

*Chiu Lut Sau
Memorial Secondary School*



*Annual School Report
(2023 / 2024)*

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School Vision and Mission

By means of a balanced education in moral, intellectual, physical, interpersonal and aesthetic fields, through formal curricula and extracurricular programmes, we develop in our students the qualities of desirable behaviour and abilities towards realizing the school motto – Wisdom, Virtue, Honesty and Progress.

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Our School

History

In the early seventies, the supply of secondary school places in Yuen Long was severely outweighed by its demand due to the population growth. Secondary school students in Yuen Long and villages had to necessarily undergo lengthy commutes and continue their studies in Kowloon and Hong Kong for a long time. The situation aroused the attention of the late Mr. Chiu Lut Sau, Certificate of Merit for Service Rendered from Queen Elizabeth II, Serving Brother of the Order of Hospital of Saint John of Jerusalem, J.P., M.B.E., O.B.E, who had always shown his deep concern for educating the young people of Yuen Long. He made repeated appeals to the Education Department to build an additional standard-size government secondary school in Yuen Long to satisfy this dire need. In particular, he hoped that the new school would prepare students for tertiary education. To help expedite the implementation of the school project plan, the late Mr. Chiu generously donated \$1 million towards the building and equipping of such a school. In October, 1976, extraneous circumstances had brought about a deferment of progress. The Education Department finally decided to proceed with building a government secondary grammar school at 7, Tai Yuk Road, Yuen Long, and the school was to be named as the “Chiu Lut Sau Memorial Secondary School”. The co-educational School was open to classes in September 1979, and the official ceremony was held on 30th, January 1981 with the guest of honour Governor Sir Murray Maclehoose.

School Facilities

- 28 air-conditioned classrooms
- Lecture Room
- Conference Room
- Lut Sau Hall
- School Library
- 2 Social Workers’ Rooms
- Student Activity Centre
- Instrumental Practice Room
- Band Room
- Rehearsal Room
- Medical Room
- Campus Broadcasting Room
- Student Union Office
- Alumni Association Office
- PTA Office
- Interview Room and Meeting Room
- History Gallery
- Special Rooms:
 - 2 Art Rooms
 - Computer Assisted Learning Rooms
 - Computer Studies Rooms
 - Design & Technology Room
 - English Language Room
 - Information Technology Learning Centre
 - Function Room
 - Multi-purpose Room
 - Geography Room
 - Home Economics Room
 - 4 Laboratories
 - Music Room
- Table-tennis Training Room
- Basketball Court
- Volleyball Court
- Badminton Court



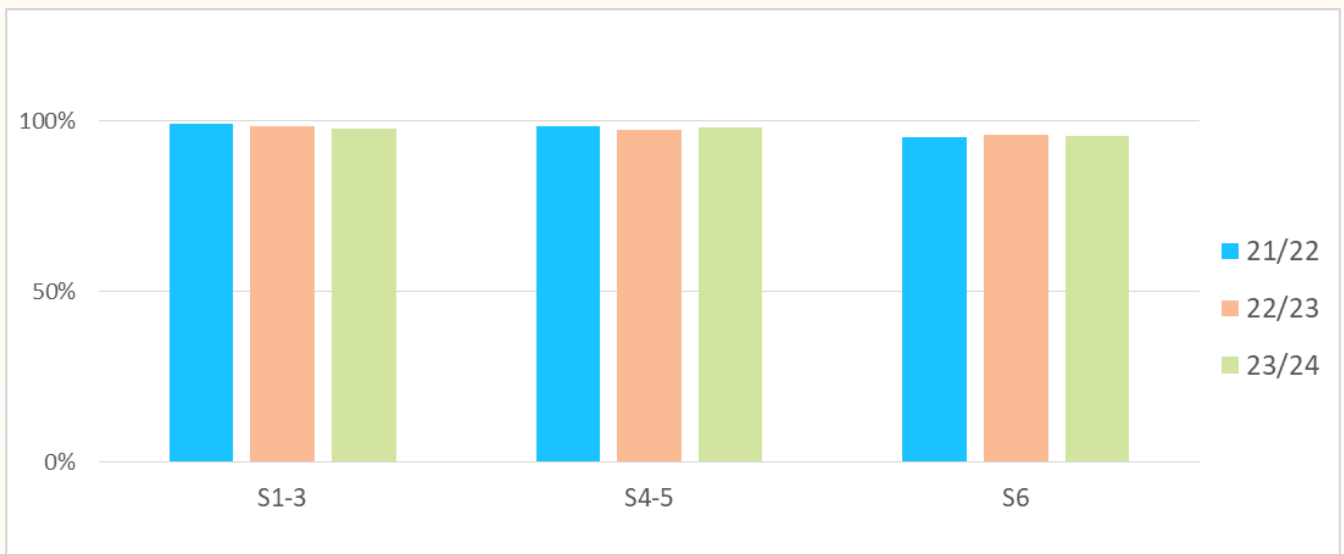
Our Students

Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	5	4	4	25
Total Enrolment	142	136	122	141	124	115	780

* Total Enrolment on 1-9-2023

Students' Attendance



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Our Teachers

Staff List 2023 - 2024

Principal	Ms WOO Kit-ching		
Assistant Principals	Ms TANG Shuk-man		
	Ms HUNG Yuen-may		
	Mr YAM Yuen-see		
Teachers			
1. Ms AU Shuk-mei	KLA Coordinator of Chinese Language, HOD of Chinese Literature		
2. Mr CHONG Chak-tung @			
3. Ms CHAU Ching-yi	HOD of Chinese Language (Senior Forms)		
4. Mr CHU Ka-lok	HOD of Chemistry		
5. Ms CHOW Kit-ling, Lena @			
6. Mr CHOW Kai-pang	KLA Coordinator of Arts, HOD of Visual Arts		
7. Mr CHENG Man-wai @	KLA Coordinator of Physical Education		
8. Ms CHEUNG See-wan	KLA Coordinator of English Language and HOD of English Language (Senior Forms)		
9. Ms CHAU Tze-lan	HOD of Chinese Language (Junior Forms)		
10. Ms CHOW Won			
11. Ms CHOW Wai-han	HOD of Citizenship and Social Development, and Life and Society		
12. Mr CHAN Wai-yin			
13. Ms CHEUNG Yee-ting	HOD of Geography		
14. Mr FUNG Chun-pong	Student Development (i/c)		
15. Ms FUNG Ngau-huen			
16. Ms HO-WANG Jeannette Micayla			
17. Mr KHAN Chun-wing, Dominic @			
18. Mr KWONG Ping-kin	HOD of Design and Technology		
19. Mr KO Wai	HOD of Music		
20. Ms KWOK Wai-ming, Grace			
21. Ms LEUNG Choi-fa	HOD of Home Economics, Discipline Team (i/c)		
22. Mr LEE Chi-keung			
23. Ms LEUNG Ka-wai	HOD of Chinese History		
24. Mr LAI Kwok-wing @			
25. Mr LAW Kin-yu	HOD of Science		
26. Ms LAW Ming-wai	HOD of Biology, STEAM Education (i/c)		
27. Ms LI Suk-kam			
28. Mr LEE Tang-chow	HOD of Mathematics (Junior Forms), ECA (i/c)		
29. Ms LAM Wai-heung @			
30. Mr MAK Tin-kin @			
31. Ms MA Wai-ling			
32. Mr NG Kin-wang @			
33. Ms NGAI Pik-chui			
34. Mr NG Siu-ming @			
35. Mr PAK Kin-man			
36. Mr TANG Ka-leung	HOD of English Language (Junior Forms), Discipline Team (i/c)		
37. Ms TSUI Kit-ming, Kimmy	Careers and Life Planning (i/c)		
38. Ms TANG Lok-yan	KLA Coordinator of Personal, Social and Humanities, HOD of Economics		
39. Mr TSE Ming-wai	KLA Coordinator of Science, HOD of Physics		
40. Mr TAM Si-man	KLA Coordinator of Mathematics, HOD of Mathematics (Senior Forms), Academic Affairs (i/c)		
41. Mr TAM Ting-bong			
42. Mr TSE Wai-chung	HOD of Computer Literacy and Information and Communications Technology		
43. Ms WONG Choi-wan, Jun	Counselling Team (i/c)		
44. Mr WONG Kin-chung	KLA Coordinator of Technology, HOD of Business, Accounting and Financial Studies, and Other Learning Experiences		
45. Mr WONG Kam-hing			
46. Ms WOO Sze-yan			
47. Ms YAU Kai-chi, Flora			
48. Ms YEE Wai-man	HOD of Putonghua		
49. Ms YAM Yuet-yi	HOD of Physical Education		
50. Mr NG Kam-wing @			
School Social Workers	Ms NG Tsui-yi, Tweety		Mr CHAN King-ho, Kingsley
Laboratory Technicians	Ms CHAN Hing-man, Cass		Mr YIP Chi-long, Jason
IT Support	Mr LEE Kwan-wai, Edward		Mr HUNG Ching-yiu
Hall Support	Mr CHENG Long-yin, Kelvin		
Teaching Assistants	Ms WANG Yifan, Florence @		LO Siu-lun, Alan @
	YIP Shui-ying @		LEUNG Wing-hang, Rachel@
Counsellor	LAU Tsz-ching, Carrie @		
Clerical Staff	Mr SO Chi-kan		Ms YU Chi-ying, Theresa @
	Ms CHEUNG Ka-ye, Naomi		Ms LAM Lai-sim, Lupy
	Ms LO Yuen-yan, Karen		Ms CHAN Suk-ching
	Mr MA King-yip, Rusty		Ms CHAN Pui-shan, Sharon
			Ms NGAI Chau-mei, Circle @

