

HO LAP COLLEGE
(Sponsored by Sik Sik Yuen)

Annual School Report

2022-2023

SCHOOL MISSION

Our school aims at nurturing ethical, intellectual and responsible individuals for society through quality education. In line with the education principle of Sik Sik Yuen, the school practises the teachings of Taoism, Confucianism and Buddhism. As by the School Motto “To act benevolently and to teach benevolence”, we pledge to instil in our students a genuine concern for people in need and a readiness to make meaningful contribution to the community at large. Our mission is to nurture a well-balanced development of our students in character, intellect, sociability, physique and aesthetics. To provide quality education, we place great emphasis on enhancing the professionalism of our teachers, and working closely with parents and social services organizations to create an ideal learning environment for our students.

OUR SCHOOL

Established in 1969, Ho Lap College was the first government-subsidized school sponsored by Sik Sik Yuen. The school building was extended twice in 1991 and in 1998 to add two new annexes. In 1999, one of the computer rooms and one classroom were upgraded to become two Multimedia Learning Centres, each with 40 computers and the TOP 2000 control system. In order to provide students with better facilities, a Physical Fitness Centre was set up in 2004. Our school currently comprises 26 classrooms, 5 laboratories, 2 computer rooms, a Remedial Teaching Room, a Geography Room, a Visual Arts Room, a Music Room, an Innovation Laboratory, an English Room, a Home Economics Room, a Library, a Student Activity Room, a Staff Common Room, a PTA Resource Room, a Conditioning Centre and a School Hall. All the classrooms, the school hall and the special rooms are air-conditioned.

Sik Sik Yuen has been promoting Information Technology (IT) in education. Under the guidance of the Supervisor and the Principal, the school has had full WiFi coverage since 2016. With progressive training of various e-learning platforms such as Nearpod, Google classroom, etc. and 80 iPads, new momentum has been injected into the school. Both staff and students are enjoying the new facilities with more effective teaching and learning in the e-learning lessons.

SCHOOL MANAGEMENT

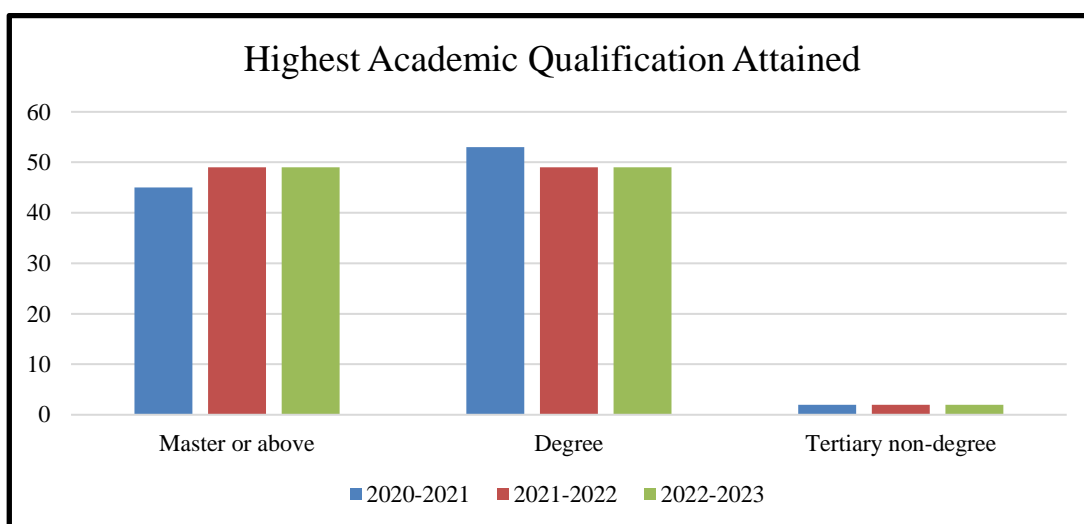
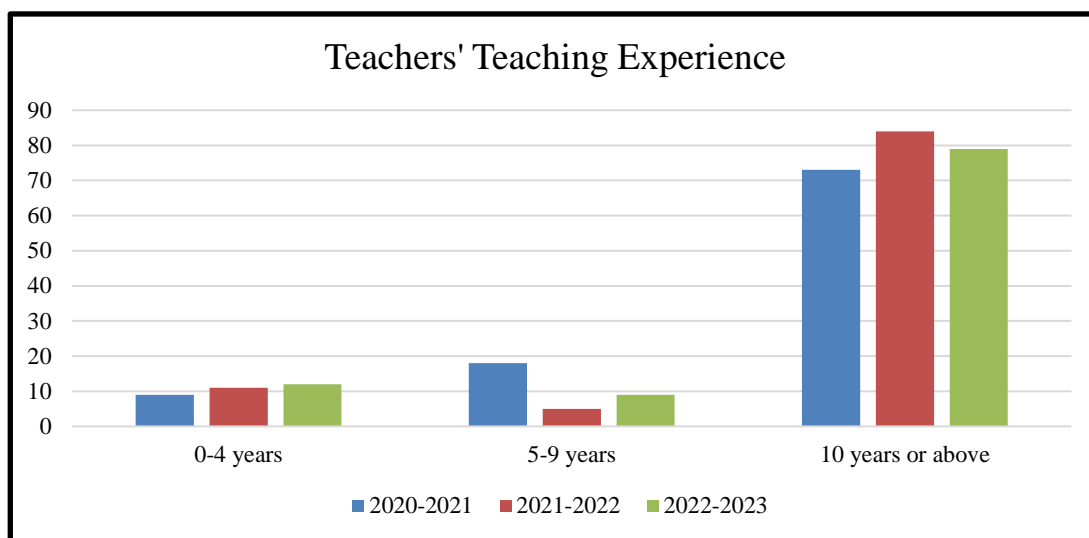
The School Incorporated Management Committee (IMC) comprised 16 members. Three regular meetings were held this year to ensure the proper running of the school. The organization of the IMC is as follows:

Member Year	Sponsoring Body Manager	Principal	Parent Manager	Teacher Manager	Alumni Manager	Independent Manager
20/21	8	1	1	1	1	2
21/22	8	1	2	2	1	2
22/23	8	1	2	2	1	3

In the school, all departments were supervised by their respective heads who held meetings to monitor and evaluate progress. In the six general staff meetings held within the school year, teachers participated fully in identifying major concerns and planning related school affairs.

OUR TEACHERS

All 57 teachers (including Principal) received professional trainings. And all teachers of English Language and Putonghua met the Language Proficiency Requirement. 11 teachers left the school this year. The total leaving rate was 19.3%.



Professional development of teachers

The school is committed to developing professionalism in its members, which is crucial to the provision of quality education. In addition to teaching-related workshops, seminars and sharing sessions, teachers are encouraged to pursue continuing education by participating in various training courses to widen their horizons and enhance their professional competence as teachers.

