

2023 - 2024



United Christian College
(Kowloon East)

School Report

Appendix 5b



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Foreword by the Principal

The school year 2023/24 was the second year of our three-year School Development Cycle started in 2022/23. We moved on one step at a time. We have encountered many new challenges beyond the pandemic when all the work resumed ‘normal’. However, we found that challenges brought opportunities which were the nutrients for students and teachers to grow. We planned and paved the path for student development and teacher professional training. With God’s Grace, we accomplished most, and made adjustments to some items according to the situation; we have learned that God is always in control and all we could do is to serve Him faithfully. We know we have to ‘Go Further, Shine Brighter’, not only for this year but also beyond that. The theme Bible verse from Philippians 3:13-14 reminded us to strive toward the prize of the upward call of God in Christ Jesus, which is what we are longing for.

Whatever we planned, we prayed earnestly; we did whole-heartedly to create meaningful learning experiences for students. When we successfully completed any schemes and projects, and saw your happy face, we felt joyful; when we had to adjust any activities, we kept our patience. That was what we have learned in the past and we will cherish these accumulated learning motivation and experiences for the years to come.

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 appreciation and gratitude 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 KEians 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 2023-2024

School Theme: Go Further, Shine Brighter

Theme Verse: Brothers and sisters, I do not consider myself to have attained this. Instead I am single-minded: Forgetting the things that are behind and reaching out for the things that are ahead, with this goal in mind, I strive toward the prize of the upward call of God in Christ Jesus. (Philippians 3:13-14, NET)



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.

Regarding the nurturing of self-directed learners, strategies conducive to blended learning, Reading across the Curriculum (RaC) and stretching the learning capacity of more able students are implemented at school and subject levels in a progressive manner. Other than academic pursuit, vigorous efforts are made to promote positive values education that leads to healthy growth of students, as well as the development of a stronger sense of citizenship and national identity. With teachers playing a critical role in students' holistic growth, their professional development needs continues to be one of our major concerns. Through conducting action research, strengthening 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 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 enhance the nurturing of self-directed learners

Objectives:

1. To augment the use of blended learning strategies to nurture students as self-directed learner
2. To facilitate Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time
3. To further strengthen the learning capacity of the more able students through systemic differentiated instruction

2.1.1 Objective 1: To augment the use of blended learning strategies to nurture students as self-directed learner

Strategies and Progress:

We seek to augment the use of blended learning strategies as a means to nurture self-directed learners.

Aims	Assessment tools to be implemented
1. To equip teachers with the skills necessary for effective use of AI and blended learning through PD at school or subject level	- Varied PD exchange offered to teachers in relation to blended learning and AI literacy - Enhanced understanding and mastery among teachers regarding the use of common AI tools and blended learning - Effective and extensive use of e-learning platforms such as eClass/ Google Classroom/ Microsoft Teams/ OneNote in most of the subjects - Extension of students' learning with the use of some common AI tools in selected subjects - Students' engagement in learning activities that promote ideas exchange and co-creation
2. To facilitate the use of e-learning platforms and flipped learning strategies that consolidate the integration of online learning and face-to-face instruction more effectively and extensively	
3. To increase the efficacy of the use of interactive and collaborative pedagogies that promote ideas exchange and co-creation during the learning process	

Teacher training and PD

Teachers continued to place strong emphasis in leveraging the use of different blended learning tools and strategies to promote self-directed learning. The importance of blended learning in the UCCKE context was highlighted in the Subject Heads Meeting and Staff Meeting on 23/8/2023 and 26/8/2023 respectively. Special focus was placed on promoting AI literacy among students and teachers.

Teachers were given chances to share their experience and expertise of using blended learning strategies as well as promoting student agency, individualized learning and self-directed learning in different PD meetings:

- Teacher PD Day (9/1/2024)
- UCC-UCCKE PD Day (15/3/2024)

There were also opportunities provided by the school for teachers to be equipped with the knowledge about the latest AI application in education, including the general background of AI development, use of various AI tools and prompt engineering.

- Teacher PD Day (9/1/2024)
- Curriculum Celebration (21/6/2024)

A number of subject-based PD sessions were held to enhance teachers' competence in employing blending learning tactics in their subjects. It is generally found that the PD offered aligns with the school development and student learning needs, as indicated by a positive score of 3.87[^] in teacher KPM survey. Exchange on useful practices in this area was also witnessed in subject meetings, open lesson post-observation discussion, UCC-UCCKE Joint-school PD Day and in our annual L&T event, Curriculum Celebration.

Students' engagement

Students generally have a good command of various learning strategies that promote ideas exchange and co-creation such as peer-to-peer collaboration and feedback, online assessment and feedback and use of self-study materials in both face-to-face and online setting that break the boundary of physical space, time and pace for learning. The students can hence be benefitted by learning at their own pace and receiving prompt feedback and targeted support from teachers. A positive point of 3.72 was shown in the KPM student survey regarding teachers' adoption of interactive or collaborative class activities.

Students are more ready to adopt self-directed learning across different stages of learning through the use of various e-learning platforms (e.g. Google Classroom, Microsoft Teams and eClass), as well as apps and online tools (e.g. Neopod, Padlets, Quizlet, edpuzzle, Plickers, Formatives), which has become part and parcel of their learning routines. This in turn helps the students build their agency and autonomy in learning, upskilling them to monitor their own learning progress and outcomes better.

Students are found to be engaged in blended learning. This can be reflected from their lesson performance as well as a positive score of 3.52 towards the statement 'Teachers often enriches our learning both inside and outside class through effective use of e-learning platforms.'

Reflection and Evaluation:

With the concerted efforts of all curriculum leaders and subject teachers, an environment conducive to self-directed learning has been steadily created and witnessed both inside and outside classroom. With the addition of one more platform, Microsoft Teams/ OneNote to teachers and students, professional development will be strengthened.

With the rapid development of AI, efforts to promote AI literacy among teachers and students would be stepped up so that AI would be effectively leveraged as a tool for self-directed learning. Policies and guidelines regarding the purposeful, skilful, ethical and effective use of AI would be formulated and introduced to teachers, students and parents in the coming school year.

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

2.1.2 Objective 2: To facilitate Reading across the Curriculum (RaC) and extensive reading to help students 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.

Aims	Assessment tools to be implemented
1. To initiate collaboration among KLAs for implementation of RaC	- Curriculum review on the topics and skills covered in different disciplines - Co-planning of RaC tasks by the cross-subject core group members
2. To launch library renovation and further equip the library as a learning resource hub	- Cross-curricular reading tasks and activities in selected subjects - Plans and personnel for library renovation in place

Facilitation of RaC

Curriculum reviews focusing on RaC implementation were conducted for Economics and Mathematics. RaC trial tasks were co-planned with teachers from these two subjects. Although trial tasks were designed for S5 NLC English and Economics, their implementation has had to be postponed to next school year due to time constraints. For junior forms, RaC tasks for S1 Maths were designed, incorporating refinements to the existing 'Math Reading Assignment'. Elements such as the 4Cs (Concept, Challenge, Connect, Change) were added and were found to have enhanced the length and depth of the reflection component. Cross-curricular collaboration and RaC tasks will be further extended to more KLAs such as Science and Humanities in the coming year.

Infrastructure preparation

Progress of the new library has been steady. After gathering feedback last year from teachers, students, and alumni about the functions of the renovated library, further visits were made this year to various local schools and to national libraries in Finland and Singapore. These visits were intended to gain a deeper understanding of what a future-ready library could look like in the KE context. A discussion session with parents was also held on 1/6/2024, to co-construct the concept and design of the new library. Continuing to involve various stakeholders at different stages of the renovation will remain our focus for the next year.

Reflection and Evaluation:

Some forms of collaboration have been witnessed regarding the implementation of Reading across the Curriculum (RaC). Curriculum review on the topics and skills covered as well as co-planning of RaC tasks would be extended to more subjects in both junior and senior forms next year. For our library renovation, with all the planning work as well as consultation with various stakeholders conducted this year, the school will proceed to the design and construction work, making it a step close to our creation of a future-ready reading and learning hub for our students.

2.1.3 Objective 3: To further strengthen the learning capacity of the more able students through systemic differentiated instruction

Strategies and Progress:

We aim to extend the learning capacity of the more able students by means of differentiated instruction and provision of subject-based or interdisciplinary pull-out enrichment opportunities.

Aims	Assessment tools to be implemented
1. To strengthen the use of differentiated instruction strategies in S1, 2, 4 and 5 to stretch students' learning capacity	• Subject-based policies and practices formulated and implemented in S1, 2, 4 and 5 • More able students in S1, 2, 4 and 5 engage in challenging tasks in most of the subjects • Enhanced provision of subject-based or interdisciplinary activities for more able students • Teachers gaining practical ideas from the resources and exchange
2. To offer more able students subject-based or interdisciplinary pull-out enrichment opportunities	
3. To offer professional support, resources and exchange on catering for more able students	

Subject-based policies have been formulated for S1, S2, S4, and S5, aimed at stretching students' learning capacities through various means:

- Providing additional or more advanced learning materials
- Offering 'challenging corners' or extended learning tasks
- Implementing tiered tasks or projects
- Encouraging student-generated research and optional projects
- Presenting more choices in the learning process or products
- Utilizing graded self-assessment rubrics or checklists for evaluation and strategy formulation

More able students were also given opportunities to extend their learning by serving as student-teachers in classes, as well as participating in school-wide competitions (e.g., HumanBus, Fame Lab), external competitions, master classes by university academics, subject-related workplace visits, field studies, elite teams and programs, etc.

Reflection and Evaluation:

With the experiences gained this year and the subject-based evaluations focusing on the three major aspects of differentiated instruction (i.e. content, process, and product), efforts to enhance the learning opportunities for more-able students will be intensified, particularly in the following areas: science, STEAM and entrepreneurship. AI will also be leveraged to extend learning for these students both inside and outside the classroom. In addition to facing more challenging tasks in classroom environments, more able students will have their potential further unleashed through their participation in enrichment opportunities, elite programs, and competitions hosted by various KLAs.

2.2 Major Concern II: To strengthen all stakeholders' involvement in the positive values education

Objectives:

1. To facilitate students, teachers and parents to take ownership of the positive education conducive to positive development and wellbeing of students
2. To facilitate students' values learning through building up professional connection and collaboration with different schools on values education
3. To strengthen students' sense of national identity and awareness of community needs

2.2.1 Objective 1: To facilitate students, teachers and parents to take ownership of the positive education conducive to positive development and wellbeing of students

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. Organize PD sessions to empower teachers to implement positive education	- Varied PD sessions offered to teachers - Shared vision in positive education among teachers and parents - Students being engaged in activities that promote positive education
2. Organize parents' workshops on positive education	
3. To embed positive education in various student development activities such as Gospel Week, Gratitude Week, GLocal Week and Failure Day	

Professional development session for teachers was held on 21/8/2023. Dr. Felix Cheung delivered a message about how to strengthen teachers and students' wellbeing, and shared some practical skills with teachers to maintain positive values and attitudes in daily teaching life. A parents' workshop on Positive Education was held on 22/9/2023 by Dr. Felix Cheung as well, he shared with our parents how to build a positive family environment and accompany teenagers through different stages. Over 150 parents attended the workshop and gave positive feedback to the guest speaker.

Students participated actively in Gospel Week, Gratitude Week, GLocal Week and Failure Day. Gospel Week was held during 16-20/10/2023, featuring worship and prayers, testimony from missionaries, mission workshops, and game booths conducted by United Christian Leaders Fellowship (UCLF). All these activities cultivated a culture of love and care in our school. Gratitude Week - "Share the joy" was held during 31/10-3/11/2023, in cooperation with the English Department, Student Support Team and Discipline & Counselling Team. Various workshops related to resilience and well-being were organized

by teachers and social workers for senior form students to help them alleviate stress and facilitate sharing among students. Moreover, mental health talk for junior form, busking by teachers, writing thanksgiving cards, etc., all the abovementioned activities fostered a positive and gratitude atmosphere in our school. Teachers and students continued to use the mutual appreciation card designed by the Moral and Civic Education Team to recognize others' positive characters during GLocal Week. Moreover, workshops and activities held by Moral and Civic Education Team in form chapels and the Failure Day organized by Methodist Centre for Quality Life Education during the post-exam period, successfully enhanced the awareness of using character strengths by students.

Reflection and Evaluation:

A shared vision of positive education is fostered among teachers and parents after participating in various professional development activities and parents' workshops. It is valuable that different student development groups worked together to organize whole-school activities promoting positive values in our school.

According to the KPM 17, the average score on "Positive Affect" increased from 3.09 to 3.16 compared to last year. The average score on "Satisfaction to school" which reflects how satisfied are students with "the relationship with teachers" and "their life in school" also increased from 2.98 to 3.01 (out of 4). The improvement in the score on "Positive Affect" reflected the effectiveness of our school's positive values education strategies. The school aims to strengthen all stakeholders' sense of ownership of positive education, conducive to positive development and well-being of students in both the learning and teaching environment and student development activities in the coming year.

2.2.2 Objective 2: To facilitate students' values learning through building up professional connection and collaboration with different schools on values education

Strategies and Progress:

We build up professional connection and collaborate with different schools to explore and develop a holistic positive values education in our school.

Aims	Assessment tools to be implemented
1. Participate in the "Curriculum Leadership Learning Community on Values Education" coordinated by the SBCDS of EDB	- New insights bring into school for effectively implement the values education - Students acquire essential knowledge, skills, and positive attitudes both inside and outside the classroom
2. Develop effective ways to convey values education in learning and teaching	

Three core teachers participated in the “Curriculum Leadership Learning Community on Values Education” coordinated by the School-based Curriculum Development Section (SBCDS) of Education Bureau (EDB). They have joined three inter-school professional exchange conferences and three school visits this year. Teachers in the Moral and Civic Education Team shared about “the cultivation of positive school atmosphere through life-wide learning activities” at the Annual Sharing Session of the SBCDS on 12/4/2024. Eleven teachers from eight schools and EDB officers visited our school on 2/11/2023. They observed the positive values elements around our school campus and experienced the activities launched during Gratitude Week. The application of positive values education in school activities and form periods was commended by those teachers and officers.

