



Shau Kei Wan Government Secondary School School Report 2013-14

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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.

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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)
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%)
13/14	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

Committee members of 2013-14 were Ms Chan Mo-ngan, Teresa (Chairlady), Mr. Yuen Kwong-yip (Principal), Mrs. Chan Tsang Wing-ching and Mr. Pe Hong-ngai (Parent Members), Ms Cheung Pui-ling, Fanny and Mr. Chow Wing-sum (Alumni Members), Mr. Chiu Pit-leung and Dr. Pang King-chee, MH (Independent Members), Ms Hui Kwai-yin and Mrs. Wong Cheng Yuk-wan (Teacher Members). Ms Wong Wing-yi was Secretary.

2 Our Students

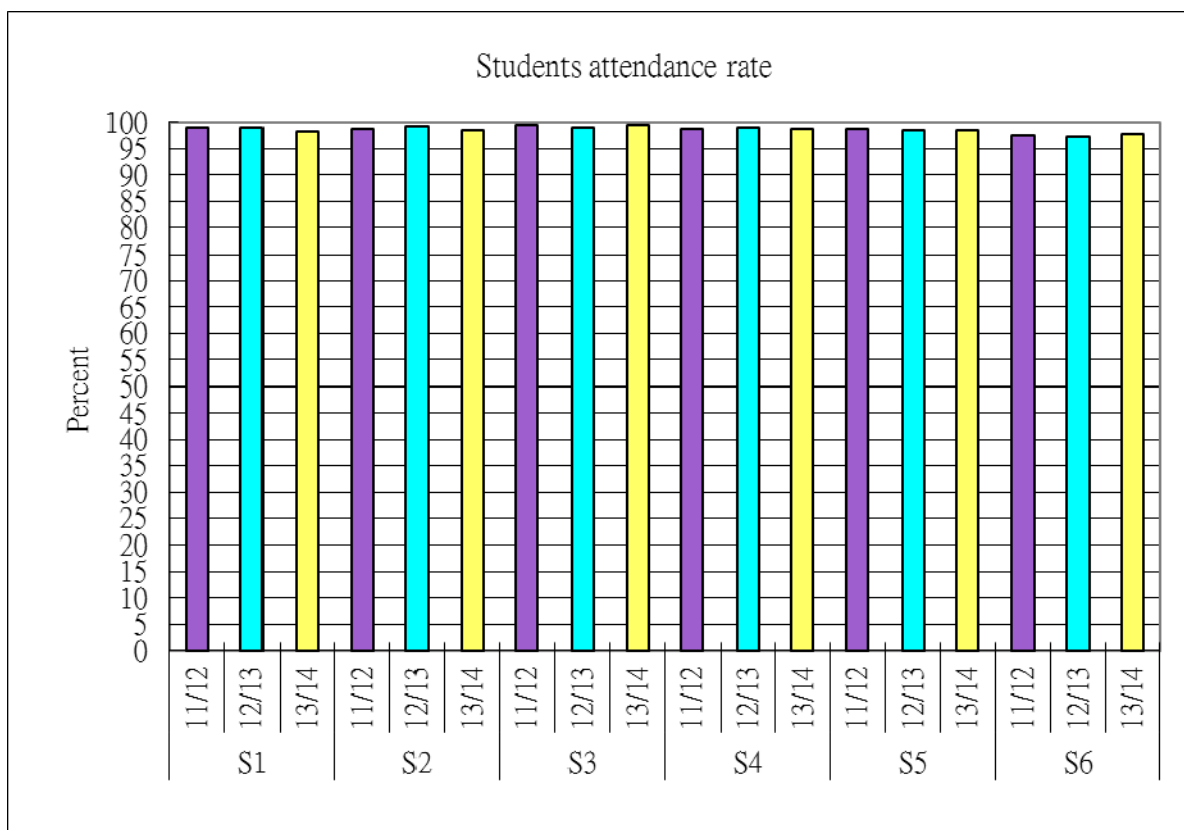
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	6	5	5	28
Boys	70	67	59	100	102	79	477
Girls	68	79	75	79	78	91	470
Total Enrolment	138	146	134	179	180	170	947

