

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



School Report
(2023 – 2024)

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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. The school also strives to nurture students to be responsible citizens of the society, the nation and the world guided by the school's mottoes 'self-discipline, self-empowerment and self-confidence, and core values CD2R (Caring, Drive, Responsibility and Respect). In recent years, positive education has become a central focus. 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 Citizenship and Social Development	SS Elective Subjects	OLE	Total
S1 – S3	15.5%	15.5%	13.8%	12.1%	8.0%	19.5%	7.5%	4.0%	--	--	4.1%	100%
S4 – S6	15.8%	15.8%	12.3%	--	--	--	--	3.5%	7.0%	36.8%	8.8%	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 Music#	PE#	Japanese# ApL	14
S5	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#*	PE#	Japanese# ApL	14
S6	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#*	PE#	Japanese# ApL	14

#Network courses

*No students taking the subject in 2023-24

Class Structure

5. There were 24 classes in our school in the academic year 2023-2024, including four classes each from S1 to S6. The total number of students in our school was 702 of which 349 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 194 school days (166 active school days) in the academic year 2023-2024. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
S1	98.3%
S2	97.7%
S3	96.5%
S4	97.0%
S5	93.8%
S6	95.7%

Students' Performance

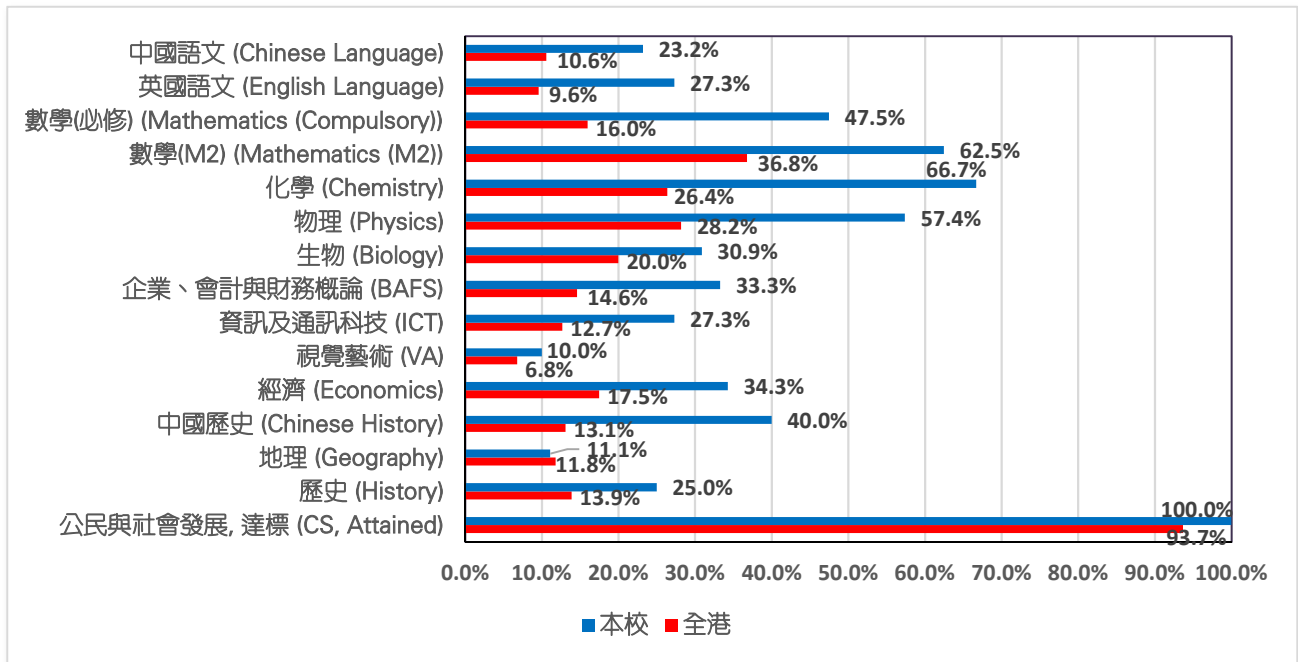
8. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2024

	Chinese	English	Mathematics
Results (mean)	69.9	69.8	90.8

9. Hong Kong Diploma Secondary Education (HKDSE) Examination 2024

Our students achieved outstanding results in the 2024 HKDSE. There are 99 S6 students and they obtained a total of 458 Level 4+ and 231 Level 5+ of which 43 were Level 5** and 72 were 5*. A remarkable 93.9% of our students achieved '332A2', with 100% attaining Level 2+ in five subjects. Additionally, 93.9% scored Level 3+ in Chinese Language, 99% scored Level 3+ in English Language, 100% scored Level 2+ in Mathematics and 100% got 'Attained' in Citizenship and Social Development. On average, each student obtained Level 5+ in 2.3 subjects and Level 4+ in 4.6 subjects.

