



**Wong Shiu Chi Secondary School**

**School Report**

**2023/24**

# **Our School**

## **1. School Vision and Mission**

In the spirit of Christ, we are committed to providing holistic Christian education, which fosters the ethical, intellectual, physical, social, aesthetic and spiritual development of our students.

## **2. School Goals**

Through a harmonious and disciplined campus life, students are encouraged to take the initiative in learning, explore creative solutions and develop individual potential. Nurtured as lifelong learners, students are able to adapt to change and develop self-confidence for contributing positively to the well-being of our community and mother country.

## **3. School Motto**

Learnedness

Love

Dedication

Integrity

# 1. Achievements and Reflection on Major Concerns; Feedback and Follow-up

## Major Concern 1

To strengthen teachers' knowledge and techniques on using effective pedagogies to facilitate students' learning

### Target 1

To cultivate teachers to be life-long learners

#### 1. Achievements

- The school supports the two strategies by providing favourable conditions, including financial and administrative assistance for teachers' professional development. Teachers can choose from various training courses offered through official communications, each receiving a grant of up to \$1000 to subsidize external paid courses.
- Additionally, the school will allocate personnel to cover for teachers attending short, medium, or long-term training courses.

#### 2. Reflections

- Despite the school offering grants for staff to pay for Continuing Professional Development (CPD) courses, applications are usually lower than expected. This might be because colleagues prefer "free" courses from the EDB, universities, and NGOs, which are seen as more practical and applicable to daily work in schools and classrooms.
- To achieve the goal of cultivating teachers as lifelong learners, colleagues eagerly supported various training programs, including SEN support and enhancing teaching effectiveness.
- This year, staff professional development hours were reviewed per EDB's requirements from three years ago. The review at the start of the school year effectively raised staff awareness of CPD requirements. Throughout the year, the average CPD hours for teaching staff far exceeded the target of 91.9 hours. However, the percentage of teachers completing 15 hours of CPD related to pedagogical aspects was 75%, which is below the 83% target.
- According to the Stakeholders Survey (SHS), the scores of the teachers' survey on Q34 and Q36 are both 4.0 which met our targets.

	Teachers' view on their professional development	2023-2024	Success criteria
34	The school has developed an ambience of professional exchange	4.0	≥4.0
36	The school's appraisal is conducive to my professional development	4.0	≥3.9

#### 3. Feedback and Follow-up

- Suggestions for improving pedagogies can be made by identifying teachers' CPD needs.:
  - ✧ Departmental encouragement of internal professional sharing within panels:
    - Sharing of good practices regarding lesson planning and marking.
    - Sharing of teaching resources, with administrative measures in place such as form coordinators coordinating teaching resources for the entire form and making all resources available on a shared repository.
    - Departmental level Community of Practice (CoP), particularly beneficial for departments with new members who have joined in recent years.
- In addition to providing favourable conditions, the school should help identify staff needs for CPD courses, encouraging more to view these courses as essential and beneficial for their careers.
- Following the Chinese Language Department's practice of having teachers share their experiences from various courses and workshops (48 times) in panel meetings, the school can encourage more departments to share their training experiences. This will help members recognize the value and benefits of CPD courses.
- These sharing sessions can also take place during staff meetings and Staff Development Day, allowing all staff, especially those from one-person panels, to benefit.

## Target 2

To enhance teachers' efficacy by adopting diversified pedagogical strategies

### 1. Achievements

- Adoption of the 3 suggested pedagogical strategies:

Subjects	Cooperative Learning	Blended Learning	Flipped Classroom	
English Language	S1 to S5		S1 to S5	
Chinese Language				S1 to S3
Chinese Literature				S4 and S5
Mathematics		S4-S6 M2	S4 to S6	
Citizenship and Social Development		S4 to S6	S4 to S6	
Physics				S4
Chemistry	S3			
History	S3 to S5			
Geography			S3 to S6	
Economics and ES		S3	S3	
BAFS		S4 to S6		
Integrated Science	S1 and S2		S1 and S2	
Computer Science		S4 and S5	S4 and S5	
Integrated Humanities	S1			
Home Economics	S1 to S3		S3	
Design and Technology	S1 to S3		S1 to S3	

#### Cooperative Learning:

It is mostly adopted in group projects in Integrated Science, group presentations and peer evaluations in English Language, Integrated Humanities and History and practical classes in Home Economics and Design and Technology.

#### Blended Learning:

- At the school level, one S3 class has been chosen for the BYOB trial, a crucial step towards blended learning. Selecting one class is appropriate as it is easier to manage and limits potential negative impacts.
- Besides, 5 subjects had made use of this strategy in their lessons by using different platform such as Zoom and Moodle to assist and enhance the efficiency of the teaching processes.

#### Flipped classroom:

The use of video clips has shown varied effectiveness across departments. Success depended on factors such as student level, motivation, learning attitude, subject matter, and available class time. With limited lesson time, Module 2 students with four electives utilized flipped learning. Several departments implemented flipped classrooms in different ways.:

- English: QR codes linked to videos provided pre-class exposure to writing concepts.
- Chinese Language: Videos supported student writing, with 12 specifically designed for senior forms.
- Chinese Literature: Videos were coupled with note-taking exercises.
- Chemistry: Senior form students showed higher video engagement. EdPuzzle videos, adapted from YouTube and requiring follow-up tasks, were used for senior forms, though editing proved time-consuming. Additionally, videos explaining past Chemistry papers (HKDSE 2012-2021) were provided.
- Integrated Science (IS): S1 and S2 students engaged in online quizzes linked to videos, effectively a flipped classroom approach for IS learning.

#### Open Classes:

- Each subject panel should document their strategies in the annual plan. Open classes of eight teachers were available for observation from 6<sup>th</sup> March 2024 to 10<sup>th</sup> May 2024. Each class had six observers, including the Principal, Vice Principal, and teachers. Observers chose open classes based on their priorities, and the final list was made according to preferences. If a class was full, teachers were allocated to another class within the same subject and then the same KLA. It was noted that some teachers preferred to observe classes from other disciplines.
- A post-lesson discussion session was arranged after school or during a free period for most observers on the day of observation. Participants engaged in professional dialogues to comment on the lesson and provide constructive feedback. Each observer was required to complete a lesson observation report and submit it to the observed teacher.
- Teachers were encouraged to attend open classes at other schools for a broader perspective. Four teachers participated, focusing on English Language, Integrated Science, Geography, Computer Science, and Visual Art.
- Externally, 3 teachers from English department joined the Education Bureau Language Support programme this year. 2 teachers (Geography and Biology) taught a lesson and observed a lesson (Values education, Science) in Guangzhou Nanwu Middle School during Sister School exchange tour in March 2024.

## Diversity at Schools:

- ✧ This was our second year participating in the Jockey Club Diversity at Schools Project, which aims to cater to learner diversity through the adoption of 30 strategies of differentiated instruction.
- ✧ This year, 13 teachers from 10 subjects (Geography, Physics, Chinese Language, Mathematics, Visual Art, Music, Computer Science/Information and Communication Technology, Chemistry, Biology, Chinese History and Integrated Humanities) participated in the project by attending training workshops, submitting lesson plans, and being invited for lesson observations conducted by HKU experts.
- ✧ The project focuses on the application of these strategies to cater to students with learning disabilities. These 13 teachers were exempted from Lesson Study/Action Research and serving as observers in open classes. Another service provided by the JC Diversity at Schools Project was a Data Management Platform (DMP) that claimed to provide student data from our school, helping inform teachers to modify their teaching strategies to better meet students' needs.
- ✧ Although our school's DSE results have been provided to the JC DMP team, the platform is not yet ready for use due to technical problems and trial testing. Consequently, without adequate data from the DMP, the original idea of utilizing the data to modify teaching strategies could not be executed. Regarding the Jockey Club (JC) Differentiated Instruction (DI) Planner Platform.

## Community of Practice (CoP)

- ✧ The followings are the Communities of Practice organized by different teachers which involved a diversified area. Colleagues are free to enroll on their own interests.

Date	Organizing Parties	Topic	No. of Participants
7/9/2023	Guidance Committee	Students Mental Wellness	24
19/4/2024	Careers and Further Studies Committee	JUPAS and Multiple Pathway	10
26/4/2024	IT Committee	Smartboard Workshop	26
12/6/2024	IT Committee	GenAI as Your Assistant	13
13/6/2024	Staff Development Committee	Canva Workshop	8
28/6/2024	Guidance Committee	Board Game Workshop	9

- ✧ A total of 90 teacher attendances were recorded. It's challenging to find teachers to offer CoP due to the significant preparation time required. Additionally, the response varies as participation is optional for those interested.
- ✧ In addition to school-based CoPs, subject-based CoPs within different panels, such as English Language, Chinese Language, Mathematics, and Chemistry, are practiced through informal and formal sharing. For instance, the senior Mathematics department holds formal meetings every two cycles to discuss teaching progress, strategies, worksheet design, and chapter tests. These meetings, initiated in 2022-2023, serve as CoPs for new Mathematics teachers and occur every cycle to support them. In the English department, CoPs about pedagogies are discussed during daily lunch gatherings.

## 2. Reflections

### Stakeholder Survey

#### Students

	Students' view on teaching ( including learning inside and outside of the classroom )	2023-2024	Success criteria
1	The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	3.8	≥3.9
2	Teachers often provide suggestions on my performance and let me know how to improve.	3.8	≥3.9
5	Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	3.8	≥3.9

#### Teachers

	Teachers' view on teaching ( including learning inside and outside of the classroom )	2023-2024	Success criteria
47	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	4.3	≥4.4
52	I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	4.0	≥4.3

- According to the SHS results, Teaching Performance Survey (TPS) results, and teachers' survey, the intended outcome has been largely achieved.
- In the SHS results, there was a negligible decrease of 0.1 in 4 out of 5 items, except for item 52 of the teachers' survey, which experienced a drop of 0.3. However, the majority of teachers still reported frequently organizing various learning activities both inside and outside the classroom, with a score of 4 out of 5, where 5 represents the highest rating.

## Teaching Performance Survey

Questions	Rating	Success criteria
Adopting different pedagogical strategies according to students' abilities (T2) <ul style="list-style-type: none"> <li>The teacher is able to give enrichment to high achievers.</li> <li>The teacher is able to give remedial teaching to low achievers.</li> <li>The teacher is able to adopt pedagogical strategies based on our levels.</li> </ul>	3.42	$\geq 3.41$
Adopting different pedagogical strategies to achieve different teaching objectives (T4) <ul style="list-style-type: none"> <li>The teacher makes use of different pedagogical strategies to achieve the teaching objectives.</li> </ul>	3.45	$\geq 3.43$

- In the TPS, students' ratings of 3.42 and 3.45 on T2 and T4 questions, respectively, indicated that teachers have been implementing various strategies to accomplish the learning objectives and supporting students of different abilities in their daily teaching. Students agreed that teachers provided enrichment opportunities for high-ability students and offered remedial teaching for those with lower abilities.
- In a survey conducted among teachers, it was found that 86.9% of them agreed that they had adopted more diverse teaching methods to meet the learning needs of students. This is an encouraging increase compared to last year's figure of 71%.
- These results indicate that the school's policy of promoting the adoption of these three strategies at the individual, departmental, and school levels has been effective among teachers. For instance, the implementation of these strategies is reflected in the departments' annual plan, and individual teachers are aware of their application as part of their appraisal process during lesson observation (where the focus strategy should be stated in the Appraisal's Lesson Observation Report).

### 3. Feedback and Follow-up

- Individual teachers have been aware of the application of these three strategies as it is a part of their appraisal in lesson observation (where the focus strategy should be stated in the Lesson Observation Report in Appraisal exercise).
- In the view of meeting the teaching needs during pandemic, our school has adopted three cutting-edge pedagogical strategies over the last three-year school development cycle to improve interactivity of lessons as well as to cater for the learner diversity of students, hence learning effectiveness of students. These three strategies serve different needs of students.
- Flipped classrooms have been adopted to reduce lesson time and improve the self-regulated learning of students, to better utilise lesson time for deeper learning in face-to-face lessons.
- Cooperative learning is mostly adopted by teachers to address learner diversity during lessons. The SHS, TPS, and Teachers' survey results indicate that the school's policy of promoting the adoption of these three strategies at the individual, departmental, and school levels has been effective among teachers.
- Cooperative learning is the most frequently adopted method among departments and teachers, while blended learning is the least utilized. Despite its widespread use, cooperative learning faces challenges in facilitation. Teachers have expressed concerns about mixed-ability grouping, where more able students often support less able ones. To ensure effective adoption, improved lesson design or better grouping methods are needed. These improvements require training and sharing successful practices among teachers to enhance value. The limited use of blended learning may be due to the unpopularity of Bring Your Own Device (BYOD) in the classroom. Trial lessons in 3C could be a promising starting point to explore implementing BYOD in specific levels or classes.
- For flipped classrooms, teachers might explore external resources to support students' lessons instead of creating videos themselves. They can use and edit videos from platforms like YouTube and provide QR codes on worksheets to engage students, complementing face-to-face learning. At the subject level, the effectiveness of flipped lessons can be enhanced by using flipped videos strategically for specific skills or topics.
  - ✧ Challenges and limitations were also observed:
    - Mathematics: Existing videos for S1 and S2, created in previous years, proved less effective overall, though beneficial for highly motivated and self-disciplined junior students. Similar issues arose with ICT EdPuzzle videos due to student reluctance to complete assigned tasks.
    - Geography (S3): Publisher-provided flipped lessons were discontinued due to technical difficulties with student account registration, specifically mobile phone verification requirements proving impractical within a single lesson.
  - ✧ Senior form students generally demonstrated better engagement with flipped classroom resources (as evidenced by video clicks) compared to junior forms. However, the effectiveness of flipped learning varied across subjects and depended significantly on student engagement and the design of the learning activities. Technical and time constraints also presented obstacles in some cases.
- All in all, teachers' demand for these strategies should be created through sharing within departments or open sharing in staff development day or staff meetings. The sharing should be concise, supported by evidence, and include successful trial practices as exemplar experiences.

- Regarding school-arranged open classes, eight teachers were invited by the principal to open their lessons for observation. To allow space for the observed teachers, they have been excused from conducting Lesson Study/Action Research or acting as observers in other open classes. This practice should be sustained to free open class teachers from additional responsibilities, emphasizing the importance of delivering high-quality lessons from the school management's perspective.
- Open class teachers have found peer feedback, both verbal and written, valuable for improving their lesson planning and teaching strategies. However, they may experience high stress during preparation and delivery, especially when observed by teachers from our sister school, Guangzhou Nanwu Middle School, during Zoom discussions.
- Another service provided by the JC Diversity at Schools Project was a Data Management Platform (DMP) that claimed to provide student data from our school, helping inform teachers to modify their teaching strategies to better meet students' needs. Although our school's DSE results have been provided to the JC DMP team, the platform is not yet ready for use due to technical problems and trial testing. Consequently, without adequate data from the DMP, the original idea of utilizing the data to modify teaching strategies could not be executed.
- The JC Diversity at Schools Project and open class were implemented in the second term after S6 classes finished, allowing more space for teachers to participate. One teacher noted that the platform was not user-friendly, and the effort in lesson planning and observation outweighed the benefits. Consequently, there was limited learning during the process. Additionally, teachers observed by HKU experts felt significant pressure. The DMP platform at the JC Diversity at Schools Project has been delayed, and the data portfolio hasn't been generated due to technical issues from the system provider (The Hong Kong Polytechnic University) and numerous trial tests needing IT staff support.
- Observers would benefit more from watching lessons within the same subject/KLA. Teachers should be encouraged to join open classes at other schools to gain exposure to good practices. Follow-up on the DMP of the JC Diversity at Schools Project will continue to gather necessary data to support student learning. However, the Mathematics Panel Chair noted that the initial data requested by the platform provider was insufficient for building the data portfolio, which could have aided our teachers.
- Exploration of AI in facilitating teaching and learning should be pursued. While there may be concerns raised by English and Chinese language, as well as Mathematics teachers regarding AI's effectiveness in lesson preparation and marking writing and Mathematics homework, the potential of AI in these aspects could be high and worth further investigations and trials. In view of a wider use of AI in education, it is necessary to organize more school-based CPD about AI to enrich teachers' knowledge and skills in utilising AI in teaching and learning. External help could be sought from alumni who are teacher experts in this aspect.

