

# Tsuen Wan Public Ho Chuen Yiu Memorial College

荃灣公立何傳耀  
紀念中學



## 2023-2024

# School Report



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# The School

## Background

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Tsuen Wan Public Ho Chuen Yiu Memorial College (HCY) was founded in 1977 as an aided co-educational grammar school, with English as the Medium of Instruction. The sponsoring body is Tsuen Wan Public School.

## School Aims

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The full development of morality, intellect, physique, sociability and aesthetics is the common aim of every secondary school, HCY is no exception. As a grammar school, our primary aim is to prepare our students for tertiary education, that is, to develop their intellectual ability, language proficiency and motivation to learn, so that they can excel in public examinations. We also provide moral education and promote traditional Chinese culture so that our students are nurtured to be responsible citizens. Ultimately, we strive for the full development of the five aspects of education.

The pursuit of educational aims is endless. Therefore, our school motto, 'Rest in the Highest Excellence' is the target we set for all our students.

## School Facilities

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With featured facilities like STEAM Space, English Café, The Theatrette, Biotechnology Laboratory, Fitness Room, Orchestra Room, History Room and Common Activities Area (CAA), we provide a quality learning environment for students. Small class teaching and mobile learning are also adopted for enhancing learning and teaching.

There are 29 classrooms, 2 Music Rooms, 1 Computerised Art Room, 1 Computer Room, 1 Geography Room, 1 Students' Union Room, 1 Student Activity Centre, 1 Library, 1 Study Room, 1 Fitness Room and 4 Laboratories. All rooms are air-conditioned.

## The Student Community

### Number of Students

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
Number of classes	4	4	4	4	5	5	27
Number of students	135	123	116	123	115	100	712

## School Management

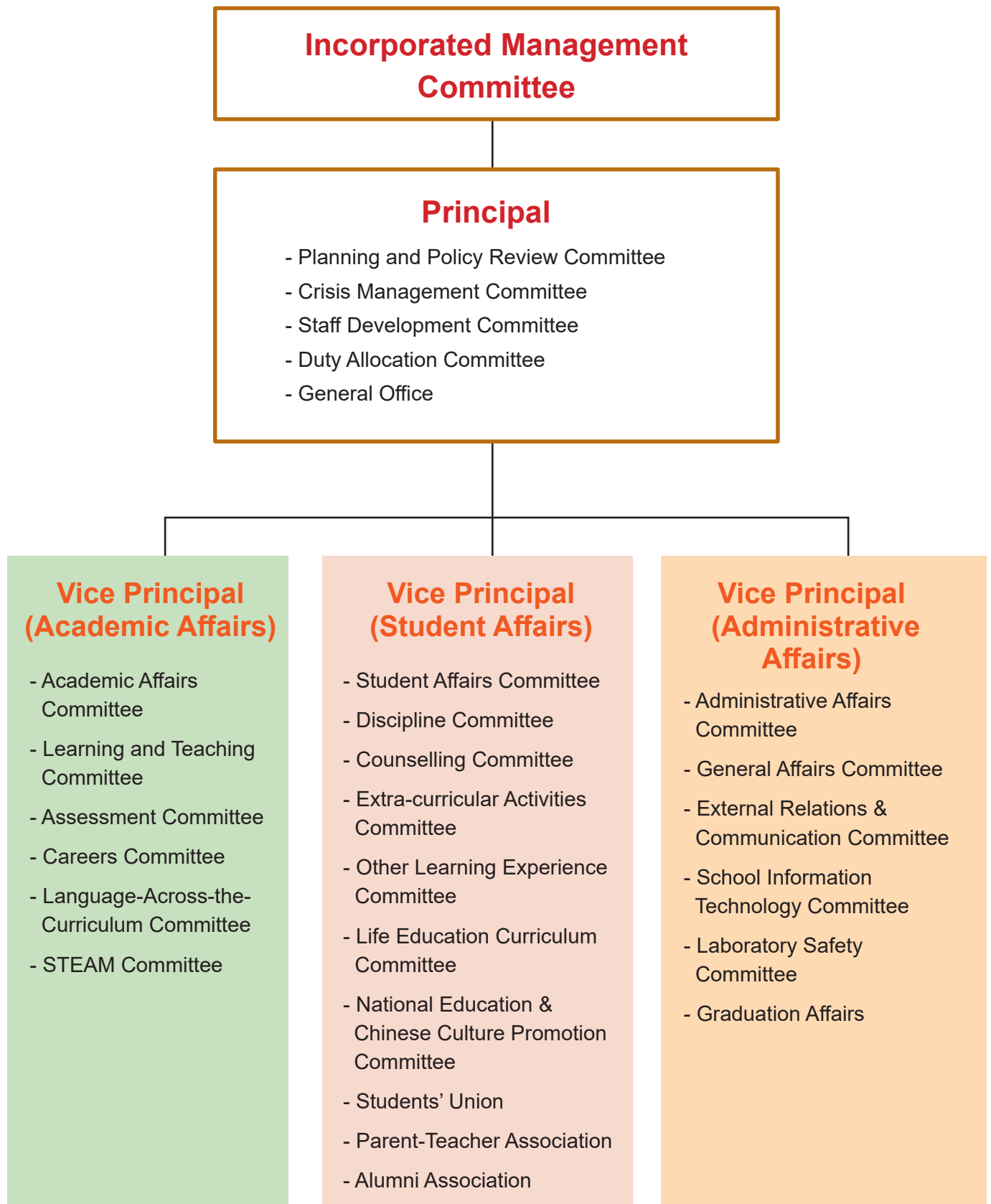
The Incorporated Management Committee (IMC) was set up in 2008. Currently, the IMC is chaired by Mr. Yeung Kin Lam Johnny and comprises 16 members.

### Incorporated Management Committee (2023-2024):

Yeung Kin Lam Johnny	Sponsoring Body Manager
Chan Sai Keung Hugo	Sponsoring Body Manager
Ho Kin Fai	Sponsoring Body Manager
Chau Chung Tung	Sponsoring Body Manager
Yau Kam Ping	Sponsoring Body Manager
Nicholas Ho	Sponsoring Body Manager
Chan Sai Tak Alex	Sponsoring Body Manager
Michael Ho	Sponsoring Body Manager
Fu Chun Kwong	Sponsoring Body Manager
Lau Yuk Shing	Independent Manager
Wong Kam Bo	Independent Manager
Lau Sui Yee	Ex-officio Manager
Lau Wing	Alumni Manager
Chan Chau Yuk	Parent Manager
Chan Mei Ki	Alternate Parent Manager
Chan Kit Chee	Teacher Manager
Lok Pui Ying Katherine	Alternate Teacher Manager



# School Organization Chart 2023-2024



## The Staff Community

There are 86 members of staff: The Principal, 3 Vice-Principals, 51 teachers, 5 associate teachers, 1 student counsellor, 1 school sports promotion coordinator, 1 executive officer, 6 clerks, 3 laboratory technicians, 3 information-technology technicians, 1 library assistant and 8 janitors.

Out of the 55 teaching staff members (including the Principal and Vice-Principals), 22 hold Bachelor's degrees, 31 hold Master's degrees and 2 hold Doctorates.

### Teachers' teaching experience

0-4 years of teaching experience	11 teachers
5-9 years of teaching experience	5 teachers
10 or above years of teaching experience	39 teachers

All English teachers passed the Language Proficiency Assessment for Teachers (LPAT). All Putonghua teachers passed the benchmark assessment.

7 teachers left school on 31 August 2023 and 5 new teachers joined the school in the school year 2023-2024.

## Teachers' Professional Development

In the 2023-2024 school year, our teachers attended seminars, workshops, talks and in-service training courses offered by both the Education Bureau and educational institutions. The total average training hour teachers spent on professional development was about 77.2 hours. The training hours for the Principal was 218 hours including structured learning, action learning and services to education and community.

The school organized two Staff Development Days for our teaching staff in the 2023-2024 school year:

Date(s)	Topic	Organiser
3 November 2023	Talk on “‘Ways to improve sleeping quality and post COVID-19 condition’	Ms Wong Wan Chi, Registered Chinese Medicine Practitioner (General Practice)
	Visit to Patriotic Education Centre and a talk given by Mr Tsang Yok Sing, Jasper, GBM, GBS, JP	Patriotic Education Centre
12 June 2024	Workshop on “Noticing and Reflecting on classroom interactions”	Dr Chan Kennedy K.H Associate Professor Faculty of Education HKU
	Interest classes (bakery class, film appreciation, AI workshop at Productivity Council, bowling practice)	School and various organisations

# Evaluation on Major Concerns (2023-2024)

## Achievements and Reflection on Major Concern 1

### Major Concern:

*Nurturing HCYers to be self-directed and effective learners*

### Achievements

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#### A. Introduction of Note-taking Skills

In the previous year, note-taking elements were integrated into the curricula of all F.1 academic subjects, and positive feedback was received from subject departments. This strategy was extended to F.1 and F.2 this academic year, with a questionnaire used to gather students' feedback. We aimed to help students develop note-taking skills to consolidate their learning.

We strengthened note-taking skills through the F.1 Bridging Programme and integrated these elements into the curricula and coursework of all F.1 and F.2 academic subjects. In STEAM and Science lessons, mobile devices were consistently utilised for efficient learning and self-assessment through note-taking tasks. Reviews were conducted to evaluate students' performance.

Note-taking skills were successfully integrated into the curricula of all academic subjects for F.1 and F.2 students. Many students achieved high scores in their coursework, indicating the successful cultivation of note-taking habits in their learning. During summer, school-based note-taking courses in humanities and science subjects were organised to cater for students' learning needs and enhance their academic performance.

In general, students submitted their note-taking tasks satisfactorily in all subjects. There was a noticeable improvement in their note-taking skills compared to last year, particularly in the aspects of tidiness, efficiency, and overall quality of work. According to the APASO survey, students expressed positive feedback regarding their learning experiences at school and the overall learning environment. It is suggested that students engage in self-reflection to assess their performance and identify areas for further improvement.

#### B. Promotion of Reading Activities

All "Reading to Learn" measures and activities effectively enhanced students' awareness of the importance of reading in their learning across the curriculum. Our target was for students to participate more actively in "Reading to Learn" activities and become active readers.

- • • • All subject departments conducted reading tasks at least twice per academic year, organized reading activities, enhanced the effectiveness of the Morning Reading Session, promoted Reading-Across-the-Curriculum among English, Mathematics, and Geography, and created more space for reading on campus.
- • • • All subject departments successfully implemented reading tasks. About 15 students participated in the “Choosing My Book” activity in Chinese Literature lessons, demonstrating their enthusiasm for reading and sharing knowledge relevant to their learning. Additionally, the History department subscribed to the eReading Scheme organized by HKU, resulting in our school receiving the School Participation Award, with 40% of participants earning the Appreciation Award. Furthermore, two students were awarded the Merit Award for their exceptional performance.

A total of two picture-book workshops, seven LAC activities, two LAC projects, and about ten cross-curricular book exhibitions were organized. Notably, renowned British adventurer Adrian Hayes delivered an impactful talk on climate change and sustainability titled “From North Pole to South Pole”, attended by more than 200 students. Additionally, around 100 students joined the famous Japanese poet Yasuhiro Yotsumoto to explore his personal journey and poetic works. These events received positive feedback from both teachers and students, reflecting the success of the whole-school approach in fostering a genuine interest in reading activities.

The Morning Reading Session proved to be highly effective. By assigning English books for Tuesdays and Chinese books for Thursdays, students were actively engaged in reading, as reflected in the APASO survey. Monitoring students’ reading progress through the Reading Portfolio has been successful, as it provides valuable self-assessment opportunities and serves as a record for students to reflect on their reading progress and diversity. Notably, 24 students were commended for their outstanding performance in the first school term.

In F.1, reading-across-the-curriculum projects were conducted between English and Mathematics, focusing on “word problems.” In F.2, a project titled “South to North Water Diversion” was carried out between English and Geography, enhancing students’ understanding of major infrastructure projects in China and promoting values and national education. These projects facilitated the integration of subject-based vocabulary with English grammar, strengthening students’ language skills. Teachers from both departments assessed the students’ work, evaluating their abilities in both language and content. The results indicated that students had achieved satisfactory outcomes in their projects and were able to effectively apply subject-related terms in their learning.

The school has applied for the QEF Fund and is currently awaiting the results. The purpose of the renovation plan is to enhance the learning environment in the school library.

### ***C. Promotion of STEAM Education***

STEAM lessons were successfully launched in F.1 in the previous year. A STEAM Committee was set up to promote STEAM Education at school.

Our primary objective was to enable students to apply their STEAM knowledge in various learning activities. We reviewed the STEAM curriculum in F.1 and the framework for the F.2 STEAM curriculum has been established. Collaboration meetings were frequently organized among the Science, Mathematics, Visual Arts, and Computer Literacy departments to plan activities aimed at engaging students. Students were encouraged to participate in STEAM-related competitions, and STEAM activities were introduced for junior form students.

A scientific invention project was implemented in F.1 through collaboration between the Maths, Arts, Computer, and Science departments. F.1 students created various invention products and designed posters showcasing their inventions in STEAM lessons. They also made progress in developing their invention websites. An exhibition was held during Math and Science Week to showcase the students' inventive products.

Additionally, the Visual Arts and Chemistry departments collaborated on a project centered around costume design and material selection.

A variety of STEAM-related activities were conducted, including gifted education awards such as the International Junior Science Olympiad (IJSO) 2024 for F.3 students and the International Biology Olympiad (IBO) - HK Contest 2023. The percentage of students participating in territory-wide inter-school competitions was 100% in junior forms and 37.4% in senior forms.

Each year, we receive over a hundred nominations for students to join various STEAM-related competitions, research projects, and training courses. This exposure not only helps students succeed academically but also nurtures them for a wide range of rewarding and challenging careers in the future.

Our students have achieved remarkable success in various STEAM-related competitions and training courses. Notably, they received a Gold Medal, along with the titles of Best Sustainable Development Impact and Best Education (High School) Nomination in the International Genetically Engineered Machine (iGEM) Competition 2023. Additionally, they earned the Grand Champion Gold Award and were the Glider Launch Challenge Longreach 1st Runner-up at the Aerosim Inter-School Aviation Tournament 2024.

Furthermore, students secured Gold Awards in both the Biology Challenge 2024 and the Intermediate Biology Olympiad 2024. They also achieved Gold Awards in the Junior Secondary Science Online Self-study Scheme 2024. In the International Competitions and Assessments for Schools (ICAS) 2024, students received a Distinction in Science. They were recognized with a Platinum Award in the HKUST e-STEAM Home Award Scheme 2024 and a High Distinction in the International Chemistry Quiz 2024. Additionally, they earned a Silver Award in the 1st Space Seed Planting Competition and were finalists in the 57th Joint School Science Exhibition Competition.

To further enhance student engagement, we established two STEAM Clubs. A Pearl-Jewelry workshop outing in Sai Kung was organized for students from Forms 1 to 5. F.1 students also actively participated in "Lego coding workshops" during the Life-wide Learning Day, where they learned the fundamentals of 3D computer design and robotics coding, expressing their enthusiasm for STEAM learning.



## Reflection

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The 2023-2024 academic year has been a period of significant progress and development in our school's efforts to cultivate effective learners, introduce note-taking skills, promote a culture of reading, and enhance STEAM education. Reflecting on the major concerns, we can identify several achievements and areas for future improvement.

Our initiative to integrate note-taking skills into the curricula of F.1 and F.2 academic subjects has yielded positive outcomes. The introduction of these skills and their consistent application across various subjects and in the F.1 Bridging programme have helped students consolidate their learning effectively. The use of mobile devices in STEAM and Science lessons for note-taking tasks has further enhanced the learning experience, making it more interactive and self-reflective. The noticeable improvement in students' note-taking habits, as indicated by their coursework scores and the APASO survey feedback, suggests that our strategies are on the right track. Moving forward, we should continue to monitor and refine these practices, encouraging self-reflection among students to further enhance their skills.

Likewise, the "Reading to Learn" initiative has been successful in fostering a culture of reading within the school. The variety of reading tasks, activities, and projects conducted across different subjects have heightened students' awareness of the importance of reading. The success of events such as the talks by Adrian Hayes and Yasuhiro Yotsumoto, as well as the numerous workshops and exhibitions, indicates a strong school-wide engagement with reading. The positive feedback from students and teachers, coupled with the commendation of 24 students for their outstanding performance in the Morning Reading Session, underscores the effectiveness of our approach. To build on this success, it is essential to maintain the spirit by continuously introducing more innovative reading activities and enhancing the reading environment on campus, particularly through the anticipated library renovation funded by the QEF Fund.

Our efforts to promote STEAM education have been fruitful, with significant strides made in curriculum development and student engagement. The establishment of the F.2 STEAM curriculum framework and the successful implementation of STEAM projects at the F.1 level demonstrate our commitment to providing a comprehensive STEAM education. The collaboration among various departments has led to creative and interdisciplinary projects that have captivated students' interest, such as the scientific invention project and the costume design collaboration. The participation of our students in prestigious competitions like the International Junior Science Olympiad and the International Biology Olympiad highlights their growing competence and enthusiasm in STEAM fields. The setting up of STEAM Club and the organization of hands-on workshops, such as the Lego coding workshops, have further enriched students' learning experiences. To sustain this momentum, we should continue to encourage interdisciplinary collaboration, provide more opportunities for students to showcase their talents, and expand the range of STEAM activities available to students.

