



Carmel Divine Grace Foundation Secondary School
迦密主恩中學

ANNUAL SCHOOL REPORT

2023-2024

Ace Your Studies
Ignite Your Talents



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Our School

A. Brief History and Mission

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

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

B. Management and Organization

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

The IMC members for the school year 2023-2024 were:

Mr. Lour Tsang Tsay, Lawrence	Sponsoring Body Manager (Supervisor)
Mr. Chu Fun Wing, PMSM	Sponsoring Body Manager
Dr. Fung Ka Shun, Samuel	Sponsoring Body Manager
Dr. Lau Chu Kwong, Matthew	Sponsoring Body Manager (Treasurer)
Mr. Cheung Chik Ting	Sponsoring Body Manager
Prof. Wong Hoi Ying	Sponsoring Body Manager
Ms. Yau Ho Chun, Nora, MH, JP	Sponsoring Body Manager
Dr. Wong Wing Sze, Janice	Alternate Sponsoring Body Manager (Secretary)
Mr. Cheung Kai Hung	Independent Manager
Mr. Chui Ka Yin, Jerry	Principal, Ex-officio Manager
Mr. Chan Chun Ho	Teacher Manager
Ms. Ma Yuk Mei, Miranda	Alternate Teacher Manager
Ms. Lui Man Yee	Parent Manager (<i>until 12 June 2024</i>)
Mr. Leung Kam Po	Parent Manager (<i>from 13 June 2024</i>)
Ms. Ng Betty	Alternate Parent Manager
Mr. Yiu Cho Yam	Alumni Manager (<i>until 5 June 2024</i>)
Ms. Tam Cho Hei	Alumni Manager (<i>from 6 June 2024</i>)

2. There were 56 teaching staff members (including the Principal), 2 associate teachers, 1 teaching assistant, 1 student counsellor, 3 laboratory technicians, 1 school librarian, 7 clerical staff, 1 IT technician and 9 janitors.

3. Qualifications of Principal and Teachers

- i. 56 (100%) obtained bachelor's degrees;
- ii. 29 (51.7%) obtained master/doctorate degrees;
- iii. 55 (98.2%) received formal teacher training;
- iv. 30 (53.6%) received special education training.

4. Teachers' Teaching Experience

Teaching Experience	Percentage of all Teachers (%)
0 – 4 years	21.4
5 – 9 years	17.9
10 years or above	60.7

5. Classes

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

Achievements and Reflection on Major Concerns

The school year 2023-2024 was the second year of the three-year school development cycle (2022-2025). This year's school theme, which was set in line with the school's major concerns, was "Ace Your Studies, Ignite Your Talents (活學篤行，展耀才能)".

With God's grace and guidance and the collective efforts of all staff members, most of the proposed tasks and strategies were successfully executed. Students reaped significant benefits from a variety of enriching learning experiences, both within and beyond the classroom, culminating in outstanding and extraordinary outcomes. Below is a summary of the school's self-evaluation on the two major concerns.

Priority Task 1:

Maximising students' learning outcomes through quality learning and teaching

Achievements

A. Promoting active learning inside the classroom

1. Promoting active, deep learning in the classroom has become a focal point across various subjects, with significant strides made in enhancing student engagement and self-directed learning. Factual content was assigned for students to learn outside the classroom, which created more time for student-centered activities during class. In general, students have become more confident and self-directed in discussions and learning activities. In particular, science subjects have capitalised on this approach, allowing for increased time dedicated to hands-on experiments, which fostered active and engaging learning experiences.
2. Scaffolding strategies have been adopted to support student learning across subjects. Key initiatives included vocabulary lists, guidelines and frameworks, guided writing exercises, and collaborative techniques such as think-pair-share and jigsaw groups which encouraged peer interaction and collaborative learning. Students could generally grasp challenging content and accommodate various learning needs, fostering a more inclusive classroom environment. Some subjects such as History and Economics encouraged students to design their own questions, while English Language integrated generative Artificial Intelligence (AI) into learning tasks. Chemistry focused on problem-solving scenarios, allowing students to apply their knowledge in practical contexts. These innovative strategies have been reported to enhance comprehension and promote active engagement within the classroom.
3. According to the results of the year-end student survey, a majority of students reported feeling engaged and actively participating in lessons (89%) and an increase in self-confidence through their learning experiences (76%). 87% expressed confidence in their ability to improve performance with sufficient effort, signaling a shift towards a growth mindset. These findings underscore the positive outcomes stemming from teachers' efforts to foster an engaging learning environment.
4. The integration of online platforms and applications has further promoted collaboration and provided valuable revision materials. The most utilised platforms, LoiloNote, Google Classroom, and Kahoot, significantly enhanced classroom interaction. Students were encouraged to contribute during various activities, and teachers provided instant feedback with the sharing function of the platforms. Moreover, an increasing number of subjects made revision and enrichment materials available online, with 90% of students finding these resources useful for their studies in the year-end survey, up from 87% in the mid-year evaluation.

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

1. Subject departments actively encouraged students of varying abilities to participate in external competitions and engage in subject-related activities outside the classroom. This initiative has yielded positive results, with 89% of students reporting that they were provided opportunities for these enriching experiences in the year-end survey, a slight increase from 86% in the mid-year evaluation. This engagement not only broadened students' learning horizons but also helped develop skills such as collaboration, teamwork, resilience, and problem-solving.
2. The Life-Wide Learning Day, successfully held in May 2024, proved to be a significant event in connecting classroom learning to real-world situations. Students engaged in hands-on, experiential learning activities that complemented their classroom learning. By participating in various workshops and activities, students were able to apply theoretical knowledge in practical contexts across curriculums, thereby deepening their understanding of the material. Most students indicated that the Day enhanced their appreciation for the relevance of their studies beyond the classroom.
3. Scheduled for the post-exam period in July 2024, the CDG Learning Fair provided a platform for students to showcase their exemplary work. Different subject panels arranged displays of student projects, allowing them to explain their work to fellow classmates. Students' self-confidence as well as communication and presentation skills were enhanced as they shared their work with their fellow schoolmates.

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

1. Subject departments integrated differential instruction techniques to accommodate diverse learning needs. Some lesson designs featured a variety of engaging activities, including quiz competitions, role plays, moot court debates, simulation games, classroom museums and case studies. These activities promoted active participation and higher-order thinking skills. Notably, some teachers adopted different pedagogies tailored to classes of varying abilities, further enhancing the learning experience for all students. A significant 85% of students indicated that the differential activities conducted in class successfully increased their learning interest.
2. Assignments of varying difficulty levels were given to students of diverse abilities. Some subjects included challenging and bonus questions, while some others allowed students to select tasks that matched their interests and abilities. Tiered assignments were implemented in certain subjects, promoting a personalized approach to learning. Moreover, assignments were designed to develop essential generic skills such as critical thinking, problem-solving, communication and research skills. The diversity in format of assignments, which included drama productions, book reports, comic-strip designs, cooking projects, question designs, poster designs, reflection packages, experiment designs, and radio dramas, provided students with opportunities to showcase their creativity and practical skills. This resulted in 89% of students agreeing that the assignments provided by teachers were helpful in understanding their learning progress.
3. Individual conferences proved to be a valuable tool for personalised interaction between teachers and students. These one-on-one meetings allowed teachers to identify and address each student's unique learning needs and any non-academic challenges. Moreover, small group conferences for S.6 students, even during study leave, ensured that diverse abilities within groups were effectively supported. Over 90% of students expressed agreement that they could make improvements based on the feedback provided by their teachers. This reflects the effectiveness of the feedback in facilitating student learning and growth.

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

1. Throughout the school year, a variety of co-curricular activities and interdisciplinary collaborations were successfully conducted:
 - Inter-Class History Contest: Chinese History and History Departments collaborated on this event, fostering a competitive yet educational atmosphere for students to learn Chinese History and History together.
 - Cheongsam and Tea Art Workshops: Chinese History Department partnered with Chinese Language Department and Home Economics Department to organise a “Cheongsam” workshop and a “Tea Art” workshop, integrating Chinese culture with practical skills.
 - Top Ten News Election: Initiated by Citizenship and Social Development Department and involving other PSHE subjects, this project encouraged students to engage with current events critically.
 - Chinese Culture Day: This event, featuring contributions from Chinese Department, Citizenship and Social Development Department, and Chinese History Department, focused on traditional Chinese cuisine, bridging cultural knowledge with culinary skills.
 - Farm Visit and Storytelling Event: Social Studies collaborated with Geography Department and History Department for these activities, providing students with experiential learning opportunities.

These diverse activities not only fostered cross-curricular learning but also provided valuable real-world experiences which enhanced students’ engagement and understanding.

2. S.2 students were assigned a co-curricular project that explored the intangible cultural heritage of Hong Kong, involving Social Studies and History Departments. This project allowed students to discover and document various cultural elements, enabling them to apply essential generic skills such as research, analysis and communication. The hands-on nature of this project encouraged students to connect classroom learning with their cultural surroundings, reinforcing the importance of preserving local heritage.
3. A PSHE meeting held in mid-February focused on brainstorming ideas for additional interdisciplinary collaborations for the upcoming academic year. Another meeting was convened to discuss the coordination of subject areas in preparation for the introduction of the new Citizenship, Economics, and Society subject. These meetings were significant in refining the curriculum and enhancing collaborative efforts among different subjects.

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

1. The application for QEF (Dedicated) Funding for the renewal of the school library was approved, marking a significant step toward enhancing the learning environment. The design for the library renovation was submitted to the Education Bureau for approval and the renovation was expected to commence in the 2024-2025 school year. This renovation would create a more inviting and resource-rich space that encourages students to engage with reading materials.
2. To promote information literacy, information literacy books specifically for S.1 students were introduced, providing foundational skills in navigating information sources. Moreover, a fact-checking workshop was organised in collaboration with Computer Studies Department in April for S.2 students to raise their awareness about the importance of critical evaluation of information, an essential skill in today’s digital age. These initiatives underscored the school’s commitment to equipping students with the skills necessary to discern reliable information and foster informed decision-making.
3. Various subjects have implemented tailored initiatives to promote reading:

- Library Tours: Organized for junior form students, these tours allowed students to explore library resources and understand how to utilize them effectively.
- School-Based Reading Award Scheme: Some subjects integrated their reading initiatives into this scheme, motivating students to engage in regular reading practices.
- Subject-Related Articles: Incorporation of news clippings and articles relevant to the curriculum provided students with real-world context, enhancing their understanding of subject matter.

These efforts have broadened students' knowledge and fostered a deeper connection between their reading experiences and classroom learning.

