

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2023-2024)

School Vision & Mission

Vision

Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the school shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. We make every effort to provide a positive learning environment in which students are encouraged to fulfil our school motto - Wisdom, Perseverance, Health and Gregariousness - whereby they can develop into healthy, independent, civic-minded and responsible citizens and leaders of tomorrow.

Mission

Our mission is to:

A. Goals related to outcomes for students

1. Develop in students their full potential and love for learning, and the capacity for life-long learning in a knowledge-based society.
2. Encourage and help students to think logically, independently, critically and creatively; to make rational decisions; to solve problems; to cope with stress and the epochal changes of the modern world.
3. Develop students' abilities to use language proficiently as a tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to acquire knowledge about society and its history, religion and the natural world, in order to prepare them for their future vocational pursuits and life in an increasingly globalized world.
5. Develop students' skills in accessing, interpreting, processing and applying information via the various media available to them.
6. Help students to develop a sense of responsibility to the family and service to other human beings; and to have self-respect as well as respect for others irrespective of their creed, class or colour.
7. Develop in students a sense of morality and nurture in them Christian ethics to prepare them for the physical, spiritual, emotional and mental challenges of adulthood.
8. Promote students' mental and physical health by providing them with a balanced range of activities conducive to the healthy all-round development of the body and the mind.
9. Develop cultural, creative and recreational interests in students and guide them in making meaningful use of their leisure time.
10. Develop students' appreciation of natural and cultural heritage, making them active agents for protection of the environment.
11. Enhance students' understanding of their society, their Motherland and the world in different contexts with a view to nurturing in them a commitment to their civic responsibilities, a sense of national identity and a global perspective.

B. Goals related to learning experiences for students

1. Ensure that students' learning is an intellectual experience through which they acquire knowledge and skills using scientific methods.
2. Provide a wide variety of subjects to meet students' needs and to enable students to explore possibilities for future learning.
3. Provide opportunities for students to know and understand the Christian faith.
4. Develop students' self-esteem and self-discipline by giving them experience which is designed to foster harmonious relationships with their peers and teachers.
5. Provide learning opportunities for students so that they gain an awareness of the individuality and abilities of their peers.
6. Provide opportunities for students to participate in activities in large groups so as to develop their social skills and promote a sense of belonging to the school.
7. Provide opportunities for extra-curricular activities to facilitate students' well-balanced development, and to develop their leadership potential and organizing ability.
8. Provide opportunities for students to compete in various endeavours and to develop a sense of sportsmanship.

C. Goals related to provision of resources

1. Continue the development of the school as a positive learning environment to best meet the needs of our students.
2. Provide adequate teaching aids and equipment to facilitate learning and teaching.
3. Provide support programmes to assist the professional development of teachers and, particularly, beginning teachers.
4. Promote the appropriate use of the community and its members as a school resource.
5. Optimise the contributions made to the school by the PTA and alumni as a school resource.
6. Provide facilities related to student welfare.
7. Provide facilities related to staff welfare.

D. Goals related to management

1. Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them, including a channel to express their views.
2. Provide means to inform parents regularly about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
3. Organize staff meetings and provide channels of communication in a way that expedites staff participation in decision-making.
4. Develop staff's skills in programme planning and evaluation.
5. Develop staff's skills in management practices appropriate to their level of involvement and/or interest.
6. Develop an award system that recognizes and applauds excellence in students' achievements in academic and non-academic performances.
7. Develop a wide variety of opportunities for parental involvement in the activities of the school.

1. Our School

1.1 Brief Introduction

Sheng Kung Hui Tsang Shiu Tim Secondary School (SKHTSTSS) was founded in September 1978 by Sheng Kung Hui (Anglican), Diocese of Hong Kong and Macao. It is a grammar school subsidized by the Government of the Hong Kong Special Administrative Region.

Since its establishment in 1849, Sheng Kung Hui has built many churches to proclaim the Gospel and spread the Christian message. It has also contributed a lot in the field of education over the decades. There are altogether 32 secondary schools sponsored by Sheng Kung Hui in the territory and SKHTST is one of them.

The School Motto is Wisdom (智), Perseverance (毅), Health (健) and Gregariousness (群).

1.2 School Premises

The school campus provides an excellent learning environment. All classrooms and special rooms have been equipped with LCD projectors and desktop computers networked and linked to the Internet, enabling teachers to capitalize on IT opportunities for learning. Many highly functional facilities, on top of the standard provision, are provided. As a hub of knowledge, our School Library operates on a fully computerized system. The Reading Lounge provides a setting where students can read in comfort. The Chapel is a focal point of our spiritual life. Two Band Rooms have been equipped for students' use. With the generous donation from the Tsang Family, the Lecture Theatre is installed with advanced Hi-Fi, lighting and a LED screen wall, providing yet another optimal environment for students to explore a new way of learning. Another important addition to the school facilities is the newly furnished STEM & Innovation Centre, which is well-equipped with the state-of-the-art devices including a racing cockpit, a high-quality laser engraving and cutting machine and a 3D printer to unleash students' potential in innovation.

1.3 School Climate

Over the years, we have developed a friendly and caring atmosphere within our campus. This is evident from the number of students involved in various group activities held after school. As reported in Stakeholders Surveys conducted over the past years, students respect teachers, enjoy coming to school and are proud to be a member of this learning community.

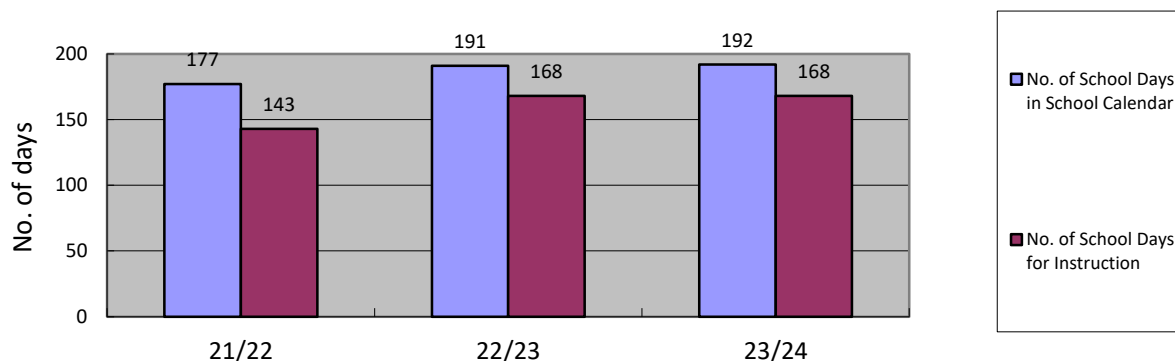
Parents also show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, to keep in close contact with the teachers via different means and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

1.4 Incorporated Management Committee Member

	Name of Member	Position
1.	Prof. CHAN Ho Yin Edwin	Chairman/Supervisor
2.	Mrs WONG Leung Ka On Charlotte	Hon. Treasurer
3.	Mr WANG Yu Tai Jaxon	Hon. Secretary
4.	The Revd IP Tsz Leung	S.S.B. Manager
5.	Mr TSANG Kai Kin Clinton	S.S.B. Manager
6.	Mr NG Chou Keen	S.S.B. Manager
7.	Ms NGAI Kwok Chun, Sarah	S.S.B. Manager
8.	Ms LEE Shuk Yee	S.S.B. Manager
9.	Ms SIN Lai Fong	Alternate S.S.B. Manager
10.	Ms CHEONG Wai Kwan Irene	Independent Manager
11.	Mr NG Yeuk Cheung Nelson	Alumni Manager
12.	Ms YIP Wan Ting Wendy	Parent Manager
13.	Ms PO Kit Ying	Alternate Parent Manager
14.	Mr SHEK Ting	Teacher Manager
15.	Mr WONG Kin Wa	Alternate Teacher Manager

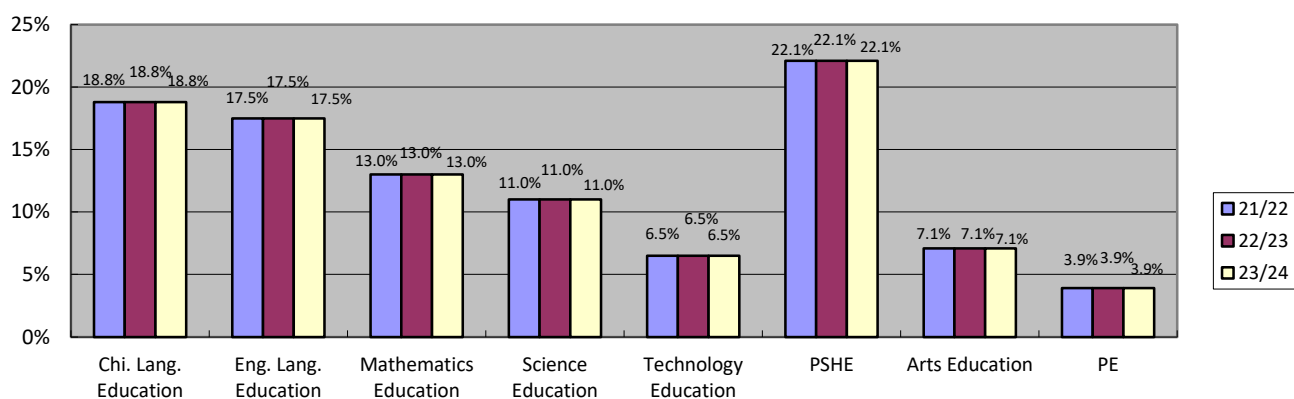
1.5 Number of Active School Days

The numbers of school days for S1-S3 (i) in the school calendar; and (ii) for instruction in the school in the past 3 years are shown below:



1.6 Lesson Time for the 8 Key Learning Areas

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past 3 years are shown below:



2. Our Students

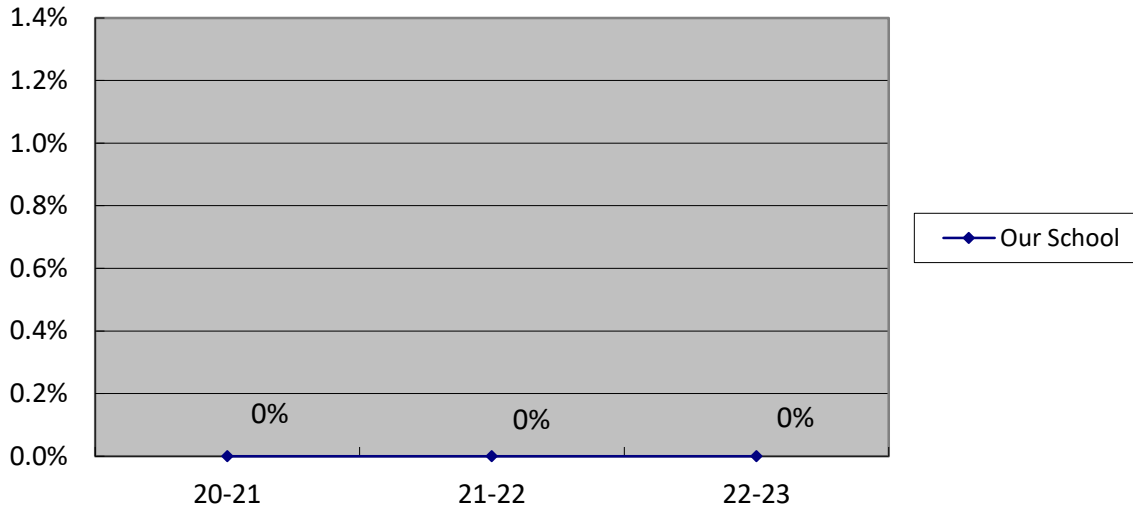
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2023/24 are shown in the following table:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Boys	87	102	85	79	67	75	495
Girls	78	63	80	65	68	51	405
Total Enrolment	165	165	165	144	135	126	900

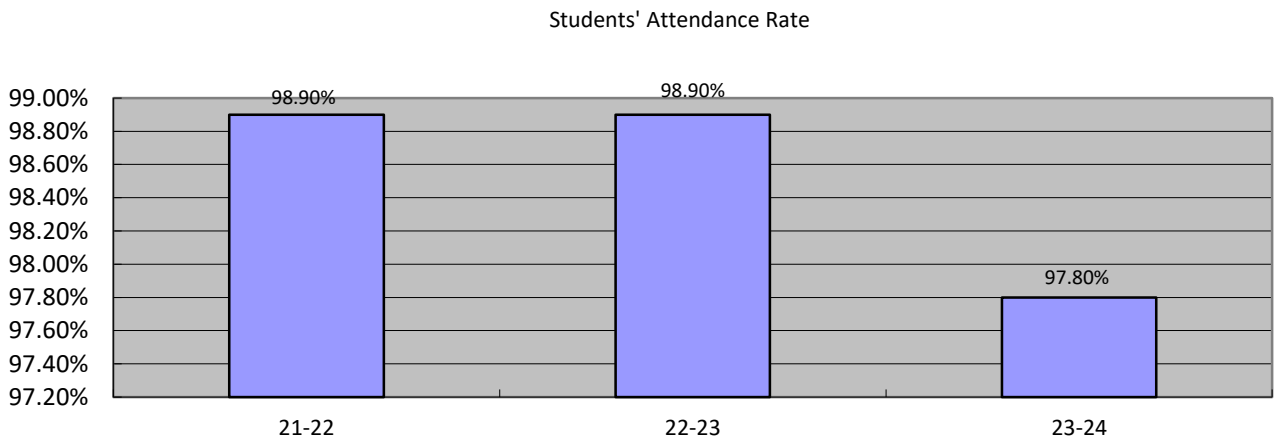
2.2 Unfilled Places

Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

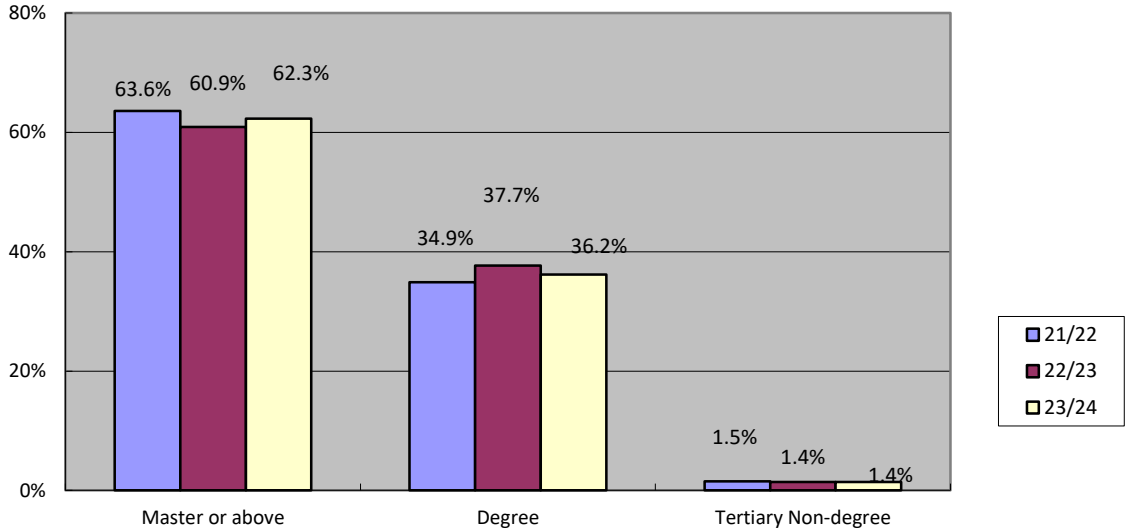
Below is a bar chart indicating student attendance rates in the past 3 years.



