

King's College
Report on the Use of the Life-wide Learning Grant
2023-2024

Domain	Brief Description of Activities	Objective	Date	Target Student (level)	Actual no. of student	Evaluation Results (If the activities was cancelled due to the pandemic, etc. please mark "cancelled")	Actual Expenses (\$)	Nature of Expenses, E1 to E5. *See note below	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
									I	M	P	S	C	
Category 1 To organise / participate in life-wide learning activities														
1.1 To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)														
English Language	Debate Workshop for Junior Forms (ENG)	<ul style="list-style-type: none"> ✧ To help junior students develop background knowledge into debate arguments. ✧ To help students explore effective debate tactics and topics. ✧ To enhance students' writing and speaking skills by preparation of debate speeches. ✧ To give junior students a taste of debate by class competitions. 	Whole Year	S.1 – S.3	20	The attendance rate and student feedback was very good.	9,600	E5	✓					

English Language	Drama Workshop (ENG)	<ul style="list-style-type: none"> ✧ To enhance students' speaking and writing skills through dialogue and script-writing. ✧ To allow students to use their language skills and creativity while discussing ideas with others. ✧ To enable a team of students to compose and deliver an effective, audience-appropriate drama production. ✧ To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance. 	First Term	S.1 – S.5	13	<p>The attendance rate was high and student feedback was positive. Students were able to deliver a drama production and their effort was recognised by the audience. The team gained several awards in the 6th Inter-Government Secondary School Drama Fest.</p>	22,050	E5		✓			
English Language	Appreciation of Drama Performance (ENG)	<ul style="list-style-type: none"> ✧ To help students learn the appreciation of language arts and interpretation of messages through watching a standard play. ✧ To bring fun into English learning. ✧ To enable students to learn how to express themselves not just through words but also through facial expressions and body language. 	First Term	S.1 – S.3	239	<p>The students generally enjoyed the show as the drama performance was interactive. From the evaluation, most students agreed that they understood the plot and moral value of the drama, and the activity has aroused their interest in watching and participating in drama performances in the future.</p>	14,000	E5		✓			

English Language	Training courses for Speech Festival (ENG)	<ul style="list-style-type: none"> ✧ To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. ✧ To provide training on speech skills such as articulation, voice control, pronunciation and intonation. ✧ To coach students to ensure they can confidently command the stage and engage effectively with the audience. 	First Term	S.1 – S.6	29	The students have learnt and practised various speech delivery skills. 8 students won the prizes in three categories (Sole Verse, Public Speech Solo and News Feature Presentation), including three 3 rd places, two 2 nd places and three 1 st places.	26,600	E5	✓					
English Language	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> ✧ To fully immerse students into English culture by festival celebration activities. ✧ To enhance students' motivation and interest in learning English through activities beyond the classroom. 	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	All S.1 – S.6 students	<ul style="list-style-type: none"> ✧ The service provider managed to complete only Halloween celebration activities on for S.1 and S.2 students. ✧ The games were fun and the NETs from the service provider were able to grab students' attention. Over 80% of students agreed that they were given ample opportunities to interact in English. 	16,540	E5	✓					
Cross-KLA (ENG)	Sci-lish activities (STEM-related activities organised by English & STEM-related departments)	<ul style="list-style-type: none"> ✧ By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning. ✧ To help students build up different generic skills, including team building, creativity and logical reasoning. 	Second Term	S.1 (whole-form)	140	<ul style="list-style-type: none"> ✧ 90% of S.1 students surveyed gave positive feedback and enjoyed the activities. ✧ All of them agreed that the experiments and activities could spark their creativity and interest. 	19,980	E5	✓					

