



Shau Kei Wan Government Secondary School School Report 2012-13

Address : 42 Chai Wan Road, Hong Kong
Tel/ Fax no. : 2560 3544 / 2568 9708
Website : www.sgss.edu.hk
E-mail : skwgss@edb.gov.hk

Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto 'VINCIT VERITAS' in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.

Table of Contents

	<i>Page</i>	
1	<i>Our School</i>	
1.1	<i>Type of School</i>	1
1.2	<i>Historical Background</i>	1
1.3	<i>School Facilities</i>	1
1.4	<i>School Management</i>	1
2	<i>Our Students</i>	
2.1	<i>Class Organisation</i>	2
2.2	<i>Unfilled Places</i>	2
2.3	<i>Students' Attendance</i>	2
2.4	<i>Destination of S6 Graduates</i>	3
2.5	<i>Early Exit Students</i>	3
3	<i>Our Teachers</i>	
3.1	<i>Teachers' Qualifications</i>	4 - 6
3.2	<i>Teachers' Experience</i>	6
3.3	<i>Teachers' Professional Development</i>	7
4	<i>Our Learning and Teaching</i>	
4.1	<i>Lesson Time for the 8 Key Learning Areas</i>	8
4.2	<i>Medium of Instruction</i>	8
4.3	<i>Students' Reading Habit</i>	9
5	<i>Achievements and Reflection on Major Concerns</i>	
5.1	<i>Major Concern 1</i>	10 - 19
5.2	<i>Major Concern 2</i>	20 - 26
5.3	<i>Major Concern 3</i>	27 - 31
6	<i>Performance of Students</i>	
6.1	<i>HKDSEE</i>	32
6.2	<i>Inter-school Activities and Awards</i>	33 - 55
6.3	<i>Students' Achievements in Extra-curricular Activities</i>	56 - 57
6.4	<i>Students' Physical Development</i>	58
7	<i>Support for Student Development</i>	
7.1	<i>Careers Guidance Team</i>	59
7.2	<i>Discipline Team</i>	60
7.3	<i>ECA Team</i>	61
7.4	<i>Guidance Team</i>	62
7.5	<i>Moral and Civic Education Team</i>	63 - 64
8	<i>Financial Summary (ending 31 August 2013)</i>	65
9	<i>Feedback on Future Planning</i>	
9.1	<i>Major Concern 1</i>	66
9.2	<i>Major Concern 2</i>	66 - 67
9.3	<i>Major Concern 3</i>	67

1 Our School

1.1 Type of School

Shau Kei Wan Government Secondary School is a co-educational grammar school operated by the Hong Kong Special Administrative Region Government.

1.2 Historical Background

Shau Kei Wan Government Secondary School was founded in 1961. As the school was still under construction, it operated in the shared premises of Clementi Middle School at Fortress Hill Road. It moved to its present premises at 42 Chai Wan Road, Hong Kong in the autumn of 1964 and was officially opened on 19th November 1964.

1.3 School Facilities

The school has a total of 34 classrooms, plus a Computer-Assisted Learning Room, a Multi-media Learning Centre, an English Room, a Language and Liberal Studies Room, 4 laboratories (for Physics, Chemistry, Biology and Integrated Science) and 6 special rooms (for Visual Arts, Music, Design & Technology, Home Economics/Needlework, Geography and Computer Studies). The school has also got a Library, a School Hall, 2 Staffrooms, a Staff Common Room, a General Office, a Conference Room, a Student Activity Centre, a Careers Library, a Social Worker's Room, a Discipline Room, a Guidance Room and a Music Practice and Activities Room. In addition to rooms, there are a garden, a courtyard, a basketball court, two basketball half-courts, a volleyball court and a mini-football pitch.

1.4 School Management

School-based management was implemented in 1999.

Composition of the School Management Committee

Category Year	Sponsoring Body (EDB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
10/11	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
11/12	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
12/13	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

Committee members of 2012-13 were Ms Chan Mo-ngan, Teresa (Chairlady), Mr Yuen Kwong-yip (Principal), Mrs Chan Tsang Wing-ching and Mr Tung Kin-ye (Parent Members), Mr Chan King-sang, Edward and Mr Chow Wing-sum (Alumni Members), Mr Ko Tin-lung and Mr Leung Sing-tat, Michael (Independent Members), Mrs Cheung Chan So-kum and Mrs Wong Cheng Yuk-wan (Teacher Members). Mrs Kwan Lee Yuen-fun was Secretary.

2 Our Students

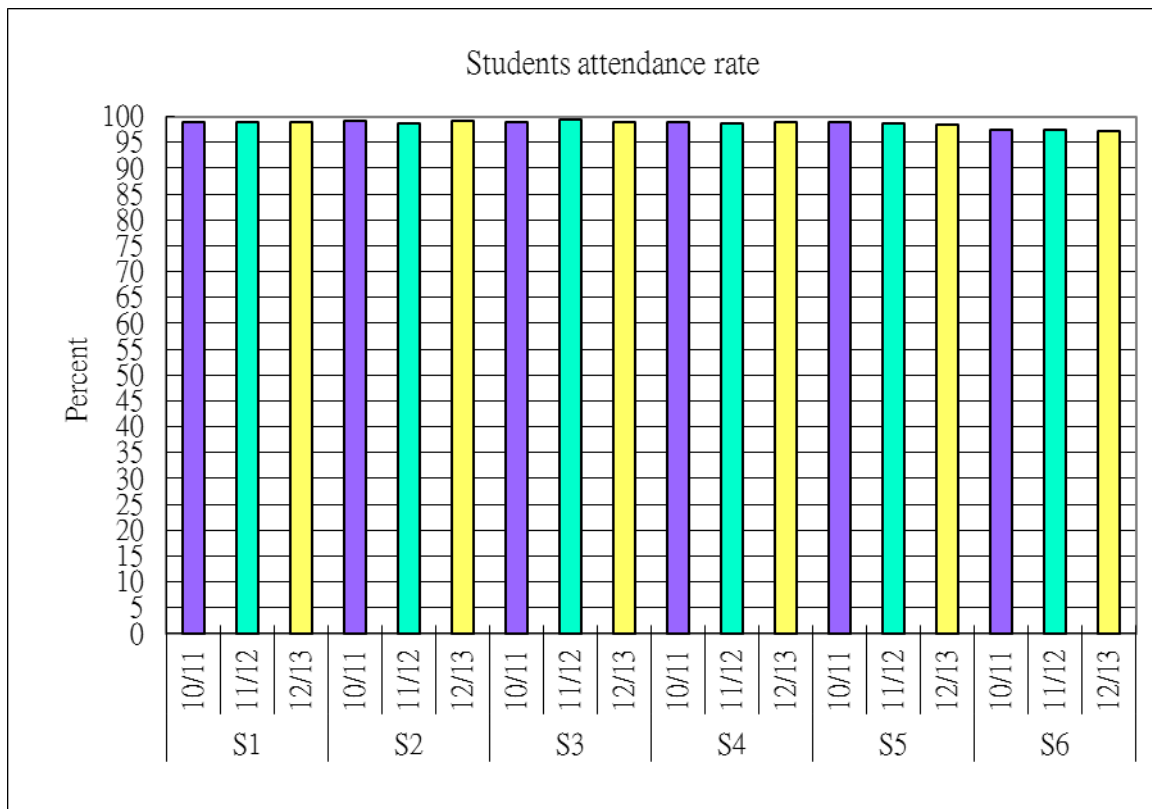
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	5	5	5	5	28
Boys	67	65	97	107	85	86	512
Girls	77	79	81	79	94	87	492
Total Enrolment	144	144	178	186	179	173	1004

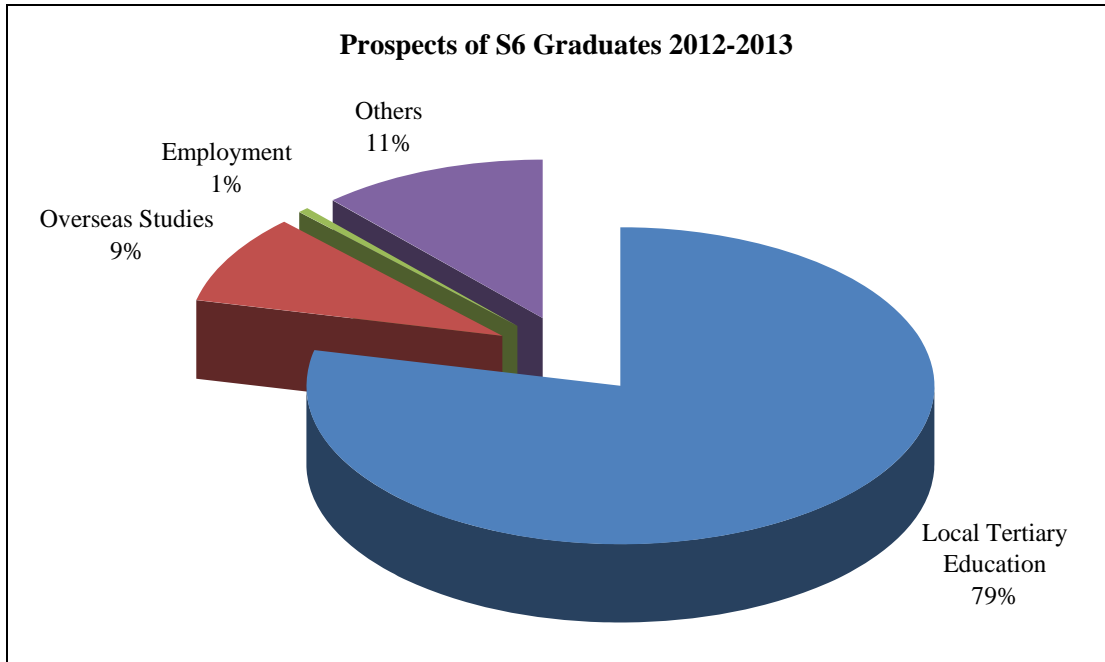
2.2 Unfilled Places

Every year all places are filled. There are no unfilled places.

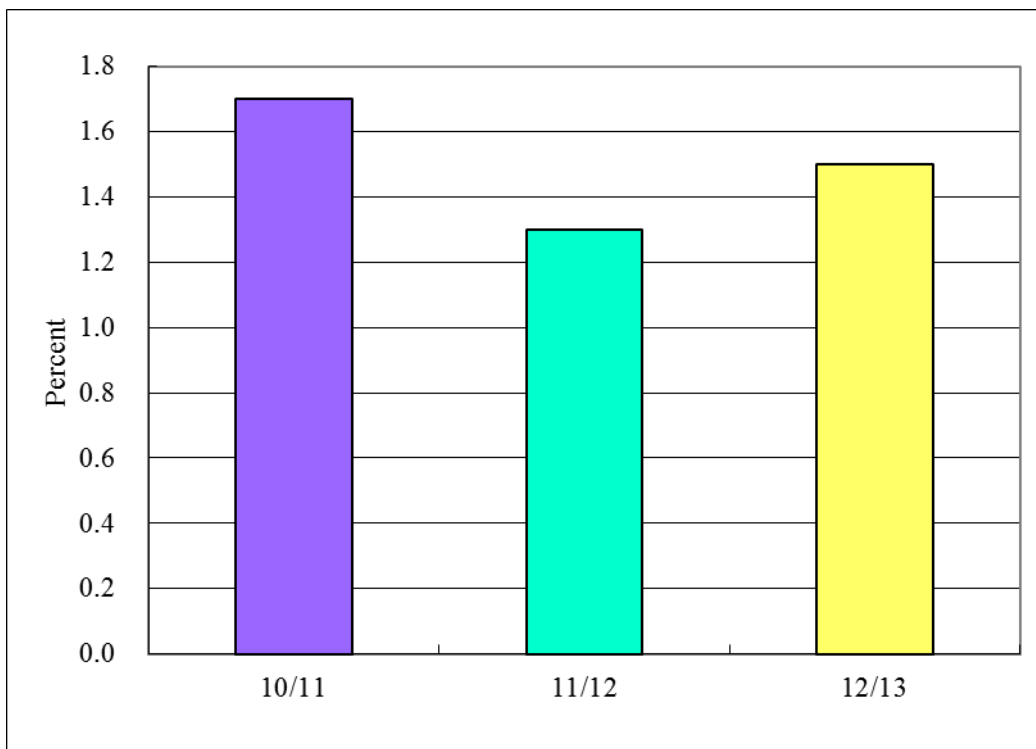
2.3 Students' Attendance



2.4 Destination of S6 Graduates



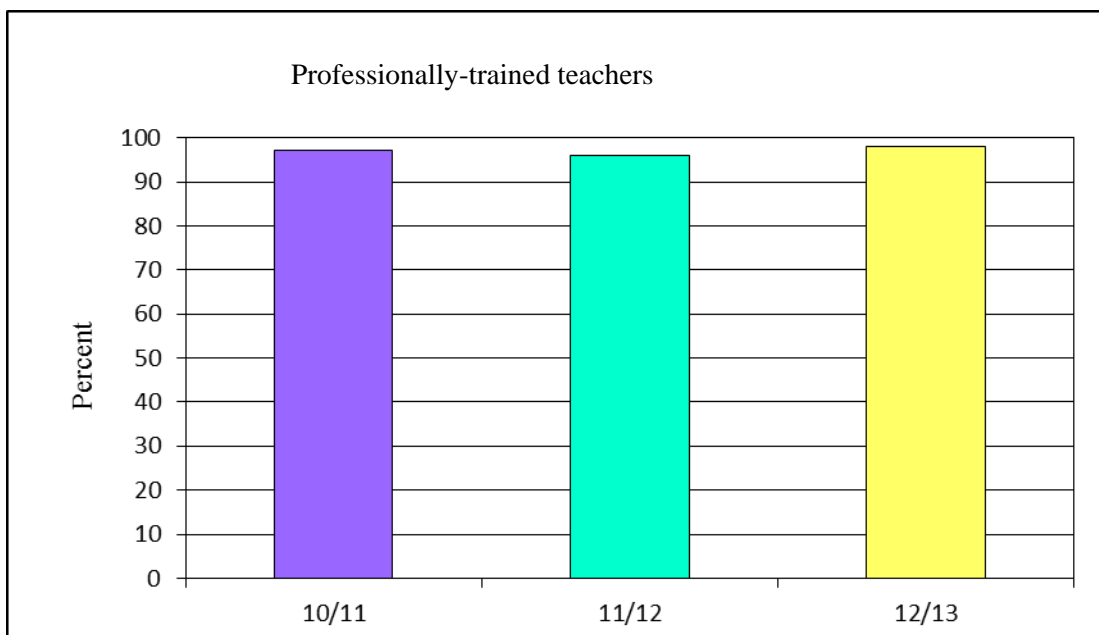
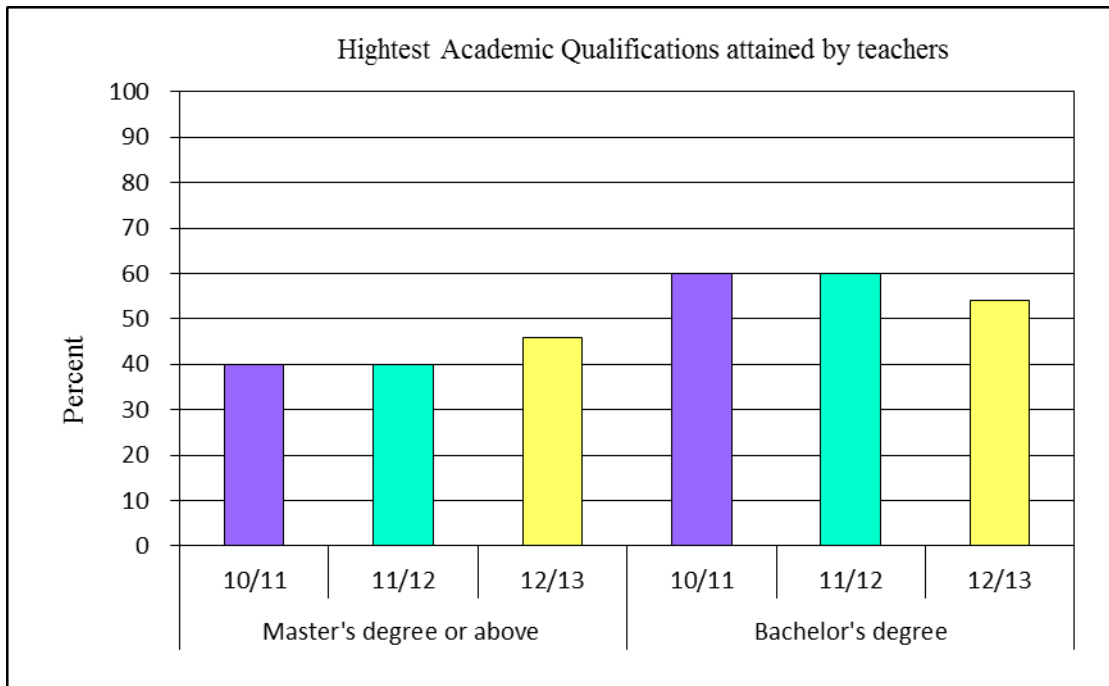
2.5 Early Exit Students

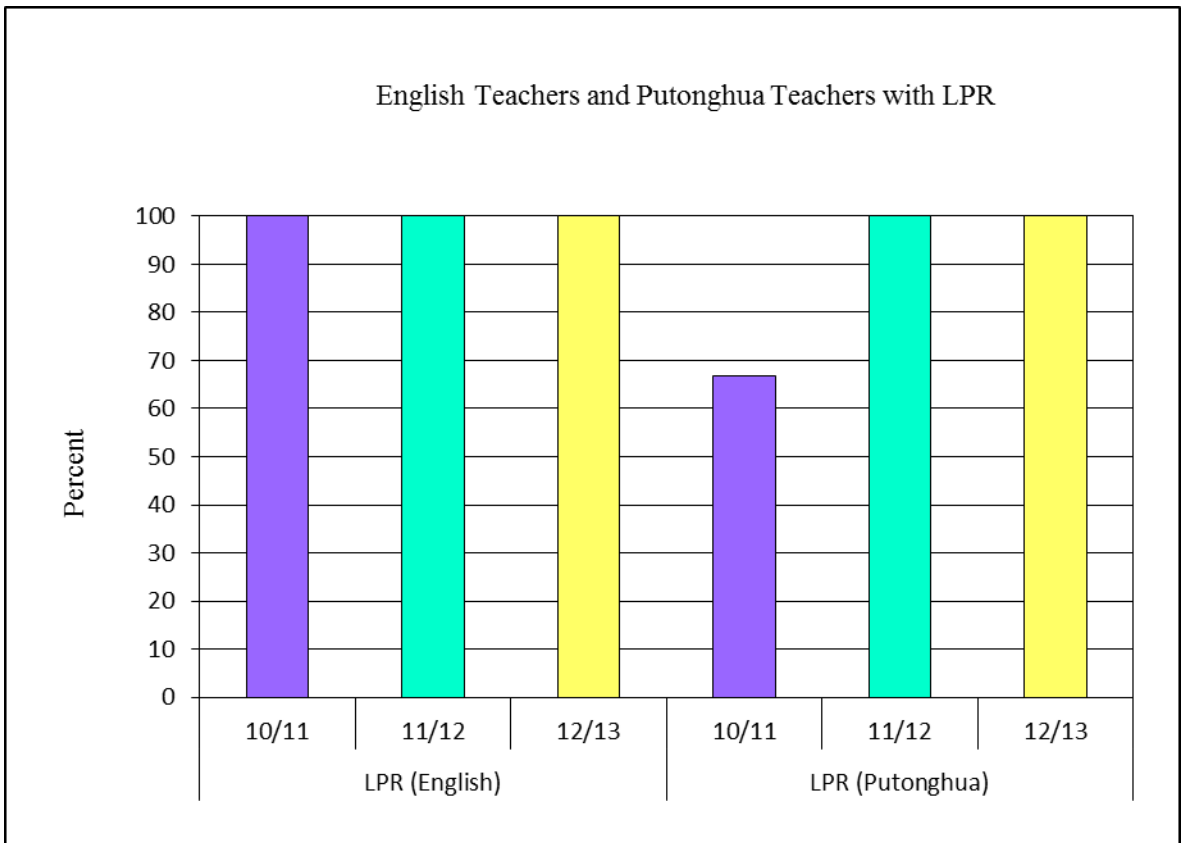
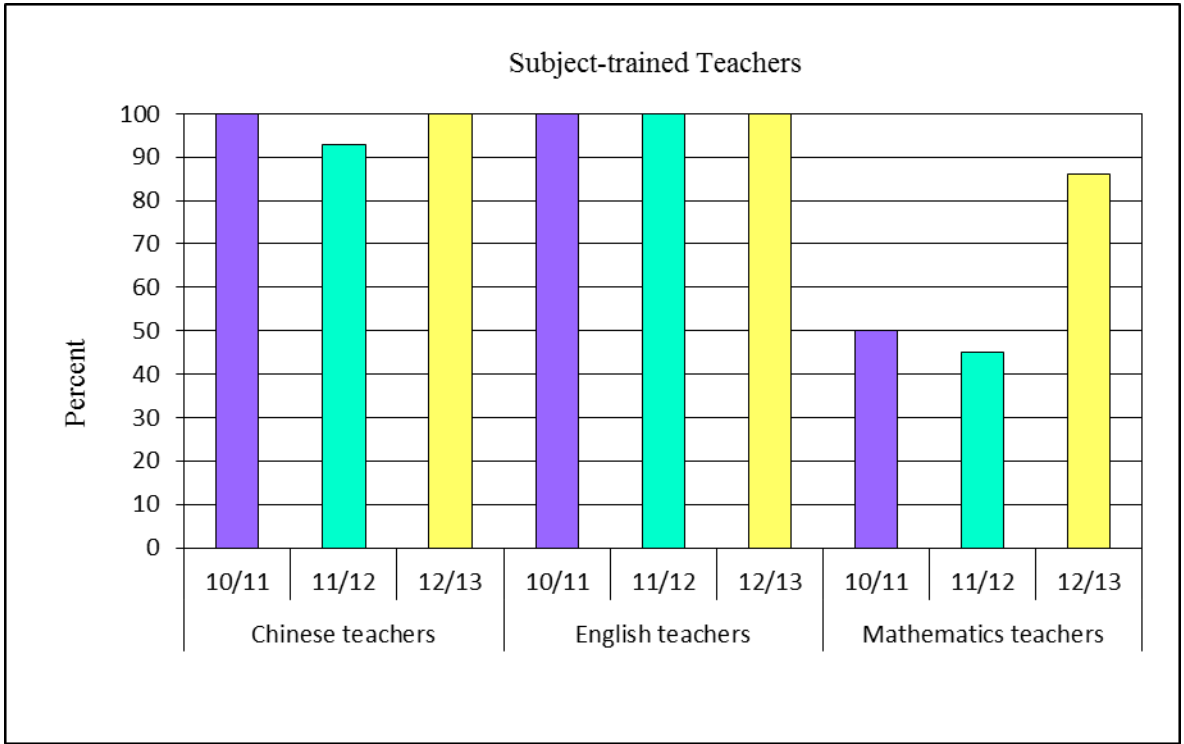


