

Shun Tak Fraternal Association
Leung Kau Kui College
順德聯誼總會梁銑琚中學



School Report
(2022 – 2023)

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Vision and Mission

Vision

1. Shun Tak Fraternal Association's vision:
 - (1) To promote Chinese culture by upholding the spirit of benevolence in Confucianism.
 - (2) STFA's school ethos embodies Erudition, Propriety, Commitment and Honesty
 - (3) To cultivate students into responsible and virtuous citizens.
 - (4) To build strong foundations in both Chinese and English Languages
 - (5) To foster an appreciation for lifelong learning by nurturing inquisitive minds.
 - (6) To nurture altruistic citizens with allegiance to the community and our country.
 - (7) To establish quality education.

Mission

2. Shun Tak Fraternal Association Leung Kau Kui College's mission:
 - (1) To foster holistic student development in moral, intellectual, physical, social, and aesthetic domains.
 - (2) To design a student-centred curriculum aimed at showcasing their full potential.
 - (3) To equip our students with excellent proficiency in both Chinese and English Languages, along with strong logical thinking skills.
 - (4) To inspire our students to adapt to the modern advancements by focusing on information literacy.
 - (5) To strengthen self-directed learning.
 - (6) To foster strong connection with parents, all working towards our common goal of supporting our students.
 - (7) To encourage lifelong learning among teachers.
 - (8) To inspire our students to become an active role in the community by strengthening our ties.

School and Student Profile

Brief Introduction of the School

3. Founded by the Shun Tak Fraternal Association in 1981, Leung Kau Kui College is a full-time government-aided coeducational school. After 40 years of determined efforts, it is now one of the best-known EMI schools in Tuen Mun. The students have outstanding performance both in academic and non-academic aspects.

The school provides high-quality all-round education for students in the district. To achieve this, the school offers balanced learning opportunities both inside and outside the classroom in which the five aspects of development, namely moral, intellectual, physical, social and aesthetic, are emphasized. Meanwhile, the school strives to nurture students to be responsible citizens of the society, the nation and the world under the school's mottoes 'Self-discipline, Self-Improvement and Self-Confidence' and core values CD2R (Caring, Drive, Responsibility and Respect). In recent years, positive education is also highlighted. It is hoped that students are furnished with a fruitful life with positive attitudes and values.

Lesson Time for the 8 Key Learning Areas

4. (a) The following lists the percentage of lesson time allocated to each key learning area in our school.

KLA Form	Chinese Language	English Language	Math. Education	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	Physical Education	SS Liberal Studies/ Citizenship and Social Development	SS Elective Subjects	OLE	Total
S1 – S3	15.5%	15.5%	13.8%	12.1%	8.0%	19.6%	7.5%	4.0%	--	--	4.0%	100%
S4 – S6	15.8%	15.8%	12.3%	--	--	--	--	3.5%	8.8%	36.8%	7.0%	100%

- (b) The following shows the senior secondary elective subjects offered in each KLA.

KLA Form	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	PE	Others	Total
S4	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts	PE#	Japanese# ApL	13
S5	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts	PE#	Japanese# ApL	13
S6	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts	PE#	Japanese# ApL	13

#Network courses

Class Structure

5. There were 24 classes in our school in the academic year of 2022-2023, including four classes from S1 to S6. The total number of students in our school was 691 of which 342 were male and 353 were female students.

Vacant School Places

6. As the number of applicants exceeded the places we offered, there were no vacancies in our school.

Student Attendance

7. There were 195 school days (167 active school days) in the academic year 2022-2023. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
S1	97.5%
S2	97.2%
S3	96.8%
S4	95.6%
S5	95.4%
S6	93.3%

Students' Reading Habits

8. Number of reading items students borrowed from the school library :

S1	S2	S3	S4	S5	S6	Total
2044	210	393	184	154	--	2985

9. Record of borrowed items :

Chinese reading items	English reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
2694	664	103	17	2	0	3480

10. Number of reading items students borrowed in the Chinese Reading Scheme :

Total
1544

Students' Performance

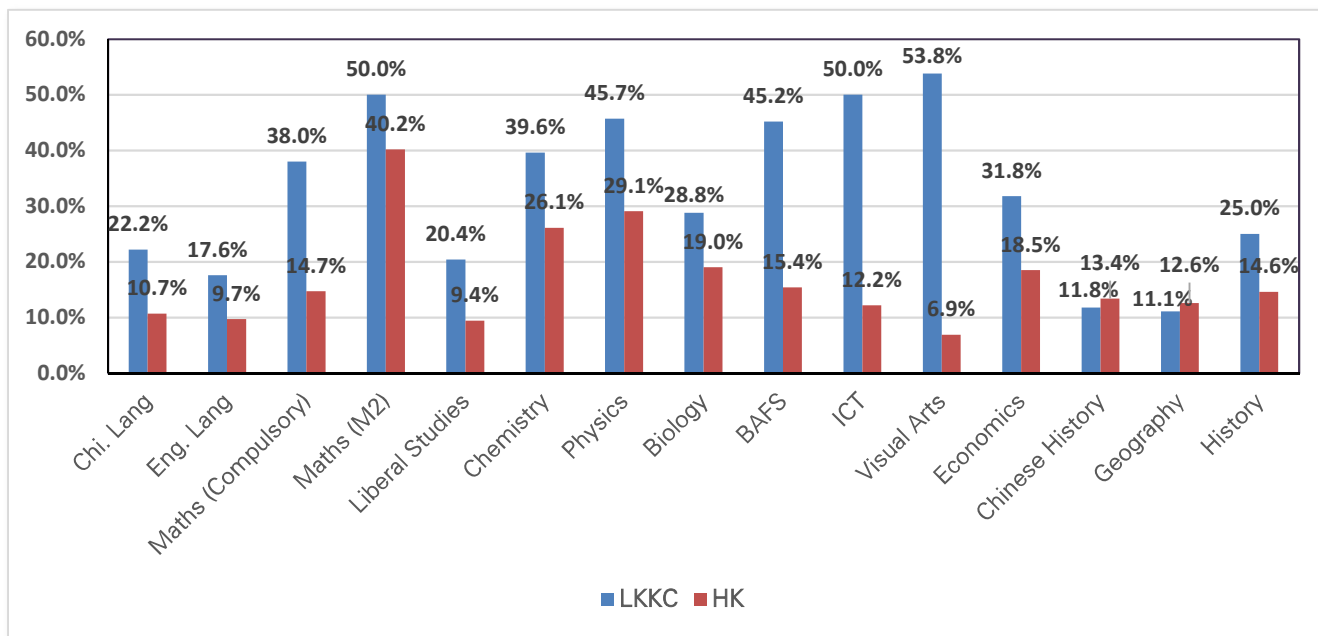
11. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2022-2023