Appreciating literature (ENG)	Reading for Fun Programme	<ul style="list-style-type: none"> ✧ To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres ✧ To provide some tips and techniques in book reading 	First Term	S.1	140	S.1 students had 4 sessions during their lunch time. Students have explored fictions and non-fictions by knowing different authors and books, which also helped them prepare their ERS book presentation.	20,000	E5	✓				
中國語文科	戲劇欣賞暨座談會	<ul style="list-style-type: none"> ✧ 加深學生對莊子思想的認識及對中華文化的認知 	11月	S.4全級	116人	觀賞具有哲學內涵的戲劇作品培養學生哲學思維能力，透過思考寓意、象徵和角色關係深入探討生命意義和人與自然關係；同時增進對中國古代文化的認識，理解莊子哲學思想和中國傳統價值觀，提升跨文化交流和尊重文化多樣性的能力。	5,890	E6	✓	✓			
中國語文科	文化工藝工作坊	<ul style="list-style-type: none"> ✧ 認識非遺項目剪紙藝術 ✧ 認識及欣賞中國的傳統文化 	11月	S.1-S.3	30人	參加彩虹書法和水墨畫工作坊使學生獲益於藝術表達、專注力和跨文化理解。同時，他們也能認識和承傳中國非物質文化遺產，學習傳統技法和價值觀，並尊重和保存這些文化遺產。這將培養學生的創造力，提高他們的文化素養和情緒調節能力，並使他們成為文化傳承的推廣者和保護者。	6,000	E6	✓	✓			
中國語文科	辯論培訓班	透過恆常的辯論訓練和比賽，磨礪同學的思辨及語文能力、推廣辯論	9月至6月	S.1-S.5	22人	<p>透過恆常的辯論訓練和比賽，磨礪同學的思辨及語文能力、推廣辯論；透過多項辯論比賽，為校爭光。</p> <p>本年度參與的比賽： 一、星島第三十九屆全港校際辯論比賽</p>	46,000	E1	✓	✓			

					<p>1. 星島第三十九屆全港校際辯論比賽第一回合初賽 英皇勝</p> <p>2. 星島第三十九屆全港校際辯論比賽第二回合初賽 英皇勝、最佳交互問答</p> <p>3. 星島第三十九屆全港校際辯論比賽第三回合初賽 英皇敗、最佳辯論員（4D 周頌謙） 辯員：4D 周頌謙、4D 陳卓榆、2C 杜奇峰</p> <p>二、第三屆《香港中學辯論賽》小組賽</p> <p>1. 第三屆《香港中學辯論賽》小組賽第一輪賽事 英皇敗</p> <p>2. 第三屆《香港中學辯論賽》小組賽第二輪賽事 英皇敗</p> <p>3. 第三屆《香港中學辯論賽》小組賽第三輪賽事 英皇勝</p> <p>4. 第三屆《香港中學辯論賽》小組賽第四輪賽事（5月） 未比賽，紅雨延期</p> <p>三、模擬國際會議暨外交解難挑戰賽</p> <p>1. 初賽（5月） 英皇勝（入圍）</p> <p>2. 決賽 未比賽、未公布結果</p>						
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					<p>四、香港學界辯論聯會 HKSDF</p> <p>1. 全港中學學界辯論比賽_外圍賽 英皇及德雅中學聯隊勝</p> <p>2. 全港中學學界辯論比賽_初賽 英皇及德雅中學聯隊勝、最佳辯論員</p> <p>3. 全港中學學界辯論比賽_正賽第一場 英皇及德雅中學聯隊敗</p> <p>五、香港大律師公會辯論賽 2024</p> <p>1. 初賽（5月） 英皇敗，能晉級 8 強</p> <p>2. 半準決賽（8強）（6月） 英皇敗</p> <p>六、第五屆卧龍盃官立中學多角辯論賽 2024（5月） 亞軍、最佳辯論員</p> <p>七、聯校中文辯論比賽（5月） 英皇敗、最佳辯論員</p> <p>中辯隊經歷三年疫情後，出現嚴重的青黃不接現象，尤以中二至中四級最為嚴重，出現嚴重的斷層。經教練（校友吳俊熙、歐耀允和劉啟彥）和隊長的努力和堅持下，隊內開始加深溝通和凝聚力；從上學期到下學期的校內外比賽中，樂見隊員願意付出更多時間準備，表現開始漸見曙光，盼望下學年有更大的進步。</p>						
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PE	Badminton Training	To train up the students to participate in the inter-school Badminton competition	Whole Year	S.1-S.6	20	4 th in C grade & 6 th in A grade Inter-school Badminton Competitions	6,450	E7			✓		
PE	Football Training	To train up the students to participate in the inter-school Football competition	Whole Year	S.1-S.6	66	4 th in Boys B & C Inter-school Football Competitions	39,000	E5			✓		
PE	Basketball Training	To Train up the students to participate in the inter-school Basketball competition	Whole Year	S.1-S.6	70	11 th in Inter-School Basketball Competition	10,000	E7			✓		
PE	Baseball Class	To develop students' teamwork, build up their confidence & patience, enhance their motor skills, focus & attention.	First Term	S.1-S.6	240	Post Exam Activities (ECA fund)	3,040	E5			✓		
PE	Table Tennis	To Train up the students to participate in the inter-school Table Tennis competition.	Whole Year	S.1-S.6	20	11 th in Inter-School Table Tennis Competitions	15,000	E5, E7			✓		
Music	Weekly intensive training programmes. Hiring of conductors for different music teams	<ul style="list-style-type: none"> ✧ To enhance students' performing skills and ensembleship. ✧ To broaden students' exposure through taking part in interschool music competitions 	Whole Year	S.1-S.6	133	Still in progress. Weekly practices starting from Sept 2023. Will complete in Aug 2024. Students attended inter-school music competitions and won prizes, including bronze award in the HK Youth Music Interflow and HK Schools Music Festival in the Orchestra section. Harmonica Band won the Champion in the Band section. All teams performed in different school functions.	148,500	E5	✓				
Music	Special training programs for Masterclasses music ensembles (elite students)	To refine the performing skills and ensembleship of the music ensembles (elite teams) for music performances and competitions.	Whole Year	S.1-S.5	11	Special training for the harmonica ensemble brass ensemble, before HK Schools Music Festival. Another Special training programme for the Harmonica ensemble will be held in July to prepare students for the Asia-Pacific Harmonic Festival.	23,900	E5	✓				

