The Church of Christ in China Mong Man Wai College
School Report
2022-2023

Contents

The Church of Christ in China
Mong Man Wai College
School Annual Report 2022-2023

Vision, Mission Statement and Core Values on Education

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Values

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

School Mission

Embracing the HKCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ." From 2019-2023, we are upholding the school vision of "A future brightened with positivity cultivation; A chapter unveiled IT in education."

Our School

1   Brief History

The Church of Christ in China Mong Man Wai College is one of the grammar schools run by the Church of Christ in China, the Hong Kong Council and it was founded in 1974. Since its establishment, the school acquired a good reputation from the community. The school is named "Mong Man Wai College" because of Dr. William Mong Man Wai's generous donation of HK$ 300,000 in 1970. Dr. Mong had been showing his genuine concern and support to us until he passed away in July, 2010. Throughout the years, Dr. Mong donated money, facilities and scholarships to our school and we will never forget him. His son, Dr. Mong Tak-yeung, the Chairman and CEO of Shun Hing Group, has continued to show his support and concern to our school through continuous donations and personal visits. Shun Hing's representative has become our independent school manager since 2011/12.

2   Organization

2.1   Class Structure

Before September, 2011, our school adopted a 29-class structure with 5 classes for each form from S.1 to S.5 and 2 classes for each form from S.6 to S.7. However, with the implementation of the Voluntary Scheme of Optimization of Class Structure stipulated by the Education Bureau (EDB) in September 2011, the number of classes has been reduced to 24 since 2016/17. In the past, S.5 students attended the HKCEE and then the HKAL if they were admitted to study in S.6 and S.7. The school system has been changed completely after the introduction of the New Senior Secondary (NSS) since 2009. Starting from 2012, students in S.6 take one public examination, namely HKDSE.

2.2   Teaching and Non-teaching Staff Members

In 2018/19, there were more than 90 teaching and non-teaching staff members in our school. They included teachers, teaching assistants, laboratory technicians and all supporting staff, including I.T. technicians. Starting from 2019/20, the school has two school social workers sending from the Christian Family Service Centre (C.F.S.C.). In the same year, a speech therapist of 1/3 of her working time stations in our school. Starting from 2021/22, our school has three vice-principals to manage and lead the school development.

3   Organization and Management

3.1   Establishment of Committees

Right from the beginning of the school in 1974, we had important roles of middle managers such as Discipline Master and Guidance Master to assist the school principal in running the school. In recent years, in order to cope with the ever-changing challenges of the school, the Civic Education Committee, School Promotion Committee (renamed as School Liaison Committee in the school year 2021/22), the School Admin & I.T. Committee as well as the Other Learning

Experiences Committee have been established. Under the leadership of the principal and the vice-principals, the Executive Committee comprising various Committee heads holds regular meetings for the management and administration of the school. Besides, the computerization of school administration such as joining the WEBSAMS, EDB has helped enhancing school administration efficiency over the past 20 years.

3.2 Establishment of SMC and IMC

With the introduction of school-based management from EDB in early 1990s, our school started to have School Management Committee in 1999, signifying an era of school-based management with the participation of both parents and teachers in managing the school. More significantly, the Incorporated Management Committee was established in September, 2011. This means the school is now having an independent legal entity which composes of the school supervisor, school managers from the school sponsoring body, parent school manager, teacher school manager, alumni school manager and an independent school manager. They all work together to lead and manage the school for the benefits of our students and the whole school has turned another new page of management.

4 School Campus and Facilities

Our school is situated in a quiet hillside place with a relatively spacious school campus of 6000 sq. metres. Because of the School Improvement Program, EDB, a new annex was built in 2001 which provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, the school also has Campus TV Room, Music Room, Visual Arts Room, Home Economics Room, Multi-media Learning Centre, English Learning Centre, Self-study Room, Student Activity Room and Band Room. Thankfully, throughout the years, the Shun Hing Education Charity Fund (Charity Fund) has sponsored and donated a variety of facilities to our school. In 2004, we received funding from the Charity Fund to have air-conditioners installed in the school hall. In 2008, we had the Campus TV sponsored by the Charity Fund. In 2010, Dr. T. Y. Mong donated induction cooker for the cookery teaching of Home Economics to show his generosity and care to us. In 2014/15, the Charity Fund donated 44 sets of air conditioners and network improvement facilities to our school equivalent to a sum of $816,610. Since 2014, the Charity Fund has supported our students to represent Hong Kong to participate in the World Youth Scrabble Championships. The places for the competition included West Australia, Lille of France, Kuala Lumpur and Dubai. In 2016/17, the Charity Fund donated wireless microphone system valued at HK$367,006.00. In 2017/18, the Charity Fund agreed to donate facilities worth more than $1,000,000.00 including air-conditioners and projectors to our school. To celebrate the 45th Anniversary, the Charity Fund donated facilities and equipment including upgrading Campus TV system, rolling shutters in the covered playground so that our students, teachers and staff have a good environment in the campus. Besides, the school also used different fundings to install the LED wall in the school hall and
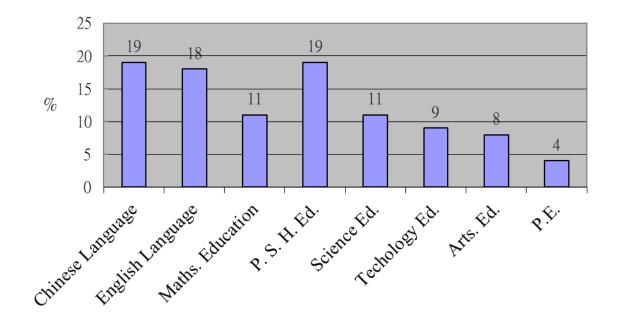
smart boards in secondary 1 classrooms, VA room and Computer Room to facilitate more interactive learning and teaching strategies. In 2022-23, the Learning Hub (Library) was relocated and the Main Entrance was renovated. In addition, we get the approval from the EDB every year to have renovation construction works to be carried out in summer so as to keep the school campus new and well-maintained.

5. Number of School Days

   In 2022/23, the planned number of school days was 192. In accordance with the policy of the Education Bureau under the epidemic, our school will switch from half-day face-to-face classes in September to full-day face-to-face classes from October 2022 until the end of the school year.

6. Lesson Time for 8 Key Learning Areas

Percentage of each KLA in the School Timetable

KLA	Percentage
Chinese Language	19
English Language	18
Maths. Education	11
P. S. H. Ed.	19
Science Ed.	11
Techology Ed.	9
Arts. Ed.	8
P.E.	4

7. The Recent Development

7.1 STEM Education

   The school year 2017/18 was an important year to plan and organize different activities of STEM to our students after joining the PDS, School-based Support Scheme, EDB. A historic STEM week was also organized in May, 2018. Students got valuable experience and learned a lot in joining the contests or activities of STEM both inside and outside school. To further STEM development, in 2018/19, the school applied for the Quality Education Fund (Dedicated Funding Programme) to implement STEM education and renovate a room as STEM Room to enhance STEM learning especially in junior forms. In 2019/20, the STEM elements have been planned and implemented in the science curriculum of the junior form levels. In 2020/21, the school implemented the "Bring Your Own Device" policy for allowing students to bring their own mobile

computer devices to schools for learning activities, so that learning has become more personalized and mobile. In 2022/23, AI Literacy was introduced in S.2 and it is planned to integrate this element in the school curriculum.

7.2 The Endeavors to Our Students

In 2019/20, our school Rope Skipping Team went to Antwerp, a city of Belgium, to join the 4th World Inter-School Rope Skipping Competition. Our school team got the champion of the show competition. In 2021/22, the English Musical Team was set up to unleash students' potential. A group of students' leaders was also recruited to be responsible for the flag hoisting ceremony regularly to nurture their civic awareness. As overseas trip to Sri Lanka was organised in 2022/23. It was a service learning trip and students also visited our country's work for the Belt and Road Initiative. The Chinese Embassy of Sri Lanka and University of Sri Jayewardenepura received our service team.

7.3 Curriculum

As stipulated by the EDB, the school has started the optimization of the four senior secondary core subjects. Citizenship and Social Development has started to be taught since 2021/22 school year, and the whole form of S.5 students paid a visit to a China trip in 2022/23. Tourism and Hospitality has become an elective since 2022/23.

Our IMC Managers

	Category of Manager	Name in English	Name in Chinese
1	Sponsoring Body Manager (Supervisor)	LO HAU MAN	盧厚敏
2	Sponsoring Body Manager	SHUM KWOK YAN DAISY	岑國欣
3	Sponsoring Body Manager	WONG TANG TAT RODNEY	黃騰達
4	Sponsoring Body Manager	TSANG WING SHAN	曾詠珊
5	Sponsoring Body Manager	WONG WAI YIU SIMON	黃偉耀
6	Sponsoring Body Manager	LAU TAK WAN	劉得還
7	Sponsoring Body Manager	LUI YU BUN BENJAMIN	雷裕斌
8	Alternate Sponsoring Body Manager	WONG KWOK KEI JACKIN	黃國祺
9	Principal (Ex-Officio Manager)	LUI YEE MAN KAREN	呂以敏
10	Teacher Manager	NG WAI HONG	吳偉康
11	Alternate Teacher Manager	NG TAN YIU	吳騰耀
12	Parent Manager	LAI YUET SING ALBERT	賴乙星
13	Alternate Parent Manager	CHAN KA WAI PENNY	陳嘉慧
14	Independent Manager	CHONG KAR MAN	莊嘉雯
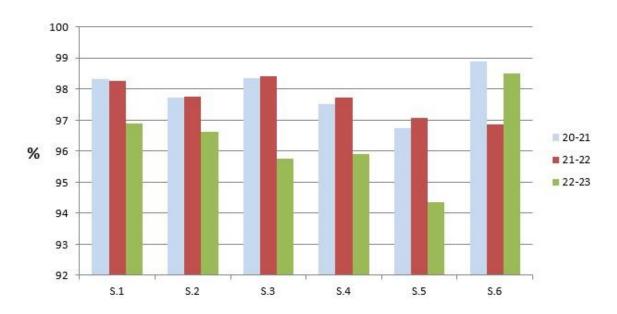
Our Students

1. Class Structure

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	79	69	76	76	73	68	441
Girls	49	60	45	51	46	38	289
Total Enrolment	128	129	121	127	119	106	730

2. Student Attendance
   The data for the school year 2022-2023 is based on 192 days face-to-face schooling.
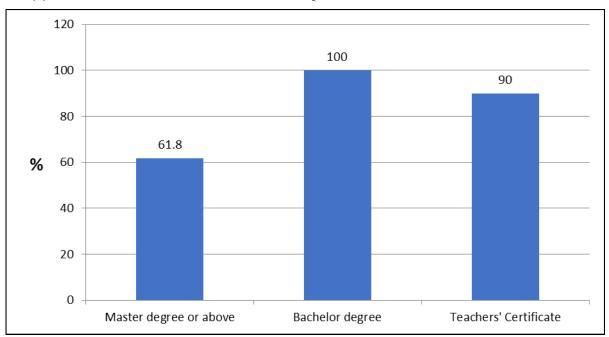
3. Drop-out of Students
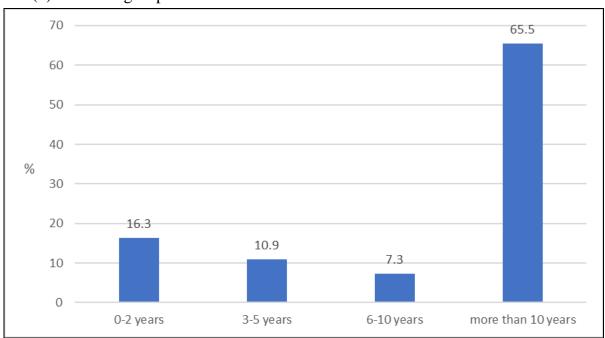
In 2022/23, 2 in S.1, 1 in S.2, 3 in S.3, 4 in S.4, 3 in S.5 and 1 in S.6.

Our Teachers

1. (a) Teachers' Academic & Professional Qualifications

(b) Teaching Experience

Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1   To nurture students to be motivated learners

1.1 To sustain self-directed learning habits (3-pillar mode in lessons)

1.2 To develop e-learning to enhance learning effectiveness

Achievements

1. Introduction

The purpose of this report is to evaluate the implementation and effectiveness of the major concerns of the 2019-2023 School Development Plan (SDP). The focus of this evaluation is on the adoption of the 3-pillar model of self-directed learning (SDL) and the use of various e-tools to enhance teaching and learning.

2. SDL and E-tools

Subject departments reported a consistent adoption of the 3-pillar model of SDL throughout the SDP. Gradually, different topics were added to enrich the consolidation stage of SDL. Additionally, various e-tools were implemented to support different aspects of teaching and learning. These e-tools can be categorized as follows:

2.1 To raise interest:

- Kahoot!, Mentimeter, Jotform, Blooklet, etc.

2.2 To increase interaction in lessons:

- Nearpod, PearDeck, Padlet, Jamboard, etc.

2.3 To consolidate learning:

- Wizerme, Edpuzzle, Quizzis, Answer Garden, Tagcrowd, gMath and Desmos, etc.

2.4 To support learning:

- QR code, Google Form, e-books, e-readers, Google Classroom, etc.

The adoption of these e-tools reflected the increasing capabilities of teachers in using technology for teaching and learning. Furthermore, the integration of these tools has enhanced students' learning effectiveness. For example, the Chinese Department used QR codes to facilitate extended learning of school-based teaching materials, and the English Language Department adopted i-Learner as a self-access online learning program. These examples illustrate the complementation of e-learning and self-directed learning. The Department of History also used Blooklet to introduce gamification of learning, while the English Department designed multi-modal text projects to enhance English Language skills and foster creativity and engagement.

3. Strategies for Implementation

The school adopted various strategies to address the major concern of e-learning and self-directed learning. Lesson observation focused on the appropriate use of e-learning, while the outcomes of student learning were evaluated. Key strategies and observations include:

3.1 E-platforms and Apps:

- Wide use of Google Classroom provided flexibility for students to work at their own pace and addressed learner diversity.

- Apps were widely applied in classroom activities to enhance teacher-student and student-student interactions.

- Immediate student responses through Apps allowed for timely teacher feedback.

3.2 Other Measures for Self-directed Learning:

- Pre-assigned reading and pre-lesson guided exercises were adopted to promote self-directed learning.

- The Citizenship and Social Development and Putonghua departments conducted a student survey to gather views on nurturing self-directing learning habits respectively. Around 80% of students agreed that these subjects helped develop SDL habits.

3.3 Integration of E-learning Element:

- Through lesson observations, subject department meetings, and document and exercise book inspections, teachers integrated e-learning elements into SDL to facilitate student learning.

- This complementation of e-learning and SDL reflects teachers' professional judgment and optimization of major concerns to enhance student learning effectiveness.

3.4 Professional Development Initiative:

- A task team for e-learning was established, comprising members from different subject disciplines.

- In-house subject sharing was observed at the end of the SDP, where teachers shared common teaching points such as contents, and pedagogies.

- This sharing enriched teachers' capabilities and enhanced learning and teaching effectiveness, benefiting students.

3.5 Bring Your Own Device (BYOD):

- The school adopted the BYOD policy, enabling students to use their own devices for learning.

- Support from the Community Care Fund and the Quality Education Fund assisted students in obtaining iPads.

- The built-up infrastructure reduced logistical time for setting up iPads in lessons, allowing students to learn at their own pace.

