

Carmel Secondary School

Annual School Report

2022-2023

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A. Our School

Mission Statement

To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.

School Motto

Self-discipline through the Understanding of the Word
Service to Mankind through Faithfulness to the Lord

Major Concerns

Take Charge of Learning. Live by Values.

B. Our Learning and Teaching

1. Introduction

2022-2023 was the first year of our 2022-2025 School Development Cycle, with **Take Charge of Learning; Live by Values** as our developmental highlights. With regards to learning and teaching, this new 3-year cycle is a continuation from our previous two school development cycles as elucidated below:

Some of the focuses in the 2015-2018 major concerns **Gear Up; Go the Extra Mile** were on students' trilingual capabilities, metacognitive note-taking and revision strategies, as well as goal setting, attainment and reflection through student-led conferencing. All these equipped students with necessary self-directed learning skills and outlook.

The 2018-2022 major concern **Manage Learning, Manage Health and Manage Responsibilities** further built upon students' self-directed learning capabilities through assessment as learning (AaL), in which students actively and strategically assess their own learning for enhancement.

This new 2022-2025 cycle aims to go from 'manage' to 'take charge of' learning, and the ultimate goal is full implementation of BYOD (Bring Your Own Device) and students capitalizing on interactive use of information technology (ITE) towards self-directed learning.

This part will:

- a. highlight the significant academic initiatives in 2022-23 and academic support measures;
- a. review the effectiveness of these initiatives and their impact on learning and teaching;
- b. briefly outline our future direction

2. Major Concerns

2.1 Take Charge of Learning – Fostering School-based Professional Development for Department Heads and Teachers

School-based professional development in 2022-2023 was to facilitate the implementation of the framework set below:

2022-2023	Planning: BYOD policy and online learning materials and assessment platform
2023-2024	Pilot: BYOD in S2 and S4, and trial of online learning materials and assessment platform
2024-2025	Full Implementation: BYOD in all forms and online learning materials and assessment platform up and running

On the operational level, two task groups on the formulation of the BYOD policy and on the online learning materials and assessment platform respectively were formed. Their proposals were reviewed by the Academic Affairs Committee (AAC), Department Heads and Student Development Committee Heads, and subsequently all staff. Initial plans on BYOD and the online platform were made by academic departments. The Parent-Teacher Association and IMC were consulted about the BYOD policy and they gave their support. Feedback was also collected from S1 and S3 parents and students, upon whom BYOD will be piloted.

Professional development needs for staff were identified by the AAC and the two task groups and catered for through:

- 1st Department Heads' Meeting on 16 September 2022
The Coordinator of our school-based subject 'Life and Values Education' introduced strategies on iPad use in lessons so as to be completely paper-free.
- Staff Development Day 2 on 17 March 2023
The Information Technology Infrastructure and Development Committee (ITIDC) conducted an E-Learning Workshop for all teaching staff on the use of iPads and Apps such as Microsoft Teams and OneNote.
- Staff Development Day 3 on 3 July 2023
ITIDC conducted another E-Learning Workshop to reinforce skills and strategies in ITE.

These professional development measures ensured the adoption of a whole-school approach and enhanced teachers' understanding of ITE as well as competence to implement it.

On a related note, workshops on ITE were conducted for prospective S2 students in July 2023 and training will be provided in September 2023 for S4 students.

2.2 Take Charge of Learning – Conducting Lesson Study

Lesson study has taken root as a valuable means to experiment with curricular and pedagogical initiatives at the classroom level, and the Planning-Implementation-Evaluation-Planning process has been well in place. While AaL continued to be the focus, around 60% of the academic departments reported having already tried out ITE in combination with AaL. Around 80% of department heads also reported members of their departments having gained a better understanding of AaL. Through involvement in the lesson study cycle of a number of academic subjects, the Principal and Vice Principal (Academic Affairs) noted more frequent use of as well as greater readiness for peer assessment and self-assessment amongst students both in classroom learning and in assessments. Besides AaL and ITE, some departments tried out strategies to address students' learning difficulties or reinforce subject-based skills in their lesson study.

A school-based lesson study online platform has been set up to facilitate knowledge management of the school. The platform contains lesson study units of previous school development cycles and serve as good references for teachers.

2.3 Live by Values – Embedding Values Education in School Curriculum

The AAC worked in tandem with the Student Development Committee (SDC) in instilling values into students, through both the school curriculum and student development programmes (See Section C).

Besides incorporating related values (including priority values, national education and national security education) into everyday lesson design, each academic subject developed at least one unit of learning to reinforce one of the form-based priority values (S1: Responsibility; S2: Respect for Others; S3: Care for Others; S4: Integrity; S5: Perseverance; S6: Commitment). With coordination among academic departments, different form-based priority values were covered.

Capitalizing on the optimization of the four senior secondary core subjects and enlisting the professional support of CUHK's Quality School Improvement Project, the school has developed and piloted a two-year school-based curriculum on Life and Values Education (LVE) in S4 and S5. A triple lesson in the school timetable is allocated per cycle in each S4 and S5 class for this new subject and modules cover healthy living, emotional well-being, sex education, media and information literacy, entrepreneurship, personal finance management, life-and-death education, national education and so on.

Feedback from S5 students, who have experienced a complete round of LVE, has been encouragingly positive. When asked about what priority values LVE has fostered in them, out of the 89 respondents, the four values below were given the highest ratings:

Empathy	Respect for others	Care for others	Responsibility
75%	66%	57%	48%

This pilot has appealed to many schools and our LVE Coordinator, Principal and Vice Principal (Academic Affairs) were invited to share our experience on four occasions:

7/1/2023	QSIP's 聯校教師專業分享會 – 價值觀教育的校本規劃與實踐
10/3/2023	QSIP's 學校改進專業分享 2023 – 新時代下的挑戰
15/6/2023	EDB's Sharing Session on Expanding the Breadth and Depth of Student Learning: From Vision to Curriculum Design
29/6/2023	QSIP 匯進學校 – 跨校交流網絡：迦密中學「非遺」學生成果展示日暨價值觀教育校本課程跨校交流會

2.4 Other Professional Development Initiatives

14 teachers and a colleague from the school office voluntarily formed a reading club and met for 6 times over the year. They read and discussed the book *The Teacher Toolbox for a Calm and Connected Classroom: Teacher-Friendly Mental Health Strategies to Help You and Your Students Thrive* (Schwartz, J. 2021). There was fruitful sharing and members all agreed that the book heightened their understanding of the emotional and mental needs of students and colleagues. They also found the strategies suggested in the book practicable.

There was professional sharing through lesson observation and post-observation discussion. Besides visiting lessons of all new teachers (those serving in Carmel for less than two years), the Principal also visited teachers of History, ICT, Science, Home Economics, Biblical Studies, Chinese History, Citizenship and social Development, Music, Visual Arts and PE, with AaL being one of the observation focuses. An increase of AaL elements (as compared to last academic year) was noted in some lessons, indicating enhanced understanding and mastery of this challenging assessment approach. Most new teachers also observed the lessons of the Vice Principal (Academic Affairs) and respective subject department heads at least once for the alignment of teaching practices. Elements of classroom management, differentiated instruction, collaborative learning, AaL and metacognitive note-making strategies were examined.

3. Academic Support Measures

3.1 Reading Programmes

3.1.1 Junior Nonfiction Reading Programme

This reading programme effectively promotes cross-curricular reading and language across the curriculum, with its wide range of books recommended by different academic departments and student development committees. Its great variety of response tasks encompassing speaking, writing and drawing caters for multiple intelligences and learning styles, and elements of self-directed learning are manifested in the deliberate development of metacognitive habits of mind such as goal-setting, evaluation and reflection. The end-of-year survey revealed that the programme was well-received and all junior forms overwhelmingly agreed or strongly agreed that the programme has enhanced their reading ability (S1: 92.5%; S2: 91.4%; S3: 89.5%) and broadened their knowledge (S1: 93.5%; S2: 91.3%; S3: 96.9%). The checkout record of books was 1076 for S1, 788 for S2 and 670 for S3.