Level 5 or above Percentage of HKDSE Subjects 2024:

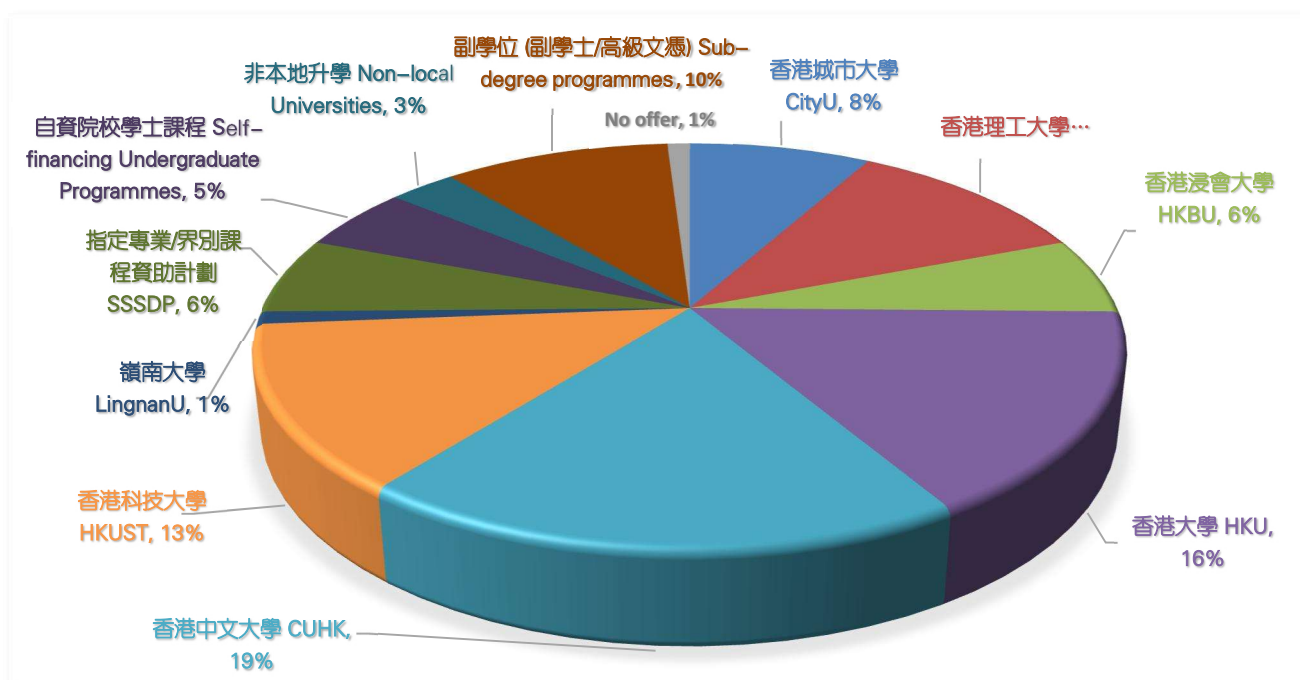


Students' Careers Development

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

11. Destination of Exit Students (S6 graduates):

Multiple Pathways	No. of students
The University of Hong Kong (HKU)	16 (16.2%)
The Chinese University of Hong Kong (CUHK)	19 (19.2%)
The Hong Kong University of Science and Technology (HKUST)	13 (13.1%)
The Hong Kong Polytechnic University (PolyU)	11 (11.1%)
City University of Hong Kong (CityU)	8 (8.1%)
Hong Kong Baptist University (HKBU)	6 (6.1%)
Lingnan University (LingnanU)	1 (1.0%)
The Education University of Hong Kong (EdUHK)	0 (0.0%)
Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) Programmes	6 (6.1%)
Self-financing Institutes	5 (5.0%)
Overseas and Mainland	3 (3.0%)
Sub-degree Programmes	10 (10.1%)
Foundation Dip / Repeat / Others	1 (1.0%)
	99 (100%)



Out of 99 S6 graduates in 2024, 88 (89%) of them received an offer from Bachelor's Degree programmes and 10 (10%) of them received an offer from Sub-degree programmes.

Our Teaching Staff

Teaching Staff's Academic Qualifications

12. 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	24	33
Percentage	1.7%	41.4%	56.9%

Teaching Experience and Professional Development

13. In 2023-2024, the average number of hours spent by teaching staff on continuing professional development was 52.5. 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	10	39
Percentage	15.5%	17.2%	67.2%

Teachers' resignation

14. Four teachers retired while ten teachers resigned in the school year.

School's Major Concerns (2023-2024)

15. 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

- Reading across the Curriculum (RaC) was carried out among some subjects. With their valuable experience from the past few years, RaC was regarded as teaching routine in some subjects with language subjects, e.g. PSHE subjects with Chinese or English Language.
- Chinese and English Language have designed school-based materials for teaching reading and writing skills. Students were reminded not only to apply the skills in reading in English lessons, but also to transfer the skills to other subject learning.

