

School Annual Report 2014/2015

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 2014/2015 school year, the school operated with 26 classes in total. Each form from Secondary 5 to 6 had five classes; whereas each level from Secondary 1 to 4 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	5	26

* As a means to consolidate the learning outcomes in junior forms, the four classes in each level of Secondary 1 to 4 were divided into 5 groups for implementing small-class teaching. The policy is extended to Secondary 5 in the 2015/2016 school year.

2. Student enrollment

In September 2014, the total student enrollment was 881, with 378 boys and 503 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 comes from Tai Po. A detailed analysis follows:

Students' residential areas	Number	Percentage
Tai Po	713	80.93
North District	130	14.76
Sha Tin , Tai Wai	13	1.48
Yuen Long, Tin Shui Wai	11	1.25
Kowloon	7	0.79
Tsuen Wan, Tung Chung	2	0.23
Hong Kong Island	1	0.11
Shenzhen	4	0.45
Total	881	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 principal, 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. Tang Yim Man	Independent Manager	05/01/2016
Mr. Chow Bing Ping	Alumni Manager	31/05/2017
Ms. Cheng Mei Ying	Parent Manager	14/01/2017
Ms. Wong Yuk Kuen Athena	Alternate Parent Manager	14/01/2017
Mr. Tse Chung Man	Teacher Manager	15/02/2017
Ms. Ngai Yuen Ming	Alternate Teacher Manager	15/02/2017
Mr. Ho Chi Nap	Principal (Ex-officio manager) (Secretary)	-

3. We would like to express our heartfelt gratitude to our retired managers, Dr. Ho Man Sing, Ms. Chen Xudong, Mr. Chan Wai Keung and Mr Cheng Sze Wang for their contributions to the success of the School in the past two years. A warm welcome to our newly appointed Managers, Mr Chow Bing Ping, Ms. Wong Yuk Kuen Athena, Mr. Tse Chung Man and Ms. Ngai Yuen Ming. Their invaluable experience in the educational frontline and other sectors will certainly be a great asset to the management team of the School.

Staff

- At present there are 59 full-time teachers, 2 part-time teachers, 5 teaching assistants, 19 tutors and coaches and 19 clerical and supporting staff members. 98% of our teachers have received teacher training, 95% bachelor degree, 52% an additional master or doctoral degree and 22% special education training. All English and Putonghua language teachers meet the full language proficiency requirements of the EDB.
- At the end of last school year, Ms. Lee Pui Yan left our teaching team after completing her contracts. Ms. Lam Pui Yan Jennifer, our teaching assistant, left for the reason of receiving other job offer. We would like to express our appreciation and gratitude to them. We are also glad to know that both of them serve as teachers continuously in other schools.
- Mr. Wong Lok Hin, our S7 graduate in 2012, has been recruited to fill the vacant post of Teaching Assistant for English with effect from 1.9.2015. Mr. Wong graduated from the Hong Kong Polytechnic University and obtained a Bachelor's Degree of Arts in English Studies for the Professions.
- As a means for facilitating professional development, senior staff may have their assigned duties swapped for broadening their horizons. In line with this school policy, Mr. Chan Wai Keung and Mr Cheng Sze Wang, our Assistant Principals, have their major duties interchanged with effect from 1 September 2015. Mr Chan now oversees matters related to student affairs, while Mr Cheng oversees matters related to academic matters.

5. Ms. Chan Suet Hang was conferred a Master's Degree of Arts in English Language Arts by the Hong Kong Polytechnic University and Ms. Yuen Wai Kam a Master's Degree of Arts in Chinese Language and Literature by the Chinese University of Hong Kong. Ms. Lee Hau Yi was conferred the Postgraduate Diploma in Education from the Chinese University of Hong Kong. Other teachers were released to attend courses organized by the EDB in order to equip them for more effective teaching, school planning and counseling. They included

	<u>Days of release granted</u>	<u>Course completed</u>
Mr. Cheng Sze Wang	5 weeks	Certificate Programme on Knowledge Management for enhancing School Development
Mr. Ching Yuk Cheong	5 days	Basic Course on Catering Learning Needs
Ms. Hui Mei Yee	5 days	Basic Course on Catering Learning Needs
Ms Lok Yuen Yee	5 weeks	Certificate Programme on Catering for Student Diversity in Learning Chinese in Secondary Schools
Ms. Sin Yuet Hang	20 days	Thematic Course on Supporting Students with SEN – Behavioural, Emotional and Social Development Needs (Focusing on the needs of students with ASD, AD/HD and EBD)
Ms. Wong Hang Sim	17 days	Advanced Course on Catering for Diverse Learning Needs

6. 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 2014/15. It was also the last year for the implementation of the School Development Plan 2012-2015. 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

Enhancement of students' English proficiency

1.1. English proficiency was enhanced through adjusting the teaching emphases and pedagogical approaches in English lessons, reinforcing the collaboration across subjects and creating an English-rich environment on campus.

1.2. At classroom level, the following strategies have been introduced for enhancing teaching and learning efficacy: (1) The task-based approach is adopted in English classes, but the emphases on systematic grammar teaching and vocabulary building have been increased since 2013/14 to address student weaknesses. Graded exercises on grammar are designed to meet students' diverse learning needs. Extra reading materials are included to broaden students' exposure to vocabulary. (2) Peer evaluation is introduced as a strategy for promoting students' mastery of the performance rubrics for writing and speaking. They become familiar with the standards of good performance when they evaluate each other. (3) School-based standard tests have been developed for monitoring students' learning in the target grammar and vocabulary items.

- 1.3. In 2014/15, the teaching approach of writing was fine-tuned from the process approach to the genre process approach in view of a greater emphasis on students' ability to apply the appropriate register, tone and style for writing various text types in the public exams. The genre process approach was applied once in each term in writing exercises. During this, students were required to write two pieces of a target genre, including descriptive, transactional, persuasive and narrative, and at the end of each term, a text type of the target genre was tested in the Writing Paper to evaluate students' learning. Through the change in teaching approach, students' understanding of the features of various genres was able to be better enhanced.
- 1.4. Elements of Language Arts and Non-language Arts elective modules, generic skills and study skills have been mapped out and infused into the junior English Language curriculum. This helps lay a solid foundation for our students in their junior years of schooling to better prepare them for a smoother transition to the senior English Language curriculum.
- 1.5. To better cater for learners' diversity, S4 & S5 students complete extra comprehension questions for enhancement or remedial purposes. Teachers tailor questions to suit students' learning needs. Students are given extra practice on exam-format comprehension questions for better preparation for the HKDSE.
- 1.6. To help higher achievers excel in the HKDSE, top-tier students are chosen as members of High-flyers Team. The programme can provide students with extra resources and more challenging tasks to help them excel in both the internal and public examinations.
- 1.7. Collaboration between English Department and EMI subjects for enhancing students' mastery of text features was first introduced in 2011 under the Language across the Curriculum Project (LAC). For the first 3 years, we were blessed with the support from the Language Learning Support Section of EDB. By 2014/15, the collaboration sustained and developed with the efforts of our own staff only. English lessons are responsible for the language input, while EMI lessons provide the opportunity to apply the language elements in different subject contexts. The table below shows the implementation plan in 2014/15:

Level	Time	Subject	Target Text Feature
S1	September 2014	English Language	Description
	October 2014	Integrated Science	
	December 2014	English Language	Comparing & contrasting
	April 2015	Design and Technology	
	April 2015	English Language	Cause & effect
	April 2015	Integrated Humanity	
S3	January 2015	English Language	Comparing & contrasting
	April – May 2015	Economics & Society	
	February – March 2015	English Language	Procedure & sequence
	April – May 2015	Home Economics	
S4	November 2014	English Language	Comparing & contrasting
	November 2014	Geography	
	February 2015	Biology	Procedure & sequence
S5	April – May 2015	English Language	Problem & solution
	April – May 2015	ICT	
S6	November – December 2014	History	Comparing & contrasting

The Scheme came into a consolidating stage last year. The schedule and materials used were based on what was developed in the past three years. The following are some of the remarks made by the participating departments in their annual reports and they provide some evidence of success of the Project:

“90% of the students were able to use the ... language patterns to describe living things.” (Integrated Science)

“In collaboration with the LAC team, the language pattern ‘compare and contrast’ was taught in S3. Most students, over 80% could use the pattern correctly when giving answers.” (Economics and Society)

“Language teaching was integrated with the teaching of subject content. The debriefing of the LAC project was useful. It summed up the key points that students should pay attention to. It helped a lot to consolidate students’ essay writing skills and aroused students’ awareness of using discourse markers and opposites to show similarities and differences.” (History)

In fact, as indicated in the year-end survey on LAC Scheme conducted by the EMI Support Committee, 74.36% of our teachers agreed or strongly agreed that the LAC Scheme can improve the language skills of students, while the percentage of last year was only 49%.

1.8. Apart from the target text features assigned by the LAC Scheme, Geography and History Departments have identified further text features that are relevant to the writing in their subjects and incorporated them in their teaching. Their extra efforts are much appreciated.

