

The Church of Christ in China
Mong Man Wai College
School Report
2023-2024

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The Church of Christ in China
Mong Man Wai College
School Annual Report 2023-2024

Vision, Mission Statement and Core Values on Education

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Values

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

School Mission

Embracing the HKCCCC philosophy of “To minister and serve through schools”, we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision “Together we nurture fullness of life; Hand in hand we witness the love of Christ.” From 2023-2026, we are upholding the school vision of “Broaden our Vision through Cross-curricular Reading; Widen our Horizons through Service Learning.”

Our School

1 Brief History

The Church of Christ in China Mong Man Wai College is one of the grammar schools run by the Church of Christ in China, the Hong Kong Council and it was founded in 1974. Since its establishment, the school acquired a good reputation from the community. The school is named “Mong Man Wai College” because of Dr. William Mong Man Wai’s generous donation of HK\$ 300,000 in 1970. Dr. Mong had been showing his genuine concern and support to us until he passed away in July, 2010. Throughout the years, Dr. Mong donated money, facilities and scholarships to our school and we will never forget him. His son, Dr. Mong Tak-yeung, the Chairman and CEO of Shun Hing Group, has continued to show his support and concern to our school through continuous donations and personal visits. Shun Hing’s representative has become our independent school manager since 2011/12.

2 Organization

2.1 Class Structure

Before September, 2011, our school adopted a 29-class structure with 5 classes for each form from S.1 to S.5 and 2 classes for each form from S.6 to S.7. However, with the implementation of the Voluntary Scheme of Optimization of Class Structure stipulated by the Education Bureau (EDB) in September 2011, the number of classes has been reduced to 24 since 2016/17. In the past, S.5 students attended the HKCEE and then the HKAL if they were admitted to study in S.6 and S.7. The school system has been changed completely after the introduction of the New Senior Secondary (NSS) since 2009. Starting from 2012, students in S.6 take one public examination, namely HKDSE.

2.2 Teaching and Non-teaching Staff Members

In 2018/19, there were more than 90 teaching and non-teaching staff members in our school. They included teachers, teaching assistants, laboratory technicians and all supporting staff, including I.T. technicians. Starting from 2019/20, the school has two school social workers sending from the Christian Family Service Centre (C.F.S.C.). In the same year, a speech therapist of 1/3 of her working time stations in our school. Starting from 2021/22, our school has three vice-principals to manage and lead the school development.

3 Organization and Management

3.1 Establishment of Committees

Right from the beginning of the school in 1974, we had important roles of middle managers such as Discipline Master and Guidance Master to assist the school principal in running the school. In recent years, in order to cope with the ever-changing challenges of the school, the Civic Education Committee, School Promotion Committee (renamed as School Liaison Committee in the school year

2021/22), the School Admin & I.T. Committee as well as the Other Learning Experiences Committee have been established. Under the leadership of the principal and the vice-principals, the Executive Committee comprising various Committee heads holds regular meetings for the management and administration of the school. Besides, the computerization of school administration such as joining the WEBSAMS, EDB has helped enhancing school administration efficiency over the past 20 years.

3.2 Establishment of SMC and IMC

With the introduction of school-based management from EDB in early 1990s, our school started to have School Management Committee in 1999, signifying an era of school-based management with the participation of both parents and teachers in managing the school. More significantly, the Incorporated Management Committee was established in September, 2011. This means the school is now having an independent legal entity which composes of the school supervisor, school managers from the school sponsoring body, parent school manager, teacher school manager, alumni school manager and an independent school manager. They all work together to lead and manage the school for the benefits of our students and the whole school has turned another new page of management.

4 School Campus and Facilities

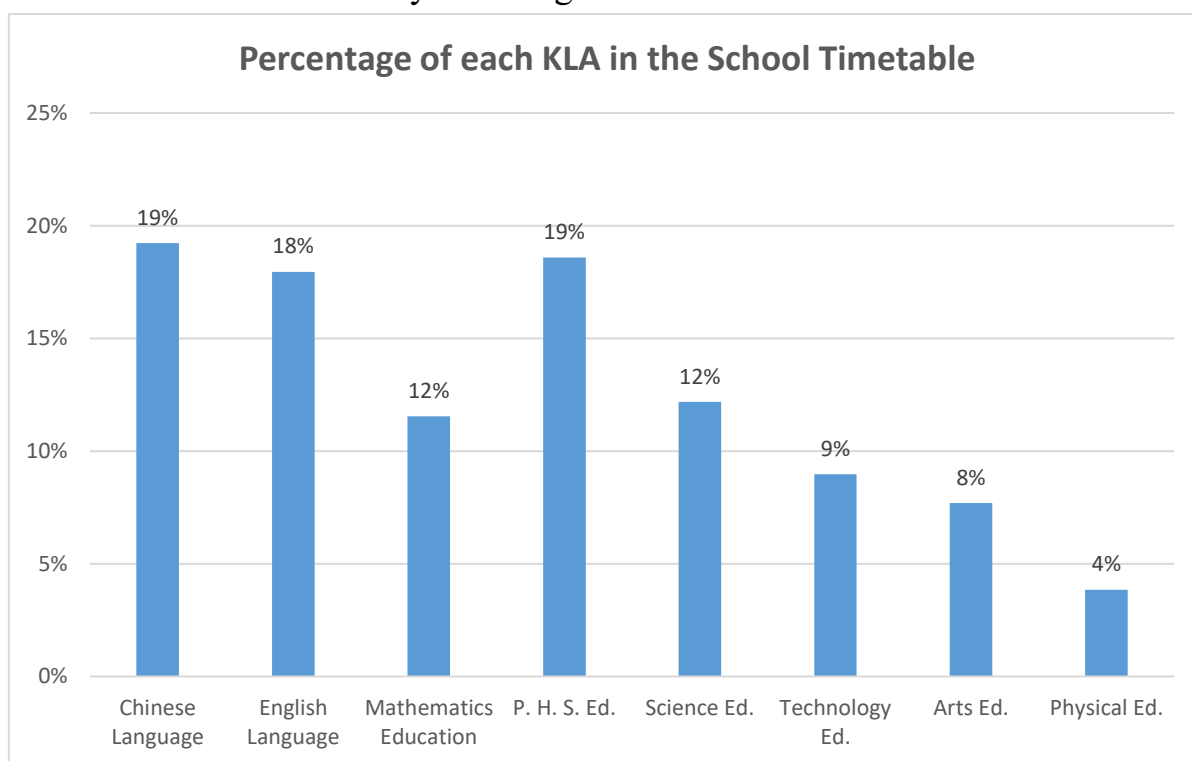
Our school is situated in a quiet hillside place with a relatively spacious school campus of 6000 sq. metres. Because of the School Improvement Program, EDB, a new annex was built in 2001 which provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, the school also has Campus TV Room, Music Room, Visual Arts Room, Home Economics Room, Multi-media Learning Centre, English Learning Centre, Self-study Room, Student Activity Room and Band Room. Thankfully, throughout the years, the Shun Hing Education Charity Fund (Charity Fund) has sponsored and donated a variety of facilities to our school. In 2004, we received funding from the Charity Fund to have air-conditioners installed in the school hall. In 2008, we had the Campus TV sponsored by the Charity Fund. In 2010, Dr. T. Y. Mong donated induction cooker for the cookery teaching of Home Economics to show his generosity and care to us. In 2014/15, the Charity Fund donated 44 sets of air conditioners and network improvement facilities to our school equivalent to a sum of \$816,610. Since 2014, the Charity Fund has supported our students to represent Hong Kong to participate in the World Youth Scrabble Championships. The places for the competition included West Australia, Lille of France, Kuala Lumpur and Dubai. In 2016/17, the Charity Fund donated wireless microphone system valued at HK\$367,006.00. In 2017/18, the Charity Fund agreed to donate facilities worth more than \$1,000,000.00 including air-conditioners and projectors to our school. To celebrate the 45th Anniversary, the Charity Fund donated facilities and equipment including upgrading Campus TV system, rolling shutters in the covered playground so that our students, teachers and staff have a good environment in the campus. Besides, the school

also used different fundings to install the LED wall in the school hall and smart boards in secondary 1 classrooms, VA room and Computer Room to facilitate more interactive learning and teaching strategies. In 2022-23, the Learning Hub (Library) was relocated and the Main Entrance was renovated. In addition, we get the approval from the EDB every year to have renovation construction works to be carried out in summer so as to keep the school campus new and well-maintained. In 2023-2024, another LED was installed in the covered playground for students' activities. The Computer Room was renovated with the light simulator to cater for Students' diverse interest.

5. Number of School Days

In 2023/24, the planned number of school days was 192, and the plan was implemented accordingly.

6. Lesson Time for 8 Key Learning Areas



7. The Recent Development

7.1 STEM Education

The school year 2017/18 was an important year to plan and organize different activities of STEM to our students after joining the Professional Development School Scheme (PDS), School-based Support Scheme, EDB. A historic STEM week was also organized in May, 2018. Students got valuable experience and learned a lot in joining the contests or activities of STEM both inside and outside school. To further STEM development, in 2018/19, the school applied for the Quality Education Fund (Dedicated Funding Programme) to implement STEM education and renovate a room as STEM Room to enhance STEM learning especially in junior forms. In 2019/20, the STEM elements have been planned and implemented in the science curriculum of the junior

form levels. In 2020/21, the school implemented the “Bring Your Own Device” policy for allowing students to bring their own mobile computer devices to schools for learning activities, so that learning has become more personalized and mobile. In 2022/23, AI Literacy was introduced in S.2 and it is planned to integrate this element in the school curriculum. In the school year 2023/24, a STEM lesson was arranged in S.1 timetable to achieve the objective of ‘STEM for ALL’.

7.2 The Endeavors to Our Students

In 2019/20, our school Rope Skipping Team went to Antwerp, a city of Belgium, to join the 4th World Inter-School Rope Skipping Competition. Our school team got the champion of the show competition. In 2021/22, the English Musical Team was set up to unleash students’ potential. A group of students’ leaders was also recruited to be responsible for the flag hoisting ceremony regularly to nurture their civic awareness. An overseas trip to Sri Lanka was organised in 2022/23. It was a service learning trip and students also visited our country’s work for the Belt and Road Initiative. The Chinese Embassy of Sri Lanka and University of Sri Jayewardenepura received our service team. In 2023/24, some students got outstanding achievements in the project of ‘Carbon Neutral’ which was organised by the Lang Qing Charity. Students earned a summer course to study at Tsinghua University Future Classroom.

7.3 Curriculum

As stipulated by the EDB, the school has started the optimization of the four senior secondary core subjects. Citizenship and Social Development has started to be taught since 2021/22 school year, and the whole form of S.5 students paid a visit to a China trip in 2022/23. Tourism and Hospitality has become an elective since 2022/23.