1.2 Creating a Favourable Reading Environment and Atmosphere

- Whole School Reading Time
 - This year, the reading time was arranged in the morning, right after the morning roll call. It provided a better reading atmosphere.
 - Writing Reading Protocol: It was a compromised routine of how the reading time was run effectively, e.g. time allocation in Chinese and English reading, rules of using iPad as ereaders, guidelines of book sharing.
 - Teacher-inspired reading: Some subjects and committees/units contributed relevant articles to enhance students' study or whole-person development. Students read the articles on assigned cycle days (Day 3). Some of them also completed the short quizzes after reading. Those students with good performance were awarded at the end of each school term.
 - Self-directed reading (40% Chinese reading + 60% English reading): Students were used to reading books during the reading time. Some students read on their iPad or eReaders borrowed from the school library.
 - Teachers' & students' book sharing sessions on Days 5 and 6: Both teachers' and students' feedback were very positive last year. The practice continued this year. Every student in the class was provided a chance for book sharing. To set a good example, teachers gave their demonstrations first.
 - With all those measures introduced in the reading time, students' reading experience was further enriched.

- Displaying students' reading-related work: Certain subjects displayed students' reading-related works on their subject boards and classroom boards. Both written forms such as book reports or reviews and non-written forms such as posters and models were showcased.
- Promoting eReading (Jockey Club Joy of E-Reading Scheme): Electronic devices such as Kindle and Kobo were purchased last year. Panel heads provided a list of electronic books related to their subjects. Students were allowed to borrow the devices for their ereading.
- Renovating School Library: The school library was put in service again in November after the renovation. The new library has provided a better environment in promoting reading. In order to attract more students to use the library, a series of library tours was arranged during lessons. In addition, different subject departments held book exhibitions in the library. These activities increased students' visits to the school library.

1.3 Raising Students' Reading Interests and Motivation

- Many subjects and committees held reading activities throughout the year. With the assistance of the library, many subjects held mini-book exhibitions in the library to introduce subject-related books. Students visited the library more frequently and the reading atmosphere was lightened up. Some subjects designed reading assignments and encouraged students to borrow books from the exhibitions.
- Subject teachers shared more subject-related reading materials during the lessons and students were thus motivated to explore the knowledge world.
- Reading Promotion Unit also organized whole school activities to boost students reading motivation. A book fair was held around Parents' Day (22-24/2). Book fair visits were arranged during lesson time. Many students and their parents bought books in the fair. Some students used the book coupons awarded in the first term to do the purchase. In addition, Author's Talk was held in which a Hong Kong author was invited to give a sharing to both senior and junior form students. The feedback was good. The students were generally attentive.

Reflection

1.1 Providing Opportunities for Reading Strategy Learning

- RaC can help students improve their reading abilities and, more importantly, connect their learning experiences. Cross-subject collaboration is highly recommended and the subjects concerned treated it as teaching routine.
- Students were provided with school-based materials to enhance their reading and writing ability. They did benefit from the materials and thus, when they were able to transfer the skills to other subject learning.
- The subjects involved agree that the synergy could enhance students' learning by integrating their reading or writing skills learnt from Chinese and English language subjects to other subjects. For example, language subjects provided reading skills which boosted students' reading effectiveness in History and Chinese History. Or, the subjects provided historical backgrounds before students produced writing in different genres in language subjects.

1.2 Creating a Favourable Reading Environment and Atmosphere

- Whole School Reading Time
 - Writing Reading Protocol: Class teachers discuss the protocol with students and reach a consensus on how it should be implemented. The reading time, thus, run more smoothly.
 - Teacher-inspired reading: many students were found more focused when the article was attached with a small quiz of some close-ended questions. The awards encouraged some students to read intensively.
 - Self-directed reading: Allowing students to use iPads raised the problem of supervision. Many students browsed websites instead of reading. As ereading is an irreversible

trend, it is impossible to ban the use of iPad. Teachers' role was then more pronounced in making sure students use iPads properly.

- Teachers' & students' book sharing sessions: Teachers' in-class sharing inspired the students. Also, students knew more about teachers besides teaching, e.g. their hobbies and interests. Meanwhile, students were more and more serious about the presentations.
- Displaying students' reading-related work: Displaying students' reading-related work showcases the achievement students have made, which is in line with PERMA.
- Promoting eReading (Jockey Club Joy of E-Reading Scheme): Students are still not familiar with using electronic devices such as Kindle and Kobo. More promotion should be made.
- Renovating School Library: A newly renovated library provides a better environment to boost reading atmosphere. Despite the fact that the book collection is not as extensive as expected, more activities should be held in order to attract students to visit the library.

