



學校報告

SCHOOL REPORT

(2022/23)

辦學宗旨 School Mission

本校為田家炳基金創辦，懷抱全人培育的教育理想，並願意為實踐理想付上代價，致力提供優質教育，在開展教學、生活輔導、聯課活動及造就時代公民四方面作整全及均衡的培育。

我們肯定教育是尊貴的，學生是可教的：強調以人為中心、以學生為中心、以學習為中心的教育，互重互愛，衷誠協作，委身建立純樸的校風、嚴謹的制度，與及關係親和而歸屬感強的學校環境。重視教師的專業成長，從而達致教學相長，實踐我們的教育理想。

我們以嚴謹的態度，因應學生能力及興趣，設計教學課程及活動，配合優良的視聽教材，幫助學生發揮潛質，提升自學能力，培育追求學問的精神，奠定終生學習的基礎。我們本著訓育與輔導相互整合的精神，透過良好的師生關係，致力開展對學生的全人關顧，建立嚴謹而愉快的校園生活。透過與家庭密切的聯繫，建立良好的協作關係，共同關顧學生的需要，開展細緻、適切的生活輔導。

我們認定聯課活動為完整課程的一部分，致力開展有益身心的活動，抗衡不良風氣和玩意，幫助學生建立優質的閒暇生活。

我們因應時代需要，提供多元化的生活教育課程，配合早會、周會等校園活動，幫助學生建立良好的生活習慣，提升生命素質，從而深化家國情懷，發揚中華文化，拓展國際視野，承擔時代使命。

Founded by the Tin Ka Ping Foundation, our school upholds the ideal of whole-person education and puts it into practice. We provide a holistic and balanced curriculum infused with instructional programmes, guidance services, co-curricular activities, and civic/life education programmes to shape students into lifelong learners with sound values and good habits.

We believe education is noble and students are teachable; we value the importance of every student and we place their pursuit of learning as our primary concern. We unite efforts from our staff, who respect, care, and support one another, to demonstrate the shared beliefs and values. They have fostered a deep sense of belonging to the school, where modest ethos, rigorous standards, and unity from school members are valued. Moreover, we promote professional development of our staff, an essential part of the teaching-learning synergy and key to fulfilling our commitment.

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner. We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

We deem co-curricular activities part of the curriculum/students' learning experience and launch activities for students' overall well-being, at the same time withstand the world's degenerating values and practices.

We address the demands of the changing world; we provide diverse life/civic education lessons, along with morning and weekly assemblies, to facilitate students' character development and habit formation, and furthermore, to deepen their love for their homes and the country. We look forward to seeing our students become ambassadors of Chinese culture, citizens with global outlook, and leaders of their generation.

我們的學校 School Profile

學校簡介 General Information

本校於 1994 年由田家炳基金創立，創辦人田家炳博士乃本港傑出企業家，素以教育為志業，熱心興學，致力倡導辦師範教育、基礎教育及道德教育，為社會培育英才。

學校類別：資助

學校性質：文法

學生類別：男女

校監：田榮先

校長：陳雨瀚

創校年份：1994

校園面積：7,000 平方米

課室總數：30

特別教室：18

球場：2

Tin Ka Ping Secondary School was founded in 1994 by the Tin Ka Ping Foundation, with Dr. Tin Ka Ping, the distinguished entrepreneur in Hong Kong, as her founder. Dr. Tin has been an ardent advocate and supporter of education, particularly in teacher education, elementary education, and moral education.

School type: Aided grammar school, co-educational

School Supervisor: Mr. TIN Wing Sin Principal: Mr. Chan Yee Hon

Commencement of operation: 1994 Area: 7,000m²

Classrooms: 30 Special rooms: 18 Playgrounds: 2

學校管理 School Management

- 學校於 1994 年推行校本管理。SBA has been implemented since 1994.

校董會組合 Constitution of the School Management Board

	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
成員 Members	3	1	1	1	1	6

我們的學生 Students

班級組織 Classes

- 2022/2023 年度各級開設的班別數目及學生人數(男生/女生/總數)如下
- The number of the classes and students in 2022-2023

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
班數 Classes	5	5	5	5	5	4	29

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
男生人數 Boys	65	80	80	67	70	52	414
女生人數 Girls	94	83	87	90	87	68	509
學生總數 Total	159	163	167	157	157	120	923

(05/09/2022 入學人數, Admitted on 05/09/2022)

學生出席率 Attendance rate (Red)

級別 Level	出席率 (%)Rate
中一 S.1	98.4
中二 S.2	98.1
中三 S.3	97.7
中四 S.4	97.4
中五 S.5	97.1
中六 S.6	96.1

全校學生的平均出席率達 97.5%

The average attendance rate is 97.5%

學生升學情況 Academic promotion (AAC)

中三升中四： Proceeding from S.3 to S.4

2022-23 97.0%

中六畢業生出路 Pathways of S.6 graduates (CGU)