@ newly-joined staff

Teachers' Qualifications

Master's Degree or above	Bachelor's Degree	Tertiary Non-degree
48%	100%	0%

Teaching Experience

0-4 years	5-9 years	≥ 10 years
3%	6%	91%



Learning and Teaching

Number of School Days

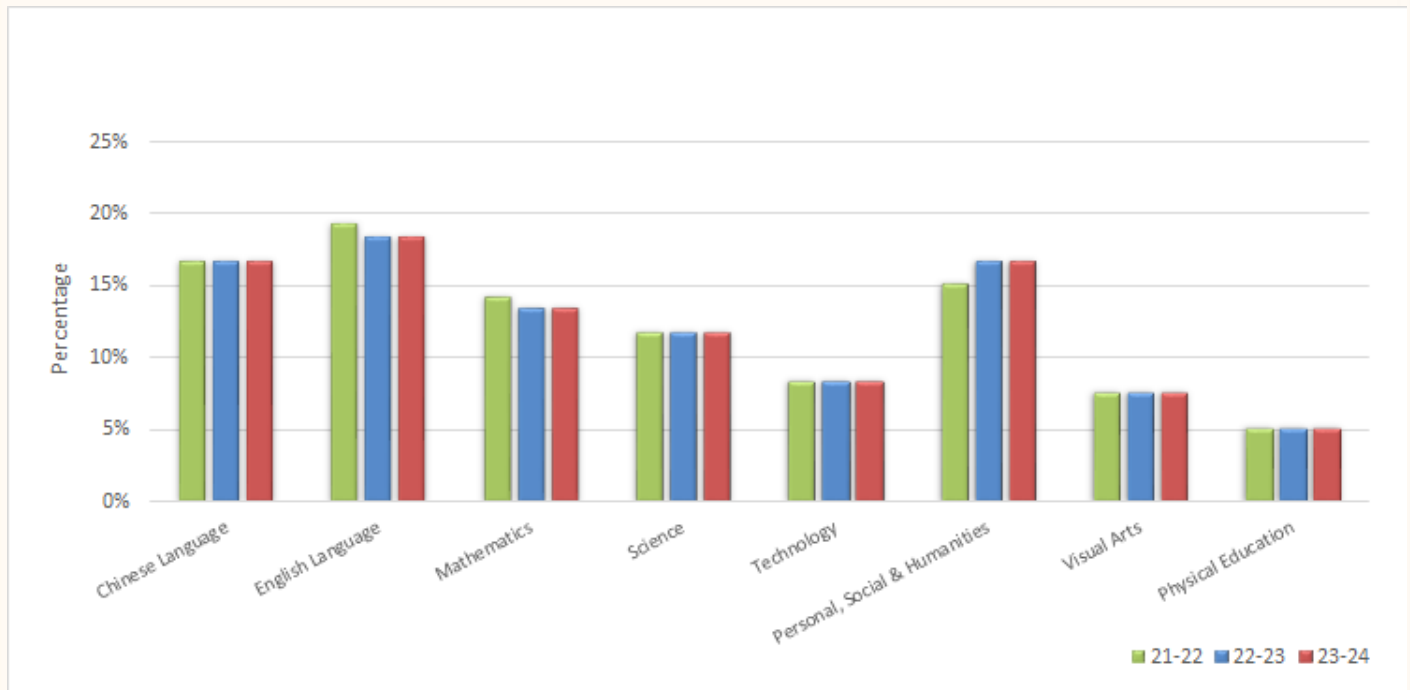
School Years	2021-2022	2022-2023	2023-2024
Number of school days	190	192	191

Curriculum

Subject 科目	Form 班級	S1 中一	S2 中二	S3 中三	S4 中四	S5 中五	S6 中六
Chinese Language 中國語文		●	●	●	●	●	●
English Language 英國語文		●	●	●	●	●	●
Mathematics 數學		●	●	●	●	●	●
Mathematics (Extended Part (Module 2)) 數學延伸單元二					●	●	●
Citizenship and Social Development 公民及社會發展科					●	●	●
Life and Society 生活與社會		●	●	●			
Chinese History 中國歷史		●	●	●	●	●	●
Chinese Literature 中國文學					●	●	●
History 歷史		●	●	●	●	●	●
Geography 地理		●	●	●	●	●	●
Economics 經濟					●	●	●
Business, Accounting and Financial Studies 企業、會計與財務概論					●	●	●
Physics 物理					●	●	●
Chemistry 化學					●	●	●
Biology 生物					●	●	●
Science 科學		●	●	●			
Information and Communication Technology 資訊及通訊科技					●	●	●
Computer Literacy 普通電腦		●	●	●			
Putonghua 普通話		●	●				
Design and Technology 設計與科技		●	●				
Home Economics 家政		●	●				
Music 音樂		●	●	●			
Visual Arts 視覺藝術		●	●	●	●	●	●
Physical Education 體育		●	●	●	●	●	●
Reading Period 閱讀課						●	●
Other Learning Experiences (OLE) 其他學習經歷課					●	●	●
Class Period 班主任課		●	●	●	●	●	●

- subjects offered in 2023 – 2024

Lesson Time for the Eight Key Learning Areas in Junior Levels



Satisfaction Rates of Choice of Elective Subjects in S4

Number of elective(s) allocated within students' first three preferences	Number of students
3	97
2	18

Total Number of Students: 115
 Overall Satisfaction Rate: 94.78%



Student Development

Support for Student Development

Our school is committed to supporting students' whole-person development in addition to their academic progress. During the 2023–2024 academic year, our functional teams collaborated to foster the fundamental traits and competencies required for our students to become valued members of society.

The Careers and Life Planning Team adopted a holistic approach to prepare our students to acquire essential skills for their development. In school, junior form students were equipped with self-exploration and time management skills, where they created and reviewed their action plans. Senior form students were exposed to information on tertiary education and visited various local institutions and universities. To enable our students to understand the development of the Mainland, talks by the Home and Youth Affairs Bureau and Po Leung Kuk Life Planning and Financial Education Centre were organized. They learned about the goals and plans of Youth Development Blueprint and Intellectual Property and Innovation in the Digital Age. Students also participated in the Greater Bay Area Internship Program for DSE Graduates. Collaborations with external parties, such as the Employees Retraining Board, Rotary, Hok Yau Club, and Friends of Scouting, were established and students attended careers sharing sessions, mock interviews, mock release of HKDSE results, and internships. These experiences allowed them to acquire practical skills, which are crucial for their further studies and future careers.

The Class Management Team arranged a wide range of activities throughout the year, aimed at supporting students' well-being, promoting holistic development, and enhancing overall harmony within the classroom. These activities specifically focused on developing essential skills such as self-management, goal setting, and reflection while also encouraging appreciation for others. Students explored their personalities through MBTI personality types, learned effective time management strategies, and improved their examination revision skills. Additionally, the team emphasized the importance of cultivating healthy habits, practising gratitude, pursuing self-improvement, and using the internet responsibly. Through active participation in these initiatives, students not only acquired valuable skills but also built positive relationships and gained a deeper understanding of themselves and their roles within the school, family, and community.

The Counselling Team launched comprehensive preventive, remedial, and developmental programmes to facilitate students' personal growth and promote mental health. The Peer Counsellors Scheme created a supportive atmosphere with older students acting as mentors to younger ones. Programmes, such as the S1 Adjustment Programme, S1 Growth Programme, and SEEDs programme, helped S1 students adapt to secondary school life and develop positive attitudes. The S4 Bridging Programme was co-organised by the Counselling Team and the Careers and Life Planning Team to help students reflect on their life goals. The Mental Health Ambassadors conducted sharing sessions at morning assemblies and on Instagram, as well as organised the "Tests/Exams Energizers" with social workers to promote mental wellness.

The SEN Support Team arranged a diverse range of support services for students with Special Educational Needs (SEN), including clinical psychologist services, art therapy, and social skills training. The Speech Therapist conducted individual and group training for students with speech and language impairment or hearing impairment. Home-school cooperation was prioritized, with meetings arranged as needed between parents and professionals. Adjustments were made to homework and assessments to accommodate the needs of SEN students. Furthermore, the Education Psychologist conducted a workshop for new teachers on supportive strategies for students with SEN. The SEN Support Team also

collaborated with the English Department to implement process writing and focus marking in S2, ensuring a comprehensive and integrated approach to supporting SEN students' academic and developmental needs.

