

School Annual Report 2013/2014

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 2013/2014 school year, the school operated with 27 classes in total. Each form from Secondary 4 to 6 had five classes; whereas each level from Secondary 1 to 3 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*)	4(5*)	5	5	5	27

* As a means to consolidate the learning outcomes in junior forms, the four classes in each level of Secondary 1 to 3 were divided into 5 groups for implementing small-class teaching. The policy is extended to Secondary 4 in the 2014/2015 school year.

2. Student enrollment

In September 2013, the total student enrollment was 941, with 405 boys and 536 girls. The overall attendance of students for the whole year was 98.0%.

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 comes from Tai Po. A detailed analysis follows:

Students' residential areas	Number	Percentage
Tai Po	762	80.98
North District	139	14.77
Sha Tin , Tai Wai	15	1.59
Yuen Long, Tin Shui Wai	13	1.38
Kowloon	6	0.64
Tsuen Wan, Tung Chung	3	0.32
Hong Kong Island	1	0.11
Shenzhen	2	0.21
Total	941	100.00

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 teacher, parent and alumnus categories, as well as one independent manager. There is also one alternate teacher manager and one alternate parent manager. The Principal is an ex-officio manager. Three sub-committees on school development, school management and finance have been set up under the 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
Mr. Tang Kai Ming Kenneth	Sponsoring Body Manager (Supervisor)	29/08/2018
Mr. Ho Ting Yau	Sponsoring Body Manager	29/08/2018
Mr. Chan Ho Sing Herman	Sponsoring Body Manager	29/08/2018
Mr. Lam Shu Wing	Sponsoring Body Manager	27/08/2019
Mr. Shum Man Kwong	Sponsoring Body Manager	27/08/2019
Mr. Lee Ka Kui	Sponsoring Body Manager	29/08/2018
Mr. Leung Po Chung Dannuel	Sponsoring Body Manager (Treasurer)	21/09/2018
Dr. Ho Man Sing	Alumni Manager	31/05/2015
Ms. Chen Xudong	Parent Manager	01/01/2015
Ms. Cheng Mei Ying	Alternate Parent Manager	01/01/2015
Mr. Chan Wai Keung	Teacher Manager	24/01/2015
Mr. Cheng Sze Wang	Alternate Teacher Manager	24/01/2015
Dr. Tang Yim Man	Independent Manager	05/01/2016
Mr. Ho Chi Nap	Principal (Ex-officio manager) (Secretary)	-

3. We would like to express our heartfelt gratitude to our retired independent manager, Ms. Ho Pui Har for her contributions to the success of the School in the past two years. A warm welcome is given to our newly appointed Independent Manager, Dr. Tang Yim Man. Her invaluable experiences in educational frontline, administration and research will certainly be a great asset to the management team of the School.

Staff

- At present there are 60 full-time teachers, 2 part-time teachers, 5 teaching assistants, 18 tutors and coaches and 19 clerical and supporting staff members. 98% of our teachers have received teacher training, 95% bachelor degree, 47% an additional master or doctoral degree and 16% special education training. All English and Putonghua language teachers meet the full language proficiency requirements of the EDB.
- Ms. Law Mei Ling retired at the end of 2013/2014 school year, after her continuous service in this school for 37 years since 1977. The school is indebted to her loyal and dedicated service. We wish her the best in the new and exciting life.
- At the end of last school year, Ms. Kwan Wan Sang and Ms. Liu Sin Lai left our teaching team after completing their contracts. Ms. Tang Yu Ngan and Ms. Ku Lok Man, our teaching assistants, left for the reasons of receiving other job offers. We would like to express our appreciation and gratitude to all of them.
- Mr. Ching Yuk Cheong, formerly serving as teaching assistant, is appointed as teacher from 1 September 2014. His passion and commitment in teaching are highly regarded.
- The IMC has approved the promotion of Ms. Wong Yuk Ying and Ms. Yuen Lam to the Senior Graduate Mistress Rank effectively from 1 September 2014, in recognition of their leadership, professional knowledge and contributions to the school. Ms. Wong chairs the Careers and Further Studies Committee and Ms. Yuen the English Department (Junior Section).
- To meet the needs of school development, the following appointments have been made effective on 1 September 2014:

Mr. Kwong Chun Yu	Chair of Mathematics Department (Senior Section)
Mr. Man Wai Kit	Chair of Mathematics Department (Junior Section)
Mr. Tse Chung Hang	Chair of Administrative Committee (plus Biology Department)
Mr. Yam Yee Kin	Chair of Examinations Committee (plus Physics Department)
Mr. Lee Tsz Wa	Chair of Publicity Committee (plus Visual Art Department)
Ms. Hui Mei Yee	Chair of Integrated Science Department

7. 4 new teaching assistants have been recruited in 2014. They are
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|--------------------------|---|------------------|
| Mr. Chau Chun Sing | Bachelor of Economics & Finance, HKU | w.e.f. 10.2.2014 |
| Ms. Lam Pui Yan Jennifer | LLB(Hons), City U; MSc in Management with Marketing, University of Bath | w.e.f. 25.8.2014 |
| Ms. Ng Ka Wing | BA, HKBU | w.e.f. 1.9.2014 |
| Ms. Lee Hau Yi | B.Soc.Sc., CUHK | w.e.f. 1.9.2014 |
8. Ms. Ho Si Wing Vera was conferred a Master's Degree of Arts in Student Activities in Education by the CUHK and Mr. Wong Chun Ting a Master's Degree of Science in Energy and Environment by the City University of Hong Kong. Mr. Ching Yuk Cheong and Ms. Ko Kit Ying Matilda were conferred the Postgraduate Diploma in Education from the University of Hong Kong and the Chinese University of Hong Kong respectively. Ms. Kwan Wan Sang was granted a 3-day release for taking the EDB course on Stress Management
9. 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.

School Major Concerns

3 major concerns were addressed in the School Annual Plan 2013/2014. 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. By the end of the 2013/2014 school year, the 3-year Language-across-the-Curriculum Project (LACP) could celebrate its milestone in completing the first stage of development with all EMI subjects engaged. The successful implementation of the Project was blessed by the EDB, with the total financial support amounting to \$999,440 under the Refined English Enhancement Scheme, and the professional advice given by the Language Learning Support Section. For the latter, we are greatly indebted to Ms. Amy Poon, the Senior School Development Officer, for her assistance in realizing the objectives set.

1.2. Text types are used as the entry point for cross-curricular collaboration between English and EMI subjects. In English classes, different text types are introduced in the formal curriculum; while the other EMI subjects, collaborating with English classes, provide opportunities to apply the text types that are relevant to their subject context. Mathematics, Information & Communication Technology, History, Economics and Business, Accounting & Financial Studies were the last batch of subjects engaging in the collaboration. Classes involved came from S3, 5 and 6. Positive feedback was given by S3 and 5 students and it is stipulated as follows:

- More than 90% of students strongly agreed or agreed that they have learnt how to use targeted text structures of comparing & contrasting and problem & solution, and language focuses.
- More than 85% of students were confident in reading and writing using the text structures.
- More than 95% of students recognized the effectiveness of using graphic organizers in their language learning and signal words for linking ideas in their writing.

