

2022 - 2023



United Christian College
(Kowloon East)

School Report

Appendix 4b



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Foreword by the Principal

The 20th Anniversary of our school was joyfully celebrated in 2022/23 with delightful memories and a sense of gratitude, alongside the uplifting news of the relaxation of anti-epidemic measures within our society. Praise the Lord!

Our school theme ‘Called, Equip, Serve, Glorify’ serves a unifying pillar that consolidates our work at UCCKE throughout the years. It reflects our commitment to responding to God’s calling by nurturing teenagers through education, equipping them with knowledge and skills, and empowering them to serve locally and globally. Ultimately, our aim is to guide students in leading a life that glorifies God. I firmly believe that the school theme ‘Called, Equip, Serve, Glorify’ is not limited to this academic year but serves as a constant reminder of our purposes.

The school year 2022/23 marked the beginning of our three-year School Development Cycle. During the pandemic, we have learned the importance of flexible learning outside the traditional classroom setting, we also recognize the value of in-person learning experiences; and therefore, we are dedicated to investing more effort into experimenting with blended learning strategies to facilitate more individualized learning. The well-being of our students is one of our primary concerns. Through positive education activities, we place emphasis on whole-person development, going beyond academic learning alone. We firmly believe that by equipping our teachers with the necessary tools and knowledge, our students will greatly benefit. That is the reason for our commitment to uplifting the professionalism of our teachers. Our work is an on-going journey; your prayer support is greatly valued and is essential to our continued success as we strive to create an environment that nurtures the growth and well-being of our students.

Through reading this report, I hope you will praise the Lord with us and give thanks to Him for His providence and blessings upon the School. I want to take this opportunity to express my heartfelt thanks to my colleagues who have been working diligently throughout the year; to parents who have supported the school unceasingly; to students who always trust us and allow us to walk with them; and to all UCCKEians for your love and prayer support to the school community. I am sure your rewards have been recorded in Heaven.

To God be the Glory!

Your Principal,

Dr. Cheng Kin Tak Samuel

1. Our School

1.1 School Motto

Understanding Truth
Pursuing God
Developing Diligence
Cultivating Virtue

1.2 School Badge



United Christian College (Kowloon East) was established through the unified efforts (circle) of three founding organizations (triangle):

OMS International, the Free Methodist Church and Schools for Christ Foundation. The Holy Spirit (flame), the Guide into all truth, must lead us in our search for knowledge. Our faith (shield on top) in Christ (cross on the shield) will be greatly rewarded (crown on top of shield).

1.3 Our Vision

Our vision is to provide students with quality holistic education grounded in the Love of God and Biblical principles.

1.4 Our Mission

We believe that every student is endowed with God-given potential and will succeed under proper guidance and training. Our mission is to help students identify and develop their God-given abilities and talents to their fullest so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. We trust that through the Christian dedication and professionalism of our teachers and the involvement of parents, students will confidently experience a balanced development, formulate life direction and goals, build a positive life view, strengthen lifelong learning, lay a solid foundation for further education, acquire a sense of social responsibility, and live a life according to God's will.

1.5 Our Core Values

God as the Centre
Integrity
Academic Excellence
Caring Community

1.6 Theme of the Year 2022-2023

School Theme: Called, Equip, Serve, Glorify

Theme Verse: [May God] equip you with everything good for doing his will, and may he work in us what is pleasing to him, through Jesus Christ, to whom be glory for ever and ever. Amen. (Hebrew 13:21, NIV)



2. Achievement and Reflection on Major Concerns

Our 2022-2025 school development cycle is one that builds on the foundation and strengths of the previous one, as well as a continuation and consolidation of areas requiring further development due to the constraints posed by Covid-19.

With intrinsic learning motivation strengthened through the facilitation of Assessment as Learning in the past three years, students are to be equipped with the skills and attributes necessary for self-directed learning. Strategies conducive to blended learning, Reading across the Curriculum and stretching the learning capacity of more able students are to be implemented at school and subject levels in a progressive manner in order to nurture our students into self-directed learners. Other than academic pursuit, students were offered ample opportunities to develop positive character, personal accountability and mutual respect in previous years. In the current cycle, efforts on positive values education would be stepped up, promoting positive education that leads to healthy growth of students, as well as national and civic education through the concerted effort of different stakeholders. With teachers playing a critical role in students' holistic growth, their professional development needs become one of our major concerns. With the initiation of action research in subjects or other school development areas, strengthened professional support for new teachers and middle managers, and adoption of differentiated appraisal system, teachers' capacity and competence in supporting students' learning, personal growth as well as leading subject/ functional group development would be enhanced.

The three major concerns have been formulated through our self-evaluation mechanism, feedback given by ESR team in 2021 and consultation with various stakeholders. The three areas of development aim to promote students' holistic and healthy growth, with the seven learning goals embedded in various parts of our work:

- National and global identity
- Breath of knowledge
- Language proficiency
- Generic skills
- Information literacy
- Life planning
- Healthy lifestyle

Through the planning – implementation – monitoring – evaluation/ reflection, planning cycle, we are confident that a greater impact on students' learning and holistic development will be witnessed through the adoption of effective strategies and measures.

2.1 Major Concern I: To further strengthen intrinsic learning motivation through facilitation of Assessment as Learning

Objectives:

- a. To facilitate the use of blended learning strategies**
- b. To facilitate Reading across the Curriculum (RaC) and extensive reading to extend learning beyond lesson time**
- c. To stretch the learning capacity of the more able students through differentiated instruction**

2.1.1 Objective 1: To facilitate the use of blended learning strategies

Strategies and Progress:

We seek to facilitate the use of blended learning strategies as a means to create an environment conducive to self-directed learning.

Aims	Assessment tools to be implemented
1. To equip teachers with the skills necessary for blended learning through PD at school or subject level	- Varied PD exchange offered to teachers - Teachers enhanced with confidence in the use of blended learning pedagogies with the PD support given
2. To make effective use of e-learning platforms and flipped learning strategies that facilitate online learning and face-to-face instruction	- E-learning platforms such as PowerLesson 2/ Google Classroom and flipped learning strategies effectively used in both online learning and face-to-face contexts in most of the subjects - Students engaged in interactive and collaborative learning through teachers' utilization of the features and setting of Responsive Classroom
3. To enhance the use of interactive and collaborative pedagogies that promote ideas exchange and co-creation during learning process	Students engaged in learning activities that promote ideas exchange and co-creation

Teacher training and PD

Teachers were introduced to blended learning and its application to KE context in the Subject Heads Meeting and Staff Meeting on 25/8/2022 and 26/8/2022 respectively. Moreover, around 20 teachers from different KLAs attended the following workshops, enriching their perspectives and practices on blended learning, student agency, personalized learning and self-directed learning:

- Holy Grail of Student Agency' (8/10/2022)
- Joint-School PD on Self-Directed Learning (10/2/2023)

Exchange on useful practices was also witnessed in some subject meetings, open lesson post-observation discussion and in our annual L&T event, Curriculum Celebration.

Students' engagement

Students are found to be familiar with learning strategies such as peer collaboration, online assessment and feedback and use of instructional videos in both f2f and online setting that accommodates their pace, path and timing of learning. They are also found to be gradually steering towards self-directed learning through teachers' frequent and effective use of e-learning platforms (PowerLesson 2, Google Classroom) and various apps and online tools (e.g. Neopod, Padlets, Quizlet, edpuzzle, Plickers, Formatives, etc). All these tools and strategies have enabled students to develop their capacity for lesson preparation, self-assessment and monitoring one's progress, which constitute the key elements of a self-directed learner.

Students in general engage a lot in idea exchange during lessons through teachers' use of interactive and collaborative pedagogies such as peer comments/assessment, co-creation of ideas or work with the use of magnetic white board/ Padlet/ Thinglink and Jigsaw learning strategy. This can be reflected from their lesson performance as well as a positive score of 3.72 towards the statement 'Teachers often help us learn through interactive or collaborative class activities' in the KPM student survey[^].

Reflection and Evaluation:

With the concerted efforts of all curriculum leaders and subject teachers, an environment conducive to self-directed learning has been created and witnessed both inside and outside classroom. Teachers in general find the PD offered relevant to their L&T and professional needs, as indicated by an encouraging score of 3.97 in the KPM survey[^]. Based on the feedback collected in the Special Teachers Meeting, more subject-based/ faculty-based PD exchange on blended learning could be held in the coming year so that teachers can share their good practices at a practical and pedagogical level. Also, in terms of e-learning platforms, Microsoft Teams will also be piloted in certain KLAs to enrich the repertoire and tools available for blended learning. With more open lessons to be run in the coming year, blended learning would be one of the key areas of observation and exchange. Last but not least, in view of the rapid development of AI, there is a pressing need to promote AI literacy among teachers and students. Equipping both parties with the knowledge and ethics about the use of common AI tools would also be our added highlight among the different initiatives related to learning and teaching.

([^] a 5-point scale is adopted)

2.1.2 Objective 2: To facilitate Reading across the Curriculum (RaC) and extensive reading to extend learning beyond lesson time

Strategies and Progress:

We seek to equip students as self-directed learners by means of facilitating Reading across the Curriculum (RaC) and extensive reading.

≈	Assessment tools to be implemented
1. To set up a core group and mechanism of collaboration among KLAs on the direction and implementation of RaC	- Formation of a core group for RaC, conducting curriculum review on the topics and skills covered in different disciplines and designing trial tasks in selected subjects - Management and personnel in place in preparation for the library renovation project
2. To launch preparation work for library renovation and a literacy-rich campus	

Facilitation of RaC

We have joined the School-based Support Services Scheme organized by EDB to explore how to implement RaC at school. We were introduced to the knowledge framework proposed by Tammy Slater and Jesse Soule Gleason (2011), which provides a springboard for developing classrooms tasks that aim to bridge language and thinking skills so that the students can learn content and academic language simultaneously. This framework provides us some insights into what kinds of contents and reading skills that we need to focus on when we put RaC in place.

A working group, involving teachers from English and Geography, has been formed to examine the possibilities for implementing RaC. A trial involving the use of reading materials about protection of wildlife in S3 English was carried out. The topic was also covered in S3 Geography, and the reading materials were co-selected by the English and Geography teachers. The reading tasks were designed so that the students can recycle and apply the knowledge they learnt in the Geography lesson. Through the reading tasks, students could also strengthen students' ability to identify reasons, impacts and suggestions in a text and to evaluate those ideas.

Students could also collect different examples of endangered animals and to explore different causes of extinction. In addition, they could express their ideas in a logical manner and further consolidate students' use of linking words to connect relevant ideas.

As a whole, in order to run RaC with a systemic, whole-school approach, it is necessary to figure out the reading content and skills which are covered and needed in different subject curricula, and then design tasks that can allow the students to apply their prior knowledge and skills.

Infrastructure preparation

The preparation work for the library renovation has been started. A working group has been established to explore and examine the functions and designs of the renovated library. Opinions from the teachers, students and alumni have been collected concerning the functions of the renovated library. Instead of eRead kiosk, e-readers and subscription to different online databases were put in place to help students locate high-quality reading materials and promote the reading culture on campus.

Reflection and Evaluation:

Preparation work and trials have been conducted for the implementation of Reading across the Curriculum (RaC), which will form the basis of the collaboration work among selected subjects in the coming year. Curriculum review on the topics and skills covered as well as co-planning of RaC tasks would be extended to more subjects. Resources, planning and personnel would also be in place for our library renovation project, with an aim to create a reading and learning hub for students through the contribution and expertise of different stakeholders.

2.1.3 Objective 3: To stretch the learning capacity of the more able students through differentiated instruction

Strategies and Progress:

We facilitate the development of self-directed learners, particularly with regard to extending the learning capacity of the more able students by means of differentiated instruction in selected forms.

Aims	Assessment tools to be implemented
1. To strengthen the use of differentiated instruction strategies in S.1 & S.4 to stretch students' learning capacity	• Subject-based policies and practices formulated and implemented in S.1 & S.4 • More able students in S.1 & S.4 engage in challenging tasks in most of the subjects • Teachers gaining practical ideas from the resources and exchange
2. To offer professional support, resources and exchange on catering for more able students	

To equip teachers to stretch the learning capacity of more able students, short PD sessions on differentiated instruction at Subject Heads Meeting and subject meetings have been held, allowing teachers to understand the working principles behind and to share good practices. Support can be further strengthened next year by having more open lessons specializing in this area and good practices/ materials sharing in Staff Meeting or Curriculum Celebration.

Subject-based policies have been formulated, with S.1 & S.4 students having their learning capacity stretched through the following means:

- Exposure to additional or more advanced learning materials
- Engagement in extended learning tasks
- Engagement in tiered tasks/ projects
- Offered more choices and autonomy in learning process or product
- Serving as student-teacher in class
- Entering external competitions

Reflection and Evaluation:

With the experiences gained this year, differentiated instruction will be extended to S.2 & S.5 next year. In addition to having more challenging tasks in classroom learning, more able students will have their learning extended and potential stretched through enrichment opportunities, elite programs, university programs and participation in competitions, hoping to have the “three-tier implementation model” proposed by the EDB launched in different subjects in the rest of this developmental cycle.

2.2 Major Concern II: To cultivate a positive values education atmosphere

Objectives:

- a. To equip students, teachers and parents for the development of positive education
- b. To overview school's values education
- c. To promote the national and civic education in the school

2.2.1 Objective 1: To equip students, teachers and parents for the development of positive education

Strategies and Progress:

We equip students, teachers and parents with positive values in order to cultivate a positive values education atmosphere in our school.

Aims	Assessment tools to be implemented
1. To equip teachers with the positive education skills to better communicate with students and colleagues	- Varied PD sessions offered to teachers - Shared vision in positive education among teachers - My Journal and other positive education tools are effectively used by teachers and students - Parents and students being engaged in activities that promote positive education
2. To enhance the implementation of character strengths and to promote the positive values at school	
3. To conduct Parents' workshop on positive education and to prepare a parents and elders' life story showroom by students on Open Day	

Teachers' Professional Development:

The introduction of Positive Education to new teachers was done on 24/8/2022. Additionally, two professional development (PD) sessions for teachers were held during the teachers' prayer meetings on 21/9/2022 and 2/11/2022. The workshops were delivered by the SENCO and the Moral and Civic Education Committee, aiming to equip teachers with a positive approach to communication and encourage them to cultivate positive classrooms.

Cooperation among Different Student Development Groups:

Gratitude Week was held from 31/10 to 4/11/2022 in collaboration with the Student Support Team and the Discipline & Counselling Team. Various whole-school and class-based activities promoting positive education were organized. To enhance students' happiness, six Well-being Toy Capsule Machines were rented from the Jockey Club Project Well-being. Furthermore, activities incorporating positive elements were organized, including class-based games led by the Moral and Civic Education Committee during assemblies, mutual appreciation through writing gratitude cards during form periods, gratitude song busking, and small stress-relief games during lunchtime. All students actively participated in these activities, contributing to fostering a positive atmosphere within the school and achieving significant success.

Also, students' awareness of using character strengths was successfully enhanced through activities such as writing reflection in 'My Journal', workshops held by the Moral and Civic Education Committee in Form Chapels and programs organized by Methodist Centre for Quality Life Education during the post-exam period.

Additionally, the Moral and Civic Education Committee and the Mission and Service Team collaborated with the Bei Shan Tang Foundation to integrate the implementation of character strengths and mutual appreciation among students and teachers into the GLocal Week.

Parent-Child Relationship:

A parents' workshop on Positive Education was held on 16/9/2022 by the Methodist Centre for Quality Life Education. Approximately 180 parents attended the workshop and provided positive feedback to the guest speaker. Selected Moral and Civic ambassadors participated in the life story writing training program, and the Life Story Showroom was successfully presented during the school Open Day. On that day, students' family members and guests wrote many encouraging words on appreciation cards.

Reflection and Evaluation:

More teachers have embraced positive education after participating in various professional development activities and engaging in different activities launched by student development groups. It is valuable that different student development groups worked together to organize various whole-school activities promoting positive values in our school. The Moral and Civic Education Committee was invited to share the successful and meaningful experience of implementing positive education with over 300 educators at the Positive Education Forum held in the Hong Kong Palace Museum on 23/6/2023, which is a significant recognition of what our school has accomplished. As all stakeholders are well-equipped with the concept of positive education, we aim to facilitate students, teachers, and parents to take ownership of promoting positive development and well-being of students in the coming year.

2.2.2 Objective 2: To overview school's values education

Strategies and Progress:

We overview school's values education that implemented in both academic and student development aspects to prepare for a holistic positive values education in our school.

Aims	Assessment tools to be implemented
1. To stock-take the values education in subjects and functional groups	- Complete the stock-taking of the school's values education - A common understanding on how the school implement values education
2. To equip teachers in exerting values education in their subject teaching, class management and student nurture	

The Moral and Civic Coordinator integrated the VIA character strengths and the ten priority values and attitudes with the UCCKE core values, school motto, and school anthem, providing a holistic view for teachers to understand and embrace positive values education.

With the support of the Academic Affairs Committee, values education delivered through learning and teaching was clearly shown in the teaching schemes prepared by different subjects. Subject heads monitored the implementation of values education in their respective subjects. Additionally, a stock-taking of values education by all functional groups and forms was conducted by committee heads and form coordinators.