## Major Concern 2

To nurture students to be proactive and positive learners

### Target 1

To enhance students' ability to set and achieve meaningful goals

#### 1. Achievements

- Strategies in S2 Leader in Me
  - ✧ Routine lesson time has covered the skills required to be a leader. Students are taught Habit 2 to set and achieve meaningful goals.
  - ✧ Life Education Lessons conducted by tutors from Love Foundation emphasized the importance of setting goals in one's life.
  - ✧ In Fun Fair Day, students put the 7 habits learnt into practice by designing and conducting game booths for S1 students. Through planning and setting short-term targets or objectives for the event, their action plans are scheduled and implemented progressively to make Fun Fair Day a success.
- Strategies in Life Building Scheme
  - ✧ Goal setting sessions had been arranged for students (S1 to S5) during Class Periods in September 2023.
  - ✧ Hard copies of LBS Student Handbook were distributed. Detailed guidelines and examples were also given to students.
  - ✧ Three to four Class Period LBS sessions were arranged throughout the year.
  - ✧ More concrete examples have been given in the Student Handbook. Very simple, clear and straightforward samples of goals to be set were given to S1 and S2 students, such as to join one voluntary service, to join an inter-school or inter-class competition. By showing how to "quantify" their goals, students can pick some of the choices and try to work out their own targets. With clearer and more feasible plans, students find it easier to achieve their goals.
- Strategies through the subject-based support from English Department
  - ✧ Students were asked to set goals twice a school year, with reference to their English learning. When setting goals, they were advised to set quantifiable and assessable goals, such as learning 10 vocabularies a week, or watching English videos for 15 minutes a day to learn English pronunciation.
  - ✧ Evaluations were done at mid-term and end of the term.

## 2. Reflections

Stakeholder Survey  
Students

	Questions	Success criteria	Attainment
13	I know how to set my own learning goals.	3.7	3.7

Assessment Program for Affective and Social Outcomes (APASO) III

	Junior Forms (Q-scores)		Senior Forms (Q-scores)	
Items	Success criteria	Attainment	Success criteria	Attainment
Learning (Clear Goals)	99	109	110	114
Learning (Self Planning)	116	116	116	116
Learning (Self monitoring)	116	116	116	116

School-based Survey

Items/Questions	Responses	Students		Teachers	
		Success criteria	Attainment	Success criteria	Attainment
Students are able to set goals in LBS by applying the elements of the LiM	Strongly agreed and agreed	>50%	69.4%		
The LBS can help students set and achieve their goals	Strongly agreed and agreed	>70%	71.2%	>50%	52.1%
The LiM and can help students set and achieve their goals	Strongly agreed and agreed	>70%	71.7%	>50%	54.5%

- In view of the above surveys' data, students' perceptions on both the LBS and the LiM strategies are very positive in helping them on Goal Setting and Self-management.
- From the observation of Class Teachers, senior form students were not very eager to use the LBS Student Handbook until they needed to write their SLP (500 words) for the JUPAS application.
- For junior form students, the strategies mentioned may be effective as teachers will give stickers or positive feedback on their handbook. Students welcome such immediate responses or timely feedback.

## 3. Feedback and Follow-up

- Consider designing a booklet for S6 students each September, offering reminders to manage their daily routines, set goals for balancing rest and study, and improve well-being under stress.
- Some new elements of LBS can be added to the booklet, make it as "S6 LBS Handbook". The Guidance Committee could give advice and make changes to the booklet. It is recommended that S6 students could bring the booklet when meeting the Principal. They could put down their good memories in words in the Booklet.
- It is suggested that the e-copy of the LBS booklet can be sent to students so that they can access it at any time and can add anything at their convenience.
- Both students and teachers welcome the hard copies of LBS Student Handbook, therefore, such practice should be continued next year.
- A "Comment Bank" including 30 to 40 brief comments will be provided for Class Teachers' reference (available in September 2024).
- Stickers can be given to students to show encouragement and approval. It is agreed that such practice can enhance the incentives of students in doing LBS reflections.
- It is suggested that assigning 3 sessions of Class Period to LBS in S1 to S5 is appropriate. Class Teachers can make use of the PM roll call session to give LBS comments to students. Day 7 Class Period can also be used for individual guidance in LBS.
- New strategy to enhance the LBS in senior form is essential as there is only one class teacher in each senior class.

## Target 2

To strengthen students' confidence in their future and work systematically towards their goals

### 1. Achievements

- To implement the Hong Kong Benchmarks for Career and Life Development into different aspects including formal and informal curricula
  - ✧ Career and Life Development (CLD) lessons for S3-S6 remain a key method for teaching students how to find and process information on multiple pathways.
  - ✧ ALL S3 students completed the Cambridge Occupational Analysts (COA) MyFutureChoices Programme. The online test consisted of 100 questions which helped students identify their interests, abilities and personal value. The result listed the career areas which students were likely to find most interesting and the career areas had been arranged in descending order of interest. (BM3,4,6)



- ✧ The first round of S3 consultation was completed in December 2023. Career teachers were responsible for conducting S3 group consultation. They helped students explore their career interests and explained elective subjects. (BM3,4,6)
- ✧ Seven careers teachers were assigned to give advices on S6 students' future studies and career choices. They all arranged individual consultation. Apart from giving advices on JUPAS programme selection, teachers also tried to co-create non-JUPAS study pathways with students.
- ✧ Career Ambassadors continued to help promote activities. (BM3,4,6) They organized 4 talent potential workshops in the first term in from Nov to Dec 2023. They also co-created a career exploration activity for junior form students on November 29-30. (BM1,5)
- ✧ All S4 students joined Career Expo named "Job, On Your Mark!" on 5 Dec 2023. Students had the opportunities to explore more than 20 careers. (BM4,8)
- ✧ Similar to the previous year, e-notices were sent to inform S3 and S6 parents about the support services offered by the career team. (BM 10)
- ✧ To help parents provide appropriate advice and assistance to their children in the process of career planning, A talk was co-organized with The Friends of Scouting. It was conducted on 17 Nov 2023, focusing on JUPAS application, selection criteria and multiple pathways. Over 90% of parents agreed that the talk could help them engage in the process of life planning of their children. (BM1,10)
- ✧ On 15 Dec 2023, Academic Committee and Careers & Further Studies Committee co- organized S3 Subject Selection Talk for parents and students. Parents' opinions were collected before the talks to ensure the contents of the talks addressed the needs of students and parents. (BM1,10)
- ✧ A series of workplace visits were organized on Activity Day in March 2024, which provided our S5 students with an incredible opportunity to explore different industries and gain firsthand experience in their respective fields of interest. (BM 8)
- To incorporate the LiM elements into Career and Life Development strategies
  - ✧ The S2 students are scheduled one lesson on Leader in Me per cycle to learn the 7 Habits.
  - ✧ Seven students were selected to participate in the Job Shadowing Programme in the fields of Education and Professional Accounting, which were organized by the Youth Network. Students' feedback was positive, they not only learned the knowledge of being a teacher/ an accountant, but also gained important skills and attitudes associated with the professions. (BM3,4,9)
  - ✧ Career Ambassadors were recruited and trained to co-create activities, e.g. game both and talent development workshop (BM5)

## 2. Reflections

### Stakeholders Survey

#### Students

	Questions	Success criteria	Attainment
22	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	3.9	3.8

### Assessment Program for Affective and Social Outcomes (APASO) III

Items	Junior Forms (Q-scores)		Senior Forms (Q-scores)	
	Success criteria	Attainment	Success criteria	Attainment
Self Concept (Emotional Stability)	99	102	116	116
Life Planning (Receive Advice)	116	113	116	116
Life Planning (Search for Information)	109	107	116	116

### School-based Survey

Items/Questions	Responses	Students	
		Success criteria	Attainment
S3-6 students' grading on the effectiveness of strategies adopted in enhancing their confidence in future careers and further studies.	Strongly agreed and agreed	>50%	78.7%

- Despite some results being slightly below targets, the quantitative (SHS and APASO) and qualitative (student survey) findings indicate that the strategies effectively help students understand themselves and plan to achieve their academic and career goals.
- The use of the Hong Kong Benchmarks and the Leader in Me approach to help students develop their goals for future studies and careers systematically. It provides a three-tiered guidance approach involving class teachers, career teams, guidance committees, and external resources to support students at different stages of their education.
- The components of the 10 benchmarks of the HKBM, including self-understanding and development, career exploration, and career planning and management. It introduces the concept of Career and Life Development as an umbrella notion and provides definitions for career guidance and career and life planning to facilitate shared understanding among teachers.

### 3. Feedback and Follow-up

- Continue organizing staff development activities, such as CoP, to enhance understanding of Life Planning and Leader in Me, especially for newly joined teachers.
- To enhance SHS scores Q.22 (Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased. (Through the opportunities that the school provides (including activities outside of the classroom, I can develop my interests and life skills.), junior form students can take on responsibilities in various clubs or committees in order to sharpen their life skills and develop their interests.
- May consider using the "Myers-Briggs Type Indicator (MBTI)" or the "24 Strengths" test to identify a student's strengths and shape their development. Once students understand their strengths, it is easier to strengthen students' confidence in their future and work systemically towards their goals
- To apply the 7 habits learnt in Leader in Me on their reflections in the LBS. Can also provide a platform for students, such as a Leader in Me lesson or assembly, to share their extracurricular activities and related Leader in Me elements.
- Continue to offer opportunities for junior form students to organize game booths and class-based fun fairs, as they can apply different Leader in Me elements such as "Being Proactive" and "Putting first things first".
- The Career and Further Studies Committee can organize more sharing sessions where senior form students can share their experiences in subject selection with junior form students and help them set goals for their future studies.

### Target 3

To nurture students' capacity to live positively

#### 1. Achievements

- To implement "Positive Education" elements and strategies into formal and informal curricula.
  - ✧ Regarding the formal curricula of different subjects, the target is achieved satisfactorily because most of the 12 priority values are covered and the values covered in APASO. Senior form students have been exceptionally positive as reflected in their APASO scores.
  - ✧ The Chinese curriculum is designed in the way that it contains the themes that echo the priority values and attitudes. For example, junior form students learnt how to appreciate classic poems and articles. They have to apply some of the sentences that reflect the priority values in writing. Senior form students need to learn about the designated 12 passages for DSE, all of which express priority values, for instance Diligence, Benevolence and Filial Piety. In addition, there was a talk delivered by The Hang Seng University of Hong Kong on Chinese classic articles, for example, "Diligence" and "Perseverance". Moreover, S4 students need to watch the "Opera Highlights"(折子戲), which embodies Chinese traditional values.
  - ✧ Similarly, Chinese history has elements echoing some of the priority values and attitudes throughout the curriculum such as "National Identity" and "Law-abidingness".
  - ✧ For Citizenship and Social Development (CSD), the curriculum also incorporates priority values. For example, "National Identity" and "Filial Piety". Moreover, there are mainland study tours as specified in the curriculum framework by the EDB. The exchange tours provide opportunities for students to learn about the priority values and attitudes in an informal way. It is also an integration of the formal and informal curricula that allows students to not only learn the values and attitudes but also apply it in real life.
  - ✧ For Integrated Humanities, students need to learn about Hong Kong history, traditional HK customs and festivals, European Renaissance. The values "Commitment", "National Identity" and "Unity" can be infused.
  - ✧ For History, students learn about the Japanese occupation of Hong Kong, they have a deeper understanding of the "National Identity".
  - ✧ For Mathematics, there were inter-class competitions that reinforced the idea of "Unity".
  - ✧ For Biblical Knowledge, Bible teachings and stories of Bible characters all impart onto students' "Perseverance", "Responsibility" and "Commitment".
  - ✧ For Life Education, positive values and attitudes were delivered in morning assemblies and class periods. For example, the Discipline Master shared about "Responsibility" in the morning assembly. There have been staff from the Department of Health to teach S1 students "Empathy", "Respect for Others" and "Responsibility".
  - ✧ Regarding the informal curricula, different kinds of activities have been promoted to implemented positive education elements, so that students can learn the priority values in different channels.
  - ✧ For Life Education, Program Week has been arranged in term 1 and 2 respectively. In term 1, activity booths were held to farewell S6 students. It not only reinforces the idea of gratitude but also "Empathy". In term 2, there were activities about introducing national affairs, which enhances "National Identity". Third, there has been leadership training, either the leadership training camp and after-school workshop. It enables students to learn in practice about "Unity", "Perseverance", "Respect for Others", "Responsibility" and "Commitment".
  - ✧ For CSD, there have been a competition for all S4-5 students: Hong Kong Cup Diplomatic Knowledge Contest. Students need to study about diplomacy of China and to understand the importance of diplomacy from a global perspective. Moreover, there has been a training program for more competent students: In "The Legislators Youth Training Programme", students can learn about the Legislative Council, interact with legislators, write and debate policies, and more. With a variety of experiences, senior students have been equipped with a global perspective, respect diversity, and a sense of "National Identity". In addition, there have been volunteering tours for senior students. For example, all S4 students have visited the elderly. It can improve their "Empathy".

- ✧ For the 「英才培育獎學金計劃」 provided by Love Foundation, students have a wide variety of activities, for example, talking with CEO, volunteering, and learning from foreign missionaries. In this way, positive education elements, for instance, global perspective, Christian values, “Responsibility” and more are learnt.
  - ✧ To conclude, we have achieved the target satisfactorily, as evidenced by the organic collaboration between formal and informal curricula. We believe that such integration of positive education has synergies effect on students’ holistic development which offers a safe and healthy environment for nurturing students.
- To enrich Christianity atmosphere with the assistance of “Love Foundation” to guide students to live positively according to words in the Bible.
    - ✧ The Love Foundation collaborated with the school Gospel Committee to help build students’ relationship with God through Fellowship (Happy Friday), “Gospel Assemblies” (including Evangelistic Meeting”) and “Scholarship Scheme” (With leadership training camps and services). Besides, the volunteer tutors offered assistance in S2 Life Education Lessons to infuse Christianity into the Leader in Me course.
    - ✧ More enriched junior forms’ Biblical Knowledge lessons with more interesting and lively approaches were implemented to arouse students’ interest and attention.