4. Conclusion

Overall, the adoption of e-tools and the implementation of the 3-pillar model of SDL have expanded students' capabilities in using mobile devices for learning and organizing learning materials. The intensity of using e-learning tools and mobile devices has increased significantly since the start of the SDP. The COVID-19 pandemic and educational trends have further accelerated the momentum for e-learning and self-directed learning. The strategies employed by the school, such as the appropriate use of e-learning, integration of e-tools into SDL, professional development initiative, and the BYOD policy, have successfully addressed the major concern of enhancing student learning effectiveness.

In conclusion, the 2019-2023 SDP has demonstrated the school's commitment to improving teaching and learning through the adoption of e-tools and the promotion of self-directed learning. The evaluation of the SDP indicates positive outcomes and significant progress in achieving the goals outlined in the plan.

Reflection

The English Language Department's annual report highlighted the integration of e-learning into English lessons as a conducive approach to teaching and learning. This finding is not unique to the English department, as other subject departments have also recognized the benefits of e-learning. However, considering the limited timeslot available for sharing the e-learning element during the 3-Staff Development Days (SDD), it has been decided that this topic will not be a major concern in the next school development plan. Instead, subject departments are advised to allocate time slots for professional sharing during panel meetings. For departments with one to two-panel members, it is recommended to attend professional development courses offered by the Education Bureau, tertiary institutes, or the school's sponsoring body to enhance their capabilities in e-learning and self-directed learning. Panel heads have been empowered to monitor the use of e-learning as part of their daily learning and teaching routine.

Emphasizing the wise use of mobile devices is vital in our school. It has been observed that some students use iPads for purposes unrelated to their instructions during lessons. To address this issue, clear classroom rules should be communicated to students by all teachers. Furthermore, the student handbook has been updated to include school rules on the usage of mobile devices. The inclusion of item KPM 17.15 (Information Technology Less Time for Leisure) in our Key Performance Measures (KPM) indicates the need for students to be more disciplined in their use of technology.

In conclusion, the integration of e-learning into different subject areas has proven to be beneficial for teaching and learning. While it will not be the primary focus of the next school development plan, professional sharing, and development opportunities will be provided to subject departments to enhance their e-learning and self-directed learning capabilities.

Additionally, ensuring the wise and disciplined use of mobile devices remains a priority in our school.

Feedback and Follow-up

Enrichment of the 3-pillar Mode of Self-directed Learning through Reading Across the Curriculum

1. Introduction

This report evaluates the implementation and effectiveness of the 2019-2023 School Development Plan (SDP), with a focus on the 3-pillar mode of self-directed learning (SDL) and the integration of e-learning tools. The aim is to expand students' learning capacities and capabilities by the set-up of the major concerns outlined in the 2023-2026 SDP.

2. Continuation of the 3-Pillar Mode of Self-Directed Learning

The 3-pillar mode of self-directed learning habits will remain a central focus in the learning and teaching process. Pre-lesson tasks, in-class learning activities, and after-class consolidation will continue to guide the learning progression. E-learning continues to serve as one of the strategies to support the 3-pillar mode of SDL. Additionally, new e-learning tools such as virtual reality and augmented reality will be explored to further enrich students' learning experiences. This concern will be addressed through the sustained implementation of good practices in the e-learning element within daily teaching pedagogies.

3. Major Concerns for the 2023-2026 SDP

Based on an overview conducted by teachers, it has been identified that there is a need to expand students' breadth of knowledge and enhance their language proficiency. Consequently, one of the major concerns for the upcoming SDP is to broaden students' vision through cross-curricular reading. Targets, time scale, outline of strategies, and the related seven learning goals have been planned and implemented in the period of 2023-24 to 2025-26.

4. Conclusion

In conclusion, good practices of e-learning will be sustained in the daily learning and teaching process. The school continues the 3-pillar mode of self-directed learning. Reading across the curriculum will be one of the major school concerns to expand students' learning capacities and capabilities to achieve the relevant seven learning goals stipulated by the Education Bureau.

Major Concern 2 To foster positive education

2.1 To cultivate a positive school climate

2.2 To nurture and develop character strengths

Achievements
1. Introduction: This report aims to evaluate the strategies and success criteria implemented during the 2019-2023 School Development Plan (SDP) for cultivating a positive school climate. The effectiveness of these measures, their impact on students' awareness of positive values, and their overall success in creating a positive learning environment will be examined. Furthermore, stakeholders' perceptions and feedback will be discussed. 1. Implementation of Strategies and Success Criteria: 1.1 Creation of a Positive Intangible School Climate: The implementation of SDD workshops, teachers' morning sharing sessions, and joint committee/department activities during the theme week have successfully cultivated a positive, intangible school climate. It is important to note that all criteria outlined in the SDP have been achieved. 1.2 Tangible Measures for Sustainability: To sustain a positive school climate, stair riser decals, and positive education board decoration competitions have been adopted. These tangible measures serve the purpose of nurturing and developing character strengths. The stair riser decals, placed along staircases A, 1, and 2, focus on positive education and highlight the unique qualities of Manwaiers. Incorporating bible verses further reminds students of their strengths. The board decoration competition facilitates student discussions and showcases their understanding of positive education. These tangible measures act as reminders, especially during intermittent schooling, and enhance students' awareness of positive values in their daily lives. 2. Positive Values of the Subject Departments: 2.1 Subject Departmental Efforts: Positive values have been successfully infused into students' learning through different subject departments. For instance, the Department of English Language and the Department of Putonghua carefully select films that deliver positive messages. Additionally, varied learning and teaching materials with positive values have been incorporated into different subject assessments. The Putonghua department conducted a survey to gather students' opinions on the positive values of education. Findings indicate that positive education has a significant impact on students, as evidenced by their increased understanding of character strengths and the demonstration of positive values such as empathy and care for others. Moreover, students exhibit a broader scope of views when analyzing issues, as observed in Economic lessons where they consider perspectives from the low-income group. Assignments in Visual Arts,

such as art appreciation, foster empathy by promoting respect and appreciation for artworks. Teachers have also developed an increased awareness of positivity, using positive reinforcement and remarks in assignments and learning activities in lessons. These practices contribute to creating a positive learning environment that benefits the students.

3. Class Teacher Lessons and Form Activities:
3.1 Class Teacher Lessons:
Class teacher lessons provide a crucial platform to deliver positive messages to students. Activities such as the introduction of positive psychology and character strengths, gratitude journals, and secret angel initiatives have been designed to enhance students' understanding of positive values. These lessons also foster interactions between teachers and students, as well as among students themselves, to promote a positive culture.

3.2 Form Masters/Mistresses Activities:
Activities organized by form masters/mistresses, including the Good Voices Thanksgiving Song Contest, Gratitude Heart Essay Writing Contest, Thanksgiving Heart Painting, and Photography Competition, and Character Strength Award, effectively reinforce positive values and further contribute to a positive school climate. It was observed that students enjoyed these activities.

4. Formal Curriculum, Leadership Training, and Extra-curricular Activities:
4.1 Formal Curriculum:
Formal curriculum and class teacher lessons serve as gateways for all students to engage with values education at their respective learning stages. The integration of positive values into the curriculum enables students to develop their character strengths and understand the importance of positive values in their daily lives.

4.2 Leadership Training and Extra-curricular Activities (ECAs):
Leadership training programs and ECAs cater to the diverse needs of students, encouraging the unleashing of their potential and character strengths. The availability of student organizations such as School Prefects, Student Association, Career Ambassadors, IT Prefects, Student Ambassadors, and Guidance Ambassadors provides opportunities for students to develop collaboration, creativity, communication skills, and character strengths. Additional ECAs, such as 4C service, adventure ship, and outward-bound camp, offer avenues for students to explore and develop their aptitudes. The consistent participation of many students across multiple years in these organizations and ECAs indicates their positive influence and popularity.

5. Stakeholders' Perceptions and Feedback:
5.1 KPM Indicators:
KPM indicators, including 17.1 positive affect, 17.2 no negative affect, 17.3 school satisfaction, 17.4 meaning in life, 17.7 acts of honesty, 17.8 sense of morality importance, and

17.10 school atmosphere belongingness, reflect students' positive attitudes towards school, daily life, and virtues. Continual monitoring and assessment of these indicators will ensure sustained positive growth.

5.2 Parents' Perception:

Parents' perception regarding the support provided for student development has been well-received. It is essential to maintain regular communication channels with parents to address any concerns and strengthen parental involvement in supporting positive education initiatives.

Conclusion:

The strategies and success criteria outlined in the 2019-2023 SDP have successfully cultivated a positive school climate. The implementation of both intangible and tangible measures, integration of positive values across subjects, positive teacher-student interactions, and participation in leadership training and extra-curricular activities have led to enhanced student awareness of positive values and character strengths. The positive attitudes exhibited by students, as indicated by KPM indicators and the feedback from stakeholders, validate the effectiveness of these measures. Continual evaluation, feedback assessment, and collaboration among stakeholders will further ensure the sustained success of these initiatives.

Reflection

The analysis of qualitative and quantitative data indicates that students generally have a positive reception towards positive education in the school. However, the school needs to pay attention to the KPM items 17.3 Affect (No Anxiety Depressive Symptoms) and 17.9 School Atmosphere (Not Lonely). The scores were lower than the others. Students feel stressed in studies and the student relationships were not well-established in the past as COVID-19 disrupted continuous normal schooling. Besides, some of the class teacher period contents were extensive which led to difficulty in completing the material within the allotted time. Some links in between the materials were invalid which disrupted the lesson flow. It is important to review the curriculum and provided materials to ensure they are manageable for class time and to ensure all links are functional for a seamless learning experience.

To enhance the delivery of values education during class teacher lessons, it is essential to address the development of student's character strengths and foster a more inclusive school atmosphere. Streamlining the class teacher's lesson curriculum, ensuring coherence and validity of materials, and implementing interactive instructional strategies will optimize lesson delivery and engagement. Ongoing evaluation and feedback from stakeholders will aid in refining the curriculum and instructional methods, ensuring that the values education provided empowers students to become empathetic, responsible, resilient, and grateful individuals.

Feedback and Follow-up

Fostering Empathy and Gratitude: Building on the Foundation of Positive Education

1. Introduction:
The key focus areas of the upcoming School Development Plan (SDP) will build upon the foundation of positive education. The primary emphasis of the SDP will be on developing students' empathy and gratitude, as these values play a crucial role in fostering positive relationships within the family, workplace, and society at large. Additionally, service learning will be a significant component of the plan, allowing students to take action and reflect on their service experiences. The ultimate goal is to widen students' horizons and enable them to establish positive self-esteem by connecting with the community and society, thereby unleashing their potential and actualizing the Manwaiers' qualities.

2. Developing Empathy and Gratitude:
2.1 Importance of Empathy:
Empathy is an essential value that allows individuals to understand and relate to the emotions, perspectives, and experiences of others. By nurturing empathy in students, we aim to cultivate their ability to establish meaningful connections with people from diverse backgrounds, fostering a sense of inclusivity and understanding.

2.2 Cultivating Gratitude:
Gratitude enhances students' appreciation for the positive aspects of their lives and encourages them to express gratitude towards others. Developing gratitude in students plays a crucial role in encouraging positive relationships and creating a harmonious environment in which individuals feel valued and appreciated.

3. Service Learning: An Extension of Positive Education
3.1 Serving and Reflecting:
Building upon the success of positive education in the previous SDP, service learning will be a major focus area in the upcoming plan. Service learning encourages students to take purposeful actions to serve others and reflect on their service experiences. This experiential approach not only strengthens students' sense of responsibility and civic-mindedness but also empowers them to make positive changes in their community and society.

3.2 Broadening Horizons:
Service learning provides students with opportunities to widen their horizons and gain a deeper understanding of societal issues and community needs. Through active engagement and reflection, students will develop a greater appreciation for diversity, empathy towards those less fortunate, and a desire to contribute to the well-being of others.

4. Enhancing Student Potential and Self-esteem:
4.1 Recognizing Possibilities:
Through experiential learning and service activities, students will be exposed to various

challenges and opportunities. By recognizing their capabilities and the positive impact they can have on others, students will develop a sense of self-efficacy, leading to increased self-esteem and confidence.

4.2 Stress Release:

Engaging in service learning can also serve as a means for students to relieve stress. By channeling their energy and focusing on helping others, students gain a broader perspective, which can alleviate academic and personal pressures. This holistic approach to education promotes overall well-being and resilience.

5. Continuation of Other Learning Goals and Values

Other learning goals and values such as national and global identity are continued to be addressed in different school activities.

Conclusion:
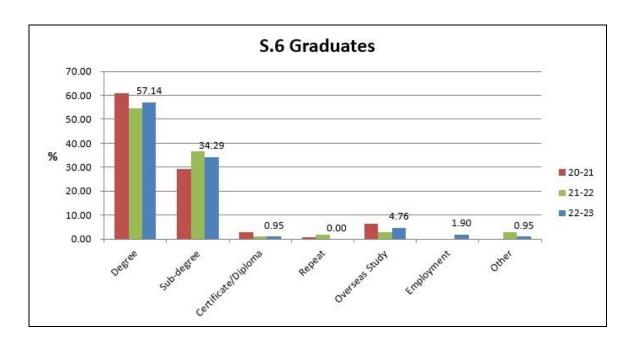
The upcoming SDP builds upon the foundation of positive education and focuses on developing students' empathy and gratitude. Through service learning, students will take action, reflect on their experiences, widen their horizons, and establish positive self-esteem. The plan aims to provide holistic education that nurtures individuals who are empathetic, responsible, and equipped to contribute positively to society.

Appendix 1   An overview of Self-directed Learning, E-Learning and Values / Positive Measures of Subject Panel 2022-23 (Source: Program Plan)

Appendix 2   Overall Evaluation of 2022-2023 School-based Positive Values Education of the Three Structures in School

The above appendices are the summary of the reports to support the evaluation of the Major Concerns 2022-2023.
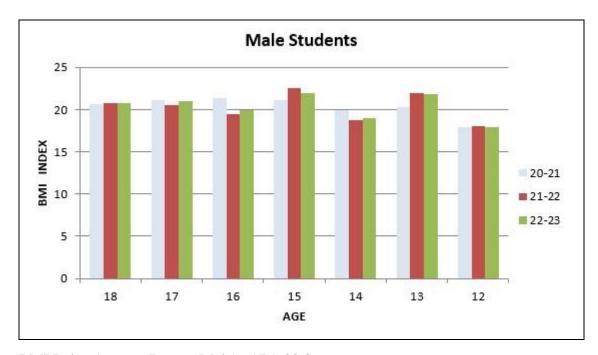
Our Students' Performance

1. Destination of S.6 Graduates
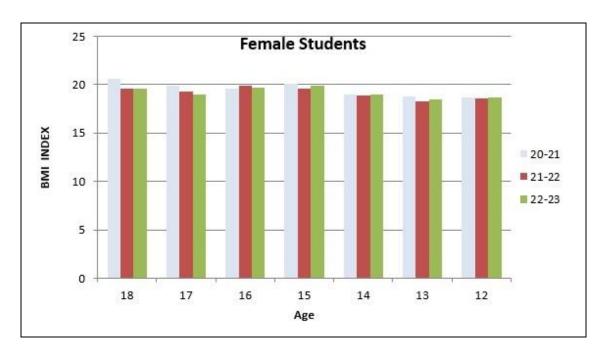
In the past three years, the percentages of our students who have obtained admission to degree programmes through JUPAS and SNDAS are 73.08%, 74.28% & 79.09%.