1.9. As an extension of the LAC Project, the Reading across the Curriculum Programme was first implemented in 2012/13. By 2014/15, it has already been a part of the S2 curriculum of Integrated Humanities. S2 students read books related to History, Economics & Public Affairs and Geography. What made the programme unique was students taking up the roles of aspiring teenage historians, reporters and explorers to view an issue from a subject-specific perspective during their while-reading and post-reading stages. While students engaged themselves in the exploratory and self-regulatory learning process, participating teachers acted as facilitators to provide scaffolds, offer students guidelines, and provide valuable feedback for students’ learning. It successfully fostered students’ effective English learning in subject context outside classroom.

1.10. As a way to encourage students to use English outside classroom, service providers were invited to organized activities or training sessions led by native speakers. The table below gives some of these activities held in 2014/15:

Activity / Course	Span	Target	Objective
Pre-S1 Summer Bridging Programme	15 events, 30 contact hours	Newly admitted S1 students (121 students)	To better prepare pre-S1 students for their transition from CMI to EMI learning environment
Drama Workshops	8 events, 12 contact hours	Members of Drama Team (24 students)	To enhance students’ language skills through drama performance
Debate Workshops	4 events, 7.5 contact hours	S3 (17 students)	To introduce basic debating skills
Debate Enhancement Workshops	4 events, 8 contact hours	S4 & 5 students (39 students)	To develop students’ research and speech writing skills and to enhance their confidence in public speaking
Fun Day	3 hours	S2 & S students (273 students)	To engage students in active listening and speaking in simulated scenarios
Global Awareness Day	3 hours	S4 & S students (304 students)	To engage students in active listening and speaking through cross-cultural exposure

1.11. Regular school-based activities were also conducted to create an English-rich campus. It included the English Speaking Day on Fridays and the inter-class debating competition for S4 & S5 students. The MC team had 25 students and continued playing the important role as the emcees in school major events, such as the Annual Speech Day and Annual Athletic Meet, and of no less importance, making announcements in morning assemblies.

- 1.12. The findings in The Assessment Programme for Affective and Social Outcomes (APASO) indicate that there is a slight drop in students' confidence in learning English in comparing with the past year's scores, but the rise is obvious if the scores before (2011/12) and after (2014/15) the development cycle are compared.

		2011/12	2012/13	2013/14	2014/15
Junior forms	This School	2.48	2.69	2.80	2.73
	HK Schools	2.32	2.32	2.32	2.32
	Effect size	negligible	small	moderate	moderate
Senior forms	This School	2.26	2.47	2.62	2.50
	HK Schools	2.23	2.23	2.23	2.23
	Effect size	negligible	small	moderate	small

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

Nurturing students as lifelong learners

- 1.13. The school promotes the try-out of different pedagogies for nurturing students as self-regulated lifelong learners. We also understand that different pedagogical approaches vary in their relevance to subjects. In 2014/15, departments were therefore given the autonomy to implement teaching innovations in any one of the following three areas:
- Incorporating selected metacognitive tools or self-regulated learning practices into daily teaching;
 - Using the Moodle platform for cultivating students' habit in self-regulating learning;
 - Promoting collaborative learning among students
- 1.14. Both Chinese and English Departments adopt peer evaluations as the means for developing students' habit of self-regulated learning as well as providing the experience for collaborative learning. Last year, English had this practice conducted in writing exercises at all levels and speaking at senior forms; while Chinese had peer evaluation applied in marking news journals and writing outlines. Rubrics for evaluation were given to students for grading each other's performance. Through these experiences, students understood the standards required for good performance. As commented by an English teacher, "Students have become more on task and better understood the task requirements. They take writing as a learning process but not a test."
- 1.15. Six units of Self-learning Packages have been compiled by the Liberal Studies Department in respect to the six modules of the subject curriculum. They are designed for facilitating the building-up of analytical framework among students through self-learning. Each Package includes current issues related to the respective module. Tasks guiding students to go through the following thinking process are given: the cause, the impact, views of different stakeholders and their rationales, their own standpoint and the founding ground. More guidance is given in those packages used in S4, but less in those in S5 and S6.
- 1.16. Error analysis is the strategy applied by the Mathematics Department for rectifying students' misconceptions. Common mistakes in students' work reflect misconceptions held. On the basis of this understanding, Mathematics Department systematically compiles the mistakes made by students and applies them in the teaching at junior forms. Exercises for identifying and correcting manipulative mistakes have been designed for students. One-tenth of each of the 2 term test papers was allocated to "error analysis" type questions.
- 1.17. A school web-based platform has been established on Moodle. It provides the interface for facilitating self-regulated learning. Additional exercises have been uploaded for students to work at their own pace. "Flipped classroom" is possible with the uploaded video clips for students' preliminary study before the class. Audio visual materials used in lesson are also made available on the platform for revision after the class. In 2014/15, there were 54 courses newly uploaded on the Moodle platform and active access by students was noted. The platform can be more fully utilized if the elements of interaction and tiered exercises are strengthened.

- 1.18. The school commits to promoting reading as a tool for nurturing students as lifelong learners. With the concerted effort of the Library, all subject departments and the EMI Support Committee, various reading programmes and related activities are launched among students. The school statistics are encouraging and indicate students' active engagement in reading. There is a rising trend in the average number of books borrowed by each student from the School Library.

	School year		
	2012/13	2013/14	2014/15
Average number of books borrowed	17	20	20

Table showing the average number of books borrowed by each student from the School Library, 2012-2015
(Not including the books borrowed under the Chinese and English Extensive Reading Schemes)

We have participated in the Popular Reading Award Scheme organized by the Hong Kong Professional Teachers' Union (HKPTU) since 2004. The Scheme recognizes students who are able to complete reading the specified number of Chinese readers at their respective levels and participate in reading-related activities. Last year, our students kept their high participation rate and over 435 students obtained the highest level of award – "Purple Badge of Honour". In fact, we keep the enthusiasm in this reading activity for years. The high percentage of our students being awarded the Purple Badge is a good illustration of this.

	2010/11	2011/12	2012/13	2013/14	2014/15
Percentage of students awarded "Purple Badge of Honour" (%)	44.2	45.7	50.2	51.6	49.4

Table showing the percentage of students obtaining "Purple Badge of Honour", 2010-2015

As a means to promote reading in English, we encourage our students to participate in another reading scheme, The Hong Kong Public Library Reading Programme for Children and Youth. Last year, participants of the junior secondary session were required to read at least 6 English books between September 2014 and August 2015, but we set stringent school-based requirements that were more relevant to our students' abilities, i.e. completing 10 books between October 2014 and June 2015. 341 of our students met the target and obtained the award. Starting from 2014/15, S4 and S5 students joined the Reading Programme as well. The rising number of junior form students meeting the reading target in the past 4 years indicates the culture of reading English readers is flourishing on campus.

	2011/12	2012/13	2013/14	2014/15
Percentage of junior form students accomplishing the reading target (%)	21.0*	51.2	64.0	84.4

Table showing the percentage of junior form (S1-3) students accomplishing the reading target of the HKPL Reading Programme, 2011-2015
(* Only S1 and S2 students participated in the Programme in 2011/12)

Book sharing is arranged to arouse students' interest in reading and open their eyes to the choice of readers. In 2014/15, there was book sharing on different occasions. 26 students shared their Chinese readers during the last five minutes of reading sessions on Day 3 and Day 5. English teachers, English reading ambassadors and students shared their English readers in the Morning Assemblies on Day 2 and Day 4. Teachers and students were invited to have their book sharing video-taped and uploaded to YouTube for students to visit. Our teachers, Mr. Yam Yee Kin, Ms. Yu Yuk Hei and Mr. Tse Chung Man, kindly conducted after-school reading workshops. Each of workshops had an attendance of more than 20 students.

Last but not least, the following two measures should also be mentioned and they contribute positively in establishing the reading culture of the school: reading skills are systematically introduced in formal lessons by language teachers; and the Reading across the Curriculum Project sustaining in S2 Integrated Humanity, S4 Physics and S4 Biology encourages the inclusion subject-related books in students' reading list.

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

School year		2012/13	2013/14	2014/15
Junior forms	This School	2.88	2.90	3.00
	HK Schools	2.68	2.68	2.68
	Effect size	Small	Small	Moderate
Senior forms	This School	2.92	2.91	2.94
	HK Schools	2.70	2.70	2.70
	Effect size	Moderate	Small	Moderate

Table showing student confidence in reading strategy, 2012 – 2015 (maximum score being 4)

- 1.19. The school aims at nurturing students as lifelong learners. We make an effort to instill among students the skills for learning and the habits of learning. Students kept ratings high regarding the efforts of the school in this area and a rising trend was noticed in the past four years.

