

Elegantia College
*(sponsored by Education Convergence and
patronized by HK Five Tong Association)*

School Report
2022-2023



We Care – just because children are our next generation.

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(1) School Vision, Mission, and Philosophy

1.1 School Vision

Bolstered by the support from our parents and the society, we will continue to evolve our school into a true learning organization with our professionalism and innovation to cultivate a new generation of lifelong learners whose independent learning ability and sense of responsibility will grant them the necessary knowledge, skills, creativity, confidence, ethical values, healthy mind and body, and international vision that will all work together to help them achieve their full potential in this rapidly changing globalized world where Chinese and Western cultures intertwine, so that they can effectively contribute to the society. Through both educational research and practical exploration, we aim to provide new experiences and breakthroughs to Hong Kong's education model.

We strive to build a campus with the following characteristics:

- A campus for learning - everyone is an active learner.
- A campus for growth - synchronous differentiated teaching for holistic development in both body and mind and maximized potential achievement.
- A campus of joy - students are happy to learn in a serene environment full of challenges and opportunities of success.
- A campus of care - one full of positive energy that promotes comradeship.
- A campus of healthiness - one that facilitates healthy body, healthy mind, and healthy environment.
- A campus of innovation - one that is led by professionalism in search of pedagogical breakthroughs.
- A campus for the community - one that involves parents and the community to serve the society.
- A campus on network - school-wide digitized learning built upon advanced IT technology.

There are, expectedly, many challenges a school must face when attempting to build a unique campus culture in this firmly established post-modern society that has given birth to contemporary moral values such as "nothing is certain" and "infinite self". Furthermore, the information explosion, affecting countless minds in tandem with the virtual world through seemingly endless confusion and indulgence, has rendered social education and family education largely ineffective and even alienating. Therefore, school education has become ever-so-important to student growth, and all key stakeholders are inevitably bestowed with an enduring commitment.

Students:

Strive to develop their self-confidence in lifelong learning with the motivation to pursue knowledge, cultivate their self-discipline and the courage to pursue dreams and ideals, understand the importance to be a good person whose happiness comes from doing good for others.

Parents:

Perform their duty – caring for their children in a thoughtful and responsible manner: teach and lead by example, communicate and cooperate with the school as vital stakeholder and supporters, and uphold positive values. .

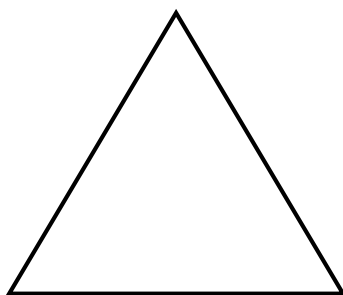
Teachers:

Maintain the enthusiasm for education and a positive outlook on life, and continue to refine essential pedagogical skills along with a vast knowledge base in both the curriculum and the community culture. Learn to see the big picture so as to fully explore students' potential and guide students to be responsible citizens.

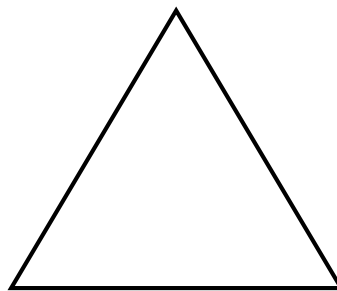
The core operating principles of the school lies upon a balance of morals, academics, and co-curricular activities, as education itself depends on the integration of student-centered pedagogy, teacher-based operation, and principal-led administration. In the end, students remain the foundations of the school as a big family. ‘Goals’, ‘Unity’ and ‘Making Progress’ are our continuing missions.

Elegantia College – Three Management and Teaching Practices

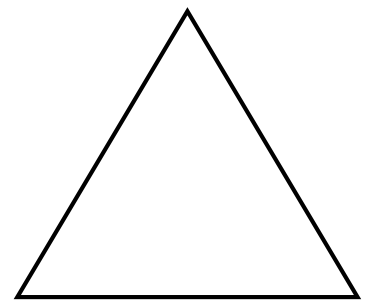
Principal Leadership



Character Building



Goals



Student-oriented
Teacher
Involvement
and Autonomy

Academic
Performance
Co-curricular
Activities

Unity
Making Progress

Organisational Culture

Educational Beliefs

Continuing Mission

1.2 School Mission

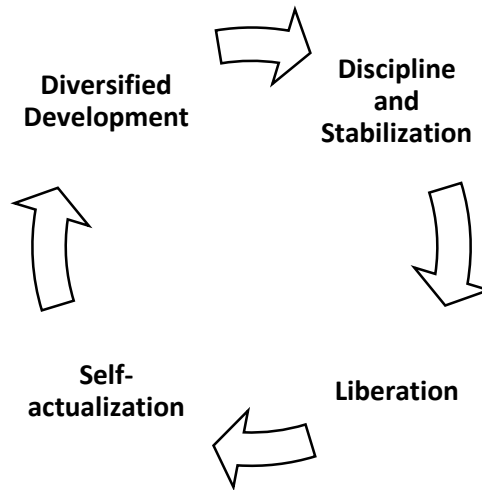
We strive to achieve the school vision with the following missions.

1. Continue to build a pleasant, warm, caring, active, progressive and creative learning environment to cultivate and develop the multiple intelligences of students.
2. The school is a learning community in which every member strives hard together to make progress and improvement.
3. Adopt the whole-person education approach to develop students into all-round individuals with wisdom, skills, amiable personality, art appreciation and stamina.
4. Maintain a close relationship with our professional Incorporated Management Committee and education consultants for upholding the school beliefs and making continued progress.
5. Establish a highly transparent, open and accountable school administration structure to enable and encourage students, parents and members of the community to participate in school affairs.
6. Lay emphasis on professional development of teachers, and provide them with opportunities and resources for capacity building.
7. Make extensive use of information technology for constructing knowledge to enable teachers and schools to engage in inter-school exchanges for establishing learning networks with schools in Hong Kong, the Mainland China and the globe.
8. Develop a network with other schools, communities and all sectors in the society to make full use of various resources, support the school work and broaden students' horizons.
9. Foster partnerships with education institutes and tertiary institutions in Hong Kong to promote and support student achievement, wellbeing and engagement.

1.3 Philosophy

Capable educators who possess a high level of professionalism and morality are able to allow students settle down and get ready to learn, before letting them express themselves and hence find their own ways.

Elegantia's Positive Feedback Loop of Pedagogy



Remarks: Discipline and composure are the beginning of a progressive journey towards whole-person development catered for diversity.

1.4 School Beliefs

- (1) Everyone can be capable life-long learners who can adapt to different ways of learning.
- (2) Learning is challenging, but also enjoyable.
- (3) Everyone is uniquely gifted. Both academics and activities on and off-campus will help them further develop their gifts.
- (4) Opportunities of success allow students to strengthen their self-esteem, as success often leads to more success.
- (5) Multi-spectrum learning is far more effective.
- (6) A caring and safe environment nurtures a healthy body and healthy mind.
- (7) Support from parents and the society play a crucial role in education.
- (8) Professional research and innovation are vital to education as a progressive endeavour.
- (9) Professional leadership and administration are essential to a school's continuing mission.
- (10) Teachers as role models of life-long learning need to engage themselves in continuous professional development.

(2) School Profile

Elegantia College was founded in 2002 with the sponsorship of Education Convergence and the generous donation of Hong Kong Five Tong Association. We have placed paramount importance on students' comprehensive development in moral attributes, academic pursuit, and co-curricular activities to nurture a new generation equipped with self-learning skills, and a sense of responsibility for life-long learning.

2.1 School Information

School Management and Organization

Members of our Incorporated School Management Committee are educators, scholars, professionals, principals, etc. This year, the members are as follows:

Sponsoring Body Managers	Mr. YEE Kin-lun, Johnson, Chairman, Mr. CHOW Ping-yan, MH Mr. YU Hoi-fu, Peter Mr. YU Ho-lam, Alan, Mr. HO Hon-kuen, MH, BBS Mr. CHOI Kwok-kwong Mr. FUNG Man-ching
Principal (Ex-officio Manager)	Ms. CHAN Yuk-yin
Independent Managers	Mr. SO York-yee, Clement, Mr. WONG Hin-wah, Mr. PAK Wai, Martin
Teacher Manager	Ms. LEUNG Wai-kwan, Vivian
Parent Manager	Ms. DAI Yulan
Alternate Managers	Mr. TSO Kai-lok (Sponsoring Body), Mr. CHEUNG Chun-pong (Teacher), Ms. QU Yuanyuan (Parent)

Number of School Days

The number of school days was 190.

Lesson time for the 8 Key Learning Areas (KLA)

Chinese Language Education	18%	Science Education	11%
English Language Education	21%	Technology Education	8%
Mathematics Education	13%	Arts Education	8%
PSH Education	13%	Physical Education	5%

2.2. Student Information

Class Organization and enrolment

Form	S1	S2	S3	S4	S5	S6	Total
No of classes	5	5	5	5	5	4	29
Enrolment							

Students' Attendance and enrolment

Form	S1	S2	S3	S4	S5	S6
Enrolment	168	159	147	151	155	120
Attendance	98.1%	98.1%	98.2%	97.9%	96.2%	98.0%

The total student population was 900 across the forms.

