

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2023-2024

1. SCHOOL MOTTO

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practise earnestly

2. MISSION

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instill in them a commitment to serve our country and society.

3. MAJOR CONCERNS OF THE SCHOOL YEAR

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

- Target 1.1: Developing in students good study habits for life-long learning
- Target 1.2: Engaging students in an interactive and information-technology supported learning both inside and beyond the classroom
- Target 1.3: Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum
- Target 1.4: Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures
- Target 1.5: Addressing the needs of students with diverse learning abilities via the effective use of assessment data
- Target 1.6: Refining the assessment mechanism for cultivating students' desirable study habits and equipping students with self-directed learning skills
- Target 1.7 Building teachers to be a collaborative learning community through professional development

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

- Target 2.1: Advancing students' qualities and competencies to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences
- Target 2.2: Assisting the students to set their learning goals and realize them through life-planning programmes
- Target 2.3: Facilitating the student leaders who are armed/ Equip student leaders with necessary skills to collaborate with others and adapt to the ever-changing world through experiential learning
- Target 2.4: Optimizing conditions for students to integrate and apply STEAM-related knowledge and skills from different disciplines for use in the realm of learning and in the future
- Target 2.5: Widening students' horizons and worldview through educational visits and cross-border learning programmes

Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation

- Target 3.1: Helping students adopt the positive values to face the difficulties when growing up by enriching the formal and informal curriculum
- Target 3.2: Cultivating a spirit to serve the community among students through co-curricular activities
- Target 3.3: Strengthening the partnership between the school and home education

4. SEVEN LEARNING GOALS OF SECONDARY EDUCATION

- (1) National and Global Identity**
- (2) Breath of Knowledge**
- (3) Language Proficiency**
- (4) Generic Skills**
 - A. *Basic Skills***
 - (a) Communication Skills
 - (b) Mathematics Skills
 - (c) Information Technology Skills
 - B. *Thinking Skills***
 - (a) Critical Thinking Skills
 - (b) Creativity
 - (c) Problem Solving Skills
 - C. *Personal and Social Skills***
 - (a) Self-management Skills
 - (b) Self-learning Skills
 - (c) Collaboration Skills
- (5) Information Literacy**
- (6) Life Planning**
- (7) Healthy Lifestyle**

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.1 Developing in students good study habits for life-long learning				
<ul style="list-style-type: none"> Helping students build up good study habits by assigning relevant pre-lesson tasks to prepare well for constructing knowledge during lessons. Equipping students with study and examination skills at subject level Addressing student learning / work through exhibition and "Learning Celebration" activities by student presentation 	<ul style="list-style-type: none"> Breadth of Knowledge Language Proficiency Generic Skills <ul style="list-style-type: none"> ✓ Communication skills ✓ Self-management skills ✓ Self-learning skills 	<ul style="list-style-type: none"> From Assignment Inspection and Lesson Observation records, most teachers have designed and assigned exercises to help students improve their exam skills and answering techniques. In the Annual Learning Activities Survey, students reflected that they would finish the pre-lesson tasks assigned (86%); they would take notes in class (90%) and organise their own notes after class (80%); they found that finishing the pre-lesson tasks could help them learn better in class (92%) and facilitate their revision (90%); and they found that the answering techniques taught by their teachers have helped with their studies. (95%) From the Focus Group Interviews (80 students in 7 groups) concerning their study habits and note-taking skills, most students also reflected that they would finish preparation work assigned by their teachers, take notes during the lesson and use their own notes for revision; however, most of them admitted that they seldom did extra preparation on their own or when their subject teachers did not assign pre-lesson tasks. Some interviewees reflected that they did not organize their own notes unless they were instructed to or would only organize their notes before tests and exams. About half of the senior form students interviewed relied on after-school tutorial classes to help them deal with their learning problems. 	<ul style="list-style-type: none"> Annual Learning Activities survey Lesson Observation records Assignment inspection records Stakeholders Survey APASO III Student Focus group interview Meeting Records 	<ul style="list-style-type: none"> Most students have formed the habit of doing pre-lesson tasks. All students are familiar with the use of basic note-taking skills; whereas higher achievers could display sophisticated skills in organizing and integrating ideas from various sources to improve their learning. Appropriate pre-lesson tasks should be given with meaningful purpose and clear instructions; and used appropriately to prepare students for construction of knowledge in class. It is suggested that subject teachers check, collect, grade or give feedback to encourage all students to finish pre-lesson tasks, and enhance the teaching of learning strategies, especially those concerning note-taking skills and habits, including: <ul style="list-style-type: none"> ✓ different levels of note-taking skills ✓ strategies to organize notes taken in class ✓ how to make good use of notes for revision Teachers of all subjects and levels should cultivate among students appropriate study skills and techniques of answering questions.

		<ul style="list-style-type: none"> • In the <i>Stakeholder Survey</i>, most students reflected that teachers often teach them learning strategies, such as doing pre-lesson preparation (75%); while teachers considered that they often teach their students learning strategies. (95%) • In <i>APASO III (Generic Skills)</i>, the high Q-scores subscales [“Learning Motivation (Self-initiative)” (116), “Learning (Self-monitoring)” (113), and “Teaching (Clear instruction)” (113)] reflected that students generally held positive views on their own learning habits under good teaching supervision. 		<ul style="list-style-type: none"> • Subject teachers should take the initiative to show support and encourage students to set goals. • The teaching of study skills should be strengthened to help students realize how best to make use of the lesson time and manage their own revision. • More support should be given to inexperienced teachers in lesson planning and delivery, as well as means to enhance student development.
<ul style="list-style-type: none"> • Conducting a new programme for S2 to reinforce the importance of time management by class teachers through a MCE (Moral & Civic Education) lesson. 		<ul style="list-style-type: none"> • According to the results from stakeholder surveys (3.6), students agree that they knew how to set their own learning goals. • According to teachers’ observation and minutes records, students were actively participated actively in the activities. • 98% students agreed that they would set goals for improving their study habits in the questionnaire received. 	<ul style="list-style-type: none"> • Questionnaire • Teacher observation 	<ul style="list-style-type: none"> • Teachers commented that the programme was interesting. It helped sow the seeds among junior students in life planning. According to S2 2nd form meeting record, the programme was recommended to be continued in the next academic year.
<ul style="list-style-type: none"> • Arranging workshops for students to encourage them to establish good learning habits and enhance self-management skills: <ul style="list-style-type: none"> ✓ 自律守紀講座 ✓ 自我管理技巧工作坊 		<ul style="list-style-type: none"> • According to results from APASO, the Q-score of Learning (Self-monitoring & Self-planning) demonstrated exceedingly positive outcomes (116). • According to results from stakeholder surveys (3.5), students showed positive responses towards student learning - students leads a healthy life, such as striking a balance between study and rest. • In the questionnaire conducted by the discipline team, 96% of students believed that the workshops could enhance their awareness of self-discipline and time management skills. • Teacher observations indicated that many students establish a balanced schedule that includes exercise, play, rest and study. 	<ul style="list-style-type: none"> • APASO (Generic Skills) • Stakeholder Survey • Questionnaire • Teachers’ observation 	<ul style="list-style-type: none"> • Workshops should be scheduled at the beginning of the term to provide proactive education based on student performance. • After the workshops, form teachers should invite diligent students to demonstrate or share their effective study habits during sharing sessions. This could help others improve gradually.