Music	Music instrumental training programme for specific instrumental classes	<ul style="list-style-type: none"> ✧ Develop students' music performing skills. ✧ Enrich students' learning experiences. 	Whole Year	S.1-S.3	18	Weekly training was given to students from Oct 2023 to June 2024. Participants completed the programme with satisfactory attendance records,	36,151.2	E5	✓				
Music	Music composition class for S.5 and S.6 DSE classes by professional bodies	<ul style="list-style-type: none"> ✧ To enhance students' compositional skills ✧ To assist the students to complete their composition portfolio 	Whole Year	S.5-S.6	11	Still in progress and is to be completed in July. 3 workshops for S.6 were conducted in Dec 2023 and January 2024. One for S.5 will be held in July.	5,000	E5	✓				
Visual Arts	Visit to art exhibitions at M+, Hong Kong Museum of Art & Tai Kung (Transportation expenses)	To broaden the horizon of students in Aesthetics	Second Term	S.1 – S.5 20 students each time	20	Through joining M+ Collections Thematic Tours and Related Workshops, students discovered the ingenuity of designers and explored the urgent needs of human life in different eras. They understood how design and architecture promoted contemporary social changes, thereby expanding choices in life. Besides, they also understood the impact of social and cultural changes on design innovation. The students' creativity was fostered by collage-making to echo the exhibits discussed, and their communication skills were cultivated by the presentation of their ideas. Visit to The Hong Kong Jockey Club Series: Noir & Blanc—A Story of Photography: It offered students different perspectives to understand black-and-white image-making over a century.	1,580	E2			✓		

