

IN STRENGTH AND GRACE WE STAND UNITED
IN FAITH AND LOVE WE ARE COMMITTED



HEEP YUNN SCHOOL SCHOOL REPORT

2022-2023

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CHAPTER 1: Portrait of Heep Yunn School

School Background

By the Grace of God, Heep Yunn School is an Anglican school established in 1936, when two former Church Missionary Society institutions, namely Fairlea School (1886) and Victoria Home and Orphanage (1887), were joined together. The name “Heep Yunn” means “united in grace” in Chinese. Over the years, Heep Yunn has gradually grown from a Vernacular school into an English-medium school providing a high quality, all-round education for girls in Hong Kong. In 2012, the school switched its status from a government grant-in-aid school to a direct subsidy scheme school.

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930’s Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

School Vision and Mission

It is the mission of the school to provide our students with a Christian education that develops the whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

School Motto

In strength and grace we stand united
In faith and love we are committed

School Management

Heep Yunn School is operated and managed by the School Management Committee (SMC), with the Council of Heep Yunn School as the School Sponsoring Body. The Council is also the School Sponsoring Body of Heep Yunn Primary School and Heep Yunn School Private Kindergarten.

Members of the Council of Heep Yunn School and the School Management Committee

The Right Revd Dr. Timothy Kwok	(Chairman)
Prof. Allan Yuen	(School Supervisor)
Mr. Iain Bruce	(Hon. Treasurer)
Miss Bella Leung	(Hon. Secretary)
Mr. Roland Chow	
Mrs. Betty Cheng	
Miss Fion Lee	
Mrs. Linda Fung	
Prof. Edwin Chan	
Dr. Arnold Cheng	
Mr. Herman Tsoi	
Miss Anita Fung	
The Very Revd Franklin Lee	
Dr. Eugenie Leung	
Mr. Simon Tang	
Dr. Wai Him Kwok	
Miss Fanny Lam	

Campus and Facilities

Our school is located on an 11,000 sq. m. campus consisting of six building blocks, each with its unique history and purposes. These include the Lau Cheung Suet Ming Building (1936), the Chapel of St. Clare of Assisi (1957), the Chau Hau Leung & Li Shiu Ching Building (1964), the Library (1966), the Jubilee Building (1986) and the Mr. & Mrs. Au Sue Hung Building (2005). Additionally, our outdoor facilities include a 25-metres swimming pool, 4 multi-purpose games courts, a rest garden, a parking area and a lawn. Indoors, we have the School Hall, Dining Room, Student Activity Centre, Student Development Centre, 30 special rooms including the Drama Laboratory, the Innovation Laboratory, and the Lecture Theatre, 30 classrooms, and a 3-storey high sports centre.

Useful Links

For further information, please visit:

- (i) our School's homepage:
<http://www.hys.edu.hk/>
- (ii) our School's Prospectus 2022-23: https://issuu.com/ctpong/docs/20221014_prospectus_pages_a4
or our School's Prospectus 2023-24: http://www.hys.edu.hk/english/Prospectus_2023-24.pdf
- (iii) our School's Kaleidoschop 2023-24:
http://www.hys.edu.hk/english/2023-24_HYS_Kaleidoscope.pdf
- (iv) website of the Committee on Home-School Co-operation, search "Heep Yunn School" under "Secondary School Profiles" for public reference:
https://www.chsc.hk/ssp2022/index.php?lang_id=1

CHAPTER 2: School Development- Review on the Annual Major Concerns

3-Year Development Goal (1)

To facilitate students' learning through enhancing teachers' assessment literacy.

Annual Major Concern (1)

To build teachers' capacity for the effective use of assessment data.

Progress and Achievements

Working in close partnership with the Quality School Improvement Project (QSIP), an organisation established by the Hong Kong Institute of Educational Research (HKIER) of the Chinese University of Hong Kong (CUHK), Heep Yunn adopted a whole-school approach and launched a three-tiered programme to promote assessment literacy among teachers in the academic year 2022-23.

At the ground level, universal professional development workshops were held on the topics of “Assessment Literacy: School-based Assessment Design and Use of Assessment Data” and “Use of HKDSE Assessment Data to inform Teaching and Learning” for the entire teaching staff, with the aims to advance understanding about fundamental functions of educational assessment and the characteristics of effective assessment tasks, and to promote the command of a lingua franca relating to assessment literacy for the fostering of a professional culture of collaboration and cooperation. The workshops were well-received by the teachers, proven in the survey results: 92.1% affirmed that the workshop catered for their concerns on school work; 93.4% acknowledged the enhancement of their understanding on assessment literacy through the workshop; 90.8% appreciated the practical suggestions made by the QSIP and 93.4% were inspired by the QSIP to explore further on related topics. On the whole, 93.4% of teachers offered positive feedback on the workshops and 92.1% of them expressed their willingness to try-out the strategies learnt.

At the middle management level, mass programmes concerning “Role and Responsibilities of Middle-level Leaders; Strategies to Lead Sustainable Development” and “Practices of Assessment Literacy” were accomplished, alongside with tailored mentoring sessions comprising departmental meeting consultation and shadowing for selected middle-level leaders were executed. As shown in the evaluation survey, participating teachers

generally agreed that the objectives of the mentoring sessions were attained, viz. to enhance teachers' assessment literacy; to help middle-level leader review challenges and to facilitate reflection and strengthen leadership skills etc. (scored 3.81 in a 5-point Likert Scale in ascending order). Principally, the consultation sessions held were found beneficial to their work as a middle-level leader. (scored 3.94 in a 5-point Likert Scale in ascending order). Some participants highly acclaimed the programmes by penning positive remarks, including 'constructive suggestions provided were sources of inspiration and self-reflection' and they were 'motivated as an agent of change'.

At the pioneer level, three departments including Mathematics, Integrated Science and Chinese History were appointed as the trailblazers to seed the projects on assessment literacy. An array of meetings on collaborative lesson planning, examination paper setting, post-examination evaluation, etc. were supervised by the QSIP in each selected department. Issues like 'the standard of reasonable level of difficulty', 'the appropriate distribution of various question types', 'the alignment of learning and teaching and assessment' and 'strategies to help students' internalise knowledge and to sharpen their skills' were discussed. All selected departments expressed that the QSIP broadened and deepened their understanding of assessment literacy.

With the aim to disseminate good practice and facilitate professional communication, the pioneer groups conducted the end-of-term experience sharing with the guidance of the QSIP for the entire teaching staff. The presentations with clarity and candor facilitated genuine exchange of ideas and provide food for thoughts for both novice and experienced teachers. All in all, the first major concern to build teachers' capacity for the effective use of assessment data was achieved in a progressive manner.

Reflection

Acquiring support from external agents could be a double-edged sword. On the bright side, external agents like tertiary institutions could bring in comprehensive and systematic framework on educational topics like assessment literacy with their expertise in research and territory-wide experience, which frontline teaching staff burdened with various duties might have limited exposure to given the time and resources constraints. To a certain extent, the workshops enabled teachers to keep abreast of the local assessment trends, practices and tools, and increase teachers' awareness on the common language adopted in the educational community.

However, needless to say, each school has its own unique culture and a diverse spectrum of students graced with different characteristics and learning styles, a common practice across the territory might not be entirely applicable to an individual school. For students who are gifted academically, a mere focus on tackling with local assessment papers might deprive them of their opportunities to develop their creativity and innovative thinking etc.

Over-emphasis on assessment literacy could also bring unintended undesirable impacts. An all-out strategy on assessment literacy could create an assessment-oriented culture which is detrimental to the holistic development of students, the vision and mission of Heep Yunn. The more the support obtained from teachers, the fewer the students attempt to resolve the problems by themselves. The more the time a teacher spent on collecting, analysing and reporting quantitative data, the fewer the time remained for authentic interaction with students. The more the reliance on artificial intelligence tools, the less the exercise of human brains. These education paradoxes require good discernment to resolve.

On balance, when opening the door to external review and support, it is important to have the serenity to accept the things that the School cannot change, the courage to change the things the School can, and the wisdom to know the difference. Accepting the suggestions in toto and require teachers of subjects with different nature to adopt the same assessment blueprint en masse without considering the wider context could be an unwise decision.

“Assessment is an ongoing awareness of students’ learning and their needs, rather than an occasional event in the programme. Minute-by-minute observations of students, along with an understanding of how children learn, allow teachers to make valid decisions and judgements.....”¹

The above was the concluding statement made by one of the teachers in the end-of-term experience sharing session. It brought to the table the actual and fundamental needs for educators to go beyond the summative assessment data to nurture the growth of a student.

