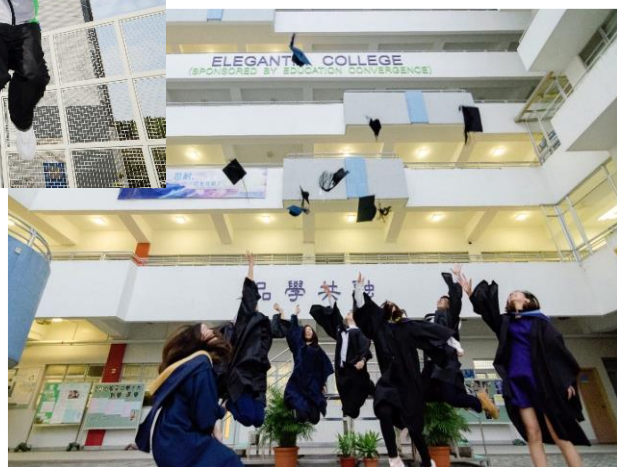


Elegantia College
*(sponsored by Education Convergence and
patronized by HK Five Tong Association)*

School Report
2023-2024



We Care – just because children are our next generation.

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(1) School Vision, Mission, and Philosophy

1.1 School Vision

Bolstered by the support from our parents and the society, we will continue to evolve our school into a true learning organization with our professionalism and innovation to cultivate a new generation of lifelong learners whose independent learning ability and sense of responsibility will grant them the necessary knowledge, skills, creativity, confidence, ethical values, healthy mind and body, and international vision that will all work together to help them achieve their full potential in this rapidly changing globalized world where Chinese and Western cultures intertwine, so that they can effectively contribute to the society. Through both educational research and practical exploration, we aim to provide new experiences and breakthroughs to Hong Kong's education model.

We strive to build a campus with the following characteristics:

- A campus for learning - everyone is an active learner.
- A campus for growth - synchronous differentiated teaching for holistic development in both body and mind and maximized potential achievement.
- A campus of joy - students are happy to learn in a serene environment full of challenges and opportunities of success.
- A campus of care - one full of positive energy that promotes comradeship.
- A campus of healthiness - one that facilitates healthy body, healthy mind, and healthy environment.
- A campus of innovation - one that is led by professionalism in search of pedagogical breakthroughs.
- A campus for the community - one that involves parents and the community to serve the society.
- A campus on network - school-wide digitized learning built upon advanced IT technology.

There are, expectedly, many challenges a school must face when attempting to build a unique campus culture in this firmly established post-modern society that has given birth to contemporary moral values such as "nothing is certain" and "infinite self". Furthermore, the information explosion, affecting countless minds in tandem with the virtual world through seemingly endless confusion and indulgence, has rendered social education and family education largely ineffective and even alienating. Therefore, school education has become ever-so-important to student growth, and all key stakeholders are inevitably bestowed with an enduring commitment.

Students:

Strive to develop their self-confidence in lifelong learning with the motivation to pursue knowledge, cultivate their self-discipline and the courage to pursue dreams and ideals, understand the importance to be a good person whose happiness comes from doing good for others.

Parents:

Perform their duty – caring for their children in a thoughtful and responsible manner: teach and lead by example, communicate and cooperate with the school as vital stakeholder and supporters, and uphold positive values. .

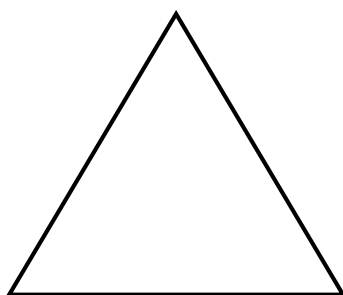
Teachers:

Maintain the enthusiasm for education and a positive outlook on life, and continue to refine essential pedagogical skills along with a vast knowledge base in both the curriculum and the community culture. Learn to see the big picture so as to fully explore students' potential and guide students to be responsible citizens.

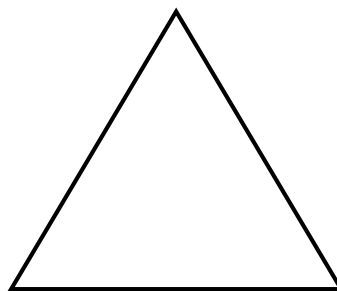
The core operating principles of the school lies upon a balance of morals, academics, and co-curricular activities, as education itself depends on the integration of student-centered pedagogy, teacher-based operation, and principal-led administration. In the end, students remain the foundations of the school as a big family. ‘Goals’, ‘Unity’ and ‘Making Progress’ are our continuing missions.

Elegantia College – Three Management and Teaching Practices

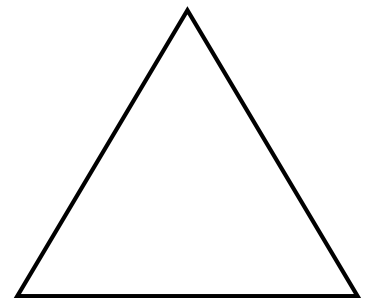
Principal Leadership



Character Building



Goals



Student-oriented

Teacher
Involvement
and Autonomy

Academic
Performance

Co-curricular
Activities

Unity

Making Progress

Organisational Culture

Educational Beliefs

Continuing Mission

1.2 School Mission

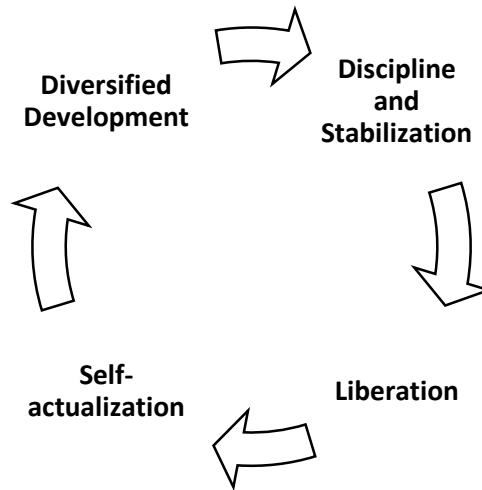
We strive to achieve the school vision with the following missions.

1. Continue to build a pleasant, warm, caring, active, progressive and creative learning environment to cultivate and develop the multiple intelligences of students.
2. The school is a learning community in which every member strives hard together to make progress and improvement.
3. Adopt the whole-person education approach to develop students into all-round individuals with wisdom, skills, amiable personality, art appreciation and stamina.
4. Maintain a close relationship with our professional Incorporated Management Committee and education consultants for upholding the school beliefs and making continued progress.
5. Establish a highly transparent, open and accountable school administration structure to enable and encourage students, parents and members of the community to participate in school affairs.
6. Lay emphasis on professional development of teachers, and provide them with opportunities and resources for capacity building.
7. Make extensive use of information technology for constructing knowledge to enable teachers and schools to engage in inter-school exchanges for establishing learning networks with schools in Hong Kong, the Mainland China and the globe.
8. Develop a network with other schools, communities and all sectors in the society to make full use of various resources, support the school work and broaden students' horizons.
9. Foster partnerships with education institutes and tertiary institutions in Hong Kong to promote and support student achievement, wellbeing and engagement.

1.3 Philosophy

Capable educators who possess a high level of professionalism and morality are able to allow students settle down and get ready to learn, before letting them express themselves and hence find their own ways.

Elegantia's Positive Feedback Loop of Pedagogy



Remarks: Discipline and composure are the beginning of a progressive journey towards whole-person development catered for diversity.

