

School Annual Report 2012/2013

Our School

School Mission

We are committed, with Christ as The All Exemplary, to providing a holistic Christian education which fosters the sound development of students in the ethical, intellectual, physical, social, aesthetic and spiritual spheres, and which encourages students to take the initiative to learn, to explore solutions creatively, to develop their individual potential with a positive attitude, and to enjoy a harmonious but disciplined campus life. Therefore, we instil in their young minds the habit of life-long learning, the ability of adapting to changes, the drive for self-discipline, and the expression of self-confidence, in an endeavour to contribute to the future well-being of the community and mother country.

Class Structure and Student Enrollment

1. Class structure

In the 2012/2013 school year, the school operated with 28 classes in total. Each form from Secondary 3 to 6 had five classes; whereas each level from Secondary 1 and 2 had four classes after joining the Voluntary Optimization of Class Structure Scheme. The class structure is tabulated below:

Level	S1	S2	S3	S4	S5	S6	Total
Class No.	4(5*)	4(5*)	5	5	5	5	28

* As a means to consolidate the learning outcomes in junior forms, the four classes in each level of Secondary 1 and 2 were divided into 5 groups for implementing small-class teaching. The policy is extended to Secondary 3 in the 2013/2014 school year.

2. Student enrollment

On 1 September 2012, the total student enrollment was 1025, with 445 boys and 580 girls. The overall attendance of students for the whole year was 98.4%.

3. Distribution of students' residential areas

Since the adoption of the Secondary School Places Allocation System according to school nets, most students who are admitted to our school come from primary schools located in the same district. Hence the highest percentage of our students come from Tai Po. A detailed analysis follows:

Students' residential areas	Number	Percentage
Tai Po	837	81.7
North District	151	14.7
Sha Tin , Tai Wai	14	1.4
Yuen Long, Tin Shui Wai	10	1.0
Kowloon	7	0.7
Tsuen Wan, Tung Chung	2	0.2
Hong Kong Island	3	0.3
Shenzhen	1	0.1
Total	1025	100.0

Incorporated Management Committee

1. IMC managers representing different categories of stakeholders were elected in accordance with the Constitution. The IMC is comprised of seven managers from the sponsoring body, one manager each from the principal, teacher, parent and alumnus categories, as well as one independent manager. There are also one alternate teacher manager and one alternate parent manager. The Principal is an ex-officio manager. Three sub-committees on school development, staffing and finance have been set up under IMC. The IMC gives guidance and invaluable advice on matters related to school development and administration. The spirit of accountability and self-perfection is upheld.

2. The IMC members list is:

Name	Category of Manager	Tenure of office to
Tang Kai Ming Kenneth	Sponsoring Body Manager (Supervisor)	29/08/2018
Ho Ting Yau	Sponsoring Body Manager	29/08/2018
Chan Ho Sing Herman	Sponsoring Body Manager	29/08/2018
Lam Shu Wing	Sponsoring Body Manager	27/08/2014
Shum Man Kwong	Sponsoring Body Manager	27/08/2014
Lee Ka Kui	Sponsoring Body Manager	29/08/2018
Leung Po Chung Dannuel	Sponsoring Body Manager (Treasurer)	21/09/2018
Ho Man Sing	Alumni Manager	31/05/2015
Chen Xudong	Parent Manager	01/01/2015
Cheng Mei Ying	Alternate Parent Manager	01/01/2015
Chan Wai Keung	Teacher Manager	24/01/2015
Cheng Sze Wang	Alternate Teacher Manager	24/01/2015
Ho Pui Har	Independent Manager	16/10/2013
Ho Chi Nap	Principal (Ex-officio manager) (Secretary)	-

3. We would like to express our heartfelt gratitude to our retired managers, namely Ms. Bonny Wong, Mr. Wong Yam Wah, Ms. Ho Lai Yin, Mr. Yam Yee Kin. Their dedicated services are the founding stones for every success of the School.

Staff

1. At present there are 60 full-time teachers, 4 part-time teachers, 4 teaching assistants, 23 tutors and coaches and 13 clerical and supporting staff members. 97% of our teachers have received teaching training, 95% hold bachelor degree, and 44% hold an additional master or doctoral degree. All English and Putonghua language teachers meet the full language proficiency requirements of the EDB.
2. At the end of last school year, Ms. Tang Yuk Kuen, Ms. Chan Man Yee and Mr. Justin McGlynn resigned from their teaching posts of their own accord. Ms. Tong Sau Wai and Ms. Kwan Miu Ying, our teaching assistants, left for the reasons of receiving teaching offers or furthering their studies. We would like to express our appreciation and gratitude to all of them, especially Ms. Tang for her continuous and devoted service to this school for 24 years.
3. 5 new teachers and teaching assistants have been recruited in 2013/2014 school year. They are

Ms. Lee Pui Yan	Teacher	(BA, CUHK; PGDE, CUHK)
Ms. Liu Sin Lai	Teacher	(BA, CUHK; PGDE, CUHK)
Mr. Mario Valkanas	Teacher	(BA & Bachelor in Teaching, Deakin University)
Ms. Tang Yu Ngan	Teaching Assistant	(BA, HKBU)
Ms. Ku Lok Man	Teaching Assistant	(BA, HKBU)

4. We are also delighted to have Ms. Kwan Wan Sang re-joining the school teaching team after her one-year voluntary services in Kyrgyzstan. It is our students' blessing in receiving her teaching again and sharing her experiences in Central Asia.

5. Starting from 1 September 2013, Ms. Yuen Lam has been appointed as the acting English Department Head (Junior Section) for the 2013/2014 school year. We would also express our heartfelt gratitude to Ms. Li On Ki for acting in the same post last school year. Her dedication and professionalism demonstrated are much appreciated.
6. In the new school year, Ms. Law Ka Wai has been regraded to Graduate Mistress Rank from the non-graduate stream.
7. Ms. Yuen Lam was conferred a Master's Degree of Arts in English (Literary Studies) by the CUHK and Mr. Chiu Kit Chau the Certificate in Career Education for Secondary School Teachers by the CUHK as well. Other teachers were released to attend courses organized by the EDB in order to equip them for more effective teaching and counseling. They included:

	<u>Day release granted</u>	<u>Course completed</u>
Ms. Ho Si Wing	20	Thematic Course on Cognition and Learning Needs (Facilitating Chinese Language Teaching)
Ms. Lok Yuen Yee	3	Stress Management
Ms. Sin Yuet Hang	15	Thematic Course on Supporting Students with SEN - Sensory, Communication and Physical Needs
Mr. Tse Chung Hang	15	Advanced Course on Catering for Diverse Learning Needs

In terms of professional development, our teachers have attended a wide range of training courses, talks, workshops and seminars organized by the EDB, HKEAA, universities and tertiary institutes for perspectives and enhancement. For their continual effort for the benefit of students, we salute them.

8. We would like to announce though with reluctance the retirement of our long-serving staff, Mr. Liu Hon Wah, clerk of this School for 36 years, and Mr. Lee Wing Sun, janitor of this School for 22 years. Thanks to their commitment and services to this School. Mr. Chu Man Ming has been hired to fill the janitor vacancy.

School Major Concerns

3 major concerns were addressed in the School Annual Plan 2012/2013. Their implementation is summarized as follows:

1. Major Concern I: To enhance students' learning outcome through improving language proficiency, developing self-regulatory learning habits and addressing diverse learning needs

Achievements

- 1.1. The 3-year Language-across-the-Curriculum Project (LACP) was first introduced in 2011/2012. It aims at improving students' writing and reading skills in English. Cross-curricular mapping was carried out between English and content subjects. In 2012/2013 the content subjects involved were Design and Technology (S1) and Home Economics (S3). Teaching materials were designed to address two text structures, "compare and contrast" and "procedure and sequence" respectively. Target language focuses were taught and used in English lessons and reinforced in subject contexts. Students' language exposure was reinforced in speaking and writing activities. Graphic organizers were introduced to facilitate students' mastery of the text structures and enhance their metacognitive skills. The teaching packages that had been developed in 2011/2012 were tried out in Integrated Science (S1), Integrated Humanities (S1), Geography (S4) and Biology (S4) for another cycle. At the year-end survey, 50% of our teachers agreed that the Project could improve the language skills of students. Over 90% of the S1 and S3 students showed positive responses towards the effectiveness of the Project in improving their language skills.

- 1.2. As an extension of the LACP, the Reading-across-the-Curriculum Project (RACP) was piloted to further enhance the reading and critical thinking skills of S2 students and S4 Science students in the informal curriculum. Input sessions were given prior to the reading and students had to complete their reading logs in their portfolios, adopting the perspectives of aspiring teenage historians / reporters / explorers / physicists / chemists or biologists during the while-reading stage. The post-reading learning products were group projects with students' application of targeted text structures in subject-related contexts. Projects ranging from teen magazines with interactive games, mini study guidebooks, concept maps, mini-books, PowerPoint presentations to more creative work like film shows and experiments were impressively exhibited and presented during two showcases in early July. The experience of the RACP has been recognized as good practice and is going to be shared during a public seminar organized by the EDB Language Support Section in March 2014. At the year-end survey, 40.4% of our teachers agreed the Project can improve the language skills and concepts of relevant subjects of students.
- 1.3. The success of LACP and RACP was greatly in debt to the support and professional advice given by Ms. Amy Poon, the Senior School Development Officer of the EDB Language Learning Support Section. Also the funding, amounting to \$352,720, granted by the EDB under the Refined English Enhancement Scheme, allowed the school to hire an additional teacher and teacher training service for the implementation of the projects.
- 1.4. Flourishing from the action research "Implementing Innovative Feedback Approaches", which was first introduced to S3 in 2010/2011 with the collaboration of Dr. Icy Lee of the English Department, CUHK, process writing has been fully integrated to the writing classes, extending from S1 to S6. In those writing exercises designed for process writing, indirect feedback is adopted as the feedback strategy. Focused marking, peer- & self-evaluation, feedback form and rubrics are used to give feedback to students' writing. Students are therefore expected to become reflective and autonomous learners, and aware of elements of good writing. Taking the advantage of process writing, the generic descriptors used in the DSE writing are adopted as the rubrics for students' evaluation. As reflected by the Error Log, the statistic tools designed for counting the number of errors made in each composition, S3 students showed a significant drop in their mistakes in writing.
- 1.5. As a means to encourage students to communicate in English, English Speaking Days were organized on most Fridays. There were a total of 22 English speaking days organized. English karaoke, song dedication, reading tongue twisters or poems, solving riddles were some of the activities organized. They drew good responses from students, either as participants or spectators. Small prizes were given to entice greater student involvement. The principles of being rewarding, accessible and fun were continuously adopted in organizing the activities. The effectiveness of the strategy is proven with the further rise in the participation rate.