This year, there were several whole day or half-day staff development programs/workshops/courses. Sharing sessions of good practices from teachers in teaching and pastoral care have been arranged in

each term. The purposes of these sessions are to formulate the school's mission and vision and to ensure continuing professional development through collaborative efforts. Listed below are the program details.

Date	Nature	Topic	Speaker/Coordinator
01/09/2022	Workshop	Positive Education Workshop I	Positive Education Laboratory, The City University of Hong Kong
05/09/2022	Sharing	Sharing on Person-centred Approach in Teaching	Student Support Unit
05/09/2022	Sharing	Child Protection	School Social Workers
12/10/2022	Seminar and Sharing	SSY Joint-School Staff Development Day - Enhancing Professional Capacity through “An Unusual Lesson Observation Practice”	Dr. CHAN Hung Cheong, Morton, Quality School Improvement Project, The Chinese University of Hong Kong
24/10/2022	Workshop	Positive Education Workshop II	Positive Education Laboratory, The City University of Hong Kong
26/10/2022	Sharing	In-school follow-up session of SSY Joint-School Staff Development Day - Enhancing Professional Capacity through “An Unusual Lesson Observation Practice”	Academic Committee and Professional Development Committee
10/01/2023	Sharing	Term 1: Sharing of good practices from teachers	Invited teachers and Professional Development Committee
13/01/2023	Seminar	Identifying students with SEN and Suggestion	Educational Psychologist, Education Bureau
16/01/2023	Workshop	Positive Education Workshop III	Positive Education Laboratory, The City University of Hong Kong
20/03/2023	Workshop	Positive Education Workshop IV	Positive Education Laboratory, The City University of Hong Kong
12/06/2023	Workshop	Positive Education Workshop V	Positive Education Laboratory, The City University of Hong Kong
12/06/2023	Sharing	Term 2: Sharing of good practices from teachers	Invited teachers and Professional Development Committee
13/06/2023- 16/06/2023, 30/06/2023	Course	First-aid Courses for school staff	Hong Kong St. John Ambulance
07/07/2023	Workshop	Health School Program	Tung Wah Group Social Workers & Health School Program
14/07/2023	Sharing	Sharing on Implementation of Language Across the Curriculum	English and EMI Subject Teachers

OUR STUDENTS

The total number of students enrolled was 722, with 447 boys and 275 girls. The allocation of students is as follows:

Form	S.1	S.2	S.3	S.4	S.5	S.6	Total
Class	4	4	4	4	4	5	25
Total	127	125	115	119	120	116	722

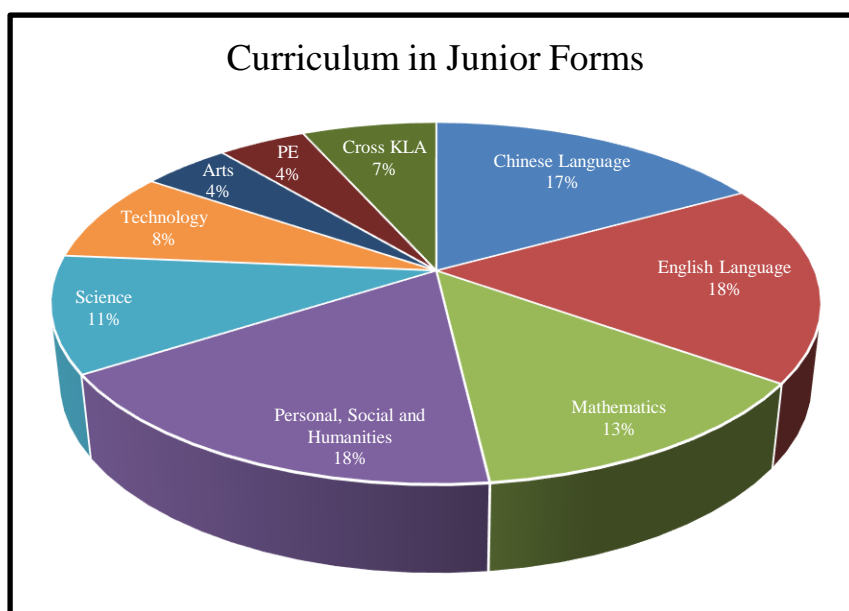
OUR LEARNING AND TEACHING

School Days

There was a total of 191 school days in 2022-2023. Among them, 165 days were allocated for regular classes.

Curriculum

1. English is used as the medium of instructions in all subjects except Chinese Language, Chinese History, Chinese Literature and Putonghua.
2. Our school offers a common core curriculum for S.1 to S.3. For S.4 to S.6, on top of the core subjects, students may choose 3 elective subjects according to their interest and ability.



Subject	S.1	S.2	S.3	S.4	S.5	S.6
English Language	√	√	√	√	√	√
Chinese Language	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√
Science	√	√				
Life and Society	√	√	√			
Citizenship and Social Development				√	√	
Liberal Studies						√
Chinese History	√	√	√	#	#	#
Geography	√	√	√	#	#	#
History	√	√	√	#	#	#
Economics				#	#	#
Physics			√	#	#	#
Chemistry			√	#	#	#
Biology			√	#	#	#
Chinese Literature				#	#	#
Business, Accounting and Financial Studies				#	#	#
Home Economics	√	√	√			
Computer Literacy	√	√	√			
Tourism and Hospitality Studies				#		
Information and Communication Technology				#	#	#
Visual Arts	√	√	√	#	#	#
Physical Education (HKDSE)				#	#	#
Physical Education (General)	√	√	√	√	√	√
Music	√	√	√			
Putonghua	√	√				
Class Periods / Moral and Civic Education / OLE	√	√	√	√	√	√

: Elective Subjects

SUPPORT FOR STUDENT DEVELOPMENT

Student Discipline

The Discipline Board oversees students' discipline and ensures that students adhere to the school rules. Additionally, it teaches students how to deliberate on complex issues and solve problems, aiming to promote a positive school discipline culture and build a safe and healthy school environment.

- Prefects patrolled every classroom before roll-call sessions and during lunch sessions to maintain order in the school. Teachers performed the same duty during morning, recess, lunchtime, and after school. All teachers were responsible for campus duty on each school day.
- The Disciplinary Committee prioritizes refining students' image. Regular checks on students' hairstyle and uniform were conducted with the assistance of class teachers. Problems regarding students' appearance and conduct were immediately addressed to ensure effectiveness.

