

## School Annual Report 2015/2016

### 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 2015/2016 school year, the school operated with 25 classes in total. Secondary 6 had five classes; whereas each level from Secondary 1 to 5 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*)	4(5*)	4(5*)	5	25

\* As a means to consolidate learning outcomes, the four classes in each level of Secondary 1 to 5 were divided into 5 groups for implementing small-class teaching. The policy is extended to Secondary 6 in the 2016/2017 school year.

##### 2. Student enrollment

In September 2015, the total student enrollment was 807, with 343 boys and 464 girls. The overall attendance of students for the whole year was 98.3%.

##### 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	652	80.79
North District	115	14.25
Sha Tin , Tai Wai	16	1.98
Yuen Long, Tin Shui Wai	10	1.24
Kowloon	10	1.24
Tsuen Wan, Tung Chung	2	0.25
Shenzhen	2	0.25
Total	807	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.

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	13/03/2018
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)	-

2. We would like to express our heartfelt gratitude to the dedication of our school managers. Their insight, experience and faithful service are always great assets to the School.

### Staff

1. At present there are 58 full-time teachers, 2 part-time teachers, 4 teaching assistants, 5 laboratory and IT technicians, 15 tutors and coaches and 14 clerical and supporting staff members. Among our full-time teachers, 100% of our teachers have received teacher training, 95% bachelor degree, 50% an additional master and 20% special education training. All English and Putonghua language teachers meet the full language proficiency requirements of the EDB.
2. We are reluctant but have to accept Ms. Chan Lai Kuen's resignation from the Chair of Chinese Department (senior forms) because of health reasons. The school and the IMC would like to express their heartfelt gratitude and appreciation to Ms. Chan in leading the Chinese Department for the past 18 years. She has made immense contributions to the Department, as well as to the school administration as a senior teacher. She led in being a good model to her subordinates. She worked diligently and with passion. Because of her dedication, she has won the respect from all her colleagues and students. We believe that Ms. Chan will continue to make immense contributions to the school and be a model to all teachers.
3. At the end of last school year, Dr. Chu Hon Yue resigned of his own accord and Mr. Lee Cheuk Yee left our teaching team after completing his contract. We would like to express our appreciation and gratitude to them. We are glad to announce that Dr. Chu will continue be a member of this school and serve as an instructor in after-school classes to nurture students' investigative skills in Science.
4. The following appointments have been made commencing from 2016/2017:

Ms. Lui Ying Fan heading the Chinese Department (Senior Forms)

Ms. Lam Sun heading the Chinese Department (Junior Forms) for administrative convenience from 1 September 2016 to 31 August 2017

Mr. Hong Chi Kwan heading the Putonghua Department

Mr. Chan Wai Keung heading the Integrated Humanities Department

5. Mr. Chau Chun Sing, our former teaching assistant for Mathematics, has been appointed as Certificated Master starting from 2016/2017 school year. His contributions in organizing flipped classes and project studies in the last school year are much appreciated.
6. There was a great change in teaching assistants at the end of last school year. Mr. Chan Kin Hang resigned after his long service of 5 years in this school. The other teaching assistants left included Ms. Ng Ka Wing, Mr. Siu Kai Yin, Mr. Wong Lok Hin and Mr. Li Hiu Ko. Ms. Ng and Mr. Siu will continue their services in other schools, and Mr. Wong will pursue further studies, also related to education.
7. 3 new teaching assistants have been recruited in 2016/2017 school year. They are

Mr. Law Wai Cheong	B.Sc., HKUST
Ms. Li Wai Ying Evangeline	B.Soc.Sc., HKU
Ms. Siu Mei Yan	B.A., LU

8. Mr. Chau Chun Sing was conferred the Postgraduate Diploma in Education from the 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>
Ms. Ho Si Wing Vera	5 days	Basic Course on Catering for Learning Needs
Ms. Ho Si Wing Vera	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. Ngai Yuen Ming	17 days	Advanced Course on Catering for Diverse Learning Needs

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

## **School Major Concerns**

A new 3-year School Development Cycle has commenced in 2015/16 and will last until 2017/18. Three major concerns were addressed in the School Annual Plan 2015/16. The overview of their implementation is given as follows:

1. Major Concern I: Improving students' academic performance through self-regulated learning

### **Achievements**

#### **Students strengthen their habit & ability to self-monitor & reflect in their learning**

- 1.1. To equip students with metacognitive skills as the way to prepare them as a life learner was the school emphasis in the School Development Cycle 2012/15. Building on the existing strength that has been laid down through our effort before, a master plan for introducing metacognitive skills was drawn. Each department decided on the relevant skill or skills to be adopted in their teaching. The table below summarizes the division of work among the departments:

	Self/Peer evaluation	Error analysis	Concept mapping	K-N-L table	Self-questioning
Chinese Language	✓				✓
English Language	✓	✓			✓
Mathematics		✓			
Chinese Literature	✓				
Liberal Studies			✓		
History			✓		
Physics			✓		
Chemistry			✓		
Biology			✓		✓
Chinese History			✓		✓
Geography			✓		✓
Integrated Science			✓		✓
Economics and Society			✓		✓
Visual Art			✓		✓
Economics					✓
BAFS					✓
Design and Technology				✓	
Home Economics				✓	

Self/Peer evaluation is an effective tool for enhancing learning in language subjects, like English, Chinese and Chinese Literature. In these classes, students are familiarized with the rubrics for rating their own or others' work, and given the opportunities to make suggestions for improvement. In English, the 6-level continuum in the HKEAA evaluation is adopted in the senior form SBA mutual evaluation exercises. In Chinese, students go beyond the assessment of writing skills and speaking skills, and rate the validity of others' critiques as well.

Students make common mistakes repeatedly. Systematic collection and analysis provides invaluable information for strategic teaching. The Mathematics Department has fully implemented this practice in their junior form curriculum. The knowledge of students' common mistakes helps adjust the emphases in teaching and even the teaching schedule to avoid unnecessary confusion. Questions on mistake correction are included in examinations to reinforce students' learning. The English Department shares the same insight. The practice of asking students to keep their own mistake journal was introduced in some classes in 2015/16. Starting from 2016/17, the practice has been scaled up to students at all levels. Students are asked to keep their own error log, which tracks their mistakes and the corresponding corrections throughout their years of studies. In fact, The Geography Department will also try out the practice in S5 in 2016/17.

Concept maps are a diagrams depicting relationships between concepts, and hence as a tool for developing logical thinking and visualizing how individual ideas form a larger whole. It is extensively used by different subjects for facilitating learning – Liberal Studies as the starting point for helping S4 students organize the ideas before writing essay, Visual Art as the tool for analysis in the S2 gender study, others as the revision tool for consolidating the concepts studied.

K-N-L tables have been adopted by Home Economics and Design & Technology for S1 students to monitor their studies. HE has applied the learning skill in the lesson “fixing name tag on apron” while DT in learning the usage of cutting machine. Both subjects provided students the learning experience of probing their prior knowledge **known**, identifying the new knowledge **needed** to acquire and keeping a record of the knowledge **learned**.

Self-questioning improves students' active processing of the text and comprehension while reading. The two language subjects ask their students to apply this strategy in pre-lesson preparation. In Chinese, students use the 5W1H framework in analyzing narrative articles and are asked to identify points of view plus their

respective reasons in argumentative article. In English, students are required to set 3 comprehensive questions together with the suggested answers in completing their pre-lesson reading task. During lessons, students work in pairs to try out their questions set. Asking the right question is the key for bringing meaningful learning through self-questioning. English lessons encourage students to design questions of different varieties, including open-ended, MC and True/False questions. The Chinese History Department has drafted some self-questioning samples for teachers' reference. Teachers can use them for illustration in lessons. The Chinese Department collaborated with the EDB Language Learning Support Section for the implementation of a teaching tryout in S2 to apply self-questioning in studying classical articles. In the tryout, students were given the opportunities to acquire the skills for analyzing the articles, designing guiding questions to highlight the theme and writing style. Some able students were assigned to use the guiding questions to conduct a lesson on their own. Economics and Society gave the opportunities to S3 students to apply self-questioning skills in presenting the Policy Address 2016 in class.