Our IMC Managers

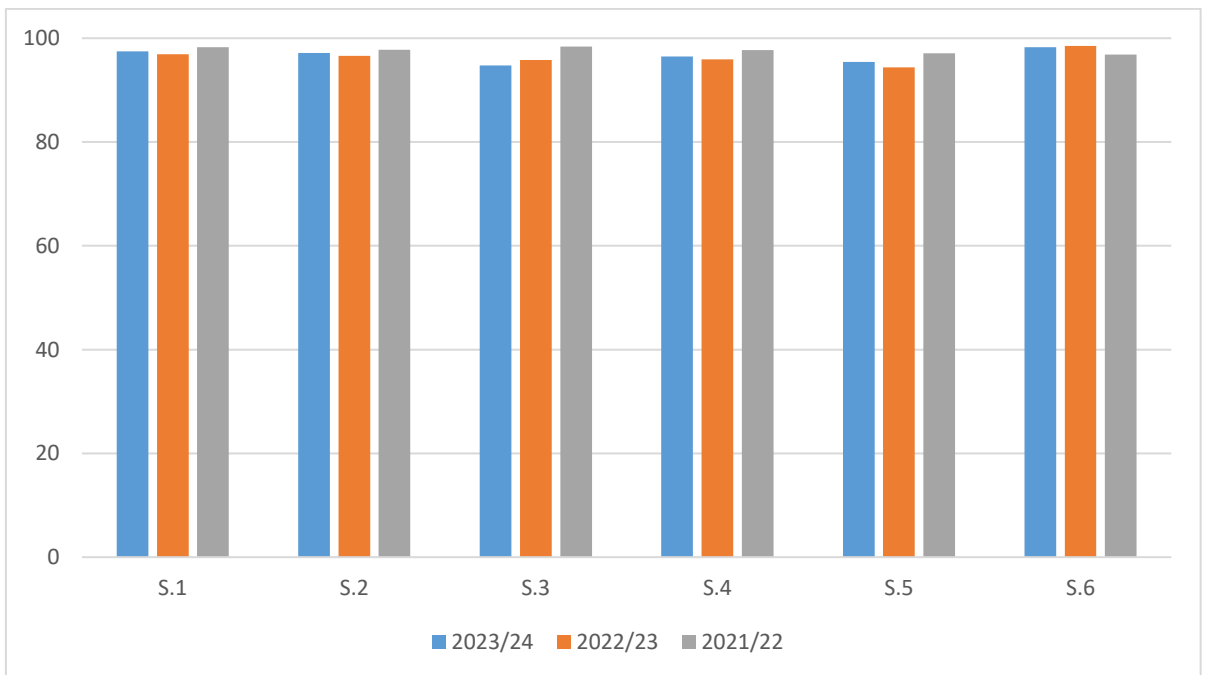
	Category of Manager	Name in English	Name in Chinese
1	Sponsoring Body Manager (Supervisor)	LO HAU MAN	盧厚敏
2	Sponsoring Body Manager	SHUM KWOK YAN DAISY	岑國欣
3	Sponsoring Body Manager	KAN YIN LING BRENDA	簡燕玲
4	Sponsoring Body Manager	TSANG WING SHAN	曾詠珊
5	Sponsoring Body Manager	YUEN ADOLPH	阮得富
6	Sponsoring Body Manager	LAU TAK WAN	劉得還
7	Sponsoring Body Manager	LUI YU BUN BENJAMIN	雷裕斌
8	Alternate Sponsoring Body Manager	WONG KWOK KEI JACKIN	黃國祺
9	Principal (Ex-Officio Manager)	LUI YEE MAN KAREN	呂以敏
10	Teacher Manager	SZETO LOK YAN	司徒樂欣
11	Alternate Teacher Manager	WONG WA CHEONG	黃華昌
12	Parent Manager	CHAN KA WAI PENNY	陳嘉慧
13	Alternate Parent Manager	LAM YIP FONG	林業芳
14	Independent Manager	CHAN KIT YEE ADA	陳潔怡

Our Students

1. Class Structure and Student Population

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	65	78	69	74	73	69	428
Girls	66	50	58	41	51	40	306
Total Enrolment	131	128	127	115	124	109	734

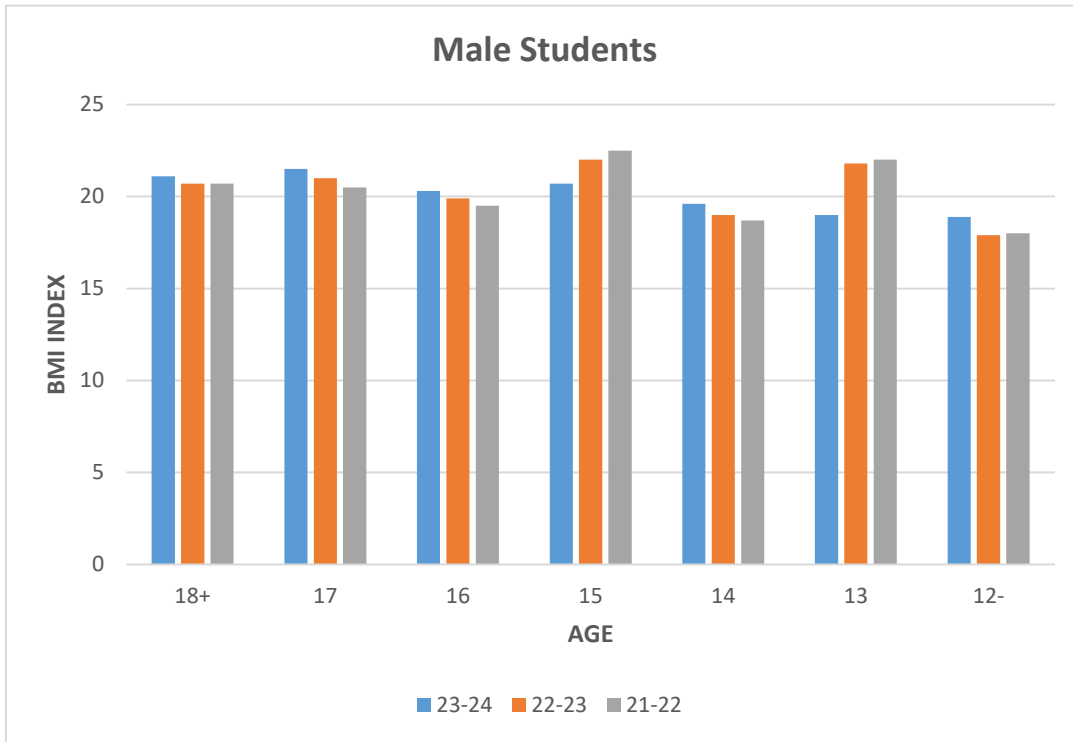
2. Student Attendance



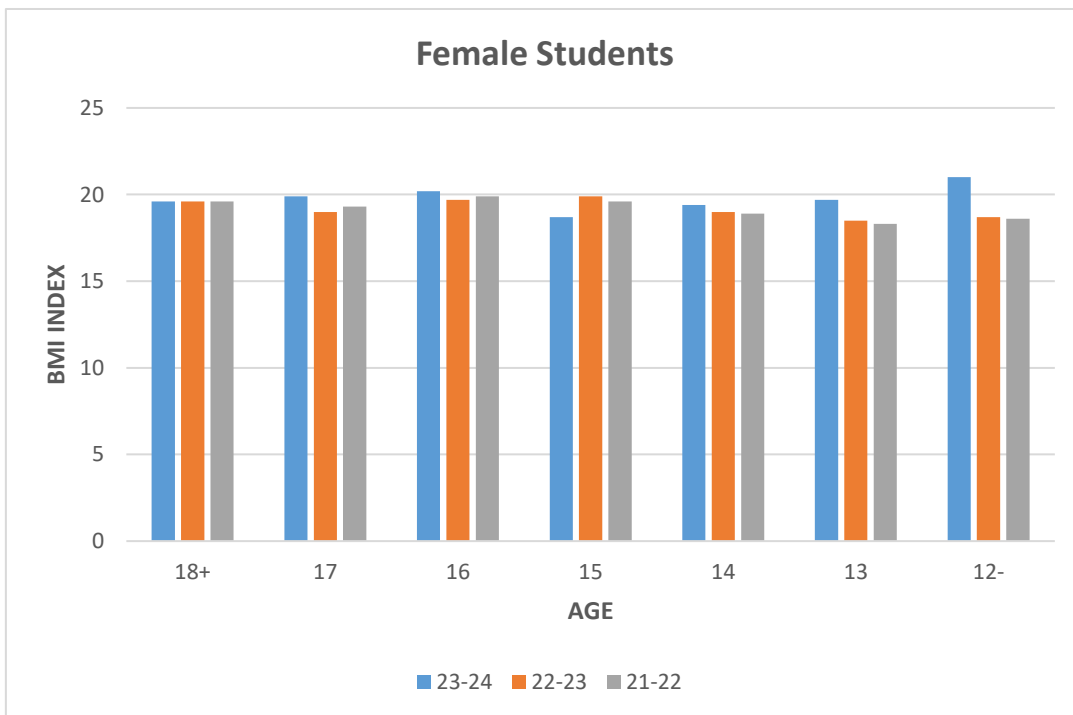
3. Drop-out of Students

In 2023/24, 6 in S.3, 2 in S.4 and 6 in S.5.

4. Students' Physical Development



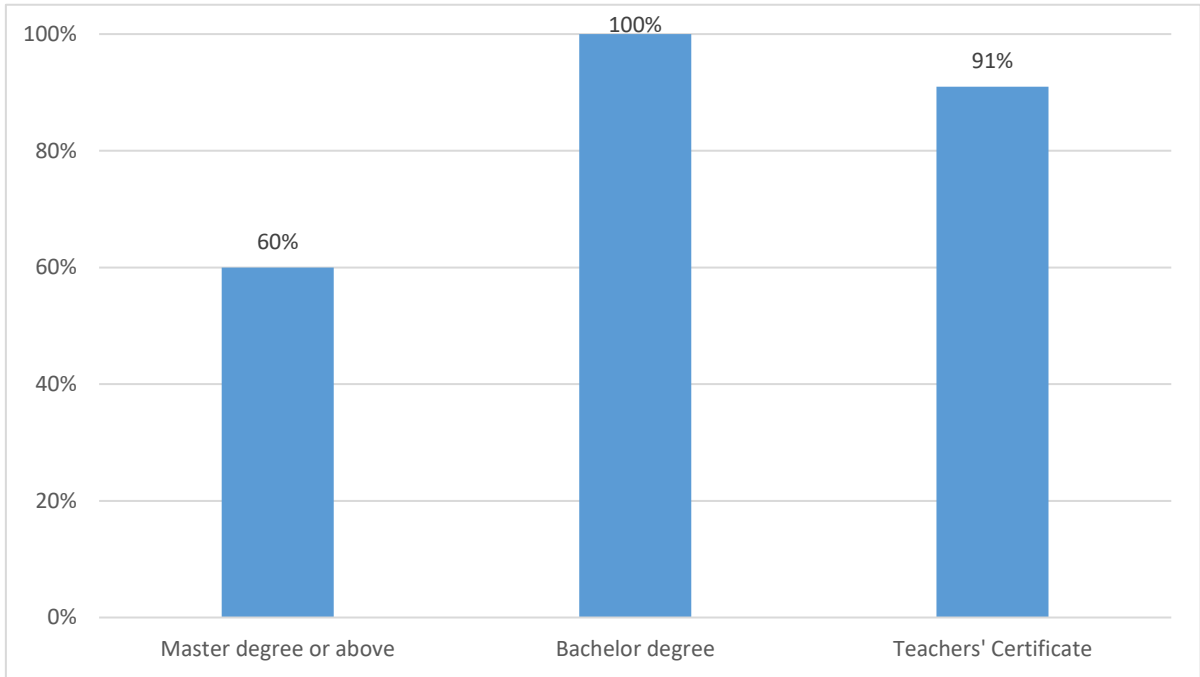
BMI Index Average Range (Male): 18.9-21.5