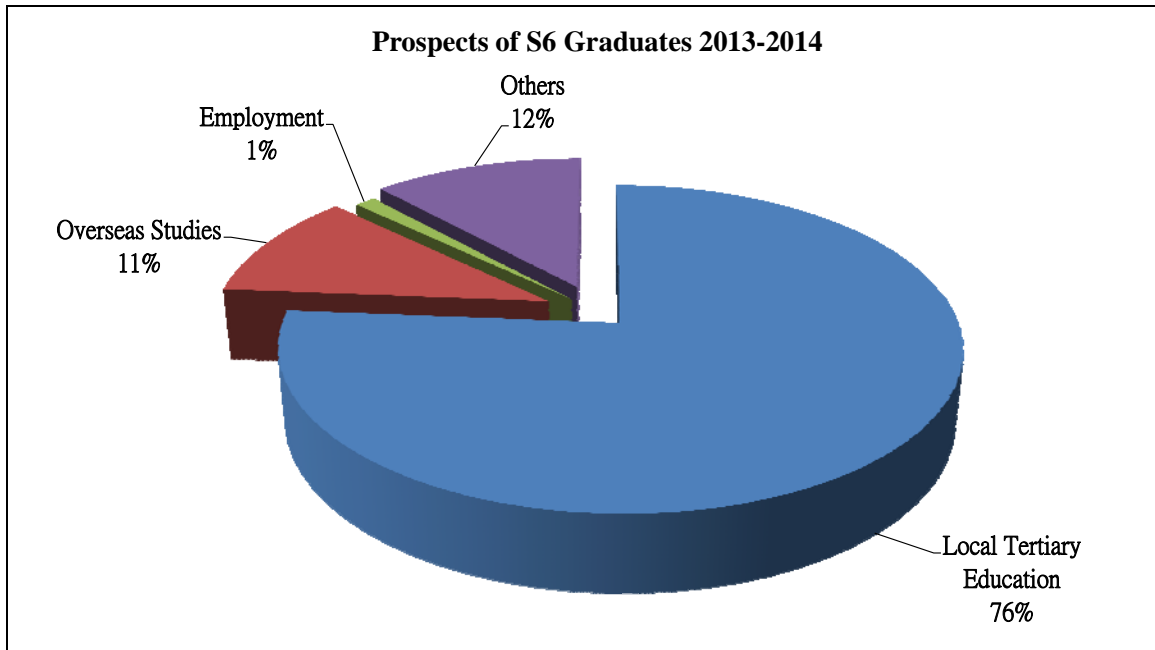
2.2 Unfilled Places

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

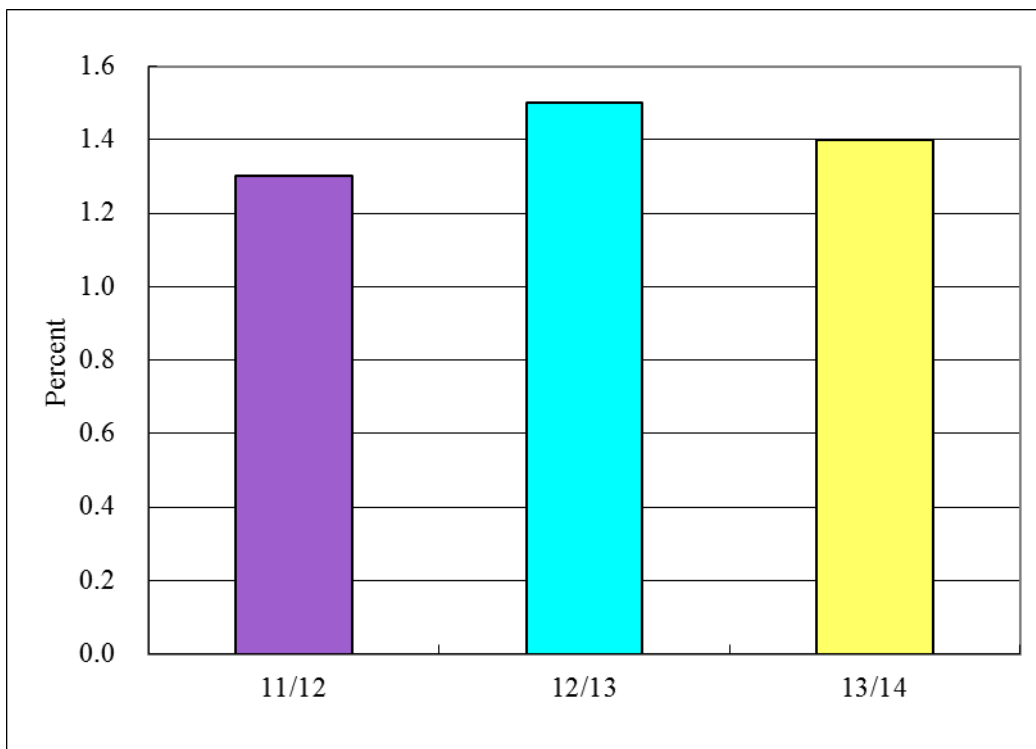
2.3 Students' Attendance



2.4 Destination of S6 Graduates



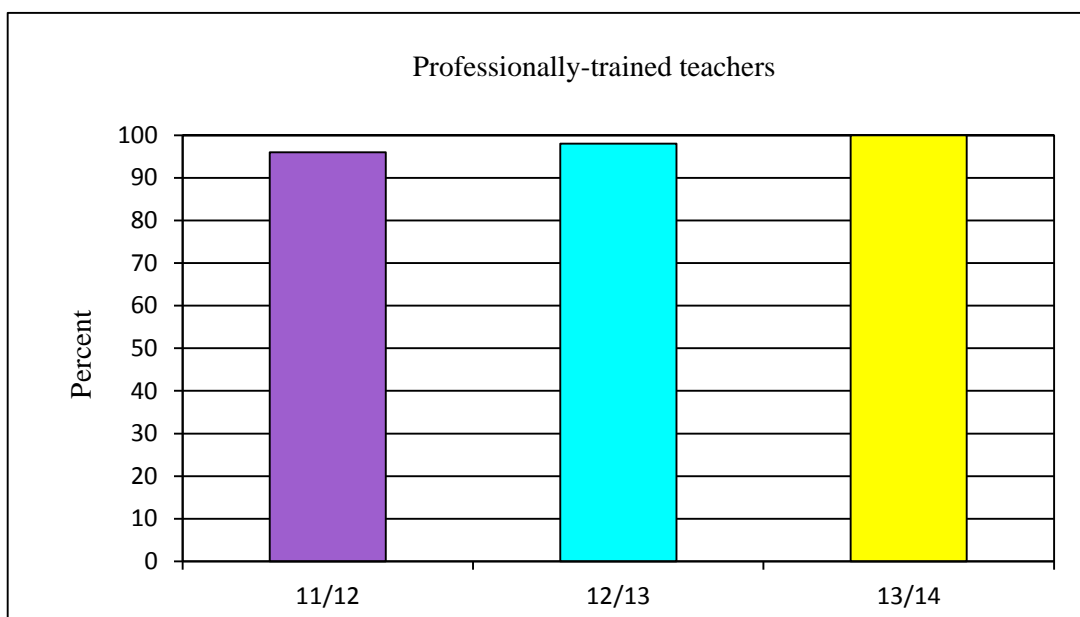
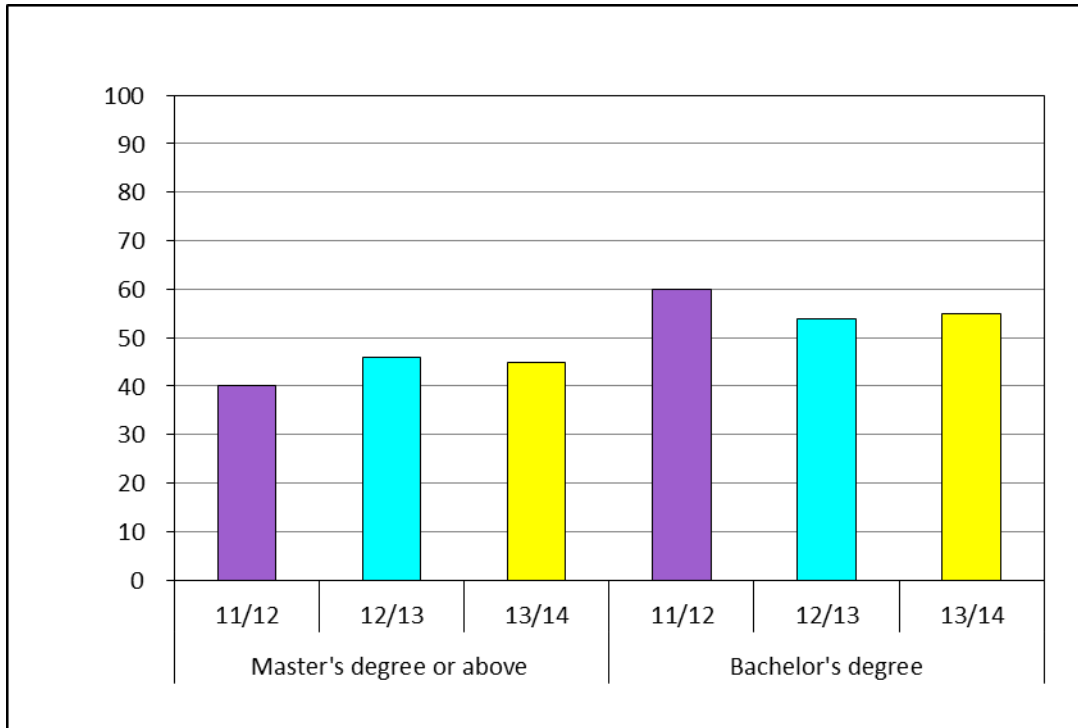
2.5 Early Exit Students

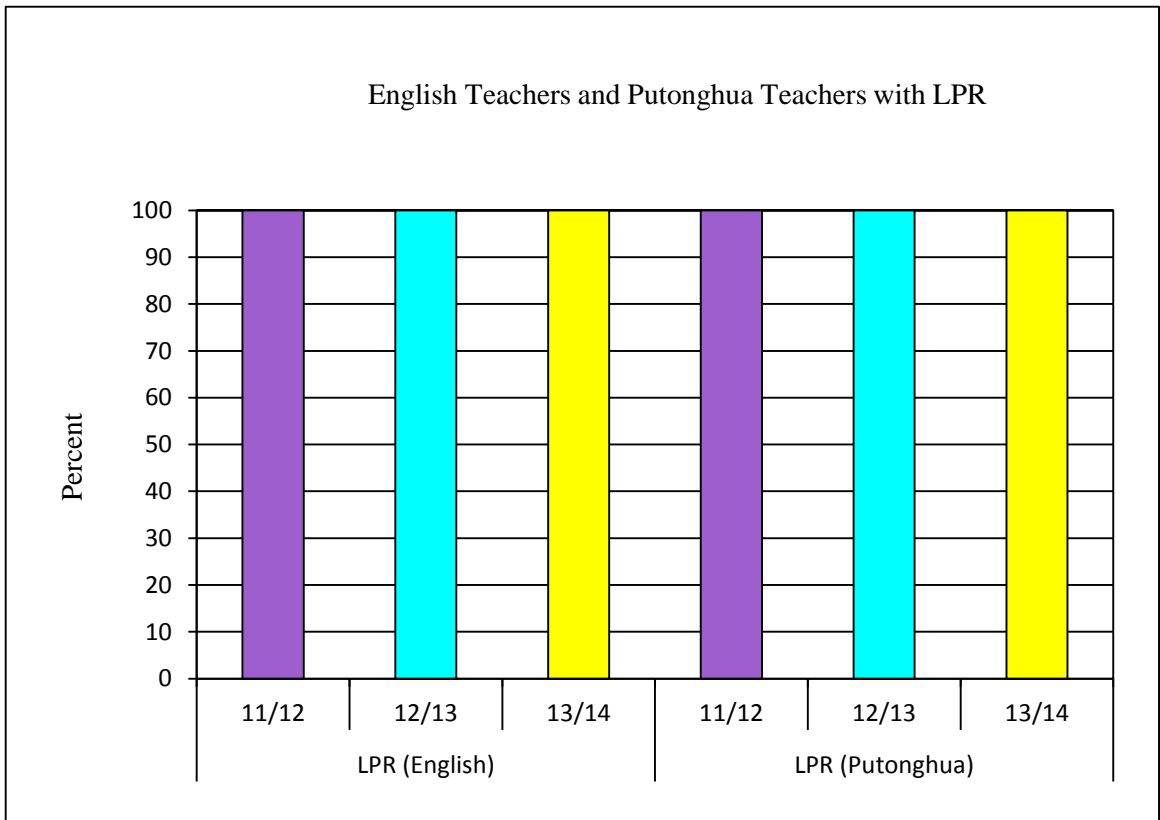
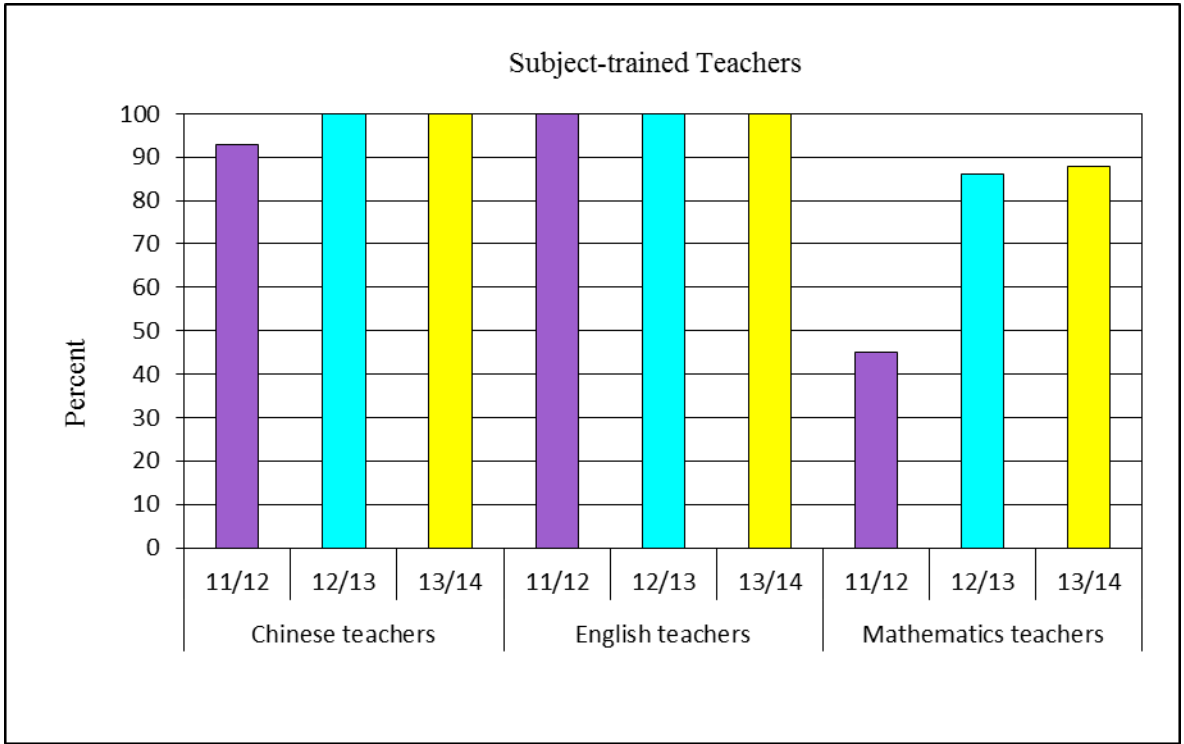