<ul style="list-style-type: none"> • Promoting good students' reading habits through Reading across the Curriculum (RaC): <ul style="list-style-type: none"> ✓ extensive reading activities in S1-S3 <i>English in Action</i> (Reading) classes; ✓ English lunchtime reading circles and book talks; ✓ recommendation and learning & teaching activities of subject-related English/Chinese reading materials. • Implementing the DEAR (Drop-Everything-and-Read) programme and online reading programmes (e.g. English Builder, 篇篇流螢) to enhance students' proficiency in both Chinese and English across the curriculum. • Holding reading programmes (e.g. Book Talks, Book Exhibitions, Monthly Subject-based Book Exhibitions, Reading Sharing Sessions by teachers) to encourage students to read extensively. 		<ul style="list-style-type: none"> • Students reflected in the Annual Learning Activities Survey that reading materials suggested by the subject teachers have helped them to learning through reading (90%) and enhanced subject-related language skills (89%). • Teachers' records showed that most students have satisfactory performance in reading-related exercises. As observed by the RaC team, some students could not concentrate in reading during the DEAR session. • In the Stakeholder Survey, while students generally reflected that they often read materials such as leisure reading materials and newspapers outside class (76%, mean score 4); parents and teachers generally considered the students not interested in reading. For teachers, "My students like reading" (2.0); and for parents: "My child likes reading" (3.2). It reflected a discrepancy between the views of the students and that of their teachers and parents. • In the APASO (Affective Development), the Q-score of students' responses on Reading (Non-assigned reading) and Reading (time for leisure reading) are 92 and 99 respectively, showing that students' self-views in the area were similar to that of the Hong Kong norm. 	<ul style="list-style-type: none"> • Annual Learning Activities survey • Stakeholders Survey • APASO III • Meeting Records 	<ul style="list-style-type: none"> • Adjustment to the DEAR programme should be made to help all students form the habit of reading. The RaC Team can keep organizing activities to help students build interest and the habit of reading extensively. • More measures should be taken by subject teachers to introduce students to subject-related reading materials. • More should be done by all the teachers together to encourage students to read extensively (non-assigned materials) and for leisure. • In view of the unfavourable survey data on nurturing a desirable reading habit in students in the past few years, much more emphasis has been laid in promotion of reading this school year. Survey implied a slow improvement in student reactions this year, but continuous efforts have to be sustained for a few years before an obvious development could be observed.
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Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.2 Engaging students in an interactive and information-technology supported learning both inside and beyond the classroom				
<ul style="list-style-type: none"> Engaging students in classroom learning and facilitating group work with the use of e-teaching and learning tools Using online platforms for pre-lesson tasks and as self-directed learning platforms Setting up Google Classrooms for all subjects and all classes to distribute and collect pre-lesson tasks, self-directed learning tasks, extra resources and self-regulated quizzes. Employing online platforms to enhance self-directed learning. 	<ul style="list-style-type: none"> Breadth of Knowledge Generic Skills <ul style="list-style-type: none"> ✓ Communication skills ✓ Collaboration skills ✓ Self-management skills ✓ Self-learning skills ✓ Information Technology skills 	<ul style="list-style-type: none"> In the Annual Learning Activities Survey, students reflected that they would make use of materials provided by teachers in Google Classrooms to improve their learning (89%); they have participated in online learning activities provided by their teachers (90%); and online learning activities have helped them enhance their learning effectiveness (86%). In the Stakeholder Survey, 69% students agreed that they know how to apply learning strategies such as online resources; and 63% teachers agreed that their students often use different resources such as e-learning resources to learn. In the Annual Learning Activities survey, most students reflected that have used materials provided by subject teachers in Google Classroom to improve their learning (88%), participated in online learning arranged by their teachers (90%) and online learning activities have helped enhanced the effectiveness in their learning (86%). Teachers observed that students are familiar with the use of e-teaching and learning tools for pre-lesson and in-class activities. Most students have already formed the habit of using online platforms for various learning purposes. Certain Panel chairpersons have commented that participation rate of different classes varied greatly. Google Classroom records showed that certain assignments are not marked/graded. 	<ul style="list-style-type: none"> EITDC records Schemes of work Teachers' record Student survey Teacher observation Lesson Observation Student survey Google Classroom record Stakeholder Survey 	<ul style="list-style-type: none"> e-Learning & IT Development Team (EITDC) might investigate how subject teachers can further improve their knowledge and skills in using the latest e-teaching and learning tools. Subject panels should evaluate the effectiveness of online platforms currently used and take measures to raise students' motivation (from all classes) in using the platforms. Teachers should give feedback to all homework assigned and keep a clear record of online assignments so as to help students to build a good habit of self-regulated studies. Subjects and departments concerned might take care of how to help students manage their screen time allocation and making good use of online learning while leading a healthy life.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.3 Equipping the students with the necessary generic skills for solving authentic problems				
<ul style="list-style-type: none"> Integrating project learning activities in the curriculum of all subjects to equip students with the necessary generic skills for solving authentic problems. <ul style="list-style-type: none"> ✓ Subject-based projects and co-curricular activities (CCA) ✓ Cross-curricular projects: Meal design, Physical Fitness, Climate Change, and Chinese Folk Music X Landscape Painting ✓ Cross-curricular activities: Chinese Culture Festival, Mainland Field Trip, Ancient Olympics, Bay Area Challenge, Science Fair and Chinese Garden Party ✓ STEAM Education programmes: The Hong Kong Science Fair, City I&T Grand Challenge, IEEE Integrated STEM Education Conference, Caltex Robotics Engineer Classroom Robot Competition, "Decoding Chinese history" Mobile Screen Wallpaper Design Competition, "XR Travel across Major Fields of National Security" Design Competition, and Bay Area Smart Logistics Competition. 	<ul style="list-style-type: none"> Breadth of Knowledge Generic Skills <ul style="list-style-type: none"> ✓ Communication skills ✓ Problem-solving skills ✓ Creativity ✓ Collaboration skills ✓ Information Technology skills 	<ul style="list-style-type: none"> In the Annual Learning Activities Survey, students reflected that project learning activities have raised their problem-solving abilities (87%); and co-curricular activities allowed them to apply subject knowledge in daily life situations. (88%). As reflected in the Student survey, participants agreed that the competitions challenged them to think critically and work collaboratively. In the Stakeholder Survey, most students held positive views towards co-curricular activities, reflecting that teachers often organize different learning activities both inside and outside of the classroom (64%); they took an active role in learning inside and outside of the classroom (69%); and they enjoy learning inside and outside the classroom (63%) Panel Chairpersons commented that the 'overwhelmingly positive feedback highlighted the value students placed on these activities, indicating a strong desire for continued opportunities for engagement'; 'generally, students can apply what they learnt in designing the healthy menu for people of different age groups or body status'; and 'Students generally enjoy such activities and their performance is good. 	<ul style="list-style-type: none"> Schemes of work Teachers' record Teacher observation Student survey Stakeholder Survey 	<ul style="list-style-type: none"> It was reflected that project learning helped students understand the subject better and see its practical applications and encouraged them to think more deeply about the subject. Students are encouraged to think more deeply about the subject matter. The school will continue to integrate subject-based, cross-KLA and cross-curricular project learning activities in the curriculum of all subjects; continue to carry out various subject-based project learning activities both inside and outside of the classroom.; and continue to provide opportunities for all students to participate in competitions and CCA. The nature of the project design and the roles of students should be carefully considered; so that each and every student can take an active role in the projects, and will feel interested and motivated.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.4 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum				
<ul style="list-style-type: none"> • Making effective use of subject-related reading resources to enhance students' proficiency in language used for learning the subjects. • Providing students with various meaningful and authentic English, Chinese and Putonghua activities throughout the academic year. • Employing activities and various other measures to generate a campus with rich English, Chinese and Putonghua contexts. • Helping students deal with English with English used in EMI subjects by Language across the Curriculum (LaC): <ul style="list-style-type: none"> ✓ offering LaC lessons in the regular timetable to all S1-S2 students, ✓ incorporating LaC elements into the Pre-S1 and Pre-S4 Bridging Courses; ✓ raising students' awareness of the academic use of English in regular English lessons. 	<ul style="list-style-type: none"> • Breadth of Knowledge • Language Proficiency • Generic Skills <ul style="list-style-type: none"> ✓ Communication skills ✓ Collaboration skills 	<ul style="list-style-type: none"> • As shown in the Schemes of work and meeting records, numerous co-curricular activities (e.g. the Brazilian and Italian Culture Weeks, Cognitio Master Chef, English Café, Putonghua broadcast, PTH Dining Etiquette, lunch time Chinese game booths, festive activities, public speaking, creative writing and other competitions conducted in English/Chinese/ Putonghua) were held to generate a campus with rich bilingual contexts. Such activities were well received by students and teachers observed that students participated actively in the activities. • In the Annual Learning Activities Survey, students reflected that subject-related reading materials could help them learn through reading (90%); subject-related reading materials could help them improve their subject-related language skills. (89%); they have participated in language/culture activities organized by the school. (81%); they agreed that participating in language activities could help improve their communication skills. (84%); the school has provided a language-rich environment for students. (90%) 	<ul style="list-style-type: none"> • Schemes of work • Assignment inspection • Teachers' record • Student survey 	<ul style="list-style-type: none"> • The general atmosphere of English learning has strengthened in the last few years. Last year, the atmosphere of PTH has also improved with the introduction of a series of innovative co-curricular activities. Activities to promote the rich English, Chinese and PTH context of the campus should continue to be conducted and measures should be taken to encourage more students to participate. • The use of subject-related reading resources should be implemented in all subjects to ensure students can enhance their proficiency in subject-related language.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.5 Addressing the needs of students with diverse learning abilities via the effective use of assessment data				
1.6 Refining the assessment mechanism for cultivating students' desirable study habits and equipping students with self-directed learning skills				
<ul style="list-style-type: none"> Reviewing and analyzing student performance with respect to descriptive statistics on internal tests and examinations and formulating strategies (e.g. Endeavour Class, subject-based enhancement and remedial classes, Summer Remedial Courses) to address students' needs Identifying the common mistakes observed each assessment through completing the markers' and oral examiners' reports to improve learning and teaching Examining HKDSE Statistical Reports, scrutinizing HKDSE student answer scripts and analyzing public exam results (including HKDSE and TSA) to identify the strengths and weaknesses of our students, review departmental policies and strategies; as well as to inform future learning and teaching practices Setting exam/test papers by using panel-based "blueprint" to ensure that the papers were designed with appropriate coverage and level of difficulties Encouraging students to finish questions in HKEdCity Databank and other e-learning platforms to improve their learning using analyzed assessment data Displaying performance levels of the HKDSE subjects in the S5/6 Report Cards for evaluation (e.g. through the S6 Mentorship Programme) 	<ul style="list-style-type: none"> Breadth of Knowledge Generic Skills <ul style="list-style-type: none"> ✓ Problem-solving skills ✓ Critical thinking skills 	<ul style="list-style-type: none"> In the Annual Learning Activities Survey, students reflected that: <ul style="list-style-type: none"> ✓ Statistics and analyses on exams provided by the teachers have helped them understand their own performance more clearly. (91%) ✓ Notices and information concerning assessments given in Google Classroom and assembly announcements have helped them design their own revision plans. (88%) Notices and information concerning assessments given in Google Classroom and assembly announcements have helped them design their own revision plans. (88%) As shown in the Marker's Reports and meeting records, teachers have analysed the performance of students in each assessment and made use of the statistics to understand the areas of strengths and weaknesses of students. Statistics prepared by the Assessment Data Analysis Team were used to adjust the curriculum and schemes of work. 	<ul style="list-style-type: none"> Schemes of work Subject panel meeting record Teacher survey 	<ul style="list-style-type: none"> In the coming academic year, it is suggested that all subjects make good use of the assessment data to enhance learning and teaching effectiveness. More effective measure should be taken to strengthen students' abilities to identify the requirements of questions accurately through consolidation of their answering techniques and topic analysis skills. The format of the markers' report should be revised to suit the subject-specific needs, thereby facilitating teachers' comments and suggestions on the student performance. Teachers should make good use of the online platforms to develop self-directed learning habits and self-management skills in students. Panel Chairpersons should take measures to ensure that teachers refer to assessment data when setting exam scripts. All subjects should make good use of the blueprints to evaluate the coverage, level of difficulty and predicted outcome of exam-scripts.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.7 Building teachers to be a collaborative learning community through professional development				
<ul style="list-style-type: none"> • Arranging 2 workshops for the teaching staff and 2 workshops for Panel Chairpersons on note-taking skills and designing exam/test papers by using “blueprint”, with the support of the Quality School Improvement Project (QSIP) of the CUHK • Arranging support sessions from the QSIP and the School-Based Support Services from the EDB for 7 individual departments in lesson-planning, curriculum development, exam/test-paper setting and promoting study-skills through classroom learning • Organizing the exam-script design and assessment data analysis workshops for teachers by the QSIP team • Applying by teachers the concepts and skills learnt in the workshops and designing exam-setting “blueprint” for each formal assessment to ensure that the papers were designed with appropriate coverage and level of difficulties • Setting an Academic Improvement Team, comprising the Principal, VP (Prefect of Studies), AP (Curriculum Development) and 2 Panel Heads in January 2024 to address the issues of standardizing the requirements for teachers in terms of formative and summative assessments with close monitoring at each subject panel; and streamlining strategies for helping our S6 students tackle the HKDSE examinations. 	<ul style="list-style-type: none"> • Breadth of Knowledge • Generic Skills <ul style="list-style-type: none"> ✓ Communication skills ✓ Self-management skills ✓ Self-learning skills 	<ul style="list-style-type: none"> • Professional development workshops were organized to enhance teachers’ techniques on classroom note-taking skills, alignment of classroom teaching and assessment, lesson observation and assignment inspection for all the teachers and Panel chairpersons. More than 90% of teachers participated agreed that such workshops provided concrete and practical suggestions for teaching different levels of note-taking skills. One teacher remarked that “I have a clearer idea and direction of what I should do in order to foster self-directed learning among students.” • Through evaluation with the support expertise, teachers generally agreed to the directions in professional development. Revealed through lesson observation, assignment inspection and the scrutiny of examination/test papers and subject-based blueprints, there was some diversity observed in teachers’ practices regarding lesson delivery, assignment design and feedback to students, the design of test/exam papers for assessment for learning, making use of assessment data to devise follow-up actions, as well as the performance of the inexperienced teachers in aligning learning, teaching and assessment. 	<ul style="list-style-type: none"> • Survey results of the workshops • LTAC meeting minutes • Meeting minutes of Academic Improvement Team • Lesson observation • Assignment inspection • Blueprint • Exam/Test Evaluation Records 	<ul style="list-style-type: none"> • In view of the diversity of teacher practices, the Academic Improvement Team would be strengthened in the coming school year, aiming at: <ul style="list-style-type: none"> ✓ fostering students to be self-directed learners through assessment for learning and assessment as learning strategies; ✓ formulating optimized classroom learning routines favourable to effective learning and teaching as well as nurturing our students to be self-directed learners. • The purposes of staff development in the next year would be as follows: <ul style="list-style-type: none"> ✓ Enhancing learning and teaching effectiveness through reefing the lesson observation form; strengthening lesson observation of teachers by Panel Heads through sharing; and offering support by expertise to newly appointed teachers ✓ Facilitating assignment inspection through refining the report format ✓ Fostering follow-up actions after evaluation of summative assessment through sharing