1.4 School Beliefs

- (1) Everyone can be capable life-long learners who can adapt to different ways of learning.
- (2) Learning is challenging, but also enjoyable.
- (3) Everyone is uniquely gifted. Both academics and activities on and off-campus will help them further develop their gifts.
- (4) Opportunities of success allow students to strengthen their self-esteem, as success often leads to more success.
- (5) Multi-spectrum learning is far more effective.
- (6) A caring and safe environment nurtures a healthy body and healthy mind.
- (7) Support from parents and the society play a crucial role in education.
- (8) Professional research and innovation are vital to education as a progressive endeavour.
- (9) Professional leadership and administration are essential to a school's continuing mission.
- (10) Teachers as role models of life-long learning need to engage themselves in continuous professional development.

(2) School Profile

Elegantia College was founded in 2002 with the sponsorship of Education Convergence and the generous donation of Hong Kong Five Tong Association. We have placed paramount importance on students' comprehensive development in moral attributes, academic pursuit, and co-curricular activities to nurture a new generation equipped with self-learning skills, and a sense of responsibility for life-long learning.

2.1 School Information

School Management and Organization

Members of our Incorporated School Management Committee are educators, scholars, professionals, principals, etc. This year, the members are as follows:

Sponsoring Body Managers	Mr. Alan, YU Ho-lam, Chairman Mr. CHOW Ping-yan, MH Mr. Johnson, YEE Kin-lun Mr. Richard, YUE Wah-chuk Mr. HO Hon-kuen, MH, BBS Mr. CHOI Kwok-kwong Mr. FUNG Man-ching
Principal (Ex-officio Manager)	Ms. CHAN Yuk-yin
Independent Managers	Mr. Clement, SO York-yee Mr. WONG Hin-wah Mr. Martin, PAK Wai
Teacher Manager	Ms. LEUNG Wai-kwan, Vivian
Parent Manager	Ms. YANG Aihua
Alternate Managers	Mr. TSO Kai-lok (Sponsoring Body), Mr. CHEUNG Chun-pong (Teacher), Ms. QU Yuanyuan (Parent)

Number of School Days

The number of school days was 190.

Lesson time for the 8 Key Learning Areas (KLA)

Chinese Language Education	17%	Science Education	10%
English Language Education	21%	Technology Education	8%
Mathematics Education	12%	Arts Education	8%
PSH Education	14%	Physical Education	5%

2.2. Student Information

Class Organization and enrolment

Form	S1	S2	S3	S4	S5	S6	Total
No of classes	5	5	5	5	5	5	30

Students' Attendance and enrolment

Form	S1	S2	S3	S4	S5	S6
Enrolment	167	170	164	145	147	149
Attendance	97.3%	96.5%	97.2%	97.0%	96.7%	96.3%

The total student population was 942 across the forms.

Students' Withdrawal from school

Form	S1	S2	S3	S4	S5	S6
No of students	1	0	2	0	2	0

The total number of students who withdrew from Elegantia College was 5.

Students' Pathway

A total of 149 S6 students took the 2024 HKDSE examination and their pathway was as follows:

	Admitted to local and overseas degree programmes	Admitted to sub-degree programmes in post-secondary education institutions (e.g. associate degree programmes, higher diploma programmes)	Diploma of Vocational Education	Repeat S6	Work	Others
Percentage (%)	83.2%	16.1%	0%	0.7%	0%	0%

2.3 Teacher Information

Teaching Staff Qualification and Experience

This year, we have a total of 67 regular teachers and their qualifications and years of teaching are as follows.

Qualification			Years of Teaching Experience	
Master or above	46	68%	0-4 years	29%
Degree or above	67	100%	5-9 years	11%
			10 years or above	60%

(3) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1

Nurturing students to be active and responsible self-directed learners with transformative competencies.

Achievements

1.1 Nurturing students to be responsible and active learners

The 2023-24 school year was the first year of the 3-year School Development Plan. Upon reflection on the last school development plan, redeveloping students' learning habits and enhancing their learning effectiveness are the key direction of our three-year plan for 2023-2026. The school has been striving to nurture students to become active and responsible self-directed learners through different means.

Ongoing review on pedagogy for enhancing student engagement in learning

To help students become more engaged and reflective in their learning, we made great efforts in teacher capacity building through the arrangements of professional development workshop in our first Staff Development Day focusing on maximizing the effectiveness of teaching and learning with different pedagogies and strategies. The feedback from colleagues was promising as they gained more insights into what contributes to an effective lesson.

To further enhance the teacher capacity, from November 2023 – December 2023, a total of 14 experts working in different institutes and universities served as our external review advisors to conduct class observations for all our teaching staff. Post-observation meetings were arranged between each of the teachers and the external review advisors on the day of the class observation for timely feedback on teaching and pedagogical exchanges for reflection.

Upon completion of all class observations, the external school advisors were asked to complete a subject-based evaluation form for giving qualitative feedback for subject review and comments on pedagogy among the subject member(s) in the panel for reflection and improvements. Discussions were made between the subject panel head and the external review advisors for an ongoing review of the teaching strategies and the curriculum in the subject panel to develop a repertoire of pedagogical approaches and learning materials for students to engage in and reflect on their learning experiences.

The suggested follow-up actions were presented in different workshops and meetings for middle-managers and all teaching staff respectively from January to March 2024. A guest speaker was also invited to make a sharing with our middle-managers on exemplary teaching practices in mid-March. From the teachers' surveys, teachers found both class observations from external school advisors and post-observation workshops useful in maximizing the effectiveness of teaching and learning.

In the End-of-year Teacher Survey results, 96.7% of teachers attempted to provide students with more opportunities to make plans in students' learning experience.

Optimizing students' learning through the promotion of collaborative learning

To further enhance the effectiveness of teaching and learning, students are actively engaged in collaborative learning which comes in many forms, such as role-playing, games, class debate, group discussion, class forum, etc.

Take the Citizenship and Social Development (CS) Curriculum as an example. To actively engage senior secondary students into the class, diverse learning activities based on different studying topics, such as Inter-class debates, group discussions, and simulated United Nations Conference, etc. were designed to help students develop multiple perspectives and enhance their critical thinking, rational analysis and problem-solving skills as well as develop positive values and attitudes through these meaningful and purposeful learning activities.

To help students develop a broad knowledge base and foster their sense of national identity, students are exposed to various studying topics revolving around their personal career planning, such as how the development of the Guangdong-Hong Kong-Macao Greater Bay Area affects young people's career planning, thereby bringing the content closer to students. Diverse group activities, such as designing class flags and emblems for students to understand the importance of the national flag, anthem, and emblems; designing a 3-day itinerary for the Greater Bay Area to understand the development of the 9+2 areas; and participating in external video competitions to encourage students to explore the communities of Hong Kong and examine its multicultural characteristics. In the End-of-term Student Survey conducted by CS Department, 98% of students indicated that they actively participated in class activities, such as group discussions, role-play, and debates, which enhance the learning environment and effectiveness, as well as their incentive to learn. 96% of students also stated that the learning activities and studying topics have effectively deepened their understanding of themselves, society, the country, the cultural world, and the global environment.

Another example was the increasing opportunities given to students in using the English Language in authentic setting and purposeful learning activities. The Global Awareness Days arranged by the English Department in collaboration with other departments, namely Science and Geography proved to be a success. Students continued to be exposed to a range of the United Nation's Sustainable Development Goals, including climate change, marine life, poverty, etc. through cross-cultural communication with visitors all over the globe to share their first-hand experiences in face of natural disasters and climate change during the pandemic.

As reflected by the survey results, students' feedback was encouraging, as they found the activities meaningful and inspiring. The End-of-year Student Survey results proved to be encouraging in terms of the above-mentioned measures related to communications skill-building. 89.3% of the students recognize the positive effects of increased opportunities to use English based on their proficiency in the language. All in all, as reflected in the End-of-year Student Survey, 84.8% of students agreed that collaborative learning helped enhance their learning efficiency.

