



# CCC MING KEI COLLEGE

**School Annual Report  
2023-2024**

# Annual School Report 2023-2024

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# (A) OUR SCHOOL

## 1. Information about the school

### 1.1 School Profile

1. CCC Ming Kei College was founded in 1967 and celebrated its 50<sup>th</sup> Anniversary in the year 2016-2017. It is an aided co-educational secondary school directly operated by the Hong Kong Council of the Church of Christ in China (HKCCCC). The school has been using English as the medium of instruction since its inauguration.
2. In September 1998, the HKSAR Government began to adopt the language policy of mother-tongue teaching for public sector schools. Only those secondary schools with a proven record of using English as the teaching medium successfully were allowed to retain the use of “English as the medium of instruction” (EMI) at the levels of Secondary 1 to 7. CCC Ming Kei College was one of the 112 secondary schools in the territory which were approved that year to continue to be EMI Schools.

In September 2010, the Education Bureau implemented the fine-tuning policy for the medium of instruction in secondary schools. CCC Ming Kei College continued to use English as the teaching medium for all students.

3. The school has implemented measures, in stages over the years to respond proactively to education reforms, particularly for the curriculum reform which was initiated by the Education Commission in 2000. The major reform measures which have been implemented since the 2000-2001 school year are as follows:

<2000/01> (1) Reform of the examination system at the S.1 & S.2 levels;  
(2) Incorporation of “project learning” in the formal curriculum;  
(3) Development of school-based curriculum for S.1 Integrated Humanities and S.1 Chinese Language; and  
(4) Issue of annual Non-academic Reports recording the activities joined by and prizes won by students as part of their annual “learning profiles”.

<2001/02> (1) Offering of one S.2 class which uses Putonghua as the medium of instruction to study Chinese language.  
(2) Launching of the Young-old Partnership Project for S.2 as a cross-curricular project learning programme; and  
(3) Development of school-based curricula for S.2 Integrated Humanities and S.2 Chinese Language.

<2002/03> (1) Implementation of a new timetabling system featuring a 7-day cycle with six 55-minute periods per day to create more time available for teachers and students to teach and learn;  
(2) Development of the school-based curriculum for S.3 Chinese Language;  
(3) Offering of one S.3 class which uses Putonghua as the medium of instruction to study Chinese language; and  
(4) Offering of ASL Liberal Studies to S.6 students as an optional subject.

<2003/04> (1) Introduction of a 20-minute Morning Reading Session before the first period every school day to promote reading of English books;  
(2) Introduction of two test cycles per school term to help enhance students’ learning; and  
(3) Introduction of teachers’ “self-evaluation” with regard to their performance in “learning and teaching”.

<2004/05> (1) Introduction of Integrated Humanities to S.4 students as an optional subject; and  
(2) Completion of the “Proposed Curriculum Plans for 334”.

- <2005/06> (1) Merging of Chinese Language and Putonghua in some classes of S.1 to S.3 to encourage teachers to use Putonghua as the MOI for Chinese Language and to enhance students' Putonghua proficiency in speaking and listening; and  
 (2) Re-structuring of time-tabling for S.3 and S.4 to enhance students' learning effectiveness.
- <2006/07> (1) Introduction of Applied Learning, in collaboration with the VTC, to S.4 students as an optional subject in addition to the formal curriculum.  
 (2) Re-formulation of the "Proposed Curriculum Plans for 334" in response to the admission requirements in 2012 as proposed by local universities.
- <2007/08> (1) Establishment of the Ming Kei Elder Academy where students can gain new types of other learning experiences (OLE) through providing service to the elderly by offering them computer courses.
- <2008/09> (1) Finalizing of the "Proposed Curriculum" for the upcoming new senior secondary one students, catering for their choices of optional subjects.  
 (2) Review of the format of the Non-academic Report as part of the "Student Learning Profile" for 334 students.
- <2009/10> (1) Implementing the revised curriculum to bridge for the new 334 structure for junior secondary levels.  
 (2) Trying out the NSS curriculum which offers a wide range of elective choices across pure arts, pure science, commercial and cultural subjects for S.4.
- <2010/11> (1) Evaluation of the NSS curriculum, which suggested a reallocation of number of teaching periods for the core and elective subjects and introducing choices of classes offering two or three electives for students with learning diversities.
- <2011/12> (1) With the full implementation of the NSS curriculum, evaluation was made on the allocation of teaching periods for core and elective subjects for different classes to cater for students' learning diversities. The choices of electives were also reviewed to suit their interests.
- <2012/13> (1) Further evaluation on the choices of electives for the NSS curriculum was made.  
 (2) Review on the "PSHE" curriculum for the junior forms from S.1 to S.3 was initiated.
- <2013/14> (1) More in-depth evaluation on the choices of electives for the NSS curriculum to suit the needs and academic potentials of the S.3 students was made.
- <2014/15> (1) Review on the "PSHE" curriculum for the junior forms was concluded. The PATHS programme was retained. School-based curriculum will be developed for S.1 and S.2 Liberal Studies.  
 (2) Evaluation on the streamlining of electives was made to balance teacher manpower and the reduced number of S.4 students.  
 (3) Review on the allocation of lessons for the extended modules M1 and M2 of Mathematics was conducted. It was decided that students could take the extended modules as electives in S.5.
- <2015/16> (1) Curriculum for the DSE classes based on the structure of four classes in each senior secondary level was confirmed to cater for learner diversity.
- <2016/17> (1) Further exploration on the setting of electives for the NSS curriculum and split groups for the core subjects were made.

- <2017/18> The Knowledge Building Learning and Teaching Model was introduced to align various pedagogies currently in use and to try-out new pedagogies associated with this model.
- <2018/19> Implementation of e-learning and e-teaching with the BYOD scheme in the junior forms.
- <2019/20> (1) The school timetable was changed from six 55-minute periods per day to nine 40-minute periods per day in order to have more flexibility to devise the timetable in order to cater for the needs of different subjects.
- (2) To strengthen the reading habit of students, reading lessons were re-structured in the timetable. There were two reading lessons in junior forms whereas one in senior forms. Reading Promotion Committee was set up to design appropriate reading materials and activities to boost the reading atmosphere.
- (3) To cultivate the self-directed learning atmosphere, two self-study periods were arranged on Day 2 and Day 5 respectively. Students were encouraged to meet teachers for their academic problems. This arrangement had also facilitated a closer monitoring of students' needs.
- (4) Due to the COVID-19 pandemic, face-to-face schooling was suspended. Most lessons could only be conducted via Zoom or other electronic means in the school year. Learning materials were provided via online platforms.
- <2020/21> (1) The school deployed resources to have 5 classes in S.1, S.4, and S.5 in order to better cater for learning diversity. In S.1, three of the classes are smaller in class size to maintain a greater teacher-student ratio.
- (2) Due to the pandemic, the school could only resume half-day face-to-face lessons in phases this year. Zoom lessons were arranged systematically to supplement the lesson time.
- <2021/22> (1) Due to the pandemic, a new learning mode incorporating e-learning and self-directed learning was enforced, thereby enhancing the efficiency of teaching and learning.
- <2022/23> (1) Face-to-face schooling and multi-faceted school activities were resumed.
- (2) To further strengthen partnership, four new sister schools were formed enhance cultural exchange and professional collaboration.
- <2023/24> (1) The BYOD Scheme was implemented across the entire school, integrating e-learning and e-teaching practices.
- (2) The implementation of cross-curricular learning enhanced the breadth of students' knowledge and the interconnectedness of their learning.
4. In the 2002-2003 school year, our school was invited by the EDB to join the Schools' Professional Collaboration Project and became one of the twenty "resource schools" in the territory that year to share their good practices with other schools. The topics which we chose for sharing were:
- (a) A Whole School Approach to Implementing Integrated Education;
- (b) The Young-Old Partnership Project;
- (c) The MKC Award Scheme; and
- (d) The MKC Art Gallery.
- In the 2003-2004 school year, we were invited once again by the EDB to join the Project and to continue serving as a resource school. The Project came to an end in July 2004.

5. In July 2004, the EDB set up the Education Development Fund (EDF) with a grant of \$550 million over five years to provide professional support to schools in the territory. The aim of the EDF is to enable schools to build up their capacity to take education reform measures. A series of School-based Professional Support (SBPS) programmes under the EDF have been launched and implemented with effect from the 2004-2005 school year. In September 2004, our school was invited to join the following programmes for one year in order to provide support to other schools nominated by the EDB:
  - (a) The Principal Support Network (PSN), and
  - (b) The School Support Partners (SSP) – Liberal Studies.
6. In the 2005-2006 and 2006-2007 school years, our school was invited by the EDB to continue being involved in the School Support Partners (SSP) Programme as a resource school to share our experience in, apart from the teaching of Liberal Studies, “adopting a whole school approach to implement integrated education” with other schools in the territory.
7. In the 2007-2008 and 2008-2009 school years, our school continued to serve as a SSP resource school to share our experience in Integrated Education.
8. In the 2009-2010 school year, our school joined the Principal Support Network and the Principal provided support to novice principals of other schools. The English department has been engaged upon the School-based Language Learning Support Services provided by the Language Learning Support Section of the Education Bureau.
9. In the 2010-2011 school year, our school continued to collaborate with the Language Learning Support Section of the Education Bureau for the school-based English curriculum revision.
10. In the 2011-2012 school year, our school joined the “Pilot Project on Strengthening Schools’ Administration Management” initiated by the Education Bureau in June, 2012. The English department continued the collaboration with the Language Learning Support Section of the Education Bureau for the third year.
11. In the 2012-2013 school year, the school implemented the plans for the “Pilot Project on Strengthening Schools’ Administration Management” and reflected the views on its successes and improvements to the Education Bureau. The school joined the “Training Program for Vice-Principals” which was sponsored by the QEF and organised by the HKCCCC, the school’s sponsoring body.
12. In the 2013-2014 school year, the school explored the possibility of joining projects initiated by funding bodies. The school joined the “Smart School” e-learning project offered by an IT company in June 2014.
13. In the 2014-2015 school year, the Chinese Department of the School joined the curriculum project “The Analects (論語) and the Modern Society” organised by the Hong Kong Institute of Education.
14. In August 2016, with the provision of the “WiFi 900” project granted by the Education Bureau, a WiFi system which offered full coverage in all classrooms was successfully installed to support e-learning in class before the start of the next school year.
15. In the 2016-2017 school year, the school joined hands with alumni to run the “50th Anniversary Mentorship Programme” through which 25 alumni became the mentors for 25 S.5 Ming Kei students.
16. In the 2017-2018 school year, the Knowledge Building Pedagogy was piloted in the Junior Forms subjects, namely, Integrated Science, Liberal Studies and English Language
17. In the 2019-2020 school year, the Knowledge Building pedagogy was shared among panels and continued to try out in various subjects.

18. In the 2020-2021 school year, the school has granted about \$1.8 funding from the QEF for setting up a gymnasium as well as launching the Cantonese drama training projects. A school-based knowledge building lesson observation form has been piloted and revised for full scale implementation in the second half of the school year.
19. In the 2021-2022 school year, the integration of the curriculum “STEAM” added the element of “reading” and was developed into the program called “STREAM”. Besides, our school applied for the IT Innovation Lab programme and received an amount of \$650,000 funding. The majority of the fund was used to equip new facilities such as MacBook’s, interactive projectors, 3D printers and laser cutters for the IT-Innovation Lab (Room 601), such that our students can have a professional environment to develop different technological skills and extend their learning. Some of the funding was spent on organizing courses and workshops (IoT, AI, 3D Print and Laser cut) for our students so that they can learn the updated technologies and skills and try to apply them in the future.
20. In the 2022-2023 school year, our school actively participated in STREAM projects initiated by The Chinese University of Hong Kong, namely the Phase II of CUHK Jockey Club AI for the Future Project; the CUHK Jockey Club VR Project for Chinese Language Education II; and the Cross-curriculum Soybean Project. Through these projects, we aimed to cultivate students’ interest in Science, Technology and Mathematics, widen their knowledge base, and ultimately nurture their creativity, collaboration, and problem-solving skills.
21. In the 2023-2024 school year, the Chinese Cultural Room was established with a donation from alumni. The purpose of the room was to promote national security education, enrich Chinese culture, and enhance students’ sense of national identity. Additionally, the Kei Yin Cup Tournament was relaunched to strengthen the exchange and relationship with CCC Ming Yin College. Lastly, the first Sister School Study Tour was organized, which helped broaden students’ horizons and foster cultural exchange.

## 1.2 Incorporated Management Committee (IMC)

1. With effect from 1 September 2011, the Incorporated Management Committee of the Church of Christ in China Ming Kei College was established to replace the former School Management Committee to manage, administer and operate the school in accordance with the regulations under the Code of Aid for Secondary Schools and in compliance with all stipulations provided by the then Education Department (and now the EDB) for the implementation of school-based management.
2. There are 15 members on the IMC. Apart from the nine ex-officio members who are the Sponsoring Body Managers including the Supervisor (appointed by the HKCCCC) and the Principal, its membership includes also the following persons who are either elected or nominated by our major stakeholders:
  - one Teacher Manager and one Alternate Teacher Manager elected and nominated amongst the teachers,
  - one Parent Manager and one Alternate Parent Manager elected and nominated amongst the parents,
  - one Alumni Manager nominated by the alumni, and
  - one Independent Manager nominated by the IMC.
3. For the 2023-2024 school year, the composition of our IMC is as follows:

Chairman	: Dr KAO Yi Tsun Richard (Supervisor)
School Principal	: Dr CHEUNG Pui Shan (Ex-officio Manager)
Sponsoring Body Managers	: Mr CHAN Tsun Kit Mr CHOI Kit Man Rev KAM Siu Wan Mr MUI Ho Chow Eddie Prof SHUM Kwok Yan Daisy Mrs TANG Chan Wai Kwan Mr MAK Wing Fai (Alternate Manager)
Teacher Managers	: Mr WONG Wing Nung Mr CHEUNG Ho Kwan (Alternate Manager)
Parent Managers	: Ms CHAN Yuen Shan Ms WU Jiazi (Alternate Manager)
Independent Manager	: Ms NG Mei Yuk Rita
Alumni Manager	: Mr SUNG On Loy
4. In the 2023–2024 school year, the IMC held three meetings respectively on 15 November 2023, 20 March 2024 and 18 July 2024.



### 1.3 School Campus and Facilities

1. The school is located at the junction of Oak Street and Cherry Street in Tai Kok Tsui. With an area of more than 4,500 square metres, it is composed of two independent buildings, the school hall and the main building. The school hall is air-conditioned and has a seating capacity of 1,300 which can accommodate all teachers and students of the school for assemblies. The six-storey, L-shaped main building has 31 classrooms of standard size and 5 laboratories (including the Physics, Chemistry, Biology and two Integrated Science laboratories), all of which are fully equipped. It has also 12 special rooms, namely, Computer Room, Multi-media Laboratory Centre, Language Laboratory, Computer Assisted Learning Centre, Library, Geography Room, Art Room, Needlework Room, Home Economics Room, Music Room, Ceramics Room and English Corner. All classrooms and special rooms are air-conditioned, providing students with an effective learning environment.
2. The school has a sufficient number of lockers for the use of every student. The campus also boasts one basketball court, one covered playground, one table-tennis court and an Art Gallery which was established in the 1999-2000 school year under sponsorship of the Quality Education Fund. The Art Gallery does not only provide a place for displaying students' outstanding paintings and ceramics works, but also serves as a space used by the S.6 students for self-studying during regular school hours and after school.
3. There are three Multimedia Learning Centres and one computer room. Computers and projectors are installed in the library, classrooms and special rooms. The school has a total of about three hundred computers which are networked together and can access the internet through broadband link. Students can make free access to the computers after school on weekdays and on Saturday mornings. This would help facilitate the implementation of school-based information technology education.
4. With the EDB's sponsorship of an approximate amount of forty million dollars, the school has its School Improvement Project (SIP) undertaken during the school years of 2003-2004 and 2004-2005 and completed by the end of Summer Vacation in 2005. The project provides a new six-storey annex for the school with an additional 1,058 square metres of working and studying area. It comprises six more classrooms, one Computer Assisted Learning Room, one Conference Room, one new Computer Room, one Student Activity Centre, one Language Learning Room and a number of small rooms for specific purposes. Besides, a fireman lift has been built simultaneously for the use of both the staff and students with physical disability.
5. With the sponsorship of the CCC Kei To Mongkok Church, the school has converted the table tennis court into a multi-purpose mini-hall, which can be used for small-scale mass programs and other learning activities during the summer vacation in 2011.
6. With the sponsorship of the CCC Kei To Mongkok Church, the school has converted the Multi-media Learning Centre at ground floor into a Religious Education Resource Centre / Study Room, which can be used for religious education and self-study place for students in 2014.
7. The old systems of audio-visual facilities and air-conditioning in the school hall were replaced in the year 2016-2017. The school hall was named after the school's Founding Principal to become "The John Keith Walls Hall" during the 50<sup>th</sup> Anniversary Thanksgiving Service held on 10 March 2017.

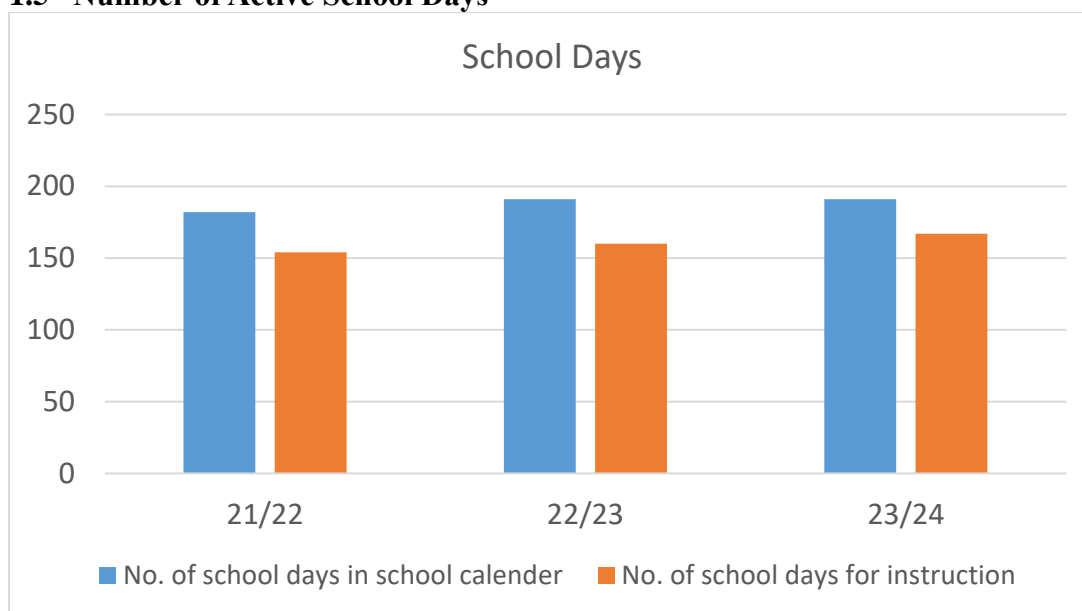
8. The STEM Learning Centre was established in the year 2016-2017 and it was named as “The Wong Hin Hing STEM Learning Centre”, on 10 March 2017, in memory of Mr HH Wong, our beloved Mathematics teacher who passed away in 2015.
9. The application for QEF grant for Cantonese drama project and the establishment of a gym room were approved with an amount around \$2 million.
10. The time-limited minor conversion works programme 2020-21 was approved from EDB with an amount around \$9 million for 9 conversion works.
11. The school has joined the Feed-in Tariff (FiT) Scheme. Solar Power System was installed to develop renewable energy in the roof of the school in June 2020.
12. In July 2020, stand water dispensers were installed on the 2<sup>nd</sup> to 5<sup>th</sup> floor.
13. All students’ lockers were replaced in Sept 2020.
14. The renovation of Room 601 was completed in July 2021. The room is now served as the IT Innovation Laboratory.
15. The renovation of the General Office and School Library and the replacement of the floor and the back doors of the Hall were completed in 2022.
16. Replacement work of National Flagpole and installation of lockers inside classrooms of 2/F were completed in 2023.
17. In 2024, the Mini Hall was optimized and the Chinese Cultural Room was established.

