

School Annual Report 2016/2017

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 2016/2017 school year, the school operated with 24 classes in total. Each level from Secondary 1 to 6 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*)	4(5*)	24

* As a means to consolidate the learning outcomes in junior forms, the four classes in each level of Secondary 1 to 6 were divided into 5 groups for implementing small-class teaching.

2. Student enrollment

In September 2016, the total student enrollment was 755, with 327 boys and 428 girls. The overall attendance of students for the whole year was 98.1%.

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	606	80.26
North District	114	15.1
Sha Tin , Tai Wai	11	1.46
Yuen Long, Tin Shui Wai	9	1.19
Kowloon	11	1.46
Tsuen Wan, Tung Chung	1	0.13
Shenzhen	3	0.4
Total	755	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	13/03/2018
Mr. Tso Siu Man Simon	Alumni Manager	31/05/2019
Ms. Wong Yuk Kuen Athena	Parent Manager	14/01/2019
Ms. Seto Man Yee Mandy	Alternate Parent Manager	15/01/2019
Ms. Ngai Yuen Ming	Teacher Manager	14/02/2019
Mr. Cheng Sze Wang	Alternate Teacher Manager	14/02/2019
Mr. Ho Chi Nap	Principal (Ex-officio Manager) (Secretary)	-

3. 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. Special thanks go to our retired managers, Mr. Chow Bing Ping, Ms. Cheng Mei Ying and Mr. Tse Chung Man; and a warm welcome is extended to the newly appointed members, Mr. Tso Siu Man Simon, Ms. Seto Man Yee and Mr. Cheng Sze Wang.

Staff

1. At present there are 58 full-time teachers, 2 part-time teachers, 4 teaching assistants, 5 laboratory and IT technicians, 1 Programmer, 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, 52% an additional master and 26% special education training. All English and Putonghua language teachers meet the full language proficiency requirements of the EDB.

2. It is also a moment to say farewell to our faithful staff after their long services upon retirement. Mr. Ho Chi Nap served in this school for 36 years. Throughout Mr. Ho's career in this school, he made immense contributions as Teacher, Panel Head, Discipline Master, Guidance Master, Assistant Principal and Principal. He has gained the respect of students, parents, teachers and school management. Ms. Kwong Siu Wan served for 22 years. As the Chairperson of the EMI Support Committee, she laid down the solid foundation for the teaching of English across the curriculum. The long service of 40 years by Ms. Chan Pik Wan is also highly recognized. She was efficient and dedicated in her clerical duties. We miss her laughter since her retirement.

3. At the end of last school year, Ms. Chan Yuen Ping and Mr. Ching Yuk Cheong resigned of their own accord. Ms. Chan will move to overseas for family reunion and Mr. Ching will start her new career in another field. We wish them both having a bright new page of life and thanks wholeheartedly for their dedicated services in this school.

4. Mr. Cheng Sze Wang has been appointed as the new school Principal with effect from 1 September 2017. Mr. Cheng started his service in this school in 1990. He knows teaching and possesses strong administrative experience and good communicative skills. We believe the school can make another significant advancement under the leadership of Mr. Cheng and the school management.

5. The following appointments have been made commencing from 2017/2018:
 - Mr. Tse Chung Man being the Assistant Principal (Academic) and heading the Academic Committee
 - Ms. Lam Sun heading the Chinese Department (Junior Forms)
 - Ms. Yu Yuek Hei heading the Liberal Studies Department
 - Ms. Li Chau Ha heading the Integrated Humanities Department
 - Ms. Yuen Wai Kam heading the Biblical Knowledge Department

6. There were changes in the appointments of teaching assistant. Mr. Law Wai Cheong left in the mid of last school year. Ms. Li Wai Ying Evangeline, Ms. Lee Hau Yi and Ms. Siu Mei Yan resigned at the end of 2017/2018 school year. To meet the needs of SEN and administrative support, apart from filling the vacancies, two additional teaching assistants have been hired with additional resources from the school support fund and the School Sponsoring Body

7. 5 new teaching assistants have been recruited in 2017/2018 school year. They are

Ms. Yuen Man Yuk	B.Sc., HKU, M.M., Australian National U
Ms. Luk Wing To	B.A., PolyU, M.A., Poly U
Ms. Sin Cheuk Man	B.A., Shuyan U
Ms. Chan Ka Ying	B.Ed., EdU
Mr. Liu Hin Wai	B.A., HKU

8. Mr. Yeung Man Ching was conferred the Master’s Degree in Counselling from the University of Hong Kong.
9. Ms. Ngai Yuen Ming was granted 17 days to attend the 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)
10. 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

This was the second year of the 3-year School Development Cycle that was commenced in 2015/16 and will last until 2017/18. Three major concerns were addressed in the School Annual Plan 2016/17. 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 manage & reflect on their learning

- 1.1. Departments continued to consolidate the applications of their chosen metacognitive skills in their teaching for enhancing students’ learning in their subjects. The table below summarizes the implementation in 2016/17.

	Self/Peer evaluation	Error analysis/log	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				✓	
Putonghua	✓				

- 1.2. There were evidences to indicate the increase in width and depth in the applications. Successful experiences were transferred within department and across departments.

Self/Peer evaluation is an effective tool for enhancing learning in language subjects, like English, Chinese, and Chinese Literature, and therefore was first introduced by them. Last year, Putonghua and Geography also adopted this approach. In practice, students are first familiarized with the rubrics for rating, and then given the opportunities to grade and to make suggestions for improvement on their own or others' work. In Chinese, students evaluated their own or others' performance in writing, speaking and critiques on current news. It is encouraging to report that over 90% of students could meet the requirements set by the Department. In English, it was practised more frequently in writing in all levels and in SBA Individual Presentation and SBA interactions in senior forms. As remarked in the Department Report, "senior students showed good understanding of the assessment rubrics and most were able to give sound judgment and constructive suggestions." It was further noted that some "even gave positive encouragement and appreciation in the comments." In Putonghua, students were required to deliver short speech as routine in class. Evaluation was focused on the presentation skills and pronunciations. Students were competent in meeting the requirements. Senior form Geography students were given opportunities in marking each other's data questions and essay questions according to the referenced criteria. It was commented upon by their teachers, that the judgment of students was comparable to the markers in public examination. They even made valid comments on their classmates' work.

- 1.3. There are no generalized solutions for improving learning and teaching outcomes. Departments showed the awareness in adjusting the applications of metacognitive skills in the classroom context.

In self/peer evaluation on English writing, the exercise will be limited to Content and Language, and Organization is left to teachers after gaining the experience in the past year's implementation. The Biology Department suggested in their annual review that concept maps with fill-in-the-blanks would be given to students for practice in the first term and they were then required to construct from scratch, with suggested key words, in the second term. A hierarchy in cognitive demands is designed for helping students master the learning tool.

- 1.4. Pre-lesson preparation has been widely adopted by departments to encourage students in taking greater initiative in self-regulated learning. Chinese Language and Chinese Literature have had successful experiences in the practice for years. BAFS introduced the practice to S4 students this year and students were required to write learning logs as the supplement. Students demonstrated improvements in assessments. The Mathematics Department continued the practice of flipped classroom, started in S1 in 2015/16, but extended to S2 and S5 Modules classes. Videos for teaching basic concepts were prepared for students' self-study at home prior to the lesson. The practice saves the lesson time for more challenging concepts. Positive progress was noted in S1 and S5 Modules classes. However, the practice did not bring the expected impact among S2 students, who might require more time to adapt to their pre-lesson study. The department will modify the arrangement with greater focus on students' attitude in the new school year. Flipped classes were also introduced in S4 and S5 Chemistry classes. Videos on various topics were uploaded and students finished the related exercises and worksheets after watching. There was a 100% participation rate and the teachers commented positively that teaching time was saved.

