

**Sha Tin Methodist  
College  
School Report**

**2022-2023**

## **(1) Our School**

Sha Tin Methodist College is an aided co-educational EMI secondary school founded in 1983. It is sponsored by the Methodist Church, Hong Kong to serve the local community together with churches and service centres in the Sha Tin parish. In 2022-23, there are a total of 665 students in 25 classes from Form One to Form Six.

### **Vision**

To develop a holistic education based upon the Christian faith; to nurture our students to live an abundant life through the preaching of the Gospel.

本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。

### **Mission and beliefs**

Provide whole-person education according to the spirit of Jesus Christ; Nurture abundant lives by teaching the gospel.

We believe:

That each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the fullest.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model themselves after Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

That the meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

## (2) Achievements and Reflection on Major Concerns

**Priority Task 1: Strengthen students' learning ownership and unleash learning potential by optimizing teaching and learning pedagogy.**

### **Achievements**

✧ **The 3 targets in Priority Task 1 were achieved to a great extent. Excellent response was seen from the students' (F.1-5) and teachers' Annual School Plan surveys in May, 2023.**

**a. The target 'To brush up English proficiency and capability to enhance students' learning' was achieved greatly as seen in the positive feedback.**

- >80% of students and teachers expressed appreciation and admiration for their schoolmates who were able to present fluently and eloquently in English on different occasions such as morning assemblies, cyclic assemblies, and various activities throughout the whole year.
- >80% of students (>90% F.2) agreed that they would see the schoolmates as role models and have confidence and willingness that they can do the same sooner or later with efforts paid.
- It was agreed by both students (about 80%) and teachers (about 90%) that a proactive and rich English environment and atmosphere was created through the morning assemblies. >80% of students also agreed that the EMI teachers have provided frequent and sufficient exercises to enhance students' learning.

**b. The target 'To conduct collaborative peer learning and experiential learning so that students have a greater sense of ownership in learning and their talent and potential can be stretched' was also achieved greatly as seen in the positive feedback.**

- >85% of students agreed that teachers allocated great time and a lot of opportunities for interactive learning and teaching in the lessons. The teachers provided clear guidelines and scaffolding questions to facilitate peer-to-peer interactive activities.
- >80% of students agreed that classmates were confident and engaged to share, present before the others, and could get positive feedback and appreciation from fellow students. About 80% of students agree that the classroom setting, groupings and atmosphere facilitated communication and collaboration among students. Students' sense of ownership and knowledge co-construction among students were achieved successfully.
- Besides, >80% of students and teachers agreed that subject teachers deliberately arranged many experiential and extended-learning activities in the lessons and after lessons, such as projects, hands-on experiments, inter-school competitions, workshops, field trips, visits, concerts, conferences, debates, forums, interviews,

shadowing, community services, etc. Students found these learning experiences to be very fruitful. Not only could such experiences enrich their knowledge, >85% of students (>90% F.2 students) agreed that such learning experiences facilitated them to apply subject concepts and relate them to daily life.

- In addition, **the newly fixed Friday Life-wide Learning (LWL) zone has received positive feedback** from both teachers and students. >70% of students agreed that the Friday LWL zone provided diversified learning activities to enhance self-directed learning motivation, stretch and extend students' learning potential, and had a great sense of ownership in the learning outcomes. >70% of students agreed that the Friday LWL zone was meaningful and inspired students. Among all forms, F.2 students (>80%) were the keenest about the Friday LWL zone.
- While the Friday LWL zone has proven to be a success, **its frequency and timing may need to be adjusted** to maintain a balance between activities and academic work. Thus, a proposal to reduce the frequency from 18 to 10 times per year and allocate 30 minutes of LWL time on Fridays will be implemented in the coming year. It is believed that this change will improve the overall coordination and, consequently, the quality of activities.
- **In addition to the ASP survey in 2023, the SHS (stakeholders' survey) conducted by the EDB** also showed that students had a very positive view towards teachers' teaching (reaching 3.6-3.8 on a 5-point scale). Students appreciated the use of mind-maps, pre-study materials, resources, various learning activities, constructive feedback on students' formative assessments, and encouragement.

**c. The target 'To optimize blended learning and increase sharing and presentation platforms so that students would break through the learning walls and become confident, self-directed and active learners' was again achieved to a great extent.**

- >90% of teachers' and >70% of students agreed that subject teachers were familiar with the use of interactive TVs and various eLearning apps and able to blend both conventional learning and online learning for the sake of students' learning. >85% of students in general (>90% F.1 and F.2 students) agreed that such blended learning could enhance their learning effectiveness.
- >80% of teachers agreed that they have made good use of various and diversified platforms and timeslots to let students share the learning outcomes and such opportunities were completed smoothly and with positive impact on students, i.e. strengthening students' learning ownership and unleashing their learning potential.

**Reflection**

- ❖ This was **the first year of implementing** the School Development Plan (2022-25), and Priority Task 1 was on the right track and **will continue in the coming year**. It is gratifying to see that all teachers have done their best and contributed greatly to organizing numerous

learning activities both inside and outside the classroom, through formal and informal curricula, to unleash students' potential and talent, strengthen their sense of ownership, and help students break through the learning walls to become confident and proactive learners.

- ✧ **By optimizing teaching pedagogy and stretching students' learning potential, most students were found to be flourishing and engaged in their learning this year.** >75% of students agreed that they managed their time well and were able to complete their assignments, participate in extra-curricular activities and maintain a balanced life. >75% of students agreed that they were satisfied with their academic learning, participation in various activities, developing their own potential and inter-personal relationships. It is hoped that the students will continue to have breakthroughs and set their own learning goals and pace, eventually becoming independent self-directed learners in the future.

#### Feedback and follow up

- ✧ **Enhancing students' English proficiency** is still our main target in the coming year as English is the window to the world. More efforts and professional collaboration in the design of formal curriculum, pedagogy and LWL learning activities in the English subject and EMI subjects are still needed in the coming year so that students would enjoy and engage more in learning and all could be empowered. EMI colleagues are encouraged to take the EMI professional development courses to update their teaching pedagogy.
- ✧ **As teachers' professionalism is always the most crucial to empower the students at school,** therefore, lesson study and peer observation to improve teaching pedagogy will continue to be conducted so that, eventually, the students' sense of efficacy and ownership of learning can be further achieved in the coming year.

**Priority Task 2: Open up global perspectives; Deepen learning’s meaning by reimagining the curriculum.**

**Achievements**

✧ **The 2 targets in Priority Task 2 were achieved to a great extent. Excellent response was seen from the students’ (F.1-5) and teachers’ ASP surveys in May, 2023.**

**a. The first target ‘to inspire students to explore community and global issues, commit to the identity of global citizenship, and reflect the meaning and importance of their study’ was achieved successfully.**

- 78% of students agreed that subject teachers always connected and embedded global issues or UN Sustainable Development Goals (SDGs) into the formal curriculum and cyclic assemblies naturally. Students found the topics have close relationships with the contemporary world. They shared a greater sense and awareness of global citizenship.
- 89% of students (91% of F.2 students!) agreed that they were willing to be responsible global citizens and believe that they could play an important role in changing and improving the community and the world. Cyclic assemblies with themes on global concerns and SDGs such as the future world in an age of Artificial Intelligence, global warming, environment protection, fair trade, water pollution and mental well-being, etc., were well-received by students.

**b. The second target ‘To develop and equip the students with 6 Global Competencies (6C) to embrace challenges of today and tomorrow, and act as change agents of the community and the world’ was achieved to a large extent.**

- 6C refers to Creativity, Critical thinking, Collaboration, Communication, Global Citizenship, and Characteristics such as life-long learning, responsible, inclusive and compassionate, etc. **77% of students agreed that their global perspectives and 6Cs were enhanced.**
- **Interdisciplinary learning designs** enhanced students’ 6 global competencies.
- 70% of F.1 students and 80% of F.2 students agreed that the F.1 inter-disciplinary project ‘I am a global citizen’ and F.2 PSHE project on Sham Shui Po respectively increased their awareness, knowledge and values of being a global citizen and engaged them to learn and think critically and holistically about the sustainability of their community and humankind.
- From the APASO survey conducted in Dec, 2022, in particular, students had a positive response to the items of **global citizenship** which was very different from the negative response of the previous years.
- Various **reading across the curriculum activities** such as Reading Week, Reading Day, Book Exhibition, online reading materials with SDG themes were

held or distributed to students and a Fountain Tree language and arts digital journal was proudly posted on the school website. Although not more than 70% (69%) of students found them interesting and able to provide global perspectives, the efforts were appreciated. A better coordination and design of the activities and reading materials can still be attempted in the coming year.

### Reflection

- ✧ **The mission of the school has always been to enable students to embrace diversity, understand the challenges of today and tomorrow, and empower them to act as change agents in their community and the world. The second major concern was in the right direction.** It's believed that small steps in the right direction can lead to successful implementation.
- ✧ Students were easily shaped. When they were exposed to various SDG goals and global issues, the identity of global citizenship was raised remarkably.
- ✧ Assemblies, activities, posters and reading materials all showed the determination and actions of the teachers and students to deepen the understanding and meaning of studies. Their efforts made the implementation successful.