4. The school library's thematic book display, aligned with the Chinese Culture Day event, was a collaborative effort involving the Chinese Language, English Language, Chinese History, Citizenship and Social Development, and Economics Departments. This initiative not only promoted reading but also celebrated cultural awareness, allowing students to explore literature related to Chinese culture and heritage and enhancing their national identity.

F. Strengthening Values Education in the school curriculum

1. The values education elements with the EDB's Values Education (Pilot) Curriculum were included across all subject curricula. There was an increase in initiatives across departments to incorporate the twelve priority values into classroom teaching.

Reflection

1. Our initiatives aimed at enhancing self-efficacy among students have yielded encouraging results. To further nurture students' learning confidence and promote active engagement, the school is committed to sustaining these efforts while leveraging emerging innovations in educational technologies and pedagogical practices.
2. We continued our commitment to promoting active learning across all classrooms. In order to create class time for deep learning in the classroom, some simple and direct learning materials were flipped for students' self-study. However, while students have adapted to the pre-lesson tasks, it is crucial that teachers provide appropriate follow-ups to check their understanding and consolidate their learning so that students can fully grasp the material and connect it to classroom activities.
3. As we assess our current reading programmes and their impact on student engagement and literacy, the proposal to enhance our efforts by implementing morning reading sessions and expanding the extensive reading programme to include all junior students warrants serious consideration.
4. In addition, we have made significant strides in integrating priority values and various aspects of national security education into the curriculum across different subjects. To ensure that students consistently receive reinforcement of these values and awareness of national security, we will continue to review and refine its instructional content and curriculum in accordance with EDB requirements.
5. To support the ongoing professional development of our teaching staff, we have introduced a variety of initiatives. We will also explore additional measures to foster professional exchanges and collaboration within and across subject panels, ensuring that we meet our educational targets effectively.
6. Our talent bank is set to be refined and incorporated into the newly developed school portal. This enhancement will further support the identification and nurturing of student talents and abilities, aligning with the goal of catering to diverse learning needs.

Priority Task 2:

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

Achievements

A. Enhancing students' sense of accomplishment and self-confidence

1. To further promote Growth Mindset, relevant articles and resources were disseminated among teachers, accompanied by experience-sharing sessions organised during staff meetings. Morning and Day 4 assemblies focused on the principles of Growth Mindset and goal-setting skills, engaging students in practical activities, such as card-building games, to reinforce these concepts.
2. All S.1 students participated in at least one school team, while S.2 and S.3 students were involved in at least one extra-curricular activity. Approximately 98% of S.4 students held at least one leadership position. The introduction of new interest-based clubs, such as a cappella, cooking, Japanese language, digital art, K-pop dance, magic, and photography, sparked considerable enthusiasm among students. These clubs not only provided opportunities for students to explore their interests but also helped them expand their knowledge and perspectives, ultimately enhancing their self-confidence and fostering a positive attitude toward learning.
3. The newly established student-led initiative, "Start Up Your ECA," allowed students to plan and manage their own extra-curricular activities based on their interests. This initiative promoted leadership skills and teamwork, as students learned to collaborate, manage time, coordinate members, and solve problems. The response to this initiative was positive, with a large number of applications. Based on students' proposals, three student-led clubs for the upcoming year were selected: Mathematics Club, Wota-gei Club, and Graphic Novel Creators Guild.
4. The "Seed" leadership training programme invited 36 junior students to participate in leadership training and community service opportunities. By March, 33 students successfully completed the "Basic Leadership Course - Global Citizenship Education," demonstrating active participation and receiving commendations from the organising body.
5. The "Man vs Wild" event took place in November 2023, involving 27 students and 9 teachers in camping activities such as night walk and camp fire. The S.2 training camp held in March 2024 also provided students with opportunities to challenge themselves in various activities, guided by experienced instructors whose clear instructions bolstered students' confidence and resilience.
6. The implementation of "Smart Goals" during teacher-student conferences allowed for personalised support in setting both short-term and long-term goals. These conferences, increased from one to two this year, provided essential feedback and encouragement, helping students recognize their efforts and progress.
7. The annual awards ceremony and outcome sharing of the "Be a Better Me Challenge" scheme conducted in January highlighted the outstanding achievements of students who spent their long holidays exploring a new interest or skill. The scheme for 2024 summer further emphasised reflection and reporting on individual accomplishments, scheduled for collection at the start of the new school year.
8. The above initiatives aimed at fostering a sense of accomplishment among students have yielded positive results, as reflected in the end-of-year survey results. 86% of students agreed that the school helped enhance their sense of achievement through daily classroom activities

and extra-curricular programmes. Moreover, 79% of students felt that their participation in these activities contributes to an increased sense of accomplishment, while 84% reported a boost in self-confidence linked to their involvement.

9. The stakeholder survey indicated that 60% of students acknowledged the school's efforts in cultivating their leadership skills, particularly through training for roles such as class monitor and discipline officer. Moreover, 69% of students agreed that the learning opportunities provided by the school, including extra-curricular activities, have helped them develop interests and life skills.

B. Cultivating a flourishing school community

1. We implemented various strategies to further develop students' strengths and create a positive environment. For instance, S.1 students underwent a character strengths assessment at the beginning of the school year so that they could identify their own character strengths and make use of them to accomplish their goals. In addition, class teachers used language related to character strengths to help students develop their potential. A "Class Teacher Resource Library" was established with resources aimed at designing lessons focused on enhancing students' self-confidence. In March, a staff meeting was held to facilitate the exchange of ideas and experiences among teachers regarding these resources. Moreover, during Parents Day, arrangements were made for both parents and students to meet with their class teachers, which allowed teachers to effectively demonstrate positive reinforcement techniques in front of parents, thereby affirming students' strengths and encouraging positive feedback at home.
2. The school has also prioritised inclusive education by collaborating with organisations such as the Sand Painting Society. This partnership provided students, including those with special educational needs, the opportunity to work together on a sand painting performance, fostering focus and teamwork. Moreover, students with autism and attention-related challenges participated in programmes designed to enhance social skills and build friendships.
3. Throughout the year, various activities were organised to promote gratitude and positive reflection. For instance, the "My Heart, My Star" (我的心「星」) initiative encouraged S.1 and S.2 students to practise gratitude and savour experiences, culminating in a "Gratitude Wall" where students shared their thankful thoughts. The whole-school Friday afternoon prayer time was conducted after the last lesson, with the responsible teacher incorporating themes of gratitude, reflection, and supplication into their prayers. Each morning assembly also featured elements of thanksgiving, further enriching the school's spiritual atmosphere.
4. The school's educational psychologist successfully completed a workshop on stress management with students in S.5 and S.6. Utilising a stress assessment tool, the psychologist gained initial insights into the students' situations, and those exhibiting more severe stress levels were referred to their class teachers and/or professionals for further support. Moreover, S.1 and S.2 students participated in a programme focused on understanding and managing emotions, which helped them enhance their mental health and remain positive. Prior to EDB's announcement, the Guidance Committee organised our first Mental Health Day in November 2023, with a variety of activities designed to enhance the mental well-being of both students and teachers, fostering a more positive atmosphere within the school. In March 2024, the Guidance Committee collaborated with the Health in Mind Club to organise Mental Health Day II, which featured various activities reminiscent of a carnival, including booths for keychain making, collage crafting, mirror art, and a "Happiness Ferris Wheel," karaoke, alongside treats such as cotton candy, popcorn and ice cream. This festive format effectively conveyed themes of care and well-being.
5. We have placed a strong emphasis on values education. Monthly assemblies focused on themes such as responsibility, respect, and empathy were well-received, with students actively

participating and reflecting on these values. The introduction of the “National Knowledge” initiative aimed to share interesting facts about Chinese culture and achievements such as Chinese cuisines, Chinese festivals and our country’s achievements in science and sports, further enhancing students’ national identity and awareness.

6. Collaboration with external organisations has enriched students’ understanding of legal responsibilities. Workshops addressing issues related to youth crime, online safety, and the importance of lawfulness were conducted, significantly raising students’ awareness of their responsibilities as citizens.
7. Our sports teams continued to achieve impressive results this year. Notably, the Touch Rugby team, which had only been established for three years, excelled in the LCSD Inter-Secondary School Touch Championship 2024, securing 1st runner-up and 3rd runner-up positions of two different grades. Moreover, they earned the title of 2nd runner-up at the Inter-Secondary School Touch Championship 2023. Furthermore, our newly introduced sport in Physical Education lessons, golf, has shown remarkable promise. Students participated in the Jockey Club Kau Sai Chau Go Fun Junior Golf Programme Practical Module – Mini Game 2023/2024, where they achieved outstanding results, including the On Course (Stroke Play) Best Team and Grand Champion awards.
8. The initiatives undertaken to foster a flourishing school community have shown promising outcomes, as indicated by the end-of-year survey results. 85% of students agreed that the school supported their positive emotions through daily classroom activities and extra-curricular activities. Furthermore, 77% of students felt that their participation in these activities enhanced their positive emotional state. A strong sense of belonging was reflected in the fact that 89% of students expressed love for their classes and enjoyment of their school life.
9. In the stakeholder survey, 67% of students perceived the school as a caring environment, while 76% agreed that they helped each other and had harmonious relationships with their peers. 67% of students believed that the school fostered good character both inside and outside the classroom. The APASO evaluation results further supported these findings, with high Q-values indicating sense of satisfaction (school), school atmosphere (sense of belonging), moral awareness (importance), and national identity (all items).

Reflection

1. Reflecting on the recent initiatives undertaken in our school, it is evident that we are making significant strides toward fostering a supportive and flourishing environment for both students and teachers.
2. The expansion of our extra-curricular offerings has afforded students with more other learning experiences. By providing diverse platforms for students to showcase their talents and develop leadership skills, we are nurturing a sense of accomplishment and belonging. The initiation of new clubs and teams led by students themselves can further enhance their self-confidence and leadership skills.
3. Our recognition of the importance of mental health is crucial in today’s society, which is filled with negative influences and pressure. The survey results affirm our success in establishing a safety net for students; however, the introduction of more mental health programmes is necessary to ensure the well-being of students, parents and teachers, thereby fostering a thriving learning environment.
4. Our ongoing commitment to values education, particularly in strengthening national identity and respect for others, reflects our dedication to cultivating responsible and compassionate citizens.