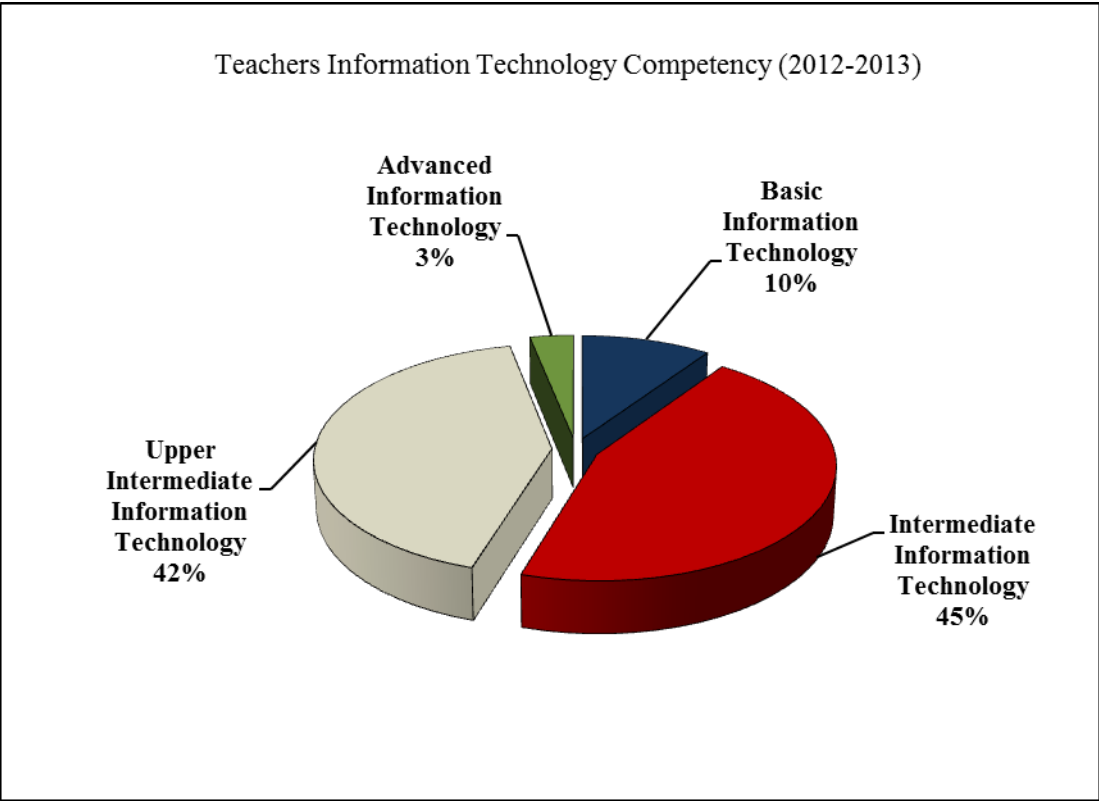
3 Our Teachers

3.1 Teachers' Qualifications

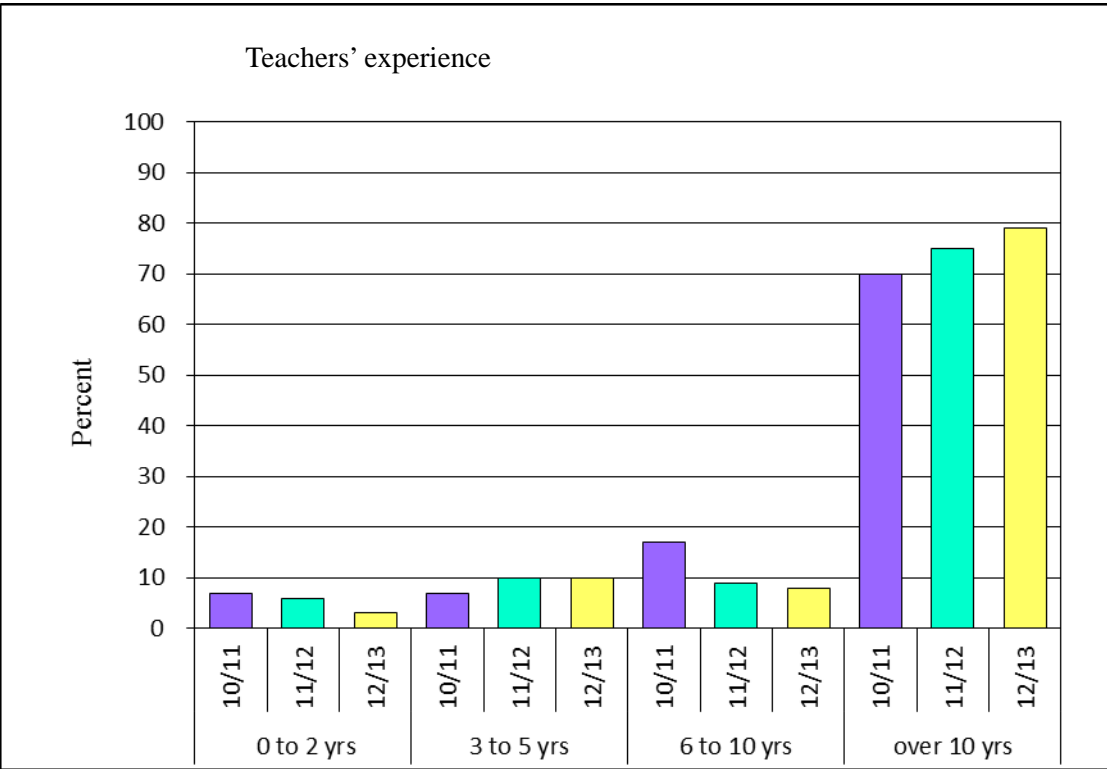
There were 97 staff members in our school: the Principal, 2 Assistant Principals, 66 Teachers, 1 Teacher Librarian, 3 Teaching Assistants, 2 Clerical Officers, 1 Clerical Assistant, 1 Office Assistant, 1 Accounting Clerk, 3 General Clerks, 3 Laboratory Technicians, 1 Technical Support Services Officer, 1 Computer Technician, 3 Semi-skilled Workers, 5 Workmen II and 3 General Workers.







3.2 Teachers' Experience



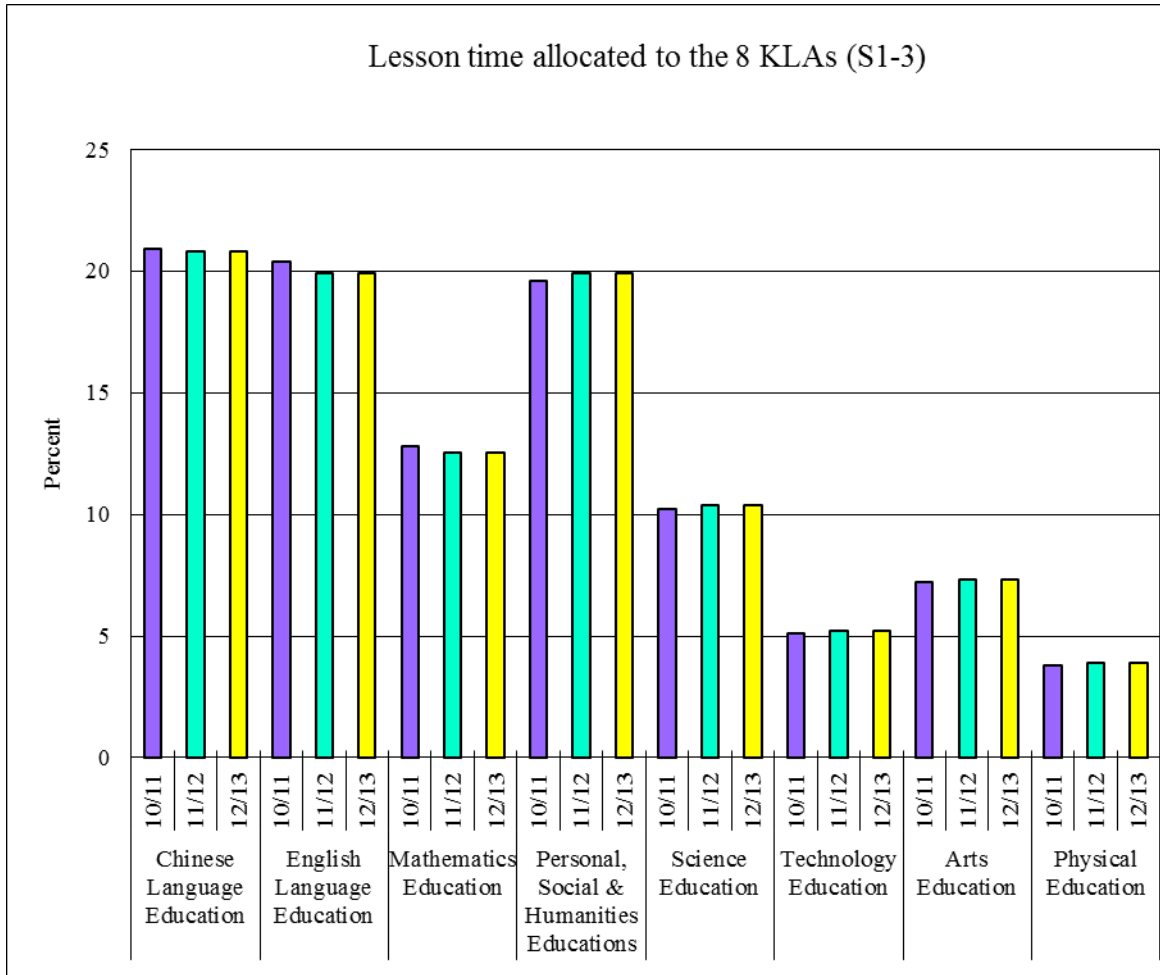
3.3 Teachers' Professional Development

In the year 2012-2013, teachers (including the Assistant Principals) undertook a total of 1,747.75 hours of training in the 6 Core Domains of Teacher Competencies Framework.

	Domain	No. of Hours
1.	Learning and Teaching	912
2.	Student Development	106
3.	School Development	323
4.	Professional Relationships and Services	70.75
5.	Personal Growth & Development	250
6.	Others	86
	Total	1747.75

4 Our Learning and Teaching

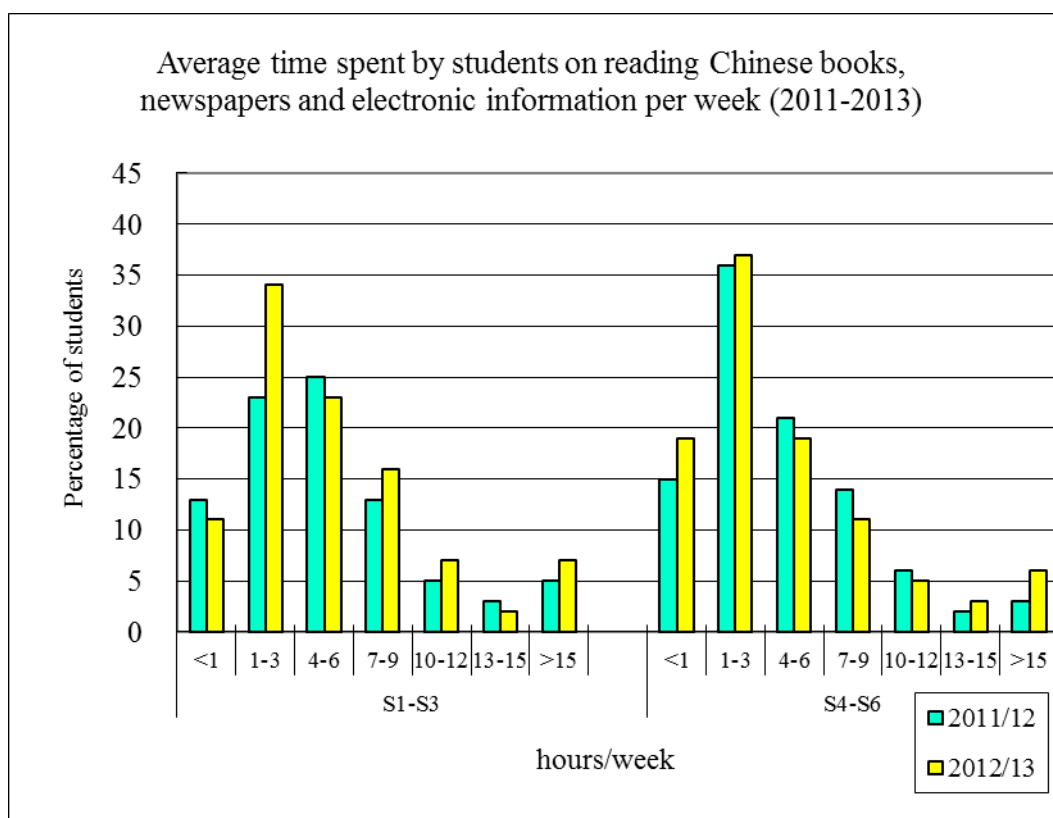
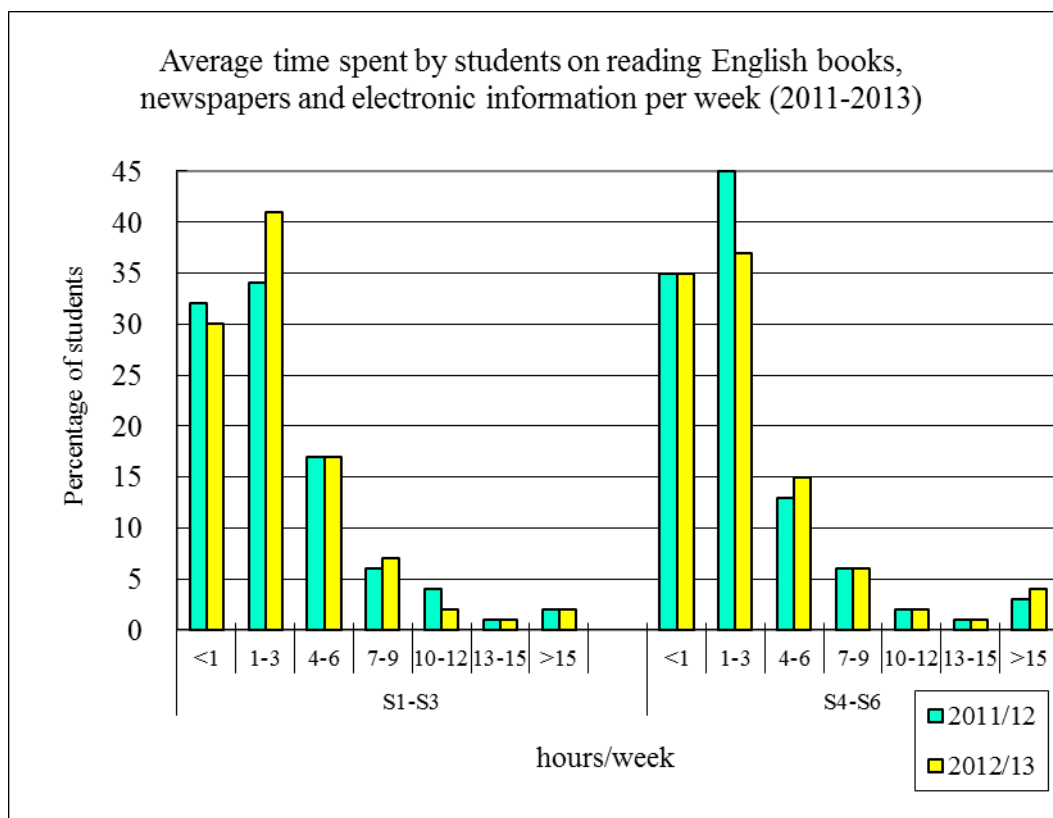
4.1 Lesson Time for the 8 Key Learning Areas (KLAs)



4.2 Medium of Instruction

In 1998 the Education Department approved the use of English as the medium of instruction in all subjects except for Chinese Language, Chinese Literature, Chinese History and Putonghua.

4.3 Students' Reading Habit



5 Achievements and Reflection on Major Concerns

Major Concern 1: To enhance students' self-learning skills

Focus Area A: To encourage students to become self-directed and independent learners

Strategies/Tasks	Achievements and Reflection
<p>1. To organise workshops/courses to enhance students' self-learning skills</p> <p>1.1 To use the 'Diversity Learning Grant' (DLG) for Gifted Education Programmes to organise workshops for high-achievers in senior levels</p> <p>1.2 To conduct tailor-made programmes for low-achievers in junior levels</p> <p>1.3 To provide opportunities for students to develop their generic skills in lessons Focused skills: S1-2: Communication, Collaboration and Information Technology S3-4: Problem-solving and Self-management S5-6: Critical Thinking and Study Skills</p>	<p>Workshops/courses organised to enhance students' self-learning skills</p> <p>(a) Workshops organised for high-achievers in senior levels funded by the 'Diversity Learning Grant' (DLG) for Gifted Education Programmes</p> <p>(i) School-based enrichment programmes on Training for <i>Odyssey of the Mind</i> and <i>HK Physics Olympiad</i> were organised by Physics Department, KLA Science to develop students' critical thinking, creativity and problem solving skills. Records showed that the attendance was good. Trainers commented that the participants were engaged as well. Students of the former training course reflected that it was a good experience to develop their generic skills while the participants of the latter expressed that they gained more insight in the subject and the problem-solving skills were enhanced. Participants won the award of 'Best Performance' in the <i>Odyssey of the Mind</i> and one participant was awarded 'Honourable Mention' in <i>HK Physics Olympiad</i>.</p> <p>(ii) Pulled-out enrichment programmes <i>Applied Strategic Thinking Workshop</i> and <i>Creativity Thinking Workshop</i> were organised in March and April 2013. Trainers commented that participants of both workshops were well engaged and they contributed great ideas throughout the workshops. Among the participants of the <i>Applied Strategic Thinking Workshop</i>, 96% and 83% of them either agreed or strongly agreed that the activity has developed their skills in planning and achieving their goals, and given them useful tips on tackling difficulties ahead respectively. 83% of them indicated that they would recommend this workshop to other students. For the <i>Creativity Thinking Workshop</i>, 65% of the participants were satisfied with the activity. 48% of them either agreed or strongly agreed that the activity has given them useful tips on developing their creativity and 52% of the participants would recommend this workshop to other students.</p> <p>(iii) The Cross-curricular Study Tour to Taiwan organised by the Chinese Department, Liberal Studies Department, Environmental Education Committee and the Moral & Civic Education Committee was held in April 2013. This tour allowed high-achievers to enrich their learning experiences outside the classroom. Teachers observed that students took the initiative to prepare for their projects by interviewing local people and collecting information during site visits. Students also made good self-evaluation in their reflection. Sharing of this learning experience to the whole school was held in post-exam period in July 2013.</p> <p>(iv) 9 and 3 nominees were successfully selected by HKUST & CUHK for the off-site support programmes 'Business Young Stars' and 'Programme for the Gifted and Talented' respectively.</p>

(v) Apart from programmes funded by the DLG, 11 departments organised workshops or supplementary classes to prepare students for external competitions or public examinations. All the teachers concerned rated this measure either effective or very effective in broadening students' horizons, refining their subject knowledge and helping students build up confidence in tackling challenging tasks.