School Year	Junior Form	Senior Form	Whole School
2010/2011	41%	21%	29%
2011/2012	67%	62%	65%
2012/2013	73%	68%	71%

Table showing the students' participation rate in English Speaking Days in 2010/2011 to 2012/2013

- 1.6. Apart from the English Speaking Days, the School makes continuous efforts to broaden students' exposure to English. Establishing the English MC Team was one of new strategies introduced last year. The Team started with 30 members who showed enthusiasm in being MCs of different school events. The duties offered them great chances to brush up their oral English and boost their confidence in public speaking. Other schoolmates also regarded student MCs as the role models in English speaking. Last year, they hosted the Athletic Meet and other special school occasions, and delivered sharing on various themes during morning assemblies. The successful establishment of the MC Team is evidenced by having a number of students taking the initiative to join the Team at the end of last school year.

1.7. Lessons of various subjects are strategically infused with metacognitive skills. Movie making has been incorporated into the S2 Computer Literacy curriculum. Students are required to conduct mini project on movie production. Through brain storming, mind mapping, film capturing and editing, students transcribe their ideas into vivid images before others. In the junior form Visual Art curriculum, learning opportunities are incorporated for students to critique artistic work in S1 and commercial advertisements from the gender perspective in S2. SWOT analysis has been applied in Liberal Studies lessons in the discussion of the impact of globalization on Hong Kong. As indicated in the Stakeholder Survey (Student) 2012/2013, students kept rating high the efforts of the school in this area.

Item	Score	
	11/12	12/13
The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc.	3.8	3.8
I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	3.6	3.6

Table showing the students' perception towards metacognition in their studies from 11/12 to 12/13 (the maximum score is 5.0)

1.8. Reading is promoted through different activities. Each class in junior forms has two of their English lessons assigned for extensive reading. In these lessons, students do their own reading, share their book before the class and discuss in turn with teachers about their reading progress. Our S1, S2 and S4 students also participated in the Reading Programme for Children and Youth organized by the Hong Kong Public Libraries. Awards were given to the participants if they managed to read at least 10 English books during the period from October 2012 to April 2013. 234 of our students met the award requirement, and this was an encouraging rise when compared to the 105 awardees the year before. The Chinese Department works closely with the Library to promote extensive reading in Chinese. The Popular Reading Award Scheme organized by the Hong Kong Professional Teachers' Union is adapted as the tool for building the reading atmosphere for years. Under the Scheme, students are required to read a specified number of books and participate in reading-related activities. Last year, there was a total of 522 S1-5 students who acquired the highest level of award – “Purple Badge of Honour”, in recognition of their systematic reading habit and skills in pursuing knowledge. To widen students' scope of reading, the English Department collaborated with EMI subjects for introducing non-fiction readers to S2 and S4 students in the Reading-across-the-Curriculum Project. Collaboration was also found among the Chinese, Liberal Studies and Chinese History Departments in organizing the Reading Bi-weekly. During the event, a reading atmosphere was promoted through inter-class quiz competitions with questions set on a number of assigned readers, book exhibition, talks by renowned authors and book sharing by teachers. With reference to the rating on reading strategy in APASO, both junior and senior form students showed greater confidence in themselves when compared with the territory scores.

School Year	Junior form		Senior form	
	This school	Territory	This school	Territory
10/11	3.0	2.68	2.91	2.70
12/13	2.88	2.68	2.92	2.70

Table showing students rating on reading strategy (2010/2011 & 2012/2013) in APASO (the maximum score is 4)

1.9. To cater for learner diversity at subject level, various strategic pedagogical approaches had been tried out. Some examples were: 3 topics with different difficulties and interests were given to students to choose in each Chinese composition exercise, graded assignments were incorporated in the S3 History curriculum, and grouping of students of mixed abilities in IH field trips. As shared in the annual report of History Department, “Different types of learners were identified and differentiated tasks for students were designed for students to reach the same destination.” The efforts of our teachers are much appreciated.

- 1.10. To further the potential of high achievers, they are nominated to participate in external competitions and gifted programmes offered by tertiary institutes. Shing Ming Tony, a S6 graduate of this current year, is a vivid illustration. He won the Outstanding Performance Award in the Hong Kong Physics Olympiad 2012, attended follow-on physics enhancement programmes at HKUST, was awarded with the Honourable Mention in the 13th Asian Physics Olympiad at Delhi 2012, and was honoured with the Silver Medal in the 44th International Physics Olympiad at Copenhagen 2013. Congratulations to Tony. Starting from this new school year, he has been admitted to the International Science Research Enrichment Programme of HKUST and continues his pursuits in the Physics world. Kwan Him Shek, Wan Chin Ching and Lo Ka Chun were awarded with the Honourable Mention of the Hang Lung Mathematical Awards 2012. The award honoured their two-year persistent engagement and remarkable finding in a mini research in mathematical theory. The supervision and dedication of their teacher advisor, Mr. Kwong Chun Yu, should also have our salute.

In summary, the school nominated our students to participate in 113 open competitions and activities which involved a total of 2,370 entries. Statistics on students' participations are shown in the table below.

Competitions / Activities	No. of events	No. of participants
Academic	66	1,608
Aesthetic	9	200
Leadership	14	81
Athletic	18	291
Service	6	190

- 1.11. We also made use of the resource of the Diversity Learning Grant to enhance gifted education. Students showing strengths in different areas are nominated to participate in various courses of activities organized by universities and external organizations for enhancing their capacities. The expenses in this area reached \$112,000 last year.

Course / Activities	No. of participants
Academic	13
Leadership	36
Civic education	8

Table showing statistics on student participation in courses and activities funded by the Diversity Learning Grant

Reflection

- 1.12. Teachers generally hold the view that the LACP should be sustained. They express their expectation of achieving greater benefit from the learning experiences and suggest giving more opportunities for students' applications of the acquired language knowledge, but on condition that the normal teaching of content-subject not be interrupted. To strike a balance, each content-subject only addresses one specific text structure. The effectiveness of the Project depends on the concerted effort of all EMI content-subjects, and all teaching staff should have an overview of the division of work. By 2013/2014, the project has been extended to all EMI content-subjects (11 in total), covering all levels, except S2. A master plan of the project is therefore compiled for providing the overview required.
- 1.13. Despite the superb performances of our students in the showcases of the RACP, a number of S4 Science students found the assigned readers difficult and teacher advisors had a hard time monitoring students' reading progress. The showcases also brought a heavy workload to teachers. As the main objective of the project is promoting reading of non-fiction readers, the showcase will be trimmed in the coming school year, and students are only required to complete the reading log. The input session for introducing the reading skills will be conducted at an earlier time for allowing a longer time for the reading task. Instead of completing the whole book, students may be given the flexibility of covering some of the chapters for the task. We will keep the most important objective – broadening students' scope in reading.

1.14. To give support to junior form students who lag behind in their studies, remedial classes are organized after school. In 2009/2010, it first started with classes addressing students' needs in all subjects and running by student helpers from senior forms. By last year, the resources were channeled to the 3 core subjects, i.e. English, Chinese and Mathematics. Undergraduates from the Chinese University were hired as tutors. In 2013/2014, we have started to deploy our regular teaching staff to take over the teaching role. We expect the effectiveness of the remedial class can be further enhanced because of the commitment and experience of our teaching staff. The arrangement is possible because we are still enjoying the teaching staff surplus with the implementation of the Voluntary Optimization of Class Structure Scheme.

2. Major Concern II: To enable students to fully realize their potential through character-building

2.1. Both parents and students consistently rate the school high in her effort in fostering good virtues among students. The affirmative feedback in the Stakeholder Survey evidences that the school keeps on the right track in value education.

	2010/2011	2011/2012	2012/2013
Student	3.9	4.0	3.9
Parent	3.9	3.7	3.8

Mean score of students' and parents' responses to the statement "the school actively fosters students' virtues" in the school years 2010/2011 to 2012/2013 (the maximum score is 5.0)

2.2. Despite the tight teaching syllabi and the pressure of public examinations, class periods and assemblies are included in the school timetable to serve as the platform for value education. The table below summarizes the events in 2012/2013 school year.

Forms	No. of events	
	Assembly	Class Period
1	8	20
2		17
3		17
4	27	17
5	28	19
6	16	13

(Note: In senior forms, there is an additional period on every Day-5 assigned as assemblies or class period to meet the requirements of Other Learning Experiences curriculum.)

Themes related to studies, social issues, artistic appreciation, or even sports games were included. There were guests from outside or teachers as the speakers, but presentations prepared by our students were also found to be interesting and inspiring. All these activities were designed with the objectives of broadening students' horizons, nurturing the taste of art appreciation and recognizing achievements out of perseverance.

2.3. The Conduct Assessment Scheme is designed to provide explicit descriptors of commendable characteristics that we expect from our students. Conduct marks are awarded because of good learning attitude, proper behaviour, services rendered and awards obtained. Misbehaviours to be deterred are also documented. Students are therefore fully informed about the objective criteria for conduct award. The Scheme lays down the platform for encouraging students to excel in conduct and to develop the virtue of self-discipline. Since the introduction of the Scheme in 2009/2010, the number of students awarded with Grade A maintains at a level being triple of that of the old system, which depended on teachers' recommendations.