- Courtesy schemes (S.1-S.4) were implemented in November 2022 and April 2023. These schemes aimed to remind students of the importance of adhering to classroom regulations and enhance their learning effectiveness. Prior to the start of the programme, consultation meetings were held with representatives from the class committee.
- One junior form and one senior form student were awarded the Ho Lap College Alumni Association Scholarships (Commendable Behaviour Award).
- A two-day prefect leadership training camp was organized from 8th July to 9th July 2023 as part of the Health School Programme organized by TWGHs-ICAPT. The camp aimed to enhance the problem-solving skills of all prefects and team spirit among the team.
- The "Inter-class Cleanliness Competition" was co-organized with the Environmental Education Group to foster students' responsibility and encourage them to take responsibility for environmental issues.
- In order to establish a secure and nurturing environment for students, an anti-bullying program was coordinated in collaboration with the Community Education and Crime Prevention Service (Side By Side). Through this program, students had the opportunity to enhance their understanding of school bullying, its impact on both physical and mental health, and develop empathy through engaging in interactive activities.

Student Counselling

The Student Counselling Committee aims to provide students with a supportive environment and life education tailored to their individual needs. We design activities through which students can enhance their resilience, problem-solving skills, and confidence, making their school life more fulfilling.

- The committee worked closely with social workers from the Boys' and Girls' Clubs Association to provide individual student counselling sessions, enabling students to help themselves.
- Our school aimed to strengthen the tripartite connection among teachers, students, and parents in order to build a positive campus culture. We practised positive education through various activities, such as workshops and seminars.
- Our school has joined the "Healthy School Programme with a Drug Testing Component" (2021-2024). Through organizing different types of school-based activities, such as adventure activities, community services, activity days, and drug testing measures, we helped strengthen students' awareness of the harm of drug abuse and encourage them to develop a healthy lifestyle.
- Our school joined the Mindshift School Project, organized by the Department of Psychiatry at the University of Hong Kong. The purpose was to enhance the skills of teachers and students in dealing with their own and others' stress, with the aim of fostering a culture of positive mental attitude.
- 46 students from S.2 to S.5 joined the Peer Counsellor Programme. Through school-based training, team-building activities, and services such as S.1 orientation activities, S.1 parties, class competitions of S.1-S.6, and various gratitude activities, peer leaders helped strengthen

school cohesion and promote positive values among students.

- Stress management talks were organized for S.6 students, and various expressive art workshops were conducted for S.1-S.5 students to help them handle stress appropriately.
- Different types of workshops were organized for S.1 to S.3 students to provide a proper channel for sex education and promote awareness of healthy and safe internet use, as well as enhance communication skills.

Career and Life Planning

The Careers and Life Planning Committee provides life planning education for students by offering relevant information and guidance, encouraging students to establish their learning and career goals, and set tentative occupational preferences and related study targets.

- To cultivate students' career awareness, talks, workshops and class periods covering topics of life planning, self-understanding, goal setting, and multiple pathways were organized.
- Individual counselling was provided to all S6 students on JUPAS applications to help them set their personal goals and explore different education and career options.
- In 2022/23 academic year, the School Nominations Direct Admission Scheme (SNDAS) was launched by the Education Bureau and opened for application by S.6 students taking the 2023 HKDSE. Ngai Tsz Lam of S.6E received an offer of BA Creative Media from the City University of Hong Kong.
- An S.3 streaming and multiple pathways talk was organized to keep both students and their parents well-informed about their choices and possible prospects. 99% of S.3 students promoted to S.4 were allocated in all three electives within their first three preferences.
- To allow students to grasp the situation of various industries, seize available opportunities, and adequately prepare for further studies and career pursuits, a series of workplace visits were arranged. Details are listed below:

Date	Company/Organisation Visited
11/10/2022	TVB News
13/10/2022	Pokka Café
14/10/2022	UNU Tech
10/03/2023	CMRS
10/03/2023	Krew Digital
10/03/2023	Business Environment Council
12/07/2023	Make Up For Ever Academy
12/07/2023	Government Laboratory

Moral, Civic, and National Education

The Moral, Civic, and National Education Committee organizes life-wide learning activities to cultivate students' positive values and attitudes, sense of national identity, and media and information literacy. Through various real-life learning experiences outside the classroom, students can identify embedded values and make reasonable judgments on different issues.

- National flag-raising ceremony was held every week, during which the national anthem was played and sung. MCE teachers also shared topics such as the recent development of our country, Chinese culture, Chinese history, and the establishment of the HKSAR through "the speech under the national flag" after raising the national flag and playing and singing the national anthem.
- The Committee organized diverse territory-wide student activities related to the "National Education – Event Planning Calendar". Our students participated in the Inter-school Basic Law Competition, the Constitution Day Online Quiz Competition, the "My Interfaces with the Belt and Road Initiative" Integrated Abilities Competition, and the "Basic Law Student Ambassadors Training Scheme" to deepen their understanding of the Constitution, the Basic Law, and the development of our country. Moreover, the school invited Andy Tsang Wai-hung, a member of the National Committee of CPPCC, to deliver a speech on the Constitution, Basic Law, and the National Security Law to our teachers and students.
- The Committee encourages students to show love and care for the needy in society and allows them to participate in various charity work. All S.4 students took part in the flag-selling activity organized by the Regeneration Society on 19th November, 2022. In March 2023, the Committee invited the Agency for Volunteer Service to provide basic volunteering training for S.3 students. They then engaged in service learning at the Western Garden Social Centre for the Elderly, applying what they learned and cultivating empathy and positive attitudes. Finally, eighteen S.1 and S.3 students participated in the diversity and inclusion programme held by TREAT, enabling them to reflect on their attitudes and behaviours towards people with different abilities and backgrounds.
- In accordance with the latest "Information Literacy for Hong Kong students" learning framework, the Committee held a workshop for S.1 students to nurture their relevant abilities and attitudes to use information effectively and ethically as responsible citizens. Moreover, all S.3 and S.4 students visited the Hong Kong 5G Lab by China Mobile and SenseTime Technology's showroom to gain a better understanding of the impact and possibilities of artificial intelligence in daily life.
- School-based moral education lessons were provided to S.1 and S.2 students. These lessons comprehensively nurtured students with positive values and proactive attitudes by teaching social issues and facilitating interactive dialogues. Students learnt to make reasonable judgments and apply what they had learnt to contribute to the community. School-based moral education lessons would also be provided to S.3 students in the 2023-24 academic year.

