



# ANNUAL SCHOOL REPORT



2023-  
2024

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

[www.hksrl.edu.hk](http://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			65
Qualifications and Professional Training (% of Teaching staff)			
Teacher's Certificate / Diploma in Education			92%
Bachelor Degree			47%
Master / Doctorate Degree or above			53%
Special Education Training			39%
Years of Experience (% of Teaching staff)			
0 - 4 years		5 - 9 years	>= 10 years
42%		13%	45%

## **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**

<b><i>Form 1 to Form 3</i></b>	
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
<b><i>Form 4 to Form 6</i></b>	
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**

<b>School Facilities</b>
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.
<b>Facility(ies) for Supporting Students with Special Educational Needs</b>
Accessible lift, Accessible toilet and tactile guide path plan.

## **School Characteristics**

<b>School Management</b>
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.
<b>Learning and Teaching Plan</b>
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 2023/2024 and the subjects to be offered in 2024/2025 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, the speech therapist, 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 25 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](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

Familiarize stakeholders with the language of character strengths:

- To help students build up their self-confidence and appreciate their and other's character strengths
- To build a more positive and supportive school environment
- To mobilize every stakeholder to use the language for character strengths
- To strengthen the rapport among students by encouraging mutual appreciation and support between them
- To boost students' confidence and to promote mental health awareness

Building students' resilience and capitalising on character strengths:

- To promote positive education; to teach students the skills to build resilience and capitalize on their character strengths
- To build a more positive and supportive school environment
- To inculcate teachers with the skills and knowledge of resilience and character strengths
- To help students build the skills and habits of self-management and be more confident in learning
- Provide different opportunities to students to explore, exercise and develop their character strengths

#### Achievements

In the 2023-2024 academic year, St. Rose of Lima's College witnessed remarkable progress in familiarizing stakeholders with the language of character strengths through a collaborative effort among *the English and Literature in English Department, the Chinese Language Department, and the Social Science Department*. These departments worked in synergy to enhance students' holistic development and academic engagement. *The English and Literature in English Department* seamlessly integrated character strengths into writing and speaking tasks. By providing students with the vocabulary essential for articulating emotions and capabilities effectively, this integration not only enriched self-expression but also established a common language shared among teachers, students, and parents, highlighting the importance of character strengths in daily life. In parallel, *the Social Science Department* played a crucial role in fostering positive education at the college. Incorporating diverse learning activities such as group discussions and presentations for senior and junior forms, the department engaged students in interactive learning experiences. A diversified approach of assignments included, for instance, poster design, slide presentations, and video creation, offering creative outlets with the integration of the use of e-learning for students to showcase their abilities. Overall, the language of character strengths and stickers were frequently integrated into feedback sessions and classroom discussions, creating a culture of appreciation and recognition among students.

Mobilizing all stakeholders to use the language of character strengths has been a priority throughout the school. *The Careers Board's* workshops on positive psychology equipped students with tools to recognize their strengths and align them with their academic and professional aspirations. This initiative was echoed



by *the Guidance Board*, which organized workshops to promote self-awareness and empathy, ensuring that students, parents, and teachers were all engaged in discussions around character strengths. This comprehensive approach has created a unified front where the entire school community is involved in reinforcing positive values.

Building self-confidence and resilience among students also emerged as a shared objective across diverse departments, primarily through a range of competitions. *The Chinese Language Department* observed a significant surge in student participation in Chinese language-related competitions, with over 90% of students engaging in multiple contests, surpassing the previous year's numbers. Students actively immersed themselves in activities like essay writing and recitation contests, undergoing rigorous training and revisions that fostered continuous improvement, resilience, and adaptability. *The Mathematics Department*, for instance, prioritized positive reinforcement, with teachers offering constructive feedback that accentuated individual strengths. This approach fostered a growth mindset among students, notably enhancing their confidence in grappling with complex mathematical concepts. Similarly, *the Citizenship and Social Development Department* focused on nurturing self-awareness by encouraging students to establish personal goals and reflect on their accomplishments, thereby bolstering their self-esteem. The collaborative efforts between these departments cultivated a supportive atmosphere where students felt empowered to recognize and celebrate both their own strengths and those of their peers. This concerted effort to build self-confidence was further exemplified by the Mainland Study Tour conducted in January 2024. The impact of this tour on participating students was carefully evaluated through a comprehensive survey, yielding illuminating insights. A substantial 76% of students either agreed or strongly agreed that their sense of identity experienced a significant enhancement due to the tour, indicating a deeper connection with their cultural heritage and roots. Moreover, approximately 73% of students expressed agreement or strong agreement regarding the pivotal role of tour assignments in solidifying their knowledge of mainland China. This practical application of learned information deepened their comprehension of the subject matter, enriching their learning experience. The survey also unveiled the tour's broader benefits beyond mainland China knowledge. An impressive 82% of participants acknowledged that the tour augmented their understanding of technological security, while 79% felt similarly about cultural security. Furthermore, an overwhelming 84% of students reported thoroughly enjoying the Mainland Study Tour, reflecting its careful planning, engaging nature, and ability to captivate student interest effectively. Additionally, the tour significantly heightened students' curiosity and interest in learning, particularly in technological fields, acting as a catalyst for intellectual growth and encouraging exploration in previously uncharted areas, thereby broadening their intellectual horizons.

The school community has worked collectively to cultivate a positive and supportive environment. *The Social Science Department's* initiatives, such as peer mentoring and collaborative projects, promoted a culture of care and cooperation. These activities were complemented by *the Home Economics Department's* focus on teamwork, where students learned the value of mutual support through collaborative learning experiences. This synergy among departments created a network of encouragement, enabling students to thrive academically and personally while fostering strong relationships among their peers.

Strengthening rapport among students through mutual appreciation and support has been a common theme across departments. *The Technology Department, the Cultural Subject Department, and the Guidance Board* encouraged peer feedback on interactive games, lunch time activities, projects, fostering an environment where students acknowledged each other's contributions. *The Other Learning Experience and Extra Curricular Activities Board* further enhanced this sense of community through drama performances and workshops, promoting teamwork and collaboration on the OLE Days and Aesthetic Development Lessons. These activities not only built friendship among students but also created lasting bonds that extend beyond the classroom, allowing a culture of appreciation to flourish. In Visual Arts, students explore character strengths within themselves and peers, reflecting on artists' values. Projects promote positive themes like gratitude and empathy, showcased to inspire others. Self-help activities like Zentangle and mindfulness enhance well-being. Physical Education fosters teamwork through games, promoting respect for all. Family involvement in fitness tasks is encouraged, creating a positive learning environment.

In addition to prioritizing boosting students' confidence and promoting mental health awareness, the school has actively cultivated a supportive environment. *The Religious Education Department and the Moral and Civic Education Department* have worked hand in hand to instill values of gratitude and respect for creation, prompting students to contemplate their actions and their impact on others. This foundational work was further reinforced by *the Discipline Board's* initiatives, which emphasized positive behavior and respect, solidifying the school's nurturing atmosphere.

Moreover, initiatives such as the introduction of Mental Health Ambassadors and the Big Sister Scheme by *the Guidance Board* have played a pivotal role in providing essential support systems, ensuring that mental health awareness remains central to the school's ethos. Spearheading impactful programs like Discipline talks, drama performances, and inter-class competitions, *the Discipline Board* has not only fostered a supportive environment but also enhanced students' resilience and character strengths. Prefects' training has served as a cornerstone in developing resilience and character among students too.

Furthermore, *the Committee on E-learning* has actively promoted considerate behavior and collaborative learning, while *the Other Learning Experience and Extra Curricular Activity Board* has enriched students' educational journey through workshops, talks, and outings focusing on positive education during OLE Days. These experiences have broadened students' horizons and provided platforms like Rosianland Activities for talent showcases.

Through these collective efforts, the school has successfully aligned its departments toward common goals centered on character strengths, self-confidence, and positive values. The collaborative initiatives have not only mobilized teachers, students, and parents but have also fostered a cohesive community dedicated to nurturing the character and well-being of every individual. The commitment to these principles will continue to guide the educational journey, ensuring that students are equipped with the skills and values necessary for success both inside and outside the classroom.

