

# HKUGA COLLEGE

ANNUAL SCHOOL REPORT 22/23



**FULFILLING  
LEARNING**

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*S*chool *M*otto

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Strive for Virtue  
Quest for Truth

School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community

## chool Vision:

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Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.

## ission statement:

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HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

## ackground information about the College

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HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

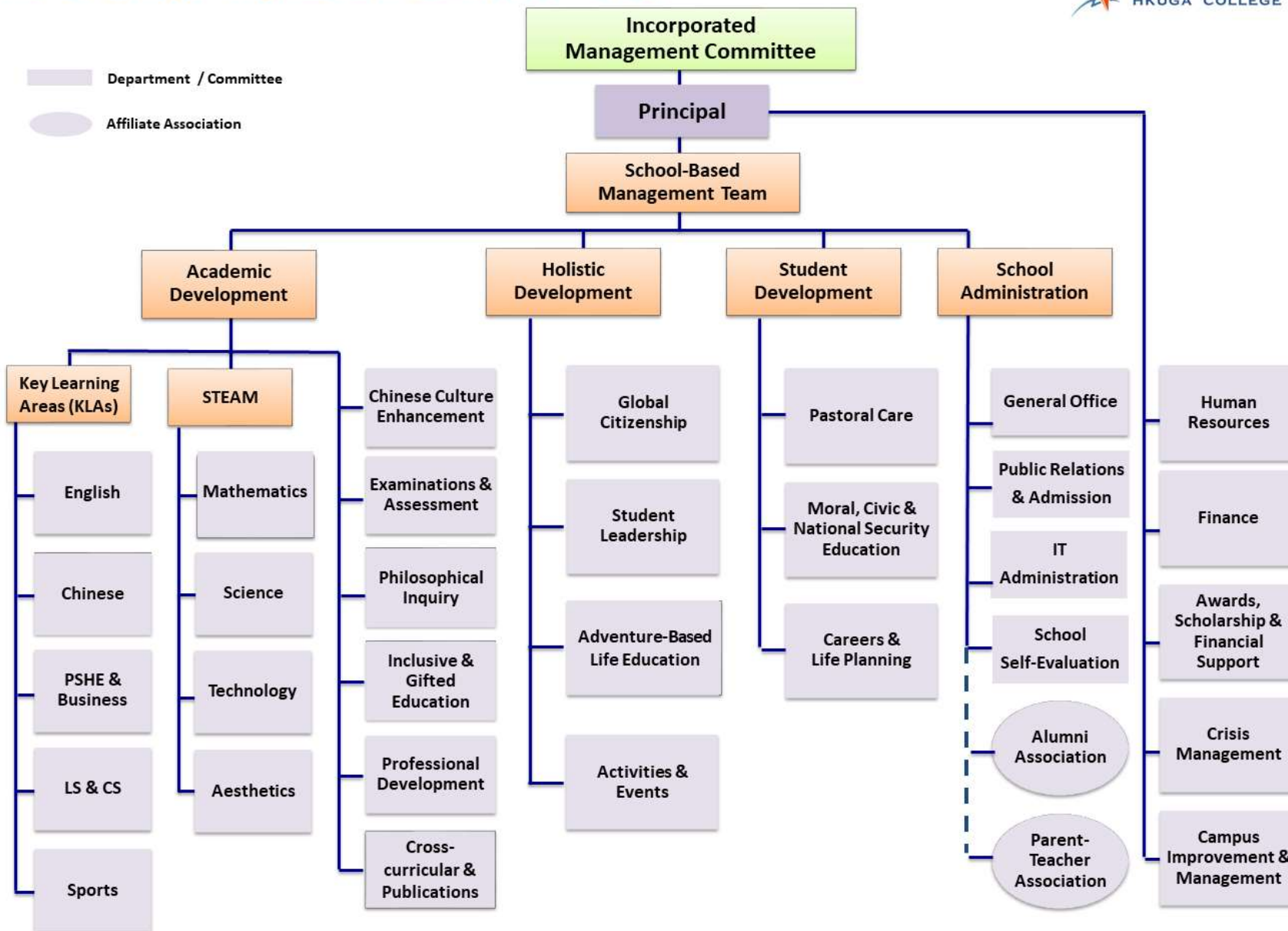
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

# *T*able of Contents

<b>1. Our School</b> .....	<b>1</b>
School Organization Chart 2022-23 .....	1
Lesson allocation for the 9 Key Learning Areas 2022-23 .....	2
Learning hours for the 9 Key Learning Areas 2022-23 .....	2
Class Organization and enrolment 2022-23 .....	2
Students' Attendance 2022-23 .....	2
School Formal Curriculum for 2022-23 .....	3
Review of School-based Learning Exposure: CASTLE Programs, Modular Studies and Optimization Programs 2022-23 .....	4
<b>2. Achievements and Reflections on Major Concerns</b> .....	<b>10</b>
<b>3. 中國文化委員會年度報告 2022-23</b> .....	<b>17</b>
<b>4. Career Guidance 2022-23</b> .....	<b>21</b>
<b>5. Catering for Students with Special Education Needs 2022-23</b> .....	<b>22</b>
<b>6. Scholarship/Fee Remission Scheme</b> .....	<b>23</b>
<b>7. Student Performance 2022-23</b> .....	<b>24</b>
<b>8. Financial Summary</b> .....	<b>46</b>
<b>9. Capacity Enhancement Grant Report 2022-23</b> .....	<b>49</b>
<b>10. 公民與社會發展科津貼（公民科津貼）2022-23</b> .....	<b>52</b>
<b>11. School-based After-school Learning and Support Programmes 2022-23</b> .....	<b>53</b>
<b>12. 姊妹學校交流報告書 2022-23</b> .....	<b>58</b>
<b>13. Report on the Use of the Promotion of Reading Grant 2021-22</b> .....	<b>57</b>
<b>14. Report on the Learning Support Grant 2022-23</b> .....	<b>59</b>
<b>15. Report on the Use of the Life-wide Learning Grant 2022-23</b> .....	<b>57</b>
<b>16. Report on the Use of the Student Activities Support Grant 2022-23</b> .....	<b>75</b>
<b>17. Diversity Learning Grant 2022-23 - Other Programme: Gifted Education</b> .....	<b>77</b>
<b>18. Grant for Supporting NCS Students with SEN (2022/23)</b> .....	<b>78</b>

1. Our School  
 School Organization Chart 2022-23

HKUGA College – Organization Chart (2022 – 2023)





### Lesson allocation for the 9 Key Learning Areas 2022-23

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	20.31%	17.19%	15.63%	18.75%	14.06%	4.69%	6.25%	3.13%
S2	18.75%	17.19%	15.63%	18.75%	14.06%	4.69%	6.25%	4.69%
S3	17.74%	17.74%	14.52%	22.58%	14.52%	3.23%	3.23%	6.45%
S4	15.91%	15.91%	13.64%	<i>6.06% for CSD; 12.12% for each elective subject; 9.09% for optimization programs</i>				3.03%
S5	16.67%	16.67%	15.15%	<i>7.58% for CSD and 13.64% for each elective subject</i>				3.03%
S6	16.67%	18.18%	13.64%	<i>12.12% for LS and each elective subject</i>				3.03%

### Learning hours for the 9 Key Learning Areas 2022-23

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	173	147	133	160	120	40	53	27
S2	160	147	133	160	120	40	53	40
S3	147	147	120	187	120	27	27	53
S4	140	140	120	<i>53 hours for CSD; 107 hours for each elective subject; 80 hours for optimization programs</i>				27
S5	147	147	133	<i>67 hours for CSD and 120 hours for each elective subject</i>				27
S6	83	90	68	<i>60 hours for LS and each elective subject</i>				15

\* S1-S3 16 Cycles

\* S4-S5 16 Cycles

\* S6 9 Cycles

### Class Organization and enrolment 2022-23

Form	One	Two	Three	Four	Five	Six	Total
no. of Classes	7	6	5	5	5	5	<b>33</b>
Enrolment	205	176	148	139	127	119	<b>914</b>

### Students' Attendance 2022-23

Form	One	Two	Three	Four	Five	Six	Total
Attendance Rate	97.8	96.4	96.6	97.4	96.5	94.9	<b>96.6</b>

## School Formal Curriculum for 2022-23

KLA	Form Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English				✓	✓	
	Drama	✓	✓				
Chinese Language Education	Chinese Language (PTH)	✓	✓	✓			
	Chinese Language (Cantonese)				✓	✓	✓
	Chinese Literature					✓	✓
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Extended Module				✓	✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	ICT	✓	✓	✓	✓	✓	✓
	Technology & Living	✓	✓				
Personal, Social & Humanities Education	BAFS (Accounting)				✓	✓	✓
	BAFS (Business Management)				✓	✓	✓
	Business Studies			✓			
	Chinese History	✓	✓	✓	✓		✓
	Economics				✓	✓	✓
	Geography				✓	✓	✓
	History				✓	✓	✓
	Humanities	✓	✓	✓			
	Life and Society	✓	✓	✓			
	Liberal Studies						✓
Aesthetics Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
	Drama	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
	Physical Education (HKDSE)					✓	✓

## Review of School-based Learning Exposure: CASTLE Programs, Modular Studies and Optimization Programs 2022-23

On top of the CASTLE and Modular Studies that have been established as two key niche programs for the junior level, the school has commenced a new curriculum initiative, the Optimization Programs, that aims at further fostering the whole-person development among the senior form students. This program carries the similar conviction of enriching students' learning exposure that is beyond the local curriculum. As the first year of implementation, the optimization was taking place in S4, and will be scaling up to S5 in the next school year.

With the development of Optimization Programs, College has further actualized her vision and mission on individualized learning through a wider coverage across most forms of students through anchoring different orientations:

- S1/S2 Creative Arts, Sports, Technology and Life Education (CASTLE): aiming at nurturing students' positive characters such as curiosity, creativity, a sense of collaboration, and care for the community
- S3 Modular Studies: aiming at providing an opportunity of tasting elective subjects before making decisions on the selection.
- S4/S5 Optimization Programs: aiming at fostering students' whole-person development, amidst their more rigorous academic pursuit for DSE.

Below are the course summary:

### S1/S2 CASTLE

CASTLE Courses	Brief Summary
PE Courses <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Volleyball</li> <li>• Basketball</li> <li>• Table tennis</li> <li>• Badminton and Throwing Events</li> </ul>	<ul style="list-style-type: none"> <li>• The PE Course aims to provide opportunities for students to explore different sports based on their interests.</li> <li>• For athletics, students can try different events including sprinting, hurdle, long jump and high jump.</li> <li>• For badminton &amp; throwing events, students will have chances of experiencing the badminton and trials of different throwing events.</li> <li>• For the ball games, students will learn basic techniques and play mini-games.</li> </ul>
The Art of Chinese Seal Carving	“From a symbol of power to a form of art.” Students are able to understand the background knowledge of this art, to learn about the aesthetic standards of the seals, and grasp some basic techniques of seal carving.
Art & Technology	Technology has made arts far more accessible nowadays. The relationship between art and technology has led to many exciting art pieces and techniques. Through various adobe tools and programs, the students will learn alternative visual expressions to convey messages.



Music for Pictures	<p>This course aims to provide a platform for students to understand more about film music.</p> <p>In Music for Pictures, students will be learning the basics of film music. Through activities and class discussions, students will explore the application and usage of music in different advertisements and movies. Students are expected to produce their film music in groups with the use of LogicPro.</p>
Your Cooking Class	Students will be provided chances to cook. Students are going to showcase their creativity and teamwork to complete the assigned tasks.
Introduction to A.I. (Autopilot using Deepracer)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn the A.I. basic</li> <li>• Learn the machine learning basic</li> <li>• Use AWS Deepracer to do autopilot and race with people over the world</li> </ul>
Artificial Intelligence in Daily Life	<p>Advancement of artificial intelligence (AI) as a means to simulate human intelligence processed by machines has transformed the way we live significantly.</p> <p>Incorporating a curriculum created under the “CUHK Jockey Club AI for the Future” project, the course aims to:</p> <ul style="list-style-type: none"> <li>• Enhance students’ awareness of AI ethics and social impact of AI.</li> <li>• Enrich students’ knowledge about AI and related technologies, such as electronics and sensors.</li> <li>• Engage students in designing creative and innovative solutions to improve daily life.</li> </ul>

### S3 Modular Studies

Modular Studies Courses	Brief Summary
Food and Basic Nutrition (Term 1 & 2)	Students will be provided chances to learn more about basic nutrition, mini research, cooking & meal planning for people with special dietary needs.
Artificial Intelligence (Term 1 & 2)	This module allows students to understand the concepts of Artificial Intelligence and the algorithms behind it. Students can also develop their Artificial Intelligence projects using Python. Incorporating the curriculum created under the “CUHK Jockey Club AI for the Future” project, students can enjoy the learning resources provided by engineering professionals.

<p>Mathematics Extended Part 101 + PRIME (Term 1 &amp; 2)</p>	<p><b>Stream 1:</b> This module provides introductory explorations for students who are curious about the subject content of Extended Modules M1 and M2. Students will experience a simplified, application-focused curriculum of senior form extended part mathematics. Different from formal math lessons, students are encouraged to present their learning outcomes through projects.</p> <p><b>Stream 2:</b> The name of the program PRIME stands for Project, Research, and Innovation in Mathematics Enrichment. This module gives elite students opportunities to study mathematics beyond exercises and examinations and accelerate their math understanding to senior students' level. With a small class size, students can discuss their new findings freely and receive instant feedback from study partners, and teachers. Similar to Extended part 101, students are expected to present mini projects on topics about mathematics. This program is only open to students nominated by math teachers who have obtained outstanding math grades in S2.</p>
<p>Mathematics Beyond Numbers (Term 2)</p>	<p>This module introduces fun applications of mathematics in daily life. Critical thinking and problem-solving skills will be trained through the course. In addition, students are expected to be able to appreciate the beauty of mathematics and explore more about mathematics by themselves.</p>
<p>Music in Technology (Term 1 &amp; 2)</p>	<p>This course aims to provide a platform for students to get in touch with digital music. Students are expected to learn about the usage and application of technology in the production of popular songs. Emphasis will be placed on recording, mastering, and mixing techniques with the use of Logic Pro X. Students are expected to produce a music cover of their choice as their final group project.</p>
<p>Portfolio Development (Term 1 &amp; 2)</p>	<p>This class provides the opportunities for students to experiment with different art processes and media. The emphasis is on drawing, painting and sculpture.</p>
<p>Chemical Technology (Term 1 &amp; 2)</p>	<p>This module emphasizes the application of analytical chemistry in forensics and crime scene investigations. Exploring and practicing techniques to identify chemicals in a crime scene using laboratory practices will be the heart of this program. Numerous hands-on work will be conducted and students will be trained to analyze the data collected to solve different crime cases. Students with enthusiasm and interest in chemistry are encouraged to choose this program, to learn more about what it is like to work as a chemist.</p>
<p>Physics in practice (Term 2)</p>	<p>Physics in Practice is a program for students to explore physics beyond the S3 syllabus with practical methods. The program covers a wide range of topics, including scientific investigation skills, basic mechanics, optics, wave motion, electrostatics, and electromagnetism. Students will see the beauty of physics and develop practical skills through participating in</p>

	hands-on and minds-on activities, such as building electric motors, observing interference patterns of light, and studying the properties of waves. Physics lovers are strongly encouraged to join this program.
Sports Science - Theory and Practical (Term 1 & 2)	This module aims to develop students' interest and explore more about the knowledge of Sports Science. Students will take part in organizing some sports-related games and activities as well.
Debate and Debunk: Philosophy, Politics and Economics (PPE) (Term 2)	This course aims at debating various pressing controversies in the current world. Students are to explore and argue the supporting and opposing views in each topic that ranges from artificial intelligence, LGBT rights, to censorship in social media and ethnic diversity. Students are welcome to suggest any topics they like to debate, apart from those given by the teacher. Each discussion will involve some ideas from Philosophy, Politics, and Economics. It is recommended for those students who are currently debate team members, or considering taking Economics or any Humanities subjects as electives in senior form.
LIT(erature) in English (Term 2)	Through exploration of classic short stories and Shakespearean plays, this module aims to introduce students to the study of English literature. It is recommended for those students who are considering taking the Literature in English elective in the senior forms.

