



Valtorta College

School Report

2023-2024



恩主教書院

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(1) Our School

1. A Brief Introduction of the School

Valtorta College was founded in 1976 during a period when Tai Po transformed itself rapidly from a market town to a New Town. It was named in commemoration of Bishop Henry Valtorta, one of the most outstanding and courageous Catholic Bishops of the Hong Kong Diocese. It is a subsidised co-educational secondary school and is sponsored by the Catholic Diocese of Hong Kong.

Thanks to the foresight of the Diocese, our late supervisor, Fr. Santinon and a group of church people, a small woody hill on which our College now stands was purchased at zero premium from the government. Due to the delay by the school builders, teachers and students were struggling to conduct lessons on the school premises of a neighbouring secondary school in 1976 - 1977 school year.

The College is now under the governance of the Incorporated Management Committee (IMC) which was established on 1st March 2014. The IMC is comprised of fifteen managers, which includes, the Supervisor and seven managers appointed by the School Sponsoring Body, the Principal as an ex officio, one manager and one alternate manager each from the parent and teacher categories, one alumnus manager as well as one independent manager. It is worth noting that the establishment of IMC helps increase transparency in management, sense of accountability over teaching and learning effectiveness and flexibility in resource deployment of the school.

2. School Vision & Mission

2.1 The Mission and Vision of Valtorta College

- To provide our students with a well-rounded education which includes the aspects of Spirituality(靈), Virtue (德), Knowledge (智), Health (體), Community Spirit (群), and Aesthetics (美);
- To develop fully our students' potential to be of service to society;
- To spread the Good News of God's love and help our students to discover the real meaning and value of their lives.

2.2 School Motto

The motto of our College is "Lumen Accende, Corda Inflamma" (知行合一).

2.3 Core Values of Catholic Education

The Catholic Church has been contributing positively to the civilisation of mankind. One approach is to provide all-round holistic education, through schools of all levels and universities, for the pursuit of true happiness in life.

The Catholic Church in Hong Kong has endeavoured to provide education for well over a

century. Catholic schools have fostered the holistic growth of students by upholding the truth, by championing justice, by practicing the virtue of charity, by valuing life of charity, by valuing life dearly and by reinforcing the family values. They have developed students' full potential to contribute to the betterment of Hong Kong society. The Catholic Church views education as a mission, not an occupation, and the school as an organic community filled with love and vitality, not an institution. Staff of catholic schools are always willing to fulfil their calling as shepherds and faithful stewards.

To accomplish their mission, Catholic schools guide their students in developing a moral outlook on life in accordance with the teachings of the Gospel of Christ and the essence of the traditional Chinese culture. They nurture their students to be wholesome in body, mind and soul, to have good taste and to dare to innovate, to love others as themselves, and to be good citizens for life, capable of discerning right and wrong and showing moral courage. In this light, Catholic schools place great emphasis on nurturing students in such a way that they will:

- Pursue and embrace **truth** with fervor;
- Uphold **justice** before God and in their community to advance the common good;
- Model themselves on Christ, **love** others as themselves and care for the needy and the vulnerable;
- Affirm the supreme value of **life** living out its full meaning;
- Honour their parents, love and respect their spouse and foster filial harmony in the **family**.

2.4 Core Values of Valtorta College

The school is aiming at equipping our students to be future leaders with Valtortan attributes (H.E.A.R.T.) and core values. (從心出發，知行合一)

Hardworking	(勤學)	We should be Hardworking to pursue for Truth .
Excellent	(卓越)	We should strive for Excellent in our Life .
Affectionate	(慈愛)	We should be Love each other Affectionately .
Responsible	(盡責)	We should undertake our Responsibilities for one another to fulfill the moral Virtue of Justice .
Thoughtful	(慎思)	We should be Thoughtful in loving our Family .

3. School Management

Members of the Incorporated Management Committee

Ms. Woo Wai See, Alice	Supervisor
Ms. Wong Ling Yan, Elisa	Principal
Rev. Jean Sylvere Mbuela Pfuti	School Sponsoring Body (SSB) Manager
Mr. Hong Man Hoi, Michael	SSB Manager
Ms. Lau Man Yee	SSB Manager

Dr. Fung Ying Him, Anthony	SSB Manager
Mr. Morales Roland	SSB Manager
Mr. Yau Chi Lap Joseph	SSB Manager
Mr. Hon Sze Ping, Steven	SSB Alternate Manager
Ms. Chan Yung Ha	Parent Manager
Ms. Wat Sai Fung	Parent Alternate Manager
Ms. Sin Mei Ho	Teacher Manager
Mr. Yeung Tat Chi	Teacher Alternate Manager
Mr. Chan Ngok Sing	Alumni Manager
Ms. O Ching Yuan	Independent Manager

4. Our Teachers

The school has 57 teaching staff members. Their experiences and qualifications are shown in the tables below.

4.1 Qualifications

Post-graduate Diploma / Certificate in Education	Bachelor's Degree	Master's / Doctoral Degree	Special educational needs (SEN) trained
91%	98%	53%	35%

4.2 Teaching Experience

0 – 4 Years	5 – 9 Years	10-14 Years	Over 15 Years
17.5%	7%	8.8%	66.7%

4.3 Teachers' Professional Development

School-based professional development programmes, including experience sharing sessions were conducted. Themes were kept closely in line with the College's major concerns so as to address teachers' needs. Details were as follows:

Staff Development Day

i.	The first staff development day was held on 26th October 2023. The topic of the first session in the morning of the first staff development day was "School self-evaluation & reflection - Using 7 learning goals for sustainable development". The topic of the second session was "Talk on Crisis Management". To develop the learning goals of Breadth of knowledge and Generic Skills, a Rubik Training course was conducted by the alumnus Mr. CHAN Ngok Sing in the afternoon.
ii.	The second staff development day was held on 5th February 2024 in the afternoon. The topic was "到校國家安全教育深化講座", which was a joint school workshop organized by EDB held at St. Francis of Assisi's College. Participating schools included Valtorta College, St. Francis of Assisi's College and Kwok Tak Seng Catholic Secondary School.

iii.	The third staff development day was held on 21st March 2024. The topic of the first session was ESR Oral Feedback Sharing and 7 Learning goals of Healthy lifestyle. A workshop was given by a registered physiotherapist Mr. Derek YEUNG. The topic of the second session was about 7 Learning goals of Career & Life Planning. A Seminar on "Guiding and Supporting Students' Career and Life Planning: Exploring Teachers' Roles and Techniques." was given by Professor YUEN Man Tak of Faculty of Education of HKU.
iv.	The fourth staff development day was held on 6th June 2024. The topic of the first session was related to major concern 2. Mr. YEUNG Hok Hoi, Principal of Yu Chun Keung Memorial College, was invited as guest speaker to conduct a seminar on "How to use artificial intelligence (AI) technology to enhance teaching effectiveness". The second session was related to major concern 3. A workshop of "How to use and protect your voice" was given by school-based Speech Therapist Ms. Kitty YUNG. The third session was the group discussion and presentation on evaluation of the School Plan 2023/24 and planning for the academic year 2024/25.