The Discipline Team prioritized students' self-management and discipline through a range of engaging initiatives. These included sharing sessions on school rules regarding uniforms during the morning assembly, the implementation of the "Inter-Class Punctuality Award Scheme," and the "Inter-Class Cleanliness Award Scheme." The purpose of these initiatives was to promote positive values, such as self-management and self-discipline, thereby contributing to the co-creation of a harmonious school environment. The Discipline Team also collaborated with government departments, such as the Hong Kong Police Force and the Office of the Privacy Commissioner for Personal Data, Hong Kong, to instill a sense of law-abidingness and integrity among the students through various talks and seminars.

The Civic Education Team instilled positive values in students through a range of programmes and activities, such as the "Constitutions and Basic Law Student Ambassadors Training Scheme" organised by the EDB, the "iTeen Leadership Programme" organised by the ICAC, and the "Wofoo Outstanding Citizen Student Award Scheme". These initiatives aimed to deepen students' understanding of our community and our home country. The team organized activities on significant dates specified in the Event Planning Calendar of the EDB, such as the National Day Exchange Tour sharing session, screenings of short films on national development during Constitution Day, and in-class quizzes. Additionally, the team conducted "Speeches under the Flag" sessions to share the national progress of our country and promote positive values and traditional Chinese morality, fostering students' appreciation and recognition of these values. Students achieved numerous school-based and personal awards through participation in various online competitions related to the Basic Law, Constitution, national security education, national development, and mainland's diplomatic knowledge. These activities provided students with opportunities to participate in national study and exchange tours, such as the Shanghai National Education Mainland Learning Tour and the delegation visit to Beijing and Gansu as winners of the Hong Kong Cup Diplomatic Knowledge Contest.

The Moral Education Team organized a series of programmes and activities to develop the students' ethical values and proper virtues. As part of these initiatives, an S4 ICAC show was conducted during class periods, where students could learn about the ICAC's goal of 'All for Integrity'; this effort aimed to sustain and pass on the probity culture to the younger generations. Additionally, the Inter-class Bookmarks Design Competition was held, focused on the theme of 'Serve the Community', which saw all junior classes creating slogans to promote care for others and service to the community. In collaboration with the Promotion of Reading Team, junior form students participated in the 'Read a Book, Share the Love' campaign, producing an audiobook for the Ebenezer School. Complementing these activities, sharing sessions were conducted by student ambassadors during the morning assemblies, helping the students develop positive attitudes and cultivate a sense of appreciation towards others.

The Environmental Education Team organized a range of initiatives to promote environmental awareness and sustainability. They held an "Inter-class Energy Saving Competition" where classes followed an "Environmental Protection Pledge". Sharing sessions on topics like "Waste-to-energy" and "Horseshoe Crab Rearing in School" were conducted during assemblies. Students participated in the "Bottle Reborn" project to upgrade plastic bottles, and the "Youth Organic Training" with visits to organic farms and parks. Through these diverse activities, the team effectively engaged students in environmental education and fostered a culture of sustainability in the school.

The Health Education Team arranged sharing sessions during morning assemblies on tongue diagnosis from the perspective of Chinese medicine and the benefits of different types of fruits. Health Ambassadors participated in the Chinese Medicine Quiz Competition organized by the Hong Kong Baptist University. During the Joyful Fruit Activities, booths were set up in the covered playground to empower students to make informed fruit choices and embrace a healthier lifestyle.

The Healthy School Programme Team helped students develop healthy habits and positive values through various personal growth activities, inter-school events, potential development groups, health talks, as well as workshops on stress management, healthy use of the internet, and serving others. The team also organised the Assessment of Students' Physical and Mental Health and the Challenge 50 km — Tuen Mun

to Kowloon City Trail to help students develop healthy habits and boost their physical fitness. Moreover, students were trained to become Healthy School Ambassadors to promote drug prevention messages. To promote healthy living messages to the community, our school collaborated with three other government secondary schools in Yuen Long to hold the Community Drug-Free Carnival.

The Sex and Family Education Team organized sharing sessions during morning assemblies and co-organized a workshop with the Department of Health on the Prevention of Sexual Harassment for S1 students to raise awareness about sexual harassment, its impact, and strategies to manage and prevent such incidents. The team also arranged workshops for S2-S4 students on love relationships. Through interactive activities, discussions, and expert guidance, students learned about effective communication, conflict resolution, and emotional well-being within relationships.

The Study Tour and Exchange Team organized a variety of successful study tours and cultural exchange activities throughout the year. A highlight was a 4-day trip to Hangzhou and Ningbo, where students visited Ningbo Zhenhai Jiaochuan College, participated in diverse lessons, and explored traditional Chinese culture. They also took part in the "2024 年粵港澳姊妹學校歌詠比賽" with Shenzhen Fuyuan School, enhancing musical skills and fostering pride. Additionally, the team coordinated a "深圳藝術文化探索之旅" for S2 students to appreciate local art and culture. Another significant tour was the "粵港澳大灣區城市探索之旅" to Guangzhou, focusing on urban planning and sustainability. Lastly, a school-based STEAM tour to Singapore provided valuable learning experiences in history, culture, and technology.

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

Major Concern 1

Empowering students to become active learners for lifelong learning

★ Objectives

1. To create an active learning environment through fostering students' engagement in learning activities
2. To cultivate a reading to learn culture to enhance students' capacity for lifelong learning
3. To enhance students' generic skills and increase their breadth of knowledge by promoting STEAM Education

★ Strategies

1. To elevate students' learning capacity and proactiveness through organising training programmes on effective study skills, including note-making skills, memory skills, reading skills and revision skills
2. To allow students to acquire a broad and solid knowledge base, arouse their intellectual curiosity and cultivate a peer learning culture through academic activities and gifted education programmes
3. To enhance the skills in reflection and generating higher-order thinking questions to promote active learning
4. To allow students to construct a broad knowledge base, improve their language proficiency, enrich their reading experiences and promote a reading culture at school by organising reading activities
5. To promote reading across the curriculum through the collaboration of the school library, different KLAs and functional teams
6. To incorporate STEAM education in the junior form curriculum through cross-curricular project learning
7. To strengthen students' creativity, problem-solving skills and IT skills by promoting STEAM activities/competitions

★ Highlights of Achievements

1. (a) Organising study skills workshops for S1-S3 students
 - Two mass effective study skills workshops were held between August 2023 and November 2023 to enhance the note-making, memory, and revision skills of S1- S2 students. Different subject departments incorporated note-taking skills and graphic organizers, such as mind maps, hierarchy diagrams, flow charts, and annotated diagrams, in the student assignments, facilitating the students' understanding of key concepts. According to the survey on the effectiveness of the study skills workshops, 90% of students reported that they promoted their proactive learning.
 - According to the survey conducted on Major Concern One, 96.2% of S1-S3 students agreed that the study skills workshops they participated in enabled them to develop more effective learning habits, enhancing their overall learning capabilities. Students also demonstrated their ability to utilize the learning strategies gained from the workshops, such as employing visual aids for previewing and note-taking purposes, particularly in their Chinese Language lessons. During these lessons, the students were observed recording key points, showcasing that they were actively cultivating their learning skills and developing a habit of engaged learning.

(b) Learning tasks requiring students to apply study skills will be designed.

- The Life and Society Department cultivated students' reading skills by utilizing the text "Hong Kong's Economic Performance" to guide students in extracting key points from the reading materials and applying information literacy skills to distinguish veritable information from falsehoods. The majority of them could apply the reading skills and grasp the main ideas from the article in the assignment.
- Spearheaded by the SEN Support Team, the Geography Department developed teaching resources and collaborated with the English Department to implement process writing to bolster the writing proficiency of S2 students. Teachers indicated that students were more engaged in the writing exercise, which centered on the theme of positivity, using mind-mapping as part of the study skills application.

2. (a) Enhancing peer learning culture by implementing peer assessment in S1-S3

- Subject teachers of Chinese, Citizenship and Social Development, Life and Society, Putonghua, and Home Economics designed peer assessment tasks for students to comment on their classmates' performances in different learning activities. This initiative enabled students to develop their judgment skills and critiquing abilities while assessing their peers' performances, transforming them from passive to active learners.
- All classes in Putonghua completed peer assessment learning activities. Students were able to provide constructive feedback on their peers' speeches based on the evaluation criteria outlined in the peer assessment forms. Students expressed that the peer assessment forms not only helped them understand academic requirements and evaluation criteria, but also heightened their awareness of applying practical public speaking skills.
- Peer assessment was incorporated into the S1 assignment of Life and Society. During the process, discernible and efficacious recommendations were proffered. Students gained valuable insights about the advantages inherent in their study schedules, as well as identified areas warranting improvement. The peer assessment successfully engendered a heightened sense of self-awareness, while creating an environment that encouraged constructive learning.
- Based on the survey related to Major Concern One, 95.7% of S1-S3 students agreed that participating in group discussions and peer assessments across various academic subjects facilitated meaningful collaboration, enabling them to learn from one another.