Co-curricular Activities

1. Co-curricular activities in the school are categorized as follows:

- * Houses: Red House, Green House, Yellow House and Blue House
- * Students' Union: Executive Committee and Students' Senate
- * CCA Clubs, Societies, Interest Groups and Academic Clubs:

Interest Groups	Aesthetic Groups	Academic Teams
Airsoft Club	Chinese Orchestra	English Reading Club
Gardening Club	Chinese Musical Instruments Training Courses	Debate Team (Chinese)
Photography Club	Dance Club	Debate Team (English)
Board Game and Chess Club	Drama & Musical Club	
Scrabble Club	Choir	
ACG Club		
Astronomy Club		
STEM Club		

Academic Clubs	Service and Uniform Groups	Sports Groups
Mathematics Society	Students' Senate	Sports Association
Chinese Society	Students' Union	Badminton Training Course
English Society	Student Librarians	Tennis Training Course
Science Club	Student Docents	Basketball Training Course
Putonghua Club	Prefect Society	Football Training Course
Chinese History Club	Peer Counselor	Girls Volleyball Training Course
Music Club	Environmental Protection Ambassador	Athletic Training Course
Computer and IT Club	C.Y.C.	Swimming Training Course
Economics and EPA Club	Scout	Handball Training Course
BAFS Club	Red Cross Youth Cadet	Table Tennis Training Course
History Society	Hong Kong Adventure Corps	Kin Ball Training Course
Geography Club	Girl Guide	Table Tennis School Team
Liberal Studies / Citizenship & Social Development Club	Campus TV	Swimming School Team
Visual Arts Club	Life Saving Club	Girls Basketball School Team
Home Economic Club	J.P.C.	Boys Basketball School Team
Tourism & Hospitality Studies Club		Boys Handball School Team
		Boys Football School Team
		Badminton School Team
		Athletic School Team
		Girls Volleyball School Team
		Fitness Club

2. Major Co-curricular Activities during the Year

Students' Union	Sports	Inter-house Activities	Others
SU Forums	S.1 Inter-class Ball Game Competition	House election	Life-wide Learning Day (S.1-5)
SU Election Day	S.2 Inter-class Ball Game Competition	Boys Football Competition	Blood Donation Day
SU Annual General Meeting	S.3 Inter-class Ball Game Competition	Boys Basketball Competition	Activity Day
Students' Senate Meetings	S.4 Inter-class Ball Game Competition	Girls Basketball Competition	CCA Recruitment Day
SU Bazaar	S.5 Inter-class Ball Game Competition	Boys Handball Competition	Post-exam Activities
Talent Show	S.6 Inter-class Ball Game Competition	Table Tennis Competition	Singing Contest
Mystics Ruins Activity	Sports Day	Cheering Team Performance Competition	SSY Modern Dance Animateur Scheme with CCDC
	P.E. Week	Badminton Competition	HK Disneyland Adventure (S.1-6)
	Teacher-student Basketball Competition	Girls Volleyball Competition	
	Teacher-student Handball Competition	Musical Competition	
	Rugby Promotion Week	Scrabble Competition	
	School Team Training Camp	Jump Rope Competition	

Participation in Inter-school Events; Uniform and Social Services Groups

Students participated actively in inter-school events, uniform and social services groups to nurture their self-management and multiple intelligences.

	S.1 to S.3			S.4 to S.6			Total		
Inter-school Events	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Choir	/	24	47	/	6	6	/	30	53
Musical Instruments	62	110	147	7	4	11	69	114	158
Speech Festival (Chi.)	12	23	28	10	10	13	22	33	41
Speech Festival (Eng.)	15	27	33	10	16	36	25	43	69
Dance	8	14	20	5	2	0	13	16	20
Drama	16	16	30	3	4	91	19	20	121
Football	36	30	30	20	15	20	56	45	50
Swimming	4	4	8	9	4	3	13	8	11
Handball	16	22	23	18	20	23	34	42	46
Volleyball	8	14	21	8	14	10	16	28	31
Table Tennis	6	2	9	7	8	10	13	10	19
Basketball (Girls)	10	16	10	6	2	6	16	18	16
Basketball (Boys)	35	25	28	20	25	22	55	50	50
Athletic	23	35	33	15	20	33	38	55	66
Badminton	41	22	21	11	18	21	52	40	42
Total	292	384	488	149	168	305	441	552	793

The number of students participating in uniform and social services groups is as follows:

Uniform / Social Services Groups	Number of Participants								
	S.1 to S.3			S.4 to S.6			Total		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Boy Scout	47	64	59	4	20	24	51	84	83
Girl Guide	31	34	31	16	22	30	47	56	61
Red Cross Youth Cadet	46	49	37	48	49	39	94	98	76
Hong Kong Adventure Corps	/	16	35	/	/	/	/	16	35
C.Y.C.	23	4	3	12	12	9	35	16	12
J.P.C.	6	4	5	0	3	0	6	7	5
Total	159	171	170	80	106	102	239	277	272

The number of times students served the community through the following activities is listed below.

Social Services	Number of Times		
	20-21	21-22	22-23
Flag Selling	0	111	120
Blood Donation	0	32	48
Visits and Services	905	8595	19435
Wong Tai Sin Temple Docents	0	15	20
Total	905	8753	19623

LIAISON WITH PARENTS

Parent-Teacher Association (PTA)

During the year, the AGM was successfully held in October. In the AGM, a thematic talk was also arranged. The Parent Manager Election for 2023-2025 was successfully elected. A visit to Taisui Yuanchen Hall in Wong Tai Sin Temple was smoothly organized in December this year.

As close partners of the school, PTA committee members and parent volunteers gave great support to help out in school activities, such as Fruit Week game booths and Fruit Party.

Parents' Meeting

The school aims to enable parents and teachers to have a deeper understanding of the students' learning at home and at school.

This year, four Parents' meetings and one Parents' Day were held. Listed below were the details of Parents' meetings.

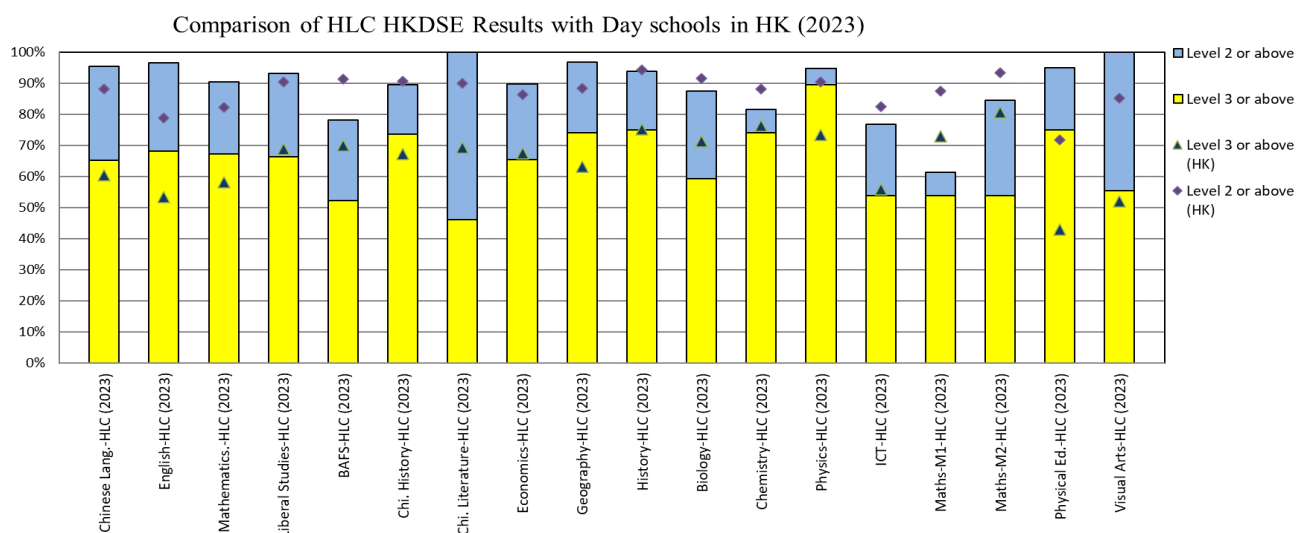
Date	Nature	Target	Topic
14/10/2022	Talk and Parent-teacher dialogue	S.1-S.2	Thematic talk on Positive Education
11/11/2022	Talk and Parent-teacher dialogue	S.5-S.6	Briefing on Multiple Pathway and information on JUPAS
18/11/2022	Talk and Parent-teacher dialogue	S.4	Thematic talk on Positive Education
09/12/2022	Talk and Parent-teacher dialogue	S.3	Briefing on Senior secondary curriculum and arrangement of selection of elective subjects