(Note: A survey of S6 students was not conducted because their study leave for DSE Examination started immediately after the teaching)

1.3. As an extension of the LACP, the Reading-across-the-Curriculum Project (RACP) was first introduced in 2012/2013 with the objective of giving students opportunities in intensive reading of non-fiction related to content subjects. Reading skills are introduced and sharpened through the reading exercises. By 2013/2014, the project has been integrated into the formal curriculum of Integrated Humanities in junior forms; while in senior forms, the Reading Project is part of the informal curriculum of Science subjects, viz. Physics, Chemistry and Biology. The Project was fine-tuned to reduce the workload incurred. As in the first year, students took up the roles of aspiring teenage historian, reporters, explorers, physicists, chemists and biologists to view an issue from a subject-specific perspective during the reading and post-reading stages. The post-reading showcases, despite being highly recognized with the impressive performance of students in 2012/2013, were suspended to save teachers' and students' efforts to the prime concern of the Project – reading. Both senior form and junior form students were required to use mindmaps to present their reading summaries. With reference to their products, S2 students were able to show causal relationships and could capture the main ideas or issues in the graphic organizers; S4 Science students could develop rather sophisticated mindmaps to present the key science concepts from the readers.

1.4. The LACP and RACP have received high esteem from the EDB and the public. Both projects were recognized as good practices by the Bureau and the school was invited to share their experiences to the public on two occasions in 2012 and 2014 respectively. In 2015, we shall be invited by the Bureau again to hold another public seminar on the Reading Project as an illustration of self-regulated learning.

1.5. As a way to enhance the effectiveness of learning and teaching, the English Department emphasises the following strategies: Firstly, additional exercises and learning materials with different cognitive requirements have been prepared to enrich the core content at each level. Alongside the streaming of students according to abilities, after-school remedial classes are organized in junior forms and enhancement classes in senior forms. Students' diverse learning needs can be better addressed. Secondly, with the implementation of the LACP and RACP, greater connectedness has been developed between English and EMI subjects in planning their teaching. At present, teaching collaboration has been established in text types and reading skills in both senior and junior forms. A master plan on coordinated language teaching, though at its preliminary stage, is formulated, extending beyond subject level to school level. Thirdly, the design of teaching aligns closely with the findings from the students' performance. In response to the TSA performance in 2013, widening vocabulary bank, identifying the connection between ideas in reading and elaborating ideas in writing are prioritized in teaching at junior forms. The grammar items with greater emphasis are highlighted in the scheme of work with reference to the past year's school examination report.

1.6. The findings in The Assessment Programme for Affective and Social Outcomes (APASO) indicate that there is an encouraging rising trend in students' confidence in learning English.

		11/12	12/13	13/14
Junior forms	This School	2.48	2.69	2.80
	HK Schools	2.32	2.32	2.32
	Effect size	negligible	small	moderate
Senior forms	This School	2.26	2.47	2.62
	HK Schools	2.23	2.23	2.23
	Effect size	negligible	small	moderate

Table showing student confidence in learning English (maximum score being 4)

1.7. The school aims at nurturing students as lifelong learner. We make effort to instill among students the skills for learning and the habits to learn. Students kept rating high the efforts of the school in this area and a continuous rising trend was noticed in the past three years.

Item	Score		
	11/12	12/13	13/14
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	3.9
I (student) am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc.	3.6	3.6	3.7
I (student) take the initiative to learn.	3.6	3.6	3.7
I (student) often read materials such as leisure reading materials and newspaper outside class.	3.6	3.7	3.8
I (student) know how to set learning goals for myself	3.7	3.7	3.8

Table showing students' perception on the school-effort and self-effort in nurturing themselves as lifelong learner (maximum score being 5.0)

1.8. School based self-study materials for students at junior and senior forms have been compiled by the Chinese Department. The contents include language and cultural knowledge, classical writings and idioms. Students are allowed to study the materials at their own pace, but their progress is reviewed in school examinations. The Liberal Studies Department has a similar practice, with their self-study materials addressing background knowledge and definitions of conceptual words. Pre-lesson preparation is an integral routine in Chinese and Geography classes. In Chinese, students are required to complete the guided questions in the textbook before the start of each teaching unit and to identify the gist of each paragraph of the text to be studied. They are also given opportunities to present their work before their class and mindmaps are applied to summarise their ideas. In Geography lesson, preparation is done on a lesson basis, filling-blank questions are set for students to check their understanding. The English Department makes use of the TV News Online, the e-Learning platform established by the HKedCity to provide authentic local news clips and online exercises for self-access learning. In 2013/2014, we were delighted to receive the Best Participation Awards for Schools in both junior and senior forms, and our students were also among the recipients of the Best Performance Awards. The ICT Department updates the learning materials of each topic to the Moodle platform. Students are therefore kept abreast of the most recent development of the subject.

1.9. The annual collaborative lesson planning exercise encourages teachers to try out innovative approaches in their teaching and therefore students' learning. Metacognitive skills and self-regulated learning were adopted as the focus of exercises in the last two school years. In 2013/2014, there were 27 different projects being successfully tried out with the involvement of all teachers. Their themes can be categorized as follows:

Theme	No. of Projects
Metacognitive skills and self-regulated learning	20
e-learning	1
Use of language	5
Investigative skills	1

1.10. We hold the belief that reading is a key leading to lifelong learning. The Chinese Department, English Department and Library work closely to establish the reading atmosphere on campus. Since 2004, the school has been participating in the Popular Reading Award Scheme organized by the Hong Kong Professional Teachers' Union (HKPTU). The Scheme is divided into two parts – reading of Chinese books and participation in reading related activities. As in the past, our students maintained a high standard of performance in the event. Last year, 474 (61.7%) of our S1 to S5 students received the "Purple Badge of Honour" – the highest award in recognition of their systematic reading habits and skills in pursuing knowledge. The Hong Kong Public Library Reading Programme for Children and Youth (HKPL) was first launched in 2012 with the objective of promoting English reading in junior forms. In 2013/2014, 265 (64.2%) of our S1-3 students was awarded with merit certificate for completing 10 or more English books in 8 months' time.

1.11. As indicated in the APASO, our students consistently show greater confidence in their reading strategy when comparing with the territory. This can attribute to the continued effort made by the school in promoting reading.

School year		12/13	13-14
Junior forms	This School	2.88	2.90
	HK Schools	2.68	2.68
	Effect size	Small	Small
Senior forms	This School	2.92	2.91
	HK Schools	2.70	2.70
	Effect size	Moderate	Small

Table showing student confidence in reading strategy, 2012 – 2014 (maximum score being 4)

1.12. The school commits to all-round development of students. We pursue academic excellence, but recognize students' talents in non-academic areas as well. Law Wai Lok, a secondary 6 student, showed exceptional talents in music. He was the Champion of Trombone Solo (Senior Secondary) and Champion of Euphonium Solo in the 66th Hong Kong Schools Music Festival. Tang Nga Man of secondary 5 and Tse Hoi Yan of secondary 6 were honoured with the Outstanding Athlete Award (Overall) by the Hong Kong Schools Sports Federation (Tai Po and North district). Ho Ting, our secondary 2 student, was the Champion at Hong Kong & Macao District and received a Merit Award at international level of the 26th Peace Poster Contest organized by the Lions Clubs International. Their achievements fairly reflect the continued efforts of the school in enhancing students' potential. In 2013/2014, the school nominates our students to participate in 113 open competitions and activities which involved a total of 2403 entries. Students of different abilities were nominated and given the chances for further development in different areas. Statistics on students' participations are shown in the table below.

Competitions / Activities	No. of events	No. of participants
Academic	66	1745
Aesthetic	12	219
Leadership	14	65
Athletic	14	273
Service	7	101

1.13. On the basis of the findings in the Stakeholder Survey, our students consistently rate themselves showing active participation in extra-curricular activities and they consider this participation provides opportunities to increase extra-curricular knowledge and life skills.