## Reflection

In our commitment to Positive Education, our focus lies on creating a nurturing environment for student growth. Through diverse activities, positive language promotion, and enhanced teacher-student collaboration, we aim to equip students with life skills while fostering both spiritual and academic development.

Having known the invaluable feedback from the different departments, it is evident that nurturing a positive environment within the school plays a pivotal role in enhancing students' confidence and resilience to confront challenges effectively. The initiatives undertaken by departments such as the *Discipline Board and Moral & Civic Education Department* have been instrumental in fostering a supportive atmosphere where students feel encouraged to excel. It is heartening to see that the efforts put into activities like the locker tags initiative and the focus on positive behavior have garnered support from both students and teachers, reflecting a shared commitment towards creating a harmonious and conducive learning environment. As reflected in the feedback, the positive reception to these activities underscores the importance of continuously reinforcing positive values and behaviors, thus contributing to a healthier school culture where students can thrive academically and emotionally.

As observed from the feedback provided by departments like *Chinese Language, the English and Literature in English Department, Cultural Subjects and the Other Learning Experience & Extra Curricular Activities Board*, incorporating a wide array of activities related to daily life experiences has emerged as a potent strategy in equipping students with essential life skills. These enriching experiences not only broaden students' knowledge base but also enhance their language proficiency and promote a healthy lifestyle. Students' active participation in arts, sports, and activities infused with positive themes signifies a holistic approach towards education that goes beyond textbooks. By integrating positive psychology into lessons and encouraging self-expression, the *Cultural Subjects Department* has successfully empowered students to engage confidently and express positive emotions. Similarly, the *Chinese Language Department* also recommended boosting students' confidence. While some students participate autonomously in activities, those with higher language abilities or less confidence may require teacher encouragement to join competitions. It is evident that providing students with opportunities to connect their learning to real-life scenarios fosters a deeper understanding and appreciation for the subjects taught, ultimately preparing them for the challenges of the future.

The importance of promoting positive language within the school ecosystem is paramount, as it significantly contributes to creating an ideal environment for all stakeholders. The feedback from the *Religious Education Department, the Moral & Civic Education Department, and the Guidance Board* underscores the importance of strengthening students' ability to reflect on real-life examples, thereby enhancing their understanding of moral and civic values and engaging students' language proficiency together with the use of positive languages. It is heartening to note that efforts are being made to encourage students to relate their reflections to daily experiences, thus reinforcing the practical application of learned values. By infusing positive language and values into everyday interactions, the school can cultivate a culture of respect, empathy, and understanding, laying the foundation for a healthy and inclusive school community.

The findings from *the Committee on E-learning* and *the Committee on Project Based Learning* shed light on the positive impact of fostering teacher-student collaboration through innovative learning strategies and the enhancement of the breadth of knowledge. By incorporating collaborative learning techniques and leveraging technology such as iPads for interactive sessions, teachers have been able to enhance student engagement and foster information literacy of various stakeholders, like parents and students, enhance a more dynamic learning environment. The increased rapport between teachers and students not only facilitates knowledge sharing but also creates a supportive space for students to express their ideas and engage actively in the learning process. As reflected in the feedback, the emphasis on collaboration has not only enriched the learning experience but also empowered students to develop critical thinking skills and adapt to diverse learning styles. Moving forward, it is imperative to continue nurturing this collaborative spirit to ensure sustained academic growth and holistic development among students.

In conclusion, the collective efforts of the various departments in promoting a positive environment, fostering generic skills and healthy lifestyle through diverse activities, advocating the use of positive language, enhancing students' physical fitness and enhancing teacher-student collaboration have been instrumental in shaping a nurturing and inclusive school culture. By building on these strengths and continuously seeking ways to innovate and improve, the school is well-positioned to provide a holistic education that empowers students to excel academically, emotionally, and socially.

### **Feedback and Follow-up**

Constructing a reflective piece based on the feedback from the school's departments entails structuring the reflection into four main areas centered on cultivating a positive environment, fostering life skills through diverse activities, promoting the use of positive language, and enhancing teacher-student collaboration. Emphasizing the need to enhance the breadth of knowledge together with language proficiency, areas in which we excel and will persist in pushing boundaries, as well as developing generic skills like collaboration, communication, creativity, and critical thinking. Information literacy remains a crucial focus meanwhile. Moreover, prioritizing a healthy lifestyle, vital for both teachers and students, aligns closely with the EDB policy known as 4Rs.

Reviewing all the strategies and reflections provided by the various departments, it is evident that the school should concentrate on enhancing students' experiences and fostering their holistic development. Diversifying activities to meet the diverse needs of students and facilitate their personal growth effectively is key. *The Other Learning Experience and Extra-Curricular Activity Board*, the *Discipline Board's* suggestion to maintain current practices while exploring different topics resonates with the school's goal of enriching students' learning experiences. By broadening activities with thematic themes, students can explore new interests and talents.

Recognizing that safeguarding students' health significantly enhances learning effectiveness and serves as a pivotal pillar supporting their holistic development according to the promising results throughout this cycle, our school would continue to be committed to refining our existing framework to not only acknowledge students' accomplishments but also prioritize their well-being. The "4Rs policy" embodies a structured approach prompting schools to emphasize the promotion of rest, relaxation, positive relationships, and resilience-building endeavors. By placing emphasis on these core elements, our *academic*

*departments, and functional boards and teams* strive to cultivate a more supportive and nurturing environment conducive to student mental health, underscoring our unwavering dedication to fostering holistic growth and well-being throughout our educational community. Therefore, the enhancement of the merit system and the system praising students' good behavior, the capsule machine, within the school holds paramount importance in this aspects.

*The Committee on E-learning, the Moral & Civic Education Department and the Technology Department* advises promoting the use of online learning apps and platforms to enhance information literacy and generic skills. It is believed that continuous leveraging technology can provide students with resources to develop collaboration, communication, creativity, and critical thinking skills, and thus further develop their generic skills across different curriculums.

Feedback from *the Citizenship and Social Development and the Other Learning Experience and Extra-curricular Activities Board* emphasizes giving students continuous opportunities to organize activities, fostering leadership skills, interpersonal skills, critical thinking, problem-solving skills, and effective communication. In this sense, students would be encouraged to be involved in activities and performances, creating a vibrant learning environment promoting a healthy lifestyle and leadership development.

Moving forward, the school aims to enhance students' confidence and essential skills through a practical approach, for example, the provision of information on international and local competitions, the opportunities for students to showcase their talents and potentials. Furthermore, by organizing activities thematically, promoting language proficiency, and fostering a healthy school life, it is believed that students can receive a well-rounded education preparing them for success. Digital literacy and modern learning play a significant role, with BYOD implementation offering opportunities to develop information literacy and digital skills, aligning students with the requirements of the modern world. Cultivating a dynamic and caring learning environment through continuous improvement and prioritizing holistic development ensures that every student can thrive, learn, and flourish, reaching their full potential over the next academic cycle of three years. Strengthening teachers and students' physical health would be included in the coming academic cycle of three years.

## 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

- To review students' learning strategies and the current homework policy (e.g., Types / frequency / mode of submission /assessment, etc.)
- To nurture our students to be self directed learners through multiple strategies
  - Set learning goals and plans;
  - Raise questions and suggest topics of enquiry;
  - Collaborate with peers;
  - Contribute to the design of learning activities or tasks;

- Identify and use appropriate resources and strategies to support learning and/or complete a learning task;
- Connect and apply knowledge and skills in a variety of real life contexts;

Evaluate and suggest ways to improve the effectiveness of the learning resources and strategies used

- Review and reflect on their learning experiences
- To develop and equip students with the essential skills so that they can initiate self-learning activities by themselves in the school or after school

## Achievements

Throughout the academic year 2023-2024, St. Rose of Lima's College has made significant strides in enhancing self-regulated learning through a cohesive and collaborative approach across various departments. This unified effort has empowered students to take charge of their learning, fostered a culture of self-directed inquiry, and equipped them with the skills necessary for lifelong learning.