中六同學分別有 80.0%升讀本地學位課程，15.0%升讀本地副學位課程，0.0%修讀其他課程，0.0%重讀，0.9%往外地升學，2.5%大中華升學，0.0%就業，1.6%為其他情況。

Degree – 80.0%;

High Diploma or Associate-degree – 15.0%;

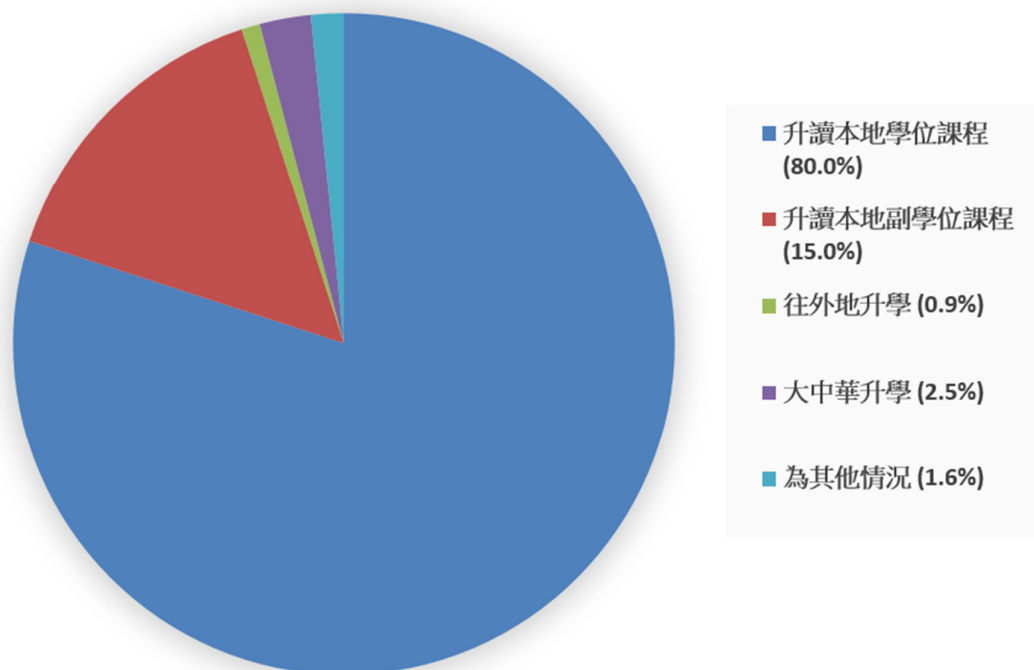
Other courses – 0.0%;

Repeating S.6 – 0.0%;

Study abroad – 0.9%;

Study in Mainland - 2.5%
Employment – 0.0%
Others – 1.6%

中六畢業生出路



在學年內提早離校學生 Dropouts

級別 Level	退學人數 Number of students
中一 S.1	7
中二 S.2	0
中三 S.3	3
中四 S.4	5
中五 S.5	2
中六 S.6	0

我們的教師 Teaching Staff (Kate)

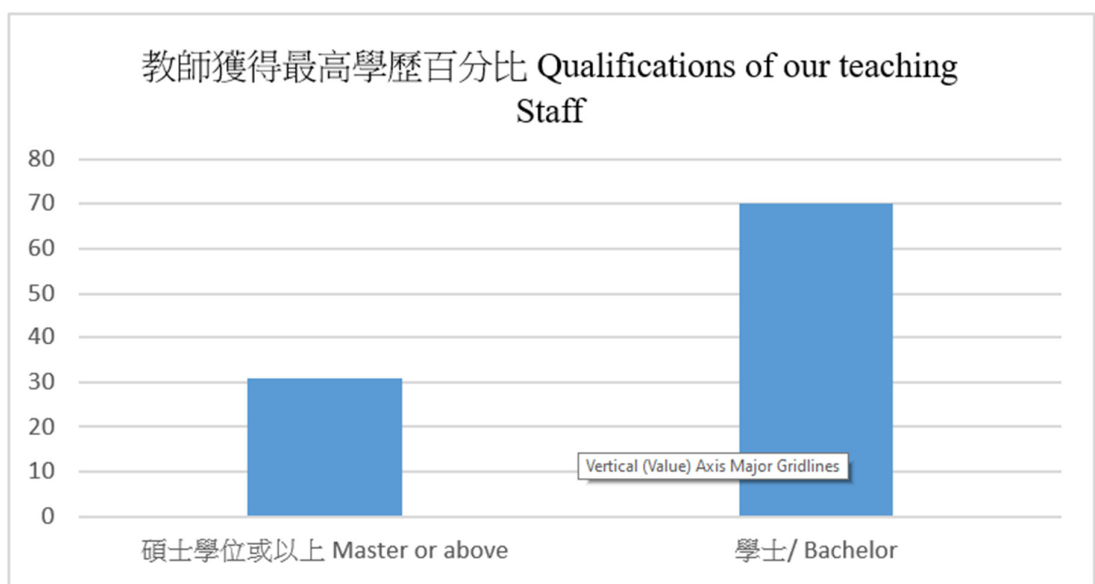
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2022-2023 年度本校教師數目（編制人數）為 64 人，所有教師均為學士學位持有人，其中 44%更持有碩士學位或以上資歷。

Qualifications of our teaching staff

There were 64 entitled members of staff in 2022-2023, all have a bachelor degree. 44% of them even have a master or above degree.