## 2. Reflections

### Stakeholder Survey

#### Students

	Questions	Success criteria	Attainment
17	Teachers help us resolve problems related to growing up, such as those related to our physical and mental development, making friends and our studies.	3.8	3.7
18	My schoolmates are self-disciplined and follow rules.	3.7	3.7
20	The school actively teaches us how to get along with others, such as showing respect for others and being considerate.	3.8	3.8
23	My schoolmates respect the teachers.	3.9	3.8
24	I like my school.	3.9	3.8
25	My schoolmates and I help each other and get along well.	3.9	3.8

#### Teachers

	Questions	Success criteria	Attainment
57	My students are self-disciplined and follow rules.	3.8	3.8
63	The school leads collaboration among subject panels and committees to actively implement values education.	4.0	4.0
65	The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others.	4.0	4.1

### Assessment Program for Affective and Social Outcomes (APASO) III

Items	Junior Forms (Q-scores)		Senior Forms (Q-scores)	
	Success criteria	Attainment	Success criteria	Attainment
Affect (Positive)	116	116	115	116
Satisfaction (School)	116	116	116	116
Morality (Importance)	116	116	102	113
Learning Attitude (Perseverance)	116	114	98	112
National Identity (Responsibility, Obligations)	116	116	116	116
Learning (Self-monitoring)	116	116	116	116
Global Perspective (Respect for Diversity)	116	106	94	103
Respect People of Different Cultural Backgrounds	95	94	85	88

### School-based Survey

Items/Questions	Responses	Students	
		Success criteria	Attainment
The Class Period can help build up a positive attitude	Strongly agreed and agreed	>70%	77.5%
The Biblical Knowledge lessons can help build up a positive attitude	Strongly agreed and agreed	>70%	64.1%
The Leader in Me lessons an help build up a positive attitude	Strongly agreed and agreed	>70%	70%
The Love Foundation’s Life Education lessons can help build up a positive attitude	Strongly agreed and agreed	>70%	61.6%

- The evaluation results showed that the strategies adopted effectively achieved the anticipated targets, especially the students' feedback in some of the Stakeholders Survey, nearly all the results in the APASO and school-based questionnaires.
- We have successfully implemented Positive Education elements and strategies into formal and informal curricula. Different subjects and committees are on the right track of developing positive values and attitudes. We should continue the organic collaboration.
- Different parties can consider to incorporate the relevant value(s) into the objectives so that the strategies will be more accurate and focused. The evaluation after that will also be more meaningful.
- In enriching Christianity atmosphere to promote positivity through the routine Biblical Knowledge (BK) lessons and the programmes offered by the Gospel Committee and Love Foundation, S1 to S3 students' generally showed positive responses to BK and Love Foundation.

### 3. Feedback and Follow-up

- In terms of the limitation of the curricula, more relevant ECAs can be put forward. For example, visiting museums with contemporary exhibits so that students can understand the relevance of what they have learnt. Another suggestion is integration of curricula for organic collaboration. For example, the lessons in LiM can be pivoted to experiential learning. The life skills promoted in LiM need to be learnt via application. There can be more activities rather than direct teaching in LiM sessions.
- In terms of the limitation of exposure, we could encourage junior form students to participate in more activities, especially those organised by different subjects and clubs. In addition, the activities should target both the junior and senior form students. The goal is to allow students to interact with different people in order to gain exposure.
- Our goal is to support students in adjusting their learning habits and attitudes, encouraging them to take responsibility for their learning proactively and positively. While various school-based support measures are in place to help students, especially low-achievers and those with special educational needs, it's important to have clear guidelines on when and how to intervene. We must ensure interventions don't lead to unintended consequences, like fostering dependence. Students receiving special assistance might struggle to integrate into the class, so guidance should focus on nurturing their independence, problem-solving skills, responsibility, and perseverance.
- Regarding Love Foundation, the Life Education sessions should be arranged earlier so that students can have a better exposure in order to assess the effect. Furthermore, because the lessons taught in Love Foundation overlap partly with LiM, it is possible to integrate both of them as to achieve an organic collaboration and curricula integration.
- For the evaluation on the Life Education offered by the Love Foundation, it is suggested that the timing at which students attempted the questionnaire can be modified. There are 6 sessions of activities which the first one was on 17 April 2024. Soon after the first session, students were asked to fill in the questionnaire regarding the assistance from Love Foundation. Therefore, it was too soon for the students to assess the effectiveness.
- Regarding Biblical Knowledge (BK), there will be gradual changes to the curriculum next year, starting from S1. Volunteer tutors from churches will come to the school and have group activities with students. The emphasis will not be on the academic knowledge but on the relevance of Bible teachings in practical life.

### Major Concern 3

To unleash students' potential through experiential learning

#### Target 1

To offer diversified opportunities for students with different talents and strengths

#### 1. Achievements

- As the school has an enormous number of activities, competitions and programmes which enhance students' exposures on various areas, the following highlighted some of them and categorized as "Academic" and "Non-Academic" and "Inside" and "Outside School" as examples:

Challenging Activities/Competition/Exposure	
Academic Area (Inside School)	
Chinese	Poem Inter-Class Quiz Competition, Sharing from writers, Book Fair, etc.
English Language	S4-5 Inter-class Debate Competition, IG icon design Competition, Public Speaking Workshop, MC society documentary production workshop, Debate workshop, Drama workshop, etc.
Mathematics	S1-S2 Inter-class pre-HKMO Competition, S5 Census and Statistics Department Sharing
Academic Area (Outside School)	
Chinese	Essay Competition, Choral Speaking Competitions, Chinese Calligraphy, Book Report Competitions, etc.
English Language	Competitions: English speech festival, HKSSDC (debate competition), Battle of the books- Speak up, Act out drama competition, TWGH good people good deeds writing competition, Joint School Oral practice with Valtorta College
Mathematics	HKMO, The Hong Kong Mathematical High Achievers Selection Contest, Mathematics Project Competition, Statistical Project Competition, Creative Problem Solving Competition
Science	Physics/Chemistry Olympiad Competition

Non-Academic (Inside school)	
Students' Association	<ul style="list-style-type: none"> <li>Two talent shows organized by two Students' Association were held in Sep 2023 and May 2024. It provides precious opportunities for the organizing students to learn about stage management and to do their best in the preparation work for the event.</li> <li>A Chinese Cultural Festival was organized in Feb 2024: Floral Display Making Class (with NAAC), Chinese Sweet Dumpling Cooking Class (with HKFYG), Sweeten Fruit Making Class (with HE Club), Fai Chun and Bookmark Writing(with Chin Asso.) , Chinese Dance Show (with Dance Team), etc.</li> <li>The Students' Association has joined the (Hok Yau Club Students' Union Appreciation Scheme ) and their activity report has entered the final round of the programme.</li> </ul>
Houses	<ul style="list-style-type: none"> <li>Inter-House Dodgebee and Dodgeball Competitions were held on Dec 2023 and Feb 2024. Four houses have to co-organize the activity. In these activities, students have to cooperate and show sportsmanship.</li> <li>Dodgebee/dodgeball are non-traditional sports, each student has to learn about game rules in PE lessons beforehand.</li> <li>Inter-House School Improvement Challenge will be held on 28 May 2024.</li> </ul>
Non-Academic (Inside / Outside school)	
Music-related (Inside and Outside)	School Choir <ul style="list-style-type: none"> <li>Hong Kong Inter-School Choral Festival 2024 Competition cum Masterclass</li> <li>International Elite Children Music Contest -Tai Po District Singing Contest</li> <li>Chinese and Western Ensemble</li> <li>Handbell Team (Training and Competition)</li> <li>Hong Kong Music Festival</li> <li>Summer Music Concert, Singing Contest (by Music Club)</li> </ul>
Physical Education-related (Inside and Outside)	<ul style="list-style-type: none"> <li>Newly-emerged Sports from Jockey Club Active School Programme e.g. Kinball, Break-Dance, Trampoline, etc.</li> <li>Besides tradition inter-school competition from the Schools Sports Federation of Hong Kong, China, the students have participated various friendly track and field/ swimming competition in other schools' Athletic Meet or Swimming Gala, etc.</li> <li>Newly-emerged School Teams (Archery Team, Volleyball Team, Athletic Team, Long-distance Running Team) joined different competition (District or Hong Kong)</li> <li>Traditional Teams (Softball Team, Basketball Team, Table-tennis Team, Fencing Team, Judo Team, Football Team, etc.) joined different competition (District or Hong Kong)</li> </ul>
Art and design-related (Inside and Outside)	<ul style="list-style-type: none"> <li>National Museum of China Product Design Programme</li> <li>Hong Kong National Palace Museum- Animated Picture Books</li> <li>Digital Drawing (Cellphone Wallpaper Design)</li> <li>The Wharf HK Art Competition (3~5% in Tai Po)</li> <li>Digital Drawing Class</li> <li>STEAM Project – Smart Locker Design + Presentation</li> <li>Basque Design (Cross subject: VA, HE and Music)</li> <li>Po Leung Kuk Yuen Long Countryside Conservation Project (Artistic Map Design)</li> </ul>
STEM, Technology & Living -related (Inside and Outside)	<ul style="list-style-type: none"> <li>STEM week– mBot balloon cart, computer programme game, music box design and making, etc.</li> <li>The Hong Kong and China Gas Company Cooking Class</li> <li>Cooking Competition / Fashion Design (PolyU) Competition</li> <li>Inno Expo Tai Po</li> <li>"How Memory Sticks" Programme (AR)</li> </ul>
Other Programmes (Inside and Outside)	<ul style="list-style-type: none"> <li>60th Schools Dance Festival Competition, -Junior Ballroom Dance Championships, -Hong Kong Professional Dance Competition</li> <li>Japanese Musical Game</li> <li>Training Programme for "Youth Legislators"</li> </ul>

## 2. Reflections

Stakeholder Survey  
Students

	Questions	Success criteria	Attainment
19	The school actively develops our leadership abilities, such as providing training to class monitors and prefects.	≥3.8	3.8
22	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	≥3.9	3.8

## Teachers

	Questions	Success criteria	Attainment
64	The school provides adequate opportunities for students to develop their leadership abilities.	$\geq 4.2$	4.3

## School-based Survey

Items/Questions	Responses	Students	
		Success criteria	Attainment
Teachers agree that planned ECA are carried out properly.	Strongly agreed and agreed	$\geq 91\%$	84.8%
Teachers agree that school provide appropriate opportunities for students of different talents and strengths.	Strongly agreed and agreed	$\geq 92\%$	95.6%

- As a whole, targets are basically achieved. Among the five criteria, three criteria have been achieved. There are totally five criteria, including three SHS criteria and two criteria from teacher survey.
- Two-third of the criteria in SHS criteria has been achieved respectively. One criterion of students' responses upon extra-curricular activities in SHS have failed the target (3.8, target: 3.9), though the difference is so small that it is statistically insignificant.
- It is agreed that the failure to achieve some of the targets in providing opportunities for students with different talents and strength is that students are not able to relate their ECA experience to life-long skills. For example, some students joining a school team might not be able to see values such as commitment, responsibilities and striving excellence in it (which is highly related to their personal growth as a whole person). Hence, such kinds of knowledge can be delivered to students during some assemblies or class teachers' period.
- It is also suggested that the target on teachers' survey on whether planned ECA are carried out properly is not fulfilled is probably due to time crash of activities / overburden to elite students (underachieve by second tier/ average students).
- In view of the school-based questionnaire, the results are as follow:  
The Teacher Survey indicator is encouraging. Most of the teachers generally agreed that school provides appropriate opportunities for students of different talents and strengths. It is believed that the school provision of alternatives to students in several areas of extracurricular activities is acknowledged by most of the teachers.

### 3. Feedback and Follow-up

- Potential Challenge 1: Even in the post-pandemic era, it is difficult to encourage some students in exploring different opportunities (especially S4-5 Class B/C due to low self-esteem or lack of successful experience).  
Suggestion: We can ask each S4 student should join at least one significant post in different student groups and follow up their progress)
- Potential Challenge 2: Junior students cannot explore too much in the school activities as some activities are quite exclusive to higher form students.  
Suggestion: More promotion on uniform groups or similar functional student groups in primary school to the student. Provide leadership training workshops to senior students in leading junior form students.
- Potential Challenge 3: Lack of commitment from some students in major student groups (e.g. Angels, Prefects, Student Helpers and Uniform Groups)  
Suggestion: Some students can join 2 of the student groups instead of 1 (as long as there is no time clash). Also, more educational message on responsibility, commitment and selfless love should also be conveyed to the students in different occasions to arouse students' internal motivation in contributing the school.

## Target 2

To widen students' horizon through a diversity of experiences

### Strategy 1

To organize internal STEM-related activities and join the relevant competitions

#### 1. Achievements

- Coral Aquarium and Aquaponics activities
  - 38 students were selected as coral ambassadors who were responsible for maintenance of the coral aquarium regularly. As one of the participants of Coral Nursey Education Programme of CUHK, coral fragments were bought to our school for nurturing. Different activities, including coral talk, Hoi Ha Wan Eco Visit, Ocean Park flied trip were held in the second term.
  - The aquaponics system was optimized, and hydroponics of different vegetables was successful. 14 students were selected as aquaponics ambassadors. They were responsible for conducting trials on planting and nurture baby fish.
  - Students and teachers agreed that interest in STEM has been enhanced. Students recognized the importance of the conservation of the natural environment and understood more about how to nurture both plants and fish.

- STEM competitions
  - ✧ Our students have participated in various STEM related competitions. We have joined Mathematics Project Competition for Secondary School organized by EDB, International Science Olympiad 2024 and International Biology Olympiad—Hong Kong Contest 2023 organized by CUHK, 2024 Hong Kong Interschool Flight Simulation Challenge (Beginner level) organized by the International Unmanned Aircraft System Association.
  - ✧ Students and teachers agreed that these activities can boost interest in STEM, enhance coding skills as well as problem solving skills.
- Diversity in STEM industry
  - ✧ To broaden students' horizons in different technology, a visit to Inno Expo@Tai Po 2024 was organized for S2 students during IS lessons. In the Inno Expo@Tai Po 2024 Some S4 and S5 students produced some ornaments with the plastic bottle waste and 3D printing technology. They were also responsible for the exhibition at the venue, displaying the innovative products and giving on-site explanations to the visitors.
  - ✧ Several STEM activities were held during the academic year. The STEM Society held different activities like making mini-bus keychains with laser-cut technology, drawing with alcohol and 3D printing workshop. In the post exam period, cooperating with the Trump Tech Limited, a LEGO® Education SPIKE Prime Fun will be organized for all S2 students.
  - ✧ Cooperated with Art Department, our school has joined the VA and STEAM Education Professional Learning Communities and enhance the STEAM education in school organized by EDB, two groups of students were selected to do a STEAM project during project day. The theme of the project was 'How do we improve school facilities for better learning environment?' One group from junior form students designed and made a mobile phone cabinet for using in classroom, another group from senior form students design and make a noise-reduction device added on the door.

