



LI SING TAI HANG SCHOOL  
李陞大坑學校

# Annual 2023-2024 **School Report**

# Li Sing Tai Hang School

## Annual Report 2023-2024

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## 1. Our School

Supervisor/ Chairman of Management Committee	Mr. Yuen How Kuen
School Head	Ms. Yip Siu Lai
Has the Incorporated Management Committee been established?	Established
School Type	Aided Whole Day
Student Gender	Co-ed
Sponsoring Body	Tai Hang Residents' Welfare Association
Religion	Not Applicable
Year of Commencement of Operation	1958
School Motto	Wisdom, Benevolence and Courage
Area Occupied by the School	About 1000 Sq. M
Medium of Instruction	Chinese & English
School Bus Service	School Bus
Parent-Teacher Association	Yes
Past Students' Association/Alumni Association	Yes

## 2. Achievements and Reflection on Major Concerns; Feedback and Follow-up

### Major Concern 1: Enhancing learning efficiency through self-directed learning

#### ACHIEVEMENTS

##### 1. Enhancement of students' self-directed learning attitudes, abilities, and skills.

##### 1.1. According to the results of the stakeholder survey, the effectiveness of self-directed learning is good

Stakeholders	Topic	Strongly Agree	Agree	Total Agree
Students	7. I take an active role in learning inside and outside of the classroom.	33.5%	37.9%	71.4%
	8. I am confident in learning inside and outside of the classroom.	34.4%	34.4%	68.8%
	9. I enjoy learning inside and outside of the classroom.	40.8%	31.3%	72.1%
	13. I know how to set my own learning goals.	41.7%	30%	71.7%
	15. I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.	33.3%	38.3%	71.6%
Parents	2. My child takes the initiative to learn.	26.4%	45.5%	71.9%
	3. My child is confident in learning.	29.4%	39.4%	68.8%
Teachers	55. My students take the initiative to learn.	19.2%	65.4%	84.6%
	56. My students are confident in learning.	23.1%	50%	73.1%
	60. My students often use different resources to learn, such as e-learning resources and community resources.	38.5%	50%	88.5%
	61. Students reflect on and improve their learning.	19.2%	65.4%	84.6%

- 1.2. Self-directed learning performance is excellent
  - 1.2.1. According to the stakeholder survey results, 71.4% of students believe they can actively learn inside and outside the classroom. 71.9% of parents and 84.6% of teachers are satisfied with the students' self-directed learning performance. Students enjoy completing self-directed learning assignments, have a positive and interested learning attitude, and achieve excellent results.
  - 1.2.2. English and Mathematics teachers have designed self-directed learning assignments for each grade level based on students' abilities and learning needs. The quality of the assignments is excellent, and the learning content is diverse.
  - 1.2.3. Students can master various self-learning strategies and build learning confidence.
- 1.3. Students can make good use of mLang electronic tools for self-directed learning.
  - 1.3.1. With the support of the school, most students can adapt to the new learning mode under the new normal. Most students are willing to use the mLang electronic platform to complete daily online assignments. Students can share what they have learned through the e-learning platform, perform better in diverse assignments, and the reward scheme can motivate students to continue learning, observe each other, and build confidence.
  - 1.3.2. Students can make good use of information technology to conduct pre-study and extension activities in Chinese and English subjects, thereby improving learning efficiency.
  - 1.3.3. Students can make good use of the mLang electronic platform to establish a "Chinese and English self-directed electronic vocabulary bank" and a "Chinese self-directed electronic sentence bank" to accumulate vocabulary and sentence patterns, and use the class-based vocabulary and sentence bank for writing.
- 1.4. Optimization of "Study Timetable Plan 溫習時間表計劃"
  - 1.4.1. Most students are able to establish good learning habits and reasonably arrange their study and life, which greatly helps improve learning efficiency and performance

## REFLECTIONS

- 1. Students with weaker language skills have a limited vocabulary and weaker sentence construction abilities, with subpar performance in the electronic sentence bank.
- 2. 70% of parents were satisfied with their children's performance in self-directed learning according to the stakeholder survey, a 15% decrease from the previous year. However, teachers' satisfaction with students increased by 13% from the previous year. Teachers observed that students were actively engaged in self-directed learning, which might indicate that parents, due to their lesser involvement in schoolwork, are not fully aware of their children's learning progress in self-directed learning.
- 3. Feedback from various levels indicated that some students' reflections were superficial and lacked depth.
- 4. The instability of the mLang platform has slightly affected the teaching progress and student learning.

## FEEDBACK AND FOLLOW-UP

1. Support for students with weaker abilities needs to be further strengthened.
2. Self-directed learning assignments will be included in the regular curriculum.
3. In terms of reflections on self-directed learning assignments, subject teachers can design different reflection methods based on students' needs, such as using exemplary works and questions to assist students in reflecting.
4. Parental involvement elements can be incorporated into self-directed learning assignments, allowing parents to assist their children while gaining an understanding of their children's self-directed learning situation.
5. The study timetable should be integrated with the test and exam schedule and embedded in the handbook for easy reference and use by students.