#### S4/ S5 Optimization

Courses	Brief Summary
STEAM and Creativity	Students honed their 3D modeling and coding skills with CoSpaces, where they learned how to build more complex structures such as escape rooms, wipeout courses and even roller coasters. They also learned how to code the game elements to make the world more fun and interesting, which included player and structure movements, scoring systems, and player options in the Metaverse.
English Drama	Students enjoyed and learnt about Shakespeare's tremendous achievements in the field of theater. Class materials provided students with the basic historical context needed to understand and appreciate Shakespeare's poetic and dramatic works. Areas covered in depth included: reading of plays, movement, voice technique, craft of acting and viewing theater performance. Students created group projects in the program and worked collaboratively.
影視與傳統文學導論	本課程以影視作品為媒介,精選優秀傳統文學作品,讓同學學習其中的文學表達,並加以應用。課程會集中培養學生對文學的鑑賞力,通過觀摩影視作品,學習了解創作者的深意,思考其中意涵,從而加強感受、分析、鑑賞、評價名著的能力。
Global Citizenship	In order to build the sense of global citizenship, this course enabled students to understand and debate the pressing issues that concern human society such as the public health crisis, income disparity, ethnic discrimination, and LGBT

	rights. After investigating these global topics, students also engaged to review their local facets in Hong Kong as a community member. Through a series of activities ranging from field trips and board games, to guest talks and video productions, students were encouraged to discern the factors behind the problems, and discuss the feasible measures to cope with them.
Math Elite Class	The course promoted the teaching of mathematical modeling and applications at all educational levels for the students. When facing different realistic scenarios, students experienced the power of mathematics to help them better understand, analyze and solve real-world problems.
IELTS Preparation	This course provided an opportunity for students to receive extensive training in taking the IELTS examination. Students were exposed to a variety of text types that are covered in the IELTS syllabus. Also, they were helped to build an awareness and competency for tackling standardized exams.
IGCSE Math Preparation	This course guided students through basic mathematical skills, progressing to more advanced material as students' skills and abilities developed. It enabled students to develop their knowledge and understanding of mathematical concepts and techniques, as they enjoyed using and applying them, they became more confident in using mathematics to solve problems.
Adventure-based Education	Adventurous activities are great for taking students outside of their comfort zones in authentic learning environments. This course explores learning mindsets and the processes that can be used to set short and long term goals, and improve overall performance. The Beginner and Growth Mindsets were explored predominantly this term and students engaged in reflections of their activities after their sessions.
Yoga and Meditation	Cultivated and nurtured an appreciation for yoga and meditation through consistent practice. Developed analytical skills to identify physical attributes and differences among peers that help or restrict practice. Exercised agency, respect, and responsibility towards oneself and others during class and practice for optimal enjoyment, injury prevention, and progression. Practiced positive affirmations and intention setting with thyself during every class and practice. Students appreciated yoga culture and accessibility of yoga & meditation practice in Hong Kong.
Entrepreneurship and Innovation Education	The entrepreneurship and innovation program enabled students to apply Design Thinking to the ideation of a user-centric prototype. Students applied 21st-century core competencies, including critical thinking, creativity, innovation, communication and collaboration, to authentic problems. The most

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	remarkable outcome was that students developed self-understanding for further studies and career development in the related field.
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Most programs are designed and tailored by teachers. Not only are the teachers able to further apply their subject expertise with a stronger flexibility in the curriculum design that is beyond the confinement of local curriculum, students have further developed their characters, interests and aptitude to different learning areas throughout their secondary life journey.

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## 2. Achievements and Reflections on Major Concerns

### Reflections of our Major Concern - Wellbeing

Finally, we have been able to have semi-normal schooling this year. Coming out of the restrictions, campus closures and extensive online learning gave us a great opportunity to take stock of the learning we experienced and enabled during the worst of the pandemic. This was a great time for us to ease our community back into the schooling flow we may have taken for granted prior to the recent years.

For those reading this that are not accustomed to our way of planning, implementing and evaluating our educational approach at HKUGA College, we are continuing with our 1-4-6 wellbeing approach that enables us to articulate and visualise areas of growth across the stakeholders. This cultural ethos has seen us go from strength to strength in the most troubling times and empowers us to progress throughout the future.

Our report and reflections take the format of 1-4-6 (Wellbeing), 4 (Global Citizenship, Character Strengths, Recrafting and Rephrasing, and Growth Mindset) as well as the 6 Positive Elements from Positive Education (Health, Emotions, Relationships, Meaning, Engagement, Accomplishment). We invite you to read ahead to peruse the highlights of activities and initiatives we offered throughout 2022-23.

#### 1 - Major Concern - Wellbeing

Our annual Stakeholder Survey (SHS) held many opportunities to celebrate in terms of stakeholder perceptions of the school climate. Our teachers especially yielded results that were historical highs in terms of their perceptions of the direction, transparency, data collection and plans of the school. Their perceptions of their teaching approaches, their colleagues, students and the working climate were also the highest we have ever measured. This is also true about their sense of professional development and curriculum development and assessment. As frontline members of our community and the most knowledgeable stakeholders in terms of the implementation of our systems and initiatives, their responses can be even more illuminating than those of our parents or students.

Nevertheless, parents' impressions of their child's interest to learn rose to the highest on record, along with their perception of support from the school to help students with their problems and self-discipline. Parents also felt that the school was willing to listen to their views more than ever before.

The students' perspective on support for student development has been slightly declining however from the peak before the COVID. This is something that we as a school will need to consider as we strive to enable students to become more confident that has been done to maintain and enhance their learning is going to pay off. We are ever conscious of the need to focus on our 'Ways of Being' (Relationships, Health and Emotions) next year. With our highly supportive and caring team, we will help students in their times of need, as well as proactively seek more strengths and growth development.

#### 4 Underpinnings - infused and embedded across all areas of our work in College



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### ✦ Global Citizenship

We have continued to develop Global Citizenship through using the lens of the United Nations Sustainable Development Goals (SDGs) as a focal point for different activities. To varying degrees, these are infused into lessons with different types of stimulus, tasks and projects.

All students go through the process of engaging in the S3 Community Engagement Project (CEP) as part of the Life and Society programme. This ensures that all are actively engaged in social work through raising awareness and promoting empathy across the school as and the wider community through their various platforms. S3 is a pinnacle year for our junior students when it comes to project work as we also held our joint school Cross Curricular collaborative projects with DHS students in Singapore. The challenges students face as they transform their learning into real life applications is always exciting and inspiring to witness throughout the process. Special thanks go to all of the teacher facilitators for their year-long efforts.

This year we also were able to hold a World Day during our Post Examination Period which had a number of activities on rotation. Our PTA operated a food bazaar giving students and staff a chance to try foods from numerous countries across the world. Dance classes, Yoga, cultural language and arts learning, book sales as well as our annual showcases of excellent student work from across the year in Life and Society, Humanities and Science.



According to the rasch scores of all S1 to S3 students in the APASO this year, the scores S1-S3 students rate for themselves in the area of ‘Global Citizenship’ are generally higher than the HK averages across forms and both genders. Within S2 especially, there are signs of an upward trend across the years.

All of these links with the wider world and building our global mindset would mean nothing without the cultivation of our own culture and identity. As such, enhancement of Chinese language and culture is indispensable to our school development.

### ✦ Character Strengths

The 24 strengths are a means of reflection and targeting growth and development in the attitudes we aim to portray within our lives. Each year, our students and teachers identify, learn about and reflect on their strengths through different activities. This mainly took place throughout scheduled lessons and discussions with Class Teachers. Used in regular formative feedback sessions, the strengths are also cited within the summative reports.

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### ★ Rephrasing our language and policies

As part of our school culture, the types of words we use and the way in which we communicate with one another is generally in line with our 1-4-6 philosophy and terminology. This articulation approach is fully embedded into the way we think, speak and act as a school community (our thoughts become our words and our words become our actions).

### ★ Growth Mindsets

As we engage in the various tasks in school and in life we aim to be present in the moment while seeking and heeding internal and external feedback. It is this willingness to learn from our mistakes and devise new ways of evaluating and promoting growth that ensures our ability to add value to our students in all aspects.

Through providing actionable and specific feedback, either student to student or teacher to student has been a continued focus. Our dialogic approach continues to set our school apart in many ways from other schools in Hong Kong in our mission to unleash untapped potential.

This year we have also been forging ahead with our individualised education through specific methods of measuring the longitudinal impact of learning strategies. The use of big data in this manner also helps us monitor progress and ensure success for all.

## 6 - Positive Elements - divided into 3 Ways of Being and 3 Ways of Doing

Ways of Being: Relationships, Health and Emotions interact with one another and give us the pathway to how we should be:

### ★ Relationships

In the past years we learned that we were able to maintain and build relationships with one another through hybrid means. Nevertheless, it has been a fantastic return to campus life for our community members. Besides the connections we forge with one another in collaborative tasks in lessons, our Pastoral Structure which involves the vast majority of teachers and student leaders has been capitalising on our return.

Our House system started to reimplement the different activities that we have in school to promote interactions between the different levels of the school, from Big House Meetings, major school competitions to the smaller competitions and meetings.

Transitions are an integral part of the way in which we approach personalised educational journeys. As the majority of our students come from our HKUGA Primary School we have spent the year seeking ways in which we can have increased interflow between them and the College. We held sessions for our P5 and P6 students to get an experience of our vibrant learning experience alongside our junior students. We also forged working relationships with universities to better equip our alumni to forge ahead with their lives.

### ★ Health

When targeting positive mental and physical health, we ensure that we give students multiple pathways to engage in a variety of activities that extend beyond their comfort zones, and build daily healthy habits. What we see each day is an active and playful atmosphere at recesses, lunch and after school as we push for 'sports for all'.

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We also continue to capitalise on alternative government funding to support those students with specific challenges and equip them with the strategies to overcome, and succeed.

#### ✦ Emotions



Continuing with gratitude as our major positive emotion, we promoted this through our extended Gratitude Wall and Gratitude Week Activities in November. We also spent time writing gratitude cards and having them delivered to the students and teachers during the week, with games and tasks that stimulated us to look for the good in our lives and think about what we are grateful for. On a more regular basis, we highlighted different things in lessons and in the pastoral periods and these help to shape our displayboards in each of the homerooms.



This year, we also had a fantastic Christmas Celebration that really exceeded what we had done even before COVID. With student talents and enjoyable performances being a highlight to wrap up the end of the year as a collaboration between the Student Leadership and the Events Management committee.

Ways of Doing - A flow from Meaning to Engagement to Accomplishment that loops back around to inform and renew the process:

#### ✦ Meaning

Using the wellbeing continuum, we strive to find the current point that a person is at in their development of their values, attitudes, skills or knowledge and seek processes that can help them to move forward to new heights.

This is an area that really incorporates so many other aspects of our approach to learning and building positive outlooks. It is through doing that our stakeholders gain and explore

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responsibilities in their daily lives. In HKUGA there is so much to do and so many choices for our students and teachers that we were really able to capitalise on this aspect. Of course the wonderful thing about finding your sense of meaning is that tasks seem more effortless and the value of your time spent is more appreciated intrinsically.

How is this illustrated within a classroom? This is through teachers and students identifying the purpose for what it is that they are doing in class or as home learning tasks. It is the exploration of the connections between topics and concepts and how they link to the real world.

For the wider community we took our learning out into Hong Kong to make lingages with ourselves, our teams and the challenges we faced. In ABLE (Adventure-based Life Education) we continued our RICE growing programme for our S1 students, as well as devising and conducting our Excursions Week. Taking the time to do the many activities in authentic environments cultivated character traits that could not have been enhanced within the classroom.



Back on campus, our student leaders took on the planning, implementation and evaluation of their own events and realised the importance of devising clear aims and objectives that helped them to align their approaches and strategies towards success. This is especially true with our House Committees, Charity Team and Prefect Teams.

Developing self-directed learners is an area we have really been pushing for, and this is something that has further enhanced our cross-curricular elements of reading around subject topics. Increasingly we also focus on the cultivation of generic skills and providing feedback in a more automated way so that students can capacity build without the constant and direct input of teachers.

To prepare them for life beyond school, our S4 were able to enjoy their annual interactive life simulation game which helps them consider their next few years with the impending DSE. Our North Star Programme takes students into prospective work environments with different mentors, often alumni, to provide a taste of work life in different fields.

#### ✦ Engagement

Through meaningful and challenging processes, we drive engagement and enable students to get into ‘the flow’ in all aspects of their growth.

A key driver for engagement is our well trained and highly motivated teaching and support staff. We consistently develop and revamp our approaches to learning and teaching in classes to ensure a range of experiences that students thrive in. This development of ‘love of learning’ takes our students into new learning realms where they can unleash their potentials and innovative nature.

Our school is also well known for the scope and number of Extended Learning Activities as well as training sessions for our multiple school teams. Students can truly build on their prior



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skills, explore different horizons and gain interests that may become hobbies or habits for life.

As mentioned earlier, we implemented our Excursion Week in March. Our students had daily activities and challenges planned for them so that they could learn more about our culture and heritage in Hong Kong, our place and impactfulness as part of a team as well as our time away from home in camps. These were extremely well received from our students with positive responses with over 90% agreement.



Certainly, school life is typically filled with meaningful engagement that leads to consistent and current, as well as impending and future accomplishment.

#### 🌟 Accomplishment

The process of reflecting on and celebrating accomplishments is important for maintaining engagement and motivation. It is linked to the appreciation of growth and is the culmination of all that we achieve through 1-4-6.

While the HKSSF competitions did not feed into the Bauhinia Awards (a way in which our school is clearly recognised) our Sports Teams flourished within the Hong Kong Community. Our athletes gained fame locally and abroad in their respective fields and we were regularly coming back to school with achievements, championships and accolades in the wide range of sport teams we have. All of this was celebrated in the end of year Team Lunch and workshops.

Our musical and STEM - HK Science and Technology Innovation Competition (6 awards including Outstanding Organisation) and The Greater Bay Area STEM Excellence Award (winning Gold Silver and Bronze for three of our teams). Our musical production team produced Legally Blonde JR. on July 11, 2023, as part of the program of the HKUGA College Annual Music Festival 2023. The concert tickets were oversubscribed, indicating a generally positive response from parents and students.

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Our Mathematics Department groomed a team of students to win the Hang Lung Mathematics Award, as well as our S4 IMMC students being recognised as an outstanding team after building a virtual Hong Kong in the Metaverse.

Even if not in one of our teams, all of our Community are in a position to reflect upon our various accomplishments. These can come in various forms and across the wide range of activities we engage in. This is something encouraged by all of our teachers and leaders so that we can visualise how far we have come and how much easier things can become as we capacity build. Each time we design display boards or hold student showcases, we give people a chance to appreciate the wondrous developments we have empowered.

Perhaps one of the most impressive achievements to note for this year is the historically highest percentage of graduates leaving the school that obtained 3322 or better in their core subjects and 332244 or above in general. As this cohort of graduates has experienced disruptions to their entire senior school life, overcome adversity and climbed to new heights, it is very encouraging for all of those who are working towards their examinations in the coming years. They should be confident that the school will apply good processes to help them achieve their full potential.

Graduates were able to secure record numbers of acceptances on courses locally and worldwide. 90.2% of them received degree offers from JUPAS system and 63.4% of them obtained offers from the top 3 Universities in Hong Kong (the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology).

Two of our graduates received unconditional offers from Peking University and Tsing Hua University. One of our graduates had fulfilled the offer conditions of the University of Oxford for the Law Programme.

Some of our students also got offers from overseas universities such as including Imperial College London, University College London (UCL), London School of Economics and Political Science (LSE), University of London, University of Warwick, University of Bristol, University of Edinburgh, and University of Toronto.

Ultimately we nurture graduates that are able to easily demonstrate their skills in terms of creativity, collaboration, caring and communication as well-rounded and capable people. 1-4-6 provides us with the roadmap for continued success and improvement as we move forward.

Wellbeing is always at the forefront of what we do and how we enhance learning. This is something we can safely say we address in a holistic and authentic way that urges all of us to appreciate comfort when we have it, while continually striving for and achieving excellence in whatever we aim to do. The agency over ourselves, others and the world around us is so exciting to plan for, strategies towards and celebrate achievement in.



### 3. 中國文化委員會年度報告 2022-23

年度目標：

- 一、透過舉辦不同的節日活動，弘揚及傳承傳統文化精神，提升文化素養。
- 二、透過舉辦不同的文化活動，讓學生接觸傳統工藝及國粹，體驗及承傳藝術文化。
- 三、透過舉辦閱讀推廣活動，營造閱讀氛圍，建立校園閱讀風氣。
- 四、透過與姐妹學校聯繫，加強兩校互動，奠定長遠交流的基礎。

#### ➤ 全年活動概要

目標一：透過舉辦不同的節日活動，弘揚及傳承傳統文化精神，提升文化素養。

學務組年度計劃 (ADC Annual Plan)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
<ul style="list-style-type: none"> <li>● 建立追求卓越和力臻完善的氛圍。 (To cultivate a growth oriented culture through striving for and achieving meaningful outcomes)</li> <li>◇ 提升技能，把握學習機會。 (To provide more individualized learning initiatives and opportunities for students)</li> </ul>	◇ 中秋節			
	◇ 讓學生感受中秋節的習俗及意義	<ul style="list-style-type: none"> <li>◇ 提供中秋裝飾，佈置自己的班房。</li> <li>◇ 班主任與學生共同參與網上猜燈謎活動，並拍照上載。</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生能佈置自己的班房</li> <li>◇ 網上問答題</li> </ul>	◇ 中秋節前
◇ 中國農曆新年				
	<ul style="list-style-type: none"> <li>◇ 讓學生感受新年團圓的節日氛圍</li> <li>◇ 將中國文化元素融作品，學以致用</li> <li>◇ 提升學生的成功感</li> <li>◇ 展示作品，營造文化氛圍</li> </ul>	<ul style="list-style-type: none"> <li>◇ 以「兔」為主題，結合生肖的寓意，設計新年的紅封包</li> <li>◇ 全校農曆新年慶祝活動/網上慶祝活動 (1月20日)</li> </ul>	<ul style="list-style-type: none"> <li>◇ 辦學團體、全校師生皆能收到成品</li> <li>◇ 能從中感受到農曆新年的祝福及了解生肖的意義</li> </ul>	◇ 農曆新年前

