

**ST. ROSE OF
LIMA'S COLLEGE**

**ANNUAL
SCHOOL
REPORT**



2022-2023

www.hksrl.edu.hk

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(1) Our School

The Sponsoring Body

The Sponsoring Body of St. Rose of Lima’s Kindergarten, Primary School and Secondary School is the International Missionary Institute, the “Franciscan Missionaries of Mary”. It was founded in 1877 by the French sister and missionary, Blessed Mary of the Passion.

We, the F.M.M. Sisters, following the charitable and loving spirit of Jesus Christ, imitating the selfless love of His mother, Mary, and the spirit of simplicity and joy of St. Francis, have been committed to the mission of education in Hong Kong since 1948, working to meet the needs of the society of Hong Kong.

School Vision and Mission

The School shall operate as a “Catholic” school. Its “Catholic” identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church.

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the **core values** of “Truth”, “Justice”, “Love”, “Life” and “Family” to young people to prepare them properly for their life and future responsibilities.

Vision

In the spirit of a loving family devoted to serving one another, and in order to fulfil our school motto, “Through Charity to Truth” in Latin “Per Caritatem Ad Veritatem”, we strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

Mission

To fulfil this vision, we work to:

1. meet the needs of each student by guiding her in her moral, intellectual, emotional, physical, social and spiritual formation
2. emphasise the professional qualifications of our teachers and encourage them in life-long learning
3. foster co-operation among our three schools so that they will earn and benefit from one another
4. establish close relationship with parents and elicit their co-operation

School Goals

- (a) The School endeavours to live the spirit of Franciscan Missionaries of Mary, with the vision of a holistic development of our students, that they are joyful and loving persons, reaching out to others and living out the true values in life, just as it is set down in the School motto — Through Charity to Truth.
- (b) In practice, this means that we try to provide an environment that will allow a quality education which enhances both the intellectual and the moral/spiritual aspects. We shall see that our students uphold truth and kindness/love, equipping them to face the challenges in life, forming them to reach out to anyone in need and cultivating in themselves the virtues of loyalty and honour as well as the sense of responsibility and commitment.
- (c) In the spirit of solidarity, the School also cultivates a family spirit among students, teachers and parents, sees that they collaborate and support one another. This may also include fostering co-operation among our sponsored schools, and establishing close relationship with past students.

School Motto

Our school motto is “Through Charity to Truth”, in Latin “Per Caritatem Ad Veritatem”. We strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

Teaching Staff Information (including School Head) in the 2022/2023 School Year

Number of Teaching Posts in the Approved Establishment			64
Total Number of Teachers in the School			64
Qualifications and Professional Training (% of Teaching staff)			
Teacher's Certificate / Diploma in Education			88%
Bachelor Degree			53%
Master / Doctorate Degree or above			47%
Special Education Training			17%
Years of Experience (% of Teaching staff)			
0 - 4 years	5 - 9 years	>= 10 years	
36%	16%	48%	

Class Structure and Subjects Offered

Class Structure

	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
Number of classes	5	5	5	5	5	5

Subjects Offered

<i>Form 1 to Form 3</i>	
English as the medium of instruction:	English Language, Mathematics, Literature in English, Life and Society, Integrated Science, Geography, History, Computer Literacy, Home Economics, Music, Physical Education, Visual Arts
Chinese as the medium of instruction:	Chinese Language, Chinese History, Religious Education, Putonghua, Moral and Civic Education
<i>Form 4 to Form 6</i>	
English as the medium of instruction:	English Language, Mathematics, Liberal Studies / Citizenship and Social Development, Literature in English, Biology, Chemistry, Physics, Economics, Geography, History, Business, Accounting and Financial Studies, Information and Communication Technology Non-HKDSE subject: Physical Education
Chinese as the medium of instruction:	Chinese Language, Chinese Literature Non-HKDSE subjects: Religious Education, Moral and Civic Education

School Facilities

School Facilities
English Room, Chinese Room, Mathematics Room, Liberal Studies Room, Science Laboratories, Campus TV Studio, Computer-Assisted Learning Centre cum STEAM Room, Multi-media Learning Centre cum MAC Centre, Computer Room, Geography Room, Art Room, Music Room, Home Economics Room, Self-access Learning Centre, Library, Multi-Function Room and Student Activity Centre. All classrooms and special rooms are air-conditioned and equipped with IT facilities such as LCD projectors, visualisers and networked computers. Interactive Touch Panels and devices that can project tablet screens have been installed in classrooms so that students can share their learning outcomes.
Facility(ies) for Supporting Students with Special Educational Needs
Accessible lift, Accessible toilet and tactile guide path plan.

School Characteristics

School Management
1. School's Major Concerns: Promoting Positive Education; Enhancing Self-Regulated Learning through Blended Learning; Widening Exposure to Different Learning Experiences through STREAM Education.
2. School Management Organisation: A Supervisor heads the school under the Incorporated Management Committee. Under the Principal, administration boards, staff development, academic affairs, spiritual affairs, guidance, discipline, career guidance, extra-curricular activities, information technology etc., are set up.
3. Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established on 31st August, 2015.
4. School Green Policy: We have measures to reduce the use of paper, e.g. adopt double-side printing, use of electronic documents, set air-conditioning temperature at 25.5 degree Celsius. We joined the Solar Harvest Scheme with Solar panels installed at the roof top to generate electricity by a renewable source.
Learning and Teaching Plan
1. Whole-school Language Policy: Our school adopts English as the major medium of instruction. We stress the importance of training students to be bi-literate and tri-lingual. (please refer to the subjects offered in 2022/2023 and the subjects to be offered in 2023/2024 for details)
2. Learning and Teaching Strategies: Our teachers are devoted to motivating students in learning. We reinforce the implementation of blended learning and e-learning. Various learning and teaching platforms are used to facilitate students' learning. Apart from enhancing students' academic performance and nurturing their reading habit, teachers also arrange a wide variety of activities to develop students' potential and generic skills. We provide a diversified curriculum in order to prepare our students for university study both locally and overseas.
3. School-based curriculum: (a) Electives: 3X. Flexible combinations from Arts and/or Science subjects (b) Curriculum highlights: The elective subjects that we offer under the senior secondary curriculum are all mainstream subjects, which accommodate students for further studies both locally and overseas.
4. Development of the Four Key Tasks:

Reading periods are set in the time-table. Reading schemes, Chinese and English Clubs and Reading competitions have been run for many years. All classrooms are equipped with necessary devices. Teachers can include e-learning activities in their lessons in a convenient way. Cross-curricular Project Learning is implemented in the Junior Forms. Moral and Civic Education lessons are incorporated in our formal curriculum.

5. Life Planning Education:

The Career Guidance teachers provide substantial information and appropriate suggestion for our students. Different activities (such as lecture, interactive game, information day, sharing session, workshop, visit, job-shadowing, individual counselling) about Career and Life Planning will be arranged for students. Various topics will be chosen to cater for the needs of students from different levels.

Student Support

1. Whole School Approach to Catering for Learner Diversity:

The school has set up a Student Support Team, which comprises teachers in charge of spiritual affairs, guidance, discipline, career guidance, extra-curricular activities and moral & civic education.

2. Whole School Approach to Integrated Education:

- Our school is committed to developing an inclusive culture through the Whole School Approach to support students with special educational needs. The Student Support Team is set up to help plan, implement and review student support service. The team is led by the Special Educational Needs Coordinator (SENCO), other team members are guidance teachers, careers guidance teachers, Chinese Language teachers, the school social workers and the educational psychologist.
- To enhance teachers' understanding of the special educational needs of students, the school encourages teachers to attend relevant training courses. Professionals, like the educational psychologist, are invited to conduct staff development programmes.
- A teaching assistant is recruited to provide more comprehensive learning support to students with special educational needs. The teaching assistant, with the collaboration of the teaching staff, helps implement individual guidance and after-school remedial support. Moreover, individual / group training / speech therapy sessions to the students with special educational needs are offered by the registered social workers and other professionals. Assignment adjustment and examination accommodation are arranged for students in need.
- For home-school cooperation, our school also establishes a regular communication mechanism with parents to let them understand the special educational needs of their children. The school invites parents to take part in the planning of support measures, evaluate the progress and provide similar support for their children at home.

3. Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising cultural integration activities. Teachers are encouraged to attend the relevant courses to update their teaching strategy and strengthen their understanding of Chinese Language education for NCS students.

4. Measures to provide adaptation for Learning and Assessment:

There are four examinations for Forms 1 to 3 students, two examinations for Forms 4 and 5 students, and one examination for Form 6 students in an academic year.

Home-School Co-operation and School Ethos

1. Home-School Co-operation:

Our Parent-Teacher Association has been established for 24 years. We organise various activities every year.

2. School Ethos:

Our culture of modesty and prudence provides a harmonious environment for our students. We have a student support team, which arranges and organises the relevant activities.

Future Development

1. School Development Plan:

We allocate most of our resources on the development of senior secondary curriculum to prepare our students for university study. The elective subjects that we offer under the senior secondary curriculum are all mainstream subjects, which accommodate students for further studies both locally and overseas.

2. Teacher Professional Training and Development:

The Staff Development Team arranges and invites various experts to provide staff development programmes for all staff.

3. Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)

There are more than 40 E.C.A. clubs (including orchestra, drama, academic, computer, artistic, social service, uniform teams, ball games, etc.).

Others

A wide variety of activities: summer bridging courses to help students adapt to English learning environment, summer English Study tour, International Students Exchange Programme, school teams participating in various competitions, School Orchestra, joint-school activities, Visits, special courses or talks provided by professional speakers, career guidance (with the assistance of past students, professionals and parents), interflow with multinational corporations.

More information is available on our School's homepage: <https://www.hksrl.edu.hk/en/index.php> or the respective section under "School Profiles" for public reference (http://www.chsc.hk/main.php?lang_id=1).

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Promoting Positive Education

Targets

- Refine and implement positive values which incorporate the school vision and mission and the Rosian virtues
- Provide more different opportunities to students to explore, exercise and develop their character strengths
- Get the stakeholders to familiarise with the language for character strengths
- Promote students' mental health through the elements of 'sharing' 'mind' and 'enjoyment'

Achievements

In the *English and Literature in English Department*, a concerted effort has been made to promote positive education. English teachers across different forms have incorporated materials developed by the Education Bureau (EDB) to instill positive values and attitudes in students. They have mobilized all stakeholders to use the English language as a means of promoting character strengths. Through various activities such as writing and speaking tasks, students have been taught skills to build resilience and capitalize on their character strengths. As a result, students have shown a more positive outlook towards life, as observed by the teachers.

The *Chinese Language Department* has also made strides in enhancing students' understanding of positive values and attitudes. They have focused on the five core values of the school district, the ten primary values of the Education Bureau, and the 24 character strengths. Through discussions, writing exercises, and reading activities, students have actively engaged with these concepts. The department has also organized activities that involve reading books or articles related to the topics discussed, further reinforcing positive values and attitudes.

In the *Mathematics Department*, teachers have taken steps to promote positive learning among students. They have praised students during lessons and provided comments on their performance and behavior using descriptions of character strengths. Furthermore, teachers have shared personal experiences related to learning, fostering a positive classroom environment. By linking character strengths descriptions to mathematics lessons, students have been encouraged to develop positive attitudes towards the subject.

The *Social Science Department* has focused on creating a caring and sharing environment among students. They have arranged small group tutorials, peer study groups, and sharing sessions to foster these qualities. Additionally, the department has conducted workshops on exam skills, subject selection, and time management. Through these activities, students have gained practical knowledge and skills while learning to support and cooperate with one another.

The *Liberal Studies Department* has integrated the language of character strengths into the teaching of personal growth-related content. Students have learned to appreciate themselves, build self-confidence, and set goals. Life skills such as goal-setting and time management have been taught to enhance students' competence in facing challenges. The department has also organized study tours and excursions to provide hands-on experiences and broaden students' knowledge.

The *Chinese Literature and History Department* has conducted various activities to explore the values and attitudes emphasized by the school district and the Education Bureau. Students have given presentations, discussed the values and attitudes of respected historical figures, and recommended relevant books or articles. The department has utilized references from the Education Bureau and publishers to support these activities and ensure their effectiveness.

The *Technology Department*, specifically Information Technology, has focused on promoting a positive learning atmosphere and acquiring skills necessary for lifelong learning. They have shared exemplary works from various subjects on the department website, encouraging students to visit the site, write peer appreciation reports, and propose character strengths related to the works. By showcasing and

acknowledging students' achievements, the department fosters a positive environment for learning and personal growth.

The *Home Economics Subject* has implemented group and peer learning activities. Students have worked collaboratively in small groups, assisting each other and completing tasks together. The department has emphasized the importance of appreciating and recognizing each other's efforts. Through these activities, students have learned to evaluate the success and failure of their work, fostering character strengths such as resilience and cooperation.

In the *Religious Education Department*, students learn the importance of gratitude, appreciation for God's creations, avoiding wastefulness, cherishing and caring for things, and practicing respect and care for others. The department focuses on instilling these values in students through classroom learning and encouraging them to apply these principles in their daily lives. The department also introduces a monthly religious theme to inspire students to embody Christ's love and teachings in their actions and interactions with others.

During the 2022-2023 academic year, the teaching staff received training on implementing values education through a whole-school approach. The program, called "Project Walk Together," aimed to build a framework for nurturing students' character traits based on the school's vision, mission, and input from various stakeholders. To strengthen students' character strengths, the department introduced a school-based character strengths sticker scheme. Students received stickers from parents, teachers, and peers on occasions like Parent-Teacher Day, Homeroom Activities, and School Events. This scheme proved beneficial in developing students' character strengths and received positive feedback from stakeholders and students.

The *Cultural Subjects Department* encouraged students to explore their potential by participating in local and international arts and sports competitions and events. Through these activities, students were able to exercise different character strengths, such as creativity and perseverance. For example, students designed souvenirs and performed music during the school's 75th anniversary celebration events, which allowed them to showcase their creative abilities. Additionally, the department organized the Active Rosians activities, which provided students with opportunities to engage in sports and develop teamwork spirit.

As part of the *Academic Affairs* initiatives, students had the opportunity to visit the HK Red Cross Warzone90 after their Final Exams. The visit had a positive impact on students, fostering a sense of gratitude and empathy towards life and others. The experience helped students appreciate their own lives and the privileges they often take for granted. Furthermore, students were nominated to join leadership and mathematics programs, which motivated them to pursue excellence and expand their knowledge and skills in various areas.

The *Careers Board* provided career counseling to Form 3 and Form 6 students, focusing on how their character strengths can guide their choices of senior secondary subjects and university programs. The board arranged a positive psychology workshop for Form 2 students to enhance their well-being, resilience, and positive emotions during the post-examination period. Students learned to identify their personal strengths and how to utilize them to achieve their goals. An appreciation scheme was implemented to recognize outstanding works in careers guidance activities, motivating students to deliver quality outcomes. The Careers Board also updated handbooks and organized talks and workshops to promote positive parenting and equip students with attitudes and skills that develop positive character strengths.

The *Discipline Board* organized various initiatives to promote positive virtues and behavior among students. The annual tidiness campaign aimed to raise awareness of maintaining a tidy learning environment and encourage positive behavior in class. Inter-class competitions promoted respect, tidy uniforms, punctuality, and effective time management. Talks on topics like nurturing positivity, anti-bullying, and the Independent Police Complaint Council (IPCC) were conducted for different grade levels. Prefects received training to develop leadership qualities and problem-solving skills. The school reviewed its guidance and discipline mechanism in response to societal developments and the implementation of the National Security Law, emphasizing positive education and the importance of observing rules and laws.

The *Guidance Board* implemented various activities to help students understand and utilize their character strengths. Students were introduced to 24 character strengths and identified their three signature character strengths. They received character strengths stickers from their teachers and were encouraged to recognize and utilize these strengths. Class-based activities promoting gratitude and appreciation fostered a supportive

and appreciative atmosphere among students. Mental health ambassadors were trained to offer support to students in need, and the Big Sister Scheme established a supportive network among Form 1 students. Guidance activities focused on sharing, mindfulness, and enjoyment to promote students' mental health. Workshops, interest classes, and stress management activities were conducted, receiving positive feedback from participants.

The *OLE and ECA Team* organized various activities to develop students' character strengths. Drama shows, interactive performances, and talks by different organizations provided opportunities for students to cultivate strengths like perseverance, bravery, valor, and teamwork. Reflection exercises helped students learn from others' stories and develop resilience. ECA clubs such as UNICEF Club, Orbis Club, Interact Club, Voluntary Services Club, and CYC allowed students to develop leadership, teamwork, kindness, gratitude, and social intelligence.

The *Project-based Learning Team* encouraged students from Form 1 to Form 3 to appreciate each other's character strengths during group activities. Collaborative learning activities, discussions with teachers and peers, research outside school, and excursions fostered a positive learning environment. The *Moral and Civic Education Core Group* initiated the Good Manners Ambassadors Scheme, where well-mannered students promoted positive education by organizing home-room activities, delivering talks, and setting good examples. The group also organized a Values Education Week, where students participated in various activities centered around different values.

Overall, the school implemented a comprehensive approach to character education and values development. Through various departments, initiatives, and activities, they aimed to instill positive character strengths, promote gratitude and appreciation, foster empathy and respect, and equip students with the skills and values necessary for their personal and academic growth.

Reflection

The *English and Literature in English Department* has successfully achieved its target. To promote the positive values and share students' learning outcomes, outstanding written work from students will be shared in Google Classroom or posted on display boards. This measure will become a routine practice for students from Form 1 to Form 6 in the upcoming year. By showcasing exemplary work, the department aims to encourage students and highlight their achievements in written expression.

Through engaging in discussions and studying literary works, students in the *Chinese Language Department* have developed a deeper respect for authors and a heightened sensitivity towards the emotions conveyed in the texts. This enhanced appreciation has allowed students to form a stronger connection with the works they study, fostering a more profound understanding of the content and themes.

Students in the *Mathematics Department* have shown a genuine appreciation for the praises they receive from their teachers. Acknowledgment and recognition of their efforts have positively impacted their motivation and confidence in the subject. The department's encouragement plays a crucial role in fostering a supportive and encouraging learning environment for students.

While teachers in the *Social Science Department* have provided words of encouragement on students' work, they have not effectively utilized character strengths booklets and stickers. Students, on the other hand, tend to value merit entries more. To improve the integration of character strengths, teachers can better utilize the language of character strengths within the context of the subject matter. By explicitly connecting the subject material to students' character strengths, teachers can enhance students' understanding and application of these virtues.

Furthermore, although most students find the activities arranged in *Social Science* lessons interesting and helpful, they may struggle to personally connect them to their own character strengths. Teachers can make a conscious effort to facilitate this connection by encouraging students to reflect on and identify the character strengths they utilize or develop during these activities. This approach will enable students to recognize and appreciate their own strengths within the subject of Social Science.

In the case of Form 6 students, while they reflect on their learning progress and focus on making improvements, they do not reflect as much on their character strengths. To address this, it is recommended

that more emphasis be placed on fostering self-reflection and awareness of character strengths within the curriculum. By integrating targeted activities and discussions, teachers can guide Form 6 students to reflect on their character strengths and understand their significance in personal growth and future endeavors.

Teachers in the *Liberal Studies Department* have expressed difficulty in identifying students with exceptional talent and providing appropriate activities for them within the domain of Liberal Studies. To improve this process, teachers can adopt a multi-faceted approach. One method could involve allowing teachers to nominate students they believe demonstrate exceptional talent in the subject, considering factors such as academic performance, creativity, and critical thinking skills. This nomination process could be facilitated through a self-nomination form that gathers information about the student's skills, interests, and achievements.

Additionally, teachers can observe students' classroom participation to identify those who consistently demonstrate exceptional talent in Liberal Studies. This observation process can include evaluating their engagement in group discussions, their ability to pose critical questions, and their performance in role plays. By refining the identification process, the department can better support and challenge students with exceptional talent, ensuring their growth and development in the subject.

Furthermore, the department acknowledges the challenge of engaging students in discussions that encompass global perspectives and the values of global citizenship. To address this, it is suggested that the exploration of global perspectives and the significance of global issues be further emphasized in the curriculum, particularly in the context of Form 3. By incorporating more opportunities for students to discuss and understand their roles as global citizens, the department can foster a deeper appreciation for the interconnectedness of the world and the impact individuals can make in addressing global challenges.

Lastly, the cancellation of the planned business tour due to logistical challenges has presented a setback. It is recognized that visiting a local Chinese firm may pose additional challenges that require additional time and effort to address. The department is committed to overcoming these obstacles and ensuring that students have meaningful opportunities to engage with real-world applications of the subject matter.

Observations and reviews in the *Chinese Literature and History Department* indicate that over 70% of students actively participated in activities and responded accurately. In the individual reports and group presentations on Chinese History, students were required to highlight the patriotic deeds and learning attitudes of historical figures. These reports provided an opportunity to discuss and appreciate core values such as love, as well as important attitudes like diligence and integrity. Furthermore, students were encouraged to engage in discussions on the admirable values and attitudes exhibited by historical figures. To enhance their research and referencing skills, students were also instructed to include a list of references from recommended books or articles at the end of their reports and presentations. This promotes the use of reputable sources and encourages students to explore the wealth of knowledge available at libraries and recommended resources.

In the *Technology Department*, the majority of students successfully submitted their reports on time. Through their work, they were able to recognize and identify character strengths that were reflected in their achievements. The learning process in the *Technology Department* has proven to be effective in helping students connect their technical skills with the development of their character strengths.

The *Religious Education Department* has successfully instilled in students a sense of appreciation and gratitude for everything created by God. Students have learned to practice gratitude and cherish the Earth's resources in their daily lives. The department's efforts in nurturing students' spiritual and moral development have been fruitful, as students demonstrate a greater understanding of the importance of gratitude and stewardship.