3.1.2 School Library

The school library organized a great variety of reading activities, including an Inter-House Reading Competition (with 52 participants), a Bookmark Design Competition in support of the World Book Day, 4 new book exhibitions at the IT Corner and 4 book displays at the school library, and S1-S3 short assemblies on the importance of reading and on anecdotes in Hong Kong. 224 students took part in the library's Exploring a New Horizon Reading Award Scheme, and a reading café was co-organized with the Gardening Group. Three training sessions were conducted for all student librarians (around 45-50 students) on how to lead reading activities including reading clubs and how to organize book exhibitions.

Library literacy lessons for S1-S3 students, with its framework already established, equipped the students with research skills in using school library and public library resources. Students responded positively in the end-of-year survey. 90.9% of S1 students, 83.2% of S2 students and 91.7% of S3 students agreed or strongly agreed that the lessons enhanced their information literacy.

The checkout record of library books was as follows:

	Paper Books	E-books
S1	1729 (including 1076 from S1 nonfiction reading)	
S2	1722 (including 788 from S2 nonfiction reading)	
S3	1042 (including 670 from S3 nonfiction reading)	
S4	118	
S5	212	
S6	282	
Sub-total	5105	1863
Total	6968	

3.1.3 Book Sharing

Reading was also promoted by academic departments such as Chinese, English, History and Biblical Studies. The headcounts of S1-S2 Story-sharing Corner in the Air were 347. 72 students participated in the face-to-face Story-sharing Corner in December 2022. 38 students participated in the activity four times or above over the year and their effort was recognized in their OLE Records.

3.2 English, Chinese, Mathematics and Science Enrichment Classes

Junior enrichment classes for high ability students were theme-based and aimed at enabling students to gain exposure and extend their learning experiences. The Chinese Language classes were primarily on Chinese Literature and Culture, the English Language classes on translation, English Literature, debating and drama. For Science and Mathematics enrichment classes, besides training students to enter external competitions, there were also cross-curricular Mathematics x Science, Mathematics x ICT, and Science x ICT initiatives on STEM topics and activities. Students had good participation and enjoyed the lessons. On the other hand, enrichment classes for weak students were organized to supplement regular lessons, with the focus on clarifying misconceptions and consolidating learning.

3.3 Gifted Education Programmes

The needs of gifted students continued to be addressed through gifted programmes in and outside of school. In-school pull-out programs were organized by academic departments and examples of gifted programmes are:

Title of programme	Number of participants	Form	Duration in hours	Objective
English Debating Course	10	S4-S5	60	To train English debaters for various inter-school English debating contests of different levels and formats
English Writing Course	20	S5	3	To equip students with more advanced writing skills, which include topic analysis, paragraphing, polishing sentence patterns, better vocabulary choice, etc.
Advanced Topics in Algorithms and Data Structures for Programming Competition	7	S4-S5	32	To prepare higher achieving students for the HKOI contest to be held and Canadian Computing Contest on Advanced topic such as data structures and algorithms
ICT Enrichment Program	5	S6	15	To provide top ICT students with additional classes on advanced

Title of programme	Number of participants	Form	Duration in hours	Objective
				ICT related problem solving, investigation and programming skills
Business Proposal Writing and Presentation Training Workshop	20	S4-S5	7	To enhance students' case analytical skills, presentation, and business writing skills and to prepare for related competitions
Geography Olympiad Training Course	15	S5-S6	6	To consolidate students' geographical concepts and prepare students for the Geography Olympiad
Hong Kong Physics Olympiad Training Class	7	S4	15	To prepare students gifted in physics for the Hong Kong Physics Olympiad and provide enriched, extended and accelerated training for students gifted in physics

3.4 Recognition of Academic Achievements

In recognition of their effort in meeting an academic standard, 17.5% of all S1-S6 students obtained a Certificate of Academic Merit and 21.4% a Certificate of Academic Excellence. This award system minimized negative competition and encouraged students to work towards attainment of an academic goal.

4. Looking Ahead

With the major concerns **Take Charge of Learning; Live by Values** entering its second year in 2023-24, effort will be focused on:

- pilot of BYOD in S2 and S4 and trial of the online learning materials and assessment platform, as well as review of these two measures in facilitating self-directed learning
- continual development of values education in the school curriculum and review of its impact on student learning and development

The extent the above equips students with qualities desired for the 21st century, in accordance with the seven learning goals, will be conscientiously examined.

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C. Support for Student Development

1. Introduction

Of the 2022-2025 major concerns **Take Charge of Learning; Live by Values**, the Student Development Committee (SDC) focused on the latter, with *'Teach me, LORD, the way of your decrees, that I may follow it to the end'* from Psalm 119:33 as the theme bible verse.

This part will:

- review the SDC's programmes carried out in 2022-23 in alignment with **Live by Values** and give an overall evaluation;
- provide a brief outlook for our future development.

2. Major Concerns

Live by Values – To actualize the school motto through values education

The priorities / focuses of values to address in the 3-year School Development Cycle:

Year	Focus	Related values
2022-2023	Self-discipline	Responsibility, Law-abidingness, Diligence, Perseverance
2023-2024	Willingness to serve mankind	Care for others, Respect for others, Empathy
2024-2025	Faithfulness to the Lord	Commitment, Integrity

Form-based values & attitudes

S1	S2	S3	S4	S5	S6
Responsibility	Respect for others	Care for others	Integrity	Perseverance	Commitment

Objective for 2022-2023:

- To enable Carmelians to actualize the school motto, 'Self-discipline through the understanding of the Word; Service to Mankind through faithfulness to the Lord', with the focus put on Self-discipline

'Environment as the third teacher' is not an alien concept. To help students have a good grasp of the values promoted, our campus has been filled with frames containing relevant messages and quotes. Students also decorated their class bulletin boards with respective form-based values and attitudes. Key messages in relation to this major concern and the theme bible verse were printed in school documents such as memos to students, staff's printing order slips and school folders. Morning assemblies helped drive home the values related to self-discipline regularly. Subject departments contributed by highlighting target values in lesson design. Class teachers encouraged students to set goals to actualize form-based values and attitudes in student-led conferences.

Self-discipline was underscored in various theme weeks. The Disciplinary & Moral Education Committee and Civic Education Committee jointly organized a theme week named 'Lives by Values. All is Well' at the beginning of the school year, featuring a student forum, talks, a booth design competition and so forth. The activities helped students grasp the values of 'responsibility', 'respect for others' and 'care for others'. Toy capsule machines, provided by the Jockey Club Well-being Project, brought fun, joy and positive messages to all Carmelians during the week. Over 70% of students, teachers and janitors enjoyed the game and had good reflections. Another theme week, 'Not a Bed of Roses' held by the Career and Life Planning Committee, upheld the virtue of 'perseverance'. An alumna, who orchestrated the 'EnVoyage with Claude Monet' project in town, shared how she persevered when faced with challenges in the workplace. Other activities such as a rose colouring experiment and visits to the 'EnVoyage with Claude Monet' Sound and Light Show drove home the importance of perseverance, adjustment and determination when making decisions on career paths in particular.

In the second term, the Counselling and Guidance Committee organized the week, 'Loving Self, Flying High', focusing on the importance of self-love and ways to cultivate it. A variety of programs in the week drew very good responses, with one lunch-time game event getting a record of 200 participants. Another theme week was run by the Religious Affairs Committee and entitled 'Inside out from God's Word'. It drove home how God's Word changes a person's life, his self-discipline, self-image, relation to self and with others. Over 70% of students recognized the power of the bible and 60% of them aspired for self-enhancement with the help of God. The Christian Fellowship had a steady and impressive rate of participation of over 50 students on average each week, despite their hectic daily schedules. With the resumption of normal schooling, lunch gatherings were run twice and students crammed the hall. Religious programmes like Morning Devotion, Small Group ministry, Gospel Carnival, Blessing the Neighbourhood with Hymns and Gospel packs, Carmel Christian Conference, Prayer Day, Edifying Camp and so forth helped nurture Carmelians' determination and perseverance to live by values.