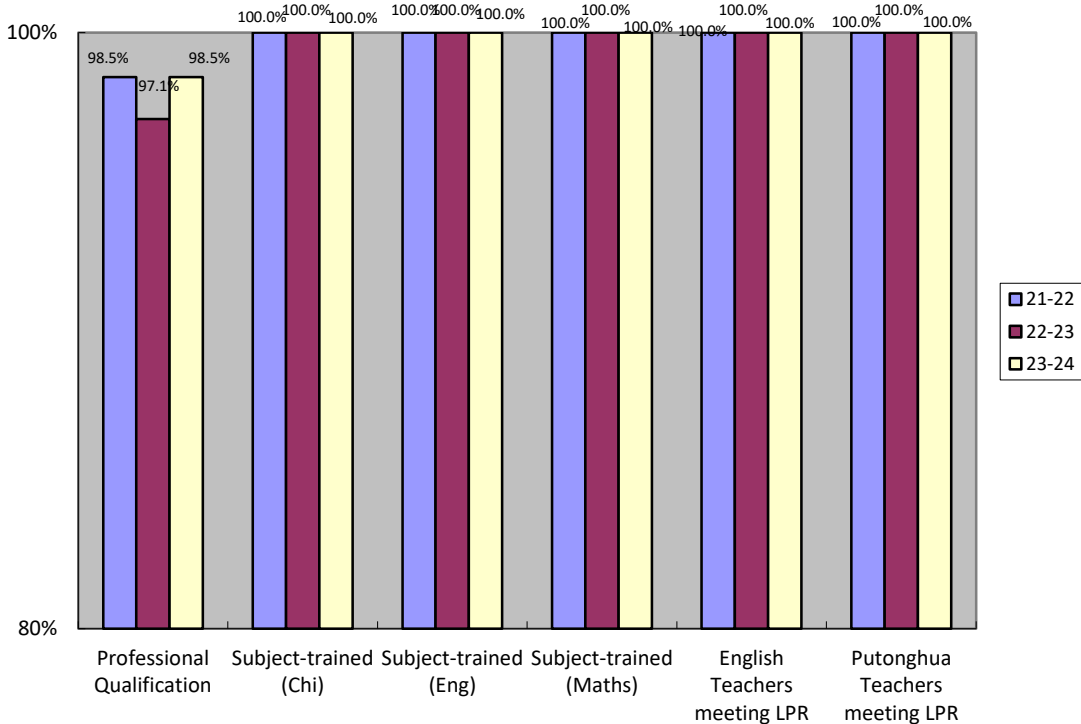
3. Our Teachers

3.1 Teachers' qualifications

There were 69 teachers in our school in 2023/24. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:

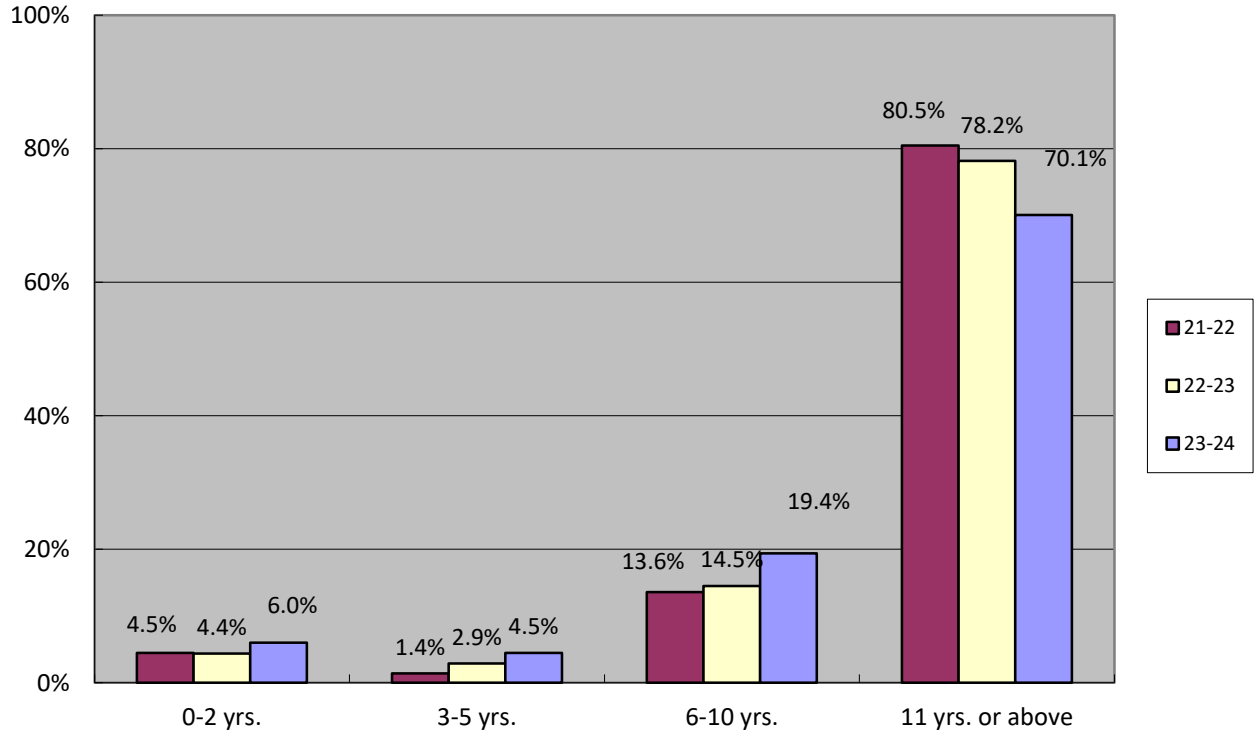


Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



3.2 Teaching Experience

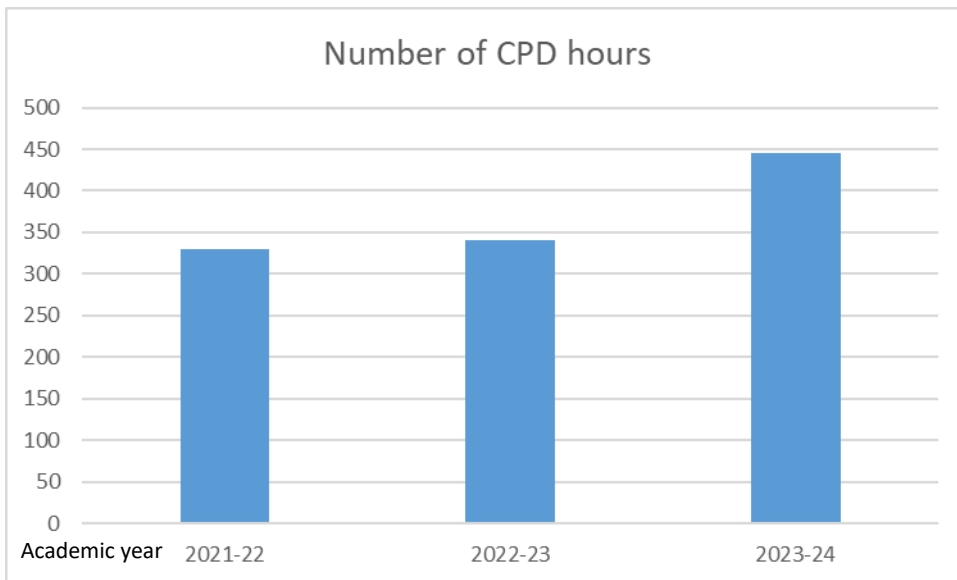
The percentages of teachers' experience in the past 3 years are shown below:



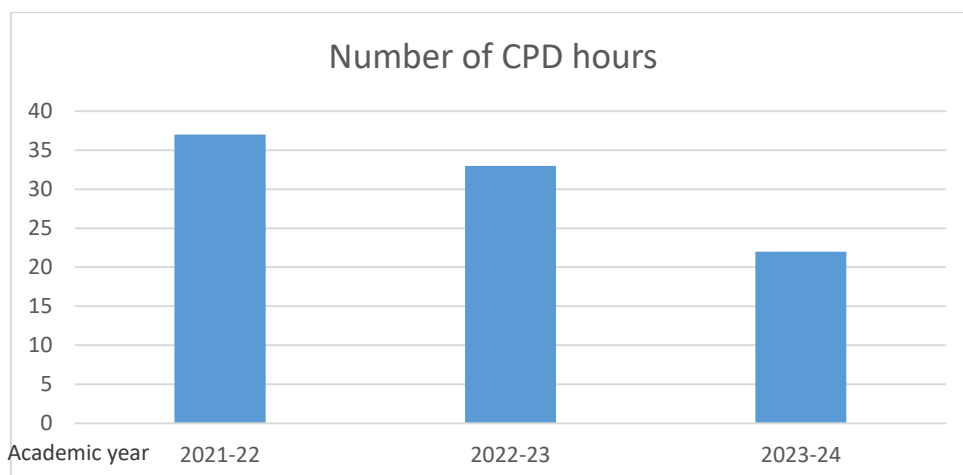
3.3 Teachers’ Professional Development

3.3.1. Report progress on the Principal’s Continuing Professional Development (CPD).

The principal undertook **445** hours in his CPD consisting of **50** hours of structured learning, **62** hours under action learning and **333** hours of service to education and the community.

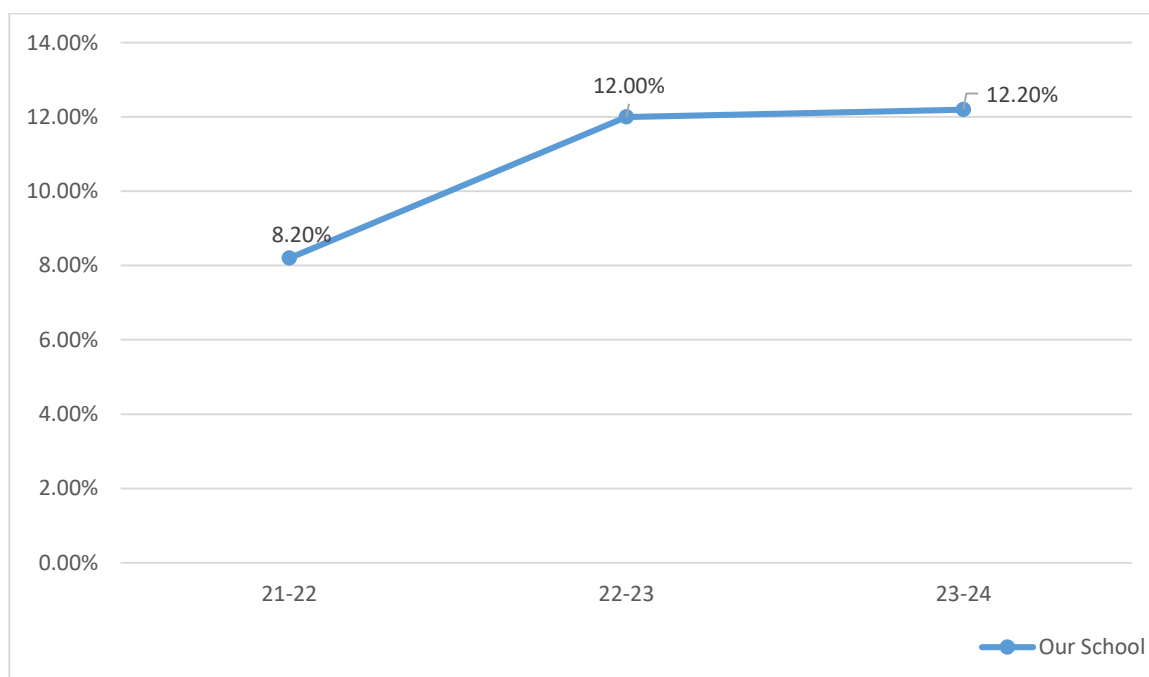


3.3.2 The average number of training hours undertaken by a teacher. The **67** staff members (other than the principal) participated in a total of **1453** hours, of which **251** hours belonging to senior secondary courses offered. The average number of hours undertaken by an individual teacher is **22** hours. The lower number of training hours belonging to the senior secondary curriculum is expected as the teachers are familiar with the curriculum.



3.4 Staff Turnover Rate

The line graph below indicates the staff turnover rates in our school in the past 3 years.



4. Major Concerns (Achievements and Reflections)

4.1 Introduction

Cognizant of the need to prepare students for a fast-evolving knowledge-based global village, our school, in consultation with teachers, has chosen the following main pillars as priorities for development in these three years:

- Unleash students' potential in Innovation - STEM education (激發學生發揮創意潛能 - STEM 教育)
- Help students build a flourishing life (幫助學生譜寫精彩人生)
- Enable students to gain a variety of experiences beyond the classroom (增加學生多元學習經歷)

Notably, these major concerns accord with the thrust of the Education Reform promulgated by the EDB and are realized in the Annual School Plan under identical headings below.

4.2 Major Concern: Unleash students' potential in Innovation - STEM education (激發學生發揮創意潛能 - STEM 教育)

4.2.1 Establish collaborative partnerships with relevant organizations to ensure the provision of high-quality learning experiences to students

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 23 - Aug. 24	<ul style="list-style-type: none"> A 10% increase in the number of students participating in Science, Technology and Mathematics activities Form 2 and Form 3 students actively participate in inquiry-based competitions 	<ul style="list-style-type: none"> Surveys Deliverables (assignments, projects, competitions, etc.) Students' participation in STEM-related training and competitions Prizes and awards obtained 	<p><u>Lau Y.K.</u></p> <ul style="list-style-type: none"> STEM teachers VA teachers ECA advisors 	<ul style="list-style-type: none"> External resources LWL Grant Alumni network Hong Kong Academy for Gifted Education Local tertiary institutes

Achievements

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
Regular Aviation Training	Cross-Disciplinary (STEM)	Nov 2023 - May 2024	F1 - F5	20	Students have outstanding performance, and learnt the concepts of aviation & aeronautical technology.
2024 STEM 遊蹤全能比賽	Science & STEM education	16/3/2024 and 23/3/2024	F1 - F3	12	All students enjoyed the STEM competition very much.

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
Little Chemist programme	STEM education	30/3/2024	F4 - F5	10	Oral feedback in de-briefing: Students agreed that the activity enhanced their effective presentation skills and provided them with an opportunity to showcase their talents in chemistry.
2024 STEM 遊蹤全能比賽	Science & STEM education	16/3/2024 and 23/3/2024	F1 - F3	12	All students enjoyed the STEM competition very much.
F.2 STEM Day	Cross-Disciplinary (STEM)	25/6/2024	F2	158 (Whole form)	Overall satisfaction rate is 3.84 out of 5. Students have good performance during the event.
F.3 STEM Day	Cross-Disciplinary (STEM)	26/6/2024	F3	148 (Whole form)	Overall satisfaction rate is 4.07 out of 5. Students have good performance during the event.