The "Project Walk Together" initiated by the *Moral and Civic Education Department* has been a success. Through this project, staff members have gained a deeper understanding of the school's direction and virtues. The sticker scheme launched on Parent-Teacher Day has also been well-received, providing encouragement and recognition for students' character strengths. The department's initiatives have contributed to cultivating a positive and supportive school environment that promotes the development of students' character.

The *Cultural Subjects Department* has witnessed the active involvement of students in proposing and designing souvenirs for the school's 75th anniversary. This engagement has allowed students to tap into their creativity and express their gratitude towards the school. Furthermore, improvements in perseverance and teamwork have been observed through activities such as music practice and sports drills. These activities have helped students recognize their key character strengths and increase their self-confidence.

The Visit to Warzone 90 has had a transformative impact on students' perspectives, cultivating gratitude and appreciation for their own lives. The *Academic Affairs* recognizes the value of experiential learning opportunities and suggests integrating them into the curriculum. By incorporating more real-world experiences, the department aims to nurture well-rounded individuals who are mindful, compassionate, and appreciative of the world around them.

Students' increased self-assurance, motivation, and willingness to take on intellectual challenges have paved the way for their academic and professional endeavors. The efforts of the *Academic Affairs* have contributed to the holistic growth of students and their preparedness for future endeavors.

The *Careers Board* will continue implementing positive values aligned with the school's vision and mission. By providing guidance and support, the board aims to help students explore various career paths and develop their character strengths in the process. Similarly, the *Discipline Board* recognizes the importance of character development and will provide more opportunities for students to explore and develop their character strengths through disciplinary measures and guidance.

The majority of guidance activities organized by the *Guidance Board* have been well-received by students. These activities have brought joy, fun, and improved self-understanding and social skills. The *Guidance Board's* efforts to support students' personal and social development have positively impacted students' overall well-being and growth.

The implementation of *Project-based Learning* has created a positive learning environment among junior students. Through collaborative group work, students have been able to demonstrate their character strengths and appreciate the strengths of their peers. The integration of character strengths within the project-based approach has fostered a sense of unity and mutual respect among students.

The *Good Manners Ambassadors* facilitated by the *Moral and Civic Education Core Group* have successfully cultivated a positive and respectful environment within the school. Through various activities and initiatives, these ambassadors have encouraged students to practice good manners and exhibit positive character traits. Additionally, the *Reading Committee* has sparked students' interest in books related to Healthy Living and Moral Education. Through book award schemes and related activities, students are exploring their character strengths and broadening their understanding of moral values.

Overall, the various departments and boards within the school have made significant efforts to integrate character strengths and promote positive values among students. Through engaging activities, recognition of achievements, and curriculum enhancements, the school aims to foster the holistic development of students and equip them with the necessary skills and virtues for their future endeavors.

Feedback and Follow-up

The *Chinese Literature and History Department* received positive feedback, as over 70% of students actively participated in activities and responded accurately. The Department plans to continue implementing the same measures in the upcoming academic year.

The *Technology Department* conducted a survey to gather feedback from students, and the results were positive. The programme will be repeated in the coming years. However, in *Home Economics*, some students made mistakes such as missing the amount in recipes and not writing the steps in point form. These areas need to be emphasized during lessons, especially when going through recipes. Due to the suspension of face-to-face lessons, practical work was limited, and students were not as familiar with routine tasks. Reminders should be given when practical lessons resume, and students should be encouraged to participate fully. The capable students should assist those who may need more support. Additionally, English was predominantly used in the lessons, and only some special terms were translated into Chinese.

The *Religious Education Department* plans to continue implementing activities that allow students to practice "仁愛" (benevolence and love) and enhance their spiritual character traits.

The *Moral and Civic Education Department* will implement Values Education based on the framework of Rosians' Virtues. In the upcoming academic year, the emphasis will be on "Charity," providing students with opportunities to explore social affairs and contribute to society as a team with love and care. The character strengths sticker scheme has shown positive effects on nurturing students' growth and will be continued.

The *Cultural Subjects Department* aims to provide students with opportunities to exercise their character strengths in arts and sports. This will help them recognize their talents in non-academic areas and increase their self-confidence in facing life's challenges.

The *Discipline Board* will continue organizing talks, inter-class campaigns, and prefects' training to help students develop their character strengths.

The *Guidance Board* plans to give students more opportunities to give compliments and appreciate each other. Cultivating empathy and a compassionate heart will also be a focus. The board aims to create more joyful school activities during lunchtime or after school to promote positive emotions and a delightful school life.

In line with *Project-based Learning*, the *Four Key Tasks* will invite junior form students to participate in peer evaluation activities to further promote appreciation for character strengths. The *Moral and Civic Education Core Group* will continue organizing activities to promote good manners, love, and care among schoolmates. The Reading Committee will actively promote Book Award Schemes to boost student participation.

Overall, the various departments and boards have received feedback and are planning to implement specific measures to further enhance the integration of character strengths and promote positive values among students.

Major Concern 2: Enhancing Self-Regulated Learning through Blended Learning

Targets

- Establish the culture for self-directed learning to empower students to pursue life-long learning
- Enhance self-directed learning skills by maximising opportunities of blended learning
- Provide more opportunities for students to explore the fun in blended learning
- Identify and use appropriate resources and strategies to support learning and/or complete a learning task
- Develop Form 2 and Form 3 students' generic skills and self-regulated learning strategies
- Broaden students' horizon through promoting Language across Curriculum and Reading across Curriculum
- Establish an environment that teachers can integrate blended learning activities in their daily lessons in a convenient way
- Implement the BYOD Policy to enable students to enjoy more interactive and fruitful blended learning activities at school and home
- Assist underprivileged students to acquire mobile devices and stable Internet connection to facilitate blended learning

Achievements

The *English and Literature in English Department* focused on improving students' self-directed learning skills through pre-lesson preparation. English teachers promoted students' English writing competence by using various self-regulated writing strategies. Students were encouraged to set goals and analyze questions before working on writing tasks, using strategies such as RAFT (Role, Audience, Format, Topic, Strong verb'), TREE (Topic, Reason, Ending, Examine'), OREO (Opinion, Reasons, Examples, Opinion'), and

"Show, don't tell." Students applied these strategies in different writing tasks across various forms, such as problem-solution essays, short stories, letters, and argumentative essays. Teachers observed that students demonstrated more motivation in drafting their work and taking an active role in supervising their own learning.

The *Chinese Language Department* aimed to cultivate students' attitudes toward self-regulated learning. Students put in effort to collect information and complete writing exercises. They also engaged in self-study of "Chinese Classic Quotations," which contributed to their performance in exams.

In the *Mathematics Department*, test setters created videos explaining difficult questions in tests using tools like Explain Everything. These videos were uploaded on the school's Google site to encourage students to be self-regulated learners and seek help by watching the videos when they didn't understand certain questions. Additionally, the department promoted the use of the STAR Platform provided by HKEdCity in junior forms. Students were encouraged to embrace the character strengths of curiosity and wisdom while studying mathematics.

The *Social Science Department* received positive feedback from students regarding the implementation of self-directed learning methods. Students produced quality work and demonstrated initiative. They showed increased interest in exploring real-life topics related to land use, landforms, hazards, and economic phenomena. Teachers in senior forms encouraged students to keep learning logs and reflect on their strengths and weaknesses after tests and examinations. Students found teachers' advice useful and motivating. The department also utilized licensed apps such as Edpuzzle, Classkick, Padlet, Explain Everything, and HKEdCity to support self-directed learning. Teachers made good use of these resources to assign videos and learning tasks, monitor students' progress, and provide a blended learning experience through Google Classrooms.

In the *Liberal Studies Department*, junior form students engaged in *Project-based Learning* (PBL) by suggesting topics of inquiry and using different research methods. They learned to raise questions, review and reflect on their learning experiences, and conduct surveys using interview techniques and questionnaires. The Department also encouraged students to do pre-lesson preparations using e-learning platforms like Padlet to collect relevant information. Students demonstrated good preparation by using websites and online platforms to gather information. Role play was incorporated to enhance students' presentation and self-directed learning skills. For example, Form 1 students worked on resisting peer pressure, Form 2 students presented the advantages and disadvantages of different family types, and Form 3 students presented the benefits and problems of reform and opening-up. Students showed good performance in these roles play activities.

In the *Chinese Literature and History Department*, students were required to collect information, discuss the values and attitudes of historical figures, and complete reports. They also used the "想。創。中國歷史學生自學平台" provided by the Education Bureau to answer questions.

In the *Information Technology* subject, self-regulated learning was promoted using the Edpuzzle platform. Pre-lesson and post-lesson tasks were emphasized using this platform. The department also focused on promoting positive education and blended learning through video editing. Students learned video editing techniques during CL (Character and Citizenship Education) lessons, and the videos created were related to character strengths.

In the *Home Economics* subject, students were assigned pre-lesson tasks such as completing worksheets, preparing ingredients, and studying recipes. Lesson activities included group competitions to consolidate knowledge. The subject implemented a homework appraisal scheme, where students received appreciation for their efforts regardless of the correctness of their work. Bonus marks were also awarded to students who consistently kept up with their studies.

The *Religious Education Department* focused on encouraging students to be curious and ask questions, fostering a culture of inquiry and exploration. They emphasized the importance of discussing and investigating topics together. Students were also encouraged to appreciate and value their classmates' opinions and assignments. Additionally, the department set deadlines for completing worksheets and related tasks, promoting self-driven completion of work. Both inside and outside the classroom, teachers and students were encouraged to engage in meaningful discussions and share their thoughts and ideas.

In the *Cultural Subjects Department*, efforts were made to empower students in their learning process. For art projects, rubrics were provided to encourage students to set their own goals, self-evaluate their work, and actively make improvements during class. In *Physical Education* assessments, students were given choices, such as designing their own floor exercise routines, allowing for personal expression and creativity. Furthermore, the department provided a range of self-learning materials through Google Classrooms, offering different levels of difficulty. These materials included pre-lesson reading texts to prepare students, Edpuzzle videos for reinforcing complex concepts learned in class, and resources for advanced skill development that students could explore at their own pace or during their leisure time.

Academic Affairs focused on providing additional support and guidance to enhance students' academic performance and cultivate good learning habits. They organized Regular Supplementary Classes after school on normal school days and Special Supplementary Classes during the Final Examination period. These classes were made possible with the support of past students, who played an instrumental role in creating a conducive learning environment. By participating in these classes, students received extra guidance beyond regular classroom hours, allowing them to extend their learning and strive for excellence. The involvement of past students as mentors motivated and inspired less able students to achieve their full potential.

The *Careers Board* aimed to assist students in their career exploration and life planning. Through the Google Classrooms platform, students were encouraged to share their thoughts and aspirations regarding careers. Careers teachers provided valuable feedback and suggestions to help students make informed choices for their future. The platform also facilitated the seamless sharing of useful and up-to-date resources, empowering students with the necessary information to shape their career paths.

The *Discipline Board* organized an inter-class competition to promote positive values and encourage students to utilize their IT skills for creating items that would inspire and promote these values. All classes participated in the competition, fostering a sense of healthy competition and teamwork. The announcement of the results was made through a video produced by the prefects, which was then broadcasted to the entire school during the homeroom period. The winning pieces were subsequently produced and distributed to the whole school, further reinforcing the positive values promoted by the competition.

In *Other Learning Experiences & Extra-Curricular Activities*, the school offered various extracurricular activities that provided unique learning experiences. The Campus TV (Chinese Channel) and Campus TV ECA clubs played a pivotal role by providing technical support to the channels. Additionally, student helpers from these clubs were responsible for arranging AV settings for all school functions. They also formed a dedicated team to conduct interviews with principals, teachers, students, and guests during significant events such as the Fun Fair, Sports Day, Swimming Gala, and the 75th School Anniversary Varsity Show. Their contributions added a dynamic and engaging element to these events.

Under *Four Key Tasks*, junior form students actively participated in *Project-based Learning* Activities, which not only allowed them to acquire generic skills but also fostered self-regulated learning. Through these activities, students developed crucial skills such as problem-solving, critical thinking, and collaboration.

The promotion of reading activities across the curriculum was a key focus in Form 2 and Form 3. Students were provided access to a wide range of books and multimedia resources related to their *Project-based Learning* topics. These resources were carefully selected and recommended by their teacher advisors, enabling students to explore and gather information from various sources.

The *Moral and Education Core Group* incorporated YouTube videos into its activities to emphasize and promote good manners among students. Through engaging and relatable videos, students were encouraged to understand and practice positive behavior in different situations.

The *Reading Committee* actively participated in the Jockey Club “Joy of e-Reading” Scheme. As part of this initiative, the committee purchased 60 Kindles, 6 Kobo accounts, and 86 Lightsail accounts to promote e-Reading within the school community. To further engage students, an inter-class competition known as the Most Avid Reading eReview was launched, encouraging students to explore the eLibrary platform and share their reviews.

The *Committee on Blended Learning and E-learning* focused on creating an environment that allowed teachers to seamlessly integrate blended learning activities into their daily lessons. To achieve this, the committee subscribed to various prevalent online learning platforms. Notable platforms included Edpuzzle, which facilitated video quizzes, and Classkick Pro School, which provided instant feedback on students' online work. In addition, the Committee acquired licenses for Explain Everything, an interactive online whiteboard tool, Padlet for idea sharing, Quizlet for vocabulary building, Kahoot for gamification, and utilized Zoom for virtual interactions. The school also installed cutting-edge interactive touch panels in all Form 1 classrooms and special rooms. As part of the Bring Your Own Device (BYOD) Policy implemented in Form 1 classes, iPads were regularly incorporated by core subject teachers and other academic subjects to enhance the learning experience.

To ensure equitable access to technology and online resources, the *Committee on Blended Learning and E-learning* coordinated the Quality Education Fund e-Learning Funding Programme. Through this programme, support was provided to underprivileged students to acquire mobile devices and stable Internet connections necessary for blended learning. In the 2022-2023 academic year, 10 students were provided with the latest iPads, enabling them to fully participate in fruitful blended learning experiences. This initiative aimed to bridge the digital divide and ensure that all students had equal opportunities to thrive in the digital learning environment.

Overall, the school has achieved notable success in creating an engaging and inclusive learning environment. By fostering a culture of inquiry and exploration, students are encouraged to ask questions and think critically. The integration of blended learning and e-learning initiatives has enhanced teaching and learning experiences, while extracurricular activities and support services have empowered students to excel academically and develop essential life skills. The school's emphasis on reading and the promotion of positive values through inter-class competitions have further enriched students' learning and personal growth. Overall, the school's achievements reflect a commitment to holistic education and preparing students for future success.

Reflection

In the *English and Literature in English Department*, the implementation of blended learning has allowed students to explore a wide range of learning resources and take charge of their own learning journey. This approach has empowered students to provide self-feedback and engage in peer feedback, fostering a sense of autonomy and ownership in their educational experience. Moreover, the positive outcomes from this approach are expected to extend beyond English and Literature classes, as students develop a habit of monitoring their learning progress in other assignments.

In the *Chinese Language Department*, students have showcased remarkable self-directed learning abilities. They have taken the initiative to engage in self-learning, demonstrating a high level of motivation and independence in their pursuit of knowledge. This proactive approach to learning reflects their commitment to personal growth and academic excellence.

Students in the *Mathematics Department* have expressed their appreciation for the videos created by teachers. These videos have proven to be effective tools in enhancing their learning experiences. However, students have also expressed a desire for an increased availability of such videos, indicating their eagerness to utilize multimedia resources for a deeper understanding of mathematical concepts.

In the *Social Science Department*, teachers have established Google Classrooms and uploaded relevant materials for students. However, it was observed that not all students fully utilized these resources. Teachers had to closely monitor student engagement and actively motivate them to make the most of the provided platforms and materials. Some students still preferred face-to-face interactions for inquiries, highlighting the need for a balanced approach that caters to different learning preferences.

Within the *Liberal Studies Department*, students embarked on a project exploring the Kwun Tong Redevelopment Plan. Despite encountering scheduling and workload management issues, their efforts resulted in an acceptable outcome. However, some students in lower forms struggled with articulating their ideas and presentation skills, particularly in role play activities. To enhance these activities and foster a

more interactive and dynamic learning experience, teachers can incorporate technology and multimedia resources, such as videos and online presentations.

In the *Chinese Literature and History Department*, students have exhibited commendable collaboration and resource utilization skills. They actively engage in group discussions, gather information, and complete reports on the values and attitudes of historical figures. Additionally, a significant number of students have actively participated in the Education Bureau's "Think. Create. Chinese History Student Self-Learning Platform," showcasing their enthusiasm for exploring Chinese history.

In the *Technology Department*, the integration of technology has yielded positive outcomes. Edpuzzle Video Assignments have successfully promoted positive education by fostering students' self-regulated learning and embracing blended learning approaches. Furthermore, video editing projects, facilitated by the Panopto Video Platform, have enhanced the promotion of Positive Education and blended learning practices.

In the *Home Economics Department*, efforts were made to encourage active participation and assignment completion. Although verbal participation from students was not very active, appreciation stickers and bonus marks for completed homework assignments were well-received. However, there is room for improvement in ensuring consistent participation and timely submission of assignments.

In the *Religious Education Department*, the integration of monthly religious themes has proven beneficial for students' holistic development. By exploring various religious topics and embodying the values and teachings of saints, students are encouraged to internalize these principles and apply them in their daily lives.

The *Cultural Subjects Department* has focused on monitoring students' self-regulated learning performance. By collecting participation records, teachers can effectively tailor their classroom teaching to facilitate optimal learning experiences and outcomes.

In *Academic Affairs*, the implementation of blended learning has provided flexibility and personalized instruction. The combination of in-person sessions and online resources has allowed for customized learning experiences. To further enhance student learning, teachers are encouraged to create online self-learning materials, particularly for students in Supplementary Classes.

The *Discipline Board* has received a positive response from students regarding competitions and multimedia resources. Students have enjoyed the competitions and found the accompanying videos engaging and enjoyable.

The *Four Key Tasks* initiative has successfully fostered students' self-regulated learning skills through project-based learning. Students have demonstrated exceptional abilities in managing their own learning and producing high-quality projects.

The *Moral and Civic Education Core Group* received positive feedback from students regarding the videos used for GMA (General Music Activities) activities. The videos were well-received and contributed to an engaging and enriching learning experience.

The *Reading Committee* has successfully captured students' interest by introducing e-Reading devices and platforms. Students have shown great enthusiasm for utilizing these digital resources, promoting a love for reading and expanding their literary horizons.

The *Committee on Blended Learning and E-learning* has observed the successful integration of learning platform subscriptions, which has empowered teachers to explore more effective and interactive teaching approaches. The implementation of the Bring Your Own Device (BYOD) Policy has resulted in increased engagement and interaction between students and teachers. Students have embraced a wider variety of learning activities and demonstrated improved responsibility, motivation, communication, analysis, and cooperation in their learning process. The BYOD Policy has proven to be a catalyst for positive educational outcomes.

In conclusion, the implementation of blended learning at our school has been successful in promoting student autonomy, self-regulated learning, and personalized instruction. The use of online resources, multimedia platforms, and digital tools has enhanced engagement, collaboration, and knowledge acquisition. While there are areas for improvement, the overall impact of blended learning has been positive,

preparing students for a dynamically evolving educational landscape and equipping them with essential skills for the future.

Feedback and Follow-up

The *Chinese Literature and History Department* received positive feedback, as 70% of students demonstrated commitment in completing their reports. Additionally, one-third of students from each class actively participated in answering questions on the Education Bureau's "Think. Create. Chinese History Student Self-Learning Platform." The department plans to continue implementing the planned activities in the upcoming school year and will participate in the platform if it is available.

The *Technology Department* received positive feedback from students who enjoyed the video editing project and found value in incorporating blended learning into their daily learning activities.

The *Religious Education Department* successfully utilized online platforms to foster flexible and independent completion of assignments while encouraging students to search for additional relevant information.

The *Cultural Subjects Department* aims to enhance self-regulated learning and blended learning activities in the upcoming school year by leveraging the implementation of the Bring Your Own Device (BYOD) policy. This approach will motivate students to become lifelong learners.

The *Discipline Board* will continue organizing inter-class competitions to promote positive values and encourage students to utilize their IT skills in creating meaningful products for the entire school community.

The *Four Key Tasks* initiative will invite students to explore more online platforms and utilize equipment in the STEM Room, such as 3D printers and laser cutters, for their project creations. Additionally, Reading across Curriculum activities will be integrated into the Form 2 Project-based Learning.

The *Moral and Civic Education Core Group* plans to adopt resources from additional multimedia platforms to enhance their music appreciation (GMA) activities.

The *Reading Committee* will implement and promote e-Reading Award Schemes to encourage Reading across Curriculum and e-Reading. *Reading Ambassadors* will be invited to give talks related to STEM during designated reading time, promoting interdisciplinary learning. Schoolmates will also be invited to participate in Google Form surveys related to the shared content.

The *Committee on Blended Learning and E-learning* acknowledged the challenge of unstable Wi-Fi connections during the implementation of the BYOD Policy, causing inconvenience for both teachers and students. Resolving this issue is a priority when extending the policy to the entire school. The committee expects an increase in applications for the QEF E-learning Funding Programme with the BYOD Policy's expansion. To ensure underprivileged students are adequately equipped for learning, the school plans to prepare the iPad tender earlier and make timely purchases.

The implementation of blended learning at our school has garnered positive feedback from various departments, highlighting the benefits and opportunities it offers to both students and teachers. Students have shown increased engagement, autonomy, and motivation in their learning, while teachers have leveraged technology to deliver interactive and personalized instruction. Building on this success, the school administration plans to further enhance the blended learning experience in the following areas:

1. **Departmental Collaboration:** Encouraging cross-departmental collaboration and sharing of best practices in blended learning can help create a supportive and innovative learning environment. Regular meetings and workshops can be organized to facilitate knowledge exchange and promote the adoption of effective strategies across disciplines.

2. **Professional Development:** Providing ongoing professional development opportunities for teachers is crucial for maximizing the potential of blended learning. Offering training sessions, webinars, and access to educational resources can empower teachers to explore new teaching techniques, software applications, and digital tools that enhance student learning outcomes.