(b) Nominating students to attend gifted courses/ programmes offered by external organizations

- The school set up a talent pool to identify eligible students for various gifted pull-out programmes in fields such as Languages, Humanities, Mathematics, Science, STEAM, Music, and Sport, both within and outside the school. About 85% of the S1-S5 students showed interest in joining these programmes.
- The Gifted Education Team intensively organised diverse gifted programmes for students to join in 2023-2024. Students were successfully admitted to gifted courses offered by programmes in different fields, including but not limited to Astronomy, Mythology, DNA Technology, Biochemistry, Human Anatomy for Artist and Figure Drawing, Psychology, Chinese, English, Mathematics, Life Science and Chemistry.
- The gifted programmes helped students gain valuable insights into their academic areas of interest. These programmes facilitated a deeper understanding of students' interests, aptitudes, and abilities while enhancing their capacity for learning and their motivation to explore new knowledge.
- According to the survey conducted on Major Concern One, 93.8% and 95.4% of S4-S5 students, respectively agreed that their participation in academic competitions and extracurricular learning activities across diverse subject areas enabled them to

cultivate their personal strengths and abilities, as well as to enrich their subject-specific knowledge.

- (d) Arranging internal sharing for students who completed the gifted programmes organised by external organizations
 - Peer learning was fostered through three sharing sessions at the whole-school level. Students enrolled in the gifted programmes also successfully conducted mini-lectures for their fellow schoolmates. Both the mini-lectures and sharing sessions provided students with a deeper understanding of the content and structure of different gifted programmes, sparking curiosity and motivating them to seek further intellectual opportunities.
3. (a) Promoting reflective and higher-order thinking skills for active learning
 - The subject departments across the school employed diverse scenarios to foster the development of students' reflective skills and higher-order thinking abilities, facilitating active and engaged learning. Students demonstrated their ability to design thought-provoking questions and analyze primary sources, showcasing advanced analytical and synthesis capabilities in their learning outcomes.
 - S4 History students were able to develop their analytical and synthesis capabilities through the interpretation of primary sources, such as documentaries, speeches, and autographs, utilized in the design of learning tasks and the formulation of higher-order thinking questions. They also reflected on the significance of international cooperation in fostering global peace.
 - S4 Geography students successfully undertook the task of designing data-based questions with the incorporation of words such as "discuss whether," "evaluate," and "justify". These questions required higher-order thinking in the context of the volcanic eruption in Iceland that occurred in December 2023 and January 2024. Students recognized the importance of unity in the face of adversity, fostering a sense of solidarity as communities worked together to overcome the challenges.
4. (a) Book sharing by students, teachers, alumni, and parents to promote a reading culture
 - According to the survey findings pertaining to Major Concern One, 81.4% of S4-S5 students agreed that the reading activities, including cultural events such as the Mid-Autumn Festival and Halloween celebrations, and book displays, collectively broadened their knowledge spectrum and enhanced their overall reading interests. Meanwhile, 89% and 75.4% of S1-S3 students, respectively agreed that the reading activities broadened their knowledge spectrum and enhanced their overall reading interests.
 - The Sunshine Reading Scheme encouraged students to broaden their knowledge by reading different genres, such as poems and thematic books. The reading culture was further promoted through sharing sessions hosted by the Reading Ambassadors. These ambassadors not only helped cultivate a love for reading but also had the opportunity to develop their generic skills and language proficiency while providing feedback to their schoolmates.
 - The Chinese Department, OLE, Reading to Learn Team, and School Library organized a shadow puppetry appreciation event to promote masterpieces in Chinese Literature and traditional Chinese culture. During the event, students gained hands-on experience that deepened their understanding and connection with this ancient art form. Concurrently, the Chinese / Chinese Literature Department selected chapters from the classic novel "Journey to the West" and analyzed the character description techniques with the students. This learning experience helped consolidate students' reading skills alongside the appreciation of literary techniques.

- The Reading to Learn Team published the "趙中親子閱讀通訊" featuring the reading reflections, recaps of reading activities, outstanding Chinese and English reading reports, and book recommendations by parents. This initiative encouraged parent-child reading, thereby cultivating a robust reading culture.
 - The "Read a Book, Share the Love" project showcased our students' speaking ability as they actively contributed to enriching their reading experiences by selecting their favorite books and creating audio versions for visually impaired children. The audiobooks were donated to the Ebenezer School & Home for the Visually Impaired.
- (b) Organising library tours
- Library tours were organized to familiarize new students with the various programmes offered by the school library that enhanced their reading experiences. These tours motivated students to cultivate a robust reading habits and expand their knowledge base through borrowing books from the library.
5. (a) Preparing theme-based reading materials related to the Seven Learning Goals of Secondary Education embedded with the Ten Priority Values for Education to strengthen reading across the curriculum
- Various departments took the initiative to provide reading materials related to the Seven Learning Goals and the Priority Values.
 - Reading materials delving into geographical issues on a global scale, such as "Food Crisis" from World Vision, "GM Food" from Oxfam, and "Organic Farming" from the Agriculture, Fisheries and Conservation Department, were specifically designed for Geography lessons to cultivate core values such as respect for others, responsibility, care for others, and empathy.
 - S5 Biology students read an article on pollution control and conservation measures that have been implemented on the mainland, effectively drawing students' attention to the critical importance of Ecological Safety and the significant contributions made by the Mainland Government in this regard.
 - The English Department assigned a reading package to the senior form students to foster their reflection on the pivotal role played by a nation's reputation in upholding financial stability and ensuring economic security. The designated reading materials facilitated the students' comprehension of the advancements in the Mainland's global perception, specifically in the domains of technology, innovation, and the business environment. This educational initiative successfully fostered the students' cultivation of national identity.
 - Different departments and teams, such as the Reading to Learn Team, Student Development Team, Chinese Department, Putonghua Department, and Visual Arts Department, collaborated to organize diverse reading activities across the curriculum. The successful implementation of the activities to celebrate the Mid-Autumn Festival, Halloween, Christmas, and Chinese New Year instilled positive values in students and fostered their appreciation for both Chinese and Western cultures.
- (b) Incorporating a reading lesson in the formal curriculum for S5 and S6
- Theme-based English reading materials were designed across different genres, such as speeches, comics, and articles, to broaden S5 students' horizons from different perspectives, enrich their reading experience, and help them develop and apply various language skills and cultivate positive values.
 - Skills-based reading materials were designed to enhance S6 students' English reading capacity by applying different reading strategies to tackle different question types of reading comprehension exercises adapted from a range of public examinations.

- The surveys on the reading periods showed that 98.5% of S6 students agreed that the English reading periods enhanced their understanding of different reading comprehension question types, while 100% agreed that the periods improved their skills in tackling such questions.
 - 95.1% of S5 students agreed that the English reading periods enhanced their English language proficiency, and 98.8% of them expressed that the periods enriched their English reading experience. Furthermore, 96.5% agreed that the Chinese reading periods improved their language abilities, expanded their knowledge, and equipped them to utilize the materials in future Chinese writing.
 - Based on the survey findings regarding Major Concern One, 90.5% of S4-S5 students agreed that they were able to cultivate positive values, such as perseverance and empathy, and improve their overall language proficiency through the subject-based reading materials provided.
6. (a) Incorporating STEAM education into the junior form curriculum through cross-curricular project learning
- The Cross-curricular STEAM Project engaged S2 students in applying interdisciplinary concepts from subjects such as Science, D&T, CL, VA, and Math to design and construct model gliders. Through the utilization of design thinking skills, students adeptly addressed challenges by conducting literature reviews, documenting encountered problems, and continuously refining their glider models based on insights from trial flights.
7. (a) Organising IT-related workshops and training courses
- Some junior form students were selected to participate in the workshops on roboMaster, enriching their knowledge of both robot coding and drone flying.
 - A site visit to SenseTime, a renowned AI technology company, was arranged, and students were given the opportunity to participate in the SenseTime AI Workshop, allowing them to gain invaluable insights into the real-world applications of AI technologies.
- (b) Organising workshops for primary students / schoolmates to showcase the learning outcomes of STEAM-related activities
- The school hosted the New Territories West Primary Schools Drone Challenge, providing a platform for students from 20 primary schools in the New Territories West district to showcase their exceptional talents and achievements in drone technology.
 - According to the survey on Major Concern One, 94.2% of S1-S3 students and 93.4% of S4-S5 students agreed that their generic skills were enhanced by participating in academic competitions and extracurricular learning activities spanning diverse subjects, including STEAM-related domains.