目標二：透過舉辦不同的文化活動，讓學生接觸傳統工藝及國粹，體驗及承傳藝術文化。

文化活動：

- 「紙上談心」活動
- 西九文化茶館劇場
- 中國文化周\*

- ◇ 中華文化日——校園集古村
- ◇ 手工藝工作坊/其他活動

學校基礎目標 (Underpinning from ADC)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
<ul style="list-style-type: none"> <li>● 建立追求卓越和力臻完善的氛圍。 (To cultivate a growth oriented culture through striving for and achieving meaningful outcomes)</li> <li>● 確立目標(價值觀、態度、知識、技能)，迎對改變和挑戰。 (To find a sense of purpose towards changes and challenges through VASK (Values, Attitudes, Knowledge and Skills) which are interconnected in our practices)</li> <li>● 提升技能，把握學習機會。(To provide more individualized learning initiatives and</li> </ul>	<b>「紙上談心」活動</b>			
	<ul style="list-style-type: none"> <li>◇ 傳承「師道」及「孝道」的精神</li> <li>◇ 了解及反思文化的現今價值</li> <li>◇ 學會感恩，營造全校氛圍</li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>上學期：（孝道）</b></li> <li>◇ 學生會於心意卡中撰寫想對父母說的話及感謝父母的栽培。</li> <li>◇ <b>下學期：（師道）</b></li> <li>◇ 由班會委員會負責（Class Committee）主持，設計一張感謝卡，於贈於老師及表達對老師的感謝。</li> <li>◇</li> </ul>	<ul style="list-style-type: none"> <li>◇ （上學期）：於家長日將肖像心意卡交予父母，表達對父母的感激。</li> <li>◇ （下學期）：將所設計之謝師卡親手送予老師表達謝意。</li> </ul>	<ul style="list-style-type: none"> <li>◇ 上學期：十一月家長日前</li> <li>◇ 下學期：期末考試前</li> </ul>
	<b>西九文化茶館劇場</b>			
	<ul style="list-style-type: none"> <li>◇ 讓學生近距離欣賞戲曲，發掘傳統美學</li> <li>◇ 讓學生了解粵劇的藝術特色和現代文化價值</li> <li>◇ 培養文化大使，分享對文化的體會</li> </ul>	<ul style="list-style-type: none"> <li>◇ 安排<b>中國文化大使</b>，參觀西九戲曲中心及茶館劇場，欣賞粵劇經典折子戲、古腔演唱及廣東音樂演奏</li> <li>◇ 參與節目互動討論環節，讓同學了解粵劇的藝術特色</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生投入導賞活動</li> <li>◇ 學生能從活動中吸取有關粵曲文化的知識</li> </ul>	<ul style="list-style-type: none"> <li>◇ 上學期</li> </ul>

<p>opportunities for students)</p> <ul style="list-style-type: none"> <li>● 建立追求卓越和力臻完善的氛圍。(To cultivate a growth oriented culture through striving for and achieving meaningful outcomes)</li> <li>● 提升技能，把握學習機會。(To provide more individualized learning initiatives and opportunities for students)</li> </ul>		和文化價值		
	<b>中國文化日(2月6日-2月10日)</b>			
	<b>◇ 中華文化日——校園集古村</b>			
	<ul style="list-style-type: none"> <li>◇ 讓學生全方位體驗不同的中國傳統工藝及國粹文化</li> <li>◇ 引發同學對傳統文化的興趣及從不同角度去欣賞傳統藝術</li> <li>◇ 營造全校的文化氛圍，深入了解中國歷史文化，共同學習及承傳文化精神</li> </ul>	<ul style="list-style-type: none"> <li>◇ 與「國風」合作，於新年舉辦校園集古村活動</li> <li>◇ 校園會化身為古街，全校學生當天能體驗不同中國傳統藝術及生活，如「猜燈謎」、「剪紙」、「風車製作」、「皮影製作」、「投壺」、「龍鬚糖」、「國畫」及「中國繩結」等活動，全方位立體驗各種中國傳統民間藝術活動</li> <li>◇ 屆時亦會安排變臉／皮影等國粹文化表演及講座，讓學生學習與交流</li> <li>◇ 文化大使亦會於當天負責工藝攤位活動</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生投入不同文化體驗活動</li> <li>◇ 老師觀察及回饋</li> <li>◇ 文化大使能協助帶領活動；不同年級學生能在網上平台分享體會及心得</li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>2月6日(一)</b></li> </ul>

目標三：透過舉辦閱讀推廣活動，營造閱讀氛圍，建立校園閱讀風氣。

閱讀活動：

學校基礎目標 (Underpinning from ADC)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
◇ 建立追求卓越和力臻完善的氛圍。(To cultivate a growth oriented culture through striving for and achieving meaningful outcomes)	<b>圖書館閱讀角</b>			
	◇ 推廣校內閱讀氛圍 ◇ 培養學生閱讀習慣，提升閱讀興趣	◇ 配合中文科初高中閱讀書目，推薦相關書籍/作家作品	◇ 學生能在作延伸閱讀	◇ 下學期
◇ 加強學生的閱讀動機及習慣(To strengthen the reading motivation and habits among students)	<b>作家專題講座——胡燕青講座</b>			
	◇ 推廣校內閱讀氛圍 ◇ 建立恆常駐校作家講座計劃 ◇ 培養閱讀文化大使	◇ 各級學生提前閱讀著作文本 ◇ 作者引領學生閱讀文學作品，以提升學生審美觸覺以及啟發學生對日常生活事物的思考	◇ 各級學生能參與作家講座 ◇ 學生能提前閱讀文本，並分享閱讀心得 ◇ 閱讀大使於網上平台分享閱讀心得	◇ 下學期二至五月

目標四：透過與姐妹學校聯繫，加強兩校互動，奠定長遠交流的基礎。

交流活動：

● 姐妹學校交流

學校基礎目標 (Underpinning from ADC)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
◇ 建立追求卓越和力臻完善的氛圍。(To cultivate a growth oriented culture through striving for and achieving meaningful outcomes)	◇ 與姐妹學校保持聯繫 ◇ 提供兩地師生交流的機會	◇ 確認內地學校的合約 ◇ 聯絡上海/寧波學校作線上交流	◇ 建立網上溝通平台 ◇ 師生參與交流	◇ 下學期

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#### 4. Career Guidance 2022-23

The Careers & Life Planning (CLP) Committee aims to provide guidance and support for students' life planning, career development, and university applications through a wide range of platforms, including Google Classroom, the CLP Facebook Page, and Instagram. In addition to electronic platforms, the career corner at the library is also well-maintained to provide the most up-to-date information to students.

Due to the COVID-19 pandemic, we are still unable to organize our own University Fair. However, as the pandemic subsides, more overseas university delegates have started to travel to Hong Kong again, and we have resumed hosting university guests who can speak to our students about their specific admission requirements. This year, almost all of the local universities have organized their open days on campus, and many of our senior students attended those events in person under our encouragement.

On the life planning side, we have organized career workshops for all levels, including a special highlight: a life simulation activity with S4 students. This engaging activity took place on a Saturday in Term 1 and proved to be both enjoyable and inspiring. It encouraged S4 students to contemplate their future and explore concrete strategies for achieving their life goals at the onset of their NSS journey. Moreover, this activity provided an opportunity for class teachers to gain a deeper understanding of their students and offer them enhanced guidance in the years ahead.

Additionally, we are pleased to continue offering the North Star Mentorship Programme for S5 students. Through this program, all S5 students were grouped based on their career interests and assigned a dedicated mentor. The kick-off ceremony took place on campus, and the mentors had the chance to bring their mentees to visit their workplaces, providing valuable real-world exposure. Both mentors and mentees found the program to be meaningful and inspiring.

As part of our ongoing efforts to expand career opportunities for our students, we had a new collaboration with the Hong Kong University Graduate Association. In this initiative, we invited an HKUGA member, who is an experienced pilot and aviation instructor to share his career journey with our students. The seminar was conducted in HKU in dual mode. The career talk provided invaluable insights into the aviation industry, allowing our students to gain a deeper understanding of the profession and the pathways available to them. We look forward to having more collaboration with HKUGA.

During the pandemic, most of the counsellors' seminars were organized online, but many universities have resumed hosting on-campus career counsellors' conferences this year. As we have had many new members on the career team over the past few years, these conferences provided our team members with firsthand exposure to the latest developments in the universities.

As the pandemic is coming to an end, the committee has started organizing a UK University exploration trip and an on-campus university fair for the next academic year. We look forward to providing more career and life planning opportunities for our students.

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## 5. Catering for Students with Special Education Needs 2022-23

The Inclusive and Gifted Education Committee (IGE) is responsible for the operation of the Special Education Needs (SEN) Policy. The committee is directly under the Academic Development Committee (ADC) and provides support to the whole-person development of students with SEN. The committee is facilitated by the Committee Head and 8 other teacher members, social workers (SW), a school-based educational psychologist (EP), a clinical psychologist (CP), and a speech therapist (ST). To provide further in-house support for our IGE and emotional cases, four counsellors have joined forces this year. To cater to individual learning needs, case conferences/consultations involving students and parents, our professional services, with relevant teachers and the Head of IGE were held.

The team continued the work in regular accommodations in accordance with individual needs. Numerous successful applications for HKDSE special examination arrangement (SEA) were discussed and proceeded. Individual examination locations and time extensions were also arranged during the pre-S1 HK Attainment Test as usual.

Our school continues to receive the Learning Support Grant (LSG) to cater to students' diverse learning holistically and flexibly. Various types of professional support were arranged with our clinical and educational psychologists, social workers, and school counsellors. With full face-to-face resumption, all support groups return to normal. A full-time teacher has continued his duty to help partly with the teaching as well as the support and administration of our team. Read and write support group by our EP continued for those in need while other groups are held in-house by our school counsellors.

Many support groups for different year forms and needs were held and were specifically designed for the group. The programs were enhanced during implementation upon reviews and improvement of students. Different mediums such as arts, board games, music and career planning were utilised to suit the different stages of student development. At the same time, student meeting frequency has increased for higher chances of early identification of any issues that arise. Individual counselling sessions would be given should there be further needs. Students have an enjoyable time developing new skills, meeting new friends as well as strengthening their social skills, and bonding with others.

We continued our work for the bridging program with our primary section focusing on students' attitudes and general behaviours. Further enhancement on case transfer was discussed, including a list of good practices, strategies adopted and student learning styles for individual cases so that subject and class teachers of S1 can take into account consideration and continue with the good practice he/she developed throughout the 6 years. PS class teachers' meeting and case handover meeting were held in June to ensure relevant parties are well aware and able to plan ahead before Sep begins.

This year has been another success for a smooth transition for our newcomers with our face-to-face three half-day mentorship program and parent talk resumed at the beginning of July. Topics about life in the college, expectation alignment, and the support in place were introduced while the SEN coordinator and social worker from primary school were there also to support. Parents were contacted individually during the summer for better understanding and any questions they may have.



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## 6. Scholarship/Fee Remission Scheme

### A) 2022-23 Fee remission granted to 51 students

% granted	100%	75%	50%	25%	<b>Total</b>	Total no. of Applicants
No. of students	30	11	10	0	<b>51</b>	51

### B) 2022-23 Scholarship awarded to 82 students

Scholarship	% granted	100%	75%	50%	20%	Total
Academic	No. of students	19	0	38	16	73
Sports	No. of students	3	1	4	1	9

## 7. Student Performance 2022-23

### Academics

#### 「華夏盃®」全國數學奧林匹克邀請賽 2023

S1H	Chan Lok Him	一等獎
S1H	Gu Kai Hei David	一等獎
S1C	Li Yat Chi Aristo	一等獎
S1C	Li Yien Ian	二等獎
S1H	Yin Tiger	狀元獎

#### 2022 Young Writers Contest

S6YC	Tam Long Ching Trevor	Merit
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#### 2022-2023 Hong Kong Mathematics Kangaroo Contest

S1H	Chan Lok Him	Peak Award (top 10%), Second Prize
S1H	Gu Kai Hei David	Elite Award (top 10%~25%)
S1K	Wong Ho	Elite Award (top 10%~25%)
S1H	Yin Tiger	Peak Award (top 10%), Second Prize

#### 2022-2023 Hong Kong Mathematics Olympiad

S5CM	Yip Wing Long	Second-class Honour
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#### 2022-2023 Hong Kong Secondary School Debating Competition Term 1 Finals

S2H	Cheng Pak Yuen	Champion
S3H	Leung Lok Yiu	Champion
S2G	Liu Yau Nam Justin	Champion
S3G	Ng Pak Hei Cyrus	Champion
S2A	Shao Tsz Hing	Champion
S3H	Sun Yan Ki	Champion
S1U	Tsang Ying Kiu	Champion
S2A	Wang Tianqi	Champion
S2K	Wong Clive Liangzhi	Champion

#### 2023 Harvard Prize Book Program

S5BW	Lo Cheuk Ling Sophia	School Nominee
S5LC	Wong Sin Hei	School Nominee

#### 2023 亞洲國際數學奧林匹克公開賽(AIMO Open)晉級賽

S1H	Chan Lok Him	冠軍
S4K	Chen Ke Yun	銅獎
S1H	Gu Kai Hei David	金獎
S1C	Li Yat Chi Aristo	銀獎

#### 2023 年大灣區智慧交通校際挑戰賽

S3G	Li Yi Suen Annabel	初中組進步獎
S3K	Fong Amelia Zi Ching	初中組進步獎

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### 2023 年香港華羅庚金杯少年數學邀請賽（決賽）

S1H	Gu Kai Hei David	季軍
S2K	Lee Lun	銅牌獎
S1H	Yin Tiger	銀牌獎

### Canadian English Writing Competition 2022-23 (Arch Cup) live Preliminary Competition

S3G	Chan Muk Yan	Gold
S5LC	Chan Ngo Lam	Gold
S2H	Chung Chit Hang	Silver
S5BW	Lo Cheuk Ling Sophia	Gold
S3K	Murakami Haru	Silver
S3H	Sun Yan Ki	Gold

### Canadian English Writing Competition 2022-23 (Arch Cup) Live Semi-final Competition

S3G	Chan Muk Yan	Bronze
S5LC	Chan Ngo Lam	Gold
S3K	Murakami Haru	Silver
S3H	Sun Yan Ki	Silver

### Canadian English Writing Competition 2022-23 (Arch Cup) Live Final Competition

S3G	Chan Muk Yan	Bronze
S5LC	Chan Ngo Lam	Gold
S3K	Murakami Haru	Silver
S3H	Sun Yan Ki	Silver

### Creative Infographic Design Competition

S4K	Kho Kaitlyn Beatrice Chua	Bronze Award
S2K	Po Sophie Huen Yi	Bronze Award

### HKICPA Accounting and Business Management Case Competition 2022-23

S5LC	Au Hoi Yiu Hillary	Certificate of Merit
S5CL	Hui Ting Hei Stanley	Certificate of Merit
S5CC	Lee Lok Yiu	Certificate of Merit
S5CM	Ngan Chun Hey	Certificate of Merit

### HKIRC Cyber Youth Programme 2022

S5CM	Choi Chi Yin	Merit Award
S5CL	Yeung Tsun Wun	Bronze Award
S5CM	Yip Wing Long	Merit Award

### Hong Kong Biology Literacy Award (2022/2023) (HKBLA)

S4G	Wong Letty	First Class Honours
S4G	Yip Ron	First Class Honours

### Hong Kong Budding Poets (English) Award 2022/23

S5CM	Lee Kwan Yeung	Gold Award; The Poet of the School Award
S4A	Shaip Hoi Ching Natasha	Honourable Mention

S4U	Shek Tsoi Kiu Kayla	Honourable Mention
<b>Hong Kong Olympiad in Informatics 2022/23</b>		
S4K	Wong Chik Long	Junior Group Honourable Mention

#### **Hong Kong Physics Olympiad 2022**

S5LC	Lau Ho Lam	Second Class Honours
S5BW	Wong Yat Chun	Third Class Honours
S5BW	Yang Long	Third Class Honours

#### **Hong Kong Physics Olympiad 2022**

S4G	Yip Ron	Third Class Honours
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#### **Hong Kong Secondary School Startup Pitch Competition**

S5LC	Chong Fuk Ling	1st Runner Up
S5LC	Chong Yeung Ling	1st Runner Up
S5BW	Lo Cheuk Ling Sophia	1st Runner Up
S5CL	Tsang Tsz Yat	1st Runner Up

#### **Hong Kong Student Science Project Competition**

S4H	Chan Chun Sum	Honourable Mention
S4H	Chan Chun Sum	Visitors' Favourite Award
S5CC	Cheung Ho Ching Dorothy	Best Potential Award
S5LC	Chong Fuk Ling	Visitors' Favourite Award
S5LC	Chong Yeung Ling	Visitors' Favourite Award
S4H	Hou Hiu Chung Henry	Honourable Mention
S4H	Hou Hiu Chung Henry	Visitors' Favourite Award
S5LC	Lee Cheuk Wing	Visitors' Favourite Award
S5BW	Lo Cheuk Ling Sophia	Visitors' Favourite Award
S5LC	Lui Tsz To Alexie	Best Potential Award
S5CC	O Yui Yee	Best Potential Award
S3G	Wan Hei Yin	First Prize in Scientific Wallchart

#### **ICAS 2023 港澳地區比賽(數學)**

S1H	Chan Lok Him	最高榮譽獎牌
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#### **Mathematics Book Report Competition for Secondary School 2021/22**

S3H	Gong Ching Lam	Appreciation Award
S3H	Tao Lon Yin	Appreciation Award
S3G	Wong Hau Sum	Appreciation Award

#### **Mathematics Project Competition for Secondary Schools**

S2A	Ko Ka Yin	Team of Good performance
S2H	Ma Yan Wah	Team of Good performance

#### **SYU x YICY 第二屆全港中學生商業計劃書比賽 2022**

S6YC	Chan Lok Ching	1st Runner Up ; 最佳創意隊伍; 傑出書面報告獎
S6TW	Chiu Pak Hei	1st Runner Up ; 最佳創意隊伍; 傑出書面報告獎
S6TW	Ip Chun Tak	1st Runner Up ; 最佳創意隊伍; 傑出書面報告獎

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S6YC	Tam Long Ching Trevor	1st Runner Up ; 最佳創意隊伍; 傑出書面報告獎
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### **Qianhai-Guangdong-HongKong-Macao-Taiwan Youth Innovation and Entrepreneurship Competition**

S6YC	Au Ho Lam	Bronze Award
S6YC	Chan Lok Ching	Bronze Award
S6TW	Chiu Pak Hei	Bronze Award
S5CL	Hui Ting Hei Stanley	Bronze Award
S6TW	Ip Chun Tak	Bronze Award
S5CC	Lee Lok Yiu	Bronze Award
S5CM	Lee Mat Hannah	Bronze Award
S5CM	Ngan Chun Hey	Bronze Award
S6YC	Tam Long Ching Trevor	Bronze Award
S5CM	To Shu Yuet	Bronze Award