Item	Score			
	2011/12	2012/13	2013/14	2014/15
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	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	3.8
I (student) take the initiative to learn.	3.6	3.6	3.7	3.8
I (student) often read materials such as leisure reading materials and newspaper outside class.	3.6	3.7	3.8	3.8
I (student) know how to set learning goals for myself	3.7	3.7	3.8	3.8

Table showing students' perception on the school-effort and self-effort in nurturing themselves as lifelong learner in the Stakeholder Survey 2011 – 2015 (Maximum score being 5.0)

Reflection

- 1.20. Nurturing metacognitive skills in students was one of the emphases in the School Development Plan 2012/15. Accumulating from the past few years' experience, we understand that each metacognitive skill has its own strength and varies in its relevance to different subjects. At the end of school term 2014/15, the school reviewed with each department the type of metacognitive tools that best suited them. It is expected that starting from 2015/16, each subject will concentrate on one or few metacognitive tools that are relevant to its subject nature and of their own choice. Through the coordination at school level, a comprehensive coverage of different metacognitive tools can be ensured.
- 1.21. The English Department collaborates with EMI subjects in the teaching of text-types. English lessons are responsible for the language input, while EMI lessons are responsible for the application of subject context. The implementation is coordinated under a master plan. We understand that the master plan only states a one-off application activity in EMI lessons. Students can master the text-type in the subject context only if they re-apply the language skills of the respective text-type in their writing tasks thereafter. Both language and non-language teachers have their role in designing the relevant learning opportunities.

- 1.22. The Moodle platform has been established to support self-regulated learning. Positive responses are noted in view of the number of learning courses uploaded. For further development, the courses can be categorized according to the level of challenges, and therefore students choose the exercises in respect to their progress. Interactive elements will also be enhanced in the exercises for giving immediate feedback to students. This can be an incentive to students for encouraging them to access the learning platform.
2. Major Concern II: To enable students to full realize their potential through character-building

Achievements

Enhancement of students' self-discipline

- 2.1. The school statistics affirm the school strategies in nurturing students' self-discipline. In the Stakeholder Survey, students rate themselves high in observing the school regulations.

School year	2011/12	2012/13	2013/14	2014/15
Mean score	3.7	3.6	3.8	3.7

Table showing the mean score of students' response to the statement "My schoolmates are self-disciplined and abide by school regulations", 2011 – 2015 (maximum score being 5)

- 2.2. The findings in The Assessment Programme for Affective and Social Outcomes (APASO) also indicate that students show a rising trend in perseverance. It implies that students are improving in their determination and discipline in their studies and tasks.

		2012/13	2013/14	2014/15
Junior forms	This School	2.98	3.01	3.05
	HK Schools	2.84	2.84	2.84
	Effect size	Small	Small	Small
Senior forms	This School	2.91	2.91	2.98
	HK Schools	2.78	2.78	2.78
	Effect size	Small	Small	Small

Table showing students' scores in Perseverance, 2012 – 2015 (maximum score being 4)

- 2.3. The school works persistently to instill the virtue of self-discipline in students. We give students guidance to develop their self-management skills and their sense of responsibility.
- 2.4. The school adopts a whole-school approach in student guidance under the Life Building Scheme. The Scheme provides the platform for class teachers to help their students draft and realize their development plans. We emphasize students be responsible for managing their development and be self-discipline such that their goals can be attained.
- 2.5. The Conduct Assessment Scheme is established for grading students' conduct. Rating criteria are stipulated for objective reference. Any breach of the school regulations certainly leads to deduction of conduct marks, but awards to any attainment to the defined requirements also form an important part of the Scheme. The explicit description of the conduct awarding criteria allows students to figure out the commended behaviour and performances on campus.
- 2.6. We recognize students' good performance but also treasure any efforts in making progress. Since 2011/12, students showing progress in either conduct or academic achievement are awarded with certificate of merit at the end of school year. We are glad to have the set-up of a new scholarship from 2014/15 by Mr. Cheung Fan, our graduate in 2004. He shares the value of the school and awards those students with the most distinguished progress in both conduct and studies.

2.7. Students are punished because of their misbehaviour, but we approve any efforts in rectifying wrongdoings. The school has set up the New Life Scheme for providing the opportunity of waiving any blemish records or demerits. In practice, students have to take the initiative to create a contract with the school in fulfilling certain performance requirements that have been agreed upon between the student, his/her parent and the school. Last year, the rationale has been extended to the late homework record. Any student who keeps a clean sheet on late homework for a month can have his/her past month records cancelled. The schemes are well received by both students and parents.

Strengthening students’ self-confidence

2.8. The findings giving in APASO evidence that the school is in the right track in building up students’ confidence.

		2012/13	2013/14	2014/15
Junior forms	This School	2.60	2.77	2.81
	HK Schools	2.55	2.55	2.55
	Effect size	Negligible	Small	Small
Senior forms	This School	2.67	2.61	2.72
	HK Schools	2.42	2.42	2.42
	Effect size	Small	Small	Moderate

Table showing students’ scores in Achievement, 2012 – 2015 (maximum score being 4)

2.9. Students are given opportunities to take up responsible posts for developing their leadership skills. The experiences provided are invaluable for them to unleash their potential. We are also indebted to their teacher advisors in coaching our student leaders year round. The table below gives a summary of services rendered by student leaders in 2014/15.

Posts	Scope of service	No. of students involved	Teacher advisors
Committee members of Student Association	Liaising with EC clubs to organize activities for students, allocating resources to the respective clubs and bridging the communication between students and the school management	8	Mr. Cheng Sze Wang and Mr. Lo Wai Kei
Council members of Student Council	Assisting the Student Association in collecting students’ views on school policies	41	Mr. Cheng Sze Wang
Prefects	Upholding the school regulations on campus	59	Ms. Ngai Yuen Ming, Mr. Yeung Man Ching
Student Helpers	Promoting moral and civic, health education in school	39	Mr. Keung Wai Yin, Ms. Yong Fung Mei
Angels (Peer Counselors)	Giving support to S1 students for their adjustment in school life	77	Ms. Ngai Pui Kwan
Committee member of houses and extra-curricular clubs	Organizing inter-house competitions and extra-curricular activities	486	Mr. Lo Wai Kei and Teacher advisors

- 2.10. The school commits to empower young people to be leaders. We equip them with the skills, entrust them with responsibilities and guide them to discharge their duties. Leadership training activities are routinely organized for student leaders. The training activities for student leaders in 2014/15 are summarized as follows:

Activities	Date	Theme	No. of Participants	Teacher(s)-in-charge
Training Workshop for Student Leaders (ECA club chairs and house captains)	18 September 2014	Using English in announcement, on display boards, in posters and flyers	34	Ms. Kwong Sui Wan (EMI Support Committee)
Training Workshop for Health Ambassadors	4 October 2014	Introducing anti-drug knowledge and the skills in organizing activities	12	Ms. Keung Wai Yin (Life Education Committee)
Leadership Training Workshops for potential leaders in S1 & S2	25 March 2015, 22 April 2015, 6 May 2015	The importance of time management for leaders and knowing more about the school through school regulations	5	Mr. Ngai Yuen Ming and Mr Chow Kam Cheung (Discipline Committee)
Evaluation Meeting for Prefects	1 May 2015	Annual evaluation and team building	59	Student leaders of prefects (Discipline Committee)
Training Camp for newly appointed Prefects	12-13 July 2015	Leadership training and team building	88	Student leaders of prefects (Discipline Committee)
Outward Bound Programme for S4 students	April 2015	Experiential learning focusing on team-building, leadership development and personal discovery	12	Mr. Cheng Sze Wang (Students Affairs Committee)
Student Leaders Training Camp	26-27 June 2015	Team building and confidence establishment through adventurous activities	40	Mr. Cheng Sze Wang, Ms. Yong Fung Mei (Student Affairs Committee & Life Education Committee)

- 2.11. Timely support is given to our students to enable them to make informed decisions in choosing their further studies and future careers. Group and individual consultations are arranged for S3 and S5/S6 students respectively. They are therefore better prepared in choosing the subjects for their studies in senior forms or their courses for further studies in tertiary institutes. For S3 students, the assessment tool, Basic Interest Marker (BIM), is adopted for helping students to identify their personality, interest, and study and career aspiration. Last year, two rounds of group consultation were arranged for each S3 student. These meetings enabled our students to review themselves from different perspectives under the guidance of their teacher advisors, and then, on the basis of better self-understanding, made their choice of subjects. For S5 and S6 students, the Career Interest Inventory (CII) is used and students are able to identify their vocational personality types according to the Holland's Theory of Career Choice. With reference to information obtained from the assessment tool, students make their choices for university application and then receive individual advice from their teacher advisors. Consultations could be arranged for both S3 and S5 & 6 students at their critical transitions last year due to the release of the Career and Life Planning Grant since 2014/15. Extra staff can be employed to provide the support.