	English	Chinese	Mathematics
Results (mean)	70.1	74.0	85.4

12. Hong Kong Diploma Secondary Education (HKDSE) Examination 2023

Our students obtained good results in the 2023 HKDSE. There are 108 S6 students and they obtained a total of 521 Level 4+ and 217 Level 5+ of which 11 were Level 5** and 71 were 5*. Percentage of students who attained "3322" in 4 core subjects: 92.6%, Level 2+ in 5 subjects :100%, Level 3+ in Chinese Language: 94.4%, Level 3+ in English Language: 95.4%, Level 2+ in Mathematics: 100% and Level 2+ in Liberal Studies: 100%. On average, each student obtained Level 4+ in 4.8 subjects.

Level 5 or above Percentage of HKDSE Subjects 2023:

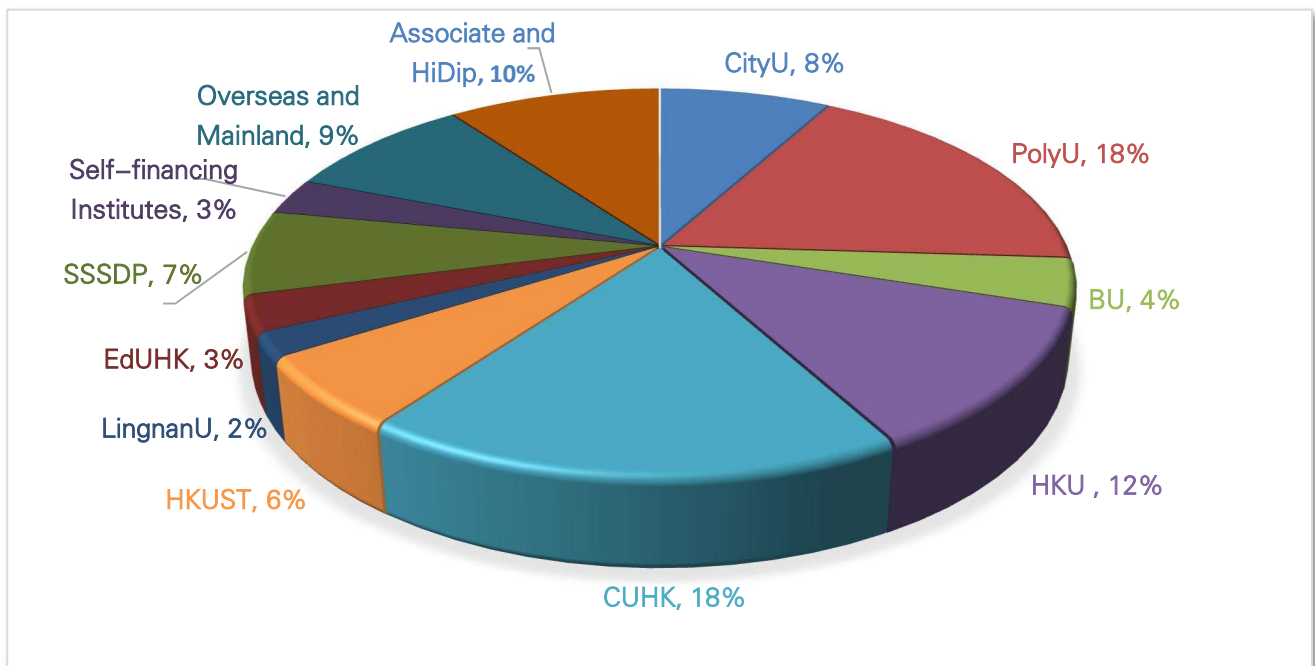


Students' Careers Development

13. Students' Early Exit (students who dropped out before completing their studies): 1.7%

14. Destination of Exit Students (S6 graduates):

Multiple Pathways	No. of students
The Chinese University of Hong Kong (CUHK)	20 (18%)
The University of Hong Kong (HKU)	13 (12%)
The Hong Kong University of Science and Technology (HKUST)	6 (6%)
City University of Hong Kong (CityU)	9 (8%)
The Hong Kong Polytechnic University (PolyU)	19 (18%)
Hong Kong Baptist University (HKBU)	4 (4%)
Lingnan University (LingnanU)	2 (2%)
The Education University of Hong Kong (EdUHK)	3 (3%)
Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) Programmes	8 (7%)
Self-financing Institutes	3 (3%)
Overseas and Mainland	10 (9%)
Associate Degree and Higher Diploma	11 (10%)
Foundation Dip / Repeat / Others	0 (0%)
	108 (100%)



Out of 108 S6 graduates in 2023, 97 (90%) of them received an offer from Bachelor's Degree programmes and 11 (10%) of them received an offer from Associate Degree or Higher Diploma programmes.

Our Teaching Staff

Teaching Staff's Academic Qualifications

15. There are 58 teaching staff members (including the Principal and one NET) in the school. 55 of them have attained a recognized Diploma of Education. All our English and Putonghua teachers have attained the language proficiency requirement stated by the EDB.