1.2. Managing one's own pace of study is an important habit for self-regulated learning. The Student Handbook for 2015/16 was therefore re-designed through incorporating the school calendar into it and it could then be used as a planner instead of a record book. It has become a useful tool for recording future appointments, tasks, goals, etc. We should also appreciate the effort of including proverbs and wise quotes on each page of the Handbook. Teachers were delighted to note that more students, both senior and junior forms, had a stronger habit of using the Handbook as a personal planner. In the year-end School Evaluation, teachers proposed positively, "The Handbooks should be better designed and made of more durable materials so as to encourage students to use it for planning more often." Their proposal has become true in the Student Handbook for 2016/17. Mr. Chan Wai Keung, our Assistant Principal, and Mr. Lee Tze Wa, our Visual Art Chair, should have the credit in making the change possible.

Students make better use of e-learning to cater for their learning needs

1.3. Since 2013/14, a Moodle web-based platform has been established by the school

- to extend learning beyond the classroom;
- to allow students managing their study according to their own pace;
- to provide learning materials of different challenges to meet students' capacities and
- to provide interactive learning experiences outside classroom.

1.4. As a freeware of high versatility, Moodle gives teachers the freehand to design different learning materials to enrich students' learning experience. The table below summarizes the different types of learning materials uploaded in 2015/16:

Learning materials Subject	Study guidelines & links	Teaching materials used in class	Exercise (non -interactive)	Exercise (interactive)	Reading material	Listening material	Video for flipped class	Video for independent learning	Forum
Chinese Language		✓	✓	✓	✓	✓			
English Language		✓	✓ (graded)		✓				✓
Mathematics	✓	✓	✓	✓			✓	✓	
Liberal Studies	✓	✓		✓	✓			✓	

Physics			✓		✓		✓	✓	
Chemistry			✓		✓			✓	
Biology			✓ (graded)	✓			✓	✓	
Chinese History					✓				
History	✓	✓	✓		✓				
Geography	✓	✓	✓	✓					
Economics			✓						
Chinese Literature	✓	✓	✓ (graded)		✓				
BAFS			✓						
Integrated Humanities		✓							
Economics and Society			✓						
Design and Technology	✓	✓	✓						
ICT	✓	✓	✓					✓	
Putonghua		✓				✓			

In 2013/14, the Moodle platform was first established. In 2014/15, there were 54 courses uploaded. By 2015/16, a remarkable expansion of the platform was evident. The number of courses has increased by several hundred. The platform made impact in classroom teaching. Mathematics advanced greatly in flipped-class teaching in S1. The practice was commended in saving class time for more difficult concepts. Forums were established by the English Department to encourage free writing among students. Video clips on MC solutions were uploaded by both Mathematics and Physics Departments to facilitate students' self-study. Reading materials were widely uploaded by various subjects.

#### Teachers show better mastery of the skills of metacognitive teaching and eLearning

1.5. To enhance teachers' teaching skills for improving students' metacognitive and self-regulated learning awareness, the two emphases were adopted as the themes for lesson studies and action researches last year. There were 13 cases of action research and 12 lesson studies completed. They included:

Table showing the list of action researches conducted in 2015/16

Research question	Subject involved	Student involved	Theme		
			Meta-cognition	Self-regulated learning	Others
如何提升同學寫作論據的質素	Chinese Language	S4	✓		
如何吸引學生自主學習文言文	Chinese Language	S1-3			✓
Using self-questioning as a reading strategy to increase students' metacognitive knowledge about reading	English Language	S1-5	✓		
How students can be made to be more aware of their mistakes in English learning	English Language	S2 & 6	✓	✓	
S3 students' performance on Data-based Questions	History	S3			✓
Enhancing teaching effectiveness through the use of iPad and the software "Explain Everything"	Liberal Studies	S4			✓

如何透過實地考察提升學生對本港的舊區重建與文物保育的認知	Liberal Studies	S5			✓
Expected value in decision making	Mathematics	S3			✓
Tryout on Flipped-the-Classroom strategies in teaching	Mathematics	S1 & 3		✓	
Enhancing teaching effectiveness through the use of iPad and the application “Nearpod”	Physics	S4			✓
減少學生在操作雕刻刀時割傷手指意外	Visual Art	S1			✓
Strategies for motivating students’ proactiveness in their studies	Biology, Geography	S4			✓
The Effectiveness of implementing the strategy of “Reading Across the Curriculum” through the collaboration between Science and English teachers on enhancing S4 students’ Reading Attitude and English Proficiency	English Language, Biology & Physics	S4	✓	✓	

Table showing the list of lesson studies conducted in 2015/16

Topic	Subject involved	Student involved	Theme		
			Meta-cognition	Self-regulated learning	Others
Chemistry of calcium carbonate	Chemistry	S3	✓		
多元文言文教學法	Chinese Language	S2 & 5	✓		
口語溝通－通過 PMI、CAF 等思維技巧訓練學生多角度思考，並透過互評、自評令學生了解自己表現的長處及短處，以提升表達技巧	Chinese Language	S2 & 3	✓		
提升學生對史事的比較能力	Chinese History	S1	✓		
Using relevant connectives and expressions in compare and contrast	Economics & Society	S3			✓
A letter of advice to Mary’s diet	English Language	S1	✓		
Cooperative learning strategy – jigsaw reading activity	English Language	S4	✓	✓	
Enhancing the ability of making connections in reading comprehension	English Language	S5	✓		
Enhancing teaching effectiveness through the use of iPad and the application “Nearpod”	Mathematics	S4			✓
走籃技巧	Physical Education	S2			✓
Teaching programming technique through Scratch & applying the written programme in control technology	Computer Literacy, Design & Technology	S2			✓
Matching a dish with background music	Home Economics & Music	S3			✓

We are glad to know that the yearly professional studies conducted by teachers have brought positive changes to our teaching team. Last year, the introduction of keeping a mistake journal in the action research “How students can be made to be more aware of their mistakes in English learning” was considered to be an effective practice, the error log has therefore been introduced to all English classes at every level in 2016/17. The idea has also been tried out by Geography Department in the new school year. Another action research “Tryout on Flipped-the-Classroom strategies in teaching” in S1 & 3 Mathematics classes has given positive evidence on the effectiveness of the practice. In 2016/17, the practice will be continued in S1, and further extended to S2 as well S4 extended module. We would like to express our appreciation to the pioneer work contributed by Ms. Ko Kit Ying Matilda, Mr. Leung Yiu Wing and Mr. Chau Chun Sing.

1.6. To keep our teachers continually abreast of the skills required for implementing e-learning, the IT in Education Committee organized a training course on “Setting question banks and quizzes on Moodle platform” in October 2015, and the Committee is also committed to rendering support to staff in case of any problems with the platform. Mr. Leung Yiu Wing, the Chair of IT Committee, and his members should have our applause. The School also encourages teachers to share their successful experiences in teaching. In April 2016, a sharing session on the Apps for iPad teaching was arranged after school. A total of more than 30 teachers turned up on a voluntary basis. Mr. Cheng Sze Wang shared the use of “Explain Everything” and Mr. Tse Chung Man “Nearpod”. Most of the participants expressed that they were looking forward to similar occasions in the coming days. The Chinese Department also invited representatives from the EDB to hold a training session on using iPads in teaching in April 2016. There were 24 teachers who participated, including Chinese teachers and teachers of other subjects. Apps, including Plickers, Kahoot, Nearpod and Socrative, were introduced. Professional sharing is common among our staff. Many teaching video clips have been produced by our teachers and uploaded to the Moodle platform. They could be produced only because our staff members are always willing to share their successful experiences and expertise on either formal or informal occasions.

#### Data collected from performance surveys

1.7. The scores of those items probing self-regulated learning in the Stakeholder Survey 2015/16 were high, and extend the rising trend of the past three years. This can be attributed to our continued effort in nurturing students’ self-regulated learning attitude.

Items	12/13	13/14	14/15	15/16
I (teacher) often teach my students learning strategies, such doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	4.1	4.1	4.2	4.2
The teachers often provide us (students) with guidance in learning strategies, such as doing pre-lesson preparation using concept maps, tool books and online resources, etc.	3.8	3.9	3.9	3.9
I (student) know how to set learning goals for myself.	3.7	3.8	3.8	3.9
I (student) am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	3.6	3.7	3.8	3.9

Table showing students’ and teachers’ responses in items related to self-regulated learning, 2015/16 versus 2012/13 – 2014/15 (maximum score being 5)

#### Reflection

1.8. Apart from learning skills, students’ habits and routines are essential for them to make self-regulated learning possible. In the schooling context, we are talking about making records, planning their daily schedule, filing of information and disciplining oneself. When we advocate learning skills, we should not overlook the importance of these fundamental life virtues and habits among our students.

