



***Shatin Pui Ying College***  
***Annual School Report***  
**2021/2022**

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## **A. School Vision and Mission**

1. Vision Statement  
Together we nurture the lives of our students  
Hand in hand we witness the Love of Christ
  
2. School Mission
  - a. Our school has “holistic education” as its philosophy, with “Faith, Hope, Love” as its motto. We are committed to the provision of a comprehensive range of quality education services, which aims to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students.
  - b. We help our students grow in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills.
  - c. Seeking to nurture in our students positive attitudes and Christian values, we want to see them develop into good citizens, serving the community and contributing to our nation.

## **B. Our School**

1. Shatin Pui Ying College was founded in 1978.
2. It is a Christian EMI secondary school fully subsidised by the government with 4 classes from S1, S3 to S6 and 5 classes of S2 with a total enrolment of 705 students.
3. All S1 freshmen in our district are Band 1 students.
4. We have a full establishment of 49 teachers (including 1 native-speaking English teacher), 1 school executive officer, 3 IT technicians, 3 laboratory technicians, 1 Librarian, 8 clerical and administrative staff and 15 janitors. In addition, there are 9 teachers appointed under other government grants. To relieve teachers of their non-teaching workload, 6 part-time clerical staff are employed.

## **C. Major Concerns**

1. Adapting to students’ needs and strengthening support for students’ learning
2. Building resilience under the new normal and supporting students’ development

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

### **Major Concern 1: Adapting to students' needs and strengthening support for students' learning**

#### **Achievements:**

1.1. Catering for students' diversified learning and developmental needs in optimising the four senior secondary core subjects

1.1.1. The number of core subject sessions was adjusted to give students more space to study optional elective subjects.

The number of sessions for elective subjects was increased from 5 to 6 per cycle. The 20% increase in lesson time allowed teachers to use a wider variety of teaching activities to enhance students' learning.

1.1.2. Students were allowed to have more flexible choices in subject selection. For example, one S4 student who had been evaluated by her Mathematics teacher was given approval to study M2 on her own. In addition, an S3 student sought for the school's approval to study English Literature starting from the 2022-23 academic year on her own and she would sit for the 2025 HKDSE Examination. After discussing with the student and parents, and understanding the student's ability, interest, plan for further studies and family support available, the request for self-studying English Literature was approved.

1.1.3. Various information was provided to students in a timely manner. For example, the Academic Committee sent course information on Applied Learning to Secondary 3 and Secondary 4 students. Three S3 and three S4 students enrolled in the Applied Learning programmes offered in the coming year.

In response to the changes in the "Category C Other Language Subjects" starting from the 2025 HKDSE Examination, we delivered relevant information to S3 students. We arranged a student who was interested in learning Japanese and would like to sit for the 2025 HKDSE Examination to attend a regular course offered by external institutions.

Throughout the year, the Careers Guidance Committee recommended more than 100 activities to S4-S6 students, including workplace experience workshops, interview workshops, tertiary education seminars to equip them for their life planning.

- 1.1.4. Using a “data-driven” approach, we tried to quantify relatively subjective observations through different questionnaires to understand the learning needs of students. For example, we summarized the data collected from the “Student Adaptation Questionnaire” with different indices, such as “self-efficacy”, “depression index”, “teaching support”, “learning motivation”, “learning anxiety”, etc., and presented the data in terms of “standard nine points” for teachers to understand the learning needs of individual students more easily. All class teachers could access the above data so that they could provide timely guidance.
- 1.1.5. The Academic Committee obtained an understanding of students’ learning needs through different surveys. For example, before S3 students submitting the final subject selection form, the Academic Committee sent a “mock subject selection form” to find out whether the current elective subject combination could best meet students’ preference.

Besides, the Academic Committee considered the survey conducted by the Student Union when evaluating the effectiveness of the new arrangement of “Test Weeks (S1-S3)” this year.

We also collected teachers’ and students’ opinions about the arrangement of the S6 First Examination. After reviewing their opinions, we would postpone the S6 First Examination in 2022-23 to mid-October.

- 1.1.6. The Academic Committee, Student Guidance Committee, Careers Guidance Committee and Discipline Committee maintained close communication. For example, the Discipline Committee referred students with poor records in homework submission to the Academic Committee. Then, the Academic Committee interviewed the students to understand their learning difficulties, gave academic advice and arranged part-time tutors to provide homework support.
- 1.1.7. The Chinese, English, Mathematics, Liberal Studies, Biology, Physics, Chemistry, and Economics Departments hired alumni with excellent grades to teach enrichment classes, homework assistance classes and remedial classes. Fifty-four classes were organized in total, which supported S4-S6 students in need to improve their academic performance. The teachers who organized the courses agreed that the programmes helped students to catch up with their learning and improve their grades.

1.2. Monitoring how the pandemic may influence our learning progress and implementing suitable measures accordingly to support students' learning

1.2.1. Afternoon tutorial classes and make-up classes during the special vacation were arranged to minimize the impact of reduced teaching time due to the suspension of face-to-face classes and having half-day face-to-face classes.

1.2.2. Teachers were equipped with diversified learning and teaching strategies. In the 2021-22 school year, all teachers received a total of 2,177.75 hours of professional training, which was 525.08 hours more than the 1,652.67 hours in the previous school year. There were 48 non-newly joined teachers in the 2021-22 school year, and 34 of them put in more teacher training hours than the previous school year.

We held one school-based professional development session in November 2022, titled "Lesson Observation and Feedback" to cultivate the culture of peer observation and giving effective feedback.

1.2.3. Interrupted by the different waves of COVID-19, it was difficult to arrange academic activities on half-day face-to-face school, and the "Diligence Class" was also affected. This year's "Diligence Class" was rescheduled to Saturday morning and extended to two hours to support students who had more than 10 late assignment records and overdue assignments. Those students failed to complete their homework partly because they had not mastered the subject content, and partly because they had weak self-discipline and needed adult supervision. We hired alumni who were currently studying at university as tutors for the "Diligence Class".

A total of 15 "Diligence Class" sessions were held last year, and a total of 53 students attended these sessions. In terms of effectiveness, the number of serious cases decreased compared with that of 2020-21.

1.2.4. A Test Week (S1-S3) was introduced. According to a survey conducted by the Student Union, 62.8% among the 282 S1-S3 respondents agreed that the Test Week should be retained, and 74.1% of the respondents agreed that the Test Week helped students concentrate on preparing for the tests.

1.2.5. 30 S1 students finished the year-round "Green Sprout Scheme". Participants found "the homework guidance useful" (score: 4.25/5), "the scheme helpful for their revision" (score: 4.29/5) and they were satisfied with the tutors' performance (score: 4.26/5).

- 1.2.6. Various STEM activities were held throughout the year to promote science and cultivate students' interest in science. For example, a 3D printing workshop, a smart home workshop, a silverware repairing workshop, "Minecraft Campus Creation Project", and "Digital Forensic Technology Full Contact", etc were held in 2021-22. A total of 159 students participated in these activities. We also nominated students to participate in STEM competitions, such as the microbit appliance design competition "智在 bit 得", and the CUHK Jockey Club AI for the Future Project, etc.

### **Reflection:**

- We joined the PISA 2018 follow-up programme this year. Prof. Hau Kit Tai from the CUHK and his team held a workshop for middle managers of our school. Under their professional guidance, teachers studied the school data in the 2018 PISA survey in detail. The programme allowed us to understand our strengths and weaknesses in different areas. The survey showed that students considered teachers' teaching performance excellent, especially in the areas of "Adaptation of Instruction", "Teacher Gives Advice/Help", "Perceived Teacher's Interest", "Teacher's Stimulation of Reading Engagement". As for students, scores in items such as "Competitiveness", "Global-mindedness", "Mastery Goal Orientation" and "Meaning in Life" were not very satisfactory.

Data from year 2018 might not be very updated, but it reflected our school's situation to a certain extent. The programme also inspired us to use data to better understand our students' strengths and weaknesses and to formulate appropriate learning and teaching strategies accordingly. We will pay more attention to improve aspects which we performed less well.

- Co-planning lessons for core subjects were arranged this year. The next step would be to combine lesson planning collaboration, lesson observation and feedback. In the coming school year, core subjects would develop one or two lesson study modules to address specific needs of students as identified through the data collected.
- In the coming year, the arrangement of "Diligence Class" would be enhanced. The current "Diligence Class" was carried out based on the number of students' late assignment records. It would be better to carry out preventive measures and to tackle the root problem. Therefore, we would arrange a "Homework Support Class". If teachers identify students having difficulties with their studies, leading to late submission of assignments, they can recommend them to join the "Homework Support Class" before the situation worsens.

The "Homework Support Class" would be conducted in a small class, and tutors would be alumni who are currently studying at university. The "Homework Support Class" also would promote the spirit of the Pui Ying family.

## **Major Concern 2: Building resilience under the new normal and supporting students' development**

### **Achievements:**

#### **2.1 Setting Up the Student Support Team**

- 2.1.1 The COVID-19 pandemic caused unprecedented challenges for the school. It was necessary for us to review our support measures for both students and teachers. Thus we invited representatives from the Religious Education Committee, Careers Guidance Committee, Discipline Committee and Class-Teacher Association to form the new Student Support Team to formulate policies that cater for the needs of students and provide support to class teachers.
- 2.1.2 The pandemic and the suspension of classes greatly affected students' learning and social lives. The Student Support Team devised some measures to help the growth of our students in face of this adverse environment. The Team started to work on planning how to utilize the Class-Teacher Periods to instil in students different values. In August 2021, we invited Ms. Wong, teacher-in-charge of Class-Teachers Association from Carmel Divine Grace Foundation Secondary School to share the work in class-building and the use of 'Student Journal' to guide students to adapt to the 'new normal' and live a meaningful school life under the pandemic. Inspired by Ms. Wong, teachers of the Student Support Team started to work on six themes of teaching materials to be used in the S1 to S4 Class-Teacher Periods. These themes included 'Achieving the Impossible', 'Seizing opportunities and Overcoming Challenges', 'Setting Priorities and Making Wise Choices', 'Appreciating and Receiving Others', 'Reflecting and Sharing (Part 1)', and 'Reflecting and Sharing (Part 2)'. A detailed lesson plan and teaching materials for each theme were provided for class teachers to ensure smooth implementation.
- 2.1.3 Besides providing the lesson plans and teaching materials for the six Class-Teacher periods, several sets of videos were produced by the Creative Multimedia Team to prepare students for the Class-Teacher Periods. A booklet called 'Student Go' was also produced for S1 to S4 students to facilitate the implementation of the six different themes and help students reflect on each theme after the Class-Teacher Period. The 'Student Go' booklet borrowed some ideas from the present-day popular social media to provide an avenue for students to share with their class teachers. In general, the booklet facilitated the communication between students and class teachers.