The Moral and Civic Education Team Coordinator refined the VIA character strengths and the twelve 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. Based on the overview of values education by all functional group heads and form coordinators, some suggestions to integrate or further develop specific values were made by the Head of Student Development.

Reflection and Evaluation:

Participating in the “Curriculum Leadership Learning Community on Values Education” coordinated by the SBCDS of EDB was a valuable experience to explore new insights into how to implement positive values education. It is expected to emphasize values teaching more explicitly in lessons to cultivate students’ positive values and attitudes more consciously. Therefore, values education teaching packages in selected subjects and a values education curriculum for junior forms will be developed in the coming year. Furthermore, to enhance a holistic values education environment inside and outside the classroom, the school will design and beautify the school campus to fill it with positive values atmosphere in the coming year.

2.2.3 Objective 3: To strengthen students' sense of national identity and awareness of community needs

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. Build up at least one more sister school in Mainland	- Students and teachers have a better understanding of home country by connecting with sister schools - The sense of national identity of students is strengthened - Community services arranged for each form
2. Coordinate teachers and students' exchange with sister schools	
3. Organize at least one cross subject Mainland study tour by C&S and other subject disciplines	
4. Develop students' awareness to the needs in our community by initiating social services using design thinking skills	

The principal, teachers and 20 students from Guangzhou Huadong School visited our school on 1/12/2023 to exchange with our teachers and students. They experienced our PE, STEAM and Chinese lessons, and shared the rope skipping skills with our students. Our principal, Dr. Cheng then visited Guangzhou Huadong School with three teachers on 14/3/2024 to learn more about the schools' vision and mission, administration structure, academic curriculum and student development program. After comprehensive consideration, it was decided to connect with Guangzhou Huadong School as the second sister school in Mainland and the contract signing will be held next year. Three teachers and 24 students participated in the exchange trip to Guangzhou Huadong School during 2-3/7/2024. Various experiential activities such as high-tech planting, national defence education, Cantonese embroidery, rope skipping, etc., were arranged for students. Over 80% of participants indicated that they intended to visit Guangzhou Huadong School again next year.

Two teachers and 20 senior form students taking DSE PE subject participated in the "Hangzhou Asian Games and cultural exchange Tour" organized by C&S and PE subject during 21-25/9/2023. Students learnt about China's involvement in the major international games and China's sporting culture. Their sense of national identity was enhanced after witnessing the great success of the Hangzhou Asian Games.

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 campaign and class services, students served elderly centres, special schools, kindergartens, victims in fire incident and missionary organizations. All service users' feedback was positive, and the Mission and Service student team actively initiated community service opportunities.

Reflection and Evaluation:

According to the KPM 17, the average score on national identity for “responsibility, obligation”, “proud, love”, “national flag, anthem” and “achievements” all increased compared to last year, from 2.90 to 2.93, from 2.96 to 3.02, from 2.92 to 2.97 and from 3.05 to 3.10 (out of 4), respectively. This reflected that the sense of national identity of students is strengthened after various related educational experiences provided for them. Besides, with the effort put into exploring connections with one more sister school, the school decided to pair with the Guangzhou Huadong School finally. It is expected to enhance teachers’ professionalism through exchanges of school management experiences and learning and teaching strategies, and to broaden students’ horizon and deepen their understanding of Mainland by participating in exchange activities, thereby enhancing their sense of national identity. Our school will continue to organize activities to exchange with the two sister schools and other Mainland study tours to groom students into responsible citizen with a strong sense of national identity.

Furthermore, parents agreed that “the school provides social and overseas mission opportunities which help my child grow” from the parent survey, which showed a very high scores (4.18 out of 5). We hope our students will become faithful Christians by responding proactively and responsibly to the needs in the local community, nation and global context. Therefore, the Mission and Service Team will continue to develop service-learning opportunities for students during GLocal Week and class services in the coming year.

2.3 Major Concern III: To strengthen the professional growth of teachers conducive to student's learning and personal growth

Objectives:

- 1. To expand the professional capacity of teachers conducive to student's learning and personal growth***
- 2. To strengthen the professional growth of newly joined teachers and newly appointed middle managers***
- 3. To enhance the professional growth of teachers through the adoption of differentiated appraisal system***

2.3.1 Objective 1: To expand the professional capacity of teachers conducive to student's learning and personal growth

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 conducting action research in all subject areas.

Aims	Assessment tools to be implemented
1. At least half of the subject panels have completed their action research	• Teachers find the in-house sharing insightful to L&T and / student development • Application of action research findings to L&T and / student development work
2. To organize in-house sharing of research findings and implications to L&T and/ student development	

The whole-school approach of action research has been successfully implemented with a view to helping the teachers reflect and revise the current teaching practice. This in turns expands the teachers' capacity and enhances their competence to address the students' learning needs and challenges with a wide range of teaching pedagogies.

Each department has devised and conducted research action projects, based on their own focuses, concerns and interests in teaching and assessment. The project got involved both experienced and new teachers, which is instrumental to facilitating exchange of ideas and promoting professional growth in the subject panel. To maximize the benefits of the action research scheme, colleagues did share and display the action research findings and results in their department meetings and the Curriculum Celebration, facilitating teacher learning at both subject and school level.

Reflection and Evaluation:

There was a wider range of research topics covered this year, including use of AI, scenario-based learning and mode of assessment. It is believed that the research findings do bring implications to the learning and teaching in the future and they will be translated to some concrete teaching practice that is conducive to augmenting students' learning effectiveness. 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 strengthen the professional growth of newly joined teachers and newly appointed middle managers

Strategies and Progress:

Given the growing number of newly joined teachers and middle managers in recent years, vigorous efforts have been made to devise effective support measures, 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, building a team of competent servant leaders for promoting learning, teaching and holistic development of students.

Aims	Assessment tools to be implemented
1. To continuously refine the content of the mentoring program to address the professional needs of newly joined teachers	- Refinement of content of the mentoring program based on the views collected - Launch of Middle Managers Program Phase 2 (1st cohort) - Increased confidence and competence shown by middle managers in their leadership roles
2. To launch Phase 2 of the middle manager PD program to address the professional needs of newly appointed middle managers	

Professional development and mentoring of newly joined teachers

Newly joined teachers this year have become more confident and competent in various roles through the induction program, mentoring sessions, PD opportunities, and the support from colleagues in their subject panel or form, as well as from their mentors.

In addition to the mandatory mentoring sessions, a few new teachers was invited to participate in an overseas L&T PD trip to Taiwan in November 2023, focusing on ShareStart. Additionally, small-group lunch meetings with principals were conducted in the Spring Session to build rapport. Generally, teachers found the lesson observations, observation of CCA, and post-observation feedback to be conducive to their continuous professional growth and empowerment in their roles as subject teachers and CCA advisors, as reflected from the feedback collected at the end of the program and our Annual Special Teachers Meeting.

Continuous nurturing and empowerment of Middle Managers

This school year marks the completion of the first cohort (both Phase 1 and 2) of the 'Middle Managers PD' program, designed to build teachers' confidence and competence in leadership roles. A total of 16 middle managers joined this 2-year program, participating in five PD sessions in each year, developing both the mindset and skillsets for effective leadership. Based on the end-of-program survey, nearly 90% of the participants found it useful for developing their servant leadership mindset. They also acquired skills in team management, communication, and conducting performance evaluations, with many attempting to apply these principles to their leadership roles.

Reflection and Evaluation:

In the coming year, deliberate identification and development of Christian leaders will continue to be our focus. To accelerate our preparation of future school leaders, the existing 'Middle Managers PD' program will be renamed as 'Christian Leadership Program' to reflect its evolving nature, with invitations extended not only to newly appointed middle managers but also to mentors and other interested teachers too. Topics and skills suggested by teachers from the first cohort will be incorporated into the second one to enhance the relevance of the program to their professional growth.

2.3.3 Objective 3: To enhance the professional growth of teachers through the adoption of 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
To enhance the professional growth of teachers through the adoption of differentiated appraisal system	• Implementation of the newly designed differentiated appraisal instruments • Teachers' reflection on their work through the newly designed appraisal instruments • Teachers gaining concrete feedback for devising strategies conducive to students learning and personal development

Teachers generally found the newly designed appraisal instruments relevant and user-friendly, serving effectively as tools for both self-assessment and professional growth, as reflected by a positive response of 3.71 from the KPM survey. The domains and criteria for self-evaluation acted as timely reminders of the qualities to focus on across the various roles they assumed, facilitating meaningful self-reflection. Most teachers appreciated the feedback from Subject Heads, Functional Group Heads, and CCA advisors, especially when it was delivered in a direct, concrete, and specific manner.

Reflection and Evaluation:

Regarding the new appraisal tools, based on the feedback collected, both the appraisal instrument and feedback mechanism would be refined as follows:

- **Timing:** Appraisal instruments will be released earlier to enable teachers to start with a clear end goal in mind.
- **Content:** In addition to reflection, 'Actions for Improvement' could be added to transform self-assessment and supervisor feedback into actionable plans.
- **Mode:** An interim self-evaluation using the same tool will be introduced halfway through the year to encourage teachers' continuous reflection and strategic planning for professional growth.
- **Feedback mechanism:** A protocol could be developed next year to assist supervisors in delivering oral feedback that enhances teachers' capacities.

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, and Mrs. Percy Leung from the sponsoring bodies, Mrs. Joanna Lee (Parent), Mr. Ronald Tan (Alumnus), Mrs. Josephine Leung (Independent), Mr. Simon Lau (Independent), Mr. Wong Kam Chuen (Independent), Dr. Cheng Kin Tak Samuel (Principal), Rev. Lui Yik Yeung (Chaplain), and Mrs. Kwok Lee Hoi Yan (Vice Principal and Teacher).

They met 3 times in school year 2023-2024, with the aim 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. Sandy Wong, Mrs. Kwok Lee Hoi Yan (Vice Principal)
Treasurer:	Mrs. Angel Pong, Mrs. Lok Cheung Ka Yee (Teacher)
Secretary:	Mrs. Sharon Chan, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Diana Chan, Mrs. Karen Chan, Mr. Andy Lam and Mrs. Yip Chow Sau Han (Assistant Principal)

3.3 Alumni Association (UCCKEAA)

The 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. Cheng Kin Tak Samuel
Teachers:	Mrs. Kwok Lee Hoi Yan, Mrs. Wong Chong King Ting, Mrs. Lok Cheung Ka Yee and Ms. Letty Yeung

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

Mrs. Ho Lee Doen Yee

Dr. Tsui Kwok Wing (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)

Dr. Lee Lit Bing. Icy (Emeritus Professor of the Faculty of Education, CUHK)

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

Mr. Erwin Huang (Adjunct Professor, Division of Integrative Systems and Design, 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, Life and Society, 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 offer better pastoral care and facilitate 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. The Form Coordinators for this school year are:

S1: Mr. Leung Tsan Chiu

S2: Mrs. Lin Kwok Ching Yee

S3: Mrs. Tsang Lee Wing Yee

S4: Mrs. Wong Li Ho Sze

S5: Mrs. Yip Chow Sau Han

S6: Mr. Lui Chi On

3.8 *Class Arrangement and Enrolment in 2023-2024*

Form	Classes	No. of students (as at 25 th April, 2024)
S1	5	164
S2	5	163
S3	5	134
S4	5	143
S5	5	130
S6	5	107
Total	30	841

3.9 Reporting DSS Schools' Annual Financial Position Financial Summary for the 2022-2023 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)	71.47%	N.A.
School Fees	N.A.	24.14%
Donations, if any	N.A.	0.02%
Other income, if any	0.00%	4.37%
Total	71.47%	28.53%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	80.81%	
Operational Expenses (including those for Learning and Teaching)	7.14%	
Fee Remission / Scholarship ¹	3.48%	
Repairs and Maintenance	4.57%	
Depreciation	3.64%	
Miscellaneous	0.36%	
Total	100.00%	
Surplus/Deficit for the School Year#	1.15 months of the annual expenditure	
Accumulated Surplus/Deficit 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)	7.74 months of the annual expenditure	
#in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

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

A wide variety of professional development programs were organized throughout the school year to equip teachers and meet diverse 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. Lo Tak Yee	Mrs. Wong Li Ho Sze Bonnie
Chinese	Ms. Ngan Sin Yi	Mrs. Lok Cheung Ka Yee
Chinese History	Mr. Suen Ka Chun	Mr. Nit Ka Hei
English	Ms. Ho Wing Yin	Ms. Choy Wai Yan Vivien
English	Ms. Lai Rachel	Mrs. Lo Chan Hiu Wai
Biology	Mr. Yu Wing Hin	Mr. Liu Ling Sang Angus
Business	Mr. Lam Sheung Yin	Mr. Lok Derrick
History	Mr. Kan Chi Lung	Mr. Roparz Fong

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
18/8/2023	Embracing UCCKE culture	• Getting to know UCCKE and our culture • The UCCKE team spirit • Be a purpose-driven teacher: seeking for professional development	Dr. Cheng Kin Tak Samuel
27/9/2023	Effective L&T and classroom management	• Effective pedagogies • Cultivating good learning habits • Dealing with common classroom problems • Correcting students' misbehaviours	Mrs. Kwok Lee Hoi Yan Mr. Choy Tsz Hung

11/10/2023	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
8/11/2023	Interacting with students and embracing diversity	- 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
31/1/2024	Emotional and mental well being	- Handling students' emotional needs and issues - Crisis management	Mrs. Tsang Lee Wing Yee School Social Workers
21/2/2024	Grow and glow: Spiritual growth & mission heart	- Seeking for spiritual growth - Be a mission-hearted teacher Bringing students to Christ; cultivating students' fellowship - Nurturing students' spiritual growth and mission heart	Mrs. Lin Kwok Ching Yee Mrs. Lau Leung Venus
29/5/2024	Looking back - my first year of professional growth at KE	- Self-evaluation of professional growth in various areas - Goal setting for future path - Thanksgiving & praying for each other	Mrs. Kwok Lee Hoi Yan Mr. Leung Tsan Chiu Mentors

With new colleagues joining the team in recent years, the role of mentors has become more significant in providing guidance, advice and care to their mentees; varied support measures will be put in place to help the mentees develop the UCCKE spirit and adjust to the teaching culture of UCCKE.