1.3 Raising Students' Reading Interests and Motivation

- The role of teachers is critical in raising students' reading interests and motivation. In the first place, many subject panels have incorporated subject-related reading into their pedagogy as well as assessment, which stimulates students to gain a profound understanding of the subject knowledge. The practice should be internalized as daily routine.
- The 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

- RaC is one of the effective strategies in promoting language proficiency as well as subject learning. How effective it is, however, very much depends on the nature of the subjects. While some subjects take RaC as their teaching routine, other subjects should have the autonomy in deciding the scale of RaC.
- Language and non-language teachers should remind students from time to time reading skills learnt in language lessons are transferable. This would definitely improve students' language proficiency and also expand the breadth of knowledge.

◆ 1.2 Creating a Favourable Reading Environment and Atmosphere

- Whole School Reading Time
 - Writing Reading Protocol: FMs, CTs and students prepared the protocol together to foster a sense of ownership. They are encouraged to add class-based elements.
 - Teacher-inspired reading: Those subjects/committees/units who prepare articles are requested to set a quiz to motivate students to read more seriously. In addition, the reading materials prepared in the past few years would be made accessible for the students so that they can read them again if they are interested.
 - Self-directed reading: More reminders should be given on how to use iPads properly. Students have to strictly follow the regulations. In particular, they should choose an ebook in advance so that they can read throughout the reading time.
 - Teachers' & students' book sharing sessions: Besides FMs' and CTs' sharing in their class, teachers are encouraged to videotape their sharing so as to reach more audiences. Also, a brief presentation guideline would be provided by Reading Promotion Unit so that students can have more guidance in producing a quality presentation.
- Displaying students' reading-related work: In order to recognize students' effort, no matter what the scale is, subject departments/committees are encouraged to display students' work

in multimodal ways, including written and non-written forms.

- Promoting eReading (Jockey Club Joy of E-Reading Scheme): Subject departments have suggested book purchase. To encourage students to borrow books, subject teachers, especially language teachers, are expected to promote the ebooks they have bought in the lessons.
- Renovating School Library: Reading related activities in the library halted after the teacher librarian resigned in the second term. Next year, more reading related activities would be organized, especially with our newly appointed teacher librarian.

◆ **1.3 Raising Students' Reading Interests and Motivation**

- Subject departments are invited to organize subject-based activities to foster students' reading habit.
- Subject departments/Committees are encouraged to hold activities in the library. In addition, the school library, collaborated with Reading Promotion Unit, may also take the initiative to organize more activities so as to increase its usage.
- Some school-level reading activities would remain such as the book fair during Parents' Day and Authors' Talk. It was reflected that Multi-purpose Theatre was too small to hold the book fair. Thus, the school hall is suggested as a more suitable venue. For Authors' Talk, authors of different genres can be invited to widen students' horizon.

In conclusion, the aforementioned measures have improved the reading atmosphere. It is hoped that students are able to develop a good reading habit. Reading is infinite. When students treasure the benefits from reading, they would explore the reading world on their own, achieving learning goals stipulated by the EDB, the breadth of knowledge and language proficiency in the short run, and national and global identity, generic skills, information literacy, life planning and healthy lifestyle in the long run.

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

2.3 Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society

- Developing students' knowledge, skills and attitudes to use information and information technology ethically and effectively as responsible citizens and lifelong learners

Achievements

◆ 2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- BYOD Policy was established (S1 to S4).
- 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(Google Classroom, Loilonote etc.).
- 3-year plan of ITE was over, numbers of designed IT teaching packages were implemented this year.

◆ 2.2 Continuing Teacher Professional Development for Self-directed Learning

- Though 3-year plan of ITE was over, teachers were also encouraged to develop more IT teaching packages for their subjects.
- More subjects and teachers were using Loilonote throughout the year.
- IT teacher training was organized – an online self-learning course about E-learning strategies in different KLAs.
- Teachers were subsidized to purchase educational apps to facilitate teaching.

◆ 2.3 Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society

- Information Literacy workshop was organized for S.5 last year.
- A talk on information literacy named “了解失實資訊” , provided by Factcheck Lab, was held on 13 November 2023 for S1 to S3 students. The speaker shared how to identify fake news, misinformation and disinformation.
- Different KLAs planned to developing students' knowledge, skills and attitudes on Information Literacy through different activities.
- Subject teachers guided students to select online materials carefully while doing research and they implemented knowledge on media, information literacy AI literacy in lessons. The importance of checking the reliability of information sources and obtaining information from reliable websites were always emphasized.
- Our students were taught to respect intellectual property rights (IPR), including copyright and Creative Commons and protect privacy rights of oneself and others.