Encouraging students to make timely reflections on their learning

We have been striving to encourage students to make good use of teachers' feedback and assessment data for making reviews and improvements on their learning. Active and reflective learning was further promoted among students to enhance their self-directed learning. For instance, students were encouraged to use different online platforms and e-learning tools, such as e-Class, Padlet, Google forums, Quizlet, for students' self-directed learning. Students were also exposed to different ways of planning their studies and making use of the assessment data for making reflections and improvements through the learning activities, sharing given by learning ambassadors and/or alumni, Post-UT Result Analysis Assembly and so on.

As reflected in the end-of-term Student Survey Effective Learning Committee. 83.3% of students agreed that they took more initiative in planning their learning and making more reflections on their learning progress. 96.7% of teachers attempted to provide students with more opportunities to make plans in students' learning experience.

1.2 Strengthening students' sense of national identity

To help students develop a sense of national identity, a multi-pronged and whole-school approach has been adopted to promote National Security Education (NSE) and values education holistically through infusing and enriching relevant subject curriculum contents and appropriate selection of life events and social issues as the learning content with diversified learning and teaching strategies. A dedicated National Security Education Working Group was formed to formulate, devise and coordinate different plans and strategies for implementing National Security Education (NSE) at Elegantia College.

Examples of whole-school cross-curricular activities

One of the notable examples is our last year's May Fourth Movement whole-school activity. Given that our school participated in the Hong Kong Chinese Academic Humanities Exchange Program co-organized by the Chinese Academy of Social Sciences, we had the privilege to have a national expert in historical studies, Dr. Hou Zhongjun, as our academic advisor for a three-year term. The newly set-up PSHE Committee took the lead to arrange a series of activities in close collaboration with the subject teachers of Chinese and History Departments, Subject Head of the Chinese Department, and Head of the School Library in October 2023, all responsible for working out the specific details through effective use of networking and resources for the implementation of national education. After a few discussions, the multiple-approach first-year program "The 105th Anniversary of the May Fourth Movement" was successfully launched with Dr. Hou conducting a series of online seminar and classes with our students in March - April 2024, prior to his 4-day visit to our school from 1st May – 4th May 2024. An exchange tour to the Mainland China then took place in late June 2024.

During Dr. Hou's 4-day visit to our school in early-May, he conducted lessons and workshops for both junior and senior form students as well as teachers. With concerted efforts, the event was a huge success as reflected in both the students' and teachers' survey results. Based on a series of observations, students learned proactively in this series of activities with much enthusiasm as they kept asking thoughtful questions during the lectures and classes that were a clear indicator of genuine eagerness to know more about historical research. Even more commendable was their effective use of personal time during recesses and lunchtime breaks during Dr. Hou's stay in our school to visit the on-campus exhibitions and displays. Many students seized the opportunity to engage in in-depth discussions with Dr. Hou, creating a vibrant atmosphere of academic inquiry. In just a couple days of the visit, students not only experienced the scholarly demeanor but also gained a deeper understanding of the history of the May Fourth Movement. With the additional resources available, we were able to further enhance our students' overall understanding and enthusiasm for national history and culture and will continue to do so for years to come. The feedback and comments from both students and teachers were overwhelming.

Training of students for the Flag Hoisting Troop

The Flag Hoisting Troop helped carry out the Flag Raising Ceremony every Monday during the morning assemblies, as well as on designated days and special school events. The troop underwent an intensive school-based training course conducted in October 2023 to enhance their flag-hoisting skills. Students were engaged in training on either Wednesday or Friday. Whole-school cross-curricular activities, such as the September 18 Incident Memorial Day, Constitution Day, Lantern Festival, Commemoration Day for the Promulgation of the Basic Law, May Fourth Movement, etc. were arranged based on the recommendations in the EDB National Education Calendar.

Students were also encouraged to join the activities in line with National Education and NSE both inside and outside school. Constitution and Basic Law Ambassadors were groomed to organize and promote National Education related activities in the school.

Strengthening students' appreciation of Chinese history and culture

We have been striving to strengthen students' appreciation of Chinese culture and awareness of the latest development in our nation through an array of activities in both the formal and informal curriculum. Some of the notable examples are as follows.

- ◆ **Chinese Calligraphy Workshops and Activities:** workshops were organized where students and parents could learn traditional Chinese calligraphy.
- ◆ **Incorporation of Chinese painting and paper-cutting into the VA curriculum:** in collaboration with the other institutes and organizations, students were exposed to traditional Chinese painting and paper-cutting techniques, focusing on themes, such as landscapes, animals and flowers.
- ◆ **Crafts and Cultural Activities:** students are engaged in hands-on activities, such as making paper lanterns, origami, or traditional Chinese fans and so on. Through these activities, students could gain a deeper understanding of Chinese history and arts as well as the cultural significance of these crafts.
- ◆ **Chinese Music Exposure:** classes and workshops were offered to provide students with opportunities to play traditional Chinese instruments, such as the erhu, pipa, or guzheng. The Arts Extravaganza served as a grand stage or a platform for students to showcase their talents in different forms of music, such as the Chinese music to students for the appreciation of Chinese music.
- ◆ **Field Trips to Museums and Self-directed Museum Studies:** to further help students understand the local heritage and history, we sought collaboration with other institutes and organizations in the launch of a 2-year QEF Heritage Pass Scheme to promote museum visits by encouraging students to visit museums to explore the local and Chinese heritage and history and write reviews on the online platform. Teachers have also been engaged in the professional training workshops on the introduction of the selected 20 museums with customized teaching materials for museum visits with students as well as strategies and pedagogies in arranging learning activities with students before and after the museum visits.
- ◆ **Exchange tours to the Mainland China:** the form-based S3 and S5 one-day exchange tour to the Mainland China were arranged in the Life-wide Learning Day and the Post-examination period for exposing students to the latest development of the Mainland China respectively. Other than these tours, exchange tours to various major cities of the Mainland China, including Beijing, Shanghai, Chongqing and Hunan, Wuhan, Kaiping, Inner Mongolia, etc. were arranged. Also, a two-day parent-children exchange tour to Kaiping was arranged and more than 70 parents and children participated in the tour in late-June 2024 with the PTA teachers. They were also given a chance to visit the heritage from our sponsoring body where parents could gain a better understanding of the history. The feedback from parents and students was very encouraging.
- ◆ **Immersion Programmes to our sister schools in the Mainland China:** exchange tours to sister schools were arranged to enable students to broaden our horizons and establish sister school relationships with schools in Mainland China. Through the exchanges with sister schools, we could promote cultural exchange between the two regions, benefiting the school, teachers, and students alike. Over the past few years, multi-faceted modes of exchanges have been arranged with our sister schools in China. Exchange tours were arranged to our sister schools with students, teachers, and even parents, providing them with opportunities to gain a better understanding of the latest development in China and enhancing their sense of national identity. Parents were also invited to visit one of our sister schools.

As reflected in the End-of-term Student Survey results, 90.7% of students agreed that the increased exposure to the Chinese culture has strengthened their appreciation and awareness of national development.

1.3 Enhancing students' awareness of connecting interdisciplinary knowledge and skills

- ◆ Cross-curricular activities, such as Flight Simulation Day and S1 STEM activities, etc. to strengthen students' ability to integrate and apply their learnt knowledge and skills, hone their problem-solving skills through practice, further develop their learning potential, and enhance their creative thinking.
- ◆ The school-based Project Learning X STEM Programme in Secondary 3 continued to foster students' creativity and entrepreneurial spirit through hands-on collaborative experience in their group design of useful devices for the disadvantaged, such as the physically handicapped, the deaf, the blind, the elderly, etc. in overcoming some of their difficulties encountered.
- ◆ All S3 students engaged themselves in sharing their designs in the final Inter-class competition followed by the Creators' Fair. Among all their innovative designs, one of the designs was selected in the final round of the 2024 Youth Impact Award organized by The Boys' and Girls' Clubs Association of Hong Kong.
- ◆ The library also took the lead in arranging inter-disciplinary activities to connect and hence consolidate students' various reading experiences through fun-filled and engaging activities during the lunchbreak and after-school.
- ◆ As reflected in the End-of-term Student Survey, 92.2% of the students agreed that they had gained the ability to better expand, connect, consolidate learnt knowledge across disciplines through the participation of cross-curricular activities. 85.2% of the students agree that they could better connect the knowledge across different KLAs and broaden their knowledge base through reading across the curriculum (RaC) activities. 91.8% of the students agreed that their increased participation in cross-curricular activities and reading has helped strengthen their language proficiency.