Teachers and students make better use of e-Teaching and e-Learning respectively

1.5. Moodle was used as the platform to extend students' learning beyond classroom and to support their self-regulated learning. The table below summarizes the different types of learning materials uploaded in 2016/17:

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		✓	✓ (graded)	✓	✓	✓			✓
English Language		✓	✓ (graded)		✓				✓
Mathematics	✓	✓	✓	✓			✓	✓	
Liberal Studies	✓	✓		✓	✓		✓	✓	✓
Physics			✓		✓		✓	✓	
Chemistry			✓		✓		✓	✓	
Biology			✓ (graded)	✓	✓		✓	✓	
Chinese History				✓	✓				✓
History	✓	✓	✓ (graded)	✓	✓			✓	
Home Economics			✓						
Geography	✓	✓	✓	✓					
Economics			✓						
Chinese Literature	✓	✓	✓ (graded)	✓	✓				
BAFS			✓						
Integrated Humanities		✓						✓	
Integrated Science			✓	✓				✓	
Economics and Society			✓						
Design and Technology	✓	✓	✓					✓	
ICT	✓	✓	✓ (graded)					✓	
Putonghua		✓				✓		✓	
Biblical Knowledge				✓					

The increase in the application of the Moodle platform to extend the learning experiences of students beyond classroom was evident. The increase happened in both number and varieties. More graded exercises, interactive exercises, videos for flipped classroom and independent learning were uploaded. The same trend could be observed with the number of forums established. In most cases, strong correlations were found between the improvement in students' performance and their access to the Moodle materials.

1.6. To further equip our teachers about the functions of Moodle, two Communities of practice were organized on 6 April 2017 and 12 May 2017, with the themes of "Creating interactive exercises on Moodle platform through batch uploading of MC questions" and "Revisit the skills on creating teaching videos for revision and flipped classroom on Moodle platform". Thanks to Mr. Cheng Sze Wang and Mr. Wong Chun Ting, who took the initiative in sharing.

1.7. "e-learning and e-teaching" was adopted as one of the main themes for annual action researches in teachers' annual professional development exercise in 2016/17. The following is the summary of the 13 tasks completed:

Research title	Subject involved	Level(s) involved	IT skills engaged
如何在作文中豐富選材及加深立意	Chinese Language	S3	iPad
如何運用「翻轉教室」於通識課堂以提升學生的學習動機	Liberal Studies	S5	Moodle
加強學生對歷史人物/事件的分析及評鑑能力	Chinese History	S1-3	Internet info-searching
如何運用電子教學協助學生自學中文	Chinese Language	S1,3,6	Plickers, Moodle, iPad, Google doc
Improve students' understanding of a biological concept	Biology	S3	iPad, Moodle
Interactive exercise as Mathematics Homework on probabilities	Mathematics	S5	Moodle
如何吸引學生自主學習文言文	Chinese Language	S1-2	Moodle
Self-regulated learning through e-book reading	Physics	S5	Moodle, e-library, e-book
Teaching and learning in IT: Improvement of MC practice by more application on Moodle	Mathematics	S5	Moodle
Using online platform to enhance the effectiveness of peer learning and evaluation among students.	English Language	S4	Moodle, Google drive
Using problem-solving model to help senior form students to write argumentative essays	English Language	S5	Moodle, PowerPoint slides
using Moodle to get students more prepared for internal assessment	History	S3	Moodle
建立學生自主學習並複習聖經筆記內容	Biblical Knowledge	S1-2	Moodle, Plickers
The impacts of a learning circle on classroom teaching and learning	Geography	S3	Internet info-searching, Google Earth, iPad

Data collected from performance surveys

1.8. The scores of those items probing self-regulated learning in the Stakeholder Survey 2016/17 were high, though declined slightly when they were compared with those of last year. There was no apparent breakthrough with the efforts.

Items	12/13	13/14	14/15	15/16	16/17
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	4.1
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	3.8
I (student) know how to set learning goals for myself.	3.7	3.8	3.8	3.9	3.7
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	3.8

Table showing students' and teachers' responses in items related to self-regulated learning, 2016/17 versus 2012/13 – 2015/16 (maximum score being 5)

Reflection

1.9. As we highlighted in the school report last year, apart from the skills and the supporting learning platform, students' self-management awareness and self-discipline are essential. In 2016/17, the school has committed to building up students' management skills, such as the use of personal planner and proper filing of learning materials, we still have to continue our efforts in this direction.

1.10. There are still technical breakthroughs required in designing the learning packages on Moodle platform. Interactive exercises are highly desired, the immediate feedback is an incentive to encourage students' continual engagement. Teachers are also in need of the statistics about students' engagement prior their further development.

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

Achievements

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

2.1. Counselling has to be arranged to meet the ad hoc needs of individual students, but regular meetings with each student in person for reviewing their progress and giving advice at their critical stages are also considered to be vital. The following summarizes the year-round schedule for the meetings for each student:

Occasion	Purpose	Teacher in-charge	Format	Meetings in each year					
				S1	S2	S3	S4	S5	S6
Life Building Scheme	Reviewing student's annual targets, developing plan and reflections	Class teacher	Group/ Individual	3	4	4	4	4	2
Distribution of the Report after the Half-yearly Examination	Reviewing student's academic progress	Class teacher	Individual	1	1	1	1	1	1
Choosing elective subjects for senior secondary	Reviewing student's aptitude, interest and abilities	Career teacher	Group	-	-	2	-	-	-
JUPAS consultation	Reviewing student's aptitude, interest and abilities	Career teacher	Individual	-	-	-	-	-	1 / >1

2.2. As a way to assist our students to be responsible and to make informed decisions in managing their personal development, the school has adopted various tools, developed either by external institutions or on a school basis, for tracking students' performances. They provide information on different areas, including:

The tools	Information provided	Students can access the information through
e-Discipline	Learning attitude, extra-curricular participations, compliance with school regulations	School internet
Basic Interest Marker – Hong Kong (BIM – HK)	Personal interest and abilities as references for choosing elective subjects at senior forms	External server / hard copy distributed at the counseling session
Career Interest Inventory Test – Hong Kong (CII – HK)	Personal Interest and abilities as references for choosing courses for further studies at tertiary level	External server / hard copy distributed at the counseling session
ECAPLUS	Records of extra-curricular participations, services and awards	School internet
Tool for tracking student academic performance in school examinations	Student's overall Position-in-Form (PIF) and subject PIF throughout his/her years in this school	Printed copy distributed at the end of each school term
Tool for predicting students' DSE results	Making prediction on students' DSE results on the basis of their school performance	Printed copy distributed to S6 students at the beginning of their school year

Class teachers and career counseling teachers refer to the information on occasions of academic or career counselling. Students can have cross reference to the objective information and teachers' personal advice in planning their way ahead. Students agree that the information provided by BIM and CII enabled them to have better self-understanding in making their choice of elective subjects in senior secondary or their choice of further studies after S6. The track records of a student's academic performance throughout their years in this school provide a genuine picture to justify each student's effort and to reflect how well he or she can cope with his or her studies. The prediction on DSE results has an immediate effect of alerting students to adjust their study plan in advance of the coming public examination.

2.3. We appreciate the importance of supporting individual counselling with objective data that has been collected systematically, but the effectiveness is limited in having the data stored at different resources. The school administration has decided to accommodate all the performance data of a student in a single resource and it can be realized with the release of the Strengthening School Administration Management Grant from the EDB. The Grant is deployed in hiring a contract Programmer to establish a platform, named as "WSC Portal", for the retrieval of all information from a single resource. The project has been launched in February 2017 and will last for 1 year with January 2018 as the expected complete time. Thanks for the concerted effort of the working team that is led by Mr. Leung Yiu Wing and Mr. Pun Cheuk Wa.

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. The Career & Further Studies Committee and the Other Learning Experiences Committee take the major role in building up students' capacity for drafting their personal development plans, but the other Committees and Departments also have their contributions and participations. The table below summarizes the strategies, objectives and the implementation that have been adopted in 2016/17:

Level	S1	S2	S3	S4	S5	S6
Objectives Strategies	Acquiring the habit in self-management	Self-understanding	Subject selection	Career exploration	Setting career & study goals	Preparing for further studies
Drafting developing plan and making reflections	Life Building Scheme with class teachers as the mentors of students					
Providing of a comprehensive career & life planning curriculum	Career & Life Planning Classes					
Preparing students to make informed decisions in further studies & future careers	Seminars on subject selection at senior secondary with teachers and senior form students as speakers			Seminars on multiple pathways and application for further studies with teachers and alumni as speakers		
Organizing activities related to further studies				Taster Programmes offered by tertiary institutes Visits to tertiary institutes and career exhibitions Talks for introducing various courses in tertiary institutes Seminar on Further Studies in Mainland China		Mock Interview Mock DSE Release

Organizing activities to provide workplace experiences				Workplace visits & Job shadowing Sharing of practitioners from various working fields	Internship Programme in Mainland for DSE graduates
Counselling for individuals			2 sessions of group counselling on the basis of their school performances and BIM findings	Early Intervention for those showing special needs in CII	Individual Consultation

2.5. To prepare S6 students for further studies, there were 3 class periods designed to address JUPAS programmes, Non-JUPAS programmes and interviews respectively. S6 students opined that they addressed their needs. For the first two class periods, 93% of them agreed or strongly agreed that they were useful for planning their further studies; and for the third one, 83%. The students' responses were encouraging.