### Feedback and follow up

- ✧ **Interdisciplinary projects** were found to be effective in framing students' global perspectives and raising their concern for the community. The curriculum not only enhanced their skills, but also instilled values that promote building a better community and improving living quality. **The theme 'To build a better me, a better family, a better community and a better world' through project learning helped raise students' awareness about the meaning and importance of their studies. Thus, project learning should be continued without hesitation.**
- ✧ Last but not least, it is recommended that more debates, forums, and assemblies be organized, inviting people from diverse ethnic groups or nationalities to discuss SDGs and global issues. **These platforms are great opportunities to inspire students to think more empathetically and broaden their perspectives.**

**Priority Task 3: Nurture positive attitudes and let students live a flourishing life through positive education.**

**Achievements**

✧ **The 3 targets in Priority Task 3 were achieved to a great extent. Excellent response was seen from the students’ (F.1-5) and teachers’ Annual School Plan surveys in May, 2023.**

**a. The first target to “create positive class culture and boost students’ sense of belonging towards their classes” was achieved successfully.**

➤ 92.5% of Form teachers reported that at least one class-based activity was organized in the first term and second term. 81.6% of students agreed that they can establish positive relationships and enhance their sense of belonging to the class through class activities. **According to the APASO 2022 survey, the relationship between teachers and students and peer relationships were high. The relationship between teachers and students rose from F.2 to F.5 compared to last year.**

➤ The efforts to promote balanced lifestyles and foster positive health through 7 wellness class activities were partially successful. According to the survey, 84.4% of teachers agreed that 7 wellness could raise the awareness of students to develop a balanced lifestyle and promote positive health. Additionally, 84.3% of students reported having a greater understanding of the ‘7-wellness’ principles.

➤ Each student has a duty in their class to unleash their potential and cultivate a sense of responsibility. According to the survey, 95.4% of students totally agreed that they were committed to making contributions to their classes. Additionally, 81.8% of students and 80% of teachers observed that students were highly responsible in fulfilling their duties. The provision of class duties for students can enhance their positive engagement and develop a sense of responsibility.

➤ The efforts to create a positive environment and strengthen students’ sense of belonging towards their classes by incorporating positive elements into the classroom setting were successful. According to the survey, 82% of classes completed the display board on time. Additionally, 80% of teachers and 77.3% of students agreed that classroom decorations can foster a positive environment.

**b. The target to “create a positive learning environment through setting up class rules and routines” was achieved successfully.**

➤ Both teachers (86.7%) and students (88.5%) strongly agreed that positive classroom routines and rules had been established in all subject lessons, which can effectively promote student learning.

➤ Furthermore, both teachers (88.9%) and students (88.5%) strongly agreed that a safe and trusting relationship between teachers and students had been established in the classroom.



- According to the survey, 89% of teachers and 83% of students agreed that teachers cultivate a growth mindset in the classroom. The emphasis is on making a constant effort, learning from mistakes, and using strategies to overcome challenges.
- The survey revealed that 91.1% of teachers and 81.3% of students believed that learning skills were being taught in each subject to enhance students' learning confidence.
- The survey indicated that 89% of teachers and 84.9% of students agreed that teachers taught problem-solving methods, life skills, and social skills when appropriate to establish positive relationships and enhance students' self-efficacy.
- Study groups were formed by class committees and students' good works were showcased by subject teachers within the classrooms. According to the survey, 89% of teachers and 81.1% of students believed that these measures helped to create a motivating learning attitude within the class.

**c. The target to “create a positive culture and environment on the campus. Promote positive health” was partly successful.**

- According to the survey, 91.1% of teachers observed that students like to stay in school. Additionally, 83.9% of students reported that they enjoy staying in school to participate in the extra-curricular activities and chat with schoolmates. The APASO survey showed that peer relationships among students were highly rated.
- 86.9% of students agreed that the F.1 Bridging Program could help them establish positive relationships and better understand the requirements of the school and daily lessons.
- 85.7% of teachers reflected that they taught F.1 students study skills in the lesson. 84.1% of F.1 students agreed that they could manage the study skills of different subjects.
- 74.8% of F.1 students who participated in the Mindfulness course agreed that mindfulness could help them manage their emotions, increase self-awareness, and nurture positive emotions. **The pre- and post-lesson surveys conducted by Peace And Awareness Mindfulness Culture in Schools Initiative found significant improvements in the self-awareness, teacher-student relationships, and emotional control of F.1 students who participated in the Mindfulness course.**
- However, only 64.4% of teachers believed that students were highly engaged in the Day 1 Mindfulness broadcast. 56.8% of students felt that it helped increase their awareness of emotional and physical well-being.

**Reflection**

✧ This was **the first year of implementing** the School Development Plan (2022-25), and Priority Task 3 was on the right track and **will continue in the coming year**. Organizing class activities can effectively help students to establish positive relationships and enhance their sense of belonging. Besides, developing Positive Health with a balanced lifestyle is important to students. Although students have a greater understanding of the ‘7 wellness’

principles, only 66.9% of students can remain cognizant of developing a balanced lifestyle to recognize the importance of positive health. 7 wellness activities including two “7 wellness days’ lunchtime activities” and “Sleep Well assembly” were not yet organized before the ASP survey which may have affected the results of the survey. Students should be encouraged to implement the principles of 7 wellness. Moreover, more 7 wellness activities should be organized in the coming year.

- ✧ A positive learning environment was cultivated through class collaboration and implementation of class rules and routines. A safe and trusting relationship between teachers and students was established in the classroom. Teachers cultivated a growth mindset and learning skills in each subject so that students' learning confidence could be enhanced. Teachers also taught problem-solving methods, life skills, and social skills when appropriate to establish positive relationships and enhance students’ self-efficacy. Study groups and showcasing students’ good work could create a motivating learning attitude within the class. According to the APASO, the learning confidence and self-efficacy is not so high. It is hoped that the above measures could boost learning confidence and self-efficacy among students.
- ✧ Students enjoy being in school. F.1 students have built positive relationships, developed learning skills, recognized school and class rules, and established a sense of security. F.1 students who participated in the Mindfulness course also felt that it could help them manage emotions, increase self-awareness, and nurture positive emotions. To further promote the benefits of mindfulness, it should be introduced to both teachers and students. Additionally, the Day 1 Mindfulness broadcast could be made more engaging through diverse and structured exercises in the coming year.

### **Feedback and follow up**

- ✧ Priority Task 3 was on the right track and **developing Positive Relationship and Positive Health will continue in the coming year.** According to ASP survey, most of the tasks are successfully carry out. Developing Positive Relationship and Positive Health meet the need of students. Strengthen Positive relationship will continue be the focus of class and school activities.
- ✧ According to the APASO survey, emotion stability of students needs to concern. Positive Health with a balanced lifestyle should be further promoted. Students should be encouraged to implement the principles of 7 wellness. Moreover, more 7 wellness activities should be organized in the coming year. Mindfulness is a way to release stress and raise the self-awareness of students. To further promote the benefits of mindfulness, it should be introduced to both teachers and students. Additionally, the Day 1 Mindfulness broadcast could be made more engaging through diverse and structured exercises in the coming year.
- ✧ According to the APASO survey, the learning confidence and self-efficacy is still not so high. Teachers should continue to cultivate growth mindset and learning skills in each subject to enhance students' learning confidence.

### (3) Our Learning and Teaching

In response to the School Development Plan and the Four Key Tasks and Major Renewed Emphases (MRE) by the EDB, a number of initiatives and curriculums have been conducted this year with success and achievements, as seen in the following:

#### 1. “Reading across the Curriculum”

The teacher-librarian and the Reading Group have devised a holistic plan to promote reading. The implementation of Reading across the Curriculum (RaC) initiatives such as the **Wiseman Reading Scheme for Junior Forms, Reading Time** (Day 4 and Day 6 morning periods every cycle) and regular Life-wide Learning (LWL) Friday afternoon sessions, **inter- and intra-school book clubs, writer talks, book exhibitions / displays, RaC Week** and **RaC & LWL Day** this year all foster reading habits and develop students’ interest in reading, while broadening their horizons regarding cross-disciplinary topics. In 2022-2023, our RaC Team launched a digital journal called **The Fountain Tree Language and Art Journal**, which is a magazine by and for students, teachers (including retired and substitute teachers), pastors and alumni. This provides a platform and community to express and celebrate our thoughts and feelings using language and arts. Students can witness how these two media can be mastered to communicate with others in different academic disciplines and life experiences.

#### 2. “Language across the Curriculum”

In addition to ‘Reading to learn’, STMC implements “**Language across the Curriculum**” (LaC). The English subject panel takes the initiative to identify the needs of EMI subjects and LaC is promoted through Day 6 English Day every cycle. This involves enhancing collaboration between different KLAs, with English language teachers focusing on the development of language skills that are essential for students to apply in KLA contexts. The F.2 Digital Stories Project and F.3 HK Cultural Tourism Project are good examples. To strengthen collaboration among the EMI subject panels and facilitate classroom learning in EMI subjects, a booklet focusing on different learning strategies for different EMI subjects in F.1 was devised this year. This booklet features strategies that can help raise students’ awareness of text structures, rhetorical functions, and language items commonly used in different academic texts.

#### 3. Promoting STEM education

**The STEM subject is formally introduced in STMC in F.1 and F.2** to strengthen students’ ability to integrate and apply knowledge and skills, and to nurture their creativity, collaboration and problem-solving skills, as well as to foster their innovation spirit as required in the 21st century. **Hands-on and minds-on activities** that may be theme-based or problem-based are introduced for students to solve problems and produce designs through **scientific investigation, computer programming (coding), mathematics modeling, design and creation**, etc., in formal lessons, extra-curricular clubs and gifted programs.

STMC students have **participated in and won awards in local, national, and/or international competitions** related to STEM in recent years; for example, the AIoT Competition organized by City University of Hong Kong (Au Ka Long) and the 4D Frame International Mathematical Science Creativity Competition (2017 Tang Cheuk Hang & Chiu Lok Yin, 2018 Tang Cheuk Hang & Siu Yu Hang, 2021 Lam Yau Wai Hugo & Chen Chi Yin Sam) catering to their interests and abilities, and unleashing their potential. **STEM Week** is launched every April to cultivate students’ interest and curiosity in science and technology.