Students' Withdrawal from school

Form	S1	S2	S3	S4	S5	S6
No of students	1	0	3	1	1	1

The total number of students who withdrew from Elegantia College was 7.

Students' Pathway

A total of 120 S6 students took the 2023 HKDSE examination and their pathway was as follows:

	Admitted to local and overseas degree programmes	Admitted to sub-degree programmes in post-secondary education institutions (e.g. associate degree programmes, higher diploma programmes)	Diploma of Vocational Education	Repeat S6	Work	Others
Percentage (%)	86.7%	12.5%	0.83%	0%	0%	0%

2.3 Teacher Information

Teaching Staff Qualification and Experience

This year, we have a total of 65 regular teachers and their qualifications and years of teaching are as follows.

Qualification			Years of Teaching Experience	
Master or above	49	75%	0-4 years	16.5%
Degree or above	65	100%	5-9 years	13.5%
			10 years or above	70%

(3) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1

- **Empowering students to become self-directed learners with lifelong learning capabilities.**

1.1 Learning to know – strengthening students’ language skills for communication, enabling them to utilize IT and instill in values embedded in diversified learning activities.

1.2 Learning to be – enhancing students’ creativity and problem-solving skills.

1.3 Learning to transform – deepening students’ self-directed learning techniques.

Achievements

The 2022-23 school year was the last year of the 5-year School Development Plan, which saw the accumulation of the past few years’ experience, especially that during the pandemic. Following the full class resumption in mid-February 2023 after the normalization of HK-SZ border operations, we were able to continue with helping all our students strengthen their learning routine and learning capabilities in becoming self-directed learners.

1.1 Learning to know – strengthening students’ language skills for communication, enabling them to utilize IT and instill in values embedded in diversified learning activities.

- ◆ With the full commencement of S1 EMI classes starting from this school year onwards, we continued to put much emphasis on creating an English-rich environment and providing students with widened exposure to authentic use of English language through different means as follows.
- ◆ The Global Awareness Days arranged by the English Department in collaboration with other departments, namely Science and Geography proved to be a success. Students continued to be exposed to a range of the United Nation’s Sustainable Development Goals, including climate change, marine life, poverty, etc. through cross-cultural communication with visitors all over the globe to share their first-hand experiences in face of natural disasters and climate change during the pandemic. As reflected by the survey results, students’ feedback was encouraging, as they found the activities meaningful and inspiring.
- ◆ Students were given more opportunities in using the English Language in authentic setting through showcasing their learning experiences in English in End-of-term Student Learning Experience Showcase, holding morning assemblies and hosting whole-school events, such as Opening Ceremony, S1 Admission Seminar, 20th Anniversary Commemorative Performance, Speech Day, etc. Furthermore, more elements in the English Language have been incorporated in a variety of whole-school activities and events.
- ◆ In terms of teacher capacity building, peer lesson observations and cross-curricular collaboration were conducted among different subjects on a voluntary basis to enhance teachers’ capacity in the use of English as the medium of instruction.
- ◆ Much effort was made to help students become prudent, skillful, and ethical users of technology through seminars, sharing sessions and other activities in the curriculum.
- ◆ The End-of-year Student Survey results proved to be encouraging in terms of the above-mentioned measures related to communications skill-building, particularly in English proficiency, information literacy development as well as values education.
- ◆ 89.3% of the students recognize the positive effects of increased opportunities to use English based on their proficiency in the language.
- ◆ 86.4% of the students show approval to the increased use of English on campus with an enriched English learning environment.
- ◆ 88.3% of the students agree that they are now better equipped with appropriate IT-related verification, judgement, and application skills.
- ◆ 87% of the students agree that they have gained familiarity with core values and attitudes in different aspects of life through the school curriculum and other learning activities.

1.2 Learning to be – enhancing students’ creativity and problem-solving skills.

Students have gained access to more STEAM-related activities, competitions, and community services through the continuing advancements in school-based Project Learning X STEM Programme as well as other multidisciplinary STEAM learning activities in collaboration with a number of universities and institutes. These hands-on and minds-on activities were able to strengthen students’ creativity and problem-solving skills through collaborative learning.

- ◆ The STEM Task Force introduced the school-based Hydroponics Programme for Secondary 2 in collaboration with Mathematics and Biology Departments. With the support of the University of Hong Kong, the programme provided all S2 students with a taste of growing lettuce using the nutrient film technique of hydroponics. They were introduced to sensor operations used in farming for recording conditions such as water level, temperature, pH, and EC level. They also learnt how to programme the micro controls like water pumps connected individual plants regulating specific frequencies and durations of nutrient solution flows.
- ◆ In addition to the S2 Hydroponics Programme, the school-based Project Learning X STEM Programme in Secondary 3 continued to foster students’ creativity and entrepreneurial spirit through hands-on collaborative experience in their group design of useful devices for the disadvantaged, such as the physically handicapped, the deaf, the blind, the elderly, etc. in overcoming some of their difficulties encountered.
- ◆ All S3 students engaged themselves in sharing their designs in the final Inter-class competition followed by the Creators’ Fair. Among all their innovative designs, one of the designs was selected in the final round of the 2023 Youth Impact Award organized by The Boys’ and Girls’ Clubs Association of Hong Kong. Of the 274 teams, our S3 team was awarded the Champion in the competition with their ‘The Clock of Silence’ for the deaf.
- ◆ In order to promote students’ interest in technology, Artificial Intelligence Programming was incorporated into the S2 curriculum and more elements related to coding were also included progressively into the S3 curriculum.
- ◆ Students were exposed to STEAM-related activities across the curriculum. For instance, the Hazard-Proof Design Competition covering science and technology was arranged as a Geography after-school activity to help students apply what they had learnt across disciplines and enhance their creativity. Another example was the Flight Simulation Day and workshops arranged by the English Department in collaboration with Science and Mathematics Departments to hone students’ problem-solving skills and help them integrate and apply what they had learnt across disciplines. In addition, AI Chatbot Workshop was arranged after school for selected junior formers to expose them to aviation language. The feedback from students was overwhelmingly encouraging.
- ◆ Students participated in numerous STEAM-related activities and competitions to enhance their entrepreneur spirit, and unleash their full potential. They received different awards and prizes in these competitions, including the International Junior Science Olympiad (IJSO), SHKP Read to Dream X The Future SHKP Engineer Grand Challenge, 2022 Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad, Hong Kong International Computational Olympiad Final Round, Competition on System Modeling and Optimization (COSMO), etc.
- ◆ The cross-curricular mapping and collaboration in the STEAM-related activities helped enhance teacher capacity in developing projects and hands-on learning activities to foster students’ creativity, problem-solving skills, and entrepreneurship.
- ◆ In the End-of-year Student Survey, students’ results proved to be promising in terms of the above-mentioned measures related to the enhancement of students’ creativity and problem-solving skills.
- ◆ 84.1% of the students agree that participating in cross-curricular STEAM learning activities does indeed enhance their ability to integrate and hence apply their learnt knowledge and skills that help facilitate their problem-solving and creative thinking. 90.5% of the students agreed that participating in STEAM-related activities helps broaden their horizons, enrich their learning experience, and develop their problem-solving skills. 89.3% of the students agree that they have been exposed to more elements of STEM education in the curriculum through various learning activities.

1.3 Learning to transform – deepening students’ self-directed learning techniques.

Following the full class resumption, Departments of different disciplines have devised plans and strategies to cope with the greater learner diversity due to the prolonged “dual mode” (both on and off-campus) of teaching and learning through the continued use of e-learning resources, a greater selection of diversified learning activities, etc.

- ◆ To enhance the Reading across the Curriculum (RaC) Initiative, the library took the lead to arrange inter-disciplinary activities to connect and hence consolidate students’ various reading experiences through fun-filled and engaging lunchbreak and after-school activities. Both students’ and teachers’ feedback were overwhelmingly encouraging.
- ◆ Apart from the library’s introduction of RaC both inside and outside the classroom, different disciplines also adopted specific approaches in promoting inter-disciplinary reading, e.g. students’ systemic reading of magazines for Economics and BAFS, the RaC Enrichment Programme for S5 initiated by the Chinese department, etc.
- ◆ Apart from reading skills, a range of face-to-face / online learning activities were arranged by the Studies Committee across the forms to expose students to different learning skills and knowledge management skills which are crucial to online learning. S1 Bridging Workshop was arranged to help students gain a better understanding of their learning needs and styles with useful tips on time management, goal setting and online learning. The feedback was encouraging based on the observation from students’ response and their fulfilment of learning tasks.
- ◆ The use of e-learning resources and tools were successfully incorporated into the curriculum across the disciplines, especially for dual-mode teaching and learning. Online learning has become an integral part of learning, especially for cross-border students. Therefore, more e-learning elements were incorporated into the learning activities to equip students with the essential learning skills. Examples include students’ submission of Reading KOL videos for their English holiday assignments, submitting video recordings for music competitions, and attending the School Music and Speech Festival on an online format. The wide use of e-learning apps and tools (e.g., Quizlet, Padlet, Google form, etc.) for teaching and learning, etc. AR and VR were incorporated in the regular curriculum to meet the challenges of the new technological world.
- ◆ In addition to e-learning resources, self-reflection tools were also promoted to students across the disciplines for their self-evaluation and improvement. Examples include the student-led post-uniform test evaluation weekly assemblies, in which online reflective tools were introduced to students. Students and alumni were also involved in the sharing of learning skills, such as note-taking skills, pre-lesson preparation skills, time-management skills, etc. They proved to be useful, as reflected in the end-of-term survey results.
- ◆ According to the End-of-year Student Survey, over 87.3% of the students agree that through the RaC Initiative, they are able to better facilitate their in-depth thinking and knowledge construction.
- ◆ 86.3% of the students find these self-learning skills, including pre-lesson preparation, note-taking, use of self-evaluation tools, etc. useful for maintaining their learning progress.