Reflections

Facilitating factors:

1. All stakeholders, including staff, members of the School Management Committee, parents, and students, were informed of the objectives of the Major Concern, which had been elucidated through a series of staff meetings, School Management Committee meetings, parent-teacher meetings, and school assemblies. All stakeholders unanimously agreed on the objectives of the Major Concern and expressed their complete support for it.
2. The effective utilization of the Diverse Learning Grant empowered the school to organize a variety of pull-out programmes, enabling the talented senior form students to stretch and fulfill their potential.
3. The Promotion of Reading Grant furnished the school with the means to foster a robust reading culture by facilitating an engaging array of reading activities.
4. The crucial role played by all teachers in providing a diverse range of learning activities was instrumental to the success of the endeavor.

Hindering factors:

1. Some students were engaged in after-school private tutorial classes, consequently devoting less time to cross-curricular project-based learning.
2. The survey conducted on Major Concern One revealed that, on average, 72.6% of S1-S5 students agreed they had developed a reading habit. This result underscores the need for the school to further nurture and cultivate reading practices.

Feedback and Follow-up

1. Given the proven efficacy of the study skills workshops, where students demonstrated their ability to acquire and apply the learned skills, the school will organize more immersive academic activities. These will include cross-curricular activities and subject-based academic weeks, while also involving students in external competitions and gifted education programmes, to further cultivate their curiosity and strengthen their motivation to learn.
2. Different departments and the Reading to Learn Team will enrich the content of the reading-focused activities and provide complementary or refined reading materials to build upon the progress made in nurturing students' reading habits and increasing their language proficiency through reading.
3. The survey on Major Concern One indicated that the majority of students had already developed generic skills through participation in a diverse array of STEAM-related competitions and activities. Therefore, efforts will be extended to cultivate and nurture students' digital and information literacy while also promoting ethical use of information, which will encompass the holistic development of the requisite attitudes, skills and knowledge in this broader aspect.

Major Concern 2

Nurturing students' positive values and attitude for personal growth

* Objectives

1. To enhance students' self-management skills and to foster the quality of self-respect and self-discipline among students
2. To develop students' career aspirations and foster their life-planning skills
3. To inculcate positive values in students through formal and informal curricula to promote mentally and physically healthy lifestyles to enhance students' leadership capability in serving the school and the community

* Strategies

1. To enhance students' personal growth by developing their self-management skills
2. To further enhance students' sense of self-respect, self-discipline and other positive values through inter-class competitions and other school activities
3. To nurture junior form students' abilities and orientations in self-understanding and goal-setting
4. To provide senior form students with various learning opportunities such as seminars, workshops, visits, and careers guidance advisory sessions in order to help them to understand their interests, abilities and orientations for making informed and responsible choices on careers and life planning, and to boost their self-worth and self-efficacy by providing them with more opportunities to display their academic achievements and talents
5. To nurture students' proper values and attitudes by building a positive school culture through formal and informal curricula
6. To foster the values of perseverance, care for others and responsibility in student leaders by providing quality leadership training and encouraging students to participate in uniformed groups and school teams to serve others
7. To equip student leaders to organize various school events / activities and to provide community service opportunities through collaboration with alumni and / or external organisations
8. To arrange volunteering experience for selected levels of students to help the needy in the community and to help them understand how to enrich their own lives
9. To deepen students' sense of national and global identity through visits, project-based learning, and cultural activities

* Highlights of Achievements

1. (a) Organizing an S1 Bridging Programme in July and Pre-S1 Adjustment Day Camp in August to allow S1 students to adapt to secondary life and develop appropriate behavior.
 - To enhance students' personal growth and develop students' priority values and attitudes of 'respect for others', 'care for others', and 'empathy' through diversified learning activities, the S1 Bridging Programme and Pre-S1 Adjustment Day Camp were organized in July and August, respectively. The post-activity evaluation showed that over 90% of the students agreed that the programmes could promote and cultivate their self-management skills, positive values and attitude, and healthy lifestyles.
 - From the KPM surveys, 89.7% of junior form students were satisfied with their school life, implying that the activities and programmes organized by the school were effective and suitable.
- (b) Arranging talks / workshops / class period activities to continue to infuse and inculcate self-management.

- Over 77.2% of students agreed that the activities, such as talks, workshops, and class periods, could infuse and inculcate self-management skills and priority values.
2. (a) Organising assemblies related to positive values, self-discipline (e.g. uniform tidiness, proper use of mobile phones).
 - Morning Assemblies were regularly held on Tuesdays. Different school teams and functional groups, including the Moral Education Team, Discipline Team, Counselling Team, and Sex and Family Education Team, were arranged to deliver priority values, such as filial piety, empathy, and respect, as well as positive messages like serving the school, uniform tidiness, and punctuality.
 - (b) Organising an inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc.
 - Award schemes and commendation schemes were carried out to promote and cultivate students' positive values and attitudes, and healthy lifestyles. Compared with the school year 2022/23, the rate of punctuality increased by 38.1%, the rate of proper uniforms increased by 68.3% and 12.1% more students could follow the school instructions on the proper use of their mobile phones on campus. 15 classes were found to have a zero count in the Inter-Class Cleanliness Competition. About 10 classes performed outstandingly in the Inter-Class Energy-saving Competition with only 1 to 2 violation records.
 - Overall, according to the Stakeholder Surveys, 89.7% of students and 92.5% of teachers agreed that students were self-disciplined and adhesive to rules.
 3. (a) Helping students make realistic self-assessments of personal qualities, abilities, interests and personal goals through workshops in the Class Teacher Periods.
 - According to the results of the APASO III surveys, 89.1%, 87.9%, and 79.2% of junior form students regarded keen subjects, talents and skills, and interests as important elements in their career choices respectively. The survey results revealed that the self-exploration workshops held during the Class Teacher Periods helped them understand their strengths and weaknesses, which allowed them to set realistic goals in their studies and personal growth.
 - (b) Assisting S3 students and parents to explore elective options and study / career goals through career guidance talks and workshops.
 - The school-based survey showed that over 78.4% of students agreed that the subject-selection talks, workshops, and career guidance sessions could help them make sound decisions related to their elective options and careers and life planning by increasing their understanding of their interests, abilities, and orientations.
 4. (a) Raising students' awareness of multiple pathways for further studies and career development through mass programmes and workshops.
 - According to the school-based survey, 77% of S4-5 students agreed that the seminars, workshops, visits, and careers guidance sessions arranged by the school could help them develop a clearer mindset on careers and life planning by increasing their understanding of their interests, abilities, and orientations. 92% of S5 students agreed that participation in the Taster Programme in local tertiary institutes could provide them with a first-hand immersion experience in tertiary education.
 - According to the results of the APASO III surveys, in the Careers and Life Planning subscale, over 80% of senior form students had attempted to search online for information related to careers and tertiary education. This may imply that the strategies in the ASP were effective. These strategies, which aimed at cultivating their

- understanding of their interests, abilities, and orientations contributed to the development of a positive outlook in students toward their choices of careers and life planning.
- (b) Designing well-planned career activities and programmes (e.g. workplace visits, internships, career talks, and workshops through support from alumni and community resources and external organizations) to encourage students to learn more about the community for promoting careers and life planning.
- Over 63.8% of S6 students agreed that the Mini-Careers Fair co-organized with the Alumni Association helped them understand the career paths of different professions.
5. Over 95.2% of students responded that the formal and informal curricula of the school actively inculcated them in interpersonal skills and positive values and 95% of them agreed that the school helped them develop excellent moral standards according to the Stakeholder Surveys.
- (a) Fine-tuning Class Teacher Period materials for all levels and the school-based handbook 'Create My Own Sunshine' for S1 to S3 to integrate positive value education.
- Several sets of Class Teacher Period materials were fine-tuned during the school year to integrate positive value education more thoroughly. The newly developed S1-3 package 'Learn to Serve, Learn to Lead' demonstrated to students the importance of serving the school and community. Over 63.1% of students agreed that the theme had driven them to reflect on the spirit of serving the school.
- (b) Subject departments integrate positive values into class teaching, for example, by including themes on positive values in Chinese and English writing exercises, class activities, and presentations.
- The Life & Society Department integrated the topic of Information Literacy in S2 so that students could learn how to be sensible computer users.
 - The Chinese Department included a project learning scheme in S1-S5 using the themes 「奮進力學」 and 「服務社群」 for writing exercises to develop students' diligence and sense of caring for the community.
- (c) Incorporating values education into the reading materials and online resources for junior levels and reading lessons for S5 and S6.
- On average, 97.5% of S5 students agreed that through the school-based reading lessons' packages, they understood more about perseverance, empathy, and care for others. They also learned how to face life challenges and adversities. They claimed that the values and stories they learned from the packages could help them better express their thoughts in writing exercises.
- (d) To provide students with various whole school programmes to enhance the effectiveness of value education through conducting assemblies and organizing activities and programmes.
- According to the school-based survey, over 79.4% of S1-3 students agreed that the morning assemblies, class teacher periods, talks under the flag, as well as the school-based handbook could promote and cultivate students' positive values and attitudes, and healthy lifestyles.
- (e) Enhancing students' information literacy, focusing on Internet safety, cyberbullying, and proper use of information received from the Internet in assemblies and Class Teacher Periods.
- Most students agreed that the activities organized by the school, such as the Police Talk, workshops, class teacher periods, and morning assemblies, could enhance their information literacy, especially Internet safety and proper use of information obtained from the Internet.