Reflection

- ◆ The school has been striving and will continue to nurture students to become active self-directed learners with a sense of commitment, responsibility, and transformative competencies by considering the school context, the characteristics and specific needs of students, and the data from school-based and stakeholder surveys.
- ◆ A greater effort has been made to encourage students to make good use of teachers' feedback and assessment data to review and improve their learning. Active and reflective learning has also been further promoted among students. With the school-wide implementation of e-learning, teachers can now employ electronic means for assessment and feedback management more conveniently.
- ◆ As students need to develop a sense of themselves in the world to better adapt to complexity and uncertainty, they need to be equipped with transformative competencies that enable them to reflect on their own perspective for learning. The school has been making various efforts to ensure of that through a larger number of peer-learning activities such as school-wide group learning projects, presentations, competitions, and exhibitions.

Feedback and Follow-up

- ◆ Students' self-directed learning skills, including pre-lesson preparation, reflection for self-improvement, etc. should continue to be the spotlight in the SDL learning tasks as reflected in the survey results. To further engage students in advanced informative learning, an integrated use of e-learning tools and apps will be promoted together with the newly installed interactive whiteboards.
- ◆ Students need to be taught more about the use of assessment data and evaluation tools for timely reflection and evaluation for improvements, helping them become reflective learners.
- ◆ As reflected in the surveys, cross-curricular collaboration across the subjects has been initiated to help students connect interdisciplinary knowledge and skills. This should further be promoted and reviewed after the implementation of the new Citizenship, Economics and Society in Secondary 1 for 2024/25.

Major Concern 2

Promoting whole-person health and building students' healthy lifestyle.

Achievements

It has always been the school's mission to provide a broad spectrum of activities both inside and outside the curriculum in order to enable our students to develop lifelong learning capabilities with transformative competencies. Other than helping our students become active and responsible self-directed learners, we strive to help our students achieve whole-person health and build a healthy lifestyle.

This academic year is the first year in the three-year school development plan in which we were committed to making our students become more aware of their persona's needs through various activities to promote student wellness. Upon enhancing their awareness (Awareness) of the importance on students' wellbeing, we strive to help them achieve balance in all aspects of life (Balance), including physical, psychological, social, post, digital, and environmental health, and establish a good connection to the outside world (Connection).

With cooperative synergy and joint efforts, a series of collaborative activities, programmes, workshops, and talks were arranged for raising students' awareness of the importance in students' whole-person development and healthy lifestyles during the school year:

- Student-hosted Secondary 1 Orientation Day for all new S1 students.
- Wednesday's morning assemblies and sharing sessions as well as morning reading. [Moral and Civic Education Committee in collaboration with different committees / KLAs]
- Orientation Workshops and Seminars [Committees across the Student Development Committee]
- Chinese Lunar New Year Celebration Activity for Parents and Alumni [PTA in collaboration with Alumni Association]
- Parents' Strategic Reading Seminar [PTA in collaboration with Library Committee]

Feedback from participants and/or observation by teachers were encouraging. The above examples of collaborative activities could help enhance students' whole person development and establish a positive school culture. The activities also assist parents in building students' whole-person health. In short, there were increased opportunities for cooperation between groups and departments in the form of collaborative activities for students' wellness.

An array of student-led activities and peer support programmes were implemented throughout the year to enable students to have a fundamental understanding of the four areas of whole person health, namely "body, mind, social and spirit," and practice rudimentary physical and mental health enhancement techniques accordingly to gain a positive sense of wellbeing. Some notable examples are listed as follows.

2.1 Building students' awareness of their physical health through a healthy lifestyle

- ◆ Apart from offering students a wide range of co-curricular activities, a series of lunchtime and after-school activities, including ball games, K-pop dance and so on were arranged by CCA Ambassadors, PE teachers and other departments for students to unwind and develop their diverse interests. Students were given more opportunities for sports to make regular exercise their habit.
- ◆ To help students destress and encourage them to engage themselves in exercise, afternoon assemblies related to new sports and healthy lifestyles were arranged for students to experience new kinds of sports, promoting the importance of a healthy lifestyle. In addition, a form-based bowling activity and mindfulness practice were arranged for S6 students to relax themselves through exercise and meditation before their public examination. The

overall feedback was overwhelming.

- ◆ Learning activities were arranged by the Studies Committee to teach students how to prioritize their tasks, set SMART goals and manage their time effectively with the sharing from both teachers and learning ambassadors. Learning Log and Learning Guide were given to both S1 and S6 students as reflection journals in which they could reflect on their daily activities and set plans with useful tips given by various departments.
- ◆ Mindfulness activities like body scanning exercises, mindful eating, mindful stretching, mindful 7-11 breathing, etc., were conducted through the structured teaching in the school-based Student Growth Lessons to help students focus on the process of activities and become more aware of their current bodily sensations and emotions.
- ◆ School-wide Happy Fruit Day was arranged by the Living and Technology Department to promote healthy eating through educating students about the importance of a healthy, balanced diet for growth and wellbeing by following the food pyramid.
- ◆ To aid parents in understanding the importance of leading a healthy lifestyle, the Parent-Teacher Association (PTA) organized a seminar on “The effective use of electronic gadgets for a healthy family life” in the Annual General Meeting of the PTA and their comments were promising.
- ◆ As for teachers, a specialist in Psychiatry from the Hong Kong Mental Wellness Association to be our facilitator in our Third Staff Development Day focusing on students’ physical and mental health for capacity building.
- ◆ In short, as reflected in the End-of-term Student Survey, 85% of them also agreed that the school actively provided them with more space and opportunity for sports. Over 80% of them agreed that their average weekly participation in after-school / co-curricular activities has increased when compared to that in the previous years.

2.2 Promotion of mental health and wellness through self-awareness and interest building

- ◆ We are committed to the promotion of students’ mental health and wellness through self-care, promotion of mindfulness experience, developing students’ diverse interests, etc. Some of the notable examples are as follows.
- ◆ To help students understand themselves in terms of career aspirations and personal traits, the Career and Guidance Committee arranged a series of activities, such as life planning talks, lunchtime activities, etc. were held.
- ◆ Students were provided with a grand stage to display their talents in playing musical instruments in the Arts Extravaganza arranged by the Arts Education Committee. In addition to exploring students’ talents and interests in music, a Fashion Show, another highlight of the year, was arranged. The fashion show, as a learning showcase, not only highlights students’ creativity and skills, but also develops students in art and design. Also, both parents and alumni were invited to the event to recognize students’ efforts in the Fashion Show. Both the teachers’ and students’ feedback and comments were very promising as both the participants and audiences were highly engaged in the event.
- ◆ In addition to the above-mentioned activities for developing students’ diverse interests, we have strived hard to engage our students in a wide range of activities, competitions, and exchange tours to broaden their horizons since full class resumption last year. For example, students participated in more than 16 exchange tours to numerous locations in Mainland China, Taiwan, Japan, Australia, Prague, and so on. As we believe every student is unique with special talents, it is our mission to unleash their potential and help them achieve their personal best in all their ventures. We take pride in seeing them distinguishing themselves in a variety of Inter-school events in different domains including music, arts, sports, languages, STEM and more with remarkable recognition and achievements.
- ◆ As reflected in the End-of-term Student Survey, over 90% of students agreed that the school actively takes action to foster students' diverse interests. The feedback was encouraging indeed.