Parents' Programme

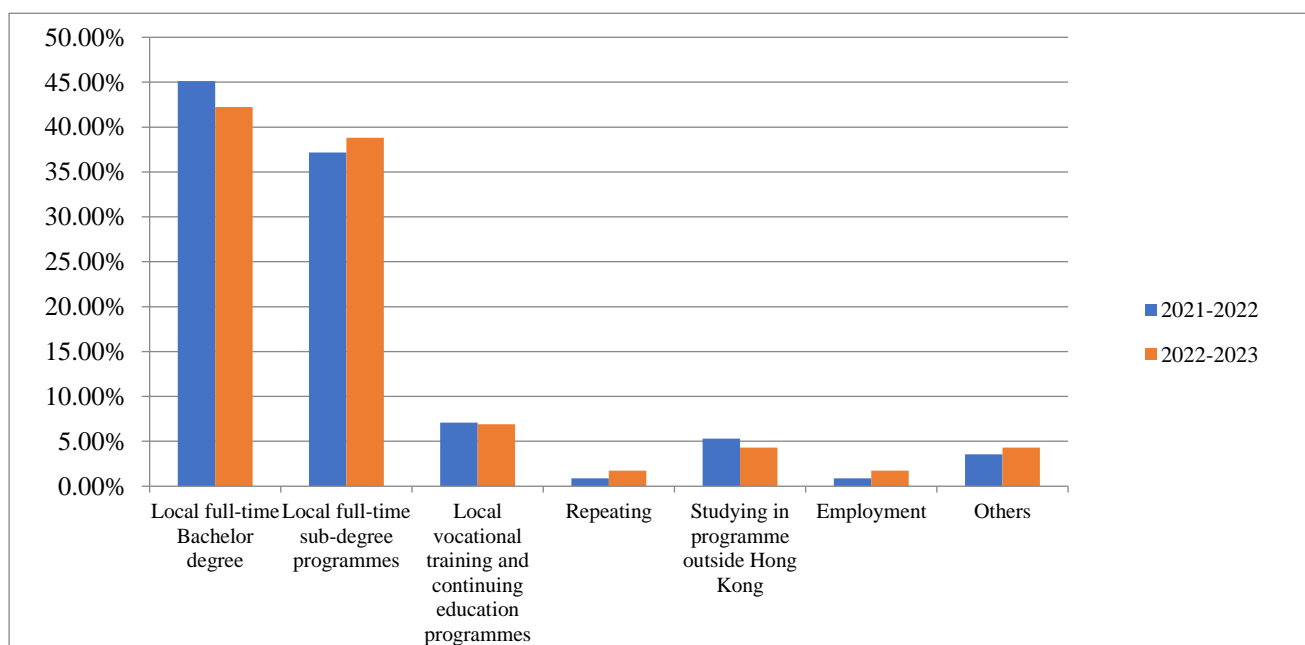
A Certificate Programme in Acupressure First Aid for parents was successfully held in January. A parenting support programme, which consists of five sessions, was organized to assist parents about how to support their children in different aspects and build a harmonious family.

STUDENT PERFORMANCE

1. Public Examination



2. Overall Situations of Exit Students



2022 – 2023		
Category	No. of Students	Percentage
Local full-time Bachelor degree	49	42.24%
Local full-time sub-degree programmes	45	38.79%
Local vocational training and continuing education programmes	8	6.90%
Repeating	2	1.72%
Studying in programme outside Hong Kong	5	4.31%
Employment	2	1.72%
Others	5	4.31%
	116	100.0%

3. 2022-2023 Awards and Achievements:

Competitions / Events	Prizes / Details		
Sir Edward Youde Memorial Prizes for Senior Secondary School Students	6E	Hui Pui Shan	
	6E	Law Yat Yin	
East Kowloon Youth Society 16 th Wong Tai Sin District Outstanding Students' Selection	Junior Secondary School Category – Outstanding Student		
	2B	Ng Pui Ching	
	Senior Secondary School Category – Excellent Student		
潤莘．圓夢 U 購 select 獎學金	4C	Wong Ching Yan	
	5C	Chen Yun	
香港道教聯合會『信善紫闕玄觀獎學』	2A	Khan Atifah	
	3A	Wong Yu Ting	
	4C	Wong Ho Yin	
Youth Arch Foundation 2022-2023 Youth Arch Student Improvement Award 青苗學界進步獎	1A	Wong Kam Fong	
	1B	Kung Ki Shing	
	1C	Xiao Jinning	
	1D	Wong Hoi Man	
	2A	Huang Zhihui	
	2B	Hung Wai Tong	
	2C	Fan Wai Pak	
	2D	Mo Jin Tao	
	3A	Yeung Ching Wang	
	3B	Wong Man Sze	
	3C	Tsang Ka Lam	
	3D	Lau Tsz Hei	
	4A	Wong Yi Lin	
	4B	Tam Wing Lim	
	4C	Liu Wei Ching	
	4D	Ching Yin Ho	
	5A	Fan Tsz Yin	
	5B	Wu Yee Tung Teresa	
	5C	Ting Kit Lam	
	5D	Wan Hoi Lam	
	6A	Lau Yun Pang	
	6B	Chan Sing Lam	
	6C	Li Chui Ying	
	6D	Guo Jihong	
	6E	Cheng Cheuk Hin	
The Hong Kong Federation of Youth Groups The HKFYG English Public Speaking Contest 2023	Certificate of District Semi-Finalists		
	3A	Chiu Yan Yue	
	Certificates of Good Performance		
	3A	Leung Ka Shing	
Hong Kong Schools Music and Speech Association 74 th Hong Kong Schools Speech Festival	Solo Verse Speaking		
	2B	Yung Lai Ki	Second Place
	3B	Yip Pui Sun	First Place
	4B	Yan Tsz Ying	Second Place
	4D	Sutradhar	Third Place
		Tapasa	
	5B	Chan Pak Hei	First Place
	5D	Tsang Tsz Yan	First Place
	5D	Guo Zi Hao	Third Place
	5D	Wan Hoi Lam	Third Place