4. **Project Learning (PL) is an enquiry-based learning strategy that promotes self-directed, active and self-reflective learning.** It can be contextualized within and across KLAs and beyond, making it a powerful tool. PL fosters students’ development of all nine generic skills, including collaboration skills, communication skills, mathematical skills, problem-solving skills, self-learning skills, self-management skills and six global competencies. **Interdisciplinary Projects were conducted in F.1-3 at STMC, and they all garnered positive feedback from the students.**

Forms	Projects across Discipline	Subject panels
F1 Tracing our Roots	STEM Project	STEM & Computer
	F.1 Global Citizenship Education ‘We are global citizens’ Project	All F.1 subjects
F2 Exploring our World	STEM Project	IS, STEM, Mathematics
	PSHE Project	Life & Society, Geography
	Digital Story Video Project	English, Music, Visual Arts
F3 Transforming our Future	Better City: HK Cultural Tourism Project	Chinese History, History, Computer, Chinese Language, English language

5. **Fostering an entrepreneurial spirit**

Through entrepreneurship in education, we aim to develop important personal qualities and attitudes in our students to meet future challenges. These include **the ability to create and innovate** and **the willingness to take risks**. In STMC, entrepreneurship in education is integrated into the F.2 and F.3 Life & Society Subject, which provides meaningful contexts for students to acquire foundational knowledge in personal finance, the HK business environment, and entrepreneurship. By organizing the **STMC Fair Trade Campus Sale every year**, our senior form students have a taste of what it’s like to be an entrepreneur. They can apply what they have learnt in authentic contexts. They gain valuable experiences and have great fun too.

6. **Stepping up gifted education**

We believe that every student is a gift from God, and all of our students are gifted. The school has adopted the Three-Tier Implementation Model of Gifted Education, which includes three levels of engagement: school-based whole-class learning (Level I\*), supplemented by school-based pull-out enrichment and extension programs (Level II), and off-site intensive

support services (Level 3). We've been using this model for many years. Pull-Out Gifted Education Programs (Level II) were held after-school at STMC every Monday this year. About 120 junior form students were recruited to nurture their giftedness in five specific subjects or domains: Chinese and English languages, Mathematics, Science, Computer programming, and STEM. The learning experience and performance of students, as well as reflections, were kept as a part of their student portfolio. We were pleased to receive a visit from the EDB Gifted education team on May 24<sup>th</sup>, 2023. The team was amazed by our 'talent pool' and impressed by our comprehensive formal and informal curriculum. They praised us highly for our gifted education program.

### 7. **Strengthening values education**

Positive and Christian values education has always been our main focus, and it is delivered across different KLAs, subjects, and committees at STMC. For Basic Law and national security education, the PSHE KLA and the Citizenship and Social Development subject in all levels enable our students to acquire fundamental knowledge about the Basic Law and awareness of national security. F.4-5 students have visited the National Security Centre, which is adjacent to the main campus at Sun Tin Wai Estate. In addition, global citizenship values education has been a major concern this year. We have instilled in students the awareness of being a global citizen and building a better world and future.

### 8. **Information Technology for Interactive Learning**

STMC has incorporated e-learning into the school curriculum and developed e-resources, such as eClass, Google Classroom platforms, and education apps. All teachers are allocated iPads to facilitate teaching, and all students are entitled to '**Bring your own device**' (BYOD), using iPads as a learning tool to facilitate self-directed learning, peer learning, assessment, and quick feedback. All F.1 classrooms and special rooms have **interactive TVs** set up to facilitate learning, and it is part of the school plan to install interactive TVs in all classrooms in the near future.

*\*Level I: Gifted education for all* – Provide rich learning experiences through diversified programmes and provisions to nurture all students' potential.

KLA	Diversified School-based Formal curriculum
<b>Chinese KLA</b>	<p><i>F.1-3 Chinese Literature &amp; Classics Curriculum</i></p> <ul style="list-style-type: none"> <li>Develop students' appreciation of Chinese Classics and literature and increase their higher order thinking and creativity in writing.</li> </ul>
<b>English KLA</b>	<p><i>F.1-3 English Language Arts Curriculum</i></p> <ul style="list-style-type: none"> <li>Develop students' appreciation of English literature and increase their creativity and analytical thinking skills through poem writing, creative showcase.</li> </ul>
<b>Science KLA</b>	<p><i>F.1-2 Science Investigation</i></p> <ul style="list-style-type: none"> <li>Students carry out investigations on science topics, such as coral fish, parachutes and</li> </ul>

	<p>aquaponics projects. Through questioning and problem-solving, students acquire skills in data collection, analysis, and presentation.</p> <p><b>F.2 Chinese Medicine and Herbs curriculum</b></p> <ul style="list-style-type: none"> <li>• A general education of introductory lessons on Chinese Medicine, coupled with studies in the school's Chinese Herbal Medicine Gallery and greenhouse to achieve the dual aims of cultural heritage preservation and health education.</li> <li>• Develop students' appreciation of Chinese traditional culture, i.e. Chinese medicine and herbs and broaden their knowledge base of Chinese and Western medicine.</li> </ul>
<b>PSHE KLA</b>	<p><b>F.2 Exploring our local community-Sham Shui Po Project</b> Broaden students' knowledge base of the community, and reflect on issues such as food problems and the disparity between poor and rich to develop students' higher order thinking skills.</p>
<b>Arts KLA</b>	<p><b>F.1-3 Music Composing program</b></p> <ul style="list-style-type: none"> <li>• Develop students' appreciation of and creativity in music composition.</li> </ul>
<b>Technology KLA</b>	<p><b>F1 STEM Project – From Smart watering to Smart living</b></p> <ul style="list-style-type: none"> <li>• The Design &amp; Technology and Computer Literacy subjects work collaboratively to develop students' creativity and problem-solving skills by the captioned projects.</li> </ul>
<b>PE KLA</b>	<ul style="list-style-type: none"> <li>• Students' personal-social competency and creativity are nurtured through inter-class Cheering Team competitions during the annual Sports Day and Swimming Gala.</li> </ul>
<b>Inter-Disciplinary KLA</b>	<p>The three gifted elements of creativity, higher-order thinking and personal-social competency are infused and developed in the inter-disciplinary projects.</p> <ul style="list-style-type: none"> <li>• F.2 STEM Project on Rocket Car and Water study (IS, STEM, Mathematics subjects)</li> <li>• F.2 English Creative Showcase/Digital Story Project (ENG, Music, Visual Arts subjects)</li> <li>• F3 HK Cultural Tourism Project (Chinese History, History, Computer, Chinese, English subjects)</li> </ul>

**\*\*Level II: Education for the gifted** – the school has established a Talent Pool and provides special learning experiences for identified gifted students to enhance their performance and achievements. Pull-Out Gifted Education Programs are held after-school at STMC every Monday. About 100 students are recruited to nurture their giftedness in specific domains every year.

<b>Specific domains</b>	<b>Implementation programs</b>	
Chinese	Students can develop creativity and higher-order thinking through writing workshops and publications.	Workshops are provided which place emphasis on the development of generic elements such as: personal-social
English	Students can develop critical thinking through debates, in-depth discussion of global issues and joining various <b>Model United Nations locally and overseas (Cambridge University, UK, Singapore and Macau 2022-23).</b>	
Mathematics	Students can excel their Mathematical thinking skills, logic and	

	problem-solving skills through intensive training and local and overseas competitions.	competency, emotional intelligence and leadership skills.
Science	Students can develop creativity and divergent thinking skills through inventions and field trips.	
Computer literacy & STEM	Students can develop creativity and innovative power through designing smart devices, coding and artificial intelligence application.	

***Level III: Education for the gifted - Off-site intensive support services are offered.***

<i>Name-list of current F.1-6 students who are selected for the HK Gifted Academy (HKAGE) &amp; tertiary institutes</i>	
F3 LEE CHEUK SHIN 李卓善	F3 TSUI YUK YING 徐鈺瑩
F4 CHING HAU LAAM 程巧嵐	F4 FU YEE CHING 符綺晴
F4 NG CHAPMAN 吳卓霖	F4 TSOI HIU YING 蔡曉櫻
F5 CHAN TSZ LONG 陳梓朗	F5 LAU CHUN YIN 劉俊言
F5 LEUNG KA KI NICOLE 梁珈芪	F5 LEUNG KA WAI 梁嘉慧
F5 LI MAN HEI 李文晞	F6 TONG TSZ CHUN 唐子臻
F6 YEE TIN CHAK 余天澤	F6 YUE TUNG HO 余東浩

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

### **Life Education**

Our school aims to implement Life Education, which serves as a platform to provide Value Education. Through the School-based Formal Curriculum, which includes Form Teacher Lessons and Religious and Moral Education, as well as the Informal Curriculum that offers a variety of experiential learning activities and immerses etiquette to enrich the featured learning elements of Life Education, students can develop holistically, fulfilling the mission and values of our school. Aligned with the school development plan, our school emphasizes nurturing positive attitudes and allowing students to live a flourishing life through positive education.

Form Teacher Lessons are designed based on Positive Psychology to address the developmental needs of students at different phases. The four aspects, including ‘Self-esteem and Self-awareness’, ‘Interpersonal Relationships’, ‘Life Planning’ and ‘Life Skills’, are covered and introduced respectively in each form to align with the School Development Plan’s design. The implementation of positive education (PERMAH) is integrated into Form Teachers Lessons. Topics covering Value Education include:

- Emotion education
- Growth mindset (Perseverance, Diligence)
- Gratitude

- Integrity
- Meaning of school rules (Law-abidingness)
- Interpersonal Relationships including peer relations, gender relations, sex education and family (Respect for Others / Care for Others / Empathy)
- Sense of responsibility and social awareness (Responsibility and Commitment)

Junior form students are guided to learn more about Christianity in Religious and Moral Education, integrating Christianity into their life experiences, nurturing positive life values, and reflecting on popular culture and its value. Senior form students are guided to explore life-related issues by getting exposed to movies as featured by RME Teachers.