## Major Concern 2: Catering to Student Diversity and Promoting Student Learning

### ACHIEVEMENTS

1. Through diverse teaching methods, students in different ability groups have shown improvement in their learning performance:
  - 1.1. This year, in the research and development of teaching, teachers of different levels in Chinese, English, and Mathematics have been able to design teaching according to the school's "C35 Teaching Strategy to Cater to Diverse Learning Needs" guidelines, taking into account students' different learning styles and abilities. The average score reached 4 points, showing good performance, reflecting that teachers have been able to learn relevant teaching designs in the research and apply them in the classroom.
  - 1.2. From homework and lesson observations, teachers can use diverse teaching strategies to cater to students' different learning styles and needs, such as tiered worksheets and setting different goals based on students' ability groups.
  - 1.3. The Chinese subject has improved students' language proficiency and interest in learning Chinese through various programs.
    - 1.3.1. "Chinese Self-Improvement Program 中文自我超越計劃": The "Living and Learning Chinese 生活學中文" materials are closely related to students' life experiences, rich in content, practical, and interesting, making them very suitable for students with slightly weaker abilities to learn Chinese.
    - 1.3.2. "Chinese Leap Program 中文飛躍計劃": Utilizing systematic self-learning materials, setting self-learning progress and goals based on students' different starting points, with a student participation rate of 90%, and 2 students successfully completing the program and advancing.
  - 1.4. The Mathematics subject has improved the performance of students in different ability groups through various programs.

- 1.4.1. "Math Star Program 數學之星計劃": Using the STAR platform to provide students with opportunities for self-study, with questions close to public exam question types, challenging high-difficulty questions suitable for top students.
- 1.4.2. "Math Self-Improvement Program 數學自我超越計劃": Effectively consolidating students' calculation abilities through the school's "Vertical Calculation Training Course 縱向運算訓練課程."
- 1.4.3. "Math Leap Forward Program 數學飛躍計劃":
  - 1.4.3.1. Students who are falling behind can improve their calculation abilities through the program.
  - 1.4.3.2. Gradually mastering calculation skills with topics from shallow to deep and sufficient practice.
  - 1.4.3.3. The reward program can encourage students to actively complete the program.
  - 1.4.3.4. Some students can complete previous exercises within the deadline and catch up with the original progress.
2. Through catering to students' abilities and learning needs, students' reading volume and interest in reading have been enhanced:
  - 2.1. "Chinese Reading Sharing Program 中文閱讀分享計劃": Conducted in the enhancement class, most students are willing to participate in reading sharing activities, effectively enhancing students' interest in reading Chinese books.
  - 2.2. "Chinese E-Reading Program 中文電子閱讀計劃": Students are very interested in e-reading books and their content.
  - 2.3. "Chinese Leap Program 中文飛躍計劃": During after-school homework tutoring sessions, teachers conduct one-on-one reading, enhancing the motivation of students with slightly weaker abilities and students with special needs to learn Chinese.
  - 2.4. E-Reading Scheme: English subject teachers assign e-books from the Highlights Library to students based on their individual reading levels. Students enjoy the online reading plans of Highlights and Epic, freely choosing books they are interested in.

## REFLECTIONS

1. Chinese and Math "Self-Improvement Plan 自我超越計劃": Due to the remedial class being held once a week, supervision is more challenging.
2. "Math Leap Program 數學飛躍計劃": Some students with special learning needs have weaker motivation or require additional emotional care, affecting overall progress.
3. "Chinese Leap Program 中文飛躍計劃": Students have limited family support and do not participate in after-school homework tutoring, thus follow-up time is limited.
4. "Math Star Program 數學之星計劃": The content of the STAR platform question bank does not fully cover the entire math curriculum, and some learning units do not yet have questions available.
5. "Chinese Reading Sharing Program 中文閱讀分享計劃": Students' oral reporting skills need improvement.

6. "Chinese E-Reading Program 中文電子閱讀計劃": Although the storybooks have interesting themes, they lack Chinese-English translation, which does not meet the needs of weaker students.
7. E-Reading Scheme: According to the survey results from stakeholders (12 students), 55.5% of students like reading, which does not meet the expected standard. Some first-grade students find it difficult to independently handle the Highlights Library login process and tasks.

## FEEDBACK AND FOLLOW-UP

1. Optimizing Chinese and Math Academic Support Strategies:
  - 1.1. Optimizing and merging the "Self-Improvement Plan 自我超越計劃" and "Leap Plan 飛躍計劃" into the "Self-Improvement Class 自我超越班":
    - 1.1.1. Using the Rainbow One "Living and Learning Chinese 生活學中文" and "Vertical Calculation Training Course 縱向運算訓練課程" to enhance the academic level of students with slightly weaker Chinese and math learning abilities.
    - 1.1.2. Utilizing daily tutorial sessions and student support group human resources to assist in improving the effectiveness of the plan, and enhancing student participation motivation through a reward scheme.
2. Optimizing the "Math Star Program 數學之星計劃": Propose to the STAR platform to optimize the overall math curriculum question bank. While waiting for the platform to update the question bank, the questions in the HOTQ practice can be used first.
3. Newly established "Chinese Bridging Class 中文銜接班": Conducted in a short-term withdrawal mode, it provides a basic Chinese course for students whose Chinese level is close to zero to improve their Chinese proficiency.
4. Newly established "Open English Class": Conducted during after-school hours, it provides a basic English course for students whose English level is close to zero, mainly new immigrants from mainland China, to improve their English proficiency.
5. Optimizing the Reading Scheme:
  - 5.1. Increasing morning reading time.
  - 5.2. "Chinese E-Reading Program 中文電子閱讀計劃": The cost of the Chinese e-reading platform is not low, and the collection of books is not extensive. The Chinese subject should look for more suitable books for non-Chinese speaking students.
  - 5.3. Regularizing the "Chinese Reading Sharing Program 中文閱讀分享計劃" in the enrichment class into the "Happy Reading 讀書樂" activity, where students need to conduct oral reading sharing.
  - 5.4. E-Reading Scheme: The English subject will use the Epic online reading platform for the 24-25 school year to implement e-reading across the school.