Reflection

There was an increase in more than 10% in the number of students participating in Science, Technology and Mathematics activities in this school year. Moreover, the above feedback clearly showed that Form 2 and Form 3 students actively participated in inquiry-based competitions on STEM days.

4.2.2 Empower STEM teachers to train a core group of student role models and coaches for fellow students and primary school students in the community

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 23 - Aug. 24	<ul style="list-style-type: none"> Students are inspired and empowered from STEM-related learning experiences to make innovative creations 	<ul style="list-style-type: none"> Surveys Annual plans Evaluation reports Deliverables (e.g. projects, IT gadgets, board displays, etc.) 	<p><u>Lau Y.K.</u></p> <ul style="list-style-type: none"> STEM teachers VA teachers ECA advisors 	<ul style="list-style-type: none"> External resources LWL Grant

Achievements

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
Regular Aviation Training	Cross-Disciplinary (STEM)	Nov 2023 - May 2024	F1 - F5	20	Students had outstanding performance, and learnt the concepts of aviation & aeronautical technology.
UK London Marty Exchange Tour	STEM	22/1/2024 - 29/1/2024	F.1	2	This tour increased the students' interest in robot programming and enhance their understanding of the structure of robots. They could also have their communication skills trained.

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
BETT Show 2023 Exhibition & UK Study Tour	Cross-Disciplinary (STEM)	20/1/2024 - 30/1/2024	F.5	2	The participants demonstrated excellent interpersonal skills and adaptability during the exchange tour.
STEM exploration for primary students	Robotics and Engineering Team / DT	1/2024 – 4/2024	F.1-5	4	The student tutors were inspired and empowered from STEM-related learning experiences to make innovative creations.
F.2 STEM Day	Cross-Disciplinary (STEM)	25/6/2024	F.2	Whole form	The participating students were inspired from STEM-related learning experiences.
F.3 STEM Day	Cross-Disciplinary (STEM)	26/6/2024	F.3	Whole form	The participating students were inspired and empowered from STEM-related learning experiences to make innovative creations.

Feedback and follow-up

According to the oral feedback and teachers' observation, the participating students were inspired and empowered from STEM-related learning experiences to make innovative creations. With the core group of students' acting as coaches for fellow students and primary school students, their interest in innovative creation was enhanced.

4.2.3 Facilitate the utilization of the STEM & Innovation Centre as the hub of students' innovation and creativity

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 23 - Aug. 24	<ul style="list-style-type: none"> The STEM-related departments organize LWL activities for students in the STEM & Innovation centre 	<ul style="list-style-type: none"> Surveys Deliverables (e.g. presentations, board displays, etc.) 	<p>Lau Y.K.</p> <ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> External resources LWL Grant

Achievements

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
Regular Aviation Training	Cross-Disciplinary (STEM)	Nov 2023 - May 2024	F.1 - 5	20	Students had outstanding performance, and learnt the concepts of aviation & aeronautical technology.
AlphaAI Robots Workshops and Competition	STEM	23-24	F.2 - 5	20	the AI Robot Training Workshops were a success. Students gained valuable knowledge and skills, and many expressed a desire to continue exploring these topics in the future. Based on the feedback received, future workshops could consider offering more advanced options for experienced students.

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
Smart Learning Suite - Health Kit (workshops and competition)	STEM Education Committee	23-24	F.1-6	8	The Health Smart Kit Training Workshop was a resounding success. Participants gained valuable knowledge and skills that would enable them to make informed decisions about their health and well-being.
ArtecRobo Robot Workshops and Competition	STEM Education Committee	23-24	F.1-6	20	Students gained valuable knowledge and skills. Participants appreciated the hands-on experience and the opportunity to work in teams.
NVIDIA Jetson Nano (workshops and competition)	STEM Education Committee	23-24	F.1-6	20	Participants found the workshop challenging but rewarding. Many expressed satisfaction with the depth of technical knowledge gained. The hands-on training was invaluable, fostering students' understanding of the practical aspects of AI development on the Jetson Nano.
Scottie Go School Package (robotics learning workshops)	STEM Education Committee	23-24	F.1-3	20	The Beginner Robot Course (Scottie Go School Package) was successful. The participating students gained valuable knowledge and skills, and many expressed a desire to continue exploring robotics in the future.

Reflection

The STEM-related departments actively organized LWL activities at the STEM & Innovation Centre. By providing students with opportunities to engage in hands-on learning experiences and collaboration for innovative projects, the centre can truly become a catalyst for students' creative endeavors and inspire a new generation of STEM leaders. As such, the STEM & Innovation Centre was utilized as a hub of students' innovation and creativity.

- 4.3 Major Concern: Help students build a flourishing life (幫助學生譜寫精彩人生)**
- 4.3.1 Help students examine happiness, well-being and appreciate positive traits in self and others**
- 4.3.1.1 Enhance students' self-understanding and self-esteem to build a happier and healthier lifestyle**

Achievements

1. The Moral Education lessons provided opportunities for students to deepen their understanding of themselves and their emotions. Students learnt the right attitudes to face difficulties, skills to cooperate with others and to be serving leaders.
2. The Personal and Social Education (PSE) Panel implemented values education including self-understanding, gratitude, positive traits, awareness and initiative of building good interpersonal relationships and a healthy lifestyle. Meanwhile, the implementation of the Constitution and Basic Law Education nurtured students to be good and law-abiding citizens and understand the duty of safeguarding the National Security.
3. The Life-wide learning (LWL) lessons included a diverse range of seminars designed to expand students' comprehension of societal trends and requirements, with a focus on bolstering both students' generic skills and specialized competencies. These sessions covered essential topics such as ESG development, financial education, effective communication, and personal development planning. The goal was to empower students with the knowledge and skills necessary for leading healthy lifestyles and adopting environmentally sustainable practices.
4. A Life Education Ambassador Committee has been formed. Consisting of nineteen students, the committee aims to help organize activities to promote a positive and caring school climate and moral and civic education.
5. Classes management lessons were added to moral education lessons to help classes build unity.
6. Form 3 students joined a film appreciation activity titled "Band Four" (4拍4家族) at Movie Town Shatin on 20 October.
7. The Graduation Drama was held on 25 October, highlighting that everyone has to make their own choices that lead to personal growth and well-being.
8. The Life Education Week was organized by the Life Education Ambassadors from 13 to 17 November. Various activities were held to enhance students' information literacy and promote the awareness of online safety.
9. The Life Education Ambassadors prepared the Runner Packs for all runners and set up a photo booth with photo-taking props in the TST Great Relay, jointly organized by the Life Education Ambassadors and the Athletic Club, on 17 November. All proceeds of the event were donated to Orbis.
10. Mr Tony Lo and his colleagues had a sharing session entitled "The Secret Life of Teeth: Exploring the Fascinating World of Dental Health" on 14 March, promoting the awareness of dental health and a healthy lifestyle.

11. The ICAC Drama Performance was held on 18 April, nurturing students to be honest, law-abiding citizens with strong moral principles.
12. A display board was held in the covered playground on 15 April, introducing the ICAC and promoting the probity and integrity to safeguard national security in the field of Social Security.
13. Seven students joined the iTeen Leadership Programme organized by the ICAC, encouraging students to organize probity promotion activities in the school.
14. The Religious Affairs Committee provided various including the Gospel Week and the Gospel Camp activities to foster better self-understanding and reflection on the meaning of wellbeing and life.
15. Thirty S1 and S2 students attended the Gospel Camp organized by SKH Holy Spirit Church at Wu Kai Sha Youth Village from 11 to 13 January.
16. The Day of Care-in-Mind was held on 30 and 31 January, promoting the awareness of mental health and a positive attitude towards difficulties in our daily life.
17. The Farewell Assembly for S6 students was held on 26 February at school, saying grace and offering blessing to the graduates.
18. The Gospel Week was held from 22 April to 3 May, encouraging students to care for the impoverished. Designated pins were made for charity sale. All proceeds were donated to the MercyHK.
19. Ms Connie Oi-yan Wong, a renowned “three-fingered” pianist, gave a thought-provoking speech to our students during the Gospel Assembly on 4 July. Ms. Wong’s life example has conveyed the message that even the most daunting obstacles can be transformed into blessings with unwavering faith in God.
20. Life Education Day was held on 5 July. The Gospel drama “搏盡無悔” was staged, allowing students to reflect on how to persevere in their changing and unpredictable life and reflect on the meaning of life from the biblical perspective. The Tulip Handcraft Workshops were organized for all students in the special Form Period. The activities provided students with an opportunity to express gratitude through sending their finished handcrafts as gifts to their parents.

Reflection

Throughout this academic year, students were encouraged to engage in various activities aimed at fostering self-awareness, embracing their unique qualities, and instilling positive traits and values in them. These initiatives empowered them to confront daily challenges with confidence, boost self-esteem, and cultivate a sense of well-being.

Events such as the Graduation Drama, Art Fairs, Gospel Week, Gospel Camp, and Gospel Drama have provided students with precious opportunities to discover their talents and deepen their self-awareness. The various sessions in the Moral Education lessons, the PSE lessons and the LWL lessons offer students the chance to collaborate, make decisions, and reflect on real-life situations. The ICAC iTeen Program and ICAC drama further bolstered students' integrity and adherence to ethical values, essential for establishing a strong moral compass.

Complementing the usual focus on mental health activities, a specialized seminar on dental health was introduced to aid students in developing healthy lifestyle habits.

To nurture a healthy lifestyle, consistent effort is required. The school's traditional event, TST Great Relay, played a pivotal role in enhancing students' perseverance and teamwork skills, foundational for a well-rounded life. It was heartening to find that over 90% of students found this activity enjoyable and beneficial in building up their resilience and teamwork abilities.

Moreover, this year's theme for the annual drama production, "Seize without Regret," promoted a positive outlook to help students confront adversity, a crucial aspect for their long-term personal growth. A notable 95% of students acknowledged feeling inspired to tackle challenges and blessed to have a fulfilling existence.

Feedback from both teachers and students reflected overwhelming appreciation for the diverse events and seminars held throughout the year. While the metrics for self-understanding remained relatively stable, with average scores of 3.9 and 4.0 (on a scale of 1 to 5) for self-understanding and positive attitude to interpersonal relationships respectively, it was evident that students generally exhibit strong self-awareness and a constructive attitude towards interpersonal relationship. Notably, there was a noticeable enhancement in students' ability to confront challenges.

However, there remains room for improvement in the area of building up students' healthy lifestyles, with an average score being 3.45. While students may grasp the significance of a healthy lifestyle, there is a gap in translating this understanding into practice. Offering additional resources and support could aid students in effectively developing and sustaining healthy habits. Meanwhile, teacher feedback indicated that students' stress levels require careful attention. Managing students' stress levels is imperative for their well-being.

4.3.1.2 Organize different programmes and activities to encourage students to make pledges for better relationships with others through practicing the Bible spirit “It is more blessed to give than to receive” (Acts 20:35)

Achievements

1. The Moral Education lessons provided opportunities for students to learn the right attitude to face difficulties, skills to cooperate with others and to be serving leaders.
2. The Big Brothers and Big Sisters Scheme is a program that pairs senior form students with F1 students, fostering a supportive and nurturing environment within the school community. In addition to the F1 Pastoral Care Scheme, F1 students are divided into groups with designated teachers offering guidance and support throughout the school year. This comprehensive support system plays a crucial role in helping F1 students navigate their transition into secondary school life. The Big Brothers and Big Sisters Scheme, along with the designated teacher groups, create a caring and supportive atmosphere, ensuring that F1 students feel welcomed and supported as they adjust to their new school environment.
3. Class management lessons were added to Moral Education lessons to help classes build unity.
4. Themed assembly sessions were designed to foster a spirit of love among students, instill courage in them to confront challenges, and exemplify the qualities of Jesus Christ as a compassionate and servant leader.
5. The Personal and Social Education (PSE) Panel and the Religious Education Panel implemented the education of values, including self-understanding, gratitude, positive traits, awareness and initiative of building good interpersonal relationships and lifestyles.
6. The TST Great Relay jointly organized by the Life Ambassadors and the Athletics Team was held on 17 November. Over 20 teams from the inter-class category and open category enthusiastically participated in the event, fostering a strong sense of camaraderie and team spirit among students. The event also provided an excellent opportunity for student helpers to actively contribute to its organization, fostering a supportive atmosphere and promoting a sense of unity among participants.
7. The Chinese Culture Day was held on 8 April. Teachers and students dressed in traditional Chinese attire, transforming into ancient scholars or elegant figures, roamed the campus set up with scenes from ancient China. Through activities and immersive experiences, they appreciated the beauty of Chinese culture. The wide array of activities allowed students to step out of the classroom and learn about Chinese culture in a relaxed and lively manner.
8. The Art Fair was held in May. All classes in F4 and F5 did a performance combined with singing and dancing that enhance students’ sense of engagement belonging to the class.

9. Life Education Day was held on 5 July. The Gospel drama “搏盡無悔” was staged, allowing students to reflect on how to persevere in the changing and unpredictable life and reflect on the meaning of life from the biblical perspective. The Tulip handcraft workshops were organized for all students in the Special Form Period. The activities provided students an opportunity to express gratitude through sending the handcrafts as gifts to their parents.

Reflection

Students were encouraged to participate in events which enhance interpersonal relationships such as the Art Fair, the Sports Day, the TST Great Relay, the Graduation Drama, the Gospel Drama, the Chinese Culture Day and the like. These events provided students with opportunities to collaborate, engage in teamwork and support one another. Various platforms were created for students to express gratitude towards friends, teachers and parents, including the Graduation Drama, the PSE lessons and Life Education Day. These initiatives aimed to cultivate a sense of appreciation and foster strong connections within the school community. Notably, the Chinese Culture Day was held successfully. Through activities and immersive experiences, students appreciated the beauty of Chinese culture. The wide array of activities allowed students to step out of the classroom and learn about Chinese culture in a relaxed and lively manner, fostering happy and warm atmosphere on campus and harmonious interpersonal relationships among students.

To conclude, even though the survey did not indicate any significant change in the measurement of the interpersonal relationships, the relatively high average scores of 4.0 in that of positive traits for building good relationships (on a scale of 1 to 5) demonstrated that students exhibited a positive attitude and took the initiatives to foster better relationships with others. Meanwhile, an increment 0.342 was found in the measurement of serving initiative, scoring 3.93 in the second term which demonstrated that students were more willing to serve the others. Over 90% of teachers and students appreciated the seminars and events held this year and activities on the Life Education Day regarding it as instrumental in promoting a positive and caring atmosphere in the school.