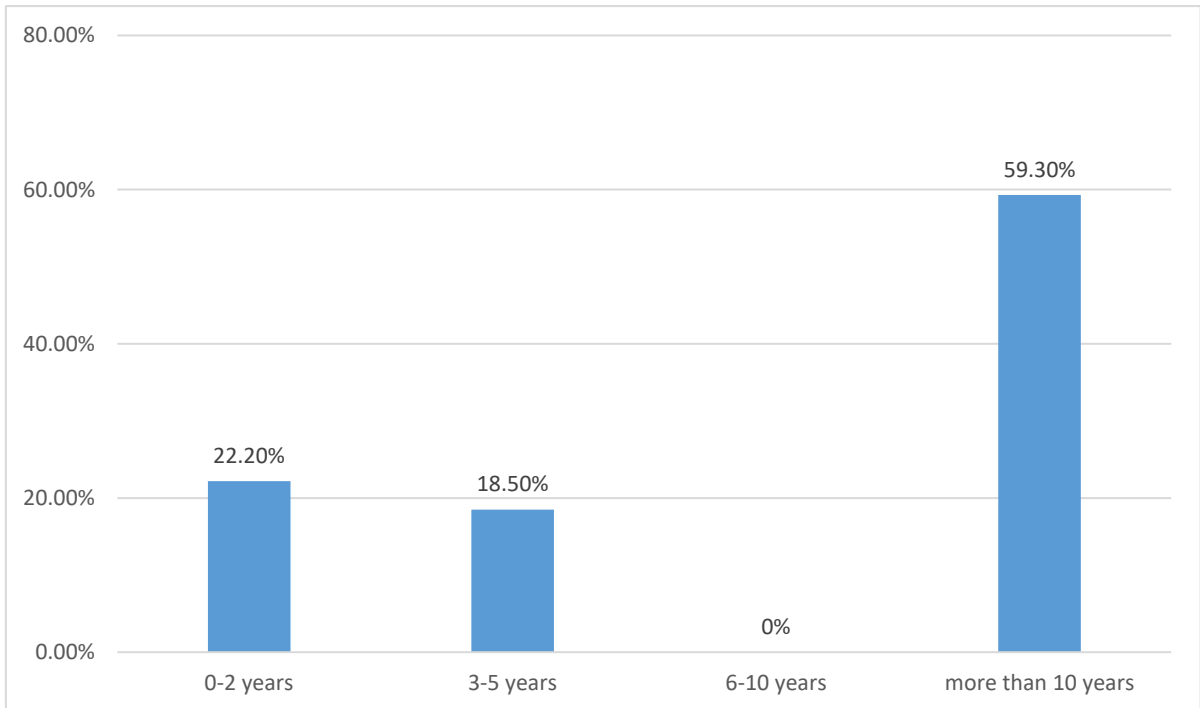
BMI Index Average Range (Female): 18.7-21.0

Our Teachers

1. (a) Teachers' Academic & Professional Qualifications



(b) Teaching Experience



Achievements and Reflection on Major Concerns: Feedback and Follow-up

Major Concern 1:

To nurture students' motivation for learning by enhancing their reading capabilities

1.1 To broaden students' knowledge across different learning areas

1.2 To enhance students' language, thinking and generic skills

Achievements
<ul style="list-style-type: none">◆ A reading-friendly environment has been established through various reading programs and activities. Teachers, student librarians, and fellow students share their reading experiences in the morning assembly, which helps expand students' interests and horizons. A book list has been created to guide students through diverse learning areas based on recommendations from different subjects. The participation of a significant percentage of students in various reading-related activities demonstrates their willingness to engage and learn.◆ For extended reading, which is incorporated into subject departments' assignments, all students participated. For the ordinary reading activities, which is the enrichment program, 49% of S1 to S5 students participated. For prize-giving reading activities, 16% of S1 and S2 students and 9.8% of S1 to S5 students got prizes. Additionally, efforts have been made to enhance students' language, thinking, and generic skills through extensive reading and related activities integrated into the S.1 to S.5 syllabuses across multiple subjects. Furthermore, students' language, thinking, and generic skills have been improved through thematic talks, reading groups and sharing. The "Manwaiers' Talk" event facilitated student interactions and knowledge sharing, while diverse reading groups provided opportunities for deep understanding of texts and related topics.
Reflection
<ul style="list-style-type: none">◆ The school needs to promote the current reading theme more effectively to encourage students to participate in related activities. Additionally, after book-sharing sessions, it is important to follow up with students to ensure they have a deeper understanding and are more willing to continue reading. In addition to major subjects like Chinese, English, Math, and Science, students should be encouraged to explore other learning areas to broaden their reading spectrum. More time is required to coordinate with different parties to organize more Manwaiers' Talks, and ensuring that these events have interesting and interactive content for success is important. The subject-based extended reading programs should be better integrated into the syllabus to provide more opportunities for students to enhance their language, thinking, and generic skills.

Feedback and Follow-Up

- ◆ According to the APASO data¹ and reports from the relevant departments, student engagement in reading activities needs improvement. The following measures are recommended for the next school year:
- ◆ The Academic Committee (Subject) and the School Library develop more targeted promotional strategies, including materials that highlight upcoming reading themes and events to increase student awareness and participation. The library can create displays of books discussed in sharing sessions and follow-up materials to deepen students' understanding and interest in these titles.
- ◆ Additionally, the Academic Committee (Subject) prioritize early planning and stronger collaboration with involved parties when organizing interactive reading activities. Events incorporate more engaging and innovative elements to attract students. A structured introduction to the YouTube channel, which houses book-sharing videos, should be conducted to ensure students can easily access and review the content for better retention and engagement.
- ◆ Teachers' involvement is also important. Subject teachers should actively promote wider reading practices by encouraging students to submit book reports from various disciplines, thus broadening their literary exposure. Teachers should also maintain closer oversight of the extended reading program and ensure that reading materials are regularly updated and relevant to student interests.
- ◆ Implementing these strategies enhances the reading culture within the school and promotes a more active learning environment.

¹ APASO P scores related reading are as follows: non-specific reading 25.2, like reading 52.7 and free time reading 32. These items have room of improvement. One item has a high score is good reading strategies. Its score is 85.7.

Major Concern 2:

To foster students' gratitude and empathy through service learning

2.1 To cultivate students' empathy

2.2 To nurture a serving atmosphere for students to visualize and experience services

2.3 To provide opportunities for students to serve the community with a grateful heart

Achievements

- ◆ To ensure that all S1 to S4 students have service-learning opportunities, the whole form-level participation was implemented through subjects of the PSHE KLA. These subjects serve as the platform for students to have a learning experience. External resources such as the Education Bureau and social service organizations are our collaborating partners. Besides, form master/mistress guidance helps implement various service-learning activities.
- ◆ To meet the different aptitudes of the students, some service-learning activities were conducted by student teams, who have the mission to serve other people.

Whole Form-level Participation

◆ Subject Departments

In the Biblical Knowledge lessons, all S4 students participated in the 'Sign Language Workshop,' 'Silent Experience Activity,' 'Empathy Roller,' and 'Braille Pen Holder Making.' Overall, the evaluation of these activities was quite satisfactory and reflected in the student feedback forms. Students also agreed that they learned empathy and became aware of the people with special needs, prompting them to think of ways to help them.

In the Life and Society lessons, S1 students had the opportunity to visit and serve various communities, including the visually impaired, physically disabled individuals, ethnic minorities, and underprivileged women. Through firsthand experiences and conversations with different communities, students gained a deeper understanding of their challenges and needs, fostering empathy and gratitude.

According to students' responses in the feedback forms and teacher observations, most students responded positively to these community visits. They found the activities relevant and effective in providing insights into the needs of different individuals in society, fostering empathy and positive values. By serving diverse communities, students found that they developed character strengths and positive values, especially empathy, gratitude, perseverance, diligence, responsibilities and respecting people.

◆ **Form Master/ Mistress's Guidance**

With the help of Form Masters / Mistresses, the following service-learning programs were introduced at different form levels in school:

All S1 students participated in the project 'Jockey Club Volunteer Together'. The project aimed at enhancing empathy such as simulating shopping experiences using the language of ethnic minorities. Most students enjoyed the activities and achieved the objective of enhancing empathy.

The school also collaborated with the Hong Kong Polytechnic University and Hong Kong Baptist University for the 'i-GESS' program which provided intergenerational activities for all S2 students. Students took part in the activities organized by the elderly to let them understand more about the elderly's needs. In the feedback forms and teachers' observation, students were cultivated with empathy, respect and benevolence. More than half of the students claimed that they were willing to take part in or organize volunteer work in the future which is quite encouraging.

Service-learning is also implemented in the school to serve the schoolmates. With the form mistress and class teachers' advice, S3 classes initiated and designed various service projects, including beach clean-ups and environmental protection campaigns within the school, like collecting used bottles and coordinating the three-colored waste separation bins. These programs promoted environmental awareness and conservation throughout the school community.

◆ **School Support**

As the school forged the service-learning community, the following measures were adopted:

Professional Development Programmes were organized. The school collaborated with the Hong Kong Baptist University and the Hong Kong Polytechnic University and organized workshops for teachers on promoting service learning and developing design thinking skills to support the implementation of service learning. The workshops helped equip teachers with service-learning concepts and theories, enhancing their understanding and enabling them to contribute to society.

Besides, morning assembly was used as a platform for sharing different service-learning projects. It helps the Mong Man Wai Community learn, reflect and create a serving atmosphere.

The whole form-level participation helped nurture the serving atmosphere in the school.

Student Team Participation

Another level of service learning was conducted by students' teams which have the mission of service learning.

◆ Jockey Club Volunteer Together

Apart from the PSHE KLA subjects, service learning is also conducted in other learning times with the collaboration of non-governmental organizations. The school participated in the project 'Jockey Club Volunteer Together'. The learning outcomes are as follows:

Student Guidance Ambassadors participated in designing volunteer services for underprivileged children. Through the training, they learned various skills and elements involved in designing volunteer activities. By applying the knowledge to serve their target beneficiaries, the ambassadors have been equipped with impactful voluntary services. It cultivated in them a heightened sense of social awareness, empathy, gratitude, and benevolence, as well as a more proactive heart in engaging with and caring for the community.

Student Guidance Ambassadors got the 1st Runner-up of the 'Outstanding Service Planning Award'. Students' satisfaction is enhanced and this in turn reinforces students to participate in serving the community.

◆ Sri Lanka Service Learning

To unleash students' potential, students, who have a track record in social service, were chosen and organised a service-learning project that connected the Kwun Tong community to Sri Lanka.

Some S4 students participated in the 4C Youth Volunteer Leadership Project, collaborating with Caritas Hong Kong - Services for the Elderly. This was the initial training. Through year-round activities, students gained an understanding of volunteer work, cultivated a heart of service and gratitude, and developed leadership skills. To serve at a higher level, students joined a project to visit Sri Lanka in the summer. Before that, students produced soap and sold it in the Kwun Tong community. They raised money to visit the target children in Sri Lanka. They planned the activities themselves, identified service targets, and proactively contacted service organizations, enhancing their understanding of the needs of service recipients and developing communication and organizational skills.

◆ Carbon Neutrality

In a broader view of serving the community, environmental protection has been a hot topic. Our students joined a project of Lang Qing Charity. Knowing the importance of reaching

Carbon Neutrality, some S.3 and S.5 students participated in talks related to this topic. They also joined competitions related to environmental protection and "Carbon Neutrality." Their victories in the competitions earned them funding to carry out plans, contributing to the school and community. Four students also had the opportunity to attend a relevant course at Tsinghua University to broaden their breadth and depth of environment conservation knowledge.