According to the results of the questionnaires collected on the six themes adopted in the Class-Teacher Periods, the appropriacy of the themes scored 3.88 on average out of a scale of 5, while the content and the activity arrangement scored 3.56 and 3.6 respectively. Some class teachers commented that the themes were appropriate, but the teaching materials were too rich to be covered within 55 minutes. Some students wrote in their Chinese Journal that they were encouraged by the messages delivered in the Class-Teacher Periods. Some class teachers said the booklet ‘Student Go’ had provided channels for them to understand their students more and facilitated communication. The effort made by the Student Support Team in providing support to students and class teachers in the implementation of class-teachers’ periods was much appreciated.

## **2.2 Collaborating with non-governmental organisations (NGOs) and the Parent-Teacher Association**

- 2.2.1 Under the pandemic, students and their families experienced varying degrees of impact. As students were confined at home, conflicts among family members were inevitable. On 20<sup>th</sup> January 2022, the Education Bureau announced that all face-to-face lessons and school activities were to be suspended by 24<sup>th</sup> January. Students staying home and attending online real-time lessons became the new norm under COVID-19. We tried to maintain students’ psychological and emotional well-being against threats and disruption caused by the pandemic. Therefore, we designated some Class-Teacher Periods and assemblies as “Caring Periods”, during which class-teachers phoned or contacted students to better understand their needs.
- 2.2.2 Following the instructions of the Education Bureau, our School started a special holiday on 7<sup>th</sup> March 2022. Half-day face-to-face classes resumed on 3<sup>rd</sup> May 2022 when all DSE core subject examinations were concluded. To welcome our students back to school, our two social workers entered each classroom and handed out small gifts and cards to express our care to the students.
- 2.2.3 Apart from the above student support measures, we also provided support for families experiencing financial difficulties and needed immediate relief. We applied for scholarships for students of these families. Examples included the Sha Tin District Secondary School Heads Association’s Emergency Relief Fund, the Hong Kong Council of the Church of Christ in China’s Scholarship, the Commission on Poverty’s “Future Stars - Upward Mobility Scholarship”, Love Foundation’s “Blessings in the Pandemic” Project 3.0, “The Nicola and Kenneth Bursary”, and Shatin Pui Ying College Parent-Teacher Association Scholarship. The assistance helped remove obstacles for students’ upward social mobility.

With the help of Rev. Hui Ah Kwong from the E.F.C.C. - Tseung Kwan O Wendell Memorial Church and the TYEC EMERGE (HONG KONG) LIMITED, we received a total of 1,200 Hung Fook Tong vouchers each worth \$50 from the Church and individuals from the community. The Education Bureau also supplied us with surgical masks and rapid antigen test kits. We distributed these resources to students with financial needs. Students who received vouchers were grateful and they wrote the letters of thanks to Rev. Hui and promised to extend their care and love to other people in need when they grew up.

- 2.2.4 In this school year, our school had successfully applied for about \$1.3 million from the Child Development Fund and collaborated with CityLab, a non-profit organisation, to implement a three-year project called “Transformative Mindset Leadership Project@CDF”, which aims at helping underprivileged students to build savings habits and personal development plans. Through a series of workshops and experiential activities, students acquired good thinking habits and mindsets, thereby building a sense of success and enhancing their self-worth, with the hope that they would be able to turn difficulties into opportunities and potential into achievements. During the programme, each participant had a mentor who would be in regular contact with the mentee to provide advice on life and learning.

A total of 39 students participated in the programme this year, including 12 Secondary 1 students, 17 Secondary 2 students and 10 Secondary 3 students.

Each participating student would deposit HK\$200 per month into a bank account for the first two years, and each successful student will be matched by the organization or school on a one-to-one basis through corporate and private donations. In addition, they would receive a one-to-one matching bonus from the Government, allowing them to save up to a maximum of HK\$14,400, which they could use in the third year of the programme to implement their personal development plans.

In addition, seminars and workshops were arranged for parents of participating students to facilitate parent-child communication, and participating students were matched with suitable mentors who would meet them regularly to understand the students’ progress in the programme and assist them in designing their personal development plans. All mentors were alumni of our School and the ratio of mentors to students was 1:2.44.

This year, CityLab organised three separate training sessions for parents and mentors, and six workshops for students. Feedback was positive and the overall results of the questionnaire was good, with over 90% of students and parents, as well as 80% of mentors being satisfied with the training programmes provided by CityLab.

## 2.3 Organising the Extracurricular Activities (ECA) Days

2.3.1 COVID-19 presented huge challenges in organising extra-curricular activities and providing different learning experiences for students. According to some research, due to the temporary cancellation of extracurricular events in the last two years, students missed out on peer socialization, increased lazy habits, and had a decline in creative energy.

To overcome the limitations caused by pandemic prevention measures and half-day face-to-face school, we organised an ECA Day in December 2021 and June 2022, utilising the combined assembly sessions, to allow ECA groups to offer students with internal or external activities within school hours. Students could take part in a wide range of activities according to their own interests.

Over 20 activities in various aspects were organized on each day. Teachers were eager to utilize the periods to organize activities for their ECA groups. Activities included an English Fun Fair, a Photographic Skills Workshop, a Local Historical and Cultural Tour, a 3-D Printing Workshop, Film Appreciation, a S1 Mathematics Competition, a Chinese History and Cultural Handicraft Workshop, an Egg-tart Cooking Class, etc.

According to the results from the evaluation questionnaires completed by both students and teachers, the ECA Days were a great success and most of the participants enjoyed them, especially when they had a choice. On the whole, students' average satisfactory rates of the activities on the first and second ECA Days were 3.81 and 3.84 (mostly satisfactory rate was 5). Most of them showed positive response to the idea of organising an ECA Day again in the future. Teachers' feedback on the arrangements of ECA Day was even more positive. The average rate was 4.27. It showed that the attempt to organise extra-curricular activities (ECA Days) within lesson time in half-day school was a success.

## Reflection:

- **Hiring a staff member with social work education background**  
It was found that some students experienced some levels of stress, anxiety, isolation and grief when they returned to school after school suspension. Our two social workers were pre-occupied with different student cases. They also needed to organise programmes to support students' growth. Besides raising both teaching and non-teaching staff members' awareness and equipping them with basic skills to take care of students with emotional needs, we hired a staff member with social work education background to provide additional support to teachers and social workers, and more importantly provide emotional support and counselling to students.
- **Launching the Trial and Error Learning Programme**  
As our students were academically competent when they were in primary school, some might find it difficult to adapt to a new environment and a different mode of learning in secondary school. We then introduced the programme “在你的生命中『預』見更好的自己——失敗教育 x 人物故事” organised by the Methodist Centre for Quality Life Education, sponsored by the Quality Education Fund (QEF). Through the life stories of different celebrities, it was hoped that students would better understand the ups and downs in life, build a positive attitude in times of adversities, and live a meaningful life.

## E. Support for Student Development

1. Policies	<ul style="list-style-type: none"><li>• We actively promoted the culture of social inclusion to support students with special educational needs (SEN) with a “whole-school approach”. We delivered to students suitable and diversified support measures and appropriate resources. This fostered students’ learning efficiency and integration into campus life.</li><li>• Our School valued home-school cooperation. Having established a constant communication mechanism, we discussed with parents the formulation of student support strategies through multiple channels.</li></ul>
2. Resources	<ul style="list-style-type: none"><li>• To support students with SEN and those who experienced difficulties with their studies, our School made the best use of the Capacity Enhancement Grant and the Learning Support Grant provided by the Education Bureau.</li></ul>
3. Supporting measures and utilization of resources	<ul style="list-style-type: none"><li>• The following support measures were provided to students with SEN and those who experienced challenges in their studies:</li><li>• We established the Special Education Needs Team for SEN, coordinated by the Vice-Principals. The Team convened meetings comprising the Vice-Principals, the Special Educational Needs Coordinator (SENCO), teacher-counselors, class teachers, social workers and the Educational Psychologist (EP) to discuss support measures to be delivered to students in need.</li><li>• To support students with speech and language impairment, we purchased Speech Therapy Service, which allowed students in need to participate in individual speech therapy / training sessions once a week.</li><li>• For S.4-6 students, enrichment courses in Chinese were provided.</li><li>• For S.1-3 students, we offered enrichment courses in Chinese, English and Mathematics.</li><li>• We adapted the timetables, homework and examination durations to meet students’ practical needs. Parents were contacted if necessary.</li><li>• The Peer Counselling Scheme was established to support S1 newcomers.</li><li>• We offered talks, training courses and workshops on the characteristics of students with SEN to teachers.</li></ul>

## F. Student Performance

### Hong Kong Diploma of Secondary Education Examination (2022)

1. Level 2 or above attainment for all subjects reached 98.8%, when compared with the Hong Kong average of 85.0%. Our school's Level 4 or above attainment was 64.0%, compared with the 35.6% average of Hong Kong. The attainment of Level 5 or above also exceeded the Hong Kong average of 13.0%, reaching 25.8% this year.
2. The percentage of Level 5-5\*\* of most subjects was better than that of the Hong Kong average, some of which exceeded the percentage of the Hong Kong average by 2 times or more.

For Information and Communication Technology, our Level 5-5\*\* attainment was about 6 times the Hong Kong average.

For Tourism and Hospitality Studies, our Level 5-5\*\* attainment was about 5 times the Hong Kong average.

For Visual Arts, our Level 5-5\*\* attainment was about 3.5 times the Hong Kong average.

For Chinese Language, Geography and Business, Accounting and Financial Studies, our Level 5-5\*\* attainment was about 3 times the Hong Kong average.

For English Language and Chinese History, our Level 5-5\*\* attainment was about 2.5 times the Hong Kong average.

For Mathematics, our Level 5-5\*\* attainment was about 2 times the Hong Kong average.