1.9. The Moodle platform is used as the tool to extend our students learning experiences. We are looking for advancement in the following areas:

- Interactive learning packages
- Exercises graded according to the level of difficulties
- Built-in device for monitoring students’ participations and progress
- Systematic classification of the learning materials for easy access

1.10. Teachers should be equipped better with the educational philosophy related to self-regulated learning and the skills for its implementation.

2. Major Concern II: Building students' capacity in managing their development plan

2.1. We believe everyone be responsible for his/her own future, and therefore planning and managing his/her own development. The School has the prime concern of nurturing within our students the awareness of and skills for life planning. We enable them to have better self-understanding, keep them abreast of the opportunities ahead and guide them to achieve their goals step by step, but we also treasure the kind of values that they will uphold when they enter the working world. In recognition of our continued and effective effort in helping students realize their development, we are proud in being invited as one of the 5 pilot schools of the "CLAP for Youth @ JC" Programme, which is steered by the Chinese University of Hong Kong and funded by the Hong Kong Jockey Club Charities Trust. The Programme aims at developing different models with their partner schools for helping students identify their career interest and develop their career roadmaps.

**Achievement**

Students receive counseling and relevant information about their strengths and weaknesses in setting adjusting their development plan

2.2. The school has developed school-based tools on her own or by external institutions for tracking the development and performance of each student. Other aptitude tests have also been adopted to provide each student the information on his/her career disposition. The table below summarizes the tools and tests.

Application / Test	Year of introduction	Developer	Function
e-Discipline	2009/10	School-based, by external service supplier	Recording students' conduct, probing both commended and disapproved behaviour
Basic Interest Marker – Hong Kong (BIM - HK)	2014/15	The Chinese University of Hong Kong	Enabling students to make informed decisions in choosing their elective subjects at senior forms on the basis of the analysis on their interests and abilities
Career Interest Inventory Test – Hong Kong (CII – HK)	2014/15	The Chinese University of Hong Kong	Enabling students to make informed decisions in choosing their courses for tertiary studies on the basis of the analysis on their interests and abilities
ECAPLUS	2014/15	School-based, by Mr. Leung Yiu Wing	Taking stock of students' extra-curricular activities, services and awards
AC Chart	2015/16	School-based, by Mr. Leung Yiu Wing	Tracking individual student's past 3 years' school academic performance, both their overall scores and subject scores
Tool for Tracking student academic performance in school examinations	2015/16	School-based, by Mr. Pun Cheuk Wah & Mr. Yam Yee Kin	Tracking individual student's overall Position-in-Form (PIF) and subject PIF throughout his/her years in this School
Tool for Predicting students' DSE results	2015/16	School-based, by Mr. Wong Chun Ting & Mr. Yam Yee Kin	Making prediction on students' DSE results on the basis of their school performance

2.3. Data and analysis from standard tests only tell part of the story. We know the importance of face-to-face counseling and teacher-student day-to-day acquaintance. The school has set up the platforms for teachers to counsel their students, and on these occasions, the objective information collected is referred.

Life Building Scheme is a school-based programme for developing students' awareness in life planning and the respective management skills. Each student is asked to set an annual target and to draft his/her developing plan in each school year. In junior forms, the Scheme focuses on nurturing the values highlighted in the school motto, i.e. Learnedness, Love, Dedication and Integrity; while the emphasis for senior forms is their career and life planning. Class teachers play the role as the advisors in the Scheme. Teacher advisors meet their students on scheduled dates. Planning and management skills are introduced in the meetings, and at the same time advice is given by the teachers on students' plans and their progress. In 2015/16, the number of meetings arranged at each level is:

Level	1	2	3	4	5	6
Number of meetings	3	4	4	4	4	2

In preparing S3 students to choose their elective subjects in senior forms, the Careers and Further Studies Committee conducts two rounds of group counseling for every S3 students, one after the First Term Test, the other after the Second Term Test. About 4 students form a group. The first round aims at enabling students to have better self-understanding on the basis of a simple aptitude test and engaging them in their career and therefore study planning. The second round is founded on the findings from the more comprehensive BIM aptitude test, as well as the students' academic scores in school tests and examination. Hence, students are well informed before they choose their elective subjects for senior forms. In 2015/16, students were positive towards the counseling, as most of them were punctual, cooperative and willing to share. They even preferred to have the sessions arranged on Saturday for a quieter and undisturbed environment. The counseling was conducted by two experienced career teachers, Ms. Hui Mei Yee and Mr. Tse Chung Man.

JUPAS consultation for S6 students starts as early as they are still in S5 and each student is asked to choose 20 preferred programmes. The consultations begin in September and last until December before the deadline for submitting JUPAS choices. The findings from CII aptitude test and students' examination results are used as the entry point for discussion. Students are counseled individually and group interviews are arranged whenever necessary. All these sessions are held outside class time, either in lunchtime or after school. Teachers have to make themselves familiar with the requirements of each course. It is a necessary but an overwhelming task. Last year, 8 career teachers had to attend a total of 159 S6 students.

Career counseling is arranged for all S6 students immediately after the release of DSE results. The arrangement is crucial to the students as they can make wise decisions in modifying their JUPAS and non-JUPAS programme choices in respect to their DSE results. Career teachers also make themselves available on the day of DSE rechecking or remarking results released even in the middle of Summer vacation for giving advice to students in need.

Students draft their development plans according to their understanding about the nature and pre-requisites of the studies or careers in which they show interest

- 2.4. Students have to make two important choices in their secondary schooling – one, choosing their elective subjects for senior forms; the other, post-secondary studies or careers. The school has made the best effort to enable our students to make informed choices. On this, we should credit the contributions given by the Careers and Further Studies Committee and the Academic Committee.
- 2.5. To familiarize students and parents with the senior secondary curriculum and to help them plan for students' further studies, a briefing session was held on 4 December 2015, in which, an overview of the senior curriculum, school curriculum, application procedures, post-S3 studies and careers path and relation between subject choice & further studies were introduced. As students might not be familiar with Chinese Literature, BAFS and ICT which were not offered in junior forms, teachers of the respective subjects were invited to give a brief introduction. In fact, a 45-page handbook had also been compiled to provide students the necessary information.

2.6. We are much indebted to the hard work contributed by the Careers & Further Studies Committee and the Other Learning Experiences Committee for inspiring students with the kind of opportunities for their future studies and careers. We are also benefited in being a pilot school of the CLAP Scheme and a partner school of The Friends of Scouting, and also from the legacy of connected alumni.

Surveys are conducted annually among S4 and S5 students to identify the careers that they show interest. The information is referred to in planning the career talks and visits for the forthcoming year. The table below shows the findings of the surveys in 2014/15 and 2015/16:

School year	Preferred careers among students
2014/15	Medical services, film making, hospitality and tourism, shipping
2015/16	Social work, flight service & aviation, accounting & business, disciplined services

Both mass and small-group programmes are organized. Small-group activities are arranged to cater to the diverse interests of students, though it demands many resources. The following presents some of the further studies or career-related activities:

Date	Activity	Nature	Target	No. of participants
2015.9.26	Hong Kong University of Science and Technology	Information Day	S5	135
2015.10.10	The Hong Kong Polytechnic University			
2015.11.7	The University of Hong Kong			
2015.11.19	Taking nurse as the career	Talk (Guest speaker)	S4-6	429
2015.11.30	Career opportunity in hospitality and tourism	Talk (Guest speaker)	S4-6	429
2016.2.26	As a film director	Talk (Guest speaker)	S4-5	270
2016.3.19	Seminar on Undergraduate Programmes, The Hong Kong Polytechnic University	Information Day	S5	60
2016.3.21	Miscellaneous job-related courses	Taster programme offered by VTC	S4	123
2016.3.24	Government Department visit: Inland Revenue Department	Visit	S4 & S5	10
2016.3.24	Video shooting	Taster programme	S4 & S5	12
2016.3.29	Government Department visit: Government Laboratory & Planning Department	Visit	S4 & S5	32
2016.4.8	Career opportunity in hospitality and tourism	Talk (Guest speaker)	S4-5	270
2016.4.25	Career opportunity in Correction Department	Alumni sharing	S4-5	270
2016.5.4	The road to a Chinese Medicine Practitioner	Talk (Guest speaker)	S4-5	270
2016.5.10	Happy Valley Clubhouse	Visit	S5	16
2016.5.30	Visit to the School of Hotel and Tourism Management, HKPU	Visit	S6	13
2016.6.21	Visit to the Nurse School of St. Teresa's Hospital	Visit	S4 & S5	4