Feedback and Follow-up

Learning and Teaching

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

- We remain committed to sustaining the initiatives aimed at enhancing self-efficacy among students while harnessing emerging innovations in educational technologies and pedagogical practices to further enrich the learning experience.
- To support the ongoing professional development of our teaching staff, the school has implemented a variety of initiatives designed to enhance their skills and expertise. As we move forward, we will explore additional supportive measures aimed at fostering professional exchanges and collaboration both within and across different subject panels. By promoting a culture of shared learning and collaboration, we aim to achieve our educational targets more effectively and enrich the overall teaching environment.
- We have made significant strides in integrating priority values and various facets of national security education into the curriculum across multiple curriculums. To maintain this momentum, we will continuously review and refine its instructional content and curriculum in alignment with the requirements of the Education Bureau.

We are committed to fostering an environment that promotes student self-efficacy, integrates essential values, and supports the professional development of our teaching staff. We will sustain our initiatives and embrace innovative educational practices to enhance students' confidence and engagement, while ensuring they are well-prepared for the challenges of the future.

Support for Student Development

Cultivating a positive, flourishing school environment remains a major goal in the second year of the school development cycle. By fostering a flourishing environment and enhancing students' sense of accomplishment, we aspire to build their resilience and sustain an uplifting atmosphere in which every student can thrive. We seek to deepen our commitment through specific initiatives:

- It is clear that both teachers and students have developed foundational skills related to positive accomplishment through our training and mass programmes. To further enhance these skills, we will introduce "Hope Theory" for both teachers and students, aimed at empowering students to successfully achieve their goals.
- We have expanded the range of platforms, programmes, training courses, and diversified extra-curricular activities available to students, enabling them to showcase their talents and strengthen their leadership abilities. Next year, three new clubs and teams, all initiated by talented students, will organise activities that further promote a sense of accomplishment among their peers.
- Survey results show that we have effectively established a safety net for students, fostering happiness and a strong sense of belonging. However, we recognise the need for additional mental health programmes and services for students, parents, and teachers to support their well-being.
- We remain committed to implementing various values education programmes, particularly those focused on strengthening national identity and promoting respect for others.

The Student Formation Council, which includes Religious Affairs, National and Civic Education, Discipline and Moral Education, Guidance, Extra-curricular Activities, Careers and Further Studies committees, as well as the Class Management Director, will continue to support students with diligence and care. We will continue to prioritise our efforts to nurture our students into well-rounded individuals prepared to thrive and make meaningful contributions to society as the well-being and growth of our students have always been our foremost concern.

Whole School Approach to Integrated Education

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

To empower students with special educational needs and academically low achievers, our school has utilised the Learning Support Grant and Capacity Enhancement Grant to implement a multi-tiered support system and build staff capabilities:

1. A Student Support Team comprising the Principal, the Vice Principal (Student Support), an Education Psychologist from EDB, an SEN Coordinator, a member of the Academic Administration Committee, and the Chairperson of Guidance Committee collaboratively develops policies and initiatives to foster an inclusive, nurturing environment. A Student Counsellor is hired to support the Group. The Group collaborates with the Curriculum Development Committee, Discipline and Moral Committee, Guidance Committee, Career and Further Studies Committee to support our students.
2. Participating in the Jockey Club Keen and Active Kids Project (JCKAK) jointly organised by the Spastics Association of Hong Kong and the University of Hong Kong has connected our school with expertise and resources to serve students with Attention deficit hyperactivity disorder (ADHD).
3. Academically low achievers are provided with after school remedial lessons, which include Secondary 1 to Secondary 3 Chinese Language, English Language and Mathematics. Examination revision classes are also offered to these students. With teachers' coordination, tutors provide after-school tutorials for those students in need.
4. School-based speech therapy service is hired to offer individual training and therapy sessions to students with specific language impairment once every two weeks. Secondary 3 students are provided with life planning support groups to help them train their execution skills.
5. Adapted materials, homework strategies, and assessment accommodations ensure curricula accessibly meet diverse learning profiles.
6. Integrated activities are provided in a whole-school approach to help all students appreciate one another and understand others' needs.
7. Parent education, including seminars and workshops, is provided for parents to equip them with a better understanding of children with SEN, and to render their support in alignment with the school measures.

Financial Summary

Carmel Divine Grace Foundation Secondary School Financial Report for the School Year 2023-2024 <i>(Subject to Final Audit)</i>		
	Actual Income (\$)	Actual Expenditure (\$)
I. Government Funds		
(1) Grant Accounts in EOEBG		
Administration Grant	4,283,905.64	4,546,584.62
Air-conditioning Grants	611,525.00	519,796.25
Capacity Enhancement Grant	666,935.00	-
Composite Information Technology Grant	512,696.00	656,253.32
School-based Management Top-up Grant	52,596.00	980.00
EOEBG Baseline Reference	2,780,208.81	2,183,515.95
<i>Sub-total</i>	8,907,866.45	7,907,130.14
(2) Grant Accounts outside EOEBG	55,625,970.62	55,736,072.55
<i>Sub-total</i>	64,533,837.07	63,643,202.69
II. School Fund		
Approved Collection for Specific Purpose	308,936.75	165,000.00
Subscription Account	650,527.39	479,929.95
Donation	271,553.60	196,098.00
<i>Sub-total</i>	1,231,017.74	841,027.95
Total Surplus for School Year 2023-2024	1,280,624.17	

Students' Academic Performance

Summary of Results of the Hong Kong Diploma of Secondary Education Examination 2024

- 90.3% of students met the general entrance requirements for publicly-funded degree programmes (i.e. 332A2), which was well above the territory-wide figure of 44.9% for day school candidates.
- The credit rates (level 4 or above) of most subjects were well above the Hong Kong averages. The credit rate of English Language more than doubled the Hong Kong average.
- Overall, there was a significant increase in the percentage of level 5 or above.
- 84.7% of students received degree offers via JUPAS, with most of them having been admitted to the Chinese University of Hong Kong.
- The top ten students have been admitted to the following degree programmes:
 1. Bachelor of Medicine and Bachelor of Surgery, The University of Hong Kong
 2. Biomedical Sciences, The Chinese University of Hong Kong
 3. BSc (Hons) Scheme in Medical Laboratory Science and Radiography - BSc (Hons) in Radiography, The Hong Kong Polytechnic University
 4. BEng in Artificial Intelligence: Systems and Technologies, The Chinese University of Hong Kong
 5. Insurance, Financial and Actuarial Analysis, The Chinese University of Hong Kong
 6. Bachelor of Engineering in Biomedical Engineering, The University of Hong Kong
 7. Bachelor of Medicine and Bachelor of Surgery, The University of Hong Kong
 8. BSc (Hons) Scheme in Medical Laboratory Science and Radiography - BSc (Hons) in Medical Laboratory Science, The Hong Kong Polytechnic University
 9. BSc (Hons) Scheme in Rehabilitation Sciences - BSc (Hons) in Physiotherapy, The Hong Kong Polytechnic University
 10. Bachelor of Science in Speech-Language Pathology, The University of Hong Kong

Students' Non-academic Performance

Results of External Competitions 2024-2025

A. Language and Speech

Number of Awardees	Name of Competition	Awards
12	75 th Hong Kong Schools Speech Festival (English)	1 Champion 3 1st Runner-up 5 2nd Runner-up
2	75 th Hong Kong Schools Speech Festival (Cantonese)	1 1st Runner-up
	75 th Hong Kong Schools Speech Festival (Putonghua)	1 1st Runner-up
2	Write Up! Flash Story Competition	1 1st Runner-up 1 2nd Runner-up
3	2023-2024 年度菁英盃現場作文比賽	3 銀獎
1	校園作家大招募計劃	1 小說組入圍
1	中學生專欄小作家計劃	1 文章獲刊登
1	明睿盃 五角辯論賽 (第四回合)	1 最佳辯論員
6	中文硬筆書法比賽	2 冠軍 2 亞軍 2 季軍
3	35 th Annual Book Report Competition for Secondary School Students	3 Merit
1	Sayings of Wisdom Campaign 23/24, Education Bureau	Commendable Award (Week of Love and Growth)

B. Mathematics, Science and Technology

Number of Awardees	Name of Competition	Awards
5	Hong Kong Robotics Olympiad 2024	5 1st Runner-up
3	Hong Kong Mathematics Olympiad 2023-2024	1 Honourable Mention 2 3rd Honour
2	Hong Kong Physics Olympiad 2024	1 Third Class Honour 1 Honourable Mention
1	Sing Yin Physics Olympiad 2023-24	1 Merit
2	International Junior Science Olympiad 2024 - Hong Kong Screening	2 First Class Honour
7	Hong Kong Biology Literacy Award	2 First Class Honour 4 Second Class Honour 1 Merit
36	International Chemistry Quiz 2023	2 High Distinction 11 Distinction 23 Credits
2	2024 華羅庚金杯少年數學邀請賽	1 銀獎 1 銅獎
4	創新科技學生師友計劃	4 優異獎
5	香港學生科學比賽 2024	1 冠軍
4	2023/24 第十四屆香港中學數學創意解難比賽 (決賽)	4 優異獎
4	2023 Micro:bit 模型氣墊船比賽	1 亞軍 1 最具負載能力氣墊船 1 最佳設計獎
5	城市創科大挑戰	1 創新獎
4	2023 聯校網絡安全比賽	1 銅獎
1	2023 數據庫比賽	1 銅獎
4	2024 香港學生科學比賽	1 冠軍
5	深港澳青少年創意設計大賽	1 銀獎
2	大灣區青少年人工智能及網絡安全挑戰賽	1 全場總冠軍 1 香港分區冠軍

C. Music and Arts

Number of Awardees	Name of Competition	Awards
62	Joint-School Music Contest 2024	1 Orchestra Silver 1 Choir Silver Award
56	76th Hong Kong Schools Music Festival	1 Silver Award 5 Bronze Award
1	International Children and Youth Inter-school Singing Competition 2023	1 Top Ten Singers Award 1 Gold award
4	“We Write · We Sing” Music Competition	4 Commendable Award
3	Portrait Drawing Competition Cum Exhibition	3 Gold Award
2	“Obscene and Indecent Articles Control Ordinance” Slogan and Color Filling Competition	2 Merit Award
717	“No Drug Love Life” Postage Stamp Design Competition 2024	1 Merit 1 The Most Active Participant School Award
1	聯校音樂大賽 2024	1 金獎（古箏）
1	大灣區資優音樂演奏大賽 2023	1 銅獎
9	學界音樂達人大挑戰	9 學界音樂達人獎
1	第 3 屆全港青年兒童鋼琴家大賽 2023	1 亞軍
1	第一屆 The Only Scarf 學界圍巾設計比賽	1 冠軍
9	賽馬會「傳·創」非遺教育計劃課程－長衫製作技藝	2 表現上佳 7 表現優異
717	《基本法》及「一國兩制」漫畫設計比賽 2023	1 最積極參與學校獎
717	第二屆「我與香港小故事」攝影比賽	1 最積極參與學校優異獎
9	《淫褻及不雅物品管制條例》口號及填色比賽	9 優異獎
1	「向歧視說不!」面具設計比賽 2023-2024	1 優異獎
1	城市友園人攝影及短片創作比賽	1 優異獎
26	2023/24 香港學校戲劇節	1 傑出整體演出獎 1 傑出合作獎 1 傑出舞台效果獎 3 傑出導演獎 3 傑出演員獎