4.1.2 School-based Professional Development Programmes for All Teachers

The school has organized professional development programmes in various aspects, ranging from positive education, action research, e-learning, AI literacy, differentiated instruction, life planning, national security education, pastoral care of students, etc.

With blended learning, AI literacy, 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 two-year PD program for middle managers.

Date	PD program	Speaker
21/8/2023	Mental Wellness	Dr. Felix Cheung
22/8/2023	返璞歸真：屬靈品格的培育	Prof. Simon Shui-Man Kwan
13/9/2023	Essence and ethics of Christian educators	Dr. Cheng Kin Tak Samuel
18/10/2023	Christian education in Thailand	Principal 何文慶 and teachers from Christian Sangpratheap School, Thailand
9/1/2024	AI in Education	Solomon Education
24/1/2024	Handling students' learning needs and well being	Dr. Elaine Tang
6/3/2024	Christian education in HK and KE context: sharing by Dr To and Mrs To	Dr. To Chi Shang Mrs. Julie To
15/2/2024	UCC-UCCKE PD Day	Rev. Shum Shu Kei UCC & UCCKE Teachers
21/6/2024	14th Curriculum Celebration	UCCKE Teachers
4/7/2024	Christian Education Conference	Dr. Paul Pang Hau Lim Dr. Edwin Boyce Dr. To Chi Shang Dr. Cheng Kin Tak Samuel Mr. Lau Chun Wah Mr. Chan Ka Yun Mr. Cheung Fung & other guest speakers for the parallel sessions

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 one 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 2023-24 school year, five sessions of professional development sessions were held for the middle managers.

Date	PD program
18/8/2023	Chapter 7 of 'The Way of the Shepherd' – The Heart of the Shepherd 僕人領袖之十二項修煉 附錄：僕人領袖之修煉——耶穌與門徒群體給我們的啟示／岑樹基
8/11/2023	Qualities of a servant leader • 服務心態 (servant mentality) • 精誠 (entheos) • 作管家 (stewardship) • 思考能力 (conceptualization) Connection and collaboration with different parties
6/3/2024	Qualities of a servant leader • 以建立人及醫治人為己任 (commitment to grow and heal others) • 以同理心聆聽及溝通 (listening and communicating empathically) • 建立及維持信任 (building and maintaining trust) • 建立群體 (building community) Capacity building and team building, motivation
29/5/2024	Qualities of a servant leader • 預視力 (foresight) • 冒險精神 (risk-taking) • 直覺力 (intuition) • 勸說 (persuasion) Driving change & change management

4.1.4 UCC-UCCKE Professional Development Day

Held on 15 March 2024, our UCC-UCCKE Professional Development Day provided a valuable opportunity for both schools to pursue professional development together. The theme of the PD Day is “愛神愛人 Shine Brighter”. Rev. Shum Shu Kei, the Centre-in-charge and Servant Pastor of EdUHK Christian Faith and Development Centre, was invited to inspire us spiritually through his sharing themed on “Busy yet Calm, Be True to Our Original Aspiration” (忙而不亂，保持初心). It was followed by 19 parallel sessions which covered a broad range of topics as shown in the table below, offering chances for UCC and UCCKE colleagues to discover or gain knowledge about new subjects related to our profession or ministry, share ideas and best practices on specific topics or trends in education, and create a platform for fostering future collaboration through professional networking and exchange.

Domain	Topic
1	Formative assessment/ Assessment as Learning
2	Self-directed learning
3	Blended learning/ e-learning
4	AI
5	Differentiated instruction/ gifted education
6	Cross-curricular learning
7	Infusion of values education into L&T
8	Others

4.1.5 Curriculum Celebration

Our 14th Curriculum Celebration was held on 21 June 2024, with an aim to celebrate the instructional and curriculum achievements made this year; offer a platform for subjects to share their pedagogical experiences and learning materials or packages and cultivate a collaborative professional learning community through pedagogical exchange across subjects. Subject-based display and sharing in the form of parallel sessions sparked useful discussion and professional exchange across subjects.

Programs:

Focus of subject exchange in the parallel sessions:

- 1) Blended learning strategies/ e-learning/ use of online learning platforms or tools
- 2) Use of responsive classroom
- 3) Attempt of AI integration into subject / AI tools
- 4) Catering for more able students (strategies, materials, etc)
- 5) Reading across Curriculum
- 6) Action research
- 7) Subject-based trials/ new attempt

Parallel sessions:

Session	Faculty	Topic	Teachers-in-charge
I	English	Use of AI in Composition Marking	Mr. Leung Tsan Chiu Mr. Roparz Fong Mr. Tony Wong
	Science	Biology Empowering more-able Students: Inspiring Engagement through Biology Research Team Leadership Physics Enhancing Teaching with Props: Bringing Learning Physics to Life Physics Exploring Helpful Website for Teaching Radioactivity	Mr. Choy Tsz Hung Joe Mrs. Lam Man Wo Shau Mr. Yu Wing Hin Mr. Chung Ho Yan Mr. Wu Chi Wai Marcus
	Humanities	Chinese History Use of AR in junior form Chinese History learning History Classroom and Beyond: enhancing critical thinking and students' autonomy through blended learning in History Geography Encouraging strength-based reflections - supporting students in reviewing and reflecting on UT and mock examinations with statistics	Mrs. Wan Lau Wan Yee Mr. Nit Ka Hei Mr. Fung Tik Hei
	Life and Society	OLE (Life Education) school-based curriculum	Mrs. Yip Chow Sau Han
	Business	Sharing Topic 1: Application of OneNote on classroom management and lesson design Sharing and display Topic 2: ECON x GEOG Experiential Learning Sharing Topic 3: Financial Education on Stock Investment	Mr. Hung Chuen Tung Mr. Chan Sze Lok Mr. Lo Wing Kong Mr. Lam Sheung Yin

	Cultural Subjects	Physical Education (PE) Share and demonstrate the use of electronic technology (HOMECOURT App, ICG cycling bike and TANITA Professional Body Composition Analysers) to help students understand their body situation and exercise performance so as to improve different skill levels. Music Share and demonstrate how hand bell to let more-able students to show their talent and raise the cooperation skill during practicing. Visual Art Showcase and share how to empower more-able students in their art-work	Mrs. Lee Lam Yin Mr. Kwan Kit Ming Mr. Tse Ho Tin
II	Cross-Curricular	English Literature Studies X Japanese Theme: Cats Mania Integration of knowledge learnt from the two subjects and generation of new insight STEAM X Business Display student's project work on the business proposal of a restaurant including the interior design using 3D modelling and application of molecular gastronomy in the design of their own dish ERS X History X Visual Arts Display a series of activities related to the Holocaust across the three subjects	Ms. Ng Sze Ching Mrs. Tsang Lee Wing Yee Ms. Wong Yuen Ying Mr. Lam Hon Kwan Mr. Yu Kwok Fu Mr. Nit Ka Hei Mr. Tse Ho Tin
	Science	Chemistry - Mastering Self-Directed Learning: Navigating the S6 DSE Chemistry Curriculum - Sharing on the Special Features in IAL - Exploring Science Research in Secondary School Physics Making Complex Ideas Clear: Using Pictures to Share Knowledge	Mrs. Wong Yeung Mui Chun Mr. Lee Chun Fai Ms. Ng Wing Lam Mr. Tse Man Chi
	Chinese	通過展示學生學習成果，讓同工認識「文學散步」活動，既結合文本精讀，也包含實地考察，並進行文學創作，體驗語文學習的另一個可能。	Mr. Yu Chun Yu Mr. Tang Wai Yiu Mr. Chan Kwan Ngai

	English	English Display students' work about peer-to-peer learning and a basic AI-empowered auto-marking platform developed by 4B Aiden Hui English Literature Studies Display students' work showing elements of language arts French Display students' work on the use of AI in creating dialogue Japanese Display learning materials used in the cultural exchange programs	Mr. Derrick Lok Ms. Ng Sze Ching Mrs. Theresa Koller Mrs. Tsang Lee Wing Yee Ms. Wong Pui Shan
	Mathematics	S1 Action Research Investigate the effectiveness of note summaries prepared by students on students' performance in assessments S4 Action Research Investigate the effectiveness of MC Exam Skills/Short-Cut Technique on students' performance and speed in assessments	Ms. Wong Wing Chuk Mr. Liu Ling Sang Angus Mr. Wong Hong Kiu Mr. Chong Cheung Yu Mr. Lui Chi On Mr. Chan Che Fung Ivan

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
28/8/2023	Mathematics	Use of OneNote Classroom
9/2023-6/2024	STEAM	Jockey Club STEAM Education Resources Sharing Scheme
19-20/9/2023	Citizenship and Social Development	兩滙 STEAM 及公民與社會發展科廣深交流
28/10/2023	Chemistry	SBA conference
17/11/2023		Assessing Student Learning Series for Chemistry: Briefing Session on 2023 HKDSE Chemistry and Combined Science (Chemistry Part) Examination (New)
3/1/2024		Strategies on how to cater more capable students
10/4/2024		Preparation for teaching IGCSE Chemistry
16/4/2024		How to enhance Junior form students' lab skill in the practical lesson (1)
21/4/2024		How to enhance Junior form students' lab skill in the practical lesson (2)

19/12-31/5/2024	Physics	HKEAA Physics Data-Driven Assessment Enhancement Programme
8/11/2023		STEAM Class: Solar Energy
6/12/2023		STEAM Class: Drone
9/1/2024		Data Mindset & AI
3/6/2024		Speaker of “Train up new teacher for IAL IGCSE teaching” in UCCKE
11/2023-2/2024	中國歷史	Trial of Augmented Reality software to illustrate the characteristics of each dynasty and use of iPad in teaching
21/11/2023	English	Visit to Singapore International School
16/1/2024		Professional Development Session on Paper Setting
10/5/2024		EHLA AI-Powered Deep Grading Platform & DSE All-in-One Platform
7/6/2024		Tutor Jolly AI Grading for Writings
4/6/2024	Physics, Chemistry & Biology	Preparation for teaching non-local curriculum
21/5/2024	BAFS	How to generative AI to enhance students’ learning in business-related subjects?
29/5/2024	Music	Musical Directing Skills
9/7/2024	Biology	Joint-School Professional Exchange (HKDSE Biology SBA)
6/6/2024	Economics	Briefing Session Economics Optimising Measures (New)_Hybrid Mode

4.1.7 Lesson Observation & Open Lesson

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

76 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. We have transformed the open lesson scheme into our school’s daily practice.

4.2 Professional Exchange with Other Parties

Date	Subject/ Group	Professional Exchange Activity
8-10/1/2024	ICT	大灣區創科研學團
7/3/2024	Life Planning Committee	Host school for CLAP@JC International Conference 2024 (Off-site event) School visit by OECD members and school hub exchange Topic of sharing – CLD provision and implementation at UCCKE
8/3/2024		Sharing at CLAP@JC International Conference 2024 Topic - Providing quality Career and Life Development Education with whole-school approach
9/2023-6/2024	Visual Arts	Exchange with panel heads from different schools
9/2023-6/2024	Moral and Civic Education Committee	Positive Education Network, PEN (whole year) training for new teachers Organisation: Bei Shan Tang Foundations
9/2023-6/2024		Learning Community on Values Education (whole year) Organisation: EDB
3/7/2024		Failure day (for S3 students, post-exam activity 3/7) Organisation: Methodist Centre for Quality Life Education
29/1/2024	English	Exchange of S6 English Mock Examination Papers with Ying Wa College.
2/3/2024		Professional Exchange in Standardization, Marking and Moderation in the S6 Joint-school Oral Practice (with United Christian College and Tsung Tsin Christian Academy)
9/3/2024	History	Professional Exchange in Standardization, Marking and Assessment Design in the Joint-school History Post-mock with Kowloon True Light College's History Department
2/5/2024	中國歷史	與立法局鄧家彪議員商討五四運動的重要性及與國家安全的關係
8/6/2024	Life Planning Committee	Sharing at EDB Annual Event "Go Forward Together - Life Planning Education Sharing Series 2023/24 - Experience Sharing on School-based Life Planning Education Programmes" Topic - Developing students' career and life planning through 'Other Learning Experiences (Life Education)'
10-15/6/2024		CLAP@JC Professional Learning Programme for Hub Convenor to Bonn, Germany and Madrid, Spain

4.3 Professional Service

- Dr. Cheng Kin Tak Samuel was the Chairman of Board Directors of the Bethel Bible Seminary.
- Dr. Cheng Kin Tak Samuel was the Portfolio Assessor of Aspiring Principal for the Education Bureau.
- Dr. Cheng Kin Tak Samuel was the Part-time Lecturer of Principalship Course for Aspiring Principals for the Chinese University of Hong Kong.
- Dr. Cheng Kin Tak Samuel was the Facilitator of program named “Needs Analysis for Principalship Course for Aspiring Principals” for the Chinese University of Hong Kong.
- Dr. Cheng Kin Tak Samuel was the Panel Member of School Review for the Hong Kong Council for Accreditation of Academic & Vocational Qualifications.
- Dr. Cheng Kin Tak Samuel was the Director of the Alice Lan & Vera Shen Education Fund.
- Mrs. Kwok Lee Hoi Yan was the Hub Convenor of CLAP@JC HKBM Cohort 2 Hub E2.
- Mr. Leung Tsan Chiu was the Board Director (Chairman) of Faith in Action Limited.
- Mr. Lee Chun Fai has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary).
- Mrs. Annie Lau was appointed as the Board Member of the Kowloon Baptist Church Kindergarten.
- Mrs. Annie Lau was appointed as the Part-time Teacher of HKU SPACE.
- 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 choir conductor and the vice-chairman of the music department member of the Kowloon City Baptist Church.
- Mr. Kwan Kit Ming was appointed as the singing class teacher in the Baptist Convention of Hong Kong.
- Mr. Kwan Kit Ming was appointed as the adult main cast in Yip's Children Choir.
- Mr. Kwan Kit Ming was appointed as the conductor of the church choir service.
- Mr. Lo Yan Hon was appointed as an associate executive committee member of the Association of I.T. Leaders in Education.
- Mr. Lo Yan Hon was appointed as the member of the Ocean Park Academy Teachers Working Group in the Ocean Park Academy Hong Kong.
- Mrs. Leung Kwong Hiu Wan was the pianist in a program from The Worshippers and One Circle Limited.