2016.6.22	Visit to the College of Science & Engineering, City U	Visit	S5	5
2016.6.28	Apprentice Jockeys' School	Visit	S4 & S5	22
2016.6.23-30	Job experience: Nursery education	Service	S6	6
2016.6.30	Flight attendant services	Alumni sharing	S4 & S5	16
2016.6.30	Psychological therapies	Alumni sharing	S4 & S5	9
2016.6.30	Film production	Alumni sharing	S4 & S5	13
2016.6-7	PolyU Summer Programme 2016	Taster Programme	S4 & S5	44
2016.7.6	Career Exploration Fair (HD & AD)	Talk (Guest speakers)	S4 & S5	270
2016.7.11-15	Vega	Visit	S3	3
2016.7.18-22	Environmental Protect Department	Visit	S3	1
2016.7.27-28	Privacy Commissioner for Personal Data	Visit	S3	9
2016.8.4-5	Apprentice Jockeys' School	Visit	S3	2
2016.8.16-17	Information Services Department	Visit	S5	2

2.7. The working world treasures life values as well as skills. Responsibility and respect are among these values. Last year, we put emphasis in including them in our school activities. There are encouraging figures to show some positive changes happened among our students.

Students' performance	2013/14	2014/15	2015/16
Average number (percentage) of students awarded A grade in Conduct in each term	199 (25.9%)	220 (30.9%)	210 (32.4%)
Average number (percentage) of students having 'No penalty records' in each term	144 (18.8%)	155 (21.8%)	161 (24.8%)
Average number (percentage) of students having 'No late homework records' in each term	168 (21.9%)	160 (22.5%)	212 (32.7%)

Table showing students' performance related to responsibility and respect

The increasing percentages of students 'awarded A Grade' and 'with no penalty records' can be the evidence of their respect to self and others; while improvement in the 'no late homework records' hints students' greater sense of responsibility. As evaluated by the Discipline Committee, it can be the combined effect of several school policies, namely the incentive conduct mark award to students without late homework records, the centralized homework collection system for junior forms, the after-school homework makeup class and the de-registration system if one can secure a month of no late homework records.

#### Students acquire the skills to manage their development plan

2.8. The school-based Life Building Scheme provides the major platform for students to acquire the experience of managing their development. The Scheme was first introduced in 2006. By now, its administration has been well established. As remarked by teachers in the School Evaluation 2016, the guidelines provided by the Scheme were thorough. Comprehensive teacher manual and student handbook have been compiled for teachers and students to follow. There are clear guidelines for setting annual targets, drafting action plans and making reflections.

In junior forms, the value matrix developed on the basis of the 4 virtues highlighted in the school motto is used as the framework for formulating students' plans.

In senior forms, as planning for further studies or a future career is the major concern, two management skills are introduced. One is the SMART principle for designing the action plan, i.e. Specific, Measurable, Achievable, Realistic and Time-related. The Active Reviewing Cycle of Roger Greenaway is introduced for making meaningful reflections. Facts, Feelings, Findings and Futures are laid down as the framework for reviewing.

“Self-account” is an important document to be produced by each JUPAS applicant. Tips for writing a good account are given to students, such as: what the admission officers are looking for, including information not shown in other parts of the application form, the importance of proofreading, providing examples as evidence, positive attitude, etc. In addition, the school collects students’ work systematically for students’ and teachers’ reference.

Data collected from performance surveys

2.9. In respect to the Stakeholder Survey 2015/16, the scores given by teachers, students and parents on support for student development kept the rising trend of past years. The results give us a green light to our present direction and effort.

	12/13	13/14	14/15	15/16
Teacher	3.87	3.75	3.77	3.9
Student	3.77	3.81	3.84	3.89
Parent	3.76	3.66	3.72	3.74

Table showing teachers’, students’ and parents’ view on support for student development, 2015/16 versus 2012/13 – 2014/15 (maximum score being 5)

**Reflection**

2.10. As there are different applications and tools for assessing students’ performance, the need to create an all-in-one platform for easy retrieval of information and data has become apparent.

2.11. As students are responsible for their own development, their proactiveness, sense of responsibility and self-management awareness are of greater importance than mastering skills and meeting requirements. Character building and internalization of values can never be an easy task. It needs persistence and good models.

3. Major Concern III: Strengthening the communication among staff so as to enhance the shared vision

**Achievement**

3.1. In 2015/16, the eClass Teacher App was installed for enhancing communication among staff. The App offers functions such as “Push Notification”, “School News”, “iMail”, “Group Message” and “eCircular”. In the first stage, the Principal and Assistant Principals took the initiative to use the App for sending notices or emails. The chairs of committees and departments will be encouraged to use the App in 2016/17 as the second stage of implementation. Through the system, staff members can view the message instantaneously on their mobile phone without delay. The system improves the effectiveness of communication, but we understand the importance of not disturbing staff’s schedule after school hours. Teachers generally welcome this new technology in enhancing communications; however, it is used as a secondary communicative tool but cannot replace direct communication in meetings.

3.2. Community of Practice (CoP) is advocated by the school. In practice, teachers participate on a voluntary basis, and the sharing groups are formed by teachers with a common drive and need. It is hoped that tacit knowledge in teachers’ mind can be explored and transformed into explicit knowledge for teaching and school improvement. A CoP meeting was organized on 25 April 2016 to exchange ideas on e-learning and e-teaching. Mr. Cheng Sze Wang and Mr. Tse Chung Man shared their experiences in using the apps “Explain Everything” and “Nearpod” in classroom. More than 30 participants attended. 80% of them expressed being more familiar with the apps and 60% were ready to used iPads in their teaching.

CoP may be a new term, but the practice is nothing new to this school. Mr. Lee Tze Wa and Mr. Man Wai Kit are experienced in the project studies in their respective fields, i.e. History & culture and Mathematics. They are willing to share their expertise with other colleagues. Because of their sharing, we witness the glamorous achievements of this school in “The Inter-school Competition of Project Learning on Hong Kong’s History and Culture” and “The Mathematics Project Competition for Secondary Schools”. We are delighted not only on the number of awards obtained, but also on the increasing number of teachers who participated in these competitions.

In respect to the Stakeholder Survey 2015/16, teachers indicated a rise in the score in areas related to professional development, though still much can be done. Teachers appreciated most on professional interflow.

	2012/13	2013/14	2014/15	2015/16
The teacher professional development activities organized by the school are of great help to me in performing my duties.	3	3.2	3	3.4
The school has developed an ambience of professional interflow.	3.4	3.5	3.3	3.5

Table showing teachers’ view on teachers’ professional development, 2015/16 versus 2012/13 – 2014/15 (maximum score being 5)

### **Reflection**

3.3. We are delighted to have the positive responses from teachers on CoP and its effectiveness is evident in project studies. The school should commit to providing the opportunities to transform knowledge in individual’s mind into school knowledge.

### **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.

Computer Literacy (CY) and Design & Technology (DT)

Technology Education is extended through the concerted effort of the two departments. Scratch programming is first introduced in CY lessons. Being a building-block programming language, Scratch programmes can be written by simply snapping the blocks into stacks. The blocks are designed to fit together only if they are syntactically matching. The programme writing skills is applied in control technology in DT lessons, and therefore developing students' problem-solving skills.

### **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 elective subjects 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 S6 in 2016/17. In view of the constraint of resources, small-class arrangement will be suspended in S1 but maintained in classes at levels from S2 to S6 in 2017/18.

#### **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.

#### **Gifted Education**

We make 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 \$99,866 last year.

Courses / Activities	No. of participations
Academic	57
Leadership	47
Civic education	17
Sport	7
Total	128

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

#### **Supports for Students with Special Educational Needs**

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 resources 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 \$134,030. 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 SEN for teachers was also organized on a staff development day.