Teachers' highest academic qualifications	Recognized Diploma of Education	Bachelor's Degree	Master's Degree
Number of teachers	1	25	32
Percentage	1.7%	43.1%	55.2%

Teaching Experience and Professional Development

16. In 2022-2023, the average number of hours spent by teaching staff on continuing professional development was 75.0. The teaching experience of teachers is as follows:

Teaching Experience	0 to 4 years	5 to 9 years	10 or more years
Number of teachers	9	8	41
Percentage	15.5%	13.8%	70.7%

Teachers' resignation

17. Three teachers retired while three teachers resigned in the school year.

School's Major Concerns (2022-2023)

18. School's Major Concerns -- Evaluation and Follow-up Actions

Major Concern 1: Fostering Reading Ethos to Enhance Lifelong Learning Capacity

1.1 Providing Opportunities for Reading Strategy Learning

- Promoting Reading across the Curriculum in junior level
- Teaching reading skills and strategies in language subjects

1.2 Creating a Favourable Reading Environment and Atmosphere

- Optimizing Lunch Reading Period
- Displaying students' reading-related work
- Promoting eReading (joining Jockey Club Joy of E-Reading Scheme and purchasing ebooks from EdCity)
- Setting Up Book Crossing Corner

1.3 Raising Students' Reading Interests and Motivation

- Organising Reading-related Activities (school, form and subject levels), e.g. mini book fair, form-based teachers'/students' sharing, theme-based reading, etc.

Achievements

1.1 Providing Opportunities for Reading Strategy Learning

- Cross-subject collaboration was carried out on a voluntary basis this year. With the past experience, some subjects underwent RaC as their routine teaching, e.g. PSHE subjects with Chinese or English Language.
- Many students were able to integrate learning experiences in different subjects. For example, History and Chinese History provided historical backgrounds before students' learning to write in English Language and Chinese Language.
- On teaching reading skills, Chinese and English Language have incorporated relevant teaching as before. Students were reminded not only to apply the skills in reading in English lessons, but also to transfer the skills to other subject reading.

1.2 Creating a Favourable Reading Environment and Atmosphere

- Lunch Reading Period
 - Teacher-inspired reading: Some subjects and committees/units contributed to prepare articles good for study or whole-person development. Lots of students found the articles interesting.
 - Self-directed reading (40% Chinese reading + 60% English reading): Students were used to reading books during lunch reading time. This year, students were allowed to use iPad as ereaders.
 - This year, teachers' & students' book sharing sessions are introduced. Teachers gave very positive feedback. Most students were serious about the presentations. Teachers' sharing also inspired the students. Students' interest in reading was arisen.
 - Writing Reading Protocol (English vs Chinese reading, use of iPads, book sharing) was initiated this year. This provided a chance for teachers and students to exchange their views on how the reading time was conducted. It helped to create mutual expectation through discussions so that the reading time could run smoothly. The result was desirable.
- Promoting eReading (Jockey Club Joy of E-Reading Scheme)
 - The application of the scheme was approved and electronic devices such as Kindle and Kobo were purchased. Panel heads were asked to provide a list of electronic

books related to their subjects.

- Setting Up Book Crossing Corner
 - Two booking crossing corners were set at the front stairs of the second floor and the third floor respectively. The books were those donated by an English bookshop which had closed.

1.3 Raising Students' Reading Interests and Motivation

- During COVID-19, the library was closed for most of the time. A series of library visits was organized in the first term after the re-opening. All S2 to S6 students were taken to the library. Members of Reading Promotion Unit also introduced the facilities in the library and encouraged the students to use the library more frequently. To encourage students to borrow books during their visit, gifts were given to book borrowers. Some of the students did borrow books during the visit.
- With the assistance of the library, many subjects held mini-book fairs in the library to introduce subject-related books. Students visited the library more frequently and the reading atmosphere was lightened up in a certain extent.
- Subject teachers shared more subject-related reading materials during the lessons and thus students were motivated to explore the knowledge world.

Reflection

1.1 Providing Opportunities for Reading Strategy Learning

- As RaC can help students connect their learning experiences and improve their reading abilities, cross-subject collaboration is highly recommended. Subjects are encouraged to work with others if they find it effective.

1.2 Creating a Favourable Reading Environment and Atmosphere

- Lunch Reading Period
 - For teacher-inspired reading, many students were found more focused when the article was attached with a small quiz of some close-ended questions. Annual awards would be given for those who gave the most correct answers to encourage the students to understand the articles more deeply.
 - Allowing students to use iPads as ereading posed the issue of supervision. Many students browsed websites instead of doing reading. As ereading is a growing trend, it was impossible to ban the use of iPad. We should focus on how to properly regulate the situation.
 - To promote teachers' & students' book sharing, the principal, the vice-principal and the assistant principals videotaped their sharing so that all the students were able to watch during the reading period. Some students reflected that they then borrowed the recommended books from the library. The videos were also uploaded to Campus Tv YouTube channel for the public.
- Setting Up Book Crossing Corner
 - Students thought that most of the English books were beyond their level.
 - At the end of this year, some Chinese books were collected and would be put in the book crossing corners next year.

◆ 1.3 Raising Students' Reading Interests and Motivation

- The role of teachers is very critical in raising students' reading interests of subject related reading and general orientations. More emphasis should be made on subject panels' promotion of reading.
- School Library also plays an inevitable role in promoting reading. A newly renovated library may facilitate the implementation of related activities organized by the library as well as different subject departments/committees.

Feedback and Follow-up

◆ 1.1 Providing Opportunities for Reading Strategy Learning

- With the solid experience in the past few years, teachers well understood the benefits of RaC. Subjects should have the autonomy on how to carry out RaC. There is no need to set it mandatory.
- Students should be reminded from time to time reading skills learnt in language lessons are transferable. This would definitely improve students' language proficiency and also increase the breadth of knowledge.

◆ 1.2 Creating a Favourable Reading Environment and Atmosphere

- Lunch Reading Period
 - More guidance should be given on how to use iPads properly. Students should be reminded to strictly follow the regulations and also the consequence in the breach of rule in using iPads.
 - For teacher-inspired reading, all parties who prepare articles are requested to set a quiz as well to enhance the effectiveness.
 - The practice of teachers' & students' book sharing would continue next year. Teachers' sharing can also be videotaped so that more audiences are resulted.
 - FMs, CTs and students are expected to prepare Reading Protocol together to enhance the ownership. They are encouraged to add class-based content.
- Promoting eReading (Jockey Club Joy of E-Reading Scheme)
 - The recommended ebooks would be purchased and the school library would launch a campaign to encourage the students to borrow the ebooks.
- Setting Up Book Crossing Corner
 - To enrich Book Crossing Corner, Chinese books and more easier English books would be added so as to attract the students to pick up books from the corners.

