



# **Valtorta College**

## **School Report**

**2022 – 2023**

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# **(1) Our School**

## **1. A Brief Introduction of the School**

Valtorta College was founded in 1976 during a period when Tai Po changed rapidly from a market town to a New Town. It was named in commemoration of Bishop Henry Valtorta, one of the most outstanding and courageous Catholic Bishops of the Hong Kong Diocese. It is a subsidised co-educational secondary school and is sponsored by the Catholic Diocese of Hong Kong.

Thanks to the foresight of the Diocese, our late supervisor, Fr. Santinon and a group of church people, a small woody hill on which our college now stands was purchased at zero premium from the government. Due to the delay by the school builders, teachers and students were struggling to conduct lessons on the school premises of a neighbouring secondary school in 1976 - 1977 school year.

The school is now under the governance of the Incorporated Management Committee (IMC) which was established in 1<sup>st</sup> March 2014. The IMC is comprised of fifteen managers, which includes, the Supervisor and seven managers appointed by the School Sponsoring Body, the Principal as an ex officio, one manager and one alternate manager each from the parent and teacher categories, one alumnus manager as well as one independent manager. It is worth noting that the establishment of IMC helped to increase transparency in management, sense of accountability over teaching and learning effectiveness and flexibility in resource deployment of the school.

## **2. School Vision & Mission**

### **2.1 The Mission and Vision of Valtorta College**

To provide our students with a well-round education which includes the aspects of Spirituality (靈), Virtue (德), Knowledge (智), Health (體), Community Spirit (群), and Aesthetics (美);

To develop fully our students' potential to be of service to society;

To spread the Good News of God's love and help our students to discover the real meaning and value of their lives.

### **2.2 School Motto**

Our school motto is "Lumen Accende, Corda Inflamma" (知行合一)

### **2.3 Core Values of Catholic Education**

The Catholic Church has been contributing positively to the civilisation of mankind. One approach is to provide all-round holistic education, through schools of all levels and universities, for the pursuit of true happiness in life.

The Catholic Church in Hong Kong has endeavoured to provide education for well over a century. Catholic schools have fostered the holistic growth of students by upholding the truth, by championing justice, by practicing the virtue of charity, by valuing life of charity, by valuing life dearly and by reinforcing the family values. They have developed students' full potential to contribute to the betterment of Hong Kong society.

The Catholic Church views education as a mission, not an occupation, and the school as an organic community filled with love and vitality, not an institution. Staff of catholic schools are always willing to fulfil their calling as shepherds and faithful stewards.

To accomplish their mission, Catholic schools guide their students in developing a moral outlook on life in accordance with the teachings of the Gospel of Christ and the essence of the traditional Chinese culture. They nurture their students to be wholesome in body, mind and soul, to have good taste and to dare to innovate, to love others as themselves, and to be good citizens for life, capable of discerning right and wrong and showing moral courage. In this light, Catholic schools place great emphasis on nurturing students in such a way that they will:

- Pursue and embrace **truth** with fervor;
- Uphold **justice** before God and in their community to advance the common good;
- Model themselves on Christ, **love** others as themselves and care for the needy and the vulnerable;
- Affirm the supreme value of **life** living out its full meaning;
- Honour their parents, love and respect their spouse and foster filial harmony in the **family**.

## 2.4 Core Values of Valtorta College

The school is aiming at equipping our students to be future leaders with Valtortan attributes (H.E.A.R.T.) and core values. (從心出發，知行合一)

**H**ardworking (勤學) We should be **Hardworking** to pursue for **Truth**.

**E**xcellent (卓越) We should strive for **Excellent** in our **Life**.

**A**ffectionate (慈愛) We should be **Love** each other **Affectionately**.

**R**esponsible (盡責) We should undertake our **Responsibilities** for one another to fulfill the moral Virtue of **Justice**.

**T**houghtful (慎思) We should be **Thoughtful** in loving our **Family**.

## 3. School Management

### Members of the Incorporated Management Committee

Ms. Woo Wai See Alice	Supervisor
Ms. Ho Miu Chun Michelle	Principal
Rev. Jean Sylvere Mbuela Pfuti	School Sponsoring Body (SSB) Manager
Mr. Hong Man Hoi, Michael	SSB Manager
Ms. Lau Man Yee	SSB Manager
Dr. Fung Ying Him, Anthony	SSB Manager
Mr. Morales Roland	SSB Manager
Mr. Yau Chi Lap Joseph	SSB Manager
Mr. Hon Sze Ping, Steven	SSB Alternate Manager
Ms. Chan Yung Ha	Parent Manager
Ms. Tsang King Fun Imelda	Parent Alternate Manager
Ms. Yuen Ka Po	Teacher Manager
Ms. Sin Mei Ho	Teacher Alternate Manager
Ms. Chan Pui Ki Teresa	Alumni Manager
Ms. O Ching Yuan	Independent Manager

## 4. Our Teachers

The school has 58 teaching staff. Their experiences and qualifications are shown in the tables below.

### 4.1 Qualifications

Post-graduate Diploma/ Certificate in Education	Bachelor Degree	Master or Doctor Degree	Special educational needs (SEN) trained
91%	95%	48%	26%

### 4.2 Teaching Experience

0 – 4 Years	5 – 10 Years	11-15 Years	Over 15 Years
19%	10%	12%	59%

### 4.3 Teachers' Professional Development

The school-based staff professional development programmes which included experience sharing sessions were conducted. Themes were kept closely in line with the school's major concerns so as to address teachers' needs. Details were as follows:

### Staff Development Day

1. The first sharing on the first staff development day was “Using Data to improve student learning” shared by the Education Consultant held on 27<sup>th</sup> October 2022 at 8:15 a.m. - 9:45 a.m. The topic of the second session was “Crisis Response and Suicide Prevention” shared by the Educational Psychologist, the Honorary Assistant Professor of HKU at 10:00 a.m.-12:45 p.m.
2. The second staff development day was held on 23<sup>rd</sup> March 2023 in the morning. The theme was “Pride to be A+ School”. The Episcopal Delegate for Education of The Catholic Diocese of Hong Kong, was the guest speaker in this sharing session. An alumnus also served as the guest speaker for another topic “中醫師養生講座”.
3. The third staff development day was held on 25<sup>th</sup> May 2023. The topic for the morning session was “Review for 3-Year development plan (2022-2025) and School Major Concerns (2022-2023)” which was held in Valtorta College. The afternoon session was the Catholic School Teachers’ Day 2023, organised by the Catholic Diocese of Hong Kong, which was held at AsiaWorld-Expo. The theme of the Catholic School Teachers’ Day 2023 was “Consecrate us in the truth. Your word is truth. (refer to John 17:17)”.

### Staff Professional Development Session of General Staff Meeting

To enhance teachers’ professionalism through continuous training and sharing, there would be a Staff Professional Development Session by teachers to share items on teaching and learning and student support during staff meetings:

- 1<sup>st</sup> GSM (31<sup>st</sup> August 2022): sharing of “Implementation of 4Ps” by Panel Head of Citizenship and Social Development and Panel Head of Chinese Language Education, sharing of “Cultivating reflective mind” by Panel Head of Visual Arts.
- 4<sup>th</sup> GSM (10<sup>th</sup> March 2023): sharing of Catholic Leadership Programme by Convener of Co-curricular Activities Committee and Convener of Learning Support Team.
- 5<sup>th</sup> GSM (12<sup>th</sup> May 2023): sharing of Catholic Leadership Programme by the SENCO teacher.

## **5. Our Students**

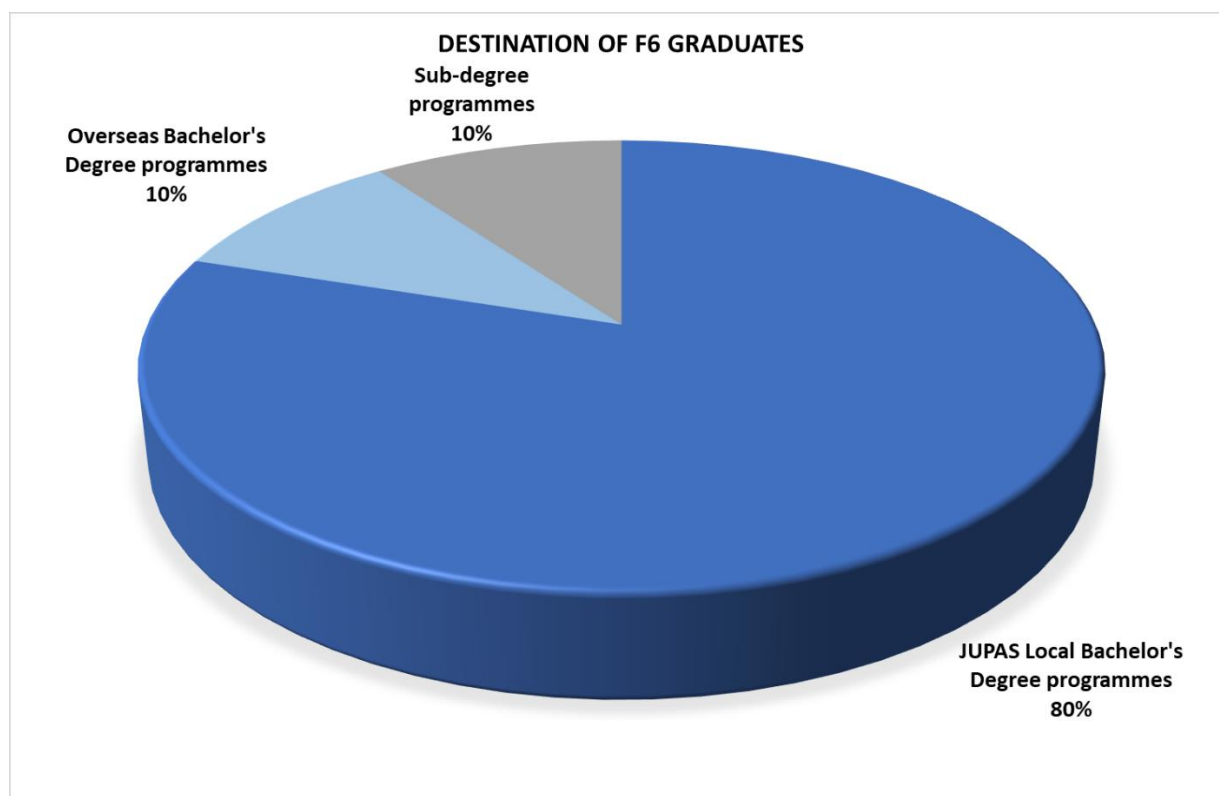
### **5.1 Class organisation and number of students in the school year 2022/23:**

<b>Secondary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
No. of classes	4	4	4	4	4	4	<b>24</b>
No. of students	130	113	119	114	99	109	<b>684</b>

### **5.2 Students’ Attendance**

<b>Secondary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Average</b>
2022/23	96.8%	97.3%	97.2%	96.4%	96.0%	96.2%	96.7%

### 5.3 Destination of F6 Graduates



## (2) Achievements and Reflection on Major Concerns

### Major Concern Domain 1: To build a professional learning community

#### 1.1: To strengthen middle managers to take up leadership roles

##### Achievements

To strengthen middle managers to take up leadership roles, the following school management measures were implemented.

(a) School Structure

Every SGM would lead at least one scope in the administration and management in respect of the three domains on school management, teaching & learning and school ethos & student support of the School.

(b) QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support

A senior teacher led a team to oversee the QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support.

(c) IT in Administration and Education

Two senior teachers led the IT Innovation Lab in Secondary Schools (IT-Lab) Programme with funding support by the Office of the Government Chief Information Officer (OGCIO) for implementing IT activities for students.

(d) Student support from form teachers

Learning Strategies Team was formed to prepare a Handbook of Learning Skills. One senior teacher acted as the Convener to collaborate with other teachers to complete this task. The learning skills were taught systematically in home periods in the coming academic year.

(e) Staff Professional Development Session during Staff Meetings

To encourage teachers taking up leadership roles, teachers took lead to share items on teaching and learning in the Staff Professional Development Session during staff meetings.