(b) Programmes tailored for low-achievers in junior levels

(i) Subject-based programmes for low-achievers were offered by 8 departments in the form of supporting classes, club-run activities and the student-mentorship programme in lessons. 6 out of 11 departments involved rated this measure either effective or very effective. Teachers commented that some students showed improvements in their learning performance.

(ii) Apart from these tailor-made programmes, the school ran the 'Be with you' Programme for English, Chinese, Maths, Physics, Chemistry and Biology. Teachers reported that students showed a little improvement after attending the tutorial class. This was in line with the post-course student evaluation. More than 85% of the participants, except those in S2 Chinese, S3 English and S3 Math classes, either agreed or strongly agreed that the classes helped them achieve better learning outcomes. More than 80% of them, except those in S1 English, S1 Chinese, S3 Math and S3 Physics classes, either agreed or strongly agreed that the classes helped them build up more confidence in learning. Participants of S1 Math, S3 Chinese, S3 Physics, S3 Chemistry and S3 Biology classes were eager to join the classes. However, many participants of the other classes were not so positive mainly because most of them were forced by their parents to enrol in these tutorial classes. On the whole, S3 students were enthusiastic in both language and science classes offered to them while participants of other language classes were not so positive. Besides, individual tutoring was offered by other departments after lessons. Teachers found that students have made improvement in their learning and personal growth.

(c) Development of students' generic skills in lessons

S1-S2: Communication, Collaboration and Information Technology

Learning activities, e.g. group/class discussion, project work and individual/group presentation were provided.

S3-S4: Problem-solving and Self-management

Learning activities, e.g. integrated tasks, group/class discussion, investigative-based/self-directed project work, application of e-learning and visits were provided.

S5-S6: Critical Thinking and Study Skills

Learning activities, e.g. writing, integrated tasks, news commentary and SBA tasks were provided.

	<p>(d) Teachers observed that students with good learning attitude could acquire these generic skills better and made use of these skills to achieve better in their learning. From the survey of students' self- evaluation of learning conducted in June 2013, 92% of S1 and S2 students either agreed or strongly agreed that they could communicate well and collaborate with their peers in learning activities while 89% agreed or strongly agreed that they could manage information technology in learning. As for S3 and S4 students, respectively 84% and 83% of them either agreed or strongly agreed that they acquired better problem solving and self-management skills. For S5 students, 74% and 65% agreed or strongly agreed that they had better critical thinking skills and study skills respectively.</p> <p>(e) Teachers were advised to design learning tasks with reference to students' life experiences, interest and ability.</p>
<p>2. To promote among students the habit of pre-lesson preparation</p> <p>2.1 To design learning tasks and schedule of work for students to prepare before attending lessons</p> <p>2.2 To follow up on students' preparation work in lessons</p>	<p>Measures taken to promote the habit of lesson preparation among students</p> <p>(a) All 20 departments either provided reference materials/pre-lesson worksheets or requested students to collect information before the lessons commenced.</p> <p>(b) Teachers incorporated the abovementioned materials into their lesson plan. For example, students had to submit their drafts of oral presentation to their Putonghua teachers before they presented in classes.</p> <p>(c) 54.8% S6 students agreed that pre-lesson preparation facilitated their learning but only 44% of them always did this. Similar findings were found in other forms. 58.1% S1-S5 students agreed that pre-lesson preparation facilitated their learning but only 37.8% of them always did this. As reported by subject teachers, the effectiveness depended on the attitude of individual students. Low-achievers, particularly those with poor learning attitude, did not form this habit.</p>
<p>3. To promote reflective learning through sharing/peer learning</p> <p>3.1 To arrange presentation/sharing sessions in class or on e-class</p> <p>3.2 To design oral or written activities for reflection after talks or programmes in Life Wide Learning</p>	<p>Measures taken to promote reflective learning through sharing/peer learning</p> <p>(a) Presentation/sharing sessions arranged in class or on e-class</p> <p>(i) In-class presentation/sharing sessions were arranged in 16 departments. Along with this, e-class presentation/sharing sessions were also arranged in English, Chinese and LS Departments.</p> <p>(ii) Peer study groups led by high-achievers were formed among S4 BAFS students to facilitate in-class discussion and after-class practices. Good works of students were circulated in LS lessons.</p> <p>(iii) 54.8% S6 students and 59.1% S1-S5 students agreed that post-lesson reflection facilitated their learning but only 44% and 45% kept that as a habit. 88% of departments concerned agreed that these activities could allow students to have a deeper understanding of concepts and issues. About 85% students expressed that they enjoyed learning with their peers and could learn from their peers.</p> <p>(b) Activities designed for reflective learning after talks or programmes in Life Wide Learning sessions 14 reflective learning activities (7 in written, 5 in oral and 2 in both forms) were held.</p>

	<p>(c) Follow-up activities like the display of student reflection cards and e-class sharing were held to encourage peer learning. In-depth reflection related to learning and value-building was shown in many students' works displayed on board and e-class. Teachers-in-charge pointed out that students' learning has been enhanced. 55% of students also thought that talks in LWL sessions could help them reflect on their learning. Organisers were impressed by students' good questioning skills.</p>
<p>4. To hold workshops/seminars to refine teachers' teaching strategies for developing students' self-learning skills</p> <p>4.1 Collaborative lesson preparation (CLP)</p> <p>4.2 Presentation/sharing of good teaching models among department and KLA members</p> <p>4.3 Sharing session with teachers from other schools or professionals on Staff Development Day</p>	<p>Workshops/seminars held to refine teachers' teaching strategies for developing students' self-learning skills</p> <p>(a) Collaborative lesson preparation (CLP) The average number of CLP sessions conducted in this school year was 6, excluding LS, the CLP lessons of which were set in the regular time-table, and 3 one-man departments (D&T, HE and Music). 13 departments gave high ratings for strengthening collaboration among panel members in conducting learning and teaching activities in lessons, ensuring the quality and uniformity in teaching.</p> <p>(b) Presentation/sharing of good teaching models among department and KLA members The average number of CLP sessions conducted for sharing of good teaching models among panel members of the department in this school year was 2.8. Time clashes among teachers involved made sharing sessions difficult to be arranged.</p> <p>(c) Sharing sessions with teachers from other schools or professionals</p> <p>(i) A workshop on Co-operative Learning was conducted on Staff Development Day in November to familiarise teachers with the abovementioned learning and teaching strategy. 89% of the teachers agreed that the content presented was relevant to their teaching and 74.5% of the teachers thought that the information obtained could be applied to their teaching.</p> <p>(ii) A sharing with 8 teachers from Kwun Tong Government Secondary School was held at our school on 24 May 2013. The topics for discussion were measures on smooth transition from the junior to the senior secondary curriculum, implementation of the NSS curriculum and teaching of Liberal Studies. Professional development of teachers was enhanced.</p>
<p>5. To seek parents' support in fostering students' life-long learning attitude</p> <p>5.1 To organise talks for parents so as to familiarise them with their roles Suggested themes: S1: Adaptation to secondary school life and study skills S2: Learning at junior levels S3: Adaptation to senior secondary study methods All levels: Parenting education</p>	<p>Parents' support in fostering students' life-long learning attitude</p> <p>(a) Three talks were organised for parents in October 2012.</p> <p>S1: Adaptation to secondary school life and study skills More than 100 parents attended the talk. The talk introduced the school curriculum and study skills in LS. Parents commented in the Question-Answer session that the talk was helpful to make them understand better their role in secondary schooling.</p> <p>S2: Learning at junior levels About 100 parents attended the talk. The talk introduced the school curriculum and assessment, careers paths and the study skills with emphasis on e-learning. 73%, 83% and 88% parents showed positive responses respectively.</p> <p>In addition to the planned programme, a talk on the senior secondary curriculum and careers path of tertiary education was organised for</p>

<p>5.2 To provide school intranet and e-class accounts for parents and encourage them to keep pace with their children's learning</p> <p>5.3 To invite parents to recommend books or share their learning experiences</p>	<p>parents of S2 students. Out of the 66 families attended the talk, 92% of the respondents found the talk useful to prepare their children for future studies.</p> <p>S3: Adaptation to senior secondary study methods Given both the parents and students were occupied with elective selection, there was no appropriate time for this talk.</p> <p>(b) All levels : Parenting education Co-organised with the Parent-Teacher Association, the school invited Ms LAI Kwok-wah, a popular author on parenting to give a talk on 「如何培養子女高尚的品德，以取得真正的成就」。 About 100 primary and secondary school parents attended the talk. 84.9% parents agreed that the purpose of the talk was achieved. All participating parents showed interest in attending similar talks.</p> <p>(c) Provision of school intranet and e-class accounts for parents Parents could access to the school Intranet and e-class through their accounts to know the latest news of the school. There are about 5,500 visits to the intranet for this purpose. However, due to technical limitation, access to learning and teaching activities of their children are not yet provided.</p> <p>(d) Book Recommendation by parents Parents were invited to host a book sharing session during lunch time in the Book Fair held in November 2012 at the school hall. However, the session could not be arranged due to time constraints.</p>
<p>6. To collaborate on cross-curricular project learning</p> <p>6.1 To encourage subject departments and functional teams to make the best use of school resources and outside resources to prepare project work</p>	<p>Collaboration on cross-curricular project learning</p> <p>(a) Various cross-curricular projects were designed to foster students' self-learning. Examples were: S1: Book Report Competition (English Department, S1 Mentorship Scheme and Reading to Learn Committee) S2: Water Rocket Model Design (Integrated Science and D&T Departments) S3: Science Project (Physics, Chemistry and Biology Departments) S4-5: Taiwan Study Tour (Chinese and Liberal Studies Departments, Civic & Moral and Environmental Education Committees) S5: Shenzhen Study Tour (History, Chinese History and Liberal Studies Departments and Civic & Moral Education Committee)</p> <p>(Details are listed in the attachment of the Annual Evaluation of this programme i.e. <i>Annual Evaluation of Major Concern 1.</i>)</p> <p>(b) Student mentors or cross-form grouping were provided to facilitate peer learning. Led by student mentors or senior form counterparts, students showed greater motivation to complete the task with collaboration. Communication skills were enhanced. 15 departments commented that the collaboration effectively utilised the resources and reduced teachers' workload on raising students' interest through cross-disciplinary</p>

settings. It was found that in the survey only 45.5% students enjoyed doing projects, but 64.2% admitted that project work facilitated their learning.

Focus Area B: To encourage students to acquire knowledge through the school e-class and other internet resources

Strategies/Tasks	Achievements and Reflection
<p>1. To maximize the use of e-class resources</p> <p>1.1 To create the framework of e-class for teachers' convenient use</p> <p>1.2 To establish e-resource banks for learning and teaching materials</p> <p>1.3 To promote interactive learning to encourage sharing of knowledge and collaborative work</p> <p>1.4 To provide channels for students to submit assignments and projects</p>	<p>Maximizing the use of e-class resources</p> <p>(a) The e-class system was ready for teachers' use in October.</p> <p>(b) 16 out of 20 departments established e-resources banks for learning and teaching materials in e-class. Problems encountered in e-class application included teachers' unfamiliarity with the e-class system and lack of time for management.</p> <p>(c) Many subject departments (about 40%) requested students to submit assignments and projects through the e-class which helped to keep a clear record of students' work and teachers' feedback.</p> <p>(d) Interactive learning activities e.g. e-forums were established by different departments to promote sharing of knowledge and collaboration among students.</p> <p>(e) In the S6 survey, 37.9% of the students indicated that they always used e-class for their learning while 29.5% thought that e-class facilitated their learning. The result of the other levels was 52.3% of the students always used e-class while 58.8% thought that e-class facilitated their learning. It was also found that some students of the other levels still asked for hard copy of learning and teaching materials. On the whole, students are not yet used to using e-classes though 73.5% of them admitted that the school e-class system is user-friendly and they are always encouraged to make good use of it.</p>
<p>2. To set up more e-forums for peer learning</p> <p>2.1 To set up e-forums on subject-based topics and ad hoc issues by the English Department, Chinese Department and Liberal Studies Department</p> <p>2.2 To encourage students to post responses or reflections on their learning experiences</p>	<p>Establishment of e-forums for peer learning</p> <p>(a) E-forums on subject-based topics were set up by the English, Chinese, Biology, Visual Arts, Design & Technology and BAFS Departments for discussions, reflections and sharing of their learning experiences.</p> <p>(b) Some departments with e-forums reflected that e-forum is a convenient way for students to exchange ideas and seek teacher's comment. Positive learning communities have been built to support peer learning. One History teacher has created an e-forum in Facebook and reflected that it is useful in group discussion as students always go to Facebook. However, some teachers also reflected that students did not participate enthusiastically and this correlated with the survey results that only 53.6% students were eager to do discussion in e-forums and this explained why only 56.8% students found e-forum useful in facilitating their learning.</p> <p>(c) The difficulties encountered in creating the e-forums were teachers' time constraint and their unfamiliarity with information technology. Some teachers found face-to-face discussion more effective.</p>
<p>3. To provide updated information from internet resources/websites for extended learning</p>	<p>Provision of updated information from Internet resources/websites for extended learning</p> <p>(a) 13 out of 20 departments established web-links in school e-class to provide reading materials for students.</p>

<p>3.1 To establish web-links to internet reading resources using the school e-class</p> <p>3.2 To design extended activities to continue classroom learning</p>	<p>(b) Extended learning activities like worksheet and class discussion were provided as follow-ups to the pre-lesson exercises.</p> <p>(c) Teachers reflected that students' performance in these extended learning activities depended much on their pre-lesson preparation. Students did well except those with low motivation. Encouraging results revealed in the survey of students' self-evaluation of learning showed that 65.1% students agreed that they could learn independently with the web-links provided.</p>
<p>4. To teach students the proper use of the internet</p> <p>4.1 To include the proper ways of using the internet in the school curriculum</p> <p>4.2 To introduce students to the correct ways to cite references from the internet</p> <p>4.3 To arrange talks and mass programmes on the correct attitude to using the internet</p>	<p>Introduction to the proper use of the Internet</p> <p>(a) 11 departments have made an oath to ensure the proper use of the Internet in their curricular. The areas concerned were intellectual property rights, choice of websites and privacy protection, etc. In the students' self-evaluation of learning survey, 74.3% students indicated that they were more aware of proper ways of using the Internet.</p> <p>(b) To instill the concept of intellectual property right and avoid plagiarism, 12 departments taught students to cite references from the Internet by making footnotes and bibliography. Most students were able to use the correct formats in their projects.</p> <p>(c) A drama on protecting online privacy was performed to students during LWL session in February 2013 to inculcate students the correct attitude when using the Internet. Many students showed that they know more about the correct use of the Internet in the post-programme reflection.</p>

Focus Area C: To develop in students a habit of reading and engage them actively in purposeful reading across curriculum

Strategies/Tasks	Achievements and Reflection
<p>1. To create more reading time</p> <p>1.1 To create a 25-min morning reading session every Tuesday. Students have to bring their own readers to the sessions. Class teachers and non-class teachers will read alongside students on alternate weeks.</p> <p>1.2 To compile a list of books, including a biography of an outstanding person in each related field, recommended by subject departments. Students are required to read at least three books on the list throughout the year for structured reading.</p> <p>1.3 To provide structured reading materials for students Students are given reading materials with follow-up</p>	<p>Prolonged morning reading session</p> <p>(a) A 25-min morning reading session was conducted before lessons every Tuesday. Students can read their own readers or the books from the class library. Teachers on duty commented that students brought their own readers and were generally engaged in reading. 66.94% S1-5 students either agreed or strongly agreed that they were engaged in active reading in the reading session.</p> <p>(b) In the S6 survey, 30.12% of the students agreed that the lengthened reading period helped them develop a healthy reading habit. There were requests from S6 students to read reference books or newspaper instead of readers.</p> <p>(c) A class with the best performance in the reading period was chosen for each level in the first term and presented certificates and gifts for appreciation.</p> <p>(d) Articles on life skills and personal growth were provided for students to read in some of the morning reading sessions by functional teams in the second term to facilitate structured reading.</p> <p>(e) The booklist for the Structured Reading Programme was compiled and uploaded to the school intranet for students' reference in Oct 2012. A total of 203 books have been donated by the school Alumni Association and displayed in the school library. Students have shown</p>

<p>activities prepared by subject departments and Function Teams. They can share their reflections on the reading materials in the class period or through the e-class system.</p>	<p>interest in the books. There were 96 checkouts of these books from the school library. Students borrowed the books from the public libraries as well. Orders were placed and more books would be purchased.</p> <p>(f) Due to difficulties in book procurement, there were a limited number of books available at school. It was rather infeasible to require students to read at least 3 of them in this school year. There were promotional programmes to arouse students' interest in these books. A book report competition was held in the second term to encourage students to read these books and share their reflection. The well written book reports would be uploaded to the e-class for sharing in the summer vacation. Class visits were conducted by Student Reading Ambassadors during the morning reading sessions in the second term to recommend the books for the Structured Reading Programme. The books were used as resources for the S4 English SBA practice and biographies recommended for the S1 English project on famous people.</p> <p>(g) 16 out of 20 departments provided structured reading materials, including news articles, literary work and materials from websites for students. Students were exposed to different text types to enhance their reading ability. Extended activities, like worksheets, group discussion and debate were designed to facilitate students' learning. Though some teachers commented that low achievers were not enthusiastic about reading these materials, most subject departments reflected that it was an effective way to inspire students to be independent learners. 76.6% students also agreed that they were able to explore knowledge with reading materials from the different subject fields.</p> <p>(h) Most units had their extended activities conducted in class and during the programmes. The English Department and the Reading to Learn programmes also required students to share their reflections through the e-class system.</p> <p>(i) The booklist could be integrated into the subject curriculum for better use. Students would have to do book reports on these books for their summer assignments.</p>
<p>2. To strengthen the role of the School Library as a centre of learning resources</p> <p>2.1 To create a reference corner in the school library for students' easy access to subject reference materials to facilitate students' self-learning</p> <p>2.2 To hold theme-based book exhibitions to expose students to specific fields of interest and encourage them to explore knowledge in the fields</p>	<p>The role of the School Library as a centre of learning resources</p> <p>(a) Reference books to help students explore specific subject matters and prepare for the public examinations were placed in the reference corner for students' convenience. 124 new reference books for various subjects were displayed in the corner from March onwards with 103 checkouts within 2 months.</p> <p>(b) A theme-based book exhibition displaying novels adapted for and from films was held in November in the school library. Film shows were conducted to promote the exhibition and invite discussion. There were 212 checkouts of the books related to the theme. Another theme-based book exhibition, jointly organised with Major Concern 2, displaying books on <i>Life skills</i> (for S1-2) and <i>Leadership</i> (for S3-5) was held in March. As the period was close to the Second Mid-term Test, the checkout rate was not satisfactory. It was suggested that the books continue to be displayed in the first term of the next school year.</p> <p>(c) 85 new library books were purchased in response to students' and</p>