Values education was also reinforced and promoted through My Class Scheme and Moral Education activities. The year-round Inter-class Cleaning Campaign encouraged students to practise the values of 'responsibility' and 'care for others'. Talks on the importance of healthy web surfing, respecting others, anti-drug campaign and how to avoid cyber bullying were run. Virtue-pursuing Trilogy was organized by the Prefect Team. The three activities named 'Find an Easter Egg', '灰色我有 say' and 'Book Fair' helped students to gain a deep understanding of ethics and moral education. All F.3 students also took part in a workshop held by the Hong Kong News-Expo, to stay wise in a world flooded with fake news and to learn how to be responsible citizens. This enhanced students' information literacy, law-abidingness, sense of responsibility, respect for others, and the like.

Not to miss is national security education, when it comes to values. It was driven across holistically through the school curriculum, experiential learning and school atmosphere. The SDC focused more on the latter two aspects. A variety of programmes on the Basic Law, Constitutional Education, national security education and the like were implemented. Flag raising ceremonies were held weekly. Flag-raisers were mainly scouts, but student leaders also started to receive training and take charge of flag-raising. A total of 30 students joined the Constitution and Basic Law Student Ambassadors Training Scheme and had sharing with all schoolmates through the school newsletter and during the flag-raising ceremonies. S5 students wrote good reflections on their CSD mainland tour. Both parents and teachers were kept up to date on national security education through the parent handbook and homepage, and internal documents and emails respectively. A talk on the school's policy and measures regarding national education was held in a PTA event. Exchanges with our Sister School Xian No. 1 Middle School were also re-activated near the end of Term Two. Students' understanding of and concern towards our country were nurtured with all these measures in place.

Leadership training is always a top priority of the school's initiatives. Student leaders are trained to live out the school motto and to encourage others to follow them. A variety of training programmes were organized throughout the school year, targeting committee members of the Student Union, the four Houses and the Christian Fellowship, leaders in the School Prefect Team and Scouts, class leaders, monitors, low-carbon ambassadors and so forth. Qualities of 'Self-discipline' like 'responsibility' and 'perseverance' were highlighted. Post-training surveys indicated that an overwhelming majority of the participants found the training useful and had very positive self-reflections. A group of students joined CUHK's Sustainable Development Goals (United Nations) leadership training programmes for the second year. They ran a series of activities on campus to urge Carmelians to lower their carbon footprints through changing their daily habits. They received very good responses as many schoolmates indicated their willingness to go green. Exchanges with other schools were also promoted, as exemplified by our Prefect Team sharing with their counterparts in another band one school in the Kowloon City District and our scouts meeting up with the scouts in another ESDI school. Overall, our leaders performed well and set good examples, as shown in a school survey, in which about 80% of students agreed they understand better the importance of self-discipline and are willing to live it out, with the constant and caring reminders of the student leaders.

To care is to serve. Carmelians have always sought opportunities to serve the community, under the guidance of our school social workers and Civic Education Committee. This is certainly a means for Carmelians to live by values. Our VolunPeers served in dog shelters, beach cleaning and flag-selling, helped in elderly homes and ran fundraising bazaars for Kurmul International School in Cambodia, to name but a few. Student leaders also joined hands to raise funds for the victims of the earthquake in Turkey. Our great efforts have earned the recognition of the Home and Youth Affairs Bureau and Agency for Volunteer Service and we were presented with the *HONG*

KONG VOLUNTEER AWARD – Caring School. CYC members also served regularly. An S.4 student was hence elected an outstanding member and had a chance to join an exchange trip in Singapore in the summer holidays.

Hardly can a caring school be established without due concern for SEN students and sufficient support from parents. Our students with special educational needs were given individualized support and guidance by the SEN Committee. There were behavior/social training, individual counseling, test/exam accommodation, HKDSE special examination arrangement, and a parent group facilitating exchange of information and emotional support. There was also close collaboration with the school-based educational psychologist, speech therapist, clinical psychologist, school social workers, student counsellor, Counselling and Guidance Committee, Careers and Life Planning Committee and Academic Affairs Committee throughout the year. Regular meetings of the Board Game Group and Transport Society helped develop the networks and social skills of SEN and suspected SEN students. Special support like counselling sessions was provided throughout the year and teachers built a good rapport with the SEN students and their parents. Through our parent group, there was heightened understanding among parents of our school policies and the developmental needs of their children. To better equip all staff members, talks and sharing sessions by our school-based educational psychologist, SEN teachers and teachers having received SEN training were arranged throughout the year, while morning, short and long assemblies and post-exam activities enhanced everyone's understanding of and empathy towards inclusive education. A holistic approach has been taken to create a stress-free, caring and favourable school environment for all students.

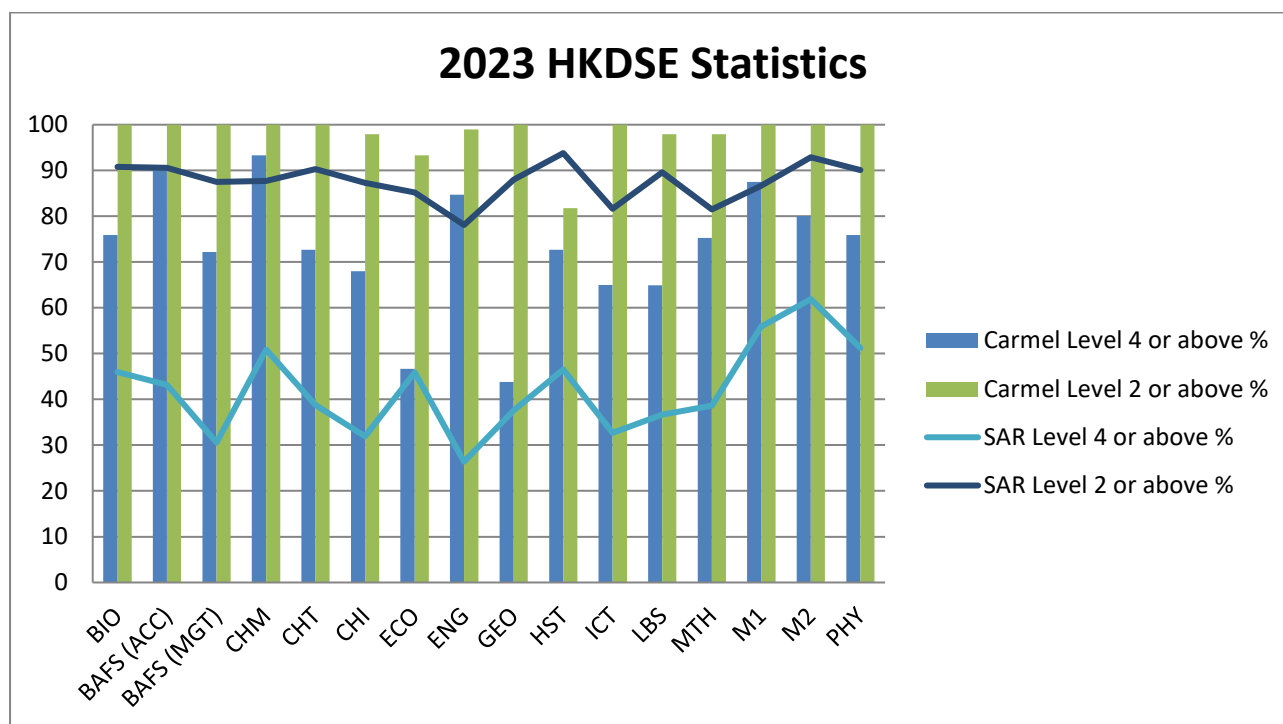
The first-year implementation of our School Development Plan got off to a good start. Over 90% of our students stated that they would try to put **Live by Values** into practice. Over 80% of them showed appreciation for Chinese cultural and traditional virtues, and in comparison with 2021-2022, they had deeper understanding of and cared more about our country. Students' self-assessments on their own actualization of values were also impressive, with over 95% of them thinking that they did fine or did well in having *respect for others, commitment, integrity, empathy and care for others*, as well as being *law-abiding*.