School year	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Percentage of students awarded with Grade A	10.9	37.0	31.7	35.3	31.5

Table showing the percentage of students with conduct awarded Grade A from 2008/2009 to 2012/2013

2.4. Life Building Scheme has been developed to nurture students' habit of setting their development goals annually. Each year, students can have their class teachers as their advisors. Throughout last school year, there

were 4 scheduled class periods for S1-5 students, while 3 for S6 students to meet their teacher advisors for discussing their annual plans and progress. In junior forms, students had their development plan addressing the virtues highlighted in the school motto. Last year, it was responsibility, echoing “Dedication” in the school motto. In senior forms, the Scheme is integrated with the preparation of Student Learning Profile that is required for JUPAS. The Scheme provides the opportunities for students to discuss with their teacher advisors about their future plan and to receive advice on their life path. The self-evaluation made in S6 forms the self-account that is required for JUPAS. The finding in APASO shows that students in this school have a higher score in “Goal Setting” than the average of Hong Kong Schools.

Forms	Senior	Junior
This School	3.02	2.94
Hong Kong Schools	2.81	2.83

Table showing students’ scores in “Goal setting” in APASO 2013 (the maximum score is 4)

2.5. By 2012/2013, the Student Council has been in existence for 3 years. It aims at enhancing students’ self-confidence, responsibility and sense of belonging to this School. Through discussions on school policies, young people get the taste of co-governance in school management and understand the importance of giving their opinions. Members of the Council are formed by Head Prefects, Chairs of Student Association and Class Representatives. There are two General Meetings held each year, last year, one on 11 January 2013 and the other on 31 May 2013. The agenda of each General Meeting is proposed by all students, but the priority of discussion is decided by Council Members. The top few items are discussed thoroughly in each class before the General Meeting, and Class Representatives are responsible to present their classmates’ viewpoints in the Student Council. We are proud to see Council Members from junior forms to senior forms speaking out sensibly and confidently in the meetings. Respect and sincerity are what we want to pursue through the establishment of Student Council. There were a wide range of topics discussed in the General Meetings 2012/2013, including school curriculum, campus management, operation of Student Association, performance of school prefects, school uniforms and others. Students recognize the efforts of the School, and higher scores on the students’ responses to the statement “Our school actively responds to the comments from the students” are found in the Stakeholder Survey since the establishment of the Student Council.

School year	2009/2010	2010/2011	2011/2012	2012/2013
Mean score	3.4	3.6	3.7	3.6

(the maximum score is 5)

2.6. The Easter and Ching Ming Holidays were expanded to two weeks in 2012/2013 to create the room for organizing learning experiences outside classroom. These activities included:

- (1) 24 S4 students were nominated to participate in a 5-day journey-based Leadership Training Programme at Outward Bound Hong Kong. The Programme was crafted in such a way to encourage participants to move out of their comfort zone through the understanding of leadership skills, enhancement of self-confidence, polishing of decision-making abilities, realization of the importance of teamwork and mastery of the skills in setting realistic goals.
- (2) Visits to Beijing and Shanghai were organized for 40 S3 and 40 S4 students respectively. Students were able to gain first-hand knowledge of the historical and recent development of the two metropolises.

After the activities, participants were given the chances to share their experiences in a school assembly and during lunchtime through game stalls. Both students and teachers showed positive responses towards the arrangement and expressed their expectations for similar opportunities in the coming school year.

Reflection

2.7. The School has a well-established pastoral system to support students’ development, but we also treasure discussion on students’ behavioural maladjustment in staff meetings such that all staff can be informed and reach consensus on collective actions. Last year, we drew simple and explicit guidelines that address classroom management on these occasions. We are looking forward to having the whole staff team to take unified action in pastoral care on the basis of consensus.

2.8. To enhance students’ character-building, students are encouraged to participate actively in extra-curricular

activities both inside and outside school. Our concern has been drawn to whether students have balanced involvement. A centralized data bank will be developed in 2013/2014 to trace students' extra-curricular participation. On the basis of this information, teachers can give relevant advice to individual students on their development plan.

3. Major Concern III: To develop the school into a learning organization

- 3.1. The Collaborative Lesson Planning exercise has been incorporated in the school annual routine for 5 years. Teaching staff are divided to form 2 or 3-membered groups and engaged in lesson planning, teaching try-outs, peer observation and evaluation. Developing students' metacognitive skills or self-regulated learning was set as the theme of study in 2012/2013. One of the collaborative exercises conducted last year involved teachers from 4 different departments with the objective "Improving Learning Outcome through Structured Teaching" as their focus. As commented by one of the group members, "It is encouraging to see the commitment and seriousness of my group members in the exercise. Having my lesson videotaped and reviewed allows me to have a better understanding of my teaching."
- 3.2. Inter-departmental collaboration is encouraged through the Language-across-the-Curriculum Project and the Reading-across-the-Curriculum Project. Both have the English Department engaged with EMI subjects, with the former project focusing on text structures, while the latter on reading skills.
- 3.3. Professional dialogue is encouraged within each department. Collaborative lesson planning is routine practice in the English, Chinese and Liberal Studies Departments. Sharing on teaching experiences is included in department meetings as for professional development. The Mathematics Department has demonstrated the good practice of including such sharing by different panel members in each panel meeting.
- 3.4. The School has adopted different tools for evaluating its performance. There are school-based tools addressing individual performance, including the Teaching Performance Survey and the Appraisal System. The former collects students' feedback on teaching performance, while the latter is an appraisal system on individual staff performance. There are also EDB-developed tools, namely the Assessment Programme for Affective and Social Outcome (APASO) and the Stakeholder Survey. Usually, the tools provide an overview of the school. The APASO provides the picture of students' self-perception, and the Stakeholder Survey collects the views of teachers, parents and students on school performance. The School actively reports the results obtained from these evaluation tools to teaching staff for forward planning and self-improvement.

Reflection

- 3.5. As reflected in the Stakeholder Survey, teachers have not shown consistency in their response towards the statement "The school reports to teachers, students and parents results of its self-evaluation" over the past years.

School year	2010/2011	2011/2012	2012/2013
Mean score	3.8	3.6	3.8

Table showing teachers' feedback to the statement "The school reports to teachers, students and parents results of its self-evaluation" during the period from 2010/2011 to 2012/2013 (the maximum score is 5)

Teachers even rated low and showed dissatisfaction in the transparency of decision-making. Teachers understood that the school management had made an effort to include more people in important policy making, but they suggested longer consultation periods might be necessary for them to digest and respond. Repeating reminders may also be helpful to align the staff team with the school goals.

- 3.6. It is also suggested that the Collaborative Lesson Planning Exercise be started in first term, instead of in second term. The change gives a longer time for planning and trying-out, otherwise teachers would be forced to complete the exercise as a duty rather than a chance for professional development.

Our Learning and Teaching

The School Curriculum

The school curriculum is designed with due emphasis on preparing students to pursue further studies after their secondary education.

Junior Secondary

In junior forms, a school based curriculum addressing the needs of our students has been developed to supplement the formal curriculum and to prepare them for their senior secondary studies.

English Language

Drama and poetry have been incorporated into the junior form English curriculum. The school took 3 years, with the support from the Theatre Noir, to complete the drama course development. The poetry course was developed at the same time but through our teachers' own effort. The content of these courses will strengthen the students' capacity to appreciate literature and increase their confidence in public speaking. After all, these echo and serve as the preparation for the elective modules in the senior secondary curriculum.

Chinese Language

The habit of self-study is nurtured among our students. Study guides on Chinese have been compiled for junior form students. With the collaboration of parents, students are required to make use of their time outside the classroom to have self-study according to the progress suggested by the guide. Learning activities include reading, language exercises, studies on Chinese culture and recitation of literature. The elements related to the senior secondary elective modules are also infused into the junior form Chinese Language curriculum – science fiction, translated novels and drama are included in the extensive reading book list; the modules on news, novels and script writing and cultural issues are taught as enrichment.

Senior Secondary

In senior forms students can choose either 2 or 3 electives from 10 other subjects apart from the 4 core subjects. Students can also take Japanese as the other language in school or applied learning run by external course suppliers.

Learning Diversity

Small-class Teaching

To fully utilize the extra teaching manpower gained after joining the Voluntary Optimization of Class Structure Scheme, the school deployed the resources to allow the division of 4 classes into 5 groups in S1 and S2. The setting reduced the class size such that greater attention could be given to the needs of individual students. The small class arrangement is extended to S3 in 2013/14.

Remedial Class

In junior forms, students are streamed according to their academic performance. Those students with slow progress in their studies are grouped into a class of smaller size for extra support and guidance. In 2012/2013, after-school remedial classes were re-organized. Instead of giving general assistance to students with below-par performance, each class was designed with content specifically addressing the core subjects – English, Chinese and Mathematics. Students who fell into the bottom tier in each of the core subjects received remedial support. This ensures that more students can receive support and the support better meets the needs of the students. The practice continues in 2013/2014.

Support for Students with Special Education Needs

Under the policy “Whole School Approach to Integrated Education”, the school can receive additional funding under the Learning Support Grant to support the development of students with special education needs.

As routine practice, all parents of new S1 entrants have to answer a questionnaire. Through the information collected, the school can identify students with special education needs. Early intervention is therefore possible. We also appreciate the initiative of primary schools, with prior consent of parents, in sending us the students' records. Last year, pull-out programmes were arranged for two students with special education needs. The expenses were fully subsidized by the Learning Support Grant of the EDB.

Project Learning

Each school year, junior form students are grouped together in teams of 7 to 8, under the supervision of a teacher, to carry out a project study. There is a different study emphasis in each form, i.e. induction in S1, argumentation in S2, and issue-inquiry and decision making in S3. These learning experiences lay a solid foundation for students' studies in senior forms and are relevant to the independent enquiry study of Liberal Studies. In 2012/2013, we invited students to share their projects completed in the previous year as exemplars for their juniors. Their sharing gave ideas to other students in their project work and at the same time it was recognition of their past efforts. Our students, and certainly our teachers as well, have demonstrated their mastery of project study with their consistent inspirational performances in inter-school project studies competitions. Congratulations go to the teachers and students participating in the following projects:

Competition	Project Title	Award	Teacher Advisor
The 2 nd Inter-school Competition of Project Learning on Hong Kong's History and Culture	In search of the Old Mongkok Village : A Study on the Founding of the Ladies Market	Champion (Senior Section – Written Report)	Mr. Lee Tsz Wa
	In Search of the Custom of “Beating the Petty Person” under the Canal Road Flyover	Outstanding Award (Junior Section – Written Report)	Ms. Ko Kit Ying
The 7 th Research on Historical Writing Competition	A Study on the Traditional Chinese Study Halls in the New Territories	Champion of the Student Section	Ms. Ko Kit Ying
Hang Lung Mathematics Awards	How to cut a piece of paper – Making paper cones with greatest total capacity	Honourable Mention	Mr. Kwong Chun Yu
Mathematics Project Competition for Secondary Schools 2012/2013	Blink-free photographs	Best Presentation Prize and Outstanding Performance Prize	Mr. Man Wai Kit
	Shaded lines of parallelogram	Outstanding Performance	Mr. Poon Cheuk Wah
	New theory on “End of the World”	Good Performance Prize	Mr. Wong Chun Ting
Project Competition organized by the Society of Japanese Language Education of Hong Kong	School uniforms and Japanese culture	Group Project Award	Ms. Lau Pui Ki

Information Technology for Interactive Learning

The school intranet provides the platform for extending learning beyond the classroom. Teachers upload the teaching materials used in the classroom for students to do revision at home. The setup of the platform is also an effective means to cater to students' diverse needs. Exercises and reading materials are provided to encourage self-learning and to cope with the variations in learning style and pace.