### **The 25th Hong Kong Youth Science and Technology Innovation Competition**

S5LC	Chan Ngo Lam	Merit
S5CC	Cheung Ho Ching Dorothy	Merit
S5CL	Lam Yan Sheung	Merit
S5LC	Lui Tsz To Alexie	Merit
S5CL	Mok Hei Yi Gyneth	Merit
S5CC	O Yui Yee	Merit
S5LC	Ting Chung Kei Bianca	Merit
S5CL	Tsang Wai Fung Justin	Merit
S5CM	Tsui Yuen Chak	Merit
S5CL	Wong Kai Hong Franco	Merit
S5BW	Wong Yat Chun	Emerson Award for Environmental Science + Merit
S5BW	Yang Long	Emerson Award for Environmental Science + Merit
S5CL	Yeung Tsun Wun	Emerson Award for Environmental Science + Merit
S5LC	Yuen Tin Wai	Merit

### **The 9th Annual International Mathematical Modeling Challenge (International Contest of Greater China)**

S4H	Chan Chun Sum	Honourable Mention
S5LC	Chan Ngo Lam	Finalist
S5CL	Cheng King Yeung Justin	Honourable Mention
S5LC	Chong Yeung Ling	Finalist
S4G	Fung Caleb	Honourable Mention
S5CL	Golfa Mohammed	Outstanding
S5LC	Ting Chung Kei Bianca	Finalist
S5CL	Wong Sheung Chak	Honourable Mention
S5BW	Wong Yat Chun	Outstanding
S5BW	Yang Long	Outstanding
S5CL	Yeung Tsun Wun	Outstanding
S5LC	Yuen Tin Wai	Finalist

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### **The 9th Annual International Mathematical Modeling Challenge (Regional Contest of Greater China)**

S4H	Chan Chun Sum	Finalist
S5LC	Chan Ngo Lam	Finalist
S4K	Chen Ke Yun	Honorable Mention
S5CL	Cheng King Yeung Justin	Finalist
S4G	Cheng Nga Man Venissa	Honorable Mention
S5LC	Chiu Yat Him	Meritorious
S5LC	Chong Yeung Ling	Finalist
S4G	Fung Caleb	Finalist
S5CL	Golfa Mohammed	Finalist
S4K	Ho Lok Yiu	Honorable Mention
S5BW	Ko Po Kiu Selina	Meritorious
S5LC	Ting Chung Kei Bianca	Finalist
S4K	Wong Gianna	Honorable Mention
S5CM	Wong Ka Yan	Meritorious
S5CM	Wong Lok Hei	Meritorious
S5CL	Wong Sheung Chak	Finalist
S5BW	Wong Yat Chun	Finalist
S5BW	Yang Long	Finalist
S5CL	Yeung Tsun Wun	Finalist
S5LC	Yuen Tin Wai	Finalist

### **The 9th Field Report Competition for Secondary Schools 2022-2023**

S4U	Au Chin Ming	Merit
S4U	Chan Kai Lok Matthew	Champion
S4U	Chang King Yui Derek	Champion
S4U	Chau Suet Ying Katie	Champion
S4U	Cheung Anya	Champion
S4U	So Sum Yu Charlotte	Champion
S4U	Wong Ching	Merit
S4U	Yang Man Lok	Merit
S4U	Yeung Sheung Tsun	Merit
S4U	Yiu Tin Long	Merit

### **The Greater Bay Area STEM Excellence Award 2023 (HKSAR)**

S5CC	Cheung Ho Ching Dorothy	Silver Award
S5LC	Lui Tsz To Alexie	Silver Award
S5CC	O Yui Yee	Silver Award
S5CC	Siu Cheuk Yan	Silver Award
S5CM	To Shu Yuet	Silver Award

### **全港中學「兩文三語」菁英大比拼】(第十九屆)**

S3H	Chan Pui Ga	初級組優秀中文文章; 初級組季軍
S3G	Zhou Lai Kei	初級組優秀中文文章

### 74th Hong Kong Schools Speech Festival (English Speech)

S3K	Chan Chit Won	Second place (Solo Verse Speaking)
S3G	Chan Chloe Cheuk Ying	First place (Solo Verse Speaking)
S3K	Chan Daniel	Third place (Solo Verse Speaking)
S5LC	Chan Ngo Lam	Third place (Solo Verse Speaking)
S3H	Chan Wing Yeung	Second place (Solo Verse Speaking)
S3H	Cheng Pak Him Harris	First place (Solo Verse Speaking)
S1U	Cheng Sze Yiu	Third place (Solo Verse Speaking)
S2H	Chung Chit Hang	Second place (Solo Verse Speaking)
S2A	Fang Ching	First place (Solo Verse Speaking)
S2A	Fang Ching	Second place (Solo Prose Reading - Non-Open)
S3A	Fung Ka Ying Natalie	Third place (Dramatic Duologue)
S5BW	Lam Nga Yi	Third place (Public Speaking Solo)
S2G	Lee Charis	Third place (Solo Verse Speaking)
S2K	Lee Man Hei	Third place (Solo Verse Speaking)
S1A	Lee Pui Lam	Second place (Solo Verse Speaking)
S1G	Leung Huen Ting	Third place (Solo Verse Speaking)
S1A	Leung Yat Hei Nathan	Second place (Solo Verse Speaking)
S1U	Liu Hoi Yan	Third place (Solo Verse Speaking)
S5BW	Lo Cheuk Ling Sophia	Third place (Solo Verse Speaking)
S3A	Ma Tsz Kiu	Third place (Dramatic Duologue)
S2A	Ng Celine	Third place (Solo Verse Speaking)
S1S	Ng Chi Ting Cayden	Second place (Solo Verse Speaking)
S3G	Ng Pak Hei Cyrus	First place (Solo Verse Speaking)
S3K	Poon Lok Ching	Second place (Dramatic Duologue)
S2A	Shao Tsz Hing	Second place (Solo Verse Speaking)
S1C	Tong Lai Chun	First place (Solo Verse Speaking)
S1A	Wang Haoyi	First place (Solo Verse Speaking)
S2A	Wang Tianqi	First place (Solo Verse Speaking)
S5CM	Wong Ka Yan	First place (Solo Verse Speaking)
S1A	Wong Kwan Yee Constance	Third place (Solo Verse Speaking)
S3G	Wong Tavia Tsz Ching	Second place (Dramatic Duologue)
S3G	Wong Tavia Tsz Ching	Second place (Public Speaking Solo)
S5BW	Wong Tsz Ying Katie	First place (Solo Verse Speaking)
S1A	Xu Fay	Third place (Solo Verse Speaking)
S1H	Yu Tsz Yin	Third place (Solo Verse Speaking)

### 第 74 屆香港學校朗誦節(中文朗誦)

S4H	Chan Ching Hei	詩詞獨誦(普通話男子)亞軍
S1U	Chan Chu Hei Carson	詩詞獨誦(粵語男子)優良
S3U	Chan Marcus Cheuk Yin	散文獨誦(普通話男子)優良
S3H	Chan Pui Ga	詩詞獨誦(普通話女子)優良
S2G	Chan Wai Ying Joyce	二人朗誦優良
S3H	Chan Wing Yeung	詩詞獨誦(粵語男子)亞軍
S4U	Chang King Yui Derek	詩詞獨誦(粵語男子)優良
S3H	Cheng Pak Him Harris	散文獨誦(粵語男子)優良
S2H	Cheng Pak Yuen	詩詞獨誦(普通話男子)優良

S1U	Cheng Sze Yiu	詩詞獨誦(粵語女子)亞軍
S2K	Cheng Wing Tung	詩詞獨誦(普通話女子)優良
S2H	Chow Hok Yin	詩詞獨誦(粵語男子)季軍
S2G	Chow Lok Ching	詩詞獨誦(粵語女子)良好
S3G	Chung Ho Laam	二人朗誦優良
S2G	Ho Kwai Chi Chloe	散文獨誦(普通話女子)優良
S1H	Ho Nok Ching Renee	詩詞獨誦(普通話女子)良好
S3H	Ho Yuen Ying Winnie	二人朗誦冠軍
S1A	Ip Anson	詩詞獨誦(粵語男子)良好
S1S	Lam Chak Long	詩詞獨誦(粵語男子)良好
S5BW	Lam Nga Yi	詩詞獨誦(粵語女子)良好
S2C	Leung Ching Tung	詩詞獨誦(普通話女子)亞軍
S1H	Leung Kwan Nok	詩詞獨誦(粵語男子)良好
S3K	Leung Yat Laam Ashley	詩詞獨誦(粵語女子)優良
S1K	Leung Yui	詩詞獨誦(普通話男子)優良
S3H	Li Lut Yi	二人朗誦優良
S2K	Liang Ava Miu Yin	二人朗誦良好
S1K	Ling Hau Yau Zita	散文獨誦(普通話女子)季軍
S3H	Lo Sin Yu	二人朗誦優良
S2G	Lo Tsz Ki	詩詞獨誦(普通話女子)優良
S1S	Lui Ho Lam Devon	詩詞獨誦(普通話男子)良好
S5CC	Lui Yuen Man Sharon	詩詞獨誦(粵語女子)優良
S1K	Ma Sze Yu	詩詞獨誦(普通話女子)良好
S3K	Murakami Haru	二人朗誦優良
S1U	Nan Xi	詩詞獨誦(普通話女子)優良
S1S	Ng Chi Ting Cayden	詩詞獨誦(粵語男子)優良
S3K	Ng Kei Nam	二人朗誦冠軍
S3G	Ng Pak Hei Cyrus	詩詞獨誦(粵語男子)優良
S1U	Ni Long Hin	詩詞獨誦(普通話男子)優良
S3K	Poon Lok Ching	二人朗誦優良
S2A	Shao Tsz Hing	詩詞獨誦(普通話女子)亞軍
S4H	Shiu Lok Yiu Athena	詩詞獨誦(普通話女子)良好
S1U	Sit Tak Chi	散文獨誦(粵語男子)季軍
S3U	So Eytan	散文獨誦(普通話男子)優良
S1U	Stephan Serge	散文獨誦(普通話男子)優良
S4G	Sum Hong Yee	詩詞獨誦(普通話女子)優良
S3H	Tao Lon Yin	詩詞獨誦(普通話男子)優良
S3G	Tong Tsz Ching	詩詞獨誦(普通話女子)良好
S3K	Wan Yau	散文獨誦(普通話女子)良好
S3G	Wong Tavia Tsz Ching	二人朗誦優良
S2U	Wun Ka Leong	散文獨誦(普通話男子)優良
S1A	Xu Fay	散文獨誦(普通話女子)優良
S3K	Yeung Ki Chun	詩詞獨誦(普通話男子)良好
S1C	Yeung Yan Yu Erica	詩詞獨誦(粵語女子)優良
S1H	Yu Tsz Yin	詩詞獨誦(粵語女子)良好
S1A	Yu Wing Tong	散文獨誦(粵語女子)良好



S3G	Zhou Lai Kei	散文獨誦(普通話女子)優良
S5BW	Lam Nga Yi	散文獨誦(普通話女子)季軍
S2C	Leung Ching Tung	散文獨誦(普通話女子)季軍
S1A	Yu Wing Tong	散文獨誦(普通話女子)優良
S3H	Cheng Pak Him Harris	散文獨誦(普通話男子)優良
S2H	Chow Hok Yin	散文獨誦(普通話男子)優良
S1C	Yeung Yan Yu Erica	散文獨誦(粵語女子)良好
S4U	Chang King Yui Derek	散文獨誦(粵語男子)良好
S2H	Chow Hok Yin	散文獨誦(粵語男子)優良
S1U	Chan Chu Hei Carson	詩詞獨誦(普通話男子)優良
S3H	Chan Wing Yeung	詩詞獨誦(普通話男子)季軍
S2H	Chow Hok Yin	詩詞獨誦(普通話男子)冠軍
S3H	Lo Sin Yu	詩詞獨誦(粵語女子)優良

### 第二十五屆全港中小學普通話演講比賽 2023

S3H	Chan Pui Ga	港島區優異星獎
S3H	Ho Yuen Ying Winnie	港島區良好獎
S3K	Wan Yau	港島區良好獎

### 第二十五屆香港青少年數學精英選拔賽

S1H	Gu Kai Hei David	三等獎
S3A	Tsui Ka Shing	三等獎

### 粵港澳大灣區數學競賽選拔賽 2023(大灣賽區)

S5BW	Lam Nga Yi	三等獎
S1A	Lau Cheuk Kiu	二等獎
S1K	Wong Ming Ngai	三等獎

### 粵港澳大灣區數學競賽預選賽 2023(香港賽區)

S1H	Chan Lok Him	一等獎
S5BW	Lam Nga Yi	三等獎
S1A	Lau Cheuk Kiu	二等獎
S5LC	Lau Ho Lam	一等獎
S1H	Leung Kwan Nok	二等獎
S2G	Qu Yik Chak Daniel	二等獎
S1K	Wong Ming Ngai	二等獎
S1H	Yin Tiger	一等獎

### 香港賽馬會社區資助計劃：美荷樓香港精神學習計劃 2021-2022「兩代情」徵文比賽

S6CW	Fu Wing Kiu	高中組優異獎
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## Sports

### All HK Inter-School Rugby Sevens Competition (Girls A) Champion

S5BW	Chin Shih Han	S5BW	Wong Tsz Ying Katie
S3G	Chung Ho Laam	S4A	Wu Rachel
S5CM	Uematsu Haruka	S5CM	Yip Man Hei
S5CM	Wong Mein Yui		

### All HK Inter-School Rugby Sevens Competition (Girls B) 2nd runner up

S3K	Cheah Cheuk Yan	S3K	Murakami Haru
S3H	Chin Shih Yun	S3G	Shoaf Caitlin Amelia
S3A	Fung Ka Ying Natalie	S4H	Siu Brianna
S4A	Kwok Ho Tung	S3U	Wan Cheuk Yin Charlie
S3A	Law Ka Ka	S3U	Wong Tsz Kiu Jessie
S3G	Li Cheuk Yi Ashia	S4G	Wong Wan Chi

### All HK Inter-School Rugby Sevens Competition (Girls C) 1st runner up

S2C	Chan Tsz Ching	S2K	Teoh Kai You
S2K	Chee Vanessa	S1G	Tsang Alana
S2K	Choi Tsz Yu	S2C	Tsoi Cheuk Hi Haley
S1C	Lam Sum Ying Natalie	S1G	Wong Mein Qian
S1H	Ng Sum Yau Isa	S2K	Wong Yeuk Yu
S2C	Tam Yan Yee		

### All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2022-23

S2H	Chan Ching Man	Girls 4x400m - 3rd Runner Up
S2H	Chan Ching Man	Overall Girls - 2nd Runner Up
S4A	Chan Lok Ching	Girls 4x400m - 3rd Runner Up
S2K	Cheung Ka Yu Casey	Overall Girls - 2nd Runner Up
S5CC	Ho Chan Hung	Girls 4x100m - 1st Runner Up
S5CC	Ho Chan Hung	Overall Girls - 2nd Runner Up
S5CC	Li Joy Sze	Overall Girls - 2nd Runner Up;
S5CC	Li Tsz To	Girls 100m - Champion Girls; 200m - Champion (New Record)
		Girls 4x100m - 1st Runner Up
S5CC	Li Tsz To	Overall Girls - 2nd Runner Up
S3G	Li Yi Suen Annabel	Overall Girls - 2nd Runner Up
S1H	Ng Sum Yau Isa	Girls 4x400m - 3rd Runner Up
S1H	Ng Sum Yau Isa	Overall Girls - 2nd Runner Up
S4H	Siu Brianna	Overall Girls - 2nd Runner Up
S1G	Tsang Alana	Girls 4x400m - 3rd Runner Up
S1G	Tsang Alana	Overall Girls - 2nd Runner Up
S4G	Wong Wan Chi	Girls 100m - 3rd Runner Up; Girls 4x100m - 1st Runner Up
S4G	Wong Wan Chi	Overall Girls - 2nd Runner Up
S3U	Yip Man Yan	Girls 200m - 2nd Runner Up; Girls 4x100m - 1st Runner Up
S3U	Yip Man Yan	Overall Girls - 2nd Runner Up

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### **HKSSF Inter-school Badminton Competition Division I Girls C - 3rd Runner Up**

S2K	Kwok Sum Yu	S2C	Pang Ching Sum
S1U	Lam Hang Yu Chelsea	S1A	Yu Wing Tong

### **HKSSF Inter-school Badminton Competition Division II Girls - Champion**

S2U	Chiang Yee	S1G	Tsang Alana
S1U	Lam Ching Yin	S1K	Wong Helena Ho Ching
S1U	Nan Xi	S2U	Yeung Wing

### **HKSSF Inter-school Basketball Competition Division I**

#### ***Overall Girls 1st Runner Up***

S3A	Chan Ho Ying	S1U	Lau Hoi Kiu
S3H	Chan Hoi Ting Katie	S3A	Mok Ka Ching Justine
S3H	Chan Pui Ga	S3K	Murakami Haru
S3G	Chung Ho Laam	S1H	Ng Lok Yi
S2H	Chung Hong Yiu Nicole	S4H	Poon Ying Tsun
S3A	Fung Cheuk Li	S2U	Tsang Tsz Tung
S3U	Fung Cheuk Ling	S3G	Tsang Yuk Ting Elisha
S3H	Ho Hoi Tung	S2C	Wong Ching Lam Andrea
S5BW	Ko Po Kiu Selina	S4A	Wu Rachel
S1C	Lam Sum Ying Natalie	S2A	Yeung Shu Kiu
S1C	Yeung Yan Yu Erica		

#### ***Girls B Grade 1st Runner Up***

S3A	Chan Ho Ying	S3A	Mok Ka Ching Justine
S3H	Chan Hoi Ting Katie	S3K	Murakami Haru
S3A	Fung Cheuk Li	S3G	Tsang Yuk Ting Elisha
S3U	Fung Cheuk Ling		

#### ***Girls C Grade 1st Runner Up***

S1C	Lam Sum Ying Natalie	S2C	Wong Ching Lam Andrea
S1U	Lau Hoi Kiu	S2A	Yeung Shu Kiu
S1H	Ng Lok Yi	S1C	Yeung Yan Yu Erica
S2U	Tsang Tsz Tung		