3. Looking Ahead

- Despite the reasonably satisfactory findings on students' understanding of and willingness to live out different values, self-discipline is still an area to work on. Built upon it will be 'Willingness to Serve Mankind' in 2023-24, and Care for Others, Respect for Others and Empathy will be values to emphasize.
- On the eve of our school's 60th Anniversary, actualization of our school motto certainly carries a significant meaning. It is a tribute to our school founders, who created the motto.

D. Achievements

1. Academic Results



2. Awards

Name of Activity/ Competition	Achievement	No. of Students
Junior Secondary History e-Reading Award Scheme 2022	Merit Award	16
	Academic Award	3
	Certificate of Completion	2
CUHK History Gifted Education Programme - Engaging with Urban History to Promote Deep Learning: Thinking, Seeing, and Reading the Built Environment in Hong Kong and Beyond	Certificate of Achievement	2
Hong Kong Cyber Security New Generation Capture the Flag Challenge 2022	Best School Award	28
HKCC Business Excellence Contest 2022-23	Certificate of Participation	3
	Judges Commendation Award	4
HKICPA Accounting and Business Management Case Competition 2022-23	Certificate of Appreciation (Level 2)	3
2022 HKMA Business Simulation Competition for Secondary School Students	2nd Runner-up	4
The 23rd Wofoo Millennium Entrepreneurship Program	Champion	5
Digital Stock Trading Guru Competition 2022-23	Certificate of Commendation	5
活學經濟漫畫設計比賽 2023	優異獎	2
FIRST Tech Challenge Hong Kong Tournament 2022/23	Alliance Award	14
World Robot Olympiad 2023 - Hong Kong Robot Challenge Winter Season	Golden Lego Award	6
	The Best Engineering Design	3
MathConception 2023	Bronze Award	3
數學思維大激鬥	銀獎	2
Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools 2023	Certificate of Participation	4
2022-2023 年度香港青少年數學精英選拔賽	二等獎	1
International Biology Olympiad – Hong Kong Contest 2022	Certificate of Bronze Award	2
	Certificate of Honourable Mention	1
International Junior Science Olympiad 2023 - Hong Kong Screening	Second Class Honour	2
	Third Class Honour	4
	Distinction	5
	Credit	2
Hong Kong International Handbell Olympics	Gold Prize	27
Super Voice Singing Competition 2022	Chorus Group 1st Runner-up	73
The 75th Hong Kong Schools Music Festival	Vocal Solo - Foreign Language - Male Voice - Age 16 or under - Silver Award	1
	Vocal Solo - Foreign Language - Female Voice - Age 16 or under - Silver Award	2
	Vocal Solo - Foreign Language - Female Voice - Age 14 or under - Silver Award	3

Name of Activity/ Competition	Achievement	No. of Students
	Vocal Solo - Foreign Language - Female Voice - Age 14 or under - Bronze Award	3
	Graded Piano Solo - Grade Eight - Silver Award	2
	Graded Piano Solo - Grade Seven - Silver Award	2
	Graded Piano Solo - Grade Six - Silver Award	2
	Graded Piano Solo - Grade Two - Silver Award	1
	Boy Treble Voice - Age 14 or under - Silver Award	1
	Cello Concerto - Bronze Award	1
	Cello Solo (Junior) - Silver Award	1
	Clarinet Solo (Junior) - Bronze Award	1
	Flute Solo (Junior) - Bronze Award	1
	Intermediate Erhu Solo - Silver Award	1
	Liuqin Solo (Senior) - Bronze Award	1
	Piano Concerto - Age 19 or under - Silver Award	1
	Senior Erhu Solo - Bronze Award	1
	Tom Lee Music Scholarship for Piano Solo - Bronze Award	1
	Violin Solo (Grade Six) - Silver Award	1
	Violin Solo (Grade Three) - Silver Award	1
	Zheng Solo (Senior) - Silver Award	1
Joint School Music Competition 2022 - Orchestra Percussion Group Competition	Gold Award	8
第七十四屆香港校際朗誦節	二人朗誦(中學五、六年級粵語) - 良好	1
	二人朗誦(中學五、六年級粵語) - 優良	2
	二人朗誦(中學五、六年級粵語) - 良好	1
	散文獨誦 (中學一、二年級普通話) - 優良	1
	散文獨誦 (中學三、四年級普通話) - 良好	2

Name of Activity/ Competition	Achievement	No. of Students
	散文獨誦 (中學五、六年級普通話) - 良好	1
	歌詞朗誦 (中學四至六年級粵語) - 冠軍	1
	詩詞獨誦 (中學一、二年級普通話) - 優良	2
	詩詞獨誦 (中學一、二年級普通話) - 季軍	1
	詩詞獨誦 (中學一年級粵語) - 優良	1
	詩詞獨誦 (中學一年級粵語) - 良好	1
	詩詞獨誦 (中學一年級粵語) - 冠軍	1
	詩詞獨誦 (中學三、四年級普通話) - 優良	2
	詩詞獨誦 (中學五、六年級粵語) - 良好	1
	韻文或散文獨誦(公開組粵語) - 冠軍	1
《同心視野全港創意短視頻比賽》	優異獎	4
《香港有多好》短片創作大賽	入圍獎	2
Hong Kong School Drama Festival (Cantonese Group)	Award for Outstanding Performer	3
	Award for Outstanding Audio-visual effects	4
Inter-School Athletics Competition 2022-2023 Division Three (Kowloon Area 2)	1st Runner-up in Girls C Grade 4x400m Relay	1
	2nd Runner-up in Girls A Grade Long Jump	1
	4th Place in Girls B Grade 800m	1
Inter-School Swimming Competition 2022-2023 Division Three (Kowloon Two)	4th Place in Girls C Grade 100m Breast Stroke	1
	3rd Place in Girls C Grade 4x50m Medley Relay	2
	3rd Place in Girls C Grade 50m Back Stroke	1
	4th Place in Girls C Grade 100m Free Style	1
	3rd Place in Girls C Grade 4x50m Medley Relay	2
	4th Place in Girls C Grade 50m Butterfly	1
聯校排球新秀邀請賽(女子)	冠軍及全場總冠軍	11
	最有價值球員	1
聯校排球新秀邀請賽(男子)	亞軍及全場總冠軍	11

Name of Activity/ Competition	Achievement	No. of Students
第二十七屆亞洲城市跆拳道錦標賽	季軍	1
Inter-School Girls Badminton Competition 2022-2023 Division Three (Kowloon) (B Grade)	Final 8th	6
Inter-School Girls Badminton Competition 2022-2023 Division Three (Kowloon) (A Grade)	Final 8th	6
慶祝香港特別行政區成立 25 周年全港中學生 劍擊錦標賽	季軍	1
15th Radio Drama Competition	Semi-finalist	6
Hong Kong Secondary Schools Debating Competition 2022-23 (Enhanced Format)	Champion	3
	Best Debater (3 times)	1
Hong Kong Secondary Schools Debating Competition Division 1 2022-23	Champion	3
	Best Debater	2
Speak Out - Act Up On Air! (1-day category)	Merit Prize	6
Writing to the SCMP Young Post	The Best Insight of the Month Award - Jan 2023	1
	The Best Insight of the Month Award - Dec 2022	1
	The Best Insight of the Month Award - Oct 2022	1
2021/22 年度創作獎勵計劃第三期 中學組 詩/詞	冠軍	1
香港課外活動優秀學生表揚計劃	中學組得獎者	1
「同心創夢」青少兒繪畫大賽	銅獎	4
香港學界電繪聯賽 2023	中學組季軍	1

E. Financial Summary 2022-2023

	Incomes(\$)	Expenditures
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG)		
(A) Basic Baseline/per Class IMC Grant	\$2,045,041.27	\$2,705,116.87
(B) School Specific Grants		
Administration Grant	\$3,968,265.00	\$3,886,559.36
Capacity Enhancement Grant	\$654,502.00	\$511,250.50
Composite Information Technology Grant	\$560,976.66	\$1,336,400.98
Air-conditioning Grant	\$521,306.00	\$269,429.65
SBM Top-up Grant	\$51,615.00	\$0.00
School-based Speech Therapy Administration	\$8,258.00	\$0.00
Recurrent Grant		
Noise Abatement Measures Recurrent Subsidy	\$0.00	\$0.00
Sub-Total:	\$7,809,963.93	\$8,708,757.36
2. School Subscription A/C		
Tong Fai	\$86,130.00	
Rent from Caterer	\$102,500.00	
Other Income	\$333,590.67	
Sub-Total:	\$522,220.67	\$216,827.40
School Surplus of the year		\$305,393.27

#This balance has not yet been audited.