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.

◆ 2.2 Continuing Teacher Professional Development for Self-directed Learning

- Teachers attended seminars or workshops about 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.
- Smart TVs were set up in each classroom so as to enhance the E-learning environment in the school and teacher training was provided for all teachers in October 2023.
- IT teacher training (Online Self-learning Course) was held in March 2024. The purpose of this training is to familiarize teachers with E-learning strategies in different KLAs. There were ideas and tips on facilitating teaching and learning in the videos prepared by our teachers of different KLAs. 45% of teachers attended the online IT teacher training.
- Besides Google Classroom and Microsoft Teams, more teachers used Loilonote in their lesson.

◆ 2.3 Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society

- Teachers attended seminars or workshops about Information Literacy (e.g. Cultivating Students' Digital Financial Literacy, Briefing Seminar on the Cross-KLA learning and teaching resource package: Data literacy, Learning and Teaching Strategies for the Secondary Mathematics Curriculum Series: (11) Nurturing Students' Data Literacy, etc.)
- Students were attentive generally in the talk named “了解失實資訊”. Teachers also help them to consolidate what they had learnt in the following lessons.
- Students were actively involved in lessons and could suggest quite a number of problems about information literacy or AI literacy.
- Students were able to differentiate between reliable, authoritative sources and misinformation or propaganda.
- Students were able to find credible information to support their learning and work.
- Students were able to cite sources properly and avoid plagiarism.
- Students were able to use information ethically and responsibly.

Feedback and Follow-up

◆ 2.1 Enhancing Students' Engagement in Collaborative and Independent Learning

- BYOD policy will come to S5 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 to facilitate teaching and learning.

- 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.

◆ **2.3 Boosting Information Literacy in the Knowledge-based and Technologically Advanced Society**

- Teachers and staff need ongoing training to effectively teach information literacy and stay up-to-date on evolving digital tools and resources.
- Schools should evaluate students' information literacy skills and use the results to inform instructional approaches. Assessments may include research projects, presentations, and other performance-based tasks.
- Apart from gathering information, schools should cultivate students' ability to think critically about sources, identify bias and misinformation, and draw their own evidence-based conclusions.
- The school librarian is a valuable resource for promoting information literacy. They can provide direct instruction to students, co-teach lessons with classroom teachers, and curate high-quality digital and print resources.
- Information literacy should be embedded across the curriculum, not just taught in isolation. Teachers in all subject areas should incorporate lessons on research skills, source evaluation, citation practices, and ethical information use.

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.

Besides enhancing learning and teaching effectiveness is enhanced through an IT-rich environment supported by high-quality and easy-to-use e-resources, due attention has to be given to the promotion of using information in an ethical and responsible manner. Information Literacy can be developed in the context of handling information with different media and information platforms in life events when students are provided with learning experiences which involve the application of generic skills (e.g. critical thinking skills, creativity and problem-solving skills) and upholding of positive values and attitudes (e.g. integrity, respect for others, law-abidingness and empathy). While students apply Information Literacy in relevant key learning areas/subjects/school library activities, they can leverage on the advancements in IT to benefit their learning and become informed and responsible citizens in the knowledge-based society.

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 twelve 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 Party, 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 twelve priority values and attitudes advocated by the EDB, are incorporated into the curricula of different subjects. Elections of "Character Star" (品德之星) 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

- 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 of the Life Education, only election of 'Character Star' in Perseverance was held in December, but students can understand the priority values thoroughly through various activities e.g writing a letter to Perseverant Students.

- Insufficient lesson time for life education periods hinder the comprehensive coverage of relevant topics, especially in S3.

◆ **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, more decorations like Positive Corner will be set up 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.
- Elections of 'Character Star' (品德之星) can focus on two to three priority values each year, and thus, we can promote the priority values in a more in-depth way.
- 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 (2023-2024)

16. Financial Report for the year 2023-2024 (Unaudited)

Amount received for the year 2023-2024	62,138,274.06
Add : Amount carried forward from previous year 2022-2023	3,736,623.81
	65,874,897.87
Less : Salaries Grant	(42,636,976.64)
Less : TRG, DLG, LSGSS and etc	(9,340,253.57)
Available funding	13,897,667.66
Less : Total expenditures	11,533,799.98
Amount brought forward to the next school year	2,363,867.68