4.3.1.3 Nurture students to be grateful through different KLAs and social services

Achievements

1. The Moral Education Lesson provide opportunities for students to learn the right attitude to face difficulties, skills to cooperate with others and to be serving leaders.
2. The Personal and Social Education (PSE) Panel implements education of values, including self-understanding, gratitude, positive traits and awareness of vulnerable people. Designated PSE lessons were given to students to express gratitude to teachers and fellow schoolmates.
3. Various opportunities of voluntary services were provided for students inside and outside school throughout the year. Student leaders in different groups provided services for their members. The “One Service Each” scheme offered Form 3 students the opportunity to assist elderly individuals living alone, emphasizing the development of their skills and compassion. This included analyzing the unique needs of these individuals and planning meaningful activities like visits. These efforts were integrated into both PSE and LWL lessons to foster well-rounded development of students' abilities and empathetic understanding. Form 4 students were encouraged to participate in planning and executing voluntary services for diverse target groups.
4. Students were encouraged to do volunteer services organized by CYC or other NGO outside school with the outstanding ones being awarded scholarships. They participated in different kinds of volunteer services such as charity flag selling, visiting homes for the elderly, preparing food ingredients and meals for the underprivileged community, distributing rice to low-income families, being helpers in the Hong Kong Special Olympics and the community music carnival. All these enabled students to come to count their blessings and develop a sense of gratitude while engaging in social service after witnessing the struggles of many who are impoverished and in need, yet feeling remarkably happy and content with their circumstances.
5. The school choir, along with various units in the parish of the SKH Holy Spirit Church, collaboratively engage in the Christmas Carol Sharing (聖誕佳音獻一城) to spread the festive atmosphere to the community on 23 December, allowing neighbours in Cityone Shatin to experience the holiday spirit.
6. The TST Great Relay jointly organized by the Life Ambassadors and the Athletics team was held on 17 November. All proceeds of the event were donated to Orbis.
7. F3 students joined the service day organized by YWCA held on 11 January. Students visited the elderly in Wo Che Estate. Students learned to share love and care with people who were lonely and in need.
8. The Pi Day was held on 14 March. Student leaders from Maths and Science Society organized a calculator workshop for fellow students.
9. Principal Wang, along with a choir team, shared a hymn at the charity fundraising carnival organized by the SKH Holy Spirit Church to support the church's ministry on 20 April.

10. The Gospel Week took place from April 29th to May 3rd. During this time, the committee members of the Christian Fellowship visited MercyHK at Temple Street, gaining insights into caring for impoverished and underprivileged communities. Designated pins were made for charity sale. All proceeds were donated to the MercyHK.
11. Students participated in the "Sha Tin District Primary and Secondary Schools Leadership Development Program" organized by the Hong Kong Christian Young Women's Association Sha Tin Integrated Social Service Centre. The program allowed students to explore community needs and social issues outside the school environment. This year's theme was "Focusing on Mental Health · Building a Caring Society", aiming to enhance leadership, confidence, teamwork, and raise awareness of mental health among youth leaders.
12. The Students Counselling Committee organized a service and culture trip to Vietnam. The participating students experienced an engaging educational adventure infused with cultural immersion and community service. From the bustling streets to the historic sites and museums, this journey offered the participants a rich tapestry of experiences. Students actively engaged in community service projects, supporting and teaching the underprivileged children with their customized English learning materials and intriguing games. They gained an immense sense of fulfillment by making a difference to the less privileged.

Reflection

Students were offered diverse opportunities for engaging in social services, providing them with valuable experiences to cultivate compassion and care for individuals in need across different contexts. These activities also aimed to heighten their awareness of marginalized communities, realize their privileges and develop their in them a sense of gratitude.

In PSE lessons and the LWL lessons, students were guided to recognize the close bonds they share with those in their community and the support they had received for their personal development. Additionally, students crafted small tokens of appreciation in PSE lessons and presented them to their teachers, fostering a deeper understanding of gratitude and its importance.

Various activities organized by different committees and KLAs such as F3 One-Service Each Scheme, the F4 Class-based Social Services, the TST Great Replay, the Gospel Week, the Gospel Camp, the Life Education Week, the Pie Day, the voluntary service trip to Vietnam, etc. provided students with valuable opportunities to serve and develop leadership skills and compassion. Through serving others, students learned to appreciate the support they received, fostering gratitude and awareness of their privileges.

To conclude, the relatively high average score of 4.02 in gratitude (on a scale of 1 to 5) indicated that students generally possess a willingness to serve and express gratitude towards others. Meanwhile, an increment 0.342 was found in the measurement of serving initiative and score of 3.93 in the second term demonstrated that students were more willing to serve others.

Teacher feedback indicated that some students might struggle to express gratitude towards friends, teachers, and parents. While students acknowledged their privileged circumstances, they might not fully grasp the significance of serving others and showing appreciation to their supporters. Additional initiatives are required to instill the students a deeper sense of gratitude and empathy and to promote active service and expressions of gratitude to student to through social interactions.

4.3.2.1 Organize mental health and emotional health seminars and other activities for students, teachers and parents

Achievements

The Counseling Committee aims to provide stimulating programs that promote a positive attitude towards life and equip students with generic skills to face everyday challenges. Some of the programs implemented included:

- S1 Orientation: A half-day intensive orientation program was provided to familiarize S1 students and their parents with school traditions and policies.
- Pastoral Care: S1 students were divided into groups, each under the care of a mentor teacher for their first year. This helped students adjust to secondary school life and receive support from their mentor teachers and peer groups.
- Big Brothers and Big Sisters Scheme: Senior form students were recruited and trained as peer counselors. Under the supervision of counseling teachers, they organized activities to help S1 students adapt to their new learning environment, promoting personal growth.
- Community Service: Initiatives such as "S3 Service Day" and "One Volunteer Service Project For Each Class" encouraged students to participate in voluntary services, fostering personal growth and exploration of new possibilities.
- Support and Care for Students' Mental Health: Events like "Day of CareinMind" enhanced mental health awareness, and the "Student Mental Health Ambassador Training Program" equipped selected S3 and S4 students with necessary skills to support their peers.
- Support for Academic Under-achievers: The "Support Team for Repeaters" addressed emotional problems of repeaters and improved their study skills to empower them in their academic journey.

On the other hand, we realized the importance of involving parents in the education and well-being of their children. We organized parent education programs that cover various topics to enhance parents' understanding and equip them with the skills to support their children's well-being and academic success. In the 2023-24 academic year, we collaborated with the Parent-Teacher Association (PTA) to organize two seminars and two workshops for parents.

- Seminar I: "風雨伴我行" & "國家安全"). This seminar focused on promoting positive and supportive family relationships for parents of students from S1 to S6. Sixty-five participants attended the workshop, where they gained insights into fostering healthy family dynamics and learned strategies for ensuring the safety and well-being of their children.
- Seminar II: "了解子女優點、發掘他們專長". This seminar emphasized the importance of identifying children's special gifts and talents. Seventy-eight parents participated in the program, where they learned about recognizing and nurturing their children's unique strengths and interests, ultimately promoting their overall development.

Reflection

The parent education programs were designed to empower parents with knowledge, skills, and resources necessary to support their children's holistic development. By addressing topics related to family relationships, talent identification, and self-care, the counseling committee aimed to strengthen the partnership between parents and the school community.

More and more activities related to the promotion of mental health and emotional health were held by students from different committees and clubs. Students became more aware of their own mental health needs. The feedback from parents also showed that they became more aware of their own and their children's mental health and emotional health needs.

4.3.2.2 Empower students to cope with different mental and emotional situations

Achievements

High study stress for students striving to achieve desirable academic results due to high expectations: Students' desire to achieve high grades could result in significant stress and anxiety. The Counseling Committee acknowledged the need to address this issue and provide students with strategies for managing study-related stress.

Students with undesirable academic results lacking motivation to learn: Students who struggled academically and did not meet desired expectations might experience a lack of motivation. The Counseling Committee strived to support these students by fostering a positive learning environment and promoting intrinsic motivation.

Interpersonal conflicts occurring among junior form students: Interpersonal conflicts could negatively impact students' emotional well-being and overall school experience. We focused on promoting conflict resolution skills, empathy, and positive communication to address and prevent such conflicts.

Increased number of school dropouts or continuous absences: We recognized the importance of addressing the factors contributing to school dropouts and continuous absences. We strived to provide appropriate support and intervention, in the hope of preventing these issues and ensuring students' consistent attendance and engagement.

Reflection

By identifying these challenges, the Counseling Committee developed targeted strategies and interventions to address the specific needs of students, promoting their overall well-being and academic success. In the light of the challenges and the increasing need for individualized support, increasing the number of Individual Education Plans (IEPs) is a proactive step. IEPs can help tailor interventions and accommodations to meet the unique needs of students with disabilities or learning difficulties. Additionally, seeking funding from the Education Bureau (EDB) to increase manpower can provide the Counseling Committee with the necessary resources to better support the diverse needs of students.

4.3.2.3 Provide internal and external support to individual students with mental and emotional health needs

Achievements

We had two full-time social workers from Hong Kong Children and Youth Services, and eight counseling team teachers providing students with counselling support. This multi-disciplinary team demonstrated the department commitment to addressing the mental health and well-being of students. The Counseling Committee followed a whole-school approach to counseling, involving various stakeholders in actively supporting students. Regular meetings were conducted among form teachers, counseling teachers, and discipline teachers to exchange information and develop consensus on intervention strategies. This collaborative approach ensured that students receive timely and appropriate support, with a focus on early intervention and catering to the needs of students with special requirements.

To support students with special educational needs (SEN), a Learning Support Team was established. The team followed a 3-tier intervention model and includes teachers with special education training. Our school's educational psychologist served as the advisor, and regular visits from qualified educational psychologists and speech therapists provide school-based support. An Integrated Education Assistant was employed to provide appropriate support for students with SEN, utilizing the Learning Support Grant for Secondary Schools.

Reflection

Immediate feedback from students and parents showed that users receiving the above services found them useful and helpful in addressing their mental health and emotional concerns. Oral feedback from social workers, the educational psychologist and the speech therapist reported that most users were willing to cooperate. Continuous engagement of the users in the therapeutic sessions and groups showed that they felt more empowered to manage their problems and they could achieve greater emotional well-being.

4.4 Major Concern: Enable students to gain a variety of experiences beyond the classroom (增加學生多元學習經歷)

4.4.1 Enhance students' physical and aesthetic development for a healthier and more balanced lifestyle

Achievements

1. All sports activities under the Form 1 One-Sport-Each Scheme ran smoothly in the first term of the year 2023-2024. Led by a new P.E. teacher, a handball class was introduced under the Scheme, with some students being selected to participate in the HKSSF competitions. 99% of Form 1 students completed the Scheme with satisfactory attendance. 86% of the students agreed that the Scheme boosted up their physical ability, while 92% of them reflected that they would be committed to performing more physical exercise other than the regular P.E. lessons at school.
2. All Form 1 to Form 3 students, 71% of Form 4 students, and 81% of Form 5 students participated in track and field events in the Annual Sports Day in February. 59% of the senior form (F.4 and F.5) students joined two or more activities related to physical development. 16% of the students participating in sports activities reported that they had been inspired to make career and life planning decisions. Among all participants, 79% reflected that they had greater awareness of the importance of a healthier and more balanced lifestyle.
3. Contestants ranging from Form 1 to Form 6 from the four Houses (including both boys and girls) participated in the Inter-House Volleyball Competition in October 2023, the Inter-House Dodgeball Competition in November 2023, and the Inter-House Basketball Competition in April 2024.
4. 160 F.1 students participated in the "Jockey Club Row for Future - VR Rowing" activity in the Student Activity Centre in the post-examination period in July 2024.

97% of the participants said they were willing to challenge themselves in the indoor rowing activity. 92% of the participants realised the importance of a healthy body and social life after the activity. 88% of the participants reported that they had stronger motivation to join sports activities after the activity.

5. Most of the HKSSF inter-school competitions (Sha Tin and Sai Kung District) resumed after the COVID-19 pandemic. The results of sports inter-school competitions are listed as follows:
 - Boys A Grade Swimming Team won the second runner-up in the 4 × 50m Freestyle Relay in the Inter-School Swimming Competition (Division II).
 - The Girls C Grade Swimming Team won one championship and one first runner-up (individual prizes) in the Inter-School Swimming Competition (Division II).
 - Boys C Grade Swimming Team won one first runner-up and one third runner-up (individual prizes) in the Inter-School Swimming Competition (Division II).
 - Boys A Grade Volleyball Team won the third runner-up in the Inter-School Volleyball Competition (Division I).
 - Boys B Grade Volleyball Team won the second runner-up in the Inter-School Volleyball Competition (Division I).
 - Girls A Grade won the championship in the Inter-School Volleyball Competition (Division II).
 - Boys U15 Football Team won the championship in the Inter-School Football Competition (Division II).
 - The Fencing Team joined the New Territories Inter-School Fencing Competition and won one third place in Boys C Grade Sabre and Girls C Grade Sabre respectively.
 - The Long Distance Running Team won ninth place in Boys A Grade in the Inter-School Long Distance Running Competition.
 - Boys A Grade Orienteering Team won the championship in the Hong Kong Inter-School District Orienteering Championships (New Territories District).
 - Boys B Grade Orienteering Team won the championship in the Hong Kong Inter-School District Orienteering Championships (New Territories District).
 - Boys C Grade was the first runner-up in the Hong Kong Inter-School District Orienteering Championships (New Territories District).

6. 12 students from F.3 to F.4 participated in Outward Bound from 8 to 12 July 2024 (5-day course), while another 12 students from F.4 to F.5 participated in the Joint-School Outward Bound from 19 to 23 August 2024 (5-day course) with student leaders of seven other secondary schools. Participants found that their physical, mental and social health were much strengthened. Participants also learnt various life skills, such as kayaking, rock-climbing, backwoods cooking, stream-trekking, hiking and camping. Participants found that their perseverance, team spirit, self-management skills and introspective abilities were developed in the course.

7. Two students from F.3 and F.5 were nominated and selected to join the “Military Summer Camp for Hong Kong Youth 2024” 7-day senior form camp, while four F.2 students were nominated and selected to join the 7-day junior form camp in July 2024. The theme of this year's camp was patriotism and national defense education. Activities included military training, educational lectures, visits and learning, and a series of other events that allowed the teenagers to gain an understanding of the country's situation and national defense knowledge. One F.2 student was presented the Outstanding Student Award.
8. All art activities under the Form 2 One-Art-Each Scheme ran smoothly in the first term of the year 2023-2024. To nurture students’ appreciation of Chinese culture, a Cheongsam class were also organised by the Art Club. 98% of Form 2 students completed the Scheme with satisfactory attendance. 82% of the students agreed that the Scheme nurtured their aesthetic appreciation, while 77% of them reflected that they would be committed to performing more art activities other than the regular Visual Arts and Music lessons at school.
9. The Annual Art Fair organised by the Visual Arts Department was held in April 2024. Students from F.4 and F.5 classes performed singing, dancing, magic, martial arts, etc. on the stage. 99% of Form 4 students joined art activities in the year 2023-24, while 94% of Form 5 students participated in art activities this year. 74% of the senior form (F.4 and F.5) students joined two or more activities related to aesthetic development. 12% of the students participating in arts activities were inspired to make career and life planning decisions.
10. F.1 to F.5 students from four Houses participated in the Inter-House Debate Competition in January 2024, and the Inter-House Radio-play Competition in July 2024. Over 60 students were involved in the Drama Production named “搏盡無悔” staged in July 2024, co-organised by the Chinese Drama Club and the Life Education Committee. Students learnt drama, musical performance, dance, stage management, audio and visual technology, and various skills in performing arts throughout the production which lasted for over half a year.
11. Dozens of students participated in the 75th Hong Kong Schools Speech Festival. In English Events, our students joined 85 events with a total number of 24 prizes (6 Champions, 8 First Runner-ups, and 10 Second Runner-ups). In Cantonese Events, our students participated in 30 events garnering a total number of 16 prizes (2 Champions, 8 First Runner-ups, and 6 Second Runner-ups). In Putonghua Events, our students competed in 30 events, winning a total number of 14 prizes (7 Champions, 6 First Runner-ups, and 1 Second Runner-up). The results were encouraging.