◆ 1.3 Raising Students' Reading Interests and Motivation

- Next year, when the renovation of the library finishes, school library visits should be organized if necessary.
- More activities are encouraged in the library to increase its usage. School Library may take the initiative to organize more activities so as to increase its usage.

In conclusion, the aforementioned measures have created more chances for students to develop their reading habit. As reading can be infinite, once students get used to reading, they would widen their breadth of knowledge. To go further, they would reflect on different aspects of their lives such as their lifestyles, identities and life planning.

Major Concern 2: Adopting Student-centred eLearning Strategies to Facilitate Self-directed Learning

2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- Exploring the use of educational apps in different KLAs
- Applying mobile learning outside classroom and various technology, e.g. VR, AR, etc., to enhance students' learning experience

2.2 Continuing Teacher Professional Development for Self-directed Learning

- Developing effective pedagogical practices

Achievements

◆ 2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- BYOD Policy was established in junior form (S1 to S3).
- Students can conveniently use their own mobile devices for self-directed learning as well as collaborative learning with their peers both inside and outside the classroom. Also, they can manage their learning materials and submit online assignments through LMS.
- Under the 3-year plan of ITE, numbers of teaching packages in IT in Edu in different subjects were designed in the past 3 years.

◆ 2.2 Continuing Teacher Professional Development for Self-directed Learning

- This year was the final year of our school 3-year plan of ITE. Most of our teachers attended at least one seminar or workshop in IT in education.
- Google Classrooms or other LMSs were created to enhance learning and teaching effectiveness and to facilitate our students in self-directed learning.
- IT teacher training was organized - different KLAs (e.g. CLG, ENG, MAT and PSHE) shared their use of IT in teaching and learning.
- Teachers were subsidized to purchase educational apps to facilitate teaching.
- More teachers used Loilonote in their lessons.

Reflection

◆ 2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- With the BYOD scheme, students are used to bring along their iPads to school every day and they are familiar with learning activities that required the use of iPad. They would organize their learning materials in the LMS like Loilonote.
- Teachers in different KLAs were able to introduce more interactive elements in the lessons in a more effective way through the use in different LMS/apps. Teachers can manage the learning materials, delivery/collection of assignments, record students' learning data, understand students' overall learning progress and give students timely feedbacks.
- This year, all subject departments developed and implemented eLearning L&T packages in three forms in total. The teaching materials and learning activities were delivered to students via face-to-face lessons, Zoom or other LMSs. Also, all teachers were able to use Google Classroom to deliver teaching materials, do marking and give feedback for students.

◆ 2.2 Continuing Teacher Professional Development for Self-directed Learning

- Teachers attended seminars or workshops in IT in education. (e.g. Using IT Tool to Enhance Knowledge Management Strategies, Using e-Learning Tools for Collaborative Learning, Using Note-taking Tools to Facilitate Learning and Teaching etc.)
- Google Classrooms or other LMSs were created for all class all subjects to enhance

learning and teaching effectiveness and to facilitate our students in self-directed learning. Teachers usually put some learning materials (notes, videos, exercises etc.) online to promote and facilitate students' self-directed learning.

- 80% of teachers attended the IT teacher training held in February 2023. Different KLAs (e.g. CLG, ENG, MAT and PSHE) shared their use of IT in teaching and learning.
- Besides Google Classroom and Microsoft Teams, more teachers used Loilonote in their lesson.

Feedback and Follow-up

◆ 2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- BYOD policy will come to S4 in the next academic year. More subjects especially senior forms can work out more regular IT in Edu activities next year.
- It is recommended to purchase the license of the LMS Loilonote since an increasing number of teachers would like to use it in lessons.
- Smart TVs are planned to be set up in each classroom so as to enhance the E-learning environment in the school.
- Although the 3-year plan of ITE ended, all subjects are encouraged to continue to create more e-learning packages or optimize the designed packages.

◆ 2.2 Continuing Teacher Professional Development for Self-directed Learning

- Teachers are encouraged to adopt more apps which benefit teaching. Subsidies can be provided if appropriate.
- More practical experience sharing will be done next year. Teachers are encouraged to share in the subject level or, if appropriate, the school level.
- Google Classrooms or other LMSs were created for all class all subjects to enhance learning and teaching effectiveness and to facilitate our students in self-directed learning. Teachers usually put some learning materials (notes, videos, exercises etc.) online to promote and facilitate students' self-directed learning.

In conclusion, the use of digital tools and technologies in educational settings has opened up new possibilities for both teachers and students. In school, teachers can provide more interactive lessons that can captivate students' attention and enhance their engagement. After school, teachers and students can communicate through those e-learning platforms. Also, learning materials and resources can be put online so students can access the information easily. With the help of IT, personalized learning paths can be created to cater individual student needs and interests so as to develop and facilitate students' self-directed learning.

Major Concern 3: Further Promoting Positive Education leading to Students' Flourishing Life

3.1 Building Positive Learning Environment through Positive Psychology

- Enriching school environment for positive culture

3.2 Integrating the PERMA Framework into School Curriculum

- Organizing activities to promote PERMA in a whole-school approach
- Developing interventions that increase an individual's ability to recognize their strengths
- Strengthening values education through nurturing students the ten priority values and attitudes in different subjects
- Developing Life Education programmes in S1-3 and curricula of different KLAs addressing the PERMA elements towards a flourishing life

3.3 Continuing Teacher Professional Development in Positive Education

- Arranging school-based staff development programmes and/or teacher training provided by external organizations

Achievements

◆ 3.1 Building Positive Learning Environment through Positive Psychology

- Positive elements have been incorporated into the school and classrooms, such as classroom notice boards, classroom decorations and some layouts in the campus.