### **HKSSF Inter-school Basketball Competition Division II**

#### ***Boys Grade C Champion***

S1A	Chang Lok Yi	S2H	Ma Yan Wah
S1G	Cheng Cheuk Kiu Bosco	S2G	Shum Siu Chun
S2U	Cheng Ross	S1H	Siu Fung
S2C	Cheung Ethan	S1H	Tsang Pak Lam
S2C	Chu Tsz Yeung Jayan	S2U	Tsui Tsz Ching
S1A	Ip Anson	S1U	Wong Chi Hang
S1C	Lau Wang Lok	S2A	Yeung Chak Fung

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**Grade A Boys 4th place**

S5BW	Cheung Yuk Kit	S5CL	Tsang Wai Fung Justin
S3U	Lai Chak Fung	S6CC	Wong Elvis
S6CW	Lam Cheuk Lok	S5CL	Wong Kai Hong Franco
S6WC	Lam Yin Nam	S5CC	Woo Cheuk Lai Bernard
S6CC	Ng Ho Lam	S4G	Wu Ting Shing
S6TW	Ngan Ching Lik Nicholas	S5BW	Yang Long
S6CC	Yeung Ching Yin Justin		

**Overall Boys 1st Runner Up**

S3A	Chang Lok Him	S4K	Ng Ho Hin
S1A	Chang Lok Yi	S6CC	Ng Ho Lam
S1G	Cheng Cheuk Kiu Bosco	S6TW	Ngan Ching Lik Nicholas
S2U	Cheng Ross	S2G	Shum Siu Chun
S2C	Cheung Ethan	S1H	Siu Fung
S4H	Cheung Ho Yeung Anson	S1H	Tsang Pak Lam
S5BW	Cheung Yuk Kit	S5CL	Tsang Wai Fung Justin
S3A	Chow Ho Sang	S2U	Tsui Tsz Ching
S4G	Choy Pak Ming	S1U	Wong Chi Hang
S2C	Chu Tsz Yeung Jayan	S4U	Wong Ching
S1A	Ip Anson	S5CL	Wong Kai Hong Franco
S3U	Lai Chak Fung	S5CC	Woo Cheuk Lai Bernard
S6CW	Lam Cheuk Lok	S4G	Wu Ting Shing
S4K	Lam Hiu Ho	S3K	Wu Yee Nok Nathaniel
S3A	Lam Ho Fung	S5BW	Yang Long
S6WC	Lam Yin Nam	S4U	Yang Man Lok
S1C	Lau Wang Lok	S2A	Yeung Chak Fung
S2H	Ma Yan Wah	S6CC	Yeung Ching Yin Justin
S4A	Mak Lik Fung	S4U	Yeung Sheung Tsun
S3G	Yip Ka Ho		

**HKSSF Inter-school cross country Competition****Girl's Team Overall 3rd Runner Up**

S2H	Chan Ching Man	S1H	Ng Sum Yau Isa
S4A	Chan Lok Ching	S3G	Shoaf Caitlin Amelia
S5CC	Chui Tin Heng	S2G	Sundjaja Oceana
S5CC	Ho Chan Hung	S1G	Tsang Alana
S3A	Lee Hei Tung	S4A	Wu Rachel
S5CC	Ng Sin Ying Cheryl	S3U	Yip Man Yan

**Grade C Girls Team**

S2H	Chan Ching Man	S2G	Sundjaja Oceana
S1H	Ng Sum Yau Isa	S1G	Tsang Alana

**Individual awards**

S4A	Chan Lok Ching	Grade B girls 5th place
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S2H	Chan Ching Man	Grade C girls 9th place
S1H	Ng Sum Yau Isa	Grade C girls Champion
S2G	Sundjaja Oceana	Grade C girls 8th place

### **HKSSF Inter-school Fencing Competition**

S6YC	Cheng Nga Chi	Girls A Sabre Champion
S1K	Ho Pui Ga Valerie	Girls C Sabre 1st Runner-up
S3H	Tang Hoi Lyn Kellyn	Girls B Epee 2nd runner-up
S6YC	Cheng Nga Chi	Team Women's Sabre 4th place
S1U	Cheng Sze Yiu	Team Women's Sabre 4th place
S1K	Ho Pui Ga Valerie	Team Women's Sabre 4th place
S2U	Lam Katrina Tsz Kiu	Team Women's Sabre 4th place
S4K	Lee Chin Lan Talia	Team Women's Sabre 4th place

### **HKSSF Inter-school Football Competition (DIII)**

#### ***Boys Grade C 1st Runner Up***

S1A	Au Pak Lun	S2U	Li Pak Hei
S1U	Chan Damon Wang-Ngai	S2H	Liu Chak On
S1K	Choi Hon Man Ean	S1G	Mok Hoi Yui
S2A	Chong Chi Chun	S2G	Qu Yik Chak Daniel
S1A	Goo Ryan	S1S	Reno Dante Joseph
S1A	Hui Lik To Lucas	S2H	Tsang Yik Long
S2A	Ko Ka Yin	S1S	Wan Cheuk Nam Aidan
S2K	Leung King Chung	S2G	Wong Chit Hei Max
S2A	Wong Tin Ho		

#### ***Overall Boys 2nd Runner Up***

S4U	Au Chin Ming	S1G	Mok Hoi Yui
S1A	Au Pak Lun	S4A	Muk Hay Long Justin
S5BW	Chan Angus	S3A	Ng Isaac
S1U	Chan Damon Wang-Ngai	S6TW	Ngan Ching Lik Nicholas
S3A	Chan Luk Gi	S3H	Poon Wing Fung
S3A	Chan Pak Kiu	S2G	Qu Yik Chak Daniel
S1K	Choi Hon Man Ean	S1S	Reno Dante Joseph
S2A	Chong Chi Chun	S4U	Siu Pui Lok
S3A	Chow Ho Sang	S5CL	Siu Yat
S3G	Flauta Kenzo Victor Llenos	S3A	Tang Chi Man Anson
S5CL	Golfa Mohammed	S2H	Tsang Yik Long
S1A	Goo Ryan	S1S	Wan Cheuk Nam Aidan
S1A	Hui Lik To Lucas	S4A	Wang Yau Nam
S3A	Jones Thomas Cheuk Yin Pryce	S2G	Wong Chit Hei Max
S2A	Ko Ka Yin	S5CM	Wong Ewan
S4U	Kok Terrance	S4H	Wong Kai Ho
S6CC	Lau Adrian Wai Yin	S3H	Wong Lap Yin
S5CL	Lau Yat Hei Hayton	S5LC	Wong Sin Kiu
S5LC	Law Chi Yat	S2A	Wong Tin Ho

S3U	Law Tsz Wai	S4H	Yan Jayden
S6CW	Lee Benedict Shing Mong	S5BW	Yang Long
S5CC	Leung Chun Kiu	S5CL	Yeung Chau Chi Adrian
S2K	Leung King Chung	S4G	Yip Ron
S4U	Leung Tsz Wo	S3G	Yuen Tsz Long
S2U	Li Pak Hei	S6WC	Lo Kei Tung
S2H	Liu Chak On	S4H	Lo Sze Chit Ryan

### **HKSSF Inter-school Swimming Competition Division II**

S4U	Au Chin Ming	Boys B Grade 4x50m Medley Relay 2nd runner-up
S2C	Hung Lok Lam	Boys B Grade 4x50m Medley Relay 2nd runner-up
S5CC	Leung Pui Lok	Boys A Grade 50m Free Style Champion; Boys A Grade 100m Free Style Champion
S4U	Leung Tsz Wo	Boys B Grade 50m Back Stroke 1st runner-up; Boys B Grade 4x50m Medley Relay 2nd runner-up
S4H	Yan Jayden	Boys B Grade 200m Individual Medley 2nd runner-up; Boys B Grade 50m Butterfly 2nd runner-up; Boys B Grade 4x50m Medley Relay 2nd runner-up
S1S	Chan Chiu Yeung	Boys C Grade Overall 4th place
S1G	Cheng Cheuk Kiu Bosco	Boys C Grade Overall 4th place; Boys C Grade 4x50m Medley Relay 2nd runner-up
S1A	Law Lok Fung Hannes	Boys C Grade Overall 4th place
S2K	Leung King Chun	Boys C Grade Overall 4th place; Boys C Grade 50m Back Stroke 1st runner-up; Boys C Grade 4x50m Medley Relay 2nd runner-up
S1A	Ng Wei Luo Jason	Boys C Grade Overall 4th place
S2G	Shum Siu Chun	Boys C Grade Overall 4th place; Boys C Grade 100m Free Style Champion; Boys C Grade 50m Butterfly Champion; Boys C Grade 4x50m Medley Relay 2nd runner-up
S2G	Yang Leduo	Boys C Grade Overall 4th place; Boys C Grade 200m Breast Stroke 4th place; Boys C Grade 4x50m Medley Relay 2nd runner-up
S1S	Yu Yi Lai	Boys C Grade Overall 4th place

### **HKSSF Inter-school Swimming Competition Division I**

S2K	Chee Vanessa	Girls C Grade 4x50m Free Style Relay 4th place
S2A	Chui On Tsz	Girls C Grade 200m Individual Medley 4th place; Girls C Grade 200m Breast Stroke 4th place; Girls C Grade 4x50m Free Style Relay 4th place
S1U	Leung Wing Sum Tiffany	Girls C Grade 4x50m Free Style Relay 4th place
S2G	Sundjaja Oceana	Girls C Grade 50m Butterfly 2nd runner-up; Girls C Grade 50m Backstroke 1st runner-up; Girls C Grade 4x50m Free Style Relay 4th place

### **HKSSF Inter-school Table Tennis Competition Division II**

S1U	Chan Chu Hei Carson	Boys C - Champion
S1U	Chan Chu Hei Carson	Boys Overall - 1st Runner Up
S1U	Chan Damon Wang-Ngai	Boys C - Champion

S1U	Chan Damon Wang-Ngai	Boys Overall - 1st Runner Up
S1H	Kwan Ka Him	Boys C - Champion
S1H	Kwan Ka Him	Boys Overall - 1st Runner Up
S3H	Lai Aidan Cheuk Hin	Boys Overall - 1st Runner Up
S5LC	Lau Ho Lam	Boys Overall - 1st Runner Up
S4A	Mak Lik Fung	Boys Overall - 1st Runner Up
S5LC	Sae-ung Justin	Boys Overall - 1st Runner Up
S3A	Tang Chi Man Anson	Boys Overall - 1st Runner Up
S3G	Tong Ethan Pui Hang	Boys Overall - 1st Runner Up
S2A	Wong Ching Sum	Boys Overall - 1st Runner Up
S4A	Wong Kin Long Keith	Boys Overall - 1st Runner Up
S1S	Wu Long Ting Ryan	Boys C - Champion
S1S	Wu Long Ting Ryan	Boys Overall - 1st Runner Up

### **HKSSF Inter-school Volleyball Competition (DII) Boys Grade C 3rd Runner Up**

S1A	Au Pak Lun	S1H	Liang Muk Yin
S1G	Chan Queston	S2U	Ng Lok Ho Justin
S1A	Hui Lik To Lucas	S1G	So Ka Hay
S2A	Ko Ka Yin	S1S	Wan Cheuk Nam Aidan

### **HKSSF Inter-Secondary Schools Competition - BOCHK Rugby Sevens Cup**

#### ***Boys A Grade 6th place***

S6YC	Chan Ainod	S5LC	Law Chi Yat
S6WC	Cheng Ho Yin Marcus	S4A	Muk Hay Long Justin
S5CL	Cheng King Yeung Justin	S6CC	Ng Ho Lam
S6CC	Chui Chi Bun Kenson	S6CW	Wan Tsz Ngai
S6CC	Kwan Hui Yat	S6YC	Wong Chun Yee

#### ***Boys B Grade 10th place***

S3G	Flauta Kenzo Victor Llenos	S3G	Ng Pak Hei Cyrus
S4G	Fung Caleb	S3A	Tang Chi Man Anson
S3H	Gong Ching Lam	S3K	Wu Yee Nok Nathaniel
S3A	Jones Thomas Cheuk Yin Pryce	S4G	Yip Ron
S4G	Kwok Po Fung Tobia	S3G	Yuen Tsz Long
S3U	Li Sze Shing		

#### ***Boys C Grade 5th place***

S1U	Chan Damon Wang-Ngai	S2H	Liu Chak On
S1K	Chuk Chit	S1A	Lo Yeuk Hei
S1K	Kong Kwan Yuen	S2U	Tai Wai Lam
S2K	Lee Lun	S1A	Tho Jonathan
S2U	Li Pak Hei	S1S	Wan Cheuk Nam Aidan
S1A	Liang Chun Ho	S1U	Zhou Dongkun

#### ***Girls A Grade Champion***

S5BW	Chin Shih Han	S5BW	Wong Tsz Ying Katie
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S3G Chung Ho Laam  
S5CM Uematsu Haruka  
S5CM Wong Mein Yui

S4A Wu Rachel  
S5CM Yip Man Hei

***Girls B Grade 5th place***

S3H Chin Shih Yun  
S4A Kwok Ho Tung  
S3A Law Ka Ka  
S3K Murakami Haru

S3G Shoaf Caitlin Amelia  
S4H Siu Brianna  
S3U Wan Cheuk Yin Charlie  
S4G Wong Wan Chi

***Girls C Grade 1st Runner Up***

S2C Chan Tsz Ching  
S2K Chee Vanessa  
S2K Choi Tsz Yu  
S1C Lam Sum Ying Natalie  
S1H Ng Sum Yau Isa  
S2K Wong Yeuk Yu

S2C Tam Yan Yee  
S2K Teoh Kai You  
S1G Tsang Alana  
S2C Tsoi Cheuk Hi Haley  
S1G Wong Mein Qian

**Inter-School Athletics Competition 2022-2023 Division II**

***Boys C - Champion & Overall Boys - 3rd Runner Up***

S2C Chan Rio  
S1C Chan Sin Ching Kirin  
S2H Cheng Pak Yuen  
S2U Cheng Ross  
S1K Kong Kwan Yuen  
S2K Lee Lun  
S2K Leung King Chung

S2U Li Pak Hei  
S2H Liu Chak On  
S2G Shum Siu Chun  
S1H Siu Fung  
S1A Tho Jonathan  
S2G Wong Chit Hei Max

***Overall Boys - 3rd Runner Up***

S4H Chan Ching Hei  
S3A Chan Luk Gi  
S5CC Chan Ngai Long Adrian  
S4K Chow Ho Ki  
S3H Hon King Hang  
S2C Hung Lok Lam  
S3U Lai Chak Fung  
S1S Lam Chak Long  
S5CC Leung Chun Kiu  
S5CC Leung Pui Lok  
S4U Leung Tsz Wo  
S4U Pun Chit Lam

S4U Siu Pui Lok  
S5CL Tsang Wai Fung Justin  
S4G Wong Hoi Yuen Xavier  
S5CL Wong Kai Hong Franco  
S5BW Wong Yat Chun  
S4H Yan Jayden  
S4U Yang Man Lok  
S4H Zhou Tiance  
S4A Lo Fei Yin  
S2U Mak Elias  
S3H Poon Wing Fung

***Individual awards***

S4U Pun Chit Lam  
S4U Yang Man Lok

Boys A 400m - 3rd Runner Up  
Boys B Shot Put - Champion



S4H	Yan Jayden	Boys B Triple Jump - 1st Runner Up Boys B Long Jump - 2nd Runner Up
S1A	Tho Jonathan	Boys C 100m - 3rd Runner Up Boys C 200m - 1st Runner Up
S2C	Chan Rio	Boys C 400m - Champion Boys C 800m - Champion Boys C 4x400m - Champion
S1K	Kong Kwan Yuen	Boys C 4x100m - 1st Runner Up
S1H	Siu Fung	Boys C 4x100m - 1st Runner Up
S2H	Liu Chak On	Boys C 4x100m - 1st Runner Up Boys C 100m Hurdle - 2nd Runner Up Boys C 100m - 1st Runner Up
S2K	Leung King Chung	Boys C 4x400m - Champion
S2G	Wong Chit Hei Max	Boys C 4x400m - Champion
S2G	Shum Siu Chun	Boys C Long Jump - 3rd Runner Up Boys C 4x400m - Champion

### **Inter-School Athletics Competition 2022-2023 Division I**

#### ***Overall Girls - 3rd Runner Up***

S2H	Chan Ching Man	S5LC	Lee Yuet Hei
S3G	Chan Chloe Cheuk Ying	S3U	Leung Yi Kiu Zoe
S2K	Chan Chung Man Daphne	S5CC	Li Joy Sze
S3H	Chan Hoi Ting Katie	S5CC	Li Tsz To
S4A	Chan Lok Ching	S3G	Li Yi Suen Annabel
S4K	Chan Rani	S1S	Moo Yue Sum
S2K	Chee Vanessa	S3K	Murakami Haru
S2K	Cheung Ka Yu Casey	S1H	Ng Lok Yi
S1G	Chu Dik Judy	S1H	Ng Sum Yau Isa
S1S	Chu Po Jewel	S5CC	O Yui Yee
S5CC	Chui Tin Heng	S2G	Shao Zhuowen Sophie
S3G	Chung Ho Laam	S3G	Shoaf Caitlin Amelia
S2C	Chung Tsz Wai Brietta	S4H	Siu Brianna
S3K	Fong Amelia Zi Ching	S2H	Siu Han Frida
S5CC	Ho Chan Hung	S3H	Tang Hoi Lyn Kellyn
S2G	Ho Ho Ying	S5CM	To Shu Yuet
S2G	Ho Hoi Ching	S1G	Tsang Alana
S3A	Lee Hei Tung	S3G	Tsang Yuk Ting Elisha
S2C	Yeung Tsz Ching	S2C	Wong Ching Lam Andrea
S1C	Yeung Yan Yu Erica	S2A	Wong Tsz Ching Adas
S3U	Yip Man Yan	S4G	Wong Wan Chi