3. Infrastructure Improvement: Addressing the issue of unstable Wi-Fi connections is crucial for a seamless implementation of blended learning. The school administration should work closely with IT Support Team to identify and resolve connectivity issues, ensuring a reliable online learning environment for both teachers and students.

4. Student Support: Offering comprehensive support to students is essential to ensure their success in blended learning. Providing guidance on effective time management, self-regulated learning strategies, and digital literacy skills can empower students to navigate the blended learning environment with confidence. Additionally, offering technical support and troubleshooting assistance can help students overcome any challenges they may encounter while using digital platforms and tools.

5. Evaluation and Assessment: Continuously evaluating the effectiveness of blended learning initiatives is key to refining and improving the approach. Collecting feedback from students, parents, and teachers through surveys, focus groups, and reflective sessions can provide valuable insights into the strengths and areas for improvement of the blended learning implementation. Based on this feedback, adjustments can be made to instructional practices, resources, and support mechanisms.

By addressing these areas and actively responding to feedback and suggestions, our school can further enhance the implementation of blended learning, ensuring a dynamic, engaging, and effective learning experience for all students. Through ongoing collaboration, professional development, infrastructure improvement, student support, and evaluation, we can continue to embrace the opportunities that blended learning offers and prepare our students for success in the digital age.

Major Concern 3: Widening Exposure to Different Learning Experiences through STREAM Education

Targets

- Promote STREAM education
- Integrate STREAM elements in the school curriculum
- Provide more opportunities for students to be exposed to STREAM elements through project learning
- Encourage students to participate in STREAM related competitions and activities
- Implement the QEF Project on STEAM Education (“STEAM Education Programme @ HKSRL”) As listed in the Approved QEF Project Proposal
 - (a) To help students to acquire the necessary problem-solving skills and techniques
 - (b) To teach students how to present their concepts effectively
 - (c) To equip students with skills to handle information independently and collaboratively
 - (d) To equip students with the necessary programming skills to solve problems systematically
 - (e) To create a Dream Community which can solve social problems

Achievements

In the *English and Literature in English Department*, we implemented the "Reading across the Curriculum" programme to encourage students to broaden their knowledge and connect their learning experiences in different subjects. As part of this initiative, we invited junior form class librarians to read selected STREAM (Science, Technology, Reading, Engineering, Art, and Math) readers and showcase their understanding through self-designed posters. This not only enhanced their reading skills but also allowed them to demonstrate their comprehension and creativity.

Additionally, we organized a STREAM reader presentation competition for Form 4A and Form 4E students. They created videos on Padlet, sharing their learning experiences and applying their knowledge of STREAM topics. This competition provided them with a platform to showcase their understanding and receive feedback from their peers. The students exhibited a richer understanding of STREAM topics by integrating and applying their knowledge and skills in their videos.

In the *Mathematics Department*, we conducted two workshops on 3D printing and ChatGPT AI for students from Form 1 to Form 5. These workshops aimed to enhance their knowledge and skills in these areas, providing them with hands-on experience and practical applications of mathematical concepts.

The *Social Science Department* focused on engaging students in various activities to promote a deeper understanding of the subjects. More than 20% of students participated in activities such as the History e-Reading Award Scheme, STEM Eat Well Workshop, Field Report Competition, Plastic Pollution Talk, and intangible cultural heritage workshops. Additionally, the department encouraged project-based learning in which Form 3 students created innovative products, fostering their critical thinking and problem-solving skills.

The *Liberal Studies Department* designed mini-projects in the Flip of the Classroom, incorporating STREAM elements to provide students with more exposure to interdisciplinary learning. Students were able to produce high-quality videos on topics such as ethnic groups, cultural heritages, traditional festivals, and national strengths. This approach allowed them to integrate and present their findings effectively, enriching their learning experience.

To enhance students' understanding of Chinese culture, arts, and science, the *Chinese Literature and History Department* required students to visit exhibitions related to these subjects. Through these visits, students gained firsthand exposure to Chinese cultural artifacts and historical events, deepening their appreciation and knowledge.

The *Technology Department* offered various Information Technology workshops and lessons to equip students with essential skills. These workshops covered a wide range of topics, including mBot programming using Scratch, 3D design, virtual reality/augmented reality (VR/AR), app writing, Arduino programming, and animation design. The Department emphasized up-to-date computer literacy lessons, focusing on mobile app development, game development, and animation design using programmes such as Crazy Talk Animator, Kodu Game Lab, Apps Inventor, and Tinkercad.

In the *Home Economics* subject, students participated in projects focused on promoting healthy living, designing and sewing bags, and being smart consumers. These projects allowed students to apply computer skills and produce practical and relevant projects related to their daily lives.

The *Religious Education Department* collaborated with the *Moral and Civic Education Department* to explore themes centered around the creation, meaning, and cherishing of life. By combining religious and civic perspectives, students were encouraged to develop a holistic understanding of these topics and their implications in society.

The *Moral and Civic Education Department* organized STEAM activities during Other Learning Experiences Days. These activities included workshops on soap making, recycling paper making, and natural lip balm making. By engaging in these hands-on experiences, students learned about the importance of sustainable practices and gained practical skills in creating environmentally friendly products.

The *Cultural Subjects Department* arranged workshops such as String Instruments Construction and Creative Coding to broaden students' horizons in the STREAM area. These workshops allowed students to explore and develop skills in different cultural and artistic domains. Additionally, the department integrated art and technology through activities on Virtual Reality, laser engraving and cutting technology, and 3D scanning. Students had the opportunity to create and share their 3D works in a Mini Virtual Art Gallery, fostering their creativity and technological literacy.

Under the *Academic Affairs*, the integration of STREAM topics and activities was emphasized in the summer holiday assignments for Form 3 students. This initiative aimed to promote holistic education by providing students with opportunities to apply their knowledge and skills across multiple disciplines, preparing them for future challenges.

The *Careers Board* played a vital role in guiding students' career exploration and planning. They administered the "MyFirstChoices" online assessment to Form 3 and Form 6 students, helping them discover their career interests and align their study areas and career goals accordingly. Additionally, the board invited university student ambassadors from various fields to conduct sharing sessions, providing valuable insights and inspiring students in their career choices.

To address the issue of online bullying, the *Discipline Board* conducted an anti-bullying talk to raise students' awareness. The talk focused on the consequences of online bullying and emphasized the

responsible and ethical use of the Internet. By promoting awareness and understanding, the board aimed to create a safe and respectful online environment for all students.

The *Guidance Board* organized adventure-based training for Form 1 students as a means to enhance their self-understanding and confidence. These training activities provided students with opportunities to step out of their comfort zones, develop teamwork skills, and build resilience. Additionally, the board conducted a Life Planning Workshop for Form 5 students, assisting them in their career planning based on mock HKDSE (Hong Kong Diploma of Secondary Education) results. The workshop aimed to help students make informed decisions about their future pathways.

To further enrich students' learning experiences, a range of activities and clubs were organized. The *Aesthetic Development* (AD) Lessons offered workshops on various art forms such as A Capella, Mixed Media Art, and Art & Craft. The Art Club and Science Club provided additional opportunities for students to engage with STREAM elements in a creative and hands-on manner. Furthermore, during OLE Days, various activities were arranged, including a T-shirt Design Workshop, a visit to the Low Carbon Energy Education Centre, Engineering Challenges, a DIY Solar Car STEM Workshop, and a visit to the EMSD (Electrical and Mechanical Services Department). These activities aimed to expose students to real-world applications of STREAM concepts and foster their curiosity and passion for learning.

As part of the *Four Key Tasks* initiative, Form 3 students independently explored various apps and online platforms, including CoSpace Edu, Adobe Cloud, and Appsheets. They utilized these tools to create appealing and useful products that addressed real-life issues. Through this project, students honed their multimedia skills and presented their work in engaging and innovative ways.

The *Reading Committee* played a crucial role in promoting reading and literacy skills among students. They procured books related to STREAM Education and conducted library tours for Form 2 students, encouraging them to read eBooks and borrow STREAM-related books. By fostering a love for reading and providing access to a wide range of resources, the committee aimed to enhance students' language proficiency and critical thinking abilities.

In summary, the school's various departments and boards have implemented a range of initiatives and activities to promote STREAM education and provide holistic learning experiences for students. Through interdisciplinary projects, workshops, competitions, and hands-on experiences, students have been able to explore and apply their knowledge and skills across multiple disciplines, fostering creativity, critical thinking, and a deeper understanding of real-world issues.

Reflection

The *English and Literature in English Department* successfully achieved their target in widening students' exposure to different learning experiences through STREAM education. The posters designed by the junior Form Class Librarians were displayed in the English Room, providing a visually engaging way to broaden students' horizons. Additionally, the Form 4 elite students produced videos on STREAM-related topics, which were shared on Padlet to promote peer learning. Students expressed their enjoyment of the STREAM-related activities and acknowledged that the workshops and discussions enriched their understanding of the world. As a result, incorporating these measures as routine work for Form 1 to Form 6 students in the upcoming academic year is planned.

The *Mathematics Department* received positive feedback from students regarding the workshops. To further enhance students' learning experiences, the department aims to organize similar workshops if the life-wide learning grant can support the associated expenses. This will provide students with further opportunities to engage with mathematics in real-world contexts.

The *Social Science Department* recognized the need to promote the use of the life-wide learning grant to encourage students to participate in activities that broaden their exposure to different learning experiences. By raising awareness and promoting the grant, more students can take advantage of these opportunities. Additionally, the department acknowledged that incorporating more diverse types of assignments, especially with the implementation of the BYOD initiative in the upcoming academic year, will enhance students' engagement and understanding of social sciences.

The *Liberal Studies Department* identified the need to improve the accessibility and organization of the class library. Reopening the library and conducting a systematic reorganization of books, including categorizing them based on subject matter and implementing a clear shelving system, will help students easily locate and access the resources they need. Furthermore, when designing home smart technology devices, students can benefit from exploring existing products in the market to create more practical designs, analyzing what works well, identifying improvements, and identifying potential opportunities for innovation.

The *Chinese Literature and History Department* acknowledged the positive outcome of allowing students to visit exhibitions related to Chinese culture, art, and science. For example, after visiting the Hong Kong Palace Museum Cultural Exhibition, four students submitted assignments on the topic of "Elaboration on Cultural Relics - Chinese History Teaching Resource Book 03: Double Dragon Playing with a Pearl Long Rectangular Box." The department expects even greater achievements in STREAM education with the full implementation of the BYOD policy.

The *Technology Department* received positive feedback from students who found the mBot Programming, App Inventor, Kodu Game Lab, Arduino Smart Home Technology, VR & AR, and CrazyTalk animator workshops interesting. These experiences effectively raised students' interest in STEM education. The Home Economics projects showcased a mix of completion rates, with some students failing to hand in their projects on time. However, those who completed their projects demonstrated creativity and design skills, using different stitches and incorporating school-related patterns. The department aims to optimize project completion rates and ensure that all projects meet the required standards.

The *Religious Education Department* found that exploring the creation, meaning, and appreciation of life through thematic projects allowed students to better understand their significance. This approach has proven to be effective in engaging students and fostering their spiritual and moral growth.

The *Moral and Civic Education Department* observed that students enjoyed other learning experiences and hands-on tasks, enabling them to apply their learning in real-life situations. More than 80% of participants expressed positive feedback and indicated that they would recommend similar activities to their peers.

The *Cultural Subjects Department* received highly positive feedback from students who participated in STEAM-related activities, stating that they gained knowledge beyond the classroom. The successful outcomes from these activities encourage the department to continue organizing similar events in the future.

The *Academic Affairs* recognized the difficulty of incorporating STREAM elements into certain subjects, such as Chinese Literature and Business, Accounting, and Financial Studies (BAFS), in a single assignment. However, they aim to refine and optimize the effectiveness of this strategy to ensure the holistic growth of students.

The *Discipline Board* observed a reduction in students' bullying problems and an increased awareness of responsible internet use. These positive outcomes demonstrate the effectiveness of the board's initiatives in promoting a positive and safe school environment.

The *Guidance Board* received positive feedback from students regarding the Adventure-based Training Day for Form 1 students and the Life Planning Workshop for Form 5 students. These activities helped students understand the importance of preparation and goal setting, contributing to their personal and career development.

The *Four Key Tasks* initiative demonstrated students' creativity and problem-solving skills in product creation, particularly in their use of apps and multimedia platforms. The Reading Committee successfully engaged Form 2 students in the Kindle Borrowing Scheme, allowing them to read eBooks related to their Project-based Learning topics during designated reading times and holidays.

At the school level, there has been significant progress in widening students' exposure to different learning experiences through STREAM education. Various departments have implemented strategies to enrich students' learning journeys. Students have actively participated in workshops, exhibitions, and hands-on activities that have expanded their horizons and deepened their understanding of the world. The positive feedback received from students highlights their enjoyment and appreciation of these STREAM-related initiatives. Efforts are being made to incorporate such activities as routine work for students across different

grade levels in the upcoming academic year. The school recognizes the importance of promoting the use of grants, optimizing assignments, and enhancing resources to further enhance students' learning experiences. Overall, these endeavors have fostered creativity, problem-solving skills, and a holistic growth among students at the school level.

Feedback and Follow-up

The *Chinese Literature and History Department* received positive feedback from students regarding their visit to the Hong Kong Palace Museum Cultural Exhibition. According to a questionnaire, 63% of students expressed high satisfaction, while 37% expressed satisfaction with the activity. Furthermore, 50% of students participated and submitted their assignments. As a result, the department plans to continue organizing similar exhibition visits in the upcoming academic year, providing students with further opportunities to delve into Chinese culture and history.

The *Technology Department* received positive feedback from students regarding their STEM-related technology workshops. Students found these workshops effective in facilitating their learning of various STEM concepts. As a result, the department intends to repeat these workshops in the coming years, ensuring that students continue to benefit from hands-on STEM experiences.

The *Religious Education Department* will continue to collaborate with the school's Project-based Learning (PLB) initiative to explore the creation, meaning, and appreciation of life. By doing so, the department aims to encourage students to apply the concept of "cherishing life" to different aspects of their lives, promoting their spiritual and moral growth.

Based on evaluations, the *Moral and Civic Education Department* received suggestions to provide similar hands-on workshops that widen students' exposure and enable the application of knowledge in real-life situations. The department recognizes the value of experiential learning and plans to incorporate more of these activities to engage students and promote their understanding of moral and civic values.

The *Cultural Subjects Department* acknowledges the motivating effect of the equipment available in the STEAM Room, which encourages students to explore the fields of science and technology. Under the supervision of the technician, the department intends to open the room for students to learn across subjects in the future, fostering interdisciplinary connections and enhancing students' learning experiences.

The *Discipline Board* plans to conduct talks that incorporate elements of STREAM education. By integrating STREAM concepts into disciplinary discussions, the board aims to create a more holistic educational experience for students, promoting their understanding of both academic subjects and real-world applications.

The *Guidance Board* received positive feedback from students who enjoyed experiential learning activities. As a result, the board intends to introduce similar activities to students in other grade levels, allowing more students to benefit from hands-on and immersive learning experiences that contribute to their personal and career development.

The *Four Key Tasks* initiative recognizes the importance of project-based learning and intends to invite students to explore more online platforms. Students will be encouraged to utilize the STEM Room's equipment, such as 3D printers and laser cutters, to enhance their product creation and project outcomes.

The *Reading Committee* plans to encourage Form 1 and Form 3 students to participate in STREAM-related e-Reading activities and e-Reading Book Award Schemes. To facilitate easy access, the committee will purchase STREAM-related books on Kindles, Kobo, and Lightsail platforms. Students' participation in e-Reading activities will be recorded by Class Teachers, and awards will be given to avid readers, promoting a culture of reading within the context of STREAM education.

The school has taken significant steps to address the concern of widening exposure to different learning experiences through STREAM education. Students have expressed high satisfaction with activities such as visiting cultural exhibitions and participating in hands-on technology workshops. Efforts are being made to explore the meaning of life and promote the value of cherishing life through relevant subjects. The school is committed to fostering interdisciplinary learning and providing opportunities for students to apply their knowledge in real-life situations. Talks incorporating STREAM elements are being planned, and

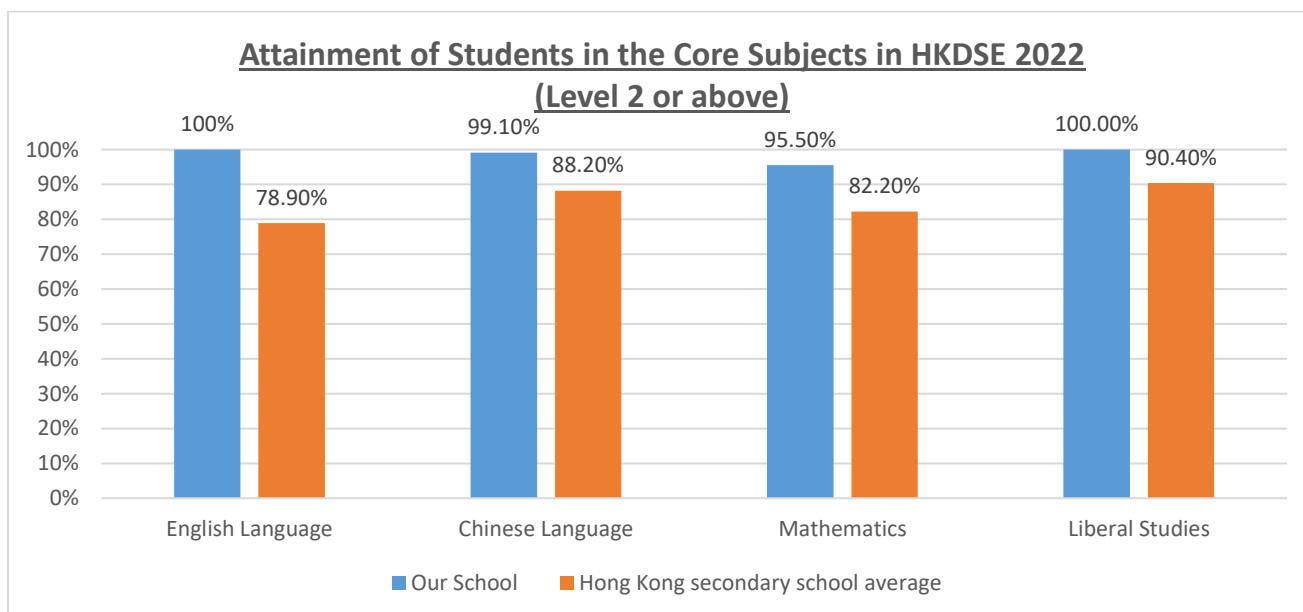
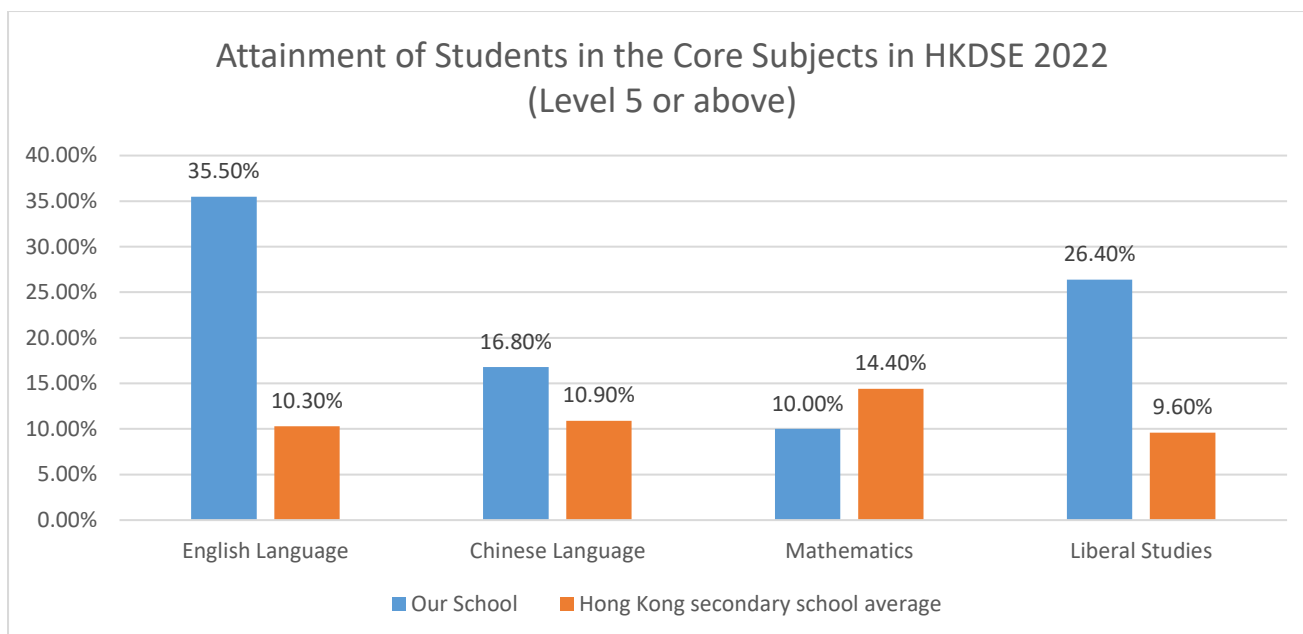
experiential learning activities will be introduced to engage a wider range of students. Emphasis is placed on project-based learning, encouraging students to leverage online platforms and available resources for their creative projects. These initiatives collectively aim to enrich students' learning experiences and promote their holistic development.