6.
 - The Head Prefects of the school were nominated to join the 2023-2024 Leadership Training Certificate Programme organized by HKFYG Leadership Institute - School of Leadership Skills. They demonstrated their learning outcomes and imparted the key elements to other prefects after the programme, fostering a culture of heartfelt commitment among students to serve the school.
 - The Counseling Team organized the Mental Health Ambassadors Training Programme in November and December 2023 and a make-up class under P.A.T.H.S. All participants agreed that the training had enhanced their positive values, such as empathy, care for others, and responsibility. The programmes also offered practical opportunities for students to apply what they learned in class and contribute to the school through service, such as providing make-up services for performers on Speech Day and in competitions. The Mental Health Ambassadors were given a chance to plan and organize a game booth day independently after the training programme, and they displayed their learning outcomes and achievements.
 - 20 students from S3 to S5 were recruited as English Ambassadors for the English Speaking Day Programme to nurture an English-friendly atmosphere outside the classrooms. They acted as role models to serve the school by being emcees in various school functions, including Speech Day, Swimming Gala, Athletics Meet, and assemblies.
7.
 - S4 and S5 students participated in community service on the Life-wide Learning Day in primary schools and elderly homes. They offered help to the needy and served the school and community. Their performance impressed the organizations, and the leadership skills and responsibility of our students, were recognised.
 - In the 1st Term, students participated as emcees, hosts, helpers, and art designers in major school events, such as the 45th Anniversary Kick-off Ceremony and the Alumni Sharing Talks.
 - In the 2nd Term, students were recruited as emcees, helpers, demonstrators, performers, school tour guides, and ushers for the 45th Anniversary Open Day. Both junior and senior form students were recruited and trained as Cantonese and English Docents to serve during the opening of the School History Gallery. They performed calmly and confidently in introducing the history and development of the school to the guests, impressing the guests greatly.
8.
 - Students joined UNICEF Hong Kong to promote physical and mental well-being of young people by planning a fund-raising healthy snack set sale activity. Student volunteers planned, organized, promoted, and helped in the activity. They gained not just awareness of physical and mental well-being, but also the experience of planning a fund-raising event and running a business.
9.
 - (a) National Education Committee and functional teams, subject departments, and ECA clubs adopt thematic activities (e.g. workshops, visits, field trips, project-based learning or cultural activities) to strengthen students' appreciation of positive values, attitudes, and Chinese culture to enhance students' understanding of the community, national and global identity.
 - One S5 student was selected as one of the interviewers in an interview with the Mainland astronauts in the China Manned Space Delegation. Her impressive performance demonstrated marvelous implementation of our NSE and demonstrated our students' sense of national identity.
 - (b) Organizing speeches under the National Flag on contemporary issues and positive values to enhance students' global identity, citizenship, and leadership.
 - The KPM Surveys results showed that more than 93% of students felt proud of being Chinese citizens and of the achievements, culture, and history of the country. They

- agreed that the regular activities, including Speeches under the National Flag, morning assemblies, and class teacher periods, as well as the various life-wide learning activities, such as talks, display boards, and online quizzes arranged, could strengthen their sense of national and global identity and their commitment of safeguarding national security.
- According to the KPM Surveys, approximately 90% of students believed that law-abidingness is the cornerstone of the community. Additionally, nearly 70% of students strongly agreed that the Class Teacher Period on Constitution Day provided them with the opportunity to effectively and thoroughly understand and appreciate the strengths of our country, as per the school-based survey.
- (c) Organizing exchange and interflow activities with the sister school to deepen students' understanding of the home country through interactions with students in the Mainland.
- S2 to S5 students joined several exchange and interflow activities to Shenzhen, Guangzhou, and Ningbo to better understand the home country through interactions. Throughout the trips, students displayed excellent manners and great respect for historical monuments and modern infrastructure. Their law-abiding and respectful behaviour gained praise from the responsible officials and locals. Students are proud of their national identity.
- (d) Incorporating National Education into the formal curriculum
- The S5 Study Tour to Huizhou, organized by the Citizenship and Social Development Department, was successfully held. Many students reported that the trip had enhanced their appreciation of Chinese calligraphy and literature, expressing pride in traditional Chinese culture.
- (e) Participation in talks, assemblies, visits, and quiz competitions to enhance students' understanding and awareness of their national identity.
- Different topics covered in the Speeches under the National Flag, such as "盛世中國" and "中國載人航天科技", deepened students' understanding of the strengths and prosperity of our home country while enhancing their national identity.
 - 6 student representatives won the Bronze Prize in the "香港盃外交知識競賽" and participated in an exchange programme to Beijing and other Chinese cities in July 2024. This achievement demonstrated that the school's efforts to cultivate students' sense of national and global identity through visits, project-based learning, and cultural activities had been successful.
 - With the well-planned and informative implementation of national education, students manifested a keen interest in displays related to the Hangzhou Asian Games 2023, the China Manned Space Delegation, and other national achievements.

Reflections:

Facilitating factors:

1. ● The adoption of a whole-school approach was effective in promoting student well-being and values education.
2. Integral involvement of both subject departments and functional teams was crucial to the success of activities aimed at instilling positive values in students.
3. Meticulous collaboration among different departments, committees, and functional teams ensured the provision of a range of supportive programmes for students, which led to positive student feedback.

Hindering factors:

1. Students could be easily influenced by biased and distorted information on social media. Greater effort and time are needed to develop students' right attitude in using electronic platforms.
2. High expectation on academic performance leads to stress among students.

Feedback and Follow-up

1. To further nurture the personal growth of students, more efforts will be made to provide opportunities for learning more about resilience, empathy, and responsibility.
2. In an attempt to further nurture students' positive values and attitudes, and foster healthy lifestyles, more efforts will be made to fine-tune the Class Teacher Period materials. These adjustments will be based on the urgent needs of students to help them learn the importance of gratefulness, integrity, and empathy, while developing other priority values to ensure their well-being.
3. Some students regarded decision-making and life planning as major life challenges, while others did not clearly understand their interests, abilities, and orientations. The CLP team will conduct surveys to gather feedback from students to understand their specific interests and preferences. This information will help provide more accurate guidance for students on career planning.
4. To prepare students for their further studies and career prospect in Hong Kong and Mainland, more career guidance and sharing sessions will be introduced. Topics related to the examination system and entry requirements will be covered to help students know more about Hong Kong, the Greater Bay Area, and the inner parts of Mainland.
5. Students will be encouraged to participate in more community services to instill in them the positive value of benevolence, which is an essential element of being a global citizen.
6. To further boost the effectiveness of the activities aimed at strengthening students' national identity, more efforts will be put into increasing students' awareness through organizing activities on Chinese culture and history as well as the latest developments of the Mainland.
7. The Sister School Programme Team will continue to organize exchange and interflow activities with our sister schools in Ningbo and Shenzhen, and study tours in other mainland cities to further develop students' sense of belonging to our home country.



