

# **St. Catharine's School for Girls**

**Annual School Report  
2024 / 2025**

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# **St. Catharine's School for Girls**

## **Mission of the School**

To deliver quality education to students, making them virtuous,  
all-round and knowledgeable.

## **Our Vision**

We educate our students to:

- attain excellence in conduct and academic results
- be equally good at work and play
- be consciously aware of the world around them
- be concerned about the community
- be good followers of Christ
- be in line with The Truth

## Aims of Education

**We believe God created man and endowed all individuals with various gifts and potentials, and the aim of education is to help everyone understand and bring out the best in themselves, enabling them to equip themselves with the following attributes:**

1. A knowledge of **self-worth** and the understanding that each person has his own place in the universe.
2. A correct and **balanced** value judgment.
3. A clear concept of right and wrong; a sense of **social justice** and an obligation to ensure that these principles are being upheld.
4. A strong desire to build a fair and **orderly** society.
5. A willingness to shoulder family and social **responsibilities**.
6. Respect for others' **dignity** regardless of their social standing.
7. Respect for every individual's **right** to freedom in society; not to deprive of others' freedom for your own sake, and vice-versa.
8. An ability to **empathize** with others and share their feelings objectively.
9. An ability to build up **harmonious relationship** and co-operate with others in all circumstances.
10. A sense of **proactiveness, independence, self-discipline, self-respect and unselfishness**.
11. A **loyal, trustworthy, magnanimous and sincere** character.
12. **Appreciation** of nature, culture and art.
13. An ability to think **logically, critically and independently**.
14. An **inquisitive** mind so as to pursue truth and knowledge.
15. A reasonable standard of language proficiency that enables one to **communicate** effectively with others.
16. **Common sense** to respond to daily issues and the ability to develop a deeper understanding of them.

## 教育的目標

我們相信上帝造人，並賦予人有不同的恩賜與潛能；教育的目的，是幫助每一個人發掘、了解、發展及培育自己的天賦與能力，並使自己具備以下之質素：

1. 了解到每一個人均有其價值，並在宇宙中有其地位。
2. 培養一個正確的、平衡的價值觀。
3. 對是非黑白有明確的觀念，關懷社會公義，並盡一己之責以監察社會公義之實踐。
4. 有強烈的願望去建立公正而有秩序之社會。
5. 願意承當與分擔每一個人在家庭裏與社會中應盡的責任與義務。
6. 尊重並承認每一個人——無論貧富——皆有人的尊嚴。
7. 尊重自己及任何一個其他人的自由與獨立性，絕不以一己的自由妨害其他人的自由，亦不容許相反情形發生。
8. 對別人有適度的同感性，能以客觀的態度了解他人的感受。
9. 能在任何環境中，皆與人建立和諧的關係，互相交往及合作。
10. 能自覺、自立、自律、自重而不自私。
11. 忠誠可靠，對人寬大誠懇。
12. 對自然、文化與藝術均能培養一種鑑賞的能力。
13. 有邏輯性與批判性的獨立思考能力。
14. 有適度的好奇心，能客觀地格物致知，並能對所知之事物作合理的分析與評價。
15. 有與別人溝通的能力，並有足夠的語言文字的表達技巧。
16. 有足夠的常識理解一般周圍發生的事物，並知曉以何種途徑繼續充實自己。

## **2024/2025 School Major Concerns (in order of priority)**

1. Nurturing academic excellence through the refinement of assessment literacy.
2. Strive to be the best and to be a person of value.

## **Achievements and Reflection on Major Concerns**

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

#### **2024-25**

#### **Major Concern 1: Nurturing academic excellence through the refinement of assessment literacy and Broadening students' knowledge beyond the classroom**

##### **Feedback and follow-up actions from the previous school year**

- As stated in the "Feedback and Follow Up" session of the 2023–24 Report, to further integrate IT and enhance learning in the AI era, the school planned to pilot an AI self-directed learning platform in the 2024–25 school year. While the report initially mentioned covering 6 subjects, in the 2024-25 school year, a total of 12 bots covering 11 subjects and JUPAS counselling had been developed, with the support of subject panels and the Careers Mistress.
- The previous report highlighted the need to review the strategic role of the library in supporting student learning. A brief review was conducted, resulting in the establishment of a DSE corner in the library and mini-DSE corners in senior form classrooms, and the removal of unnecessary subscriptions to rarely used platforms or licenses. Books related to National Education will also be purchased. The cost saved were redirected to enhance teaching and learning support.
- While the English team received support from external advisors, individual ad-hoc coaching sessions were provided to middle management in the English department by the Principal. As a follow-up strategy, the school will convert the English support into a whole-school approach by strengthening the role of the LaC team in the 2025-26 school year. The LaC team had been re-structured as well. (ASP Item 1.5).

1.1 To improve learning and teaching effectiveness through the refinement of assessment literacy

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)	Feedback and Follow Up
<ul style="list-style-type: none"> <li>• Assessment Analysis Reports were completed for all subjects, synthesizing various data, grade distributions, and trends from internal and public exams.</li> <li>• Subject panels have enhanced learning and teaching quality by implementing tailored measures, such as targeted re-teaching of weak skill areas, focused assessments to verify identified weaknesses, and refined pedagogical approaches based on evaluations. Small-group intervention clinics supported struggling students, while more assessments aligned with public examination formats were designed.</li> <li>• All subject panels, including non-examination subjects, incorporated constructive feedback on assignments and assessments. Feedback formats included written annotations, detailed comments on student work, oral feedback, comprehensive rubrics, and post-assessment debriefing.</li> <li>• As a pilot, ten subjects had purchased over 23 DSE scripts, predominantly from outstanding students.</li> <li>• The Apex program had been extended to cover more students.</li> </ul>	<ul style="list-style-type: none"> <li>• In general, subject departments agreed that analysis reports are useful for improving learning and teaching effectiveness.</li> <li>• 2024–25 F6 (Apex Elite/Apex): Satisfactory outcomes, with participating students averaging 26.1 points in DSE Best 5. The top-performing student achieved 5* or above in four subjects.</li> <li>• 2024–25 F5 (Apex Elite/Apex): Internal examination results were solid, complemented by positive student feedback on learning support.</li> <li>• Apex Potential Scheme (HKDSE 2025): More than half of the participating students attained Level 4 or above (25/49), meeting the scheme’s target and validating the tiered support model.</li> </ul>	<p>To increase students’ breadth of knowledges, the following follow up items will be implemented:</p> <ul style="list-style-type: none"> <li>• A macro-level, subject-based pedagogical review will be conducted in 2025–26.</li> <li>• Examination data from DSE and TSA will be utilized more purposefully, with targeted follow-up measures.</li> <li>• Additional academic intervention programmes will be expanded or introduced, including modified revision classes, summer classes, and the introduction of pre-/post-/external mock examinations.</li> <li>• The refined formats of CLP and peer observation will focus on how teachers provide constructive feedback on students’ assessments and assignments. All teachers are required to demonstrate effective debriefing skills in a real lesson during the observation cycle.</li> <li>• The Apex programme will be optimized across tiers to better support students with varying needs (ASP Item 1.3.1). Students participating will have greater autonomy in choosing the number of subjects they take.</li> <li>• Purchase scripts representing a broader performance range to better understand both strengths and weaknesses across student cohorts and to inform targeted teaching and intervention (ASP Item 1.1.3).</li> </ul>

1.2 To teach students how to acquire and analyze public examination assessment reports to refine and improve their own learning, so as to promote self-directed learning and cater for learner diversity

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)	Feedback and Follow Up
<ul style="list-style-type: none"> <li>• One F5 talk, and two F6 talks on how to acquire data and resources from the HKEAA to enhance exam skills were conducted.</li> <li>• One short lecture for elite students (Apex) on how to perform in-depth analysis of assessments and past paper questions was conducted.</li> <li>• Tools and models for DSE students to better organize and analyze their assessment and learning outcomes were developed and delivered to F6 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Besides data analysis, other learning strategies were also delivered during talks and lectures, receiving positive feedback. The second F6 talk could be scheduled earlier next year to provide students with more time to implement the proposed strategies during the study break.</li> </ul>	<p>To increase students' breadth of knowledges and groom their generic skills, the following follow up items will be implemented:</p> <ul style="list-style-type: none"> <li>• The measures will continue. To provide further support, a pre-mock roadmap (ASP Item 1.3.3) and a public mock past paper inventory will be developed (ASP Item 1.3.4). Additionally, a DSE resource pool will be established (ASP Item 1.3.8).</li> <li>• Grooming of elite students will be extended beyond the DSE area to include programmes offered by tertiary institutions (ASP Item 1.3.2) and CCA (ASP Item 1.3.3), focusing on generic skills like self-directed learning, problem solving etc.</li> </ul>

- 1.3 To promote assessment literacy, cater to learning diversity, and encourage self-directed learning by creating tailor-made assessment questions using AI, based on students' individual needs.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)	Feedback and Follow Up
<ul style="list-style-type: none"> <li>The SCSGAI platform was established, featuring 11 subjects and 1 JUPAS bot. The platform was piloted with F6 students in the first term and introduced to all students in February 2025.</li> </ul>	<ul style="list-style-type: none"> <li>During peak seasons, the SCSGAI platform had over 100 active users. Tailor-made input from subject teachers was included, which is highly desirable.</li> </ul>	<p>To increase students' breadth of knowledges, the following follow up items will be implemented:</p> <ul style="list-style-type: none"> <li>Subject teachers will be invited to periodically fine-tune the bots by providing updated data feeds, including the JUPAS bot which is correlated with life planning.</li> <li>Building on the success of the platform, other blended learning platform initiatives will be introduced (ASP Item 1.4.1). [Related to Information Literacy]</li> </ul>

- 1.4 To enhance the teaching and learning efficiencies of the English Department through measures such as creating teaching and learning materials and improving assessment literacy on a microscopic level.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)	Feedback and Follow Up
<ul style="list-style-type: none"> <li>With the assistance of an external advisor, coaching sessions were conducted, and new school-based teaching materials were developed. New assessment practices were established.</li> </ul>	<ul style="list-style-type: none"> <li>84% of students agreed that the new assessment practices have helped them learn better. The questionnaire also revealed that about 92% of students agreed that they completed most recently-created /refined lesson materials.</li> </ul>	<p>To improve language proficiency, the following follow up items will be implemented:</p> <ul style="list-style-type: none"> <li>The English advisor will continue offering supports in the 2025-26 school year, focusing on developing remaining materials and the new English Literature curriculum.</li> <li>To further extend students' English learning opportunities, a whole school approach will be adopted by Changing the MOI of some subjects to English (ASP Item 1.5.3), introducing English sharing in assemblies (ASP Item 1.5.2), updating the MOI policy (ASP Item 1.5.1) etc.</li> </ul>

## Priority 2: Strive to be the best, to be a person of value and a person with a sense of global identity

### Feedback and follow-up actions from the previous school year

- As stated in the feedback and follow-up session last year, the Principal delivered two talks/speeches related to leadership and service during two inauguration ceremonies. Besides, at the beginning of the school term, the Principal met student leaders from various groups, listened to their needs, and coached them on relevant leadership skills. Four meetings were organized, involving approximately 25 student leaders.
- A closer relationship between the Church and the school was established, resulting in increased collaborations. More cross-disciplinary initiatives (such as Church x Careers) are planned to launch in the 2025–26 school year.
- In last year's follow-up session, it was stated that students would be encouraged to take up committee member roles in joint school organizations. As a pilot, a few students had been encouraged to join various committees in joint school organizations. An introduction talk connecting these student leaders with other students will be conducted in September of the 2025–26 school year, encouraging more in-house leaders to fly high.

### 2.1 To strengthen students' adaptability on an individual level.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)	Feedback and Follow Up
<ul style="list-style-type: none"> <li>• The "Green Bird in Action" scheme, in coordination with the Hong Kong Award for Young People (HKAYP), was debuted to help F1 students fit in and build self-confidence.</li> <li>• The flag-raising team was expanded through open recruitment and nomination. Standard flag poles were established.</li> <li>• A student exchange program was piloted with True Light Girls' College, allowing students to experience adapting to a new environment.</li> <li>• For service programme, Junior forms had participated in the 'JC Volunteer Together programme' workshops and a service programme collaborated with 'Chung Sing Benevolent Society'. In Senior form, F4</li> </ul>	<ul style="list-style-type: none"> <li>• 85 F1 students achieved the "Green Bird in Action" award scheme and were satisfied with the arrangement. An overall of 80% of the students agreed that they could find out their strengths and weaknesses from the award scheme. Students' adaptability had been strengthened.</li> <li>• For the flag-raising team, twenty new participants successfully passed the assessment, with 60% of members not belonging to St. John or Girl Guides.</li> <li>• For the exchange program, all participants agreed that the program increased their exposure and adaptability. Over 90% of students were satisfied with the arrangement of the program organized by the Student Union.</li> </ul>	<ul style="list-style-type: none"> <li>• The measures last year will continue to strengthen students' adaptability.</li> <li>• To foster students' national identity, the new standard flag poles will be used for flag-raising ceremonies in the coming academic year. The standard and scope of the flag-raising ceremony will be further enhanced. (ASP Item 2.3.1). To further increase students' sense of belonging to the Country, more measures will be considered and implemented (ASP Items 2.3.1, 2.3.3, 2.3.4).</li> <li>• The exchange program will continue next year.</li> <li>• 'JC Volunteer Together programme' and paired services clearly enhanced F.1 and F.4 students' positive values, as well as leadership and communication skills (generic skills), making it highly worthwhile to continue in</li> </ul>

<b>Achievements (&amp; Programme Implementation)</b>	<b>Reflections (&amp; Programme Evaluation)</b>	<b>Feedback and Follow Up</b>
<p>Service-Learning workshop focused on inclusion was arranged, which adopted the experiential and project-based approach to nurture their empathy and raise their awareness of the positive values of volunteering.</p>	<ul style="list-style-type: none"> <li>• For social services, Students' good deeds were recognized via the learning management system, and prizes were awarded to those with outstanding performance. Additionally, students' service hours were recorded in the school's 'Volunteer Service Record Booklet'. In F4 over 90% of the students expressed that they felt positive about the service.</li> </ul>	<p>the coming academic year.</p>

2.2 To strengthen students' self-awareness on an individual level.

<b>Achievements (&amp; Programme Implementation)</b>	<b>Reflections (&amp; Programme Evaluation)</b>	<b>Feedback and Follow Up</b>
<ul style="list-style-type: none"> <li>• The “Quotes from GST Reminds You” daily quotes related to self-improvement, were delivered daily. Various thematic activities and developmental programs were organized to enhance students’ abilities in problem-solving and interpersonal communication, and students actively participated.</li> <li>• 5 activities were piloted involving collaboration between the school and the HKSKH St. Barnabas' Church (or PTA), such as attending Sunday worship for F1 students.</li> </ul>	<ul style="list-style-type: none"> <li>• The “Quotes from GST Reminds You” greatly promoted an encouraging and supportive atmosphere on the school campus, reminding students to live with hope and energy.</li> <li>• Five activities were initiated, involving over 150 students and parents. The bond between the school, the church, and the community was strengthened. Students’ self-awareness was strengthened.</li> </ul>	<p>To further promote well-being and healthy lifestyle, the following measures will be implemented:</p> <ul style="list-style-type: none"> <li>• Next year, elements of Positive Psychology will be added to the broadcasting program to further enrich knowledge in other areas.</li> <li>• "Peer Power," a peer learning and helping annual program, will be launched next year to further promote positivity in the school. (ASP Item 2.2.2).</li> <li>• In the 2025-26 school year, social service elements will be integrated with Church activities (ASP Item 2.2.5).</li> </ul>

## St. Catharine's School for Girls

### Financial Summary (2024-2025)

	Income \$	Expenditure \$
<b>Balance B/F (Government Funds and School Funds)</b>	23,149,349.69	
<b>I. GOVERNMENT FUNDS</b>		
(1) EOEBG	10,543,445.28	11,561,345.34
(2) Grants outside OEBG	61,953,983.64	63,262,267.52
(3) Others	519,594.63	520,576.00
<i>Sub-total:</i>	73,017,023.55	75,344,188.86
<b>II. SCHOOL FUNDS (GENERAL FUNDS)</b>		
(1) Tong Fai, sundry income etc.	628,885.35	943,369.23
(2) Non-standard Educational Resources Charges	339,731.57	148,684.30
<i>Sub-total:</i>	968,616.92	1,092,053.53
Total income & expenditure	73,985,640.47	76,436,242.39
Total Surplus / (Deficit) for the school year	(2,450,601.92)	
Amount refundable to Education Bureau	(5,291.20)	
Accumulated Surplus as at the end of the school year	20,693,456.57	

**St. Catharine's School for Girls**  
**Report for Capacity Enhancement Grant (CEG) (2024-2025)**

	\$	\$
<b><u>Income</u></b>		
Grant received		676,944.00
<b><u>Less: Expenditure:</u></b>		
Enhancement Programme in Chinese	5,700.00	
Training on Chinese Debating	12,000.00	
Training on English Debating	22,000.00	
Training for Speech Festival (English & Chinese)	23,400.00	
Enhancement Programme in Mathematics	42,000.00	
Training on Study Skills	47,240.00	
Whole Person Development Programmes	51,000.00	
Part-time Helpers - Subject Panels & Functional Groups	8,450.00	
		211,790.00
Surplus / (Deficit) for the year		465,154.00

**St. Catharine's School for Girls**  
**Report for Composite I. T. Grant (CITG) (2024-2025)**

	\$	\$
<b><u>Income</u></b>		
Grant Received		585,308.00
<b><u>Less: Expenditure</u></b>		
Internet Connection Fee	176,000.00	
IT related consumables	356,474.00	
Maintenance Services for IT facilities procured by government funds	<u>83,904.89</u>	
		<u>616,378.89</u>
Surplus / (Deficit) for the year		<u><u>(31,070.89)</u></u>

# St. Catharine's School for Girls

## Report for

### Moral and National Education Subject Support Grant (MNESSG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Surplus brought forward from previous year		131,148.10
<b>Less: Expenditure:</b>		
Activities for students	2,877.23	
Talk for Parents	<u>25,625.00</u>	
		<u>28,502.23</u>
Surplus carried forward to next year		<u><u>102,645.87</u></u>

**Report on the Use of the Student Activities Support Grant  
2024-25 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$116,350.00
B	Expenditure in the Current School Year:	\$111,058.80
C	Unspent Amount to be Returned to the EDB (A – B):	\$5,291.20

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	\$1,856.70
Full-grant under the School Textbook Assistance Scheme	33	\$81,033.10
Meeting the school-based financially needy criteria	41	\$28,169.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>80</b>	<b>\$111,058.80</b>

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

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please 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	Art Club	Arts (Visual Arts)	11	\$4,754.00					
2	European Language Club	CCA	3	\$3,967.00					
3	Health Club	Science	2	\$2,577.80					
4	Prefect leadership workshop	Leadership Training	47	\$3,760.00					
<b>(Please insert rows above if the space provided is insufficient.)</b>									
<b>Expenses for Category 1</b>			<b>63</b>	<b>\$15,058.80</b>					

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>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Digital Art x Maths Study Tour in England	Cross-Disciplinary (Others)	7	\$51,000.00					
2	Discovering STEAM Innovations in Japan	Cross-Disciplinary (STEM)	10	\$45,000.00					
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 2</b>			<b>17</b>	<b>\$96,000.00</b>					
<b>3.</b> To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>80</b>	<b>\$111,058.80</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):	Mak Kwan Ko (Vice Principal)
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# St. Catharine's School for Girls

## Report for

### Student Activities Support Grant (SASG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Grant Received		116,350.00
<b>Less: Expenditure:</b>		
Club Activities	15,058.80	
Study Tour (Japan)	45,000.00	
Study Tour (English)	<u>51,000.00</u>	
		<u>111,058.80</u>
Surplus carried forward to next year		<u><u>5,291.20</u></u>

**School-based After-school Learning and Support Programmes 2024/25 s.y.  
School-based Grant—Programme Report**

**Name of School** : St. Catharine’s School for Girls

**Name of Person-in-charge** : Mr. Mak Kwan Ko, Vice-principal

Contact No.: 2345 6481

**A.** The number of students (count by heads) benefited under this Programme is 142 (including A. 16 Comprehensive Social Security Assistance (CSSA) recipients, B. 98 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 28 under the school’s discretionary quota).