The keys to arm teachers with the fortitude to enhance students’ learning are to provide the essential space and time and apposite resources as and when appropriate; to show respect to the differentiated educational philosophy and style of teaching; and to reason with reasons when the progress or outcome seems to fall short of expectations. The rapport built between the school administrators and the teachers, as well as between the teachers and the students are the fundamentals to the attainment of any major concerns.

Future Planning

Capitalising on the experience with QSIP this year, panel heads will be entrusted with the autonomy to plan how to realise assessment literacy in their departments, be it the use of assessment blueprint or the use of other assessment tools and data to inform their teaching. Good practices will be

¹ Ontario Ministry of Education. (2006) A Guide to Effective Instruction, volume 4, p.3

fine-tuned and shared among the teachers in order to co-create good to great.

Following the maxim ‘crossing the river by feeling the stones’, Heep Yunn will shift the focus slightly to other modes of assessment besides summative assessment in the next academic year. A three-tiered plan was made to advance students’ learning and teaching effectiveness by enhancing classroom assessments.

At the whole school level, since the entire teaching staff had already been equipped with the assessment literacy in relation to summative assessment, the School will move forward to promote effective learning by enhancing formative assessment, through means such as peer lesson observation.

At the middle management level, workshops on lesson observation and post-lesson debriefing skills and pertinent on-site coaching will be arranged to augment quality assurance on formative assessments.

At the pioneer level, selected departments will engage in special development programmes while the PSHE KLA is selected to venture on a cross-curricular project with the support of a tertiary institution with the aim to promote varied forms of assessments.

The above strategies are in alignment with the promotion of the “seven learning goals of secondary education” advocated by the Education Bureau, in particular with the pursuit of breadth of knowledge, language proficiency and generic skills. Through more sophisticated assessments across the departments, which could effectively inform learning and teaching in each subject, in theory the learning and teaching in accordance with the curriculum will be boosted.

3-Year Development Goal (2):

To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

Annual Major Concern (2):

To foster positive values in students through refinement of the formal and informal curriculum.

Progress and Achievements

Guided by the wisdom in the Bible, *“Above all else, guard your heart, for everything you do flows from it. (Proverbs 4:23)”*, the cultivation of proper values among students has always been accorded with priority in Heep Yunn. Concerted effort in separating the wheat from the chaff in both formal and informal curriculums thereon was made in our School.

Given the hectic schedules facing the modern students, our School took advantage from the optimising of the core subjects in senior forms led by the Education Bureau and introduced a novel subject – “Service Learning” across Form Four commencing the academic year 2022-23, in order to instil in our students the spirit of public service – our School’s conviction. Enlisting support from The Boys’ and Girls’ Clubs Association of Hong Kong (BGCA), our girls were provided with authentic contexts to interact with and to step into the shoes of the service users. Through diversified activities ranging from off-campus visits to the encounters with the “Human Library”, students were incubated with positive values and were nurtured into becoming responsible citizens with the commitment to serve. As illustrated in the modified Process and Outcomes from Service-Learning (POSL) survey developed by The Hong Kong Polytechnic University (PolyU), a majority of students concurred with the statements that the programme benefitted them in multifarious areas: on a ten-point scale in ascending order, their empathy for disadvantaged people were developed (8.49); their commitment to creating a better society (7.98) and commitment to continued self-improvement (7.59) were also strengthened, a manifestation of the success in fostering values like “empathy”, “care for others” and “commitment” as advocated by the Education Bureau.

Besides the above addition to the formal curriculum, priority values and attitudes embedded in the curriculum were reiterated by all departments. The expectations and encouragement from teachers coupled with frequent assessments had assuredly created a culture of “diligence” and “perseverance” among the students, which is the essential ingredient to satisfy their yearning for the pursuit of perfection. In particular, school-based

subject like Family and Life Education (FLE) provided right on time the edification on important values such as “responsibility”, “respect for others” and “resilience”, as supported by over 90 percent of students in a subject-based survey.

The School took concrete measures to build “national identity” among students. The national security education frameworks offered by the Education Bureau were meticulously incorporated in the corresponding subjects. Besides the emphasis on national security, the promotion of national development and Chinese culture was well in place. At the whole school level, backed by the Quality and Education Fund (QEF) Enhanced My Pledge to Act Programme, our School held seminars on national security education and media literacy in collaboration with Ming Pao. Various book fairs on the themes of “Chinese Culture” and “National Security” were arranged by the Reading-to Learn Team on campus. At the form-based level, students were taught the Chinese table manner in the Technology and Living lessons in Form One; engaged in Chinese painting in the Visual Arts lessons and post-examination workshops in media literacy guided by frontline journalists in Form Two; learned Tai Qi (Yeung Style) in the Physical Education lessons in Form Three; gained exposure in Chinese Opera through visiting the Xiqu Centre and Chinese handicrafts workshops in the Chinese and Music lessons in Form Four; and took part in the School’s national education board design to celebrate the achievements of our country and embarked on the mainland tour as part of the Citizenship and Social Development curriculum, as well as participating in the territory-wide National Security Education essay writing competition on preserving pandas in English in Form Five.

Complementing the above, our School enriched the informal curriculum to foster positive values through regular assemblies, class periods and a wide variety of life-wide learning activities. The National Security Education and Basic Law Team promoted the whole-school participation in national education or national security education related activities on a regular basis. The heartening participation rate in the national security online quiz testified the progress of students’ openness and improvement in the knowledge on the topic. As part of the Personal Growth Programme, Form Three students were educated on the interaction between Chinese and foreigners and the local heritage and history by guided tours to Central, Ngong Ping and Tai O Fishing Village. They also learned to appreciate the “Women and Femininity in Ancient China — Treasures from the Nanjing Museum” funded by The Hong Kong Jockey Club in the Hong Kong Heritage Museum, as an extended curriculum for the Chinese History Department. Other pull-out programmes including Chinese writing, speaking or debating competitions at the national level were effectively promoted, in tandem with exchange activities with our counterparts in mainland.

In Heep Yunn, the heads of the Prefects Board were elected by all students and teachers in an open and equitable manner. Students were given the opportunities to deliberate on school affairs through the annual School Council with the presence of the Headmistress, who had a genuine dialogue

with the student body - a manifestation of receptiveness and accountability towards the students. The upholding of school rules and order by the School through the Disciplinary Board, assisted by the Prefects Board and the entire teaching staff played a pivotal role in elucidating the importance of “rule of law”, as well as cultivating in students a sense of “responsibility”, “integrity”, “law abidingness” and “respect for others”.

Reflection

As reverberating in the School Hymn “In Quest of Truth Unwavering”, “mankind like trees take years to grow”, value education is invariably a life-long battle between the good and the evil. Beyond the quantitative measurement of students’ report on their gain in values and attitudes, our School values more on whether the students are empowered to walk the talk day by day. By permeating the proper values in the formal curriculum, in hands with the proliferation of School ethos and culture based on the Christian values through the latent curriculum underpinning Heep Yunn, we hope that our students will be prepared for their callings and act in virtues in all their endeavours. We believe that life impacts life, being the role models who first walk the talk as teachers, parents or other significant others of the students are, in no doubts, of paramount importance.

“I appeal to you to be shepherds of the flock that God gave you and to take care of it willingly, as God wants you to, and not unwillingly.

Do your work, not for mere pay, but from a real desire to serve.

Do not try to rule over those who have been put in your care, but be examples to the flock.

And when the Chief Shepherd appears, you will receive the glorious crown which will never lose its brightness.”

(1 Peter 5:2-4, GNB)

“Teach children how they should live, and they will remember it all their life.”

(Proverbs 22:6, GNB)

May our Lord God grace us with the faith, love and hope to hold fast to His values and live up to His expectation and words.

Future Planning

The current plans and arrangements served the purpose of cultivating “national identity” and the promotion of “healthy lifestyle” and “life planning” with the proper values under the “seven learning goals” advocated by the Education Bureau. In response to our country and the Government’s call, our School will sharpen the focus on “promoting students’ understanding of our community and our country’s development and nurture them into becoming responsible citizens” in the next academic year.

For the formal curriculum, national education will be strengthened through highlighting the country’s development in various subjects. As for the informal curriculum, the Personal Growth Programmes will be reviewed and the mainland study tour will be fine-tuned to raise students’ awareness on relevant values and knowledge. Measures to foster positive values and media and information literacy through co-curricular programmes will be stepped up, in order to fulfill the hope of infusing students with the cognition of what is true, noble, right, pure, lovely, admirable, excellent or praiseworthy in the lens of God’s words, and thereby enabling them to transform their behaviour in shalom - the peace of God.

‘Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—

if anything is excellent or praiseworthy—think about such things.

Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you.”

(Philippians 4:8-9, NIV)

3-Year Development Goal (3):

To equip students with the future-proof skills through strengthening Technology Education.