Our school participated in the Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative this year, providing Mindfulness Lessons for Form 1 students and Day 1 Mindfulness broadcasts to cultivate a positive attitude through strengthening their self-awareness, emotional management skills and making favorable choices in times of difficulties.

Our school took part in the Quality Education Funding Project, also known as “Anticipating a Better Self in Life”, conducted by the Methodist Centre for Quality Life Education. Through personal stories, students are encouraged to stay fearless and embrace challenges so that they are likely to tackle difficulties with confidence and perseverance.

Experiential learning activities for Life Education are organized for students to build knowledge with experiences, deepening the meaning of Value Education. The relevant activities include:

- F.1 Activity Day (Teamwork and positive class culture)
- F.1 Benediction Ceremony (Thankfulness and giving others a blessing)
- F.2 Inclusion Volunteer Service (Care and respect)
- F.4 Life Camp (Team spirit)
- F.4 Volunteer Team (Thankfulness and care)
- F.5 Life Planning Workshop (Life Planning)
- F.6 Celebration of Adulthood (The spirit of becoming servant leaders)

### **Religious Education**

Aiming to implement Religious Education, our school held the Christian Union in September and organized the Gospel Week themed as ‘Goodness and Mercy’ in December respectively. Through hymns, sharing and prayers, students were encouraged to trust in God and gain hope from religious beliefs in difficult times. The most important goal is that our students trust in God and believe “God is Goodness and Mercy”.



Since the resumption of whole-day face-to-face classes this school year, the meetings of student fellowship and Girls' Brigade have returned to their regular schedule, with students meeting every Tuesday and Saturday, respectively. These groups offer a wide range of featured activities and sharing sessions, encouraging students to support each other and benefit from religious beliefs.

After the Easter Service on 31 March 2023, a variety of religious activities were launched to promote Christian values such as confidence, hope, and care among junior and senior form students. The activities included participation in religious games for F.1 students, board games for Junior Form students, volunteer service for F.4 students, and sharing sessions on religious beliefs for F.5 students.

Our school has a close collaboration with the Methodist Church, which includes leading School Fellowship and Girls' Brigade, participating in F.1 Religious and Moral Education lessons, and organizing Teachers' Prayer meetings.

### **Discipline Committee**

Our school participated in the 'Enhanced Smart Teen Project' with the aim of nurturing students' perseverance and thankfulness. During the follow-up activities this year, students learned to make boards and brochures to reflect on their experiences during the intensive training, shared their feelings and expressed gratitude to their teachers and coaches. They also had the opportunity to learn Thai Boxing and canoeing, which allowed them to experience trendy sports and broaden their horizons.

The 'Rainbow Scheme' is established to help students reflect on their misbehavior and seize the opportunity offered by our school to improve.

The 'Diligence and Punctuality' Scheme is implemented to award students who always arrive at school on time, encouraging them to show punctuality.

### **Guidance Committee**

The 'Big Brothers and Big Sisters' Scheme helps F.1 students transition into their new secondary school life. Senior students not only meet their junior counterparts in classrooms, but also promote school traditions and activities through a newly created Instagram page in dynamic and interesting ways. They even invite Form Teachers to encourage students after tests, and care for their junior classmates in various ways.

To put Positive Education into practice, the Guidance Committee has been training the 7-wellness Ambassadors to promote 7-wellness to the whole school through various activities; thus, to encourage our students to establish a balanced and mindful lifestyle. The Guidance Committee encourages F.3 students to step out from their comfort zone through organizing the group activities themed as ‘Looking for New Changes’, of which students can push themselves and unleash their potential. Ideally, students can grow better by deepening their experiences during the experiential learning activities.

Our school-based social workers launched the ‘Power Up’ activities for F.1 students, aiming to create a positive class atmosphere among F.1 classes through various games. They also organized the F.1 and F.2 ‘Power UP Teams’ in the hope of enriching students’ learning experiences. Hence, students can learn to manage their emotions, build confidence and unleash their potential.

### **Extra-curricular Activities**

Focusing on leadership training, our school arranges leadership training activities for prefects, Big Brothers and Big Sisters in the school, Student Union, students fellowship members, Campus TV members, class monitors, F.1 & F.2 students with leadership potential and F.1 class committee members in an effort to strengthen students’ leadership skills and cooperation skills.

With the aim of promoting the healthy and balanced development of students, there is a wide range of extra-curricular activities launched during the afternoons on Wednesdays and Thursdays, such as sports team training and online extra-curricular activities which can encourage students to strike a balance between study and life during the pandemic.

Dedicated to facilitating F.4 students to adapt to the senior form learning mode, the F.4 Life Camp is annually organized in late August to boost students’ sense of belonging towards their school and help them stay perseverant and cultivate the spirit of perseverance.

### **Career and Life-planning Committee**

There is a wide variety of career talks and activities offered to F.3 to F.6 students, such as personality assessment tools, counselling for subject selection, workshops on joint-school mock university interviews, university campus tours, job shadowing and careers week. Students are given useful information to make ideal career plans.

The ‘Life Planning Workshop’ experiential learning activities are launched for F.5 students to explore various life stages after graduation and make favorable career plans.

Individual guidance is offered to F.6 students to assist them in prioritizing their JUPAS choices.

Parents are given a great amount of information during the Parents' Talk, so they can help students select preferred subjects and support them to strive toward a well-planned career prospect.

### **Provide Support for Students with Special Learning Needs**

Our school establishes SENSST which is formed by a group of professionals with various specialties including an Education Psychologist, Speech Therapist, Registered Social Worker and Student Counsellor and activity assistant. The SENSST works closely with the Guidance Committee to support less capable students to cultivate positive self-values and a sense of self-efficacy through launching different group activities like Art Therapy, Drama Workshop and Board Game Master. It also offers learning support by adjusting homework and examinations.

**Policies, Resources and Support Measures of Implementing Whole School Approach to  
Integrated Education  
2022/23 School Year**

I. Policy	Our school is committed to building an inclusive culture. Resources are used flexibly to provide appropriate and diversified support to students. The school has established a regular communication mechanism with parents and multidisciplinary professionals to discuss and develop strategies to support students to enhance their learning and personal growth.
II. Resources	To facilitate our school’s support to students with SEN and academic low achievers (ALAs), the following additional resources are provided by the Education Bureau: 1. Learning Support Grant 2. Enhanced Speech Therapy Grant 3. School-based After School Learning & Support Programme, etc.
III. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: 1. A Student Support Team comprising the Vice Principal, the SEN Co-ordinator, the Guidance teacher, SEN support teacher and teachers, the Educational Psychologist, Social Worker, Student Counsellor and Activity Assistant. 2. A School Counsellor and an activity assistant are employed and closely work with the school-based Educational Psychologist in the implementation of the Whole School Approach to catering for student diversity. Workshops and therapeutic groups, individual counselling, social behaviour and emotional training groups, and individual learning programmes are provided for those students in need. 3. Special examination arrangements and assessment adjustments are provided to students with special educational needs. 4. A school-based speech therapist provides individual or group training sessions to students with speech and language impairments throughout the year. 5. A wide range of programmes focusing on mental health, sex education, life education and inclusive education as well as S.1 adjustment is organized for all students. 6. Teachers are trained in different programmes conducted by the EDB & other NGOs. These include: Implementing the Whole School Approach to support students with SEN and special attention to teaching strategies for students with different special educational needs. 7. The school organizes educational talks and activities, professional training for teachers on special learning needs and emotional well-being and parent groups to raise the awareness of students, teachers and parents on the promotion of an inclusive culture and spiritual well-being, and to create a positive and harmonious school atmosphere.

## (5) Student Performance

### Academic Performance

#### **Hong Kong Diploma of Secondary Education (DSE) Results 2022**

Our students once again reaped impressive results in the 2022 HKDSE. Below is the overall performance of our students compared with the territory-wide day school figures.

<b>STMC Performance in the HKDSE 2022</b>	<b>STMC</b>	<b>HK Day School candidates (%)</b>
English Language (Level 3 or above)	92.7%	53.2%
Chinese Language (Level 3 or above)	93.6%	59.7%
Mathematics (Compulsory Part) (Level 2 or above)	99.1%	82.2%
Liberal Studies (Level 2 or above)	98.2%	89.8%
Students eligible for Associate degree programmes (4 Core subjects and 1 elective subjects at 22222+)	97.2%	71.3%
Students eligible for degree programmes (4 Core subjects and 1 elective subjects at 33222+)	87.2%	42.1%
Accumulated total of attaining level 3 or above	90%	61.9%
Accumulated total of attaining level 4 or above	62%	36.2%
Accumulated total of attaining level 5 or above	25%	13.1%
JUPAS Offers for STMC F.6 students	86.2%	
STMC Degree offers of the JUPAS Offers	100%	
STMC Degree Offers from HKU, CUHK, UST	42%	
STMC Degree Offers from Poly U, City U, BU	29%	
STMC Degree Offers from Metropolitan U, Edu U, Lingnan U	29%	

We are grateful and proud of our students for their perseverance and diligence in times of adversity especially during the past three years. Finally, we are thankful for all the STMC teachers' devotion and dedication to enlighten and guide our students throughout all the years.