A professional development (PD) session for teachers was held on 28/11/2022 by the Methodist Centre for Quality Life Education. The workshop equipped teachers to implement positive values in their lessons and daily interactions with students, receiving positive feedback from teachers.

Reflection and Evaluation:

An overview of how values education was implemented in different functional groups and forms was meaningful for principals' reference to advance the student development plan. In order to develop more effective ways to convey positive values education in learning and teaching, our school is going to participate in the "Curriculum Leadership Learning Community on Values Education" coordinated by the School-based Curriculum Development Section of EDB to build professional connections and collaborations with different schools.

2.2.3 Objective 3: To promote the national and civic education in the school

Strategies and Progress:

We develop students' sense of local and national identity by promoting the national and civic education in the school.

Aims	Assessment tools to be implemented
1. To establish school national flag-raising team	- National flag-raising training provided to school leaders - All subjects have embedded NSE - Students have a better understanding of home country by joining Mainland study tours - Students can develop heightened social awareness - Community services arranged for each form
2. To implement national security education (NSE) in all subjects	
3. To provide Mainland exchange chances for students	
4. To strengthen students' awareness of local issues and encourage them to respond to our community	

A school national flag-raising team has been established, with members selected from the Moral and Civic Education Committee and the Prefect Team. They are responsible for flag-raising during assemblies every week and other special school events. Additionally, National Security Education has been implemented through subjects according to the curriculum framework of national security education in Hong Kong, monitored by faculty and subject heads.

The connection with Yangshuo Sisters School was reactivated after the pandemic. An exchange trip to Yangshuo Sisters School was held from 3 to 6/7/2023, with 5 S.1 students and 15 S.2 students participating. Furthermore, the Citizenship and Social Development Subject Mainland Study Tour was held on 24/5/2023, with 92 S.5 students and 12 teachers participating in the Foshan study tour. Both trips increased students' understanding of the current development of the Mainland and fostered relationships with comrades.

Local issues such as poverty, sustainable development, ethnic minority, mental health, and information literacy were covered through assemblies, experiential learning, and Other Learning Experiences (Life Education). Additionally, during the GLocal Week organized by the Mission and Service Team, students had the opportunity to explore and reflect deeply on local issues and respond to the needs of different minority groups through service learning experiences.

For school-wide service campaigns and class service, students served elderly centres, special schools, kindergartens, and children and youth centres. Furthermore, S.4 students launched an English learning fun fair on 4/3/2023 for kids living in public estates. All service users provided positive feedback, and future cooperation will be continued.

Reflection and Evaluation:

Students had a positive score on national identity as shown in the APASO. The scores for "national flag, anthem" and "achievements" were 2.92 and 3.05 (out of 4) respectively. Our school is still exploring connections with one more sister school, with the expectation of expanding exchange opportunities for our students to further develop connections with Mainland schools and students. We hope our students can respond proactively and responsibly to the needs in our community. Therefore, the Mission and Service Team will develop service learning opportunities for students by initiating class services using design thinking skills in the coming year.

2.3 *Major Concern III: To reflect on the needs of professional growth of teachers*

Objectives:

- a. To help teachers reflect on learning & teaching and student development through initiating action research
- b. To review professional learning needs of newly joined teachers and middle managers
- c. To launch initial study into differentiated appraisal system

2.3.1 *Objective 1: To help teachers reflect on learning & teaching and student development through initiating action research*

Strategies and Progress:

We facilitate teachers' professional growth and capacity in L&T as well as student development and equip them as reflective practitioners through the initiation of action research in all subject areas.

Aims	Assessment tools to be implemented
1. To offer training for both curriculum leaders and teachers on conducting action research	- Subject Heads and teachers show confidence in conducting action research - At least one-third of the subject panels have completed their action research with findings/ insights conducive to their daily teaching - Teachers find the in-house sharing insightful to L&T and / student development
2. To launch action research in all subjects	
3. To organize in-house sharing of research findings and implications to L&T and student development	

Reflection and Evaluation:

Pace of implementation in this area varies from subject to subject. Some departments, including English, Mathematics, Chinese History, History and BAFS, have completed some action research projects. The topics of interest cover the use of technology, trials of different pedagogies as well as RaC.

The research projects help the teachers to reflect on and revise their current teaching practice given the novel challenges arising in the field of education, and in turn respond better to the learning needs of the students. One telling example is the application of AI in teaching and learning. It is known that different subjects have attempted to take leverage of various AI tools to empower the students to learn. In fact, the advantages were also observed in one of the action research projects.

It is also noted that colleagues did share and display the action research findings and results in their department meetings and the Curriculum Celebration. While some teachers have initiated their action research projects, the new colleagues may take some more time to gain a deeper understanding of action research. Therefore, full implementation of action research has not been realized in this school year.

2.3.2 Objective 2: To review professional learning needs of newly joined teachers and middle managers

Strategies and Progress:

Given the growing number of newly joined teachers and middle managers, efforts have been made to review their professional learning needs and devise effective support measure, with an aim to empower them for their teaching and pastoral work as well as the leadership roles the young middle managers are taking up.

Aim	Assessment tools to be implemented
1. To collect views and ideas from newly joined teachers and newly appointed middle managers on their professional learning needs	- Views and needs from newly joined teachers are collected qualitatively - Content of the mentoring program is revised based on the views collected - Launch of a pilot program for Middle Managers - Middle Managers find the scheme useful in equipping them with the mindset and skillsets needed for their management roles
2. To make initial revision to the mentoring program after the review	
3. To devise a support scheme for newly appointed middle managers	

Reflection and Evaluation:

To equip and empower the newly joined teachers and middle managers, views have been collected from them through various means like surveys or in-person discussions. Some changes were made to the mentoring program for new teachers regarding both its content and format. Since this year new teachers are mostly fresh graduates, more emphasis on interacting with students and parents was stressed. Also, a new session on 'crisis management' was added to enable teachers to identify students' emotional, mental and family issues for proper and timely intervention. Most new teachers found the mentoring program practical and conducive to effective teaching and pastoral work here. Based on the views and needs collected from middle managers in June 2022, a new 2-year program named "Middle Managers PD" (MMPD) was launched for those who are in their first or second year of their leadership roles, addressing the following domains and issues of leadership and management.

Domains	Content / Focus
Alignment	Aligning subject/ department development with school direction
Administration	Subject planning and documents Self-evaluation mechanism
Assessment	Assessment tasks/ paper inspection Effective use of assessment data
Build your subject panel/ department	Capacity building & Team Crafting Leadership vs Management
Curriculum	Curriculum design and implementation Keeping abreast of curriculum and pedagogical trends
Communication	Effective communication with team members How to motivate team members Being the 'bridge' between the school and your team members listening, communicating, art of persuasion
Connection/ collaboration	Internal – working with other subjects/ committees External – building networks with other organizations
Driving change	Change management
Evaluation	P-I-E-P Appraisal with team members Lesson observation / Activity observation and evaluation
Faith	Faith-based practices and decision-making Integrating faith into your subject/ department/ practices
Gate-keeping	Accountability The art of monitoring

There are 4 sessions in each year, with content based mainly on the following books:

- The Way of the Shepherd: Seven Secrets to Managing Productive People by Kevin Leman and William Pentak
- 僕人領袖之十二項修煉. 張文彪

The first year focused on the mindset of being a leader while the second year was more on skills and practical work. Reading, discussion of content, case study were incorporated into the MMPD. All participating teachers found the sessions very useful in helping them understand leadership and the personal qualities of a servant leader, while 80% of them agreed that the PD has enabled them to lead their subject/ functional group with a better direction. As we transit to the second year of the MMPD, more emphasis would be placed on the skillsets, so that our middle managers can be further empowered to handle subject/ departmental business/ team members/ appraisal with greater confidence. Feedback would also be collected from time to time in order to make proper adjustments catering to the professional needs of our young, energetic middle managers.

2.3.3 Objective 3: To launch initial study into differentiated appraisal system

Strategies and Progress:

With the changing demographic of our teaching staff and the range of experience and expertise they bring along, initial study into differentiated appraisal system is launched this year to make the evaluation tools more relevant to teachers' professional growth, building their capacity further in areas of work they are responsible for.

Aim	Assessment tools to be implemented
1. To study the theories and practices of differentiated appraisal system	- Summary of the theories and practices of differentiated appraisal system is compiled - EC members gaining a good understanding of the rationale and direction of adopting differentiated appraisal through the sharing session arranged
2. To share and communicate with EC members on the rationale and direction of adopting differentiated appraisal in our school	

Reflection and Evaluation:

Pacing and progress of this initiative have been slightly faster than expected. An initial review of the current appraisal system has been conducted, based on T-standard+ and some academic journals. Rationale behind a differentiated appraisal system has been shared and communicated with EC members, Subject Heads and all teachers in three different occasions, and feedback on the proposed appraisal tool was collected afterwards.

A differentiated appraisal form has been devised for (i) Subject Heads/ Faculty Head, (ii) Form Coordinator and (iii) Functional Group Head for use this year, with the first part being some common appraisal items while the second part with differentiated criteria for team members or team head. It is generally agreed that such differentiation makes the evaluation and feedback more concrete for capacity building and professional growth though more comments and feedback will be collected through various channels for next year's consideration or further improvement.

3. Management and Organization

3.1 School Management Committee (SMC)

The School Management Committee was incorporated as the United Christian College (Kowloon East) School Management Committee Ltd. to manage the school.

The Board members were Mr. Kenneth Chan (Chairman and Supervisor), Dr. Samuel Leung, Dr. Chan Siu Cheuk and Mrs. Percy Leung from the sponsoring bodies, Mrs. Joanna Lee (Parent), Mrs. Josephine Leung (Independent), Mr. Simon Lau (Independent), Mr. Wong Kam Chuen (Independent), Dr. Samuel Cheng (Principal), Rev. Lui Yik Yeung (Chaplain), and Mrs. Irene Kwok (Vice Principal and Teacher).

They met 3 times in school year 2022-2023, with the aims of discussing the school operational issues. The members of the SMC are enthusiastic and passionate about Christian school education. They adopt an open-minded and transparent approach in managing the school. Under their supportive leadership, a conglomeratic team culture has been formed.

3.2 Parent-Teacher Association (PTA)

The Parent-Teacher Association is composed of both parent and teacher representatives. Seven parents were elected from the annual PTA Election, and four teachers were appointed by the school. They were:

Chairlady:	Mrs. Joanna Lee
Vice Chairlady:	Mrs. May Yip, Mrs. Irene Kwok (Vice Principal)
Treasurer:	Mr. Casper Lau, Mrs. Lok Cheung Ka Yee (Teacher)
Secretary:	Mrs. Sandy Tse, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Venus Leung, Mr. Andy Lam, Mrs. Sharon Chan and Mrs. Yip Chow Sau Han (Assistant Principal)

3.3 Alumni Association (UCCKEAA)

The 1st United Christian College (Kowloon East) Alumni Association UCCKEAA with more than hundred members was formed by eight alumni, four teachers and the principal in the 2022-2023 school year.

Chairperson:	Mr. Ronald Tan
Vice-chairperson:	Mr. Brian Cheng
Promotion & Design:	Mr. Lam Sheung Yin
Secretary:	Ms. Alina Lau
Treasurer:	Mr. Leung Yue Kiu
Recreation:	Mr. Ed Liu
Communication:	Ms. Yanna Law
Spiritual & Missionary:	Mr. Bryan Lam
Consultant:	Dr. Samuel Cheng
Teachers:	Mrs. Irene Kwok, Mrs. Lai Chow Sin Man, Mrs. Lok Cheung Ka Yee and Mrs. Ho Leung Ka Yan

3.4 *Teaching Consultants*

Our team of teaching consultants was composed of professors and principals from both local universities and overseas tertiary institutes:

Dr. Lung Ching Leung (Consultant - Family Plus Parenting Education Centre
Associate Fellow - Hong Kong Professional Counselling Association)

Mrs. Ho Lee Doen Yee, Jane

Prof. Tsui Kwok Wing Stephen (Professor and Associate Director, CUHK)

Dr. Lam Pun Lee (Founder, Sponsor cum Supervisor, Living Word Education Centre)

Dr. Edwin Boyce (Principal, Pacific Hills Christian School of Sydney, Australia)

Prof. Icy Lee (Professor, Nanyang Technological University, Singapore)

Mr. Yung Wing Ki Samuel SBS, MH, JP (Executive District Director and Honourable
Advisor, AIA International Limited)

Prof. Erwin Huang (Senior Advisor and Associate Professor, HKUST)

3.5 *Executive Committee*

The Executive Committee is composed of the Principal, Vice-principal, Assistant Principals, Form Coordinators and teachers of various functional responsibilities, with a total of 12 people. They met every week to decide on the administrative matters of the school. Major changes were also discussed in these meetings and proposals were made to SMC for consideration and approval.

3.6 *Department Management*

The academic subjects are classified according to subject nature. There are eight faculties: Faculty of Chinese, English and Foreign Languages, Mathematics, Science and Computer Science, Humanities, Business, Liberal Studies, and Cultural Subjects. Subject panels report to the Faculty Heads who are under the Academic Affairs Coordinator. Other than the Academic Faculties, the school has functional departments that are led by Department Coordinators. They are Life Planning, Student Development, Discipline and Counseling, Spiritual Affairs, Moral and Civic Education, Co-curricular Activities, Mission and Service, and External Affairs.

3.7 *Form Coordinator System*

To create better pastoral care and more effective communication among teachers, the school has a Form Coordinator system in place. There is a Form Coordinator to take care of each form and support the Form Teachers. In this school year, the Form Coordinators are:

S1: Mrs. Lin Kwok Ching Yee

S2: Mr. Leung Tsan Chiu

S3: Mrs. Wong Li Ho Sze

S4: Mrs. Tsang Lee Wing Yee

S5: Mr. Lui Chi On

S6: Mrs. Yip Chow Sau Han

3.8 Class Arrangement and Enrolment in 2022-2023

Form	Classes	No. of students (as at 30 th September, 2022)
S.1	5	164
S.2	5	155
S.3	5	156
S.4	5	140
S.5	5	118
S.6	5	106
Total	30	839

3.9 Reporting DSS Schools' Annual Financial Position Financial Summary for the 2021-2022 School Year

	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)	72.34%	N.A.
School Fees	N.A.	26.10%
Donations, if any	N.A.	0.05%
Other Income, if any	0.00%	1.51%
Total	72.34%	27.66%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	83.42%	
Operational Expenses (including those for Learning and Teaching)	6.02%	
Fee Remission / Scholarship ¹	3.43%	
Repairs and Maintenance	3.87%	
Depreciation	2.99%	
Miscellaneous	0.27%	
Total	100 %	
Surplus for the School Year #	0.47 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year # (excluded the net book value of the building cost of the extension block)	6.92 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

✓ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

4. Staff Development

4.1 Professional Development

Numerous professional development programs were organized throughout the school year to equip teachers and address various professional needs.

4.1.1 Mentoring Program

Mentoring program was organized to facilitate professional growth of new teachers through:

- pairing the new teacher up with a mentor in the same subject panel
- conducting sharing sessions addressing professional needs of different areas throughout their first year of practice in UCCKE

Mentees and mentors are paired up as follows:

Subject	Mentee	Mentor
Chinese	Ms. Cheung Nok Lam	Mrs. Tsang Lee Wing Yee
Chinese	Ms. Lam Choi Ki	Mrs. Cheung Ho Chi Yan Grace
Chinese	Ms. Law Yuen Wa Virginia	Mrs. Lee Lam Yin
Chinese	Ms. Wong Kai Yi	Mrs. Lok Cheung Ka Yee
Chinese	Ms. Lai Hiu Tung	Mrs. Ho Yeung Chi Ping
Chinese	Mr. Chan Kwan Ngai	Mr. Tang Wai Yiu
Chinese History	Mr. Ng Chun Kit	Mr. Nit Ka Hei
English	Ms. Yeung Tsz Wang	Ms. Ng Sze Ching
English	Ms. Ikonen Katherine Joy	Mrs. Lee Liu Hoi Yung
Mathematics	Mr. Wong Hong Kiu	Mr. Leung Yue Kiu
Mathematics	Mrs. Chan Ho Wing Man	Ms. Wong Wing Chuk Teresa
Physics	Mr. Wu Chi Wai Marcus	Mr. Chong Cheung Yu
Chemistry	Mr. Ng Wing Lam	Mrs. Wong Yeung Mui Chun
Biology	Mrs. Lam Man Wo Sau	Mr. Choy Tsz Hung Joe
Biology	Ms. Yuen Hay Tung	Mr. Tse Man Chi
Economics	Mr. Chan Sze Lok	Mr. Lim Hon Kwan
Business	Mr. Lo Wing Kong	Mr. Kwong Sing Kwong Thomas
Visual Arts	Mrs. Tsang Shiu Samantha So Sum	Mrs. Yu Wong Mei Yung
ICT	Mr. Lau Cheuk Lun	Mr. Lo Yan Hon

Professional sharing program:

Each session lasted for an hour, comprising of (1) professional sharing (2) discussion time and (3) sharing and prayer time between mentor and mentee.