(3) Student Performance

Attainment of Students in the Core Subjects in HKDSE 2023

	Level 5 or above	Level 2 or above
English Language	35.5% (10.3%)	100% (78.9%)
Chinese Language	16.8% (10.9%)	99.1% (88.2%)
Mathematics	10.0% (14.4%)	95.5% (82.2%)
Liberal Studies	26.4% (9.6%)	100.0% (90.4%)

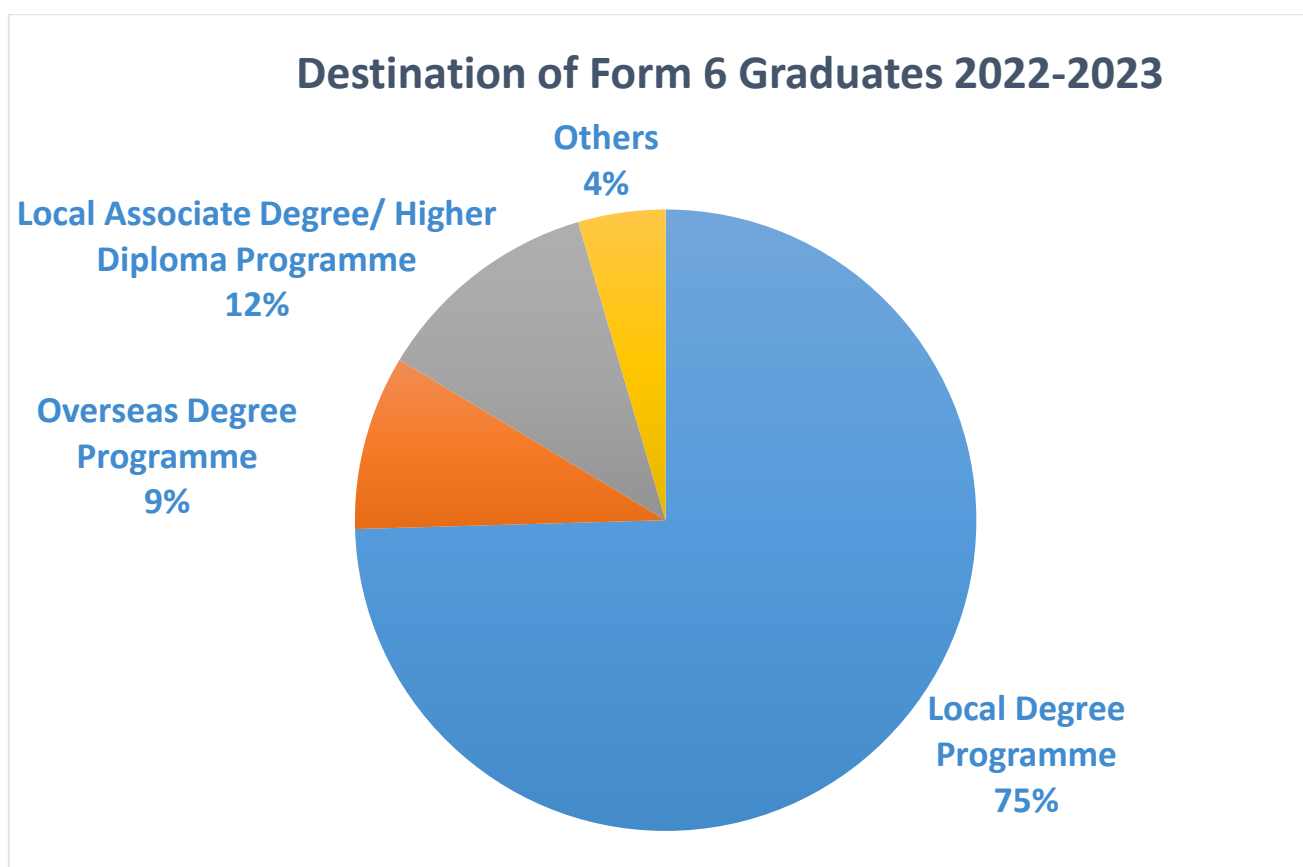
(Hong Kong secondary school average)



Destination of Form 6 Graduates 2022-2023

Destination	No. of students	Percentage
Local Degree Programme	82	75%
Overseas Degree Programme	10	9%
Local Associate Degree/ Higher Diploma Program	13	12%
Others	5	4%
Total number of students	110	

Destination	No. of students	Percentage
Government-funded Degree Programmes	60	55%
Self-financed Degree Programme	22	20%
Total number of students:	82	75%



External Awards 2022-2023

Award	Class	Name of Student
The 74th Hong Kong Schools Speech Festival (English Entries)	Dramatic Duologue - First Place	F.5A Chan Wang Kiu Louise
		F.5E Zheng Hei Man Lilo
	Dramatic Duologue - Third Place	F.5E Chan Wan Lam Jenny
		F.5E Cheung Cheuk Wai Cherry
	Solo Prose Reading - First Place	F.5A Chan Wang Kiu Louise
	Solo Prose Reading - Second Place	F.4A Kimura Yuu Ka Yuuka
		F.4E Wong Yuen Ching Anson
		F.6E Chan Yat Yi Cherub
	Solo Prose Reading - Third Place	F.4E Tong Tess
		F.5A Cheng Tsz Wing Janus
	Solo Verse Speaking - First Place	F.3A Li Si Wang Sisi
		F.4A Lo Tsz Ching Renna
		F.5D Sin Wing Yu Ramona
	Solo Verse Speaking - Second Place	F.5A Scarlet Cheung
		F.6A Yau Kwan Ting Angelina
	Solo Verse Speaking - Third Place	F.1C Fu Zhuo Lin Phoebe
		F.3A Yan Cheuk Ki Katie
		F.4A Chow Tsz Tung Benedicta
F.4A Hui Ying Chi Mathilda		
F.5C Pang Yee Ching Evita		
F.5E Lai Ho Ching Adrian		
F.6D Malik Nelab		
F.6E Law Annie		
The 74th Hong Kong Schools Speech Festival (Chinese Entries)	Solo Verse Speaking - Champion & 譚錫麟紀念盾	F.4A Chow Tsz Tung Benedicta
	Solo Verse Speaking (Mandarin) - Champion	F.2D Chan Hiu Dung Suri
	Solo Verse Speaking (Mandarin) - First Runner-up	F.4A Chow Tsz Tung Benedicta
	Dramatic Duologue - First Runner-up	F.3A Lau Sze Kei Elise
		F.3A Wong Abbie
	Bible Speaking - First Runner-up	F.5A Cheung Yuk Yan Scarlet
	Dramatic Duologue - 2nd Runner-up	F.5D Lee Hau Ching Ellen
		F.5D Yuen Sum Yi Vincy
Dramatic Duologue - 2nd Runner-up	F.2B Chen Sze Mung Angel	
	F.2E Choi Wing Ka Vienn	
ICAS Assessment 2023	English Writing - High Distinction	F.5A Tong Ka Hei Tara
	English - Distinction	F.2D Lo Ka Nam Rocanna
		F.4E Shek Wing Yan Johanna

Award		Class	Name of Student
		F.4E	Tong Tsz Kiu Kennis
		F.5A	Chan Wang Kiu Louise
		F.5A	Tong Ka Hei Tara
	English Writing - Distinction	F.1A	To Uen Ying Mignon
		F.5A	Ma Man Hei Mavis
		F.5E	Wong Tsz Ying Dorothy
AEMSS Drama Fest 2023	Outstanding Performance		
	Outstanding Performer	F.3A	Li Si Wang Sisi
		F.5A	Cheng Tsz Wing Janus
	Outstanding Script		
Outstanding Teamwork			
English Builder (Series Ranking Award)	Distinction in Level 4	F.4E	Ip Chi Yu Grace
		F.4E	Tong Tess
	Distinction in Level 5	F.5A	Chan Wang Kiu Louise
		F.5A	Cheng Tsz Wing Janus
		F.5A	So Pui Lam Ada
The 6th HSU Chinese Literary Award	1st Runner-Up	F.4E	Yip Ho Ching Edith
地景. 人文. 寫作: 「觸地生情 2022/23」 徵文比賽	Champion	F.4E	Yip Ho Ching Edith
第十二屆大學文學獎 (2022-2023) 少年文學獎	Awardee	F.4E	Yip Ho Ching Edith
STEM Challenge	Best Presentation Award	F.4A	Chau Yu Shan Amanda
		F.4A	Cheng Yuet Man Gladys
		F.4A	Chow Tsz Tung Benedicta
		F.4A	Kimura Yuu Ka Yuuka
		F.4E	Ip Chi Yu Grace
Hua Xia Cup - Semi Final	Third Prize	F.2A	Lai Wing Ching Ursula
		F.2A	Ng Cheuk Ki Cheryl
Hong Kong Mathematics High Achievers Competition	Third Prize	F.3A	Chu Man Yui Mavis
HKEAMA Commendation Scheme 2022-2023	Outstanding Performance in Extra-curricular Activities	F.5A	Tong Ka Hei Tara
Singapore and Asian Schools Math Olympiad	Silver Award	F.4E	Ng Mei Yan Cherry
Hong Kong Mathematics Olympiad	Honourable Mentioned Certificate	F.4E	Ng Mei Yan Cherry
Hong Kong Schools Mooting and Mock Trial Competition 2022/23	2nd Runner-Up	F.4B	Au-Yeung Hoi Shuen Helen
		F.4B	Chin Hin Tung Alisyn
		F.4B	Lee Po Man Chloe
		F.4B	Tong Wai Yan Leanne

Award		Class	Name of Student
	Honourary Mention for Outstanding Advocacy	F.4A	Yip Chi Yu Danica
		F.4B	Lee Po Man Chloe
Business School Partnership Programme 2022/23	Outstanding Students' Report Award	F.5C	Tsoi Wai Sze Winsy
Definity United Competition	First Round - Best Debater	F.5E	Shum Yan Tung Swona
	Second Round - Best Debater	F.4D	Poon Chong Yuet Joey
3rd DC Debate Competition	Eighth Finals - Best Debator	F.5C	Wong Sze Nok Krystal
	Round 1 - Best Debator	F.5C	Wong Sze Nok Krystal
	Round 2 - Best Debator	F.4D	Poon Chong Yuet Joey
Hong Kong Inter-school Debate Competition	1st Runner-Up	F.6A	Choi Yan Yiu Yoyo
		F.6A	Ho Yan Yi Celina
St. Clare's Four School Competition	Round 2 - Best Debater	F.2E	Chau Hau Kiu Eunice
		F.3E	Cheng Hailey Hei Yin
	Round 3 - Best Debater	F.5E	Shum Yan Tung Swona
A.S. Watson Group HK Student Sports Awards	Awardee	F.4D	Lau Yik Shan Kelly
All H.K. Schools Jing Ying Table-Tennis Tournament	Eighth Place	F.4C	Ko Wai Yee Koyee
Inter-secondary Schools Table Tennis Competition	Grade B - Champion	F.1D	Shum Ching Kiu Melissa
		F.1E	Leung Wing Yu Icy
		F.1E	To Yin Tong Aimee
		F.2C	Lam Wing Chun Virginia
		F.3B	Fung Hei Tung Hebbe
		F.4C	Ko Wai Yee Koyee
		F.4E	Wong Tsz Yu Vanessa
Shatin & Sai Kung Inter-School Overall Champion Award	Overall 10th Place		School Sports Team
Shatin & Sai Kung Inter-School Volleyball Competition	(Grade A - Division One) - 4th Place	F.4B	Chan Ching Lam Cheryl
		F.4C	Lau Wing Hei Yuki
		F.5C	Chen Yi Kwan Yuki
		F.5C	Cheung Wai Ki Viki
		F.5C	Kwok Wing In Ada
		F.5E	Wong Hau Yan Haylie
		F.6B	Chan Ka Lam Kary
		F.6B	Chung Cheuk Wing Cherry
		F.6B	Wong Ling Yan Cassy
	F.6C	Chung Suen Sueny	
	(Grade B - Division One) - 8th Place	F.2A	Tsang Pui Ki Kate
		F.2B	Li Ying Tung Anna
F.2D		Li Hoi Lam Helen	

Award		Class	Name of Student
		F.3A	Chun Ching Laam Priscilla
		F.3B	Tsai Wing Wing
		F.3C	Huang Pak Lam Berlin
		F.3D	Tang Ka Wai Mirelle
		F.4B	Choi Wing Kiu Kaylie
		F.4C	Chan Man Ki Kiki
		F.4D	Shu Ling Hei Ceci
	(Grade C - Division One) - 7th Place	F.1A	Ng Wing Sze Vincy
		F.1A	Ng Yee Man Edwina
		F.1B	Leung Ting Wai Abby
		F.1B	Leung Ying Lai Charlize
		F.1C	Chung Man Shan Hailey
		F.1C	Lam Yi Ching Kyra
		F.1D	Lee Ying Hei Clarice
		F.1D	Qiu Siu Tip Rachel
		F.1D	So Wing Suet Gladys
		F.1D	Wong Suet Ying Suyi
		F.2A	Jay Chan
		F.2B	Liu Wing To Crystal
		F.2C	Liu Hoi Ming Mavis
F.2E	Chung Yee San Nicole		
F.2E	Lo Sum Yin Jasmine		
F.2E	Tse Hey Tung Hazel		
我要做球星各師高徒青少年乒乓球爭霸賽 2022 (香港站) 分區賽 (U12-13 歲)	2nd Runner-Up	F.2C	Lam Wing Chun Virginia
The 3rd View Win Chinese Instrumental Contest	Erhu (Intermediate Section) - Silver Award	F.1D	Shum Ching Kiu Melissa
	Guzheng (Junior Section) - Silver Award	F.2D	Yau Hau Yin Hannah
The 75th Hong Kong Schools Music Festival	Chinese Instrumental Ensemble - Third Prize		St. Rose of Lima's College Chinese Orchestra
2022 Hong Kong Youth Music Interflows	Chinese Orchestra Interflow - Bronze Award		St. Rose of Lima's College Chinese Orchestra
Hong Kong Penmanship Competition 2022	Chinese Penmanship (Secondary School Session) - Bronze Award	F.3D	Osunwoke Chidinma Angela
National Flag Raising Training (The 4th Session)	Champion	F.4A	Chow Tsz Tung Benedicta
		F.4E	Shek Wing Yan Johanna
		F.5A	Cheung Yuk Yan Scarlet
		F.5A	Lam Ching April

Award		Class	Name of Student
		F.5E	Lau Sze Lam Daphne
		F.5E	Zheng Hei Man Lilo
Hong Kong Outstanding Student Service Ambassadors Award Program	Second Runner-up	F.3A	Cheng Lai Tung Latona
		F.3A	Cheung Ching Chin Emma
		F.3A	Cheung Hiu Huen Hannah
		F.3A	Chu Man Yui Mavis
		F.3A	Kam Wing Ching Molly
		F.3A	Lam I Suen Summer
		F.3A	Wong Abbie
		F.3A	Wong Tsz Tung Esther
		F.3A	Zhai Yueyan Jessica
		F.5A	Chim Chi Shun Alyssa
		F.5B	Wong Hin Yu Hazty
		F.5D	Lee Hau Ching Ellen
		F.5D	Lee Sum Ying Pearly
		F.5D	Ngai Sum Yin Sammy
		F.5D	Poon Po Yee Bowie
		F.5D	Sin Wing Yu Ramona
		F.5D	Yuen Sum Yi Vincy
F.5E	Tang Elle		
Hong Kong School Drama Festival 2022/23	Award for Outstanding Cooperation		St. Rose of Lima's College Chinese Drama Club
	Award for Outstanding Performer	F.5C	Li Cin Hang Olivia
Hong Kong Secondary Schools Debating Competition (Round 2)	Best Speaker Award	F.5C	Tsoi Wai Sze Winsy
Joint School Chinese Debating Competition (Round 16)	Best Debator	F.4D	Poon Chong Yuet Joey
'No Smoking Shatin' Secondary School Poster Design Competition	Second Runner-up	F.5A	Liao Sin Fei Isabella
Shatin & Sai Kung Inter-School Athletics Championships	Long Jump (Grade B) - Champion	F.4D	Lau Yik Shan Kelly
	400M (Grade B) - 5th Place	F.4D	Chu Cho Kiu Megan
	4X400M (Grade B) - 6th Place	F.3B	Cheng Sze Ching Noelle
		F.3B	Tsai Wing Wing
		F.4D	Lau Yik Shan Kelly
		F.4D	Chu Cho Kiu Megan
	200M (Grade B) - 7th Place	F.3D	Lo Jessica Irene
	800M (Grade A) - 7th Place	F.4A	Leung Cheuk Kiu Natalie
	Long Jump (Grade B) - 8th Place	F.1C	Leung Lok Sze Nickey
	4x100M (Grade A) - 8th Place	F.4E	Tong Tess
F.5C		Lau Ying Yiu Agnes	

Award		Class	Name of Student
	Javelin Throw (Grade A) - 8th Place	F.5C	Tong Chi Ching Boosko
		F.6E	Qiu Yuguo Emily
		F.5C	Chen Yi Kwan Yuki
Student Story Slam 2023: My Roots	Finalist	F.4E	Ip Chi Yu Grace
		F.5C	Tsoi Wai Sze Winsy
The HKJC Community Project Grant: Mei Ho House Hong Kong Spirit Learning Project "Affection across the Generations" Essay Competition 2022-2023	Prize for Excellence	F.3C	Li Ching Yi Lily
		F.4E	Chen I Ching Ani
The Hong Kong Federation Youth Group English Public Speaking Contest 2023	Certificate of District Semi Finalists	F.3A	Cheung Ching Chin Emma
	Certificate of Good Performance	F.5C	Tsoi Wai Sze Winsy
The Seventh Territory-wide Schools "Decoding Chinese History" Creative Video Competition	Finalist	F.2D	Cheng Wing Tung Chloe
Walk Up Jardine House 2022 Youth Challenge	1st Runner-up	F.4A	Chau Yu Shan Amanda
		F.4A	Chow Tsz Tung Benedicta
		F.4A	Lam Lok Yi Tiffany
		F.4A	Li Yan Wing Athena
		F.4A	Lo Tsz Ching Renna
		F.4A	Yau Yuet Yin Moon
		F.4D	Yau Ting Yin Dora
		F.4E	Chan Sze Wai Opal
		F.4E	Lau Audrey
		F.5A	Tong Ka Hei Tara
Zi3 Sin6 Cup (2nd Round)	Best Debator	F.6A	Ho Yan Yi Celina
第二十五屆香港青少年數學精英選拔賽	三等榮譽獎	F.3A	Chu Man Yui Mavis
第六屆恆大文學獎	First Runner-up	F.4E	Yip Ho Ching Edith
香港青年協會校園作家獎	First Runner-up	F.4E	Yip Ho Ching Edith
第二屆「盤年盃」全港兒童及青少年《西遊記》詩歌朗誦講故事比賽(中學組二年級)	亞軍	F.2A	Wong Yat Tung Starry
	冠軍	F.2A	Kwok Tsz Ching Toby

Scholarships and Student Awards 2022-2023

Organisations	Award	Class	Name of Student
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes 2022/23 Awardee	F.6A	Chan Ching Yin Janie
		F.6E	Tai Wing Yin Vincy
Rev. Joseph Carra Education Fund Limited	The Rev. Joseph Carra Memorial Education Grant Awardee	F.6A	Chan Cheuk Ki Amy
Harvard Club of Hong Kong	Harvard Prize Book Award 2023		
	Champion	F.5A	Lai Hong Ting Constance
	First Runner-up	F.5A	Chan Chung Yan Francisca
	Second Runner-up	F.5A	Chan Wang Kiu Louise
Hong Kong Playground Association	14th Hong Kong Outstanding Teens (Personal Endeavour Group) Awardee	F.4A	Lo Tsz Ching Renna
Shatin Youth Association	The 19th Shatin Outstanding Students		
	團體競賽最佳隊伍(初中組)	F.1A	Lau Sze Ting Geneva
	團體競賽最佳隊伍(高中組)	F.5E	Chan Tsz Ting Kelly
Hong Kong Extra-curricular Activities Masters' Association	Outstanding Student Award Scheme 2022 Awardee	F.5A	Tong Ka Hei Tara

(4) Financial Summary

Financial Summary for the year of 2022-2023 (Unaudited)

	Income (HK\$)	Expenditure (HK\$)
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	4,806,138	4,336,466
2. Composite Information Technology Grant	565,906	438,446
3. Air-conditioning Grant	654,502	781,923
4. Capacity Enhancement Grant	677,866	789,036
5. School-based Management Top-up Grant	51,615	400.00
Sub-total	6,756,027	6,346,270
(b) Non-School Specific Grant		
Baseline Reference	2,365,037	3,238,375
(c) Other Income	800,661	-
(d) Deficit transferred from Non EOEBG	-	-
Total EOEBG	9,921,725	9,584,645
Yearly Surplus		337,080
II. School Funds (General Funds)		
1. Tong Fai	119,680	-
2. Tuckshop Rental	150,000	112,500
3. General Donation	53,316	-
4. Collection of fees for specific purposes (including electricity charges for air-conditioning)	213,000	43,591
5. Others	160,875	217,081
Total School Fund	696,871	373,172
Yearly Surplus		323,699
Total Yearly Surplus for school year		660,779

(5) Appendices

- Appendix 1: Report of Capacity Enhancement Grant
- Appendix 2: Report of Learning Support Grant
- Appendix 3: Report of School-Based After-School Learning and Support Grant
- Appendix 4: Year-End Evaluation Form at School Level on Whole-School Approach to Catering for Students with SEN
- Appendix 5: Report of the Use of the Promotion of Reading Grant
- Appendix 6: Report of the Use of Life-Wide Learning Grant
- Appendix 7: Report of the Use of Student Activities Support Grant
- Appendix 8: Report of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
- Appendix 9: Report on Measures related to Safeguarding National Security and National Security Education

The Incorporated Management Committee (IMC) of St. Rose of Lima’s College

Report on Use of Capacity Enhancement Grant for 2022-2023 Academic Year

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits	Success Criteria	Implementation Schedule	Resources Required
Promoting learning and teaching effectiveness	<ul style="list-style-type: none"> To relieve teachers' workload on non-teaching duties in order to create space for teachers to enhance their teaching effectiveness To support teachers in collaborative lesson preparation and teaching 	To recruit the following supporting staff: <ul style="list-style-type: none"> 2 full-time Assistant Teachers 3 full-time Teaching Assistants 1 Part-time student helper 	<ul style="list-style-type: none"> Revise and update learning materials to meet students’ needs Support academic and teaching work 	<ul style="list-style-type: none"> Assist subject heads and subject teachers to handle work, including document processing, sorting and inputting information, file storage and classification, and preparing supplies and equipment Assist in leading activities inside and outside the school to ensure smooth operation of teaching and learning activities General Teachers agree that the work quality of relevant personnel meets the requirements and effectively improve work efficiency 	September 2022 to August 2023	\$781,922.62 Total Salary (including 5% MPF) for 12 months
					Grant received	\$654,502.00
					Actual Expenses	\$781,922.62

Evaluation:

Heads of Subject Panels reflected that full-time assistant teachers, full-time teaching assistants and part-time student helper can effectively assist relevant subject groups in handling administrative work, including document processing, sorting and inputting information, file storage and classification, and assisting subject teachers in preparing teaching materials and equipment. Besides, they also can effectively assist and lead activities inside and outside the school to ensure smooth operation of learning and teaching activities. They all agreed that the quality of the work of relevant full-time assistant teachers, full-time teaching assistants and part-time student helper meets the requirements and effectively improve the work efficiency of the subject panels.