(f) National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2022/23 School Year – Review Current Situation and Formulate Work Plan

Every SGM led at least one focus group in the review of “National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2022/23 School Year” and in the formulation of work plan for 2023/24.

(g) School Administration Committee

A School Administration Committee (SAC) was established with middle managers being members of it for formulation of school policies. Being senior teachers of the school, SAC members are also mentors of two teaching staff. They will explain and elaborate school policies and collect feedbacks from their mentees.

(h) Meeting of Academic Core Group and Student Support Core Group

Every SGM will involve a regular meeting of Academic Core Group and Student Support Core Group in every cycle.

## **1.2: To enhance teachers’ professionalism through continuous training, sharing and reflection**

### **Achievements**

To enhance teachers’ professionalism through continuous training and sharing, teachers were encouraged to participate in various training and sharing.

(a) Staff Professional Development Session of General Staff Meeting

To enhance teachers’ professionalism through continuous training and sharing, there would be a Staff Professional Development Session by teachers to share items on teaching and learning and student support during staff meetings:

- 1st GSM (31st August 2022): sharing of “Implementation of 4Ps” by the Panel Head of Citizenship and Social Development and the Panel Head of Chinese Language Education, sharing of “Cultivating reflective mind” by the Panel Head of Visual Arts.
- 4th GSM (10th March 2023): sharing of Catholic Leadership Programme by Convener of Co-curricular Activities Committee and Convener of Learning Support Team.
- 5th GSM (12th May 2023): sharing of Catholic Leadership Programme by the SENCO teacher.

(b) Staff Development Day

- The first sharing on the first staff development day was “Using Data to improve student learning” shared by the Education Consultant held on 27<sup>th</sup> October 2022 at 8:15 a.m. - 9:45 a.m. The topic of the second session was “Crisis Response and Suicide Prevention” shared by the Educational Psychologist, the Honorary Assistant Professor of HKU at 10:00 a.m.-12:45 p.m.
- The second staff development day was held on 23<sup>rd</sup> March 2023 in the morning. The theme was “Pride to be A+ School”. The Episcopal Delegate for Education of The Catholic Diocese of Hong Kong, was the guest speaker in this sharing session. An alumnus also served as the guest speaker for another topic “中醫師養生講座”.

- The third staff development day was held on 25<sup>th</sup> May 2023. The topic for the morning session was “Review for 3-Year development plan (2022-2025) and School Major Concerns (2022-2023)” which was held in Valtorta College. The afternoon session was the Catholic School Teachers’ Day 2023, organised by the Catholic Diocese of Hong Kong, which was held at AsiaWorld-Expo. The theme of the Catholic School Teachers’ Day 2023 was “Consecrate us in the truth. Your word is truth. (refer to John 17:17)”.
- (c) School-based Support Service (2022/23)  
The application for “Chinese Subject of School-based Support Service of 2022/23” was successful which would support the enhancement in teaching of Chinese Language.
- (d) The Vice Principals attended the Zoom meeting on “Discussing the data analysis findings with vice principals” with the Education Consultant on 5<sup>th</sup> September 2022.
- (e) The Principal and the Vice Principal and four science teachers attended the meeting shared by another Principal on “How to make use of science toys to raise students’ interest in lesson” on 17<sup>th</sup> September 2022.
- (f) All Mathematics teachers attended the zoom meeting shared by the Education Consultant on “discussing the data analysis findings with Mathematics department” on 9<sup>th</sup> September 2022.
- (g) All English teachers attended the zoom meeting shared by the Education Consultant on “discussing the data analysis findings with English department” on 9<sup>th</sup> September 2022.
- (h) The Vice Principal and the Physics Panel Head attended a meeting on “To further explain and discuss on the contents and rundown of the Workshop.” with the Engineering department staff on 14<sup>th</sup> September 2022.
- (i) All Chinese teachers attended the zoom meeting shared by the Education Consultant, on “discussing the data analysis findings with Chinese department” on 19<sup>th</sup> September 2022.
- (j) The Vice Principal and three Science teachers attended a meeting on “KMB STEM workshop technical issues details.” with the Engineering department staff of KMB on 26<sup>th</sup> September 2022.
- (k) Handling campus crisis and media response seminar  
The Principal served as the keynote speaker of the seminar of “處理校園危機事故及應對傳媒” held on 10<sup>th</sup> December 2022 and 1<sup>st</sup> April 2023 organized by Hong Kong Catholic Diocesan Schools Council.
- (l) The Vice Principal and the Physics Panel Head visited to the EMSD Headquarter cum Seminar on Energy Efficiency on 18 January 2023.
- (m) Diocesan school retreat day for school supervisors and principals 2023  
The Supervisor and the Principal joined the retreat day camp held at St. Paul’s House of Prayer at Sheung Shui on 31<sup>st</sup> March 2023 organized by the Catholic Education Office.



- (n) Curriculum Development Visit of Chinese Language Education Section of the Curriculum Development Institute of EDB  
A Curriculum Development Visit by Senior Curriculum Development Officer and Curriculum Development Officer of Chinese Language Education Section of the Curriculum Development Institute of EDB was held on 10<sup>th</sup> February 2023. The Principal, the Vice-principal, the Chinese Panel Head and three Chinese teachers participated in the visit.
- (o) Catholic Schools Leadership Training Programme 2022/23
- The Convener of Co-curricular Activities Committee joined the attachment to Kwok Tak Seng Catholic Secondary School on 10<sup>th</sup> - 11<sup>th</sup> February 2023. The Convener of Learning Support Team joined the attachment to Shung Tak Catholic English College on 2<sup>nd</sup> - 3<sup>rd</sup> March 2023. The SENCO teacher joined the attachment to Lai King Catholic Secondary School on 9<sup>th</sup> - 10<sup>th</sup> March 2023.
  - A Chinese teacher from Shung Tak Catholic English College and A Physics teacher from Raimondi College visited the school on 18<sup>th</sup> -19<sup>th</sup> April 2023 for professional sharing and learning.
- (p) Friendly Visit of New Territories East Regional Education Office of EDB for review on Implementation of National Security Education  
A Friendly Visit by Senior School Development Officer (Tai Po) of the New Territories East Regional Education Office of EDB, was held on 28<sup>th</sup> April 2023. The Principal, the Vice-principals and the Assistant Vice-principal participated in the visit.
- (q) Friendly Visit of Life Planning Education of EDB  
A Friendly Visit by the Inspector of Life Planning Education, and the Seconded Teacher of Life Planning Education of EDB was held on 3<sup>rd</sup> May 2023. The Principal and Convener of Career and Life Planning Education Committee participated in the visit.
- (r) Seminar on Citizenship and Social Development for teachers of Shatin, Tai Po and North District 2022/23  
A seminar on Citizenship and Social Development for teachers of Shatin, Tai Po and North District 2022/23 organized by the EDB was held on 9<sup>th</sup> June 2023 at Valtorta College. The Citizenship and Social Development Panel Head was invited to be one of the guest speakers, delivered a sharing on Learning and Teaching. The Vice-principals and two CSD teachers participated in the seminar.
- (s) Professional Interflow on High and New Technology Development and Education in the Greater Bay  
The Principal joined the Professional Interflow on High and New Technology Development and Education in the Greater Bay on 13<sup>th</sup> June 2023 which was organized by and the Hong Kong Subsidized Secondary Schools Council and supported by the Liaison Office of the Central People's Government and the Bureau of Education of Shenzhen Municipality.
- (t) Visit to the South China Morning Post (SCMP) office  
The Principal joined a Visit to the SCMP office located at Time Square and attended a meeting of the Hong Kong Subsidized Secondary Schools Council at the SCMP office on 15<sup>th</sup> June 2023. The SCMP officers introduced some English promotion items including subscriptions, principal forum, mock exam and journalism courses.

(u) Training Programme for Newly-joined Teachers (NJT)

As at 14<sup>th</sup> June 2023, there were two NJTs of the 2020/21 school year in the school. One teacher had completed the Core Training Programme and another teacher would complete the Training Programme within the end of this year. For NJTs of 2021/22 and 2022/23, the school would continue monitoring the progress and providing support by regularly reviewing all NJTs' training progress, reminding and arranging them to complete the core and elective training within the first three years of service.

## Reflection

It is noted that through active engagement of middle managers, they started to play an active role in formulating school policies and in coordinating, supporting and supervising other teachers in meeting the new challenges of curriculum reform and school development. Through feedback from teachers and students, it is also noted that there is improvement in the implementation of school policies and procedures of various committees and subjects.

With respect to teachers' professionalism, it is observed that cross-fertilization among KLAs became more effective especially during the very fruitful and inspiring staff professional development session during the General Staff Meetings (GSM) (e.g. sharing of "Implementation of 4Ps" by the Panel Head of Citizenship and Social Development and the Panel Head of Chinese Language Education, sharing of "Cultivating reflective mind" by the Panel Head of Visual Arts in 1<sup>st</sup> GSM, sharing of Catholic Leadership Programme by Convener of Co-curricular Activities Committee and Convener of Learning Support Team in 4<sup>th</sup> GSM and sharing of Catholic Leadership Programme by the SENCO teacher in 5<sup>th</sup> GSM) and the Staff Development Days (e.g. "Using Data to improve student learning" shared by the Education Consultant, "Crisis Response and Suicide Prevention" shared by the Educational Psychologist, the Honorary Assistant Professor of HKU, "Pride to be A+ School" shared by The Episcopal Delegate for Education of The Catholic Diocese of Hong Kong, "Healthy Living Talk" shared by the Chinese medicine practitioner and "Review for 3-Year development plan (2022-2025) and School Major Concerns (2022-2023)" shared by our teachers.

With teachers' participation in various professional interflows and sharing, a broader network with external educational bodies (e.g. friendly visits by EDB officers and Education Consultant), other schools (e.g. Catholic Schools Leadership Training programme) and other organisations (e.g. KMB, SCMP, Hong Kong Subsidized Secondary Schools Council) were established. In general, professional capacity of the whole staff was upgraded.

In the coming years, the above school management measures and various staff training and sharing should be continued for the school's sustainable development.

## Reflection on the Seven Learning Goals (Major Concern Domain 1)

### 1. National and Global Identity:

We have made significant progress in fostering students' understanding of their national and global identities. Through active engagement of middle managers and enhancing teachers' professionalism, teachers have been equipped with knowledge and skills in formulating school policies and in meeting the new challenges of curriculum reform and school development in the aspect of national and global identity of students. Under such circumstances, students have been able to develop a sense of responsibility towards their communities and the country.

- Every SGM led at least one focus group in the review of "National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2022/23 School Year" and in the formulation of work plan for 2023/24.

- Newly-joined Teachers (NJT) are required to attend Training Programme for NJTs which includes national and global identity.
- A Friendly Visit by Senior School Development Officer (Tai Po) of the New Territories East Regional Education Office of EDB, was held on 28<sup>th</sup> April 2023. The Principal, the Vice-principals and the Assistant Vice-principal participated in the visit.
- A seminar on Citizenship and Social Development for teachers of Shatin, Tai Po and North District 2022/23 organized by the EDB was held on 9<sup>th</sup> June 2023 at Valtorta College. The Citizenship and Social Development Panel Head, who was invited to be one of the guest speakers, delivered a sharing on Learning and Teaching. The Vice-principals and two CSD teachers participated in the seminar.
- The Principal joined the Professional Interflow on High and New Technology Development and Education in the Greater Bay Area 13<sup>th</sup> June 2023 which was organized by and the Hong Kong Subsidized Secondary Schools Council and supported by the Liaison Office of the Central People's Government and the Bureau of Education of Shenzhen Municipality.

## 2. Breadth of Knowledge:

Through active engagement of middle managers and enhancing teachers' professionalism, teachers' knowledge and skills in the aspect of breadth of knowledge of students have been enhanced. As such, students have demonstrated a good understanding of various subject areas and contemporary issues that impact their daily lives.