Our school has successfully established a culture of self-directed learning, encouraging students to pursue their educational journeys independently. Various departments have integrated strategies that promote self-directed inquiry and critical thinking. *The English and Literature in English Department* emphasized the importance of pre-lesson preparation, allowing students to engage with materials on their own before class discussions. This approach not only improved their understanding but also fostered a sense of ownership over their learning process. In *the Chinese Language Department*, students were provided with self-study materials via Google Classroom, which expanded their knowledge beyond traditional classroom boundaries. Through resources such as "中華經典名句" (Classic Chinese Quotations) and thematic poetry related to cultural festivals, students were encouraged to explore and appreciate their heritage, thus nurturing a deeper connection to their studies. This was complemented by the incorporation of the Framework of Values Education.

A critical component of this initiative was the comprehensive review of existing learning strategies and homework policies. *The Mathematics Department* tailored assignments to suit varied learning styles and levels of difficulties allowing students to engage with content in ways that resonate with their individual abilities and interests, via physical training and online training platforms. This flexibility has encouraged students to take initiative in their studies, cultivating a robust self-learning spirit. Moreover, *the Science Department* adopted blended learning approaches that combined digital tools with in-class instruction, giving students the freedom to learn at their own pace. This strategy not only improved engagement but also empowered students to take responsibility for their learning outcomes.

To nurture self-directed learners, departments implemented multiple strategies that emphasized goal-setting and collaboration. *The Social Science Department* facilitated group projects that required students to brainstorm and suggest topics of inquiry, enabling them to take an active role in their learning. This collaborative effort helped students develop essential skills in teamwork and communication, which are vital for their future endeavors. Additionally, *the Cultural Subjects Department* provided differentiated assignments that allowed students to set personal learning goals based on their interests and abilities. This

approach ensured that all students, regardless of their starting point, could engage meaningfully with the material and take responsibility for their learning progress.

Recognizing the importance of presentation skills in today's world, our school encouraged students to develop these abilities through various platforms. *The Technology Department* integrated iPads and digital tools into the classroom, allowing students to present their ideas effectively using platforms like Padlet. This not only enhanced teachers' and students' presentation skills but also fostered a sense of community through peer feedback, encouraging collaborative learning experiences. In conjunction with this, *the Technology Department* and *the Committee on e-learning* implemented the Edpuzzle platform for pre- and post-lesson activities for both teachers and students. This initiative helped teachers and students develop information literacy skills, enabling them to critically evaluate sources and present their findings in a structured manner.

A key objective of last year's approach has been to connect classroom learning to real-life contexts, which has also been reflected in the area of major concern 2. The strategy has been proved effective as statistical rates shown in various departments. Notably, *the Spiritual Department* and *the Moral and Civic Education Department* organized workshops and community service initiatives that allowed students to apply their knowledge in meaningful ways. By engaging with real-world issues, students not only enhanced their understanding of academic content but also developed a sense of social responsibility and empathy. Furthermore, *the Careers Board* facilitated career exploration sessions, helping students link their academic strengths to potential career paths. This not only motivated students to excel academically but also helped them see the relevance of their studies in real-world applications.

Our school placed a strong emphasis on the importance of self-evaluation and reflection. Across departments, students were encouraged to maintain learning logs where they could document their progress, reflect on their strengths and weaknesses, and set future learning goals. *The Committee on Project-Based Learning* underscored this practice through peer evaluations in Project-based Learning, allowing students to assess each other's work constructively and learn from their peers. Besides, students' creativity with the connection to real life application has been demonstrated explicitly. Additionally, *the Religious Education Department* fostered an environment where students felt safe to express their thoughts and reflect on their learning journeys. This culture of reflection not only enhanced students' critical thinking skills but also contributed to their overall personal development.

Blended learning emerged as a powerful tool in our educational framework. By combining physical and virtual learning environments, students were given a broad array of opportunities to engage with content. *The Cultural Subjects Department* utilized online platforms to provide students with self-learning materials, including videos and reading texts that catered to different learning styles. This approach not only facilitated diverse learning experiences but also empowered students to take charge of their educational journeys.

The overarching goal of these initiatives has been to equip students with the skills and mindset necessary for lifelong learning. By fostering a culture of curiosity and inquiry, the college has encouraged students

to seek knowledge beyond classroom walls. *The Careers Board's* workshops on soft skills and personal development have further reinforced this philosophy, helping students understand the importance of continuous learning in a rapidly changing world, for instance, the increased opportunities for students to explore in different work fields. And special thanks to the resources from the Parents Teachers Association for such excelable job shadowing opportunities provided.

## Reflection

Within departments such as *the Chinese Language Department, the Cultural Subjects Department, and the Careers Board* and the *Guidance Board*, there is a prevailing reliance on traditional exam-oriented methods. To ignite curiosity and self-motivation, it is imperative to introduce more relevant topics and differentiated assignments. This approach, seen in *the Cultural Subjects Department*, empowers students to lead their learning, though ongoing evaluation of the quality of student work is essential. By integrating relatable content, educators can foster a culture of self-directed learning.

Departments like *the Social Science Department, Mathematics Department, and the Committee on Project-Based Learning* are reevaluating learning strategies and homework policies. While students in *the Social Science Department* maintain self-directed learning logs, time management remains a challenge. Diversifying homework types in *the Mathematics Department* to include real-world applications and collaborative projects can enhance critical thinking and problem-solving skills. Integration of real-world problems into the curriculum reinforces the practical application of academic knowledge, promoting self-directed learning.

Promoting inquiry-based learning in *the Science Department* and collaborative activities in *the Citizenship and Social Development Department* empowers students to explore their interests and contribute to their learning experiences. Structured opportunities for students to ask questions and engage in collaborative projects foster a sense of ownership over their learning journey.

From the reflection from all *Academic Departments, to Functional Boards and Teams*, it is proven that identifying appropriate resources and strategies while connecting knowledge and skills to real-life contexts are crucial aspects of supporting students' self-directed learning. Echoed with the reflection of Major Concern 1 - Promoting Positive Education, equipping students with information literacy skills to navigate resources effectively is essential. Integrating blended learning opportunities and emphasizing digital citizenship prepare students for the challenges of the digital age, enhancing their self-directed learning abilities.

Regular evaluation of learning resources and strategies is vital for continuous improvement as shown in the common practice of independent departmental based course and activity evaluation. Departments such as the English and Literature in English and the Moral and Civic Education Departments reflect the assessment of the effectiveness of assigned materials and encourage reflective practices to help students identify areas for growth. Feedback from students on the usefulness of resources provides valuable insights for future planning, fostering a culture of ongoing improvement and self-assessment in both teachers and students lesson preparation.



## Feedback and Follow-up

By prioritizing these key areas—personalized learning environments, enhanced learning strategies, collaborative learning, and effective resource utilization—the school aims to create a holistic framework that empowers students to become self-directed learners, fostering a culture of curiosity, reflection, and continuous improvement across all academic disciplines.

By following the lead of *the Academic Departments, Committees, and Functional Boards and Teams*, the school aims to encourage students to embrace the idea of revising and improving their work as a means of fostering a growth mindset, especially keeping the breast with the advancement of technology. To achieve this, a structured approach will be implemented to reward and recognize students who actively revisit their assignments, emphasizing that learning and improvement are integral parts of the educational process. Additionally, leveraging electronic platforms, as suggested by *the Chinese Language Department, the Committee on e-learning, and the Committee on Project Based Learning* will facilitate out-of-class learning experiences tailored to students' interests and learning styles. This approach will broaden students' knowledge base and enhance their engagement with the curriculum.

Following the suggestions from *the Mathematics and Science Departments*, the school will focus on enriching learning strategies and homework policies. By incorporating real-life applications into assignments, such as those proposed by *the Mathematics Department*, students will be challenged to think critically and apply their learning to everyday situations, and apply their generic skills in situational problem solving. Furthermore, *the Committee on Project Based Learning* emphasis on inquiry-based projects relevant to students' communities will be integrated into the curriculum of all departments, providing practical applications of academic knowledge and fostering a deeper understanding of the subject matter. And this strategy brings effectiveness in integration of the breadth of knowledge across the curriculum.