Particulars	Budget \$	Expenditures \$
Administration Grant	4,044,000.00	4,116,034.15
Composite Information Technology Grant	671,679.00	545,613.90
Information Technology Staffing Support Grant	333,812.00	371,636.75
Air-conditioning Grant	400,000.00	421,626.74
SBM Top-up Grant	-	-
Capacity Enhancement Grant	385,000.00	390,579.75
School and Class Grant	1,400,000.00	1,067,475.62
Lift Maintenance	77,000.00	80,100.00
Integrated Science	20,000.00	17,321.00
Visual Arts	36,000.00	24,785.40
Home Economics	32,000.00	32,360.80
Design & Technology	45,000.00	38,938.00
Computer Literacy and Computer & Information Technology	11,000.00	7,027.00
Supplementary Grant for School-based Management	-	-
Training and Development Grant	12,000.00	-
Moral and Civic Education	4,500.00	9,305.00
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	-	-
Chinese Extensive Reading Scheme	15,000.00	3,825.36
English Extensive Reading Scheme	10,000.00	-
Composite Furniture and Equipment Grant	1,500,000.00	2,665,606.40
Provision for Long Service Payment	-	-
Salary Grant : Non-teaching Staff	1,741,564.11	1,741,564.11
Total	10,738,555.11	11,533,799.98

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2023-2024)

17. 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. Students should enrol themselves in the designated language examinations administered by the official cultural organizations (as the providers of the language examinations). Should students obtain the specified level or above in the language examinations, their results attained will be reported in their HKDSE certificates. Besides, this grant can be used to support programmes for gifted students including 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.

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	3	2
S5	4	0
S6	3	0

The performance of the respective S6 students in 2024HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	0 (0.0%)	0 (0.0%)
Level 4 or above	1 (33.3%)	0 (0.0%)
Level 3 or above	3 (100%)	0 (0.0%)
Level 2 or above	3 (100%)	0 (0.0%)
Level 1 or above	3 (100%)	0 (0.0%)

(2) Other Language Course (Japanese)

All students who are interested in learning Japanese language are selected and enrolled themselves in the designated language examinations administered by the official cultural organizations (as the providers of the language examinations). Should students obtain the specified level or above in the language examinations, their results attained will be reported in their HKDSE certificates

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

	Japanese
S4	11
S5	3
S6	4

The performance of the respective S6 students in Japanese Language Proficiency Test is summarized below:

No. of students attained	Japanese
Grade A	3 (75%)
Grade B or above	3 (75%)
Grade C or above	3 (75%)
Grade D or above	3 (75%)
Grade E or above	4 (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	8
S6	1

The performance of the respective S6 students in 2024 HKDSE is summarized below:

No. of students got the results of	ApL
Attained with Distinction (II)	0 (0.00%)
Attained with Distinction (I) or above	1 (100%)
Attained or above	1 (100%)

18. **Financial Report on Diversity Learning Grant (2023-2024)**

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 55,500.00	\$ 110,255.83
Less : Amount clawed back	0.00	0.00	0.00
Revenue : Government Grant	87,385.00	84,000.00	77,400.00
	<u>87,385.00</u>	<u>139,500.00</u>	<u>187,655.83</u>
Expenditure :			
1. Gifted Education Programmes		0.00	
2. Network Courses (P.E)		80,600.00	
3. Network Courses (Other Languages)			77,400.00
4. Activities for students taking Other Languages			0.00
5. Purchasing necessary reference materials and equipment			0.00
6. ApL Courses (Mode 1)	87,385.00		
	<u>\$ 87,385.00</u>	<u>\$ 80,600.00</u>	<u>\$ 77,400.00</u>
Balance brought forward to the next school year	<u>\$ 0.00</u>	<u>\$ 58,900.00</u>	<u>\$ 110,255.83</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2023-2024)

19. 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 \$666,935 per annum for 2023/2024). 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.

The details of the usage are as follows:

20. Capacity Enhancement Grant (2023-2024)

Government Grant for 2023-2024	\$ 666,935.00
Expenditure :	
Employment of Two Teaching Assistants	\$ <u>390,579.75</u>
Balance brought forward to the next school year	\$ <u>276,355.25</u>

Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2023-2024)

21. 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 2023-2024, 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.

The details of the usage are as follows:

22. School-based After-school Learning and Support Programmes Grant (2023-2024)

Balance carried forward from last school year	\$ 92,400.00
Less : Amount clawed back at the end of school year 2022-2023	0.00
Revenue : Government Grant	<u>81,000.00</u>
	\$ 173,400.00
Expenditure :	
(1) Academically-oriented Tutorial Classes	\$9,000.00
(2) Excursions on local culture	4,500.00
(3) Interest Classes	0.00
(4) Procurement of materials/equipment	<u>0.00</u>
	\$ 13,500.00
 Amount clawed back at the end of school year 2023-2024	 <u>\$ 78,900.00</u>
 Balance brought forward to the next school year	 <u><u>\$ 81,000.00</u></u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2023-2024)

23. 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, counsellor;
 - (b) procuring outside professional services/outreaching occupational/speech therapy for the needy students;
 - (c) purchasing teaching resources and/or aids;
 - (d) organizing learning activities or related activities to promote an inclusive culture; and

Apart from having LSG provision, schools will have additional teaching post(s) converted/provided on account of LSG reaching the specific threshold. These new teaching posts are titled as Special Educational Needs Support Teacher (SENST).