Annual Major Concern (3):

To review and refine the technology-related curriculum.

Progress and Achievements

With reference to the OECD Future of Education and Skills 2030, the World Economic Forum's Future of Jobs Report and the "21st century skills" promulgated by the Education Bureau and other organisations, Heep Yunn encapsulated four "future-proof skills" that are essential for our students, namely (i) critical thinking and problem solving skills; (ii) creativity and innovative thinking; (iii) active learning and adaptation; and (iv) effective teamwork. Through strengthening Technology Education, Heep Yunn aims to equip students with the future-proof skills to embrace their future. In the academic year 2022-23, the technology-related curriculum was under perusal by the corresponding panel heads for its enhancement, their reports were summarised in the following:

With comprehensive review, the school-based subject Science and Technology (S&T) exclusively designed for Forms One and Two students found the needs of introducing cutting edge equipment such as Artificial Intelligence (AI) technology and advanced scientific investigation tools. Funded by the Quality Education Fund (QEF), procurement of relevant equipment was made possible in Form Two. An overriding proportion of students (97%) affirmed that with the application of the tools, they were able to complete more complex tasks in science and engineering, while over 90% of students agreed that the S&T lessons and projects provided them with the opportunities to unleash their creativity.

The school-based content adapted from the syllabus provided by external institutes such as the CUHK Jockey Club AI for the Future Project & Innovative laboratory project of the Computer Literacy Department also underwent vigorous review. For junior forms, results revealed that nearly 80% of respondents agreed that the four selected future-proof skills were honed. As for the senior forms, Information and Communication Technology (ICT) was reintroduced as an elective subject of HKDSE in our School. A total of 14 students opted for ICT in the current year. There was a unanimous support on the fact that their skills and knowledge in Information Technology were improved through the subject in the year-end

survey.

As for the Technology and Living (T&L), an array of activities was tailored for Forms One and Two students to craft their future-proof skills. For instance, Form One students were required to apply the rules of fashion design to design an outfit on the drawn croquis to stimulate their creativity and innovative thinking. They also conducted the browning test and completed the experimental report in groups to learn effective teamwork. Concurrently, Form Two students were instructed to apply the rules of meal planning in various scenarios and conduct presentations, which will be evaluated by both the teachers and their peers, to equip their critical thinking and problem solving skills, as well as to train their active learning and adaptation. The use of the planner 5D, an e-platform for room design, also facilitated students to integrate the rules of interior design learnt and transfer them in other occasions, which inevitably encouraged creativity and innovative thinking among students.

Reflection

“To do a good job, an artisan needs the best tools.” With leaps and bounds of technology, it became irresistible to put technology education in priority on the agenda, yet it also became a headache for teachers and students alike to keep pace with the latest technology, which is evolving at a rate beyond mental calculation. The emphasis on equipping of the future-proof skills had therefore been placed aptly, and had been accomplished steadily under the Technology KLA. Going through the due process of procurement, many equipment could turn obsolete within a few years’ time. Tapping on external resources or raising funds to support the sustainable development in technology education therefore became vital. Room should also be released for respective teachers to fortify themselves with the emerging technologies around the globe as and when appropriate.

Future Planning

With the aforementioned strategies adopted, the “information literacy” and “generic skills” of students among the “seven learning goals” put forward by the Education Bureau were enhanced, as evident in survey and assessment results. Leveraging external resources, our School will promote STEM development through utilising the newly renovated Innovation Laboratory. The Technology KLA will take the lead in the procurement of tech gadgets and equipment and steering the alignment of both formal and informal curriculums with the new facilities in the Innovation Laboratory in the next academic year.

CHAPTER 3: Student Performance

Students' Attitude and Behaviour

As a school rooted in Christian values and a strong legacy, Heep Yunn is devoted to fostering positive character strengths in our students, including integrity, humility, unity, gratitude, fortitude, temperance, commitment, and altruism.

Concerted effort is made to provide students with fruitful experience alongside constructive guidance and support to their all-round development so as to ignite the potential they are graced with while overcoming their worries and struggles in their key life stages.

Our graduates are empowered with the skills and virtues to realise their goals, overcome challenges, and fulfil their callings and missions with dedication and excellence, earning the trust of their peers and society at large.

Each and every student is unique in our Heavenly Father's eyes, He knows and calls each by her name. With that said, we are able to see some commonalities in our girls given the collective experiences in Heep Yunn. We hope the below remarks offered by our fellow could aid the community to triangulate the attitude and behaviour of a Heep Yunn girl.

CONCLUDING REMARKS OF THE COMPREHENSIVE REVIEW REPORT – HEEP YUNN SCHOOL BY THE QUALITY ASSURANCE AND SCHOOL-BASED SUPPORT DIVISION EDUCATION BUREAU IN 2018

“As the school motto tells, “in strength and grace we stand united, in faith and love we are committed”, the school, from top to bottom, is united and committed to striving for improvement for the school and themselves. Building on the strong heritage and sense of identity of the school, every one shows wholehearted compassion and grace in their efforts, with unyielding high demand on themselves. In accordance with the vision and mission as stated in the Service Agreement with the EDB when joining the DSS, the school is persistent and successful in providing students with a Christian education that develops the whole person, instilling a spirit of public service, and building a firm foundation in both Chinese and English. A strong spirit of service, eloquence in both English and Chinese and a dedication to excellence, not only in one area of their work but in their all-round development, are

typical traits of the girls of Heep Yunn. Moreover, the school gracefully fulfills the undertakings as stated in the Service Agreement in relation to the provision of small-group teaching to enhance learning and teaching effectiveness, third language education to develop students' international perspectives and communication skills and a personal mentorship system to strengthen the support to students, as well as providing equal opportunities for students qualified for admission. In sum, the school is delivering the quality of educational experience and student achievement commensurate with its initial proposal to secure DSS status."

2022-23 HEEP YUNN SCHOOL WORK EXPERIENCE PLACEMENT (WEEP) PROGRAMME SELECTED BUSINESS
PARTNER FEEDBACK ABOUT OUR STUDENTS

FINANCE COMPANY

*"She is willing to try different types of work even if a certain aspect is not her forte. Even so,
she is able to accomplish the tasks assigned with quality, within a short period of time."*

PR AGENCY

*"She is a hard working and conscientious student who highly values the opportunity of job shadowing.
I was amazed at her maturity and her interest as she raised a number of meaningful questions related to the industry."*

UNIVERSITY FACULTY

*"She was well-prepared for the placement and demonstrated excellent work and a mature learning attitude,
which is highly appreciated by our colleagues and professors."*

GOVERNMENT BUREAU

"The student conducted research and came up with an impressive presentation within a short period of time."

EDUCATIONAL TECHNOLOGY FIRM

“The student was a bit nervous at the beginning and I think she worried about not being able to finish all the tasks.

She tried to complete them and even searched for related information after office hours, so as to be prepared for the next day of work.”

F & B COMPANY

“Very active and showed the initiative to ask questions. Responsible and motivated, better than university level students.