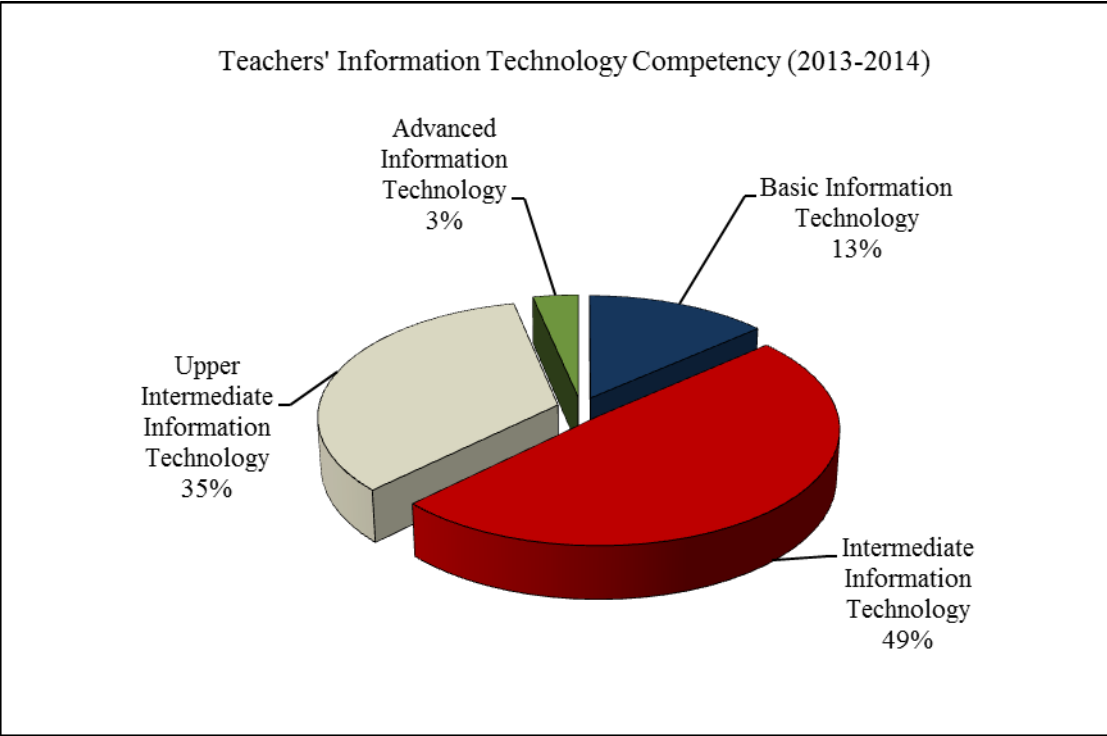
3 Our Teachers

3.1 Teachers' Qualifications

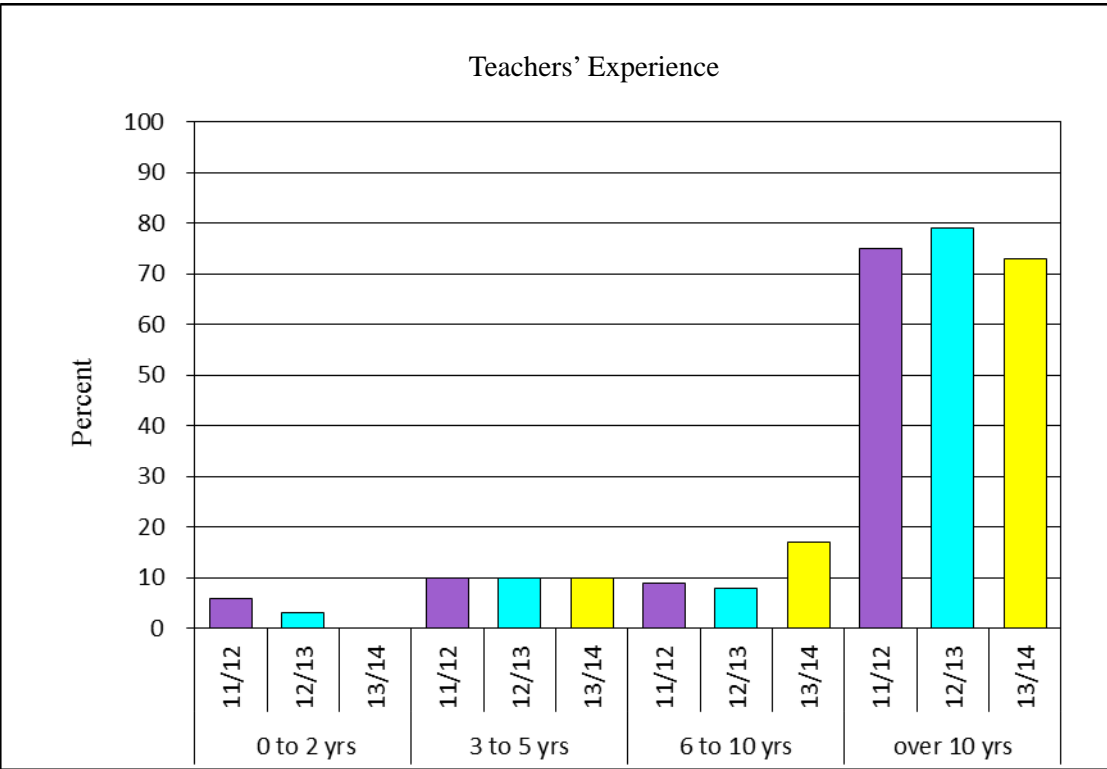
There were 89 staff members in our school: the Principal, 2 Assistant Principals, 56 Teachers, 1 Teacher Librarian, 3 Laboratory Technicians, 5 Teaching Assistants, 1 Clerical Officer, 1 Clerical Assistant, 1 Office Assistant, 1 Accounting Clerk, 4 General Clerks, 1 Technical Support Services Officer, 1 Computer Technician, 3 Semi-skilled Workers, 5 Workmen II and 3 General Workers.







3.2 Teachers' Experience



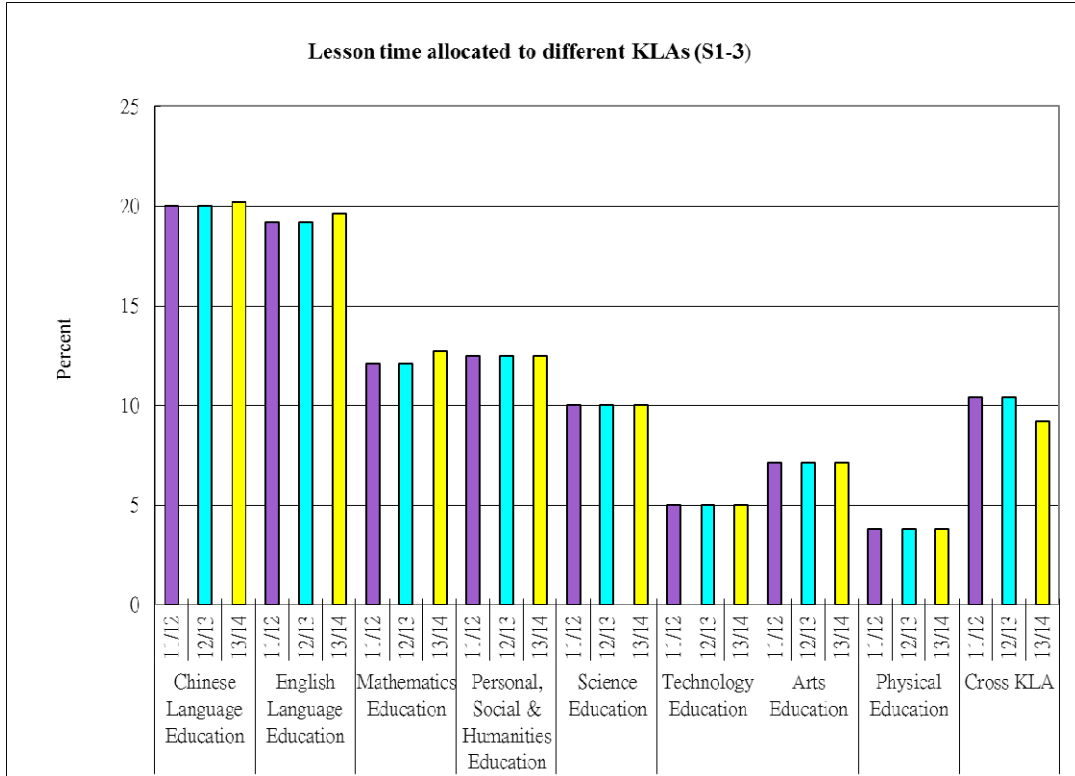
3.3 Teachers' Professional Development

In the year 2013-2014, teachers (including the Assistant Principals) undertook a total of 1,487 hours of training in the 6 Core Domains of Teacher Competencies Framework.

	Domain	No. of Hours
1.	Learning and Teaching	579
2.	Student Development	78.5
3.	School Development	373
4.	Professional Relationships and Services	260
5.	Personal Growth and Development	156.5
6.	Others	40
	Total	1,487