Staff Professional Development Session of General Staff Meeting

To enhance teachers' professionalism through continuous training and sharing, there would be a Staff Professional Development Session by teachers to share items on teaching and learning and student support during staff meetings:

i.	2 nd GSM (13/10/2023): "How to Deliver a High-Quality Lesson" by Chinese, English and Mathematics department.
ii.	3 rd GSM (14/12/2023): "Catering for Learner's Diversity" by Ms. YUK Cho Man.
iii.	4 th GSM (26/1/2024): 7 Key Learning Goals by Principal HO and Vice-principals.
iv.	5 th GSM (17/5/2024): "Catholic Schools Leadership Training" by Mr. YEUNG Tat Chi "Life Planning from other schools" by Mr. LAW Chak Lam; "Establishing Teachers' Learning Community to Enrich Students' Learning Journey" by Ms. WONG Wai Yiu; "T&L school-based curriculum" by Mr. TANG Sai Man and Ms. LAM Tsoi Ni; "Linking up STEAM Activities and Curriculum" by Mr. WONG Wai Kin and "Professional Interflow at Yunnan" by Principal HO.

5. Our Students

5.1 Class organisation and number of students in the school year 2023/24:

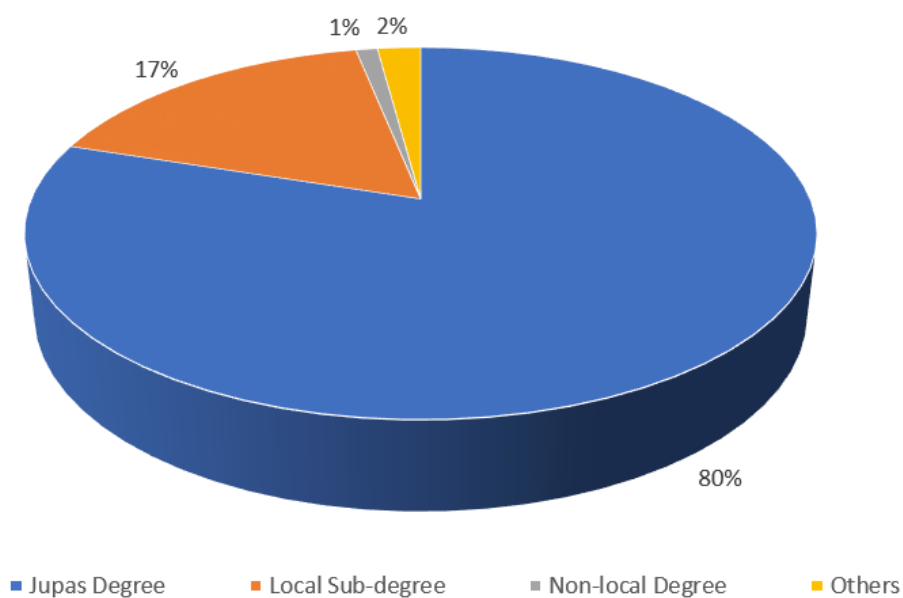
Secondary	1	2	3	4	5	6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	127	126	105	116	113	96	683

5.2 Students' Attendance

Secondary	1	2	3	4	5	6	Average
2023/24	98.4%	97.9%	97%	97.8%	95.7%	97.1%	97.4%

5.3 Destination of F.6 Graduates

The College achieved an impressive JUPAS admission rate of 80% for local bachelor's degree programmes and 17% for local sub-degree programmes. The outstanding results are a testament to the collaborative efforts of our entire school community.



(2) Achievements and Reflection on Major Concerns

Major Concern Domain 1: To build a professional learning community
1.1: To strengthen middle managers to take up leadership roles
Achievements
<p>To strengthen middle managers to take up leadership roles, the following measures were implemented.</p> <p>(a) <i>School Structure</i></p> <p>Every SGM would lead at least one scope in the administration and management in respect of the three domains on school management, teaching & learning and school ethos & student support of the College.</p> <p>(b) <i>QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support</i></p> <p>A senior teacher led a team to oversee the QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support.</p> <p>(c) <i>IT in Administration and Education</i></p> <p>Two senior teachers led the IT Innovation Lab in Secondary Schools (IT-Lab) Programme with the funding supported by the Office of the Government Chief Information Officer (OGCIO) for implementing IT activities for students.</p> <p>(d) <i>Student Support from Form Teachers</i></p> <p>Learning Strategies Team was formed to prepare a Handbook of Learning Skills. One senior teacher acted as the Convener to collaborate with other teachers to complete this task. The learning skills were taught systematically in home periods throughout the academic year.</p> <p>(e) <i>Staff Professional Development Session during Staff Meetings</i></p> <p>To encourage teachers to take up leadership roles, they took the lead to share good practices on learning and teaching in the Professional Development Session during staff meetings.</p> <p>(f) <i>National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens – Review Current Situation and Formulate Work Plan</i></p> <p>Every SGM led at least one focus group in the review of “National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2023/24 School Year” and in the formulation of work plan for 2024/25.</p> <p>(g) <i>School Administration Committee</i></p> <p>A School Administration Committee (SAC) was established with middle managers being members of it for formulation of school policies. Being senior teachers of the College, SAC members are also mentors of two teaching staff. They will explain and elaborate school policies and collect feedback from their mentees.</p> <p>(h) <i>Meetings of Academic Core Group and Student Support Core Group</i></p> <p>Every SGM will involve a regular meeting of Academic Core Group and Student Support Core Group in every cycle.</p>

1.2: To enhance teachers' professionalism through continuous training, sharing and reflection

Achievements

The College acknowledges the importance of enhancing teachers' capacity and professionalism and therefore fully utilizes various means to engage teachers in professional training, sharing and reflection.

(a) Staff Professional Development Session of General Staff Meeting

To promote the culture of professional sharing, teachers were invited to share effective strategies and good practices of learning and teaching and student support during the designated session of each general staff meeting. Some presented their takeaways from seminars/training programmes they attended before and shared with fellow teachers how the good practices could be used in different subjects.

GSM (Date)	Theme and Teachers / Departments-in-charge
2 nd (13/10/2023)	"How to Deliver a High-Quality Lesson" by Chinese, English and Mathematics departments
3 rd (14/12/2023)	"Catering for Learner's Diversity" by Ms. YUK Cho Man
4 th (26/1/2024)	7 Key Learning Goals by Principal HO and Vice-principals
5 th (17/5/2024)	"Catholic Schools Leadership Training" by Mr. YEUNG Tat Chi; "Life Planning of Other Schools" by Mr. LAW Chak Lam; "Establishing Teachers' Learning Community to Enrich Students' Learning Journey" by Ms. WONG Wai Yiu; "T&L school-based curriculum" by Mr. TANG Sai Man and Ms. LAM Tsoi Ni; "Linking up STEAM Activities and Curriculum" by Mr. WONG Wai Kin; "Professional interflow trip to Yunnan" by Principal HO.

(b) Other Professional Development Programmes

To ensure that teaching staff at various professional stages stay informed about the latest educational trends, both locally and globally, as well as the Catholic education values of the sponsoring body, the College has organized a range of professional training programs for teachers. Additionally, we encourage them to participate in seminars organized by external organizations.

(i) Professional Development Days

26/10/2023

1.	School self-evaluation & reflection - Using 7 learning goals for sustainable development
2.	Talk on Crisis Management
3.	To develop the learning goals of Breadth of Knowledge and Generic Skills, a rubik training course was conducted by the alumnus Mr. CHAN Ngok Sing.

5/2/2024

A joint school workshop organized by the EDB - “到校國家安全教育深化講座”, with St. Francis of Assisi’s College and Kwok Tak Seng Catholic Secondary School.