12. 42 students were awarded prizes in the 75th Hong Kong Schools Music Festival 2023/24 with 2 champions, 1 second place, 1 third place, 31 Silver Awards and 9 Bronze Awards. The Girls Choir won the second place in Church Music – Foreign Language in the secondary school choir (aged 15 or under). The Boys Choir won the Bronze Award in Church Music – Foreign Language in the secondary school choir (senior second division). The Mixed Voice Choir won the Bronze Award in Chinese Music in the secondary school choir (senior second division). Our School Orchestra won the Bronze Award in the Hong Kong Youth Music Interflow 2023/24.
13. Students from the Chinese Drama Club won the Award for Outstanding Cooperation in the Hong Kong School Drama Festival 2023/24. Four students from the Club won the Award for Outstanding Performers in the same event. The English Drama Club won different awards at the EMI English Drama Fest. These competitions were organised by The Association of English Medium Secondary Schools (EMI) with support from the Native-Speaking English Teacher (NET) Section. In the Shakespearean Category, students were crowned the Outstanding Teamwork Award, while in the Modern Drama Category, students were awarded with the title of Outstanding Spoken English. Benji Ho was conferred the Outstanding Performer Award.
14. Students from the Senior Dance Team won the Honours Award in Jazz and Street Dance (Secondary Section) in the 60th Schools Dance Festival, while students from the Junior Dance Team also won the Highly Commended Award in Jazz and Street Dance (Secondary Section) in the Festival.
15. The Chinese Debate Team won the second runner-up in the 2nd Zi3Sin6 Debating Competition (至善盃). The Team also won the first runner-up in the 13th Fun Cup (奇趣盃), with two F.3 students getting the Most Valuable Debater in the series of competitions. The Team also advanced to the quarterfinals in the 4th Hong Kong Schools Debate Competition organised by the HKSDF.
16. Eleven students from the English Speaking Club advanced to the Hong Kong Federation of Youth Groups (HKFYG) English Public Speaking Contest District Semi-Finals 2024, while one of them was given the Certificate of Good Performance. In the same event, three students were selected to be the top eight competitors in the New Territories East to proceed to the District Finals. One member performed exceptionally and was awarded a Trophy of Merit in the Grand Finals (Junior Secondary). Two members from the Toastmasters Youth Leadership Programme were awarded finalists' certificates at the 21st Century Cup (NESC) Hong Kong Region 2024, while one F.5 student was awarded the Best Manner Speaker in the Senior Secondary Division.

17. Life-wide Learning lessons have been provided to F.3 students since the 2021–2022 year. This year, the Life Education Committee organised a film appreciation activity for all F.3 students in October 2023. Students got the chance to watch a local movie “Band Four (4 拍 4 家族)” in a cinema. An open forum was also organised by the Chinese Drama Club and the Literacy Society of Virtus at school, and the director of the film was invited to have a sharing session with interested students.
18. Mr Lau Chi Fai Scholarship was established to nominate and recognise students with outstanding achievements in physical and aesthetic development. Seven students from F.2 to F.5 received the Scholarship in sports, visual arts, music and prose reading.
19. The Chinese Debate Team won the second runner-up in the 15th Definity United Inter-secondary Schools Debating Competition, as well as the 11th Fun Cup. The Scrabble Team won the second runner-up in the senior secondary division of the Association Cup 2022, the largest inter-school Scrabble competition. Three members from the Toastmasters Youth Leadership Programme were awarded finalists’ certificates at the 21st Century Cup (NESC) Hong Kong Region in August 2022, while three other members advanced to the HKFYG English Public Speaking Contest 2023 (District Finals).
20. To celebrate the school’s 45th Anniversary, the School Carnival was successfully held on 1st April, 2023. Students from various clubs and teams, including Choir, Orchestra, the English Drama Club, the Dance Club, the Fencing Team and the Rope-skipping Team gave amazing performances in the celebration. The 36th SU cabinet “Elpis” also organised a T-shirt design competition.
21. Life-wide Learning lessons have been provided to Form 3 students since the 2021–2022 year. This year, the Visual Arts panel joined a project titled “Fashioning STEM for Good: inclusive fashion design and smart textiles for social good”. Form 3 students had an opportunity to learn fashion design, and they formed groups to conduct a project using STEM ideas to produce clothes for the elderly in the Life-wide Learning and Visual Arts lessons.

Reflection

Throughout years after the COVID-19 pandemic, our students pursuit excellent results and performances in inter-school competitions, such as sports, music, drama, dance, debate, and visual art activities. There was an increasing number of students participating physical and aesthetic activities, in order to nurture a more balanced and healthier lifestyle apart from academic pursuit.

Feedback and Follow-up

Due to the limited facilities related to aesthetic and physical development provided for our students, the school should plan for the refurbishing infrastructure to create spaces that foster physical and aesthetic pursuits, such as the renovation of the Student Activities Centre, and the establishment of a gymnasium for training of school teams members in the next School Development Cycle.

4.4.2 Enrich and extend students' intellectual abilities in different KLAs for further development**Achievements**

To enhance and expand students' intellectual abilities across various Key Learning Areas (KLAs) for their further development, each KLA organised a range of Life-Wide Learning (LWL) activities, non-local exchange programmes, and non-local competitions aimed at broadening students' horizons. The table below presents a selection of these LWL activities along with their evaluation results.

KLA	Name, Brief Description and Objective of the Activity	Date	Target Students		Evaluation Results
			Level	Number of Participants	
Chinese Language Education	創意小說故事寫作班	2/3/2024 - 4/5/2024	F4 - F6	20	學生認同導師教學盡責、表達技巧良好、態度友善、課程安排恰當，八成同學認同課程能提高他們的寫作興趣及能力。整體成效不俗。
	「非寫不可的人物」人物寫作班	7/10/2023 - 25/11/2023	F4 - F6	20	課程中進行了廣泛閱讀，豐富了學生的見識，提升了文學素養，透過學習寫作技巧，增進了寫作能力。
	台灣書店地圖 II---文化交流之旅	10/1/2024 - 14/1/2024	F3 - F5	33	學生在旅程前後及其中進行大量有關書寫自然的閱讀及寫作，作家分享、各類參觀及實地閱讀寫作均有助提升學生對閱讀及寫作的興趣。
English Language Education	English Drama Club competitions/ EMI English Drama Fest and NET Section Competitions	May 2024	F1-F5	26	The students really enjoyed all competitions we entered this year. They were able to perform from well due to constant practice. They were also able to meet and socialise with other drama students from other schools.
	UK Study Tour	20/7/2024 - 4/8/2024	F1 - F3	30	The activity successfully raised students' interest in applying their English in daily life. They were given more exposure to the British culture through their immersion and authentic interaction with the locals. Most students were satisfied with the arrangements and found the tour educational and fruitful.
Mathematics	Dialogue with Shaw Laureates at Secondary Schools	17/11/2023	F1 - F5	27	The students' mathematical horizons were expanded and were inspired to explore further through the lecturer's impactful teaching in mathematics research.
	PolyU Gifted Education Program	Jul 2024 - Aug 2024	F1 - F5	10	Most of the participants were satisfied with the programme. They agreed that the programme could improve their knowledge in mathematics. They wanted to join the course again.

KLA	Name, Brief Description and Objective of the Activity	Date	Target Students		Evaluation Results
			Level	Number of Participants	
Science	F.4 - F.5 Field Study - Coral Ecology	5/9/2024	F4 - F5	32	94% of the participants found the field trip interesting and meaningful. Students could dive into the sea and study the coral community directly and observe their behaviours. 97% of the participants also found the beach-cleaning activity after the field trip valuable.
	Little Chemist programme	3/30/2024	F4 - F5	10	Oral feedback in the de-briefing: Students agreed that the activity enhanced their presentation skills and provided them with an opportunity to showcase their talents in chemistry.
	2024 STEM 遊蹤全能比賽	16/3/2024 and 23/3/2024	F1 - F3	12	All students enjoyed the STEM competition very much.
	International Chemistry Quiz (ICQ)	10/5/2024	F4 - F5	46	This competition kindled students' interest in chemistry and encouraged them to apply their chemical knowledge in the real-world scenarios. In September, the results were released in which 8 students got high distinction and 12 students got distinction.
Technology Education	Business Competitions MEP	4/27/2024	F4 - F5	24	學生由零開始設計產品、撰寫計劃書，演講推銷產品，搜集資料、互相說服，作出妥協，令學生對香港現今和未來的商業發展有更多的認識。
	Lunar New year Fair	Nov 2023 - Feb 2024	F3 - F5	60	100% of the students reported that they were satisfied with the learning process, as they could gain practical skills. 98% of the students found the activity enjoyable and engaging, and they had an increased interest in the business area, showing their overall satisfaction.
	F.2 STEM Day	25/6/2024	F2	158	The overall satisfaction rate was 3.84 out of 5. Students had good performance during the event.
	F.3 STEM Day	26/6/2024	F3	148	The overall satisfaction rate was 4.07 out of 5. Students had good performance during the event.

KLA	Name, Brief Description and Objective of the Activity	Date	Target Students		Evaluation Results
			Level	Number of Participants	
Personal Social and Humanities Education	敦煌及絲綢之路文化校園體驗計劃	4/3/2024, 12/3/2024, 9/7/2024	F1 - F3	450	透過觀察所得，同學踴躍參與是次活動，反應熱烈。此外，透過課堂分享，是次活動有助增強學生對中國歷史文化的認識，提升他們對學習中國歷史的興趣及對國家民族的歸屬感。
	參觀香港故宮文化博物館 (展覽：「凝視三星堆—四川考古新發展現」)	1/4/2024	F4 - F5	58	透過觀察所得，同學投入參與是次活動。此外，同學在課堂上分享參觀所得，過程中有助他們鞏固所學。整體而言，是次活動有助加深他們對中國歷史的了解，提升他們對國家民族的歸屬感。
	F.2 PSE Day Camp	1/11/2024	F2	157	According to the questionnaire, 85.5% of the students were satisfied with the activity.
	Study tour to Singapore 「一帶一路」獅城探索之旅	22/6/2024 - 26/6/2024	F3 - F5	44	All surveyed respondents strongly agreed or agreed that the study tour broadened their horizons and enhanced their understanding of cultural integration. Most of them were satisfied with the itinerary.
Arts Education	Dance Appreciation	May 2024	F1 - F5	13	100% of the students agreed that they learned dance knowledge and acquired the ability to appreciate performing arts.
	Art Appreciation Class	19/1/2024 - 15/3/2024	F4 - F6	8	All students improved their art appreciation skills.
	InDesign Workshop	25/6/2024 - 28/6/2024	F4 - F6	9	Students designed the pamphlet layout for the Gospel Drama.
	Exploring the Theatre	17/4/2024	F4	140	Students had a chance to explore the different parts of in the theatre.
Physical Education	Dance Lesson	Sep 2023 - Aug 2024	F6	160	Students showed a strong interest in the sports introduced and enjoyed the lessons greatly.
	Archery Lesson	Sep 2023 - Aug 2024	F4	160	Students showed a strong interest in the sports introduced and enjoyed the lessons greatly.
	Larcrosse Lesson	Sep 2023 - Aug 2024	F4	160	Students showed a strong interest in the sports introduced and enjoyed the lessons greatly.

KLA	Name, Brief Description and Objective of the Activity	Date	Target Students		Evaluation Results
			Level	Number of Participants	
	Bowling Lesson	Sep 2023 - Aug 2024	F5/ F6	320	Students showed a strong interest in the sports introduced and enjoyed the lessons greatly.
	Golf Lesson	Sep 2023 - Aug 2024	F5	160	Students showed a strong interest in the sports introduced and enjoyed the lessons greatly.
	Fencing Lesson	Sep 2023 - Aug 2024	F5	160	Students showed strong interests in the sports introduced and greatly enjoyed the lessons.
Cross-Disciplinary	中華文化日	8/4/2024	F1 - F6	850	九成以上老師及學生享受當日活動，其中攤位活動(包括華服試穿)最受歡迎，其次是中華文化常識問答比賽，再次是古裝話劇「清明上河圖」。師生均投入其中，認為活動有助增加對中華文化的認識，並因此提高對這方面的興趣。

Reflection

In the previous academic year, our school conducted a comprehensive questionnaire concerning Life-wide Learning activities. The results revealed students' active participation and positive feedback regarding their intellectual development.

In the section pertaining to intellectual development, 85% of the students engaged in subject-related Life-wide Learning activities. Among these participants, 79% reported they derived great enjoyment from the activities, while 77% acknowledged that these activities enhanced their knowledge of the respective subjects. Furthermore, 73% of the students concurred that these activities facilitated a deeper understanding of issues that could impact their daily lives at personal, community, national, and global levels. Notably, 64% of the students expressed that Life-wide Learning activities fostered a greater appreciation for Chinese culture. It is important to highlight that there was increase in all percentages compared to the previous year.

In reflection, the positive trends suggest that our Life-wide Learning initiatives are effectively engaging students and enriching their educational experiences.

Feedback and Follow-up

The positive trends suggest that our Life-wide Learning initiatives from eight KLAs are effectively engaging students and enriching their educational experiences. To further enhance students' deep learning, it was suggested the school encourage students to reflect on what they have gained from the activities, such as reviewing the values, attitudes, and generic skills acquired through the activities. More experiential learning experiences for students (e.g. cross-curricular projects, visits, field trips, etc.) can be provided to our students to broaden their knowledge in different subjects and nurture their skills for the future world.

4.4.3 Nurture students' interest and habits in serving others

Achievements

1. Social workers from the YWCA (香港基督教女青年會) offered workshops about voluntary work and the elderly services in the Life-wide Learning lessons for Form 3 students in November 2023. Students visited the elderly living in Wo Che Estate and Fung Wo Estate in January 2024 on the Service Day. Students made souvenirs, as well as prepared presents for the elderly. Through workshops and the Service Day, 96% of Form 3 students expressed that they had greater empathy with the elderly, and they were nurtured with the values of caring for others and respectfulness. Moreover, 93% of Form 3 students showed commitment to society after the service learning activities.
2. Six classes out of ten in Form 4 and Form 5 conducted class-based voluntary services organised by various NGOs. The information is listed as follows:
 - 4A students served as helpers in the competition and the after-race carnival to help with the logistics and event management in the "BOC Life Rogaine Charity Race 2024" organised by the Hong Kong Award for Young People on 28 January 2024.
 - 4B students served as helpers to prepare and sort raw vegetables in the Food Station organised by the Food Angel on 3 November 2023.
 - 4C students organised a Christmas party for patients in the Cheshire Home, Shatin (under the Hospital Authority) on 29 November 2023.
 - 4D students visited the elderly living alone and delivered gift packs to them in the New Territories organised by the YWCA & Hong Kong Elite Athletes Association on 19 November 2023.
 - 4E students served as helpers in the "Walk for Living Water" Fund-raising and Community Carnival organised by the Amity Foundation on 18 May 2024.