## 1.4 School Mission and Goals

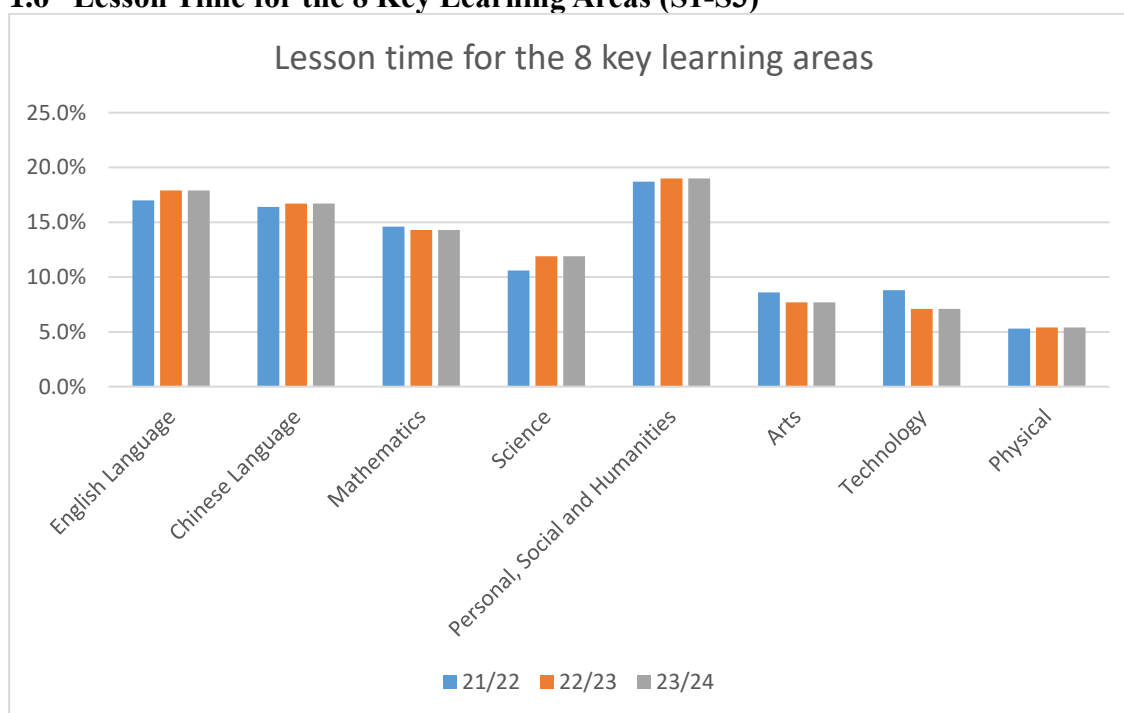
1. The mission statement and school goals were set out collaboratively by all teachers and then endorsed by the SMC in June 1999. They can be summarized as follows:  
*Embracing the HKCCCC's mission for education, the school is committed to holistic education with a person-centred curriculum and extra-curricular activities which address, with equal emphasis, the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. Through such provisions:*
  - *we strive to nurture our students in becoming individuals who are able to extend their love for themselves to their neighbours and to God;*
  - *we guide our students towards becoming honest, courteous, law-abiding people who are respectful to teachers and parents, caring to the young ones, and willing to share with and serve others;*
  - *we prepare our students for assuming responsibility for their own lives, facing challenges with courage and being able to respond to the needs of our society; and*
  - *we encourage our students to be involved in improving our society, contributing to the nation and serving the world.*

*It is our aspiration that the lives of our students will give expression to the school motto: **"It is more blessed to give than to receive"**.*
2. The school implements its mission and goals as well as the school motto through the provision of both formal and informal curricula, particularly by taking the following measures:
  - Setting up a String Orchestra through the sponsorship of the QEF in 1999-2000 to nurture students' interest in music by encouraging them to play musical instruments.
  - Setting up an Art Gallery through the sponsorship of the QEF in 1999-2000 for displaying outstanding artworks by students in order to promote aesthetic education and nurture students' abilities in the appreciation of art;
  - Launching the MKC Award Scheme in 2000-2001 to boost students' participation in various extra-curricular activities to help them develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects;
  - Joining the Integrated Education Scheme in 2000-2001 and adopting a whole school approach to implement the Scheme for the promotion of love and care for students with special educational needs on the campus;
  - Launching a service-centred project, "The Young-old Partnership Project", for all S.2 students in 2001-2002, in collaboration with the Asia Pacific Institute of Ageing Studies (PAIAS) of Lingnan University in order to promote social services to the elderly;
  - Launching the programmes "One Sport and One Art for All" and "One Service for All" for all students in 2005-2006 to further address the importance of "holistic education"; and
  - Upon the invitation of the Elderly Commission and in collaboration with the "Salvation Army Mongkok Integrated Services for Senior Citizens", launching and setting up the "Ming Kei Elder Academy" in 2006-2007 to provide educational services, mainly in IT and health education, to the elderly living in Mongkok and Tai Kok Tsui. All course tutors are recruited from S.3-S.6 and they provide voluntary services to the elderly after school, twice a week. The Academy was formally established in 2007-2008.
  - Launching the programme "One Uniform Group" for S.1 students in 2008-2009 and 2009-2010.
  - Starting from 2010-2011, the school has been delivering continuous support and donation to the Watoto Ministry, which takes care of the orphans whose parents have died of AIDS in Uganda.
3. The school mission was reviewed by all teachers in 2007-2008 and our mission statement was restated as follows:  
**"We strive to provide our students with person-centred education with love and care so that they can maximize their potential to lead an abundant life, to serve the community and to glorify the Lord".**

### 1.5 Number of Active School Days



### 1.6 Lesson Time for the 8 Key Learning Areas (S1-S3)



### 1.7 Curriculum

1. English is adopted as the medium of instruction except for the following subjects: Chinese Language, Citizenship and Social Development, Chinese History, Tourism and Hospitality Studies, Physical Education (HKDSE), Putonghua, and Religious Education.
2. All students in S.4 to S.6 study four core subjects (English Language, Chinese Language, Mathematics and Citizenship and Social Development) and three elective subjects to prepare for the Hong Kong Diploma of Secondary Education Examination (HKDSE). Students are allowed to enrol for Applied Learning in S.5 and S.6.

3. The formal curriculum offered by the school in the 2022-2023 school year is listed below:

Subject	S.1	S.2	S.3	S.4	S.5	S.6
<b>English Language Education</b>						
English Language	*	*	*	*	*	*
<b>Chinese Language Education</b>						
Chinese Language	*	*	*	*	*	*
Putonghua	*	*	*			
<b>Mathematics Education</b>						
Mathematics	*	*	*	*	*	*
Mathematics Extended Module 1				*	*	*
Mathematics Extended Module 2				*	*	*
<b>Science Education</b>						
Science	*	*				
Physics			*	*	*	*
Chemistry			*	*	*	*
Biology			*	*	*	*
<b>Technology Education</b>						
Computer Literacy	*	*	*			
Information & Communication Technology				*	*	*
Business, Accounting and Financial Studies				*	*	*
Home Economics	*	*	*			
<b>Personal, Social &amp; Humanities Education</b>						
Chinese History	*	*	*	*	*	*
History	*	*	*	*	*	*
Geography	*	*	*	*	*	*
Life and Society	*	*	*			
Economics				*	*	*
Business Fundamentals			*			
Tourism and Hospitality Studies				*	*	
Religious Education	*	*	*	*	*	*
<b>Arts Education</b>						
Music	*	*	*	*	*	*
Music (HKDSE)				*	*	*
Visual Arts	*	*	*			
Visual Arts (HKDSE)				*	*	*
Ceramics	*	*	*			
<b>Physical Education</b>						
Physical Education	*	*	*	*	*	*
Physical Education (HKDSE)				*	*	
<b>Cross Disciplinary Subjects</b>						
Citizenship and Social Development				*	*	
Liberal Studies						*

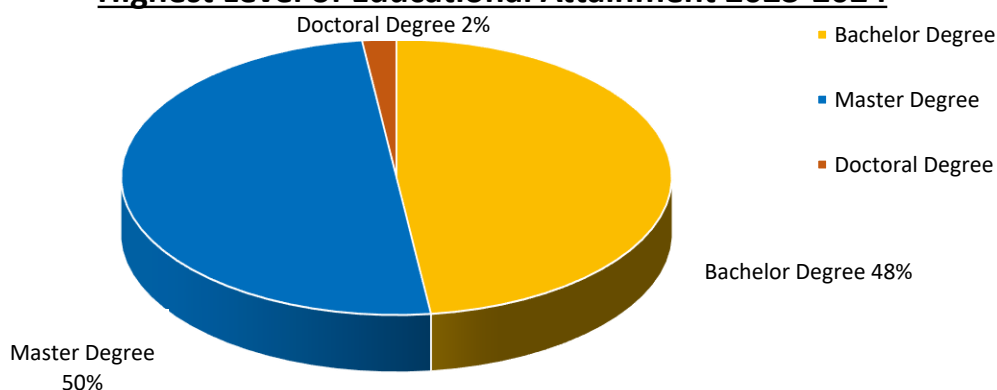
## 2. Staff Profile and Staff Professional Development

### 2.1 Staff Profile

- The 2023-2024 school year began with our staff comprising 49 full-time teachers (including the Principal) within the normal establishment and nine full-time teachers recruited with other sources of funding such as the Teacher Relief Grant and Capacity Enhancement Grant. The highest level of educational attainment of these 58 staff members are as follows:

Qualification	Number	Percentage
Bachelor Degree	58	100%
Teaching Qualification	55	95%
Postgraduate Degree	29	50%

#### Highest Level of Educational Attainment 2023-2024



- All teachers of English Language and Putonghua have fulfilled the Language Proficiency Requirement as stipulated by the EDB.
- With regards the teaching experience of teachers, the statistics for the 2023-2024 year are as follows:

No. of Years	0-4	5-9	10-14	15-19	20-24	25-29	30-36
No. of Teachers	16	6	11	6	7	6	6
Percentage (%)	27.59%	10.34%	18.97%	10.34%	12.07%	10.34%	10.34%

## 2.2 Professional Development of Teachers

### 1. Continuing Professional Development (CPD) Hours of Teachers

At the end of the 2023-2024 school year, teachers reported that they had engaged in different professional development activities throughout the academic year, with an average of 50 hours for each teacher, adding up to a total of 2634 hours. This is the third year of a new 3-year cycle.

### 2. School-Based Staff Development Days

Date	Programmes
4 December 2023 Staff Development Day 1	AM Session: Wellness Recovery Action Plan Workshop PM Session: Newly Emerged Sports Tasting Class
19 January 2024	PM Session: The Enhanced School Development and Accountability Framework
4 March 2024 Staff Development Day 2	AM Session: 3-Year Development Plan Discussion PM Session: Visit to Shatin Heritage Museum
3 May 2024 Staff Development Day 3	AM Session: Joint-School Development Day by HKCCCC

### 3. Lesson Observation and Teaching Collaboration

Lesson observation was carried out in the respective subject departments. Peer lesson observation and collaborative teaching were encouraged for professional development. Also, inspection of exercise books was carried out by the subject panel heads, vice-principals and the principal.

### 4. New Teacher Induction Programme

The new teacher induction programme was held in late August 2023 to help new teachers get to know the essential policies of the school and the professional conducts of being a teacher. A mentor system was implemented so that the new teachers could seek help from mentors when encountering problems at school. It could also help them to get along with other colleagues more easily.

### 5. Staff members were encouraged to serve as external markers in public examinations as well as subject committee members in various subjects.

Staff members in various subjects acted as mentors to help train student teachers from different universities. Throughout the training period, there was a valuable exchange of ideas between the mentors and the student teachers.

## **(B) ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS; FEEDBACK AND FOLLOW-UP**

### **3. Evaluation for Implementation of Major Concerns**

#### **3.1 Major Concern 1: To fully develop students' academic potential for higher level of attainment through optimization of teaching strategies, structured learning programmes and promotion of self-directed learning**

<b>Targets / Intended Outcomes</b>	<b>Strategies</b>	<b>Achievement and Reflection</b>
1.1 To adopt the Knowledge-Building Model as the optimal pedagogical model to promote self-directed learning and teaching	(i) Activate students' prior knowledge through pre-lesson preparation for effective classroom learning and teaching.	<ul style="list-style-type: none"> <li>Various subjects designed pre-lesson tasks to facilitate students' learning, such as pre-lesson worksheets, information collection tasks, topic-related videos, and DSE past paper questions for students to prepare for the topics. From lesson observations and feedback from teachers and students, these pre-lesson tasks facilitated students' learning by improving knowledge understanding, encouraging self-directed learning, enhancing students' class participation, and providing opportunities for deeper engagement with the subject matter. Pre-lesson preparation has been effective in supporting student learning outcomes and fostering a more interactive and engaging learning environment and should be continued in the coming year.</li> </ul>
	(ii) Design lessons which maximise student-student and teacher-student interaction to co-construct knowledge and develop a self-directed community of learners.	<ul style="list-style-type: none"> <li>Lesson observations and teacher feedback reflected that teachers adopted an interactive approach in lessons. It has become customary to involve students in group discussions and presentations. Teachers were able to use e-learning tools, such as Padlet and Google Slides, to facilitate these interactive activities and enhance student engagement. Through these activities, students collaboratively built knowledge through meaningful student-student interactions. Furthermore, teachers effectively used questioning techniques to facilitate teacher-student interaction.</li> </ul>
1.2 To maximise the use of information technology to enhance learning and teaching effectiveness	(iii) (i) Facilitate pre-lesson preparation, interaction and participation in class through e-learning tools, apps and platforms.	<ul style="list-style-type: none"> <li>All academic subjects set up Google Classroom for each class. Pre-lesson preparation materials, such as notes, videos, YouTube links, and learning websites, were uploaded to Google Classroom. Feedback from teachers and students showed that students regularly accessed these learning materials on Google Classroom.</li> <li>Lesson observation and subject evaluation reports reflected that e-learning elements were frequently included in lessons. Teachers used various apps and online tools to facilitate learning and teaching. For example, Kahoot! was used to check students' learning progress, Padlet was used for discussion and opinion sharing, Google Slides and Jamboards were used for group discussion and presentation, and Notability and Goodnotes were used for assignment marking and feedback. Generally speaking, teachers managed to use e-learning tools effectively. Both teachers and students agreed that these tools engaged students in lesson activities, enhanced teacher-student and student-student interaction, and hence facilitated teaching and learning.</li> </ul>



Targets / Intended Outcomes	Strategies	Achievement and Reflection
	(ii) Provide opportunities to learn beyond the limitations of time and space.	All academic subjects set up Google Classroom for each class. Teachers used this platform to share various types of learning materials, such as PowerPoint, notes, supplementary or revision exercises, answer keys and sample answers, sound clips of vocabulary items, and links for learning websites and YouTube videos. Some subjects also provided students with additional exercises using Online Question Bank and STAR of the HKEdCity. Both teachers and students reflected that these learning materials and resources encouraged self-learning, catered to a wide range of learning needs, and facilitated learning beyond the classroom.
1.3 To develop a school curriculum which can enrich students' knowledge and stretch their academic potential	(i) Provide a curriculum which enables students to acquire solid foundation knowledge and caters for students' needs and interests in view of the latest curriculum development.	<ul style="list-style-type: none"> <li>• Subject departments continued to refine the curriculum to cater to learner diversity. The English Language Department devised an extended syllabus for more capable groups and included remedial content for weaker classes. Three versions of the teaching syllabus were implemented among the junior forms. Graded materials, such as vocabulary lists (S.1-3) and pre-unit tasks (S.1), were included to cater to the needs of students with different abilities. The Chinese Language Department also devised extended tasks for more capable classes.</li> <li>• Knowledge of the latest technological developments, such as artificial intelligence, was included in the curriculum of Computer Literacy to align with current advancements and cater to the evolving learning needs of our students.</li> <li>• As shown in the teaching schedules, teaching materials, and student assignments, all subjects incorporated elements related to national security education and value education in the curriculum. Furthermore, elements of value education were naturally integrated into activities organized by subject departments beyond the classroom. For example, the theme of pets for English Week conveyed to students a sense of respect for life, and the theme of traditional wedding customs for Chinese Cultural Week nurtured students' appreciation for the richness of traditional Chinese culture.</li> </ul>
	(ii) Extend students' learning experiences through subject-based and cross-subject life-wide learning activities.	<ul style="list-style-type: none"> <li>• All subject departments organized more than one subject-related learning activity for their students. These included internal activities such as talks and game booths, and external activities such as field trips, visits, and competitions.</li> <li>• Some subjects provided training and arranged for capable students to take part in external competitions. For example, capable students in Mathematics received training and participated in various external Mathematics competitions. Students with high English proficiency took part in debate training or competitions. Students talented in STREAM took part in the Cloud Computing course.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
		<ul style="list-style-type: none"> <li>• Subject departments and teams organized study tours to Mainland China. These included CSD experiential learning in Guangzhou for all S.5 students, a field trip to Guangzhou for S.4 Chinese History students, a visit to Shenzhen for all S.2 students, a study tour to Chaozhou organized by the National Security Education Team, and an exchange programme with our sister school in Chongqing. All these study tours received positive feedback from teachers and students. They agreed that the tours enhanced their understanding of the latest developments in our country and their sense of belonging to the motherland.</li> <li>• Cross-subject activities were organized by various subject departments. Subjects of the PSHE KLA (Chinese History, History, Geography, Life &amp; Society, Tourism and Hospitality Studies, Economics, and Religious Education) organized the Inter-House PSHE Quiz Competition for the whole school. Geography and History co-organized visits to the CLP Pulse and the Pokfulam Farm. Subjects of the Technology KLA (Home Economics and Computer Literacy) organized the "Healthy Soy Bean Recipe for the Elderly" cooking competition, in which S.2 students designed a healthy soybean recipe specifically tailored for the elderly and created a video to promote their recipe to this target audience.</li> <li>• Subject departments also engaged students in cross-KLA projects, learning programmes, and co-curricular activities. For example, the STREAM team, Visual Arts, Music, and Computer Literacy departments organized a series of school activities centered around "Soundscape." Chinese Language, Home Economics, Music, and Visual Arts conducted a series of lessons on the appreciation of Cantonese Opera for S.1 students. Junior Science and Chinese History co-organized a STEAM activity for S.1 students. History collaborated with Visual Arts to guide S.1 students in completing a group project on Cheung Chau Jiao Festival. The Home Economics Club and Chinese Society co-organized an activity for the Lantern Festival. Home Economics and Life &amp; Society arranged a field study for S.3 students on food globalization in Cheung Chau.</li> <li>• Both teachers and students gave positive feedback on most subject-based, cross-subject, and cross-KLA activities. They found that the activities could arouse students' interest, enhance their motivation to learn, enrich their knowledge, and broaden their horizons. Subject departments will explore more suitable themes and topics for cross-subject and cross-KLA activities at different form levels.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
	(iii) Provide structured tutorial programmes to enhance students' academic performance according to their abilities.	<ul style="list-style-type: none"> <li>• Regular structured supplementary lessons were arranged after school for all DSE subjects for S.6 in the first term and for S.5 in the second term. Structured supplementary lessons were arranged for S.4 and S.5 after the final examination. Some lessons were arranged for the whole class to enhance subject knowledge or general examination skills practices. Some lessons were arranged for selected groups of students with the aim of attaining higher levels in the DSE. The improvement of the 2024 HKDSE results shows that these supplementary lessons were effective in enhancing students' attainment.</li> <li>• Saturday tutorial classes were arranged for junior form students who were among the bottom 10% in each of the 3 core subjects (Chinese Language, English Language, and Mathematics). Comparing the standard scores of the participants in the first term and second term examinations, it was found that these weaker students made progress after joining the Saturday tutorial classes.</li> <li>• After-school homework tutorial classes were arranged for the S.1 and S.2 low-achievers. Feedback from teachers and students was positive.</li> <li>• Most of the senior form students met their teachers in the self-study lessons (first term 82%; second term 94%). This shows that teachers were able to use self-study lessons to provide individual guidance to students.</li> <li>• For S.4 English Language, two lessons in each cycle were arranged for a pull-out programme. Weaker students were pulled out and remedial work was conducted to help them improve their writing skills. Teachers reflected that a majority of the students demonstrated improvement in the final examination.</li> </ul>
1.4 To promote Reading across the Curriculum to help students connect their learning experiences	(i) Provide an inviting reading environment.	<ul style="list-style-type: none"> <li>• A Reading Corner was set up in all form rooms. Books recommended by various subject departments and selected by the students of each class were displayed in each Reading Corner. According to the students' survey, 85.8% of students visited the Reading Corner 0-5 times, 10.1% visited 6-10 times, and 4.1% visited more than 10 times.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
	(ii) Organise a purposeful cross disciplinary extensive reading scheme and activities for broadening the general knowledge of students	<ul style="list-style-type: none"> <li>• A cross-disciplinary extensive reading scheme was implemented. There were two reading lessons per cycle for junior forms and one reading lesson per cycle for senior forms. All subject departments, as well as the STREAM team and the Reading Promotion Committee, prepared one to two sets of reading lesson materials per term. These included reading articles and follow-up tasks on Google Classroom. Feedback from students on this scheme was positive: 72.37% of students (S.1-S.5) agreed that the reading materials broadened their horizons and enhanced their knowledge in related topics. Over 95% of students completed open-ended questions based on the reading materials via Google Classroom. However, as reflected by students and observed by teachers, it was challenging for students to connect reading materials covering diverse knowledge areas. It was suggested that the reading materials should be organized by themes, which will be trialed in one form level in the coming academic year.</li> <li>• The Reading Week, organized by the Reading Promotion Committee, was held from April 22 to April 26, 2024. All students joined the activities, including booth games, an audiobook exhibition, and a "Meet-the-Authors" talk. Students had to complete a short reading report after the activities, and teachers reflected that students' performance was satisfactory. For the "Meet-the-Authors" talk, 70.0% of students agreed it enhanced their understanding of the theme "intangible cultural heritage." A photography competition was also held on this theme, with 64 submissions and 220 student votes. Teachers agreed that the competition was successful as it encouraged students to reflect on everyday experiences and recognize the significance of gratitude, even in the most trivial aspects of life. Furthermore, the competition motivated students to cultivate a habit of short writing, wherein they could record and reflect on their observations.</li> <li>• The library held monthly book displays on various topics, showcasing approximately 45 new and thematic books each month, which received positive feedback from both teachers and students.</li> <li>• Both Chinese Language and English Language had reading schemes, with satisfactory student participation. Over 90% of students completed the Chinese and English book reports, and 50 junior students were awarded prizes for good performance.</li> <li>• Individual subjects provided students with recommended booklists and reading articles for self-learning. Some subjects assigned reading tasks or newspaper cutting assignments. Feedback for these subject-based reading activities was positive. For example, the Geography Department organized reading competitions for S.1 and S.2 students, who read and listened to selected e-books provided by the school library and completed the tasks. Teachers reflected that student performance was strong. Life &amp; Society assigned newspaper cutting tasks to junior students, and teachers reported that students gained greater awareness of current issues through these activities.</li> </ul>

## **Major Concern 1: Feedback and Follow-up**

Based on the teacher survey, the majority of the strategies to achieve the targets for Major Concern 1 received a score of 4 or higher out of 5. The subject departments effectively implemented most of the strategies to enhance our students' academic attainment. The notable improvement in our students' performance in both internal assessments and the 2024 HKDSE demonstrates the success of these strategies.

