E7	English Language	Activity Record, Teacher Comment		✓			
2	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	9/2023-3/2024	S1 to S5	700	\$4,930.00	\$7.04	E1, E2	Mathematics	Attendance Record		✓			
3	Students' participation in science fun day and outing activities - To encourage students' participation in science related activities as to enrich their learning experiences	4/2024-7/2024	S1 to S5	600	\$31,500.00	\$52.50	E1	Science	Attendance Record		✓			
4	Biology fieldtrip, camp, workshop - To enhance students' sense of research and development in biology activities	11/2023-7/2024	S1 to S5	120	\$30,178.00	\$251.48	E1, E2	Science	Activity Record, Attendance Record, Teacher Comment		✓			
5	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	9/2023-2/2024	S1 to S5	100	\$11,050.00	\$110.50	E1, E2	History	Attendance Record		✓			
6	Geography fieldtrip - To enhance students' sense of research and development in Geography projects	9/2023-6/2024	S1 to S5	150	\$15,920.00	\$106.13	E2	Geography	Activity Record, Attendance Record, Teacher Comment		✓			
7	ARGEO sandbox for Geography project - To enhance students' sense of research and development in Geography projects	11/2023-8/2024	S1 to S5	50	\$3,000.00	\$60.00	E7	Geography	Activity Record, Teacher Comment		✓			
8	Students' participation in competition - To subsidise students' participation in Millennium Entrepreneurship competition to gain experiences	10/2023-11/2024	S4 to S5	20	\$3,200.00	\$160.00	E1, E2	Economic	Attendance Record		✓			

9	Students' participation in STEM related competitions - To subsidise students' participation in IT related competitions in order to students to enrich their learning experiences	1/2024-3/2024	S1 to S5	40	\$8,600.00	\$215.00	E1, E7	Computer Literacy	Attendance Record		✓			
10	Interest classes, visits and various activities - To cultivate students' interest in different areas and perspectives including Chinese Culture, English Literature, Mathematics, Science, Biotech, History, Arts etc.	9/2023-6/2024	S.2	120	\$62,585.92	\$521.55	E1, E5, E6	General Studies	Activity Record, Attendance Record, Student Report, Teachers' Review		✓			
11	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	10/2023-7/2024	S.1 to S.6	100	\$140,607.00	\$1,406.07	E1, E4, E5, E6	Aesthetic Development in Music & Dance	Activity Record Attendance Record Student Reflection Student Report Analysis Report Teacher Commem			✓		
12	Seminars, workshops, activities, exhibition, classes and teams in the art areas - To encourage students' participation in art activities - To cultivate students' interest in art areas	11/2023-7/2024	S.1 to S.6	120	\$14,400.00	\$120.00	E1, E5, E6	Aesthetic Development	Activity Record, Attendance Record, Student Reflection, Teacher Comment			✓		
13	Debate team Interest class - To enhance students' debate knowledge and skills - To enhance students' confidence through teamwork, practices and performance	9/2023-7/2024	S.1 to S.6	30	\$55,770.30	\$1,859.01	E5, E6	Others, please specify: ECA	Activity Record Attendance Record Teachers' Review		✓			
14	Interest classes, visits and various activities - To cultivate students' interest in different areas and perspectives	9/2023-8/2024	S.1 to S.6	700	\$48,173.77	\$68.82	E1, E5, E6	Others, please specify: ECA	Activity Record Attendance Record Student Report Teachers' Review		✓			
15	Moral and civil education programs and activities - To strengthen students' values and cultivate love for country and family	9/2023-7/2024	S.1 to S.6	700	\$5,450.10	\$7.79	E1, E2	Moral, Civic and National Education	Activity Record Teacher Comment	✓			✓	
16	Outing day activity - To encourage students' participation in student activities	12/2023	S.1 to S.6	700	\$15,326.00	\$21.89	E6, E7, E8	Others, please specify: ECA	Activity Record Attendance Record Teacher Comment		✓			
17	Camping, visits, seminars, workshops - To assist students in understanding a career that they are interested in, and thus develop their sense of belongings and self-direction	9/2023-8/2024	S.1-S.6	240	\$26,106.60	\$108.78	E1, E5, E6	Life Planning	Activity Record Attendance Record Student Reflection Teacher Comment					✓
18	Perfect training program - To broaden students' horizons and build the sense of belonging in the perfect team - To enhance students' leadership and problem solving skills	12/2023	S4-S6	50	\$47,713.00	\$954.26	E1, E2	Leadership Training	Activity Record Attendance Record Teacher Comment	✓			✓	