- 5B students conducted class-based voluntary services organised by the Hong Kong Blind Union on 16 March 2024. Students guided the visually impaired members using the Sighted Guide Technique. They also played games, performed musical instruments and chatted with the members in the activity. 76% of the students participating in voluntary services were more aware of their roles as a socially responsible citizen, and they developed greater appreciation for positive values and attitudes. 69% of the students agreed that voluntary services aroused their interest and motivated them to serve others.
3. Members of the Community Youth Club (CYC) took part in flag selling to raise funds for charitable organisations. They also participated in the Food Angel Meal Preparation programme, in which students prepared free meal boxes for the underprivileged. CYC also organised “Caturday” activity, in which students served in stray cat shelters. Participants shared their learning experience with their fellow schoolmates in a morning assembly and encouraged them to take part in volunteering.
 4. 30 students from Form 1 and Form 2 joined a hiking trail cleaning activity co-organised by the Orienteering Club and Trailsweeper in February 2024. Students hiked in Tai Mo Shan Country Park, and collected rubbish on the hiking trail. 32 students from Form 4 and Form 5 joined the beach cleaning activity in Sai Kung in May 2024 after the coral ecology study field trip organised by the Biology Panel. They were nurtured with the values of environmental protection, and commitment to the natural environment.
 5. 35 students from Form 5 and Form 6 expressed their wish to join the Blood Donation Day in January 2024. In the end, 29 of them and 1 teaching staff member successfully donated blood for the community under the supervision of medical staff from the Hong Kong Red Cross.
 6. Subsidized by the LWL Grant, 28 Form 3 to Form 5 students participated in the Standard First Aid Course organised by the Hong Kong Red Cross in August 2024. 79% of the participants passed the examination and they were awarded the Standard First Aid Course Certificate.
 7. Four Form 2 to Form 3 student leaders were nominated to participate in the Shatin District Joint-school Leadership Programme organised by the YWCA Jockey Club Shatin Integrated Social Service Centre, with a total of eight participating secondary schools in the Shatin District. The programme started in October 2023 and ended in July 2024 lasting nearly a year. The theme this year was “關注精神健康・共建關愛社會”. Participants from eight secondary schools joined leadership workshops, design-thinking workshops, voluntary services, mental health experiences activities, etc. in the programme. Two students received the Outstanding

Leadership Award, while one student received the Most Popular Leader Award in the closing ceremony held in July 2024.

Reflection

The number of students involved in voluntary services was increasing, both quantitatively and qualitatively in recent years. The values of benevolence, commitment, caring for others, and empathy were well-nurtured among students from the junior form to the senior form.

Feedback and Follow-up

The Voluntary Service Committee was established in the last School Development Cycle. In order to coordinate voluntary service work and provide service-learning opportunities locally, nationally, and globally for students throughout their secondary studies, the Committee should put more effort in the development of holistic service learning components in both curriculum and extra-curricular activities.

4.5 Report on the use of the Capacity Enhancement Grant

Achievements

The Capacity Enhancement Grant (CEG) facilitated the hiring of additional teachers, significantly reducing workloads and allowing for a more effective implementation of the Senior Secondary Curriculum. This increased manpower enabled teachers to revamp learning materials and teaching aids to align with recent curriculum developments. Teachers had the opportunity to enhance the existing curriculum, implement School-Based Assessments (SBA) and Territory-wide System Assessment (TSA) activities, and engage in professional development. Furthermore, students received more personalized support based on their individual needs.

Reflection

The CEG provided essential support that allowed teachers to devise teaching strategies and materials in line with different curriculum changes, particularly in optimizing the four core senior secondary subjects. It also helped meet the diverse needs of students with special educational requirements. The teachers' capacity to manage learning and teaching effectively has been notably enhanced, leading to the development of successful strategies for engaging students. For instance, STEM activities were organized to foster innovation, and various Life-wide Learning activities were introduced to enrich students' experiences beyond the classroom.

In conclusion, feedback from both teachers and students was overwhelmingly positive. Teachers unanimously advocate for continued funding to maintain additional staffing, develop innovative teaching strategies, and implement programs that support students with special learning or mental health needs.

5. Financial Summary

	Balance B/F	Income \$	Expenditure \$	Surplus/Deficit	Topped-up by EOEBG General Domain	Amount Refundable to EDB	BALANCE C/F	Surplus \$
Government Fund								15,528,270.54
(1) EOEBG Grant								
(a) EOEBG Baseline Reference		2,434,940.31		2,434,940.31				
Other Income		120,757.30		120,757.30				
School & Class Grant		6,656.16	1,381,018.95	-1,374,362.79				
Lift Maintenance Grant			80,780.00	-80,780.00				
Prog Fund for Whole-Sch Ap to Guidance & Discipline			1,966.10	-1,966.10				
Supplementary Grant			366,220.50	-366,220.50				
Composite Furniture & Equip. Grant			1,959,906.56	-1,959,906.56				
Air Cond. Grant for Prep Room of Lab.			4,392.00	-4,392.00				
EOEBG Baseline Ref - Sub-total :		2,562,353.77	3,794,284.11	-1,231,930.34				
(b) Specific Grant								
Administration Grant		4,717,613.52	4,715,365.31	2,248.21				
Air-conditioning Grant		641,002.50	344,443.00	296,559.50				
Capacity Enhancement Grant		666,935.00	604,458.76	62,476.24				
Composite Information Technology Grant		576,658.00	875,112.95	-298,454.95				
School-based Speech Therapy Administration Grant		8,415.00	4,287.60	4,127.40				
School-based Management Top-up Grant		52,596.00	41,500.00	11,096.00				
EOEBG Specific Grant - Sub-total :		6,663,220.02	6,585,167.62	78,052.40				
EOEBG General domain	6,366,250.48							
Funds set aside for SP/LSP		954,181.00	1,198,645.00	-244,464.00				
Δ Topped up the Deficit Bal of ITSSG			96,304.00	-96,304.00				
Δ Topped up the Deficit Bal of TRG			198,703.80	-198,703.80				
EOEBG General domain - Total :	6,366,250.48	954,181.00	1,493,652.80	-539,471.80				
EOEBG Baseline Ref + Specific Gr + General domain :	6,366,250.48	10,179,754.79	11,873,104.53	-1,693,349.74			4,672,900.74	
(2) NON-EOEBG Grant								
Other Recurrent Grant	0.00	569,012.00	569,012.00	0.00			0.00	
Committee on Home-Sch Co-op Proj Grant	11,635.00	11,978.00	6,765.50	5,212.50			16,847.50	
Salaries Grant	0.00	60,483,626.43	60,483,626.43	0.00			0.00	
Employer's Cont to PF Scheme for NT A/C	0.00	634,600.44	649,588.07	-14,987.63			-14,987.63	
Fringe Benefits under Enhan. NET Scheme	0.00	115,582.63	187,062.63	-71,480.00			-71,480.00	
# School-based After-school Learning & Support Prog.	102,000.00	124,200.00	93,974.00	30,226.00		-8,026.00	124,200.00	
Δ Teacher Relief Grant for IMC School	0.00	296,550.00	495,253.80	-198,703.80	198,703.80		0.00	
Learning Support Grant for Secondary School	12,189.80	252,464.00	256,467.00	-4,003.00			8,186.80	
O Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	94,600.00	10,400.00		-10,400.00	105,000.00	
Moral and National Education Subject Support Grant	431,000.00	0.00	0.00	0.00			431,000.00	
Δ Information Technology Staffing Support ITSSG (ITSSG)	0.00	333,812.00	430,116.00	-96,304.00	96,304.00		0.00	
Grant for the Sister School Scheme	106,637.00	162,994.00	269,631.00	-106,637.00			0.00	
+ Promotion of Reading Grant	74,646.00	76,064.00	72,646.25	3,417.75		-1,999.75	76,064.00	
Life-wide Learning Grant	1,455,555.00	1,483,217.00	1,735,958.69	-252,741.69			1,202,813.31	
% Student Activities Support Grant (SAS Grant)	0.00	87,750.00	49,668.00	38,082.00		-38,082.00	0.00	
One-off Citizenship & Social Develop Grant	289,179.00	0.00	49,205.00	-49,205.00			239,974.00	
Mental Health at School (One-off Grant)		60,000.00	0.00	60,000.00			60,000.00	
Mental Health of Parents & Students (One-off Grant)		20,000.00	8,435.80	11,564.20			11,564.20	
One-off Grant on Parent Education (Secondary)		200,000.00	0.00	200,000.00			200,000.00	
Promotion Chi Culture Immersion Activities (One-off Grant)		300,000.00	0.00	300,000.00			300,000.00	
Promotion Sport Ambience & MVP A60 in Sch (One-off Grant)		150,000.00	0.00	150,000.00			150,000.00	
HK School Drama Festival Fund	10,900.00	3,850.00	0.00	3,850.00			14,750.00	
IT Innovation Lab in Sec Schs Programme	308,972.00	301,670.00	573,980.00	-272,310.00			36,662.00	
Jockey Club Joy of E-Reading Scheme	5,000.00	0.00	0.00	0.00		-5,000.00	0.00	
Sub-total :	2,912,713.80	65,772,370.50	66,025,990.17	-253,619.67	295,007.80	-63,507.75	2,890,594.18	
(3) OTHERS								
Other Charges : Income & Expenditure A/C	253,082.70	0.00	17,655.97	-17,655.97			235,426.73	
Sub-total :	253,082.70	0.00	17,655.97	-17,655.97	0.00	0.00	235,426.73	
SCHOOL FUNDS (GENERAL FUNDS)								
Approved Coll. For Specific Purposes	818,074.77	239,400.00	113,819.00	125,581.00			943,655.77	
Subscriptions	4,721,014.28	341,770.89	234,567.18	107,203.71			4,828,217.99	
Air-conditioners Fund	40,713.24	0.00	0.00	0.00			40,713.24	
Anniversary	7,332.64	44,892.00	0.00	44,892.00			52,224.64	
Fund-Helping students fr underprivileged families	192,294.50	0.00	7,330.00	-7,330.00			184,964.50	
Sustainable Learning Development Fund	216,794.13	26,018.00	0.00	26,018.00			242,812.13	
Sub-total :	5,996,223.56	652,080.89	355,716.18	296,364.71			6,292,588.27	
Grand Total:	15,528,270.54	76,604,206.18	78,272,466.85	(1,668,260.67)	295,007.80	-63,507.75	14,091,509.92	
								-1,436,760.62
								14,091,509.92

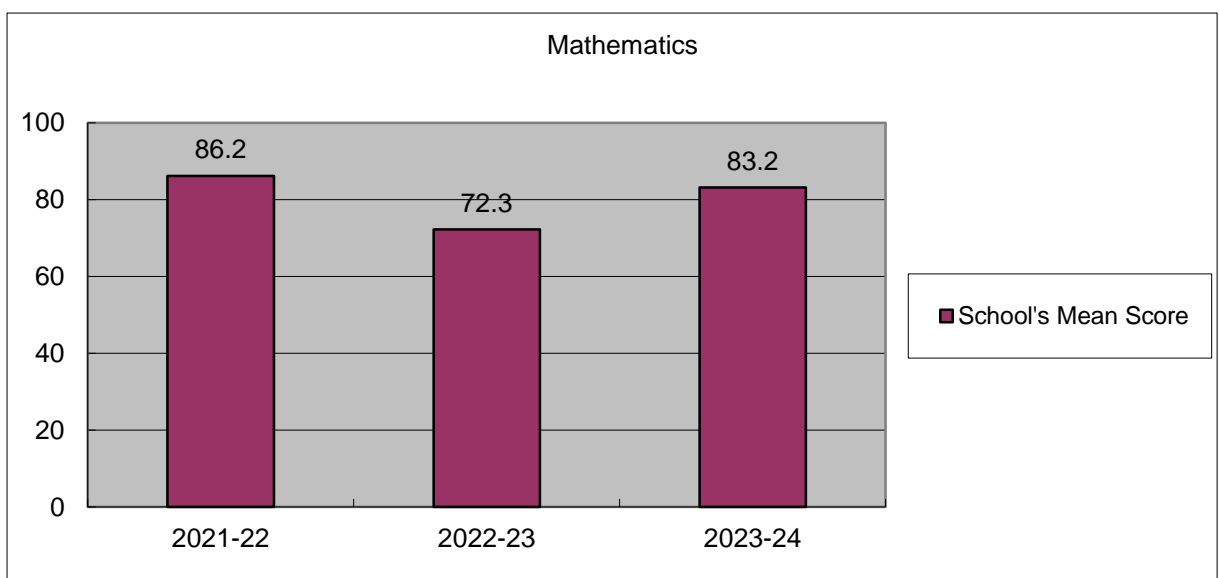
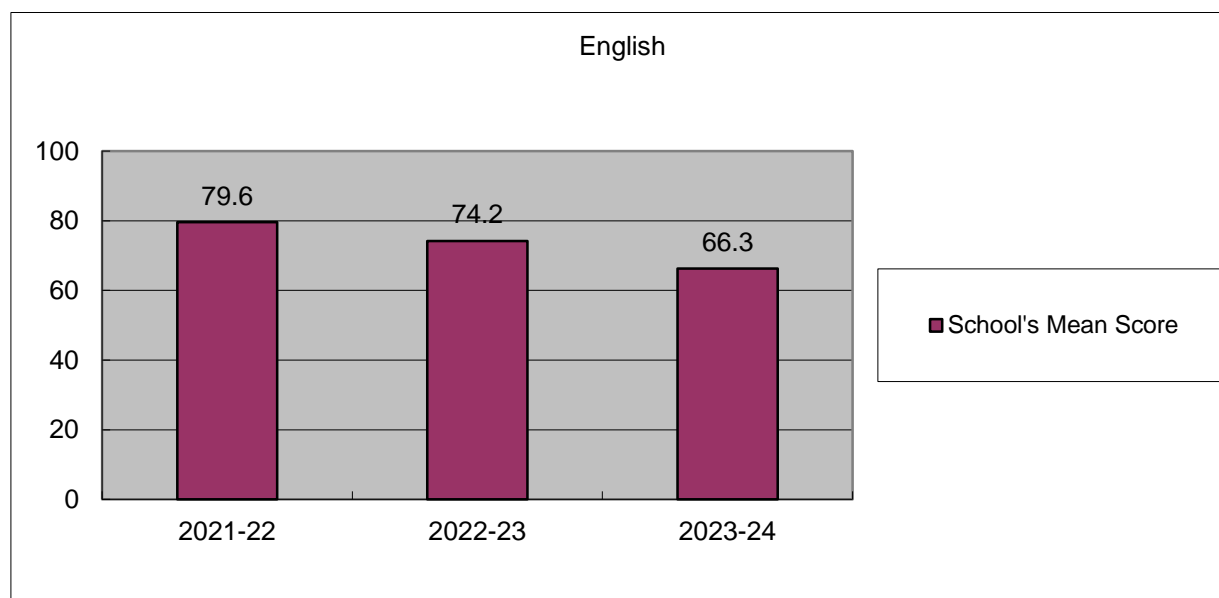
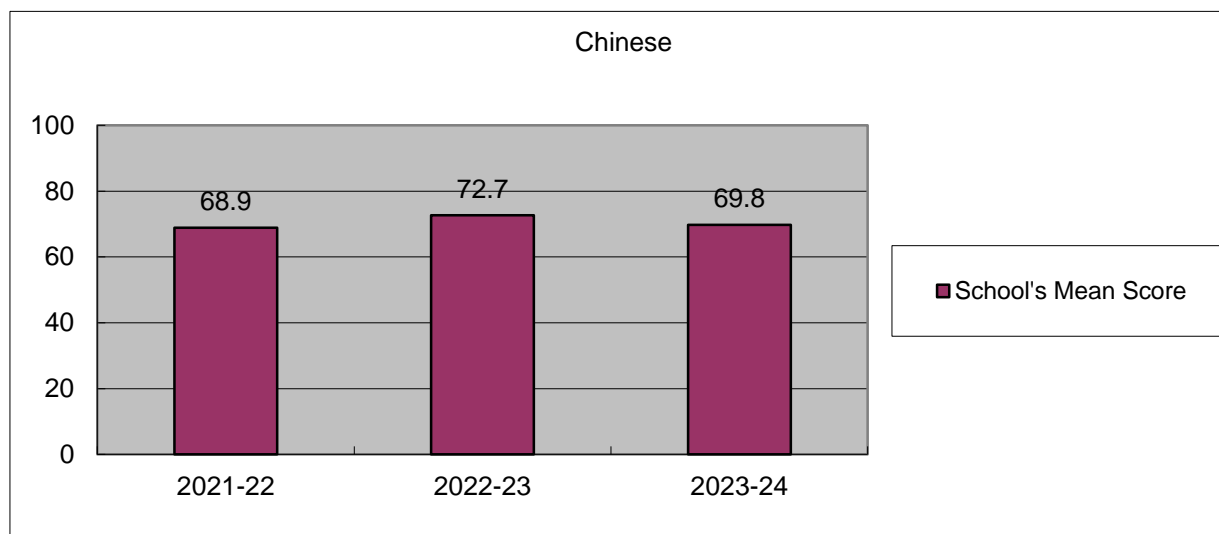
Δ 23-24 Total Deficit Balance of ITSSG (\$96,304) & TRG (\$198,703.8) were topped up by General Domain of EOEBG.
 # 23-24 Unspent Balance of School-based After-school Learning & Support Programme (\$8,026) to be refunded EDB.
 O 23-24 Unspent Balance of Diversity Learning Grant - Other Programmes (\$10,400) to be refunded to EDB .
 + 23-24 Unspent Balance of Promotion of Reading Grant (\$1,999.75) to be refunded to EDB .
 % 23-24 Unspent Balance of Student Activities Support Grant (\$38,082) to be refunded to EDB .
 □ 23-24 Unspent Balance of Jockey Club Joy of E-Reading Scheme (\$5,000) was refunded to EDB on 18/7/2024 .