In conclusion, the 2023-2024 academic year has been marked by notable achievements in our major concerns. The successful integration of note-taking skills, the promotion of a reading culture, and the enhancement of STEAM education have all contributed to our goal of developing effective learners. As we move forward, it is crucial to build on these successes, address any emerging challenges, and continue to foster an environment that supports and nurtures students' academic and personal growth.

## Feedback and Follow-up

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Note-taking elements were successfully integrated into the curricula of all F.1 and F.2 academic subjects in the previous year, and we received overwhelmingly positive feedback from subject departments. Teachers reported noticeable improvements in students' organizational skills and their ability to retain and apply information effectively. Building on this success, this strategy will be expanded to all junior forms in the coming year, with the goal of further enhancing students' learning experiences. Comprehensive reviews will be conducted to evaluate students' performance and the overall impact of note-taking on their learning outcomes. These evaluations will not only help identify areas for improvement but also celebrate student achievements and successes.

All "Reading to Learn" measures and activities effectively heightened students' awareness of the importance of reading in their learning across the curriculum. We successfully launched two Learning Across the Curriculum (LAC) projects, integrating English with Geography and Math, which received enthusiastic responses from both students and teachers. The 100% participation rate in the Morning Reading initiative reflects students' growing enthusiasm for reading, while the nine LAC reading activities organized throughout the year fostered a love for literature and critical thinking. Additionally, the book fairs and themed book exhibitions held in the school library generated excitement and interest among students, further promoting a vibrant reading culture.

In the 2024-2025 academic year, all "Reading to Learn" measures will continue, strengthening the active reading atmosphere among students. Two new LAC projects are planned, integrating English with Science and History, which will provide students with exciting opportunities to explore interdisciplinary connections. Moreover, the upcoming renovation of the school library aims to create a more inviting and stimulating environment for students, where they can immerse themselves in reading and engage in enjoyable related activities.

The new curriculum for F.1 STEAM lessons was successfully implemented in the previous year, laying a strong foundation for future learning. Feedback from students highlighted their increased interest and engagement in STEAM subjects, with many expressing enthusiasm for the hands-on activities and collaborative projects. A framework for F.2 STEAM lessons has been created and will be implemented in 2024-2025. To support this curriculum, we have invested in new teaching materials and resources that inspire creativity and innovation. More STEAM activities will be introduced, ensuring that students have diverse and engaging opportunities to explore and apply their knowledge in science, technology, engineering, arts, and mathematics.

Through these initiatives, we aim to foster a culture of continuous improvement and positivity, enhancing both teaching practices and student engagement across all subjects. Regular feedback from students and teachers will be solicited to further refine our approaches, ensuring that our educational strategies not only meet the evolving needs of our learners but also celebrate their achievements and growth. By cultivating a supportive and enriching learning environment, we strive to empower our students to reach their fullest potential and develop a lifelong love of learning.

# Evaluation on Major Concerns (2023-2024)

## Achievements and Reflection on Major Concern 2

### Major Concern:

*To foster a positive and caring school environment conducive to the whole-person development of HCYers*

### Achievements

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The school has successfully fostered a positive and nurturing environment that supports the holistic development of HCY students by organizing a variety of activities, conducting talks on positive psychology, and implementing self-enhancement programs. Additionally, students were offered numerous opportunities to assume leadership roles and participate in diverse activities, which not only promotes their personal growth and self-esteem but also strengthens their sense of belonging within the school community.

#### ***A. To raise the self-esteem of HCYers and strengthen their sense of belonging to the school***

- a) The Collaboration Painting and the Class Photo Galleries have enabled students to develop a better sense of belonging to their class and they take pride in being a member of the class when they see their class photo outside their homeroom.
- b) This year, the school hosted 10 friendly on-campus matches with other schools, where students enthusiastically supported and cheered for their team. All participants gave their best effort during the games, which not only provided a platform for competitive spirit but also fostered enjoyment among the students. These matches also offered a valuable opportunity for students to connect and interact with peers from other schools.
- c) The Students' Union organized a highly popular Halloween Haunted House activity, attracting over 100 student participants. Younger students found the haunted house both thrilling and scary, contributing to the excitement of the event. To enhance the festive atmosphere, the Student Union distributed candies, which further strengthened students' sense of belonging within the school community.
- d) In October 2023 and January 2024, student leaders participated in regular meetings of the Student Affairs Committee to discuss strategies for enhancing both student learning and the overall school environment. Prior to each meeting, the student leaders prepared thoroughly and confidently articulated their views, significantly improving communication between the school and the student body. Overall, the student leaders have effectively represented their peers, demonstrating exceptional commitment and advocacy.

- e) On the Activity Day of the English Week, the School Drama Team's English musical production received positive feedback from both teachers and students.
- f) The "Students Leaders of the Year" board displays the Champion House from each academic year, effectively motivating all members to strive in the House competitions and increasing students' sense of belonging to their respective Houses.
- g) All classes participated in the Class Challenge Award, with 13 classes earning accolades for their efforts. The majority of students offered positive feedback and constructive suggestions about the activity, highlighting their enthusiasm for taking part in the program again next academic year. They recognized it as an effective and enjoyable way to enhance cohesion and strengthen bonds with their classmates.

## ***B. To cater for the diversified developmental needs of students and enhance the mental health of students, parents and teachers***

In order to enhance stakeholders' understanding and awareness of positive education, various programmes, activities, and talks were organized, including:

- a) A talk for F.1 Students (7 March 2023): focused on strengthening mental health and stress management.
- b) Angel's Scheme for F.6 Students (15 November 2023): Aimed at enhancing emotional management skills.
- c) DIY Workshops: Led by social workers to help students relieve stress.
- d) Parents' Talk (24 February 2024): Promoted positive family relationships and effective communication.
- e) Mental Health Month Activities (October 2023): Included sports games, circle painting workshops, mindfulness experiences, and four DIY workshops.
- f) Counselling Week (4-8 March 2024): Themed "Discovering the Key to Happiness," featuring a range of programs and activities such as concerts, busking, band shows, DIY workshops, game booths, talks, morning sharing, board displays, VR workshops, micro-film production and screening, and magic performances for all teachers and students.
- g) Ice Cream Truck Visit (6 March 2024): Aimed at promoting a positive school environment.
- h) A teachers' sharing session was held in August 2023 on the topic of suicide prevention and intervention.
- i) A Student Portfolio was constructed individually for all F.1 and F.2 students, with related activities held during the F.1 Activity Day, Life Education lessons, and post-examination sessions.

### ***C. To strengthen values education with specific emphasis***

- a) Only 8 records of "NA" (No Assignment) and "No T&M" (No Textbook & Materials) have been waived after the 2-week 'eDiscipline Grace Period' for F.1 students, indicating that Form 1 students showed a better understanding of school rules and adapted better to their new school life.
- b) The "Inter-class Discipline and Cleanliness Competitions" for junior forms were successful, with two F.2 classes achieving an impressive average score of 492 out of 550 and one F.3 class scoring 505.5 out of 550. Positive feedback from teachers indicates that the competition effectively achieved its objectives and was well-received by the school community.

### ***D. To broaden students' perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic sense and understanding of the home country***

- a) Prior to the Lunar New Year 2024, the Student-led Group helped decorate the sheltered workshop of the Rotary Club of Hong Kong in Shek Wai Kok. This created a festive atmosphere for the physically-challenged individuals, providing a valuable opportunity for students to learn about and embrace diversity, thereby promoting social harmony. The physically-challenged individuals responded very positively to the activity and expressed their appreciation for the efforts of our students.
- b) In March 2024, the Student-led Group also organized two talks on vegetarian meals at the School Library, giving students the opportunity to learn about the nutritional values and health benefits of various vegetarian foods. The activity received positive feedback from the participants.
- c) On 26 March, 2024, an exchange activity was held with our Mainland sister school. Our Principal, Vice-Principal, and PE teachers led the School Basketball Teams to visit the sister school in Shenzhen. Friendly basketball matches were organized, which allowed students to showcase their skills and build lasting friendships. Such exchange activities contribute to the holistic development of our students, fostering a sense of global citizenship and understanding between different communities. Participants found the activity meaningful and rewarding, as they gained deeper insights into the school culture in China. The feedback from participants was overwhelmingly positive.
- d) From 27 to 29 March 2024, a study tour to Xin Hui was held for all F.5 students to learn about its historical development and ecosystem. Participants found the trip fruitful and meaningful, as they were able to witness China's development from their own perspectives.
- e) On 29 June 2024, a study tour to Guangzhou focusing on its town planning and natural environment was organized for all F.1 students. Students found the first-hand experiences rewarding, as they enhanced their understanding and appreciation of the latest developments in our home country, reinforcing their sense of national identity.



- f) On 27 March 2024, the Life-wide Learning Day was held. Form-based activities were organized to provide students with different learning opportunities. The themes for each form were:

F.1: STEAM Education  
 F.2: Media Literacy  
 F.3: Leadership Training  
 F.4: Life-planning Visits

### ***E. To promote specific priority values and attitudes conducive to the whole-person development of students***

- a) To nurture the specific priority values and attitudes in students, various activities were organized through the Life Education Curriculum, including talks, workshops, and visits. The specific priority values and attitudes chosen were also emphasized across the curriculum of various subjects.
- b) Alumni and parents were invited to share their inspirational life stories with students, with a specific focus on the priority values and attitudes chosen for cultivation.

## **Reflection**

The strategies implemented and activities conducted during the 2023-2024 academic year have revealed both strengths and weaknesses through the analysis of survey statistics, including APASO, activity questionnaires, and Life Education Curriculum evaluation questionnaires.

### ***A. Regarding the strategies to raise the self-esteem of HCYers and strengthen their sense of belonging to the school:***

In APASO, the statistics of 1) Sense of belonging and 2) leadership are:

	2022-23	2023-24
1)	2.6	2.6
2)	3.2	3.4

The sense of belonging to the school among students has remained consistent over the two years, indicating a need to realign our strategies and enhance resource allocation in this area. In the upcoming year, we will focus on implementing initiatives aimed at strengthening students' sense of belonging to the school. This will involve actively seeking student feedback, promoting inclusivity, and fostering a supportive school environment to ensure that all students feel valued and connected to the school community.

**B. Concerning the activities held to cater for the diversified growth needs of students and enhance the mental health of students, parents and teachers:**

94.2% of students felt 'happy' when participating in the Counselling Week activities, and 96.8% provided positive feedback on the overall event. Teachers gave positive feedback, especially on the ice cream truck visit.

In APASO, the statistics of 1) Happiness and 2) Feeling Worried are:

	2022-23	2023-24
1)	3.2	3.0
2)	2.9	2.9

The school will hold more tailored activities to address the emotional needs of students, helping to bolster their resilience when confronted with stress and challenges.

**C. Regarding the work done to strengthen values education with specific emphasis:**

Statistics from the eDiscipline System concerning 1) No Assignment, 2) Late for School and 3) Misconduct are:

	2022-23	2023-24
1)	3,164	4,095
2)	501	638
3)	1,090	1,125

In APASO, the statistics of 1) Morality (Importance) are:

	2022-23	2023-24
1)	2.9	2.9

The Discipline Committee will devise specific strategies to promote the awareness of the importance of morality among HCY students and enhance the overall conduct of the student body.

**D. To broaden students' perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic mindedness and understanding of the home country, an array of activities were held last year. Most of them were well-received by participants.**

In APASO, the statistics of 1) Voluntary Work (Frequency) and 2) National Identity are:

	2022-23	2023-24
1)	1.7	1.9
2)	3.1	3.0

More efforts will be made to implement initiatives that encourage students to engage in voluntary services. This will enable them to take on a more proactive role in assisting those in need within the community while also promoting their personal growth and personality development. By participating in these activities, students can build empathy, develop leadership skills, and strengthen their sense of responsibility towards their community.

The school's efforts to cultivate a stronger sense of national identity among HCY students have been encouraging thus far. The school plans to further strengthen students' awareness of their roles and responsibilities as Chinese citizens by organizing a variety of activities and collaborating with external bodies.

### ***E. Concerning the promotion of specific priority values and attitudes conducive to the whole-person development of students, various strategies were taken last year***

In the evaluation of the Life Education Curriculum, the percentages of junior form students showing positive responses to 1) National Identity and 2) Empathy are:

	F.1	F.2	F.3
1)	46.2%	68.4%	67.5%
2)	55.9%	58.9%	44.6%

The percentages of senior form students showing positive responses to 1) National Identity and 2) Diligence are:

	F. 4	F. 5	F. 6
1)	58.9%	65.3%	62.2%
2)	34.7%	29.6%	35.6%

The Life Education Curriculum Committee is committed to continuously improving the curriculum, striving to devise more engaging learning activities that can better motivate students to participate actively. This ongoing effort to enhance the curriculum and learning activities reflects the school's commitment to the holistic development of students and the cultivation of their character and positive values.

More positive role models can be invited to share their life stories with students as a form of encouragement and support.

## Feedback and Follow-up

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In response to the feedback and statistics collected during the 2023-2024 school year, strategies aimed at fostering a positive and caring school environment that supports the holistic development of HCY students will be adjusted for the 2024-2025 school year. These adjustments will be informed by insights gained from surveys and evaluations, allowing us to implement more effective initiatives that address the specific needs and preferences of students. Our goal is to create an even more supportive atmosphere that encourages personal growth, emotional well-being, and a strong sense of community among all students.

### ***A) To further raise the self-esteem of HCYers and strengthen their sense of belonging to the school, the following activities and events will be held or adjusted in the 2024-2025 school year.***

- a) The winning criteria for the Class Challenge Award will be adjusted to offer more rewards for a wider range of achievements. This change aims to encourage participation from classes with varying abilities and combinations of students, ultimately enhancing motivation and engagement. By recognizing diverse accomplishments, we hope to foster a greater sense of unity within each class and help students feel more involved in their school life at HCY.
- b) To enhance the collection of suggestions and opinions from students regarding school policies and the learning environment, student representatives from each class will be invited to participate in an event called "Afternoon Tea with School Leaders." This initiative aims to foster meaningful dialogue between students and school decision-makers, providing a broader platform for student voices to be heard.

Following the event, the school will summarize the feedback gathered from students and analyze the feasibility and practicality of the suggestions. This approach will help ensure that the students' real needs and perspectives are accurately represented, allowing for a more responsive and supportive campus environment. By actively involving students in the policy-making process, we aim to create a school that truly reflects their needs and fosters a sense of ownership and belonging.

### ***B) To cater for the diversified developmental needs of students and enhance the mental health of students, parents and teachers, the following activities and events will be held or adjusted in the 2024-2025 school year.***

- a) To help students better understand their interests, aptitudes, and abilities, as well as to develop and reflect on personal goals for further studies and future careers, the school plans to extend the practice of assisting students in constructing their Student Personal Profiles to include F.3 students in the coming year. This initiative aims to provide students with a structured framework for self-assessment and goal-setting, enabling them to make informed decisions about their educational and career pathways. By fostering this reflective practice, we hope to empower students to pursue their aspirations with confidence and clarity.

- b) The school will further strengthen the emphasis on the importance of life planning within the Life Education Curriculum by providing more out-of-classroom experiences for students in relevant contexts. This will include workshops, guest speakers, internships, and hands-on activities that enable students to explore various career options, develop essential life skills, and gain practical insights into their future paths. By integrating these experiences into the curriculum, we aim to enhance students' understanding of life planning and better prepare them for their personal and professional journeys. This approach will empower students to make informed decisions about their futures and foster a proactive attitude towards their development.
- c) To enable students to lead a even healthier lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts, the school plans to:
  - i) broadcast the highlights of the Olympics Games 2024 during lunchtime (Sept 2024)
  - ii) include team building and adventure activities on the Life-wide Learning Day (17 Apr 2025)
  - iii) strengthen the emphasis on the importance of healthy life style in the Life Education Curriculum
- d) The school will provide workshops and activities for staff and parents aimed at enhancing mental health awareness and promoting positive thinking. This initiative is crucial for creating a supportive school and family environment that fosters the resilience and personal growth of students. By equipping both staff and parents with the tools to support mental well-being, we aim to establish a solid safeguarding framework for students. This collaborative approach will contribute to a healthier, more positive community where students can thrive emotionally and academically.