**B.** Information on subsidised activities

*Name / Type of activity	Actual no. of participating eligible students <sup>#</sup>			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						
Language training, including Japanese and Sign Language	0	9	4	More than 80%	Sept 2024 – Aug 2025	\$6,200.00	Evaluation forms were given to students.	N.A.	According to the findings of the survey, students expressed that the school-based after-school learning and support programmes could raise their interest in co-curricular activities. They had learnt to appreciate the good work of others, serve others and take up responsibilities. Almost all students found that their interpersonal skills, communicative skills and collaborative skills had been enhanced.
Art and cultural activities, including beauty, dance, drama, photography and instrumental classes	4	33	19	More than 80%	Sept 2024 – Aug 2025	\$82790.44	Evaluation forms were given to students.	N.A.	
Adventure activities	0	3	1	More than 80%	Sept 2024 – Aug 2025	\$3,137.00	Evaluation forms were given to students.	N.A.	

*Name / Type of activity	Actual no. of participating eligible students <sup>#</sup>			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						
National Education – Mainland China Study Tour	3	0	4	100%	April 2025	\$5,940.00	Evaluation forms were given to students.	N.A.	75% of students stated that the study tour allowed them to see the cities of the Greater Bay Area, and 68.7% noted that it helped them understand China's modern history.
STEAM activities	9	53	0	More than 80%	Sept 2024 – Aug 2025	\$15,214.80	Evaluation forms were given to students.	N.A.	90% of the students agreed that this activity aroused their interest in learning Science. 90% of the students were able to link the STEAM concepts during the workshops.
Total no. of activities: <u>11</u>									
@No. of man-times	16	98	28		<b>Total Expenses</b>	<b>\$113,282.24</b>			
**Total no. of man-times	<b>142</b>								

Note:

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

@ Man-times: refers to the aggregate no. of benefited 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), full grant under the SFA Schemes (B) and needy 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 effectiveness	✓					
<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 involvement	✓					

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

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

- unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify the reason(s) : \_\_\_\_\_);
- 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)**

N.A.

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**2024-25 Report on the Use of the Life-wide Learning Grant  
St. Catharine' School for Girls**

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<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 proper values and attitudes													
1	<p><b>Gifted Education - workshops</b> To offer gifted STEAM students the opportunity to attend taster workshops or programs offered by the university.</p> <p><b>Objectives:</b> 1. To provide pull-out opportunities for elite students to study STEAM-related subjects of their interest at an accelerated pace. 2. To encourage students to stretch their potential through exchanges with university teaching personnel and elite students from other learning institutions.</p>	Oct 2024 - July 2025	S2-S5	12	\$27,800.00	\$2,316.67	E1, E5 & E6	Academic	Interviews with the participants / assessment results	✓	✓	✓		✓
2	<p><b>Race to the line - STEAM for All workshops and Fun Day</b> To allow S2 students to design their rocket cars with the application of the concept of micro: bit. An S2 inter-class competition was carried out.</p> <p><b>Objectives:</b> 1. Cross-subject STEAM collaboration between the Science and Computer departments. 2. To foster students' strength in scientific investigation and STEAM education through inquiry-based learning. 3. To allow students to apply interdisciplinary knowledge, e.g. use of micro: bit and wind tunnel, in designing the rocket cars.</p>	July 2025	S2	140	\$26,010.20	\$185.79	E1, E5 & E6	Cross-Disciplinary (STEAM)	<ul style="list-style-type: none"> <li>Based on the results of the students' surveys: 1. 90% of the students agreed that this activity aroused their interest in learning Science. 2. 90% of the students were able to link the STEAM concepts during the workshops. 3. 81% of the students would prefer more similar STEAM activities in the future.</li> </ul>	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
3	<p><b>Micro: bit Model Hovercraft Competition - STEAM for All Fun Day:</b> To allow S3 students to design their hovercrafts with the application of the concept of micro: bit. An S3 inter-class competition was carried out.</p> <p><b>Objectives:</b> 1. To code and build a tailor-made way through circumstantial barriers. 2. To control thrust, direction and buoyance with an integrated STEAM knowledge base. 3. To test and improve through each complete engineering cycle.</p>	March 2025	S3	148	\$25,000.00	\$168.92	E1, E5 & E6	Cross-Disciplinary (STEAM)	<ul style="list-style-type: none"> <li>Based on the results of the students' surveys: 1. 89.7% of the students agreed that this activity aroused their interest in learning Science. 2. 80.6% of the students were able to link the STEAM concepts during the workshops. 3. 82.3% of the students would prefer more similar STEAM activities in the future.</li> </ul>	✓	✓	✓		
4	<p><b>Detective X program</b> To allow S1 students to participate in a simulated crime scene investigation.</p> <p><b>Objectives:</b> 1. To take a role in collecting, preserving, documenting, and analyzing evidence found at crime scenes. 2. To acquire skills such as learning to work as part of a team, developing creative and critical thinking and improving their ability to communicate. 3. To develop students' STEAM skills in the innovative project about forensic science enables them to investigate a simulated crime.</p>	July 2025	S1	140	\$14,000.00	\$100.00	E1, E5 & E6	Cross-Disciplinary (STEAM)	<ul style="list-style-type: none"> <li>Based on the results of the students' surveys: 1. 75.6% of the students agreed that this activity aroused their interest in learning Science. 2. 72.4% of the students were able to link the STEAM concepts during the workshops. 3. 69.5% of the students would prefer more similar STEAM activities in the future.</li> </ul>	✓	✓	✓		
5	<p><b>STEAM Week workshops (including the departments of Biology, Chemistry, Computer, Mathematics, Physics, T&amp;L and Visual Arts)</b> To organize STEAM-related workshops for students to participate in.</p> <p><b>Objectives:</b> 1. To raise students' interest towards STEAM-related activities. 2. To provide an opportunity to connect interdisciplinary knowledge through different approaches.</p>	Feb 2025	S1-S5	800	\$38,475.91	\$48.09	E1, E5 & E6	Cross-Disciplinary (STEAM)	<ul style="list-style-type: none"> <li>All students would prefer more similar STEAM activities in the future. 2. It is suggested to assign 2-3 workshops to each student.</li> </ul>	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
6	<p><b>Agar paints and Biotechnology workshops</b> To provide opportunities for students to carry out biotechnology experiments to engineer bacteria.</p> <p><b>Objectives:</b> 1. To understand the role of biotechnology and the potential impact of this industry in the future. 2. To motivate the students to understand the underlying science concepts.</p>	July 2025	S5	50	\$49,500.00	\$990.00	E1, E5 & E6	Cross-Disciplinary (STEAM)	<p>1. 90% of the students agreed that this activity aroused their interest in doing biotechnology. 2. 75% of the students agreed that the activity was useful in helping them to more deeply understand the related biological concepts. 3. 95% of the students would prefer more similar activities in the future.</p>	✓	✓	✓		✓
7	<p><b>AI and IoT Robotics courses</b> To undergo project-based inventions (3-4 students in a group) to develop AI products. Students were selected to join advanced-level courses and STEAM competitions.</p> <p><b>Objectives:</b> 1. To enhance students' exposure to STEAM with AI and IoT kit (project-based). 2. To enrich students' logical thinking, creativity, design ability and problem-solving skills with a coding platform. 3. To facilitate students' experiences in joining STEAM competitions.</p>	Sept 2024 - Aug 2025	S1-S3	15	\$38,400.00	\$2,560.00	E1, E5 & E6	Cross-Disciplinary (STEAM)	<p>1. Over 95% attendance rate 2. Around 80% of the students were actively involved in it 3. Around 80% of the students were able to gain hands-on experience in the project-based inventions to develop AI products 4. 4 students had been selected to join advanced-level courses and STEAM competitions</p>	✓	✓	✓		
8	<p><b>3D printing competition workshops</b> To learn the skills in operating 3D printers and drawing 3D graphics. Students joined a competition.</p> <p><b>Objectives:</b> 1. To enable students to use a 3D printer with online open-sourced 3D models and software. 2. To allow students to create and design their own 3D models.</p>	Sept 2024 - July 2025	S2-S5	12	\$48,000.00	\$4,000.00	E1, E5 & E6	Cross-Disciplinary (STEAM)	<p>1. 91.7% of the students agreed that this activity aroused their interest in learning Science. 2. 91.7% of the students agreed that the 3D printing competition workshops were useful in helping them to create 3D models and prepare for the competition. 3. 75% of the students would prefer joining similar STEAM activities/competitions in the future competition. 4. 100% attendance for the workshops.</p>	✓	✓	✓		
9	<p><b>Minecraft competition training workshop</b> To train students to participate in the AI Aerospace Technology Competition 2025.</p> <p><b>Objectives:</b> To enable students to learn coding in Minecraft using tools, such as Code.org, Tynker, Scratch, and Microsoft MakeCode. Students can use blocks of code or JavaScript to build and create in Minecraft.</p>	Jan - April 2025	S3-S5	21	\$48,000.00	\$2,285.71	E1, E5 & E6	Cross-Disciplinary (STEAM)	<p>1. All students joined the competition. 2. All students mastered the skills of Minecraft in building premises. 3. All students were able to use coding in building the premises automatically in Minecraft.</p>	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
10	<p><b>STEAM competitions workshops</b> To allow students to apply problem-solving skills and IT techniques based on the tasks in the competitions.</p> <p><b>Objectives:</b> 1. To teach students to work both individually and with others while allowing students to explore fascinating fields such as robotics, coding and game design, etc. 2. To allow students to learn how to analyze problems and then work to correct and overcome them.</p>	Sept 2024 - Aug 2025	S1-S3	10	\$34,500.00	\$3,450.00	E1, E5 & E7	Cross-Disciplinary (STEAM)	<p>1. 100% attendance rate 2. All students were actively involved in it 3. All students were able to program the robot / IoT to achieve the AI tasks 4. All students joined the 2025 Innobot Asia-Pacific STEM/AI Robotics Innovation Challenge. 5. The team won the Grand Silver Award.</p>	✓	✓	✓		
11	<p><b>Art Club Course</b> To recruit an instructor teaching interest class related to art in 19 activity periods and arrange one museum visit.</p> <p><b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To cultivate students' interest in art.</p>	Oct 2024 - May 2025	S1-S5	20	\$4,927.00	\$246.35	E5	CCA	Over 90% attendance of participants. Active participation in the activity.		✓	✓		✓
12	<p><b>Beauty Club Course</b> To recruit an instructor teaching grooming in 19 activity periods.</p> <p><b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To enable students to get hands-on experiences in being beauticians.</p>	Oct 2024 - May 2025	S3-S5	9	\$6,664.00	\$740.44	E5	CCA	Over 90% attendance of participants. Active participation in the activity.			✓		✓
13	<p><b>Sign Language Course</b> To recruit an instructor teaching sign language in 19 activity periods.</p> <p><b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To cultivate students' interest in sign language.</p>	Oct 2024 - May 2025	S1-S3	11	\$4,200.00	\$381.82	E5	CCA	Over 90% attendance of participants. Active participation in the activity.			✓		✓
14	<p><b>AI Art Course</b> To recruit an instructor teaching AI Art in 19 activity periods.</p> <p><b>Objectives:</b> 1. To allow students to create personalized images, and engage in image blending and innovation. 2. To cultivate students' creative thinking, enrich their art styles, and lay the foundation for future developments in the fields of art, design, and technology.</p>	Oct 2024 - May 2025	S3-S4	17	\$40,000.00	\$2,352.94	E5	CCA	Over 90% attendance of participants. Active participation in the activity.		✓	✓		✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
15	<b>Japanese Course</b> To recruit an instructor teaching Japanese in 19 activity periods. <b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To cultivate students' interest in Japanese.	Oct 2024 - May 2025	S1-S5	24	\$4,140.00	\$172.50	E5	CCA	Over 90% attendance of participants. Active participation in the activity.			✓		✓
16	<b>Dance Course</b> To recruit an instructor teaching oriental dance in 19 activity periods. <b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To engage students in dance performances.	Oct 2024 - May 2025	S1-S5	14	\$3,325.10	\$237.51	E5	CCA	Over 90% attendance of participants. Active participation in the activity.			✓		
17	<b>Dance Team Training Sessions</b> To recruit an instructor teaching oriental dance for the Dance Festival and Speech day and subsidize the transportation and entry fees for the competitions. <b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To engage students in dance performances.	Sept 2024 - June 2025	S1-S6	8	\$36,660.00	\$4,582.50	E1 & E5	CCA	Over 90% attendance of participants. Active participation in the activity.			✓		
18	<b>Spanish Course</b> To recruit a tutor to teach Spanish in 19 activity periods. <b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To enable the students to communicate in a foreign language and appreciate the cultural diversity.	Oct 2024 - May 2025	S1-S5	8	\$6,798.00	\$849.75	E5	CCA	Over 90% attendance of participants. Active participation in the activity.	✓				✓
19	<b>Health Course</b> To recruit an instructor to teach yoga in 19 sessions. <b>Objectives:</b> 1. To develop students' diversified interests and needs. 2. To provide a platform for students to do an alternative sport and adopt a healthy lifestyle.	Oct 2024 - May 2025	S1-S5	12	\$5,799.20	\$483.27	E5	CCA	Over 90% attendance of participants. Active participation in the activity.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
20	<p><b>Cat'z Jump Training Sessions</b> To recruit 2 instructors for 30 sessions for the whole year.</p> <p><b>Objectives:</b> 1. To develop students' diversified interests and needs. 2. To provide a platform for students to do an alternative sport and adopt a healthy lifestyle.</p>	Sept 2024 - June 2025	S1-S6	32	\$49,600.00	\$1,550.00	E5	CCA	Most students enjoyed the rope skipping training and participated in 3 inter-school competitions in 24-25.			✓		
21	<p><b>Photography Course</b> To provide training and practices for students to improve their photography ability.</p> <p><b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To promote the development of photographic art and techniques by providing students with opportunities to apply the skills in various school events.</p>	Oct 2024 - May 2025	S1-S5	25	\$4,794.00	\$191.76	E5	CCA	1. 58.3% of the students are actively involved in participating in club activities. 2. All students have interned in photography during assembly or school activities. 3. All students agreed that the course can enhance their interest in photography.			✓	✓	✓
22	<p><b>Drama Course</b> To subscribe to a drama course for Drama Festival and Drama Night.</p> <p><b>Objectives:</b> 1. To cater for students' diversified interests and needs. 2. To boost students' confidence on stage, improve their articulation and hone their communication skills.</p>	Oct 2024 - May 2025	S1-S5	38	\$16,848.46	\$443.38	E5	CCA	Over 90% attendance of participants. Active participation in the activity.	✓	✓	✓		
23	<p><b>AYP Expedition Course</b> To hold expedition courses for students to complete silver level awards.</p> <p><b>Objectives:</b> 1. To provide opportunities for students to gain outdoor training experiences. 2. To train students' communication skills, team spirit and problem-solving skills.</p>	Nov 2024 - Apr 2025	S4	8	\$3,895.00	\$486.88	E1, E5 & E6	CCA	5 students completed the course.	✓	✓	✓		✓
24	<p><b>Territory-wide Competitions Fee</b> To provide opportunities for students to strive for excellence by exposing them to territory-wide competitions.</p> <p><b>Objectives:</b> 1. To widen students' horizons by participating in different competitions. 2. To boost students' confidence by providing them with intrinsic and extrinsic motivation in competitions.</p>	Sept 2024 - July 2025	S1-S6	32	\$7,517.00	\$234.91	E1, E2 & E5	CCA	Students were able to take part in various inter-school competitions and were awarded various awards.	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
25	<p><b>School Activities</b> To organize different kinds of activities, such as singing contests and video competition. Thus, students can have different non-academic experiences.</p> <p><b>Objectives:</b> 1. To foster students' whole-person development. 2. To enrich students' five essential learning experiences.</p>	Sept 2024 - July 2025	S1-S6	799	\$4,950.00	\$6.20	E1 & E5	CCA	Over 90% attendance of participants. Active participation in the activity.	✓	✓	✓	✓	✓
26	<p><b>Outward Bound Program</b> To organize outcome-driven outdoor experiential learning experiences through bespoke sea kayaking, hiking, sailing, rock climbing or high ropes activities.</p> <p><b>Objectives:</b> 1. To enable students to discover and develop their potential to care for themselves, others, and the world through challenging experiences in unfamiliar settings. 2. To train students' communication skills, team spirit and problem-solving skills.</p>	April 2025	S4-S5	11	\$21,065.00	\$1,915.00	E1, E5 & E6	CCA	It was well received with 90% of the participants agreeing that the program helps personal development and hone leadership skills.	✓	✓	✓	✓	✓
27	<p><b>Education Programme about Information Literacy</b> To explore how startups apply information literacy skills, such as source verification and data filtering in daily operations, etc.</p> <p><b>Objectives:</b> 1. To allow students to have a better understanding of information literacy. 2. To enhance students' responsibility for using information and technology ethically.</p>	Sept 2024	S4	139	\$10,000.00	\$71.94	E1	Moral, Civic and National Education	1. 69% of the students expressed that the activity facilitated their ability to trace the origins and outcomes of events, while honing their skills in reviewing reported incidents. 2. 72% of the students noted that the program enhanced their awareness and grasp of information literacy and the significance of objective analysis.	✓	✓			
28	<p><b>S4 Oxfam Hunger Banquet</b> To allow S4 students to experience unequal food distribution scenarios and discuss global hunger issues through simulation.</p> <p><b>Objectives:</b> 1. To allow students to gain a better understanding of the needs of Hong Kong's minority communities. 2. To enhance students' sense of citizenship / National identity.</p>	April 2025	S4	120	\$14,000.00	\$116.67	E1	Moral, Civic and National Education	1. Over 82% of the students agreed that the activity inspired them to cherish the resources they currently have. 2. All students agreed that the activity heightened their awareness of people in need.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
29	<p><b>75th Hong Kong Schools Speech Festival (2024) (Chinese and English)</b> To apply for the speech festival.</p> <p><b>Objectives:</b> 1. To provide students with an opportunity to enhance their speaking skills and boost their confidence by participating in the Speech Festival Competitions. 2. To showcase students' speaking abilities and develop their communication techniques. 3. To pay the alteration fee for the Speech Festival.</p>	Sept 2024 - April 2025	S1-S6	60	\$20,692.00	\$344.87	E1	Chinese and English Language	3 first runner-ups and 6 second runner-ups.	✓		✓		
30	<p><b>Chinese Debating Team</b> To hire coaches for debating training to provide practices for students to join inter-school competitions (including the application fee).</p> <p><b>Objectives:</b> 1. To strengthen students' confidence in public speaking. 2. To develop students' communication skills and critical thinking skills.</p>	Oct 2024 - May 2025	S1-S5	8	\$2,250.00	\$281.25	E1 & E6	Chinese Language	Students participated in 10 inter-school matches and attained 5 best-debater awards.	✓	✓	✓		
31	<p><b>Geography Field Trips</b> To organize field trips to students.</p> <p><b>Objective:</b> To provide an inquiry field experience for students to explore the geographical landforms and features.</p>	Sept 2024 - April 2025	S4-S6	12	\$4,509.80	\$375.82	E1 & E2	Geography	1. 100% of the participants agreed that this trip could enhance their knowledge of coastal landforms and the local landscapes of Cheung Chau. 2. 100% of participants agreed that they had become more aware of environmental protection after the trip.	✓	✓	✓		
32	<p><b>Instrumental Class</b> To employ tutors to provide guidance for students in learning an instrument.</p> <p><b>Objectives:</b> 1. To develop students' diversified interests and needs. 2. To develop the skills in playing the musical instruments.</p>	Sept 2024 - May 2025	S1-S5	34	\$68,000.00	\$2,000.00	E5	Arts (Music)	92% of the students gained more than 80% attendance.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
33	<b>Instrumental Ensemble - Conductors</b> To hire conductors to train students to participate in instrumental ensemble. <b>Objective:</b> To engage students in orchestra, recorder band and instrumental ensemble performances.	Sept 2024 - May 2025	S1-S6	25	\$36,000.00	\$1,440.00	E5	Arts (Music)	1. The Orchestra performed in the Open Day, Speech Day, Christmas Service, and Easter Service. 2. The Recorder Ensemble joined the Hong Kong Schools Music Festival Competition and obtained a Merit Award. 3. The Chinese Instrumental Ensemble performed at the Open Day and the New Year Garden Party.			✓		
34	<b>77th Hong Kong Schools Music Festival</b> To provide students with an opportunity to join the inter-schools music competition. <b>Objective:</b> To enhance students' music skills and boost their confidence by participating in the Hong Kong School Music Festival Competition.	Oct 2024	S1-S5	107	\$9,545.00	\$89.21	E1	Arts (Music)	2 Gold Awards, 15 Silver Awards and 13 Bronze Awards, including 1 first runner-up, 2 second runner-ups were awarded.			✓		
35	<b>Vocal Workshop</b> To provide students with an opportunity in vocal training. <b>Objective:</b> To develop the skills and techniques in singing.	Sept 2024 - March 2025	S1-S5	10	\$7,200.00	\$720.00	E5	Arts (Music)	1. All students gained more than 80% attendance. 2. Students joined the Vocal Solo and Voice Duet of Chinese and Foreign languages in the Hong Kong Schools Music Festival Competition.			✓		
36	<b>Badminton Team</b> To employ a coach for the school team. <b>Objectives:</b> 1. To provide professional training to students twice a week. 2. To enhance students' performance in competitions.	Jun 2025	S1-S6	23	\$53,187.00	\$3,398.00	E5	PE	All the students agreed that their skills in badminton and physical fitness has improved.			✓		
37	<b>Basketball Team</b> To employ a coach for the school team. <b>Objectives:</b> 1. To provide professional training to students twice a week. 2. To enhance students' performance in competitions.	Jun 2025	S1-S6	19	\$52,500.00	\$2,763.16	E5	PE	1. Students reported that the training was comprehensive and effective, leading to improvements in their basketball skills and physical capabilities. 2. The coach's immediate and post-game tactical guidance, through play reviews and other competitions, was also appreciated.			✓		
38	<b>Handball Team</b> To employ a coach for the school team. <b>Objectives:</b> 1. To provide professional training to students twice a week. 2. To enhance students' performance in competitions.	Jun 2025	S1-S6	28	\$44,800.00	\$1,600.00	E5	PE	1. 82% of students agreed that the training was effective. The passing and shooting skills have been strengthened. 2. Girls Senior Grade had participated in the Jing Ying Competition.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
39	<b>Shuttlecock Team</b> To employ a coach for the school team. <b>Objectives:</b> 1. To provide professional training to students twice a week. 2. To enhance students' performance in competitions.	Jun 2025	S1-S6	16	\$20,410.00	\$1,300.00	E5	PE	1. The Shuttlecock team maintained an 81% attendance rate. 2. The team participated in 2 external inter-school competitions, with a total of 32 participants. This level of external engagement is commendable and provided valuable competitive experience for the players.			✓		
40	<b>Table Tennis Team</b> To employ a coach for the school team. <b>Objectives:</b> 1. To provide professional training to students twice a week. 2. To enhance students' performance in competitions.	Jun 2025	S1-S6	15	\$46,450.00	\$3,096.67	E5	PE	1. The forehand and backhand stroke, attack and block skills have been strengthened. 2. Girls A Grade Division 2 awarded the third runner-up in the Inter-School Table Tennis Competition.			✓		
41	<b>Joint School Fellowship</b> To organize a joint-school activity with another school through the fellowship committees. This was mainly participated by F.1 students. <b>Objectives:</b> 1. To gain valuable experience of the joint-school fellowship by experiencing different styles of fellowship activity for participants 2. To strengthen their leadership and learn to cooperate with fellowship committees and teachers of other schools.	May 2025	S1-S5	32	\$1,200.00	\$37.50	E2	Religious activities	1. 100% attendance. 2. All committee members would prefer similar activities in the future and give positive comments and reflections in the evaluation meeting.	✓	✓			
42	<b>Religious Visit (admission &amp; transportation fee)</b> To visit a Christian tradition church, so students could experience a religious tradition in Hong Kong. <b>Objectives:</b> 1. To learn religion outside the classroom. 2. To apply their knowledge to religious experience.	March 2025	S5	17	\$3,300.00	\$194.12	E1 & E2	ERS subject	1. 94% attendance. 2. 84% of the students handed in their worksheets with positive reflections.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
43	<p><b><u>Rokoko Beginner Course (5 lessons, 70 mins per lesson)</u></b> To allow students to master the technique of Rokoko (application of motion capture) to prepare animation for AR character design.</p> <p><b>Objectives:</b> 1. To cultivate students' aesthetic sense through the use of new media in problem-solving. 2. To enrich students' aesthetic and artistic experiences and develop their diverse artistic potential.</p>	Jan - April 2025	S2	139	\$49,750.00	\$357.91	E1	Arts (Visual Arts)	1. Demonstration workshop during STEAM week was carried out. 2. About 60% of students agreed that the activity enriched their aesthetic and artistic sense.	✓	✓	✓		
44	<p><b><u>Chinese Writing Competition</u></b> To promote Chinese language writing and encourage students to participate in school-based and public competitions.</p> <p><b>Objectives:</b> 1. To enhance the writing skills and competitiveness, such as the ability in topic analysis, structure building and rhetorical skills through public writing competitions, etc. 2. To promote writing education and cultural heritage, such as the integration of campus culture and writing education through the display of outstanding works, etc.</p>	Oct 2024 - May 2025	S1-S5	1	\$1,390.00	\$1,390.00	E1 & E9	Chinese Language	The student gained a lot of experience, improved her language skills, practised logical thinking and creativity, and strengthened her cultural literacy. The experience of participating in the competition had cultivated her self-confidence and stress-resistance. Being recognized for her outstanding work and being able to enter the finals has stimulated her passion for learning and given her an edge in further studies.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
45	<p><b>Physics in Motion Programme</b> To deepen students' understanding of physics by combining adventurous rides with practical applications of physics concepts. Students experienced the exciting rush of rides like 'Thrill Mountain' while observing the underlying principles of physics in action. Following the rides, students attended a practical workshop where they had the opportunity to design their own roller coaster rails. This hands-on activity encouraged them to apply their knowledge of physics to create exciting and safe roller coasters.</p> <p><b>Objectives:</b> 1. To deepen students' understanding of physics through real-world applications and inquiry-based learning. 2. To allow students to observe and analyze physics concepts (e.g., forces, motion, energy transformations) in the context of amusement park rides. 3. To foster students' teamwork, creativity, and problem-solving skills through the design and construction of roller coaster models.</p>	March 2025	S3-S5	57	\$11,400.00	\$200.00	E1, E5 & E6	Cross-Disciplinary (STEAM)	1. Over 90% of students agreed that this activity significantly aroused their interest in learning Physics, especially the concepts of Force and Motion. 2. They felt the STEAM project was useful in helping them deepen their real-world experiences and understand the concepts. 3. Students expressed a strong preference for more similar STEAM activities in the future.	✓	✓	✓		
46	<p><b>The HKFYG English Public Speaking Contest 2025</b> To allow S3-S5 students to polish their presentation skills and compete with other students in Hong Kong.</p> <p><b>Objectives:</b> 1. To nurture and enable F3-5 students to become effective communicators. 2. To polish S3-S5 students' English oral and presentation skills.</p>	Feb 2025	S3-S5	2	\$240.00	\$120.00	E1	English Language	100% of the participants agreed that the competition helped them hone their skills in English public speaking and gain confidence.	✓	✓			
47	<p><b>Hong Kong Secondary School Debating Competition (HKSSDC)</b> To provide transportation fees for attending debate matches hosted at other schools.</p> <p><b>Objectives:</b> 1. To strengthen students' confidence in public speaking. 2. To develop students' communication skills and critical thinking skills.</p>	Oct 2024 - May 2025	S1-S5	6	\$581.70	\$96.95	E2	English Language	Students were able to conduct concise self-reflection during the evaluation of the matches with the other schools. Team members, especially new members, also showed improvement in their skills and delivery during the matches.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
48	<p><b>Introduction to First Aid + Adult CPR Certificate Course</b> To equip S4-S5 Medical Club members with essential First Aid and CPR skills. Students will learn to manage emergencies and those who pass the CPR assessment will receive a certification valid for three years. It helps students apply medical science in real-life situations, building a strong foundation for future studies in healthcare and emergency medicine.</p> <p><b>Objectives:</b> 1. To provide practical First Aid and CPR training. 2. To enhance emergency response skills and medical knowledge. 3. To inspire students' interest in healthcare careers.</p>	April 2025	S4-S5	12	\$2,640.00	\$220.00	E1, E6	Science and Medical	100% of the students passed the CPR Examination and agreed that the course can enhance their foundational medical knowledge, practical emergency response skills, and the competence to serve the community when needed.	✓			✓	✓
49	<p><b>Anti-drug Education Programme</b> To adopt multiple approaches, such as situational stories, animations, interactive games, role plays, and group discussions to introduce the harms of drugs. It emphasised cultivating students' independent thinking, social and communication skills. Each session integrated elements of knowledge, skills, and experiential learning.</p> <p><b>Objectives:</b> 1. To enhance students' understanding of drugs and the risks of abuse, and establish correct concepts. 2. To train independent thinking and judgment, while equipping students with refusal skills and methods to cope with peer pressure. 3. To guide students to develop positive values, enabling them to make safe and responsible life decisions.</p>	Jan 2025	S2-S3	269	\$2,500.00	\$9.29	E1, E6	Health Education	97.7% of S2 students and 99.2% of S3 students agreed that the talk helped enhance their understanding of drugs and the risks of abuse, strengthened their refusal and coping skills, and fostered a positive attitude.	✓	✓			
<i>(Please insert rows above if the space provided is insufficient.)</i>														
<b>Sub-total of Item 1.1</b>					<b>3,567</b>	<b>\$1,033,414.37</b>								
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1	<p><b>Discovering STEAM Innovations in Japan</b> To explore STEAM innovations through themed activities, workshops, hands-on experiments, site visits, and cross-cultural exchange</p> <p><b>Objectives:</b> 1. To enhance students' comprehension of STEAM through hands-on activities, demonstrations, real-world applications, and visits to institutes, companies, industries, or research centres for technologies and innovations. 2. To immerse students in the culture of innovations in Japan. 3. To provide students with a holistic learning experiences that integrate cultural, linguistic, and personal aspects essential for their future development. 4. To provide students with invaluable opportunities to practice language skills, collaborate on projects, and deepen their understanding of different cultures.</p>	July 2025	S2-S5	27	\$135,000.00	\$5,000.00	E3 & E4	Cross-Disciplinary (STEAM)	<p>1. Over 90% of the students agreed that this tour enhanced their comprehension of STEAM through hands-on activities, demonstrations, real-world applications, and visits to industries for technologies. 2. Over 95% of the students agreed that this tour immersed them in the culture of innovations in Japan. 3. 100% of the students agreed that after the tour, their communication skills, problem-solving skills have been improved and they are more willing to express their ideas to others.</p>	✓	✓			✓
			Escorting Teachers	3	\$44,700.00	\$14,900.00								
2	<p><b>Digital Art x Mathematics Study Tour in England</b> To organize an educational tour related to Mathematics &amp; Digital Art.</p> <p><b>Objective:</b> To provide a new perspective on digital design through field trips that uncover how the industry works behind the scenes.</p>	July 2025	S3-S5	14	\$70,000.00	\$5,000.00	E2, E3, E4 & E6	CCA and Mathematics	The program was well received and most students enjoyed the tour.	✓	✓	✓	✓	✓
			Escorting Teachers	2	\$59,700.00	\$29,850.00								
3	<p><b>5-day trip to Nanjing (National Education)</b> To visit local cultural institutions and key historical sites in Nanjing, enriching students' knowledge about the country.</p> <p><b>Objectives:</b> 1. To broaden students' horizons, deepen their knowledge about the Mother Country through demonstrations, and visit institutions and centres of traditional culture. 2. To allow students to get exposure to positive life attitudes and strengthen their moral sense, so that students' National identity can be enhanced.</p>	April 2025	S1-S3	23	\$13,662.00	\$594.00	E3	Moral, Civic and National Education	<p>1. Presentations at the end of the trip and during assembly were done. 2. Questionnaire results were given to the EDB for reference. 3. Over 85% of the respondents agreed that they had gained a better understanding of historical facts and implications related to Nanjing and the country. 4. Over 85% of the respondents also agreed that the tour heightened their interest in learning about the country's history and their sense of national identity.</p>	✓	✓			
			Escorting Teachers	3	\$3,564.00	\$1,188.00	E4	Moral, Civic and National Education						