Date	Topic	Professional issues addressed	Facilitators
24/8/2022	Embracing UCCKE culture	- Getting to know UCCKE and our culture - The UCCKE team spirit - Be a purpose-driven teacher: seeking for professional development	Dr. Samuel Cheng
21/9/2022	Effective L&T and classroom management	- Effective pedagogies - Cultivating good learning habits - Dealing with common classroom problems - Correcting students' misbehaviours	Mrs. Irene Kwok Mr. Choy Tsz Hung Mrs. Tsang Lee Wing Yee
5/10/2022	Assessments and communicating with parents	- Quality assessment & assessment practices - UCCKE's emphasis on P-T cooperation - the spirit behind - Strategies for effective P-T communication	Mr. Tse Man Chi Mrs. Lok Cheung Ka Yee
9/11/2022	CCA and interacting with students	- Being a firm but caring Christian teacher - Nurturing students through CCA/OLE - Embracing diversity & uniqueness of students	Mrs. Wong Li Ho Sze Bonnie Mr. Kwong Sing Kwong Thomas Mrs. Yu Wong Mei Yung
11/1/2023	Crisis management	- Identifying signs of 'crisis' among students - Being aware of the emotional and mental issues students face - Coping strategies	Mrs. Tsang Lee Wing Yee and school social workers
1/3/2023	Grow and glow: Spiritual growth and serving heart	- Seeking for spiritual growth - Nurturing students spiritually - Cultivating students' mission heart	Mrs. Lin Kwok Ching Yee Mrs. Karen Lau
31/5/2023	Looking back - my first year of professional growth @ KE	- Self-evaluation of professional growth in various areas - Goal setting for future path - Thanksgiving & praying for each other	Mrs. Irene Kwok Mr. Leung Tsan Chiu Mentors

With a much larger group of new colleagues joining the team in recent years, the role of mentors will be strengthened and varied support measures will be in place to help them develop the UCCKE spirit and adjust to the teaching culture of UCCKE.

4.1.2 School-based Professional Development Programmes for All Teachers

School has organized professional development programmes in various aspects, ranging from positive education, action research, e-learning, catering for individuality, life planning, national security education, pastoral care of students, etc.

With blended learning, positive values education and action research being our major initiatives, professional development programs and exchanges on these topics were offered to build teachers' capacity in these areas. Also, with the large number of new teachers joining our team in the past three years, elements such as UCCKE spirit and culture, professional conduct and ethics of Christian teachers have been infused into our PD activities to help new colleagues blend into the school culture. Training for new subject heads and functional group heads has been also strengthened with the introduction of a new two-year PD program for middle managers.

Date	PD program	Speaker
26/10/2022	AAC smart tips - Useful platforms on RaC	Mr Leung Tsan Chiu Mr Hung Chun Tung Mr Yu Kwok Fu Sean
28/11/2022	PD on Positive Education	楊曉明先生 Methodist Centre
30/11/2022	Positive school campus	Mr Leung Tsan Chiu Mrs Yip Chow Sau Han Mrs Yu Wong Mei Yung
22/3/2023	On being an effective Form Teacher	Mr Leung Tsan Chiu Mrs Yip Chow Sau Han Mr Tang Wai Yiu Tommy
1/2/2023	Life Planning Education - Supporting DSE & NLC students' further study needs	Mrs Irene Kwok Mrs Cheung Ho Chi Yan
8/2/2023	GLocal Week x PosEd - Teacher PD by Bei Shan Tong PD	麥詠儀女士 朱榮得先生 Bei Shan Tong
20/3/2023	UCC-UCCKE PD Day: Rekindle our flame and passion for Christian education	呂慶雄博士 證主副總幹事(培訓) UCC & UCCKE Teachers

3/5/2023	IT in Education Conference	Organizers: UCCKE, AiTLE, Teachers from different schools
3/5/2023	STEAM Fest	Organizers: UCCKE, AiTLE, Teachers from different schools
17/5/2023	Teacher PD on (a) Newly-emerged sports or (b) Joint-school PD exchange on non-local curriculum (IAL)	Mr Lai Fu Yip Teachers from different DSS schools
19/6/2023	13th Curriculum Celebration	Mr Leung Tsan Chiu UCCKE teachers

4.1.3 Professional Development for Middle Managers

UCCKE is offering a comprehensive professional development program designed to enhance the skills and knowledge of (Deputy) Subject Heads and (Deputy) Functional Group Heads, who are in their first three years of service in these positions. The program spans over a duration of two years and consists of four sessions per year, including a summer session and three sessions spread throughout the year. Each session lasts approximately 1.5 hours and is divided into two parts. The first part features presentations and sharing on specific topics, while the second part provides an opportunity for participants to share their own experiences, practices, difficulties, and engage in Q&A sessions. The special topics encompass alignment, administration, assessment, building the subject panel/department, curriculum, communication, connection and collaboration (with other parties), driving change, evaluation, faith and gate-keeping role. In the school year 22-23, five sessions of professional development sessions were held for the middle managers.

Date	PD program
24/8/2022	Knowing your sheep
9/11/2022	Help your sheep identify with you
1/3/2023	Keys to making your pasture a safe place Special topic: 考績評核的政策和程序
31/5/2023	The Staff of Direction & The Rod of Correction
18/8/2023	The Heart of the Shepherd 僕人領袖之十二項修煉：耶穌與門徒群體給我們的啟示

4.1.4 UCC-UCCKE Professional Development Day

Our UCC-UCCKE Professional Development Day, held on 20/3/2023, provided a valuable opportunity for both schools to pursue professional development together. Dr. Otto Lui, the General Secretary of Christian Communications Ltd., was invited to give us spiritual nourishment in his sharing based on John 4:27-42. It was followed by 11 parallel sessions which covered a broad range of topics as shown in the table below, and which offered chances for UCC and UCCKE colleagues to explore or learn about new topics relevant to our profession or ministry, exchange ideas or good practices on certain topics or trends in education, and provide a platform to facilitate future collaboration through professional exchange and networking.

	Topic
1	EMI for science subjects
2	Exploring hybrid mode of learning
3	Counselling and caring for students' emotional and mental well being
4	Caring for the 'younger generation' in staff team
5	Implementation of values education, NSE, C&S
6	Developing students' service & mission heart
7	Getting to know more about Christian education and pastoring your students
8	Workshop on caring for your own well being
9	Bible teaching
10	Class management
11	Professional development through outside network

4.1.5 Curriculum Celebration

Our 13th Curriculum Celebration was held on 19/6/2023, with an aim to showcase and celebrate good L&T practices implemented or tried out in the current school year and to learn about the future of education. Subject-based display and sharing in the form of parallel sessions have also sparked useful discussion and professional exchange across subjects.

Programs:

1. Focus of subject exchange in the parallel sessions:
 - Materials/ strategies that promote self-directed learning or Assessment as Learning or Assessment for Learning
 - Blended learning
 - Reading across the Curriculum
 - Differentiated instructions
 - Self or Peer assessment/ Feedback
 - Creative/ interactive L&T strategies
 - Flipped learning/ ShareStart materials
 - Learning package/ innovative curriculum design
 - Integration of faith

2. Parallel sessions

Session	Faculty	Topic	Teachers-in-charge
I	Chinese	中五語言文化課 (校本課程發展)	Mr Yu Chun Yu Ms Law Yuen Wa Virginia Ms Wong Kai Yi
	English	Use of AI & Responsive Classroom	Mr Leung Tsan Chiu Mr Roparz Fong Ms Ikonen Katherine Joy
	Mathematics	Reading in Maths	Mr Lui Chi On
	Liberal Studies	Curriculum Leadership X Experiential Learning	Mrs Yip Chow Sau Han
II	Business	Innovative Approaches of Business and Economics Teaching and Learning	Mr Lim Hon Kwan Mr Hung Chuen Tung
	Humanities	Breaking the Wall!!!!	Mr Chung Cheuk Sum
	Science	Physics: Action Research on Using Card Game in Learning Thermal Physics Chemistry: Action Research on Using Simulation Program to Learn Balancing Equation Biology: Bio Research Team - how to Manage an Elite Team	Mr Chung Ho Yan Ms Ng Wing Lam Mrs Lam Man Wo Sau
	English	School-based Curriculum Development (English Literature Studies)	Ms Ng Sze Ching & Mrs Theresa Koller

4.1.6 Subject-based Professional Development Programmes

Subject-based professional development programmes have been initiated or organized by different subject panels so as to cater for their own specific needs. Through these programmes, teachers had the opportunities to share subject knowledge with and learn from each other.

Date	Subject/ Group	Professional Exchange Activity
21/9/2022	C & S	公民與社會發展科主題二課程規劃
23/9/2022	C & S	公民與社會發展科主題一課程規劃
14/10/2022	PE	DSE PE Practical Sharing with UCC
22/10/2022	Chemistry	Briefing Session on 2022 HKDSE Chemistry and Combined Science (Chemistry Part) Examination (New)
20/11/2022	Visual Arts	明愛觀塘長者中心 Visit
7/12/2022	Chinese	批改作文技巧
22/3/2023	Visual Arts	Delivery of drawings to 明愛觀塘長者中心
22/11/2022	Chemistry	Understanding and Interpreting the Chemistry Curriculum and Implementation of National Security Education in the Chemistry Curriculum (Refreshed) (Web-based Course)
4-6/1/2023	Physics	Professional Training (HKU) on Teaching Science Education in the English Medium
20/3/2023	Physics	Sharing Session for UCCKE and UCC Teachers on Facilitating Junior Science Teaching in English
3/5/2023	STEM	Seminar on Artificial Intelligence in learning in STEM Fest
16/3/2023	Chemistry	SBA Conference
26/6/2023	Chemistry	抗毒教育分享會
24/6/2023	Chemistry	Educational Research Award Scheme (2023/24) Briefing Session
1/4/2023-31/7/2023	Chemistry	Data-driven Assessment Enhancement Programme 2022/23 - Chemistry
22/3/2023	Chemistry	PD on Strategies for How to Cater More Capable Students
6/7/2023	Mathematics	PD on DSE Marking
28/8/2023	Mathematics	PD on the Use of OneNote

4.1.7 Lesson Observation & Open Lesson

76 lesson observation sessions have been held at school. Post-lesson observation discussion was carried out as a form of professional exchange.

39 open lessons were arranged for all teachers to sign up for observation. This is to facilitate the professional exchange within and across subjects, and disseminate good practice among teachers. Post-lesson discussion also encourages the professional dialogues among colleagues. In the coming year, we will scale up the open lesson scheme, which will see all teachers open at least one lesson.

4.2 Professional Exchange with Other Parties

Date	Subject/ Group	Professional Exchange Activity
18/10/2022	Life Planning Committee	Sharing with Career and Life Planning teachers on the topic ‘Strengthening students’ learning and reflection through career-related experiential activities’ in Hong Kong Benchmarks for Career and Life Development (CLD) Online Symposium
23/11/2022	Academic Affairs Committee	Professional exchange and experience sharing with teachers from Delia Memorial School on the development of non-local curriculum
28/11/2022-20/3/2023	Geography	Collaboration with HKU to help with student-teachers’ preparation of learning about ‘problem-based fieldwork’ learning
12/12/2022	Academic Affairs Committee	Professional exchange and experience sharing with teachers from ECF Saint Too Canaan College on the development of non-local curriculum
10/2/2023	Chinese	Sharing on the topic 翻轉學習與中文科校本評核 on ‘HKAHSS SRL Joint - School Teacher Development Day’
7/3/2023	Life Planning Committee	Sharing on the topic ‘School-Community-Enterprise collaboration to enabling the environment for students’ in “Certificate in Benchmarks for Career and Life Development Education” run by Education University of Hong Kong
8/5/2023	Life Planning Committee	Sharing on the topic ‘Helping students to acquire employability skills through school curriculum and activities’ in Certificate Course on Career Guidance and Life Planning for Secondary School Teachers (100 hours)

17/5/2023	Academic Affairs Committee	Sharing with other DSS schools on the implementation of NLC in the 'Joint-School Non-Local Curriculum (GCE A Level) Professional Exchange'
17/5/2023	English	Sharing with other DSS schools on NLC English Curriculum in the 'Joint-School Non-Local Curriculum (GCE A Level) Professional Exchange'
16/6/2023	STEAM	大灣區 STEAM 創科交流團
23/6/2023	Moral and Civic Education Committee	Experience sharing on the implementation of positive education at the Positive Education Forum held in the Hong Kong Palace Museum
4/7/2023 14/7/2023	Life Planning Committee	School visit and sharing of experience and good practices on Career and Life Planning Education with the following schools: • Christian Alliance S C Chan Memorial College • Christian Alliance Cheng Wing Gee College • HKFYG Lee Shau Kee College

4.3 Professional Service

- Dr. Samuel Cheng was the Chairman of Board Directors of the Bethel Bible Seminary.
- Dr. Samuel Cheng was the Portfolio assessor of Aspiring Principal for the Education Bureau.
- Dr. Samuel Cheng was the Part-time Lecturer of Principalship Course for Aspiring Principals for the Chinese University of Hong Kong.
- Dr. Samuel Cheng was the Facilitator of program named "Needs Analysis for Principalship Course for Aspiring Principals" for the Chinese University of Hong Kong.
- Dr. Samuel Cheng was the Panel Member of School Review for the Hong Kong Council for Accreditation of Academic & Vocational Qualifications.
- Dr. Samuel Cheng was the director of the Alice Lan & Vera Shen Education Fund.
- Mrs. Irene Kwok was the school leader of CLAP@JC HKBM Cohort 2 Hub E2.
- Mrs. Irene Kwok was the guest speaker of a certificate course for life planning teachers run by Education University of Hong Kong.
- Mr. Leung Tsan Chiu was the Board Director (Chairman) of Faith in Action.
- Ms. Yip Chow Sau Han was a Seconded Teacher in the Education Bureau.
- Mr. Lee Chun Fai has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary) until Oct 31, 2023.

- Mrs. Annie Lau was appointed as the Board Member of the Kowloon Baptist Church Kindergarten.
- Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Swimming Management Committee, HKSSF.
- Mr. Kwong Sing Kwong was appointed as a convener of Inter-school Cross-country Competitions, HKSSF.
- Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Athletics Competition Management Committee, HKSSF.
- Mr. Kwan Kit Ming was appointed as the assistant choir conductor and music department member of the Kowloon City Baptist Church,
- Mr. Yu Chun Yu was a member of the Patreon Platform as well as the speaker of the Interdisciplinary Programme in Hong Kong Studies for the University of Hong Kong.
- Mr. Lo Wing Kong was the guest speaker of a course for the Education University of Hong Kong.
- Miss Wong Kai Yi was the guest speaker of a course for the Education University of Hong Kong.
- Mr. Lo Yan Hon was appointed as an associate executive committee member of the Association of I.T. Leaders in Education.
- Mrs. Leung Kwong Hiu Wan was the administrative officer of 兒童事工智囊團 as well as the pianist of the Children Choir from the Hong Kong Association of Christian Music Ministry Limited and a program from The Worshippers, One Circle Limited.

5. Our Learning and Teaching

5.1 Planning

Under the annual school theme ‘Called, Equip, Serve, Glorify’, the Academic Affairs Committee of the school seeks

5.1.1 To facilitate the use of blended learning strategies

5.1.2 To facilitate Reading across the Curriculum (RaC) and extensive reading

5.1.3 To stretch the learning capacity of the more able students through differentiated instruction

5.1.4 To help teachers reflect on their learning & teaching and student development through initiating action research

5.2 HKDSE

5.2.1 The passing percentages of the 2023 HKDSE are as follows:

- English Language (Level 3 or above): 100%
- Chinese Language (Level 3 or above): 89.9%
- Mathematics (Level 2 or above): 100%
- Liberal Studies (Level 2 or above): 100%
- 89.7% of our students with 3322 or above

5.2.2 Our students got good results in the 2023 DSE examinations. 88.4% of them got JUPAS offers, of which 98.7% got into degree programs and among them, 46.7% of the degree offers are from HKU, CUHK and HKUST.

The students’ subject grades are also very encouraging. 64.6% of them are of Level 4 or above (HK average is 36.8%), and 24.5% Level 5 or above (HK average is 13.4%).