Item	11/12	12/13	13/14
My schoolmates actively participate in extra-curricular activities.	3.9	3.8	3.8
Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased	3.9	3.9	3.9

Table showing students' perception on extra-curricular activities, 2011 – 2014 (maximum score being 5)

1.14. Remedial classes are organized after school to support junior form students who are weak in the 3 core subjects, i.e. English, Chinese and Mathematics. Starting from 2013/2014, we have our regular teachers or teaching assistants instead of part-time instructors to take up the teaching. The arrangement is possible because of the surplus teaching staff from joining the Voluntary Optimization of Class Structure Scheme. As agreed in the School Evaluation, the practice benefitted from deploying regular teaching staff for the classes. The teachers knew the weaknesses of the students and the curriculum better, and therefore more relevant learning materials could be designed. Students showed positive attitude in making improvement.

1.15. We also made use of the resource of the Diversity Learning Grant to enhance gifted education. Senior form students showing strengths in different areas are nominated to participate in various courses or activities organized by universities and external organizations for enhancing their capacities. The expenses in these areas reached \$91,520 last year.

Courses / Activities	No. of participations
Academic	34
Leadership	66
Civic education	16
Sports	14

Table showing statistics on students' participations in courses and activities funded by the Diversity Learning Grant

Reflection

1.16. The school will build on the foundation laid down in the 3-year LACP for enhancing students' English proficiency. The English Department and EMI-subjects will continue the collaboration in applying text types that are relevant to the respective subjects. The project has aroused the language awareness in different EMI subjects. The History Department has fully integrated its teaching materials for the senior forms with language elements. The Geography Department has compiled further learning packages on text types and other languages elements on top of the requirements of the Project. The ICT Department agrees that the collaborative teaching on "Problem and Solution" shows great relevance in helping students to prepare the project proposal that is required for the senior form school-based assessment. Similarly, the Biology Department considers the collaborative teaching in reporting text type useful. The Mathematics Department became involved in the Project in 2013/2014 and tried out the application of "Problem and Solution" text type in its subject context. The collaboration was far from satisfactory as great discrepancies were noted in the language used in the two subjects – Mathematics and English. In 2014/2015, the Mathematics Department will launch a subject-based writing curriculum addressing "Problem and Solution" which will prepare students to answer the explain-your-answer type questions in the DSE paper. The experiences in LACP are encouraging as it raises the language awareness in content subjects and has provided hands-on experiences in cross-curricular collaboration.

1.17. Collaborative Lesson Planning has been in existence since 2008 as an annual exercise for teachers to try out innovative teaching approaches. In the recent two school years, the lesson plans were designed around a common theme – metacognitive skills. As a further breakthrough of the practice, it is proposed to integrate the exercise with the element of action research as an option. The teacher identifies a problem in the school context and proposes actions for solving the problem. The effectiveness of the proposed actions will be evaluated. The action research is confined to teaching-and-learning topics in 2014/2015. In future, it can be extended to other non-teaching-and-learning topics.

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

Achievements

2.1. Both parents and students agree that the school actively fosters students' virtues.

School year	11/12	12/13	13/14
Student	4.0	3.9	3.9
Parent	3.7	3.8	3.8

Mean score of students' and parents' responses to the statement "the school actively fosters students' virtues" in the Stakeholder Survey, 2011 – 2014 (maximum score being 5)

2.2. Enhancing self-discipline was what we prioritized for our students. To make this possible, we drew the efforts from all parties, for example: teachers, parents and students. We scheduled discussions on students' behavioral performance in staff meetings and drew consensus on the appropriate follow-up actions. This was important for aligning teachers' expectations on students. The Guidance Committee organized a series of parents' talks under the theme "Discipline versus Freedom". Smartphone and internet addiction was used as the entry point. The cause of addiction and skills for communication with addicted children were reviewed. Parents who attended understood the importance of communication and appreciated the need of striking a balance between discipline and freedom. More importantly, they knew better of their irreplaceable role in building up children's discipline. The half-year "Learning to Learn" Programme is organized every year for secondary 1 students at the beginning of their school year. It aims at nurturing self-study skills and self-disciplined learning habits among them. The Life Building Scheme was first implemented in 2006 and now involves all students at each level. Setting goals, implementing the respective action plan and reflecting are the highlights of the Scheme. Students can only accomplish their goals if they know the meaning of self-management and the importance of self-discipline. Character building can never be an easy task, but the affirmative feedback of students given in the Stakeholder Survey evidences that we are heading in the right direction.

School year	11/12	12/13	13/14
Mean score	3.7	3.6	3.8

Table showing the mean score of students' response to the statement

"My schoolmates are self-disciplined and abide by school regulations, 2011 – 2014 (maximum score being 5)

2.3. Self-confidence is another virtue that we would like to reinforce among our students. The Student Council was first established in 2010. It is a platform for students at different levels to discuss and make suggestions on school policies. Students' sense of responsibility and belonging towards the school may therefore be enhanced. Before each council meeting, the agenda is set by council members who include representatives from the Student Association, Prefects and each class. A preliminary discussion is first held at class level and the collected opinions will then be presented in the council meeting. Two council meetings were scheduled last year. We were impressed by the enthusiastic and devoted participation of students in the class forums. In the council meetings, members from senior forms and junior forms demonstrated confidence and respectfulness in presenting their ideas. Last year, the issues discussed included maintenance of school facilities, homework make-up class, mobile phone policy, photocopying support, morning assembly under extreme temperatures, payment alternatives at office and duration of recess. All the discussions were substantive and constructive.

2.4. Students are benefitted from cross-boundary visits that are usually organized in the Easter and Ching Ming Holidays. Last year, 3 visits to different places were arranged and each had its own special theme.

Destination	Theme	Target students	No. of students who participated
Xi'an	Historical study	S3	40
Guizhou	Service at a local primary school	S5	40
Taipei	Environment protection and further studies opportunities	S5	38

The trip to Guizhou is a suitable illustration of these visits. The trip had the visit to the Wong Shiu Chi Alumni Primary School as the highlight. It is a boarding school providing schooling mainly for leftover children who have their parents staying at faraway cities for better-paying jobs. Our students were responsible for a day's teaching and activities for the children there. There was no doubt about the Putonghua proficiency of our students. They organized lessons and activities systematically and gave explicit instructions. More surprisingly was their patience in explaining the details of each activity, humbleness in being an active listener and wisdom in handling challenges. They appeared before us as matured young men and ladies in a day's time. As shared by one student on the return trip, "I am aware how privileged we are in having the kind of education and life standard in Hong Kong." Dear students, you are gifted. You are blessed. You are good-hearted. Be a blessing to your time.

2.5. The school commits to empower young people to be the leader in the future. We equip them with the skills, entrust them with responsibilities and accompany them in fulfilling their duties. The Student Association, Student Council, School Prefects, Student Helpers, Angels and 38 extra-curricular clubs are formed yearly. They provide the opportunities for nurturing students' leadership through playing the roles as the voice of students, the prefects in upholding the school regulations, peer counselors, the organizers of activities. Last year, various leadership training activities were organized for our students.