***C) To strengthen values education with specific emphasis, the Discipline Committee will implement the following strategies in response to the statistical revelation of the general conduct of students in the 2023-2024 school year.***

- a) Emphasis on the prevention of misconduct and the promotion of desirable behaviors is highlighted through morning assemblies and announcements, where the importance of self-discipline and adherence to school rules is conveyed to students. The school upholds positive discipline principles, believing that students perform and behave better in a positive and supportive environment that fosters personal growth and mutual respect. By instilling these values, we aim to create a school culture that encourages students to make responsible choices and contribute positively to the community.
- b) The Star Homework Initiative Awarding Scheme will be extended to Form 3 to further enhance and reinforce the desirable practice of submitting homework on time for students who have participated in the scheme during Forms 1 and 2. The school believes that this initiative will effectively encourage students to develop a strong sense of responsibility and improve their time management skills. By participating in this scheme, students will be better prepared for the challenges they may encounter in their senior form studies, fostering habits that contribute to their academic success and whole-person development.



***D) To broaden students' perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic mindedness and understanding of the home country, the school plans to allocate more resources and hold a variety of activities including,***

- a) organising thematic activities for both students and parents before the National Institution Day (3 Dec 2024) and Life-wide Learning Day (Apr 2025)
- b) running theme-based events with assistance from parents on the Chinese Culture Week Activity Day (28 Feb 2025)
- c) inviting the representative from the Police Force to introduce to students the importance of law-abidingness (10 Sept 2024)
- d) inviting the elderly of the community to the school on the Social Service Day (27 Mar 2025)
- e) organising overseas study trips to France (iGem) (Oct 2024)
- f) holding study tours to the Mainland for students of F.1-F.5, including:
  - A 3-day visit for F.4 and F.5 students in October 2024.
  - A 5-day visit to Beijing for F.4 and F.5 Chinese History students in March 2025.
  - A 3-day study trip for all F.5 students in April 2025.
  - A day trip to the Greater Bay Area for all F.1 students in April 2025.
  - A 6-day service-adventure trip to Sichuan for selected F.2 and F.3 students in April 2025.

***E) To promote specific priority values and attitudes conducive to the whole-person development of students, the school plans to adopt the following strategies:***

- a) The National Education and Chinese Culture Promotion Committee will devise and organize a wide range of activities to conduct national education and promote Chinese culture on campus, with a focus on highlighting specific priority values and attitudes. Planned activities include establishing a Wing Chun Club, celebrating Chinese festivals, and hosting a Chinese Culture Week in collaboration with external organizations and the school's Parent-Teacher Association. Through this extended approach, the school aims to create a more comprehensive campus atmosphere that fosters specific values and attitudes while enhancing national education, ultimately supporting the whole-person development of students.
- b) The Life Education Curriculum Committee is dedicated to continuously improving the curriculum by developing more engaging learning activities that effectively motivate students to participate actively. This ongoing effort to enhance both the curriculum and learning experiences reflects the school's commitment to the holistic development of students, as well as the cultivation of their character and positive values. By prioritizing engaging and meaningful activities, the school aims to foster a deeper understanding of life skills and ethical principles among students.

# Learning and Teaching

## School Days

The number of school days in the 2023-2024 school year was 190.

## Curriculum

Our school is a grammar school adopting a six-day cycle for regular classes. There are eight lessons each day.

In the senior forms, students can choose at most three electives in their subject combination. They can also study Mathematics Extended Part (Algebra and Calculus), Other Languages or Applied Learning after school. The tables below list the Key Learning Areas available and lesson time in different forms:

### Curriculum in Junior Forms

Form	Chinese	English	Maths	PSHE	Science	Technology	Art	PE	Life Ed
F.1	9	10	7	8	5	3	3	2	1
F.2	10	10	7	8	5	2	3	2	1
F.3	8	10	7	8	6	3	3	2	1

### Curriculum in Senior Forms

Form	Chinese	English	Maths	CSD	Elective1	Elective2	Elective3	OLE	Life Ed
F.4	7	8	7	2	6	6	6	5	1
F.5	7	8	7	2	6	6	6	5	1
F.6	8	8	7	5	5	5	5	4	1

## Subjects Offered

Key Learning Area	Subject	F.1	F.2	F.3	F.4	F.5	F.6
English Language	English Language	●	●	●	●	●	●
	Language Arts	●	●	●			
Chinese Language	Chinese Language	●	●	●	●	●	●
	Chinese Literature				●	●	●
	Putonghua	●	●	●	●	●	
Mathematics	Mathematics	●	●	●	●	●	●
	Mathematics Module 2				●	●	●
Citizenship and Social Development	Citizenship and Social Development				●	●	●
Personal Social Humanities Education	Chinese History	●	●	●	●	●	●
	History	●	●	●	●	●	●
	Geography	●	●	●	●	●	●
	Economics				●	●	●
	Life and Society	●	●	●			
Science	Biology				●	●	●
	Chemistry				●	●	●
	Physics				●	●	●
	Science (Junior)	●	●				
	Junior Secondary Science (Phy/Chem/Bio)			●			
Technology	Business, Accounting and Financial Studies				●	●	●
	Business Fundamentals			●			
	Computer Literacy	●	●	●			
	Information and Communications Technology				●	●	●
	STEAM	●					
Aesthetics	Music	●	●	●	●	●	●
	Visual Arts	●	●	●	●	●	●
Physical Education	Physical Education	●	●	●	●	●	●
Life Education	Life Education	●	●	●	●	●	●

# Student Learning and Support

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## 1. English Speaking Environment

As a school using English as the Medium of Instruction, the school attaches great importance to the learning of English. On Wednesdays, all announcements are made in English. Also, the official language for major school ceremonies is English. These provide students with ample opportunities to practise the language in their school life.

## 2. Language-Across-the-Curriculum

The Language-Across-the-Curriculum Committee consists of teachers from the English Department and teachers of subjects that use English as the Medium of Instruction. The committee prepares materials that aim to improve students' ability in the language and academic subjects.

## 3. Enhancement and Enrichment Programmes

Measures to cater for learning diversity are implemented. For academically gifted students, the school organises elite programmes for those who perform exceptionally well. They are enrolled in the school-based Talent Pool list and are encouraged to partake in enrichment programmes after class. Elite students are also provided with subsidies to attend various enrichment programmes organised by tertiary institutions.

Students who need more help with their learning are assigned enhancement classes where they get extra support from teachers and benefit from practices that aim to help with their progress. Remedial classes are also held during the summer holiday to assist students in need.

The acquisition of generic skills is crucial for students in the junior forms. The school runs workshops for F.1 students to provide practice on note-taking.

## 4. Reading Promotion

To build a literacy-rich learning environment, the school organises a great variety of reading activities to develop students' interest in reading. Morning reading sessions are conducted every Tuesday and Thursday to help students develop good reading habits. Theme-based book exhibitions, author talks and book sharing sessions are held regularly to enrich students' learning. The school also promotes reading-across-the-curriculum among English and other academic departments so students can make use of the subject knowledge and vocabulary across the curriculum.

## **5. Mobile Learning**

Mobile learning has been launched in different learning activities. Students learn and exchange ideas through educational apps, various media platforms, and video clips prepared by teachers to consolidate their learning.

To make learning more mobile and personalised, the school has implemented a “Bring Your Own Device” (BYOD) policy to allow students to bring their own mobile devices to school for learning activities. This policy not only enhances the effectiveness of teaching and classroom interaction but also enhances students’ ability in self-directed learning and collaboration.

## **6. Diverse Subject Choices**

To meet the diverse interests of students and to ensure multiple career pathways, all students take three electives and some take four electives. The school offers electives beyond the subject curriculum structure, students can opt for Other Languages and Applied Learning in their combinations, both of which are eligible for the HKDSE examination.

## **7. Scholarships and Academic Awards**

Students who have performed well academically are presented with subject prizes and scholarships, such as the Tsuen Wan Public School Scholarship, Principal’s Scholarship for Academic Excellence, Mr. Ho Tsz Ping Memorial Scholarship, Tsuen Wan Rural Committee’s Scholarship, Mr. Wong Sick Kay Memorial Scholarship, and Alumni Scholarship, in school ceremonies.

## **8. Lesson Observation and Professional Development**

The school promotes a learning community among the teachers. Each year, departmental lesson observation and peer lesson observation are held to allow teachers opportunities to share their insights in lesson planning. Collaborative assignment design is also an ongoing practice for teachers as part of professional development.

## **Careers Committee**

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The Careers Committee aims to empower students to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life. Through various activities, the committee helps students understand their interests and abilities in relation to further education and career plans in the future. Students are given information on further study and the workplace. They are also reminded of the importance of building correct attitudes towards study and work.



Major career-related activities the committee organised in the last academic year are as follows:

- Individual consultation on JUPAS application was offered to all F.6 students. Careers teachers guided students to understand their interests and abilities, and informed them of the requirements of different JUPAS programmes. This helped students to make sensible JUPAS programme choices.
- There were two alumni sharing sessions, for F.5 and F.6 students respectively. F.5 students were given information on specific fields. This could encourage students to start thinking about their careers path and try to gain exposure to the fields they preferred. F.6 students were given more specific information related to JUPAS choices. Alumni shared with students their first-hand experience and offered detailed and valuable advice.
- Two issues of Careers Newsletter were published. The first issue targeted F.4-F.6 students and provided students with updated JUPAS information, for example, the intake of different university programmes from our school. The second issue was for F.2-F.3 students with an emphasis on F.4 subject selection. Information on aptitude tests and articles shared by higher form students were included. This helped students to be prepared when they make own subject selection.
- Collaborated with the Alumni Association, the Impart & Inherit Mentorship Programme was implemented. It aspired to connect graduates of different graduating classes and establish a crossgenerational network of alumni. Our fellow alumni provided invaluable insights to F.5 students.

## STEAM Committee

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### 1. STEAM Lessons

The Form 1 STEAM lessons introduced the concept of STEAM and the marketing 4Ps. Students worked in groups to design and create inventions to solve daily problems, learning about materials processing and environmental impact. The curriculum incorporated national security education and helped students develop skills like problem-solving, communication, creativity, critical thinking, and collaboration. An exhibition was held at the end of the term for students to display and present their invention products.

### 2. STEAM Space

The STEAM Space was re-organized with the display of students' invention products. New teaching materials including LEGO Spike Prime sets and AI robots were purchased. A flight simulator was set up for AIAT training and promotion of STEAM education.

### **3. STEAM Clubs**

Two STEAM clubs were newly introduced to students. STEAM Club 1 allowed students to learn 3D printing technology and its applications in jewellery design, while STEAM Club 2 introduced LEGO robot coding to students. Through the club activities, students learnt about collaboration, communication, and problem-solving skills.

### **4. STEAM Fun Days**

STEAM Fun Days were organized for all junior form students. For Form 1, LEGO Robot Coding Fun Day was held on 27 March, featuring coding, robotics, and problem-solving. For Form 2, AI STEAM Fun Day was held on 9 July, featuring the application of AI and hands-on activities to code robots for recycling rubbish. For Form 3, AI STEAM Fun Day was held on 10 July, featuring the basics of robotics and hands-on activities to code service robots to interact with humans.

### **5. STEAM Competitions**

For internal competition, A STEAM Competition – HCY Hat Competition was held on 24 May for all students to join. Students in each class designed and made 4 hats, the tallest, largest, prettiest and HCY hats. Student models wore the hats and had a catwalk show in the school hall. Students were nominated to join various external STEAM competitions such as the Aerosim Inter-school Aviation Tournament (AIAT) 2024, the International Genetically Engineered Machine (iGEM) Competition, the Joint School Science Exhibition Competition, Hong Kong Student Science Project Competition, the CityU STEAM Challenges and HKUST e-STEAM Home Award Scheme. For iGEM 2023, the school team was awarded a Gold Medal and a nomination for the “Best Education Project Award” and “Best Sustainable Development Project Award”. For AIAT 2024, five students made it to the final stage out of over 150 participants. 5D Juno Tsui became the Overall Champion and was awarded a trip to Australia for flight training.

### **6. Cross-subject Collaboration**

In 2023-2024, collaboration meetings among STEAM subjects including Junior Science, Computer Literacy, Visual Arts, Mathematics, Physics, Chemistry, Biology and STEAM were held for discussion of cross-subject collaboration for STEAM education. Each subject collaborated with other subjects to plan and implement various STEAM activities for students of different forms. For example, Form 5 students learnt about exponential functions in Mathematics lessons and applied the knowledge in calculation of energy flow of food chains in Biology lessons.

# Student Development and Support

## Discipline Committee

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Through the adoption of the Positive Discipline Approach, the Discipline Committee aims to foster students to become self-disciplined, responsible, respectful and resourceful members of our society by regularly evaluating the general behaviour of students and adjusting relevant policies accordingly. It is expected that by doing so, improvements have been seen in students' punctuality, homework submission rate, and good conduct.

To develop the necessary leadership and communication skills in the School Prefect Team members, sessions including the Annual General Meeting, Prefect Training Day and Re-union of the Prefect Team are held.

To further enhance students' positive behaviour and instil positive values in students, a variety of award schemes have been implemented. For example, the Commendation Award Scheme, Punctuality Award, and the Model Classes, all help students develop a better sense of belonging to the school.

The school has made good use of the eDiscipline System since the 2017-2018 school year. By keeping parents abreast of their children's general conduct performance at school, parental involvement increases and this helps to make a difference in student achievement and behavior as a whole.

## Parent-Teacher Association (PTA)

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The school has established a commendable partnership with parents, supported by the Parent-Teacher Association (PTA), which has been active for over two decades. A harmonious relationship between parents and teachers is believed to significantly enhance students' development in various aspects. To facilitate this connection, regular PTA meetings are held to serve as a bridge between the school and parents.

In the 2023-24 school year, the PTA has provided diverse and convenient channels for home-school communication, organizing several activities, including:

- F.1 Orientation Activity Day (September 2023): Welcoming F.1 students and their parents to the school community.
- Talk on e-Information Literacy (November 2023): Equipping parents with knowledge and awareness to navigate digital information effectively.
- PTA Outing (March 2024): Aimed at enhancing family relationships and strengthening home-school connections.
- Class-based Appreciation Activity (May 2024): Recognizing specific virtues demonstrated by students.

- Parent-Also-Appreciation-Teacher Activity (June 2024): Allowing parents to express their gratitude to teachers.

Additionally, last year, the PTA played a crucial role in recruiting and coordinating parent volunteers for various school activities, including distributing lunchboxes and supervising students during lunchtime. Parent volunteers also assisted teachers with invigilation during examinations. Their active participation in routine school tasks has been invaluable, serving as an excellent means to enhance home-school communication and foster a collaborative school environment.

## Counselling Committee

The Counselling Committee provides support and guidance for students' personal growth. Various activities and programmes were organised:

Activities/ Programmes	Aims	Outcomes
<b>Big Brothers and Big Sisters Scheme</b>	<ul style="list-style-type: none"> <li>• To train F. 2 - F. 4 "Big brothers and Big sisters" to be school leaders</li> <li>• To help F.1 students to adapt to the new environment</li> <li>• To develop students' positive value</li> </ul>	<ul style="list-style-type: none"> <li>• 'Big brothers', 'big sisters', and F.1 students all benefitted from the programme</li> <li>• Students developed positive values, e.g. love and caring</li> </ul>
<b>Peer Mediator Team</b>	<ul style="list-style-type: none"> <li>• To build a harmonious school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Through mediation, students learn how to respect each other</li> </ul>
<b>Positive education seminars and workshops for students, teachers, and parents</b>	<ul style="list-style-type: none"> <li>• To develop a harmonious, positive and supportive school environment</li> <li>• To nurture a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Students could understand more about positive education and apply it in their daily life</li> <li>• Teachers could adopt positive education strategies in coaching their students</li> <li>• Parents could learn how to develop positive relationships with their children</li> </ul>
<b>Developmental groups for SEN students</b>	To help SEN students improve their social skills, learning skills and develop positive attitudes	Students made improvements through training
<b>Counselling support service</b>	To provide individual counselling services to students in need. (Services are provided by social workers, the educational psychologist, the student counsellor and counselling teachers)	Students could obtain professional and appropriate support
<b>Speech Therapy Service</b>	To improve students' comprehensive ability and communication skills	Students made improvement through regular speech training specifically designed for individual needs

## Extra-Curricular Activities (ECA) Committee

The Extra-Curricular Activity Committee organizes various activities to nurture students' interests in different areas. To encourage student participation and facilitate the organization of activities, Tuesdays and Fridays are designated as Activity Days. To cater to a wide range of talents, interests, and potential among students, our school has developed a comprehensive plan for the development of ECA, which includes the following five sub-categories: academic, interest, service, music, and sports. In addition to the service teams, school teams, and other certificate courses, our school offers nearly 70 activities for students to choose from.