- Every SGM would lead at least one scope in the administration and management in respect of the three domains on school management, teaching & learning and school ethos & student support of the School.
- The Principal and the Vice Principal together with four science teachers attended the meeting shared by another Principal on "How to make use of science toys to raise students' interest in lesson" on 17<sup>th</sup> September 2022.
- There were Staff Professional Development Sessions by teachers to share various topics on subject areas including Chinese Language, Mathematics, PSHE, Science, Citizenship and Visual Arts during staff meetings.
- Various seminars and talks on particular topics including "Using Data to improve student learning", "Pride to be A+ School", "Review for 3-Year development plan (2022-2025) and School Major Concerns (2022-2023)", "Crisis Response and Suicide Prevention", "Catholic School Teachers' Day 2023" and "中醫師養生講座", have been shared in the Staff Development Days.

## 3. Language Proficiency:

We have placed a strong emphasis on language proficiency, enabling students to become proficient in biliterate and trilingual communication. Through active engagement of middle managers and enhancing teachers' professionalism, teachers have strengthened their knowledge and skill in conducting language immersion programs, language-specific courses, and interactive learning activities, through which students have made significant progress in their language skills.

- We have joined the "Chinese Subject of School-based Support Service of 2022/23" which would support the enhancement in teaching of Chinese Language.
- All English teachers attended the zoom meeting shared by the Education Consultant on "discussing the data analysis findings with English department" on 9<sup>th</sup> September 2022.
- All Chinese teachers attended the zoom meeting shared by the Education Consultant, on "discussing the data analysis findings with Chinese department" on 19<sup>th</sup> September 2022.
- The Principal joined a Visit to the SCMP office located at Time Square and attended a meeting of the Hong Kong Subsidized Secondary Schools Council at the SCMP

office on 15<sup>th</sup> June 2023. The SCMP officers introduced some English promotion items including subscriptions, principal forum, mock exam and journalism courses.

4. Generic Skills:

We have worked diligently to develop students' generic skills and foster their ability to become independent and self-directed learners. Through active engagement of middle managers and enhancing teachers' professionalism, teachers' have acquired knowledge and skill in conducting project-based learning, problem-solving activities, and collaborative projects, through which students have honed their critical thinking, communication, and problem-solving skills.

- Every SGM will join a regular meeting of Academic Core Group and Student Support Core Group in every cycle for indentifying the generic skills of students.
- The Vice Principal and the Physics Panel Head attended a meeting on "To further explain and discuss on the contents and rundown of the Workshop." with the Engineering department staff on 14<sup>th</sup> September 2022.
- The Vice Principal and the Physics Panel Head visited to the EMSD Headquarter cum Seminar on Energy Efficiency on 18<sup>th</sup> January 2023.

5. Information Literacy:

We have been promoting ethical and effective use of information and technology. Through active engagement of middle managers and enhancing teachers' professionalism, teachers' knowledge and skills in the aspect of breadth of knowledge of students have been intensified. Under such circumstances, students were able to gain a sound understanding of digital literacy, responsible online behavior, and information evaluation.

- The Vice Principals attended the Zoom meeting on "Discussing the data analysis findings with vice principals" with the Education Consultant on 5<sup>th</sup> September 2022.
- All Mathematics teachers attended the zoom meeting shared by the Education Consultant on "discussing the data analysis findings with Mathematics department" on 9<sup>th</sup> September 2022.
- The Vice Principal and three Science teachers attended a meeting on "KMB STEM workshop technical
- A senior teacher led a team to oversee the QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support.
- Two senior teachers led the IT Innovation Lab in Secondary Schools (IT-Lab) Programme with funding support by the Office of the Government Chief Information Officer (OGCIO) for implementing IT activities for students.

6. Life Planning

We have emphasized the importance of understanding personal interests, aptitudes, and abilities and have encouraged students to set personal goals for further studies and future careers. Through active engagement of middle managers and enhancing teachers' professionalism, teachers' knowledge and skills in the aspect of life planning of students have been enriched.

- A Friendly Visit by the Inspector of Life Planning Education, and the Seconded Teacher of Life Planning Education of EDB was held on 3<sup>rd</sup> May 2023. The Principal and Convener of Career and Life Planning Education Committee participated in the visit.
- Learning Strategies Team was formed to prepare a Handbook of Learning Skills. One senior teacher acted as the Convener to collaborate with other teachers to complete this task. The learning skills were taught systematically in home periods in the coming academic year.

## 7. Healthy Lifestyle:

We have been promoting a healthy lifestyle and appreciation for physical and aesthetic activities. Through active engagement of middle managers and enhancing teachers' professionalism, teachers' knowledge and skills in the aspect of breadth of knowledge of students have been heightened. Under such circumstances, students have actively participated in sports, arts, and other co-curricular activities.

- A talk on "Crisis Response and Suicide Prevention" shared by the Educational Psychologist, the Honorary Assistant Professor of HKU was held in the staff development day.
- The Vice Principal and three Science teachers attended a career talk on "KMB STEM workshop technical issues details" with the Engineering department staff of KMB on 26<sup>th</sup> September 2022.
- The Principal served as the keynote speaker of the seminar of "處理校園危機事故及應對傳媒" held on 10<sup>th</sup> December 2022 and 1<sup>st</sup> April 2023 organized by Hong Kong Catholic Diocesan Schools Council.
- A talk on "中醫師養生講座" shared by the Educational Psychologist, the Honorary Assistant Professor of HKU was held in the staff development day.
- A Friendly Visit by the Inspector of Life Planning Education, and the Seconded Teacher of Life Planning Education of EDB was held on 3<sup>rd</sup> May 2023. The Principal and Convener of Career and Life Planning Education Committee participated in the visit.

## **Major Concern Domain 2: To enhance effectiveness of learning and teaching by cultivating a reflective mind and adopting task-oriented strategies**

### **2.1 To nurture students to become self-directed and reflective learners**

#### **Achievements**

Throughout the academic year 2022-2023, Valtorta College made significant progress in nurturing students to become self-directed and reflective learners. We implemented various strategies to empower our students and foster a mindset of independent thinking and self-reflection. Some of our noteworthy achievements include:

**Implementation of the 4Ps1R Approach:** Both teachers and students actively practiced the 4Ps1R approach, focusing on quality teaching and effective learning. This approach encouraged students to take ownership of their learning process, promoting self-directed learning and reflection.

**Improved Academic Performance:** Our students demonstrated increased motivation, diligence, and seriousness in their studies. As a result, we witnessed notable improvements in their academic results, HKDSE results and JUPAS offer rate, reflecting their commitment to self-directed learning.

All subject departments had implemented the 4Ps1R in different pace. In some departments, 4Ps1R were adopted in certain forms and topics while some departments extended the practices to all forms and the majority of the topics. In some departments, focus was made on "Preparation" while some departments put emphasis on "Participation". Nevertheless, students were motivated to be self-directed learners. From teachers' observations, students were acquired basic skills of self-learning from the series of "Learning Journey" lessons/programs. Teachers also found that students became more active in asking help from teachers, especially through Microsoft Teams Chat. Students were guided in creating learning journals or notes to reflect on their learning experiences. By evaluating their progress and goal attainment, students developed a deeper understanding of their strengths and areas for improvement.

The following strategies were adopted in different subject departments: peer learning, self-marking/self-evaluation of students' own work, online self-directed assignment, project work, issue-based learning, lesson preparation, online question banks, flipped classroom, notes taking, etc. Some teachers were invited to share their experiences and observations in staff meetings.

Learning strategies team coordinated students' learning strategies materials and activities for students. The learning skills e.g. goal setting and notes taking were taught systematically in home periods by class teachers. A STEM project learning was organized for F2 students to enhance their design thinking skill, creativity, collaborative skill & presentation skill.

A Learning and Teaching Survey was conducted in Dec, 2022. The survey covered all subjects and all teachers in F.1-6. In general, the responses were good. Most students gave themselves and teachers relatively high scores (at least 3 out of 4 in all items). The survey results were useful for teachers' self-reflection and future planning of academic work.

### **Reflection**

While we celebrate our achievements, we acknowledge the need for continuous improvement. Reflecting on our efforts to nurture self-directed and reflective learners, we have identified key areas for growth. The following learning goals will guide our future endeavors:

**Goal Setting and Action Planning:** We aim to enhance students' ability to set SMART goals and develop effective action plans to achieve them. This will empower them to take ownership of their learning journey and monitor their progress effectively.

**Metacognitive Skills Development:** We recognize the importance of equipping students with metacognitive skills, enabling them to regulate their thinking, monitor their understanding, and make informed decisions about their learning strategies.

**Self-Assessment and Feedback:** We will focus on promoting self-assessment practices among students, encouraging them to evaluate their own work critically. Additionally, we will provide timely and constructive feedback to enhance their self-reflection and growth.

**Collaboration and Peer Learning:** Recognizing the value of collaborative learning, we will create opportunities for students to engage in peer discussions, share ideas, and learn from one another. This will foster a supportive learning community and further develop their self-directed learning skills.

**Technology Integration:** We will explore innovative ways to integrate technology into the learning process, providing students with digital tools and platforms to support their self-directed and reflective learning practices.

**Cultivating a Growth Mindset:** We will continue promoting a growth mindset among our students, encouraging them to embrace challenges, persist in the face of setbacks, and view mistakes as opportunities for learning and growth.

By prioritizing these learning goals, we aim to further strengthen our efforts in nurturing self-directed and reflective learners at Valtorta College, empowering our students to thrive academically and beyond.

## **2.2 To cater for learners' diversity through effective teaching strategies**

### **Achievements**

Valtorta College has made significant strides in catering to learners' diversity through the implementation of effective teaching strategies during the academic year 2022-2023. We have focused on creating an inclusive and supportive learning environment that addresses the unique needs of all our students. Key achievements in this area include:

**Differentiated Instruction:** Teachers have adopted differentiated instructional approaches to meet the diverse academic needs of our students. By tailoring teaching methods, resources, and assessments, we have ensured that each student receives personalized support and opportunities for growth.

**Individualized Support:** We provided individualized support to students with special educational needs and learning difficulties. Our dedicated support team collaborated closely with teachers to identify specific areas of need and develop tailored interventions. This approach helped students overcome challenges and make significant progress in their academic and personal development.

**Collaborative Learning:** We encouraged collaborative learning experiences among students from diverse backgrounds. Group projects, peer tutoring, and cooperative learning activities were implemented to promote interaction, communication, and mutual support. This fostered a sense of belonging and inclusivity among students, promoting a positive learning atmosphere.

### **Reflection**

While we celebrate the achievements made in catering to learners' diversity, we acknowledge that there is always room for improvement. Through our experiences and reflections, we have identified areas that require further attention:

**Professional Development:** Continuous professional development programs for teachers need to be strengthened to enhance their knowledge and skills in catering to diverse learners effectively. We aim to provide more targeted training sessions and workshops that address specific instructional strategies and inclusive practices.

**Resource Allocation:** Adequate allocation of resources, including learning materials, assistive technologies, and specialized support personnel, is crucial to meet the diverse needs of our students. We will review and optimize resource allocation to ensure equitable access for all learners.

**Parent and Community Engagement:** Strengthening partnerships with parents and the wider community is essential in supporting diverse learners. We will actively involve parents in the learning process, providing them with resources and guidance to support their children's educational needs. Additionally, we will collaborate with external organizations and experts to expand our support network.

**Ongoing Assessment and Monitoring:** Regular assessment and monitoring of students' progress are vital to identify their evolving needs. We will refine our assessment practices to include a variety of formative and summative assessments that capture the diverse abilities and achievements of our students.

Moving forward, Valtorta College remains committed to fostering an inclusive learning environment that celebrates diversity and supports the educational journey of every student. We will continue to refine our teaching strategies, engage in professional development, and collaborate with all stakeholders to ensure the success and well-being of our diverse student body.

### **Reflection on the Seven Learning Goals (Major Concern Domain 2)**

#### **1. National and Global Identity:**

We have made significant progress in fostering students' understanding of their national

and global identities. Through various activities, discussions, and exposure to current events, students have developed a sense of responsibility towards their communities and the country. Moving forward, we will continue to provide opportunities for students to engage in service-learning projects and develop a deeper understanding of their roles as informed and responsible citizens. We have successfully instilled in our students a strong appreciation for proper values and attitudes, as well as respect for the diversity present in our society. Through the integration of Chinese culture into the curriculum and the promotion of values education, students have gained a deeper understanding of their cultural heritage. We will continue to nurture their appreciation for values and cultural diversity, fostering a harmonious and inclusive learning environment.