2022/23學年學習支援津貼財政報告

填寫日期: 16/9/2023

本學年撥款: 314346 + 103749 = 418095 上學年結餘 (a): 126160.6
 (第一期撥款) (b) (第二期撥款) (c)

本學年可用金額合共: (d) 544255.6

支出細項如下:

項目	金額(\$)
1. 增聘全職教師()位和/或兼職教師()位	\$ -
2. 增聘教學助理(1)位和/或兼職教學助理(1)位(包括輔導員)	\$ 234,713.75
3. 外購專業服務	\$ 255,201.6
4. *(非外購服務支出) 安排*校本學習/共融文化活動、校本教師培訓及家校合作支援活動	\$ 5,000.0
5. 購置學習資源	
6. 其他: (請列明: _____)	
總支出(e):	494915.35

(*不用輸入, 電腦會根據下表輸入的數額自動計算)
 (*不用輸入, 電腦會根據下表輸入的數額自動計算)
 (*不用輸入, 電腦會根據下表輸入的數額自動計算)
 (*不用輸入, 電腦會根據下表輸入的數額自動計算)
 (*不用輸入, 電腦會根據下表輸入的數額自動計算)
 (*不用輸入, 電腦會根據下表輸入的數額自動計算)
 (如適用請輸入)

本學年年終累積津貼餘款: 49340.25 (f) = (d) - (e)
 餘款佔本學度撥款的百分比(%): 11.80% (g) = (f) / [(b) +(c)] x 100%

3. 外購專業服務 (詳列)

*官校以財政年度計算

項目名稱	支援類別 (Pull Down Menu)	服務目的 (Pull Down Menu)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的 平均費用)	服務對象 (例如有特殊教育需要學生 人數及其類別、教師、家 長人數) (Pull Down Menu)	表現指標 評估方法 (如適用) (Pull Down Menu)	成效檢討 (如適用) (Pull Down Menu)	實際支出/ 平均支出
聘請人員資料 (分開填寫職位及人數,並按需要增刪相關欄位) (注意*如增刪欄位相應計算的項目數字可能有所不同,請按需要加以調整)								
1	*聘請合約教師(全職) 0 名 *聘請合約教師(兼職) 0 名	不適用	(請填寫:) (例如:*入班支援、教材製作、推行融合 活動、支援外購服務、收集學生數據、 聯絡家長、教師及專業同工; 提供文書 行政支援等。)	不適用	(請填寫:)	(請填寫:) (例如: 校本教職員評核)	(請填寫:)	薪金: 強積金供款: 總數: \$ -
2	*教學助理(全職) 1 名 *教學助理(兼職) 1 名	不適用	Clerical support	不適用	December, 2022-August, 2023	All SEN students	不適用	不適用 薪金: \$ 222,408.07 強積金供款: \$ 234,113.80 總數: \$ 234,713.75
3	*輔導人員(全職) 0 名 *輔導人員(兼職) 0 名 (在學校層面年終檢討表, 納入「教學助理」填寫)	不適用	(請填寫:) (例如:*入班支援、教材製作、推行融合 活動、支援外購服務、收集學生數據、 聯絡家長、教師及專業同工; 提供文書 行政支援等。)	不適用	(請填寫:)	(請填寫:) (例如: 校本教職員評核)	(請填寫:)	薪金: 強積金供款: 總數: \$ -
外購服務 (請按需要增刪相關欄位, 並更新總額的計算程式) (注意*如增刪欄位相應計算的項目數字可能有所不同,請按需要加以調整)								
4	After school learning support	4 讀寫訓練/學習支援 (Pull Down Menu)	提升學生學習能力	TA/ Part-time Tut	節數/次數: 150 次 每節時數: 1.5 小時 總時數: 225 小時	特殊教育需要學生類別: 注意力不足/過度活躍症學生 特殊學習困難學生 精神病患/有情緒問題學生 人數: 19	學生問卷	外購服務質素優良 平均每小時費用: 170 費用總數: \$ 200,701.55
5	Speech Therapy			Samlot	節數/次數: 8 次 每節時數: 2 小時	特殊教育需要學生類別: 語障學生	校內教職員評核 學生問卷	外購服務質素一般 平均每小時費用: 1350 費用總數: \$ 21,600.00

17	Parents Talk	8 其他 (例如: 外購融合教育)	協助家長與子女培養親子間的感情	Breakthrough	節數/次數: 1 每節時數: 1.5 總時數: 1.5	次 小時 小時	人數: 37 特殊教育需要學生類別: 全校學生	家長問卷	(Pull Down Menu)	平均每小時費用: 費用總數:	\$1,867.00 \$ 2,800.00 2800
18	Fun Group for F.1 students	6 支援有精神健康需要 (Pull Down Menu)	協助學生舒緩情緒 (Pull Down Menu)	PHAB	節數/次數: 7 每節時數: 2 總時數: 14	次 小時 小時	人數: 12 特殊教育需要學生類別: 精神病患/有情緒問題學生	學生問卷	外購服務質素良 (Pull Down Menu)	平均每小時費用: 費用總數:	\$697.00 \$ 9,760.00
19	Japan Nagomi Art Class	8 其他 (例如: 外購融合教育活動/透過外間機構聘請輔導員)	協助學生發掘其藝術潛能及興趣, 從而提升學生的自信心及	Metime	節數/次數: 1 每節時數: 1.5 總時數: 1.5	次 小時 小時	人數: 10 特殊教育需要學生類別: (Pull Down Menu)	學生問卷	外購服務質素良 (Pull Down Menu)	平均每小時費用: 費用總數:	\$3,320.00 \$ 4,980.00
20	Moss Terrarium	6 支援有精神健康需要 2 社交訓練	訓練學生與SEN學生正確溝通的技巧 協助學生舒緩情緒、提升表達及舒壓技巧	Mossy Forestation	節數/次數: 1 每節時數: 2 總時數: 2	次 小時 小時	人數: 23 特殊教育需要學生類別: 自閉症學生	參加者意見	外購服務質素良好 (Pull Down Menu)	平均每小時費用: 費用總數:	\$2,436.00 \$ 4,872.00
21	Christmas Wreath Workshop	6 支援有精神健康需要 2 社交訓練	協助學生發掘興趣、認識自己, 協助學生發掘其藝術潛能及興趣, 從而	Myosotis Flower	節數/次數: 2 每節時數: 2 總時數: 4	次 小時 小時	人數: 14 特殊教育需要學生類別: 自閉症學生 精神病患/有情緒問題學生 注意力不足/過度活躍症學生	學生問卷 (Pull Down Menu)	外購服務質素良 (Pull Down Menu)	平均每小時費用: 費用總數:	\$2,491.00 \$ 9,964.00
*(非外購服務支出) 校內共融活動/小組資料											
22	Materials for Activities on promoting positive	6 支援有精神健康需要學生的	協助學生舒緩情緒	不適用	節數/次數: 30 每節時數: 1 總時數: 30	次 小時 小時	人數: 700 特殊教育需要學生類別: 全校學生	教師觀察	(Pull Down Menu)	平均每小時費用: 費用總數:	\$167.00 \$ 5,000.00
購置學習資源											
	(請填寫:)	(Pull Down Menu)	(Pull Down Menu)	不適用			(Pull Down Menu)				
	(請填寫:)	(Pull Down Menu)	(Pull Down Menu)	不適用			(Pull Down Menu)				
總額											\$ 494,915.3

***註: 如學校能提供運用學習支援津貼聘請額外支援教師/教學助理的費用(薪金+強積金供款)的資料, 請填寫。如沒有, 則不用填。**

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

Name of School: St. Rose of Lima's College

Staff-in-charge: Cheung Pui Ka Phoebe

Contact Telephone No.: 23371867

A. The number of students (count by heads) benefitted under the Grant is 94 (including A. 18 CSSA recipients, B. 70 SFAS full-grant recipients and C. 6 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						
Saturday Support Programme for Form 1 students	1	5	1	100%	September, 2022 to May, 2023	\$22,600	Questionnaire through google form / Examination results / Observation from teachers	Tutors / NGOs / Social Workers	Meet the minimum requirement of admission to the university
Supplementary Classes	2	8	2	55.9%	September, 2022 to May, 2023	\$3000	Examination results/ Observation from teachers	Past Students	
Preserved Flower Class	5	12	5	100%	20 th December, 2022	\$13,750	Questionnaire	Mandy's Flower Workshop	Each student made a final product under the guidance of the tutors
Pressed Flower Workshop	3	4	5	85.7%	27 th June, 2023	\$3,500	Questionnaire	Mandy's Flower Workshop	Each student made a final product under the guidance of the tutors
Disney Youth Education Series	8	14	7	88.9%	12 th April, 2023	\$17,280	Questionnaire/ Observation from teachers and staff from Disneyland	Hong Kong Disneyland	
Visit to Sky100	2	4	4	60.9%	19 th January, 2023	\$0	Questionnaire/ Observation from teachers and staff from Sky100	Sky100, Hong Kong Observation Deck	Paid in 2021-2022 (postponed to this year due to covid 19)

Warzone90 Workshop	3	4	4	75%	13 th December, 2022	\$0	Questionnaire/ Observation from teachers and staff from HK Red Cross	Hong Kong Red Cross	Paid in 2021-2022 (postponed to this year due to covid 19)
Total no. of activities:									
@No. of man-times	24	51	28			\$60,130			
**Total no. of man-times	103				Total Expenses				

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 apparent 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): It would be better to lengthen the application period.

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

登入: 聖羅撒書院 - S530689000133

[主目錄](#)[English](#)[有用資料](#)[離開](#)

**「全校參與」模式照顧有特殊教育需要的學生
學校層面年終檢討表**

(供學校自評及呈交教育局作參考用)

來源: 「融合教育運作指南」(二零二零年十一月更新版) 附錄二十一

2022/23 學年

[\(回到主目錄 \)](#)
[\(將學生數目以 \[百份比\] 顯示 \)](#)
[\(列印 \)](#)

學校名稱(英文): ST ROSE OF LIMA'S COLLEGE 學校名稱(中文): 聖羅撒書院 學校註冊編號(SCRN): 5306890001331 資料最後更改時間: 28-Sep-2023 12:02:33 本表格遞交時間: 28-Sep-2023 12:02:34
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1. 本校在照顧有特殊教育需要學生方面的情況如下:

(請在適當的地方點選你的選擇)

I	校園文化	十分滿意	滿意	尚可	有待改善
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	教職員認同「全校參與」的理念，並透過互相支援來落實推行	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	學生朋輩間能接納彼此的獨特性及個別差異	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	學校安排學習活動時，能配合學生的能力	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	教職員普遍認同人人平等及有參與校內任何活動的權利	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
II	學校政策	十分滿意	滿意	尚可	有待改善
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援層級及進展	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d)	有效地參考《照顧學生個別差異 --- 共融校園指標》，為學校的整體需要與發展釐定學校發展計劃和學校自評的內容	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	靈活地統合和調配資源，確保資源善用(如適用:包括學習支援津貼沒有被收回的情況、特殊教育需要統籌主任已有足夠空間處理與支援有特殊教育需要學生相關的職務、安排教師為有需要的學生提供學習支援等)以便為學生提供適切的支援服務	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
III	支援措施	十分	滿意	尚可	有待

		滿意			改善
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	已成立「學生支援組」(或相關組別)，並按全校參與模式融合教育運作指南的建議加入合適的成員，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	已制定學生支援記錄冊，並定期檢討學生的學習進展及支援的成效	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	改善校舍設施及添置儀器，作出適當的安排供有不同需要的學生使用	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	透過專業交流，提升教職員的教學技巧	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	按學生的能力，組織多元化的課堂活動，以發展學生的潛能	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
i)	按學生的需要而訂立多元化的評估調適策略	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j)	為有需要個別加強支援的學生推行個別學習計劃/個別支援計劃	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
k)	「學生支援組」與校內輔導團隊協作，從學與教及資源運用的角度提供意見，照顧有精神病患學生的學習需要，以及加強精神健康教育	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l)	透過校本輔導計劃，提供學習支援和促進共融文化 (請註明計劃名稱： 課後學習支援)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
m)	加強對外聯繫(如專業人士、社區資源、家長)，有效協調各方面和資源，支援校內有特殊教育需要的學生	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. 根據 24 份「個別學生年終檢討表」所搜集的資料，統計全校在下列各項目的數目：

I 需要課程調適的科目及學生人數：

科目	學生人數
中文科	0
英文科	0
數學科	0
其他科目(請註明： 體育)	1

*** 如學生數目為 0，可選擇將方格留空。***

II	社交適應行為	一向良好(註)	有顯著進步	有少許進步	沒有明顯改變	其他情況	「其他情況」，請註明
a)	遵守校規	1	3	17	3	0	
b)	與朋輩關係	1	2	16	4	1	更差
c)	與老師關係	1	3	17	3	0	
d)	參與課堂/學校活動的行為表現	1	1	20	1	1	更差
III	學習表現	一向良好(註)	有顯著進步	有少許進步	沒有明顯改變	其他情況	「其他情況」，請註明
a)	中文科	1	0	18	5	0	

b)	英文科	0	2	18	4	0	
c)	數學科	1	0	17	4	2	未有填寫該項
d)	非學科的發展 (如體藝、音樂 等，請註明： 體藝、音樂)	0	0	17	4	3	未有填寫該項
IV	學習態度和自我效能	一向良好 (註)	有顯著 進步	有少許 進步	沒有明 顯改變	其他情 況	「其他情況」，請註明
a)	準時完成工作	0	2	14	8	0	
b)	主動參與課堂/ 學校活動	0	1	19	4	0	
c)	自信心/自我形 象	0	1	19	4	0	

註:如果有特殊教育需要的學生一向表現穩定，與一般學生的表現相若，應被視為表現「一向良好」。

3. 大部分有特殊教育需要學生的家長對學校提供的支援措施感到：(請在適當的地方點選你的選擇)

十分滿意 滿意 尚可 不足

3.1 原因：(請在適當的方格內加 '✓' 並可選多於一項)

符合學生的需要 定期檢討進度成效 支援服務多元化

家長能參與支援措施制定和推行

其他(請註明)：(老師照顧貼心，盡責地跟進學生需要。)

整體而言，他們的建議是：

需要確保每一位任教老師知道學生的學習需要。

3.2 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援及其支援層級：(請在適當的方格內加 '✓' 並可選多於一項)

派發學生支援摘要

為第二支援層級的學生擬訂個別支援計劃及為第三支援層級的學生擬訂個別學習計劃

在學校報告及學校概覽中清楚列明支援措施及服務

「學生支援組」定時與家長檢視/匯報學生的學習進展

其他(請註明)：()

3.3 本校從下列那些途徑與家長檢討支援成效：(請在適當的方格內加 '✓' 並可選多於一項)

學生支援摘要 問卷調查 通告 手冊 面談 個案會議

電話 電子平台 其他(請註明)：()

4. 本校在推行融合教育方面仍須加強或改善的地方是：(如有需要，請參考《照顧學生個別差異 --- 共融校園指標》)

(a) 共融校園文化方面

本校教職員秉承正向教育原則，致力建設包容、協作及互相激勵的校園。家校合作方面尚可，但期望家長能夠認識子女的需要。

(b) 共融政策方面

在家長同意下，為有需要的學生提供功課及考評調適。

(c) 共融措施方面*

教職員積極進修，增加照顧不同學生學習差異的知識。

*在推動家校溝通及合作措施方面仍須加強的地方(如適用)：(請在適當的方格內加 '✓' 並可選多於一項)

- 建立恆常的溝通機制，讓家長知道學生的特殊教育需要以及有關的負責教師和聯絡方法等
- 讓家長參與制定支援計劃
- 共同檢視學習進展及支援的成效，作出相應的配合
- 每年檢視及更新學生的支援計劃，並於學年初發給家長一份更新的學生支援摘要
- 透過家長教育、聚會，加強家長之間的交流，提高家長對學校共融政策的了解和信心
- 其他(請註明)：()

5. 本校為有特殊教育需要的非華語學生提供以下支援(如適用)：(請在適當的方格內加 '✓' 並可選多於一項)

- 增聘教學助理
- 外購專業服務(請註明：)
- 為教師提供校本培訓
- 安排共融文化活動
- 加強家長教育(請註明：)
- 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- 其他(請註明)：()

6. 本校對教育局所提供的專業支援服務感到：(請在適當的地方點選你的選擇)

十分滿意 滿意 尚可 不足

原因：

教育心理學家區穎嵐姑娘溝通能力佳，耐心地協助家長及學生，針對學生及家長的需要提供專業建議並做出跟進。

建議：

大量學生需要協助，可增加教育心理學家到校的次數。

7. 運用學習支援津貼的情況：

收入項目	金額(\$)
a) 2021/22 學年 [上學年] 可保留的學習支援津貼盈餘	126,160.60
b) 2022/23 全年 [本學年] 獲得學習支援津貼的撥款 (系統自動顯示)	418,095.00
c) 總收入金額 (系統自動顯示)	544,255.60

支出項目	增聘人數(名)	金額(\$)
d) 增聘全職教師	0	0.00
e) 增聘兼職教師	0	0.00

f) 增聘全職教學助理	1	115,795.45
g) 增聘兼職教學助理	1	118,918.30
h) 外購專業服務		255,201.60
i) 購置學習資源		0.00
j) 安排學習/共融文化活動、校本教師培訓及家校合作支援活動		5,000.00
總支出金額 (系統自動顯示)		494,915.35
盈餘 (系統自動顯示)		49,340.25
餘款佔本年度撥款的百分比(%) (系統自動顯示)		11.80%

學校須按自評機制及訂定的成功準則與不同持份者 (包括家長) · 共同檢視每學年額外資源的運用情況和支援措施的成效 · 並根據檢討結果 · 計劃下一學年的學生支援服務和措施；學校亦須於每年8月31日或前透過特殊教育資訊管理系統(SEMIS) 遞交此檢討表。

學校在透過SEMIS遞交「『全校參與』模式照顧有特殊教育需要的學生-學校層面年終檢討表時」· 如有任何查詢 · 請聯絡有關的督學。

*此部分填寫的資料能讓學校檢視本學年「學習支援津貼」的運用情況及盡早策劃來年的支援計劃。如果學校有需要在遞交此檢討表後更正已填寫的支出金額 · 請盡快將更新財務報告呈交有關督學。

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[\(將學生數目以 \[百份比\] 顯示 \)](#)
[\(列印 \)](#)

Report on the Reading Grant 2022-2023

Reading Grant for	Opening Balance	Grant for 2022-2023	Total Budget for 2022-2023
* c.Library	\$6,207.64	\$24,000	\$30,207.64

	Item	Total Budget 2022-2023	Remarks	Teacher in-charge	Actual Expenses as at August 2023
C	*Library	\$30,207.64			
#	Transfer/ reallocation of library expenses		Library book and activity	Miss Chi	\$8443.7
C1	Purchase of eBooks	\$5,000	Promotional and administrative costs	Miss Chi	\$997
C3	Develop and enrich the resources, \$2000 for each department-	\$6,000	Chinese History and Cultural	Mr. P. Chung	\$1521.6
			Healthy Living	Miss T. Yeung	0
			Moral Education	Miss J. Chui	\$1967.2
C4	Develop and enrich the resources, \$ 2000 for each department- STREAM	\$10,000	Science	Miss K. Wong	0
			Technology & Engineering	Mr. W. Ng	0
			Religious	Miss T. Yeung	0
			Arts	Miss T. Choi	\$2699.4
			Mathematics	Mr. C. Ngai	0
C5	Reading Activity/ Reading Corner/ Library Visit	\$9,000	Decorations/ Books/ Gifts/ Book coupons	Miss Chi	\$9257.5
			Total expense as at 31/8/2023		\$24,886.4
			Reading Grant <i>for Library c/f</i>		\$5,321.24

St. Rose of Lima's College
Report on the Use of the Life-wide Learning Grant
2022-2023 School Year