2. Students' Physical Development

BMI Index Average Range (Male) : 17.9-22.0

BMI Index Average Range (Female) : 18.5-19.9

3. Reading Habits of Students

3.1 Frequency of borrowing books / materials

*Due to the relocation of library, the library was opened in the late of November 2022, the frequency of using the service of library is lower than before. Moreover, with the extra funding from the Jockey Club Joy of E-Reading Scheme, e-books were subscribed for students to read. The borrowing rate of printed books is lower than before too.

S.1 to S.3

Frequency (%)	20/21	21/22	22/23
Weekly	0	0	0
Bi-weekly	0	0	0
Monthly	0	0	0
Less than once per month	50.26	59.17	34.13
Never	49.74	40.83	65.87

Except borrowing books from the School Library, all junior forms students should have to read specific books which were assigned by English teachers and borrowed from the English Department.

S.4 to S.6

Frequency (%)	S.4			S.5			S.6		
	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
Weekly	0	0	0	0	0	0	0	0	0
Bi-weekly	0	0	0	0	0	0	0	0	0
Monthly	0	0	0	0.88	0	0	0	0	0
Less than once per month	4.88	20.33	3.94	53.10	42.86	15.13	30.91	26.42	13.21
Never	95.12	79.67	96.06	46.02	57.14	84.87	69.09	73.58	86.79

Except borrowing books from the School Library, all senior forms students should have to read specific books which were assigned by Chinese teachers and borrowed from the Chinese Department.

3.2 Average no. of book / materials borrowed per year by a student

Stages of Learning	20/21	21/22	22/23
S.1 to S.3	0.77#	1.46#	0.90#
S.4 to S.6	1.21#	0.98#	0.27#

 # excluding e-books

3.3 Total no. of times of books / materials borrowed by students
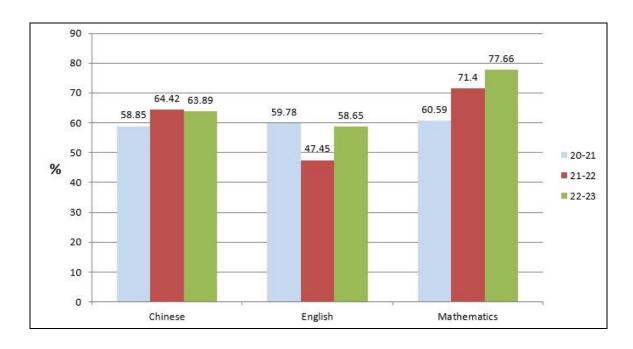
Stages of Learning	20/21	21/22	22/23
S.1 to S.3	296#	564#	342#
S.4 to S.6	420#	333#	96#
Total	716#	897#	444#

 # excluding e-books
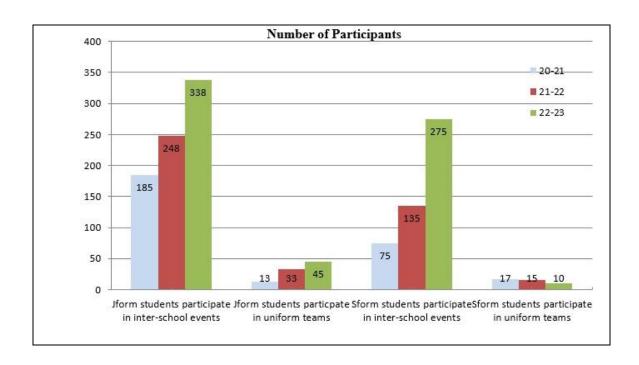
3.4 Total click rate of e-books by students (including eLibrary, eRead Scheme and Hyread)

Stages of Learning	20/21	21/22	22/23
S.1 to S.3	2739	3231	5388
S.4 to S.6	779	1277	1923
Total	3518	4508	7311

4. Pre-S.1 HKAT   < Full Mark: 100>

5. Profile of Students Participating in Inter-School Events & Uniform Teams

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Teacher assistant (Chinese)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$184,641.04	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs took up nearly all the substitute lessons for the teachers and helped to supervise detention classes after school
Teacher assistant (English)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$189,000.00	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs helped the teachers to organize the school activities − The TAs helped to take minutes in the meetings and do a lot of clerical work in the subject panels and committees
Teacher assistant (ECA)	Employing a TA to supervise detention classes, supervise various activities, handle administrative work and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$232,480.92	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs helped to prepare teaching materials for the subject panels
Teacher assistant (0.5) (OLE)	To employ a TA to support the daily operation of OLE webpage, collaborate with external organizations, coaching of students' activities, monitor whole school OLE records, implementation of specific schemes and related clerical work	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$0	Most of the teachers agree that their non-teaching workloads are relieved	− It was agreed that the above works can help to ease the workload of teachers to enhance teachers' effectiveness in teaching

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	Alleviate teachers' workload on monitoring students drilling	$10,950.00	Over 80% attendance in the course and good student feedback	− 3 S6 graduates & 4 alumni being tutors of 13 classes in total − Only 2 sessions were scheduled because there were some clashes with other activities in May and it was difficult to recruit the tutors − The classes were well-received with very positive feedback − Objectives achieved!
			$617,071.96		

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

Name of School: <u>**C.C.C. Mong Man Wai College**</u>

Staff-in-charge: <u>**Miss Fok Pik Shan**</u> **Contact Telephone No.:** <u>**2727 6371**</u>

A． **The number of students (count by heads) benefitted under the Grant is** <u>**65**</u> **(including A.** <u>**5**</u> **CSSA recipients, B.** <u>**59**</u> **SFAS full-grant recipients and C.** <u>**1**</u> **under school's discretionary quota).**

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

*Name / Type of activity	Actual no. of participating eligible students [#]			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
進階攝影技巧工作坊		3		95%	13/05/2023	1,050.00	Questionnaire and teachers' Observation		
中二級「香港青年獎勵計劃-STEAM 日營」		2		95%	05/07/2023	168.00	Questionnaire and teachers' Observation		
中六化學科知識增潤班(A)		2		90%	08/10/2022-11/03/2023	800.00	Questionnaire and teachers' Observation		
中六化學科知識增潤班(B)		1		90%	08/10/2022-11/03/2023	312.50	Questionnaire and teachers' Observation		
中六生物科增潤班		3		90%	06/10/2022-12/01/2023	2,970.00	Questionnaire and teachers' Observation		
中六生物科溫習班		1		90%	05/10/2022-18/01/2023	675.00	Questionnaire and teachers' Observation		
中六資訊及通訊科技科課後增潤班	1			95%	12/10/2022-18/01/2023	450.00	Questionnaire and teachers' Observation		
中六物理增潤班		2		90%	28/10/2022-13/01/2023	500.00	Questionnaire and teachers' Observation		
數學增潤班 2022	2	5		85%	18/11/2022-17/01/2023	1,750.00	Questionnaire and teachers' Observation		
中六級地理科增潤班		2		90%	15/12/2022-30/03/2023	570.00	Questionnaire and teachers' Observation		

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中五級地理科增潤班		6		90%	28/02/2023-30/05/2023	1,140.00	Questionnaire and teachers' Observation		
中二級英文輔導班	1	4		95%	19/11/2022-31/12/2022	900.00	Questionnaire and teachers' Observation		
中三級英文輔導班		3		95%	21/02/2023-25/04/2023	540.00	Questionnaire and teachers' Observation		
中五級英語閱讀試卷能力躍進班		10		95%	06/03/2023-08/05/2023	1,900.00	Questionnaire and teachers' Observation		
中四級英文輔導班		6	1	95%	28/02/2023-30/05/2023	1,950.00	Questionnaire and teachers' Observation		
中三級中文科文言文閱讀能力提升訓練班		2		90%	21/04/2023-18/05/2023	170.00	Questionnaire and teachers' Observation		
中一級文言文閱讀能力提升訓練班	1	2		90%	22/02/2023-22/03/2023	300.00	Questionnaire and teachers' Observation		
中五級地理科考察活動		3		95%	29/06/2023	30.00	Questionnaire and teachers' Observation		
中四及中五地理科西貢萬宜水庫東壩考察活動		2		95%	07/07/2023	24.00	Questionnaire and teachers' Observation		
Total no. of activities:									
@No. of man-times	5	59	1		Total Expenses	16,199.50			
**Total no. of man-times	65								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service,

  adventure activities, leadership training, and communication skills training courses.

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

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

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

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

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

D.   **Comments on the project conducted**

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

☑ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);

☐ difficult to select suitable non-eligible students to fill the discretionary quota;

☐ eligible students unwilling to join the programmes (Please specify:_____);

☐ the quality of service provided by partner/service provider not satisfactory;

☐ tutors inexperienced and student management skills unsatisfactory;

☑ the amount of administrative work leads to <u>apparent</u> increase on teachers' workload;

☐ complicated to fulfill the requirements for handling funds disbursed by EDB;

☐ the reporting requirements too complicated and time-consuming;

☐ Others (Please specify): _____

E.   **Do you have any feedback from students and their parents?   Are they satisfied with the service provided? (optional)**

They enjoyed the activities provided by the school.
_____

C. C. C. Mong Man Wai College
Annual Programme Evaluation for DLG-funded Other Programmes (Gifted Education) (2022–2023)

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
Academic Committee (Affairs)	Elite training for the HKAGE students in the school	To equip elite students with different higher-order thinking skills (e.g. critical thinking, problem-solving, creative thinking, etc.)	- About 20 S4-S6 students, who are the HKAGE members - A service supplier will be hired to provide the course on high-order thinking skills	Whole year	Evaluation by Academic Committee (Affairs) and feedback collected from participants	1. The expenses on this item were well spent as planned. 2. There were 19 existing HKAGE members (7 S1-3 ones; 4 S4 ones; 6 S5 ones; 2 S6 ones). 3. There were 17 student participants not including 2 S6 ones. 4. The course fee was $8,000. There was a breakdown in terms of the expenses across different forms. 5. Overall, the preliminary feedback was positive. This would be reviewed in the 1st ACA meeting of 2023-2024.	$4,706
Academic Committee (Affairs)	Elite training courses	To enrich elite students' learning experiences outside school & further equip elites with different academic knowledge & skills required in tertiary institutions	- Select elite students to attend courses organized by tertiary institutions	2023-07, 2023-08	Participants' feedback	1. 3 students were nominated by the form teacher and subject teachers. They started to finish the elite courses during S5 Summer and they requested for the subsidies. 2. The proof of the items (e.g. certificates of attendance & claim forms) could only be obtained when they were in S6 at the beginning of the new academic year.	Actual amount will be confirmed in 2023/24

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
Academic Committee (Affairs)	Applied Strategic Thinking & Effective Study Skill Course	To further equip elite students with different study skills & higher-order thinking skills	- Around 30 S5 student leaders in ECA & elite students will be selected	2023-05, 2023-07	Participants' feedback	1. The expenses on this item was well spent as planned. 2. The course was well-received. 92% of the student participants found the Course useful. 96% of the participants stated that they learnt some useful study skills from the Course.	$9,900
Chinese	S.4-6 Chinese debate training	通過比賽與友校切磋，提高思辯能力及辯技，加強邏輯思維。	- Around 10 S.4-6 students will be selected for the training - Experienced private tutors will be hired for the training	Whole year	Students' and tutors' feedback and achievement in competitions	1. 同學整體表現理想，全年共參加三項盃賽，賽餘亦有舉辦 5 場友誼賽或模擬辯論賽，共 11 場比賽。 2. 本屆因去年中六資深隊員畢業關係，只有 4 位資深隊員，上學期較多新人加入，惟辯論經驗尚淺，部分同學亦欠責任心，未能用心準備比賽，故缺乏比賽的常駐成員。幸隊內亦有部分同學富有熱誠，能帶領隊員參與比賽。 3. 暑期與下年度亦會與其他學校舉辦友誼賽，以累積新人辯論經驗，培養新一代有辯論潛質的學生。	$15,277

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
English	S4-6 Public speaking training	To enhance students' performance and confidence in English speaking	- Around 10 students from S4-6 will be selected to receive public speaking training before taking part in the English Speech Festival	Whole year	Students' and tutors' feedback and achievement in competitions	1. The results for the 74th Hong Kong Schools Speech Festival (2022) highlights the success of the training program. 2. The tutors, mainly alumni and former teachers with extensive experience, provided intense training and did not mind having more lessons than planned. 3. As a result, the participants' performance was very satisfactory. In the Public Speaking category, Liu Him Yu (S5) won First Place, followed by Cheung Tsz Ho (S6) and Tsang Chi Yeung (S6) who won Second Place. Third Place was awarded to Yau Ching Ting (S4), Chung Tsz Wing (S4), Lau Ka Ho (S6), and Lee Wai Sze (S6). Luk Yu Pang (S6), Lam Tsz Shan (S5), Lau Hei Tung (S5), Chung Pui Tung (S5), and Leung Cheuk Hin (S2) received Merit. 4. Overall, the training program was successful, with many participants receiving recognition for their excellent performance in various categories.	$16,000

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
Visual Arts	S.4 Figure Drawing and Oil Painting Course	1. Elite Training 2. Positive education	- 10 students of S.4 VA elective will be selected by interview and artworks. - An artist will be invited to teach figure drawing and painting concepts and techniques.	Whole year	Exhibition of students' artworks	1. All sessions were successfully held 2. 9 students joined 3. Attendance was over 90% 4. Most artworks were of good quality	$13,200
Visual Arts	S.5 Acrylic Painting Workshop	1. Elite Training 2. Positive education	- 10 students of S.4 VA elective will be selected by interview and artworks. - An artist will be invited to teach figure drawing and painting concepts and techniques.	Whole year	Exhibition of students' artworks	1. All sessions were successfully held 2. 9 students joined 3. Attendance was over 90% 4. Most artworks were of good quality	$12,000

Total: $71,083

C.C.C. Mong Man Wai College
Report on the Use of School Executive Officer Grant 2022/23

Area of Concern	Implementation Plan	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge	Evaluation	Expenditure
To employ an Executive Office (EO) to provide the administrative support to the school	• To support the operation of IMC • To assist in the executive functions of financial resources management • To supervise and manage duties of non-teaching staff	$488,148.29	• Smooth running of the administrative work	Feedback from the Principal and Vice-principals	LYM	• EO was able to liaise the IMC members, support the operation of IMC, work independently for the purchasing procedures of the ordered items, and manage the operation of the office.	$488,148.29
Total Amount		$488,148.29					$488,148.29

C.C.C. Mong Man Wai College
Report on the Use of the Promotion of Reading Grant
2022 – 2023 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

   For creating the reading atmosphere, most of junior form students borrow books from the library or read e-books and finish their book reports throughout the school year. All S1 to S5 students attend the Writer's Talk and give positive feedback on Reading Day. More than 100 students got book coupons from different awards of reading programmes, good performance in using e-books or borrowing printed books in library.

   The library collaborate with different subjects and committees, including Chinese language, English language, Mathematics, STEM Department, Academic Committee (Affairs), Academic Committee (Subject) and Civic Education Committee to organize reading programmes, reading award schemes, writer's talk, book showcases and choose books for the library.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

   "S1 Reading across Curriculum Award Scheme" was started by Academic Committee (Subject) and the library this year, about 25% of students got satisfactory. As this is a trial scheme this year, the requirement of award should be adjusted to fit the assignment policy of different subjects. E-platforms and e-books will be subscribed to enrich the varieties and widen the level of books. New book promotion and book showcases cooperated with different committee was held in library, but visitors are limited.