## Major Concern 3: Establishing Healthy Living Habits

### ACHIEVEMENTS

1. Reflected in the APASO questionnaire, the Q value of "Physical Health/Physical Exercise" under "Healthy Lifestyle" reached 116, indicating that students emphasize physical exercise and health and consider themselves to have a strong physique.
2. Students learn what a healthy life is and how to establish healthy living habits through activities in different subject groups. For example, the English subject encourages students to choose healthy foods and make recipes; the Mathematics and Physical Education subjects cultivate good exercise habits through math diaries and exercise plans; the Visual Arts subject allows students to learn methods of stress relief through creation; the Computer subject teaches students how to design applications that establish a healthy lifestyle through programming, with a participation rate as high as 94%, showing significant results.
3. In addition, various activities promote a healthy lifestyle, such as the "Health Ambassador Program 健康大使計劃": Students actively participate in the program to understand the importance of healthy snacks. Students share different healthy foods with each other to establish a healthy lifestyle together. Also, "Chinese Day 中文日" incorporates games and speaking topics related to the theme of a healthy lifestyle, giving students more opportunities to learn about healthy living.
4. 70% of students completed the "Health Ambassador Online Training Program 健康大使網上訓練計劃" training. 100% of students agreed that they could learn knowledge about healthy living from the activities.

### REFLECTIONS

1. The design of cross-disciplinary activities can be more diversified, and the frequency of cross-subject collaboration can also be increased.
2. There is still room for improvement in students' mental health, and overall planning and implementation efforts need to be strengthened.
3. In the stakeholder questionnaire, 64.8% of students and 63.6% of parents believe that students can practice a healthy lifestyle, such as having a regular schedule, moderate exercise, and knowing how to relieve stress, but there is still room for improvement.

## FEEDBACK AND FOLLOW-UP

In the next cycle, strengthen the collaboration between subject groups in four areas: classroom learning, all-round learning, practice and service, and the whole school atmosphere to implement healthy living plans, such as optimizing health life theme teaching designs for each subject, incorporating suitable mental health topics, further strengthening cross-disciplinary cooperation, implementing the "4Rs Mental Health Charter 4Rs 精神健康約章" and promoting the "MVPA60 Plan."

### 3. Student Performance

#### 3.1. Students' Attitude and Behavior

- 3.1.1. Students have a good and serious learning attitude and motivation. According to the stakeholder questionnaire, students can take the initiative to learn and enjoy learning both inside and outside the classroom, and they strive to overcome learning difficulties. Teachers rated students' use of various resources for learning, as well as their ability to reflect and improve on their learning, at 4 or above (out of 5), showing good performance.
- 3.1.2. According to the affective and social performance assessment data, in the "honesty and moral awareness" item, the Q-value reached 116, and the average score of all stakeholders in the "perception of student growth support" was 4 or above. Both students themselves, parents, and teachers believe that students are continuously improving in their growth.
- 3.1.3. All stakeholders have a positive perception of student growth support. The stakeholder questionnaire shows that more than 90% of students and teachers, and 85% of parents believe that the school actively teaches students how to get along with others, such as respecting others and considering others. From the teachers' observations, students show a cooperative, helpful, and caring attitude. Students actively and responsibly participate in activities such as leadership training, "model prefect election 模範風紀選舉," and the "Big Brother Big Sister Program 大哥哥大姐姐計劃," showing great care for their younger peers.
- 3.1.4. According to the affective and social performance assessment data, in the "national identity (national flag, national anthem)" item, the Q-value reached 99. Through patriotic education, the school helps students understand the country and Chinese culture, fostering a sense of national identity and patriotism. Students stand solemnly and sing the national anthem during the flag-raising ceremony. Through activities like "Speeches under the National Flag 國旗下的講話," "Chinese Culture Day 中華文化日," "Di Zi Gui Recitation Classes 弟子規朗誦班," "Sister School 姊妹學校" exchanges, visits to Zhuhai Space Center 珠海太空中心, and Xinhui Museum 新會博物館, students show great interest in Chinese culture and the development of China. During a visit to the Stonecutters Island Military Camp 昂船洲軍營, students felt proud and honored to be Chinese.
- 3.1.5. Through curriculum planning and diverse strategies, each subject group promotes the "Healthy Living Habit Establishment Plan 建立健康生活習慣計劃" at the school-wide level from three aspects: "Popularity," "Selectivity," and "Specificity," to promote students' mental health. However, the pandemic has negatively impacted many students' mental health, such as a lack of social interaction, inability to get along with others, and self-isolation. According to stakeholder survey data, only about 65% of students and parents agreed with the statement "I can practice a healthy lifestyle, such as having a regular schedule, moderate exercise, and knowing how to relieve stress," indicating that this area needs more attention.

### 3.2. Students' Participation and Achievements

Organisations	Competitions	Awards	Prize Winners	Class
Hong Kong Children and Youth Arts Association	The 6 <sup>th</sup> Young Children's Reciter Competition 2023	Cantonese P.5-P.6 Group 1 <sup>st</sup> runner up	Tsang Wai Yan	6S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Alindayu, Iyanah Jeanuard Gimeno	3L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Urtula, Krian Jazzibelle	3L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Kahakachchi Patabendi, Daksha Dewmini	3S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Pasunon, Supissara	3S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Nunag, Chelsea Kristine	3S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Sam, Yu Sheng	4L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Masayu, Kaneyisa Aurelia	4S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Pereira, Kiana	4S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Zou, Hillary	4S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Whitecross, Princess Sky Baran	4S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Ding, Janice	5S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Ssekimwanyi, Peace Nakimwanyi	5S
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Amina Shoaib	6L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Chan, Sze Wing	6L