Reflection

- ◆ As the school has been striving to nurture students to become self-directed learners with lifelong learning capabilities over the past few years, with reference to the Five Pillars of Lifelong learning initiated by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the incorporation of the nine generic skills in the Hong Kong School Curriculum proposed in Learning to Learn 2+ and the metacognition approach as one of the keys to self-directed learning, a corresponding school-based development framework was hence devised. Based on recent feedback of school-based and stakeholder surveys, it is gratifying to see that most students’ generic skills required to develop their self-directed learning capabilities have been enhanced through different strategies.
- ◆ Yet, due to the pandemic in the past three years since early 2020, schools in general had been

struggling to suspend classes, stop face-to-face teaching, conduct online classes, etc. The pandemic, without doubt, had disrupted students' regular learning and therefore deprived them of collaborative learning and peer interaction and affected their learning habits and abilities. However, to cope with the ever-changing world as life-long learners, students should take responsibility for their learning progress and reflect upon the meaning of it, better understand their strengths and weaknesses, and know how to do better. Teachers should also understand students' learning abilities and needs in order to continuously review the curriculum and develop teaching methods and learning materials that can promote students' participation and reflection. Teachers' assessment literacy could also be further promoted through the use of diversified modes of assessment to evaluate students' academic performance in respect of knowledge, skills, values and attitudes.

Feedback and Follow-up

- ◆ Based on the above considerations, redeveloping students' learning habits and enhancing their learning effectiveness in the post-pandemic era are the key direction of our three-year plan. The school will strive on nurturing students to become active self-directed learners with a sense of commitment, responsibility, and transformative competencies by taking into account the school context, their unique characteristics and specific needs, and the qualitative data collected from school-based and stakeholder surveys.
- ◆ The development of core foundations – VASK (Values-Attitudes-Skills-Knowledge) across the curriculum continues to be one of our main concerns. Core knowledge, skills, attitudes, and values will not only exist areas of literacy and numeracy, but also in the realms data and digital literacy, physical and mental health, and social and emotional skills. All of these are increasingly recognized as essential elements for thriving in the 21st century, and as important facets of human intelligence.
- ◆ We will continue to infuse values education and National Security Education (NSE) in both formal and informal curricula for the development of core foundations so that students will not only be active self-learners, but also responsible citizens with a greater sense of belonging to our nation and hence the world. Students' appreciation of the Chinese Culture and their awareness of the current development in our country is to be strengthened through a multi-pronged and whole-school approach.
- ◆ Stepping into the school's twentieth anniversary, the Subject-based Basic Competency Lists involving the core foundations (i.e. skills, knowledge, values and attitudes) for junior secondary are to be reviewed for better interface between the junior and senior secondary curricula. In preparation for the implementation of the Citizenship, Economics and Society in the school year of 2024/2025, a holistic review on the Junior Secondary (JS) curriculum and subjects are to be made with the set-up of the PSHE Subcommittee in the coming school year. As for the Senior Secondary (SS) Curriculum, a comprehensive review is to be made to the combination of electives to be provided for students in the coming years with reference to their profiles, needs and interests as well as the latest admission criteria of various universities.

Major Concern 2

Cooperative synergy for building a positive campus; Experience success to living a meaningful life.

- 1.1 Strengthen cross-departmental collaboration and optimize the use of personnel and various resources to facilitate student growth.
- 1.2 Establish a positive culture.
- 1.3 Follow the principle of continuous implementation of the seven core values and 24 character strengths to guide students towards core life values and inner strength for the purpose of helping them achieve hopeful and positive lives.
- 1.4 Through multiple experiential learning activities, help students achieve a greater sense of achievement as well as positive and altruistic views on life.

Achievements

It has always been the school's mission to provide a broad spectrum of activities both inside and outside the curriculum in order to enable our students to develop lifelong learning capabilities. Other than self-learning skills, we strive to help our students achieve whole-person development. This academic year is the last year in the three-year school development plan in which Dr. Martin Seligman's PERMA™ has been widely adopted in values education. Its core values namely 'Positive Emotions' (P), 'Health' (H), 'Positive Relationships' (R) and 'Engagement' (E) were incorporated into the first two years of the school development plan for 2020-2023. This year, we strive to promote the elements of 'Accomplishment' (A) and 'Meaningful' (M) through multiple experiential learning activities so that students could achieve a greater sense of achievement as well as positive meaning in life.

With cooperative synergy and joint efforts, a series of collaborative activities, programmes, workshops, and talks were arranged for creating a positive environment during the school year:

- Student-hosted Secondary 1 Orientation Day for all new S1 students.
- Wednesday's morning assemblies and sharing sessions as well as morning reading. [Moral and Civic Education Committee in collaboration with different committees / KLAs]
- Orientation Workshops and Seminars for cross-border students after the full-scale on-campus class resumption. [Committees across the Student Development Committee]
- Chinese Lunar New Year Celebration Activity for Parents and Alumni [PTA in collaboration with Alumni Association]
- Parents' Strategic Reading Seminar [PTA in collaboration with Library Committee]

Feedback from participants and/or observation by teachers were encouraging. The above examples of collaborative activities could help enhance students' whole person development and establish a cooperative culture. The activities also assist parents in understanding their child's diverse needs. In short, there were increased opportunities for cooperation between groups and departments in the form of collaborative activities for students' wellness.

To equip students with the necessary knowledge and skills to understand the needs of their peers / new students to let them better support the emotional wellbeing of their peers, promoting a caring school culture to enable students to experience the sense of mission and meaning that are essential for achieving wellness came in the form of various student-led activities and peer support programmes implemented throughout the year.

Counselling and Guidance Committee:

- ♦ To acclimate new students to school life, school culture and campus life as well as provide necessary support to their individual needs, S1 orientation programmes were arranged and hosted by Peer Angels. Feedback from new students, teachers and school social workers showed that the orientation programmes were very well-received and successful in helping

new students adapt to new academic and personal challenges.

- ◆ Another highlight was the Counselling and Guidance Week with the theme of “This is Our Class” aimed to establish a positive class atmosphere and provide students with more opportunities to interact with each other and enhance their social skills through collaborative learning activities and tasks. Over 80% of students showed their recognition and appreciation to the activities in the Counselling and Guidance Week, in which more than 500 students participated in joy.

Co-curricular Activities (CCA) Committee:

- ◆ Due to the Covid-19 Pandemic and cross-border restrictions, co-curricular activities were arranged in alternate weeks with a total of 38 clubs and societies for students to choose from. As reflected in the end-of-term student survey, over 95% of students were satisfied with their performances in the co-curricular activities. From teachers’ and instructors’ observation and feedback, students generally engaged themselves in the activities.
- ◆ Following the full scale of class resumption in February 2023, the newly renovated CCA Corner was opened in March 2023 for students to borrow board games, balls, rackets and so on during the lunch breaks and after school. The CCA Corner is run by the CCA ambassadors who are also involved in hosting different lunchtime / after-school activities as well as the morning assemblies.
- ◆ Life-wide Learning Day was held in December 2022, providing students with more opportunities to build a closer bond with their peers through group activities. All students including the cross-border ones were arranged to have the outings to different places. From observation and feedback from teachers and students, the activity was well received.

Career and Guidance Committee:

- ◆ To help students understand themselves in terms of career aspirations and personal traits, a series of activities, such as life planning talks, lunchtime activities, etc. were held.
- ◆ The career simulation activity Planning for the Future for S4 were held successfully in February 2023 to provide them with skills and strategies to make career choices and planning.
- ◆ This year, a parent seminar was conducted in March 2023 in collaboration with the Parent-teacher Association about life planning. More than 100 parents enrolled in the seminar with encouraging feedback. All of them showed recognition and found the seminar.
- ◆ In collaboration with the Counselling and Guidance Committee and the SEN Task Force, group meetings were conducted to help students make informed choices for their further studies.

Discipline Committee:

- ◆ Despite the outbreak of the pandemic, an array of activities was arranged to cultivate students in positive values and enhance their self-discipline. After-school Class Monitors’ Training workshops were arranged on-campus in both terms of the school year to provide students with a better understanding of their roles as prefects in maintaining the orderly and harmonious school environment.
- ◆ In addition to the above-mentioned training, two-day camps for school prefects were arranged on and off-campus (online) in collaboration with different NGOs and organizations. Through team building activities and experiential learning, the school prefects’ leadership skills were further strengthened with a greater sense of belonging and accomplishments. The feedback from both students and teachers were overwhelmingly positive.

Moral and Civic Education Committee:

- ◆ To provide students with a greater sense of accomplishment, student training day camps were held twice, and the feedback was overwhelmingly positive. In addition to the day camps, the MCE ambassadors also helped run group activities during the lunch breaks in the MCE Day for students across the forms with the yearly theme ‘Endurance’. Through experiential

learning activities, participating students gained a better understanding of the theme. From teachers' observation and feedback, students managed to gain a deeper understanding of the virtue of "Endurance" as well as the 24 character strengths in practice.

