



Carmel Divine Grace Foundation Secondary School

ANNUAL REPORT 2022-2023



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Po Lam Estate, Tseung Kwan O, N.T.

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Our School

A. Brief History and Mission

Carmel Divine Grace Foundation Secondary School, the first secondary school in Tseung Kwan O and one of the few aided schools in the district that uses English as the medium of instruction, was founded by the Evangelical School Development Incorporation Limited in 1987. Since then, with the blessings of the Lord, the assistance of the Education Bureau and various government departments, the trust of the community and the support of parents, we have striven to provide quality, all-round education to our students, preparing them for the challenges of the new era.

Based on biblical teachings and in the spirit of the school motto: Self-discipline through the Understanding of the Word, Service to Mankind through Faithfulness to the Lord (明道律己 忠主善群), we nurture our students in the spiritual, moral, intellectual, physical, social and aesthetic dimensions so that they may know the triune God, understand the Bible, form wholesome characters, realize their potentials, acquire knowledge, master skills, contribute to society and the nation, and glorify God.

B. Management and Organisation

1. The Incorporated Management Committee (IMC) of our school was officially established on 30 August 2008 to promote the participation of key stakeholders in school management and decision-making. The IMC comprises representatives from the Sponsoring Body, the Principal, Teacher Managers, Parent Managers, an Alumni Manager and an Independent Manager.

The IMC members for the school year 2022-2023 were:

Mr. Lour Tsang Tsay, Lawrence	Sponsoring Body Manager (Supervisor)
Mr. Chu Fun Wing, PMSM	Sponsoring Body Manager
Dr. Fung Ka Shun, Samuel	Sponsoring Body Manager
Dr. Lau Chu Kwong, Matthew	Sponsoring Body Manager (Treasurer)
Mr. Cheung Chik Ting	Sponsoring Body Manager
Prof. Wong Hoi Ying	Sponsoring Body Manager
Ms. Yau Ho Chun, Nora, MH, JP	Sponsoring Body Manager
Dr. Wong Wing Sze, Janice	Alternate Sponsoring Body Manager (Secretary)
Mr. Chan Chun Ho	Teacher Manager
Ms. Ma Yuk Mei, Miranda	Alternate Teacher Manager
Ms. Lui Man Yee	Parent Manager
Ms. Ng Betty	Alternate Parent Manager
Mr. Yiu Cho Yam	Alumni Manager
Mr. Cheung Kai Hung	Independent Manager

2. There were 54 teaching staff members (including the Principal), 1 associate teacher, 2 teaching assistants, 1 student counsellor, 3 laboratory technicians, 1 school librarian, 8 clerical staff, 1 IT technician and 9 janitors.

3. Qualifications of Principal and Teachers

- i. 54 (100%) obtained bachelor's degrees;
- ii. 30 (55.6%) obtained master/doctorate degrees;
- iii. 53 (98.1%) received formal teacher training;
- iv. 20 (37.0%) received special education training.

4. Teachers' Working Experience

Working Experience	Percentage of all Teachers (%)
0 – 4 years	27.8
5 – 9 years	7.4
10 years or above	64.8

5. Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	4	24

Achievements and Reflection on Major Concerns

The school year 2022-2023 was the first year of the three-year school development cycle (2022-2025). This year's school theme, which was set in line with the school's major concerns, was "Ace Your Studies, Ignite Your Talents (活學篤行，展耀才能)".

With God's grace and guidance and the concerted effort of all staff, most of the planned tasks and strategies were implemented. Students benefited tremendously from a productive and uplifting experience characterised by remarkable and exceptional results. Combined with the 35th anniversary celebration activities, students experienced a joyous year filled with abundant opportunities to showcase their talents and strengthen their connections with peers. A synopsis of the school self-evaluation with regard to the major concerns is as follows.

Priority Task 1:

Maximising students' learning outcomes through quality learning and teaching

Achievements

A. Promoting active learning inside the classroom

1. Subject departments reorganised their curriculum materials and implemented flipped learning, positively impacting student engagement. By assigning students to read and view factual contents outside of class, classroom time was utilised more effectively for interactive and hands-on activities. This shift resulted in more active learning time for students to engage in inquiry-based learning, application tasks, and assessments that promote higher-order thinking skills. By diversifying learning tasks, students were encouraged to think critically, analyse information, and apply their knowledge practically. Students have shown a deeper understanding and retention of subject matter. The re-purposing of classroom time for active learning also positively impacted the classroom dynamics. Most students were actively involved in collaborative discussions, group work, and problem-solving activities. This shift led to improved student-student and student-teacher interactions, fostering a more inclusive and participatory learning environment.
2. To support students in developing a deeper understanding of the subject matter and enhancing their critical thinking skills, strategies such as introducing subject-specific vocabulary in advance, creating organisational graphs, developing task-specific rubrics for peer assessment, incorporating classroom activities such as jigsaw group discussions, and creating school-based materials targeting students' abilities were adopted. These strategies were found to be effective in helping students master their learning.
3. The utilisation of online platforms and apps to foster students' collaboration had a positive impact on enhancing interactions within the classroom. The majority of subjects embraced these digital tools to promote collaboration among students, with LoiloNote being the most prevalent platform used for collecting and showcasing students' work for class discussion. Additionally, some subjects effectively utilised these apps to demonstrate abstract concepts and conduct experiments that may be otherwise impractical or dangerous. In the case of Geography, the app ARGEO Portable was instrumental in visualising maps and facilitating student-student interaction. Overall, the integration of e-learning apps enhanced student engagement and collaboration, providing a dynamic and interactive learning environment.

B. Enhancing students' self-efficacy through extended learning outside the classroom

1. The exposure of students of different abilities to a wider range of subject-related activities and competitions proved to be beneficial in several ways. All subjects provided opportunities for

students with varying abilities to participate in activities and external competitions. Furthermore, teachers explored new competitions for students to join, with an increased availability of activities and competitions noted after the pandemic. This resulted in heightened student interest in participating, with a diverse range of students joining these activities. Overall, students benefitted from these experiences as they gained exposure to different challenges and subject areas, which in turn enhanced their self-efficacy and confidence in their abilities.

2. The optimisation of Life-wide Learning Day to enrich and extend students' learning through cross-curricular studies yielded positive outcomes. The successful implementation of the Life-wide Learning Day in May 2023 was evident with students actively participating in excursions beyond the school premises. Notably, the organisation of cross-subject activities, such as Secondary 2 Chinese culture tour (Social Studies and Chinese Language), Secondary 4 and 5 Disneyland work experience (Business Accounting and Economics), and Secondary 5 local history tour (History and Chinese History), effectively promoted learning across different curricular areas. These cross-curricular activities provided students with opportunities to make connections between subjects, fostering a holistic understanding of the topics at hand. By engaging in interdisciplinary learning, students benefited from a more comprehensive and integrated educational experience, promoting critical thinking and knowledge transfer.
3. The CDG Learning Fair during the Anniversary Open Days proved to be successful in providing opportunities for students of different abilities to showcase their learning outcomes and success experiences. The CDG Learning Fair served as an excellent platform for students to exhibit their talents and achievements. Students involved actively participated in the fair, presenting their school work and showcasing the fruitful results of their participation in various competitions. The event received positive feedback from both visitors and participating students, indicating a high level of enjoyment and engagement. Importantly, the CDG Learning Fair contributed to boosting students' sense of belonging to the school and enhancing their self-efficacy. By showcasing their accomplishments, students gained a sense of pride and confidence in their abilities, further fostering a positive school environment and promoting a culture of success.

C. Providing more diversified learning opportunities to cater for students' diverse learning needs and multiple intelligences

1. The implementation of differential instruction across all subjects was quite effective in catering to students of varying learning abilities. By providing more detailed examples for students in classes, teachers are able to better scaffold the content for students who require additional support. In Chemistry, using simulations to teach abstract concepts was an innovative way to leverage different modalities to meet diverse needs. Economics and History departments also tailored instructional materials and activities appropriately. The former supplied level-appropriate resources, while the latter incorporated varied activities like video viewing and group work. Differential instruction clearly benefitted students of different abilities, as each student received instruction aligned with their current performance level, maximising learning as all students were challenged at a suitable level of difficulty.
2. Designing assignments with varying difficulty levels and formats met the diverse needs of students across subjects. Strategies, such as employing tiered assignments and tailored homework, adjusting assignment requirements, allowing students to select different question types in their work and including optional bonus questions, granted students ownership and pacing suited to individual abilities, as well as challenged high achievers without overwhelming others. Especially impactful were school-based learning booklets developed by the Chinese History and Physics Departments that facilitated gradual skill-building. This diversity of assignment styles clearly emboldened students who need more support while still stretching high achievers.

3. New forms of assignments were developed across different subjects to cater for different learning preferences. In English Reading, a wide variety of assignment types, from written to visual, engaged students through options like book reports, collages, performances and picture books. Similarly, Chemistry, Chinese History and Economics included comic design assignments. Poster design work was also assigned in several other subjects while Social Studies and Geography developed mini-projects for more hands-on learners. Video production was assigned to accommodate visually-inclined learners. Students in Economics and History created their own exam questions, promoting higher-order thinking. Students generally performed well in these assignments as their diverse learning styles were considered.
4. The extensive practice of individual conferencing across subjects proved highly effective in understanding student needs on a personal level. During one-on-one meetings, teachers provided tailored suggestions and set goals with students, helping them to reflect deeply. Some subjects supplemented these with small group conferences for students with similar abilities to discuss shared challenges. Overall, making the time for in-depth personalised discussions clearly facilitated stronger teacher-student relationships and targeted guidance. This nuanced approach to understanding learning profiles undoubtedly optimised learning outcomes across diverse learners.