◆ 3.2 Integrating the PERMA Framework into School Curriculum

- Various activities have been organized by different parties, including Christmas carnivals, whole-school activity days, inter-class discipline competitions. Students were also encouraged to participate in a wide range of competitions: mathematics, sports, music, etc., to broaden their horizons and give them a real sense of achievement.
- Students have been actively encouraged to draw on their character strengths, primarily focusing on VIA characters.
- Values education, especially the ten priority values and attitudes advocated by the EDB, are incorporated into the curricula of different subjects. Monthly elections of 'Star of the Month' (每月之星) are held to recognize outstanding students in each priority value.
- Positive thinking was infused in Life Education lessons (S1-3).

◆ 3.3 Continuing Teacher Professional Development in Positive Education

- School-based staff development programmes were organized by the Positive Education Laboratory of City University of Hong Kong. Additionally, teachers have received training from external organizations such as the Bei Shan Tang Foundation's Positive Education Network (22 to 23).
- During this year, many teachers participated in further training related to positive education.

Reflection

◆ 3.1 Building Positive Learning Environment through Positive Psychology

- It is imperative to expedite the improvement of school environment, with increased student participation.

◆ 3.2 Integrating the PERMA Framework into School Curriculum

- Overall, events have been successfully conducted throughout the year, fostering a sense of belonging, happiness and achievement of students.
- While students recognize their own character strengths, they struggle to apply them effectively in their studies and interpersonal relationships.

- Due to time constraints between ‘Star of the Month’ elections, students may not be able to fully understand the meaning and significance of the ten priority values.
- Insufficient class hours for life education classes hinder the comprehensive coverage of relevant topics.

◆ **3.3 Continuing Teacher Professional Development in Positive Education**

- The turnover rate of teachers and staff are rather high, which makes professional development difficult.

Feedback and Follow-up

◆ **3.1 Building Positive Learning Environment through Positive Psychology**

- In order to accelerate the improvement of the school environment, students studying Visual Arts will produce more art works with reference to positive education.

◆ **3.2 Integrating the PERMA Framework into School Curriculum**

- Preparing a timetable in advance will facilitate better allocation of activity time throughout the year.
- Designing student activities that allow students to apply their character strengths.
- Teachers adapting their teaching strategies according to students' character strengths.
- Arranging elections of ‘Character Star’ (品德之星) instead of ‘Star of the Month’ (每月之星). Then we can focus on two to three priority values each year, and therefore we can promote the priority values in a more in-depth way.
- Elections ‘Character Star’ (品德之星) will only focus on two to three qualities each year.
- Reviewing the arrangement of life education classes in order to provide sufficient time for implementing positive education.

◆ **3.3 Continuing Teacher Professional Development in Positive Education**

- Encourage colleagues to continue their studies, especially new colleagues, class teachers and members in the guidance team.

In conclusion, our school showcases diligent efforts undertaken to establish a positive learning environment through the application of positive psychology principles, integration of the PERMA framework in the school curriculum, and continuous professional development for teachers in positive education. The above-mentioned activities have been instrumental in fostering a sense of inclusivity, expanding students' perspectives, and acknowledging their individual strengths. Our school has been dedicated to fortifying these values by implementing more activities in the imminent future that align with our commitment to nurturing a thriving learner-friendly environment.

Financial Report for the Year (2022-2023)

19. Financial Report for the year 2022-2023 (Unaudited)

Amount received for the year 2022-2023	60,335,417.98
Add : Amount carried forward from previous year 2021-2022	5,683,617.74
	66,019,035.72
Less : Salaries Grant	(41,514,442.31)
Less : TRG, DLG, LSGSS and etc	(8,176,400.19)
Available funding	16,328,193.22
Less : Total expenditures	12,696,330.25
Amount brought forward for next year	3,631,862.97

Particulars	Budget \$	Expenditures \$
Administration Grant	3,700,000.00	3,667,059.02
Composite Information Technology Grant	634,000.00	659,319.06
Information Technology Staffing Support Grant	327,888.33	327,888.33
Air-conditioning Grant	360,000.00	395,251.47
SBM Top-up Grant	-	-
Capacity Enhancement Grant	600,000.00	344,526.75
School and Class Grant	1,100,000.00	1,300,093.00
Lift Maintenance	158,000.00	158,119.00
Integrated Science	20,000.00	25,032.82
Visual Arts	36,000.00	25,405.50
Home Economics	32,000.00	30,851.70
Design & Technology	45,000.00	51,725.04
Computer Literacy and Computer & Information Technology	12,000.00	13,808.86
Supplementary Grant for School-based Management	-	-
Training and Development Grant	5,000.00	-
Moral and Civic Education	4,500.00	1,110.10
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	-	-
Chinese Extensive Reading Scheme	15,000.00	13,170.50
English Extensive Reading Scheme	10,000.00	4,352.00
Composite Furniture and Equipment Grant	2,500,000.00	3,117,495.60
Provision for Long Service Payment	-	-
Executive Officer	180,000.00	179,082.75
Salary Grant : Non-teaching Staff	2,382,038.75	2,382,038.75
Total	12,121,427.08	12,696,330.25

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2022-2023)

20. In the implementation of the Senior Secondary Curriculum, we have made every effort to offer as great variety of learning experiences as possible for our students. The Diversity Learning Grant(DLG) is provided by the Education Bureau to help schools to diversify their SS curriculum to cater for students' needs. To broaden students' horizons, increase their cultural exposure and maximize their future career possibilities, the grant allows for the provision of "Other Languages" courses, such as French, Japanese, Spanish and German. These language courses shall lead to the Advanced Supplementary (AS) Level language examinations offered by the Cambridge Assessment International Education (CAIE) and administered by the Hong Kong Examinations and Assessment Authority (HKEAA). Besides, this grant can be used to support programmes for gifted students which include enhancement programmes (both enrichment, i.e. breadth and extension and / or depth and pace) offered by schools / academic associations / professional bodies; credit-bearing courses especially designed and offered by tertiary institutions targeted for talented / gifted students at senior secondary level; and all programmes provided by the Hong Kong Academy for Gifted Education.