19	Gospel activities - To strengthen students' pursuit of character and personal accomplishment - To cultivate students' sense of direction and belonging	10/2023-7/2024	S.1 to S.6	700	\$65,367.30	\$93.38	E6	Religious	Activity Record Attendance Record Teacher Comment	✓			✓	
20	Sports Training courses & activities - To cultivate students' interest and strengthen their ability in physical activities	9/2023-8/2024	S1 to S.6	200	\$323,158.70	\$1,615.79	E1, E5, E6, E7	Physical Education	Activity Record Attendance Record Teacher Comment			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				6,140	\$977,271.69									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Volleyball Training trip	6/2024	S1 to S.5	37	\$12,710.65	\$343.53	E3, E4, E5, E6	Physical Education	Activity Record Attendance Record Teacher Comment			✓		
2	Australia English And Cultural Enrichment Tour	7/2024	S1 to S.5	30	\$77,959.14	\$2,598.64	E3, E4, E5, E6	English Language	Activity Record Attendance Record Teacher Comment		✓			
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				67	\$90,669.79									
Expenses for Category 1				6,207	\$1,067,941.48									

Note1: In response to the latest educational development and students’ needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	School improvement works for STEM related activities	Procure and maintain system for school activities	\$63,835.69
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$63,835.69
Expenses for Categories 1 & 2			\$1,131,777.17

Category 3: Number of Student Beneficiaries

Total number of students in the school:	714
Number of student beneficiaries:	714
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. Yeung Wing Sun
Post of Contact Person for LWL:	Vice Principal

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

Wa Ying College  
Program Evaluation Report for DLG-funded Other Program  
2023-2024

Program Title	Objective(s)	Targets (No. /Level /Selection)	Duration	Deliverables	Evaluation	Actual Expenditure
Extra-curricular Activity - Debate Team	<ul style="list-style-type: none"> <li>To enhance students' high order thinking skill</li> </ul>	<ul style="list-style-type: none"> <li>S.4-5 students</li> </ul>	<ul style="list-style-type: none"> <li>From Sep 2023 to Aug 2024</li> </ul>	<ul style="list-style-type: none"> <li>External competition</li> <li>Organize Chinese debate competitions by school houses</li> <li>Debate skills taught in Chinese lessons</li> </ul>	<ul style="list-style-type: none"> <li>Students reflected that they learnt in communication, cooperation, problem solving, organization of activities</li> </ul>	\$12,000.00
English (Skill Training)	<ul style="list-style-type: none"> <li>To strengthen students' English skills</li> </ul>	<ul style="list-style-type: none"> <li>S.6 students</li> </ul>	<ul style="list-style-type: none"> <li>From Oct 2023 to Nov 2023</li> </ul>	<ul style="list-style-type: none"> <li>Student attended DSE examination</li> </ul>	<ul style="list-style-type: none"> <li>Student will take the DSE examination</li> </ul>	\$12,600.00
Music (Network Program)	<ul style="list-style-type: none"> <li>To enhance the subject choices of students.</li> </ul>	<ul style="list-style-type: none"> <li>S.4-5 students</li> </ul>	<ul style="list-style-type: none"> <li>From Oct 2023 to July 2024</li> </ul>	<ul style="list-style-type: none"> <li>Student attended the NSS Network Program organized by Wah Yan College (Kowloon)</li> </ul>	<ul style="list-style-type: none"> <li>Students will take the DSE examination</li> </ul>	\$21,000.00
Extra-curricular Activity - English Debate Team	<ul style="list-style-type: none"> <li>To strengthen students' presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>S.4-5 students</li> </ul>	<ul style="list-style-type: none"> <li>From Sep 2023 to Jul 2024</li> </ul>	<ul style="list-style-type: none"> <li>External competition &amp; debate festival</li> <li>Debate skills taught in English lessons</li> </ul>	<ul style="list-style-type: none"> <li>Students reflected that they learnt in communication and debate skill</li> </ul>	\$38,700.00

Total: \$ 84,300.00

Summary:

B/F 2022-23: \$55,105.00

Approved funding: \$84,000.00

Actual Expenditure: \$84,300.00

Net Amount: \$54,805.00

Handling of Net Amount: Retain the surplus until the end of school year 2024/25

## School-based After-school Learning and Support Programmes 2023/24

### 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 89 including

(A) 9 CSSA recipients, (B) 80 SFAS full-grant recipients and (C) 0 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	0	12	0	90%	9/2023-11/2023	1,008	Performance of the final School Examination	Private tutors	To enhance students' Chinese History knowledge
F.1-5 Maths Enhancement class	5	12	0	90%	9/2023-5/2024	9,287	Students' performance in the mid-level examination	Private tutors	Homework guidance, enhance students' ability to learn Mathematics
F.6 Geography	0	6	0	90%	9-12/2023	1,148	Performance of the final School Examination	Private tutors	To enhance students' Economic knowledge
F.3-6 Chinese	1	21	0	90%	9/2023-5/2024	2,216	Performance of the final School Examination	Private tutors	To enhance students' Chinese knowledge
History	0	4	0	90%	10/2023-12/2023	518	Performance of the final School Examination	Private tutor	To enhance students' History knowledge
F.1 Eng remedial class	1	11	0	90%	9/2023-5/2024	5,184	Performance of the final School Examination	Private tutors	To enhance students' English knowledge
SEN tutorial	0	3	0	85%	11/2023-5/2024	11,250	Activity Record Attendance Record Teacher Feedback	Private tutors	Homework guidance, enhance students' ability in learning
Chinese Debate Team	2	6	0	90%	10/2023-4/2024	17,625	Student Performance of students in and outside debated competition	Wa Ying Debate team	To enhance the language and self-confidence training

Australia Exchange Tour	0	3	0	100%	7/2024	22,394	Activity Record Attendance Record Teacher Feedback	Outside Overseas Exchange Centre	To explore new cultures and create international experiences
Dance Team	0	2	0	90%	10/2023-4/2024	3,903	Student Performance of students in and outside dance competition	Wa Ying Dance team	To enhance the dance skills and self-confidence training
@ No. of man-times:	9	80	0		Total Expenses:	\$74,533			
**Total no. of man-times	89								
Total No. of Activities:	10								

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	\$ 8,680.00
Approved funding:	\$106,800.00
Actual Expenditure:	\$ 74,533.00
Net Amount:	\$ 40,947.00

## 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  
2023-2024 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$83,850.00
B	Expenditure in the Current School Year:	\$83,850.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$14,244.00
Full-grant under the School Textbook Assistance Scheme	90	\$60,890.00
Meeting the school-based financially needy criteria	9	\$8,716.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>102</b>	<b>\$83,850.00</b>

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. <b>Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Tutor fee for dance team - training	Leadership Training	3	\$1,800.00	✓				
2	Tutor fee for school music team - training	Arts (Music)	40	\$32,540.00			✓		
3	Tutor fee for school sport team - training	Physical Education	33	\$20,100.00			✓		
4	Camp fee	Leadership Training	23	\$8,250.00	✓				
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1				\$62,690.00					
2. <b>Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Australia exchange tour	General Studies	3	\$21,160.00	✓	✓			✓
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$21,160.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
Total			102	\$83,850.00					

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 more than once.

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

2023-2024 學年

學校名稱： 華英中學

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，由校長帶領和規劃工作。	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。	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。
	檢視校舍使用合約條款，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。

範疇	措施	施行概況	成效及反思
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，相關工作。	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。	平台繼續按類別上載、更新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。
	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，並在教職員手冊發放資訊。	持續提醒老師注意及執行國家安全相關的學校行政和相關指引(如《教師專業操守指引》)。
	檢視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	全體教職員參與國家安全教育相關的教師培訓，講題為「中醫學基礎概念暨養生工作坊」，從中醫藥的視角認識中華傳統文化的精髓。	已於 2024 年 2 月 7 日（全校教師發展日）完成。	講員將中醫學的原理深入淺出地向同工介紹，內容貼合生活日常，成效不俗。
	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。