In 2023-2024, the funding was planned to be used in the following areas:

- (1) Hiring an assistant teacher/teaching assistant/counsellor to support SEN students
 - To provide supportive service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources).
- (2) Procuring outside professional services / outreaching occupational/speech therapy for the needy students
 - To provide services which include clinical psychology and Counselling Occupational Therapy
 - To organize after-school counselling classes
- (3) Procuring supporting resources for SEN students
 - To purchase teaching resources and/or aids, boardgames
- (4) 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.

The details of the usage are as follows:

24. Financial Report on Learning Support Grant for Secondary Schools (2023-2024)

Balance carried forward from previous school year		\$ 69,913.12
Less : An additional basic rank GM		0.0
Revenue : Government Grant for 2023-2024		<u>348,672.00</u>
Total amount of usable fund		\$ 418,585.12
Expenditure :		
(1) Hiring of an assistant teacher/teaching assistant /counsellor to support SEN students	\$408,736.50	
(2) Procuring outside professional services / outreaching occupational/speech therapy for the needy students	6,000.00	
(3) Procuring supporting resources for SEN students	11,835.91	
(4) Organizing learning activities or related activities to promote an inclusive culture	<u>0.00</u>	<u>\$ 426,572.41</u>
		\$ (7,987.29)
Amount covered by EOEBG		<u>\$ 7,987.29</u>
Balance brought forward to the next school year		<u><u>\$0.00</u></u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2023-2024)

25. 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 2023-2024:

- (1) Employment of 9 Contract Teachers
 - One contract teacher is employed to enhance the learning and teaching in Chinese Language.
 - Five 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 Citizenship and Social Development.
 - One contract teacher is employed to enhance the learning and teaching in Economics.
 - One contract teacher is employed to enhance the learning and teaching in Business, Accounting & Financial Studies.
- (2) Employment of 1 Assistant Teacher
 - To enhance the learning and teaching in Chinese Language.
- (3) Employment of 3 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.

The details of the usage are as follows:

26. Financial Report on Teacher Relief Grant (2023-2024)

Balance carried forward from previous school year		\$3,032,024.67
Revenue :		
Annual recurrent cash grant for 2023-2024		238,500.00
Optional cash grant (freezing teaching posts temporarily)		5,074,695.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		\$8,345,219.67
Expenditure :		
(1) Employment of Nine Contract Teachers	\$4,241,305.97	
(2) Employment of One Assistant Teacher	257,255.25	
(3) Employment of Three Teaching Assistants	764,279.25	
(4) Employment of Part-time Coaches	1,298,310.00	
(5) S1 – S5 Mentoring Scheme	268,780.00	
(6) Employment of supply teachers	<u>241,570.16</u>	<u>\$7,071,500.63</u>
Balance brought forward to the next school year		<u>\$1,273,719.04</u>

Evaluation Report on the Use of the Grant for the Sister School Scheme (2023-2024)

27. The Sister School Scheme has served as a platform for professional interflows 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 development needs at the student, teacher and school management levels etc. 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. 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 2023/24 school year is \$162,994.00.

Sister School Exchange Tour for S4 Students

- (1) To organize a tour for about 121 students and 19 teachers to visit Shunde No. 1 High School in March 2024
- (2) Through activities like lesson observation, lesson evaluation and teaching demonstration etc., teachers can learn from each other good teaching ideas and pedagogies, 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 details of the usage are as follows:

28. Financial Report on Grant for the Sister School Scheme (2023-2024)

Balance carried forward from previous school year	\$ 159,955.00
Less : Amount clawed back at the end of school year 2022-2023	0.00
Revenue : Annual recurrent cash grant for 2023-2024	<u>162,994.00</u>
Total amount of usable fund	\$ 322,949.00
Expenditure :	
(1) Organize a tour for about 121 students and 19 teachers to visit Shunde No. 1 High School	\$136,768.00
(2) Purchase of equipment, souvenir for visiting Shunde No. 1 High School	<u>6,315.00</u> \$ 143,083.00
Amount clawed back at the end of school year 2023-2024	\$ 16,872.00
Balance brought forward to the next school year	<u>\$ 162,944.00</u>

Evaluation Report on the Use of the Life-wide Learning Grant (2023-2024)

29. 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 achieve learning objectives which are difficult to achieve through classroom learning alone. The knowledge, skills, positive values and attitudes that students acquire in experiential learning is 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 to move 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 2023/24 school year, the school-based provision for each public sector school will be \$157,787; the class-based provision is calculated based on the number of approved classes at the per class rates of \$44,181 for secondary schools. Thus, the amount of the recurrent grant for the 2023/24 school year is \$1,218,131.