D. Sports

Number of Awardees	Name of Competition	Awards
1	2023-2024 西貢區分齡田徑比賽	1 季軍
5	2023-2024 港九中學學界田徑比賽	2 冠軍 1 亞軍 3 季軍 1 殿軍
4	青年翱翔油尖旺三人籃球挑戰賽	1 季軍
1	2023-2024 西貢區分齡羽毛球比賽	1 冠軍
1	全港羽毛球雙打聯賽	1 冠軍
1	2023 離島區分齡羽毛球比賽	2 季軍
7	學界女子羽毛球比賽（乙組）	1 冠軍
10	賽馬會涪西洲高 Fun 2023/24 小球手計劃實踐班—小型比賽	1 團體總冠軍 1 男子最遠擊球手第二名 3 男子揮桿之星第一名 1 女子揮桿之星第一名 1 實地打洞（總桿賽）團隊第一名 1 最有價值球手
26	2023-2024 中學非撞式欖球錦標賽	1 亞軍 2 殿軍
12	2023-2024 校際游泳比賽	1 亞軍 3 季軍 5 殿軍

E. Others

Number of Awardees	Name of Competition	Awards
3	Harvard Book Prize 2024	3 Prize Book Winners
5	第二十三屆西貢區傑出學生選舉	1 十大傑出學生 4 嘉許狀
4	第三十二屆新聞評述比賽	1 初中組冠軍 1 初中組季軍 1 高中組冠軍 1 高中組入圍獎
3	2024 全球遊戲創作大賽	1 最佳遊戲設計
3	CUHK Model United Nations Conference 2024	1 Best Delegation Award
3	2024 全港中學小小企業家大賽	1 最具創意大獎
4	應災建築規劃與設計工作坊	1 銅獎
8	2023-24 健康學生戲劇大賽	1 優異獎
2	青興計劃- AIGC 學界創意大賽	2 優異獎
6	2024 香港理工大學點亮社會創新比賽	1 季軍

迦密主恩中學
2023-2024學年維護國家安全及國家安全教育相關措施的年度報告

範疇	措施	施行概況	成效及反思
學校行政	● 透過「國家安全教育」工作小組計劃、統籌和協調相關工作，以全校參與的模式制定、落實和持續監察與維護國家安全及國家安全教育相關的措施，並定期向包括法團校董會、基督教興學會及教育局匯報工作進展。	已於 2021 年 4 月就維護國家安全及推行國家安全教育成立工作小組，現在由副校長、教務主任及專責國民教育及國家安全教育負責老師統籌。工作小組協助安排教學及非教學人員參加與國家安全相關的專業發展活動，促進學校各級人員了解《香港國安法》的立法背景和精神、內容和意義及有效落實國家安全教育的相關措施；檢視學校現況，以全校參與的模式協助學校策劃推動與維護國家安全及國家安全教育相關的策略，包括課程規劃、落實和監管（包括教學資源的設計／編製、教職員培訓等）；強化監察機制，促進各學習領域／科目／跨學科組別定期檢視學與教資源（包括其內容和質素）；幫助學生認識國家歷史及發展、國家安全、國旗、國徽和國歌的重要性，以及《憲法》和《基本法》為香港特別行政區確立的憲制秩序、國民身份、法治精神及其他相關議題，引導他們以正面和負責任的態度履行國民及香港居民的責任；持續監察有關措施的落實情況和成效，並定期向包括法團校董會、基督教興學會及教育局匯報工作進展。	工作小組定期開會檢視現行情況，當中會諮詢老師的意見，確保有效執行相關政策。並將每年的檢視結果、所須的跟進工作及來年工作計劃向法團校董會匯報。
	● 於指定日期或典禮升掛國旗及奏唱國歌，以加強學生對國情和國家安全的認識、提升國民身份認同，以及培育他們成為守法的良好公民。	學校已根據教育局指引制定機制於指定日期或典禮升掛國旗及奏唱國歌。升旗儀式的司儀、升旗隊及工友人手亦已順利安排及完成訓練。已於教職員會議上作出簡介及每年檢視運作情況。今年除了一星期一次的升旗活動，學校已為特別學校日子舉行多12次升旗活動(包括開學禮、陸運會、元旦日、音樂日、STEAM Day、七一回歸、畢業禮等)，全部均順利進行。	學生已非常熟悉及習慣有關安排，並能夠表現出恰當的禮儀。經觀察及檢討後，來年有三個建議，包括教導及積極鼓勵學生在典禮中投入唱國歌；增加國旗下的講話次數及增加培訓協助升旗儀式的學生人數，以提升同學的國民身份認同。

範疇	措施	施行概況	成效及反思
	<ul style="list-style-type: none"> ● 繼續透過不同途徑，例如內部通告／指引、會議等，讓所有教職員認識和了解《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊。相關資訊存放於內聯網資源夾內供教職員查閱。 ● 進行採購時，在報價／招標文件中加入具體條款，列明基於國家安全而容許學校取消供應商的資格和終止相關合約。 	<p>學校已於 21-22 學年的第二次教職員會議向教職員講解《香港國安法》的立法背景、內容和意義。隨後每年的第二次教職員會議均會再強調《香港國安法》的最新校內政策及資訊，亦會不斷透過群組電郵或訊息發放最新資訊讓教職員更了解最新的《香港國安法》相關資訊。教職員亦隨時可以到內聯網資源夾內查閱相關資訊。</p> <p>根據已更新的「資助學校採購程序指引」，已在報價／招標文件中加入具體條款，列明基於國家安全而容許學校取消供應商的資格和終止相關合約。</p>	<p>措施施行順利，成效亦明顯。教職員普遍了解《香港國安法》的立法背景、其意義及相關校內政策。將繼續保持現行的運作模式。</p>
	<ul style="list-style-type: none"> ● 繼續推行新修訂的校舍管理指引，當中涵蓋涉及危害國家安全的行為和活動的處理。 	<p>已在 21-22 學年完成學校「校舍管理指引」的修訂。當中修訂的內容涵蓋涉及危害國家安全的行為和相關活動的處理，指引特別提醒負責的教職員在每天校內巡查時，如發現任何涉及危害國家安全的物品或行為應如何處理。例如</p> <ul style="list-style-type: none"> ■ 任何人士均不可在學校範圍內存有、展示或宣傳任何具種族／宗教／性別歧視或含冒犯意味，甚或政治訊息及涉及危害國家安全的內容之行為，當中包括（但不限於此）如叫口號、拉人鏈、張貼帶有政治訊息的標語、文宣品、唱具有政治訊息的歌曲或播放相關影音資訊；亦不可在校內穿著或佩戴具種族／宗教／性別歧視或含冒犯意味，甚或政治訊息及涉及危害國家安全的內容的衣物、飾物、徽章及旗幟等物件。 ■ 如發現學生有以上或懷疑涉及違法行為，老師將立即飾令停止有關活動，移除相關物品，並把涉事學生交訓育組及輔導組跟進，並適時通知家長；如遇上嚴重或緊急情況，學校將考慮向相關警區的警民關係主任／學校聯絡主任尋求協助。 <p>指引清晰，已放在教職員手冊當中，方便教職員可隨時查閱。</p>	<p>已提醒教職員相關指引及安排人手在小息及午飯時間巡查校園。今年亦無發現任何涉及危害國家安全的相關展示物品及行為。</p>
	<ul style="list-style-type: none"> ● 繼續推行新修訂的外借校園指引，適當評估可能的風險以決 	<p>根據教育局指引，已在 21-22 學年完成修訂外借校園予校外團體或校外人士的指引。指引中提出需事前評估風險才決定應否外借。例如</p>	<p>相關教職員會繼續根據指引處理外借事宜。今年運</p>

範疇	措施	施行概況	成效及反思
	定應否外借予校外團體／人士。	<ul style="list-style-type: none"> 任何人士均不可利用學校作為表達政治訴求的場所，甚或煽動學生在政治議題上表態或參與有關行動；亦不可在學校範圍進行政治宣傳活動。亦不可利用學校任何設施發起、組織或進行罷課，以及進行涉及或疑似涉及危害國家安全之活動。 任何人士均不可攜帶或管有或存放涉及或疑似涉及種族／宗教／性別歧視或含冒犯意味、宣揚港獨、表達仇恨及暴力、甚或危害國家安全等違規物品於學校範圍內，例如作為表達政治訴求的物件回校，當中包括（但不限於此）書本、雜誌、單張、刊物、標語、海報、橫額、旗幟、印刷品、衣服及編織品等。 若發現有人士或機構在校內有以上或疑似涉及違法行為，校方將不予通知並立即移除相關物品，勒令停止有關活動及要求有關人士立即離開學校範圍，並把涉事人士或機構交警方跟進；如遇上嚴重或緊急情況，學校將考慮立即報警處理。 <p>指引清晰，已放在教職員手冊當中，方便教職員可隨時查閱。</p>	作暢順，無任何涉及危害國家安全的相關外借申請。
	● 執行已修訂的學校舉辦活動機制及學校危機處理手冊中的處理機制，包括涵蓋涉及危害國家安全的行為和活動的處理。	<p>根據教育局指引，已於 21-22 學年完成修訂學校舉辦活動的機制和程序，當中加入在邀請外來嘉賓分享時，須言明學校要求，不可在活動中涉及危害國家安全的行為。亦在機制及程序中列明在活動中或之後應如何處理。文件亦已放在「教職員手冊」當中，方便教職員可隨時查閱。</p> <p>繼續執行已修訂完成「學校危機處理手冊」中的處理機制，包括涵蓋涉及危害國家安全的行為和活動的處理。教職員隨時可以到內聯網資源夾內查閱相關文件。</p>	教職員明白新修訂的機制及程序，並會根據程序處理外來嘉賓在校內舉行活動時的安排。亦會參考校本危機處理手冊中的相關機制及程序來處理涵蓋涉及危害國家安全的危機事故。上述程序及機制運作順暢。
	● 回應《香港國安法》，推行更新的「圖書館館藏發展策略」。	<p>圖書館館長根據教育局的指引，已推行回應《香港國安法》的圖書館館藏發展策略，內容涉及購書（包括實體書或教材、電子版書籍或教材）的指引及相關藏書管理程序。例如藏書需傳遞正確、完整、客觀持平的資訊及知識，不帶猥褻、暴力、詛咒言辭，不含違反國安法的內容；所購書籍應循序先後交由科主任及圖書館長審視，評估風險。如不合規，相關購書單據或不能銷數。相關指引會按政府或教育局需要不斷更新，亦會即時下架違</p>	現行程序運作順暢，來年可繼續按需要更新「圖書館館藏發展策略」的內容。