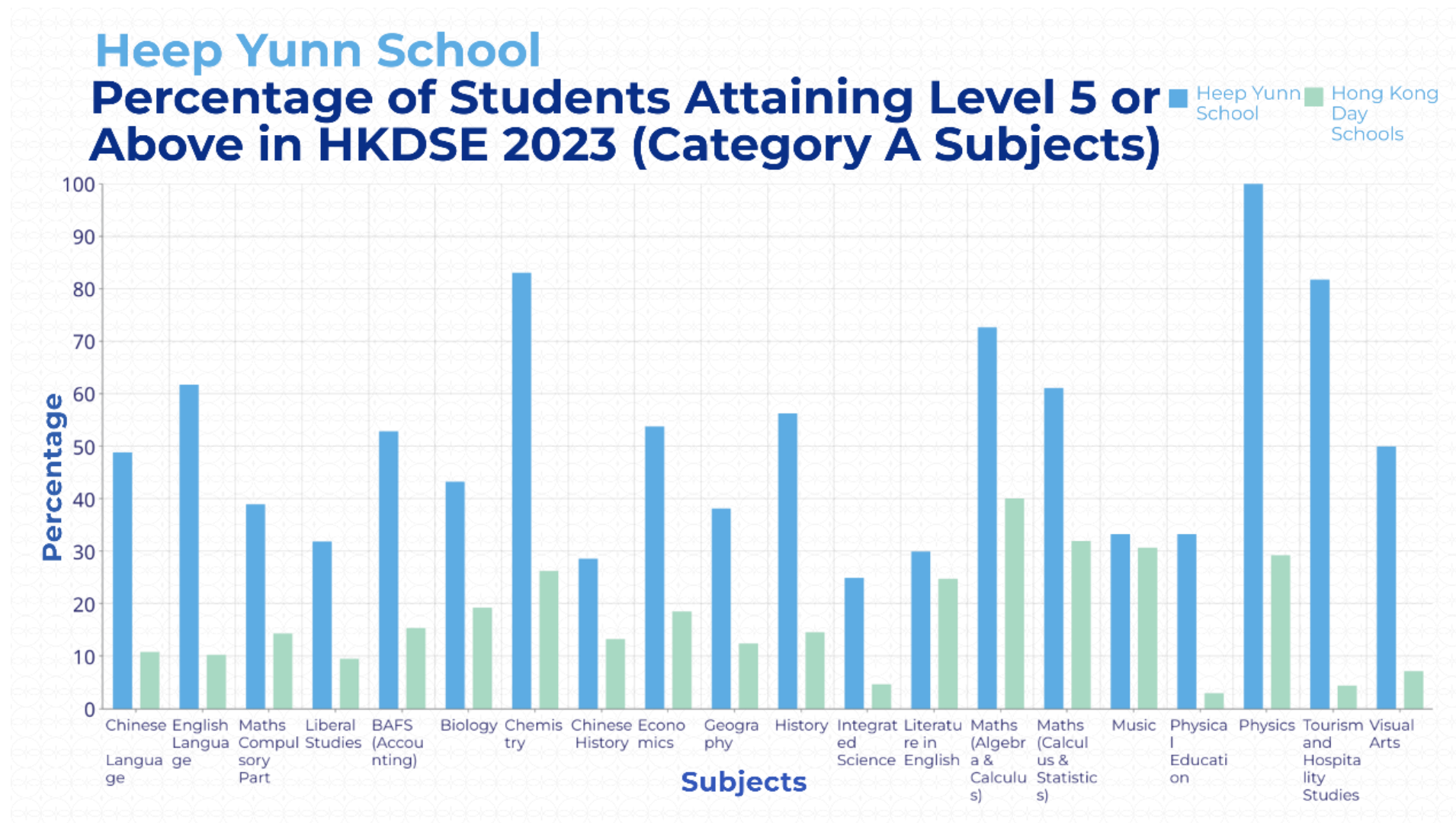
Our chef team gave excellent feedback about her.”

Students’ Academic Performance

Hong Kong Diploma of Secondary Education Examination (2023)

Through many trials and tribulations under the pandemic, it was gratifying to see this batch of graduates performing respectably notwithstanding the rapidly changing mode of learning and assessments in their senior forms. Among the 137 Form Six students who took the 2023 Hong Kong Diploma of Secondary Education (HKDSE) Examination, 19 of them had attained an impressive score exceeding 40 points in their best seven subjects. On the whole, our students garnered 441 Level 5 or above, an average of 3.2 Level 5 or above for each of our girls. Most heartening, 10 out of the 20 category A subjects offered in our School made it to 50% or above of students achieving Level 5 and beyond, encircling departments in various key learning areas, including Physics (100%), Chemistry (83.1%), Mathematics (Algebra & Calculus) (72.7%), Mathematics (Calculus & Statistics) (61.6%), English Language (61.8%), Tourism and Hospitality Studies (81.8%), History (56.3%), Economics (53.8%), BAFS (Accounting) (52.9%) and Visual Arts (50%). About 91.1% of them have met the general entrance requirements for local bachelor degree programmes while 98.5% of them have attained the entrance requirements for local sub-degree programmes.

The Percentage of students attaining Level 5 or above in HKDSE 2023 (Category A Subjects) are listed below:



For further information, please visit our School website:

<http://www.hys.edu.hk/results-of-public-examination/>

Students' Non-academic Performance

To embrace holistic education, our students showcased their talents in various competitions and garnered respectable results. They are summarised below:

Category	Subject	Name of Competition	Title of Award/ Ranking	Number of Awards Attained
Arts	Music-Group entries	12th World Choir Games - Gangneung 2023	Tour Choir - Contemporanea equal voices (contemporary music) - Gold Award (with 90 marks)	1
			Tour Choir - Youth Choirs of Equal Voices - Gold Award (with 93 marks)	1
		2022 Hong Kong Youth Music Interflows- Symphony Orchestra Interflow	Orchestra - Silver Award	1
		75th Hong Kong Schools Music Festival	Junior Choir Ensemble (Team A) - Silver Award	1
			Junior Choir Ensemble (Team B) - Silver Award	1
			Junior Choir Ensemble (Team C) - Gold Award	1
			Senior Choir Ensemble - Gold Award	1
			Senior Mixed Choir Ensemble (Team A) - Silver Award	1
			Senior Mixed Choir Ensemble (Team B) - Silver Award	1
			Senior Mixed Choir Ensemble (Team C) - Silver Award	1
			Senior Mixed Choir Ensemble (Team D) - Gold Award	1
			String Ensemble - Bronze Award	1
			String Orchestra (Intermediate) - Gold Award	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
			Woodwind Ensemble (Team A) - Silver Award	1
			Woodwind Ensemble (Team B) - Silver Award	1
		Hong Kong Inter-School Choral Festival	Intermediate Mixed Choir - Gold Award	1
			Junior Choir - Gold Award	1
			Senior Choir - Gold Award	1
			Senior Mixed Choir - Gold Award	1
		Joint School Music Competition 2023	Erhu ensemble - Bronze Award	1
			Group Ensemble (Chinese Instrument) - Gold Award	1
			Guzheng ensemble - Silver Award	1
			Junior Choir - Gold Award	1
			Orchestra - Gold Award	1
			Pipa ensemble - Silver Award	1
			String Ensemble - Gold Award	1
			String Orchestra - Gold Award	1
			Symphonic Band - Silver Award	1
			Woodwind Ensemble (Team A) - Gold Award	1
			Woodwind Ensemble (Team B) - Gold Award	1
Music-Individual entries		75th Hong Kong Schools Music Festival	E125(1) #35 Graded Piano Solo - Grade Seven - Champion	1
			E156#1 Piano Duet - Senior - 2nd Runner-up	2
			E157#11 Piano Duet - Intermediate - Champion	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
			E3(2)#14 Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under - 2nd Runner-up	1
			E4(2)#13 Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under - 1st Runner-up	1
			N13 Vocal Solo — Chinese — Alto — Secondary School — Age 19 or under - Champion	1
			N223(1)#6 Viola Solo - Intermediate - 2nd Runner-up	1
			N410(2) #12 Flute Solo - Secondary School - Senior - 1st Runner-up	1
			N430#11 Bassoon Solo - Secondary School - Junior - 1st Runner-up	1
			N501(11)#9 Zheng Solo — Senior - 1st Runner-up	1
			N501(8)#19 Zheng Solo — Senior - Champion	1
			N501(8)#23 Zheng Solo — Senior - 2nd Runner-up	1
			N506(1)#27 Pipa Solo — Intermediate - 1st Runner-up	1
			N508#2 Liuqin Solo — Advanced - 2nd Runner-up	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
			U118(3)#13 Graded Piano Solo - Grade Five - 1st Runner-up	1
			U128(3) #5 Graded Piano Solo - Grade Eight - 2nd Runner-up	1
			U130#7 Graded Piano Solo - Grade Eight - Champion	1
			W15#19 Vocal Solo — Chinese — Female Voice — Secondary School — Age 14 or under - Champion	1
			W4(2)#12 Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under - 1st Runner-up	1
		9th Asia Kids & Teenagers Music Contest - Piano (2022) Division: Secondary School	1st Runner-up	1
		Artist of the Year, season 2021/2022 Instrumentalists and Singers, Age group III (Singing)	3rd place	1
		Artist of the Year, season 2021/2022 Instrumentalists and Singers, Age group III (Violin)	2nd place	1
		International Fringe Music Festival And Competition (Vocal Graded Class - Grade 5)	1st Prize with First Honour	1
		IYACC The 16th International Music Competition (Piano - School Class Secondary School S3)	1st Runner-up	1
		IYMC Spring Music Festival 2022 (Erhu Solo, Senior)	2nd place	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
		IYMC Spring Music Festival 2022 (Vocal Solo Chinese Secondary - Age 14 or under)	3rd place	1
		IYMC Spring Music Festival 2022 (Vocal Solo Secondary - Age 14 or under)	2nd place	1
		Joint School Music Competition 2023 - Secondary School (Harmonica)	Gold Award	1
		Music e-Contest 2022, 2nd round (Harp) Category D - Aged 12-14	Gold Award	1
		Music e-Contest 2022, 2nd round (Violin) Category D - Aged 12-14	Gold Award	1
		Rising Talents of Asia & Oceania Age 14-16 (Harp)	1st Prize	1
		Rising Talents of Asia & Oceania Age 14-16 (Singing)	2nd Prize	1
		Shimoda International Music Competition #9 Young Artist Category	Honourable Mention Award	1
		Superior Culture International Youth Music Festival 2022 - Final (Secondary Junior, Vocal and Singing :Singing)	Gold Award	1
		Superior Culture International Youth Music Festival 2022 - Final Secondary (Junior, String: Harp)	Winner	1
		Teenagers & Kids Music Contest - Piano 2022 Division: Secondary School	1st Runner-up	1
		The 3rd Bangkok International Piano Competition 2022 - Piano Duet (Final round)	1st place	1