Organisations	Competitions	Awards	Prize Winners	Class
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Leung, Tsz Ching Jolie	6L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Lim, Karissa Allana Baga	6L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Puro, Kayla Noj Gojo Cruz	6L
Asia-Pacific Excellent Kids Creative Arts Association	2024 The 4 <sup>th</sup> Asia Pacific Dance Competition - Group Dance	P.5-P.6 Group Champion	Zulueta, Kirsten Daphne Debalucos	6L
Hong Kong Dance Education Association	Hong Kong Professional Dance Competition 2024	Jazz Dance (Primary Group (Senior)) Silver Award	Amina Shoaib	6L
Hong Kong Dance Education Association	Hong Kong Professional Dance Competition 2024	Jazz Dance (Primary Group (Senior)) Silver Award	Chan, Sze Wing	6L
Hong Kong Dance Education Association	Hong Kong Professional Dance Competition 2024	Jazz Dance (Primary Group (Senior)) Silver Award	Leung, Tsz Ching Jolie	6L
Hong Kong Dance Education Association	Hong Kong Professional Dance Competition 2024	Jazz Dance (Primary Group (Senior)) Silver Award	Lim, Karissa Allana Baga	6L
Hong Kong Dance Education Association	Hong Kong Professional Dance Competition 2024	Jazz Dance (Primary Group (Senior)) Silver Award	Puro, Kayla Noj Gojo Cruz	6L
Hong Kong Dance Education Association	Hong Kong Professional Dance Competition 2024	Jazz Dance (Primary Group (Senior)) Silver Award	Zulueta, Kirsten Daphne Debalucos	6L
Hong Kong Liberal Arts and Talent Association	Hong Kong Liberal Arts and Talent Speech Festival 2024 Summer Competition	P.3-4 Cantonese Group 2 <sup>nd</sup> runner up	Lo, Sin Tin	4L
Hong Kong Liberal Arts and Talent Association	Hong Kong Liberal Arts and Talent Speech Festival 2024 Summer Competition	P.3-4 Cantonese Group Merit Award	Lo, Ho Tin	3S
Hong Kong Liberal Arts and Talent Association	Hong Kong Liberal Arts and Talent Speech Festival 2024 Summer Competition	P.1-2 Cantonese Group 2 <sup>nd</sup> runner up	Khan, Maryam	2L
Hong Kong Liberal Arts and Talent Association	Hong Kong Liberal Arts and Talent Speech Festival 2024 Summer Competition	P.1-2 Cantonese Group Merit Award	Muhammad, Sabella S. Khan	2L

Organisations	Competitions	Awards	Prize Winners	Class
Hong Kong Liberal Arts and Talent Association	Hong Kong Liberal Arts and Talent Speech Festival 2024 Summer Competition	P.5-6 Cantonese Group 2 <sup>nd</sup> runner up	Cheng, Ka Yan	5L
Hong Kong Liberal Arts and Talent Association	Hong Kong Liberal Arts and Talent Speech Festival 2024 Summer Competition	P.5-6 Cantonese Group Merit Award	Tsang, Wai Yan	6S
Hong Kong Schools Music and Speech Association	Solo Poetry - Putonghua P.5-P.6 Girls Group	Merit Award	Chan, Yuen Yuen	6S
Home Affair Department / Link Centre / Government Funded Programme / Hong Kong Community Network	Outstanding Ethnic Minority Student Award Scheme 2024	Merit Certificate	Kaur, Manseerat	6L
Hong Kong Schools Music and Speech Association	The 76 <sup>th</sup> Hong Kong School Speech Festival - Grade Piano Solo - 1 <sup>st</sup> Grade	Silver	Serrano Daniella Louise Padriguez	2S
Hong Kong Schools Music and Speech Association	The 76 <sup>th</sup> Hong Kong School Speech Festival - Grade Piano Solo - 2 <sup>nd</sup> Grade	Bronze	Shahani Akshay Duazo	5S
Hong Kong Schools Music and Speech Association	The 75 <sup>th</sup> Hong Kong Schools Speech Festival	Third Place	Lim, Karissa Allana Baga	6L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Maganis, Atasiah Otivar	2L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Burman, Azad	2S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Rabanillo, Knowel Aldrich Catap	3L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Kahakachchi Patabendi, Daksha Dewmini	3S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Nunag, Chelsea Kristine	3S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Pascual, Lukas Pimentel	3S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Pasunon, Supissara	3S

Organisations	Competitions	Awards	Prize Winners	Class
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Padua, Samuel Rapael	4L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Ballesteros, Samara	4S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Chua, Jao Thaddeus	5L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Prabowo, Earlova Kiiela-Ashtana	6L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Zacarias, Jakob Mischa Alagao	6L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Merit Award	Gurung, Evan	6S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	3 <sup>rd</sup> runner up	Urtula, Krian Jazzibelle	3L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	3 <sup>rd</sup> runner up	Mahardhika, Siti Shafiyah Zahra	4L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	3 <sup>rd</sup> runner up	Ssekimwanyi, Peace Nakimwanyi	5S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	2 <sup>nd</sup> runner up	Chan, Yuen Yuen	6S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	1 <sup>st</sup> runner up	Interizo, Rhian Joy Gulle	6L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	1 <sup>st</sup> runner up	Mendoza, Jet Zander Saflor	6S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Champion	Mohammad, Asfiya Uzma	3S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Champion	Ding, Janice	5S
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Champion	Celeste, Bien Jr. Salomon	6L
Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2024 for Primary Schools	Champion	Kaur, Manseerat	6L
The University of Sydney	ICAS Reading	Merit	Gurung, Nirvi	5S