In 2022-2023, the details of the usage are as follows:

(1) Tuen Mun Network Courses (P.E. & Music)

Some of our senior form students are gifted in P.E. and music, and are interested in taking these subjects as one of their elective subjects in HKDSE. However, due to the limitation of manpower and other resources, we could not offer these subjects in our senior form curriculum. Through joining the Tuen Mun Network Courses, these gifted students, together with students from other schools, could take these subjects in the weekend classes in which experienced teachers are hired and the total lesson time is comparable to those elective subjects offered in normal curricula. Learners are expected to sit for the HKDSE Examination with P.E. / Music as one of their elective subjects.

In this school year, the number of students who have participated in Tuen Mun Network Courses (P.E. & Music) is summarized as follows:

	P.E.	Music
S4	4	0
S5	3	0
S6	7	0

The performance of the respective S6 students in 2023HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	0 (0.0%)	0 (0.0%)
Level 4 or above	2 (28.6%)	0 (0.0%)
Level 3 or above	5 (71.4%)	0 (0.0%)
Level 2 or above	7 (100%)	0 (0.0%)
Level 1 or above	7 (100%)	0 (0.0%)

(2) Other Language Course (Japanese)

All students who are interested in learning Japanese language are selected and enrolled in the Tuen Mun Network Courses (Japanese) which are held on weekends. The language course is coordinated by the Tuen Mun Secondary School Heads Association and provided by the Lingnan Institute of Further Education.

Learners are required to finish regular assignments, in-class dialogues and occasional tests and examinations. While students of the beginning (S4) level acquire a basic level of language proficiency to master simple daily conversations and read/write about their daily lives, those of the intermediate (S5) and higher (S6) levels could handle more sophisticated communication in diverse language contexts.

In this school year, the number of students who participated in Other Languages Courses in our school is summarized as follows:

	Japanese
S4	3
S5	4
S6	12

The performance of the respective S6 students in Cambridge International Examination 2022 November Series is summarized below:

No. of students attained	Japanese
Grade A	6 (50%)
Grade B or above	8 (66.7%)
Grade C or above	10 (83.3%)
Grade D or above	12 (100%)
Grade E or above	12 (100%)

(3) Applied Learning Course (Mode 1)

ApL offers studies with equal emphasis on practice and theory linked to broad professional and vocational fields. For holistic learning, a flexible combination of ApL with core subjects, elective subjects and Other Learning Experiences helps provide theoretical and applied learning opportunities to cater for students' diverse learning needs.

We adopted Mode 1 of implementation to offer ApL courses while taking into account the learning needs of our students. Courses take place mainly at the venues of course providers and are taught by tutors of the course providers. We make arrangements for students to attend the courses according to the timetables set by the course providers.

In this school year, the number of students who participated in ApL Courses in our school is summarized as follows:

	ApL
S5	2
S6	6

The performance of the respective S6 students in 2023 HKDSE is summarized below:

No. of students got the results of	ApL
Attained with Distinction (II)	4 (66.7%)
Attained with Distinction (I) or above	6 (100%)
Attained or above	6 (100%)

21. Financial Report on Diversity Learning Grant (2022-2023)

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 62,500.00	\$ 110,303.83
Less : Amount clawed back	0.00	0.00	0.00
Revenue : Government Grant	79,850.00	84,000.00	150,500.00
	<u>79,850.00</u>	<u>146,500.00</u>	<u>260,803.83</u>
Expenditure :			
1. Gifted Education Programmes		0.00	
2. Network Courses (P.E.)		91,000.00	
3. Network Courses (Other Languages)			150,548.00
4. Activities for students taking Other Languages			0.00
5. Purchasing necessary reference materials and equipment			0.00
6. ApL Courses (Mode 1)	79,850.00		
	<u>\$ 79,850.00</u>	<u>\$ 91,000.00</u>	<u>\$ 150,548.00</u>
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 55,500.00</u>	<u>\$ 110,255.83</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2022-2023)

22. Capacity Enhancement Grant (CEG) is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on critical tasks in the education reforms (24 classes or above at \$654,502 per annum for 2022/2023). Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:
- (a) curriculum development, including the integration of information technology in teaching;
 - (b) enhancing students' language proficiency; and
 - (c) coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

23. Capacity Enhancement Grant (2022-2023)

Government Grant for 2022-2023		<u>\$ 654,502.00</u>
		\$ 654,502.00
 Expenditure :		
Employment of Two Teaching Assistants	<u>\$ 344,526.75</u>	<u>\$ 344,526.75</u>
 Balance brought forward for next school year		
		<u>\$ 309,975.25</u>

Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2022-2023)

24. The School-based After-school Learning and Support Programmes Grant is a cash grant to subsidize activities organized and/or services rendered for needy students to participate in after-school learning and personal developmental programmes. The primary target group is disadvantaged students with learning and/or adjustment difficulties in the school. The learning outcomes and improvements in the affective aspects observed in the target students are an important measurement and evaluation of the effectiveness of the programmes delivered.

In 2022-2023, the funding was proposed to be applied in the following areas:

- (1) Academically-oriented Tutorial Classes
 - To assist students with learning difficulties in developing their study skills to cope with tests and examinations.
- (2) Excursions on local culture
 - To encourage students to reach out to the wider local community to understand more about local culture, community features and social phenomena.
- (3) Interest Classes
 - To cultivate students' different aspects of talents.
- (4) Procurement of materials/equipment
 - To purchase materials/equipment such as sports equipment, educational toys, chess sets, books, etc. for development of personal development and life skills.

In this school year, only (1) Academically-oriented Tutorial Classes was held and the other activities (2) – (4) were suspended due to COVID-19.

25. School-based After-school Learning and Support Programmes Grant (2022-2023)

Balance carried forward from last school year		\$ 150,500.00
Less : Amount clawed back at the end of school year 2021-2022		66,500.00
Revenue : Government Grant		<u>92,400.00</u>
		\$ 176,400.00
Expenditure :		
(1) Academically-oriented Tutorial Classes	\$19,200.00	
(2) Excursions on local culture	0.00	
(3) Interest Classes	0.00	
(4) Procurement of materials/equipment	0.00	<u>\$ 19,200.00</u>
Balance brought forward for next school year		<u><u>\$ 157,200.00</u></u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2022-2023)

26. This grant is provided by the Education Bureau to enhance the support for students with special educational needs (SEN). Provision of the LSGSS is based on the number of students with SEN enrolled at the school. Schools can flexibly and strategically deploy the LSGSS on measures for supporting students with SEN. Specifically, the LSGSS can be used for:
- (a) employing additional teaching staff and/or teaching assistants;
 - (b) procuring outside professional services;
 - (c) purchasing teaching resources and/or aids;
 - (d) organizing learning activities or related activities to promote an inclusive culture; and
 - (e) conducting school-based teacher training activities on integrated education.