Table A – Overall Performance of students

Subjects	UCCKE (%)	HK Average (%)
Core subjects at level 3 3 2 2 or better	89.7	42.4
Core subjects at level 3 3 2 2 or better, with one elective at level 4+	74.7	33.4
Core subjects at level 3 3 2 2 or better, with two electives at level 4+	52.9	24.1

Table B - By Subject: Level 5 or Above

Subject	UCCKE (%)	Day School (%)
Biology	32.0	19.3
Business, Accounting and Financial Studies (Accounting)	16.7	15.4
Business, Accounting and Financial Studies (Business Management)	23.1	8.2
Chemistry	56.0	26.3
Chinese History	18.2	13.3
Chinese Language	21.3	10.9
Chinese Literature	14.3	14.8
Economics	21.1	18.6
English Language	21.3	10.3
Ethics and Religious Studies	50.0	8.8
Geography	20.7	12.5
History	42.9	14.6
Information and Communication Technology	37.5	12.5
Liberal Studies	9.0	9.6
Literature in English	50.0	24.8
Mathematics Compulsory Part	30.7	14.4
Mathematics Extended Part (Algebra and Calculus)	54.5	40.1
Mathematics Extended Part (Calculus and Statistics)	25.0	32.0
Music	0	30.7
Physical Education	0	3.0
Physics	34.8	29.3
Tourism and Hospitality Studies	25.0	4.5
Visual Arts	44.4	7.2

Table C - By Subject: Level 4 or Above

Subject	UCCKE (%)	HK Average (%)
Biology	68.0	46.8
Business, Accounting and Financial Studies (Accounting)	66.7	43.6
Business, Accounting and Financial Studies (Business Management)	76.9	31.5
Chemistry	84.0	51.5
Chinese History	45.5	38.9
Chinese Language	51.7	32.8
Chinese Literature	28.6	37.1
Economics	73.7	46.8
English Language	71.9	27.8
Ethics and Religious Studies	75.0	29.8
Geography	55.2	37.7
History	71.4	46.7
Information and Communication Technology	75.0	32.8
Liberal Studies	56.2	37.5
Literature in English	50.0	56.3
Mathematics Compulsory Part	73.9	38.6
Mathematics Extended Part (Algebra and Calculus)	81.8	62.3
Mathematics Extended Part (Calculus and Statistics)	75.0	56.0
Music	100	62.6
Physical Education	66.7	16.5
Physics	65.2	51.6
Tourism and Hospitality Studies	66.7	15.6

5.3 NLC - International A Levels

2023 marks the year of graduation of our third Non-local Curriculum (NLC) cohort. Though it is a small cohort on its own, our NLC students achieved encouraging results amid the constraints posed by the pandemic in senior years.

Students in the NLC cohort took English, Chinese and 3-4 IAL Science subjects. Below are their results in the June 2023 series.

Subjects	A*	A or above	B or above	C or above
IAL Biology	13%	75%	75%	88%
IAL Chemistry	8%	62%	85%	85%
IAL Mathematics	38%	75%	100%	100%
IAL Physics	15%	46%	69%	85%

5.4 Academic Week

Academic Week was held from 2 – 5 May 2023 this year, with an aim to help students find joy in learning, widen their horizon and relate subject learning to their daily life. Around 20 subject activities were organized during the week, ranging from game booths, competitions, academic talk, workshops, subject display to demonstration, through which students were able to engage themselves in authentic tasks and interact with experts in a particular discipline. Elements of experiential learning and cross-curricular learning will remain our focus in next year's Academic Week.

SUBJECT ACTIVITIES

PHYSICS, CHEMISTRY, MATHEMATICS CALCULATOR CLASH 5/F K/F PLACE on Tuesday 1:10 - 1:40pm	PHYSICS, CHEMISTRY, BIOLOGY ExpeRathon 5/F K/F PLACE on Tuesday 1:45 - 2:25pm	CITIZENSHIP AND SOCIAL DEVELOPMENT GO GREEN 唔膠 Covered Playground on Tuesday 1:00 - 1:45pm (Game Booth) Tuesday to Friday (Demonstration)	中史 & HISTORY ABCD 大頭鐘衣: 看香港警察歷史講座 Lecture Theatre on Tuesday 1:15 - 2:15pm
READING COMMITTEE READING ACROSS CURRICULUM Covered Playground on Tuesday 12:45 - 1:45pm	JAPANESE タコ焼きを作る S1 Canteen on Tuesday 1:10 - 2:25pm	中文、中國文學 & 普通話 《那些成長的故事》音樂劇場 G/F Chapel on Tuesday 1:30 - 2:25pm	GEOGRAPHY RIVER ENVIRONMENT Geography Room + Field Site on Tuesday 1:15 - 5:00pm
ENGLISH PUBLIC SPEAKING WORKSHOP Room 505 on Tuesday 1:25 - 2:25pm	ENGLISH LITERATURE & ERS TRUE VISION Room 0201 on Tuesday 1:30 - 2:25pm (Workshop) 10th May 3:00 - 5:00pm (Exhibition)	FRENCH FILM FRANÇAIS: LE PETIT PRINCE Room 311 on Tuesday 1:10 - 2:25pm	VISUAL ART ROCK YOUR ART 2/F & 3/F VA Room on Tuesday 1:15 - 2:15pm
ENGLISH LEARNING ENGLISH THROUGH AI APPS Covered Playground on Tuesday 1:00 - 1:40pm	MUSIC LUNCH TIME CONCERT Voluntary Chapel on Tuesday 12:55 - 1:35pm	PHYSICAL EDUCATION 柔軟性工作坊 K/F Place on Friday 1:10 - 1:40pm	BAFS, ECONOMICS CUKES SEMINAR ON ESG AND SUSTAINABILITY On Friday 2:30 - 3:30pm

2023 ACADEMIC WEEK

5.5 *Library as a Learning Centre*

One of the missions of the library is to equip our students to be information literate; and hence, students are provided with the opportunity to learn and acquire the skills of accessing information efficiently and effectively, reading and evaluating information critically and competently, and using information accurately and creatively. They are also expected to practice ethical behaviour in regard to the use of information and information technology.

5.5.1 *Explicit teaching of Library and Reading Skills*

Library Program was organized for junior forms and conducted during the Reading Time. Objectives of this program are to help students become effective users of information (both printed and electronic resources), develop the habit of reading for learning, become independent information seekers & life-long learners, and develop problem-solving and communication skills. Critical Reading in Humanities and Reading in Science were introduced and taught in the program to support Reading across Curriculum.

5.5.2 *Extended Research*

Junior Form students were offered the opportunity to research on specific topics as assigned by the subject teachers using both printed and electronic resources. High-order thinking with reading & information skills learned in the Library Program were applied in these research units.

5.5.3 *Electronic Resources Workshops*

Workshops were conducted to introduce eResources, like Literacy Pro Library, LightSail Digital Reading Program, Britannica School & Launch Packs, ProQuest SIRS Issues Researcher, HyRead, NowBook, Rosen eBooks and Flipster Digital Magazines covering materials across the curriculum, to staff and students.

5.5.4 *School Library Webpage*

The library webpage in the school website serves as an eResources hub and also includes library updates/activities.

5.5.5 *School Library System Upgrade*

The catalog of the upgraded school library system covers not only printed items in the library collection, but also school subscribed eBooks, items available from HKPL and web resources; new features of the system have enhanced users' experience in searching and using information

Systematic learning and teaching of library/ information/ reading skills has been achieved through the Junior Form Library Program. Opportunities for skills application were provided in Extended Research Projects implemented in collaboration with different subject departments. Availability and accessibility of quality printed, multimedia and online resources facilitated the skills learning and application process.

5.6 Reading for Learning

Current research highlights the importance of reading in the success of student academic performance; with an emphasis on critical reading across the curriculum. Reading can also help students cultivate characters attributing to leadership, such as decision-making, problem-solving, and communication. Moreover, the high emotional intelligence acquired through reading helps readers maintain a happy and healthy life style. In view of the above, the Library puts a strong emphasis on reading promotion and helping students acquire proficient reading skills and develop strong reading habit.

5.6.1 Reading Scheme

Purpose of this reading scheme is to enhance student competence in in-depth reading, allow them to practise critical reading and polish their research skills. The reading assignments were integrated as pieces of HW in English, Chinese, Humanities, Science, VA, Music and Mathematics in the junior forms. Recommended worksheets to facilitate critical reading in Humanities and Science were provided.

5.6.2 Lexile Test & Lit Pro Reading

Lexile Test and Lit Pro Library continued to be used by S.1-2 which was introduced to students in September. Students took the Lexile Test at the beginning of the school year to have their Lexile level identified and were encouraged to retake the test throughout the year to check their Lexile growth.

5.6.3 LightSail _Digital Reading

This digital reading platform was adopted by S.3 students for both fiction reading and gaining new knowledge of various topics in different subjects. This platform also allowed students to check their Lexile growth.

5.6.4 Reading Circles

The S.1 Reading Circles groups met in the Spring Session under the supervision of the English teachers. Reading Circles grades were given to students based on their performance in the meetings and the preparation work they completed. Reading Circles Student Leaders selected by teachers were given Good Names in recognition of the effort they put in helping other students to excel in the program.

5.6.5 Book Week (Dec 5-9, 2022)

The focus of this year Book Week was to connect and extend the knowledge and skills acquired across disciplines through cross-curricular reading activities. Teacher-Student Reading Buddy Scheme was launched, the aim of which was to support and facilitate extensive reading in different subjects among teachers and students. Argumentative Writing Competition and Chinese Debate conducted during the Book Week encouraged students to put critical reading in practice; and the Game Booths allowed students to have fun in critical reading.

5.6.6 Battle of the Books (2022-2023)

This interschool reading competition aims to introduce students to a variety of reading materials, build teamwork skills, and help students see reading as a fun activity. The questions asked in the competition were based on the books from the reading list assigned to the participants. The UCCKE BOB team, consisting of three S.1 and two S.2 avid readers, was formed in September. Team members had great fun reading and preparing for the competition. The team got good scores in the Semi-final.

5.6.7 Harvard Book Prize (2022-2023)

Three outstanding S.5 students who demonstrated academic excellence and possessed exceptional personal qualities and have made a significant contribution to the School and community were nominated for the Harvard Book Prize this year. The awardees were given a chance to participate in the Harvard Book Prize Essay Award Competition and to apply for the Book Prize Scholarship.

5.6.8 Parent Talks on Reading

Parent Talks on Reading aim to help parents know more about what their children are learning and how they can further support their children's development in the areas concerned. Two sessions of Parent Talks on Critical Reading across Curriculum and two on Information Literacy with AI Implication were conducted on the Parents Days. Both talks were well received by parents.

The many reading and book related activities (both compulsory school-wide and form-wide across the curriculum reading programs as well as the motivational book events) have been successfully conducted and implemented to develop the culture of reading among all students.

5.7 *Subject-based gifted programs*

The Faculty of Science nominated an elite S4 student, Chong Sik Hin (4D), to join the Fifth "Distinguished Master, Accomplished Students" Mentorship Programme. Under the supervision and guidance of Ir. Dr. Alex CHAN Siu-kun, SBS (Managing Director of Applied Technology Integration Limited, former Chairman of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications), our student had the opportunity to participate in this prestigious program. The programme, organized by The Hong Kong Academy of Sciences (ASHK), the Hong Kong Academy of Engineering Sciences (HKAES), and the Hong Kong Institution of Science (HKIS), aims to enhance Hong Kong students' exposure to current scientific and technological developments and nurture future talents through experience sharing and interaction with experienced professionals. Throughout the one-year mentorship, the mentor provided our student with real-world experience and industrial knowledge at a personal level, offering advice to help him unleash and realize his potential.

In addition, three S4 students joined the third PolyU "Junior Researcher Mentoring Programme" (JRMP). Through mentorship from PolyU academics, these students gained hands-on experience in research design, data collection and analysis, and results reporting over a four-month period. Their research topics included a feasibility study of a musical training program in improving the neurocognitive functioning of children surviving brain tumors (Li Yau), design of IoT systems (Wong Chun Ning Davin), and deep learning-based sensing technology for construction safety monitoring (Chong Sik Hin). Furthermore, they had the opportunity to visit PolyU's laboratories and teaching facilities, deepening their understanding of research and the knowledge and skills required, all while closely interacting with their mentors.

The Information and Communication Technology Department has been dedicatedly working on IT/STEM projects. Over 100 students participated in various IT and STEM courses and competitions, winning a total of 22 awards. Notably, three students participated in the World Robot Olympiad Hong Kong Tryout (Future Innovators) and became champions, followed by a second-place win in the World Robot Olympiad 2022 Germany (Future Innovators Junior category). Additionally, a student achieved champion status in the Cyber Security Expo Cyber Security Innovation Challenge. Moreover, two students secured a Gold Award in Hackathon@Ocean Park, and four students received the Best Image Creation Award in the Hologram Digital Image Design Competition. Our teachers and students actively engaged in different STEM activities, including STEM Day, STEM Easter Camp in Tokyo, Japan, and STEM Summer Camp at Chang Jung Christian University, Taiwan. Students also participated in various courses such as Azure Computer Vision, Raspberry Pi programming, and Advanced Webpage Course. The department continuously promotes technology education to students, covering areas such as virtual reality, artificial intelligence, and Python programming.

The Biology Research Team (BRT) had a remarkable year, demonstrating their commitment to fostering self-directed learning skills necessary for scientific research. Four students excelled in the Hong Kong Biology Literacy Award, surpassing their competitors in the areas of Nature of Science (NOS), Science, Technology, Society, and Environment (STSE), and scientific inquiry, with one achieving second-class honors (> 80%). Additionally, ten students participated in a project-based summer workshop that equipped them with essential skills and fostered a research mindset for iGEM competitions. The team also had the opportunity to engage in a prestigious symposium organized by CUHK, where

they interacted with academia from HKU, CUHK, HKUST, PolyU, and other schools. Furthermore, one student was selected for the PolyU Junior Researcher Mentoring program, a noteworthy accomplishment. The BRT club, under their guidance, welcomed 25 students who delved into biotechnology principles and techniques, and their efforts in nurturing autonomous learners have been commendable throughout the year.

The Chemistry Department introduced various competitions and programs to cater to the needs of talented students. Two S4 students received Silver awards, one S4 student received a Gold award, two S4 students received Platinum awards, and 52 S4 students received Diamond awards in the 'Chemists Online' Self-study Award Scheme 2023 organized by HKVU. Moreover, 25 S4 and S5 students achieved credit, 12 S4 and S5 students achieved distinction, and 5 S4 and S5 students achieved high distinction in the 2023 International Chemistry Quiz organized by the Royal Australian Chemical Institute. In the Junior Secondary School Science Online Self-learning Scheme 2023, one S3 student received a Bronze award, one student received a Silver award, and 11 students received Gold awards. Additionally, three S4 and S5 students participated in the "Chemical Celebration of HKASME-60" Competition for Hong Kong Secondary Schools, with one student receiving a Certificate of Merit. Furthermore, two teams of S4 students participated in the 'Digi-Science' video production competition for HK Secondary Schools and the CityUScience Video Competition 2023. Two S4 students also enrolled in the Innovative Chemistry STEM program. Additionally, advanced competitions and programs were introduced to allow talented students to apply their Chemistry knowledge to research projects. A team of S4 students received a Bronze award in the Greater Bay Area STEM Excellence Award 2023. Another team of S4 students participated in the 3rd Hong Kong Secondary School Cosmetics Formulation Competition organized by the City University of Hong Kong.

6. School Ethos and Student Support

6.1 *Nourishing the Spirituality of Students*

We dedicate to cultivating our students with Christian values. The school's Spiritual Affairs Committee (SAC) has a variety of activities to reiterate the school annual theme "Called, Equip, Serve, Glorify". SAC has been working closely with the school church's pastoral team to strengthen students' faith. To further stimulate students to grow in the love of God, we organize whole-year activities including Form Chapel, Class Fellowship, Worship and Prayer Meeting, Discipleship training, Tuesday Café, Witness Days, UCCKE Prayer Day, etc.

During the Gospel Week in October, S1 Bible Red students shared their testimony with Bible Green students. Students of both groups put great effort and quality reflection in their work. Apart from the activity during the lesson, students got a chance to understand Christianity through game booths at lunch time. After Gospel Chapel, more than 33 students converted and 99 students committed to following Christ. UCCC pastors helped nurture new-born Christian students spiritually after Gospel Week and invited them to join their fellowship and church.

For discipleship, Rev Lui and SAC teachers help train students to become Christian leaders in United Christian Leaders' Fellowship. All students are welcome to do devotion together at Chapel every Wednesday morning and attend Worship and Prayer meeting every Friday morning. It is hoped that more and more Christian leaders are raised to set good examples to peers. Through reading Hebrews this year and conducting Bible Reading Competition, students also learn to know the truth and practise their faith.

6.2 *School-Church Collaboration*

United Christian Community Church (UCCC) is an inseparable part of the school, founded to serve the school community (堂校一體化). The Church Council consists of the School Chaplain, the Principal, parents and teachers. The church has a congregation of about 180, mostly current students, alumni and families of the school. The pastoral work of UCCC is mainly shared by the pastoral team — Rev. Lui Yik Yeung, Rev. Wong Pak Ming, Rev. So Yuen Lai Wah and Minister Tong Cheng Mei Mei. They also teach S1 – 3 Bible in the school. UCCC closely works with the school's Spiritual Affairs Committee in various student ministries. In addition, UCCC is engaged in parent ministries and regular activities, like Parents' Education Institute, Parents' Fellowship, Prayer Meeting, Bible Study Class, Adult Ministry, Youth Fellowship and Sunday Teen Worship Service, etc.