The school intranet also serves as the interactive hub for students and their teacher advisors in the Life Building Scheme. It serves as a supplement to face-to-face interviews. Students submit their personal development plans, activity records and reflections to the platform, while the teacher advisors monitor their progress and give immediate feedback in return. Students can also access Wisenews accounts for searching information related to current issues. It is especially useful for Liberal Studies and writing.

The iPad has been applied in teaching. Some fully integrate the tool into their teaching. Last year, it was used in Geography and Liberal Studies field trips, Chinese writing class, oral practice in Putonghua lessons, graphic drawing in Mathematics class and investigative experiment in Biology class. Teachers are encouraged to increase usage for the mastery of the tool.

Staff Development

Our teachers positively engage themselves in professional development. Last year the average continuous professional development hours of each teacher reached 50 hours, meeting the standard suggested by the Advisory Committee on Teacher Education and Qualifications. They attended courses related to subject knowledge, guidance, administration, personal development and many others. Sharing of the materials collected in external seminars in department meetings is the routine practice in individual departments.

There were staff development workshops covering topics related to class management and metacognitive skills in teaching. We are in debt to the preparation of our experienced teachers in making the aforementioned training possible. External speakers were also invited to give seminars on communicative skills with parents and students.

As a part of the Language-across-the-Curriculum Project funded under the Refined English Enhancement Scheme, a total of 12 hours of training was run by the British Council for our EMI subject teachers. There were 4 workshops which introduced the strategies and skills for incorporating language elements in content subject teaching.

Teaching Enhancement and support Measures

The Recurrent Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant amounting to a total of \$1,230,136 for the last school year were used to employ 3 teachers and 1 teaching assistant. The additional teaching force made it possible to implement small-class teaching in junior forms and senior form Liberal Studies. These government subsidies were a great help to create teacher space and enhance teaching effectiveness.

To cater for financial difficulties, the HKJC Life-wide Learning Grant and School-based After-school Learning and Support Grant have enabled many enrichment learning activities to be organized beyond the classroom at reduced costs. Last year, the subsidies received were \$101,300 and \$95,600 respectively. They were used to cover students' expenses in a wide range of activities such as visits, project excursions, community services, training camps, physical and aesthetic classes, interest groups and career-related experiences. The respective total beneficiaries amounted to 2438 and 316, and the corresponding expenses were \$101,300 and \$118,815. It was also the second year for the school to receive the Community Care Fund to subsidize cross boundary learning activities. Last year, the number of students who received the subsidy was 33 and the expenses were \$92,290.

The school facilities and infrastructure are renovated annually to maintain a reasonable learning and teaching environment for students. Under the Major Repair (2013-14) Scheme, the EDB has granted a lump-sum of \$177,000 for replacing the fire-tolerant windows at Phase V Block and some miscellaneous work.

Support for Student Development

Class Management

In this school, class teachers stand on the frontline in establishing students' values, giving day-to-day guidance and being their companions in their growth path. Apart from just being their teachers in subject matters, they shoulder the duties in running the class periods that cover different areas related to value education, organizing class activities for developing life skills, and collaborating with parents and other teachers to make an appropriate impact on students' lives.

Apart from the aforementioned important roles, they also act as the teacher advisor of their students under the school-based Life Building Scheme. The Scheme was first introduced to S1 in 2006. By 2011/2012, the Scheme was fully implemented from S1 to S6. It is designed to instil among students the habits of setting developmental goals, designing action plans and making reflections. In junior forms, students draft their development plans with a focus on the virtues highlighted in the school motto. In senior forms, the scheme is incorporated with the needs for career development. The scheme provides the opportunities for students to discuss with their class teachers about their future plans and to receive advice on their life path.

In view of the heavy workload of class teachers in administrative work and counseling, the Co-class Teacher System was first tried out in 2011/2012. Last year, two class teachers were assigned to each of the classes at S3 to S6. Only one class teacher was assigned to S1 and S2 classes as small class instruction was practiced at these levels.

S1 Bridging

A well-structured series of programmes has been developed for helping our new S1 entrants to adapt to life in this school. We emphasize building up a close partnership with parents. Before the start of the school term, parents are able to meet the school administration and their children's class teachers on two different occasions which are usually scheduled in mid-July and late August respectively. During the school term, the AGM of the Parent-Teacher Association in October and the annual Parents' Day in February provide the opportunities for teachers and parents to exchange their views on student development.

Apart from the aforementioned occasions, another workshop was specifically organized for S1 parents in November. The workshop provided the opportunity for the parents and teachers to share their observations about how good the children had adapted to the new school environment. About 60 parents turned up in the workshop.

Before the new school year, a 3-week English Bridging Programme is organized for S1 students aiming at helping them to transit their learning medium from Chinese to English. The programme is effective in building students' confidence in using English in the classroom. As an enhancement activity, an S1 classroom language bulletin board competition, under the theme "Self-discipline, Neatness, Respect", was held in October of last school year. Students were encouraged to present their ideas in English in the competition.

To give further emotional support to the new comers, a seminar on "Adapting the New Life in Secondary School" was delivered by our school social worker, Ms. Ling Siu Chi as one of the S1 orientation activities. Senior form students also have their role. They are recruited as the peer counselors of S1 students under the Angel Project. Activities, lunch gatherings and workshops are specifically organized for S1 students by the Angels. Facebook and WhatsApp are also widely used in their communication. As given in the year-end survey, 70% of S1 students had met their angel for more than 5 times, and 80% for more than 2 times.

"Learning how to Learn" is a school based half-year programme with the objective of developing students' study skills and habits right at the beginning of their secondary studies. Students are required to go through a series of reflection exercises under the supervision of their class teachers. Parents are also involved through giving feedback to their children's reflections. A workshop on examination skills was organized for S1 students right before the First Term Test. The students could have their anxiety alleviated through gaining a clearer picture of the examination format and some tips for preparation.

Value Education

The Life Education Committee adopted "self-discipline", "neatness" and "respect" as the three main themes of value education last year. "I CAN" was created as the slogan to sum up the objectives. The slogan carries dual meaning: First, it implies we can accomplish our goals. Second, it is an acronym standing for the 4 virtues:

Independence	: the capacity to self-manage
Contribution	: the readiness to make contributions to one's community
Appreciation	: the awareness of showing recognition to others' efforts
Neatness	: the disposition of caring for our shared environment, manifesting in both classroom cleanliness and environmental conservation

The values were integrated in the content of class periods, assemblies and training workshops. However, most importantly it provided the opportunities for students to incorporate these values in their daily life.

The Student Association and Student Council are the two major bodies serving as the communicative bridge between students and the School. The latter serves as a consultative body while the former has the role to communicate with the school to realize students' expectations. The Student Association also manages the study room, organizes inter-school and others activities.

School prefects assist in upholding the school discipline, and likewise serve as the exemplars of their fellow schoolmates in their conduct. The team was formed with 71 members in the last school year. The team attended two leadership training camps which were held in September 2012 and May 2013. Their leadership skills were further polished through the regular Wednesday lunch meetings which involved head prefects and leaders. The team has cultivated a tradition based on a strong sense of belonging and pride in their identity.

School helpers form another important group of student leaders on the campus. They support the Life Education Committee in organizing educational activities related to moral, health and civic issues. There were 27 students enrolled, and another 37 students from junior forms were appointed as assistant helpers. Another 37 students were recruited to form the "Angels". The team provides peer counseling to S1 students for their adaption to the new secondary school life. The training workshop in September 2012 and the leadership training camp in October 2012 were specifically designed to furnish them with the necessary skills to organize activities. Helpers or angels rendered services to their fellow schoolmates despite facing the heavy workload of their studies. Their contributions should be commended.

Career counseling

Career counseling focuses on three areas – first, enabling students to have a more thorough self-understanding; second, introducing various professional possibilities such that they could make an informed decision in choosing their career; third, assisting students in preparing their applications for further studies. Class periods, talks and visits addressing these objectives were organized for students at different levels.

The team members of the Careers and Further Studies Committee worked their best to equip themselves and at the same time to prepare senior form students to face the public examination. Students were organized to attend the information days of different institutes and universities. Talks were delivered to enable our students to have a thorough understanding of the application procedures and the requirements of different courses. Individual counseling was given to students before their submission of the JUPAS applications. We should express our heartfelt gratitude to all teachers involved.

Careers talks were organized for senior form students. Guest speakers from different backgrounds were invited to share their working experience. Talks delivered by representatives from different tertiary institutes were also arranged. Students were therefore able to gain a comprehensive picture of the possible alternatives in their future careers and studies.

We are also thankful to our LBS teacher advisors who give guidance to senior form students in drafting their career plans and completing their self-accounts that are required in the JUPAS applications.

Religious Activities

Biblical Knowledge lessons, Christian Fellowship, assemblies, special evangelistic meetings and Christmas Worship provide us the opportunities to share God's good news with students. The yearly theme of last year was "Making the Right Choice". It is only the unchanging Lord that we can rely on in the ever-changing world. It was by the grace of God that we could accomplish the work last year.