2.3 Enhancing social interaction and connectedness for a welcoming and caring campus

- ◆ It is essential to build students' awareness of their whole-person health and enable them to understand themselves better through both formal and informal curriculum. Upon improving their self-awareness and self-care, students can be encouraged to engage themselves in other social interactions through peer support, appreciation for parents, care for teachers, etc. to develop positive relationships and emotions.
- ◆ School-wide themed events and activities (e.g. Christmas Celebrations, Lantern Festival, Chinese New Year Festival, Halloween Parade and Games Booths, Student Council Meetings, etc.) for fostering communication, cooperation, positive interaction among students and students' connectedness. Other highlights of the activities are as follows.

Counselling and Guidance Committee

- ◆ To acclimate new students to school life, school culture and campus life as well as provide necessary support to their individual needs, S1 orientation programmes were arranged and hosted by Peer Angels from the Counselling and Guidance Committee. Feedback from new students, teachers and school social workers showed that the orientation programmes were very well-received and successful in helping new students adapt to new academic and personal challenges. In addition, Peer Counsellors are arranged to share campus life and give some tips to S1 newcomers during the lunch break. They get to know each other and are matched with S1 students who are asked to write down their emotions and difficulties encountered. 95% of S1 respondents showed recognition to the support given by Peer Counsellors as reflected in the Student Survey.
- ◆ Another highlight was the Counselling and Guidance Week with the theme of "Positive Thinking" aimed to establish a positive class atmosphere and provide students with more opportunities to interact with each other and enhance their social skills. A series of exciting activities, such as games booths, afternoon assemblies on positive thinking, photo-taking booths, etc. were arranged for creating a harmonious and caring campus and enhancing students' connectedness. Over 95% of students showed their recognition and appreciation to the activities in the Counselling and Guidance Week, in which more than 250 students participated in joy.

Co-curricular Activity Committee

- ◆ Life-wide Learning Day was held in December 2023, providing students with more opportunities to build a closer bond with their peers through group activities. All students arranged to have outings to different places. To further enhance students' sense of national identity, a study tour to the Mainland China was arranged for S3 students. From observation and feedback from teachers and students, the activity was well received.

Career Counselling and Guidance Committee

- ◆ To help students understand themselves in terms of career aspirations and personal traits, a series of activities, such as life planning talks, lunchtime activities, etc. were held. Also, the career simulation activity Planning for the Future for S4 was held successfully, providing them with skills and strategies to make career choices and planning.
- ◆ This year, a parent seminar was conducted in collaboration with the Parent-teacher Association about life planning. More than 300 parents enrolled in the seminar with encouraging feedback with the rating as high as 4.53 in a 5-point scale, showing their recognition to the seminar on giving them more useful updates related to career aspirations and life planning, facilitating their communication with their children.

Discipline Committee

- ◆ The Discipline Committee also arranged an array of activities was arranged to cultivate students in positive values and enhance their self-discipline. After-school Class Monitors' Training workshops were arranged on-campus in both terms of the school year to provide

students with a better understanding of their roles as prefects in maintaining the orderly and harmonious school environment. In addition to the above-mentioned training, two-day training camps and workshops for school prefects were arranged in collaboration with different organizations and the alumnus. Through team building activities and experiential learning, the school prefects' leadership skills were further strengthened with a greater sense of belonging and connectedness. The feedback from both students and teachers was overwhelmingly positive.

Moral and Civic Education Committee

- ◆ The PATH lessons for S1-S4 continued to cultivate the core values including this year's theme 'Responsibility' and enhance students' awareness of the four areas of whole person health including "body, mind, social and spirit" to enhance their well-being. Each lesson was 80 minutes in length so that more in-depth discussion and interactive learning activities could be held for enhancing social health and interaction.
- ◆ To provide students with a greater sense of accomplishment, student training day camps were held twice, and the feedback was overwhelmingly positive. In addition to the day camps, the MCE ambassadors also helped run group activities during the lunch breaks in the MCE Day for students across the forms. Through experiential learning activities, participating students gained a better understanding of the class lunchtime activities they led. From teachers' observation and feedback, students managed to gain a deeper understanding of the virtue of "Responsibility" as well as the 24-character strengths in practice.

Parent-Teacher Association (PTA)

- ◆ To aid parents in maintaining close relationships with their children, the Parent-Teacher Association organized a wide range of seminars, programmes and activities. In addition to the Spring Dinner and Chinese New Year Celebration, two seminars were also arranged; they were both well-received by parents. Also, two reading sharing sessions in collaboration with the Library Committee proved to be very successful as reflected in the parents' survey results with the rate as high as 4.8 in a 5-point scale, showing their approval of the sessions for enriching their parenting skills and reading skills.
- ◆ This year, a two-day parent-children exchange tour was arranged and more than 70 parents and children participated in the tour in late-June 2024 with the PTA teachers. They were given a chance to visit the heritage from our sponsoring body and one of our sister schools in Kaiping. The feedback from parents and students was very encouraging and promising. This not only enhances parents' sense of belonging but also fosters communication between parents and children as well as teachers.

2.4 Strengthening students' spiritual health and promoting their sense of responsibility

- ◆ As part of the community, we feel obliged to promote the importance of students' wellness and bring our experiences to others since a culture of care can bring so much more to the community when we are all connected.
- ◆ We are committed to the promotion of spiritual health and sense of personal responsibility through our active engagement with various stakeholders and partnerships / collaboration with external organizations and institutes to foster students' connection to the community. By organizing community services / programmes, students can learn through real-life practices and enhance their sense of social responsibility. Notable initiatives that exemplify our commitment to community care are as follows.
- ◆ Through service learning for S5 arranged by the MCE Committee in collaboration with the NGO, students gained a better understanding of the needs of service recipients, utilizing positive attitudes and social skills to convey uplifting messages to the community. They also learned to listen actively and express themselves effectively, allowing those who are vulnerable and their peers to experience the value of positivity.

- ◆ Another example is the S3 Project Learning X STEM Programme in collaboration with the external organization through which students worked collaboratively to design devices or products tailor-made to the underprivileged.
- ◆ Apart from these initiatives, various activities, such as material collection and donation to the elderly in need from the Library Committee, the donation of old school uniforms, book exhibitions on local and global issues that deserve our close attention (natural disasters, war, etc.) All these activities help promote a sense of community and connectedness as well as teaching students the importance of social responsibility by giving back and caring for one another.
- ◆ As reflected in the End-of-term Student Survey results, nearly 90% of the students agreed that they are more aware of the community than in previous school years. 89% of them agreed that the activities both inside and outside the classroom helped students better understand the importance of responsibility.

Reflection

- ◆ We have been striving to re-establish a regular daily schedule and raise students' awareness of their whole person health and wellness. Based on the End-of-term Student Survey results, 81.8% of them agreed that they were able to redevelop their routines for better well-being. Yet, much more efforts need to be made to help students maintain a healthier lifestyle with proper rest and eating habits as shown in the data from the End-of-term Surveys and the Stakeholder Surveys.
- ◆ As reflected in the results of the stakeholders' surveys, students should further become more aware of their healthy lifestyle (Awareness) so that they could achieve a balance (Balance) in all aspects of life, including physical, psychological, social, digital, and environmental health and establish a good connection (Connection) to the world. The school's continuing promotion of young people's wellbeing through the above concept of Wellness ABC is expected to lead them to a meaningful life of fulfilment.
- ◆ To further enhance students' awareness of their wellness, more seminars and workshops related to the areas need to be provided to different stakeholders including parents, our close collaborators as well as teachers so that they could all help students become more health-conscious, leading a healthier lifestyle with quality sleep, adequate exercise and a balanced diet.