D. Refining the junior form PSHE curriculums to enable more cross-subject collaboration

1. An in-depth review was conducted of the Secondary 1 to Secondary 3 PSHE curriculums with reference to the Education Bureau's guidelines. This ensured the curriculums comprehensively covered the key values and attributes deemed important. Encouragingly, the ten priority values promoted by the Education Bureau in their Values Education curriculum were explicitly mapped and stated in the curriculums for each junior form. Additionally, different humanistic qualities were identified and outlined in the PSHE curriculums.
2. Diverse cross-curricular activities were organised, such as a Social Studies and History project and a Chinese History and History quiz competition, integrating content and skills across subjects. Secondary 2 Social Studies undertook a heritage project involving instruction in generic skills. By linking complementary subjects through collaborative activities, students were able to make connections and develop a more holistic understanding.
3. PSHE teachers conducted peer observations to gain insight into other subjects and share good practices. This cross-disciplinary collaboration enabled identifying common values and skills taught across subjects. It also provided valuable perspective to strengthen the PSHE curriculum and equip teachers to instill core values and competencies in our students more holistically.

E. Connecting students' learning experiences through the promotion of reading

1. The school library plays a pivotal role in promoting reading amongst students. Recognizing this, it is highly encouraging that the school successfully applied for the Quality Education Fund (Dedicated Funding), together with the school's own funding, to renovate the library. The renovation, expected to complete by August 2024, will undoubtedly better connect students to reading resources and opportunities. By enhancing the physical learning space, it aims to foster a joy of reading that integrates seamlessly with classroom learning.
2. The school library has been effectively positioned as a crucial learning common to foster reading. By continually updating its collection and creatively promoting new materials through diverse channels in assemblies, emails and posters, the library maintained relevance and excitement for its users. Engaging English and Chinese Reading teachers in collection promotion leveraged their expertise and influence to guide students towards engaging texts. Likewise, showcasing attractive titles in Reading Across the Curriculum (RaC) lessons provided tangible recommendations that lifted reading satisfaction. By prioritising an enriched

collection and creative promotion through different platforms, the library has been strengthening its function as a unified learning environment that has been cultivating the habit and joy of reading essential for student development.

3. The school library took an active role in promoting information literacy. Different approaches were employed to teach various aspects of this important skill. For example, a RaC lesson focused on note-taking techniques, while an assembly talk in February emphasised fact-checking abilities. With updates to the library collection, relevant books purchased in January centered around the information literacy theme.
4. Extensive efforts were made to assign students extended reading tasks connected to subject matter through the refined extensive reading award scheme. One of the theme-based activities centred around "Birthday" to celebrate the school's 35th anniversary with the participation from various subjects facilitated cross-curricular integration. Meanwhile, some subjects assigned relevant materials as reading tasks, such as current news and texts about daily life applications. Library visits were also organised to help students explore the rich resources in the library. This multifaceted approach embedded reading more meaningfully into learning by cultivating transdisciplinary abilities tied to topics of study, allowing students to appreciate the connections between reading and different subject domains.

F. Map EDB's Values Education (Pilot) Curriculum with the school curriculums

1. The values education elements with the EDB's Values Education (Pilot) Curriculum were mapped across all subject curricula. By identifying and ensuring coverage of the ten priority values for each form level, a robust framework was established to cultivate values. Regular reminders encouraged teachers to appropriately emphasise these values within lessons and provide reflective opportunities. Additionally, subject reviews on National Security Education implementation reinforced the coverage of this element in the curriculums.

Reflection

1. This year, the school continued its commitment to promoting active learning across all classrooms. A variety of student-centered strategies were introduced, including project-based learning, experiential activities and flexible grouping arrangements. These approaches showed potential in engaging diverse learners. However, ongoing challenges remain in fully capturing the attention and participation of students with different abilities and pacing. More work is needed to customize hands-on tasks and discussions suited to each learner's profile. Increased opportunities for teachers to cross-collaborate and share good practices on innovative methods could also strengthen our efforts.
2. The emergence of new technologies like natural language chatbots has opened up promising prospects for accelerating the learning process through personalised guidance. At the same time, such tools risk spreading incorrect, unverified information that requires discernment to evaluate. The school needs to prioritise educating students on establishing principles for using digital resources judiciously and productively.
3. Information literacy is another focus area as an essential 21st century skill. Baseline integration across subjects demonstrates this competency's relevance in any domain. However, sustained emphasis is still needed to cultivate independent, informed learners adept at locating, analysing and applying knowledge discernibly. Looking ahead, by maintaining a student-centered approach and cross-curricular collaboration, we aim to sharpen the skill among our students.
4. Promising collaborations were piloted across our PSHE curriculum to nurture integrated development of skills and values. Deepening these connections will be a priority to further strengthen humanistic values and transform fragmented concepts into unified worldviews and skill sets.

Priority Task 2:

Promoting a flourishing school community and enhancing students' sense of accomplishment through positive education

Achievements

A. Enhancing students' sense of accomplishment

1. Focused efforts were made this year to develop teachers' capacity to nurture students' sense of accomplishment. A growth mindset workshop during the first staff development day aimed to boost teachers' own understanding of this important concept so that they could more adeptly guide students to view challenges optimistically and value effort over innate talent alone. Additionally, thought-provoking articles around building a growth framework and effective praise shared at staff meetings further sensitized teachers to their influential role.
2. Students' growth mindset and goal-setting abilities were nurtured via multiple platforms. Meaningful morning assembly sharing and theme-based assemblies equipped students with skills like SMART goal-setting and applying a growth perspective in daily life. Individual conferences during assemblies, where class teachers met each student in the class, also provided assistance for their growth. Additionally, three growth journals published in the first term and utilized during class teacher periods effectively cultivated these dispositions. Notable examples included helping S1 with time management and connecting mindsets to personal growth. From November to June, class teachers consistently guided students on building vision lists, managing stress, and planning revision - all indicative of goal-directed behavior. The diverse range of activities and resources empowered students with lifelong competencies.
3. Diversified Other Learning Experiences (OLE) activities were offered to enhance student engagement and cater to different interests and talents. The Secondary 4 lunch-time concerts provided performing and appreciative arts opportunities involving many students. New classes like cooking and beginner Japanese were well-received, with an advanced Japanese class added due to high demand. While some planned short-term interest classes were postponed due to busy schedules, the range of regular OLE options still exposed students to diverse learning experiences. Additionally, eight Secondary 4 student leaders were selected for the Hong Kong Federation of Youth Groups' leadership training, which provided them with developmental opportunities and international perspectives. With the team advancing to the finals in May to present their research, this competition was a platform for honing their leadership and research skills.
4. Adventure programmes were tailored for needy students to build their confidence and sense of accomplishment. The Secondary 2 adventure day camp in March allowed 127 students to challenge themselves and develop resilience through various tasks. Despite seeming daunting initially, encouragement from teachers and peers enabled many to push past their comfort zones. Post-event sharing let students process takeaways together. The two "Man in the Wild" overnight camps in December and March provided enriching outdoor experiences like BBQs, hiking, wild cooking, and night walk for around 60 students. The Life-wide Floating Classroom organised by the Adventureship delivered a fulfilling day of bonding challenges, which gave needy students memorable opportunities to overcome fears and develop teamwork, trust, and self-belief.
5. The "Be a Better Me" challenge was enhanced by subsidising students' proposed self-improvement plans, empowering them to pursue higher goals. Students submitted detailed proposals to develop a particular interest or skill during long holidays, which the school funded to enable accomplishment. It was delightful that many students achieved their goals and even took time to introduce what they had done to peers through workshops. By subsidising students' self-initiated development plans, this challenge fostered self-motivation

and enabled students to build expertise to share with others.

6. The results of the year-end evaluation survey reflected that most students had an increased sense of accomplishment and self-confidence through the diversified activities provided by the school.

B. Cultivating a flourishing school community

1. All S1 students completed the VIA Character Strength Survey in September, which gave class teachers valuable insight into each student's top strengths. This knowledge laid the groundwork for strength-focused guidance tailored to individual profiles. By understanding character virtues, students would know how to apply their strengths optimally in diverse contexts.
2. Teachers started to incorporate the language of Character Strengths consistently across daily classroom lessons, OLE activities, and interactions with students. This emphasis helped reinforce preferred behaviors while fostering stronger awareness of individual profiles, which supported students in recognising their own strengths, observing them in others, and applying them authentically in academic and social settings.
3. Integrated Education activities were organised to cultivate appreciation for individual differences and strengths this year. Activities such as sand art, pottery, drone coding and career planning classes effectively supplemented academic learning. The sand art performance using a poem in the 35th anniversary variety show was remarkable, as it not only showcased faith and love but also allowed students to display their unique talents and enhance their focus skills in unconventional ways. These nuanced opportunities reinforced character development like perseverance and creativity.
4. Gratitude and savoring were infused into school life to cultivate a more positive environment. The introduction of the "Gratefulness" class teacher period activity for Secondary 1 and Secondary 2 students provided a dedicated time for appreciating positive experiences. Along with the majority of class teachers incorporating gratitude and savoring into daily routines and reflections, students were given regular opportunities to recognize and appreciate the good in their lives. The focus on thankfulness and savoring during Friday Prayers further established these practices as part of the school's rituals and culture. Taken together, these initiatives promoted more positive mindsets, relationships, and wellbeing throughout the school community.
5. The stress management workshops arranged for senior form students in Biblical Knowledge lessons were beneficial initiatives to equip students with strategies for handling pressure. The session led by our Educational Psychologist for Secondary 6 students in November provided an interactive way for students to assess their own stress levels through activities and worksheets. This self-reflection helped students become more aware of their stress triggers and warning signs. The foot washing activity organised for Secondary 5 students in May likewise served as a unique de-stressing and bonding experience through biblical application. These activities demonstrated promising efforts to care for senior form students' mental wellbeing alongside their academic development.
6. The implementation of the Health Education Programme (HEP) in Secondary 1 and Secondary 2 classes helped strengthen students' emotional management abilities. All HEP lessons were conducted as scheduled across the grades, providing students with regular opportunities to develop self-awareness and coping strategies. The collaboration with the Department of Health for the Secondary 2 sexuality education lesson on "Friendship and Love" was received positively by students. Additionally, the partnership with the Christian Family Service Centre for the Secondary 4A HEP to build self-confidence through six activity sessions was impactful, with the escape room activity leaving a deep impression on

participants.