◆ Adventure-Ship

To echo the target 'serve the community with a grateful heart', the following programs were organized to achieve it.

Some students partnered with special needs students during activities organized by the Adventure-Ship program, engaging in challenging tasks together. Through this service, students gained insight into disadvantaged communities, developed empathy and gratitude, cultivated respect for others and served them with a grateful heart.

◆ Other Student Teams' Activities

Apart from the above program, some students participated in a program organized by the Scout Troop, helping the elderly produce life history booklets using photographs. According to students' feedback, they could interact with the elderly harmoniously.

Learning opportunities were provided for students to link academic study with meaningful community service and reflection. S5 elite students, the English Ambassadors, joined a service-learning project instructed by an experienced journalist invited by the Hong Kong Polytechnic University. Students then interviewed minorities in the community and wrote a life history of them. The program raised students' awareness of social issues in underserved communities, educated them on challenges and needs, and enabled them to create documentaries and feature articles about service recipients. In the students' feedback, the experience was rewarding for both the recipients and the students.

These activities and initiatives aim at fostering service learning, empathy, and a serving atmosphere, cultivating responsible and grateful individuals who actively contribute to their families and the community.

Reflection

Based on evaluations of various programs, we have identified several factors that either facilitate or hinder service-learning initiatives.

Service Learning provides students with authentic experiences that directly impact the community. This direct engagement fosters a sense of purpose and motivation among students. For the Jockey Club Volunteer Together Project and the 4C Youth Leadership

Project, students have been equipped with practical skills for designing impactful volunteer services. Moreover, they have developed a heightened sense of social awareness and empathy, which will have a lasting influence on their mindsets and behaviors as they continue to engage with their communities.

Building strong partnerships with community organizations and stakeholders enhances the effectiveness of service learning. Collaborative efforts ensure that projects align with community needs and create a sustainable impact. However, our school does not have stable partnerships except for the organization of the 4C Youth Leadership Project. We need stable partnerships for valuable insights and expertise, enabling students to contribute more effectively to the community.

The support from the school administration has been key in facilitating successful service-learning initiatives. In the first year of carrying out service learning, some committees, forms, subjects and target groups were arranged for different projects. Coordination and close monitoring are needed for the smooth implementation of the programs and services.

Students and teachers also faced challenges in developing appropriate skills and strategies for effective service learning, like the key components of service learning: curriculum integration, community engagement, reflection, and reciprocity. We still need to put more effort into this service-learning cycle. We have limitations like time and funding. We need collaboration with stable partners so that we will be supported by experts for our service-learning projects.

By addressing these hindering factors and strengthening the facilitating factors, our school can further enhance the effectiveness of service-learning initiatives and create meaningful and impactful experiences for students.

Feedback and Follow-up Summary

The strategies outlined in the 3-year development plan demonstrate a well-structured approach to enhancing service-learning, personal development, and community engagement among students. However, ongoing improvement and refinement of these initiatives will require consistent assessment and feedback loops.

All students from Secondary 1 to Secondary 4 participated in service learning. S1 students participated in the Jockey Club Volunteer Together Project and the PSHE pilot school scheme of the subject Life and Society, while S4 students were involved in experiential learning programs organized by the Department of Biblical Knowledge. Both initiatives are commendable for fostering empathy and understanding of diverse perspectives. S2 students joined i-GESS (intergenerational learning activities) and most felt that they had learned gratitude and empathy through the program. In their reflections, half of the students in Secondary 2 expressed willingness to volunteer and serve the community, showing a positive start for S.2 students. Secondary 3 students started a small scale of service learning

within the school, gaining experience in planning, implementation, and reflection on serving in school. It is hoped that S.3 students will take the initiative to serve the community in the future after the small scale of service in school. Some targeted S5 students were involved in environmental protection projects and meeting minorities of the community for their life history projects.

Some students who took on leadership roles in school participated in deeper involvement service programs. For example, partnering with 4C Youth Leadership Projects and Adventure-ship was essential for exposing students to real-world challenges and cultural diversity, enriching their service experiences. These student leaders also shared their service experiences with all students during the morning assembly, inspiring others to participate in service learning and promoting a culture of collaboration².

Apart from serving the community, serving schoolmates is a good starting point to learn planning, implementation, and evaluation of service-learning activities. Collaboration in promoting healthy lifestyles through organized events will foster a culture of health³ and wellness among students. Engaging students in physical and aesthetic activities within service-learning frameworks promotes a holistic approach to well-being. Therefore, students will be encouraged to serve students in the school, focusing on sports, arts, and music, catering to varied interests and enhancing their sense of belonging in the coming school year.

It is imperative that all student groups engage meaningfully in service-learning, with age-appropriate responsibilities that evolve from experiential exploration to organizational roles. Continuous support from form masters/mistresses and related committees is crucial for effective planning and reflection. Service-learning is also an effective platform for students to identify personal interests and potential career paths. Reflection activities should be systematically integrated for maximum benefit.

In conclusion, follow-up measures should emphasize students reflecting on their service-learning experiences, particularly concerning physical and aesthetic activities which will cultivate a lifelong commitment to health.

²APASO P score: item 17.4 Satisfaction (School) increased from 74.8 (2022/23) to 78.8 (2023/24); item 17.5 Meaning in Life increased from 80.7 to 85.7; item 17.10 School Atmosphere (Belongings) slightly decreased from 85.7 to 82.5

³ The school will implement the MVPA60 project, which needs student help.

Our Students' Performance

(A) Academic Performance

1. HKDSE Examination Results

	2021/22		2022/23		2023/24*	
	MMWC	HK (Day School)	MMWC	HK (Day School)	MMWC	HK (Day School)
% of students meeting minimum requirements for admission to local education institutes	73.3%	41.9%	76%	42.3%	68%	44.9%
% of students meeting the requirements for local Sub-degree program	97.1%	71.3%	99%	71.9%	97.2%	75.6%

*This is the first year starting to use 332A+2 as the minimum requirements for admission to local education institutes. The results of Citizenship and Social Development are reported in one level 'Attained'.

2. Outstanding individual achievements (extracted):

Wong KH	Three Level 5**	One Level 5*	One Level 5
Cheng PH	One Level 5**	Two Level 5*	Two Level 5
Fan MS	One Level 5**	Two Level 5*	Two Level 5
Liu HY	One Level 5**	Two Level 5*	Two Level 5
Tan WF	One Level 5**	Three Level 5	
Hong J	Two Level 5*	Two Level 5	
Lai YC	Two Level 5*	Two Level 5	
Ng CY	Three Level 5*	One Level 5	
Fong KC	One Level 5*	Two Level 5	

(B) Awards of Students (non-academic performance)

獎項	項目	獲獎學生
Grantham Visual Arts Awards 2023 葛量洪視藝獎 - Senior Group	\$8000 獎學金	黃詩慧 6C09 (2022/23 年度畢業生)
「可持續發展目標(SDGs) 網上學習獎勵計劃 2023」 聯合國兒童基金香港委員會	金章證書	黃錦耀 6A20 趙家汶 6B03
	銅章證書	鍾承汛 6B12 陳沛霖 6B01
Minecraft 校園創建計劃 2023 - 校園創建	冠軍	李俊樺 3A29 梁宇軒 4B23 莫凱壹 5A22 楊稀懷 5A31 戚穎聰 5B16 葉榮東 6A22

獎項	項目	獲獎學生
美荷樓香港精神學習計劃『兩代情』徵文比賽	優異獎	廖智瑩 2D09 陳楚橋 4A08 李澤鋒 4B24
廣播劇 X 中華文化-古代傑出人物選舉	最妙筆生花獎	劉堃婷 5D06
VTC 應用學習課程 (2021-23 學年)	達標並表現優異(二)	施恩桐 6A06 (2022/23 年度畢業生)
	達標並表現優異(一)	林 恩 6C05 (2022/23 年度畢業生)
樂繫校園獎勵計劃	知識連繫特別獎	中華基督教會蒙民偉書院
觀塘傑出學生 2023	初中組 傑出學生	薛靜詩 4D15
	高中組 傑出學生	廖謙瑜 6B05
	高中組 優秀學生	彭穎彤 6C13
九龍地域傑學生 2023	初中組 傑出學生	薛靜詩 4D15
尤德爵士紀念基金	高中學生獎 \$1,000.00	6B05 廖謙瑜 6C28 黃鍵浚
黃廷方獎學金 2023	獎學金 \$5,000.00	5B31 尹樹堅
領展大學生獎學金 2023	大學一年級獎 \$20,000.00	2022/23 學年畢業生 6A24 蕭鎮劭
青苗學界最佳進步獎	優異	2A15 葉梓晴 2A32 翁躍翹 2C32 鄭琦浩 2D05 黃詩晴 3C11 吳羨君 3C21 杜熠天 3C31 吳培年 3D26 鄧冠濤 4A09 陳天灝 4A15 林瑞緣 4B17 郭耀榮 4B27 莫朗熙 5A30 楊福城 5C15 黃玉兒 5D17 侯文熙 6A25 張子樂 6B20 黃焯庭 6C19 鄭冠男 6D11 曾晞雯
	特別嘉許	5B22 詹景皓
TVNews 獎勵計劃 2023/24	積極參與學校獎 (全港僅 10 名)	中華基督教會蒙民偉書院
	傑出表現學生獎	6B05 廖謙瑜
第 75 屆香港學校朗誦節	Public Speaking & Solo Verse: Merit	3A31 黃子晨 3D21 梁卓軒
	Public Speaking & Solo Verse: 3rd	5C16 尤靜婷
	Public Speaking: 3rd	6C09 李慧思
	Solo Verse: 3rd	6D06 郭姿穎
第四十一屆香港數學競賽 (HKMO)	優異表現獎	3C28 廖略登 5B29 吳梓浩 5C22 鄭家謙
Singapore Math Challenge 2023	Gold	3C28 廖略登 3D27 曾垂宇 4A14 江政然 4A22 彭鎮希 4A34 周焯康 5A24 唐梓軒 5A25 曾俊誠 5C22 鄭家謙

獎項	項目	獲獎學生
	Silver	4A10 張俊傑 4A16 羅卓霖 4A27 蔡雨鑫 4A33 容逸然 5A13 洪海恒 5A31 楊稀懷 5B29 吳梓浩 5B33 朱俊豪
	Bronze	5A03 謝雪瑩 5A09 陳瑞林 5A22 莫凱壹 5A27 王智朗 5A33 余秉諾 5B16 戚穎聰 5B23 江珈希
	Honorable Mention	4A03 陳彥霖 4A23 潘翱天
明日領袖選舉 2023	十大學生領袖	4D15 薛靜詩
『情定歷史』全港中學生網上 閱讀獎勵計劃	推廣閱讀文化獎 -普及版嘉許獎 -挑戰版嘉許獎	中華基督教會蒙民偉書院
	個人-普及版嘉許獎	1B18 黎頌揚 2C08 梁晨萱 3D13 余沛雯
	個人-挑戰版嘉許獎	2C32 鄭琦浩 4D11 潘 玥
香港故宮學生文化大使計劃	第二屆故宮學生文化 大使	4D11 潘 玥
香港警務處禁毒領袖學院	禁毒大使	4A08 陳楚橋 4A10 張俊傑 4B20 劉仲哲 4D15 薛靜詩
第 60 屆學校舞蹈節	爵士舞及街舞中學組 - 甲級獎	1B08 林清瑤 1B13 曾培嫻 1D09 毛雪瑩 1D10 伍晞晴 1D15 王曉晴 2A02 陳鈺樺 2A05 馬紫嬈 2B05 覃渝雅 2C03 陳玥珊 2C13 胡美欣 2D12 葉穎喬 3C07 林芷澄 3C11 吳羨君 3D03 張莘森 3D04 何昕怡 4B01 陳依蕾 4D03 陳雅琳 4D06 郭穎滢 4D07 林美姿 4D12 鄧沛汶 5B12 羅家熙
香港義工獎 2023	愛心學校獎	中華基督教會蒙民偉書院
	個人獎 – 卓越金獎	5A22 莫凱壹
	個人獎 – 金獎	5A31 楊稀懷 5A32 姚嘉熙 5B31 尹樹堅 5C02 陳咏詩 5C16 尤靜婷 5C26 彭樹笙 5D01 陳慧嫻