Students were trained to shoulder greater responsibilities. They took the role of leading prayer and sharing short Bible messages in school assemblies. During the lunchtime of every Wednesday, they were given the opportunity to share their faith through the school announcement system. Last year, they also led the Bible studies in the Christian fellowship. All the study materials were designed to echo the yearly theme with reference to the verses extracted from the Book of Romans.

The annual Gospel Week was held during the period from 10 October 2012 to 18 October 2012. An Evangelistic Team from the Tai Po Christian Alliance Church was invited to deliver the message in the evangelistic meetings. The message of was well received, there were 79 converts. 6 groups formed for the follow-up of the new believers.

25 weekly meetings were held on Friday by the Christian Fellowship. The total attendance was 563 students and the highest attendance record for a meeting was 58 students.

We are grateful to Christian teachers for their participation in leading Bible study groups, and also to the pastors from EFCC Po Nga Church, HKML Grace Church and Tai Po Christian Alliance Church for giving support to the evangelistic works in this School.

Student Performance

Diploma of Secondary Education Examination

191 S6 students sat for the examination. 186 (97.4%) met the basic requirements for sub-degree courses, i.e. with 5 DSE subjects at Level 2 or above, including English Language and Chinese Language. 153 (80.1%) met the basic requirements for degree courses under JUPAS, i.e. with 4 core subjects at Levels 3, 3, 2, 2 respectively. Of the 17 subjects they entered in the examinations, a total of 608 subject-entries (or 50.2%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 97.0%. The overall performance was satisfactory.

Statistics on Further Studies and Employment

183 out of the 191 S6 graduates in 2013 continued their studies. The following table provides the statistics on further studies and employment.

Local degree course	71
Local sub-degree course	84
Repeating S6	9
Overseas (including China) degree course	13
Overseas (including China) sub-degree course	5
Degree course through distant learning	1
Employment	8

Achievements in Inter-Schools Competitions

Academic

1. “10th Hong Kong Secondary and Primary Schools Japanese Speech Contest”, organized by the Hong Kong Japanese Study Association
Secondary School Champion 5E Suen Pui Ching
(represent Hong Kong to attend a 12-day exchange programme in Japan)
2. “Hang Lung Mathematics Awards”, co-organized by Hang Lung Properties, the Institute of Mathematical Sciences, and Department of Mathematics of the Chinese University of Hong Kong
Honorable Mentions 6E Kwan Him Shek
3. “30th Hong Kong Mathematics Olympiad”, organized by Department of Mathematics and Information Technology of the Hong Kong Institute of Education and the Mathematics Education Department of the Education Bureau
Individual 3rd Class Honourable Mention 4E Wong Tsun Kit
Merit 5E Ho Cheuk Man 5E Kwok Sze Kan 5E Yip Ho Ting 4E Wong Tsun Kit
4E Yim Hong Sang 4E Yim Tsz Kin
4. “Asia Cup Stars of the Olympics Mathematics Creative Thinking Competition”, co-organized by the China Stars of the Olympics Association, International Federation of Aoshuzhishing
Merit 3A Chan Tsz Nga 3A Mong Ho Yam
5. “5th Hong Kong Mathematics Creative Problem Solving Competition”, organized by Gifted Education Section, Education Bureau
Bronze Award 2A Mak Siu Hong 2E Cheung Man Shan 1D Lam Pui San
1E Kwan Yik Ming
6. “2013 International Mathematical Olympiad – Hong Kong Preliminary Selection Contest”, organized by the International Mathematical Olympiad Hong Kong
Bronze Award 4E Wong Tsun Kit
Qualified for Training 5E Kwok Sze Kan 5E Yip Ho Ting
7. 《華夏盃》全國中小學數學奧林匹克邀請賽 2013, organized by the Hong Kong Mathematical Olympiad Association
Second class award (華夏盃初賽) & Third class award (華夏盃晉級賽) 1C Lui Him
Third class award (華夏盃初賽) 1E Chen Yui Lap
8. “Secondary School Mathematics Project Competition 2011/2012” organized by the Education Bureau Mathematics Education Department
Outstanding Performance Topic: 陰影線・三角演義
Team Member: 2A Chen Tsz Him 2A Mak Siu Hong 2A Ngai King Fung 2A Pong Cheuk Kiu
2A Wong Ting Ho 2A Yau Long Ting
Outstanding Performance and Best Presentation Topic: 拍照的秘密——搞笑諾貝爾的深入探究
Team Member: 3A Mong Ho Yam 3A Cheung Lok Hin 3A Chan Tsz Nga 3A Lee Yin Wing
3A Yau Pui Chung 3A Choi Hon Yung
Good Performance Topic: 新末日論
Team Member: 3E So Hoi Lam 3E So Wing Ki 3E Tang Hoi Man 3E Tang Tsoi Ying
3E Tsan Wai Yeung 3E Wong Hong Nam

9. “Mathematics Book Report Competition for Secondary Schools”, organized by Education Bureau Mathematics Education Department
 1st Class Honour 2E Au Tsz Nga
 2nd Class Honour 2E Choi Man Sze
10. “Hong Kong Physics Olympiad 2013”, organized by the Hong Kong Academy for Gifted Education, Education Department and Hong Kong University of Science and Technology
 Honourable Mention 4E Lau Matthew Kin Hay
 3rd Class Honour 4E Yim Hong Sang
11. “13th Asian Physics Olympiad – New Delhi”
 Honourable Mention 6E Shing Ming Tony
12. “Copenhagen International Physics Olympiad”
 Silver Medal 6E Shing Ming Tony
13. “Secondary School Mathematics and Science Competition 2013”, organized by Hong Kong Polytechnic University
- | | | | | | |
|-------------|------------------|---------------|------------------------|----|--------------------------|
| Physics | Gold Medal | 5E | Ng Chi Ho | | |
| | High Distinction | 5E | Wong Ka Shun | 5B | Chan Cheuk Hin |
| | Distinction | 5E | Kam Chung Kan | | |
| | Merit | 5E | Lam Man Wan | 5E | Leung Alexander Siu Kwun |
| | | 5E | Man Tsz Lok | 5E | Yu Wai Tsang Wilkins |
| Biology | Credit | 5E | Chan Yan Lok | 5D | Cheng Hiu Yi |
| | Merit | 5C | Chan Cho Kiu | 5D | Chan Ka Wai |
| | | 5E | Chui King Yin | 5D | Chan Kwun Tin |
| | | 5D | Lee Ching Yu | 5D | Leung Chung Ling |
| | | 5E | Cheung Hang Shun | | |
| Mathematics | High Distinction | 5E | Yip Ho Ting | | |
| | Distinction | 5A | Chan Wing Tung | 5E | Kwok Sze Kan |
| | | 5E | Poon Hon Yin | | |
| | Merit | 5E | Chan Wan Fung | 5E | Chu Chun Yat |
| | Credit | 5E | Chow Ping Yin | 5E | Ma Siu Kwan |
| 5E | | Yip Ching Yi | | | |
| Chemistry | Gold Medal | 5E | Ng Chi Ho | | |
| | High Distinction | 5D | Ho Cheuk Man | | |
| | Merit | 5C | Tsang Pui Tung | 5D | Suen Ching Yi |
| | | 5D | Tsang Hoi Lam Christie | 5D | Ho Tsz Ying |
| | | 5D | Wong Hoi Ying | 5E | Lam Yuen Sze |
| Credit | 5C | Cheung Ka Yan | | | |
14. “2012-2013 中國中學生作文大賽——文學之星(香港賽區)”, organized by the Hong Kong Institute for Promotion of Chinese Culture
 Merit 6E Wong Yan Yee 5E Lam Man Wan 4D Ngan Lai Yuk 3A To Man Long
 3E Yiu Ho Yeung Gordon 3E Tang Hoi Man

15. "Essay Writing Competition", organized by Tai Po District Committee on the Promotion of Civic Education
Secondary School Champion 5E Lam Man Wan
16. "第十三屆深圳讀書月—深港中學生讀書隨筆寫作比賽", organized by 第十三屆深圳讀書月組委會辦公室
Senior Form Merit 5E Lam Man Wan 5E Wu Wai Chong
17. "9th Biliteracy and Trilingualism Composition and Speech Competition", co-organized by Rotary Club
of Hong Kong Island West and Hong Kong Federation of Education Workers
Enter Final 5A Wong Sze Wai 5E Wu Wai Chong
18. "Fuzi Cup Public Speaking Contest", co-organized by Hong Kong University Graduates Association, 2012-2013
夫子文教統籌委及夫子會
Junior Form Champion 3D Ma Fong Yi
19. "15th Hong Kong Schools Putonghua Speaking Contest", organized by the Cultural and Educational Association
of the New Towns
New Territories Junior Form Bronze Medal 3A So Tsz Tung
Good Performance 3C Ho Tsz Ting 1C Pun Yin Lam 1C Tam Tsz Ching
20. "2012-2013 Newspaper Cutting Contest", organized by Tai Po District Committee on the Promotion of Civic
Education
Secondary School Merit 5C Chan Pui Yi
21. "Celebrating 63th Anniversary of the People's Republic of China Trophy Message of Congratulation Competition",
organized by Tai Po Organizing Committee for Celebrating Anniversary of the People's Republic China
Secondary School Merit 6E Tsoi Yuk Sing 3A Wong Tsun Yan 2A Lui Wing Sum
22. "Celebrating 63th Anniversary of the People's Republic of China Trophy Calligraphy Competition", organized by
Tai Po Organizing Committee for Celebrating Anniversary of the People's Republic China
Secondary School Merit 1E Lai Lok Tung
23. "2nd Tai Po Inter-school Debate Competition", organized by Tai Po Youth Association
Champion
Team Member: 5A Wong Sze Wai 5B Leung Hau Yan 5B Tse Kwan Yung 5B Leung Mei Shan
 5C Choi Chun Ming 5D Fu Tsz Hang 5D Yeung Yuen Yee 5E Wu Wai Chong
 5E Lam Man Wan 4A Tsang Yuen Wah Vanessa 4C Ho Man Chun 4C Wong Wan Tim
 4C Chung Hei Long 4D Choy Ka Wai 4D Leung Kai Yin 4D Tan Tung Kit
 4E Cheuk Hio Wa 3A Wong Tsun Yan 3A Chau Sze Nam
Best Debater 5B Leung Mei Shan 5E Lam Man Wan 4D Choy Ka Wai
24. "Hong Kong Bar Association Debating Competition", organized by the Hong Kong Bar Association
Best Debater 4E Cheuk Hio Wa
25. "12th Basic Law Cup Hong Kong Secondary School Debating Competition Preliminary Stage",
organized by Joint Committee for the Promotion of the Basic Law of Hong Kong
Best Debater 5B Leung Mei Shan 5E Wu Wai Chong