Various activities and programmes have been organised:

Activity	Date / Duration	Aims & Benefits
1. Students' Union	- Whole year	- To increase the sense of belonging
2. Club Activities & Sports Teams	- Whole year	- To develop students' generic skills
3. Inter-house activities	- Whole year	- To promote whole-person development
		- To develop students' talents
4. Mountaineering Programme and Overseas Expeditions	- Whole year	- To enhance students' physical endurance, strength and overall fitness
		- To enhance students' self-confidence, resilience, and problem-solving abilities
		- To instil a sense of responsibility towards nature and the environment
5. Leadership Training	- Whole year	- To provide structured leadership training programmes and leadership experience
		- To equip students with effective leadership skills
6. Sports Day	- October 2023	- To promote fair play and sportsmanship
		- To promote a healthy lifestyle
		- To improve students' fitness and stamina
7. School Outing	- November 2023	- To increase the sense of belonging
		- To promote team spirit
8. Singing Contest	- December 2023	- To promote whole-person development
		- To develop students' talents
9. Post Examination Activities	- July 2024	- To develop students' generic skills
		- To promote whole-person development
10. Prize-giving Ceremony	- July 2024	- To recognize students' achievement
11. Inter-school Activities (Sports Competitions, Talent Show and Singing Contest)	- July 2024	- To foster a spirit of cooperation and collaboration
		- To develop important social skills and build friendships
		- To promote personal growth and achievement

## Other Learning Experiences (OLE) Committee

- The Social Service Day was held by the Other Learning Experience Committee in March. F.4 students served 100 elders who came to our school hall. The students provided some performance to entertain the elders; the elders also received gifts prepared by students. The activity allowed students to serve the community. They learnt the importance of doing voluntary work and realised that the skills they learned were closely related to their future development. Students found the programme very beneficial. The feedback from the elderly is very positive, 97.3% students gave a high review.
- As for Social Service Week, 90% said that they were happy with the current mode of activity and 88% reflected that they would like to participate in a similar event next year. During the week, students were actively participating in the charity sale. The net proceeds were donated to the SPCA.
- There will be a sharing session for students of the Student-LED committee to introduce their project. They also use bulletin boards to introduce some charity work to their fellow schoolmates. The group During the Chinese New Year, the group helped to decorate the sheltered workshop of Rotary Club of Hong Kong in Shek Wai Kok. This gave a festive ambience for the physically challenged. Students had the chance to understand and respect different groups of people. Meanwhile, the student-LED committee had two talks on vegetarian meals in March, giving the chance for students to learn about the nutritional values of various vegetarian foods and their benefits to health.
- To enhance the learning experiences of our students, the Other Learning Experience Committee of our school organised a Form Five Citizenship and Social Development study tour to Xin Hui. This trip is sponsored by the EDB and aims to boost students' sense of national identity through understanding and appreciating our Chinese culture. This study tour focused on exploring Xin Hui's historical development and ecosystem. From 27 to 29 March 2024, our students had the privilege of immersing themselves in the rich cultural heritage and natural wonders of Xin Hui. The primary objective of this study tour was to provide students with a first-hand experience of Xin Hui's historical development and ecosystem. By observing and engaging with their surroundings, students had the opportunity to deepen their understanding of the latest developments in our country, fostering a greater appreciation for our motherland. Additionally, this study tour has played a crucial role in strengthening their national identity and fostering a sense of pride and belonging.
- On 29 June, the Other Learning Experience Committee also organised a study tour to Guangzhou on its town planning and natural environment for all F.1 students. This trip is also sponsored by the EDB. Through first-hand experience, students will learn more about the latest development of our country, which enhances their understanding and boosts their appreciation towards the motherland. As a whole, students will have their national identity reinforced.



# 國民教育及中國文化推廣委員會

國民教育及中國文化推廣委員會旨在透過在課堂內外推行國民教育及推廣中國文化，讓學生全方位認識國情及中國文化傳統，明白維護國家安全的重要性，並提升國民身份和對中華文化的認同感及自豪感，成為有國家觀念、尊重法治的良好公民，共同維護國家安全。

## 一、升旗禮及奏唱國歌

升旗禮於每星期的早會及其他重要日子舉行，並由合唱團小組領唱國歌，讓學生培養責任感與自豪感。國民教育及中國文化推廣小組的同學負責主持「國旗下講話」，就國家新近發展、中國歷史、文化藝術、國家憲法日、國家安全教育日等不同主題作分享。「國旗下講話」的講稿會透過電子教室網上平台向家長及學生發放，鼓勵家長與學生一同閱讀，營造家校重視中國文化及國家安全的良好氛圍。

## 二、全方位學習活動

中國文化周活動包括午間禮堂攤位、展板及宣傳海報、早會宣布及小遊戲、社際中國文化常識問答比賽、大型市集攤位及文化表演等，讓學生體會中國文化的趣味，認識中國文化的深厚底蘊和悠久歷史，培養對中華文化的自豪感和歸屬感。其次，我們在全方位學習活動日舉辦國家安全講座，誘導學生關注國家文化安全議題，增強他們的國家安全意識。我們亦配合「國民教育——活動規劃年曆」的重要日子，安排各項活動，並參加各項全校性、校際、全港性及全國性的比賽及國民教育活動，全面及有系統地推動國民教育。

## 三、校本課程

我們透過生命教育課加深學生對國情和國家安全的認識，本年度舉辦了國家憲法日講座、中國航太新動向講座、廉政互動劇場、參觀香港故宮文化博物館等，讓學生了解國家重要的歷史事件、政治演變、民族發展概況及社會文化面貌，同時認識國家重要機構的職權和功能，了解國家政治制度的特點。

## 四、學生組織

升旗隊隊員需接受中式步操及升旗技巧訓練，負責於升旗禮升掛國旗，並參加各類國民教育活動。其他學生組織，如童軍、女童軍、四社社長等也需學習和負責升掛國旗，讓更多學生參與升旗儀式，擴大學生的參與面，培養學生對國旗和國家的認識和愛護之情。國民教育及中國文化推廣小組的學生除負責主持「國旗下講話」外，並協助籌辦中國文化周及各類國民教育活動。本年度亦成立書法學會，讓學生深入了解中國書法的歷史、文化和藝術特色，增進對中國文化的瞭解和認識。

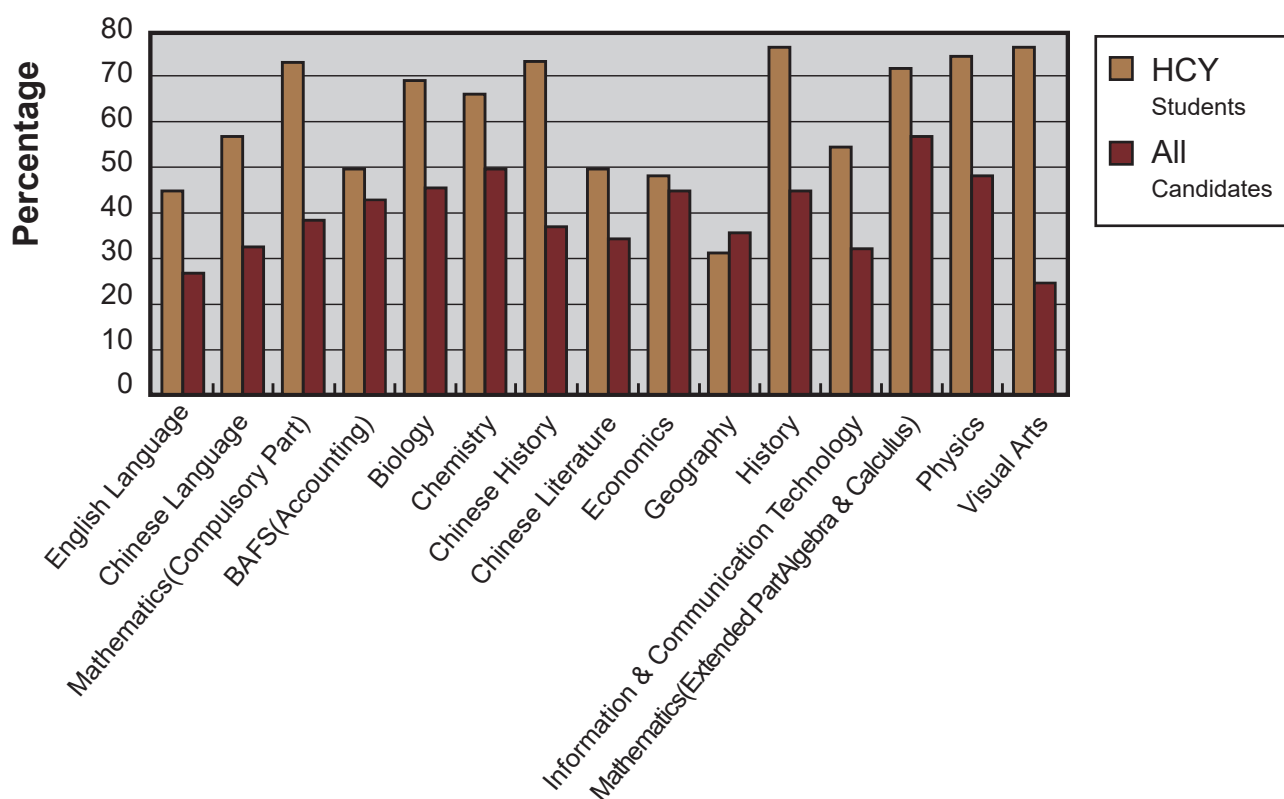
# Student Achievements in 2024 HKDSE



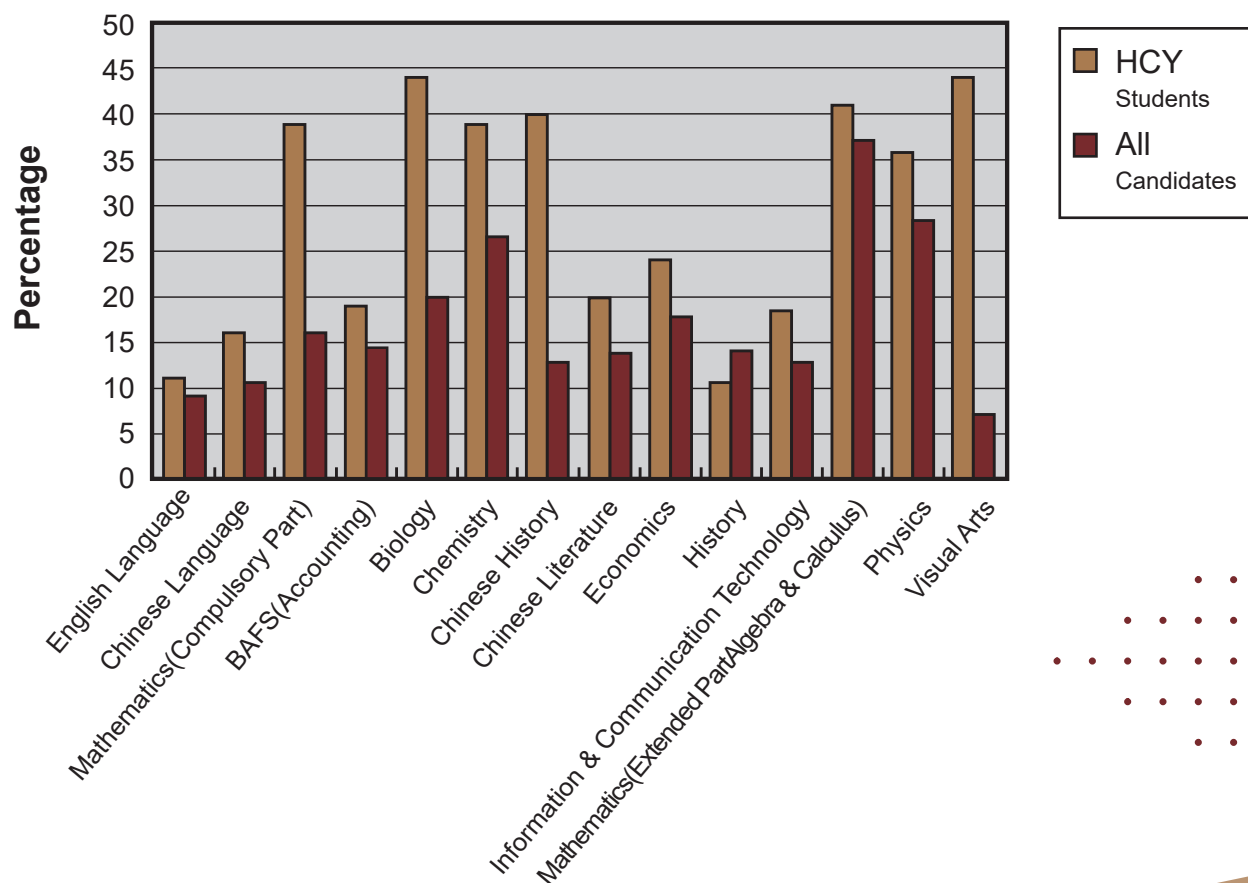
The results of the 2024 HKDSE were released on 17 July. 100 of our F.6 students sat for examinations of a total of 20 subjects this year. They attained 326 Level 4 or above in all subjects (including Mathematics – M2) and 2 Grade A in Japanese. The best-performing students in different subjects are as follows:

Student	Results			Score of Best 6
	5**	5*	5	
YPY	3	3		39
CTH	3	2		37
WTC	2	2	1	35
TCK	2	2	1	35
TCH	1	3	2	35
LLH		4	2	34
QX	1	1	4	33
CHM	1	1	3	32
CSS		3	2	32
LYY		4		31
LTT		3	1	31
YYH		3	1	31
LKP		2	2	30
LY		1	4	30
CPS	1		2	29
WLS		2	2	29
CKH		2	1	29
YKY		2	1	29
LTW		1	3	29
YJW	1		3	28
ZJ		1	2	28
LHC		1	2	28
HKC			4	28

## A Comparison of the Percentages of HCY Students and All Candidates Attaining Level 4 or above in different 2024 HKDSE subjects



## A Comparison of the Percentages of HCY Students and All Candidates Attaining Level 5 or above in different 2024 HKDSE subjects



# Scholarships

## Tsuen Wan Public School Scholarship

**F.6E Yung Pok Yu**

**F.6E Chiu Tsz Ho**

## Principal Scholarship for Academic Excellence

**F.6E Wong Tsz Ching**

**F.6D Tong Chi Kit**

## Best HKDSE Examination Results Award

**F.6E Yung Pok Yu**

3 Level 5\*\*, 3 Level 5\* and 1 Level 5  
[Chin Lang (5\*\*), Chem (5\*\*), Econ (5\*\*), Eng Lang (5\*), Maths (5\*),  
Bio (5\*), Maths M2 (5) ]

**F.6E Chiu Tsz Ho**

3 Level 5\*\*, 2 Level 5\*  
[Maths (5\*\*), Bio (5\*\*), Maths M2 (5\*\*), Chem (5\*), Phy (5\*)]

**F.6E Wong Tsz Ching**

2 Level 5\*\*, 2 Level 5\* and 1 Level 5  
[Maths (5\*\*), Bio (5\*\*), Econ (5\*), Maths M2 (5\*), Chem (5)]

**F.6D Tong Chi Kit**

2 Level 5\*\*, 2 Level 5\* and 1 Level 5  
[Econ (5\*\*), Bio (5\*\*), Maths (5\*), Chem (5\*), Eng (5)]

## Best Student Award (Mr Ho Tsz Ping Memorial Scholarship)

**F.1B Tung Nok Hin**

**F.2A Lau Kin Wa**

**F.3C Wong Yip San**

**F.4D Xu Ka Ning**

**F.5E Chow Felix Tsz Hei**

**F.6E Yung Pok Yu**

## Oustanding Academic Performance Award (Tsuen Wan Rural Committee's Scholarship)

**F.1D Lin Wun Kong**

**F.2A To Man Kwan**

**F.4C Chow Cheuk Ming**

**F.4D Ng Pak Him**

**F.5D Lee Ching Lam**

**F.5D Yung Sen Yi**

**F.5D Banh Chun Hei**

**F.5D Cheung Wai Kit**

**F.5D Ng Tsz Ching**

**F.5D Tsui Tsun Ho**

### Outstanding HKDSE Examination Results (Tsuen Wan Rural Committee's Scholarship)

F.6B Qiu Xinna	F.6D Chan Ho Ming	F.6D Chiu Pit Shun
F.6D Tong Chi Kit	F.6D Tsang Chun Ho	F.6E Lin Yanling
F.6E Wong Tsz Ching	F.6E Yu Jia Wei	F.6E Chiu Tsz Ho
F.6E Yung Pok Yu		

### Student of the Year Award (Tsuen Wan Rural Committee's Scholarship)

#### The Leader of the Year Award

F.4A Ng Wing Yan	F.4D Lau Sze Yu	F.5D Ng Tsz Chig
F.5E Lai Yin Fung		

#### The Community Contributor of the Year Award

F.1D Lui Yat Hei

#### The Athlete of the Year Award

F.5D Tsui Tsun Ho	F.5E Hung Kin To
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#### The Visual Artist of the Year Award

F.4D Kang Pui Ying

#### The Performing Artist of the Year Award

F.4D Ng Pak Hin	F.5E Wong Ho Kwan
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### Mr Wong Sick Kay Memorial Scholarship

F.5D Banh Chun Hei

### Alumni Scholarship

F.1A Li Hoi Yan	F.2A Shet Aydin	F.3B Yang Zhiyuan David
F.4C Lam Chun Wang	F.5D Li Man Yat	

### Sir Edward Youde Memorial Prize

F.6D Lin Meitong	F.6E Yung Pok Yu
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# Outstanding Awards