6. Student Performance

6.1 Academic Performance

6.1.1 HKAT (Pre-S1)

The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below: (*21-22 and 22-23 Score converted based on 18-19.)



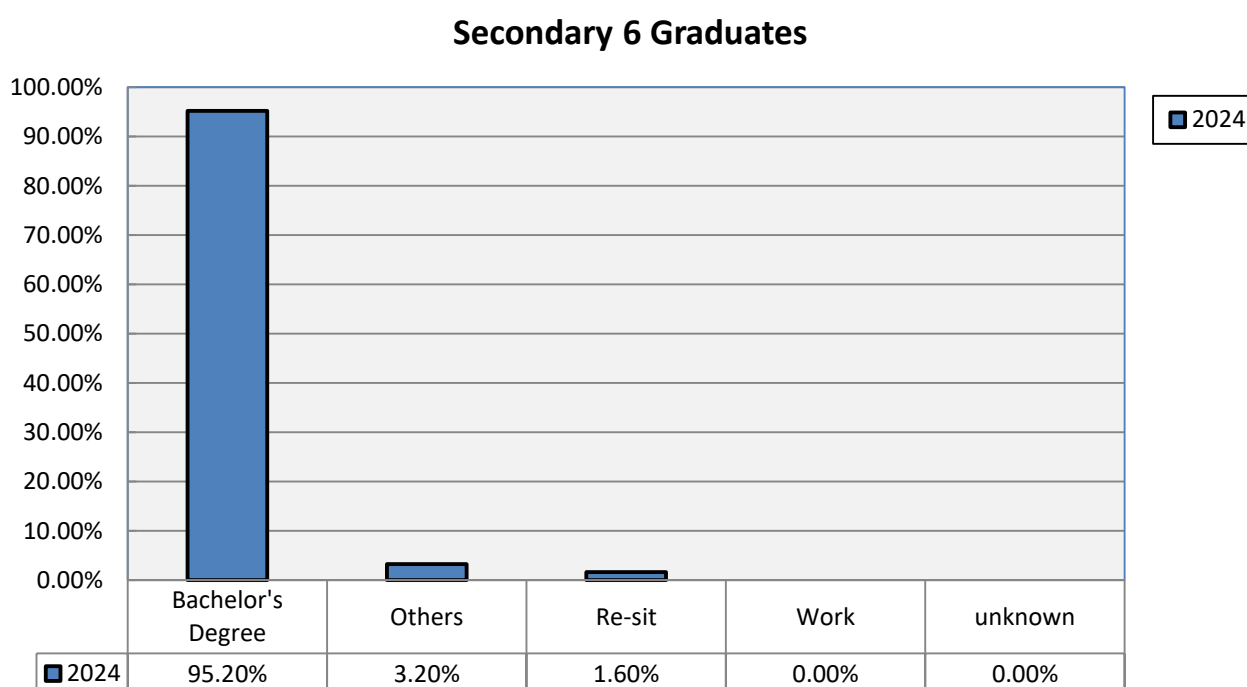
6.1.2 HKDSE

Our school attained the following results in the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past 3 years:

	2021/22	2022/23	2023/24
No. of students sat	128	130	124
Average % of subjects awarded level 2 or above	99.5%	99.9%	99.6%
Average % of subjects awarded level 4 or above	78.9%	80.1%	84.9%
Average % of subjects awarded level 5 or above	42.4%	41.9%	53.1%

6.1.3 Destinations of exit students

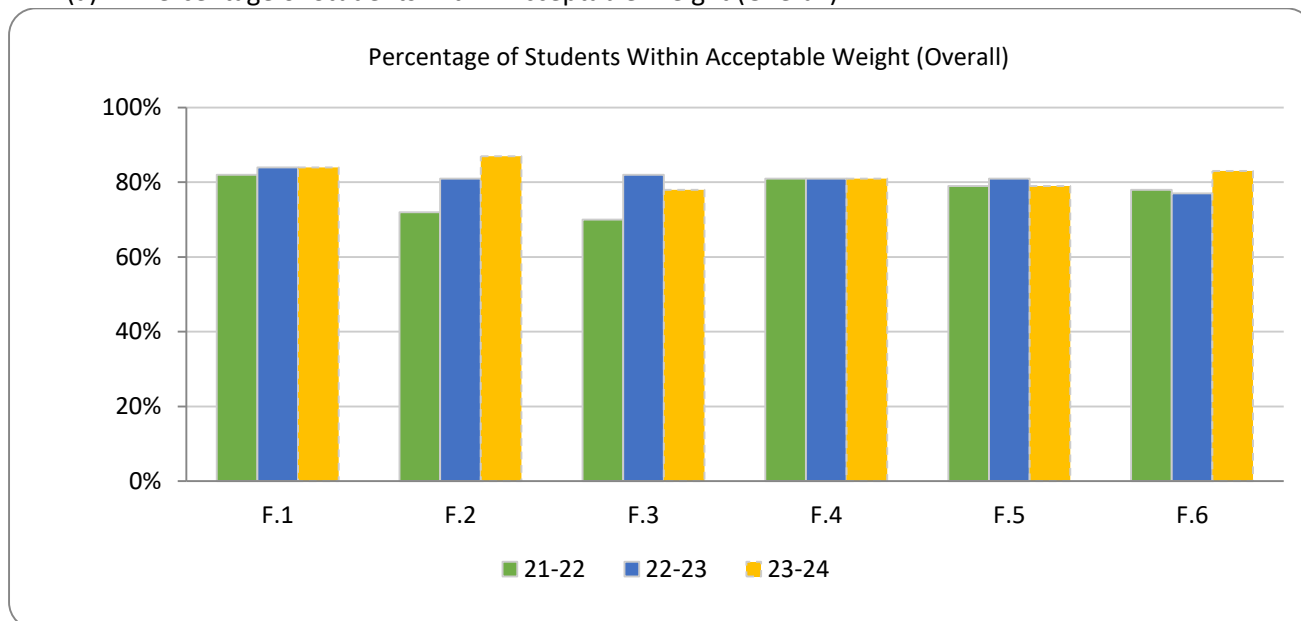
The following bar chart shows the percentages of academic and other final destinations of our S6 students in the year of 2024.



6.2 Non-academic Performance

6.2.1 Students' Physical Development Report

(a) Percentage of Students within Acceptable Weight (Overall)



6.2.2 Library Report 2023-2024

Achievements

The school library plays an active role in supporting teachers and students in teaching and learning activities while providing professional guidance and support throughout the year.

The school library consists of the Main Library and the Reading Lounge, both offering user-friendly services and up-to-date information to meet the informational and educational needs of students and teachers. Our services include lending library materials, newspapers, and periodicals.

This year, our Main Library collections (including the Reading Lounge collections) encompass a stock of 11,800 Chinese books, 8636 English books, and approximately 1332 multimedia items. Additionally, the library subscribes to 43 local and overseas periodicals and 4 local newspapers. We have also subscribed to the digital versions of "South China Morning Post," "The Economist," "Sing Tao Education," "Ming Pao," and "Hong Kong Economic Times" to support the development of the Senior Secondary Curriculum. Furthermore, we have joined the Jockey Club Joy of E-Reading Scheme this year, enabling students and teachers to enjoy reading e-books from the School JoyReadClub (金閱閣). Teachers can also access reading data provided by the platform to learn about the reading habits of each student and devise strategies to promote reading at school.

To encourage students to visit the library frequently and cultivate their reading interest and habits, we organize a wide range of activities every year. From September 2023 to June 2024, the library activities organized included:

1. Classroom Library Scheme
2. S1 Library Orientation in September, 2023
3. Monthly New Book Display and Recommendations
4. Enthusiastic Borrower Billboard Competition

5. Thematic Book Exhibition - Mathematics Book Reports in October 2023
6. Annual Book Fair in November 2023
7. Cultural and Reading Exchange Tour (台南書店地圖之旅) in January 2024
8. 2024 Thematic Book Exhibition – (心靈成長書籍展) in February 2024
9. Promotion for the Chinese Poetry – (第 34 屆全港詩詞創作比賽) in March
10. Promotion for the 2024 World Book Day on the theme "Reading Love (Love Reading)" and the 2024 World Copyright Day to raise students' awareness of copyright laws in April 2024
11. Chinese Culture Day (茶道) in April 2024
12. S1 to S4 Assistant Librarian Internship Program in May 2024
13. Day 4 Assembly Cultural and Reading Exchange Tour Sharing in May 2024
14. Parents' Workshop (快樂的軌跡) and books sharing in June 2024

Reflection

We believe that through reading, we can connect with others despite the distance and also embark on imaginary journeys. The library team consists of one chief librarian, one assistant librarian, and 30 dedicated student librarians. To empower and inspire team members, we offer special training programs and workshops for student librarians to develop their leadership skills and sense of responsibility. We uphold the motto "We are brothers and sisters serving brothers and sisters" and are privileged to have this opportunity to serve our fellow students at school.

Since 2019, we have established a Reading Core Group to promote the reading culture at school. In the coming year, we are going to enlarge the Reading Core Group to invite all subject panels to join and renamed it as the Reading Across Curriculum (RAC) Promotion Group. We are looking forward to organizing more interesting and creative reading programs in the coming years.

In addition, to enhance the students and teachers' understanding of the Hong Kong National Security Law, we have increased the collection of related books and audiovisual materials. By offering a diverse selection of books, students and teachers can explore different viewpoints, interpretations and analyses of the National Security Law. This can help foster critical thinking and a broader understanding of the law's implications for Hong Kong society. Audiovisual materials such as documentaries can also provide students with a more engaging and interactive learning experience, making complex concepts easier to comprehend.

On the hand, collaborating with different subject panels to ensure the school library collection adheres to the guidelines set by the EDB and the requirements of the Hong Kong National Security Law, we have removed those books and audiovisual materials from the shelves which are suspected to be in the breach of the law. At the same time, we will review and update the selection policy periodically to reflect changes in educational guidelines and legal requirements. Regular communication with subject panels to seek their advice ensures that the library collection remains relevant and aligned with the curriculum.

Library Use Distribution

In the 2023-24 academic year, our school library opened for 157 days, with an average daily borrowing record of approximately 22.8 items. This year, we subscribed to nearly 3,200 e-books from JoyReadClub (金閱閣), including both Chinese and English materials. According to the e-books usage report, in 2022-23, only 47 out of 852 students accessed the e-books, and 12 out of 69 teachers found them useful. However, after a series of reading promotion activities, including Friday reading broadcasts and the e-book incentive scheme, in 2023-24, 257 out of 865 students accessed the e-books, and 23 out of 67 teachers found them useful. Moreover, in collaboration with the Chinese and Chinese Literature departments, we introduced the Mobile Pop-up Library Book Cart in the school courtyard, making it more convenient for both students and teachers to borrow or return library books. According to the library records, the total number of books borrowed during this academic

year until June reached 3,574 items. To improve the accessibility of reading materials (both print books and e-books) in school, we will organize a series of interesting programs with different panels to enhance the reading culture in the coming years. Fostering a vibrant reading culture with enhanced cross-curricular activities is one of our major concerns in the upcoming Three-Year School Plan.

Feedback and Follow-up

With the aim of building and maintaining a comprehensive library collection and improving the reading culture at school, the library has planned several new initiatives for the upcoming academic year, 2024-25. These initiatives include:

1. **Expansion of E-book Collection:** The library will continue to expand its collection of e-books and promote their usage among students and teachers. We will explore partnerships with additional e-book platforms to provide a wider range of digital reading materials.
2. **Reading Challenges and Incentive Programs:** To encourage students to read more, we will organize reading challenges and incentive programs throughout the year. These programs will include reading competitions, book reviews, and rewards for achieving reading milestones.
3. **Author Visits and Book Talks:** We plan to invite authors and guest speakers to the school for book talks and interactive sessions with students. These events will provide opportunities for students to engage with authors, ask questions, and develop a deeper appreciation for literature.
4. **Collaborative Projects with English and Chinese Departments:** We will collaborate with the English and Chinese departments to develop cross-curricular projects, such as the Reading Ambassador Scheme that integrate reading and language skills. These projects will promote reading comprehension, critical thinking, and creativity.
5. **Virtual Book Club:** We will launch a virtual book club that allows students and teachers to discuss and share their thoughts on selected books. The virtual platform will enable participants to recommend books, and exchange ideas on a regular basis.
6. **Reading Promotion Events:** The library will organize various reading promotion events, such as book fairs, book swaps, and reading-themed exhibitions. These events will create a lively and engaging environment that encourages students to explore different genres and discover new books.
7. **Library Outreach Programs:** To extend the library's reach beyond the school, we will develop outreach programs that involve the local and overseas community. These programs may include book donation drives, reading and culture exchange tours.
8. **Library Website and Online Resources:** We will enhance the library's website and online resources to provide easy access to digital materials, reading recommendations, and research tools. The website will be regularly updated with new content and interactive features.
9. **Student Librarian Training Program:** The library will continue to offer training programs for student librarians, empowering them with leadership skills, library management knowledge, and a passion for promoting reading. Student librarians will play an active role in organizing library activities and assisting their peers in utilizing library resources.
10. **Wellness Library:** To collaborate with the Counselling Committee to create the Therapy Corner in the library to promote students' mental and emotional health.