- 2.12. We should also mention the contributions made by our alumni. They are always ready to share their workplace experiences with their junior schoolmates. Last year, our S6 students were further blessed by the starting up of a sharing group on Facebook immediately after the DSE examination. Students could get in touch with those graduates of past year and discuss with them about any matters related to those admission interviews to be faced. The sharing group included 22 graduates studying in different disciplines and there were 66 S6 students who had accessed this invaluable resource.
- 2.13. The school commits to all-around development of students. Students show superb performance in both academic and non-academic areas. We are proud to report that our school was the champions of both the Senior and Junior Sections (Written Report) in the 4th Inter-school Competition of Project Learning on Hong Kong Kong's History and Culture, organized by the Hong Kong Museum of History. Our team for the Senior Section completed a study on "Child Labour in Hong Kong – 1922-1977", and reported an important finding from the recently released government records – "In 1977, Sir Murray MacLehose ended the problem of child labour through the implementation of 9-year free and compulsory education. The policy was not merely an initiative of the Hong Kong Government. It was achieved partly by the pressure of the British Government." As remarked by an adjudicator during the prize presentation ceremony, the abilities demonstrated by our students went beyond those of a secondary student, but was approaching the scholar standard in university. Wong Chung Yin, a secondary 6 student, was awarded the Outstanding Young Creative Writer Award in the 8th Interschool Creative Writing Competition. He was invited to read out an excerpt from his writing (再沒有限期) in the Award Ceremony. Chung Yin now continues his study in university and takes Chinese as his major. We are longing for more outstanding writings from him in near future. In 2014/15, our school softball team secured the Champion in the Girls Division of the Inter-school Softball Championship. It was the 16th times in the past 17 years. The championship had its special meaning as we missed it the year before and fought back with determination and resilience. Last year, the school nominated our students to participate in 155 open competitions and activities which involved a total of 1901 entries. Students of different abilities were nominated and given the chances for further development in different areas. Statistics on students' participations are summarized in the table below.

Categories	No. of events	No. of participants
Academic-related / Intellectual Development Programme	40	1235
Art, Music and other Cultural Development	36	414
Career-related Experience	4	19
Community / School Services	2	7
Leadership Training	2	19
Moral and civic Education	2	11
Sports and Games	69	196

- 2.14. 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 \$94,866 last year.

Courses / Activities	No. of participations
Academic	55
Leadership	43
Civic education	20

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

- 2.15. 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 resource 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 speech 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 \$130,000. 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. A training session on autism for teachers was also organized on a staff development day.

Reflection

2.16. For years, we have made piecemeal advancements in allowing students to access their own information and data on internet. Students' development plans and disciplinary records are uploaded to the e-class platform. The school based ECAPLUS programme has been developed for students to record their ECA participations. Starting from 2015/16, we are chosen as one of the 5 pilot schools of the "Career & Life Adventure Planning Programme for Youth" jointly launched by the Education Faculty of Chinese University of Hong Kong and the Hong Kong Jockey Club. With the support of the Programme, an e-portal platform will be established for providing online personality tests to enhance students' self-understanding. We hope to, and have started working on establishing a one-stop portal for students to access their own information. With the support of free access of a handy record of oneself, students can be in a better position to manage their personal growth and development, though technically there is still a far way to go.

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

Achievements

3.1. Teachers consistently rate department and committee heads high in their performances.

	Mean score			
	2011/12	2012/13	2013/14	2014/15
The subject panel/committee heads effectively evaluate the effectiveness of the work of their panels/committees	4.1	4.1	4.1	4.1
The subject panel/committee heads effectively promote teachers' professional interflow and collaboration	4.0	4.1	4.0	4.1
Subject panels are able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Student Learning and Teaching evaluation data to inform curriculum implementation	3.9	3.7	3.8	3.8
The performance assessment methods adopted by subject panels effectively assess students' performance.	3.7	3.9	3.8	3.8

Table showing the mean score of teachers' responses to the performance of department and committee heads in the Stakeholder Survey, 2011 - 2015 (maximum score being 5)

3.2. Subject departments give solid support to teachers in their professional development. Their efforts can be well illustrated by their work last year. The Chinese Language and Chinese Literature Departments kept the tradition of arranging their members to share the content of those external seminars that they had attended and documenting the related materials for later reference. Each Chinese teacher presented his/her choice lesson to other members as annual practice for mutual enrichment. The English and Liberal Studies Departments reserved time for their members to share their marking experiences in the public examination. The Chinese Department lined up with the Language Learning Support Section of EDB to incorporate the inquiry based approach in S1 classes as a means for nurturing self-regulated learning. The Department also invited personnel from the HKEAA to hold a workshop on "The secret of enhancing teaching efficacy for DSE". The Mathematics, Geography, English and Chinese Departments scheduled in their panel meetings to discuss the pedagogies to be adopted. Department meetings go beyond just administration, but are occasions for professional interflow as well.

Collaborative Lesson Planning was first introduced in 2007/08 and served as a yearly exercise for improving teaching and learning through lesson studies. By 2014/15, apart from lesson studies, the alternative of conducting action research on solving an identified problem in school context was also introduced. Teachers could choose to engage themselves in either one of the exercises for professional development. Last year, 10 instances of action research were completed and 14 lesson studies were conducted. There was a wide coverage of topics in the action researches and lesson studies, but we treasure more for the tradition of pursuing profession advancement through teachers' concerted effort. The tables below give a summary of the action researches and lesson studies conducted.

Table showing the list of action researches conducted in 2014/15

Research question	Subject involved	Student involved
在議論單元中提升學生如何有效地摘錄筆記	Chinese Language	S1
Using mind maps to help students to write	English	S2
Using mind maps to help students improve their writing	English	S4
Building students' capacity in content area reading through collaboration between Science and English Teachers	English Language, Biology, Physics	S5
The use of pre-lesson exercise to raise students' test score	Geography	S4,5
Identification of students' difficulties in tackling data-based questions and designing follow-up measures so as to enhance students' performance in DBQ	History	S3
Building students' capacity in identifying the variables in a fair test	Integrated Science	S1
如何有效提升學生在「單元三：現在中國」的學習動機	Liberal Studies	S4
如何於中五級整合有關「中國威脅論」、「綜合國力」和「中國如何回應全球化」三個課題	Liberal Studies	S5
如何避免學生在進行藝術評賞時過度引用互聯網資料	Visual Art	S1

Table showing the list of lesson studies conducted in 2014/15

Topic	Subject involved	Student involved
運用歸納式查經法研習神的救恩	Biblical Knowledge	S2
Separation of oxygen and nitrogen from air	Chemistry	S3
如何評價一位皇帝(以隋文帝為例)	Chinese History	S5
作文評講(學生互評)	Chinese Language	S1
融辯入教之實踐 —— 模擬比賽	Chinese Language	S3
作文大綱評講(學生互評)	Chinese Language	S4
Teaching programming technique by using Scratch	Computer Literacy	S2
Ownership of production: Sole proprietorship and partnership	Economics and Society	S3
Writing – A letter of advice to Mary's diet	English Language	S1
Persuasive writing – a genre process approach for teaching writing	English Language	S3
Solving EYA problems of data handling strand	Mathematics	S5
Helping students to analyze common mistakes in calculation steps made by junior form students	Mathematics	S3
Experiment to find out the specific latent heat of vaporization of water	Physics	S3

3.3. Teachers affirm the school's effort in collecting the data on teaching and learning and its openness to release the information.

	Mean score			
	2011/12	2012/13	2013/14	2014/15
The school systematically collects data on learning and teaching with a view to monitoring students' performance and progress.	3.7	3.6	3.7	3.7
The school actively reports to teachers, students and parents results of its self-evaluation.	3.6	3.8	3.8	3.7

Table showing the mean score of teachers' responses to "the school effort in collecting data on teaching and learning and its openness in reporting" in the Stakeholder Survey, 2011 – 2015 (maximum score being 5)

3.4. The data collected by the school was widely used by departments and committees in their planning and evaluation. They also took the initiative to collect data and information that were specific to them. Departments with a strong mathematics background, such as Mathematics and ICT, applied their knowledge to make an in-depth analysis and evaluate the effectiveness of their teaching. Mathematics also had some thorough study on the examiner reports of DSE, and on the basis of the findings to adjust the teaching emphases and to propose the introduction of the "error analysis" teaching approach. The History Department

also made good use of the examiner reports as well as the information in public seminars to compile a subject handbook to assist students' studies. It summarized commonly used command words and key words, and the standards for good performance. Though members of the two language departments do not have strong mathematics background, they both made good use of the public examination results. Through analysis of students' performance in different papers in HKDSE, they adjusted their teaching emphasis in respect of the findings.

Reflection

- 3.5. Quite a number of the lesson studies and action research conducted showed a high professional standard. They were seriously conducted, with reference to academic literature and in-depth analysis supported by statistical figures. The findings are certainly useful to those teachers involved, but for the benefit of other teachers, sharing sessions on their experiences and findings should also be included on staff development days for reinforcing the good practice of making reflection and innovations.
- 3.6. Teachers think positively about their experiences at the department / committee level, but there is still a lot to do to strengthen the communication between the school management and teacher staff in general. The school administration has to strengthen the channels to collect staff's explicit or implicit opinions and respond accordingly.

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 S5 in 2015/2016.

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. Regular teachers or Teaching Assistants 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.