In regard to the S3 Subject Selection Counselling, S3 students in general agreed the arrangement was useful and rated it high. Only 2 students in the whole form missed the session because of excusable reasons. All students turned up punctually and actively engaged in the discussions. They shared genuinely about their study plan and fear. They found that the BIM data enabled them to have better self-understanding.

With the help of The Friends of Scouting and CLAP for Youth @JC, various workplace visits and work experience programmes were organized. They helped a lot in widening students' horizon and exploring the career interests. In the work placement programme organized by The Friends of Scouting, students were arranged to attend job interviews. Students' performance was highly appreciated by interviewers.

As remarked in the External School Review 2017, students' life planning was systematically implemented, complemented with an effective use of Life Building Scheme.

Students show improvement in respect and sense of responsibility

2.6. The disciplinary records in 2016/17 gave us an encouraging picture of our students' performances in areas related to respect and responsibility. The table below illustrates the positive trends of the development:

Students' performance	2013/14	2014/15	2015/16	2016/17
Average number (percentage) of students awarded A grade in Conduct in each term	199 (25.9%)	220 (30.9%)	210 (32.4%)	215 (34.5%)
Average number (percentage) of students having 'No penalty records' in each term	144 (18.8%)	155 (21.8%)	161 (24.8%)	176 (28.2%)
Average number (percentage) of students having 'No late homework records' in each term	168 (21.9%)	160 (22.5%)	212 (32.7%)	182 (29.2%)

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. Though there was a slight decline in the 'no late homework records' in 2016/17, a continuous improving trend can still be identified from 2013 to 2017. We can still conclude that students are gaining in the sense of responsibility.

Data collected from performance surveys

2.7. In respect to the Stakeholder Survey 2016/17, the scores given by teachers, students and parents on support for student development indicated slight declines in comparing with 2015/16, though still remained high. The present direction and effort are appropriate, but we should identify the areas for being strengthened further.

	12/13	13/14	14/15	15/16	16/17
Teacher	3.87	3.75	3.77	3.9	3.88
Student	3.77	3.81	3.84	3.89	3.79
Parent	3.76	3.66	3.72	3.74	3.72

Table showing teachers', students' and parents' view on support for student development, 2016/17 versus 2012/13 – 2015/16 (maximum score being 5)

The successful implementation of flipped classroom depends much on students' self-discipline and their own initiation. Chemistry teachers had encouraging experiences in teaching 3D structures of molecules in S4 and analytical chemistry in S5. On both occasions, all students completed their prior studies before the lessons. Most students scored high marks in the checking tests. Mathematics Department gained similar encouraging experience in their S1 and S5 extended module teaching.

Reflection

2.8. We believe in systems and data, but we also treasure interactions at a personal level. The school still has to make effort in ensuring the effectiveness when supervision going to the class level and counselling to the individual level. There can be more sharing among teachers about their successful experiences in guiding students either in academic and non-academic areas.

2.9. A change in attitude and habit in a community can never be happened in one day. It needs the persistent and concerted efforts of all teaching staff that bear a shared vision. Much can be done among our teaching staff in building up their shared vision.

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

Achievements

3.1 We wished to enhance teachers' professional dialogue by strengthening communication through arranging sharing sessions in staff meetings and organizing Community of Practices (CoPs) on teachers' common interests. Teachers recognized these arrangements and acknowledged that they helped much in developing their skills in e-teaching and e-learning.

Mr. Wong Chun Ting had kindly led 2 sessions of CoPs on "Batch uploading multiple choice (MC) questions to the Moodle platform". The technique allows bulk upload of MC questions for the creation of an interactive question bank.

Mr. Cheng Sze Wang helped teachers revise the technique in creating and uploading of teaching videos to the Moodle platform for students' revision and for preparing "Flipped Classroom" materials.

Mr. Ching Yuk Cheong and Ms. Hui Mei Yee, who had attended the EDB SEN courses, were invited to share their acquired knowledge on a Staff Development Day. The teaching team was therefore updated with the supportive resources and the strategies that we could adopt for effective teaching and learning.

Ms. Ng Yuk Lun, Mr. Yeung Man Ching and Mr. Chau Chun Sing were invited to share their good practices on the areas related to class management, handling students' misbehaviour and e-teaching in a Staff Team Building Workshop.

Ms. Li Chau Ha was invited to share her experiences and reflections on leading 4 cross-boundary exchange tours in the past 4 years. All teachers enjoyed her sharing.

3.2 The school has enhanced the use of e-circular to deliver push messages and documents to teachers through the e-Class teachers' apps. The Principal, Assistant Principals and other school administrators have made use of this platform for effective communication with all teachers. Important messages and documents could be sent to relevant teachers with instant push message shown on their mobile phone. Senders could know that the messages were received through the built-in replying system. Also, the device played a subsidiary role in formal meetings in collecting opinions from all teachers on important changes in school policies. This method of collecting opinions was welcomed by teachers in general. Hence, the communication and transparency in the process of policy-making were enhanced.

3.3 Teachers' understanding of the students' performance was also enhanced. We improved the classification system of the school repository which was first introduced to replace the intranet storage drive in 2015/16. This enormous task was done by the 2 Assistant Principals. They reviewed all the committee folders and re-arranged them with unified hierarchy and naming for easier retrieval.

Also, thanks to the release of Strengthening School Administration Management (SAM) Grant by the EDB, we have deployed the resource to hire a full-time programmer for establishing a school-based administrative programme, the WSC Portal. Through which, the students' academic and non-academic achievements were systematically archived and easily retrieved. Last, but not least, with the help of the Education University of Hong Kong, the Biology Department started to make use of the Rasch model to analyse S4 and S5 students' performance in multiple choice questions in examinations. Reports were generated to students individually so that they could be aware of their strengths and weaknesses. Teachers could also acquire a whole picture of the class performance and adjust their pedagogical approaches accordingly.

Data collected from performance surveys

3.4 In respect of the Stakeholder Survey 2016/2017, teachers indicated a prominent rise in the score in areas related to shared vision, communication and professional development.

	2013/14	2014/15	2015/16	2016/17
The school has a clear direction of development.	3.5	3.4	3.6	3.9
The vice-principal(s) effectively facilitates communication between the management and teachers.	3.5	3.2	3.6	3.7
The subject panel/committee heads effectively promote teachers' professional interflow and collaboration.	4.0	4.1	4.2	4.3
The school has developed an ambience of professional interflow.	3.5	3.3	3.5	3.7

Table showing teacher's view on areas related to shared vision, communication and professional development, 2016/17 versus 2013/16 (maximum score being 5)

Reflection

3.5 We are delighted to have the positive responses from teachers on the school directions and effort. The school should concentrate her efforts on the same directions set in the past two years.

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 and also inspiring them to plan for the future career.

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 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. 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 \$103,918 last year.

Courses / Activities	No. of participations
Academic	53
Leadership	51
Civic education	40
Sport	6
Music	3
Total	153

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 transfer their children's SEN reports from primary school 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 \$260,775. 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.