<p>2.3 To invite students' suggestions for the purchase of new library books Students' recommendations will be posted to encourage peer-sharing in reading.</p> <p>2.4 To invite speakers, such as authors, book critics and parents, to recommend books or do reading sharing at the Book Fair</p> <p>2.5 To conduct reading sharing sessions by teachers at the Book Fair</p>	<p>teachers' recommendations in the Book Fair. The books were displayed in library and recommendation of the books would be posted up later in the second term.</p> <p>(d) The author talk by the renowned local writer <u>君比</u> was held in LWL session. <u>君比</u> shared with our students her reading experience, and her favourite books and writers. She also advised students to be creative and observant if they aspired to be writers. Students were asked to write reflections after the talk and the good works showing what they had learned were posted up for sharing.</p> <p>(e) Books written by <u>君比</u> were sorted out for display in the School Library and recommendations of the books were posted up on the display board there as well. There were 232 checkouts of books written by <u>君比</u> from October to March 2013.</p> <p>(f) The School Book Fair was held on Nov. 15 & 16. Four book sharing sessions were conducted by teachers in the school hall during the lunchtime. Four teachers, Mr Tsui Chung-pong, Ms Lam Po-ying, Ms Sun Pui-shan and Mr Wong Ka-ho recommended five books, some of which were from the Structured Reading Programme, to our students. There were more than 50 participants in each of the sessions. Students showed great interest and appreciation.</p> <p>(g) This year, the back issues of periodicals were categorised as special collection and arranged to be issued out as well. A total of 4941 library books were issued out in the school year and the average of daily issues is 44. It was observed that students tended to read in the library more than checking out the books. The average daily attendance of students was 93.</p>
<p>3. To launch award-incentive reading programmes to foster a positive reading atmosphere</p> <p>3.1 To create an award system through the e-library to encourage students to read</p> <p>3.2 To include book titles from the class library, subject-based recommended book list, morning reading articles and e-books in the award system</p> <p>3.3 To encourage students to keep a personal reading record and share their reflections and recommendations through the e-library system</p>	<p>Award-incentive reading programmes launched</p> <p>(a) The possibility of creating an award system through the e-library was explored. It was found that the present system would only have the student reading record of only a few sample e-books available in the system. The e-library system needed to be upgraded for the technical support required to include book titles from different sources. The teacher-in-charge of the IT Team dealt with the service provider to improve the system.</p> <p>(b) Students kept personal records for several reading programmes, such as the Chinese and English Extensive Reading Schemes, Morning Reading Programme, Online Reading Programme, Book Report Competition for the Structured Reading Programme and Book Borrowing Billboard of the school library. The reading records in various programmes could not be centralised. Yet there were still award schemes for the different programmes. Teachers kept on encouraging students to read more. Lower form students were more eager to achieve goals in the award scheme. Scholarships, certificates and presents were presented to students at the end of the school year.</p> <p>(c) E-classes were created for the S1-3 Morning Reading programmes and the Structured Reading Programme. Students could reflect on what they had read and shared with their classmates. Yet the system did not allow students to keep a personal record of their own reflection. Instead of</p>

	<p>recommending good readers in the e-class, students did reading sharing in the morning assembly and ERS lessons. Book recommendations were posted up in the School Library.</p>
<p>4. To teach students reading skills to facilitate effective reading</p> <p>4.1 To include reading skills in the curriculum to facilitate effective reading</p> <p>4.2 To develop a set of graded exercises on reading strategies for S3 students</p> <p>4.3 To conduct a morning reading session on Fridays for S1 to S3 students S1 and S2 students will be given structured reading materials while S3 students will do self-assessment exercises on reading strategies.</p>	<p>Reading skills taught to facilitate effective reading</p> <p>(a) All subject departments included reading skills in their curriculum with different focuses according to the needs of students. The skills included skimming for main ideas, making inferences, drawing conclusions, making predictions, distinguishing facts and opinions, sequencing, and identifying points of view.</p> <p>(b) 13 out of 19 departments rated this measure either effective or very effective to help students acquire and practise the skills to comprehend different texts. 74.2% students agreed that exposure to different texts in various subjects enhanced their reading skills. Improvements were shown in students' assignments.</p> <p>(c) A set of graded exercises on reading strategies was developed for S3 students and was ready to use in October 2012. There were exercises with both Chinese and English reading materials to help students improve their reading skills.</p> <p>(d) The S1-3 morning reading programmes were conducted every Friday. The S1-2 students were given school based reading materials in specific areas and S3 students were given exercises on reading strategies. Class teachers commented that the programme ran smoothly. Students were able to give feedback which shows their understanding and reflection about the articles. 15 students in S1 classes finished reading all the 50 articles and more than half of the students have read more than 30 articles. The S1 classes had altogether 4,420 entries of reflection. The S2 classes had 2,135 entries of reflection in their class records.</p> <p>(e) Records sheets with students' good work on reflections would be kept for reference. The S1 and S2 students in the coming school year could also learn from the sharing.</p> <p>(f) The S3 programme started in October 2012. Students completed a total of 2,349 exercises in the school year. The exercises were generally considered as quite difficult for the students. Therefore, only about 50 students were able to complete half of the exercises. The exercises were uploaded to the e-class and students could do the exercises online at their own pace.</p> <p>(g) The year-end survey showed that students found the school reading programmes helped them connect their knowledge. 73.4% of the students were confident of applying the knowledge obtained from various reading resources to construct their own opinion.</p>

Major Concern 2: To equip students with life-planning skills and help them to actualise their career goals

Focus Area A: Students understand the importance of goal setting and are able to draw up their personal development plan.

Strategies/Tasks	Achievements and Reflection
<p>1. Programmes to help students understand the importance of setting and reviewing their goals at different stages of their secondary school life and inculcating in them a sense of continuous development in life</p> <p>A briefing session will be held at the beginning of the school year to</p> <p>1.1 highlight/remind students about the New Academic System and the challenges that lie ahead.</p> <p>1.2 introduce the concept of ‘Life Planning’ and use of SLP as a tool for self-reflection and planning for the future at different stages in secondary school life.</p> <p>1.3 help students understand the importance of continuous development in life.</p>	<p>Different briefing sessions/activities were given at different times of the school year.</p> <p>(a) On S1 Orientation Day, S1 students were introduced the New Academic System and the new challenges they would have to cope with in adapting to the new school life. It is useful and important for S1 students to set their own academic goals when they start their new stage of secondary school life.</p> <p>(b) A questionnaire on target setting and a revision timetable were given to S2 students for reviewing their goals and preparing for the yearly examination. Most of the students set their short term and long term goals on academic achievements. On self-evaluating their performance, about 60% students were satisfied with their performance and 30% students felt that they made academic progress in the second term.</p> <p>(c) For S3, two talks on subject selection were organised in March and May 2013 to give students up-to-date information about further studies and careers options. These talks served as a platform for the first time for S3 students to ponder their future careers. All students attended the talk and had a better understanding of the features of NSS Electives. An aptitude test on the choice of subjects was given to students through e-class to help them identify their interests and abilities. They found the aptitude test on choice of subjects practical and helpful in identifying their interests and abilities. To further assisting students in making their subject choice, an experience sharing session was held for those who were interested in consulting advice from S5 students on 27 May.</p> <p>(d) Financial planning and management are important skills for students to plan for their future. Two enhancement activities, jointly organised by ECA Committee, Healthy Budgeting Family Debt Counselling Centre of the Tung Wah Group of Hospitals and MPFA, were provided for S4 and S5 students in the post examination periods:</p> <p>(i) ‘Talk on Financial Literacy’ taught S4 students about the basics and importance of personal financial management, encouraged them to adopt positive values and attitudes towards personal financial planning in a life-cycle context.</p> <p>(ii) ‘Embracing a Brighter Future’ (踏步大未來) Life Planning Workshop for S5 students was a 2.5-hour workshop hosted by experienced social workers. Students simulated different life stages by playing a board game in groups, in which they had to go through a decision-making process and discussion before making different decisions on financial planning,</p>

	<p>including planning for retirement. A debriefing session involving discussions among group members was led by social workers to encourage the participants to reflect on appropriate attitudes towards financial management, and helped them understand the importance of sound financial management and an early start on retirement planning.</p> <p>(e) For S5, a programme on ‘JUPAS preparation: Student Learning Profile (SLP) and Programme Choice’ was held in the post-examination period. Students were briefed the importance of self reflection through the Student Learning Profile, and programme selection and careers mapping in preparation for the coming JUPAS application.</p> <p>(f) The Student Learning Profiles (SLP) of S6 students were completed. According to class teachers’ feedback, S6 students were able to build up a habit of self-reflection through the SLP. They also understood the importance of goal-setting for continuous improvement.</p>
<p>2. The S.1 Mentors will help students to set their goals.</p> <p>2.1 Student mentors are provided with activities and training that are related to leadership and counselling skills.</p> <p>2.2 Meetings will be arranged between student mentors and S1 students.</p> <p>2.3 S1 students will set their goals under the guidance of the student mentors.</p> <p>2.4 Programmes will be organised to develop the time management skills of the S1 students.</p>	<p>(a) A total of 35 students mentors were recruited at the end of the last school year. Half of them were trained mentors from last year. Training was provided for the student mentors selected before the school year began to enhance their leadership skills. All student mentors attended workshops so as to equip them with the skills to get S1 students actively involved in different activities.</p> <p>(b) A target setting activity was held in October. The student mentors guided the S1 students to set goals for themselves for this school year. The activity was completed successfully. The S1 students expressed their appreciation for having a mentor to guide them along.</p> <p>(c) A time management workshop was held in December. S1 students were taught to prioritise their work and manage their time. S1 students reviewed the targets they set in October with the help of the student mentors.</p> <p>(d) It was observed that with the assistance of the mentors, most S1 students were able to set their goals but they needed constant reminder and support to review the goals set for further progress.</p>
<p>3. Students will be encouraged, while parents’ support sought, to foster a balanced development through ‘One Sport, One Art, One Service’ Scheme.</p> <p>3.1 ‘One Sport, One Art, One Service’ Scheme will span three years for the incoming cohort of S1 students (2012-13). S1 students are</p>	<p>(a) There were 139 uniformed team members recruited from the current S1 students (Boy Scouts: 36, Girl Guides: 32, Air Cadet Corps: 22 and Red Cross Youth: 49). Besides regular meetings in school, each uniformed group organised different activities and training courses for members. These included S1 orientation camp, morning drill training, map training, picnics and visits. Uniformed group members also joined the activities arranged by their respective headquarters in Hong Kong. For example, members of the Red Cross Youth Unit took the Sign Language course organised by the HK Red Cross in December 2012. Members of the HK Air Cadet Corps participated in team building activities, drill training and attended lectures offered by</p>

<p>required to join one uniformed group so as to cultivate their self-discipline, perseverance, responsibility and commitment as well as a sense of belonging to the school.</p> <p>(Uniformed groups include Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps and Red Cross Youth Unit)</p> <p>S1 students will be engaged in physical development programmes in their second school year, and aesthetic development programmes in their third school year. The physical and aesthetic development programmes aim to help students develop physical competence, nurture aesthetic development and sensitivity, as well as develop generic skills and cultivate positive attitudes and values.</p> <p>(Art includes music, visual arts, drama, dance, photography, video production and stage management.)</p> <p>3.2 Students of levels other than S1 follow the existing OLE programmes designed to enrich their learning experiences.</p>	<p>the HKACC. They were also assigned duties in many school functions, such as Swimming Gala and Sports Day.</p> <p>(b) Some students showed interest in activities and had good attendance. They took part actively in open competitions and got good results. For instance, our school team was the Champion (Shau Kei Wan District) in the 2013 First Aid Competition, the Champion & Overall Champion in 2013 Nursing Competition (departmental) and the 2nd Runners-up in the 2013 Youth Drill Competition (open group) organised by the Hong Kong Red Cross Youth and Volunteer Department. At the end of the school year, 28 Boys Scouts, 44 Red Cross Youths, 20 Girl Guides and 19 Air Cadet Corps completed all the training courses and passed the enrollment examinations. For those who did not have satisfactory attendance of the training (about 25%), the main reasons for their withdrawal from the team were that, according to their parents, they did not have enough time and did not manage their school work.</p> <p>(c) S1 to S6 students were given various opportunities, as usual, to enrich their <i>Other Learning Experiences</i> through joining ECA club activities, enrichment programmes and sports activities.</p>
--	---

Focus Area B: Students’ personal qualities are developed and they become contributing members of the community

Strategies/Tasks	Achievements and Reflection
<p><i>1. Programmes will be organised to develop in junior form students the basic qualities of self-confident, self-disciplined and self-reliant individuals.</i></p> <p>1.1 Two class teacher period programmes will be held in LWL periods for all S1 and S2 classes to develop their personal qualities as</p>	<p>(a) S1 Adventure Camp (September 2012) A 3-day camp was organised for S1 students at the YWCA Sydney Leong Holiday Lodge. The Camp aimed at training in Courtesy, Self-management and Team Building. In performing a combination of practical, physical tasks, reflective reviews and group discussions, students were guided through an explorative learning process. Qualities such as a sense of responsibility and a purpose in life were nurtured. There was also a great deal of intrinsic enjoyment and satisfaction experienced from participation in the hiking activity.</p>

<p>self-confident, self-reliant and self-disciplined individuals.</p> <p>1.2 Working in collaboration with the Reading to Learn Team, teachers will recommend books to students so as to encourage them to read in-depth in the pursuit of good qualities through self learning.</p> <p>(The book recommended for S1 and S2: The Essential 55: an Award Winning Educator’s Rules for discovering the successful student in every child by Ron Clark. The book was written in English and has been translated into Chinese and published by a Taiwanese publisher.)</p> <p>1.3 A list of books that can help students develop life skills will be compiled, and books on life skills, personal growth and development will be on display during a book exhibition.</p>	<p>(b) According to teachers’ observation, S1 students built up self-confidence after completing the physical tasks in the Adventure Training Camp and realised the importance of self-discipline in achieving goals and effective team work.</p> <p>(c) Based on our recommended Book <i>The Essential 55</i>, a talk on ‘Cultivating essential qualities’ was organised for S2 classes in the LWL periods on 28 September 2012. The talk aimed at educating our students to become respectable and responsible members of the community. 4 reading articles related to self-management, time management and models of good personal qualities were given to students for discussion during the class period after the talk.</p> <p>(d) S2 students were more aware of the importance of nurturing good personal qualities. The discussion held in the class period after the talk on ‘Cultivating Essential Qualities’ was found to be fruitful and reflective.</p> <p>(e) Books on life skills and personal development were displayed in the School Book Fair in mid-November.</p> <p>(f) A book list of 103 books on <i>life skills</i> and <i>personal growth</i> was compiled and was introduced to S1 and S2 students in a theme-based book exhibition, jointly organised with the Reading to Learn Team, from March to May 2013. Students were encouraged to borrow books on the recommended booklist from the school library for self-learning.</p>
<p>2. OLE/LWL activities will be organised for S3/4 students who are senior members of organisations/groups/ services to develop their leadership skills.</p> <p>2.1 S3 and S4 students are challenged to be leaders and contributing members to their immediate community at the beginning of the school year in a class period held in LWL period.</p> <p>2.2 Students are encouraged to read and improve their personal qualities and habits. (The book recommended for S3 and S4: The 7 habits of Highly Effective Teens – the ultimate</p>	<p>(a) S3 and S4 students were constantly reminded of their leading roles at school. They were encouraged and given opportunities to take up leadership posts in various clubs, and serve their peers in class as subject monitors and members of their Class Association.</p> <p>(b) A Leadership Training Programme was held on 28 September and 9 November 2012 during the LWL periods. The programme was designed to enhance students’ leadership capabilities and to help students gain knowledge and develop skills in leadership on campus and within the community. The workshops focused on skills that are essential for effective communication when working with peers. 47 students participated in the programme.</p> <p>(c) The participants for the Leadership Training Programme took part actively and maintained a high spirit throughout the training. Most responded that the training activities were effective in enhancing their collaboration skills in a team and developing the basic qualities as a leader. Their response to the programme was very positive.</p> <p>(d) The recommended book <i>The 7 habits of Highly Effective Teens</i> was introduced to S3 and S4 students in the reading period on 28 May 2013 and the extract from the book was distributed to</p>

<p>teenage success guide by Sean Covey)</p> <p>2.3 A booklist on reading materials that are related to leadership will be compiled, and books on leadership will be on display during a book exhibition.</p> <p>2.4 Leadership training will be provided to office bearers by the ECA Committee.</p>	<p>students for reading. Students wrote feedback and reflection after reading the given material.</p> <p>(e) Books on <i>Leadership Skills</i> were displayed in the School Book Fair in mid November 2012. A book list of 27 books on <i>Leadership Skills</i> was compiled and was on display in a theme-based book exhibition jointly organised with Reading to Learn Team from March to May 2013. Students were encouraged to borrow the books on the recommended booklist from the school library for self-learning.</p>
<p>3. Programmes introducing outstanding students/great people's success stories will be held to instill in students the personal qualities required for success in life.</p> <p>3.1 Talks and/or experience sharing sessions with outstanding alumni and/or professionals will be held.</p> <p>3.2 Reference for outstanding students/alumni's success stories will be collected in preparation for an internal video library to be set up in the next academic year (2013-14).</p> <p>3.3 Articles on great people's success stories will be collected for display and as morning reading materials.</p>	<p>(a) A talk on 'Medical care in the developing world' was given by our alumnus Dr NG Chi-kit in the LWL periods on 28 September 2012. Dr NG shared with our students his work at <i>Médecins Sans Frontières</i> and his unconditional support to the third world countries. Students found Dr NG's sharing very inspiring and learnt a good lesson from him as a role model. In general, students were encouraged by the talk on 'Medical care in the developing world'. They were inspired by Dr NG Chi-kit's compassion and commitment to serving the deprived of the third world. They recognised that personal qualities of selflessness and empathy are crucial to success and satisfaction in life.</p> <p>(b) Alumni's sharing was video recorded in preparation for the set up of the internal video library.</p> <p>(c) A book list of biography of great people was compiled in the structured reading programme for students' reference. S2 students were also given articles on great people's success stories as reading materials in the morning reading periods and the LWL periods.</p> <p>(d) Alumni will continue to be our valuable asset to provide students with quality programmes and their support will be sought.</p>

Focus Area C: Provided with more exposure and information on further studies and careers, students are able to actualise their goals

Strategies/Tasks	Achievements and Reflection
<p>1. Easy access to career-related information will be provided for students.</p> <p>1.1 Career-related information will be disseminated through the following channels:</p> <ul style="list-style-type: none"> - Career Display Board - Career web page accessible on the school website - Career Resource Corner 	<p>(a) Different channels were employed to facilitate easy access to career-related information. These included:</p> <ul style="list-style-type: none"> • Careers Display Board • Careers Resource Corner in the School Library • School Intranet • Morning Assemblies • Careers Library <p>(b) The Careers webpage is to be launched together with the new school website.</p> <p>(c) Careers Ambassadors, together with the Careers Guidance</p>

<p>in School Library</p> <ul style="list-style-type: none"> - Career Library on 3/F, west block - School Intranet <p>and through Careers Ambassadors making announcements in morning assemblies or in their own class.</p> <p>1.2 Careers Ambassadors are provided with training to facilitate information exchange.</p>	<p>Committee, were trained to facilitate information exchange between the school and the schoolmates.</p> <p>(d) Closer collaboration among Careers Ambassadors and the Careers Guidance Committee is expected to be maintained in order to handle the overwhelming information of activities throughout the year.</p>
<p>2. Career-related learning activities will be organised to arouse senior form students' awareness of the importance of career planning.</p> <p>2.1 Careers Day will be held to familiarise S6 students with different options for further education under the New Senior Secondary Curriculum and help them explore their orientation for further studies and career aspirations.</p> <p>2.2 Senior form students are encouraged to visit the Info Days at various universities, and the Education Fair/Careers Expo arranged by outside bodies.</p> <p>2.3 Talks and experience-sharing with alumni and/or professionals will be held to increase students' exposure to the changing demands of the working world and the essential qualities for success.</p> <p>2.4 Workplace visits to different professions/job shadowing programmes will be arranged to allow students a close-up look at the real world of work.</p>	<p>(a) Careers Day A Careers Day, jointly organised by the Careers Guidance Team, Guidance Team, Hok Yau Club and Edvenue Limited, was held on 13 November 2012 to familiarise S6 students with different options for further education and introduce to them effective study skills. The Day began with a workshop on effective study strategies, followed by an experience sharing session with 15 alumni newly graduating from school on examination preparation, as well as university life and study programmes. The afternoon programme comprised a talk and a tea gathering, which parents were invited to join. The talk focused on JUPAS application and its updates, Non-JUPAS application as well as stress management. About 30 parents attended the afternoon session and met with class teachers and subject teachers in the ensuing tea gathering. S6 students in general rated the programme positively. They found the workshop and the experience sharing session with alumni particularly useful in enhancing their study skills and familiarising them with university application and study programmes.</p> <p>(b) Senior form students were given information about the Info Days at various universities through different channels and were encouraged to make a visit.</p> <p>(c) A Leadership Seminar, arranged by Junior Achievement Hong Kong, was held in the LWL periods on 8 March 2013. The topic was <i>How to become a leader: Importance of Career Aspiration</i>. The guest speaker was Ms Lancy Chui, Managing Director of Manpowergroup Hong Kong, Macau and Vietnam Operations. As a recognised expert in human resources, Ms Chui shared with students her professional knowledge, her success stories and insights on life. In the post-talk evaluation, students found the seminar inspiring and were able to identify some areas to equip themselves in order to achieve their careers goals.</p> <p>(d) Workplace Visit to an architectural practice 15 S4 to S6 students were arranged a workplace visit to Aedas Limited, an architectural practice, on 9 October 2012. They were given a chance to have an up-close look at the profession. They were also briefed about the entry requirements and future prospects of architecture. They found the visit interesting in the</p>

	<p>post-visit evaluation.</p> <p>(e) JA Job Shadowing Programme at Civil Aviation Department 14 S4 to S5 students were selected to join a job shadowing programme at Civil Aviation Department organised by Junior Achievement Hong Kong on 23-24 January 2013. They were given a chance to observe and interview their mentors. Students were keen on the programme and attended a briefing before the Job Shadowing Day and completed the evaluation after. They all agreed that they gained an understanding of the work requirements in the aviation industry and shared their views with each other in the focus group discussion after the programme. They did a presentation to share their experiences with the schoolmates in the LWL periods on 8 March 2013.</p> <p>(f) More resources and support from outside bodies, together with our alumni, will continue to be sought to enrich our students' career-related learning experience.</p>
--	---

Focus Area D: The optimisation of the data record system of e-Class for JUPAS application and SLP production

Strategies/Tasks	Achievements and Reflection
<p><i>1. All staff will be familiarised with the data input system of e-Class.</i></p> <p>1.1 Workshop/instruction sheets will be provided for all staff so as to introduce the working system of eClass in recruiting students for activities, as well as the record system for updating all the activities students take and awards they receive throughout the school year.</p> <p>1.2 Clear instructions and flowcharts will be prepared for all staff to provide easy reference for all the forms used to input students' activities and awards.</p>	<p>(a) To ease the workload of teachers, the data input was done by clerks in the general office. Teachers were required to enter the necessary information in a form and pass it to the Teacher-in-charge of A & A Record. The Teacher-in-charge of A & A Record would then check the form and asked the clerks to do the computer input. A checklist of activities was issued to students every term. Information about training courses was given to clerks to facilitate computer input. Since the input process was no longer done by teachers, a workshop for teachers was found unnecessary.</p> <p>(b) Workshops and technical support were provided to clerks in due course so that office clerks could get familiar with the data input system of e-Class, thus facilitating the record system of ECA/LWL/OLE activities.</p> <p>(c) A flowchart detailing the working procedure for reporting student activities and awards was drawn up and issued to all staff in September 2012.</p>
<p><i>2. A complete and accurate record system of all LWL/OLE/ECA activities for the JUPAS application and SLP production will be established.</i></p>	<p>(a) To facilitate the reporting of student activities and awards, a set of guidelines for data collection, data entry and issuance of documents was drawn up and issued to all staff in September 2012.</p> <p>(b) To ensure completeness and accuracy of the activity and award record, all 'A & A Record Forms' must be passed to the Teacher in charge of A & A Record for screening and centralised processing.</p> <p>(c) The revised workflow of completing the A & A Record was found to be practical and effective. The steps for each procedure were clearly defined, which facilitated the entire process and increased accuracy.</p>

Major Concern 3: To foster among students a positive and healthy lifestyle

Focus Area A: Students are trained in the core values (perseverance, respecting others, care for others, responsibility, commitment and integrity) to become contributing members to their family, community and the world.