範疇	措施	施行概況	成效及反思
		法書籍。	
人事管理	<ul style="list-style-type: none"> ● 在本學年第一/二次教職員會議向所有教職員清楚說明校方對其工作表現和操守的要求和期望。教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛。 	<p>校長自 21-22 學年開始，會在第一次教職員會議向所有教職員清楚說明辦學團體對他們工作表現和操守的要求和期望，重點包括校長、教師應以教育專業作首要考慮，追求「以愛達義」，持守客觀、持平、保持冷靜及奉公守法，以學生學習利益為依歸，致力保護學生安全及提供穩定的學習環境；教師團隊間應放下個人政見、意見分歧，公事上需互相尊重，以照顧學生福祉為大前提合作，不應強加個人政治觀點於其他同事、學生身上；所有教職員也應慎重、認真處理個人社交平台的言論，不應在社交媒體發放有可能違法言論；老師不應在課堂內發表個人政治取向，並公私分明，不以政治事件及取態影響專業判斷及工作；在校本的人事管理和考績機制中，學校會適當地跟進教職員就國家安會教育相關的工作表現及操守。相關內容亦已放在教職員手冊當中，方便教職員可隨時查閱。</p>	老師們清楚明白辦學團體的期望，亦認同及跟隨。
	<ul style="list-style-type: none"> ● 依照新修訂的「受聘教練導師守則」或「非教學專業人員工作守則」，監察非教學人員（包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等）的工作表現和操守是否符合學校要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。 	<p>所有透過學校資源，包括政府津貼和其他經費以購買服務形式聘用的非教學人員（包括學校社工、教育心理學家、言語治療師、教練及興趣班導師等），在他們履行工作之前都需要同意及簽訂「受聘教練導師守則」或「非教學專業人員工作守則」，守則內容涉及危害國家安全相關注意事項及表明其工作表現及操守需符合學校及局方要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。例如指引中提及導師應具備高尚品格以作學生模範，並以愛心教導學生，不應因個人的政治立場而影響學生，灌輸負面或錯誤的價值觀，作出涉及危害國家安全的行為。他們不可在活動中向學生宣揚個人政治立場或發表煽動性言論，作出涉及危害國家安全的行為。</p> <p>已落實推行新修訂指引，文件已放在教職員手冊及相關資源檔當中，方便教職員可隨時查閱。</p>	工作守則內容清晰，相關非教學人員明白校方的要求，亦願意配合校方指引，履行他們的職務。
教職員培訓	<ul style="list-style-type: none"> ● 按新制定各科教師在國家安全教育的培訓要求，老師每年均需參與至少一個與國家安全教育相關的培訓活動，讓教師們 	<p>所有教職員已參加了 9/6/2022 教育局安排有關國家安全教育課程框架的『國家安全教育教師工作坊』，個別相關任教《基本法》、《香港國安法》及《憲法》的科組同事亦積極參與不同的相關培訓。22-23 學年大部份老師均能主動參與至少一個與國家安全教育相關的培訓活動。在教職</p>	為協助老師提升對國家安全教育的認識，學校已清晰表達要求，老師亦能每年參與最少一個與國家安

範疇	措施	施行概況	成效及反思
	更了解《香港國安法》及「香港國家安全教育課程」，提升他們對國家安全的認識。	員培訓組的積極推動下，23-24 學年所有教職員也參加了最少一個與國家安全教育相關的培訓活動。	全教育相關的培訓活動。
	● 在本學年第一/二次教職員會議提醒所有教職員時刻秉持專業操守，清楚明白教師的言教身教對學生影響深遠。	校長及副校長在本學年第一及第二次的教職員會議中已提醒老師們要秉持專業操守，明白教師的言教身教對學生影響深遠。	教職員一致明白校方的立場，亦做到校方的要求。
學與教	● 依教育局「香港國家安全教育課程框架」，檢視相關學習領域／科目、德育、公民及國民教育，以及有關《憲法》和《基本法》等課程。	依從教育局「香港國家安全教育課程框架」，相關科目已落實相關課程。工作小組過去 21-22 年已兩次檢視各科組在「香港國家安全教育課程框架」的教學情況，22-24 兩學年所有科目均已於課程中加入國家安全教育的內容並順利推行。	21-22 學年未參與的英文科、數學科、體育科、家政科、美術科及聖經科亦已於上學年落實推行國家安全教育的相關課程。今年所有科目都有相關課程，亦已將課程文件存檔。
	● 繼續按「校本學與教資源審閱指引」，審閱學與教資源。	已更新「校本學與教資源審閱指引」並按指引審閱學與教的資源，包括把相關科目的教學資源保存三年，供學校或教育局查閱。相關指引亦已放在教職員手冊當中，供教職員隨時查閱。	指引清晰，科組能落實執行指引，運作順暢。
	● 根據教育局專業操守指引，在本學年第一/二次教職員會議中清楚提醒教職員不得向學生宣揚個人政治立場或傳達扭曲的價值觀、發表煽動性的言論。在各科組會議中提醒及監察科主任們在教材／學材上不可滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或	副校長(教務)已根據教育局專業操守指引，在第二次教職員會議中清楚提醒教職員不得向學生宣揚個人政治立場或傳達扭曲的價值觀、發表煽動性的言論。亦在各科組會議中提醒科主任們在教材／學材上不可滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料，甚或直接或間接鼓動或默許學生參與校外政治活動等。	教職員相當明白校方及局方的要求。

範疇	措施	施行概況	成效及反思
	資料，甚或直接或間接鼓動或默許學生參與校外政治活動等。		
	<ul style="list-style-type: none"> 積極參加內地交流計劃或姊妹學校的交流活動，加強學生對國家歷史和發展的認識，提升國民身份認同。 	<p>22-23 學年全級中五級同學已於 4 月參加了兩日一夜的公民科「珠海澳門考察團」。眾師生參觀了港珠澳大橋珠海口岸展示中心、橫琴綜合管廊、橙子生態苗圃、V12 文化創意產業園和北山大院。透過參觀，同學能親身了解珠海在過去十多年的社會發展及環境保育工作，並了解當地人的生活。同學亦到訪澳門基本法紀念館、澳門回歸賀禮陳列館及澳門博物館，同學在當中了解到「一國兩制」對特區的重要，以及認識澳門的歷史文化。此外，22-23 適逢校慶，姊妹學校坪山高級中學的老師亦帶領她們學校的中國舞蹈隊為校慶綜藝晚會表演助慶。</p> <p>23-24 學年，校長和副校長在復活假期內，率領二十多位師生到訪深圳坪山高中姊妹學校進行文化及友誼訪問。師生都獲益良多。另外，全級中五級同學已於 7 月參加了公民科韶關丹霞文化保育及經濟發展考察團，透過是次活動，師生均對韶關的經濟、民生以及對自然環境及文化保育有更深入的了解。除此之外，校長與三位科主任於八月暑假尾到訪西安藤信學校，他們在當地考察並正式與西安藤信學校簽署合作協定，締結成姊妹學校。</p>	<p>今年順利舉行了三個與內地交流的活動，來年希望繼續組團到訪西安姊妹學校，盼望兩校之間能作豐富的文化交流和教育專業知識分享，深信這是擴闊學生國家視野的重要一步，並為他們在日益相互聯繫的世界中做好準備。</p>
學生訓輔及支援	<ul style="list-style-type: none"> 參考「國民教育——活動規劃年曆」，透過參與建議活動，幫助學生認識國家安全的重要性，讓他們自覺地遵守香港現有法律，其中包括《香港國安法》，並透過討論或活動，幫助學生認識國家及建立責任感、承擔和守法精神。 	<p>22-23 學年期間除了一星期一次的升旗禮，國民及公民教育組與中華文化日小組合作，安排猜燈謎遊戲以推廣國家文化安全。在四月舉行的國家安全教育日網上問答比賽及國家安全教育日作文比賽，本校同學熱烈參與其中。此外還有中國人民抗日戰爭勝利紀念日（與圖書館合作）、九一八事變紀念日（與中史科組合作）、國慶日、國憲日（與通識/公社科組合作）、南京大屠殺（與中史科組合作）等等二十多項國民教育活動。學校希望透過早會及上列活動，清晰教導及培育學生認識國家安全的重要性及如何建立責任感、承擔及守法精神。</p> <p>23-24 學年亦嘗試舉辦以下活動，幫助學生認識國家及建立責任感、承擔和守法精神。</p> <ul style="list-style-type: none"> 警民關係講座：邀請警民關係組警長，向全校師生分享了守法及國家安 	<p>學生普遍受教，積極參與，能做到有承擔、守法及負責任。</p>

範疇	措施	施行概況	成效及反思
		<p>全的重要性。</p> <ul style="list-style-type: none"> ● 國家安全徵文比賽 (EDB): 2024 年 12 月舉辦比賽，邀請同學報名參賽。 ● 網上基本法問答比賽(EDB): 2024 年 12 月 29 日截止，共 16 位同學參與，有一位同學獲得嘉許狀。 ● 全級中二同學參加「青年。出走」機構主辦的「《基本法》與我」海報設計比賽。 ● 升旗禮學生司儀：已新培訓了 12 位學生。 ● 國民小知識：已完成六次，包括農曆新年（I）、（II）、婦女節、基本法頒布日、國安日及五一勞動節。 ● 升旗禮：除了一星期一次，本校已為特別學校日子舉行多 12 次升旗活動。 ● 家長教育：上述國民小知識資料，已在二月家長日及三月盆菜宴展示。 	
	<ul style="list-style-type: none"> ● 跟據現有訓輔機制，當學生出現違規或不當行為時，須致力引導學生重回正軌，並加強教導他們正確的價值觀、正面思維和與人相處應有的態度等。 	<p>訓輔兩組的同工定期開會檢視現有機制，按需要修訂相關指引，提醒訓輔老師如學生出現違規或不當行為，包括涉及危害國家安全的行為，應如何處理及介入，幫助他們重回正軌，並加強教導他們正確的價值觀、正面思維和與人相處應有的態度等。相關指引亦已放在教職員手冊當中，供教職員隨時查閱。內容重點例如：</p> <ul style="list-style-type: none"> ■ 學校人員須提醒學生，時刻以自身安全為重，為自己和關心他們的家人著想，切勿參加危險或違法的活動，在校內亦不應發起或參與一些違規活動， ■ 良好的訓育工作應肯定學生的努力，而懲罰亦應具有教育意義。若學生表現出正確的行為、態度和價值觀，應予以讚賞及肯定。以舉行包含升掛國旗及奏唱國歌的活動為例：在儀式完結後，可讚賞旗手積極的表現或全體學生尊重有禮的態度，明確肯定學生的正面行為。 ■ 在處理學生的違規情況時，應即時制止不當行為並指出問題的嚴重性，建立正確的是非觀，並與家長保持溝通，透過家校合作協助學生明辨是非、改過遷善。學校須定期檢視學生違規情況，針對違規成因制訂適切的訓輔策略。 	<p>本校訓輔兩組合作無間，能在學生違規前作適當提醒，及違規後協助學生糾正思想及行為，幫助學生正面成長。</p>