5. Our Learning and Teaching

5.1 Planning

Under the annual school theme ‘Go Further, Shine Brighter’, the Academic Affairs Committee of the school seeks

5.1.1 To augment the use of blended learning strategies to nurture students as self-directed learner

5.1.2 To facilitate Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time

5.1.3 To further strengthen the learning capacity of the more able students through systemic differentiated instruction

5.1.4 To expand the professional capacity of teachers conducive to student’s learning and personal growth

5.2 HKDSE

5.2.1

The passing percentages of the 2024 HKDSE are as follows:

- English Language (Level 3 or above): 100%
- Chinese Language (Level 3 or above): 87.1%
- Mathematics (Level 2 or above): 89.7%
- Citizenship and Social Development (Attained): 100%
- 86% of our students with 332A or above

5.2.2

Our students got good results in the 2024 DSE examinations. 84.9% of them got JUPAS offers, in which 98.6% got into degree programs and 33.3% of the degree offers are from HKU, CUHK and HKUST.

Students’ subject grades are also very encouraging. 64.8% of them are of Level 4 or above (Day school is 41.4%), and 27.4% of them are of Level 5 or above (Day school is 17.2%).

Results of Outstanding Students

1st - 3 subjects with 5**, 2 subjects with 5*, 1 subject with 5, C&S with A

2nd - 1 subject with 5**, 4 subjects with 5*, 1 subject with 5, C&S with A

3rd - 1 subject with 5**, 3 subjects with 5*, 1 subject with 5, C&S with A

Table A – Overall Performance of students

Subjects	UCCKE (%)	Day School (%)
Core subjects at level 3 3 2 A or better	86	45.0
Core subjects at level 3 3 2 A or better, with one elective at level 4+	72.1	35
Core subjects at level 3 3 2 A or better, with two electives at level 4+	58.2	25.6

Table B - By Subject: Level 5 or Above

Subject	UCCKE (%)	Day School (%)
Biology	34.6	20.2
Business, Accounting and Financial Studies (Accounting)	12.5	14.5
Business, Accounting and Financial Studies (Business Management)	33.3	7.7
Chemistry	52.4	26.8
Chinese History	58.3	13.3
Chinese Language	21.2	10.5
Chinese Literature	11.1	14.0
Economics	23.3	17.9
English Language	29.1	10.2
Ethics and Religious Studies	0	7.3
Geography	42.3	12.0
History	42.9	13.8
Information and Communication Technology	33.3	12.9
Literature in English	0	23.5
Mathematics Compulsory Part	20.7	15.4
Mathematics Extended Part Module 1 (Calculus and Statistics)	30.8	37.0
Mathematics Extended Part Module 2 (Algebra and Calculus)	16.7	29.5
Music	0	26.9
Physical Education	0	3.5
Physics	26.3	28.2
Tourism and Hospitality Studies	16.7	5.5
Visual Arts	15.4	7.1

Table C - By Subject: Level 4 or Above

Subject	UCCKE (%)	Day School (%)
Biology	61.5	46.7
Business, Accounting and Financial Studies (Accounting)	50.0	43.1
Business, Accounting and Financial Studies (Business Management)	66.7	31.3
Chemistry	81.0	51.4
Chinese History	83.3	38.1
Chinese Language	52.9	32.4
Chinese Literature	44.4	35.8
Economics	56.7	45.7
English Language	75.6	28.7
Ethics and Religious Studies	75.0	27.5
Geography	80.8	37.1
History	78.6	45.6
Information and Communication Technology	88.9	33.5
Literature in English	0	53.9
Mathematics Compulsory Part	64.4	39.1
Mathematics Extended Part Module 1 (Calculus and Statistics)	61.5	58.6
Mathematics Extended Part Module 2 (Algebra and Calculus)	50.0	51.8
Music	0	57.1
Physical Education	0	15.3
Physics	52.6	49.8
Tourism and Hospitality Studies	33.3	16.9
Visual Arts	53.9	24.7

5.3 NLC - International A Levels

2024 marks the year of graduation of our fourth Non-local Curriculum (NLC) cohort. Though it is a small cohort on its own, our NLC students achieved encouraging results in the May/ June 2024 series.

Subjects	A*	A or above	B or above	C or above
IAL Biology	33%	50%	83%	83%
IAL Chemistry	28%	56%	78%	94%
IAL Mathematics	35%	71%	94%	100%
IAL Physics	14%	50%	86%	100%

Results of Outstanding Students

1st - 4A* - 1 student

2nd - 3A*, 1A - 1 student

3rd - 3A* - 1 student

5.4 Academic Week

Academic Week was held from 26 February to 1 March 2024 this year, with an aim to arouse students' interest and enrich their exposure & learning in various subject areas. 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.

[illegible]

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. *Information Skills with AI implications* was introduced and taught in the program to promote AI Literacy.

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 to staff and students, which include Britannica School & Launch Packs, ProQuest SIRS Issues Researcher, HyRead, NowBook, Rosen eBooks and Flipster Digital Magazines, covering materials across the curriculum.

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*

The catalogue 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 different subjects were available.

5.6.2 *Reading Circles*

The S1 Reading Circles groups, provided with Reading Circles book sets and worksheets to facilitate discussion, 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.

5.6.3 *Book Week (22-26 Jan, 2024)*

This year's Book Week focused on igniting students' passion for reading. Teacher Book Talks were organized during the lunch break, providing engaging insights into various texts. A local author was invited to share in the Book Week Assembly, while a virtual author talk hosted by an overseas author further expanded students' perspectives. The Parent-Child Reading Buddy Scheme was launched, complementing the ongoing Teacher-Student Reading Buddy Scheme, both aimed at promoting extensive reading across different subjects among teachers, parents, and students. Additionally, the Book Trailer Competition held encouraged students to share the joy and excitement of reading with their peers.

5.6.4 *Teacher-Student Reading Buddy Scheme*

The purpose of the *Teacher-Student Reading Buddy Scheme* is to ignite students' passion for reading by fostering meaningful connections between teachers and students and encourage a love for literature while allowing teachers to share their insights and recommendations, enriching students' reading experiences. By pairing students with teacher mentors, the scheme seeks to create a supportive environment that nurtures curiosity and promotes extensive reading across diverse genres and subjects. Twelve teachers from different disciplines and twenty-four students participated in the scheme.

5.6.5 Parent-Child Reading Buddy Scheme

The *Parent-Child Reading Buddy Scheme* aims to foster a love for reading by creating meaningful interactions between parents and their children. This initiative encourages families to explore literature together, enhancing their reading experiences while strengthening their bonds. The scheme seeks to cultivate a supportive environment that nurtures curiosity and promotes extensive reading habits within the family unit. Sixty-four parents signed up to participate, twelve of them were awarded with certificates to appreciate their outstanding achievement.

5.6.6 Battle of the Books (2023-2024)

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 eight S1 and three S2 avid readers, was formed in September. Team members had great fun reading and preparing for the competition. The team got excellent scores in the Semi-final.

5.6.7 Harvard Book Prize (2023-2024)

Three outstanding S5 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 and Information Skills

Parent Talks on Reading and Information Skills 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 Reading which focus on how parents can nurture their children's reading and two on Information Literacy with AI Implications 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, Isaac Ngai (4E), to join the Sixth ‘Distinguished Master, Accomplished Students’ Mentorship Programme. Throughout the 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. Under the supervision and guidance of Prof Henry N C Wong, who is currently X.Q. Deng Presidential Chair Professor of the CUHK (Shenzhen) and also Emeritus Professor of Chemistry and Research Professor of the CUHK, our student was able to explore science in an in-depth, academic manner.

In addition, 5B Sum Ka Ching successfully completed the ‘Junior Researcher Mentoring Programme 2024’ (JRMP) organized by PolyU. Through mentorship from PolyU academics, our student gained hands-on experience in research design, data collection and analysis, and results reporting on the research topic entitled ‘Parental psychological control and developmental outcomes among Chinese adolescents in Hong Kong’. She also had the opportunity to visit PolyU’s 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/STEAM projects. Over 100 students participated in various IT and STEAM courses and competitions, winning a total of 20 awards. Notably, three students participated in the World Robot Olympiad Hong Kong Tryout (Future Innovators) and became champions, participating in the World Robot Olympiad 2023 Panama (Future Innovators Junior category). Additionally, two students achieved champion in the Swift Coding Club: Hackathon@Cathay City 2023 and two achieved Silver Award. Moreover, four students achieved 1st Runner up in Inter-School Cybersecurity Competition 2023, with one student award Most Valuable Player. In addition, three students secured Champion in Green Innovation Competition 2024 held by CUHK. Our teachers and students actively engaged in different STEAM activities, including DSSSC Innogala, STEAM trip in Tokyo and Nagoya, Japan, and STEAM Summer Camp at Chang Jung Christian University, Taiwan. The department continuously promotes technology education to students, covering areas such as Virtual Reality, Artificial Intelligence, and Python programming.

The Biology Department has achieved significant milestones in fostering students’ interest in biotechnology. The Biology Research Team (BRT) has been particularly exemplary, with a dedicated group of 12 students working on a groundbreaking project to explore the applications of hyaluronic acid-based hydrogel in agriculture. Their ambitious goal of competing in the prestigious iGEM competition in Paris drives them to actively engage in various biotechnology-related events. To enhance their knowledge and skills, BRT members have participated in workshops and symposiums, including a notable event at HKU where they interacted with other iGEM teams. Additionally, they have organized workshops to introduce biotechnology principles to students of all ages, fostering a passion for the field. Under the guidance of experienced iGEM participants, the BRT Club has attracted a growing number of members, now totaling 40. The club fosters a supportive environment that encourages autonomous learning and scientific inquiry. Beyond the BRT, eight students from the department excelled in the Hong Kong Biology Literacy Award, demonstrating their proficiency in Nature of Science, Science, Technology, Society, and Environment, and scientific inquiry. with one achieving First Class Honors, two achieving Second Class Honors, and three achieving Merit.

The Chemistry Department at our school has implemented various and initiatives tailored to our academically gifted students. Notably, in the Chemists Online Self-study Award Scheme 2024 organized by HKVU, our S4 cohort demonstrated exceptional prowess: one student clinched a Gold award, two secured Silver awards, one earned a Bronze award, six excelled with Platinum accolades, and an impressive 51 students attained the Diamond awards. Similarly, in the Junior Secondary School Science Online Self-learning Scheme 2024, one S3 student garnered a Silver award, while a remarkable 10 students distinguished themselves with Gold awards. Moreover, our talented S4 team garnered acclaim for their 'Digi-Science' video, earning the Outstanding Performance accolade in the video production contest for HK Secondary Schools 2023-2024. In the CityU STEAM Challenges 2024 for Chemistry, two S6 students stood out with Satisfactory results, two obtained Merit awards, and one achieved Distinction. Furthermore, two S4 learners engaged in the Science Academy for Young Talent Autumn Course 2023, focusing on Chemistry. Advanced platforms were also introduced to enable our adept students to apply their scientific acumen to research pursuits. Notably, a team of S4 students participated in the 4th Hong Kong Secondary School Cosmetics Formulation Competition, organized by the City University of Hong Kong, showcasing their innovation and commitment to scientific exploration.

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 "Go Further, Shine Brighter". 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 45 students converted and 66 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 Philippians 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-S3 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 Team*

Aims / Objectives:

To equip and cultivate students a mission mind, a servant heart, and a pair of helping hands, through acts of service in HK (near), China, and overseas (far).

- to envision God's mission (witness to the good news of the Kingdom of God, life in all its fullness), world awareness and human needs,
- to experience relationships (with God, others, and self) and growth through serving others
- to discern and respond to God's plan for their lives and future vocations.