## Strategy 2

To organize voluntary work and services in local sectors

### 1. Achievements

- Long term service learning program with Oi Kwan Social Service
  - ✧ A long term service learning program with Oi Kwan Social Service continued this year. In the first term, 15 students from S1 to S6 joined the elderly body check service project. First, there was a training session by Dr. Phyllis Pang from the School of Nursing, The Hong Kong Polytechnic University, in which students learned about some health characteristics of elderly people and how to perform simple body check such as using a blood pressure meter. Oi Kwan also sent a social worker, Mr. Cheng, to guide our students how to communicate with the elderly. After the training, we all went to the elderly center to help around 20 senior citizens. Overall the feedback from students is good. They learned a lot from Dr. Pang, especially some of them who have thought of joining the medical sector in the future. According to the post-activity survey, the majority of students agreed that the pre-service training helps them to get prepared for the body check. Overall, they are satisfied with the service project, with an average mark of over 9 marks out of 10.
  - ✧ Besides, 10 students from S1 and S5 joined a Chinese traditional food making workshop. The elderly taught our students how to make radish cake and walnut cake. Instead of just helping the elderly, students also learn from them, which successfully promotes intergenerational harmony. On the same day, the students also learn how to play Mokky (芬蘭木柱) with the elderly.
  - ✧ Throughout the whole year, several workshops were organized to teach the elderly how to use some applications of smart phone. This service is requested by the Oi Kwan Social Service Center as they find there is an increasing demand for teaching the elderly to use smartphones. Through the service, the students understood the effect of digital divide in modern society.
- Incorporating service-learning into the existing curriculum
  - ✧ Based on last year pilot scheme, this year we continued to incorporate service learning into the subject Citizenship and Social Development (CS). All S4. Students were sent to visit the elderly and understand their plights in daily life. This year, we have changed our partner to Oi Kwan Social Service Centre. Though we had to take a shuttle bus to go to the center, the arrangement is better, as compared to the Salvation Army, last year's partner. For example, Oi Kwan has arranged an elderly volunteer to accompany each group of students during elderly visit. Not only could they take care of our students, but also they shared their life experiences as well. From last year's experience, some introverted students did not know how to chat with the elderly. With the help of the elderly volunteer, it was easier for them to join the conversation.
  - ✧ Overall, it provided a chance for our students to really engage with the senior citizens in the city, promoting intergenerational harmony, which echoes with the aim of cultivating positive values in the curriculum of the CS.

- Other voluntary service
  - ✧ This year, we have more cooperation with the Hong Kong Polytechnic University. For example, we have joined their “Life Story Book” program. An experienced journalist, Ms. Cheng Mei Chi, was invited to share her experience and some techniques in interviewing. Students then got a chance to interview someone with an ethnic minority background. Afterwards, they had to write their life stories, maybe in the form of a book or exhibition. The overall feedback is good. On the one hand, students learn how to interview. On the other hand, they can have a chance to dive into the stories of some ethnic minorities, which can promote racial inclusion.
  - ✧ Another program with the Hong Kong Polytechnic University is AI workshop, which will take place in the post-exam period. Participants will first learn some basic principles of artificial intelligence and how to design an object-recognition system for blind people. Then they will teach primary school students what they have learned. It aims at promoting positive values such as disability inclusion and contributions for the community.
  - ✧ By building a trust relationship with the Hong Kong Polytechnic University, we can learn from their experience and develop more service-learning programs with their assistance. For example, they provide professional training sessions for the elderly body check service program. Next year, based on their “Life Story Book” program, we are planning to organize a similar exhibition of interviewing the elderly.
  - ✧ Apart from the Hong Kong Polytechnic University, we have also cooperated with the Tai Po Youth Network of the Home Affairs Department. For example, 9 students of S4 and S5 joined their Free Consultation Service in May. Similar to our program, they have invited medical professionals to teach some basic techniques in health check. Other activities include ocean cleanup, cross harbor swimming, and charity run. Our school has even won the bronze medal for active participation.
  - ✧ By cooperating with external organizations, our school can provide a wider spectrum of extra-curricular activities for students. Especially in some regional events, students can bond with teenagers from other schools to broaden their horizons.
  - ✧ Our Zonta Club has also won the Best Service Award 2022-2023 among other schools. \$3000 has been awarded and kept under the account of Zonta Club for future use.

### Strategy 3

To organize or join cross-boundary and overseas exchange activities

#### 1. Achievements

- Rwanda Service-learning trip
  - ✧ This year we will continue to be a participating school in the Rwanda Service-Learning project organized by the Hong Kong Polytechnic University. 6 students from S4 and S5, together with 3 teachers, will go to Rwanda from 19 July to 28 July. There will be several pre-trip training workshops in May and July to equip students with relevant cultural background and techniques in installing solar panels.
- Mainland China exchange trip
  - ✧ On 23 and 24 Nov, 110 S5 students accompanied by 14 teachers participated in a 2-day exchange tour to Huizhou organized by the Education Bureau. The route of exchange trip was designed by the Education Bureau, which included the Dongpo Temple, NewTechWood company, and Shuidong Street. Besides, our students also visited one high school in Huizhou where they can interact with local students. Students have to write a 1000-word report after the trip to conclude their observation and reflection.
- Mainland Sister School visit
  - ✧ 30 students from S4 and S5 were selected to visit Guangzhou from 24<sup>th</sup> to 27<sup>th</sup> March. We visited the Guangzhou Nanwu Middle School for a two-day academic exchange programme in which students took part in a campus tour, attended classes taught by local teachers, participated in a youth forum, and engaged in various sports and cultural activities. Through these experiences, students gained a deeper understanding of the campus life and culture in the mainland. In addition to the school visit, our teachers and students also explored famous attractions in Guangzhou, such as Yuexiu Park, the Sun Yat-sen Grand Marshal House, Yongqing Fang and the Pearl River, allowing us to immerse ourselves in the unique historical and cultural atmosphere of the city.
  - ✧ Another group of 30 students from S4 and S5 visited Guizhou from 25<sup>th</sup> to 29<sup>th</sup> March. The itinerary included visits to various attractions such as the Huangguoshu Waterfall, Xiaoqikong Scenic Area and Yaoshan Ancient Village, allowing the students to personally experience the magnificent scenery of Guizhou. Additionally, we had the opportunity to visit the rarely accessible Sandu CLP Wind Farm, where we gained insights into the development of wind power in China. Moreover, our students engaged in an exchange program with Guiyang No.6 Middle School for the first time. Activities included attending classes together, friendly sports match, and enjoying the well-prepared performance by Guiyang No.6 Middle School. This study trip provided our students with valuable firsthand experiences and insights. It broadened their horizons and allowed them to appreciate the remarkable achievements China has made in recent years from multiple perspectives such as sustainable development, cultural heritage and economic advancement.



- ✧ To further explore a potential sister school, 10 S4 students will go to Suzhou (蘇州) from 26<sup>th</sup> to 28<sup>th</sup> May with our principal. We will visit the Suzhuo New Caoqiao Middle School to see if we can sign the sister school agreement.
- Japan exchange tour
  - ✧ 30 students, priorities were given to those studying Japanese, were selected to visit the Kagoshima Tarumizu Junior High School from 8<sup>th</sup> to 12<sup>th</sup> May. In the trip, our school has signed a formal agreement of sister school, which allows more exchange opportunities in the future. Apart from visiting the school, we will also visit Tsurumaru Castle Ruins, Kirishima-jingu Shrine, and other attractions.
- Brighton Summer Study Tour
  - ✧ 30 students from S1 to S5 have been selected for a study tour to Brighton during the post-exam period. The trip is very popular among students as more than 100 students' application was received. Participants will have a chance to live in some host families to really interact with local people and dive into their living style and culture.

## 2. Reflections

### Stakeholder Survey

#### Students

	Questions	Success criteria	Attainment
22	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	≥3.9	3.8

#### Parents

	Questions	Success criteria	Attainment
11	The school helps my child develop their interests and life skills.	≥4.0	4.0

### Assessment Program for Affective and Social Outcomes (APASO) III

	Junior Forms (Q-scores)		Senior Forms (Q-scores)	
Items	Success criteria	Attainment	Success criteria	Attainment
Volunteering Work Frequency	≥105	106	≥98	116
Global Perspective	≥116	116	≥104	116

### School-based Survey

Items/Questions	Responses	Students	
		Success criteria	Attainment
Voluntary services help them broaden their horizons	Strongly agreed and agreed	≥70%	100%

- Among the 5 success criteria (SHS scores and APASO Q scores), the target is partially achieved. The SHS score of parents' questionnaires Q11 is 4.0. The SHS score of students' questionnaires Q22 is 3.8, slightly below the target by 0.1 mark.
- Q22 of SHS students' questionnaire is "I can develop my interest and life skills through activities arranged by the school". One member pointed out the word "life skill" may be confusing for some students as they may only think of cooking, taking care of themselves in life, etc., neglecting other soft skills. This may be one possible reason for missing the target. But overall, we agreed that the difference is not significantly below the target.
- As for the APASO, the volunteering work frequency for junior and senior students are 106 and 116 respectively. The global perspective (Attention) for both junior and senior students are 116. From the result, we can see the score for senior students is significantly above the target.
- As for the feedback from the volunteer team, most team members agree that voluntary services help them broaden their horizons, with all respondents saying very agree, and no one expressing disagreement.
- Taking students and teachers' overwhelmingly positive attitude into consideration, we are confident to say that this target has been achieved.

## 3. Feedback and Follow-up

- It is recommended to continue the long-term cooperation with the Oi Kwan Social Service Center as it is easier for us to develop a more in-depth service-learning project based on mutual trust. In the coming year, we are planning to cook for some elderly living alone during Mid-Autumn Festival and Chinese Lunar New Year to show our care for them. Besides, based on the experience from the Hong Kong Polytechnic University, we will try to organize an Elderly Live Story exhibition. Students will interview the elderly and present their stories and old-time lifestyle to other classmates.

- As for the elderly visit in the CS lessons, we faced difficulty in swapping lessons this year. There are only 3 CS lessons per cycle. It is quite possible that some teachers cannot swap lessons with us, leaving us with little choice of combination. It is highly suggested that the timetabling team should arrange S4 CS double lesson to be after lunch.
- In view of the urgent case of students' emotional breakdown this year, more support from the Guidance and SEN Committee is essential for the CS Mainland China exchange tour. For example, professional judgment is required to determine when we should call an ambulance for psychotherapeutic treatments and how to handle students with urgent emotional need.
- There are easily some conflicts between supplementary lessons and after-school activities. From Monday to Wednesday, there are supplementary lessons for both junior and senior form students, leaving only Thursday and Friday for afterschool activities. For example, Choir has regular practice on Monday, which clashes with the supplementary lesson timetable of S4 and the second term of S5. So, there are usually very few senior students joining the Choir, which is undesirable for the development of the team. To avoid time clash, the Chinese dancing team has chosen to practice regularly on Thursday. But sometimes members need to practice and rehearse before competition. And it is still difficult for them to arrange extra practice sessions. The third way to avoid time clash is to delay the starting time of the activity. Just like the lecture on relativity, which started at 5 pm, after all supplementary lessons. But the junior form students had to wait a long time, and the lecture eventually ended at 6:30 pm, which was quite late for students to go back home. Therefore, we will suggest the school revise the arrangement of the supplementary lessons if we want to promote experiential learning activities.
- How to encourage more passive students to join activities is another concern. It is noticed that while some bright students take part in a great variety of competitions and events, almost to the extent of exhaustion, there are always some passive students who refuse to join any activities. We have suggested some ways to encourage them to walk out from their comfort zone. For example, we can divide the students into different teams according to their performance in different subjects and different levels. High-achieving students can join some regional competitions while the average students may join some small-scale contests to boost their confidence.
- We have also discussed the balance between commitment in some long-term activities and a wide range of one-off activities. Sometimes students hesitate to devote their time into some more long term service or competition and opt for some one-off activities such as visit to a certain place. For example, some members of the orchestra or choir will apply for leave from time to time, especially more common among senior form students. A similar phenomenon happened in the fellowship group in which there is a higher absence rate in the senior form. As for the coral ambassadors, there were over 40 students at the beginning of the school year. But the attendance rate dropped as time passed. But interestingly, when there was a chance to visit the Ocean Park, students suddenly reappeared. It is agreed that we have to explain more the importance of commitment to the students and what they can benefit from a long-term service. And they have to learn the balance between rights and duties. Yet our members do agree the essence of one-off activities, which may be suitable for some "shy" students to step out from their comfort zone and explore their interest. What we want to point out is that we have to strike a balance between them.
- To encourage more teachers to lead exchange tours, we all agreed to increase the limit of Continuing Professional Development (also known as CPD) training hours for an exchange tour. Very often in these tours, it is an eye-opening experience for teachers as well, not just students. For example, in the Guizhou exchange tour, we had the chance to visit the CLP Windmills and learn about the latest development of green energy in China. Instead of setting a rigid limit for CPD hours, we would suggest setting a formula to count the hours based on the itinerary. We believe that experiential learning outside the classrooms is equally rewarding as having a lecture.
- There may be a time clash between some exchange tours and the school day timetable. For example, in this year, students joining the Japan or Suzhou exchange tour would be absent for a few school days. Members have raised concerns of affecting their learning progress. Learning from other schools' experience, some members suggested the possibility of setting up an activity week, in which students either go to exchange, workplace internship, or other experiential learning activities. But this would require lots of manpower and resources. So we are only brainstorming some ideas for thoughts.

## 2. Student Performance

### Academic performance

#### Hong Kong Diploma of Secondary Education Examination

Out of 106 S6 students who took the HKDSE Examination, 105 participated in JUPAS. Of these, 103 students (97.2%) met the entrance requirements for sub-degree courses, having achieved level 2 or above in 5 HKDSE subjects. Additionally, 85 students (80.2%) met the degree course requirements under JUPAS, with levels 3, 3, and 2 in Chinese, English, and Mathematics, an attained level in "Citizenship and Social Development (CSD)," and level 2 or above in one elective subject.

Out of 586 entries across 17 subjects, 321 (54.8%) achieved level 4 or above, and 573 (97.8%) scored level 2 or above. In CSD, all students attained the required level. Overall performance was satisfactory.

The students excelled in Mathematics, Mathematics Extended Part Module 2, Chinese Literature, Economics, Geography, Chemistry, and Physics, with over 60% achieving level 4 or higher.