6.3 *Mission and Service*

In the 2022-2023 academic year, the Mission and Service sector prepared various programs on different platforms both within and outside the school campus. We successfully reached our target groups with the originally planned training and services as follows, equipping our students to serve underprivileged groups in the future:

- We successfully completed all the planned class services. For S1 students, they learned floral design skills and then taught the elderly how to design and make floral buckets. The elderly were pleasantly surprised and enjoyed conversing with our students on various topics. Additionally, each S1 student fundraised to purchase the flowers, making the service even more meaningful.
- For S2 students, we planned to provide services at two kindergartens. Our students prepared games, music, and drama performances, creating a joyful and delightful afternoon for the children, who greatly enjoyed it. However, it would be advisable to communicate better with the kindergartens in advance to ensure a sufficient number of children in the kindergarten to participate in the activities.
- All S3 students prepared tailor-made educational videos for special needs students on topics such as sex education and self-care skills. They acquired drama skills through training sessions before shooting the videos. We are grateful that our students had the opportunity to directly serve the target audience. They presented the videos to the students and made earnest efforts to teach the intended messages. Unfortunately, we underestimated the severity of the challenges faced by the students we encountered. It proved difficult for our students to establish smooth interactions within the limited time available. To improve, we need to consider the service time and targets more carefully.
- All S4 students were divided into different small groups to organize a large-scale English learning event for children living in the nearby community. Students prepared various games related to religion, sports, music, and drama activities during two Language Enhancement (LE) lessons. The feedback from all the children and their families was positive, and they were impressed by what our students accomplished. In the end, 80 families participated in this event, and we believe that having more service targets would be preferable next time.
- For S5 students, they were assigned to teach children in tutorial classes at the Hong Kong Christian Service Kwun Tong Happy Teen Club and the Pentecostal Church of Hong Kong Good Neighbour Family Centre. After the service, a reunion was held at the school, providing an opportunity for the children to recognize our school and meet our students again.

We prioritize our students' initiative in social affairs and justice. Our Student Mission and Service Team raised awareness among their peers through assembly sharing on different issues. We organized three fundraising days to raise funds for six deprived groups in the local community and worldwide, namely Big Silver, Paws Guardian, Cedar Fund (Winter Assistance to Syria), Christian Discovery Centre, Orbis Hong Kong, and Little Life Hong Kong.

We believe that students can serve others with the skills they acquire in their lessons, which is why we strive to connect social service with different subjects. For example, ten S4 students studying Visual Art participated in a service project where they created portrait artwork for the elderly. The portraits included the elderly person's face and elements they wished to include, such as hobbies, family, significant individuals, and events from their lives. This project facilitated interaction between teenagers and the elderly through interviews and provided an opportunity for students to show love by presenting the portraits as gifts. The elderly were delighted and grateful.

Apart from broadening students' horizons in serving others, we also aim to deepen the foundations of their initiative and perseverance. Our Mission & Service student ambassador collaborated with Hong Kong Orbis on an eye protection campaign. The students organized five games on eye protection during lunchtime to raise awareness among their peers and encourage greater attention and involvement in this important issue. Mission & Service Team students had numerous opportunities to engage in various types of service, including activities such as 3D printing for the elderly, tutoring deprived children, and engaging in floral design activities for children with special needs.

Looking ahead to the coming year, we hope to further broaden our students' global perspective in mission and service, explore their aspirations, and cultivate a serving heart, even in these challenging times."

6.4 Co-curricular Activities (CCA)

Co-curricular Activities in our school served as a platform for students to find their interest, face challenges through joining competitions, be shaped as a leader, and eventually, be a humble servant to serve the community. We expect that our students could develop their strengths with faith through joining our activities.

6.4.1 Teams, Clubs and Interest Groups

There were altogether 24 subject-related clubs, 23 non-subject based activities and 16 teams in 2022-2023.

It is grateful that all CCA have returned to normal after the pandemic, students had a great chance to experience and explore more outing events. Some teams had friendly matches with other schools, many students also obtained prizes in different competitions, e.g. Chinese and English Speech Festivals, Chinese Debate Competition, Music Festival, Dance Festival, Athletics Competition, Swimming Competition and Kendama Competition.

6.4.2 One Student One Activity Policy

96.9% of students in S.1 were active members, 83.0% in S.2 and 87.8% in S.3. The overall percentage was 90.4% in the junior forms. These students challenged themselves in different learning environments outside the classroom to acquire more technical, communicative and cooperative skills. Students are encouraged to develop their interests and equip themselves to be the future leaders.

Students with intensive training outside school would be exempted from this scheme to ensure that they could balance their time wisely between academic learning and CCA participation.

The active members percentage in junior forms in the past three years

Year Form	S.1	S.2	S.3
2022-2023	96.9%	83.0%	87.8%
2021-2022	94.7%	88.6%	83.7%
2020-2021	95.1%	94.6%	77.7%

6.4.3 Serving Our Community

Diving Club joined the annual survey of corals (Reef Check) in Hong Kong coordinated by Agriculture, Fisheries and Conservation Department. The Hong Kong Reef Check aims to raise public awareness about the value of coral reefs, the threats to their health and the solutions to these problems.

6.4.4 House

After the pandemic, we were back to normal and resumed most of our events. Thanks for the effort of house captains and officials, many house activities were organized in this school year.

In the first half of the school year during which we still lived with masks, our captains and officials still managed to organize some ball games and gathering with house members, in order to keep up their house spirit. They were happy to see their house members enjoying so much, and they participated and competed so wholeheartedly during the games. They started building a greater bond and wonderful memory between house officials and members were formed. Students treasured every single moment they could be together.

In the second half of the year, we finally got rid of the masks, house could finally organise games and matches with their house members, they also introduced debate competition in house system, which included members who were more talented in academic than sports. This built up the house spirit even further.

House officials not only paid attention to the needs of their members, they also joined a Leadership Summit to train up their skills and communicate with other leaders in different schools. It helped them to broaden their horizon.

6.4.5 The Student Council (SC)

The Student Council of the 2022-2023 academic year, *Melius* is made up of twelve students ranging from S.2 to S.5. The members are as follows:

Chairman: 5B Lee Lok Sang

Vice Chairman: 5A Au Tze Yu

Treasurer: 5B Fung Joy Hey

Secretary: 5B Chan Kai Yu

Members: 2C Fung Hiu Ching Kristy, 2D Chan Sze Wing, 3B Tsang Chor Kiu,
3D Cheng Ho Chi, 4A Hung Hing Wang Ark, 4A Yong Hua Zhen Isaac,
5B Choy Tsz Ngai, 5C Poon Wing Chi

They took on the responsibility for numerous 20th Anniversary events and students-teachers' activities. One of their initiatives was the 20th Anniversary school jacket design competition. The winning design, submitted by 6B Cheung Ching Hei would incorporate into our school uniform for the next two years.

Furthermore, they collaborated with Espresso Studio and Mr. Wayne Ip to film a music video for the 20th Anniversary Theme Song, which was composed by our students. This endeavour provided the participating students with valuable experiences in filming and music recording.

A students-teachers basketball tournament has also been held during the Winter Session. Each team should consist of 3 students and 1 teacher, aimed to foster stronger relationships between students and teachers. It was an enjoyable event both for the players and spectators.

Lastly, the Student Council conducted the election campaign for the following year's student council during the post-exam period. This year, only one cabinet, *Lyuni* ran for office. The total number of votes cast was 255 (31.14%), and Cabinet Lyuni emerged as the winner with 161 votes.

6.4.6 20th Anniversary Musical and Variety Show

As we were celebrating our 20th Anniversary, we changed our Annual Concert to a 2-hour Musical in this year. The Musical was held at Hong Kong Baptist University Academic Community Hall on 12 July, 2023. The musical involved our School Orchestra, Junior Choir, Chamber Choir, Senior Choir, S.4 Music OLE and S.5 Music OLE, about 200 students participated in this school event. The performance showed all their hard work students had put in throughout the year. It's a great opportunity for students to perform on a big stage and have the professional training with Musical Composer Mr. David Quah.

To celebrate our school anniversary, this year's Variety Show was held in December right before our school Open Day. Our students performed with great talents, and we also invited our alumni to come back for the drama performance. This was a reunion night for our UCCKE family to get together.

6.4.7 Evaluation of CCA back to normal

Although the pandemic caused some restrictions for holding CCA, our CCA advisors did respond quickly and communicate efficiently with outside coaches and organizations to discuss how to sustain the activities for students. The School and some advisors agreed to arrange whatever means to meet the needs of their students to as to support the learning of students and respond to the requests of the coaches and the concerned organizations.

We are grateful that we were back to normal practice in the second half of the year. Students experienced a fruitful year with anniversary events and CCA in normal practice.

6.5 *Life Planning and Career Guidance*

Life planning education at UCCKE aims to help students understand themselves and explore various further study and career options, so that they can make informed decisions about their future, ultimately contributing to the society through utilizing their God-given talents. Close collaboration between Life Planning Committee and other committees as well as external organizations has been witnessed throughout the year to align students' academic and non-academic pursuits with their aspiration.

With the release of lesson time brought by senior secondary subject optimization, a new subject named OLE (Life Education) has been launched since 2021-22, comprising of moral and civic education, life planning and value education. Various important topics in relation to Career and Life Development (CLD) as well as visits and activities were infused into the curriculum, giving students one more platform to explore their aspiration and pathways.

Offering students individualized support remains our top priority. Individual counseling was offered to S.5 and S.6 students, with teachers in the committee as well as FC/ FTs/ AFTs meeting students individually or in pairs and providing them with guidance and advice on both their aspiration exploration and academic pursuit. For S.5 students, career exploration coaching was scheduled from February to May 2023. For S.6 students, 2 sessions of counseling were offered. The first session was held from September to November 2022, which mainly focused on their choice of university programs, while the second one in late July 2023 (August for 6E) aimed to take good care of students' emotional needs in face of the unpredictable circumstances, and more importantly, helped students make informed decision after the release of HKDSE/ IAL results. S.6 students were also given individual support on various university nomination schemes to increase their chance of entering their desired programs. One S.6 student was admitted to Bachelor of Medicine and Bachelor of Surgery (MBBS) at HKU through the School Nominations Direct Admission Scheme (SNDAS) with the intensive support offered during both the application and interview stage. For junior form students, group counselling was offered to S.3 in Winter to offer them guidance in choosing their senior secondary subjects. Students found the Counseling Handbook and group counselling meeting useful in helping them identify their interest, aspiration and academic strengths; and thus choose the suitable stream and subjects for the next learning stage.

This year marks the third year of our participation in 'CLAP for Youth @ JC Phase II' and our changing role from a Network School to Resource School. As the leader of Hub E2, UCCKE works closely with the following schools to foster a community of practice and resource sharing culture in the area of CLD:

- Christian Alliance Cheng Wing Gee College
- Christian Alliance S C Chan Memorial College
- HKFYG Lee Shau Kee College

It is hoped that through such inter-school collaboration and resources sharing, students learning and exposure in terms of career and life planning education can be enriched.

6.5.1 OLE (Life Education) Curriculum in relation to career and life development

Life Planning Curriculum was implemented in senior forms with the additional OLE (LE) lesson in S.4 and S.5.

OLE (LE) lesson in S.4

The first topic “Exploring Personal Values” aims to help students understand the basic concepts of values and the six different work values. Students explored the work values to contemplate the relationship between values and future career.

Another topic named “My Life Roles” provided an opportunity for students to learn about the multiple life roles of individuals and to understand the lifestyles pursued as well as enhancing their satisfaction of life.

Besides, we invited the social workers from St. James’ Settlement to introduce the useful one-stop digital platform “I am.....” Youth Portal to our students. It focuses on career and life planning, employing today’s innovative technologies and bringing the experience to a brand-new level. In the 2nd session, a guest speaker was invited to share her career journey to our students.

This year, we introduced the VASK Card Game to our S.4 students. The card sort was designed to support students to explore their own VASK (Values, Attitudes, Skills and Knowledge) through reviewing ENOW (Expanded Notion of Work) experiences. It helps students to understand themselves more and facilitates the discussion about career and life development.

We have also introduced a new platform “AchieveBot Spark” to our students. Students learned how to use the platform developed and provided by FDMT to explore their career and university options during the OLE (LE) lesson.

Finally, we invited the social workers from the Hong Kong Federation of Youth Groups (HKFYG) to conduct a workshop for our S.4 students on writing CV.

OLE (LE) lesson in S.5

We also introduced the VASK Card Game to our S.5 students in their OLE (LE) lessons. This card sort was new to our students and they found it quite interesting.

Two S.5 classes visited the Hong Kong Design Institute (HKDI) during their OLE (LE) lessons. Students participated in a guided tour in HKDI followed with a Leather Workshop.

6.5.2 *Form-based activities*

S.1

- PROBE — online program for understanding your favourite careers and job requirements
- S1, 2 OLE Day: ‘Interest Discovery’ through the provision of more than 15 interest groups (in collaboration with CCA Committee)

S.2

- S1, 2 OLE Day: ‘Interest Discovery’ through the provision of more than 15 interest groups (in collaboration with CCA Committee)
- Summer Breakthrough: Getting to know different subjects in the Senior Secondary Curriculum

S.3

- ‘My Type’ — Working out your learning inventory
- Career Potential Evaluation Analysis (Holland Model)
- Subject Briefing Sessions for students
- Parent-child workshop on senior form subject selection
- Group counseling on senior form subject choice
- Careers Day

S.4

- Card Game — Finding Your Life Values (青少年生涯咭)
- Career Simulation
- Multiple Pathways 101 — Understanding various further studies options (both DSE and Integrated Stream)
- Careers Day

S.5

- Card Game — ‘Understanding your strengths and abilities’ (青少年能力咭)
- Multiple Pathways 201 — Kick off your university application (both DSE and Integrated Stream)
- Multiple Pathways 202 — Talk on JUPAS strategies and study skills (DSE class)
- Multiple Pathways 202 — Cambridge Occupational Analysts (NLC class)
- Workshop — On preparing and writing your Personal Statement (NLC class)
- Individual counseling (Career exploration coaching)
- “AchieveBot Spark” Workshop
- Parent-child workshop — On university application and study strategies (DSE class)
- Parent-child workshop — How to prepare for overseas university application & application for non-JUPAS (NLC class)
- Careers Day

S.6

- Individual counseling
- Introduction to JUPAS application & SNDAS
- Talk on JUAPS strategies
- Alumni sharing on universities and university majors
- Talk on handling OEA
- Workshop on handling your UCAS application
- Socio-game: DSE mock release
- Interview training workshop
- Pre-DSE and Pre-IAL release workshop for parents and students

6.5.3 *Encounter with Higher Education and Workplace*

6.5.3.1 On further studies

Local universities and institutions

- Poly U Department of Engineering Visit
- Poly U School of Nursing Visit
- Hong Kong Design Institute Visit
- Taster Program – HKU Medicine
- Taster Program – HKU Law

Overseas studies

- Webinar on UK universities
- Webinar on Study in Australia
- Admission Talk by University of Manchester
- Further Study Talk - Study in Ireland
- Meeting Faculty Staff from Biola University
- Seminar on Physiotherapy by Brunel University London
- ‘Study in Australia’ Fair, featuring the following universities:

Griffith University, University of Queensland, University of Southern Queensland, Queensland University of Technology, Western Sydney University, Australian Catholic University, Macquarie University, TAFE Queensland, The Hotel School Australia, Southern Cross University, Australian College of Tourism & Information Technology

6.5.3.2 On workplace

Assembly (I) - Sharing by our students on their fruitful experience in workplace.

- Speakers: Charis Wong from 6C and Heidi Leung from 5E shared what they have learnt and their experience in the Job Shadowing Program offered by HKFWA
- Speakers: Ivy Au Yeung from 6C and Edward Lau from 6D shared their experience in the CLAP@JC Virtual Internship Program

Assembly (II) - Sharing by our alumni John Liu and Christopher Ling on the topic "From Interest to Career"

Assembly (III) - Sharing by Prof. Leung Wing Mo, former Assistant Director of the Hong Kong Observatory on his career journey

Company/Workplace visits:

- Hotel Icon
- The Prince Philip Dental Hospital (菲臘牙科醫院)
- Bethesda Rehabilitation Services (恩泉復康治療中心)
- Office of the Communications Authority (通訊事務管理局辦公室)
- Civil Engineering and Development Department (土木工程拓展署)

Job shadowing/internship activities:

- Junior Chamber International Hong Kong (JCIHK) (國際青年商會香港總會)
- IMusictech Limited (科韻動力有限公司)
- Sham Shui Po District Council Po Leung Kuk Shek Kip Mei Community Services Centre (深水埗區議會保良局石硤尾社區服務中心)
- Metro Broadcast Corporation Ltd (新城廣播有限公司)
- Hong Yip Property Management (China) Ltd (康業服務有限公司)
- Uniqlo Hong Kong Limited
- Tony Ip Green Architects Ltd (葉頌文環保建築師事務所有限公司)
- The Oxford Oriental School of Languages (東方牛津語言學校)
- HKU Speech, Language and Hearing Clinic (香港大學言語及聽覺診所)
- Bethesda Rehabilitation Services (恩泉復康治療中心)
- Whirlpool Hong Kong (惠而浦(香港)有限公司)
- KC Surveyors Ltd. (陳佐堅測量師行有限公司)
- Hong Kong Gold Coast Hotel(香港黃金海岸酒店)
- Hong Kong Trade Development Council (香港貿易發展局)
- PRIVATE i PETS (澳亞有限公司)
- CLAP@JC Virtual Internship Program
- 香港家庭福利會 2023 暑期工作實習及體驗計劃
- 暑期事業體驗計劃 2023
- 靈實醫院暑期學生服務體驗計劃 2023
- 香港基督教服務處 觀塘樂Teen會「暑期社福工作體驗」2023
- Business GoVirtual Expo and Conference

6.5.4 *Activities for parents*

S.3

- Parents night on senior secondary subject choice
- Parent-child workshop on senior secondary subject choice

S.4

- Workshop on Life Planning – How to support your child in their senior secondary school learning

S.5

- Parent-child workshop – On university application and study strategies (DSE classes)
- Parent-child workshop – How to prepare for overseas university application & application for non-JUPAS (NLC class)

S.6

- Parents night on ‘University application and how to support your child during the process’
- Pre-DSE/ Pre-IAL release workshop for parents and students

Parent Class

- Talk: 生涯可以“規劃”嗎？

All forms

Parents were invited to join all the above face-to-face/online university admission talks and webinars on overseas study to promote their understanding and engagement in guiding their child on further study planning.