2. Breadth of Knowledge:

Our efforts to provide students with a broad and solid knowledge base have yielded positive outcomes. Students have demonstrated a good understanding of various subject areas and contemporary issues that impact their daily lives. We will further enhance our curriculum to ensure that students are well-equipped with the knowledge and skills necessary to navigate an ever-changing world.

3. Language Proficiency:

We have placed a strong emphasis on language proficiency, enabling students to become proficient in biliterate and trilingual communication. Through language immersion programs, language-specific courses, and interactive learning activities, students have made significant progress in their language skills. We will continue to provide ample opportunities for language development and encourage students to engage in authentic language use both inside and outside the classroom.

4. Generic Skills:

We have worked diligently to develop students' generic skills and foster their ability to become independent and self-directed learners. Through project-based learning, problem-solving activities, and collaborative projects, students have honed their critical thinking, communication, and problem-solving skills. We will continue to provide a supportive and engaging learning environment that encourages students to take ownership of their learning and develop lifelong learning skills.

5. Information Literacy:

Our focus on promoting ethical and effective use of information and technology has been successful. Students have gained a sound understanding of digital literacy, responsible online behavior, and information evaluation. We will continue to integrate information technology across the curriculum and provide guidance on responsible digital citizenship, ensuring that students are equipped to navigate the digital world safely and responsibly.

6. Life Planning

We have emphasized the importance of understanding personal interests, aptitudes, and abilities and have encouraged students to set personal goals for further studies and future careers.

7. Healthy Lifestyle:

Our efforts to promote a healthy lifestyle and appreciation for physical and aesthetic activities have been fruitful. Students have actively participated in sports, arts, and other co-curricular activities. Moving forward, we will continue to provide opportunities for students to explore their interests, set goals, and lead a balanced and healthy lifestyle.

Overall, we are proud of the achievements made in addressing the seven learning goals. However, we recognize the need for continuous improvement and will remain committed to providing a holistic education that prepares our students for success in an ever-changing world. Here are some areas for improvement related to the seven learning goals:



1. **National and Global Identity:**  
To further enhance students' understanding of their national and global identities, we can incorporate more opportunities for students to engage with real-world issues and participate in meaningful civic activities. This may include organizing more community service projects, national education activities, cultural exchange programs and intercultural dialogue; inviting guest speakers to share their experiences, and facilitating discussions on global challenges.
2. **Breadth of Knowledge:**  
To ensure that students have a comprehensive knowledge base, it is essential to regularly review and update the curriculum to address emerging topics and advancements. This could involve incorporating interdisciplinary approaches and integrating real-world case studies.
3. **Language Proficiency:**  
To further enhance students' language proficiency, we can provide more immersive language learning experiences both within and outside the classroom. This may include promoting language exchange programs, organizing language-themed events, and integrating technology for language practice and authentic communication.
4. **Generic Skills:**  
To foster students' generic skills and self-directed learning abilities, we can offer more opportunities for students to engage in project-based learning, problem-solving tasks, and critical thinking exercises. Additionally, providing personalized guidance and mentoring to students can help them identify their strengths and areas for improvement, further supporting their self-directed learning journey.
5. **Information Literacy:**  
Continued emphasis on responsible digital citizenship is crucial. We can further educate students on recognizing misinformation, promoting online safety and privacy, and developing critical evaluation skills. Additionally, fostering a culture of digital creativity and responsible information sharing can encourage students to leverage technology in innovative and ethical ways.
6. **Life Planning:**  
To better support students in understanding their personal interests and goals, we can provide more career exploration opportunities, mentorship programs, and guidance on goal-setting.
7. **Healthy Lifestyle:**  
Promoting a holistic approach to well-being by integrating mental health education, mindfulness practices, and promoting a healthy work-life balance can further enhance students' overall development.

### **3.1 To build up students' resilience and confidence by life-wide learning experiences and exposures**

#### **Achievements**

- 3.1.1 During and after the epidemic, different teams in the Pastoral Care Committee are working hard together to build up students' resilience and confidence.  
It is appreciated and joyful that students are happy after the resumption of face to face classes. There are more campus activities and the participation rate of students is high. They enjoyed school activities and the sense of belonging increased.
- It is observed that with the experience, the activities and the assistance from teachers, students have overcome a lot of obstacles and gained ways to solve problems, and thus increased their sense of resilience and confidence.
- a) The guidance team organized Adventure-based activities for training students' ability in problem solving and also the ability to tackle adversity.

- b) The CLP team arranged different activities to broaden students' horizon and increase their self-understanding, building up their self confidence.
- c) The CAC team has launched a student leader camp, training students' leadership and confidence, students enjoyed the activity and learned a lot in this. Students are more ready to take up the leadership roles in school functions.
- d) The discipline team provided training to student prefects and student assistants, boosting up their confidence and sense of leadership.
- e) The religious team organized class-based activities to foster class spirit and strengthen peer support for resilience.
- f) The Moral, Civic and National Education Team organized a sister school trip to Beijing, this broadened students' horizon and increased their confidence. They also learned through the process on how to overcome difficulties.
- g) The Award and Scholarship teams have nominated students to apply for external and internal scholarship to recognize students' achievements in different aspects. Students gained experience in the interview process. And different merits and awards are awarded to students for encouragement and to celebrate their efforts and success.

Students are provided with more class activities to foster class spirit. This strengthens students' bonding to promote resilience. Their efforts are realized by teachers' feedback, comments and merits.

Sense of resilience and confidence are not built in one day. Continuous experiences and exposures, encouragement and support are necessary. And we will strive hard to provide students with enough opportunities.

### **3.2 To help students develop a healthy lifestyle and live a purposeful life by liaison with different stakeholders**

#### **Achievements**

3.2.1 It is important to help students develop a healthy lifestyle and live a purposeful life. Only with this, students will live a strong sense of purpose and run towards their lifelong target healthily.

Students are encouraged to join religious, sports and music programs to buttress with them a healthy lifestyle with a wide range of interests. The importance of a good diet and doing exercise was stressed.

It is delightful to see that we have more stakeholders are working with us in recent years providing more opportunities and explorations to our students.

The stakeholders are:

- a) Alumni - Our alumni are grateful to school and always want to contribute their part in providing more resources to our students. During last year, alumni has provided exposure to commercial world by providing job placement to our students. Apart from that, some alumni offered summer job experience for our students. They also set up scholarships and make donations to school. The Career and Life Planning Team organized an alumni job sharing every December " 開拓前路分享會".

Alumni came back to school to share with our current students their valuable experience. This helped our students in goal setting and live purposefully.

- b) Parents – Members of our Parent Teacher association is enthusiastic and active. Parents always worked with teachers together to provide support to students, for example, setting up scholarships, organizing old books selling and uniform donations. They also organize parent workshop where parents worked together with their children for artwork or food, building up a healthy lifestyle. They also actively participated in the Parent Education Talk organized for them.
- c) The government - We also work with some government department, like the Health department in providing talks on Health care and healthy lifestyle to students. The “Healthy Campus Scheme in Tai Po” also provides support to organizing activities promoting healthy lifestyle.
- d) The Universities - Every year we pay visits to universities and joined program by universities to broaden the horizons of our students, students get determined to set up their goal after these exposures.

We can see from statistics that students are exposed to a lot of explorations and activities in which their confidence are built, their goal are set and healthy lifestyle is formed. Their achievements and scholarships in all aspects are highly appreciated.

### **Reflection**

For the last year, school and lesson have gradually resumed to normal. School members including teachers, social workers, office staff were striving hard to restore and improve the programs of all round development to students as to provide them with a campus life rich in exposures and explorations. The main task is to provide assistance to students so that they can all return to the school campus smoothly, especially helping the CBS students where some of them are new to the school campus.

The school will continue to enhance student support and strived for providing an all round education for students.

### **Reflection on the Seven Learning Goals (Major Concern Domain 3)**

1. **National and Global Identity:**  
It is encouraging to see the efforts made by the school in promoting students' national and global identity. The various activities and experiences provided, such as the sister school trip to Beijing, have broadened students' horizons and increased their confidence.
2. **Breadth of Knowledge:**  
The school has made commendable efforts in facilitating students' exploration of a breadth of knowledge through interdisciplinary approaches and real-world case studies.
3. **Language Proficiency:**  
The school has implemented various initiatives to support students in developing language proficiency. Adventure-based activities and leadership training programs have provided opportunities for students to enhance their problem-solving abilities and confidence.
4. **Generic Skills:**  
The school has successfully supported students in developing generic skills through project-based learning and leadership training. These initiatives have contributed to students' problem-solving abilities and sense of confidence.
5. **Information Literacy:**  
The school has made commendable efforts in promoting information literacy skills among students through training on digital literacy and responsible online behavior.
6. **Life Planning**

The school has demonstrated a commitment to supporting students in life planning through mentorship programs and exposure to various stakeholders. The involvement of alumni, parents, government departments, and universities has provided valuable guidance and opportunities for students.

7. **Healthy Lifestyle:**

The school has made commendable efforts in promoting a healthy lifestyle through collaborations with stakeholders and organizing activities related to health and well-being.

Overall, the school has made significant achievements in supporting students across the seven learning goals. However, there is always room for improvement to ensure comprehensive student support and further enhance their development in these areas. Here are some areas for improvement related to the seven learning goals:

1. **National and Global Identity:**

To further strengthen this aspect of student support, it would be beneficial to incorporate more interactive workshops or guest speakers who can provide deeper insights into China's recent achievements and good culture. This will enhance students' understanding of their role in a global society and develop a stronger sense of national identity.

2. **Breadth of Knowledge:**

To enhance student support in this goal, it would be beneficial to provide more personalized learning plans that cater to individual students' interests and strengths. This can be achieved by offering a wider range of extracurricular activities that allow students to delve deeper into topics of their choice.

3. **Language Proficiency:**

To further enhance student support in this area, it would be beneficial to offer additional language support programs, such as language tutoring or conversation clubs, to cater to students who require extra assistance.

4. **Generic Skills:**

Providing workshops or training sessions on critical thinking, communication, and collaboration skills will empower students to apply these skills effectively in various contexts, both within and beyond the classroom.

5. **Information Literacy:**

To further enhance student support in this area, it would be beneficial to organize regular workshops or seminars on critical evaluation of information sources and safe navigation of the digital landscape.

6. **Life Planning:**

To further enhance student support in this goal, it would be beneficial to expand the mentorship program and establish stronger collaborations with stakeholders.

7. **Healthy Lifestyle:**

Provide additional resources for mental health support and implement regular mindfulness or stress management programs to enhance student well-being.

### **(3) Our Learning and Teaching**

#### **Overview**

In the academic year 2022/2023, our school experienced a return to normality as the challenges posed by the COVID-19 pandemic were successfully overcome. Face-to-face classes resumed without any interruptions, allowing for the traditional mode of teaching and learning to take place throughout the year.

Students and teachers were able to engage in direct, in-person interactions, fostering a more dynamic and engaging educational environment. The overall teaching progress was no longer hindered by the limitations imposed by remote learning.

### **3.1 Learning and teaching return to normality in 2022/23**

- All afternoon academic and extra curricula activities were once again conducted on campus, enabling students to fully participate and benefit from the diverse range of extracurricular opportunities offered by our school. The availability of face-to-face interactions allowed for effective individual guidance, ensuring that students received the necessary support and attention tailored to their specific needs.
- The resumption of full-day face-to-face lessons marked a significant milestone for our school community. With approximately 90% of our students being fully vaccinated, we were able to create a safe and secure environment for everyone on campus. This collective effort in prioritizing health and well-being contributed to the successful return to normality.
- The support for cross-border students (CBS) also returned to its usual state. With the lifting of travel restrictions and the return to face-to-face classes, CBS were once again able to attend school on campus. The challenges faced in the previous year, such as coordinating support services and facilitating online lessons, were no longer necessary.
- As we embraced normality, the positive aspects of the previous year's challenges remained. The accelerated adoption of eLearning and blended learning approaches allowed students and teachers to leverage technology effectively. The proficiency gained in using platforms like Microsoft Teams for online lessons, assignments, and collaborative work continued to enhance the learning experience, even in face-to-face classes.
- With the return to normal operations, our school could once again accommodate all classes for cycle assemblies, talks, and performances in the school hall. The vibrant atmosphere of collective gatherings and shared experiences added to the sense of unity and community within our school.