Drawing inspiration from *the Citizenship and Social Development Department's* feedback on increasing student motivation through video content and collaborative activities, the school will prioritize peer engagement and collaboration. Structured opportunities for peer sharing, as suggested by *the Social Science Department*, will be implemented to enhance student learning experiences and reinforce subject understanding. Additionally, incorporating questions related to video content into assessments, as proposed by *the Citizenship and Social Development Department*, will further encourage student engagement with the material.

Building on the recommendations from *the Technology and English and Literature in English Departments*, the school will focus on identifying and utilizing appropriate resources to support self-directed learning. Implementing feedback mechanisms to assess the effectiveness of assigned materials, as suggested by *the English and Literature in English Department*, will ensure that resources meet students' needs. Moreover, integrating self-assessment tools and apps, as recommended by *the English and Literature in English Department and the Committee on e-Learning*, will promote consistent self-

evaluation among students. Continuous evaluation of learning resources and strategies, as highlighted across departments, will be a cornerstone of the school's commitment to ongoing improvement with the full implementation of BYOD.

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

#### Targets

Widening exposure to different learning experiences through STREAM education

- To review the current learning and teaching activities related to STREAM education
- Encourage students to participate in STREAM related competitions and activities

Invite students to research/ do projects on STEM

- To offer more opportunities to students to be exposed to STREAM elements through project learning
- To arouse students' interests and to enrich their knowledge in STREAM

Promote Stream education

- Organize a "STREAM" week
- Integrate STREAM elements in school curriculum
- Encourage students to explore different tools and platforms to share religious messages among each other. Promote different religious activities in school through these tools and platforms
- Broaden students' knowledge and connect their learning experiences in different subjects through the "Reading across the Curriculum" programme. Arrange a library tour to promote reading books on the themes relevant to STREAM education.
- To develop students' interest in STREAM related subjects and explore more knowledge through different teaching and learning activities.

Promote the use of e-learning tools to facilitate learning and teaching within and outside classrooms

- Purchase more hardware (iPad) and Apps which facilitate learning and teaching
- Explore and implement Bring Your Own Device (BYOD) Policy for students
- Equip teachers who use iPads or similar devices in their teaching with apple pencils or pencils with similar functions

#### Achievements

In aligning the school's achievements with the strategic criteria outlined for STEAM education, our school has demonstrated a robust commitment to fostering a holistic educational environment that integrates *Science, Technology, Engineering, the Arts, and Mathematics* across various subject areas. By effectively implementing a range of initiatives and leveraging the strengths of different departments, the school has made significant strides in promoting interdisciplinary learning and enhancing students' skills in critical and creative thinking.

The school has successfully allocated funding and resources to run a diverse array of STREAM courses for students, empowering them to engage in hands-on activities and projects that bridge theoretical knowledge with practical applications. Initiatives such as the Soil and Us Program, Soil and Art Program, and various workshops and field trips organized by departments like *the Social Science and Cultural Subjects Departments* have enriched students' understanding of STEAM concepts through experiential learning opportunities. These efforts have not only broadened students' knowledge but have also encouraged them to explore the interconnectedness of different disciplines.

To equip teachers with the understanding and implementation of STREAM education, the school has arranged professional sharing sessions on STREAM education and curriculum planning. Departments such as *the Chinese Language*, the *English and Literature in English*, and *the Social Science Departments* have actively shared best practices in integrating electronic learning elements, conducting workshops, and providing diverse reading materials to enhance students' learning experiences. *The English and Literature in English Department*, in collaboration with the NET, conducted engaging workshops that widened students' exposure to STREAM-related issues, fostering a culture of collaboration and continuous improvement among educators.

Through initiatives like the Form 3 Project-based Learning (PBL), the school has reformed its curriculum to provide students with more diverse learning experiences and the incorporation of the use of design thinking skills. The introduction of design thinking workshops has allowed students to explore application strategies outside classrooms. Since students select their own project themes, the intrinsic interest sparked by their choices has fueled their pursuit of further knowledge in application, especially related to STEAM, which closely aligns with the solutions they products presented. Throughout the three-year cycle, it is evident from the feedback of parents and students that their problem-solving skills and creativity in enhancing people's lives have been greatly enhanced and reflected. Students have been encouraged to participate in STREAM study tours, competitions, independent reading, and various activities such as the Geography Online Game, Economic Challenge, and History Escape Room Game.

The integration of technology such as iPads and the full implementation of a Bring Your Own Device (BYOD) initiative have transformed the learning landscape at the school. Departments like the Technology Department have successfully engaged students in projects where they have demonstrated their technical skills, problem-solving abilities, and entrepreneurial spirit, notably in the Smart Home Technology Project, the evaluation of which shows a positive impact. This approach also facilitates learner's diversity. Through the use of e-learning platforms like Google Classroom and teaching videos for chapter revision, students have found additional learning materials useful, fostering a culture of self-directed learning and peer collaboration.

The school's participation in international competitions such as the World GreenMech Contest, where students reached the finals and gained valuable competition experience in Malaysia, has highlighted the school's dedication to excellence in STEAM education. Furthermore, the school's hosting of prestigious events like the Hong Kong Laureate Forum, a distinguished academic exchange platform connecting current and future leaders in scientific pursuits, provides students with unique opportunities to interact with

renowned experts and scholars from around the globe. This exposure not only broadens students' horizons but also inspires them to strive for academic excellence and pursue their passions with a global perspective. It especially broadens students' horizons globally.

By fostering a culture of knowledge exchange and facilitating interactions with experts in various fields, the school empowers students to broaden their intellectual horizons, cultivate a spirit of curiosity and innovation, and prepare themselves to become future leaders and contributors to the global community.

## Reflection

In cultivating a culture of knowledge exchange and interaction with experts worldwide and locally across various fields, our school has successfully empowered students to expand their intellectual horizons and ignite a spirit of curiosity and innovation. This approach lays a strong foundation for students to evolve into future leaders and global contributors. To further this ethos, the school could consider hosting internal academic events that delve deeper into STEAM-related topics, providing students with immersive learning experiences beyond traditional classroom settings. Non-academic approaches have proven to be instrumental in sparking students' interest in STEAM subjects, encouraging a more holistic understanding and application of knowledge.

The remarkable achievements and products stemming from students' project-based learning endeavors across various themes indicate a profound opportunity for our school to explore the integration of cross-curricular subjects. By intertwining different disciplines and aligning them with the core principle of nurturing self-regulated learners, students are afforded the space to develop their learning independence and critical thinking skills. Through this integrative approach, students can enhance their breadth of knowledge, identify their intrinsic values, and unlock their potential, recognizing that the cultivation of values is a gradual process that unfolds over time.

As students engage in project-based learning that spans multiple subjects, they are encouraged to explore diverse perspectives, uncover their passions, and develop a deeper understanding of their own values and aspirations. While values are not forged overnight, the exposure to real-world challenges and collaborative projects allows students to gradually identify their proper values and keys to success. This journey of self-discovery and personal growth is nurtured through an educational environment that values interdisciplinary connections, critical thinking, and experiential learning, setting the stage for students to shape their future paths with purpose, passion, affection and clarity.

By immersing students in a dynamic learning environment that promotes cross-curricular integration and self-regulated learning, our school is committed to enhancing students' breadth of knowledge and fostering a lifelong love for learning. Through hands-on experiences, collaborative projects, and exposure to a multitude of disciplines, students are equipped with the tools to navigate complex challenges, think innovatively, and adapt to an ever-evolving world. This holistic approach not only enriches students' academic journeys but also instills in them the values of resilience, curiosity, and continuous growth, shaping them into well-rounded individuals prepared to excel in the global landscape of the future.

## Feedback and Follow-up

In the coming three academic years, our school will continue to focus on developing students' independence in learning while emphasizing proper values and nurturing them to become lifelong learners equipped with a diverse set of generic skills. Through a comprehensive evaluation over the three-year cycle, it has become evident that reading and independent reading are crucial skills that inspire individuals to embark on new discoveries and explore new knowledge.

Building upon the mature foundation of project-based learning, the school will actively seek out more opportunities to engage students in STEAM-related competitions, expanding beyond just local events to international platforms. By doing so, students will have the chance to showcase their talents on a global scale, fostering a sense of competitiveness and innovation.