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)						
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences		
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes															
1	[English and Literature in English Department] 74th Hong Kong Schools Speech Festival (English entries) • To develop the art of verse speaking and public speaking • To learn to appreciate poems and novels • To boost self-confidence	Nov 2022	S1-S6	70	\$11,630.00	\$166.14	E1	English Language	75 entries were submitted to the platform successfully. 20 students got champions and runners-up. The results were very pleasing.	✓	✓	✓				
2	[English and Literature in English Department] Drama appreciation • To instill a love of theatre art • To widen students' exposure to drama performance	Feb - Apr 2023	S1	130	\$0.00	\$0.00	E1	English Language	Not organised due to time constraint	✓	✓	✓				
3	[English and Literature in English Department] Newspaper Reading Programme • To enhance students' critical thinking skills • To broaden students' horizon in the application of English in the workplace	Jul 2023	S2	12	\$0.00	\$0.00	E1	English Language	Not organised due to time constraint	✓	✓					
4	[English and Literature in English Department] Journalism Programme for the gifted learners • To enhance students' logical thinking and presentation skills • To broaden students' horizon in the application of English in the workplace	Feb - Apr 2023	S3	12	\$0.00	\$0.00	E1	English Language	Not organised due to time constraint	✓	✓			✓		
5	[English and Literature in English Department] Drama appreciation • To instill a love of theatre art • To widen students' exposure to drama performance	Feb 2023	S4	128	\$12,600.00	\$98.44	E5	English Language	Students enjoyed the drama performance a lot.	✓	✓	✓				
6	[English and Literature in English Department] Drama workshops • To encourage students to be more expressive • To appreciate the use of English language through drama workshops	Mar 2023	S4	128	\$34,000.00	\$265.63	E5	English Language	The workshops were very well-received. Students learnt a lot of skills and were able to showcase their talents in the competitions.	✓	✓	✓				

7	[English and Literature in English Department] Disney Youth Programme - Disney's Hospitality in Practice To understand more about the hospitality industry and workplace English	Dec 2022	\$5	24	\$13,000.00	\$541.67	E1	English Language	Students gained a deeper understanding of the hospitality industry.	✓	✓			✓
8	[English and Literature in English Department] Talk on new workplace trends To provide students an opportunity to learn more about the new workplace trends	Nov 2022	\$5	130	\$0.00	\$0.00	E1	English Language	The talk was free of charge.	✓	✓			✓
9	[English and Literature in English Department] Talks on widening global perspectives To widen students' horizons in understanding global issues	Mar - Apr 2023	\$5	130	\$0.00	\$0.00	E1	English Language	Not organised due to time constraint	✓	✓			✓
10	[English and Literature in English Department] African Literature Workshops To allow students to explore African literary texts	Feb - Apr 2023	\$5	30	\$0.00	\$0.00	E1	English Language	Not organised due to time constraint	✓	✓	✓		
11	[English and Literature in English Department] Subsidising students to join English / Literature programmes / activities / competitions outside school with the approval of English and Literature in English Department To give students more opportunities to practise English	Whole Year	S1-S6	20	\$17,500.00	\$875.00	E3	English Language	We subsidised 7 students to join the London Study Tour. All the participants found the programme inspiring.	✓	✓	✓		
12	[English and Literature in English Department] Subscription of online reading platform To extend students' scope of reading	Whole Year	S1-S6	749	\$15,699.79	\$20.96	E8	English Language	Students found the platform useful.	✓	✓	✓		
13	[English and Literature in English Department] Texts for Hong Kong Schools Speech Festival Hong Kong Schools Speech Festival	Nov 2022	S1-S6	88	\$3,777.68	\$42.93	E8	English Language	Students need not pay for the texts.	✓	✓	✓		
14	[English and Literature in English Department] English Gifted Programmes (part of the course fees to be subsidised by the DLG) • To motivate students to strive for excellence in English • To expose students to native-like accents	Jan - May 2023	S4-S5	16	\$0.00	\$0.00	E1	English Language	Not organised due to time constraint	✓	✓			✓
15	[Chinese Language Department] 代付校際朗誦節報名費用 鼓勵同學參加校際朗誦節，以提高他們的閱讀能力，增強他們的藝術鑑賞力。 鼓勵同學參加校際朗誦節，以提高他們的閱讀能力，增強他們的藝術鑑賞力。	Nov 2022	S1-S6	35	\$5,075.00	\$145.00	E1	中國語文	目標達成，共28組學生參加校際朗誦節，7組獲獎，成績優良，可見學生的閱讀能力和對文學作品的鑑賞能力提升了，並能展示才能。	✓				
16	[Chinese Language Department] 作家講座 讓同學參與作家講座，拓寬閱讀面，提升閱讀深度。 讓同學參與作家講座，拓寬閱讀面，提升閱讀深度。	Feb - May 2023	S1-S5	656	\$0.00	\$0.00	E1	中國語文	活動取消，因時間不合適。	✓				

17	[Chinese Language Department] 唐朝婦女生活面貌體驗工作坊 讓同學體驗唐朝的文化特色 讓同學體驗唐朝的文化特色	Feb - May 2023	S1-S5	30	\$18,000.00	\$600.00	E6	中國語文	目標達成。學生反應正面。參加活動的學生能透過參加唐朝婦女生活面貌體驗工作坊，親身穿著唐朝的服飾和畫上唐妝，體驗唐朝的文化特色，增加學生對中華文化的認識和欣賞。	✓					
18	[Chinese Language Department] 電子書平台費 提升學生對中國歷史及中華文化的興趣和認識	Whole Year	S1-S6	749	\$9,790.00	\$13.07	E8	中國語文	目標達成。學生回應正面，學生透過使用電子書平台(RAINBOW ONE)，提升他們對中國歷史和中華文化的興趣和認識。	✓					
19	[Liberal Studies Department] Competitions: e.g. Hong Kong Schools Mooting and Mock Trial Competition 2021-22 The competition was run by the Hong Kong Schools Mooting and Mock Trial Association. It aims at providing local secondary students with the opportunity to receive legal education and conduct advocacy.	Nov 2022 - May 2023	S4-S5	15	\$10,800.00	\$720.00	E1	Liberal Studies	Awards (groups): Second runner-up Awardees: 4B Chloe Lee, Alisyn Chin, Leanne Tong, Helen AuYeung Awards (individual): Honourary Mention for Outstanding Advocacy(傑出訟辯) Awardees: 4A Danica Yip (in round Preliminaries II) 4B Chloe Lee (in round Preliminaries I, Preliminaries II, Quarter Finals)	✓					
20	[Liberal Studies Department] [Social Science Department] Workshop on Sustainable Development A training program specially designed with thinking framework and structure for effective learning and teaching about sustainable development.	Dec 2022	S6	111	\$0.00	\$0.00	E1	Liberal Studies and Geography	The course was funded by the Social Science Department.	✓	✓				
21	[Chinese Literature and Chinese History Department] 散文工作坊 同學參與由香港浸會大學語文中心助理講師舉辦的工作坊，能進一步學習創作散文的技巧。	15 Feb, 22 Feb, 1 March, 8 March 2023	S4	7	\$3,600.00	\$514.29	E5	中國文學科及中國歷史科	完成評鑑問卷。學生評鑑正面。	✓					
22	[Chinese Literature and Chinese History Department] 參觀香港故宮文化博物館 學生可在沉浸式的展覽環境中，探討古今文明之間的對話，以新視角觀察文化遺產，以及結合藝術與科技進行創作和實驗性學習	1 Dec 2022	S4	15	\$2,340.00	\$156.00	E1, E2	中國文學科及中國歷史科	完成評鑑問卷。學生評鑑正面。	✓					
23	[Chinese Literature and Chinese History Department] 工藝工作坊 書法歷史講解、書法體驗	24 Oct 2022	S2	10	\$60.00	\$6.00	E1	中國文學科及中國歷史科	轉為參觀香港文化博物館欣賞敦煌書法、壁畫等工藝藝術。完成評鑑問卷。學生評鑑正面。	✓					
24	[Chinese Literature and Chinese History Department] 線上本地考察導賞團 屏山：新界圍村的歷史與傳統	29 Jun 2023	S2	138	\$15,000.00	\$108.70	E1	中國文學科及中國歷史科	完成評鑑問卷。學生評鑑正面。	✓					

25	[Chinese Literature and Chinese History Department] 線上本地考察導賞團 九龍寨城故事之旅	取消	/	0	\$0.00	\$0.00	E1	中國文學科及中國歷史科	/	✓				
26	[Chinese Literature and Chinese History Department] 線上國內考察導賞團 四川熊貓探索之旅	6 Mar 2023	S2	138	\$37,000.00	\$268.12	E1	中國文學科及中國歷史科	完成評鑑問卷。 學生評鑑正面。	✓				
27	[Chinese Literature and Chinese History Department] 線上國內考察導賞團 漫步故宮：帝皇歷史與傳統建築	取消	/	0	\$0.00	\$0.00	E1	中國文學科及中國歷史科	/	✓				
28	[Chinese Literature and Chinese History Department] 線上國內考察導賞團 萬里長城看中國歷史	取消	/	0	\$0.00	\$0.00	E1	中國文學科及中國歷史科	/	✓				
29	[Chinese Literature and Chinese History Department] 線上國內考察導賞團 北京胡同：中國傳統建築與生活模式	取消	/	0	\$0.00	\$0.00	E1	中國文學科及中國歷史科	/	✓				
30	[Mathematics Department] CUHK Enrichment Mathematics Programme To widen the students' exposure in mathematics	Jun - Aug 2023	S4-S5	20	\$2,500.00	\$125.00	E6	Mathematics	The students enjoy the activities.	✓				✓
31	[Mathematics Department] Subsidies students to join Mathematics competitions or training To let students have the chance to face the challenges in mathematics competitions	Sep 2022 - Jun 2023	S1-S5	20	\$0.00	\$0.00	E1	Mathematics	No student joined the activity.	✓				✓
32	[Mathematics Department] 3D model training To let the students to have better understanding of 3D model and 3D space.	Summer Holiday	S1-S5	34	\$8,610.00	\$253.24	E1	Mathematics	The students enjoy the activities.	✓				✓
33	[Science Department] To subsidize students to join the science related courses organised by the local tertiary institutes To subsidize students to join the science related courses organised by the local tertiary institutes	Whole Year	S1-S6	20	\$6,175.00	\$308.75	E1	Science	Students' feedback were positive.	✓				
34	[Science Department] Interclass DIY Solar Car workshop and competition Interclass DIY Solar Car workshop and competition	Jul 2023	S1	150	\$33,854.80	\$225.70	E1	STEM	Students applied science concepts and found it interesting in making the Solar Cars. Their feedback were positive.	✓				
35	[Science Department] Science Prizes and consumables Interclass DIY parachute competition for S2	Dec 2022	S2	138	\$825.00	\$5.98	E1	Science	Students were awarded with prizes if they performed very well in the activities. They like the prizes in general.	✓				
36	[Science Department] Transportation Fee of science related outing or visit Science outings on OLE Days	Whole Year	S1-S6	50	\$2,050.00	\$41.00	E2	Science	Students enjoyed the outings and they participated in the activities actively.	✓				
37	[Social Science Department] Geography field trip to Tung Ping Chau Students can gain first hand experience on fieldwork and learn field study skills. It can widen their exposure to various kinds of rocks in Hong Kong and enrich their knowledge on dynamic earth.	Jun - Jul 2023	S4	40	\$14,000.00	\$350.00	E1	Geography	The field trip was held on 14 July, 2023. 40 students joined the trip. The feedback were positive.	✓	✓			

38	[Social Science Department] Subject-related Activities - talks/ workshops/ outings and visits To widen students' exposure and encourage them to learn beyond the curriculum.	Dec 2022 - Jul 2023	S1-S6	150	\$19,400.00	\$129.33	E1	Economics/ Geography/ History	An intangible cultural heritage workshop on Chinese knots was held for 50 S3 students. 40 S2 students joined the Eat Well (STEM) Workshop. 30 S3 students joined the History field trip to Tsim Sha Tsui. Experience sharing workshops were held for S4 to S6 History students and S6 Geography students. The feedback were positive.	✓	✓			
39	[Social Science Department] Activities organised by external organisations initiated by students To broaden students' horizons by joining subject related activities	Whole Year	S1-S6	7	\$980.00	\$140.00	E6	Economics/ Geography/ History	10 students were subsidised to join the Geography Olympiad.	✓	✓	✓	✓	
40	[Social Science Department] Coach/ transportation fees for outings To facilitate the transit and reduce the commute time when students join various activities.	Whole Year	S1-S6	150	\$4,850.00	\$32.33	E2	Economics/ Geography/ History	Shuttle buses were arranged for 4 activities to reduce the transit and commute time.	✓		✓		
41	[Social Science Department] International Corner - OLE Workshops for Students	Dec 2022	S6	111	\$30,000.00	\$270.27	E1	Liberal Studies and Geography	The workshop was successfully held on 2-3 December, 2022. The feedback were in general positive.	✓	✓			
42	[Technology Department] Workshop (3D Design and Printing) •To broaden students' horizon in this field Workshop (3D Design and Printing) •To broaden students' horizon in this field	Mar - Jul 2023	S1-S3	0	\$0.00	\$0.00	E1	Cross-Disciplinary (STEM)	Did not organised because TSS and STEM AT could not be hired and 10 Swift Coding Workshops were arranged instead.					✓
43	[Technology Department] Workshop (AR/VR/Program for iOS) •To broaden students' horizon in this field Workshop (AR/VR/Program for iOS) •To broaden students' horizon in this field	Mar - Jul 2023	S1-S3	20	\$24,000.00	\$1,200.00	E1	Cross-Disciplinary (STEM)	Fully implemented					✓
44	[Technology Department] Workshop (Smart Home Technology) •To broaden students' horizon in this field Workshop (Smart Home Technology) •To broaden students' horizon in this field	Mar - Jul 2023	S1-S3	10	\$14,160.00	\$1,416.00	E1	Cross-Disciplinary (STEM)	Fully implemented					✓
45	[Technology Department] Workshop (Robot) •To broaden students' horizon in this field Workshop (Robot) •To broaden students' horizon in this field	Mar - Jul 2023	S1-S3	10	\$7,010.00	\$701.00	E1	Cross-Disciplinary (STEM)	Fully implemented					✓
46	[Technology Department] Visit to technology enterprise/Show (3D Design/ Game/App Shows/Robot) •To broaden students' horizon in this field Visit to technology enterprise/Show (3D Design/ Game/App Shows/Robot) •To broaden students' horizon in this field	Mar - Jul 2023	S1-S3	0	\$0.00	\$0.00	E1	Cross-Disciplinary (STEM)	Did not organised because TSS and STEM AT could not be hired and 10 Swift Coding Workshops were arranged instead.					✓

47	[Technology Department] Subsidy to different kinds of activities •To broaden students' horizon in the IT field. Subsidy to different kinds of activities •To broaden students' horizon in the IT field.	Mar - Jul 2023	S1-S3	0	\$0.00	\$0.00	E6	Cross-Disciplinary (STEM)	The activities were subsidized by the Technology Department						✓
48	[Religious Education Department] Day Camp for Leadership Training To train to acquire the leadership and the communication skills.	Nov 2022	S3-S5	6	\$600.00	\$100.00	E1	Leadership Training	Students gained the skills to be a leader. They would apply the skill in their clubs.	✓	✓	✓			
49	[Religious Education Department] Joint School Activities To build a sense of belongings as a member in God's Family	Jul 2023	S3-S5	50	\$108.30	\$2.17	E1	Leadership Training	Used as the Club Meeting activity.	✓	✓	✓	✓		
50	[Religious Education Department] Christmas Ceremony To feel the love of Jesus and the the birth of the Jesus Christ	Dec 2022	S1-S6	749	\$0.00	\$0.00	E1	Values Education	No expenses.			✓			
51	[Religious Education Department] School Anniversary Mass To celebrate the school anniversary in the love of God	Feb 2023	S1-S5	650	\$0.00	\$0.00	E1	Others, please specify:	Subsidaried by others.		✓	✓			
52	[Religious Education Department] Visit to different churches To deepen the spiritual sense of students.	Jul 2023	S1-S5	50	\$1,756.60	\$35.13	E1	Others, please specify:	Different churches were visited, like St. Benedict Church, St Francis Church which helped to deepen the spiritual sense of students.		✓	✓			
53	[Religious Education Department] Visit to school convent To deepen the spiritual sense of students.	Mar 2023	S1-S5	30	\$0.00	\$0.00	E1	Others, please specify:	Would be done in the next academic year.		✓	✓			
54	[Religious Education Department] Visit to the Art Museum To deepen the spiritual sense of students.	Oct 2022	S3-S6	30	\$0.00	\$0.00	E1	Arts (Others)	The activity was cancelled due to the low admission rate.			✓			
55	[Religious Education Department] Talk by CDMA To aquire the knowledge about marriage and the correct altitude dealing with marriage.	3 Jul 2023	S5	120	\$1,200.00	\$10.00	E1	Values Education	All S5 students knew the importance of chastity. They were able to response to the situations that the Speaker raised.		✓	✓			
56	[Religious Education Department] Spiritual Development To deepen the spiritual sense of students.	Sep 2022 - May 2023	S1-S6	165	\$14,640.00	\$88.73	E1	Values Education	All students were nurtured under the guidance of the school helping them to develop and deepen their spiritual sence.		✓	✓			
57	[Moral and Civic Education Department] Promoting Character Strengths - Character Strengths Logbook, Promotion Posters and Stickers	1 Sep 2022	S1-S6	749	\$16,850.00	\$22.50	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students found the workshop meaningful in releasing stress and learning to be more focused.		✓				
58	[Moral and Civic Education Department] Promoting Character Strengths - Class Signage Board	1 Sep 2022	S1-S6	749	\$6,557.00	\$8.75	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. All classes finished their signage board with good design and meaningful messages.		✓				
59	[Moral and Civic Education Department] Promoting Character Strengths - Class Board Decoration	1 Sep 2022	S1-S6	749	\$2,270.80	\$3.03	E1	Moral, Civic and National Education	Fully Achieved as reflected by orbervation.		✓				

60	[Moral and Civic Education Department] Promoting Character Strengths Workshop - Tufting & Learning Materials	26 Oct 2022	S4	16	\$4,693.70	\$293.36	E6	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students found the workshop meaningful and liked this trendy activity.	✓				
61	[Moral and Civic Education Department] Promoting Positive Education - Day Camp Facing the Adversity	2 Feb 2023	S4	20	\$4,782.00	\$239.10	E6	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students found the training session useful as it promoted team spirit and through kinball activities, students released their stress after Half-yearly examination.	✓				
62	[Moral and Civic Education Department] Promoting Positive Education - Learning Perseverance through Rock Climbing	Cancelled	S3-S5	0	\$0.00	\$0.00	E1	Moral, Civic and National Education	This activity was not held. Instead, there were new activities replacing this item, and were listed below.	✓				
63	[Moral and Civic Education Department]Workshops on enhancing students' ability of empathy, and showing respects for others' situation in the society	Whole Year	S1-S6	749	\$821.50	\$1.10	E6	Moral, Civic and National Education	Achieved as reflected by the participation rates of various kinds of moral & civic education related activities (Dress Casual Day, Blood Donation Day, Form 2 Anti- Bullying Workshop, MCE Book Library, and MCE Notice Board displaying students' character strengths). Students showed positive response to the mentioned activities and the participation rates of the activities were over 90%.	✓				
64	[Moral and Civic Education Department] Sex Education Workshop - The Life Journey Game Stall	17 Oct 2022	S1-S6	749	\$1,600.00	\$2.14	E6	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students learnt the birth of life, and reflected the importance of cherishing life. The game booth set in the playground attracted a lot of students, and students enjoyed learning through games.	✓				
65	[Moral and Civic Education Department] Sex Education Workshop - The Life Journey Talk	17 Oct 2022	S1-S6	749	\$1,200.00	\$1.60	E6	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students learnt the birth of life, and reflected the importance of cherishing life.	✓				

66	[Moral and Civic Education Department] Sex Education Workshop - Talk on Transmission diseases by social workers	1 Nov 2022 - 15 Dec 2022	S6	100	\$0.00	\$0.00	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation. There is no cost involved as it was conducted by our social workers Ling Ling and Tin Yan. From the evaluation record, students reflected that they gained the concept on how to protect themselves from various kinds of sexual transmission diseases.	✓				
67	[Moral and Civic Education Department] Sex Education Workshop - Talk on Transmission diseases HK Aids Foundation	11 Oct 2022	S1-S6	749	\$567.50	\$0.76	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students learnt how to protect themselves in love affairs. And the knowledge-based workshop gave students the chance to explore various kinds of dangers.	✓				
68	[Moral and Civic Education Department] Class Service - Form 1 and Form 2 Keep Our School Clean	1 Mar 2023 - 30 Apr 2023	S1-S2	300	\$0.00	\$0.00	E6	Moral, Civic and National Education	Fully Achieved by evaluation record and observation of class teachers. There is no cost involved as students used the old materials. Form 1 and Form 2 class service had been run smoothly. As students used the old cleaning tools in the service, there was no expense this year for this item.	✓				
69	[Moral and Civic Education Department] Class Service - Form 3 Beach Cleanup	29 May 2023	S3	130	\$40,276.80	\$309.82	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record.	✓				
70	[Moral and Civic Education Department] Class Service - Form 4 Leadership Training Programme (Changed to Beach Cleanup)	18 Mar 2023	S4	127	\$31,760.00	\$250.08	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. The class service for Form 4 had been changed to Beach Clean Up so as to be in-line with the topics gone through in Form 4 MCE syllabus. The results of the class service is well-received, and students enjoyed it very much.	✓				