However, a few strategies for Major Concern 1 scored slightly lower than 4 marks. They are:

- (i) Activate students' prior knowledge through pre-lesson preparation for effective classroom learning and teaching.
- (ii) Provide an inviting reading environment.
- (iii) Organize purposeful cross disciplinary extensive reading scheme and activities for broadening the general knowledge of students.

In addition, according to the stakeholders' survey results, a significant number of our students lack confidence in their learning abilities. While teachers frequently introduce various learning strategies, students often struggle to effectively apply these strategies to their studies. Furthermore, many students face challenges in setting clear learning goals for themselves. With respect to reading habits, the APASO results highlight a noticeable lack of interest in reading among our students.

The school will address these challenges in the upcoming school year. Subject departments will implement strategies to assist students in mastering essential learning skills and setting their learning goals, taking into account and catering to the diverse needs of learners. Moreover, promoting cross-subject collaboration will be emphasized to enhance students' knowledge acquisition more effectively.

The Reading Promotion Committee (RPC) will keep evaluating and refining the cross-disciplinary reading programme of the reading lessons to enhance its effectiveness. The RPC and subject departments will also continue organizing diverse reading activities to nurture a culture of reading within the school.

In summary, the school is dedicated to providing students with essential study skills and catering to diverse learning needs. These efforts aim to boost students' confidence and enhance their academic achievements. By continuing to nurture a supportive learning environment, the school can empower students to fully develop their academic potential.

### 3.2 Major Concern 2: To Foster Students' Positive Attitude in their Personal Development and Commitment to School and Community

Targets / Intended Outcomes	Strategies	Achievement and Reflection
2.1 Students are nurtured in a harmonious and supportive school.	(i) Strengthen the collaboration with CCC Kei To Mong Kok Church to infuse the values of Christian education and foster the implementation of a positive education	<ul style="list-style-type: none"> <li>• Morning prayer was conducted every school day. Under the guidance of the teachers, the little shepherds learned to pray for different stakeholders.</li> <li>• KTMK Church was responsible for arranging speakers for the chapel sharing. The sharing from Christians could infuse positive core values from the biblical perspective into students. Students were attentive during the chapels in general.</li> <li>• The S.1 gradation gospel camp was held through which participants could know more about the God.</li> </ul>
	(ii) Cultivate the qualities of being a Mingkei'er focusing on MODESTY	<ul style="list-style-type: none"> <li>• Around 20 students joined the 'Food Delivery' project which is co-organised by Food Angel. Students learned to be modest when they served the elderly.</li> <li>• The content of each chapel was closely related to the main theme of MODESTY. This was then elaborated on throughout each chapel session.</li> <li>• The CMEC arranged a programme delivered by the Non-Profit making Veterinary Services Society (NPV) on animal rights and protection. Students had the chance to interact with the dogs. Survey results depicted that over 80% of students were satisfied with the event and agreed that it was effective in promoting care towards animals and animal rights.</li> <li>• S.3 Cadet Prefects were selected. They were granted the chance to serve the school as school prefects.</li> <li>• Joint School 4x100 invitation relay in the 50th sports day, the alumni basketball and volleyball competition, Kei Yin Cup, and student-teacher trophy were held successfully with positive feedback. All these events let participants learn the importance of respect and modesty.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
	(iii) Continue the caring culture on the campus	<ul style="list-style-type: none"> <li>• Little Shepherds cared for students in their respective forms frequently and prayed for their needs. In addition, a box was set up to let students drop in their needs. The RC members and Little Shepherds could pray for their fellow schoolmates.</li> <li>• The S.4 PCS visited S.1 classes every month to help them adapt to the new learning environment. S.1 students were grateful to the PCS who are the ‘Big Brothers and Big Sisters’ to them.</li> <li>• The PAP assisted the school social works to run the ‘Soothing Zone’ to promote the mental health message among schoolmates.</li> <li>• The hand cream making workshop was launched on Parents Day. Parents were invited to join the workshop and the feedback was good. Both parents and students participated actively in the workshop.</li> <li>• During the Caring Week organised by the Integrated Committee, an array of activities was held, including booths about disability experience, games about autism and games held by non-Chinese students. The IE ambassadors found it fulfilling and satisfying to hold games and help with the activities. The sharing of the band ‘鳴瞭樂隊’ received positive feedback. The IE ambassadors could experience how to care for others through all these activities.</li> <li>• Senior students from the SA took care of the junior students. This could strengthen the school’s caring culture and build a more inclusive school community.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
2.2 Students are able to set goals and strive to achieve them even when facing difficulties.	(i) Raise the resilience level of students by providing various activities for them to join and by providing suitable training	<ul style="list-style-type: none"> <li>• Regular training on hymn singing, leading prayers, and playing the piano were held.</li> <li>• Over 90% of the CMEC ambassadors expressed that they received sufficient support from teachers when organising programmes.</li> <li>• All school prefects underwent a two-day training session which could sharpen their leadership skills. More than 90% of prefects were satisfied with the training.</li> <li>• Prefect meetings were held once a month so as to ensure smooth execution of their duties. Suitable advice was given by the DC teachers after regular evaluation.</li> <li>• Intensive training was conducted for 34 PCS so that they could lead the S.1 camp at the beginning of the school year. These experiences also helped PCS raise their sense of empathy and sharpen their leadership skills.</li> <li>• A total of eight junior form different forms of students joined the Youth Street-run Programme. Participants were highly contended the activity.</li> <li>• Several hiking activities were jointly organized by the GC and the mountaineering club. There were 8 students participating in the activity. Through the activity, teachers could establish relationships with the students, especially those who need special attention. A few of them might even get a sense of relief from their emotional problems after the activity.</li> <li>• The IVE task team organised two 3-hour training sessions for student leaders to build up their practical skills and soft skills of being a leader.</li> <li>• Two meetings with booths, games and information about mental health were held every month during lunchtime or after school. Board games, darts, and handcraft workshops were held to help students relax and raise their resilience level.</li> <li>• More chances for students to join inter-class and inter-house competitions throughout the school year and all participants experienced the process of team spirit and winning over the opponents.</li> </ul>
	(ii) Enhance the Class Management arrangements and help students to set short-term goals	<ul style="list-style-type: none"> <li>• Two inter-class competitions were held by the DC to enhance the class management. They were ‘Neat and Tidy Uniform’ competition in the first term and ‘The Least Little Yellow Paper’ competition in the second term.</li> <li>• The ‘I am the Boss!’ campaign was implemented smoothly. All the S.1 students were enthusiastic in demonstrating their products or services to schoolmates on the day of</li> </ul>



		<p>programme. It not only developed their class spirit during the process, but also strengthened their self-esteem and sense of achievement.</p> <ul style="list-style-type: none"> <li>• Different kinds of inter-class, inter-house, and inter-school competitions were held, which could motivate students to strive towards their goals and enhance their team and/or class spirit.</li> <li>• The Careers Counselling Committee (CCC) provided S.1 and S.2 students with opportunities to set goals related to developing habits, motivation and thinking from different perspectives. Students seriously thought about their short-term goals such as dream jobs and improving their lifestyle or academic studies, etc.</li> </ul>
	(iii) Help students to set long-term goals to pursue their further education and careers	<ul style="list-style-type: none"> <li>• The IEC held 15 IEPCs for eight students. Ideas were fruitfully exchanged among the participants of the conferences. Both short-term and long-term goals were set during the meetings. Overall, all students were satisfied with the school's support and measures regarding the implementation of the integrated education programme.</li> <li>• The CCC organised programmes for S.3 students to help them review their strengths and weaknesses so as to make an informed choice when selecting their S.4 electives.</li> </ul>
	(iv) Strengthen students' value of diligence this year so as to achieve their own goals	<ul style="list-style-type: none"> <li>• The DC continued to organise schemes called 'Diligent Mingkei'ers' and 'Stars of the Month' to reinforce the core values. Positive feedback was well received from both teachers and students. The number of merits significantly increased to 196 last year. Self-esteem and sense of achievement were increased among the awarded students. It was because stricter disciplinary polices were executed this year and teachers reported misconducts more frequently.</li> <li>• The CCC organised a number of interventions for senior forms of students: <ul style="list-style-type: none"> <li>(a) S.4 students learnt about sports-related or new types of jobs and were encouraged to set a goal about their dream university and dream job. They also started to review their exam performance and find ways to improve their academic results.</li> <li>(b) In the form time and mentorship program, S.5 students reflected upon their academic performance like their problems in studies and set a couple of clear goals for their dream university courses and jobs in the worksheets.</li> <li>(c) S.6 students reflected upon their academic performance through individual and group counselling with their careers teachers and writing self-account and strived for achieving their goals for future studies or jobs.</li> </ul> </li> <li>• Through a number of competitions organised by the ECAC, students learned how to practise hard and face failure when losing.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement/ Reflection
<p>2.3 Students are able to reflect and make meaning of the experiences they undergo in school. Students' potential is stretched to the fullest by revising the informal curriculum.</p>	<p>(i) Strengthen the debriefing session after having OLE and let students reflect more thoroughly to facilitate their personal growth</p>	<ul style="list-style-type: none"> <li>• Most students went through thorough reflection after the programmes held by different committees. For example, the C&amp;M Ambassadors were required to prepare two display boards to consolidate the main ideas of the themed programmes held in the year. They were 'Shap Pat Heung Heritage Walk' and 'Recycling Scheme'.</li> <li>• The OLE team organized social services for S.1 to S.3 students to facilitate them to be the service learners. The Study Tour Co-ordination team successfully organized an overseas trip to Seoul during the post-exam period. It was the first non-mainland tour held after the pandemic.</li> <li>• The PCS underwent deep reflection with teachers after running the S.1 orientation camp. Most of them expressed that their sense of empathy and leadership skills were greatly enhanced.</li> <li>• During the S.4 Day Camp, group sharing was much more emphasised to help students reflect after each activity.</li> </ul>
	<p>(ii) Raise students' self-esteem and sense of achievement</p>	<ul style="list-style-type: none"> <li>• The RC set up the Christ Award to recognize students with great involvement in religious activities in the past year.</li> <li>• The Head Girl of the DC was awarded a prize from the Greater Bay Area Outstanding Students Election whereas the Head Boy was awarded a prize from the Yau Tsim Mong District Outstanding Students Election.</li> <li>• Hiking activities were arranged to help students to build up their confidence and boost their eagerness to overcome challenges. A dart group was set up to help students to set goals and become more confident in their abilities.</li> <li>• The DC issued various letters of appreciation to students. However, except for the number of certificates of merit increase, the number of letters of commendation, and certificates of good behaviour, good attendance, and good conduct had decreased by a remarkable percentage this year. This may be due to the fact that more lenient criteria were adopted during the epidemic years.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
2.4 Students' potential is stretched to the fullest by revising the informal curriculum	(i) Provide students with more chances for being student leaders at school, e.g. the newly set-up of the House System	<ul style="list-style-type: none"> <li>• The senior Little Shepherds helped to organise the S.1 Gospel Camp. It could help them grow spiritually and enhance students' leadership skills.</li> <li>• A spiritual formation course was organized for S.1 – S.4 students. Participants enjoyed the programme and their spiritual life developed gradually.</li> <li>• The CMEC ambassadors were responsible for conducting the National Flag Hoisting Ceremony and the sharing three times in the past year. The students' performance was satisfactory.</li> <li>• The school prefects, especially the head and the deputy heads, took heavier duties in the school-based mass events, e.g. PTA AGM, Speech Day, and the regular chapels and National Flag Hoisting Ceremony.</li> <li>• Students were encouraged to join different service posts to shine and showcase their leadership potential. Their leadership and collaboration skills were developed. Over 100 students expressed their willingness to become House Committee members.</li> <li>• Intensive training was given to S.4 and S.5 PCS before they ran the S.1 camp.</li> <li>• Although Houses are relatively new, students got chances to shine and showcase their potential. More group interaction, cheering and positive peer influence are expected in the near future.</li> </ul>
	(ii) Provide students with chances to develop their talents in drama and to receive professional training for stage management	<ul style="list-style-type: none"> <li>• The Drama Team got the Award for Outstanding Stage Effects and Award for Outstanding Cooperation in the Hong Kong School Drama Festival 2023/24.</li> </ul>

Targets / Intended Outcomes	Strategies	Achievement and Reflection
	(iii) Enrich the learning experiences both inside and outside school through	<ul style="list-style-type: none"> <li>• Visits to the Hong Kong Police Dog Training Unit and the Ngong Shuen Chau Barracks were arranged by the DC. This could make students have a better understanding about the disciplined services in Hong Kong.</li> <li>• About 20 S.2 and S.3 students visited the Green Haven Scheme and 20 S.2 to S.4 students visited the Reflective Path. Both programs were organized by the Correctional Services Department. More than 90% of participants were satisfied with the visits.</li> <li>• Joint-school activities such as Joint-school Christmas Ball with St. Stephen's College (SSC) and mock paper exchange program were held successfully by the Student Association. Moreover, students had more chances to interact with other schools' students by joining different inter-school competitions or friendly matches. Kei-Yin Cup was relaunched which was one of the remarkable memories of this school year.</li> <li>• In collaboration with the HE Club and the STREAM Education Committee, different workplace visits were arranged by the CCC during the post-exam period to let participants have hands-on experience in the selected jobs.</li> <li>• Suitable students were nominated to join the programmes provided by the HKAGE. It was suggested that high-ability students should also be nominated to join some taste programmes or advanced programmes organised by different universities in Hong Kong.</li> <li>• About 10 activities or competitions were joined by the CMEC ambassadors throughout the year. These activities could broaden students' horizons and enrich their learning experiences.</li> </ul>

## **Major Concern 2:**

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

Based on the teacher survey, the majority of the major concern items received a score of 4 or higher out of 5. Committees worked very well in delivering and executing the strategies of the Major Concern 2. However, there were a few strategies for students' personal growth that scored slightly lower than 4 marks. They are:

- (i) Raise the resilience level of students by providing various activities for them to join and receiving suitable training
- (ii) Enhance the Class Management arrangement and help students to set short-term goals
- (iii) Strengthen students' core value to achieve their own goals, e.g. perseverance, diligence
- (iv) Strengthen the debriefing session after having OLE and let students reflect more thoroughly to facilitate their personal growth
- (v) Raise students' self-esteem and sense of achievement

In addition, the APASO data highlights the critical need to prioritize students' psychological and physical health, their sense of belonging to school and the meaning they find in their lives. Therefore, more attention should be paid to students' emotional problems. The GPGC should focus more on the mental health of students. It may liaise with the IE department, school social workers and other NGO outside to raise students' awareness of mental health.

The PE department could organize some programmes to challenge students' physical fitness whereas the House and the Student Association could organize different activities for students to enhance students a sense of belonging to school.

The school can organize more structured OLE (Other Learning Experiences) activities and community services for the entire school. It is important to encourage deeper reflection so that students can relate these programs to their lives. Additionally, we should strengthen class management by class teachers to foster supportive bonding among students.

The Careers Counselling Committee plays a vital role in empowering students to set meaningful long-term and short-term goals. The committee has consistently delivered satisfactory results, providing tailored information and workshops to students at different stages of their development.

Overall, the school has room for improvement in terms of life planning and promoting a healthy lifestyle in the coming year, especially with regards to mental, physical, and spiritual health.

## 4. Concerns and Actions 2023 - 2024

### 4.1 Evangelistic Work

- a. The CCC Kei To Mongkok Church (KTMK Church) has been working closely with the school on evangelistic work since 1997. This school year, the KTMK Church sent Mr Ning Tin On in his role as the Chairperson of the Religious Committee. With the aid of Ms Cindy Leung and Mr Yuen Kai Ming, the KTMK Church team helped the school to teach Religious Education, and to organise and promote various religious activities for students. This realised both the aim and the spirit of church-school cooperation.
  
- b. Activities in 2023-24
  - “Students’ Morning Prayer Meetings” (學生晨禱會) were held on Wednesdays after school. About 3-4 students and 1-2 teachers participated each week on average.
  - Different teachers and students were invited to lead the prayer sessions every morning throughout the year.
  - Throughout the year, the Little Shepherds were trained to pray for other students and preach the Gospel to them after school.
  - From 27 November -1 December 2023, Gospel Week was held. The programme included busking shows, game booths and an evangelistic meeting. Many students participated, and of those, several students accepted and followed Jesus.
  - From 15-17 February 2024, the S.1 Gospel Camp was held in YMCA Wu Kwai Sha Youth Village. 25 S.1 students participated with 10 S.2-5 students as group leaders and helpers. 8 students expressed their wish to accept Jesus as their Saviour, and 12 students wanted to join the spiritual training for beginners (初信栽培). KTMK Church organized the follow-up activities and training.
  - On 22 February 2024, the Graduation Assembly for S.6 students was held. With an alumnus sharing, the principal’s encouraging speech and the short films made by S.6 students themselves, the S.6 students enthusiastically took part in it.
  - Sponsored by the KTMK Church, the Scholarship titled: “Christ’s Ambassador ” (基旺堂基督大使獎學金) was awarded to 12 students.
  - From 23-25 July 2024, an evangelistic camp for secondary school students (S.1-5) was held. 66 students participated including S.5-6 students as group leaders and helpers. 6 students expressed the wish to accept Jesus as their Saviour, and 22 students wanted to join the spiritual training for beginners. KTMK Church organized the follow-up activities and training.