## 香港辯論超級聯賽 2023

### 冠軍 (乙組)

本校中文辯論隊

### 最佳辯論員

F.6D Yau Yan Hau

F.6D Lau Tak Wang

F.6E Lau Kwok Pun

## 第二屆荃灣葵青區中小學微型小說創作大賽

### 亞軍 (高中組)

F.5B Hui Lok Ying

## 2023/24 The UNSDGs Debating Competition (EMI Division)

### F.4 : The Champion

F.4D Kang Pui Ying, Pauline  
\*(Best Speaker)

F.4D Law Cheuk Yin, Yin

F.4D Yung Hin Lok, Garin

### F.6 : The 1<sup>st</sup> runner-up

F.6D Chan Ho Ming, Donald

F.6D Lau Tak Wang, Johnathan

F.6D Tong Chi Kit, Thomas

F.6D Yung Pok Yu, Tony

## 2024 Harvard Prize Book Award

F.5D Tsui Tsun Ho

F.5E Lai Yin Fung

F.5E Tin Chun Wai

## The Education University of HK Math Challenges 2023-24 Award (Junior Secondary Group)

F.3C Wong Yip San



**Aerosim Inter-school Aviation Tournament 2024  
Grand Champion (Gold)**

F.5D Tsui Tsun Ho

**Glider Launch Challenge Longreach Award (1<sup>st</sup> runner up)**

F.3C Wong Yip San

F.5D Lin Yuchen

F.5D Ng Tsz Ching

F.5D Tsui Tsun Ho

F.5D Wong Pak Ho

**International Genetically Engineered Machine Competition (iGEM) 2023  
Gold Medal**

**Best Sustainable Development Impact, High School, Nomination**

**Best Education, High School, Nomination**

F.4A Ho Tsz Hin

F.4B Fu Hoi Ka Hannah

F.4C Yeung Yu Yen, Chow Cheuk Ming, Ho Chun Fung, Lam Chun Wang,  
Leung Cheuk Kiu, Tan Yi Kuang Marcus, Zhao Yu Ming

F.4D Lam Hin Kwan, Li Toi Wai, Lam Yan Lui Nefarian, Wang Zhengbin

F.5D Lam Ming Xin, Leung Hoi Ting

F.5E Lo Wing Yiu

**The 56<sup>th</sup> Joint School Science Exhibition Proposal Competition**

**2<sup>nd</sup> Runner-up**

F.6D Chiu Sheung Sheung

F.6D Yau Yan Hau

F.6D Tsang Chun Ho

F.6D Yung Pok Yu

**The Outstanding Student of New Territories 2023 (Senior Forms)**

F.6D Tsang Chun Ho

**Joint School Music Competition 2024**

**Gold Award Vocal Ensemble – Secondary School**

School Acapella

# Outstanding Academic Performance Awards

## Enthusiastic and Useful Service Award

F.1D Chong Cheuk Wang	F.2A Luo Chi Fung	F.2B Cheung Login
F.2C Kwok Tsz Lam	F.2C Yau King Shing	F.3C Chan Tsz Ki
F.3C Lin Cho Tsun	F.3C Wong Yip San	F.3D Chow Wing Hei Elise
F.3D Chung Ying Tung	F.3D Lin Wenjing	F.3D Tong Sze Yeung
F.4A Ng Wing Yan	F.4B Shum Wing Hei	F.4B Wang Qiqi
F.4C Han Ka Yi	F.4C Chan Man Hin	F.4D Chan Yin Kai
F.4D Chen Man Hin	F.4D Choi Wing Lam	F.4D Lau Sze Yu
F.4D Law Cheuk Yin	F.4D Li Wing Kin	F.5A Qi Tsz Yeung
F.5B Wong Lok Ching	F.5B Tsang Chun Wai	F.5B Yuen Kin Chung
F.5C Fok Wing Tung	F.5D Lee Ching Lam	F.5D Yung Sen Yi
F.5E Cheng Hei Shun	F.5E Lai Yin Fung	F.5E Yuk Cheuk Tung
F.6A Sze To Tsz Kin	F.6A Zheng Yui Hei	F.6B Chan Hoi Ying
F.6B Qiu Xinna	F.6B Wang Xinyi	F.6B Mak Chin Siu
F.6C Zhuang Jinyu	F.6D Chau Wing Yuet	F.6D Lin Meitong
F.6D Wong Lok Yu	F.6D Yau Yan Hau	F.6D He Ivan
F.6D Tong Chi Kit	F.6D Tsang Chun Ho	F.6E Lee Hoi Ting
F.6E Lo Wai Sum		

## Non-academic Subject Prize (awarded by the Parent-Teacher Association)

### Music

F.1D Fu Ho Yin	F.2C Yu Yan Tung	F.3A Koo Hoi Ying
F.4A Lin Xiaoyun	F.5C Liu Yi	F.6E Leung Tsz Wang

### Physical Education

F.1D Chau Hei Shun	F.2C Yau King Shing	F.3D Chen Qihui
F.4C Lin Man Ki	F.5C Wong Hei Ching	F.6A Zheng Yui Hei

### Visual Arts

F.1C So Yee Sum	F.2C Pang Tsz Wai	F.3D Ng Wing Tung
F.4D Lee Sze Ching	F.5C Li Yongmei	F.6E Wong Tsz Ching

### Progress in Conduct Award

F.1A Lau Sum Yuet	F.1B Cheung Yu Ting	F.1C Su Qitong
F.1D Chong Cheuk Wang	F.2A Shi Chun Wang	F.2B Lee Ho Ching
F.2C Lin Tin	F.2D Hui Hoi Lam	F.3A Koo Hoi Ying
F.3B Yan Tsz Yiu	F.3C Lin Cho Tsun	F.3D Yam Hiu Hong
F.4A Ng Wing Yan	F.4B Lam Hei Tung	F.4C Wong Yuk Wa
F.4D Ng Pak Hin	F.5A Choo Chi Kin	F.5B Chen Cheuk Kei
F.5C Man Kin Lok	F.5D Banh Chun Hei	F.5E Chow Yat Tsun
F.6A Zheng Yui Hei	F.6B Liu Ip	F.6C Zheng Shiu Chung
F.6D Wong King Ying	F.6E Yan Sze Wai	

### Progress in Studies Award

F.1A Li Hoi Yan	F.1B Li Sum Yin	F.1C Wu Xinlan
F.1D Li Wun Kong	F.2A Shet Aydin	F.2B Tsang Wing Him
F.2C Fang Zhengnan	F.2D Lam Lap Wai Wilson	F.3A Yim Pong Tsun Kenny
F.3B Yan Tsz Yiu	F.3C Lam Hei Man	F.3D Guo Cyrus
F.4A Lam Lap Fu	F.4B Chan Hoi Hei	F.4C Lam Chun Wang
F.4D Chan Yin Kai	F.5A Cheung Ching Ho	F.5B Chan Lok lu
F.5C Suen Tsz Fung	F.5D Wong Hiu Fung	F.5E Hung Kin To
F.6A Ko Hang Yee	F.6B Lee Ching Ho	F.6C Shum Man Hei
F.6D Yau Yan Hau	F.6E Leung Tsz Tik	

### Best Conduct Award

F.1A Wong Choi Tung	F.2C Yau King Shing	F.3C Wong Yip San
F.4A Ng Wing Yan	F.5E Lai Yin Fung	F.6D Lin Meitong

### Subject Prize

#### Form 1

F.1A Zheng Wanying	Chinese Language
F.1B Qin Nga Wai	Putonghua
F.1B Tung Nok Hin	History, Mathematics
F.1D Chong Cheuk Wang	Science
F.1D Fu Ho Yin	Language Arts
F.1D Hung Chi Him	Chinese History, Geography
F.1D Li Wun Kong	English Language, Life and Society

## Subject Prize

### Form 2

F.2A	Lau Kin Wa	Chinese Language, Geography, Life and Society, Science
F.2A	Pang King Hang	Mathematics
F.2B	Tam Lap Him	English Language, History, Language Arts
F.2B	Yu Chit Hong	Putonghua
F.2D	Lin Xiaoyang	Chinese History

### Form 3

F.3C	Chan Tsz Ki	Chinese History, Chinese Language
F.3C	Leu Tsz Ling	History, Chemistry
F.3C	Wong Yip San	English Language, Biology, Chemistry, Physics, Life and Society, Mathematics, Putonghua
F.3D	Chan Yik Lok	Geography
F.3D	Ng Pak Hin	Language Arts

### Form 4

F.4A	Lam Lap Fu	Chinese History
F.4A	Yau Ka Yee	Visual Arts
F.4C	Chow Cheuk Ming	Biology, Citizenship and Social Development, Economics, English Language, Mathematics, Mathematics Module 2, Physics
F.4C	Han Ka Yi	Chinese Literature
F.4C	Lin Yuxin	Business, Accounting & Financial Studies
F.4C	Yuen Hung Lam	Information & Communication Technology
F.4C	Zhao Yu Ming	History
F.4D	Li Wing Kin	Geography
F.4D	Ng Pak Hin	Chemistry
F.4D	Xu Ka Ning	Chinese Language

### Form 5

F.5A	Jiang Nok Yiu	Visual Arts
F.5A	Qi Tsz Yeung	Chinese Language
F.5A	Zheng Zhihong	Chinese History, Citizenship and Social Development
F.5C	Sze Paul	Chinese Literature
F.5D	Banh Chun Hei	Information & Communication Technology
F.5D	Ip Chun Him	Mathematics Module 2
F.5D	Lam Ming Xin	Biology
F.5D	Lee Ching Lam	Business, Accounting & Financial Studies
F.5D	Ma Pui Yam	Chemistry
F.5D	Wong Pak Ho	Mathematics
F.5D	Yung Sen Yi	Chinese Language, Economics
F.5E	Chow Felix Tsz Hei	Physics
F.5E	Lai Yin Fung	Geography
F.5E	Tin Chun Wai	English Language, Mathematics
F.5E	Wong Sze Yu	History

## Form 6

F.6C	Shum Man Hei	Chinese Literature
F.6D	Chan Ho Ming	English Language, History
F.6D	Chau Wing Yuet	Geography
F.6D	Lin Meitong	Business, Accounting & Financial Studies, Chinese History
F.6D	So Hau Yan Toscana	Visual Arts
F.6D	Tsang Chun Ho	Physics
F.6D	Yam Kai Yin	Information & Communication Technology
F.6E	Hui Kwok Kuen Sammy	Mathematics Module 2
F.6E	Yung Pok Yu	Biology, Chemistry, Chinese Language, Citizenship and Social Development, Economics, Mathematics

### On the Principal's Second List

F.1D	Chan Chi Hay	F.1D	Lee I Wa	F.1D	Li Wun Kong
F.2A	Liao Rachel Yun Jin	F.2A	Lau Kin Wa	F.2B	Kam Tsz Ching
F.3C	Lai Wing Sze	F.3C	Bang Sai Wing	F.3C	Lau Ho Wai
F.3C	Yau Yat Hei	F.3D	Chung Ying Tung	F.3D	Lin Wenjing
F.3D	Tong Sze Yeung	F.3D	Hui Yi Lok	F.3D	Lam Yu Hin
F.4C	Yap Chi Wang	F.4D	Choi Wing Lam	F.4D	Hui Ka Nok
F.4D	Law Cheuk Yin	F.4D	Wong Ka Siu	F.5D	Tsui Tsun Ho
F.5E	Chow Felix Tsz Hei	F.6B	Qiu Xinna	F.6D	Lin Mei Tong
F.6D	Chan Ho Ming	F.6D	Tong Chi Kit	F.6D	Tsang Chun Ho
F.6E	Wong Tsz Ching	F.6E	Leung Tsz Tik	F.6E	Li Long Hei

### On the Principal's First List

F.1B	Tung Nok Hin	F.2B	Tam Lap Him	F.3C	Chan Tsz Ki
F.3C	Lai Wing Chi	F.3C	Leu Tsz Ling	F.3C	Leung Yee Tao
F.3C	Wong Yip San	F.3D	Chan Yik Lok	F.4C	Chow Cheuk Ming
F.4D	Xu Ka Ning	F.4D	Ng Pak Hin	F.5E	Tin Chun Wai
F.6E	Yung Pok Yu				

# Use of Grants

## Teacher Relief Grant

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The aim of this grant is to relieve the workload of teachers. It is used to increase the human resources of the school so as to benefit students with various needs. Last year, 6 teachers, 5 associate teachers and 2 IT technicians were employed, which provided extra manpower for better human resources allocation. Also, the grant was used to hire external service providers. The school hired coaches for the school sports teams and instructors for instrumental music classes and various programmes as well as teachers for enhancement programmes.

## Learning Support Grant for Secondary School

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The major aim of the grant is to help students with special educational needs. It was used to employ a student counsellor and associate teachers by providing professional support for students. The grant was also used to hire the services of a speech therapist and organize various activities for students with special educational needs. In addition, some 'whole school programmes' to promote a positive school atmosphere were held by using the grant.

## Diversity Learning Grant

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This grant aims to offer support to Senior Forms students who are doing exceptionally well to enrich their learning experiences. The school provided English, Chinese, Mathematics, Chinese Literature, Chinese History, Geography, Biology, History and Critical Thinking Skills programmes to outstanding students to further stretch their academic potential.



# Financial Summary

Tsuen Wan Public Ho Chuen Yiu Memorial College  
Financial Statement for the Accounting Year ended 31 August 2024

	Income (\$)	Expenditure (\$)
I. Government Funds		
(a) EOEBG (Non-specific)	3,055,764.50	4,574,492.82
Sub-total	3,055,764.50	4,574,492.82
(b) EOEBG (Specific)		
Administrative Grant	4,195,131.00	3,643,140.00
Composition IT Grant	512,696.00	200,864.69
Capacity Enhancement Grant	666,935.00	211,714.00
Sub-total	5,374,762.00	4,055,718.69
(c) Grant outside EOEBG		
Diversity Learning Grant - Other Programme	84,000.00	50,657.50
Information Technology Staffing Support Grant	333,812.00	433,590.00
IT Innovation Lab in Secondary School Programme	354,986.00	277,140.00
Learning Support Grant	583,823.00	573,854.00
NCS-SEN Grant	105,191.00	101,490.50
School-based After-school Learning & Support	67,200.00	111,516.00
School-based Support Grant for NCS	156,691.00	166,754.00
Teacher Relief Grant (TRG)	5,185,570.00	4,937,509.15
QEF-Enhanced My Pledge to Act	148,500.00	152,046.40
QEF-Orchestra Practice Room	160,000.00	194,800.00
Other Grant (PTA Grant, Salaries Grant, etc)	50,511,915.09	50,110,410.50
Grant Received in Advance	1,079,127.22	1,097,298.27
(Grant for Support for NCS Students, School-based After-school, Learning & Support, Diversity Learning Grant, IT Staffing Support Grant etc)		
Sub-total	58,770,815.31	58,207,066.32
Total	67,201,341.81	66,837,277.83
Balance B/F from the previous year (Government Funds)	10,692,364.85	
Surplus for the 2023-2024 school year (Government Funds)	11,056,428.83	
II. School Funds		
(a) Scholarship	53,000.00	56,436.00
(b) Tong Fai / Subscription	528,998.45	245,793.34
(c) Others (Collection of fees for specific purpose, ECA, Student Union, Rental, etc)	1,898,557.63	1,817,491.51
Total	2,480,556.08	2,119,720.85
Balance B/F from the previous year (School Funds)	6,218,844.11	
Surplus for the 2023-2024 school year (School Funds)	6,579,679.34	
Accumulated surplus as at the end of the 2023-2024 school year	17,636,108.17	