### **3.2 Enhancement of learning and teaching**

- The implementation of the 4Ps1R teaching strategies had successfully completed its fifth academic year. Teachers had gradually incorporated the 4Ps1R strategies into various subjects and grade levels. To promote sharing and collaboration, selected teachers were invited to share their experiences during staff meetings, allowing for further dissemination of effective teaching practices.
- To enhance students' learning skills, a dedicated Learning Strategies Team was established, led by the Head of the team. The team organized teaching and learning materials focused on learning strategies for students. Class teachers systematically taught essential skills such as goal setting and note-taking during home periods. Moreover, an engaging STEM project centered around design thinking and invention was introduced in Form 2, headed by the Learning Strategies Team.
- To ensure the quality of teaching and learning, regular Lesson Observations and Inspections of Assignments were conducted according to the predetermined schedule. These evaluations aimed to maintain and enhance the standards of teaching across all subjects and grade levels.
- During the first term, a comprehensive teaching and learning survey was administered to all teachers in Form 1 to Form 6, covering all subjects. The survey results were provided to individual teachers and panel heads, enabling them to engage in self-reflection and plan future academic endeavors based on the feedback received.
- In the current academic year, teachers made effective use of the eClass SDAS module to analyze assessment data. The statistical reports generated through this module proved invaluable for teachers to evaluate the efficacy of their teaching methods. Furthermore, the SDAS module also facilitated the prediction of HKDSE results for senior students, assisting in proactive academic planning and support.

- Teachers received statistical reports of past HKDSE results, enabling them to engage in self-reflection and evaluation. The school had established targets for HKDSE results across different subjects, and subject teachers were encouraged to work towards meeting these targets, thereby fostering continuous improvement in student achievement.
- Emphasis was placed on the importance of maintaining quality control in assessment tests and examination papers. Teachers were reminded to employ effective questioning techniques that promote the development of higher-order thinking skills in students, fostering a more comprehensive and rigorous learning environment.
- Overall, these initiatives and measures implemented in the academic year aimed to enhance teaching effectiveness, foster students' learning skills, and facilitate ongoing improvement in academic performance. By embracing innovative strategies and conducting regular assessments, the school was committed to providing high-quality education that meets the diverse needs of its students.
- To ensure accurate assessment and feedback, exam paper setters were responsible for writing markers' reports. This practice aimed to provide valuable insights and observations regarding students' performance in examinations.
- For students who did not meet the promotion requirements, it was mandatory for them to attend a six-day Revision Class held between 14 Jul and 21 Jul. During this period, students were required to complete assignments, and academic support was provided by hired alumni. This academic support aimed to assist students in strengthening their understanding and improving their performance in preparation for the upcoming academic year.
- These measures and guidelines were implemented to promote fairness, accuracy, and academic progress within the school's assessment and promotion processes. By aligning the difficulty levels of examination questions, providing markers' reports, and offering targeted academic support, the school aimed to support students in their educational journey and facilitate their overall growth and development.

### **3.3 2023/24 Form 1 Attainment Test**

In comparison with the results in 2022/23, the average marks of English Language, Chinese Language and Mathematics were similar. The raw data had been given to respective subject panels to make necessary adjustments in teaching strategies and measures to cater for learners' diversity.

F.1 class arrangement was primarily based on student performance in Attainment Test. Small group teaching of Chinese Language and English Language was offered for students with weaker language foundation.

### **3.4 JUPAS 2023**

Our students' performance in the HKDSE examinations was truly commendable. The Level 4 or above rates in 13 subjects at our school surpassed the average rates of Hong Kong schools, reflecting the outstanding dedication and academic excellence demonstrated by our students. Our school has achieved an impressive JUPAS admission rate of 80% for local bachelor's degree programs. Nearly 100% of students got an offer from tertiary education institutions in 2023. These outstanding results are a testament to the collaborative efforts of our entire school community. Together, we celebrate these accomplishments and remain committed to nurturing our students' academic excellence and future aspirations.

### **3.5 P-I-E of Basic Law Education & National Security Education**

Under the whole-school curriculum planning, the Basic Law Education & National Security Education had been introduced through teaching and learning activities of a range of curriculum, namely Life Education (F.1-F.3), Geography, Chinese History, History, Integrated Humanities and Liberal Studies. For example, worksheets and teaching materials had been designed in Life Education, History and Integrated Humanities. Topics concerning Basic Law and “One Country, Two System” had been taught in Chinese History and Liberal Studies. In 2023/24, Basic Law Education & National Security Education will be included in most subjects.

### **3.6 STEM Education and e-learning**

STEM Education: For the overview of STEM education, please refer to the item 2.3 in Section (2) Achievements and Reflection on Major Concerns

E-learning: For the overview of e-learning, please refer to the item 2.3 in Section (2) Achievements and Reflection on Major Concerns.

### **3.7 Learning outside classroom**

Following the easing of restrictions and ensuring necessary safety measures, we successfully reintroduced learning outside the classroom as an integral part of our educational approach. This initiative aimed to enhance students' learning experiences, foster personal growth, and promote a deeper connection with the world around them.

Moving forward, we will continue to prioritize and integrate learning outside the classroom, ensuring that our students receive a comprehensive education that prepares them for future challenges and opportunities.

### **3.8 MOI & LAC**

#### **3.8.1 The effectiveness of major tasks listed in the Programme Plan**

The school has adopted the following school-based support measures of the MOI arrangements to create a desirable language environment for effective teaching and learning through English.

##### **(i) Bridging Programmes**

- A LAC English Bridging Programme was run in July to make sure it covered every new student.
- Classroom languages and vocabulary related to subject names, places at school and co-curricular activities were taught to prepare them for the change in the medium of instruction. Apart from these, subjects taught in English including History, Mathematics and Science were introduced and interesting interactive activities were held to arouse students' interest and introduce some basic lexical items.

##### **(ii) Split class arrangement for English Language lessons**

- To cater for the needs of students with weaker language abilities, three teachers were arranged to teach two classes of English Language from Form 1 to Form 3. Under this arrangement, students received more attention from teachers and had a better chance to interact with their language teachers.

##### **(iii) Form 1 Mathematics Bridging Programme**

- Two bridging books were used as the pre-S1 summer exercise book.
- There was a bridging test in September to consolidate students' knowledge learnt in previous school years and allow teachers to identify students' strength and weakness.
- At the beginning of the school year, 4 periods were used for bridging purpose.

- Glossary of Mathematics terms was distributed. LAC strategies were applied on Ch.0, 1, 3, 4 & 7.
- Teachers emphasized identifying key words and required students to dictate on some terms and key words.
- Simple sentences were used in setting tests and examinations.
- Examples on poor presentation were given and highlighted in F1 notes.

#### **(iv) Form 1 LAC Activity Day**

- Form 1 project in the second term was to design a Mathematics Stall Game.
- Mathematics teachers supported students in the design of the games while English teachers together with the NET trained students for the language needed in the activity.
- Most students (80-90%) applied what they had learnt in English lessons in giving instructions of playing the stall games and got a higher mark in the second stage.
- The best two groups of each class were invited to hold the stall games in the LAC Activity Day and the whole activity was held very smoothly. The net teacher was the MC doing live interviews with students and building the atmosphere while Mathematic teachers would stay in the stalls ensuring students were speaking in English.

#### **(v) S1-3 LAC bridging materials**

- There are LAC worksheets in the following mathematics topics.

F.1	Ch.0 Revision on Fundamental Arithmetic Ch.1 Basic Mathematics Ch.3 Introduction to Algebra Ch.4 Algebraic Equations in One Unknown Ch.7 Percentages (I)
F.2	Ch.1 Errors in Measurement Ch.6 More about Statistical Diagrams and Graphs
F.3	Ch.3 Linear Inequalities in One Unknown Ch.4 More about Percentage Ch.10 Applications of Trigonometry

- In F1 Life and Society, there is also module 0 which is about study skills and introduces basic English vocabulary. It acts as a bridging unit for students who come from CMI primary schools.

#### **(vi) S1 Computer Literacy project**

- The Form 1 LAC topic was on giving constructive feedback.
- English teachers prepared revision notes on giving constructive feedback related to oral presentation and the design of PowerPoint slides before their CL presentation.
- Students were trained by English teachers in the Oral & Language Arts lessons so that they could ask follow-up questions effectively to their peers in CL presentation.
- However, CL teachers reflected that only a few students (20%) could bring the OLA English notes and apply the language items in the presentation. Possible reasons were students did not know two piles of notes were related and forgot to bring them to lessons. More reminders to students were needed.
- Also, CL teachers reflected that students, especially the weaker ones, failed to elaborate on their ideas and had poor delivery skills in presentation. More support to students is needed.

#### **(vii) Reading Periods & Reading culture promotion**

- There have been book sharing sessions by teachers and students during the cycle assembly and reading periods. Writers were invited to offer writing workshops and seminars to students.
- Students were invited to produce Chinese and English visual audiobooks. Good works



were archived and could be broadcasted next year.

- Book Crossing has been launched and bookshelves installed at staircases are filled with English novels and reading materials. Students are encouraged to take away books to read at their convenience and return them when finished.
- An annual four-day Book Fair featuring Chinese, English and LAC books was held. A Reading Week was held. Cash coupons were given out to each class to encourage students to buy books they like. Both the Library and different KLA departments have ordered some books that meet the interest and level of the students.
- Teachers evaluated some students were too relaxed and did not maximize their time in Reading Periods. It is suggested some LAC reading articles can be given to students next year.

#### **(viii) F1-3 Spelling Bee**

- To support students to learn other subjects in English is help them with spelling, Spelling Bee was carried out for S1-3 students to improve spelling.
- Vocabulary items in the Life and Society KLA were included in the questions on Kahoot that tested spelling. English teachers revised the spelling with students while class teachers played the Spelling Bee game with students on Kahoot.

#### **(ix) F2 Project Learning**

- All S2 students worked on a STEM project in which they needed to create a technological product, and they presented their products in May.
- Together with the Service Provider Organization, the Science and Computer teachers supported them in the creation of the product/ the idea while the English department supported students by teaching them how to write the speech and deliver their speech to promote their products. A public speaking workshop was held during the Life-wide Experiential day to teach students about the skills of public speaking and give each group a chance to do a presentation.
- Teacher reflected that students were still weak in pronouncing the words and needed more training despite the public speaking workshop. It is suggested that English teachers could give more support in their presentation skills.

#### **3.8.2 Areas of work which need to be changed or continued**

- F1 Computer Literacy project will be extended from Nov to Mar and supporting students with presentation skills too.
- There will be F1-3 LAC Reading Articles in Reading Periods.
- There will be a F2 History LAC project next year.

#### **3.8.3 Goals setting for the Programme Plan in the next school year**

- To support students further in learning EMI subjects with reference to their weaknesses in the existing LAC projects

### **(4) Support for Student Development**

The following sections highlighted various student support services provided by Committees and Teams under the coordination of the Pastoral Care Committee:

#### **4.1 Guidance and SEN services**

To foster students with positive values and attitudes towards life, we organised a series of activities throughout the years.

We have adventure-based activities, mentor schemes, talks and workshops on resilience and resources support to underprivileged students.

#### **4.1.1 Support to Repeaters**

Each guidance teacher is responsible for taking care of 1-2 repeaters. Among 21 repeaters last year, 19 of them are found to have improvements and are promoted. 2 will leave the school for further studies or transfer to other schools. For the coming year, we will continue to provide different support to repeaters. Suggestion for class allocation will also be raised from guidance team to cater for the needs of the repeaters, with a hope that they can grab the chance to adapt and study better in the coming year. We join the class teachers on meeting the students and parents on the Parents' Day as to give assistance to class teachers and also advice to students and parents. With the assistance and support, we hope that their confidence is raised.