## 4.2 Integrated Education and Multiple Intelligence Education

### a. The Formation of the Integrated Education Committee

The Integrated Education Committee (IEC) was formed in September 2003 to oversee all matters pertaining to the implementation and promotion of Integrated Education (IE) in the school. Its function is to help the students with special educational needs (SEN students) to solve problems and / or handle difficulties in their daily school life, especially with regard to social, behavioural and learning aspects. A Special Educational Needs Coordinator (SENCO) and a Special Educational Needs Support Teacher (SENST) were assigned in 2019/2020 to lead the IE Committee in planning, coordinating and implementing the Whole School Approach to IE in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with SENs.

### b. Case Conference with Paramedics

Before the beginning of this academic year, the IEC had a discussion about certain SEN students with the resource teachers of Ebenezer School and SEN Coordinators of primary schools in August 2023. Those teachers gave the IEC members essential information as to the handling of those cases and made a number of valuable suggestions for the school.

### c. Integrated Education Ambassadors

The IEC recruited 15 IE ambassadors (IEA) to assist the SEN students in adapting to school life. They were primarily concerned with the promotion of a caring school culture. This year they assisted the Committee in organizing parent-child activities during Parent's Day and hosting different game booths during the "Caring Week" in May.

### d. School-based Training Sessions for Teachers

The IEC organised school-based training sessions on Integrated Education for teachers who were directly involved in the teaching of the SEN students in early September 2023. The special educational needs of each student and the related pedagogy were made known to the teachers. Most teachers found the suggestions made by the IEC to be practical.

### e. Individual Education Planning Conferences

The IEC held 15 Individual Education Planning Conferences for 8 SEN students in the last academic year to review their academic progress, reduce their examination pressure and improve their social skills at school. Ideas were fruitfully exchanged between the participants of the conferences.

### f. Special Examination Arrangements

For the visually-impaired students, attention deficit students, autistic students, students with special learning difficulties and students with mental health problems, the examination time was extended. For the students with hearing impairment, their marks in the Listening and Speaking papers were adjusted so as to encourage them to take the examinations.

g. Caring Week

The Caring Week was held from 6 May to 10 May. A band called 鳴瞭樂隊 gave an inspiring talk about autism, which included film appreciation, band show performance and delivering a clear message to students about how to get along with autistic people: understanding, acceptance and offering help. Booths about disability experience and games about autism were held during lunch time. Students could understand and experience the challenges faced by people with different needs, and were encouraged to be more accepting and supportive.

h. Stress relief activities for students

The Committee collaborated with the school social workers to provide students with various activities on different days including board games, handicraft making, darts, etc. The Salvation Army was also invited to promote their activities at school. All students are welcome to participate and these activities were very popular among students. We hope that, by participating in different activities, students can relieve their academic pressure.

i. Gifted Education

The Committee compiled a list of high-ability students and recommended 50 students to take part in some gifted education courses outside school. 15 nominated students were successful in gaining admission to the Hong Kong Academy for the Gifted Education this year. Additionally, 30 student leaders from different Committees participated in a whole-day programme in December. It helped to equip the student leaders with the right mindset (attitudes) & skillset (skills), so that they can capitalize on the valuable experience of being a student leader in their secondary school life.



### **4.3 Discipline, Guidance and Careers Counselling**

A “whole school approach” has been adopted in terms of both guidance and discipline in the school.

#### *a. Discipline :*

The following activities were organised by the Discipline Committee in addition to the routine duties of handling matters in relation to the behavioural problems of students:

1. Discipline guidelines and school rules were devised, and then explained to parents during the S.1 Orientation Talk in July 2023.
2. A talk concerning the school rules and uniform guidelines for S.1 students was held by the Discipline Committee in August 2023.
3. A talk concerning the school rules and regulations was held by the Discipline Committee on 4 September 2023.
4. Junior form and senior form monitor meetings were held on 4 & 5 September 2023 respectively.
5. The Head Prefects’ Election was held on 29 September 2023.
6. 30 prefects visited the HK Police Dog Training Unit on 15 November 2023.
7. A police talk for S.3 and S.4 students was held on 5 December 2023 concerning Sex Offences and Internet Crimes.
8. A police talk for S.1 students was held on 17 February 2024 concerning Bullying and Internet Crimes.
9. Prefect Day Camp was held on 26 January 2024 at JPC Pat Heung Training Centre.
10. Two fire drills were conducted on 8 November 2023 and 23 May 2024 respectively.
11. The Neat and Tidy Uniform Competition was held in December 2023.
12. The prefects’ social gathering was held on 2 February 2023 on the school campus.
13. The S.3 Cadet Prefects Program was held from April to May 2024. About thirty S.3 students were elected and participated in prefect training.
14. The prefect election was held on 21 May 2024 and a total of 50 school prefects were selected to serve the school the next school year.
15. The Least Little Yellow Paper Competition was held in May 2024.
16. Head Boy, 5B Ng Kuen, was awarded the Yau Tsim Mong District Outstanding Students Election Award in May 2024.
17. Head Girl, 5A Li Yuk Ting, was awarded The Greater Bay Area Outstanding Students Award in May 2024.
18. About 16 students from S.1-3 participated in the Green Haven Scheme which was organized by the Correctional Services Department on 17 May 2024.
19. About 18 students from S.2 to S.4 participated in the Reflective Path which was organized by the Correctional Services Department on 27 June 2024.
20. 10 prefects were selected to visit the Ngong Shuen Chau Barracks on 29 June 2024.
21. Prefects Training was held from 4 to 5 July 2024 at Wu Kai Sha Youth Village.
22. The Prefect Manual was revised by the Prefect Team, offering guidelines to prefects for performing their duties.
23. About 312 Letters of Commendation were distributed to S.1-S.6 students together with their Academic Reports on Parents’ Day to commend students’ good behaviour.
24. A ‘Certificate of Good Attendance and Good Behaviour’ was created to encourage students to have good attendance and to obey school rules throughout the year. About 205 such certificates were awarded to S.1-S.6 students this year.

25. A 'Certificate of Good Conduct' was created to commend students with good conduct (A- or above) and without any misbehaviour records. About 68 such certificates were awarded to S.1 to S.6 students this year.
26. Five S.6 students were awarded the 'Certificates of Excellent Conduct' this year.
27. The 'Stars of the Month' award scheme was adopted to commend students in the categories of 'Courtesy', 'Diligence', 'Vitality', 'Modesty' and 'Outstanding Service'. One male student and one female student from each class were awarded in October 2023, November 2023, February 2024, March 2024 and April 2024 respectively.
28. The award scheme 'Diligent Mingkei'er' was implemented to praise students directly when they showed good behavior / good academic performance / good services. This scheme also provided an opportunity for students to correct any wrong behavior. With 10 stickers collected, students could have one late record or one Little Yellow Paper record cancelled, or students could use them to exchange for a gift from the Discipline Committee. By the end of the academic year, students with 20 or more stickers or more and without any disciplinary records were given a merit in their academic report. 196 merits were given this year.

b. *Guidance:*

The Guidance & Personal Growth Committee provided regular personal counselling services for more than seventeen S.1-6 students inclusive of this school year. Apart from this, the Committee implemented a series of programmes to cater for the needs of students, including the following:

(1) The S.1 Orientation Camp

A three-days-two-nights S.1 Camp was held at Wu Kwai Sha Youth Village from 21 to 23 Sep 2023. S.1 students were given an opportunity to learn to get along with each other through various activities in the camp. Feedback on the camp was on the whole positive. Students were recommended to complete an online survey to check their views before and after the camp. In general, students had positive feedback as they thought the S1 camp helped them know more about their teachers and classmates. Also, their sense of belonging to school was strengthened.

(2) Peer Counselling Schemes

● S.4 Peer Counselling Scheme

This project was implemented in collaboration with the Aldrich Bay Integrated Children and Youth Services and the CCC Kei To Mongkok Church. There was a total of twenty-four students selected as peer counsellors to take care of S.1 freshmen and assist them in matters related to their academic studies and social life. Some of the S.4 PCS were active and responsible. For instance, they conducted regular class visits during recess and showed care for the S.1 students.

● S.5 Peer Counselling Scheme

Ten students joined the scheme. They displayed good teamwork because they all came from S.4 PCS the previous year and knew each other well. They helped to train the S.4 PCS as they had a good relationship with them. The overall performance of the S.5 PCS showed that they were responsible. All Peer Counsellors agreed that this scheme could help them develop their empathic and leading skills.

- (3) The “I am the boss!” programme  
The programme was kick-started by the briefing and training session in late January and was successfully completed on 9 May 2024. Twelve groups were formed according to their classes. They needed to devise products or services that could be provided to their fellow schoolmates. Students showed their creativity in the products they designed.
- (4) PATHS Activities Promotion Team (PAP)
- There were twelve PAP members who helped organize a number of activities throughout the year in order to help develop self-management skills and raise students’ level of resilience. The PAP underwent their training session, with the help of the school social workers, in October 2023 to learn how to plan and lead programmes.
  - In this school year, various activities included Developmental Group Picnic Day ( BBQ with S.1 developmental group) and Supporting package and card preparation for S.6 students for S.6 students.
- (5) ‘Youth Street-run Programme’
- The programme was held in the second term. There were one S.1, six S.2 and one S.5 students who joined the program. All the participants, after the programme, became more acquainted to one another and learnt the basics of jogging. They wanted to join the programme again if it would continue to be held next year.
- (6) Class Management
- The major foci of classroom management included (1) fostering the relationship and understanding between teachers and students and (2) increasing the cohesion of each class. These could be achieved through different activities like interviews with students, holding birthday parties, etc.

c. Careers:

- (1) The Careers Counselling Committee organised various careers talks and corresponding activities for students and parents with regard to the HKDSE examination, further studies and careers prospects. They were as follows:
- (i) A talk on JUPAS operation and a talk on E-app for S.6 students were held in September and December 2023 respectively.
  - (ii) A series of careers and life education lessons were all successfully conducted for students in different means such as talks and workshops throughout the academic year.
  - (iii) Alumni were invited to conduct both on-site and Zoom sharing sessions on career path planning and job experiences for senior and junior students in the first and second terms, respectively.
  - (iv) A face to face talk by different subject panels on S.4 Elective Subject Selection was held for S.3 students, and the S.3 Parents’ Seminar was also held to inform both parents and students about the NSS structure and the S.4 streaming policy.
  - (v) Videos titled ‘Life Planning Living A Real Me’ produced by the EDB were shown in the Form Periods for students to learn more about the importance of careers and life planning.
  - (vi) A seminar was held for S.6 students and parents in July 2024 to help them get prepared for the release of the HKDSE exam results.
  - (vii) Information on different university courses & related jobs and guidance on the selection of JUPAS courses were provided to students face-to-face on JUPAS Day in November 2023.

- (viii) University interview skills and self-account writing workshops were provided for S.6 students.
- (ix) Videos on multiple pathways were provided for S.5 & S.6 students to help them have a better understanding of Hong Kong's tertiary education and JUPAS.
- (x) S.1 to S.6 students were provided with different activities to set goals and were encouraged to strive to achieve them even when facing difficulties.
- (xi) A life planning education programme was provided for S.1 students to understand the concept of life planning such as goal setting, establishing good habit and motivation to learn.
- (xii) Individual counselling was offered to those who planned to drop an elective in S.5 and S.6.
- (xiii) Workplace visits were organized for students from S.3 to S.5, which included a visit to a tea house. Additionally, two students participated in the Workplace Experience Program 2024 (WXP), where they could acquire practical knowledge and soft skills in a corporate office during the summer vacation.

(2) Apart from organising talks and programmes, the careers teachers provided careers guidance and counselling for S.6 students on an individual basis in the first term and after the release of the HKDSE exam results while mentoring S.5 students in small groups in the second term. Career teachers also provided guidance to students who had been advised by their subject teachers to consider dropping their elective subjects.

(3) The School Principal's Nomination Schemes for JUPAS, the School Nominations Direction Admission Scheme (SNDAS), and Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions were conducted. Eligible students were recommended to join these schemes.

(4) Careers and study-related information or booklets were issued to S.1-6 students. Updated information was also disseminated to students through WhatsApp groups, the school's webpage, Google Classroom and a Careers Corner in the school library for students' easy access.

(5) The University Programme Choice Guides, JUPAS Guide, Multiple Pathways Guides and other related materials from different NGOs were subscribed to for the benefit of S.6 students throughout the year.

(6) The committee co-ordinated efforts of S.6 class teachers, subject teachers, school social workers and teachers from the Guidance Committee and provided timely careers counselling for S.6 students on D-day and post D-day.

#### 4.4 Language Skills – Biliteracy and Trilingualism

##### a. English Language

Measures have been devised and implemented to enhance the acquisition of the English Language by students. The effectiveness of the measures has been evaluated as follows:

1. Tailoring the Curriculum to Cater for Learner Diversities
  - Students from S.1-S.6 were streamed according to their levels of English. The curriculum was tailored to address the needs of different classes. Diversified teaching methods were employed to foster students' enthusiasm for learning and learning outcomes.
  - A pull-out programme which served as a remedial measure to strengthen students' writing skills was implemented in S.4 and S.5. 8 students were chosen from each class to have lessons in which remedial tasks were designed. Students generally showed improvement in their writing skills and term performance. They were able to apply the appropriate tone and register and elaborated on the main ideas.
  - Graded teaching schedules and learning materials including S.1-S.3 vocabulary lists and S.1 pre-reading tasks were designed to address the needs of both less proficient and more able students.
  - To stretch the potential of the more capable students, 12 students from S.3 to S.5 participated in debate training and competitions. They honed their public speaking skills and built greater confidence.
2. Providing an English-rich Environment
  - English is used for communication on the school campus. For instance, the morning assembly is conducted in English; school announcements are made in English and posters and signs are written in English.
  - A part of the poster board in each classroom was designated as the English Corner in which students' good work and English expressions were displayed.
  - English Activity Days were designed with NET's idiom sharing, board games, Karaoke and game booths on various topics during lunchtime.
  - The English Week was held between 11<sup>th</sup> and 15<sup>th</sup> March 2024. A range of form activities including poster design competition, game booths, radio play competition and pet's visits were held. Students participated actively during lunchtime and after school.
  - 26 students joined the 75<sup>th</sup> Hong Kong Schools Speech Festival in the category of English Solo Verse Speaking. 2 of them were titled 1<sup>st</sup> runner-up and 1 of them came third. 19 of them were awarded the Certificate of Merit.
3. Organising English Programmes for Students of Different Needs
  - Supplementary support in the form of small group consultations for low and high ability students were held for S.5 and S.6 students during the self-study periods. The measure aimed at further equipping them with skills to perform well in the HKDSE.
  - S.5 and S.6 students were arranged in different target groups to attend supplementary lessons with the aim of enhancing their public examination results.
  - The English sessions of the school's Pre-S.1 bridging programme, which was held from 19<sup>th</sup> to 23<sup>rd</sup> August, 2024, were conducted with the help of tutors who were our alumni. It aimed to help pre-S.1 students get familiar with the school environment and the use of classroom language.
  - Based on the results of the Attainment Test of the pre-S.1 students', less able students were identified. An English Enhancement Class was held between 19<sup>th</sup> and 28<sup>th</sup> August 2024. The areas of focus included reading skills, vocabulary building and consolidation of basic grammar items.

b. Putonghua

Students were encouraged to speak Putonghua at all times. One passage from PSC (National Putonghua Proficiency Test) was integrated into the curriculum of each form to enrich students' vocabulary bank and enhance their ability to read aloud.

c. Chinese Language

- The module-based approach was adopted to teach students different skills in reading, writing, listening and speaking. In addition, the use of textbooks, interactive teaching methods and fostering student participation had been emphasized. E-learning activities like online lessons via Zoom, e-books and Google classroom might be adopted when necessary.
- The Extensive Reading Scheme was integrated into the Chinese curriculum from S.1 to S.5. Students were encouraged to engage in extensive reading.
- One of the Form 4 classes used Chinese Language scores as the criteria for class placement to cater for learner diversity.
- The Enhancement Project organized by Professional Consultant Group was held to improve students' DSE Chinese results.
- Post-mock tutorial classes and examinations were arranged to give extra practice and equip S.6 students with the skills to perform well in the HKDSE.

## 4.5 Reading to Learn

### a. Getting Students to Read– IT Workshop

S.1 students were taught how to access library resources and information on the Internet during computer literacy lessons at the beginning of the first term. Each student received a login name and password for the MKC library online system and the Hyread eBook account, enabling them to search for, reserve, and renew library materials online.

### b. Reading Programmes - Collaboration with Reading Promotion Committee

#### i. Reading Lesson

A “Cross-Disciplinary Extensive Reading Lesson” was arranged for all S.1 to S.5 students, with two reading lessons per cycle for each junior form and one reading lesson per cycle for S.4 and S.5.

To promote Reading Across the Curriculum, the Reading Promotion Committee (RPC) organized purposeful cross-disciplinary reading lessons and activities that aimed to connect students' learning experiences and broaden their general knowledge.

The reading materials used in these lessons incorporated elements from the STREAM framework and value education. These materials were carefully selected to integrate concepts and topics from various disciplines, providing a holistic, cross-disciplinary approach to reading education.

Reading materials for all levels were designated by subject teachers. All materials were uploaded to Google Drive, where students had access to 40 English and Chinese articles, along with some short videos, for the junior forms, and 20 articles with accompanying videos for S.4 and S.5. Teachers had the option to show these videos during the reading lessons.

After reading the articles or watching the videos, students engaged in discussions with their classmates and wrote comments to share on Google Classroom. These discussions, both in class and through online platforms, effectively reinforced students' understanding and application of the knowledge gained, optimizing their overall learning experience.

#### ii. Activities in collaboration with reading lesson

##### Reading Kahoot! Competition (S.1-S.5)

The questions for the Reading Kahoot! Competitions were based on the content of the reading lessons. Students participated in these competitions at the end of Term 1 and Term 2. The Term 2 competition for junior forms was streamed live via Zoom, with the entire form participating simultaneously. The event was highly successful, generating an enthusiastic response.

### c. Other Reading-related Activities

#### i. New Book Promotion

Various subjects collaborated with the library to host book displays and conduct library tours. Approximately 45 new books and thematic collections were showcased monthly in the library this year as part of the book promotion initiative.

#### ii. Book Report Reading Scheme

A whole-school approach was adopted to promote reading. In both Chinese and English, students were required to complete at least four short book reports and one long book report. Students with outstanding performance in their book reports were awarded prizes.

- iii. Newspaper subscriptions  
Students from S.1 to S.2, S.3, and S.4 to S.6 subscribed to *Quest*, *The Junior Standard*, *Young Post*, and *South China Morning Post*, respectively, to enhance their global awareness and expand their vocabulary. Additionally, S.4 and S.5 students subscribed to *匯* Six, a Liberal Studies publication from the *HK Economic Times*, which was issued bi-weekly to encourage reading on social issues.
- iv. Book Fair and Talk  
A book exhibition was held in the second term in collaboration with the Library and the Chinese Department. The theme of the exhibition was “Eileen Chang,” a renowned author of modern Chinese literature. Thirty of her works were displayed in the library, and junior form students were invited to visit the exhibition during their Chinese lessons. The feedback from both teachers and students was highly positive.
- v. Google classroom – Reading materials  
To provide students with access to the latest reading resources, the library developed a section titled “Reading Materials” in the S.1–S.5 Non-academic Student Support Google Classroom. This online platform was used to promote reading by sharing various online materials.
- vi. Awards / Competitions
- *Outstanding Reading Award*: To foster a strong reading culture within the school, the Outstanding Reading Award is presented to students with exceptional reading records. Book coupons and certificates were awarded at the end of the second term.
  - *Student Librarian Award*: The Student Librarian Award Scheme encourages students to volunteer in the library during their morning or lunchtime breaks. Duties included issuing and returning materials using the library management system, shelving books, processing new arrivals, setting up displays, and assisting peers.