A joint-school career talk for parents was held this year in Queen’s College in July about the changes in the working world, with our alumni, John Liu (Class of 2016), being invited as one of the speakers to share his views on careers from a young person’s perspective.

6.5.5 *Professional development for teachers*

Internal training

Topic	Participants
On senior secondary pathways and subject choice	S.3 FC, FTs, AFTs
Training on the use of “Value Cards” 青少年生涯咭	S.4 FC, FTs, AFTs
Training on the use of “Ability Cards” 青少年能力咭	S.5 FC, FTs, AFTs
DSE & NLC students’ further study needs, individualized support @ UCCKE	All teachers
On counseling and supporting students after DSE release	S.6 FC, FTs, AFTs

External training and sharing

As a Resource School of CLAP@JC, our team members received training offered by EdUHK, which broadened our perspectives on Career and Life Development and enhanced teachers' capacity in developing goals and action plan for a whole-school approach to CLD education to promoting students' career readiness and adaptability.

Our school was also invited to share our practices with other schools in various occasions to foster community practice.

Professional Development Program	Participants
Hong Kong Benchmarks for Career and Life Development (CLD) Online Symposium	Mrs. Grace Cheung, Mrs. Angel Lo
CLAP@JC Professional Learning Program – Newcastle, UK	Mrs. Irene Kwok

Sharing with other schools	Speaker
Hong Kong Benchmarks for Career and Life Development (CLD) Online Symposium <u>Topic:</u> Strengthening students' learning and reflection through career-related experiential activities	Mrs. Irene Kwok
Certificate in Benchmarks for Career and Life Development Education <u>Topic:</u> School-Community-Enterprise Collaboration to enabling the environment for students' CLD Development	Mrs. Irene Kwok
Certificate Course on Career Guidance and Life Planning for Secondary School Teachers <u>Topic:</u> Helping students to acquire employability skills through school curriculum and activities	Mrs. Irene Kwok

6.5.6 Reflection and direction of development for next year

With the extension of OLE (LE) to S.6, more topics on CLD will be included, with an aim to offer students more understanding and experience regarding further study and career options. Students' different further study needs will be catered continuously with the growing number of students opting for overseas studies and non-local curriculum. Strengthening individual support given to students would be our top priority, and extra resources would be invested into areas such as guidance and counselling. Also, nurturing positive values and work ethics based on biblical principles will remain a key area of concern. More CLD elements would be infused in junior years through different platforms in the coming year, gradually building students' awareness and understanding of the career and options that lie ahead of them. For senior form students, more taster programs for different university programs or at workplace would be offered through our external networks and collaboration with other schools, enabling students to gain a thorough understanding of the opportunities both in Hong Kong and areas nearby.

6.6 *Activities organized by the D&C team*

- S.1 induction program: The Discipline and Counseling team introduced the school rules and prefects provided a school orienteering session to all S.1 students in August.
- “Project Gabriel” mentoring program: the whole prefect team served as the mentors of the S.1 new students. They had five face-to-face lunchtime meetings with S.1 students. During the meetings, the prefects shared topics on adapting to secondary school life, academic issues, Christian faith and played games with the S.1 students.
- S.2-S.6 New students and parents orientation program: all S.2 to S.6 newly transferred students and parents were invited to join this induction program. They knew more about the rationale of D&C in UCCKE and the school rules. Students in small groups participated in activities organized by counselors and social workers.
- D&C coordinator conducted a “Positive Parenting” talk in Sept., to share a different perspective with parents, including Christian point of view, expectations from kids, and tips in communication at home.

6.7 *Activities organized by the counselors*

- Beautification Team: A group of students were recruited to help decorating a board in early October. Students loved working together and demonstrated their talent in art. They built good relationships with one another during this project.
- “A Two-day Break” activity (休孖 DAY): This was a two-day activity prepared by the counselor team to help students unwind their pressure in the early school year when students resumed face-to-face school life. Students from different forms participated in the game booths, learning about their emotions and tips of mental well-being. Students loved this activity not only because of the small gifts they got but also because they could learn more about their deep emotions.
- Kendama group: Six students were recruited to join this activity in the summer, to establish a social network among the students. In a total of four sessions, students learned skills in playing Kendama and they played as a team to facilitate communication and trust in the group.
- Board game group: Six students were recruited for this lunch gathering. The purpose of the group was to establish a social network among students who lack social skills. In this group, various board games were used to facilitate communication and build rapport with counselors.

6.8 *Activities organized by the school social workers*

- S.1 & S.4 Induction Program: social workers actively participated in different sessions and led mass games to build good relationships with students.
- New Students and Parents Support: social workers joined these programs to introduce themselves and build support network with students and parents in a very early stage.
- New teachers ACT training: social workers introduced the emotional needs of teenagers and provided some practical smart tips and skills to them in the mentoring program so that teachers were more equipped to handle different psychological states of students.
- Positive Education (both junior and senior forms): social workers shared with all students the important elements of positive psychology and its daily application, pinpointed the different strengths of individuals to build up their self-esteem and prepared them for individualized development.
- Cheering Up activities: social workers prepared some form-based activities to cheer up students, to let them know they were not alone, to show them care and to ease their pressure.
- S.4 & S.5 PTSD program (Teen 躍逆情後):
 - Social workers prepared the captioned program for S.4 as well as S.5, due to suspension of school in 21-22 because of the pandemic.
 - S.4 students participated in the activities concerning psychological flexibility to deal with pressure and live out the positive mindset in different scenarios through the pre-test and intervention activities which were for all S.4 students and post-test was for selected students.
 - Due to the school suspension in 21-22, the whole form activity and the post-test were held in 22-23 for S.5 students. Students' level of self-acceptance was raised and they embraced the positive thinking and emotion to face the challenges ahead.
- Parents Support: social workers organized a workshop to introduce parents to the concept of self-care and well-being so that parents could practise daily in their family and take great care of themselves and their children.

6.9 Student Achievement and Gifted Education

To fully develop students' strengths and enrich their experience, within and beyond academic subjects and co-curricular activities, the Dream Projects and Gifted Education (DPGE) programme has helped students understand themselves, broaden their vision, go beyond their limits and grow holistically by:

1. Recommendations for students to participate in external courses;
2. Nominations for awards and scholarships and
3. Dream Project Scheme

6.9.1 Recommendations for students to participate in external courses

Based on the DPGE Committee's recommendations, students with talents in a wide range of subjects were selected to participate in programmes for the gifted, organized by EDB and local institutes.

- 1 student was admitted to the Hong Kong Academy for Gifted Education.
- 2 students were nominated to "HK 200" Leadership Project by Hong Kong Federation of Youth Groups.
- 8 students were nominated and admitted to HKU Academy for the Talented.
- 2 students were nominated to 「共創明『Teen』計劃」.
- 6 students were chosen to participate in International Junior Science Olympiad 2024.

6.9.2 Nominations for awards and scholarships

The DPGE Committee made twenty-one nominations for external awards and scholarships, including HKFEW U-Select Scholarship, TungWah 152 Anniversary Scholarship, 35th HK Special Administrative Region Outstanding Students Selection, Hong Kong Outstanding Students Award, Kwun Tong Outstanding Student Award, Ng Teng Fong Scholarship, The Multi-faceted Excellence Scholarship, SCMP Student of the Year 2022, and Sir Edward Youde Memorial Prizes. As a result of the nominations, ten students received awards and scholarships.

6.9.3 Dream Project

The Dream Project aims to encourage students to realize their dreams by providing financial assistance and support for their self-initiated projects. Participating students took the initiative to plan and manage their projects under teachers' supervision. In 2022-2023, there were 9 students, individually or groups, submitting 4 proposals in total. The contents of their proposal were diverse, including making animation and comics for education, making a movie clip to teach ice-skating, making music to encourage others who were in need and learning a new software to broaden their abilities. All proposals were successfully executed and all students attained a very fruitful experience.

6.10 Moral and Civic Education

The aims of Moral and Civic (M&C) Education Committee are to foster students' concern for our neighbours, society and country; to develop students' sense of responsibility to be a global citizen, and to cultivate students' positive values and attitudes in the following areas: Moral and Ethical Education, Civic and National Education, Sustainable Development Education and Sexuality and Relationship Education. Starting from this year, the Positive Education Team was integrated into the Moral and Civic Education Committee to better implement the holistic positive values education.

Positive Education

Introduction of positive education and VIA to S.1 students was held during the form period in September to equip our new students to know more about their character strengths. For S.2-6 classes, students completed the VIA Board which was posted inside the classrooms for easy recognition and appreciation of classmates' character strengths. The theme of WeZone competition was "Gratitude" in this year, students designed and beautified their own WeZone to cultivate positive atmosphere and relaxing space for their class. 1C and 2C were awarded champion for the WeZone competition.

Gratitude Week was held during 31/10-4/11/2023, which was co-organized by M&C, SEN and D&C team. Whole-school and class-based activities promoting the positive education have been held. Six Well-being Toy Capsule Machines were rented from the Jockey Club Project Well-being to enhance students' happiness through the interesting tool. Additionally, various activities that incorporated positive elements were organized, including class-based games led by M&C Committee during assembly, mutual appreciation by writing gratitude cards among students during form period, gratitude song busking and small stress-relief games during lunch time. All students actively participated in these activities. These activities greatly contributed to fostering a positive atmosphere within the school, and they were met with significant success.

Life Story Showcase produced by M&C ambassadors was successfully held in the School 20th Anniversary Open Day. M&C ambassadors used various ways of display to show their family members' life stories after having attended a series of training workshops and preparation sessions. Family of students and guests were impressed by the life stories and have written many encouraging words on the appreciation cards on the day.

Teaching packages related to Failure Education were introduced in the L&S and OLE (life education) lessons for S.1 to S.5, and the Failure Education programs organized by Methodist Centre for Quality Life Education during the post-exam period for S.2-3 students were successfully implemented which enhanced the awareness of using character strengths by students.

Moreover, a parents' workshop on Positive Education has been held on 16/9/2022 by Methodist Centre for Quality Life Education. Around 180 parents attended the workshop with positive feedback to the guest speaker. A professional development session for teachers was also held on 28/11/2022 by Methodist Centre for Quality Life Education. The workshop equipped teachers to implement positive values in their lessons and daily interactions with students. Positive feedback was received from teachers as well.

To further promote the positive education, M&C Committee has cooperated with M&S Team to integrate the using of character strengths into the GLocal Week activities. Teachers observed students' character strengths and helped them to excel. Mutual appreciation by students and teachers with the gratitude cards was valuable to recognize students' strength. M&C Committee will explore more cooperation opportunities with different student development groups to implement the positive values education more comprehensively.

Moral and Ethical Education

More contents on strengthening students' mental health have been added in the "My Journal". "My Journal" is one of the communication media between students and teachers, teachers are able to realize students' needs and thoughts more and to provide positive feedback and support by using it. Students completed the Autumn and Winter session reflection in the "My Journal" to reflect on their character strengths, interpersonal relationship, aspiration and academic performance. Encouragements from classmates, parents and teachers were collected through the reflection to build up students' confidence and self-esteem.

Form teachers used the "Mind-roaming Card" designed and published by M&C Committee during form periods or class fellowships to facilitate sharing among students, positive feedback was received. Teachers could also use the encouraging cards and stickers provided by M&C Committee to show appreciation to students.

Civic and National Education

In order to enhance students' sense of national identity and to cultivate in them a national sentiment, our school displays the national and regional flag on every school day and on special holiday. National Flag Raising Ceremony is also held during school assemblies, celebration activities and school events. A school national flag-raising team has been established, members were selected from the M&C ambassadors and the Prefect Team. They were responsible for the flag-raising in the assemblies every week led by the M&C Committee teachers. M&C ambassadors were responsible to prepare the speech to share with fellow students on the National Constitution Day and National Security Education Day as well.

Besides, to enhance students' understanding of the Constitution, the Basic Law and national security, students participated in two quiz competitions related to the Basic Law and national education organized by the Education Bureau and the Kwun Tong District Council. "Top Ten News Election 2022" organized by Hok Yau Club was successfully completed in December as well, all S.1-6 students had reviewed and analysed the local, national and global social issues through participating in this election.

In October, editors of the "Breakazine" from the Breakthrough Organization were invited to provide media literacy workshop for our S.4-5 students during the OLE (life education) lessons. The workshop educated our students the importance of fact-checking and producing legitimate and quality news. Over 60% of our students indicated from the survey that their knowledge toward media literacy was enhanced after participating in the workshop. A learning tour to the Hong Kong News-Expo was organized for some S.5 students in November which aimed at increasing students' awareness of the safety and

correct interpretation of information from the media. Over 70% of our students indicated from the survey that their positive attitude toward media literacy was enhanced after the visit.

Furthermore, over 200 students from different forms visited the Hong Kong Palace Museum in this year. M&C Committee will explore how to collaborate with Citizenship & Social Development subject to organize more civic and national education related to experiential learning programs in the coming school year.

Sustainable Development Education

With more recycling facilities on campus implemented, student and teacher awareness of recycling was raised. School-based recycling training workshops were organized for our moral and civic ambassadors in September in order to empower them to maintain green classrooms. S.1-2 moral and civic ambassadors also joined some programs of the “Student Environmental Protection Ambassador Scheme” organized by the Environmental Protection Department.

In collaboration with the Visual Arts teachers and students, a reusable rain bag for umbrella was designed, and it was one of the most popular souvenirs for the school 20th Anniversary Open Day. During the Academic Week and whole school assembly, interactive activities were held with Greeners Action to educate our students how to reduce the use of plastic.

Besides, the data generated by our school’s solar energy monitoring system was used to facilitate the learning and teaching of sustainable development and renewable energy in the Liberal Studies and Geography lessons. M&C Committee will invite Physics subject teachers to explore the possibility of using the above data in their learning and teaching as well.

However, due to the school suspension and the health protection measures, the S.1 reduce food waste campaign was put on hold.

Sexuality and Relationship Education

According to the needs of teenagers at different developmental stages, M&C Committee designed and arranged a diverse range of sexuality and relationship education activities in different forms. All planned programs were successfully held, including interactive workshops held by social workers from Hong Kong Christian Service for S.1; teaching package of Hong Kong Sex Culture Society Limited for S.2-3; case studies during the S.4 OLE (life education) lessons; witness sharing by the pastor of Little Life for S.5; card games related to love and relationship for S.5; and alumni sharing about temptations in the university for S.6. Positive feedback was received from students and teachers who joined the programs.

Furthermore, an alumnus Caleb Lin who was serving in a Christian organization came to share with students about his love and faith story during the school assembly in February. Students found the sharing engaging and enjoyed it very much. M&C Committee will continue to explore and modify programs for students so as to nurture their positive values and attitudes towards sexuality and relationship.

6.11 Boarding Life

Boarding at UCCKE is not simply living away from home. It is a bridge between students' comfort zone and a challenging vibrant school community. The experience will remain a positive influence for years to come. What makes residential life at KE unique is our dormitory training curriculum. The curriculum includes cooperative games, adventure games, rock climbing, drama training, pastoral care by senior teachers and church pastor, and a formal dinner. The Dormitory and Facility Extension Block enable the school to enrich students' learning experience.

The dormitory training curriculum resumed its normal schedule in this school year as the COVID-19 pandemic eased. All S1 students had opportunities to complete a full dormitory programme which was Autumn Session for 1C, Winter Session for 1D&1E and Spring Session for 1A&1B.

Events and activities, such as BBQ night, Drama Education, Formal Dinner were organized to provide opportunities for residents to improve social skills and enhance their self-understanding.

Based on the findings obtained from S1 students' interview, over 60% students thought they have learnt a good living habit from the stay in the dormitory, and almost 50% of them wanted to live in dorm in the future.

6.12 Life-wide Learning

6.12.1 Foreign Exchange Scholarship

In the year of 2022-2023, overseas exchange was unable to be conducted in summer as the epidemic situation became more stable only in the middle of the academic year. Yet, S1 and S2 students benefited from the gradual relaxation of border restrictions and proximity of the mainland thus visited our Sister School in Yangshuo, China in July, 2023. Through attending school and interacting with the students there, our students broadened their understanding of the motherland and the goal of cultural exchange was achieved.

6.12.2 GLocal Week of Mission and Service (M&S)

Being a faithful steward of God, we provided opportunities and guidance for students to value people, be a good partner of the community, commit to the poor, and be responsive to the needy. GLocal Week provided one of the chances for students to fulfil this by taking action with a serving heart. In 2022-2023, 17 local activities, and 2 overseas trips have been arranged for students. We were so excited that we could serve overseas again after having suspended it for three years. All S3-S5 students participated and were excited for the opportunity to be nurtured.