Part 2: Financial Report

	Item *	Actual expenses ($)
1.	Purchase of Books	**$31,315.73**
	☑ Printed books (Library books for all subjects)	*$19,674.13*
	e-Books	
	☑ Books for SBA (Chinese department)	*$11,641.60*
2.	Web-based Reading Schemes	**$11,000.00**
	eRead Scheme	
	☑ Other scheme：中文科網上閱讀推廣	*$11,000.00*
3.	Reading Activities	**$2,000.00**
	☑ Hiring writers, professional storytellers, etc. to conduct talks	*$2,000.00*
	Hire of service from external service providers to organise learning activities related to the promotion of reading	
	Paying the application fees for students to participate in reading activities and competitions	
	Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others：<u>Gift coupons for the award of reading related activities / programmes.</u>	**$0**
	Total	**$44,315.73**
	Unspent Balance	**$19,666.27**

* Please tick the appropriate boxes or provide details.

C.C.C. Mong Man Wai College
2022-2023 Awards of Students

1. 2022-23 Non-academic Award List (presented in school-closing ceremony)

汪彼得牧師紀念獎學金
5A10　范滿森　5B01　陳沛霖

何苑蕙老師紀念獎學金
4C14　尤靜婷

樂程獎學金(領導才能)
5C12　李樂兒

樂程獎學金(體育才能)
4D07　李雨錡

梅浩求校長紀念獎學金
4A22　莫凱壹　4A31　楊稀懷　4D02　鄭嘉芷　5A02　張芯瑜
5B01　陳沛霖　5B20　梁奎川　5C07　林芷珊

教師聯誼會獎學金（最佳進步獎）
1A18　陳梓軒　1B16　陳禮信　1C32　楊柏熹　1D18　朱君皓
2A08　林穎潼　2B28　吳卓軒　2C02　陳梓盈　2D08　梁醖晞
3A15　甘卓康　3B07　龍沅淇　3C01　陳梓嘉　3D23　林子琳
4A06　陳冠添　4B15　陳浚穎　4C18　陳楚文　4D30　葉韋謙
5A24　謝俊鴻　5B11　周啓陽　5C24　林俊樺　5D32　周顯泓

校長盾－最佳表現獎

視覺藝術科	4D15	吳慈恩	旅遊與款待	4D16	謝穎怡
資訊及通訊科技科	5A10	范滿森	物理科	5A10	范滿森
中文科	5A12	黃科樺	公民及社會發展科	5A19	吳健林
地理科	5B01	陳沛霖	英文科	5B06	廖謙瑜
生物科	5B06	廖謙瑜	化學科	5B06	廖謙瑜
中國歷史科	5B07	張淑怡	數學科	5C30	黃鍵浠
經濟科	5C30	黃鍵浠	企業、會計與財務概論科	5C30	黃鍵浠

香港中學英文辯論比賽
第一組別最佳辯論員
5D18　龔衛浚

<u>2023 全港校際模擬飛行挑戰賽</u>
隊制全能亞軍 及 學校團體亞軍
　　3D24　　彭鎮希　　3D28　　楊本夷

<u>My Stage - 全港學校時裝設計比賽 2022-23（優秀獎）</u>
　　4B01　　陳海麗　　4D11　　曾恩桐

<u>中學校際女子排球比賽</u>
女子丙組九龍區第三組二區殿軍
　　1A05　　鄧婉婷　　1B09　　梁晨萱　　1B10　　李旻欣　　1C02　　張英姿　　1C03　　徐欣鴻
　　1C08　　羅凱霖　　1D07　　梁浩晴　　1D09　　彭紫瑩　　1D10　　王詩雅　　2A03　　陳珈嫚
　　2A05　　何寶如　　2A13　　王詩韻　　2C07　　林芷澄　　2C11　　黎炤均

<u>第 74 屆香港學校朗誦節</u>
中文校際粵語朗誦二人朗誦（中學三、四年級）冠軍
　　4C07　　鄺鎧盈　　4C14　　尤靜婷
中文校際粵語朗誦二人朗誦（中學三、四年級）亞軍
　　3B02　　鄭熙嵐　　3B10　　薛靜詩　　｜　　4B08　　劉希桐　　4B09　　劉芯怡
中文校際粵語朗誦二人朗誦（中學三、四年級）季軍
　　3A09　　施惠瑄　　3C09　　鄧沛汶　　｜　　4C11　　謝慧琳　　4D18　　姚詩鎣
中文校際粵語朗誦詩詞獨誦（女子中學一年級）亞軍
　　1B02　　鄭嵐心　　1C02　　張英姿
中文校際粵語朗誦詩詞獨誦（女子中學二年級）季軍
　　2D12　　彭蕊

<u>區會聯校魔力橋(Rummikub)比賽</u>
最優秀隊員獎
　　5A20　　彭永康
三等獎
　　5A20　　彭永康　　5A23　　黃錦耀

<u>區會聯校數字組合遊戲 2024</u>
二等獎
　　2B26　　廖略登　　4A05　　陳曉翔
三等獎
　　3A17　　江政然
最佳表現獎
　　2B26　　廖略登

學業成績獎

編號	姓名	獎項
1A16	陳泓治	中國歷史科
1B02	鄭嵐心	音樂科
1B24	文俊豪	聖經科
1C20	羅振傲	英文科
1C25	顏晉熙	普通電腦科
1C28	黃嘉謙	地理科
1D03	周嘉瑩	家政科
1D06	賴雅琳	生活與社會科
1D12	葉穎喬	音樂科
1A23	李代希	歷史科 / 數學科
1C02	張英姿	中文科 / 視覺藝術科
1C08	羅凱霖	家政科 / 體育科
1A13	陳厚錕	全班第一名 / 體育科 / 普通話科 / 品學兼優獎
1D31	胡友坤	全級第三名 / 全班第一名 / 音樂科 / 品學兼優獎
1B04	莊琇羽	全級第二名 / 全班第一名 / 綜合科學科 / 品學兼優獎
1C10	戴睿婕	全級第一名 / 全班第一名 / 品學兼優獎
2B01	歐昭妍	家政科
2B03	張莘森	體育科
2B05	朱曉琳	音樂科
2B06	郭芷尉	聖經科
2B30	曾垂宇	普通電腦科
2C26	梁卓軒	體育科
2D02	陳淑欣	視覺藝術科
2D04	周穎	普通話科
2D13	王雅汶	音樂科
2A01	歐陽卓瑤	全班第一名 / 品學兼優獎
2D15	余沛雯	中文科 / 生活與社會科
2B26	廖略登	全級第三名 / 全班第一名 / 綜合科學科 / 數學科 / 品學兼優獎
2C30	黃梓齊	全級第二名 / 全班第一名 / 中國歷史科 / 英文科 / 品學兼優獎
2D29	黃子晨	全級第一名 / 全班第一名 / 地理科 / 歷史科
3A03	鄧民婉	視覺藝術科
3A10	黨麗祺	體育科
3B15	周柏宇	音樂科
3B16	許嘉熙	體育科
3C16	黃梓浩	普通話科
3C20	梁日峰	音樂科
3D01	陳珮林	家政科
3D06	鍾卓琳	音樂科
3D20	劉嘉揚	體藝獎 (家政科)
3D25	辛皓正	聖經科
3B06	羅穎鍶	全班第一名 / 品學兼優獎
3C17	林瑞緣	全班第一名 / 品學兼優獎
3A08	潘玥	全級第三名 / 中國歷史科 / 中文科
3D31	容逸然	全級第二名 / 全班第一名 / 品學兼優獎
3A17	江政然	全級第一名 / 全班第一名 / 普通電腦科 / 英文科 / 地理科 / 歷史科 / 綜合科學科 / 商業導論 / 數學科 / 品學兼優獎
4A05	陳曉翔	英文科
4A21	文峻謙	品學兼優獎
4A25	曾俊誠	公民及社會發展科
4A31	楊稀懷	資訊及通訊科技科
4A33	余秉諾	數學單元二
4A34	朱禮韜	體育科
4B30	吳梓浩	數學單元一
4C02	陳咏詩	體藝獎 (視覺藝術科)
4C10	卜美儀	聖經科
4C12	黃凱怡	體育科
4C13	黃玉兒	聖經科
4C20	鄭家謙	數學科
4D07	李雨錡	體藝獎 (體育科)
4D15	吳慈恩	視覺藝術科
4C16	張曉晴	全班第一名 / 品學兼優獎
4D16	謝穎怡	全班第一名 / 旅遊與款待科 / 品學兼優獎
4C08	林嘉晴	聖經科 / 中國歷史科 / 歷史科
4C14	尤靜婷	企業、會計與財務概論科 / 中文科 / 經濟科
4B28	馬梓諾	全級第三名
4A19	呂宇昊	全級第二名 / 化學科
4A20	呂宇旻	全級第一名 / 全班第一名 / 生物科 / 物理科
5A09	鄭寶熙	聖經科
5A12	黃科樺	中文科
5A19	吳健林	公民及社會發展科
5A22	黃啟新	體育科
5B01	陳沛霖	地理科
5B07	張淑怡	中國歷史科
5B24	王心諾	體育科
5C12	李樂兒	體育科
5C23	房家晉	體藝獎 (體育科)
5D05	黃鳳婷	視覺藝術科
5D18	龔衛浚	歷史科
5D31	趙睿祺	全班第一名 / 品學兼優獎
5A10	范滿森	全級第三名 / 全班第一名 / 資訊及通訊科技科 / 數學單元二 / 物理科 / 體藝獎 (音樂科) / 品學兼優獎
5C30	黃鍵浠	全級第二名 / 全班第一名 / 企業、會計與財務概論科 / 經濟科 / 數學科 / 數學單元一 / 品學兼優獎
5B06	廖謙瑜	全級第一名 / 全班第一名 / 生物科 / 化學科 / 英文科 / 品學兼優獎

2. Academic Committee (Affairs) Committee Award List

活動/比賽名稱 Events / Competitions	參賽學生 Student participants	
SEYM Prizes for Senior Secondary School Students in 2022/23 (尤德爵士紀念基金高中學生獎)	6A27	Tsang Chi Yeung
	6A29	Wong Chun Ki
Tung Wah Group of Hospitals 152nd Anniversary Scholarship (東華三院獎學金)	6A13 (2021-2022)	Chau Chung Yeung Joseph
Ng Teng Fong Scholarship [黃廷方獎學金] 2022	5B06	Liu Him Yu
Link University Scholarship for Year 1 University Studies 2022 (領展大學生獎學金--大學一年級獎 2022)	6A12 (2021-2022)	Chan Shu Ming 陳舒明
	6B03 (2021-2022)	Kwok Hoi Ying 郭凱盈
Youth Arch Student Improvement Award (2021-2022) [青苗學界最佳進步獎] *[20 students were nominated at the Staff Promotion Meeting of 2021-2022 in appreciation of their academic improvement in each class and the results were released in Dec. 2022.]*	**22/23**	
	2B01	AU CHU YIN
	2A15	WONG YU TUNG
	2D18	YU PEI WEN
	2A10	LEUNG WING LAM
	3B20	LI CHAK FUNG
	3D23	LIN TSZ LAM
	3B11	ZHEN SUM YI
	3D15	CHAN SUNNY
	4B06	CHONG TIN YU
	4A34	ZHU LAI TO
	4A19	LUI YU HO
	4C20	CHENG KA HIM
	5A16	LAM TIN LONG
	5B03	CHIU KA MAN
	5C09	LEE KA YEE
	5D16	CAI KONG LUNG
	6A14	CHUI HO PAN
	6B31	XU CHUNG SHUN
	6C11	CHAN TSZ YEUNG
	6D16	LAU KA HIN

3. Civic Education Committee Award List

活動/比賽名稱	主辦機構	參賽/參與學生	組別/項目	所獲獎項
講好基本法演講比賽	香港基本法基金會	中五 黃科樺 洪家燊	中學組	季軍 優異
「尋找港灣的故事」系列---民法典猜情尋封面設計比賽	港灣社	中五 黃鳳婷	高中組	優異獎

4. Discipline Committee Award List

獲獎學生	項目	獎項
4A02 黎芷穎、4A11 張栢誠、4A16 林家銘、4A21 文峻謙、4A25 曾俊誠、4B02 陳凱婷、4B05 蔡沅伶、4C14 尤靜婷、4C16 張曉晴	無毒人人愛－聯校『禁毒競技比賽』	冠軍
1C01 陳敏茵	香港回歸祖國 25 周年齊守法共守護家在觀塘填色及口號比賽	優異獎

5. Extra-Curricular Activities Committee Award List

Clubs and Societies

Title	Organizations	Students	Grades/Events	Awards
Hong Kong Youth Scrabble Champions Tournament 2022	HK Scrabble Players Association	1B22 Li Zhen Xiang 李振翔 2B26 Liu Leuk Tang 廖略登 4A05 Chan Hiu Cheung 陳曉翔 4A25 Tsang Chun Shing 曾俊誠 5A11 Hong Hoi Ting 康海庭 5C11 Leung Hoi Yi 梁鎧伊	Team Prize	Champion
		4A05 Chan Hiu Cheung 陳曉翔	Individual Prize	5th Place
		5A11 Hong Hoi Ting 康海庭	Individual Prize	2nd Runner-up
				Best Player from a School
Hong Kong Scrabble Championship2023 (1/4/2023)	HK Scrabble Players Association	4A05 Chan Hiu Cheung 陳曉翔	Division B Individual Prize	Champion
				Best Under-18 player
				Best Under-16 player
				Most valuable player (MMWC)
		2B26 Liu Leuk Tang 廖略登	Division B Individual Prize	2nd Runner-up
		5A11 Hong Hoi Ting 康海庭	Division A Individual Prize	High Word
Inter-School Scrabble Championship 2023 (13/5/2023)	HK Scrabble Players Association	2B26 Liu Leuk Tang 廖略登 3A29 Yeung Chi Chai 楊志齊 3A30 Yeung Kit Hoi 楊傑凱 4A05 Chan Hiu Cheung 陳曉翔 5A11 Hong Hoi Ting 康海庭 5C11 Leung Hoi Yi 梁鎧伊	Team Prizes	2nd Runner-up
11th C.C.C. Inter-School Online Scrabble Tournament (20/5/2023)	Association of Principals of Secondary School, HKCCCC	5A11 Hong Hoi Ting 康海庭	Individual Prize	High Word
		6A24 Siu Chun Hong 蕭鎮勗	Individual Prize	High Game
				Best Player of a school
		3A29 Yeung Chi Chai 楊志齊 3A30 Yeung Kit Hoi 楊傑凱 4A05 Chan Hiu Cheung 陳曉翔 4A25 Tsang Chun Shing 曾俊誠 5A11 Hong Hoi Ting 康海庭 5C11 Leung Hoi Yi 梁鎧伊 6A24 Siu Chun Hong 蕭鎮勗	Team Prize	Champion

Title	Organizations	Students	Grades/Events	Awards
香港學校戲劇節	教育局 、香港藝術學校	5D08 Liu Tsz Lam 劉芷霖 5D30 Zhang Kam Hong 張錦康 4D17 Yang Shu Man 楊舒敏 4D01 Chan Wai Shan 陳慧姍	-----	傑出劇本獎
		4D17 Yang Shu Man 楊舒敏 5D08 Liu Tsz Lam 劉芷霖 5D09 Ng Chi Ka 吳致嘉	-----	
		All Staff 全體演員及職員	-----	
第三屆「童行盃」全港校際服務辯論比賽	「童夢同行」	3B10 Xue Ching Sze 薛靜詩	第一回合初賽	最佳辯論員
辯論道場中學生辯論	院長學堂	3B10 Xue Ching Sze 薛靜詩	-----	最佳辯論員