Feedback and Follow-up

- ◆ Following the first year's (2023-2024) focus on awareness building of students' whole person health, the school should continue to help students achieve balance in all aspects of life as reflected in the statistics from the Stakeholders' surveys.
- ◆ A whole-school approach to the promotion of students' mental health is to be adopted through 4Rs for 2024/25 – developing students' healthy habits including sufficient rest and relaxation as well as building positive interpersonal relationships and enhancing their resilience. Also, more activities and workshops are to be arranged for different stakeholders including teachers and parents for optimizing the effectiveness.
- ◆ With the active participation of the 4Rs Mental Health Charter, the school could fully utilize external and community resources for the enhancement of the promotion of students' mental health.

(4) Our Learning and Teaching

1. Promoting bi-literate and tri-lingualism

- 1.1 Our school attaches paramount importance to cultivating students' language proficiency; therefore, English classes are split into groups to improve teaching efficiency and cater for learning differences. The NET (Native English-speaking Teacher) hosts English morning meetings and runs lunch and after-school English activities to improve students' English listening and speaking skills. For Junior Forms, Mathematics, Science, Geography, Computer Literacy, Living and Technology, and Music are all taught in English. As for Senior Forms, English learning remains the focus. To further optimize teaching strategies among teaching subjects regarding the use of English the medium of instruction, the LAC (Learning across the Curriculum) Committee holds regular meetings to formulate corresponding policies and activities.
- 1.2 An English Morning Assembly is held every Tuesday, along with two English Morning Reading Sessions a week to strengthen students' capabilities in reading, listening, and speaking. English Funland, a sub-division of the English Department, helps promote English through various activities, such as lunchbreak games, Halloween Fair, English-Speaking Days, etc. Other opportunities such as overseas exchange groups and the school magazine editorial board also enhance students' confidence in learning English by providing students with an authentic, impressive environment. In addition, Putonghua is taught in both S1 and S2.

2. Laying a solid foundation in Junior Secondary

2.1 A concrete knowledge base.

History, Chinese History, and Geography are taught independently in junior forms. Science is further divided into three separate subjects: Biology, Physics, and Chemistry in S3. Furthermore, school-based subjects such as Accounting and Economics are added to S3. It is expected that students will build themselves an extensive foundation of subject knowledge through the first three years of their secondary school education, which will not only facilitate a smooth transition to senior forms, but also lay a solid foundation for lifelong learning.

2.2 A diversified curriculum

To allow students to have diversified development, school-based courses, including Chinese Drama, English Drama, History and Humanities, Project Studies and Library Classes, all tailor-made by the subject teachers themselves for students to effectively develop their multiple intelligences, generic capabilities, collaboration skills and problem-solving capacities are mandatory for all junior form students. These school-based subjects are also intended to enhance students' critical thinking, analytical and organizational skills. Furthermore, the F.3 Project Learning X STEM Course has been in development for two years. The course incorporates key elements of creativity and problem-solving with the support of numerous resources.

3. The teaching, learning, and assessments trifecta

3.1 Learning Strategies

The Academic Affairs Committee trains student learning ambassadors to teach junior form students different learning strategies through after-school learning activities. Through peer influence, students can learn from each other and hence help promote a culture of peer support. In addition, the school will also invite alumni who are currently studying at universities to host certain weekly assemblies to share their learning experiences as role models.

3.2 Teaching Strategies

The school advocates the free sharing of all teaching resources across all taught subjects, as well as a culture of collaborative lesson preparation. A variety of teaching strategies are commonly used in classrooms, including various electronic platforms, to encourage students to adopt the routine of pre-study, post-study and self-learn. In the coming school year there will be a focus on how to promote teachers' peer observation in hope to further improve teaching effectiveness through open lesson observations and discussions.

3.3 Assignments

The school-based curriculum involves the process of feedback, comments, and examples. To expand students' horizon through quality evaluation, students are encouraged to conduct self-assessment after tests/exams to better understand their strengths and weaknesses in their academic performance.

3.4 Assessments

There is no doubt about the importance of conducting review and analysis of test/exam results to provide positive feedback to teaching. The Academic Affairs Committee provides qualitative data to department heads/panel chairpersons, teachers, parents, and students to enable all stakeholders to conduct self-evaluation. Students are also taught how to use such data to gain a better understanding to improve their learning routine.

4. A whole school reading scheme

The junior form has an early reading lesson every morning, two per week for Chinese, two for English, and one for Moral and Civic Education. For senior forms, there is one day per week for Moral and Civic Education morning reading. Students are therefore provided with a peaceful environment to enjoy reading and hence develop reading habits. Furthermore, as the materials used in Moral Education morning reading include local and international news, current affairs, and articles of accomplishment personal growth, it is expected that students can reflect upon themselves to enrich their knowledge base and establish positive personal values.

5. Cross-curriculum STEM Platform

With the setup of the Science Committee, Arts Education Team, Interdisciplinary Language Team, and STEM Task Force to create a platform for interrelated subjects to communicate and support each other to achieve mutual reinforcement in terms of curriculum planning and activity promotion.

(5) Supporting Student Growth

1. Cater for students' emotional needs on campus.

1.1 Positive social activities

The theme of this year's Counseling Week is "Positive Social Networking". During the week, social workers invited psychologists to share their social experiences with students, organized booth games for students to experience communication and cooperation and encouraged students to write down their thoughts to encourage each other. Participating students all expressed their overwhelming appreciation for the activities.

Student groups are organized based on individual needs, including emotional support groups, social groups, new student groups, cross-border emotional support groups, etc. to let teachers and students recognize and handle personal emotional stress more effectively. Students in turn are provided invaluable experience in growing their social skills, understanding the campus and nearby communities, and getting to know available emotional support channels in Shenzhen. Many students provide support on a case-by-case basis as group members and leaders.

S6 students held a "S6 pop-up cheering station" to handout appreciation cards and snacks to their peers to cheer them up and alleviate their stress from preparing for public examinations.

1.2 Caring for students with special needs.

There are cases of students with special needs every school year. To enable students to receive proper assistance as early as possible, the Special Education Needs taskforce combines the assessments/opinions of social workers, educational psychologists, speech therapists and other personnel to discuss the most desirable directions of treatment and training. In addition, although it may be difficult to communicate effectively between parents and students, students and parents still receive tutoring and support through difficult times from IEP plans, speech therapy groups, social groups, executive skills groups, learning guidance groups, career counselling groups, etc. as it has always been the school's aim to provide students with the best learning opportunity and the best available support.

2. Addressing growth needs at different stages

In response to the ever-evolving growth needs of students in different forms, a variety of activities, one and off-campus are specially designed:

2.1 Positive social activities

S6: The Career and Guidance Committee arranges regular activities such as "Lectures on Further Education", "Interview Training", "Simulated Results for Secondary 6" and "JUPAS Guidance for S6", etc. to give students a clearer picture of their future. In addition, S6 Parent Seminars to be held twice to let them gain a more comprehensive view of the necessary considerations when preparing for public exams and beyond together.

2.2 S5: The Career Guidance Team arranges "Admission Counseling Lectures" on a regular basis to prepare students for further studies as early as possible. The Moral and Civic Education Committee arranges four sessions of community service-learning activities for S5 students every school year.

2.3 S4: As S4 students need time to adapt to the NSS Curriculum, S4 Class Teachers work together to build students' self-confidence and hence help students adapt to the new

curriculum step by step. They also identify students with difficulties as early as possible and provide them with timely guidance. The Career and Guidance Committee arranges "Planning for the Future" activities and life-simulation activities to help students understand the importance of setting goals early. The Moral and Civic Education Committee and Class Teachers join forces to plan and promote "Positive Education Lessons" to strengthen students' resilience when facing difficulties and challenges.