7. The completion of mapping activities to positive values by all committees provided helpful alignment between EDB's curriculum and existing school programmes. The wide variety of activities exposed students to core values like responsibility, empathy, integrity, and diligence through diverse learning channels. Specifically, the monthly themes for morning assemblies ensured regular modeling and reinforcement of positive values and attitudes. Having each Secondary 4 and Secondary 5 class host a morning assembly on an assigned value also provided values education through peer learning. With values intentionally being embedded across various initiatives, students were immersed in an environment that consistently nurtured desired character development.
8. As reflected in the end-of-year survey, students' positive emotions were enhanced through a variety of activities and most of them (around 90%) liked their classes and enjoyed class activities and school life.

Reflection

1. The introduction of Growth Mindset has planted important seeds that will reap positive changes over time with continued nurturing. After the initial exposure, both teachers and students have grasped some foundational concepts about adopting a Growth Mindset and its differences versus a Fixed Mindset. This basic understanding can now be reinforced through purposeful reminders and modeling in everyday interactions.
2. The 35th anniversary celebrations created many memorable opportunities for our students to discover and exhibit their talents through performances and exhibitions. The showcase of students' abilities during the anniversary events nurtured a palpable sense of pride and confidence. More of these talent showcase opportunities need to be integrated into the school calendar for students to develop and demonstrate their full potential, which can nurture their sense of belonging to school, achievement, and self-confidence.
3. The introduction of strength-based education in our school sprouted last year. Focusing on nurturing students' talents, interests, and positive qualities has started shifting mindsets away from deficiency-based thinking. Students are starting to recognise their innate strengths and potentials rather than just limitations or weaknesses. To further this strength revolution in our school, continued advocacy with parents is key. Events like Parents Day can assist in explaining how strength-based education draws out children's best, which breeds motivation and self-belief.

Feedback and Follow-up

Learning and Teaching

Building on this year's efforts, several areas of focus have emerged to further enhance teaching and learning:

- While initiatives to cultivate active and extended learning have shown promising results, more work can be done to deepen student engagement in the classroom through refined strategies tailored to different subjects. Sustaining these endeavours will require subject departments to regularly evaluate engagement levels and collaborate on effective practices.
- The implementation of diverse learning activities and assignments to meet varying student needs and abilities has been an important area of growth. To continue strengthening development for all, it is critical that subject departments keep exploring and adopting innovative, personalised strategies and technologies that align with students' diverse needs.
- Valuable beginnings have been made in cross-curricular collaboration between some subject departments in the PSHE Key Learning Area (KLA). To significantly build students' ability to integrate and apply knowledge across disciplines and develop their humanistic values, more comprehensive joint projects and activities between subject departments in the KLA will be needed. Strengthening these connections can promote deeper, interconnected learning.

By building on areas of success and targeting key areas for continued growth, our school can keep enhancing students' learning experience. Through sustained self-evaluation, refinement, and professional development, we aim to foster an adaptive, supportive environment where every student can flourish.

Support for Student Development

Cultivating a nurturing school climate continues being an essential pursuit in the current school development cycle. By cultivating a flourishing environment and enhancing students' sense of accomplishment, we aim to build their resilience and sustain an uplifting environment where each and every one of them can thrive. Specific initiatives we seek to deepen are:

- The training and mass programmes on positive accomplishment have developed basic skills, but more can be done to build mindsets and capacities. Sharing of best practices among teachers will be encouraged to further cultivate students' skills for achievement.
- Providing more platforms for students to showcase talents and strengthening leadership through diverse extra-curricular activities has been impactful. To further boost students' sense of accomplishment, a new leadership training will be launched for junior form students. Talented students will also be invited to organise new interest clubs/teams.
- Parents play a key role in implementing strength-based education. Moving forward, efforts to involve parents will be enhanced over the coming years.
- Values education mapping has informed focused programming on national identity and law-abidingness based on evaluation feedback. Further values education initiatives will utilise the curriculum mapping already completed.

The Student Formation Council, comprising of the Religious Affairs, Civic Education, Discipline and Moral Education, Guidance, Extra-curricular Activities, Careers and Further Studies Committees, and the Class Management Director, has made dedicated efforts to support students. We will uphold our endeavour as students' wellbeing and growth will be and have always been our primary concern, nurturing them to be well-rounded students ready to thrive and contribute meaningfully.

Whole School Approach to Integrated Education

Our school is committed to developing an inclusive culture with love and care through the whole school approach to support students with special education needs. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to school life. We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with special educational needs.

To empower students with special educational needs and students who need more academic support, our school has utilized the Learning Support Grant and Capacity Enhancement Grant to implement a multi-tiered support system and build staff capabilities:

1. A Student Support Team comprising the Principal, the Vice Principal (Student Support), an Education Psychologist from EDB, an SEN Coordinator, a member of the Academic Administration Committee, and the Chairperson of Guidance Committee collaboratively develops policies and initiatives to foster an inclusive, nurturing environment. A Student Counsellor is hired to support the Group. The Group collaborates with the Curriculum Development Committee, Discipline and Moral Committee, Guidance Committee, Career and Further Studies Committee to support our students.
2. Participating in the Tiered Autism Intervention Model and Jockey Club Autism Support Network has connected our school with expertise and resources to serve autistic students.
3. Students who need more academic support are provided with after school remedial lessons, which include Secondary 1 to Secondary 3 Chinese Language, English Language and Mathematics. Exam revision classes are also offered to these students. With teachers' coordination, tutors provide after-school tutorials for those students in need.
4. School-based speech therapy service is hired to offer individual training and therapy sessions to students with specific language impairment once every two weeks. Secondary 3 students are provided with life planning support groups to help them train their execution skills.
5. Adapted materials, homework strategies, and assessment accommodations ensure curricula accessibly meet diverse learning profiles.
6. Integrated activities are provided in a whole-school approach to help all students appreciate one another and understand others' needs.
7. Parent education, including seminars, training groups and workshops, is provided for parents to equip them with a better understanding of children with SEN, and to render their support in alignment with the school measures.
8. Ongoing staff training, such as a seminar on Tier 1 autism support, enhances teachers' expertise in reaching students with diverse requirements.

Financial Summary

Carmel Divine Grace Foundation Secondary School Financial Report for the School Year 2022-2023 <i>(Subject to Final Audit)</i>		
	Actual Income (\$)	Actual Expenditure (\$)
I. Government Funds		
(1) Grant Accounts in EOEBG		
Administration Grant	3,968,761.68	4,106,508.21
Air-conditioning Grants	600,129.00	596,810.11
Capacity Enhancement Grant	654,502.00	-
Composite Information Technology Grant	503,136.00	469,225.28
School-based Management Top-up Grant	51,615.00	500.00
EOEBG Baseline Reference	2,126,792.54	2,600,534.36
<i>Sub-total</i>	7,904,936.22	7,773,577.96
(2) Grant Accounts outside EOEBG	51,025,002.78	50,657,411.04
<i>Sub-total</i>	58,929,939.00	58,430,989.00
II. School Fund		
Approved Collection for Specific Purpose	206,845.58	120.00
Subscription Account	736,784.15	772,900.07
Donation	438,107.77	234,330.09
<i>Sub-total</i>	1,381,737.50	1,007,350.16
Total Surplus for School Year 2022-2023	873,337.34	

Students' Academic Performance

Summary of Results of the Hong Kong Diploma of Secondary Education Examination 2023

1. 92.9% of students met the general entrance requirements for publicly-funded degree programmes (i.e. 33222), which was well above the territory-wide figure of 42.4% for day school candidates.
2. The credit rates (level 4 or above) of most subjects were well above the Hong Kong averages. The credit rate of English Language more than doubled the Hong Kong average.
3. 90.6% of students received degree offers via JUPAS, with most of them having been admitted to The Chinese University of Hong Kong.