In alignment with the valuable feedback received and the successful follow-up actions taken in response to previous concerns, the school will further strengthen its values education framework, integrating it into all aspects of learning. This holistic approach will help enhance students' national identity and cultural awareness by encouraging their participation in a wider array of international events and competitions, boosting their confidence across various learning domains.

To continue excelling, the school will introduce new methodologies and initiatives, leveraging e-learning platforms to enhance the learning experience. The implementation of pre-lesson and post-lesson activities will be continued and refined to provide students with a well-rounded educational journey.

Moving forward, the school will,

1. **Encourage Continuous Growth as a Global Citizen:** Provide opportunities for students to engage in self-directed learning, fostering independence and a thirst for knowledge.
2. **Promote Lifelong Learning:** Emphasize the importance of continuous learning beyond the classroom, instilling a love for learning that extends throughout students' lives.
3. **Enhance Generic Skills:** Focus on developing a diverse set of generic skills such as critical thinking, problem-solving, communication, collaboration, and information literacy, preparing students for success in various contexts.
4. **Expand International Engagement:** Seek out more international events and competitions to broaden students' perspectives, enhance their global awareness, and build their confidence on an international stage.
5. **Innovate Learning Methods:** Introduce new teaching methodologies and tools, including e-learning platforms, to create engaging and interactive learning experiences for students.
6. **Cultivate Reading Culture across Curriculum:** Place a strong emphasis on reading and independent reading as fundamental skills that fuel curiosity, creativity, and intellectual growth.

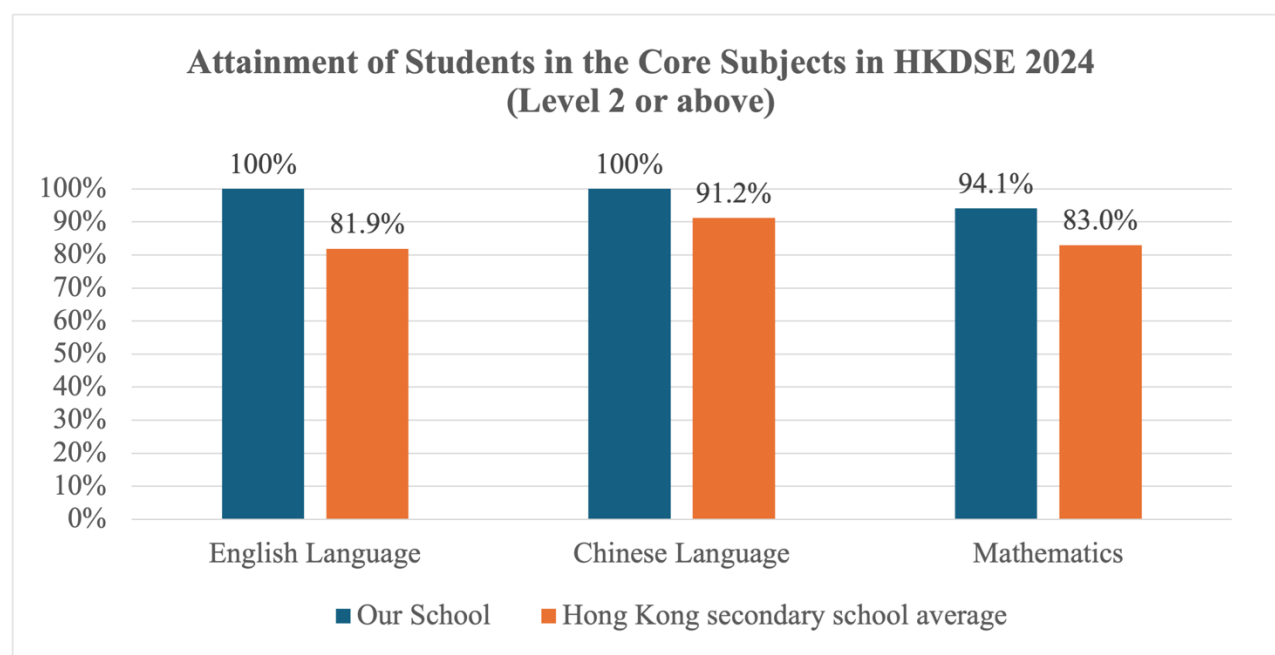
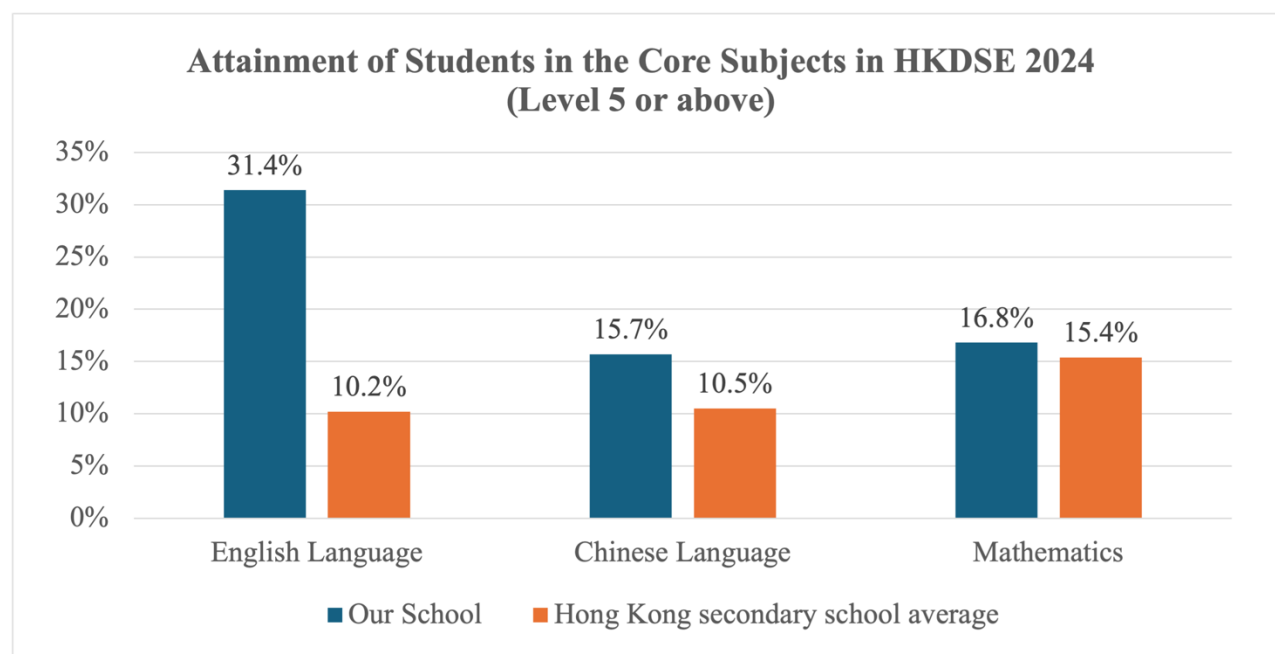
By implementing these strategies and initiatives, our school will continue to provide a nurturing environment that empowers students to excel academically, grow personally, and thrive as responsible global citizens.