21/3/2024

1.	ESR Oral Feedback Sharing
2.	7 Learning Goals - Healthy lifestyle: a workshop conducted by a registered Physiotherapist Mr. Derek YEUNG
3.	7 Learning Goals - Career & Life Planning: a seminar conducted by Professor YUEN Man Tak, Faculty of Education of HKU on "Guiding and Supporting Students' Career and Life Planning: Exploring Teachers' Roles and Techniques"

6/6/2024

1.	Major Concern 2 Mr. YEUNG Hok Hoi, Principal of Yu Chun Keung Memorial College, was invited as guest speaker to conduct a seminar on “How to use artificial intelligence (AI) technology to enhance teaching effectiveness”
2.	Major Concern 3 A workshop of “How to use and protect your voice” given by school-based Speech Therapist Ms. Kitty YUNG
3.	Evaluation of the school plan 2023/24 and discussion for the school plan 2024/25 (group interaction and presentation)

(ii) Catholic Schools Leadership Training Programme 2023/24

Mr. YEUNG Tat Chi participated in the attachment programme to Shung Tak Catholic English College on 7th March – 8th March 2024 and the graduation day on 8th June 2024, whereas Mr. WONG Chi Wai from St. Teresa Secondary School visited our school on 2nd May – 3rd May 2024 for professional sharing and learning.

(iii) 教區學校平信徒校監及校長退省日營 2024

Principal HO attended the retreat day camp held at St. Paul’s House of Prayer at Sheung Shui on 15th March 2024 organized by the Catholic Education Office.

(iv) Professional interflow on education at Yunnan

Principal HO joined a professional interflow on education at Yunnan which was organized by the Hong Kong Subsidized Secondary Schools Council (HKSSSC) from 13th May 2024 (Mon) to 16th May 2024 (Thu) at Yunnan.

(v) 「如何運用人工智慧 (AI) 技術來提升中英文教學效能」分享會

Mr. CHONG Chi Hang, Ms. CHOW Hiu Hei, Mr. LUI Wai Yu and Ms. POON Hoi Man participated in a sharing seminar on “如何運用人工智慧 (AI) 技術來提升中英文教學效能” held on 6th June 2024 at Yu Chun Keung Memorial College.

(vi) Spiritual Retreat for Catholic Teachers

Pastoral care worker, Ms LEE Pui Sze, organized a spiritual retreat for ten teachers, Principal HO and one seeker on 17th June 2024, and visited Our Lady of Perpetual Help Chapel in Tai O for a pilgrimage. Rev. Jojo Peter Ancheril, CMF served as our spiritual guide and conducted a Thanksgiving Mass. Fr. Jojo taught us the importance of letting go and entrusting ourselves to God's guidance when following His will. We gained a better understanding of Fr. Jojo and his group's community service in Tai O. In addition to the spiritual activities, the teachers also participated in a guided tour of Tai O's fishing village culture and a workshop on making sticky rice dumplings to experience the villagers' way of life. Everyone obtained fulfillment in their body, mind, and spirit.

(vii) Meeting between the Under Secretary for Education and Teachers of Secondary Schools

Mr. WONG Ka Leung had been invited to participate a meeting between the Under Secretary for Education and Teachers of Secondary Schools which was held on 28th June 2024. The theme was “Meaningful Mainland study tours in the subject of Citizenship and Social Development” and Mr. WONG shared on specific topics under the theme in the meeting.

(viii) Training Programmes for Newly-joined Teachers (NJT)

All NJTs of the school year 2021/22 in the school fulfilled the requirements of training programmes. For NJTs of 2022/23, one teacher joined the mainland study tour. The school would continue monitoring the progress and providing support by regularly reviewing all NJTs' training progress, reminding and arranging them to complete the core training, elective training and mainland study tour within the first three years of service.

Ms SIN Wai Ling completed the MSTs training at Shanghai Normal University from 25th October 2023 to 28th October 2023.

Reflections and Follow-up

Through the active engagement of middle managers, they have played a more significant role in formulating school policies and in coordinating, supporting, and supervising other teachers as they navigate the challenges of curriculum reform and school development initiatives. Feedback from both teachers and students indicates that there has been improvement in the implementation of school policies and procedures across various committees and subjects.

Regarding teachers' professionalism, it is noted that cross-fertilization among Key Learning Areas (KLAs) has become more effective, particularly during the fruitful and inspiring staff professional development sessions held during General Staff Meetings (GSM) and Staff Development Days.

With teachers actively participating in various professional exchanges and sharing opportunities, a broader network has been established with other schools, external educational bodies and other organizations. Overall, the professional capacity of the entire staff has been enhanced.

In the coming years, it is essential to continue these school management measures, along with various staff training and sharing initiatives, to ensure the sustainable development of the school.

Major Concern Domain 2: To enhance effectiveness of learning and teaching by cultivating a reflective mind and adopting task-oriented strategies

2.1 To nurture students to become self-directed and reflective learners

Achievements

The 4P1R framework (Preparation, Participation, Presentation, Possession, and Reflection) has been widely adopted by subject teachers as a classroom routine to nurture students into self-directed and reflective learners.

The impact of the 4P1R framework on students' learning effectiveness is evident in the improving results from the school-based learning and teaching survey (based on a 4-point scale). The survey results indicate that students have become more aware of their roles as self-directed learners by completing pre-lesson tasks, actively participating in learning activities, presenting their learning outcomes, and applying learning strategies in their assignments and assessments. Additionally, the results show that teachers have developed a heightened awareness of incorporating the 4Ps into their lessons and providing students with effective suggestions to enhance their learning effectiveness.

About "Preparation"	2021-22	2022-23	2023-24
I am serious when completing the lesson preparation tasks.	3.34	3.37	3.46
Our teacher always gives us opportunities to prepare for lessons.	3.37	3.36	3.43

About "Participation"	2021-22	2022-23	2023-24
I actively participate in learning activities.	3.33	3.35	3.43
Our teacher always gives us opportunities to participate in learning activities.	3.39	3.39	3.45

About "Presentation"	2021-22	2022-23	2023-24
I am serious when presenting my learning outcomes.	3.33	3.36	3.44
Our teacher always gives us opportunities to present our learning outcomes.	3.36	3.36	3.44

About "Possession & Reflection"	2021-22	2022-23	2023-24
I understand the learning strategies taught in class.	3.32	3.34	3.41
I always use the learning strategies taught in class for my assignments.	3.33	3.33	3.41
I always use the learning strategies taught in class for my tests/exams.	3.31	3.32	3.40
Our teacher always tells us about our strengths and weaknesses	3.35	3.35	3.40

in learning.			
Our teacher always provides us with effective suggestions for learning.	3.36	3.37	3.43
Our teacher always equips us with learning strategies to improve our performance in assignments and tests/exams.	3.36	3.36	3.43

Students' perception of teaching in the Stakeholders' Survey (newly-designed survey items in 2023-24 by the EDB) also demonstrated that teachers were highly aware of the importance of providing learning strategies, and feedback to help students improve their learning performance. High ratings have been observed in the survey items below:

	Stakeholders' Survey Items (based on a 5-point scale)	Mean
1.	The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.	3.8
2.	Teachers often provide suggestions on my performance and let me know how to improve.	3.8
3.	Teachers' questions inspire my thinking inside and outside of the classroom.	3.8
4.	Teachers often allow us to explore a variety of topics inside and outside of the classroom.	3.9
5.	Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	3.9
6.	Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	3.8

In addition to the 4P1R framework, the Learning Strategy Team coordinated materials and activities to help students develop their self-regulated learning skills. Learning skills such as goal-setting and note-taking were taught systematically during home periods by class teachers.

Furthermore, a STEM project was organized for F2 students to enhance their design thinking, creativity, collaborative skills, and presentation abilities. By implementing experiential inquiry-based learning, students were encouraged to work together, read purposefully, construct knowledge independently, and cultivate a habit of reflection.