範疇	措施	施行概況	成效及反思
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"> <li>● 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。</li> <li>● 透過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。</li> </ul>	<ul style="list-style-type: none"> <li>● 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。</li> <li>● 將持續透過不同平台讓學生增進對相關內容的認識。</li> </ul>
	透過優質教育基金「我的行動承諾」加強版撥款計劃，進一步推動國民教育和國安教育及媒體資訊素養教育，學習活動包括講座、工作坊、參觀、不同類型的體驗等。	計劃由 2022 年 11 月至 2024 年 10 月進行，已完成相關的工作。	資助令不同持份者受惠，亦讓學校能提供更多類型的活動及優化設備，有助提高國家安全意識、加強國民身份認同和對媒體和資訊素養認知。
	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；開展中一級「公民、經濟與社會科」的準備工作	就不同領域的教學內容作審視、比對、整理及更新。	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。
	持續發展新學科：「公民與社會發展科」；並繼續進行「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同事作規劃及發展，致力培養學生建立扎實的基礎知識，能設身處地從多角度思考，以及秉持正面態度看待和探究當代課題。	成效理想，首屆文憑試的學生全體成績達標；學生亦透過內地考察團親身了解國情和國家的最新發展，增進他們對中華文化的認識和欣賞，提升國民身份認同。

範疇	措施	施行概況	成效及反思
	繼續以不同類型的活動，為同學提供全面的學習經歷。本學年的焦點為舉辦華英中學 110 周年校慶，本校中一至中六的同學和校監、校董、校友、老師和家長到佛山進行 3 天 2 夜的尋根之旅，讓兩地學校同賀百年樹人的成果，彼此學習；同時透過參觀當地歷史名勝，親身體驗中華文化的深根葉茂。試後活動期間學校亦舉辦北京十一實驗中學的交流活動，讓同學以學生代表身份見證姊妹學校簽約儀式，同時認識北京的歷史、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。	學習活動涉及不同層面和興趣的學生，成效理想；將繼續以「多重進路，互相配合」的方式，採取多元化及課堂內外的措施規劃及推行國安教育。
	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"> <li>● 傳閱試卷的流程運作順暢，並透過觀課、檢視文件進行監察。</li> <li>● 教學資料存檔（不少於兩學年）。</li> </ul>	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，如舉辦「家長休閒黃昏茶聚」系列，探索張弛有道的管教方法。另外，透過農曆新年前的親子寫揮春活動，體驗中國的書法藝術，亦為各家庭添上歡樂的節日氣氛。	有關工作坊或家長教育活動已順利舉行。	成效理想，將持續與家長建立良好的合作和夥伴關係，攜手培育同學的成長。
其他	／	／	／

致： 教育局常任秘書長  
經辦： 教育局教育統籌委員會秘書處（傳真號碼：2537 4591）

（學校請於 **2024 年 11 月 30 日或之前**透過傳真提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生<sup>1</sup>的普通中學<sup>2</sup>

**加強支援非華語學生的中文學與教  
額外撥款  
2023/24 學年學校報告（普通中學適用）**

學校名稱	:	華英中學
學校註冊編號	:	170313 （6 位數 SCRN）
學校電話號碼	:	27607772
學校傳真號碼	:	27142944
總統籌人員姓名	:	江佩瑜
總統籌人員職位	:	<input checked="" type="checkbox"/> 副校長 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）：_____
總統籌人員電郵	:	<a href="mailto:jk@waying.edu.hk">jk@waying.edu.hk</a>

按教育局通告第 8/2020 號，本校在 2023/24 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用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，包括加強與非華語學生家長的溝通和家校合作）。

**本校 2023/24 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。**

<sup>1</sup> 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

<sup>2</sup> 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

☐ 請在適當的方格內加上「√」號

## (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 2023/24 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 2023/24 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）：負責任教非華語的老師及教學助理參與教育局語文教學支援組的「支援非華語學生學習中文」校本經驗分享會(中學)

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 2023/24 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 2023/24 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"/>			