### **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. 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 5 <sup>th</sup> Inter-school Competition of Project Learning on Hong Kong's History and Culture	Tai Ping Koon: A Restaurant Where East Meets West	Champion (Senior Section – Written Report)	Mr. Lee Tsz Wa
	Hong Kong and the West – the Development of Cantonese Pop Music from 1950s to the 1970s	Champion (Junior Section – Written Report)	Mr. Yeung Man Ching
	Neo-Cantonese Cuisine – A Hong Kong Invented Food Style	1 <sup>st</sup> Runner-up (Junior Section – Written Report)	Mr. Lee Tsz Wa
	Cha Chaan Teng – An Icon of Hong Kong Culture	Merit (Junior Section – Multi-media Production)	Ms. Wong Hang Sim
MTR-CUHK Youth QoL Champions Competition 2015	Our Generation	1 <sup>st</sup> Runner-up	Mr. Yeung Man Ching
Mathematics Project Competition for Secondary Schools 2015/2016	Grouping Distances	1 <sup>st</sup> Runner-up	Mr. Pun Cheuk Wah
	Mystic Rose	Outstanding Performance Prize	Mr. Chau Chun Sing
	Elevator Problem	Outstanding Performance	Mr. Wong Chung Ting
Inter-school Mobile Phone Application Design Competition 2017	A Little Exercise a Day, Keep the Doctor Away – An app to promote the habit of doing exercise among elderlies	Champion	Mr. Leung Yiu Wing

### **Reading**

We hold the belief that reading is a key leading to lifelong learning. 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	2015/16
Average number of books borrowed	17	20	20	21.2

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)

The Chinese Department, English Department and Library work closely to establish the reading atmosphere on campus. Since 2004, the school has been participating in the Popular Reading Award Scheme organized by the Hong Kong Professional Teachers' Union (HKPTU). The Scheme is divided into two parts – reading of Chinese books and participation in reading related activities. As in the past, our students maintained a high standard of performance in the event. Last year, 468 (58%) of our students received the “Purple Badge of Honour” – the highest award in recognition of their systematic reading habits and skills in pursuing knowledge. The Hong Kong Public Library Reading Programme for Children and Youth (HKPL) was first launched in 2012 with the objective of promoting English reading in junior forms. In 2015/2016, 244 (64.6%) of our S1-3 students were awarded with a merit certificate for completing 10 or more English books in 8 months' time.

Book sharing is arranged to arouse students' interest in reading and open their eyes to the choice of readers. In 2015/16, there was book sharing on different occasions: 39 students shared their Chinese readers during the last five minutes of reading sessions on Day 3 and Day 5; 10 English reading ambassadors shared their English readers in the Morning Assemblies on Day 2 and Day 4; 5 teachers shared their reading experience during the Chinese Reading Week; 6 teachers had their book sharing video-taped and uploaded to YouTube.

### **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. With the establishment of a school web-based platform on Moodle, greater flexibility in future development will 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 serves as the interactive hub for students and their teacher advisors in the Life Building Scheme, but it is undergoing transition to the Moodle platform from junior forms. The web-based platform 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 52 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 trainings and seminars is the routine practice in individual departments and committees.

In 2015/2016, there were staff development workshops covering various topics like “enhancing teachers' awareness and understanding of SEN” and “enhancing teachers' awareness and proficiency in facilitating student's reflection”. Also, the Staff Development Committee organized a day trip to the Hong Kong Geopark at Crooked Island and Robinson Island (Ap Chau) for all teachers. In the trip, the use of iPad and e-touring system in field trip was demonstrated. In addition, workshops on Moodle and teaching apps for iPad were organized so as to enhance teachers' knowledge and skills on e-teaching. We are indebted to the preparation of Mr. Cheng Sze Wang, our Assistant Principal and other experienced teachers in making these training sessions possible.

## **Teaching Enhancement and support Measures**

The Recurrent Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant amounting to a total of \$1,287,475 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. 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 \$111,668 and \$129,000 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 1477 and 167, and the corresponding expenses were \$111,668 and \$135,892. As one of the schools among the WiFi 900 Scheme, the school received an annual subsidy of \$66,740 for the expenses of the upgraded 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 (2016/17) Scheme, the EDB has granted a lump-sum of \$1,950,500 for the external decoration of Phase I Blocks and Phase II III blocks, reflooring of Staff Room B and C, and other miscellaneous repairing works.

## **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 matter, 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 2011/12, the Scheme was fully implemented from S1 to S6. It is designed to instil among students the habits of setting developmental goals, designing action plans and making reflections. In junior forms, students draft their development plans with a focus on the virtues highlighted in the school motto. In senior forms, the scheme is incorporated with the needs for career development. The scheme provides the opportunities for students to discuss with their class teachers 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 2011/12. In 2015/16, due to the limitation of resources, two class teachers were assigned to each of the classes at senior forms; only one class teacher was assigned to junior form classes.

### **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 October. The workshop provided the opportunity for the parents and teachers to share their observations about how good the children had adapted to the new school environment. About 70 parents attended the workshop.

Before each 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, S1 classes participated in a whole-school classroom language bulletin board competition, under the theme "Respect and Responsibility", was held in September and October of last school year. Students were encouraged to present their ideas in English in the competition.

To give further emotional support to the new comers, a seminar on "Seek Help ABC" was delivered by our school social worker, Ms. Wong Tak Chong, as one of the S1 orientation activities. The seminar was designed to help students transit to a new learning environment. 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 "Respect and Responsibility" as the theme of value education last year.

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 66 members in the last school year. The team attended three leadership training camps which were held in July 2015 and May and July 2016. 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 Prefects have contributed positively in students' observance to the school regulations and the positive school climate.

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 69 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.

### **Religious Activities**

Biblical Knowledge lessons, Christian Fellowship, assemblies, evangelistic meetings and Christmas Worship provide us the opportunities to share God's good news with students. The yearly theme of last year was "Every Step, Every Day". 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 2015 to 19 October 2015. An Evangelistic Team from the Tai Po Christian Alliance Church was invited to deliver the message in the evangelistic meetings. The message was well received, there were 45 converts. Bible study groups were formed for the follow-up of the new believers.

23 weekly meetings were held on Friday by the Christian Fellowship. The total attendance was 494 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**

159 S6 students sat for the examination. 156 (98.1%) 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. 120 (75.5%) 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 543 subject-entries (or 54.7%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 96.6%. The overall performance was satisfactory.

### **Statistics on Further Studies and Employment**

158 out of the 159 S6 graduates in 2016 continued their studies. The following table provides the statistics on further studies and employment.

Local degree course	83
Local sub-degree course	63
Repeating S6	9
Overseas (including China) degree course	1
Other courses	2
Not confirmed	1

### **Achievements in Inter-Schools Competitions**

#### **Academic**

- “The 5<sup>th</sup> 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: Tai Ping Koon: A Restaurant Where East Meets West  
Senior Section (Written Report)                      Champion  
Team Members:        4A    Cheung Cheuk Nam                      4B    Kong Samyi                      4E    Lei Cheuk Wa  
                                 4E    So Hei Tung
- “The 5<sup>th</sup> 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: Hong Kong and the West - the Development of Cantonese Pop Music from the 1950s to the 1970s  
Junior Section (Written Report)                      Champion  
Team Members:        3A    Sheu Ka    3E    Chen Zihui                      3E    Lam Cheuk Ying  
                                 3E    Lam Lam    3E    Ng Sze Wai