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
Hang Lung Mathematics Awards 2016	Triples of Sums of Two Squares	Honourable Mentions	Mr. Kwong Chun Yu
The 6 th Inter-school Competition of Project Learning on Hong Kong's History and Culture	From Village to New town: The Relationship between the Development of Tai Po and Tai Po Old Market Public School	Champion (Junior Section – Written Report)	Mr. Yeung Man Ching
	For the Benefit of the New Territories: A Brief History of Wong Shiu Chi Secondary School	Champion (Junior Section – Multi-media production)	Mr. Lee Tsz Wa
	The “Norwegian Wood” in Tai Po: A Review on the Relocation of the Norwegian International School from Kowloon to Tai Po	2 nd Runner-up (Junior Section – Multi-media production)	Ms. Wong Hang Sim
Mathematics Project Competition for Secondary Schools 2016/2017	Invariance and equal division of area	Champion	Mr. Kwong Chun Yu
Hong Kong Red Cross Youth Best Service Theme Project Competition	Mental Health	Champion	Mr. Tse Chung Man
Japanese Language Education Group Project Awards 2016-2017	Virtual Idol in Japan	Scholarship	Ms. Lau Pui Ki

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	2016/17
Average number of books borrowed	17	20	20	21.2	19

Table showing the average number of books borrowed by each student from the School Library, 2012-2017
(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, 196 (53%) 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 2016/2017, 188 (51%) 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 2016/17, there was book sharing on different occasions: 41 students shared their Chinese readers during the last five minutes of reading sessions on Day 3 and Day 5; 4 English reading ambassadors shared their English readers in the Morning Assemblies on Day 2 and Day 4.

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.

Moodle platform serves as the interactive hub for students and their teacher advisors in the Life Building Scheme. 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 40 hours. 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 2016/2017, there were staff development workshops covering various topics like a whole day team building workshop “One Team, One Heart” before the school term, the half day seminars “Life Stage Financial Planning for Teachers” and “Teaching Financial Literacy to Teens” by our 1986 Alumnus Mr. Lam Chong Hang, Alvin (Money Coach), and “Adolescents’ Mental Health”. Besides, we invited “The Friends of Scouting” to offer training on “Self-knowledge through a Self-discovery process”. 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 \$787,755 for the last school year were used to employ 3 teachers and 3 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 \$96,390 and \$112,800 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 1517 and 135, and the corresponding expenses were \$96390 and \$118612. 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 (2017/18) Scheme, the EDB has granted a lump-sum of \$1,500,000 for the external decoration of Phase V Block, reflooring of the corridors at the ground floor of Phase II and IV Blocks, 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 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.

Co-class Teacher System has been implemented in senior forms for 5 years. It successfully reduces the workload of class teachers and enhances both the quantity and quality of students' counseling.

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 well the children had adapted to the new school environment. About 70 parents attended the workshop.

Before each new school year, a 2-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, Responsibility and Appreciation", 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 newcomers, 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 by introducing new adjustment strategies and learning habits to students. 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. Ms. Wong also delivered Positive Psychology and Positive Thinking skills to S4 students before the test cycle of the school year to encourage and strengthen their confident.

“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, Responsibility and Appreciation” 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 61 members in the last school year. The team attended two leadership training camps which were held in May and July 2017. 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 44 students enrolled. Another 50 students were recruited to form the “Angel Project”. The Angels aim to provide peer counseling and guidance to S1 students as they adjust to their new secondary school life. The helpers and angels provided these services to their schoolmates voluntarily whilst also bearing the burden of their studies. Their contributions are significant and should be highly commended.

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 Real Hope”. God is the source of true hope and gives us a solid basis for hope. 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 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 7 October 2016 to 18 October 2016. 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 37 converts. Bible study groups were formed for the follow-up of the new believers.

21 weekly meetings were held on Friday by the Christian Fellowship. The total attendance was over 400 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 for giving support to the evangelistic works in this School.”

Student Performance

Diploma of Secondary Education Examination

131 S6 students sat for the examination. 128 (97.17%) 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. 107 (81.7%) 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 435 subject-entries (or 54.9%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 98.1%. The overall performance was satisfactory.

Statistics on Further Studies and Employment

128 out of the 131 S6 graduates in 2017 continued their studies. The following table provides the statistics on further studies and employment.

Local degree course	79
Local sub-degree course	37
Repeating S6	3
Overseas (including China) degree course	8
Other courses	1
Employment	3

6. “Hong Kong Mathematics Olympiad”, organized by the The Hong Kong Academy for Gifted Education
3rd Class Honour 4E Lam Tsz Ngo Zeeman 5E Lui Him 5E Tse Lap Yan
7. “59th Interational Mathematics Olympiad Preliminary Selection Contest” , organized by the The Hong Kong Academy for Gifted Education
Honourable Mention 5E Tse Lap Yan
8. “Hua Xia Cup Mathematics Olympiad Competition – Preliminary 2016”, organized by the Hong Kong Mathematical Olympiad Association
- | | | | | | |
|------------------|------------------|-------------|---------------|---------------|--------------|
| Preliminary | 1st Class Honour | 2A | Leong Hoi Yiu | | |
| | 2nd Class Honour | 1E | Kowk Laam | 1E | Wong Pui Lun |
| | | 3E | Li Chi Tat | 3E | Li Nok |
| | | 3E | Lo Yat Fung | | |
| 3rd Class Honour | 1E | Yau Siu Hin | 2A | Chiu Ting Kok | |
| | | 2E | So Yui | | |
| Semi-final | 1st Class Honour | 2A | Leong Hoi Yiu | | |
| | 2nd Class Honour | 1E | Wong Pui Lun | 3E | Li Chi Tat |
| | 3rd Class Honour | 2A | Chiu Ting Kok | 3E | Li Nok |
| Final | 2nd Class Honour | 1E | Wong Pui Lun | | |
9. “Pui Ching Invitational Mathematics Competition”, co-organized by Pui Ching Middle School, Pui Ching Academy and Mathematical Database
- | | | | | | | |
|-------|----|--------------|----|--------------------|----|------------|
| Merit | 1E | Wong Pui Lun | 2A | Leong Hoi Yiu | 3E | Li Chi Tat |
| | 3E | Li Nok | 4E | Lam Tsz Ngo Zeeman | | |
10. “Hong Kong Young Achievers Selection Contest”, co-organized by Po Leung Kuk and Hong Kong Association of Science and Mathematics Education
- | | | | | | |
|------------------|--|----|------------|----|---------------|
| 2nd Class Honour | | 3A | Yu Pak Hei | 2A | Leong Hoi Yiu |
| 3rd Class Honour | | 3E | Li Nok | 3E | Lo Yat Fung |
11. “2017 Pan Asia Pacific International Mathematics Invitation Competition”, co-organized by The Hong Kong Academy for Gifted Education and International Mathematical Committee
- | | | | | | | |
|------------------------------|----|---------------|----|----------------------|----|---------------|
| 1 st Class Honour | 2A | Leong Hoi Yiu | | | | |
| 2 nd Class Honour | 2D | Kwong Tsz Wai | 3A | Ho Hok Wang Hermance | 3E | Lo Yat Fung |
| 3 rd Class Honour | 1C | Ng Chun Hin | 1D | Kwan king Pui | 1D | Wong Wing Yiu |
| | 1E | Ip Tsz Hin | 2A | Ching Wai Kei | 2A | Li Wuzhen |
| | 2A | Yeung Ho | 2B | Yu Ping Chiu | 3A | Yu Pak Hei |
| | 3E | Li Chi Tat | | | | |
12. “AIMO Hong Kong & Macau Mathematical Olympiad Open Contest 2016”, co-organized by Asia International Matheemtical Olympiad Union and Hong Kong Mathematical Olympiad Association
- | | | | | | | |
|--------------|----|---------------|----|-------------|----|---------------|
| Gold Prize | 2A | Leung Hoi Yiu | 2A | Li Wuzhen | | |
| Sliver Prize | 1E | Wong Pui Lun | 2A | Leung Yuk | 2B | Yu Ping Chiu |
| | 3E | Lo Yat Fung | | | | |
| Bronze Prize | 1E | Chan Ho Ting | 1C | Ng Chun Hin | 2D | Kwong Tsz Wai |
| | 3A | Yu Pak Hei | 3E | Li Chi Tat | | |