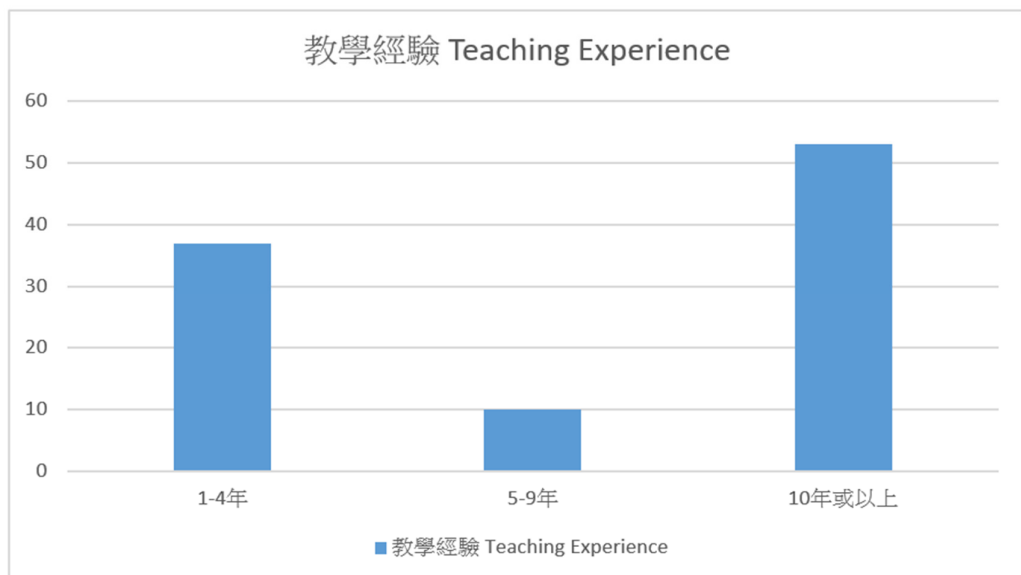


2. 已接受專業訓練教師的百分比為 84.3%.

84.3% of our teaching staff have received relevant professional training.

教學經驗 Teaching Experience

年 Years	0-4	5-9	超過 10 over 10
百分比 %	37%	10%	53%



教師專業發展 (2022/23) Teachers' professional development (Adriana)

1. 在整學年內，教師參與持續專業發展的時數總時數 = 800.5 小時

平均每名教師參與持續專業發展的時數 = 16.01 小時

Total hours that teachers spent on professional development in 2022/23

= 800.5hrs

Total hours one teacher spent on professional development in 2022/23 = 16.01 hrs

2. 在整學年內，校長參與持續專業發展的時數 = 14.5 小時

Total hours the Principal spent on professional development in 2022/23 = 14.5 hours

3. 在整學年內，教學人員參與持續專業發展方面的平均預算支出 \$31,000/69 人 = \$449.27

The budget for teachers' continuous professional development in 2022/23: \$31,000/69pp = \$449.27

4. 在整學年內，教學人員參與持續專業發展方面的平均實際支出

\$47,066.30/ 69 人 = \$682.12

Actual expenditure on continuous professional development of one teacher in 2022/23:
\$47,066.30/ 69pp = \$682.12