Organisations	Competitions	Awards	Prize Winners	Class
The University of Sydney	ICAS Reading	Merit	Aquino, Frances Solenn Gaspar	6S
The University of Sydney	ICAS Reading	Merit	Puro, Kayla Noj Gojo Cruz	6L
The University of Sydney	ICAS Reading	Merit	De Leon, Aldrich Joseph Wu	5L
The University of Sydney	ICAS Reading	Merit	Noor, Roha	5L
The University of Sydney	ICAS Reading	Merit	Orr, David John Capitle	5L
The University of Sydney	ICAS Reading	Merit	Singh, Ishaan	5L
The University of Sydney	ICAS Reading	Merit	Shahani, Akshay	5S
The University of Sydney	ICAS Reading	Merit	Mohammad, Hasnain	6L
The University of Sydney	ICAS Reading	Merit	Zacarias, Jakob Mischa Alagao	6L
The University of Sydney	ICAS Reading	Merit	Thapa, Daniel	6S
The University of Sydney	ICAS Reading	Merit	Tsang, Wai Yan	6S
The University of Sydney	ICAS Reading	Distinction	Palanikumar, Sai Praneeth	6S
The University of Sydney	ICAS Reading	Distinction	Manglicmot, Mark Kristopher	5S
The University of Sydney	ICAS Reading	High Distinction	Leung, Tsz Ching Jolie	6L
The University of Sydney	ICAS Writing	Merit	Gurung, Nirvi	5S
The University of Sydney	ICAS Writing	Merit	Mohammad, Hasnain	6L
The University of Sydney	ICAS Writing	Merit	Puro, Kayla Noj Gojo Cruz	6L
The University of Sydney	ICAS Writing	Merit	Krishna, Kalila Prasadini	5L
The University of Sydney	ICAS Writing	Merit	Leung, Tsz Ching Jolie	6L
The University of Sydney	ICAS Writing	Merit	Kaur, Manseerat	6L
The University of Sydney	ICAS Writing	Distinction	Palanikumar, Sai Praneeth	6S
The University of Sydney	ICAS Writing	Distinction	De Leon, Aldrich Joseph Wu	5L
The University of Sydney	ICAS Mathematics	Credit	Manglicmot, Mark Kristopher	5S



項目摘要 Project Summary	承上結餘 Balance brought forward	收入 Income	支出 Expense	結餘 Balance
A01 擴大營辦津貼 EOEBG				
擴大營辦津貼上年度結餘 EOEBG Surplus brought forward from previous year (A)	\$1,793,175.88			\$1,793,175.88
補貼 ( ) 超支 Deficit transferred from ( )				\$0.00
A0101 基線指標 Non-School Specific (Baseline Reference)				\$0.00
A010101 基線指標撥款 Non-School Specific (Baseline Reference) Grant		\$863,662.95		\$863,662.95
A010102 學校行政 School Administration			\$453,872.80	(\$453,872.80)
A010103 維修及保養 Repairs & Maintenance			\$237,277.51	(\$237,277.51)
A010104 傢具及器材 Furniture and Equipment			\$169,435.22	(\$169,435.22)
A010105 學科 Subjects			\$22,451.30	(\$22,451.30)
A010106 行政組 Administration Groups			\$21,404.20	(\$21,404.20)
A010107 供增聘文書助理 Administration Grant for Additional Clerical Assistant			\$217,186.00	(\$217,186.00)
基線指標餘額 Baseline Reference Surplus (B)	\$0.00	\$863,662.95	\$1,121,627.03	\$1,535,211.80
A0102 學校特定津貼 School Specific Allowance				
A010201 資訊科技綜合津貼 Composite Information Technology Grant		\$427,756.00	\$294,481.59	\$133,274.41
A010202 學校發展津貼 Capacity Enhancement Grant		\$396,135.00	\$238,957.20	\$157,177.80
A010203 學生輔導額外津貼 Top Up Student Guidance Service Grant		\$0.00	\$0.00	\$0.00
A010204 新來港兒童 School-based Support Scheme for Schools with Intake of Newly Arrived Children		\$105,420.00	\$0.00	\$105,420.00
A010205 行政津貼 Administration Grant/Revised Administration Grant		\$723,984.00	\$690,490.94	\$33,493.06
A010206 增強言語治療 Enhanced Speech Therapy Grant		\$91,560.00	\$96,390.00	(\$4,830.00)
A010207 成長的天空計劃 Understanding Adolescent Project (Primary) Grant		\$148,708.00	\$142,547.00	\$6,161.00
A010208 空調設備津貼 Air Conditioning Grant		\$243,842.00	\$286,441.50	(\$42,599.50)
A010209 校本管理額外津貼 SBM Top-up Grant		\$52,596.00	\$51,061.00	\$1,535.00
A010210 校本言語治療行政經常津貼 School-based Speech Therapy Administration Recurrent Grant		\$8,415.00	\$0.00	\$8,415.00
學校特定津貼餘額 School Specific Allowance Surplus (C)	\$0.00	\$2,198,416.00	\$1,800,369.23	\$398,046.77
擴大營辦津貼餘額 EOEBG Surplus (A)+(B)+(C)	\$1,793,175.88	\$3,062,078.95	\$2,921,996.26	\$1,933,258.57
A02 非擴大營辦津貼 Non-EOEBG Grants				
A0201 家教會經常津貼 Committee on Home-School Co-operation Project (Setting/Subsidizing Expenses of PTA)		\$5,978.00	\$5,978.00	\$0.00
A0202 家校合作活動津貼 Committee on Home-School Co-operation Project (Activity)		\$10,240.00	\$10,240.00	\$0.00
A0203 NET行李或醫療津貼及約滿酬金 Grant Account for Fringe benefits under the Enhanced Native-speaking English Teacher Scheme		\$0.00	\$0.00	\$0.00
A0204 校本課後學習及支援 School-based After-school Learning and Support Programmes		\$59,400.00	\$59,400.00	\$0.00
A0205 地租及差餉 Other Recurrent Grants(for reimbursement of government rent and rates)		\$109,430.00	\$109,430.00	\$0.00
A0206 加強支援非華語學生的中文學與教 Enhanced Additional Funding - Support for NCS Students	\$438,968.54	\$1,608,994.00	\$1,696,748.19	\$351,214.35