In 2022-2023, the funding was used in the following areas:

- (1) Procuring supporting resources for SEN students
 - To purchase teaching resources and/or aids, boardgames

- (2) Organizing learning activities or related activities to promote an inclusive culture
 - To provide services which include students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents.
 - Some learning programmes are organized to promote an inclusive culture. Through co-operative learning activities, the mutual acceptance among students can be further promoted.

27. Financial Report on Learning Support Grant for Secondary Schools (2022-2023)

Balance carried forward from previous school year	\$	0.0
Less : An additional basic rank GM		0.0
Revenue : Government Grant for 2022-2023		<u>352,740.00</u>
Total amount of usable fund		\$ 352,740.00
 Expenditure :		
(1) Procuring supporting resources for SEN students	\$	3,550.40
(2) Organizing learning activities or related activities to promote an inclusive culture.		<u>279,363.48</u> <u>\$ 282,913.88</u>
 Balance brought forward for next school year		 <u>\$ 69,826.12</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2022-2023)

28. The Teacher Relief Grant aims at simplifying the administrative procedure for appointing supply teachers to replace teachers on leave and providing flexibility for schools to opt to obtain a cash grant by freezing up to 10% of their teaching establishment in aided schools established with an incorporated management committee (IMC). Schools will have enhanced financial support and autonomy in planning their manpower deployment, organizing staff professional development and student learning activities, and employing staff of various disciplines.

After detailed planning and discussion, it was decided that the TRG be used in the following areas in 2022-2023:

- (1) Employment of 9 Contract Teachers
 - One contract teacher is employed to enhance the learning and teaching in Mathematics.
 - Three contract teachers are employed to enhance the learning and teaching in Chinese Language.
 - Four contract teachers are employed to enhance the learning and teaching in English Language.
 - One contract teacher is employed to enhance the learning and teaching in Visual Arts.
- (2) Employment of 1 Assistant Teacher
 - To enhance the learning and teaching in Chinese Language.
- (3) Employment of 2 Teaching Assistants
 - To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in the school.
 - To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc
- (4) Employment of Part-time Coaches
 - To support the training of school teams (sports, debate speech and etc.).
 - To create space for teachers who were involved in extra-curricular activities.
- (5) S1 – S5 Mentoring Scheme
 - Target group: S1 to S5 students with learning difficulties and low achievements.
 - Mentors provide tutoring of academic subjects plus advice on students' study skills and the daily developmental problems that they may encounter in their school life.
 - Service period is after the second form-test up to the time after the final exam (after school, May to July). Mentors are recruited from the current F.6 students or former students studying at universities.
 - Misc. Tutors for various activities
- (6) Employment of supply teachers
 - For substituting teachers on sick leave or study leave.

29. Financial Report on Teacher Relief Grant (2022-2023)

Balance carried forward from previous school year		\$3,367,693.38
Revenue :		
Annual recurrent cash grant for 2022-2023		227,900.00
Optional cash grant (freezing teaching posts temporarily)		5,030,540.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		\$8,626,133.38
Expenditure :		
(1) Employment of Full-time Contract Teacher(s)	\$ 3,546,055.92	
(2) Employment of Assistant Teacher(s)	220,500.00	
(3) Employment of Teaching Assistant(s)	511,308.00	
(4) Employment of Part-time Coaches	818,600.00	
(5) S1 – S5 Mentoring Scheme	200,355.00	
(6) Employment of supply teachers	<u>147,752.00</u>	<u>\$5,444,570.92</u>
Balance transferred to next school year		<u><u>\$3,049,122.46</u></u>

Evaluation Report on the Use of the Grant for the Sister School Scheme (2022-2023)

30. The Sister School Scheme has served as a platform for professional exchange and cooperation between our school and our sister school counterparts in the Mainland, i.e. Shunde No. 1 High School and Shunde LiangQiuJu Vocational & Technical School.

With effect from the 2018/19 school year, a recurrent grant will be provided by EDB to enhance both the quality and quantity of sister school exchange activities. We can make use of the grant to arrange exchange activities (such as school visits, student activities, seminars, lesson demonstrations, lesson evaluation, video conferencing and experience sharing) and decide such details as contents, modes, number of participants, frequency, dates and destinations of exchange activities with our sister schools in light of the developmental needs at the student, teacher and school management levels etc. Through activities like lesson observation, lesson evaluation and teaching demonstrations, etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendships, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2022/23 school year is \$159,955.00.

Sister School Exchange Tour for S4 Students

- (1) To organize a tour to visit Shunde No. 1 High School in April 2023
- (2) Through activities like lesson observation, lesson evaluation and teaching demonstration etc., teachers can learn from each other good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism.
- (3) Through cultural, arts and sports activities etc., students can broaden their horizons and deepen their understanding of the Mainland/Hong Kong.

The grant was proposed to be used in organizing a tour for about 120 students and 14 teachers to visit Shunde No. 1 High School in April 2023. However, the tour was scaled down due to COVID-19 and there were only 37 students and 8 teachers in the tour. Besides, some equipment which can facilitate the communication between Shunde and Hong Kong were purchased during the year.

31. Financial Report on Grant for the Sister School Scheme (2022-2023)

Balance carried forward from previous school year	\$ 109,479.00
Less : Amount clawed back at the end of school year 2021-2022	0.00
Revenue : Annual recurrent cash grant for 2022-2023	<u>159,955.00</u>
Total amount of usable fund	\$ 269,434.00
 Expenditure :	
(1) Organize a tour to visit Shunde No. 1 High School	\$ 51,367.00
(2) Purchase of equipment	<u>49,735.00</u> \$ 101,102.00
 Balance transferred to next school year	 <u>\$ 168,332.00</u>

Evaluation Report on the Use of the Life-wide Learning Grant (2022-2023)

32. Life-wide learning extends learning beyond the classroom to other contexts, and attaches great importance to learning in authentic contexts as it enables students to thrive outside classroom. The knowledge, skills, positive values and attitudes that students acquire in experiential learning are important in developing their lifelong learning capabilities and fostering their whole-person development.