13. “Secondary School Mathematics & Science Competition 2017”, organized by The Hong Kong Polytechnic University
- | | | | | | | |
|------------------|----|------------------------|----|-------------------------|----|--------------------|
| High Distinction | 5A | Lam Wing Lee | 5A | Lau Chak Shun | 5A | Lau Chi Tao |
| | 5E | Chan Hiu Wai | 5E | Lai Tsz Chun | 5E | Lam Pui San |
| | 5E | Lui Him | 5E | Tse Lap Yan | | |
| Distinction | 5A | Lau Chak Shun | 5A | Yuen Wing Lam | 5E | Cho Yat Fung |
| | 5E | Lai Tsz Chun | 5E | Lam Pui San | 5E | Lau Ka Huen |
| | 5E | Lee Sha Lee | 5E | Li Tin Yuet | 5E | So Hei Tung |
| Credit | 5A | Chan Tsun Ho | 5A | Cheung Tsz Tseng Roisin | 5A | Ho Yui Kwan |
| | 5A | Lam Wing Lee | 5A | Lau Matthew Chi Hung | 5A | Lee Man Ching |
| | 5B | Cheung Hoi Tung Evelyn | 5E | Chen Yui Lap | 5E | Cho Shun |
| | 5E | Lai Tsz Chun | 5E | Lam Pui San | 5E | Lee Sha Lee |
| | 5E | Pok Yuet Yeung | 5E | So Hei Tung | 5E | Tsui Tsz Kwan |
| | 5E | Wong Pui Shan | 5E | Zhuang Hei | | |
| Proficiency | 5A | Cheung Cheuk Nam | 5A | Lau Matthew Chi Hung | 5A | Yuen Wing Lam |
| | 5B | Kong Samyi | 5B | Lee Yat Laam | 5E | Chen Yui Lap |
| | 5E | Cheung Hoi Wai | 5E | Cho Shun | 5E | Lam Wing Lok Brian |
14. “2016-2017 Group Project Awards”, organized by the Society of Japanese Language Education Hong Kong
- | | | | | | | |
|-------------|----|---------------|----|---------------|----|-------------|
| Team Member | 5C | Yeung Tsz Yan | 5A | Lin Shiu Jung | 5D | Lau Hau Lee |
| | 5C | Yung Pui Yi | | | | |
15. “2017 Guangdong and Hong Kong Sisters School Classic English Reading Competition (Guangzhou Region)”, co-organized by Department of Education of Guangdong Province and Education Bureau
- | | | | | | | |
|--------------|----|----------------|----|----------------|----|----------------|
| Silver Award | 5A | Chan Ka Hei | 5A | Cheung Kai Lai | 5A | Lin Shiu Jung |
| | 5B | Kong Samyi | 5C | Yeung Tsz Yan | 5D | Ho Tsz Wai |
| | 5D | Ng Man Yi | 5D | Pun Yin Lam | 5D | Tang Wing Yung |
| | 5E | Lam Chung Ling | | | | |
16. “Chinese Secondary Student Writing Competition 2016-2017 (Hong Kong Region)”, organized by Hong Kong Institute for Promotion of Chinese Culture (HKIPCC)
- | | | | | | | |
|--------------|----|-----------------|----|----------------|----|-----------------|
| Bronze Award | 3E | Yip Tsz Ching | | | | |
| Merit Prize | 3A | Lau Hoi Yi | 3E | Lee Cheuk Wing | 5A | Cheung Sze Long |
| | 5E | Cheung Yuen Yan | | | | |
17. “CityU Discovery and Innovation Debating Challenge (English)”, organized by Hong Kong City University
- | | | | | | | |
|----------|----|--------------------|----|---------------|----|---------------|
| Champion | 5A | Chao Adrian Arthur | 5A | Lee Man Ching | 5A | Yuen Wing Lam |
|----------|----|--------------------|----|---------------|----|---------------|
18. “Hong Kong Bar Association Debating Competition 2017 (Chinese Division)”, organized by Hong Kong Bar Association
- | | | | | | | |
|--------------|----|-----------|----|------------|--|--|
| Best Debater | 3E | Yip Ching | 4A | Yip Sum Wa | | |
|--------------|----|-----------|----|------------|--|--|
- Hong Kong Bar Association Debating Competition 2017 (English Division)
- | | | | | | | |
|--------------|----|---------------|--|--|--|--|
| Best Debater | 5A | Lee Man Ching | | | | |
|--------------|----|---------------|--|--|--|--|

19. “Hong Kong Secondary Schools Debating Competition 2016-2017 (English Division)”, organized by Hong Kong Secondary Schools Debating Competition (HKSSDC)
Best Debater 4A Law Sin Ting
20. “The 32nd Sing Tao Inter-School Debating Competition (Chinese Section)”, organized by Sing Tao Daily
Best Debater 3E Chu Cheuk Nam 4A Sheu Ka
Best Interrogative Debater 4A Sheu Ka 5B Yip Tsz Yu
21. “The 33rd New Territories Inter-School Debating Competition (Chinese Division)”, organized by New Territories Joint-School Debating Association
Best Debater 4A Chan Lok Kei
22. “Inter-School Debating Competition on Gender Issues (Chinese Division)”, organized by Hong Kong Young Women's Christian Association (HKYWCA)
First Runner-Up 4A Kwong Wing Waan 4A Sheu Ka 4A Wong Shin Ying
 4A Yip sum Wa 4E Sham Hang Chi Helen 5A Lee Wing Kiu
 5B Yip Tsz Yu
23. “Harvard Book Prize”, organized by the The Harvard Club of Hong Kong
5A Yuen Wing Lam 5E Chan Hiu Wai 5E Cheung Yuen Yan
24. “Liberal Studies Programme 2016-2017”, organized by The Hong Kong Tuberculosis, Chest and Heart Diseases Association
Merit 4A Ling Yiu Chung 4A Sue Pui Ying 4A Wu Hoi Laam
 4B Fung Tsz Yan 4C Leung Yan Chi 4E Chan Chi Lok
25. “Tai Po District Civic Education Newscutting Competition 2016-2017 (Secondary School)”, organized by Tai Po District Civic Education Committee
1st Runner-Up (Secondary) 1A Chan Hoi Ying
2nd Runner-Up (Secondary) 2A Yau Chun Tong
26. “Tai Po District Civic Education Writing Competition 2016-2017 (Secondary School)”, organized by Tai Po District Civic Education Committee
2nd Runner-Up(Secondary) 3E Yip Tsz Ching
Merit (Secondary) 5E Lee Sha Lee
27. “The 9th University Literature Award”, Organized by Hong Kong Baptist University and Faculty of Arts (HKBU)
Junior Writer Awards 6A Lee Pui Yee
28. “Tai Po District Inter-School Civic Knowledge Contest 2016-2017 (Secondary School)”, organized by Tai Po District Civic Education Campaign Organizing Committee
Champion 2A Su Yee Lam 4A Chui Wai Yin 4A Ho Chun Kit
 4A Huang Yunshi 4A Lee Hui Yiu
29. “The Chemists Online Self-study Award Scheme”, organized by Education Bureau
Bronze Award 5E Wong Pui Shan