- ◆ The PATH lessons for S1-S4 continued to cultivate the core values including this year's theme 'Endurance' and some of the 24 character strengths, namely 'hope', 'perseverance' and 'spirituality' through dual teaching modes due to the pandemic. Each lesson was 80 minutes in length so that more in-depth discussion and interactive learning activities could be held.

Parent-Teacher Association (PTA):

- ◆ To aid parents in maintaining close relationships with their children, the Parent-Teacher Association organized a wide range of seminars, programmes and activities. In addition to the Chinese Lunar New Year Celebration, two additional seminars were also arranged; they were both well-received by parents. The themes of the seminars include "Effective Communication with Children" and "Life Planning" in collaboration with the Career and Guidance Committee. After the full-scale class resumption, an annual PTA trip was arranged in April 2023 with more than 250 parents, students and teachers visiting local heritage sites and attractions, including Tai Kwun, the Former Central Police Station Compound, Central Market and so on. The feedback was overwhelmingly encouraging.

Alumni Association:

- ◆ The Mentorship Programme was held for the alumni to share their learning and work experience in different fields and industries with students amid the outbreak of the pandemic. Through the sharing sessions, students were able to gain a better understanding of their prospective careers and universities. All the participants found the programme meaningful and rewarding.
- ◆ Alumni all over the past years were invited to attend the School 20th Anniversary Celebrations as well as the Chinese New Year Activity on campus.

Reflection

- ◆ During the past three school years, all schools in Hong Kong had to go through the alternating implementation of online lessons, class suspensions, and on-campus lessons due to the pandemic. As our school is situated in the North District, difficulties with travelling between Hong Kong and Shenzhen thus created unprecedented obstacles for the cross-border students. After more than 1,000 days of split-up, the whole school finally came together under the same sky. As the society resumed normal activities, our students were once again able to experience regular campus life. However, due to the prolonged period of disruption in their education, many students' physical and mental health had been adversely affected; therefore, it was worrying to see their social skills, living habits, and self-care abilities deteriorate.
- ◆ Many local experts and scholars have advocated on newspapers that it is necessary for the society to take good care of students' physical and mental health in the post-pandemic era. In view of this, the Education Bureau has launched the Mental Health @ School Project to provide online information, lectures, and related guidelines to school stakeholders to help take care of students' various needs.
- ◆ As reflected in the end-of-term evaluation reports, more students have shown low levels of resilience, adaptation issues, and emotional problems after the full school resumption. More preventive and remedial measures need to be taken in the coming school years.

Feedback and Follow-up

- ◆ Because of Covid-19, regular school operations have faced many challenges and therefore undergone many changes.
- ◆ According to the specific needs of the school and the general characteristics of the students, as well as the collected data of stakeholders' questionnaires, the school needs to better address student development in our upcoming three-year plan in the post-pandemic era. The school aims to foster students' positive values and attitudes in face of adversity.
- ◆ Dr. Martin Seligman, the father of Positive Psychology, proposed five core elements leading to happiness (PERMA™) and the concept of Positive Health (H). These elements have been widely used in the education field, various organizations, the media and so on. In the previous 5-year school development plan (2020-2023), the above framework has been used in the promotion of values education and it has been widely recognized. The elements in the framework will be further strengthened in the coming school years with a whole-school approach to promote students' wellbeing.

(4) Our Learning and Teaching

1. Promoting bi-literate and tri-lingualism

- 1.1 Our school attaches paramount importance to cultivating students' language proficiency; therefore, English classes are split into groups to improve teaching efficiency and cater for learning differences. The NET (Native English-speaking Teacher) hosts English morning meetings and runs lunch and after-school English activities to improve students' English listening and speaking skills. For Junior Forms, Mathematics, Science, Geography, Computer Literacy, Living and Technology, and Music are all taught in English. As for Senior Forms, English learning remains the focus. To further optimize teaching strategies among teaching subjects regarding the use of English the medium of instruction, the LAC (Learning across the Curriculum) Committee holds regular meetings to formulate corresponding policies and activities.
- 1.2 An English Morning Assembly is held every Tuesday, along with two English Morning Reading Sessions a week to strengthen students' capabilities in reading, listening, and speaking. English Funland, a sub-division of the English Department, helps promote English through various activities, such as lunchbreak games, Halloween Fair, English-Speaking Days, etc. Other opportunities such as overseas exchange groups and the school magazine editorial board also enhance students' confidence in learning English by providing students with an authentic, impressive environment. In addition, Putonghua is taught in both S1 and S2.

2. Laying a solid foundation in Junior Secondary

2.1 A concrete knowledge base.

History, Chinese History, and Geography are taught independently in junior forms. Science is further divided into three separate subjects: Biology, Physics, and Chemistry in S3. Furthermore, school-based subjects such as Accounting and Economics are added to S3. It is expected that students will build themselves an extensive foundation of subject knowledge through the first three years of their secondary school education, which will not only facilitate a smooth transition to senior forms, but also lay a solid foundation for lifelong learning.

2.2 A diversified curriculum

To allow students to have diversified development, school-based courses, including Chinese Drama, English Drama, History and Humanities, Project Studies and Library Classes, all tailor-made by the subject teachers themselves for students to effectively develop their multiple intelligences, generic capabilities, collaboration skills and problem-solving capacities are mandatory for all junior form students. These school-based subjects are also intended to enhance students' critical thinking, analytical and organizational skills. Furthermore, the F.3 Project Learning X STEM Course has been in development for two years. The course incorporates key elements of creativity and problem-solving with the support of numerous resources.

3. The teaching, learning, and assessments trifecta

3.1 Learning Strategies

The Academic Affairs Committee trains student learning ambassadors to teach junior form students different learning strategies through after-school learning activities. Through peer influence, students can learn from each other and hence help promote a culture of peer support. In addition, the school will also invite alumni who are currently studying at universities to host certain weekly assemblies to share their learning experiences as role models.

3.2 Teaching Strategies

The school advocates the free sharing of all teaching resources across all taught subjects, as well as a culture of collaborative lesson preparation. A variety of teaching strategies are commonly used in classrooms, including various electronic platforms, to encourage students to adopt the routine of pre-study, post-study and self-learn. In the coming school year there will be a focus on how to promote teachers' peer observation in hope to further improve teaching effectiveness through open lesson observations and discussions.

3.3 Assignments

The school-based curriculum involves the process of feedback, comments, and examples. To expand students' horizon through quality evaluation, students are encouraged to conduct self-assessment after tests/exams to better understand their strengths and weaknesses in their academic performance.

3.4 Assessments

There is no doubt about the importance of conducting review and analysis of test/exam results to provide positive feedback to teaching. The Academic Affairs Committee provides qualitative data to department heads/panel chairpersons, teachers, parents, and students to enable all stakeholders to conduct self-evaluation. Students are also taught how to use such data to gain a better understanding to improve their learning routine.

4. A whole school reading scheme

The junior form has an early reading lesson every morning, two per week for Chinese, two for English, and one for Moral and Civic Education. For senior forms, there is one day per week for Moral and Civic Education morning reading. Students are therefore provided with a peaceful environment to enjoy reading and hence develop reading habits. Furthermore, as the materials used in Moral Education morning reading include local and international news, current affairs, and articles of accomplishment personal growth, it is expected that students can reflect upon themselves to enrich their knowledge base and establish positive personal values.

5. Cross-curriculum STEM Platform

With the setup of the Science Committee, Arts Education Team, Interdisciplinary Language Team, and STEM Task Force to create a platform for interrelated subjects to communicate and support each other to achieve mutual reinforcement in terms of curriculum planning and activity promotion.

(5) Supporting Student Growth

1. Cater for students' emotional needs on campus.

1.1 Positive social activities

The theme of this year's Counseling Week is "Positive Social Networking". During the week, social workers invited psychologists to share their social experiences with students, organized booth games for students to experience communication and cooperation and encouraged students to write down their thoughts to encourage each other. Participating students all expressed their overwhelming appreciation for the activities.

Student groups are organized based on individual needs, including emotional support groups, social groups, new student groups, cross-border emotional support groups, etc. to let teachers and students recognize and handle personal emotional stress more effectively. Students in turn are provided invaluable experience in growing their social skills, understanding the campus and nearby communities, and getting to know available emotional support channels in Shenzhen. Many students provide support on a case-by-case basis as group members and leaders.

S6 students held a "S6 pop-up cheering station" to handout appreciation cards and snacks to their peers to cheer them up and alleviate their stress from preparing for public examinations.

1.2 Caring for students with special needs.

There are cases of students with special needs every school year. To enable students to receive proper assistance as early as possible, the Special Education Needs taskforce combines the assessments/opinions of social workers, educational psychologists, speech therapists and other personnel to discuss the most desirable directions of treatment and training. In addition, although it may be difficult to communicate effectively between parents and students, students and parents still receive tutoring and support through difficult times from IEP plans, speech therapy groups, social groups, executive skills groups, learning guidance groups, career counselling groups, etc. as it has always been the school's aim to provide students with the best learning opportunity and the best available support.