Category	Subject	Name of Competition	Title of Award/ Ranking	Number of Awards Attained
		The 3rd Bangkok International Piano Competition 2022 - Piano Duet (Hong Kong Representative Audition)	1st place	1
		VMEB Video Competition (Autumn), (Hong Kong/Thailand Region 2022) Harp Grade 8	Winner	1
		VMEB Video Competition (Spring), (International 2023) Harp Grade 8	Winner	1
		全港青少年兒童音樂大賽 2022 中學組四至六年級	金獎	1
		亞洲青年兒童弦樂及敲擊錦標賽 2022	亞洲傑出演奏家大獎	1
		亞洲青年兒童弦樂及敲擊錦標賽 2022 - 校際及考級組八級 (小提琴)	金獎	1
		亞洲青年兒童弦樂及敲擊錦標賽 2022 - 校際及考級組六級 (中提琴)	金獎	1
Visual Arts		12th World Children Art Awards 2023 (Painting in Youth Section)	Silver Award	1
		Children & Youth Arts & Culture Association - Tonnagers & Kids Mid-autumn Festival Coloring Contest 2022 (Secondary School)	Second Runner-up	1
		Children & Youth Arts & Cultural Association - Tonnagers & Kids Little Artist Painting Contest 2022 (Secondary School)	First Runner-up	1
		good morning CLASS - Portrait Drawing Competition 2022 (2008 - 2009 Section)	Bronze Award	1
		HKEDB - 'We Learn We Draw' Drawing Competiton	Gold Prize	1

Category	Subject	Name of Competition	Title of Award/ Ranking	Number of Awards Attained
		HKEDB Curriculum Development Institute - Exhibition of Student Visual Arts Work 2022/2022 (Senior Secondary Student Visual Arts Portfolio)	Selected to exhibit	1
		HKEDB Curriculum Development Institute - Exhibition of Student Visual Arts Work 2022/2023	Certificate of Merit	1
		Hong Kong Music & Art Centre - Hong Kong Open Visual Arts Competition 2023	Silver Award	1
		International Youth Arts and Cultural Centre - 14th International Open Visual Arts Competition (Theme Group: Manga)	Gold Award	1
		J3-J16 全港青幼童大賞繪畫比賽 2022(J13-J14 中國畫組)	First Runner-up	1
		Ma On Shan Youth Association 馬鞍山青年協會 - Youth Arts Festival 2022 青年藝術節 2022 西畫比賽 - 中學初級組	冠軍	1
		南聯教育基金-第十五屆品德教育漫畫創作比賽 (初中組)	亞軍	1
		香港兒童文化藝術發展協會- 2022 冬季兒童繪畫及填色比賽 (中學組)	冠軍	1
			最具創意獎	1
		第 35 期亞太兒童藝術家繪畫比賽	季軍	1
		善德基金會，南天畫會 - 全港中小學中國畫比賽 (初中組)	優異獎	1

Category	Subject	Name of Competition	Title of Award/ Ranking	Number of Awards Attained
Chinese Language	Chinese Debating	「思法青見」中學生辯論比賽	冠軍	1
		青協主辦 粵港澳大灣區專題研題比賽	初級組冠軍、初級組最佳匯報獎	1
		基本法多面體全港中學生辯論賽	亞軍	1
			準決賽最佳辯論員	1
		基推會主辦-港澳中學華語辯論賽	冠軍	1
			最佳辯手	1
		第一屆 童星盃粵港澳演講比賽	金獎	1
			銀獎	1
			銅獎	1
	Chinese Speech/ Public Speaking	「中國太平盃——我為國家航天點讚」香港校際作文暨普通話朗誦大賽	特等獎	3
		「我愛我的祖國」金紫荊盃香港校際作文暨普通話朗誦大賽	一等獎	3
		「紫荊文化盃」第二屆全港中小學中國文化普通話比賽	中三-中四組詩誦朗誦 / 季軍	1
		2022 香港國際朗誦及親子講故事比賽	中一至中二女子組詩詞獨誦 / 銀獎、最具感染力獎	1
			中三至中四女子組詩詞獨誦 / 金獎、最豐富表情獎	1
		2023 香港學界朗誦大賽	中學組粵語 / 優異	1

Category	Subject	Name of Competition	Title of Award/ Ranking	Number of Awards Attained
		HK-CAPC 香港少兒藝術盃朗誦比賽	中學中一-中二普通話古詩詞獨誦女子組 / 冠軍	1
			中學中一-中二普通話散文獨誦女子組 / 冠軍	1
			中學中三-中四普通話散文獨誦女子組 / 冠軍	1
			中學中三-中四普通話詩詞獨誦女子組 / 冠軍	1
			中學中級女子組 / 小組總冠軍	1
			中學初級女子組 / 小組總冠軍	1
		第七十四屆校際朗誦節	二人朗誦 / 亞軍	1
			二人朗誦 / 季軍	1
			二人朗誦 / 冠軍	1
			散文獨誦(普) / 亞軍	3
			散文獨誦(普) / 季軍	1
			散文獨誦(普) / 冠軍	2
			散文獨誦(粵) / 亞軍	1
			散文獨誦(粵) / 季軍	2
			散文獨誦(粵) / 冠軍	2
			詩詞獨誦(普) / 冠軍	5
			詩詞獨誦(粵) / 亞軍	4
			詩詞獨誦(粵) / 季軍	2
			詩詞獨誦(粵) / 冠軍	1
			歌詞朗誦 / 冠軍	2
		第二十五屆全港中小學普通話演講比賽	九龍區高中組 / 季軍	1
		第十四屆「中華挑戰盃」全港人才藝術朗誦大賽	中學組普通話古詩組 / 季軍	1

Category	Subject	Name of Competition	Title of Award/ Ranking	Number of Awards Attained
			中學組普通話古詩組 / 冠軍	1
			中學組普通話散文組 / 亞軍	1
			中學組普通話散文組 / 冠軍	1
			中學組粵語古詩組 / 冠軍	1
			中學組粵語散文組 / 亞軍	1
			中學組粵語散文組 / 冠軍	1
			最高榮譽大獎	2
Chinese Writing		「兩代情」徵文比賽	優異獎	1
		2021-2022 中國中學生作文大賽(香港賽區)	初中組 / 金獎	1
			優異獎	9
		2022-2023 年全國青少年語文知識大賽「菁英盃」現場作文比賽	決賽初中三等獎	2
			決賽高中三等獎	1
			初賽初中二等獎	4
			初賽初中三等獎	3
			初賽高中一等獎	1
			初賽高中三等獎	2
			總決賽初中二等獎	1
		九龍城區 2022-2023 電影欣賞會暨徵文比賽	中學組 / 季軍	1
		城市文學獎 2022	散文組 / 冠軍	1
			散文組 / 推薦獎	1
			新詩組 / 冠軍	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
<i>English Language</i>		第二十三屆世界華人學生作文大賽	香港賽區入圍獎	4
		第十六屆全港學生公開朗誦比賽	中學古詩組 /冠軍	1
			中學新詩組 /冠軍	1
		第十六屆聯校文學創作比賽	公開組對聯季軍	1
			初級組散文亞軍	1
			初級組散文季軍	1
			初級組微型小說亞軍	1
			初級組微型小說冠軍	1
			初級組新詩季軍	1
			初級組新詩冠軍	1
			高級組散文亞軍	1
			高級組微型小說亞軍	1
			高級組微型小說冠軍	1
			高級組新詩亞軍	1
			高級組新詩季軍	1
		智愛中文閱讀計劃(2022-2023 下學期)	優秀學員獎	1
	Drama	Hong Kong School Drama Fest 2022-23	Adjudicator's Award	1
			Award for Outstanding Audio-visual Effects	1
			Award for Outstanding Cooperation	1
			Award for Outstanding Director	1
			Award for Outstanding Performer	5
			Award for Outstanding Script	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
		The Association of English Medium Secondary Schools Drama Fest 2023	Outstanding Performer - Shakespearean Category	1
			Outstanding Spoken English - Shakespearean Category	1
English Debating		2023 Senior School Ethics Olympiad	Champion Honorable Mention	1
		The 38th Sing Tao Inter-School Debating Competition 2022-2023	Best Interrogative Debater - 1st preliminary	1
		The 38th Sing Tao Inter-School Debating Competition 2022-2024	Best Interrogative Debater - 2nd preliminary	1
		The 38th Sing Tao Inter-School Debating Competition 2022-2025	Best Debater - 2nd preliminary	1
English Speech		74th Hong Kong Schools Speech Festival	Dramatic Duologue- Third	3
			News Feature Presentation- First	1
			News Feature Presentation- Third	1
			Public Speaking Solo- First	1
			Solo Dramatic Performance- Second	1
			Solo Prose Speaking- First	1
			Solo Prose Speaking- Second	1
			Solo Verse Speaking- First	13
			Solo Verse Speaking- Second	11
			Solo Verse Speaking- Third	16