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.1 Advancing students' qualities and competencies to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences				
<ul style="list-style-type: none"> Organizing life-wide learning activities to enhance students' understanding about the country's contemporary development as well as to unleash their potentials in meeting the future challenges grounding on our Country. <ul style="list-style-type: none"> ✓ 主題講座：國家發展 ✓ 生活事件簿：國家發展、國家安全 ✓ 早讀：國家發展、中華文化 ✓ 書展：國家發展 ✓ 主題月：十月國慶月、五月國家安全教育月 ✓ 國旗下的講話 	<ul style="list-style-type: none"> National and Global Identity Information Literacy Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Problem-solving Skills ✓ Collaboration Skills 	<ul style="list-style-type: none"> Students' recognition of national identity (Proud, Love) (Achievements) in APASO reached the highest level of 85% in Hong Kong, reflecting that MCE activities effectively enhance students' sense of national identity (Proud, Love) (Achievements). According to teachers' observation and students' reflection record, the learning activities help to enhance students' understanding about the country's contemporary development as well as to unleash their potentials in meeting the future challenges grounding on our Country. 	<ul style="list-style-type: none"> Student survey (APASO) Teachers' observation Students' Reflection record 	<ul style="list-style-type: none"> To stress the importance of National Education and National Security Education, the school' Moral & Civic Education (MCE) will be renamed as Moral, Civic & National Education (MCNE) In order to further enhance students' national identity, MCNE group will cooperate with subject groups to organize National Day activities (跨科組活動：中華文化節) in the next academic year.
<ul style="list-style-type: none"> Arranging preventive activities for students to promote the importance of information literacy: <ul style="list-style-type: none"> ✓ 新媒體素養提升計劃：「有圖有真相？」、「網上有法」、「解密起底組」 ✓ 【網絡康全－網絡言論與網絡道德】工作坊 ✓ 遊戲彼岸課金成癮預防計劃 Providing training for Prefects to serve as anti-bullying ambassadors through: <ul style="list-style-type: none"> ✓ 「網絡健康達人」網上學習支援計劃 ✓ 全校集會宣揚反網絡欺凌信息及作「網絡宣言」 		<ul style="list-style-type: none"> According to results from stakeholder surveys, both students (3.8) and parents (4.0) showed positive responses towards support for student development (The school enables my child to understand how to get along with others, such as respecting others and being considerate) In the discipline team questionnaire, 95% of students understood more about information literacy (including verifying sources, handling personal data carefully, and respecting privacy). 99% of students recognized the negative impacts of online misconduct (such as public shaming, doxxing, cyberbullying, and in-app purchase addiction) on individuals and society. Teacher observations and case handling by discipline team indicated a decrease in online misconduct incidents. 	<ul style="list-style-type: none"> Stakeholder Survey Questionnaire Teachers' observation Discipline Team cases review 	<ul style="list-style-type: none"> As internet is a significant part of modern people's lives, information literacy is very important. We should ensure that all students develop appropriate information literacy, including the new students who have not participated in activities this year (such as the incoming S1 students).