Student Performance

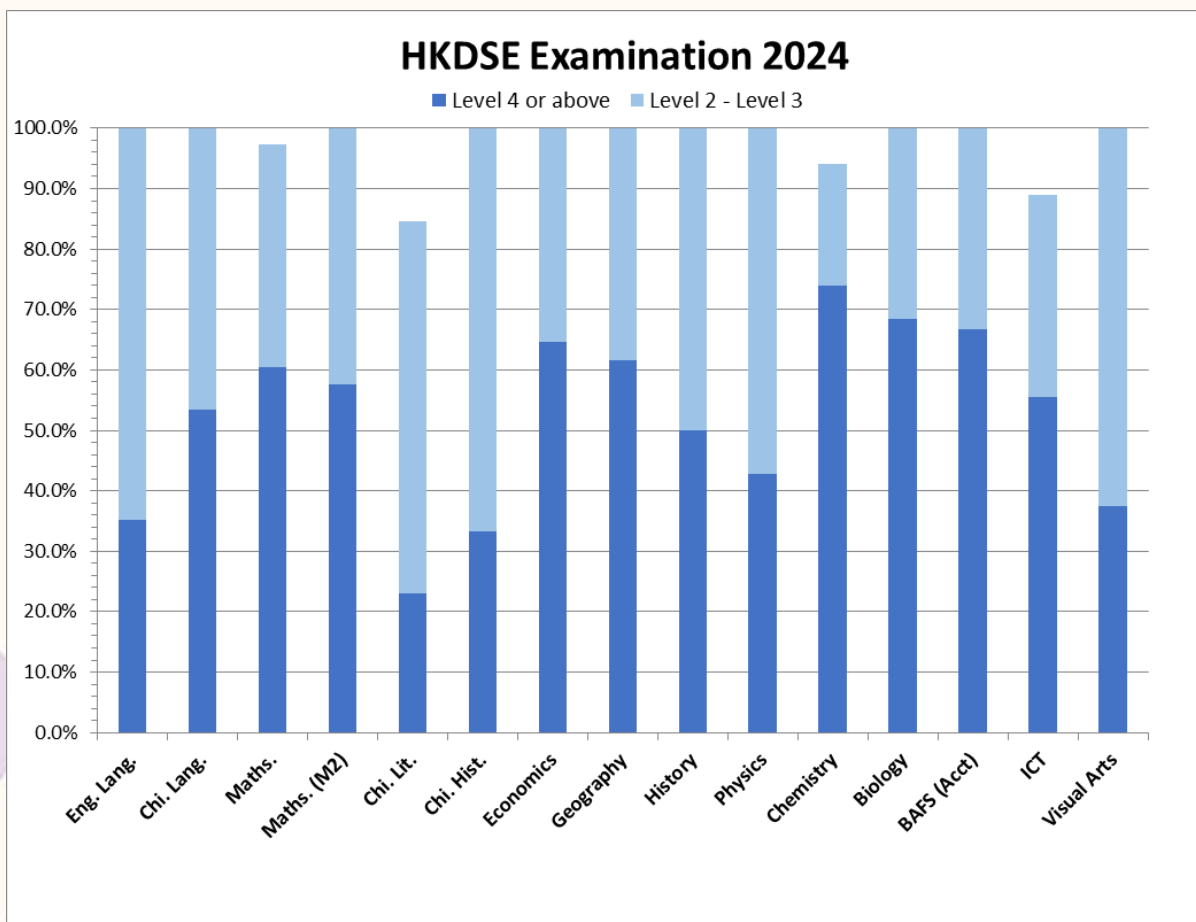
Students' Attitude and Behavior

Our students have demonstrated impressive attitudes and behaviors, characterized by their commitment to their studies and a strong enthusiasm for learning. They actively participated in various learning activities, highlighting their intellectual curiosity and eagerness for knowledge. Their motivation goes beyond academics; they enthusiastically engage in extracurricular activities, showcasing their leadership abilities and dedication to personal growth. Additionally, the students consistently exhibit empathy, respect, and kindness towards their peers and teachers, helping to create a supportive and inclusive environment within the school.

Hong Kong Diploma of Secondary Education Examination 2024

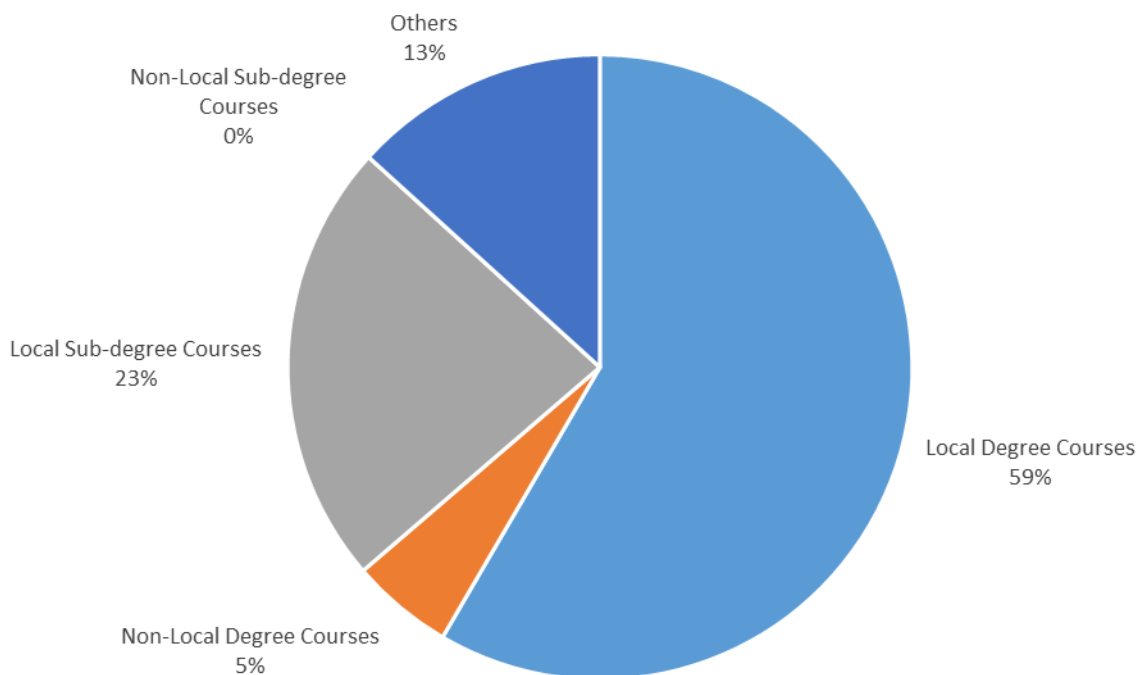
Overall Performance

Number of students sat	114
Overall passing percentage	98.6%
Percentage attained Level 2 or above in 5 subjects including Chinese Language and English Language	97.37%
Passing Rate of Citizenship and Social Development	100%
Percentage met the minimum entrance requirements for degree programmes	78.07%
Percentage attained Level 4 or above	54.5%



Destination of Exit Students

Multiple Pathways 2023-2024



University / Institute	Degree	Sub-degree	Total
The University of Hong Kong	6	17	23
The Chinese University of Hong Kong	12	0	12
The Hong Kong University of Science and Technology	6	0	6
The Hong Kong Polytechnic University	12	8	20
City University of Hong Kong	4	0	4
Hong Kong Baptist University	2	1	3
Lingnan University	2	0	2
The Education University of Hong Kong	4	0	4
Hong Kong Metropolitan University	14	0	14
Other Local Educational Institutes	4	0	4
Institutes outside Hong Kong	6	0	6
Others	0	15	15
Total:	72	41	113

Major Prizes and External Awards

Competition	Organizer	Scholarship/Award	Name
閱讀中華 10 校 閱讀報告大賽 2024 委員會	外交部駐港辦事處、 教育局	亞軍	3A 周麗嘉
星島第三十九屆 全港校際辯論 比賽	星島日報、教育局	最佳進步獎	3A 張芷晴 3B 石曉琳 5C 羅苑君
第五屆卧龍盃 官立中學多角 辯論賽	天水圍官立中學	亞軍	3A 張芷晴 5C 羅苑君
香港創意戲劇節 2024	香港創意戲劇議會	傑出獎	3C 羅蔚晴 3D 林智淇 4C 溫鎬謙 5B 孫甄禧 5B 王雅喆 5B 葉芷君
國際漢語節	國際漢語節協會	冠軍	1A 莊卓喬
		亞軍	1C 高俊陽
		季軍	1D 瞿子理
		冠軍	4E 趙藝茗
全港中小學 普通話演講比賽	香港特別行政區政府 教育局和康樂及文化 事務署香港公共圖書館	初中組良好獎	1A 傅峻熙
			1C 陳曉彤
			1D 瞿子理
		高中組良好獎	3A 何紫穎
			4D 陳家琦
		高中組優異星獎	4E 關柳萍
The 6th Inter- Government Secondary Schools Drama Fest 2023/24	Ho Tung Secondary School	Award for Outstanding Performer	5A Chan Hiu-suet
		Award for Outstanding Stage Effect	The English Drama Club
		Award for Outstanding Cooperation	
		Award for Commendable Overall Performance	
第十六屆香港盃 外交知識競賽	外交部駐港辦事處、 教育局	中學組精英賽銅獎	2A 黃鈞傑 2C 黃曉君 4A 梁家偉 4E 蕭凱軒 5B 何玲嫻 5C 陳貝貽 4E 蕭凱軒 5B 何玲嫻