我們的學與教 Teaching and Learning

學校實際上課日數 School days

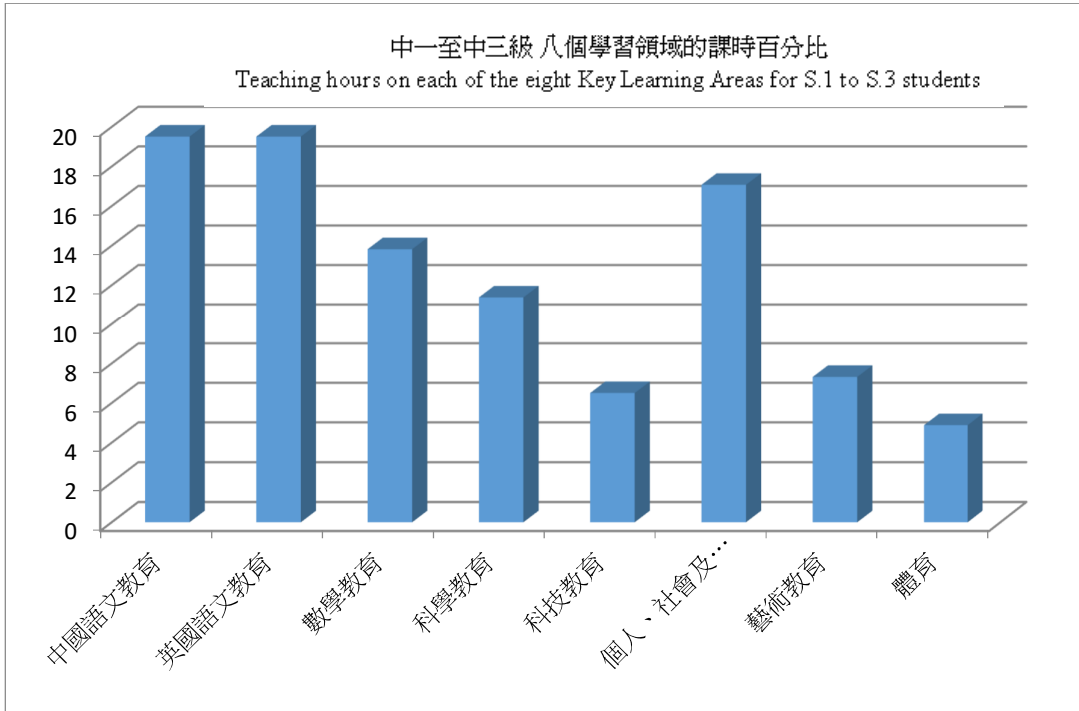
1. 中一至中三整學年，實際上課日數 191 日
School day for S.1 to S.3 students: 188 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 24 日
(包括生活紀律訓練營、周年旅行、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日)
Activity days (school-wide or form-wide) for S.1 to S.3 students: 24 days
(including the Discipline Camp,, School Picnic, Inter-class Singing Contest & Christmas Celebration, School Dedication Day, Open Day and Post-exam Activities Days)

中一至中三級八個學習領域的課時 (AAC)

Teaching hours on each of the eight Key Learning Areas for S.1 to S.3 students

八個學習領域 Key Learning Areas	Eight 相關科目 Relevant subjects	課節 Lessons	百分比 / Percentage
中國語文教育 Chinese Language Education	中國語文+普通話 Chinese Language + Putonghua	21+3	20
英國語文教育 English Language Education	英國語文 English Language	24	20
數學教育 Mathematics Education	數學 Mathematics	17	14
科學教育 Science Education	綜合科學 Integrated Science	14	11
科技教育 Technology Education	電腦+D&T Computer Literacy + Design of Technology	4+2+2	7
個人、社會及人文教育 Personal, Social and Humanities Education	生活教育+世史+中史+地理+通識+經濟 Life Education + History + Chinese History + Geography + Liberal Studies + Economics	3+4+4+4+4+2	17
藝術教育 Arts Education	視覺藝術+音樂 Visual Arts + Music	5+4	7
體育 Physical Education	體育 Physical Education	6	5

	總數 : Total:	123	100
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學生閱讀習慣 Students' Reading Habits (Wai Yee)

學生借用閱讀資料頻次 2022-2023

2022-2023 上學期 (01/09/2022-31/12/2022)						
	S1-S3		S4-S6		全校	
	人數	百分比	人數	百分比	人數	百分比
每周一次或以上	28	5.70%	19	4.09%	47	4.92%
每兩星期一次	87	17.72%	74	15.95%	161	16.86%
每月一次	107	21.79%	184	39.66%	291	30.47%
每月少於一次	38	7.74%	84	18.10%	122	12.77%
從不	231	47.05%	103	22.20%	334	34.98%
總借出次數	1431		1416		2847	

2022-2023 下學期 (01/01/2023-31/5/2023)						
	S1-S3		S4-S6		全校	
	人數	百分比	人數	百分比	人數	百分比
每周一次或以上	28	5.70%	12	2.59%	40	4.19%
每兩星期一次	56	11.41%	26	5.60%	82	8.59%
每月一次	120	24.44%	126	27.16%	246	25.76%
每月少於一次	53	10.79%	79	17.03%	132	13.82%
從不	234	47.66%	221	47.62%	455	47.64%
總借出次數	1364		791		2155	

2022-2023 全年 (01/09/2022-31/5/2023)						
	S1-S3		S4-S6		全校	
	人數	百分比	人數	百分比	人數	百分比
每周一次或以上	26	5.30%	14	3.02%	40	4.19%
每兩星期一次	51	10.39%	33	7.11%	84	8.80%
每月一次	121	24.64%	117	25.22%	238	24.92%
每月少於一次	109	22.20%	228	49.14%	337	35.29%
從不	184	37.47%	72	15.51%	256	26.80%
總借出次數	2795		2207		5002	

總借出次數：5002

融合教育 Integrated Education (Wilcox)

融合教育 Integrated Education 本校成立融合教育小組統籌全校參與融合教育的工作，包括由教育局教育心理學家為學童評估、針對個別學生的需要設立個別學習計劃、小組訓練、朋輩輔助、言語表達 訓練等等，校方亦有為融合生提供生涯規劃、外展等活動，提升有特殊教育需要的學生的學能、社交各方面的能力，協助他們融入校園生活及走進社會。

We have an Inclusive Education Unit to facilitate the SENs-related work in a whole-school approach. We help the SENs integrate into campus life and prepare them for careers by enhancing their learning capacity, social skills, expression and linguistics training etc. The work includes evaluation by the educational psychologists from the EDB, a tailored study plan for students in need, group training, peer counseling, career guidance, outreach activities and so on.