**Report on the Use of the Promotion of Reading Grant
2022-23 School Year**

Financial Report

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
Purchase of Books			
- E-Books (Gale Virtual Reference Library)		\$38,000.00	\$30,085.60
- Printed Books (English Library Books)		\$10,000.00	\$2,952.00
- Printed Books (National Security Education)		\$5,000.00	\$3,770.72
- S5 SBA Print Non-Fiction Books		\$15,000.00	\$0.00
- Nonfiction Reading Programme		\$18,000.00	\$8,314.40
Reading Activities			
- Purchase of gifts and reading promotion materials			
a) Prizes for the Exploring a New Horizon Reading Award Scheme		\$4,500.00	\$2,100.00
b) Prizes for the PTA Reading Award Scheme		\$600.00	\$600.00
c) 4.23 World Book Day Bookmark Design Competition		\$700.00	\$600.00
d) Three Reading Clubs (4 gatherings each club)		\$600.00	\$0.00
e) Reading Café (2 gatherings, each around 15-20 students)		\$1,500.00	\$0.00
f) Game Booths / Gifts for Reading Activities		\$1,000.00	\$770.50
g) Book Crossing, 3 book exhibitions (decoration & promotion)		\$300.00	\$0.00
Purchase Teaching Materials for Reading Promotion (Target Groups: Students + Teachers + Parents)		\$10,000.00	\$0.00
Balance brought forward from 21/22	\$36,903.44		
Grant received in 22/23	\$63,982.00		
Total:	\$100,885.44	\$105,200.00	\$49,193.22
		Unspent Balance:	\$51,692.22

**Report on the Use of the Capacity Enhancement Grant
2022-23 School Year**

Financial Report

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
- Part-time staff/tutors/helpers for academic and student development initiatives		\$177,190.00	\$109,362.50
- Part-time helpers for administrative work		\$45,000.00	\$12,540.00
- External services		\$270,000.00	\$360,108.00
Balance brought forward from 21/22	\$2,592,654.00		
Grant received in 22/23	\$645,502.00		
Total:	\$3,247,156.00	\$492,190.00	\$482,010.50
		Unspent Balance:	\$2,765,145.50

**Report on the Use of the Diversity Learning Grant
2022-23 School Year**

Financial Report

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
- Network Program for Visual Arts Learning		\$9,000.00	\$9,000.00
- Business Proposal Writing and Presentation Training		\$8,000.00	\$1,100.00
- English Debating Team		\$24,750.00	\$16,500.00
- English Writing Course		\$8,000.00	\$4,000.00
- Geography Olympiad Training Course		\$2,640.00	\$1,500.00
- Advanced Topics in Algorithms & Data Structures		\$8,800.00	\$400.00
- ICT S.6 Enrichment Program		\$5,500.00	\$3,300.00
- Science Gifted Programmes/Competitions		\$8,500.00	\$2,975.00
- Sports Team Elites Advanced Training (Tuition Fee)		\$40,000.00	\$35,600.00
- Hong Kong Physics Olympiad Training Class		\$4,400.00	\$3,300.00
- MIT Innovation Academy		\$30,000.00	\$40,000.00
Balance brought forward from	\$64,732.50		
Grant received in 22/23	\$84,000.00		
Total:	\$148,732.50	\$149,590.00	\$117,675.00
		Unspent Balance:	\$31,057.50

**Report on the Use of the One-off Grant for Supporting the Implementation of the
Senior Secondary Subject Citizenship and Social Development
2022-23 School Year**

Financial Report

Item	Income (\$)	Actual Expenses (\$)
- Online Learning Materials		\$7,999.00
Balance brought forward from 21/22	\$290,801.00	
Grant received in 22/23	\$0.00	
Total:	\$290,801.00	\$282,802.00
	Unspent Balance:	\$31,057.50

Report on the Use of the Grant for Sister School Scheme
2022-23 School Year

學校名稱：	迦密中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	黃美施

本學年已與以下內地姊妹學校進行交流活動：

1.	西安市第一中學
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

甲. 管理層面（已舉辦）

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input 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 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 type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input 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 checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面（未有舉辦）

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input 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 type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input 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 type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面（未有舉辦）

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 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 type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input 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 type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input 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 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（未有舉辦）

(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 type="checkbox"/>	描述	編號	<input 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 type="checkbox"/> 未能達到
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監察/評估方法如下：

編號	<input 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 type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input 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 checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 43992
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 type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$9800
N6	<input 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\$
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\$ 53792
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
O6	<input checked="" type="checkbox"/>	其他(請註明)： 因為疫情已緩和，本校管理人員今年到訪西安一中，先與一中的校長和老師聯繫，同時計劃明年組織同學到西安一中進行交流活動。

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	_____總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	_6_____總人次

Report on the Use of Life-wide Learning Grant 2022-23 School Year

Category L: to organize /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 ^a	Domain (Please select all that apply to the activity as appropriate)	Evaluation Results	Desired Learning Experiences (Please put a "✓" if the appropriate boxes are ticked or no option can be selected.)				
			Level	Number of Participants						Intellectual Development (civically related work experience)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experience
1-1	Geography													
1	Field trip for H20 Geography students	Oct.2022& Apr.2023	S4-S6	46	\$13917.50	\$299.95	H, F2	Geography	Students found hands-on experience more effective than research, interesting & enhanced learning	✓	✓	✓		
2	S3 Biology field trip	April 4, 2023	S3	43	\$5861.40	\$136.31	H, F2	Science		✓				
3	Student-initiated/researcher-related activities	April 24, 2023	S1-S3	0	\$0.00	\$0.00		Science	More than 30 students joined in making their first video on activity	✓				
4	Inter-class Science Quiz	May, 2023	S1-S2	240	\$103.60	\$0.43	H	Science	Students participated actively and enjoyed the competition	✓				
5	STEM-related activities / competitions / classes	Year 20, 2023	S2	100	\$24000.00	\$240.00	H	Science	Students participated actively in the activities	✓				
6	Learning (and/or) managing training courses for international participants / activities / seminars / courses-related	All year around	S1-S6	670	\$1740.00	\$2.60	H	Science	Students participated actively in the activities	✓				
7	EKIS & POC Competitions	Nov2022	S3	6	\$400.00	\$66.67	H	Other is, please specify	Students appreciated that the competition is helped to develop their general skills in research, analysis, team-building, communication, creativity and problem-solving	✓				
8	EKIS & POC Academic Activities	Apr.2023	S1-S3	100	\$0.00	\$0.00		Other is, please specify	Students participated actively and also enjoyed the same benefits	✓				
9	EKIS & POC Visit	Year 20, 2023	S4-S5	23	\$1380.00	\$59.57	F2	National Security	Students were allowed to interact with their staff and ask questions about the technology and its impact on themselves, society and national security. This provided an opportunity for the students to apply their knowledge of EKIS, economics and CT to real-world situations and gain a deeper understanding of the role of technology in modern society.		✓			
10	Robotics Training and Competitions	All year around	S1-S3	120	\$46269.11	\$385.58	H, F2,F3,F7	Cross-Disciplinary (STEM)	Students actively participated in various competitions and activities related to STEM	✓				
11	English Debating Courses	Sept.2022 - July2023	S1-S5	8	\$13430.00	\$1678.75	English Language	English Language	Students got training in standard format of debating and the topic they discussed the rules of formal Chamberlain Goodwill Round-robin	✓				
12	English Drama Workshops	Sept. 2022 - July, 2023	S2-S5	3	\$0.00	\$0.00	M L	English Language	Students attended to enter drama workshops which were all form of change. They enjoyed the workshops	✓				
13	3rd English Bridging Course	July, 2023	S1 of 2023-24	120	\$5539.30	\$46.16	H, F7	English Language	Students enjoyed the course activities	✓				
14	English Infrared Activities	Sept.2022 - July, 2023	S1-S6	670	\$1934.00	\$2.89	H	English Language	Students liked the gifts brought for the activities	✓				
15	English Ambassador theme week-end activities	Sept.2022 - July, 2023	S1-S6	670	\$2000.19	\$3.00	H	English Language	Students enjoyed the theme-week-end activities more by active participation	✓				
16	English Speech Festival 2022	Nov 2022 - Dec. 2022	S1-S6	62	\$9330.00	\$150.48	H	English Language	Students participated actively in the festival. Most of them participate in entered the school's speaking competition and got the Certificate of Merit	✓				
17	English Drama Appreciation	Nov. 2022 - Nov., 2023	S2-S5	20	\$0.00	\$0.00	M L	English Language	Students participated in enter drama plays which were all form of change. They loved the drama played and had fun	✓				
18	公民社會發展與活動 / 啟程	December, 2023	S4-S5	100	\$146.50	\$1.46	H	Constitution and the Basic Law	Students were encouraged to join the book handovers with small gifts	✓	✓			
19	History visit and workshops	Oct. 2022 - Jul, 2023	S1-S3	72	\$18340.00	\$254.72	H, F2	History	Students were alternative and showed interests during the activity	✓	✓			
20	S3 Inter-class Spanish Competition	May, 2023	S3	120	\$0.00	\$0.00	M L	History	Students had good playing attitude throughout the preparation and their performance reflected a thorough understanding of the historical figures as well as the usage of language features	✓	✓			
21	International Mathematics Competitions	/	/	/	\$0.00	\$0.00	M L		Competitions participated are all form of change in 2022-23					
22	STEM Skills Assessment and Guidance Activities	All year around	S1 - S5	550	\$853.50	\$1.55	F7	Cross-Disciplinary (STEM)	Students participated actively in the activities	✓				
23	Subject Performance Activities	All year around	S1-S6	670	\$9187.50	\$13.57	H	Values Education	Students participated actively in the activities		✓			
24	Dancing with Music (Musical Movement)	All year around	S1-S3	30	\$10300.00	\$343.33	F3	Arts (Music)	Packaging the importance of performing			✓		
25	台灣與香港通商	2023年5月29日	S2	24	\$4800.00	\$200.00	H	History	透過歷史背景來了解，以古今對比來認識古蹟，體會了歷史的意義和重要性，亦擴大了學生對中國歷史的了解。	✓				
26	中一級歷史科專題講座	2023年5月27日	S1	120	\$147.00	\$1.23	H	History	歷史專題講座，學生投入，學習愉快。	✓				