範疇	措施	施行概況	成效及反思
家校合作	● 透過不同渠道(例如家長通訊)，讓家長認識國家安全教育的相關資訊。	學校及家長教師會已透過不同渠道，包括學校通告、家長通訊、群組信息及電郵讓家長認識《香港國安法》及其相關資訊。除了舉辦協助家長與子女成長同行的家長講座，家教會亦會向家長提供教育局的相關講座資訊，邀請家長參加，希望家長能建立良好親子溝通及如何協助子女明辨是非，成為一個守法的良好公民。	家長們普遍支持學校，認同校方的立場，支持學校在校內推行國家安法教育。
	● 透過舉辦不同的親子或家長活動，協助家長與子女成長同行，一齊認識國家安全的重要。	22-24 年家教會舉辦的兩次親子旅行亦加入了參觀香港歷史古跡的行程，加深家長學生對中華歷史文化的認識。 23-24 學年家教會舉辦的盆菜宴中加入認識盆菜文化的環節，讓家長多了解中華飲食文化，另外亦邀請家長們齊參與學校的中華文化日活動，師生家長一同參與，加深家長對中華歷史文化的認識。	家長們積極參與，認識中華文化之餘亦樂在其中。

Carmel Divine Grace Foundation Secondary School
Evaluation on Use of Capacity Enhancement Grant and Teacher Relief Grant (2023-24)

Task Area	Major Areas of Concern	Strategies/Tasks	Evaluation
Curriculum Development	<ul style="list-style-type: none"> - To create room for teachers to improve the school-based curricula - To cater for student diversity through split-class, remedial teaching as well as individualized support 	To employ: <ul style="list-style-type: none"> - five teachers, one associate teacher and three teaching assistants to support learning and teaching, and - office assistants to invigilate uniform tests and exams 	<ul style="list-style-type: none"> - Teachers' workloads were relieved to enhance their capacity for professional and curriculum development, as well as student support. - The capacity of the Chinese Language Department was enhanced to review and revise the junior school-based Chinese Language curriculum. - Complementary support from teaching assistants and other support staff improved learning and teaching support for both teachers and students.
Enhancing Students' Language Proficiency	<ul style="list-style-type: none"> - To provide students with remedial support in English and Chinese Languages - To provide more English oral training for S6 students - To enhance students' English writing skills 	To employ Chinese and English tutors for the conduct of remedial and oral training courses	<ul style="list-style-type: none"> - Remedial classes were conducted in to strengthen students' foundation in the two language subjects. - The English language oral training provided for S.6 students helped them familiarise themselves with the exam and boosted their confidence in speaking. - Students were given more opportunities to practise their English writing, and improvement was shown.
Coping with the Diverse Special Learning Needs of Students	<ul style="list-style-type: none"> - To help students, especially the low achievers catch up with their studies in subjects other than Chinese and English Languages - To help less able students to catch up with their learning in non-language subjects - To help S3 students to prepare for the study of senior form Mathematics (Extended Modules) - To provide support for students to cope with HKDSE through the provision of self-study room 	To employ tutors and procure services for conducting tutorial classes, workshops and the supervision of the self-study room	<ul style="list-style-type: none"> - Remedial classes in different subjects were held, and students were given extra support. Overall, students found the classes useful. - Senior form students benefitted most from the opening of the self-study room, which provided a quiet environment for them to focus on their revision.

Programme Evaluation Report for DLG-funded Other Programmes (Gifted Education) 2023-24

Programme Title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Model United Nations organised by CUHK Model United Nations Club	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	<ul style="list-style-type: none"> 13 S.4 students selected based on exam results and teachers' nomination 	5-7 April 2024	Students' improvement in spoken English and confidence	<ul style="list-style-type: none"> Students played the role of delegates from different countries and debated on international issues in the context of achieving world peace. Students honed their research, writing, critical thinking and public speaking skills and broadened their horizons through exchange with other students. One group got the Best Delegation Award. 	\$7,800
Summer School: Be The Next English News Anchors organised by the Hong Kong Federation of Youth Group	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	<ul style="list-style-type: none"> 4 S.4 students with great potential but lacked opportunities and exposure Based on and teachers' nomination 	16-18 August 2024	Students' improvement in spoken English and confidence	<ul style="list-style-type: none"> Students participated in a camp with training sessions on the anchoring experience. They engaged in meaningful exchange with other motivated students in the territory. Students found the experience challenging yet rewarding. They will carry on joining the 'News Feature Presentation' competition at the upcoming Speech Festival to practise and demonstrate the skills acquired. 	\$12,000
HKFYP-Hong Kong 200 Leadership Project (《香港 200》領袖計劃) (2023-24)	To nurture students to have a comprehensive, professional and leadership training so as to meet future challenges.	<ul style="list-style-type: none"> 5 S.4-S.5 students based on teachers' nomination 	50-60 training hours, July to August, 2024	Students' improvement in critical thinking skills, leadership skills and broadened world vision	<ul style="list-style-type: none"> Students found the programme broaden their horizon and understand more leadership and communication skills. 	\$1,980

Hong Kong Biology Literacy Award (2023/2024) (HKBLA) organised by The Hong Kong Association of Science and Mathematics Education	To enhance students scientific knowledge and scientific skills	<ul style="list-style-type: none"> S.6 students studying Biology 	December 2023	Students' improvement in Biology knowledge and skills	<ul style="list-style-type: none"> Students were motivated to search for biology knowledge when preparing for the competitions. Students found the competition challenging. 	\$1,200
Physics Olympiad Training Course	To train up students to learn more advanced concepts in Physics and enhance their problem-solving skills	<ul style="list-style-type: none"> 11 S.4 students selected based on exam results and teachers' nomination 	23 sessions from November 2023 to May 2024	Students' oral feedback and reference materials	<ul style="list-style-type: none"> Students' attendance was about 80%. As reflected by the course provider and students themselves, the course content was very difficult for them. Only a few students were able to catch up with the progress. Yet, it was found that they could understand the basic syllabus better even they found the competition very difficult. One student got Third Class Honours and one student got Honourable Mention in Hong Kong Physics Olympiad 2024. 	\$22,400
Mathematics Olympiad Training Course	To train up students to participate in Hong Kong Mathematics Olympiad and International Mathematics Olympiad Preliminary Selection Contest	<ul style="list-style-type: none"> 10 S. 4 students and 10 S. 5 students nominated by teachers 	20 1.25-hour lessons	Students' problem-solving skills are enhanced, as reflected in their performance in HKMO, IMOPSC	<ul style="list-style-type: none"> 18 lessons were held. The attendance rate was satisfactory. Team members' interests in problem-solving have been raised significantly. 	\$12,600
Programme for the gifted and talented organized by tertiary institutions	To subsidise students to participate in gifted education programme of Mathematics	<ul style="list-style-type: none"> 1 S.5 students selected by teachers 	July - August 2024	Students' performance and their reflection	<ul style="list-style-type: none"> One student took the Enrichment Programme for Young Mathematics Talents at CUHK. This course helped him build a solid foundation for studying advanced mathematics and provided him a taste of university level lecture. 	\$2,000

HKOI Online Judge System and Training Course	To help students develop IT related skills like computational thinking, algorithmic thinking, data structure knowledge, and efficient coding and debugging skills	<ul style="list-style-type: none"> 5 S.4 students and 5 S.5 students based on teachers' nomination 	September 2023	One set of Training Materials	<ul style="list-style-type: none"> The course helped students improve their programming and problem-solving skills. 10 students were trained to take part in the heat event of the HKOI competition. They had an opportunity to solve well-defined programming problems within a short period of time and were inspired by different solutions developed by other competitors. 	\$22,776
Senior forms Geography field Studies/outings	To broaden students' horizons through real life experiences	<ul style="list-style-type: none"> S4 and S5 Senior form geography students 	October 2023- July 2024	Students' field studies skills are enhanced	<ul style="list-style-type: none"> Students benefitted from Geography field studies by gaining hands-on experience, enhancing observational skills and deepening their understanding of the environment, which enriched their academic and practical knowledge of geography. 	\$2,110.67

Report on the Use of the Promotion of Reading Grant 2023-24

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:
 - The promotion of reading literacy is to be put on a higher priority to let students enjoy reading and benefit from reading.
2. Evaluation of strategies:
 - Different approaches have to be adopted to convert students' participating activities to reading related books.
 - More strategies have to be employed to let students receive the information of new books and library activities.
 - Some students who loved writing were successfully encouraged to read more masterpiece books.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	67,355.21
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	0
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	4,800.0
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
4.	Other: a) Presents, b) materials for organising reading activities _____	5,359.87
	Total:	77,515.08
	Unspent Balance:	4,049.68