26. “2012-2013 Sing Tao Inter-School Debating Competition”, organised by Sing Tao Daily
Best Debater 4A Tsui Wai Ting
27. “7th Research on Historical Photographs Writing Competition”, co-organized by the Hong Kong Museum of History and We Love Hong Kong
Student Section Champion
Team Members: 4A Sung Chong Lui 4D Choi Chiu Wing 3A Kwok Hin Wai
3E Lui Cheuk Yin 3E Mak Wing Ho
28. “2nd Inter-school Competition of Project Learning on Hong Kong's History and Culture”, co-organized by the Hong Kong Museum of History and the Hong Kong Institute for Promotion of Chinese Culture
Senior Section (Written Report) Champion
Team Members: 5A Wong Sze Wai 5B Cheng Kiu Wan 5D Lee Ching Yu
5E Chong Hiu Tung 5E Leung Alexander Siu Kwun
- Junior Section (Written Report) Outstanding Award
Team Members: 4A Kwok Tin Ching 4B So Tsz Tung 4E Tong Wing Yan
4A Wong Tsun Yan 4E Kong Ho Yin
29. “Liberal Studies Pilot Programme – Environment and Health”, organized by the Hong Kong Tuberculosis, Chestand Heart Disease Association
Honour 3A Chau Sze Nam 3A Kwok Hei Man 3A Tong Wing Yan
3A Wong Tsun Yan 3E Chow Ka Hei 3E Tsan Wai Yang
Certificate of Merit 5E Chan Cheuk Hin Charlie 5E Chan Wan Fung 5E Chow Ping Yin
5E Leung Alexander Siu Kwun 5E Ma Chung Wun 5E Ma Siu Kwan
4A Chan Lok Yin Yvonne 4A Fu Ho Cheung 4A Luk Pui Ling
4A Mak Shing Chit 4A Sung Chong Lui 4A Wong Pik Yuk
3A Chan Tin Wing 3A Chan Tsz Ying 3A Cheung Yan In Zorana
3A Lau Sheung Ki 3A Siu Hiu Man 3A So Tsz Tung
30. “Summer Art 2012”, organized by Gifted Education Section of EDB, Cultazine and the Hong Kong Academy for Performing Arts
Film Review Writing 2nd Runner-up 5E Chong Hiu Tung
Best Trainee Docent 1st Runner-up 5E Chong Hiu Tung
31. “Terracotta Warriors in My Neighborhood: Design To Empower – Animation / Video Design Competition”, co-organized by Leisure and Cultural Services Department and Hong Kong Design Centre
The Most Creative Design Award 1st runner-up
An interview about their design concept was broadcast in the ATV program (通識小學堂)
Team Members: 4E Chan Chak Shing 4E Chan Tsz Fung 4E Chong Siu Chit
32. “4.23 World Book Day Creative Competition 2013 - Love and Affection in Family”, organized by Leisure and Cultural Services Department – Hong Kong Public Library
Senior Form Chinese Champion 5D Chan Ka Wai 5D Cheng Hiu Yi 5D Wong Hang Yi

33. The 64th Hong Kong Schools Speech Festival
- S1 Cantonese Solo Verse Speaking – Girls Certificate of Merit 1A Cheung Sze Long
- S1 Cantonese Solo Prose Speaking – Girls
 Certificate of Merit (Group 2nd Runner-up) 1A Lee Man Ching
 Certificate of Merit 1A Cheng Kai Lai
- S2 Cantonese Solo Verse Speaking – Girls
 Certificate of Merit (Group 1st Runner-up) 2C Yeung Yun Hing
 Certificate of Merit 2C Yip Cheuk Ying 2C Yu Ka Wai 2D Wong Hing Lok
 2E Yeung Hei Yee
- S2 Cantonese Solo Verse Speaking – Boys Certificate of Merit 2C Yuen Cheuk Long
- S2 Cantonese Solo Prose Speaking – Girls
 Certificate of Merit 1A Tsang Hoi Ki 2C Wong Ka Wing
- S3 Cantonese Solo Verse Speaking – Girls
 Certificate of Merit 3A Chan Tin Wing 3A Siu Hiu Man 3E So Wing Ki
 Certificate of Proficiency 3C Mak Hoi Ching
- S5 Cantonese Solo Verse Speaking – Girls
 Certificate of Merit (Group Champion) 5A Chan Wing Tung
 Certificate of Merit (Group 1st Runner-up) 5B Man Wai Yan
 Certificate of Merit (Group 2nd Runner-up) 5E Lam Man Wan
- S5 Cantonese Solo Prose Speaking – Girls
 Certificate of Merit 5C Chan Cho Kiu 5D Cheng Hiu Yi
- S6 Cantonese Solo Verse Speaking – Girls Certificate of Merit 6C Lau Tiffany
- S1,2 Cantonese Choral Verse Speaking – Girls
 Certificate of Merit (Group 1st Runner-up) Wong Shiu Chi Secondary School
- S1,2 Putonghua Solo Verse Speaking – Boys
 Certificate of Merit (Group 1st Runner-up) 1E Lau Tsz Kin
- S1,2 Putonghua Solo Prose Speaking – Girls
 Certificate of Merit 2A Wong Tsz Man 1E Tang Ho Lam 1E Lai Lok Tung
 1E Zhou Yi Jing
 Certificate of Proficiency 2D Chan Cheuk Ling Carla
- S3,4 Putonghua Solo Verse Speaking – Girls
 Certificate of Merit 3C Ho Tsz Ting 3C Li Hang Ying
- S3,4 Putonghua Solo Prose Speaking – Girls
 Certificate of Merit 4C Lee Yeuk Fei 3A Cheung Yan In Zorana
- S1 English Solo Verse Speaking – Girls
 Certificate of Merit (Group 1st Runner-up) 1A Lee Man Ching
 Certificate of Merit 1A Cheung Tsz Tseng Roisin 1A Cheung Sze Long 1A Cheng Kai Lai
 1B Chow Chi Ching 1B Cheung Hoi Tung Evelyn 1D So Lok Chung
- S1 English Solo Verse Speaking – Boys Certificate of Proficiency 1B Lee Shing Hei
- S2 English Solo Verse Speaking – Girls
 Certificate of Merit (Group Champion) 2A Chung Lok Yi
 Certificate of Merit (Group 2nd Runner-up) 2C Lam Chi Wai Fefe
 Certificate of Merit 2C Lau Sum Yin 2A Chan Shek Yan Yanny 2D Tsui Wing Tung
 2D Chan Cheuk Ling Carla 2D Wong Hing Lok 2B Yeung Ka Wai
 2E Lee Pui Yee
 Certificate of Proficiency 2C Wong Ka Wing
- S2 English Solo Verse Speaking – Boys
 Certificate of Merit (Group 2nd Runner-up) 2D Kwong Yan Ming
 Certificate of Merit 2A Au Yeung Connor Christopher Ka Hei 2A Yuen Cheuk Long
 2E Wong Jonathan Yik Chong

S3 English Solo Verse Speaking – Girls

Certificate of Merit (Group 1 st Runner-up)	3E	Yeung Sin Ching				
Certificate of Merit (Group 2 nd Runner-up)	3E	Wan Sze Kei				
Certificate of Merit	3A	Siu Hiu Man	3A	Chan Yee Nga	3A	Chan Tin Wing
	3A	Kwok Tin Ching	3A	Chan Tsz Ying	3B	Wong Kwan Shun
	3C	Yau Fung Yi	3C	Ng Mei Kiu	3E	Lo Hoi Yin
	3E	Cheung Hoi Ting Cora	3E	Liu Hei Man	3E	Chow Chi Ching
	3E	Man Wai Yi				
Certificate of Proficiency	3A	Tse Ka Yiu	3A	Tong Wing Yan	3A	Cheung Yan In Zorana
	3B	Chan Hiu Tung Carrie				

S4 English Solo Verse Speaking – Girls

Certificate of Merit	4C	Lee Yeuk Fei	4E	Lam Tsz Yin		
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S4 English Solo Verse Speaking – Boys

Certificate of Merit	4C	Leung Cheuk Sum	4E	Lam Tsz Ho	4E	Cheng Man Kit
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S5 English Solo Verse Speaking – Girls

Certificate of Merit (Group 2 nd Runner-up)	5D	Chan Cheuk Nga				
Certificate of Merit	5A	Lo Wai Ling	5B	Yip Ka Wing	5C	Wong Hoi Lam Carmen
	5C	Cheung Ka Yan				

S6 English Solo Verse Speaking – Girls

Certificate of Merit (Group 2 nd Runner-up)	6B	Tang Hoi Chi				
Certificate of Merit	6C	Lau Tiffany				

S1, 2 English Choral Speaking – Mixed

Certificate of Merit	Wong Shiu Chi Secondary School					
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Artistic

1. “Tai Po School Drama Competition 2013”, organized by the Tai Po District Arts Advancement Association
Best Role Modelling Award and Best Performance Award

Best Main Actress Award	4D	Mo Pui Yi				
Best Actress Award	5E	Wong Hiu Ching				
Team Member:	5A	Wong Lui Fung	5A	Li Kwok Him	5C	Cheung Sin Tsui
	5E	Chong Hiu Tung	5E	Wong Hiu Ching	4A	Wong Hoi Ting
	4A	Cheung Pui Suen	4C	Law Tsz Ching	4D	Mo Pui Yi
	3A	Wan Yin Kiu	3B	Lai Chi Yung	3D	Lee Fong Kei
	3D	Wong Wing Hei	1E	Lee Ka Ki		

2. “Hong Kong School Drama Festival 2012/2013”, organized by the Hong Kong Arts Centre