#### ***Girls A - 3rd Runner Up***

S2K	Chan Chung Man Daphne	S3U	Leung Yi Kiu Zoe
S1G	Chu Dik Judy	S5CC	Li Joy Sze
S1S	Chu Po Jewel	S5CC	Li Tsz To
S5CC	Chui Tin Heng	S1S	Moo Yue Sum

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S3G Chung Ho Laam  
S5CC Ho Chan Hung  
S5LC Lee Yuet Hei

S5CC O Yui Yee  
S4H Poon Ying Tsun  
S5CM To Shu Yuet

***Girls B - 3rd Runner Up***

S3H Chan Hoi Ting Katie  
S4A Chan Lok Ching  
S4K Chan Rani  
S3K Fong Amelia Zi Ching  
S3A Lee Hei Tung  
S3G Li Yi Suen Annabel  
S3U Yip Man Yan

S3K Murakami Haru  
S3G Shoaf Caitlin Amelia  
S4H Siu Brianna  
S3H Tang Hoi Lyn Kellyn  
S3G Tsang Yuk Ting Elisha  
S4G Wong Wan Chi

***Girls C - 3rd Runner Up***

S2H Chan Ching Man  
S2K Chee Vanessa  
S2K Cheung Ka Yu Casey  
S2C Chung Tsz Wai Brietta  
S2G Ho Ho Ying  
S2G Ho Hoi Ching  
S1H Ng Lok Yi  
S1H Ng Sum Yau Isa

S2G Shao Zhuowen Sophie  
S2H Siu Han Frida  
S1G Tsang Alana  
S2C Wong Ching Lam Andrea  
S2A Wong Tsz Ching Adas  
S2C Yeung Tsz Ching  
S1C Yeung Yan Yu Erica

***Individual***

S5CC Li Tsz To

S2K Chan Chung Man Daphne  
S5CC Chui Tin Heng  
S6WC Luk Ka Yee Mandy

S5CC Ho Chan Hung

S3A Lee Hei Tung  
S4G Wong Wan Chi

S3U Yip Man Yan

S4A Chan Lok Ching

S2C Chung Tsz Wai Brietta  
S2G Ho Ho Ying

Girls A 100m - Champion  
Girls A 200m - Champion (New Record)  
Girls A Grade 4x100m - 1st Runner Up  
Girls A Grade 4x100m - 1st Runner Up  
Girls A Grade 4x100m - 1st Runner Up  
Girls A Grade 4x100m - 1st Runner Up  
Girls A 100m Hurdle - 3rd Runner Up  
Girls A Grade 4x100m - 1st Runner Up  
Girls A 100m - 2nd Runner Up  
Girls A 200m - 1st Runner Up  
Girls B 4x100m - 1st Runner Up  
Girls B 4x100m - 1st Runner Up  
Girls B 100m - 3rd Runner Up  
Girls B 200m - 1st Runner Up  
Girls B 4x100m - 1st Runner Up  
Girls B 100m - Champion  
Girls B 200m - Champion  
Girls B 4x100m - 1st Runner Up  
Girls B 400m - 1st Runner Up  
Girls B 800m - 1st Runner Up  
Girls C 4x100m - 2nd Runner Up  
Girls C 4x100m - 2nd Runner Up

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S2C	Yeung Tsz Ching	Girls C 4x100m - 2nd Runner Up
S2K	Cheung Ka Yu Casey	Girls C 4x100m - 2nd Runner Up
		Girls C Long Jump - 3rd Runner Up
S2H	Chan Ching Man	Girls C 4x400m - 3rd Runner Up
S1H	Ng Sum Yau Isa	Girls C 4x400m - 3rd Runner Up
S2H	Siu Han Frida	Girls C 4x400m - 3rd Runner Up
S1G	Tsang Alana	Girls C 4x400m - 3rd Runner Up

**Inter-school Shuttlecock Competition**

S1U	Chan Damon Wang-Ngai	2nd Runner Up (Junior)
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## Culture

### 2022 Hong Kong Schools Interflows - String Orchestra Bronze Award

S3G	Chan Chun Wa	S1A	Ng Wei Luo Jason
S4K	Chan Rani	S1U	Ni Long Hin
S1U	Chan Xavier Alan	S2G	Shao Zhuowen Sophie
S4U	Chao Hang	S2G	Sin Yan Yu
S2H	Chen Isabella	S1H	So Pak Sum Adrian
S1H	Ho Pok Lam	S1C	Tang Kaley
S1U	Hsieh Ming Ho	S2A	Tang Wing Yan Jody
S1A	Ko Shui Ying Sharise	S2G	Tung Man Hei
S2K	Kwok Sum Yu	S1K	Wong Helena Ho Ching
S1K	Kwong Pak Yin	S1A	Wong Kwan Yee Constance
S3A	Lau Evan Wang Yat	S2G	Wong Lok Yan Lydia
S4G	Law Nok Him Anson	S5CL	Wong Sheung Chak
S1A	Lee Jeannie On Kiu	S2G	Yang Leduo
S1K	Leung Yui	S1K	Yip Hao Yu Ambrose
S1S	Lui Hoi Kit	S1U	Zhou Dongkun
S4H	Ng Charlotte Ka Po	S2G	Zhou Zixuan
S3G	Ng Pak Hei Cyrus		

### 2022 Hong Kong Schools Interflows - Symphonic Band

S1C	Chai Sin Heng Carl	S1C	Lo Chun Yin
S1G	Chan Hin Chi Marcus	S4A	Mak Lik Fung
S2A	Chau Yan Lok Eunice	S1U	Nan Xi
S1K	Chen Hei Yu Helena	S3K	Ng King Kit
S2A	Chen Ming Chi	S1G	Ng Yuet Yi
S2H	Cheng Haysen Anders	S1S	Poon Ching
S6WC	Cheng Ho Yin Marcus	S3K	Poon Sze Ching
S2K	Cheng Wing Tung	S2U	Soo Tsz Yau
S1C	Cheung Nga Man	S1A	Tang Sui Ping
S1K	Chung Hei Tung	S2K	Teoh Kai You
S1S	Fung Cheuk Yu	S4G	Tong Tsz Fung
S1H	Gu Kai Hei David	S5CC	Wan Hoi Kit
S5LC	Hau Timothy	S1U	Wong Chi Hang
S2C	Huang Hoi Ki	S5BW	Wong Tsz Ying Katie
S1K	Kong Kwan Yuen	S1C	Wong Yat Long Jonas
S1S	Lam Chak Long	S2K	Wong Yeuk Tin Kristin
S2H	Lam Tsz Ling	S2G	Yuen Hau Ying
S1A	Law Lok Fung Hannes	S2G	Leung Wang Lok

### 21st Century Talents Composition Competition New Year Season 2022, Ottawa, Canada

S1U	Stephan Serge	First Place Winner & Audience Award Winner
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### 74th Hong Kong Schools Music Festival

S3H	Chow Ching	Vocal Solo - THIRD with Silver Award
S3H	Chow Ching	Female Voice Duet - SECOND with Silver Award
S3A	Ma Tsz Kiu	Vocal Solo - Silver Award
S3A	Ma Tsz Kiu	Female Voice Duet - SECOND with Silver Award

### 75th Hong Kong Schools Music Festival

S2H	Chan Chung Ka Giselle	Violin Solo - Grade Six - Silver Award;
S2C	Chan Hadrian	French Horn Solo - Silver Award Tom Lee Music Prize for Brass Concerto - Silver Award
S1K	Chen Hei Yu Helena	Graded Piano Solo - Grade Five - Silver Award;
S1U	Chiu Hei Man	Vocal Solo - Silver Award
S1G	Chung Andrea Cheuk Kwan	Vocal Solo - Silver Award ; Graded Piano Solo - Grade Seven - Bronze Award
S2H	Fu Jillian	Graded Piano Solo - Grade Five - Silver Award
S3H	Gong Ching Lam	Piano Solo - Composer of the Year - Silver Award
S1H	Ho Nok Ching Renee	Graded Piano Solo - Grade Four - Silver Award
S1K	Ho Pui Ga Valerie	Vocal Solo - Silver Award
S2K	Kwok Sum Yu	Graded Piano Solo - Grade Six - SECOND with Gold Award
S1K	Kwong Pak Yin	Violin Solo - Grade Four - THIRD with Gold Award
S1U	Lam Ching Yin	Graded Piano Solo - Grade Five - Bronze Award
S4H	Leung Yan Yu Angelice	Graded Piano Solo - Grade Six - THIRD with Silver Award
S1K	Leung Yui	Cello Solo - Intermediate - Silver Award
S3G	Li Cheuk Yi Ashia	Marimba Solo - Secondary School - FIRST with Gold Award
S2G	Liu Yau Nam Justin	Graded Piano Solo - Grade Eight - Silver Award Original Composition - Bronze Award
S1U	Ma Ho Lai	Vocal Solo - Foreign Language - Boys Treble Voice - Secondary School - Age 14 or under - Bronze Award
S1G	Ng Yuet Yi	Flute Solo - Secondary School - Senior - THIRD with Silver Award
S1U	Stephan Serge	Graded Piano Solo - Grade Seven - Silver Award    Violin Solo - Grade Six - Silver Award
S1U	Sze Chloe	Graded Piano Solo - Grade Six - Silver Award
S1A	Tse Wing	Vocal Solo - Silver Award
S5CL	Wong Sheung Chak	Viola Solo - Senior - Silver Award
S1A	Wong Tsz Ching	Vocal Solo - Silver Award
S2A	Wong Tsz Ching Adas	Vocal Solo - Silver Award
S2G	Yang Leduo	Violin Solo - Grade Four - SECOND with Gold Award
S1H	Yu Tsz Yin	Vocal Solo - Silver Award

### 第 75 屆香港學校音樂節

S2C	Chung Tsz Wai Brietta	琵琶獨奏 - 中級組 - 金獎 (冠軍)
S1U	Ma Ho Lai	聲樂獨唱 - 亞軍 (銀獎)
S1U	Sze Chloe	鋼琴獨奏 - 中國作曲家 - 中級組 - 銀獎

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### Golden Key International Music Festival Piano Composition Competition 2023

S1U Stephan Serge Honorable Mention

### Hong Kong Inter-School Choral Festival 2023 Competition cum Masterclass Silver Award

S1A	Au Pak Lun	S2G	Leung Wing Fung
S1H	Cai Bezica	S1H	Liang Muk Yin
S3G	Chan Chloe Cheuk Ying	S1U	Liu Hoi Yan
S2H	Chan Chung Ka Giselle	S2G	Liu Yau Nam Justin
S3U	Chan Marcus Cheuk Yin	S1H	Lo Yi Long
S1C	Chan Nong Ching	S1C	Lu Xian
S1S	Chan Yat Yiu	S2U	Lui Wing Lam Eliz
S1K	Chen Hei Yu Helena	S1K	Ng Yuet Sum
S3A	Cheng Janna Skye	S1G	Ng Yuet Yi
S2A	Cheng Ming Yan Vanessa	S3H	Pang Hoi Lam Kylie
S1U	Cheng Sze Yiu	S1H	Shum Suet Yin
S1C	Cheung Nga Man	S2C	Tam Ching Wai
S1U	Chiu Hei Man	S2C	Tam Yan Yee
S1U	Chow Wing Laam Vinette	S1C	Tse Sui Kiu
S1A	Chow Wing Shun Vince	S1A	Tse Wing
S1S	Choy Sheung Chit	S1A	Wang Haoyi
S1S	Chung Ka Hei	S1H	Wong Hazel
S3H	Gong Ching Lam	S3G	Wong Tavia Tsz Ching
S1A	Goo Ryan	S1A	Wong Tsz Ching
S1H	Ho Chiu Yin	S2A	Wong Tsz Ching Adas
S1K	Ho Pui Ga Valerie	S1C	Wong Yan Kiu
S2A	Kwong Gabrielle Chiching	S1G	Wong Yeuk Fei
S2H	Lai Ian	S2H	Wong Yi Sum
S1H	Leang Chun Sum	S1A	Xu Fay
S2G	Lee Charis	S3K	Yeung Ki Chun
S1S	Lee Sin Tong	S1H	Yu Tsz Yin
S1A	Lee Vanya Sheung Yiu	S3G	Zhang Yawen
S2C	Leung Ching Tung	S2H	Zhong Iris
S1G	Leung Huen Ting		

### Joint School Music Competition 2023 - String Orchestra (Secondary) Gold Award

S3G	Chan Chun Wa	S1U	Ni Long Hin
S1U	Chan Xavier Alan	S2G	Shao Zhuowen Sophie
S2H	Chen Isabella	S1H	So Pak Sum Adrian
S2H	Chong Megan	S1U	Stephan Serge
S1H	Ho Pok Lam	S1C	Tang Kaley
S1U	Hsieh Ming Ho	S2A	Tang Wing Yan Jody
S1A	Ko Shui Ying Sharise	S2G	Tung Man Hei
S2K	Kwok Sum Yu	S1K	Wong Helena Ho Ching
S1K	Kwong Pak Yin	S1A	Wong Kwan Yee Constance
S3A	Lau Evan Wang Yat	S2G	Wong Lok Yan Lydia

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S1A	Lee Jeannie On Kiu	S5CL	Wong Sheung Chak
S1K	Leung Yui	S2G	Yang Leduo
S1S	Lui Hoi Kit	S1K	Yip Hao Yu Ambrose
S3G	Ng Pak Hei Cyrus	S1U	Zhou Dongkun
S1A	Ng Wei Luo Jason	S2G	Zhou Zixuan

**Joint School Music Competition 2023 - Symphonic Band (Secondary) Bronze Award**

S1C	Chai Sin Heng Carl	S2G	Leung Wang Lok
S3K	Chan Daniel	S2A	Li Kwun Hok
S1C	Chan Enoch	S3G	Li Yi Suen Annabel
S1G	Chan Hin Chi Marcus	S1C	Lo Chun Yin
S2A	Chau Yan Lok Eunice	S1G	Mak Cheuk Ming
S1K	Chen Hei Yu Helena	S4A	Mak Lik Fung
S2A	Chen Ming Chi	S1U	Nan Xi
S2H	Cheng Haysen Anders	S3K	Ng King Kit
S2K	Cheng Wing Tung	S1G	Ng Yuet Yi
S1C	Cheung Nga Man	S1S	Poon Ching
S3H	Chow Ching	S3K	Poon Sze Ching
S1K	Chung Hei Tung	S3H	So Chun Yin
S1S	Fung Cheuk Yu	S2U	Soo Tsz Yau
S1H	Gu Kai Hei David	S1A	Tang Sui Ping
S5LC	Hau Timothy	S2K	Teoh Kai You
S2G	Kho Cheuk Lok Triton	S4G	Tong Tsz Fung
S1K	Kong Kwan Yuen	S1S	Tsang Tsz Kei
S1S	Lam Chak Long	S5CC	Wan Hoi Kit
S2H	Lam Tsz Ling	S1U	Wong Chi Hang
S1A	Law Lok Fung Hannes	S5BW	Wong Tsz Ying Katie
S3K	Law Tin Wai Mika	S1C	Wong Yat Long Jonas
S2G	Yuen Hau Ying	S2K	Wong Yeuk Tin Kristin



**DSS Schools' Annual Financial Position**  
**Financial Summary for the 2021/2022 School Year**

	Government Funds	Non-Gov't Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	63.41%	N.A.
School Fees	N.A.	34.01%
Donations, if any	N.A.	0.01%
Other Income, if any	0.69%	1.88%
<b>Total</b>	64.10%	35.90%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	81.06%	
Operational Expenses (including those for Learning and Teaching)	10.04%	
Fee Remission / Scholarship	3.56%	
Repairs and Maintenance	1.30%	
Depreciation	4.04%	
Miscellaneous	N.A.	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year #</b>	0.37 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	8.75 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

**Details of expenditure for large-scale capital works, if any:**

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a " " where appropriate).

**Register of Donations Received by School (2022-23)**

<b>Date</b>	<b>Ref. No.</b>	<b>To IMC</b>	<b>Name of donor</b>	<b>Description</b>	<b>Quantity</b>	<b>Amount (HK\$)</b>	<b>Whether the donations received are solicited*</b>	<b>Date approved by IMC</b>
26-09-22	2223001	2223001	Lee May Lun	Yamaha Second-hand Upright Piano	1 unit	20,000.00	N/A	IMC 15/11/2022
20-10-22	2223002	2223002	Ms. Ji Xiaoming (Parent of Zheng TianXing Larry S2NW30, 2021-2022)	Balance of Custodian Account		800.77	N/A	IMC 15/11/2022
10-03-23	2223003	2223003	Global Symphony Orchestra (GSO)	Six \$680 ticket and seventy-seven \$480 ticket of the opera "The Legend of Confucius"	83 tickets	41,040.00	N/A	IMC 14/4/2023
13-03-23	2223004	2223004	Mr. Mak and Mrs. Mak (Parents of Mak Elias S2U16, 2022-23)	Yamaha Second-hand Upright Piano	1 unit	N/A	N/A	IMC 14/4/2023
13-03-23	2223005	2223005	MAK Hoi Chun, Daniel (Mathematics teacher of HKUGAC)	Aroma Second-hand Electronic drum	1 set	N/A	N/A	IMC 14/4/2023
13-03-23	2223006	2223006	MAK Hoi Chun, Daniel (Mathematics teacher of HKUGAC)	BH Percussion Second-hand Cajon	1 unit	N/A	N/A	IMC 14/4/2023
13-03-23	2223007	2223007	MAK Hoi Chun, Daniel (Mathematics teacher of HKUGAC)	Second-hand Guitar Stand	1 unit	N/A	N/A	IMC 14/4/2023
12-04-23	2223008	2223008	Direct Subsidy Secondary School Council (DSSSC)	Carton Box (53x35x38cm)	150pcs	N/A	N/A	IMC 21/7/2023
12-04-23	2223008	2223008	Direct Subsidy Secondary School Council (DSSSC)	Plastic Box (28x19x14cm)	100pcs	N/A	N/A	IMC 21/7/2023
12-04-23	2223008	2223008	Direct Subsidy Secondary School Council (DSSSC)	Lid of Plastic Box	100pcs	N/A	N/A	IMC 21/7/2023
08-06-23	2223009	2223009	Chan Chong (Mathematics teacher of HKUGAC)	Toyama Guitar	1 unit	600.00	N/A	IMC 21/7/2023

05-07-2022	2122012	2122012	Mr. Philip Chan (Former IMC manager)	Alkaline Water Generator	1 unit	N/A	N/A	IMC 29/7/2022
			Mr. Philip Chan (Former IMC manager)	Two-cylinder Oxygen Concentrator	1 unit	N/A	N/A	

Note: \*Donations including cash grant in form of discount or commission fee to schools. According to EDBC 10/2016, schools should not solicit donations or advantages from trading operators/suppliers.