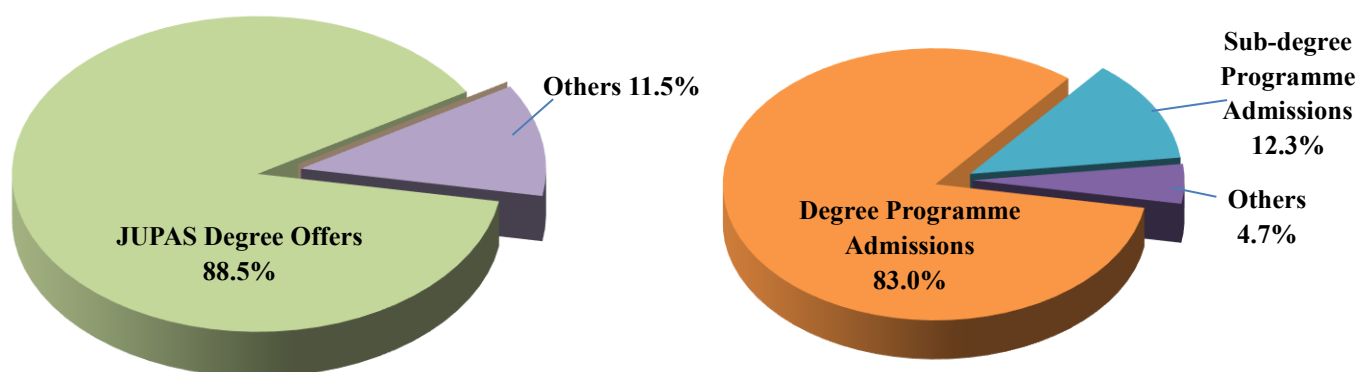
3. 87.7% of our students met the general entrance requirements of UGC-funded institutions (33222 or above), compared with the Hong Kong average of 42%.
4. Level distributions for subjects (in percentage):

	3322 (Core Subjects)	2+	3+	4+	5+
SPYC	90.6%	98.8%	91.2%	64.0%	25.8%
HK	36.9%	85.0%	60.9%	35.6%	13.0%

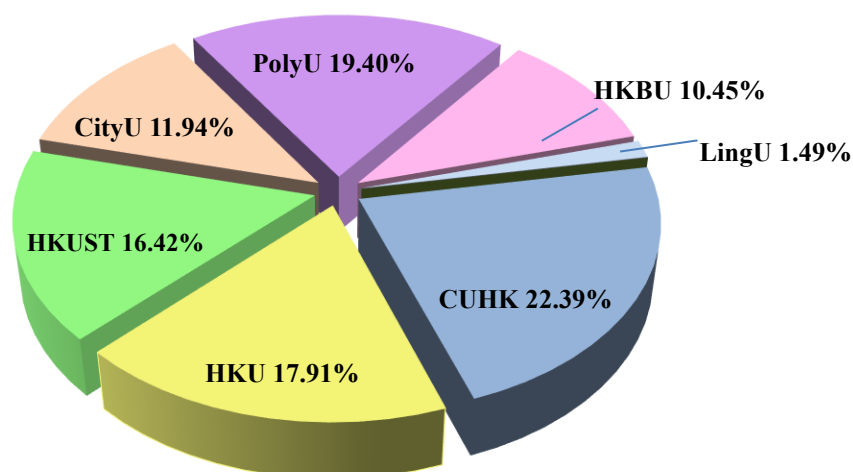
### Pathways for S6 Graduates (2022)

1. The university admission rate (degree and sub-degree programmes) for S6 students was 95.3%, among which 83.0% were admitted to degree programmes.
2. 83.0% of S6 students entered degree programmes, of which 73.6% were offered by local universities, 6.6% by overseas universities and 2.8% by universities in the Mainland.
3. 10 of our S6 students were admitted to Mainland, Taiwan and overseas institutes, accounting for 9.4% of the total. Details are as follows:

Country/City	No. of graduates admitted to Mainland, Taiwan and overseas universities
United Kingdom	3
Mainland	3
Taiwan	2
Australia	1
Canada	1



### Offer Distribution to UGC-funded Programmes (2022)



## Honours List (2021-2022)

### Academic

- 5<sup>th</sup> HK Specimen Drawing Competition 2021 organized by Royal Society of Biology Hong Kong Branch  
Senior Secondary Category Outstanding Award: Chan Hoi Yu (6C)  
Law Yan Lam (6C)  
Wong Sam Miu (6D)
- Jockey Club Responsible Consumption Programme - Hong Kong Secondary School Marketing Contest 2021 organized by Department of Marketing of the School of Business, Hong Kong Baptist University  
Second Runner-up Award: Lam Tin Yan (6A)  
Leung Sze Wing (6A)  
Tsang Sum Yi (6A)  
Tsui Nga Man Carmen (6A)
- Applied Learning Scholarship (2020/21school year) co-organized by Law's Charitable Foundation & Education Bureau  
Awarded Students: Hui Wan Yin (6A)  
Chow Shuk Ting (6B)
- 48<sup>th</sup> Youth Literary Awards organized by Youth Literary Awards Association  
Prose Junior Category: The Champion Zhuo Melody (5C)
- 4<sup>th</sup> Hong Kong Chinese & English Essay-writing Competition 2021 (Olympic) organized by The Hong Kong Children and Youth Arts Association  
Bronze Award: She Chun Hin (2D)
- Hong Kong Biology Literacy Award (2021/2022) organized by Hong Kong Science and Mathematics Association  
Written Test  
Best School Award: Shatin Pui Ying College  
First Class Honours: Pun Tsz Ki (5B)  
Wong Olivia (6C)  
Second Class Honours: Li Fu Yi (5D)  
Third Class Honours: Wong Yu Yun Joyce (5A)  
Chan Lok Yee (5B)  
Chan Pui Ying (5B)  
Merit: Dai Hoi Ki (5A)  
Kwong Esther (5D)  
Three-Minutes Presentation Contest  
Best Response Award: Chan Pui Ying (5B), Pun Tsz Ki (5B), Li Fu Yi (5D), Kwong Esther (5D)



7. 14<sup>th</sup> Hong Kong Cup Diplomatic Knowledge Contest organized by the Commissioner's Office of China's Foreign Ministry in the Hong Kong S.A.R., Education Bureau & the Better Hong Kong Foundation  
 Merit: Chiu Pik Ying (3A), Li Man Chit (3A), Cheung Tsz Yan (3C)  
 Szeto Wing Yan (3C), Tong Hoi Yau (3C), Chiu Man Chi (3C)  
 Huang Po Ling (3C), Cheung Ngai Shing Anson (5A), Tang Tsz Hin (5A)  
 Lau Isaac (5A)
8. 4<sup>th</sup> "Distinguished Master Accomplished Student" Mentorship Programme by the Hong Kong Academy of Sciences, the Hong Kong Academy of Engineering Sciences and the Hong Kong Institution of Science  
 Selected student: Tam Hoi Man (4D), mentored by Dr. Poon Lok-to (Former President of Hong Kong Institute of Engineers, Chairman of ATAL Engineering Group)
9. The Most Distinguished Student Award organized by the Association of Principals of Secondary Schools of the Hong Kong Council of the Church of Christ in China  
 The Most Distinguished Student Award: Chiu Pik Ying (3A), Ng Yu Hong (6D)
10. MI Young Writers Award 2022 organized by Magazines International (Asia) Ltd  
 2<sup>nd</sup> Runner-up (Senior Section) : Tsang Sze Kit (4D)  
 10 Outstanding Entries (Senior Section) : Leung Sum Yee (5D)
11. HKICPA/HKABE Joint Scholarships for BAFS 2021-22  
 Awarded Students: Ng Yeuk Ching (5A)
12. The Association of Principals of Secondary Schools – The Hong Kong Council of the Church of Christ in China 2023  
 Best Performance Award : Ng Yat Long (6D)  
 Second Class Award : Ng Yat Long (6D)  
 Third Class Award: Cheung Ka Ho (5C), Lee Tsz Wai (6C)
13. The 33<sup>rd</sup> Annual Book Report Competition for Secondary School Students organized by Hong Kong Educational Publishing Company Ltd and Athens Education  
 Merit: Chang Cheuk Yee (4C)
14. 「逆境·夢飛行」全港中小學演講比賽 organized by CCC Kei Heep Secondary School  
 Senior Secondary Category Merit Award: Guan Kwan Yu (4C)
15. The 18<sup>th</sup> Sha Tin District Outstanding Student Award organized by Shatin Youth Association  
 Senior Secondary Category: Chan Pui Ying (5B)  
 Junior Secondary Category: Chiu Pik Ying (3A) , Cheng Hiu Yau (3B)  
 Cheung Tsz Yan (3C) , Szetau Hei Man (3D)
16. Students Leap Forward Award Scheme – Sha Tin District organized by Sha Tin District Secondary School Heads Association and Hong Kong Sha Tin District Primary School Heads Association  
 Awarded Students: Yip Sin Tung (2A) , Wu Tsz Yeung (3B)  
 Lau Cheuk Ying (3D) , Ho Wing Hong (3D)  
 Leung Yu Sum (4C) , Pun Ho Yan (4C)

17. 「三十五週年創意短片比賽：疫情下的新常態」 organized by Hong Kong Institute of Vocational Education (Tuen Mun)  
Secondary Category Gold Award: Cheung Shing Chung (5A) , Yee Chun Wa (5B)
18. Hong Kong Specimen Drawing Competition 2021 organized by Royal Society of Biology Hong Kong Branch  
Senior Secondary Category Merit: Liang Tsz Ying (5A)

## Arts

1. The 73<sup>rd</sup> Hong Kong Schools Speech Festival
  - a. English Solo Verse Speaking (Non-Open)
 

S2 Boys	1 <sup>st</sup> Runner-up:	Kong Pak Kiu Augustine (2D)
	2 <sup>nd</sup> Runner-up:	She Chun Hin (2D)
S3 Girls	1 <sup>st</sup> Runner-up:	Lam Sze Ching Tiffany (3A)
	2 <sup>nd</sup> Runner-up:	Cheung Tsz Yan (3C)
  - b. English Solo Prose Reading (Non-Open)
 

S4 Girls	2 <sup>nd</sup> Runner-up:	Chow Cheuk Nam (4B)
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  - c. Cantonese Solo Verse Speaking
 

S1 Girls	2 <sup>nd</sup> Runner-up:	Kwok Wing Tung (1D)
S3 Boys	Champion:	Li Man Chit (3A)
S3 Girls	Champion:	Lau Cheuk Ying (3D)
S4 Girls	1 <sup>st</sup> Runner-up:	Guan Kwan Yu (4C)
  - d. Cantonese Solo Prose Speaking
 

S2 Girls	2 <sup>nd</sup> Runner-up:	Cheung Ching Yan (2B)
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  - e. Putonghua Solo Prose Speaking
 

S1 Boys	1 <sup>st</sup> Runner-up:	Tsui Yung Wai (1D)
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2. Hong Kong School Drama Festival 2021/22
 