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
4	<b>1-day trip to Zhuhai (National Education)</b> To learn about the country's modern history by visiting replica historic gardens in Zhuhai and how multinational enterprises localize in China.  <b>Objectives:</b> 1. To broaden students' horizons, deepen their knowledge about the Mother Country through visiting historical sites and the National Geographic Ultimate Explorer. 2. To allow students to get exposure to positive life attitudes and strengthen their moral sense, so that students' National identity can be enhanced.	June 2025	S3	133	\$78,204.00	\$588.00	E3	Moral, Civic and National Education, CES	1. Presentations at the end of the trip and during assembly were done. 2. Student worksheets were done. 3. 75% of respondents stated that the study tour allowed them to see the cities of the Greater Bay Area, and 68.7% noted that it helped them understand China's modern history. 4. 65.7% of respondents mentioned that the activity aided them in reviewing previous knowledge, such as topics related to the local area and the country, while 62.7% agreed that it deepened their understanding of global issues.	✓	✓			
			Escorting Teachers	10	\$5,880.00	\$588.00	E4	Moral, Civic and National Education, CES						
(Please insert rows above if the space provided is insufficient.)														
<b>Sub-total of Item 1.2</b>				215	\$410,710.00									
<b>Expenses for Category 1</b>				3,782	\$1,444,124.37									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Dance Club Costumes	For Dance Competitions and Speech Day performance	\$7,933.27
2	AYP Camping Equipment	For Silver and Bronze Medal Expeditions	\$1,429.00
3	Equipments and materials for Art Club	For course equipments and materials	\$6,208.57
(Please insert rows above if the space provided is insufficient.)			
<b>Expenses for Category 2</b>			<b>\$15,570.84</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,459,695.21</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	799
Number of student beneficiaries:	799
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mak Kwan Ko
Post of Contact Person for LWL:	Vice Principal

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

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, ...)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting ...)
- E5 Fees for hiring expert / professionals / coaches

- E6 Fees for students attending courses, activities or training ...
- E7 Purchase of equipment, instruments, tools, devices, ...
- E8 Purchase of learning resources (e.g. educational softwares, ...)
- E9 Others (please specify)



## Annual Report on Learning Support Grant (2024-25)

### Activity 1 (5.1.2)

<b>Title:</b>	<b>Therapeutic Workshop: Art Therapy Workshop</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"> <li>- to provide room and space for students to express their feelings by means of arts</li> <li>- to offer ways of releasing pressure for future needs at the beginning of the school term</li> </ul>
<b>Target:</b>	Junior form students with emotional needs (6 students participated)
<b>Background:</b>	The workshop was arranged for students who faced difficulty in emotional management and faced a transition to a new situation, such as pressure of streaming in F.3.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"> <li>- one 90-minute sessions in September, 2024</li> <li>- held in school campus after school hour</li> </ul>
<b>Evaluation:</b>	The survey result showed that 83% of participants expressed that they found methods to release pressure and face difficulty after joining the workshop, and the same percentage was recorded for satisfaction towards the workshop.
<b>Expenditure:</b>	<b>\$1,200</b>

**Activity 2 (5.1.2)**

<b>Title:</b>	<b>Therapeutic Workshop: Art Therapy Group</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- To provide room and space for students to express their feelings by means of arts</li><li>- To deliver the message and methods for pressure reduction for future needs</li></ul>
<b>Target:</b>	F.1 – 3 students with emotional needs (3 students participated)
<b>Background:</b>	There is an increasing trend of students with mental health issues in junior forms. Also, students from our school tend to feel relaxed and comfortable expressing themselves through the means of arts.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- Six 90-minute sessions from January to May, 2025</li><li>- held in school campus after school hour</li></ul>
<b>Evaluation:</b>	Overall, 100% of participants were satisfied with the workshop.
<b>Expenditure:</b>	<b>\$9,600</b>

**Activity 3 (5.1.2)**

<b>Title:</b>	<b>Therapeutic Workshop: Music Therapy Group</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to provide room and space for students to express their feelings by means of music</li><li>- to deliver the message and methods for pressure reduction for future needs</li></ul>
<b>Target:</b>	F.5 students (2 students participated)
<b>Background:</b>	The students had low motivation in studying and also low self-esteem. They were both repeaters and both had interests in music and singing.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- eight 60-minute sessions from January to May 2025</li><li>- held in school campus after school hour</li></ul>
<b>Evaluation:</b>	Both of them showed 100% satisfied with the therapist's performance and the workshop (scoring 5 out of 5)
<b>Expenditure:</b>	<b>\$13,600</b>

**Activity 4 (5.1.2)**

<b>Title:</b>	<b>Therapeutic Workshop: Counselling Psychologist Service</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to offer an individual counselling service for students with anxiety or negative thoughts and habits which they could hardly change</li><li>- to conduct cognitive-behavioural therapy (CBT) for students in need</li></ul>
<b>Target:</b>	F.2 to F.5 students with mental health issues (4 students)
<b>Background:</b>	Since one F.5 student who was under the Student Mental Health Support Scheme (SMHSS) was at last lining up to receive government medical service, she was no longer able to meet the requirement for having the CP service at school under the Scheme. It was recommended by the CP in last school year's year-end platform meeting to introduce a school-based counselling service until the government medical service could be provided in January 2025.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- ten four-hour school visits from Sept 2024 to June 2025</li><li>- held in school campus in the afternoon; each session was about 45 minutes to 1 hour</li></ul>
<b>Evaluation:</b>	The students and teacher-in-charge had highly positive feedback towards the effort and professionalism of the Counselling service.
<b>Expenditure:</b>	<b>\$40,000</b>

**Activity 5 (5.1.2)**

<b>Title:</b>	<b>Emotional Management and Relaxation: Zentangle Workshop</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- To conduct a mindful activity for students in senior forms</li><li>- To deliver the message of acceptance of oneself and relaxation through drawing lines and patterns</li></ul>
<b>Target:</b>	5 classes of F.5 students
<b>Background:</b>	<ul style="list-style-type: none"><li>- Students in their senior forms with academic and other pressure.</li><li>- Students with low self-confidence and worry about not being perfect and might result in high pressure.</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- One 60-minute session in October, 2024</li><li>- held in the classroom during Assembly time</li></ul>
<b>Evaluation:</b>	Over 80% said they learnt how to appreciate things from different angles, and 90% were satisfied with the activity overall.
<b>Expenditure:</b>	<b>\$11,900</b>

**Activity 6 (5.1.2)**

<b>Title:</b>	<b>Emotional Management and Relaxation: Mindful Stretching Group</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to offer an opportunity for relaxation through stretching</li><li>- to share the methods of breathing and mindful thinking for future</li></ul>
<b>Target:</b>	F.1 to F.5 students (5 students participated)
<b>Background:</b>	A F.2 student needed exercising to stay focused and strengthen the core muscles, and another F.5 student with mental illness would like to learn how to relax through indoor exercising.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- six 60-minute session in Oct to Nov, 2024</li><li>- held at school campus after school hour</li></ul>
<b>Evaluation:</b>	100% of the participants felt relaxed and agreed that in the future, they could apply the methods of relaxation and the breathing method learnt in the group when facing stress in the future. Resilience and self-exploration were thus achieved in the group.
<b>Expenditure:</b>	<b>\$4,800</b>