Visual Arts	Stop Motion Workshop (Course fee)	<ul style="list-style-type: none"> ✧ To cultivate students' creativity ✧ To appreciate the artworks made by molding ✧ To collect readymade objects with special forms or textures for replication by molding with clay 	First Term	S.1- S.2 12 – 15 students	13	<p>13 students of S.1 – S.3 joined the workshop on 10 November & 24 November 2023 (3:45pm -5:45pm). A tutor from Lumervisum introduced the mechanism of “camera obscura”, single-lens reflex & digital camera. The history of animation was introduced by showing a video of Zoetrope. Characteristics of Stop motion and different types of animation like Claymation were discussed. Besides, the frame rate and the representation of the bouncing, and crushing forms were highlighted. The students formed 4 groups and learned the functions of the app, Stop Motion Studio with iPad. The students mastered the techniques quickly and tried to use some toy cars and clay to make interesting experiments on stop motion. The students created storyboards at the end of the 1st lesson and were asked to bring props for the following lesson. In the 2nd lesson, students based on the storyboards created to capture lots of photos seriously with consideration of consistency. The tutor introduced the importance of lighting and its temperature for showing symbolic meanings and atmosphere. The students created the backdrops and props with the help of one another and eventually completed about 15-second stop-motion animations. The collaboration skills of the students were developed. Few members were not highly involved in the shooting process so individual work was preferred if time was sufficient. The students' creativity was fostered but it would be better to develop the meaning of the stories before shooting so the duration of the workshop should be lengthened. The</p>	5,600	E6			✓		
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						problem-solving skills were demonstrated by using wire to make the neck of giraffe firm and using correction tape for making the marks on the road. The students found the results of the animations satisfactory and were eager to download the videos as soon as possible after the workshop. The good work will be displayed at Visual Arts Exhibition 2025.								
Visual Arts	Woodwork Workshop (Course fee)	<ul style="list-style-type: none"> ✧ To foster students' creativity ✧ To prepare, coat and expose a screen, prepare paper, mix colour inks and utilise various registration techniques for printing multi-layer prints. 	Second Term	S.3 – S.5 12 – 15 students	12	Students were recruited by teacher's invitation. They learnt how to draw blueprints, make accurate measurements, cut wooden boards with tools, and make a stool with mortise and tenon structure. As Design & Technology is not offered by our school, most students did not have the skills of making woodworks. Besides, it was a valuable experience to learn this ancient Chinese furniture making technique. Their cultural identity was nourished. Good works were collected for Visual Arts Exhibition in 2025.	10,580	E6					✓	
Visual Arts	OLE Talk on promote positive learning habits through art (VA)	To broaden students' horizons in aesthetic development.	Second Term	All S.4 students	118	OLE Talk for all S.4 students was organised with Art Together to promote positive learning habits through art from 14:50 – 15:30 on 22 November 2023 (Form Period) at School Hall. The organisation and the speakers were requested to observe the national security strictly in the Quotation. Evaluation of the Talk: 2 artists from Art Together were invited to share their experience of Community Art in USA with S4 students. Those artists went to San Francisco, the United States, in September 2023 to participate in the	3,000	E5					✓	