Outstanding Actor Award	5A	Wong Lui Fung				
Outstanding Actress Award	3A	Wan Yin Kiu				
Outstanding Performance Award	5A	Wong Lui Fung	5E	Chong Hiu Tung	5E	Tang Tsz Kit
	5E	Cheung Chiu Keung	5E	Wong Hiu Ching	4B	Lai Shing Yan Natalie
	3A	Wan Yin Kiu	3A	Kwok Tin Ching	3A	Fung Wing Nam
	3B	Lai Chi Yung	3D	Lee Fong Kei	3D	Wong Wing Hei
	3E	Lo Hoi Yin				

3. The 65th Hong Kong Schools Music Festival

Graded Piano Solo – Grade 3	Certificate of Proficiency	2E	Lam Nga Wai		
Graded Piano Solo – Grade 4					
Certificate of Merit	1E	Lai Lok Tung			
Certificate of Proficiency	3E	Tsan Wai Yeung	2D	Hon Hin Yeung	
Graded Piano Solo – Grade 5					
Certificate of Merit	4C	Yiu Ka Lam	4E	Lo Ka Huen	3D Chan Nok Wun
	1C	Pun Yin Lam			
Certificate of Proficiency	2A	Yau Long Ting	1B	Cheung Ho Yuet	1D Yung Pui Yi
Graded Piano Solo – Grade 6					
Certificate of Merit	4A	Yan Hay Tung	4B	Chan Wing Lam	3A Kwok Hin Wai
	3B	Wong Kwan Shun	2C	Chong Suet Wing	1E Lau Chak Shun
Graded Piano Solo – Grade 7					
Certificate of Merit	3A	Chan Tsz Nga	3C	Tse Long Yin	2A Hung Ching Laam
	2E	Lai Chun Ming			
Graded Piano Solo – Grade 8					
Certificate of Merit	5E	Wong Ka Shun			
Certificate of Proficiency	3B	Chan Cheuk Kwan			
Piano Duet – Junior	Certificate of Merit		1E	Chan Ka Yui	1E Lai Lok Tung
Piano Solo – Gold Medal Award	Certificate of Merit		3A	Ngan Hoi Ming	
Piano Solo – Chinese Composers Junior	Certificate of Merit		1E	Lai Lok Tung	
Piano Solo – Composer of the year	Certificate of Proficiency		4E	Wong Yue Ting	
Violin Solo - Grade 4	Certificate of Proficiency		4E	Leung Cheung Hang	
Violin Solo - Grade 6	Certificate of Proficiency		5C	Yau Ngan Sut	
Violin Solo - Grade 7	Certificate of Merit		2E	Ho Yiu Him	
Tom Lee Music Prize for Brass Concerto	Certificate of Merit (Group Champion)				4A Law Wai Lok
Descant Recorder Solo - Secondary School - Age 16 or under					
Certificate of Merit (Group 2 nd Runner-up)		5B	Law Ho Yin		
Descant Recorder Solo - Secondary School - Age 14 or under					
Certificate of Merit (Group 1 st Runner-up)		1A	Cheung Tsz Tseng	Roisin	
Vocal Solo - Female Voice - Secondary School - Age 14 or under					
Certificate of Merit (Group Champion)		3A	Kwok Tin Ching		
Certificate of Merit	3A	Chan Tin Wing	3E	Lo Hoi Yin	
Trombone Solo – Secondary School - Senior					
Certificate of Merit (Group 1 st Runner-up)		4A	Law Wai Lok		
Euphonium Solo	Certificate of Merit (Group Champion)		4A	Law Wai Lok	
Guitar Solo – Intermediate	Certificate of Honour		4E	Yau Hok Kan	
Zheng Solo – Senior	Certificate of Merit (Group 1 st Runner-up)		3C	Li Hang Ying	
Zheng Solo – Junior	Certificate of Proficiency		2E	Lai Lee Ching	
Liuqin Solo – Senior	Certificate of Merit		2B	Lau Hoi Ying	1E Cheung Yuen Yan
Erhu Solo – Senior	Certificate of Merit (Group 1 st Runner-up)		2B	Li Hang Tsun	
	Certificate of Merit (Group 2 nd Runner-up)		3A	Yau Pui Chung	
	Certificate of Proficiency		1C	Chan Pang Chin	

Di Solo - Secondary School – Senior Certificate of Proficiency 5E Chow Ping Yin
 Di Solo - Secondary School – Intermediate
 Certificate of Proficiency 5E Chui King Yin 4E Chu Man Ho
 Di Solo - Secondary School – Junior
 Certificate of Proficiency 4D Leung Hiu Man 3E Cheung Hoi Ting Cora
 Xiao Solo – Senior Certificate of Proficiency 5E Chui King Yin
 Chinese Instrumental Ensemble - Secondary School
 Certificate of Merit Wong Shiu Chi Secondary School
 Church Music - Chinese – Secondary School Choir - Age 14 or under
 Certificate of Proficiency Wong Shiu Chi Secondary School

4. “The 32nd Tai Po Inter-school Dance Competition”, co-organized by the Tai Po District Arts Advancement Association
 Gold Award 5B Chan Cheuk Hin 5C Fan Tsz Ching 2C Kam Ka Man
5. “Mid-Autumn Lantern Design Competition 2012”, co-organized by Education Bureau and Leisure and Cultural Services Department
 Champion 5C Yau Ngan Sut
 Merit 5A Chan Wing Tung 5B Lau Ka Man 5B Tse Kwan Yung
 5C Cheung Cheuk Hang 4A Tsui Wai Ting
6. “25th Peace Poster Contest”, organized by Lions Club International District 303, Hong Kong and Macau
 Merit 2B Fong Tik Sang
7. “The Wharf Secondary School Art Competition 2012-2013”, organized by the Wharf (Holdings) Limited
 The Top 54 Entrants 6E Wu Hin Yan
8. “Qin Shi Huang History Comics Drawing Competition”, organized by the Hong Kong Museum of History
 Merit (4th Place) 6E Wu Hin Yan
9. “Celebration of the 63rd Anniversary of the Founding of the People’s Republic of China - National Day Bunting Design Competition” organized by the Tai Po District Office
 Champion 5A Chan Wing Tung (Her design was printed as bunting and was hanged in Tai Po during National Day)
 1st Runner-up 5C Cheung Cheuk Hang
 Merit 5B Law Ho Yin

Civic Education and Social Services

1. “The Hong Kong Award for Young People”, organized by the Hong Kong Award for Young People Schools Operating Authority
 Bronze Award 3A Wong Ho Lun 3D Lam Chin Hung
2. “Tai Po Outstanding Student Award”, organized by Tai Po Youth Association
 Outstanding Student (Junior) 3E Chiu Tsz Tong Daphne

3. “The 12th Scout Skill Competition”, organized by the Scout Association of Tai Po South District
Overall 1st Runner-up
Team Member: 4D Leung Kai Yin 4D Wong Ho Kwong 4E Yip Tung Wai
4E Lam Ho Yin 3C Hui Ying Kit 3C Lee Cheuk Tim
2C Chan Chun Leung
4. “Hong Kong Red Cross Youth Unit”, organized by the Hong Kong Red Cross
Mastery Badge 5C Yau Yuen Yan 5D Chung Lok Yan
5. “Wing Hang V-are-OneProgram” 2011/2012, co-organized by Wing Hang Bank and Hong Kong Professional Teachers’ Union
Outstanding Student Volunteer Award 5E Cheng Sau Kwan
6. “Moot Court Competition for Hong Kong Secondary School Students”, organized by Rotary Club of New Territories, the Hong Kong Institute of Vocational Education, Education Bureau and and Hong Kong Association For Business Education
Best Innovation Award 5B Chan Sze Lok 4A Li Ka Ngai 4A Yan Hay Tung
4A Tsui Wai Ting 4A Fu Ho Cheung 4A Wong Cheuk Yiu
4C Lau Yuen Yee 4C Tang Yuen Na 4C Chan Yuet Mei
4C Leung Hau Yiu 4C Wan Wing Lam 4C Leung Cheuk Sum
4C Luo Zhuo Xian 4D Choi Chiu Wing 4D Ngan Lai Yuk
4D Ho Man Wai 4E Lam Ting Ho 4E Fung Chun Wai
4E Poon Wai Lam 4E Lam Ho Yin
7. “Civil Aid Service Reservation Ambassador Programme (Service)”, organized by Civil Aid Service Cadet Corps Certificate 3D Wong Ho Lun
8. “你我他，共建大埔家：好鄰居方法大募集”，organized by the Boys' and Girls' Clubs Association of Hong Kong Jockey Club Tai Po Children and Youth Integrated Services Centre

Sports

1. The Inter-School Swimming Championships, organized by the Hong Kong School Sports Federation (Tai Po and North District Division), was held on 8th and 10th October 2012 at Ma On Shan Swimming Pool. Thirty-four secondary schools competed for the Championship. Our school sent 4 swimming teams comprised of 26 students to participate in the Boys A Grade, Boys B Grade, Boys C Grade and Girls B Grade of the competition. Our team has achieved good results in the competition. In the singles competition, our team won 1 gold, 2 silver and 4 bronze medals. In the team competition, both our A grade Girls team and C Grade Boys team were awarded the Third Runner-up. Our team also won a silver medal in the relays. The following is the list of our swimming team members and medalist:

Girls A Grade			
4B	Tse Hoi Yan	50 meters Breaststroke	Bronze
		Silver	
4D	Choi Ching Man	100 meters Backstroke	Bronze
Boys C Grade			
2E	Lai Chun Ming	4x50 meters Medley Relay	Silver
		100 meters Breaststroke	Bronze
		200 meters Breaststroke	Gold
2E	Wong Jonathan Yik Chong	4x50 meters Medley Relay	Silver
		200 meters Breaststroke	Silver
2E	Yau Wai Yin	4x50 meters Medley Relay	Silver
1D	Tin Lik Hang	4x50 meters Medley Relay	Silver

2. Tai Po Sports Association Age Group Competition, organized by Tai Po Sports Association and Leisure and Cultural Department, sponsored by Tai Po District Council. Our school has made excellent results in different competitions

Age 12-13 Boys	200 meters Individual Medley	Champion	2E	Lai Chun Ming
	200 meters Breaststroke	1 st Runner-up	2E	Lai Chun Ming
Age 16-18 Boys	100 meters Breaststroke	Champion	5A	Wong Ching Wai
	50 meters Breaststroke	2 nd Runner-up	5A	Wong Ching Wai
	50 meters Freestyle	2 nd Runner-up	5A	Wong Ching Wai

3. “Inter-School Fencing Championship”, organized by the Hong Kong Schools Sports Federation – New Territories, was held at Po Wing Road Sports Centre and Luen Wo Hui Sports Centre on 24-25 November 2012. Our school sent 15 students to participate in the championship, including Boys and Girls B Grade Epee Team Competition, Boys B and Girls C Grade Individual Epee and Foil. 3E Wong Hong Nam was awarded 2nd Runner-up in Boys B Grade Individual Foil.