Strategies/Tasks	Achievements and Reflection
<p>1. <i>The ‘Charity Begins at Home Charter’ (「立己達人約章」) programme will be prepared and implemented in the junior forms.</i> <i>籌備學生在「立己達人」約章中自訂目標</i></p>	<p>(a) 於二零一三年四至五月展開實際籌備中二級學生於下學年初（2013—14 年度）在「立己達人」約章中訂立自己在四個範疇所擔當的角色和應履行的責任，培養正面的價值觀和態度。</p> <p>(b) 本學年已因應本學年中一及中二級學生在「個人」、「家庭」、「社群」和「世界」四個範疇面對的責任，作實質之制訂，並將於下學年九月開始推行。</p>
<p>2. <i>Well-structured and diversified programmes like speeches, talks, exhibitions, inter-class competitions etc. to cultivate positive values will be launched in LWL periods.</i> <i>透過不同組別統整及規劃「立己達人」多元化班際、社際聯營課堂學習活動，培養學生正面的價值觀和態度，為學生提供一個整全的學習經歷。</i></p>	<p>「班際盃」比賽簡述：</p> <p>(a) 本學年「班際盃」比賽共有九項，包括：勵志標語創作比賽、壁報設計比賽、清潔比賽、公民德育「講場」、班際秩序比賽、時事問答比賽、善用資源比賽、生活技巧話劇比賽及中國歷史人物故事演繹比賽。比賽已完滿結束，由 1B、2C、3C、4E、5A 及 6E 班榮獲本年度「班際盃」各級比賽冠軍和「推介好書獎」。獲獎班別向全校同學推介一本有關培育同學正面價值觀及態度的好書，並由圖書館代為購買，班代表更在書本寫上勵志語句，以作紀念。</p> <p>(b) 社際比賽則包括水運會社際清潔比賽及辯論比賽。其他學習活動，包括選民登記推廣活動、「四川雅安地震」展板製作、「孝心滿載」全港校際標語創作比賽及墨子行動：傑出學生義工選舉：5D 施燿榮同學參加由 Roundtable 教育、香港中華文化發展聯合會、The Glocal 合辦的「墨子行動：傑出學生義工選舉」，並獲得銀獎。</p> <p>(c) 從以上不同組別統整及規劃「立己達人」多元化班際比賽、社際聯營課堂學習活動，充分引證能培養學生正面的價值觀和態度，為學生提供一個整全的學習經歷。</p> <p>(d) 全年度已在本校營造一個和諧互助的校園。下年度將秉承此活動模式，推展更多元化的學習活動。</p>
<p>3. <i>Learning activities for students to foster core values, strengthening civic consciousness, will be organised by the MCE Committee and other</i></p>	<p>為了更有效地運用校內資源，德育及公民教育組與其他科組聯辦各項活動：</p> <p>(a) 中文科：參加學友社舉辦的全港中學生十大新聞選舉、勵志標語創作比賽、公民教育委員會及青年網絡合辦的「香港回歸 15 年的感受及對香港的展望」徵文比賽和公民德育「講」場。</p> <p>(b) 通識科：邀請中英劇團到校演出廉署互動劇場——「威尼斯衰人」、選</p>

<p><i>subjects/teams.</i></p> <p>德育及公民教育組與相關學科及小組協辦學習活動，提升學生正面價值觀，加強公民意識。</p>	<p>舉事務處到校主持講座、兩次立法會綜合大樓參觀活動、同學與立法會議員陳家洛真情對話、「生活技巧」話劇比賽。</p> <p>(c) 中國歷史科：早會介紹中日釣魚台爭議的源起，製作「釣魚台事件」及「南丫島嚴重撞船事故」展板和參加「全港中學中國歷史研習獎勵計劃」。</p> <p>(d) 世界歷史科及歷史學會：參觀香港海防博物館上層展覽廳「紙製武器——戰時日本宣傳刊物」專題展覽及「日本戰時宣傳刊物中的廣告與漫畫」講座。</p> <p>(e) 社會服務組：舉辦「樂施貧富宴」籌款活動。</p> <p>(f) 視覺藝術科：參加勵志卡設計比賽，並印製得獎勵志卡，派給全校老師，讓他們獎勵表現優異的學生。</p> <p>(g) 數學學會：舉辦「母親佳節 頌親恩 傳母愛」活動。</p> <p>(h) 歷史學會：舉辦哲學思辨小組活動。</p> <p>(i) 中國歷史科及歷史學會：合辦製作「回顧八年艱難歲月·啓示今天中日關係」展板及「中國歷史人物故事演繹比賽」。</p> <p>中國歷史科、通識科及歷史學會：合辦「見證昔日·親睹今天」深圳探究考察一天之旅。</p> <p>德育及公民教育組全年度與其他各科組積極合作，舉辦或參加由校外團體舉辦的不同活動共二十多項，充分運用校內及校外資源，令學生提升「堅毅」、「尊重他人」、「責任感」、「承擔精神」、「關愛」和「誠信」的價值觀，並加強公民意識。下年度可與更多科組合作，有效地推行各項活動，提升學生的正面價值觀及公民意識。</p>
<p>4. Coordination and co-operation with other subject departments on the promotion of core values</p> <p>中一級各學科在課程滲透正面的價值觀和態度，協同教學，資源共享。</p>	<p>本年度中一級已在中文科、英文科、數學科、通識科、地理科、中國歷史科、歷史及視藝科課程進行滲透正面的價值觀和態度之教學活動。各科主題如下：</p> <p>(a) 中文科：借事抒情——親情暖心間。</p> <p>(b) 英文科：‘Project Learning - Presenting a famous person’</p> <p>(c) 數學科：「有向數及對稱摺紙」</p> <p>(d) 通識科：‘Social harmony in HK (1)’</p>

	<p>(e) 地理科: ‘Scramble for energy’</p> <p>(f) 中國歷史科: 「華夏民族的祖先」</p> <p>(g) 歷史科: ‘Why do we study history?’</p> <p>(h) 視藝科: 1. ‘What is Visual Arts?’ ; 2. ‘Poster Design’ ; 3. ‘Chinese Painting’</p> <p>以上八個學科已在中一級進行滲透正面價值觀和態度之教學活動，並已施行及評估，達致協作教學。來年度將繼續在中一級及中二級特定之學科進行協同教學，滲透正面價值觀之教學活動，達致全校資源共享。</p>
--	---

Focus Area B: A caring, supportive and inviting culture is fostered in school.

Strategies/Tasks	Achievements and Reflection
<p><i>1. A variety of programmes, award schemes, competitions, etc. (e.g. Outstanding Class Award Competition) will be organised to develop a harmonious, respectful and collaborative atmosphere in school.</i></p>	<p>(a) An ‘Outstanding Class Award Competition’ was conducted for S1 to S6 students. There were competitions among classes in the same level. Classes scored points in each competition and the class which got the highest score was awarded at the end of the school term.</p> <p>(b) Five inter-class competitions were conducted this year: Slogan Competition, Inter-class Display Board Design Competition, Cleanliness Competition, Civic and Moral Education Forum and Competition for the Best Behaved Class.</p> <p>(c) The aim of this competition was to establish a harmonious and effective learning environment in the school. The competition was divided into two parts. In the first part, the class was assessed according to students’ behaviour during lessons by teachers. In the second part, the behaviour of students during assemblies, recess and lunch time was also assessed. Whenever a verbal warning was issued to any students, marks would be deducted from the score of that class.</p> <p>(d) After Cleanliness Competition and Competition for the Best Behaved Class, students showed improvement in classroom cleanliness and discipline. It was encouraging to find that the number of verbal warnings issued to students decreased from 178 in March to 110 in April after the implementation of ‘Competition for the Best Behaved Class’ in March.</p> <p>(e) S1B, S2C, S3C, S4E, S5A and S6E were the champions of the ‘Outstanding Class Award Competition’ and got the ‘Promote a Good Book’ Award. A book, which emphasises positive values and attitudes, was chosen by each winning class. The chosen book would be purchased by the library and inspirational reflections would be written and shared with students in lower forms.</p> <p>(f) Despite the improvement in classroom cleanliness and discipline, habitual lateness was still a problem. As a result, maintaining</p>

	punctuality would be stressed in the competition next year. More competitions would be arranged in the coming school year to create a harmonious, caring and collaborative atmosphere in our school.
<p>2. Teachers will be encouraged to participate in cultivating a positive school culture through taking part in</p> <p>2.1 ‘Words of appreciation’ programme- Teachers write words of encouragement or appreciation to students.</p> <p>2.2 Conduct Award Scheme- Teachers nominate students for conduct awards.</p>	<p>(a) A ‘Slogan Competition’ and an ‘Inspiration Card Design Competition’ were jointly organised by the Moral and Civic Education Committee and the Visual Arts Department on the theme ‘Work Hard for Goals and Strive for Excellence Academically and Morally’. An ‘Inspiration Card Design Competition’ was held for S3 and S4 students on the winning slogans. The winning designs had been printed. Teachers would award those cards to students with good performance academically and morally.</p> <p>(b) ‘Conduct Award’ donated by PTA was awarded to students with outstanding performance. Students had to be nominated by class teachers and subject teachers. Selection criteria were based on student’s attitude, willingness to serve, sense of responsibility and initiative and involvement in extra-curricular activities. One student was selected from each class. The prizes were presented in the final assembly.</p> <p>(c) ‘Slogan Competition’, ‘Inspiration Card Design Competition’ and ‘Conduct Award Competition’ were successfully held and students had positive feedback on receiving the cards issued by teachers. Teachers were pleased to have a positive impact on fostering a caring and supportive school culture.</p>
<p>3. Programmes like talks and ‘Little Angel’ Scheme will be organised to promote an inclusive learning environment.</p>	<p>(a) ‘Little Angels’ were assigned in classes with SEN students to help them with their daily needs.</p> <p>(b) A contingency plan was revised to help staff and students handle crisis caused by ADHD students. Class teachers explained the contingency measures to their class and rehearsed the procedures according to the contingency plan in November.</p> <p>(c) A talk on Inclusive Education was given to junior form students during LWL periods in May to explain the present situation of inclusive education in our school and the importance of an inclusive environment to all students. A few S1 students were anxious to know if they belonged to any type of SEN students after the talk. They were advised to talk to the social worker as soon as possible.</p> <p>(d) All ‘Little Angels’ were very understanding and helpful. They showed great patience with the SEN students although one of the ADHD students did not listen to their advice. Staff and students were familiar with the emergency procedures after the rehearsal.</p> <p>(e) ‘Little Angel Scheme’ would be extended to classes without SEN students in the coming academic year and professionals would be invited to share their experience on Inclusive Education.</p>

Focus Area C: Students develop a healthy lifestyle and pay heed to problems (e.g. on-line addiction & bullying) that affect their learning.

Strategies/Tasks	Achievements and Reflection
1. A variety of programmes like talks, seminars,	(a) Health Ambassadors attended a workshop organised by IBM on prevention of online addiction, cyber bullying and online personal

<p><i>workshops and forums on addiction, bullying and good learning attitude will be organised for parents and students</i></p>	<p>data protection. They shared what they learnt in the workshop with schoolmates during the LWL periods and posted the relevant information on the school website for reference.</p> <p>(b) A drama about healthy information and positive attitude towards sex and violence, organised by the Office For Film, Newspaper and Article Administration and presented by 春天實驗劇團, was staged during LWL periods in February to remind students to stay away from obscene and indecent articles and pornography.</p> <p>(c) Both issues were discussed in an interesting way. Students enjoyed the drama very much, and their feedback was positive.</p> <p>(d) More collaboration with PTA would be sought to arrange similar programmes for parents in the coming academic year.</p>
<p>2. Award schemes to cultivate a positive attitude among students will be organised.</p>	<p>(a) ‘Practice of Healthy Lifestyle Award Scheme’ was organised for S1 students. Students were encouraged to develop new healthy habits from January to March. They had to fill in a log sheet on their new habits and asked their parents to sign on the sheet. Those who met the success criteria were given awards/certificates to recognise their effort made in developing healthy lifestyle. Most of the S1 students were eager to get the log sheet and go through the content at once during the briefing. It reflected their positive attitude towards a healthy lifestyle. However they needed to be reminded of the scheme by teachers from time to time. 42 S1 students (about 30%) were awarded certificates in May during the morning assembly. More S1 students (at least 50) would be awarded the certificate next year.</p> <p>(b) A ‘Fit for Fun’ Programme were introduced to students during the post exam activity period. The programme aimed at encouraging students to form a habit of doing exercises regularly. They were urged to train up their body and boost their muscle strength using different fitness equipment during the summer holidays. Students with the most improved BMI would be awarded certificates after the summer holidays.</p> <p>(c) The ‘Fit for Fun’ Programme would be extended to all junior form students and a ‘Weight Loss’ Scheme would be provided for overweight students in the coming academic year.</p>
<p>3. Cross-curricular collaboration especially in the formal curriculum will be encouraged</p>	<p>(a) Tailor-made lesson plans under the topic of ‘Healthy Lifestyle’ were prepared for S1 (Integrated Science), S2 (English) and S4 (Biology). Subject teachers concerned conducted the lessons according to the lesson plans. The topics for different levels were as follows: S1: The importance of water to health S2: Sentence writing – guided by 3 short stories Students were asked to write 3 to 4 sentences that might help the character in the story to lead a healthier lifestyle. S4: Prevention of cancer caused by viruses using cervical cancer vaccine as an example</p> <p>(b) Students were more aware of different ways to stay healthy and active.</p>

6 Performance of Students

6.1 HKDSEE

Hong Kong Diploma of Secondary Education Examination 2013 Analysis of Results

No. of candidates sat: **173**

No. of subjects listed: **16**

No. of Level 4 or above per student: **4.31**

% of students meeting Levels 33222 in Core Subjects and 1 Elective: **86.1**

Subjects	Percentage of Level 4 or above (%)	Percentage of Level 2 or above (%)
English Language	78.0	100.0
Chinese Language	50.9	100.0
Mathematics (Core)	74.0	98.8
Extended Part (Module 1)	46.5	88.4
Extended Part (Module 2)	59.3	92.6
Liberal Studies	53.2	97.7
Physics	71.7	98.3
Chemistry	90.8	100.0
Biology	52.9	98.5
Chinese History	58.3	100.0
Chinese Literature	31.6	94.7
Economics	57.1	91.2
Geography	85.3	100.0
History	73.9	100.0
BAFS	64.6	96.9
ICT	50.0	100.0
Visual Arts	62.5	100.0
Music	50.0	100.0
Overall Percentage :	64.8	98.3

6.2 Inter-school Activities and Awards

Nature	Event	Award	Class	Student
Language	64th Hong Kong Schools Speech Festival (English)			
	Solo Verse Speaking Non-open (Girls)	Champion	2C	FOK HEI IN
			3C	TING WING TING TERRY
			5A	LEE YUEN YAN
			5C	CHOI WAI KI
			5E	WONG KIN YAN
		1st Runner-up	1D	AU MING YAN
			2A	HO PO YIN
			5E	KWOK YEE HUEN
		2nd Runner-up	4D	CHAN SO YEE
			5B	CHAU HOI YING
			5B	CHEUNG YUEN TUNG
			5B	HAR YUEN TING
			5B	TSANG NOK HEI NATALIE
			5E	KONG KA PO
		Merit	1A	LEE YIK LAM
			1A	LEUNG KA PO
			1A	WOO YAT WA
			1B	YUE LAI TUNG
			1C	CHENG KA PUI
			1C	CHEUNG WING YEE
			1C	FUNG SAU MING
			1C	LEE PO SHEUNG
			1C	PAT WING YEE
			2A	IKEDA KONOKA
			3B	MAK HIU KI
			3C	SIN MAN YING
			3E	CHAN KA YAN
			3E	LO KA WAI
			3E	TANG KE JING
			3E	WONG HOI YEE
			4C	LUK TSZ YAN
			5A	CHU WING HUEN
			5A	LAI KA WAI
5A			WONG SZE CHUNG CHRISTY	
5B	CHEUNG SHUN TING			
5B	TO HOI TUNG			

Nature	Event	Award	Class	Student
Language	Solo Verse Speaking Non-open (Girls)	Merit	5D	NG SIN YEE
			5D	WAN CHO YU CHARLIE
			5E	HAU KA IN
			5E	LAM SIN YEE
			5E	LAM YUNG YUNG ZOE
			5E	LI YEE LAM
			5E	MA WING MAN
			5E	POON YUN MAN
			6D	CHONG KA NAM
			6D	NG WING SUM
		Proficiency	1B	HUNG NGA YUET
			1D	LO NAOMI
			3D	LAM YUK YI
			3D	LO CHING MAN ANNE
			3D	NG MEI TING
			4D	FUNG MING WAI
			5A	YEUNG PO YI
	5D		NG KA MAN	
	Solo Verse Speaking Non-open (Boys)	Merit	3B	YU CHUN WAH
			3E	NG SHIU YU AMOS
			4A	CHEUNG PAK HEI
			4D	LEE HOK LUN
			4D	LIU ZONG YI
			5A	LEUNG WAI LAM
			5A	YEUNG GARY KA HOU
			5D	LEUNG CHIN CHING MASON
			5E	LEUNG SHEK HIN
			5E	PUN KONG SHUN
		6B	CHENG HO YIN	
		Proficiency	4E	PUN KONG YIN
5D	WONG WANG CHI			
Choral Speaking (Mixed)	Merit	2C	AU MUNG SZE	
		2C	CHAN SAN WA	
		2C	CHAN TIN MEI TAMMY	
		2C	CHAN TSZ FUNG	
		2C	CHAN TSZ HIN	
		2C	CHAN YEE TING	