#### **4.1.2 Support to CBS**

The CBS Group has completed its historical mission of taking care of CBS online students after they are back to school physically on the February. We will continue to cater for their needs after they are back to school. We held a CBS welcoming meeting for them and introducing school policies. Social workers also conducted programs to help them getting more adapted to the school environment. Mentors are also recruited for tackling their needs and also helping to provide resources for them. Class activities organized provided peer support to them.

#### **4.1.3 Support to SEN students**

The activities and services arranged for SEN students are :

- i. Resources from different professions  
Educational psychologist visited all form 1 classes to see if there are any suspected cases of SEN, if cases are found, further follow-up with parents and students will be made. We are also glad to have our speech therapist Miss Kitty Yung to conduct lesson observation and speech therapist sessions for our students. She also prepares teaching materials for Chinese speaking for improving pronunciation.
- ii. Group activities  
This is for fostering communication skills for ASD students, some sessions are conducted online during the epidemic while students are highly engaged in this group playing the games and learning the skills. The second group is for senior form SEN students on career planning , social worker from NGO conducts different sessions with students.
- iii. Tutorials  
Tutorials are provided to SEN students with needs on academics.
- iv. Special Examination Arrangement  
Special Examination Arrangement has been offered to students with special educational needs.

### **4.2 Career and Life Planning (CLP) Education**

Various career-related activities were held to

- Facilitate students review their work plan and career objectives.
- Empower students make informed choice when it comes to career decision.
- Facilitate students explore different career paths, opportunities and hence develop their career aspiration.
- Equip students with basic job-hunting skills and manner.
- Facilitate students apply for post-secondary education
- Train class teachers and counsellors so that they may ably assist students.

The activities held in 2022/23 were in four aspects:

1. Goal Setting  
Talks and workshops were organised for F.1-6 students. e.g. 「我的工作價值觀」 workshop(F.2), Soci game (F.3), and Talk on JUPAS (F.5 & 6) .
2. Broadening horizons

- For example, Interview Workshop for F.6 and Introduction of Applied Learning for F.4.
- Information on further studies  
For example, Higher Education Information Night for Parents and Students, Admission Talks for F.4-6.
  - Career Exploration  
For example, 「我的職業密碼」 workshop for F.1, and 「共創前路分享會」 for F.4-5.

### **4.3 Co-curricular Activities**

#### **Student Association**

- Student Association organized various activities for the students throughout the year. They included: Inter-house Singing Contest on 20.12.2022, F.6 Photo taking on Sports Day 22.2.2023, Escape Room on 24-25.4.2023, Inter-school 3 on 3 Basketball competition on 30.5.2023, interschool oral practice and VC Got Talent on 29.6.2023. The welfare suggested by the Student Association were approved and implemented.
- Annual report and annual financial report of 2022-23 Student Association are being progress for 2023-24 AGM.
- There would be 2 proposed Student Association cabinets for 2023-24, which were led by 4C Cheung Po Ying Coco (Tri Star) and 4C Leung Pak Ling. Students are advised to strike a balance between activities and academics.

#### **Four Houses**

- Activities were organized for the students and the result of Inter-house shield is as follow:
  - October: Inter-house dodge ball Competition
  - December: Inter-house Singing Contest
  - February: Sports Days, Sportsmanship , Cheerleading
  - March: Inter-house Instrument Competition
  - July: Inter-House Basketball Competition
- House committee members were recruited by MS form and needed to fulfill criteria listed in the form.

#### **Clubs/Societies/Teams**

There were 34 clubs & societies in 2021-2022. It was advised each club and society should hold at least 3 meetings each term.

#### **2022-23 SAMS report by activity**

Year	Total person-time of participating in the activities	
	Term 1	Term 2
2015-2016	1137	1076
2016-2017	1079	963
2017-2018	1049	838
2018-2019	1008	908
2019-2020	1002	--
2020-2021	726	659
2021-2022	923	848
2022-2023	1157	1020

(Class Association, Student Association, House Committees, all subject leaders and Student Assistants, Catholic Society and Social Service group are not counted.)

## Report by ECAC Form

Category	No. of Meeting (Average) Data from ECA Form 6	
	T1	T2
Academic (7)	6.9	5.9
Art (11)	10.8	30.3
Sports (6)	18.4	19.3
Uniform (3)	7.3	7
Interest (7)	8.4	9.7
Others	/	/
Total (exclude others)	11.5	16.5

## One Sports/Arts in Life scheme

Some activities will be held in lifewide experiential learning day and post-exam period.

	Activities
F.1	5.5.2023 Appreciation Opera: L'Elisir d'Amore 29.6.2023 Artist Sharing, VC Talent Show (F.1-2 Inter-class competition)
F.2	29.6.2023 Artist Sharing, VC Talent Show (F.1-2 Inter-class competition) 30.6.2023 Visit Hong Kong Palace Museum 4.7.2023 Tap Dancing, Sports Promotion (Fencing)

## Let's Art

Period of time	Theme
July – Oct	Chinese History -Teachers sharing in Cycle Assembly (NG & KL)
Oct – Feb	Music Department – Musicals (Cross-functional cooperation: English Society & CAC)
Mar - Jul	(a) Visual Art Department – F.2-3 Impressionism and Surrealism Exhibition (Cross-functional cooperation: Visual Art & CAC) (b) Exhibition promotion by students – Art Ambassadors in Cycle Assembly
Jul – Oct	2022-23 F.2 STEM Project (Cross-functional cooperation: Learning Strategy Team, F.2 Project & CAC)

## Progress of Leadership Training Program

### (i) Training Day Camp (8.7.2023, Sat)

The programme would be co-organised with The Hong Kong Federation of Youth Groups and It would be a day camp. A cross-body pouch with 'VC Student Leaders' logo would be provided to the students. They would learn skills in co-operation so they could transfer their experience to clubs and societies. Students were

### (ii) Promotion materials

In 2021-22, the promotion booth of the clubs & societies was cancelled due to COVID 19. Clubs and societies would provide a 1-minute video for F.1 orientation day.

In 2022-23, all materials will be used on 1.9.2023 for promotion period. Roll-up banner is a new idea which can be reused in different occasion such Open day.

Teacher advisors were required to confirm the members' list as soon as the release of the results. Badge presentation ceremony and presentation would be done during the cycle assembly in October.

### **The area of work list in CAC programme plan to be changed or continued**

#### **(A) Area to be continued**

- Leadership Training Program must continue to develop the leadership skills of the student from different parties. Badge presentation ceremony for student leaders (chairperson and vice-chairperson) was newly arranged in term 2. This will be arranged in October and kept running in future.
- Monitoring the activities of Four Houses such as ECA day, Sports Day and House competitions. The house committees should enhance their leadership skills through the organization of those activities and presentation in Cycle assembly or other school events.
- To supervise and co-operate with the clubs and societies for the students and teacher advisors.
- To observe the safety regulations, teacher advisors should be present in all activities such as school picnic, Christmas celebration, post exam activities.
- To coordinate the programs and activities in cycle assembly, special program and post exam period.
- Public and online recruitment of new House committee will be held and announced in April.
- To coordinate life-wide learning activities in various direction such as post exam period , experiential days and Let's Art area.
- Clubs & Societies are planned to submit the activities plan, budget and meeting records in Teams to be electronic in future.
- Life-wide learning activities are planned to run and cooperate closely with different school parties such as subjects and committee to promote the school's requirements for "One Sports/Arts in Life" Scheme for F.1 & 2, generic skills and values education.

#### **(B) Area to be changed**

- Try to investigate the feasibility of ECA application through eClass / SAMS system so data analysis will be simplified for CAC.
- Back to normal arrangement on school picnic same as the period before COVID 19 for exploring students' interests in various aspects and cultivating class spirit.
- To coordinate school open day for providing more platform on training students. Parent Information Day for 2024 F.1 intake cum School Open Day would be held on 18.11.2023 (Sat). As a part of the school promotion, clubs and societies would take turn to organize booth or activities for the visitors.
- The required permit of gymnastic room was approved and would continue the procedure as required in QEF.
- Role of house advisors needs to be enhanced so as to cultivate student leaders in a thorough and compete way. Budget report, proposals, agenda and minutes, etc. prepared by students should be submitted to house advisors. House advisors also need to in charge the activities of inter-house shield.

### **Goal setting for the Program Plans in the next school year**

- To maintain and enhance the leadership role of students in different platform.
- To improve the allocation and effectiveness of the workload of the four houses committees under the help of House advisors.
- To enhance more sports, musical classes, and artistic activities.
- To encourage more junior students to join different clubs and societies.

#### **4.4 Student Discipline**

In general, most students behaved well. The Principal and teachers always reminded students to demonstrate the Valtortan attributes and five cores of Catholic Education.

The Discipline Team presented statistical records to teachers in staff meetings. Data was used to set up or adjust measures and strategies in student discipline.

#### **Student performance as revealed by the statistical records**

There is an increase of the case of being late, especially senior form students. Some senior students got demerits due to truancy.

#### **eAttendance and eDiscipline System**

e-Discipline system has been used for two years. Our school will keep on using it for next year (2023-2024). Our new committee members should be familiar with the system operation in next academic year.

#### **Evaluation of the Discipline Work**

Since there are 6 new committee members in this year, they had gained the experience of handling discipline cases with the help of the old members. All new committee members should have an improvement in handling the cases and implementing the discipline duty in next year.

#### **Contingency plan for online lesson and other school activities**

The Discipline Team should keep on working closely with class teachers and Guidance Team to offer immediate support to students in need.

#### **4.5 Religious Education**

本年度配合學校三年發展計劃，培養反省思維，並採取以任務為中心的策略，以提升學習與教學效能：

1. 利用心靈札記及不同的工作紙，讓學生反思其所學，成為自主學習者。
2. 中四級的服務學習，中五級的宗教訪談，讓學生有不少協作與反思機會，協助他們定下人生目標，使生命更豐盛。
3. 通過不同的比賽及活動，以拓展學生的不同才能。
  1. 透過有效的教學策略，不同的課業及教學活動，照顧學生的學習多樣性。
  2. 中三級的影片製作讓同學反思自己的恩典，培育同學正面樂觀的人生態度。
  3. 中四級的「感創敢為」活動，讓學生體驗社會上弱勢社群的痛點，替他們設計解決痛點的方案，對同學的成長有莫大的益處。
  4. 中五級的宗教訪談及參觀聖堂能讓學生認識天主教的教義，讓學生反思人生。

#### **4.6 Moral, Civic & National Education**

德育與公民教育組全年計劃回顧：

- 1) 透過與不同科組及學會合作組織活動，豐富學生的學習經歷，幫助學生發展健康的生活習慣，培養正面的人生觀與價值觀。
  - 1.1 本組與宗教及靈性培育委員會合辦聖誕壁報設計比賽，主題為「愛德」。
  - 1.2 廉政公署安排劇團於11月24日到校演出互動劇場，對象為中四級學生。該劇以輕鬆活潑的手法及不同的處境，啟發學生思考正確的反貪方法，教育同學反貪法例。
- 2) 規劃其他學習經歷中德育及公民教育的相關活動，如升旗禮、社區活動、講座及境外交流團等。
  - 2.1 升旗禮：因應教育局要求，除在每個上學天在操場升掛國旗外，在國慶、元旦及回歸日必須在校園升掛國旗。此外，每週在周會集會時舉行一次升旗儀式，以培養同學的國民身份認同。
  - 2.2 參加不同的國民教育問答比賽：透過參加比賽，讓同學更認識國情，加強國民教育。

- 3) 透過姊妹學校計劃，拓展同學視野，了解不同文化背景的同學的學習經驗，反思自己，讓生命更有意義。

3.1 本年因應復常，姊妹學校交流計劃也能成行，在試後活動期間，即7月3日至7月7日，一連五天，22名中四及中五同學及3名老師前往北京，與姊妹學校交流。據活動後的問卷調查所得，超過九成同學認為透過體驗姊妹學校的校園生活，提升同學對國內學生學習的認識，了解雙方的地域文化，並增進兩校之間的感情。學習交流之旅後，也加強了同學之間的合作，亦有助提升對學校的歸屬感。

#### 4.7 Awards and scholarships

Students were nominated to receive both internal and external scholarships and awards.