Activities	Date	Theme	No. of Participants	Teachers-in-charge
Training Workshop for Student Leaders (Committee members of ECA Clubs and Houses)	2 October 2013	Designing posters, making announcements and writing the agenda & minutes in English	27	Ms. Kwong Sui Wan (EMI Support Committee)
Training Camp for Student Helpers and Peer counselors (Angels)	16 November 2013	Enhancement of team spirit, organization skills and communicative skills	62	Ms. Keung Wai Yin, Ms. Ngai Pui Kwan (Life Education Committee & Guidance Committee)
Leadership Training Camp for Student Helpers	1-2 March 2014	Enhancement of leadership skills, techniques in organizing activities	40	Ms. Keung Wai Yin, Ms. Sin Yuet Hang, Ms. Wong Tak Chong (Life Education Committee & Guidance Committee)
Workshop for Student Helpers	8 March 2014	Half-yearly review on life education programmes	8	Ms. Keung Wai Yin (Life Education Committee)
Evaluation Meeting for Prefects	13 April 2014	Leadership training, team-building and evaluation	69	Ms. Ngai Yuen Ming, Mr. Yeung Man Ching (Discipline Committee)
Outward Bound Programme for S4 Students	14-18 April 2014	Experiential learning focusing on team-building, leadership development and personal discovery	12	Mr. Cheng Sze Wang (Student Affairs Committee)
Student Leaders Training Camp	26-27 June 2014	Enhancement of team spirit, self-confidence and resilience	48	Mr. Cheng Sze Wang, Ms. Keung Wai Yin, Ms. Wong Tak Chong (Student Affairs Committee & Life Education Committee)
Training Camp for School Prefects (2013/2014 & 2014/2015)	11-12 July 2014	Team building, experience sharing and training for newly appointed prefects	79	Mr. Chow Kam Cheung, Ms. Ngai Yuen Ming, Mr. Yeung Man Ching (Discipline Committee)

As remarked by Chui Mang Yin who attended the Student Leaders Training Camp in June and is now the Head Prefect of current year, “I think it is natural for people to feel the pressure in taking up responsibilities or being a leader. However, if we choose to trust ourselves and our teammates, we shall be able to overcome the challenges together. Confidence is a key to success. Making a step forward and putting our trust in our team will make it a lot easier to deal with challenges in the school year to come. Here, I would like to thank the school for giving me a chance to learn leadership skills. I am really ready now!”

Students affirm consistently that the school is intent on fostering leadership among them.

School year	11/12	12/13	13/14
Mean score	3.9	3.8	3.8

Table showing the mean score of students’ responses to the statement
 “The school is intent on fostering our leadership” in the Stakeholder Survey, 2011 – 2014
 (maximum score being 5)

2.6. With better screening tools available and understanding of special educational needs in public, parents are more ready to discuss with the school about the needs of their children. It also saves our effort when parents consent to the primary school transferring their children’s SEN reports to us. Timely supporting measures can therefore be arranged. Every new S1 entrant is also required to answer a school-based questionnaire for screening any potential educational and emotional needs. There were cases of autism, dyslexia, attention deficit hyperactivity disorder and hearing impairment. Special courses were arranged for these students and conducted by external professional service suppliers. The course contents addressed communicative skills and social skills. The expenses were covered by the Learning Support Grant for Secondary School (SEN) of the EDB, amounting to \$50,000. Other administrative support to cater to the needs of these students was extra examination time and special seating arrangement. An additional social worker from the YWCA was deployed to the school to support the special educational needs. Training session on ASD and ADHD for teachers was also organized on a staff development day.

Reflection

2.7. We may be too ambitious to have character building as the school major concern, as we are talking about changes in personal values. The goal is achieved only if externally imposed expectations are internalized as inner beliefs. To make it happen, we have to align continuously all our staff, teaching and non-teaching, in their expectations of students. We need the concerted effort from parents. Last but not least, we have to make sure our students know the meaning behind the school expectations or regulations, such that they know the genuine purpose and are convinced. A lot of communicative work is still ahead of us in the coming year. Years before, in a forum for Student Association campaign, such a question was raised from the floor – “How can such a proposal that is against the school core value appear in the platform?” It may not be important what the core value or what the proposal here referred to is. The amazing things were the student declared assertively that there was such mutual agreed core value and no one dared to challenge the claim. This is the scenario we look for as the sign of having our goal achieved.

2.8. There were only few confirmed SEN cases in this school and most of the students can adjust well in their studies and school life. However, we still look for earlier identification of students in need. It may be a great burden for the student, his/her classmates or even the family if remedial support is not arranged at an earlier time. We make this possible by equipping our frontline teachers with the basic knowledge of SEN and a questionnaire with greater screening power will be adopted. After all, we need the cooperation of parents to tell the school the needs of their children.

3. Major Concern III: To enable the teaching staff to develop into a Learning Organization through collaboration and self-evaluation

Achievement

- 3.1. Teachers rate consistently high in the school effort in collecting and reporting the data of school performances.

Item	11/12	12/13	13/14
The school systematically collects data on Learning and Teaching with a view to monitoring students' performance and progress.	3.7	3.6	3.7
The school actively reports to teachers, students and parents result of its self-evaluation.	3.6	3.8	3.8

Table showing teachers' perception to the school effort in collecting and reporting the data of school performances in the Stakeholder Survey, 2011 – 2014 (maximum score being 5)

The school is open in reporting school performance. The findings in the Stakeholder Survey, APASO and the school-based Teaching Performance Survey and other evidence were used in the School Evaluation for reviewing the school performance and planning ways forward. The Staff Development Committee organized the workshop on "Small-class teaching – questioning techniques" in response to the findings reflected in the appraisal reports. Based on the analysis of students' result in TSA, the English Department put a stronger emphasis on its widening vocabulary bank in daily teaching, its understanding of the connection between ideas while teaching reading and the elaboration of ideas in writing. In this way, professional dialogue occurs while formulating development plans with due regard to the school data and evidence of school performance at committee or school level. In fact, teachers affirm consistently on the effectiveness of panel/committee heads in evaluating performance, promoting interflow and monitoring curriculum implementation.

Item	11/12	12/13	13/14
The subject panel/committee heads effectively evaluate the effectiveness of the work of their panels/committee	4.1	4.1	4.1
The subject panel/committee heads effectively promote teachers' professional interflow and collaboration.	4.0	4.1	4.0
Subject panels are able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Student and Teaching evaluation data to inform curriculum implementation.	3.7	3.8	3.8

Table showing teachers' perception to the effectiveness of panel/committee heads in evaluating performance, promoting interflow and monitoring curriculum implementation in the Stakeholder Survey, 2011 – 2014 (maximum score being 5)

Reflection

- 3.2. To promote professional dialogue and collaboration within or across departments, the school has worked closely with panel heads to initiate projects like the Collaborative Lesson Planning annual exercise, Language across the Curriculum Project and Reading across the Curriculum Project. In view of the fact that the leadership of panel heads is always highly recognized, it may be constructive in having a balanced approach with middle managers taking up more leading roles in starting initiatives. A number of successive examples can be mentioned – the integration of debate into the S3 Chinese curriculum, the introduction of process writing and then genre process writing in the English Department and weekly lesson collaboration planning sessions in the Liberal Studies Department. Departments made their own initiatives, which are well accepted by their members.

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. Japanese is offered as a choice in other languages. Students can take applied learning run by external course suppliers or other electives offered by the network schools in Tai Po.

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 junior forms. 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 S4 in 2014/2015.

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. After-school remedial classes are organized for students with below-par performance in English, Chinese and Mathematics. Students who fall into the bottom tier in each of the core subjects receive remedial support. In 2013/2014, regular teachers, instead of part-time tutors, were deployed to take up these classes. The extra manpower is available also because of the Voluntary Optimization of Class Structure Scheme. This ensures that the support better meets the needs of the students. The practice continues in 2014/2015.