Students' Non-academic Performance Results of External Competitions 2022-2023

A. Language and Speech

Number of Awardees	Name of Competition	Awards
57	74th Hong Kong Schools Speech Festival (English)	3 1st Runners-up 7 2nd Runners-up 37 Merits 1 Proficiencies
25	74 th Hong Kong Schools Speech Festival (Cantonese)	12 Merits 4 Proficiencies
	74 th Hong Kong Schools Speech Festival (Putonghua)	5 Merits 3 Proficiencies
8	The HKFYG English Public Speaking Contest 2023	1 District Finalist 6 District Semi-finalists 1 Good Performance
7	SCOLAR English Alliance 2022/23: Experiencing 21 st century English with e-Learning Tools	2 Excellence Awards 5 Merits
1	Hong Kong Budding Poets (English) Award 22/23	1 Gold Award 1 Silver Award
30	English Drama Festival 2023	1 Outstanding Creativity 1 Outstanding Performer
1	西貢區公益少年團《一路瞳行》電影欣賞會暨徵文比賽	1 冠軍 1 亞軍 1 優異
1	第五十五屆聯校中文辯論比賽	1 最佳辯論員
2	星島第三十七屆全港校際辯論比賽（第二回合初賽）	1 最佳交互答問辯論員 1 最佳辯論員
1	第四屆全港學生一分鐘演說比賽	1 最佳訊息表達獎
1	第六屆恒大中文文學獎（中學組）	1 季軍
1	第二屆香港中小學中英文硬筆書法	1 優異獎

B. Science, Technology, Engineering and Mathematics (STEM)

Number of Awardees	Name of Competition	Awards
13	Hong Kong Robotics Olympiad 2023	1 Champion 3 1st Runners-up
2	Hong Kong Physics Olympiad 2022	1 Third Class Honour 1 Honourable Mention
2	International Junior Science Olympiad 2023 - Hong Kong Screening	2 Third Class Honours
3	The 40th Hong Kong Mathematics Olympiad (HKMO) (2022/23)	2 Second Class Honours 1 Third Class Honour
2	The Hong Kong Mathematical High Achievers Selection Contest 2022-2023	2 Third Class Honours
5	Microsoft Office Specialist Championship 2022 Final	1 Bronze, 4 Merits
5	vHK Grand Tour Design Competition	1 2nd Merit Award
1	"Science in Lyrics" Writing Competition	2nd Runner-up
6	Hong Kong Biology Literacy Award	2 Second Class Honours 3 Third Class Honours 1 Merit,
20	The Chemists Online Self-study Award Scheme 2022	10 Diamond Awards 4 Platinum Awards 1 Gold Award 1 Silver Award 4 Bronze Awards
26	“Chemical Celebration of HKASME-60 ”Competition	9 High Distinctions 5 Distinctions 10 Credits 2 Merits
1	2022 年香港華羅庚金杯	1 銅獎
1	2023 年香港華羅庚金杯	1 銀獎

C. Music and Arts

Number of Awardees	Name of Competition	Awards
56	Joint-school Music Contest 2022	1 Piano Solo Gold 1 Piano Solo Bronze 1 Zheng Solo Gold 1 String Ensemble Bronze 1 Vocal Ensemble Silver
1	The 3rd Hong Kong Youth Music Competition	1 1st Runner-up
1	Greater Bay Area Gifted Music Performance Competition	1 Bronze Award
1	2022 Fringe Inter-School Music Competition	1 Second Honour
1	HKYPAF The 10th Hong Kong International Youth Performance Arts Festival	1 Silver Prize
1	The 57th Singing Star Contest	1 Champion
1	The 7th Stars Dream Singing	1 Excellent
1	“A Time to Remember” Digital Art Competition	1 Silver
1	博愛好聲音青少年歌唱比賽 2022（少年組）	1 優異獎
12	第 75 屆香港學校音樂節	1 箏獨奏銀獎 1 中阮獨奏銀獎 1 五級鋼琴獨奏金獎 1 四級鋼琴獨奏銅獎 4 七級鋼琴獨奏銀獎 1 七級鋼琴獨奏銅獎 1 七級小提琴獨奏銅獎 1 八級鋼琴獨奏亞軍 1 鋼琴獨奏 1 中國作曲家銀獎
1	「無毒郵心起」郵票設計比賽	1 優異獎
1	青興計劃：青少年正向價值觀吉祥物 NFT 設計比賽	1 優異獎
1	「活力展現在西貢同慶回歸 25 載」口罩設計比賽	1 優異獎
1	「走出疫境·活出健康」攝影比賽	1 優異獎
1	快樂共融全港兒童及青少年攝影比賽	1 傑出作品獎

D. Sports

Number of Awardees	Name of Competition	Awards
2	灣仔區分齡田徑比賽	2 冠軍
4	中學校際男子乒乓球比賽（乙組）	1 亞軍
1	西貢區分齡羽毛球比賽	1 亞軍
1	深水埗區分齡羽毛球比賽	1 季軍
1	南區分齡羽毛球比賽	1 季軍
1	屯門區分齡羽毛球比賽	1 季軍
1	香港基督教青年會青少年羽毛球單打比賽	1 季軍
7	中學校際女子羽毛球比賽（丙組）	1 冠軍
12	中學校際女子籃球比賽（丙組）	1 殿軍
15	中學校際男子籃球比賽（甲組）	1 殿軍
9	西貢區中學五人足球邀請賽	1 亞軍
56	中學校際游泳比賽	4 冠軍 5 亞軍 7 季軍 9 殿軍

E. Others

Number of Awardees	Name of Competition	Awards
4	Green Flame Project - Smart Energy Competition	1 Merit
1	HKIRC Cyber Youth Programme	1 Silver
2	第二十一屆西貢區傑出學生選舉	1 十大傑出學生 1 嘉許狀
3	第三十一屆新聞評述比賽	1 高中組亞軍 1 高中組季軍 1 高中組殿軍
5	「將軍 O 的足跡」尋根之旅專題研習比賽	1 冠軍

4	第六屆香港中學朋輩調解比	1 季軍
10	香港學校戲劇節 2022/23	3 傑出劇本獎 2 傑出導演獎 7 傑出演員獎 1 傑出影音效果獎 1 傑出合作獎 1 評判推介演出獎
2	西貢區公益少年團棋藝比賽 2022/23	1 亞軍 1 殿軍
20	2022-2023 禁毒教育@模擬法庭 2.0	20 優異獎
1	少年作家獎	1 少年作家獎
6	粵港澳大灣區專題研習比賽	1 優異獎
1	港鐵青少年暑期計劃光輝每一程 2022	1 優異獎

維護國家安全及國家安全教育相關措施的年度報告

範疇	措施	施行概況	成效及反思
學校行政	● 設立「國家安全教育」工作小組，負責計劃、統籌和協調相關工作，以全校參與的模式制定、落實和持續監察與維護國家安全及國家安全教育相關的措施，並定期向包括法團校董會、基督教興學會及教育局匯報工作進展。	已於 2021 年 4 月就維護國家安全及推行國家安全教育成立工作小組，由副校長統籌，成員包括專責國民教育及國家安全教育負責老師及教務主任。工作小組協助安排教學及非教學人員參加與國家安全相關的專業發展活動，促進學校各級人員了解《香港國安法》的立法背景和精神、內容和意義及有效落實國家安全教育的相關措施；檢視學校現況，協助學校策劃推動與維護國家安全及國家安全教育相關的策略，包括課程規劃、落實和監管（包括教學資源的設計／編製、教職員培訓等）；強化監察機制，促進各學習領域／科目／跨學科組別定期檢視學與教資源（包括其內容和質素）；幫助學生認識國家歷史及發展、國家安全、國旗、國徽和國歌的重要性，以及《憲法》和《基本法》為香港特別行政區確立的憲制秩序、國民身份、法治精神及其他相關議題，引導他們以正面和負責任的態度履行國民及香港居民的責任；持續監察有關措施的落實情況和成效，並定期向包括法團校董會、基督教興學會及教育局匯報工作進展。	工作小組定期開會檢視現行情況，並將每年的檢視結果、所須的跟進工作及來年工作計劃向法團校董會匯報。
	● 制定機制於指定日期或典禮升掛國旗及奏唱國歌，以加強學生對國情和國家安全的認識、提升國民身份認同，以及培育他們成為守法的良好公民。	學校已根據教育局指引制定機制於指定日期或典禮升掛國旗及奏唱國歌。升旗儀式的司儀、升旗隊及工友人手亦已順利安排及完成訓練。已在 7/1/2022教職員會議上作出簡介及每年檢視運作情況。自此所有的升旗禮(包括每星期一次早會升旗禮及特別日子或典禮如開學禮、陸運會、元旦日、音樂日、STEM Day、七一回歸、畢業禮等)均順利進行。	學生已非常熟悉及習慣有關安排，並能夠表現出恰當的禮儀。
	● 繼續透過不同途徑，例如內部通告／指引、會議等，讓所有教職員認識和了解《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊。相關資訊存放於內聯網資源夾內供教職員查閱。	學校已於 21-22 學年的第二次教職員會議向教職員講解《香港國安法》的立法背景、內容和意義。隨後每年的第二次教職員會議均會再強調《香港國安法》的最新校內政策及資訊，亦會不斷透過群組電郵或訊息發放最新資訊讓教職員更了解最新的《香港國安法》相關資訊。教職員亦隨時可以到內聯網資源夾內查閱相關資訊。	措施施行順利，成效亦明顯。教職員普遍了解《香港國安法》的立法背景、其意義及相關校內政策。將繼續保持現行的運作模式。

範疇	措施	施行概況	成效及反思
	<ul style="list-style-type: none"> ● 繼續推行新修訂的校舍管理指引，當中涵蓋涉及危害國家安全的行為和活動的處理。 	<p>已在 21-22 學年完成學校「校舍管理指引」的修訂。當中修訂的內容涵蓋涉及危害國家安全的行為和相關活動的處理，指引特別提醒負責的教職員在每天校內巡查時，如發現任何涉及危害國家安全的物品或行為應如何處理。例如</p> <ul style="list-style-type: none"> ■ 任何人士均不可在學校範圍內存有、展示或宣傳任何具種族／宗教／性別歧視或含冒犯意味，甚或政治訊息及涉及危害國家安全的内容之行為，當中包括（但不限於此）如叫口號、拉人鏈、張貼帶有政治訊息的標語、文宣品、唱具有政治訊息的歌曲或播放相關影音資訊；亦不可在校內穿著或佩戴具種族／宗教／性別歧視或含冒犯意味，甚或政治訊息及涉及危害國家安全的内容的衣物、飾物、徽章及旗幟等物件。 ■ 如發現學生有以上或懷疑涉及違法行為，老師將立即飾令停止有關活動，移除相關物品，並把涉事學生交訓育組及輔導組跟進，並適時通知家長；如遇上嚴重或緊急情況，學校將考慮向相關警區的警民關係主任／學校聯絡主任尋求協助。 <p>指引亦已放在新學年的教職員手冊當中，方便教職員可隨時查閱。</p>	<p>今年亦都加派教職員人手在小息及午飯時間巡查校園。未有發現任何涉及危害國家安全的相關展示物品及行為。</p>
	<ul style="list-style-type: none"> ● 繼續推行新修訂的外借校園指引，適當評估可能的風險以決定應否外借予校外團體／人士。 	<p>根據教育局指引，已在 21-22 學年完成修訂外借校園予校外團體或校外人士的指引。指引中提出需事前評估風險才決定應否外借。例如</p> <ul style="list-style-type: none"> ■ 任何人士均不可利用學校作為表達政治訴求的場所，甚或煽動學生在政治議題上表態或參與有關行動；亦不可在學校範圍進行政治宣傳活動。亦不可利用學校任何設施發起、組織或進行罷課，以及進行涉及或疑似涉及危害國家安全之活動。 ■ 任何人士均不可攜帶或管有或存放涉及或疑似涉及種族／宗教／性別歧視或含冒犯意味、宣揚港獨、表達仇恨及暴力、甚或危害國家安全等違規物品於學校範圍內，例如作為表達政治訴求的物件回校，當中包括（但不限於此）書 	<p>指引清晰，相關教職員會繼續根據指引處理外借事宜。</p>