71	[Moral and Civic Education Department] Class Service - Form 5 Connect the Community	13 Feb 2023	S5	108	\$44,800.00	\$414.81	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. From the videos taken by Form 5 students and the feedback from Form 5 Class Teachers, students learnt how to show their empathy, love and care, and also express their concerns and gratitude to the elderly who served in the society in the past. The outcome of the service achieved the objectives of class service.		✓			
72	[Moral and Civic Education Department] National Flag Raising Training	17 Jun 2023 - 15 Jul 2023	S3-S5	25	\$3,164.00	\$126.56	E8	Moral, Civic and National Education	Fully Achieved by observation. Team on National Flag Raising recruited new members, and there were two sessions of training on national flag raising were provided to new members. Some equipment and white gloves were bought for training and competitions too.		✓			
73	[Moral and Civic Education Department] Prosecution Week	Cancelled	S4-S6	25	\$0.00	\$0.00	E1	Moral, Civic and National Education	Not achieved as the dates of activities provided did not match with activity dates in our school calendar. This activity was not run successfully.		✓			
74	[Moral and Civic Education Department] "Good Manners Stickers" Scheme To provide good manners and positive education	Whole Year	S1	130	\$1,426.00	\$10.97	E1	Four Key tasks- Moral and Civic Education	Fully achieved		✓		✓	
75	[Moral and Civic Education Department] Consumables for Moral and Civic Education Core Gropu Activity To provide good manners and postive education	Whole Year	S1-S6	100	\$2,298.00	\$22.98	E1	Four Key tasks- Moral and Civic Education	Fully achieved		✓		✓	
76	[Moral and Civic Education Department] 75th Anniversary Bear Making Workshop	4 Nov 2022	S1-S6	749	\$1,583.80	\$2.11	E1	Moral, Civic and National Education	Fully Achieved as reflected by activity evaluation record. Students enjoyed making products and teaching children and vistors to make the bears. Through making bears, students' self-confidence increased.		✓			
77	[Moral and Civic Education Department] OLE Days Activity - Recycle Paper Making by Seed Workshop	2 Dec 2022	S4	25	\$4,500.00	\$180.00	E6	Moral, Civic and National Education	Fully Achieved as reflected by activity evaluation record. Students found the workshop meaningful, and learnt the techniques in reusing paper to give paper a second life.		✓			

78	[Moral and Civic Education Department] OLE Days Activity - Lip Balm Making Workshop	2 Dec 2022	S4	25	\$5,300.00	\$212.00	E6	Moral, Civic and National Education	Fully Achieved as reflected by evaluation record. Students found the workshop meaningful in releasing stress	✓				
79	[Moral and Civic Education Department] OLE Days Activity - Eco-soap Making Workshop	2 Dec 2022	S4	25	\$6,200.00	\$248.00	E6	Moral, Civic and National Education	Fully Achieved as reflected by OLE evaluation record. The result is satisfactory. Students learnt the skills of making soap by oil.	✓				
80	[Moral and Civic Education Department] Form 4 Go Green Educational School Talk	2 Mar 2023	S4	127	\$1,000.00	\$7.87	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students learnt how to classify rubbish, and more about the decomposition of different kinds of plastics.	✓				
81	[Moral and Civic Education Department] Form 4 Upcycling Workshop (Tuition Fee and Transportation Fee)	13 Jul 2023	S4	127	\$21,450.00	\$168.90	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students formed groups, and learnt using recycled materials to promote recycling and upcycling concepts to the public.	✓				
82	[Moral and Civic Education Department] Form 4 Class Service "ECF - Plastic-Free Hong Kong: Plastic Reduction in Wet Markets and Supermarkets"	30 Mar 2023	S4	127	\$136.00	\$1.07	E1	Moral, Civic and National Education	Fully Achieved as reflected by course evaluation record. Students went to wet market and had an authentic experience to review the new policy on the use of plastic bags. The tour is successful.	✓				
83	[Moral and Civic Education Department] National Constitution Day Online Quiz Competition	1 Jan 2023	S1-S6	749	\$135.00	\$0.18	E1	Moral, Civic and National Education	Fully Achieved by observation. All classes were run through some videos related to National Security Education, and students were encouraged to participate in the online competitions. Our school had received the certificate of participation by EDB.	✓				
84	[Cultural Subjects Department] Art workshops and guided tours to art exhibitions To provide students with the opportunity to meet artists, learn basic art techniques and art forms that are unfamiliar to them (e.g. creative coding and glass art) To enrich students' learning experience by arranging guided tours to different art exhibitions, including those students participated in.	Sep 2022 - Jul 2023	S1-S6	100	\$22,190.00	\$221.90	E1, E2, E5, E7	Arts (Visual Arts)	A visit to the HKMoA exhibition 'The Road to Baroque', a visit to M+ exhibition 'Yayoi Kusama: 1945 to Now', a Jean Design Workshop, a 'Happy Stay-clay-tion' activity, and a Creative Coding Workshop was held for Form 1 to Form 6 students.		✓			

85	[Cultural Subjects Department] Campus design activities To provide students the opportunity to show their art talent through producing their work and displaying their work in school	Sep 2022 – Aug 2023	S1-S6	80	\$37,869.00	\$473.36	E5, E7	Arts (Visual Arts)	Students' design works were printed and displayed in different school events. A mural painting workshop was conducted to decorate the wall at the entrance of the school.			✓		
86	[Cultural Subjects Department] String Instruments STEM worksop Student will learn the relationship between pitch from String Instrument and frequency	Sep 2022	S1-S3	400	\$23,000.00	\$57.50	E5	Arts (Music)	String Instruments Construction Workshop was held from 15th September, 2022 to 19th September, 2022 for all Form 1 to Form 3 students.			✓		
87	[Cultural Subjects Department] Active Rosians A reward scheme lasts for a month to encourage students' physical activity during recess or lunch break. Advanced technological devices will be adopted to measure students' activity level and raise students' interests.	Mar 2023 - Apr 2023	S1-S5	640	\$52,426.90	\$81.92	E7	Physical Education	Just Dance, Morning Run, Blazepod Challenge and Dodgeball Open were held for Form 1 to Form 5 students. The Most Active Student and Class in each form were awarded with prizes.			✓		
88	[Cultural Subjects Department] SRL Athletes Enhancement Scheme Subsidize students to join sports activities organised by the external organisations in order to encourage students take the initiative to participate in sports activities outside school	Sep 2022 - Jul 2023	S1-S5	25	\$0.00	\$0.00	E1, E6	Physical Education	Not carried out.			✓		
89	[Cultural Subjects Department] Prizes for participation in art competitions and programmes To encourage students' participation and recognize students' achievement in art	Oct 2022 - Jul 2023	S1-S6	100	\$1,998.80	\$19.99	E7	Arts (Visual Arts)	Prizes were given out to students who contributed their design works and showed active participation in art activities such as the Art Talent Scheme.			✓		
90	[Careers Board] Interest-based Careers Workshop To enrich students' careers experience.	Oct 2022 - Jul 2023	S3-S6	0	\$0.00	\$0.00	E1	Careers	Not achieved					✓
91	[Careers Board] Form 3 Subject Selection Workshop To enable students to make informed choices about Form 4 subject selection	Dec 2022	S3	129	\$27,000.00	\$209.30	E1	Careers	Fully achieved					✓
92	[Careers Board] Form 4 DISC Workshop To promote self-understanding through careers assessment.	Dec 2022	S4	128	\$9,000.00	\$70.31	E1	Careers	Fully achieved					✓
93	[Careers Board] Form 4 Career Workshops To arouse students' awareness of goal setting and life planning.	Jul 2023	S4	128	\$4,500.00	\$35.16	E1	Careers	Fully achieved					✓
94	[Careers Board] Form 5 Personality Dimension Workshop To promote self-understanding through careers assessment.	Jul 2023	S5	112	\$14,500.00	\$129.46	E1	Careers	Fully achieved					✓
95	[Careers Board] Form 5 MBTI Workshop To promote self-understanding through careers assessment.	Jul 2023	S5	112	\$9,000.00	\$80.36	E1	Careers	Fully achieved					✓

96	[Careers Board] Form 2 Positive Psychology Workshop To enable students to leverage their strengths when performing life planning.	July 2023	S2	138	\$14,000.00	\$101.45	E1	Careers	Fully achieved						✓
97	[Careers Board] Form 4 CV Workshop To enable students to leverage their strengths when performing life planning.	July 2023	S4	128	\$9,000.00	\$70.31	E1	Careers	Fully achieved						✓
98	[Careers Board] Online Career Interest Assessment To promote self-understanding through careers assessment.	Oct 2022 - Jun 2023	S3, S6	240	\$3,600.00	\$15.00	E1	Careers	Fully achieved						✓
99	[Careers Board] Form 6 University Interview Workshop To get students prepared for university admission interviews through workshop and mock interviews.	Feb 2023	S6	111	\$14,400.00	\$129.73	E1	Careers	Fully achieved						✓
100	[Careers Board] Outings and Visits To enrich students' careers experience.	Jul 2023	S4	14	\$450.00	\$32.14	E2	Careers	Fully achieved						✓
101	[Careers Board] Subsidy for students who initiate the participation of careers activities organised by recognised external organisations To encourage students to take part in career experience programmes.	Oct 2022 - Aug 2023	S1-S6	7	\$2,600.00	\$371.43	E6	Careers	Fully achieved						✓
102	[Careers Board] Prizes for Careers Activities - Book Coupons To show appreciation to students with outstanding performance in careers activities.	Oct 2022 - Jun 2023	S1-S3	50	\$1,850.00	\$37.00	E1	Careers	Fully achieved						✓
103	[Careers Board] Consumables (Miscellaneous Expenses) To support the miscellaneous running cost of all careers guidance activities in the school	Sep 2022 - Aug 2023	S1-S6	749	\$1,007.20	\$1.34	E7	Careers	Fully achieved						✓
104	[Guidance Board] Adventured-based Training Day Camp Enhance self understanding and problem solving skills	Dec 2022	S1	122	\$28,530.00	\$233.85	E1	Values Education	<ul style="list-style-type: none"> • 84.4% agreed that the camp raised team spirit. • 82.8% agreed that it strengthened goal setting. • 76.5% agreed that it enhanced problem-solving skills. • 82.8% said that it boosted communication skills. 		✓				
105	[Guidance Board] Life Planning Activity Enhance self understanding and equip participants with life planning skills	Mar 2023	S5	113	\$14,000.00	\$123.89	E1	Values Education	<ul style="list-style-type: none"> • 100% agreed that they were satisfied with the activities. • 98% agreed that it raised their understanding on their own interests and abilities. • 96% agreed that it enable them to reflect their life goals and plan for their future career. 		✓				
106	[Discipline Board] Talks on Positive Value Education Promote positive value among students	Dec 2022 - May 2023	S1, S3, S4	350	\$0.00	\$0.00	E1	Value Education	Student participation rate is high		✓				

107	[Discipline Board] Inter-class competition (Gifts) Promote positive value among students	Oct 2022 - Jun 2023	S1-S5	600	\$3,200.00	\$5.33	E7	Prefects board	Student participation rate is high		✓				
108	[Project-based Learning Committee] Form 2 Project-based Learning: research-related materials Project-based learning activity: conducting a research	Sep 2022 - Jul 2023	S2	137	\$5,593.10	\$40.83	E1	Project-based Learning	Fully achieved	✓					
109	[Project-based Learning Committee] Form 3 Project-based Learning: materials related to product creation and research Project-based learning activity: creating a product and conducting a research	Sep 2022 - Jul 2023	S3	129	\$8,581.20	\$66.52	E1	Project-based Learning	Fully achieved	✓			✓		
110	[OLE and ECA Team] Extra-curricular Activity ECA Clubs Tutor Salary/ activity fee (To foster whole person development and to stretch students' potential)	Whole Year	S1-S6	749	\$673,668.00	\$899.42	E5	Others, please specify: all rounded	Students show positive feedback and they won different prizes after the trainings / Tutors and TICs gives positive feedback				✓		
111	[OLE and ECA Team] Extra-curricular Activity OLE Days Activities (To widen students' horizons and facilitate students' all-round development.)	Whole Year	S1-S6	749	\$49,778.00	\$66.46	E1	Others, please specify: all rounded	good results from students' questionnaire	✓	✓	✓	✓	✓	✓
112	[OLE and ECA Team] Extra-curricular Activity Competition Entry Fee for Chinese Debating Club/ Dancing Club/ English Drama Club/ Girl Guides/ Music Festival and entry fee for students to join activities by external organizations	Whole Year	S1-S6	300	\$30,703.00	\$102.34	E6	Others, please specify: all rounded	Postivie feedback	✓	✓	✓	✓	✓	✓
113	[OLE and ECA Team] Extra-curricular Activity Transportation Fee (OLE Days/St John Music Interflows Competition/Swimming Gala/Sports Day)	Whole Year	S1-S6	749	\$22,054.40	\$29.45	E1	Others, please specify: all rounded	Nil				✓		
114	[OLE and ECA Team] Extra-curricular Activity Aesthetic Development Lessons (To widen students' horizons and facilitate students' all-round development.)	Whole Year	S4-S6	350	\$105,590.00	\$301.69	E1	Arts (Visual Arts and Music)	good results from students' questionnaire				✓		
115	[OLE and ECA Team] Extra-curricular Activity Ticket fee and School Bus fee for visiting the Ocean Park (School Picnic)	Nov 2022	S1-S6	749	\$80,600.00	\$107.61	E1	Others, please specify: all rounded	Postivie feedback from students and teachers				✓		
116	[OLE and ECA Team] Extra-curricular Activity Subsidies for 4 Houses	Whole Year	S1-S6	749	\$3,327.70	\$4.44	E1	Others, please specify: all rounded	Postivie feedback from students and teachers				✓		
117	[OLE and ECA Team] Extra-curricular Activity HKSSF Entry Fee / Fee for Student Registration Card/Transportation fee (To foster physical development of the students.)	Whole Year	S1-S6	749	\$11,877.00	\$15.86	E1	Physical Education	students get good results in HKSSF competitions (overall the 10th out of all Shatin and Sai Kung schools)				✓		
118	[OLE and ECA Team] ECA clubs consumables For buying the materials and resources needed For the ECA clubs to arrange activities	Whole Year	S1-S6	749	\$46,514.05	\$62.10	E1	Leadership Training	Positive feedback from students and TICs				✓		
119	[OLE and ECA Team] Sports Teams Consumables For students to use during the sports trainings and competitions	Whole Year	S1-S6	300	\$27,432.10	\$91.44	E1	Physical Education	Positive feedback from students and TICs				✓		

120	[OLE and ECA Team] Music Score For students to use during the music related ECA club meetings	Whole Year	S1-S6	50	\$1,031.71	\$20.63	E1	Arts (Music)	Positive feedback from students and TICs				✓		
121	[STEM Education] Talks and Workshops on STEM Education Help students identify and develop their character strengths through STEM activities	Whole Year	S1-S5	48	\$3,184.00	\$66.33	E1	Cross-Disciplinary (STEM)	Around 20 students were participated in the activities. Feedbacks from students were positive.	✓	✓				
122	[STEM Education] Self-regulated Learning Activities on STEM Education Introducing different self-regulated learning platforms and skills in STEM to students Recognizing the achievement of students in self-regulated learning in STEM Encouraging students share their own self-regulated learning in STEM through different channels Whole year	Whole Year	S1-S5	35	\$6,368.00	\$181.94	E1	Cross-Disciplinary (STEM)	Around 30 students were participated in the activities conducted by the STEM Assistant teacher. Duration of Licenses of the Online Platform was around 5 months. Students found that it helped them to continue learning the techniques on the platform at their own pace.	✓					
123	[STEM Education] STEM-related Activities / Competitions in School Organising STEM-related activities / competitions to boost the science atmosphere in the campus	Whole Year	S1-S5	12	\$3,184.00	\$265.33	D1	Cross-Disciplinary (STEM)	Feedbacks from students were positive. Students who won in the competitions were awarded the extension of the online platform subscription which helped them to continue their self-learning on the platform.	✓					
124	[STEM Education] STEM-related Activities / Competitions organised by external organisations Encouraging more students to join different kinds of competitions outside school	Whole Year	S1-S5	25	\$3,184.00	\$127.36	D1	Cross-Disciplinary (STEM)	Most of the STEM activities outside school were free of charge. No subsidy from LWL Grant is required.	✓					
125	[STEM Education] Workshops on 3D Drawing and Printing Equipping students' skills in computer-aided drawing and 3d printing	Whole Year	S1-S5	25	\$3,000.00	\$120.00	E5	Cross-Disciplinary (STEM)	Students were enjoyed the Laser Cutting Workshop for "STEAM Workshop: Mini Visual Art Gallery". Students learnt the techniques in the drawing software and the basic skills in operating the laser cutting machine.	✓					
126	[STEM Education] Workshops on VR Technology Equipping students' skills in computer-aided drawing, laser cut and laser engraving to produce 3D artwork	Whole Year	S1-S5	25	\$0.00	\$0.00	E5	Cross-Disciplinary (STEM)	This activity was organised by the Technology Department instead of the Committee on STEM Education.	✓					
127	[STEM Education] Advanced Workshops on VR and AR Technology Organising a programme to equip students the skills in VR and AR Using the VR and AR skills to create a dream community	Whole Year	S1-S5	25	\$0.00	\$0.00	E5	Cross-Disciplinary (STEM)	This activity was organised by the Technology Department instead of the Committee on STEM Education.	✓					

128	[Academic Affairs] Workshops on equipping students with relevant skills in learning non-language subject in English To help the less able students in the Junior Form achieve their learning goals and become more confident in their studies.	Sep – Oct 2022	S1	30	\$4,980.00	\$166.00	E5	Others, please specify: Study skills	Opinions from all students were collected by Questionnaire. Their feedback was positive. The large majority of students found that the trainer was professional, friendly and satisfied with his teaching. Participants agreed that the programme is meaningful and inspirational, the skills taught were useful and practical.	✓					
129	[Academic Affairs] Visit to Red cross headquarter for the Warzone90 To develop the character strength of gratitude among students and help them to be more resilient.	Mar - Apr 2023	S1	30	\$7,100.00	\$236.67	E1, E2	Values Education	Students were allowed to feel and express a sense of thankfulness in life and to others. The feedback received from the participants of the visit was positive, highlighting the profound impact it had on their perspective and emotional well-being.		✓				
130	[Academic Affairs] Entrance fee for courses involving Gifted Education To motivate students to acquire new levels of knowledge, or deepen their existing knowledge or skills.	Sep 2022 - May 2023	S1-S6	2	\$3,600.00	\$1,800.00	E1	Gifted Education	Feedback from participants were positive. More students have been motivated to embark on a journey of acquiring new knowledge and deepening their existing skills in various areas.	✓					
131	[Academic Affairs] Workshops on equipping students with relevant skills in study skills, notes-taking skills and time management skills	Mid-Aug 2022; Late Jul 2023	S1	290	\$60,000.00	\$206.90	E1	Others, please specify: Study and time management skills	The large majority of students found that the program was useful and satisfied with it.	✓	✓				
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				749	\$2,055,436.43										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1															
2															
3															
4															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				0	\$0.00										
Expenses for Category 1				749	\$2,055,436.43										

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

No.	Item	Purpose	Actual Expenses (\$)
1	[Mathematics Department] 3D models (F.5 to F.6)	To help them to visualize the 3 dimensional space concepts.	\$0.00
2	[Technology Department] Procurement of Devices for VR/AR/Program	Career-related Experiences: 1. Train the students VR/AR programming skills	\$0.00

3	[Religious Education Department] A Statue of Jesus	For praying	\$0.00
4	[Cultural Subjects Department] Purchase of art books and art games	To enhance students' interest in art through books and art games	\$1,465.00
5	[Careers Board] Computer Equipment and Software License	To produce and store digital materials needed in careers guidance activities.	\$4,608.00
6	[Project-based Learning Committee] Apps for creating graphic organisers	Project-based learning activity: Data analysis	\$10,168.01
7	[OLE and ECA Team] Campus TV equipment	For buying AV equipment	\$9,648.00
8	[OLE and ECA Team] Sports Teams Equipment	For students to use during the sports trainings	\$16,600.00
9	[STEM Education] High Power Laser Cut Machine	STEM Interest Group Activity	\$50,068.99
10	[STEM Education] 3D Printers	STEM Interest Group Activity	\$0.00
11	[Committee on Blended Learning and E-learning] Purchase of mobile devices, stylus pens, webcams, microphones, pocket WiFi routers, SIM cards	Support the online ECA and other LWL activities	\$22,440.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$114,998.00
Expenses for Categories 1 & 2			\$2,170,434.43

Category 3: Number of Student Beneficiaries

Total number of students in the school:	749
Number of student beneficiaries:	749
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	MR. HO CHI MAN
Post of Contact Person for LWL:	PGM

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

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

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

I. Financial Overview

A	Allocation in the Current School Year:	\$55,900.00
B	Expenditure in the Current School Year:	\$29,695.20
C	Unspent Amount to be Returned to the EDB (A – B):	\$26,204.80

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	14	\$9,265.60
Full-grant under the School Textbook Assistance Scheme	31	\$18,029.60
Meeting the school-based financially needy criteria	3	\$2,400.00 (capped at 25% of the total allocation for the school year)
Total	48	\$29,695.20

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Dried floral workshop	Arts (Others)	30	\$24,000.00			✓		
2	STEM workshop	Science	18	\$5,695.20	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			48	\$29,695.20					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			48	\$29,695.20					

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

Contact Person for LWL (Name & Post):	Mr. Leung Tsz Chun (Co-team l
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致： 教育局常任秘書長
 經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）
 （傳真號碼：2537 4591／郵寄地址：香港添馬添美道2號政府總部東翼7樓）

（學校請於**2023年11月30日或之前**提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1至9名非華語學生¹的普通中學²

**加強支援非華語學生的中文學與教
 額外撥款
 2022/23 學年學校報告（普通中學適用）**

學校名稱： 聖羅撒書院

學校註冊編號： 530689（6位數SCRN）

學校電話號碼： 2337 1867

學校傳真號碼： 2338 0915

總統籌人員姓名： 鍾柏霖

總統籌人員職位： 副校長 中文科主任 中文科任教師

其他（請說明）：NCS 統籌員

按教育局通告第8/2020號，本校在2022/23學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校2022/23學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

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

向教職員闡釋有關政策及措施／匯報推行有關措施的進展

安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會

其他(請說明): _____

(2) 安排教師專業培訓

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

(a) 已安排他們參加的相關培訓如下（可選多於一項）：

(i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等

(ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務

(iii) 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」

(iv) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」

(v) 校內中文科教學人員同儕觀課，進行專業交流，分享心得

(vi) 校內中文科教學人員共同備課，調適教學策略和教學內容等

(vii) 其他(請說明): _____

或

(b) 未有安排他們參加相關培訓，原因是（可選多於一項）：

(i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。

(ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。

(iii) 其他(請說明): _____

(3) 評估非華語學生的中文學習需要

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

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

(4) 安排非華語學生考取合適的中國語文資歷

於 2022/23 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		
(b)	香港中學文憑考試應用學習中文 (非華語學生適用)			
(c)	普通教育文憑試 (GCE) 高級程度 (A-Level)			
(d)	普通教育文憑試 (GCE) 高級補充程度 (AS-Level)			
(e)	國際普通中學教育文憑 (IGCSE)	2		
(f)	綜合中等教育證書 (GCSE)			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2022/23 學年獲提供的額外撥款 A 153,769 元 / 307,500 元，以及 2021/22 學年額外撥款累積餘額³（如適用） B 0 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2021/22 學年學校報告」的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