Project Learning

Each school year, junior form students are grouped together in teams of 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 2013/2014, 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 performance 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 3 rd Inter-school Competition of Project Learning on Hong Kong's History and Culture	Floating Village: A Study on How the Lees of Siu Kau Village Plover Cove Enhance the Lineage's Identity and Solidarity through the Visit to Ancestral Graves	Champion (Senior Section – Written Report)	Mr. Lee Tsz Wa
	Picnic at Grave Side: A Study on How the Tangs of Wai Sun Hall in Ping Shan Enhance the Clan's Identity and Solidarity through the Practice of Grave Side Picnic	2 nd Runner-up (Junior Section – Multi-media Production)	Ms. Ko Kit Ying
The 8 th Research on Historical Photographs Writing Competition	From Murray Barracks to Cheung Kong Centre: An example of the change of landuse in Hong Kong	1 st Runner-up	Mr. Lee Tsz Wa
Liberal Studies Programme 2013/2014 – Environmental Health and Epidemic Prevention in Schools / Home	Beware of Influenza	1 st Runner-up	Mr. Pun Cheuk Wah
	A Study on Enterovirus	2 nd Runner-up	Mr. Pun Cheuk Wah
Mathematics Project Competition for Secondary Schools 2013/2014	Escape from “2D”	Outstanding Performance Prize	Mr. Pun Cheuk Wah
	Prediction of Weather by Probability	Outstanding Performance Prize	Mr. Wong Chun Ting
	Napkin Problem of Restaurant Manager	Good Performance Prize	Mr. Man Wai Kit
Project Competition organized by the Society of Japanese Language Education of Hong Kong	Robots in 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. Similarly, students access TV News Online for current news clips in English as a way for improving listening skills.

Staff Development

Our teachers positively engage themselves in professional development. Last year the average continuous professional development hours of each teacher reached 53 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 lesson observation, department management, class management, metacognitive skills in teaching, the use of the e-learning platform and questioning skills in small-class teaching. We are indebted to the preparation of Mr. Chan Wai Keung, our Assistant Principal and other experienced teachers in making the aforementioned training possible. External speakers were also invited to give seminars on special educational needs and legal affairs on campus. Recreational activities were also organized on staff development day, including chess, badminton, cake making, crafting work and karaoke.

Teaching Enhancement and support Measures

The Recurrent Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant amounting to a total of \$1,279,302 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 \$144,150 and \$88,400 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 2323 and 161, and the corresponding expenses were \$144,150 and \$96,473.68. It was also the third 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 51 and the expenses were \$140,063.

The school facilities and infrastructure are renovated annually to maintain a pleasant learning and teaching environment for students. Under the Major Repair (2014-15) Scheme, the EDB has granted a lump-sum of \$4,220,500 for the refurbishment of classrooms in Phase II and III Blocks, including the replacement of the air conditioning and ventilation systems. Re-roofing of Phase II, III and IV Blocks and some other miscellaneous work were also included in the repairing list.

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 a positive 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 instill 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 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. Two class teachers were assigned to each of the classes at senior forms. Only one class teacher was assigned to junior form 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 70 parents attended 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 "Treasure Our Days – To Learn, To Love, To Give", was held in September 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.

"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 had 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. "Treasure Our Days – To Learn, To Love, To Give" was created as the slogan to sum up the objectives. The slogan set up 3 goals for our students:

- To Learn : To aim high in studies and services
- To Love : To love oneself and others
- To Give : To contribute to the class, the school and the community

The values were integrated in the content of class periods, assemblies and training workshops. However, most importantly the school also provided the opportunities for students to incorporate these values in services to the school and community.

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 of communicating with the school to realize students' expectations. The Student Association also organizes retailing services, 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 69 members in the last school year. The team attended two leadership training camps which were held in July 2013 and April 2014. Their leadership skills were further polished through the regular Wednesday lunch meetings which involved head prefects and leaders. The team has cultivated 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 33 students enrolled. Another 37 students were recruited to form the "Angels". The team provides peer counseling to S1 students for their transition to the new secondary school life. The training workshop in November 2013 and the leadership training camp in March 2014 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 for 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 "Aiming at Higher Ground". Students were encouraged to excel in life through humble dependence on God but not reliance on self-ambition. It was by the grace of God that we accomplished the work last year.

Students were given opportunities 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 Gospel of Luke.

The annual Gospel Week was held during the period from 9 October 2013 to 18 October 2013. 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 64 converts. 6 groups were formed for the follow-up of the new believers.

27 weekly meetings were held on Friday by the Christian Fellowship. The total attendance was 592 students and the highest attendance record for a meeting was 55 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

176 S6 students sat for the examination. 171 (97.2%) 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. 150 (85.2%) met the basic requirements for degree courses under JUPAS, i.e. with 4 core subjects at Levels 3, 3, 2, 2 respectively and one elective at level 2 or above. Of the 17 subjects they entered in the examinations, a total of 569 subject-entries (or 52.8%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 95.6%. The overall performance was satisfactory.

S3 Cantonese Solo Prose Speaking – Girls	Certificate of Merit	3C	Wong Ka Wing				
S4 Cantonese Solo Verse Speaking – Girls							
	Certificate of Merit (Group 2 nd Runner-up)	4D	Mak Hoi Ching				
	Certificate of Merit	4A	Chau Sze Nam				
S4 Cantonese Solo Prose Speaking – Girls							
	Certificate of Merit (Group 2 nd Runner-up)	4A	Chan Yee Nga				
S5 Cantonese Solo Prose Speaking – Girls	Certificate of Merit	5C	Law Tsz Ching				
S6 Cantonese Solo Prose Speaking – Girls	Certificate of Merit	6C	Chan Pui Yi				
S1,2 Cantonese Choral Verse Speaking – Girls							
	Certificate of Merit (Group Champion)	Wong Shiu Chi Secondary School					
S1,2 Putonghua Solo Verse Speaking – Boys							
	Certificate of Merit (Group 1 st Runner-up)	2E	Lau Tsz Kin				
S1,2 Putonghua Solo Verse Speaking – Girls							
	Certificate of Merit (Group 2 nd Runner-up)	2C	Chan Ka Hei				
	Certificate of Merit	2E	Yip Tsz Yu	2E	Wong Ching Sze	1E	Lee Hui Yu
	Certificate of Proficiency	2C	Pun Yin Lam	1E	Tse Lee Sha	1E	Huang Yunshi
S1,2 Putonghua Solo Prose Speaking – Girls							
	Certificate of Merit	2C	Lai Lok Tung	2E	Choi Man Sze	1C	Chan Sze Ling
		1E	Lam Cheuk Ying				
	Certificate of Proficiency	2A	Cheung Tsz Tseng Roisin	2E	Lam Chung Ling		
S3,4 Putonghua Solo Verse Speaking – Girls							
	Certificate of Merit	4B	So Tsz Tung	3A	Chung Lok Yi		
	Certificate of Proficiency	3C	Yeung Yun Hing				
S3,4 Putonghua Solo Prose Speaking – Girls							
	Certificate of Merit (Group 2 nd Runner-up)	3E	Yu Man Hei				
S5-6 Putonghua Solo Verse Speaking – Girls							
	Certificate of Merit (Group 1 st Runner-up)	5C	Leung Hau Yiu				
	Certificate of Merit	5C	To Hoi Man				
S1 English Solo Verse Speaking – Boys	Certificate of Merit	1A	Tsang Hoi Hang Anson				
S1 English Solo Verse Speaking – Girls							
	Certificate of Merit (Group 2 nd Runner-up)	1A	Chan Yuen Ching Kristy				
	Certificate of Merit (Group 2 nd Runner-up)	1A	Wong Shin Ying				
	Certificate of Merit	1A	Chan Tsz Ching	1A	Li Suet Yiu	1A	Ng Sin Yee Cindy
		1A	So Lok Yiu	1E	Chui Wai Yin		
S2 English Solo Verse Speaking – Girls							
	Certificate of Merit (Group 2 nd Runner-up)	2C	Zhou Yi Jing				
	Certificate of Merit	2A	Cheung Tsz Tseng Roisin	2A	Lee Man Ching	2B	Chow Chi Ching
		2B	Chiang Mei Yi	2C	Ko Lok Jing	2E	Chan Tsz Man
		2E	Cheung Cheuk Nam	2E	Choi Man Sze		
S3 English Solo Verse Speaking – Boys							
	Certificate of Merit (Group 1 st Runner-up)	3A	Kwong Yan Ming				
	Certificate of Merit	3A	Cheng Wai Leung	3A	Yuen Cheuk Long	3E	Au Yeung Connor Christopher Ka Hei
		3E	Wong Jonathan Yik Chong				
S3 English Solo Verse Speaking – Girls							
	Certificate of Merit	3A	Chung Lok Yi	3A	Lam Nga Wai	3A	Li Tsz Yan
		3B	Ho Sheung Ying	3B	Lee Sum Yuen	3E	Wong Pui Sze
		3D	Lo Wing Yan	3D	Lau Sum Yin	3D	Chan Shek Yan Yanny
S4 English Solo Verse Speaking – Girls							