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. research methods in S1 and 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. Students are invited to share their projects completed in the previous year as exemplars for their juniors. Their sharing give 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 4 th Inter-school Competition of Project Learning on Hong Kong's History and Culture	Child Labour in Hong — 1922 – 1977	Champion (Senior Section – Written Report)	Mr. Lee Tsz Wa
	A Study on Outwork in Hong Kong	Champion (Junior Section – Written Report)	Mr. Lee Tsz Wa
	Hurray Factory Girls: Life stories of female workers from the 50s to the 90s in Hong Kong	1 st Runner-up (Junior Section – Multi-media Production)	Mr. Yeung Man Ching
MTR-CUHK Youth QoL Champions Competition 2015	Our Generation	1 st Runner-up	Mr. Yeung Man Ching
Mathematics Project Competition for Secondary Schools 2014/2015	The Ant Problem of Shortest Distance	1 st Runner-up	Mr. Man Wai Kit
	Multiple Reflection of Lines	Outstanding Performance Prize	Mr. Pun Cheuk Wah
	Distance apart on the Earth Surface	Outstanding Performance	Mr. Wong Chung Ting
Project Competition organized by the Society of Japanese Language Education of Hong Kong 2015	Story of Japanese Toys	Group Project Award	Ms. Lau Pui Ki
Inter-school Mobile Application Development Contest (IMACD)	Traditional Stories of Ethnic Minorities	Champion (Concept Stream – Junior Group)	Mr. Leung Yiu Wing
	The Store serving Ethnic Minorities	1 st Runner-up (Concept Stream – Junior Group)	Mr. Leung Yiu Wing
Consumer Culture Study Award XVI 2014/2015	Newspaper : Life Video Recorder	Merit Prize	Ms. Wong Hang Sim

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 set-up of the platform is also an effective means to cater to students' diverse needs. Graded exercises and reading materials are provided to encourage self-learning and to cope with the variations in learning style and pace. "Flipped classroom" is possible with the video clips uploaded. In 2014/15, we established a school web-based platform on Moodle. Greater flexibility in future development will therefore be possible. The upgrade of the school WiFi under the WiFi900 Scheme was completed in October 2015 and it allows us to apply IT teaching and learning on campus with better infrastructure support.

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 to search for 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 64 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.

In 2014/15, there were staff development workshops covering topics related to the use of Moodle, SEN, gifted education, action research, career & life planning counseling, self-evaluation for improvement and CIPP model for evaluation. 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.

Teaching Enhancement and support Measures

The Recurrent Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant amounting to a total of \$1,281,816 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 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 \$127,350 and \$145,200 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 2483 and 145, and the corresponding expenses were \$127,350 and \$119,652. As one of the schools among the first cohort under the WiFi 900 Scheme, the school received a one-off grant of \$121,450 for the purchase of additional mobile devices and a recurrent annual subsidy of \$84,940 to upgrade the WiFi infrastructure on campus.

The school facilities and infrastructure are renovated annually to maintain a reasonable learning and teaching environment for students. Under the Major Repair (2015/16) Scheme, the EDB has granted a lump-sum of \$615,000 for the reflooring of the school hall and repainting of the ceiling of gymnasium.

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 give appropriate guidance 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 80 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. Wong Tak Chong, 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 59 members in the last school year. The team attended two leadership training camps which were held in July 2014 and May 2015. 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 39 students enrolled. Another 77 students were recruited to form the “Angels”. The team provides peer counseling to S1 students for their transition to the new secondary school life. 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.

We should express our heartfelt gratitude to the team members of the Careers and Further Studies Committee. They 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. With the release of the Career and Life Planning Grant in 2014/15, the additional resource allowed us to arrange group consultations for S3 students before choosing their subjects for senior forms. Assessment tools, BIM for S3 and CII for S5, were incorporated in counseling for providing objective information of students’ personality and aptitude.

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 "The Protection and Guidance from the Majestic God". 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 could accomplish 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.

The annual Gospel Week was held during the period from 9 October 2014 to 17 October 2014. 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 45 converts. Bible study 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 327 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

168 S6 students sat for the examination. 161 (95.8%) 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. 135 (80.4%) 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 515 subject-entries (or 49.7%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 98.4%. The overall performance was satisfactory.

Statistics on Further Studies and Employment

168 out of the 163 S6 graduates in 2015 continued their studies. The following table provides the statistics on further studies and employment.

Local degree course	77
Local sub-degree course	53
Repeating S6	16
Overseas (including China) degree course	10
Overseas (including China) sub-degree course	2
Other courses	5
Employment	1
Not confirmed	4

Achievements in Inter-Schools Competitions

Academic

1. “The 4th Inter-school Competition of Project Learning on Hong Kong’s History and Culture”, organized by the Hong Kong Museum of History and the Hong Kong Institute for Promotion of Chinese Culture
Topic: Child Labour in Hong Kong – 1922-1977
Senior Section (Written Report) Champion
Team Members: 5A Wong Tsun Yan 5E Lui Cheuk Yin 4A Wong Ka Yu
4E Ho Cheuk Nam Ryan
2. “The 4th Inter-school Competition of Project Learning on Hong Kong’s History and Culture”, organized by the Hong Kong Museum of History and the Hong Kong Institute for Promotion of Chinese Culture
Topic: A Study on Outwork in Hong Kong
Junior Section (Written Report) Champion
Team Members: 3E Choi Man Sze 3E Kong Sam Yi 3E Lei Cheuk Wa
3E So Hei Tung
3. “The 4th Inter-school Competition of Project Learning on Hong Kong’s History and Culture”, organized by the Hong Kong Museum of History and the Hong Kong Institute for Promotion of Chinese Culture
Topic: Hurray Factory Girls: Life stories of female workers from the 50s to the 90s in Hong Kong
Junior Section (Multi-media Production) 1st Runner-up
Team Members: 3A Tsui Tsz Kwan 3A Yip Tsz Yu 3E Cheung Cheuk Nam
3E Lee Sha Lee
4. “MTR-CUHK Youth QoL Champions Competition 2015”, organized by MTR and the Chinese University of Hong Kong
Topic: Our Generation
1st Runner-up 5C Lo Hoi Yin 5D So Wing Ki 5E Hui Ying Kit
5E Tang Tsoi Ying 5E Tsan Wai Yeung
5. “Consumer Culture Study Award XVI 2014 - 2015”, organized by Consumer Council
Topic : Newspaper : Life Video Recorder
Merit Prize 2A Cheung Hoi Ching 2A Fung Wing Tung 2A Lau Hoi Tung
2A Man Yeuk Tsin Yoyo 2A Wong Shin Ying
6. “Inter-school Mobile Application Development Contest (IMACD) 2015”, co-organized by the Hong Kong Joint School Electronics and Computer Society, Youth Club Hong Kong Computer Society and School of Continuing and Professional Studies The Chinese University of Hong Kong
Concept Stream Junior Group Champion
3B Chan Chun Yiu 3B Kwan Cheuk Wa 3B Tam Tsz Ching
Concept Stream Junior Group 1st Runner-up
3B Ho Tsz Lok 3B Wong Ka Ming 3B Yip Chun Kit
7. “Secondary School Mathematics Project Competition 2014/2015” organized by the Education Bureau
1st Runner-up Topic: 螞蟻的短路問題
Team Member: 3E Chen Yui Lap 3E Cheng Hoi Wai 3E Cho Yat Fung 3E Liu Tsz Yu
3E Lui Him 3C Tse Lap Yan
Outstanding Performance Topic: 線條 Line 的奇幻反彈
Team Member: 2E Chan Chi Lok 2E Chan Shing 2E Fung Tsz Yan 2E Kwok Chun Him
2E Ling Yiu Chung 2E Wu Hoi Laam
Outstanding Performance Topic: 咫尺天涯
Team Member: 3A Chan Chak Sang 3A Chan Wai Lun Adrian 3A Cho Shun 3A Lai Tsz Chun
3A Li Tin Yuet 3A Wong Pui Shan
8. “Mathematics Book Report Competition for Secondary Schools 2014-15”, organized by the Education Bureau
2nd Class Honour 1A Yu Pak Hei 2E Wong Kam Chuen