Strategies and Progress:

- 1) Each class functions as a service group, engaging in community service initiatives and serving underprivileged groups once a year. The specific activities planned for each grade level are as follows:
 - S1: Training sessions in assisting visually impaired individuals and participating in indoor adventure games with the elderly.
 - S2: Creating upcycled toys and interacting with kindergarten students through play.
 - S3: Organizing a gift donation campaign and delivering essential goods to low-income families.
 - S4: Training sessions in serving the visually impaired and accompanying them on shopping trips. Alternatively, training in serving the hearing impaired and organizing STEAM lessons.
 - S5: Providing after-school homework support and leading group games at the community centre.
- 2) The Mixed Form Student Team is responsible for organizing school-wide social service events and casual dress days. With the aim of nurturing future leaders with compassionate hearts and a willingness to help, the team has conducted 10 diverse local service experiences and training activities.
- 3) The GLocal Week, designed for students in S3 to S5, offers opportunities to serve in our local city, our nation, and other countries. This initiative has organized 10 outbound trips and 9 local activities.

Reflection and Evaluation:

Following the suspension of face-to-face service during the previous years of the pandemic, students have been presented with ample opportunities to reconnect with the community and engage with diverse individuals in need, both locally and globally. Positive feedback from the beneficiaries of our service initiatives has provided us with continuous opportunities to serve. Students have demonstrated their ability to step out of their comfort zones and have grown in their commitment to serving others. The school teachers appreciate their enthusiastic approach and the practical service skills they have developed.

Direction of Development for next year:

Building upon the experiences of the previous year, we will expand and deepen the range of service opportunities. We will also strive to integrate social service into subject-related service initiatives and co-curricular activities.

6.4 Co-curricular Activities Committee

Aims / Objectives:

Co-curricular Activities (CCA) 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.

Strategies and Progress:

There were altogether 27 subject-related clubs, 20 non-subject based activities and 16 teams in 2023-2024. 97.6% of students in S1 were active members, 81.0% in S2 and 85.9% in S3. The overall percentage was 88.3% 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	S1	S2	S3
2023-2024	97.6%	81.0%	85.9%
2022-2023	96.9%	83.0%	87.8%
2021-2022	94.7%	88.6%	83.7%

Reflection and Evaluation:

Clubs

We encourage our students to serve the community along with their clubmates. 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.

Student Council

The Student Council of the 2023-2024 academic year, Lyuni is made up of eleven students ranging from S2 to S5. The members are as follows:

Chairman: 5B Wong Chun Sang

Vice Chairman: 5C Tam Hoi Lam

Treasurer: 5A Chen Chin Wing

Secretary: 5B Ho Tsun Yin

Members: 2A Hui Yik Him Enoch, 3A Chu Tin Yeung, 3B Aimee Lee, 3D Tsui Yi Sin,

4B Kwan Ching Lam, 4C Yeung Wing Kei, 5A Yau Tseng

They took on the responsibility for organizing Dance Competition, Roadshow and Talent Show, also initiated Dance medley in Variety Show; to perform different type of dance in one performance, our students enjoyed a lot.

Not only organizing events and competitions, but they also focus on bonding with students. They hold different kind of workshop (baking, beading...) to let student enjoy their moment and bonding with each other.

Furthermore, a students-teachers basketball tournament has been held during the Winter Session. Each team consisted 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, two cabinets, Clo4er and Certus ran for office. The total number of votes cast was 257 (30.6%), and cabinet Clo4er emerged as the winner with 142 votes.

Direction of Development for next year:

Encourage Student-Led CCA Initiatives

Foster a culture where students feel empowered to proactively establish and develop CCA. This will facilitate leadership skills, creativity, and collaboration among students.

Integrate Academic Research into Activities

Enhance selected CCA by incorporating elements of academic research. This approach will not only deepen students' understanding of various subjects but also promote critical thinking and analytical skills.

Promote Participation in Exchange Activities

Actively encourage clubs and organizations to engage in more exchange activities. This will provide students with opportunities to interact with peers from different backgrounds and cultures, enriching their learning experience.

Organize Overseas Sports Training Camps

Plan and conduct overseas sports training camps aimed at broadening athletes' experiences and perspectives. These camps will not only enhance their athletic skills but also expose them to diverse environments and training methodologies.

6.5 Life Planning Committee

Aims / Objectives:

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.

Our Life Planning Education Curriculum has been continuously reviewed and enriched, with programs and activities delivered to all S1 to S6 students based on the developmental needs for each form. Activities were organized in various scales and modes, ranging from mass programs, workshops, small groups to individual support, with an aim to cater for the diversified needs of students in term of their ability and study destination. As the pandemic is over, almost all the activities resume and students are engaged in the CLD activities in school and outside school.

Strategies and Progress:

- 1) To continuously enrich our CLD Curriculum that addresses the changing needs of students and society
 - CLD Curriculum has been continuously embedded in OLE (LE) in S4-S6
 - Multiple Pathways 101, 201, 202 & 301 for S4 to S6 students on the application of local and overseas universities
 - Assembly sharing by our S6 students who participated in the job shadowing program and our alumni share about his life story and career journey
 - Adoption of different assessment tools to help students exploring their values, skills, personality and soft skills: Value Card, Ability Card, VASK Card, Unifrog and AchievBot
- 2) To strengthen the collaboration with subjects and CCA in the delivery of CLD curriculum
 - S1 OLE Day
 - Aviation Team: Visit to Civil Aviation Department
 - Chemistry: Visit to Government Laboratory
 - Geography: Visit to Planning Department
 - Maths/M1/M2: Census and Statistics Department
 - Business: Interview Training Workshop

- 3) To provide individualized support on further studies and multiple pathways
 - S3 Senior Form Subject Choice Program: Group Counselling
 - S5: Individual counselling on exploring their future study and field of study
 - S6: Two sessions of individual counseling offered to S6 students in Autumn Session and July
 - 6 briefing sessions/study fair/admission talks offered by overseas university from Japan, Taiwan, UK and Australia
 - 6 Visit/Tasters/Joint-school Info Day visit by local universities or tertiary institutions
 - 3 Small group alumni sharing for S6 students
 - Workshop on writing personal statement and UCAS briefing sessions offered to students who apply for UK universities through UCAS
- 4) To enrich students' understanding of the career world and their workplace experience
 - Joint-School Careers Day with 5 tasters/company visit outside school and 13 talks held at school
 - Alumni Sharing in S1 Formal Dinner about their work experience
 - Job shadowing program offered by enterprise, NGO and parents
 - Company Visits to Enterprises and government organisations
 - Mentorship Program by the members from the Hong Kong Association of Doctors in Clinical Psychology
- 5) To disseminate useful information and provide support to parents
 - S3 Parents' night on senior secondary subject choice
 - S3 Parent-child workshop on senior secondary subject choice
 - S4 Parents' Workshop on Life Planning
 - S5 Parent-child workshop – On university application and study strategies (DSE classes)
 - S5 Parent-child workshop – How to prepare for overseas university application & application for non-JUPAS (NLC class)
 - S6 Parents' night on 'University application and how to support your child during the process'
 - S6 Pre-DSE/ Pre-IAL release workshop for parents and students
 - All university admission talks, webinars and study fair on overseas study

Reflection and Evaluation:

Starting from this year, we have invited our S6 students to complete a survey towards the Life Planning activities they have joined and the Life Planning Education they received in UCCKE. Majority of our students agreed that the LP activities and programs in UCCKE can raise their aspirations in terms of subject choices, career direction, and interest-development direction.

- 83.3% of our S6 graduates indicated they have received the latest information about multiple pathways through lessons/extra-curricular activities/assemblies/ career talks
- 82.3% of our S6 graduates agreed that the school provides training for them on how to find and process up-to-date multiple pathways information to make informed choices for their future development
- 79.2% of our S6 graduates feel confident in searching multiple pathway information
- 80.2% of our S6 graduates indicated that the school provides sufficient Life Planning activities that suit their needs
- To conclude, 78.1% of our S6 graduates are satisfied with the Life Planning activities that the school provided

The responses from our students are indeed very encouraging. We will continue to optimize and review our CLD curriculum to cope with the changing needs of our students.

Direction of Development for next year:

As a Resource School in ‘CLAP for Youth @ JC Phase II’, UCCKE works closely with the Network schools to foster a community of practice and resource sharing culture in the area of CLD. This year, a Joint-school Visit to CUHK Information Day and “Networking Tea with Business” were held among UCCKE and the network schools. We have also invited the students from the network schools to join our Careers Day. It is hoped that through such inter-school collaborations and resources sharing, students learning and exposure in CLD can be enriched. Though the CLAP @ JC will come to an end in the coming academic year, it is hoped that we can continue to collaborate with different parties including enterprises, schools and universities to broaden our students’ horizons and enrich their experience regarding further study and career options.

Furthermore, we hope that more CLD elements can be infused and arranged in junior years, as to build students’ awareness and understanding of the career and options that lie ahead of them. For senior form students, in addition to the taster programs provided by different university or the job shadowing provided by school, we would like to encourage our students to take the initiative in seeking the learning opportunities themselves.

6.6 *Activities organized by the D&C team*

- S1 induction program: The Discipline and Counseling team introduced the school rules and prefects provided a school orienteering session to all S1 students in August.
- “Project Gabriel” mentoring program: the whole prefect team served as the mentors of the S1 new students. They had meetings with S1 students. During the meetings, the prefects shared topics on adapting to secondary school life, academic issues, Christian faith and played games with the S1 students. There were also homework classes for S1 students to find support on subjects they find difficult.
- S2-S6 New students and parents orientation program: all S2 to S6 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 walked around the school with Form Coordinators, counselors and social workers.
- D&C coordinator conducted a “Positive Parenting” talk in September, 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*

- “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.
- Pop-up Activity: Counsellors set up booth on one of the floors, targeting one of the forms of students, to help students relieve stress. Activities include throwing paper balls, writing down their sources of stress and playing with squeezable toys and etc. Students liked the activities a lot.

6.8 *Activities organized by the school social workers*

- S1 & S4 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 at a very early stage. They also met the transfer students regularly in the Autumn Session to follow up on their adaptation to school life.
- New teachers 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 lunch-time game booths to cheer up students, to let them know they were not alone, to show them care and to ease their pressure.
- S4 PTSD program (Teen 躍逆情後):
 - Social workers prepared the captioned program for S4 students.
 - S4 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 S4 students and post-test was for selected students.
 - A group of students was selected as the ambassadors in promoting mental health to other schoolmates.
 - Students' level of self-acceptance was raised and they embraced the positive thinking and emotion to face the challenges ahead.
- Parents Support: social workers set a booth on Parents Day to provide suggestions and resources for parents who would like to receive more support from outside organizations.

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 Student Achievement and Gifted Education (SAGE) 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 SAGE 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.

- 4 students 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.
- 4 students were nominated and admitted to CUHK Gifted Program and HKUST Dual Program.
- 2 students were chosen to participated in International Biology Olympiad 2024.
- 6 students were chosen to participate in International Junior Science Olympiad 2024.

6.9.2 *Nominations for awards and scholarships*

The SAGE Committee made eleven nominations for external awards and scholarships, including Uplift Scholarship, Hong Kong Outstanding Students Award, Kwun Tong Outstanding Student Award, The Multi-faceted Excellence Scholarship, and Sir Edward Youde Memorial Prizes. As a result of the nominations, five 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 2023-2024, there was one student submitting one proposal. The content of this proposal was about the production of an animation movie which was inspired by some biblical characters. The proposal was successfully executed and the student attained a very fruitful experience.

6.10 Moral and Civic Education

Aims / Objectives:

The aims of Moral and Civic (M&C) Education Committee are to foster students' concern to our neighbours, our society and our country; to develop students' sense of responsibility to be a global citizen; and to cultivate students' positive values and attitudes in the following areas: Positive Education, Moral and Ethical Education, Civic and National Education, Sustainable Development Education and Sexuality and Relationship Education.

Strategies and Progress:

Positive Education	• Introduction of VIA to S1 students • Student's VIA Board in each classroom • Using the VIA mutual appreciation card during GLocal Week • WeZone Competition • New teachers' sharing on their character strengths in the Positive Education Instagram page • Using "Mind-roaming Card" to interact with students during Form Periods • Gratitude Week - "Share the Joy" – Writing thanksgiving cards to parents, teachers and classmates – Talk on gratitude delivered by an American blind writer – Various workshops, including coffee brewing, aroma stone making, Pastel Nagomi Art, dart-throwing, etc. • Music busking event • Aroma Stones workshop was held on the Open Day, around 150 aroma stones were produced by guests. • "Failure Day activity" for S3 students led by mentors from the Methodist Centre for Quality Life Education on 3/7/2024 • "Parenting Workshop on Adolescent Development and Tips for Parent-Child Communication" delivered by Dr. Felix Cheung Chin To on 22/9/2023 • "Professional Development workshop on positive discipline" by Ms. Ava Lau Lee Kwan from Hong Kong Association of Careers Masters and Guidance Masters on 25/10/2023 • Ms. Kathy, the illustrator of the character "Little Half," shared with students in the Assembly on 22/4/2024 • School-based positive message posters and appreciation cards designed by two illustrators
Moral and Ethical Education	• Newly designed "My Journal" • Our school is recognized by the Equal Opportunities Commission as "Racially Friendly Campus Champion 2023-24"

Civic and National Education	• Display of the National Flag and Regional Flag were conducted smoothly on every school day • A school national flag-raising team has been established, members were selected from the M&C Team, the Prefect Team and Student Council. • “Speech under the National Flag” were conducted in Mondays’ assembly starting from Spring Session • Top 10 news election was conducted • 354 Students participated in the 「觀塘區憲法及基本法問答比賽」 • M&C ambassadors prepared speech to share with students on the National Constitution Day and National Security Education Day • Learning tour to the Hong Kong News-Expo • Media literacy workshop
Sustainable Development Education	• M&C ambassadors training was held on 8/9/2023 to empower ambassadors to maintain a green classroom • 30 students participated in the 「海馬同學會」 • 8 students participated in the “Student Environmental Protection Ambassador Scheme” • Data of the Solar Energy Monitoring System on R/F was cited by teachers during the L&S lessons • Coffee Grounds Upcycling workshop was held on the Open Day, around 300 deodorant bags were made by guests.
Sexuality and Relationship Education	S1 • 「男女相處界線」 by Hong Kong Christian Service S2 • 「珍愛課程」 by Hong Kong Sex Culture Society • 您就是您，獨一無二 • 唔好過界！認識性騷擾及身體界線 S3 • 「珍愛課程」 by Hong Kong Sex Culture Society • 身體意像 • 了解色情危險 • 單身不是罪，預備自己，迎接真愛 S4 • OLE(LE) - 愛情價值學 - 愛有序 • OLE(LE) - 愛情價值學 - 為愛情定分界 • OLE(LE) - 愛情價值學 - 知「情」識「性」 • 「貞潔校園培訓」 by Rev. Ng (吳振智牧師) S5 • 「小小生命」 life story sharing by Miss To (杜慧妍傳道) from “Little Life” • 「貞潔校園培訓」 by Rev. Ng (吳振智牧師) • 戀愛桌遊 - 愛情價值卡

	S6 • “Temptations in U Life” by alumnus Yan Lo • 「利百加和以撒的浪漫愛情故事」 by Form Coordinator
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Reflection and Evaluation:

Gratitude Week - "Share the Joy" was held from 30/10-3/11/2023, in cooperation with the English subject, SEN and D&C team. These activities greatly contributed to fostering a positive atmosphere within the school and were met with significant success. Eleven teachers from eight schools and the EDB officers visited our school on 2/11/2023. They observed the positive values elements around our school campus and experienced the activities launched during the Gratitude Week. The application of positive values education in school activities and form periods were commended by those teachers and officers.