Certificate of Merit (Group 1 st Runner-up)	4C	Lo Hoi Yin
Certificate of Merit (Group 1 st Runner-up)	4A	Kwok Tin Ching 4A Siu Hiu Man
Certificate of Merit (Group 2 nd Runner-up)	4C	Tong Pui San Angela 4D So Wing Ki
Certificate of Merit	4A	Chan Yee Nga 4A Chow Chi Ching 4A Yeung Sin Ching
	4A	Chan Tin Wing 4A So Hoi Lam 4A Wong Tsun Yan
	4B	Tse Ka Yiu 4B So Tsz Tung 4C Wan Yin Kiu
	4C	Kwok Hin Wai 4D Chiu Yan Tung 4E Kwok Hei Man
	4E	Tong Wing Yan
Certificate of Proficiency	4E	Wan Sze Kei 4E Wong Kwan Shun 4E Yau Fung Yi
S5 English Solo Verse Speaking – Boys		
Certificate of Merit	5B	Chong Siu Chit 5E Lam Tsz Ho
S5 English Solo Verse Speaking – Girls		
Certificate of Merit	5E	Lee Perrine 5A Sung Chong Lui 5A Tsui Wai Ting
	5C	Lee Yeuk Fei 5E Lam Tsz Yin
S6 English Solo Verse Speaking – Girls		
Certificate of Merit	6D	Ho Tsz Ying
S1, 2 English Choral Speaking – Mixed		
Certificate of Proficiency	Wong Shiu Chi Secondary School	

- “2nd Hong Kong Micro-fiction Writing Competition”, co-organized by Ling Liang Church M H Lau Secondary School and Chinese Micro-Fiction Association (Hong Kong)

Senior Form Certificate of Appreciation 6B Cheng Man Cheong
- “China Secondary School Writing Competition 2013-2014 – Hong Kong Region”, organized by the Hong Kong Institute for Promotion of Chinese Culture

Merit 5E Yim Hong Sang 5A Lo Yuk Lam 5C Tang Yueng Na 3A Lam Nga Wai
3A Lee Pui Yee 2E Choi Man Sze
- “Celebrating 64th Anniversary of the People's Republic of China Writing Competition”, organized by the New Territories School Head Association

1st Runner-up 2E Choi Man Sze
Merit 2E Leung Tsz Wa
- “25th Secondary Students' Best Ten Books Election – Book Review Writing Competition”, organized by the Hong Kong Professional Teachers' Union

Merit 2A Cheng Kai Lai
- “25th Secondary Students' Best Ten Books Election –Reading Reflection Writing Competition”, organized by the Hong Kong Professional Teachers' Union

Certificate of Recommendation 3A Yu Ka Wai
- “Celebrating 64th Anniversary of the People's Republic of China Trophy Message of Congratulation Competition”, organized by the Tai Po Organizing Committee for Celebrating Anniversary of the People's Republic China

Secondary School 2nd Runner-up 4A Chui Mang Yin
- “全國青少年語文知識大賽 (現場作文晉級賽)”, organized by the China Youth Language Culture Association

1st Class Honour 3A Chan Hiu Yan 3A Yip Tsz Ying 2A Ng Oi Yi 2A Cheng Kai Lai
2A Lee Man Ching

Senior Section	2 nd Runner-up	Topic: A Study on Enterovirus				
Team Members:	4A	Chau Sze Nam	4A	Suen Ho Nam	4A	Lau Suet Yi
	4E	Tsan Wai Yang				
Certificate of Merit	5C	Fan Chun Pong	5C	Fung Ho Yin	5C	Law Tsz Ching
	5C	Yuen Sin Ki	4B	Tse Ka Yiu	4C	Wan Yin Kiu
	4C	Lo Sin Yi Cindy	4E	Kwok Hei Man	2A	Cheng Kai Lai
	2A	Leung Wing Yin	2A	Li Tin Yuet	2A	Leung King To
	2A	Lin Shiu Jung				

- “4.23 World Book Day Creative Competition”, organized by the Hong Kong Public Library
Junior Form English Winner 3E Au Yeung Connor Christopher Ka Hei
- “Popular Reading Award Scheme”, co-organized by the Hong Kong Professional Teachers’ Union and the Quality Education Fund
474 S1 to S5 students obtained Purple Reading Award
189 S1 to S5 students obtained Blue Reading Award
59 S1 to S5 students obtained Green Reading Award
- “HKICPA Examination in BAFS”, organized by the Hong Kong Institute of Certified Public Accountants
Scholarship 5A Tsang Yuen Wah Vanessa
- “HKIS Building Surveying and Eddie Lee Memorial Education Foundation Scholarship for Secondary School Students”, organized by the Hong Kong Institute of Surveyors
Scholarship 6A Wong Sze Wai
- “3rd Young Historian Prize”, organized by the HKU Master of Arts in Chinese Historical Studies (MACHS) Alumni Association
Merit 1C Woo Long Sang

Artistic

- “Tai Po School Drama Competition 2014”, sponsored by the Tai Po District Council and organized by the Tai Po District Arts Advancement Association
Best Theatrical Effect
Good Overall Performance Award 2nd Runner-up
Outstanding Actress Award 4C Wan Yin Kiu
- “Speak Out! Act Up!” Improvised Drama Competition”, organized by the NET section, the Education Bureau
Best Team Award 5C Chan Chi Shing 5E Chong Siu Chit 5E Poon Wai Lam
4A So Hoi Lam 4E So Wing Ki 3E Yau Long Ting
- The 66th Hong Kong Schools Music Festival
Graded Piano Solo – Grade 8
Certificate of Merit 4E Chan Tsz Nga 2C Chan Ka Hei
Graded Piano Solo – Grade 7