2. Addressing growth needs at different stages

In response to the ever-evolving growth needs of students in different forms, a variety of activities, one and off-campus are specially designed:

2.1 Positive social activities

S6: The Career and Guidance Committee arranges regular activities such as "Lectures on Further Education", "Interview Training", "Simulated Results for Secondary 6" and "JUPAS Guidance for S6", etc. to give students a clearer picture of their future. In addition, S6 Parent Seminars to be held twice to let them gain a more comprehensive view of the necessary considerations when preparing for public exams and beyond together.

2.2 S5: The Career Guidance Team arranges "Admission Counseling Lectures" on a regular basis to prepare students for further studies as early as possible. The Moral and Civic Education Committee arranges four sessions of community service-learning activities for S5 students every school year.

2.3 S4: As S4 students need time to adapt to the NSS Curriculum, S4 Class Teachers work together to build students' self-confidence and hence help students adapt to the new curriculum step by step. They also identify students with difficulties as early as possible and provide them with timely guidance. The Career and Guidance Committee

arranges "Planning for the Future" activities and life-simulation activities to help students understand the importance of setting goals early. The Moral and Civic Education Committee and Class Teachers join forces to plan and promote "Positive Education Lessons" to strengthen students' resilience when facing difficulties and challenges.

2.4 Junior forms: For junior formers (S1 – S3), a three-year long personal growth and discovery course namely 'PATH' is arranged and taught by their Class Teachers. The content of the course is based on positive education to help students establish achievable goals, make better decisions, learn emotional control, gain expression and cognitive skills, improve peer relationships and parent-children relationships, increase self-efficacy and the ability to take action, lay a good foundation for establishing positive values in life, and more.

3. Bringing together the alumni

Through the Alumni Association, alumni are invited to come back to their alma mater to help aid in various activities to become role models for students. The Alumni Association has so far established seven mentorship programs to connect alumni's growth experiences with our students to help them set their own direction for further studies and inspire them to maintain a positive and progressive spirit.

4. Guiding parents

To enhance the positive influence and appeal of parents, promoting cooperation between parents and the school is one of the most important tasks. Two Parents' Days are held every year to allow Class Teachers and parents to review students' learning progress. Furthermore, lectures for parents on different matters such as subject selection for those of S3 students and further education and career paths for those of S6 students are held to promote better understanding. The school systematically provides parents with guidance and services based on different needs of students.

(6) Student Performance

Students' participation and achievement

(i) Academic performance

Among 120 students attempting the DSE in 2023, here is a summary of their performance:

- The percentage of students achieving 3,3,2,2,2 or above in the four core subjects plus one elective (80%) exceeded the Hong Kong average (36.5%).
- The percentage of students achieving 18 points or above in the best 5 subjects (*including achieving 3, 3, 2, 2 in the core subjects, and achieving Level 2 or above in one elective subject*) (65%) was higher than the Hong Kong average (31.2%).
- The percentage of students achieving 22 points or above in the best 6 subjects (56.3%) was higher than the Hong Kong average (31.1%).
- 100% of students achieved Level 3 or above in 5 core subjects; 100% achieved Level 2 or above in 9 subjects.
- There were a total of 131 scores of 5-5** (out of 7), averaging 1.09 times per student achieving Level 5 or above.
- The school's attainment rates were higher than Hong Kong averages at Levels 2 or above, 3 or above and 4 or above.
 - The percentage of students achieving Level 2 or above was 98.4% (Hong Kong average was 85.1%);
 - The percentage of students achieving Level 3 or above was 89.5% (Hong Kong average was 61.1%);
 - The percentage of students achieving Level 4 or above was 57.7% (Hong Kong average was 36.0%).
- The percentage achieving Level 2 or above in 5 subjects (99.2%) was higher than the Hong Kong average (76.2%).

- The percentages of students achieving Level 3 or above in the four core subjects far exceeded the Hong Kong averages, separately being:

	Elegantia College students	Hong Kong average
Chinese	93.3%	58.9%
English	82.5%	51.6%
Mathematics	87.5%	57.8%
Liberal Studies	95.8%	67.5%

- More than 50% of students achieved Level 4 or above in 12 subjects, including:

	Elegantia College students	Hong Kong average
Chinese	61.7%	31.9%
Mathematics	65.0%	38.6%
Liberal Studies	70.8%	36.7%
Biology	57.9%	46.0%
Chemistry	75.0%	50.9%
Chinese History	88.9%	38.8%
Economics	60.0%	45.9%
Geography	68.6%	37.6%
History	100%	46.5%
ICT	83.3%	32.7%
Visual Arts	60.0%	24.2%
Mathematics Extended (Module 2)	83.3%	61.9%

(i) Non-academic performance

(1) 藝術及體育

項目	舉辦機構／團體	成績
* 75th Music Festival 2023	Hong Kong Schools Music and Speech Association	鋼琴獨奏六級冠軍 4A 楊雪晴 中樂二胡獨奏高級組冠軍 3E 李雙君 中樂箏獨奏高級組金獎 4A 陳溱榆 鋼琴獨奏六級(季軍) 1E 傅借蕊 鋼琴獨奏三級(銀獎) 1D 黎智謙 鋼琴獨奏五級(銀獎) 1D 余詠賢 高音直笛獨奏中學(16歲或以下)(銀獎) 4C 張欣 高音直笛獨奏中學(16歲或以下)(銅獎) 4E 周偉匡 高音直笛獨奏中學(14歲或以下)(銀獎) 3B 莫蕊華 英文獨唱女聲中學(14歲或以下)(銀獎) 2B 崔語珊 英文獨唱女聲中學(14歲或以下)(銀獎) 2C 黃雅婷 英文獨唱女聲中學(14歲或以下)(銀獎) 2E 萬珈睿 鋼琴獨奏本年度指定作曲家(銀獎) 1C 白曦然 結他獨奏高級組(銀獎) 2E 劉卓諺 中音薩克斯管獨奏中學初級組(銀獎) 4D 簡浩倫
* Joint School Music Competition 2022	Hong Kong Joint School Music Association	中學合奏(弦樂)金獎 5E 陳祉煥 中學合奏(口琴)銀獎 3C 張善柔、4B 鄒卓謙、4C 傅依婷、6A 劉若熿 中學合奏(中樂)銅獎 2E 汪佳儀、3A 陳靜琳、3A 楊芷鋒、3E 李雙君、5D 馬子翹、5D 朱影淳、5E 彭敬恩、6A 吳佩蕙 中學合奏(木管樂)銀獎 4D 簡浩倫、4E 周偉匡 中學合奏(木管樂)銅獎 2D 吳佩珂、2E 王恩熙、2E 黃穎桐、4B 應子賢、4D 簡浩倫、4E 周偉匡、5B 譚洛晴、5C 曾文楚、6C 林凱晴 獨奏(古箏)銀獎 5D 馬子翹 中學合奏(弦樂)銀獎 4C 吳汶蔚、4E 楊斯媛 中學合奏(弦樂團)銅獎 2B 崔語珊、2E 劉卓諺、3A 劉恩希、3A 周會茗、3B 韋卓然、4A 何銘凱、4A 賴雅圖、

4B 林浩坤、4B 王芷盈、4C 伍嘉雯、
4C 葉芯儀、4C 莊港泉、4D 黃嘉恩、
4E 林尚民、5A 王潔玲、5B 林巧羚、
5B 魏民俊、5C 黃洺希、5D 古禮瑞、
5D 黃心兒、5E 陳祉煥、5E 張雅汶、
6A 仇靜洋、6A 郭子瑩、6D 潘慧澌

中學合奏(弦樂中提琴二重奏)銀獎
2B 張正禧、3D 張諾桐

中學合奏(弦樂小提琴二重奏)銀獎
2B 崔語珊、4C 葉芯儀

中學合奏(敲擊樂)銅獎 2D 陳玥、
2D 王凱琪、2E 劉卓諺、4A 林子鈺、
4C 黃文晟、4C 利凱傑、4E 余楚輝、
5C 李凌沖

中學合奏管弦樂團(中學組)銅獎 2B 崔語
珊、2C 陳宥亦、2C 李欖鈺、2D 鄭竣
禧、2D 廖佑珩、2D 吳佩珂、2D 曾福、
2E 陳幸誼、2E 劉卓諺、2E 王恩熙、
2E 黃穎桐、3A 劉恩希、3A 周會茗、
3B 韋卓然、3C 文子聰、3E 張峻熹、
4A 何銘凱、4A 賴雅圖、4B 張恩瑜、
4B 林浩坤、4B 王芷盈、4B 應子賢、
4C 莫佳峰、4C 伍嘉雯、4C 葉芯儀、
4C 莊港泉、4D 黃嘉恩、4D 簡浩倫、
4D 鄧晴、4E 周倬匡、4E 林尚民、
4E 劉卓諺、4E 廖焯熹、5A 莊浚軒、
5A 王潔玲、5B 林巧羚、5B 魏民俊、
5B 譚洛晴、5B 黃子釗、5C 黃洺希、
5D 陳健聰、5D 蔡雅君、5D 古禮瑞、
5D 梁嘉欣、5D 黃心兒、5E 陳祉煥、
5E 張雅汶、6A 仇靜洋、6A 郭子瑩、
6C 林凱晴、6D 潘慧澌