範疇	措施	施行概況	成效及反思
		<p>本、雜誌、單張、刊物、標語、海報、橫額、旗幟、印刷品、衣服及編織品等。</p> <ul style="list-style-type: none"> 若發現有人士或機構在校內有以上或疑似涉及違法行為，校方將不予通知並立即移除相關物品，勒令停止有關活動及要求有關人士立即離開學校範圍，並把涉事人士或機構交警方跟進；如遇上嚴重或緊急情況，學校將考慮立即報警處理。 	
	<ul style="list-style-type: none"> 根據上學年新修訂的學校舉辦活動的機制和程序，修訂「學校危機處理手冊」中的處理機制，包括涵蓋涉及危害國家安全的行為和活動的處理。 	<p>根據教育局指引，已於21-22學年完成修訂學校舉辦活動的機制和程序，當中加入在邀請外來嘉賓分享時，須言明學校要求，不可在活動中涉及危害國家安全的行為。亦在機制及程序中列明在活動中或之後應如何處理。文件亦已放在新一學年的教職員手冊當中，放便教職員可隨時查閱。</p> <p>本學年亦已修訂完成「學校危機處理手冊」中的處理機制，包括涵蓋涉及危害國家安全的行為和活動的處理。教職員隨時可以到內聯網資源夾內查閱相關文件。</p>	<p>教職員明白新修訂的機制及程序，並會根據程序處理外來嘉賓在校內舉行活動時的安排。亦會參考校本危機處理手冊中的相關機制及程序來處理涵蓋涉及危害國家安全的危機事故。</p>
	<ul style="list-style-type: none"> 回應《香港國安法》，繼續更新「圖書館館藏發展策略」。 	<p>圖書館館長根據教育局的指引，已推行回應《香港國安法》的圖書館館藏發展策略，內容涉及購書指引及相關藏書管理程序。例如</p> <ul style="list-style-type: none"> 藏書需傳遞正確、完整、客觀持平的資訊及知識，不帶猥褻、暴力、詛咒言辭，不含違反國安法的內容。 所購書籍應循序先後交由科主任及圖書館長審視，評估風險。如不合規，相關購書單據或不能銷數。 	<p>現行程序運作順暢，來年可繼續按需要更新「圖書館館藏發展策略」的內容。</p>
人 事 管 理	<ul style="list-style-type: none"> 在本學年第一/二次教職員會議向所有教職員清楚說明校方對其工作表現和操守的要求和期望。教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛。 	<p>校長在21-22及22-23學年第一次教職員會議已向所有教職員清楚說明辦學團體對他們工作表現和操守的要求和期望，重點包括校長、教師應以教育專業作首要考慮，追求「以愛達義」，持守客觀、持平、保持冷靜及奉公守法，以學生學習利益為依歸，致力保護學生安全及提供穩定的學習環境；教師團隊間應放下個人政見、意見分歧，公事上需互相尊重，以照顧學生福祉為大前提合作，不應強加個人政治觀點於其他同事、學生身上；所有教職員也應慎重、認真處理個人社交平台的言論，不應在社交媒體發放有可能違法言論；老師</p>	<p>老師們清楚明白辦學團體的期望，亦認同及跟隨。</p>

範疇	措施	施行概況	成效及反思
		不應在課堂內發表個人政治取向，並公私分明，不以政治事件及取態影響專業判斷及工作。相關內容亦已放在教職員手冊當中，方便教職員可隨時查閱。	
	● 依照上學年新修訂的「受聘教練導師守則」或「非教學專業人員工作守則」，監察非教學人員（包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等）的工作表現和操守是否符合學校要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。	所有透過學校資源，包括政府津貼和其他經費以購買服務形式聘用的非教學人員（包括學校社工、教育心理學家、言語治療師、教練及興趣班導師等），在他們履行工作之前都需要同意及簽訂「受聘教練導師守則」或「非教學專業人員工作守則」，守則內容涉及危害國家安全相關注意事項及表明其工作表現及操守需符合學校及局方要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。例如指引中提及導師應具備高尚品格以作學生模範，並以愛心教導學生，不應因個人的政治立場而影響學生，灌輸負面或錯誤的價值觀，作出涉及危害國家安全的行為。他們不可在活動中向學生宣揚個人政治立場或發表煽動性言論，作出涉及危害國家安全的行為。	工作守則內容清晰，相關非教學人員明白校方的要求，亦願意配合校方指引，履行他們的職務。
教 職 員 培 訓	● 制定各科教師在國家安全教育的培訓要求，讓教師們更了解《香港國安法》及「香港國家安全教育課程」，提升他們對國家安全的認識。	所有教職員已參加了 9/6/2022 教育局安排有關國家安全教育課程框架的『國家安全教育教師工作坊』，個別相關任教《基本法》、《香港國安法》及《憲法》的科組同事亦也積極參與不同的相關培訓。22-23 學年大部份老師均能主動參與至少一個與國家安全教育相關的培訓活動。	為協助老師提升對國家安全教育的認識，學校已清晰表達要求，期望老師每年均需參與至少一個與國家安全教育相關的培訓活動。
	● 在本學年第一/二次教職員會議提醒所有教職員時刻秉持專業操守，清楚明白教師的言教身教對學生影響深遠。	校長及副校長在本學年第一及第二次的教職員會議中已提醒老師們要秉持專業操守，明白教師的言教身教對學生影響深遠。	教職員一致明白校方的立場，亦做到校方的要求。
學與教	● 依教育局「香港國家安全教育課程框架」，推行並檢視相關學習領域／科目、德育、公民及國民教育，以及有關《憲法》和《基本法》等課程。	依從教育局「香港國家安全教育課程框架」，相關科目已落實相關課程。工作小組過去 21-22 年已兩次檢視各科組在「香港國家安全教育課程框架」的教學情況，22-23 學年所有科目均已於課程中加入國家安全教育的內容。	21-22 學年未參與的英文科、數學科、體育科、家政科、美術科及聖經科亦已於本學年落實推行國家安全教育的相關課程。

範疇	措施	施行概況	成效及反思
	● 繼續按「校本學與教資源審閱指引」，審閱學與教資源。	已按「校本學與教資源審閱指引」審閱學與教的資源，包括把相關科目的教學資源保存三年，供學校或教育局查閱。相關指引亦已放在教職員手冊當中，供教職員隨時查閱。	指引清晰，科組能落實執行指引，運作順暢。
	● 根據教育局專業操守指引，在本學年第一/二次教職員會議中清楚提醒教職員不得向學生宣揚個人政治立場或傳達扭曲的價值觀、發表煽動性的言論。在各科組會議中提醒及監察科主任們在教材/學材上不可滲入偏頗/欠缺事實佐證/不符課程宗旨和目標的內容或資料，甚或直接或間接鼓動或默許學生參與校外政治活動等。	教務主任已根據教育局專業操守指引，在第二次教職員會議中清楚提醒教職員不得向學生宣揚個人政治立場或傳達扭曲的價值觀、發表煽動性的言論。亦在各科組會議中提醒科主任們在教材/學材上不可滲入偏頗/欠缺事實佐證/不符課程宗旨和目標的內容或資料，甚或直接或間接鼓動或默許學生參與校外政治活動等。	教職員相當明白校方及局方的要求。
	● 參加內地交流計劃或姊妹學校的交流活動，加強學生對國家歷史和發展的認識，提升國民身份認同。	今年全級中五級同學已於4月參加了兩日一夜的公民科「珠海澳門考察團」。 眾師生參觀了港珠澳大橋珠海口岸展示中心、橫琴綜合管廊、橙子生態苗圃、V12文化創意產業園和北山大院。透過參觀，同學能親身了解珠海在過去十多年的社會發展及環境保育工作，並了解當地人的生活。同學亦到訪澳門基本法紀念館、澳門回歸賀禮陳列館及澳門博物館，同學在當中了解到「一國兩制」對特區的重要，以及認識澳門的歷史文化。此外，今年適逢校慶，姊妹學校坪山高級中學的老師亦帶領她們學校的中國舞蹈隊為校慶綜藝晚會表演助慶。	疫情漸退下也算順利舉行了兩個與內地交流的活動，來年希望能組團到訪姊妹學校參與文化交流活動或組團交觀內地不同城市。
學生訓輔及支援	● 參考「國民教育—活動規劃年曆」，透過參與建議活動，幫助學生認識國家安全的重要性，讓他們自覺地遵守香港現有法律，其中包括《香港國安法》，並透過討論或活動，幫助學生建立責任感、承擔和守法精神。	除了一星期一次的升旗禮，公民組與中華文化日小組合作，安排猜燈謎遊戲以推廣國家文化安全。在四月舉行的國家安全教育日網上問答比賽及國家安全教育日作文比賽，本校同學熱烈參與其中。此外還有中國人民抗日戰爭勝利紀念日（與圖書館合作）、九一八事變紀念日（與中史科組合作）、國慶日、國憲日（與通識/公社科組合作）、南京大屠殺（與中史科組合作）等等二十多項國民教育活動。學校希望透過早會及上列活動，清晰教導及培育學生認識國家安全的重要性及如何建立責任感、承擔及守法精神。	學生普遍受教，積極參與，能做到有承擔、守法及負責任。