### (3) Student Performance

#### Attainment of Students in the Core Subjects in HKDSE 2024

	Level 5 or above	Level 2 or above
English Language	31.4% (10.2%)	100% (81.9%)
Chinese Language	15.7% (10.5%)	100% (91.2%)
Mathematics	16.8% (15.4%)	94.1% (83.0%)
Citizenship and Social Development	100% Attained	

(Hong Kong secondary school average)



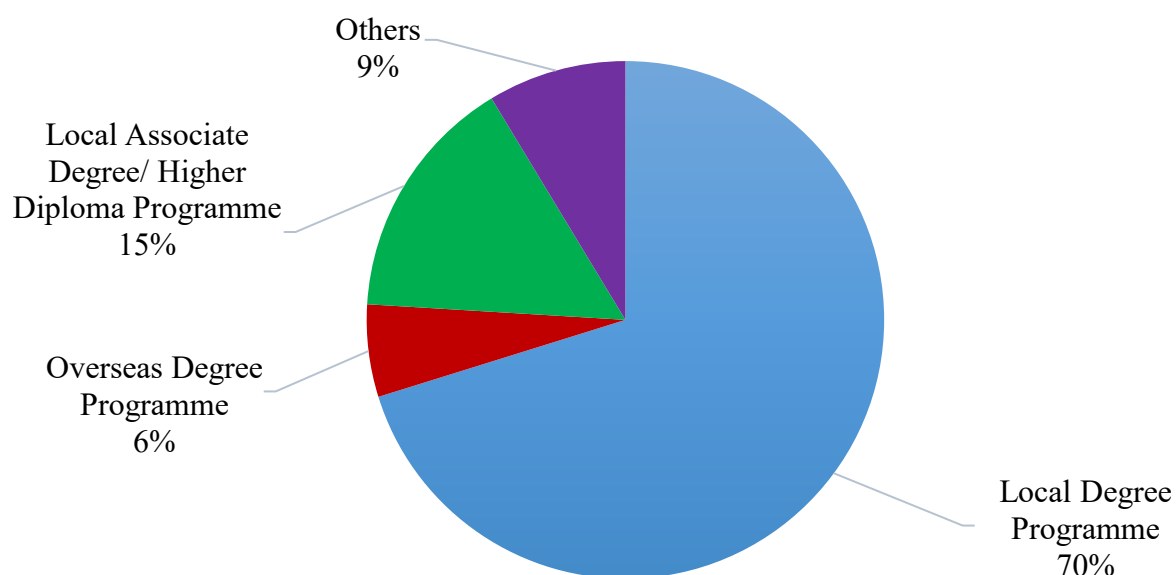


### Destination of Form 6 Graduates 2023-2024

Destination	No. of students	Percentage
Local Degree Programme	73	70%
Overseas Degree Programme	6	6%
Local Associate Degree/ Higher Diploma Program	16	15%
Others	9	9%
Total number of students	104	

Destination	No. of students	Percentage
Government-funded Degree Programmes	52	50%
Self-financed Degree Programme	21	20%
Total number of students:	73	70%

### Destination of Form 6 Graduates





## External Awards 2023-2024

Award		Class	Name of Student
56th Joint School Chinese Debate Competition - Qualifying Round	Best Debater	F4B	CHENG HAILEY HEI YIN
AFHK 2024 CNY Cup Competition - U13 & U14 Girl's Foil	1st Runner-Up	F1E	AU YEE LAAM EMILY
AFHK 2024 CNY Cup Competition - U14 Girl's Sabre	1st Runner-Up	F1E	WU HOI NING PATRICIA
2023 Hong Kong Youth Artist Competition	1st Runner-Up (Painting Secondary)	F4D	LEE PUI TUNG LEANNA
Asia Pacific Arts & Innovation Competition 2023 - Painting Competition	1st Runner-Up (Painting Secondary)	F4D	LEE PUI TUNG LEANNA
League of Caritas Youth Volunteers 2023/2024	Gold Award	F2A	FU ZHUO LIN PHOEBE
	Gold Award	F5E	WONG TSZ YU VANESSA
	Gold Award	F5E	WONG YIN TUNG RENEE
Co-Fencing Space Sabre Inter-School Team Invitational 2024	Champion	F1E	AU YEE LAAM EMILY
	Champion	F2B	LEUNG LOK SZE NICKEY
	Champion	F3C	TSE HEY TUNG HAZEL
	Champion	F4A	CHU TSZ CHING JOVIE
「致基本法的信」徵文比賽	優秀作品獎	F1C	CHAN HOI NING CONNIE
「獅子山下的故事」青少年徵文比賽	優異獎	F4A	LAM HIU YAN CHERRY
Economic Intographic Challenge (2023/24) Online Self-Challenge Quiz	Excellence Award	F4C	OSUNWOKE CHIDINMA ANGELA
	Excellence Award	F4E	PAK SUET YING THEODORA
	Excellence Award	F4C	OSUNWOKE CHIDINMA ANGELA
	Excellence Award	F4E	PAK SUET YING THEODORA
「情定歷史」全港中學生網上閱讀獎勵計劃	優異獎	F2A	CHAN WING YAN STELLA
	優異獎	F2A	YUAN TIN YIN TAMMY
學界音樂達人大挑戰	18 區積極參與達人獎（人數最多）	F2A	FONG CHUNG YU NATALIE
	學界音樂達人獎	F2A	CHAN WING YAN STELLA
	18 區積極參與達人獎（人數最多）	F2A	FONG CHUNG YU NATALIE
	18 區積極參與達人獎（平均得分最高）	F2A	WONG TSZ CHING EDWINA
Junior Secondary Science Online Self-Learning Scheme 2024	Silver Award	F2A	YUAN TIN YIN TAMMY
	4th Place	F2D	LIU KA HUEN ALISA
		F4C	CHAN LAM CHERRY
		F5A	LEUNG CHEUK KIU NATALIE
		F5A	MA HOK YAN DONNA

Award		Class	Name of Student
Inter-School Basketball Competition		F5A	CHOW TSZ TUNG BENEDICTA
		F5B	LI CHEUK TUNG HEBE
		F5E	TONG TESS
		F6C	LAI LAI CHING JONI
		F5D	CHAN PALLAS WING SZE
		F6D	FUNG NGA LAM JANESSA
		F2D	LIU KA HUEN ALISA
		F4C	CHAN LAM CHERRY
		F5A	LEUNG CHEUK KIU NATALIE
		F5A	MA HOK YAN DONNA
		F5A	CHOW TSZ TUNG BENEDICTA
		F5B	LI CHEUK TUNG HEBE
		F5E	TONG TESS
		F6C	LAI LAI CHING JONI
		F5D	CHAN PALLAS WING SZE
		F6D	FUNG NGA LAM JANESSA
Biliteracy and Trilingualism - Voice of Putonghua : Dubbing Competition	Prize for Excellence	F3C	LUI NGA TING JENNIFER
"Everything You Need to Know About Tropical Cyclones" Weather and Climate Quiz Game Competition 2024	2nd Runner-up	F5B	MA TSZ YIU ALEEZA
	2nd Runner-up	F5B	LEUNG HUI CHING VENICE
	2nd Runner-up	F5D	LEE WING SHUN ELLEN
	2nd Runner-up	F5E	WONG TSZ YU VANESSA
Weather and Climate Short Video Competition 2024	Gold Award	F5B	LEUNG HUI CHING VENICE
	Gold Award	F5B	MA TSZ YIU ALEEZA
	Gold Award	F5D	LEE WING SHUN ELLEN
	Gold Award	F5E	WONG TSZ YU VANESSA
The Students Writers Training Writing Competition (2023/24)	Second Prize (Junior Secondary Category)	F2A	CHAN WING YAN STELLA
學生作家徵文比賽	二等獎	F2A	CHAN WING YAN STELLA
The Chinese Elite Cup 2024 – U14 Girl's Foil	Champion	F1E	AU YEE LAAM EMILY
The Chinese Elite Cup 2024 – U14 Girl's Foil	1st Runner-Up	F1E	WU HOI NING PATRICIA
Outstanding Student Award Scheme 2023	Awardee	F6A	TONG KA HEI TARA
Hua Xia Cup - Preliminary	First Prize	F3C	CHEUNG HOI YING CHRISTY
	Second Prize	F1A	HONG RUINING RELLY
		F2A	CHAN WING YAN STELLA
		F2A	WONG TSZ CHING EDWINA
		F2A	NG WING CHING EMILY
		F2A	YUAN TIN YIN TAMMY
		F3D	SHAO TSZ KI KATY
		F3A	NG CHIN YING VENUS
		F3A	LAI WING CHING URSULA