Form teachers are familiar with using “My Journal”, “Mind-roaming Card” and encouraging cards to communicate with students in order to understand their needs and feelings, cultivate their positive values, and build up their self-esteem.

In order to enhance students’ sense of national identity and cultivate in them a national sentiment, “Speech under the National Flag” was conducted in Monday assemblies starting from the Spring Session. The M&C Committee collaborated with Chinese teachers to prepare for the speech with the M&C ambassadors.

Over 60% of our students indicated that their knowledge of media literacy increased after participating in the media literacy workshop. Over 70% of our students indicated that their positive attitude toward media literacy increased after the learning tour to the Hong Kong News-Expo.

With more recycling facilities implemented on the school campus, students and teachers’ awareness of recycling increased. However, students were quite passive in joining the “Student Environmental Protection Ambassador Scheme”.

According to the needs of teenagers at different developmental stages, the M&C Committee designed and arranged a diverse range of sexuality and relationship education activities in different forms. All planned programs were successfully held, especially for the 「貞潔校園培訓」 conducted by Reverend Ng. 36% of students indicated that they are willing to follow the Bible’s teachings when involved in intimate relationships.

Direction of Development for next year:

To further enhance the positive campus atmosphere, the M&C Committee will design a new VIA Board to be posted inside the classrooms; procure some posters with positive messages to be posted inside the classrooms and washrooms; design three positive education teaching packages for junior form students; and plan to establish a C.A.K.E (Caring Ambassadors in KE) team in the future. The M&C Committee will explore more cooperation opportunities with different subjects and student development groups to implement positive values education more comprehensively.

To enhance students’ understanding of the Constitution, the Basic Law and national security, students will continue to participate in quiz competitions related to the Basic Law and national education. The M&C Committee will cooperate with the Citizenship and Social Development Subject to organize more experiential learning activities for students.

Furthermore, the group in charge of the Monday assembly should also be responsible for the “Speech under the national flag” to achieve better alignment regarding the assembly content.

The M&C Committee will continue explore and modify programs for students to nurture their positive values and attitudes towards different aspects of Moral and Civic education.

6.11 Dormitory Committee

Aims / Objectives:

The Dormitory and Facility Extension Block enable the school to enrich students' learning experience.

- To enhance students' self-management skills
- To enrich students' social and communication skills through peer interaction
- To nurture spiritual growth

Strategies and Progress:

As the COVID-19 pandemic eased, all S1 students have the opportunities to complete a full dormitory programme with schedule as follows: Autumn Session 1E, Winter Session 1B & 1D, and Spring Session 1A & 1C.

Current dormitory activities include BBQ, boardgame night, room decoration, drama workshop, sports climbing, formal dinner, which aim to provide opportunities for students to increase interaction with others and get more self-understanding.

Reflection and Evaluation:

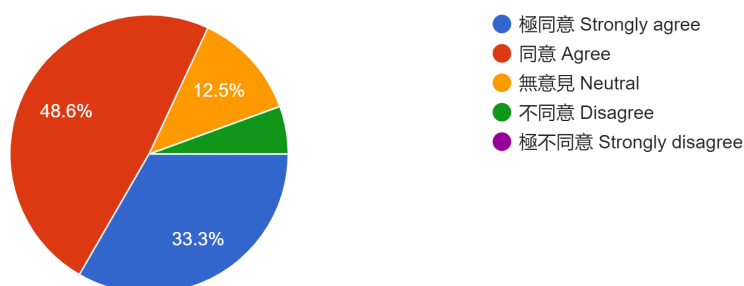
Feedback from students

Almost 82% of S1 students showed that during the dormitory programme, their self-discipline and self-management abilities had been strengthened. And almost 80% of students agreed that they had spent more time on studying and doing revision.

- Questionnaire Data (Students):

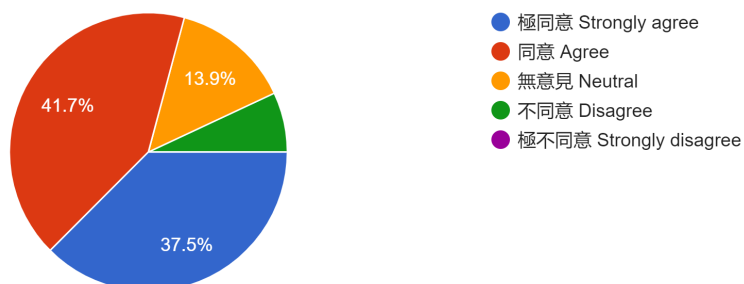
2. 在住宿後，提昇了自我照顧及管理的能力，例如：懂得自己執拾被單和衣物、自律地溫書。During dormitory period, my self-discipline and self-management abilities has been strengthened.

72 responses



6. 在住宿期內，增加了溫習的次數及時間。During dormitory period, I spent more time and more often to study and do revision.

72 responses



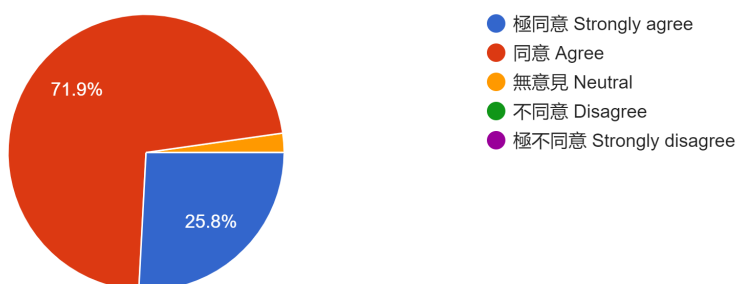
Feedback from parents

A great degree of support from parents has been recognized from parents for the dormitory programme. 98% of parents thought the dormitory programme helps the children to adapt to secondary school life easily and quickly. And up to 97% of parents agree that the activities arranged in dormitory enriched children's dormitory life, hence the students could learn interpersonal skills.

• Questionnaire Data (Parents):

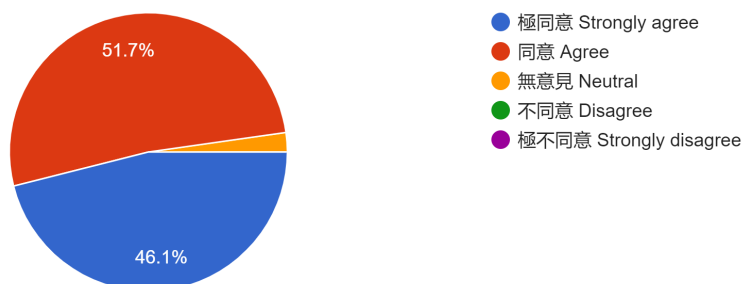
4. 子女能在住宿期間學習與人相處之道。During dormitory period, children learnt some relationship and communication skills.

89 responses



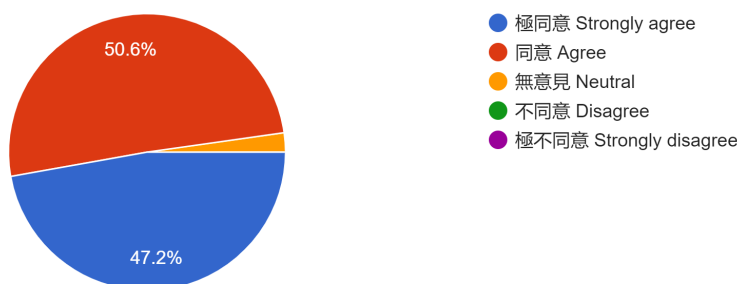
9. 宿舍的各項活動能夠豐富子女的宿舍生活。The activities arranged in dormitory could enrich children's dormitory life.

89 responses



10. 中一住宿計劃是一個能幫助子女適應中學生活的安排。S.1 dormitory programme can help children easier and quicker to adapt secondary school life.

89 responses



Direction of Development for next year:

Due to the lack of interpersonal communication during the pandemic for the past few years, we have spotted that students nowadays tend to be more individual and focus on their own issue.

Therefore, we aim to create and build a sense of community together. Through different dormitory activities, students can learn to care not only themselves but also the people around them and the society like the Bible taught us.

<腓立比書 Philippians 2:3-5>

凡事不可結黨、不可貪圖虛浮的榮耀。只要存心謙卑、各人看別人比自己強。各人不要單顧自己的事、也要顧別人的事。你們當以基督耶穌的心為心。

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus.

6.12 Life-wide Learning

6.12.1 Foreign Exchange Scholarship

In the year of 2023-2024, we were able to arrange foreign exchange experience with our sister school Freie Evangelische Schule, Stuttgart, Germany. One S3 girl and one S4 girl received the foreign exchange scholarship to study in the school for a month from 28 June to 25 July, 2024. They were staying in the host families whose girls came to our school as exchange students for a month in May, 2024. We were thankful that such a connection finally resumed after the pandemic. Surely it benefited students of both schools in terms of cultural exposure and broadening subject knowledge in a different context. We hope that such an exchange opportunity can be maintained and bless many more students in the future.

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 respond to the Big commandment (to love God and others) and Big Commission (to spread gospel to all nations). In 2023 – 2024 GLocal Week for S3 – S5 students, we organized 9 local service-learning activities to serve elderly, children, ethnic minority, nature and homeless dogs; 10 outbound Mission & Service Trips in China, Asia, Europe and Africa. These experiential learnings allowed students and teachers to look upwards in worship of God, outward in service of others and therefore within their own lives, both individually and collectively.

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 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 1 January to 31 December 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. Sandy Wong, Mrs. Kwok Lee Hoi Yan (Vice Principal)
Treasurer:	Mrs. Angel Pong, Mrs. Lok Cheung Ka Yee (Teacher)
Secretary:	Mrs. Sharon Chan, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Diana Chan, Mrs. Karen Chan, Mr. Andy Lam 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 2023-2024, a total of about 194 parent volunteers were involved in school activities, like Open day, 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 United Christian College (Kowloon East) Alumni Association UCCKEAA with more than hundred members was formed in the 2022-2023 school year by eight alumni, four teachers and the Principal.

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. Lam Sheung Yin
Consultant:	Dr. Cheng Kin Tak Samuel
Teachers:	Mrs. Kwok Lee Hoi Yan, Mrs. Wong Chong King Ting, Mrs. Lok Cheung Ka Yee and Ms. Letty Yeung

UCCKEAA aims to maintain close contact with our alumni. We organised the Alumni Dorm camp and the Annual General Meeting in July 2024 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, CU, HKU, APA, HKBU, EDU 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, S6 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

第十二屆國際巡迴賽（北京站）青少年組 中文書法（硬筆）

	冠軍
2C	BHATTI BAASIT ALI
3C	SITCHON KAIREEN JHANZELLE ROSARIO
	亞軍
2C	PEER MOHAMED AARIZ
3C	GAO BRYAN
	季軍
1C	WONG HAILEY
2C	JANG JIU

第十二屆國際巡迴賽（北京站）青年組 中文書法（硬筆）

	冠軍
5C	LO SUEN YAN SHARON
5C	LAU CHOLE
	亞軍
6C	TANVIR KAUR
	季軍
4C	BHATTI MAJID ALI

2022-2023 年度 爭鳴盃辯論邀請聯賽

	四次最佳辯員（初賽、複賽、四強、決賽）
4A	KWOK TSZ KIU
	亞軍
4A	KWOK TSZ KIU
4A	TANG WING SUM
4B	CHAU SZE WING
4B	SIU YING SANG

第三屆爭鳴盃

	最佳辯論員
4A	LAI KIN SHUN

第五十六屆聯校中文辯論

	最佳辯論員
4A	KWOK TSZ KIU

「菁英盃」現場作文決賽（香港賽區）

	冠軍
2A	WONG TIN YEE
	一等獎
2E	CHUNG HOI YING ELLY
	二等獎
1C	HO TSZ CHING
2B	KWOK CHUNG YING
4A	MA YEUK LAAM

三等獎

2A	HO YUI HANG
2A	NG MAN SHAN
2D	CON MAN CHING
2E	TANG HO KIU ABIGAIL
3A	CHEUNG HOI YING
3D	LEUNG TSZ LAM TIFFANY
4B	CHAU SZE WING
4B	YEUNG HIU YUEN LEONIA
4C	HO YING TUNG