Under the school-based Student Award Scheme, students were recognised by their achievements in various areas including academic, services, conduct, sports, arts, religious, leadership, etc.

柏立基爵士信託基金傑出學生資助(非學術範疇)2022-23: 6C 呂穎瑤
天主教香港教區助學金： 6A 陳凱亮, 6B 霍靄琪, 6C 梁凱嘉, 6D 麥愛愛, 6D 劉善萱, 6D 盧培嵐
Rev. Joseph Carra Memorial Education Grants: 6D Ng Lok Hei
Sir Edward Youde Memorial Award Scheme for Secondary School Students: 6C Fok Sze Nga, 6D Chan Ching Yuet
福建工程基金會 劉輝峰獎學金： 6D 李凱迪, 5C 曾思雅, 4C 薛熙桐, 3D 郭泳怡, 2A 張婕之
大埔區好學生獎勵計劃：全校有多於500人獲取獎狀。其中3位同學獲優異獎狀及書券：6C 呂穎瑤, 6D 王蒼深, 6D 楊詠晶
童夢慈善基金獎學金 (\$5000): 6B 章麗雯, 6C 霍詩雅, 6C 郭嘉駿, 6D 陳正月
廣東社團獎學金: 6C 郭嘉駿

## (5) Student Performance

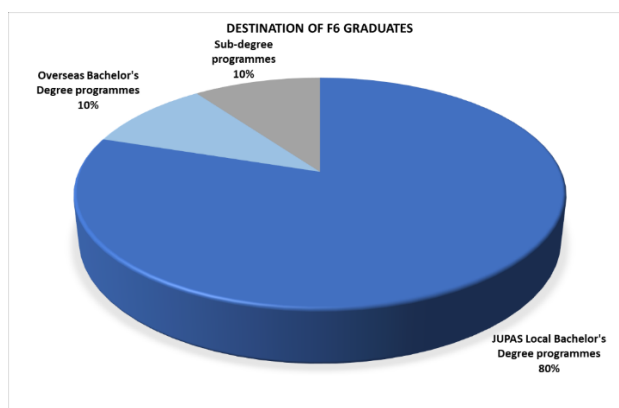
### 5.1 Report of 2023 HKDSE Examination Results

In the following 13 subjects, the percentage of attaining level 4 or above is much higher than that of all schools in Hong Kong:

English Language, Chinese Language, Mathematics, Liberal Studies, Biology, Chemistry, Physics, Business, Accounting and Financial Studies, Economics, Information and Communication Technology, Chinese Literature, Ethics & Religious Studies and Visual Art.

### 5.2 JUPAS 2023

Our school has achieved an exceptional JUPAS admission rate of 80% for local bachelor's degree programmes in 2023. Furthermore, we are proud to share that nearly 100% of our students have received offers from tertiary education institutions. These remarkable outcomes reflect the dedicated teamwork and support from our entire school community.



### 5.3 Non-academic Achievements



## 校外比賽得獎名單

### 音樂及朗誦

活動名稱	主辦單位	得獎同學	獎項
第 75 屆香港學校音樂節 (2023)	香港學校音樂 及朗誦協會	3D 潘宸希 3D 麥家僑	結他二重奏 – 初級組銀獎
		4D 關智謙 4D 朱珮君	結他二重奏 – 初級組銀獎
		3C 劉銘韜 3C 洪梓竣	結他二重奏 – 初級組銀獎
		2C 羅靜而 2B 陳嘉穎	結他二重奏 – 初級組銀獎
		3D 謝佳毅 1D 劉欣宇	結他二重奏 – 初級組銅獎
		4D 羅加淇 4B 符穎津	結他二重奏 – 初級組銀獎
		3C 馬子盈 3B 楊榮甯	結他二重奏 – 初級組銅獎
		3D 鍾靖淇	長笛獨奏 – 中學初級組銅獎
		3A 楊旻臻	長笛獨奏 – 中學初級組銅獎
		3C 陳葦桐	長笛獨奏 – 中學初級組銅獎
		3C 李芊如	長笛獨奏 – 中學初級組銅獎
		3C 郭泳欣	長笛獨奏 – 中學初級組銅獎
		3D 陳正亮	長笛獨奏 – 中學初級組銅獎
		3C 譚雯方	箏獨奏 – 中級組銅獎
		4D 冼欣桐	柳琴獨奏 – 高級組銅獎
		3B 鄭仲愷	柳琴獨奏 – 初級組銅獎
		3A 田詩雅	柳琴獨奏 – 初級組銀獎
		3C 蘇梓軒	二胡獨奏 – 初級組銅獎
		3A 郭濬智	二胡獨奏 – 初級組銅獎
		恩主教書院中樂團： 1A 歐陽泳 1D 鄭秋嫻 2B 葉一臻 3A 郭濬智 3A 許曉桐 3B 陳韻宜 3C 陳葦桐 3C 孔繁霖 3C 譚雯方 3D 萬樂瑩 3D 蘇梓軒 3D 黃灼晞 5C 陳詠恩 4B 梁雅琪	中樂小組合奏 – 中學組銅獎
2022 香港青年音樂匯演 (中樂團)	康文署	1A 歐陽泳 1D 鄭秋嫻 2B 葉一臻 3A 郭濬智 3A 許曉桐 3B 陳韻宜 3C 陳葦桐 3C 孔繁霖 3C 譚雯方 3D 李心盈 3D 萬樂瑩 3D 蘇梓軒 3D 黃灼晞 4B 梁雅琪 5C 陳詠恩	銅獎
2022 第二屆亞洲青年鋼琴錦 標賽鋼琴獨奏考級組八級	香港青年兒童 文藝協會	5D 陳穎滔	亞軍
第二十五屆全港中小學 普通話演講比賽 2023	新市鎮文化教育協會	2B 楊志遠	良好獎
		5A 曾意晴	優異星獎
		5D 吳佩晴	優異星獎





## 校外比賽得獎名單

### 學術及其他

活動名稱	主辦單位	得獎同學	獎項
華夏盃 晉級賽 2023	中國數學教育研究會、 華夏盃組委會	1B 蔡朗喬	三等獎
UMC 機械人終極挑戰賽 - 高級組	美國勞倫斯理工大學	2A 蘇晉喬 2B 楊凌光 2C 李 言	季軍
		3C 張鍵熙 3C 房 龍 3D 黃灼晞 4C 高豪廷 4D 陳柏熹 4D 侯日建 4D 葉俊均 4D 葉俊成 4D 黃子東	金獎
		3B 陳思綺	銀獎
		1A 洪梓軒 1B 蔡朗喬	銅獎
		5C 王連霖 5D 王浩勤 4D 李樂謙 5D 陳穎滔 5D 陸樂瑤 5D 蘇桓豐 5D 岑樂平	銀獎 銅獎
2022-2023 第 25 屆 香港青少年數學精英選拔賽	保良局	3A 段 然	三等獎
		3A 趙珈萱	三等獎
香港數學競賽	香港教育大學、 教育局數學教育組	5D 王浩勤	三等獎
第 39 屆教區中學數學比賽	天主教教區中學數學 教育委員會	5C 劉亮韞 5D 郭旭錡 5D 陸樂瑤 5D 李浩銘 5D 王浩勤 5D 吳佩晴	第四名
數學思維大激鬥 2023	Mathconcept Education	1B 李睿軒 1A 洪梓軒	銅獎
		2B 張 旭 2B 楊志遠 2A 羅浣彤 5D 陸樂瑤	
STEM+E 比賽 2023	STEM+E Consortium、數碼港 及香港科技園公司	5C 蔡駿威	初創組最佳隊伍及最優秀選手
		4D 林諺縞	最有價值學生獎
		5D 陸樂瑤	出色表現獎
區域供冷系統 STEM 工作坊 及比賽	機電工程署，環境 及生態局	4C 陳宇權 4C 黃思明 4C 庄士坤 4D 馮志揚	第一組別 季軍
第 38 屆武漢國際楚才 作文競賽（香港賽區）	武漢楚才競賽委員會	5C 曾于洋 6D 王曼晨	二等獎
		4A 魏匡言 5B 陳 敏 6B 黃心妍 6C 何欣旻 6D 朱麗宜	三等獎
美荷樓香港精神學習計劃 『兩代情』徵文比賽	美荷樓香港精神 學習計劃『兩代情』 徵文比賽	3C 林梓祺	優異獎
第五十屆萬國郵政寫作比賽 國際少年書信寫作比賽	萬國郵政	3D 譚樂陶	香港區冠軍 全國金獎



## 校外比賽得獎名單

### 學術及其他

活動名稱	主辦單位	得獎同學	獎項
中國中學生作文大賽 2021-2022	香港中華文學 促進中心	3D 萬樂瑩 4A 吳汶彥 4B 戴宇涵 4C 陳映瑤 4D 梁芯慈	港賽區 初中組 優異獎
		5C 曾于洋 5D 吳佩晴 5D 葉家欣 6D 王曼晨	香港賽區 高中組 優異獎
		5D 陸樂瑤	香港賽區 旭日文學之星 全國賽 一等獎
Stories on Stage	EDB Net Section	5D 吳佩晴 5D 葉家欣 5D 劉可妮 5D 馮禮蘭	3rd Prize
			Outstanding Voice Talent
泰國國際數學競賽初賽 2022 - 2023 (香港賽區)	泰國數學學會	1B 梁碩勤 4C 陳宇權 4D 李樂謙 5D 陸樂瑤	銀獎
		1A 洪梓軒 1A 梁詩澄 1B 蔡朗喬 1B 李睿軒 1C 田佩琳 3A 趙珈萱 3D 李心盈 3D 謝佳毅 4A 練家茵 4D 黎浩佳	銅獎
泰國國際數學競賽晉級賽 2022 - 2023 (香港賽區)	泰國數學學會	1B 李睿軒	銅獎
粵港澳大灣區數學競賽預選賽 2023 (香港賽區)	奧冠教育中心	5D 陸樂瑤	一等獎
		1B 梁碩勤 1B 蔡朗喬 3A 趙珈萱	二等獎
		1A 洪梓軒 1B 李睿軒 1B 戴懿婷 4A 練家茵 4C 陳宇權 4D 李樂謙 5C 王連霖 5D 劉芯兒	三等獎
International Chemistry Quiz (HK Section)	Royal Australian Chemical Institute	6D 陳正月	High Distinction Excellence
		6D 鄧宇軒 6D 吳樂晞 6D 劉浩昌 6D 朱智聰 6A 梁迪煥 5D 孫澤賢	High Distinction
		6C 曾卓熙 5D 陳穎滔 5D 陸樂瑤 5D 李浩銘	Distinction
		6C 陳汶建 6C 郭嘉駿 6D 王善深 6D 王曼晨 6D 羅智禮	Credit
e-contest	World Competition OÜ	4A 曾淑玲 4C 冼欣桐 4D 劉熹鉤 4D 葉文暄 5A 鍾敏晴 5B 羅曉晴 5B 麥雅然 5B 楊淮晴 5C 梁筠瑤 6C 陳曉雯 6D 朱麗宜	第一輪 - 優異 第二輪 - 金獎
Student with Outstanding Performance in Extra-curricular Activities Certificate	HK Extra-curricular Activities Masters' Association Commendation Scheme 2021-22	6D 麥天恩 (2021-22) (畢業生)	