# External Awards 2023-2024

Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
<b>I. Language Education</b>		
香港辯論超級聯賽 2023	冠軍 (乙組)	本校中文辯論隊
	最佳辯論員	6D 丘欣巧、劉德泓；6E 劉國本
「邁向低碳未來」全港原子筆中文書法比賽	亞軍 (高中組)	6E 林琰鈴
	中二級別獎	2D 蔡皓軒
「青藝·文化」青年多媒體報告比賽	內容豐富大獎優異獎	6A 張懿行、徐樂雯；6B 許穎；
	「青藝」創意大獎優異獎	6D 蘇孝恩；6E 尹沛然
第二屆荃灣葵青區中小學微型小說創作大賽	亞軍 (高中組)	5B 許樂盈
「燕然盃」慶祝中華人民共和國 成立 74 周年學生徵文比賽	優異獎 (初中組)	3D 陳琪輝
	優異獎 (高中組)	4D 許家寧
向老師致敬徵文比賽 2023	優異獎 (初中組)	3D 林文璟
第三屆香港中小學中英文硬筆書法比賽 (中學中文)	入圍獎 (初中組)	3B 全忻
	入圍獎 (高中組)	6C 庄謹瑜
	卓越獎 (高中組)	5D 林雨辰
	優異獎 (高中組)	6E 林琰鈴
學生作家徵文比賽 2324	三等獎 (高中組)	4D 許家寧
第十屆陳贊一博士聯校微型小說創作獎 (2023-2024)	推薦獎 (高中組)	5B 許樂盈
第二十六屆全港中小學普通話演講比賽 2024	良好獎 (新界區初中組)	3D 戴小雲
	優異星獎 (新界區高中組)	4C 何倩楹、4D 陳敏軒
	優異獎 (新界區高中組)	5C 劉怡
金筆獎 2024——全港中小學中文硬筆書法比賽	優異獎 (初中組)	3B 全忻
「語文報杯·時代新人說」全國中學生徵文大賽	一等獎 (初賽)	5B 王灝禎、5C 王語嫣
	三等獎 (初賽)	5A 鄭智紅、5D 翁晨怡
周有光盃——普通話說講朗誦及拼音比賽	銀獎 (漢語拼音比賽中學組)	4C 楊語恩
	優異獎 (漢語拼音比賽中學組)	4B 王琦琦
第六屆大灣區暨新界西「兩文三語」挑戰賽 (初中英文組)	銀獎	2B 王悅
	優異獎	3D 鄒穎熙、林文璟
2023/24 The UNSDGs Debating Competition (EMI Division)	The Champion (F.1)	F.1D Chan Yat Long *(Best Speaker), Cheung Lai Kan Matthew, Chong Cheuk Wang, Fu Ho Yin, Tai Rui Xian
	The Champion (F.4)	F.4D Kang Pui Ying *(Best Speaker), Law Cheuk Yin, Yung Hin Lok
	1 <sup>st</sup> runner-up (F.6)	6D Chan Ho Ming, Lau Tak Wang, Tong Chi Kit, 6E Yung Pok Yu
2024 Harvard Prize Book Award	Harvard Prize Book Award	5D Tsui Tsun Ho Juno, 5E Lai Yin Fung Rex, 5E Tin Chun Wai Ivan

Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
74 <sup>th</sup> Hong Kong Schools Speech Festival	Champion (English Speech Open)	4D Lam Hin Kwan
	1 <sup>st</sup> runner-up (English Speech Open)	3C Chan Tsz Ki, 4C Chow Cheuk Ming, 4D Choi Wing Lam, Yung Hin Lok, 5D Tsui Tsun Ho
	Merit (English Speech Open)	1D Chan Yat Long, 1D Tai Rui Xian, 2A Peek Ho Yin, To Tsz Ching, 4C Ho Shin Ying, 4D Kang Pui Ying, Law Cheuk Yin, Liu Zhi Yi, 5B Wong Lok Ching, 5E Chan Jade
	Credit (English Speech Open)	2A Chan Chak Kuen, 4C Kwan Ching Shong
	Merit (Choral Speaking Solo)	1B Li Sum Yin
Hong Kong School Drama Festival 2023-24	Award for Outstanding Stage Effects	Our School Team
	Award for Outstanding Cooperation	
	Award for Outstanding Performers	2B Cheung Cheuk Shing Darren, 3D Tai Siu Wan, 5D Yu Ching Yi Crystal
II. Mathematics Education		
2024 MathConception	Group Merit Award	4C Chow Cheuk Ming, 4D Tang Ho Man, Wong Ka Siu
	Individual Silver Award	4C Chow Cheuk Ming, 4D Tang Ho Man
	Individual Bronze Award	4D Wong Ka Siu
華夏盃 2024	一等獎 (初賽)	3C 黃葉新、3D 陳奕榮
	二等獎 (初賽)	1A 容天樂
	三等獎 (初賽)	1B 孫嘉攸
	一等獎 (晉級賽)	3C 黃葉新
	二等獎 (晉級賽)	3D 陳奕榮
	三等獎 (晉級賽)	1B 孫嘉攸
	二等獎 (總決賽)	3D 陳奕榮
Hong Kong Mathematics Kangaroo Contest 2024	Merit Award	2A Liao Rachel Yun Jin
	Award (Junior Secondary Group)	3C Wong Yip San
III. STEAM Education		
1st Space Seed Planting Competition	Silver Award (Vegetable and Flower Division)	5C Fok Wing Tung, Yuen Yuk Ying, 5D Lam Ming Xin, Leung Hoi Ting, 5E Lo Wing Yiu Chelsea
	Merit Award (Presentation)	
Aerosim Inter-School Aviation Tournament 2023	Champion (Individual Award Highest Score)	4D Tsui Tsun Ho
Aerosim Inter-school Aviation Tournament 2024	Grand Champion (Gold)	5D Tsui Tsun Ho
	Glider Launch Challenge Longreach Award (1st runner up)	3C Wong Yip San, 5D Lin Yuchen, Ng Tsz Ching, Tsui Tsun Ho, Wong Pak Ho
Biology Challenge 2023	Gold Award	4B Chan Ho Yin, 4B Wong Issac, 4C Han Ka Yi, Lai Hok Yeung, Zheng Chun To, 4D Xu Ka Ning, Ng Pak Hin

Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
<b>III. STEAM Education</b>		
<b>Biology Challenge 2024</b>	Gold Award	4B Chan Ho Yin, 4C Chow Cheuk Ming, Yuen Hung Lam, Zhao Yu Ming, 4D Lam Hin Kwan, Xu Ka Ning
	Silver Award	4A Ho Tsz Hin, Hung Tin Wai, 4C Yau Yan Tung, Yeung Yu Yen, Lam Chun Wang, Leung Cheuk Kiu, 4D Lau Sze Yu, Li Hoi Lam, Lam Tsun Ming, Lam Yan Lui Nefarian, Wang Zhengbin, Wong Pak Hin, Yung Hin Lok
	Bronze Award	4A Lin Weilun, 4B Wu Chun, 4C Fung Hui Man, Lau Ho Yi, Leung Yeuk Hei, Yap Chi Wang, Zheng Chun To, 4D Choi Wing Lam, Li Toi Wai
<b>Chemists Online Self-study Award Scheme 2024</b>	Diamond award	4B Cheng Siu Hang, Shum Wing Hei, 4C Fung Hei Man, Ho Chun Fung, Lam Chun Wang, Lee Tsz Lok, Leung Cheuk Kiu, Leung Yeuk Hei, Tan Yi Kuang Marcus, Yap Chi Wang, Yau Yan Tung, Yeung Yu Yen, 4D Chi Hoi Wai, Choi Wing Lam, Lam Hin Kwan, Lam Tsun Ming, Lam Yan Lui Nefarian, Lam Ying Tung, Lau Sze Yu, Li Hoi Lam, Liu Zhi Yi, Ng Pak Hin, Wong Pak Hin, Xu Ka Ning, 5A Jiang Nok Yiu, 5D Au Hoi Ching, Banh Chun Hei, Cheung Wai Kit, He Chak Hong, Ip Chun Him, Leung Ho Ming, Leung Hoi Ting, Li Man Yat, Lin Yuchen, Ma Pui Yam, Wong Hiu Fung, 5E Chow Felix Tsz Hei, Chow Yat Tsun, Guan Changyi, Hui Ka Hei, Tin Chun Wai, Wang Lee Yiu, Wong Oi Yau
	Platinum award	4B Lam Hei Tung, 4C Lai Hok Yeung, Zheng Chun To, 4D Wang Shengjie, 5D Li Ka Ho
	Gold award	4D Wong Ka Siu
	Silver award	4C Xu Hao Bo Barry
	Bronze award	4C Li Hei Tung, Yuen Hung Lam, 4D Huang Zi Xuan, 5D Chan Ka Hin, Lo Ting Ip, Wong Siu Yi, Yung Sen Yi, 5E Wong Sze Yu
<b>Exploration of Biodiversity in HK Short Video Competition</b>	Merit	5D Cheung Wai Kit, Lam Ming Xin, Leung Hoi Ting, 5E Lo Wing Yiu Chelsea
<b>International Chemistry Quiz 2023 (Junior Division 2)</b>	Distinction	4B Chan Ho Yin
	Credit	4A Wong Pak Hei Mark, 4C Yeung Yu Yen, 4D Lam Hin Kwan
	Certificate	4A Cheng Kung Yuk Leo, 4B Chan Hoi Hei, 4D Choi Wing Lam
<b>International Chemistry Quiz 2024 (Intermediate Division 2)</b>	High Distinction	4C Yeung Yu Yen, 4D Chi Hoi Wai, Lam Tsun Ming, Wong Ka Siu, Xu Ka Ning,
	Distinction	4A Zhuo Chun Yam, 4B Chan Hoi Hei, 4C Zheng Chun To, 4D Lau Sze Yu, Ng Pak Hin
	Credit	4A Hung Tin Wai, 4B Cheng Siu Hang, 4C Fung Hei Man, Leung Yeuk Hei, Yap Chi Wang, 4D Lam Yan Lui Nefarian, Lam Ying Tung, Law Cheuk Yin, Li Hoi Lam
	Certificate	4A Wong Pak Hei Mark, 4B Chen Meiling, Lam Hei Tung, Shum Wing Hei, 4C Ho Shin Ying, Ho Chun Fung, Lam Chun Wang, Lee Tsz Lok, Tan Yi Kuang Marcus, Xu Hao Bo Barry, Yau Yan Tung, Yuen Hing Shan, 4D Chen Man Hin, Choi Wing Lam, Huang Zi Xuan, Kang Pui Ying, Lam Hin Kwan, Leung Ching Lam, Li Toi Wai, Liu Zhi Yi, Tang Ho Man, Wang Shengjie, Wong Pak Hin

Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
International Chemistry Quiz 2024 (Senior Division)	High Distinction	5D Leung Ho Ming, Situ Choi Ying
	Distinction	5D Banh Chun Hei, Chan Ka Hin, Lin Yuchen, Ma Pui Yam, Ng Tsz Ching, Wong Hiu Fung, Wong Pak Ho, 5E Cheung Pak Kan Darin, Chow Felix Tsz Hei, Hung Kin To, Lam Chung Tak, Ng Chun Lun, Shum Chun Hei
	Credit	5C Chan Tsun Wa, 5D Au Hoi Ching, Cheung Wai Kit, Lam Ming Xin, Ip Chun Him, Lo Ting Ip, 5E Chu Wai Shing Lawrence, Tin Chun Wai
	Certificate	5A Jiang Nok Yiu, 5D He Chak Hong, Li Ka Ho, Li Man Yat, Wong Siu Yi, Yung Sen Yi, 5E Chow Yat Tsun, Guan Changyi, Hui Ka Hei, Lam Tsz Ki, Tsang Audrey, Yuk Cheuk Tung
International Competitions and Assessments for Schools (ICAS) Competition 2024 - Science	Distinction	2A Yeung Chak Yu
	Credit	2A Liao Rachel Yun Jin, 2C Tsang Hing Yiu
	Merit	2A Chow Tsun
International Genetically Engineered Machine Competition (iGEM) 2023	Gold Medal	4A Ho Tsz Hin, 4B Fu Hoi Ka Hannah, 4C Yeung Yu Yen, Chow Cheuk Ming, Ho Chun Fung, Lam Chun Wang, Leung Cheuk Kiu, Tan Yi Kuang Marcus, Zhao Yu Ming, 4D Lam Hin Kwan, Li Toi Wai, Lam Yan Lui Nefarian, Wang Zhengbin, 5D Lam Ming Xin, Leung Hoi Ting, 5E Lo Wing Yiu Chelsea, Tsang Audrey, Cheng Hei Shun
	Best Sustainable Development Impact, High School, Nomination	
	Best Education, High School, Nomination	
Junior Secondary Science Online Self-study Scheme 2024	Gold Award	1B Tung Nok Hin, 2B Chan Hoi Kei, 2C Hwang Ching Yan, 3C Lai Wing Chi, Lai Wing Sze
	Silver Award	2A Lee Hoi Him, 2B Tam Lap Him, 2C Chan Ngai Na Ena, 3D Lu Hua Ping
	Bronze Award	2B Kam Tsz Ching, Wong Yuet Esther
VEX IQ RobotFight 2024	Gold Medal (Junior Division)	2A Lee Hoi Him, To Man Kwan
The 56th Joint School Science Exhibition Proposal Competition	2nd Runner-up	6D Chiu Sheung Sheung 、Yau Yan Hau 、Tsang Chun Ho 、6E Yung Pok Yu
The Hong Kong Biology Literacy Award 2023/24	Third Class Honours	5D Ma Pui Yam
	Active Participation Award	5C Suen Tsz Fung, 5D Lam Ming Xin, 5E Tsang Audrey
<b>IV. Whole Person Development</b>		
荃灣區童軍支部技能暨攤位製作營運比賽	冠軍 (童軍技能及團隊挑戰項目)	本校男童軍 (荃灣第二十七旅)
	冠軍 (救傷項目)	
	季軍	
童軍新界地域 65 周年紀念活動「Fun Fun Walk 65 越野挑戰賽」	冠軍 (毅行組)	
	冠軍 (星級組)	
香港童軍總會優異旅團獎勵計劃	優異旅團	
2023-2024 Sir Edward Youde Memorial Prizes for senior secondary school students	Prize Winner	6D Lin Meitong, 6E Yung Pok Yu

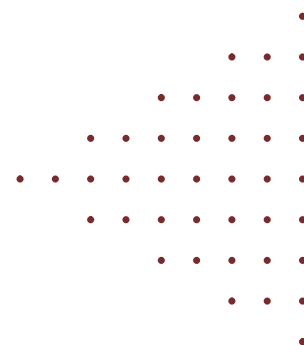
Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
7 <sup>th</sup> Secondary School Peer Mediation Competition 2024	Champion	4B Lai Sum Yee, 4B Wang Qiqi, 4D Lam Him Kwan, 4D Hui Ka Nok
Caring School Award Scheme 2023-24	Caring School Award	Our School
Community Youth Club	Outstanding Member	6E Yung Pok Yu
Community Youth Club Member Merit Award Scheme	Third Honour Level (Blue Star Honour Badge)	6E Yu Jia Wei
	Secondary School Level 3 (Purple Badge)	6E Yung Pok Yu
	Secondary School Level 2 (Orange Badge)	4B Lam Hei Tung, 4C Fung Hei Man, 4D Lau Sze Yu , 6E Chang Guo Ting, Li Hei Nam
Hong Kong Volunteer Award 2023	Caring School	Our School
	Bronze Award	6E Li Long Hei
South China Morning Post Student of the Year Awards 2023/24	Special Award for Most Nurturing Environment	Our School
The Greater Bay Outstanding Students Award 2024	Merit Award for Junior form	3C Wong Yip San
	Merit Award for Senior form	6E Li Long Hei
The Hong Kong Youth Patriotic Education Foundation Scholarship	Scholarship	5A Qi Tsz Yeung
The Outstanding Student of New Territories 2023	The Outstanding Student of New Territories (Senior Forms)	6D Tsang Chun Ho
The 7th Hong Kong Youth Improvement Award	Improvement Award	5A Chow Wing Yip, 5B Wong Cheuk Hei Oliver, 5D Lam Ming Xin
Tsuen Wan and Kwai Tsing Outstanding Students Election 2023	Outstanding Award (Junior Forms)	4D Lau Sze Yu (3C 2022-2023)
	Outstanding Award (Senior Forms)	6D Tsang Chun Ho (5D 2022-2023)
<b>V. National Education</b>		
2023《憲法》和《基本法》全港校際問答比賽	十八區優秀學校獎	本校
2023/24 公民與社會發展科網上閱讀獎勵計劃	最積極參與學校獎	
	十八區卓越表現獎 (荃灣區) 第二名	
	優異獎	5E 關長毅
荃灣各界慶祝中華人民共和國成立 74 周年中小學及制服團體升旗禮暨中式步操檢閱	感謝狀	劉瑞儀校長、楊振東老師及本校升旗隊
荃灣各界慶祝香港回歸祖國 27 周年——中小學及制服團體升旗儀式暨中式檢閱	感謝狀	升旗隊 (1B 李泳霖; 2B 張昊霖、唐立軒; 2C 鄧則斌、2D 林立崴、呂宇峰、王俊熙; 3B 陽致遠; 3C 劉心翔; 4A 陳瀟羲; 4B 黃渝翔)
消防處聯同荃灣區防火委員會成立荃灣區消防及救護青年團	荃灣區消防及救護青年團第一隊生力軍	1A 陳希雅; 1C 鄭咏宇; 1D 戴睿賢; 2B 張昊霖、唐立軒; 2C 鄧則斌、2D 林立崴、呂宇峰; 3B 陽致遠; 3C 劉心翔; 4A 陳瀟羲; 4B 黃渝翔
Military Summer Camp For Hong Kong Youth	Certificate	1A Cheng Wing Chun, 1B Chan King Shing, Chau Yat Fan, Zeng Zi Qian
Hong Kong Palace Museum Student Ambassador Programme	Certificate	3D Meng Sze Yuen
The 3rd Hong Kong Young Leaders in Law Training Scheme	Certificate of Commendation	4C Ho Chun Fung



Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
<b>VI. Personal, Social &amp; Humanities Education</b>		
2023/24 年度 全港初中中國歷史文化問答比賽	優異獎	2B 徐浚星、3A 黃浚軒、3C 陳梓祺、黃葉新
第八屆全港學界「中史解碼」 手機螢幕桌布設計比賽	傑出作品獎	5C 吳藍星、王語嫣
初中歷史科電子閱讀獎勵計劃	參與獎	本校
	優異獎	4C 何俊鋒、4D 許家寧
年度中國歷史人物選舉 2023	最踴躍投票獎	本校
年度中國歷史人物選舉 2023 專題研習 報告比賽	初中組季軍	3C 陳梓祺、3D 湯思暘、陸華坪、孟思遠、 黃定禧、黃定祺
	初中組嘉許獎	2B 胡芯炫、王悅、2D 張紫霖、鍾珈蔚、 林曉揚
<b>VII. Arts Education</b>		
亞洲音樂家大賽	銅獎 - 管弦樂團組	本校西樂團
第二屆學界兒童音樂挑戰大賽 - 管弦樂組	冠軍	本校西樂團
第二屆學界兒童歌唱挑戰大賽 - 合唱	金獎	本校合唱團
藝術之翼音樂比賽 2024 管弦樂組： 合奏－中一至中三組	冠軍	本校西樂團
藝術之翼歌唱比賽 2024 團體合唱組： 中一至中三組	冠軍	本校無伴奏合唱隊
香港青少年及兒童歌唱大賽 - 合唱組	亞軍	本校無伴奏合唱隊
76th Hong Kong Schools Music Festival	Silver Award (Graded Piano Solo), 1st runner-up	1C Leung Kwok Chee
	Silver Award (Graded Piano Solo), 2nd runner-up	3A Koo Hoi Ying
	Silver Award (Graded Piano Solo)	2A Choy Pui Yee, 3A Chen Wendy, 3B Sin Tsz Ching, 3D Kwan Ching Yau, 4A Yu Hoi Ki, 4C Chow Cheuk Ming
	Bronze Award (Clarinet Solo)	4D Ng Pak Hin
	Bronze Award (Di Solo)	1A Tsang Yee Ting Cinky
	Bronze Award (Graded Piano Solo)	2B Wong Yuet Esther, 2D Hui Hoi Lam, 3C Lin Cho Tsun, 4D Chan Yin Kai, Liu Cheuk Kiu
	Bronze Award (Pipa Solo)	4D Leung Ching Lam
	Bronze Award (Zhongruan Solo)	
Joint School Music Competition 2024	Gold Award Vocal Ensemble - Secondary School	School Acapella
	Silver Award - School Choir (Challenge Group) - Secondary School	School Choir
	Silver Award - Symphony Orchestra - Secondary School	School Orchestra

Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
「賞藝縫裳」時裝設計比賽及匯演	優秀設計獎	4C 鄭心雅
	嘉許狀	4A 陳琪輝
“Stitchable Chinese Arts” Fashion Design Competition and Catwalk Show	Design Excellence Award	4C Zheng Sum Nga
	Certificate of Appreciation	4A Chen Qi Hui
<b>VIII. Physical Education</b>		
國慶盃羽毛球邀請賽	季軍 (女子組獎盃賽)	3B 麥珈晴、3C 林希雯、3D 湯思暘、 4D 林映彤、5A 鄭智紅、5C 王熹晴、 5D 李靜嵐、6E 甄詩慧
	亞軍 (男子組銀碟賽)	2A 黃沛豪、2B 何章勤、2D 張家富、 3B 黃宗盛、4A 鄭公旭、4D 賴子謙、 5A 曹智健、5B 麥展肇、6E 趙祉灝
All Hong Kong Age Group Rope Skipping Competition 2023	2nd Runner-up, Girls’ Division for the 15-17 age group	2B Chen Sum Yi, 3A Chen Tsz Ki, Koo Hoi Ying, 4C Lin Man Ki
Inter-school Athletics Competitions (Tsuen Wan and Islands)	2nd runner-up, Boys C Grade High Jump	1D Lui Yat Hei
	1st runner-up, Boys B Grade 100m Hurdle	3D Chung Hei Shun
	2nd runner-up, Boys B Grade Triple Jump	4B Chan Hoi Hei
	Overall The 6th place, Boys B Grade	Our School Team
	3rd runner-up, (Girls C Grade 4x100m relay)	1A Lai Tsz Ching, Suen Pui Lam, 1B Chung Cheuk Yan, 1D Ngai Sze Ham, 2C Hwang Ching Yan
Inter-School Badminton Competition (Tsuen Wan & Islands)	3rd runner-up, Girls A Grade	5A Zheng Zhihong, 5C Liu Yi, Wong Hei Ching, Wong Yu Yin, 5D Lee Ching Lam, 6E Yan Sze Wai
Inter-School Basketball Competition (Tsuen Wan & Islands)	3rd runner-up, Boys A Grade	2B Tsang Yuet Hung, 4A Li Chi Nam, Wong Pak Hei Mark, Wong Pok Shun, 4B Yung Wing Tat, 5B Yuen Kin Chung, 5D Chan Ka Hin, Li Man Yat, Ng Tsz Ching, 6A Zheng Yui Hei
Inter-School Football Competition (Tsuen Wan & Islands)	1st runner-up, Boys Junior	1A Cheng Wing Chun, Feng Jinde, 1B Leung Cheuk Fai, Wong Chun Yu, Wong Tin Long, 1C Lee Chun Hei, 1D Chau Hei Shun, Law Ngo Po, 2A Chan Chak Kuen, To Tsz Ching, 2C Cai Man Hei, Wan Hei Yu Esmond, Wong Yu Yat, 2D Chan Yu Hei, Lo Hiu Nam, 3B Lam Tze San, Wong Ching Yiu, 3C Chow Chun, Liu Hui Chun Andrew, Su Yuhang, 3D Chow Tsz Wang

Name of the Competition/ Activity Organisation	Awards/ Activities	Students/Organisations
<b>Inter-School Swimming Competition (Tsuen Wan &amp; Islands)</b>	Champion, Boys C Grade 50m Butterfly	1D Chong Cheuk Wang
	1st Runner-up, Boys C Grade 50m Freestyle	
	2nd Runner-up, Boys C Grade 100m Breaststroke	2A Au Kin Ho
	Boys B Grade 200m Freestyle 3rd Runner-up	3D Guo Cyrus
	1st Runner-up, Boys A Grade 50m breaststroke	5E Hung Kin To
	2nd Runner-up, Boys A Grade 100m Backstroke	
	Champion, Girls C Grade 200m Freestyle (New Record in HKSSF - Tsuen Wan and Islands Secondary School Area)	1C Huang Zhiqi
	Champion, Girls C Grade 100m Freestyle	
	2nd Runner-up, Girls C Grade 50m Backstroke	1D Ngai Sze Ham
	3rd Runner-up, Girls C Grade 50m Butterfly	1A Wong Lok Lam
	1st Runner-up, Girls C Grade 4x50m Medley Relay	1A Wong Lok Lam, 1C Huang Zhiqi, 1D Ngai Sze Ham, 2D Lee Tsz Kiu Cassandra
	1st Runner-up, Girls C Grade Overall Team Result	1A Wong Lok Lam, 1C Huang Zhiqi, Lam Tsz Ching, Wong Yi Ching, 1D Chui Sum Yuet, Ngai Sze Ham, 2D Lee Tsz Kiu Cassandra
	1st Runner-up, Girls B Grade 50m Backstroke	3B Wu Xinrui
<b>Inter-School Table tennis Competition (Tsuen Wan &amp; Islands)</b>	1st runner-up, Boys B Grade	2B Chow Chung, Tsang Wing Him, 3C Chan Chun Hong, Mak Chun Hin, 3D Hui Yi Lok
	1st runner-up, Boys A Grade	4C Ho Chun Fung, 6A Chow Ka Chun, 6D So Tsz Lung, Tong Chi Kit (Captain)



# Major Concerns in 2024-2025

## Major Concerns

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### 1. To nurture HCYers to be self-directed and effective learners

#### 自主學習 多元發展

- 1.1 To introduce note-taking skills
- 1.2 To promote “Reading to Learn”
- 1.3 To promote STEAM education

### 2. To foster a positive and caring school environment conducive to the whole-person development of HCYers

#### 建構關愛校園 成就全人發展

- 2.1 To raise the self-esteem of HCYers and strengthen their sense of belonging to the school
- 2.2 To cater for the diversified developmental needs of students and enhance the mental health of students, parents and teachers
- 2.3 To strengthen values education with specific emphasis
- 2.4 To broaden students’ perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic sense and understanding of the home country
- 2.5 To promote specific priority values and attitudes conducive to the whole-person development of students

## F.6 Graduates 2023-2024



### F.6A

Chen Wing Kwan

Wong Sze Nga

Lin Lecong

Cheung Yi Hang

Chan Wing Ho

Lin Yuen Ngok

Chong Tsz Fei

Cheuk Hei

Sze-To Tsz Kin

Lau Ching Yi

Chow Ka Chun

Yip Chi Hin

Tsui Lok Man

Ko Hang Yee

Zheng Yui Hei





## F.6B

Chan Hoi Ying

Hui Wing Carisa

Lam Yi

Lee Tsz Wing

Liu Cho Yan

Qiu Xinna

Wang Xinyi

Wong Ka Wing

Chan Cheuk Pan

Cheng Yuk Fai

He Nuoda

Huang Xiang

Lee Ching Ho

Leung Chun Hei

Liu Ip

Liu Yat Yiu

Mak Chin Siu

Ng Ka Wah

Sing Pak Hei

Yan Qingdong



## F.6C

Ho Ching Man Mandy

Chan Tsz Ho

Ng Cheuk Hin

Shum Man Hei

Chen Lap To

Yiu Kwan Ping

Suen Yee Yan

Fung Ka Hong

Zheng Shiu Chung

Xu Si Tong

Lau Pak Hei

Zhuang Jinyu

Mak Ho Ching





## F.6D

Chan Po Yi

Chau Wing Yuet

Chiu Sheung Sheung

Lam Siu Nga

Lau Hin Ching

Li Tsz Ching

Lin Meitong

So Hau Yan Toscana

Szu Tsz Ching

Wong King Ying

Wong Lok Yu

Yau Yan Hau

Chan Ho Ming

Chan Ka Hei

Chen Huabin

Chiu Pit Shun

He Ivan

Lau Tak Wang

Law Tsz Chung

Lo Long Yin

Ngai James

So Tsz Lung Danny

Tong Chi Kit

Tsang Chun Ho

Wong Tsz Kit

Yam Kai Yin



## F.6E

Chang Guo Ting

Chu Sze Wing

Lee Hoi Ting

Li Hei Nam

Lin Yanling

Lo Wai Sum

Wan Pui Yin

Wong Tsz Ching

Yan Sze Wai

Young Hoi Lam

Yu Jia Wei

Chiu Tsz Ho

Choi Yan Hong

Ho Kit Chun

Hui Kwok Kuen Sammy

Lau Kwok Pun

Leung Hui Chai

Leung Tsz Tik

Leung Tsz Wang

Li Long Hei

Lin Hanbo

Lin Yuanzhi

Tai Yin Ming

Wan Lap Sing

Yau Chun Hei

Yung Pok Yu



# FORM 6 (2023-2024)



# Photos



3-on-3 Primary School  
Boys Basketball  
Invitational Tournament

Alumni's Day



Charity Floral Sale (CYC)



Big Brothers and Big Sisters Scheme



Chinese Culture Week



Christmas Celebrations



Counselling Week



English Week





F.5 Mainland  
Study Tour



F.6 Farewell  
Assembly



Girl Guides



Flag Guards



HCY-SJI Global Education Exchange Programme







Inter-house Basketball Competition (Girls)



Inter-house Basketball Competition (Junior Forms)



Inter-house Basketball Competition (Senior Forms)



Inter-house Football Competition





Angel Scheme



Life-wide Learning Day



Maths and Science Week



Mental Health Month





Orchestra



PTA Orientation Day



PTA Outing



Reading Activity





School  
Outing



School  
Team



HCY A.C.E. (Adventure. Collaboration.  
Education) Programme: Singapore



Sister School Exchange Program -  
Sports Exchange Activities (Shenzhen  
Foreign Languages School)



Sports Days





Staff Development Day



STEAM Pearl Jewelry Workshop



Student Leaders Meeting with the Principal



Visual Arts Graduation Exhibition

# Annex 1

## Report of Capacity Enhancement Grant (CEG) (2023-2024)

**Objective: To provide support to teachers and subsidise various learning programmes**

Tasks	Objectives	Task Coordinator	Period	Target Student (Level and number of participants)	Evaluation Results	Expenditure
Provide Chinese Enrichment Course for F.1 to F.3 students	Enhance Chinese language skills of students	Ms Lee LH	Sep 2023- June 2024	52 F.1-F.3 students	100% of students satisfactory about the course.	\$9108
Provide public speaking training for F.2 and F.3 students	Enhance English language skills of students	Ms Law LMT	Oct 2023- May 2024	20 F.2-F.3 students	100% of students satisfactory about the course.	\$6000
Provide Mathematics Enrichment Courses for F.1 to F.3 students	Enhance problem-solving and numeracy skills of students	Ms Pun WY	Sep 2023- June 2024	60 F.1-F.3 students	94.7% of students satisfactory about the course.	\$28,800
1. F.1 Animal Workshop 2. F.4-F.5 Protein Analysis Workshop	Increase students' interest in Science	Mr Yuen ML	Sep 2023- Aug 2024	all F.1 (128) F.4-F.5 elite students(20)	-100% agree the workshop can increase the knowledge of biodiversity. -The comments were positive.	\$13,600
Global Perspectives: An Adventure in Our Society	Develop students' strengths and skills in non-academic aspects	Mr Lee KM	6-7-2024	20 F.1-F.2 students	100% positive feedback from students.	\$8,000
Arrange workshops, visits or geography-related activities: 森林生態學家活動	Increase students' interest in Science	Ms Lam NK	Sep 2023- Aug 2024	25 F.5 students	100% positive feedback from students.	\$11,200
Provide Music Enrichment Course for F.1 to F.3 students	Enhance music skills of students	Mr Lee KM	Sep 2023- Aug 2024	8 F.1 to F.4 students	96.9% of students satisfactory about the course.	\$12,600
Join leadership training programme run by YMCA (Tsuen Wan Centre) (師兄師姐計劃)	Enhance students' self-confidence, resilience, problem-solving skills and leadership.	Ms Han WY	Sep 2023- Aug 2024	F.1 - F.5 students	- 96.4% of students satisfactory about the program. - Students' feedback was very positive	\$49,900
Equip F.1 students with note-taking and study skills -F.1 Logical Thinking	Acquire effective study skills in an effective way.	Mr Lee KM	8-7-2024	-All F.1 (133)	-The large majority (95.3%) of students found that the program was useful and satisfied with it.	\$24,000
Purchase online English Language programme	Increase students' exposure to English Language in order to improve their proficiency in English	Ms Law LMT	Sep 2023- May 2024	F.1 - F.5 students	-Participation rate of reading i-Learner(F.1-F.3): 89.8% -Participation rate of DSE i-Learner (F.4-F.5): 40.8%	\$35,500
Subsidise F.1 Bridging Programme	Enable students' effective learning skill	Ms Lee LH Ms Law LMT Ms Pun WY Mr Lee KM	July 2024	122 Pre- S.1 students	-The large majority (98%) of students found that the program was useful and satisfied with it.	\$13,006
						\$211,714

# Annex 2

## Learning Support Grant for

## Secondary School (LSGSS) (23-24) – Evaluation report

**Objective: To give support to teachers and students with special educational needs**

Strategies/Tasks	Objectives	Task coordinator	Period	Evaluation Methods	Success criteria	Evaluation	Actual Expenditure
Employ student counsellor and associate teachers	Provide administrative assistance and support to teachers and SEN students	Ms Han WY	Sep 2023-Aug 2024	Staff appraisal	<ul style="list-style-type: none"> <li>- Positive feedback from teachers</li> <li>- Reduction of administrative duties</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher provided positive feedback</li> <li>- The administrative duties of teachers have reduced.</li> </ul>	\$484,974
Employ speech therapist	Identify and provide assistance to students with speech problems	Ms Han WY	Sep 2023-Aug 2024	Check attendance record and feedback from students	Positive feedback from students	<ul style="list-style-type: none"> <li>- The overall attendance was 88%.</li> <li>- Both Students and Parents provided positive feedback</li> </ul>	\$49,680
Organise training groups and activities for SEN students	Provide support for students with special educational needs	Ms Han WY	Sep 2023-Aug 2024	Check record of activities	Training groups and activities for SEN students can be organised	<ul style="list-style-type: none"> <li>- The attendance was over 90% on average.</li> <li>- Students' feedback was satisfactory</li> </ul>	\$31,800
Organise activities to promote a caring and supportive school atmosphere	Enhance sense of belonging to the school	Ms Han WY	Sep 2023-Aug 2024	Check minutes of evaluation meeting	Positive feedback from students	<ul style="list-style-type: none"> <li>- Majority of students agreed that the activities could promote caring and supportive school atmosphere</li> </ul>	\$7,400
							\$573,854