**Student Achievements**  
(September 2022 – May 2023)

**1. Intellectual Development**

<b>Organizer and activity / contest</b>	<b>Student Name</b>	<b>Award</b>
Department of Electrical Engineering at City University of Hong Kong Artificial Intelligence of Things (AIoT) Programming, Engineering, and Entrepreneurship	AU KA LONG (5A)	Champion Award 1st Top Voted Project Award
Education Bureau English Filmit Competition 2022	CHENG HOI YING (5B) CHAN TSZ LONG (5B) FUNG KING HIM (5B) IP TIN LONG (5B) SEK TIN HANG (5B) WONG CHUN YEUNG (5B)	Best One-minute Film
EDB and HKAGE International Biology Olympiad – Hong Kong Contest	TONG WING SUM (6C)	Gold Award
	CHUI TSZ YAN (6C)	Bronze Award
Olympiad Champion Education Centre Hong Kong International Mathematical Olympiad (Heat)	WONG CHUN TO HENRY (1D) LAM CHUN HEI (2C)	Gold Award
	KO HIU CHING (2B) TAM HO TIN (2B) CHUNG HON HANG (3C)	Silver Award
	LAM HAO YIN (2D)	Bronze Award
See Change Education Inter-school SCMUN	HO RYAN YING HO (5A) LEE YU WING OSCAR (5A)	Outstanding Diplomat Award
	LEUNG YEE LOK (5A) LIANG WAN YIN (5A)	Outstanding Position Paper Award
Education Bureau (EDB) Hong Kong Mathematics Olympiad	CHAN TSZ LONG (5B)	Second-class Honour Certificate
	JIAN HEI LONG (6B)	Third-class Honour Certificate
	TSAI PING CHENG (5B)	Honourable Mentioned Certificate
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Heat Round (Greater Bay Area)	TAM HO TIN (2B)	First Honour Award
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region)	WONG CHUN TO HENRY (1D) KO HIU CHING (2B) TAM HO TIN (2B)	First Honour Award
Olympiad Champion Education Centre Hong Kong International Mathematical Olympiad (Heat)	WONG CHUN TO HENRY (1D) LAM CHUN HEI (2C)	Gold Award
	KO HIU CHING (2B) TAM HO TIN (2B) CHUNG HON HANG (3C)	Silver Award
	LAM HAO YIN (2D)	Bronze Award
Hong Kong Mathematical Olympiad Association Huaxiabei National Mathematics Olympic Invitation Competition (Semi-final)	TAM HO TIN (2B) LAM CHUN HEI (2C)	Second Honor Award
	LAM HAO YIN (2D) CHAN KA HIM (2E)	Third Honor Award

<b>Organizer and activity / contest</b>	<b>Student Name</b>	<b>Award</b>
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round	TAM HO TIN (2B)	Third Honour Award
Po Leung Kuk & HKASME Hong Kong Youth Mathematical High Achievers Selection Contest	CHAN TSZ HIM (3D) LO PAK HEI (3D)	Third Honour Award
Hong Kong Mathematical Olympiad Association Asia International Mathematical Olympiad Open Contest 2022 Final	LAM CHUN HEI (2C)	Bronze Honour
Hong Kong Mathematical Olympiad Association Huaxiabei National Mathematics Olympic Invitation Competition 2022 National Final	LAM TSZ HONG (2C) LAM CHUN HEI (2C)	Third Prize Awards
The Chinese University of Hong Kong Medicine Society CUHK Health Exhibition Presentation Competition 2022	CHOI MAN WING (6A) HO YI CHING (6A) SUN CHEUK HEI (6B) LIN WAI SHING (6B) SUEN HOU HAI (6B) CHUI TSZ YAN (6C)	Silver Award
Hong Kong Discovery Hong Kong Geological Discovery Competition	LIANG WAN YIN (5A) LO MAN YI (5C) TSOI TSZ YAN (5C)	Silver Prize
HKCERI Hackathon@Ocean Park	FUNG YAT SUM (5A) LEUNG YEE LOK (5A) CHAN KA MEI (5D)	Champion Most Creative Award Best Presenter Award
	WONG PAK HEI (4A) TSE TSZ YEUNG (5A) TO PAK TSUN (5D)	Silver Award
	LEUNG KA KI NICOLE (5B) NG YUI KIU (5D)	Bronze Award Most Conservation Awareness Award
City University of Hong Kong Hong Kong Secondary School Coding Challenge	AU KA LONG (5A)	Bronze Medal
MathConcept Learning Center MathConception	TSANG TSZ HONG (3C)	Bronze Award
New Territories School Heads Association Yan Ren Cup Chinese Writing Competition	CHEUNG CHEUK HIN (3C)	Merit
Hong Kong Student Literature Monthly Magazine Chinese Writing Competition	LIU HIU WAH (6C)	Merit
World Green Organisation Social Innovation Inventor Design Competition	CHAN NOK EDDY (2A) FUNG PIU HIN (2A) TANG YAT LONG (2C) LEUNG YU CHING SONUS (3B) TSE LOK YIU (3B)	Merit
HKCC PolyU Business Excellence Contest 2022/23 – Technology Innovation for Achieving Social Sustainability Campaign	LEUNG PUI YING RANITA (5A) CHAN CHONG WING (5A) NG TSZ YAN (5B) WONG CHEUK YIU (5B)	Judges Commendation Award
The Hong Kong Institute of Certified Public Accountants (HKICPA) & Hong Kong Association for Business Education Limited Joint Scholarships for BAFS	LAU CHUN YIN (5B)	Scholarship

## 2. Speech

### A. Hong Kong Schools Music and Speech Association The 74th Hong Kong Schools Speech Festival

#### i. Chinese Speech

Class	Student	Award
Chinese Solo Prose Speaking	LEE HOI CHING (1A) CHAN YEE LAM MEKO (3C)	Second Runner-up
	CHAN ALPHEN (1D) CHAN SUM YU (2A) CHOY HONG CHING (2A) LEUNG TSZ KI (2A) LEE TSZ WING (2D)	Merit
Chinese Solo Verse Speaking	WONG NGA MAN (2D)	First Runner-up
	LAM BO KI (2C)	Second Runner-up
	WU SHU CHING (1A) LAU YAN TING (1B) MAN PAK LING (1B) YU KA KEI (1D)	Merit

#### ii. English Speech

Class	Student	Award
Public Speaking	YEUNG CHEUK KA HAILEY (1D)	Champion
	TSANG PAK TO (1A) TSANG HEI YIN (2E) LEE CHEUK SHIN (3A) WONG LAI YING (5C) CAI KWAN SHING (5C) WONG HYMNS (5C)	Merit
Solo Verse	OR MING CHING (1B) IP SAU LONG TITUS (1D) CHENG HOI YING (5B)	First Runner-up
	CHAN ALPHEN (1D)	Second Runner-up
	FONG WAI YUK (1B) MESLEM AIDA (1B) WONG KA LAM (1B) CHOY HONG CHING (2A) LEUNG TSZ KI (2A) LAM BO KI (2C) LEE TSZ WING (2D) WONG NGA MAN (2D) CHAN SZE WING VALERIE (3D) CHAN YUK KWAN (4B) HE HOI YIN (4D) TAM KA KEI (4D) TANG YEE TUNG (4D)	Merit
	WONG SHUN NOK (1B)	Proficient
Bible Speaking	CHUNG HEI LAM (5A) PANG CHING YAN ENYE (5A)	Merit



### iii. Putonghua Speech

Class	Student	Award
Solo Prose Speaking	CHEN WING TUNG (2C)	Second Runner-up
	AU HANNAH (1D) CHAN YEE LAM MEKO (3C) HU YANQI (3C)	Merit
	ZHANG CHAOJIE (1B)	Certificate
Solo Verse Speaking	ZHU KI YUI (1C)	First Runner-up

### B. Chinese Bible International Ltd

Class	Student	Award
The 29 <sup>th</sup> Bible Reading Festival — Solo Speaking	OR MING CHING (1B)	Second Runner-up
	IP YIN WAI CHUCKY (1B)	Merit

### C. Others

Activity / contest	Student	Award
The HKFYG Leadership Institute The HKFYG English Public Speaking Contest 2023	CHAN ALPHEN (1D)	Certificate of District Finalists

## 3. Aesthetic Development

### A. Hong Kong DanceSport Association

#### School DanceSport Championships (U14)

Activity / contest	Student	Award
Solo Tango	WONG LOK HIN (2A)	Champion
Solo Viennese Waltz		First Runner-up
Solo Waltz		First Runner-up
Solo Quick Step		First Runner-up
Solo Slow Foxtrot		First Runner-up
Solo Paso Doble		Second Runner-up
Solo Samba		Second Runner-up

## B. Others

Organizer and activity / contest	Student	Award
<p>Hong Kong Schools Dance Association Limited The 59<sup>th</sup> Schools Dance Festival</p>	<p>NG MAN LAM (1D) LIU CHEUK YAN (1D) CHIU YEE CHING (1D) YIM KEI WAN (2A) MA BO SZE BEATRICE (2E) SAM HO HIM (2E) LEE CHEUK SHIN (3A) CHEUNG CHEE YAU (3C) CHUNG YAN LAM (3C) LIU CHI CHING (3D) HO HOI YAN (4B) HO SUM YUE (4A) TSANG YUK TING (4A) WONG SIN CHING (5A) PANG CHING YAN ENYE (5A) WONG LAI YING (5C)</p>	<p>Highly commended Award, Jazz &amp; Street Dance (Secondary Section)</p>
<p>Hong Kong Art School Hong Kong School Drama Festival</p>	<p>CHANG CHIN TO (5A)</p>	<p>Award for Outstanding Cooperation  Award for Commendable Overall Performance  Award for Outstanding Script  Award for Outstanding Director</p>
	<p>CHIU SHUK KEI (4D) FUNG KA TSUN (5D)</p>	<p>Award for Outstanding Cooperation  Award for Commendable Overall Performance  Award for Outstanding Performer</p>