Award for Outstanding Performer:	Ng Sin Yiu (3B), Wu Cheuk Ka Candice (5D)
Award for Outstanding Cooperation:	Ng Sin Yiu (3B), Wong Tsz Yan (5A) Cheung Ka Ho (5C), Tsang Wing Kei (5C) Ng Yi Nok (5C), Kwok Ching Hei (5C) Wu Cheuk Ka Candice (5D), Siu Elanie (5D) Mok Cheuk Cheung (5D)
3. The 74<sup>th</sup> Hong Kong Schools Music Festival (2022)  
粵曲獨唱-平喉獨唱-中學高級組：
 

Champion:	Li Man Chit (3A)
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## Sports

Hong Kong School Sports Federation Shatin and Sai Kung Secondary School Area Committee Inter-school Competition 2021-2022

1. Swimming
 

Boys B Grade 200m Freestyle	1 <sup>st</sup> Runner-up:	Tsang Hon Fung (3C)
Boys A Grade 50m Freestyle	3 <sup>rd</sup> Runner-up:	Lam Ho Yin (5B)
Girls B Grade 50m Breaststroke	2 <sup>nd</sup> Runner-up:	Lau Wai Ki (3A)
Girls B Grade 50m Backstroke	1 <sup>st</sup> Runner-up:	Wong Wing Yin (4D)

2. Volleyball

Girls Open Division

Champion:

Tsang Hiu Ki (3D), Ng Wing (5A)  
Lau Lok Yiu (5A), Tsang Sum Yi (6A)  
Mak Wing Yin (6B), Tsoi Yan Lam (6C)  
Siu Cheuk Ki (6C), Chow Wing Tung (6D)  
Tang man Hei (6D)

3. Handball

Girls Open Division

1<sup>st</sup> Runner-up:

Kong Yi Ching (2A), Chan Wing Yan (2C)  
Lai Hui Ching (3A), Lau Shun Yan (3B)  
Yuen Hau Ching (3B), Loo Yan Lam (3C)  
Wong Cheuk Ying (4B), Chan Ying (4D)  
Wong Sin Yue (5D), Ho Pun Heung Yu (6A)  
Chan Yuk Lam (6C), Tse Wing Chin (6C)  
Lo Pui Man (6D)

**G. Financial Summary for 2021-2022**

		<u>Balance b/f</u> <b>(HK\$)</b>	<u>Grant Received</u> <b>(HK\$)</b>	<u>Expenditure</u> <b>(HK\$)</b>
<b>I.</b>	<b>Government Fund</b>			
1.	Expanded Operating Expenses Block Grant (EOEBG)	5,416,511.83		
a.	School Specific Grant			
	1. Administration Grant	-	3,947,980.00	3,446,360.30
	2. Air-conditioning Grant	-	589,569.00	198,114.00
	3. Capacity Enhancement Grant	-	642,934.00	771,431.49
	4. Composite Information Technology Grant	-	555,900.00	576,255.31
	5. School-based Management Top-up Grant	-	50,702.00	20,000.00
b.	Non- School Specific Grant			
	Baseline Reference	-	1,994,483.11	2,248,292.95
c.	Other Income	-	111,050.76	-
	<i>Sub-total</i>	<i>5,416,511.83</i>	<i>7,892,618.87</i>	<i>7,260,454.05</i>
	<i>Surplus for the year</i>			<i>6,048,676.65</i>
	<i>Funds set aside for Long Service Payment/Severance Payment</i>			<i>53,888.96</i>
	<b><i>Balance carried forward to next year (A)</i></b>			<b><i>6,102,565.61</i></b>
2.	Other Grants outside EOEBG			
a.	AEF6.0 - Cleansing & Security Workers Subsidy	-	116,000.00	116,000.00
b.	Committee on Home-School Co-operation Project	6,116.50	25,780.00	12,680.00
c.	Diversity Learning Grant – Applied Learning Courses	-	78,245.00	78,245.00
d.	Diversity Learning Grant – Other Programmes	80,772.72	84,000.00	93,511.49
e.	ER's Contributions to PF/MPF Scheme for NTS	-	237,929.40	238,741.71
f.	Fringe Benefits under the Enhanced NET Scheme	-	138,659.32	138,659.32
g.	Hong Kong School Drama Festival	8,133.23	3,600.00	-
h.	Information Technology Staffing Support Grant	40,047.00	321,796.00	325,680.00
i.	Learning Support Grant	94,255.88	456,330.00	451,046.15
j.	Life-wide Learning Grant	1,208,400.00	1,216,857.00	1,471,035.92
k.	Moral and National Education Support Grant	530,000.00	-	-
l.	One-off Grant for Supporting the Implementation of the SS Subject Citizenship and Social Development	-	300,000.00	8,099.00
m.	Other Recurrent Grants (Rent & Rates)	-	538,012.00	538,012.00
n.	Promotion of Reading Grant	43,958.28	73,326.00	63,067.29
o.	Salaries Grant	-	42,114,019.77	42,114,019.77
p.	SB After-school Learning and Support Programme	91,200.00	97,200.00	91,818.75
q.	School Executive Officer Grant	85,440.60	540,268.60	341,541.66
r.	Special Anti-epidemic Grant (Mar 22)	-	37,500.00	35,180.00
s.	Student Activities Support Grant	-	80,600.00	71,765.40
t.	Teacher Relief Grant	678,204.14	5,302,914.07	3,217,653.61
u.	Teacher Training Grant (SEN)	-	16,780.00	16,780.00
	<i>Other Income (2t)</i>	<i>-</i>	<i>7,204.40</i>	<i>-</i>
	<i>Sub-total</i>	<i>2,866,528.35</i>	<i>51,787,021.56</i>	<i>49,423,537.07</i>
	<i>Surplus for the year</i>			<i>5,230,012.84</i>
	<i>Amount receivable from EDB for the deficit on ER's Contributions to PF/MPF Scheme for NTS (2e)</i>			<i>812.31</i>
	<i>Unspent amount of Other Grants outside EOEBG (2b &amp; 2s) to be refundable to EDB</i>			<i>(18,834.60)</i>
	<b><i>Balance carried forward to next year (B)</i></b>			<b><i>5,211,990.55</i></b>

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant</u> <u>Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>
<b>II.</b>	<b>School Funds</b>	1,122,728.05		
	1. Tong Fai	-	207,800.00	-
	2. Tuckshop Rental	-	8,000.00	-
	3. Hiring of School Premises	-	121,516.44	-
	4. Donations	-	-	-
	5. Feed-in Tariff (FiT) Scheme	-	11,675.00	-
	6. Others	-	110,190.52	481,466.62
	<i>Sub-total</i>	<i>1,122,728.05</i>	<i>459,181.96</i>	<i>481,466.62</i>
	<i>Surplus for the year</i>			<i>1,100,443.39</i>
<b>Balance carried forward to next year (C)</b>			<b>1,100,443.39</b>	
<b>III.</b>	<b>Approved Collection for Specific Purposes</b>	520,116.76		
	1. Air-Conditioning	-	-	65,579.67
	2. Other Purposes	-	220,410.00	64,029.03
	<i>Sub-total</i>	<i>520,116.76</i>	<i>220,410.00</i>	<i>129,608.70</i>
	<i>Surplus for the year</i>			<i>610,918.06</i>
	<b>Balance carried forward to next year (D)</b>			<b>610,918.06</b>
<b>Accumulated surplus as at the end of school year</b> <b>[(A)+(B)+(C)+(D)]</b>				<b>13,025,917.61</b>

## H. Report on Other Grants

### 1. Teacher Relief Grant 2021-2022

The Teacher Relief Grant and other income received this year amounted to \$5,302,914.07 and 7,204.40. The surplus brought forward from the previous year was \$678,204.14. The sum had been paid out for employing nine additional teachers, supply teachers and tutors for after-school tutorial and enhancement classes, amounting to \$3,036,070.86, \$85,578.00 and 96,004.75 respectively.

### 2. School Executive Officer Grant 2021-2022

A. The grant received for this year was \$540,268.60 and a surplus brought forward from 2020-2021 was \$85,440.60

B. Expenditure

1. Employing one School Executive Officer and two 0.3 administrative assistants	\$	325,277.84
2. Employer's contribution to Mandatory Provident Fund to staff members	\$	16,263.82
<b>Total:</b>		<b>\$ 341,541.66</b>

C. There was a surplus of \$284,167.54 at the year end.

D. Evaluation

One School Executive Officer and two 0.3 administrative assistants were employed. Their duties included:

- taking minutes of meetings;
- assisting in the preparation work for the Teacher Manager Election of the Incorporated Management Committee;
- assisting in the handling of routine school administrative matters;
- assisting in reviewing school-based mechanisms, internal administrative arrangements and requirements;
- reviewing and editing the school brochure, school plans and reports;
- reviewing and updating school profiles for external publications;
- handling the follow-up work for external student support projects;
- handling internal and external scholarship applications;
- liaising with stakeholders of the School; and
- liaising with primary schools and other educational institutions.

Their presence helped strengthen school administrative support and reduce the administrative work of teachers. This created room for the School Management Team to focus more on core education tasks and take care of student development.

### 3. Capacity Enhancement Grant 2021-2022

A. Grant received this year amounted to \$642,934.00.

B. Expenditure

1. Employing one librarian	\$	240,420.00
2. Employing three 0.7 teaching and administrative assistants	\$	378,182.02
3. Employing sixteen part-time support staff members	\$	117,865.00
4. Employer's contribution to Mandatory Provident Fund for support staff members	\$	34,964.47
<b>Total:</b>		<b>\$ 771,431.49</b>

C. There was a deficit of \$128,497.49 at the year end, which would be absorbed by the EOEBG surplus.

D. Evaluation

1. One librarian was employed to handle the operation of the School Library. She was responsible for updating the databases and systems of the School Library, as well as leading support staff members to carry out the work of stocktaking and data entry. She also assisted in the implementation of reading promotion activities. Her presence reduced other teachers' workload in handling regular library duties.
2. Three 0.7 teaching and administrative assistants were employed. Their duties included:
  - providing secretarial service;
  - assisting teachers and the school in managing school activities;
  - assisting teachers in the preparation of teaching materials and resources;
  - conducting tutorial classes after school; and
  - substituting for lessons.
3. Sixteen part-time support staff members were employed. Their duties included:
  - providing clerical support to teachers;
  - assisting the librarian in carrying out stocktaking and data entry of library books;
  - serving as invigilators in school examinations; and
  - assisting teachers in checking relevant records of students and visitors for school events for anti-epidemic purpose.

From the feedback of relevant teachers, the appointments were helpful in reducing their workload, allowing them to concentrate on enhancing the quality of learning and teaching.