4 Our Learning and Teaching

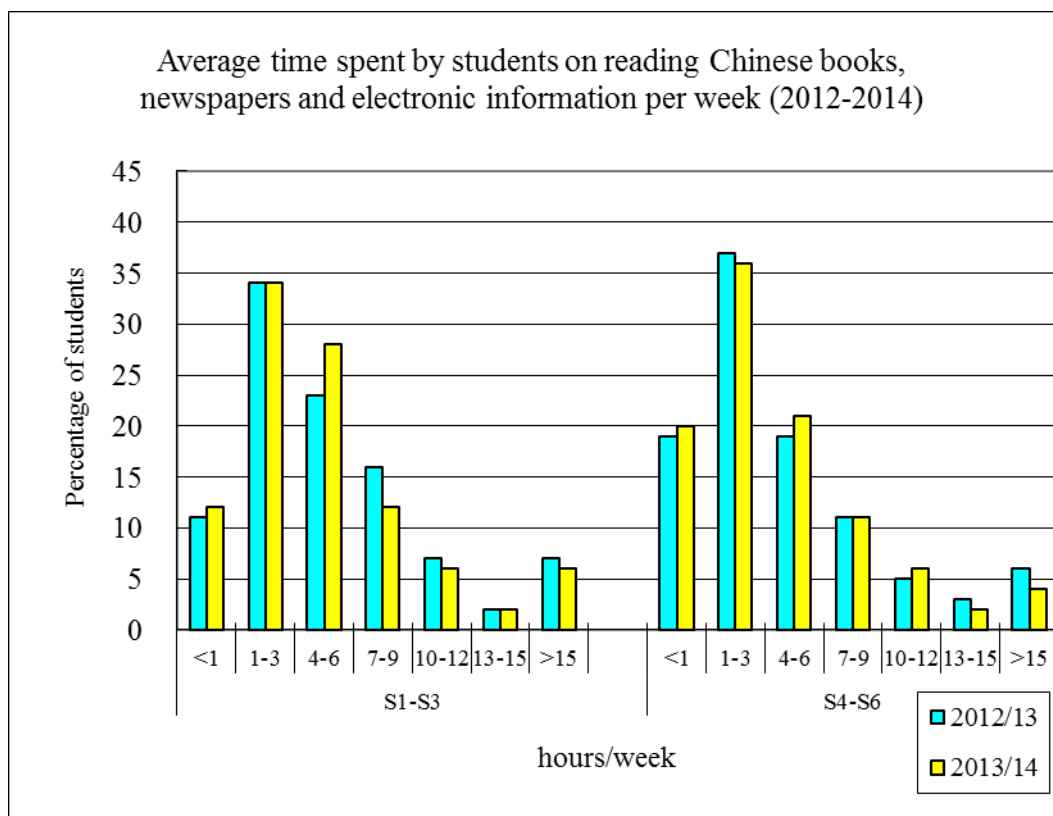
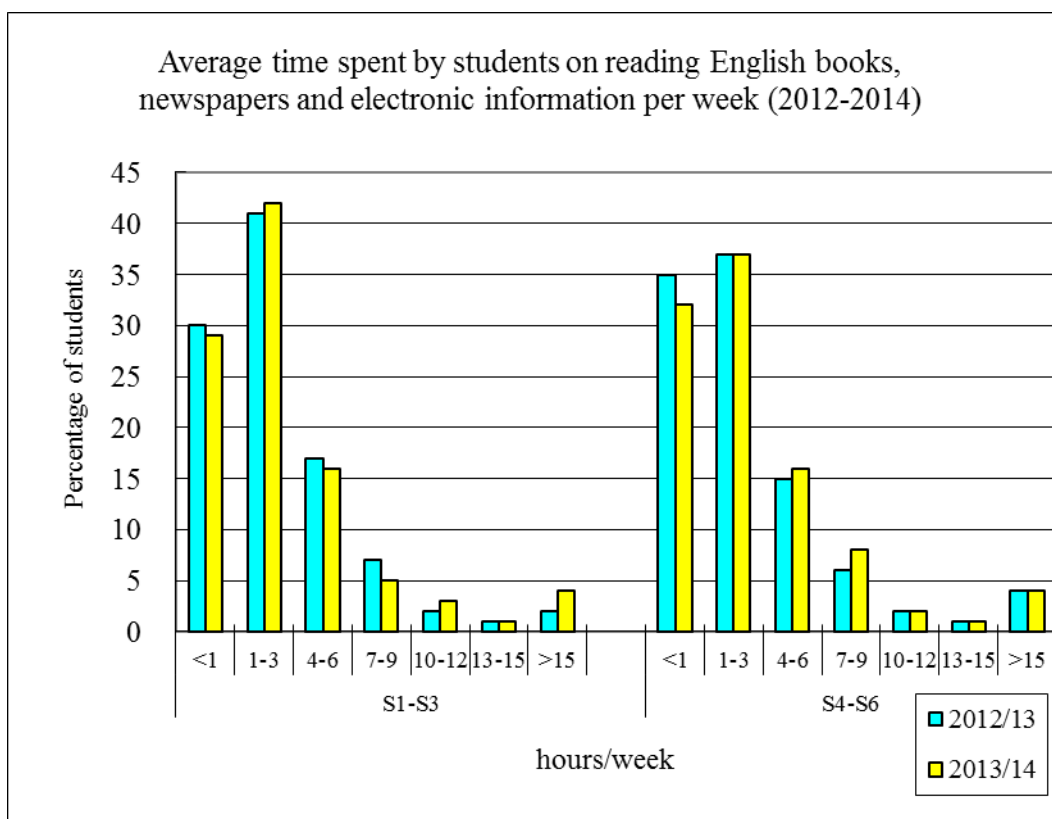
4.1 Lesson Time for the Different Key Learning Areas (KLAs)



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 train students for competitions in April and May 2014 respectively. These would help to develop students' critical thinking, creativity and problem solving skills. Records showed that the attendance was good. Trainers commented that the participants were fully engaged. 100% of the participants of the former training course reflected that it was a good experience to develop their generic skills and 85.7% rated at least 8 out of 10 for the workshop. 100% of the participants of the latter course expressed that they gained more insight in the subject, 83.3% expressed that their problem-solving skills were enhanced and 85.7% rated at least 8 out of 10 for the workshop.</p> <p>(ii) Pulled-out enrichment programme <i>Applied Strategic Thinking Workshop</i> was launched in May 2014 for S5 students. Trainers commented that participants were highly engaged and they contributed great ideas throughout the workshops. In the post-course survey, 80% of them either agreed or strongly agreed that the activity had developed their skills in planning and achieving their goals and given them useful tips on tackling difficulties ahead. 84% of them indicated that they would recommend this workshop to other students.</p> <p>(iii) The Cross-curricular Study Tour to Seoul organised by the English Department, Chinese Department, Liberal Studies Department and Environmental Education Committee was held from 15 May to 18 May 2014. A total of 75 S4 and S5 students showed interest. 40 students were selected based on their academic results, learning attitude, conduct and self-recommendation. This tour allowed high-achievers to enrich their learning experiences outside the classroom. Teachers observed that students took initiative to prepare for their projects by interviewing local people and collecting information during site visits. Students also had good self-evaluations in their reflection. The sharing of this learning experience with the whole school was held in May 2014.</p> <p>(iv) Apart from programmes funded by the DLG, 13 departments organised workshops or supplementary classes to prepare students for external competitions or public examinations. 8 out of 13 departments 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. A workshop on <i>Effective Study Skills</i></p>

for S6 students was conducted on 5 November 2013. 94% and 95% of the students strongly agreed or agreed that the workshop was useful for acquiring study skills, and helped them develop their higher-order thinking. A study skills workshop conducted by the Baptist University was held in May 2014 for S5 students. Students' feedback was positive. 88% of the S5 students strongly agreed or agreed that the workshop suited their needs and 86% thought that the workshop helped their learning. The average rating they gave is 4.3 out of 5. 4 senior form students were enrolled in gifted programmes in Mathematics, Humanities, Sciences and Leadership fields organised by the HK Academy for Gifted Education.

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

(i) Subject-based programmes for low-achievers were offered by 10 departments in the form of supporting classes, student-mentorship programme in lessons and individual tutoring after lessons. 8 out of 10 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, after-school support classes for core subjects, English, Chinese, Maths and Liberal Studies were run by Childcare Association (1st term) and 'Be with you' Education Organisation (1st and 2nd terms) for S1-3 students. As tutorial classes for Liberal Studies were recently organised, more students were enrolled. S2 and S3 students were enthusiastic about attending Maths and LS classes. S1 students were interested in all classes. The teacher-in-charge reported that participants' attendance was satisfactory and there was room for improvement in terms of classroom discipline. Follow-up actions were taken to ensure the smooth running of the classes by enlisting the support of Teaching Assistants. Participants agreed that these classes gave them more practice and they showed some improvement after attending the tutorial class. Additionally, individual tutoring was offered by other departments after lessons. Teachers found that students 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, individual/group presentations were provided.

S3-S4: Problem-solving and Self-management
Learning activities, e.g. integrated tasks, group/class discussions, investigative-based/self-directed project work, application of e-learning, visits were provided.

S5-S6: Critical Thinking and Study Skills
Learning activities, e.g. writing, integrated tasks, news commentaries and SBA tasks were provided.

Teachers observed that students with good learning attitudes could acquire these generic skills better and made use of these skills to achieve better in their learning outcomes. From the survey of students' self-

	<p>evaluation of learning conducted in June 2014, 88.7% of S1 and S2 students either agreed or strongly agreed that they could communicate well and collaborate with their peers in learning activities while 83% agreed or strongly agreed that they could manage information technology in learning. 90.5% of S3 and 83.9% of S4 students either agreed or strongly agreed that they acquired better problem solving and self-management skills. For S5 and S6 students, 82.7% and 80% agreed or strongly agreed that they acquired better critical thinking skills and study skills respectively.</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 plans, for example, Biology students had to formulate questions for each topic before lessons and the questions would be discussed in class.</p> <p>(c) According to the survey of students' self-evaluation of learning, 66.8% students agreed that pre-lesson preparation facilitated their learning but only 54.9% of them always did this. As compared to the survey results of 2012-13, a higher percentage of students did pre-lesson preparation and found it useful in their studies this year. As reported by subject teachers, the effectiveness still depended on the attitude of individual students. Low-achievers, particularly those with poor learning attitude, have not formed this habit.</p>
<p>3. To promote reflective learning through sharing/peer learning</p> <p>3.1 To arrange presentations/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>3.3 To conduct student assessment on learning attitudes and learning focuses with self-assessment and peer assessment parts, including knowledge and generic skills acquired, after a certain topic or module.</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 by 19 departments. Along with this, e-class presentation/sharing sessions were also arranged by English, Chinese, Mathematics and Visual Arts Departments. 4 departments used the Students' Learning Self-assessment Form for reflective learning.</p> <p>(ii) For the LS Department, students' good works were distributed to students of the senior forms.</p> <p>(iii) 65.3% of S1-S6 students agreed that post-lesson reflection facilitated their learning and 58.9% of them kept that as a habit. As compared to the survey conducted last year, it is encouraging to note higher percentages this year. 15 out of 20 departments concerned agreed that these activities could allow students to have a deeper understanding of concepts and issues. 86.5% of students expressed that they enjoyed learning with their peers and 85.2% reflected that they could learn from their peers.</p> <p>(b) Activities designed for reflective learning after talks or programmes in Life Wide Learning sessions</p> <p>(i) 4 reflective learning activities (3 in written and 1 in oral form) were held.</p> <p>(ii) 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</p>