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
	English Writing	2023 Harvard Book Prize	1st Prize	1
			2nd Prize	1
			3rd Prize	1
		2223 Students' Top Ten News Election	Junior Form - 1st Runner-up	1
			Junior Form - 3rd Runner-up	1
			Junior Form - Final Round Entrants	2
			Senior Form - 1st Runner-up	1
			Senior Form - 3rd Runner-up	1
			Senior Form - Final Round Entrants	1
		3rd COVID-19 Writing Competition	Oral History (Junior) - 1st Place	1
			Oral History (Junior) - Outstanding Paper	2
			Oral History (Senior) - 1st Place	1
			Personal Reflection (Junior) - 2nd Place	1
			Personal Reflection (Junior) - Outstanding Paper	2
			Personal Reflection (Senior) - 2nd Place	1
			Personal Reflection (Senior) - Outstanding Paper	1
		EDB National Security Writing Competition	Active Participation School Award	1
			Junior Form - 2nd Place	1
			Senior Form - 1st Place	1
		Frank Martin Prize Book Award	Winner	1
		Harvard Global WE Essay Contest	Honorable Mention	1
			Winner	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
<i>Humanities</i>		Hong Kong Young Writers Awards 2023	Shortlisted and Highly Commended- Fiction	2
			Shortlisted and Highly Commended- Non-Fiction	1
		Speech & Music Recital Development Foundation	Tongue Twister- Champion	1
			Verse Speaking- 1st Runner-up	1
		The 19th Biliteracy & Trilingualism Competition and Speech Competition	Outstanding Award (Junior English Section)	2
		The 34th Annual Book Report Competition for Secondary School Students	Senior Division Merit	2
		The Hong Kong Budding Poet (English) Award 2022/23 Secondary Section	Poet of the School Award	1
			The Outstanding Student Poet Awards - Bronze Prize	1
			The Outstanding Student Poet Awards - Honorable Mention	1
	Economics	Business Excellence Contest 2022/2023	Judges Commendation	1
		Consumer Culture Study Award 2022	Best Creative Media Award	1
	Geography	Rotary Carbon Reduction and Ecological Conservation Video Competition (section Form 1-4)	First Runner-up	2
			Most Creative Video	2
			Most Liked Video	3
<i>Leadership/ All-round development</i>	External Scholarships	2022 躍動龍城基本法齊參與活動系列 展藝青創卓越青年計劃	榮譽青年領袖大獎	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
<i>Mathematics</i>		2023 (14th) Hong Kong Outstanding Teens Election	Outstanding Teen	1
			Top Ten Outstanding Teen	1
		SCMP Student of The Year Linguist - Cantonese	Shortlisted	1
		SCMP Student of The Year Linguist - English	Shortlisted	1
		SCMP Student of The Year Linguist - Putonghua	Shortlisted	1
		SCMP Student of The Year Sportsman	Shortlisted	1
		Sir Edward Youde Memorial Prizes for Senior Secondary School Students	Sir Edward Youde Memorial Prize	2
		香港課外活動優秀學生表揚計劃	優秀學生	1
	Mathematics	「華夏盃」全國數學奧林匹克邀請賽 2023 全國總決賽	2nd Class Award	1
		Hong Kong Mathematical High Achievers Selection Contest 2022-2023	2nd Class Award	1
<i>Public Service</i>			3rd Class Award	2
		Mathematics Book Report Competition for Secondary Schools (2022/23) organized by the EDB	Appreciation Award	1
			Second Class Prize	1
	Service Learning	「感創敢為 2.0 — 青年社會創新服務獎」2022-2023	優異獎	3
	Volunteer Service	Award for Volunteer Service	Bronze Award for Volunteer Service	31
			Gold Award for Volunteer Service	6
			Silver Award for Volunteer Service	10

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
<i>Science</i>		CYC Member Merit Award Scheme Secondary School	Level 3 (Purple Badge)	1
		Youth ImpACT Award 2.0	Bronze Award	15
		教育局公益少年團九龍城區 2022-2023 電影欣賞會暨徵文比賽中學組	季軍	1
		慶祝香港回歸祖國 25 周年暨首屆愛心行動獎 2022	嘉許狀	1
	Biology	Hong Kong Biology Literacy Award	Active participation	2
			First class honour	1
			Merit	2
			Second class honour	1
			Third class honour	2
		Hong Kong Brain Bee Competition 2023	Creditable Performance	1
			Good Performance	3
			Participation	3
	Science (STEM)	CityU Science Patent Challenge 2022	Silver Award	3
		HKBU AI HK Open Cup 2022	Future Star of AI Award	5
		Hong Kong Student Science Project Competition 2023	Junior Division, Biology and Chemistry Category, Investigation Project, Champion, Social Innovation Award, Visitors' Favourite Award	5
		International Junior Science Olympiad 2023 – Hong Kong Screening	First Class Honours	2
			Overall Team Award, Second Runner-up	1
			Second Class Honours	1

<i>Category</i>	<i>Subject</i>	<i>Name of Competition</i>	<i>Title of Award/ Ranking</i>	<i>Number of Awards Attained</i>
<i>Technology</i>			Third Class Honours	2
		International Science And Invention Fair	Environment Division, Silver Award	1
	BAFS	HSBC Young Financial Planners Programme - Short Video Competition	Gold Award	1
		Joint School Sustainability Development and ESG Competition	The Best Report Award	1
		Junior Entrepreneur Business Management Competition 2023	1st Runner-up	1
<i>TOTAL</i>				435

Sports Awards

BOCHK Bauhinia Bowl Inter-school Competitions (organised by HKSSF)

Events	A Grade	B Grade	C Grade	Overall
Athletics	3 rd	3 rd	2 nd	3 rd
Badminton	2 nd	1 st	2 nd	2 nd
Basketball	1 st	1 st	1 st	1 st
Cross-country	3 rd	2 nd	2 nd	2 nd
Swimming	2 nd	2 nd	1 st	2 nd
Fencing	Epee 2 nd	Foil 4 th	Sabre 3 rd	2 nd
Football				4 th
Handball	1 st (Senior)	1 st (Junior)		1 st
Hockey	1 st (Senior)	1 st (Junior)		1 st
Life-saving	1 st (Senior)	2 nd (Junior)		2 nd

Netball	2 nd	3 rd	3 rd	2 nd
Squash				2 nd
Softball				1 st
Table-tennis	2 nd	1 st	2 nd	2 nd
Tennis				2 nd
Volleyball	2 nd	2 nd	1 st	1 st

BOCHK Rising Star Inter-school Competitions (organised by HKSSF)

Events	A Grade	B Grade	C Grade	Overall
Archery	5 th	4 th	4 th	4 th
Beach Volleyball	2 nd (Senior)		1 st (Junior)	1 st
Indoor Rowing	2 nd	2 nd	3 rd	3 rd
Rugby Sevens		1 st	5 th	
Tenpin Bowling				4 th

Inter-school Jing Ying Competitions (organised by HKSSF)

Individual Awards:

Athletics			
100m	Wong Wing Tung	2D	7 th
200m	Cheng Tsz Yan	1E	5 th
	Hui Ching Grace	2D	8 th
400m	Cheng Tsz Yan	1E	3 rd (New Record)
800m	Man Lai Ki	3D	7 th
1500m	Man Lai Ki	3D	3 rd
	Kwok Sze Ming	5B	4 th
High Jump	Lok Tsz Ching	4C	5 th
Long	Wong Wing Tung	2D	7 th

Jump			
4x100m Relay	Cheng Tsz Yan	1E	3 rd (New Record)
	Hui Ching Grace	2D	
	Wong Wing Tung	2D	
	Sum Hau Kiu	2C	
4x400m Relay	Kwok Hiu Yan	5C	3 rd
	Lau Valerie	2C	
	Ku Lok Yin	3D	
	Lo Lok Tung	1D	
Badminton			
Singles	Chan Michelle Celine	6C	5 th
Doubles	Chan Wing Lam, Lee Man Ki	6C	1 st
Basketball			
Most Valuable Player	Lee Pui Pui	6C	
Best Defensive Player	Iu Choi Wan	5C	
All Star Team Players	Lee Pui Pui	6C	
	Wong Nga Ting	5C	
	Mo Hoi Yan	6C	
Cross-country			
	Man Lai Ki	3D	2 nd
	Guan Tsz Yin	3C	3 rd
	Kwok Sze Ming	5B	9 th