3. “The 5<sup>th</sup> 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: Neo-Cantonese Cuisine –A Hong Kong Invented Food Style  
Junior Section (Written Report) 1<sup>st</sup> Runner-up  
Team Members: 3A Lau Hoi Tung 3A Cheung Hoi Ching 3A Cheung Wing Yin  
3A Ng Sin Yee Cindy 3A Yu Tsz Shan
4. “The 5<sup>th</sup> 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: Cha Chaan Teng – An Icon of Hong Kong Culture  
Junior Section (Multi-media Production) Merit  
Team Members: 3A Leung Sze Nga 3A Chui Wai Yin 3A Lee Hui Yu  
3A Tse Lee Sha 3E Sue Pui Ying
5. “Secondary School Mathematics Project Competition 2015/2016” organized by the Education Bureau  
1<sup>st</sup> Runner-up  
Team Member: 2A Chan Chun Lam Kelvin 2A Chiang Wing Yi 2A Lau Hoi Yi 2A Li Chi Tat  
2A Lo Yat Fung 2E Yu Pak Hei  
Outstanding Performance  
Team Member: 3B Lam Kam Fan 3C Wong Hoi Fai 3D Li Kam Yim 3D Ling Wai Fung  
3D Shiu Sum Yee 3E Wong Wan Chung  
Outstanding Performance  
Team Member: 2A Chung Ka Hei 2A Tsui Chun Hin 2E Cheung King Hung 2E Ho Cho Kin  
2E Kam Long Ho 3A So Kwan Ho  
Good Performance  
Team Member: 3E Chan Chi Lok 3E Kwok Chun Him 3E Lam Tsz Ngo Zeeman 3E Man Yeuk Tsin Yoyo  
3E Or Yan Ting
6. “57<sup>th</sup> International Mathematical Olympiad Preliminary Selection Contest - Hong Kong”, organized by the Hong Kong Academy for Gifted Education  
Bronze Medal 5E Lai Chun Ming  
Certificate of Merit 5E Mak Siu Hong
7. “Mathematics Book Report Competition for Secondary Schools 2015-16”, organized by the Education Bureau  
2<sup>nd</sup> Class Honour 4E Wong Pui Shan 4E So Hei Tung 4E Li Tin Yuet  
2E Tang Ka Yee
8. “2016 Asia International Mathematics Olympiad”, organized by the Hong Kong Mathematical Olympiad Association  
Preliminary Bronze Medal 1B Yu Ping Chiu 1E Leong Hoi Yiu  
Semi-final Golde Medal 1E Leong Hoi Yiu  
Bronze Medal 1B Yu Ping Chiu
9. “Pui Ching Invitational Mathematics Competition”, co-organized by Pui Ching Middle School, Pui Ching Academy and Mathematical Database  
Merit 6E Mong Kin Ip 5E Mak Siu Hong 4E Lam Pui San  
4E Tse Lap Yan 3E Lam Tsz Ngo Zeeman 3E Wong Wan Chung  
2A Li Chi Tat
10. “2016 COMO Invitation”, organized by the Hong Kong Mathematical Olympiad Association  
2<sup>nd</sup> Class Honour 3E Wong Wan Chung  
3<sup>rd</sup> Class Honour 3E Chan Chi Lok



19. "Student Education Fair on Science, Technology and Mathematics 2016"
- |       |    |               |    |               |    |              |
|-------|----|---------------|----|---------------|----|--------------|
| Merit | 4E | Chen Yui Lap  | 4E | Cheng Hoi Wai | 4E | Cho Yat Fung |
|       | 4E | Lee Sha Lee   | 4E | Lui Him       | 4E | Tse Lap Yan  |
|       | 4E | Tsui Tsz Kwan | 4E | Wong Pui Shan |    |              |
20. The 68<sup>th</sup> Hong Kong Schools Speech Festival
- S5 S6 Cantonese Solo Verse Speaking – Girls Certificate of Proficiency 6D Mak Hoi Ching
- S4 Cantonese Solo Verse Speaking – Girls
- |                            |    |               |    |                |
|----------------------------|----|---------------|----|----------------|
| Certificate of Merit       | 4A | Lee Man Ching | 4D | Tang Wing Yung |
| Certificate of Proficiency | 4C | Yeung Tsz Yan |    |                |
- S1 Cantonese Solo Verse Speaking – Girls
- |                            |    |               |
|----------------------------|----|---------------|
| Certificate of Merit       | 1A | Lee Tsz Kiu   |
| Certificate of Proficiency | 1D | Man Tsz Ching |
- S5 S6 Cantonese Solo Prose Speaking – Boys Certificate of Merit 5A Yuen Cheuk Long
- S2 Cantonese Solo Prose Speaking – Girls
- |                      |    |               |    |              |    |            |
|----------------------|----|---------------|----|--------------|----|------------|
| Certificate of Merit | 2A | Yeung Chun Ni | 2A | Chiu Hiu Wai | 2A | Ng Tsz Yiu |
|                      | 2E | Tang Ka Yee   |    |              |    |            |
- S1 Cantonese Solo Prose Speaking – Girls
- |                      |    |              |    |             |    |                 |
|----------------------|----|--------------|----|-------------|----|-----------------|
| Certificate of Merit | 1B | Wong Hoi Yan | 2B | Kung Ka Wai | 1E | Cheung Hin Tung |
|----------------------|----|--------------|----|-------------|----|-----------------|
- S3,S4 Putonghua Solo Prose Speaking – Girls Certificate of Merit (Group 2<sup>nd</sup> Runner-up) 4A Lai Lok Tung
- S5,6 Putonghua Solo Verse Speaking – Girls Certificate of Merit 5E Yeung Yun Hing
- S5,6 Putonghua Solo Verse Speaking – Boys Certificate of Merit 6C Yiu Yuk Fung
- S3,4 Putonghua Solo Verse Speaking – Boys Certificate of Merit (Group 1<sup>st</sup> Runner-up) 4E Lau Tsz Kin
- S3,4 Putonghua Solo Verse Speaking – Girls
- |  |    |               |
|--|----|---------------|
| Certificate of Merit (Group 2 <sup>nd</sup> Runner-up) | 3D | Chan Sze Ling |
| Certificate of Merit                                   | 4D | Shiu Sum Yee  |
- S1,2 Putonghua Solo Verse Speaking – Girls
- |                      |    |                      |    |            |    |            |
|----------------------|----|----------------------|----|------------|----|------------|
| Certificate of Merit | 1A | Lam Sze Wing Tiffany | 1D | Chan Ka Yu | 1D | Su Yee Lam |
|----------------------|----|----------------------|----|------------|----|------------|
- S3,4 Cantonese Choral Prose Speaking – Girls
- |  |                                |
|--|--------------------------------|
| Certificate of Merit (Group 1 <sup>st</sup> Runner-up) | Wong Shiu Chi Secondary School |
|--|--------------------------------|
- S4-6 English Public Speaking – Mixed Certificate of Merit Wong Shiu Chi Secondary School
- S1, 2 English Choral Speaking – Mixed Certificate of Merit Wong Shiu Chi Secondary School
- S6 English Solo Verse Speaking – Girls
- |  |    |               |    |            |    |            |
|--|----|---------------|----|------------|----|------------|
| Certificate of Merit (Group 2 <sup>nd</sup> Runner-up) | 6A | Chiu Yan Tung |    |            |    |            |
| Certificate of Merit                                   | 6C | Kwok Hin Wai  | 6C | Lo Hoi Yin | 6D | So Wing Ki |
- S6 English Solo Verse Speaking – Boys Certificate of Merit 6E Tsan Wai Yeung
- S5 English Solo Verse Speaking – Girls
- |  |    |                  |    |              |
|--|----|------------------|----|--------------|
| Certificate of Merit (Group 2 <sup>nd</sup> Runner-up) | 5A | Lam Chi Wai Fefe |    |              |
| Certificate of Merit                                   | 5D | Lee Sum Yuen     | 5E | Yeung Ka Wai |
- S5 English Solo Verse Speaking – Boys Certificate of Merit 5E Wong Jonathan Yik Chong
- S4 English Solo Verse Speaking – Girls
- |                      |    |                         |    |               |    |               |
|----------------------|----|-------------------------|----|---------------|----|---------------|
| Certificate of Merit | 4A | Cheung Tsz Tseng Roisin | 4A | Yuen Wing Lam | 4E | Wong Pui Shan |
|                      | 4E | Wong Man Kiu            |    |               |    |               |

S3 English Solo Verse Speaking – Girls						
Certificate of Merit	3A	Chan Tsz Ching	3A	Chan Yuen Ching Kristy	3B	Kong Wing Waan
	3E	Ng Ka Lam				
S3 English Solo Verse Speaking – Boys						
Certificate of Merit	3A	Cheung Tsz Kit	3A	Wong Kam Chuen	3B	Tsui Chi Yuen
S2 English Solo Verse Speaking – Girls						
Certificate of Merit	2A	Fok Po Yi	2E	Yip Ching		
S2 English Solo Verse Speaking – Boys						
Certificate of Merit (Group Champion)			2A	Chan Owen		
Certificate of Merit (Group 2 <sup>nd</sup> Runner-up)			2E	Lui Pak Huen		
S1 English Solo Verse Speaking – Girls						
Certificate of Merit (Group 1 <sup>st</sup> Runner-up)			1C	Mak Yan Hei Ama		
Certificate of Merit (Group 2 <sup>nd</sup> Runner-up)			1C	Peng Shi Huan	1C	Wong Wai Ki
Certificate of Merit	1A	Lam Sze Wing Tiffany	1A	Lee Tsz Yiu	1B	Wong Hoi Yan
	1D	Yeung Yan Tung	1D	Ng Chak Man	1E	Cheung Hin Tung
Certificate of Proficiency	1E	Yip Chui Yi				
S1 English Solo Verse Speaking – Boys						
Certificate of Merit	1E	Yim Fu Chong	1E	Wong Chi Kin		