Competitions / Events	Prizes / Details
香港學校音樂及朗誦協會 第七十四屆校際朗誦節	中二女子粵語詩詞獨誦 -- 冠軍 2D 梁熙悅 中一至中三粵語歌詞朗誦 -- 亞軍 2B 吳沛澄 中三女子粵語詩詞獨誦 -- 季軍 3B 吳昕瞳 中五女子粵語詩詞獨誦 -- 季軍 5D 古穎妍
星島第三十八屆全港校際辯論比賽	最佳交互答問辯論員 3B 杜駿樂 4C 蘇文軒 最佳辯論員 3B 盧心敏
中國語文菁英計劃(2022-2023)	冠軍及金獎 3B 李依婷
維護家庭基金 全港學生一分鐘演說比賽 2023	最佳訊息表達獎 4C 蘇文軒
星島第一屆全港華文雙語菁英問答比賽	3A 鍾欣陶 3A 龍芷淇 3A 岑筠樺 3A 鄧晞彤 3A 毛妍蘇 3A 楊立欣 3A 鄧尚盈
Hong Kong Statistical Society 2022-23 Statistical Project Competition for Secondary School Students	Junior Section -- Distinguished Prize 3B Lam Yuk King 3B Ng Yan Tung 3B Pang Kun Yam 3B Poon Ching Yi
Hong Kong Association for Science and Mathematics Education Hong Kong Mathematical High Achievers Selection Contest	Second Class Honours Award 3A Yeung Ching Wang
EDB The 40 th Hong Kong Mathematics Olympiad	Third-class Honour Certificate 5D Liu Ka Lok Honourable Mentioned Certificate 5D Cen Jun Shong
香港機械人學院 2022-23 Robofest 機械人大賽第二季	GAME 項目 4A 蔡奕桑 第四名 4B 鄭浚潮 第四名 4C 董汶坤 第四名 5C 陳誦賢 季軍 5C 胡耀梓 季軍 5D 李俊浩 季軍
香港科學館 及 創意動力教育協會 智能機械由我創 2023	EV3 高中組 初賽 -- 亞軍 4C 李文昊 4C 盤展希 4C 董汶坤

Competitions / Events	Prizes / Details
帶路先鋒 「一帶一路·與我何干」綜合能力比賽	中學組 -- 亞軍 3A 黃裕庭 5C 施梓豪 5C 陳誦賢
香港價值教育協會 「觸動香港 - 正向價值觀」攝影比賽	中學組 -- 亞軍及最具創意獎 5C 謝梓浩
教育局 2022 國家憲法日網上問答比賽	最積極參與學校獎
香港文匯報、香港電台 特區政府施政十件大事評選	最踴躍參加學校獎 紀念獎 6C 馬曉婷
教育局 2023 年國家安全齊參與網上問答比賽	中學組 -- 優異獎 3C 毛韋子聰
學友社 回歸二十五周年 「吾講吾識基本法- 講座暨競技工作坊」	三等獎 3A 方梓燁 3A 林京奧 3A 黃裕庭 3A 楊靖弘 3D 胡文康
The Hong Kong Virtual University and The Education Bureau The "Chemists Online" Self-Study Award Scheme 2022	Diamond Award 5A Chan Chun Yat 5C Chen Yun 5C Fung Chun Ming 5C Ip Chi Yan 5C Sze Tsz Ho 5C Wong Pak Hang 5D Cen Jun Shong 5D Guo Zi Hao 5D Jiang Miao Miao 5D Tang Sheung Kan
EDB CDI Junior Secondary Science Online Self-Learning Scheme (JSSOSS) 2023	Gold Award -- 3C Li Kai Yi Silver Award -- 2A Hong Man Hin Silver Award -- 2C Lam Hiu Yan Bronze Award -- 1A Tang Nga Ling Bronze Award -- 1C Leung Chun Ho, Issac
大公文匯 第一屆全港青少年中國文化和旅遊知識競賽	最踴躍參與學校獎
「野外動向 HK Discovery」與「香港地質學會」合辦 第一屆全港中學地質大搜查	銅獎 5C 黃柏衡 5C 袁紫雯 5D 黃永汶
黃大仙區學校聯絡委員會 “妙筆生花迎國慶 同慶同樂在大仙”繪畫比賽	亞軍 3A 毛妍蘇 優異獎 6E 魏子琳
城市大學 第八屆中學生傑出作品展 2023	傑出作品獎 3A 毛妍蘇

Competitions / Events	Prizes / Details
東九龍青年社 賀國慶·慶回歸創意設計比賽	優異獎 1C 邱泳雯 1D 魏可祺 2A 羅詩奇 2B 吳沛澄 2B 曾曉彤 2B 黃凱晴 2B 謝儷菲 6D 洪明卓
Asia Pacific Talent Migrants Association 奇妙聖誕填色及繪畫比賽 2022	亞軍 3C 伍詠心
香港創科發展培育中心 HKITDC Metaverse drawing competition 2023	金獎 4D 謝栩彤
徐悲鴻盃國際青少年兒童美術比賽 2022	高中組一等獎 6D 譚家寶 高中組優異獎 6E 魏子琳
2022 當代中學生繪畫比賽	特別榮譽獎 6D 譚家寶
Sovereign 藝術基金會香港學生獎 2022	優異獎 6E 魏子琳
「邊學·邊畫」素描比賽	高中組優異獎 6E 魏子琳
藝育菁英計劃 全港青少年網上繪畫比賽 2023	優異獎 6E 魏子琳
國際網絡攝影公開賽 2023 (春季選)	銀獎 6D 馮思雯
Hong Kong Art School Hong Kong School Drama Festival 2023	傑出演員獎, 傑出合作獎, 傑出整體演出獎 2A 羅詩奇 4A 郭富翔 4A 李澤港 4B 羅曉欣 4B 吳芷妍 4B 許文皓 4C 蘇文軒 4C 張樂天 傑出導演獎 – 4B 許文皓
香港多元智能教育協會 音樂智能第八屆香港青少年盃國際音樂比賽	古箏 六級組 -- 季軍 5D 莊悅
學友社 傑出中學生領袖選舉 2022-2023	5D 曾旨忻
A.S.Watson Group Hong Kong Student Sports Awards	5C Sze Tse Ho
香港學界體育聯會 全港中學校際三人籃球馬拉松	男子初級組-- 殿軍 2D 張溢顯 3A 王子丁 3B 馬浚浩 3B 楊啟聰 3D 黃俊邦