Nature	Event	Award	Class	Student
Language	Choral Speaking (Mixed)	Merit	2C	CHENG HIU LIK
			2C	CHENG NGA MAN
			2C	CHENG TSZ SHAN
			2C	CHEUNG HO KIU
			2C	CHEUNG YAN TING
			2C	CHIN KA CHUN
			2C	CHU SHING HEI
			2C	FOK HEI IN
			2C	HSU TUNG YU
			2C	HUI HON TING
			2C	LAM WING HO
			2C	LAU HOI YIU
			2C	LAU TSZ LOK
			2C	LEE SIK YU
			2C	LEUNG CHING YI
			2C	LEUNG HIU CHING
			2C	LEUNG WAI FUNG
			2C	NG HOI TSUN
			2C	NG TSZ YING
			2C	NG YUEN CHUN
			2C	PANG CHUN TAK
			2C	PAU CHEUK LUN
			2C	SHA YU HIN
			2C	SHE CHUN HING
	2C	SIU HO YIN		
	2C	SIU MAN YAN		
	2C	SO CHING SUM VICTOR		
	2C	TAM WING ON		
	2C	TO CHUNG HON		
	2C	YU YEE MEI		
Dramatic Duologue (Girls)	Merit	4B	SOO NGA YAN	
		4B	SZE CHUN KEI	
		4C	YEUNG WING KI	
		4C	WANG CHING WAI	
		5B	HAR YUEN TING	
		5B	TO HOI TUNG	
		5E	MA CHEUK YAN SUBRINA	
		5E	WONG TSZ CHING	

Nature	Event	Award	Class	Student	
Language	Dramatic Duologue (Girls)	Proficiency	5B	LUI HONG TING	
			5E	LAM YUNG YUNG ZOE	
	Dramatic Duologue (Secondary 5 to 6)	Proficiency	6A	CHENG TSZ NOK	
			6A	CHIANG HIU LAAM NATALIE	
	第六十四屆香港學校朗誦節(中文)				
	散文朗誦(女子組)	亞軍	3C	SIN MAN YING	
			優良	1B	WONG TSZ YIN
				1B	YUE LAI TUNG
	散文朗誦(男子組)	良好	1A	CHAU WAYNE	
			優良	3D	CHAN CHIU KWOK
	良好	2D		SIU JOSEPH	
		散文集誦	優良	2A	CHAN HOI YING
	2A			CHAN LOK YI	
	2A			CHEN CHUI MEI	
	2A			CHENG MAN LUNG	
	2A			CHENG TSZ CHING	
	2A			CHEUNG CHING YI	
	2A			CHIEH YAN LAM YUKI	
	2A			CHOI MING WANG	
	2A			CHU CHEUK KAY	
	2A			CHU YAM LEONG	
	2A			DAI ANRAN	
	2A			HO KAM SHEUNG	
	2A			HO PO YIN	
	2A			HO SUM YUE GRACE	
	2A			HUI SHING FUNG ANDY	
	2A			IKEDA KONOKA	
2A	KWOK SIN TUNG				
2A	KWOK TING				
2A	KWONG TSZ YAN				
2A	LAU CHUN HUNG				
2A	LEE CHEUK NAM				
2A	LEUNG WING YAN				
2A	LEUNG YAU YAT				
2A	LI KAM YUN				
2A	LI PAK HIN				
2A	MAK TZE FUNG JETHRO				

Nature	Event	Award	Class	Student
Language	散文集誦	優良	2A	NG KA HIN
			2A	PANG CHUN KIT
			2A	POON CHUN PANG
			2A	SZE PO KI
			2A	TANG YIU CHUNG
			2A	WAN HOI YI GI GI
			2A	WONG KAI HONG
			2A	WONG TSZ WING
			2A	WVAN LAI YEE
			2A	YAU HO YIN
	二人朗誦	亞軍	2C	CHAN SAN WA
			2C	CHIN KA CHUN
			3C	WONG TSZ WAI
			3C	YU WING KI
		季軍	1A	CHUA WUN LING LAURENCE
			1D	HE ZI YING
			3C	SIN MAN YING
			3C	TING WING TING TERRY
		優良	3D	CHAN YEE MAN
			3D	CHENG KIT YING KIM
			4A	CHAN LAU YEE
			4A	LO MING WAI
			4A	TSOI SZE MAN
			4A	TSOI WAI HUNG
			4B	POON TSZ KIU
			4C	FUNG MEI YIN
			4C	TAN MEI QI
			4D	CHAN SO YEE
		季軍	5B	KOO HO YING
			5D	WONG WAN YIU
			1A	CHOW WING YEE
			3A	HUANG ZISHAN
	散文朗誦(普通話-女子組)	優良	3C	TING WING TING TERRY
3C			YU WING KI	
散文朗誦(普通話-男子組)	良好	5A	CHU KOK YIN	
詩詞朗誦 (女子組)	亞軍	5B	CHAU HOI YING	
	優良	5E	MA WING MAN	

Nature	Event	Award	Class	Student	
Language	詩詞朗誦 (女子組)	良好	5E	KONG KA PO	
			5E	POON YUN MAN	
			5E	WONG KIN YAN	
	詩詞朗誦 (男子組)	優良	1C	CHAN HO NAM	
	詩詞朗誦(普通話-女子組)	優良	1C	CHEUNG WING YEE	
			1C	CHU PUI SIN	
			2C	LEUNG HIU CHING	
			2C	SIU MAN YAN	
	詩詞朗誦(普通話-男子組)	良好	2C	CHAN YEE TING	
		亞軍	2C	CHIN KA CHUN	
		優良	2C	CHAN SAN WA	
	Debating Competitions				
	The 4th Inter-Government Secondary Schools English Debating Competition	Champion	4A	WONG CHAK HEI	
			5C	LI KAI CHUN	
			5D	LEUNG POK MAN	
		Best Debater	4A	WONG CHAK HEI	
			5C	LI KAI CHUN	
			5D	LEUNG POK MAN	
	The 28th Sing Tao Inter-School Debating Competition	Best Debater	5D	LEUNG POK MAN	
	第四十五屆聯校中文辯論比賽	最佳辯論員	4C	HUNG HIU LAM	
			5E	WONG WANG CHI	
	第九屆全港校際經濟辯論比賽	最佳辯論員	4A	CHEUNG PAK HEI	
	學思盃 2013	最佳辯論員	4C	HUNG HIU LAM	
			5E	WONG WANG CHI	
	第七屆鳴辯盃中學生辯論賽	季軍	4A	CHEUNG PAK HEI	
			4A	LO MING WAI	
			4A	TSOI WAI HUNG	
最佳辯論員		4C	HUNG HIU LAM		
		4A	CHEUNG PAK HEI		
		4A	TSOI WAI HUNG		
		4C	HUNG HIU LAM		
Other Events					
「孝心滿載」全港校際標語創作比賽	初級組冠軍	3E	LO KA WAI		
	高級組亞軍	4C	WONG WING SZE		
「香港回歸十五年的感受及對香港的展望」徵文比賽	亞軍	4B	CHAN WING SUM		
2013 亞洲學生音樂朗誦比賽(初中組) 粵語詩歌散文	季軍	3D	SIN MAN YING		

Nature	Event	Award	Class	Student
Language	2013 亞洲學生音樂朗誦比賽(初中組) 粵語古典詩詞	季軍	3D	SIN MAN YING
	理想家園 2012 年第六屆徵文比賽	優異獎	3D	TING WING TING TERRY
	中國中學生作文大賽	優異獎	2A	DAI ANRAN
			3C	YU WING KI
			3D	YUNG YAT YIN
			4A	CHAN WING KI
			5D	SHI YANG YANG
			6A	CHONG YIN FAI
	TOASTMASTERS: Youth Leadership Programme	Certificate of Completion	3C	LI NGA YUK
			3C	YU TIN MEI
			3C	YU WING KI
			4B	FUNG CHUN TUNG
			4D	LOK KING YIU NIEMAN
			4D	TSANG HON MING
			4E	CHENG YUK HEI
			4E	PUN KONG YIN
			5B	CHEUNG SHUN TING
			5B	TO HOI TUNG
			5C	SIN SHU KI
			5C	TAM TSZ FUNG
5C			TSUI SHUK FAN	
5D			WU TSUN WAI JEFFREY	
5E	WONG KIN YAN			
Mathematics KLA	2012/13 Statistics Creative Writing Competition for Secondary School Students	Champion	5A	CHAN CHUI SHAN
			5A	YU SIN TING
			5D	WU TSUN WAI JEFFREY
	Hong Kong and Macao Mathematical Olympiad Open Contest 'HKMO Open' (2013) cum Asia International Mathematical Olympiad Open Contest (AIMO Trial)	Gold Award	1B	FOO TAK HEI
			1D	KEI YAT LONG
			4C	WO SIU TAT
		Silver Award	1B	CHEUNG CHAK FUNG
			1B	ONG KWAN YIN
			1C	KUNG MAN KEI
			2C	LEUNG WAI FUNG
			3C	CHAN CHEUK HEI
			3C	LAM YAT LONG
			3E	CHOI CHUN WA
			5D	WU TSUN WAI JEFFREY

Nature	Event	Award	Class	Student
Mathematics KLA	Hong Kong and Macao Mathematical Olympiad Open Contest 'HKMO Open' (2013) cum Asia International Mathematical Olympiad Open Contest (AIMO Trial)	Silver Award	5D	SHI YANG YANG
			5D	YEUNG HO SUM
		Bronze Award	1B	SZE HON CHING
			1D	KWOK PUI SHUEN
			2C	SHA YU HIN
			2C	SHE CHUN HING
			2C	SO CHING SUM VICTOR
			2C	CHAN TIN MEI TAMMY
			2C	LAU TSZ LOK
			2D	LI CHEUK HUNG
			3C	FUNG JESSIE
			3C	KWOK FRIEDMAN OWEN
			3C	WONG TING HEI
			3D	YUE HIN CHUN
			4B	LAM KWAN YEUNG
		4D	MAN HIN SING	
		4E	CHAN TSZ LING	
	5D	LI SHING HIN		
	5D	TI CHUN HANG EDEN		
	The Eighth (Group Section)	1B	CHEUNG CHAK FUNG	
		1B	FOO TAK HEI	
		1D	KEI YAT LONG	
		1D	KWOK PUI SHUEN	
	Hong Kong and Macao Mathematical Olympiad Open Contest 'HKMO Open' (2013) cum Asia International Mathematical Olympiad Open Contest (AIMO Semi-final)	Gold Award	3E	CHOI CHUN WA
		Silver Award	1B	FOO TAK HEI
			1D	KEI YAT LONG
		Bronze Award	1B	CHEUNG CHAK FUNG
2C			CHAN TIN MEI TAMMY	
2C			LAU TSZ LOK	
2C			LEUNG WAI FUNG	
2C	SHA YU HIN			
Hong Kong and Macao Mathematical Olympiad Open Contest 'HKMO Open' (2013) cum Asia International Mathematical Olympiad Open Contest (AIMO Semi-final)	Bronze Award	2C	SO CHING SUM VICTOR	
		3C	CHAN CHEUK HEI	
		3C	KWOK FRIEDMAN OWEN	
World Class Tests - Mathematics (Secondary)		Distinction	3C	CHAN CHEUK HEI

Nature	Event	Award	Class	Student
Mathematics KLA	The 5th Hong Kong Mathematics Creative Problem Solving Competition For Secondary Schools	Silver Award	1B	CHEUNG CHAK FUNG
			1B	FOO TAK HEI
			1D	KEI YAT LONG
			1D	KWOK PUI SHUEN
	HK and Macao Mathematical Olympiad Open Contest 'HKMO Open' (2013) cum Asia International Olympiad Open Contest (Final)	Silver Honor	3C	CHAN CHEUK HEI
		Bronze Honor	3E	CHOI CHUN WA
		Merit Award	2C	SO CHING SUM VICTOR
	2013 10th Problem Solving Olympiad Asia International Mathematical Olympiad Open Contest	Bronze Award	1B	CHEUNG CHAK FUNG
			2C	SO CHING SUM VICTOR
	2013 華夏盃 (香港賽區)	1st Class Prize	1B	FOO TAK HEI
		2nd Class Prize	2C	SHA YU HIN
		3rd Class Prize	1B	CHEUNG CHAK FUNG
			1D	KEI YAT LONG
			1D	KWOK PUI SHUEN
			2C	CHAN TIN MEI TAMMY
			2C	LAU TSZ LOK
			2C	LEUNG WAI FUNG
			2C	SHE CHUN HING
			2C	SO CHING SUM VICTOR
			2D	LI CHEUK HUNG
	2013 華夏盃 (華南賽區)	1st Class Prize	1B	FOO TAK HEI
			1D	KEI YAT LONG
		2nd Class Prize	2C	LEUNG WAI FUNG
			2C	SHE CHUN HING
			2C	CHAN TIN MEI TAMMY
			2C	SO CHING SUM VICTOR
		3rd Class Prize	1B	CHEUNG CHAK FUNG
	1D		KWOK PUI SHUEN	
2C	LAU TSZ LOK			
2013 華夏盃 (華南賽區)	3rd Class Prize	2C	SHA YU HIN	
		2D	LI CHEUK HUNG	
2013 華夏盃 (全國總決賽)	1st Class Prize	1B	CHEUNG CHAK FUNG	
		1B	FOO TAK HEI	
	2nd Class Prize	1D	KEI YAT LONG	
	3rd Class Prize	2C	CHAN TIN MEI TAMMY	

Nature	Event	Award	Class	Student
Mathematics KLA	2013 華夏盃 (全國總決賽)	3rd Class Prize	2C	LAU TSZ LOK
			2C	SHE CHUN HING
		Merit Award	2C	LEUNG WAI FUNG
			2C	SHA YU HIN
			2C	SO CHING SUM VICTOR
	「華盃」全國數學奧林匹克 - 2013 香港選拔賽	2nd Class Prize	2C	CHAN TIN MEI TAMMY
	The 15th Hong Kong Mathematical High Achievers Selection Contest	3rd Class Prize	3C	WONG TING HEI
	The 13th Hong Kong Mathematics Olympiad (2012/2013)	3rd Class Prize	5D	SHI YANG YANG
			5D	LI SHING HIN
	The 12th Pui Ching Invitational Mathematics Competition (Final)	Merit Award	1B	FOO TAK HEI
			1D	KEI YAT LONG
			4C	CHAN SHEUNG ON
	Poster Design Competition of the 31st Hong Kong Mathematics Olympiad	Ten Best Design	1A	LEUNG KWONG CHUN ISAAC
	香港初中數學奧林匹克全國青少年數學論壇「數學解題技能展示比賽」	一等獎	1B	FOO TAK HEI
			1C	EUGENE KAO
香港初中數學奧林匹克全國青少年數學論壇「數學建模小論文」	優秀獎	1B	LUK HIU LAAM	
		1B	YIP PUI LAM	
		1C	EUGENE KAO	
		1C	LUI FEI	
		1C	SUN YEE TING	
第十一屆「走進美妙的數學花園」青少年交流活動(北京)-趣味數學解題技能展示總決賽	三等獎	1B	FOO TAK HEI	
第十一屆「走進美妙的數學花園」青少年交流活動(北京)-青少年智力運動會華容道項目	十三名	1B	FOO TAK HEI	
P.S.H.E. KLA	The 4th Wealth Disparity News Writing Competition	Champion	3C	NG HOI KIT
Science KLA	Hong Kong Biology Olympiad for Secondary Schools	First Class Honors	6E	TSE MAN KUEN
		Third Class Honors	6E	TSANG MAN YUK TIFFANY
	Hong Kong Biology Olympiad for Secondary Schools	Merit	6D	LIU YIN WAI RYAN
			6D	TSANG CHEUK YIN
			6E	CHU KAI HIN
			6E	PE CHUN HIN
			6E	TUNG CHUN YAN
			6E	WO SUI FUNG

Nature	Event	Award	Class	Student
Science KLA	Hong Kong Biology Olympiad for Secondary Schools	Merit	6E	WO SUI PING
			6E	YUEN MATTHEW MING CHUN
	2013 Hong Kong Odyssey of the Mind Competitions	Best Performance in Spontaneous Problem	4A	YUEN WING LAM
			4C	CHAN SHEUNG ON
			4D	LEUNG CHUN YIN
			4D	MAN HIN SING
			4E	LAW TZE HIN
			4E	PUN KONG YIN
	Hong Kong Physics Olympiad 2013	Honourable Mention	4E	WONG TING BONG ERIC
			4E	CHAN TSZ LING
Technology KLA	Wofoo Millennium Entrepreneurship Programme (MEP XIII)	1st Runner-up	4A	SO TSZ KIU
			4C	WONG WING SZE
			5B	CHAN PUI HEI
			5B	CHAU HOI YING
			5B	NG TSZ KWAN
			5D	WONG WANG CHI
	Hong Kong Youth 3D Animation Competition 2012	Bronze Medal	5B	KWOK WAI KIT
			5C	YAU MING YIU
			5D	HUI HING YEE BAUHINIA
	Hong Kong Youth 3D Animation Competition 2012	Bronze Medal	5D	YEUNG HO SUM
	The IET/MATE Hong Kong Underwater Robot Challenge 2013	2nd Runner-up	4C	CHAN HOI TUNG
			4C	TSAI HUNG WAI
			4E	LAU TSZ CHUN
4E			PUN KONG YIN	
5A			SHIN TING FUNG	
5C			TAM TSZ FUNG	
Music	HKIAAT Accounting and Business Management Case Competition 2012-2013	Merit (Top Six)	4B	CHAN WING SUM
			4B	CHEUK WAI SUNG
			4B	FUNG YUK MAN
			4B	LAM KWAN YEUNG
			4B	POON TSZ KIU
		Merit (Outstanding Performance Team)	4A	CHAN HO WAI
			4B	LIU WING BOND
			4B	SZE CHUN KEI

Nature	Event	Award	Class	Student	
Music	HKIAAT Accounting and Business Management Case Competition 2012-2013	Merit (Outstanding Performance Team)	4C	CHAN HAO HIN	
			4C	YAN LONG CHING ANDREW	
		Merit (Proficiency Team)	5D	CHAN PAK LAM	
			5D	WAN CHO YU CHARLIE	
			5D	WONG WAN YIU	
			5D	WONG WANG CHI	
			5E	POON YUN MAN	
	2012 Hong Kong Youth Music Interflows				
	Symphony Orchestra Contest (Secondary School Class B)	Silver Award	1B	CHUI LONG YIN	
			1B	CHUNG WAN TONG	
			1C	CHEUNG KA CHUN KENNEX	
			1D	LAM YIN HENG	
			1D	TSANG HING LING	
			1D	WAI KA LAI	
			1D	YUE WING YIN	
			2A	CHU YAM LEONG	
			2B	CHAN KEI HIM	
			2C	CHEUNG HO KIU	
			2C	NG HOI TSUN	
			2D	LAM ELIZABETH TIN HON	
			2D	LI CHEUK HUNG	
			3A	CHAN KA YUE KENNETH	
			3A	HUNG MAN KI	
			3C	CHAN CHEUK HEI	
			3C	CHAN CHUNG WAI	
			3C	NGAN WAI KWAN	
			3E	TSE KA LOK	
			4A	YUEN WING LAM	
			4B	LIU WING BOND	
			4C	CHAN HOI TUNG	
4D			LEUNG TIM LOK TIMOTHY		
4D	PANG KWOK HO				
4D	WONG HONG WA ELTON				
4D	YU CHI KIN				
4E	CHENG LOK HIM ISAAC				
4E	PUN KONG YIN				
5A	CHEUNG HO WUN				

Nature	Event	Award	Class	Student
Music	Symphony Orchestra Contest (Secondary School Class B)	Silver Award	5A	FUNG CHI HANG
			5A	LAU HOI YIN
			5D	CHAN PAK LAM
			5D	NG KA MAN
			5D	NG MAN TIK
			5D	SZE YIU WING OSCAR
			5D	WU TSUN WAI JEFFREY
			5D	YEUNG YU FUNG
			5D	YIM TSZ KWAN
			5E	CHUNG WAI YIN
			5E	LAU YAT KIU JOSHUA
			5E	PUN KONG SHUN
			5E	WAN HOI TING HEIDI
			5E	WONG KIN YAN
			5E	WONG WANG CHI
			6A	CHEUNG MING LEE
			6C	TANG HOI CHING
			6D	LEE NGO CHEUNG
		6E	LAM WAI HANG	
		Bronze Award	1A	CHOW WING YEE
			1B	CHAU HOI YEE
			1B	TANG LOK HEI
			1B	TANG PAK HIM
			1B	YEUNG HOI YI
			1C	FAN CHUN TING
			2A	WONG TSZ WING
			2C	CHAN YEE TING
			2C	YU YEE MEI
			2D	CHEUNG SIU TING
			2D	CHIU CHEUK CHEE
3C	NG HOI KIT			
3C	NGAN WAI KWAN			
3D	CHENG KAI YI			
3D	LEE WING HIN			
3E	TSE KA LOK			
4A	HO YIN MAN			
4A	HUI WAI KIN			
4A	ZHANG JIAYU			