30. "TVNews Award Scheme 2016-2017 (Phase 1)", organized by HKEdCity
- | | | | | | | |
|-------------------|----|----------------|----|------------------------|----|--------------|
| Outstanding Award | 2A | Lun Ka Wai | 2A | Mak Yan Hei Ama | 2E | Kam Lap Hang |
| | 3E | Yip Ching | 4A | Chan Yuen Ching Kristy | | |
| | 4A | Wong Shin Ying | 4E | Or Yan Ting | | |
- TVNews Award Scheme 2016-2017 (Phase 2)
- | | | | | | | |
|-------------------|----|-----------------|----|--------------|----|-----------|
| Outstanding Award | 2A | Mak Yan Hei Ama | 2E | Kam Lap Hang | 3A | Fok Po Yi |
| | 3E | Li Chi Tat | 3E | Yip Ching | | |
31. "Writing Competition for Celebrating the 67th Anniversary of the Establishment of the PRC (Junior)", organized by NTSHA
- | | | |
|------------------------------------|----|------------|
| 1 st Runner-Up (Junior) | 3A | Ng Tsz Yiu |
| Merit Prize(Junior) | 2A | Lun Ka Wai |
32. 28th Secondary Students' Best Ten Books Election –Reading Reflection Writing Competition", co-organized by the Hong Kong Professional Teachers' Union
- | | | |
|--------------------------|----|---------------|
| Commended Prize (Junior) | 3E | Chu Cheuk Nam |
| Commended Prize (Senior) | 4E | Or Yan Ting |
33. The 68th Hong Kong Schools Speech Festival
- S5,S6 Cantonese Solo Verse Speaking – Girls
- | | | | | |
|----------------------------|----|---------------|----|----------------|
| Certificate of Merit | 5A | Lee Man Ching | | |
| Certificate of Proficiency | 5C | Yeung Tsz Yan | 6E | Yeung Yun Hing |
- S3 Cantonese Solo Verse Speaking – Girls
- | | | |
|----------------------|----|---|
| Certificate of Merit | 3A | Fok Po Yi (Group 2 nd Runner-up) |
|----------------------|----|---|
- S2 Cantonese Solo Verse Speaking – Girls
- | | | |
|----------------------|----|-------------|
| Certificate of Merit | 2A | Wong Wai Ki |
|----------------------|----|-------------|
- S5,S6 Cantonese Solo Prose Speaking – Boys
- | | | |
|----------------------|----|-------------|
| Certificate of Merit | 5B | Ho Sing Hei |
|----------------------|----|-------------|
- S1 Cantonese Solo Prose Speaking – Girls
- | | | | | |
|----------------------|----|---|----|--------------|
| Certificate of Merit | 1E | Chan Ho Ting (Group Champion) | | |
| | 1A | Lee Ying Yi (Group 2 nd Runner-up) | 1B | Guo Sin Chun |
- S1 Cantonese Solo Prose Speaking – Girls
- | | | |
|----------------------------|----|-------------------------------|
| Certificate of Merit | 1C | Choi Yan Lam (Group Champion) |
| Certificate of Proficiency | 1A | Wun Sze Ching |
- S5,S6 Cantonese Chanting Poetry sets Speaking – Mixed
- | | | |
|----------------------|--|--|
| Certificate of Merit | Wong Shiu Chi Secondary School (Group 1 st Runner-up) | |
|----------------------|--|--|
- S5,S6 Putonghua Solo Prose Speaking – Girls
- | | | |
|-------------------------------|----|---|
| Honorary certificate of Merit | 5A | Lai Lok Tung (Group Champion) |
| Certificate of Merit | 5D | Pang Yat Wa (Group 1 st Runner-up) |
- S5,S6 Putonghua Solo Verse Speaking – Boys
- | | | |
|----------------------|----|---|
| Certificate of Merit | 5E | Lau Tsz Kin (Group 1 st Runner-up) |
|----------------------|----|---|
- S3,S4 Putonghua Solo Verse Speaking – Boysz
- | | | |
|----------------------|----|-----------|
| Certificate of Merit | 3D | Ngau Chun |
|----------------------|----|-----------|
- S3,S4 Putonghua Solo Verse Speaking – Girls
- | | | | | |
|----------------------|----|---|----|--------------|
| Certificate of Merit | 4D | Chan Sze Ling (Group 2 nd Runner-up) | | |
| | 3D | Wong Po Shan | 4D | Shiu Sum Yee |
- S1,S2 Putonghua Solo Verse Speaking – Girls

Certificate of Merit	2C	Peng Shi Huan (Group 2 nd Runner-up)			
	1D	Wong Sze Wing	1E	Chow Yin Yi	1E Kwok On Ki
	2A	Pun Shan Shan			
S1, 2 English Choral Speaking – Mixed					
Certificate of Merit		Wong Shiu Chi Secondary School			
S6 English Solo Verse Speaking – Boys					
Certificate of Merit	6E	Wong Jonathan Yik Chong (Group 2 nd Runner-up)			
	6E	Lam Ngai Yung			
S6 English Solo Verse Speaking – Girls					
Certificate of Merit	6D	Chan Sze Hang			
S5 English Solo Verse Speaking – Girls					
Certificate of Merit	5A	Chan Ka Hei (Group 2 nd Runner-up)			
	5A	Cheung Sze Long (Group 1 st Runner-up)		5A	Cheung Tsz Tseng Roisin
	5A	Yuen Wing Lam	5E	Wong Man Kiu	5E Wong Pui Shan
S4 English Solo Verse Speaking – Girls					
Certificate of Merit	4A	Chan Yuen Ching Kristy	4A	Ng Ka Lam	4B Lee Tsz Lam
	4E	Or Yan Ting			
S4 English Solo Verse Speaking – Boys					
Certificate of Merit	4E	Wong Kam Chuen			
S3 English Solo Verse Speaking – Girls					
Certificate of Merit	3B	Au Sik Chi			
S3 English Solo Verse Speaking – Boys					
Certificate of Merit	3E	Lui Pak Huen			
Certificate of Proficiency	3B	Chan Hok Chun			
S2 English Solo Verse Speaking – Girls					
Certificate of Merit	2A	Mak Yan Hei Ama (Group 2 nd Runner-up)		2A	Wong Wai Ki
	2A	Yeung Hui Yau Sophia	2E	Lee Tsz Kiu	2E Leung Sum Yin
Certificate of Proficiency	2B	Lam Sze Wing Tiffany			
S2 English Solo Verse Speaking – Boys					
Certificate of Proficiency	2D	Sun Ho Ting Calvin			
S1 English Solo Verse Speaking – Girls					
Certificate of Merit	1A	Cheng Wing Yu	1A	Lee Ying Yi	1B Cheung Wai Shan
	1B	Lee Yan Lam	1B	Lau Fong Ching	1D Cheung Tsz Ching
	1E	Lam Winola Wai-Larm			

34. “2016 - 2017 National Youth Language Knowledge Contest (Essay Elimination—Essay contest) ((Hong Kong) ”Organized by Society on Modernization of Chinese Language (Education Department) 、 Chinese Culture Promotion Society(Culture Department) 、 Chinese Youth Language Culture Association and China Youth Qualith Education Development Center

3 rd Class Honour	3A	Lau Hoi Yi	5A	Cheng Kai Lai	5A	Lin Shiu Jung
2 nd Class Honour	5E	Cheung Yuen Yan				

35. “Popular Reading Award Scheme”, co-organized by Hong Kong Professional Teachers’ Union and Quality Education Fund

400 S1 to S5 students obtained Purple Reading Award

234 S1 to S5 students obtained Blue Reading Award

43 S1 to S5 students obtained Green Reading Award

Artistic

- “2016 Hong Kong Youth Music Interflows Chinese Orchestra Contest” organized by the Music Office, Leisure and Cultural Services Department
Bronze Medal
1D Ho Kwan Tung 1E Wong Shuk Fong 2A Tsui Sin Sze
3A Chan Chun Lam Kelvin 4D Shiu Sum Yee 4E Ling Wai Fung
3B Lam Chun Yiu Gordon 3E Chiang Wing Yi 3E Chu Cheuk Nam
4B Pang Shun Kit 4B Wong Huen Ting 4E Fung Kin Cheung
5B Li Yan Tung 5E Cheung Yuen Yan 6B Li Hang Tsun
6C Lau Hoi Ying
- “Smart City Model Building Competition” organized by the Hong Kong Institute of Engineers & EDB
Certificate of Merit 3E Chu Cheuk Nam 3E Li Chi Tat 3E So Kwan Ho
3E Wong Lok Yee 3E Wu Xin Tong
- “Tai Po School Drama Competition 2016” organized by Tai Po District Arts Advancement Association
Award for Best Actress 4B So Lok Chung
Award for Best Actor 5C Chan Sheung Chi
Award for Best Directing 5C Kwan Yui Him 5D Fan Tsz Ki 5D Ho Chin To
5D Lai Hoi Ching
Award for Outstanding Actress 4A Cheng Log C
Award for Outstanding Actor 5D Leung King To
1st Runner-up 1A Chang Kiu Yan 1A Cheuk Yan Shing 1A Yuen Ting Wai 1C Lau Wing Yan
1C Tsoi Hoi Kei 1C Yu Chak Yan 1E Chan Ho Ting 1E Kwok On Ki
3A Cheung Ngai Yu 3A Fok Po Yi 3A Lam Wai Tung 3A Lee Nok Yiu
3A Ng Tsz Yiu 3B Au Sik Chi 3B Lo Chui Lam 3C Chen Chun Sing
3C Cheung Sin Yan 3C Chow Pui Yi 3C Tsang Pui Yu 3E Cheung Ngai Man
3E Shum Kwun Lai 4A Cheng Log C 4B Chan Hei Lam Joshua 4B So Lok Chung
4D Chau Wing Hei 4D Shing Ka Man 4E Chan Wing Man 4E Cheung Hoi Ching
5D Fan Tsz Ki 5D Lai Hoi Ching 5D Pang Yat Wa
- “The 28th Peace Poster Contest” organized by Lions Clubs International
Outstanding Award 1B Tsui Wai Yu 1C Choi Yan Lam 1C Wong Cheuk Wing 2D Ho Tsz Ying
1E Chong Ka Ki
- “The National Day Cup Calligraphy Competition 2016-2017” organized by Tai Po Preparatory Committee of National Day Celebration
1st Runner-up (Junior Secondary) 2B Fan Kai Chun
Merit Prize (Junior Secondary) 3A Lau Hoi Yi
Champion (Secondary School) 4C Fung Pui Yi Pansy
2nd Runner-up (Secondary School) 3A Tang Wang Fung
- “3rd Hong Kong Secondary School Chinese Prose Writing Competition” organized by Hong Kong Pupil Literature
Merit Prize 3E Chu Cheuk Nam
- “Dr. Stephen Chan Inter-School Flash-Fiction Award” organized by Dr. Stephen Chan Education Foundation Limited & Aberdeen Baptist Lui Ming Choi College
1st Runner-up (Junior Secondary) 5E Cheung Yuen Yan