6.12.3 Post- exam and summer tours

Five summer trips were held in the post-exam period. They were two Thailand mission trips (one with both teachers and students and another one with the teachers only), two subject trips and one CCA trip.

6.13 Home-School Cooperation

Not only does successful parent involvement improve student behaviour, but it also positively affects student achievement. Our school fosters quality home-school cooperation. There are different opportunities for parents to be involved in the school; we promote communication between parents and school, we encourage parents to help as volunteers in school events, and we also provide parents with learning activities. Our school puts school parent programs in the following three broad categories:

6.13.1 Communicating

Our school provides different opportunities for parents to communicate with the Principal, the Form Teachers and Subject Teachers. The regular Principal's letters, e-class notices & announcements, electronic mails and individual phone calls are very important communication channels in our school. These channels keep parents updated of school events and allow parents to have easy access to teachers.

According to the questionnaire analysis, parent interviews and through observation, Parent-Teacher Happy Hour (PTHH) is always one of the most popular school events for parents. Parents and teachers can have informal chat in a relaxing atmosphere. There were a total of three PTHHs in the school year.

It is our tradition that all new parents of S1 were cordially invited to have breakfast with the Principal by class. The breakfast gatherings were held from September to October, which offered a good chance for parents to share their concerns and comments. Our Principal also invited individual parents of other forms to have breakfast with him throughout the year.

The Parents Teachers Association (PTA) in our school is a very important channel to facilitate communication between school and all parents. According to the Constitution, the term of office for parent officers is a two-year period from January 1 to December 31 in the following year, the officer team is composed of seven parent officers and four teacher officers. Active parent participation is highly valued as we work together to build an ideal campus for our children.

Chairlady:	Mrs. Joanna Lee
Vice Chairlady:	Mrs. May Yip, Mrs. Irene Kwok (Vice Principal)
Treasurer:	Mr. Casper Lau, Mrs. Lok Cheung Ka Yee (Teacher)
Secretary:	Mrs. Sandy Tse, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Venus Leung, Mr. Andy Lam, Mrs. Sharon Chan and Mrs. Yip Chow Sau Han (Assistant Principal)

The PTA organizes different school-based home-school activities, parent-student activities and parent education programs. These activities are held at different time throughout the year so as to accommodate the needs of different parents (including moms and dads) and develop the bonding among parents. Parents are welcome to join different interest groups (Friday). We have all enjoyed and appreciated parents' effort. Moreover, PTA organizes the fruit days and the booth of selling the second-hand uniform, encouraging the healthy and environmentally friendly environment in the school.

There are two Parents Days held each year after the winter and spring session. Parents, Form Teachers and Assistant Form Teachers discuss together students' overall development, aiming at enhancing students' performance and achievement. Parents' Nights are arranged for S3, S4 and S6 parents to meet for special purposes such as subject selection, JUPAS and NLC application.

We also strengthen the parent-teacher relationships through home visits. We arranged two home visits last year. These visits were very meaningful for us to understand our students better.

6.13.2 Parent helpers

We are gratefully supported by a group of dedicated parents who contribute their time and efforts to meet different school needs. In 2022-2023, a total of about 44 parent volunteers were involved in school activities, like Fruit Days, career guidance, students' and interest groups, etc.

Parents are also invited to join the school administration groups, such as the Parents Teachers Association and the School Management Committee, etc.

6.13.3 Parenting

Apart from students, parents in our school also need to learn. Together with our church (UCCC), our school helps families with their parenting skills by providing parent classes on teenagers' developmental stages.

A half-day orientation was held in August for the S1 new parents to help them prepare for the adjustment of their children's challenging new school life.

S1 parents were required to attend four compulsory talks in September and October. The four talks allowed parents to have a deeper understanding of the four major areas in UCCKE: Academic affairs, Discipline & Counselling, Co-curricular Activities, Moral & Civic, Dorm Life and Spiritual Affairs. Parents enjoyed the talks very much. Most parents used this opportunity to know other parents and a strong sense of belonging was fostered in the parents' community.

6.14 *Connecting with Alumni*

The 1st United Christian College (Kowloon East) Alumni Association UCCKEAA with more than hundred members was formed by eight alumni, four teachers and the principal in the 2022-2023 school year.

Chairperson:	Mr. Ronald Tan
Vice-chairperson:	Mr. Brian Cheng
Promotion & Design:	Mr. Lam Sheung Yin
Secretary:	Ms. Alina Lau
Treasurer:	Mr. Leung Yue Kiu
Recreation:	Mr. Ed Liu
Communication:	Ms. Yanna Law
Spiritual & Missionary:	Mr. Bryan Lam
Consultant:	Dr. Samuel Cheng
Teachers:	Mrs. Irene Kwok, Mrs. Lai Chow Sin Man, Mrs. Lok Cheung Ka Yee and Mrs. Ho Leung Ka Yan

UCCKEAA aims to maintain close contact with our alumni. We organised the Alumni Dorm camp in June 2023 and the Annual General Meeting in July 2023 to connect with alumni. We have also set up media pages and WhatsApp groups to connect with alumni who have graduated from universities and those who have gone abroad. Lunch meeting with alumni studying at HKUST, CityU, MU were also arranged, with our principals visiting alumni in their campus and showing support to them.

To increase the alumni's sense of belonging to the school, we provide opportunities for them to serve the school and students. A large number of alumni returned to support our life planning activities, S.6 sharing session on university programs and the DSE Results Release Day. Special school alumni souvenirs have also been made to strengthen the bond between the school and the alumni. Alumni football games and Dorm camp were organised for alumni to enjoy the fellowship with teachers and peers.

7. Student Performance

Inter-School Athletics Competition (Division Three Area Three) 2022/2023

	Boys C Long Jump 3rd Place
2E	KAM CHI HIM MATTHEW
	Boys C High Jump 4th Place
2E	LEUNG NGON YIN
	Boys B 100m Hurdle 4th Place
4C	WONG CHUNG SANG
	Boys A Shot Put 2nd Place
5A	CHAN SIK TSUN
	Boys A 5000m 2nd Place
5B	LAI CHUN HIM
	Boys A 1500m 4th Place
5B	LAI CHUN HIM

Inter-School Athletics Competition (Division Two) 2022/2023

	Girls C 1500m 2nd Place
2A	SO KEI TING
	Girls B High Jump 1st Place
3A	YAU YUET CHING
	Girls B High Jump 2nd Place
3B	YAU YUET TONG
	Girls B Long Jump 2nd Place
3E	HO SIENNA
	Girls A 400m 3rd Place
4A	FU WAN KI

西貢區分齡田徑比賽 2022/23

	女子青少年 C 組 100 米跨欄季軍
5A	AU TZE YU

Hong Kong Biology Literacy Award (2022/2023) (HKBLA)

	Second Class Honours
4E	LI YAU
	Merit award
4D	CHONG SIK HIN
4D	WONG CHUN NING
4E	NG HOI LAM

觀塘區全區運動計劃 - 足球邀請賽

	中學組亞軍
3D	LAM JOI YU
4A	CHONG MAN TAO
4A	NG CHI NGAI TRISTAN
4A	WO CHI TIK
4B	CHAU YIK SHING
4C	CHAN ARTHUR
4E	CHONG KWAN LEUK
4E	LAM TSZ SHUN
5A	CHAN SIK TSUN
5D	YAU HO LAM
5A	HUNG YAT LONG
5D	CHAN LONG HEI
6E	CHIU TSZ KIU

Hong Kong Inter-School Chess Championships 2023

	6th Place (Board 1)
3C	LI JOY CHING

59th School Dance Festival (Modern Group)

	Highly Comanded Award
1D	AU CHEUK WING
1D	TZE CHEUK KA
1E	WONG SUM KI
2A	CHANG KA CHING
2B	LEUNG MING YUET
2B	HUI TSZ CHING ANGIE
2E	CHAN HEI TUNG
2E	CHIU KA CHING
2E	IP SEE YIN
3A	YAU YUET CHING
3C	CHAN WING SUM
3D	CHAN LOK YI
4A	MAVIS CHONG

59th School Dance Festival (Modern Duet)

	Comanded Award
2A	CHANG KA CHING
2B	LEUNG MING YUET

59th School Dance Festival (Modern Solo)

	Highly Comanded Award
2E	CHAN HEI TUNG

Joint School Innovation Competition*Merit Award*

3C HUI SHING LOK

5B LI SUM YIN

6C LEUNG KIT YIU

6E WU SAMSON

F1 in Schools Hong Kong*Certificate of Outstanding Performance*

2B CHAN YI SHING

2B LIM LIK HANG

2B WONG HO CHIT

2C WONG DIK SANG DICKSON

2D HO TSZ WING ANDREW

2D LOK CHUN YUEN

New Millennium Robotics Challenge Cup 2023 (AI Combat) Secondary School Group*Outstanding Performance Award*

2B LIM LIK HANG

2D HO TSZ WING ANDREW

2D LOK CHUN YUEN

Cyber Security Expo Cyber Security Innovation Challenge*Champion*

5D YIP IMAN

Cyber Youth Programme 2022*Bronze Award*

5E LEUNG HOI CHING

Merit

5D CHAN WAI YAN

Hackathon@Ocean Park*Gold Award*

4D CHUNG UEN FEI

4C LAM YAN YING

Silver Award

2D LOK CHUN YUEN

3D NGAN CHING HEI

Swift Coding Club Competition 2022*Social Responsibility Award*

4D CHONG SIK HIN

4C LAM YAN YING

4D WONG SHUN LAM

Silver Award

4D CHONG SIK HIN

4C LAM YAN YING

4D WONG SHUN LAM

網絡攻防菁英培訓 2022/23 之網絡攻防菁英遊戲設計比賽*第五名*

3C HUI SHING LOK

第四名殿軍

3D NGAN CHING HEI

Hong Kong Biology Literacy Award (2022/2023) (HKBLA)*Second Class Honours*

4E LI YAU

Merit award

4D CHONG SIK HIN

4D WONG CHUN NING

4E NG HOI LAM

"Chemical Celebration of HKASME-60" for 60th Anniversary of HKASME*Merit award*

4D CHENG HAU LAM

Certificate of Participation

5A LEUNG YEE KEI

5D PAK YAN TUNG

22nd 「博藝盃」全港朗誦比賽*優良獎*

3C BHATTI MAJID ALI

3C CHAU MIA KATELYN

3C DURAN ORHAN

3C LO SUEN HEI

銅獎

4C LAU CHLOE

4C LO SUEN YAN SHARON

亞洲校際朗誦節大賽 2022 (中學組)*冠軍*

3C BHATTI MAJID ALI

3C DURAN ORHAN

亞軍

3C CHAU MIA KATELYN

3C LO SUEN HEI

視覺空間智能之第七屆香港國際中英文書法比賽

金獎

3C HUEN JAMIE

4C LAU CHLOE

4C LO SUEN YAN SHARON

銀獎

1C CHADHA AARNA

1C LO SUEN YEE KALEB

1C PEER MOHAMED AARIZ

2C SITCHON KAIREEN JHANZELLE ROSARIO

2C GAO BRYAN

3C BHATTI MAJID ALI

3C CHAU MIA KATELYN

銅獎

1C JANG JIU

1C BHATTI BAASIT ALI

3C DURAN ORHAN

香港青年兒童文藝協會 第四屆全港書法大賽 2022

銀獎

5C TANVIR KAUR

銅獎

2C SITCHON KAIREEN JHANZELLE ROSARIO

4C LAU CHLOE

4C LO SUEN YAN SHARON

優異獎

1C CHADHA AARNA

1C JANG JIU

1C PEER MOHAMED AARIZ

2C GAO BRYAN

3C BHATTI MAJID ALI

3C CHAU MIA KATELYN

3C DURAN ORHAN

3C HUEN JAMIE

3C LO SUEN HEI

Applied Learning Scholarship (2021/2022 School Year)

6D CHAN SHEUNG YEE

Inter-School Table Tennis Competition Division Three (Kowloon 1) 2022-2023

Boys A 2nd Place

4A FUNG TSZ CHUN

4B YIP SHING HO

5A HUNG YAT LONG

5C LOK WANG HIM

2022-2023 Inter-School Drama Festival (English Group)

Adjudicators' Award

2B MAN CHO YEE

2C SITCHON KAIREEN JHANZELLE ROSARIO

2D CHENG CHARLOTTE

2D LOR CHING FUNG AIDAN

2E FU RENAE

3A LAU TSZ WING

3A LO YEE LAM BETHEL

3C WONG WAYNE FENG ARISTO

4D WONG CHUN NING DAVIN

2C KWAN CHIN WAI

Inter-School Badminton Competition (Division Three Kowloon Two) 2022/2023

Boys B 2nd Place

3B CHOI SHING YAU

3C NG WANG HEI

4A LAU HO WANG

4A MOSES LAU

4D SHEK CHEUK HIN

4E FUNG LONG YIN

4E LO KAI MING SAMUEL

Inter-School Tennis Competition (Division Two) 2022/2023

Girls 4th Place

3A CHAN DORCAS

3A CHANG CHING SUM

3E CHAU SZE WING

3E MA YEUK LAAM

4D YAN HOI SHUN

5A NG HOI KEI

5A YANG HOI CHING

Inter-School Badminton Competition (Division Two Kowloon) 2022/2023

Girls B 2nd Place

1C LAU CHING YEE

2A SO KEI TING

2C WONG YAT KA

2D TSUI YI SIN

2E CHAN SIK YIN

2E IP SEE YIN

BOCHK Archery Cup 2022-2023

Girls B Individual 8th

4B CHAN WAI SUM

深水埗區三人籃球賽

季軍

2D CHU TIN YEUNG

3A WONG TIN NAM

3B CHUNG HEI YIN

3D FUNG HO CHING

3E LAM YAT LUN

The Greater Bay Area STEM Excellence Award 2023 (HKSAR)

Bronze Award

4D CHUNG UEN FEI

4D WONG SHUN LAM

4E FUNG LONG YIN

4E LI YAU

4E LO KAI MING SAMUEL

4E NG HOI LAM

"Digi-Science" Video Production Competition for Secondary Schools 2022-2023

Certificate of Participation

4B CHAN WAI SUM

4B LAU KIU YAN

4B LING HEI TUNG

4B LO NGA LAM

4B MOK KING FUNG

4B WONG HOI KIU

滙基盃聯校中文辯論比賽

冠軍

5B LAM TSZ KIU

5B IP NING SHAN

5D LEE HIN TUNG

5D SZETO TIN YAN VANNA

Hong Kong School Drama Festival 2022/23

Award for Commendable Overall Performance

1A HUI YIK HIM ENOCH

1C LEUNG HO YIN HIGGS

1C NGAN LOK LAM

1D AU CHEUK WING

1E LEE YAN KWOK JAMI

2A LAW YUI TO

3B TSANG CHOR KIU

3D CHENG HO CHI

4B KONG TSZ YAN

4C CHAN KA LAM

4C CHAN SUM YIN

4D CHENG HAU LAM

5A NG CHI HIM

5B KWOK MATTHEW HO FAI

5C LIU WING YIU

5C POON WING CHI

5D SZETO TIN YAN VANNA

Award for Outstanding Audio-visual Effects - Merit

3D CHENG HO CHI

Award for Outstanding Cooperation - Merit

1A HUI YIK HIM ENOCH

1C LEUNG HO YIN HIGGS

1C NGAN LOK LAM

1D AU CHEUK WING

1E LEE YAN KWOK JAMI

2A LAW YUI TO

3B TSANG CHOR KIU

4B KONG TSZ YAN

4C CHAN KA LAM

4C CHAN SUM YIN

4D CHENG HAU LAM

5A NG CHI HIM

5B KWOK MATTHEW HO FAI

5C LIU WING YIU

5C POON WING CHI

5D SZETO TIN YAN VANNA

Award for Outstanding Director - Merit

4B KONG TSZ YAN

5D SZETO TIN YAN VANNA

Award for Outstanding Performer - Merit

4B KONG TSZ YAN

5B KWOK MATTHEW HO FAI

Award for Outstanding Script - Merit

5D SZETO TIN YAN VANNA

74th Hong Kong Schools Speech Festival (English)

First Place

2E CHAN HEI TUNG

Merit

1A CHAN KAI HO

1B HO WING SUM

1B LEUNG CUSON

1B WAN HIU YUET

1B WONG PAK SHUN

1C CHEUNG TSIN FUNG MAXSON

1C CHONG JAMES YOHANN

1C LEUNG HAY YU

1C YU YEE YUI

1D CHAN HO CHING KAITLYN

1D CON MAN CHING

1D LAM HAU WING

1D PONG HEI LONG

1D YIP CHEUK LING

1E IP ETHAN

1E	LUK SZE LONG MIKA
1E	WONG CHI HANG EBENEZER
1E	WONG PAK HEI
1E	YUNG HUNG BUN
2A	CHAN NOK TUNG
2A	CHENG ALVIN
2A	KUK TSUN HANG JAMES
2A	LAW YUI TO
2A	SO KEI TING
2A	WAN WANDY
2B	CHEUNG SHUN YI
2B	SIU KWAN TO CHARISSE
2B	WONG LOK HEI
2B	YUEN YING KEI
2C	CHAN YAN KI ABBY
2C	DHAKAL ELISHA KEI YAN
2C	LAU CHUN HANG
2C	LEE HOK YI
2C	GAO BRYAN
2D	LEE MUK YAN ALPHA
2E	CHEUNG JUDAH
2E	SUEN YAU HEI
2E	WONG LOK HEI
2E	WONG TSUN HEI
3A	HUI LOK HIN ADRIAN
3B	WONG HEI SAU HAZEL
3C	CHAU MIA KATELYN
3C	CHOW JOSIAH LONG YAT
3C	HUEN JAMIE
3D	CHUNG CHEUK LAM
3E	HO SIENNA
3E	KWOK TSZ KIU
3E	NG CHUN YIN
3E	WAN HIU YIN
4A	SITU HAYDEN ZHIJIAN
4C	KWOK YAT SUM
5B	IP NING SHAN
5D	CHAN WAI YAN
6D	TSE KWONG HEI
	Proficiency
1A	CHOW TSZ YAN
1A	KO HAZEL
2C	LI LAP YIN
	Second Place
1B	FU BOSU
2A	YIU TIN HO
2B	LAM LOK HEI
3C	LEE SHMILY HOI YING
3D	SO YU HEI