<ul style="list-style-type: none"> Organizing art exhibitions and performances in Pre-S1 Info Day and Annual Speech Day for students to facilitate their creative and aesthetic abilities through demonstration to the community. Exhibiting the artistic and creative capacities of students through presentation by Arts Ambassadors to the visitors Broadening students' horizons, to equip them with generic skills by encouraging them to actively participate in external activities and/or competitions arranged by various Co-Curricular Activity (CCA) groups. 		<ul style="list-style-type: none"> Students showed their creative and aesthetic abilities through the exhibitions and performances. Most of the visitors appreciated the efforts of the performers, artistic creators and stage support team. According to results from APASO, the Q-score of Generic Skills (Creativity) demonstrated exceedingly positive outcomes (116). This indicated that the implemented strategies are effective in unleashing students' creativity. Students actively participated in external activities or competitions arranged by the CCA groups. According to results from stakeholder surveys, parents agreed that the school helps students develop their interests and life-skills (3.9) and students actively participate in school's activities and services (4.0). 	<ul style="list-style-type: none"> Evaluation and observation by teachers APASO & Stakeholder Survey Record of participation School-based Questionnaire 	<ul style="list-style-type: none"> Positive reinforcements like giving more chances and autonomy to students in organizing exhibitions were recommended. In order to enhance students' potentials, it was recommended to form a student committee to organize the Variety Show.
<ul style="list-style-type: none"> Integrating experiential learning activities into the curriculum and co-curricular activities of various subjects to inculcate entrepreneurial spirit and other necessary qualities. Holding cross-KLA and CCA with the collaboration of teachers and students of various subjects Providing students with opportunities to organise and participate in competitions, presentations, and exhibitions, including external competitions, the Learning Celebration, Inter-house Quiz Competition and Inter-class Bulletin-board Design Competition, and others. Advancing students' qualities and competencies (e.g. leadership, communication and collaboration skills) to thrive in the 21st century through organising and participating in cross-KLA projects as well as co-curricular activities organised by various subjects including: 		<ul style="list-style-type: none"> Teachers commented that such activities have promoted students' awareness of the needs of the underprivileged, ecological security and cultural security and enhanced their sense of national identity and national security. Teachers observation, as shown in teachers' reports, revealed that most students participated enthusiastically and displayed high motivation in culture activities. However, sometimes due to the clash of events or participants, certain events were cancelled or affected. 88% of students agreed in the Annual Learning Activities Survey that "Co-curricular activities made me integrate subject knowledge in the real-life context". The mean score of 3.7 in the item "I enjoy learning inside and outside of the classroom" in Stakeholder Survey (Students) results also assured the teachers that activities arranged were well received by students. From APASO III (Generic Skills), the subscales of Entrepreneurial Spirit (Risk Bearing) and Leadership both had a Q-score of 116. 	<ul style="list-style-type: none"> Schemes of work Teachers' record Student survey 	<ul style="list-style-type: none"> The school should continue to integrate experiential learning into the curriculum and co-curricular activities. The Learning Celebration and other co-curricular activities should be refined to <ul style="list-style-type: none"> ✓ provide every student with the opportunity to present their own assignments and learn from their peers' presentation and good work ✓ allow all students the opportunity to participate in various life-wide learning experience ✓ provide activities of different nature to cater for the different needs and character traits of students. The system to facilitate the arrangement and coordination of various events would be refined.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement	Suggestions for follow-up / further development
2.2 Assisting the students to set their learning goals and realize them through life-planning programmes			
<ul style="list-style-type: none"> Strategically organizing life planning programmes in various forms by using life planning educational tools (e.g. finding your colours of life and career mapping) to help students explore their characters, interests, ability, values and potentials and set their learning goals. <ul style="list-style-type: none"> ✓ Growth-mindset day-camp for S3 students ✓ “My Life Planning Portfolio” for S4 life-planning ambassadors 	<ul style="list-style-type: none"> Life Planning Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Problem-solving Skills 	<ul style="list-style-type: none"> According to results from APASO-KPM17 and APASO-Generic skills, the Q-score of Meaning in Life and Learning (Clear goal) were 108 and 113 respectively which demonstrated a positive outcome. According to teachers' observation, activities were smoothly organized by our team and students well participated in programmes so conducted. Some of these programmes were highly recognized. According to S5 2nd form meeting record, the activity “sorting job card” successfully aroused their interest to explore various options on the world of work. 94% students agreed that the programmes enhanced a better self-understanding in the questionnaire received; and 95% students agreed that participation in the programmes could assist them to set learning goals in the questionnaire received. 	<ul style="list-style-type: none"> Questionnaire Teachers' observation <ul style="list-style-type: none"> Most teachers were confident to deliver life planning messages to students. Hong Kong Children & Youth Services (CYS) provided personalised services to students for our school. It was suggested to be continued in the next year. Workshops were suggested to breakdown into several sessions and spread among both terms in order to have a better sustainable effect to students. The schedule to complete all 4 surveys was too heavy for students. It was suggested to spread them in 2 years. Snack for motivating students was also suggested.
<ul style="list-style-type: none"> Arranging a variety of experiential learning activities to widen students' scope on career and life planning, as well as to enhance their understanding on the workplace/further studies and life planning skills. <ul style="list-style-type: none"> ✓ Interview workshop for S6 students ✓ Joint-school Careers Expo for S5 students ✓ Internship tasting programme 行業試工體驗 ✓ S6 mock DSE result release workshop ✓ S6 multiple pathways activities Life Planning ambassadors were recruited in this year to help organize activities and programmes among all forms. Workshop was arranged for them. 		<ul style="list-style-type: none"> Class teachers reflected that our activities were welcomed by most students. According to the questionnaire results, 95% students agreed that the experiential learning activities arranged could widen their scope on career and life planning; and 92% students agreed that the activities arranged could enhance their understanding on the world of work / further studies and life planning skills. Teachers conceived that S5 Career Expo gave an indispensable opportunity to widen the scope of working lives among students. 34 ambassadors were recruited in this year. All students agreed that their generic skills were enhanced; and that they were positively engaged as life planning ambassadors. 87% agreed that the workshop promoted their self-understanding and multiple pathway. 	<ul style="list-style-type: none"> Questionnaire Teachers' observation <ul style="list-style-type: none"> Experiential learning activities were generally welcomed by students. Students were committed in life planning. Interview workshop and internship tasting programme were recommended to be held in the coming year. The predicted result for mock DSE result release was suggested to be reviewed by class teachers before the event. We would keep involving ambassadors in organizing various activities; that helped them explore their potentials and cultivate the value of responsibility among them.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.3 Facilitating the student leaders who are armed with necessary skills to collaborate with others and adapt to the ever-changing world through experiential learning				
<ul style="list-style-type: none"> Developing the student group under the "Constitution and Basic Law Student Ambassadors (CBLSA) Training Scheme" 「《憲法》和《基本法》學生校園大使培訓計劃」 to equip group members with leadership skills, widen their horizons, nurture them to become able and virtuous citizens with a sense of responsibility to love our Country and City. <ul style="list-style-type: none"> ✓ 演講：國旗下的講話 ✓ 壁報設計：國慶、國家安全展板 ✓ 《憲法》《基本法》校外比賽 ✓ 領袖培訓 	<ul style="list-style-type: none"> National and Global Identity Healthy Lifestyle Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Self-management skills ✓ Creativity ✓ Problem-s ✓ Collaboration Skills 	<ul style="list-style-type: none"> According to results from stakeholder surveys, both students (3.7) and teachers (3.9) showed positive responses towards support for student development (the school provides adequate opportunities for students to develop their leadership abilities). Both students (3.9) and parents (4.1) showed positive responses towards school climate - the school is a caring place. Students agreed that the school can develop their leaderships abilities and the activities can develop their interests and life skills. (4.0) According to the results from APASO, the Q-score for Learning (Leadership & Creativity) demonstrated exceptionally positive outcomes, with a score of 116. It indicates the school programmes for nurturing student leadership are effective. According to results from APASO, the Q-score of Affect (No Negative Affect) demonstrated exceedingly positive outcomes (107) and is 11 higher than last year (96). This indicates that the implemented strategies are effective and can cater for students' emotional needs. The results from APASO also showed that students have acquired leadership skills (such as easily assign duties to different members in the group). According to student survey, over 80% of participants agreed that participation in the CBLSA Scheme could help them develop their leadership skills and widen their horizons. Teachers agreed to the result by observation; over 80% of the participants agreed that participation in the Scheme could enhance their 	<ul style="list-style-type: none"> Teachers' observation Student survey 	<ul style="list-style-type: none"> In order to advance students' leadership qualities, students in CBLSA (憲基大使) will take on leadership roles in the MCNE activities.
<ul style="list-style-type: none"> Prefects participated in external leadership training activities to develop leadership skills, including collaboration skills, problem-solving skills and public speaking techniques: <ul style="list-style-type: none"> ✓ 高中 iTeen 領袖計劃 ✓ 「網絡健康達人」網上學習支援計劃 Prefects organize activities to promote moral values (Integrity and Law-abidingness) to fellow schoolmates with their creativity, collaboration skills, and problem-solving skills: <ul style="list-style-type: none"> ✓ 廉政公署互動劇場 ✓ 廉政劇集觀賞問答比賽 ✓ 廉潔硬筆書法比賽 Prefects serve as ambassadors during school events to assist guests, thereby enhancing their leadership skills, including communication, problem-solving, and collaboration. 			<ul style="list-style-type: none"> APASO Stakeholder Survey Questionnaire Teachers' observation Guests' Feedback 	<ul style="list-style-type: none"> Prefects will continue participating in the programme 「高中 iTeen 領袖計劃」 next year (their third year) . They should ensure that there are diverse activities to maintain the engagement of participating students when they organizing the activities. Prefects excel in academic performance and characters often taking on heavy workloads from various school activities. It is essential to equitably distribute responsibilities among prefects and develop a second tier of leadership to enhance collaboration.