					<p>“First Chinatown Ghost Festival” to promote traditional Chinese culture through art. At the same time, they promoted community integration. A series of activities of the Ghost Festival include the “Tuas King” parade, community interactive games, song, and dance performances, etc. Among them, the more than 4-meter-tall “Tuas King” paper sculpture uses the paper-making technology of Hong Kong’s intangible cultural heritage. The artists participated in the project, creating paper artworks with residents, and participating in dance performances, working together to create a wonderful ghost scene. Festival cultural experience. Artists believe that holding celebrations after the epidemic is of special significance, as it could not only boost the Chinatown community, but also allow residents to relax physically and mentally.</p> <p>Through this talk, the artists not only shared their interesting overseas exchange experiences with students, but also showed that art did not necessarily stay in museums but could go into streets and alleys to promote community interaction and release the negative energy accumulated in people’s hearts, encouraged more exchanges between different generations and groups. Community art made people realise that we were part of the same community, and together we could rejuvenate our bodies and minds to face the future. S.4 students were very attentive and found the talk interesting and inspirational to develop positive thinking through visual arts.</p>								
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For students with SEN & difficulties on learning Chinese Language	Chinese Workshops for S.4 & 5 (organised by SEN)	To develop students' interests and enthusiasm in Chinese language learning, improving their Chinese proficiency and sense of humanities, and catering to their learning needs.	Whole year	S.4 & 5	13	Due to the course content not fully meeting the students' needs and being relatively elementary, it has affected the students' attendance rate. Therefore, we are going to search for other service providers to suit our students' needs and provide the course to more students including junior levels as well in the next academic year.	89,600	E1	✓	✓				
Gifted education (SEN)	Twice-exceptional Workshop (organised by SEN)	To let students learn problem-solving skills through playing adventure-based group games	1 st term	S.1	10	Students participated actively in class. Most of them learnt problem-solving skills through the challenging tasks. They hoped that this course could continue in the next semester.	22,000	E1	✓	✓				
Whole-person development workshops FP & zoom and hiking	Positive Education Workshops (organised by Counselling Team)	To promote social & emotional well-being and mental health through different types of workshops for students and their parents	Whole year	S.1 – 6 + parents	762	Through the talks and workshops, students were able to develop their character strengths, establish a positive mindset, enhance their social skills, and learn mindfulness techniques to better manage their stress.	160,000	E1 + E5	✓	✓				
Whole-person development activities	S.3 Resilience Training (organised by Counselling Team)	To enhance students' resilience and their ability in managing stress and anxiety	Student Development Day	Whole-person development activities on Student Development Day	122	Around 80% of the students agreed or strongly agreed that the group sessions helped them learn stress management techniques; And find the most suitable communication skills for themselves. Close to 90% of the students agreed or strongly agreed that the group sessions gave them more determination to face challenges.	49,700	E1+E2+E5+E8		✓				

Whole-person development activities	S.1 Adaptation & Development Programme (organised by Counselling Team)	To help S.1 needy students adapt to school environment and build up their rapport.	Nov-Dec 2023 (half-day camp)	Whole-person development activities	18	All students agreed or strongly agreed that the group sessions helped them adapt to secondary school life more easily; learn stress management techniques; learn different study skills; find the most suitable study skills for themselves; gave them more determination to face challenges. Over 90% of the students agreed or strongly agreed that the group sessions helped them learn time management skills.	15,000	E1+E2+E5+E8	✓				
OLE\SDD	S.2 Hong Kong History and Culture Study Day Tour	✧ To help students to learn the history and the culture in Hong Kong.	1 st term	S.2	S.2	The result was satisfactory. Students of S.2 handled the self-directed learning task properly. They had completed the preparation tasks before the day tour. Students had shown strong interests in Chinese cultural preservation. In addition, most of the students were able to apply the relevant concepts learnt during lessons and the day tour. The posters designed by them were creative. Referring to the survey done after SDD, 90% of respondents felt satisfied with the learning activity.	13,916	E1 & E2	✓	✓			
Discipline Committee	S.1 Training on Student Developmental Day - 'Be Empathy and Co-creating a Harmonious School'	To build up the team-spirit of S.1 new comers. To introduce problem solving skills to S.1 students. To co-creating a Harmonious School against Anti-bullying. (This item was also reported by LCW in Student Development Day)	Oct 2023 (Student Development Day)	S.1 (whole form)	S.1 (whole form)	88.9% were satisfied with the course in the survey	30,240	E1	✓				

CLP	HKU Taster Programmes (Quota: 10, set by HKU)	To offer junior secondary students an exciting taste of the vibrant campus life in HKU, while participating in different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science.	Dec 2023	S.2 to S.4 (selection criteria: students who have been granted fee remission or CSSA and with good academic performance)	10	Satisfactory level: 4 out of 4 ✧ Positive feedback from students ✧ Students all enjoyed their experience at HKU. They generally commented highly on the activities as they had the opportunity to have some hands-on experience and they had the chance to meet the university students and students from other secondary schools. They shared they understood more about different programmes and have even developed an interest in certain subjects. Participants shared their learning experience with the whole school during King's Morning on 28 May 2024.	12,000	E6	✓					✓
STEM Activity	STEAM Week Activity - Training workshops for S.1	<ul style="list-style-type: none"> ✧ To enhance students' STEAM knowledge and skills ✧ To raise students' interest in STEAM learning. 	Second Term	S.1	S.1 (whole form)	All S1 classes had participated the activities.	39,840	E1	✓					
STEM Activity	STEAM Week Activity - Training workshops for S.2	<ul style="list-style-type: none"> ✧ To enhance students' STEAM knowledge and skills ✧ To raise students' interest in STEAM learning. 	Second Term	S.2	S.2 (whole form)	All S2 classes had participated the activities.	45,540	E1	✓					
Gifted Edu.	Future Leaders Workshops (course fee)	<ul style="list-style-type: none"> ✧ To develop students' leadership skills and nurture positive attitudes. ✧ To enhance students' resilience. 	First & Second Terms	S.1 – 3 (Selected students)	79	<ul style="list-style-type: none"> ✧ 96% overall attendance rate in the activities ✧ 97% overall satisfaction rate in the activities 	16,980	E6		✓				