中學合唱小組銀獎 2B 崔語珊、
2C 李欖鈺、2C 黃雅婷、2E 萬珈睿、
2E 黃穎桐、3C 張苑珊、3D 梁芭萱、
3D 李司渝、3D 黎瓊瑜、3E 謝文詠、
4A 呼楊欽、4A 梁皓昕、4A 馬健虹、
4C 葉芯儀、5A 羅宇汶、5E 羅芝琪、
6D 江穎茵

中學合唱團(挑戰組)銀獎 2A 周由、
2A 胡嘉琳、2A 溫采瑩、2B 張嘉家、
2B 崔語珊、2B 許雪盈、2B 簡天盈、
2B 江慧敏、2B 余錦欣、2C 鄭天雪、
2C 李欖鈺、2C 彭文淨、2C 溫頌恩、
2C 黃緯妍、2C 黃美盈、2C 黃雅婷、
2D 陳穎琛、2D 朱穎菽、2D 董紫盈、
2D 賴頌婷、2D 梁芷澄、2D 吳佩珂、
2D 申倚霖、2D 王凱琪、2E 陳幸誼、
2E 陳樂頤、2E 劉卓諺、2E 萬珈睿、
2E 汪佳儀、2E 黃穎桐、2E 邱芷琪、
3A 劉恩希、3A 溫嫻琦、3C 張善柔、
3C 張苑珊、3D 張諾桐、3D 梁芭萱、
3D 李司渝、3D 黎瓊瑜、3D 羅若熙、
3E 曹酪宜、3E 譚佩珊、3E 謝文詠、
4A 呼楊欽、4A 梁皓昕、4A 馬健虹、
4A 楊雪晴、4C 葉芯儀、5A 羅宇汶、
5B 劉可妍、5D 梁嘉欣、5D 杜芷晴、
5E 林子讓、5E 羅芝琪、6D 江穎茵

中學音樂創作(團體流行組)銀獎
4A 吳思懿、4A 易佳宏、4E 周倬匡、4E
李柔柔

		管樂團(中學組)銅獎 2D 鄭竣禧、 2D 廖佑珩、2D 吳佩珂、2D 曾福、 2E 陳幸誼、2E 劉卓諺、2E 王恩熙、 2E 黃穎桐、3C 文子聰、3E 張峻熹、 4B 張恩瑜、4B 應子賢、4C 莫佳峰、 4D 簡浩倫、4D 鄧晴、4E 周倬匡、 4E 劉卓諺、4E 廖焯熹、5A 莊浚軒、 5B 譚洛晴、5B 黃子釗、5D 陳健聰、 5D 蔡雅君、5D 梁嘉欣、6C 林凱晴
* The 8th International Xu Beihong Art Competition for Children and Young Adults	The Hong Kong Federation of Youth Groups	香港賽區中國畫系中學組冠軍 3A 許亮 香港賽區西洋畫系初中組一等獎 4A 石宛驚 香港賽區西洋畫系初中組二等獎 3E 王躍鈞 香港賽區西洋畫系初中組優異獎 2B 劉宇光 香港賽區西洋畫系高中組一等獎 6A 周欣怡、6B 陳飛燕 香港賽區西洋畫系高中組二等獎 6A 鍾沛穎 香港賽區西洋畫系高中組優異獎 6A 劉鎧瑩
* 潮藝 SHOW·THE PLATFORM 四格漫畫設計比賽(中學組)	北區青年節 2022	冠軍 3E 陳芷淇 亞軍 5D 黃心兒 優異獎 4D 廖誠頌、5E 黃咏雯
* The 8th Hong Kong Secondary School Distinguished Artwork Exhibition 2023	City University of Hong Kong	入圍 3D 黎瓊瑜、6A 劉鎧瑩
* Eco-Lifestyle Drawing and Colouring Competitions 2022	Surein Foundation	優異獎 3E 陳芷淇
* 故事及劇本演繹獎勵計劃	香港教師戲劇會	良好獎 2A 馬睿軒、2C 彭文淨、 2E 陳孝天、3D 王安兒、4E 麥倬賢
* 短劇創作獎勵計劃	香港教師戲劇會	良好獎 3D 王安兒
* Outreach Coaching Programme – Volleyball Competition	Volleyball Association of Hong Kong, China	男子組季軍 5A 汪鈺涵、5B 周暉皓、 5B 李其聰、5B 黃子釗、5C 鍾世軒、 5C 李俊廷、5D 劉穎能、5E 張浩樞、 5E 馮景曦、5E 王嘉駿
* 香港青少年排球錦標賽 (男子 U-18 組別)	Volleyball Association of Hong Kong, China	亞軍 5E 王嘉駿代表南華所屬梯隊「南 少青」 季軍 5B 李其聰、5E 張浩樞代表球會 「進一」
* 「北辰杯」排球賽	北區青少年外展社會 工作隊	冠軍 5C 鍾世軒、5E 王嘉駿代表「北區 體育會」 男子組季軍 5A 汪鈺涵、5B 周暉皓、5B 李其聰、5B 黃子釗、5C 李俊廷、5D 劉 穎能、5E 張浩樞、5E 馮景曦、5E 陳堯 營
* 中秋排球邀請盃(男子組)	Sharks	冠軍 5E 王嘉駿代表南華所屬梯隊「南 少青」

* 慶祝國慶七十三週年北區男女子 排球邀請賽	北區體育會	殿軍 5E 王嘉駿代表「北區體育會」
* 排球四角邀請賽(男子組)	MT Sports	冠軍 5B 李其聰、5E 張浩樞代表球會 「進一」
* 2022 全港學界保齡球公開賽	全港學界保齡球公開 賽	初中男子組亞軍 4E 陳希文 師生雙人隊際賽亞軍 4E 陳希文
* Inter-School Swimming Championships	HKSSF Tai Po & North District Secondary Schools Area Committee	女甲 100 米自由泳亞軍 5B 鄭樂羚 女甲 200 米自由泳季軍 5B 鄭樂羚
* Fire Safety Whatsapp Sticker Creation Competition	North District Office & North District Fire Protection Committee	亞軍 3E 王子濠、5C 伍若菲 季軍 3C 張鏞希
* Inter-School Indoor Champions (NT)	Hong Kong, China Rowing Association	女子組 U15 冠軍 3A 楊智喬、3C 張菀 珊、4A 馬健虹、4A 吳思懿、4C 伍嘉雯 男子組 U15 季軍 2B 安錦鋒、2B 洪卓 軒、3A 王鶴庭、3A 王翔俞、3D 趙梓 皓、3E 李雙君、4E 麥倬賢 男子組 U19 亞軍 4D 張焯騏、5A 吳量 濤、5C 王譽鈞、5D 區迪滔、5E 黃浩 林
* Celebration of the 25th Anniversary of the Establishment of the HKSAR Hong Kong Secondary School Fencing Championships	Hong Kong Fencing Association	First Runner-up 5C Tang Mei Ki Second Runner-up 2A Gu Yu Tong
* Inter-School Fencing Championships	HKSSF Tai Po & North District Secondary Schools Area Committee	女子丙組重劍冠軍 2A 古雨桐 女子乙組佩劍季軍 3D 劉美儀 女子甲組佩劍季軍 5C 鄧美琪 女子佩劍團體季軍 1E 王睿熙、2B 余錦 欣、3D 劉美儀、5C 鄧美琪
* 佩劍劍擊邀請賽	Pulse Fencing x Unique Fencing	冠軍 3D 劉美儀 亞軍 2B 余錦欣 季軍 5C 鄧美琪 優異獎 1C 王睿熙、3A 馮豆梓
* Academy of fencing 2022 Q4 competition	Academy of Fencing (Hong Kong)	冠軍 3D 劉美儀
* Vango Sports Fencing City League	Profencing	亞軍 2A 古雨桐
* New Territories Inter-Secondary Schools Beach Volleyball Competition 2022-2023	The Hong Kong Schools Sports Federation	男子組季軍 5C 李俊廷、5E 王嘉駿、5E 張浩樞
* 校際室內賽艇邀請賽	台山商會中學「禁毒 杯」	女子丙組 300 米冠軍 1C 張一淳 女子乙組 1000 米冠軍 3C 張菀珊 女子乙組 1000 米亞軍 3A 楊智喬
* 2023 Hong Kong Rowing Indoor Championships	Hong Kong, China Rowing Association	女子 U13-14 個人賽 1000 米季軍 3C 張菀珊