Nature	Event	Award	Class	Student	
	Symphony Orchestra Contest (Secondary School Class B)	Bronze Award	4C	FUNG MEI YIN	
			4C	TSAI HUNG WAI	
			4C	WO SIU TAT	
			4C	WONG MEI YIN GRACE	
			4D	CHUI KING YU	
			4D	FUNG MING WAI	
			4D	LEE CHUN YIN	
			5D	CHAN PAK LAM	
			5D	CHONG CHAK MING	
			5D	FUNG SZE CHUN	
			5D	LAU YIN SEN PALLAS	
			5E	LAM CHUN TUNG	
			5E	WONG TSZ CHING	
65th Hong Kong Schools Music Festival					
Music	笛獨奏 - 中學-初級組	Champion	1B	TANG PAK HIM	
	箏獨奏 - 深造組	Champion	2C	CHAN TIN MEI TAMMY	
	Graded Piano Solo - Grade Eight	Champion	4C	WONG MEI YIN GRACE	
	Graded Piano Solo - Grade Eight	1st Runner-up	5D	CHAN PAK LAM	
	中阮獨奏 - 初級組	2nd Runner-up	2C	CHAN YEE TING	
		Proficiency	2C	YU YEE MEI	
	Graded Piano Solo - Grade Seven	Merit	3B	CHAN MIU NING	
	Graded Piano Solo - Grade Five	Merit	1C	LO HOI MING	
			3E	MAN CHEUK YING	
	Graded Piano Solo - Grade Four	Merit	1C	CHEUNG WING YEE	
			Proficiency	1B	CHAN CHEUK YING
				2B	TAM WING KA
	Graded Piano Solo - Grade Three	Merit	1C	CHUNG LONG CHING	
	Graded Piano Solo - Grade Two	Merit	1B	CHUNG WAN TONG	
	Grade Piano Solo - Grade Five	Proficiency	2B	WAN TSZ CHING	
	Piano Duet - Intermediate	Proficiency	5C	SIN KI YAN DOROTHY	
	Piano Duet - Intermediate	Proficiency	5E	LI YEE LAM	
	Piano Duet - Senior	Merit	3D	LAM YUK YI	
	Trumpet Solo - Secondary School - Senior	Merit	4E	CHAN KA HEI	
	Trumpet Solo - Secondary School - Junior	Merit	1B	LAI KA HO	
			3A	CHAN KA YUE KENNETH	
	Violin Solo - Grade Three	Merit	1B	CHUNG WAN TONG	
Violin Solo - Grade One	Proficiency	1B	CHAN CHEUK YING		
Guitar Solo - Junior	Merit	5E	CHAN HIU TUNG		

Nature	Event	Award	Class	Student
Music	Clarinet Solo - Secondary School - Junior	Merit	1B	CHUI LONG YIN
			5A	LAU HOI YIN
	Flute Solo - Secondary School - Senior	Proficiency	5E	LAU YAT KIU JOSHUA
	Pipa Ensemble - Secondary School	Merit	2B	ZHANG JIA HUI
			3C	YU TIN MEI
			4C	FUNG MEI YIN
			4D	FUNG MING WAI
			5E	WONG TSZ CHING
	二胡獨奏 - 深造組	Merit	5D	FUNG SZE CHUN
	二胡獨奏 - 高級組	Proficiency	1A	NG SHING HEI
			2D	LAI JUN NING
			5D	CHONG CHAK MING
	二胡獨奏 - 中級組	Proficiency	1C	FAN CHUN TING
	二胡獨奏 - 初級組	Proficiency	2C	SHA YU HIN
	笛獨奏 - 中學組-高級組	Proficiency	4A	ZHANG JIAYU
	笛獨奏 - 中學組-中級組	Proficiency	4C	WO SIU TAT
	揚琴獨奏 - 中級組	Merit	2D	CHIU CHEUK CHEE
			3C	NG HOI KIT
			3D	CHENG KAI YI
	琵琶獨奏 - 深造組	Merit	4C	WONG MEI YIN GRACE
	琵琶獨奏 - 高級組	Proficiency	2B	MAK CHING NAM
			4C	FUNG MEI YIN
			4D	FUNG MING WAI
琵琶獨奏 - 初級組	Merit	1B	TANG LOK HEI	
	Proficiency	2B	ZHANG JIA HUI	
箏獨奏 - 中級組	Proficiency	4B	CHAN WING SUM	
Other Events				
2013《新聲盃》中樂比賽 - 樂器重奏	季軍	2B	ZHANG JIA HUI	
		3C	YU TIN MEI	
		4C	FUNG MEI YIN	
2013《新聲盃》中樂比賽 - 樂器重奏	季軍	4D	FUNG MING WAI	
		5E	WONG TSZ CHING	
Arts Ambassadors-in-School Scheme	Arts Ambassador-in-School	4A	ZHANG JIAYU	
Visual Arts	‘2013 Tea Ware by Hong Kong Potters’ Competition (School Category)	Champion	6D	LEE NGO CHEUNG

Nature	Event	Award	Class	Student
Visual Arts	Building Safety Comics Drawing Competition 2013	Champion	5E	WONG KIN YAN
	The Wharf Hong Kong Secondary School Art Competition 2012-2013	2nd Runner-up	5E	WONG KIN YAN
	2012 International Year of Co-operatives Art and Design Competition (Hong Kong Competition)	3rd Class Honours	2B	LAU KING SZE
	Arts Xperience: Junior Volunteer Docent Training Scheme 2012-2013	Certificate of Recognition	5B	LEE HIU WING THERESA
			5B	SHUM MEI KI
	華彩傳心意-慶祝香港回歸十五週年首日封設計比賽	Merit	4A	LO MING WAI
			4A	WONG CHAK HEI
			4A	YAU SHUK YI
			4A	ZHANG JIAYU
			4E	TAM WING KI
Discover Design 2012: 'Rediscovering Terracotta Warrior Legacy' - My Favourite Design Diary	Merit	5C	CHOI WAI KI	
Discover Design 2012: 'Rediscovering Terracotta Warrior Legacy' - Themed Design Workshop	Merit	5C	CHOI WAI KI	
Salute to Teachers 2012 Poster Design Competition	Merit	3B	MAK HIU KI	
慶祝中華人民共和國成立六十三周年國慶彩旗設計比賽	季軍	3C	YU WING KI	
Arts Ambassadors-in-School Scheme	Arts Ambassador-in-School	5A	WONG SZE CHUNG CHRISTY	
Drama	EMI Drama Fest 2013	Outstanding Teamwork Award	1A	LAU YING TUNG
			1A	LEE YIK LAM
			1A	NG LI HWA QUIMPO
			1A	TSE CHOI YI
			3B	AU HIU CHING
			3B	LEE MAN HO
			4A	CHEUNG PAK HEI
			4B	CHAN HEI MAN
			4B	CHAN YUN YEE
			5A	KWOK TSZ YU
			5A	LAU HOI YIN
			5A	WONG WAI LAM JOAN

Nature	Event	Award	Class	Student
Drama	EMI Drama Fest 2013	Outstanding Teamwork Award	5B	CHEUNG SHUN TING
			5B	CHEUNG YUEN TUNG
			5B	LUI HONG TING
			5B	TSANG NOK HEI NATALIE
			5C	CHOI WAI KI
			5D	WONG WAN YIU
			5E	LI YEE LAM
			5E	NG KA WING
	Hong Kong School Drama Festival (Cantonese Session)	Award for Outstanding Cooperation	1C	LEE PO SHEUNG
			1C	PAT WING YEE
			2A	DAI ANRAN
			2D	SHUM CHEUK FUNG
			3B	AU HIU CHING
			3B	LEUNG KA MING
			3E	TANG CHEUK HEI
			4A	CHEUNG PAK HEI
			4A	HO YIN MAN
			4A	LAU CHI ON
			4B	CHAN HEI MAN
			4B	CHAN YUN YEE
			4D	FUNG MING WAI
			4D	LEE HO TAT RONALD
			4D	LOK KING YIU NIEMAN
			4D	TAM CHUN YAN
			4D	YU CHI KIN
			4E	HO KA HEI TOMMY
			4E	NGAI LO KIN
			5A	LAU HOI YIN
			5B	CHEUNG YUEN TUNG
			5B	CHOW CHAM HO
			5B	KWOK WAI KIT
			5C	CHAN HIU CHING
			5C	LAW SZE CHING
5E	CHAN HIU TUNG			
5E	CHAN KA YIU			
5E	CHUNG WAI YIN			
5E	KWOK SEE YIU			
5E	LAI HO LAP			

Nature	Event	Award	Class	Student
Drama	Hong Kong School Drama Festival (Cantonese Session)	Award for Outstanding Cooperation	5E	LAM SIN YEE
			5E	LAM YUNG YUNG ZOE
			5E	LAU YAT KIU JOSHUA
			5E	LI YEE LAM
			5E	LUK MAN KWAN
			5E	SZE KEI YIN
		Award for Outstanding Performer	4A	CHEUNG PAK HEI
			4D	FUNG MING WAI
Service Groups	Hong Kong Red Cross Youth and Volunteer Department - Nursing Competition (HK District)	Champion	2D	YU CHUNG YI
			4E	TAM WING KI
			5B	WUN SUM IN
			5E	MA WING MAN
	Nursing Competition (Departmental)	Champion	2D	YU CHUNG YI
			4E	TAM WING KI
			5B	WUN SUM IN
			5E	MA WING MAN
	Nursing Competition (Shau Kei Wan District)	Champion	2D	YU CHUNG YI
			4E	TAM WING KI
			5B	WUN SUM IN
			5E	MA WING MAN
		2nd Runner-up	2B	ZHANG JIA HUI
			3D	CHENG KAI YI
			4E	CHAN MING WAI
			5B	LAM YI YAU
	Hong Kong Red Cross: First Aid Competition (Shau Kei Wan District)	Champion	3D	CHENG KAI YI
			5B	LAM YI YAU
			5B	WUN SUM IN
			5E	MA WING MAN
Hong Kong Red Cross: First Aid Competition (Shau Kei Wan District)	The Most Outstanding Leader Award	5B	WUN SUM IN	
墨子行動:香港傑出學生義工選舉	Silver	5B	SZE YIU WING OSCAR	
2013 Youth Drill Competition (Open Group)	2nd Runner-up	1A	LAI WING SUM	
		1A	TSE CHOI YI	

Nature	Event	Award	Class	Student
Service Groups	2013 Youth Drill Competition (Open Group)	2nd Runner-up	1B	NGAI JASON
			1C	KWOK WING CHING
			1C	PAT WING YEE
			2B	ZHANG JIA HUI
			2C	AU MUNG SZE
			2D	CHAN MAN LING
			2D	YU CHUNG YI
			3A	LEE WING YIN
			3B	CHEUNG KA CHING
			3B	CHUA KEI CHAK DANIEL
			3B	LAU TSZ CHING
			3B	YIP KING LAM
			3D	CHENG KAI YI
			4C	TAN MEI QI
			4E	CHAN MING WAI
			4E	TAM WING KI
5B	LAM YI YAU			
5B	WUN SUM IN			
5E	MA WING MAN			
Hong Kong Schools Sports Federation Inter-school Sports Competitions				
Sports	Inter-School Badminton Competition (Division II) Girls A Grade	Champion	1C	LEUNG SIN YEE
			3B	CHAN MIU NING
			4D	NGAN KWAN YEE
			5A	CHIANG CHO MAN
			5E	FU HOI KI
			5E	WAN HOI TING HEIDI
	Inter-school Basketball Competition (Division II) Boys C Grade	Champion	1A	WONG CHIN MAN
			1B	NGAI JASON
			1B	SIU NOK HANG
			1C	CHAN HO NAM
			1D	AU YEUNG CHUN YIN
			1D	TSANG CHEUK LONG
			2B	LAU WAI CHAK STANLEY
			2C	CHAN TSZ FUNG
			2C	CHEUNG HO KIU
			2C	LAM WING HO
			2C	TO CHUNG HON
			2D	YEUNG WING CHUN

Nature	Event	Award	Class	Student
Sports	Inter-school Swimming Competition (Division III) Boys B Grade 4x50m Free Style Relay	1st Runner-up	3A	LEE TING CHUN
			3B	CHAN PUI LAM
			3D	CHENG HON CHUN
			4C	WONG MAN YIK
	Inter-School Volleyball Competition (Division I) Boys B Grade	2nd Runner-up	3A	LAI CHUN CHI
			3A	LEE TING CHUN
			3B	DING PATRICK CARL QIU
			3B	SHIH WAI PAN
			3D	CHEN JIE RONG WAYNE
			3D	LEUNG CHI HANG
			3E	AU YEUNG PUI LAM
			3E	CHAN HAY TO
			3E	CHANG SHING HIN
			4B	CHAN TUN HAM
			4B	CHOI HO KWONG
			4D	LOK TSZ NGO LEO
			4D	YUNG HIU HONG
	4E	CHAN TSZ FUNG		
	4E	NGAI LO KIN		
	Inter-school Swimming Competition (Division III) Girls B Grade 4x50m Free Style Relay	2nd Runner-up	3C	NG CHEUK NAM
			4A	HO YIN MAN
			4B	SOO NGA YAN
			4C	CHOW HOI MAN
	Inter-school Table-tennis Competition (Division III) Girls A Grade	3rd Runner-up	5E	FU HOI KI
			5E	WONG KIN YAN
			6A	PAI CHING YU
			6C	NG SZE WING
Inter-school Gymnastics Competition (Division II) Girls Junior - Floor	2nd Runner-up	2A	CHU CHEUK KAY	
Inter-school Gymnastics Competition (Division II) Girls Junior - Vaulting Box	2nd Runner-up			
Inter-school Gymnastics Competition (Division II) Girls Junior - All-round	3rd Runner-up			
Inter-school Gymnastics Competition (Division II) Girls Junior - Balance Beam	4th Runner-up	2A	CHU CHEUK KAY	
Other Events				
SKH Li Fook Hing Secondary School Annual Athletics Meet Invitation Relay	Champion	3C	NG KA YEE	
		4A	FUNG CHI WAI	

Nature	Event	Award	Class	Student
Sports	SKH Li Fook Hing Secondary School Annual Athletics Meet Invitation Relay	Champion	4A	LAM CHING HO
			5B	CHEUNG CHUNG LING
	LCSD Wong Tai Sin District Athletics Competition 2012 Boys C Grade 1500m	Champion	5A	CHU KOK YIN
	Athletics Badges Award Scheme Assessment Day Competition Boys B Grade 110m Hurdles	Champion	5E	CHUNG WAI YIN
	Athletics Badges Award Scheme Assessment Day Competition Boys 110m Hurdles	Champion	3D	CHEN JIE RONG WAYNE
	Athletics Badges Award Scheme Assessment Day Competition Boys C Grade High Jump	Champion	3D	CHEN JIE RONG WAYNE
	Clementi Secondary School Annual Athletics Meet Invitation Relay (Boys)	Champion	3D	CHEN JIE RONG WAYNE
			4A	CHAN HO WAI
			4B	LAM KWAN YEUNG
			5E	CHUNG WAI YIN
	Clementi Secondary School Annual Athletics Meet Invitation Relay (Girls)	Champion	3C	NG KA YEE
			4A	FUNG CHI WAI
			4A	LAM CHING HO
			5B	CHEUNG CHUNG LING
	中港帆板精英賽女子乙組	Champion	4A	HO YIN MAN
	Tang Shiu Kin Victoria Government Secondary School Annual Swimming Gala Invitation Relay	1st Runner-up	5A	CHEUNG HO WUN
			5D	NG MAN TIK
			6B	LEUNG KA HIM
			6E	CHU KAI HIN
	CNEC Lau Wing Sang Secondary School Annual Athletics Meet Invitation Relay	1st Runner-up	3C	NG KA YEE
4A			FUNG CHI WAI	
4A			LAM CHING HO	
5B			CHEUNG CHUNG LING	
Watsons Athletic Club Annual Challenge 2012 Boys A Grade 3000m	1st Runner-up	5A	CHU KOK YIN	
Precious Blood Secondary School Annual Athletics Meet Invitation Relay	1st Runner-up	3C	NG KA YEE	
		4A	FUNG CHI WAI	
Precious Blood Secondary School Annual Athletics Meet Invitation Relay	1st Runner-up	4A	LAM CHING HO	
		5B	CHEUNG CHUNG LING	
TCAA 13th Hong Kong Youth Athletics Championship B Grade High Jump	1st Runner-up	3D	CHEN JIE RONG WAYNE	

Nature	Event	Award	Class	Student	
Sports	Hong Kong Open Techno 293 OD Junior Girls	2nd Runner-up	4A	HO YIN MAN	
	St. Mark's School Annual Swimming Gala Invitation Relay	2nd Runner-up	3B	CHAN PUI LAM	
			5A	CHEUNG HO WUN	
	30th Southern District Archery Competition	2nd Runner-up	4D	LEE TSZ FUNG	
			4D	LEUNG TIM LOK TIMOTHY	
	LCSD Eastern District Age Group Badminton Competition 2012 Women Youth Single	3rd Runner-up	4D	NGAN KWAN YEE	
	Athletics Badges Award Scheme Assessment Day Competition Boys C Grade 1500m	3rd Runner-up	3D	YUE HIN CHUN	
	Hong Kong Artistic Gymnastics Open & Novice Competition 2013 - Girls Junior Vaulting Horse	Bronze Medal	2A	CHU CHEUK KAY	
	Kayak Three Star Award	Kayak Three – (Star Award)	3C	NG CHEUK NAM	
	The 49th Hong Kong Schools Dance Festival				
	Chinese Dance (Secondary School)	Commended Award	1A	CHAN YING KA	
			1A	WONG MAN HEI	
			1B	WONG TSZ YIN	
			1C	CHAN LAU WING	
			1C	CHAN LOK YAN BEATRICE	
			1C	CHUNG LONG CHING	
			1D	AU MING YAN	
			1D	KWOK PUI SHUEN	
			1D	LAM TSZ WAI	
			1D	LO NAOMI	
			1D	ZHUANG MAN CHI	
2B			CHAN WAN NGAI		
2B			MAK CHING NAM		
2C			CHENG TSZ SHAN		
2C			NG TSZ YING		
2D			CHAN YUK YEE		
3A			LO YAN TING		
Chinese Dance (Secondary School)	Commended Award	3E	LEUNG HEI TUNG		
		5A	LEE YUEN YAN		
Jazz & Street Dance (Secondary School)	Commended Award	1B	WONG TSZ YIN		
		1D	AU MING YAN		

Nature	Event	Award	Class	Student
Sports	Jazz & Street Dance (Secondary School)	Commended Award	1D	LO NAOMI
			3A	CHAN HOI KI
			3A	CHEUNG SZE MAN
			3A	CHOI HIU NAM
			3B	AU HIU CHING
			3B	LI YUK WAH
			3E	CHAN NGA YIN ERVINE
			3E	LEUNG HEI TUNG
			4A	CHAN WING KI
			4C	CHAN HAO HIN
			4C	CHONG HIN WAI
			5A	LEE YUEN YAN
			5A	LO HOI CHING
			5A	NGAI KA BO
			5A	WONG HIU WAI
			5D	KUNG YEE CHING
			5E	KWOK YEE HUEN
			5E	LEUNG SHEK HIN
5E	LUK MAN KWAN			
5E	YIP CHUN NGAI			
5E	YU YEE STEPHANIE			

6.3 Students' Achievements in Extra-curricular Activities

Our extra-curricular activities are designed to help students grow and develop academically, morally, aesthetically, physically, and socially. Training in leadership and team-building is provided for students to help them develop a sense of responsibility and a sense of belonging, and to enhance their communication and organisation skills. Our students have received a number of prizes and awards in a wide array of external competitions. Details of their achievements are listed in the School Report 2012-13. The most outstanding achievements were as follows:

In the 64th *Hong Kong Schools Speech Festival*, our school won 5 Championships, 10 First Runners-up and 11 Second Runners-up in Solo Verse Speaking, Choral Speaking, Dramatic Duologue and Prose Reading. 148 Certificates of Merit were obtained. The English Debating Team was the Champion of the 4th *Inter-Government Secondary Schools English Debating Competition*. Adding to this triumph, our team members LI Kai-chun of 5C and Wong Chak-hei of 4A claimed the Best Debater Award in the Competition.

Our students also participated actively in writing competitions. WU Tsun Wai of 5D, CHAN Chui-shan and YU Sin-ting of 5A won Championships in *2012/2013 Statistics Creative Writing Competition for Secondary School Students* while NG Hoi-kit of 3C won Championship in the 4th *Wealth Disparity News Writing Competition*. LO Ka-wai of 3E and WONG Wing-size of 4C were Champions of 「孝心滿載」全港校際標語創作比賽.

In the *Hong Kong and Macao Mathematical Olympiad Open Contest*, our students received numerous Gold, Silver and Bronze Awards after three rounds of intense competitions. We were awarded the First Class Honours in the *Hong Kong Biology Olympiad for Secondary Schools*. We were the First Runner-up in the *Wofoo Millennium Entrepreneurship Programme* and the Second Runner-up in the *IET/MATE Hong Kong Underwater Robot Challenge 2013*. A Bronze Medal was also awarded in the *Hong Kong Youth 3D Animation Competition 2012*.