項目摘要 Project Summary		承上結餘 Balance brought forward	收入 Income	支出 Expense	結餘 Balance
A0207	德育及國民教育支援津貼 Moral and National Education Support Grant	\$132,664.27	\$0.00	\$45,220.58	\$87,443.69
A0208	非華語學童的銜接課程 Bridging Programme for NCS Children		\$0.00	\$0.00	\$0.00
A0209	在校免費午膳 Free Lunch at Schools		\$58,320.00	\$50,624.00	\$7,696.00
A0210	資訊科技人員支援津貼 Information Technology Staffing Support Grant	\$315,873.00	\$333,812.00	\$320,776.00	\$328,909.00
A0211	學生活動支援津貼 Student Activities Support Grant		\$24,850.00	\$24,850.00	\$0.00
A0212	學校社工服務津貼 SSWSG	\$27,674.70	\$675,508.52	\$430,000.00	\$273,183.22
A0213	諮詢服務津貼 Consultation Service Grant	\$19,364.00	\$136,356.00	\$110,000.00	\$45,720.00
A0214	推廣閱讀津貼 Promotion of Reading Grant		\$21,733.00	\$12,236.67	\$9,496.33
A0215	學習支援津貼 Learning Support Grant	\$341,430.26	\$1,274,345.00	\$1,389,392.83	\$226,382.43
A0216	有特殊需要非華語學生支援津貼 Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs	\$175,753.37	\$210,382.00	\$217,525.19	\$168,610.18
A0217	全方位學習津貼 Life-wide Learning Grant	\$461,542.67	\$486,254.00	\$564,219.01	\$383,577.66
A0218	防疫特別津貼 Special Anti-epidemic Grant		\$0.00	\$0.00	\$0.00
A0219	資助清貧中小學生購買流動電腦裝置 Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices		\$0.00	\$0.00	\$0.00
A0220	校本言語治療設置津貼 School-based Speech Therapy Set-up Grant		\$0.00	\$0.00	\$0.00
A0221	一筆過家長教育津貼 One-off Grant on Parent Education	\$195,100.00	\$0.00	\$16,580.00	\$178,520.00
A0222	校園好精神一筆過津貼 One-off Grant for Mental Health at School		\$60,000.00	\$27,278.00	\$32,722.00
A0223	姊妹學校計劃 Sister School Scheme		\$122,846.00	\$76,406.40	\$46,439.60
A0224	家長學生好精神一筆過津貼 One-off Grant for Mental Health of Parents and Students		\$20,000.00	\$0.00	\$20,000.00
A0225	支援開設小學科學科的一筆過津貼 One-off Grant for Supporting the Introduction of Primary Science		\$350,000.00	\$0.00	\$350,000.00
A0226	支援學校推動校園體育氛圍及MVPA60一筆過津貼 One-off Grant for Promotion of Sports Ambience and MVPA60		\$150,000.00	\$0.00	\$150,000.00
A0227	推廣中華文化體驗活動一筆過津貼 One-off Grant for Promotion Chinese Culture Immersion Activities		\$300,000.00	\$0.00	\$300,000.00
A0228	優質教育基金電子學習撥款計劃 Quality Education Fund e-Learning Funding Programme		\$415,274.00	\$415,274.00	\$0.00
非擴大營辦津貼餘額 Non-EOEBG Grants Surplus		\$2,108,370.81	\$6,433,722.52	\$5,582,178.87	\$2,959,914.46
A03	整合代課教師津貼 Teacher Relief Grant	\$156,059.28	\$95,672.50	\$44,084.67	\$207,647.11
A04	教職員薪金津貼 Salaries Grant		\$19,806,970.30	\$19,806,970.30	\$0.00
A05	非教職員強 / 公積金津貼 Employer's contributions to PF / MPF of Teaching Supporting Staff & Janitor		\$146,408.90	\$141,850.67	\$4,558.23
A06	教師特殊教育需要培訓津貼 Teacher Training Grant - Special Education Needs				\$0.00
政府帳總計 Government Funds Account Total		\$4,057,605.97	\$29,544,853.17	\$28,497,080.77	\$5,105,378.37

#### 學校帳 School Funds

學校賬上年度結餘 School Funds Surplus brought forward from previous year		\$524,733.52			\$524,733.52
B01	非標準項目 Non-Standard Fee	\$42,786.63	\$104,527.80	\$65,207.73	\$82,106.70
B02	學生活動 Student Activities		\$467,492.92	\$467,492.92	\$0.00
B03	其他 Others		\$112,522.10	\$98,628.20	\$13,893.90
學校帳總計 School Funds Account Total		\$567,520.15	\$684,542.82	\$631,328.85	\$620,734.12

## Appendix 2

### Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students Programme Report 23-24

#### ACHIEVEMENTS

1. The overall average Chinese score of the whole school has slightly increased compared to the previous year. Additionally, the proportion of students with grades A and B has remained the same or increased, while the proportion of students with grade F has decreased.
2. The overall average score in language knowledge has increased compared to the previous year, being the highest among all categories, reflecting students' willingness to study hard.
3. Most students use electronic platforms to learn Chinese, which helps to enhance interest and self-directed learning. Using electronic platforms also helps weaker students to continuously improve from their current starting point, with more significant results.
4. All teachers agreed that teacher training activities help to improve professional standards.