27	普通話科統籌活動	All year around	51-56	670.00	\$0.00	\$0.00	HL	Chinese Language	2022-2023 普通話科共舉行了14次普通話日第一堂中一級同學會，透過有條不紊，2022-2023年度普通話日於課餘時間內，特別以初中同學為對象，向老師會面不少學生在課餘時間普通話日會，同學會方面，學生存在於會面中，獲得了金獎證書的普通話詞匯英文詞，並用了他們所學普通話的詞匯來造句。	✓				
28	中國語文科統籌活動	All year around	51-56	670.00	\$20625.00	\$0.40	H	Chinese Language	2022-2023 中國語文科以全方加強發展與安排了不單於普通話，更包括中國文學與歷史，中二級中國語文同學會，中三級國語與電子語文，兩堂內包括，中國，中國歷史與文學，學生在課堂中，透過用了學生所學中國文化知識，也獲得了學生所學國語證書。	✓				
29	Student Directed Activities	All year around	51-56	670	\$5507.10	\$4.94	H	Cross-Disciplinary (Other is)	Students were positive that students could engage in subject related activities themselves and many students could participate in the activities.	✓				
30	Leadership Development Programme	Oct, 2022 - Jan, 2023	54-5	40	\$2300.00	\$62.50	H	Leadership Training	The Leadership Development Camp is postponed to the summer 2024 as more time is needed for the completion of student leaders to prepare for a well-planned programme.	✓				
31	Student Directed Interest Groups	All year around	51-5	50	\$250.00	\$7.37	H	Leadership Training	Drawing equipment are bought for the sharing session organized by the Visual Arts Club, attended by around 20 students in the Robotics/IT Club.			✓		
32	Sports competitions	All year around	51-6	130	\$155,826.00	\$22.17	H, P3	Physical Education	Students participated actively and performed well in the competition.		✓	✓		
33	Volleyball for male (School Volleyball) competitions	All year around	51-6	30	\$8277.00	\$254.97	H, P3	Physical Education	Students participated actively and keep improving in the competition.		✓	✓		
34	Scout, Volunteer, Pupils and Pals/Leader Training Camp	Dec 2022 - Jan 2023	51-3	33	\$8570.00	\$132.00	H, P2	Leadership Training	Scout Leaders had good training especially in leadership skills.		✓			
35	Scout, Basic Training Camp	Feb-Mar 2023	51-4	30	\$14036.00	\$176.00	H, P2	Leadership Training	Scout are among the activities and learn more about scout pursuit.		✓			
36	Scout, Advanced Training Camp	July 17-19, 2023	51-6	30	\$17313.00	\$222.70	H, P2	Leadership Training	Scout participated actively and had fun.		✓			
37	Robotics Group	Sept, 2022 - Jan, 2023	51-3	20	\$1960.00	\$75.44	H	Arts (Other is)	Students were engaged in the activities.				✓	
38	Orchestra Learning	All year around	51-3	53	\$6100.00	\$1,626.52	P3	Arts (Music)	Students participated actively and gained experience.				✓	
39	Orchestra Performances/ DMA Competitions	Sept 2022 - May 2023	51-3	16	\$1760.00	\$110.00	H, P3	Arts (Music)	Students were satisfied with their achievement and gained experience.				✓	
40	Students' Fire (Choir, Handbell) Handbell	All year around	51-6	30	\$7715.00	\$254.15	P3	Arts (Music)	Students were actively participating.				✓	
41	Music related activities materials	All year around	51-6	30	\$29930.00	\$574.50	H	Arts (Music)	Students were actively participating.				✓	
42	All school music Competitions	All year around	51-6	30	\$13339.35	\$192.00	H, P2	Arts (Music)	Students were engaged in the activities.				✓	
43	Orchestra Learning	All year around	51-6	60	\$8000.00	\$1,301.55	H, P3	Physical Education	Students participated actively and had fun.		✓	✓		
44	Boys' Training Class	All year around	51-3	13	\$3000.00	\$555.55	P3	Physical Education	Students participated actively and had fun.		✓	✓		
45	Drama appreciation	All year around	51-3	54	\$5400.00	\$100.00	H	Arts (Other is)	Students enjoyed the drama performance and they found the stories very relevant to their life.		✓	✓		
46	Drama team	All year around	51-3	20	\$8330.00	\$412.55	H, P3, P7	Arts (Other is)	Students enjoyed the experience and they have developed self-confidence, creativity and communication skills. They have gained new friendships.		✓	✓		✓
47	OH Microfilm competitions	All year around	51-3	20	\$10120.00	\$306.00	P3, P3	Arts (Other is)	Students have learned some videography skills and actively participated in a short film competition.		✓	✓		✓
48	Online Education Conference	Sept 2022	51-6	110	0	\$0.00	HL	Values Education	Around 100 teachers and students join the conference (11-3 online, 16 face to face).		✓			
49	Activities encouraging students to read the Bible	All year around	51-6	13	\$1060.20	\$124.01	H	Values Education	Around 13 students actively participate in reading devotion.		✓			
50	Christmas Fellowship	All year around	51-6	50	\$5336.40	\$26.15	H, P3	Values Education	A committee is formed by a group of dedicated 14 students. Participants actively participate in fellowship activities and group sharing.		✓			
51	St. George's Camp	Jan 12-20, 2023	51	110	\$7160.00	\$26.73	H, P3, P7	Values Education	Students enjoyed the camp and they have got reflections on team building as well as the importance of the Gospel in their lives.		✓			
52	Ministry Camp	Aug 5-6, 2023	52-3	40	\$13554.00	\$519.46	H, P2, P3, P7	Values Education	The camp helped students (50 12-14 members and 12 15-18 members) to be committed Christians, welcoming Jesus into their lives.		✓			
53	Go get Well	Oct 5-7, 2022	51-6	670	\$2440.00	\$5.66	H, P3	Values Education	Students were well engaged throughout the activities and they learned more about the gospel as well as their teacher's lives sharing.		✓			
54	Worship Festivals	Apr 17-20, 2023	51-6	670	\$340.00	\$0.31	H	Values Education	Students were well engaged throughout the activities and they were orderly involved in the sessions of writing words of witness to themselves for the day assembly.		✓			
55	Worship Service	May 20, 2023	51-6	670	\$0.00	\$0.00		Values Education	The assembly was organized by Church and students participated actively.		✓			
56	Small Group Ministry	All year around	51-6	146	\$5739.20	\$23.73	H	Values Education	The new 23 groups and students enjoyed having small groups with teachers.		✓			