* 2023 年深港青少年賽艇交流賽	南山區文化廣電旅遊體育局	U15 女子四人雙槳賽冠軍 3C 張苑珊
* All HK Inter-Secondary Schools Competition - BOCHK Virtual Indoor Rowing Cup 2022-2023	Hong Kong, China Rowing Association	女子丙組團體第五名、新界地域女子團體總冠軍 1A 徐粵、1A 鄭雅貞、1C 張一淳、1C 孫嘉悅、1D 林書賢、2C 黃綽妍 女子乙組 2000 米新界區第 1 名 3C 張苑珊 女子乙組 2000 米新界區第 2 名 3A 楊智喬 女子乙組團體冠軍、新界地域女子團體總冠軍 3A 楊智喬、3B 李霖林、3C 張苑珊、4A 馬健虹、4A 吳思懿、4C 伍嘉雯 女子甲組團體殿軍、新界地域女子團體總冠軍 5A 羅宇汶、5B 鄭樂羚、5C 陳心悅、5D 陳澄、5D 李梓彤、5E 謝欣彤 男子甲組 2000 米新界區第 3 名 5D 區迪濠 男子甲組團體亞軍 5A 吳量濤、5B 李其聰、5C 王譽鈞、5D 區迪濠、5E 張浩樞、5E 黃浩林 男子丙組 1000 米新界區第 1 名 2B 洪卓軒 男子乙組 1000 米新界區第 4 名 3A 王翔俞
* CityU Sports Rowing Invitation Competition 2023	City University of Hong Kong	Women's Pair 1000m Champion, Schools Women's Team Relay 4×500m Champion 3C Cheung Yuen Shan
* 環保生活繪畫比賽 2022	樹賢基金	中學組優異獎 3E 陳芷淇
* 香港無伴奏合唱比賽 2023	香港青年協會(文化藝術組)	流行合唱組銀獎 1D 范以喬、1D 黎瓊瑩、2A 周由、2B 崔語珊、2B 許雪盈、2C 李欖鈺、2C 黃雅婷、2D 梁芷澄、2E 黃穎桐、2E 萬珈睿、3C 李芷君、3C 張苑珊、3D 李司渝、3D 梁芑萱、3D 黎瓊瑜、3E 謝文詠、4A 馬健虹、4C 張欣、

		4C 葉芯儀、5D 杜芷晴、5E 羅芝琪
* 大埔各界慶祝香港回歸 26 周年 回歸盃青年拔河比賽	大埔各界協會	團體季軍 1A 賈宜恒、1B 李承軒、1C 鄭文昶、 1E 高浚博、2B 安錦鋒、2B 洪卓軒、 2C 陳宥亦、2D 曾福

(2) 學術

項目	舉辦機構／團體	成績
* 2022 年香港公開考試成績優良獎	蓬瀛仙館	2022 年畢業生陳星宇、華永鑫、郭彥汝、陳梓恩、何嘉豪
* Entry Scholarships	The Hong Kong Polytechnic University	2022 畢業生鍾浩華、陳芷欣
* Good People Good Deeds English Writing Competition 2021-22	TWGHs	Top Ten Finalists in the Middle Level 4C Winnie, Shum Lok Tung
* The Surein Foundation (Loveramics) Environmental Education Scholarship	Surein Foundation	5A 莊浚軒、5B 鄭駿偉、5B 馮津蕎、 5D 何家賢、5D 杜芷晴
* 2022 Young Writers Contest - Theme: Invest in Yourself	IFEC	優異獎 6A 楊洛文
* 2022 Secondary School Contemporary Drawing Competition	Hong Kong Academy of Contemporary Art	Special Honor Award 6A 周欣怡、 6A 鍾沛穎、6B 陳飛燕、6C 鄺樂瑤、 6D 洪嘉儀
* Hong Kong International Mathematical Olympiad	Olympiad Champion Education Centre	Merit 5D 黃心兒 晉級賽銅獎 4C 葉擘 初賽 (香港賽區) 銅獎 2D 鄭竣禧、 2D 蕭馥瑩、4C 劉芷欣、4C 沈樂童、 4C 唐浹澄、4C 黃天朗
* 2022 Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad	Olympiad Champion Education Centre	香港賽區一等獎 2C 陳劉祖榮 香港賽區二等獎 2E 周嘉樂、 3D 李芷熹、3D 趙梓皓、4C 伍嘉雯 香港賽區三等獎 2A 卓銳杰、 2B 張正禧、2D 鄭竣禧、2D 蕭馥瑩、 2E 陳孝天、3D 劉美儀、4C 馮穎濠 大灣賽區優異獎 3D 劉美儀、 4C 伍嘉雯
* Colouring Competition in Celebration of the 26th Anniversary of Hong Kong's Return to the Motherland	Tsuen Wan District Office, Tsuen Wan Committee for Celebration of Reunification of Hong Kong with China	初中組亞軍 4C 沈樂童 初中組季軍 4B 黃姿榕 初中組優異獎 4C 唐浹澄、4D 鄧晴

* The Arts Ambassadors-in-School Scheme	Hong Kong Arts Development Council (HKADC)	嘉許狀 6A 鍾沛穎、6A 吳佩蕙
* Hong Kong International Computational Olympiad Final Round 2021-2022	Global Olympiads Academy	Bronze Award 5C Lee Chun Ting, 5C Leung Ho Ho
* 「我愛我的祖國」金紫荊盃香港校際作文暨普通話朗誦大賽	香港潮州商會、藝術香港、香港大公文匯傳媒集團	三等獎 2C 黃彥婷、4A 林子欣、5C 趙冠賀
* Competition on System Modeling & Optimization (COSMO)2022	CUHK Systems Engineering and Engineering Management and The Hong Kong Association for Computer Education	Champion 5C Jason Lee 、5C Zhao Kwun Ho
* 荃灣各界慶祝中華人民共和國成立 73 周年活動國慶 73 周年普通話朗誦大賽	荃灣各界慶祝回歸委員會 荃灣民政事務處	初中組季軍 2C 黃雅婷、2D 劉睿萱 初中組優異獎 1B 張曦、1D 胡焜、2A 方來伊、2D 羅靖哲、3B 莫蕊華、3C 陳藝丹 高中組優異獎 4E 李柔柔、5C 趙冠賀、5C 呂韋萱、5E 黃貝熙
* Youth Arch Student Improvement Award	Youth Arch Foundation	2A 魏嘉敏、2B 鄭霖霖、2B 陳彥淇、2C 溫家樂、2C 彭文淨、3A 劉恩希、3B 梁優、3C 李芷君、3D 劉美儀、3D 梁芑萱、4A 洪嘉彌、4A 楊雪晴、4B 楊思晴、4B 葉倩怡、4B 黃依嵐、5A 汪鈺涵、5B 屈海婷、5C 李明軒、5D 何家賢、5E 陳力煒、6A 李慧喬、6B 呂澄、6C 伍正朗、6D 陳潤明
* Hong Kong Junior Skills Competition 2022	Worldskills Hong Kong	The first runner-up 3E 彭浚丞
* 第 16 屆香港國學藝術節	香港國學藝術教育中心	繪畫比賽高中組金獎、朗誦比賽普通話詩詞高中組金獎、朗誦比賽普通話散文高中組金獎、三項金獎全能之星 6A 張嘉穎
* 2022 年同聲杯粵普英朗誦大賽	香港教育圖書有限公司	普通話獨誦中學組金獎 6A 張嘉穎
* SHKP Club “My Inspiring Family Coaches” Competition	SHKP Club	冠軍 6A 王綺琪 優異獎 6A 周欣怡、6A 張明欣、6A 楊洛文
* 香港福建希望工程基金會楊自然獎學金	The Hong Kong Fujian Charitable Education Fund	2C 黃彥婷、3E 王躍鈞、4A 賴雅圖、5B 張樂添、6C 林政浩
* 香港兒童朗誦精英賽 2022	香港兒童文化藝術協會	中學初級組普通話朗誦(S1-S2)冠軍

		1A 張毅翔
		中學初級組普通話朗誦(S1-S2)季軍 1E 劉銳謙
		中學初級組普通話朗誦(S1-S2)殿軍 1A 王祺皓
		中學初級組普通話朗誦(S1-S2)優良獎 1B 林雅柔、1B 羅心雅、1B 張曦、 1E 高浚博、1E 崔語珊、2C 黃雅婷
		中學中級組普通話朗誦(S3-S4)優良獎 4E 洪心桐、4E 李柔柔
		初級組普通話朗誦(S1-S2)良好獎 2E 黃寶輝
		中學中級組普通話朗誦(S3-S4)良好獎 3B 莫蕊華、3C 陳藝丹、4A 陳賢芝、 4A 黎佳沂、4A 劉莉、4A 余錦輝
* 亞太優才朗誦大賽 2023	亞太優才發展協會	中學組粵語朗誦金獎 1B 羅心雅
		中學組粵語朗誦銅獎 1A 林晞而、 1E 李祉昊
		中學組普通話朗誦金獎 2A 張墨然、 2D 劉睿萱、3E 馬梓暢
		中學組普通話朗誦銀獎 1E 黃宇俊、 2B 簡天盈、 5C 趙冠賀、5E 黃貝熙
		中學組普通話朗誦銅獎 2A 方來伊、 2D 羅靖哲、2E 安錦鋒
* Sir Edward Youde Memorial Prizes for Senior Secondary School Students	Sir Edward Youde Memorial Fund	6B Chan Kam Yu Jessica, 6D Tang Yi Man
* 香港學校朗誦節	香港學校音樂及朗誦協會	詩詞獨誦粵語(中學一年級-女子組)亞軍、 散文獨誦普通話(中學一、二年級-女子組)優良獎 1B 羅心雅 佛教詩文作品朗誦粵語(中學一、二年級)亞軍 1C 李詠欣

散文獨誦普通話(中學一、二年級-男子組)季軍

1A 王祺皓

詩詞獨誦粵語(中學一年級-女子組)

優良獎

1A 卓昕琳

散文獨誦粵語(中學一年級-女子組)優良獎、散文獨誦普通話(中學一、二年級-女子組)優良獎

1A 唐逸晴

散文獨誦-粵語(中學一年級-男子組)