#A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

## 9. Capacity Enhancement Grant Report 2022-23

Task Area	Major Area(s) of Concern	Strategies	Benefits Anticipated (e.g. how workload is alleviated)	Time Scale	Evaluation
<p>Curriculum Development &amp; Enhancement of students learning inside and outside classroom.</p>	<ul style="list-style-type: none"> <li>• To facilitate the reform of school based Chinese Language curriculum (reading curriculum in both junior and senior form)</li> <li>• To enhance students learning Chinese language and culture inside classroom by organizing after school tutorial classes.</li> <li>• To enhance students learning Chinese language and culture outside classroom by organizing language related activities and competitions.</li> </ul>	<p>To recruit one full time Chinese Language teacher</p>	<ul style="list-style-type: none"> <li>• For the additional staff, he would help prepare the learning materials including PowerPoints and worksheets related to the reformed curriculum, especially in S3. He will also lead some after school tutorial classes and assist in different kinds of activities and competitions such as Chinese festival celebration, choral speaking competition, Chinese New Year Celebration etc.</li> <li>• For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.</li> </ul>	<p>From September 2022 to August 2023</p>	<p>The grant has proved to be extremely helpful in assisting teachers in our student enrichment programs.</p> <p>An extra staff member helped to promote Chinese culture around school to all students. This process involved</p> <ul style="list-style-type: none"> <li>• training students to participate in choral speaking competitions,</li> <li>• assisting teachers to organize Chinese New Year celebration and other Chinese culture related activities at school,</li> <li>• assisting teachers to organize inter-school activities.</li> <li>• cooperating with students to organize language competitions such as writing competition.</li> <li>• helping to reform the junior Chinese curriculum, as well as managing administrative work for many kinds of inside and outside school competitions.</li> </ul>

Task Area	Major Area(s) of Concern	Strategies	Benefits anticipated (e.g. how workload is alleviated)	Time scale	Resources required	Success criteria	Evaluation
Curriculum development & enhancement of students' learning	1. To enhance the value education of our school-based curriculum	To recruit one full time LS teacher	To help modify our junior curriculum and relevant materials to strengthen its value education element  More manpower to implement the Community Engagement Project	From September 2022 to August 2023	Salary	More school-based L&S materials with strengthened value education element would be created  The implementation of Community Engagement Project in our S3 curriculum  Students' love of learning and their commitment of service could be enhanced	The modification of our junior curriculum and materials: <ul style="list-style-type: none"> <li>Four sets of S2 learning materials were revised to enhance their value education component.</li> </ul> <u>The implementation of Community Engagement Project (CEP) in our S3 curriculum</u> <ul style="list-style-type: none"> <li>The planned CEP lessons for S3 students were conducted successfully. Students engaged in various service activities that benefited underprivileged children and ethnic minorities. Some of these activities included offering free physical interest classes and arranging online English tutorials. They also promoted a better understanding of different ethnic cultures within the school. Other initiatives involved the creation of audio tour guides or audio dramas, which were aimed at promoting Chinese culture within our community.</li> </ul>

							<ul style="list-style-type: none"> <li>The project has successfully developed our students' empathy and open-mindedness, as reflected by the scoring of following items <ul style="list-style-type: none"> <li>(3.91/5) The CEP helps me to become more aware of the needs of my community.</li> <li>(4.04/5) I have a responsibility to serve my community.</li> <li>(3.89/5) The community service involved in my CEP makes me more aware of my own biases and prejudices.</li> </ul> </li> </ul>
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<b>Date</b>	<b>Description</b>	<b>HKD</b>
30/08/2022	2022/2023 CEG Grant received	677,100.00
30/08/2022	2022/2023 CEG Grant adjustment	(11,523.00)
31/08/2023	2 teachers salary	(665,577.00)
31/08/2023	Balance c/f	-

## 10. 公民與社會發展科津貼（公民科津貼）2022-23

本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源、流動應用程式或軟件等 (例如：參考書、刊物、多媒體及電子教學材料、製作虛擬實境或 3D 圖像的軟件等)	3,338.51
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	1,839
iii.	舉辦和公民科課程相關的校本學習活動 (例如：參觀展覽、實地考察、體驗學習營等)	33,581
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	0
v.	其他（請註明）： _____	0
	總開支金額	38,758.51
	津貼餘款	261,241.49



### 11. School-based After-school Learning and Support Programmes 2022-23

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28708815

**A. The number of students (count by heads) benefitted under the Grant is 3 (including A. (0) CSSA recipients, B. 3 SFAS full-grant recipients and C. 0 under school's discretionary quota).**

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Archery Team		1		>80%	Oct 22 - May 23	600			
Athletics Team		1		>80%	Oct 22 - May 23	600			
Language Learning: Japanese		1		>80%	Oct 22 - May 23	350			
<b>Total no. of activities:</b>									
@No. of man-times		3							
**Total no. of man-times	3				<b>Total Expenses</b>	1,550			

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

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

### C. Project Effectiveness

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

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

**D: Comments on the project conducted**

***Problems/difficulties encountered when implementing the project***

***(You may tick more than one box)***

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes  
(Please specify: \_\_\_\_\_);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_

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

No

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## 12. 姊妹學校交流報告書 2022-23

內地姊妹學校名稱 (1):	Beijing Academy 北京中學
(2):	Shanghai Tianjiabing High School 上海田家炳中學
(3):	Foshan No.10 Secondary School 佛山市第十中學
(4):	Ningbo Tungji Secondary School 浙江省寧波市同濟中學

### 第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	· 因疫情關係，本年未能展開兩地師生交流計劃。然而兩地學校已開始計劃來年活動，促進兩地交流。	· N/A	· N/A	· 本年書院與北京中學更新了姊妹學校合作協議，並已與其餘三所學校展開聯繫，期待來年的交流活動。

### 第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	購買籌備交流器材	其他：交流所需的樂器	\$143,792.6	
		總計	\$143,792.6	
		津貼年度結餘	0	*本年津貼共有\$157,127，有效日期至31/08/2023，因此\$剩下的\$13,334已退回。

### 13. Report on the Use of the Promotion of Reading Grant 2021-22

#### Part 1: Financial Report

Item	Expenses (\$)	
	Estimated	Actual
1. Purchase of Books & Magazines		
• Printed Chinese and English books	32,000.00	28,951.93
• Printed Chinese and English magazines	30,000.00	23,835.50
2. Web-based Reading Schemes		
• Online Reading Platform (Newsela)	152,000.00	151,637.69
• Online Reading Platform (Britannica)	11,000.00	10,228.45
• Subscription of Chinese and English e-resources	40,000.00	36,500.00
<b>Total</b>	<b>265,000.00</b>	<b>248,152.87</b>

#### Part 2: Evaluation of the Effectiveness

**Focus: to strengthen the reading motivation and habits among students**

- **The Role of the Cross-curricular and Publications Committee**

The Committee oversaw the implementation of the reading component of the Committee Annual Plan. The main events successfully organised by the Reading Sub-committee this year were:

- ❖ Holding a regular Book Club with over 20 students to prepare them for the Inter-school Battle of the Books Competition, where the students performed exceptionally well to clinch the second position in the group they competed in.
- ❖ Holding S1 Inter-class and Battle of the Books Competition.
- ❖ Holding a Reading Week with Inter-class Battle of the Books Competition, Blind Date with a Book charity event and an author talk.
- ❖ Holding a Book Fair at the end of the year

- **The Role of the ‘Reading Across the Curriculum’ Sub-committee**

The main aims of the sub-committee this year was to increase students’ reading motivation through offering them regular subject-specific reading lists and to help teachers in different KLAs by recommending reading strategies that could be utilised in their teaching. The following initiatives were carried out to achieve these aims:

- ❖ Subject-specific recommended articles, mostly from a reading platform called Newsela, were shared with the students from eight different KLAs on a biweekly basis for each form throughout the year.
- ❖ A reading strategies workshop on the benefits of utilising graphic organisers to assist reading comprehension was organised with representatives from different KLAs.
- ❖ Newsela and Britannica workshops were organised for subject representatives to familiarise them with the platforms.
- ❖ Subject-specific book recommendations were shared on the Daily Bulletin.

- **Reading Challenge 2022-23**

The Cross-curricular and Publications Committee organised a reading challenge to attract students and teachers to read for fun, pleasure and personal achievement with the aim of promoting a reading culture in the school community. Overall, 136 participants signed up for the

challenge. A mechanism was developed to monitor the participants' reading throughout the year. To promote the library book collection, monthly displays in the library based on the Reading Challenge themes were set up, and regular updates on the progress made by students were shared with the school community through the Daily Bulletin.

- **S1 Reading Lessons**

The main goal of the S1 Reading Lessons this year was to develop S1 students' reading habits as they transitioned into secondary school life and to prepare them to develop the habit of self-directed learning in terms of reading in different subjects areas. A tailor-made reading programme, based on the concept of reading circles, was rolled out at the beginning of the year to enhance the effectiveness of these reading lessons and to promote student-centred learning. Based on the experience this year, the student-centred aspect of the programme would continue to be prioritised, with focus placed on the coverage of different reading strategies in English lessons next year.

- **Collection Development in the Hub**

To further strengthen students' learning during the year, The Hub continued to source a variety of appropriate resources for our learning community. In addition to subscription of e-newspapers and magazines, The Hub assisted different departments in the acquisition of both e-resources and print books throughout the year, including those for Battle of the Books competition and the Speech Festival. In addition, all S1 classes were allocated \$1000 each, which they used to expand their class library corner collection based on their own preferences.

- **Engaging different stakeholders**

A staff Book Club was created to develop a reading culture among teachers. Four sessions were held across the year, with around 10 participants attending each session to discuss themes and other important messages in pre-selected books. With the assistance of the Reading Coordinator, participants were able to pick one book that they all had to read before attending each session.

- **Reading-focused Instagram Page**

To share reading initiatives more effectively with the school community and to engage more students, a central platform on the popular social networking platform Instagram was set-up and managed by the Committee. Regular posts to promote reading included:

- ❖ Book Recommendations
- ❖ New library purchases
- ❖ Interactive quizzes and polls
- ❖ Reading Initiatives Promotion

## 14. Report on the Learning Support Grant 2022-23

### The Whole School Approach to Catering for Students with Special Educational Needs (SEN) Year-end Evaluation Form

School: HKUGA COLLEGE

(2022 / 2023 School Year)

(1) The progress of our school on catering for students with SEN is as follows: (Please put a '✓' in the box.)

I	Inclusive Culture	Highly satisfactory	Satisfactory	Acceptable	Need improvement
a)	The school management supports the Student Support Team to promote the Whole School Approach to integrated education to cultivate an inclusive school culture	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
b)	Staff accept students with SEN and are committed to supporting them	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
c)	Students accept each other's uniqueness and individual differences	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
d)	There is good home-school collaboration and frequent communication between parents and teachers about the student progress	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II	School Policies				
a)	The school management establishes policies to cater for students with SEN, and review the objectives and effectiveness regularly	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
b)	School information is highly transparent and school has to set out the inclusive policies, additional resources allocated, support services provided to the students for implementing IE in their School Report and School Profile, and parents concerned also understand the tier of support and progress of their children	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
c)	Action plan for continuing professional training on special education for teaching staff is strategically planned, and is expected to meet the training objectives set by the EDB	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
d)	School resources are pooled and deployed flexibly to ensure the effective use of resources in order to provide students with appropriate support services	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
III	Support Measures				
a)	Teachers can early identify students' SEN through classroom teaching and the use of assessment tools provided by EDB	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
b)	A Student Support Team or its equivalent is set up, SENCO is assisting the school principal and vice-principal(s) to strategically plan, implement, monitor, evaluate and co-ordinate support measures for students with SEN	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
c)	An SEN Register has been established and the effectiveness of support measures and students' learning progress are periodically reviewed	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
d)	The Student Support Team collaborate with the subject panels/ committees to devise support programmes, curriculum and teaching adaptations, and special examination and assessment arrangements etc. for students with SEN etc.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

e)	Teaching skills of teaching staff are improved through professional exchange	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
f)	Diverse teaching strategies (such as collaborative teaching and co-operative learning) are used to facilitate students' learning	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
g)	Various assessment accommodation strategies are implemented with reference to cater for students' needs	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
h)	IEPs are used to cater for those students in need of individual intensive support	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

### (3) Home-school Cooperation

1. Our school uses the following methods to let the parents to understand the support measures and tiers of support of students:

- distribute Summary of Support for Student
- ✓ draw up individual support plans for tier-2 students and Individual education plans for tier-3 students
- ✓ clearly state the support measures and services in the School Report and School Profile
- ✓ Student Support Team reviews /reports the students' progress with parents regularly
- others (please specify) : \_\_\_\_\_

2. Our school establishes regular communication mechanism with parents, include:

- ✓ notice
- ✓ Telephone contact/ electronic platform
- ✓ parents day
- Summary of Support for Student
- parents' training
- ✓ Student assessment/progress report
- ✓ parents' interview
- Others (please specify): \_\_\_\_\_

### (4) Support for NCS students with SEN (if applicable)

- Our school provides the following support for NCS students with SEN:
- use the Grant for Supporting NCS Students with SEN to employ additional teaching assistants
- use the Grant for Supporting NCS Students with SEN to hire professional services assist translation
- promote inclusive culture programmes to cultivate an inclusive learning environment in school
- career life-planning service designed for NCS students with SEN to adapt to school life and make smooth transition through different learning stages
- ✓ Others (please specify) : to employ school counsellor for emotional and counselling support



**(5) Areas for strengthening or improvement in respect of the implementation of integrated education:**

(Please refer to the 'Catering for Student Differences ~ Indicators for Inclusion' if necessary)

(a) Inclusive <u>culture</u> :	Facilitate students' understanding to inclusive culture and appreciation to diversity by different inclusive activities and experiences.
(b) Inclusive <u>policy</u> :	With reference from Education Bureau's recommendation, support teachers in exploring the teaching pedagogy and handling of learning diversity.
(c) Inclusive <u>practices</u> :	Providing individual and group counselling sessions in supporting students' emotional and learning needs with the help of school counsellors and supporting teachers.

## 2022 / 2023 School Year Financial Report of Learning Support Grant (LSG)

Surplus allowed to be retained at the end of last school year:	HK\$363,968.37		(a)							
The amount of LSG for this school year:	HK\$894,071.00	+		HK\$176,560	=	\$1,070,631.00				
	The 1st allotment (b)			The 2nd allotment (c)						
The entitlement for this school year (Total income):	HK\$1,434,599.37		(d) [(a)+(b)+(c)]							
The expenditure for the whole school year:	\$1,231,695.74		(e)							

Expenditure items as listed below:		
	Items	Amount (\$)
1	Employ additional full-time and/or part-time additional teachers	494,000.00
2	Employ additional teaching assistants	-
3	Employ additional full-time counsellors	431,416.17
4	Hire of professional services	277,345.23
5	Procure learning resources	6,604.94
6	Organise learning / inclusive culture activities or programmes on inclusive culture, school-based teacher training programmes and home-school cooperation support activities	22,329.40
7	Others : (please specify : _____)	

Accumulated surplus by the end of this school year:	\$202,903.63	(f) [(d)-(e)]
Percentage of surplus to this school years' provision (%):	19%	(g) [(f) / [(b) +(c)]'x100%

REF	Name of support items	Aim of services(e.g. : split class or small group teaching/ activities on inclusive culture, reading and writing training, social training, develop concentration, etc.)	External service providers(if applicable)	Implementation time(including total duration of class /activity or the average cost per hour)	Targets(e.g. : Number of students with SEN and type, number of parents)	Performance indicatorsMeans of assessment	Review of effectiveness	Actual expenditure/Average expenditure/	
1	Employ additional full-time teachers No: 1	Tired group teaching and group counselling, activities and administration for inclusion support	N/A	Whole of school year	All students	Annual assessment (incl. teaching and inclusion support)		Total charge:	494,000.00
2	Employ additional full-time teaching assistants No:		N/A					Total charge:	
3	Employ additional full-time counsellors No: 2	Individual and group counselling, activities and administration for inclusion support	N/A	Whole of school year	All students	Annual assessment (incl. counselling and inclusion support)		Total charge:	431,416.17
4	Hire of professional services	Read and write training for SpLD ( <i>Wing Scheme</i> )	Earnest Educational Psychology Service	No. of sessions: 11 Duration/session: 1.5 Hours Total hours: 16.5 Hours	Type(s) of Ss SEN : SpLD No.: 6			Avg. charge / hour: Total charge:	HK\$1,500 24,750.00