# Annex 3

## Programme Evaluation Report for DLG – Other Language / Other Programme: Gifted Education for the 2023/24 school year

DLG Funded Programme	Domain and programme	Objectives	Period	Teacher(s)-in-charge	Target students	Evaluation Result	Expenditure (2022-2023)
Other Language	Japanese/ Spanish	- Improve students' skills in Japanese Language/Spanish	Sep 2023 - Aug 2024	CCX	F.4: 2; F.5: 7 F.6: 2	- Satisfactory Results in the public exam.	\$47300
							Subtotal: \$47300

Applied Learning	5 Programmes	- Develop students strengths and skills in not-academic aspects	Sep 2023 - Aug 2024	YCT	F.6: 3 F.5: 2	Satisfactory Results in the public exam.	\$58100
							Subtotal: \$58100

Other Programme	Chinese Enrichment Courses	- Improve students' speaking and reading skills - Develop their interests in Chinese culture - Develop their creativity	Sep 2023 - May 2024	LLH	21 F.6 students	- 100% of students satisfactory about the course.	\$12127.5
	Chinese Literature Enrichment Course	- Provide Chinese Literature reading and writing course for F.4 to F.6 students	Sep 2023 - Jan 2024	CMW	26 F.5-F.6 students	- 100% of students satisfactory about the course.	\$5985
	Geography Enrichment Course	- Strengthen students' field-based learning skill including data processing and interpretation - Improve students' critical thinking skill	Dec 2023 - May 2024	LNK	21 F.5-F.6 students	- 90.5% of students satisfactory about the course.	\$2821.5



DLG Funded Programme	Domain and programme	Objectives	Period	Teacher(s)-in-charge	Target students	Evaluation Result	Expenditure (2022-2023)
Other Programme	Biology Enrichment Course	<ul style="list-style-type: none"> <li>- Strengthen students' field-based learning skill including data processing and interpretation</li> <li>- Improve students' critical thinking skill</li> </ul>	Dec 2023 - May 2024	LHYW	26 F.5-F.6 students	- 93.8% of students satisfactory about the course.	\$5643
	History Enrichment Course	<ul style="list-style-type: none"> <li>- Strengthen students' field-based learning skill including data processing and interpretation</li> <li>- Improve students' critical thinking skill</li> </ul>	Dec 2023 - May 2024	YCT	26 F.4-F.5 students	- 87.5% of students satisfactory about the course.	\$5600
	Mathematics Enrichment Course	- Enhance students' high order thinking skills	Sep 2023 - Dec 2024	PWY	30 F.5-F.6 Students	- 63% of students satisfactory about the course.	\$6012.5
	Chinese History Enrichment Course	<ul style="list-style-type: none"> <li>- Develop students' interests in Chinese culture</li> <li>- Develop students' creativity</li> </ul>	Sep 2023 - Dec 2024	LF	14 F.6 students	- 100% of students satisfactory about the course.	\$6468
	Affective Education Programme	<ul style="list-style-type: none"> <li>- Let students understand their strengths and weaknesses</li> <li>- Develop students' skills in non-academic aspects</li> </ul>	6-07-2024	LKM	10 F.4 students	- 100% of students satisfactory about the course.	\$4000
	External Enrichment Courses	- Encourage the talented or gifted students to attend external enrichment courses and competitions	Sep 2023 - Aug 2024	LKM	2 F.4-F.5 students	- Students give positive feedback in self-reflection	\$2000
							Subtotal: \$50657.5

# Annex 4

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

### School-based Grant - Programme Report

Name of School: TSUEN WAN PUBLIC HO CHUEN YIU MEMORIAL COLLEGE

Project Coordinator: Lee Kin Ming Contact Telephone No.: 24966031

A. The number of students (count by heads) benefitted under this programme is 140 (including A. 24 CSSA recipients, B. 116 SFAS full-grant recipients and C. 0 under school's discretionary quota).

#### B. Information on Activities under the Programme

*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)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C					
F.1 Bridging Programme	3	24	0	98.5%	July 2023	7236	Questionnaire	Students can adopt the S.1 school life.
Musical Instrument Training or music related training	7	21	0	91.325%	Sept 2023-August 2024	45350	Observation by Tutors	92.4% of students had a satisfactory or above performance.
Junior Form English Grammar Enhancement Course (Saturdays)	7	23	0	88.4%	9/2023-12/2023	19200	Questionnaire	97% of students had a satisfactory or above performance.
本地歷史文化考察團	1	18	0	92.0%	16/01/2024	13500	Questionnaire	100% of students had a satisfactory of the activity
西貢地質公園文化館體驗團	4	15	0	81.0%	23/03/2024	11250	Questionnaire	100% of students had a satisfactory of the activity
STEAM 海洋生態考察及珍珠首飾工作坊	2	15	0	95.5%	11/04/2024	14980	Questionnaire	100% of students had a satisfactory of the activity
Total no. of activities: 1+5+2+1+1+1=11								
@No. of man-times	24	116			Total Expenses	\$111516		
**Total no. of man-times	140							

Note:

\* Name/type 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 (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		✓				

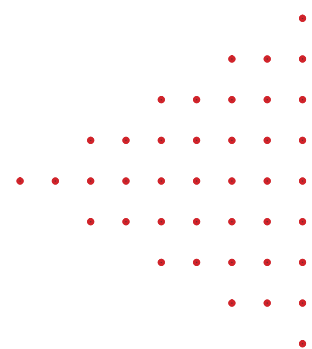
**D. Comments on the project conducted**

**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, SFAS full grant);
✓	difficult to select suitable non-eligible students to fill the discretionary quota;
✓	eligible students unwilling to join the programmes;
	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 <u>apparent</u> 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)**

Nil  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Annex 5

## Report on the Use of Life-wide Learning Grant (2023-2024)

Number	Brief Description of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Student (Level) (Number)	Evaluation on Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Careers	Organise talks, workshops and services for life planning	Develop students' understanding about life planning and make sensible decisions for their future	Sep 2023 - Aug 2024	F.1-F.6 (700)	Met the needs of students who need to plan their further studies	\$94,860	E9					✓
Life Education	Subsidies transport and entrance fees for outdoor Life Education Periods	Reduce financial burden on students for transport fees	Sep 2023 - Aug 2024	F.1-F.6 (700)	Met with the needs of students	\$10,475	E5		✓	✓		✓
Life Education	Organise talks, workshops and services for Life Education lessons	Provide students with opportunities to attend talks delivered by professional speakers	Sep 2023 - Aug 2024	F.1-F.6 (700)	Met with the needs of students	\$15,949	E5	✓	✓	✓	✓	✓
Leadership	Subsidise transport, campsite and training costs of the Prefect Training Camp	Enhance students' problem-solving skills, teamwork and leadership through various leadership training activities	Sept 2023 - Aug 2024	F.2-F.5 (40)	Students learned and practised various leadership skills in the camp.	\$22,010	E1,E5	✓				

Domain	Brief Description of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Student (Level) (Number)	Evaluation on Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
1.2	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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
Leadership	Organise leadership training programmes for student leaders	Develop students' leadership skills	Sep 2023 - Aug 2024	F.1-F.5 (160)	Students enjoyed and showed positive feedback on the training. Students learnt different leadership skills and they are confident to apply the leadership skills in their daily life.	\$41,840	E1, E5				✓	✓
Physical Education	Pay rental fees and coaching fees for various school sports teams	Provide professional training for students	Sep 2023 - Aug 2024	F.1-F.6 (240)	Members of School Sports Teams took part in various sports training courses for competitions. They generally showed positive feedback.	\$260,000	E1, E5, E7				✓	
Music	Engage a music director for orchestra to be set up in school	Develop students' musical talent	Sep 2023 - Aug 2024	F.1-F.6 (40)	Students took part in training courses for various musical instruments of the school orchestra. They showed positive feedback.	\$200,996.34	E5				✓	
Music	Establish a Handbell Team	Provide training in handbell for students	Sep 2023 - Aug 2024	F.1-F.5 (80)	Students learned handbell skills and showed positive feedback.	\$184,375.8	E5	✓			✓	
English Drama	Organise drama skill training courses for students	Develop students' drama talents and skills	Sep 2023 - Aug 2024	F.1-F.5 (30)	Members of the English Drama Team learned various skills for the Drama Show and they showed positive feedback.	\$141,953.85	E1, E5, E7				✓	
Visual Art	Collaborative artworks	Enhance students' sense of belonging	Sep 2023 - Aug 2024	F.1 (130)	Students worked together to create a collaborative painting joyfully.	\$12,528	E1, E5				✓	
Visual Art	Graduation Show	Provide an opportunity for students to showcase their artistic talents	May 2024 - Aug 2025	F.6 (20)	Participants found the activity meaningful	\$0	E6	✓				
Life-wide Learning Day	Organise various activities	Enhance students' life-wide learning skills	Sep 2023 - Aug 2024	F.1-F.5 (600)	Activities of various themes were organised to enable students to learn outside classrooms and they generally enjoyed the activities	\$48,030	E1, E5				✓	✓

Domain	Brief Description of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Student (Level) (Number)	Evaluation on Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
1.3	To organise or participate in non-local exchange activities or competitions to broaden students’ horizons											
Biology	Complete research and participate in iGEM 2023	Develop the research skills of students  Broaden students’ horizon in the field of biotechnology	Oct 2023 - Oct 2024	F.4-F.5 (20)	Students took part in an international competition.	\$195,033.16	E1, E5	✓				
OLE	Organise cross-border study trips	broaden students’ horizons and enhance their educational experiences.	Sep 2023 - Jul 2024	F.3-F.5 (320)	Overseas study trips are yet to organise after the Covid-19 pandemic.	\$99,688.8	E1, E6	✓				
			Total Expenses for Category 1			\$1,327,739.95						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
	Installation of subsidiary LED walls in the School Hall	For better visual experience for participants of various activities held in the School Hall	\$205,188
Total Expenses for Category 2			\$205,188
Total Expenses for Categories 1 & 2			\$1,532,927.95

### Estimated Number of Student Beneficiaries

Total number of students in the school:	700
Estimated number of student beneficiaries:	700
Percentage of students benefitting from the Grant (%):	100%

- I:** Intellectual Development (closely linked with curriculum)
  - M:** Moral and Civic Education
  - P:** Physical and Aesthetic Development
  - S:** Community Service
  - C:** Career-related Experiences
- ^: Input using the following codes; more than one code can be used for each item.

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



# Annex 6

## Report on the Use of the Promotion of Reading Grant 2023-2024 School Year

### Part 1: Evaluation of the Effectiveness

#### 1. Evaluation of the objective:

Students responded positively to the reading activities, workshops, seminars and webinars organized by the school library and Reading Promotion Committee. A reading culture (printed books and ebooks) has been gradually developed in school.

#### 2. Evaluation of strategies:

More than 800 students participated in the LAC activities, including seminars and workshops, which showed that students welcomed and enjoyed the activities. The LAC projects (English x Geography & English x Mathematics) received positive feedback from both teachers and students.

Item*		Actual expenses (\$)
1.	<b>Purchase of Books</b>	\$37,580.13
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	<b>Web-based Reading Schemes</b>	\$8,248.0
	<input checked="" type="checkbox"/> e- Read Scheme	
	<input checked="" type="checkbox"/> Other scheme: <u>Hyread, elibrary plus</u>	
3.	<b>Reading Activities</b>	\$10,834.6
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Procure service from external service providers to organize student activities related to the reading	
	<input checked="" type="checkbox"/> Pay application fees for activities and competitions related to the promotion of reading	
	<input checked="" type="checkbox"/> Subsidize students' participation in reading related activities/courses	
4.	<b>Other:</b> _____	
<b>Total:</b>		<b>\$56,662.73</b>

\* Please tick the appropriate boxes or provide details.

# Annex 7

## 學生活動支援津貼 運用報告 2023-2024 學年

### (一) 財務概況

A	本學年獲發撥款：	\$95,550.00
B	本學年總開支：	\$94,825.00
C	須退還教育局餘款 (A - B)：	\$725.00

### (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	5	\$800.00
學校書簿津貼計劃 - 全額津貼	50	\$70,138.00
校本評定有經濟需要	29	\$23,887.00 (上限為全學年津貼金額的 25%)
總計	84	\$94,825.00

〔註：此項應等於 (一) B「本學年總開支」〕

### (三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇適用的 選項， 或自行 填寫)	受惠 學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能 發展 (配合 課程)	價值觀 教育	體藝 發展	社會 服務	與工作 有關 的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	低音大提琴班	藝術（音樂）	2	\$1,400.00			✓		
2	大提琴班	藝術（音樂）	2	\$1,600.00			✓		
3	古典結他班	藝術（音樂）	1	\$800.00			✓		
4	修業旅行	體育	5	\$257.40			✓		
5	朗誦節	英文	1	\$167.60	✓				
6	社制活動	體育	1	\$31.00			✓		
7	鋼琴班	藝術（音樂）	2	\$3,200.00			✓		
8	游泳班	體育	1	\$1,600.00			✓		
9	數學及奧數比賽	數學	1	\$530.00	✓				
10	小提琴班	藝術（音樂）	1	\$1,600.00			✓		
11	樂團	藝術（音樂）	1	\$200.00			✓		
12	乒乓球班	體育	1	\$1,089.50			✓		
13	跆拳道班	體育	1	\$800.00			✓		
14	保齡球班	體育	2	\$120.00			✓		
15	結他班	藝術（音樂）	1	\$2,050.00			✓		
16	無伴奏合唱	藝術（音樂）	1	\$800.00			✓		
17	無人機夏令營	科學	1	\$1,620.00	✓	✓	✓		
18	童軍夏季宿營	德育、公民及國民教育	2	\$600.00	✓	✓	✓		
19	舞蹈班	體育	1	\$200.00			✓		
20	急救課程	常識	1	\$468.00		✓	✓	✓	
第 1 項總開支			29	\$19,133.50					

編號	活動簡介及目標	範疇 (請選擇適用的 選項， 或自行填寫)	受惠 學生人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能 發展 (配合課程)	價值觀 教育	體藝 發展	社會 服務	與工作 有關 的經驗
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1	新加坡五天英語交流考察團	英文	15	\$69,000.00	✓	✓	✓		
2	廣州的城市規劃發展及自然生態探索之旅內地考察團	其他，請註明：城市規劃發展及自然生態	53	\$2,650.00	✓	✓	✓		
3	巴黎國際遺傳工程機器設計競賽暨城市文化及科技交流團	科學	1	\$800.00	✓	✓	✓		
4	日本六天登山培訓計劃 2024	體育	1	\$289.50	✓	✓	✓		
第 2 項總開支			70	\$72,739.50					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	籃球隊球衣	體育	1	\$308.00			✓		
2	遠足訓練課程裝置	體育	3	\$2,244.00			✓		
3	IYDC 國際年青舞蹈家舞蹈大賽 2023 服裝費	體育	1	\$400.00			✓		
第 3 項總開支			5	\$2,952.00					
總計			104	\$94,825.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人（姓名、職位）：梁曉盈 行政主任

# Annex 8

## 公民與社會發展科津貼運用報告

### 2023-2024 學年

	範疇	預算開支 (\$)	實際開支金額 (\$)	備註
(i)	發展或採購相關的學與教資源	46000	9680	- 主要用作購買書商的網上資源平台、教師參考書、DVD 及書籍放於圖書館供學生參考
(ii)	資助學生及教師前往內地，參加和公民科課程相關的教學交流或考察活動（交通費和住宿費）	124000	0	- 本年度未有合適的資助項目 - 中五學生及老師參加的內地考察均由教育局全額資助
(iii)	舉辦能提升公民科學與教效能的校本學習活動（入場費及交通費）	40000	0	- 本年度未有合適的活動
(iv)	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校 / 跨課程活動	70000	0	\$257.40
2022-23 津貼餘款：			291442.84	
2023-24 總開支金額：			9680	
2023-24 津貼餘款：			281762.84	

## School Song

Lyrics by Chi Lok Anderson Ngai

**♩ = 94-100**

musical score for "The Rose Tree" in G major, 4/4 time. The score is written for voice and piano. The piano part features a melody in the right hand and a bass line in the left hand. The melody is marked with a mezzo-forte (*mf*) dynamic. The score includes a key signature of one sharp (F#) and a time signature of 4/4. The melody is written in a treble clef, and the bass line is written in a bass clef. The score is divided into two systems, each containing a vocal line and a piano accompaniment. The piano accompaniment includes a melody in the right hand and a bass line in the left hand. The score is written in a standard musical notation style, with notes, rests, and dynamic markings.

5

*mf* Shing Mun Val - ley, wide and o - pen, Through here, streams of wis - dom flow.

9

Firm as hills be our foun - da - tion, E - ver green as trees, we grow.

13

3



True and gra - cious, brave - ly pru - dent, No - ble spi - rit we shall hold.

17

*rit.*

17

On - ward to the High - est Exc' lence, Ma - sters of to - mor - row.




校址：新界荃灣石圍角邨屋邨中學第1號

電話：2496 6000      傳真：2415 8686

網址：<http://www.twphcymc.edu.hk>

電郵：[info@twphcymc.edu.hk](mailto:info@twphcymc.edu.hk)

A photograph of a modern school building with a white facade and multiple balconies, partially obscured by a large orange geometric shape in the upper right corner.