獎項	項目	獲獎學生
香港義工獎 2023	個人獎 – 銀獎	2D04 張英姿 2D15 陳子政 4A10 張俊傑 4A14 江政然 4A31 楊天賜 4A32 袁澤培 4B07 羅穎鋸 4B13 張銘熙 4B20 劉仲哲 4C12 周柏宇 5A01 孔晴晞 5A02 黎芷穎 5A03 謝雪瑩 5A17 林焯楓 5A23 吳嘉禾 5B01 陳海麗 5B02 陳凱婷 5B05 蔡沅伶 5B07 林芷嫻 5C03 程思淇 5C08 鄺鎧盈 5C09 林嘉晴 5C12 謝慧琳 5C14 黃凱怡 5C19 鍾宛芳 5D15 楊舒敏 5D16 姚詩瑩 6A07 鄭寶熙 6B01 陳沛霖 6B02 陳詩淇 6B06 張淑怡 6C13 彭穎彤 6C16 謝潔華 6C21 房家晉 6C24 巫嘉俊 6D05 黃鳳婷 6D27 張錦康
	個人獎 – 銅獎	2A08 戴睿婕 2C20 陳梓軒 3A01 歐陽卓瑤 3A12 曾梓桐 3B12 王雅汶 3C16 謝宇迪 3C29 馬慶子 4A08 陳楚橋 4A11 錢廣晉 4A16 羅卓霖 4A18 梁日峰 4A33 容逸然 4B01 陳依蕾 4B06 李 霖 4B19 林 然 4B21 劉嘉揚 4B23 梁宇軒 4B24 李澤鋒 4C09 陳諾軒 4D07 林美姿 4D08 李智筠 4D12 鄧沛汶 4D14 蔣煥怡 4D18 黃梓浩 4D29 袁君樂 5A06 陳冠添 5A16 林家銘 5A18 盧銘傑 5A19 呂宇昊 5A20 呂宇旻 5A21 文峻謙 5A29 伍祖賢 5B03 陳燕彤 5B04 蔡貝滢 5B12 羅家熙 5B14 陳勁延 5B17 蔡俊熙 5B22 詹景皓 5B24 鄺承毅 5B28 吳俊賢 5B29 吳梓浩 5B30 譚智仁 5C04 蔡卓君 5C11 卜美儀 5C17 余子澄 5D02 鄭嘉芷 5D07 陸詠詩 5D08 羅聰媛 5D10 曾恩桐 5D14 謝穎怡 5D18 何尚志 6A02 張芯瑜 6A09 黃科樺 6A12 賴元鏘 6A15 吳仲言 6A17 彭永康 6A19 黃啟新 6B04 郭天恩 6B07 陳延鑫 6B08 陳緣政 6B13 洪家燊 6B19 梁奎川 6B21 黃文凱 6C01 陳敏樂 6C02 陳貝淇 6C05 鍾祉穎 6C06 林芷珊 6C12 李文雪 6C15 譚曉曼 6C17 甄雅淇 6C18 陳曉峰 6C20 莊澤鈞 6C26 譚煒鋒 6C28 黃鍵浠 6D02 鍾佩彤 6D03 鄧巧明 6D07 吳致嘉 6D13 翁 翹 6D22 伍源傑 6D26 葉泓杰
2024 國家安全校園壁報設計比賽	積極參與學校獎 (中學組)	中華基督教會蒙民偉書院
友校魔力橋(Rummikub)聯賽 2023-2024	一等獎	1A08 梁心言
	二等獎	4C10 陳子銘
	三等獎	1D22 鍾倬睿
Hong Kong Youth Scrabble Champions Tournament 2023	Team Prize: Champion	2B30 Wong Ocean 3A31 Wong Tsz Sen 3C28 Liu Leuk Tang 5A06 Chan Hiu Cheung 6C11 Leung Hoi Yi

獎項	項目	獲獎學生
	Individual Prize: 1st Runner-up	5A06 Chan Hiu Cheung
	Individual Prize: 1. Champion 2. Best under-16 player 3. Best Player from a School	3C28 Liu Leuk Tang
6th Joint-School Scrabble Tournament for Novices (2023-2024)"	Individual Prize : 2nd Runner-up	3A31 Wong Tsz Sen
11th C.C.C. Mong Man Wai College Inter-School Scrabble Tournament	Individual Prize: Best Player of a School (Junior)	1A08 Leung Sum Yin
	Individual Prize: Senior Category 2nd Runner-up	5A05 Chan Hiu Cheung
	Individual Prize: Best Player of a School (Senior)	4B33 Yeung Kit Hoi
	Team Prize: Junior Category : 2nd Runner-up	1A08 Leung Sum Yin 1B27 So Chi Shun 1D27 Ng Hei Yeung 2A23 Li Zhen Xiang 2B30 Wong Ocean 3A31 Wong Tsz Sen
	Team Prize - Senior Category: 1st Runner-up	4B33 Yeung Kit Hoi 5A05 Chan Hiu Cheung 5A25 Tsang Chun Shing 5D17 Hau Man Hei
Hong Kong Scrabble Championship 2024 (Division B)	Individual Prize: 1. Champion 2. Best Under-16 Player	3A31 Wong Tsz Sen
Inter-School Scrabble Championship (Preliminary Round)	Team Prize: 2nd Runner-up	1A08 Leung Sum Yin 3A31 Wong Tsz Sen 4B33 Yeung Kit Hoi 5A05 Chan Hiu Cheung 6C11 Leung Hoi Yi
12th C.C.C. Inter-School Scrabble Tournament	Individual: Sportsmanship Award	3A31 Wong Tsz Sen
	Individual: High Game	3C28 Liu Leuk Tang
	Individual: High Word	5A05 Chan Hiu Cheung
	Team Prize: Champion	1A08 Leung Sum Yin 1B27 So Chi Shun 2B30 Wong Ocean 3A31 Wong Tsz Sen 3C28 Liu Leuk Tang 4B33 Yeung Kit Hoi 5A05 Chan Hiu Cheung 5A25 Tsang Chun Shing 5D17 Hau Man Hei
卅慈盃校際保齡球聯賽	Girls Individual: 3rd Runner-up	5C15 Wong Yuk Yi

獎項	項目	獲獎學生
	Boys Team: 3rd Runner-up	2B16Ho Cheuk Him 3B18 Chen Junru 3C32Yeung Ming Him
中華基督教會香港區會中學校 際 保齡球錦標賽	Girls Individual: Champion	3B Cheung Ying Wu Eunice
	Girls Individual: 3rd runner-up	5C16 Yau Ching Ting
	Boys Individual: Champion	2B16 Ho Cheuk Him
	Boys Individual: 3rd Runner-up	5A17 Lam Wai Fung
	Teacher-student team of four: 師生四人隊際賽 1st runner-up	3B03 Cheung Ying Wu Eunice 3B18 Chen Junru 3C32 Yeung Ming Him
	Trios 三人隊際 1st runner-up	3B03 Cheung Ying Wu Eunice 3B18 Chen Junru 3C32 Yeung Ming Him
	Trios 三人隊際 3rd Runner-up	5A17 Lam Wai Fung 5C15 Wong Yuk Yi 5C16 Yau Ching Ting
	Female Teacher 教職 員女子組 Champion	Miss Lew Yuk Fong
	Female Teacher 教職 員女子組 2nd Runner-up	Miss Szeto Lok Yan
	Female Teacher 教職 員女子組 3rd Runner-up	Miss Yip Lai Shan
Male Teacher 教職員 男子組 1st Runner-up	Mr. Yip Chung Yuen	
Hong Kong Inter-School Tenpin Bowling Champions- 2024	Teacher-Student Double: 師生雙人賽 2nd runner-up 季軍	6C11 Li Lok Yi Miss Lew Yuk Fong
	U15 Individual Boys: Champion	1C27 Law Chun Ho
Jumper Contest 2024 表演賽 (中學組)	Champion Favorite Team Award Best Coordinated Award	2B07 郭晞彤 2C01 陳敏茵 2C03 陳玥珊 2C11 魏皓晴 2C16 陳福坤 2C24 洪傳竣 3D03 張莘森 4A01 陳珮林 4A02 陳恬彤 4A26 謝振曦 4A28 黃梓俊 4B09 黨麗祺 4C09 陳諾軒 5A12 何昇燃
	Merit Award	1B05 張淑敏 1B22 李弘業 1C08 廖清 1C33 曾祥兆 1D22 鍾倬睿 2A02 陳鈺樺 2A15 朱嘉雋 2A20 梁樂天 2B03 莊琇羽 2B08 林詩雅 2D06 黎翠珊 2D21 盧智昇

獎項	項目	獲獎學生
碳中和先鋒計劃	碳中和先鋒	3A01 歐陽卓瑤 3A12 曾梓桐 3C16 謝宇迪 5B14 陳勁延 5B21 許晉熹 5B28 吳俊賢 5D26 吳宇 5B32 楊家希 3A25 羅彥 3A31 黃子晨 5B31 尹樹堅 5B16 戚穎聰 5B23 江珈希 5B29 吳梓浩 5B18 莊啟揚 5B15 陳浚穎
第二季「邁向碳中和 說好綠色故事」- 徵集比賽	優異獎	5B14 陳勁延 5B21 許晉熹 5B28 吳俊賢 5B31 尹樹堅 5B16 戚穎聰 5B23 江珈希 5B29 吳梓浩
	一等獎	3A01 歐陽卓瑤 3A12 曾梓桐 3C16 謝宇迪 3A25 羅彥 3A31 黃子晨
觀塘區公益少年團 中文硬筆書法比賽	初中組優異獎	3B05 郭芷晴
	高中組冠軍	5D06 劉堃婷
	高中組亞軍	5C19 鍾宛芳
	高中組優異獎	5B 05 蔡沅伶 6A09 黃科樺
	高中組校際獎	中華基督教會蒙民偉書院
第三屆全港中小學 中文硬筆書法比賽（金筆獎）	高中組優異獎	5C19 鍾宛芳 5D06 劉堃婷
第二屆「我與香港的小故事」 攝影比賽	優異獎	2B07 郭晞彤
二零二四年香港花卉展覽- 賽馬會學童繪畫比賽	高中組嘉許獎	5D01 陳慧嫻
"香港· 城市色彩"繪畫比賽	高中組優異獎	5D13 吳慈恩
	高中組季軍	5D14 謝穎怡
第 76 屆香港學校音樂節	箏獨奏初級組亞軍	1C05 劉曉鋼
	中音色土風初級獨奏 季軍	2B16 何卓謙
	伸縮號初級獨奏季軍	4B03 鄧民婉
Hong Kong Economics Olympiad Competition (2024)	Silver Medal	5A25 曾俊誠
	Bronze Medal	5A34 朱禮韜 5C25 魏平
愛基金第一屆英才培育獎學金 計劃	首年計劃達標各獲獎 學金\$3,000	2A23 李振翔 2B16 何卓謙 2B28 蔡銘浩 2C01 陳敏茵 2D04 張英姿 2D09 廖智瑩 2D12 葉穎喬 2D15 陳子政 3A17 陳柏君 3D04 何昕怡 4A08 陳楚橋 4A14 江政然 4A16 羅卓霖 4A17 李嘉歡 4A20 莫家維 4A24 辛皓正 4A30 楊志齊 4A34 周煒康