#### 4. 2021-2022 學年學生活動支援津貼運用報告

##### (一) 財務概況

A	本學年獲發撥款：	80,600.00
B	本學年總開支：	71,765.40
C	須退還教育局餘款 (A - B)：	8,834.60

##### (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	0	\$0.00
學校書簿津貼計劃－全額津貼	82	\$51,653.60
校本評定有經濟需要	11	\$20,111.80 (上限為全學年津貼金額的 25%)
總計	93	\$71,765.40

〔註：此項應等於 (一) B 「本學年總開支」〕



### (三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝 發展	社會服務	與工作有關 的經驗
<b>1. 本地活動：</b> 資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	海洋公園學院活動	科學	63	8,505.00	✓				✓
2	押花押字工作坊	藝術（其他）	3	1,140.00			✓		
3	「非遺」絕活表演--川劇變臉	歷史、文化探索	14	903.00	✓		✓		
4	文化講座工作坊--日式木製年賀狀製作	文化探索	2	631.60	✓				
5	康樂攀爬體驗活動	德育教育	1	538.80		✓	✓		
6	天然竹藝遊樂園活動	德育教育	5	3,400.00		✓	✓		
7	文化講座工作坊--防疫香囊與紫雲膏製作體驗	文化探索	2	625.00	✓				✓
8	本地歷史文化考察團（沙田道風山）	歷史	4	1,120.00	✓				
9	和菓子製作體驗工作坊	文化探索	2	736.80	✓				✓
10	精彩人生--攻防箭	德育教育	2	309.50		✓			
11	香港文學創作坊	文學創作	11	2,750.00	✓				
12	賽馬會學界足球發展計劃	體育	3	225.00			✓		
13	資優數學創意解難證書課程	資優教育、數學	5	14,000.00	✓				
14	資優法證科學證書課程	資優教育、科學	2	5,000.00	✓				
15	旅遊日語班	常識、文化探索	7	6,300.00	✓				
16	資優人工智能證書課程	資優教育、資訊科技	4	11,200.00	✓				
17	地壺球	德育教育、體育	4	400.00		✓	✓		

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學 生 人次 <sup>1</sup>	開支 ( $\$$ )	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝 發展	社會服務	與工作有關 的經驗
<b>1. 本地活動：</b> 資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
18	大埔漁村文化導賞及工作坊	常識、文化探索	1	460.00	✓				
19	管弦樂團訓練	藝術（音樂）	2	1,150.00			✓		
20	押花押字玻璃品（咖啡杯）工作坊	藝術（其他）	6	2,040.00			✓		✓
21	「二次人生」電影放映會	價值觀教育	4	528.00		✓			
22	中國歷史文化手藝工作坊--水墨丹青體驗班	藝術（視藝）、 文化探索	4	756.00	✓		✓		
23	中國歷史文化手藝工作坊--舌尖上的糖畫	藝術（視藝）、 文化探索	4	420.00	✓		✓		
24	懷舊小吃--糯米糍製作工作坊	文化探索	1	185.00	✓				
25	懷舊小吃--家鄉茶粿製作工作坊	文化探索	3	555.00	✓				
26	懷舊小吃--龍鬚糖製作體驗班	文化探索	1	320.00	✓				
27	中文辯論隊訓練	資優教育	2	3,428.00	✓				
28	中四至中六級基禾堂團契營會	個人成長、價值 教育	1	848.10		✓			
29	數碼鑑證科技全接觸	科學、科技	4	2,870.60	✓				
30	STEAM 工作坊	跨學科 (STEM)	6	420.00	✓				✓
<b>第 1 項總開支</b>			<b>173</b>	<b>71,765.40</b>					

<b>2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽</b>									
1	/								
<b>第 2 項總開支</b>			<b>0</b>	<b>\$0.00</b>					
<b>3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備</b>									
1	/								
<b>第 3 項總開支</b>			<b>0</b>	<b>\$0.00</b>					
<b>總計</b>			<b>173</b>	<b>\$71,765.40</b>					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人（姓名、職位）：	黃晞峻老師 （全方位學習組主席）
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## 5. 2021-2022 學年「全方位學習津貼」運用報告

### 第 1 項：舉辦／參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	<b>本地活動：</b> 在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度												
1	歷史文化考察團（沙田道風山） 通過考察，讓學生了解 30 年代香港宗教歷史發展及明白保育歷史建築的重要性	歷史課程	3/12/2021	中二及中六	15	同學反應良好，值得再辦	4,480.00	E1、E2	✓	✓			
2	押花押字玻璃杯手作坊 通過製作玻璃手作，讓學生了解中國歷史名人、名句及不同圖案的文化涵意	歷史課程	17/6/2022	中二至中四	20	同學反應良好，值得再辦	6,800.00	E1、E5	✓	✓	✓		
3	學校巡迴互動劇場表演 讓學生通過觀賞劇場認識表演藝術及提升他們的藝術素質	提升藝術素質	25/10/2021	中四及中五	215	現場觀察，同學投入觀賞表演，並在課堂中積極參與討論	600.00	E1	✓		✓		

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
4	舞蹈組 讓同學積極向著目標排練舞蹈備賽	藝術發展	9/2021-7/2022	中二至中五	22	同學積極參與訓練，於第58屆學校舞蹈節比賽中獲得校際舞蹈節優等獎。第50屆全港公開舞蹈比賽因疫情延期至下學年舉行	4,329.00	E1	✓		✓			
5	中一數學比賽	學與教	17/6/2022	中一	118	教師觀察及問卷回應中顯示學生能積極投入	221.50	E1	✓					

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
6	中一性教育講座 讓同學認識青春期的變化及兩性相處	性教育	21/9/2021	中一	118	講者能善用潮流影片向同學介紹與他人相處的概念，貼近同學生活，能引起他們共鳴，反應踴躍、積極	86.00	E1		✓			
7	大哥姐計劃 幫助中一新生互相認識及適應中學生活	適應中學生活的學習	6/2021-3/2022	中一	118	同學能互相認識及了解中學生活	36.00	E1		✓			
8	中六壓力工作坊 教導同學紓緩壓力的方法	壓力管理	12/2021	中六	108	同學學會減壓的方法	309.00	E1		✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
9	中一級性教育講座「認識性騷擾」 預防性騷擾話劇之『性騷擾 咪忍』(重點:預防性騷擾)	性教育	18/5/2022	中一	118	老師反映機構的錄播片段截取由香港電台製作的「性騷擾」示範片段，該片段言辭露骨不雅，而講者亦圍繞該些言辭延申講解，故大部分片段均不甚適合給中一同學觀看。負責老師即時採取調適措施嘗試找其他合適片段取代明光社材料，但因時間倉	900.00	E5		✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
						促，最終決定擱置機構錄播片段。事後反映此問題予機構，有關方面指片段嘗試講解一些不當的性騷擾行為，某些言辭實難以避免，但同意可以在講解中以較為溫和的字眼處理，避免聽眾尷尬								



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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
10	中二性教育講座「迷戀與曖昧關係」 學習與異性朋友相處應有的態度及技巧，協助學生訂立清晰的感情關係及界線	性教育	24/1/2022	中二	148	同學及班主任普遍反映機構的錄播片段較沉悶，但能達到課堂目標，同學均能清晰接收兩性界綫的相關概念	900.00	E5		✓				
11	中三性教育講座「認識性暴力」 讓學生認識性暴力的定義、不同類型的「性暴力」行為及懂得處理與避免性暴力事件	性教育	8/10/2021	中三	103	主題清晰，學生能掌握重點，內容及材料豐富。個別班別須剪裁以配合時間或班情，如刪去標語創作或剪報	1,000.00	E5		✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
12	中四性教育講座「即食戀愛」 即食文化影響青少年的戀愛和性的價值觀。透過剖析即食戀愛觀對青少年的影響，協助學生學習戀愛前應考慮的事項與建立健康的戀愛原則	性教育	27/1/2022	中四	106	預錄講座播放目標達到，內容合適及可協助學生建立正確戀愛和性的價值觀，班主任滿意講座安排，學生反應良好	900.00	E5		✓				
13	中五性教育講座「戀愛風雲」 協助學生確立處理感情的正確態度及提升學生有關處理失戀或分手帶來的情緒困擾的技巧	性教育	20/5/2022	中五	109	預錄講座播放目標達到，內容合適及可協助學生正確處理感情，班主任滿意講座安排，但學生反應一般	1,200.00	E5		✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
14	中六性教育講座「愛、婚姻與性關係」 性解放文化將性行為視為個人慾望的滿足，忽略愛情及婚姻基礎的重要性。本講座重申愛、婚姻和性之間的緊密關係，協助學生建立正確、健康的性觀念	性教育	26/11/2021	中六	108	主題合適，講者運用短片及圖表分析愛、婚姻與性的關係，提醒同學應考慮性關係發展的時機及對象，提醒同學留意大學迎新活動	900.00	E5		✓				
15	康樂攀爬體驗活動 讓同學有接觸大自然的機會，讓學生能夠零距離擁抱大樹，感受大自然生命力的奧妙	培養同學的團隊合作精神	20/12/2021	中二及中三	16	同學學會溝通和彼此合作的精神	7,261.20	E1、E5		✓				

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
16	天然竹藝樂園活動 開拓同學的視野，讓學生認識「搭棚」這個歷史悠久的傳統工藝，透過「搭棚」這個歷史悠久的傳統工藝，培養同學的創造力和團隊合作精神	認識中國傳統工藝、發揮同學的創造力及建立團隊合作精神	20/12/2021	中五及中六	24	同學學會溝通和彼此合作，並認識「竹藝」的傳統藝術	14,000.00	E1、E5		✓			
17	「有傘有聚」中六惜別活動 為應考公開試的中六同學打氣	學生成長階段中學會珍惜	18/3/2022	中六	108	同學能互相鼓勵，共同面對挑戰	2,557.70	E1		✓			
18	「給自己的信」活動 同學寫一封信給5年後中學畢業的自己，並貼上郵票、蓋上郵戳，投入郵筒，寄給未來的自己。信件將會收藏在學校，並於中六畢業時派發給各同學，讓同學能回顧中學校園生活	自我規劃未來方向及目標	27/5/2022	中一	118	同學投入及認真思考未來五年後的方向	1,834.50	E1		✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
19	M+及大館文化探索活動 探索不同藝術文化，提升同學的藝術素養	藝術欣賞及文化探索	10/8/2022	中二至中四	47	同學投入活動，能認識各地不同的藝術文化	13,900.00	E1	✓		✓			
20	室內射擊活動 提升同學的團隊合作精神和抗逆能力	提升溝通及領導能力、培養良好嗜好及發展個人潛能	11/8/2022	中一	59	同學投入活動，能學會溝通技巧，又能提升及發揮個人領導能力	15,144.00	E1、E2		✓	✓			
21	開心班相 營造愉快融洽的校園氣氛，透過全民投票選出最切合主題的班相，以紀錄同學青春和愉快的校園生活	營造和諧的校園氣氛	11/2/2022-25/2/2022	中一至中六	692	同學表現投入，能營造愉快班風	390.00	E1		✓				
22	中二級福音茶座活動 福音活動	宗教教育	10/2021	中二	130	同學投入參與活動	6,032.70	E1	✓	✓				