Reflections and Follow-up

Reflecting on our efforts to nurture self-directed and reflective learners, the College has identified the following key areas for further development:

Metacognitive Skills Development: Teachers should do more to equip students with metacognitive skills, enabling them to regulate their learning process and adopt appropriate learning strategies to improve learning effectiveness.

Self-Assessment and Feedback: Teachers should provide self-assessment tools for students to critically evaluate their work. Meanwhile, teachers should give timely and constructive feedback to enhance students' self-reflection and learning effectiveness.

Collaboration and Peer Learning: Recognizing the value of collaborative learning, teachers could create more opportunities for students to engage in discussions whereby they can share ideas, learn from one another and construct knowledge collaboratively. This will foster a supportive learning community and further develop their self-directed learning skills.

e-Learning Strategies: Teachers would explore innovative ways to integrate technology into the learning process, providing students with digital tools and platforms to support their self-directed and reflective learning practices.

By prioritizing these key areas, the College will further strengthen our efforts in nurturing self-directed and reflective learners at Valtorta College, empowering our students to thrive academically and beyond.

2.2 To cater for learners' diversity through effective teaching strategies

Achievements

To meet the diverse interests and learning needs of students, the College has provided ample learning experiences to broaden students' horizons through cross-subject collaboration, co-curricular activities, competitions and visits. Some examples of cross-curricular efforts are as follows:

	Name of Activities	Subject Departments concerned
1.	Maths LAC Activity Day	Mathematics, English
2.	VC Dream House	Mathematics, Geography, STEM
3.	E&RE Singing Competition	E&RE, Music
4.	CSD Chinese traditional culture workshop	CSD, Chinese, Putonghua
5.	Cross PSHE Learning Activities F.1: My VC Family F.2: My district – Tai Po F.3 My Home Hong Kong	English, Mathematics, Computer Literacy, Life & Society, Economics, Geography, Chinese History, and E&RE
6.	LAC activities in F.2	English, History
7.	Visual Arts Graphic Design -Banner design, Bookmark and Cover design	Visual Arts, Physical Education
8.	新春文化樂悠悠	Chinese, Music

Through cross-curricular collaboration, the learning activities designed by teachers stimulate students' thinking, strengthen students' problem-solving skills and promote application of knowledge in different subject contexts. Teachers made full use of these cross-curricular initiatives to engage students in making inquiries, research, data analysis and presentation of their learning outcomes in groups, which enriched students' learning experiences and enhanced their self-directed learning skills.

Reflections and Follow-up

Reflecting on our efforts made in address learners' diversity, the College has identified the following areas that require further attention:

Professional Development: The College will provide professional development programmes for teachers to enhance their skills in catering for the diverse needs of learners effectively. More training sessions that address specific instructional strategies and inclusive practices will be arranged.

Community Engagement: Strengthening partnerships with parents, alumni and the wider community is essential in supporting diverse learners. Apart from involving parents in the learning process, providing them with resources and guidance to support their children's educational needs, the College will collaborate with external organizations and experts to expand our support network.

Ongoing Assessment and Monitoring: Regular assessment and monitoring of students' progress are vital to identify students' evolving needs. Our current assessment practices will be reviewed to

include a variety of formative and summative assessments that capture the diverse abilities and achievements of our students.

Moving forward, Valtorta College remains committed to fostering an inclusive learning environment that celebrates diversity and supports the educational journey of every student. We will continue to refine our teaching strategies, engage in professional development, and collaborate with all stakeholders to ensure the success and well-being of our diverse student body.

Major Concern Domain 3:

To foster students with positive values and attitudes towards life

3.1 To build up students' resilience and confidence by life-wide learning experiences and exposure

3.2 To help students develop a healthy lifestyle and live a purposeful life by liaison with different stakeholders

Achievements

The College has a well-developed values education, in line with the Catholic Core Values (Love, Life, Family, Truth and Justice) and the twelve priority values and attitudes launched by the EDB. Taking cultivation of proper values and attitudes as the direction, the College make use of everyday life events to strengthen the coordination of activities organised by different teams under the Pastoral Care Committee including Religious and Spiritual Education Committee (RSFC), Guidance Team, Discipline Team, Moral, Civic and National Education Team (MCNE), Co-curricular Activities Committee (CAC), Career and Life Planning Team (CLP), and Student Award Team.

In view of the impacts of the pandemic on students' growth and development, the College has focused on equipping our students with resilience and confidence under the ever-changing environment and guiding students to develop a healthy lifestyle and live purposefully. Activities aiming to cultivate resilience and confidence were held in the academic year:

Activities	Teams
Adventure-based activities and communication groups	Guidance and SEN services
Different exposure like visting HKG airport and mainland universities	CLP Team
Leadership training, physical and aesthetic activities	ECA Team
Prefect Training camps and workshops	Discipline Team
Bible knowledge competition, inter-class singing contest, religious video making, community services and church visit	Religious and Spiritual Formation Team
Flag raising ceremony, "The Speech under the Flag" and Sister School Scheme	MCNE Team
Merits and Award System Scholarship Nomination	Award and Scholarship Team

These activities not only widened students' exposure but also enriched their learning experiences. While communication groups, prefect training, and leadership training programs helped boost students' self-confidence, adventure-based and physical activities fostered resilience. Additionally, students have developed a deeper sense of national identity and pride. Through these experiences, students have become physically, mentally and spiritually enriched.

The school-based values education also earns the recognition from the External School Review

(ESR) Team during their visit in February 2024. Some of the highlights are as follows:

1. Not only are the learning elements of positive values and attitudes, such as care for others, unity and perseverance, properly integrated with relevant learning content of all KLAs or subjects and related co-curricular learning activities, but they are also vibrantly displayed on campus.
2. Leadership training is also well in place. As observed, student leaders demonstrate a strong sense of responsibility and take the initiative to plan and organize activities eagerly for their peers.
3. The school endeavors to promote national education (NE) through classroom learning and life-wide learning activities by adopting a whole-school approach. The “Speech under the Flag” by teachers and students, local visits, Mainland study tours and Sister School activities, foster a strong sense of national identity in students. Students are proud of the national identity.
4. The school takes good care of students’ wellbeing, adopting effective measures to help them lead a healthy and purposeful life. The school attaches great importance to taking care of students’ physical, emotional, and spiritual wellbeing after the pandemic, offering an assortment of co-curricular activities to help them develop their interests and live a purposeful life.
5. The school has developed a life planning education (LPE) framework to meet the needs of students at different key stages, enabling students to understand themselves better and setting their personal goals. As revealed in students’ reflections and sharing, the LPE activities not only help them understand their own abilities and aptitudes, but also expand their view of future pathways and occupations.
6. Students are well-mannered, self-disciplined, diligent enjoying harmonious relationships with their peers and teachers. They have a strong sense of belonging to the school.
7. Students participated in a range of activities in various aspects, including sports, music and arts. They performed well and won awards in different inter-school competitions.

The ESR Team’s comments acknowledges the College’s efforts in cultivating students with positive values and attitudes towards life. In addition, the APASO result also shows that positive impacts of various activities / programmes organized by the College on students’ values and attitudes.

Students excelled in the following aspects, attaining a Q value higher than 110.

- a. Honesty (116)
- b. Moral Sense (115)
- c. Sense of Belonging to school (113)
- d. Information Literacy (116)
- e. National Identity (responsibility and obligation) (116)
- f. National Identity (Pride) (116)
- g. National Identity (National Flag and anthem) (116)
- h. National Identity (Achievement) (116)
- i. Learning (Self monitoring) (116)
- j. Critical Thinking (116)
- k. Reading (good strategies) (116)
- l. Career Planning (116)
- m. Global View (Respect variety) (115)

Reflections and Follow-up

Reflecting on our efforts made in instilling in students positive values and attitudes towards life, the College has identified the following areas that require further attention:

The recent APASO survey indicated that students' emotional well-being, physical training, and relationships with parents received relatively lower ratings. Many students reported feeling immense pressure due to the rapidly changing society, academic demands, and complex family dynamics. The

College recognizes the critical importance of mental, physical, and spiritual health and is committed to allocating additional resources to support our students.