獎項	項目	獲獎學生
VTC 建築、室內及園境設計比賽牛棚藝術村	最佳可持續設計獎	5A23 吳嘉禾及 中華基督教會蒙民偉書院
2023 年第七屆全港青少年進步獎 (杜葉錫思教育基金)	進步嘉許獎	6A20 黃錦耀
校園藝術大使計劃	第十六屆校園藝術大使	3D26 鄧冠濤 4B24 李澤鋒
2024 香港數學袋鼠競賽	八年級組： 優異獎	2D29 王俊浩
	九年級組： 精英獎	3D27 曾垂宇
	九年級組： 優異獎	3B06 何寶如 3B25 羅啟忠
	十年級組： 尖端獎	4A16 羅卓霖
	十年級組： 優異獎	4A10 張俊傑 4A14 江政然 4A15 林瑞緣 4A18 梁日峰 4A22 彭鎮希 4A27 蔡雨鑫 4A33 容逸然
	十一年級組： 精英獎	5A24 唐梓軒 5A25 曾俊誠
	十一年級組： 優異獎	5A13 洪海恒 5A01 孔晴晞 5A22 莫凱壹 5B29 吳梓浩 5A33 余秉諾
香港教育大學陸國權中華文化傳承研究基金/大灣區共同家園青年公益基金： 「小小歷史學家計劃」	「陸國權中華文化傳承研究基金」中華文化校內推廣嘉許獎	4D07 林美姿 4D11 潘玥 4D18 黃梓浩
第一屆觀塘區辯論邀請賽	最佳辯論員	4D15 薛靜詩
	冠軍	4D15 薛靜詩 3D21 梁卓軒 3A28 李卓罡 2A08 戴睿婕
香港學校戲劇節	傑出劇本獎	5D01 陳慧嫻
	傑出舞台效果獎 傑出合作獎 傑出整體演出獎	1B06 何依諾 1D04 許詠姿 1D07 李凱晴 1D08 陸榮恩 1D09 毛雪瑩 1D13 衛愷晴 1D21 張晉晞 1D28 吳嘉銘 1D29 許仲謙 2A02 陳鈺樺 2A05 馬紫嬈 2A07 彭紫瑩 2B12 蔡善晴 2B28 蔡銘浩 2C11 魏皓晴 2C29 吳靖然 2C31 胡友坤 2C31 胡友坤 2D02 陳梓瑤 2D07 賴雅琳 2D08 梁浩晴 3A07 李詠恩 3B14 翟菁宜 3C11 吳羨君 3C13 敖映暉 3C14 區綺晴 3C16 謝宇迪 3D14 余雨璇 4A16 羅卓霖 4B29 蘇柏源 4C04 連雪詠 4D12 鄧沛汶 5A04 陳輝明 5A22 莫凱壹 5A23 吳嘉禾 5A32 姚嘉熙 5B04 蔡貝澄 5B06 莊天愉 5B18 莊啟楊 5B22 詹景皓 5B31 尹樹堅 5B32 楊家希 5C02 陳咏詩 5C04 蔡卓君 5C09 林嘉晴 5C26 彭樹笙 5D01 陳慧嫻 5D07 陸詠詩 5D08 羅聰媛 5D09 蘇慧嵐 5D28 葉韋謙

(C) Prizes

2022-2023 蒙民偉博士教育基金獎學金

曾新泰 曾志陽

汪彼得牧師紀念獎學金

5B12 羅家熙 5B13 羅梓琪

何苑蕙老師紀念獎學金

4C10 陳子銘

樂程獎學金(領導才能)

5A22 莫凱壹

樂程獎學金(體育才能)

5B20 黃炳煥

梅浩求校長紀念獎學金

4A10 張俊傑 4D11 潘玥 5A01 孔晴晞 5A21 文峻謙 5C09 林嘉晴
5C12 謝慧琳 5C15 黃玉兒 5C16 尤靜婷 5C19 鍾宛芳 5D02 鄭嘉芷

教師聯誼會獎學金(最佳進步獎)

1A17 阮倩兒 1B09 林鈺翎 1C16 姚淖知 1D18 陳寶怡
2A11 黃芷晴 2B16 何卓謙 2C10 羅凱霖 2D21 盧智昇
3A26 李植森 3B15 陳天藍 3C26 李俊希 3D25 彭浩文
4A12 蔡梓諾 4B32 楊本夷 4C13 郭武東 4D09 馬藝瑜
5A23 吳嘉禾 5B08 劉希桐 5C23 馮健樂 5D22 李卓宗

校長盾—最佳表現獎

中國歷史科	4D11	潘玥	英文科	5A05	陳曉翔
數學科	5A20	呂宇旻	物理科	5A20	呂宇旻
生物科	5A20	呂宇旻	化學科	5A20	呂宇旻
公民及社會發展科	5A25	曾俊誠	資訊及通訊科技科	5A31	楊稀懷
地理科	5B27	馬梓諾	中文科	5C16	尤靜婷
經濟科	5C16	尤靜婷	企業、會計與財務概論科	5C22	鄭家謙
視覺藝術科	5D14	謝穎怡	旅遊與款待	5D14	謝穎怡

第76屆香港學校音樂節(2024)

古箏初級獨奏 - 亞軍

1C05 劉曉鈿

中音薩克斯管獨奏(中學)初級組 - 季軍

2B16 何卓謙

長號獨奏(中學) - 初級組 - 季軍

4B03 鄧氏婉

2023-2024 中華基督教會聯校英文比賽 (C.C.C. Interschool Kahoot Challenge)

分組個人賽冠軍

3A31 黃子晨 3C28 廖略登

個人總決賽冠軍

3C28 廖略登

個人總決賽亞軍

3D21 梁卓軒

團體總決賽冠軍

3A24 柳卓謙 3A31 黃子晨 3D25 彭浩文

第三屆「金筆獎」全港中小學中文硬筆書法比賽

高中組 優異獎

5C19 鍾宛芳 5D06 劉堃婷

四社全年獎

總冠軍：蔡高社

亞軍：理雅各社

學業成績獎

1A32	熊子榮	家政科	3A01	歐陽卓瑤	家政科	5A04	陳輝明	體藝獎 (體育科)
1B12	李靜思	視覺藝術科	3B04	朱曉琳	體育科	5A05	陳曉翔	英文科
1B18	黎頌揚	體育科	3B07	郭芷尉	普通話科	5A06	陳冠添	體育科
1D13	衛愷晴	音樂科	3B25	羅啟忠	音樂科	5A21	文峻謙	數學單元二
1C01	陳敏芝	品學兼優獎	3C03	陳詩雅	體藝獎 (家政科)			品學兼優獎
		全班第一名	3C05	周穎	聖經科	5A31	楊稀懷	資訊及通訊科技科
		品學兼優獎			品學兼優獎	5B21	許晉熹	體藝獎 (音樂科)
1D02	段善盈	全班第一名	3C11	吳羨君	地理科	5C14	黃凱怡	體藝獎 (體育科)
		普通話科	3C22	何睿鋒	商業導論	5C18	張曉晴	體育科
1A17	阮倩兒	普通電腦科	3D04	何昕怡	視覺藝術科	5C22	鄭家謙	企業、會計與財務概論科
		英文科	3D21	梁卓軒	體育科	5D10	曾恩桐	聖經科
		地理科	3D27	曾垂宇	數學科	5D13	吳慈恩	視覺藝術科
		綜合科學科	3B30	黃梓齊	全班第一名	5A25	曾俊誠	公民與社會發展科
1A18	陳培榮	全級第三名			品學兼優獎			數學單元一
		中國歷史科	3D13	余沛雯	全班第一名	5C09	林嘉晴	中國歷史科
		中文科			中國歷史科			歷史科
		生活與社會科			品學兼優獎	5D14	謝穎怡	全班第一名
1B11	羅善同	全級第二名	3A24	柳卓謙	全級第三名			旅遊與款待科
		全班第一名	3C28	廖略登	全級第二名			品學兼優獎
		品學兼優獎			全班第一名	5C16	尤靜婷	全班第一名
1A08	梁心言	全級第一名			英文科			中文科
		全班第一名			綜合科學科			經濟科
		聖經科	3A31	黃子晨	全級第一名			品學兼優獎
		歷史科			全班第一名	5A19	呂宇昊	全級第二名
		數學科			中文科	5B27	馬梓諾	全級第二名
		體育科			普通電腦科			全班第一名
		品學兼優獎			歷史科			地理科
2A16	朱健豪	視覺藝術科			品學兼優獎			品學兼優獎
2B07	郭晞彤	家政科	4A08	陳楚橋	聖經科	5A20	呂宇昊	全級第一名
2B09	李欣潼	聖經科	4A27	蔡雨鑫	數學單元一			全班第一名
2B24	顏晉熙	歷史科	4A31	楊天賜	體育科			生物科
2C10	羅凱霖	體育科	4B03	鄧氏婉	視覺藝術科			化學科
2D04	張英姿	視覺藝術科			體藝獎 (視覺藝術科)			數學科
2D10	伍嘉怡	家政科	4B09	黨麗祺	體育科			物理科
2D16	鄭梓培	生活與社會科	4B17	郭耀榮	資訊及通訊科技科			
2D25	潘旭宏	英文科	4B19	林然	體育科			
2D31	黃泳豪	品學兼優獎	4B21	劉嘉揚	品學兼優獎			
2A22	李代希	家政科	4D25	柯卓毅	歷史科			
		數學科	4D11	潘玥	中國歷史科			
2C09	黎嘉琦	地理科			中文科			
		綜合科學科	4B33	楊傑凱	全班第一名			
		品學兼優獎			生物科			
2D13	陳厚鋨	全班第一名	4C10	陳子銘	全班第一名			
		體育科			經濟科			
2C31	胡友坤	全級第三名			旅遊與款待科			
		全班第一名			品學兼優獎			
		音樂科	4D20	甘卓康	全級第三名			
		普通話科			全班第一名			
2A08	戴睿婕	全級第二名			企業、會計與財務概論科			
		全班第一名			地理科			
		聖經科			品學兼優獎			
		中文科	4A34	周焯康	全級第二名			
		普通電腦科			數學科			
		品學兼優獎			數學單元二			
2B03	莊琇羽	全級第一名	4A14	江政然	全級第一名			
		全班第一名			全班第一名			
		中國歷史科			化學科			
		品學兼優獎			中文科			
					公民與社會發展科			
					英文科			
					物理科			
					品學兼優獎			

C. C. C. Mong Man Wai College
Plan on the Use of the Capacity Enhancement Grant (2023–2024)

Area Of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Teacher assistant (Chinese)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$203,280.48	Most of the teachers agree that their non-teaching workloads are relieved	<ul style="list-style-type: none"> – The TAs took up nearly all the substitute lessons for the teachers and helped to supervise detention classes after school – The TAs helped the teachers to organize the school activities – The TAs helped to take minutes in the meetings and do a lot of clerical work in the subject panels and committees – The TAs helped to prepare teaching materials for the subject panels – It was agreed that the above works can help to ease the workload of teachers to enhance teachers' effectiveness in teaching
Teacher assistant (English)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$205,072.90	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (ECA)	Employing a TA to supervise detention classes, supervise various activities, handle administrative work and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$195,198.39	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (OLE & Maths)	To employ a TA to support the daily operation of OLE webpage, collaborate with external organizations, coaching of students' activities, monitor whole school OLE records, implementation of specific schemes and related clerical work.	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$214,200.00	Most of the teachers agree that their non-teaching workloads are relieved	

Area Of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	Alleviate teachers' workload by monitoring students' drilling	\$8,250.00	Over 80% attendance in the course and good student feedback	<ul style="list-style-type: none"> - There were 11 classes in total. - 105 students participated. - Only 2 session were held for each class due to the time constraints. - The classes were well-received.
			\$826,001.77		

The CEG in the current school year is \$826,001.77. It is expected that the CEG in the next school year is around \$705,000.00

School-based After-school Learning and Support Programmes 2023/24 s.y.