Competitions / Events	Prizes / Details
Hong Kong Schools Sports Federation Inter-school Handball Competition (HK & Kowloon Area Division II)	Boys A Grade 2 nd runner-up 4B Cheng Tsun Chiu 5A Khan Asad Asaf 5D Chio Fu Kuen 5D Chow Ka Shing Boys B Grade 1 st runner-up 3D Tang Yat Wun 4A Chan Yeung Fei 4B Ip Cheuk Chun 4D Li Hung Yam Boys C Grade 3 rd runner-up 2A Ho Shun Chi 2A Hong Man Hin 2A Huang Ho Pan 2C Huang Yican Boys Overall Champion 4A Tsoi Yik San 5A Lau Hiu Ming 5B Yeung Ho Ming 5C Sze Tsz Ho
Hong Kong Schools Sports Federation Inter-school Athletics Competitions (Division III (Area 2))	Boys A Grade 200m 2 nd runner-up 6C Wong Hoi Kit Boys A Grade 400m 2 nd runner-up 6D So Lion Boys A Grade 5000m 3 rd runner-up 6E Cheng Cheuk Kong Boys A Grade 110m Hurdles 2 nd runner-up 5B Wong Yuen Ki Boys A Grade 4x100m relay 3 rd runner-up 5D Liu Ka Lok 6B Chan Chun Yi 6B Cheung Hei Leung 6C Wong Hoi Kit Boys B Grade Shot Put 2 nd runner-up 4B Ip Cheuk Chun Boys B Grade Long Jump 2 nd runner-up 4B Tse Chun Kit Boys B Grade High Jump 1 st runner-up 4B Tse Chun Kit Girls A Grade 100m Hurdles 3 rd runner-up 5C Li Sum Lam Girls A Grade Shot Put 1 st runner-up 4A Wong Yi Lin
黃大仙民政事務處、愛心傳達慈善基金及中國香港文化體育旅遊協會合辦 「力拔獅峰賀國慶」黃大仙區首屆校際拔河比賽	殿軍
黃大仙民政事務處、愛心全達慈善基金及東九龍青年社合辦，中國香港文化體育旅遊協會協辦 黃大仙區中學生校際競技比賽 (潮玩大仙)	亞軍

Competitions / Events	Prizes / Details
Hong Kong Red Cross	亞軍
Red Cross City Challenge 2023 · Act Out Humanity	3B 楊啟聰
with LINE FRIENDS Competitions	5B 吳綺彤
	5B 陳韻惠
	5D 黃永汶
	季軍
	5B 楊濠銘
	5B 王淵淇
	5C 陳偉邦
	5D 廖家樂

Major Concerns for the Year 2021-2024

1. To equip students as competent learners in the 21st century
2. To foster students' self-actualization in a caring and thriving campus
3. To Enhance teachers' professional capacity through building a professional learning community

Achievements and Reflection on Major Concerns; Feedback and Follow-up

1. To equip students as competent learners in the 21st century

Achievements
<ul style="list-style-type: none"> ◆ The Chinese Department, the English Department, and the School Library implemented various reading schemes, such as Extensive Reading Schemes and online reading schemes, to cultivate students' reading habits and promote lifelong learning. By fostering self-learning skills through reading, the school ignited students' passion for learning, and the implementation of these schemes went smoothly. It is revealed in the <i>Stakeholders' Survey (Students' View about School)</i>: that more than 80% of the respondents often read materials such as leisure reading materials and newspapers outside class. ◆ Additionally, the Reading Across the Curriculum Approach was adopted to enhance students' competency in learning various subject content in English. Different subjects assigned extended reading materials, enabling students to broaden horizons and deepen language learning across various disciplines. ◆ The school also promoted Values Education through reading. During Morning Reading Sessions, students were provided with meaningful theme-based reading materials, strengthening the cultivation of different values and attitudes. ◆ To further sharpen students' learning skills, teachers adopted various strategies, such as assigning pre-lesson tasks to prepare students before classes, utilizing flipped classroom and collaborative learning approaches to facilitate self-regulated learning, and teaching students how to take systematic notes during lessons using graphic organizers. It is revealed in the <i>Stakeholders' Survey (Students' View about School)</i> that more than 90% of the respondents agreed that their learning skills were enhanced as a result of these strategies. ◆ E-learning was also implemented to enable students to interact actively with the content taught, their teachers, and peers. Different online platforms were used to enhance self-motivation to learn, and learning became more interactive, sparking students' interest in using e-learning tools. ◆ The Language Across the Curriculum Approach was implemented by all EMI subjects, integrating language and content learning in the curriculum. The school also emphasized nurturing students to become effective lifelong learners equipped with appropriate knowledge, generic skills, as well as values and attitudes necessary for facing challenges in the 21st century. Therefore, STEAM education was promoted to unleash students' potential in

innovation and develop their higher-order thinking skills. Students participated in a wide range of learning activities related to STEAM disciplines.

- ◆ To cater for learner diversity, teachers adopted different approaches, designing curricula and assignments with varying levels of difficulty to assist and stretch students' potential. Enhancement and remedial courses were also organized to help students.

Reflection

- ◆ *Stakeholders' Survey (Parents' View about School)*: only 45.2% of the respondents agreed that their child liked reading.
- ◆ *Stakeholders' Survey (Students' View about School)*: 67.6% of the respondents agreed that teachers often taught them learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.
- ◆ *Stakeholders' Survey (Teachers' View about School)*: 84% of the respondents agreed that students often used different resources to learn, such as e-learning resources.

Feedback and Follow-up

- ◆ The reading schemes, such as Extensive Reading Schemes and online reading schemes, can further expose students to a wide range of materials from different cultures, countries, and perspectives. This can help them develop a better understanding of their own national identity as well as a global perspective. The Reading Across the Curriculum Approach can help students develop a deeper understanding of subject content by providing them with extended reading materials related to different subjects. This can broaden their knowledge base and help them make connections among different subjects. A wider scope of topics should be included in the RaC materials so that students' interest in reading can be enhanced and this will broaden their breadth of knowledge.
- ◆ The Language Across the Curriculum Approach helps students improve their language proficiency as it provides opportunities to use the language in various contexts. Different subjects should further promote the use of academic language in different subject areas.
- ◆ More cross-disciplinary projects or activities can be done so as to enhance students' generic skills.
- ◆ To enable students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learners for future studies and work, STEAM projects can be implemented. Students will further develop their information literacy skills, such as finding, evaluating, and using information effectively. Students should also be taught how to analyze online resources for research purpose.