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
23	Alpha Course 活動 福音活動	宗教教育	9/2021- 12/2021	中一	130	同學投入參與活動，加深對基督教信仰的認識	65.00	E1	✓	✓			
24	擊鼓·讚美 福音活動	宗教教育	30/9/2021	中二	1	同學投入參與活動	90.00	E6	✓	✓			
25	中一團契「歷奇體驗、團隊建立」活動 學習溝通，建立團隊精神	宗教教育、團隊建立	21/5/2022	中一	17	同學投入活動，歷奇體驗讓同學學習彼此溝通，面對挑戰	3,800.00	E6		✓	✓		
26	中二團契日營活動 學習溝通，與團友建立伙伴關係	宗教教育、建立人際關係	9/5/2022	中二	13	同學投入活動，珍惜友誼，建立伙伴關係	2,440.00	E6		✓			
27	中四及中六團契營會 溝通技巧訓練、德育教育	宗教教育、溝通技巧訓練	22/7/2022- 24/7/2022	中四及中六	11	達到關係建立及學習彼此分享、深度聆聽的效果	8,801.10	E6	✓	✓			

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
28	中四至中六團契營會 個人成長、德育及價值教育	宗教教育、個人成長	29/8/2022- 31/8/2022	中四至中六	9	達到關係建立及學習彼此分享、深度聆聽的效果	7,633.30	E6	✓	✓			
29	中二福音營 溝通技巧訓練、德育教育、團隊建立	宗教教育、溝通技巧訓練	16/8/2022- 18/8/2022	中二	19	達到培養團隊合作精神、學習人際相處及提升自信的效果	14,518.68	E6		✓			
30	中一團契營會 溝通技巧訓練、德育教育、團隊建立	宗教教育、溝通技巧訓練	21/7/2022- 23/7/2022	中一	48	能提升團隊合作精神及人際相處技巧，亦有助個人成長	33,825.18	E6		✓			
31	管弦樂團 提升學生的藝術素質，發揮潛能	藝術	14/9/2021- 10/6/2022	中二至中五	30	學生積極參與練習，並於英語音樂劇中演出，發揮所長	16,986.69	E1、 E5			✓		

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
32	綠匯學苑可持續發展講座 認識香港可持續發展的環保工作	環保教育	21/10/2021	中一至中三	369	反應良好	850.00	E5	✓					
33	傑出義工活動 鼓勵並獎勵同學參與義工活動	義工服務	8/2022	中一至中六	692	同學積極參與義工活動	1,000.00	E1					✓	
34	中文模擬法庭比賽 參加「香港學界模擬辯護及模擬法庭比賽」，就虛構案件扮演律師進行訴訟	思維訓練	10/2021	中四	4	同學積極投入案件訴訟的預備工作，提升思維能力，對法庭工作加深了解	156.00	E1	✓	✓				✓
35	中文辯論隊 參加中文辯論隊集訓及參與各項公開辯論比賽	語文訓練	9/2021-8/2022	中一至中三	12	同學透過集訓及比賽，提升了演辯技巧、說話的自信心及對社會的認識	17,144.00	E5	✓	✓				



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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
36	網球學會 提供多元化課外活動供學生選擇參與	課外活動	18、 25/11/2021 及 9/12/2021	中二 及中 五	3	達到基本集會目的，但會員人數未如理想	214.00	E1、 E7			✓		

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
37	英語音樂劇 提升藝術素質，發揮個人潛能，讓學生閃耀	藝術	9/2021-8/2022	中一至中六	692	是次音樂劇劇本由學生親自執筆，所有歌曲均是原創，大部分由學生創作；而舞蹈、舞台設計、佈景製作等亦是師生共同創作。是次演出，更有家長參與協助製作戲服，盡顯家校合作的精神。參與的同學積極投入各項的排練及籌備工作。學生盡展才	563,226.13	E1、 E5、 E7、 E9 (購買服務)	✓	✓	✓		

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
						能，發揮所長，在舞台上精彩的演出，獲得各方的讚賞，也肯定了同學的演出達致專業水平，是一齣扣人心弦的作品，使人百看不厭							

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
38	生果周活動 活動內容包括，派發水果予全校師生的「生果派對」、「水果知識問與答」及「水果食譜設計」比賽，以推廣吃水果對身體的好處及重要性	健康教育	6/12/2021- 10/12/2021	中一至中六	692	全校師生積極參與活動及有正面的回應	1,442.40	E1、 E7	✓					
39	萄撻製作班 「陪你玩」烹飪活動，讓學生體驗不同文化的食物	興趣活動	17/6/2022	中二及中三	16	學生投入活動及對活動感到滿意	478.80	E1	✓	✓				
40	大埔漁村文化導賞及工作坊 讓同學認識漁業的可持續發展	生活與社會科	10/6/2022	中一及中三	19	同學能認識香港漁業的可持續發展，並有機會參與製作特色海產食物	9,660.00	E1、 E2	✓	✓				✓

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
41	團隊及領袖訓練日營 訓練團隊溝通、合作及解難能力，提升學生自信	領袖培訓、團隊建立	5/8/2022	中五	59	同學面對困難，能學習彼此溝通，充份發揮團隊合作精神	14,010.00	E1		✓				

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
42	生物學素養競賽 2021/2022 參加由香港數理學會舉辦的「生物學素養競賽 2021/2022」比賽，內容包括筆試預賽及三分鐘演說比賽	生物科	30/11/2021、 15/1/2022	中五及中六	10	1. 30/11/2021 在筆試預賽中獲「最佳學校獎」，同時 2 位同學獲「一等獎」、1 位同學獲「二等獎」、3 位同學獲「三等獎」及 2 位同學獲「優良獎」 2. 15/1/2022 決賽在三分鐘演說比賽中獲「最佳回應獎」	1,000.00	E1	✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
43	香港學界朗誦節英文朗誦比賽 提升學生英語表達能力	英文科	9/2021- 11/2021	中一至中五	15	十分理想	200.00	E1	✓				
44	英文學會 於課外活動日讓同學從遊戲中學習英語	英文科	3/12/2021	中一至中五	56	效果良好	233.20	E1	✓				
45	領袖訓練活動 為學生會幹事提供半天領袖訓營活動，提升同學的領袖能力	領袖培訓	2/10/2021	中二	1	有效提升同學之間的凝聚力和溝通能力	350.00	E1		✓		✓	
46	Minecraft 校園創建常規課程 讓同學學習利用編程方法於 Minecraft 世界中建立校園	科技與藝術	23/5/2022- 23/6/2022	中一至中四	26	學生反應正面，在課程中展現創意及解難能力	44,572.00	E1	✓	✓	✓		
47	Minecraft 校園創建計劃 2022 比賽 讓同學參與 Minecraft 創建比賽，發揮所長	科技與藝術	23/5/2022- 15/10/2022	中一至中三	3	學生於比賽中展現創意及解難能力	2,500.00	E1	✓	✓	✓		

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
48	Creative Media Team 讓學生學習影片製作，包括攝錄、剪輯、器材儲存等	科技與藝術	9/2021-8/2022	中三至中五	20	學生能掌握影片製作的流程、分工、拍攝及後期製作的技巧	980.00	E1			✓		✓
49	The Next Influencer 數碼媒體訓練計劃 透過講座、培訓及實習製作，讓同學認識成為「跨媒體工作者」應有的基礎	數碼媒體	9/2021-2/2022	中二及中五	3	同學的出席率達100%，並參與放映會及結業禮	900.00	E1					✓
50	數碼短片拍攝技巧工作坊 讓學生進一步掌握影片製作的流程、拍攝及後期製作的技巧	科技與藝術	15/8/2022	中一至中五	57	學生能掌握短片製作的流程，認識基本拍攝器材及影片剪接軟件，又學會影像構圖與拍攝手法及參與現場實習拍攝	12,320.00	E1			✓		✓



編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
51	面試技巧工作坊 簡介面試時應有的衣著打扮及答問技巧	為大學面試作準備	7/6/2022	中五	41	問卷調查結果顯示，九成以上的同學認為能掌握並提升他們的面試技巧	2,250.00	E1						✓
52	中一級中文科藏書票設計比賽 學生閱讀「自習篇章」後，創作專屬的「藏書票」	閱讀及語文自學	9/2021	中一	118	學生用心創作，作品別具特色	467.60	E1	✓					
53	《詩聖杜甫 貳·零》活動 資助學生觀賞舞台劇，以提升其對藝術的興趣	文學及語文自學	10/2021	高中	3	學生樂在其中，投入專注地觀賞表演	460.00	E1	✓					
54	香港舞蹈團《最後一夜》演出 資助學生觀賞舞台劇，以提升其對藝術的興趣	文學及語文自學	2/2022	高中	29	學生樂在其中，投入專注地觀賞表演	440.00	E1	✓					

編號	活動簡介及目標	範疇 (請選擇適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
55	「香港文學創作坊」 創作坊由資深文學編輯關夢南先生帶領同學 賞析及創作不同類型的文學作品	文學及語 文自學	3/2022-4/2022	中一 至中 六	29	學生樂在其中， 投入專注地參與 課堂，樂於與人 分享和交流寫作 心得	7,250.00	E5	✓					
56	「金漆招牌」問答遊戲 學生閱讀「自習篇章」後，自行完成 GOOGLE FORM 的問題	文學及語 文自學	10/2021	中一 至中 六	29	學生積極參與， 成績優異	412.00	E1	✓					
57	中一級新詩創作比賽 學生於課堂研讀新詩後，自行運用基本的創 作方法和技巧進行文學創作	文學及語 文自學	3/2022-4/2022	中一	118	學生用心創作， 樂於與人分享和 交流寫作心得	695.60	E1	✓					
58	《「非遺」絕活表演—四川變臉》活動 通過示範表演，認識中國傳統戲曲藝術	中文	3/12/2021	中一 至中 六	79	學生反應良好， 值得再辦	5,509.00	E1		✓	✓			