**Activity 7 (5.1.2)**

<b>Title:</b>	<b>Emotional Management and Relaxation: F.6 cheering activity before Mock Exam</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to offer an opportunity for relaxation</li><li>- to motivate students to face a challenging assessment (Mock Exam and HKDSE exam)</li></ul>
<b>Target:</b>	F.6 students
<b>Background:</b>	It was observed that the F.6 students in this cohort suffered from high pressure and some students also had low motivation to study as a result.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- one 60-minute activity in Dec 2024</li><li>- held at school during lunch time (F.1 to F.5 First Term Exam)</li></ul>
<b>Evaluation:</b>	By observation, F.6 students were surprised and cheered up when reading the warm words presented by their teachers. Selected interviewees expressed that they were surprised by the performances and encouraging words from their form teachers, and they were touched by the signs of support and companionship provided by the teachers and the social workers.
<b>Expenditure:</b>	<b>\$188</b>

### Activity 8 (5.1.2)

<b>Title:</b>	<b>Study Skills Training: Junior Forms Study Skills and Exam Revision Groups</b>
<b>Objectives:</b>	To help the students concerned with the following foci: <ul style="list-style-type: none"> <li>- students with SEN who may not have enough study skills to tackle everyday learning and exam preparation (e.g. notetaking, mind map drawing, etc.)</li> <li>- students with SEN who struggle in academic learning and wish to improve</li> <li>- students with weak academic foundations and study skills</li> </ul>
<b>Target:</b>	F.1 to F.3 students (11 students participated)
<b>Background:</b>	- The students with different special educational needs who were weak at study skills and lack of methods to prepare for exams
<b>Duration and Venue:</b>	- Twelve 1.5-hour tutorials were arranged: Four lessons before First Term, four before Mid-Term and four before Final Exam. Three groups were recruited. - held in school campus after school hour
<b>Evaluation:</b>	- 80% participated in the group found the assistance helpful. - The tutors are old girls of our school. The participating students felt not only supportive but also learnt useful study skills.
<b>Expenditure:</b>	<b>\$10,800</b>

### Activity 9 (5.1.2)

<b>Title:</b>	<b>Study Skills Training: Junior Forms Study Skills and Exam Revision Groups</b>
<b>Objectives:</b>	To help the students concerned with the following foci: <ul style="list-style-type: none"> <li>- students with SEN who may not have enough study skills to tackle everyday learning and exam preparation (e.g. notetaking, mind map drawing, etc.)</li> <li>- students with SEN who struggle in academic learning and wish to improve and strive for good results in HKDSE</li> <li>- students with weak academic foundations and study skills</li> </ul>
<b>Target:</b>	F.4 to F.6 students (7 students participated)
<b>Background:</b>	- The students with different special educational needs who were weak at study skills and lack of methods to prepare for exams
<b>Duration and Venue:</b>	- twelve 1.5-hour tutorials were arranged: Four lessons before First Term, four before Mid-Term and four before Final Exam. For F.6 girls, 6 lessons before Mock Examination, and 6 during study leave. Seven groups were recruited. - held at school during school days or zoom
<b>Evaluation:</b>	- All students participated in the group found the assistance helpful. - They found the revision strategies for a particular subject they learnt from the tutors who are the old girls useful, and the encouragement could serve as strong motivation for them to work hard.
<b>Expenditure:</b>	<b>\$19,200</b>

**Activity 10 (5.1.2)**

<b>Title:</b>	<b>Study Skills Training: Junior Form (F.2) Chinese Study Skills and Strengthening Class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to provide training to a student who is struggling with learning Chinese language in junior form</li><li>- to provide a continuity of supporting student who has difficulty in learning Chinese language</li></ul>
<b>Target:</b>	F.2 student
<b>Background:</b>	- A F.2 student in Tier 3 was provided with academic learning support in her weakest subject: Chinese.
<b>Duration and Venue:</b>	- twenty 60-minute session from Sept 2024 to Jun 2025 - held in school campus after school hour
<b>Evaluation:</b>	This course could effectively help this student to learn and revise Chinese (4 out of 5), and that she could stay focused in the group (4 out of 5)
<b>Expenditure:</b>	<b>\$6,000</b>

**Activity 11 (5.1.2)**

<b>Title:</b>	<b>Study Skills Training: English Study Skills and Strengthening Class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to provide more chances for students to learn English</li><li>- to improve grammar and writing skills in English</li></ul>
<b>Target:</b>	F.3 to F.5 students (4 students recruited)
<b>Background:</b>	<ul style="list-style-type: none"><li>- Students who needed to have more chances to practice learning English</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- twenty one-hour sessions were arranged from Sept 2024 to Jun 2025</li><li>- held in school campus after school</li></ul>
<b>Evaluation:</b>	One participant checked 5 out of 5 for the effectiveness of learning the subject, being able to stay focused, and that she could complete all tasks within the lesson. Another girl just expressed 3 out of 5 for all of the above questions.
<b>Expenditure:</b>	<b>\$6,000</b>

**Activity 12 (5.1.2)**

<b>Title:</b>	<b>Study Skills Training: F.3 Dyslexic Group to Improve Reading and Writing</b>
<b>Objectives:</b>	To help student concerned with the following foci: - To provide additional support to students with symptoms or diagnosis of dyslexia
<b>Target:</b>	F.3 students (2 students recruited)
<b>Background:</b>	- Student with dyslexia found learning Chinese difficult, especially in reading and writing
<b>Duration and Venue:</b>	- six one-hour sessions were arranged from Apr to Jun 2025 - held in school campus after school
<b>Evaluation:</b>	Both participants expressed that the group could help them improve their own reading skills (4 out of 5 for both participants). They stayed focused in class and agreed that their Chinese was improved (one chose 4 out of 5, another chose 5 out of 5)
<b>Expenditure:</b>	<b>\$10,500</b>

**Activity 13 (5.1.2)**

<b>Title:</b>	<b>Study Skills Training: Junior Form (F.2) Mathematics Study Skills and Strengthening class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to improve Mathematics learning with more skills</li><li>- to offer chances for more practices</li></ul>
<b>Target:</b>	F.2 students (3 students participated)
<b>Background:</b>	F.1 students with SEN expressed their learning difficulty in Mathematics and determination to improve and thus resource for their learning was needed.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- twenty 1.5-hour sessions were arranged from Sept 2024 to Jun 2025</li><li>- held in school campus after school</li></ul>
<b>Evaluation:</b>	In the evaluation, the participants expressed that the course could effectively improve their understanding of Mathematics and the academic result accordingly (100%).
<b>Expenditure:</b>	<b>\$7,000</b>

**Activity 14 (5.1.2)**

<b>Title:</b>	<b>Study Skills Training: Senior Form (F.5) Mathematics Study Skills and Strengthening Class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to improve Mathematics learning with more skills</li><li>- to offer chances for more practices</li></ul>
<b>Target:</b>	F.5 students (6 students participated)
<b>Background:</b>	Students were offered the Maths learning support last year and found it useful.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- twenty 1.5-hour sessions were arranged from Sept 2024 to Jun 2025</li><li>- held in school campus after school</li></ul>
<b>Evaluation:</b>	The feedback from participants was highly encouraging. All students scored 5 out of 5 for all questions, including the improvement in their academic performance, the degree of focus in class, and the professionalism of the tutor.
<b>Expenditure:</b>	<b>\$9,319</b>

**Activity 15 (5.1.2)**

<b>Title:</b>	<b>Study Skills Training: Study Skills and Memory Class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to improve study skills in various key learning areas (including language, humanities, and science)</li><li>- to offer chances for more practices in memorizing subject contents</li></ul>
<b>Target:</b>	F.1-2 students (5 students participated)
<b>Background:</b>	Students with attention issues expressed their difficulty of turning knowledge absorbed in class to be long-term memory
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- six 1-hour sessions were arranged from Jan to Mar 2025</li><li>- held in school campus after school</li></ul>
<b>Evaluation:</b>	100% of the participants (4 and 5 out of 5) agreed that they were satisfied with the course, and that they have learnt different skills for revision. However, in the application, only 3 out of 4 participants who filled in the survey showed that they applied their skills in everyday learning. Same percentage (75%) agreed that their confidence in learning improved.
<b>Expenditure:</b>	<b>\$7,980</b>

**Activity 16 (5.1.2)**

<b>Title:</b>	<b>Focus and Expression Training and Interest Development: Comic Drawing Class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to develop their interests in drawing and improve their observation skills and creativity</li><li>- to help them present ideas and thoughts in an organised way</li></ul>
<b>Target:</b>	F.2 to F.5 students (8 students recruited)
<b>Background:</b>	<ul style="list-style-type: none"><li>- students who have interests in drawing but felt difficult to express ideas in an organized way and stay focused to complete their tasks</li><li>- students have strong interests in drawing to develop their talents</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- six 1 hour 15 mins lesson in September to October 2024</li><li>- held in school campus after school hour</li></ul>
<b>Evaluation:</b>	In the evaluation, over 80% of students expressed that they stayed focused, and put effort and be persistent in learning the drawing skills from the tutor. Their confidence in drawing increased as well (85.7% agreed). Over 80% of participants were satisfied with the course.
<b>Expenditure:</b>	<b>\$9,692</b>

**Activity 17 (5.1.2)**

<b>Title:</b>	<b>Focus and Expression Training and Interest Development: Knitting class</b>
<b>Objectives:</b>	To help student concerned with the following foci: - to make students persistent to complete their own pieces of knitting works
<b>Target:</b>	F.1 to F.5 students (6 students recruited)
<b>Background:</b>	- students who have interests in handicraft but could hardly complete a piece of artwork due to lack of executive function skills
<b>Duration and Venue:</b>	- four 1-hour lesson from Sept to Oct 2024 - held in school campus after school hour
<b>Evaluation:</b>	100% of students said that they were focused during the class. 100% of them also expressed that their knitting skills were improved compared to the first class and their patience and persistence in learning the skills increased. All participants were satisfied with their own knitting products and satisfied with the course overall.
<b>Expenditure:</b>	<b>\$12,600</b>

**Activity 18 (5.1.2)**

<b>Title:</b>	<b>Relaxation and interest development: K-pop Dance Class</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to provide an opportunity for students to channel out their energy into dancing steps and have enjoyment in dancing</li><li>- to develop the talents of students with the purpose of increasing their own self-image and self-esteem</li></ul>
<b>Target:</b>	F.1 to F.3 students (14 students were recruited)
<b>Background:</b>	<ul style="list-style-type: none"><li>- interests of dancing expressed by F.1 to F.3 students with SEN</li><li>- dancing as a way to develop self-confidence and talents</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- six 1-hour session from April to May 2025</li><li>- held in school campus after school hour</li></ul>
<b>Evaluation:</b>	Over 80% of students expressed that their self-esteem was lifted after joining the class, and 100% of them enjoyed the class, with 82% scoring 5 out of 5.
<b>Expenditure:</b>	<b>\$4,200</b>

**Activity 19 (5.1.2)**

<b>Title:</b>	<b>Life Planning and Focus Training: Coffee Art Group</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to prepare of life planning for job-related skills</li><li>- to train students with focus and attention through coffee-making and latte art</li><li>- to train students to serve fellow schoolmates and teachers with the skills learnt</li></ul>
<b>Target:</b>	F.4 to F.5 students (5 students participated)
<b>Background:</b>	<ul style="list-style-type: none"><li>- the students with interests in learning about coffee and how to become a barista</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- six 1.5-hour sessions from January to May 2025</li><li>- held in school campus after school hour</li></ul>
<b>Evaluation:</b>	100% of the participants scored 5 out of 5 for gaining knowledge about coffee and the career as a barista. They showed great satisfaction to the instructor (100% scored 5 out of 5). The overall satisfaction of the group was high.
<b>Expenditure:</b>	<b>\$8,090</b>

**Activity 20 (5.1.2)**

<b>Title:</b>	<b>Life Planning and Focus Training: Life Planning Activity</b>
<b>Objectives:</b>	To help students concerned with the following foci: <ul style="list-style-type: none"><li>- to prepare for their life planning</li><li>- to increase exposure to different careers options</li></ul>
<b>Target:</b>	F.3 to F.5 students (7 students participated)
<b>Background:</b>	<ul style="list-style-type: none"><li>- F.3 and F.5 students are going to enter a new phase in life: senior form subject choice selection, and tertiary education choice selection</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- two 1-hour workshop to explore their own self (Jan to Feb 2025)</li><li>- one 1-hour careers talk (nutritionist) (Feb 2025)</li><li>- one 1-hour individual / pair-work consultation on life planning (May 2025)</li><li>- one site visit to a start-up business (beauty salon) (Jul 2025)</li></ul>
<b>Evaluation:</b>	Students ranked the life planning consultation to be most effective for them to understand about their own life planning (33% agreed with a score 5 out of 5, the rest agreed with a score 4 out of 5). All participants learnt about what skills and qualities they should have at work after the careers talk and the site visit. 86% of the participants also learnt about the knowledge of a start-up business.
<b>Expenditure:</b>	<b>\$18,000</b>

**Activity 21 (5.1.2)**

<b>Title:</b>	<b>Social Skills Training: Social Skills Group</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to enhance students' communication skills</li><li>- to provide real-life exercises to practice social skills</li></ul>
<b>Target:</b>	F.1 to F.2 students (6 students participated)
<b>Background:</b>	<ul style="list-style-type: none"><li>- the students demonstrate weak communication skills</li><li>- the students who have difficulty in making friends</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- ten 1-hour sessions from Sept 2024 to Jan 2025</li><li>- held in school campus after school hour</li></ul>
<b>Evaluation:</b>	85.7% of participants agreed that the group provided chances for them to practice social skills, and that they were confident in explaining the game rules to others.
<b>Expenditure:</b>	<b>\$14,000</b>

**Activity 22 (5.1.2)**

<b>Title:</b>	<b>Inclusive Education Activity: Inclusive Fair Week Game Booths</b>
<b>Objectives:</b>	To help students concerned with the following foci: <ul style="list-style-type: none"><li>- to promote the value of inclusion to fellow schoolmates</li><li>- to train students with speech and language impairment with real-life activity to practice their skills</li></ul>
<b>Target:</b>	<ul style="list-style-type: none"><li>- whole school (participants)</li><li>- students receiving speech therapy training (2 students recruited)</li></ul>
<b>Background:</b>	<ul style="list-style-type: none"><li>- to further promote inclusion and cater for diversity in whole-school approach</li><li>- to collaborate with the Moral and Civic Education Committee to promote value education</li></ul>
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- two 1-hour session in May 2025</li><li>- held in the school campus during lunch time</li></ul>
<b>Evaluation:</b>	83% of the game booth participants expressed that they learnt more about the ideas of inclusion, and the relevant values (such as empathy and respect). Regarding the two helpers in F.2, both of them demonstrated good performances as game booth hosts from observation. It was their first time being in this role and they felt they become more capable in speaking in front of others.
<b>Expenditure:</b>	<b>\$2,547</b>

**Activity 23 (5.1.2)**

<b>Title:</b>	<b>Parent Education: Parent Support Group</b>
<b>Objectives:</b>	To help student concerned with the following foci: <ul style="list-style-type: none"><li>- to provide opportunity for parents to interact and appreciate each other and exchange parenting tips</li><li>- to provide a chance for relaxation</li></ul>
<b>Target:</b>	Parents of F.1 to F.3 students (6 parents were recruited)
<b>Background:</b>	Parents with children having special educational needs might feel frustrated for the different difficulties their children faced, or they might find helpless when observing their children facing various struggles. Parents could form supportive bonding with each other and they were precious resources for each other to help their children grow.
<b>Duration and Venue:</b>	<ul style="list-style-type: none"><li>- three 1.5-hour workshop were arranged from Mar to Apr 2025</li><li>- it was held on Saturday in the morning at school campus</li></ul>
<b>Evaluation:</b>	Through interview, the feedback of the group was very positive, with parents expressing their capability of relaxing themselves and also having some 'me' time with good quality when they were attending the group.
<b>Expenditure:</b>	<b>\$2,800</b>

## Other expenses

5.1.1 Hiring of Teaching Assistant	<p>A Teaching Assistant with half of the duty related to Student Support was hired from Sept 2024 to Jul 2025. Another part-time TA was hired for eight half-days to offer additional support. The duties include:</p> <ul style="list-style-type: none"><li>- supporting special examination arrangements</li><li>- data entry and research on resources supporting students with SEN (books, teaching aids, online resources, etc.)</li><li>- contacting parents for logistic arrangements of the groups</li><li>- supporting after-school groups</li><li>- escorting students to see therapists</li></ul> <p><b>Expenditure: \$104,000</b></p>
5.1.3 Purchase of learning resources	<ul style="list-style-type: none"><li>- new books related to knowledge and skills in taking care of students with SEN for Staff Development bookshelf and display on Staff Development Day (Mar 2025)</li></ul> <p><b>Expenditure: \$1,961.80</b></p>
5.1.4 Arrangement of learning and inclusive activities and staff development (not from outside services)	<ul style="list-style-type: none"><li>- activity to cheer up F.6 students before Mock Exam</li></ul> <p><b>Expenditure: \$188.00</b></p>

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### Academic

<b>Title:</b>	<b>The Hong Kong University of Science and Technology Dual Program 2023 (Secondary Schools)</b>  <b>2025 CUHK Spring Program for the Gifted and Talented</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. To provide pull-out opportunities for elite students to study related subjects of their interest at an accelerated pace.</li> <li>2. To encourage students to stretch their potentials through exchanges with university teaching personnels and elite students from other learning institutions.</li> <li>3. To provide diverse stimulating and highly challenging out-of-school learning opportunities for elite students.</li> <li>4. To encourage students to stretch their potentials through exchanges with university teaching personnels and elite students from other learning institutions.</li> </ol>
<b>Deliverable:</b>	Completion of the program
<b>Target:</b>	F.4 and F.5 selected elite students in different subjects
<b>Duration:</b>	November 2024 to May 2025
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>- Some participant completed the program with the grade A+ (Exceptional performance).</li> <li>- Some participants attained a certificate of completion.</li> <li>- Positive feedback from the participants.</li> </ul>
<b>Expenditure:</b>	<b>\$33,140</b>

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### CCA

<b>Title:</b>	<b>Outward Bound Program</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To enhance students' leadership skills.</li> <li>2. To improve students' stress resistance.</li> </ol>
<b>Deliverables:</b>	<ol style="list-style-type: none"> <li>1. Students have more interest and confidence in learning Mathematics.</li> <li>2. Students have acquired better problem-solving skills</li> </ol>
<b>Target:</b>	Two F.5 students were accepted. They completed the programme.
<b>Selection mechanism:</b>	<p>11 Students were selected according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students' performance in extra activities</li> <li>2. Students' attitude</li> </ol>
<b>Duration and venue:</b>	5-days-4-nights programme from 22 <sup>nd</sup> – 26 <sup>th</sup> April 2025
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. The attendance of the 10 students was 100%.</li> <li>2. There was a great increase in five categories including compassion for others, environment responsibility, resilience, self confidence and social competence after the program from the evaluation provided by OBHK.</li> <li>3. There were also large impacts in the five categories with the indices all larger than 1.2 (index with 0.8 is defined as a large impact).</li> </ol>
<b>Expenditure:</b>	<b>\$9,600</b>