Certificate of Merit	5A	Yan Hay Tung	5B	Cheng Cheuk Lam	3A	Chong Suet Wing
	3A	Hung Ching Laam	1C	Chan Sze Ling		
Certificate of Proficiency	4C	Kwok Hin Wai	1E	Sue Pui Ying		
Graded Piano Solo – Grade 6						
Certificate of Merit	3C	Chan Nok Wun	3E	Yau Long Ting	2C	Lai Lok Tung
	1A	Law Sin Ting				
Certificate of Proficiency	3C	Lam Ngai Yung	2E	Yung Pui Yi	1E	Ching Ching Ho
Graded Piano Solo – Grade 5						
Certificate of Merit	3E	Yip Chui Lam	1B	Tsang Ho Man	1E	Poon Hiu Sze Alice
Graded Piano Solo – Grade 4						
Certificate of Merit	3A	Au Tsz Nga	3A	Lam Nga Wai		
Certificate of Proficiency	4E	Tsan Wai Yang				
Graded Piano Solo – Grade 3		Certificate of Merit (1 st Runner-up)		2E	Lam Chung Ling	
Certificate of Merit	4B	Li Lok Him				
Alto Saxophone Solo - Secondary School – Junior			Certificate of Merit		1E	Ching Ching Ho
Trombone Solo - Secondary School – Senior			Certificate of Merit (Champion)		5A	Law Wai Lok
Tom Lee Music Prize for Brass Concerto			Certificate of Merit (2 nd Runner-up)		5A	Law Wai Lok
Euphonium Solo			Certificate of Merit (Champion)		5A	Law Wai Lok
Piano Concerto			Certificate of Merit		4A	Ngan Hoi Ming
Piano Solo - Chinese Composers – Junior			Certificate of Merit		2C	Lai Lok Tung
Piano Solo - Junior Exhibitioner Award			Certificate of Merit		1E	Leung Man Hin Ryan
Violin Solo - Grade 7			Certificate of Merit		3C	Ho Yiu Him
Guitar Solo – Senior			Certificate of Merit		5E	Yau Hok Kan
Guitar Solo – Intermediate			Certificate of Merit		3A	Wong Tsz Man
Vocal Solo - Female Voice - Secondary School - Age 16 or under						
Certificate of Merit (1 st Runner-up)		2A	Kwok Tin Ching			
Vocal Solo - Female Voice - Secondary School - Age 14 or under						
Certificate of Merit		2D	Cheung Sze Ki	2D	Tsang Lok Yan	
Zheng Solo – Advanced			Certificate of Merit (2 nd Runner-up)		4B	Li Hang Ying
Liuqin Solo – Senior			Certificate of Merit		3E	Lau Hoi Ying
Liuqin Solo – Junior			Certificate of Proficiency		2E	Lau Ka Huen
Di Solo - Secondary School – Intermediate			Certificate of Proficiency		5E	Chu Man Ho
Di Solo - Secondary School – Junior			Certificate of Proficiency		1B	Fung Kin Cheung
Erhu Solo – Advanced			Certificate of Merit (1 st Runner-up)		3B	Li Hang Tsun
Erhu Solo – Advanced			Certificate of Merit		4E	Yau Pui Chung
Erhu Solo – Junior			Certificate of Proficiency		1A	Ling Wai Fung
Chinese Instrumental Ensemble - Secondary School						
Certificate of Proficiency		Wong Shiu Chi Secondary School				
Secondary School Choir - Age 14 or under						
Certificate of Merit		Wong Shiu Chi Secondary School				

Civic Education and Social Services

1. “18th Tai Po Good Student Award Scheme”, organized by the Tai Po School Communication Committee
Outstanding Performance Student 5E Lee Ching Yau 4E Lee Yin Wing 3A Lau Yan Tung
2. “Tai Po Outstanding Student Award 2013/2014”, co-organized by the Tai Po Youth Association
Outstanding Student 6D Ho Tsz Ying 6E Chong Hiu Tung
3. “Tai Po Outstanding Student Election 2014”
3E Wong Ka Yu 5D Wong Chung Yin
4. “New Territories East Youth First Aid Competition”, organized by the Hong Kong Red Cross
Overall
3rd Runner-up
Team Member: 4A Chiu Tsz Tong Daphne 4A Suen Ho Nam 4C Pui Tsz Wing
4E Kwan Chun Kit
5. “New Territories East Best Service Theme Competition”, organized by the Hong Kong Red Cross
Champion 4C Pui Tsz Wing 4E Yau Fung Yi 4E Kwan Chun Kit
3E Ho Cheuk Nam Ryan 3E Lai Lee Ching 3E Chan Sze Hang
6. “Progressive Activities Scheme”, organized by the Hong Kong Red Cross
Leader Badge 5A Tsang Wai Yan 4C Pui Tsz Wing
Mastery Badge 4A Suen Ho Nam 4E Kwan Chun Kit
7. “13th Scout Skills Competition (President Cup), organized by the Scout Association of Tai Po South Region
5th Place 4A Fong Sze Chun 4C Tsang Yun Wah 4E Lee Cheuk Tim
4E Hui Ying Kit 3B Chan Chun Leung 3D Leung Yu Cho
3E Wong Jonathan Yik Chong
8. “New Territories East Footdrill Competition”, organized by the Scout Association of New Territories East Region
2nd Runner-up 5B Lam Wing Tung Crystal 5D Wong Ho Kwong 5E Yip Tung Wai
4E Lee Cheuk Tim 3B Chan Chun Leung 3D Leung Yu Cho
3E Wong Jonathan Yik Chong
9. The Hong Kong Awards for Young People
Silver Award 5D Wong Ho Kwong 5E Leung Cheuk Hang
10. “Future Stars programme”, co-organized by the Trade Unions and the Jockey Club Hong Kong
Upward Mobility Scholarship 5C Leung Hau Yiu 5C Chan Yuet Mei
11. “Tai Po Community Civil Knowledge Quiz Competition”, organized by the Tai Po District Civic Education Campaign Organizing Committee
1st Runner-up 5A Luk Pui Ling 5A Yan Hay Tung 4A Law Ming Wai
4A Lau Suet Yi 1B Tsang Ho Man
12. “HKSAR Junior Students High School Students Award 2014”, organized by the Unison Hope Charitable Foundation Limited
Unison Outstanding Scholarship 3A Lee Pui Yee 3A Lau Yan Tung

13. “Wing Hang V-are-One Program 2013/2014”, organized by the Hong Kong Professional Teachers’ Union
Outstanding Volunteer 5C Chan Hoi Ue

Sports

1. The Inter-School Swimming Championships, organized by the Hong Kong School Sports Federation (Tai Po and North District Division), was held on 7th and 9th October 2013 at Ma On Shan Swimming Pool. Thirty-four secondary schools competed for the Championship. Our school sent 3 swimming teams comprised of 22 students to participate in the Boys B Grade, Girls A Grade and Girls C Grade of the competition. Our team has achieved good results in the competition. In the singles competition, our team won 2 gold, 2 silver and 3 bronze medals. In the team competition, our A Grade Girls team was awarded Champion and B Grade Boys team and C Grade Girls Team were awarded the Fourth Runner-up. Our team also won two silver medals in the relays. The following is the list of our swimming team members and medalists:

Girls A Grade			
6A	Wong Ching Wai	4x50 meters Medley Relay	Silver
		200 meters Breaststroke	Bronze
		100 meters Breaststroke	Bronze
5A	Wong Hoi Ting	50 meters Freestyle	Bronze
5B	Tse Hoi Yan	4x50 meters Medley Relay	Silver
		100 meters Breaststroke	Gold
		50 meters Breaststroke	Gold
5D	Choi Ching Man	4x50 meters Medley Relay	Silver
		50 meters Backstroke	Bronze
4B	Tsang Chor Yi	4x50 meters Medley Relay	Silver
Boys B Grade			
3A	Lai Chun Ming	50 meters Backstroke	Silver
		100 meters Backstroke	Silver
Girls C Grade			
2B	Tam Tsz Ching	4x50 meters Medley Relay	Silver
2C	Chan Ka Hei	4x50 meters Medley Relay	Silver
2E	Chan Yu Shan	4x50 meters Medley Relay	Silver
1A	Wong Sin Ying	4x50 meters Medley Relay	Silver
		50 meters Backstroke	Bronze

2. “Inter-School Badminton Championship”, organized by the Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee. Our school sent 6 teams comprising 33 students to participate in the competition and achieved good results.