Gifted Edu.	STEAM Program (course fee)	<ul style="list-style-type: none"> ◇ To cultivate students' interest in STEAM learning ◇ To help students explore STEAM related topics 	First & Second Terms	S.1 – 3 (Selected students)	15	<ul style="list-style-type: none"> ◇ 90% overall attendance rate in the activities ◇ 95% overall satisfaction rate in the activities 	7,560	E5	✓				
Gifted Edu.	STEAM Competitions (application fee)	<ul style="list-style-type: none"> ◇ To facilitate students' STEAM learning ◇ To display students' STEAM learning outcomes 	First & Second Terms	S.1 – 5 (Selected students)	7	<p>Four S.4 & S.5 students obtained Gold Award, INTERNATIONAL SPECIAL AWARD (Organization for Creativity, Innovation, and Invention Promotion (OCIIP)), INTERNATIONAL SPECIAL AWARD (Turkish Inventors Association (TÜ MMİAD)) in 8th International Invention Innovation Competition, iCAN</p> <p>Two S.3 students obtained Gold Award, CANADIAN SPECIAL AWARD (Inventors College Organization (ICO) – Toronto, Canada), CANADIAN SPECIAL AWARD (Innovation Initiative Co-operative Inc. “The Inventors Circle”) in 8th International Invention Innovation Competition, iCAN</p> <p>One S.3 students obtained High Distinction in the International Chemistry Quiz</p>	9,795.56	E3	✓				
Sub-total of Item 1.1								1,125,657.76					

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

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons										
1	Japan STEAM Economics and Cultural Tour 2023	Exchange Programme	Nov 2023	S.1 - S.5	24	✧ Referring to the result of the post-survey, 100% of participants strongly agree or agree that the study tour enriched their knowledge of STEAM Education. ✧ All participants present their reports on Open Day.	158,400	✓		
2	南京歷史文化考察團	歷史文化考察團	May 2024	S.4 and S.5 students	30	通過學習經歷與高中課程結合，深入了解國情，開拓視野，增長歷史知識。	50,710	✓	✓	✓
3	Summer English Immersion Study Tour (Sydney)	Exchange Programme	6/7/2024 – 15/7/2024	S.3 - S.4	20	Students seized the opportunities to learn outside the classroom, understand the Australian culture and broaden their horizons.	68,065	✓		
Sub-total of Item 1.2 (Non-Local Activities)							277,175.00			
Reported Expenses for Category 1 (Item 1.1 + 1.2)							1,402,832.76			

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	<ul style="list-style-type: none"> ✧ Laser Engraving Machine ✧ Interactive Panel (Smart TV Touch Screen) ✧ Equipment for IT-related competitions 	STEM Education	<ul style="list-style-type: none"> ✧ Hands-on activities for students ✧ Souvenirs made on Open Day ✧ Display teaching materials ✧ Interactive display for students' activities ✧ Equipment for IT-related competitions 	17,500
2	Power-block Adjustable Dumbbells (Quantity: 2 sets)	PE	For Fitness Training	10,000
Reported Expenses for Category 2				27,500
Reported Expenses for Categories 1 & 2				1,430,334.76

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	750
Estimated number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWLG (Name & Post): CHAN Ping-san, SEO (Ag)

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.