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### Biology

<b>Title:</b>	<b>Nature Exploration Experience</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. To consolidate the concepts of ecology</li> <li>2. To provide a chance of on-site field study</li> <li>3. To develop students' sense of responsibility on environmental protection</li> </ol>
<b>Deliverable:</b>	<ol style="list-style-type: none"> <li>1. A briefing session on the ecology of freshwater stream</li> <li>2. On-site field study on two water streams in Tai Mo Shan</li> <li>3. Laboratory session for water sample analysis</li> <li>4. Group oral presentation</li> <li>5. Writing up of learning journal</li> </ol>
<b>Target:</b>	5Ma & 5D (Elite students in biology)
<b>Duration :</b>	<p>16 Oct 2024 (8:00am – 5:30pm)</p> <p>Cheung Chau Field Study Centre and Mui Wo</p>
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. Students' feedback showed that the activity was a good learning opportunity to integrate the biological knowledge and concepts to the real natural situation of freshwater streams and their pollution levels in Hong Kong.</li> <li>2. The learning journal produced by the students after the course reflected a satisfactory learning outcome.</li> </ol>
<b>Expenditure:</b>	<p>Transportation for two coaches</p> <p><b>\$ 4,016.4</b></p>

# Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

## Chemistry

<b>Title:</b>	<b>CUHK Innovative Chemistry STEM Programme: Chemistry Journey for a Low-Carbon Society</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the importance of climate action</li> <li>2. To acquire concrete chemical knowledge for reducing carbon emissions</li> <li>3. To gain a thorough understanding of latest low-carbon technologies and carbon conversion</li> <li>4. To gain hand-on experience by applying knowledges gained in utilizing low-carbon technologies</li> <li>5. To gain hands-on experience on chemical analysis using advanced instruments</li> </ol>
<b>Deliverables:</b>	<ol style="list-style-type: none"> <li>1. Students are able to acquire chemical knowledge beyond the DSE curriculum and able to apply chemical knowledge in sustainable development.</li> <li>2. Students have acquired better problem solving skills.</li> </ol>
<b>Target:</b>	Two F.5 students (5Ma Lai SY and 5M Chan CY) completed the programme.
<b>Selection mechanism:</b>	<p>Students were selected according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students' performance in examination</li> <li>2. Students' learning attitude</li> </ol>
<b>Duration and venue:</b>	<ol style="list-style-type: none"> <li>1. Four FULL DAY face-to-face lectures (28 July 2025 – 31 July 2025 9:30 am to 4:30 pm) and experiment sessions in CUHK</li> </ol>
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. The attendance of the two students was 100%.</li> <li>2. 100% participants agreed the tutor was well prepared in general.</li> <li>3. 100% participants agreed the tutor's presentation was good.</li> <li>4. 100% participants agreed the duration of the course was appropriate.</li> <li>5. 100% participants agreed the course was well organized.</li> <li>6. 100% participants agreed the course content was interesting.</li> <li>7. 100% participants agreed they could manage the problems taught.</li> <li>8. 100% participants agreed to join similar course in the future.</li> <li>9. 100% participants understood the importance of sustainable development.</li> </ol>
<b>Expenditure:</b>	<b>\$7,000</b>
<b>Reference website:</b>	<a href="https://chem.cuhk.edu.hk/stem2025/">https://chem.cuhk.edu.hk/stem2025/</a>

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### ICT

<b>Title:</b>	<b>Elite Learning programme for Python Coding</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To provide participants with a strong foundation in Python programming fundamentals, including syntax, data structures, and control flow, enabling them to write efficient and readable code.</li> <li>2. To develop advanced coding skills through hands-on projects and real-world applications, fostering problem-solving abilities and logical thinking in participants.</li> <li>3. To cultivate a community of high-achieving coders who can collaborate on complex programming challenges, promoting innovation and continuous learning in the field of Python development.</li> </ol>
<b>Deliverables:</b>	<ol style="list-style-type: none"> <li>1. Students have more interest and confidence in learning programming.</li> <li>2. Students have acquired better problem-solving skills.</li> </ol>
<b>Target:</b>	Seven F.4 students were accepted. They completed the program.
<b>Selection mechanism:</b>	<p>Students were selected according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students' performance in examination by the organization</li> <li>2. Students' learning attitude</li> </ol>
<b>Duration and venue:</b>	<ol style="list-style-type: none"> <li>1. Five 2-hour sessions for seven students during summer holiday.</li> <li>2. Lessons held by the Polytechnic University of Hong Kong.</li> </ol>
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. The attendance of the seven students was 100%.</li> <li>2. 100% of participants indicated that the course was helpful for learning about programming.</li> <li>3. 100% of participants recognized the course stimulated their learning in programming.</li> <li>4. 100% of participants agreed the course was well organized.</li> <li>5. 100% of participants agreed to join a similar course in the future.</li> </ol>
<b>Expenditure:</b>	<b>\$10,500</b>

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### Mathematics

<b>Title:</b>	<b>Mathematics Related Programme for High-achievers in F.5</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To maximize the opportunities of acknowledging students' accomplishments</li> <li>2. To enable high-achievers and gifted students to maximize their potential</li> <li>3. To provide learning opportunities for selected students to apply their knowledge in Mathematics in topics that are not taught in the DSE curriculum</li> <li>4. To arouse students' interest in the application of Mathematics concepts and knowledge in their daily life</li> </ol>
<b>Deliverables:</b>	<ol style="list-style-type: none"> <li>1. Students have more interest and confidence in learning Mathematics</li> <li>2. Students have acquired better problem-solving skills</li> </ol>
<b>Target:</b>	Two F.5 students were accepted. They completed the programme.
<b>Selection mechanism:</b>	<p>Students were selected according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students' performance in examination</li> <li>2. Students' learning attitude</li> </ol>
<b>Duration and venue:</b>	<ol style="list-style-type: none"> <li>1. Five 3-hour sessions for four students during spring</li> <li>2. Lessons held by the Chinese University of Hong Kong</li> </ol>
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. The attendance of the two students was 100%.</li> <li>2. 100% participants recognized the course helped more about Mathematics.</li> <li>3. 100% participants recognized the course stimulated their learning in Mathematics.</li> <li>4. 100% participants recognized the tutor was well prepared in general.</li> <li>5. 100% participants recognized the tutor's presentation was good.</li> <li>6. 100% participants recognized the duration of the course was appropriate.</li> <li>7. 100% participants agreed the course was well organized.</li> <li>8. 100% participants agreed the course content was interesting.</li> <li>9. 100% participants agreed they could manage the problems taught.</li> <li>10. 100% participants agreed to join a similar course in the future.</li> </ol>
<b>Expenditure:</b>	<b>\$8,418</b>

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### Music

<b>Title:</b>	<b>Harpsichord Workshop</b>
<b>Objective:</b>	To enhance students' interest and abilities in music
<b>Deliverable:</b>	An introduction to Harpsichord and Baroque Music
<b>Target:</b>	2 participants (from the assembly pianist list)
<b>Selection Mechanism:</b>	Nominated by the music department
<b>Duration :</b>	2-7-2025 (2:00pm-3:30pm)
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. Students learnt about the structure and characteristics of harpsichords.</li> <li>2. Students were able to play the Baroque music on the harpsichord.</li> </ol>
<b>Expenditure:</b>	<b>\$1,160</b>

# Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

## Technology and Living

<b>Title:</b>	<b>Garment Construction: Dressmaking Course</b>																						
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To equip students with 2D pattern adaptation and garment construction skills through the construction of a summer dress.</li> <li>To equip students with the knowledge of utilising clothing technology with minimum time and maximum learning facilities.</li> </ul>																						
<b>Deliverables :</b>	<ul style="list-style-type: none"> <li>To demonstrate the skills of pattern adaptation through the construction of a summer dress.</li> </ul>																						
<b>Target:</b>	S.4 T&L students																						
<b>Selection Mechanism:</b>	All seven S.4 T&L students were required to participate in the workshop.																						
<b>Duration and Venue:</b>	<p>A 30-hour course organised by the Clothing Industry Training Authority with the following details:</p> <p>Date : 7, 8, 11-13/8/2025</p> <p>Time : 9:30 am - 5:00 pm (Lunch break: 12:15 - 1:45 pm)</p> <p>Venue : Clothing Industry Training Authority Main Office and Training Center (63 Tai Yip St, Kowloon Bay)</p>																						
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>All students were able to complete the pattern drafting and construction of their summer dresses and attain the certificate of completion.</li> <li>Insights for evaluation were drawn from the student feedback questionnaire (The rating ranges from 1 to 5, with 5 being the highest score): <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Questions</th> <th>Average</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>The workshop has equipped me with new knowledge and/or skills.</td> <td style="text-align: center;">4.88</td> <td style="text-align: center;">98%</td> </tr> <tr> <td>I was able to grasp a clear understanding of the knowledge and/or skills taught in the workshop.</td> <td style="text-align: center;">4.63</td> <td style="text-align: center;">93%</td> </tr> <tr> <td>The workshop has heightened my interest in exploring the knowledge and skills related to the topic.</td> <td style="text-align: center;">4.63</td> <td style="text-align: center;">93%</td> </tr> <tr> <td>I believe I would be able to apply the knowledge and/or skills learnt in a practical setting.</td> <td style="text-align: center;">4.25</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>The lecturer provided adequate and in-depth guidance and support.</td> <td style="text-align: center;">4.75</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>The teaching inspires me to conduct self-directed learning on the topic.</td> <td style="text-align: center;">4.63</td> <td style="text-align: center;">93%</td> </tr> </tbody> </table> </li> <li>Students' feedback and learning outcome shows that the students have attained a heightened level, not only in terms of knowledge and skill, but also a sense of self-confidence in their ability to further improve their work. This enables them to adapt to higher levels of difficulty in their learning and daily lives.</li> </ol>		Questions	Average	Percentage	The workshop has equipped me with new knowledge and/or skills.	4.88	98%	I was able to grasp a clear understanding of the knowledge and/or skills taught in the workshop.	4.63	93%	The workshop has heightened my interest in exploring the knowledge and skills related to the topic.	4.63	93%	I believe I would be able to apply the knowledge and/or skills learnt in a practical setting.	4.25	85%	The lecturer provided adequate and in-depth guidance and support.	4.75	95%	The teaching inspires me to conduct self-directed learning on the topic.	4.63	93%
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The teaching inspires me to conduct self-directed learning on the topic.	4.63	93%																					
<b>Expenditure</b>	<b>\$25,200</b> (\$3,600 per participant)																						

## Evaluation Report on DLG-funded Other Programme Gifted Education 2024-25

### Visual Arts

<b>Title:</b>	<b>3D Art Workshop (立體畫工作坊)</b>
<b>Objective:</b>	Create three-dimensional works on a flat surface using different materials.
<b>Deliverable:</b>	Create artwork by using different media skills learned in the course
<b>Target:</b>	F.4 Visual Art students
<b>Selection Mechanism:</b>	F.4 Visual Arts students who are interested in painting and wants to learn different medium in making art.
<b>Duration:</b>	1 lesson, a total of 2 hours
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Three F.4 Visual Art student joined the course</li> <li>• Improve the skills on paintings in use different medium and materials</li> <li>• Achieved a 100% attendance rate</li> </ul>
<b>Expenditure:</b>	<b>Tuition fee \$1,170</b>

<b>Title:</b>	<b>Acyclic Painting Course</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. Learn more skills and techniques in using water color and acrylic painting.</li> <li>2. Improve painting skills in creating better artworks and portfolio.</li> <li>3. Learn to explore and experience mixed medium to create artworks.</li> </ol>
<b>Deliverable:</b>	<ol style="list-style-type: none"> <li>1. Create artwork or portfolio by using the skills learned in the course</li> <li>2. To learn more ways of making art</li> </ol>
<b>Target:</b>	F.4 Visual Art students
<b>Selection Mechanism:</b>	F.4 Visual Arts students who are interested in painting and wants to improve their painting skills.
<b>Duration:</b>	4 lessons, a total of 5 hours
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• One F.4 Visual Art student joined the course</li> <li>• Create artworks for portfolio</li> <li>• Learnt a lot of drawing skills useful in the preparation for the SBA artwork</li> <li>• Achieved a 100% attendance rate</li> </ul>
<b>Expenditure:</b>	<b>Tuition fee \$840</b>

<b>Title:</b>	<b>DSE Painting Course</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. Learn more skills and techniques in using different medium, e.g. water color, oil pastel and acrylic painting.</li> <li>2. Improve painting skills in creating better artworks and portfolio.</li> <li>3. Learn to explore and experience mixed medium to create artworks.</li> </ol>
<b>Deliverable:</b>	<ol style="list-style-type: none"> <li>1. Create artwork or portfolio by using the skills learned in the course</li> <li>2. To learn more ways of making art</li> </ol>
<b>Target:</b>	F.4 Visual Art students
<b>Selection Mechanism:</b>	F.4 Visual Arts students who are interested in Art
<b>Duration:</b>	9 sessions, a total of 18 hours
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• One F.4 Visual Art student joined the course</li> <li>• Achieved a 100% attendance rate</li> <li>• Learnt a lot of drawing and painting skills useful in the preparation for the SBA artwork</li> <li>• After this programme, students have shown more interest in art making.</li> </ul>
<b>Expenditure:</b>	<b>Tuition fee \$1,755</b>

<b>Title:</b>	<b>Oil Painting Course</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. Learn more oil painting techniques, including brushwork, color mixing, and layering, enabling them to create their own artwork confidently.</li> <li>2. To explore the artistic style and express ideas through the medium of oil paint.</li> </ol>
<b>Deliverable:</b>	Create artwork by using different skills learned in the course
<b>Target:</b>	F.4 Visual Art students
<b>Selection Mechanism:</b>	F.4 Visual Arts students who are interested in oil painting and wants to learn different techniques in oil painting.
<b>Duration:</b>	9 lessons, a total of 18 hours
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• One F.4 Visual Art student joined the course.</li> <li>• Develop a stronger foundation in oil painting techniques, leading to improved proficiency painting.</li> <li>• Foster greater confidence in personal artistic expression, encouraging participants to explore their unique style and ideas.</li> <li>• Achieved a 100% attendance rate</li> </ul>
<b>Expenditure:</b>	<b>Tuition fee \$1,080</b>

<b>Title:</b>	<b>Pottery Workshop</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. Learn the fundamental pottery techniques, including shaping forms, and trimming and centering clay on the pottery wheel.</li> <li>2. Understand how to work with clay effectively and make informed choices about materials for their DSE artwork.</li> </ol>
<b>Deliverable:</b>	Create pottery artwork by using different skills learned in the course
<b>Target:</b>	F.4 Visual Art students
<b>Selection Mechanism:</b>	F.4 Visual Arts students who are interested in pottery and wants to learn different medium in making art.
<b>Duration:</b>	2 lessons, a total of 6 hours
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Two F.4 Visual Art student joined the course</li> <li>• Gain hands-on experience with the clay and pottery wheel, enhancing the ability to shape and create various forms, leading to improved technical skills in making pottery artwork.</li> <li>• Achieved a 100% attendance rate</li> </ul>
<b>Expenditure:</b>	Tuition fee \$2063 (\$1069+\$994)

<b>Title:</b>	<b>One Day Oil Painting Experience Course</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. Learn basic oil painting skills, such as color mixing and brushwork, to create a complete artwork by the end of the session.</li> <li>2. Learn the methods to speed up the painting skills.</li> </ol>
<b>Deliverable:</b>	Create artwork by using different oil painting skills learned in the course
<b>Target:</b>	F.4 Visual Art students
<b>Selection Mechanism:</b>	F.4 Visual Arts students who are interested in oil painting and wants to create a complete artwork in a limit of time.
<b>Duration:</b>	1 lesson, a total of 2hours
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Three F.4 Visual Art student joined the course.</li> <li>• After the course, students can know more about the essential oil painting techniques, enabling them to create artworks confidently.</li> <li>• Know the ways to speed up their painting process.</li> <li>• Achieved a 100% attendance rate</li> </ul>
<b>Expenditure:</b>	<b>Tuition fee \$1,140</b>

# **St. Catharine's School for Girls**

## **Report on the Use of the Promotion of Reading Grant (PRG) (2024-2025)**

### **1. Objectives**

Following to our School Major Concern, in order to assist students in their pursuit of personal and academic excellence, we aim

- to maintain the quality, variety, preservation, and accessibility of our library collection and selected self-learning resources to cultivate the qualities of diligence and perseverance.
- to help students to utilize the library resources, both print and digital, to their full capacity and in an ethical manner.
- to collaborate with teachers to integrate reading into their clubs/lessons/subjects and enhance students' learning experience.
- to provide sufficient training and support for student librarians to develop their leadership skills and enhance their self-esteem and self-confidence, thus contribute to the library's activities and services.

### **2. Tasks**

- 2.1 Subscription of web-based reading platforms and resources
- 2.2 Expenditures on Reading Activities

### 3. Reviews of the proposals

The proposals for different uses of the grant are as follows:

Tasks	Time scale	Evaluation	Recommendation
<p>Subscription of web-based reading platforms and resources</p> <ul style="list-style-type: none"> <li>• The items to be procured are as follows:               <ul style="list-style-type: none"> <li>➤ English e-book platforms</li> <li>➤ Chinese e-book platforms</li> <li>➤ STEM e-reading resources</li> </ul> </li> </ul>	<p>August 2024 to July 2025</p>	<ul style="list-style-type: none"> <li>• 84% of the students used the subscribed online platforms in average.</li> <li>• 99% of the students who have used the online platforms found them helpful in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• This year, the school library acquired four e-learning resource platforms, namely WiseNews, HKEdCity eRead, i-Learner and Scholastic ScienceFlix.</li> <li>• Among them, Scholastic ScienceFlix have the lowest usage rate and accounts for a relatively substantial amount of expenditure.</li> <li>• Therefore, it is recommended to cancel the subscription of Scholastic ScienceFlix in the subsequent year and allocate resources to other library activities.</li> </ul>
<p>Expenditures on Reading Activities</p> <ul style="list-style-type: none"> <li>• To help the school community to explore our physical collection and digital resources, thematic exhibitions will be held inside the library at least three times a year.</li> <li>• To inculcate a school-wide reading culture and cross-curricular reading activities will be held in February.</li> </ul>	<p>September 2024 to May 2025</p>	<ul style="list-style-type: none"> <li>• 94% of the students found the thematic exhibitions and reading activities helpful in encouraging them to utilise the library resources more.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that we continue to collaborate with different subjects/ clubs in the upcoming year to organize thematic exhibitions.</li> </ul>

**4. Person-in-charge**

Yuen Ka Kit (School librarian)

**5. Budget**

The Promotion of Reading Grant for this school year (2024-2025)	\$	<b>77,205.00</b>
Unspent Balance for last school year (2023-2024)	\$	<b>1,716.18</b>

<b>No. Items</b>		<b>Actual Expenses</b>
1. The subscription fee for Chinese e-book platforms	\$	9,760.00
2. The subscription fee for English e-book platforms	\$	39,000.00
3. The subscription fee for STEM e-reading resources	\$	10,000.00
4. Expenditures on reading activities	\$	4,999.00
	<b>Total :</b>	<b>\$ 63,759.00</b>
	<b>Balance :</b>	<b>\$ 15,162.18</b>

# St. Catharine's School for Girls

## Report for

### Promotion of Reading Grant (PRG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Surplus brought forward from previous year		1,716.18
Grant received		<u>77,205.00</u>
		78,921.18
<b>Less: Expenditure:</b>		
e-Book platforms subscription	58,760.00	
Activities for Students	<u>4,999.00</u>	
		<u>63,759.00</u>
Surplus carried forward to next year		<u><u>15,162.18</u></u>

## 公民與社會發展科

### 支援推行高中公民與社會發展科的一筆過津貼使用報告 2024-25

本校於 2024/25 年度已運用「公民與社會發展科津貼」作以下用途：

	實際開支金額 (\$)
內地考察團所涉及的其他開支	1,039.00
本地考察團 (中五全級)	49,700.00
採購與公民科學與教相關教材、購置參考書及其他相關教材	43,649.10
資助教師前往內地參加公民科交流活動費用 (1 位額外人手)	1,129.00
<b>2024/25 總開支金額</b>	<b>95,517.10</b>
過往報告調整	
2021/22	900.00
2022/23	(690.00)
2023/24	39.90
調整總額	249.90
<b>津貼餘款</b>	<b>0</b>

本校已遵守教育局通函第 83/2021 號所述的運用原則和使用範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；

所有支出項目均具備單據證明，所有活動的財務紀錄和單據已妥善按會計程序處理及存檔，以備教育局查核；

本校會在 2024/25 學年完結後的規定期內，向教育局呈交經審核的周年帳目報告，報告內會記錄津貼的總收支；

本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。學校須退回不屬於「公民科津貼」的資助項目的款項予教育局。

# **St. Catharine's School for Girls**

## **Report on the use of One-off Grant for Mental Health at School 2023-25**

### **1. Summary**

This report confirms the successful completion of all initiatives outlined in the "Plan on Promoting Mental Health in School" for the 2023-2025 period. The program, funded by the One-off Grant, Mental Health at School, has effectively met its objectives. Teachers' knowledge and skills, provided valuable mental wellness opportunities for students, offered crucial support to those in need, and fostered a more caring school-wide environment. All activities were executed within the planned timeline and budget, and all success criteria were achieved.