After detailed planning and discussion, the LWL Grant was used in 2023-2024 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

The details of the usage are as follows:

30. Financial Report on Life-wide Learning Grant (2023-2024)

Balance carried forward from previous school year		\$746,503.22
Revenue : Government Grant for 2023-2024		\$ 1,218,131.00
Total amount of usable fund		<u>\$ 1,964,634.22</u>
Expenditure :		
(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	\$ 966,567.27	
(2) To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	57,225.30	
(3) To procure equipment, consumables or learning resources for promoting life-wide learning	<u>0.00</u>	<u>\$1,023,792.57</u>
Balance brought forward to the next school year		<u>\$ 940,841.65</u>

Evaluation Report on the Use of the Promotion of Reading Grant (2023-2024)

31. 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 enhancing further their reading abilities.

After detailed planning and discussion, the Promotion of Reading Grant was used in 2023-24 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 reading printed books to online reading and reading e-books, we can flexibly use the grant for procuring ebooks and subscriptions to web-based reading schemes (HKEdcity) 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 also used the grant to procure book coupons for prize of school reading promotion scheme.

The details of the usage are as follows:

32. Financial Report on Promotion of Reading Grant (2023-2024)

Balance carried forward from previous school year		\$ 59,671.93
Revenue : Government Grant for 2022-2023		<u>65,198.00</u>
Total amount of usable fund		\$ 124,869.93
 Expenditure :		
(1) Procuring reading resources, including both printed books and e-books	\$61,572.00	
(2) Procuring Book coupons for Reading scheme	<u>3,510.00</u>	<u>\$ 65,082.00</u>
 Balance brought forward to the next school year		 <u><u>\$ 59,787.93</u></u>

Evaluation Report on the Use of the One-off Grant for Citizenship and Social Development (2023-2024)

33. The reform of Liberal Studies (LS) is one of the measures to optimize the four senior secondary (SS) core subjects 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 One-off Grant for Citizenship and Social Development was planned to use in 2023-2024 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) Equipment for Citizenship and Social Development Room

The details of the usage are as follows:

34. Financial Report on Citizenship and Social Development Grant (2023-2024)

Balance carried forward from previous school year		\$ 134,303.10
Revenue : Government Grant for 2023-2024		0.00
Total amount of usable fund		\$ 134,303.10
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		\$23,166.01
2. Organizing school-based learning activities or local tours for enhancing the learning and teaching effectiveness of CS		34,290.44
3. Equipment for Citizenship and Social Development Room		60,622.00
		\$ 118,078.45
Balance brought forward to the next school year		\$ 16,224.65

Evaluation Report on the Use of the One-off Grant for Mental Health at School (2023-2024)

35. In order to help schools create a caring and positive culture, set up a learning environment where students feel safe, relaxed and accepted, and promote students' mental health more effectively and flexibly, EDB will provide the Grant of \$60,000 for each public-sector school and DSS school in the 2023/24 school year to implement school-based measures that can enhance the mental health of students and teachers. Schools may deploy the Grant in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers (e.g., organising "Mental Health Day", designing mental health promotion learning and teaching resources and providing emotional health intervention group services), seminars, workshops or courses, set up "Mental Health Corner" or "Mental Health Room", etc.

Schools may deploy the Grant to procure services/ products from suppliers and/ or individual speakers or experts for the provision of mental health promotion activities or programmes for students and teachers.

After detailed planning and discussion, the One-off Grant for Mental Health at School was planned to use in 2023-2024 as follows:

- (1) Organising activities and programmes related to enhancing the mental health of students and teachers.
- (2) Providing support services related to enhancing the mental health of students and teachers.
- (3) Designing and producing school-based learning and teaching resources related to mental health.
- (4) Purchasing items, furniture and equipment to enhance the mental health of students and teachers.

The details of the usage are as follows:

36. Financial Report on Mental Health at School Grant (2023-2024)

Balance carried forward from previous school year		\$ 0.00
Revenue : Government Grant for 2023-2024		60,000.00
Total amount of usable fund		\$ 60,000.00
Expenditure :		
1. Organising activities and programmes related to enhancing the mental health of students and teachers.	\$19,963.80	
2. Providing support services related to enhancing the mental health of students and teachers.	0.00	
3. Designing and producing school-based learning and teaching resources related to mental health.	0.00	
4. Purchasing items, furniture and equipment to enhance the mental health of students and teachers.	0.00	\$ 19,963.80
Balance brought forward to the next school year		<u>\$ 40,036.20</u>

- End of Report -