	<p>shown in many students' work displayed on boards and e-class. Teachers-in-charge pointed out that students' learning had been enhanced. 52.3% of students also thought that talks in LWL sessions could help them reflect on their learning. Organizers were impressed by students' good questioning skills.</p> <p>(c) Student assessment on learning attitude and learning</p> <p>(i) 10 departments conducted the Students' Learning Self-assessment, including knowledge and generic skills acquired after a certain topic or module.</p> <p>(ii) Peer assessments on collaboration and communication were also conducted in oral or/and written forms.</p> <p>(iii) 71.9% of students agreed that self-evaluation on learning after certain modules allowed them to reflect on their learning attitude. They were able to make improvements.</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)</p> <p>The average number of CLP sessions conducted in this school year was 14.5, excluding 3 one-man departments (D&T, HE and Music), while 1 department conducted at least 1 CLP for each level every cycle throughout the term. 11 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</p> <p>The average number of CLP sessions conducted for the sharing of good teaching models among panel members in the department in this school year was 2.7. Time clashes among teachers involved made sharing sessions difficult to arrange.</p> <p>(c) Sharing session with teachers from other schools or professionals</p> <p>(i) A sharing on 'Language Across Curriculum' was conducted by Mr. NAILER, the school NET teacher, on 28 January 2014, the Second Staff Development Day.</p> <p>(ii) A sharing with 8 teachers from NT Heung Yee Kuk Yuen Long District Secondary School was held at our school on 17 March 2014. The topic for discussion was teaching and learning of English Language. The professional development of English teachers was enhanced.</p> <p>(iii) An inter-flow on LS curriculum design was held on 19 March at Tsuen Wan Government Secondary School. The panel head of our school exchanged ideas and materials with the Senior School Development Officer, School-based Curriculum Development Section, EDB, panel head of Tsuen Wan Government Secondary School and a seconded teacher from an aided school.</p> <p>(iv) The total number of sharings with teachers from other schools by attending seminars, workshops or network activities</p>

	organised by outside bodies like CDI, EDB and professional bodies like PTU, etc. was 37.
<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 S4: Adaptation to senior secondary study methods All levels: Parenting education</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' support in fostering students' life-long learning attitude</p> <p>(a) Three talks were organised for S1, S2 and S4 parents in September and October 2013.</p> <p>S1: Adaptation to secondary school life and study skills 124 parents and 71 S1 students attended the talk. The talk introduced the school curriculum and study skills for LS. 95% and 99% of participants were satisfied with the two topics of talk respectively. 95% of participants indicated that they better understood their roles in supporting their sons / daughters during secondary schooling.</p> <p>S2: Learning at junior levels 122 parents and 70 S2 students attended the talk. The talk introduced the school curriculum and assessment, careers paths and study skills with an emphasis on e-learning. 77%, 74% and 89% participants showed positive responses to the three topics of the talk respectively.</p> <p>S4: Adaptation to senior secondary study methods 91 parents and 57 S4 students attended the talk. The talk introduced the senior curriculum and assessments, careers paths and subject-based study skills. More than 77%, 59% and 69% of participants showed positive response to the three topics of the talk respectively.</p> <p>(b) All levels : Parenting education</p> <p>(i) A parent talk was co-organised with the Parents-Teachers' Association on 22 November 2013. The school invited Ms LEE Wai-lan, a popular life coach on parenting, to give a talk on 「孩子真的反叛嗎？」 for our school's parents. An invitation was also extended to the primary school parents of the Eastern District. Among the 144 primary and secondary school parents who attended the talk, 99% of them rated 'very satisfied' or 'satisfied' with the talk. 97% found the talk useful in parenting their children.</p> <p>(ii) In addition to the planned programme, two talks were held in the second term. First, a talk on the senior Liberal Studies curriculum and its study skills was organised for parents of S3 students on 1 April 2014. 134 parents and students attended the talk, 93% and 86% of the respondents were very satisfied and satisfied with the part 'LS study skills' and 'learning & teaching of LS' respectively. They found the talk useful to prepare their children for future studies.</p> <p>(iii) Another parents' talk on 「怎樣引領子女適應升中之過度，從而令他們邁向豐盛的中學生活」 given by a renowned person, 車淑梅女士 was held on 8 March 2014. 30 S1 parents, in addition to 400 primary 6 parents, enrolled and the talk gave them inspiration to play a better role as a parent of a secondary school student. They also shared their experiences including the challenges they faced with their children.</p>

	<p>(c) Provision of school intranet and e-class accounts for parents Parents could access the school Intranet and e-class through their accounts to know the latest news of the school. Informed by the service provider, parents' access to learning and teaching activities of their children was provided at the end of April. There are about 458 visits to the intranet for these purposes.</p> <p>(d) Book Recommendation by parents Notices to parents were issued to invite parents to host a book sharing session during lunch time in the Book Fair held on 12 and 13 November 2013 at the school hall. Though no parents took the initiative to share books, many parents chose readers and read alongside with their children.</p>
<p>6. To collaborate on cross-curricular project learning</p> <p>To encourage subject departments and function 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</p> <p>S1: Spelling Bee Competition (IS, Hist, Geog, LS and Eng Departments)</p> <p>S2: Fashion Design (Eng and VA Departments)</p> <p>S3: Science Project (Phy, Chem and Bio Departments) 2-day study Tour to Humen & Foshan (C.Hist, LS Departments and Moral & Civic Education Committee)</p> <p>S4: Writing about Current Issues (Eng Department, LS Department, Environmental Education Committee and Moral & Civic Education Committee)</p> <p>S5: AWA Skills Development Program (Eng Department, Careers Guidance Committee and American Women's Association)</p> <p>S4 & S5: Forum on Moral & Current Issues (Chinese Department, C. Hist Department and Moral & Civic Education Committee)</p> <p>(Please see *attachment for the cross-curricular project learning programmes 2013-2014.)</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. 14 departments commented that the collaboration effectively utilized the resources and reduced teachers' workload on raising students' interest through cross-disciplinary settings. According to the survey, 50.2% of students enjoyed doing projects and 67.5% responded that project work facilitated their increased understanding.</p>

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 the sharing of knowledge and collaborative work</p> <p>1.4 To integrate the use of e-class in class learning activities</p> <p>1.5 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) 17 out of 20 departments established e-resource banks for learning and teaching materials on e-class.</p> <p>(c) Interactive learning activities e.g. e-forums were established by different departments to promote the sharing of knowledge and collaboration among students.</p> <p>(d) E-class was sometimes used by 8 departments in class so as to help students gain familiarity with its functions and they were encouraged to use it at home. For example, students were instructed to use articles in resource banks for class discussion.</p> <p>(e) 5 departments requested students to submit assignments and projects through e-class which helped to keep a clear record of students' work and teachers' feedback. However, students' handwritten assignments are preferred to meet the requirements of the public examinations.</p> <p>(f) According to the survey of students' self-evaluation of learning, 56.8% of the respondents indicated that they always used e-class for their learning while 60.3% thought that e-class helped facilitate their learning. 69.2% of them admitted that e-class was user-friendly. Compared to the survey results of last year, students are more used to learning through e-class this school year.</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 extending from the core subject departments to the elective subject departments</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, BAFS, Visual Arts and Design & Technology Departments for discussions, reflections and sharing of their learning experiences.</p> <p>(b) Some departments with e-forums reflected that an e-forum is a convenient way for students to exchange ideas and seek the teacher's comment. Positive learning communities have been built to support peer learning. However, some teachers also reflected that students did not participate enthusiastically and preferred face-to-face discussions when encountering difficulties and this correlated with the survey results that only 42.3% students were eager to engage in discussion in e-forums and this explained why only 41.8% students found e-forums useful in facilitating their learning.</p> <p>(c) The difficulties encountered in creating the e-forums were teachers' time constraints and their unfamiliarity with information technology.</p>
<p>3. To provide updated information from internet resources/websites for extended learning</p> <p>3.1 To connect web-links to internet reading resources using the school e-class</p>	<p>Provision of updated information from Internet resources/websites for extended learning</p> <p>(a) 15 out of 20 departments established web-links in the school's e-class to provide reading materials for students.</p> <p>(b) 16 out of 20 departments designed extended learning activities like worksheets and class discussions as follow-up to the pre-lesson exercises.</p>

3.2 To design extended activities to continue classroom learning	(c) Teachers reflected that students' performance in these extended learning activities depended much on their pre-lesson preparation. Most students did well except those with low motivation. Encouraging results revealed in the survey of students' self-evaluation of learning showed that 63.7% of students agreed that they could learn independently with the web-links provided.
<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) 13 departments were committed to ensuring the proper use of the Internet in their curricula. The areas concerned were intellectual property rights, choice of websites and privacy protection, etc. According to the students' self-evaluation of learning survey, 71.8% of students indicated that they were more aware of the proper ways of using the Internet.</p> <p>(b) To instill the concept of intellectual property rights and to avoid plagiarism, 13 departments have taught students to cite references from the Internet by making footnotes and using a bibliography. Most students were able to use the correct formats in their projects.</p> <p>(c) As the number of LWL sessions was limited, it was difficult to arrange talks and programmes in the LWL sessions.</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 integrate reading sessions into the school timetable</p> <p>1.1 To integrate the reading period into the school timetable. 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 revise the booklist for the Structured Reading Programme and strengthen the promotion to recommend the books on the list to students</p> <p>1.3 To encourage subject departments to integrate the books recommended for the Structured Reading Programme in the subject curriculum for better use</p>	<p>Prolonged morning reading session</p> <p>(a) A 15-mins morning reading session was conducted before lessons every Tuesday. Students 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. Another reading session is allocated to the 8th period of every Day 5 in Week B. 65.7% of the students either agreed or strongly agreed that they were engaged in active reading in the reading session.</p> <p>In response to students' request, S6 students were allowed to read newspaper during the reading period. According to the S6 survey, 70.2% of the students agreed that this was a good practice.</p> <p>(b) The booklist for the Structured Reading Programme was compiled and uploaded to the school intranet for students' reference. There were books donated to the school library in the first term. These books were categorised and their titles were integrated into the Structured Reading Booklist. Orders of new books were placed in the second term with the donation from the Alumni Association. A total of 237 books were donated and displayed in the school library. Students showed interest in the books. There were 140 checkouts of these books from the school library. Students borrowed the books from the public libraries as well.</p> <p>Students were encouraged to read those recommended books in the reading period. A book report competition was held in the first term to encourage students to read these books and share their reflections. The winning entries were displayed in the School Open Day and uploaded to e-class, and acknowledgement was made to the Alumni Association for their generous donation.</p>