8. “Hong Kong Inter School Dancesport Championships 2017” organized by Hong Kong Dancesport Association
- | | | | |
|---------------------------|-----------------------------|---------------------------|--------------------|
| Champion | Opened Mixed Viennese Waltz | Opened Mixed Waltz | |
| 1 st Runner-up | Opened Mixed Quick Step | Opened Mixed Slow foxtrot | Opened Mixed Tango |
| 2 nd Runner-up | Opened Mixed Jive | | |
| 3 rd Runner-up | Opened Mixed Paso Doble | Opened Mixed Rumba | |
- 4B Lee Kwan Yau
9. Hong Kong Students Photography Competition “Hong Kong’s Monuments : Looking for the Continuation and Inheritance of Chinese Culture”, organized by Education Bureau and Youth Square
- Champion - Smartphone Group (Secondary School) 4D Ho Ting
10. The 69th Hong Kong Schools Music Festival
- | | | | |
|---|----------------------------|----|------------------------|
| Graded Piano Solo – Grade 3 | Certificate of Merit | 1A | Cheung Yee Man |
| Graded Piano Solo – Grade 5 | Certificate Of Merit | 2E | Tsui Ho Wang |
| Graded Piano Solo – Grade 6 | Certificate Of Merit | 2C | Yu Sze Long |
| Graded Piano Solo – Grade 7 | Certificate Of Proficiency | 1E | Lui Yuet Long |
| Graded Piano Solo – Grade 8 | Certificate Of Proficiency | 3A | Ho Hok Wang Herman |
| Graded Piano Solo – Grade 8 | Certificate Of Merit | 3B | Chong Ka Ho |
| Flute Solo – Secondary School – Junior | Certificate Of Merit | 4A | Chan Yuen Ching Kristy |
| Di Solo – Secondary School – Advanced | Certificate Of Merit | 4B | Pang Shun Kit |
| Di Solo – Secondary School – Intermediate | Certificate Of Merit | 4E | Fung Kin Cheung |
-
- | | | | |
|--|----------------------|--------------------------------|--------------------|
| Chinese Instruemntal Ensemble – Secondary School | Certificate of Merit | Wong Shiu Chi Secondary School | |
| 1D Ho Kwan Tung | 2A Tsui Sin Sze | 3B Lam Chun Yiu Gordon | 3E Chiang Wing Yi |
| 3E Chu Cheuk Nam | 4B Chan Pang Chin | 4B Pang Shun Kit | 4B Wong Huen Ting |
| 4D Shiu Sum Yee | 4D Chau Wing Hei | 4E Ling Wai Fung | 4E Fung Kin Cheung |
| 5B Li Yan Tung | 5E Cheung Yuen Yan | | |
11. “2016 第四屆兩岸四地青少年書畫大賽” , organized by Bauhinia Magazine
- Special Prize (Secondary) 4D Ho Ting

Civic Education and Social Services

1. “Future Leader Award” organized by The Outstanding Young Persons' Association
- | | | | |
|----------------------|-----------------|-------------------|------------------|
| Certificate of Merit | 4A Law Sin Ting | 4A Wong Shin Ying | 5A Lee Man Ching |
| | 5E Wong Man Kiu | | |
2. “Hong Kong Red Cross Youth Best Service Theme Project Competition” organized by the Hong Kong Red Cross
- | | | | |
|----------|------------------|----------------------|--------------------|
| Champion | 3B Yuen Wing | 3C Tam Ka Ying Kitty | 3C Yan Yuen Lam |
| | 3D Leung Ho Ying | 4A Kwong Wing Waan | 4A Lee Hui Yu |
| | 4A So Lok Yiu | 4A Yu Tsz Shan | 4E Cheung Wing Yin |
3. “Hong Kong Red Cross Youth Attainment Gadge” organized by the Hong Kong Red Cross
- | | | | |
|------------------|-------------------------|-----------------------|--------------------|
| 2A Li Wuzhen | 2A Ma Cheuk Yin | 2A So Tsz Wing Kristy | 2A Tang Sheung Yin |
| 2A Tsoi Hoi Wing | 2A Yeung Hui Yau Sophia | 2C Cheng Hoi Hei | 2D Kwok Sze Man |
| 2E Luk Ching Man | 2E Siu Tung | 2E Tsui Ho Wang | 2E Tsung Hing Pong |
| 3B Yuen Wing | 3C Tam Ka Ying Kitty | 3C Yan Yuen Lam | |

1D	Ho Kwan Tung	4C	Wan Yiu Lun
1E	Yip Man Yan	3A	Lai Chun Hei
1E	Wong Sum Yee	3A	Ng Tsz Lun
		3A	Tang Wang Fung
		3D	Yip Wai Lam

Boys A Grade

6E	Lai Chun Ming	100 meters Breaststroke	Sliver	200 meters Individual Medley Relay	Sliver
3A	Ng Tsz Lun	4x50 meters Freestyle Relay	Gold	200 meters Freestyle	Sliver
3A	Lai Chun Hei	4x50 meters Freestyle Relay	Gold	50 meters Breaststroke	Bronze
		100 meters Breaststroke	Sliver		
3A	Tang Wang Fung	4x50 meters Freestyle Relay	Gold		
3A	Ho Hok Wang Herman	4x50 meters Freestyle Relay	Gold		

Girls A Grade

5A	Chan Ka Hei	4x50 meters Freestyle Relay	Bronze
5B	Cheung Hoi Tung Evelyn	4x50 meters Freestyle Relay	Bronze
5E	Chan Yu Shan	4x50 meters Freestyle Relay	Bronze
3C	Cheung Sin Yan	4x50 meters Freestyle Relay	Bronze

Girls C Grade

2E	Kwong Po Yiu Yo Yo	4x50 meters Freestyle Relay	Gold	200 meters Individual Medley Relay	Bronze
		100 meters Backstroke	Gold		
2C	Lai Lok Yee	4x50 meters Freestyle Relay	Gold	50 meters Backstroke	Gold
		100 meters Freestyle	Gold		
1D	Ho Kwan Tung	4x50 meters Freestyle Relay	Gold	200 meters Backstroke	Sliver
1E	Yip Man Yan	4x50 meters Freestyle Relay	Gold	50 meters Backstroke	Bronze

Broke Official Record : Girls C Grade 4x50 meters Freestyle Relay
 Girls C Grade 50 meters Backstroke
 Girls C Grade 50 meters Freestyle
 Girls C Grade 100 meters Freestyle

2. "JOSS Fencing Team Invitational Tournament 2016", co-organized by JOSS and D.PARK

BYJOSS Fencing Team Competition 2016 Season 1

Ladie's Epee Team 2nd Runner-up 4B Chung Suet Yee 4C Leung Yan Chi

BYJOSS & D.Park Fencing Team Competition 2016 Season 4

Ladie's Epee Team 1st Runner – up 4B Chung Suet Yee 4C Leung Yan Chi

3. "Inter-School Fencing Championship", organized by the Hong Kong Schools Sports Federation. Our school sent 4 teams comprising 19 students to participate in the competition.