93	Career/Entry Scheme	Oct 2022-Mar 2023	34-3	22	\$12,100.00	\$305.00	H, P2	Values Education	Students self-understanding and awareness of mental health standard		✓			
96	Post-exam OLT Days	July 2023	35	104	\$11012.00	\$103.38	H	He is, please specify: Interdisciplinary	Students: a trip to Ma Wan and a exchange with Hong Kong. Students gained exposure to different types of activities and outdoor activities		✓	✓	✓	
97	Yoga	OLT	34	100	\$3000.00	\$30.00	I2, P3	Physical Education	Students actively involved in the activities and enjoying the process		✓	✓		
98	Big Band	OLT	33	98	\$6720.00	\$68.37	I2, P3	Physical Education	Students actively involved in the activities and enjoying the process		✓	✓		
99	Learn Bands	OLT	343	52	\$8131.04	\$24.72	I2, P3	Physical Education	Students actively involved in the activities and enjoying the process		✓	✓		
100	Swimming	OLT	343	52	\$3000.00	\$175.00	I2, P3	Physical Education	Students actively involved in the activities and enjoying the process		✓	✓		
101	Friday 5K – Jovis	Oct 2022-Mar 2023	31-6	670	\$4000.00	\$6.00	H	Values Education	This program offers a diverse range of activities throughout the year, providing opportunities for socialization and relaxation with friends and fostering a positive and supportive school community		✓			
102	Music Drum Class	OLT	34-3	40	\$4200.00	\$105.00	P3	Arts (Music)	Students enjoy playing an musical instrument after play			✓		
103	Guitar	OLT	34-3	40	\$2500.00	\$62.50	P3	Arts (Music)	Students actively participating in class			✓		
104	Big Band	OLT	33	22	\$7230.00	\$329.55	P3	Arts (Music)	Students enjoy playing pop song with classmates			✓		
105	Swat training and martial art	OLT	33	16	\$2200.00	\$200.00	P3	Arts (Other is)	Encourage exercise and a little students			✓		
106	Martial Kung fu	OLT	34	40	\$1000.00	\$40.00	P3	Physical Education	Encourage will be hold a school year 2023-24			✓		
107	Aerobic	OLT	33	40	\$6200.00	\$155.00	P3	Physical Education	Encourage will be hold a school year 2023-24			✓		
Please insert row above if the space provided is insufficient.)														
Sub-total of Item 1.1				20,558	\$1,617,672.47									
1.2	Non-School Activities: To organize or participate in local exchange activities or non-local competitions for broader students' interests													
1	Non-School Competitions	All year round	31-33	13	\$76,289.12	\$5,868.34								
2														
3														
4														
Please insert row above if the space provided is insufficient.)														
Sub-total of Item 1.2				13	\$76,289.12									
Expenses for Category 1				20,571	\$1,693,961.59									

Category 2: To secure equipment, consumables or learning resources for cross-curricular wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Photography Club	H.A.	\$0.00
2	Scout	Scout Training	\$25,232.00
3	Hong Kong Olympiad Training and Competitions	ICF/STPM	\$4,300.00
4	Online Programming and Development	ICF/STPM	\$0.00
5	STEM Equipment	STPM	\$62,993
Please insert row above if the space provided is insufficient.)			
Expenses for Category 2			\$92,525.00
Expenses for Categories 1 & 2			\$1,803,908.59

Category 3: Number of Student Benevolence

Total number of students in the school	670
Number of student beneficiaries	670
Percentage of students benefiting from the Grant (%)	100%

Name of Contact Person for LWL	Dr. HO YUE IAN
Post of Contact Person for LWL	Principal

*Input using the following codes, more than one code can be used for each item		
11	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	16 Items for students attend courses, activities or training organized by the school or organization recognized by the school
12	Tuition/ tuition fees	17 Purchase of equipment, instruments, tools, drivers, consumables
13	Fees for non-local exchange activities/competitions (students)	18 Purchase of learning resources (e.g. educational software, etc.)
14	Fees for non-local exchange activities/competitions (including teachers)	19 Other (please specify)
15	Fees for long-term/professional/coaches	

**Report on the Use of the School-based After-school Learning and Support Programme
2022-23 School Year**

A. The number of students (count by heads) benefitted under the Grant is 12 (including A. 3 CSSA recipients, B. 4 SFAS full-grant recipients and C. 4 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						
Learning skill training	3	0	4	100%	1/9/2023 – 31/8/2023	3,720.00	Test result		
Languages training	2	0	2	100%	1/9/2023 – 31/8/2023	1,056.00	Observation		
Tutorial service	0	4	0	100%	1/9/2023 – 31/8/2023	13,105.00	Interview		
Total no. of activities:									
@No. of man-times	5	4	6		Total Expenses	17,881.00			
**Total no. of man-times	15								

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						

D. Comments on the project conducted

Problems/difficulties encountered when

implementing the project (You may tick more than

☐

one box)

☐☐

unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant); difficult to select suitable non-eligible students to fill the discretionary quota;

eligible students unwilling to join the programmes (Please specify:_____);

☐☐☐

the quality of service provided by partner/service provider not satisfactory; tutors inexperienced and student management skills unsatisfactory;

☐☐☐

- ✓ 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; Others (Please specify):_____

加強支援非華語學生的中文學與教
額外撥款

學校名稱	:	<u>迦密中學</u>		
學校註冊編號	:	<u>135968 (6 位數 SCR N)</u>		
學校電話號碼	:	<u>27149385</u>		
學校傳真號碼	:	<u>27620275</u>		
總統籌人員姓名	:	<u>蔡楊鎮嘉</u>		
總統籌人員職位	:	<input type="checkbox"/> 副校長 <input checked="" type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師		
		<input type="checkbox"/> 其他 (請說明):		

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員於 2022/23 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- ☒ 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- ☐ 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- ☐ 其他(請說明):

(2) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校於 2022/23 學年：

- ☒ (a) 已安排他們參加的相關培訓如下（可選多於一項）：
- ☒ (i) 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
 - ☐ (ii) 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - ☐ (iii) 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
 - ☐ (iv) 教育局支持香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」

- ☐ (v) 校內中文科教學人員同儕觀課，進行專業交流，分享心得
- ☐ (vi) 校內中文科教學人員共同備課，調適教學策略和教學內容等
- ☐ (vii) 其他(請說明): _____

☐ (b)未有安排他們參加相關培訓，原因是（可選多於一項）：

- ☐ (i) 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
- ☐ (ii) 本校在照顧非華語學生的中文學習方面已有足夠經驗。
- ☐ (iii) 其他(請說明): _____

或

(3) 評估非華語學生的中文學習需要

本校於 2022/23 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input type="checkbox"/> 已採用教育局為學校提供的《評估工具》。 <input checked="" type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input checked="" type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他（請說明）：_____
(b)	<input type="checkbox"/> 已實施教育局為學校提供的「學習架構」。 <input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input checked="" type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____