範疇	措施	施行概況	成效及反思
	<ul style="list-style-type: none"> ● 不斷檢視現有訓輔機制，當學生出現違規或不當行為時，須致力引導學生重回正軌，並加強教導他們正確的價值觀、正面思維和與人相處應有的態度等。 	<p>訓輔兩組的同工已定期開會檢視現有機制，修訂相關指引，提醒訓輔老師如學生出現違規或不當行為，包括涉及危害國家安全的行為，應如何處理及介入，幫助他們重回正軌，並加強教導他們正確的價值觀、正面思維和與人相處應有的態度等。例如</p> <ul style="list-style-type: none"> ■ 學校人員須提醒學生，時刻以自身安全為重，為自己和關心他們的家人著想，切勿參加危險或違法的活動，在校內亦不應發起或參與一些違規活動， ■ 良好的訓育工作應肯定學生的努力，而懲罰亦應具有教育意義。若學生表現出正確的行為、態度和價值觀，應予以讚賞及肯定。以舉行包含升掛國旗及奏唱國歌的活動為例：在儀式完結後，可讚賞旗手積極的表現或全體學生尊重有禮的態度，明確肯定學生的正面行為。 ■ 在處理學生的違規情況時，應即時制止不當行為並指出問題的嚴重性，建立正確的是非觀，並與家長保持溝通，透過家校合作協助學生明辨是非、改過遷善。學校須定期檢視學生違規情況，針對違規成因制訂適切的訓輔策略。 <p>相關指引亦已放在教職員手冊當中，供教職員隨時查閱。</p>	<p>本校訓輔兩組合作無間，能在學生違規前作適當提醒，及違規後協助學生糾正思想及行為，幫助學生正面成長。</p>
家 校 合 作	<ul style="list-style-type: none"> ● 透過不同渠道(例如家長通訊)，讓家長認識國家安全教育的相關資訊。 ● 透過舉辦不同的親子活動，協助家長與子女成長同行，建立良好的親子溝通，幫助子女成為守法守規的良好公民。 	<p>學校及家長教師會已透過不同渠道，包括學校通告、家長通訊、群組信息及電郵讓家長認識《香港國安法》及其相關資訊。除了舉辦協助家長與子女成長同行的家長講座，家教會亦會向家長提供教育局的相關講座資訊，邀請家長參加，希望家長能建立良好親子溝通及如何協助子女明辨是非，成為一個守法的良好公民。此外，今年家教會舉辦的親子旅行亦加入了參觀香港歷史古跡的行程，加深家長學生對中華歷史文化的認識。</p>	<p>家長們普遍支持學校，認同校方的立場，支持學校在校內推行國家安法教育。</p>

Carmel Divine Grace Foundation Secondary School
Evaluation on Use of Capacity Enhancement Grant and Teacher Relief Grant (2022-23)

Appendix

Task Area	Major Areas Of Concern	Strategies/Tasks	Evaluation
Curriculum Development	<ul style="list-style-type: none"> - To create room for teachers to improve the school-based curricula - To cater for student diversity through split-class, remedial teaching as well as individualized support 	To employ: <ul style="list-style-type: none"> - five teachers, one associate teacher and three teaching assistants to support learning and teaching, and - office assistants to invigilate uniform tests and exams 	<ul style="list-style-type: none"> - Teachers' workload was relieved to enhance their capacity for professional and curriculum development, student support and extra workload for the 35th anniversary celebration activities. - Complementary support from teaching assistants and other support staff enhanced learning and teaching support for both teachers and students.
Enhancing Students' Language Proficiency	<ul style="list-style-type: none"> - To provide students with remedial support in English and Chinese Languages - To provide more English and Chinese oral training for S6 students - To enhance students' English writing skills 	To employ Chinese and English tutors for the conduct of remedial and oral training courses	<ul style="list-style-type: none"> - Remedial classes were conducted in to strengthen students' foundation in the two language subjects. - The English language oral training provided for S6 students helped them familiarize themselves with the exam and boosted their confidence in speaking. Due to the cancellation of the DSE Chinese language speaking examinations, additional Chinese language oral training was not arranged for S6 students. - Students were given more opportunities to practise their English writing and improvement was shown.
Coping with the Diverse Special Learning Needs of Students	<ul style="list-style-type: none"> - To help students, especially those who need more support, catch up with their studies in subjects other than Chinese and English Languages - To help less able students to catch up with their learning in non-language subjects - To help S3 students to prepare for the study of senior form Mathematics (Extended Modules) - To provide support for students to cope with HKDSE through the provision of self-study room - To help S.1 students adapt to secondary school learning 	To employ tutors and procure services for conducting tutorial classes, workshops and the supervision of the self-study room	<ul style="list-style-type: none"> - Remedial classes of different subjects were held and students were given extra support. Students on the whole found the classes useful. - Senior form students benefitted most from the opening of the self-study room, which gave them a quiet environment to focus on their revision. - S.1 students were given workshops on how to cope with secondary school studies and they found them generally useful.

Programme Evaluation Report for DLG-funded Other Programmes (Gifted Education) 2022-23

Programme Title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Model United Nations organised by CUHK Model United Nations Club	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	<ul style="list-style-type: none"> 10 S.4 students selected based on exam results and teachers' nomination 	7-9 April 2023	Students' improvement in spoken English and confidence	<ul style="list-style-type: none"> Students played the role of delegates from different countries and debated on international issues in the context of achieving world peace. Students honed their research, writing, critical thinking and public speaking skills and broadened their horizons through exchange with other students. 	\$7,000
Moot Court Summer School organised by Street Law Hong Kong	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	<ul style="list-style-type: none"> 6 S.4 students selected based on exam results and teachers' nomination 	5 sessions (August 2023)	Students' improvement in spoken English and confidence	<ul style="list-style-type: none"> Students participated in training sessions and a mooting competition. They exercised research and critical thinking skills intensively and engaged in meaningful exchange with other elite students in the territory. Students found the experience challenging yet rewarding. Their reading, speaking and critical thinking skills were enhanced. 	\$15,000
Hong Kong Biology Literacy Award (2022/2023) (HKBLA) organised by The Hong Kong Association of Science and Mathematics Education	To enhance students scientific knowledge and scientific skills	<ul style="list-style-type: none"> 8 S.6 students studying Biology 	Jan to Feb 2023	Students' improvement in Biology knowledge and skills	<ul style="list-style-type: none"> Students were motivated to search for biology knowledge when preparing for the competitions. Students found the competition challenging. 	\$1,200

Physics Olympiad Training Course	To train up students to learn more advanced concepts in Physics and enhance their problem-solving skills	<ul style="list-style-type: none"> 15 S.4 students selected based on exam results and teachers' nomination 	22 sessions (Aug 2022 to May 2023)	Students' oral feedback reference Materials (Training offered by Science World and)	<ul style="list-style-type: none"> Students' attendance was about 80%. As reflected by the course provider and students themselves, the course content was very difficult for them. Only a few students were able to catch up with the progress. Yet, it was found that they could understand the basic syllabus better even they found the competition very difficult. One student got Honourable Mention in Hong Kong Physics Olympiad 2023. 	\$33,302
International Chemistry Quiz (HK section): Participation fee and enrichment training in school	To develop students' potential in studying chemistry through participation in enrichment training and overseas competition	<ul style="list-style-type: none"> 112 S.4 & S.5 students who were interested in Chemistry 	June 2023 Quiz (1 hour)	Students' results in the quiz	<ul style="list-style-type: none"> The results were not yet announced by the HKASME. Students thought that their confidence in learning Chemistry had been enhanced. Some students were also happy to learn something new in Chemistry in the Australian Chemistry syllabus. 	\$11,200
Pharmacists Connect Summer Camp	To help students gain an early understanding of drug knowledge, and let them understand the pharmaceutical industry	<ul style="list-style-type: none"> 15 S.4 & S.5 students who were interested in pharmacy 	August 2023	Students' comment and survey	<ul style="list-style-type: none"> Joining a summer camp in the pharmaceutical industry or pharmacy offered students a range of benefits, from gaining practical knowledge and networking opportunities to exploring career paths and developing essential skills. It was such an enriching experience that students could shape their academic and professional journeys while fostering personal growth and confidence. 	\$8,800

Mathematics Olympiad Training Course	To train up students to participate in Hong Kong Mathematics Olympiad and International Mathematics Olympiad Preliminary Selection Contest	<ul style="list-style-type: none"> 10 S. 4 students and 10 S. 5 students nominated by teachers 	20 1-hour lessons	Students' problem-solving skills are enhanced, as reflected in their performance in HKMO, IMOPSC	<ul style="list-style-type: none"> 16 lessons were held. The attendance rate was just satisfactory. The students won the title "Regional Winner" and entered the Final in HKMO. In addition, two team members were awarded Second-class Honour and one got Third-class Honour. 	\$10,560
Subsidising Students to join STEAM Programmes	To arouse students interest in STEAM and sharpen their scientific investigation skills	<ul style="list-style-type: none"> 5 S.4 and S.5 students selected by teachers 	Sept 2022-Aug 2023	Students' performance and their reflection	<ul style="list-style-type: none"> Students were subsidised to join Science Academy for Young Talent 2023 – Chemistry, the Hong Kong Olympiad in Informatics and a CUHK programme on Biochemistry, Immunity and Infections. Students expressed that they learned a lot about the latest STEAM knowledge in their daily life. 	\$4,200

Report on the Use of the Promotion of Reading Grant 2022-23

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

- The promotion of reading literacy is to be put on a higher priority to let students enjoy reading and benefit from reading.