In general, these initiatives aim to create a dynamic and inclusive library environment that fosters a love for reading, caring and supports academic pursuits, and nurtures a lifelong learning mindset among students and teachers. The library team is committed to providing excellent services and resources to meet the evolving needs of the school development.

The 2024-25 Library Plans are as follow:

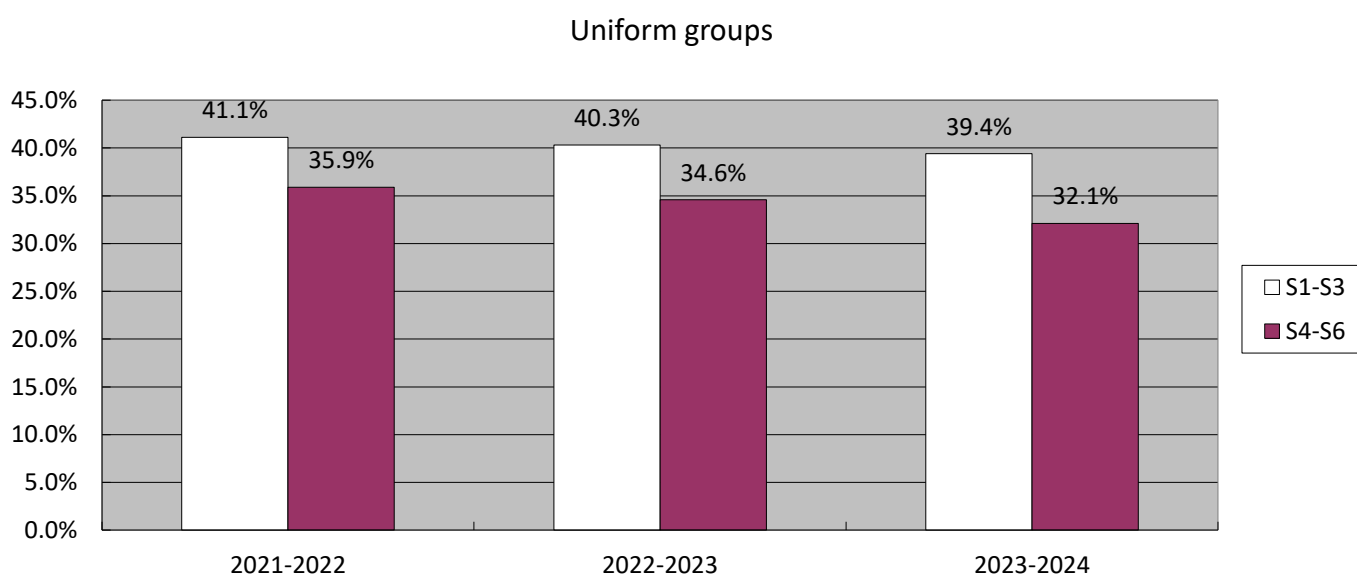
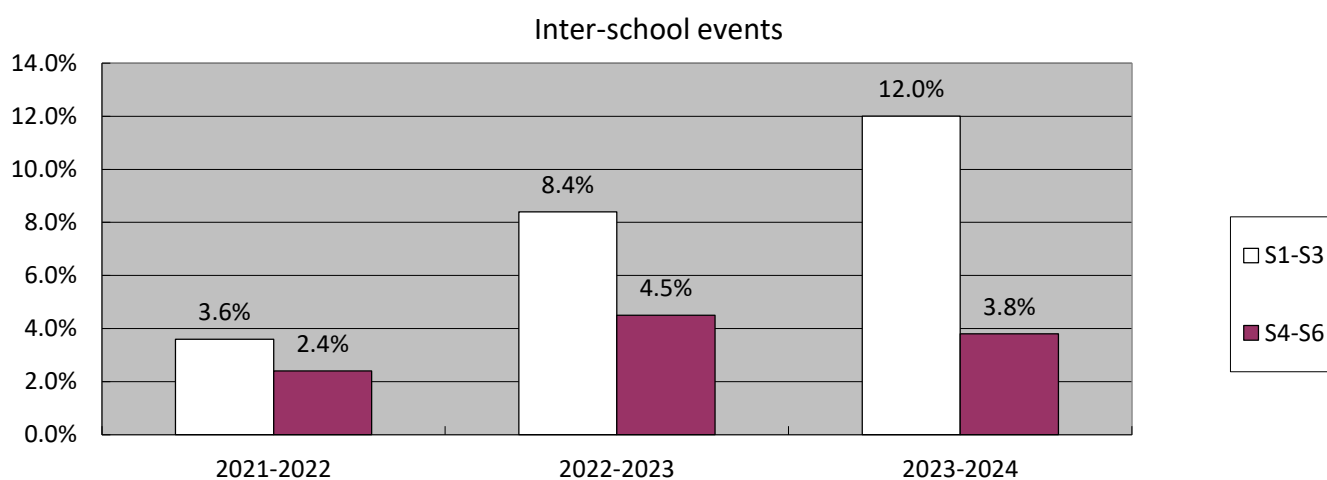
Library Plans	
Time Scale	Work Items
September 2024	To organize a F.1 Library workshop.
October 2024	Through the project with the Chinese and Chinese Literature Panels 《深圳書店地圖》 to promote students' cultural literacy and create the reading atmosphere.
November 2024	To organize the Annual Book Fair
January 2025	To refurbish and establish new facilities to create more reading spaces and provide students with a conducive learning environment
January 2025	To plan and organize cultural exchange tours
March 2025	To collaborate with the Reading Across Curriculum(RAC) Promotion Group to launch the TST BookFest.
April 2025	To collaborate with the Chinese Panel, English Panel and the Chinese Literature Panel to promote the school's reading culture by means of Mobile Pop-up Library (Book Rental Service) .
June, 2025	Parents reading workshop
Whole Year	To display an average of 60 new items every two months
Whole Year	To collaborate with the (RAC) Promotion Group to promote good books recommended by teachers and students via the Day 4 Assembly, the E-class library system, and book sharing workshops
Whole Year	To organize "Thematic Book Exhibition" to support Project-based Learning programs
Whole Year	To provide attractive stock by purchasing more new books and discarding outdated and damaged books
Whole Year	To follow the requirements of the Hong Kong National Security Law, school library removed the suspicious collections of those books and Audio Visual materials from the shelves
Whole Year	To collaborate with the Counselling Committee and set up the Therapy Corner in the library to enhance students' self-esteem and promote their mental and emotional health.

Conclusion

The promotion of a reading culture has been identified as one of the key tasks for enhancing life-long learning and to support students' all-round development. Thanks to the school authority, teachers and parents, we have worked in close collaboration to promote the reading culture at school. Our school library also provides a wide range of quality reading materials and support for both teachers and students. Hopefully, we can continue to widen our students' horizons and support teachers in teaching and learning activities.

6.2.3 Student Participation in Inter-school Events and Uniform Groups

- (a) The following bar charts report the participation rates (number of participating students divided by the total number of students in the school) for S1-3 and S4-6 inter-school events and uniform groups in the past 3 years. Inter-school events include Schools Music, Speech and Dance Festivals and sports events organized by the HK Schools Sports Federation. Uniform groups include Scouts, Girl Guides and Air Cadets and Red Cross Youth Unit.



- (b) Participation rates (in terms of student-times) of our students (all levels) in co-curricular activities and uniform groups in the past 3 years:

Activities	2021/2022	2022/2023	2023/2024
Inter-school sports events	48 (Covid-19)	198	219
Schools Dance Festival	100	37	50
Schools Music Festival	21	31	40
Schools Speech Festival	131	170	147
Scouts	510	600	600
Girl Guides	420	450	380
Air Cadets	150	120	180
Red Cross Youth Unit	156	695	605

6.2.4 Non-academic Achievements

Our students had satisfactory non-academic achievements in various categories. A brief summary is as follows:

I. Arts

Events	Achievements
60 th Schools Dance Festival Competitions	Highly Commended Award Honours Award
Hong Kong School Drama Festival 2023-2024 Secondary School (Cantonese)	Award for Outstanding Cooperation Award for Outstanding Performer: 4
Hong Kong Joint School Music Competition	Gold Award: 1 Silver Award: 2 Bronze Award: 1
76 th Hong Kong Schools Music Festival	Champion: 2 Silver Award/Second: 28 Bronze Award/Third: 10
2023 Hong Kong Youth Music Interflows	Bronze Award
Drago Cavallo. Youth Art Competition	Bronze Award
The 3 rd Hong Kong School Chinese and English Handwriting Competition	Champion
金紫荊盃青少年書法大賽 2024	二等獎
第四十八屆全港青年學藝比賽	優異獎
第十二屆文協盃書法比賽	一等獎: 1 二等獎: 1
第三屆筆藝全城書法比賽	冠軍: 1 亞軍: 1 季軍: 1 團體獎: 1

II. Information Technology

Events	Achievements
Database Mini Competition	First runner-up: 1 Silver Award: 3
e-STEAM@Home Award Scheme 2023	Platinum Award: 2 Gold Award: 1 Silver Award: 1
Master Code 2022-2023 - "Envisage the Climate Blueprint with AI"	Champion: 1 First runner-up: 1 Merit: 1
The Microsoft Office Specialist (MOS) Championship HK 2023	Gold Award: 5 Silver Award: 4
Python Application Challenge 2024	Merit: 3
RoboMaster 2023 Youth Tournament (Hong Kong)	Division Champion
粵港澳大灣區 STEM/AI 挑戰賽 香港區賽事決賽	亞軍
第二屆粵港澳大灣區 STEM/AI 比賽 深圳總決賽	三等獎
第一屆 Global Marty Challenge 全球機械人挑戰賽 (香港區)	季軍
2023 / 2024 STEM 遊蹤全能比賽	冠軍: 3

III. Speech

Events	Achievements
Hong Kong Federation of Youth Groups (HKFYG) English Public Speaking Contest	Certificate of Good Performance Trophy of Merit
“21 st Century Cup” National English Speaking Competition	Best Impromptu Speaker Award
Scripture Speech Festival (聖經朗誦節)	Champion: 1 First runner-up: 1 Merit: 3
75 th Hong Kong Schools Speech Festival (English)	Champion: 6 First runner-up: 9 Second runner-up: 8 Merit: 57
第七十五屆香港學校朗誦節中文朗誦比賽 (粵語)	冠軍: 1 亞軍: 7 季軍: 4 優異: 14
第七十五屆香港學校朗誦節中文朗誦比賽 (普通話)	冠軍: 7 亞軍: 6 季軍: 1 優異: 15

IV. Sports

HONG KONG SCHOOLS SPORTS FEDERATION INTER-SCHOOL COMPETITIONS (SHATIN and SAI KUNG DISTRICT)	
Events	Achievements
Badminton	Merit
Basketball	Merit: 3
Fencing (Sabre)	Second runner-up: 2
Football (Division II, Boys U15)	Champion
Swimming	Champion: 1 First runner-up: 2 Second runner-up: 1 Third runner-up: 1
Table Tennis	Merit: 3
Volleyball	Champion: 1 Second runner-up: 1 Third runner-up: 1 Merit: 2
OTHERS	
Hong Kong Inter-school Orienteering Championships	Champion: 2 First runner-up: 2 Second runner-up: 1 Individual prize: 14
Hong Kong Inter-school District Orienteering Championships	Champion: 2 First runner-up: 1 Second runner-up: 1 Individual prize: 13
New Territories Marathon 2024	Fourth Runner-up
Panasonic Pacers Charity Easter Run 2024	Second runner-up
Hong Kong Green Run 2024	Second runner-up
Hong Kong Long Course Swimming Championship	Second runner-up
New Territories Swimming Championship	Second runner-up
HKSSF Shatin & Sai Kung Secondary Schools Area Committee Outstanding Athletes Award	1 student awarded
Watson Group Hong Kong Student Sports Awards	1 student awarded

V. Subjects Related

Events	Achievements
Hong Kong Biology Literacy Award 2023-2024	Second-class Honour
International Biology Olympiad – Hong Kong Contest 2023	Honourable Mention
International Chemistry Quiz 2023	High Distinction: 13 Distinction: 11
The Chemists Online Self-study Award Scheme 2023	Diamond Award: 4 Gold Award: 3
Hong Kong Economics Olympiad 2023	Silver Award: 5
2023 Hang Lung Mathematics Awards	Silver Award
2024 Hua Xia Cup Mathematics Contest – Hong Kong(heat event)	First Rank Award: 3 Second Rank Award: 9 Third Rank Award: 9
Global Junior Math Assessment Test 2024	Bronze Award: 2 Merit Award: 1
The 26 th Hong Kong Mathematical High Achievers Selection Contest	First-class Honour: 1 Second-class Honour: 2 Third-class Honour: 1 Merit Award: 5
41 st Hong Kong Mathematics Olympiad	Second-class Honour: 3 Third-class Honour: 1
The Competition on the Mathematics of Information (CMI) 2023 / 2024	Silver Award: 3 Bronze Award: 5 Honourable Mention : 5
True Light Girls' Invitational Mathematics Contest 2023	Champion: 1 Distinction: 1 Merit: 1
PolyU Science Young Talents Competition 2024	First Runner-up
『情定歷史』全港中學生網上閱讀獎勵計劃	優異獎: 19
『歷史好好玩』全港中學生網上閱讀獎勵計劃	優異獎: 12
『第二屆好山好水好香港』全港中小學生創意寫作比賽	優良一等獎: 2

VI. Others

Events	Achievements
The 19 th Sha Tin District Outstanding Students	2 students awarded
The 35 th Hong Kong Special Administrative Region Outstanding Students Selection	1 student awarded
Hong Kong Youth Scrabble Champions Tournament 2023	Second Best Performing Team
Association Cup Inter-School Scrabble Tournament 2023	Champion
The 7 th /8 th Shatin Inter-School Scrabble Competition 2023/2024	Champion: 2 Second Runner-up: 2 Honourable Mention: 1 High Game Award: 2 High Word Award: 1 Bingo Machine Award: 4 Best Novice Award: 1 Most Valuable Player: 1
The 11 th C.C.C. Mong Man Wai College Inter-School Scrabble Tournament	First runner-up: 2
Hong Kong Scrabble Challenge 2023	First runner-up: 1 Second runner-up: 1
Health School Project Competition	Merit Award: 6
第 34 屆中學生閱讀報告比賽	冠軍: 2
第三屆 1 vs 1 演辯之星挑戰賽	冠軍
第四屆全港中學學界辯論比賽	季軍 最具價值辯論員獎: 1
第二屆至善盃 - 全港中學生粵語辯論比賽	團體季軍 最佳陣容獎: 2 最具價值辯論員獎: 1
香港紅十字會 「新界東總部友誼活動設計比賽 2023-2024」	冠軍
香港紅十字會「全港友誼活動創作比賽 2023-2024」	季軍
童軍新界東步操、團呼、快樂傘及升旗比賽朱俊豪盃會操	亞軍 最佳司令員獎
香港青年獎勵計劃	銀章: 12 銅章: 2