<ul style="list-style-type: none"> Equipping Joyful Ambassadors (JA) with the necessary interpersonal skills (e.g. active listening, communication and understanding) conducive to providing mental support to other schoolmates through <ul style="list-style-type: none"> ✓ Peer Power – Student Gatekeeper Training Programme 「學生守護大使計劃」： ✓ School-based Workshops ✓ Joint-school Team Building Day Camp ✓ Planning and Preparation for Mental Health Promotion Activities Providing guidance and school-based training to Joyful Ambassadors so that they can organize different activities for schoolmates that promote physical and mental health and nurture in them the values of care and concern, e.g.: <ul style="list-style-type: none"> ✓ Wellness Programme (守護「理」心情午間活動) ✓ Inter-class Rope Skipping Competitions ✓ Sharing during School Assembly 		<p>sense of responsibility to exhibit love for our Country and City.</p> <ul style="list-style-type: none"> In the prefect team questionnaire, 90% of respondents acknowledged their ability to exercise leadership skills. They could propose solutions to unexpected situations, cultivating their problem-solving abilities. In the discipline team questionnaire, over 90% of students agreed that activities organized by prefects enhanced their awareness of law-abidingness and integrity. Feedback from teachers, parents and guests reflected positively on prefects, noting their politeness, friendliness, appropriate responses, and willingness to help. 100% of the Joyful Ambassadors (JA) reflected they have learnt practical skills conducive to providing mental support to other schoolmates. According to observation, most JA have demonstrated their ability in disseminating messages that promote mental health in schools. Some junior form JA were not able to give timely responses to schoolmates raising questions about family issues. 96% of the participants of the Wellness Programme expressed the activities could help them reduce stress and gain emotional support. According to questionnaire results of “leadership training camp”, over 80% of feedback by students are positive. They can transfer their problem solving and organizing skills in leading activities in their groups. Teachers reflected that students showed their leadership, problem solving and organization skills in different events. 	<ul style="list-style-type: none"> APASO Stakeholder Survey Teachers’ Observation School Social Worker Observation School-based student survey 	<ul style="list-style-type: none"> We need to deliberate further on methods to develop the potentials of Joyful Ambassadors to perform their roles more independently. More tailor-made training and supervision should be provided to JA to further develop their skills such as communicating acceptance and recognising emotions. We will create more opportunities for JA to get involved in the planning, implementation and evaluation of mental health promotion activities. This also aims to further enhance their leadership skills and collaboration skills. We should facilitate the leadership role of senior members in mentoring junior members of JA.
<ul style="list-style-type: none"> Organizing “leadership training camp” for CCA group leaders to stretch their leadership potential as well as enhance their problem solving and organization skills. 			<ul style="list-style-type: none"> APASO (Generic Skills - leadership) Student questionnaire CCA Master and CCA advisors’ observation Stakeholder Survey (Report on student survey) 	<ul style="list-style-type: none"> CCA leadership training camp can provide opportunities to enhance students’ self-confidence and explore their generic skills. This training will worth continue in the coming academic year. Other co-curricular activities are also important in unleashing students’ leadership potential. They should also be evaluated together as a whole.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
2.4 Optimizing conditions for students to integrate and apply STEAM-related knowledge and skills from different disciplines for use in the realm of learning and in the future				
<ul style="list-style-type: none"> Organizing various programmes and activities were organised to help students integrate and apply STEAM Education knowledge and skills in practical situations Organizing cross-curricular creativity activities were organized to help students integrate knowledge learned in STEM Ed and Visual Arts Organizing Maker Lab workshops and activities for S2 and S3 students with higher ability in science to investigate and try out science-related activities Providing opportunities and assistance were given to students in taking part in Hong Kong Science Fair, CUHK Jockey Club AI for the Future Project, Mathematics Olympiad, The City I&T Grand Challenge and other STEAM Ed competitions and programme. 	<ul style="list-style-type: none"> Information Literacy Generic Skills <ul style="list-style-type: none"> ✓ Problem solving skills ✓ Creativity ✓ Communication skills 	<ul style="list-style-type: none"> According to subject student surveys, most students (>90%) agreed that “their creativity skills had improved and the projects could arouse their interest in Science”; “they had become more aware of the related scientific principles and how to use resources effectively and economically”; “experience gained in learning activities has strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems”. Teachers reported that “students better understood the subject knowledge and the reasons for the application of green design”; “during the competition, students could make use of knowledge from different subjects to create their product, and thus enhanced their problem-solving skills and creativity”. From APASO III (Generic Skills), the subscales Learning (Initiative) and Creativity (Science-related) had a Q-score of 116 and 113 respectively. However, the mean values of both items about feeling confident with “Thinking of many good ideas for science experiments” and “Inventing new things” were 2.6 and 2.5. 	<ul style="list-style-type: none"> Schemes of work Teachers’ record Student survey 	<ul style="list-style-type: none"> More English readers related to STEAM and design thinking could be purchased to enrich students’ relevant knowledge, skills, and entrepreneurial spirit. STEAM Ed-related, investigation and creativity elements should be Integrated into the curriculum as well as co-curricular activities More opportunities should be provided for students to share their experience, challenges and advancement while participating in competitions and activities with the whole form/school. All subjects should provide co-curricular activities and opportunities for all students to apply and integrate their STEAM-related knowledge and skills so as to enhance their confidence in learning and creativity.
<ul style="list-style-type: none"> Conducting lectures or seminars by the Science Society and IT Club to enhance students’ interests and knowledge in STEAM-related topics. 		<ul style="list-style-type: none"> Teachers reflected that students showed interests in the lectures / seminars that enriched their knowledge in STEAM-related topics. According to students’ survey conducted by the Science Society, over 75% of the participants agreed that the seminar can enrich their knowledge and arouse interests. 	<ul style="list-style-type: none"> CCA advisors’ observation and evaluation Students’ questionnaire 	<ul style="list-style-type: none"> We should explore more related topics for different level of students in order to arouse their interests in STEAM.

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.5 Widening students' horizons and worldview through educational visits and cross-border learning programmes				
<ul style="list-style-type: none"> • Cross-curricular educational visits to the mainland, Macau and Korea and field study programmes to Tai Hang, Cheung Chau, Hong Kong Heritage Museum, Stanley Military Cemetery, Wong Nai Chung Gap Trail and Sha Tau Kok were organised to strengthen students' scope of knowledge and worldview. • Students' knowledge of national development and sense of national identity were enhanced through cross-border tour and project learning. • Students' knowledge and experience about different cultures, languages and educational systems were enhanced through cross-border study tours. • Photo stories and vlogs were produced by participants of the English Study Tour to Brisbane 2023 and shared with the entire school. 	<ul style="list-style-type: none"> • National and Global Identity • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Collaboration Skills 	<ul style="list-style-type: none"> • As reflected in subject surveys, students generally agreed that they have gained knowledge and have their sense of national identity enhanced through Mainland study tour. • Over 95% of the participants agreed that cross-border study tours could enhance their knowledge and experience about different cultures, languages and educational systems. • The study tour to Seoul enhanced students' understanding of economic principles through real-world applications and cultural immersion. Visiting major companies in Korea also helped students understand the application of subject-related theories in real life. Experiential learning opportunities provided by the tour were impactful in increasing critical thinking and cross-cultural communication skills among students. • 86% of students surveyed agreed that the photo story series and vlogs by the Brisbane tour participants widened their horizons and worldview. They also reflected that they gained a lot of fruitful experience during the English Study Tour to Brisbane. 	<ul style="list-style-type: none"> • Schemes of work • Assignment inspection • Teachers' record • Student survey • Schemes of work • Assignment inspection • Teachers' record • Student survey • Google Site 	<ul style="list-style-type: none"> • In the future, the itinerary of study tours can be appropriately extended to allow for deeper cultural experiences. • Student participants should be encouraged to engage in more self-reflection and sharing during and after the study tour. • Pre-trip meetings should be organized for all educational visits to provide the chance for teachers to explain clearly the objectives, expectations, and safety protocols, and to allow students to prepare well for how to apply their subject knowledge during the tour. • The school plans to organize an English overseas study tour again in the next school year to provide an opportunity for students to immerse themselves in an English-speaking environment and enrich their English language learning experience and exposure to a foreign culture.
<ul style="list-style-type: none"> • Arranging authentic learning experiences (such as field visits) for students to widen their horizon and worldview. <ul style="list-style-type: none"> ✓ 中華飲食文化之旅 ✓ 香港山野遊踪 ✓ 中華歷史文化：澳門一天遊學活動 		<ul style="list-style-type: none"> • According to the results from stakeholder surveys (4.0), students agree that teachers often organize different learning activities both inside and outside of the classroom such as visits. Students (3.7) take an active role in learning inside and outside of the classroom. • According to teachers' observation, students showed interested in educational visits; and the activities widen students' horizons and worldview. 	<ul style="list-style-type: none"> • Teachers' observation • Student survey 	<ul style="list-style-type: none"> • In order to widen students' horizon and worldview, we suggest to cooperate with Subject Panels to organize study tour to Mainland (跨科組內地考察：廣州內地交流團) in the next academic year.

Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
3.1 Helping students adopt the positive values to face the difficulties when growing up by enriching the formal and informal curriculum				
<ul style="list-style-type: none"> Providing students with learning activities contextualized with appropriate current affairs and life events 「生活事件簿」 for building up students' responsibilities and commitment in serving the school, society and nation. 	<ul style="list-style-type: none"> National and Global Identity Healthy Lifestyle Generic Skills <ul style="list-style-type: none"> ✓ Communication skills ✓ Creativity ✓ Problem solving skills ✓ Collaboration skills ✓ Self-management skills 	<ul style="list-style-type: none"> According to the results from stakeholder surveys (3.8), students agree that the school actively teaches them how to get along with others, such as showing respect for others and being considerate. Both students (3.8) and parents (4.0) showed positive responses towards support for student development (the school helps students develop good moral character). From APASO III (Affective Development), All the Q-scores reflected performance above the territory-wide norm and showed improvements when compared with that in the previous year. <ul style="list-style-type: none"> ✓ All the subscales related to National Identity: (Responsibility, Obligations), (Proud, Love), (National Flag, Anthem) and (Achievements) had a Q-score of 116; ✓ The subscales Honesty (Act of Honesty) and Morality (Importance) had Q-scores of 111, and 112 respectively. Notably, the Q-score for Honesty (Act of Honesty) indicated an enhancement in students' awareness. ✓ The Q-scores of Satisfaction (School) and School Atmosphere (Belongingness) are 113 and 116 respectively. It is believed these results showcase the positive impact of the implemented measures. According to teachers' observation, students enhance positive values through the MCE lesson. Over 80% of students agreed that participation in the learning activities could help to build up their responsibilities and 	<ul style="list-style-type: none"> Teachers' observation Student survey 	<ul style="list-style-type: none"> To enhance students' learning motivation, it is recommended to provide teaching activities that are more relevant to daily life such as Chinese Festival (Mid-Autumn Festival) (生活事件簿：中秋節)
<ul style="list-style-type: none"> Incorporating national security education elements into the curriculum (including all subjects) and life-wide learning activities Positive values were incorporated into both the formal and informal curriculum of various subjects. Cross-curricular competitions and other learning activities were provided to enhance students' sense of responsibility, integrity and self-control & citizenship. 			<ul style="list-style-type: none"> Schemes of work Student survey Schemes of work Lesson Observation Assignment inspection Student survey 	<ul style="list-style-type: none"> Regarding to facilitate national security education, the school would continue <ul style="list-style-type: none"> ✓ to incorporate national security education elements into the formal and informal curriculum; and ✓ to incorporate positive values (responsibility, integrity and self-control & citizenship) into both the formal and informal curriculum of various subjects.
<ul style="list-style-type: none"> Organizing Floor Curling Workshops and Competitions for students in S1 during OLE Days through basic training by professional coaches to introduce the concept of inclusive sports for people with different abilities 			<ul style="list-style-type: none"> Teachers' Observation School-based Questionnaire results (Student Survey) 	<ul style="list-style-type: none"> In the next year, students should be further encouraged to engage in more physical exercise and relaxation activities to lead a healthy lifestyle. Counselling Team will continue to organize life education activities to nurture in students the positive values towards life and help them develop ways to cope with setbacks and difficulties.

<ul style="list-style-type: none"> • Cultivating in students a sense of thankfulness to people who have helped them and appreciation for what they possess by organizing various activities during the Gratitude Month: <ul style="list-style-type: none"> ✓ Sharing of Thanksgiving Messages during School Assembly ✓ Cheer Up Cards ✓ Good People, Good Deeds ✓ Gratitude Speech: English Writing Competition ✓ Lunch Programmes featuring three game booths: Building Lego Flowers, Donuts Corner and Instant Photo Booth 		<p>commitment in serving the school, society and nation. As reflected in subject surveys, most students agreed that the learning and teaching materials and activities helped them reflect on or develop positive values.</p> <ul style="list-style-type: none"> • From Assignment Inspection, related positive values were successfully reflected in most students' assignments. From Lesson observation, subject panel chairpersons remarked that most students were able to demonstrate relative knowledge and identify the related proper values and attitudes. • Through observations by teachers and social workers during the activities promoting positive values, almost all students were engaged and cherished the opportunity to explore something new to them. The competitions pushed participants to strive for excellence and improve their problem-solving abilities. From the student survey results, <ul style="list-style-type: none"> ✓ Most students that they should be grateful to people who have helped them and cherish what they possess; ✓ Most of them cherished the opportunity to share heartwarming experiences and express thankfulness to people who have helped them. • Regarding the preventive workshops: <ul style="list-style-type: none"> ✓ The questionnaire conducted by LEAP showed that 98% of students could recognize the risks of tobacco and drugs, understand the impact of peer pressure and learn refusal skills. ✓ The Discipline Team's questionnaire indicated that 98% of students believed participation in activities enhances their self-discipline and integrity awareness. Discipline Team received one case of a student carrying cigarettes, reflecting a minimal occurrence in this school year. 	<ul style="list-style-type: none"> • Teacher Observation • School-based Questionnaire results (Student Survey) 	<ul style="list-style-type: none"> • After refining the guidelines and lesson plans of the activities "Cheer Up Cards" and "Good People Good Deeds writing competition", class teachers were more able to facilitate the activities. Similar practice will be adopted in the next year. • The Gratitude Month is an important measure to nurture a caring culture on campus. It will be held next year and MCNE lessons will be further developed to cultivate students' traditional virtue of filial piety.
<ul style="list-style-type: none"> • Arrange preventive workshops for all students to promote moral values and cultivate a healthy lifestyle: <ul style="list-style-type: none"> ✓ 自律守紀講座 ✓ 警察講座 ✓ 廉政公署互動劇場 ✓ 廉政劇集觀賞問答比賽 ✓ 廉潔硬筆書法比賽 ✓ 「吸煙多面睇」工作坊 ✓ 「COOLTEEN 有計」工作坊 ✓ 「無藥一樣 COOL」工作坊 		<p>commitment in serving the school, society and nation. As reflected in subject surveys, most students agreed that the learning and teaching materials and activities helped them reflect on or develop positive values.</p> <ul style="list-style-type: none"> • From Assignment Inspection, related positive values were successfully reflected in most students' assignments. From Lesson observation, subject panel chairpersons remarked that most students were able to demonstrate relative knowledge and identify the related proper values and attitudes. • Through observations by teachers and social workers during the activities promoting positive values, almost all students were engaged and cherished the opportunity to explore something new to them. The competitions pushed participants to strive for excellence and improve their problem-solving abilities. From the student survey results, <ul style="list-style-type: none"> ✓ Most students that they should be grateful to people who have helped them and cherish what they possess; ✓ Most of them cherished the opportunity to share heartwarming experiences and express thankfulness to people who have helped them. • Regarding the preventive workshops: <ul style="list-style-type: none"> ✓ The questionnaire conducted by LEAP showed that 98% of students could recognize the risks of tobacco and drugs, understand the impact of peer pressure and learn refusal skills. ✓ The Discipline Team's questionnaire indicated that 98% of students believed participation in activities enhances their self-discipline and integrity awareness. Discipline Team received one case of a student carrying cigarettes, reflecting a minimal occurrence in this school year. 	<ul style="list-style-type: none"> • APASO (Affective Development) • Stakeholder Survey • Questionnaire • Teachers' observation • Discipline Team cases review 	<ul style="list-style-type: none"> • The 2 workshops 「COOLTEEN 有計」工作坊、「無藥一樣 COOL」工作坊 both focused on preventing substance abuse. As the workshops were effective, with no related cases reported at the school, we may consider reducing one workshop next year. • The talk 「警察講座」 held by the PPRB discussed the negative impacts of undesirable behaviors (drug abuse and shoplifting with S1 students). It emphasized the importance of law-abidingness for social stability. Currently limited to S1 students, next year we will expand the audience by including value-sharing sessions during school assemblies to strengthen students' awareness to potential crime (such as smuggling during cross-border travelling).

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
3.2 Cultivating a spirit to serve the community among students through co-curricular activities				
<ul style="list-style-type: none"> Organizing environmental activities 「環保工作坊」 to promote green and healthy lifestyle among students and to build up their collective responsibilities and commitment in environmental protection. 	<ul style="list-style-type: none"> Healthy Lifestyle Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Collaboration Skills 	<ul style="list-style-type: none"> According to the results from stakeholder surveys (3.8), students agree that the school helps them to develop good moral character inside and outside of the classroom. Parents agreed that students are respecting others and being considerate (4.0) and students like to participate in school's activities and services (4.0). According to results from APASO, the Q-score of Generic Skills (Creativity, Society-related) demonstrated positive outcomes (116). This indicates that the school strategies could facilitate students' communication and collaboration. According to teachers' observation, the environmental activities enhance students' awareness in greening and environmental protection. According to student survey, over 90% of students agreed that participation in the activities could promote green and health lifestyle. According to student survey, over 90% of students agreed that participation in the activities help build up their collective responsibilities and commitment in the environmental protection. Teachers reflected that students showed their capability, spirit and love in serving the community. They also exhibited social awareness and expressed their gratitude through participation in the services. 	<ul style="list-style-type: none"> Teachers' observation Student survey 	<ul style="list-style-type: none"> It is recommended to organize environmental education visit (社區環保考察：啟德) in the next academic year.
<ul style="list-style-type: none"> Arranging community services by the CCA groups for students to cultivate in them the caring attitudes. <ul style="list-style-type: none"> ✓ Services such as checking blood pressure, glycemic index for the elderly in our community (Red Cross) ✓ Visiting the elderly home and children's home to care for the disadvantaged (Girl Guides) 				