9. “International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2014-15”, organized by the Hong Kong Academy for Gifted Education
Honourable Mention 4E Mak Siu Hong
10. “Hong Kong Youth Mathematical High Achievers Selection Contest 2014-15”, co-organized by Po Leung Kuk and Hong Kong Association for Science and Mathematics Education
1st Class Honour 3C Tse Lap Yan
3rd Place 2E Lam Tsz Ngo Zeeman 3E Lui Him
11. “Pui Ching Invitational Mathematics Competition”, co-organized by Pui Ching Middle School, Pui Ching Academy and Mathematical Database
Merit 2E Lam Tsz Ngo Zeeman 4E Mak Siu Hong 6E Wong Tsun Kit
12. “Secondary School Mathematics and Science Competition 2015”, organized by the Hong Kong Polytechnic University
- | | | | | | | | |
|-------------|------------------|----|----------------|----|----------------|----|--------------|
| Mathematics | High Distinction | 5E | Chan Tsz Nga | 5E | Mong Kin Ip | | |
| | Distinction | 5E | Cheung Lok Hin | 5E | Hui Ying Kit | 5E | Kwok Hei Man |
| | | 5E | Lee Yin Wing | | | | |
| Chemistry | High Distinction | 5D | Kwan Yat Tin | 5E | Cheung Lok Hin | | |
| | Distinction | 5B | Chan Tsz Ying | 5D | Cheung Fu Kiu | | |
| Physics | High Distinction | 5A | Yuen Hoi Lam | 5E | Cheung Lok Hin | 5E | Mong Kin Ip |
| | Distinction | 5E | Fung Sze Wei | 5E | Lee Cheuk Tim | 5E | Lee Sze Chun |
| Biology | High Distinction | 5E | Lee Yin Wing | 5E | Tang Tsoi Ying | | |
13. “The Hong Kong Physics Olympiad 2015”, organized by the Hong Kong Academy for Gifted Education
2nd Class Honour 4A Chan Ho Leung
3rd Class Honour 4E Mak Siu Hong
14. “International Junior Science Olympiad 2015 - Hong Kong Screening”, organized by the Hong Kong Academy for Gifted Education
3rd Class Honour 3E Liu Tsz Yu
15. The 67th Hong Kong Schools Speech Festival
- | | | | | | | | |
|--|--|----|----------------|----|-------------|----|--------------|
| S5 Cantonese Solo Verse Speaking – Girls | | | | | | | |
| | Certificate of Merit | 5A | Siu Hiu Man | | | | |
| | Certificate of Proficiency | 5D | Mak Hoi Ching | | | | |
| S4 Cantonese Solo Verse Speaking – Girls | Certificate of Merit | 4E | Yeung Yun Hing | | | | |
| S3 Cantonese Solo Verse Speaking – Girls | | | | | | | |
| | Certificate of Merit (Group Champion) | 3A | Yeung Tsz Yan | | | | |
| | Certificate of Merit | 3A | Yuen Wing Lam | | | | |
| S2 Cantonese Solo Verse Speaking – Girls | Certificate of Merit | 2C | Chow Pui Yi | | | | |
| S1 Cantonese Solo Verse Speaking – Girls | | | | | | | |
| | Certificate of Merit (Group 2 nd Runner-up) | 1A | Ng Tsz Yiu | | | | |
| S5 Cantonese Solo Verse Speaking – Boys | Certificate of Proficiency | 5E | Tsan Wai Yeung | | | | |
| S5,6 Putonghua Solo Verse Speaking – Girls | Certificate of Merit | 5E | Kwok Jing Ting | | | | |
| S3,4 Putonghua Solo Verse Speaking – Boys | | | | | | | |
| | Certificate of Merit (Group 2 nd Runner-up) | 3E | Lau Tsz Kin | | | | |
| S3,4 Putonghua Solo Verse Speaking – Girls | | | | | | | |
| | Certificate of Merit | 4A | Yu Man Hei | 3A | Yip Tsz Yu | 3D | Lai Lok Tung |
| | | 3D | Chan Jing Lam | | | | |
| | Certificate of Proficiency | 2A | Wong Ching Sze | 3B | Chan Ka Hei | | |
| S1,2 Putonghua Solo Verse Speaking – Boys | | | | | | | |
| | Certificate of Merit (Group 1 st Runner-up) | 2C | Ngau Chun | | | | |
| | Certificate of Merit | 2B | Pang Chun Yip | | | | |
| S1,2 Putonghua Solo Prose Speaking – Girls | | | | | | | |

Certificate of Merit	1A	Chan Ka Yu	2A	Yu Tsz Shan	2B	Chan Sze Ling
	2D	Shiu Sum Yee	2E	Chan Tsz Ching		
S5 Cantonese Solo Prose Speaking – Girls						
Certificate of Merit	5A	Chau Sze Nam	5D	So Wing Ki	5E	Tang Tsoi Ying
Certificate of Proficiency	5A	Chan Yee Nga				
S3 Cantonese Solo Prose Speaking – Girls						
Certificate of Merit	3A	Lee Man Ching	3D	Tang Ho Lam		
S1 Cantonese Solo Prose Speaking – Boys						
Certificate of Merit	1E	Tang Wan Fung				
S3,4 Cantonese Choral Prose Speaking – Girls						
Certificate of Merit (Group 1 st Runner-up)				Wong Shiu Chi Secondary School		
S6 English Solo Verse Speaking – Girls			Certificate of Merit	6A	Lee Perrine	
S6 English Solo Verse Speaking – Boys						
Certificate of Merit (Group Champion)			6E	Chong Siu Chit		
Certificate of Merit	6E	Poon Wai Lam	6E	Lam Tsz Ho	6E	Cheng Man Kit
	6E	Chan Chak Shing				
Certificate of Proficiency	6E	Fan Pui Yin Cyrus				
S5 English Solo Verse Speaking – Girls						
Certificate of Merit	5A	Yeung Sin Ching	5A	Siu Hiu Man	5A	Chow Chi Ching
	5B	Tong Pui San Angela	5C	Lo Hoi Yin	5C	Kwok Hin Wai
	5D	SO Wing Ki	5D	Chiu Yan Tung	5E	Tong Wing Yan
	5E	Kwok Hei Man	5E	Yau Fung Yi		
S5 English Solo Verse Speaking – Boys						
Certificate of Merit	5E	Tsan Wai Yeung				
S4 English Solo Verse Speaking – Girls						
Certificate of Merit	4A	Lam Chi Wai Fefe	4A	Li Tsz Yan	4A	Chung Lok Yi
	4D	Lee Sum Yuen				
Certificate of Proficiency	4A	Lau Sum Yin				
S4 English Solo Verse Speaking – Boys						
Certificate of Merit (Group 1 st Runner-up)			4C	Kwong Yan Ming		
Certificate of Merit (Group 2 nd Runner-up)			4E	Wong Jonathan Yik Chong		
Certificate of Merit	4A	Cheng Wai Leung	4A	Yuen Cheuk Long	4C	Ngai King Fung
S3 English Solo Verse Speaking – Girls						
Certificate of Merit (Group 2 nd Runner-up)			3A	Cheung Tsz Tseng Roisin	3A	Yuen Wing Lam
Certificate of Merit	3A	Lee Man Ching	3A	Wong Pui Shan	3B	Ko Lok Jing
	3B	Zhou Yi Jing	3C	Lau Hau Lee	3D	Tsui Wing Tung
S2 English Solo Verse Speaking – Girls						
Certificate of Merit (Group 1 st Runner-up)			2A	Wong Sin Ying	2E	Lee Hui Yu
Certificate of Merit	2A	Fung Wing Tung	2A	Chui Wai Yin	2A	Chan Yuen Ching Kristy
	2E	Ng Ka Lam				
S2 English Solo Verse Speaking – Boys						
Certificate of Merit (Group 1 st Runner-up)			2A	Cheung Tsz Kit		
S1 English Solo Verse Speaking – Girls						
Certificate of Merit	1A	Tang Ka Yee	1A	Ng Tsz Yiu	1A	Yeung Chun Ni
	1A	Lee Cheuk Wing	1A	Chan Ki Yau	1B	Ho Cheuk Lam
	1E	Fok Po Yi				
Certificate of Proficiency	1C	Leung Sum Yin				
S1 English Solo Verse Speaking – Boys						
Certificate of Merit (Group Champion)			1D	Chan Owen		
Certificate of Merit	1A	Ng Tsz Lun	1A	Lui Pak Huen		
Certificate of Proficiency	1A	Chan Chun Kit				
S1, 2 English Choral Speaking – Mixed						
Certificate of Merit				Wong Shiu Chi Secondary School		
S5 English Public Speaking – Mixed						
Certificate of Merit	5A	Siu Hiu Man				
S4-6 English Public Speaking – Mixed						
				Wong Shiu Chi Secondary School		

Trombone Solo - Secondary School – Senior	Certificate of Merit (Group Champion)	6A	Law Wai Lok
Euphonium Solo	Certificate of Merit (Group Champion)	6A	Law Wai Lok
Zheng Solo – Advanced	Certificate of Proficiency	5B	Li Hang Ying
Liuqin Solo – Senior	Certificate of Merit	4C	Lau Hoi Ying
	Certificate of Proficiency	3E	Cheung Yuen Yan
Liuqin Solo – Junior	Certificate of Proficiency	3E	So Hei Tung
Erhu Solo – Advanced	Certificate of Merit	4B	Li Hang Tsun
Erhu Solo –Senior	Certificate of Merit	2A	Ling Wai Fung
Banhu – Advanced	Certificate of Merit (2 nd Runner-up)	4B	Li Hang Tsun
Di Solo - Secondary School – Senior	Certificate of Merit	2C	Pang Shun Kit
Di Solo - Secondary School –Intermediate	Certificate of Proficiency	2B	Fung Kin Cheung
Chinese Instrumental Ensemble - Secondary School	Certificate of Proficiency		Wong Shiu Chi Secondary School