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

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ （請於第(6)(a)項提供補充資料）		
	<input checked="" type="checkbox"/> 教學助理 (0.47) 名	\$63,393.23	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 教師 (0.13) 名	\$45,504.02	<input checked="" type="checkbox"/>
		請以小數表示（如適用）	
(b)	<input checked="" type="checkbox"/> 購買促進非華語學生學習中文的教學資源 （請於第(6)(b)項提供補充資料）	\$94,972	<input type="checkbox"/>
(c)	<input type="checkbox"/> 僱用專業服務（請於第(6)(a)項及／或第(6)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input checked="" type="checkbox"/> 由學校籌辦的推廣共融校園活動 （請於第(6)(c)項提供補充資料）	\$8,358.86	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 <input type="checkbox"/> C		\$212,228.11	
[(a) + (b) + (c) + (d) + (e)]			
（請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和）			

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

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

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

請在適當的方格內加上「√」號

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

- (f) 2022/23 學年完結時，本校的額外撥款累積結餘為 **D** 95271.89 元 $[\mathbf{A} + \mathbf{B} - \mathbf{C}]$ ，累積結餘佔 2022/23 學年額外撥款的百分比為 30.98 % $[\mathbf{D} \div \mathbf{A} \times 100\%]$ 。

只供額外撥款的餘額 **D** 累積至高水平 (70%或以上) 的學校填寫

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

(i) 原因： _____

(ii) 改善建議／下學年運用額外撥款餘款的計劃： _____

(6) 本校於 2022/23 學年的校本支援措施詳情如下：

(a)	本校已聘請額外員工／調配人員／僱用專業服務，負責以下工作：	
	<input checked="" type="checkbox"/>	提供中文科的課堂支援：(可選多於一項) <input checked="" type="checkbox"/> 抽離學習 (年級： <u>中二、中三、中四、中六</u>) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input checked="" type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級： <u>中二、中三、中四、中六</u>) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
	<input checked="" type="checkbox"/>	提供其他支援：(可選多於一項) <input checked="" type="checkbox"/> 中文學習小組 (年級： <u>中二、中三、中四、中六</u>) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input type="checkbox"/> 中文銜接課程 (年級：_____) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 導讀學習 (年級：_____) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
	<input checked="" type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(6)(c)項提供補充資料)
	<input type="checkbox"/>	其他 (請說明：_____) (年級：_____)

請在適當的方格內加上「√」號

<p>(b)</p>	<p>本校已購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>教學資源</u></th> <th style="text-align: center;"><u>年級</u></th> </tr> </thead> <tbody> <tr> <td>(i) 文言詞彙訓練電子書</td> <td style="text-align: center;">中二</td> </tr> <tr> <td>(ii) 成語訓練電子書</td> <td style="text-align: center;">中三</td> </tr> <tr> <td>(iii) 認識中華文化電子書</td> <td style="text-align: center;">中四</td> </tr> <tr> <td>(iv) 中文繪本</td> <td style="text-align: center;">中三</td> </tr> </tbody> </table>	<u>教學資源</u>	<u>年級</u>	(i) 文言詞彙訓練電子書	中二	(ii) 成語訓練電子書	中三	(iii) 認識中華文化電子書	中四	(iv) 中文繪本	中三
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(iii) 認識中華文化電子書	中四										
(iv) 中文繪本	中三										
<p>(c)</p>	<p>本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下： (請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)</p> <p style="text-align: right;">校慶遊藝會(非華語同學向本地同學及家長介紹) 年級：<u>中二、</u></p> <p>1. 活動內容：<u>Hanna 手繪及多元文化</u> <u>中三、中四</u></p> <p> > <input checked="" type="checkbox"/> 由學校籌辦 / <input type="checkbox"/> 僱用專業服務或與機構協辦</p> <p> > <input type="checkbox"/> 使用此額外撥款 / <input checked="" type="checkbox"/> 沒有使用此額外撥款</p> <p style="text-align: right;">年級：<u>中二、</u></p> <p>2. 活動內容：<u>文化共融迎盛夏(共融劍擊學中文+共融板球學中文)</u> <u>中三、中四</u></p> <p> > <input type="checkbox"/> 由學校籌辦 / <input checked="" type="checkbox"/> 僱用專業服務或與機構協辦</p> <p> > <input checked="" type="checkbox"/> 使用此額外撥款 / <input type="checkbox"/> 沒有使用此額外撥款</p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等) (可選多於一項)</p> <p><input checked="" type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 年級：<u>中二、中三、中四、中六</u></p> <p><input checked="" type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 年級：<u>中二、中三、中四、中六</u></p> <p><input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度(包括中文學習)，並按需要解釋及強調學好中文的重要性 年級：<u>中二、中三、中四、中六</u></p> <p><input checked="" type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 年級：<u>中六</u></p> <p><input type="checkbox"/> 其他(請說明：_____) 年級：_____</p>										

請在適當的方格內加上「√」號

(三) 評鑑、問責及支援

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

成效顯著
頗有成效
成效不彰

(i) 加強支援非華語學生的中文學與教（可選多於一項）

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

(ii) 建構共融校園（可選多於一項）

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

(8) 本校已備妥以下文件：

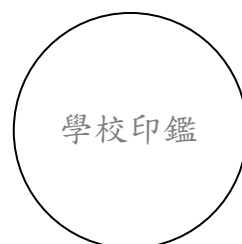
- (i) 本校已在 2023 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。現隨學校報告夾附本校的中、英文版本學校支援摘要（見附件一），以供教育局備考；以及
- (ii) 本校已在 2023 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。現隨學校報告夾附有關電腦頁面截圖（見附件二），以供教育局備考。

校監簽署：_____

校監姓名：_____ Mr. Chung Hung Fung Harry _____

日期：_____

請在適當的方格內加上「√」號



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

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

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



請學校隨學校報告夾附有關電腦頁面截圖於此附件，以供本局備考。

To: Chief School Development Officer

2022/2023 School Year
Annual Report on Measures related to Safeguarding National Security and National Security Education

School Name: ST. ROSE OF LIMA'S COLLEGE

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School Administration	1. The working group on safeguarding national security (SNS) and national security education (NSE) will continue to coordinate the implementation of related measures among subject panels and functional teams. Through staff meetings, talks, school circulars and other channels, enable staff to keep up with the current policies and issues concerning the National Security Law, as well as relevant information disseminated by the Government.	Fully implemented The group has effectively coordinated the implementation of related measures among subject panels and functional teams. Through staff meetings, talks, school circulars, and other communication channels, staff members have been equipped with the necessary knowledge and information regarding the National Security Law and other relevant government updates. The working group's efforts have contributed to fostering a culture of national security awareness within the school.	Moving forward, it is essential to maintain the momentum of these initiatives and continue to prioritize the dissemination of accurate and up-to-date information. The working group should remain vigilant in monitoring any new developments or changes in national security policies and promptly communicate them to staff members. By doing so, the school can ensure ongoing compliance and a strong commitment to national security education.
	2. Ensure the display of words, objects and/or books within the campus, and the library collection do not involve endangering national security.	Fully implemented The strategies employed, including the establishment of a screening and approval process, have yielded positive outcomes. A rigorous screening and approval process was established to evaluate the content and potential risks associated with materials intended for display in the school premises. The school can confidently assert that the display of materials is done in a manner that upholds national security concerns.	Continuous monitoring and periodic reviews will be essential to sustain this implementation and adapt to evolving security challenges. Regularly review and update the screening and approval process to incorporate any lessons learned and to adapt to evolving requirements of safeguarding National Security.
	3. Ensure that activities to be held under the name of the school do not involve acts and activities that endanger national security. Approval has to be obtained from the Principal before holding any activities (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or	Fully implemented Since the implementation of the measures, the school has successfully adhered to the policy guidelines. All activities, including student activities, extra-curricular activities, talks by external guest speakers, activities organized by alumni or parent-teacher	It is recommended that the school continue to review and update the policy periodically to address any emerging security concerns and to ensure its continued effectiveness. Training and awareness programmes for the school community can also be conducted to

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	parent-teacher associations for students, activities engaging outside instructors, etc.).	<p>associations for students, and activities engaging outside instructors, have followed the approval process. The Principal has diligently evaluated each request, considering potential risks to national security.</p> <p>Activities that have been organized within the school premises have been conducted in accordance with the approved plans and conditions. The Principal has also provided guidance and support to activity organizers to ensure their compliance with the policy.</p>	reinforce the importance of national security and the role each individual plays in maintaining it. The school’s proactive approach to national security in organizing activities serves as an example of its commitment to the well-being and safety of its students and the broader society.
	4. Remind guest speakers, coaches, instructors etc. to comply with “Hong Kong National Security Law” and other laws.	<p>Fully implemented</p> <p>The school has implemented effective measures to ensure compliance with relevant laws by guest speakers, coaches, instructors, and other external individuals involved in school activities. The comprehensive communication, written reminders, and acknowledgment process have facilitated a clear understanding of legal obligations and expectations.</p>	<p>It is recommended that the school continues to review and update its reminders, training programs, and monitoring processes to align with any changes or updates in the legal landscape.</p> <p>The school’s regular monitoring of activities involving external individuals and collects feedback from students, staff, and other participants can ensure compliance with the legal obligations.</p>
	5. Review and refine the crisis management mechanisms and formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security.	<p>Fully implemented</p> <p>The review and refinement of crisis management mechanisms, along with the formulation of specific strategies and contingency measures, have been implemented. The initiative has enhanced the school’s ability to address acts and activities endangering national security.</p>	It is crucial to continue monitoring and refining these mechanisms to ensure their continued effectiveness in the face of emerging challenges. The School Crisis Team need to further review the related mechanisms, strategies and contingency measures, and give more guidelines, to enhanced the school’s ability to address acts and activities endangering national security.
	6. Organise flag raising ceremonies and sing the national anthem on important occasions to enhance students’ awareness on their national identity. Let students respect the national flag, national emblem and national anthem.	<p>Fully implemented</p> <p>More teachers and students received training on the proper etiquette and procedures associated with flag raising ceremonies. The training ensures that all</p>	It is recommended that the school continue to prioritize and sustain the implementation of flag raising ceremonies and the singing of the national anthem on important occasions,

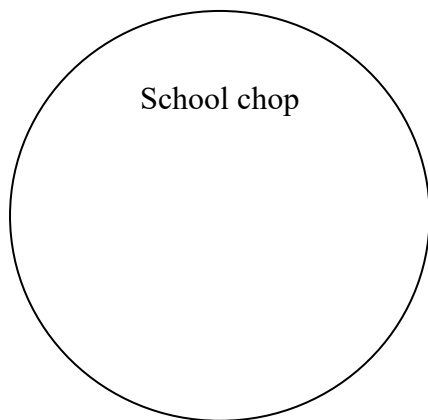
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
		<p>participants understood the significance of these activities. Students were educated about the importance of national symbols and the significance of the flag raising ceremonies. They were encouraged to actively participate and demonstrate respect during these occasions. A schedule was established to organize flag raising ceremonies on important occasions and all teachers were arranged to give a speech in the flag raising ceremony. The necessary infrastructure, such as flag poles and appropriate sound systems, were installed to facilitate the flag raising ceremonies and ensure the proper rendition of the national anthem.</p>	<p>ensuring that these activities remain an integral part of the school's culture and identity-building efforts.</p>
Staff Management	<p>1. Adopt appropriate procedures and guidelines for the appointment of teaching and non-teaching staff to enhance the protection of students.</p>	<p>Fully implemented The implementation of appropriate procedures and guidelines for the appointment of teaching and non-teaching staff has been successfully achieved. By adopting a transparent and rigorous recruitment process, emphasizing professional development, and maintaining a commitment to ongoing evaluation, we are confident in the protection and safety of our students.</p>	<p>We remain dedicated to our mission of providing a secure and nurturing educational environment, and we will continue to adapt our policies and practices to ensure the well-being of our students remains a top priority.</p>
	<p>2. Review and refine the school-based staff management and appraisal system to timely and duly follow up on matters relating to the job performance and conduct of school staff.</p>	<p>Fully implemented Clear and measurable performance indicators were established, aligning with the school's goals and objectives. These indicators enable objective evaluation of staff performance and conduct. A transparent and systematic evaluation process was implemented, ensuring that all staff members are assessed fairly and consistently. Performance appraisals are conducted at regular intervals, providing opportunities for feedback, goal setting, and</p>	<p>To further enhance the effectiveness of the system, such as conducting periodic evaluations of the implemented system to identify any areas that require further refinement or improvement, and providing ongoing training and development opportunities for staff to enhance their skills in performance management, appraisal, and effective communication.</p>

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
		professional development.	
	3. Convey to all staff the school's requirements and expectations in respect of their job performance and conduct. Remind all school personnel to be law-abiding and shoulder the co-responsibility of creating a peaceful and orderly environment and atmosphere in school.	Fully implemented The school has been successful in creating a culture of professionalism, law-abiding behaviour, and co-responsibility within the school. The school's proactive approach in communicating expectations, providing training, and establishing support mechanisms has resulted in a more peaceful and orderly environment.	The school continues its efforts in reinforcing staff expectations and periodically reviewing and updating its policies to adapt to any changing circumstances, and maintains a positive and conducive learning environment for students and foster a culture of excellence among its staff members.
	4. Remind teachers of the need for upholding professional ethics at all times and the profound impact of their words and deeds on students.	Fully implemented Regular communication, professional development, and the establishment of a code of conduct have contributed to creating a positive and supportive school environment.	The school will sustain these efforts and provide ongoing support and training to further enhance the professional ethics standards in the school.
	5. Ensure the job performance and conduct of non-teaching staff (including school social workers, educational psychologists, speech therapists, coaches, instructors of interest classes, etc.) comply with relevant requirements, including those for prevention of and stopping activities that are in breach of the Basic Law, the National Security Law and other laws.	Fully implemented Monitoring and reporting mechanisms have been established, including regular performance evaluations to promptly address any concerns or violations. Furthermore, the school is ready to receive updated information, guidance, and assistance from EDB in addressing potential breaches of the law.	The school will provide ongoing training and professional development opportunities to ensure that non-teaching staff members stay updated on changing legal requirements and best practices, and conduct regular evaluations to assess the effectiveness of the implemented measures.
	6. Ensure the personnel employed in the form of purchased services (including designated personnel and off-campus tutors) meet the requirements of the school and are not involved in endangering national security.	Fully implemented The implementation includes background checks, vetting processes, and monitoring mechanisms.	Regular and updated training programmes can be introduced to enhance awareness and understanding of potential risks related to national security. Additionally, establishing a feedback system for students and staff to report any concerns or suspicious activities can help maintain a comprehensive security framework.
Staff Training	1. Raise staff awareness of national security and promote professional development through staff meetings and school-based training.	Fully implemented Staff awareness of national security and promoting professional development has been successfully raised.	The school can incorporate practical exercises, guest speakers, or workshops that simulate real-life security scenarios. This would provide a more hands-on

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	2. Encourage teachers to enroll in national security education courses provided by the EDB.	Fully implemented Regular information about relevant courses has been consistently provided to teachers to encourage their enrollment.	learning experience, ensuring better retention of knowledge. To further improve, it's important to ensure the availability of diverse and comprehensive course offerings.
	3. Encourage teachers to share their experiences on the incorporation of national security education in the curricula, annual plans and schemes of work with other teachers.	Fully implemented The incorporation of national security education in curricula, annual plans, and schemes of work has been successfully carried out. Common lesson for different core subjects promotes collaboration and knowledge exchange among teachers, enhances the integration of national security education into lesson planning.	Providing incentives or recognition for teachers who actively contribute to sharing their experiences would encourage greater participation and engagement.
Learning and Teaching	1. Include national security education and values education in the curriculum, annual plans and schemes of work. Review and enrich the curriculum contents to enhance students' awareness of national security according to their cognitive abilities. Enhance students' national identity and their understanding on the national security through fully implementation of national security education curriculum suggested by the EDB.	Fully implemented The curriculum has been reviewed and enriched to enhance students' awareness of national security based on their cognitive abilities. The focus is on strengthening students' national identity and understanding of national security. This comprehensive implementation aims to equip students with the necessary knowledge and values to contribute to the security and well-being of their nation.	To ensure continuous improvement, it is essential to regularly evaluate the impact of this curriculum on students' attitudes and behaviors. Additionally, providing opportunities for students to engage in practical activities, such as simulations or community service, related to national security could further enhance their understanding and application of the concepts learned.
	2. Monitor and review the content and quality of classroom teaching and teaching resources, ensure that they are in line with the aims, goals and coverage prescribed by the Curriculum Development Council for different key learning stages and suit students' abilities and learning needs.	Fully implemented The regular lesson observation, assignment inspection, and the introduction of Subject panels could actively monitor and assess teaching practices and resources, teachers can maintain high standards and promote effective learning experiences for students.	Continue to provide professional development opportunities for teachers to enhance their instructional skills and resource development can contribute to better classroom experiences for students.
	3. Archive the school-based learning and teaching materials related to Constitution, Basic Law and national security education centrally in a systematic way.	Fully implemented The Archive System was set up to store the relevant school-based learning and teaching materials related to these aspects.	Ensure regular updates and maintenance of the system to prevent any technical glitches.

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	4. Through a variety of life-wide learning activities (such as arranging students to visit local facilities, participating in Mainland exchange programmes and sister school programmes), enhance students' knowledge and awareness of national security, history and development of China, and enhance their national identity.	<i>Partially implemented</i> Student were arranged to join visits to local facilities, All Form 5 students participated in Mainland study tour, and teacher representatives were arranged to join a trip to Tsing Tao to visit a potential sister school for the Sister School Scheme.	Students from different levels should be included in these diverse learning experiences so that they could be exposed to different aspects of China's national security, history, and development.
	5. Organise weekly flag raising ceremony and hold flag raising ceremonies on important occasions. Speeches under the flag are given by the Principal and all teachers to enhance students' awareness on their national identity.	<i>Fully implemented</i> The school has incorporated a weekly flag raising ceremony and conducts additional ceremonies on significant occasions. The Principal and all teachers deliver speeches during all these ceremonies, aiming to strengthen students' understanding of their national identity.	The implementation of flag raising ceremonies and speeches provides a symbolic and meaningful way to instill patriotism and a sense of belonging among students. By involving both the Principal and teachers, it showcases a collective commitment to nurturing students' understanding of their country's values and heritage.
Student Guidance, Discipline and Support	1. Provide guidelines for teachers to stop students' improper behaviours and follow-up measures needed to be taken.	<i>Fully implemented</i> The implementation of guidelines for teachers to address students' improper behaviours and the subsequent follow-up measures has been successfully completed with the help from the Guidance and Discipline Boards.	To further improve the implementation, training sessions for teachers can be conducted to enhance their skills in behavior management, and collaboration between teachers and parents can be strengthened to ensure consistent support for students' behavioural development.
	2. Help students to identify their character strengths and enhance positive education to nurture students in understanding their civic duties as good citizens who observe rules and laws. Remind students of the school's expectations on their behaviours through Assemblies, Homeroom periods, programmes on values education and school notices/circulars.	<i>Fully implemented</i> The school employed a range of strategies to reinforce students' understanding of behavioural expectations and their responsibilities as responsible citizens. These methods included Assemblies, Homeroom periods, programs focused on values education, and school notices. Additionally, slogans pertaining to National Education and Values Education were prominently displayed within the school premises, serving as a constant reminder for students.	To further improve, the school could consider incorporating interactive workshops or projects that actively engage students in applying their character strengths to real-life situations, fostering experiential learning and deeper understanding of civic duties.

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Home-school cooperation	1. Maintain close communication with parents to solicit their support, understanding and collaboration through school circulars/ Parents' Day/ activities held by Parent-Teacher Association, so as to promote home-school cooperation and collaboration for students' effective learning and healthy development.	Fully implemented The implemented strategy has proven to be effective. The use of school circulars, Parents' Day, Parent-teachers' Day, and activities organized by the Parent-Teacher Association has facilitated regular updates and engagement with parents, fostering a sense of involvement and understanding.	It would be beneficial to explore additional communication channels to reach a wider range of parents. Implementing interactive sessions during Parents' talks or workshops could encourage active participation and dialogue.
	2. Organise more home-school cooperation and parent education activities to enhance the cultivation of positive values and healthy lifestyles among students.	Fully implemented An online quiz concerning National Security Education was arranged for parents and prizes sponsored by PTA were given to winners. A board game concerning National Security Education was integrated in the PTA's stall on the Anniversary Fun Fair Day.	By leveraging online platforms and incorporating interactive games, the PTA successfully created opportunities for parents to deepen their understanding of national security while fostering a sense of camaraderie and fun. Such efforts are crucial in ensuring that parents are well-informed and equipped to contribute to a safe and secure environment for their families and the wider community.
	3. Include the elements about Chinese culture in the activities and workshops organized by the PTA.	Fully implemented The Shui Tau Shui Wei Heritage Trail (Emperor's College) 水頭水尾 古蹟徑 (二帝書院) was visited during the PTA picnic to provide parents, students, and teachers with a deeper understanding of Chinese traditional buildings, architecture, and other aspects of Chinese culture.	The organization, educational value, engagement, and impact of the visit were commendable. Future visits can be more enriching, ensuring a lasting and meaningful learning experience for all participants.



Signature of supervisor: _____

Name of supervisor: Mr. CHUNG HUNG FUNG

Date: _____