Award		Class	Name of Student
Hua Xia Cup - Semi-final	Second Prize	F3C	CHEUNG HOI YING CHRISTY
The 7th Hong Kong Bauhinia Cup International Painting Competition	Champion (Digital Painting - Animal Forest Party, Open Section)	F6A	LIAO SIN FEI ISABELLA
第五屆全港中學學界辯論比賽 – 正賽第一回合	Best Debater	F4B	CHENG HAILEY HEI YIN
The 76th Hong Kong School Music Festival - Chinese Instrumental Ensemble	Second Runner-up	F3A	WONG CHEUK LAM SHAREN
		F3B	LAU CHING YAN YANA
		F3D	YAU HAU YIN HANNAH
		F3E	CHANE YAN HEI CARISSA
		F3E	OR CHEUK SUM KOEY
		F4D	KWAN LOK YIN LAVIN
		F5B	CHOI WING KIU KAYLIE
		F5C	KWAN KWUN YU YUMI
		F5D	CHOI YAN KIU ELEN
		F5E	LEUNG CHEUK YIN CHERI
		F1A	CHOW YEE CHING ELISE
		F1A	LEE KA YING ARIEL
		F1B	CHOI HOI KIU ELIZABETH
		F1B	HUI HIU SZE CECI
		F1B	PAK BUI HEI BELLA
		F1C	WONG CARLEIGH CHI KIU
		F1E	MOK PO YEE BONNIE
		F1E	TONG MAN YAN MANDY
		F2A	SHUM CHING KIU MELISSA
The 75th Hong Kong Schools Speech Festival (English Entries) - Solo Verse Speaking	First Prize	F2A	FU ZHUO LIN PHOEBE
The 75th Hong Kong Schools Speech Festival (English Entries) - Solo Prose Reading	First Prize	F3B	LO KA NAM ROCANNA
	First Prize	F5A	NG CHIN WAI FLORENCE
The 75th Hong Kong Schools Speech Festival (English Entries) - Dramatic Duologue	First Prize	F5A	CHAU YU SHAN AMANDA
		F5A	KIMURA YUU KA YUUKA
		F5A	MEERAB MALIK
		F5E	IP CHI YU GRACE
Shatin & Sai Kung Inter-School Volleyball Competition (Grade A - Division One)	7th Place	F4B	HUANG PAK LAM BERLIN
		F5C	LAU WING HEI YUKI
		F5B	CHOI WING KIU KAYLIE
		F5D	SHU LING HEI CECI
		F3D	LI HOI LAM HELEN
		F5C	CHAN MAN KI KIKI

Award		Class	Name of Student
		F6C	KWOK WING IN ADA
		F6C	CHEN YI KWAN YUKI
		F6C	CHEUNG WAI KI VIKI
Shatin & Sai Kung Inter-School Athletics Championships (Grade B) - Long Jump	5th Place	F2B	LEUNG LOK SZE NICKEY
Shatin & Sai Kung Inter-School Table- Tennis Competition	1st Runner-Up	F3C	LAM WING CHUN VIRGINIA
		F5C	KO WAI YEE KOYEE
		F5E	WONG TSZ YU VANESSA
		F6D	LEE HAU CHING ELLEN
		F3C	LAM WING CHUN VIRGINIA
		F5C	KO WAI YEE KOYEE
		F5E	WONG TSZ YU VANESSA
		F6D	LEE HAU CHING ELLEN
Shatin & Sai Kung Inter-School Table-Tennis Competition (Grade B)	5th Place	F3A	WONG YAT TUNG STARRY
Shatin & Sai Kung Inter-School Table-Tennis Competition (Grade B)	5th Place	F3B	CHEN SZE MUNG ANGEL
Shatin & Sai Kung Inter-School Table-Tennis Competition (Grade B)	5th Place	F3C	WONG KWAN NAM AMBER
Hong Kong Inter-school Debate Competition – Third Round, Group Match	Best Debater	F4C	POON CHONG YUET JOEY
Hong Kong Inter-school Debate Competition - Fourth Round, Group Match	Best Debater	F4B	CHENG HAILEY HEI YIN
Hong Kong Inter-school Debate Competition – Round 1, District Finals	Best Debator	F4C	POON CHONG YUET JOEY
Hong Kong Inter-school Debate Competition - Round 2, District Finals	Best Debator	F4C	POON CHONG YUET JOEY
Hong Kong Inter-school Debate Competition - District Champion Match	Best Debator	F4B	CHENG HAILEY HEI YIN
Chemists Online Self-study Award Scheme 2024	Gold Award	F4E	LI CHING YI LILY
	Platinum Award	F5C	KWAN KWUN YU YUMI
		F5E	SIN WAI CHING WYLIE
		F5E	WONG YIN TUNG RENEE
	Diamond Award	F4A	CHAN YIN KI ICEY
		F4D	CHAN SZE WING DOROTHY
		F4D	KWAN LOK YIN LAVIN
		F5B	CHUI HOI LAM JENNY
		F5B	LEUNG HUI CHING VENICE
		F5E	CHOI HOI CHING CHRISTY
		F5E	LEUNG CHEUK YIN CHERI

Award		Class	Name of Student
		F5E	LEUNG HIN NING SHARON
International Drawing Competition 2023 (3rd)	1st Runner-Up (Beautiful Rainbow Division: Secondary School)	F4D	LEE PUI TUNG LEANNA
International Children and Youth Writing Contest 2024 - Senior Secondary Section	Gold Award	F4E	WONG ABBIE
"Let's Project Positive Energy" Social Platform Creative Post Design Competition	Merit (Secondary Section), Excellent Language Expression Award (English) (Secondary Section)	F3A	KWOK TSZ CHING TOBY
2023 Hong Kong Youth Music Interflows - Chinese Orchestra	Silver Award (Secondary School Class A )	F6E	HO SUET YAU DAPHNE
		F1A	CHOW YEE CHING ELISE
		F1A	LEE KA YING ARIEL
		F1B	CHOI HOI KIU ELIZABETH
		F1B	HUI HIU SZE CECI
		F1B	PAK BUI HEI BELLA
		F1C	WONG CARLEIGH CHI KIU
		F1E	MOK PO YEE BONNIE
		F1E	TONG MAN YAN MANDY
		F2A	SHUM CHING KIU MELISSA
		F3A	WONG CHEUK LAM SHAREN
		F3D	YAU HAU YIN HANNAH
		F3E	CHANE YAN HEI CARISSA
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		F4D	KWAN LOK YIN LAVIN
		F5B	CHOI WING KIU KAYLIE
		F5C	KWAN KWUN YU YUMI
		F5D	CHOI YAN KIU ELEN
		F5E	LEUNG CHEUK YIN CHERI
		F6E	HIROSE HITOMI
		F6E	HO SUET YAU DAPHNE
2023 - 2024 年度「心繫國家」香茗茶趣 中國文化體驗活動	最醇茶韻獎	F4E	AU LOK TONE GAILE
		F4E	LAU SZE KEI ELISE
		F4E	WANG KA SUI ANGELA
		F4E	WONG YING CHLOE
沙田區中小學「拍住上」辯論比賽2024	最佳合作獎、勝出隊伍	F3B	SULLIVAN MEGAN CLARE
Sir Edward Youde Memorial Prizes 2023/24	Awardee	F6A	CHEUNG YUK YAN SCARLET
	Awardee	F6E	CHAN TSZ TING KELLY
SCMP Student of the Year Awards 2023-24 - Best Improvement	Winner	F5A	MEERAB MALIK