Sports Team

Title	Organizations	Students	Grades/Events	Awards
中華基督教會香港區會中學校際保齡球錦標賽	中華基督教會香港區會中學	2C04 Cheung Ying Wu Eunice 張瑩祜 4C13 Wong Yuk Yi 黃玉兒 4C14 Yau Ching TIng 尤靜婷 Miss Lew Yuk Fong 廖玉芳老師	Teacher-student team of four 師生四人隊際賽	1st runner-up 亞軍
		5C08 Lam Yuen Kiu 林沅蕎 5C12 Li Lok Yi 李樂兒 6B08 Wong Joe 黃韻穎 Miss Wu Ka Yin 胡嘉燕老師		2nd runner-up 季軍
		5C08 Lam Yuen Kiu 林沅蕎 5C12 Li Lok Yi 李樂兒 6B08 Wong Joe 黃韻穎	Trios 三人隊際	2nd runner-up 季軍
		2C04 Cheung Ying Wu Eunice 張瑩祜 4C13 Wong Yuk Yi 黃玉兒 4C14 Yau Ching Ting 尤靜婷		3rd runner-up 殿軍
		5C08 Lam Yuen Kiu 林沅蕎	Girls Single 女子個人賽	Champion 冠軍
		4C13 Wong Yuk Yi 黃玉兒		2nd runner-up 季軍
		2C04 Cheung Ying Wu Eunice 張瑩祜		3rd runner-up 殿軍
		5A08 Chan Ho Hin 陳灝軒	Boys Single 男子個人賽	3rd runner-up 殿軍
		Miss Lew Yuk Fong 廖玉芳老師	Female Teacher	Champion 冠軍
		Miss Yip Lai Shan 葉麗珊老師		3rd runner-up 殿軍
		Mr Lai Chun Yung 黎俊勇老師	Male Teacher	1st runner-up 亞軍
		Mr Yip Chung Yuen 葉仲元老師		3rd runner-up 殿軍
Hong Kong Inter-School Tenpin Bowling Champions-2023	DRAGON BOWLING	Miss Lew Yuk Fong 廖玉芳老師	Female Teacher	1st Runner- up 亞軍
		4C13 Wong Yuk Yi 黃玉兒	Girl's Individual (Senior)	3rd Runner- up 殿軍
		4C14 Yau Ching Ting 尤靜婷 5C08 Lam Yuen Kiu 林沅蕎 5C12 Li Lok Yi 李樂兒	Mixed Trios	Champion 冠軍
		C.C.C. Mong Man Wai College	Overall School Award	Champion 冠軍

Social Service

Title	Organizations	Students	Grades/Events	Awards
香港義工獎 2022	青年事務局及義務工作發展局	5A02 Cheung Sum Yu Rebekah 張芯瑜 5A12 Huang For Wa 黃科樺 5A17 Li Ka Kin 李嘉健 5A20 Pang Wing Hong 彭永康 5B01 Chan Pui Lam 陳沛霖 5B02 Chan Sze Ki 陳詩淇 5B06 Liu Him Yu 廖謙瑜 5B14 Hong Jiashen 洪家燊	-----	銀獎
		5C01 Chan Man Lok 陳敏樂 5C05 Chung Tsz Wing 鍾祉穎 5C07 Lam Tsz Shan 林芷珊 5C13 Li Wen Xue 李文雪 5C14 Pang Wing Tung 彭穎彤 5C16 Tam Hiu Man 譚曉曼 5C25 Liang Kin Fung 梁健鋒 5D08 Liu Tsz Lam 劉芷霖 5D30 Zhang Kam Hong 張錦康 6A19 Leung Yau Ming 梁祐銘 6A23 QIN TSZ YUI 秦子睿 6B01 Chan Hoi Kiu 陳海僑 6B04 LAM HEI MIU 林希苗 6B06 On Tsz Ying 安梓瑩 6B15 Lam Ho Hin 林浩軒 6B23 MA HON TAT 馬漢達 6D10 TANG WAI SUM 鄧惠心 6D11 Chen Kam San 陳錦珅 6D16 Lau Ka Hin 劉家軒 6D17 Li Ming Hin Jonathan 李銘軒	-----	銅獎

6. STEM Education Group Award List

活動/比賽名稱	主辦機構	參賽學生		所獲獎項
Hong Kong Budding Service Award	HKAGE	3B04	Ho Si Yu	Participant
Hong Kong Budding Service Award	HKAGE	3B06	Lo Wing Si	Participant
Hong Kong Budding Service Award	HKAGE	3B19	Leung Yu Hin	Participant
Hong Kong Budding Service Award	HKAGE	3B25	So Pak Yuen	Participant
Hong Kong Budding Service Award	HKAGE	4A22	Mok Hoi Yat Titus	Participant
Hong Kong Budding Service Award	HKAGE	4B29	Ng Chun Yin	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4A11	Cheung Pak Shing	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4A22	Mok Hoi Yat Titus	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4A34	Zhu Lai To	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4B05	Choi Yuen Ling	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4B22	Hui Chun Hei	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4B28	Ma Tsz Nok	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4C11	Tse Wai Lam	Participant

活動/比賽名稱	主辦機構	參賽學生		所獲獎項
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4C16	Zhang Hiu Ching	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4C17	Zhong Wanfang	Participant
Hong Kong Ocean Park Native Tortoise Conservation Program	Ocean Park	4C28	Xu Yan Wa	Participant
Cross Topic Co-Explore Innovation Competition	HKBU	4A16	Lam Ka Ming	Participant
Cross Topic Co-Explore Innovation Competition	HKBU	4A19	Lui Yu Ho	Participant
Cross Topic Co-Explore Innovation Competition	HKBU	4A20	Lui Yu Man	Participant
Cross Topic Co-Explore Innovation Competition	HKBU	4C11	Tse Wai Lam	Participant
Cross Topic Co-Explore Innovation Competition	HKBU	4C14	Yau Ching Ting	Participant
HKUST Underwater Robot Competition 2023	HKUST	2A16	Chan Coffee	Bronze Achievement
HKUST Underwater Robot Competition 2023	HKUST	3B19	Leung Yu Hin	Bronze Achievement
HKUST Underwater Robot Competition 2023	HKUST	3C17	Lam Sui Yuen	Bronze Achievement
HKUST Underwater Robot Competition 2023	HKUST	3D03	Chan Yee Lui	Bronze Achievement
HKUST Underwater Robot Competition 2023	HKUST	3D24	Pang Chun Hei	Bronze Achievement
Hong Kong Student Science Project Competition 2023	HKSSPC	4A02	Lai Tsz Wing	Participant
Hong Kong Student Science Project Competition 2023	HKSSPC	4A03	Tse Suet Ying	Participant
Hong Kong Student Science Project Competition 2023	HKSSPC	4A22	Mok Hoi Yat Titus	Participant
Hong Kong Student Science Project Competition 2023	HKSSPC	4A31	Yeung Hei Wai	Participant
Hong Kong Student Science Project Competition 2023	HKSSPC	4A33	Yu Bingnuo	Participant

7. English Department Award List

Name of Activities / Competition	Organisation	Participant	Event	Prize
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4C 15) YAU CHING TING	PS	Third Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A13) CHEUNG TSZ HO	PS	Second Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5C05) CHUNG TSZ WING	PS	Third Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5B06) LIU HIM YU	PS	First Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6B18) LAU KA HO	PS	Third Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A29) WONG CHUN Ki	PS	Third Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A27) TSANG CHI YEUNG	PS	Second Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A22) LUK YU PANG	PS	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5C07) LAM TSZ SHAN	PS	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5C10) LEE WAI SZE	PS	Third Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4B08) LAU HEI TUNG	PS	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5D02) CHUNG PUI TUNG	PS	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(2C26) LEUNG CHEUK HIN	PS	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A23) QIN TSZ YUI	PS	Third Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4A16) Lam Ka Ming	DD	Second place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4B24) KONG KA HEI	DD	Second place

Name of Activities / Competition	Organisation	Participant	Event	Prize
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A02) KU SUET YING	DD	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6B10) YAU SHUK YU	DD	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6B13) CHAN YUNG TAT NELSON	DD	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A14) CHUI HO PAN	DD	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3A17) KONG CHING YIN	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3A30) YEUNG KIT HOI	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3B22) OR CHEUK HGAI	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3B28) YEUNG TIN CHI	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(2B06) KWOK TSZ WAI	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(2C14) SZE LING HARMONIC	SV	Second Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(2D13) WONG NGA MAN	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(1C28) WONG OCEAN	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(2C30) WONG TZE CHAI	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(2D29) WONG TSZ SEN	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4A01) HUNG CHING HEI ANGELA	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3A02) CHAN YIN LAM	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3A08) POON YUET	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3A10) TONG LAI KI	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3B01) CHAN LAM LAM ETHEL	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(3B04) HO SI YU	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5B01) CHAN PUI LAM	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5B03) CHIU KA MAN	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5D06) KWOK CHE RAIN	SV	First Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(6A23) QIN TSZ YUI	SV	First Place
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4A17) LAM WAI FUNG	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(4B28) MA TSZ NOK	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5D28) WONG KA WING	SV	Merit
74th English Speech Festival Competition	Hong Kong Schools Music and Speech Association	(5D32) ZHOU HIN WANG	SV	Merit
Hong Kong Secondary School Debate Contest	HKSSDC	(5D18) KONG WAI CHUN	Standard Format, Divison I	Best Speaker
Canadian English Writing Competition	English Association of Asia	(5B06) LIU HIM YU	Arch Cup Live Final Competition	Gold Award

Name of Activities / Competition	Organisation	Participant	Event	Prize
"Good People Good Deeds" English Writing Competition	Tung Wah Group of Hospitals	(5D18) Kung Wai Chun	Semi- Final (best 12)	Ongoing
Annual English Writing Competition	C.C.C. Mong Man Wai College	(1D29) Tsoi Ming Ho	IW	1st Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(1C05) Lau Man Ni Mavis	IW	2nd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(1C28) Ocean Wong	IW	3rd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(2A28) Peng Ho Man	IW	1st Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(2B26) Liu Leuk Tang, Felix	IW	2nd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(2A01) Au Yeung Cheuk Yiu, Michelle	IW	3rd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(3A05) Leung Ip Ning	IW	1st Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(3A17) Kong Ching Yin	IW	2nd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(3B01) Chan Lam Lam, Ethel	IW	3rd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(4A05) Chan Hiu Cheung, Rex	IW	1st Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(4B29) Ng Chun Yin	IW	2nd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(4D26) To Siu Him	IW	3rd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(5A09) Cheng Po Hei	IW	1st Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(5B25) Wong Yu Chak	IW	2nd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(5C10) Lee Wai Sze, Wincy	IW	3rd Place
Annual English Writing Competition	C.C.C. Mong Man Wai College	(5A10) Fan Mun Sum	IW	3rd Place
i-Learner English Programme (2022-2023 First Term)	i-Learner of Nebula Group Ltd.	(1C) Yeung Pak Hei	IA	Gold Award
i-Learner English Programme (2022-2023 First Term)	i-Learner of Nebula Group Ltd.	(1C) Chui Yan Hung	IA	Gold Award
TVNews Award Scheme 2021-2022	Hong Kong Education City Ltd.	C.C.C. Mong Man Wai College	N/A	TOP 10 School with Outstanding Participation
TVNews Award Scheme 2022-2023	Hong Kong Education City Ltd.	(5B06) LIU HIM YU	N/A	Outstanding Performance

8. Geography Department Award List

活動/比賽名稱	參賽/參與學生	所獲獎項
可持續發展目標（SDGs）網上學習獎勵計劃 2023	5A23 黃錦耀 5B03 趙家汶	金章
	5B01 陳沛霖 5B13 鍾承汛	銅章

9. Information and Communication Technology Department Award List

活動/比賽名稱	主辦機構	參賽學生		組別/項目	所獲獎項
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	4A31	Yeung Hei Wai	Junior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	4B16	Chick Wing Chung	Junior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	4B19	Ng Chun Yin	Junior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	5A18	Ng Chung Yin	Junior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	5A01	Chen Tsz Yan	Senior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	5A21	Tan Wai Tung	Senior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	5A23	Wong Kam Yiu	Senior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	6A11	Chan Yin Chak Nelson	Senior Group	First Round
Hong Kong Olympiad in Informatics 2022/23	EDB & HKACE	6A19	Leung Yau Ming	Senior Group	Finalist
2023 Hong Kong Inter-School Flight Simulator Challenge	IUASA	3D24	Pang Chun Hei	School Team Competition	1st runner up.
2023 Hong Kong Inter-School Flight Simulator Challenge	IUASA	3D28	Yeung Abdeel	School Team Competition	1st runner up
2023 Hong Kong Inter-School Flight Simulator Challenge	IUASA	5A12	Huang For Wa	Best handling School Team Competition	1st runner up
2023 Hong Kong Inter-School Flight Simulator Challenge	IUASA	5A23	Wong Kam Yiu	Best handling School Team Competition	1st runner up
Apple's WWDC23 Swift Student Challenge	Apple	2D26	Liu Leuk Tang	/	Participant
Apple's WWDC23 Swift Student Challenge	Apple	2D30	Tsang Sui Yu	/	Participant
Robotic Intelligence DIY 2023 (RIDIY)	Creative Power Educational Association	1A20	Chu Ka Chun	/	First Round
Robotic Intelligence DIY 2023 (RIDIY)	Creative Power Educational Association	1C19	Lam Siu Yuk	/	First Round
2023 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	2A24	Lee Wang Chi	/	First Round
2023 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	2D29	Wong Tsz Sen	/	First Round
2023 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A12	Ho Sing Yin	/	First Round
2023 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A31	Yeung Hei Wai	/	First Round
2023 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A33	Yu Bingnuo	/	First Round
2023 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4B16	Chick Wing Chung	/	First Round
Minecraft School Campus Creation Competition 2023	10Botics	3A21	Li Chun Wa Jackie	/	校園創建（中學組）冠軍
Minecraft School Campus Creation Competition 2023	10Botics	3B19	Leung Yu Hin	/	校園創建（中學組）冠軍
Minecraft School Campus Creation Competition 2023	10Botics	4A22	Mok Hoi Yat Titus	/	校園創建（中學組）冠軍
Minecraft School Campus Creation Competition 2023	10Botics	4A31	Yeung Hei Wai	/	校園創建（中學組）冠軍
Minecraft School Campus Creation Competition 2023	10Botics	4B16	Chick Wing Chung	/	校園創建（中學組）冠軍

活動/比賽名稱	主辦機構	參賽學生		組別/項目	所獲獎項
Minecraft School Campus Creation Competition 2023	10Botics	5A25	Yip Wing Tung	/	校園創建（中學組）冠軍
「青年滅罪在觀塘」青年滅罪無人機障礙比賽	觀塘警區	2A16	Chan Coffee	/	Participant
「青年滅罪在觀塘」青年滅罪無人機障礙比賽	觀塘警區	2A24	Lee Wang Chi	/	Participant
「青年滅罪在觀塘」青年滅罪無人機障礙比賽	觀塘警區	4A01	Hung Ching Hei Angela	/	高中組季軍
「青年滅罪在觀塘」青年滅罪無人機障礙比賽	觀塘警區	4A25	Tsang Chun Shing	/	高中組季軍