**Report on the Use of the Life-wide Learning Grant
23-24 School Year**

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Leadership Programme for Junior Form Students	Nov 2023 - Jun 2024	S1-S3	40	28915	\$722.88	E1 E6	Cross-Disciplinary (Others)	35 students have joined the leadership training programmes and other related activities. Their talents are developed and leadership skills are enhanced.	✓	✓		✓	
2	Be a Better Me Challenge	Sep 2023 - Aug 2024	S1-S5	109	11834	\$108.57	E1 E6 E7	Cross-Disciplinary (Others)	More than 100 students joined the challenges and their talents have been developed and showcased.	✓	✓			
3	Outreach Chinese Cultural Activities	Sep 2023 - Jun 2024	S1-S6	727	1207	\$1.66	E1 E6 E7	Chinese Language	The Chinese Culture Day was successfully held on 22nd February . This year, the theme was "Traditional Chinese Food Culture." Through the assembly activities, students had the opportunity to learn about the eight major Chinese culinary traditions, the diverse food culture that promotes unity, and Chinese table manners. Students actively participated in interactive games, and more than thirty parents also attended the event.	✓	✓	✓		
4	English Language Activities - English Speaking Activity Days - English Ambassadors Camp - CDG Reporters	Sep 2023 - Aug 2024	S1-S6	727	420	\$0.58	E1 E2 E6 E7	English Language	The two English Speaking Activity Days were successfully held, providing students with engaging opportunities to enhance their language skills in a dynamic environment.A variety of booth games and interactive activities were organised to encourage students to actively use English. Notably, the Model United Nations conference, which was chaired by senior form students, offered participants the chance to develop their higher-order thinking and communication skills.	✓	✓	✓		✓

5	<u>Geography Activities</u> - S1 Visit to Local Farms - Junior Forms Outings	Oct 2023 - Jul 2024	S1-S3	160	12376	\$77.35	E1 E2	Geography	The S1 students were thoroughly engaged in the activities and found the explanations provided by the farmer very informative. However, the activity time was slightly insufficient, resulting in not all students having the opportunity to participate in all farming tasks.	✓	✓			
6	<u>History Activities</u> - Field Trips	Sep 2023 - Dec 2024	S4-S5	60	14360	\$239.33	E1 E2	History	The trips were finished successfully with a high participation rate.	✓				
7	<u>Home Economics Activities</u> - KamCha Milk Tea & Egg Tart Workshop - Bake for Fun - Fashion Design - Cookery Workshop	Sep 2023 - Aug 2024	S1-S4	105	30770	\$293.05	E1 E2 E5 E7	Arts (Others)	The cooking skills of the students were enhanced in all cooking workshops. Students joined the 10-lesson Fashion design workshop enhanced their sewing techniques. Their excellent products were displayed in the Learning Fair of the school.	✓		✓		✓
8	<u>Mathematics Activities</u> - Mathematics Olympiad - King of Maths - Maths Arena	Oct 2023 - Aug 2024	S1-S6	727	2530	\$3.48	E5 E7	Mathematics	MO Teams: 18 junior form students and 10 senior form students were benefitted. Their mathematical problem-solving skills as well as interests in mathematics were raised. King of Maths: This is an whole school activity in which over 220 entries were received. The mathematical problem-solving atmosphere was raised. Maths Arena : 11 teams from 6 primary schools in TKO took part in this event which has provided opportunities for our students to learn to organise a big programme and primary students from different schools in the district to exchange ideas in mathematical problem-solving skills.	✓				
9	Music Day	26-4-2024	S1-S5	600	11905	\$19.84	E5 E6 E7	Arts (Music)	All S1-S5 students joined the Music Day and their music talents have been developed and showcased.	✓		✓		
10	<u>Physical Education</u> - Sports Days - Mini-marathon	Sep 2023 - Mar 2024	S1-S6	727	20627	\$28.37	E2 E7	Physical Education	The two events were finished successfully with a high participation rate.			✓		
11	<u>Visual Arts Activities</u> - Chinese Calligraphy - Photography Workshops - Ceramics Workshops - Mural Workshop	Oct 2023 - Aug 2024	S1-S5	154	73550	\$477.60	E1 E5	Arts (Visual Arts)	Students learnt the basic skills of Chinese Calligraphy. Students in the Ceramics Workshops learnt the hand build skills, the skills to use the wheel, and the skills of using glaze, they like their learning outcomes. Art Ambassadors joined the mural workshops and learnt how to make the draft on the wall, the skills of using the paints, and finally finished a 3.5M X 8M mural on our campus.	✓	✓	✓		

12	<u>School-based Life-wide Learning Day</u> - Thematic Activities and Visits	May 2024	S1-S5	727	66363	\$91.28	E1 E2	Cross-Disciplinary (Others)	Students relished the authentic learning experience during the life-wide learning day, expanding their horizons through diverse activities and off-campus visits.	✓	✓	✓		✓
13	Learning Mindset and Skills Programme	Sep 2023 - Jun 2024	S4	19	43200	\$2,273.68	E5	Cross-Disciplinary (Others)	The class bonding improved, and students exhibited increased self-confidence.	✓	✓			✓
14	S1-S3 Gifted Programmes	Sep 2023 - Aug 2024	S1-S3	20	9600	\$480.00	E5	Others, please specify: Gifted Education	10 selected gifted S3 students received training for the preparation of Physics Olympiad during the summer vacation for 32 hours. Students participated actively and would like to receive more related training in the coming days. They learnt the basic knowledge related to Mechanics. Further training will be provided in this academic year.	✓		✓		
15	Coaches and Tutors for Extra-curricular Activities	Sep 2023 - Aug 2024	S1-S6	727	418697	\$575.92	E5 E7	Others, please specify: OLE	Coaches and tutors play a crucial role in facilitating the training of students, helping them develop their skills and reach their full potential. Many teams have achieved excellent results in inter-school competitions due to the dedicated guidance and support provided by these mentors.	✓		✓		
16	<u>Guidance Activities</u> - S1-S3 Health Education Programme - S1 Fun Fun Camp - S2 'Our Own Fish' - S3 'Our Own Crops' - 'Into the Wild' Camp - Talent Show - Big Brother and Sister Training	Sep 2023 - Aug 2024	S1-S5	598	69083	\$115.52	E1 E2 E7	Leadership Training	All programme are completed on schedule. Students have been developed and well equipped.	✓	✓	✓		
17	<u>Religious Affairs Activities</u> - Summer Camp - Graduation Camp - CDG Running Friends - Fellowship Training Camp	Sep 2023 - Aug 2024	S1-S6	334	77267	\$231.34	E1 E2 E7	Values Education	In the camps and various activities, the students actively participated and created wonderful and joyful memories on campus together. The teachers also used these activities to instill positive values in the students' hearts, helping them face the different challenges on their journey of growth.		✓			
18	<u>Discipline and Moral Activities</u> - HKFYG Training for Prefects - Summer Prefect Training - S2 Adventure Training Camp - Talent Activities	Sep 2023 - Aug 2024	S1-S4	484	8634	\$17.84	E1	Moral, Civic and National Education	The S.2 Training Camp was finished smoothly. High participation rate and students had achieved some breakthrough when facing challenges.		✓			
19	<u>National and Civic Education Activities</u> - School-based Activities - Assemblies - Community Service	Sep 2023 - Aug 2024	S1-S6	727	7423	\$10.21	E1 E2 E6 E7	Moral, Civic and National Education	Students actively participated in various activities and assemblies and their civic-mindedness were enhanced. Besides, students actively joined various types of community services and they were highly appreciated by the different organizations.		✓		✓	

20	<u>Careers and Further Studies Activities</u> - S3 Growth Camp - Careers Talks - S3 Subject Selection Talks - Preparation Program for future careers	Sep 2023 - Aug 2024	S1-S6	727	33357	\$45.88	E1 E2 E5 E6 E8	Others, please specify: Careers-related	Through the camp and workshops,students were able to learn about different industries and university disciplines, and through the experiential activities, they were able to enhance their understanding of themselves and further think about their choices of subjects. Students also had a better understanding of certain profession by joining university programmes.	✓				✓
21	<u>STEM-related Activities</u> - STEM Day - S3 Cross-curricular Project - S1-S2 STEM Enrichment Projects - Pullout Programmes	Sep 2023 - Aug 2024	S1-S5	598	83840	\$140.20	E1 E2 E4 E5 E7	Cross-Disciplinary (STEM)	Learning on biotechnology and microbiology was introduced in S1-2 integrated science. The STEAM Day was successfully held on 14 May, S.3 STEAM projects were showcased, a greater variety of products was shown this year, some groups could show innovative designs with good prototypes.	✓				
22	<u>Class Management Activities</u> - S1-S2 Growth Journal Activity - S1-S5 Board Design Competition - S1-S6 Capture Our JOY Competition	Sep 2023 - Aug 2024	S1-S6	727	4970	\$6.84	E1 E7	Cross-Disciplinary (Others)	The class bonding improved, and students exhibited increased self-confidence through the "Board Display Competition" , "Capture Our JOY Competition" and the use of "growth Journal".	✓	✓			
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				9,824	\$1,030,928.00									
1.2	<u>Non-Local Activities:</u> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Study Tour	2 - 5 April 2024	S1-S5	30	77610	\$2,587.00	E3 E4	Cross-Disciplinary (Others)	The tour offered a rich blend of technological insights and cultural experiences. Students explored high-tech farming and semiconductor manufacturing. The tech visits and cultural activities helped broaden their perspectives.	✓	✓			
2	English Study Tour	Jul 2024 - Aug 2024	S1-S4	30	150067	\$5,002.23	E3 E4	English Language	Students gained insight into various facets of British culture, including pop culture, music, and sports. They expanded their horizons through excursions to cities such as Cardiff, Oxford, London, and Bath. The manners and drama workshops empowered students to communicate effectively and confidently with native English speakers. Furthermore, living with host families fostered cultural exchange and provided ample opportunities for students to practice their spoken English in a supportive environment.	✓				
3	STEAM Tour	29 Jul 2024 - 31 Jul 2024	S1-S4	30	3500	\$116.67	E3 E4	Cross-Disciplinary (STEM)	The tour provided students with hands-on experiences in technology and engineering. Students highly engaged in interactive workshops and visited innovative tech hubs, enhancing their understanding of real-world applications.	✓	✓			

(Please insert rows above if the space provided is insufficient.)			
Sub-total of Item 1.2	90	\$231,177.00	
Expenses for Category 1	9,914	\$1,262,105.00	

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

No.	Item	Purpose	Actual Expenses (\$)
1	Equipment for School-based Extra-curricular Activities	Extra-curricular Activities	\$112,850.36
2			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$112,850.36
Expenses for Categories 1 & 2			\$1,374,955.36

Category 3: Number of Student Beneficiaries

Total number of students in the school:	727
Number of student beneficiaries:	727
Percentage of students benefitting from the Grant (%):	100%

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

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

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

Report on the Use of the Student Activities Support Grant 2023-2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$61,750.00
B	Expenditure in the Current School Year:	\$49,843.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$11,907.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	12	\$2,180.00
Full-grant under the School Textbook Assistance Scheme	62	\$28,009.00
Meeting the school-based financially needy criteria	79	\$19,654.00
Total	153	\$49,843.00

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Extra-curricular activities (activity fee)	Cross-Disciplinary (Others)	40	\$5,448.00	✓	✓	✓		
2	Picnic day (transportation fee)	Values Education	23	\$1,112.00		✓			
3	Sports day (transportation fee)	Physical Education	73	\$5,674.00			✓		

4	Leadership training course / camp / activity (course / camp / activity fee)	Leadership Training	29	\$6,435.00	✓	✓			✓
5	Life-wide learning activity (activity fee and transportation fee)	Moral, Civic and National Education	220	\$19,299.00	✓	✓	✓	✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			385	\$37,968.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	English study tour (tour fee)	English Language	2	\$10,000.00	✓				
2									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			2	\$10,000.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Purchasing sports team T-shirt	Physical Education	9	\$1,875.00			✓		
2									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			9	\$1,875.00					
Total			396	\$49,843.00					

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

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

Remark: Due to the number of applicants from the group of students who meets our school-based financially needy criteria increased a lot this year, the subsidized amount for them finally exceeded 25 % of the total allocation. As the expenditure did not exceed the total allocation, the School has reported the situation to EDB and gained her approval.