主要關注事項 (成就與反思) Major Concerns (Achievement and Reflection) (JASC + AAC)

Major Concern I: To strengthen students' self-management and self-directed learning (SDL) capacity

Achievements:

1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning

- 1.1 Class teachers: Better awareness and usage of student handbook as a self-management tool for learning is achieved. (SAU)
- 1.2 Shining Hearts: The mentors (suns) organized their own group activities and took care of the mentees (seeds) in order to let the seeds adapt our new school environment. (SAU)
- 1.3 Shining Hearts: Capable mentees were trained to be mentors in the next academic year. (SAU)
- 1.4 Guidance: The counselling groups used different strategies, e.g. making artwork, cosmetology and making coffee to help students adapt school life, release stress and motivate their learning. (SAU)
- 1.5 To modify and integrate the curriculum content to meet the needs of students at different stages. (LEU)
- 1.6 To launch volunteer service and life education lessons of different levels through class teacher period and assemblies in F2-3 and F5. (LEU)
- 1.7 To facilitate students' development of interests and talents, 3-4 assemblies in 2022-23 are mainly held by student to facilitate their self-management. (LEU)
- 1.8 To help students construct life blueprint, F.1-F.6 Career Life planning had been implemented and refined to fit students' needs. Various programs (including activities provided by Cocoon, study talks, parents talks, JUPAS talks, and S3-4 bridging program) were successfully held. Students or parents participated

quite actively. Students had learnt to construct their life blueprint through career lessons. Information were provided through talks and leaflets to broaden their horizons and help them make an informed choice. (CGU)

1.9 The Grit programme was successfully launched in CCAs other than pilot CCAs. (CCAUC)

1.10 80% of students could follow the 'Student Development Framework'. (CCAUC)

1.11 Leaders could understand the concept of self-management. (CCAUC)

1.12 Leaders could alert the transactions of experience to the junior form members. (CCAUC)

1.13 We gave chances for our students to lead activities in at least three programmes. We provided training to the leaders before holding activities (like Basic Leadership Training Programme, S4 Commencement Ceremony 1). (SLTU)

Reflections:

1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning

1.1 Class teachers: Reward arrangement can be enhanced in order to foster students to utilize their student's handbook for learning in F.1-F.2. (SAU)

1.2 Shining Hearts: The Form 2 mentors are not mature enough. In order to let them have more chance to learn how to take care of Form 1 students, they have to pair up with senior form students. (SAU)

1.3 The curriculum evaluation process involved using forms to gather the opinions of teachers, and the feedback received was highly positive. Specifically, the teachers expressed their satisfaction with the lesson plan, indicating that it effectively meets the needs of their students. This positive feedback from the

teachers highlights the success of the curriculum evaluation process and reinforces the effectiveness of the lesson plan. (LEU)

- 1.4 The Life Education Unit reviewed the curriculum in meetings and collected feedback from students who participated in life education lessons and voluntary services. Based on a survey with a score of over 3.0, the students strongly agreed with the content and effectiveness of the curriculum. (LEU)
- 1.5 The curriculum was designed to promote students' self-management by pacing their growth, and the positive results are evident in student-led initiatives such as the last afternoon assembly for F6 and a sharing session on mental health and volunteer service for F2/5. These activities demonstrate that the students are taking ownership of their learning and are motivated to share their knowledge and experiences with their peers. The success of these student-led assemblies reflects the effectiveness of the curriculum in facilitating students' shift from being managed to self-management. (LEU)
- 1.6 Refining of the F.4 curriculum will be done next year by modifying the objectives of the weekly assembly. To increase the efficiency of delivering career information, the class representatives should be reminded to paste the info pages. Also, class teachers should be informed and help promote activities so as to increase the participation rate and awareness of participation. (CGU)
- 1.7 For the Grit programme, the promotion of attaining 'active participation will be reinforced. (CCAU)
- 1.8 The 'role model' of leaders should be emphasized and nurtured. (CCAU)
- 1.9 We will optimize S4 Commencement Ceremony II. We will mention about pursuing their dream and element of leadership in the debriefing of S4 bridging programme. (SLTU)

Major Concern II: To nurture students' positive values

Achievements:

1. Encourage students to face failure and difficulties positively

- 1.1 Class teachers: Class teacher period echoed the related theme. From class climate survey, over 90% students enjoy the class teacher period and show positive feedback. (SAU)
- 1.2 Guidance: Series of activities echoing the theme were successfully held such as assembly, Love is All Around and Warm-your-heart Action etc. (SAU)
- 1.3 Guidance: Counselling programmes (Coffee making group and Art group) were designed according to the students' characteristics. (SAU)
- 1.4 To elevate the quality of lesson plans and communication among teachers to strengthen class teachers' consciousness toward Life Education lessons. (LEU)
- 1.5 Finished F4 lesson plan integration. Others form lesson plans are going to integrate within 2022-23. (LEU)
- 1.6 To plan how to promote volunteer service through assemblies by students. (LEU)
- 1.7 Individual career counseling had been organized for S.3,5 and 6 students to deal with their individual needs. More than 50 S3 students and all F.5-6 Students received individual counseling. All found it useful in helping them make informed choices in the JUPAS system/ S3 subject selection process. Contingency plans were discussed during the counseling sessions to prepare students to face difficulties or failure. (CGU)
- 1.8 Introduce CCAU to new S. 1 in order to have healthy and balanced life. (CCAU)
- 1.9 We had two programmes in F.1 training camp and LIVE training. We reinforce these messages in the programmes. (SLTU)

2. Cultivate students to build habits of gratitude and service

- 2.1 Guidance: There were several programmes of voluntary work. The participation rate of organizing, preparing for voluntary work reached 70%. (SAU)
- 2.2 To update the voluntary work recording system. (LEU)
- 2.3 To facilitate F1-2 volunteer service and to showcase the positive effects of network construction. (LEU)
- 2.4 To encourage F1-2 classes to cultivate team spirit through engaging in volunteer service. (LEU)
- 2.5 To implement school volunteer service recognition mechanism cooperating with the Student Affairs Unit. (LEU)
- 2.6 Organizing voluntary service in F.2 provide opportunities for students to learn more about the needy and start trying to love others. These activities inspired students of the spirit of volunteering and help cultivate students to build habits of gratitude and service. This year, four F.2 Classes (except 1 CBS class) had organized their class-based voluntary services. All were successfully completed. (CGU)
- 2.7 To introduce the idea to students' organization in training programme. (CCAU)
- 2.8 Participation of volunteer services from different school teams and Student Union. (CCAU)
- 2.9 Every student in LIVE training programme should join at least 1 voluntary activity which is related to our community. And they should organize the activity. (SLTU)

3. Reinforce students' sense of belongings at school

- 3.1 Class teachers: 85% students agreed that class teachers matched tasks to the students according to their unique traits. (SAU)
- 3.2 Shining Hearts: All groups had different activities during lunch recess, after school or school holidays. (SAU)
- 3.3 Shining Hearts: Some Form 1 students will be promoted to be mentors in the coming academic year. (SAU)
- 3.4 Prefects: Leadership skills of the prefect leaders were greatly enhanced through in charging of Prefect Training Day and the administrative work of whole-school activities. (SAU)
- 3.5 Prefect leaders were well-prepared and performed well in holding junior-form morning exercise and delivering event reminders. Praises from teachers greatly boosted their confidence. (SAU)
- 3.6 To facilitate students' development of interests and talents. (LEU)
- 3.7 Working reality workshops were held this year. All F.4 students formed 17 groups to run their business. Each groups performed well in the workshops. Most students were actively involved in the discussion and preparation. (CGU)
- 3.8 On the other hand, the Life Buddies' mentoring programme is cancelled as the government did not launch the programme this year. Another similar programme had been done. (CGU)
- 3.9 Over 70% of students from SU and houses committee agree they have increased their sense of achievement. (CCAU)
- 3.10 The atmosphere of different school activities resumed gradually. (CCAU)
- 3.11 We give chances for our students to lead activities in at least three programmes. We need to provide training to leaders before the activities. We can create more platforms for our students to show their leadership potential (like

cooperation with ADC). (SLTU)

3.12 We need to encourage our students to take more important posts in school. (In the debriefing after S4 training and we can meet them once to encourage them before next election.) (SLTU)

財務報告 Financial Report (Kate)

Pending the result from audit

學生表現 Student Performance

全港性系統評估（中三）TSA (S.3)

Pending result Announcement from HKEAA

2023 香港中學文憑考試成績 (Hau Wo + CGU)

1. 主修科取得 2 級或以上成績：

科目	本校百份比	全港百份比
英文科	100	87.1%
中文科	100	78.1%
數學科	99.2	81.5%
通識科	100	89.6%

2. 中、英文科取得 3 級或以上成績：

科目	本校百份比	全港百份比
英文科	84.9%	51.6%
中文科	89.9%	58.5%

3. 超過 50%或以上學生取得 4 級或以上成績的科目如下：

科目	本校百份比	全港百份比
生物	51.5%	46.0%
化學	62.9%	50.9%
中國語文	66.7%	38.8%
中國歷史	52.1%	31.0%
地理	50.0%	37.6%
歷史	50.05%	46.5%
通識教育	63.9%	36.7%
數學 (必修部份)	74.8%	38.6%
數學延伸 (代數與微積分)	73.7%	61.9%
體育	66.7%	15.4%
物理	51.6%	51.2%

本校所有科目取後 4 級或以上的百份比均高於全港。

2023 年中六同學升學情況(Hau Wo + CGU)