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
59	糖畫工作坊 通過手作，認識中國傳統民間工藝	中文、中史	17/6/2022	中二至中四	15	學生反應良好， 值得再辦	1,580.00	E1		✓	✓		
60	水墨畫工作坊 通過繪畫花、魚，認識中國水墨畫	中文、中史	17/6/2022	中二至中四	15	學生反應良好， 值得再辦	2,844.00	E1		✓	✓		
61	金屬線藝術手作（中國文化主題） 通過手作，讓學生了解蓮花的中華歷史文化涵意	歷史課程	17/6/2022	中二至中四	19	學生反應良好， 值得再辦	5,800.00	E1	✓	✓	✓		
62	龍鬚糖體驗班 通過製作小吃，認識中國民間飲食文化	中文、中史	18/7/2022	中一至中三	14	學生反應良好， 值得再辦	4,480.00	E1		✓			
63	糯米糍製作工作坊 通過製作小吃，認識香港圍村傳統飲食文化	中文、中史	18/7/2022	中一至中四	19	學生反應良好， 值得再辦	3,515.00	E1		✓			

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
64	家鄉茶粿製作工作坊 通過製作小吃，認識香港圍村傳統飲食文化	中文、中史	14/7/2022	中一至中二	17	學生反應良好，值得再辦	3,145.00	E1		✓				
65	《來一趟文青之旅》活動 通過考察，認識社區	中國文學	3/12/2021	中四至中五文學班	20	學生反應良好，值得再辦	350.00	E2	✓	✓	✓			
66	中文學會「國學薈萃—中華文化王大挑戰」 網上問答比賽 通過比賽，認識中華歷史、文化及文學	中文	4/2022	中一至中六	100	學生反應良好，值得再辦	350.00	E1	✓	✓	✓			
67	中文科「路『筆』拾遺」寫作比賽 通過寫作比賽提升學生對創作的興趣	中文	12/2021 及 5/2022	中一至中五	584	學生反應良好，值得再辦	1,950.00	E1	✓	✓	✓			
68	中文學會「擲地有聲—金句王創作大賽」 通過寫作比賽，提升學生對創作的興趣	中文	4/2022	中一至中六	32	學生反應良好，值得再辦	250.00	E1	✓	✓	✓			

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
69	竹扇編織工作坊 通過手作，提升同學的環保意識	公民教育	17/6/2022	中一至中五	28	學生反應良好，值得再辦	4,400.00	E1		✓	✓		
70	資優天文證書課程 讓學生掌握天文歷史及知識，發掘他們在天文上的潛能及增加對天文及星象的認識和興趣	天文、資優培訓	4/4/2022 – 8/4/2022	中一至中五	20	所有參加同學都能如期出席十小時課節，並一連五天在課節完成後填寫學習記錄網上問卷。問卷結果正面，肯定課程具啟發性及趣味，並可讓學生掌握天文歷史及知識；發掘參加者在天文上的潛能及增加其對天文及星象的認識和興趣	50,000.00	E1、E5	✓				

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
71	資優法證科學證書課程 促進同學進行探究式學習及增加對法證科學的認識	科學、資優培訓	28/3/2022 – 1/4/2022	中二至中五	18	所有參加同學都能如期出席十小時課節，並一連五天在課節完成後填寫學習記錄網上問卷。問卷結果正面，肯定課程具啟發性，並可促進學生進行探究式學習及增加同學對法證科學的認識。同學表示課程能讓他們增加對法證科學的認知及興趣，並發掘了自己在法證科學方面的潛能	45,000.00	E1、E5	✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
72	資優人工智能證書課程 提升同學對人工智能的興趣，並發掘自己在人工智能的潛能及增加對應用人工智能的認識	科技、現代科技的發展、資優培訓	11/4/2022 – 15/4/2022	中一至中五	7	所有參加同學都能如期出席十小時課節，並一連五天在課節完成後填寫學習記錄網上問卷。問卷結果正面，肯定課程具啟發性、並可提高學生對人工智能的興趣，並發掘自己在人工智能的潛能及增加應用人工智能的知識	19,600.00	E1、E5	✓					

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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
73	資優數學創意解難證書課程 激發同學的創意，提升他們的解難及高階思維能力	數學、解難能力，思維訓練、資優培訓	11/4/2022 – 15/4/2022	中一至中四	6	所有參加同學都能如期出席十小時課節，並一連五天在課節完成後填寫學習記錄網上問卷。問卷結果正面，肯定課程具啟發性、並可激發學生的創意，提升他們的解難及高階思維的能力；並明白著重邏輯推理及探究學習，不用死記硬背及可以情境式數題代替操練式題目，生活應用性更廣	16,800.00	E1、E5	✓				



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				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
74	球類校隊訓練、校際運動賽事	體育	9/2021 – 8/2022	中一至中六	173	同學建立運動習慣，培養堅毅精神，改善社交及合作能力，提升體能	137,426.00	E1、E5	✓	✓	✓		
75	海洋公園學院活動 中二至中五級同學參加海洋公園學院海洋保育及海洋生態教育的活動	公民教育	27/5/2022	中二至中五	422	同學投入互動，積極參與	56,970.00	E1		✓			✓
76	聖誕聯歡活動	建立和諧校園	21/12/2021	中一至中六	692	同學樂在其中	677.60	E1、E7		✓			
77	西灣地區復育計劃 透過農耕體驗，讓同學了解村生活	公民教育	21/7/2022	中二至中六	26	農耕體驗深刻，同學能了解村民的生活	1,915.00	E1、E2		✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
78	《二次人生》校內電影放映會 透過電影欣賞，讓同學對反思人生	價值教育	17/6/2022	中二至中五	34	同學可清楚接收電影表達的「師生情」及「堅毅不屈」的訊息	3,972.00	E1、E5		✓	✓			
79	配音體驗工作坊 讓同學認識及體驗配音的行業	工作體驗	26/8/2022	中一至中四	14	成功引起學生對配音的興趣，表現理想	4,573.00	E1、E5						✓
80	班際課室佈置比賽 全班合作設計和佈置課室，包括壁報製作、室內空間運用（如擺放學習用品），增進學生對班別的歸屬感和營造學習氣氛	藝術	9/2022 中	中一至中五	584	效果理想	204.00	E1			✓			
81	創意視藝學會愛心絨布盆栽工作坊 製作絨布盆栽，陶冶性情，可送禮聯誼	藝術	3/12/2021 及 17/6/2022	中一至中六	35	效果理想	1,381.40	E1			✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
82	中華基督教會香港區會中學聯校視覺藝術展覽	藝術	2/2023 中	中四至中六	20	能展示代表學生的優秀作品，促進藝術文化交流	1,800.00	E1			✓			
83	精彩人生—攻防箭活動 以閃避球的遊戲方式配合安全設計的弓箭進行競技，讓學生學習溝通，建立團隊合作精神的重要	價值教育	3/12/2021	中一至中四	19	學生對活動評價正面	2,940.50	E1		✓	✓			
84	精彩人生—地壺球活動 地壺球講求準繩度、策略、專注力、團隊合作和逆境智能，透過活動讓同學學習專注和溝通，發揮團隊合作和堅毅抗逆的精神	價值教育	17/6/2021	中二至中五	20	學生對活動評價正面	2,000.00	E1		✓	✓			
85	精彩人生—訪赤柱馬監獄活動 參加由懲教署舉辦的「更生先鋒計劃」監獄任務	價值教育	17/6/2021	中二至中五	23	學生對活動評價正面	1,570.00	E2		✓				

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
86	風紀領袖生訓練日營 為風紀領袖生舉辦領袖培訓，內容包括團隊建立及工作坊，為風紀在校擔任職務作準備	領袖培訓、價值教育	29/8/2022	中二至中四	57	學生積極投入，建立團隊士氣	3,981.00	E1		✓				
87	「數碼鑑證科技全接觸」工作坊 學習網絡安全有關知識	科技教育	10/6/2022 – 21/6/2022	中三至中五	27	學生對課堂的反應良好，師生評價正面	3,229.40	E1	✓					
88	STEAM 工作坊 透過工作坊讓學生學習化學知識	科學教育	17/6/2022	中二至中五	51	學生對課堂的反應良好，師生評價正面	3,580.00	E1	✓					
89	押花押字手作體驗工作坊	課外活動	26/11/2021	中一至中三、中五至中六	12	參加的同學在工作坊中態度積極，依從導師指示完成製作	4,560.00	E1、E5			✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
90	防疫香囊與紫雲膏製作體驗活動	課外活動	6/12/2021	中一至中二、中四至中六	14	參加的同學在工作坊中態度積極，依從導師指示完成製作	4,375.00	E1、E5			✓		
91	日式木製年賀狀製作及聖誕新年日語文化工作坊	課外活動	10/12/2021	中一至中五	17	參加的同學在工作坊中態度積極，依從導師指示完成製作	5,368.40	E1、E5			✓		
92	和菓子製作體驗工作坊	課外活動	16/12/2021	中一至中三、中五至中六	17	參加的同學在工作坊中態度積極，依從導師指示完成製作	6,263.20	E1、E5			✓		

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
93	旅遊日語班	課外活動	8/6/2022 – 18/6/2022	中一至中五	33	參加同學對課程內容的深淺程度、課堂趣味性、導師表現等均表示滿意，整體評分為 4.76/5	29,700.00	E1、E5	✓				
94	「伴我同行·青苗計劃」 與中一同學同行，伴以成長，分享信仰信息	價值教育、個人成長	18/9/2021 – 25/6/2022	中一	33	同學認為導師「有給予適切的功課輔導」及「有指引溫習」的得分分別有 4.25/5 及 4.29/5；至於「傳達聖經教導或福音訊息」則有 3.36/5	32,261.00	E1、E5		✓			

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
95	衝突處理溝通工作坊 讓領袖生學習遇上衝突時的處理方法，及加強同學的溝通技巧和能力	個人成長、領袖培訓	30/8/2022	中二至中五	8	參加同學對課程內容的深淺程度、課堂趣味性、導師表現等均表示滿意，整體評分為4.6/5。同學表示，工作坊能提升他們對人際衝突的成因的認識及處理衝突的技巧	4,547.00	E1、E5		✓				
96	校園導賞員培訓（前期）課程 讓同學學習當校園導賞員的技巧，及提升同學的表達能力	服務	8/8/2022 – 25/8/2022	中一至中二	21	學員初步掌握介紹技巧，能夠將校園逸事與客觀資料有機地結合	12,000.00	E1、E5	✓			✓		