<p>1.4 To provide structured reading materials for students. Students are given reading materials with follow-up activities prepared by subject departments and Functional Teams. They can share their reflections on the reading materials in the class period or through the e-class system</p>	<p>Class visits were conducted by Student Reading Ambassadors during the morning reading sessions in May to recommend the books for the Structured Reading Programme.</p> <p>(c) 11 out of 20 departments integrated the books recommended for the Structured Reading Programme in the subject curriculum. Follow-up activities such as presentations and sharing sessions in class or on e-class were designed for students.</p> <p>(d) Subject 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 discussions, presentations and sharing sessions, were designed to facilitate students' learning.</p> <p>76.9% of the students either agreed or strongly agreed that they were able to explore knowledge with reading materials from different subject fields.</p>
<p>2. To strengthen the role of the School Library as a centre of learning resources</p> <p>2.1 To maintain the reference corner in the school library for students' easy access to subject reference materials to facilitate students' self-learning</p> <p>2.2 To conduct library lessons for S1 students</p> <p>2.3 To hold theme-based book exhibitions to expose students to specific fields of interest and encourage them to explore knowledge in these fields</p> <p>2.4 To invite students' suggestions for the purchase of new library books</p> <p>2.5 Students' recommendations will be posted to encourage peer-sharing in reading</p> <p>2.6 To invite speakers, such as authors, book critics and parents, to recommend books or do reading sharing at the Book Fair</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. Other subject based references could be arranged on teachers' request. It was commented that the reference books were frequently used in the library and 167 books were issued out.</p> <p>75 new reference books for various subjects were displayed in the corner from March onwards.</p> <p>(b) Library lessons were conducted in October for the 4 S1 classes to familiarise them with the operation of the library and the book borrowing procedure. Students welcomed the practice.</p> <p>(c) A theme-based book exhibition displaying books about <i>Leadership</i> and <i>Basic Life Skills</i> was held in the first term. Various theme-based book exhibitions were held in the School Library in the second term. The themes were <i>Success Stories of Famous People</i>, <i>Black Cat English Readers</i>, <i>Healthy Lifestyles</i>, the <i>Kaleidoscope of Mathematics and Space Exploration</i>. There were a total of 355 checkouts of the books related to the themes.</p> <p>(d) 101 new library books have been purchased in response to students' and teachers' recommendations in the Book Fair. The books were displayed in the school library.</p> <p>(e) The books have been displayed in library and recommendations of the books were posted up in the second term.</p> <p>(f) The author talk by the renowned local writer 葛雋 was held in November in a LWL session. 葛雋 shared with our students his reading experience, and how to appreciate a good book and article. 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>Books written by 葛雋 were sorted out for recommendation.</p>

<p>2.7 To invite parents to the Book Fair to choose good readers and read alongside with their children.</p> <p>2.8 To conduct reading sharing sessions by teachers at the Book Fair</p>	<p>(g) The School Book Fair was held on 12 and 13 November 2013. Letters were issued to invite parents to the Book Fair and recommend books. No parents took the initiative to share the books, but they joined the sharing sessions as members audience and accompanied their children to read and buy books.</p> <p>(h) Four book sharing sessions were conducted by teachers in the school hall during the lunchtime. Four teachers, Mrs. CHAN LEUNG Chui-ha, Mr. LAU Chun-on, Ms LAM Yuk-yim and Mr. TAM Chak-hang recommended four books, some of which are from the Structured Reading Programme, to our students. There were about 50 participants in each of the sessions. Students showed great interest and appreciation.</p> <p>A total of 5,023 library books were issued out in the school year and the average of daily issues is 43.3. It was observed that students tended to read in the library more than checking out the books. The average daily attendance of students is 83.</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 could 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. Meetings have been conducted with the potential service providers to work out the proposals.</p> <p>(b) Students have been keeping 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 are still award schemes for the different programmes. Teachers kept on encouraging students to read more. Lower form students were more enthusiastic about 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 read and share with their classmates. Yet the system does not allow students to keep a personal record of their own reflection. Instead of recommending good readers on 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 assign a set of graded exercises on reading strategies for S3 students</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 include skimming for main ideas, making inferences, drawing conclusions, making predictions, distinguishing fact and opinion, sequencing, and identifying point of view. The skill of modeling was introduced in the PE curriculum. 12 out of 19 departments rated this measure either effective or very effective to help students acquire and practise the skills to comprehend different texts. Improvements were shown in students' assignments.</p>

<p>4.3 To conduct a morning reading session on Fridays for S1 to S3 students</p> <p>4.4 S1 and S2 students will be given structured reading materials while S3 students will do self-assessment exercises on reading strategies.</p>	<p>73.9% of the students agreed that exposure to different texts in various subjects enhanced their reading skills.</p> <p>(b) A set of graded exercises on reading strategies was developed for S3 students. There are exercises with both Chinese and English reading materials to help students improve their reading skills.</p> <p>(c) 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. There were exercises of both Chinese and English reading materials to help students improve their reading skills.</p> <p>(d) Class teachers commented that the programme ran smoothly. Students were able to give feedback which shows their understanding and reflection about the articles. 6 students in S1 classes finished reading all the 50 articles and about 100 students in S1 and 2 have read more than half of the articles.</p> <p>There were problems in some of the classes as more than half of the students in an S1 class lost their records at the end of the school year and an S2 class lost the class records in the middle of the school year.</p> <p>Record sheets with students' good work on reflections will be kept for reference. The S1 and S2 students in the coming school year can also learn from the sharing.</p> <p>The S3 students completed a total of 1,489 exercises in the school year. A drop in the number of exercises completed by students was observed as the exercises were considered as difficult for them.</p> <p>The year-end survey showed that students found the school reading programmes helped them connect their knowledge. 74.6% of the students were confident of applying the knowledge obtained from various reading resources to construct their own opinion.</p>
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Focus Area D: To encourage students to develop good learning attitude

Strategies/Tasks	Achievements and Reflection
<p><i>1. To place a stronger emphasis on helping students develop good learning habits in lessons</i></p> <p>1.1 To include the introduction of success people as role-models for students in the curriculum</p> <p>1.2 To conduct class activities with the aim of developing good learning habits</p>	<p>Development of good learning habits in lesson</p> <p>(a) 18 departments included the introduction of successful people as role-models for students in the curriculum e.g. project work on public health and technology in S1 and S2 LS respectively. Students could learn how a good learning attitude contributed to one's success and have the determination to overcome difficulties encountered. 15 departments rated this measure effective or very effective in cultivating students' learning attitude.</p> <p>(b) Various class activities, e.g. competitions, sharing by alumni and the reading scheme, helped develop students' good learning habits. 12 departments gave a high rating for the effectiveness of this measure in helping students develop good learning habits.</p>

<p>1.3 To conduct self-evaluation on learning focuses after certain modules or topics allowing students to reflect on their learning attitude</p>	<p>(c) 19 departments used the Students' Learning Self-assessment Form to help students reflect on their learning attitude. Teachers commented that students were serious in doing the reflection and knew what should be done for improvement.</p>
<p>2 <i>To cultivate good learning attitude among students through peer influence</i></p> <p>2.1 To award students with good results in the mid-term tests in junior secondary levels</p> <p>2.2 To organise an inter-class competition to encourage students to build up disciplined learning attitudes and to encourage improvement throughout the school year</p>	<p>Cultivation of good learning attitudes among students through peer influence</p> <p>(a) Top 3 students with the best Mid-term Test results from every subject in each junior form were awarded in Christmas assembly in Term 1. Due to the tight schedule of morning assembly in May 2014, the prize-giving ceremony for the best results of second mid-term test was held in each classroom. Top 3 students with the best Half-yearly Examination results of each class were awarded in morning assemblies in March 2014. The atmosphere was good and awardees were good models to their fellow students. Those with the top results in Yearly Examination were awarded in the first assembly in September 2014.</p> <p>(b) An inter-class competition to encourage students to build up disciplined learning attitudes was held from the end of March to the beginning of April. Students worked together for a good learning environment. The winning classes were 1D, 2B, 3B and 4F from each form.</p> <p>(c) In the survey of students' self-evaluation of learning, 74.4% students responded that their learning attitude was good.</p>

Major Concern 2: To equip students with life-planning skills and help them to actualize 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>Different programmes will be held in the school year to</p> <p>1.1 highlight/ remind students of 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>Separate briefing sessions have been given at different times of the school year.</p> <p>(a) To help students understand the importance of goal setting, the first Life Education periods with the theme “<i>Introduction to Life Planning</i>” were arranged for S3 to S5 students in September. By doing reflective evaluation of oneself and sharing with their class teachers and peers on different careers aspiration, students were encouraged to set their goals for further studies and future careers. The discussion in the lessons served as a platform for students to share their future dreams.</p> <p>(b) A mass programme was organised for the whole school as the post examination activity on 20 January to introduce the concept of “<i>Life Planning</i>” and its importance to the personal and academic development of the students. The programme began with a story written to integrate the main concepts of life planning. The story was told, with the aid of an interesting powerpoint presentation “<i>An Acorn and A Spike</i>”, to arouse the interest of the students to the topic. The second part of the programme was an interview with an alumnus, Mr. Jason Lau Chi Wai, who is currently studying an undergraduate programme in Social Science at the University of Hong Kong. Mr. Jason Lau, being an all-rounder who showed marked improvements in his personal and academic qualities throughout his secondary school years, encouraged schoolmates to set goals and aim high. The programme proved to be fruitful and inspiring. The students were attentive and showed good response throughout the whole programme.</p> <p>(c) A subject selection talk for S3 was held on 28 February to give parents and students up-to-date information about the senior secondary curriculum. They were briefed regarding the electives on offer and requirements of university admission as well as possible careers options. This talk marked the first step for S3 students to ponder their future careers, plan their way ahead and make an informed decision on their possible field of study.</p> <p>(d) “<i>Planning a Brighter Future</i>” (策劃大未來) Life Planning Workshop is going to be held on 7 July as a post-exam activity for S4 students. This workshop, jointly organised by The Mandatory Provident Fund Schemes Authority (MPFA) and the Tung Wah Group of Hospitals Healthy Budgeting Family Debt Counselling Centre, with the support of the Education Bureau, aims at educating young people on appropriate attitudes towards financial management and the importance of having an early start on retirement planning. In this 4.5 hour workshop, students were guided by social workers with experience in youth financial education. Through different simulation activities, students experienced different life stages, including working, spending, MPF investment, financial planning and retirement, during which they would encounter different financial needs and have to make relevant decisions. Students</p>