Award		Class	Name of Student
SCMP Student of the Year Awards 2023- 24 - Visual Artists	Certificate of Merit	F5D	CHOI YAN KIU ELEN
「尊重・負責・關愛・包容」 標語創作大賽2023	Prize for Excellence	F1C	SUN ZHENHAN JENNY
The 56th Joint School Chinese Debating Competition	Best Debator	F4C	POON CHONG YUET JOEY
Civil Engineering Experience Certificate Program 2024	Best Presentation Award in Bridge Demonstration Competition	F5D	CHAN PALLAS WING SZE
		F5D	CHOI YAN KIU ELEN
The 26th Hong Kong Student's Putonghua Speech Competition 2024	Prize for Excellence	F1D	YANG SHING WAI LINDY
Run for Wellness 2023	2nd Runner-Up	F2D	LIU KA HUEN ALISA
		F2B	LEUNG LOK SZE NICKEY
		F3C	TSE HEY TUNG HAZEL
		F5A	LEUNG CHEUK KIU NATALIE
		F2D	LIU KA HUEN ALISA
		F2B	LEUNG LOK SZE NICKEY
		F3C	TSE HEY TUNG HAZEL
		F5A	LEUNG CHEUK KIU NATALIE
2023/24學年全港校園配音大賽	Prize for Excellence	F4A	CHAN YIN KI ICEY
		F4A	ZHAI YUEYAN JESSICA
		F4E	CHEUNG CHING CHIN EMMA
		F4E	CHU MAN YUI MAVIS
The 41st Hong Kong Mathematics Olympiad	Third-Class Honour Certificate	F5E	NG MEI YAN CHERRY
The 4th View Win Chinese Instrumental Contest (Chinese Instrumental Ensemble)	Gold Award	F1A	CHOW YEE CHING ELISE
		F1A	LEE KA YING ARIEL
		F1B	CHOI HOI KIU ELIZABETH
		F1B	HUI HIU SZE CECI
		F1B	PAK BUI HEI BELLA
		F1C	WONG CARLEIGH CHI KIU
		F1E	MOK PO YEE BONNIE
		F1E	TONG MAN YAN MANDY
		F2A	SHUM CHING KIU MELISSA
		F3A	WONG CHEUK LAM SHAREN
		F3B	LAU CHING YAN YANA
		F3D	YAU HAU YIN HANNAH
		F3E	CHANE YAN HEI CARISSA
		F3E	OR CHEUK SUM KOEY
		F4D	KWAN LOK YIN LAVIN

Award		Class	Name of Student
		F5B	CHOI WING KIU KAYLIE
		F5C	KWAN KWUN YU YUMI
		F5D	CHOI YAN KIU ELEN
		F5E	LEUNG CHEUK YIN CHERI
「港灣議事廳」辯論比賽準決賽	Best Debater	F4C	POON CHONG YUET JOEY
「港灣議事廳」辯論比賽決賽	Champion	F3B	SULLIVAN MEGAN CLARE
		F4B	CHENG HAILEY HEI YIN
		F4C	POON CHONG YUET JOEY
獅子會盃全港跳繩挑戰賽2024 - 30秒前繩速度賽女子組14歲	2nd Runner-Up	F3B	LO KA NAM ROCANNA
Hong Kong Greenmech Contest 2023/24	Third Prize	F3A	LAI WING CHING URSULA
		F3A	MAN SZE WING KATIE
		F3A	NG CHEUK KI CHERYL
		F3A	TAM TSZ CHING MADALYN
ICAS Assessment 2024 - English	High Distinction	F1C	TANG SUET YING TIFFANY
	Distinction	F1B	CHAN PUI MAN PINKY
	Distinction	F1E	WONG YI KWAN VIVIAN
	Distinction	F3A	TANG ON KIU ANDREA
	Distinction	F4A	CHING HIN WAI ELLIE
	Distinction	F5E	LEUNG HIN NING SHARON
ICAS Assessment 2024 - Science	Distinction	F1D	CHAU CHIN WING KATIE
ICAS Assessment 2024 - English Writing	High Distinction	F1C	TANG SUET YING TIFFANY
	Distinction	F2A	TO UEN YING MIGNON
Harvard Prize Book Award 2024	Winner	F5A	LO TSZ CHING RENNA
		F5E	IP CHI YU GRACE
		F5E	NG KA YUET ANTHEA
New Territories Inter-Secondary School Fencing (Team) Competition - Girls Foil	4th Place	F1E	AU YEE LAAM EMILY
		F1E	WU HOI NING PATRICIA
		F2B	LEUNG LOK SZE NICKEY
		F3C	TSE HEY TUNG HAZEL
New Territories Inter-Secondary School Fencing (Individual) Competition - Girls Sabre	2nd Runner-Up	F2B	LEUNG LOK SZE NICKEY
New Territories Inter-Secondary School Fencing (Individual) Competition - Girls Foil	5th Place	F3C	TSE HEY TUNG HAZEL
New Territories Inter-Secondary School Fencing (Individual) Competition - Girls Epee	16 tableau	F4A	CHU TSZ CHING JOVIE
New Territories Inter-Secondary School Fencing (Individual) Competition - Girls	2nd Runner-Up	F1E	AU YEE LAAM EMILY

Award		Class	Name of Student
Foil			
New Territories Inter-Secondary School Fencing (Individual) Competition - Girls Foil	5th Place	F1E	WU HOI NING PATRICIA
Asia Arts Elite Festival Competition 2023 - Painting Competition	Champion (Digital Painting Secondary)	F4D	LEE PUI TUNG LEANNA
Autumn Fairy Tale Painting Competition	1st Runner Up (Digital Painting) (Secondary Senior)	F4D	LEE PUI TUNG LEANNA
The Hong Kong Federation of Youth Groups English Public Speaking Contest 2024	Second Runner-Up	F5A	MEERAB MALIK
Hua Xia Cup - Semi-final	Second Prize	F3C	CHEUNG HOI YING CHRISTY
The 32nd Model ASEAN Summit	Best Speaker Award	F4A	LAM I SUEN SUMMER
	Best Position Paper Award	F4A	ZHAI YUEYAN JESSICA
		F4E	CHU MAN YUI MAVIS
	Best Speaker Award	F4E	CHEUNG CHING CHIN EMMA
	Best Delegate Award	F4A	ZHAI YUEYAN JESSICA
		F4E	CHU MAN YUI MAVIS
The 13th Hong Kong Geography Olympiad	Silver Medal	F5A	LEE SHIN YU JOYCE
The 10th Dr. Chan Zanzi Joint School Flash Fiction Creative Writing Competition	Judges' Special Award	F3A	MAN SZE WING KATIE
		F6A	CHAN MING SUM SAMMY
The 2nd Hong Kong Palace Museum Student Ambassador Programme	Certificate of Commendation	F4A	LAM HIU YAN CHERRY
		F4E	LI SZE YAN CARRIE

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 Yu 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



Award		Class	Name of Student
	Solo Verse Speaking - Third Place	F.6A	Yau Kwan Ting Angelina
		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
		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		
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

Award		Class	Name of Student
		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
	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

Award		Class	Name of Student
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
		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

Award		Class	Name of Student
		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
		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

Award		Class	Name of Student
		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
		F.5C	Tong Chi Ching Boosko
		F.6E	Qiu Yuguo Emily
	Javelin Throw (Grade A) - 8th Place	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

Award		Class	Name of Student
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 2023/24 Awardee	F.6A	Cheung Yuk Yan Scarlet
		F.6E	Chan Tsz Ting Kelly
Rev. Joseph Carra Education Fund Limited	The Rev. Joseph Carra Memorial Education Grant Awardee	F.6E	Zheng Hei Man Lilo
Shatin Youth Association	The 20th Shatin Outstanding Students Awardee	F.3A	Ng Cheuk Ki Cheryl
Grantham Scholarships Fund	Grantham Scholars of the Year 2023-24 Awardee	F.6E (22-23)	Tai Wing Yin Vincy
South China Morning Post	SCMP Student of the Year		
	Best Improvement Winner	F.5A	Meerab Malik
	Linguist – Cantonese Certificate of Merit	F.5E	Yip Ho Ching Edith
	Visual Artist Certificate of Merit	F.5D	Choi Yan Kiu Elen
Hong Kong Managers Society Limited	大灣區優秀學生推選 2024 優良獎	F.2D	Choi Man Kuen Katrina
		F.5E	Ip Chi Yu Grace
Hong Kong Young Women's Christian Association (YWCA)	Shatin Joint Secondary and Primary Schools Leadership Training Programme 2023-2024 Outstanding Leadership Potential Awards Awardee	F.2B	Leung Lok Sze Nickey
		F.3B	Lo Sum Yin Jasmine

## (4) Financial Summary

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

	Income (HK\$)	Expenditure (HK\$)
<b>I. Government Funds</b>		
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
<b>Yearly Surplus</b>		<b>337,080</b>
<b>II. School Funds (General Funds)</b>		
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
<b>Yearly Surplus</b>		<b>323,699</b>
<b>Total Yearly Surplus for school year</b>		<b>660,779</b>



## **(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