10. Information and Communication Technology Department Award List

Competition	Organisations	Winners	Awards
Online Science Reading Award	HKMU	1A31 YUNG Yeuk Kiu	Gold Award
Online Science Reading Award	HKMU	1B03 CHOI Hiu Tung	Gold Award
Online Science Reading Award	HKMU	1B11 NG Ka Yi	Gold Award
Online Science Reading Award	HKMU	1B15 CHAN Fuk Kwan	Gold Award
Online Science Reading Award	HKMU	1B20 LI Hao Yang	Gold Award
Online Science Reading Award	HKMU	1C10 TAI Yui Tsit	Gold Award
Online Science Reading Award	HKMU	1C18 LAM Hiu Lok	Gold Award
Online Science Reading Award	HKMU	1C25 NGAN Chun Hei	Gold Award
Online Science Reading Award	HKMU	2B05 CHU Hiu Lam	Gold Award
Online Science Reading Award	HKMU	2B19 HO Yui Fung	Gold Award
Online Science Reading Award	HKMU	2B25 LI Junxi	Gold Award
Online Science Reading Award	HKMU	3A12 WANG Wai Yee	Gold Award
Online Science Reading Award	HKMU	3A30 YEUNG Kit Hoi	Gold Award
Online Science Reading Award	HKMU	3B01 CHAN Lam Lam	Gold Award
Online Science Reading Award	HKMU	3B04 HO Si Yu	Gold Award
Online Science Reading Award	HKMU	3B06 LO Wing Si	Gold Award
Online Science Reading Award	HKMU	3B07 LOONG Yuen Ki	Gold Award
Online Science Reading Award	HKMU	3B09 WONG Hiu Yi	Gold Award
Online Science Reading Award	HKMU	3B11 ZHEN Sum Yi	Gold Award
Online Science Reading Award	HKMU	3B14 CHIN Kwong Chun	Gold Award
Online Science Reading Award	HKMU	3B18 LAU Hayden Chung	Gold Award
Online Science Reading Award	HKMU	3B21 LIU Chun Yat	Gold Award
Online Science Reading Award	HKMU	3B23 POON Ngo Tin	Gold Award
Online Science Reading Award	HKMU	3B26 TAM Ho Hin	Gold Award
Online Science Reading Award	HKMU	3B28 YEUNG Tin Chi	Gold Award
Online Science Reading Award	HKMU	3B29 YUEN Chak Pui	Gold Award
Online Science Reading Award	HKMU	3C03 LAM Mei Chi	Gold Award
Online Science Reading Award	HKMU	3C04 LAM Natalie	Gold Award
Online Science Reading Award	HKMU	3C17 LAM Sui Yuen	Gold Award
Online Science Reading Award	HKMU	3C20 LEUNG Yat Fung	Gold Award
Online Science Reading Award	HKMU	3C25 TSOI Yu Yam	Gold Award
Online Science Reading Award	HKMU	3C29 YUAN Jun Le	Gold Award
Online Science Reading Award	HKMU	3D02 CHAN Tim Tung	Gold Award
Online Science Reading Award	HKMU	3D09 MA Ngai Yu	Gold Award
Online Science Reading Award	HKMU	3D10 WONG Agnes	Gold Award
Online Science Reading Award	HKMU	3D15 CHAN Sunny	Gold Award
Online Science Reading Award	HKMU	3D23 LIN Tsz Lam	Gold Award
Online Science Reading Award	HKMU	3D24 PANG Chun Hei	Gold Award
Online Science Reading Award	HKMU	3D25 SUN Ho Ching	Gold Award

Others

Life-wide Learning Grant, 2022-23 Report has been uploaded to the school website.

An Overview of Self-directed Learning. E-Learning and Values / Positive Education Measures of Subject Panel 2022-23 (Source: Programme Plan)

Biology

Self-directed Learning

- All students could learn proactively and show peer learning in designing experiments and different activities; Division of labor was shown during experiments.
- All students could finish the pre-lesson tasks and the follow-up exercises.
- At least one new topic was added using the 3-pillar mode for S.4 to S.5 this year.
- SDL during lessons were completed (AT LEAST one time in each semester) for S.4 to S.5. Topics included: S4 --- Different eye defects, different enzymes, and osmosis; S5 --- finding of dominant and recessive alleles.
- Peer lesson observations on SDL were not completed as the person in charge, WSH, was taking sick leave during the planned observation period.

eLearning

- Training on e-learning was successfully organized on staff development day e.g. Nearpod training and the use of MyIT School. Most of the teachers found that the information was useful.
- Other than the use of existing e-learning materials e.g. videos, animations, and reading materials provided by the publisher (ARISTO), panel members had an exploration of other e-learning materials e.g. augmented reality (AR), virtual tour (VR), Apps and e-models. (Follow-up of the prospect of last year's annual report)
- Each panel member has attended AT LEAST one seminar related to e-learning offered by EDB. Valuable ideas in e-learning were shared.
- At least one hands-on lesson was arranged for S.4 and S.5 respectively e.g. the use of e-learning materials to do food tests; the using of the digital microscope to show the moving chloroplast with the use of apps and the using of QR codes to share the e-reading materials'. (Follow-up of the prospect of last year's annual report)
- A visit to the Sustainability Gallery at Baptist University was offered to Biology teachers by EDB. The use of AR & VR on Biodiversity Conservation was explored.
- Focus lesson observation on e-learning was not completed as the person in charge, WSH, was taking sick leave during the planned observation period.

Values Education / Positive Education

- Different teaching ideas related to positive education are shared among panel members; The important elements of positive education are integrated into different teaching areas and are marked in the teaching schedule. (Refer to the teaching schedule)
- A variety of learning and teaching strategies are used so that students can develop different character strengths in positive values education.
- 22-23 Evaluation of School-Based Positive Value Education was completed and uploaded to the school server.

Chemistry

Self-directed Learning

Lessons

- Inclusion of pre-lab materials (video + exercise)
- Assessment of pre-lab work
- Operations with assessments
- Follow-up assignments
- Sharing in panel meetings
- Recommended topics:

    1st term: S4: Properties of acids

    2nd term: S4: Titration

    S5: Mole Calculation

eLearning

- 1 lesson per teacher
- Uses of iPads (students)
- sharing in panel meetings
- WWC: sick leave
- YWM: Google Form
- YKH: Jamboard & PADnet

Values Education / Positive Education

S6: Green Chemistry

S5: Uses of fossil fuels

Chinese History

Self-directed Learning

- 學生可使用「中史通」增進本科知識。
- 設立中國歷史科獎勵計劃，以增加學生學習動機，按其興趣學習。
- 擴充 GOOGLE CLASSROOM 教材，並設自主學習課題。
- 初中繼續訓練學生撰寫、整理筆記的習慣。

eLearning

- 擴充 GOOGLE CLASSROOM 教材供學生下載。
- 初中使用中史通供授課及供學生自主學習用。

Values Education / Positive Education

- 集古村及中華文化藝術推廣(全校)
- 敦煌 X 觀塘古城新區古樂工作坊(中一)
- (《敦煌 x 觀塘—舊城新區的古今對話》)穿梭古今建橋工程體驗(中三)
- 民間學堂(中一)
- 藍屋牛棚維港文化遊
- 大澳歷史漁民生活體驗
- 「敦煌-千載情綠的故事」
- 孝親敬師活動
- 於重要紀念日或特別日子安排學生領袖講話(如：九一八事變)/主持升旗禮
- 邀請學生參參與大關基本法/憲法/認識大灣區的活動或比賽。
- 尋找港灣的故事-民法典
- 香港故宮學生文化大使
- 基本法與我香港中小學生報設計比賽(青年·出走 TRAVEL)及校內投票活動
- 講好基本法比賽(香港基本法基金會)
- 邀請學生參參與大關基本法/憲法/認識大灣區的活動或比賽。
- 尋找港灣的故事-民法典
- 香港故宮學生文化大使
- 基本法與我香港中小學生報設計比賽(青年·出走 TRAVEL)及校內投票活動
- 講好基本法比賽(香港基本法基金會)
- 初中基本法比賽(與 LAS 合作)
- 早會播放關於基本法/憲法/國安/國家發展的影片
- 圖書館專題展覽(香港回歸)
- 絕大多數參與的學生認為有助加深對香港變遷的認識，又期望日後有更多類似的體驗(問卷調查數據見會議紀錄)。尋找港灣的故事(優異)、講好基本

Chinese Language

Self-directed Learning

3.1.1	1.1 1.4 1.6 1.7	維持自主學習的習慣:通過課前讓學生準備;課堂讓學生多參與及互動;課後跟進等模式;並以電子教學提高教學效能,高中班別開發文言文十二篇,初中不限開發範疇,設計教學流程,尋找該節課的難點。在級的層面或跨級進行觀課,並在課後交流意見。	檢查教材庫、觀課、課後交流	教師達到本科指標,全年每位教師 1 次,配合同儕觀課。	達標。本學年同事就教學進度,藉電子平台自由開發不同課題。
3.1.2	1.1 1.2 1.4 1.5 1.6 1.7	作家研究:讓學生以自主學習的模式探究,以工作紙輔助,導讀後由學生自行探索老師選定的篇章(輸入),進行匯報,以讀帶寫,進行仿作(輸出)。加強閱讀訓練,發掘尖子。	檢查教材	任教老師製作教材,學生作品結集成冊,在校內分享學習成果。	除了介紹作家生平及寫作風格之外,各級教授選定作家的文章。本學年因課時較緊絀,未有結集學生作品。但仍以課後練習進行仿作,以讀帶寫。
3.1.3	1.6	除了在電子教室上載值得推薦的網頁外,還在校本教材新增 QR code,方便學生瀏覽,以鼓勵學生善用網上資源及自主學習。	檢視	上載新的推薦網址	達標。WSY
3.1.4	1.4 1.6	新課程著重語文積累,針對教科書之不足,初中增設自習篇章,為學生積累語文知識;另外,製作校本自習研修資料冊,以打好同學的古詩文基礎,並在測考中進行評核,提升學生自學能力。	檢查及測考評分	學生完成老師指定課業及完成科本要求背誦詩詞的數量	達標。每年檢討,適時修訂。WWC2
3.1.5	1.3 1.6	在中二級進行專題習作,培養學生自學,搜集資料,共同協作,提升溝通、領導等能力。通過專題習作滲入新高中選修單元的元素,為高中作準備。 題目:中國傳統文學作品及現代流行曲如何體現中國傳統人倫之情。	檢視及老師評改	展示學生作品	配合高中課程,取消專題習作。CWK

eLearning

3.2.1	1.5 1.6 1.7	電子學習首年為探索階段，嘗試不同電子學習平台和應用程式；第二年 50%老師設立 Google 教室；第三年 100%老師設立 Google 教室。	檢查電子教室	達到本科指標	100%教師已設立 Google 教室。
3.2.2	1.1 1.3 1.4 1.7	科任老師儲存課前、課中、課後教學資源到本科 Google drive，與同儕分享。首年 30%；第二年 60%；第三年 100%。	檢查本科 Google drive	達到本科指標	達標。老師及教學助理製作教材，高中文言十二篇及初高中講讀篇章教材日漸完備。由於使用電子平台 Nearpod，教學資源亦會存放 Nearpod School Library。
3.2.3	1.3	善用中文科網頁	統計	全年上載考試或平時作文佳作 20 篇及徵文比賽得獎作品。	中文科網頁已暫停，如須上載學生佳作，可考慮開設 Google Site。WWC2
3.2.4	1.3	上載教材及練習到電子教室，讓學生自習。	檢視	上載教材或練習	達標。WSY
3.2.5		通過講座、友校探訪等，探索電子學習的不同模式，在班試行，並在會議上分享。	檢查會議紀錄	全年在科會議分享最少 1 次	達標。感謝廖玉芳老師分享文憑試閱讀卷評卷經驗；曾素玲老師分享寫作教學經驗；周慧君老師分享友校講座內容（優化出版社試卷）。

Values Education / Positive Education

- 滲入各級課程中。

5

Citizenship and Social Development

Self-directed Learning

- 教學課堂設計能否做到培養自主學習的習慣
- 每位老師於會議上分享自主學習教學經驗
- 任教老師課堂觀察學生使用自主學習教學模式的成效
- 80%學生於問卷回饋認為相關課堂能助鼓勵學生培養自主學習的習慣

eLearning

- 80%學生使用網上學習平台存取教學資源或繳交功課
- 每位老師於會議上分享電子教學經驗
- 任教老師課堂觀察學生使用學子學習的成效
- 80%學生於問卷回饋認為電子學習有助提高學生學習動機，增加學與教的效能

Values Education / Positive Education

- 教學進度表上列相關課題所涉及的正向價值觀
- 每位老師於會議上分享相關的教學經驗
- 任教老師課堂觀察學生於課堂上吸收相關正向價值觀的情況
- 80%學生於問卷回饋認為公民及社會科或通識教育科有助學生建立正向價值觀

English Language

Self-directed Learning

	Objectives	Measures/Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.1	3.1.1	Teachers will incorporate SDL into daily teaching with class-based lesson plans and teaching materials.	Class visit records and/or materials designed	At least twice in each term by each teacher	Whole year	All English teachers	All the English teachers incorporated SDL into daily teaching with class-based or form-based lesson plans and teaching materials at least twice in each term while some did so up to more than 10 times, which shows that this has become a usual practice in daily teaching within the English Panel.
4.2		Teachers will assign a wide variety of post-lesson SDL tasks to students e.g. self/peer (online) feedback, extended reading, writing, listening or speaking tasks, etc.	Teaching materials designed	At least twice in each term by each teacher	Whole year	All English teachers	All the English teachers assigned a wide variety of post-lesson SDL tasks to students at least twice in each term while some did so up to 6-7 times and a couple did so up to 10 times. Students were used to completing the pre/post-lesson SDL tasks on the whole.
4.3		S.2-3 elites will take part in elite training activities that require them to play an active role throughout.	Feedback from participants and teachers	Positive feedback from participants and teachers	2nd term	YWL, teachers concerned	Due to the ongoing COVID-19 pandemic, the S2 English Outing scheduled for February 2023 was affected. The school was still operating as a half-day school, and unfortunately, the organizer could not offer us morning sessions due to them being fully booked. Therefore, we regretfully had to call off the outing.

4.4		Students will take part in SDL activities organized by the English Centre e.g. S.1-2 reading activity, S.3-4 oral practices, etc.	Participation and feedback of students	All students concerned participate in it	Whole year	WKY, S.1-4 teachers	- Students took part in SDL organized by the English Centre in both terms and the participation rates in term two were higher as the centre was open every day in that period. The participation rates of S.3 and S.4 were almost 100%. - Film shows were still held regularly when the center was open. - Refer to the annual report of the English Centre for details.
4.5		Students will take part in English activities with the incentives of the English learning passport in S.1-5 and the activity marks in S.1-3.	Activity marks	Over 80% of students obtain a pass in activity marks	Whole year	All English teachers	77% of students obtained a pass in activity marks.
4.6		Students will utilize the resources available at the English Centre for SDL e.g. books, DVDs, tablets, etc.	Utilization of English Centre	Satisfactory utilization of the English Centre	Whole year	WKY, all English teachers	- Students in general utilized the resources in the English Centre. Among all the items, the iPad with learning games and board games were the most popular. The utilization of them was higher than that of last year. - New apps were added to iPads. Some new resources including books and DVDs were purchased.