While more cheer-up activities will be organized to uplift students' spirits, an additional counsellor will be recruited to facilitate small-group meetings with students and help them address emotional challenges and family issues. More opportunities will be provided for students' physical training along with the introduction of a new physical literacy self-directed learning centre.

Though more activities were organized after the pandemic, students' exposure remains largely limited to the Tai Po community. This lack of broader societal engagement can hinder their confidence in communication and self-expression. To address this, the College will provide more opportunities for students to showcase their talents within the school; meanwhile, expand their exposure by engaging them in activities organized by global organizations.

Through these initiatives, we hope to help students recognize their potential and explore possibilities beyond academic achievements, ultimately guiding them to discover their purpose in life.

(3) Student Performance

3.1 Academic Performance

TSA Results

TSA was administered but no reports have been received as of date of this report.

Performance in HKDSE 2024

	2024
Total No. of Candidates Sat	96
Meeting the University Entrance Requirements	81.1%
Eligible for Sub-degree Programmes	100%
Receiving JUPAS Degree Offers	80.0%
Receiving JUPAS Degree AD /HD Offers	0.0%
Receiving Degree Offers from the Top 3 Universities	29.5%
Best Results	5** x 2 5* x 4 Best 6: 38 Best 5: 32

No. of subjects that surpassed the Hong Kong average	2024
Level 4 or higher percentage	12
Level 5 or higher percentage	6

3.2 Other Learning Performance

The College remains committed to offering a wide array of activities, aiming to cultivate our students into the leaders of tomorrow and to equip them with the essential attitudes, skills, and knowledge needed to navigate the challenges of their future. Additionally, different student bodies have played a vital role in enriching the school experience for their peers, contributing to a vibrant and fulfilling school life. The following highlights the activities held during the 2023/24 academic year.

Student Association

Various activities for students were organized throughout the year, including:

Gwa Gwa in the Wonderland, Parent Information Day, Open Day, Welfare Meeting with Vice-principals and Assistant vice-principal, Sports Day – Awards of Cheer Team and Sportsmanship, Inter-house Singing Contest, F.6 Songs dedication, VC busking with English Society, Campus Festival – VC Gala and Talent Show.

Four Houses

Activities were organized for students, including:

- October: Inter-house Volleyball Competition
- November: Inter-house Stand-up banner design Competition, Sports Days, Cheerleading
- December: Inter-house Singing Contest
- February: Inter-house dodge ball Competition
- March: Inter-house Instrument Competition
- July: Inter-House Basketball Competition

Clubs / Societies / Teams

There were 37 clubs & societies in 2023/24. Each club / society held at least 3 meetings each term.

2023/24 WEBSAMS Report by activity

Year	Total person-time of participating in the activities	
	Term 1	Term 2
2021-2022	923	848
2022-2023	1157	1020
2023-2024	1117	1041

(Class Association, Student Association, House Committees, Subject Leaders and Student Assistants, Catholic Society and Social Service group are not included in the figures above.)

Report by ECAC Form

Category	No. of Meeting (Average) Data from ECA Form 6	
	Term 1	Term 2
Academic (13)	7.5	8.8
Music & Arts (12)	15.9	17.8
Sports (12)	17.1	19.9
Uniform (3)	8	8.3
Interest (7)	16.9	15.1
Others	/	/

(Form 6 students fulfilled the ECA requirements.)

One Sports/Arts in Life Scheme

Some activities were held during the lifewide experiential learning days and post-exam period:

Level	Activities	
F.1	10.5.2024	Visit M+ museum
	28.6.2024	Rope Skipping「跳繩強身心・建堂頌主恩」同樂日 & Sports Promotion
	9.7.2024	Sports Promotion
F.2	2.7.2024	Sports Promotion
F.1-	27.6.2024	Inter-house Music Instrument Competition & First Aid Talk
F.3	2.7.2024	
	8.7.2024	
		VC Talent Show

Let's Art

Some activities were held throughout the academic year:

Period of time	Theme
July – Nov	2022-23 F.2 STEM Project (Cross-curricular collaboration: Learning Strategy Team, F.2 Project & CAC)
Nov – Mar	Visual Arts (Open Day)
Mar-Jun	Chinese History (ESR)
Jun – Sept	PE Department (Paris 2024 Olympic)
Sept-Oct	ECA (Post exam sharing follow up activity by alumni Edward Yip,)

In addition to the activities organized by our student bodies and teachers, Valtortans actively engaged in a diverse range of extra-curricular activities beyond the College, achieving remarkable success in various fields during the 2023/24 academic year.

校外比賽得獎名單			
學術及其他			
活動名稱	主辦單位	得獎同學	獎項
華夏盃 初賽 2024	「華夏盃」組委會	1A陳嘉恒 1A李卓榮 1A曲簡文 1A應允澤 2B梁迪博	二等獎
		2B蔡朗喬	三等獎
華夏盃 晉級賽 2024	「華夏盃」組委會	1A李卓榮	二等獎
		1A陳嘉恒 1A 曲簡文	三等獎
亞洲國際數學奧林匹克公開賽 (AIMO) 初賽 2024	亞洲國際數學奧林匹克聯合會、 亞洲國際數學奧林匹克公開賽組委會	2B蔡朗喬 2B梁迪博	銀獎
亞洲國際數學奧林匹克公開賽 (AIMO) 晉級賽 2024	亞洲國際數學奧林匹克聯合會、 亞洲國際數學奧林匹克公開賽組委會	2B蔡朗喬	銀獎
香港國際數學競賽 初賽香港賽區 2024	奧冠教育中心	5D洪圳藝	金獎
		4C趙珈萱 5D周仲稻 5D鄧智仁 5D張煒樂	銀獎
		1A曲簡文 5D馮志揚 5C庄士坤	銅獎
香港數學競賽	香港教育大學、教育局數學教育組	5D周仲稻	三等榮譽獎狀
		5B賀崇喜 5D李樂謙	優秀表現獎狀
Competition on the Mathematics of Information (CMI) 2024	The Chinese University of Hong Kong	5D洪圳藝	銀獎
		5D周仲稻	銅獎
		4C梁明睿	優秀表現
泰國國際數學競賽 初賽(香港賽區) 2023 - 2024	泰國數學學會	5D周仲稻 5D洪圳藝 5D李樂謙	金獎
		2A廖昕蕎 5C陳宇權	銀獎
		1A曲簡文 2D洪梓軒 4C趙珈萱 5C庄士坤 5D馮志揚 5D鄧智仁 5D張煒樂	銅獎