2. Evaluation of strategies:

- The effectiveness of promoting reading and information literacy could have been better if the activities had been conducted during lesson time.
- The reading note competition and the implementation of writing a reading note in RaC lessons raised students' reading quality. The activities are to be organised again to raise students' interest in reading.
- Some students who loved writing were successfully encouraged to read more great works.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	43,268.9
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books (<i>*expenses not included because the purchase was subsidised by Jockey Club Joy of E-Reading Scheme</i>)	
2.	Web-based Reading Schemes	0
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	9,200.0
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
4.	Other: a) Presents, b) materials for organising reading activities _____	7,259.6
	Total:	59,728.5
	Unspent Balance:	16,366.76

**Report on the Use of the Life-wide Learning Grant
22-23 School Year**

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: 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													
1	Biology Visit to Ocean Park	Jul 2023	S5	50	\$6,970.00	\$139.40	E1	Science	Students participated actively to interview with different professional teams in the Ocean Park and understood the challenges they encountered daily.	✓				✓
2	<u>Chinese History and Culture Activities</u> - Workshop on Chinese Embroidery - Workshop on Mini-cheongsam - Field Trips on Hong Kong History - Other Activities	Nov 2022 - Jun 2023	S1-S6	708	\$30,278.00	\$42.77	E1 E2 E6	National Security	Through various activities such as local historical expeditions, movie appreciation, and workshops, students were taught to have a deeper understanding and appreciation of national history and the rich traditions of Chinese culture. Students wholeheartedly engaged in these activities, and each event concluded with a positive and joyful atmosphere.	✓	✓	✓		
3	Outreach Chinese Cultural Activities	Sep 2022 - Jun 2023	S1-S5	600	\$25,078.40	\$41.80	E1 E6	Chinese Language	Students enjoyed various activities very much. They were invited to dress up in various styles of Hanfu and were enthralled by the chinese tradional clothing.	✓	✓	✓		
4	<u>English Language Activities</u> - English Speaking Activity Days - Workshop on Upcycling - Design of New English Centre - Public Speaking Contest - Workshop on Pictures Book Creation - English Ambassadors Camp - CDG Reporters - English Drama Fest	Sep 2022 - Jun 2023	S1-S6	708	\$61,120.15	\$86.33	E1 E2 E6 E8	English Language	The activities were successful in boosting the English environment on campus. Students participated in speaking activities and booth games actively and their confidence was raised. English Ambassadors were actively involved in the decoration of the new English Centre (English+), which strengthened their ownership. The English Ambassadors Camp helped develop strong rapport among the team members, who later engaged in close collaboration to organize English activities on campus.	✓	✓	✓		✓

5	<u>Geography Activities</u> - S1 Visit to Local Farms - S4-S5 Field Studies - Geography Club Outings	Oct 2022 - Jul 2023	S1-S5	160	\$13,088.00	\$81.80	E1 E2	Geography	These field trips or visit had enhanced geography students' learning motivation and knowledge on HKDSE curriculum on related topics S5 Geography had a field trip on field work studies on Lantau Island which improved student's skills and techniques in tackling the FBQ in Geography DSE	✓				
6	<u>Home Economics Activities</u> - Floral Design for Mother's Day - Bake for Fun	Mar 2023 - May 2023	S1-S5	60	\$17,280.00	\$288.00	E6 E7	Arts (Others)	25 students enjoyed great self-baking experiences in "Bake Your Own" on 30/3. 20 students learned the piping skills of bean paste cupcakes on 31/3. 30 students joined this programme to learn some basic floral arrangement techniques on 11/5.	✓	✓	✓		
7	<u>Mathematics Activities</u> - Mathematics Olympiad - King of Maths	Oct 2022 - Jul 2023	S1-S6	708	\$3,690.00	\$5.21	E1 E5	Mathematics	(Maths Olympiad Teams) : The attendance of the Junior Team was very good whereas the attendance of the Senior Team was unsatisfactory. Nevertheless, our Senior Team had very good performance in the HKMO this year. Both team members have been benefitted in mathematical horizons. (King of Maths) : The participation rate has improved. This activity could have raised some students' interest and confidence in mathematics.	✓				
8	Music Day	May 2023	S1-S5	600	\$9,208.10	\$15.35	E1 E7	Arts (Music)	The students enjoyed the programmes on that day and the confidence of performers were enhanced.			✓		
9	Sports-related Activities	Sep 2022 - Mar 2023	S1-S6	708	\$18,126.00	\$25.60	E1 E2 E5 E6 E7	Physical Education	The students enjoyed the programmes on that day and the talents of competitors were showcased.			✓		
10	<u>Visual Arts Activities</u> - Photography Workshops - Ceramics Workshops and advanced photography course	Sep 2022 - Aug 2023	S1-S5	48	\$35,550.00	\$740.63	E5 E6 E7	Arts (Visual Arts)	Some of the students' works were exhibited in the 35th Anniversary Exhibition			✓		
11	<u>School-based Life-wide Learning Day</u> - Thematic Activities and Visits	May 2023	S1-S5	580	\$78,382.00	\$135.14	E1 E2	Cross-Disciplinary (Others)	Students actively participated in a variety of learning activities outside the classroom, enabling them to establish meaningful connections between their education and real-world experiences. This engagement empowered them to effectively apply the knowledge and skills they acquired in authentic, practical settings	✓	✓	✓		✓
12	Fun Fun to S1 Programme	Jul 2023	S1	200	\$839.00	\$4.20	E7	Moral, Civic and National Education	The S1 students participated actively in the programme and they adapted well in their S1 school life.	✓	✓			
13	Be a Better Me Challenge	Sep 2022 - Jul 2023	S1-S5	200	\$6,334.40	\$31.67	E7	Cross-Disciplinary (Others)	More than 200 students joined the challenges and their talents have been developed and showcased.	✓	✓	✓		
14	Learning Mindset and Skills Programme	Sep 2022 - Jun 2023	S4	30	\$22,950.00	\$765.00	E6	Cross-Disciplinary (Others)	The students actively engaged in the program and their self-confidence was enhanced.	✓	✓			

15	S1-S3 Gifted Programmes	Sep 2022 - Aug 2023	S1-S3	3	\$15,000.00	\$5,000.00	E6	Others, please specify: Gifted Education	3 students joined the Dual Program offered by HKUST. They got satisfactory results in the program through which their knowledge in different fields are enriched.	✓		✓		
16	Coaches and Tutors for Extra-curricular Activities	Sep 2022 - Aug 2023	S1-S6	708	\$565,113.90	\$798.18	E1 E2 E5 E6 E7	Others, please specify: OLE	The students actively participated in various extracurricular activities, which served as a platform to ignite their talents and promote personal development. The activities provided students opportunities to explore their interests and enhance their overall growth. By providing suitable coaching, students could unleash their talents and achieve personal growth and development.	✓		✓		
17	<u>Guidance Activities</u> - S1-S3 Health Education Programme - S1 Fun Fun Camp - S2 'Our Own Fish' - S3 'Our Own Crops' - 'Into the Wild' Camp - Talent Show - Big Brother and Sister Training - Adventure-ship	Sep 2022 - Aug 2023	S1-S5	600	\$150,290.00	\$250.48	E1 E2 E5 E6 E7	Leadership Training	Junior form students actively participated in the Health Education Program, Fun Fun Camp, our own fish and our own crop activities. The talents and cooperation of participators were showcased.	✓	✓	✓		
18	<u>Religious Affairs Activities</u> - Summer Camp - Graduation Camp - CDG Running Friend	Sep 2022 - Aug 2023	S1-S6	708	\$122,418.00	\$172.91	E1 E2 E7	Values Education	During the graduation camp, summer camp, and inter-class activities called "Running Friends" for the fourth-year students, the students demonstrated great enthusiasm and actively participated in each event, which concluded in a joyful atmosphere. The activities emphasized the importance of keeping goodness in their hearts, appreciating the love given by those around them, learning to support each other, and walking side by side to face all the challenges on the path of growth.		✓			
19	<u>Discipline and Moral Activities</u> - HKFYG Training for Prefects - Summer Prefect Training - S2 Adventure Training Camp - Talent Activities	Sep 2022 - Aug 2023	S1-S4	500	\$4,753.80	\$9.51	E1 E2 E7	Moral, Civic and National Education	The S.2 students participated actively in the programme. They learnt that when the chance of success will be higher if they are willing to try. Prefects benefited a lot from the training programmes. Their teamwork and confidence are enhanced.		✓			
20	<u>Civic Education Activities</u> - School-based Activities - Assemblies - Community Service	Sep 2022 - Aug 2023	S1-S6	708	\$2,207.20	\$3.12	E1 E7	Moral, Civic and National Education	Students' civic mindedness was enhanced.		✓			
21	<u>Careers and Further Studies Activities</u> - S3 Growth Camp - Careers Talks - S3 Subject Selection Talks - S6 Mock Interview	Sep 2022 - Aug 2023	S1-S6	708	\$62,430.90	\$88.18	E1 E2 E6	Others, please specify: Careers-related	Through the camp and workshops, students were able to learn about different industries and university disciplines, and through the experiential activities, they were able to enhance their understanding of themselves and further think about their choices of subjects.		✓			✓