4.7		S.1-3 students will complete the self-access online learning program i.e. i-Learner beyond class time while S.4-5 students will be encouraged to do the TVnews practices.	Completion rate of practices	Most classes can achieve the following rates: S.1-3: 60% S.4-5: 50%	Whole year	All English teachers	- S.4-5: For TV news, the majority of the S.4-5 classes were able to achieve a completion rate of at least 50% while 3 of them were able to reach up to 80% or above. Refer to the utilization reports concerned for details. - S.1-3: Around 1/3 of the classes achieved the targeted completion rate each month. A review will be conducted on 10/7/2023 to see if a change of service provided is needed.
4.8		More e-readers will be purchased by the school library and will be available for students to access beyond class time voluntarily.	Utilization of e-readers	Some students/classes read the e-readers	Whole year	All English teachers, school library	One more series of around 20 titles of English e-readers was purchased by the school library for e-Library for students to access online. The utilization of English e-readers is satisfactory, especially in S.1 and S.4. It is expected that more e-readers will be purchased in the future for students to access as the relocated school library can only accommodate a much-limited number of books than before. Refer to the report of the school library for further details.
4.9		Online resources provided by the school library and the public libraries will be introduced to students.	Completion of the measure concerned	Briefing session held	1st term	CWY2, S.1	A briefing session introducing reading resources available at school was held for S.1 by the school library in November. The school library will be invited to do so again next year.

eLearning

	Objectives	Measures/Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.10	3.1.2	Teachers will incorporate e-learning elements e.g. utilizing resources from publishers, e-learning tools/apps, and platforms in their teaching and share the experiences in post-exam form meetings.	Utilization and sharing by teachers	At least twice in each term by each teacher	Whole year	All English teachers	All the English teachers incorporated e-learning elements in daily teaching at least twice in each term with a few doing so as daily or regular practices. Some shared the e-learning materials at the form level while some shared their experiences at the form or even panel levels. It is expected that e-learning, which has been found conducive to teaching and learning, will be further integrated into English lessons.
4.11		Teachers will integrate e-learning elements in the lessons for peer and/or appraisal class visits.	Class visit records	At least once each teacher	Whole year	All English teachers	All the English teachers integrated e-learning elements in class visits at least once this year while some did so up to 4-6 times.
4.12		Teachers will attend the professional development activities on e-learning e.g. in-house training sessions, workshops or seminars by EDB, visits to other schools, etc.	Participation of teachers	At least once each teacher	Whole year	All English teachers	All the English teachers attended the sharing on e-learning by KLP in the 1st English Panel Meeting though one did not take part in any professional development activity on e-learning organized externally this year.

| 4.13 | | Students will present their assignments with multi-modal texts in S.3. | Completion of assignments concerned and feedback from students and teachers | Assignments concerned completed with positive feedback from students and teachers | Whole year | YWL, S.3 teachers | S.3 students completed a multimodal texts project as part of their coursework assignment. The project required students to create a video, in the format of .mp4, with multimodal texts such as audio, images, videos, and music, based on the haiku they had written. The project provided students with an opportunity to explore their creativity and express their ideas through different modes of communication. In addition, S.2 students tried out a multimodal text on the metaphor poem. This approach not only enhanced their understanding of the poem but also fostered their creativity and engagement. |
| 4.14 | | E-learning resources in each form will be uploaded and stored on the LMS platform of Google Classroom for future access and sustainability. | Completion of the measure concerned | Resources concerned stored | Whole | YWL, S.1-6 form coordinators and all English teachers | This year, Google Classroom has become an inseparable teaching platform across the department. Its user-friendly interface and diverse features have made it a popular choice among teachers and students. The platform has enabled teachers to deliver content effectively and facilitate student learning through interactive features such as quizzes, and collaborative assignments. |

Values Education / Positive Education

	Objectives	Measures/Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.15	3.2	Films featuring positive values and character strengths will be chosen for some film shows by the English Centre.	Film shows completed	At least once in each term	Whole year	WKY	- Film shows were held twice every week when the English Centre was open. Some films that showed positive values like 'Wonder' featuring love and gratitude were chosen. - Refer to the annual report of the English Centre for details.
4.16		Selected positive values e.g. gratitude will be used as the themes for some activities on the English days.	Activities concerned completed	Satisfactory participation in the activities concerned	English days	TLM, YWL	On English Day 1, S3 students designed game stalls based on the theme "gratitude". The stalls received positive feedback.
4.17		Teachers give positive remarks on students' assignments and assessments highlighting their strengths and efforts.	Positive remarks given in coursework	Positive remarks given by all teachers	Whole year	All English teachers	All the English teachers gave positive remarks to students in assignments and assessments always or often. Refer to the record of the exercise book inspection for further comments.

History

Self-directed Learning

- Pre-lesson preparation activities are conducted in all forms.   Subject teachers have designed SDL materials such as an online exercise about things named after the Governors of Hong Kong and another online SDL exercise about the development of chemical weapons during WWI and its impacts.

eLearning

- Subject teachers enhance interaction with students with e-learning tools such as Kahoot!, Nearpod, and Blooket.   With Nearpod, teachers can add interest and excitement into everyday learning with Draw it, Time to Climb, Matching Pairs, and Collaborate Board.   Subject teachers sometimes host classroom discussions with students so that the latter can share ideas.   Besides, Blooket is a gamified learning platform where teachers host games through question sets and students answer on their own devices.   When students get correct answers, they receive points.   This shapes their behavior by encouraging them to learn more to get more points.   Students can also see which questions they get wrong in real-time.   This allows them to identify what materials to look at in more detail.   This technology enhances their knowledge and understanding of materials.   In addition, some revision exercises and quizzes are designed by teachers through e-learning platforms.   These help students consolidate what they learned.

Values Education / Positive Education

- Praise is found a more effective classroom motivator than punishment regardless of age, gender, or ability.   Junior form teachers often praise students with good performance on online exercises and quizzes, tests, and examinations.   Better teacher-student relationships may benefit the academic performance of students.
- When teaching the Second World War (WWII), the subject teacher compared Putin's invasion of Ukraine to Hitler's invasion of Czechoslovakia before WWII.   By explaining the moves of Russia and the courage, defiance, and commitment of President Zelensky as well as those Ukrainians, teachers can show students the importance of moral courage.   Students can apply the same courage whether physical or moral, in grappling with many crises of their age.

- Besides, when teaching about the German invasion of Britain during WWII, the subject teacher uses facts to explain how the indomitable spirit of the Royal Family helped the British through their darkest times.   Students can read photos about the king and queen's compassionate visits to victims of the Blitzkrieg and Princess Elizabeth serving as an ambulance driver for the Auxiliary Territorial Service in 1945.   With illustrations from the teacher, students may understand why the British still give great support to their Royal Family today.   They may realize the importance of empathy and responsibility in their lives.   S4 and S5 students can understand why there was a collective outpouring of grief after Queen Elizabeth's death in Hong Kong in September 2022 as they have learned the British colonial rule in Hong Kong.

- In addition, when teaching about the Holocaust in WWII, the subject teacher uses several examples of Holocaust heroes to demonstrate a humanity that persists even in the darkest of times.   Through identifying character strengths like courage, temperance, justice, and humanity, students may understand and build on their strengths to improve themselves.

- Subject teachers also make attempts to connect the lesson to real-life situations that the students may come across.   For instance, Japan beat Team USA 3- 2 to win the 2023 World Baseball Classic in March, 2023.   By using video clips from YouTube, the teacher explained to S.5 students the reasons behind Japan's success.   As they were learning the history of Japan at that time, they can understand more about Grit: the power of passion and perseverance.   During the FIFA World Cup in 2022, the teacher also used a PowerPoint presentation to explain why Japan's football team had a good performance.   The team was also praised for tidying up their locker room.   Supporters who attend the game continue Japanese fans' international sporting event tradition of cleaning up their section of the stadium before heading home.   All these enable students to understand the importance of good sportsmanship and consideration for others.

Home Economics

Self-directed Learning and eLearning

	Objective	Plan/Strategy	Method of Evaluation	Successful Criteria	Evaluation
3.1	3.1.1	S1 to S3 Food & Nutrition - Students were to prepare for the lessons, i.e. reading the textbooks and finishing worksheets and online quizzes. - Students were to submit the worksheets and online quizzes which would be checked and marked by the subject teacher.	Evaluation of students' performance by subject teachers.	Students would be able to learn about nutrients in our food and drink and why they are important for our health.	- Students did try their best to prepare for the lessons and answer the questions in English. - However, they were weak in English and not familiar with the pronunciation of the subject vocabulary. - In general, students finished all the worksheets and quizzes concerning the learning materials in Google Classroom. - Their performance was satisfactory.
		S3 Meal planning - Students were to create a healthy dish for different groups of people, i.e. watching online cooking videos, reading recipe books and textbooks, having discussions, writing a recipe, and preparing a dish. - The dishes would be evaluated and marked by the subject teacher.		Students would be able to learn relevant knowledge apply food preparation and cooking skills and finish the learning tasks.	- S3 meal planning projects were finished. - Students prepared their dishes at home with the supervision and permission of parents. - PowerPoint presentations with photos or videos were finished during the lessons. - In general, students' performance was satisfactory.

		S1 to S3 N.W. assignments - Students were to prepare for the N.W. assignments, i.e. designing and finishing decorations for their N.W. articles and garments.	Evaluation of students' performance by subject teachers.	80% of students would get pass grades and 15% of students would get 35 out of 50 marks in their final results.	- S1 and S2 students had learned basic sewing stitches. - Their performance was satisfactory. - S1 and S2 students would continue to finish sewing their aprons in the next academic year. - S2 students finished sewing their cup mats. - S3 students put much effort into finishing the dining table placemats and hats. - Students' performance was satisfactory.
		- The N.W. worksheets and quizzes would be evaluated and marked by the subject teacher.			- S1 to S3 students finished all the worksheets and quizzes concerning the learning materials in Google Classroom. - Their performance was satisfactory.
	3.1.2	S1 to S3 Cooking lessons - Students were to watch online cooking videos to learn simple food preparation skills for the cooking lessons.	Evaluation of students' performance by subject teachers.	Students would be able to apply food preparation and cooking skills and finish the learning tasks.	- Due to the coronavirus pandemic, practical activities were canceled during the first term. - Learning materials and quizzes were prepared in Google Classroom. - Students finished the related worksheets and quizzes. Their performance was satisfactory. - During the second term, students worked in groups to prepare simple dishes. - However, more practice in cooking skills would be needed.

		S1 to S3 N.W. lessons	Evaluation of students' performance by subject teachers.	80% of students would be able to learn the related sewing skills and finish their articles.	
		- Students were to watch online sewing videos to learn different sewing skills and use different accessories to decorate their N.W. articles.			- Learning materials and quizzes were prepared in Google Classroom. - Students were to watch videos to learn simple sewing skills, and to sew up N.W. articles at home. - Besides, students finished all the worksheets and quizzes. Their performance was satisfactory.

eLearning

Values Education / Positive Education

- S3 students were to prepare placemats and hats which are sustainable, eco-friendly, and cost-effective. Besides, they prepared a simple and healthy dish with their parent's supervision at home and shared the dish with their family.
- The above assignments provide opportunities for students to care about their family and the environment. Further, students were encouraged to be socially responsible to protect the environment.

Mathematics

Self-directed Learning

- Materials for SDL, CLPE and e-learning were prepared based on the discussions in the collaborative lessons. Colleagues reviewed the teaching procedure and effectiveness and the modified materials were uploaded to the subject server.

eLearning

- Teachers used or created various hands-on materials in different e-platforms such as gMath and Desmos for teaching. Students found them interesting and had a higher participation in the lessons. There were also materials tailor-made for e-learning.
  S1: Angles Related to Straight Lines and Triangles (Geogebra)
  S2: Angles Related to Special Triangles and Polygons (Geogebra)
  S3: Centres of Triangles (Geogebra)
  S4: Properties of circles (Geogebra, NearPod)
  S5: Applications of Trigonometry in 3D Problems (Geogebra), Locus (Desmos)

Values Education / Positive Education

- More applications and the principles about discounts in S1 Percentage (I), and interests and salary taxes in S3 Percentage (II) were introduced. Activities would enhance students' financial management concepts and students had positive feedback on the related lessons.

Physics

Self-directed Learning

- A new topic was done for the S4 class. Pre-lesson (video watching) was given and follow-up worksheets were provided.

eLearning

- In S4, Mentimeter, Google Classroom, and Google Form are used for learning and teaching. In S5, student learning is enhanced through the use of Nearpod. The use of mobile devices for learning and teaching is encouraged during lessons.

Values Education / Positive Education

S5 or S6 students need to learn the potential hazards behind a nuclear plant and the disposal of nuclear waste.

Putonghua

Self-directed Learning

- 承接去年經驗的積累,老師及同學們對於應用線上學習平台更加熟習,有利於應用三段「自主學習」模式的順利推展,促進了更大量真實語料的輸入及培養學生們學習的自主性。因此,各年級課程中以三段「自主學習」原則所建構的課業均大致上達標。而且從學生問卷的結果顯示,課節內對於培養學生「自主學習」習慣的效能比去年進步。

eLearning

- 科組大量教材的電子化,並加上多加利用教學軟件增加課堂的互動交流, 例: NEARPOD 的即時回應功能。從學生問卷的結果顯示,超過 80%的同學們表示喜歡上普通話科及覺得自己的普通話水平增加了。

Values Education / Positive Education

- 初中所有有關培養學生正面價值態度的電影欣賞項目按期完成
- 本年度每一個年級的課程均加入上下學期各一項有關正面價值教育的單元
- 從學生問卷的數據顯示,81-83%的學生表示他們覺得普通話課節的話題/內容能幫助他們更好地了解及認同中華傳統文化的內涵及覺得普通話課節的話題/容能幫助他們更好地認識傳統華人行為規範的底蘊
- 根據課堂觀察及學生問卷的數據,經討論以後,科任老師一致同意此項目達標

- 建議繼續把不同的傳統文化及正面價值觀揉入課程內外，使同學們有機會、有能力更好地了解、認同及欣賞我國精粹的文化內涵。

Tourism and Hospitality Studies

Self-directed Learning

- 就教授大灣區旅遊新機遇，滲入國土安全、經濟安全、文化安全及生態安全等與國家安全相關的領域，從而提升學生重視國家安全的概念

eLearning

- 80%學生使用 Google Classroom 以存取教學資源及繳交功課。
- 老師全年至少四次於課堂上使用平板電腦及相關軟件教學

Values Education / Positive Education

- 80%學生能完成相關的課業(課業會浸入如「尊重他人」、「責任感」等正向的價值觀)

Overall Evaluation of 2022-2023 School-based Positive Values Education of the Three Structures in School

1. Committees

1.1 Academic Committee (Affairs)

- Summary of S1-3 Good Learning Attitude Award Scheme

Committee	Academic Committee (Affairs) [ACA]
Item:	S1-3 Good Learning Attitude Award Scheme
Objective:	***To foster positive values education*** by letting students aware of the positive meaning (正向意義) and positive achievement (成就感 / 正向成就) and character strengths (e.g. honesty, perseverance, love of learning, appreciation of excellence, etc.) through recognizing classmates' strengths / good performances and showing appreciation of others' good learning attitudes, etc.
Student participation	- The whole class taking part in the in-class prize presentation - Prize presentation: About 10 awardees in each class (Most Hardworking Student Award, Good Participation Award, Most Attentive Student Award, Most Helpful Student Award, etc.). - There were 108 awardees from S1-S3 classes in total. - Each class was given the award list which could be posted on the class bulletin board.
Evaluation at the committee level:	- Positive feedback from CTs and students - Nevertheless, students were able to show their appreciation differently through their participation in the prize presentation in class. - Overall comment: In general, the objective was obtained to a greater extent.
Remarks:	- Some photos were taken in some classes when doing the class-based prize presentation - For details, please refer to the related documents from ACA and the award list(s).