#### REFLECTIONS

1. The impact of the three-year epidemic on students' Chinese proficiency is difficult to digest in the short term, especially for upper primary students.
2. The influx of many transfer students after the return to normalcy, many of whom have low Chinese proficiency or are just starting to learn Chinese in upper primary, has dragged down the overall performance, making the gap in upper primary more significant.

#### FEEDBACK AND FOLLOW-UP

Strengthen various support measures, such as "Chinese Bridging Classes" and "Self-Improvement Programs," by investing more human resources to provide more focused counseling measures.

**Report on the Use of the Life-wide Learning Grant**  
**2023-2024 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				
			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	After-School Activities - Sports	Sep 2023 - June 2024	P1-P6	151	\$144,903.00	\$959.62	E1,E2,E5	Physical Education	Students can learn more extracurricular sports skills and knowledge through activities.	✓		✓		
2	After-School Activities - Arts	Sep 2023 - June 2024	P1-P6	50	\$117,430.00	\$2,348.60	E1,E2,E5	Arts (Music)	Students can learn music knowledge and instrument skills beyond the curriculum through activities.	✓		✓		
3	After-School Activities - Arts	Sep 2023 - June 2024	P1-P6	14	\$14,719.50	\$1,051.39	E1,E2,E5	Arts (Visual Arts)	Students can learn more about visual arts skills and knowledge through activities.	✓		✓		
4	After-School Activities - Arts	Sep 2023 - June 2024	P1-P6	12	\$122,700.00	\$10,225.00	E1,E2,E5	Arts (Others)	Students can learn more about performing arts skills and knowledge through activities.	✓		✓		
5	STEAM	Sep 2023 - June 2024	P1-P6	297	\$6,925.00	\$23.32	E1,E2,E5	Cross-Disciplinary (STEM)	Students can learn knowledge related to STEAM subjects beyond the curriculum through activities.	✓				
6	Other Learning Experience Activities	Sep 2023 - June 2024	P1-P6	297	\$79,197.00	\$266.66	E1,E2,E5	Cross-Disciplinary (Others)	Students can learn more knowledge beyond the subject curriculum and life-related skills through Other-Learning Experience activities.	✓	✓	✓	✓	
7	Project Based Learning Days	Sep 2023 - June 2024	P1-P6	297	\$28,935.50	\$97.43	E1,E2,E5	Cross-Disciplinary (Others)	Students can learn more knowledge and skills through Project Based Learning Days.	✓				✓
8	Multi-Intelligence Activities	Sep 2023 - June 2024	P1-P6	297	\$16,150.00	\$54.38	E1,E2,E5	Cross-Disciplinary (Others)	Students can develop diverse interests and relevant knowledge through Multi-Intelligences activities.	✓		✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				1,415	\$530,960.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				1,415	\$530,960.00									

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

No.	Item	Purpose	Actual Expenses (\$)
1	School Based After-School Activities	Equipments & Consumables	\$11,263.42
2	STEAM	Equipments & Consumables	\$10,658.99
3	Other Learning Experience Activities	Equipments & Consumables	\$4,370.28
4	Project Based Learning Days	Equipments & Consumables	\$5,386.32
5	Multi-Intelligence Activities	Equipments & Consumables	\$1,580.00
(Please insert rows above if the space provided is insufficient.)			
<b>Expenses for Category 2</b>			<b>\$33,259.01</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$564,219.01</b>

Category 3: Number of Student Beneficiaries

Total number of students in the school:	297
Number of student beneficiaries:	297
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Chor Chun Kit
Post of Contact Person for LWL:	ECA Panel Head

* 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		

## School-based After-school Learning and Support Programmes 2023/24 s.y.

### School-based Grant—Programme Report

Name of School: Li Sing Tai Hang SchoolStaff-in-charge: Chor Chun KitContact Telephone No.: 25775188

**A.** The number of students (count by heads) benefitted under this Programme is 100 (including A. 9 Comprehensive Social Security Assistance (CSSA) recipients, B. 53 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 38 under school's discretionary quota).

**B. Information on subsidised activities**

*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						
Arts	0	2	3	87%	September to June	\$2,600	Statistics on the number of extracurricular activities participated in by students.	/	Most students are satisfied with after-school activities and feel they gain valuable knowledge from them.
Sports	2	20	20	85%	September to June	\$19,850	Statistics on the number of extracurricular activities participated in by students.	/	Most students are satisfied with after-school activities and feel they gain valuable knowledge from them.
Homework Tutorial	7	31	15	92%	September to June	\$36,950	Statistics on the number of extracurricular activities participated in by students.	/	Most students are able to complete all their homework during the tutoring session.
Total no. of activities: <u>10</u>									
@No. of man-times	9	53	38		Total Expenses	\$59,400			
**Total no. of man-times	100								

**Note:**

\* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy 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			
<b>Learning Effectiveness</b>						
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		✓				
<b>Personal and Social Development</b>						
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		✓				
<b>Community Involvement</b>						
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*