21. “Chinese Secondary School Students Writing Competition – Hong Kong Region”, organized by the Hong Kong Institute for Promotion of Chinese Culture  

Gold Medal	5A	Lam Nga Wai			
Merit	2E	Yip Ching			
22. “我城，璀璨背後 徵文比賽”，organized by the Chinese University of Hong Kong  

Merit	5A	Lee Pui Yee			
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23. “Celebrating 70<sup>th</sup> anniversary of the victory of the Chinese people's war of resistance against Japanese aggression and 65<sup>th</sup> Anniversary of the People's Republic of China Writing Competition”, organized by the New Territories School Head Association  

Senior Form Merit	6E	Tsan Wai Yeung			
Junior Form Merit	3A	Sheu Ka			
24. “Celebrating 65<sup>th</sup> Anniversary of the People's Republic of China Trophy Message of Congratulation Competition”, organized by the Tai Po Organizing Committee for Celebrating Anniversary of the People's Republic of China Secondary School  

Winner	4E	Liu Tsz Yu			
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25. “Ming Pao Writin Training Program”, organized by Ming Pao  

First Runner-up	4A	Leung Hoi Ting			
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26. “第一屆香港中學生文藝散文即席揮毫大賽 2015”, organized by SSISSUE  

Merit	3A	Wong Shin Ying			
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27. 27th Secondary Students' Best Ten Books Election –Reading Reflection Writing Competition”, co-organized by the Hong Kong Professional Teachers' Union and the Hong Kong Public Library  

Merit	5B	Or Yan Nam			
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12. “2015 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) Silver Award  
 5A Lee Pui Yee 5B Li Hang Tsun 5C Lau Hoi Ying 5E Au Tsz Nga  
 4B Li Yan Tung 4E Cheung Yuen Yan 4E So Hei Tung 3C Fung Kin Cheung  
 3C Pang Shun Kit 3C Lai Hiu Laam 3C Wong Huen Ting 3D Ling Wai Fung  
 3D Shiu Shum Yee 3E Kwok Chun Him 2A Chan Chun Lam Kelvin 2E Chu Cheunk Nam  
 2E Lam Chun Yiu Gordon
13. “The 20<sup>th</sup> St. Cecilia International Music Competition 2016”, organized by St. Cecilia School of Music  
 Grade 8 Piano Solo 1<sup>st</sup> Runner-up 3A Ching Ching Ho
14. “6<sup>th</sup> Asia Youth Music Competition”, organized by Parsons Music  
 1<sup>st</sup> Runner-up 3A Ching Ching Ho
15. The 68<sup>th</sup> Hong Kong Schools Music Festival  
 Ms Barbara Fei Vocal Solo Prize - Vocal Solo - Open - Foreign Language - Soprano  
 Certificate of Merit (Group 1<sup>st</sup> Runner-up) 6A Kwok Tin Ching  
 Secondary School Choir - Age 14 or under Certificate of Merit Wong Shiu Chi Secondary School  
 Graded Piano Solo – Grade 3 Certificate of Merit 1A Tsung Hing Pong  
 Graded Piano Solo – Grade 4  
 Certificate of Merit 1D Man Tsz Ching  
 Certificate of Proficiency 2D Chan Suet Lam  
 Graded Piano Solo – Grade 5  
 Certificate of Merit (Group Champion) 1A Au Tsz Nga  
 Certificate of Proficiency 4B Zhou Yi Jing 4E Cheng Hoi Wai  
 Graded Piano Solo – Grade 6  
 Certificate of Merit 1A So Yui  
 Certificate of Proficiency 1A Chan Yat Long 3D Tsang Ho Man  
 Graded Piano Solo – Grade 7  
 Certificate of Merit (Group 1<sup>st</sup> Runner-up) 2A Chong Ka Ho  
 Certificate of Merit 2E Fung Tsz Ching 2E Ho Hok Wang Herman 3E Poon Hiu Sze Alice  
 5B Yip Chui Lam  
 Certificate of Proficiency 5D Chan Nok Wun  
 Graded Piano Solo – Grade 8  
 Certificate of Merit (Group 2<sup>nd</sup> Runner-up) 3A Law Sin Ting  
 Certificate of Proficiency 5E Ma Tsz Ching  
 Piano Duet – Senior  
 Certificate of Merit 5B Yip Chui Lam 5D Chan Nok Wun  
 Piano Solo - Tom Lee Music Scholarship Certificate of Proficiency 3A Ching Ching Ho  
 Viola Solo – Senior Certificate of Merit 3A Cheung Tsz Kit  
 Cello Solo – Junior Certificate of Merit (Group 2<sup>nd</sup> Runner-up) 1E Wong Chi Kin  
 Guitar Solo –Junior Certificate of Merit 3D Shiu Sum Yee  
 Guitar Solo –Intermediate  
 Certificate of Merit 4A Chan Tsun Ho 5E Cheung Chun Hei  
 Certificate of Proficiency 5A Lau Yan Tung  
 Flute Solo – Secondary School Junior  
 Certificate of Merit 3E Cheng Log C  
 Certificate of Proficiency 2A Chan Yuen Ching Kristy  
 Liuqin Solo –Junior Certificate of Merit 3D Shiu Sum Yee  
 Liuqin Solo –Senior Certificate of Merit 5C Lau Hoi Ying  
 Banhu – Advanced Certificate of Merit 5B Li Hang Tsun  
 Di Solo - Secondary School – Junior Certificate of Proficiency 1A Cheng Hoi Hei  
 Di Solo - Secondary School – Intermediate Certificate of Proficiency 3C Fung Kin Cheung  
 Chinese Instrumental Ensemble - Secondary School  
 Certificate of Merit (Group 2<sup>nd</sup> Runner-up) Wong Shiu Chi Secondary School

## Civic Education and Social Services

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1. “新界東步操、團呼、快樂傘及升旗比賽” , organized by Scout Association of Hong Kong New Territories East
 

Merit	3C	Fung Kin Cheung	3D	Ling Wai Fung	3E	Wong Wan Chung	2A	Chong Ka Ho
	2C	Ng Wing Yiu	2E	Tsui Nok Yin	1C	Wong Wai Ki	1D	Fan Pak Hung
	1E	Kam Lap Hang	1E	Kwok Chun Hei	1E	Leung Ching Yu	1E	Ling Sze Wai
	1E	Ngai Ka Hei	1E	Yim Fu Chong				
  
2. “Scout Skills Competition (Tai Po South)”, organized by Tai Po South Scout Association
 

Communication, Observation and Command	1 <sup>st</sup> Runner-up						
Model Making	2 <sup>nd</sup> Runner-up						
3D	Ling Wai Fung	2A	Chong Ka Ho	2C	Chan Tsz Yi	2C	Ng Wing Yiu
2E	Tsui Nok Yin	1C	Wong Wai Ki	1E	Kwok Chun Hei	1E	Leung Ching Yu
1E	Ling Sze Wai	1E	Ngai Ka Hei	1E	Yim Fu Chong		
  
3. “Outstanding Teen Election 2016”, organized by the Hong Kong Playground Association
 

Outstanding Teen	6E	Tsan Wai Yang
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4. “20<sup>th</sup> Tai Po Good Student Award Scheme”, organized by the Tai Po School Communciation Committee
 

Outstanding Performance Student	5A	Wong Ka Yu	4A	Yuen Wing Lam	3A	Wong Shin Ying
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5. “Tai Po Outstanding Youth Award 2016”
 

2E	Yu Pak Hei	3A	Ching Ching Ho	4E	So Hei Tung	5E	Lai Chun Ming
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6. “Tai Po Top Ten Outstanding Youth Election 2016”
 

3A	Wong Shin Ying
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7. “Future Leaders Award”, organized by Hong Kong Outstanding Persons’ Association
 

3A	Law Sin Ting	3A	Wong Shin Ying	4A	Lee Man Ching	4E	Wong Man Kiu
5A	Hung Ching Laam	5C	Yeung Hei Yee				
  
8. “Hong Kong Institute of Surveyors Building Surveying Scholarship”
 

6E	Tsan Wai Yang
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9. “Hong Kong Red Cross Youth Best Service Theme Project Competition”, organized by the Hong Kong Red Cross
 

Champion	5C	Wong Pui Sze	5C	Yeung Hei Yee	5D	Yip Cheuk Ying	3A	Cheung Wing Yin
	3A	Lau Hoi Tung	3E	Wu Hoi Laam				
  