(4) 安排非華語學生考取合適的中國語文資歷

於 2022/23 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的 非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試			
(b)	香港中學文憑考試應用學習中文 (非華語學生適用)			1
(c)	普通教育文憑試 (GCE) 高級程度 (A-Level)			
(d)	普通教育文憑試 (GCE) 高級補充程度 (AS-Level)			
(e)	國際普通中學教育文憑 (IGCSE)			
(f)	綜合中等教育證書 (GCSE)			

(二) 運用額外撥款提供校本支援措施

- (5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2022/23 學年獲提供的額外撥款 ☒153,769 元／ ☐307,500 元，以及 2021/22 學年額外撥款累積餘額¹（如適用） 92,050 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2021/22 學年學校報告」的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施			運用 額外撥款	整合 其他資源 ²
(a)	<input type="checkbox"/>	聘請額外員工 ³ （請於第(6)(a)項提供補充資料）		
		<input type="checkbox"/> 教學助理 () 名	\$	<input type="checkbox"/>
		<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
		<input checked="" type="checkbox"/> 教師 (0.3) 名	\$166,450	<input type="checkbox"/>
			請以小數表示（如適用）	
(b)	<input checked="" type="checkbox"/>	購買促進非華語學生學習中文的教學資源 （請於第(6)(b)項提供補充資料）	\$16799.4	<input type="checkbox"/>
(c)	<input checked="" type="checkbox"/>	僱用專業服務（請於第(6)(a)項及／或第(6)(c)項提供補充資料）		
		<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
		<input checked="" type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$9000	<input type="checkbox"/>
		<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
		<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/>	由學校籌辦的推廣共融校園活動 （請於第(6)(c)項提供補充資料）	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/>	其他（請說明）：	\$	<input type="checkbox"/>
運用額外撥款總支出 <input type="text" value="C"/> [(a) + (b) + (c) + (d) + (e)]			\$192249.4	
（請注意：運用額外撥款總支出 <input type="text" value="C"/> 應小於或等於 <input type="text" value="A"/> 及 <input type="text" value="B"/> 的總和）				

¹ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

² 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

³ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(5)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

(請注意：上述額外撥款開支必須與學校有關學年／財政年度經審核周年帳目的相關項目一致)

- (f) 2022/23 學年完結時，本校的額外撥款累積結餘為 \boxed{D} \$53569.6 元 $[\boxed{A} + \boxed{B} - \boxed{C}]$ ，
累積結餘佔 2022/23 學年額外撥款的百分比為 35 % $[\boxed{D} \div \boxed{A} \times 100\%]$ 。

只供額外撥款的餘額 \boxed{D} 累積至高水平（70%或以上）的學校填寫

2022/23 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因： _____

(ii) 改善建議／下學年運用額外撥款餘款的計劃： _____

(6) 本校於 2022/23 學年的校本支援措施詳情如下：

(a)	本校已聘請額外員工／調配人員／僱用專業服務，負責以下工作：	
<input checked="" type="checkbox"/>	提供中文科的課堂支援：(可選多於一項)	
<input checked="" type="checkbox"/>	抽離學習 (年級：中一級、中五級、中六級)	
<input type="checkbox"/>	分組／小組學習 (年級：_____)	
<input type="checkbox"/>	協作／支援教學 (年級：_____)	
<input type="checkbox"/>	發展校本中國語文課程及／或調適學與教材料 (年級：_____)	
<input type="checkbox"/>	其他(請說明：_____)(年級：_____)	
<input checked="" type="checkbox"/>	提供其他支援：(可選多於一項)	
<input type="checkbox"/>	中文學習小組 (年級：_____)	<input type="checkbox"/> 暑期銜接課程 (年級：_____)
<input type="checkbox"/>	中文銜接課程 (年級：_____)	<input type="checkbox"/> 伴讀計劃 (年級：_____)
<input type="checkbox"/>	朋輩合作學習 (年級：_____)	<input type="checkbox"/> 導讀學習 (年級：_____)
<input checked="" type="checkbox"/>	其他(請說明：中文課後補習) (年級：中一級)	
<input checked="" type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(6)(c)項提供補充資料)	
<input type="checkbox"/>	其他(請說明：_____)(年級：_____)	

(b)	本校已購買促進非華語學生學習中文的教學資源，詳情如下： （請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等）	
	<u>教學資源</u>	<u>年級</u>
	(i) 適合非華語學生程度的中文圖書	中一級、中五級、中六級
(ii) 智愛中文平台	中一級、中五級、中六級	(c)
本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：		
（請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務）		
(i) 舉辦推廣共融校園／多元文化的活動 （請簡述活動如何推廣共融校園／多元文化）		
<div style="display: flex; justify-content: space-between;"> <div> 1. 活動內容： <u>推廣中國文化早會</u> ➤ <input checked="" type="checkbox"/> 由學校籌辦 / <input type="checkbox"/> 僱用專業服務或與機構協辦 ➤ <input type="checkbox"/> 使用此額外撥款 / <input checked="" type="checkbox"/> 沒有使用此額外撥款 </div> <div style="text-align: right;"> 年級：中一級、中五級、中六級 </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div> 2. 活動內容： <u>推廣中華文化短周會</u> ➤ <input checked="" type="checkbox"/> 由學校籌辦 / <input type="checkbox"/> 僱用專業服務或與機構協辦 ➤ <input type="checkbox"/> 使用此額外撥款 / <input checked="" type="checkbox"/> 沒有使用此額外撥款 </div> <div style="text-align: right;"> 年級：中一級 </div> </div>		
(ii) 加強與非華語學生家長的溝通和家校合作 （例如家長日、家長講座及家長教育活動等）（可選多於一項）		
<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 </div> <div style="text-align: right;"> 年級：中一級、中六級 </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 </div> <div style="text-align: right;"> 年級： </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調學好中文的重要性 </div> <div style="text-align: right;"> 年級：中一級、中 </div> </div>		

<input checked="" type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 <input type="checkbox"/> 其他（請說明：_____）	六級
	年級：中
	二級、中
	五級、中
	六級
	年級：

(三) 評鑑、問責及支援

(7) 在 2022/23 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2022/23 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> 提升教學人員教授非華語學生中文專業能力 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 促進非華語學生的中文學習進度 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 提升非華語學生學習中文的信心和態度 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(ii) 建構共融校園（可選多於一項）

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 推廣共融校園的成效 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(8) 本校已備妥以下文件：

- (i) 本校已在 **2023 年 11 月 30 日或之前**，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2022/23 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。現隨學校報告夾附本校的中、英文版本學校支援摘要（見附件二），以供教育局備考；以及
- (ii) 本校已在 **2023 年 11 月 30 日或之前**，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。

☐ 請在適當的方格內加上「√」號

現隨學校報告夾附有關電腦頁面截圖（見附件二），以供教育局備考。

校監簽署：_____

:關繼祖博士

校監姓名：_____

日期：_____



Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Name of School: Carmel Secondary School

Our school was provided with additional funding by the Education Bureau in the 2022/23 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2022/23 school year (one or more options can be selected)#:

- ☒ Appointing 0.3 additional teacher(s) and 0 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>S1, S5, S6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>S5 to S6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading |

) (Level(s): _____)

- ☒ Others (please specify): Self-directed e-learning platform, After-school Chinese tutoring

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- ☒ Translating major school circulars/important matters on school webpage
- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
Chinese culture morning assembly, Chinese culture short assembly.
- ☒ Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):
Learning Without walls, extracurricular activities such as basketball team, debating team.
- ☐ Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- ☒ Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- ☒ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- ☒ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ☐ Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Choi Yeung Chun Ka at 27149385.

- ☒ 翻譯主要學校通告／學校網頁的重要事項
- ☒ 舉辦促進文化共融／提高多元文化及宗教敏感度的活動(請說明)：

推廣中國文化早會、推廣中國文化周會

- ☒ 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）(請說明)：

全方位學習日、課外活動例如籃球隊、辯論隊

- ☐ 其他措施（請說明）：

(6) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）
#：

- ☒ 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- ☒ 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性
- ☒ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊

- ☐ 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 27149385 與蔡楊鎮嘉老師聯絡。