迦密主恩中學
公民與社會發展科

「支援推行高中公民與社會發展科津貼」運用報告 (2023-2024)

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算	實際支出	評估
(a) 採購教學資源	<ul style="list-style-type: none"> ● 購買教師參考書 (重點購買解說憲法、基本法、「一國兩制」及介紹中國近年發展的參考書籍) ● 購買網上電子教學資源作同工備課及準備測考。 	科組同工	2023 年 9 月 - 2024 年 7 月	CJ, JH, PU PU	\$6,000	\$1,268	<ul style="list-style-type: none"> ■ 同工認同有關書籍及電子教學資源能有效地協助備課，以及準備測考。
(b) 採購圖書 / 電子學習資源	<ul style="list-style-type: none"> ● 購買圖書館書籍供學生借閱 (重點購買解說憲法、基本法、「一國兩制」及介紹中國近年發展的參考書籍) 	S.4-S.6 同學	2023 年 9 月 - 2024 年 7 月	CJ, JH, PU	\$1,000	\$4,650	<ul style="list-style-type: none"> ● 因應公民科已發展至中六，本學年能添置一些與「全球化」及「公共衛生」相關的書籍，同學對此類書籍有一定借閱的興趣。 ● 各班設置 2 套公民科刊物，部份對時事有興趣的同學會閱讀刊物。但較多同學因課業繁忙而未能抽出時間閱讀課外書籍。
(c) 資助教師前往內地考察活動	<ul style="list-style-type: none"> ● 邀請科組內同工參加認識國情的內地交流團 	科組同工	2024 年 3-4 月	PU	\$50,000	\$2,064.6	<ul style="list-style-type: none"> ● 因未能覓得合適的內地交流團，以及能出參與的同工不多，故本學年未能成功舉行教

項目	本年目標	目標對象	舉辦 / 施行日期	負責人	財政預算	實際支出	評估
							<p>師內地考察活動。</p> <ul style="list-style-type: none"> ● 另外，因應中五同學的需要，中五公民科考察團額外增加一位教師人手，以及資助隨團教師數據卡，這有助彼此聯繫。
(d) 資助學生前往內地考察活動	<ul style="list-style-type: none"> ● 帶領中四級同學參加與本地或在內地舉行的文化及可持續發展相關的考察活動。 	S.4 同學	2023 年 9 月 - 2024 年 7 月	PU	\$70,000	\$0	<ul style="list-style-type: none"> ● 本學年有不少科組舉辦遊學團，較本年未能安排合適的日子舉辦公民科內地考察團。
(e) 舉辦校本學習活動	<ul style="list-style-type: none"> ● 購買與中華文化相關的教學資源以舉行與本科相關的校本聯科學習活動。 	全校同學	2023 年 9 月 - 2024 年 7 月	CJ, PU	\$3,000	\$2,400	<ul style="list-style-type: none"> ● 本年中華文化日邀請了龍鬚糖師傅作示範。同學反應熱烈，個別同學向師傅主動問問題。
(f) 資助同學參加與本科相關的本地機構舉辦的校外學習活動	<ul style="list-style-type: none"> ● 資助中四級同學參加與公民科相關、由本地機構舉辦的活動，藉此豐富學生知識及提高學生學習興趣 	S.4-S.5 獲取錄同學	2023 年 9 月 - 2024 年 7 月	PU	\$10,000	\$0	<ul style="list-style-type: none"> ● 同學報名參與的多為免費考察活動 / 公民科相關活動，因此本學年不需以此津貼資助活動費用。
總額					\$140,000	\$10,382.6	

School-based After-school Learning and Support Programmes 2023/24

School-based Grant - Programme Report

Name of School: Carmel Divine Grace Foundation Secondary School

Staff-in-charge: Mr. Wong Wing Lok **Contact Telephone No.:** 2701 0908

A. The number of students (count by heads) benefitted under the Grant is 51 (including A. 2 CSSA recipients, B. 25 SFAS full-grant recipients and C. 24 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						
1. Chinese, English and Mathematics tutorial services for low achievers in S1 to S6	2	4	8	Exceeds 70%	Oct 23– Aug 24	4,910	<ul style="list-style-type: none"> ➤ Tutors' performance appraisal ➤ Attendance records 	--	--
2. Remedial / enrichment / examination preparation classes for S1 to S6	2	10	19	Exceeds 70%	Oct 23– Aug 24	4,760	<ul style="list-style-type: none"> ➤ Tutors' performance appraisal ➤ Attendance records 	--	--
3. Activities of different clubs / teams / subjects across all levels	0	6	2	Exceeds 70%	Oct 23– Aug 24	2,200	<ul style="list-style-type: none"> ➤ Attendance records ➤ Coaches' feedback 	--	--
4. Leadership training programmes for student leaders of different committees	1	7	0	Exceeds 70%	Oct 23– Aug 24	8,870	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Instructors' feedback ➤ Teachers' observation ➤ Attendance records 	--	--
5. Study tour to mainland China / other countries for students across all levels	1	8	6	Exceeds 70%	Oct 23– Aug 24	36,500	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 	--	--
6. Other after-school communication skills training and self-confidence development programmes	0	13	3	Exceeds 70%	Oct 23– Aug 24	4,375	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation ➤ Attendance records 	--	--

7. Procurement of necessary materials or equipment.	15	60	5	More students participated extracurricular activities	Oct 23– Aug 24	3,911	➤ Students' feedback ➤ Teachers' observation	--	--
Total no. of activities:									
@No. of man-times	21	108	43		Total Expenses	65,526			
**Total no. of man-times	172								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

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

姊妹學校交流報告書

2023 / 2024 學年

學校名稱：	迦密主恩中學		
學校類別：	中學	負責老師：	謝秀賢

本學年已與以下內地姊妹學校進行交流活動：	
1.	深圳市坪山高級中學
2.	西安藤信學校

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

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

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

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

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

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

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

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

全年財政報告：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 70,700
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 type="checkbox"/>	交流物資費用	HK\$ --
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\$ 70,700
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] 兩校管理層及學生層面的分享及文化藝術的交流活動，讓彼此更認識對方的地區文化。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] 管理層的專業交流、參觀、觀課及以文化藝術表演的形式互相交流。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明] 2024 年 3 月 28 日至 29 日復活假期間，前往深圳市坪山高級中學及 2024 年 8 月 28 日至 31 日暑假期間，前往西安藤信學校。 由於交流活動在假期內，因此沒有影響學生日常課堂學習。
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明] 全數由姊妹學校交流團支出，學生無須負擔任何團費。
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明] 旅遊學庫及世界萬里遊均是有多多年旅遊帶隊經驗。
O6	<input type="checkbox"/>	其他(請註明):

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	0 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	26 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	26 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	8 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	8 總人次

備註：

2024 年 8 月 29 日，與西安藤信學校進行結盟簽訂儀式，成為本校第二間姊妹學校。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2023/24 School Year

Name of School: Carmel Divine Grace Foundation Secondary School

Our school was provided with additional funding by the Education Bureau in the 2023/24 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 2023/24 school year (one or more options can be selected)#:

- ☒ Appointing _____ additional teacher(s) and 1 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 type="checkbox"/> Pull-out learning
(Level(s): _____) | <input type="checkbox"/> Split-class/group learning
(Level(s): <u> </u> _____) |
| <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 type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other support for Chinese learning:

- | | |
|--|---|
| <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): _____) |

After-school Homework Tutorial

- ☒ Others (please specify): _____

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

- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Chinese Tea Art Workshop (Beginner): 11/2023-1/2024

Chinese Tea Art Workshop (Advanced): 4-5/2024

Chinese Tea Art Workshop (Special Training): 5/2024

- ☒ 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):

Appointed as Class Chairperson: 2023-2024

S1 Fun Fun Camp: 12/2023

STEAM Study Tour to Xiamen: 7/2024

- ☐ 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)#:

- ☐ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.

- ☒ 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 Cheng Ken Sun (Name of Contact Person) at 27010908 (Tel. No.).

2023/24 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：迦密主恩中學

本校在 2023/24 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一）本校按非華語學生的學習進度和需要，在 2023/24 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- ☒ 聘請 _____ 名額外教師及 1 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|---|---|
| <input type="checkbox"/> 抽離學習
（年級：_____） | <input type="checkbox"/> 分組／小組學習
（年級：_____） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input type="checkbox"/> 協作／支援教學
（年級：_____） |
| <input type="checkbox"/> 跨學科中文學習
（年級：_____） | <input type="checkbox"/> 採用校本中國語文課程及／或
經調適的學與教材料
（年級：_____） |
| <input checked="" type="checkbox"/> 其他（請說明）： 老師留意非華語學生的課堂表現，按學習需要予以個別輔導。 | |

其他學習中文的支援：

- | | |
|---|---|
| <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）： 課後學習，功課輔導(年級：1) | |

(二) 本校建構共融校園的措施包括(可選多於一項) #：

- ☒ 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)：

中國茶藝工作坊

初階班：11/2023-1/2024

進階班：4-5/2024

特訓班：21/5/2024(之後於CDG Learning Fair 全校師生展示才藝)

- ☒ 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)：

擔任班會職員，為S1B班會主席

S1 FUN FUN CAMP：12/2023

STEAM 廈門交流團：29-31/7/2024

- ☐ 其他措施(請說明)：

(三) 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) #：

- ☐ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
- ☒ 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 27010908 (電話號碼) 與 鄭競新 (聯絡人姓名) 聯絡。