As proposed in the 2018 Policy Address, a recurrent Life-wide Learning (LWL) Grant is provided to public sector schools starting from the 2019/20 school year to support schools in taking forward, on the present foundation, life-wide learning with enhanced efforts. Schools may, in light of their school contexts, flexibly deploy the Grant to organize more out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest, and foster their whole-person development.

The Grant comprises a school-based component and a class-based component. For the 2022/23 school year, the school-based provision for each public sector school will be \$154,845; the class-based provision is calculated based on the number of approved classes at the per class rates of \$43,357 for secondary schools. Thus, the amount of the recurrent grant for the 2022/23 school year is \$1,195,413.

After detailed planning and discussion, the LWL Grant was used in 2022-2023 as follows:

- (1) To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students' positive values and attitudes.
- (2) To organize or participate in non-local exchange activities or competitions to broaden students' horizons
- (3) To procure equipment, consumables and learning resources for promoting life-wide learning

33. Financial Report on Life-wide Learning Grant (2022-2023)

Balance carried forward from previous school year		\$1,064,362.92
Revenue : Government Grant for 2022-2023		<u>\$ 1,195,413.00</u>
Total amount of usable fund		\$ 2,259,775.92
Expenditure :		
(1) To organise life-wide learning activities in different KLA's / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students' positive values and attitudes	\$ 1,457,772.70	
(2) To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	0.00	
(3) To procure equipment, consumables or learning resources for promoting life-wide learning	<u>55,500.00</u>	<u>\$ 1,513,272.70</u>
Balance transferred to next school year		<u>\$ 746,503.22</u>

Evaluation Report on the Use of the Promotion of Reading Grant (2022-2023)

34. Starting from the 2018/19 school year, the EDB has disbursed a new Promotion of Reading Grant to all public sector schools. Deployment of the new grant is not limited to the Chinese Language and the English Language subjects, nor is it confined to the procurement of books. Schools can use the new grant to organize different types of school-based reading activities, including subscriptions to web-based reading schemes, hiring of service providers such as writers, professional storytellers as well as organization of seminars, storytelling and parent-child reading sessions with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while further enhancing their reading abilities.

After detailed planning and discussion, the Promotion of Reading Grant was used in 2022-23 as follows:

- (1) Procuring reading resources, including both printed books and e-books
 - The grant can be used to procure different kinds of books, which include Chinese and English printed books and e-books.
 - With the change of students' reading mode from print to non-print, we can flexibly use the grant for procuring e-books and subscriptions to web-based reading schemes to engage students in different kinds of reading activities, including cross-curricular reading activities that cover different subjects and themes.

- (2) Organizing learning activities related to the promotion of reading
 - In addition to launching school-based reading activities and reading award schemes to create a good reading atmosphere and increase students' motivation and engagement in reading, we can also use the grant for organizing diversified and fun activities to promote reading such as themed-based reading activities on STEM education, Chinese History and culture, moral education or healthy living.
 - We can also use the grant to procure services for organizing learning activities to promote reading, including subscriptions to web-based reading schemes, and for hiring services from and collaborating with service providers such as writers and professional storytellers to conduct seminars, storytelling and parent-child reading sessions etc., to promote reading.

35. Financial Report on Promotion of Reading Grant (2022-2023)

Balance carried forward from previous school year		\$ 44,553.68
Revenue :		
Government Grant for 2022-2023		<u>63,982.00</u>
Total amount of usable fund		\$ 108,535.68
 Expenditure :		
(1) Procuring reading resources, including both printed books and e-books	<u>\$ 46,203.35</u>	<u>\$ 46,203.35</u>
 Balance transferred to next school year		<u>\$ 62,332.33</u>

Evaluation Report on the Use of the Citizenship and Social Development Grant (2022-2023)

36. The reform of Liberal Studies (LS) is one of the measures to optimize the four senior secondary (SS) core subjects so as to create space for students and cater for learner diversity. The Education Bureau (EDB) has accepted the optimizing proposals of the four SS core subjects (i.e. Chinese Language, English Language, Mathematics, and Citizenship and Social Development in lieu of LS) endorsed by the Curriculum Development Council (CDC) and the Public Examinations Board (PEB) of the Hong Kong Examinations and Assessment Authority (HKEAA).

LS will be renamed Citizenship and Social Development (CS). The reformed curriculum will adhere to the rationale and aims of the existing LS curriculum. As one of the support measures, the EDB will provide a one-off grant of \$300,000 to support the implementation of the curriculum of CS starting from the 2021/22 school year.

Schools may take their school context into consideration as well as development needs and flexibly deploy the one-off grant to support teachers in teaching CS and conducting relevant learning and teaching activities.

After detailed planning and discussion, the Citizenship and Social Development Grant was planned to be used in 2022-2023 as follows:

- (1) Developing or procuring relevant learning and teaching resources (including multimedia and eLearning resources), mobile applications and software, as well as reference materials for CS
- (2) Organizing school-based learning activities for enhancing the learning and teaching effectiveness of CS
- (3) Equipments for Citizenship and Social Development Room

37. Financial Report on Citizenship and Social Development Grant (2022-2023)

Balance carried forward from previous school year	\$ 295,001.00
Revenue : Government Grant for 2022-2023	0.00
Total amount of usable fund	\$ 295,001.00
Expenditure :	
1. Developing or procuring relevant learning and teaching resources (including multimedia and e-learning resources), mobile applications and software, as well as reference materials for CS	\$41,158.00
2. Organizing school-based learning activities or local tours for enhancing the learning and teaching effectiveness of CS	92,566.80
3. Equipments for Citizenship and Social Development Room	26,973.10
	\$ 160,697.90
Balance transferred to next school year	\$ 134,303.10

- End of Report -