4B	CHONG MAN TO
6C	CHUNG YAN SING
	Third Place
2B	LEUNG MING YUET
2D	LOR CHING FUNG AIDAN
2D	PANG CHUN WING
2E	LEUNG TE-YI
2E	SO TSZ YIN DEBORAH
5C	TANVIR KAUR
74th Hong Kong Schools Speech Festival (English) Duo	
	Second Place
4B	CHONG MAN TO
4C	CHAN YAN LOK ENOCH
74th Hong Kong Schools Speech Festival (English) Solo	
	First Place
4C	CHAN YAN LOK ENOCH
	Second Place
4B	CHONG MAN TO
Harvard Book Prize	
	Winner
5C	POON WING CHI
	1st Runner-up
5D	OR PAK HO
	2nd Runner-up
5B	FUNG JOY HEY
數學無疆界國際賽初賽 2023	
	金獎
3B	SKYLER SHEK
全球少年數學能力測試 2023	
	銀獎
3B	SKYLER SHEK
世界資優數學錦標賽 2023	
	金獎
3B	SKYLER SHEK
華夏盃 晉級賽 2023	
	特等獎
3B	SKYLER SHEK
	三等獎
2B	WOO KOK HIM CALEB
AIMO 晉級賽 2023	
	銅獎
2B	WOO KOK HIM CALEB

第 59 屆學校舞蹈節-當代舞(群舞)

甲級獎

1D AU CHEUK WING

1D TZE CHEUK KA

1E WONG SUM KI

2A CHANG KA CHING

2B LEUNG MING YUET

2B HUI TSZ CHING ANGIE

2E CHAN HEI TUNG

2E CHIU KA CHING

2E IP SEE YIN

3A YAU YUET CHING

3C CHAN WING SUM

3D CHAN LOK YI

4A MAVIS CHONG

第 59 屆學校舞蹈節-當代舞(雙人舞)

乙級獎

2A CHANG KA CHING

2B LEUNG MING YUET

第 59 屆學校舞蹈節-當代舞(獨舞)

甲級獎

2E CHAN HEI TUNG

全港舞蹈演藝日大賽 2023 (群舞)

金獎 & 創意大獎

1D AU CHEUK WING

1D TZE CHEUK KA

1E WONG SUM KI

2B LEUNG MING YUET

2B HUI TSZ CHING ANGIE

2E CHAN HEI TUNG

2E CHIU KA CHING

2E IP SEE YIN

3A YAU YUET CHING

3C CHAN WING SUM

3D CHAN LOK YI

4A MAVIS CHONG

亞洲學生藝術節藝術大賽 2023 (雙人舞)

12-13 歲組別 冠軍

2A CHANG KA CHING

2B LEUNG MING YUET

亞洲學生藝術節藝術大賽 2023 (獨舞)

12-13 歲組別 亞軍

2E CHAN HEI TUNG

全港專業舞蹈大賽 2023 (獨舞)

銀獎

2E CHAN HEI TUNG

The 75th Hong Kong Schools Music Festival

Graded Piano Solo - Grade Two - Bronze Award

1A WONG TAK YU

Graded Piano Solo - Grade Six - Silver Award

1B IP SUM YEE

Graded Piano Solo - Grade Four - Silver Award

1B LEUNG BAK KIU

Graded Piano Solo - Grade Five - Silver Award

1C NG MAN LOK

Graded Piano Solo - Grade Five - Silver Award

1D AU CHEUK WING

Guitar Solo - Intermediate - Silver Award

1E WONG CHI HANG EBENEZER

Di Solo - Secondary School - Senior - Third Place

2B LAM YEUK LING

Cello Solo - Intermediate - Silver Award

2C LI LAP YIN

Graded Piano Solo - Grade Seven - Silver Award

2C TSE HILL SUN

Piano Duet - Intermediate - Silver Award

2D LAM HO CHING CLARA

Graded Piano Solo - Grade Five - Silver Award

2D LEE PUI YAN

Graded Piano Solo - Grade Six - Silver Award

2E WONG WING HAN

Graded Piano Solo - Grade Seven - Bronze Award

3B YEUNG WING KEI

Graded Piano Solo - Grade Seven - Silver Award

3C WONG YU FEI HANNA

Graded Piano Solo - Grade Six - Silver Award

4A TSE YAT HANG

Violin Solo - Grade Six - Silver Award

5A CHOW CHEUK WING

Graded Piano Solo - Grade Eight - Silver Award

5B HUNG WAN YIN

Piano Solo - Chinese Composers - Intermediate - Bronze Award

5C LIU WING YIU

Piano Solo - Composer of the Year - First Place

5D OR PAK HO

Flute Solo - Secondary School - Senior - Bronze Award

5D YIP IMAN

2022/23 Hong Kong Inter-school District Sprint Orienteering Championships (Heat)

	<i>Class MC, 5th place</i>
1A	WONG TZE YUI
	<i>Class MC, 2nd place</i>
1B	LO MAN HAY
	<i>Class EMC, 4th place</i>
1B	LO MAN HAY
	<i>Class MB, 7th place</i>
3D	NGAN CHING HEI
	<i>Class MA, 4th place</i>
5D	YIU MAN HUI
	<i>Class WC, 1st place</i>
2A	CHAN NOK TUNG
	<i>Class WC, 9th place</i>
2B	WAN LING YIU
	<i>Class EWC, 6th place</i>
2B	WAN LING YIU
	<i>Class WB, 3rd place</i>
3B	PANG HOI CHING
	<i>Class WA, 6th place</i>
5D	LAM LONG CHING
	<i>Class WA, 6th place</i>
5E	LEUNG HOI CHING
	<i>Class EWA, 2nd place</i>
5E	LEUNG HOI CHING
Junior Secondary Science Online Self-learning Scheme 2023	
	<i>Gold Award</i>
3A	WONG HEI YEE
3B	CHAN CHUN YU
3B	HUI SHING LOK
3B	LAI KIN SHUN
3B	LUI YI MAN
3B	WONG SZE YUEN
3B	YAU YUET TONG
3C	LEE SHMILY HOI YING
3C	WONG YU FEI HANNA
3D	IP HOI HIN ADRIAN
3D	NGAN CHING HEI
	<i>Silver Award</i>
3B	HO CHI LOK
	<i>Bronze Award</i>
3B	TAM WAI HANG JOYCELYN
第七屆「夫子盃」演講比賽	
	<i>高中粵語組 三等獎</i>
4B	SUM KA CHING

Inter-School Table Tennis Competition Division Three (Kowloon 1) 2022-2023

	<i>Boys A 2nd Place</i>
4A	FUNG TSZ CHUN
4B	YIP SHING HO
5A	HUNG YAT LONG
5C	LOK WANG HIM
	<i>Boys B Champion</i>
3A	LEE KWAN YUET
3C	SIM CHING HEI
3C	YAU SHUN HEI
3E	GERALD TANG
2A	LI CHEUK LONG WHISKY
2E	LEE RONG
	<i>Boys Overall Champion</i>
1C	NG MAN LOK
1D	SHIH YU HIN
1E	IP ETHAN
1E	LAU TSZ HEI OSMOND
1E	LAM SHING HONG
2D	CHEUNG POK HIN
3A	LEE KWAN YUET
3C	SIM CHING HEI
3C	YAU SHUN HEI
3E	GERALD TANG
2A	LI CHEUK LONG WHISKY
2E	LEE RONG
4A	FUNG TSZ CHUN
4B	YIP SHING HO
5A	HUNG YAT LONG
5C	LOK WANG HIM
Inter-School Table Tennis Competition Division Three (Kln) Girls 2022-2023	
	<i>Girls Overall 2nd Place</i>
5E	KWOK YAN KIU
6C	WONG YUE CHING
6D	CHU HIU CHING
6E	YAM YEE YAU
	<i>Girls Overall 2nd Place</i>
3E	HO SIENNA
3E	LO WING HEI
3E	TANG WING SUM
4E	WONG JOCELYN
	<i>Girls C 4th Place</i>
1C	LEUNG HAY YU
2C	WONG YAT KA
2C	TSE HILL SUN
2C	HUI CHI TUNG

	<i>Girls Overall 2nd Place</i>
1C	LEUNG HAY YU
2C	WONG YAT KA
2C	TSE HILL SUN
2C	HUI CHI TUNG
第七十四屆香港學校朗誦節中學一年級粵語詩詞獨誦	
	冠軍
1E	CHUNG HOI YING ELLY
第七十四屆香港學校朗誦節中學一、二年級粵語二人朗誦	
	亞軍
2B	LAM LOK HEI
2B	TONG WAI TIK WILTON
第七十四屆香港學校朗誦節(中文項目)	
	優良
1E	ZHANG YEE NOK
2C	LEE HOK YI
2E	WONG TSUN HEI
2E	KONG SZE CHING
3A	YAU YUET CHING
4B	IP YUE TONG
6C	CHUNG YAN SING
	良好
4C	LAU CHLOE
4C	LO SUEN YAN SHARON
Innovation for Future (Secondary School Stream) 2023	
	Certificate of Merit
3C	HUI SHING LOK
2B	LIM LIK HANG
2C	WONG DIK SANG DICKSON
VTC Challenge Cup 2023	
	Smart Technology Award
3C	HUI SHING LOK
2B	LIM LIK HANG
2C	WONG DIK SANG DICKSON
	Merit Award
3C	VONG NOK YIU HUETTE
3C	WONG OI YAN
3C	YAU SHUN HEI
「智在 bit 得」micro:bit 創意裝置設計比賽	
	優異獎
3C	VONG NOK YIU HUETTE
3C	WONG OI YAN
3C	YAU SHUN HEI

Hologram Digital Image Design Competition	
	Best Image Creation Award
3B	KEI HOI CHING
3B	LUI YI MAN
3C	HO YING TUNG
3C	LI JOY CHING
全港中學校際比賽-香港虛擬室內賽艇盃男子組甲組 1000 米 (港九區)	
	第二名
21-22 6C	KAI TSZ WING
全港中學校際比賽-香港虛擬室內賽艇盃男子組甲組 1000 米 (全港)	
	第二名
21-22 6C	KAI TSZ WING
賽馬會五人足球盃 (學校組) 2021-2022	
	殿軍
5E	LEUNG HOI CHING
6A	LAM WING TUNG
4A	LAI ON YIU
5C	TANVIR KAUR
4C	LO SUEN YAN SHARON
2D	WONG TSZ CHING
2A	LAM CHING YAN
Robot intelligence DIY 2022 Challenge	
	2 RIDIY Stars Level
2B	LIM LIK HANG
2C	WONG DIK SANG DICKSON
2B	CHAN YI SHING
1D	TAM POK MAN
2D	LOK CHUN YUEN
VTC Challenge Cup 2022	
	Outstanding performance Award
4D	WONG CHUN NING DAVIN
4A	TSANG WING LAM VANIA
4C	LAM SZE HANG
	Isr Runner Up
3B	HUI SHING LOK
5B	LI SUM YIN
World Robot Olympiad Hong Kong Selection (Future Innovators)	
	Champion
3B	HUI SHING LOK
2B	LIM LIK HANG
2C	WONG DIK SANG DICKSON

「智在 bit 得」 micro:bit 創意裝置設計比賽

優異獎

4D WONG CHUN NING DAVIN

4A TSANG WING LAM VANIA

4C LAM SZE HANG

The Chemists Online Self-study Award Scheme 2021-2022

Gold

5A AU TZE YU

Silver

5A HUNG YAT LONG

Bronze

5E KEI SUET LAM

Platinum

5A LEUNG YEE KEI

Diamond

5A CHOW CHEUK WING

5A LAM YIN KWAN

5A LEUNG CHEUK YIN ORION

5A NG CHEUK YAN

5A NG CHI HIM

5A WONG TIN YAT MEMPHIS

5A WOO LOK YUNG

5B CHAN KAI YU

5B FUNG JOY HEY

5B MARK HOI LEO

5B OU CHI HIM

5C YEUNG MING HAK MIRACLE

5D PAK YAN TUNG

5D TANG CHUN LING

5D YIU MAN HUI

5E CHUNG CHEUK YIN DEREK

5E LEUNG LOK CHING

5E MA MAN YUI

第四屆全港花式劍球大賽

新星組競速挑戰賽拉起插球亞軍

2E LEE RONG

花式劍球短片創作-中學團體組冠軍

1B CHENG CHIT

2C WONG DIK SANG DICKSON

2D AU PAAK KI

2D CHAN SZE WING

2D SHEK MUN LAM

2E LEE RONG

3A CHAN HEI CHUNG DAVID

3A SIN SZE HANG

3E LEE ZHE

3E LEUNG TSZ FUNG

4A WONG YUET

4E NG LAP YIN

6B CHAN LOK YIU RENEE

故事大師 - 中學德育及宗教故事演繹暨短片比賽

優異獎

4D CHU FU YIP

3D TSE CHUNG SUM

3B LAU HYMN SON

樂施「寫字扶貧」硬筆書法比賽(初中組)

優異獎

3C CHAU MIA KATELYN

3C LO SUEN HEI

4C LAU CHLOE

4C LO SUEN YAN SHARON

5C TANVIR KAUR

21-22 1C SKELTON RICHARD HARRISON

「華夏盃」全國數學奧林匹克邀請賽 2022 (華南賽區) 晉級賽

中學一年級三等獎

2A YIU TIN HO

中學二年級二等獎

3A LAM ZI CHING

中學二年級特等獎

3B SHEK SKYLER

中學三年級二等獎

4D NG KEI HEI HAYDEN

「華夏盃」全國數學奧林匹克邀請賽 2022 全國總決賽

中學二年級二等獎

3B SHEK SKYLER

「華夏盃」全國數學奧林匹克邀請賽 2022 海外交流賽

中學三年級二等獎

4D NG KEI HEI HAYDEN

2022 亞洲國際數學奧林匹克公開賽(AIMO Open) 晉級賽

中學三年級組銀獎

4D NG KEI HEI HAYDEN

2022 年亞洲國際數學奧林匹克公開賽總決賽

中學三年級組銅獎

4D NG KEI HEI HAYDEN

Inter-School Swimming Competition (Division Three Kowloon One) 2022/2023

	<i>Boys A 100m Breast Stroke 2nd Place</i>
5A	THAN MATIAS SUNG HEI
	<i>Girls B 100m Free Style 2nd Place</i>
3C	WONG YU FEI HANNA
	<i>Boys C 200m Individual Medley 2nd Place</i>
2E	LEUNG HOI CHUN
	<i>Boys C 50m Back Stroke 2nd Place</i>
2E	LEUNG HOI CHUN
	<i>Boys C 100m Breast Stroke 2nd Place</i>
1E	LEUNG WAI MAN
	<i>Boys A 4x50m Free Style Relay 3rd Place</i>
3C	KWONG YAT LONG
3D	CHAN PAK WING
5A	THAN MATIAS SUNG HEI
5A	WONG TSZ LONG
	<i>Boys C 4x50m Free Style Relay 1st Place</i>
1B	CHAN YUI LONG MARCUS
1E	LEUNG WAI MAN
2D	LOR CHING FUNG AIDAN
2E	LEUNG HOI CHUN
	<i>Girls B 4x50m Free Style Relay 2nd Place</i>
3A	LEE LOK YAN
3B	KEI HOI CHING
3C	HO SHUN CHI
3C	LEE SHMILY HOI YING
3C	WONG YU FEI HANNA
4D	WONG YUEN YAN JOYCE
	<i>Girls C 4x50m Free Style Relay 2nd Place</i>
1A	KO HAZEL
1B	HO WING SUM
1D	WONG HEI MAN HEIDI
1E	TONG TSZ WING
2B	SZE KAYI
2B	SZE PEONY
	<i>Boys C Overall 2nd Place</i>
1B	CHAN YUI LONG MARCUS
1E	LEUNG WAI MAN
2D	LOR CHING FUNG AIDAN
2E	LEUNG HOI CHUN

全港非華語學生中華才藝大賽

	季軍
3C	BHATTI MAJID ALI
3C	CHAU MIA KATELYN
Inter-School Table Tennis Competition (Division Three Kowloon One) 2022/2023	
	<i>1st Runner Up</i>
4A	FUNG TSZ CHUN
4B	YIP SHING HO
5A	HUNG YAT LONG
5C	LOK WANG HIM