- 75.8%學生考獲符合本港大學入學要求之成績 (即核心科目取得「3322」或更佳成績，及一個選修科目取得 2 級或以上成績)，全港日校則為 42.4%。
- 81.7%學生成功獲取大學聯合招生課程學額。

Public Exam Results 2023

1. Passing percentage (at Level 2) of major subjects:

Subject	TKPSS	Hong Kong average
English Language	100	87.1%
Chinese Language	100	78.1%
Mathematics	99.2	81.5%
LS	100	89.6%

2. Percentage at Level 3 or above of English and Chinese Language subjects:

Subject	TKPSS	Hong Kong average
English Language	84.9%	51.6%
Chinese Language	89.9%	58.5%

3. Subjects with over 50 percent of students at Level 4 or above include:

科目	本校百份比	全港百份比
Biology	51.5%	46.0%
Chemistry	62.9%	50.9%
Chinese History	66.7%	38.8%
Chinese Language	52.1%	31.0%
Geography	50.0%	37.6%
History	50.05%	46.5%
Liberal Studies	63.9%	36.7%
Mathematics (Core)	74.8%	38.6%
Mathematics (M2)	73.7%	61.9%
PE	66.7%	15.4%
Physics	51.6%	51.2%

The percentages are substantially higher than the Hong Kong average.

2023 S6 Student Further Studies

- 75.8% of our graduates met the admission requirements for local universities (Core Subjects+1 best Elective Subject at '3322+2' or higher attainment), which was higher than that of Hong Kong day schools (42.4%). 81.7% of our graduates received JUPAS offers.

2022-2023 年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2022-2023

見附錄《2022-2023 校際公開比賽獲獎項目總錄》

Appendix – 2022-2023 Award List for Inter-School and Public Competitions

聯課活動的參與 Participation in Co-curricular Activities (CCA)(Hau Wo + Jackie)

1. 聯課活動的數目：Types

聯課活動 CCA	數目 Types
學術 Academic	12
體育及運動類 PE	12
文娛康樂類 Performing Arts	9
制服及服務類 Services	6
興趣類 Hobby	3
靈育類 Spirituality	1
總數 Total	43

2. 中一至中三及中四至中六各學習階段，由學習領域科目組織的全校性或全級性學習活動的總數

School-wide or form-wide learning activities for S.1 to S.3 & S.4 to S.6 students by subjects in different learning areas:

	學習活動 Learning Activities	總數 Total
中一至中三 S.1 to S.3	<p>時段、中一生活紀律訓練營、社際問答比賽、礎領袖技巧訓 作坊、試前溫習、學校文化日計劃活動、升中一暑假英語提 程、周年學術講座、Interclass Speech Arts Contest、陸運會、 會、數學競賽培訓課程、學術周、書展、周年旅行、中華文 火相傳禮、中華狀元紅、初中說話技巧工作坊、初中科學比 愛心聖誕大行動、初中英文科配音比賽、中二及三角色扮演 、中一及中三科學串字比賽、迪士尼工作體驗坊、Cocoon 企 戰擂台、初中科學拔尖班。</p> <p>Reading Enhancement Period, S.1 Discipline Training Camp, Inter-house Quiz, Basic leadership training workshop, Pre-exam Revision, School Culture Day Preparations, S.1 Summer English Bridging Course, Interclass Speech Arts Contest, Athletic Meet, Swimming Gala, Courses for Maths Competition, Academic Week, Books Exhibition, School Picnic, Pass-it-on Chinese Culture Promotion Ceremony, Chinese Culture Prince, Junior Form Speech Arts Workshop, S.1-3 Science Competition, Operation Santa Claus, S.1-3 Voice Dubbing Competition, S.2 & 3 Cosplay competition, S.1&3 Spellathon competition, Disney workshop, Cocoon Challenge, Junior Science Elite Class</p>	24
中四至中六 S.4 to S.6	<p>演閱時段、社際問答比賽、領袖技巧訓練工作坊、中五生物 科野外考察營、中五級公民科內地交流、周年學術講座、試 前溫習、陸運會、水運會、學術周、書展、周年旅行、中華 文化薪火相傳禮、高中散文創作班、高中視覺藝術作品研討 會、全港中學生繪畫比賽、M+博物館外出參觀、愛心聖誕 大行動。</p> <p>Reading Enhancement Period, Inter-house Quiz, Leadership</p>	18