### **2. Program Objectives and Outcomes**

The program was guided by four primary aims, all of which have been successfully realized:

- **Aim 1:** To sharpen teachers' knowledge and skills to support students with emotional needs.
- **Aim 2:** To provide students with opportunities to experience ways to enhance their mental wellness.
- **Aim 3:** To provide supporting services to needy students.
- **Aim 4:** To cultivate a more caring and supportive school environment.

### **3. Detailed Report on Implementation and Success**

The following is a detailed account of each strategy's successful completion, evaluated against its predefined success criteria.

#### **3.1 Equipping Teachers (Aim 1)**

- **Strategy 1.1: Acquiring Knowledge and Skills (2023-25)**
  - **Outcome:** All members of the Counselling group successfully completed over 6 hours of mental health training, as verified by their CPD records. This has strengthened the core capacity of our counselling team.
- **Strategy 1.2: Teacher Training Course (2024-25)**
  - **Outcome:** A comprehensive training course was organized for all teaching staff. Post-course evaluations, confirmed by CPD records and feedback forms, showed that the success criterion was exceeded, with over 70% of teachers agreeing that the course provided them with the necessary knowledge and skills to effectively support students with emotional needs.

#### **3.2 Enhancing Student Mental Wellness (Aim 2)**

- **Strategy 2.1: Thematic Workshops (2024-25)**
  - **Outcome:** A series of thematic workshops on mental health was successfully delivered. According to attendance records and post-workshop questionnaires, participants overwhelmingly agreed that the sessions enhanced their mental wellness and reported high confidence in applying the learned techniques for themselves and others.

### 3.3 Providing Direct Student Support (Aim 3)

- **Strategy 3.1: Financial Support for Medical Services (2023-25)**

- **Outcome:** The subsidy program was successfully implemented, providing immediate financial aid for medical services to students in need. As per case records, all applicants who met the criteria received timely clinical services within one month, alleviating immediate financial and emotional distress.

### 3.4 Cultivating a Caring School Environment (Aim 4)

- **Strategy 4.1: Lunchtime Handicraft Workshops (2023-25)**

- **Outcome:** The lunchtime handicraft workshops were a great success, with over 40 students participating throughout the period. Feedback from participants was consistently positive, indicating that the activity provided a valuable opportunity for relaxation and social connection.

- **Strategy 4.2: Student Ambassador Training Program (2024-25)**

- **Outcome:** The Student Ambassador program was successfully executed. Activity records and participant feedback confirm that both success criteria were met: over 70% of participants reported an enhanced awareness of mental health's importance, and over 70% of the trained ambassadors agreed the program improved their knowledge and skills in this area.

## 4. Financial Summary

All program activities were completed within the allocated budget of **\$60000**. The funds were utilized as planned, sourced from the **\$60,000** One-off Grant for Mental Health at School.

Item	Area	Expenditure (HKD)
i.	Organizing activities and programs to enhance the mental health of students and teachers	\$19,400.00
ii.	Providing support services related to mental health for students and teachers	\$19,700.00
iii.	Designing and producing school-based teaching resources related to mental health	\$2,996.20
iv.	Purchasing items, furniture, and equipment needed to enhance mental health for students and teachers	\$17,903.80
v.	Others (please specify):	—
	<b>Total Expenditure:</b>	<b>\$60,000.00</b>
	<b>Remaining Grant Balance:</b>	<b>\$0.00</b>

## 5. Conclusion

The 2023-2025 Mental Health Promotion Plan has been a resounding success. Through a combination of professional development for staff, direct engagement with students, and targeted support services, we have made significant strides in fostering a positive and supportive school culture. The Counselling and Guidance Committee is confident that the program's impact will be lasting and recommends building upon this success in future strategic planning.

# 家長教師會

## 「家長學生・好精神一筆過津貼 (\$20,000)」

### 工作報告 2024-2025

#### 1. 重點關注項目的成就與反思

##### 目標一：促進學生和家長的精神健康

策略/工作	評估及建議	7 個學習宗旨
<ul style="list-style-type: none"><li>親子減壓甜品製作工作坊<ul style="list-style-type: none"><li>已於 4 月 20 日舉辦親子減壓甜品製作工作坊暨家長教育講座。活動分為上午及下午時段，共有 20 個家庭參加。</li></ul></li></ul>	<ul style="list-style-type: none"><li>100%家長及學生認同享受烹飪過程能促進他們的精神健康。</li><li>93%家長及學生在烹飪過程中與子女聊天，並認同此舉能提升彼此的精神健康。</li><li>100%家長及學生認同在烹飪過程培養出正向思維。</li></ul>	<ul style="list-style-type: none"><li><u>持正面價值觀和態度</u></li></ul>
<ul style="list-style-type: none"><li>家長教育課程：『瑜伽鍛鍊室』<ul style="list-style-type: none"><li>於 11 月 30 日（六）完成</li><li>活動內容：<ul style="list-style-type: none"><li>學習身體伸展、運用肌肉、呼吸式，使身心靈放鬆</li></ul></li><li>活動導師：<ul style="list-style-type: none"><li>一名瑜伽教練及一名進念思維導師</li></ul></li><li>活動日期：<ul style="list-style-type: none"><li>11 月 2 日（六）</li><li>11 月 9 日（六）</li><li>11 月 16 日（六）</li><li>11 月 30 日（六）</li></ul></li><li>活動時間：<ul style="list-style-type: none"><li>上午 9：30 - 11：00</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>參與人數：<ul style="list-style-type: none"><li>16 名家長</li></ul></li><li>家長問卷的結果總覽：<ul style="list-style-type: none"><li>100%參與的家長對是次講座的内容感到滿意及對是次講者的表達技巧感到滿意。</li><li>&gt;90%參與家長贊成能藉身體舒展去接觸自己內在身心，經驗個人活在當下，安穩自己，從而探索自己如何平衡身心的生活。</li><li>内容包括：了解身心健康的重要性及其對親子關係的影響、學習如何透過身體舒展來促進身心健康、探索個人如何活在當下並安穩自己的方法、理解身心平衡的重要性並學習相應的技巧。</li><li>部份正面回應：<ul style="list-style-type: none"><li>課程有效幫助放鬆身心，參與者覺得輕鬆愉快。</li><li>課程設計簡單易學，容易在日常生活中實踐。</li><li>普遍認為練習能提升自我覺察，並幫助在生活中更平和地面對孩子。</li></ul></li><li>建議事項：<ul style="list-style-type: none"><li>增加更多互動，例如小組分享練習經驗，以加深體會。</li><li>延長課程時數或增加堂數，讓家長能持續練習、鞏固效果。</li><li>可提供簡單的課後指引或影音教材，方便在家中自行練習。</li><li>考慮在課程中結合一些親子活動，幫助家長將所學帶入與孩子的互動中。</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li><u>國民身份認同</u></li><li><u>寬廣知識基礎</u></li><li><u>健康的生活方式</u></li></ul>

## 2. 財政報告

編號	項目	資金來源	開支(港幣)
2.1	親子減壓甜品製作工作坊暨家長教育講座	家長學生·好精神一筆過津貼 (\$20,000)	\$2,303.70
2.2	家長教育課程：『瑜伽鍛鍊室』	家長學生·好精神一筆過津貼 (\$20,000)	\$17,696.30
		開支總計：	<b>\$20,000.00</b>

## St. Catharine's School for Girls

### Report for Teacher Relief Grant (TRG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Surplus brought forward from previous year		5,929,738.77
Grants received		
- Annual recurrent	297,103.50	
- Optional (Temporary freezing of teaching vacant posts arising from teachers on leave)	2,011,920.00	
Others		
- Pay in lieu of notice	24,246.60	
- TSA for supply teacher	3,708.00	
	2,336,978.10	2,336,978.10
		8,266,716.87
<b><u>Less: Expenditure:</u></b>		
Three Contract Staff	1,315,484.66	
Two Temp Staff	18,516.00	
One Teaching Assistants	231,510.77	
Supply Teachers' Salary	2,568,964.12	
Jupas Weighted admission score analysis and data processing	59,900.00	
Staff Development	43,125.00	
Students' Learning Courses	28,000.00	
	4,265,500.55	4,265,500.55
Surplus carried forward to next year		4,001,216.32

# St. Catharine's School for Girls

## Report for School Executive Officer Grant (SEOG) (2024-2025)

	\$	\$
<b><u>Income</u></b>		
Surplus brought forward from previous year		179,235.87
Grant received		<u>590,760.00</u>
		769,995.87
 <b><u>Less: Expenditure:</u></b>		
One School Executive Officer	352,800.00	
One Clerical Staff	<u>12,419.35</u>	
		<u>365,219.35</u>
Surplus carried forward to next year		<u><u>404,776.52</u></u>

## 姊妹學校交流報告書

### 2024 / 2025 學年

學校名稱：	聖傑靈女子中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	孫愛玲

本學年已與以下內地姊妹學校進行交流活動：	
1.	
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$53,800
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用，請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

**交流參與人次：**

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	_____總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	_____總人次

**備註：**本校於本年 4 月獲悉與北京大裕中學建立姊妹學校關係，計劃於 2024-25 年度與該校開展視像交流活動。為保障交流順利開展，本年度已使用 HKD53,800，作為更換視訊系統及天線，以完成前期硬體籌備工作。惟至本年 8 月底，校方才收到大裕中學之回應，致使簽約日期須延到 2025-26 學年九月進行。其他擬訂之交流計劃將安排於 25-26 年度進行。

## AWARD LIST (2024-2025)

(01/09/2024 - 31/08/2025 )

### Academic

#### **Zhong Hua Cup International Mathematics Elite Invitation Competition (Hong Kong District)**

##### **中華盃「國際數學精英邀請賽(香港區)**

Heat Round Champion

初賽冠軍

2PE LIANG WEIWEI 梁焯焯

**Heat Round First Prize**

初賽一等獎

3MA XIAO KWUN HO 蕭觀灝

3M MA YI LAAM 馬懿嵐

Heat Round Second Prize

初賽二等獎

2MA NG KA MAN 吳嘉雯

2PE LAM HEI TUNG 林熙彤

3M LAU JING YU 劉婧渝

Heat Round Third Prize

初賽三等獎

3PE LI KWAN TUNG 李鈞滂

3PE LO LOK CHIN 盧樂芊

3P AU WUN YI 區渙兒

3P MAN HOI LING 文凱玲

#### **Huaxiabei National Mathematics Olympiad Invitation Competition (Hong Kong District)**

##### **「華夏盃」全國數學奧林匹克邀請賽(香港賽區)**

Finals Third Prize

總決賽三等獎

3PE WONG CHEUK YIU 黃卓瑤

Semi-Final Second Prize

晉級賽二等獎

3PE WONG CHEUK YIU 黃卓瑤

Heat Round Second Prize

初賽二等獎

3PE WONG CHEUK YIU 黃卓瑤

#### **Asia International Mathematical Olympiad Open Contest**

##### **亞洲國際數學奧林匹克公開賽**

Trial Secondary 2 Silver Award

初賽中二級銀獎

2MA NG KA MAN 吳嘉雯

### Trial Secondary 2 Bronze Award

#### 初賽中二級銅獎

2M	CHAN HAU YING	陳巧盈
2M	CHAN TSZ LAM	陳祉霖
2MA	IP WAN HEI	葉芸希
2PE	LAM HEI TUNG	林熙彤
2PE	LIANG WEIWEI	梁焯焯

### Trial Secondary 3 Bronze Award

#### 初賽中三級銅獎

3P	AU WUN YI	區渙兒
3P	MAN HOI LING	文凱玲
3PE	XIE JUNHUA	謝俊華

### 香港數學及奧數挑戰賽

#### 中五數學組冠軍

5MA	YIP HOI YAN	葉凱欣
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#### 中五數學組金獎

5MA	CHENG CHOR KIU	鄭楚翹
5MA	YEUNG TUEN CHING	楊端澄

#### 中五數學組銀獎

5D	CHAN KIT SIN	陳杰茜
5M	WONG HOI YING	黃凱楹

#### 中四數學組銀獎

4MA	HUANG KA WAI	黃嘉慧
4MA	PANG WAI YU	彭帷茹

#### 中三數學組銀獎

3P	AU WUN YI	區渙兒
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#### 中三數學組銅獎

3M	LAU JING YU	劉婧渝
3MA	XIAO KWUN HO	蕭觀灝

### 香港數學及奧數挑戰賽-優質數學教育團體獎銀獎

### MathConception Individual Contest Bronze Award

#### 數學思維大激鬥個人賽銅獎

2PE	LAM HEI TUNG	林熙彤
3M	LAU JING YU	劉婧渝

### Mathematical Modelling Competition for Secondary Students Merit Award

#### 中學生數學建模比賽佳作獎

5MA	CHAN WING SUET	陳咏雪
5MA	CHENG CHOR KIU	鄭楚翹
5MA	YEUNG TUEN CHING	楊端澄
5MA	YIP HOI YAN	葉凱欣

## **ICAS Assessment HK**

### **國際聯校學科評估及比賽**

#### Science in English Distinction Award

##### 科學科(英文)榮譽證書

2D	OR HOI YI	柯凱兒
2P	LEONG HEI TUNG	梁晞彤
3D	JIANG JENNY	姜雲珊

#### Science in English Credit Award

##### 科學科(英文)優異證書

1PE	CHEN PUI LAM	陳珮嵐
2D	MAN TSZ YIU	文芷瑤
3MA	LIU MAN HEI	廖敏希
3PE	HUI MAK LAM	許麥琳
3PE	TSANG TSZ YIN	曾子嫣
3P	AU WUN YI	區渙兒

#### Science in English Merit Award

##### 科學科(英文)優良證書

1PE	TUNG LOK CHING	童洛晴
1P	LAM SHENICE	林子嫣
3P	LI YUI SHAN	李睿珊

### **理大全港中國歷史論文比賽冠軍**

6P	CHEN CHUO LAM	陳焯琳
6P	LEUNG HIU CHING	梁曉晴
6P	LI KAI YIK	李佳憶
6P	LO SZE HANG	盧思衡
6P	WAI SING HEI	韋星晞

### **PolyU Igniting Social Innovation Competition Best Presenter**

#### 香港理工大學點亮社會創新比賽傑出演說獎

5MA	CHENG CHOR KIU	鄭楚翹
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### **The 40th Sing Tao Inter-School Debating Competition First Preliminary of English Section Best Debater**

#### 第四十屆星島全港校際辯論比賽(英語組)第一回合初賽最佳辯論員

6MA	CHAN UEN SUM	陳宛琛
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### **第三十六屆中學生閱讀報告比賽高級組冠軍**

6M	SZE LOK YI	施樂怡
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## **Art & Design**

### **第三屆校際AI藝術創作大賽**

《智畫神話》卓越表現

4M	TANG HEI LAM	鄧熙琳
4P	LUK HEI MOON	陸熹玟
4P	TAM WING HEI	譚穎晞
5P	CHAN YU CHING	陳予晴

《智畫神話》一等獎

3MA	XIAO KWUN HO	蕭觀灝
3PE	TSANG TSZ YIN	曾子嫣

《智畫神話》二等獎

3PE	YU MAN UE	余文妤
4D	CHAN TSZ LAM	陳芷琳

《智畫神話》三等獎

4PE	TIN LUK IN	田綠妍
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### **Superior Culture Annual Painting Competition**

#### **上·文化周年繪畫大賽**

Digital Painting Group E Secondary Junior Silver Award

電繪組E組初中組銀獎

3D	LAU HOI YEE	劉鎧儀
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Traditional Painting Group F Secondary Senior Silver Award

繪畫組F組高中組銀獎

3MA	LO LOK YIU	盧樂遙
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### **Index Game X The Sandbox Hong Kong Culture Game Jam**

Champion

4P	LI CHING YAN	李澄茵
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1st Runner-up

4D	CHAN TSZ LAM	陳芷琳
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2nd Runner-up

3P	TSE SUM YIN	謝心妍
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## **Dance**

### **61st Schools Dance Festival (Secondary Section)**

#### **第六十一屆學校舞蹈節中學組**

Contemporary Dance Duet Highly Commended Award

當代舞(雙人舞)甲級獎

4D	LAU TIN YU	劉天渝
5M	WONG TSZ YING	黃子凝

## Chinese Dance Solo Highly Commended Award

### 中國舞(獨舞)甲級獎

3M	YUNG KA CHING	翁家晴
5MA	POON YAN KIU	潘欣喬

## Group Dance Highly Commended Award

### 中國舞(群舞)優等獎

1M	CHAN WAN YING	陳韻盈
2PE	CHENG TZE CHING	鄭梓澄
3M	YANG YATING	楊雅婷
3M	YUNG KA CHING	翁家晴
4P	NG KA CHING	吳家晴
5D	LEE MEI YING	李美瑩
5MA	POON YAN KIU	潘欣喬
5M	KWOK KA HEI	郭珈希

## ***Drama***

### **Hong Kong School Drama Festival**

#### **香港學校戲劇節**

#### Award for Outstanding Script

##### 傑出劇本獎

5MA	CHAN TSOI YI	陳采怡
5MA	POON KA HEI	潘嘉晞

#### Award for Outstanding Director

##### 傑出導演獎

5MA	CHAN TSOI YI	陳采怡
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#### Award for Outstanding Performer

##### 傑出演員獎

3D	LAU HOI YEE	劉鎧儀
4D	WONG HIU YING CADENCE	黃曉瑩
4PE	MA YUEN TING	馬婉庭
5MA	CHAN TSOI YI	陳采怡
5MA	POON YAN KIU	潘欣喬
5PE	CHEN YI KWAN ANGEL	陳怡君
5P	LAW YUEN YING	羅婉熒

#### Award for Outstanding Cooperation

##### 傑出合作獎

1P	CHAN TSZ YAU	陳梓柔
3MA	TSANG CHEUK YIU	曾勺騞
3MA	WONG CHING MAN	王靜雯
4D	MAK HO SUM	麥皓心
4PE	CHOW CHEUK YEE	周卓儀
5M	LEE LOK YI	李樂怡
5MA	POON KA HEI	潘嘉晞
5P	LI TONG	李同

Award for Outstanding Stage Effect

傑出舞台效果獎

1D	LI TIN YAU	李天柔
2D	LO YUEN LING	盧婉玲
3M	SHI KEXIN	施可馨
3P	YANG HEE MAN	楊希雯
3PE	NG WAI LING	伍惠玲
4D	HO KA MAN	何嘉敏
4M	LEUNG HOI CHING	梁凱晴
4M	LEUNG TSZ TUNG	梁梓彤
4MA	CHAN MING SZE	陳明思
4MA	KE SHULAN	柯舒藍
4MA	LEE NOK CHIN	李諾芊
5M	CHENG YI TING	鄭伊婷
5MA	LAU WING YEE	劉穎儀
5P	LEE TSZ KI	李芷萁
5P	LEUNG MAN KI	梁敏淇
5P	LI WAN YING CHRISTIN	李宛滢
5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG YAT LAAM AOI	梁溢嵐
5PE	WONG SHEUNG YAU	王湘尤
5PE	WONG SHUK KI	黃淑淇
5PE	WONG YEE TSANG	黃綺錚