School-based Grant - Programme Report

Name of School: C.C.C. Mong Man Wai College

Staff-in-charge: Ms. Fok Pik Shan Contact Telephone No.: 2727 6371

A. The number of students (count by heads) benefitted under the Grant is 278 (including A. 29 CSSA recipients, B. 228 SFAS full-grant recipients and C. 54 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中六級物理科補習班	1	3	1	90%	16/09/2023-20/01/2024	3,500.00	Questionnaire and teachers' Observation		
中六級化學科知識增潤班 (A)	0	0	2	95%	19/09/2023-28/11/2023	600.00	Questionnaire and teachers' Observation		
中六級化學科知識增潤班 (B)	1	0	2	95%	18/09/2023-08/01/2024	1,200.00	Questionnaire and teachers' Observation		
中六級生物科溫習班	1	2	0	95%	04/10/2023-24/01/2024	2,310.00	Questionnaire and teachers' Observation		
中六級生物科增潤班	0	3	0	90%	05/10/2023-25/01/2024	2,490.00	Questionnaire and teachers' Observation		
中六級地理科增潤班	0	5	0	95%	13/10/2023-19/01/2024	1,410.00	Questionnaire and teachers' Observation		
日本太鼓班	0	3	1	90%	03/10/2023-27/02/2024	5,500.00	Questionnaire and teachers' Observation		
跳繩隊訓練	0	6	6	90%	08/09/2023-28/05/2024	15,714.00	Questionnaire and teachers' Observation		
男子排球隊訓練	1	3	1	95%	08/09/2023-28/05/2024	10,256.00	Questionnaire and teachers' Observation		

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中六級數學補底班	0	1	0	90%	12/10/2023-18/01/2024	200.00	Questionnaire and teachers' Observation		
足球隊訓練	1	2	8	90%	08/09/2023-28/05/2024	23,048.00	Questionnaire and teachers' Observation		
Scrabble Team	0	3	1	95%	11/10/2023-29/05/2024	3,194.00	Questionnaire and teachers' Observation		
初中素描工作坊	2	1	5	95%	09/11/2023-14/03/2024	3,225.00	Questionnaire and teachers' Observation		
第一期木結他 AB 班	0	6	3	95%	07/10/2023-16/12/2023	7,800.00	Questionnaire and teachers' Observation		
中六級生物科考察	0	3	1	90%	22/11/2023	440.00	Questionnaire and teachers' Observation		
女子排球隊訓練	2	8	6	90%	08/09/2023-28/05/2024	31,834.00	Questionnaire and teachers' Observation		
基礎航空工作坊	1	19	15	90%	02/11/2023	8,675.00	Questionnaire and teachers' Observation		
中六級資訊及通訊科技課後增潤班(一)	0	1	0	95%	10/11/2023-05/01/2024	240.00	Questionnaire and teachers' Observation		
中六級企會財科增潤班(星期一)	0	4	0	90%	20/11/2023-22/01/2024	1,176.00	Questionnaire and teachers' Observation		
中六級企會財科增潤班(星期六)	0	2	0	90%	25/11/2023-20/01/2024	588.00	Questionnaire and teachers' Observation		
中六級數學增潤班(星期一)	1	2	0	90%	06/11/2023-22/01/2024	600.00	Questionnaire and teachers' Observation		
中六級數學增潤班(星期三)	0	3	0	95%	08/11/2023-24/01/2024	600.00	Questionnaire and teachers' Observation		
中六級數學增潤班(星期五)	0	6	0	90%	03/11/2023-19/01/2024	1,200.00	Questionnaire and teachers' Observation		

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中六級英文聆聽班	0	2	1	90%	26/09/2023-28/11/2023	960.00	Questionnaire and teachers' Observation		
管弦樂團	1	4	0	95%	26/09/2023-15/04/2024	5,000.00	Questionnaire and teachers' Observation		
第一期大提琴及低音大提琴班	0	0	1	90%	04/10/2023-07/02/2024	1,000.00	Questionnaire and teachers' Observation		
中六級英語閱讀班	0	5	0	95%	07/12/2023-18/01/2024	1,375.00	Questionnaire and teachers' Observation		
高中中文寫作班	0	5	0	90%	22/01/2024-04/03/2024	1,250.00	Questionnaire and teachers' Observation		
中五生態考察	0	2	0	90%	20/02/2024	150.00	Questionnaire and teachers' Observation		
攝影工作坊	0	1	0	95%	23/01/2024-26/03/2024	1,334.00	Questionnaire and teachers' Observation		
第二期木吉他班(星期六)	0	3	0	90%	20/01/2024-27/04/2024	3,000.00	Questionnaire and teachers' Observation		
第二期小提琴班(星期六)	2	2	0	90%	20/01/2024-20/04/2024	4,000.00	Questionnaire and teachers' Observation		
「同理·轆」輪椅體驗工作坊	0	5	0	95%	05/02/2024	1,755.00	Questionnaire and teachers' Observation		
中一社區探訪 - 少數族裔交流之旅	1	4	0	90%	01/02/2024	1,670.00	Questionnaire and teachers' Observation		
中三級中文閱讀班	0	1	0	90%	21/02/2024-20/03/2024	208.00	Questionnaire and teachers' Observation		
中三級寫作能力提升訓練班	0	1	0	90%	22/02/2024-08/03/2024	393.00	Questionnaire and teachers' Observation		
第二期古箏班	0	2	0	90%	20/01/2024-20/04/2024	2,000.00	Questionnaire and teachers' Observation		

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中一社區探訪 - 盲人甜品師工作坊	0	5	0	95%	02/03/2024	1,775.00	Questionnaire and teachers' Observation		
中一社區探訪 - 有機花生糖工作坊及社區導賞	0	1	0	95%	09/03/2024	349.00	Questionnaire and teachers' Observation		
中二級校外英文話劇欣賞活動	0	2	0	90%	07/03/2024	86.00	Questionnaire and teachers' Observation		
篆刻工作坊	0	1	0	90%	26/02/2024-13/03/2024	142.00	Questionnaire and teachers' Observation		
中一級文言文閱讀班	0	2	0	95%	01/03/2024-22/03/2024	200.00	Questionnaire and teachers' Observation		
中四級生物科生態考察	1	0	0	90%	19/03/2024	79.30	Questionnaire and teachers' Observation		
初一繪畫工作坊(B)	0	2	0	90%	12/03-2024-14/05/2024	632.00	Questionnaire and teachers' Observation		
中五級物理科補習班	0	4	0	90%	03/02/2024-08/06/2024	3,560.00	Questionnaire and teachers' Observation		
中二級英文輔導班	0	1	0	95%	04/03/2024-20/05/2024	200.00	Questionnaire and teachers' Observation		
Rummikub 校隊訓練	0	1	0	90%	26/01/2024-17/05/2024	440.00	Questionnaire and teachers' Observation		
中五級英語奮進班	0	2	0	95%	08/03/2024-17/05/2024	672.00	Questionnaire and teachers' Observation		
中四級英國語文科-英語輔導班	0	2	0	90%	29/02/2024-09/05/2024	600.00	Questionnaire and teachers' Observation		
「一帶一路」參與國-哈薩克斯坦文化體驗活動	0	2	0	90%	19/03/2024	112.00	Questionnaire and teachers' Observation		
籃球隊訓練	0	1	0	95%	22/01/2024-31/05/2024	972.00	Questionnaire and teachers' Observation		

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中一英語奮進班	0	6	0	90%	16/03/2024-01/06/2024	945.00	Questionnaire and teachers' Observation		
中三英語奮進班	0	3	0	90%	16/03/2024-01/06/2024	472.50	Questionnaire and teachers' Observation		
中五級地理科增潤班	0	3	0	90%	19/03/2024-04/06/2024	1,125.00	Questionnaire and teachers' Observation		
中五級生物科溫習班	0	1	0	90%	18/04/2024-30/05/2024	262.50	Questionnaire and teachers' Observation		
中五級生物科增潤班	1	3	0	95%	17/04/2024-29/05/2024	1,008.00	Questionnaire and teachers' Observation		
中五級地理科考察活動	0	5	0	90%	25/04/2024	445.00	Questionnaire and teachers' Observation		
第二期日本太鼓班	0	2	0	90%	05/03/2024-28/05/2024	3,000.00	Questionnaire and teachers' Observation		
第二期銅管樂器班	0	1	0	95%	01/03/2024-31/05/2024	1,600.00	Questionnaire and teachers' Observation		
中四級化學科增潤班	1	0	0	90%	24/04/2024-29/05/2024	65.00	Questionnaire and teachers' Observation		
進階攝影技術工作坊	1	2	0	85%	27/04/2024	900.00	Questionnaire and teachers' Observation		
中四甲班聖經科服務學習 體驗香港手語工作坊	1	1	0	90%	27/04/2024	482.00	Questionnaire and teachers' Observation		
參觀香港理工大學物理實驗室	1	3	0	90%	26/04/2024	85.20	Questionnaire and teachers' Observation		
第二期木結他班	1	0	0	95%	20/01/2024-27/04/2024	1,000.00	Questionnaire and teachers' Observation		
游泳課	2	14	0	95%	25/04/2024-30/05/2024	685.00	Questionnaire and teachers' Observation		

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
機甲大師比賽特訓班	0	2	0	95%	30/04/2024-21/05/2024	4,400.00	Questionnaire and teachers' Observation		
學務領袖生訓練營	1	5	0	95%	05/07/2024-06/07/2024	5,100.00	Questionnaire and teachers' Observation		
中一級訓練日營	3	20	0	90%	23/11/2023	7,360.00	Questionnaire and teachers' Observation		
歌舞劇團訓練	1	2	0	90%	09/10/2023-03/06/2024	9,600.00	Questionnaire and teachers' Observation		
Hip-hop 舞蹈訓練班	0	4	0	95%	13/10/2023-24/05/2024	3,836.00	Questionnaire and teachers' Observation		
踢躡舞訓練班	0	2	0	95%	04/10/2023-29/05/2024	7,500.00	Questionnaire and teachers' Observation		
Total no. of activities:									
@No. of man-times	29	228	54		Total Expenses	209,585.50			
**Total no. of man-times	278								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _____);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

They were able to participate in more activities with the subsidies.