Organizer and activity / contest	Student	Award
Hong Kong Art School	TSANG PAK TO (1A) MAN PAK LING (1B)	Award for Outstanding Cooperation
Hong Kong School Drama Festival	WONG SHEUNG NING SANDY (1B) LI YU HIN ALEX (1B) NG SZE LAM (1C) SIU NGA CHING (1C) AU HANNAH (1D) CHAU SO (1D) LEE HIU YING (1D) LIU CHEUK YAN (1D) CHAN SUM YU (2A) LEUNG TSZ KI (2A)	
	CHEUNG LONG YAT (2A) FAN TSZ HIN (2A) CHAN HEI LAM (2B) FONG TSAI (2B) CHAN KA KI (2C) CHEN WING TUNG (2C) LUNG HOI YI (2C) LEE TSZ WING (2D) CHAN EUNICE (2E) LAM PUI SZE (2E) TSANG HEI YIN (2E) WONG CHUN HEI (3C) LAU YEE DEBBIE (4D)	Award for Commendable Overall Performance

#### 4. Music

##### A. Hong Kong Schools Music and Speech Association

##### The 75<sup>th</sup> Hong Kong Schools Music Festival

Class	Student	Award
Cello Solo	SUM KA HEI (4B)	Bronze Award
Clarinet Solo	FAN CHEUK HEI (2E)	Silver Award
Di Solo	IP YIN WAI CHUCKY (1B)	Silver Award
Female Voice Duet	CHUNG HOI TONG (2B) CHUNG HOI YAT (2E) TSANG HEI YIN (2E) YAU LONG YAN (2E)	Silver Award
Flute Solo	CHEUNG CHIN YAU (1C)	Silver Award
	LAU YAN TING (1B)	Bronze Award
Liuqin Solo	CHAN LOK YAN (4C)	Bronze Award
Graded Piano Solo	CHEUNG CHIN YAU (1C)	First runner-up
	ZHU KI YUI (1C)	Gold Award
	WONG SHEUNG NING SANDY (1B) LOK HOI YING (1C) YANG TSZ HIM (1C) YUE YAT CHING (2E) HO HIU YEE COBIE (3A)	Silver Award
	TSOI HEI TUNG (1C) CHEUNG KIU (2D)	Bronze Award
Trombone Solo	SO SAI LEONG (5B)	Silver Award
Violin Solo	TSANG HEI YIN (2E)	Silver Award
	YEUNG HOI CHING (4C)	Bronze Award
Vocal Solo	SO SAI LEONG (5B)	Silver Award
	TSANG HANNAH (3A)	Bronze Award

Zheng Solo	FAN HEUNG WUN (1A)	First runner-up
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## B. Joint School Music Association

Activity / contest	Student	Award
Joint School Choral Competition (Junior)	LAU CHEUNG YU (1A) LO MAN HIM (2B) WONG HOR TIK (2E) LEUNG YIK FUNG ERIC (3A) TANG KAM HEI (3A) YEUNG KWONG CASTOR (3A) CHEN CHING MONG (3B) FONG KWAI HEI (3C) IP CHING (3D) WONG FOON SHING (3D) WONG LIK CHUN (3D) ZHANG WAI CHUN (3D) CHENG LOK HEI (4A) HO CHEUK HIM (4B) KWAN CHI YAU DAVID (4B) TAN YEE MAN (4C) LIANG WAN YIN (5A) FUNG KING HIM (5B) SO SAI LEONG (5B) WONG CHUN YEUNG (5B)	Gold Medal
Joint School Choral Competition (Senior)	LAU CHEUNG YU (1A) CHUNG HOI TONG (2B) HUI TSZ CHING (2B) YAU HIU YAU (2B) CHEN WING TUNG (2C) HUNG YEE SUM (2C) LAM BO KI (2C) LUNG HOI YI (2C) CHUNG HOI YAT (2E) WONG HOR TIK (2E) CHAN YAN YU (3A) LEUNG WING SUM (3A) MA KA WING (3A) TONG CHEUK YIN (3A) TSANG HANNAH (3A) LEUNG YIK FUNG ERIC (3A) TANG KAM HEI (3A) YEUNG KWONG CASTOR (3A) CHEN CHING MONG (3B) FONG KWAI HEI (3C) TSANG TSZ YAN (3D) IP CHING (3D) WONG FOON SHING (3D) WONG LIK CHUN (3D) ZHANG WAI CHUN (3D) CHENG LOK HEI (4A) FUNG KING YAU (4B) HO CHEUK HIM (4B) KWAN CHI YAU DAVID (4B) TONG YAN YUET GRACE (4C) TSOI HIU YING (4C) WU SIN YEE (4C) TAN YEE MAN (4C)	Gold Medal

Activity / contest	Student	Award
	CHENG FEI FEI SHEETA (4D) CHIU SHUK KEI (4D) CHOW KOK HEI (4D) MAN TIN YAN (4D) CHUNG HEI LAM (5A) LIANG WAN YIN (5A) LEUNG KA KI NICOLE (5B) FUNG KING HIM (5B) LAI YEUK HANG (5B) SO SAI LEONG (5B) WONG CHUN YEUNG (5B) CHUI YIK TING (5C) LEUNG KA WAI (5D) TANG CHEUK YIU5D	
Joint School Music Competition (Woodwind Ensemble)	LAU YAN TING (1B) CHEUNG CHIN YAU (1C) LEE HONG WANG HORUS (2A) FUNG CHI CHUNG (2B) FAN CHEUK HEI (2E) TSANG HANNAH (3A) YIP TSZ WAI (4A) FUNG KING YAU (4B) LAU SHUN YAN (4B)	Silver Award
Joint School Music Competition (Strings Ensemble)	NI SHUN LUI (1A) MA BO SZE BEATRICE (2E) TSANG HEI YIN (2E) CHAN LONG KI (2E) NG CHEUK TUNG (2E)	Silver Award

**C. The Hong Kong Inter-school Choral Festival**

Activity / contest	Student	Award
Choral Competition Cum Masterclass  Girls' Choir	CHUNG HOI TONG (2B) HUI TSZ CHING (2B) YAU HIU YAU (2B) CHEN WING TUNG (2C) FAN HOI CHING (2C) HUNG YEE SUM (2C) LAM BO KI (2C) LUNG HOI YI (2C) CHUNG HOI YAT (2E) CHAN YAN YU (3A) LEUNG WING SUM (3A) TSANG HANNAH (3A) TSANG TSZ YAN (3D) FUNG KING YAU (4B) TONG YAN YUET GRACE (4C) TSOI HIU YING (4C) WU SIN YEE (4C) CHENG FEI FEI SHEETA (4D) CHIU SHUK KEI (4D) CHOW KOK HEI (4D) MAN TIN YAN (4D) CHUNG HEI LAM (5A) LEUNG KA KI NICOLE (5B) CHUI YIK TING (5C) LEUNG KA WAI (5D) TANG CHEUK YIU (5D)	Gold Award

Activity / contest	Student	Award
<p>Choral Competition Cum Masterclass</p> <p>Mixed Voice Choir</p>	<p>LAU CHEUNG YU (1A)  CHUNG HOI TONG (2B)  HUI TSZ CHING (2B)  YAU HIU YAU (2B)  CHEN WING TUNG (2C)  FAN HOI CHING (2C)  HUNG YEE SUM (2C)  LAM BO KI (2C)  LUNG HOI YI (2C)  CHUNG HOI YAT (2E)  WONG HOR TIK (2E)  CHAN YAN YU (3A)  LEUNG WING SUM (3A)  TSANG HANNAH (3A)  LEUNG YIK FUNG ERIC (3A)  TANG KAM HEI (3A)  YEUNG KWONG CASTOR (3A)  CHEN CHING MONG (3B)  FONG KWAI HEI (3C)  TSANG TSZ YAN (3D)  IP CHING (3D)  WONG FOON SHING (3D)  WONG LIK CHUN (3D)  CHENG LOK HEI (4A)  FUNG KING YAU (4B)  HO CHEUK HIM (4B)  KWAN CHI YAU DAVID (4B)  TONG YAN YUET GRACE (4C)  TSOI HIU YING (4C)  WU SIN YEE (4C)  TAN YEE MAN (4C)  CHENG FEI FEI SHEETA (4D)  CHIU SHUK KEI (4D)  CHOW KOK HEI (4D)  MAN TIN YAN (4D)  CHUNG HEI LAM (5A)  LIANG WAN YIN (5A)  LEUNG KA KI NICOLE (5B)  FUNG KING HIM (5B)  LAI YEUK HANG (5B)  SO SAI LEONG (5B)  WONG CHUN YEUNG (5B)  CHUI YIK TING (5C)  LEUNG KA WAI (5D)  TANG CHEUK YIU (5D)</p>	<p>Silver Award</p>

<p>Choral Competition Cum Masterclass</p> <p>Treble Choir</p>	<p>CHAN HAU YUET (1A)  CHAN HONG YING (1A)  CHAN TSZ CHING (1A)  LAM CHEUK TUNG (1A)  LEE HOI CHING (1A)  NG KWAN YEE (1A)  PANG OI YEE HEIDI (1A)  WAN YUI KEI HAILEY (1A)  CHAN KA HO (1A)  CHAN TSZ HIN (1A)  CHING TSZ WAI NAOMI (1B)  FONG WAI YUK (1B)  HO LOK YI (1B)  IU SZE KI (1B)  OR MING CHING (1B)  POON CHING LAM (1B)  TAM TSZ CHING RACHEL (1B)  WONG KA LAM (1B)  WONG YU CHING (1B)  CHEUNG CHIN YAU (1C)  CHONG HOI DIK (1C)  HO YAU SUM (1C)  LAM YAT YU (1C)  LOK HOI YING (1C)  NG SZE LAM (1C)  SIU NGA CHING (1C)  TAI HEI LAM (1C)  CHEUNG PAK HEI (1C)  CHAN CHING LAM (1D)  CHEUNG KA HEI (1D)  CHO CHEUK LAAM (1D)  LEE HIU YING (1D)  LEE HOI LAM (1D)  LO HOI LAAM (1D)  NG YEE LAM (1D)  YU KA KEI (1D)  CHAN ALPHEN (1D)  LAI CHUN WAI AIDEN (1D)  LAM PAK HO (1D)  LAW CHEUK TING (1D)  PENG HOI YING (2B)  CHAN SEA BLUE (2E)  YUE YAT CHING (2E)</p>	<p>Bronze Award</p>
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## 5. Physical Development