Award for Commendable Overall Performance

傑出整體演出獎

1D	LI TIN YAU	李天柔
1P	CHAN TSZ YAU	陳梓柔
2D	LO YUEN LING	盧婉玲
3D	LAU HOI YEE	劉鎧儀
3M	SHI KEXIN	施可馨
3MA	TSANG CHEUK YIU	曾勺暄
3MA	WONG CHING MAN	王靜雯
3P	YANG HEE MAN	楊希雯
3PE	NG WAI LING	伍惠玲
4D	HO KA MAN	何嘉敏
4D	MAK HO SUM	麥皓心
4D	WONG HIU YING CADENCE	黃曉瑩
4M	LEUNG HOI CHING	梁凱晴
4M	LEUNG TSZ TUNG	梁梓彤
4MA	CHAN MING SZE	陳明思
4MA	KE SHULAN	柯舒藍
4MA	LEE NOK CHIN	李諾芊
4PE	CHOW CHEUK YEE	周卓儀
4PE	MA YUEN TING	馬婉庭

5M	CHENG YI TING	鄭伊婷
5M	LEE LOK YI	李樂怡
5MA	CHAN TSOI YI	陳采怡
5MA	LAU WING YEE	劉穎儀
5MA	POON KA HEI	潘嘉晞
5MA	POON YAN KIU	潘欣喬
5P	LAW YUEN YING	羅婉熒
5P	LEE TSZ KI	李芷琪
5P	LEUNG MAN KI	梁敏淇
5P	LI WAN YING CHRISTIN	李宛滢
5P	LI TONG	李同
5PE	CHEN YI KWAN ANGEL	陳怡君
5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG YAT LAAM AOI	梁溢嵐
5PE	WONG SHEUNG YAU	王湘尤
5PE	WONG SHUK KI	黃淑淇
5PE	WONG YEE TSANG	黃綺錚

## **Music**

### **77th Hong Kong School Music Festival**

#### **第77屆香港學校音樂節**

Vocal Solo Foreign Language Female Voice Secondary School Age 14 or under Silver Award

聲樂獨唱外文歌曲女聲中學 14歲或以下銀獎

2D	LI SIRUN	李思潤
2MA	LEE HIU TUNG	李曉彤
2PE	NG HONG YING RACHEL	吳宏盈

Vocal Solo Foreign Language Female Voice Secondary School Age 16 or under Silver Award

聲樂獨唱外文歌曲女聲中學 16歲或以下銀獎

3PE	WONG TUNG YAN	黃同欣
4M	HE YIN TING	何嫣婷
5P	CHAN SZE CHING	陳思靜

Vocal Solo Foreign Language Female Voice Secondary School Age 16 or under Bronze Award

聲樂獨唱外文歌曲女聲中學 16歲或以下銅獎

4D	SIU HOI CHING	蕭海澄
4PE	CHOW CHEUK YEE	周卓儀
5P	WONG ON KIU	黃安喬

Female Voice Duet Secondary School Age 19 or under Silver Award

女聲二重唱 中學 19歲或以下銀獎

3PE	WONG TUNG YAN	黃同欣
4D	SIU HOI CHING	蕭海澄
4M	HE YIN TING	何嫣婷
5P	WONG ON KIU	黃安喬

Vocal Solo Chinese Female Voice Secondary School Age 14 or under Bronze Award

聲樂獨唱中文女聲中學 14歲或以下銅獎

2MA LEE HIU TUNG 李曉彤

2PE NG HONG YING RACHEL 吳宏盈

Zheng Solo Senior 1st Runner-up

箏獨奏高級組亞軍

4M HE YIN TING 何嫣婷

Zheng Solo Junior Bronze Award

箏獨奏初級組銅獎

2M CHAN IN KA 陳妍嘉

Pipa Solo Advanced 2nd Runner-up

琵琶獨奏深造組季軍

5D PENG TSZ CHING 彭梓晴

Suona Solo Junior Bronze Award

嗩吶獨奏初級組銅獎

2M CHEUNG PUI LAM 張沛琳

Graded Piano Solo Grade Eight Silver Award

分級鋼琴獨奏八級銀獎

4MA PANG WAI YU 彭帷茹

Graded Piano Solo Grade Eight Bronze Award

分級鋼琴獨奏八級銅獎

4PE CHEUNG MEI TING ZITA 張美婷

Graded Piano Solo Grade Four Third Award

分級鋼琴獨奏四級第三名

2MA PANG TSZ YING 彭梓瑩

Graded Piano Solo Grade Four Bronze Award

分級鋼琴獨奏四級銅獎

2PE LAM SZE YIN 林思妍

Graded Piano Solo Grade Five Bronze Award

分級鋼琴獨奏五級銅獎

1D AU YEUNG HI YING 歐陽喜盈

Clarinet Solo Secondary School Senior Silver Award

單簧管獨奏中學高級組銀獎

3PE HO YI LAN 何軼嵐

Clarinet Solo Secondary School Junior Bronze Award

單簧管獨奏中學初級組銅獎

2PE KONG CHING YAN 江靖恩

Violin Solo Grade One Bronze Award

小提琴獨奏一級銅獎

3D WANG JIA YI 王佳怡

3MA WANG MENG YUE 王明悅

Alto Saxophone Solo Secondary School Senior Silver Award

中音薩克斯管獨奏中學高級組銀獎

3PE HO YI LAN 何軼嵐

Vocal Ensemble Foreign Language Equal Voice Secondary School Silver Award

聲樂小組外文歌曲(同聲)中學銀獎

2D	LI SIRUN	李思潤
2MA	LEE HIU TUNG	李曉彤
2PE	NG HONG YING RACHEL	吳宏盈
2PE	YU KARA	余天恩
3D	HO HIU CHING	何曉晴
3PE	WONG TUNG YAN	黃同欣
4D	SIU HOI CHING	蕭海澄
4M	HE YIN TING	何嫣婷
4PE	CHOW CHEUK YEE	周卓儀
5MA	CHAN WING SUET	陳咏雪
5P	CHAN SZE CHING	陳思靜
5P	WONG ON KIU	黃安喬

Foreign Language Secondary School Choir Age 15 or under Silver Award

外文歌曲中學合唱隊15歲或以下銀獎

1D	AU YEUNG HI YING	歐陽喜盈
1D	LEUNG SHU YAU	梁書臻
1D	LI TIN YAU	李天柔
1D	LIAN YANGLIU	練楊柳
1D	LIU ZHI QIAO	劉芷翹
1D	NG TSZ YU	吳梓瑜
1MA	CHEN YUEN YU	陳琬榆
1MA	CHENG HIU TUNG	鄭曉瞳
1MA	CHOI HAU YU	蔡巧榆
1MA	LI YU KEI	李語琦
1MA	OU YAQIAN	區雅倩
1MA	WONG HOI CHING	黃凱澄
1M	CHEUNG TSZ LAM	張梓琳
1M	FAN YAT CHING	范日呈
1M	LAW LOK CHING	羅樂晴
1M	YU CHEUK MAN	茹芍雯
1PE	KWOK HEI TUNG	郭珩彤
1PE	LI YAT HAY	李日曦
1PE	LUO YANGYANG	駱楊煬
1PE	SO HO KIU	蘇可蕎
1PE	YU CHEUK LAM	余綽嵐
1P	TAM NGA YAU	譚雅柔
1P	ZHOU YIN HEI	周彥絳
2D	AU CHEUK CHI	區焯芝
2D	CHAN TSZ HAM	陳子涵
2D	CHOW HALL KWAN	周崙鑒
2D	HO CHING YU JAMIE	何靖如
2D	LI SIRUN	李思潤

2D	LO YUEN LING	盧婉玲
2MA	CHAN YIN NAM	陳彥嵐
2MA	LEE HIU TUNG	李曉彤
2MA	WONG YUET YEE	王悅兒
2PE	LAM LOK YAN	林樂欣
2PE	LAU YA QING	劉雅晴
2PE	LAM SZE YIN	林思妍
2PE	NG HONG YING RACHEL	吳宏盈
2PE	WONG HEI YI	黃晞兒
2PE	YU KARA	余天恩
2P	CHUNG PUI YING	鍾佩楹
2P	HO YUEN TUNG	何沅瞳
2P	HON WUN HEI	韓媛熙
2P	TANG HO YEE HANSY	鄧皓怡
2P	TANG SZE CHING	鄧思晴
3D	HO HIU CHING	何曉晴
3D	WANG YI RUI	王伊睿
3MA	CHEUNG SUM YU	張芯瑜
3P	CHAN SIU YAU	陳筱悠
3P	FONG YIN KIU	方彥翹
3P	LEE ON NA	李安娜
3P	WONG CHOI YAN	黃彩恩
3PE	LO LOK CHIN	盧樂芊
3PE	SO SI WING	蘇詩穎
3PE	WONG TUNG YAN	黃同欣
4D	LI MAN YU	李敏鈺
4D	SIU HOI CHING	蕭海澄
4MA	FOK PUI CHING	霍佩晴
4M	HE YIN TING	何嫣婷
4M	LO HEI TUNG HILTON	盧晞彤
4PE	YU LAI SHO	余麗莎

Recorder Ensemble Secondary Silver Award

牧童笛合奏中學組銀獎

3D	HO HIU CHING	何曉晴
3PE	CHAN PO YU	陳寶如
4M	CHONG EMERALD	莊采璇
4M	TSANG SUM	曾琛
4P	LI KA HING	李家馨

**HKICF Secondary School Choir Competition cum Masterclass Silver Award**

**香港校際合唱節中學組合唱團比賽暨大師班銀獎**

1D	AU YEUNG HI YING	歐陽喜盈
1D	LEUNG SHU YAU	梁書瑤
1D	LIAN YANGLIU	練楊柳
1D	LIU ZHI QIAO	劉芷翹

1MA	CHEN YUEN YU	陳琬榆
1MA	CHENG HIU TUNG	鄭曉瞳
1MA	CHOI HAU YU	蔡巧榆
1MA	LI YU KEI	李語琦
1MA	OU YAQIAN	區雅倩
1MA	WONG HOI CHING	黃凱澄
1M	CHEUNG TSZ LAM	張梓琳
1M	FAN YAT CHING	范日呈
1M	LAW LOK CHING	羅樂晴
1M	YU CHEUK MAN	茹芍雯
1PE	KWOK HEI TUNG	郭珩彤
1PE	LI YAT HAY	李日曦
1PE	LUO YANGYANG	駱楊煬
1PE	SO HO KIU	蘇可蕎
1PE	YU CHEUK LAM	余綽嵐
1P	TAM NGA YAU	譚雅柔
1P	ZHOU YIN HEI	周彥絳
2D	AU CHEUK CHI	區焯芝
2D	CHAN TSZ HAM	陳子涵
2D	CHOW HALL KWAN	周崙鑿
2D	LI SIRUN	李思潤
2D	LO YUEN LING	盧婉玲
2MA	CHAN YIN NAM	陳彥嵐
2MA	LEE HIU TUNG	李曉彤
2PE	LAM LOK YAN	林樂欣
2PE	LAU YA QING	劉雅晴
2PE	NG HONG YING RACHEL	吳宏盈
2PE	YU KARA	余天恩
2P	HO YUEN TUNG	何沅瞳
2P	HON WUN HEI	韓媛熙
2P	TANG HO YEE HANSY	鄧皓怡
2P	TANG SZE CHING	鄧思晴
3D	HO HIU CHING	何曉晴
3D	WANG YI RUI	王伊睿
3MA	CHEUNG SUM YU	張芯瑜
3P	FONG YIN KIU	方彥翹
3P	LEE ON NA	李安娜
3P	WONG CHOI YAN	黃彩恩
3PE	KONG HIU TUNG	江曉桐
3PE	LO LOK CHIN	盧樂芊
3PE	SO SI WING	蘇詩穎
3PE	WONG CHEUK YIU	黃卓瑤
3PE	WONG TUNG YAN	黃同欣
4D	SIU HOI CHING	蕭海澄

4MA	PANG WAI YU	彭帷茹
4M	CHOW KWAN PUI	周君沛
4M	HE YIN TING	何嫣婷
4M	LO HEI TUNG HILTON	盧晞彤
4PE	CHEUNG MEI TING ZITA	張美婷
4PE	CHOW CHEUK YEE	周卓儀
5MA	CHAN WING SUET	陳咏雪
5P	CHAN SZE CHING	陳思靜
5P	CHEN CHI YAN	陳姿因
5P	WONG ON KIU	黃安喬

## Speech

### 76th Hong Kong Schools Speech Festival

#### 第76屆香港學校朗誦節

English Speech 英文朗誦

English Solo Verse Speaking Non-Open Girls Secondary 2 Second Place

英語詩詞獨誦 – 女子組中學二年級亞軍

2PE SO FEI SOPHIE 蘇菲

Chinese Speech 中文朗誦

Solo Verse Speaking Putonghua Secondary 1 and 2 Girls 1st Runner-up

詩詞獨誦-普通話-女子組-中學一、二年級亞軍

2D WONG CHING LING 黃靖甯

Solo Verse Speaking Putonghua Secondary 1 and 2 Girls 2nd Runner-up

詩詞獨誦-普通話-女子組-中學一、二年級季軍

1D LIAN YANGLIU 練楊柳

Solo Verse Speaking Putonghua Secondary 3 and 4 Girls 1st Runner-up

詩詞獨誦-普通話-女子組-中學三、四年級亞軍

4PE YU LAI SHO 余麗莎

Solo Verse Speaking Putonghua Secondary 3 and 4 Girls 2nd Runner-up

詩詞獨誦-普通話-女子組-中學三、四年級季軍

4D YIP HOI NAM 葉鎧嵐

Solo Prose Speaking Putonghua Secondary 1 and 2 Girls 2nd Runner-up

散文獨誦-普通話-女子組-中學一、二年級季軍

2MA HONG LING CHUN 洪菱臻

Solo Verse Speaking Cantonese Secondary 3 Girls 2nd Runner-up

詩詞獨誦-粵語-女子組-中學三年級季軍

3PE SO SI WING 蘇詩穎

Duologue Cantonese Secondary 1 2nd Runner-up

二人朗誦-粵語-中學一級季軍

1D LI TIN YAU 李天柔

1D LI YAN LAM 李恩琳

Solo Lyrics Speaking Cantonese Secondary 2 Girls 2nd Runner-up

歌詞獨誦-粵語-女子組-中學二年級季軍

2P KWOK TSZ YAU BELLE 郭子悠

## Sports

### Inter-School Swimming Competition Division Three (Kowloon 1)

#### 中學校際游泳比賽第三組別(九龍一區)女子甲組4x50米自由泳接力亞軍

Girls A 4x50m Free Style Relay 1st Runner-up

女子甲組4x50米自由泳接力亞軍

5D	HO HOI LAM	何凱琳
5MA	LAI SHIN YIN	黎倩妍
6M	LEE HANG LING	李幸伶
6M	SO TSZ YAN	蘇紫茵

Girls A Grade 50m Free Style 1st Runner-up

女子甲組50米自由泳亞軍

5D	HO HOI LAM	何凱琳
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Girls A Grade 50m Butterfly Stroke 3rd Runner-up

女子甲組50米蝶泳第四名

5D	HO HOI LAM	何凱琳
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Girls B Grade 50m Breast Stroke Champion

女子乙組50米胸泳冠軍

3M	TANG SUM YIN	鄧芯然
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Girls B Grade 50m Back Stroke 1st Runner-up

女子乙組50米背泳亞軍

3M	TANG SUM YIN	鄧芯然
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Girls C Grade 50m Breast Stroke 1st Runner-up

女子丙組50米胸泳亞軍

1MA	LIU SUM YIN	廖心言
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Girls C Grade 100m Breast Stroke 1st Runner-up

女子丙組100米胸泳亞軍

1MA	LIU SUM YIN	廖心言
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### Inter-School Athletics Competition Division 3 (Kowloon Area 2) Girls A Grade Long Jump 1st Runner-up

#### 中學校際田徑比賽第三組別(九龍二區)女子甲組跳遠第二名

6PE	WONG SZE YUI	黃思睿
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### Inter-School Table Tennis Competition Division 2

#### 中學校際乒乓球比賽第二組別

Girls A Grade 3rd Runner-up

女子甲組第四名

5M	NG MAN CHIN	伍敏芊
5M	TONG YUK YING JOYCE	湯鈺瑩
6D	CHAN LAI YING	陳麗盈
6MA	LAM SIN MEI	林善美
6P	TANG HOI YING	鄧海盈

Girls C Grade 2nd Runner-up

女子丙組季軍

2D	TONG TSZ YAN JOANNA	湯梓欣
2MA	CHAU CHUNG YI	周頌宜
2MA	NG KA PIK	吳家碧
2PE	LEUNG SIN CHING	梁善晴
2P	WANG YUEN TING	王琬婷

**JUMPY Inter-School Double Dutch Championship Secondary School**

**JUMPY校際交互繩錦標賽中學組**

Girls A Grade 1 minute 6 People Long Rope Speed Champion

女子甲組1分鐘六人大繩冠軍

3P	PANG CHEUK KI	彭綽淇
3P	TAM SIN YING ANGIE	譚善盈
4D	CHAN WING MAN	陳穎雯
4MA	YEUNG TSZ SHAN	楊子珊
4PE	CHAN TSZ CHING	陳芷晴
4P	TAM SUM YI	譚心懿

Girls A grade 30 seconds Double Dutch Catching 1st Runner-up

女子甲組30秒交互繩空搖亞軍

5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG LOK TUNG	梁樂童
5P	CHEUNG CHOR YU	張楚瑜

Girls A Grade 30 seconds Double Dutch Speed 2nd Runner-up

女子甲組30秒交互繩單車步季軍

5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG LOK TUNG	梁樂童
5P	CHEUNG CHOR YU	張楚瑜

Girls B Grade 1 minute Long Rope Speed(Running Crosses) 2nd Runner-up

女子乙組1分鐘交互繩走8字季軍

1D	CHAN WING FEI	陳泳霏
1D	NGAI HEI MAN CARMEN	魏曦文
1M	KWOK PUI LAM	郭沛琳
1P	POON TSZ YU	潘子好
2M	HUNG HEY SUN HEYLEY	洪晞晨
2PE	LAM SZE YIN	林思妍

Girls A Grade 1 minute Long Rope Speed(Running Crosses) 2nd Runner-up

女子甲組1分鐘交互繩走8字季軍

1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
3MA	HO WING YU	何穎茹
3M	CHAN LAI CHING	陳儷晴
5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG LOK TUNG	梁樂童

Girls B Grade 30 seconds Double Dutch Catching Champion

女子乙組30秒交互繩空搖冠軍

1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
3M	CHAN LAI CHING	陳儷晴

Girls B Grade 30 seconds Double Dutch Open and Close Jumping 1st Runner-up

女子乙組30秒交互繩開合跳亞軍

1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
3M	CHAN LAI CHING	陳儷晴

Double Dutch Performance Competition (Secondary School Section) 2nd Runner-up

交互繩表演賽中學組季軍

1P	LAI TSZ FEI	黎芷菲
2PE	LAM SZE YIN	林思妍
5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG LOK TUNG	梁樂童
5P	CHEUNG CHOR YU	張楚瑜

**All Hong Kong Inter-School Rope Skipping Competition Secondary School**

**全港學界跳繩比賽中學**

Junior Girls 30 seconds Single Rope Speed 2nd Runner-up

女子初中組30秒單車步季軍

2MA	CHENG KA CHING	鄭珈晴
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Junior Girls 30 seconds Double Under Speed 2nd Runner-up

女子初中組30秒二重速度跳季軍

1MA	YUN HEI CHING	甄熙晴
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Junior Girls 30 seconds Double Under Speed 3rd Runner-up