活動名稱	主辦單位	得獎同學	獎項
泰國國際數學競賽 晉級賽 (香港賽區) 2023 - 2024	泰國數學學會	2A廖昕蕎	銅獎
粵港澳大灣區數學競賽 預選賽 (香港賽區) 2024	奧冠教育中心	5D周仲稻 5D洪圳藝	一等獎
		1A陳海嬌 4C趙珈萱 5D鄧智仁 5D張煒樂	二等獎
		2A廖昕蕎 2B蔡朗喬 2D洪梓軒 4A李德子維 4C吳翰霖 4C謝佳毅 4C李彥哲 4D張名深 5C庄士坤 5C陳宇權	三等獎
		1A劉振宇 1D李祺源 1D袁柏浩 4A陳思鎬 4C陳正亮 4C鄧瑜軒 4C吳翰霖 4D劉德琦	銀獎
		3C何悅禮 3C李 言 3C董 盛 3D林嘉銘 4B古然昊 4B康錦丞 4C張鍵熙 4D房 龍	金獎
App 電子遊戲設計 大賽	美國勞倫斯理工大學	2B徐健翔 2C陳俊熹 2C王晨屹 4D房 龍	銅獎
		2B陳奕邦	金獎
		2C盧恩慈	季軍
全港學界國家安全 常識挑戰賽	律政司、教育局、保安局及善德基金會	5B姜智峰 5C陳宇權 5C陳汶均 5C古智毅 5C庄士坤	團體賽 出線半準決賽 (27隊)
全港學界國家安全 常識挑戰賽	律政司、教育局、保安局及善德基金會	5C葉焯敏	個人賽 - 晉級中學組 個人總決賽 (12人)
模擬法庭・公義教育 計劃	善導會	4D黃曉暉 5C古智毅	最佳證人獎

活動名稱	主辦單位	得獎同學	獎項
「國家安全領域」虛擬 遊戲設計比賽	香港津貼中學議會、 香港直接資助學校議會	4C張鍵熙 4D房 龍 4D劉德琦 5C古智毅	一等獎
香港故宮學生文化大使 萬聖節狂歡派對填色 繪畫及攝影比賽	香港故宮文化博物館 亞太優才發展協會	2A梁焯翹	入選
港鐵元宇宙未來車站 設施創作比賽	香港鐵路有限公司	4B陳曉嵐	少年高級組冠軍
港鐵元宇宙未來車站 設施創作比賽	香港鐵路有限公司	4C劉 銘 4D房 龍	中學組季軍
IYACC 第十六屆國際 公開繪畫大賽	國際青少年文藝培訓中心	4A劉千瑩	金獎
香港經濟學奧林匹克 2024	天才教育協會	6C蔡駿威 6B張浩森	金獎
		5C梁栢寧 6A鍾敏晴	銅獎
明愛慈善賣物會 (沙田區)攤位遊戲設計 比賽	香港明愛	恩主教社會服務團	明愛慈善賣物會 (沙田區)攤位遊戲 設計比賽季軍
星島第三十九屆全港 校際辯論比賽 第二回合初賽	星島日報	4A鄧宣儀	最佳辯論員

活動名稱	主辦單位	得獎同學	獎項
國慶盃柔道錦標賽2023	正東柔道會	3A楊諾恩	女子45公斤冠軍
2023年香港青少年柔道錦標賽	中國香港柔道總會	3A楊諾恩	女子36公斤亞軍
		5B張芷淳	女子D組亞軍
第二屆北區柔道錦標賽	北區體育會	3A楊諾恩	女子45公斤冠軍
柔道總會53週年香港柔道錦標賽2023	中國香港柔道總會	5B張芷淳	女子初級16-21歲組冠軍
香港校際柔道錦標賽2023	中國香港柔道總會	5B張芷淳	女子15-18歲組冠軍
飛躍杯跆拳道錦標賽2023	躍駿跆拳道會	6B麥雅然	女子組合品勢12組亞軍
			女子組合品勢13組季軍
WTCF 跆拳道公開國際錦標賽(韓國站)	/	6B麥雅然	女子品勢組冠軍
大埔區分齡游泳比賽2023	康文署	6B楊淮晴	女子青少年F組100米胸泳亞軍
灣仔區分齡游泳比賽2023	康文署	6B楊淮晴	女子青少年FG組200米胸泳冠軍
			女子青少年F組100米胸泳亞軍
深水埗區分齡游泳比賽2023	康文署	6B楊淮晴	女子青少年F組50米胸泳季軍
九龍城區分齡游泳比賽2023	康文署	6B楊淮晴	女子青少年F組50米胸泳亞軍
			女子青少年F組100米胸泳亞軍
油尖旺區分齡游泳比賽2023	康文署	6B楊淮晴	女子青年F組100米胸泳季軍
中西區分齡游泳比賽2023	康文署	6B楊淮晴	女子青少年F組100米胸泳季軍

活動名稱	主辦單位	得獎同學	獎項
23-24年度大埔及北區校際游泳比賽	香港學界體育聯會	5C鄧榮陽	男子甲組100米背泳殿軍
		6B楊淮晴	女子甲組200米蛙泳冠軍
			女子甲組100米蛙泳亞軍
		6B楊淮晴 6B麥雅然 5B莫筱柔 4B鄭善元	女子甲組4x50米自由泳季軍
		4B馬子盈	女子甲組團體第八名
大埔區分齡田徑比賽2023	康文署	5C羅子萌	男子C組跳高亞軍
		5A曾淑玲	女子C組跳高亞軍
		5B張芷淳	女子C組標槍冠軍
			女子C組鐵餅亞軍
		5A陳湘琳 5A曾淑玲 5B張芷淳 5B莫筱柔	女子C組4X100米接力亞軍
2023-24年度大埔及北區校際田徑比賽	香港學界體育聯會	5B張芷淳	女子乙組擲鐵餅亞軍
2023-24年度大埔及北區校際籃球比賽	香港學界體育聯會	4A郭泳怡 4D文為善 4D張婉榆 5A陳湘琳 5A魏匡言 5B周凱欣 5D李樂瑤 6A羅梓淇 6C林懿筠	高級組(第一組)第五名
世界跳繩錦標賽2023	國際跳繩聯合會	5D陳柏熹	隊際速度亞軍

音樂及朗誦

活動名稱	主辦單位	得獎同學	獎項
HKJSASS x JL Music Sonic Groove Hong Kong Secondary School Singing Contest	HKJSASS x JL	5C梁栢寧	First Runner Up Most Popular Singer
第76屆 香港學校音樂節 2024	香港學校音樂及朗誦協會	恩主教書院中樂團： 1A方嘉欣 1A徐心玥 1A朱企銘 1C卜方嵐 1C陳慧欣 1D陳曦 1D關浩淇 1D馬樂然 2B歐陽泳 2D鄭秋嫻 3C陳婉鈺 3D何佩凝 4A陳葦桐 4A孔繁霖 4A洪栢慧 4A萬樂瑩 4D郭皓智 4B陳韻宜 4C譚雯方 4C蘇梓軒 5B梁雅琪	中樂小組合奏 - 中學組 銅獎
		2A魏天朗	分級鋼琴獨奏 - 三級銅獎
		5D羅加淇	結他獨奏 - 初級組銅獎
		1D張浩庭	分級鋼琴獨奏 - 四級銀獎
		2B黃詠彤	分級鋼琴獨奏 - 四級銀獎
		1A曲簡文	分級鋼琴獨奏 - 五級銅獎
		3A朱炫炫	分級鋼琴獨奏 - 六級銅獎
		4C劉卓靈	分級鋼琴獨奏 - 七級銅獎
		2B方茵玥	分級鋼琴獨奏 - 七級銀獎
		3A羅洸彤	分級鋼琴獨奏 - 八級銅獎
		2C盧恩慈 1A劉鳴珂	結他二重奏 - 初級組銅獎
		4D洪梓竣 5D朱珮君	結他二重奏 - 初級組銅獎
		5D關智謙 5B周正熙	結他二重奏 - 初級組銅獎
		3D陳瑋晴 3C陳婉鈺	結他二重奏 - 初級組銅獎
		3C羅靜而 5B符穎津	結他二重奏 - 初級組銅獎
		4C謝佳毅 4C鄧瑜軒	結他二重奏 - 初級組銅獎
		1D鄧華睿	長笛獨奏 - 中學初級組銅獎
		4C譚雯方	箏獨奏 - 中級組銅獎
		5C冼欣桐	柳琴獨奏 - 高級組銀獎
		1D馬樂然	柳琴獨奏 - 中級組銅獎
		1A徐心玥	柳琴獨奏 - 中級組銅獎