Boys A Grade Individual Epee 2nd Runner-up 5E Li Tin Yuet

Girls A Grade Individual Epee 1st Runner-up 5A Cheung Tsz Tseng Roisin

Girls Team Epee 3rd Runner-up

2E Wong Wai Ki 2E So Yui 4B Chung Suet Yee 4C Leung Yan Chi

5A Cheung Tsz Tseng Roisin

4. “Guangzhou Amateur Fencing Open Competition 2017”, organized by the Guangzhou Fencing Association
- | | | | | | |
|----------------------------|---------------------------|----|-------------------------|----|----------------|
| Epee Girls Youth Team | Champion | 5A | Cheung Tsz Tseng Roisin | 4B | Chung Suet Yee |
| | | 4C | Leung Yan Chi | | |
| Epee Boys Youth Team | 2 nd Runner-Up | 4B | Chan Pang Chin | 3B | Pang Chun Yip |
| Epee Girls Individual Epee | Champion | 5A | Cheung Tsz Tseng Roisin | | |
| Epee Girls Individual Epee | 2 nd Runner-Up | 4B | Chung Suet Yee | | |
5. “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 28 students to participate in the competition and achieved good results.
- | | | | | | | |
|--------------------------|---------------------------|----------------|----|---------------|----|----------------|
| Girls Grade A (19 teams) | 1 st Runner-up | | | | | |
| Team Members | 6D | Mak Chung Yan | 5E | Lei Cheuk Wa | 5A | Lee Man Ching |
| | 3C | Wong Lok Ching | 2A | Chung Wai Lam | | |
| Boys Grade A (26 Teams) | 2 nd Runner-up | | | | | |
| Team Members | 6D | Fung Yiu Fai | 5B | Lee Yat Laam | 5B | Tin Lik Hang |
| | 5C | Kwan Yui Him | 5C | Chan Ho Yiu | 5E | Pok Yuet Yeung |
| | 4B | Chan Pang Chin | 4D | Wong Ho Ming | | |
| Boys Grade C (29 Teams) | 2 nd Runner-up | | | | | |
| Team Members | 2C | Yu Sze Long | 2E | Chu Yat Hei | 1A | Yeung Tsz Ngai |
| | 1A | Leung Pak Ho | 1C | Ng Chun Hin | 1C | Tse Siu Yi |
| | 1D | Fung Ka Chun | 1E | Wan Yau Long | 1E | Wong King Long |
6. “Inter-school Softball Championship”, co-organized by the Hong Kong Softball Federation and the Hong Kong Softball Association. Our school was awarded 1st Runner-up in the Girls Division
- | | | | | | | | |
|--------------|--------------|----|-----------------|----|------------------|----|---------------|
| Team Members | | | | | | | |
| 6C | Lo Wing Yan | 5A | Lai Lok Tung | 5D | Cheung Chui Ying | 5D | Lai Hoi Ching |
| 5E | Lau Ka Huen | 4C | Cheung Hiu Tung | 4D | Lau Suet Man | 4E | Law Hau Yiu |
| 3A | Chiu Hiu Wai | 3A | Fok Po Yi | 3A | Lam Wai Tung | 3C | Chan Sin Yee |
| 2B | Xu Xueni | | | | | | |
7. “Inter-school Softball Invitational Tournament 2017”, organized by the Hong Kong Softball Association
- | | | | | | | | |
|----------------|-----------------|-----------------|-----------------|----|------------------|----|--------------|
| Girls Division | Champion | | | | | | |
| Best Player | 4C | Cheung Hiu Tung | | | | | |
| MVP | 4D | Lau Suet Man | | | | | |
| Team Members | | | | | | | |
| 5A | Lai Lok Tung | 5D | Lai Hoi Ching | 5D | Cheung Chui Ying | 5E | Lau Ka Huen |
| 4C | Cheung Hiu Tung | 4D | Lau Suet Man | 4E | Law Hau Yiu | 3A | Chiu Hiu Wai |
| 3A | Lam Wai Tung | 3A | Fok Po Yi | 3C | Chan Sin Yee | 2B | Xu Xueni |
| 1A | Lee Ying Yi | 1B | Cheung Wai Shan | 1E | Wong Yi Ching | | |
8. “Hong Kong Artistic Gymnastics Open & Novice International Invitational Tournament (趙惠中盃)”, organized by the Gymnastics Association of Hong Kong, China and sponsored by Leisure and Cultural Services Department
- | | | | | |
|---------------------|--------------|---------------------------|----|----------------|
| Girls Open (Junior) | Vault | Gold Metal | 3E | Chan Cheuk Lam |
| | Balance Beam | Gold Metal | 3E | Chan Cheuk Lam |
| | Floor | Gold Metal | 3E | Chan Cheuk Lam |
| | Uneven Bars | 4 th Runner-up | 3E | Chan Cheuk Lam |

9. “Inter-School Artistic Gymnastics Competition”, organized by the Hong Kong Schools Sports Federation
- | | | | | |
|------------------|--------------|---------------------------|----|----------------|
| Girls (Advanced) | Vault | Gold Metal | 3E | Chan Cheuk Lam |
| | Balance Beam | Gold Metal | 3E | Chan Cheuk Lam |
| | Floor | Gold Metal | 3E | Chan Cheuk Lam |
| | All-round | 2 nd Runner-up | 3E | Chan Cheuk Lam |
10. “Inter-School Rope Skipping Competition 2017”, organized by the Hong Kong Rope Skipping Association, China , HKRSA and sponsored by Leisure and Cultural Services Department
- | | | | | | |
|-------------------------------|---------------------------|----|----------------|----|----------------|
| 30 Sec. Speed | 1 st Runner-up | 4D | Tang Lok Tin | 3C | Wong Lok Ching |
| 1 Min. Double Dutch Freestyle | 2 nd Runner-up | 4D | Tang Lok Tin | 4D | Wong Nok Ming |
| | | 3C | Wong Lok Ching | | |
| 1 Min. Double Dutch Speed | Champion | 4D | Tang Lok Tin | 4D | Wong Nok Ming |
| | | 3C | Wong Lok Ching | | |
11. “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 comprising 21 students to participate in the competition and achieved good results.
- | | | | | | | |
|----------------------|----|-----------------|--------------|-----------|-------------|--------------------|
| Girls B Grade | 4C | Cheung Hiu Tung | Shot-put | – Silver | Javelin | – Bronze |
| | 3E | Chan Cheuk Lam | High Jump | – Gold | 100 Meters | – Silver |
| Girls C Grade | 2C | Lai Lok Yee | 800 Meters | – Gold | 1500 Meters | – Gold |
| | | | 4X400 Meters | –Bronze | | |
| 4X400 Meters– Bronze | 2E | So Yui | 2C | Yiu Clara | 2E | Kwong Po Yiu Yo Yo |
| | 1D | Pang Pui Yi | | | 2B | Peng Chang |
12. “Tai Wan Age Group Swimming Championship”, organized by the Hong Kong Amateur Swimming Association
- | | | | | |
|-----------|----|-------------|----------------------------|----------|
| Age 13-14 | 2C | Lai Lok Yee | 50 Meters Butterfly Stroke | – Silver |
| | | | 50 Meters Freestyle | – Silver |
13. “Hong Kong Schools Sports Federation N.T. Secondary Schools Overall Championship” – Our school was awarded “十佳學校獎盃” in Girls Division. 2C Lai Lok Yee was awarded the best all-round athlete.
14. “2017 A.S. Watsons Group Student Sport Award”, organized by A.S. Watsons Group
- | | |
|----|----------------|
| 3E | Chan Cheuk Lam |
|----|----------------|
15. “Grantham Inter-school Outstanding Athlete”, organized by the Hong Kong School Sports Federation and Sponsored by Grantham Scholarship Fund
- | | | |
|--------------------------------|----|-------------|
| Outstanding Athlete (softball) | 6C | Lo Wing Yan |
|--------------------------------|----|-------------|
16. “Asia Rope Skipping Championship 2017” – Our school team 4D Wong Nok Ming, 4D Tang Lok Tin and 3C Wong Lok Ching was awarded Champion in the “Hong Kong Rope Skipping Classic 2017”, and elected as Hong Kong, China team to participate in “Asia Rope Skipping Championship 2017”.
17. “48th Hong Kong Invitational 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 | -47KG | Champion | 4D | Lee Yi Hiu |
|-----------------|-------|----------|----|------------|
18. “Hong Kong Junior Judo Team Championships 2016”, organized by the Hong Kong Judo Association
- | | | | |
|-------------------------|---------------------------|----|------------|
| Girls Group D Age 12-16 | 1 st Runner-up | 4D | Lee Yi Hiu |
|-------------------------|---------------------------|----|------------|