	<p>were also guided in a discussion-cum-debriefing session to reflect on appropriate attitudes towards financial management, and understand the importance of sound financial management and early retirement planning, which are essential for paving their way to a better future.</p> <p>(e) A mass programme on <i>JUPAS preparation</i> was organised on 7 July as a post-examination activity for S5 students. The programme's aims were in supporting S5 students to prepare for university admission as well as their own Student Learning Profile (SLP).</p> <p>(f) S6 students completed their Student Learning Profiles with the support of their class teachers, English teachers and Careers Guidance Team.</p>
<p>2. <i>The S.1 Mentors will help students to set their goals.</i></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) 36 students from S4 and S5 were selected and trained as student mentors. They acted as a support group for junior form students.</p> <p>(b) Workshops were provided for student mentors to develop their competence and skills which were conducive to positive youth acquaintance.</p> <p>(c) A target setting activity was held in a class teacher period on 11 October. S1 students were required to set goals for themselves for the academic year. The student mentors gave clear instruction and examples to the S1 students to follow and their discussion was fruitful. The activity was completed successfully. The S1 students expressed their appreciation for having a mentor to guide them along.</p> <p>(d) A time management workshop was held on 4 December. S1 students were taught to prioritize their work and manage their time. S1 students reviewed the targets they set in October with the help of the student mentors.</p> <p>(e) It was observed that with the assistance of the mentors, most S1 students were able to set their goals but they needed constant reminders and support to review the goals set for further progress. The student mentors could put in more effort in developing S1 students' self-awareness of reviewing their goals.</p> <p>(f) Some student mentors performed well as they built up good relationship with the mentees and exerted a good influence on them.</p>
<p>3. <i>Students will be encouraged, as well as parents' support sought, to foster a balanced development through 'One Sport, One Art, One Service' Scheme.</i></p> <p>3.1 'One Sport, One Art, One Service' Scheme will span three years for the 2012-2013 cohort of S1 students. S1 students are required to join one uniformed team</p>	<p>(a) It is the second year of the "One Sport, One Art, One Service" Scheme. All S1 students were encouraged to join one uniformed team whereas S2 students were provided with a sports development programme.</p> <p>(b) For S1, 135 uniformed team members were recruited from the current S1 students (Boy Scouts: 26, Girl Guides: 16, Hong Kong Air Cadet Corps: 32 and Red Cross Youth: 61). Besides regular meetings, each uniformed team organised different activities for the members, such as the orientation camp, the hiking camp and wild cooking activities, drill training and map training. Members also joined the activities held by their respective headquarters. For example, members of the Hong Kong Air Cadet Corps took part in the Joint Squadron Christmas Party and members of the Red Cross Youth participated in the First Aid Camp and the Mass Drill. The uniformed team members also showed great concern</p>

<p>throughout their first secondary school year so as to cultivate their self-discipline, perseverance, responsibility and commitment as well as a sense of belonging to the school.</p> <p>(Uniformed teams include Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps and Red Cross Youth Unit)</p> <p>The S1 students (when promoted to Secondary Two) 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>3.2 For students of levels other than S1, they follow the existing OLE programmes designed to enrich their learning experiences.</p>	<p>for people in need by participating in the flag selling activities and service programmes. They also provided service at major school events, such as Speech Day, Swimming Gala and Parents' Day. It was observed that most of the new members were willing to join the activities. They behaved well and were willing to shoulder responsibility.</p> <p>(c) Many uniformed team members took part actively in open competitions and achieved good results. For instance, the Hong Kong Air Cadet Corps was the 1st Runner-up in the Hong Kong Island Wing Drill Cup 2014 in the Recruit Cadet Section. At the end of the school year, 13 Boys Scouts, 40 Red Cross members, 15 Girl Guides and 15 Hong Kong Air Cadet Corps members completed all the training courses and passed the enrollment examinations. On the other hand, around 40% of S.1 students withdrew or did not show much interest in the activities. According to their parents' letters, the main reason for their withdrawal was that their children did not have enough time to manage their academic studies.</p> <p>(d) On top of the regular training of different school sports teams, a rope skipping training programme was implemented for S2 students by enlisting the service of HK Rope Skipping Club Limited. From October to November 2013, a total of 60 S2 students participated in this 7-hour training course after school in the school hall. Students showed interest in the programme. They were able to improve their physical fitness as well as develop their responsiveness, stamina and cooperation skill through rope-skipping training.</p> <p>(e) S3 to S6 students have had ample opportunities to enrich their <i>Other Learning Experiences</i> through joining ECA club activities, enrichment programmes and sports activities.</p>
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Focus Area B: Students' personal qualities are developed and they become contributing members of the community.

Strategies/Tasks	Achievements and Reflection
<p>1. Programmes will be organised to develop in junior form students the basic qualities of self-confident, self-disciplined and self-reliant individuals.</p> <p>1.1 A programme will be held in LWL / Class Teacher's Periods for the whole of S1 and S2 to develop their personal qualities as</p>	<p>(a) S1 Adventure Training Camp A 3-day Camp was organised for all S1 students at the YWCA Sydney Leong Holiday Lodge between 24 and 26 September. The Camp aimed at training in courtesy, self-management and team building. With a combination of practical and 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 to be experienced from participation in the hiking activity.</p> <p>(b) S2 Programme on "<i>Developing Personal Qualities</i>" A programme on "<i>Developing Personal Qualities</i>" was organised for all S2 students in the LWL periods on 14 March. Based on last year's</p>

<p>self-confident, self-reliant and self-disciplined individuals.</p> <p>1.2 Working in collaboration with the Reading to Learn Team, books will be recommended to students so as to encourage the students 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>programme, this programme was revised to include a micro-film show, a library visit and a class discussion on reading articles related to self-management, time management and a story of success, with the Class Teachers as the facilitator of the programme. The micro-film show and the reading articles aimed to introduce to students some essential qualities for future success. The library visit, which was organised in collaboration with the <i>Reading to Learn Team</i>, featured a mini themed book display of <i>Life Skills</i> and <i>Success Stories of Famous People</i>. It aimed to encourage the students to read in-depth in the pursuit of good qualities through self learning. With around 200 book titles, all S2 students were asked to borrow a book on display, and make a book recommendation after the programme. In general students responded positively to the programme.</p> <p>(c) A list of books on <i>Life Skills, Personal Growth and Development</i> was compiled and displayed in a permanent corner of the School Library.</p>
<p>2. <i>OLE / LWL activities will be organised for S3/4 students who are senior members of organisations / groups / services to develop their leadership skills.</i></p> <p>2.1 S3 and S4 students are challenged to be leaders and contributing members to their immediate community</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 teenage success guide by Sean Covey)</p>	<p>(a) S3 and S4 students have been constantly reminded of their leading roles at school. They have been 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) The recommended book <i>The 7 habits of Highly Effective Teens</i>, both with Chinese and English editions, has been on display in a permanent corner of the School Library. The seven habits introduced in the book were also posted up for display in the permanent corner. Students were encouraged to read and improve their personal qualities and habits.</p> <p>(c) Books on <i>Leadership Skills</i> were compiled and displayed in a permanent corner of the School Library to encourage students for enhancement through self reading.</p> <p>(d) Leadership Training Programme The Leadership Training Programme, held on 4 and 11 October for office bearers of ECA clubs, 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 also focused on skills that are essential for effective communication when working with peers. It proved to be beneficial for future student leaders to develop necessary skills to serve their peers at school.</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>3. Programmes introducing outstanding students / great people's success stories will be held to instil 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 and made accessible in the School Library.</p> <p>3.3 Articles on great people's success stories will be collected for display and as morning reading materials.</p>	<p>(a) JA Leadership Seminar A Leadership Seminar, arranged by Junior Achievement Hong Kong, was held in the LWL periods on 14 March. The topic was <i>How to become a leader: Importance of Career Aspiration</i>. The guest speaker was Mr. Thomas Chan, Director of Yuan Tung Financial Relations Ltd. As a recognised expert in finance and telecommunication, Mr. Chan shared with students his professional knowledge, his outlook on life and his advice on life planning. In the post-talk evaluation, students were inspired by the speaker's experience and were able to identify some areas to equip themselves in order to achieve their careers goals.</p> <p>(b) With the set up of the Careers Resource Corner, the reference for outstanding alumni's success stories was made accessible in the School Library.</p> <p>(c) A booklist of biographies of great people was compiled in the structured reading programme for students' reference. More articles on great people's success stories have been collected and compiled as reading materials.</p>

Focus Area C: Provided with more information on and exposure to further studies and careers, so that 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 in School Library 	<p>(a) Different channels have been employed to facilitate easy access to career-related information. These include:</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) 11 Career Ambassadors have been recruited from each senior class and supported with training to facilitate the information exchange between the school and schoolmates.</p>