4. Celebrating 65th Anniversary of the People's Republic of China 18 District National Day Bunting Design Competition”, organized by the Home Affairs Department
Merit in Tai Po, North District and South District
3E Choi Man Sze 2A Ho Ting 3A Chan Chak Sang
5. “The Jockey Club Student Drawing Competition at the Hong Kong Flower Show 2014”, organized by the Leisure and Cultural Service Department
Merit 2A Ho Ting
6. “The 5th Xu Beihong Cup International Arts Competition for Youth and Children (Hong Kong Division)”, organized by the Hong Kong Federation of Youth Groups
Secondary Section Junior Champion 2A Ho Ting
7. “The Wharf Hong Kong Secondary School Art Competition 2014-2015”
Outstanding Performance (Top 54 Entrants) 2A Ho Ting
8. “2014 Hong Kong Youth Music Interflows Chinese Orchestra Contest”, organized by the Music Office, Leisure and Cultural Services Department
Secondary School Group A (15 – 25 people) Bronze Award

5A To Ka Chun	5A Wu Ka Lam	5A Yuen Hoi Lam	5B Cheung Hoi Ting Cora
5B Tse Ka Yiu	5E Fung Sze Wei	5E Wan Sze Kei	4A Lee Pui Yee
4B Li Hang Tsun	4C Lau Hoi Ying	4E Au Tsz Nga	3A Ho Sing Hei
3B Li Yan Tung	3C Lai Hiu Laam	3E Cheung Yuen Yan	3E Ng Oi Yi
2A Ling Wai Fung	2B Fung Kin Cheung	2C Pang Shun Kit	2D Wong Huen Ting
1C Chan Chun Lam Kelvin	1E Chu Cheunk Nam		
9. “Hong Kong Youth Music Open Championship 2014”, co-organized by the Hong Kong Piano Music Association, 中華藝社 and 香港國際音樂文化協會
Royal Academy of Music Grade 8 Piano Examination Champion 2A Ching Ching Ho
Self-selected Piano Music Group C 2nd Runner-up 2A Ching Ching Ho
10. “9th International Music and Arts Competition”, organized by the Chinese Arts Festival
Dizhi Youth Group A Silver Award 2C Pang Shun Kit

Civic Education and Social Services

1. “19th Tai Po Good Student Award Scheme”, organized by the Tai Po School Communciation Committee
Outstanding Performance Student 5E Lee Yin Wing 4A Wong Ka Yu 4C Lo Ying Yan
2. “New Territories East Youth First Aid Competition”, organized by the Hong Kong Red Cross
1st Runner-up
Team Member: 5A Suen Ho Nam 5A Chiu Tsz Tong Daphne 5C Pui Tsz Wing
5E Kwan Chun Kit

3. "Wing Hang V-are-One Program 2014/2015", organized by the Hong Kong Professional Teachers' Union
Outstanding Volunteer 5A Chau Sze Nam
4. "Tai Po Community Civil Knowledge Quiz Competition", organized by the Tai Po District Civic Education Campaign Organizing Committee
Champion 4A Li Sze Ching 4A Wong Ka Wing 4A Yeung Tsz Yan Samantha
2C Tsang Ho Man
5. "Tai Po District Civic Education Committee Newspaper Cutting Competition 2014-2015", organized by Tai Po District Civic Education Committee
Merit 3E Cheung Yuen Yan

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 9th October 2014 at Ma On Shan Swimming Pool. Thirty-four secondary schools competed for the Championship. Our school sent 4 swimming teams comprised of 28 students to participate in the Boys B Grade, Boys C 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 1 gold, 4 silver and 5 bronze medals. In team competition, our C Grade Boys team was awarded 1st Runner-up and B Grade Boys team and A Grade Girls Team were awarded the 3rd Runner-up. Our team also won 1 gold and 2 bronze medals in the relays. The following is the list of our swimming team members and medalists:

Girls A Grade			
6A	Wong Hoi Ting	4x50 meters Medley Relay	Bronze
6B	Tse Hoi Yan	4x50 meters Medley Relay	Bronze
6D	Choi Ching Man	4x50 meters Medley Relay	Bronze
5B	Tsang Chor Yi	4x50 meters Medley Relay	Bronze
2A	Wong Sin Ying	50 meters Backstroke	Bronze
1E	Kwong Tsz Yan	50 meters Breaststroke	Bronze
Boys B Grade			
4E	Lai Chun Ming	4x50 meters Freestyle Relay	Bronze
		200 meters Individual Medley	Gold
		200 meters Breaststroke	Silver
4A	Yau Wai Yin	4x50 meters Freestyle Relay	Bronze
4C	Kwong Yan Ming	4x50 meters Freestyle Relay	Bronze
3D	Tang Lok Tin	4x50 meters Freestyle Relay	Bronze
Girls C Grade			
3B	Tam Tsz Ching	200 meters Breaststroke	Gold
Boys A Grade			
1A	Ng Tsz Lun	4x50 meters Freestyle Relay	Gold
		200 meters Freestyle	Silver
1A	Ho Hok Wang Herman	4x50 meters Freestyle Relay	Gold
1A	Lai Chun Hei	4x50 meters Freestyle Relay	Gold
		50 meters Butterfly	Bronze
		50 meters Breaststroke	Silver
1E	Tang Wang Fung	4x50 meters Freestyle Relay	Gold
		50 meters Freestyle	Bronze

2. “Inter-school Basketball Competition”, organized by the Hong Kong School Sports Federation. Our Girls A Grade C Grade were awarded 3rd Runner-up and 1st Runner-up in the competition respectively.
- Girls A Grade
- | | | | | | | |
|--------------|----|---------------|----|-----------------|----|---------------|
| Team Members | 6A | Wong Hoi Ting | 6A | Cheung Pui Suen | 6C | Law Tsz Ching |
| | 5A | Chau Sze Nam | 5B | So Tsz Ying | 5C | Lee Nga Lun |
| | 5C | Chau Yi Ting | | | | |
- Girls C Grade
- | | | | | | | |
|--------------|----|---------------|----|----------------|----|------------------|
| Team Members | 2A | Yu Tsz Shan | 2A | Lau Hoi Tung | 2E | Ng Sin Yee Cindy |
| | 2E | Wong Lai On | 2E | Lee Hui Yu | 2C | Cheung Hiu Tung |
| | 2B | Chan Sze Ling | 2B | Lee Tsz Lam | 1A | Iu Cheuk Tung |
| | 1C | Lo Chui Lam | 1C | Yeung Hei Tung | 1E | Wong Yu Ching |
| | 1E | Shek Tsz Yin | 1E | Yim Wing Kiu | | |
3. “Inter-school Softball Championship”, co-organized the Hong Kong Schools Sports Federation and the Hong Kong Softball Association. Our school was awarded Champion in the Girls Division
- | | | | | | | |
|--------------|----|----------------|----|----------------|----|-------------------|
| Team Members | 6A | Wong Po Wai | 6A | Chan Hei Lun | 6B | Tse Hoi Yan |
| | 6B | Leung Yu Ching | 6D | Choi Ching Man | 5B | Lau Tsz Lam Lydia |
| | 5B | Tsang Chor Yi | 5D | Tang Nga Man | 5E | Lau Hiu Kwan |
| | 4C | Lo Wing Yan | 4E | Lee Kwan Yu | 2C | Cheung Hiu Tung |
4. “Inter-school Cross-country Championship”, organized by the Hong Kong Schools Sports Federation.
- | | | | | |
|--------------|------------|---------------------------|----|---------------|
| Boys B Grade | Individual | 2 nd Runner-up | 4E | Lai Chun Ming |
|--------------|------------|---------------------------|----|---------------|
5. “Inter-School Athletic Championship”, organized by the Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee”. Our school sent 3 teams to participate in the competition. In the singles competition, our team won 4 gold, 3 silver and 2 bronze medals. In team competition, our Girls A Grade was awarded the 2nd Runner-up. The following is the list of our medalists:
- | | | | | |
|---------------|----|-----------------|--------------------|--------------|
| Boys B Grade | 4E | Lai Chun Ming | 3000 meters | Silver medal |
| Girls C Grade | 2C | Cheung Hiu Tung | Shot Put | Silver medal |
| Girls A Grade | 5A | Chau Sze Nam | Shot Put | Silver medal |
| | | | Discus | Bronze medal |
| | 5D | Tang Nga Man | Long Jump | Gold medal |
| | | | Javelin | Gold medal |
| | | | 4x100 meters Relay | Gold medal |
| | 5E | Lau Hiu Kwan | 100 meters Hurdle | Gold medal |
| | | | Long Jump | Bronze medal |
| | | | 4x100 meters Relay | Gold medal |
| | 6A | Cheung Pui Suen | 4x100 meters Relay | Gold medal |
| | 6C | Law Tsz Ching | 4x100 meters Relay | Gold medal |
6. “Interschool Fencing Championship”, organized by the Hong Kong Schools Sports Federation
- | | | | | |
|---------------|-----------------|---------------------------|----|-------------------------|
| Girls B Grade | Individual Epee | 2 nd Runner-up | 3A | Cheung Tsz Tseng Roisin |
| Boys B Grade | Individual Epee | 2 nd Runner-up | 3A | Li Tin Yuet |
7. “Inter-School Badminton Championship”, organized by the Hong Kong Schools Sports Federation – Tai Po & North District Secondary Schools Area Committee. Our school sent 4 teams comprising 25 students to participate in the competition and achieved good results.
- Girls Grade A (18 teams) Champion
- | | | | | | | |
|--------------|----|---------------|----|--------------|----|--------------|
| Team Members | 6E | Lee Ching Yau | 6B | Tse Hoi Yan | 6A | Chan Hei Lun |
| | 6A | Wong Po Wai | 5D | Tang Nga Man | 5D | Ho Kei Yau |
- Boys Grade B (23 teams) 2nd Runner-up
- | | | | | | | |
|--------------|----|-----------------|----|--------------|----|----------------|
| Team Members | 4D | Fung Yiu Fai | 3D | Lee Yat Laam | 3A | Pok Yuet Yeung |
| | 1D | Cheung Man Chun | 2C | Wong Ho Ming | 3D | Chan Pang Chin |
- Girls Grade B (19 teams) 2nd Runner-up
- | | | | | | | |
|--------------|----|----------------|----|---------------|----|----------------|
| Team Members | 3A | Lee Man Ching | 3E | Lei Cheuk Wa | 2C | Wong Lok Ching |
| | 2D | Wong Huen Ting | 4D | Mak Chung Yan | 4C | So Pik Wai |
| | 4C | Lau Hoi Ying | | | | |