	Tien Mui Hing	2E	17 th
	Li Christina	1E	25 th
	Lo Lok Tung	1D	30 th
Handball			
Most Valuable Player	Lee Pui Pui	6C	
Table-tennis			
Singles	Law Sum Yee	4B	5 th
Doubles	Kong Hoi Ching, Soo Hei Nam	5B, 5E	2 nd

Team Awards:

Athletics	4 th
Badminton	2 nd
Basketball	1 st
Cross-country	2 nd
Handball	1 st
Volleyball	2 nd
Overall	Champion

Bauhinia Bowl Outstanding Athletes (2022-2023)		
Basketball	Lee Pui Pui	6C
Beach Volleyball	Tang Sum Yuen	3D
Cross-country	Guan Tsz Yin	3C
Handball	Lee Pui Pui	6C
Hockey	Au Sin Ting	4C

Netball	Lee Sum Yuet Charlotte	6C
Rugby Sevens	Wong Yuen Kwan	4A
Volleyball	Cheng Cheuk Ling	4A
Tenpin Bowling	Cheung Yu Ching	4C
Rising Star	Li Sum Yiu	2E
Sportsgirl	Lee Sum Yuet Charlotte	6C
Grantham Outstanding Athletes (2022-2023)		
Badminton	Chan Wing Lam	6C
Basketball	Iu Choi Wan	5C
Football	Lam Ho Yan	4A
Handball	Lo Hoi Yiu	6A
Hockey	Lee Bo Ting Jasmine	3C
Life-saving	Lam Yat Hei	5D
Indoor Rowing	Kwok Sze Ming	5B
Netball	Mo Hoi Yan	6C
Rugby Sevens	Candace Tang	4D
Softball	Chan King Tung	4C
Volleyball	Tang Sum Yuen	3D
Ten Sport Excellence	Lee Pui Pui	6C

A.S. Watson Group HK Student Sports Awards 2022-2023: Kwok Sze Ming 5B

Other External Scholarships & Awards

1. Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2022-23
Ho Yuet Kiu
Lin Lai Ying

2. Home Affairs Bureau Multi-faceted Excellence Scholarship 2023
Leung Sum Yuet
Ng Hoi Ki
3. Johns Hopkins CTY Scholarship 2023
Chu Yau Kiu
Lam Hoi Ting
Lee Chi In Katie
Li Yan Wai
Wong Lok Yiu
Wong Natalie
4. The 14th Hong Kong Outstanding Teens Election 2023
Wong Lok Ching Top Ten Outstanding Teen
Soo Hei Nam Hayley..... Outstanding Teen
5. South China Morning Post Student of the Year 2023
Chu Sui Lam Ariel.....Linguist (English) (Shortlisted)
Ng Ka Wing.....Linguist (Cantonese) (Shortlisted)
Wen Jiayi.....Linguist (Putonghua) (Shortlisted)
Wong Hoi Tung.....Sportsperson (Shortlisted)
6. Kowloon City District Basic Law Participation Activities Series Outstanding Youth Program - Honorary Young Leaders Award 2022
Wong Lok Ching
7. CUHK Admission Scholarship

Chan Shun Kiu Siobhan

Chan Wing Lam

Ho Yuet Kiu

Kwok Lok Yin

Li Xiang Yu

Lin Lai Ying

Mok Sze Wing

Poon Cheuk Ying

So Yuet Sang

Wang Sze Ching

8. CUHK Faculty Admission Scholarship

So Yuet Sang

9. CUHK Wu Yee Sun College Admission Scholarship for Academic Excellence

Lin Lai Ying

10. HKUST Admissions Scholarship

Lee Sze Chit Shania

11. HKUST Dean of Engineering Scholarship

Choi Yui Shu Aurora

12. PolyU Entry Scholarship

Fong Hoi Ching

Lai Hiu Tung

Lau Oi Lam

Lui Ho Yee Chloe

Ng Lai Wa

Wan Hiu Tung Danielle

Yeung Yat Lam

Yik Cheuk Ying

13. PolyU Outstanding Sportsmen Recommendation Scheme

Chen Yu Xin

14.) HKU Entrance Scholarship

Chen Man Chin

Leung Sum Yuet`

So Wing Tung

15. HKU FBE Entrance Scholarship

Leung Sum Yuet

16. HKU First in the School Scholarship

Leung Sum Yuet

17. HKU Sports Scholarship Scheme

Cheng Hoi Kiu

Kong Chak Ching

Lee Sze Lok

So Wing Tung

Tam Hoi Ching

18. HKU Scholarship for Non-Academic Talents Direct Admission
Wong Hoi Tung
19. CUHK Sports Scholarship Scheme
Au Yan Yu
Lee Sum Yuet Charlotte
20. CityU Student Athletes Admission Scheme
Lo Hoi Yiu
Tam Nga Lai

For further information, please visit our School's Kaleidoscope 2023-24:

http://www.hys.edu.hk/english/2023-24_HYS_Kaleidoscope.pdf

CHAPTER 4: Financial Summary

Financial Overview (2021-22)

HEEP YUNN SCHOOL FINANCIAL SUMMARY FOR SCHOOL YEAR 2021-22

(This financial summary is prepared based on the requirements and template as stipulated in EDB circular No. 17/2012)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	67.1%	N.A.
School Fees	N.A.	31.5%
Donations	N.A.	0.8%
Other Income	0.3%	0.3%
Total	67.4%	32.6%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.3%	
Operating Expenses (including those for Learning and Teaching)	9.5%	
Fee Remission/ Scholarship	10.3%	
Repairs and Maintenance	1.1%	
Depreciation	2.8%	
Total	100.0%	
Surplus for the School Year#	1.16 month of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year#	8.4 months of the annual expenditure*	
#in terms of equivalent months of annual overall expenditure		

*Personal Development Growth balances included as operating reserves.

The school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.

Report on Donations/ Scholarships & Prizes Received (2022-23)

No.	Purpose	Donors	Amount in HKD
Donations Received in 2022-23			
1	Donation for the Installation of Interactive Boards	Ms. Lau Shing Yan, Zabrina	\$250,000.00
2	Donation for Christian Activities Committee (Summer Retreat Camp 2022-2023)	Miss Athena Wong	\$300.00
3	Donation for Basketball Team	Parent	\$80,000.00
4	Donation for Basketball Team	Ms. Hui Siu Nga	\$15,000.00
5	Donation for Basketball Team	Ms. Karen Ko	\$15,000.00
6	Donation for Basketball Team	Parent	\$60,000.00
7	Donation for Basketball Team Training	Lee Hon Wah	\$337.00
8	Donation for Basketball Team Training	Wong Ka Yan, Maggie	\$500.00
9	Donation for Basketball Team Training (Taiwan)	Mr. Joseph Cheung	\$80,000.00
10	Donation for Library Fund/ Use	Mrs. Lucia P Annear	\$866.70
11	Donation for School Choir	Island Shangri-La Hong Kong	\$5,000.00
		Sub-Total	\$507,003.70
Scholarships & Prizes Received in 2022-23			
12	Dr. Gallant Ho Scholarships	Dr. Gallant Ho	\$670,000.00
13	Ng Teng Fong Scholarship 2022	Ng Teng Fong Charitable Foundation Limited	\$5,000.00
		Sub-Total	\$675,000.00
		TOTAL:	\$1,182,003.70

Report on the Use of Capacity Enhancement Grant (2022-23)

Income:

Balance brought forward:	\$ 0	
Estimated Grant for 2022 / 2023:	\$715,878	
Total:		\$ 715,878

Expenditure:

2 Administrative Officers: \$ 724,688.4

\$ 780,000

Balance (\$8,790.4)

Task Area: Enhancement of Administration's efficiency	
Objectives	Action
To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-Learning materials, and to conduct remedial teaching to deal with learning diversity.	Two administrative officers were employed to relieve the workload of teachers.