10. “Hong Kong Red Cross Youth Attainment Badge”
 

6A	Suen Ho Nam	6E	Kwan Chun Kit
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11. “Pursuing Excellence and Beyond Youth Leader Award 2016”
 

5A	Yu Man Hei
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12. “Society Designer”, organized by Salvation Army Tuen Mun Integrated Service for Young People
 

1 <sup>st</sup> Runner-up	5D	Li Wing Kei
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13. “Tai Po District Outstanding Citizen Award”, organized by Tai Po Civic Education Committee
 

Merit	5C	Yeung Hei Yee
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14. “Wing Hang V-are-One Program 2015/2016”, co-organized by Wing Hang Bank and the Hong Kong Professional Teachers’ Union
 

Outstanding Volunteer	5A	Lau Wai Ting	4A	Lee Wing Kiu
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## Sports

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1. The Inter-School Swimming Championships, organized by the Hong Kong School Sports Federation (Tai Po and North District Division), was held on 7<sup>th</sup> and 12<sup>th</sup> October 2015 at Ma On Shan Swimming Pool. Thirty-three secondary schools competed for the Championship. Our school sent 3 swimming teams comprised of 17 students to participate in the Boys A Grade, Boys C Grade and Girls C Grade of the competition. Our team has achieved good results in the competition. In the singles competition, our team won 7 gold, 6 silver and 1 bronze medals and broke two records. In team competition, our team won 2 gold and 1 bronze medals in the relays and broke one record. Our C Grade Boys team was awarded Champion, C Grade Girls Team for 3<sup>rd</sup> Runner-up and A Grade Boys team for 7<sup>th</sup> Place. The following is the list of our swimming team members and medalists:

Girls C Grade		Boys A Grade		Boys C Grade	
2B	Cheung Sin Yan	5C	Kwong Yan Ming	2A	Lai Chun Hei
2C	Kwong Tsz Yan	5E	Lai Chun Ming	2E	Ng Tsz Lun
1A	Lai Lok Yee	5E	Wong Jonathan Yik Chong	2E	Ho Hok Wang Herman
1A	Kwong Po Yiu Yo Yo	5E	Yau Wai Yin	2E	Yu Pak Hei
		4B	Tang Lok Tin	2B	Tang Wang Fung
				2B	Yip Wai Lam
				1B	Chow Wang Kei
				1B	Yip Chun Fai

Boys A Grade		
5C	Kwong Yan Ming	4x50 meters Medley Relay
5E	Lai Chun Ming	4x50 meters Medley Relay
		100 meters Breaststroke
		200 meters Breaststroke
5E	Wong Jonathan Yik Chong	4x50 meters Medley Relay
5E	Yau Wai Yin	4x50 meters Medley Relay

Boys C Grade		
2E	Ng Tsz Lun	4x50 meters Freestyle Relay
		200 meters Freestyle
		100 meters Freestyle
2E	Ho Hok Wang Herman	4x50 meters Freestyle Relay
		100 meters Backstroke
		50 meters Backstroke
2A	Lai Chun Hei	4x50 meters Freestyle Relay
		50 meters Breaststroke
		200 meters Medley
2B	Tang Wang Fung	4x50 meters Freestyle Relay
		50 meters Freestyle

Girls C Grade		
1A	Lai Lok Yee	4x50 meters Freestyle Relay
		50 meters Butterfly
		50 meters Freestyle
1A	Kwong Po Yiu Yo Yo	4x50 meters Freestyle Relay
		100 meters Backstroke
		50 meters Backstroke
2B	Cheung Sin Yan	4x50 meters Freestyle Relay
		200 meters Freestyle
		100 meters Freestyle
2C	Kwong Tsz Yan	4x50 meters Freestyle Relay



8. "InterSchool Fencing Championship", organized by the Hong Kong Schools Sports Federation. Our school sent 3 teams comprising 29 students to participate in the competition.
- |               |                 |                           |    |               |
|---------------|-----------------|---------------------------|----|---------------|
| Girls C Grade | Individual Epee | 2 <sup>nd</sup> Runner-up | 1E | Wong Wai Ki   |
| Boys B Grade  | Individual Epee | 2 <sup>nd</sup> Runner-up | 4E | Li Tin Yuet   |
| Boys A Grade  | Individual Foil | 2 <sup>nd</sup> Runner-up | 6E | Wong Hong Nam |
9. "Novice Youth Softball Competition", organized by the Hong Kong Softball Association
- |                |          |                 |    |                  |    |              |
|----------------|----------|-----------------|----|------------------|----|--------------|
| Girls Division | Champion |                 |    |                  |    |              |
| Best Player    | 3C       | Cheung Hiu Tung |    |                  |    |              |
| MVP            | 5C       | Lo Wing Yan     |    |                  |    |              |
| Team Members   | 5C       | Lo Wing Yan     | 4A | Lai Lok Tung     | 4A | Ho Hiu Ching |
|                | 4D       | Lai Hoi Ching   | 4D | Cheung Chui Ying | 4E | Lau Ka Huen  |
|                | 3B       | Law Hau Yiu     | 3C | Cheung Hiu Tung  | 3D | Lau Suet Man |
|                | 2A       | Yeung Chun Ni   | 2A | Chiu Hiu Wai     | 2C | Chan Sin Yee |
10. Hong Kong Schools Sports Federation N.T. Secondary Schools Overall Championship" – Our school was awarded the Best Ten schools in Girls Division. 6E Lau Hiu Kwan was awarded the best all-round athlete.
11. "2016 A.S.Watsons Group Student Sports Award", organized by A.S.Watsons Group  
6E Lau Hiu Kwan
12. "Grantham Inter-school Outstanding Athlete", organized by the Hong Kong Schools Sports Federation and sponsored by Grantham Scholarship Fund  
Outstanding Athlete (Softball) 5C Lo Wing Yan
13. 47<sup>th</sup> 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
- |                 |       |                           |    |               |
|-----------------|-------|---------------------------|----|---------------|
| Girls Age 13-16 | -42kg | Champion                  | 4E | Wong Pui Shan |
| Girls Age 13-16 | -42kg | 1 <sup>st</sup> Runner-up | 4C | Tam Tsz Ching |
| Girls Age 13-16 | -47kg | 1 <sup>st</sup> Runner-up | 3D | Lee Yi Hiu    |
14. "45<sup>th</sup> 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 | 44kg | 2 <sup>nd</sup> Runner-up | 4C | Tam Tsz Ching |
|-----------------------|------|---------------------------|----|---------------|
15. "Hong Kong Junior Team Judo Championships 2015", organized by the Hong Kong Judo Association
- |         |          |    |            |
|---------|----------|----|------------|
| Group D | Champion | 3D | Lee Yi Hiu |
|---------|----------|----|------------|
16. "Anniversary of People's Republic of China Cup Judo Championship 2015", co-organized by the Tsuen Wan District Council and the Great Eastern Judo Union
- |       |             |       |          |    |               |
|-------|-------------|-------|----------|----|---------------|
| Girls | Age 13 – 16 | -45kg | Champion | 4E | Wong Pui Shan |
| Girls | Age 13 – 16 | -48kg | Champion | 3D | Lee Yi Hiu    |
17. "Hong Kong Junior Team Judo Championships 2015", organized by the Hong Kong Judo Association
- |             |       |                           |    |            |
|-------------|-------|---------------------------|----|------------|
| Boys Junior | -45kg | 2 <sup>nd</sup> Runner-up | 1B | Liu Ziheng |
|-------------|-------|---------------------------|----|------------|
18. "Hong Kong Inter-school Judo Invitation 2016", organized by the Judo Club of the Student Council of the University of Hong Kong
- |       |                 |       |                           |    |               |
|-------|-----------------|-------|---------------------------|----|---------------|
| Women | Age 12 or above | -42kg | 1 <sup>st</sup> Runner-up | 4E | Wong Pui Shan |
| Women | Age 12 or above | -45kg | 1 <sup>st</sup> Runner-up | 4C | Tam Tsz Ching |
19. Jit Ching Cup Judo Invitation 2015", co-organized by the Jit Ching Judo Association and the Leisure and Cultural Service Department
- |       |           |       |                           |    |            |
|-------|-----------|-------|---------------------------|----|------------|
| Girls | Age 15-17 | -47kg | 1 <sup>st</sup> Runner-up | 3D | Lee Yi Hiu |
|-------|-----------|-------|---------------------------|----|------------|