22	<u>STEM-related Activities</u> - STEM Day - S3 Cross-curricular Project - S1-S2 STEM Enrichment Projects	Sep 2022 - Aug 2023	S1-S5	600	\$98,546.18	\$164.24	E1 E2 E5 E6 E7	Cross-Disciplinary (STEM)	Learning on DNA was introduced in S1-2 integrated science. The STEM Day was successfully held on 17 May, S.3 STEM projects were showcased, a greater variety of products was shown this year, some groups could show innovative designs with good prototypes.	✓					
23	<u>Class Management Activities</u> - S1-S2 Growth Journal Activity - S1 Magical Confidence	Sep 2022 - Aug 2023	S1-S2	300	\$21,272.90	\$70.91	E6 E7	Cross-Disciplinary (Others)	Students learnt how to show gratitude in their school and family life.		✓	✓			
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				10,195	\$1,370,926.93										
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1															
2															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				0	\$0.00										
Expenses for Category 1				10,195	\$1,370,926.93										

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

No.	Item	Purpose	Actual Expenses (\$)
1	Equipment for school-based Extra-curricular activities	Extra-curricular activities	\$137,535.22
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$137,535.22
Expenses for Categories 1 & 2			\$1,508,462.15

Category 3: Number of Student Beneficiaries

Total number of students in the school:	708
Number of student beneficiaries:	708
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Wong Wing Lok
Post of Contact Person for LWL:	Vice Principal

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Report on the Use of the Student Activities Support Grant 2022-2023 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$69,550.00
B	Expenditure in the Current School Year:	\$49,854.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$19,696.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	16	\$6,035.00
Full-grant under the School Textbook Assistance Scheme	75	\$27,975.00
Meeting the school-based financially needy criteria	99	\$15,844.00 (capped at 25% of the total allocation for the school year)
Total	190	\$49,854.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	<u>Person-times¹</u> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u> ntellectual Development (closely linked with curriculum)	<u>V</u> alues Education	<u>P</u> hysical and Aesthetic Development	Community <u>S</u> ervice	<u>C</u> areer-related Experiences
1. <u>Local</u> activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Extra-curricular activities (activity fee)	Cross-Disciplinary (Others)	22	\$1,130.00	✓	✓	✓		

2	Picnic day (activity fee and transportation fee)	Values Education	184	\$29,040.00		✓			
3	Sports day (transportation fee)	Physical Education	2	\$9.00			✓		
4	Leadership training course / camp / activity (course / camp / activity fee)	Leadership Training	51	\$18,242.00	✓	✓			✓
5	Life-wide learning activity (transportation fee)	Moral, Civic and National Education	9	\$234.00	✓	✓	✓	✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			268	\$48,655.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Purchasing sports team T-shirt	Physical Education	6	\$1,199.00			✓		
2									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			6	\$1,199.00					
Total			274	\$49,854.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Mr. Wong Wing Lok
	(Vice Principal)

迦密主恩中學
公民與社會發展科

「支援推行高中公民與社會發展科津貼」運用報告 (2022-2023)

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算	實際支出	評估
(a) 採購教學資源	<ul style="list-style-type: none"> ● 購買教師參考書 (重點購買解說《憲法》、《基本法》、「一國兩制」及介紹中國近年發展的參考書籍) ● 購買網上電子教學資源作同工備課及準備測考。 	科組同工	2022 年 9 月- 2023 年 6 月	CJ, PU, YK PU	\$15,000	\$10,205.6	<ul style="list-style-type: none"> ● 同工認同有關書籍及電子教學資源能有效地協助備課，以及準備測考。 ● 除原定目標外，本年度加入以下教學資源： <ul style="list-style-type: none"> ■ 購入與中國航空發展相關的教具(模型)讓同學認識中國綜合國力，同學均表示這有助提高學習興趣。 ■ 為使中五級同學對內地考察有更多了解，以及為專題研習報告有更好的準備，每位同學獲發一本由本津貼資助印製的校本專題研習手冊，大部份同學均表示此手冊有助他們更掌握考察景點及專題研習方法。
(b) 採購圖書 / 電子學習資源	<ul style="list-style-type: none"> ● 購買圖書館書籍供學生借閱 (重點購買解說憲法、基本法、「一國兩制」及介紹中國近年發展的參考書籍) 	S.4-S.5 同學	2022 年 9 月- 2023 年 6 月	CJ, LY, PU, YK PU	\$ 40,000	\$0	本學年沒有添置新的相關圖書館書籍。

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算	實際支出	評估
	<ul style="list-style-type: none"> 訂購與公民科有關的刊物供學生於課堂使用 						
(c) 資助教師前往內地考察活動	<ul style="list-style-type: none"> 在情況許可下，鼓勵及邀請科組內同工參加認識國情的內地交流團。 	科組同工	2023 年 7-8 月	PU	\$50,000	\$0	因未能覓得合適的內地交流團，本學年未能成功舉行教師內地考察活動。
(d) 資助學生前往內地考察活動	<ul style="list-style-type: none"> 在情況許可下，鼓勵及邀請同學報名參加認識國情的內地交流團 	S4 獲取錄學生 及 S4 學生	2022 年 9 月- 2023 年 7 月	PU	\$50,000	\$122,310	<ul style="list-style-type: none"> 中四級共 116 位同學於七月參與由 CSD、HST 及 CHS 合辦的「澳門遊學一天團」，近七成同學認同藉由參觀不同景點了解到《憲法》、《基本法》及「一國兩制」對特區政府的重要性。 本學年揀選了 6 位中四級同學參加由香港青年協會主辦「大灣區專題研習比賽」，同學獲此津貼資助前往澳門及深圳進行實地考察。同學均表示藉此機會認識更多兩地在可持續發展的工作（同學最終獲優異獎）。
(e) 舉辦校本學習活動	<ul style="list-style-type: none"> 老師帶同學參加在本地舉辦的聯校活動，藉此增加同學見聞，以及提升公民科學與教效能。 購買與中華文化相關的 	S.4 同學 全校同學	2022 年 9 月- 2023 年 6 月	CJ, PU, YK CJ, PU	\$5,000 \$10,000	\$0 \$152	<ul style="list-style-type: none"> 因時間上未能與友校配合，故擱置本學年聯校活動。 本年添置庭園背景幕以配合本學年「中華文化日」主題。從老師觀察可見同學於當天樂於到背景幕前參與拍照，表現積

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算	實際支出	評估
	教學資源以舉行與本科相關的校本聯科學習活動。						極。
(f) 資助同學參加與本科相關的本地機構舉辦的校外學習活動	<ul style="list-style-type: none"> 帶領中四級及中五級同學參加與本地文化及可持續發展相關的考察活動。 鼓勵及邀請同學報名參加與公民科相關、由本地機構舉辦的活動，藉此豐富學生知識及提高學生學習興趣 	S.4-S.5 同學 S.4-S.5 獲取錄同學	2022 年 9 月-2023 年 6 月	PU	\$50,000 \$5,000	\$0 \$0	同學報名參與的多為免費考察活動 / 公民科相關活動，因此本學年不需以此津貼資助活動費用。
總額					\$250,000	\$132,667.6	

School-based After-school Learning and Support Programmes 2022/23

School-based Grant - Programme Report

Name of School: Carmel Divine Grace Foundation Secondary School

Staff-in-charge: Mr. Wong Wing Lok **Contact Telephone No.:** 27010908

A. The number of students (count by heads) benefitted under the Grant is 31 (including A. 0 CSSA recipients, B. 15 SFAS full-grant recipients and C. 16 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Chinese, English, Mathematics and Liberal Studies classes for students who need more support in S1 to S6	0	6	9	➤ over 70%	Oct 22 – Aug 23	4,600	➤ Tutors' performance appraisal ➤ Attendance records		
Remedial / enrichment / examination preparation classes for S1 to S6	0	2	4	➤ over 70%	Oct 22 – Aug 23	2,290	➤ Tutors' performance appraisal ➤ Attendance records		
Activities of different clubs / teams / subjects across all levels	0	5	3	➤ over 70%	Oct 22 – Aug 23	2,000	➤ Attendance records ➤ Coaches' feedback		

Leadership training programmes for student leaders of different committees	0	4	3	➤ over 70%	Oct 22 – Aug 23	2,750	➤ Students' feedback ➤ Instructors' feedback ➤ Teachers' observation ➤ Attendance records		
Other after-school communication skills training and self-confidence development programmes	0	9	2	➤ over 70%	Oct 22 – Aug 23	1,886	➤ Students' feedback ➤ Teachers' observation ➤ Attendance records		
Procurement of necessary materials or equipment.	10	20	10	➤ More students participated in extra-curricular activities	Oct 22 – Aug 23	4,618	➤ Students' feedback ➤ Teachers' observation		
Total no. of activities:									
@No. of man-times	10	46	31		Total Expenses	18,144			
**Total no. of man-times	87								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement			✓			

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

- the amount of administrative work leads to apparent increase on teachers’ workload
- complicated to fulfill the requirements for handling funds disbursed by EDB
- the reporting requirements too complicated and time-consuming

姊妹學校交流報告書

2022 / 2023 學年

學校名稱：	迦密主恩中學		
學校類別：	中學	負責老師：	謝秀賢

本學年已與以下內地姊妹學校進行交流活動：	
1.	深圳市坪山高級中學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

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

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

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

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

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

全年財政報告：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ --
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ --
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$ --
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 290,840.00
N5	<input type="checkbox"/>	交流物資費用	HK\$ --
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HK\$ 2,106.67
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	HK\$ --
N8	<input type="checkbox"/>	其他(請註明):	HK\$ --
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 292,946.67
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] 兩校學生層面的分享及文化藝術的交流活動，讓彼此更認識對方的地區文化。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] 以文化藝術表演的形式互相交流，日後可加強不同形式的活動。
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明):

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	__~100__ 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	__0__ 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	__~100__ 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__10__ 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	__5__ 總人次

備註：

2023 年 7 月 6 日在香港浸會大學的大學會堂的本校 35 周年綜藝晚會，姊妹學校參與其中一項表演項目為中國舞<茉莉花>。