#### Statistics on Further Studies and Employment

102 out of 107 S6 graduates in 2024 continued their studies within tertiary education. The following table provides the statistics on further studies and employment:

Local degree courses	68	63.5%
Overseas (including China) degree courses	7	6.5%
Local sub-degree courses	27	25.2%
Repeating S6	2	1.9%
Employment	1	0.9%
Not confirmed	2	1.9%

## Non-academic performance

### Achievements in Inter-Schools Competitions

#### Academic

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1. “2023-2024 中國中學生作文大賽”, organized by The Hong Kong Institute for Promotion of Chinese Culture  
Merit  
5B LEE KA KI 5B IP WAI YING 5A CHAN MEI YIN  
5A YAU LIK SAN 5A FAN PUI SZE 3D CHAN YAN KIU  
3D LI TSZ MUK 3D SO TSZ YAN 3B WANG TSZ YI  
3A TAI SZE KI
2. “Hong Kong Junior High School Literary Stroll - Group Journal Design Competition”, organized by The Chinese University of Hong Kong  
Champion Team 2D WU CHING LONG 2D LIU PAK LUN 2A SIN KA YU
3. “「護老·互撐」護老者標語創作比賽”, organized by Hong Kong Family Welfare Society  
Merit 4A TING SZE NG 3D CHAN YAN KIU
4. “「尊重·負責·關愛·包容」標語創作大賽 2023”, organized by Teen Plus Belt & Road  
Second Runner-Up 3D LEE YU YAN ETHAN  
Merit 3D CHAN YAN KIU
5. “「園·心」初中生散文創作比賽”, organized by Department of Literature and Cultural Studies, EdUHK  
Merit 2A LAM CHI KWO
6. “「憲愛之星—中華文化之美」填色及徵文比賽”, organized by Sun-Tech International Group Limited  
Merit 3D CHAN YAN KIU  
創意獎 4C NG CHIN TUNG
7. “灣區少年競創揚孝作文創作比賽”, organized by Ji Gong International Culture Association  
Merit Award 4B LIU LAI NA
8. “說好香港故事大行動—中文寫作挑戰賽”, organized by Hong Kong Economic Journal Company Limited  
First Runner-Up 1D LIU YINUO  
Merit 3D CHAN YAN KIU
9. “「燕然盃」慶祝中華人民共和國成立 74 周年學生徵文比賽”, co-organized by Yan Ran Foundation and New Territories School Heads Association  
入選證書 5D TSUI LOK TUNG 4D CHUNG KAI YU 4A LI CHEONG CHUN  
3A LEE HAU LAAM 2D SZE PAK LONG VANNIS 2A TANG YU CHING  
2A LAM CHI KWO 1D CHEN LAI MAN 1A LAU CHUNG YAN ISA  
1A TAI HO YU 1A LI CHEUK LONG CYRUS
10. “校園作家大招募計劃 2023/24”, organized by The Hong Kong Federation of Youth Group Professional Publications Unit  
入圍非小說組 4A CHUNG LAM SAU
11. “中文狀元挑戰計劃 2023-2024 (第一期)”, organized by Hong Kong Education City  
高級組「中文狀元」獎 4A LI CHEONG CHUN
12. “CUHK Design Thinking Summer 2023: No Poverty and Zero Hunger Programme”, organized by The Chinese University of Hong Kong  
Outstanding Award 5A YAU TSZ YUEN 5A WONG TSZ YAN 5A TAM KA KIT LEO  
5A CHAN MEI YIN
13. “Statistical Project Competition (SPC) for Secondary School Students”, organized by Hong Kong Statistical Society  
Honourable Mention 3D WANG MING WAI 3D ZHANG ANDY 3D SHI WAI YI  
3A LIU HON TUNG 3A MAK HO LONG 3A TAI SZE KI

14. "Mathematics Project Competition", organized by Education Bureau
- |                         |    |                     |    |                        |    |               |
|-------------------------|----|---------------------|----|------------------------|----|---------------|
| First Runner-Up         | 2D | TING HAU YAU        | 2A | WONG LOK CHI           | 2A | LAM CHI KWO   |
|                         | 2A | KWOK SZE NOK JOSIAH | 2A | CHUNG SHEUNG CHI       | 2A | CHAN CHUN YIN |
| Outstanding Performance | 2D | WU CHING LONG       | 2D | WAT TSZ FUNG           | 2D | WANG QIZHI    |
|                         | 2D | LIU PAK LUN         | 2D | CHUI HOI TUNG          | 2D | CHIU DICK HIN |
| Good Performance        | 3D | WANG MING WAI       | 3A | TAI SZE KI             | 3A | MAK HO LONG   |
|                         | 3A | LIU HON TUNG        | 3A | LEUNG HOI CHING SOPHIE | 3A | IP MING HIN   |
15. "Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools", organized by Education Bureau
- |              |    |               |    |                  |    |             |
|--------------|----|---------------|----|------------------|----|-------------|
| Silver Award | 2C | LAU TSZ CHING | 2A | CHUNG SHEUNG CHI | 1D | LAU WAI LAM |
|              | 1D | LIU YINUO     |    |                  |    |             |
16. "Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools", organized by Education Bureau
- |                    |    |                 |
|--------------------|----|-----------------|
| Honourable Mention | 2D | CHENG SHUN CHEE |
|--------------------|----|-----------------|
17. "Hong Kong Mathematical High Achievers Selection Contest", organized by Po Leung Kuk
- |             |    |                |
|-------------|----|----------------|
| Third Award | 3D | CHAN HIU TSUNG |
|-------------|----|----------------|
18. "The Hong Kong Mathematics Olympiad", co-organized by EDB Mathematics Education Section and EdUHK Department of Mathematics, Information Technology
- |              |    |                       |    |                |    |                       |
|--------------|----|-----------------------|----|----------------|----|-----------------------|
| Second Prize | 4D | CHAN YIN HANG         |    |                |    |                       |
| Third Honour | 5D | HUANG CHUN KING BRIAN | 4D | ZHONG ZHANPENG | 4D | CHAN CHUNG HIM        |
| Merit        | 5D | SO KA PO              | 5D | HUNG CHUN HO   | 5D | HUANG CHUN KING BRIAN |
|              | 4D | ZHONG ZHANPENG        | 4D | CHAN YIN HANG  | 4D | CHAN CHUNG HIM        |
- Regional Winner (New Territories East Region)
- |  |    |                |    |               |    |                       |
|--|----|----------------|----|---------------|----|-----------------------|
|  | 5D | SO KA PO       | 5D | HUNG CHUN HO  | 5D | HUANG CHUN KING BRIAN |
|  | 4D | ZHONG ZHANPENG | 4D | CHAN YIN HANG | 4D | CHAN CHUNG HIM        |
19. "International Chemistry Quiz", co-organized by HKASME & RACI
- |        |    |                     |    |                |    |                |
|--------|----|---------------------|----|----------------|----|----------------|
| Credit | 6D | WANG SI YUAN SHERRY | 6D | TSE WING SUM   | 6D | LIANG YUI LONG |
|        | 6D | CHU WING MIU        | 6D | CHU CHEUK PUI  | 6D | CHEN TSZ YEUNG |
|        | 6A | HUI LOK YUNG        | 5B | LAM KA HING    | 5A | YAU LIK SAN    |
|        | 5A | WONG JOSE           | 5A | TAM KA KIT LEO | 4D | ZHONG ZHANPENG |
|        | 4D | WANG EDWIN          | 4A | TING SZE NGA   | 4A | LI HO TING     |
|        | 4A | LEE CHEUK LAM       | 4A | HO TSZ HO      | 4A | CHEUNG HOI KI  |
- |                            |    |                |    |               |    |                    |
|----------------------------|----|----------------|----|---------------|----|--------------------|
| Certificate of Distinction | 6D | YU TSZ CHUN    | 6A | LUO KWAN HONG | 4D | CHAN CHUNG HIM     |
|                            | 4D | SUN TIANXIANG  | 4D | LUO CHAU      | 4A | TSANG SHEUNG CHUNG |
|                            | 4A | LI CHEONG CHUN | 4A | LAU YUEN YING |    |                    |
20. "International Biology Olympiad - Hong Kong Contest 2023", organized by International Biology Olympiad
- |                    |    |           |
|--------------------|----|-----------|
| Honourable Mention | 6D | LO HO TIN |
|--------------------|----|-----------|
21. "2024 Hong Kong Physics Olympiad", co-organized by EDB, HKAGE and HKUST
- |                     |    |                 |
|---------------------|----|-----------------|
| Second Class Honour | 4D | CHAN YIN HANG   |
| Honourable Mention  | 4D | ZENG CHEUK HANG |
22. "International Junior Science Olympiad Hong Kong Screening", organized by The Hong Kong Academy for Gifted Education
- |                     |    |                |
|---------------------|----|----------------|
| Second Class Honour | 3D | ZHANG ANDY     |
| Third Class Honour  | 3D | CHAN HIU TSUNG |
23. "Junior Science Online Self-learning Scheme", organized by Education Bureau
- |              |    |                     |    |                |    |                        |
|--------------|----|---------------------|----|----------------|----|------------------------|
| Golden Award | 2C | TSANG LONG HEI      | 1D | YEUNG MAN YAN  | 1D | MA HE                  |
|              | 1D | LIU YINUO           | 1D | CHEN LAI MAN   | 1C | CHAI MATTHEW TSZ SHING |
|              | 1A | ZHOU CHUN SHING     |    |                |    |                        |
| Silver Award | 1D | HOANG KA SHUN       | 1B | LI KWAN YI     | 1B | CHAN HO YING           |
|              | 1A | SANDHU SAMTEG SINGH | 1A | CHEUNG YAN YAN | 1A | CHEUNG KA YING         |

Bronze Award	2D	ZHU KA CHUN JERI	2D	WONG NOK YIN	2D	TSUI TIN NAM
	2D	LUO JIAQI	2D	LUI HO MAN CATHERINE	2D	LO CHI HIM
	2D	LI KA MAN	2D	LEE ANGUS JOSEPH	2D	CHAN LOK YU
	2C	GAN XIN KE MAYCO	2C	FOLEY ADEN	2C	DENG YONGYI
	2C	CHAN YUE CHING	2B	YE ZI QIAN KEVIN	2B	WUN TSIN MAN
	2B	LEUNG ON KI	2A	WONG SZE HANG	1D	WONG TSZ KIU
	1D	LEUNG HO YAN	1D	FANG RACHEL	1D	CHU CHIN CHING
	1D	CHOI TIM LOK	1D	CHENG YEE TUNG VALERIE	1D	CHEN YUK LUN
	1D	CHAN TSZ KIU	1D	CHAN SHIN YUI	1C	WONG NOK HIN
	1C	WAN PUI KA	1C	SO YAU YAU	1C	LAU CHUN HIM
	1A	LEUNG PAK HEI	1A	LEUNG CHING	1A	YIP TSZ HIM
	1A	YEUNG KIN YAT	1A	WONG HIM KIU	1A	WONG CHING LAM
	1A	WAN KA PO	1A	TSANG TSZ YING	1A	TAI HO YU
	1A	SIN SZE YUI DAVID	1A	MAK TSZ KIU	1A	LIU CHUN HO
	1A	LAW MAN KWONG	1A	LAU CHUNG YAN ISA	1A	KWOK TSZ YAU
	1A	KWAN HOI CHING	1A	CHOI HEI YIN HAILEY	1A	CHEN YAN TUNG
	1A	CHAN TO YU COSMO	1A	CHAN KWAN KIU		

24. "Inno Expo @ Tai Po", co-organized by Home Affairs Department & Tai Po School Liaison Committee

Outstanding Performance	4B	WANG PUI LUN	4A	LI CHEONG CHUN	2D	TSUI TIN NAM
	2D	SO TSZ KIU	2B	WONG HEI TUNG CARIS		

25. "The 39th Sing Tao Inter-School Debating Competition (Chinese Section)", organized by Sing Tao Daily

Best Debator	4A	TSANG SHEUNG CHUNG
最佳交互問答辯論員	5A	YAU TSZ YUEN

26. "EOC Debate", organized by Equal Opportunities Commission

Best Debator (第一輪初賽)	5A	YAU TSZ YUEN
Best Debator (半準決賽)	6A	LIAO MAN HEI

27. "Training Programme for "Youth Legislators" 2023/24 EDUTION NETWORK", sponsored by the Civic Education Committee, and jointly hosted by the Shanghai-Hong Kong Development Institute of The Chinese University of Hong Kong and Fudan University

Champion Team (最佳回應獎)	5A	FAN PUI SZE	5A	LEE HONG YING
Champion Team (最佳函件獎)	5A	YAU LIK SAN	5A	YAU TSZ YUEN
Outstanding Performance (最佳議員獎)	5A	YAU LIK SAN	5A	YAU TSZ YUEN

28. "Hong Kong Bar Association Debating Competition 2023 (Chinese Division)", organized by Hong Kong Bar Association

Champion	5A	YAU TSZ YUEN	5A	TAM KA KIT LEO	3D	CHAN YAN KIU
Best Debator	5A	TAM KA KIT LEO				
Best Debator (Second and Third Round)	4A	TSANG SHEUNG CHUNG	3D	CHAN YAN KIU		

29. "The HKFYG English Public Speaking Contest 2024", organized by The HKFYG Leadership Institute

Outstanding Performance	5A	TAM KA KIT LEO	4A	WANG KIU NGA
Good Performance	4D	ZHONG ZHANPENG		

30. "Hong Kong Secondary School Debating Competition", organized by HKSS Debating

HKSSDC Term 1 Grand Final Winning Team Debaters	5A	TAM KA KIT LEO	5A	CHEUNG TSZ HEI
	4D	TANG WAN FUNG		
HKSSDC Term 1 Round 1 Winning Team	5A	CHEUNG TSZ HEI	4D	TAM TSZ YIU
	4A	WONG HEI LAAM		
HKSSDC Term 1 Round 2 Winning Team	5A	CHEUNG TSZ HEI	4D	TAM TSZ YIU
	2D	LIU PAK LUN		
HKSSDC Term 2 Round 2 Winning Team	5A	CHEUNG TSZ HEI	5A	WONG YAT LAM
	3A	LEE EWIN		
Best Speaker	5A	CHEUNG TSZ HEI	4A	WONG HEI LAAM

31. “2023-2024 年度聖經科獎勵計劃”, organized by Chinese Bible International
- |         |    |                     |    |                      |    |                |
|---------|----|---------------------|----|----------------------|----|----------------|
| Awarded | 3D | CHAN YAN KIU        | 3A | TSANG CHIU CHEUK NAM | 2D | CHAN LOK YU    |
|         | 2A | KWOK SZE NOK JOSIAH | 1D | FANG RACHEL          | 1C | YUEN TSZ SHING |
|         | 1B | CHAN HO YING        | 1A | LAU CHUNG YAN ISA    |    |                |
32. “「走到社區學理財」2024 網上問答比賽”, organized by The Hong Kong Family Welfare Society
- |             |    |            |
|-------------|----|------------|
| Third Place | 3A | TAI SZE KI |
|-------------|----|------------|
33. “Hong Kong Economics Olympiad 2024”, organized by Gifted Education Council
- |              |    |               |    |               |    |                |
|--------------|----|---------------|----|---------------|----|----------------|
| Silver Award | 5D | SHEK KAI FUNG | 5D | WU HING SHING | 5A | CHAN CHUN KIT  |
| Bronze Award | 5C | LAW KA CHUN   | 5A | WONG JOSE     | 5A | DENG SHING HOI |
34. “The 2nd Hong Kong School Anchor Competition”, organized by Sino United Electronic Publishing Ltd
- |            |    |                   |    |                |    |              |
|------------|----|-------------------|----|----------------|----|--------------|
| Gold Award | 5A | TAM KA KIT LEO    | 5A | WONG TSZ CHUNG | 2D | TING HAU YAU |
|            | 2D | LAM ON SANG ANSON |    |                |    |              |
35. “The 35th Annual Book Report Competition for Secondary School Students”, organized by Hong Kong Educational Publishing Company LTD.
- |       |    |             |
|-------|----|-------------|
| Merit | 5A | YAU LIK SAN |
|-------|----|-------------|
36. “Reading Programme for Children and Youth”, organized by Hong Kong Public Library  
439 students participated in the programme.
37. “The 16th Hong Kong Cup Diplomatic Knowledge Contest”, co-organized by The Commissioner’s Office of China’s Foreign Ministry in the Hong Kong S.A.R, Education Bureau and The Better Hong Kong Foundation  
265 students participated in the contest.
38. “Sustainable Development Goals eLearn Award Scheme 2024”, organized by Hong Kong Committee for UNICEF
- |                  |    |              |
|------------------|----|--------------|
| Gold Certificate | 4D | WONG SUM YAU |
|------------------|----|--------------|