### A. The Hong Kong Schools Sports Federation

Activity / contest	Student	Award
Inter-school Swimming Championships (50M Butterfly)	LI CHUN HON (6B)	Champion
Inter-school Swimming Championships (200M Individual Medley)	LEE HOI LAM (1D)	Champion (New Record)
Inter-school Swimming Championships (50M Backstroke)	LEE HOI LAM (1D)	Champion
Inter-school Swimming Championships (100M Backstroke)	LI CHUN HON (6B)	First Runner-up

<b>Activity / contest</b>	<b>Student</b>	<b>Award</b>
Inter-school Swimming Championships (50M Freestyle)	WONG KA YEUNG (6D)	Second Runner-up
Inter-school Swimming Championships (100M Freestyle)	WONG KA YEUNG (6D)	Third Runner-up
Inter-school Swimming Championships (200M Freestyle)	CHOI TSZ KING AUDREY (5A)	Third Runner-up
Inter-school Swimming Championships (4x50M Freestyle Relay)	OR MING CHING (1B) LEE HOI LAM (1D) POON KAY YIN (2C) LAI HIU WAI (2D)	Merit (Fifth Place)
Inter-school Swimming Championships (100M Breaststroke)	CHOI TSZ KING AUDREY (5A)	Merit (Sixth Place)
Inter-school Swimming Championships (Girls Team)	OR MING CHING (1B) LEE HOI LAM (1D) POON KAY YIN (2C) LAI HIU WAI (2D)	Merit (Seventh Place)
Inter-school Swimming Championships (Girls Team)	CHOI TSZ KING AUDREY (5A) WONG KA YEUNG (6D)	Eighth Place
Inter-school Fencing Competition (Epee)	LEUNG PAK YUI (6D)	First Runner-up
Inter-School Table Tennis Competition (Girls C Grade)	CHAN HAU YUET (1A) FAN HEUNG WUN (1A) MAN PAK LING (1B) CHAN SUM YU (2A) HUI WAI CHING (2B)	Third Runner-Up
Inter-School Table Tennis Competition (Boys B Grade)	CHOI CHUN LONG (3A) SIU PAK YU (3A) SHUM HUNG HO (3B) IP CHING (3D)	Third Runner-Up
Inter-school Volleyball Competition (Girls C Grade)	HO LOK YI (1B) WONG CHING TUNG (1C) HO HAY LAM HALEY (1D) NG YEE LAM (1D) HO E CHING ELISE (2A) LEUNG TSZ KI (2A) HUI WAI CHING (2B) KO HIU CHING (2B) LEE TSZ WING (2D) CHAN EUNICE (2E) TSANG HEI YIN (2E) WONG LING TSZ (2E) YEUNG WING YU (2E)	Second Runner-up
Inter-school Football Competition	LEE HIN LONG (1C) CHAN HO HIM (1D) LAI CHUN WAI AIDEN (1D) LAM PAK HO (1D) LEE YAT FUNG (1D) WONG CHUN TO HENRY (1D) CHENG WAN YIN (2B) FUNG CHI CHUNG (2B) FUNG HIU YU (2C) HO CHING KWAN (2C) KU YIN YUI (2D) WONG KAI CHEONG (2D) NG HO HON (2C)	First Runner-up



Activity / contest	Student	Award
	LAM KA KUEN (2E) WONG TAK YAN (3D) CHOI PAK HEI (3D)	

## B. Others

Organizer and activity / contest	Student	Award
Methodist College "Methodist Cup" Dodgeball Invitation Tournament 2021-2022 (Girls Team)	MAHMOOD SADIA (2A) LEE YU KIU JANICE (2E) FUNG TIN YAN (3B) TSE TSZ CHING (3B) CHAN YEE LAM MEKO (3C) CHAN SZE WING (3D) CHENG HOI YAU (3D) YEUNG TSZ TUNG (3D) LAI HIU CHING (4A) TSANG TSZ YING (4C) TUNG CHEUK WA (4C)	Champion
Methodist College "Methodist Cup" Dodgeball Invitation Tournament 2021-2022 (Mixed Team)	SHEN JINFENG (1C) MAHMOOD SADIA (2A) LEE YU KIU JANICE (2E) FAN CHEUK HEI (2E) FONG LOK HANG (3A) CHAN PAK HEI (3B) PANG TSZ WAH (3B) TSANG TSZ HONG (3C) CHENG HOI YAU (3D) YEUNG TSZ TUNG (3D) WU TSZ YEUNG (3D) TSANG TSZ YING (4C)	First Runner-up
Methodist College "Methodist Cup" Dodgeball Invitation Tournament 2021-2022 (Boys Team)	SHEN JINFENG (1C) CHEUNG CHEUK HIN (3C) LAW TSUN HIM (4A) WONG PAK HEI (4A) CHUNG HO CHUN (4C) TAN YEE MAN (4C) CHAN CHING LONG (5A) CHAU YEE PANG (5C) YING CHEUK WAI (6B) HA WING CHUN (6C)	Second Runner-up
Methodist College "Methodist Cup" Dodgeball Invitation Tournament 2022-2023 (Mixed Team)	CHAU SO (1D) WONG KING HEI (1D) LEE YU KIU JANICE (2E) WONG YUNG (3A) CHEUNG CHEUK HIN (3C) CHENG HOI YAU (3D) YEUNG TSZ TUNG (3D) WU TSZ YEUNG (3D) LAW TSUN HIM (4A) TSANG TSZ YING (4C) TAN YEE MAN (4C) CHAN CHING LONG (5A)	Champion
	TAN YEE MAN (4C)	Champion Most Valuable Player
Methodist College "Methodist Cup" Dodgeball Invitation	AU HANNAH (1D) CHAU SO (1D)	First Runner-up

Organizer and activity / contest	Student	Award
Tournament 2022-2023 (Girls Team)	CHAN CHING LAM (1D) LEE YU KIU JANICE (2E) CHENG HOI YAU (3D) YEUNG TSZ TUNG (3D) LIU SUM YUET TRISTA (3D) LAI HIU CHING (4A) TSANG TSZ YING (4C) TUNG CHEUK WA (4C)	
Methodist College "Methodist Cup" Dodgeball Invitation Tournament 2022-2023 (Boys Team)	SHEN JINFENG (1C) WONG HO YIU (1C) WONG KING HEI (1D) FAN CHEUK HEI (2E) CHAN PAK HEI (3B) PANG TSZ WAH (3B) YEUNG LOK HIN (3B) LAU KA FU (3C) LOK TSZ HIN (3D) CHUNG HO CHUN (4C) CHAN CHING LONG (5A) CHAU YEE PANG (5C)	First Runner-up
Hang Seng Table Tennis Academy Badges Scheme Assessment	CHANG PAK HANG (1B)	Silver Award
	CHAN HAU YUET (1A) FAN HEUNG WUN (1A) IP YIN WAI CHUCKY (1B) YANG TSZ HIM (1C) CHAN SUM YU (2A) CHOY HONG CHING (2A) LING CHI YIN (2B) LAM KA KUEN (2E) WONG LEONG HANG (2E) CHOI CHUN LONG (3A) HE WAI CHUNG (3A) YU CHUN NGAI (3C) IP CHING (3D) WONG YUEN CHING (4C)	Bronze Award
Leisure and Cultural Services Department Yau Tsim Mong District Athletic Meet (High Jump)	CHAN SZE WING VALERIE (3D)	Second Runner-up
Leisure and Cultural Services Department Yau Tsim Mong District Athletic Meet (Javelin)	POON KAY YIN (2C)	Champion
Sha Tin District Fight Crime Committee / YMCA  Sha Tin District Anti-drug Football Competition	CHEUNG HO TIN CYRUS (4A) TONG CHUN KI (4A) CHENG YIN CHIT (4B) YIU HO CHIT JOSH (4B) CHOW POK MAN (4D) HUI MAN HEI (5D) LAM PAK MING (5D) TANG WAI YIN CLARENCE (6A) LI CHUN HON (6B) WONG HO CHING (6D)	First Runner-up
Hong Kong Dodgeball Association	SHEN JINFENG (1C)	First Runner-up

Organizer and activity / contest	Student	Award
Hong Kong Dodgeball Junior Open (Boys U16)	FONG LOK HANG (3A) CHAN PAK HEI (3B) PANG TSZ WAH (3B) CHEUNG CHEUK HIN (3C) LAU KA FU (3C) WU TSZ YEUNG (3D) LAW TSUN HIM (4A) CHUNG HO CHUN (4C)	
Hong Kong Dodgeball Association Hong Kong Dodgeball Junior Open (Girls U16)	CHAU SO (1D) LEE YU KIU JANICE (2E) WONG YUNG (3A) TSE TSZ CHING (3B) CHENG HOI YAU (3D) YEUNG TSZ TUNG (3D) LIU SUM YUET TRISTA (3D) TSANG TSZ YING (4C)	Third Runner-up
Hong Kong Dodgeball Association Hong Kong Dodgeball Junior Open (Mixed U16)	KEUNG PAK HIM (1B) WONG HO YIU (1C) AU HANNAH (1D) CHAN CHING LAM (1D) YEUNG CHEUK KA HAILEY (1D) WONG KING HEI (1D) MAHMOOD SADIA (2A) FAN CHEUK HEI (2E) YEUNG LOK HIN (3B) LOK TSZ HIN (3D)	Sportsmanship
Hong Kong Dodgeball Association Hong Kong Inter-School Dodgeball Championship 2022	KEUNG PAK HIM (1B) SHEN JINFENG (1C) WONG KING HEI (1D) CHAU SO (1D) AU HANNAH (1D) YEUNG CHEUK KA HAILEY (1D) MAHMOOD SADIA (2A) FAN CHEUK HEI (2E) WONG YUNG (3A) TSANG TSZ HONG (3C) CHENG HOI YAU (3D) WU TSZ YEUNG (3D) LIU SUM YUET TRISTA (3D)	Mix Junior Champion
	FONG LOK HANG (3A)	Mix Junior Champion Most Valuable Player
	YEUNG CHEUK KA HAILEY (1D) CHAU SO (1D) MAHMOOD SADIA (2A) LEE YU KIU JANICE (2E) FUNG TIN YAN (3B) TSE TSZ CHING (3B) CHAN YEE LAM MEKO (3C) CHENG HOI YAU (3D) YEUNG TSZ TUNG (3D) TSANG TSZ YING (4C) TUNG CHEUK WA (4C)	Girls Champion
	LAI HIU CHING (4A)	Girls Champion Most Valuable Player
	YEUNG LOK HIN (3B)	Mix Senior