Measures (School arrangements in facilitating students' performance)	Relevance to the 7 learning goals	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
3.3 Strengthening the partnership between the school and home education				
<ul style="list-style-type: none"> • Arranging dual class teachers in all S1-5 classes to foster communications with parents. • Organizing parents' and parent-child education activities, in collaboration with the Parents & Teachers Association (PTA), to enhance the cultivation of positive values and a healthy lifestyle among students. <ul style="list-style-type: none"> ✓ "When the children feel annoyed! – Cannot go without Mobile Devices" seminar for S1 Parents (28 August 2023) ✓ Parent-child cookery activity (11 November 2023) ✓ "To enhance teenagers' sense of achievement & motivation in participation" for S1 parents (23 February 2024) ✓ Picnic to Sha Tau and Kat for parents and their children (4 May 2024) ✓ "Reminders for law-abidingness in summer vacation" for all parents (15 Jul 2024) • Organizing a series of workshops were arranged for targeted families to foster parent-child relationship (15 June, 29 June and 13 July 2024) • Arranging regular PTA meetings and student-parent-teacher consultations to foster good communications and receive opinions for school development 	<ul style="list-style-type: none"> • Healthy Lifestyle • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Collaboration Skills 	<ul style="list-style-type: none"> • According to the results from stakeholder surveys, parents regarded a good relationship with the school (4.1). They favourably considered that: <ul style="list-style-type: none"> ✓ There are sufficient channels, such as Parents' Day, phone and email, for me to express my opinions to the school (4.0) ✓ The school is willing to listen to the opinions of parents (4.0) ✓ The Parent-Teacher Association facilitates communication between the parents and the school (4.0) • The communications among parents and the school were considered very effective. • According to survey from S1 parents, the preferred themes for parent education seminars were "Enhancing self-management/study skills of children", "Handling pressure", "Life planning", "Parent-child relationship" and "Internet addiction". The school is trying to address their needs in arranging parent education activities. • Evaluation was carried out in an event-based manner. The activities so-far arranged were all highly commended by parents and students concerned; and improvements were suggested. • Upholding the healthy lifestyle of the students, review on food supplied by the Tuck Shop was made by students through questionnaire towards the end of the school year; whereas the results disseminated were discussed among the school, parent representatives and the Tuck Shop personnel for improvement. 	<ul style="list-style-type: none"> • Stakeholder Survey • Parents' survey on events • PTA meeting minutes 	<ul style="list-style-type: none"> • School values education would never be successful without the involvement of parents in terms of home-school cooperation. Parent education and parent-child relationship would be the foci for the school. • Further evaluation will be made during the regular PTA meetings and feedbacks to the school for follow-up actions were received from the PTA. • Apart from the PTA meetings, the school will make good efforts in communicating with parents for the sake of student healthy development in all aspects. In this regard, suggestions for improvement from parents will be seriously considered to refine the school administration at different school levels to enhance students' learning and well-being.

2023-2024
Student Performance – External Awards
學生表現 - 校外活動獎項

Academic Activities 學術活動

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
「第八屆英才盃 STEAM 教育挑戰賽」	優異獎	3A 陳永鏞 3A 傅匡廷 3A 林俊勤 3A 莫景湛 3A 岑正浩
「加德士機械人工程師教室」 全港中小學機械人競賽 2023	中學組 全場總亞軍	4A 呂嘉樂 4A 邢泰瑜 4A 易琨翔 4B 陳文婷 4B 張 健 4B 方游超 4B 譚文慧 4B 鄧晉熙 4C 楊芷君
「加德士機械人工程師教室」 全港中小學機械人競賽 2023 投射挑戰賽	中學組 季軍	4B 張 健 4B 方游超 4B 鄧晉熙 4C 楊芷君
	校園精英戰亞軍	4B 張 健 4B 方游超 4B 鄧晉熙 4C 楊芷君
「加德士機械人工程師教室」 全港中小學機械人競賽 2023 冰壺彈射對戰	中學組 冠軍	4B 鄧晉熙
HKICPA/HKABE Joint Scholarship for BAFS 2023/24	Scholarship	5A Li Hiu Nam
尤德爵士紀念基金獎學金 2023/2024	獎學金	6A 周芷君 6B 陳文俊
Hotel Room of the Future Competition organaised by The Hong Kong Polytechnic University	Certificate of Appreciation	5A Mok Ka Mei 5A Zhan Yuen Ching 5B Chan Hoi Ling 5B So Joe Yin 6C Chak Hoi Lam 6C Chen Dan Yi

Activities 活動	Prizes 獎項	Winners 獲獎者
第八屆全港學界「中史解碼」手機螢幕桌布設計比賽	高中組優異獎	4A 許政昕
	高中組傑出作品獎	4B 譚文慧
香港津貼中學議會及香港直接資助學校議會主辦「國家安全領域」虛擬遊設計比賽 心繫家國「國家安全領域」虛擬遊設計比賽	二等獎 (獎杯、獎狀及\$500 書券)	3A 張智業 3A 傅匡廷 3A 林俊勤 3A 蘇思衡
第 76 屆香港學校音樂節比賽結果(2023-24)	聲樂獨唱(中文) - 銀獎	1A 李思瑤
	小提琴獨奏(三級) - 銀獎	1A 鄭子灝
	分級鋼琴獨奏(四級) - 銅獎	1B 余汶希
	分級鋼琴獨奏(三級) - 銀獎	1B 黃紫滄
	分級鋼琴獨奏(三級) - 銅獎	1C 王子朗
	長號獨奏(中學初級組) - 銅獎	1C 李宣佑
	箏獨奏(高級組)- 季軍	1D 呂柏熹
	分級鋼琴獨奏(三級) - 銀獎	2A 陳沁儀
	長笛獨奏(中學初級組) - 銀獎	4B 何灼琳
	分級鋼琴獨奏(七級) - 銀獎	5A 楊朗怡
	中提琴獨奏(中級組) - 銅獎	5D 王雪瑩
2024 Harvard Prize Book	Certificate & Prize Book	5A Hui Ho Yi 5A Lau Yuk Fai 5A Yang Long Yi
Hong Kong Battle of the Books – Modified Secondary	2nd place	2A Chan Yun Fung Arthur 2A Chen Vicky Ya Wing 2A Cheung Chak Yan 2A Fung Yiu Yiu 2A Lai Ka Lam 2A Leung Ka Yu 2A Shun Ka Ho 2A Si Hoi Man 2A Tam Yiu Tai 2A Kwong Hoi Ling 2B Wong Lam Yan 2B Tang Hoi Ki
Hong Kong Budding Poets (English) Award – Secondary Section	The Outstanding Student Poet Award (Honourable Mention)	2A Leung Ka Yu
Hong Kong Budding Poets (English) Award – Open Section	The Outstanding Student Poet Award (Bronze Prize) & The Poet of the School Award	5A Ma Sai Hang
HKICPA/HKABE Joint Scholarships for BAFS 2023-2024	Scholarship	5A Li Hiu Nam

Activities 活動	Prizes 獎項	Winners 獲獎者
75th Hong Kong Schools Speech Festival (English Solo Verse Speaking)	2 nd place & Merit	2D Sung Hoi Yan Hannah
	3 rd place & Merit	2A Cheung Chak Yan
	Merit	1A Li Junkai 1A Montifalcon Alexi Wenz Baluyos 1B Lo Kwan Lok 1B Wu Ho Yan 2A Chan Yun Fung Arthur 2A Chen Vicky Ya Wing 2A Fung Yiu Yiu 2A Kwong Hoi Ling 2A Leung Ka Yu 2A Si Hoi Man 2B Tang Hoi Ki 3A Cham Hoi Yiu Yoyo 3A Chan Wing Kai 3A Lee Tsz Ching Christine 3A Ma Sze Lam 3A Sum Ching Ho Anthony 3A Yu Cheuk Lam 3A Yu Li Shi 4A Chan Elli-Rose 4A Lin Ka Ngai 4A Wong Pui 4A Xu Wai Yi 5A Hui Ho Yi 5A Lam Chin Kiu 5A Lau Yuk Fai 5A Ma Sai Hang 5A Poon Yuen Ning 5A Yung Yeuk Lam
Proficiency	6B Lee Tsz Tung 1B Sun Atsumori 1C Mau Hay Lei Haley 2A Lai Ka Lam 2A Shun Ka Ho 2A Tam Yiu Tai 2B Wong Lam Yan 3A Yu Lok Yee 5A Chen Ru Heng 5A Wu Chun Pong	