良好獎

1B 何忠謙、1B 劉子銘、1B 李承軒

佛教詩文作品朗誦-粵語

(中學一、二年級)優良獎 1C 梁勵瑤

散文獨誦粵語(中學一年級-女子組)

優良獎

1D 陳婷婷

散文獨誦粵語(中學一年級-男子組)

優良獎

1D 胡俊希、1D 胡焄、1D 李澤綸

散文獨誦粵語(中學一年級-女子組)

優良獎

1D 黎瓊瑩

詩詞獨誦粵語(中學一年級-男子組)

優良獎

1E 林治矣、1E 李祉昊

詩詞獨誦粵語(中學二年級-男子組)

優良獎

2E 陳孝天

散文獨誦粵語(中學四年級-女子組)

優良獎

3D 王安兒

詩詞獨誦粵語(中學五、六年級-女子組)

良好獎

5C 劉心怡

散文獨誦普通話

(中學一、二年級-男子組)良好獎 1A

賈宜恒

散文獨誦普通話(中學一、二年級-男子組)優良獎 1A 張毅翔

散文獨誦普通話(中學一、二年級-女子組)優良獎

1B 林雅柔、 1B 張曦

散文獨誦普通話(中學一、二年級-男子組)良好獎 1E 劉銳謙

散文獨誦普通話(中學一、二年級-女子組)優良獎 1E 盧佩芝、1E 王睿熙

散文獨誦-普通話(中學三、四年級-女子組)良好獎 3C 陳藝丹、3E 馬梓暢

詩詞獨誦粵語(中學五、六年級-女子組)優良獎

6D 黃思朗

* 74th Hong Kong Schools Speech Festival 2022

Hong Kong Schools Music and Speech Association

Second Place Solo Verse Speaking Non-Open Secondary 2 Girls - 2B Cheung Suet Tan

Second Place Solo Verse Speaking Non-Open Secondary 2 Boys - 2D Luo Jingzhe

Third Place Solo Verse Speaking Non-Open Secondary 2 Girls - 2C Wong Nga Ting

Third Place Solo Verse Speaking Non-Open Secondary 3 Girls - 3E Yin Wen Yu

Third Place Solo Verse Speaking Non-Open Secondary 2 Girls - 2B Kan Tin Ying

* The Hong Kong Mathematical High Achievers Selection Contest

Hong Kong Youth Cultural & Arts Competitions Committee, Po Leung Kuk, and the Hong Kong Association for Science and Mathematics Education

三等獎 3D 陳兆天

* 香港兒童朗誦精英賽 2022	Hong Kong Child Culture & Arts Association	中學初級組(S1-S2)普通話組冠軍 1A 張毅翔 中學初級組(S1-S2)普通話組季軍 1E 劉銳謙 中學初級組(S1-S2)普通話組殿軍 1A 王祺皓
* SHKP Read to Dream X The Future Engineer Grand Challenge	SHKP	初中組一等獎 4C 馮穎濠、4C 郭芯悠、4C 沈樂童、4C 葉芯儀 初中組優異獎 4A 呼楊欽、4A 賴雅圖、4A 梁皓昕、4C 陸道清
* 「匯財師大比拼」短片創作大賽	匯豐青年理財師計劃	優異賞 4A 楊雪晴、4C 黃天朗、優異賞、5A 羅宇汶、5B 劉可妍、5C 鍾世軒
* 我為國家航天點讚！『中國太平杯·我愛我的祖國』香港校際作文暨普通話朗誦大賽	中國太平	一等獎 2D 劉睿萱、3E 馬梓暢、3E 王躍鈞
* 2022 第二屆「好山好水好香港」全港學生創意寫作比賽	香港弘愛會	優良一等獎 5E 張雅汶
* 香港賽馬會社區資助計劃-美荷樓香港精神學習計劃 2021-22 「兩代情」徵文比賽	香港青年旅舍協會	初中組優異獎 2A 黃文喆、2B 黎梁玉、2C 劉俊宇、2C 黃美盈、2D 劉睿萱、3A 鄭雅泳、3A 黃羽理、3A 林文玥、3A 溫嫻琦、3B 王智恒、3E 賈焯然、3E 林倩行、3E 曾創鴻、4A 陳新儒、4A 林子鈺、4B 陳雪瑩、4B 龔文慧、4B 楊思晴、4C 唐浣澄、4D 陳好芯、4D 鄭羽希、4D 黃嘉恩、4D 賈佳辰、4E 連擊樂、4E 譚鈺怡 高中組優異獎 5A 陳姿如、5A 鍾慧琪、5A 胡恩慧、5A 羅宇汶、5A 殷芷筠、5B 何粵瑩、5C 周恩駿、5C 莫明露、5D 李子葵、5D 馬子翹、5E 歐鈺瑩、5E 陳力煒、5E 夏雪、5E 曾心恩、5E 王嘉駿、5E 黃浩林、5E 謝欣彤、5E 余念恩、6A 陳嘉儀、6A 鄒柏晞、6A 周欣怡、6A 鍾沛穎、6A 黃文鳳、6A 簡筱筠、6A 郭嘉瑩、6A 劉鎧瑩、6A 李羽鑫、6A 馬嘉慧、6A 雲同歡、6A 嚴穎嫻、6B 陳可、6C 馮焯暉、6C 鄭樂瑤、6C 郭家豪、6C 麥海茵、6C 蒙麗華、6C 溫穎思、6C 徐世坤、6C 袁澤明、6D 伍家熙、6D 潘慧斯、6D 鄧伊雯
* 「我的中國夢，我的香港夢！」國民教育作文比賽	香港文匯報	初中組優秀獎 1E 李祉昊
* 第 22 屆世界華人學生作文大賽	中華全國歸國華僑聯合會	初審入圍 4B 陳艾青

* 第 19 屆全港中學「兩文三語」 菁英大比拼	香港教育工作者聯會	複賽優異 4B 陳艾青
* 2022-2023 年度全港中學中國歷史 研習獎勵計劃	國史教育中心(香港)	初中組一等獎 3E 鄭辰彥 高中組嘉許獎 5A 范昊正
* 尤德爵士紀念基金獎學金	尤德爵士紀念基金	6B 陳錦渝、6D 鄧伊雯
* Hong Kong Electric Centenary Trust Scholarships 2022/23	HK Electric	4B Yip Sin Yi, 4C Kwok Sum Yau, 4C Ng Man Wai, 5A Chung Wai Ki, 5B Yang Chi Fung, 5C Wu Linda, 5E Yeung Chun Yuen, 6A Lee Wai Kiu, 6B Zhang Tsz Kit, 6B Lui Ching
* 新地齊讀好書 X 未來工程師大 賽	香港教育工作者聯會	初中組一等獎 4C 馮穎濠、4C 郭芯悠、4C 沈樂童、 4C 葉芯儀 初中組優異獎 4A 呼楊欽、4A 賴雅圖、4A 梁皓昕、 4C 陸道清
* Inter-school English Storytelling and Public Speaking Contests.	North District Secondary School Principals' Association	3rd Runner Up (junior division) 3D Wong On Yee Anny

(7) Financial Summary

擴大管辦開支整筆津貼

津貼項目	承上轉下	二二/二三 收入	二二/二三 總支出	二二/二三 結餘	總結餘	二二/二三 支出百分比	總支出 百分比
	(a)	(b)	(c)	(d) = (b) - (c)	(e) = (d) + (a)		
政府津貼總數	4,707,644.51	9,358,981.89	9,626,819.86	-267,837.97	4,439,806.54	102.86	68.44

非擴大管辦開支整筆津貼

津貼項目	承上轉下	二二/二三 收入	二二/二三 總支出	二二/二三 結餘	總結餘	二二/二三 支出百分比	總支出 百分比
	(a)	(b)	(c)	(d) = (b) - (c)	(e) = (d) + (a)		
政府津貼總數	8,448,768.88	51,323,388.03	58,559,172.28	-7,235,784.25	1,212,984.63	114.10	97.97

學校賬

津貼項目	承上轉下	二二/二三 收入	二二/二三 總支出	二二/二三 結餘	總結餘	二二/二三 支出百分比	總支出 百分比
	(a)	(b)	(c)	(d) = (b) - (c)	(e) = (d) + (a)		
學校收入總數	5,493,904.00	2,486,563.78	1,837,197.85	649,365.93	6,143,269.93	73.89	23.02
總數	18,650,317.39	63,168,933.70	70,023,189.99	-6,854,256.29	11,796,061.10	110.85	85.58

特定用途收費摘要 (2022-2023)

	HK\$	HK\$
<u>Income</u>		
S1-S6 students		279,155.00
<u>Expenditure</u>		
Student insurance	7,271.26	
Toilet paper for student use	3,880.00	
PPS/Alipay administrative charges	6,416.20	
Replacement for water dispensers & refills	15,318.26	
Replacement of air purifier filter	3,980.00	
Expense for house activities	18,537.99	
Student mobile phone lockers	13,637.84	
Copper padlocks for student mobile phone lockers	2,500.00	
Protective screens for lunch use	10,299.70	
Renovation of Student Activity Corner	263,064.00	344,905.25
Surplus/(Deficit) for this year		(65,750.25)
Surplus Brought Forward from Previous Year		702,509.66
Surplus Carried Forward to Next Year		<u>636,759.41</u>