Organizer and activity / contest	Student	Award
	PANG TSZ WAH (3B) FUNG TIN YAN (3B) CHAN YEE LAM MEKO (3C) LOK TSZ HIN (3D) YEUNG TSZ TUNG (3D) CHENG HOI YAU (3D) LAI HIU CHING (4A) TSANG TSZ YING (4C) TUNG CHEUK WA (4C) CHAN CHING LONG (5A) CHAU YEE PANG (5C) HA WING CHUN (6C)	Second Runner-up
	KEUNG PAK HIM (1B) SHEN JINFENG (1C) CHOI CHUN TO (2B) FAN CHEUK HEI (2E) FONG LOK HANG (3A) CHAN PAK HEI (3B) PANG TSZ WAH (3B) CHEUNG CHEUK HIN (3C) TSANG TSZ HONG (3C) LAU KA FU (3C) WU TSZ YEUNG (3D) CHOI PAK HEI (3D) LAW TSUN HIM (4A)	Boys Junior Second Runner-up
A.S. Watson Group Hong Kong Student Sports Award	WONG LOK HIN (2A)	Award
Masterful Studio All-round Rope Skipping Challenge - Boys Senior Grade	CHAN HO HIM (1D) FUNG PIU HIN (2A) FUNG TSZ HONG (2A) WONG MAN LOK RICO (3A)	Champion
Masterful Studio All-round Rope Skipping Challenge - Girls Senior Grade	CHEN LOK YAN (1D) LAI HIU WAI (2D) HO HIU YEE COBIE (3A) CHENG TO (5C)	Fourth Place
Masterful Studio All-round Rope Skipping Challenge - Partner Jump	CHAN HO HIM (1D) WONG MAN LOK RICO (3A)	Second Place
	CHEN LOK YAN (1D) HO HIU YEE COBIE (3A) FUNG TSZ HONG (2A) FUNG PIU HIN (2A)	Third Place
Masterful Studio All-round Rope Skipping Challenge - Single Rope Cross Open	FUNG PIU HIN (2A)	Second Place
	CHAN HO HIM (1D)	Third Place
	WONG MAN LOK RICO (3A)	Fourth Place
Masterful Studio All-round Rope Skipping Challenge - Single Rope Speed Sprint	HO HIU YEE COBIE (3A)	Fourth Place
Masterful Studio All-round Rope Skipping Challenge - Twins Jump	FUNG TSZ HONG (2A) FUNG PIU HIN (2A)	First Place
	CHAN HO HIM (1D) WONG MAN LOK RICO (3A)	Fourth Place
Hong Kong Shuttlecock Association Inter-School Shuttlecock Competition - Boys Senior Grade (Single)	YIM KAI HONG (5B)	Champion
Hong Kong Shuttlecock Association Inter-School Shuttlecock Competition - Juggling	LAM PAK MING (5D)	Champion

## 6. Moral and Civic Education

Organizer and activity / contest	Student	Award
The Chinese University of Hong Kong Social Responsibility & Sustainable Development Proposal Competition	TSE LOK YIU (3B) LEUNG YU CHING SONUS (3B) LAM YAN HO (3B) LO SZE WING (3D)	Best Creativity Proposal Award
Centre for Water Technology and Policy, The University of Hong Kong Smart Water Detectives - A STEM Student Ambassador Programme	CHAN LOK YIN (4D) FUNG YAT SUM (5A) CHUI YIK TING (5C) LUO SHUK KWAN (5C) CHAN KA MEI (5D) TSANG HIU KI MERCY (5D) TO PAK TSUN (5D)	Best Engagement Award Best Presentation Award

## (6) Financial Summary

<b>Sha Tin Methodist College</b>				
<b>Financial Summary 2022-2023</b>				
			<u>Grant Received</u>	<u>Expenditure</u>
			<u>(HK\$)</u>	<u>(HK\$)</u>
<b>I.</b>	<b>Government Fund</b>			
	1	Expanded Operating Expenses Block Grant (EOEBG)		
	a.	School Specific Grant		
		1. Administration Grant	4,019,091.00	4,237,348.58
		2. Air-conditioning Grant	592,081.00	401,150.00
		3. Capacity Enhancement Grant	654,502.00	885,141.75
		4. Composite Information Technology Grant	565,906.00	406,883.15
		5. School-based Management Top-up Grant	51,615.00	50,000.00
		6. SB Educational Psychology Service Grant	126,614.00	108,439.00
		7. SB Speech Therapy Administration Recurrent Grant	8,258.00	-
	b.	Non- School Specific Grant		
		Baseline Reference	2,219,101.03	4,524,790.95
	c.	Other Income	442,719.03	-
		<i>Sub-total</i>	8,679,887.06	10,613,753.43
	2	Other Grants outside EOEBG		
	a.	AEF6.0 - Cleansing & Security Workers Subsidy	-	96,000.00
	b.	Committee on Home-School Co-operation Project	25,855.00	24,100.00
	c.	Diversity Learning Grant – Applied Learning Courses	8,135.00	8,135.00
	d.	Diversity Learning Grant – Other Programmes	84,000.00	94,893.60
	e.	ER's Contributions to PF/MPF Scheme for NTS	445,756.50	740,558.80
	f.	Fringe Benefits under the Enhanced NET Scheme	313,059.97	313,059.97
	g.	Grant for the Sister School Scheme	159,955.00	48,660.00
	h.	Hong Kong School Drama Festival	3,700.00	1,176.00
	i.	Information Technology Staffing Support Grant	327,588.00	354,250.00
	j.	Jockey Club Joy of E-Reading Scheme	80,353.00	42,459.80
	k.	Learning Support Grant	414,680.00	464,387.82
	l.	Life-wide Learning Grant	1,238,770.00	2,313,272.04
	m.	Moral and National Education Support Grant	-	3,029.00
	n.	One-off Grant for Supporting the Implementation of the SS Subject Citizenship and Social Development	-	53,673.80
	o.	Other Recurrent Grants (Rent & Rates)	511,824.00	511,824.00
	p.	Professional Development Schools (PDS) Programme	-	-
	q.	Promotion of Reading Grant	74,646.00	88,255.60
	r.	Quality Education Fund e-Learning Funding Programme	61,100.00	69,758.00
	s.	Salaries Grant	49,166,367.92	49,218,644.37
	t.	SB After-school Learning and Support Programme	82,800.00	78,250.97
	u.	SB Professional Support Programme - ESR	-	-
	v.	School Executive Officer Grant	558,729.04	442,202.26
	w.	Student Activities Support Grant	70,850.00	72,417.15
	x.	Teacher Relief Grant	4,542,528.71	5,579,846.20
		<i>Other Income - Other Recurrent Grants (2o)</i>	6.00	-
		<i>Other Income - Teacher Relief Grant (2y)</i>	5,160.00	-
		<i>Sub-total</i>	58,175,864.14	60,618,854.38
<b>II.</b>	<b>Subscriptions</b>			
	1	Tong Fai	88,740.00	-
	2	Others	584,422.41	252,083.46
		<i>Sub-total</i>	673,162.41	252,083.46
<b>III.</b>	<b>Approved Collection for Specific Purposes</b>			
	1	Other Purposes	207,550.00	76,046.00
		<i>Sub-total</i>	207,550.00	76,046.00

## **(7) Feedback on Future Planning**

Under the theme “Learning without Walls; Learning beyond Tomorrow; Living a Flourishing Life” of the school plan 2022-25, this was the first year of implementing the School Development Plan 2022-25, the three major concerns of Annual School Plan 2022-23 were on the right track, most strategies will continue in the coming year.

School strategies of the 3 major concerns in 2023-24 are shown as below:

- 1 1.1. Brush up and improve students’ English language proficiency and capability through EMI teaching & learning.
- 1.2. Optimize teaching and learning to enhance students’ sense of ownership and facilitate co-construction of knowledge among students.
- 1.3. Organize many authentic, meaningful and reflective learning activities to unleash students’ potential, talent and learning motivation.
- 1.4. Maximize the benefits of blended learning, combining eLearning and conventional learning inside and outside the classroom.
- 1.5. Schedule, coordinate and increase timeslots and platforms to facilitate students in sharing their learning outcomes publicly, deliberately and continuously.
- 2 2.1. Inspire students to explore community and global issues and commit to the identity of global citizenship.
- 2.2. Promote Reading Across Curriculum (RaC).
- 2.3. Promote Interdisciplinary learning designs.
- 3 3.1. Create a positive class culture and boost students’ sense of belonging towards their classes.
- 3.2. Create a positive learning environment and setting class rules and routines.
- 3.3. Incorporate the elements of Positive Relationships, Positive Engagement and Positive Health through the planning and design of extra-curricular activities to maximize students’ positive experiences. Strengthen positive relationships and promote positive health.
- 3.4. Create a positive culture and environment on the campus. Promote positive health.