C. C. C. Mong Man Wai College
Annual Programme Evaluation for DLG-funded Other Programmes (Gifted Education) (2023–2024)

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
Academic Committee (Affairs)	Applied Strategic Thinking & Effective Study Skill Course	To further equip elite students with different study skills & higher-order thinking skills	About top 30 elite students in the form will be selected.	2024-05, 2024-07	Participants' feedback	-The Course was very well- received. -100% of the respondents said that they were able to learn practical study skills and 90% of the students found the Course useful.	\$9,900.00
Academic Committee (Affairs)	Elite training courses	To enrich elite students' learning experiences outside school & further equip elites with different academic knowledge & skills required in tertiary institutions throughout the academic year	Higher-form students (S4-6) who are elite in their academic performance and nominated by the subject teachers or panel, etc.	Whole year	Participants' feedback	One S5 student nominated by ACS head completed the course related to Engineering (Level 1) in the HKUST during November 2023 to April 2024. It was reported that he got a good result (Grade A) upon the completion of the Course.	\$1,000.00
Academic Committee (Affairs)	Elite training for the HKAGE students in the school	To equip elite students with different higher- order thinking skills (e.g. critical thinking, problem-solving, creative thinking and logical reasoning, etc.)	- S4-S5 students, who are the HKAGE members - A service supplier will be hired to provide the course on high-order thinking skills -	Whole year	Evaluation by Academic Committee (Affairs) and feedback collected from participants	-The Course was very well- received. -94% of the respondents said that they were able to learn those higher-order study skills and 94% of the students found the Course useful.	\$8,900.00

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
Academic Committee (Affairs)	S5 Summer Elite training courses or some short academic courses organised by tertiary institutions	To enrich elite students' learning experiences outside school & further equip elites with different academic knowledge & skills required in tertiary institutions	- Higher-form students (S4-6) who are elite in their academic performance and nominated by the subject teachers or panel, etc.	2024-07, 2024-08	Participants' feedback	-One S5 student who is the existing HKAGE member from our school was nominated by the HKAGE to join the programme (Data Science Course – Level III) and the Competition (CSDI Awards 2024) during June and July. -He was then nominated by the HKAGE to join the exchange tour to Shanghai in August. -He completed the programme by 19 August 2024. -He and his team got the Bronze Award from the Competition.	\$1,000.00
Chinese	S.4-6 Chinese debate training	通過比賽與友校切磋，提高思辯能力及辯技，加強邏輯思維。	- Around 6 S.4-6 students will be selected for the training Experienced private tutors will be hired for the training	Whole year	Students' and tutors' feedback and achievement in competitions	共參加了三項校際比賽，參賽同學均有參與賽前訓練及準備，更能於一項觀塘區校際比賽中奪冠。賽餘亦有與友校舉辦友誼賽。	\$9,700.00
English	S4-6 Public speaking training	To raise students' interest and exposure to English	Around 25 students from S4-6 will be selected to receive public speaking training before taking part in the	Whole year	Students' and tutors' feedback and achievement in competitions	- These S.4 students were new to the competition. They commented that they would like to join again next year due to the experience and skills	\$16,270.00

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
			English Speech Festival			<p>learnt through the course.</p> <ul style="list-style-type: none"> - All students completed the training. One student won the 3rd place. This year's adjudicators had less experience. Some, having a drama background, focused on delivery rather than content. They prioritised drama-like performances over subtlety for public speaking performances. This might be the cause for the less satisfactory result this year. On a positive note, all the S.5 students were pleased to join the training classes again next year to strike for a better result. <p>The tutors tailor made their speeches and gave individual feedback to their speeches. All students completed the training and joined the competition. Seasoned competitors in S6 were grouped together, competing against each other. With only</p>	

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
						one competition group, it implies that most of the competitors were from prestigious schools (The winners were from traditional Boy schools). Despite the fierce competition, all students awarded with merits while one of them was the 2nd runner up. S6 public speaking students have promised to return for coaching, passing the torch to the next generation, which is a positive development for our team.	
Mathematics	S4-6 Mathematics Competition training	Equip students to participate in the Mathematics Competition	- S.4-6 students	Whole year	Students' and tutors' feedback and achievement in competitions	9 senior form students joined Mathematics Olympiad Courses. The attendance of the Mathematics Olympiad Course was satisfactory and the trainer gave all the participating students very high comments. Most of the students found the problems of MO interesting and challenging, and were interested in participating in future mathematics competitions.	\$8,250.00

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
Visual Arts	S.4 Figure Drawing and Oil Painting Course	- Elite Training - Positive education	- 6 students of S.4 VA elective will be selected by interview and artworks - An artist will be invited to teach figure drawing and painting concepts and techniques -	Whole year	Exhibition of students' artworks	positive feedback from students and teacher	\$14,400.00
Visual Arts	S.5 Acrylic Painting Workshop	- Elite Training - Positive education	- 7 students of S.5 VA elective will be selected by interview and artworks - An artist will be invited to teach figure drawing and painting concepts and techniques -	Whole year	Exhibition of students' artworks	positive feedback from students and teacher	\$16,500.00

It is expected that the DLG in the next school year is around \$163,100.00.

C.C.C. Mong Man Wai College
Report on the Use of School Executive Officer Grant 2023/24

Area of Concern	Implementation Plan	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge	Evaluation	Expenditure
To employ an Executive Office (EO) to provide the administrative support to the school	<ul style="list-style-type: none"> ● To support the operation of IMC ● To assist in the executive functions of financial resources management ● To supervise and manage duties of non-teaching staff 	\$472,328.93	<ul style="list-style-type: none"> ● Smooth running of the administrative work 	Feedback from the Principal and Vice-principals	LYM	<ul style="list-style-type: none"> ● EO was able to liaise the IMC members, support the operation of IMC, work independently for the purchasing procedures of the ordered items, and manage the operation of the office. 	\$472,328.93
Total Amount		\$472,328.93					\$472,328.93

C.C.C. Mong Man Wai College
Report on the Use of the Promotion of Reading Grant
2023 – 2024 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

The Subject-based Reading Scheme and the “S1–S2 Reading Across Curriculum Award Scheme” encourage all students to read books (both printed and e-books) throughout the year to develop their reading habits. More than 70 students received different awards from the reading programs. All S1 to S5 students, except those participating in a field trip, attended the Reading Talk, where they received positive messages about reading. Some students asked the guest to recommend books and share tips about reading after the event.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

In collaboration with the Academic Committee (Affairs and Subjects), a Reading Talk on Reading Day, a Thematic Reading Talk, Reading sharing and a promotion of reading resources, was held during the morning assembly. Positive feedback was received for both the Reading Talk and the Thematic Reading Talk. The subscription to a diverse range of e-books enriches the variety and breadth of available reading materials. The “S1–S2 Reading Award Scheme” and the “S1–S2 Reading Across Curriculum Award Scheme” encourage students to develop their reading skills and habits starting from junior forms. The “S1–S2 Reading Across Curriculum Award Scheme” will be extended to S3 students in 2024–2025.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$48,012.00
	<input type="checkbox"/> Printed books (Library books for all subjects)	
	<input checked="" type="checkbox"/> e-Books	\$21,000.00
		\$24,800.00
		\$2,212.00
2.	Web-based Reading Schemes	\$11,000.00
	<input type="checkbox"/> eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme : 中文科網上閱讀推廣	\$11,000.00
3.	Reading Activities	\$8,000.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$8,000.00
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : _____	
	Total	\$67,012.00
	Unspent Balance	(-\$1,814.00)

* Please tick the appropriate boxes or provide details.

C.C.C. Mong Man Wai College
Financial Summary (2023 / 2024 school year)

A summary of the Income and expenditure for 2023/24 School Year is shown in the table below (UNAUDITED):

	Income for the year \$	Expenditure for the year \$	Surplus / (Deficit) \$	Balance c/f \$
Expanded Operating Expenses Block Grant (EOEBG)				
(A) Non-school Specific Grant				
Baseline Reference Provision	2,050,234.35	2,705,894.33	(655,659.98)	(655,659.98)
	<u>2,050,234.35</u>	<u>2,705,894.33</u>	<u>(655,659.98)</u>	<u>(655,659.98)</u>
(B) School Specific Grant				
Administration Grant / Revised Administration Grant	4,024,884.00	2,672,232.16	1,352,651.84	1,352,651.84
Capacity Enhancement Grant	666,935.00	824,856.60	(157,921.60)	(157,921.60)
Composite Information Technology Grant	512,696.00	468,131.40	44,564.60	44,564.60
Others	736,784.00	954,414.90	(217,630.90)	(217,630.90)
Sub-Total	<u>5,941,299.00</u>	<u>4,919,635.06</u>	<u>1,021,663.94</u>	<u>1,021,663.94</u>
<i>Total surplus of Government Funds as at the end of school year</i>	366,003.96			

C.C.C. Mong Man Wai College

Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education (2023 / 2024 school year)

<p>I. Policy</p>	<ul style="list-style-type: none"> • Our school is committed to developing an inclusive culture through the Whole School Approach (WSA) to support students with special educational needs (SEN). Resources are deployed to provide appropriate and diversified support to these students to enhance their learning effectiveness and help them adjust to school life. • We treasure home-school cooperation by establishing regular communication mechanisms with various channels for parents’ participation in the formulation of support strategies for students with SEN.
<p>II. Resources</p>	<p>The following additional resources are provided by the Education Bureau (EDB):</p> <ul style="list-style-type: none"> • The Learning Support Grant totals \$599,602 for the employment of an additional counsellor and a teaching assistant (SEN TA), as well as the hiring of services for writing training, social training, attention training and inclusive activities to cater for students with SEN; and • The Special Educational Needs Coordinator (SENCO) is assigned by the school. The School-based Educational Psychologist (SBEP) and School-based Speech Therapist (SBST) are stationed at the school as scheduled.
<p>III. Support measures and allocation of resources</p>	<p>Students with SEN are provided with the following support measures:</p> <ul style="list-style-type: none"> • A Student Support Team (SST) led by the SENCO is established. The team members include the Head of Discipline Committee, Head of Student Guidance Committee, Head of Academic Committee (Subjects), member of Academic Committee (Affairs) (i.e. Teacher-in-charge of Special Examination Arrangement (SEA)), the school social worker, SBST, SBEP, the counsellor and SEN TA, to cooperate with other Committee including Discipline Committee, Student Guidance Committee, Academic Committee (Subjects) and Academic Committee (Affairs) in implementing of the WSA to support students with SEN; • SEN TA is employed in the implementation of the WSA to assist SST for the administration work and support SEN students. • Counsellor is employed in the implementation of the WSA to assist SST for the daily operations of hired services and support SEN students by providing individual consultation sessions. • SBST offers group /individual therapy/training sessions and in-class support to students with Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD) and other students in need; • Assessment accommodations are provided to students in need. • Group services are hired to provide Chinese and English writing sessions to students with academic needs to improve their writing and thinking skills to cope with learning requirements. • Group services are hired to provide social skills training sessions to students with ASD and social needs to improve their communication skills.

	<ul style="list-style-type: none">• Group services are hired to provide training sessions to students with Attention-Deficit / Hyperactivity Disorder (ADHD) and concentration needs to improve their executive functioning skills in dealing with learning requirements and daily life.• Tutorial classes are provided to students with ADHD, SpLD and academically low achievers to boost their academic performance.• The school arranges the SENCO to provide a “Summary of Support for Student” to parents at the end of the school year, to let parents understand the level of support, measures and services provided for their children.• Promote home-school communication and cooperation through parents’ days, parent gatherings, and provide parent education, including lectures and workshops, to let parents understand the learning characteristics of students with SEN and enhance parent-school collaboration; and• SBEP is invited to conduct staff development programmes. These include a crisis management workshop and a differentiated instruction workshop.
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