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
97	中國歷史文化—押花押字玻璃碟手作坊 通過製作玻璃手作，讓學生了解中國歷史名人、名句及不同圖案的文化涵意	歷史課程、課外活動	14/7/2022	中一	28	學生反應良好，值得再辦	10,800.00	E1、E5	✓	✓	✓		
98	押花押字玻璃杯（咖啡杯）手作坊 通過製作玻璃手作，讓學生了解中國歷史名人、名句及不同圖案的文化涵意	歷史課程、課外活動	27/7/2022	中二至中五	32	學生反應良好，值得再辦	11,220.00	E1、E5	✓	✓	✓		
99	閱讀及電影欣賞學會 透過恆常活動鼓勵同學閱讀不同類型的書籍，探索書中的人物形象、敘事風格及內容主題的樂趣	課外活動	10/2021-5/2022	中一至中六	11	同學積極參與及投入討論活動，學會正、副主席也參與帶領討論環節	540.00	E1	✓				
100	模擬東盟協會比賽及培訓 中四同學與馬爾代夫及巴基斯坦代表組合隊伍出席培訓活動，參與會議及出席 23rd Model ASEAN Summit 比賽	擴闊視野、校外比賽	28/3/2022-11/4/2022	中四	4	巴基斯坦代表獲「Outstanding Delegate Award」；馬爾代夫代表獲「Outstanding Position Paper Award」	3,000.00	E1	✓				



編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
101	Short Story Writing Competition 同學參加 GEMA Short Story Writing Competition 2022，同學自擬題目創作短篇故事參加比賽	英文科、 校外比賽	6/2022	中一至中五	4	同學未有獲得獎項，惟完成的佳作已展示同學在英文寫作方面有進步。合適的故事將刊登於 Young Minds 2022 英文文集	320.14	E1	✓					
<b>第 1.1 項總開支</b>							<b>\$1,371,900.92</b>							

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	總參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野												
1	/												
2													
第 1.2 項總開支							\$0.00						
第 1 項總開支							\$1,371,900.92						

## 第 2 項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1	iMac 24 一部	科技與藝術	Creative Media Team 拍攝數碼影片後期製作用器材	11,955.00
2	手推車一部	科技與藝術	Creative Media Team 盛載器材用途	550.00
3	全自動電子防潮箱一個	科技與藝術	Creative Media Team 儲存攝影器材用途	1,850.00
4	可折疊相機穩定器套裝一套	科技與藝術	Creative Media Team 攝影器材	4,100.00
5	吊水熨斗兩套	藝術	英語音樂劇服裝組器材	1,480.00
6	LCD 高清投影機兩部	藝術	英語音樂劇公演時佈景及字幕的投射	35,200.00
7	垂直升降台車一部	藝術	英語音樂劇場景、佈景、燈光的處理	44,000.00
<b>第 2 項總開支</b>				<b>\$99,135.00</b>
<b>第 1 及第 2 項總開支</b>				<b>\$1,471,035.92</b>

\*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

- E1 活動費用 (報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等)
- E2 交通費
- E3 境外交流 / 比賽團費 (學生)
- E4 境外交流 / 比賽團費 (隨團教師)
- E5 專家 / 導師 / 教練費用

- E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源 (例如學習軟件、教材套)
- E9 其他 (請說明)

### 第 3 項：受惠學生人數

全校學生人數：	692
受惠學生人數：	692
受惠學生佔全校學生 人數百分比 (%)：	100%

全方位學習聯絡人 (姓名、職位)：	黃晞峻老師 (全方位學習組主席)
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## 6. 2021-2022 年度「推動閱讀計劃」報告及檢討

### 1. 計劃目標：

- 1.1 以圖書館及中英文科為主，聯合不同科組籌辦閱讀活動，營造全校閱讀氣氛，推動全體學生的閱讀風氣，培養學生的閱讀習慣，讓學生常閱讀、愛閱讀。
- 1.2 善用教育局於 2021-2022 年度的「推廣閱讀津貼」。

### 2. 計劃內容

焦點	工作內容	配合工作	評估
1. 建立閱讀焦點	<ul style="list-style-type: none"> <li>➢ 配合各科設立年度主題</li> </ul>	<ul style="list-style-type: none"> <li>➢ 中文科的年度主題為「路『筆』拾遺」，引入介紹香港獨有風光的書籍。               <ul style="list-style-type: none"> <li>➢ 舉辦主題書展推介年度主題</li> </ul> </li> <li>➢ 舉辦中國歷史科專題書展</li> <li>➢ 補購相關館藏供學生借閱</li> <li>➢ 在當眼位置陳列新書目，吸引並鼓勵同學借閱。</li> <li>➢ 購入更多非小說類型的書籍，讓同學接觸不同領域的知識。</li> </ul>	<ul style="list-style-type: none"> <li>➢ 為配合中文科年度主題，圖書館已購入與香港獨有風光相關的文學、歷史書籍，共 37 本。</li> <li>➢ 於 9 月 3 日至 9 月 10 日期間舉辦「中國人民抗日戰爭勝利紀念日」書展。</li> </ul>
2. 提供多元化閱讀體驗	<ul style="list-style-type: none"> <li>➢ 推動電子書</li> <li>➢ 書店體驗</li> <li>➢ 與不同元素結合</li> </ul>	<ul style="list-style-type: none"> <li>➢ 繼續推廣電子書               <ul style="list-style-type: none"> <li>➢ 購買更多 kindle 及 kobo 電子書，供學生借用。</li> <li>➢ 嘗試藉閱讀分享推廣電子書</li> </ul> </li> <li>➢ 在課外活動日舉辦「逛書店」活動，參觀特式書店。</li> </ul>	<ul style="list-style-type: none"> <li>➢ 因學生仍然偏好借閱紙本圖書，外借電子書閱讀器的人次偏低，所以將暫停添置電子書，來年會重新審視推動電子閱讀的策略。</li> <li>➢ 將於下年度探討另一推動電子閱讀的方式：購買電子閱讀平台服務。</li> <li>➢ 於 ECADAY 舉辦了「不怕書」活動，帶同 14 位初高中學生到誠品尖沙咀店及商務尖沙咀店購書，由同學挑選館藏，活動期間購入了 162 本圖書。</li> </ul>

焦點	工作內容	配合工作	評估
3. 全校參與分享書籍	<ul style="list-style-type: none"> <li>➢ 邀請不同持份者分享書籍</li> <li>➢ 推廣科普書籍</li> <li>➢ 閱讀分享呼應社會大事</li> </ul>	<ul style="list-style-type: none"> <li>➢ 中、英文科邀請學生於早會時段分享閱讀 <ul style="list-style-type: none"> <li>➢ 分享日期為 23/9、7/10、28/10、25/11、16/12、27/1、3/3、24/3、31/3</li> </ul> </li> <li>➢ 中文科舉辦四次「說書人」活動</li> <li>➢ 邀請不同學科的老師分享</li> <li>➢ 嘗試配合以下主題： <ul style="list-style-type: none"> <li>➢ 熱門時事</li> <li>➢ STEM</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➢ 上學期早會分享如期舉行，共有 5 次。下學期則因改為網課、放取特別假期、取消早會而未能進行早會閱讀分享。</li> <li>➢ 曾於特別假期期間以 YouTube 直播圖書分享。</li> <li>➢ 因疫情關係，未有舉辦大型書展。</li> <li>➢ 因疫情關係，未有舉辦說書人活動。</li> <li>➢ 定期更新圖書館社交平台 INSTAGRAM 貼文，讓同學於停課期間接觸書本。</li> </ul>
4. 提升學校圖書館的使用率	<ul style="list-style-type: none"> <li>➢ 提供機會讓學生參與圖書館的日常運作</li> <li>➢ 添置/更新館藏</li> </ul>	<ul style="list-style-type: none"> <li>➢ 招募學生參與圖書館採購工作，令館藏更貼近學生閱讀興趣。</li> <li>➢ 註銷殘破、借出率低的書籍。</li> <li>➢ 添置新出版書籍、影片。</li> </ul>	<ul style="list-style-type: none"> <li>➢ 王小容老師向舊生提議以去年 20-21 學年 6B 班班會費餘額購入英文小說，圖書館獲贈圖書 42 本。</li> <li>➢ 圖書館改裝於五月底開始，提前盤點。</li> <li>➢ 於盤點時篩選舊書下架。</li> </ul>
5. 嘉許熱愛閱讀的學生	<ul style="list-style-type: none"> <li>➢ 訂立閱讀獎勵計劃</li> </ul>	<ul style="list-style-type: none"> <li>➢ 以書券獎勵「廣泛閱讀計劃」達標的學生。</li> </ul>	<ul style="list-style-type: none"> <li>➢ 2021-2022 學年中文科於閱讀活動方面獎勵學生共 116 人次。</li> </ul>

### 3. 收支報告

預算收入 (HK\$)		預算支出 (HK\$)		
2020-2021 年度「推廣閱讀津貼」盈餘	43,958.28	1.	各科組添置／更新圖書館館藏	23,505.57
		2.	圖書館添置／更新圖書館館藏	28,224.52
		3.	添置／更新中文科廣泛閱讀計劃圖書	2,618.00
2021-2022「推廣閱讀津貼」收入	73,326.00	4.	添置／更新英文科廣泛閱讀計劃圖書	2,919.20
		5.	中文科「廣泛閱讀計劃」禮物	5,800.00
合共：	117,284.28		合共：	63,067.29

### 4. 成員

王國棟（副校長、通識科、公民及社會發展科科主任）、黃慧琦（中文科科主任）、王小容（英文科科主任）、何紫凝（圖書館館長）

## 7. 2021-2022 學年「支援推行高中公民與社會發展科的一筆過津貼」運用報告

### 財務報告

1. 教育局一筆過津貼撥款共收\$300,000.00。

### 2. 支出

發展或採購相關的學與教資源範疇

i.	2021-2022 學年《雅集公民與社會發展》教學支援網站	4,999.00
ii.	可移動式室內旗桿一支	2,920.00
iii.	4 號國旗一面	180.00
支出總額：		8,099.00

截至 2022 年 8 月 31 日津貼盈餘為\$291,901.0

## **I. Key Issues for the Coming Years**

1. Adapting to students' needs and strengthening support for students' learning
  - a. Catering for students' diversified learning and developmental needs in optimising the four senior secondary core subjects
  - b. Monitoring how the pandemic may influence our learning progress to implement suitable measures accordingly to support students' learning
  
2. Building resilience under the new normal and supporting students' development
  - a. Nurturing students' resilience to empower them to weather unpredictable adversities
  - b. Cooperating with social welfare organisations to help our students build fundamental competencies
  - c. Exploring various social resources to provide students with financial assistance
  - d. Rebuilding a vibrant campus life and giving our students valuable memories of their secondary school life under the "new normal"