2. To foster students' self-actualization in a caring and thriving campus

Achievements

- ◆ External resources, such as KOL leadership training, were utilized in order to enhance Prefects' problem-solving skills, leadership skills and teamwork spirit, maximizing their contribution to the school.
- ◆ Student Counselling Unit practiced positive education through different activities (e.g. workshop, seminar, etc.) which helped strengthen the tripartite connection among teachers, students and parents and build a positive campus culture.
- ◆ Through school-based training, team building activities and services, such as S.1 orientation activities, S.1 parties, class competitions of S.1-S.6 and various gratitude activities, peer leaders helped strengthen school cohesion and build positive values among students.
- ◆ Support including individual guidance for students in life planning was strengthened this year to help students make informed and responsible decisions in S.3 Subject Selection and S.6 JUPAS Applications.
- ◆ According to the results of stakeholder surveys, all parties agreed that the school provided suitable and good support for students' development. Nearly 80% of parents agreed that the school helped their children develop their interests and life skills.
- ◆ The school organised multiple intelligence training and activities to provide students with a chance to improve their resilience and self-discipline:
 - Three training camps were held throughout the year. During the activities, students were instructed to abide by the rules, obey the instructor's instructions, and collaborate with their companions.
- ◆ Several teams and students achieved remarkable results in various inter-school competitions, such as the 3rd Runner-up in Boys Junior 3 on 3 Marathon Basketball Competition, and the Boys Overall Champion in Inter-school Handball Competition, etc. We also won the Championship and Gold Award in the Chinese Language Elite Programme (2022-2023) as well as the 'Most Outstanding Debater Award' and 'Best Interrogative Debater Award' in the 38th Sing Tao Inter-School Debating Competition.
- ◆ All CCA activities resumed to normal after the pandemic, including sports team training, musical instrumental classes, and uniform groups training. We also organized aesthetic activities outside school, such as movie appreciation, drama appreciation, and musical appreciation. Additionally, we provided various aesthetic programmes for our students, such as the HKALPS Vessel Programme, "Innovative Music Making: MO x e-Orch" training programme, and Arts-in-School Partnership Scheme.

Reflection

- ◆ From the result of stakeholder survey, it reflected that some students thought the school did not provide enough opportunities to develop their leadership abilities, such as providing training to student leaders.
- ◆ As stated in the Hong Kong Benchmarks Report of School Self-Evaluation on Career and Life Development (CLD) conducted by CLAP@JC, a wide spectrum of activities could be organised to enhance students' life planning abilities and broaden their horizons. For instance, the school should enhance the training for students on how to process the up-to-date multiple pathways information to make informed choices for their future development. Additionally, some tailor-made CLD-related support can also be provided to specific groups of students in need.
- ◆ Resilience building in students could be enhanced.

Feedback and Follow-up

- ◆ More Leadership trainings for student leaders in different stages can be strengthened.
- ◆ Students should be encouraged to make plans for their further education by participating in different life-planning and career-related programmes.
- ◆ Teachers are encouraged to continuously provide adequate and suitable support to students.
- ◆ It is recommended to strengthen counselling for individual students who are seriously late or unable to submit homework on time.
- ◆ To strengthen the resilience of students, 'growth mindset' and 'stress resistance' should be prioritized as the major concerns of positive education in the next academic year.

3. To Enhance teachers' professional capacity through building a professional learning community

Achievements
<ul style="list-style-type: none"> ◆ To foster professionalism, teachers were encouraged to pursue continuing education by participating in various training courses, seminars, sharing sessions and peer observations, etc. ◆ Professional sharing was strengthened through collaborative learning of teachers. Peer lesson observation and sharing of good practices among teachers and class visits were implemented and enhanced throughout the past few years. This year, each teacher opened one classroom for other teachers to observe, so that teachers could share different teaching strategies. Teachers had a positive view on professional development. ◆ The culture of peer lesson observation had been established. Cross KLA classroom visits were mandatory for all teaching staff this year. Peer lesson observation of teachers teaching the same subject and teachers teaching different subjects was conducted so as to facilitate the sharing of different teaching methodologies. ◆ Cross KLA collaboration in Language across the Curriculum (LAC) has been established. English Department has established coordination with different subjects e.g. Science, Mathematics, Geography, History, Life and Society, etc. to unify the subject language objectives in learning materials. Sharing of teaching methodologies in LAC became regular practices. ◆ With reference to the subject annual reports, subject panel chairpersons completed their interim and annual review of professional development of their panel members. The culture of sharing of external resources in co-lesson planning periods was built up. ◆ Besides the sharing of learning and teaching, a series of professional development training sessions for student development were arranged. Positive Education Laboratory from the City University of Hong Kong organized a series of school-based training in Positive Education for teachers, parents and students. ◆ Professional training on special educational needs has been enhanced. This year, seven teachers completed basic, advanced and thematic training courses in special education needs. ◆ The school implemented appropriate teacher professional development plans for teachers. Most teachers agreed that the teacher professional development activities organized by the school were of great help to them in performing their duties. ◆ The school management made utilization of internal and external resources to strengthen teachers' professional development. They included school-based peer observation, School-based support service by HKU (Teaching Science Education Key Learning Area in the English Medium), in-service MOI Training courses.

- ◆ Sik Sik Yuen Joint-school Staff Development Day was held successfully. Experts from the Quality School Improvement Project, CUHK were invited to share the topic ‘Enhancing Professional Capacity through *An Unusual Practice Observation Practice*’. Teachers from all Sik Sik Yuen Schools seized this golden opportunity to share their first-hand experiences with other co-workers. A school-based follow-up session on teaching methodologies was held after the joint-school event.

Reflection

- ◆ The school would continue to promote teachers’ professional growth and enhance teachers’ professional status according to the Professional Ladder set by the Education Bureau. The school would keep on organizing various training courses to widen teachers’ horizons and enhance their professional competence as teachers.
- ◆ The mentoring scheme for newly appointed teachers could be enhanced. Practical guidelines of school administration should be given. Moreover, the school should help them to design individual professional development plans at the beginning of the academic year so as to help them determine a clear learning path on their continuing education.
- ◆ Subject departments should review the professional needs of their department continuously. Chairpersons should have a holistic plan of professional development of their panel members.
- ◆ The school management should deploy manpower in the way that teachers can contribute their expertise to the full extent. In addition, the school should give more support and training for newly appointed middle managers.
- ◆ Professional training on special educational needs should be further enhanced.
- ◆ Teachers and students are to pursue excellence, contributing to the school’s continuous improvement and sustained development.

Feedback and Follow-up

- ◆ Different external programs from professional bodies related to academic and pastoral care should be arranged.
- ◆ Practical guidelines of school administration for newly appointed teachers should be given.
- ◆ More teachers should be arranged to have basic, advanced, or thematic professional training on special educational needs.
- ◆ More collaborations in LAC should be conducted with different subjects. The English department seeks opportunities to further extend the collaboration in a wider aspect. More centralized LAC coordination will be arranged.

- ◆ Cross-curricula STEAM projects will be introduced in junior form. Professional sharing among STEAM subject teachers can enrich the STEAM development in the school. Professional training on STEAM, A.I. in education should be arranged and further discussed in educational ethics.
- ◆ More review and follow-up actions on the professional development of teachers within departments should be done so as to further foster professionalism of teachers.