Competition	Organizer	Scholarship/Award	Name
大灣區資優故事及演說大賽	資優教育教師協會	星中之星獎	1C 陳希怡
		銀獎	4E 關柳萍
Secondary Schools - The Hong Kong University of Science and Technology (HKUST) Dual Program	HKUST	Certificate of Excellent Performance	4A WONG Man-hei
		Certificate of Merit	4A CHAN Ching-man
		Certificate of Merit	4A TY Nga-ching
		Certificate of Merit	4E HUNG Cheung-hei
Greater Bay Area Gifted Make-24 Competition 2024	The Hong Kong Gifted Education Teachers' Association	Star of Excellence Award	4E WONG Hiu-tung
Shenzhen-Hong Kong-Macau Gifted Logic Competition 2023	The Hong Kong Gifted Education Teachers' Association	Silver Award	1B KO Tsz-yan 3A KWAN Ka-lo
		Bronze Award	1B LEE Chun-yan
資優學校年度大獎	資優教育教師協會	資優學校年度大獎	趙聿修紀念中學
60th Schools Dance Festival Competition	Education Bureau Curriculum Development Institute and Hong Kong Schools Dance Association Limited	Highly Commended Award	1A CHAN Pui-yi 1A CHONG Cheuk-kiu 1A TSE Ho-yau 1B CHAN Wan-ping 1B ZHANG Amanda 1C CHENG Kwan-pui 1C KAM Tsz-ying, Doris 3A CHEUNG Tsz-ching 4B WONG Ka-man 4E KIEM Sin-mei 4E LEUNG Hei-lam 5B ZHONG Pui-yin 5C CHAN Pui-i, Pinky
2023-2024 AS Watson Group Hong Kong Student Sports Awards	AS Watson Group	2023-2024 AS Watson Group Hong Kong Student Sports Awards	5B WONG Lee-wei, Angel
Inter-school Badminton Competition (Yuen Long)	The Schools Sports Federation of Hong Kong, China	2nd Runner up of Girls A Grade	3A SO Lok-yiu 5A CHUNG Yan 5A MAI Hoi-yan 5C CHIU Wing-chin 5C SUNG Ka-wun 5D CHEUNG Tsz-yin 5D TONG Sum-yee
Inter-school Table-tennis Competition (Yuen Long)	The Schools Sports Federation of Hong Kong, China	3rd Runner up of Girls C Grade	1A WONG Ching-yu 2C CHEUNG Hei-lam 2D CHEUNG Ching-lam

Competition	Organizer	Scholarship/Award	Name
Inter-school Basketball Competition (Yuen Long)	The Schools Sports Federation of Hong Kong, China	Champion of Boys A Grade	6D POON Man-chung 6A CAI Haihong 6B HE Yi-ki 6B WONG Pak-shun 5B TSO Chun-him 5C CHUNG Chi-kit 5C LO Wing-hang 5C SU Yu-lung 3D FANG Ching-shun
Inter-school Volleyball Competition (Yuen Long)	The Schools Sports Federation of Hong Kong, China	5th Place of Girls B Grade	3A CHAN Wing-kiu 3A HO Tsz-wing 3A NG Yuen-chong 3B CHAN Yeuk-tung 3B CHU Yan-tung 3B XU Winnie 4A CHAN Sze-tung 4A KONG Man-ching 4A WAN Yun-zhen 4D SHEK Tin-ching 4E CHEN Kit-sum 4E LEUNG Hoi-ching 4E LI Julie
The 9th Hong Kong Games Swimming Competition	HKSAR The Sports Commission	1st runner up of Women's 200M Freestyle (Group C)	2D FONG Sin-ka
2023 香港代表隊選拔賽第六站暨2023 青少年舞蹈公開賽第六站	中國香港體育舞蹈總會	13歲男女混合組拉丁舞五項冠軍	2B 林媽
2024 香港代表隊選拔賽第一站暨香港女子代表選拔賽第一站	中國香港體育舞蹈總會	男女混合 14 歲拉丁舞五項排名賽季軍	2B 林媽
2024 香港代表隊選拔賽第二站	中國香港體育舞蹈總會	男女混合 14 歲拉丁舞五項排名賽冠軍	2B 林媽
		男女混合 12-15 歲拉丁舞五項超級排名賽季軍	
Hong Kong Grand Slam 2023	DanceSport Association of Hong Kong, China	Champion of Hong Kong Grand Slam Latin – Age 13	2B LAM Yin
The 12th "King's Cup" Thailand Open 2023 WDSF Youth Open Standard & Latin	Thailand DanceSport Association	4th Place of Latin American Junior I Open	2B LAM Yin

Competition	Organizer	Scholarship/Award	Name
內地與港澳台青少年體育舞蹈交流 2023 年上海城市業餘聯賽 SOC 上海體育舞蹈公開賽	SOC 上海體育舞蹈公開賽組委會	13 歲以下拉丁女子單人精英 B 組第二名	2B 林媽
		13 歲以下拉丁精英 A 組第一名	
國際標準舞城市公開賽 中國深圳	北京國際標準舞研修學院、英中(北京)國際文化有限公司	14 歲雙人精英 A 組拉丁舞第一名	2B 林媽
2024 聯校音樂大賽	香港聯校音樂協會	聯校音樂大賽 2024 - 中學合唱團(挑戰組) - 金獎	趙聿修紀念中學
		聯校音樂大賽 2024 - 中學合奏(木管樂) - 銀獎	
		聯校音樂大賽 2024 - 中學(牧童笛)獨奏 - 金獎	5A 翁海澄
香港警務處 少年警訊獎勵計劃 2023-2024 年度	Junior Police Call	金星獎狀	3A 朱自恩
香港青年協會「好易配」義務工作嘉許	香港青年協會	義工年度嘉許(個人)金狀	4A 鄭美怡 5A 翁海澄 5A 楊芷晴 5A 王映喬 5A 林錚 5D 陳芷晴 5D 劉蔚藍 5D 李昊晉 5D 梁映悅 5D 唐心兒 5D 黃希怡 5D 于朗
		義工年度嘉許(個人)銀狀	4A 楊杏妍 4A 溫蘊楨 4E 鄒頌宜 4E 何芯瑤 4E 李菽昕 4E 梁凱晴 4E 李鍵儀 5A 鄧瑤 5A 余凱翹 5A 黃莠芝 5A 甄樂潼 5C 李雨沁 5C 宋珈媛 5D 張珈恩 5D 何曉程 5D 柯金妮 5D 葉曉瑩 5D 王海晶 5D 劉亦思 5D 張梓燃 5D 鄭健宜

Competition	Organizer	Scholarship/Award	Name
香港青年協會 「好易配」 義務工作嘉許	香港青年協會	義工年度嘉許（個人） 銅狀	4A 林戴鏹 4E 方凱熙 5A 歐芷穎 5B 韓韡 5D 王靖欣
		義工（團體）年度嘉許 金狀	趙聿修紀念中學
2023-2024 年度 青少年有機培訓 計劃	香港有機資源中心	有機生活實踐比賽 金獎	5A 王映喬
		2023-2024 年度青少年 有機培訓計劃 優異	4A 陳桐瑤 4A 林戴鏹 4A 陳俊彥 4B 廖子蕾 4C 莊雯晗 4E 趙藝茗 5A 王映喬 5A 鄭峻賢 5B 王藹琳 5B 劉啟宏 5C 陳貝貽 5C 陳桐樺 5C 樊詠詩
"Everything You Need to Know About Tropical Cyclones" Weather and Climate Quiz Game Competition 2024	Ho Koon Nature Education cum Astronomical Centre (Sponsored by Sik Sik Yuen), Hong Kong Observatory	Award of Distinction	5B MAK Wing-lam 5C CHAN Pui-i, Pinky 5C CHEN Tung-wa 5C FAN Wing-sze
AI Innovation Contest	Government Secondary School Learning Circle: AI Education 2023 - 2024	Bronze Award	1B CHEN Tsz-ki, Lucky 2A YOU Prance 2D LI Zeyu, Tiger 2D LIU Po-yi
Student Hackathon	Government Secondary School Learning Circle: AI Education 2023 - 2024	Gold Award	1B CHEN Tsz-ki, Lucky 2A YOU Prance 2D LI Zeyu, Tiger 2D LIU Po-yi
大灣區 優秀學生推選 2024	香港校董會	初中組優良獎	3B 韋心怡
		高中組優良獎	5A 翁海澄
		才藝展現獎	



Financial Summary



ESCBG

ESCBG Account (2023-2024) Financial Year

	Income (HK\$)	Expenditure (HK\$)
Non-school-specific Grants		
• Baseline Reference	635,049.00	237,470.00
• Baseline Adjustment – GSS	(72,139.00)	0.00
• Other Education Purposes	1,717,845.00	700,000.00
Sub-total:	2,280,755.00	937,470.00
• Composite IT Grant	572,178.00	568,950.00
• Capacity Enhancement Grant	1,361,754.00	1,242,151.00
• Promotion of Reading Grant	149,569.00	75,188.00
• Learning and Support Grant	381,283.00	359,640.00
Sub-total:	2,464,784.00	2,245,929.00

ECA

Extra-curricular Activities Account (2023-2024) School Year

	HK\$
Balance B/F from Aug 2023	370,520.08
Income	
• Contribution from Students and Government	786,011.18
Expenditure	
• Extra-curricular Activities and Learning Programmes	825,591.48
Year Deficit	39,580.30
Total Balance for ECA A/C in 2023-2024 School Year	330,939.78

SMI

SMI Fund Account (2023-2024) School Year

	HK\$
Balance B/F from Aug 2023	297,608.99
Income	
• Contribution from Students	108,300.00
• Bank Interest	2,882.55
Expenditure	
• S4-S6 OLE Lessons	27,542.50
Year Surplus	83,640.05
Total Balance for SMI A/C in 2023-2024 School Year	381,249.04