39. "The 75th Hong Kong Schools Speech Festival", organized by the Hong Kong Schools Music and Speech Association

S1 English Solo Verse Speaking - Girls	Certificate of Merit	1B	CAI XIN
		1D	CHENG YEE TUNG VALERIE
		1D	CHEUNG HAU NI
		1D	SONG ISABEL
S1 English Solo Verse Speaking - Boys	Third Place	1D	MA HE
S1 English Solo Verse Speaking - Boys	Certificate of Merit	1B	KAN WAI HEI ETHAN
		1D	YANG WAI YIU
		1D	YE TIMOTHY WAI IP
S2 English Solo Verse Speaking - Girls	Certificate of Merit	2A	WONG LOK CHI
		2D	LAM ON SANG ANSON
S2 English Solo Verse Speaking - Boys	Certificate of Merit	2D	LEE ANGUS JOSEPH
S3 English Solo Verse Speaking - Girls	Certificate of Merit	3A	LEE EWIN
		3A	LAW YEE KIU
S3&4 English Public Speaking Solo	Certificate of Merit	4C	WONG WILSON KING NGOK
		4D	CHAN CHUNG HIM
		4D	HO WING TIM
S4 English Solo Verse Speaking - Girls	Certificate of Merit	4A	HUNG TSZ KIU
S5 English Public Speaking Solo	Third Place	5A	CHEUNG TSZ HEI
S5 English Public Speaking Solo	Certificate of Merit	5A	TAM KA KIT LEO
		5D	SHEK YIN
		5D	SO PING ON
S5 English Solo Verse Speaking - Girls	Certificate of Merit	5C	HO HAU CHING
		5C	HO HIU TUNG
S5 English Solo Verse Speaking - Boys	Certificate of Merit	5A	WONG JOSE
S1&2 Putonghua Solo Verse Speaking – Girls	Certificate of Merit	1B	KWOK YAM LIK
		1B	CAI XIN
S1 Cantonese Solo Prose Speaking – Girls	Certificate of Merit	1D	CHEUNG HAU NI
S3&4 Putonghua Solo Verse Speaking – Girls	Certificate of Proficiency	3A	FONG NGA TUNG
S3&4 Putonghua Solo Verse Speaking – Girls	Certificate of Merit	4C	GU HEUNG YING
		4D	CAO MIAO MIAO
S3&4 Putonghua Solo Prose Speaking – Girls	Certificate of Merit	3C	ZHANG ZHIXIN
S3&4 Putonghua Solo Prose Speaking – Boys	Certificate of Merit	4D	SUN TIANXIANG
S5&6 Putonghua Solo Verse Speaking – Girls	Certificate of Merit	5A	NONG QING
		6C	NG KA KI
		6C	LIN YUEN YI
S5&6 Cantonese Solo Verse Speaking – Girls	Certificate of Proficiency	5A	POON TSZ YAN
S1, S2 Cantonese Verse Speaking – Mixed	2nd Runner-up	Wong Shiu Chi Secondary School	
Members:			
1A CHAN KWAN KIU	1A CHEN YAN TUNG	1A CHEUNG KA YING	1A LAU CHUNG YAN ISA
1A LEUNG CHING	1A MAK TSZ KIU	1A TAI HO YU	1A ZHAO ZI CHENG LARRY
1A ZHONG KAI MAN	1A ZHOU CHUN SHING	1B CHAN HO YING	1B CHENG HIU TUNG KAREN
1B SIU YUK NING	1C CHAN YEE NOK	1C LIN HEI MANG	1C YUEN TSZ SHING
1D CHEN YUK LUN	1D CHOI TIM LOK	1D CHU CHIN CHING	1D HUANG SUET KEI
1D LAU WAI LAM	1D SUEN LING YU	2A SIN KA YU	2B YE JINGJING
2B ZHENG TSZ TUNG	2C FOK CHUN HEI	2C TAM MAI TING	2D CHIU DICK HIN
2D LEE TSZ CHAI	2D WU CHING LONG		



## Artistic

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1. “Fabulous China-chic Inter-school Design Competition”, co-organized by The Education Bureau and the Association for Creative Education and NMC Art Workshop  
Merit Award                      4C      NG CHIN TUNG
2. “Stories of the Hong Kong Palace Museum Treasures – Animated Picture Book Creating Competition (Secondary 2023/24)”, co-organized by The Education Bureau and the Hong Kong Palace Museum Treasures  
First Award                      4D      SIU HOI CHING SYRIA   4B      CHAU CHI YAN
3. “Stitchable Chinese Arts Fashion Design Competition”, co-organized by The Education Bureau and School of Fashion and Textiles of The Hong Kong Polytechnic University  
入圍作品                      5A      POON TSZ YAN
4. “The Wharf Hong Kong Secondary School Art Competition”, organized by The Wharf Group  
首 54 名入圍作品              5A      POON TSZ YAN              2B      CHONG SIU HIN
5. “「細看多元社區·共建和諧香港」香港中小學生海報設計比賽”, organized by Youth · Travel  
Second Runner-Up              1A      GU AMY  
Merit Prize                      4B      CHAU CHI YAN
6. “2023 Hong Kong Youth Music Interflows - Chinese Orchestra Interflow - Secondary School Class A”, organized by Music Office, Leisure and Cultural Services Department  
Bronze Award                      4D      CHUNG KAI YU              4C      TAM WUN LAM              4B      LEE SZE KA  
   3D      WEN YEN                      3B      LEE CHEUK YIN              3B      CHAN KAM WAI  
   3A      LIU HON TUNG              2B      ZHENG TSZ TUNG              1D      WANG TO  
   1D      FANG RACHEL              1C      YUEN TSZ SHING              1C      SO YAU YAU  
   1B      ZHANG TSZ LAM              1A      ZHAO ZI CHENG LARRY      1A      WONG HEI MAN  
   1A      LAU CHUNG YAN ISA      1A      CHEUNG KA YING
7. “Asia’s Elite Music Competition 2023 - Piano Graded Group - Grade 4”, organized by Asia’s Elite Culture and Arts Exchange Association  
Third Place                      2B      WUN TSIN MAN
8. “全港十八區大埔區音樂比賽（第七屆）中學組”, organized by Associations of Arts and Culture (HK)  
Champion（中樂）              3A      LIU HON TUNG  
Champion（弦樂）              3A      LIU HON TUNG
9. “全港十八區北區音樂比賽（第七屆）中學組”, organized by Associations of Arts and Culture (HK)  
Champion（中樂）              3A      LIU HON TUNG  
Champion（弦樂）              3A      LIU HON TUNG
10. “6th Teenagers & Kids Music Contest - Chinese Instruments 2023 (Division: Secondary School)”, organized by Children & Youth Arts & Culture Association  
First Runner-Up                      3A      LIU HON TUNG
11. “6th Teenagers & Kids Music Contest - Orchestral 2023 (Division: Secondary School)”, organized by Children & Youth Arts & Culture Association  
Champion                      3A      LIU HON TUNG
12. “6th International Elite Children Music Contest - Chinese Instruments 2024 - Division: Secondary School”, organized by International Elite Children Talent Association  
Champion                      3A      LIU HON TUNG
13. “6th Hong Kong Outstanding Children Music Contest - Chinese Instruments 2024 - Division: Secondary School on 16th January 2024”, organized by Hong Kong Outstanding Children Arts & Culture Association  
Champion                      3A      LIU HON TUNG
14. “Hong Kong Youth & Children Piano Competition 2023 - Senior – Solo”, organized by Asian Sport and Art Cultural Association  
Gold Award                      3D      LI TSZ MUK

15. "The 87th Steinway & Sons International Youth Piano Competition 2023 - Hong Kong & Macau Regional Preliminary - Open Piano Solo Class - Grade 7", co-organized by Tom Lee Music and Steinway & Sons  
First Place 3D LI TSZ MUK
16. "10th Hong Kong Youth Piano Competition", organized by Hong Kong Classical Music Promotion Centre  
Third Place 1D MA HE
17. "Hong Kong Inter-School Choral Festival 2024 Competition cum Masterclass", organized by The Hong Kong Virtuoso Chorus  
Silver Award School Choir  
Team member
- |                           |                         |                   |
|---------------------------|-------------------------|-------------------|
| 5B LAM FENG YUAN          | 5B CHAN CHUN HANG HENRY | 5A WONG TSZ YAN   |
| 5A WONG TSZ CHUNG         | 4A LAU YUEN YING        | 3D SZE YUK LAM    |
| 3D CHU YAN YAU            | 3D LI TSZ MUK           | 3C CHAN YAT HEI   |
| 3B LAM HO CHING LIVIA     | 3B WEI JENNY            | 3A LEE EWIN       |
| 3A LEUNG HOI CHING SOPHIE | 2D LUI HO MAN CATHERINE | 2D LIU PAK LUN    |
| 2D LEE TSZ CHAI           | 2D CHAN LOK YU          | 2D TING HAU YAU   |
| 2D WANG QIZHI             | 2D LUO JIAQI            | 2C WONG WING CHUN |
| 2C CHEN NGA LAM           | 2B KONG PUI KI          | 2B YIP HO HIM     |
| 2B WUN TSIN MAN           | 2B LAU KA YI            | 2A LIAO ZI JING   |
| 2A WONG EUNICE            | 2A TSANG LOK MAN        | 2A NI NUOTONG     |
| 2A LAM TSZ NOK            | 1D MA HE                | 1D LIU YINUO      |
| 1D LAU WAI LAM            | 1D HUANG SUET KEI       | 1D FANG RACHEL    |
| 1D CHU CHIN CHING         | 1D CHEUNG HAU NI        | 1C YUEN TSZ SHING |
| 1C SO YAU YAU             | 1C MAK CHEUK YIN        | 1C FU CHEUK TING  |
| 1B ZHANG YUNXI            | 1B YAO ZHIQING          | 1B WONG YIN CHUN  |
| 1B CHAN CHEUK KIU BRUCE   | 1A WONG CHING LAM       | 1A LEE LOK CHING  |
| 1A KWOK TSZ YAU           |                         |                   |
18. "大埔區校際歌唱比賽 2023/2024—中學組", organized by Tai Po District Arts Advancement Association  
Silver Award School Choir  
Team member
- |                           |                         |                         |
|---------------------------|-------------------------|-------------------------|
| 5B LAM FENG YUAN          | 5B CHAN CHUN HANG HENRY | 5A WONG TSZ YAN         |
| 5A WONG TSZ CHUNG         | 4A LAU YUEN YING        | 3D SZE YUK LAM          |
| 3D LI TSZ MUK             | 3D CHU YAN YAU          | 3C CHAN YAT HEI         |
| 3B WEI JENNY              | 3B LAM HO CHING LIVIA   | 3B CHAN SZE YIN         |
| 3A LEUNG HOI CHING SOPHIE | 3A LEE EWIN             | 2D LUI HO MAN CATHERINE |
| 2D WONG NOK YIN           | 2D WANG QIZHI           | 2D TING HAU YAU         |
| 2D LUO JIAQI              | 2D LIU PAK LUN          | 2D LEE TSZ CHAI         |
| 2D CHAN LOK YU            | 2C WONG WING CHUN       | 2B YIP HO HIM           |
| 2B WUN TSIN MAN           | 2B LAU KA YI            | 2B KONG PUI KI          |
| 2A WONG EUNICE            | 2A TSANG LOK MAN        | 2A NI NUOTONG           |
| 2A LIAO ZI JING           | 2A LAM TSZ NOK          | 1D MA HE                |
| 1D LIU YINUO              | 1D LAU WAI LAM          | 1D HUANG SUET KEI       |
| 1D FANG RACHEL            | 1D CHU CHIN CHING       | 1D CHEUNG HAU NI        |
| 1C YUEN TSZ SHING         | 1C SO YAU YAU           | 1C MAK CHEUK YIN        |
| 1C LEE YUEN MEI           | 1C FU CHEUK TING        | 1B ZHANG YUNXI          |
| 1B YAO ZHIQING            | 1B WONG YIN CHUN        | 1B CHAN CHEUK KIU BRUCE |
| 1A WONG CHING LAM         | 1A LEE LOK CHING        | 1A KWOK TSZ YAU         |
19. "76th Hong Kong Schools Music Festival (2024)", organized by the Hong Kong Schools Music and Speech Association
- |                          |                                      |                         |
|--------------------------|--------------------------------------|-------------------------|
| Piano Solo - Grade One   | Silver Award (Group First Runner-up) | 2C LIU TIN HANG         |
| Piano Solo - Grade Two   | Silver Award                         | 1D CHEN LAI MAN         |
| Piano Solo - Grade Three | Bronze Award                         | 1A LEUNG CHING          |
| Piano Solo - Grade Four  | Silver Award                         | 1A TSANG TSZ YING       |
| Piano Solo - Grade Four  | Silver Award                         | 1D CHAN CHEUK YU AIDAN  |
| Piano Solo - Grade Four  | Bronze Award                         | 1C WAI PUI YEE          |
| Piano Solo - Grade Four  | Bronze Award                         | 2B WUN TSIN MAN         |
| Piano Solo - Grade Four  | Bronze Award                         | 2D TING HAU YAU         |
| Piano Solo - Grade Five  | Silver Award                         | 1B CHENG HIU TUNG KAREN |
| Piano Solo - Grade Five  | Bronze Award                         | 1D YEUNG MAN YAN        |
| Piano Solo - Grade Six   | Bronze Award                         | 1D CHAN SHIN YUI        |
| Piano Solo - Grade Six   | Bronze Award                         | 3C TSOI CHUN SAN        |

Piano Solo - Grade Seven	Silver Award	3B	WEI JENNY
Piano Solo - Grade Eight	Silver Award	2B	KWOK TSUN LAM
Piano Solo - Grade Eight	Silver Award	5D	HUANG CHUN KING BRIAN
Piano Solo - Grade Eight	Bronze Award	1A	LIU CHUN HO
Piano Solo - Grade Eight	Bronze Award	3A	LEE EWIN
Piano Solo - Chinese Composers - Senior	Silver Award	3D	LI TSZ MUK
Violin Solo - Grade Five	Bronze Award	1A	CHAN YAN TUNG
Violin Solo - Grade Six	Silver Award	3A	LEE EWIN
Cello Solo - Intermediate	Bronze Award	3A	LIU HON TUNG
Guitar Solo - Junior	Bronze Award	3A	LAU YUEN YU
Flute Solo - Junior	Silver Award	1B	SIT JEEVAN
Flute Solo - Junior	Silver Award	3C	CHENG SIN YIK NATALIE
Zheng Solo - Senior	Bronze Award	1C	HUANG CHING YING SUSAN
Erhu Solo - Junior	Silver Award	4B	LEE SZE KA
Di Solo - Secondary School - Intermediate	Silver Award	3A	LAI ZHIQIAO
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under	Silver Award (Group Second Runner-up)	1D	CHEUNG HAU NI