#### 4.6 Information Technology for Interactive Learning

- a. The school has established an Information Technology Committee (ITC) to develop innovative IT strategies and implement initiatives that promote the integration of technology into the teaching and learning processes.
- b. Significant emphasis has been placed on enhancing the school's IT infrastructure. School-wide upgrades, including the transition from Wi-Fi 5 to Wi-Fi 6, have been implemented to optimize the use of both hardware and software resources. Access points have been strategically positioned to ensure secure and robust wireless LAN coverage across the campus, catering to the needs of a dynamic mobile environment.
- c. Various web-based Learning Management Systems (LMS), such as Google Classroom, Office 365, eClass, and HKedCity, have been introduced to support e-learning initiatives and streamline administrative processes.
- d. E-learning practices have been embraced in the classroom, allowing teachers and students to utilize mobile devices like smartphones and tablets to access the Internet via the upgraded Wi-Fi 900 network. Teachers are equipped with a variety of apps to enhance content delivery and facilitate meaningful interactions with students.
- e. The school's well-maintained website serves as a central hub, enhancing communication between the school, the public, and all stakeholders.
- f. MIT Prefects and AV Prefects, selected from S.1 to S.6 classes, receive training from the ITC to provide comprehensive multimedia production support. They assist both teachers and students in the effective use of IT and AV facilities during hall programs.
- g. Throughout the 2023–2024 academic year, the school organized several initiatives to further integrate IT into teaching and enhance interactive learning among students:
  - Bring Your Own Device (BYOD) initiatives were implemented across S.1 to S.6 classes, with teachers actively incorporating e-learning strategies.
  - Live broadcasts of hall programs were extended to additional classrooms to accommodate hall capacity limitations.
  - In collaboration with the ITC, the Computer Department, Computer Society, and STREAM Committee, numerous IT-related activities were organized for students, encouraging participation in various competitions.
  - There was a marked increase in student involvement in IT and AI competitions, reflected in a broader range of competitions, a rise in awards won, and a higher overall number of participants.

#### 4.7 Civic and Moral Education

- a. (i) This year, the Committee recruited twenty-eight Civic and Moral (C&M) Ambassadors from all forms to assist in carrying out civic and moral education programmes both within and outside the school.
- (ii) The C&M Ambassadors were responsible for hoisting the National Flag three times in September of this school year.
- (iii) The C&M Ambassadors delivered several presentations to the entire school throughout the year:
- The follow-up sharing on the Shap Pat Heung Heritage Walk (元朗十八鄉建築考察) held in May last school year [20 Sept. 2023]
  - The Flag hoisting sharing by C&M Ambassadors:
    - I – “Importance of Environmental Protection” [22 Sept 2023]
    - II – “The issue of illegal fireworks during Chinese New Year” [2 Feb 2024]
    - III – “The sharing of the Chaoshan exchange tour, with the highlight on the Kung Fu Tea” [10 May 2024]
  - The message on School Recycling Scheme [April 2024]
- b. Various programmes were arranged for students at different form levels:
- A Sharing by the Non-Profit making Veterinary Services Society (NPV) on animal rights and protection (S.1 – S.3)
  - FiNet Minds Programme, which provided cyber and financial literacy courses and was held by the Hong Kong Federation of Youth groups (S.3)
  - An ICAC interactive drama show was held to highlight the evils of corruption and major points of Prevention of Bribery Ordinance, and to inspire students to make lawful, fair and reasonable decisions when facing ethical dilemmas. (S.4)
- c. External programmes joined by the whole school:
- Top Ten News election 2023 by Hok Yau Club
  - 2024 Constitution and Basic Law Inter-school Quiz Competition organised by the Hong Kong Education City

#### 4.8 Learning and Teaching Effectiveness

- a. To help S.6 students to achieve better results in the HKDSE, the school arranged regular after-school supplementary lessons for all HKDSE subjects from September 2023 to January 2024.

Day	1	2	3	4	5	6
Subject	Chi	Eng	Elective 3	Elective 1	Math	Elective 2

Subject departments conducted the supplementary lessons according to the nature of their subject contents and the needs of their students. Some lessons were arranged for the whole class for enhancing students' subject knowledge or general examination skills practices. Some lessons were arranged for selected groups of students with the aim of helping them to attain a higher level in the HKDSE.

Besides, supplementary lessons and post-mock examination practices were arranged by subject teachers during the study leave period from February to April 2024.

- b. A timetable for S.5 after-school supplementary lessons had been set. It was optional for subject departments to arrange supplementary lessons according to the needs of their students in the first term. It was compulsory for all subject departments to arrange supplementary lessons for students in the second term.

Day	1	2	3	4	5	6
Subject	Elective 2	Elective 1	Chi	Eng	Elective 3	Math

- c. Besides the uniform test cycle in each term, form tests were arranged for S.1 to S.3 students in the self-study lessons on Day 2. Subject departments concerned found that this arrangement could motivate students to do revision more regularly.
- d. After-school homework tutorial classes were arranged for S.1 and S.2 students. 66 students joined the classes which were held every Tuesday and Thursday.
- e. In pursuance of better academic performance, the assessment data of the First Term was analyzed for devising better strategies for teaching and learning.
- Students' performance in the first term form tests and examinations was evaluated in the Academic Committee meetings, and measures for improvement were discussed.
  - A comparison of the results of the form tests and the examination in the first term was given to each subject department for evaluation and follow-up actions.
  - The Academic Committee members held meetings with subject teachers of individual classes in which students' performance was particularly weak. Subject teachers discussed the teaching strategies and remedial actions for enhancing the performance of the weaker students.
  - Saturday tutorial classes were organized for junior form students. Students with unsatisfactory performance in Chinese Language, English Language and / or Mathematics in the previous school year were required to join the tutorial classes in the first term, while those with unsatisfactory performance in the first term were required to join the classes in the second term.
- f. To help S.4 and S.5 students do revision and prepare for the new academic year, structured supplementary lessons were arranged in the post-examination period from 27th June to 16th July 2024. Subject teachers arranged supplementary lessons according to the needs and progress of their students during the summer holidays, except during the block leave period from 29th July to 15th August 2024.

- g. The school arranged the S.1 Bridging Programme for the pre-S.1 students to help them adapt to learning in English. The programme was held in the morning from 19th to 23rd August 2024. It included:
- English Language sessions teaching basic grammar items and EMI classroom language.
  - Mathematics sessions teaching basic Mathematics topics and terminology in English.
  - Chinese Language sessions teaching basic classical Chinese.
  - An overview of vocabulary and skills for learning EMI subjects, including Science, History, Geography and Citizenship, Economics & Society.
  - Activities for getting to know campus life and building relationships with peers, organized by the Academic Committee, the Discipline Committee, the Extra-curricular Activities Committee, the Guidance Committee and the school social workers.

According to the survey conducted after the S.1 Bridging Program, 98% of the S.1 students found the programme useful. The lessons were conducted in English, and 97% of the students expressed that they could understand the teachers' explanations and instructions. Additionally, over 98% of the students found that the teachers' explanations were interesting. According to the teachers' observation, the programme could help students adapt to secondary school life.

- h. Based on the Pre-S.1 Attainment Test results, the low-ability students, specifically the bottom 25% of them, were identified. The school arranged the English Enhancement Class for these students in the afternoon from 19th to 28th August 2024. The main focuses included reading skills, basic grammar items and vocabulary building. According to the survey conducted after the English Enrichment Class, 93% of the S.1 students found the class useful and they could understand the teachers' explanations in English. The teachers of the class also indicated that the students were engaged and showed constant improvement in the interactive activities.

The positive feedback from both the S.1 Bridging Program and the English Enhancement Class demonstrates the effectiveness of these pre-S1 activities in preparing our students for English-medium instruction.

#### 4.9 Service Learning

- a. The Social Services Promotion Team recruited approximately 100 students, who participated in around 130 social service events. These included flag-selling for various charitable organizations such as Yang Memorial Methodist Social Service, Stewards, Greeners Action, the Community Chest of Hong Kong, Mongkok Kai-Fong Association Limited, and the Society for the Welfare of Autistic Persons, among others.
- b. The Community Chest Dress Casual Day was held on 21 December 2023. Donations were made to the Community Chest, and students learned the importance of showing compassion through small acts of kindness towards those in need.
- c. To support the Watoto Ministry, a total of \$3,240 was donated this year through the Watoto Life Sponsorship initiative.
- d. The Sharing and Performance of the Watoto Children took place on 22 November 2023. This event inspired students through the sharing of African stories, encouraging them to reflect on values and develop empathy for vulnerable groups.
- e. S.1 classes participated in a beach cleanup activity, where students learned the importance of community service and developed an awareness of coastal conservation.
- f. S.2 classes engaged in life experience activities, such as visiting elderly centres, from 20 June 2024 to 9 July 2024. These activities helped equip students to serve those in need, especially the elderly, by deepening their understanding of elderly care and the needs of senior citizens.
- g. S.3 classes participated in life experience activities, including visits to kindergartens and child centres, from 27 June 2024 to 10 July 2024. These activities aimed to develop students' empathy, understanding of childcare, and awareness of young children's needs.
- h. S.4 students took part in an experiential learning activity, where they learned about various disabilities, such as stroke, physical handicaps, and visual impairments. This experience helped them gain a deeper understanding of the challenges and needs of people with disabilities.
- i. During the "Love Coupons" campaign, 1,055 coupons were sold, raising \$12,000 in donations for the Hong Kong Council of the Church of Christ in China.

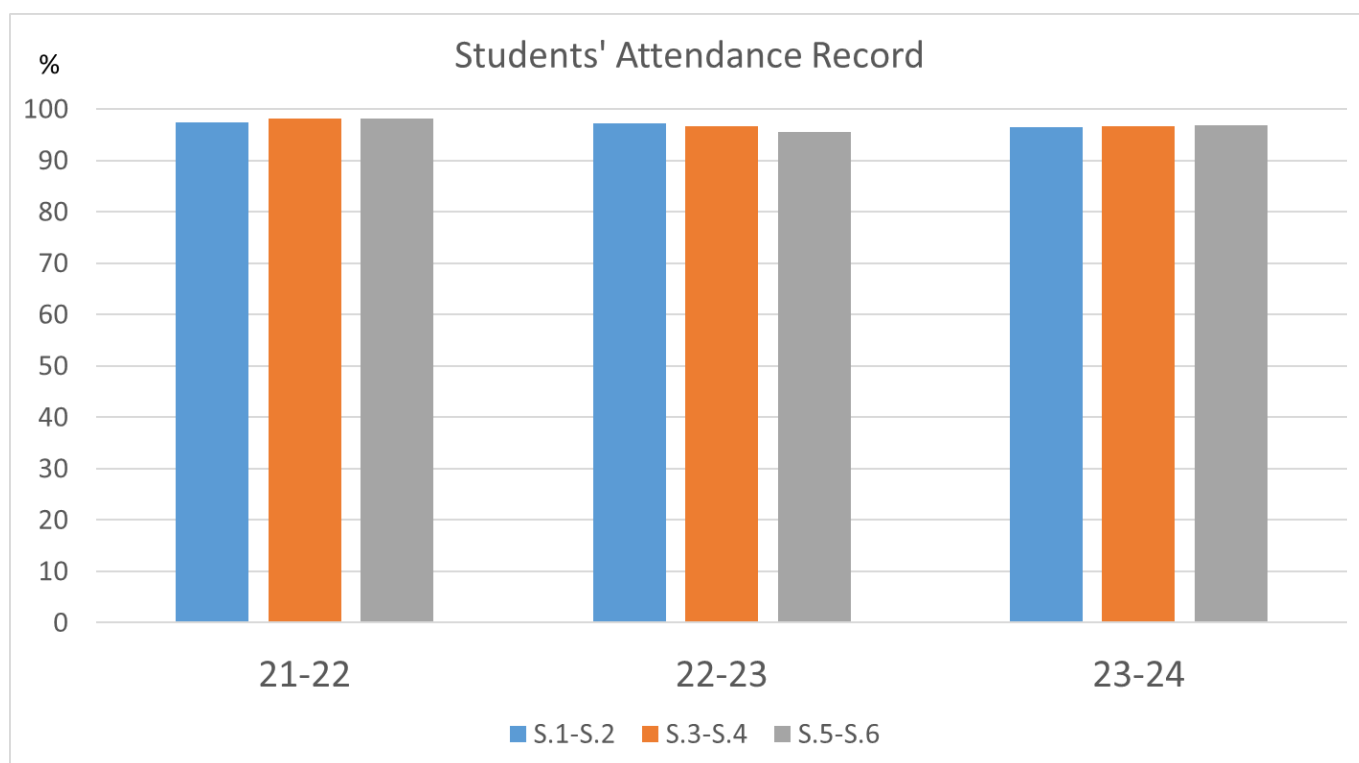
## (C) STUDENT PERFORMANCE

### 5. Students' attitude and behaviour

#### 5.1 Student Population, Drop-outs and Repeaters

Level	Classes	Students	Students admitted / promoted	Repeater(s)	Graduate(s)	Dropout(s)
S.1	5	132	123	8	/	1
S.2	4	131	119	8	/	4
S.3	4	119	111	8	/	
S.4	4	118	108	8	/	2
S.5	4	118	112	3	/	3
S.6	5	107	/	/	107	0
Total	26	725	559	35	114	18

#### 5.2 Students' Attendance



### 5.3 Financial Assistance for Students

In the 2023-2024 school year, 227 students from S.1 to S.6 classes were awarded “School Textbook Assistance” (TA) or benefited from the “Student Travel Subsidy Scheme” (TS) offered by the EDB’s Student Financial Assistance Agency. The breakdown is as follows:

Level		S.1	S.2	S.3	S.4	S.5	S.6	Total
TA/ TS	Full Subsidy	27	23	17	14	27	25	133
	Half Subsidy	22	16	15	12	17	12	94
Total no. of students		49	39	32	26	44	37	227
Percentages of students at respective levels		37.40%	30.00%	26.89%	22.41%	37.61%	34.58%	31.53%

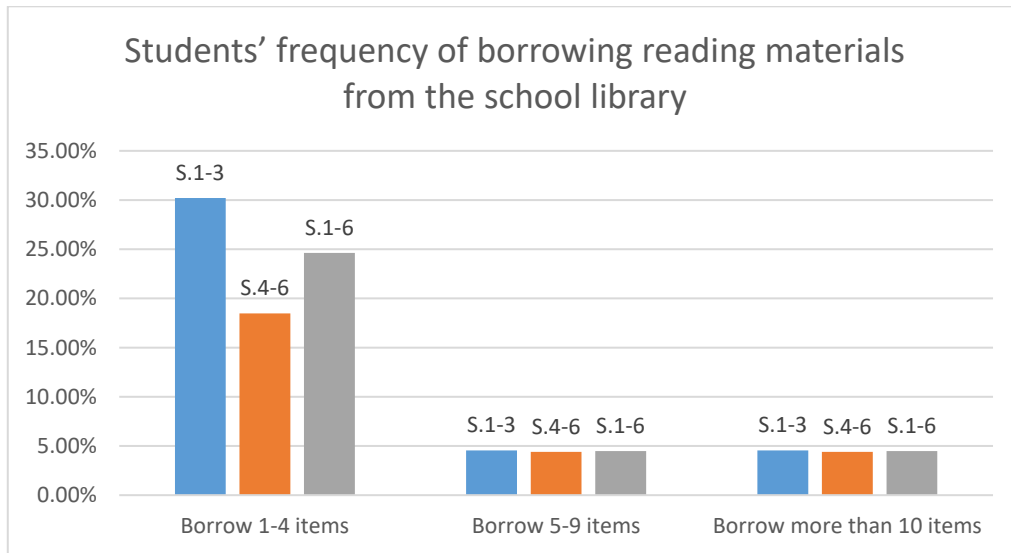
TA = School Textbook Assistance (S.1 – S.6)

TS = Student Travel Subsidy Scheme (S.1 – S.6)

## 5.4 Students' Reading Habit

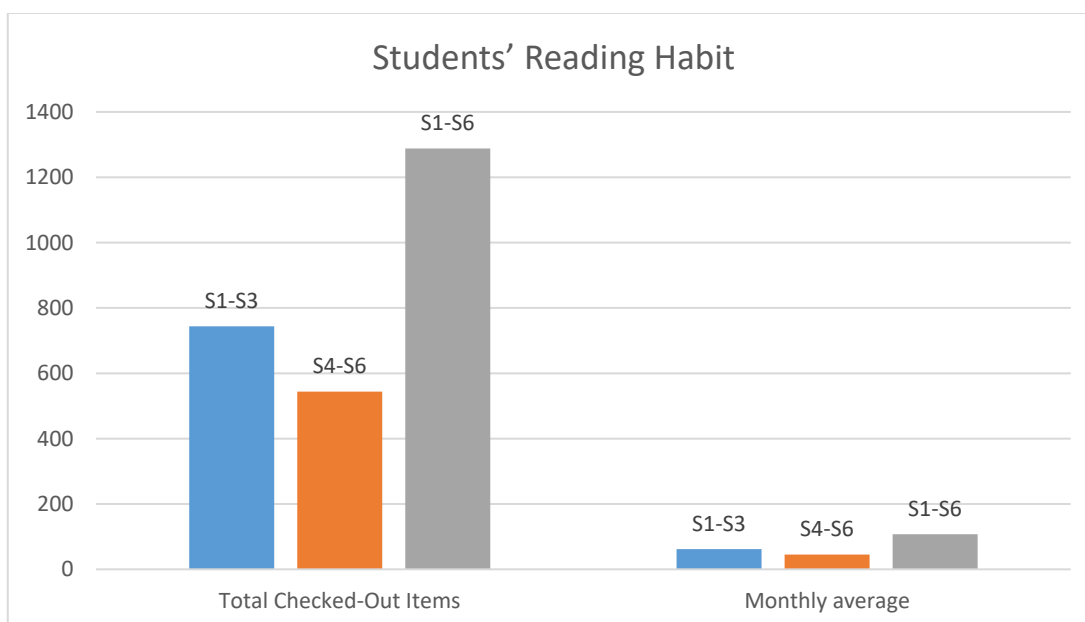
### 1. Frequency of students borrowing reading materials from the school library

Category	S.1-3	S.4-6	S.1-6
Borrow 1-4 items	30.20%	18.48%	24.62%
Borrow 5-9 items	4.55%	4.40%	4.48%
Borrow more than 10 items	4.55%	4.40%	4.48%



### 2. Frequency of students borrowing reading materials from the school library

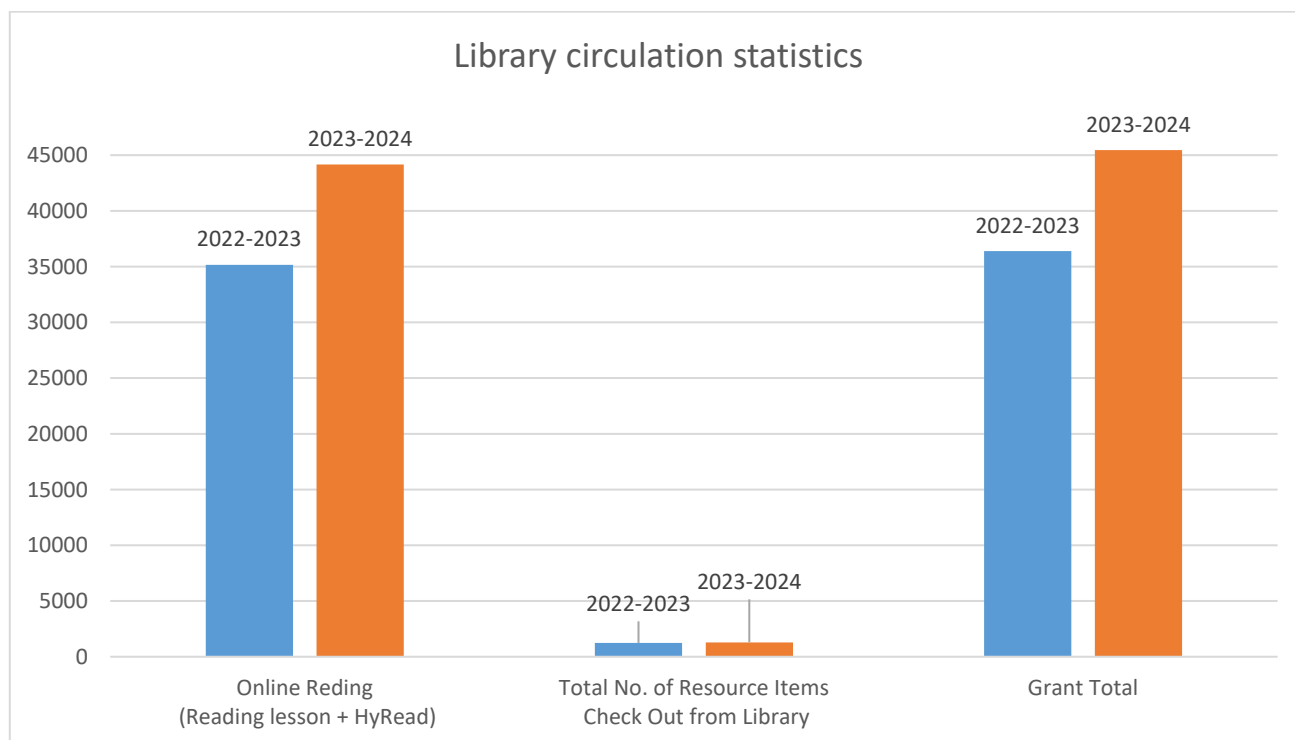
Levels	Total Checked-Out Items	Monthly average
S.1-3	744	62
S.4-6	544	45
S.1-6	1288	107