活動名稱	主辦單位	得獎同學			獎項
香港校際合唱節 比賽暨大師班2024	香港校際合唱節	1A龍詩霖 1B黃思文 1B黃思詩 1D鄭筠橋 1D鄧浚熹 2B黃詠彤 2C姜浩洺 2D劉欣宇 3B李子霖 3D黃春慧 4C梁詠芯 5D林映鎬	1A王詩淳 1B李婉妤 1C陳語 1D張浩庭 1D姚彥妃 2B方茵玥 2C黃凌薇 2D田佩琳 3B鄧湛穎 4A徐曉琳 4D吳海雯	1B周穎欣 1B李梓萌 1C梁曉潼 1D李芯悠 2A鄔卓泳 2C馮思萍 2D鍾焯恩 3B黎心悠 3D陳瑋晴 4B陳曉嵐 5B陳敬樂	中學高級組銅獎
e-contest	World Competition OÜ	2B歐陽泳 3C葉一臻 4A萬樂瑩 4C譚雯方 4D郭浩智 5C羅晨睿	2D鄭秋嫻 4A陳葦桐 4B許曉桐 4C蘇梓軒 5B梁雅琪 6C陳詠恩	3B張熾之 4A孔繁霖 4B陳韻宜 4C黃灼晞 5B林熹敏	Silver Award
		3A朱家樂 4A李品諺 4D蔡宇軒 5D黃子東 6C曾思雅	3B陳惟鍵 4A莊曉穎 5B林熹敏 6A劉珀熹 6D陳穎滔	3B黎心悠 4A岑朗逸 5C羅晨睿 6A羅梓淇 6D岑樂平	Silver Award
		2A陳卓溚 2B屠哲棟 4C李心盈 5D李樂謙	2B岑朗霆 2B徐健翔 4C何希雯 6A林華燁	2B張家誠 2D鄭秋嫻 4D吳海雯 6B楊淮晴	Gold Award
		3A羅浣彤 4A陳耀銘 5D劉熹鋤 6B羅曉晴 6C梁筠瑤	3B陳彥尤 4B彭紫彤 5D葉文暄 6B麥雅然	3C葉一臻 5C冼欣桐 6A鍾敏晴 6B楊淮晴	Gold Award

活動名稱	主辦單位	得獎同學			獎項
e-contest	World Competition OÜ	2B陳悅兒	2B方茵玥	2B黃詠彤	Gold Award
		2B方子睿	2C姜浩洺	2D朱嘉敏	
		2D陳嘉琦	2D黎淑敏	3A朱炫炫	
		3A葉鈺恩			
		2B梁立祺	2B曾凱敏	2C羅曉浚	Silver Award
		2C尹思苻	2C葉芷瑜	2D鍾穎詩	
		2D鄭皓文	2D黃曉澄	4A曾灝晴	
		4B鄧穎文	4D陳 彤		
		2A陳卓澄	2B張家誠	2C鄭程晞	Silver Award
		2D鄭秋嫻	3A朱家樂	3B陳惟健	
		4A莊曉穎	4C李心盈	4D蔡宇軒	
		5A康顯齡	5D黃子東	5D李樂謙	
		6A劉珀熹	6A羅梓淇	6A林華輝	
		6B施恩欣	6D陳穎滔	6D岑樂平	
香港青年音樂匯演 (中樂團) 2023	康文署	恩主教書院中樂團：			銅獎
		2B歐陽泳	2D鄭秋嫻	4D郭浩智	
		4B陳韻宜	4A陳葦桐	4A孔繁霖	
		4C譚雯方	4A萬樂瑩	4C蘇梓軒	
		5B梁雅琪	3C陳婉鈺	4A洪栢慧	
		1A方嘉欣	1A徐心玥	1A朱企銘	
		1C卜方嵐	1D陳 曦	1D關佑淇	
		1D馬樂然	3D何佩凝	1C陳慧欣	

3.3 Awards and scholarships

Valtortans have been nominated for both internal and external scholarships and awards, showcasing their exceptional talents and accomplishments. Under the school-based Student Award Scheme, their achievements across various domains—including academics, community service, conduct, sports, the arts, religious activities, and leadership—have been duly recognized.

Internal Scholarship 2023/24

Awardees of Woo Fund Miu Ling Scholarship (吳馮妙玲獎學金)

F.6D	Kwok Yuk Ki 郭旭錡	Medicine (MBChB Programme), The Chinese University of Hong Kong
F.6D	Wong Ho Kan 王浩勤	Medicine (MBChB Programme), The Chinese University of Hong Kong
F.6C	Cai Chun Wai 蔡駿威	Risk Management and Business Intelligence, The Hong Kong University of Science and Technology

Awardees of VC Graduates Upward Mobility Scholarship (恩主教書院上游獎學金)

F.6C	Wen Tsz Yee 文紫儀	Bachelor of Social Sciences (Government and Laws) and Bachelor of Laws (double degree), The University of Hong Kong
F.6C	Lok Lok Yiu 陸樂瑤	BSc (Hons) Scheme in Medical Laboratory Science and Radiography - BSc (Hons) in Radiography, Hong Kong Polytechnic University

Awardees of VC HKDSE Scholarship (恩主教書院文憑試獎學金)

The awardees this year are:

Kwok Yuk Ki	Wong Ho Kan	Cai Chun Wai	Lok Lok Yiu
Wen Tsz Yee	Ho Ricky	Lee Pak Hang	Chung Ling Wai
Li Ho Ming Herman	Li Ho Ming Herman	Liu Xiner	Wong Wan Ki
Feng Lai Yin Laura	Chan Ka Chai	Chan Tsz Yan	Tsang Yu Yeung
Chen Yiu	Wong Yiu Chung	Wu Pandy Pui Ching	Chung Man Ching
Cheung Ho Sum	Kwok Hin Kei Jason	Lau Nga Lai	Lin Lok Yiu
Zeng Sze Nga	Chan Sum Yi	Lo Wai Nok	So Wun Fung
Fong Hiu Laam	Liu Pak Yeung	Zhang Yau Su	Chan Man
Chan Hoi Tung	Chan Man Po	Lau Leong Chit Roger	Leung Kwan Yiu
So Tsz Ying	Chan Lee Ka	Lau Ho Ni	Ye Jiaxin

External Scholarship 2023/24

Awardees of Scholarship offered by Concord Ming Tak Charity Fund (港富明德獎學金)

F.6C Wen Tsz Yee 文紫儀 F.6D Chung Ling Wai 鍾齡慧

Awardees of Sir Edward Youde Memorial Scholarship (尤德爵士紀念獎學金)

F.6C Cai Chun Wai 蔡駿威 F.6D Lok Lok Yiu 陸樂瑤

Awardees of Scholarship offered by Children Charity Foundation (童夢慈善獎學金)

F.6B Chow Hung Wan 周鴻雲 F.6D Chan Lee Ka 陳莉嘉

F.6B Fong Cheuk Lam 房綽琳 F.6D Chung Ling Wai 鍾齡慧

F.6C Wu Ho Lam 胡顯霖 F.6D Lok Lok Yiu 陸樂瑤

F.6C Tsang Yu Yeung 曾于洋 F.6D Wong Yiu Chung 黃耀中

F.6C Zeng Sze Nga 曾思雅

Awardee of The Rev. Joseph Carra Memorial Foundation Grant (祁良神父教育基金獎學金)