8. “香港競技體操國際邀請新秀賽”, organized by the Gymnastics Association of Hong Kong, China
 Girls Junior Floor Gold medal 1E Chan Cheuk Lam
 Balance Beam Silver medal 1E Chan Cheuk Lam
9. “Inter-school Taekwondo Championship 2015”, organized by the Hong Kong Taekwondo Association”
 Girl Colour Belt 2nd Runner-up 5A Lau Kwok Yiu
10. “Novice Youth Softball Competition”, organized by the Hong Kong Softball Association
 Girls Division Champion
 Best Batter 5D Tang Nga Man
 Team Members 5B Tsang Chor Yi 5B Lau Tsz Lam Lydia 5D Tang Nga Man
 5E Lau Hiu Kwan 4C Lo Wing Yan 4E Lee Kwan Yu
 3B Cheung Chui Ying 3B Ho Hiu Ching 3E Lau Ka Huen
 2C Lau Suet Man 2C Cheung Hiu Tung 2D Law Hau Yiu
11. Hong Kong Schools Sports Federation N.T. Secondary Schools Overall Championship” – Our school was awarded the 4th Runner-up in Girls Division. 5D Tang Nga Man was awarded the best all-round athlete.
12. “2015 A.S.Watsons Group Student Sports Award”, organized by A.S.Watsons Group
 6A Chan Hei Lun
13. “Samsung 58th Sports Festival – Age Group Triathlon”, organized by Sports Federation and Olympic Committee of Hong Kong, China
 1st Runner-up 4E Lai Chun Ming
14. “Celebrating 64th Anniversary of People’s Republic of China National Day Trophy Swimming Championship 2014”, organized by the New Territories Association of Societies Shatin District Committee
 Boys Age 12 50 meters Breaststroke 1A Ho Hok Wang Herman
 50 meters Backstroke 1A Ho Hok Wang Herman
 50 meters Freestyle 1A Ho Hok Wang Herman
15. “44th Anniversary of Hong Kong Judo Association Hong Kong Judo Championship”, organized by the Hong Kong Judo Association and the Leisure and Cultural Service Department
 Girls Junior Division 2nd Runner-up 2D Lee Yi Hiu
16. 46th Hong Kong Invitation Judo Championship”, organized by the South China Athletic Association, co-organized by Hong Kong Judo Association and sponsored by Leisure and Cultural Service Department
 Age 15 Orange Belt 2nd Runner-up 6E Chan Chak Shing
 Girls Age 13-16 Champion 3A Tang Wing Yung
 Girls Age 13-16 1st Runner-up 2D Lee Yi Hiu
17. “Anniversary of People’s Republic of China Judo Championship 2014”, co-organized by the Tsuen Wan District Council and the Great Eastern Judo Union
 Girls Group D Age 10 – 12 1st Runner-up 2D Lee Yi Hiu
18. “Hong Kong Inter-school Judo Championship 2014”, organized by the Hong Kong Judo Association
 Senior Men Age 13-18 2nd Runner-up 6E Chan Chak Shing
 Senior Women Age 13-18 2nd Runner-up 2D Lee Yi Hiu
 Senior Women Age 13-18 2nd Runner-up 3A Cheung Sze Long
19. “Yuen Long Sports Festival Hong Kong Youth Judo Championship”, organized by Yuen Long Sports Festival
 Boys Group C Age 12-16 1st Runner-up 4E Lam Ngai Yung
 Girls Group D Age 12-16 1st Runner-up 2D Lee Yi Hiu

20. Hong Kong Junior Judo Championships 2014”, organized by the Hong Kong Judo Association, sponsored by Leisure and Cultural Service Department
- | | | | | |
|---------------|-----------|---------------------------|----|-----------------|
| Boys Group D | Age 17-20 | 1 st Runner-up | 6E | Chan Chak Shing |
| Girls Group C | Age 13-16 | Champion | 3B | Tam Tsz Ching |
| Girls Group C | Age 13-16 | 1 st Runner-up | 3A | Wong Pui Shan |
| Girls Group C | Age 13-16 | 2 nd Runner-up | 2D | Lee Yi Hiu |
21. “2015日朗盃柔道邀請賽”, organized by the Hong Kong Judo Association
- | | | | | |
|---------------|-----------|---------------------------|----|---------------|
| Girls Group F | Age 13-16 | 2 nd Runner-up | 3B | Tam Tsz Ching |
| Girls Group F | Age 13-16 | 1 st Runner-up | 2D | Lee Yi Hiu |
22. Hong Kong Inter-school Judo Invitation 2015”, organized by the Judo Club of the Student Council of the University of Hong Kong
- | | | | |
|------------|---------------------------|----|---------------|
| Women | 1 st Runner-up | 2D | Lee Yi Hiu |
| Junior Men | 1 st Runner-up | 4E | Lam Ngai Yung |
23. “Hong Kong Judo Championship 2014”, organized by the Hong Kong Judo Association
- | | | | |
|-------|---------------------------|----|-----------------|
| Women | Champion | 3A | Cheung Sze Long |
| Women | 1 st Runner-up | 3B | Tam Tsz Ching |
24. Jit Ching Cup Judo Invitation 2015”, co-organized by the Jit Ching Judo Association and the Leisure and Cultural Service Department
- | | | | | | |
|-------|-----------|---------|---------------------------|----|-----------------|
| Girls | Age 14-15 | Group F | Champion | 2D | Lee Yi Hiu |
| Girls | Age 14-15 | Group F | Champion | 3B | Tam Tsz Ching |
| Girls | Age 14-15 | Group F | 1 st Runner-up | 3A | Wong Pui Shan |
| Girls | Age 14-15 | Group F | 2 nd Runner-up | 3A | Cheung Sze Long |
25. “58th Festival of Sport Hong Kong Judo Championships”, organized by the Hong Kong Judo Association,
- | | | | | |
|-------------|---------|---------------------------|----|---------------|
| Age 14 – 15 | Group F | 1 st Runner-up | 3A | Wong Pui Shan |
| Age 14 – 15 | Group F | 2 nd Runner-up | 2D | Lee Yi Hiu |
26. “58th Festival of Sport DanceSport New Star Competition”, organized by the Hong Kong DanceSport Association
- | | | | | | | | |
|-------|-----------------|---------------|---------------------------|----|--------------|----|--------------|
| Mixed | Age 16 or above | Small Foxtrot | 1 st Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| | | Tango | 2 nd Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| | | Waltz | 2 nd Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| | | Quick Step | 1 st Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
27. “11^h Hong Kong School DanceSport Championship”, co-organized by the Hong Kong DanceSport Association and sponsored by the Leisure and Cultural Service Department
- | | | | | | | | |
|-------|-----------------|--------------|---------------------------|----|----------------------|----|---------------|
| Mixed | Age 16 or under | Quick Step | Champion | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| Mixed | Age 16 or under | Vienna Waltz | Champion | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| Mixed | Age 16 or under | Foxtrot | 1 st Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| Mixed | Age 16 or under | Tango | 1 st Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| Mixed | Age 16 or under | Waltz | 1 st Runner-up | 4A | Lee Chin Wai | 2B | Lee Kwan Yau |
| Girls | Age 21 or under | Rumba | Champion | 5A | Chiu Tsz Tong Daphne | 5A | Wong Tsz Ying |
| Girls | Age 21 or under | Jive | Champion | 5A | Chiu Tsz Tong Daphne | 5A | Wong Tsz Ying |
| Girls | Age 21 or under | Chacha | 2 nd Runner-up | 5A | Chiu Tsz Tong Daphne | 5A | Wong Tsz Ying |
28. “薈萃體育舞蹈錦標賽”, organized by the Hong Kong DanceSport Association
- | | | | | | |
|-----------------|--------|-------|---------------------------|----|--------------|
| Age 13 or under | Chacha | Rumba | 1 st Runner-up | 2B | Lee Kwan Yau |
|-----------------|--------|-------|---------------------------|----|--------------|