### 3. Library circulation statistics

Year	Online Reading (Reading lesson + HyRead)	Total No. of Resource Items Checked Out from the Library	Grand Total
2022-2023	35,161	1,240	36,401
2023-2024	44,163 (HyRead 603)	1,288	45,451



1. Total number of books: 35079
2. Total number of journals: 415
3. Number of books added during the year: 323

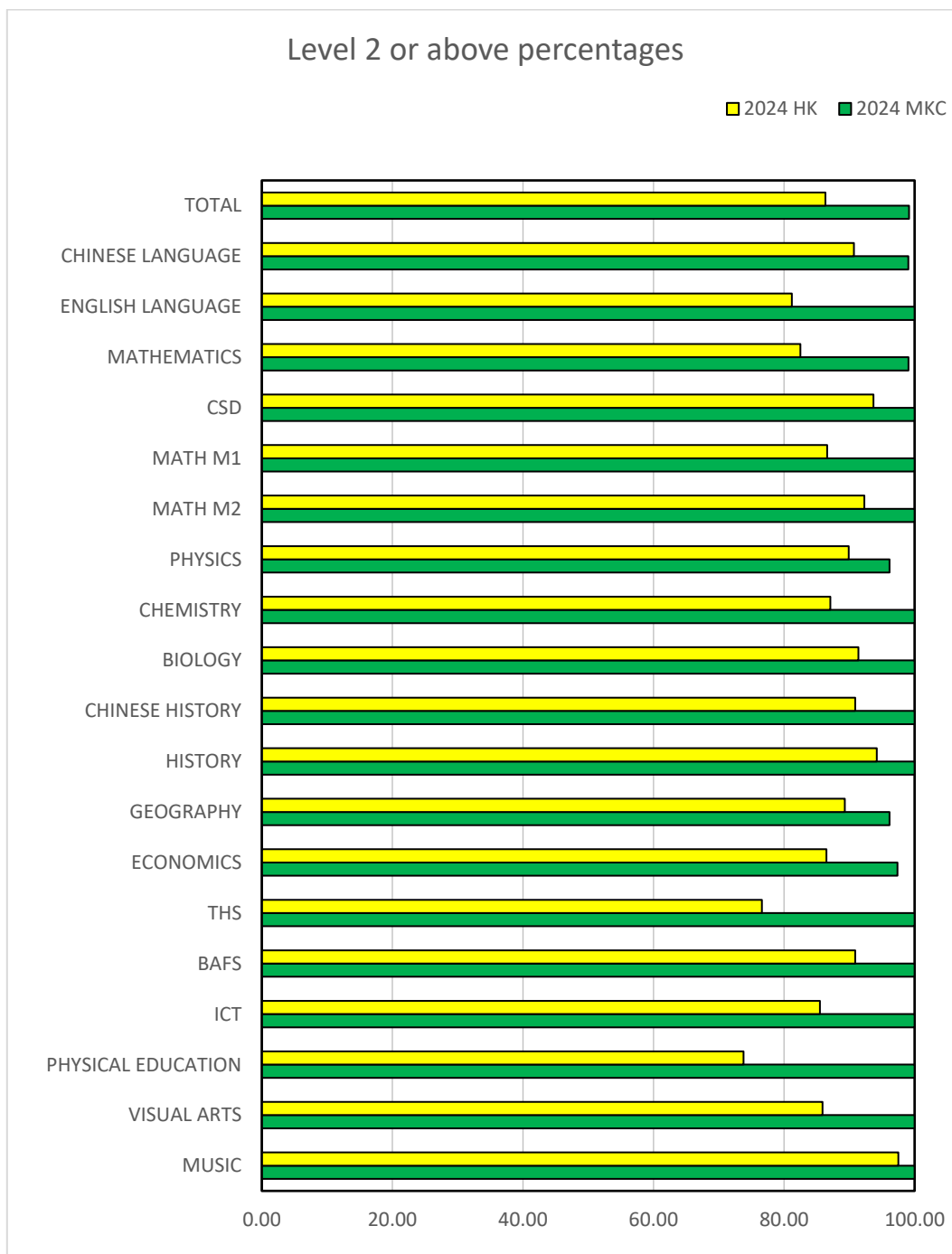
Magazines	Price	Issues / year	Supplier
Ceramic Review Magazine	\$1,617.00	6	Magazines International (Asia) Ltd.
CNN Interactive Eng. Mag.	\$590.00	12	
Communication Arts	\$1440.00	6	
Discover	\$543.00	6	
How it works	\$1,560.00	13	
National Geographic	\$438.00	12	
National Geographic Kids	\$320.00	10	
Time	\$1,615.00	22	
科學人	\$700.00	12	
國家地理雜誌	\$690.00	12	
Scientific American	\$1242.00	11	

## 6. Students' participation and achievements

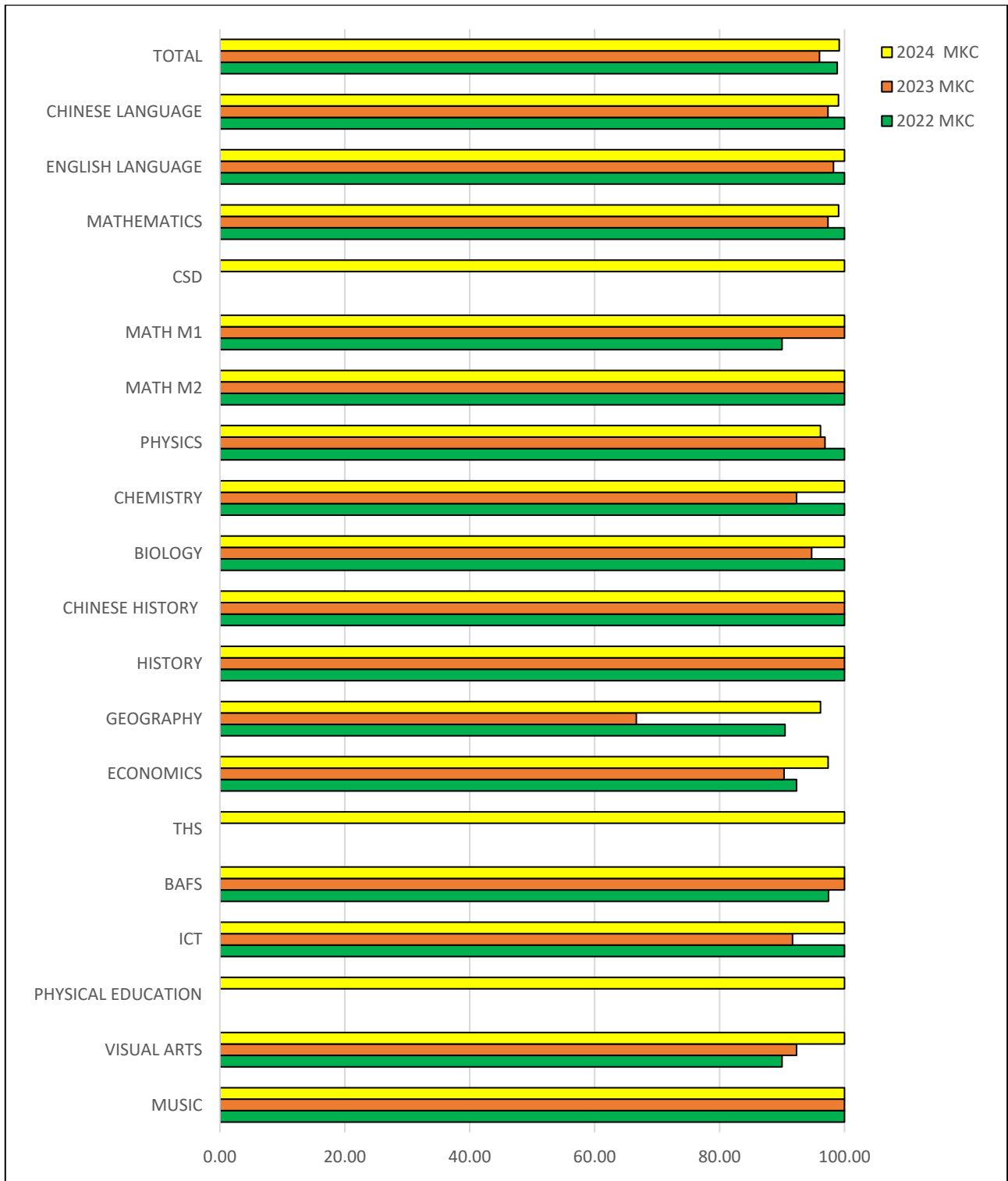
### 6.1 Students' Academic Performance

- Hong Kong Diploma of Secondary Education Examination (HKDSE)

	2023-2023		2023-2024	
	School	Territory	School	Territory
No. of students who sat the exam	113	48,762	106	49,026
Level 2 or above average percentage	95.99%	85.47%	99.15%	86.33%



HKDSE Exam Results 2024 (MKC Compared with territory)



Level 2 or above Percentages

HKDSE Exam Results (2022-2024) Comparison

## 6.2 Prizes and Scholarships

### a. School Prizes

Providing students with a holistic education is our goal. In this context, equal emphasis has been placed on moral, intellectual, physical, social, aesthetic and spiritual education. Apart from spiritual education, prizes were awarded to students for their distinguished performance in the moral, intellectual, physical, social or aesthetic area in the year 2023-2024.

#### ● MKC PTA Academic Prize S.1-S.3 First in Class

1A HUANG NINGNING	1B LEUNG WAI HANG	1C NG TSZ HIN
1D KWONG TSZ CHING	1E POON SI YUE SHARLOTTE	2A FU HING YU
2B AU MEI TING	2C KWOK YIK HEI	2D IP CHEUK FUNG
3A HUANG ZICHENG	3B WONG TIN WAI HOLLIE	3C SHEK YUI CHIT GABRIEL
3D NG WING HEI		

#### ● Student of the Class (Annual)

1A ZHANG MAN CHUNG	1B LEUNG LOK HIM	1C WONG TSZ HIN
1D YUNG ZACHARY LONG IN	1E HUTABARAT SHAVUOT CATHERINE	2A TONG TSZ YAU
2B CHONG WING SUM	2C SIU TSZ HEI	2D CHU WUN YIN
3A CHAN YI WING	3B WONG TIN WAI HOLLIE	3C LAI YAU CHING
3D NG WING HEI	4A LAI HIU YING	4B LI SHING HEI
4C MA HEI MAN	4D WANG JUNREN	5A TSE CHING MAN
5B LAW LOK HIM JASON	5C CHAN WAI KA	5D LEE SZE LONG

#### ● CCCMKC Alumni Association Student of the Class (Annual)

6A SHEK LOK YIN	6B LIU HUJINWEN	6C LEE SUNG HO
6D CHAN SIK YU	6E NG PAK TO	

#### ● Mr H.H. Wong Memorial Scholarship Top Three in Mathematics in Form Prize

1D FU LAP YIN	1D YUNG ZACHARY LONG IN	1D YANG YANG
2D CHAN HEI	2A LIU SUNNY	2D IP CHEUK FUNG
3D SHI KWAN MING	3D LAU CHUN LOK	3D CHEUNG YUEN SHAN
4B LIN MERVIN	4B LI SHING HEI	4B HO SHU TO
5B TANG CHI HONG	5B LAW LOK HIM JASON	5C TOU YIM YAN YY
6B HE WING CHIU	6B WONG KA YI	6B SUN YUEN HO

#### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Mathematics in Class Prize

6B LIU SAI HO	6C KOO KONG KUEN	6D TAN PIK LAM
6E MAK CHUN MING		

#### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Form in Mathematics (Module 1)

6E MAK CHUN MING
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#### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Form in Mathematics (Module 2)

6E HE WING CHIU
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● Mr S.K. Yeung Memorial Scholarship 1<sup>st</sup> in Form in English Language

1D KWONG TSZ CHING                      2D YEUNG TING CHUN                      3D CHAN YU SHING  
4D LEUNG CHEUK KIT AVEX    5B LAW LOK HIM JASON                      6C CHU SHUN HEI

● Mr S.K. Yeung Memorial Scholarship 1<sup>st</sup> in Form in History

1E NG YIN TUNG                              2D WONG PAK YIU                              3C SHEK YUI CHIT GABRIEL  
4D LEUNG CHEUK KIT AVEX    5B CHAN TZE HIN                              6D LI TSUN HING

● MKC PTA Best Progress Prize (Academic)

1A HUANG CAIJIN	1A CHAN YAN	1A CHAN LAM YU
1B MOK HIU TING	1B LAW TSZ YAU JOAN	1B LI SUET
1C LU GUANYU	1C LEUNG HO CHING	1C IP TSZ HIN
1D CHUNG CHING KI	1D LI HONG CHING CHARLOTTE	1D YIU LING FEI
1E LAI WING SZE	1E CHO KIN NING	1E HUANG ZHENFENG
2A HUANG MAN CHUN	2A LI CHUN HO	2A YU TSZ HONG
2B NG KA WING KAREN	2B LIN SAU WING	2B CHAU MAN WAI
2C LAU TING YUI	2C NG PAK YIN	2C LEUNG LOK TUNG
2D LO TING HIN	2D YU JACKIE JUNIOR	2D LEUNG CHUN HEI
3A KEUNG YU YAN	3A WU MAN CHUN	3A CHENG TSZ HIM
3B KWAN MAN CHING KENJI	3B HUTABARAT LAURA HADASSAH	3B LEUNG HON KIT
3C CHAN SHING FUNG	3C TAN HOI WAN	3C LEE HO KA
3D FUNG YAT KIU	3D TOU YIM YING JESSIE	3D WONG HOI TUNG
4A LI TSZ LUNG ASLAN	4B LI KA CHUN	4C LEE YUK KUEN
4D CHAN SZE YAM	5A CHAN YAT LONG SUNNY	5B WONG KA HEI
5C PANG HOI SUET	5D TZE WANG HIM	

● CCCMKC Alumni Association Education Fund Academic Prize

1D LEE YEE CHING	1D WONG KA CHAI	2D LIN HIN YI
2D ZENG CHING MAN	3D CHEUNG YU SEN	3D LEUNG SUM YAU
4B LAM CHI FAI	4C MA KWAN YIN	5C ZENG CHING YAN
5D YEUNG SZE LAM	6B LI HUNG KIT	6E ZHANG KA LAM

● MKC PTA SCHOLARSHIP FOR OUTSTANDING PERFORMANCE IN 2024 HKDSE

6D CHAN SIK YU	6C SZE CHING HO	6E ZHANG KA LAM
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● S.6 EXCELLENT CONDUCT AWARD

6A TANG HIU YING	6B WONG KA YI	6C LIU CHIU HANG
6D LIU HEI YIN	6E KUNG WING TUNG	

● JOHN KEITH WALLS SCHOLARSHIP

6D LEUNG HEI LUI	6E FUNG CHING CHING
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● JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN MUSIC AWARD

4B WU HO YIN

● JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN ART AWARD

6D FUNG YUEN KI

- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN CERAMICS AWARD  
6E FUNG CHING CHING
- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN SPORTS AWARD  
6C LAM HIU NAM                      6D CHANG YAU SHING
- Best Performance in Art Award  
3D CHAN CHING YIU                      4D YUNG TSZ MEI                      5C CHEN HOI YIU
- Best Performance in Ceramics Award  
3D YU HANG LAM                      4D YUNG TSZ MEI                      5D WONG YUK TING
- MKC PTA Distinguished Service Award  
4A NG KAM TONG                      4B LAI TSZ HIM                      4C YEUNG NGA CHING ALICE  
4D WANG NGA HIN                      5A CHEN HSIN-YU                      5B MA CHUN YU  
5C LAM TSZ YI                      5D WONG CHEE YEUNG                      6A FUNG CALEB  
6B WONG KA YI                      6C LEUNG MAN LEONG                      6D TAN PIK LAM  
6E FUNG CHING CHING
- Distinguished Service Award  
1A WONG YIK CHING                      2B CHUNG HOI LI                      3D NG WING HEI
- KTMK Church Scholarship Christ Ambassador Award  
3B WONG TIN WAI HOLLIE                      3D CHIU SUT YAN                      3D TOU YIM YING JESSIE  
4A FONG HEI MAN                      5A CHEN HSIN-YU                      5A TSE CHING MAN  
5C FANG TSZ KIT IVAN                      5C WONG CHING KI                      6B SIU YAT HEI  
6C PAU TIN LONG                      6C WU WAI YI                      6D TAN PIK LAM

## b. External Scholarships and Awards (2023-2024)

- **Applied Learning Scholarship (Law's Charitable Foundation & EDB)**

5C TONG LAI HIN                      6E LEUNG CHEUK YING

- **Ng Teng Fong Charitable Foundation Scholarship**

5B NG KUEN

- **Murjani Scholarship**

6C WONG HOI CHI

- **Youth Arch Improvement Award**

2A CHAN LOK PAN	2A CHEUNG PUI CHI	2B CHONG WING SUM
2C FOK CHI KI	2D YU JACKIE JUNIOR	3A CHUI HEI WUN
3B NG CHI LOK	3C MAI LOK YIN	3C POON CHUN SING
4A LEE JASPER	4A FAN PUI YI	4C LAI PAAK NAM KURT
4D KWAN WING HEI	5A CHENG TSZ HO CHESTER	5B YOUNG WING FUNG
5C LI KAI HIN	5D SZE YUK HON	6A NG YUEN KA CHARLOTTE
6B HUNG SUM ZARA	6C NG WAI MEI	6D LIU HEI YIN
6E POON PO YI		

- **Youth Arch Student Improvement Award (Special Award)**

6E POON PO YI

- **Sir Robert Black Trust Fund Grants for Talented Students (Non-academic Fields)**

5C KAM SIN YI

- **Sir Edward Youde Memorial Prizes for Senior Secondary School Students**

6C SZE CHING HO                      6D CHAN SIK YU

- **Harvard Book Prize**

5A LI YUK TING                      5B LAW LOK HIM JASON                      5B TANG CHI HONG

- **The Most Distinguished Student Award**

2D GUAN WING YIN SANDY                      4B HUI HEI MAN

- **The Greater Bay Area Outstanding Students Award**

3D LAM HOI CHING                      5A LI YUK TING

- **Yau Tsim Mong District Outstanding Student Award**

3D NG WING HEI                      5B NG KUEN

● **Yau Tsim Mong District Prominently Improved Student Award**

1A	HUANG CAIJIN	1B	FUNG HOI CHING	1C	IP TSZ HIN
1D	YIU LING FEI	1E	LAI WING SZE	2A	HUANG MAN CHUN
2B	NG KA WING KAREN	2C	NG PAK YIN	2D	LEUNG CHUN HEI
3A	HUANG ZICHENG	3B	HUTABARAT LAURA HADASSAH	3C	CHAN SHING FUNG
3D	ZHU WEI JIE	4A	LI JI YAN BRYAN	4B	CHEUNG TSZ LUN
4C	LAI PAAK NAM KURT	4D	LO PAK NIN	5A	YANG YI LAM
5B	MA CHUN YU	5C	TONG LAI HIN	5D	LAM HOI KI

● **Rev. Peter Wong Memorial Scholarship**

5B TANG CHI HONG

● **Link University Scholarship 2023**

6A WANG SUM WUN (22-23)