## 校外比賽得獎名單

### 學術及其他

活動名稱	主辦單位	得獎同學	獎項
Project M2 Leadership Program 2022	所羅門教育集團	5C 郭衍淇	First place of the Group Project
Hong Kong Future Pioneers 2022	HK Outstanding Student Unions	5D 李欣懂	First Runner-up in Social Campaign
2022 年最高支部獎章	香港童軍總會	6A 曹豐熙 6B 鄭俊禧 6B 阮子豪 6C 盧健朗 6C 莫希怡	總領袖獎章 (童軍支部)
「家校同心抗『疫』境·正向溝通見真情」四格漫畫設計比賽	家庭與學校合作事宜委員會	6A 黃浚軒	中學組優異獎
星島第三十八屆全港校際辯論比賽	《星島日報》、 《英文虎報》 及教育局合辦	3A 鄧宣儀	最佳辯論員 (第二回合初賽) 最佳交互問答辯論員 (第三回合初賽)
		3D 萬樂瑩	最佳交互問答辯論員 (第二回合初賽)
		5C 連洛瑤	最佳辯論員 (第三回合初賽) 最佳交互問答辯論員 (第四回合初賽)
2023 年香港大律師公會辯論賽	香港大律師公會	3C 蘇靖桐	最佳辯論員 (初賽) 最佳辯論員 (半準決賽)
2022-23 Economic Infographic Challenge	Education Bureau Hong Kong Baptist University and HK Association for Economics Education	4A 馮梓渝 4C 蔡麗清 4C 陳宇權 4C 蔡卓琳 4C 古智毅 4C 余葆旻 4C 庄士坤 5A 梁智皓 5A 羅芷晴 5A 曾嘉惠 5D 黃尹祺	Certificate of Excellence
2023 國家安全網上問答比賽	教育局	1A 陳樂潼	優異獎 最積極參與學校獎
2023< 憲法 > 和 < 基本法 > 全港校際問答比賽	教育局		最積極參與學校獎
橋牌網上雙人序分賽	香港中學生橋牌聯會	5D 葉榮皓 5D 孫澤賢	殿軍
橋牌瑞士隊製賽	香港中學生橋牌聯會	3D 文子羽 3D 麥家僑	亞軍
		3D 韓枝彤 3B 羅穎喬	
		6C 曾卓熙 5D 孫澤賢 5C 鄭欣健 1B 梁迪博	殿軍
橋牌雙人序分賽	香港中學生橋牌聯會	3D 文子羽 3D 麥家僑	殿軍
第廿四屆亞太聯合會青年橋牌錦標賽香港選拔賽 U16 組別	香港中學生橋牌聯會	3D 文子羽 3D 麥家僑	冠軍
		3D 韓枝彤 3B 羅穎喬	亞軍
智能機械由我創 2023(初賽) EV3 初中組 (S1-3)	「香港科學館」及「創意動力教育協會」	3B 陳思鎬 3D 鄧瑜軒	第 6 名 及 Perfect Stars Level
		2C 何悅禮 2C 童盛 2D 林嘉銘	殿軍 及 3 RIDIY Stars Level
		1B 陳奕邦 1B 蔡朗喬 1B 杜朗睿	第 20 名 及 2 RIDIY Stars Level
智能機械由我創 2023(初賽) SPIKE Prime 高中組 (S4-6)	「香港科學館」及「創意動力教育協會」	4D 葉俊均 4D 葉俊成 4D 黃子東	冠軍 及 Perfect Stars Level
		4D 陳柏熹 4D 侯日建 4D 梁子軒	殿軍 及 3 RIDIY Stars Level





## 體育

# 校外比賽得獎名單

活動名稱	主辦單位	得獎同學	獎項
22-23 年度大埔及北區校際田徑比賽	香港學界體育聯會	4B 張芷淳	女子乙組擲鐵餅亞軍
陣內流柔道邀請賽	陣內流體育會柔道部	2A 楊諾恩	13-16 歲女子 36kg-40kg 冠軍
元朗區分齡羽毛球比賽 (2022)	康文署	6B 黃嫻慈	女子單打 16-18 歲亞軍
北區第三十六屆分齡羽毛球比賽	康文署	6B 黃嫻慈	女子單打 16-18 歲季軍
香港競技疊杯運動公開賽 2023	香港競技疊杯總會	6C 呂穎瑤	公開組循環殿軍 公開組 3-6-3 殿軍 公開組 3-3-3 第 7 名
		6C 呂穎瑤 3A 鄧宣儀	公開組雙人 3-6-3 季軍
		6C 呂穎瑤 3A 鄧宣儀 3B 梁芝穎 3C 張沛淇 2A 尹思絲 2A 陳朗天 2D 賴景謙 2D 任梓安 1B 莫杰陽 1C 尹思苻	中學組接力 3-6-3 特等獎
第二十七屆亞洲城市跆拳道錦標賽	香港跆拳道協會	5B 麥雅然	品勢分齡隊際季軍
2022 年度香港校際柔道錦標賽	中國香港柔道總會	2A 楊諾恩	女子初級組 36 公斤級別季軍
第 66 屆體育節 - 2023 年香港青少年柔道錦標賽	中國香港柔道總會	2A 楊諾恩	女子 D 組 38 公斤級別冠軍
2022-2023 年度全港中學校際比賽 — 中銀香港虛擬室內賽艇盃	香港學界體育聯會	5C 盧智高	全新界男子甲組 1000 米第九名
		4B 陳毅衍	全新界男子乙組 500 米第三名
		3C 蔡宇軒	全新界男子乙組 500 米第九名
		1C 賴諾穎	全新界男子丙組 300 米第十名
		5D 馮雅信	全港女子甲組 2000 米第九名 全新界女子甲組 2000 米第二名
		4B 周凱欣	全港女子甲組 2000 米第十名 全新界女子甲組 2000 米第三名
		4B 莫筱柔	全新界女子乙組 2000 米第三名
		2D 郝瑞靈	全新界女子丙組 1000 米第九名
		1C 鍾綽恩	全新界女子丙組 1000 米第十名
		4B 周凱欣 5B 麥雅然 5D 馮雅信 5D 葉晴雅 5D 岑樂平	全新界女子甲組團體第二名
22-23 年度大埔及北區校際田徑比賽	香港學界體育聯會	4B 張芷淳	女子乙組擲鐵餅亞軍



## 校外比賽得獎名單

### 音樂及朗誦

活動名稱	主辦單位	得獎同學	獎項
《第三屆匯盈全港中樂大賽》 中樂團 中學組	匯盈國際音樂 交流協會	1A 歐陽泳 1D 鄭秋嫻 2B 葉一臻 3A 郭濤智 3A 許曉桐 3B 陳韻宜 3C 陳葦桐 3C 孔繁霖 3C 譚雯方 3D 萬樂瑩 3D 蘇梓軒 3D 黃灼晞 5C 陳詠恩 4B 梁雅琪	銀獎
 第 74 屆香港學校朗誦節 (2022)	香港學校音樂 及朗誦協會	3D 黃曉暉	詩詞獨誦 - 粵語 - 中學三年級 - 男子組 - 亞軍
		5C 蘇子澄	散文獨誦 - 普通話 - 中學五、六年級 - 女子組 - 冠軍
		5C 梁筠瑤	散文獨誦 - 普通話 - 中學五、六年級 - 女子組 - 亞軍
		5D 劉芯兒	散文獨誦 - 普通話 - 中學五、六年級 - 女子組 - 季軍
		5D 劉可妮	散文獨誦 - 普通話 - 中學五、六年級 - 女子組 - 季軍
		2C 朱企皓	詩詞獨誦 - 普通話 - 中學一二年級 - 男子組 - 季軍
		1B 梁梓軒 2B 徐梓安 2B 黃子樂 3A 鄧宣儀 1D 李灝韻 1A 林 靖 1D 鄒卓泳	粵語朗誦優良
		4B 莫筱柔 3A 許曉桐 3A 袁悅琦 3B 彭紫彤 1D 鄭秋嫻 1C 田佩琳 1B 姜浩洺 5D 陳莉嘉 5D 何睿祺 1A 廖昕蕎 2A 曾祖璇 1A 凌心慈 1A 楊荔淳 1D 黃曉滢 1A 廖昕蕎 1D 李灝韻 3C 張沛淇 2D 葉鈺恩 3A 吳海雯 2B 楊志遠 2B 余雨霏	普通話朗誦優良
		1A 魏天朗	分級鋼琴獨奏 - 二級銀獎
		1A 冼安然	分級鋼琴獨奏 - 四級銀獎
第 75 屆香港學校音樂節 (2023)	香港學校音樂 及朗誦協會	1B 姜浩洺	分級鋼琴獨奏 - 五級銅獎
		1D 方茵珒	分級鋼琴獨奏 - 六級銅獎
		2A 羅浣彤	分級鋼琴獨奏 - 六級銀獎
		2B 葉一臻	分級鋼琴獨奏 - 六級銅獎
		4D 郭楚盈	分級鋼琴獨奏 - 六級銅獎
		5D 陳穎滔	分級鋼琴獨奏 - 八級第三名
		1B 張家誠	小提琴獨奏 - 五級銀獎
		3D 黃曉暉	小提琴獨奏 - 六級銀獎

## (6) Financial Summary

A summary of the Income and expenditure for the year 2022/23 is shown in the table below:

2022/23	Income (\$)	Expenditure (\$)
Balance b/f (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	8,045,444.95	8,493,586.51
Total deficit for the school year: \$448,141.56		
(2) Other Grants	53,390,477.40	52,384,847.45
Total surplus for the school year: \$1,038,629.95		
Accumulated surplus as at the end of school year	8,133,112.61	
(1) EOEBG Grant	4,096,051.48	
(2) Other Grants	4,037,061.13	
II. School Funds (General Funds)		
Total surplus for the school year: \$238,543.57	2,134,911.09	1,896,367.52
Accumulated surplus as at the end of school year	5,390,112.94	

## (7) Feedback on Future Planning

The school major concerns include, inter alia, “nurturing students to become self-directed learners who take ownership of learning”. Our school has endeavored to explore various resources and opportunities to support students pursuing these goals.

On this, our school has been establishing scholarships for our students such as the VC Scholarships, VC Education Fund and Woo Fung Miu Ling scholarship. Apart from these internal scholarships, our school has also been exploring opportunities for external scholarships such as Children Charity Foundation Scholarship (童夢慈善基金會獎學金), Concord Fortune Ming Tak Scholarship (港富明德獎學金) and Sir Edward Youde Memorial Prize.

These various internal and external scholarships encourage, promote and support the performances of students both in academic and non-academic fields. Our school will continue to find new supports for various internal and external scholarships for our students.

## (8) Awardees of external scholarship 2022/23

Rev. Joseph Carra Memorial Education Grants: 6D Ng Lok Hei
天主教香港教區助學金： 6A 陳凱亮, 6B 霍靄琪, 6C 梁凱嘉, 6D 麥愛愛, 6D 劉善萱, 6D 盧培嵐
Sir Edward Youde Memorial Award Scheme for Secondary School Students nominated students: 6C Fok Sze Nga, 6D Chan Ching Yuet
The Hong Kong Fujian Charitable Education Fund Scholarship: 2A Zhang Jiezhi, 3D Guo Wing Yi, 4C Sit Hei Tung, 5C Zeng Sze Nga, 6D Lee Hoi Tik
Children Charity Foundation Scholarship: 6B Zhang Lai Man, 6C Fok Sze Nga, 6C Kwok Ka Chun, 6D Chan Ching Yuet
香港廣東社團獎學金: 6C 郭嘉駿
大埔區好學生獎勵計劃: 全校有多於 500 人獲取獎狀。其中 3 位同學獲優異獎狀及書券: 6C 呂穎瑤, 6D 王薈深, 6D 楊詠晶
New Territories Outstanding Student Awards: 3D Tsui Ying Suet

Appendix: Evaluation Report of DLG-funded Other Programmes (Gifted Education) 2022/23

Evaluation Report of DLG-funded Other Programmes (Gifted Education) 2022-2023

Programme Title	Objectives	Target students	Duration / start time	Deliverables	Evaluation	Teacher i/c / Service Provider
DSE 衝刺班	To assist students to have last-minute preparation of the HKDSE.	F.6 students	10 sessions	After the activity, students gained more skills and tactics in tackling HKDSE.	Students generally rated high for this activity.	External tutor
After-school Gifted Programs	To offer gifted programs for students to excel in various subjects (BAFS, Econ, English)	Students of above-average academic results	Whole year	Students were required to finish specified learning tasks.	Students gained learning skills by completing learning tasks.	External tutors
English Writing course for gifted students	To offer gifted programs for students to excel in English writing.	Students of above-average academic results	Whole year	After the activity, students gained more skills and tactics in English writing.	Students gained writing skills by completing learning tasks.	External tutors
Summer course	To offer gifted programs for students to excel in core subjects.	Shortlisted students from different forms	2 <sup>nd</sup> term summer	Students were required to finish specified learning tasks.	Students gained learning skills by completing learning tasks.	External tutors