F.6C Tsang Yu Yeung 曾于洋

(4) Financial Summary

A summary of the Income and expenditure for the year 2023/24 is shown in the table below:

2023/24	Income (\$)	Expenditure (\$)
Balance b/f (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	8,359,269.45	7,701,964.10
Total deficit for the school year:		
(2) Other Grants	55,784,661.58	54,472,782.75
Total surplus for the school year:		
Accumulated surplus as at the end of school year	10,102,296.79	
(1) EOEBG Grant	4,753,356.83	
(2) Other Grants	5,348,939.96	
II. School Funds (General Funds)		
Total surplus for the school year:	2,426,749.53	2,013,567.89
Accumulated surplus as at the end of school year	5,803,294.58	

(5) Appendix (2023/24 reports)

Non-Chinese Speaking (NCS) Student(s) School Support Summary (2023/24)

2023/24 學年 為非華語學生提供的教育支援 學校支援摘要

學校名稱：恩主教書院

本校在 2023/24 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一）本校按非華語學生的學習進度和需要，在 2023/24 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- ☒ 聘請 _____ 名額外教師及 1 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> 抽離學習
（年級：_____） | <input type="checkbox"/> 分組／小組學習
（年級：_____） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input checked="" type="checkbox"/> 協作／支援教學
（年級： <u>中四</u> ） |
| <input type="checkbox"/> 跨學科中文學習
（年級：_____） | <input type="checkbox"/> 採用校本中國語文課程及／或
經調適的學與教材料
（年級：_____） |
| <input type="checkbox"/> 其他（請說明）： | |

其他學習中文的支援：

- | | |
|----------------------------------------------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> 中文學習小組
（年級： <u>中四</u> ） | <input type="checkbox"/> 暑期銜接課程
（年級：_____） |
| <input type="checkbox"/> 中文銜接課程
（年級：_____） | <input checked="" type="checkbox"/> 伴讀計劃
（年級： <u>中四</u> ） |
| <input type="checkbox"/> 朋輩合作學習
（年級：_____） | <input type="checkbox"/> 導讀學習
（年級：_____） |
| <input checked="" type="checkbox"/> 其他（請說明）：負責老師定期與相關同學會面，跟進課堂學習進度和協助適應困難。 | |

- (二) 本校建構共融校園的措施包括（可選多於一項）#：
- ☒ 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：
中國文化同樂日活動（中文及公民科合辦），藉書法體驗、文物展示、問答遊戲等，認識和體會中國文化，促進人際交流，達致文化共融。

- ☐ 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

- ☒ 其他措施（請說明）：
透過傳統節日活動，加深對中國文化的認識和體會。

- (三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- ☐ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
- ☒ 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性
- ☒ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- ☐ 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 26560017 （電話號碼）與 莊志恆主任 （聯絡人姓名）聯絡。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2023/24 School Year

Name of School: Valtorta College

Our school was provided with additional funding by the Education Bureau in the 2023/24 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

- (1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2023/24 school year (one or more options can be selected)#:

- ☒ Appointing _____ additional teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Pull-out learning
(Level(s): _____) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>F4</u> _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other support for Chinese learning:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>F4</u> _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>F4</u> _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |
| <input checked="" type="checkbox"/> Others (please specify): <u>Teacher in charge met the NCS regularly to follow up her progress and tackle the difficulties if any.</u> | |

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
Chinese culture awareness activities (co-organized by Chinese Language and CSD): through calligraphy experience, cultural relic display, question and answer games, etc., to understand and appreciate Chinese culture, promote interpersonal exchanges, and achieve cultural integration.
- ☐ Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):
- ☒ Other measure(s) (please specify):
Deepen student's understanding and appreciation of Chinese culture through traditional festival activities.

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- ☐ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- ☒ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- ☒ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ☐ Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Mr. Chong Chi Hang (Name of Contact Person) at 26560017 (Tel. No.).

姊妹學校交流報告書
23 / 24 學年

學校名稱：	恩主教書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	陳麗芬 張澤毅

本學年已與以下內地姊妹學校進行交流活動：

1.	首都師範大學第二附屬中學
2.	廣州實驗中學
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input checked="" type="checkbox"/>	示範課	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input checked="" type="checkbox"/>	其他(請註明): 早會分享瞭解友校	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	---------------------------------------------	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input checked="" type="checkbox"/>	擴闊視野
J4	<input checked="" type="checkbox"/>	其他(請註明): 在校網校刊內向家長介紹	K4	<input type="checkbox"/>	加強家校合作
			K5	<input checked="" type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input checked="" type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	---------------------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 78500
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 78500
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：(見備註)		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] 可以進一步增加兩地學生的交流時間。
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明] 7 月天氣雖然較熱，但在安排室內景點之下，行程亦相當順暢。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	26 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	700 總人次 (全校學生皆有參與分享環節，了解姊妹學校詳情。)
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	65 總人次 (全校教師皆有參與分享環節，了解姊妹學校詳情。)
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	3 總人次

備註：	
<p>本校今年締結了一所新的姊妹學校，廣州實驗中學。本校亦能夠在 2024 年 6 月 27-29 日，組織師生實地親身參訪羊城廣州以及我們的姊妹學校，進行學習，實在要非常感謝教育局、學校管理層、帶隊老師的支持，以及學生的積極參與。</p> <p>同時，本校亦與我們北京的姊妹學校保持線上聯繫，北京首都師範大學第二附屬中學的負責老師劉主任，亦透過線上雲端，為我們相隔二千四百公里之外的香港學生，介紹北京的校園生活，以及學校特色，如專題體驗課、心理健康課等。</p> <p>期望在將來能夠延續姊妹學校交流計劃所建立的關係，在良好的基礎上，進一步拓展姊妹學校的聯繫，讓學生能夠擴闊視野，透過對進一步內地的認識和了解，增加對國家的歸屬感和國民身份認同。</p>	

Evaluation Report of DLG-funded Other Programmes (Gifted Education) 2023/24

Evaluation Report of DLG-funded Other Programmes (Gifted Education) 2023-2024						
Programme Title	Objectives	Target students	Duration / start time	Deliverables	Evaluation	Teacher i/c / Service Provider
DSE 衝刺班	To assist students to have last-minute preparation of the HKDSE.	F.6 students	15 sessions	After the activity, students gained more skills and tactics in tackling HKDSE.	Students generally rated high for this activity.	External tutor
After-school Gifted Programs	To offer gifted programs for students to excel in various subjects (International Economics Olympiad 2024, Data Science & STEM Elite Learning Program of PolyU).	Students of above-average academic results	Whole year	Students were required to finish specified learning tasks.	Students gained learning skills by completing learning tasks.	External tutors, Hong Kong Polytechnic University
English Writing course for gifted students	To offer gifted programs for students to excel in English writing.	Students of above-average academic results	Whole year	After the activity, students gained more skills and tactics in English writing.	Students gained writing skills by completing learning tasks.	External tutors
Summer Courses	To offer gifted programs for students to excel in core subjects (Mathematics Gifted Education Program of PolyU).	Shortlisted students from different forms	Post exam	Students were required to finish specified learning tasks.	Students gained learning skills by completing learning tasks.	Department of Applied Mathematics, Hong Kong Polytechnic University
Leadership Training Program	To offer gifted programs for students to enhance their leadership skills.	Shortlisted students from different forms	Post exam	Students were required to finish specified training tasks.	Students gained leadership skills by completing training tasks.	Teachers in charge