**c. Non-academic Prizes**

**External competition awards Record (Sports-related) (2023-2024)**

<b>Date</b>	<b>Name of Organization</b>	<b>Name of Activity / Competition</b>	<b>Prize / Award</b>	<b>Name of Student(s)</b>
Aug	Wu's Taekwondo HK Association	Best Athlete in Female Junior & Adult (Sparring)	1st Runner-up	3D NG HO KIU
Sep	Yau Tsim Mong Home Affairs Department, Hong Kong Playground Association, Mong Kong District Cultural Recreational & Sports Association	Yau Tsim Mong Teens Basketball Programme 2023 Invitation Tournament	Girls Group Champion	5A CHEUNG MUNG PING 5D SZE HOI TUNG 5D WONG CHEE YEUNG
	The Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary Schools Life Saving Competition 2023-24	Boys Senior Line Throw 2nd Runner-up	4D WONG CHI SUM 5B YOUNG WING FUNG
Oct	The Hong Kong Schools Sports Federation	Inter-school Swimming Competition 2023	Boys A Grade 4x50m Freestyle Relay 3rd Runner-up	5B YOUNG WING FUNG 6A WONG PAK LONG 3A HUANG ZI CHENG 3C LAW KWAN CHI
			Boys A Grade 200m Breaststroke 3rd Runner-up	6A WONG PAK LONG
			Girls C Grade 50m Freestyle Girls C Grade 50m Butterfly Champion	2D YEUNG PUI LAM
	The Hong Kong Schools Sports Federation	Inter-School Fencing Competition	Boys (Epee)(C grade) 2nd Runner-up	2C LO SING LEONG
	Leisure and Cultural Services Department	Yau Tsim Mong District Age Group Badminton Competition 2023	Boys Double Group L 1st Runner-up	5B CHAN HO TUNG 5D HU PAK FAI
			Boys Double Group L 3rd Runner-up	4B NG CHUN YI 5B YAU TSZ YU
Girls Double Group L 1st Runner-up			5C CHAN WAI KA 3D NG HO KIU	
Nov	Sai Kung District Sports Association	Sai Kung District Young Taekwondo Invitational Tournament 2023/24	Individual Combat (Professional Group) Champion	3D NG HO KIU
	Hong Kong Playground Association & The Hong Kong Jockey Club Charities Trust	Jockey Club "Water Sports 4 All" Programme - Inter-school Indoor Rowing Invitational Competition 2023	Boys 200m Paddling Machine Tournament 1st Runner-up Boys Senior 500m Rowing 2nd Runner-up	5B WU KA KIT
	HKLSS	Hong Kong Open Lifesaving Championships 2023	Board Race (Men) Champion	5B YOUNG WING FUNG
	Hong Kong, China Taekwondo Association	Hong Kong Black Belt Taekwondo Competition 2023	Boys Teen Group 2nd Runner-up	5B TONG LAI SHUN
Dec	NYHK	Urban Team Sport Festival U17 Volleyball Competition	Girls U17 Champion	2D GUAN WING YIN 2D LAM HOI YAN 3A AU TSZ KWAN 3D LEUNG SUM YAU 3D YAU HOI YING 3D YU HANG LAM 4C LO YUEN YUEN EUGENE 4C CHAN KWAN YI 4C ZHENG TSZ YOU 5A TSE CHING MAN

				5B LU MEI WING 5D LUI CHING YI, BERNICE
	Hong Kong, China Taekwondo Association	Hong Kong Black Belt Taekwondo Competition 2023	Girls TCP Group PB Champion	3D NG HO KIU
	LCSD	Yau Tsim Mong District Age Athletics Competition	Girls Teenage C Grade Javelin Champion Girls Teenage C Grade Shot Put 1st Runner-up Girls Teenage C Grade Discus 1st Runner-up Girls Teenage C Grade Long Jump 2nd Runner-up Girls Teenage C Grade 100m Hurdles 2nd Runner-up Girls Teenage C Grade 200m 1st Runner-up Girls Teenage C Grade 800m Champion Girls Teenage C Grade 1500m Champion Girls Teenage D Grade Shot Put 1st Runner-up Girls Teenage D Grade 400m 1st Runner-up Girls Teenage D Grade 800m 2nd Runner-up Girls Teenage D Grade 1500m 1st Runner-up Girls Teenage D Grade 1500m 2nd Runner-up Girls Teenage E Grade High Jump Champion Boys Teenage C Grade High Jump Champion Boys Teenage D Grade 100m Hurdles 1st Runner-up Boys Teenage D Grade 100m Hurdles 2nd Runner-up Boys Teenage D Grade 400m 2nd Runner-up	5D WONG CHEE YEUNG  5A TSE CHING MAN  6B LAM TSZ YAN  6E LEUNG CHEUK YING  5D WONG CHEE YEUNG  5D WONG CHEE YEUNG  5D HE HEI YU  5D HE HEI YU  2D GUAN WING YIN,SANDY  3A AU TSZ KWAN FLORA  2D CHU WUN YIN  2D CHU WUN YIN  2B AU MEI TING  1C CHEUK TSE YING  3A HUANG,ZICHENG  3C CHAN YIK SIN  4C CHONG MING FUNG  3C POON CHUN SING

			Girls Teenage D Grade 4x100m	4C CHAN KWAN YI 2D HAU KAIYI 3D YU HANG LAM 3A AU TSZ KWAN FLORA
			Girls Teenage D Grade 4x400m Champion	2D CHU WUN YIN 2D GUAN WING YIN,SANDY 2B AU MEI TING 4B LAW SIU CHI TIANA
			Boys Teenage D Grade 4x100m	2C LAW CHEUK TING 3A LEE CHIN PONG 4A CHAN TSZ KIN 4C CHONG MING FUNG
			Boys Teenage D Grade 4x100m Champion	3D LAM SZE YUEN 3C POON CHUN SING 3B LEUNG WAI YU 3C LIU LEO
	Hong Kong, China Wrestling Association Limited	2nd Hong Kong, China International Wrestling Competition 2023	Junior Boys Group 2nd Runner-up	5D AU KA HEI
	NYHK	Urban Team Sport Festival - U17 Volleyball Competition	Champion of Boys U17	2D LO TING HIN 3B ZHAN CHI CHING 3C LI WENJIE 4C LAI PAAK NAM KURT 5A PONG WAI TO 5A SIN CHUN IP 5A WONG KWAN HO 5B HO TSZ CHUN 5B MA CHUN YU 5B MAK SZE MING 5B NG KUEN 5D KWOK BO XIN 5D NG YU SING 5D SZE YUK HON 5D ZHANG HO YIN
	LCSD & HKFA	Outreach Coaching Competition – Fencing (Foil) Team	1st Runner-up of Boys Senior Group (Foil)	3A NG HO LUN 3C LIU LEO 3C SZETO KWOK SAN 5B WONG TSZ LONG
	Home Affairs Department Tai Po & Tai Po Sports Association Ltd	Inter-school E-sports Cycling Competition	Third Runner-up of Senior Group  Fourth Runner-up of Junior Group	5A WONG KWAN HO 5C LIN CHEUK HEI 5A PONG WAI TO 4A CHAN TSZ KIN 3C WONG SHING FUNG 3B CHIU LANG WEI  3B NG CHI LOK 3B CHIU LANG WEI 3C TSE KA LAM 3B CHAU SIU TUNG 3C YEUNG NAP CHUEN 3A LEE CHIN PONG
	GZTA	2023 年廣州市跆拳道冠軍賽暨"穗港杯"跆拳道邀請賽	Participants	3D NG HO KIU
Jan 2024	Hong Kong, China Taekwondo Association	Secondary School and Tertiary Institution Taekwondo Competition 2024	1st Runner-up of Girls Teen Black Belt B Group	3D NG HO KIU

	HKSSF	Inter-school Athletics Competition 23-24 (Div.Three Area 1)	<p>Champion of Girls A Grade 1500m</p> <p>3rd Runner-up of Girls A Grade 400m</p>	5D HE HEI YU
			3rd Runner-up of Girls B Grade Discus	3D YAU HOI YING
			3rd Runner-up of Girls C Grade Shot Put	1E TETTEH KEILLA ADJOA-KAA
			3rd Runner-up of Girls A Grade 4x400m	5A CHEUNG MUNG PING 5D SZE HOI TUNG 5D HE HEI YU 5D WONG CHEE YEUNG 4A CHAN KWAN YI
Feb	(WTSMC) HKSYPIC Wong Tai Shan Memorial College	Inter-School Boys 4x50m Invitation Relay	3rd Runner-up of Boys 4x50m Relay	2A TAM POK FONG 2C LAW CHEUK TING 3B CHIU LANG WEI 3C LAW KWAN CHI 5B YOUNG WING FUNG
	LCSD	2023-2024 Joint Schools Athletics Training Programme Badge Challenge Day	<p>Champion of Girls A Grade 100m</p> <p>1st Runner-up of Girls A Grade 100m Hurdle</p> <p>3rd Runner-up of Boys B Grade 100m</p> <p>5th Runner-up of Boys B Grade 100m</p> <p>1st Runner-up of Boys B Grade 200m</p> <p>4th Runner-up of Boys B Grade 100m</p>	<p>5D WONG CHEE YEUNG</p> <p>5D WONG CHEE YEUNG</p> <p>3C CHAN YIK SIN</p> <p>3C POON CHUN SING</p> <p>3C POON CHUN SING</p> <p>3C CHAN YIK SIN</p>
	Basketball Association of Hong Kong, China	2023/24 Outreach Coaching Programme – 3 on 3 Basketball Competition for Secondary School	2nd Runner-up of Girls Group	5A CHEUNG MUNG PING  5D HE HEI YU 5D SZE HOI TUNG 4C TONG YUK YI
Mar	ERSAA	Eastern District 3X3 Basketball Competition	<p>Merit Award of U18 Second Round (Boys)</p> <p>2nd Runner-up of U16 Second Round (Boys)</p> <p>3rd Runner-up of U16 Second Round (Boys)</p> <p>Merit Award of U18 First Round (Boys)</p> <p>3rd Runner-up of U16 First Round (Boys)</p>	<p>4D WONG CHI SUM 5B LEE PAK HEI 5D CHEN QI DA</p> <p>3A AU SHING KIT 3A CHAN SAI HIN 3C CHAN YAT FUNG 3C MOK TIK LUN</p> <p>1C LU GUANYU 2D HUANG SHAOXUAN 3C LIU LEO 4B CHAN KA LONG LANGSTON</p> <p>3C LIU LEO 4B CHAN KA LONG LANGSTON 5D CHEN QI DA 5B LEE PAK HEI</p> <p>1C LU GUANYU 1E OUYANG WING CHUNG 2D HUANG SHAOXUAN 3C CHAN YAT FUNG</p>

			2nd Runner-up of U14 First Round (Boys)	3C 1MOK TIK LUN 1A CHAN LAM YU 1A LIN HO CHUN 1E NG HO 2A LEUNG SZE LOK 2C LUNG SENG HEI
			2nd Runner-up of U18 First Round (Girls)	4C TONG YUK YI 4C YEUNG NGA CHING ALICE 5A CHEUNG MUNG PING 5B LEUNG WAI TING 5D HE HEI YU
			Merit Award of U18 Second Round ((Girls)	5A CHEUNG MUNG PING 5B LEUNG WAI TING 5C CHEN HOI YIU 5D SZE HOI TUNG 5D WONG CHEE YEUNG
			2nd Runner-up of U16 Second Round ((Girls)	2A CHEUNG PUI CHI 2B CHUNG HOI LI 2B LIN SAU WING 3D TANG YEE KWAN 4C YEUNG NGA CHING ALICE
	Hong Kong Taekwondo Association	The 28th Asian Cities Taekwondo Championships	Champion of Kyorugi Group 12-14 Female Division (Fly weight)	3C NG HO KIU
			Champion of Poomsae Group 12-14 Female Division (Team)	1C CHEUK TSZ YING
Apr	Association of Principals of Secondary Schools, HKCCCC	CCC Inter-School Bowling Competition 2023-2024	Girls' Singles 1st Runner-up	3A CHUI HEI WUN
			Boys' Singles 2nd Runner-up	3B CHAN NOK HANG
May	Association of Principals of Secondary Schools, HKCCCC	HKCCCC Inter-school 7-a-side Football Competition	2nd Runner-up	4A LAM WAI YIN 3A CHOI TSZ LONG 3B LEUNG WAI YU 3B PUN HO 2A HUANG MAN CHUN 2A LI CHUN HO 2A YU TSZ HONG 2D HUANG SHAOXUAN 1A YU LANG 1A ZHOU ZEWEI 1B NG KAM HO 1E OUYANG WING CHUNG
	Association of Principals of Secondary Schools, HKCCCC	HKCCCC Interschool Badminton Competition	Girls' Doubles Champion	6C LAM HIU NAM 3C NG HO KIU
	Hong Kong Taekwondo Association	Hong Kong Taekwondo Poomsae Competition 2024 (Color Belt)	1st Runner-up of Poomsae Group Color Belt	3A CHAN PAK HEI
	Masterful Studio	All-Around Rope Skipping Challenge	2nd Runner-up of 45sec Designated Routines	3A CHENG TSZ HIM

			3rd Runner-up of 30sec Double Unders	
			2nd Runner-up of 30sec Jogging Step	2A DUAN JIN YIN
	Association of Principals of Secondary Schools, HKCCCC	HKCCCC Interschool 3x3 Basketball Competition	2nd Runner-up of Girls Group	5B LEUNG WAI TING 5D HE HEI YU 5D SZE HOI TUNG 4C TONG YUK YI 4C YEUNG NGA CHING ALICE
	AS Watson	AS WASTON GROUP Hong Kong Student Sports Awards 2023-24	Awardee of the 2023 - 2024 AS Watson Group Hong Kong Student Sports Awards	3C NG HO KIU
	HKSSF	HK Island & Kowloon Secondary Schools Competition BOCHK Indoor Rowing Cup 2023-2024	2nd Runner-up of Boys A Grade 500m	5B WU KA KIT
Jun	Guangdong Youth Sports Federation	Guangdong Hong Kong Macao Taekwondo League	1st Runner-up of Boys Individual Poomsae	3A CHAN PAK HEI
	HKSSF	Inter-School Volleyball Competition (HK Island and Kowloon)	Division 2 - C Grade 3 <sup>rd</sup> Runner-up	1A HUANG CAIJIN 1A WONG SHUN YAN 1B CHUI YU TING 1B LAI TSZ CHING 1D CHUI SUM YU 1D IP KWAN CHI 1D SIN MAN NGA 1E YIP TSZ YAU 2B LI WING SZE 2B MOK HOI YAN 2C WU JOYCE 2D YEUNG PUI LAM 2D CHU YUAN YAN 2D LAM HOI YAN
	MKCRSA	Yau Tsim Mong District Inter-school Football Competition in Celebration of the Establishment of the HKSAR 2024	1st Runner-up	3A CHOI TSZ LONG 3B LEUNG WAI YU 3B PUN HO 2A HUANG MAN CHUN 2A LI CHUN HO 2A YU TSZ HONG 2D HUANG SHAOXUAN 1A ZHOU ZEWEI 1A YU LANG 1B NG KAM HO 1B SO CARLO 1D WONG LOK HIN 1E WOO TSZ YEUNG KERUX 1E OUYANG WING CHUNG
	SF&OC Sports Legacy Company Limited	Inter-school Fitness Challenge Competition	2nd Runner-up of Boys U14 Individual  2nd Runner-up of Boys Team  5th Runner-up of Boys U16 Individual  3rd Runner-up of Boys Group	2C LAW CHEUK TING  3C POON CHUN SING 2C CHU HO HEI NICKSON 5A PONG WAI TO  3C POON CHUN SING

			7th Runner-up of Girls U19 Individual	5D WONG CHEE YEUNG
			6th Runner-up of Girls Team	5D WONG CHEE YEUNG 5D SZE HOI TUNG 5D HE HEI YU
	Association of Principals of Secondary Schools, HKCCCC	HKCCC Inter-school Volleyball Competition (Girls)	3rd Runner-up of Girls	5A TSE CHING MAN 5B LU MEI WING 5D LUI CHING YI BERNICE 4C CHAN KWAN YI 2A DUAN JIN YIN 3A AU TSZ KWAN 3D LEUNG SUM YAU 3D YAU HOI YING 3D YU HANG LAM 4C LO YUEN YUEN 2D GUAN WING YIN SANDY 2A WU SUM HING HAPPY 2D CHU WUN YIN
Jul	Association of Principals of Secondary Schools, HKCCCC	CCC Inter-school Table Tennis Competition 2023-2024	Girls' Doubles 2nd Runner-up	1E TANG SUET YEE 2D HAU KAIYI
			Girls' Single 2nd Runner-up	3D LEUNG SUM YAU
	Helen Liang Memorial Secondary School (Shatin)	Joint school Fencing Competition	Champion of Boys Group	3A NG HO LUN 3C LIU LEO 3C SZETO KWOK SAN 5B WONG TSZ LONG 4C LAI PAAK NAM KURT
			2nd Runner-up of Girls Group	1D SIN MAN NGA 2B NG NGA TUNG 2C WONG YAN HEI 5B LO MEI WING 5C ZHANG HIU YAN

**External competition awards Record (Non-Sports)**

<b>Date</b>	<b>Name of Organization</b>	<b>Name of Activity / Competition</b>	<b>Prize / Award</b>	<b>Name of Student(s)</b>
Jul	Olympiad Champion Education Centre	King Of Sudoku Battle (Hong Kong) 2023	Bronze Award Bronze Award Merit	4A LI JI YAN BRYAN 4B LIN MERVIN 4B WONG YIN CHUN
Aug	The Education Bureau , The Education University of Hong Kong	Mathematical Modelling Competition for Secondary Students (MMCSS) 2023	Outstanding Outstanding Outstanding	6B HE WING CHIU 6B LI HUNG KIT 6B SUN YUEN HO
	Hong Kong New Emerging Technology Education Association & Innovation and Technology Commission	The Greater Bay Area STEM Excellence Award 2023 (HKSAR)	Merit	3D NG WING HEI 3D LI MEI YI 3D NGAI LOK YIN 3D TANG YEE KWAN
Oct	/	Super Culture Midsummer Piano Festival 2023	Gold Award – Classical  Gold Award – Teen	4A HO YUEN YI
	Hong Kong Red Cross	West Kowloon Division Outstanding Red Cross Youth Member Election	Outstanding Red Cross Youth Member - West Kowloon Division 2023	5A TONG TSZ CHING
	The Hong Kong Polytechnic University Faculty of Construction and Environment	FCE Faculty Logo Design Competition	FCE Faculty Logo Design Competition Individual Category Merit	6C LAM HIU NAM
	Microsoft HK and Hong Kong Observatory, co-organised with Faculty of Engineering, The University of Hong Kong	AI Challenge - Weather Forecasting Competition	Second Runner-up	3D CHAN YU SHING  3D LAU CHUN LOK  3D CHAN KATY
Nov	True Light Middle School of Hong Kong	True Light Girls' Invitational Mathematics Contest 2023	Merit	4B HO TSOI MING JOYCE
	The Office of the Government Chief Information Officer(OGCIO) & Hong Kong New Emerging Technology Education Association	Hong Kong ICT Awards 2023: Student Innovation Award	Merit	3D CHAN YU SHING  3D LAU CHUN LOK  3D CHAN KATY
	Hong Kong Red Cross	Humanity Campus	Humanity Campus Award	5C LAM TSZ YI 3B ZHOU KA HIM
Dec	Joint Committee for the Promotion of The Constitution And Hong Kong Basic Law	Basic Law Cup	粵語組全港八強   Best debater	2D TSO CHIN CHING 4B LIN KAM TO 4C HA HO CHING 5A ZHANG XIER  4C HA HO CHING 5A ZHANG XIER
Feb	Hong Kong School Drama Festival 2023/24	Hong Kong School Drama Festival 2023/24	Award for Outstanding Script  Award for Outstanding Performer  Award for Outstanding Performer  Award for Outstanding Stage Effects  Award for Outstanding Cooperation	5A HO PAK KIU GABRIEL  3C LAI YAU CHING  2C MO KA WING  CCCMKC  CCCMKC
	East Kowloon Youth Society	National Security School Bulletin Board Design Competition	Certificate of Merit	1A CHAN YAN 1C CHAN YUET 1C CHAN HAU YU