Report on Diversity Learning Grant (DLG) – Other Programmes (OP): Gifted Education (2022/23)

Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Evaluation	Expenditure
Academic Support for Sports Students (ASSS)	To give tailor-made academic support to athletes who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	30 students nominated by respective school teams based on their specific needs	2 hours x 1 lesson per week x 8 weeks (Oct 2022 to May 2023)	One reflection log after the end of each lesson on the materials covered	<ol style="list-style-type: none"> 1. The programme was well received by participants and their parents alike, even though the programme underwent several adjustments in response to the pandemic and had its scale reduced. 2. Subject teachers also welcomed the extra off-lesson support that the girls received. 3. The programme can be continued in the next school year. 	\$31,600
Coaching for various HKDSE PE sports skills	To give students taking PE as an HKDSE elective more exposure to the various sports skills required by the examination	50 S4-6 students taking PE as an HKDSE elective subject	Oct 2022 to May 2023	Demonstration in exams and Pre-S1 orientation programmes	<ol style="list-style-type: none"> 1. The programme was not conducted due to a change in the public examination requirements in response to impacts brought by the pandemic. 	\$0
Visual Arts design workshops	To give students an opportunity to develop an interest in graphic, fashion and packaging design	30 students taking Visual Arts as an HKDSE elective subject and other self-nominated students	Nov 2022 and Feb 2023	Individual design portfolios at the end of the workshop for display and publish in school magazine	<ol style="list-style-type: none"> 1. The participants were very positive about the workshop as reflected in evaluation surveys. 2. An exhibition at the end of the school year recorded a pleasing number of visits and received good comments from attendants. 	\$20,000

Report on the Use of Life-wide Learning Grant (2022-23)

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences				
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
1.1	Chinese Cultural Week	To enrich students' knowledge in Chinese Culture	March, 2023	F3-F4	One of the major events of the cultural week was to watch a Cantonese Opera performed at the Xiqu Centre in	\$10860	E1+ E2	✓	✓	✓		

					the West Kowloon. Students showed great interest and paid close attention to the whole performance.							
			Expenses on Item 1.1			\$10860						
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
1.2.1	Service-Learning Education and Activities	To provide opportunities for students to understand and serve the wider community, to develop a sense of empathy among students, to equip them with skills in design thinking and entrepreneurship, and to provide authentic contexts for students to apply interdisciplinary knowledge to solve real world problems	Sep 2022 to May 2023	F.4	The whole curriculum and programme were well received by the students. They understood more about the theories behind voluntary service and the unique needs of different groups of the underprivileged.	\$156550	E1+E2+E5+E6		✓	✓		
1.2.2	School Sports Teams Training	To nurture students' character, promote team spirit and strengthen their physical skills	Sep 2022 to Aug 2023	F.1 to F.6	Students' physical skills and values were nurtured through the	\$421407	E1+E2+E5		✓			

		of different types of sports			trainings.							
1.2.3	Debating Training	To develop students' communication skills and logical thinking skills	Sep 2022 to Aug 2023	F.1 to F.5	Students' debating skills were enhanced and won various local and Asian awards	\$31085.88	E1+E2+E5		✓	✓		
			Expenses on Item 1.2			\$609042.88						
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
1.3.1	Music Overseas Competitions	To broaden choristers' horizons and allow them to learn from choirs of other districts or countries	July 2023	F.1 to F.6	Students learned much from the performances of the other international choirs and brought back two gold medals.	\$120819.2	E1+E2+E3+E4					
			Expenses on Item 1.3			\$120819.2						
1.4	Others											
			Expenses on Item 1.4			\$0						
			Expenses for Category 1			\$740722.08						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
STEM	Audio Link System	To enable students to listen more clearly to teachers' or tour guides' explanation along different sites during their outings	\$35471.14
Expenses for Category 2			\$35471.14
Expenses for Categories 1 & 2			\$776193.22

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Number of Student Beneficiaries

Total number of students in the school:	975
Number of student beneficiaries:	800
Percentage of students benefitting from the Grant (%):	82%

Report on the Use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2022-23)

i. Developing or procuring relevant learning and teaching resources

Item	Budget for 2022-23	Expenditure in 2022-23	Review	Way-forward
Purchase of reference books and library resources	\$5000	\$3850	Relevant reference books have been purchased.	Will continue to acquire suitable reference books for teachers' use or as library books.

ii. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum

Item	Budget for 2022-23	Expenditure in 2022-23	Review	Way-forward
Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$30000	\$300	The Mainland Study Tour for Form 5 students was fully subsidised by the Education Bureau. The expenditure was for purchasing SIM cards for the teachers-in-charge.	The Mainland Study Tour for Form 4 and Form 5 will be held this year and will also be fully subsidised by the Education Bureau. A small amount will be set aside to cover the miscellaneous expenditure associated with the tours.

iii. Organising school-based learning activities relating to the CS curriculum

Item	Budget for 2022-23	Expenditure in 2022-23	Review	Way-forward
Organising school-based learning activities relating to the CS curriculum	\$48500	\$18581	A field trip to Ngong Ping and Tai-O for 40 Form 5 students was co-organised with History and Tourism and Hospitality Studies Departments.	The Department plans to co-organise a local study tour for Form 4 with History and Tourism and Hospitality Departments on the topic of traditional villages in the New Territories.

iv. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland

Item	Budget for 2022-23	Expenditure in 2022-23	Review	Way-forward
Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$2000	\$14140	Subsidised 11 students and 2 teachers to participate in a mainland interflow activity co-organised with the Chinese Debating Team	Will continue to subsidise participation of suitable joint-school / cross-curricular activities.

Report on School-based After-school Learning and Support Programmes (2022-23)

Name of School: Heep Yunn School

Staff-in-charge: Miss Mandy Leung Man Yui

Contact Telephone No.: 27110862

The number of students (count by heads) benefitted under the Grant is 22 (including A. 3 CSSA recipients, B. 10 SFAS full-grant recipients and C. 9 under school's discretionary quota).

A. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Sports: Archery	0	1	0	100%	September 2022 to August 2023	\$ 782.77	Teachers' observation and feedback		
Sports: Badminton	0	1	0	100%	September 2022 to August 2023	\$ 3,000	Teachers' observation and feedback		
Arts/ Cultural: Music-Chinese Orchestra	1	0	0	100%	September 2022 to August 2023	\$ 3,160	Teachers' observation and feedback		

Arts/ Cultural: Music-Symphonic Band	0	1	0	100%	September 2022 to August 2023	\$ 3,160	Teachers' observation and feedback		
Languages Training: Foreign Language Classes- French	0	2	2	100%	September 2022 to August 2023	\$ 9,274.62	Summative and formative assessments	Academy of the Baptist Convention of	
Languages Training: Foreign Language Classes- Japanese	1	1	4	100%	September 2022 to August 2023	\$ 12,018.62	Summative and formative assessments	Academy of the Baptist Convention of	
Languages Training: Foreign Language Classes- French	0	2	2	100%	September 2022 to August 2023	\$ 9274.62	Summative and formative assessments	Academy of the Baptist Convention of	
Sports: Hockey	0	1	0	100%	September 2022 to August 2023	\$ 1,568,19	Teachers' observation and feedback		
Learning Skills Training: Maths Olympiads	1	0	1	100%	September 2022 to August 2023	\$ 1,500	Teachers' observation and feedback, internal tests		
Sports: Table Tennis	0	1	0	100%	September 2022 to August 2023	\$ 2,175.63	Teachers' observation and feedback		
@No. of man-times	3	10	9						
**Total no. of man-times	22				Total Expenses	\$ 45,914.45			

Note:* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%)

Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓“ against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills			✓			
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness			✓			
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement		✓				

Report on the Use of Student Activities Support Grant (2022-23)

I. Financial Overview

A	Allocation in the Current School Year:	\$40,300.00
B	Expenditure in the Current School Year:	\$40,296.77
C	Unspent Amount to be Returned to the EDB (A – B):	\$3.23

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	7	\$10,024.77
Full-grant under the School Textbook Assistance Scheme	9	\$20,075.00
Meeting the school-based financially needy criteria	12	\$10,197.00 (capped at 25% of the total allocation for the school year)
Total	28	\$40,296.77

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Badminton Training	Physical Education	2	\$3,176.00		✓	✓		
2	Basketball Training	Physical Education	3	\$3,467.25		✓	✓		
3	Dance Club	Aesthetic Development	2	\$2,950.00		✓	✓		
4	Maths Olympiad Course	Mathematics	3	\$2,070.00	✓	✓			
5	Speech Festival	Chinese/ English Language	2	\$225.00	✓	✓			
6	Squash Training	Physical Education	1	\$1,337.50		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			13	\$13,225.75					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Badminton Training Tour	Physical Education	4	\$3,600.00		✓	✓		
2	Basketball Training Tour	Physical Education	9	\$21,215.02		✓	✓		
3	Music Tour (World Choir Games)	Arts (Music)	4	\$2,256.00		✓	✓		

(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2				17	\$27,071.02				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Nil								
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				0	\$0.00				
Total				30	\$40,296.77				

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.