4. “Inter-school Table Tennis Competition”, organized by the Hong Kong School Sports Federation – Tai Po and North District Area Committee, was held on 13 – 20 January 2013. Our school sent five teams comprising 21 students to participate in the competition. Our Boys B Grade and Girls C Grade were awarded Champion and Third Runner-up respectively. The following is the list of our table tennis team members:

Boys B Grade

Team Members	3A	Ngan Hoi Ming	3E	Tang Kai Hang	3C	Chan Kiu Chun
	3B	Sum Chun Yeung	3A	Hung Ting Ngai Warren		

Girls C Grade

Team Members	2E	Cheung Man Shan	1C	Ko Lok Jing	1C	Fung Cheuk Man
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5. Our Girls Softball Team was awarded the champion for the 15th consecutive year in Inter-school Softball Championship, organized by the Hong Kong School Sports Federation and the Hong Kong Softball Association. The following is the list of our softball team members:

Most Valued Player	4B	Tang Nga Man				
Team Members:	5E	Yeung Leslie Siu Tung	5E	Wong Nga Ting	5E	Sheung Tsz Ying
	5A	Ho Shui Tung	5D	Chan Po Yu	4A	Wong Po Wai
	4B	Tang Nga Man	4B	Tse Hoi Yan	4D	Choi Ching Man
	3B	Lau Tsz Lam Lydia	3C	Leung Man Kei	3D	Lau Hiu Kwan
	3C	Tsang Chor Yi				

6. Inter-school Novice Softball Championship, organized by the Hong Kong Softball Association was held on Tin Kwong Road Softball Stadium during Easter Holiday. Our school was awarded the Champion in the competition. The following is the list of our softball team members:

Team Members:	5A	Ho Shui Tung	5D	Chan Po Yu	5E	Yeung Leslie Siu Tung
	5E	Wong Nga Ting	5E	Sheung Tsz Ying	4A	Wong Po Wai
	4B	Tang Nga Man	4B	Tse Hoi Yan	4E	Chan Hei Lun
	3B	Lau Tsz Lam Lydia	3C	Leung Man Kei	3D	Lau Hiu Kwan
	3C	Tsang Chor Yi	3E	Chiu Tsz Tong Daphne	2C	Lo Wing Yan

7. “Inter-School Athletic Championship”, organized by Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee”, was held at North District Sports Ground on 1, 4, 5 February. Our school sent 5 teams comprising 35 students to participate in the competition. They performed well in the competition. In singles competition, our school was awarded 2 gold, 2 silver and 1 bronze medal and broke one official record. In team competition, our Girls B Grade was awarded Third Runner-up. The following is the list of our medalists:

Girls B Grade	3D	Tang Nga Man	Javelin	Gold medal and Break Official Record
			Long Jump	Silver medal
			4x100 meters Relay	Silver medal
	3A	Kwok Tin Ching	4x100 meters Relay	Silver medal
	3C	Lau Hiu Kwan	4x100 meters Relay	Silver medal
	4C	Law Tsz Ching	4x100 meters Relay	Silver medal
Girls A Grade	6E	Ho Ka Yue Vanessa	Shot Put	Bronze medal
	4B	Tse Hoi Yan	Javelin	Gold Medal

8. “Inter-School Football Championship”, organized by Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee”. Our school sent 3 teams comprising 42 students to participate in the competition. Our Boys A and C Grade were awarded Third Runner-up and Second Runner-up respectively. The following is the list of our team:

Boys A Grade	6A	Lee Kin Fung	6C	Ng Tsz Hin	6C	Wong Ching Yiu
	6D	Wan Wai Hin	6D	Lee Ho Leung	6D	Kwan Nok Hang
	5A	Wong Sze Wai	5A	Lam Hei Yue	5E	Kwok Sze Kan
	5E	Cheung Chiu Keung	5D	Wong Ching Yu	5D	Nung Chun Wai
	5D	Chong Hiu Fung	4C	Chan Pak Yin		
Boys C Grade	2A	Pong Cheuk Kiu	2B	Ho Chin To	2B	Wong Hong Nam
	2B	Tang Lok Tin	2C	Wong Chun Hin	2D	Hon Hin Yeung
	2D	Hung Chi Him Leo	2D	Yeung Ka Yiu	2D	Kwong Yan Ming
	2E	Wong Chak Yin	2E	Yau Wai Yin	1E	Poon Wing Lok

9. “Inter-School Badminton Championship”, organized by Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee. Our school sent 6 teams comprising 38 students to participate in the competition and achieved good results.

Boys and Girls Overall		Champion (6 th Consecutive win)				
Boys Grade B (25 teams)		Champion				
Team Members	4B	Chan Cheuk Yin	4B	Fan Pui Yin Cyprus	3A	Ko Ho Wai Elvin
	3B	Kwan Yat Tin	3C	Fung Tin Nok Kester	3D	Chan Yiu Cheong
	2B	Kwan Yui Him				
Boys Grade C (23 teams)		1 st Runner-up				
Team Members	2B	Fung Yiu Fai	1B	Lee Yat Laam	1C	Cheung Man Chun
	1C	Chan Pang Chin	1C	Yu Man Pok	1C	Wong Chung Lai
	1D	Tin Lik Hang	1E	Pok Yuet Yeung		
Girls Grade A (18 teams)		Champion				
Team Members	6A	Chan Ruo Xi	6C	Kwan Sui Ling	5E	Yeung Leslie Siu Tung
	4E	Lee Ching Yau	4B	Tse Hoi Yan		
Girls Grade B (17 teams)		Champion				
Team Members	4A	Wong Po Wai	4A	Tsui Wai Ting	4B	Tang Nga Man
	4E	Chan Hei Lun	4E	Wong Yue Ting	3C	Ho Kei Yau
Girls Grade B (17 teams)		Champion				
Team Members	2B	Lau Hoi Ying	2C	Mak Chung Yan	2C	Chu Lok Ching
	2D	So Pik Wai	1A	Ho Hiu Ching	1A	Lee Man Ching
	1D	Lei Cheuk Wa				

10. “2013 A.S.Watsons Group Student Sports Award”, organized by A.S.Watsons Group
5E Yeung Leslie Siu Tung

11. “Inter-school Basketball Competition”, organized by the Hong Kong School Sports Federation. Our school sent 6 teams comprising 61 students participate in the competition.

Boys B Grade (35 teams)		2 nd Runner-up					
4A	Ko Sin Fung	4A	Fong Hon Nam	4D	Lui Ho Kwong	4C	Chung Hoi Wang Nicole
4E	Chan Tsz Fung	3A	To Man Long	3A	Yim Wing Fung	3A	Ko Ho Wai Elvin
3B	Cheung Fu Kiu	3B	Lai Chi Yung	2E	Chu Wing Kin		
3E	3E	2C	Lai Chi Yung				
Girls B Grade (17 teams)		2 nd Runner-up					
4A	Wong Hoi Ting	4A	Lock Hau Ying	4A	Cheung Pui Suen	4C	Lee Nga Lun
4C	Law Tsz Ching	3C	So Tsz Ying	3D	Chau Yi Ting	3E	Ching Lok Tung

12. “Hong Kong Schools Sports Federation N.T. Secondary Schools Overall Championship” – Our school was awarded the top ten schools in both Boys and Girls Division. Our school ranked 6th in Boys Division and 7th in Girls Division. 5E Sheung Tsz Ying was awarded the best athlete in Softball.

13. “42nd Anniversary of Hong Kong Judo Association - Hong Kong Junior Judo Championships”, organized by Hong Kong Judo Association, held at Shek Kip Mei Sports Centre on 16 September 2012.

Boys	Junior	66kg	2 nd Runner-up	4C	Au Shu Yan	4E	Chan Chak Shing
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14. “Anniversary of People’s Republic of China Judo Championship 2012”, co-organized by Tsuen Wan District Council and the Great Eastern Judo Union, held at Tsuen King Circuit Sports Centre on 28 October 2012.
Boys Group E Age 13 – 16 66 kg 1st Runner-up 4C Au Shu Yan
15. “Hong Kong Junior Judo Team Championships 2012”, organized by Hong Kong Judo Association, held at Pei Ho Street Sports Centre on 8 December 2012
Age 13-16 1st Runner-up 4E Chan Chak Shing
16. “Hong Kong Inter-school Judo Championship 2012”, organized by the Hong Kong Judo Association, was held at Kwun Chung Sports Centre on 15 December 2012.
Senior Men 66 kg 2nd Runner-up 4C Au Shu Yan
17. “Hong Kong Inter-school Judo Invitation 2013”, co-organized by Judo Club of the Student Council of the University of Hong Kong and co-organized by the Great Eastern Judo Union, was held at Flora Ho/Lindsay Ride Sports Centres, the University of Hong on 17 March 2013.
Women 42 kg 2nd Runner-up 1A Wong Pui Shan
Women 45 kg 2nd Runner-up 2A Tsui Chi Yan
18. “Bank of China (Hong Kong) 56th Festival of Sport Hong Kong Judo Championships 2013”, co-organized by the Federation & Olympic Committee of Hong Kong, China and Hong Kong Judo Association, sponsored by the Leisure and Cultural Services Department, held at Po Kong Village Road Sports Centre on 26 May 2013.
Girls Group F Age 13 – 16 47 kg 2nd Runner-up 2A Tsui Chi Yan
Girls Group F Age 13 – 16 38 kg 2nd Runner-up 1A Wong Pui Shan
Girls Group F Age 13 – 16 38 kg 2nd Runner-up 1A Tang Wing Yung
Girls Group F Age 13 – 16 38 kg 2nd Runner-up 1A Cheung Sze Long