Boys Overall	Champion (6 th Consecutive win)					
Boys Grade A (25 teams)	1 st Runner-up					
Team Members	6D	Lau Chun Yin	5C	Chan Cheuk Yin	5C	Au Tsun Fung
	5C	Leung Ho Ting	3C	Tang Shing Chun	4D	Kwan Yat Tin
	4D	Chow Wai Nam Ray				
Girls Grade A (18 teams)	Champion					
Team Members	6E	Yeung Leslie Siu Tung	6E	Sheung Tsz Ying	5E	Lee Ching Yau
	5B	Tse Hoi Yan	5A	Chan Hei Lun	5A	Wong Po Wai
	4D	Tang Nga Man				
Boys Grade C (23 teams)	2 nd Runner-up					
Team Members	2A	Lee Yat Laam	2C	Wong Chung Lai	2D	Tin Lik Hang
	2E	Pok Yuet Yeung	1B	Cheung Man Chun	1C	Wong Ho Ming
Girls Grade C (19 teams)	2 nd Runner-up					
Team Members	2A	Lee Man Ching	2C	Lei Cheuk Wa	2E	So Hei Tung
	1B	Wong Lok Ching	1D	Wong Huen Ting	1E	Shiu Sum Yee

3. “Inter-School Football Championship”, organized by the Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee”. Our Boys B Grade was awarded Third Runner-up. The following is the list of our team:

Team Members	4D	Loh Ka Wai	3B	Yeung Ka Yiu	3B	Wong Chun Hin
	3C	Wong Chak Yin	3D	Ho Chin To	3D	Hung Chi Him Leo
	3D	Tang Lok Tin	3D	Leung Yu Cho	3E	Yau Wai Yin
	3E	Pong Cheuk Kiu	2C	Chan Ho Yiu	2C	Kwan Yui Him
	2E	Wong Hong Nam				

4. “Inter-school Basketball Competition”, organized by the Hong Kong School Sports Federation. Our Girls A Grade was awarded 3rd Runner-up in the competition.

Team Members	6C	Cheung Sin Tsui	6D	Li Ho Lam	6E	Chong Hiu Tung
	6E	Lam Yuen Sze	6E	Wong Hiu Ching	5A	Cheung Pui Suen
	5A	Lock Hau Ying	5A	Wong Hoi Ting	5C	Law Tsz Ching
	5C	Lee Nga Lun				

5. “Inter-school Table Tennis Competition”, organized by the Hong Kong School Sports Federation – Tai Po and North District Area Committee, Our Boys and Girls B Grade were awarded the Third Runner-up.

Boys B Grade	4A	Ngan Hoi Ming	4D	Tang Kai Hang	4E	Sum Chun Yeung
	3E	Chen Tsz Him	3C	Ho Yiu Him		
Girls B Grade	4E	Tsui Wing Hei	3E	Cheung Man Shan	1E	Chau Wing Hei

6. “Inter-School Athletic Championship”, organized by the Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee”. Our school sent 4 teams to participate in the competition. In team competition, our Girls A Grade was awarded the Third Runner-up and Girls B Grade was awarded the 8th Place. The following is the list of our medalists:

Girls A Grade	4D	Tang Nga Man	Javelin	Gold medal and Break Official Record
			Long Jump	Gold medal
			4x100 meters Relay	Silver medal
	6A	Li Ho Lam	4x100 meters Relay	Silver medal
	5A	Cheung Pui Suen	4x100 meters Relay	Silver medal
	4C	Law Tsz Ching	4x100 meters Relay	Silver medal
Girls B Grade	4A	Chau Sze Nam	Shot Put	Silver medal
	4E	Lau Hiu Kwan	Hurdle	Bronze Medal

7. “Hong Kong Schools Sports Federation N.T. Secondary Schools Overall Championship” – Our school was awarded the 3rd Runner-up in Girls Division. 4D Tang Nga Man and 5B Tse Hoi Yan were awarded the best all-round athlete.

8. “2014 A.S.Watsons Group Student Sports Award”, organized by A.S.Watsons Group
6E Sheung Tsz Ying

9. “43th Hong Kong Invitation Judo Championship”, organized by the South China Athletic Association, co-organized by the Hong Kong Judo Association and sponsored by the Leisure and Cultural Service Department

Boys Age 13-16 - 66kg	1 st Runner-up	5E	Chan Chak Shing
Girls Age 13-16 – 42kg	2 nd Runner-up	2B	Tang Wing Yung
Girls Age 10-12 – 45kg	2 nd Runner-up	1C	Lee Yi Hiu

10. “Anniversary of People’s Republic of China Judo Championship 2013”, co-organized by the Tsuen Wan District Council and the Great Eastern Judo Union

Girls Group D	Age 10 – 12	45 kg	2 nd Runner-up	1C	Lee Yi Hiu
Boys Group E	Age 13-16	50kg	2 nd Runner-up	3C	Lam Ngai Yung

11. “Hong Kong Junior Judo Team Championships 2013”, organized by the Hong Kong Judo Association, sponsored by the Leisure and Cultural Service Department

Boys Age 13-16 - 66kg	Champion	5E	Chan Chak Shing
Girls Age 13-16 – 42kg	2 nd Runner-up	2B	Tang Wing Yung
Girls Age 13-16 – 38kg	1 st Runner-up	2A	Cheung Sze Long
Girls Age 13-16 – 38kg	Champion	2A	Wong Pui Shan

12. "Hong Kong Inter-school Judo Championship 2013", organized by the Hong Kong Judo Association
- | | | | | | |
|--------------|-----------|-------|---------------------------|----|-----------------|
| Senior Men | Age 13-18 | 66 kg | 1 st Runner-up | 5E | Chan Chak Shing |
| Senior Women | Age 13-18 | 42 kg | Champion | 2B | Tang Wing Yung |
| Senior Women | Age 13-18 | 42 kg | 1 st Runner-up | 2A | Wong Pui Shan |
| Junior Women | Age 8-12 | 45kg | Champion | 1C | Lee Yi Hiu |
13. "Hong Kong Inter-school Judo Invitation 2014", organized by the Judo Club of the Student Council of the University of Hong Kong
- | | | | | |
|--------------|------|---------------------------|----|-----------------|
| Junior Men | 50kg | 2 nd Runner-up | 3C | Lam Ngai Yung |
| Junior Men | Open | 2 nd Runner-up | 5E | Chan Chak Shing |
| Junior Women | 42kg | 2 nd Runner-up | 2B | Tang Wing Yung |
14. "Jit Ching Cup Judo Invitation" , co-organized by the Jit Ching Judo Association and the Leisure and Cultural Service Department
- | | | | | | |
|-------|-----------|------|---------------------------|----|----------------------|
| Boys | Age 16-18 | 66kg | 2 nd Runner-up | 6E | Yu Wai Tsang Wilkins |
| Boys | Age 14-15 | 52kg | 2 nd Runner-up | 3C | Lam Ngai Yung |
| Girls | Age 14-15 | 42kg | 2 nd Runner-up | 2B | Tang Wing Yung |
15. "57th Festival of Sport Hong Kong Judo Championships", co-organized by the Hong Kong Judo Association,
- | | | | | |
|-------------|-------|---------------------------|----|-----------------|
| Age 17 – 20 | 66 kg | Champion | 5E | Chan Chak Shing |
| Age 13 – 16 | 50 kg | 2 nd Runner-up | 3C | Lam Ngai Yung |
| Age 13 – 16 | 40 kg | Champion | 2A | Cheung Sze Long |
16. "10th Hong Kong School DanceSport Championship", co-organized by the Hong Kong DanceSport Association and sponsored by the Leisure and Cultural Service Department
- | | | | | | |
|------------------------|-----------------|----------------------|-----------------------------|----|---------------|
| Secondary School Girls | Age 16 or under | Chachacha Jive Rumba | Champion | 4A | Wong Tsz Ying |
| Secondary School Girls | Age 21 or under | Rumba | Champion | 5A | Lock Hau Ying |
| Secondary School Girls | Age 21 or under | Chachacha Rumba | 2 nd Class Prize | 4D | Put Wing Lam |
| Secondary School Girls | Age 16 or under | Chachacha Rumba | 3 rd Class Prize | 4D | Chung Wai Ki |