特等獎

2B	IP SUM YEE
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第七十四屆香港學校朗誦節(中文項目)

	中學一、二年級男子組普通話詩詞獨誦季軍
1E	WAN HO YIN
	中學一、二年級女子組普通話詩詞獨誦季軍
1E	YUEN LOK CHI
	中學二年級女子組粵語詩詞獨誦季軍
2E	CHUNG HOI YING ELLY
	優良獎狀
1D	TSANG SIK
1E	CHEUNG LONG HIN
1E	HUI MAN HEI
1E	LAU CHEUK YIN
1E	YUEN WING TUNG
1E	ZHENG SUM YUI
	良好獎狀
1B	ZHENG SOPHIE
2D	CON MAN CHING
2E	ZHANG YEE NOK

香港國際文藝交流協會 第十二屆國際巡迴賽 中文書法比賽

	青年組 中文書法（硬筆） 冠軍
5C	LO SUEN YAN SHARON
5C	LAU CHOLE
	青年組 中文書法（硬筆） 季軍
4C	BHATTI MAJID ALI
	青少年組 中文書法（硬筆） 季軍
1C	WONG HAILEY
2C	BHATTI BAASIT ALI
2C	JANG JIU
2C	PEER MOHAMED AARIZ

3C	GAO BRYAN
3C	SITCHON KAIREEN JHANZELLE ROSARIO
Harvard Prize Book Award	
5A	CHAN WAI SUM
5C	LAM SZE HANG
5E	WONG JOCELYN
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
華夏盃 總決賽 2023	
	特等獎
3B	SKYLER SHEK
	三等獎
2B	WOO KOK HIM CALEB
華夏盃 初賽 2024	
	二等獎
1B	LAM JAIDEN GABRIEL
	三等獎
1D	LAM CHING LONG
華夏盃 晉級賽 2024	
	三等獎
1B	LAM JAIDEN GABRIEL
AIMO 港澳盃初賽 2023	
	銅獎
2B	WOO KOK HIM CALEB

AIMO 港澳盃初賽 2024	
	銅獎
1C	EXPOSITO RODRIGUEZ SANTIAGO SIUHONG
1D	LAM CHING LONG
4C	LAM ZI CHING
AIMO 晉級賽 2024	
	銅獎
1C	EXPOSITO RODRIGUEZ SANTIAGO SIUHONG
1D	LAM CHING LONG
4C	LAM ZI CHING
2023 年度全港中小學 SNC 國際數學能力測試暨香港理工大學應用數學系數學資優教育課程	
	證書 (Advanced Level 1)
5A	林呈曦
5C	陸介謙
	證書 (Advanced Level 2)
5A	鄭洛軒
5C	莊文韜
5D	吳其熹
	證書 (Senior Level)
5A	賴卓溢
5C	陸介謙
5E	馮朗言
"Sustainability & Elements" of HKASME-60 (December 2023) for 60th Anniversary of HKASME	
	Certificate of Participation
5E	CHU FU YIP
5E	LAI HEI TUNG

Hong Kong Physics Olympiad 2023*Honourable Mention*

5B LO NGA LAM

The Chemists Online Self-study Award Scheme 2022-2023*Gold*

4B LAI CHUNG TIN

Silver

5A CHAN SUM YU

Diamond

5A CHAN WAI SUM

5A CHENG LOK HIN

5A LAI CHEUK YAT

5A LAM CHING HEI

5A LAU KIU YAN

5A LEUNG TSZ HIM SAMUEL

5A MOK KING FUNG

5A NG SIN LING

5A SIN YAT HEI

5A TANG PO WING

5A WONG HOI KIU

5A WU CHUN YIN

5A YAO JIAHAO

5A YAU TSENG

5A YIP SHING HO

5B LING HEI TUNG

5B LO NGA LAM

5B TSE YIK HEI

5B WONG SZE LAM

5B YU RACHEL

5C CHAN NOK TO

5C FUNG TSZ CHUN

5C LEE YAN LAM

5C LOH JEREMY

5C WONG HUI YEUNG CANAAN

5C YAU TSUN CHUNG FELIX

5D CHEUNG HUI TAI

5D CHONG KWAN LEUK

5D CHUI WAN KWAN

5D CHUNG UEN FEI

5D LEE MAN HEI

5D LO KAI MING SAMUEL

5D NG CHUNG HEY

5D NG KEI HEI HAYDEN

5D SHEK CHEUK HIN

5D TO YUET TUNG

5D WONG JANICE

5D WONG SHUN LAM

5D WONG YUEN YAN JOYCE

5D YAN HOI SHUN

5E CHAN PAK HIN

5E CHAU TIN LOK JOSEPH

5E CHENG HAU LAM

5E CHEUK NOK HANG

5E CHU FU YIP

5E CHU TIN WAI

5E FUNG LONG YIN

5E KEUNG YEUK LAAM

5E LAI HEI TUNG

5E LI YAU

5E WONG CHUN NING DAVIN

22-23
4D TU SCARLET22-23
4E NG HOI LAM**The 3rd Hong Kong Secondary School Cosmetic Formulation Competition***Certificate of Participation*

5A SIN YAT HEI

5B LING HEI TUNG

5B LO NGA LAM

5C LOH JEREMY

2023 International Chemistry Quiz*High Distinction*

5D NG KEI HEI HAYDEN

5D WONG SHUN LAM

5E CHAU TIN LOK JOSEPH

6A LI CHEUK MAN

22-23
5E CHU CHUN YIN*Distinction*

5A LAI CHEUK YAT

5A SIN YAT HEI

5B LO NGA LAM

5D CHUNG UEN FEI

5E CHEUK NOK HANG

5E FUNG LONG YIN

5E LI YAU

5E WONG CHUN NING DAVIN

6B CHAN KAI YU

6D YIU MAN HUI

6E CHUNG CHEUK YIN DEREK

22-23
4E NG HOI LAM

	<i>Credit</i>		
5A	CHAN SUM YU	5D	SO SHIN TUNG
5A	CHAN WAI SUM	5D	TO YUET TUNG
5A	LAM CHING HEI	5D	WONG JANICE
5A	MOK KING FUNG	5D	WONG YUEN YAN JOYCE
5A	NG SIN LING	5D	YAN HOI SHUN
5A	WONG HOI KIU	5E	CHAN PAK HIN
5A	WU CHUN YIN	5E	CHU FU YIP
5A	YAO JIAHAO	5E	LAI HEI TUNG
5C	FUNG TSZ CHUN	5E	WAN YEUNG
5D	CHONG KWAN LEUK	6A	CHAN KING CHI
5D	LAU DIC HENG	6A	LEUNG CHEUK YIN ORION
5D	SHEK CHEUK HIN	6A	NG CHEUK YAN
5E	CHENG HAU LAM	6A	NG CHI HIM
6A	CHOW CHEUK WING	6A	THAN MATIAS SUNG HEI
6A	HUNG YAT LONG	6A	WONG TIN YAT MEMPHIS
6A	LAM YIN KWAN	6A	WONG TSZ LONG
6A	LEUNG YEE KEI	6B	OU CHI HIM
6B	FUNG JOY HEY	6D	PAK YAN TUNG
6B	MARK HOI LEO	6D	TANG CHUN LING
6B	TONG YUI CHIT TIMOTHY	6E	CHAN KING HIM
6C	YEUNG MING HAK MIRACLE	6E	CHENG ARTHUR
6B	YU WAI SHUN RICHELLE	6E	HSIEH CHI LING
22-23 4B	KONG TSZ YAN	6E	KEI SUET LAM
22-23 4D	MO TIN CHING JEFFREY	6E	KO KING CHING
22-23 4D	TU SCARLET	6E	KWOK YAN KIU
	<i>Certificate of Participation</i>	6E	LAI HOI YEE CARRIEL
5A	CHENG LOK HIN	6E	LEUNG HO WANG
5A	LAU KIU YAN	6E	LEUNG HO WANG
5A	LEUNG TSZ HIM SAMUEL	6E	LEUNG HOI CHING
5A	TANG PO WING	6E	LEUNG LOK CHING
5A	YIP SHING HO	6E	LIU TSUN YAU
5B	LING HEI TUNG	6E	MA MAN YUI
5B	TSE YIK HEI	6E	NG SUET CHING
5B	YU RACHEL	6E	TSUI WING MAN
5C	CHAN NOK TO	6E	WONG PAK YUNG OSCAR
5C	LEE YAN LAM	5A	YAU TSENG
5C	LOH JEREMY	5B	WONG SZE LAM
5C	WONG HUI YEUNG CANAAN	5B	LEE SUM YUET
5C	YAU TSUN CHUNG FELIX	22-23 4D	CHONG SIK HIN
5D	CHAN KOK YU	22-23 4D	KWAN LONG TIN SKYE
5D	CHEUNG HUI TAI	22-23 5A	WOO LOK YUNG
5D	CHUI WAN KWAN	22-23 5E	NG SUET CHING
5D	LEE MAN HEI		
5D	LO KAI MING SAMUEL		
5D	NG CHUNG HEY		

Hong Kong Biology Literacy Award (2023/2024) (HKBLA)

	<i>First Class Honours</i>
5A	LAI CHEUK YAT
	<i>Second Class Honours</i>
5A	CHAN WAI SUM
5B	LO NGA LAM
	<i>Merit</i>
5D	WONG SHUN LAM
5E	FUNG LONG YIN
5E	LI YAU
	<i>Active Participation</i>
5A	SIN YAT HEI
5D	LO KAI MING SAMUEL

CityU Science Video Competition 2023

	<i>Certificate of Participation</i>
5D	CHUNG UEN FEI
5D	TO YUET TUNG
5D	WONG JANICE
5D	YAN HOI SHUN
5E	CHU TIN WAI
5D	NG KEI HEI HAYDEN
5D	NG CHUNG HEY
5D	WONG YUEN YAN JOYCE
5E	CHAN PAK HIN
5E	CHEUK NOK HANG
5E	CHU FU YIP
22-23 4D	CHONG SIK HIN
22-23 4D	MO TIN CHING JEFFREY

International Junior Science Olympiad 2023

	<i>3rd Prize</i>
2A	DO YIU LUN
2C	CHOW LOK YAN
2D	NG MAN HO

Junior Secondary Science Online Self-learning Scheme 2023

	<i>Gold Award</i>
3A	CHEUNG HOI YING
3B	LOK CHUN YUEN
3C	DHAKAL ELISHA KEI YAN
3E	CHAN CHI TO
3E	HUNG YAT YIU
3E	LEE LOK YIU
3E	LEUNG TE-YI
3E	MAK SZE WAH

3E	WONG LOK HEI
3E	YANG HEILY
	<i>Silver Award</i>
3E	SUEN YAU HEI

SHKP Read to Dream x Future Engineer Grand Challenge (Junior-Smart Living)

	<i>Second Place</i>
3B	WONG DIK SANG DICKSON
3D	LIM LIK HANG
4B	HUI SHING LOK

SHKP Read to Dream x Future Engineer Grand Challenge (Junior-Art Technology)

	<i>Merit Award</i>
4B	LUI YI MAN
4C	KEI HOI CHING
4C	HO YING TUNG
4E	LI JOY CHING

Hong Kong Blockchain Olympiad 2023

	<i>Award of Distinction</i>
4A	LAW YAT HEI RUSSELL
4B	HUI SHING LOK
4B	WONG OI YAN
4B	YAU SHUN HEI

World Robot Olympiad Hong Kong Try out 2023 - Future Innovators

	<i>Champion</i>
4B	HUI SHING LOK
3D	LIM LIK HANG
3B	WONG DIK SANG DICKSON

World Robot Olympiad 2023 Panama - Future Innovators Junior Category

	<i>Bronze Medal</i>
4B	HUI SHING LOK
3D	LIM LIK HANG
3B	WONG DIK SANG DICKSON

Swift Coding Club: Hackathon@Cathay City 2023

	<i>Champion</i>
5A	LAU HO WANG
5B	HUNG HING WANG ARK
	<i>Silver Award</i>
5B	KWOK YAT SUM
5C	WONG HIU YUET DANICA
	<i>最具創意獎</i>
5A	LAU HO WANG
5B	HUNG HING WANG ARK

	最具航空意識獎
5B	KWOK YAT SUM
5C	WONG HIU YUET DANICA
HKIRC Cyber Youth Programme 2023	
	Bronze Award
5A	KAM DOXA HIN WING
5B	HUNG HING WANG ARK
5B	TSE YAT HANG
6B	CHOY TSZ NGAI
6B	LEE LOK SANG
Inter-School Cybersecurity Competition 2023	
	1st Runner up
5B	HUNG HING WANG ARK
5B	TSE YAT HANG
5C	WONG CHIT HEI
5C	WONG HIU YUET DANICA
	Most Valuable Player
5C	WONG HIU YUET DANICA
CityU STEAM Challenges 2024 (Chemistry)	
	Distinction
6B	MARK HOI LEO
	Satisfactory
6A	LAM YIN KWAN
6A	THAN MATIAS SUNG HEI
	Merit
6A	LEUNG YEE KEI
6D	PAK YAN TUNG
The 1st OSH Innovation & Technology Award (Secondary School Category)	
	Bronze Award
3B	WONG DIK SANG DICKSON
3D	LIM LIK HANG
4B	HUI SHING LOK
VTC Smart City and STEAM Challenge Cup 2024	
	Merit Award
1B	LAM JAIDEN GABRIEL
2A	CHUNG HO HIN
2A	HUI YIK HIM ENOCH
2A	LIU ALICE XINXUAN
3A	KWOK PAK YU
3D	SMITH LUKE
MVPA60 Mobile App Design Competition	
	Merit Award
4B	WONG OI YAN
4C	WU HOI CHING