5	Hire of professional services	Professional emotional support service (CP service)	Earnest Educational Psychology Service	No. of sessions: 20.5 Duration/session: 8 Hours Total hours: 164 Hours	Type(s) of Ss SEN : MI and Ss with emotional issues No.:			Avg. charge / hour: Total charge:	HK\$1,434 235,200.00
6	Procure learning resources	Learning and emotional support related	N/A	No. of sessions: - Duration/session: - Hours Total hours: N/A Hours	Type(s) of Ss SEN : All types No.: N/A			Avg. charge / hour: Total charge:	N/A 6,604.94
7	Hire of professional services	In-house counselling	School counsellors	No. of sessions: 40 Duration/session: 1 Hours Total hours: 40 Hours	Type(s) of Ss SEN : All types No.: 30			Avg. charge / hour: Total charge:	N/A 703.10
8	Hire of professional services	SEN support group with arts (Art to Heart ELA)	School counsellors	No. of sessions: 16 Duration/session: 1.5 Hours Total hours: 24 Hours	Type(s) of Ss SEN : All types No.: 15			Avg. charge / hour: Total charge:	HK\$279 6,693.12
9	Hire of professional services	SEN support group with board games (Fun House ELA)	School counsellors	No. of sessions: 19 Duration/session: 1.5 Hours Total hours: 28.5 Hours	Type(s) of Ss SEN : All types No.: 20			Avg. charge / hour: Total charge:	HK\$178 5,072.61

10	Inclusive culture activities / programmes	Inclusion ambassador training(Wellness United ELA)	School counsellors	No. of sessions: 9 Duration/session: 1.5 Hours Total hours: 13.5 Hours	Type(s) of Ss SEN :  All types  No.: 18			Avg. charge / hour: Total charge:	HK\$394 5,314
11	Hire of professional services	Emotional support group with music (Glee Club ELA)	School counsellors	No. of sessions: 17 Duration/session: 1.5 Hours Total hours: 25.5 Hours	Type(s) of Ss SEN :  All types  No.: 12			Avg. charge / hour: Total charge:	HK\$96 2,459.5
12	Hire of professional services	SEN academic support group (Project ACE)	School counsellors	No. of sessions: 30 Duration/session: 1.5 Hours Total hours: 45 Hours	Type(s) of Ss SEN :  All types  No.: 18			Avg. charge / hour: Total charge:	HK\$55 2,466.9
13	Inclusive culture activities / programmes	Inclusion activities (Talks and impairment experience)	Wheel for Oneness	No. of sessions: 1 Duration/session: 4 Hours Total hours: 4 Hours	Type(s) of Ss SEN :  All types  No.: 200			Avg. charge / hour: Total charge:	HK\$3,000 12,000
13	Inclusive culture activities / programmes	Inclusion activities (S3 motivation workshop)	School counsellors	No. of sessions: 1 Duration/session: 3 Hours Total hours: 3 Hours	Type(s) of Ss SEN :  All types  No.: 200			Avg. charge / hour: Total charge:	HK\$146 437.5

14	Inclusive culture activities / programmes	Inclusion activities (Shine - Drama therapy group counseling experience)	Hong Kong Expressive Arts Therapy Service Center	No. of sessions: 1	Type(s) of Ss SEN :			Avg. charge / hour:	HK\$1,400	
				Duration/session: 3 Hours	All types				Total charge:	4,200
				Total hours: 3 Hours	No.: 16					
15	Inclusive culture activities / programmes	PS/College mentorship program	IGE Team and School counsellors	No. of sessions: 3	Type(s) of Ss SEN :			Avg. charge / hour:	HK\$50	
				Duration/session: 2.5 Hours	All types				Total charge:	377.9
				Total hours: 7.5 Hours	No.: 20					
<b>Grand Total</b>									1,231,695.74	

**P.S.: Please provide breakdown (salary + MPF) of employment of teachers/TA if applicable.**

## 15. Report on the Use of the Life-wide Learning Grant 2022-23

### HKUGA College Report on the Use of the Grant 2022-23 School Year

No.	Name	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Actual Expenses / Per Person(\$)	Nature of Expenses	Essential Learning Experiences					
					Level	Estimated Number of Participants					I	V	P	S	C	
<b>1.1</b> <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes																
1	STEM Projects & Competitions	Students participate in STEM PROJECTS linked to STEM competitions. Including transportation to events. Sharing of STEM projects that link to other schools. To explore different world issues and our ability to	Cross-KLA	Oct 2022- July 2023	S3-S5	50	Teams are participating in HKYSTIC, SSPC and The Greater Bay STEM competitions. Students are exposed to authentic STEM learning experience in the competitions.	\$33,737	\$674.74	E1, E2	✓			✓		

		resolve some of the problems.													
2	STEM Nature Trail	Learning materials upkeep in the STEM nature Trail also in other STEM activities conducted around the campus outside of class times. To engage students in STEM learning as they explore the grounds of the school.	Cross-KLA	Oct 2022- July 2023	S1-S5	850	Nature trail is well maintained and no extra expenses incurred.	\$0	\$0	N/A	✓			✓	
3	World Day	World Day – Linked with Science, STEM Departments as well as Global Citizenship Committee, Chinese Cultural Enhancement Committee and Cross-curricular and Publications. To expose students to world issues as well as to celebrate the learning that has taken place throughout the year across the various school activities.	Cross-KLA	July 2023	S1-S3	400	This was very successful as it incorporated efforts from the PTA and students had a great time exploring the different areas of the school to learn about the different aspects of culture.	\$9,597	\$23.99	E1	✓	✓		✓	
4	Reading Schemes	Newsela and Britannica Subscription designed to boost reading interests and cross curricular reading within self-directed learning. To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas.	Cross KLA	Sept 2022 – July 2023	S1-S6	850	Both platforms played a crucial role in promoting reading across the curriculum at the school. All KLAs taught in English utilised Newsela to assign reading to students on a bimonthly basis. This has brought about improvement in students reading habits based on the results of the ADC survey.	\$161,866	\$190.43	E1	✓	✓		✓	
5	Service Teams	Service Teams Training - To promote and nurture the sense of purpose in our students and their various service teams.	Activities and Events	Sept 2022 – July 2023	S1-S5	800	Training was done Internally	\$0	\$0	N/A		✓		✓	



6	MCNSE Talks & Activities	MCNSE Talks, Activities and Excursions to raise students awareness of global issues and to boost resilience.	NSE	Sept 2022 – July 2023	S1-S6	914	Our school survey shows that students are having a better understanding of National Security Law and national education after joining the related programs this year. (3.79/5).	\$4,200	\$4.6	E1	✓	✓		
7	OPAL – Ocean Park Authentic Learning	Ocean Park - Special learning experiences for S3 students. Enabling them to learn outside of the classroom in authentic situations about UN Sustainable Development Goals.	Cross-KLA (conducted by Global Citizenship Committee)	April 2023	S3	200	The Ocean Park excursion has continued to be well received by students. It was a great way to maintain the learning even after the examinations.	\$6,650	\$33.25	E1	✓			
8	English Competitions & Excursions	Competitions and excursions to promote students interest in learning English.	English	Sept 2022– July 2023	S1-S5	800	Students’ interest in learning English was significantly boosted through their participation in external debating, reading and other competitions and activities.	\$5,950	\$7.44	E1	✓	✓		
9	Field Trips	Field Trips – Locally and Overseas, including local transportation costs and field work equipment. To promote learning of topics in real world scenarios.	Geography. & History & Humanities	Sept 2022 – July 2023	S4-S5	50	Students were able to learn Geography in different ways. They all enjoyed the learning. Some even decide to take Geography as one of their electives.	\$34,320	\$686.4	E1, E2, E7	✓	✓		
10	Community Engagement Project	Students select an issue that is negatively affecting the community and seek ways to improve the situation. To encourage students to link what they have learned in the curriculum with ways to help improve the world in their own way.	Liberal Studies	Sept 2022 – July 2023	S3	200	The project has successfully developed our students’ empathy and open-mindedness, as reflected by the scoring of following items - (3.91/5) The CEP helps me to become more aware of the needs of my community. - (4.04/5) I have a responsibility to serve my community. - (3.89/5) The community service involved in my CEP makes me more aware of my own biases and prejudices.	\$41,440	\$207.2	E1	✓	✓	✓	
11	Maths Competitions	Competitions and costs involved to transport and enrol as well as cater to the needs of the students while	Maths	Sept 2022 – July 2023	S1-S5	200	Students actively engaged in both IMMC2023 and 2023 香港華羅庚金杯少年數學邀請賽, where they adeptly applied their mathematical knowledge to	\$4,110	\$20.55	E1, E2	✓			

		there. To promote the learning of Maths among other students.					a diverse range of questions and problems.										
12	CASTLE Activities	Costs involved in conducting a comprehensive system of boosting students' interests through different biweekly activities outside of the normal classrooms in various areas. CASTLE stands for Creative Arts and Sports Technology and Life Education. To enhance the students' development of skills and interests in various non-academic activities.	CASTLE Activities	Oct 2022 - June 2023	S1-S2	400	Our CASTLE Activities enabled students to explore their interests. They were positively received and students felt they were able to enhance their skills and their interactions with others.	\$14,046	\$35.12	E1						✓	
13	Chinese Enhancement	Activities such as special days, festival celebrations, guest speakers and excursions. To promote interest in Chinese and the cultural aspects involved.	Chinese	Sept 2022 - July 2023	S1-S6	914	These activities are very successful and are able to enhance students' understanding of Chinese culture.	\$68,062	\$74.47	E1	✓	✓					
14	Chinese Activities, Competitions & Workshops	Activities and competition application fees and workshops. To promote interest in learning Chinese.	Chinese	Sept 2022 - July 2023	S1-S5	500	This provides students with opportunities to enhance their Chinese language and culture outside the classroom, with schoolmates in different forms and even students from other secondary schools.	\$13,411	\$26.82	E1	✓	✓					
15	Musical Activities	Activity and workshop fees and transportation. To provide opportunities for student exposure and performances.	Music	Sept 2022 - July 2023	S1-S5	100	Junior choir and orchestra members have entered competitions, including HKICF, Hong Kong Interflows, and Joint School Music Competition with the support in application fee and transportation fee. These events have given students a sense of purpose in improving themselves continuously as a team.	\$23,027	\$230.27	E1, E2						✓	✓
16	Physical Education Coach Hiring	Coach hiring to teach different types of sports related activities. i.e. Dance Sports and Funk Jazz, Swimming, Lacrosse and	Sports	Sept 2022 - July 2023	S1-S6	914	To broaden the experiences of the students, external coaches have enhanced our school-based programmes and offer a wider variety of sports in lesser known sports. With the support of	\$72,760	\$79.61	E1						✓	

		Archery. To broaden the horizons of our students beyond the skillset of our regular PE Teachers.					the coaches, our students can learn the specific skills with their expertise. Teachers monitored and provided feedback on these skills as well as generic skills utilised.								
17	Sports Teams	Sports Team Enhancement – Additional training sessions for our focus sports teams. This includes the application fees for Sports Competitions. To enhance specific skills, fitness and team bonding.	Sports	Sept 2022 – July 2023	S1-S6	300	As some territory-wide competitions were held outside the usual ELA terms, these additional training sessions allowed school team members to maintain their standard and represent the school in the best possible shape.	\$169,798	\$566	E1			✓		
18	ABLE Activities	Extended Student External Activities – Visiting learning opportunities through different organisations and linking field work to either the formal or informal curriculum. i.e. Year level excursions to work on our RICE Programme, team building activities in our FACT Programme or an extended stay in a remote camp for volunteer students. To get students out of the campus and connect more with nature. To build resilience in the face of hardships.	Adventure-based Life Education	Nov 2022 - July 2023	S1-S3	600	These activities were largely held during our Excursion week. They were extremely successful with over 80% approval ratings in terms of learning experience from students.	\$219,256	\$365.43	E1	✓	✓	✓		
19	Global Issues Speakers	Global Issues Talks – External speakers presenting their experiences working on global issues, innovation, personal and career development. To provide insights about world issues, potentials and exploring career options. To cultivate leadership through related workshops with speakers.	Global Citizenship	Sept 2022 - May 2023	S1-S5	800	were exposed to different cultural aspects from Students authors and dancers.	\$4,500	\$5.63	E1	✓		✓	✓	

20	Student Leadership Activities	Student Leadership Activities – Student led activities from leadership teams to engage the rest of the student body in resilience and positive emotion activities within school. To promote the use of PIME in leading events. To help students deal with stress related to impending examinations. To build relationships.	Student Leadership	Sept 2022 – July 2023	S1-S5	900	Activities were conducted throughout the year. Students enjoyed the activities and acquired new skills when organizing activities.	\$4,982	\$5.54	E1	✓	✓		
21	Peer Counsellor Events	Peer Counsellor Events with S1 students To aid the transition from primary to secondary school for our S1 students	Student Leadership	Sept 2022 – July 2023	S1/S4/S5	250	Students were fully engaged in a range of activities, including the Orientation Day and other bonding activities. S1 students were able to adapt to the new environment through the activities.	\$2,301	\$9.2	E1	✓	✓		
22	Pastoral Care Talks	Pastoral Care talks and student activities. To promote positive attitudes toward life, relationships and responsibilities	Pastoral Care	Sept 2022 – Apr 2023	S1-S6	914	Students benefitted from the talks and activities to know more ways in practicing positive education in daily life. Effectiveness of the programmes would be even higher if we can let students share and initiate relevant programmes in the future.	\$6,728	\$7.36	E1	✓	✓		
							Sub-total of Item 1.1	\$900,741						
1.2		<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
							Sub-total of Item 1.2	\$0						
							<b>Estimated Expenses for Category 1</b>	\$900,741						

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

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.	Student Leadership	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	\$6,447
2	S6 Art Show to show – Printing of booklets, invitations, souvenirs, spotlights, mounting card, etc.	Arts	To provide an avenue to promote visual arts within the school. To promote aesthetic appreciation within the student body.	\$4,744
3	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	Values Education	To promote a culture of positive education across the entire school To enable students to have a strong positive outlook for the future as they reflect on the present and the past	\$63,175
4	Purchasing of Music Scores and Instruments for the band room and also to purchase musical scores. Also repairs of equipment for student use outside of the classroom.	Music	To promote student interest and engagement in musical activities.	\$17,803
5	Equipment for Sports Teams and ELAs	Activities & Events	To develop the interest and engagement of students as well as to improve overall fitness and other skills.	\$4,150
			<b>Estimated Expenses for Category 2</b>	\$96,319
			<b>Estimated Expenses for Categories 1 &amp; 2</b>	\$997,060

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

Code for Expenses	
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
E2	Transportation fees
E3	Fees for non-local exchange activities / competitions (students)
E4	Fees for non-local exchange activities / competitions (escorting teachers)
E5	Fees for hiring expert / professionals / coaches
E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E7	Purchase of equipment, instruments, tools, devices, consumables
E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E9	Others (please specify )
COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

**Number of Student Beneficiaries**

Total number of students in the school:	914
Number of student beneficiaries:	914
Percentage of students benefiting from the Grant (%):	100%

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## 16. Report on the Use of the Student Activities Support Grant 2022-23

### I. Financial Overview

A	Allocation in the Current School Year:	\$6,500.00
B	Expenditure in the Current School Year:	\$6,475.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$25.00

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	2	\$4,850.00
Meeting the school-based financially needy criteria	2	\$1,625.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>4</b>	<b>\$6,475.00</b>

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <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)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Archery Team		1	\$200.00			✓		
2	Volleyball Team		1	\$1,225.00			✓		
3	Athletics Team		1	\$1,150.00			✓		
4	Basketball Girls Team		1	\$3,500.00			✓		
5	Introduction to Personal Finance		1	\$400.00		✓			
<b>Expenses for Category 1</b>			<b>5</b>	<b>\$6,475.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
<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>									
1									
2									
3									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>5</b>	<b>\$6,475.00</b>					

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

Contact Person for LWL (Name & Post):	
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## 17. Diversity Learning Grant 2022-23 - Other Programme: Gifted Education

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
Subsidizing students participating in competitions or education programs held by external organizations	To broaden elite senior form students' horizons in different disciplines	5 elite senior form students	9/2022 – 8/2023	The knowledge and experience students gained after joining the programs or competitions	<ul style="list-style-type: none"> <li>• 4 and 1 students joined programs provided by the CUHK and HKUST respectively in different disciplines, like science, mathematics, etc.</li> <li>• All students completed the program and obtained a certificate or a transcript of the program.</li> </ul>	\$17,660.00

Department	Programme Name	No. of SS Students benefitted	Actual Expenditure (HK\$)
Gifted Education	Summer Gifted Programmes Offered by Tertiary Institutions <ul style="list-style-type: none"> <li>• CUHK – Programmes for the Gifted and Talented 1x Enlightening World Heritage Architecture</li> <li>• CUHK – Science Academy for Young Talent 3x Weather and Climate</li> <li>• HKUST – Enrichment Program for Gifted Learners 1x An Engineering Perspective: Renewable Energies &amp; Energy Conversion</li> </ul>	5	\$17,660.00

### 18. Grant for Supporting NCS Students with SEN (2022/23)

Surplus retained at the end of last school year ( a ) :	\$84,867.50
No. of eligible Stud. entitled for the grant :	1
Entitlement approved ( b ) :	\$103,230.00
Total allocation available this year ( c ) = ( b ) + ( a ):	\$188,097.50
Estimated expenditure this year ( d ):	\$188,097.50
Accumulated surplus by the end of this school year ( e ) = ( c ) - ( d ):	\$ -
Surplus ABOVE limit (Entitlement this year) ( f ) = ( e ) - ( b ) : ( *Amount will be in <b>RED</b> if above)	\$ -

Usage of budget expenditure : (can be more than one item below)

			Details of Expenditure
<b>Employ additional teaching assistants</b>	\$ -	Chi Speaking ____ *NCS ____	Roles : _____
<b>Employ school counsellor</b>	\$188,097.50		Roles : <u>emotional and counselling support</u>
<b>Hire of translation services</b>	\$ -		
<b>Hire of other professionals services</b>	\$ -		E.g. : _____
<b>Promote inclusive programmes</b>	\$ -		E.g. : _____
<b>Others: (E.g. Teachers training / Parent workshop)</b>	\$ -		E.g. : _____