*(You may tick more than one box.)*

- ☐ unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify the reason(s) : \_\_\_\_\_);
- ☐ the quality of service provided by partner/service provider not satisfactory; tutors
- ☐ inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload; complicated to
- ☐ fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming; Others
- ☐ (Please specify): \_\_\_\_\_

#### E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

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## I. Financial Overview

A	Allocation in the Current School Year:	\$24,850.00
B	Expenditure in the Current School Year:	\$24,850.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	
Full-grant under the School Textbook Assistance Scheme	19	\$24,850.00
Meeting the school-based financially needy criteria	0	(capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>19</b>	<b>\$24,850.00</b>

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

[illegible]

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> 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
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			19	\$20,000.00					
2. <b>Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Project Based Learning Days		19	\$4,850.00	✓	✓			✓
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			19	\$4,850.00					
Total			38	\$24,850.00					

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):	Chor Chun Kit (ECA Panel Head)
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## Appendix 6

### Teacher Capacity Enhancement Grant Report 23-24

#### ACHIEVEMENTS

1. Hire an after-school tutor:
  - 1.1. 100% of the teachers felt that the workload had been reduced. 91.7% of the teachers (54.2% strongly agreed, 37.5% agreed) thought that hiring an after-school tutor would help teachers reduce their workload
2. Hire an English writer to read the score in school
  - 2.1. 87.5% of the English teachers believed that reading and sharing with English writers in school could improve teaching efficiency and reduce workload.
  - 2.2. Through the sharing of writers in school, students can understand the process and skills of writing ideas, understand the deep meaning behind the story, and establish a meaningful connection between writers and students, so as to enhance the effectiveness of teaching.
3. Additional clerical assistants:
  - 3.1. Additional administrative staff were recruited to assist in school administration, so that teachers could focus on curriculum development, student care and teaching.
  - 3.2. 92% of the teachers (54.2% strongly agreed and 37.5% agreed) thought that the addition of clerical assistants would reduce the workload.
4. On-campus professional training is available:
  - 4.1. 96% of the teachers (54.2% strongly agreed, 41.7% agreed) felt that the training courses had improved the effectiveness of teaching.
5. Through professional exchange and collaboration on Teacher Development Day and the on-campus training programmes on "T-Standard" and "Professional Values and Ethics for Teachers", it is helpful to share teaching experience and resources, enhance teaching skills, and pursue personal and student growth.

#### REFLECTIONS

1. Due to economic factors, the resignation rate of tutors for after-school homework is relatively high.
2. The theme of the English book sharing activity did not meet the concerns of the school.
3. In response to various administrative reforms and the increasing number of students, the work of the Office has also increased.
4. Teachers should have a better understanding of the self-review tool of the Hong Kong Professional Standards Reference for Teachers (HKMS) to enhance their teaching and professional competence.

## FEEDBACK AND FOLLOW-UP

1. Increase the salary of the tutor for after-school homework to stabilize the team.
2. When inviting writers to the school to share their readings, add elements related to the school's concerns.
3. Review and optimize the division of labor and arrangements for administrative work.
4. Strengthen the training of teachers in the application of the self-review tool of the Hong Kong Professional Standards for Teachers Reference.

## Appendix 7

### Promotion of Reading Grant Report 23-24

#### TARGET

1. To enhance students' learning from reading.
2. To enhance school-based reading environments, reinforce students' motivation in reading, and make sure students enjoy reading and their reading skills are developed.

#### DETAILS OF EXPENSES

	Items	Expense (\$)
1.	Purchase books:	
	1.1. Books for different subjects	\$7,642.50
2.	Online reading plan:	
	2.1. English Epic Online Reading Program	\$0
3.	Reading activity:	
	3.1. Hold different reading activities to enhance reading skills	\$2,511.50
	3.2. Pay for an English language newspaper	\$1,692.00
4.	Others:	
	4.1. Learning materials for Library Class	\$390.67
	4.2. Broadcast Chinese ETV: to promote reading during lunchtime on Chinese Days	\$0
	4.3. Rainbow Scheme: to increase the frequency of reading	\$0
	4.4. Morning Reading Scheme: to increase the frequency of reading at home	\$0
	4.5. Shopping for Books Scheme: to increase the frequency of reading in the library	\$0
	4.6. Book Fair: to raise interest in self-reading	\$0
Total Amount		<u>\$12,236.67</u>
Balance		\$9,496.33

## 姊妹學校交流報告書 2023 /2024 學年

學校名稱：	李陞大坑學校		
學校類別：	小學	負責老師：	李紅梅

本學年已與以下內地姊妹學校進行交流活動：	
1.	江門市蓬江區發展小學
2.	
3.	
4.	
5.	

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

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面（\*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 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 type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input 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 checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*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 type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:		
編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input 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\$ 37,014.0
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 31,542.4
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 checked="" type="checkbox"/>	其他(請註明): 學生簽證	HK\$ 7,250.0
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 75,806.4
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 <i>[如適用，請註明]</i> ● 參與姊妹學校的升旗禮及歡迎儀式，學生領略升旗禮的莊嚴
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> ● 姊妹學校師生主持書法班，我校師生主持編程班，讓兩校學生學習對方所長，有助建立兩校學生交流及情誼。 ● 兩校共同進行「心健操」 ● 精神健康主題戲劇欣賞
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> ● 兩日一夜，時間安排適切。
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i> ● 有足夠津貼讓各項活動有效推行
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i> ● 有關承辦機構有效盡責組織各項活動
O6	<input checked="" type="checkbox"/>	其他(請註明)： ● 下次可考慮安排清真食物，以照顧不同學生需要。

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>22</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>22</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>3</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>2</u> 總人次

備註：
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