	training workshop, S.5 Biology Field Camp, S.5 Mainland 'Citizenship and Social Development' Exchange, Academic Talks, Pre-exam Revision, Athletics Meet, Swimming Gala, Academic Week, Books Exhibition, School Picnic, Pass-it-on Chinese Culture Promotion Ceremony, S.4 Prose Writing Class, VA Seminar, HK Painting Competition, Trip for M+ Museum, Operation Santa Claus	
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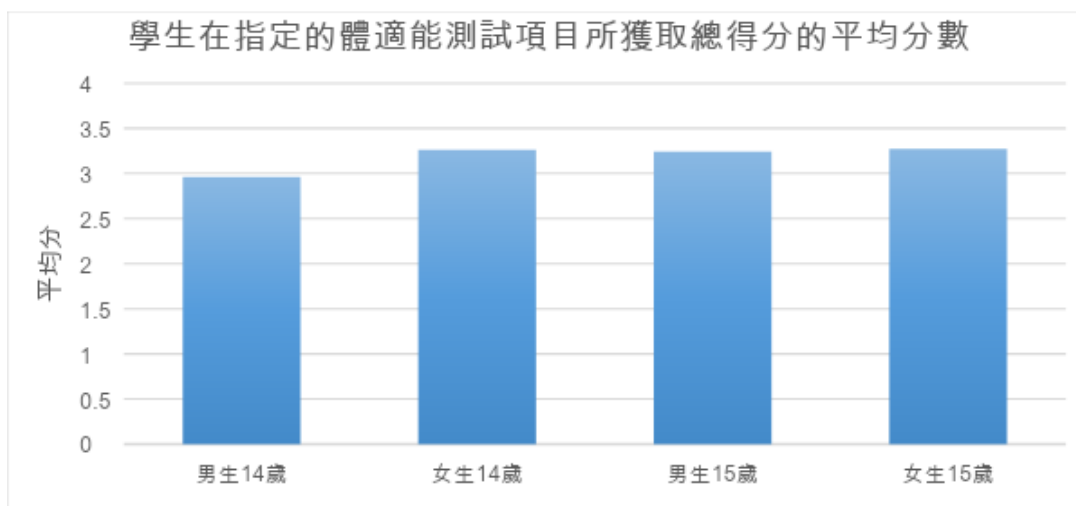
3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況
Students' Participation in external events in 2022/23.

	中一至中三 S.1 to S.3	中四至中六 S.4 to S.6
香港學校音樂節 Hong Kong Schools Music Festival	約 7 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (12 人) Chinese – 12	
	英文 (55 人次) English – 55	
香港學校戲劇節 Hong Kong School Drama Festival	0 人 Students	
學校舞蹈節 Schools Dance Festival	25 人 Students	8 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	69 人 Students	76 人 Students

學生的體格發展 Physical Development (Ching Lui)

體適能平均分 Physical fitness scores

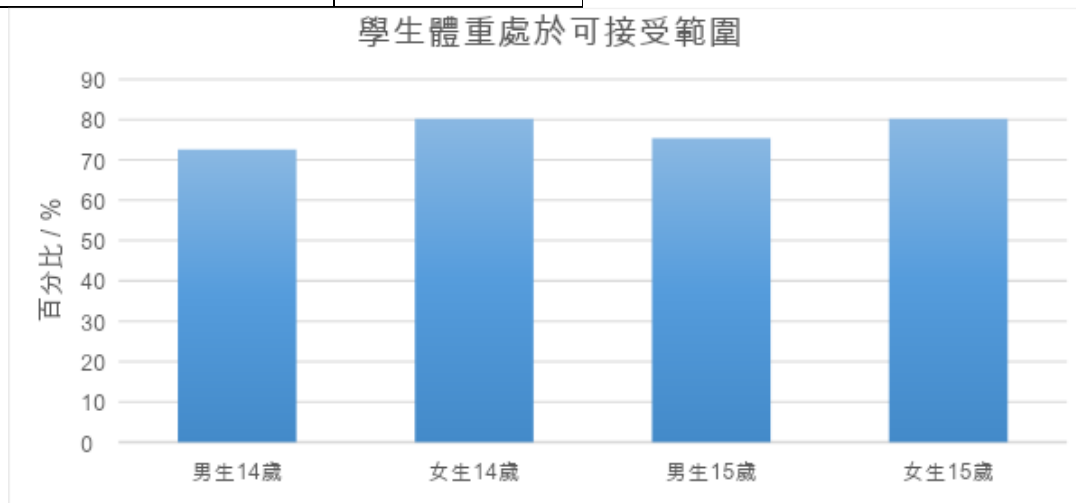
男生 14 歲 Boys at 14	2.96
女生 14 歲 Girls at 14	3.26
男生 15 歲 Boys at 15	3.24
女生 15 歲 Girls at 15	3.27



學生體重處於可接受範圍

Percentage of students whose weight is within the normal range

	百分比 / %
男生 14 歲 Boys at 14	72.60
女生 14 歲 Girls at 14	80.25
男生 15 歲 Boys at 15	75.44
女生 15 歲 Girls at 15	80.25



學校未來發展計劃的關注事項 Major Concerns in Future Development (ADC)

Major concern I:

To strengthen students' self-management and self-directed learning

(SDL) capacity 強化學生自我管理及自主學習

1. Optimize the amount and effectiveness of assessment and assignments.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with suitable materials and environment.
3. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning.

Major concern II :

培養學生積極、正面的人生觀

To nurture students' positive values

1. Encourage students to face failure and difficulties positively.
2. Cultivate students to build habits of gratitude and service.
3. Reinforce students' sense of belongings at school.