2.4 Junior forms: For junior formers (S1 – S3), a three-year long personal growth and discovery course namely 'PATH' is arranged and taught by their Class Teachers. The content of the course is based on positive education to help students establish achievable goals, make better decisions, learn emotional control, gain expression and cognitive skills, improve peer relationships and parent-children relationships, increase self-efficacy and the ability to take action, lay a good foundation for establishing positive values in life, and more.

3. Bringing together the alumni

Through the Alumni Association, alumni are invited to come back to their alma mater to help aid in various activities to become role models for students. The Alumni Association has so far established seven mentorship programs to connect alumni's growth experiences with our students to help them set their own direction for further studies and inspire them to maintain a positive and progressive spirit.

4. Guiding parents

To enhance the positive influence and appeal of parents, promoting cooperation between parents and the school is one of the most important tasks. Two Parents' Days are held every year to allow Class Teachers and parents to review students' learning progress. Furthermore, lectures for parents on different matters such as subject selection for those of S3 students and further education and career paths for those of S6 students are held to promote better understanding. The school systematically provides parents with guidance and services based on different needs of students.

(6) Student Performance

Students' participation and achievement

(i) Academic performance

Among 149 students attempting the DSE in 2024, here is a summary of their performance:

- The percentage of students achieving 3,3,2, A,2 or above in the four core subjects plus one elective (78.4%) exceeded the Hong Kong average (39.0%).
- The school's attainment rates were higher than Hong Kong averages at Levels 2 or above, 3 or above and 4 or above.
 - The percentage of students achieving Level 2 or above was 98.8% (Hong Kong average was 86.2%);
 - The percentage of students achieving Level 3 or above was 88.6% (Hong Kong average was 63.5%);
 - The percentage of students achieving Level 4 or above was 52.2% (Hong Kong average was 36.1%).
- The percentage achieving Level 2 or above in 5 subjects (98.6%) was higher than the Hong Kong average (79.9%). (Note: The attainment of Citizenship and Social Development is equivalent to Level 2 in the report.)
- The percentages of students achieving Level 3 or above in the three core subjects far exceeded the Hong Kong averages, separately being:

	Elegantia College students	Hong Kong average
Chinese	90.5%	64.0%
English	84.5%	54.7%
Mathematics	85.1%	59.1%

- More than 50% of students achieved Level 4 or above in 11 subjects, including:

	Elegantia College students	Hong Kong average
Chinese	63.5%	31.8%
Mathematics	56.1%	39.2%
Biology	66.7%	46.1%
Chemistry	60.8%	50.6%
Chinese History	68.6%	37.1%
Economics	69.0%	44.4%
Geography	56.4%	36.4%
History	72.4%	45.0%
ICT	64.0%	32.8%
Chinese Literature	53.8%	35.1%
Mathematics Extended (Module 2)	87.1%	57.9%

(ii) Non-academic performance

(1) 藝術及體育

項目	舉辦機構／團體	成績
* 「穿越時空・『故』中作樂」音樂創作比賽	教育局及香港故宮文化博物館合辦、香港中樂團擔任支持機構	「傑出音樂作品獎（合奏）金獎」及「演奏家評選獎」 1E 任修齊、3E 劉卓諺、4C 李雙君、4C 王躍鈞、5A 陳添榆作品《御》
* Hong Kong School Drama Festival	EDB & Hong Kong Art School	Outstanding Cooperation 1A Chan Yui Sze, 1A Lin Wing Yan Angel 1B Chan Wing Kiu, 1B Ye ShenYi, 1C Ip Wai Cheung, 1C Lam Sheung Yin, 1C Lee Wai Chit 1E Liu XinLing, 2B Hung Cheuk Hin, 2B Lu Sing Yau, 2B Yiu Yu Yan, 2E Wong Yui Hei, 3A Ma Yui Hin, 3D Wong Cheuk Yin, 3D Zhou Jia Le, 3E Wong Wing Tung, 4A Chung Wing Chun, 4B Pang Tsun Shing, 4D Yau Cheuk Yu Outstanding Performer 1A Chan Yui Sze, 1B Ye ShenYi, 1C Lee Wai Chit, 1E Liu XinLing, 3A Ma Yui Hin, 3D Chu Chun Hei, 3D Wong Cheuk Yin, 3D Zhou Jia Le, 3E Wong Wing Tung Outstanding Stage Effects 1C Lee Wai Chit , 2B Hung Cheuk Hin , 2E Wong Yui Hei, 3A Ma Yui Hin , 3D Chu Chun Hei, 3D Wong Cheuk Yin, 3E Wong Wing Tung, 4A Chung Wing Chun, 4B Pang Tsun Shing, 4D Yau Cheuk Yu
* Hong Kong Rowing Indoor Championships	Hong Kong China Rowing Association	“Boy Age 15-16 2000m” 2nd runner-up 2B Hung Cheuk Hin
* 2024 Hong Kong Rowing Indoor Championships & Charity Rowathon	Hong Kong China Rowing Association	Men Youth Organizations Team Relay 4x500m 1st Runner-up 2B Hung Cheuk Hin
* Tolo Harbour Coastal Rowing Regatta 2024	Hong Kong China Rowing Association	Men's Coxed Quadruple Sculls 1st runner-up 2B Hung Cheuk Hin Women's Double Sculls Champion、 Mixed Coxed Quadruples Sculls Champion 4D Yeung Chi Kiu
* 8th Harbour Regatta	RHKYC	Open Junior C4x+ Champion 2B Hung Cheuk Hin

Women's C2x 1st runner-up

4D Yeung Chi Kiu

女子丙組團體第一名

1A 蔡紫琪、1A 貝卓然、1A 卓昕琳、2A 張一淳、2E 孫嘉悅、2E 林書賢

女子丙組 500 米第一名

1A 貝卓然

女子丙組 500 米第九名

1A 蔡紫琪

女子丙組 4x500 米第一名

1A 貝卓然、2A 張一淳、2E 孫嘉悅、2E 林書賢

女子丙組 300 米第一名(破大會紀錄)

2A 張一淳

女子丙組 300 米第七名

2E 林書賢

女子丙組 1000 米第四名

2E 孫嘉悅

新界地域女子組團體總冠軍

1A 蔡紫琪、1A 貝卓然、1A 卓昕琳、2A 張一淳、2B 鄭雅貞、2E 林書賢、2E 孫嘉悅、3A 王舒悅、3A 彭建儀、3B 許雪盈、3C 李霖林、3D 黃緯妍、4A 林文玥、4A 黃瑤瑩、4B 張苑珊、4D 劉塔軒 4D 楊智喬、5C 伍嘉雯、5D 李梓彤

女子乙組團體第四名

3A 王舒悅、3B 許雪盈、4A 黃瑤瑩、4B 張苑珊、4D 劉塔軒、4D 楊智喬

女子乙組 1000 米第四名

3D 黃緯妍

女子乙組 4x500 米第四名

3D 黃緯妍、4A 黃瑤瑩、4B 張苑珊、4D 楊智喬

女子乙組 2000 米第一名

4B 張苑珊

女子乙組 2000 米第三名

4D 楊智喬

女子甲組 2000 米第九名

5C 伍嘉雯

新界地域男子組團體總冠軍

1B 陳森華、1B 劉奕基、1B 鍾曉朗、1B 吳亦峰、1B 孫明妍、2A 彭俊翔、2A 景一洋、2A 駱承昊、2B 羅尚進、2B 洪卓軒、3C 陳宥亦、4A 趙梓皓、4A 王鶴庭、4B 龐瑋庭、4B 王翔俞、4C 陳贊旭、4C 許亮、4C 黃宏熙、5A 鍾煒霖、5C 馮穎濠、5D 張焯騏、5E 麥偉賢、6A 吳量濤、6B 李其聰