				1C LIANG HIU TUNG
	Federation Of Hong Kong Guangdong Community Organizations/New Territories School Heads Association	Embracing the Greater Bay Area Photography Competition	First Prize Second Prize	2A FU HING YU 2D LIU WING FUN
	Hong Kong Science Museum	Fun Science Competition Go with the Wind	Senior Form Second Class Award	4B LAI TSZ HIM 4B LI SHING HEI
	Education Bureau and The Education University of Hong Kong	41st Hong Kong Mathematics Olympiad	Honourable Mention	4B WONG YIN CHUN
	Hong Kong Statistical Society	2023/24 Statistical Project Competition For Secondary School Students	Certificate of Appreciation	4B CHAN KA LONG LANGSTON 4B CHEUNG TSZ LUN 4B HO CHING LONG 4B HO MAN HONG 4B LAM CHI FAI 4B LI KA CHUN 4B LIN MERVIN 4B LO TIN YAN 4B NG CHUN YI 4B WU HO YIN 4B YI YIK CHUN
	Hong Kong Association of Science and Mathematics Education	The 26th Hong Kong Mathematical High Achievers Selection Contest	Silver Medal	2A LIU SUNNY 3D LAU CHUN LOK
	Hong Kong Red Cross	Hong Kong Red Cross Youth's Outstanding Member (West Kowloon Headquarter)	Outstanding Red Cross Youth Member	5A TONG TSZ CHING
Mar	Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	Joint CCC Schools Rummikub Competition	2nd Class Award	5B LAM CHUN ON
	Career Counselling Committee	Future Job Design Competition	Most Creative MBTI Job  Most Creative MBTI Job	5A LAI SIN NING 5B HO KIT MEI 5D DENG SUM WA ANSON  5A LAI SIN NING 5D DENG SUM WA ANSON 5A CHIU TSZ CHING KARINA
	Math Concept Education	2024 MathConceptition	Individual Bronze Award  Individual Silver Award  S1 Inter-school Group Merit  S2 Inter-school Group Merit	1D FU LAP YIN 1D YIU LING FEI 5B HO KIT MEI 1D WONG LOK HIN 2A LIU SUNNY 2D CHAN HEI 3D SHI KWAN MING 5B CHAN HO TUNG 1D FU LAP YIN 1D WONG LOK HIN 1D YIU LING FEI 2A LIU SUNNY 2C POON KING TO DAVEY2D CHAN HEI
	The Chinese University of Hong Kong	CUHK Jockey Club AI for the Future Project Secondary School Think and Create Competition 2023/24	Certificate of Merit	3D CHAN CHUNG MAN 3D CHAN YU SHING

	BAY AREA HONG KONG CENTRE	GBA Smart Transportation Inter-school Challenge by Bay Area (Hong Kong)	Silver Award	3D CHAN CHUNG MAN 3D CHAN CHING YIU 3D NG WING HEI
Apr	Hong Kong Schools Music and Speech Association	76th Hong Kong Schools Music Festival (2024)	<p>Zheng Solo - Junior Bronze Awards</p> <p>Pipa Solo - Intermediate Bronze Awards</p> <p>Graded Piano Solo - Grade Seven Bronze Awards</p> <p>Graded Piano Solo - Grade Eight Bronze Awards Piano Solo — Chinese Composers — Senior Silver Awards</p> <p>Piano Solo — Chinese Composers — Junior Silver Awards</p> <p>Zheng Solo - Senior Silver Awards</p> <p>Zheng Solo - Junior Champion</p> <p>Zhongruan Solo - Senior Silver Awards</p> <p>Violin Solo - Grade Five Silver Awards</p> <p>Flute Solo - Secondary School - Senior Silver Awards</p> <p>Alto Saxophone Solo - Secondary School - Senior Silver Awards</p> <p>Graded Piano Solo - Grade Three Silver Awards</p> <p>Graded Piano Solo - Grade Three Silver Awards</p> <p>Graded Piano Solo - Grade Five Silver Awards</p> <p>Graded Piano Solo - Grade Six Silver Awards</p> <p>Graded Piano Solo - Grade Seven Silver Awards</p>	<p>4C POON KA CHING</p> <p>4B OR YAN YU</p> <p>1D YIP TSZ YAU</p> <p>4D CHEUNG NOK HEI</p> <p>3C TAN HOI WAN</p> <p>3A AU TSZ KWAN</p> <p>4C PAN YU XIANG</p> <p>4B POON SI YU JONATHAN</p> <p>2C CHOI MING HEI</p> <p>3B HO CHEUK LAM</p> <p>4C HONG BEM SOM</p> <p>1A WONG YIK CHING</p> <p>3C YEUNG NAP CHUEN</p> <p>3D NG WING HEI</p> <p>1A LEE CHEUK LOK</p> <p>4A HO YUEN YI</p>
	Asia International Handbell Association (Hong Kong)	Hong Kong International Handbell Olympics 2024	Intermediate Handchimes Gold Award	<p>1A HUANG NINGNING</p> <p>1D YUNG ZACHARY LONG IN</p> <p>1D YIP TSZ YAU</p> <p>1E HUANG ZHENFENG</p> <p>1E LAI SUM YIN</p> <p>2B CHEN HEI YING</p> <p>3C SHEK YUI CHIT GABRIEL</p> <p>3D NG WING HEI</p>

				4B LIN KAM TO 4B LIU VIOLA 5B LAM CHUN ON 5B LAM YU HEI 5B LU MEI WING
May	Hong Kong New Emerging Technology Education Association	The 6th Greater Bay Area STREAM Excellence Award 2024 (HKSAR)	Silver Merit	3D CHAN CHUNG MAN 3D CHAN YU SHING 3D CHEUNG YU SEN 3D LI MEI YI
	The Hong Kong Association for Computer Education	Youth IT Ambassador Award (YITAA) Award Ceremony	Bronze Award	1A YEUNG CHEUK YING 1C CHAU TSZ HIN 1C WONG TSZ HIN 1E LI CHUN YAT 2D CHOI CHUN HONG 2D YU JACKIE JUNIOR 3D CHAN YU SHING 3D LAM SZE YUEN 3D CHAN CHING YIU 3D NG WING HEI 3D WONG HOI TUNG 4A KAM CHI LOK 4B CHAN KA LONG LANGSTON 4B LAI TSZ HIM 4B HUI HEI MAN 4B LIU VIOLA 4B LUO YING TUNG 4C HA HO CHING
	International Coding Education Foundation	CodeCombat 2023/24	Certificate of Merit	3D CHAN CHUNG MAN 3D CHAN YU SHING
	EDB Arts Education	"We Write. We Sing" Music Competition	Certificate of Merit	5A HO PAK KIU GABRIEL 5A LI YUK TING 5A TSE CHING MAN 5C CHEN HOI YIU 3D LAM HOI CHING
Jun	Hong Kong Cultural & Creative Industrial	第二屆我最愛的卡通動漫繪畫及電繪比賽	Teenagers Group Gold Awards	3D TANG YEE KWAN
	Hong Kong Trade Development Council	Start-up Express 2024 - Final Pitching Day (Student Pitching)	Certificate of Achievement	3D CHAN CHUNG MAN 3D CHAN YU SHING
	The Harvard Club of Hong Kong	Harvard Book Prize 2023-2024	First Place Prize Runner-up Prize	5B TANG CHI HONG 5A LI YUK TING 5B LAW LOK HIM JASON
	Hong Kong Rosamond Foundation	Gold Pen Award	Silver Award ( S1-S3 )	3D ZENG WEIJIE

**(D) SUMMARY OF SCHOOL'S FINANCIAL POSITION (2023-2024)****Financial Summary (September 2023 to August 2024)**

Balance B/F (Government Funds and School Funds)			11,458,547.22 (e)
<b>I. Government Funds</b>	<b>Income (HKD)</b>	<b>Expenditure (HKD)</b>	<b>Surplus (HKD)</b>
Expanded Operating Expenses Block Grant (EOEBG)			
(a) School Specific Grants			
1 Administration Grant	4,227,262.67	(3,862,061.30)	
2 Air-conditioning Grant	618,989.00	(618,989.00)	
3 Capacity Enhancement Grant	666,935.00	(830,249.10)	
4 Composite Information Technology Grant	585,152.00	(512,566.69)	
5 School-based Educational Psychology Service Grant	113,606.00	(111,857.00)	
6 School-based Management Top-up Grant	52,596.00	(51,776.00)	
7 School-based Speech Therapy Administration Recurrent Grant	8,415.00	0.00	
8 School-based Support Scheme for Newly Arrived Children	0.00	0.00	
<b>Sub-total</b>	<b>6,272,955.67</b>	<b>(5,987,499.09)</b>	<b>285,456.58</b>
(b) Non-School Specific Grant			
Baseline Reference	1,939,232.84	(1,902,285.88)	36,946.96
(c) Funds set aside for Severance Payment / Long Service Payment	0.00	(31,393.96)	(31,393.96)
<b>Total EOEBG (a+b+c)</b>	<b>8,212,188.51</b>	<b>(7,921,178.93)</b>	<b>291,009.58</b>
(d) Grants outside EOEBG	<b>Income (HKD)</b>	<b>Expenditure (HKD)</b>	<b>Surplus (HKD)</b>
1 Cash Grant for SB After-school Learning & Support Programmes	154,800.00	(71,514.00)	
2 Committee on Home-school Co-operation Project	25,978.00	(18,482.00)	
3 Diversity Learning Grant - Applied Learning	254,650.00	(254,650.00)	
4 Diversity Learning Grant - Other Programmes	84,000.00	(63,000.00)	
5 Enhanced Funding for Non-Chinese Speaking(NCS) Students	321,799.00	(347,798.00)	
6 Grant for the Sister School Scheme	162,994.00	(63,530.48)	
7 Hong Kong Drama Festival Cash Grant	3,850.00	(2,620.00)	
8 Information Technology Staffing Support Grant	333,812.00	(347,050.00)	
9 Learning Support Grant	443,346.00	(407,984.45)	
10 Life-wide Learning Grant	1,218,131.00	(1,522,935.43)	
11 One-off Citizenship and Social Development Grant	0.00	(97,449.96)	
12 One-off Grant for Mental Health of Parents & Students	20,000.00	0.00	
13 One-off Grant for Mental Health at School	60,000.00	0.00	
14 One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	0.00	
15 One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools	150,000.00	0.00	
16 One-off Grant for Purchase of e-Assessment Tools	80,000.00	0.00	
17 One-off Grant on Parent Education (Secondary)	200,000.00	0.00	
18 Promotion of Reading Grant	65,198.00	(61,798.10)	
19 QEF-Provision of Mobile Computer Devices & Internet Services Support	89,300.00	(90,706.00)	
20 School-based Speech Therapy Set-up Grant	0.00	0.00	
21 Senior Secondary School Students Exchange Programme Subvention Scheme	38,808.00	(38,808.00)	
22 Student Activities Support Grant	107,250.00	(93,639.00)	
23 Teacher Relief Grant	5,318,891.00	(4,662,826.64)	
<b>Sub-total</b>	<b>9,432,807.00</b>	<b>(8,144,792.06)</b>	<b>1,288,014.94</b>
<b>Total Government Funds</b>	<b>17,644,995.51</b>	<b>(16,065,970.99)</b>	<b>1,579,024.52 (I)</b>
<b>II. School Funds</b>	<b>Income (HKD)</b>	<b>Expenditure (HKD)</b>	<b>Surplus (HKD)</b>
1 Approved Collections for Specific Purposes	193,375.00	(29,500.00)	
2 Celebrations and Entertainment Expenses	0.00	(4,846.30)	
3 Feed-in Tariff Scheme	0.00	(161,824.00)	
4 Hire of School Premises	21,381.00	(10,229.70)	
5 IT Innovation Lab in Secondary Schools	525,854.90	(344,121.00)	
6 Other Income	111,842.85	(15,430.79)	
7 Profit on Sale of Exercise Books and School Uniforms	5,433.01	0.00	
8 Tong Fai	94,135.00	0.00	
9 Tuckshop Rental	11,000.00	0.00	
10 Retirement Schemes Expenses and Insurance Premium	0.00	(17,604.79)	
11 School Donations and Scholarships	122,644.00	(200,682.35)	
12 School Facilities and Renovations	0.00	(105,005.10)	
13 School Promotion Expenses	0.00	(34,743.49)	
14 Student Activities Expenses	0.00	(62,891.00)	
15 Student Payment System Charges	0.00	(22,988.40)	
<b>Total School Funds</b>	<b>1,085,665.76</b>	<b>(1,009,866.92)</b>	<b>75,798.84 (II)</b>
<b>Surplus for School Year (I+II)</b>			<b>1,654,823.36 (f)</b>
<b>Accumulated Surplus as at the end of School Year</b>			<b>13,113,370.58 (e+f)</b>

## (E) APPENDIX

### Appendix I Evaluation of Deployment of Capacity Enhancement Grant (2023-2024)

#### CCC MING KEI COLLEGE

#### Evaluation on Deployment of the Capacity Enhancement Grant (CEG)

#### for the 2023 – 2024 School Year

<b>Weighted Score</b>	<b>Measure</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
<b>4.16</b>	<b>1.</b> The employment of additional teachers and assistants can help to relieve teachers' workload in teaching and student affairs related work.	○ 37.93%	○ 43.10%	○ 15.52%	○ 3.45%	○ 0.00%

## Appendix II Financial Report on School-based After School Learning & Support Programmes (2023-2024)

### 2023/24 學年校本課後學習及支援計劃 校本津貼—活動報告表

學校名稱：中華基督教會銘基書院

負責人姓名：李佩恩老師

聯絡電話：2392-3963

A. 校本津貼實際受惠學生人數(人頭)共 256 名(包括 A.領取綜援人數： 29 名，B.學生資助計劃全額津貼人數： 161 名及 C.學校使用酌情權而受惠的清貧學生人數： 66 名)

#### B. 受資助的各項活動資料

*活動名稱／類別	參加合資格學生人數#			平均出席率	活動舉辦時期／日期	實際開支(\$)	評估方法(例如：測驗、問卷等)	合辦機構／服務供應機構名稱 (如適用)	備註 (例如：學生的)
	A	B	C						
文化藝術	5	19	5	80%	Sept 2023-Jun 2024	\$24,994.00	出席紀錄、問卷及學生在活動時表現	本校	
語文訓練	13	81	55	80%	Oct 2023-May 2024	\$24,060.00	問卷及學生在活動時表現	香港學校音樂及朗誦協會 / 本校	
體育活動	0	10	0	80%	Jan – May 2024	\$5,000.00	學生取得滿意成績	本校	
參觀/戶外活動	0	0	6	100%	30 Jun – 3 Jul 2024	\$7,500.00	撰寫活動報告及學生在活動時表現	華勵旅遊有限公司	
學習技巧訓練	11	50	0	80%	Jan – May 2024	\$8,650.00	問卷及學生在活動時表現	本校	
自信心訓練	0	1	0	100%	13 Jul 2024	\$1,310.00	學生取得滿意成績	中華基督教會香港區會中學校長會	
活動項目總數：_____ 32									
@學生人次	29	161	66		總開支	\$71,514.00			

備註：

\* 活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀／戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交／溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A) + (B) + (C)的總和

# 合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

### C. 計劃成效

整體來說，你認為活動對受惠的合資格學生有何得益？

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

### D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題／困難

(可在方格上「✓」超過一項)

- 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃(請說明其原因：\_\_\_\_\_ )；
- 伙伴／提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 執行教育局對處理撥款方面的要求感到複雜；
- 提交報告的要求感到繁複及費時；
- 其他(請說明)：對類別“C”半津或其他經濟困難的百分比(25%)未能應付實際需要！

## Appendix III Report on the Use of the Student Activities Support Grant (2023-2024)

### CCC Ming Kei College Report on the Use of the Student Activities Support Grant 2023-2024 School Year

#### I. Financial Overview

A	Allocation in the Current School Year:	\$107,250.00
B	Expenditure in the Current School Year:	\$94,799.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$12,451.00

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	17	\$8982.00
Full-grant under the School Textbook Assistance Scheme	118	\$59,742.00
Meeting the school-based financially needy criteria	119	\$26,075.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	254	<b>\$94,799.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)



### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times <sup>1</sup> of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>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</b>									
1	Musical Instruments training (included Zheng, Folk Guitar, Electric Guitar, Drum & Violin)	Arts (Music)	6	\$1,330.00			✓		
2	76th HK Schools Music Festival	Arts (Music)	2	\$105.00			✓		
3	75th HK Schools Speech Festival (English & Chinese)	Arts (Others)	2	\$160.00			✓		
4	School team training (included Badminton, Basketball, Football, Volleyball, Indoor Rowing, Table Tennis)	Physical Education	143	\$48,800.00			✓		
5	Bowling, Athletics and Rugby Training Course	Physical Education	7	\$725.00			✓		
6	Camp	Values Education	17	\$3,480.00		✓			
7	Kwan Tong Factory and Lady Ho Tung Welfare Centre Tour	Moral, Civic and National Education	4	\$60.00		✓			
8	Flower Arrangement Course	Arts (Others)	2	\$2,400.00			✓		
9	K-pop Dance Class	Physical Education	3	\$1,100.00			✓		
		<b>Expenses for Category 1</b>	<b>186</b>	<b>\$58,160.00</b>					
<b>2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions</b>									
1	S.2 Guangzhou Pan Yu Tour	Moral, Civic and National Education	28	\$615.00		✓			
2	潮汕文化交流團	Moral, Civic and National Education	19	\$2,400.00		✓			
3	重慶姊妹學校交流團	Moral, Civic and National Education	9	\$19,610.00		✓			
4	廣州三天學術交流團	Moral, Civic and National Education	7	\$1,764.00		✓			
5	韓國首爾境外學習團	Moral, Civic and National Education	5	\$12,250.00		✓			
		<b>Expenses for Category 2</b>	<b>68</b>	<b>\$36,639.0</b>					

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times <sup>1</sup> of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
			<b>Expenses for Category 3</b>	<b>0</b>	<b>\$0.00</b>				
			<b>Total</b>	<b>254</b>	<b>\$ 94,799.00</b>				

Contact Person for  
LWL (Name & Post): Miss Li Pui Yan,  
Teacher

**Appendix IV Annual Report for the Deployment of the Diversity Learning Grant  
(from 2022/23 to 2023/24 school years)**

**CCC Ming Kei College  
Annual Report for the Deployment of the Diversity Learning Grant  
(from 2022/23 to 2023/24 school years)**

<b>DLG funded Programme</b>	<b>Strategies &amp; benefits anticipated</b>	<b>Name of Courses</b>	<b>Duration of the course</b>	<b>Target Students</b>	<b>Evaluation of student learning/success indicators</b>	<b>Teacher - in -charge</b>	<b>Evaluation</b>
Applied Learning	<ul style="list-style-type: none"> <li>To offer a range of Applied Learning courses for students with different learning needs and interests.</li> <li>Students acquire diversified learning experiences and develop career aspiration.</li> </ul>	Courses are offered in the following areas: <ul style="list-style-type: none"> <li>Creative studies</li> <li>Media and communication</li> <li>Business, Management and Law</li> <li>Services</li> <li>Applied science</li> <li>Engineering and production</li> </ul>	180 hours in 2 years	S.5 and S.6 students	<ul style="list-style-type: none"> <li>Students successfully completed APL courses</li> <li>Assessment of students' performance</li> </ul>	W Wong YC Yiu	18 students participated in APL courses in this cohort. Among them, 7 attained the distinction (II) level, 3 attained the distinction (I) level and 7 achieved the attained level. Overall, students' performance was satisfactory.
Other programmes	<ul style="list-style-type: none"> <li>To offer Music as an elective subject for HKDSE to students through network programme.</li> </ul>	<ul style="list-style-type: none"> <li>HKDSE Music Network Programme</li> </ul>	School years from S.4 to S.6	S.4-S.6 students	<ul style="list-style-type: none"> <li>Feedback from Music Department head</li> <li>Feedback from students</li> </ul>	TC Wong	Positive feedback was received from both the Music teacher and DSE Music students. The school was able to offer a wider range of subjects in the DSE curriculum to meet student interests.
	<ul style="list-style-type: none"> <li>To offer talks/visits/programmes to cater for students with different abilities and to broaden students' horizons</li> </ul>	<ul style="list-style-type: none"> <li>Courses / visits related to the SS curriculum</li> </ul>	Depending on the course arrangements	S.4-S.6 students	<ul style="list-style-type: none"> <li>Feedback from DSE subject department heads</li> <li>Feedback from students</li> </ul>	W Wong DSE subject department heads	No subject departments used the Diversity Learning Grant (DLG) for their activities during this period, opting instead for the Life-wide Learning Grant (LWLG). Departments are encouraged to utilize the DLG in future to offer students additional opportunities.

CCC Ming Kei College  
Evaluation Report on DLG-funded Other Programmes 2023-2024

Subject Department	Music
Name of activity	Music DSE Curriculum
Objectives	To provide additional DSE subject choices that align with students' aptitudes
Target	S.4 to S.6 students (DSE Music)
Selection mechanism	Students who are interested in Music
Duration	3-year curriculum
Evaluation	<ol style="list-style-type: none"> <li>1. Student attendance was high.</li> <li>2. Feedback from students was positive.</li> <li>3. The DSE passing rate in 2024 was 100%.</li> </ol>
Expenditure	HKD 63,000 (funded by the DLG)