20. "Hong Kong International Handbell Olympics 2024 - Intermediate Handbells", organized by Asia International Handbell Association (Hong Kong)

Gold Award	5D	CHENG CHAK HIN	5B	LAM FENG YUAN	4C	LAW LOK CHING
	3A	ZHONG TSZ SHAN	3A	WANG TSIK TEUR	3A	LEUNG HOI CHING SOPHIE
	2D	LIU PAK LUN	2C	SO SUET YING	2B	ZHENG TSZ TUNG
	2A	SUN YINGER	1D	SUEN LING YU	1C	WONG CHEUK WAI
	1A	KWOK TSZ YAU				

21. "The 11th Hong Kong International Music Festival 2024 Music Competition - Hong Kong District (Grandmaster Cup) - Youth Piano", organized by Grandmaster Orchestral Music Society

Excellent Award	2A	LIAO ZI JING
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22. "The 5th China Yangqin Network Art Festival", organized by 中國揚琴網/揚琴圈

Silver Award	5A	WONG JOSE
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23. "Joint School Music Competition 2024 - Handbell and Handchime (Secondary)", organized by Hong Kong Joint School Music Association

Silver Award	5D	CHENG CHAK HIN	5B	LAM FENG YUAN	4C	LAW LOK CHING
	3A	ZHONG TSZ SHAN	3A	WANG TSIK TEUR	3A	LEUNG HOI CHING SOPHIE
	2D	LIU PAK LUN	2C	SO SUET YING	2B	ZHENG TSZ TUNG
	2A	SUN YINGER	1D	SUEN LING YU	1C	WONG CHEUK WAI
	1A	KWOK TSZ YAU				

24. "歷史文化學堂(第八屆)—中華傳統節日硬筆書法比賽", organized by Hong Kong Chinese Culture Development Association

Certificate of Appreciation	6D	KWOK TSZ HEI	6A	WONG SIU FUNG
	6A	CHEN HANG SANG		

25. "甲辰年大埔萬家慶新春活動之賀新春硬筆書法比賽", organized by Tai Po District Arts Advancement Association

Merit	6A	CHEN HANG SANG	4C	HUANG CHIN YU
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26. "第七屆墨香杯全國青少年兒童書畫大賽", organized by 第七屆"墨香杯"組委會

First Class Award	3B	LEE CHEUK YIN
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27. "Mask design competition 2023-2024", organized by The Society For AIDS Care

入圍作品	1D	CHENG YEE TUNG VALERIE	1D	CHAN SHIN YUI	1D	WONG LOK TUNG
	1C	MAK HING YUET	1C	HO LOK YI	1B	ZHANG TSZ LAM
	1B	CHAU CHEUK LAM	1A	ZHONG KAI MAN		

28. "迎來的畫面繪畫比賽 2023", organized by Yuen Long Youth Association

First Runner-Up	1C	MAK HING YUET
-----------------	----	---------------

29. The 8th Hong Kong Academia “Decoding Chinese History” Mobile phone screen wallpaper Design Competition, organized by i-Future Education Association
- |                   |    |                        |    |              |    |             |
|-------------------|----|------------------------|----|--------------|----|-------------|
| Outstanding Award | 4B | LEE SZE KA             | 4B | CHAU CHI YAN | 3A | LAU YUEN YU |
|                   | 3A | CHEUNG YUET TUNG RENEE |    |              |    |             |
30. “Hong Kong Professional Dance Competition 2024”, organized by Hong Kong Dance Education Association
- 中國舞公開組(雙人舞)
- |              |    |           |    |                 |  |  |
|--------------|----|-----------|----|-----------------|--|--|
| Silver Prize | 5C | LI HO YAN | 5C | ZHONG YAN CHING |  |  |
|--------------|----|-----------|----|-----------------|--|--|
- 中國舞公開組(群舞)
- |            |    |            |  |  |  |  |
|------------|----|------------|--|--|--|--|
| Gold Award | 2D | SO TSZ KIU |  |  |  |  |
|------------|----|------------|--|--|--|--|
- 中國舞公開組(群舞)
- |              |    |                 |    |                |    |                  |
|--------------|----|-----------------|----|----------------|----|------------------|
| Silver Prize | 5C | ZHONG YAN CHING | 5C | ZHANG YU SHAN  | 5C | LI HO YAN        |
|              | 5B | DENG TING YAN   | 4B | WONG CHING YAN | 4B | LAU HIU YEUNG    |
|              | 4A | WONG HEI LAAM   | 4A | LIN CHEUK YIN  | 4A | KEUNG KA YU      |
|              | 3C | LIU XIN YU      | 2D | SO TSZ KIU     | 2C | GAN XIN KE MAYCO |
|              | 2C | LAU TSZ CHING   | 2B | WUN TSIN MAN   | 1B | LAI KA MAN       |
31. “3rd National Cup Open & Junior Ballroom Dance Championships”, organized by Hong Kong Ballroom Dancing Council
- |  |    |             |
|--|----|-------------|
| Second Runner-Up(青少年五項 A 組(16 歲以下)單人標準舞組(WTVFQ)) | 2A | WONG EUNICE |
| 青少年五項 A 組(16 歲以下)單人拉丁舞組(CSRPJ)第五名                | 2A | WONG EUNICE |
| 青少年三項 B 組(16 歲以下)單人標準舞組(WTQ)第五名                  | 2A | WONG EUNICE |
32. “2023 HK Open & Junior Seed Cup & Representative Selection”, organized by Hong Kong Ballroom Dancing Council
- |   |    |             |
|---|----|-------------|
| Champion (青少年五項 A 組(16 歲以下)單人標準舞組(WTVFQ))         | 2A | WONG EUNICE |
| Champion (青少年三項 B 組(16 歲以下)單人標準舞組(WTQ))           | 2A | WONG EUNICE |
| Outstanding Award (2023 世界標準舞及拉丁舞大賽「最傑出」青少年香港代表隊) | 2A | WONG EUNICE |
| Outstanding Award (榮譽傑出青少年及兒童舞蹈藝術家：連續五年或以上獲藝術家獎)  | 2A | WONG EUNICE |
| 青少年五項 A 組(16 歲以下)單人拉丁舞組(CSRPJ)第四名                 | 2A | WONG EUNICE |
33. “60th Schools Dance Festival Competition”, organized by Hong Kong Schools Dance Association
- 中國舞(群舞)
- |     |    |                  |    |                |    |               |
|-----|----|------------------|----|----------------|----|---------------|
| 甲級獎 | 5C | ZHONG YAN CHING  | 5C | ZHANG YU SHAN  | 5C | LI HO YAN     |
|     | 5B | DENG TING YAN    | 4B | WONG CHING YAN | 4B | LAU HIU YEUNG |
|     | 4A | WONG HEI LAAM    | 4A | LIN CHEUK YIN  | 4A | KEUNG KA YU   |
|     | 3C | LIU XIN YU       | 2D | SO TSZ KIU     | 2C | LAU TSZ CHING |
|     | 2C | GAN XIN KE MAYCO | 2B | WUN TSIN MAN   | 1B | LAI KA MAN    |
- 爵士舞及街舞(獨舞)
- |     |    |             |  |  |  |  |
|-----|----|-------------|--|--|--|--|
| 乙級獎 | 4B | IP WING LAM |  |  |  |  |
|-----|----|-------------|--|--|--|--|
34. “Hong Kong School Drama Festival 2023/24”, organized by Hong Kong Art School
- |                         |    |              |    |               |
|-------------------------|----|--------------|----|---------------|
| Outstanding Performance | 4A | WANG KIU NGA | 3D | CHAN WING SUM |
|-------------------------|----|--------------|----|---------------|
- Award for Outstanding Cooperation
- |    |                 |    |                    |    |                     |
|----|-----------------|----|--------------------|----|---------------------|
| 5D | MAK CHING CHING | 5D | LUO TSZ TING       | 5D | CHUI CHIN HUNG IVA  |
| 5C | LAU NGA YAN     | 5B | CHAN JOELLE        | 5A | YAU TSZ YUEN        |
| 5A | LEE HONG YING   | 5A | FAN PUI SZE        | 5A | CHAN MEI YIN        |
| 4D | ZHONG ZHANPENG  | 4D | WONG SUM YAU       | 4B | LAU HIU YEUNG       |
| 4A | WANG KIU NGA    | 4A | TSANG SHEUNG CHUNG | 3D | LEONG FUNG CHING    |
| 3D | CHAN WING SUM   | 1D | LEUNG YAN CHE      | 1D | CHEUNG HAU NI       |
| 1B | CHAN HO YING    | 1B | CAI XIN            | 1A | CHOI HEI YIN HAILEY |

## Civic Education and Social Services

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1. Leadership Training Programme, organized by The Hong Kong Academy for Gifted Education  
Gold Award                      5A      WONG TSZ CHUNG
2. “2023 Top Ten Outstanding students of Tai Po”, organized by Tai Po Youths Association  
Outstanding Award            2B      LUI YUEN KIU EMMA
3. “The NINTH outstanding student leaders selection”, organized by The ARETE  
Outstanding Student        5A      TAM KA KIT LEO
4. “Red Cross Youth of the Year (ENTD)”, organized by Hong Kong Red Cross  
Outstanding Award            6D      CHU WING MIU
5. “New Territories East Region Footdrill Competition 2023”, organized by Scout Association of Hong Kong  
Second Runner-Up        6D      LAU TSZ YU                      6D      LAM CHING YAN CHLOE                      6D      CHU CHEUK PUI  
   6D      NG TSZ KI                      6A      NG KWUN NAM JACK                      3A      YIU KA NING  
   2B      CHENG KAI YAU                      2A      CHUNG SHEUNG CHI
6. “Kwai Chung Hospital Summer Volunteer Training Programme”, organized by Kwai Chung Hospital  
Certificate of Appreciation    6C      HO WING HEI
7. “Health-in-Mind Programme Large-scale Volunteering Service”, co-organized by Health-in-Mind and Kwai Chung Hospital  
Participation                      5D      WANG TSZ HAM                      5D      YIM TSZ WING                      5C      LUO SUM YEE  
   5C      LI HO YAN                      5C      GUO NGA MAN                      5C      ZHANG RUI SHAN KELLY  
   5A      NONG QING                      5A      TAM HOI KIU                      5A      KO WING LAM  
   4A      WANG ELAINE                      3D      WEN YEN
8. “Pass-it-On Campaign”, organized by Hong Kong Red Cross  
Outstanding Award            5B      LAM FENG YUAN                      4B      LIU LAI NA                      4A      LIN YU FEI  
   3C      WEN YUET SZE                      2D      CHAN SUM YIN                      2C      YU HO CHING  
   2B      WONG HEI TUNG CARIS                      2B      LUI YUEN KIU EMMA
9. “CYC Member Merit Award Scheme Secondary School Level 2”, organized by Education Bureau  
中學初級 (Green Badge)    6B      CHEN CHUI MEI  
中學中級 (Orange Badge)    6B      CHEN CHUI MEI
10. “Hong Kong 200 Leadership Project”, organized by The HKFYG Leadership Institute  
Gold Award    5A      TAM KA KIT LEO  
Outstanding Student    5A      TAM KA KIT LEO  
Certificate of Commendation    5D      CHAN HIU CHING                      5D      SO PING ON
11. “HKEAMA Outstanding Student Award”, organized by Hong Kong Extra-curricular Activities Masters’ Association  
Awarded    5B      CHOW PUN HIN
12. “BOC Life Rogaine Charity Race 2024”, co-organized by Hong Kong Youth Award Scheme and BOC Life  
Champion    3A      MAK HO LONG                      3A      IP MING HIN                      2B      LUK TSZ HIN  
First Runner-Up                      5B      YU KA SHUN                      5B      SO WAI CHUN                      5B      CHOW PUN HIN
13. “第十九屆童軍技能比賽（會長盃）”, organized by Scout Association of Hong Kong - Tai Po South District  
First Runner-Up                      3D      LEE YU YAN ETHAN                      3B      KWONG LOK HIN                      3A      YIU KA NING  
   2B      CHENG KAI YAU                      2A      CHUNG SHEUNG CHI

## Sports

- 13 student athletes participated the Inter-School Swimming Championships, which was held by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee in the Ma On Shan Swimming Pool on 25th and 26th Oct 2023. With their huge effort, they won 8 individual awards, 2 relay awards and two team trophies in the competition. The team of Boys A grade was awarded a trophy with 6th place in team, while the team of Girls B grade and Girls C grade was the overall 5th place in team. The list of prize recipient is as follow:

Boys A Grade *6th place in team	3D	YAU CHUN HIN	4x50m Freestyle Relay – 3 <sup>rd</sup> Runner-Up
	5A	WONG YAT LAM	50m Freestyle – 8 <sup>th</sup> place
	5B	CHOW PUN HIN	4x50m Freestyle Relay – 3 <sup>rd</sup> Runner-Up
Girls A Grade *5th place in team			4x50m Freestyle Relay – 3 <sup>rd</sup> Runner-Up
	5D	CHAN HON WANG WILLIAM	100m Backstroke – Champion
	5A	CHOY TSZ YU	200m Individual Medley – 1 <sup>st</sup> Runner-Up
	5A	LO TSZ KWAN	4x50m Freestyle Relay – 3 <sup>rd</sup> Runner-Up
			4x50m Freestyle Relay – Champion
			200m Individual Medley – 2 <sup>nd</sup> Runner-Up
Girls B Grade *5th place in team			100m Breaststroke – 5 <sup>th</sup> place
	6C	TANG TSZ KI	4x50m Freestyle Relay – Champion
	6D	LAM CHING YAN CHLOE	4x50m Freestyle Relay – Champion
			100m Backstroke – 3 <sup>rd</sup> Runner-Up
			200m Individual Medley – 6 <sup>th</sup> place
Boys C Grade	3A	TAI SZE KI	50m Breaststroke – Champion
	3D	YEUNG SZE WING	100m Breaststroke – Champion
			200m Individual Medley – 1 <sup>st</sup> Runner-Up
			100m Freestyle – 5 <sup>th</sup> place
			50m Backstroke – 2 <sup>nd</sup> Runner-Up
			100m Backstroke – 5 <sup>th</sup> place

- 50 student athletes participated the Inter-School Athletic Championships, which was held by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee in the North District Sports Ground on 14<sup>th</sup>, 15<sup>th</sup> and 18<sup>th</sup> December 2023. With their huge effort, they won 2 individual awards and 2 relay awards in the competition. The list of the prize recipient is as follow:

Boys A Grade	5C	TAM PAK KIU	4x100m relay – 3 <sup>rd</sup> Runner-Up
	5D	GUO HAOHAN	4x100m relay – 3 <sup>rd</sup> Runner-Up
			100m – 5 <sup>th</sup> place
	5D	LUO TSZ TING	4x100m relay – 3 <sup>rd</sup> Runner-Up
Girls A Grade			100m – 8 <sup>th</sup> place
	6C	YANG HOI KIT	4x100m relay – 3 <sup>rd</sup> Runner-Up
			Long Jump – 7 <sup>th</sup> place
			Triple Jump – 6 <sup>th</sup> place
	6D	CHEN HO YIK	Javelin – 1 <sup>st</sup> Runner-Up
	5D	TANTIKOVIT SHEUNG YIN	4x100m relay – 7 <sup>th</sup> place
Boys B Grade			100m – 7 <sup>th</sup> place
	6A	LEE HIU CHING	4x100m relay – 7 <sup>th</sup> place
	6A	SO YI LAAM	4x100m relay – 7 <sup>th</sup> place
	6C	TONG YAN YU	4x100m relay – 7 <sup>th</sup> place
	4A	CHEUNG CHING HO	4x400m relay – 3 <sup>rd</sup> Runner-Up
	4A	TSANG TSZ HO	4x400m relay – 3 <sup>rd</sup> Runner-Up
Girls B Grade	4C	SO TSZ WA	4x400m relay – 3 <sup>rd</sup> Runner-Up
	4D	WONG PAK CHI	4x400m relay – 3 <sup>rd</sup> Runner-Up
	4D	LO CHING HIM	1500m – 8 <sup>th</sup> place
	2D	KWAN CHUI YI	4x400m relay – 7 <sup>th</sup> place
	3A	TAI SZE KI	4x400m relay – 7 <sup>th</sup> place
			800m – 7 <sup>th</sup> place
Boys C Grade			1500m – 7 <sup>th</sup> place
	3C	NG KOK YAN	Shot Put – 7 <sup>th</sup> place
	3D	YEUNG SZE WING	4x400m relay – 7 <sup>th</sup> place
	4D	HO WING TIM	4x400m relay – 7 <sup>th</sup> place
	2A	CHAN AIDEN	High Jump – Champion
	2D	ZHU KA CHUN JERI	Long Jump – 8 <sup>th</sup> place

3. The Inter-School Basketball Competition, organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee. Our school sent 4 teams comprising 49 students to participate in the competition of division 1. Our girls' junior team won 2<sup>nd</sup> Runner-up, while the girls' senior team and the boys' junior team won 6<sup>th</sup> place. The boys' senior team got the 7<sup>th</sup> place. The list of the prize recipient is as follow:

Boys Senior	6A	CHIU KIN HEI	6C	YANG HOI KIT	6D	CHEN HO YIK
	5C	MA TSZ HO	5D	LUO TSZ TING	4A	CHEUNG CHING HO
	4C	HUI SIU CHIT	4C	SO TSZ WA	4D	KAM YU HIN
	4D	LO CHING HIM	4D	WONG PAK CHI	3C	DAI MAN LOK
	3D	HEN HO HONG				
Girls Senior	6B	HO HIU CHING	6C	FONG KAP WA	5A	LO TSZ KWAN
	5D	SO YEUK FEI	4B	CHIM TSZ YAN	4D	CHUNG KAI YU
	4D	FU LOK YI	3B	CHAN SZE YIN		
Boys Junior	3A	MAN SHING HEI	3A	YUE LEUNG PAN	3B	CHAN CHEUK YAN
	3D	WONG CHUN TO	2A	CHEN AIDEN	2A	CHEN ZUNLEI
	2A	CHOI CHUN HEI	2A	KWOK SZE NOK JOSIAH	3B	CHAN SZE YIN
Girls Junior	3C	NG KOK YAN	2A	NI NUOTONG	2B	LIU SIU FAN
	2C	CHAN YUE CHING	2C	HU MENYAO	1C	LEUNG KWAN HANG
	1C	LIN HEI MANG	1C	LUO XI WEN	3B	CHAN SZE YIN
	1D	CHAN SHIN YUI	1D	WONG LOK TUNG	1D	WONG TSZ KIU

4. "Inter-School Football Competition", organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee, was held from September 2023 to May 2024. Our school sent 2 teams comprising 30 students to participate in the competition of division 2. Our school was awarded the 5<sup>th</sup> place in the U15 division. The list of the prize recipient is as follow:

3A	IP MING HIN	3C	ZHANG YURIN	3D	SO HO WA
3D	WONG CHUN TO	2A	TAM CHEUK NAM	2B	LUK TSZ HIN
2C	WONG CHEUK WANG	2D	WAT TSZ FUNG	1B	LO TIN CHI
1B	SIT JEEVAN	1B	ZHENG HAO XUAN	1D	CHAN CHEUK YU AIDAN

5. "Inter-School Table Tennis Competition", organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee, was held from September 2023 to May 2024 at the Luen Wo Hui Sports Centre. Our school sent 5 teams comprising 17 students to participate in the competition. Our Girls B Grade team was awarded the 1<sup>st</sup> Runner-up, Girls C Grade team was awarded the 5<sup>th</sup> place. The list of the prize recipient is as follow:

Girls B Grade	4B	LAU TSZ YU	4C	HEUNG WAI YING	1A	TAI HO YU
Girls C Grade	2B	LUI YUEN KIU EMMA	2C	LAU TSZ CHING	1A	WONG CHING LAM

6. "Inter-School Badminton Competition", organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee, was held from September 2023 to May 2024. Our school sent 5 teams comprising 30 students to participate in the competition. Our Girls B Grade team was awarded the 5<sup>th</sup> place. The list of the prize recipient is as follow:

Girls B Grade	4A	CHENG TSZ TUNG	4B	YIP TSZ TING	3A	LEUNG HOI CHING SOPHIE
	3A	MA HAU WING	3D	YEUNG SZE WING	1D	NG HEI YIU

7. "Inter-School Fencing Competition", organized by The Schools Sports Federation of Hong Kong, China, was held on 5<sup>th</sup>, 6<sup>th</sup> and 17<sup>th</sup> November 2023 at the Tiu Keng Leng Sports Centre.

Girls Epee A Grade	5D	SO YEUK FEI	2 <sup>nd</sup> Runner-up
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8. "Inter-School Archery Competition", organized by The Schools Sports Federation of Hong Kong, China, was held on 29<sup>th</sup> and 30<sup>th</sup> April 2024 at the Luen Wo Hui Sports Centre.

Girls B Individual	3A	TAI SZE KI	3 <sup>rd</sup> Runner-up
Girls B Team	2A	TSUI SIN YAN	1 <sup>st</sup> Runner-up
	3A	TAI SZE KI	
	4B	IP WING LAM	

9. "All HK Inter-secondary Schools Softball Competition", organized by The Schools Sports Federation of Hong Kong, China. Our school was awarded Champion in the Girls Division.

6D	LAM CHING YAN CHLOE	6C	MA HOI LAM KELLY	5D	TANTIKOVIT SHEUNG YIN
5D	LIANG KAM KI	5C	HO HAU CHING	5A	CHOY TSZ YU
4D	HUNG KAM LAM	4C	HEUNG WAI YING	4B	YIP TSZ TING
4A	MO WING YAN	3D	YEUNG SZE WING	3C	CHENG SZE CHING HELICIA
2B	LUI YUEN KIU EMMA	2B	CHIU LEE CHI	2A	TANG YU CHING
2A	SUN YINGER				

10. "Helen Cup - Fencing Competition", organized by the Helen Liang Memorial Secondary School (Shatin)

Girls Foil	3B	CHAN SZE YIN	5 <sup>th</sup> place
Boys Foil	1A	TANG HIROSHII CHUN KIU	5 <sup>th</sup> place
Boys Epee	2B	YE ZI QIAN KEVIN	6 <sup>th</sup> place

11. "Inter-School Fencing (Team) Competition", organized by the Helen Liang Memorial Secondary School (Shatin). Our school was awarded 1<sup>st</sup> Runner-up in the Boys and Girls Division.

Boys Division	6D	CHUI CHIN HUNG IVAN	6B	YU KA SHUN	5D	ZHANG SIU TO
	5C	YU HING YU	3C	CHAN KAM WAI		
Girls Division	6D	SO YEUK FEI	5D	HO WING TIN	5B	CHAU CHI YAN
	3C	WONG LOK TING	3A	TONG WING YAN		

12. "Hong Kong U15 Softball Elite Competition", organized by the Softball Association of Hong Kong, China. Our school was awarded 2<sup>nd</sup> Runner-up in the Girls Division.

3D	YEUNG SZE WING	3C	CHENG SZE CHING HELICIA	2B	LUI YUEN KIU EMMA
2B	CHIU LEE CHI	2A	TANG YU CHING	2A	SUN YINGER
1D	YEUNG MAN YAN	1D	NG HEI YIU	1D	LAU WAI LAM
1A	WONG CHING LAM	1A	AI HO YU	1A	MAK TSZ KIU
1A	LAU CHUNG YAN ISA				

13. "67th Festival of Sport - Archery Tournament", organized by the Sports Federation & Olympic Committee of Hong Kong, China.

Boys Junior	2B	KWOK CHUN LAM	5 <sup>th</sup> place
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14. "Volleyball for Two Tournament", organized by Salesian English School. Our school was awarded 1st Runner-Up in Shield Final.

6C	MA TSZ HO	6C	TAM PAK KIU	6D	LUO TSZ TING
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15. "Hong Kong Junior Age Group Athletics Competition 2024-2", organized by Hong Kong Distance Runners Club.

Boys (U20)	5D	GUO HAOHAN	100m - 3 <sup>rd</sup> Runner-up
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16. "Grantham Outstanding Student Athletes Awards", organized by The Schools Sports Federation of Hong Kong, China and funded by Grantham Scholarships Fund.

New Territories Region

Outstanding Athlete Award (Softball)	4D	HUNG KAM LAM
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17. "NT Secondary Schools Outstanding Athlete Award (All Round)", organized by The Schools Sports Federation of Hong Kong, China and funded by Grantham Scholarships Fund.

Tai Po and North District

Outstanding Athlete Award (All Round)	3D	YEUNG SZE WING
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18. "2023-2024 Hong Kong Student Sports Award", organized by A.S. Watson. Group Award Winner

4D	HUNG KAM LAM
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19. "Overall Champion Awards (All Sports)", organized by The Schools Sports Federation of Hong Kong, China

Girls Team	Top-Ten Award
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20. "Hong Kong Junior Judo Championships 2023", organized by The Judo Association of Hong Kong, China

Champion	2B	LUI HAU KIU	Women's Group J	-44kg
	2D	KWAN CHUI YI	Women's Group J	-48kg
First Runner-Up	3A	ZHONG TSZ SHAN	Women's Group J	-52kg
	3D	CHAN HIU TSUNG	Man's Group	+66kg
Second Runner-Up	3D	CHAN YAN KIU	Women's Group J	-57kg
	5B	CHEUNG HIU CHING	Women's Group K	-57kg



21. "Hong Kong Student Judo Championship 2023", organized by The Judo Association of Hong Kong, China
- |                  |    |                |                 |       |
|------------------|----|----------------|-----------------|-------|
| Champion         | 2D | KWAN CHUI YI   | Women's Group G | -48kg |
| First Runner-Up  | 3D | CHAN YAN KIU   | Women's Group G | -57kg |
| Second Runner-Up | 3D | CHAN HIU TSUNG | Man's Group C   | +66kg |
|                  | 2B | LUI HAU KIU    | Women's Group G | -44kg |
22. "Hong Kong Junior Judo Team Championship 2023", organized by The Judo Association of Hong Kong, China
- |          |    |              |
|----------|----|--------------|
| Champion | 2D | KWAN CHUI YI |
|----------|----|--------------|
23. "National Day Cup Judo Championship 2023", organized by Great Eastern Judo Union
- |                  |    |              |         |       |
|------------------|----|--------------|---------|-------|
| Champion         | 2D | KWAN CHUI YI | F Group | -48kg |
| First Runner-Up  | 5B | CHOW PUN HIN | E Group | -66kg |
|                  | 3D | YAU TSZ YAN  | F Group | -45kg |
| Second Runner-Up | 4B | LAI TSZ YING | F Group | -48kg |
24. "Kowloon City Judo Competition for the celebration of the 26th Anniversary of the Establishment of the HKSAR" organized by Kowloon City District Recreation and Sports Council
- |          |    |              |
|----------|----|--------------|
| Champion | 2D | KWAN CHUI YI |
|----------|----|--------------|
25. "2nd North District Judo Championships", organized by North District Sports Association
- |                  |    |                |    |                |    |             |
|------------------|----|----------------|----|----------------|----|-------------|
| Champion         | 3D | CHAN YAN KIU   | 2D | KWAN CHUI YI   | 2B | LUI HAU KIU |
| First Runner-Up  | 3D | YAU TSZ YAN    |    |                |    |             |
| Second Runner-Up | 3D | CHAN HIU TSUNG | 3A | ZHONG TSZ SHAN |    |             |
26. "55th South China Athletic Association Judo Championships", organized by South China Athletic Association
- |                 |    |              |         |       |
|-----------------|----|--------------|---------|-------|
| Champion        | 2D | KWAN CHUI YI | Group C | -47kg |
|                 | 2B | LUI HAU KIU  | Group C | -42kg |
| First Runner-Up | 5B | CHOW PUN HIN | Group E | -66kg |
27. "Police Judo Club Tournament 2024", organized by Hong Kong Police Judo Club
- |                  |    |              |         |       |
|------------------|----|--------------|---------|-------|
| First Runner-Up  | 3D | CHAN YAN KIU | Group E | -57kg |
|                  | 2B | LUI HAU KIU  | Group E | -45kg |
| Second Runner-Up | 5B | CHOW PUN HIN | Group F | -66kg |

### 3. Financial Summary

		Income (\$)	Expenditure (\$)
Balance	B/F (Government Funds and School Funds)	<b>\$9,408,661.45</b>	
I.	Government Funds		
	(1) EOEBG		
	(a) Baseline		
	(1) Baseline	\$2,076,794.56	-2,289,145.87
	(2) Other Income	\$85,552.36	
	(3) Amount transferred to other Grants		-59,717.50
		<b>\$2,162,346.92</b>	<b>-2,348,863.37</b>
	(b) School Specific Grant		
	(1) Administration Grant	\$4,225,485.07	-4,508,400.00
	(2) Air-conditioning Grant	\$608,792.00	-431,934.34
	(3) Composite Information Technology Grant	\$512,696.00	-546,456.55
	(4) Capacity Enhancement Grant	\$666,935.00	-654,275.00
	(5) School-based Management Top-up Grant	\$52,596.00	-38,500.00
	(5) School-based Speech Therapy Admin. Grant	\$8,415.00	0.00
		<b>\$6,074,919.07</b>	<b>-6,179,565.89</b>
II.	School Funds (General Funds)		
	(1) Tong Fai	\$97,730.00	
	(2) Donations	\$130,658.30	
	(3) Profit On Sale of Exercises Book	\$6,259.48	
	(4) Collection of fees for specific purpose (including electricity charges for air-conditioning)	\$67,290.00	
	(5) Tuckshop Rental received	\$100,000.00	
	(6) Hire of School Premises	\$46,491.60	
	(7) Bank Interest	\$262,579.92	
	(8) Other Income	\$1,070,305.70	-2,912,322.68
		<b>\$1,781,315.00</b>	<b>-2,912,322.68</b>
Total surplus for school year		\$1,422,170.95	
Accumulated surplus as at the end of school year		<b>\$7,986,490.50</b>	