In Music, the Symphonic Orchestra captured the Silver Award while the Chinese Orchestra won the Bronze Award in the *2012 Hong Kong Youth Music Interflows*. Both orchestras and the School Choir regularly performed at major school functions as well as the annual Variety Show. To celebrate the 20th anniversary of the Chinese Orchestra and the 10th anniversary of the Symphonic Orchestra, current members and alumni from both ensembles joined hands to hold an extremely well-received Joint Anniversary Concert in July 2013. Individual students also attained outstanding results by winning 3 Championships, 1 First Runner-up and 1 Second Runner-up in the *65th Hong Kong Schools Music Festival*. In addition, Zhang Jiayu of 4A was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council, and she actively helped to promote music as a performing art by serving as the Vice-chairperson of the Chinese Orchestra as well as organising the Student Concert in school.

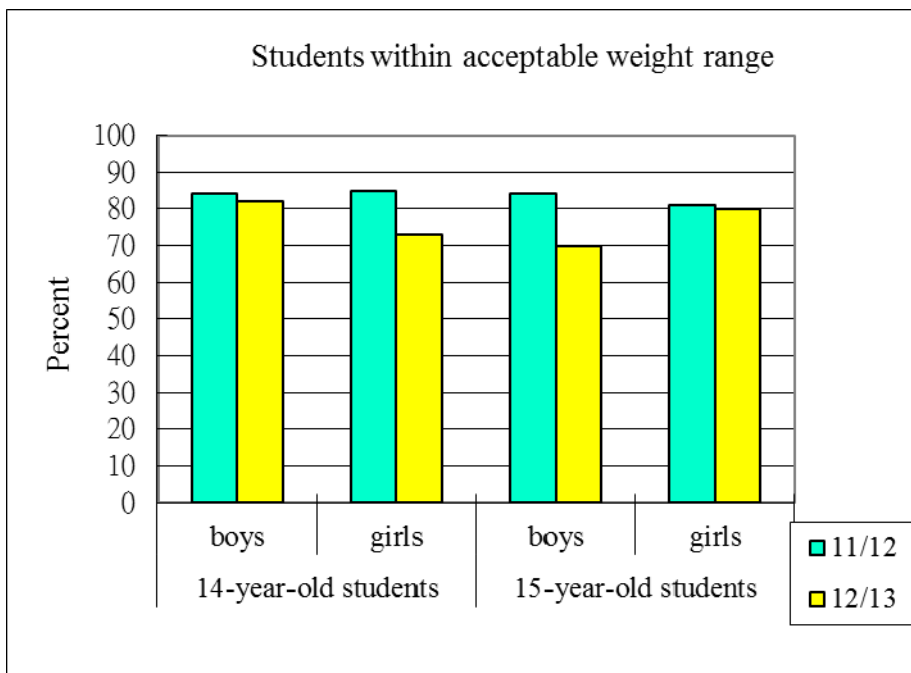
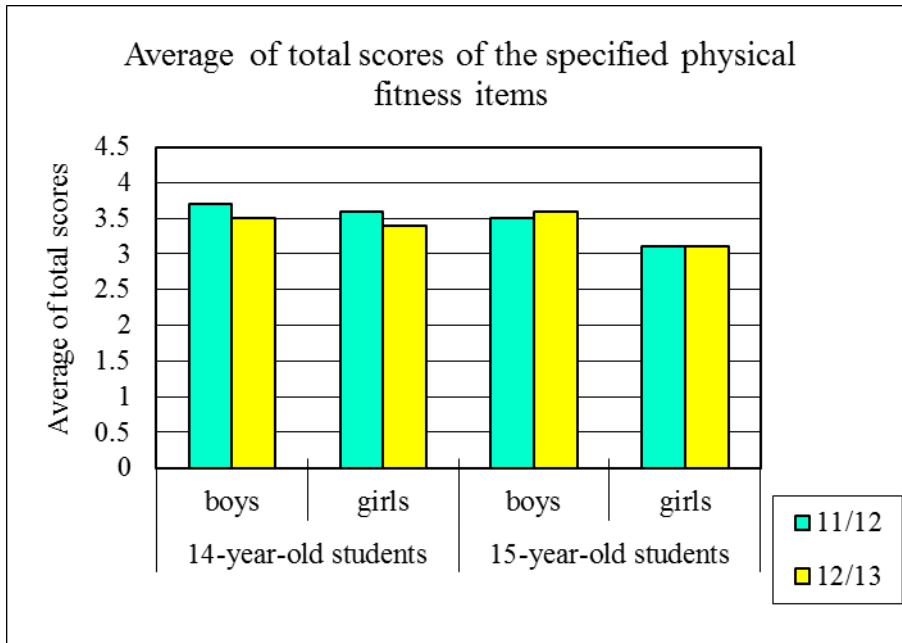
In Visual Arts, LEE Ngo-cheung of 6D was the Champion of *2013 Tea Ware by Hong Kong Potters Competition* and WONG Kin-yan of 5E was the Second Runner-up of the *Wharf Hong Kong Secondary School Art Competition 2012-2013*. In the *Hong Kong School Drama Festival*, our school won the Award for Outstanding Cooperation. CHEUNG Pak-hei of 4A and FUNG Ming-wai of 4D won Awards for Outstanding Performer. Our Red Cross Youth Unit won the Championship in the *Hong Kong District Nursing Competition* and the Gold Medal in the *Shaukeiwan District First Aid Competition*.

In the *Hong Kong Schools Sports Federation Inter-School Competitions*, we won Championships of both Badminton (Division II) Girls A Grade and Basketball (Division II) Boys C Grade, and we were the Second Runner-up in the Volleyball Competition (Division I) Boys B Grade. In the Swimming Competition, we were the First Runner-up of (Division III) Boys B Grade.

We are dedicated to extending students' learning experiences beyond the school context. An Adventure Training Camp was organized for Secondary One. A Community Service Programme was

mandated for Secondary Three and Secondary Four. Leadership Training was arranged for the officials of ECA Clubs. In the bi-weekly Life-wide Learning Periods and the Post-exam Activity Periods, the Echo Valley Evangelistic Association for the Handicaps Limited, the HK Outstanding Youth Volunteers' Association, the Office For Film, Newspaper and Article Administration, the UNICEF, the HK Academy for Performing Arts, Healthy Budgeting Family Debt Counselling Centre of the Tung Wah Group of Hospitals and Alumnus Dr NG Chi-kit were invited to stage performances and give talks to broaden students' horizons.

6.4 Students' Physical Development



7 Support for Student Development

7.1 Careers Guidance Committee

The Careers Guidance Committee aims at providing students with information, guidance and assistance in careers development and further education. We strive to help students develop their own academic and careers aspiration in accordance to their interests, abilities and orientations, and encourage them to make informed choices on their learning, careers goals as well as other aspects of life. We also aim at increasing students' readiness for work and enhancing their understanding on employability of different professions through a wide exposure to work-related issues and careers-related learning experiences.

On top of providing students with careers guidance and administering careers-related matters for students, various programmes were organised in the school year 2012-13 as follows:

1. Workplace Visit to Aedas Limited
2. Visit to Construction Industry Resource Centre
3. Careers Talk given by Hong Kong Google
4. Careers Day for Secondary 6 Students
5. Graduation Talk
6. Job Shadowing Programme at Civil Aviation Department
7. Programmes for Career Aspiration and Personal Empowerment
8. Talks on Selection of Subjects and Careers Planning
9. Experience Sharing with Alumni

Senior form students were nominated to different programmes and workshops organised by the Education Bureau, the Hong Kong Association of Careers Masters and Guidance Masters, Junior Achievement of Hong Kong, local universities and tertiary institutions. They were also encouraged to visit university info days as well as Careers Expo. In order to provide students with easy access to careers-related information, different channels were employed to disseminate such information, for instance, the Careers Display Board and the Careers Resource Corner in the School Library. The Careers Guidance Student Committee and the Careers Ambassadors also played a major role in facilitating the information exchange with the schoolmates.

Thanks to the joint effort of different working partners, community resources as well as the unanimous support of the alumni, students were provided with high quality careers-related experiences, which formed the integral part of careers education and development. The Careers Guidance Committee would continue to work its best to develop students' awareness of life planning and to help them actualise their careers goals.

7.2 Discipline Team

The Discipline Team aims at developing students' self-discipline and raising their sense of belonging to the school. We believe that the purpose of discipline is to induce the development of intrinsic controls on the personal behaviour of students, rather than putting them under strict regulations. We also strive hard to establish a harmonious learning environment and make students understand the importance of self-awareness and mutual respect.

On the whole-school-approach basis, students are nurtured to develop self-control and self-discipline. In order to provide students with a clear direction and guidelines, school rules as well as a reward and punishment system are indispensable. Conduct awards sponsored by the Parents-Teachers Association are granted to one model student of each class at the year end. Besides, fair enforcement of the punishment system is ensured throughout the whole year. Parents are informed whenever problems appear. It has proved to be an effective way because problems of students can be handled more effectively after the exchange of information and views.

On the other hand, good collaboration between the Discipline and Guidance Teams is essential to actualise the whole person development of our students. Case conferences are held whenever necessary. Members of both teams worked together to help problem students concerned. Students may not correct their misbehavior, but they are aware of their own problems and willing to make changes. For some special cases, opinions of the Guidance Team were sought before giving the appropriate penalty. To conclude, we are aware of the uniqueness of individual students and ready to support them.

School prefects

An organised and well-structured Prefect Body has been set up to help maintain the school discipline. The four head prefects show competence in leading the team, handling problem students independently and organizing activities effectively. They have served as role models and received praises from teachers. A Leadership Training Camp was organised for school prefects from 26th to 28th October, 2012 on Cheung Chau. A good team spirit was developed among the school prefects after a series of tailor-made adventure training.

7.3 ECA Team

Extra-curricular activities help students grow and develop academically, morally, aesthetically, physically, and socially. We have 8 academic clubs, 17 interest groups, 8 service groups, 6 sports teams, a symphony orchestra, a Chinese orchestra and more than 20 instrumental classes. These clubs and committees of diversified nature run by students under the supervision of teachers offer ample opportunities to students to explore their talents and interests.

Apart from offering a good variety of activities, our school followed closely the directions of the curriculum reform and tried to extend students learning experiences beyond the school context.

The following is a summary of the enrichment activities held by the ECA Committee in 2012-2013:

Date(s)	Programme Title	Co-Organizer(s)	OLE components	Level (Number) of Participants
27-9-2012 to 29-9-2012	S1 Adventure Training Camp	---	➤ Intellectual Development	S1 (144)
28-9-2012 and 9-11-2012	Leadership Training Workshop	HK Federation of Youth Groups	➤ Intellectual Development	S4 & S5 (45)
14-09-2012	「傷健同行」生命教育計劃	Echo Valley Evangelistic Association for the Handicaps Limited	➤ Community Service ➤ Intellectual Development	S1 to S6
28-09-2012	Medical Care in Third World Countries	Alumnus Dr NG Chi-kit	➤ Community Service ➤ Intellectual Development	S1 to S6
18-01-2013	The New Era of Volunteer Service	HK Outstanding Youth Volunteers' Association	➤ Community Service ➤ Intellectual Development	S1 to S5
18-01-2013	「認識電影三級制」媒體講座	The Office For Film, Newspaper and Article Administration	➤ Intellectual Development	S1 to S5
01-02-2013	Natural Disaster & Children; Children in China	The United National Children's Fund (UNICEF)	➤ Community Service ➤ Intellectual Development	S1 to S6
03-07-2013	「木蘭傳」之「從軍」	香港演藝學院「粵劇全接觸」	➤ Aesthetic Development	S1 to S5
04-07-2013	'Embracing a Brighter Future' 「踏步大未來」 Life Planning Workshop	Healthy Budgeting Family Debt Counselling Centre of the Tung Wah Group of Hospitals & MPFA	➤ Intellectual Development	S5
04-07-2013	Talk on Financial Literacy	Healthy Budgeting Family Debt Counselling Centre of the Tung Wah Group of Hospitals & MPFA	➤ Intellectual Development	S4

7.4 Guidance Team

The Guidance Team has launched a range of structured programmes and provided individual counselling for students. Our committee supports the academic performance, social development and personal growth of each student. Our goal is to develop students' positive values so that they can persevere in their studies, take responsibility for their choices and be honest in their character. We have worked to create a positive, inviting and caring school environment where students can realise their potential and pursue their goals. Throughout the year, the following programmes have been organised.

Activities

1. Talk on Stress Management for S6 Classes
2. Workshops for Students with Internet Overuse Problem
3. Winged Youth Programme for S3 Students
4. Talk on Drug Abuse
5. Class Visits
6. Experience Sharing on Selection of Subjects for S3 Students

Peer Counselling

Helping S1 students adapt to the new learning environment has always been the Committee's concern. Support was given to new students through orientation programmes. The Secondary One Mentorship Scheme was launched to offer peer support to S1 students. A total of 35 student mentors were recruited and trained to help S1 students develop a sense of belonging and motivate them to learn. The student mentors also guided the S1 students to set goals for themselves for the school year.

Student Counselling

Guidance teachers made continuous efforts to help students meet challenges and demands from both the internal and external social environment. Guidance teachers conducted individual interviews with students in need. Parents were kept informed and in touch. In some cases, home visits and case conferences were carried out by Guidance teachers, Discipline teachers, school social workers and officers of the EDB with respective teachers to facilitate counselling work. The Guidance Team played a significant role to ensure effective communication among the school management, teachers and parents so that a whole school approach could be adopted to nurture students whole-person development.

School Social Worker

Ms Lo Yin-hoi and Ms Kwok Wai-man were appointed by the Methodist Epworth Village Community Centre to offer guidance and counselling services to our students. The school social workers have provided professional support for our team to cope with student problems and special education needs.

7.5 Moral and Civic Education Team

The Moral and Civic Education Team integrates the core values of moral and civic education across all key learning areas. The collaboration with other subject departments provides students with a comprehensive learning experience with rich and diversified programmes which help students develop positive life values and attitudes. This year, the Moral and Civic Education Team co-organized various learning activities with other subject departments and functional teams, including talks, display board exhibitions, visits, excursions, etc. The effort of the MCE instigates the positive values of students (including perseverance, respecting others, care for others, responsibility, commitment and integrity) and raises civic awareness among students so that students would be able to establish high morality and maintain a learning attitude with passion and enthusiasm.

Internal School Activities:				
Date(s)	Activity	Co-Organizer(s)	Description	Level (Number) of Participants
Whole year	Flag-raising Ceremony	-	Cultivating a sense of belonging to the motherland	S1-S6
10-2012	Parent-children Talk: Ways to nurture students towards success	-	Sharing with parents the essential keys to effective children teaching by guest speaker, Ms Lai Kwok-wah, an expert in Child Education	S1-S6 Students and Parents
11-2012	Oxfam Hunger Banquet and Exhibition	Oxfam Hong Kong Community Service Team	Allowing students to understand more about the poverty and delivering the message of treasuring food	S2
12-11-2012	ICAC Interactive Drama Performance - 「威尼斯衰人」	ICAC Hong Kong L.S. Department	Developing students' critical thinking in issues about bribery and corruption	S4
External School Activities:				
Date(s)	Activity	Co-Organizer(s)	Description	Level (Number) of Participants
11-2012, 7-2013	The Legislative Council Complex Visit	L.S. Department	Helping students understand about legislation	S4 (Session 1) S3 (Session 2)
12-2012	2012 Hong Kong Government Secondary Schools –	International Youth Cultural Exchange Association	Broadening students' horizons on sustainable development in Taiwan	S4-S5

	Sustainable Development-Experience Tour in Taiwan Campuses			
3-2013	Discovering Tour to Shenzhen	L.S. Department Chinese History Department History Club	Broadening students' horizons on modernization development in Shenzhen	S5
Internal Competitions:				
Date(s)	Competition	Co-Organizer(s)	Description	Level (Number) of Participants
15-11-2012, 13-12-2012, 6-2-2013, 7-3-2013, 2-5-2013	Civic and Moral Education Forum	Chinese Department Chinese Club	Raising students' awareness and interest in social issues and training their critical thinking	S4 -S6
Whole year	Conduct Award	PTA	Paying tribute to students with excellent conduct	S1-S6
7-2013	Chinese Historical Figures Performance Competition	Chinese History Department History Club	Arousing students' interest in Chinese History	S1-S3
External Competitions:				
Date(s)	Competition	Co-Organizer(s)	Description	Level (Number) of Participants
11-2012	Writing Competition on Thoughts on the 「香港回歸 15 年的感受及對香港的展望」	Committee on the Promotion of Civic Education & Youth Network	Celebrating Hong Kong's handover to motherland on the 15 th anniversary	S4
11-2012	The 21 st Hong Kong Secondary Students Top Ten News Election	Hok Yau Club	Training students' individual thinking and raising their awareness in social issues	S1-S6
12-2012	Election and Commentary of Top 10 Policies of HKSAR	HK Wen Wei Po & Kowloon Chamber of Commerce	Reinforcing students' civic awareness and encouraging them to care about society	S1-S6

8 Financial Summary (ending 31 August 2013)

I. Government Funds	Income \$	Expenditure \$
A. Expanded Subject and Curriculum Block Grant		
(a) Non-school Specific Grant		
• Baseline reference provision	492,613	273,272
(b) School Specific Grants		
• Composite IT Grant	377,467	583,724
• Capacity Enhancement Grant	516,616	322,547
Overall Balance:	207,153	
B. Other Specific Grants		
• Teacher Relief Grant	171,740	158,253
Balance:	13,487	
• Senior Secondary Curriculum Support Grant	713,520	648,785
Balance:	64,735	
II. Non-government Funds		
• Extra-curricular Activities Fund	140,229	140,229
Balance:	0	
• SBM Fund	243,635	208,884
Balance:	34,751	

9 Feedback on Future Planning

9.1 Major Concern 1: To enhance students' self-learning skills

- 9.1.1 The measures in the programme plan were smoothly implemented.
- 9.1.2 In the survey, 79.8% students reflected that their self-learning ability was enhanced while 78.3% viewed themselves as independent learners.
- 9.1.3 Teachers reported that low-achievers were rather passive in learning. The APASO results on independent learning capacity indicated that S1 students were demotivated facing a new English learning environment and they lacked the initiative to seek help in their learning.
- 9.1.4 More emphasis on motivating students and improving their learning attitude should be placed in the programme plan next year. It is hoped that through the collaborative work of the three school major concerns, students can play a more active role in learning.

9.2 Major Concern 2: To equip students with life-planning skills and help them to actualise their career goals

- 9.2.1 The measures in the programme plan were smoothly adopted.
- 9.2.2 For Focus Area A, S1 students in the next school year would be encouraged to set more concrete goals. The awards and prizes received by students of S2-S6 through club activities, enrichment programmes and aesthetics activities are strong evidence of their rich exposure and fruitful Other Learning Experiences. Their outstanding achievements reflected their awareness of the importance of goal setting and drawing up of the personal development plans. The 'One Sport, One Art, One Service' Scheme was found to be successful and won the appreciation of the PTA members at one of the PTA meetings.
- 9.2.3 For Focus Area B, the large-scale S1 Adventure Training Camp and Leadership Training Programme were effective in enhancing students' leadership capabilities. More joint activities would be organized with the team of Major Concern 3 to further develop students' basic qualities.
- 9.2.4 For Focus Area C, senior form students found the workplace visits and job shadowing inspiring and rewarding. More resources from the community would be sought to further enrich their exposure to career-related experience.
- 9.2.5 For Focus Area D, teachers appreciated the technical support provided by the office clerks in handling the data record system for JUPAS application and SLP production. Most teachers were familiar with the revised work

schedule and guidelines for the data input of the record system.

- 9.2.6 According to the APASO survey findings, the school scores (S3-S6) in the category of 'Expectation on Career', 'Goal Setting' and 'Goals of Life' were higher than those of the Hong Kong Norm. Such positive and encouraging data prove that the implementation of the programme plan in 2012-2013 was very effective.

9.3 Major Concern 3: To foster among students a positive and healthy lifestyle

- 9.3.1 A wide range of Moral & Civic Education programmes, subject-based learning activities as well as inter-class and inter-house competitions were successfully organised throughout the school year.
- 9.3.2 The positive APASO results in the category of Ethical Conducts revealed that the core values of commitment, ethical conduct, perseverance and no indulgence lifestyle were inculcated in the senior form students through the measures in the programme plan. The collaboration with subject departments would be strengthened in the next academic year to further promote the core values.
- 9.3.3 Among the measures to foster a caring, supportive and inviting culture, the 'Inspiration Card Design Competition' received most favourable response from both teachers and students. It was observed that students were more aware of the importance of creating a caring and harmonious environment.
- 9.3.4 With a view to creating a healthy school, programmes on developing a healthy lifestyle would be continued next year to highlight the importance of developing healthy habits.