Activities 活動	Prizes 獎項	Winners 獲獎者
Speak Up! Act Out! Drama Competition (Improvised Drama Category)	Merit Award	4A Chen Wun Long 4A Yi Findal 2D Sung Hoi Yan Hannah 2D Kwok Wing Yan 1C Zhong Zikui
Speak Up! Act Out! Drama Competition (Devised Drama Category)	Outstanding Actor Award	2B Lau Tsz Ham
	Merit Award	2A Leung Ka Yu 2A Chan Tsam Yee Sandy 1A Montifalcon Alexi Wenz Baluyos 1B Wu Ho Yan
香港創科展 2023-2024	初中組銀獎	3A 陳永鏞 3A 張智業 3A 傅匡廷 3B 李旭朗
	優異獎	3A 湛海堯 3A 李紫晴 3A 余卓林 3A 余莉詩
教育局課程發展處主辦「傳承·想創—— 積極推廣中國歷史與中華文化學校年度大獎 (2023/24)」	積極推廣中國歷史與中華文化學 校年度大獎	文理書院 (九龍)
	積極推廣中國歷史與中華文化教 師獎	張天慧老師 謝雯茵老師
	積極學習中國歷史與中華文化獎	5B 陳凱齡 5B 蘇祖賢 4A 許政昕 4A 黃梓琪 4B 譚文慧 3A 司徒詠怡 3A 溫宛汶 2A 鄺愷羚 2A 黃嘉茵 2C 吳奕晞
教育局主辦、香港史學會籌劃「情定歷史」 全港中學生比賽 -- 網上閱讀獎勵計劃	最積極參與學校大獎	文理書院 (九龍)
	推廣閱讀文化學校	文理書院 (九龍)
	推廣閱讀文化獎--優異獎	8 人
	推廣閱讀文化獎--嘉許獎	85 人
教育局主辦、香港史學會籌劃「情定歷史」 全港中學生比賽 -- 婚嫁禮盒設計及製作比 賽	初中組 季軍	2A 鄺愷羚 2A 黃嘉茵
	高中組 冠軍	4A 黃詠恩 4A 黃梓琪 4B 譚文慧

Activities 活動	Prizes 獎項	Winners 獲獎者
教育局主辦、嶺南大學香港與華南歷史研究部協辦「2023/24 全港初中中國歷史文化問答比賽」	優異獎	2A 柯瀚城 3A 李紫晴 3A 司徒詠怡 3A 溫宛汶 3B 吳紫雪
教育局及香港電子學習教育協會聯合主辦第八屆全港學界「中史解碼」手機螢幕桌布設計比賽	高中組優異獎	4A 許政昕
	高中組傑出作品獎	4B 譚文慧
教育局課程發展處主辦「想·創--中國歷史」學生自學平台--2023/2024 年度「奪寶奇兵」全港初中學生自學獎勵計劃	最具價值奇兵獎 (取得所有文物者)	2C 吳奕晞 2A 沈家豪 2A 黃嘉茵
	至尊多寶奇兵獎 (擁有最多文物者)	2C 吳奕晞
	積極參與獎 (成功換取虛擬文物者)	1A 張梓渝 1A 徐文滔 1A 林欣瑜 1A 李詩萌 1B 韓樂陶 1B 孫敦盛 1B 鄧致樂 1B 黃文雅 1B 胡可恩 1C 周宇熙 1C 王子朗 1D 陳芷欣 1D 程裕僖 1D 李浩誠 1D 叶俊傑 1D 葉泓正 2A 鄭綽康 2A 鄺愷玲 2A 黎迦霖 2A 李懿豐 2A 顏暄穎 2A 蘇雪怡 2A 譚曜泰 2A 袁子喬 2B 何智禎 3A 林梓渝 3A 李駿豪 3B 林順蒞

Activities 活動	Prizes 獎項	Winners 獲獎者
第 41 屆香港數學競賽	三等獎	5A 黃振賢
AIMO 晉級賽 2024	銅獎	2A 袁子喬
	銀獎	5A 李曉南
2024 香港數學及奧數挑戰賽	金獎	4A 劉曉烽 4A 黃宗霆
	銀獎	2A 蘇浩林 5A 黃振賢
	銅獎	2A 林浚謙 2A 施凱文 4A 林家毅 4A 馬嘉堯 5A 黃明浩 5A 吳鎮邦
	殿軍	5A 李曉南
2024 Hong Kong Mathematics Kangaroo Contest	Elite Award	5A 黃振賢
	Merit Award	5A 黃明浩 5A 吳鎮邦
優質數學教育團體獎	銀獎	文理書院(九龍)
Gifted Education Program -- HKUST Dual Program Mathematics Level 1	Excellent Award	5A 黃振賢
Gifted Education Program -- HKUST Enrichment Program for Gifted Learners	Merit Award	5A 李曉南
Gifted Education Program -- CUHK Science Academy for Young Talent	Distinction	4A 黃沛 4A 許慧怡
第九屆英才盃 STEAM 教育挑戰賽	中學組 優異獎	2A 陳深苜 2A 謝凱澄 2A 楊恩彤
大灣區陸空智慧物流校際挑戰賽 (香港賽區)	中學組 銅獎	3A 陳永鏞 3A 傅匡廷 3A 李駿豪 3A 林俊勤
Hong Kong Battle of the Books Runners Up Team	2nd Place	2A Chan Yun Fung Arthur 2A Chen Vicky Ya Wing 2A Cheung Chak Yan 2A Fung Yiu Yiu 2A Kwong Hoi Ling 2A Lai Ka Lam 2A Shun Ka Ho 2A Si Hoi Man 2A Tam Yiu Tai 2B Tang Hoi Ki 2B Wong Lam Yan

Leaderships 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
廉政公署主辦「高中 iTeen 領袖計劃」 (嘉許其於 2022/23 學年擔任「iTeen 領袖」 宣揚誠信廉潔信息的優秀表現)	金獎	5A 單秋鳴 5A 楊朗怡 6A 劉凱欣 6A 蘇鈺鈞 6A 曾楚安 6B 梁雪熿
2023-2024 年度九龍城區傑出學生選舉	高中組優異獎	5A 潘苑寧
	初中組優異獎	3A 汪琇恩

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
亞洲中學生校際嘻哈舞蹈大賽	聯校排舞冠軍	5B 陶琛瑤
耀舞盃兒童及青少年街舞比賽	青少年組齊舞冠軍	5B 陶琛瑤
第六屆第 60 屆學校舞蹈節街舞	獨舞甲級獎	5B 陶琛瑤
IYDC 國際年青舞蹈家舞蹈大賽	Solo Pop dance 冠軍	5B 陶琛瑤

Arts 藝術

Activities 活動	Prizes 獎項	Winners 獲獎者
2023-2024 香港學校戲劇節	傑出導演獎 (個人)	3A 溫宛汶
	傑出演員獎 (個人)	5B 陳希彤 3B 謝瑩晶 3D 潘卓恆 2B 劉梓涵 1B 孫敦盛
	傑出舞台效果獎 (全體)	文理劇社
	傑出合作獎 (全體)	文理劇社
	傑出整體演出獎 (全體)	文理劇社

Financial Report

Cognitio College (Kowloon)

2023-2024 Financial Report summary

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Government Funds)			1,164,470.50
(I) Government Funds			
(1) EOEBG Grant			
(a) Non-School Specific			
Basic Baseline	1,916,822.33	2,564,706.90	
Other income received	4,328.80		
Sub-total:	<u>1,921,151.13</u>	<u>2,564,706.90</u>	-643,555.77
Pior year(s) adjustment			
(b) School Specific			
Administration Grant	4,586,604.00	4,943,667.41	
Capacity Enhancement Grant	666,935.00	671,675.00	
Composite IT Grant	585,152.00	543,445.92	
Air-Conditioning Grant	644,851.00	502,345.50	
School-based Management Top-up Grant	52,596.00	0.00	
School-based Therapy Admin Recurrent Grt	8,415.00	4,708.30	
Sub-total:	<u>6,544,553.00</u>	<u>6,665,842.13</u>	-121,289.13
Balance c/f (Government Funds)			<u><u>399,625.60</u></u>
Balance c/d (Government Funds)			2,153,416.23
(2) Grants Outside EOEBG			
Teacher Relief Grant (Optional)	4,945,800.00	5,354,828.06	
Diversity Learning Grant	84,000.00	90,480.00	
Learning Support Grant	459,125.00	423,042.00	
Life-wide Learning Grant	1,218,131.00	1,626,922.65	
Support for NCS Students Grt	156,691.00	227,294.63	
Sub-total:	<u>6,863,747.00</u>	<u>7,722,567.34</u>	-858,820.34
Balance c/f to next year (Government Funds)			<u><u>1,294,595.89</u></u>

Financial Report - cont'

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Subscriptions)			6,252,661.37
Subscriptions			
Subscriptions	97,650.00		
Tuckshop Rental received	88,000.00		
Others	4,640,067.04	4,217,368.71	
Sub-total:	<u>4,825,717.04</u>	<u>4,217,368.71</u>	
Balance c/f to next year (Subscriptions)			<u><u>6,861,009.70</u></u>
Balance c/d (Approved collection for specific purposes)			821,238.30
Approved collection for specific purposes			
Income received			
Expenses		19,500.00	
Sub-total:	<u>0.00</u>	<u>19,500.00</u>	
Balance c/f to next year (Approved collection for specific purposes)			<u><u>801,738.30</u></u>

Remarks: Salaries Grant and Employer's Contributions to PF/MPF Scheme for Non-teaching staff are not included.