☐ 請在適當的方格內加上「√」號

## (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 2023/24 學年獲提供的額外撥款 ☒ **A** 156691 元／ ☐ 300,000 元，以及 2022/23 學年額外撥款累積餘額<sup>3</sup>（如適用） ☒ **B** 39639.25 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 2022/23 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 <sup>4</sup>
(a)	<input checked="" type="checkbox"/>	聘請額外員工 <sup>5</sup> （請於第(6)(a)項提供補充資料）		
		<input checked="" type="checkbox"/> 教學助理 (0.9) 名	\$196330.25	<input checked="" type="checkbox"/>
		<input type="checkbox"/> 不同種族的助理 ( ) 名	\$	<input type="checkbox"/>
		<input type="checkbox"/> 教師 ( ) 名	\$	<input type="checkbox"/>
			請以小數表示（如適用）	
(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 checked="" type="checkbox"/> <b>C</b> [(a) + (b) + (c) + (d) + (e)]			\$196330.25	
（請注意：運用額外撥款總支出 <input checked="" type="checkbox"/> <b>C</b> 應小於或等於 <input checked="" type="checkbox"/> <b>A</b> 及 <input checked="" type="checkbox"/> <b>B</b> 的總和）				

<sup>3</sup> 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。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。

<sup>4</sup> 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。

<sup>5</sup> 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) 2023/24 學年完結時，本校的額外撥款累積結餘為 .D. 0 元  $[\text{.A.}] + [\text{.B.}] - [\text{.C.}]$ ，累積結餘佔 2023/24 學年額外撥款的百分比為 0 %  $[\text{.D.}] \div [\text{.A.}] \times 100\%$ 。

只供額外撥款的餘額 .D. 累積至高水平 (70%或以上) 的學校填寫

2023/24 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 2023/24 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 checked="" type="checkbox"/>	提供中文科的 <b>課堂</b> 支援：(可選多於一項)	
	<input type="checkbox"/> 抽離學習 (年級：_____)	
	<input checked="" type="checkbox"/> 分組／小組學習 (年級： <u>1</u> )	
	<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 <b>課後</b> 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 checked="" type="checkbox"/> 朋輩合作學習 (年級： <u>1</u> )	<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"> <thead> <tr> <th data-bbox="284 309 831 353">教學資源</th> <th data-bbox="831 309 1038 353">年級</th> <th data-bbox="1038 309 1377 353">用途</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 376 831 427">(i)</td> <td data-bbox="831 376 1038 427"></td> <td data-bbox="1038 376 1377 427"></td> </tr> <tr> <td data-bbox="284 439 831 490">(ii)</td> <td data-bbox="831 439 1038 490"></td> <td data-bbox="1038 439 1377 490"></td> </tr> </tbody> </table>	教學資源	年級	用途	(i)			(ii)		
教學資源	年級	用途								
(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： 中華節慶活動 <span style="float: right;">年級：1-6</span></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 checked="" type="checkbox"/> 沒有使用此額外撥款</p> <p>2. 活動內容： <span style="float: right;">年級：</span></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， <span style="float: right;">年級：</span>          協助講解學校政策及其他安排</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， <span style="float: right;">年級：</span>          闡釋學校政策及其他安排</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 <span style="float: right;">年級：1</span>          中文學習)，強調學好中文的重要性</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 <span style="float: right;">年級：1</span></p> <p><input type="checkbox"/> 其他(請說明： <span style="float: right;">年級：</span></p>									

### (三) 評鑑、問責及支援

- (7) 在 2023/24 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 2023/24 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

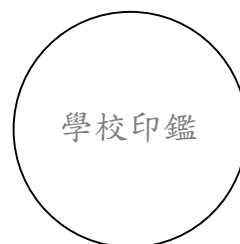
(8) 本校已備妥以下文件：

- (i) 本校已在 **2024 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 2023/24 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 **2024 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：\_\_\_\_\_ 2024 年 11 月 21 日



# 姊妹學校交流報告書

## 23 / 24 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：	行政主任陳穎兒

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.	佛山市第一中學
3.	高明華英學校
4.	北京十一實驗中學
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 checked="" 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 checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" 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
------------------	----------------------------------	---	----------------------------------	----------------------------------

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 checked="" 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 checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input checked="" type="checkbox"/>	參觀學校	K1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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	147,849.27
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	
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 type="checkbox"/>	視像交流設備及其他電腦設備的費用	
N5	<input checked="" type="checkbox"/>	交流物資費用	12,600.8
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	
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):	
N9	<input checked="" type="checkbox"/>	學年總開支	160,450.07
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> 增加教師專業交流。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 安排內地學生到訪香港學校作交流，使更多學生有機會接觸姊妹學校。
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>
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 type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____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	___76___人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	___76___總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	___20___總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	___6___總人次

備註：
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