男子丙組團體第一名

1B 劉奕基、1B 鍾曉朗、1B 吳亦峰、1B 孫明妍、2A 景一洋、2A 駱承昊

男子乙組團體第三名
2B 洪卓軒、4A 趙梓皓、4A 王鶴庭、4C 陳贊旭、4B 王翔俞、4C 許亮、4C 黃宏熙

男子丙組 4x500 米第一名
1B 陳森華、2A 駱承昊、2A 景一洋、2B 羅尚進

男子丙組 500 米第三名
1B 陳森華

男子丙組 100 米第六名
2A 駱承昊

男子丙組 500 米第七名
2A 景一洋

男子丙組 300 米第十名
2B 羅尚進

男子乙組 4x500 米第二名
2B 洪卓軒、4A 趙梓皓、4A 王鶴庭、4B 王翔俞

男子乙組 2000 米第一名
2B 洪卓軒

男子甲組 500 米第七名
4B 龐瑋庭

男子乙組 1000 米第九名
4B 王翔俞

男甲 4x500 米第五名
4B 龐瑋庭、5D 張焯騏、6A 吳量濤、6B 李其聰

* 2024 深港青少年賽艇交流賽 南山區文化廣電旅遊體育局 U15 男子 1000 米划船機亞軍、U18 混合 4x500 划船機接力亞軍
2B 洪卓軒

U18 女子 1KM 划船機冠軍、U18 混合 4x500 米划船機接力亞軍
4B 張苑珊

* 2023-2024 年度校際羽毛球比賽 2023-2024 中國香港學界體會聯會 女子乙組亞軍
3B 許雪盈、3E 梁芷澄、4A 黃瑤瑩、4B 張諾桐、4B 馬梓暢

女子丙組殿軍
1D 莊皓怡、1E 林志玲、1E 馬瑾萱、2C 羅心雅、2D 杜思瑤、2E 郭慧怡、2E 蘇采薇

男子丙組殿軍
1E 梁仕君、2A 高浚博、2C 李承軒、2D 李澤綸、2D 王祺皓、2E 劉乾坤

(2) 學術

項目	舉辦機構／團體	成績
* 華夏盃初賽 2024	香港數學奧林匹克協會	二等獎 1E 杜昊軒、2E 陳景琳、3D 羅靖哲 三等獎 1A 卓昕琳、1A 胡嘉駿、1B 林俊豪、1D 劉曉鋒、1D 吳小宇、3A 黃睿洋、3D 周嘉樂、3D 蘇子瑜
* 華夏盃晉級賽 2024	香港數學奧林匹克協會	一等獎 2E 陳景琳 二等獎 1E 杜昊軒
* 華夏盃總決賽 2024	香港數學奧林匹克協會	二等獎 2E 陳景琳 三等獎 1E 杜昊軒
* 2024 亞洲國際數學奧林匹克公開賽	香港數學奧林匹克協會	金獎 2E 陳景琳 銅獎 1B 吳亦峰
* 大灣盃決賽 (粵港澳大灣區數學競賽 2024)	奧冠教育中心	二等獎 4A 周子桁、4C 鄧明亮 三等獎 4C 黃子鳳
* 大灣盃初賽 (粵港澳大灣區數學競賽 2024)	奧冠教育中心	二等獎 1D 劉曉鋒、3D 曹之深、4A 周子桁、4C 李芷熹、4C 鄧明亮、5C 蔡思穎、5C 吳汶蔚 三等獎 1B 吳亦峰、3B 汪澤楷、3D 羅靖哲、3D 蘇子瑜、4B 左梹媽、4C 黃子鳳
* 大灣盃選拔賽 (粵港澳大灣區數學競賽 2024)	奧冠教育中心	二等獎 4A 周子桁、4C 鄧明亮 三等獎 1B 吳亦峰、3D 曹之深、4C 黃子鳳、5C 蔡思穎、5C 吳汶蔚
* 香港國際數學競賽 2024 初賽	奧冠教育中心	金獎 4C 鄧明亮、5C 葉擘 銀獎 3B 汪澤楷、3D 蘇子瑜、4B 左梹媽、5C 蔡思穎、5C 吳汶蔚、5E 賴布圖 銅獎 3D 羅靖哲、3D 周嘉樂、4C 李芷熹、4C 黃子鳳、4C 華子燁、5A 馬健虹
* 香港國際數學競賽 2024 晉級賽	奧冠教育中心	金獎 4C 鄧明亮 銀獎 4C 李芷熹 銅獎 4C 黃子鳳 優異獎 4C 華子燁
* 香港青少年數學精英選拔賽	保良局	三等獎 3D 溫家樂、3D 梁冉華
* 惜水大使計劃 2023/24 「惜水食譜設計比賽」	水務處	優秀食譜獎 4A 洪天樂
* 香港青年創客百人計劃	保良局	優秀創新方案銀獎 4A 鍾穎進、4A 莫蕊華、4A 陸子杰、4B 郭諾婷、4C 周思睿 優秀創新方案優異獎 3B 蔡佳諾、3B 陳曉盈、3B 許雪盈、3B 曾星銘

* 第二十六屆全港中小學普通話演講比賽 2024	新市鎮文化教育協會	新界區高中組冠軍、全港總亞軍 5E 林卿楓 新界區高中組優異獎 4C 王躍鈞 新界區初中組優異獎 2C 白曦然、3D 蘇子瑜 新界區初中組良好獎 1C 吳羽潼、2C 羅心雅
* The Sino Junior Reporter Programme	SCMP	5B Kimmy Huang Zihan, 5B Selina Hong Sum Tung

(7) Financial Summary

擴大營辦開支整筆津貼

津貼項目	承上轉下	二三/二四 收入	二三/二四 總支出	二三/二四 結餘	總結餘	二三/二四 支出百分比	總支出 百分比
	(a)	(b)	(c)	(d) = (b) - (c)	(e) = (d) + (a)		
政府津貼總數	4,459,745.23	9,974,171.22	9,719,116.76	255,054.46	4,714,799.69	97.44	67.34

非擴大營辦開支整筆津貼

津貼項目	承上轉下	二三/二四 收入	二三/二四 總支出	二三/二四 結餘	總結餘	二三/二四 支出百分比	總支出 百分比
	(a)	(b)	(c)	(d) = (b) - (c)	(e) = (d) + (a)		
政府津貼總數	5,607,255.45	72,770,620.08	62,556,360.84	10,214,259.24	15,821,514.69	85.96	79.81

學校賬

津貼項目	承上轉下	二三/二四 收入	二三/二四 總支出	二三/二四 結餘	總結餘	二三/二四 支出百分比	總支出 百分比
	(a)	(b)	(c)	(d) = (b) - (c)	(e) = (d) + (a)		
學校收入總數	5,772,789.32	3,711,192.95	3,488,358.80	222,834.15	5,995,623.47	94.00	36.78

總數	15,839,790.00	86,455,984.25	75,763,836.40	10,692,147.85	26,531,937.85	87.63	74.06
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特定用途收費摘要 (2023-2024)

	HK\$	HK\$
<u>Income</u>		
S1-S6 students		426,150.00
<u>Expenditure</u>		
Student insurance	20,013.00	
Toilet paper for student use	15,055.00	
PPS/Alipay administrative charges	7,461.00	
Replacement for water dispensers & refills	10,268.30	
Expense for house activities	16,209.19	
Installation of Smartboard in classrooms	330,000.00	399,006.49
Surplus/(Deficit) for this year		<u>27,143.51</u>
Surplus Brought Forward from Previous Year		<u>636,759.41</u>
Surplus Carried Forward to Next Year		<u><u>663,902.92</u></u>