The 3rd Hong Kong Youth Aerospace Innovation Competition

	Merit Award
2B	SIU YIU TIFFANY
2D	LAM HAU WING
2A	DO YIU LUN

新世紀機械達人挑戰賽 2024

	亞軍
1D	WONG LONG KA
3B	LOK CHUN YUEN
3D	LIM LIK HANG

Young Financial Talent Runway of Hong Kong Financial Literacy Championship 2023

	1st Runner up
22-23 4D	CHONG SIK HIN
5C	LEUNG NGA YIN
5C	TAM HOI LAM
5E	WONG JOCELYN

Hong Kong Schools Mooting & Mock Trial Competition

	Benchers' List of Honorary Mention for Outstanding Advocacy
4C	BHATTI MAJID ALI

76th Hong Kong Schools Music Festival (2024)		1C	LEUNG SZE WAI
	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under FIRST	1C	LOK CHUN YEE
3D	WONG HUI TUNG HOSANNA	1C	NG TIN LONG
	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under Silver Award	1D	CHAN LOK TUNG
1A	CHUNG LOK YAN	1D	CHIU CHI YU
	Graded Piano Solo - Grade Three Silver Award	1D	CHUI CHOI YIN
1E	WONG SHING CHUN	1D	TSANG SIK
	Graded Piano Solo - Grade Three Bronze Award	1E	LAU CHEUK YIN
1D	LAW MAN HIM	1E	SETO YUEN YING
	Graded Piano Solo - Grade Four FIRST	1E	SUEN KA YING EUNICE
1B	LAI NOK TIN	1E	TO SHING YU
	Graded Piano Solo - Grade Five Bronze Award	1E	WAN HO YIN
2B	LEUNG BAK KIU	2A	CHAN KAI HO
	Graded Piano Solo - Grade Six Silver Award	2A	CHOI BOAZ
3C	LEE PUI YAN	2A	LIU ALICE XINXUAN
	Graded Piano Solo - Grade Six Bronze Award	2B	IP SUM YEE
1A	CHAN YAU HIM	2B	KWONG TSZ TING
1A	CHUNG LOK YAN	2B	LAU MING YAN
	Graded Piano Solo - Grade Seven Bronze Award	2B	LEE YI NAM
5B	TSE YAT HANG	2C	LAM HOK LUM JONATHAN
	Graded Piano Solo - Grade Eight Silver Award	2C	LIU ELAN
2E	TANG HO KIU ABIGAIL	2C	WONG CHUNG KI
4E	CHAN SZE CHAI	2C	YIM SHEUNG CHI AARIC
	Graded Piano Solo - Grade Eight Bronze Award	2D	CHAN HO CHING KAITLYN
3A	CHAN CHEUK YI	2D	LIU HOI YAN
4C	YEUNG WING KEI	2E	HON SIU HEI
	Violin Solo - Grade Five Silver Award	2E	LEE CHEUK HIM ANDIE
1C	LOK CHUN YEE	2E	WONG SUM KI
	Violin Solo - Grade Five Bronze Award	3B	CHENG CHARLOTTE
2A	POON HONG CHING	3B	CHENG FAITH
	Cello Solo - Intermediate Silver Award	3B	LEE MUK YAN ALPHA
3B	LI LAP YIN	3C	LEE YIU KEI DANIEL
	Clarinet Solo - Secondary School - Junior Silver Award	3E	WONG WING HAN
1B	CHAN YAU SHUN	4A	CHENG CHI LOK GAILE
	Flute Solo - Secondary School - Junior Silver Award	4A	CHENG HO CHI
1C	KAM WAI YAN GRACE	4A	CHEUNG SUET CHING
	Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Senior Silver Award	4A	CHOI WING KIU
1A	PO CHUN YIN ISAAC	4A	CHONG HAU CHING
1B	WONG SING YIN NATALIE	4A	LAM JOI YU
		4A	LAU TSZ WING
		4A	LAU YIN TUNG VALERIE
		4A	LAW YAT HEI RUSSELL
		4A	LEE CYRUS
		4A	LEE TSZ HIM
		4A	SHEK SKYLER
		4A	SO YU HEI
		4A	TANG WING SUM
		4A	TSE PUI KI
		4A	WONG KA YI

4B	CHAN LOK YI
4B	CHUNG HEI YIN
4B	IP JOY HEI JONATHAN
4B	LAM WAI TUNG
4B	LEUNG INES
4B	YAU SHUN HEI
4C	BHATTI MAJID ALI
4C	CHAN HIU CHING
4C	CHANG CHING SUM
4C	CHIANG YAT CHUNG
4C	CHING YI HIN
4C	HO ELISE YAN TING
4C	HO TSZ LOK AUSTIN
4C	IP TSZ MONG
4C	KEI CHEUK YIN
4C	LAM ZI CHING
4C	LEE KA YIU
4C	YAU YUET CHING
4C	YEUNG WING KEI
	Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School Bronze Award
1A	NG HECTOR
2E	WONG SUM KI
3B	LEE MUK YAN ALPHA
3E	CHIU KA CHING
3E	LEUNG TE-YI
4A	CHONG HAU CHING
4A	SHEK SKYLER
4C	CHING YI HIN
4E	TSANG CHOR KIU
5A	CHAN SUM YIN
5B	CHONG MAN TO
5C	LOH JEREMY

Inter-School Athletics Competition (Division Two) 2023/2024

	Girls B 1500m 2nd Place
3B	SO KEI TING
	Girls B Discus 3rd Place
4B	LEE LOK YAU
	Girls B Shot Put 1st Place
4B	LEE LOK YAU
	Girls B High Jump 1st Place
4C	YAU YUET CHING
	Girls B 800m 4th Place
3B	SO KEI TING
	Girls B 100m Hurdle 2nd Place
4C	YAU YUET CHING
	Girls B 400m Hurdle 3rd Place
4C	LIU SUM CHIT
	Girls B 4X400m Relay 3rd Place
3B	SO KEI TING
4A	SO YU HEI
4C	LIU SUM CHIT
4C	VONG NOK YIU HUETTE
4C	YEUNG WING KEI
	Girls A 400m Hurdle 3rd Place
5B	FU WAN KI

Inter-School Athletics Competition (Division Three Area Three) 2023/2024

	Boys A 110m Hurdle 3rd Place
5B	WONG CHUNG SANG
	Boys A 800m 2nd Place
5C	WONG HUI YEUNG CANAAN

Inter-School Swimming Competition (Division Three Kowloon One) 2023/2024

	Boys C Overall 2nd Place
	Boys C 4x50m Free Style Relay 1st Place
1A	KO CHING LAM
1B	CHENG ETHAN CHI LONG
1E	YEN KA HANG
2B	CHAN YUI LONG MARCUS
2E	LEUNG WAI MAN
	Boys C 100m Free Style 2nd Place
1E	YEN KA HANG
	Boys C 50m Free Style 3rd Place
1E	YEN KA HANG
	Boys C 100m Breast Stroke 2nd Place
2E	LEUNG WAI MAN
	Boys C 50m Breast Stroke 2nd Place
2E	LEUNG WAI MAN

	<i>Boys C 50m Back Stroke 2nd Place</i>
2B	CHAN YUI LONG MARCUS
	<i>Girls C 4x50m Free Style Relay 4th Place</i>
1C	HO TSZ CHING
1E	HO HEI MAN
2A	KO HAZEL
2D	WONG HEI MAN HEIDI
2E	TONG TSZ WING
	<i>Girls C 50m Free Style 3rd Place</i>
2E	TONG TSZ WING
	<i>Girls C 50m Butterfly 2nd Place</i>
2E	TONG TSZ WING
	<i>Girls B 4x50m Free Style Relay 3rd Place</i>
3A	SZE PEONY
3E	CHIU KA CHING
4C	KEI HOI CHING
4D	HO SHUN CHI
4D	WONG YU FEI HANNA
	<i>Boys A 100m Breast Stroke 4th Place</i>
6A	THAN MATIAS SUNG HEI
Inter-School Volleyball Competition (Division Three Kowloon One) 2023/2024	
	<i>Girls Overall Champion</i>
	<i>Girls A Grade - 1st Runner up</i>
5B	WONG SZE LAM
5C	LEE CHING TUNG
5D	CHUI WAN KWAN
5E	KEUNG YEUK LAAM
5E	WONG JOCELYN
4A	WONG LOK YI JOYCE
4B	KWAN CHING LAM
6A	AU TZE YU
6A	MAK ZHI CHING
6D	LAM TAK YUET
5B	WONG SZE LAM
5C	LEE CHING TUNG
5D	CHUI WAN KWAN
5E	KEUNG YEUK LAAM
5E	WONG JOCELYN
4A	WONG LOK YI JOYCE
4B	KWAN CHING LAM
6A	AU TZE YU
6A	MAK ZHI CHING
6D	LAM TAK YUET
	<i>Girls B Grade - 1st Runner up</i>
3A	CHAN REINA
3B	CHAN CHI LAM CHARLOTTE
3B	CHENG FAITH

3C	TSANG HIU YIN HAYLEY
3D	CHIU TSZ CHING
3D	HUI CHI TUNG
4A	CHENG CHI LOK GAILE
4B	CHAN LOK YI
4B	YAU YUET TONG
4C	LIU SUM CHIT
4C	WONG SUM YUET
4D	TSANG TIN YUET
	<i>Girls C Grade - 2nd Runner up</i>
1A	CHAN ABBY
1A	CHAN DONG HANG DORCAS
1A	CHEUNG KA SIN
1B	IP JOY SUM EUNICE
2A	HO LOK TUNG
2A	HO YUI HANG
2A	MAN WING LAM
2A	WONG TAK YU
2C	CHOW HEI YIU
2C	KWAN YU CHING
2D	LAI HEI TUNG
2E	CHANG MAN SUM
2E	HUI LOK MAN
2E	WONG SUM KI
第 18 屆青少盃沙灘排球賽女子 U17 組	
	季軍
6A	AU TZE YU
6A	MAK ZHI CHING
Inter-School Badminton Competition (Division Two) 2023/2024	
	<i>Girls A Champion</i>
5A	WONG WAI YING
5C	LEUNG NGA YIN
6A	MAK ZHI CHING
6A	LI CHEUK MAN
6A	NG HOI KEI
6A	YANG HOI CHING
6D	CHAN WAI YAN
6D	LAM TAK YUET
	<i>Girls B Champion</i>
3B	SO KEI TING
3C	HANS-FEBIE MICHELLE
3D	TSUI YI SIN
3D	WONG YAT KA
3E	CHAN SIK YIN
3E	IP SEE YIN

香港校董學會十週年活動系列「國慶摘星盃」觀塘區中學校際乒乓球邀請賽女子組

	亞軍
1B	WONG HAU CHING
1E	HO CHIT LONG
2C	LEUNG HAY YU
2D	SHIH YU HIN
3A	TSE HILL SUN
4C	LEE KWAN YUET
5C	FUNG TSZ CHUN

Inter-School Table Tennis Competition Division Three (Kln 1) Boys 2023-2024

	Boys B Grade Champion
1D	SIU PAK YIN
2C	NG MAN LOK
2D	SHIH YU HIN
3E	LEE RONG
4C	LEE KWAN YUET

黃大仙區射箭比賽 2023/24

	女子反曲弓新秀組第3名
4E	LEUNG NGA YUNG

新界區際射箭錦標賽暨公開賽 2023

	女子反曲弓初級組冠軍
5A	CHAN WAI SUM

第 60 屆學校舞蹈節當代舞

	(中學組群舞) 甲級獎
1E	CHAN TSZ YING
1E	HUI MAN HEI
1E	LAM CHUNG YAN
1E	LEE CHEUK WING
2D	TZE CHEUK KA
3A	HUI TSZ CHING ANGIE
3C	LEUNG MING YUET
3E	CHAN HEI TUNG
3E	CHIU KA CHING
3E	IP SEE YIN
3E	SO TSZ YIN DEBORAH
4A	WONG HEI YEE
4C	YAU YUET CHING
5A	MAVIS CHONG
	(中學組雙人舞) 甲級獎
3E	CHAN HEI TUNG
5A	MAVIS CHONG

(中學組獨舞) 乙級獎

3E	CHIU KA CHING
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第 52 屆全港公開舞蹈比賽現代舞

	(公開組群舞) 銀獎
1E	CHAN TSZ YING
1E	HUI MAN HEI
1E	LAM CHUNG YAN
1E	LEE CHEUK WING
2D	TZE CHEUK KA
3A	HUI TSZ CHING ANGIE
3C	LEUNG MING YUET
3E	CHAN HEI TUNG
3E	CHIU KA CHING
3E	IP SEE YIN
3E	SO TSZ YIN DEBORAH
4A	WONG HEI YEE
4C	YAU YUET CHING
5A	MAVIS CHONG
	(公開組雙人舞) 銀獎
3E	CHAN HEI TUNG
5A	MAVIS CHONG
	(公開組獨舞) 銅獎
3E	CHIU KA CHING

Hong Kong Inter-school Orienteering Championships (Sprint) 2023/24 (Heat)

	Class MC, 1st place
2B	LO MAN HAY
	Class MB, 7th place
4E	NGAN CHING HEI

Hong Kong Inter-school Orienteering Championships (Sprint) 2023/24 (Final)

	Class EMC, 1st place
2B	LO MAN HAY

Hong Kong Inter-school Orienteering Championships (Middle) 2023/24 (Heat)

	Class MC, 1st place
2B	LO MAN HAY
	Class WB, 5th place
4D	PANG HOI CHING

Hong Kong Inter-school Orienteering Championships (Middle) 2023/24 (Final)

	Class EMC, 4th place
2B	LO MAN HAY