女子初中組30秒二重速度跳殿軍

2MA	CHENG KA CHING	鄭珈晴
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Junior Girls 2 minutes Single Rope Speed Endurance 2nd Runner-up

女子初中組2分鐘速度耐力跳季軍

1P	LAI TSZ FEI	黎芷菲
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Junior Girls 2 minutes Single Rope Speed Endurance 3rd Runner-up

女子初中組2分鐘速度耐力跳殿軍

3M	CHAN LAI CHING	陳儷晴
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Junior Girls 45 seconds Individual Freestyle 2nd Runner-up

女子初中組45秒個人花式季軍

1P	LAI TSZ FEI	黎芷菲
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Junior Girls 45 seconds Double Dutch Speed Sprint 1st Runner-up

初中組45秒3人交互跳速度賽亞軍

1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
3M	CHAN LAI CHING	陳儷晴

### Junior Girls 1 minute Double Dutch Single Freestyle 2nd Runner-up

初中組1分鐘3人交互跳花式季軍

1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
3M	CHAN LAI CHING	陳儷晴

### Junior Girls 1 minute 6 People Long Rope Speed 1st Runner-up

女子初中組1分鐘6人大繩亞軍

1D	CHAN WING FEI	陳泳霏
1D	NGAI HEI MAN CARMEN	魏曦文
2MA	CHENG KA CHING	鄭珈晴
2PE	LAM SZE YIN	林思妍
3P	PANG CHEUK KI	彭綽淇
3P	TAM SIN YING ANGIE	譚善盈

### Junior Girls Overall Result 1st Runner-up

女子初中組團體賽總成績亞軍

1D	CHAN WING FEI	陳泳霏
1D	NGAI HEI MAN CARMEN	魏曦文
1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
2PE	LAM SZE YIN	林思妍
3M	CHAN LAI CHING	陳儷晴
3P	PANG CHEUK KI	彭綽淇
3P	TAM SIN YING ANGIE	譚善盈
2MA	CHENG KA CHING	鄭珈晴

### **Inter-School Rope Skipping Championship**

#### **校際花式跳繩錦標賽**

#### 30 Seconds Backward Jump Rope Speed Senior Champion

30秒後繩雙腳速度跳高中組冠軍

5P	CHEN CHI YAN	陳姿茵
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#### 30 Seconds Backward Jump Rope Speed Junior 1st Runner-up

30秒後繩雙腳速度跳初中組亞軍

2MA	WONG YUET YEE	王悅兒
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#### 30 Seconds Cross-Open Speed Senior 1st Runner-up

30秒交叉開速度跳高中組亞軍

4PE	CHAN TSZ CHING	陳芷晴
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#### 30 Seconds Cross-Open Speed Junior 1st Runner-up

30秒交叉開速度跳初中組亞軍

3P	TAM SIN YING ANGIE	譚善盈
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#### 30 Seconds Backward Cross-Open Speed Senior 1st Runner-up

30秒後交叉開速度跳高中組亞軍

4P	TAM SUM YI	譚心懿
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30 Seconds Front Cross Convert Speed Junior Champion  
30秒前交叉轉換速度跳初中組冠軍  
1D CHAN WING FEI 陳泳霏

30 Seconds Single Rope Speed Junior Champion  
30秒單車步初中組冠軍  
2MA CHENG KA CHING 鄭珈晴

30 Seconds Single Rope Speed Junior 1st Runner-up  
30秒單車步初中組亞軍  
3M CHAN LAI CHING 陳儷晴

30 Seconds Single Rope Speed Senior Champion  
30秒單車步高中組冠軍  
6PE LAM YUEN CHING 林苑晴

30 Seconds Single Rope Speed Senior 2nd Runner-up  
30秒單車步高中組季軍  
5P CHEUNG CHOR YU 張楚瑜

30 Seconds Double Under Speed Junior Champion  
30秒二重速度跳初中組冠軍  
1P POON TSZ YU 潘子好

30 Seconds Double Under Speed Junior 2nd Runner-up  
30秒二重速度跳初中組季軍  
3MA HO WING YU 何穎茹

30 Seconds Double Under Speed Senior Champion  
30秒二重速度跳高中組冠軍  
4D CHAN WING MAN 陳穎雯

30 Seconds Double Under Speed Senior 2nd Runner-up  
30秒二重速度跳高中組季軍  
5PE LEUNG LOK TUNG 梁樂童

45 Seconds Individual Freestyle Junior Champion  
45秒個人花式賽初中組冠軍  
1P LAI TSZ FEI 黎芷菲

45 Seconds Individual Freestyle Junior 1st Runner-up  
45秒個人花式賽初中組亞軍  
1MA YUN HEI CHING 甄熙晴

45 Seconds Individual Freestyle Senior Champion  
45秒個人花式賽高中組冠軍  
6D TSE KA KI 謝嘉琪

45 Seconds Individual Freestyle Senior 2nd Runner-up  
45秒個人花式賽高中組季軍  
5PE LEE SZE YUET RIHANNA 李思悅

30 Seconds Jumping Together with One Turner Speed Junior Champion  
30秒朋友跳初中組冠軍  
1P LAI TSZ FEI 黎芷菲  
3M CHAN LAI CHING 陳儷晴

30 Seconds Jumping Together with One Turner Speed Junior 1st Runner-up

30秒朋友跳初中組亞軍

1D CHAN WING FEI 陳泳霏

1D NGAI HEI MAN CARMEN 魏曦文

30 Seconds Jumping Together with One Turner Speed Junior 2nd Runner-up

30秒朋友跳初中組季軍

3MA HO WING YU 何穎茹

3P PANG CHEUK KI 彭焯淇

30 Seconds Jumping Together with One Turner Speed Senior 1st Runner-up

30秒朋友跳高中組亞軍

2MA CHENG KA CHING 鄭珈晴

5P CHEUNG CHOR YU 張楚瑜

30 Seconds Jumping Together with One Turner Speed Senior 2nd Runner-up

30秒朋友跳高中組季軍

2PE LAM SZE YIN 林思妍

5PE LEUNG LOK TUNG 梁樂童

30 Seconds Jumping Together by Sharing a Rope Speed Junior 1st Runner-up

30秒橫排跳初中組亞軍

1M KWOK PUI LAM 郭沛琳

1P POON TSZ YU 潘子好

30 Seconds Jumping Together by Sharing a Rope Speed Senior 2nd Runner-up

30秒橫排跳高中組季軍

1MA YUN HEI CHING 甄熙晴

5PE LEE SZE YUET RIHANNA 李思悅

30 Seconds 3 People Long Rope Speed Secondary School 1st Runner-up

30秒大繩雙腳速度跳中學組亞軍

3MA HO WING YU 何穎茹

4D CHAN WING MAN 陳穎雯

4P TAM SUM YI 譚心懿

30 Seconds Double Dutch Speed Secondary School Champion

30秒交互繩雙腳速度跳中學組冠軍

5PE LEE SZE YUET RIHANNA 李思悅

5PE LEUNG LOK TUNG 梁樂童

5P CHEUNG CHOR YU 張楚瑜

30 Seconds Double Dutch Speed Sprint Secondary School Champion

30秒交互繩單車步速度跳中學組冠軍

1MA YUN HEI CHING 甄熙晴

1P LAI TSZ FEI 黎芷菲

3M CHAN LAI CHING 陳儷晴

1 Minute 6 People Long Rope Speed Secondary School Champion

1分鐘6人大繩中學組冠軍

3MA HO WING YU 何穎茹

4D CHAN WING MAN 陳穎雯

4MA YEUNG TSZ SHAN 楊子珊

4PE	CHAN TSZ CHING	陳芷晴
4P	TAM SUM YI	譚心懿
5P	CHEN CHI YAN	陳姿因

1 Minute 6 People Long Rope Speed Secondary School 1st Runner-up

1分鐘6人大繩中學組亞軍

1D	NGAI HEI MAN CARMEN	魏曦文
1D	CHAN WING FEI	陳泳霏
2MA	CHENG KA CHING	鄭珈晴
2PE	LAM SZE YIN	林思妍
3P	PANG CHEUK KI	彭綽淇
3P	TAM SIN YING ANGIE	譚善盈

1 Minute 6 People Long Rope Speed (Running Crosses) Secondary School Champion

1分鐘6人大繩走8字中學組冠軍

1D	CHAN WING FEI	陳泳霏
1MA	YUN HEI CHING	甄熙晴
1P	LAI TSZ FEI	黎芷菲
2PE	LAM SZE YIN	林思妍
3M	CHAN LAI CHING	陳儷晴
3P	PANG CHEUK KI	彭綽淇
4MA	YEUNG TSZ SHAN	楊子姍
4PE	CHAN TSZ CHING	陳芷晴
5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG LOK TUNG	梁樂童
5P	CHEN CHI YAN	陳姿因
5P	CHEUNG CHOR YU	張楚瑜
6D	TSE KA KI	謝嘉琪
6PE	LAM YUEN CHING	林苑晴

Secondary School Overall Champion

中學校際總成績冠軍

1D	CHAN WING FEI	陳泳霏
1MA	YUN HEI CHING	甄熙晴
1M	KWOK PUI LAM	郭沛琳
1P	LAI TSZ FEI	黎芷菲
1P	POON TSZ YU	潘子好
2MA	CHENG KA CHING	鄭珈晴
2MA	WONG YUET YEE	王悅兒
2M	HUNG HEY SUN HEYLEY	洪晞晨
2PE	LAM SZE YIN	林思妍
3M	CHAN LAI CHING	陳儷晴
3MA	HO WING YU	何穎茹
3P	TAM SIN YING ANGIE	譚善盈
3P	PANG CHEUK KI	彭綽淇
4D	CHAN WING MAN	陳穎雯
4MA	YEUNG TSZ SHAN	楊子姍

4PE	CHAN TSZ CHING	陳芷晴
4P	TAM SUM YI	譚心懿
5PE	LEE SZE YUET RIHANNA	李思悅
5PE	LEUNG LOK TUNG	梁樂童
5P	CHEN CHI YAN	陳姿因
5P	CHEUNG CHOR YU	張楚瑜
6D	TSE KA KI	謝嘉琪
6PE	LAM YUEN CHING	林苑晴

**Hong Kong Youth Shuttlecock Competition Secondary School Girls 2nd Runner-up**

**香港青少年足毬比賽中學組團體賽女子組季軍**

5D	WONG CHI CHING	王智晴
5PE	LEUNG LOK TUNG	梁樂童
5PE	LEUNG YAT LAAM AOI	梁溢嵐
5PE	WONG SHEUNG YAU	王湘尤
5P	LEE TSZ KI	李芷琪

**Outreach Coaching Programme Shuttlecock Competition Secondary School Girls Merit**

**外展教練計劃足毬比賽中學女子組優異獎**

5D	WONG CHI CHING	王智晴
5PE	LEUNG LOK TUNG	梁樂童
5PE	LEUNG YAT LAAM AOI	梁溢嵐
5PE	WONG SHEUNG YAU	王湘尤
5P	LEE TSZ KI	李芷琪

**Hong Kong Inter-School Shuttlecock Competition Secondary School Senior**

**香港學界足毬賽中學組**

Girls Team 2nd Runner-up

女子團體賽高級組季軍

5D	WONG CHI CHING	王智晴
5PE	LEUNG LOK TUNG	梁樂童
5PE	LEUNG YAT LAAM AOI	梁溢嵐
5PE	WONG SHEUNG YAU	王湘尤
5P	LEE TSZ KI	李芷琪

Senior Girls Double Merit

女子雙人賽(高級組)優異獎

5PE	LEUNG LOK TUNG	梁樂童
5P	LEE TSZ KI	李芷琪

Senior Girls Single Merit

女子單人賽(高級組)優異獎

5PE	LEUNG LOK TUNG	梁樂童
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## Co-curricular Activities (CCA)

### Hong Kong St. John Ambulance Brigade Youth Hong Kong Island & Kowloon Command Individual First Aid & H

#### 香港聖約翰救傷隊港島及九龍少青團個人急救及家居護理比賽

First Aid Beginner Shield Champion

急救學(初級組)冠軍

3D WONG SAM YIN 黃心賢

Home Nursing Shield Champion

家居護理學冠軍

5PE LAM SZE YIN 林思賢

Home Nursing Shield 1st Runner-up

家居護理學亞軍

5P CHAN SZE CHING 陳思靜

### Hong Kong St. John Ambulance Brigade Youth Command Individual First Aid & Home Nursing Competition

#### 香港聖約翰救傷隊少青團個人急救及家居護理比賽

First Aid Beginner Shield Overall Champion

個人急救比賽(初級組)全場總冠軍

3D WONG SAM YIN 黃心賢

Home Nursing Shield Overall Champion

家居護理比賽全場總冠軍

5PE LAM SZE YIN 林思賢

Home Nursing Shield Overall 1st Runner-up

家居護理比賽全場總亞軍

5P CHAN SZE CHING 陳思靜

### Hong Kong St. John Ambulance Brigade Youth Hong Kong Island & Kowloon Command Inter-Divisional Competi

#### 香港聖約翰救傷隊港島及九龍少青團週年隊際比賽

First Aid Competition (Lion League) Champion

急救比賽(獅子聯盟)冠軍

3D WONG SAM YIN 黃心賢

5D LIN KA HEI 練嘉稀

6M CHAN WING YIN 陳穎妍

6PE LEE HIU CHING 李曉晴

Home Nursing Competition (Lion League) 1st Runner-up

家居護理學比賽(獅子聯盟)亞軍

5PE LAM SZE YIN 林思賢

5P CHAN SZE CHING 陳思靜

Uniform Inspection & Foot Drill Competitions (Lion League) 2nd Runner-up

制服檢查及步操比賽(獅子聯盟)季軍

2PE LAM HEI TUNG 林熙彤

3D LAM TSZ YAN CYNTHIA 林梓茵

3D WONG SAM YIN 黃心賢

3P CHENG HEI TUNG 鄭希彤

4M LI HOI CHING 李愷晴

5D	LIN KA HEI	練嘉稀
5P	CHAN SZE CHING	陳思靜
6M	CHAN WING YIN	陳穎妍
6PE	LEE HIU CHING	李曉晴

(Lion League)Overall 1st Runner-up

(獅子聯盟)全場總亞軍

2PE	LAM HEI TUNG	林熙彤
3D	LAM TSZ YAN CYNTHIA	林梓茵
3D	WONG SAM YIN	黃心賢
3P	CHENG HEI TUNG	鄭希彤
4M	LI HOI CHING	李愷晴
5D	LIN KA HEI	練嘉稀
5P	CHAN SZE CHING	陳思靜
5PE	LAM SZE YIN	林思賢
6M	CHAN WING YIN	陳穎妍
6PE	LEE HIU CHING	李曉晴

### **Others**

#### **iTeen Leadership Programme for Senior Secondary Students Gold Award**

高中iTeen領袖計劃金獎

4PE	WANG JIANING	王嘉凝
4P	YUAN PEIJIA	袁佩佳
5MA	CHENG KA KEI	鄭家旗
5MA	HA CHING MAN	夏靖雯
5MA	KWOK WING YAN	郭詠甄
5P	TAM TAN YI	譚丹宜
5P	TAM WAI MIU	譚煒苗
5PE	KWOK WING HEI KARINA	郭詠曦
5PE	NG PUI YIN	吳佩彥

#### **Innobot Asia-Pacific STEM/AI Robotics Innovation Challenge Large Silver Award**

Innobot亞太區STEM/AI科技創新挑戰賽大銀獎

2D	LI CHING LAM	李靜琳
2PE	WONG YUEN KA	黃苑嘉
3D	JIANG JENNY	姜雲珊
3P	TSANG TSZ SHAN	曾子珊

#### **The Hong Kong Award For Young People - The 103rd Silver Award**

香港青年獎勵計劃-第103屆銀章得獎

5D	CHAN KIT SIN	陳杰茜
5D	CHAN SI WING	陳鋸穎
5D	HO HOI LAM	何凱琳
5D	LI LEANNA	李芷諾
5D	LUK YEE FUI	陸綺暉

5MA	CHEUNG LOK YAN	張洛甄
5MA	CHOW HO WAN	周浩韻
5MA	KWOK WING YAN	郭詠甄
5MA	LAM YING TUNG	林影彤
5MA	POON KA HEI	潘嘉晞
5M	CHAN SING IP	陳星燁
5M	CHEN KA KI	陳嘉祺
5M	KWOK KA HEI	郭珈希
5M	WONG HOI YING	黃凱楹
5M	ZHANG TUNG SUM	張同心
5P	CHAU CHEUK WING	仇芍穎
5P	CHEN CHI YAN	陳姿茵
5P	CHIU CHI WING	趙芝穎
5P	LAM CHEUK YING	林卓瑩
5P	LI TONG	李同

### **The Hong Kong Award For Young People Gold Award**

#### **香港青年獎勵計劃金章**

6P	TANG HOI YING	鄧海盈
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### **中國太平「認識憲法、《基本法》-與法治同行」甲等獎**

2MA	WU YING	吳鶯
2M	CHAN HAU YING	陳巧盈

### **第四屆「中國航天夢」初中組亞軍**

2M	CHAN IN KA	陳妍嘉
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### **Smoke-free Elite Teens Programme 2nd Runner-up**

#### **無煙Teens精英計劃季軍**

5MA	LAM YING TUNG	林影彤
5MA	POON KA HEI	潘嘉晞
5MA	YEUNG TUEN CHING	楊端澄
5M	CHAN SING IP	陳星燁
5M	LEE LOK YI	李樂怡
5P	TAM TAN YI	譚丹宜

### **TEENS 健腔獎勵計劃傑出健腔先鋒**

5M	CHAN SING IP	陳星燁
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### **Youth IT Ambassador Award Bronze Medal**

#### **青年資訊科技大使獎勵計劃銅章**

4D	KWOK YAN HEI OCEANA	郭欣僊
4M	CHEUNG JOY LAM	張再臨
4M	CHONG YI KI	莊懿淇
4M	LO HEI TUNG HILTON	盧晞彤

4MA	CHONG SZE JING	莊思淨
4MA	LAU YI KWAN	劉怡君
4MA	LEUNG HOI CHING	梁海晴

### **Scholarship**

#### **HKICPA/HKABE Joint Scholarships for BAFS**

#### **香港會計師公會/香港商業教育學會「企會財」獎學金**

5M	MA WAI CHING	馬慧晶
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#### **Step into STEM Scholarship**

#### **「Step into STEM」獎學金**

6MA	MAN HIU TUNG	文曉桐
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#### **Youth Arch Student Improvement Award (for the Academic Year of 2023-2024)**

#### **青苗學界進步獎(2023-2024年度)**

1D	HONG LING CHUN	洪菱臻
1MA	CHOW MEI	周薇
1M	YIP KEI YING	葉紀盈
1PE	LI SIRUN	李思潤
1P	CHAN TSZ HAM	陳子涵
2D	CHAN WING LAM	陳詠霖
2MA	OU YAXUAN	區雅炫
2M	AU WUN YI	區渙兒
2PE	CHAN YAN KI	陳恩祈
2P	CHOI KAM CHING	蔡錦澄
3D	TAM SUM YI	譚心懿
3MA	DENG DEJING	鄧德婧
3M	LAU YI KWAN	劉怡君
3PE	CHOW CHEUK YEE	周卓儀
3P	YU LAI SHO	余麗莎
4D	CHENG WAI YIN	鄭慧妍
4MA	CHAN WING SUET	陳咏雪
4M	SHEK KEI TUNG	石紀彤
4PE	TSUI WAN CHING	徐韻晴
4P	LU WING KI	盧穎琪
5D	HUANG HOI KIU	黃海喬
5MA	TAM HOI LAAM	譚凱嵐
5M	LEUNG HOI MAN	梁凱閔
5PE	TAM SZE YU	譚詩瑜
5P	LIANG PUI CHING	梁貝晴

#### **Hong Kong Sheng Kung Hui Welfare Council Social Care Scholarship**

#### **香港聖公會福利協會-社會關懷獎學金計劃**

5M	CHENG KA KEI	鄭家旗
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