- S1-3 Good Learning Attitude Award Scheme:

  Positive values education could be fostered to a great extent by letting students aware of the positive meaning (正向意義) and positive achievement (成就感 / 正向成就) and character strengths (e.g. honesty, perseverance, love of learning, appreciation of excellence, etc.) through recognizing classmates' strengths / good performances and showing appreciation of others' good learning attitudes, etc.

- AC Prefect Team:

  (Please refer to the related evaluation report from the concerned party.)

1.2　Civic Education

- 學生能從工坊坊、觀賞表現親身學習中，培養學生對民日間藝術的認知和欣賞；學生渴望透過到訪、親臨體驗認識文化歷史。

- 絕大多數參與的學生認為有助加深對香港變遷的認識，又期望日後有更多類似的體驗。

- 下學期因復常的關係，活動的量較過往幾年為多，令學生可嘗試透過不同的活動了解更多國民教育。

- 有關「基本法」/「國家安全」/「國發不同範疇發展」的活動或比賽，可因應活動/比賽的形式，更多利用科的平台進行。

1.3　Discipline Committee

- In the talk of Obeying the law, students learn the importance of obeying law and the respect for others even if they have different views. The training for prefects challenges the prefects on their perseverance in their duties and how they enforce the rules in school settings. A class teacher period is allocated for the Prevention of Theft which teaches the students to obey the law and understand how do people feel when their property is lost. Through Anti-drug education, students can learn how to refuse temptations.

1.4　Extra-Curricular Activities Committee

- Through the 4C Youth Volunteer Leadership Project, students learn to independently plan and engage in volunteer services, thereby fostering positive values such as respect for others, perseverance, and cooperation. By participating in the program, students have the opportunity to identify community needs and develop their initiatives for volunteer work. This process requires them to consider the perspectives and needs of others, promoting empathy and respect for diverse individuals and communities. Engaging in volunteer service also cultivates a sense of perseverance as students encounter challenges and obstacles along the way. They learn the importance of staying committed and resilient in fulfilling their responsibilities and making a positive impact. Furthermore, the 4C Youth Volunteer Program encourages cooperation and teamwork among students. They collaborate with fellow volunteers, community organizations, and beneficiaries to effectively carry out their projects. Through shared experiences and collaborative efforts, students develop interpersonal skills and learn the value of working together towards a common goal. Overall, the 4C Youth Volunteer Program empowers students to embrace positive values such as respect for others, perseverance, and cooperation by actively engaging in self-planned volunteer service.

- Through participating in the Adventure-Ship program, students challenge themselves and learn to cooperate with others while showing care for those in need. By taking on these challenges, students develop resilience, problem-solving skills, and a growth mindset. They learn to overcome obstacles and discover their capabilities, fostering personal growth and self-confidence. Additionally, the program emphasizes the importance of teamwork and cooperation. Students engage in group activities that require effective communication, collaboration, and mutual support. Through these experiences, they learn to appreciate the strengths and contributions of each team member, developing a sense of unity and shared purpose.

1.5   OLE Committee

- Most of the career ambassadors can learn "Commitment" and "Responsibility" in the team. For Example, they understood the importance of commitment and responsibility when they prepared and executed the events. They need to work on schedule and try their best to attain the goals of the year plan, such as newsletter publishing, event promotion, and serving as a student helper.

- During the discussion with other team members and the advisory teacher, they have learned how to communicate with each other effectively and how to respect others, especially when their opinions are different, they need to learn how to compromise with each other.

- The participants of Life Buddies also learned a lot in the scheme, such as business ethics, business administration, management, work nature, etc., they knew the importance of Law-abidingness and commitment. Also, all of the mentors are professional accountants, students can learn diligence and responsibility through the experience sharing of the mentors.

1.6   School Administration and IT Committee

- The training for IT Prefects challenges the prefects on their perseverance in their duties and how they enforce the rules in a school setting. The basic philosophy of establishing IT Prefects is similar to the concept of Positive Values Education in responsibility, commitment,

- law-abidingness. There is a Campus TV student team responsible for the broadcasting of morning assemblies, assemblies, and big events at the school. Students in this team will be educated in responsibility, commitment, and care for others.

1.7   School Liaison Committee

- Through different tasks in the Student Ambassador training, the team members can achieve success by collaborating with each other and fulfilling their responsibilities, which makes them think nothing is impossible. As a result, they can become more confident and develop trust among their team members.

- At the same time, students learn to understand and appreciate themselves and their team members. In addition to understanding their strengths and weaknesses, they will also be grateful to their team members for their efforts and dedication to the team. Students in general are willing to contribute to the team and serve others whole-heartedly.

1.8   Student Guidance Committee

- The School-based positive values education programs/ activities that the Student Guidance Committee implemented this year have been successful in promoting positive values such as respect, responsibility, integrity, perseverance, empathy, and diligence among students. We are grateful for the opportunity to contribute to the school's mission to instill positive values in our students.

- Through the 30+ activities that we organized, we aimed to engage students from different backgrounds and interests to promote positive values education throughout the whole school. We are pleased to see that evaluations have shown that these activities have been effective in raising awareness among students, which is a positive sign of our success.

- By promoting positive values education, we hope to help students develop strong character and become responsible, empathetic, and successful individuals. We believe that the skills and values they learned through our programs will serve them well in all aspects of their lives.

- Overall, we are humbled by the positive impact that our efforts have had on the school community, and we appreciate the support and encouragement that we have received. We remain committed to promoting positive values education, and we will continue to work hard to ensure that our students continue to prioritize positive values education and its benefits.

2.   **Form Levels**

2.1   Secondary 1

- From the implementation of a series of class teacher periods throughout the year, students can be cultivated with the 10 priority values and attitudes. The 10 lessons related to positive education are effective. Apart from the 10 lessons, other lessons focus on different perspectives. Throughout the process of identifying their character strengths and showing appreciation to others, students develop positive attitudes to face things and, more importantly, adversity ahead of them.

- Although there are no specific lessons or activities designed to cultivate students' sense of national security, the above value is already integrated through other more relevant subjects (e.g., Chinese History) or committees (e.g., Civic Education Committee). As a result, students can be instilled with all the priority values and attitudes upon finishing S.1.

2.2   Secondary 2

- Positive education was implemented through class teacher periods, class/form board decoration, school events/activities, and talks, thank you so much for the effort put in by different parties, including class teachers, form mistress, and committees. Students learn 10 priority values and attitudes in 3P (place, people, and programs).

- The 10 lessons of Class teacher Periods related to positive education are effective.   Apart from the 10 lessons, other lessons also focus on different perspectives, for example, helping students to have good career planning and reflection on tests/ exams performance can help cultivate a positive school climate amongst students.

2.3   Secondary 3

- Different parties including form master, class teachers, and committees conducted a wide range of activities, to name a few, workshops, talks, and class teacher periods for this year's S.3. The activities were generally well-received and suggested to be held next year. With all these non-academic activities, students were able to absorb lots of knowledge concerning Positive Values and they started to be aware of the importance of these values in building a healthy class. Through activities inside and outside the classroom, students can establish positive values, especially express gratitude to the things around them, family members, and classmates.   The relationship between classmates is harmonious.

2.4   Secondary 4

- Through different S.4 form activities, students encouraged each other for their class's success and worked together to do their best in the competitions, which made them understand the importance of teamwork and respect for others. As a result, they become more confident and develop trust among their classmates.

2.5   Secondary 5

- The attitude of students towards the activities related school school-based positive values education was positive and serious. From the observation of the class teachers, students can learn the values from the activities and even show positive values when they contact with teachers and their classmates. Most Form 5 students become more responsible in the academic aspect and also more committed to taking the post in school.

2.6   Secondary 6

- Different parties including form master, class teachers, and committees conducted a wide range of activities including talks, interests class, and sharing. The attitude of students towards the activities was positive.

- The activities reinforced the positive values in students' minds.

3.   Subject Departments

3.1   Biology

- Different teaching ideas related to national security education and positive education are shared among panel members; The important elements in national security education are emphasized in different teaching areas in the biology curriculum.

- A variety of learning and teaching strategies are used so that students can develop different character strengths in positive values education.

3.2   Chinese History

- 學生踴躍參與活動。如資源許可,可擴大與不同科組的同作空間。

3.3   Economics

- Through different case studies and discussions, students in different forms have sufficient opportunities to understand the importance of positive education elements, such as empathy and care for others. At the same time, several case studies were designed to enhance students' sense of national identity.

3.4   English Language

- The English Department integrated certain elements of positive education, values education, and national security education into our curriculum in both our teaching syllabus and English life-wide learning activities successfully this year. All the measures implemented were found conducive to students' understanding of the elements concerned and thus will be kept for next year. Room for integration of the elements concerned will be further explored in the future.

3.5   Geography

- Positive education in geography emphasizes active and experiential learning, which involves students in hands-on activities that promote the love of learning. Teachers use a variety of teaching strategies, such as inquiry-based learning, project-based learning, and fieldwork, to help students apply their knowledge and skills in real-world contexts.

- By joining the field visit to the Mai Po Natural Reserve and Sai Kung HK Geopark, students can examine the issues arising from the interactions between the physical environment and human activities. Students can build up a sense of appreciation for natural beauty and curiosity.

3.6   History

- Students can benefit from the positive values of education.

3.7   Home Economics

- S3 students were to prepare placemats and hats which are sustainable, eco-friendly, and cost-effective. Besides, they prepared a simple and healthy dish with their parents' supervision at home and shared the dish with their family.

- The above assignments provide opportunities for students to care about their family and the environment.   Further, students were encouraged to be socially responsible to protect the environment.

3.8   Liberal Studies /CSD

- 帶領學生參觀立法會，以培養及發展學生正向思維及性格強項--「守法」、「責任感」
- 帶領學生參觀香港故宮博物館，以培養及發展學生正向思維及性格強項--「國民身份認同」
- 本科在教學內容上教授一國兩制及改革開放以來的中國國情，提高學生的國民身份認同、守法、責任感、尊重他人等正向價值觀

3.9   Life and Society

- During lessons, students can learn how to respect others and understand different values. This kind of learning helps cultivate students' interpersonal skills, enhances mutual understanding, and promotes tolerance. Through open discussions and interactions, students can gain insights into different perspectives and values while learning to respect others' opinions and beliefs. Such learning contributes to fostering harmonious social relationships and nurturing students' personal growth and development.

- Through community visits, students can get to know their community and develop empathy, thereby cultivating positive values. By physically immersing themselves in the community, students can gain firsthand experiences and insights into the lives and challenges of different individuals and groups within the community. This helps them develop a sense of empathy, understanding, and compassion towards others. Furthermore, witnessing community engagement and social issues can inspire students to adopt positive values such as social responsibility, respect for diversity, and a desire to contribute to the well-being of the community. Overall, community visits provide valuable opportunities for students to cultivate positive values and become active, empathetic members of society.

- When students visit the Legislative Council, they can gain an understanding of its functions and the importance of abiding by the law. The Legislative Council is responsible for making and amending laws according to the needs and aspirations of society. By observing the legislative process and engaging with lawmakers, students can grasp the significance of having a structured framework for creating and implementing laws.

- Additionally, visiting the Legislative Council allows students to recognize the essential role of upholding the law in maintaining order and promoting justice within a society. They can witness the impact of legislation on various aspects of life, such as civil rights, social services, and governance. This experience fosters an appreciation for the rule of law and encourages students to become responsible citizens who respect and abide by legal principles and regulations.

3.10 Physical Education

- Students can learn to respect others, cooperate, have integrity, and be law-abiding in the competitive ball games during PE lessons.
- 14 volleyball team members went to see 「中國女排技術全接觸」in HK Coliseum. Through watching the game, students learned the perseverance and commitment of the National team that had been under tough training all year round. This event fostered a sense of belonging to our nation.

3.11 Putonghua

- 本年度每一個年級的課程均加入上下學期各一項有關正面價值教育的單元
- 從學生問卷的數據顯示，超過 80%的學生表示他們覺得普通話課節的話題/內容能幫助他們更好地了解及認同中華傳統文化的內涵及覺得普通話課節的話題/內容能幫助他們更好地認識傳統華人行為規範的底蘊
- 根據課堂觀察及學生問卷的數據,經討論以後,科任老師一致同意本科組在積極培養同學們正面教育範疇方面有一定的成效

3.12 Science

3.1.2	- **Promote a positive attitude in classroom teaching** - Conduct student-centered learning rather than teacher-centered learning	Evaluation by panel members	- Teachers praise students when they perform well by sharing their work and providing confirmation to students - Introduce presentations and project learning to students to build up their self-esteem and sense of belonging - Establish positive education as the daily routine practice during the lesson - Subject teachers completed different topics in the curriculum related to the theme "caring for others" and "empathy" e.g. S.1 Water: saving water and aware the environmental pollution to water, S.1 Living things: protect the environment and organisms; S.2 Air: aware of global warming effects and protect the environment, S.2 Acids and Alkalis: aware of the acid rain problems and air pollutions; S.3 Health and Disease: Understand different diseases and prevent the spread of diseases to others. Subject teachers also promoted sex education and sustainable development in S.1, anti-drug education and sustainable development in S.2, and healthy lifestyle and public health in S.3.	Whole year	FMS and all panel members

3.13 Tourism and Hospitality Studies

- 本科帶領學生參觀酒店及餐飲部門，在教學內容上教授中國酒店的運作，旅遊政策及大灣區提供的旅遊發展機遇，也教授作為酒店及款待事業的從業員要具備的態度，從而能提高學生的國民身份認同、同理心、責任感、毅力及尊重他人等正向價值觀

3.14 Visual Arts

	Objectives	Plans/ Strategies	Methods of Evaluation	Success Criteria	Time Scale	Evaluation
4.2.1	3.1.2	Incorporating 9 Priority Values and 6 Domains in the VA curriculum— The school-based VA curriculum incorporates at least one priority value and attitude for each junior and senior form within the School-based Priority Positive Values Education Framework to cultivate positive values and attitudes as well as moral judgment and rational thinking skills by : 1. Art Research -Cultivating responsibility -Curiosity in research work 2. Art Making - Developing commitment, perseverance - Creativity and courage 3. Art Appreciation - Respecting and appreciating artworks - Showing empathy for others' feelings	1. Teacher's observation 2. Presentation and peer discussion 3. Artworks and written assignments	Students show positive attitudes in the process of art research, art making, and art appreciation.	Throughout the academic year	1. Exciting topics such as Caricature Drawing (S.1), Op Art (S.2), and Book-making (S.3) aroused students' interests. 2. Creativity, commitment, and perseverance were developed throughout the art-making process. 3. Students were given chances to respect and appreciate artists' and classmates' works in each topic.
4.2.2	3.1.2	Teacher Appreciation by S.1 Students – Sending Christmas Cards to Primary School Teachers (in collaboration with the School Liaison Committee)	1. Teacher's observation 2. Art-making 3. Card writing	Students show positive attitudes in the process of art-making and card-writing.	Sep to Nov	1. Students completed the Christmas Card design in Gothic Stained Glass style. 2. Students wrote positively about their campus life. 3. Cards were sent to their primary schools in early Dec.