<ul style="list-style-type: none"> - Career Library on 3/F, west block - School Intranet <p>and through Career Ambassadors making announcements in morning assemblies or in their own class.</p> <p>1.2 Career Ambassadors are provided with training to facilitate information exchange.</p>	
<p>2. <i>Career-related learning activities will be organised to arouse senior form students' awareness of the importance of career planning.</i></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) S6 Careers Day</p> <p>A Careers Day, jointly organised by the Careers Guidance Team, the Guidance Team, Hok Yau Club and Edvenue Limited, was held on 5 November 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 28 alumni newly graduated 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 programme choice prioritisations as well as stress management. About 30 parents attended the afternoon session and met with class teachers and subject teachers in the following tea gathering.</p> <p>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 familiarizing them with university application and study programmes.</p> <p>(b) Career Expo 2014</p> <p>66 S5 students participated in the Career Expo 2014 organised by Hotung Secondary School and the Rotary Club of Kingspark Hong Kong on 26 February. A survey on their career interest was collected prior to the programme in December for the experience sharing session.</p> <p>All students attended a talk given by the guest speaker 鍾伯光博士. Well-experienced in sports and education, Dr. Chung shared with the students his story of success, life values and the profession.</p> <p>In the small group meeting, students were matched with their career interest to meet business volunteers from 14 different professions, such as engineering, clinical psychology, pharmacy and advertising. These informal experience sharing sessions allowed them to get an understanding of the career field and consult advice from an expert face-to-face. The majority of the participating students agreed that they had a clearer direction on career planning and rated highly the small-group sharing as they had an up-close look at the professions they are genuinely interested in.</p>

	<p>(c) Careers Talk on Surveying A Careers Talk from the Hong Kong Institute of Surveyors was organised for 34 S4 to S5 students on 9 April. The five members coming from the Hong Kong Institute of Surveyors shared with students the careers opportunities available in the surveying profession and the six categories of this profession. The students were also introduced the admission requirements and pathways to the profession. The students showed a high level of participation in the talk as well as the Question and Answer session. They responded positively in the evaluation and agreed that they gained a deeper understanding of this profession.</p> <p>(d) JA Job Shadowing Programme at Architectural Services Department As a follow up to the careers talk on Surveying, 14 S4 to S5 students were selected to join a job shadowing programme at Architectural Services Department organised by Junior Achievement Hong Kong on 30 April. They were given a valuable chance to observe, interview and shadow their mentors in different professions such as <i>Architect</i>, <i>Quantity Surveyor</i> and <i>Project Manager</i> in the Queensway Government Offices. The students were keen on the programme and attended a briefing before the Job Shadowing Day and completed the evaluation in the post job shadowing meeting. They all agreed that they gained an understanding of the work requirements in the industry. They gave a high rating to this activity and shared their views with each other in the focus group discussion after the programme.</p>
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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>1. All staff will be familiarised with the data input system of e-Class.</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) A set of "Guidelines on the Preparation of Activity and Award Record" was included in the Teachers' File (Section 5.7b) and issued to all staff in August before the school term commenced.</p> <p>(b) All staff were briefed on the following areas:</p> <ul style="list-style-type: none"> - Working Procedure - Guidelines for Data Collection, Data Entry and Issuance of Documents - Checklist for Information Collection

<p>2. A complete and accurate record system of all LWL / OLE/ ECA activities for the JUPAS application and SLP production will be established.</p>	<p>(a) To ensure completeness and accuracy of the activity and award record, all “A&A Record Forms” go through the Teacher in charge of A&A Record for screening and centralised processing, who also keeps a Logbook for that purpose. A copy of the Logbook is posted up in the Staff Common Room monthly for staff to check out omissions and discrepancies.</p> <p>(b) With the complete and accurate activity and award records, the SLP for S6 students have been compiled and issued as a soft copy for S6 students for the submission of such documents in JUPAS application.</p>
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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. The ‘Charity Begins at Home Charter’ (「立己達人約章」) programme will be prepared and implemented in the junior forms.</p> <p>籌備學生在「立己達人」約章中自訂目標</p>	<p>(a) 中二級學生於本學年九月生命教育課節，在班主任指導下於「立己達人」約章中訂立自己的目標。中二級「立己達人」約章評估數據：</p> <table border="1" data-bbox="705 434 1299 698"> <thead> <tr> <th>班級</th> <th>目標有所提升(%)</th> </tr> </thead> <tbody> <tr> <td>2A</td> <td>96%</td> </tr> <tr> <td>2B</td> <td>91%</td> </tr> <tr> <td>2C</td> <td>92%</td> </tr> <tr> <td>2D</td> <td>94%</td> </tr> <tr> <td>中二級</td> <td>93%</td> </tr> </tbody> </table> <p>通過以上評估數據可見，學生已能成功透過多元化學習活動及情境培育學生的「堅毅」、「尊重他人」、「責任感」、「公民身份認同」、「承擔精神」、「關愛」和「誠信」，裝備學生持守正面的價值觀和積極的人生態度，勇於實踐和承擔。</p>	班級	目標有所提升(%)	2A	96%	2B	91%	2C	92%	2D	94%	中二級	93%
班級	目標有所提升(%)												
2A	96%												
2B	91%												
2C	92%												
2D	94%												
中二級	93%												
<p>2. Well-structured and diversified programmes like speeches, talks, exhibitions, inter-class competitions etc. to cultivate positive values will be launched in LWL periods.</p> <p>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。</p> <p>透過「生命教育課」多元化學習活動，培育學生的「堅毅」、「尊重他人」、「責任感」、「公民身份認同」、「承擔精神」、「關愛」和「誠信」，裝備學生持守正面的價值觀和積極的健康生活態度，對「個人」、「家庭」、「社群」和「世界」作出貢獻。</p>	<p>「班際盃」比賽簡述：</p> <p>(a) 本年度「班際盃」比賽共有十項，包括：漫「話」創作及設計比賽、清潔比賽、「文學之星」比賽、壁報設計比賽、「學習表現評估」比賽、秩序比賽、中一及中二級新聞時事問答比賽、中一及中二級生活技巧話劇創作比賽、公民德育「講場」。各項比賽已圓滿結束，由 1D、2D、3B、4F、5A 及 6B 班榮獲本年度「班際盃」各級比賽冠軍和「推介好書獎」。各班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。社際比賽則包括水運會、陸運會清潔比賽及年曆設計比賽。</p> <p>(b) 本學年「生命教育」已進行五課節，從各級學生的「生命教育歷程摘錄」可見，學生認為此課節能幫助他們解決成長的疑難，更令同學獲益良多。而各級「生命教育」課節整體課程評估數據如下：</p> <p>中一：96%；中二：93%；中三：95%； 中四：81%；中五：79%；中六：95%</p> <p>反映同學通過各課節能訂立明確目標，檢視得失，建立積極人生觀和尊重生命，從而培養正面的價值觀和健康生活文化態度。</p> <p>中六級同學認為各課節能讓他們了解「大學聯招」系統，令他們積極學懂解決升學上的疑難，學習面對將來的應有態度，為理想的社會工作生活作好準備。</p> <p>「生命教育」各課節由班主任施教，活動形式多元化，包括時事論壇、分組討論及匯報、自我反思、校友經驗分享、社工講座等。</p> <p>(c) 透過全年度不同組別統籌及規劃多元化班際、社際聯營課堂學習活動，從以上各級學生評估數據可証，已為學生提供一個整全的學習經歷，能培養學生正面的價值觀和態度。</p>												

<p>3. Learning activities for students to foster core values, strengthening civic consciousness, will be organised by the MCE Committee and other subjects/teams.</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>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、漫「話」及漫「畫」設計比賽、第二十二屆全港中學生新聞評述比賽和公民德育「講」場。</p> <p>(b) 通識科：邀請中英劇團到校演出廉署互動劇場——「正義聯盟」、選舉事務處到校主持講座、兩次立法會綜合大樓參觀活動、樂施貧富宴、「生活技巧」話劇比賽。</p> <p>(c) 中國歷史科：參加「九一八」歷史講座、「深圳探究考察之旅」早會分享、第五屆全港中學生五大貧窮要聞選舉及要聞『敢』言寫作比賽、「追昔究源·開拓瞻前」虎門、佛山兩天探究之旅、歷史事件四格漫畫創作比賽、「回顧八年艱難歲月·啟示今天中日關係」展板製作、偉人創奇蹟演繹比賽和參加「全港中學中國歷史研習獎勵計劃」。</p> <p>(d) 社會服務組：舉辦公益金講座和特區政府施政十件大事評選。</p> <p>(e) 視覺藝術科：參加漫「話」及漫「畫」設計比賽，得獎同學的作品印製成漫「話」卡，由班主任贈送各班同學，鼓勵建構「立己達人」的積極人生態度。</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>中一級及中二級特定之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>本年度中一及中二級已在中文科、英文科、數學科、通識科、地理科、中國歷史科、綜合科學及電腦科課程進行滲透正面的價值觀和態度之教學活動。各學科主題如下：</p> <p>(a) 中文科：借事抒情——《愛蓮說》</p> <p>(b) 英文科：‘Incredible people ; Going Green’</p> <p>(c) 數學科：‘Square Roots and Pythagoras’ Theorem’</p> <p>(d) 通識科：‘The Poor Working People of Hong Kong’</p> <p>(e) 地理科：‘Changing climate, changing environments’</p> <p>(f) 中國歷史科：南宋偏安及滅亡——做事要大公無私</p>

	<p>(g) 綜合科學：‘Energy – Issues related to the use of energy’</p> <p>(h) 電腦科：‘System Software and Application Software’</p> <p>以上八個學科已在中一及中二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，資源共享。</p>
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Focus Area B: A caring, supportive and inviting culture is fostered in school.

Strategies/Tasks	Achievements and Reflection
<p>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.</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 were able to score points in each competition and the class which got the highest score would be awarded at the end of the school term.</p> <p>(b) Nine inter-class competitions were conducted this year: Comic Script Writing Competition, Board Displays Design Competition, Chinese Essay Writing Competition, Cleanliness Competition, Students’ Learning Assessment Week, Best Behaved Class Competition, News Quiz, “Life Skills” Drama Competition, Civic and Moral Education Forum.</p> <p>(c) S1D, S2D, S3B, S4F, S5A, S6B were the champions of the “Outstanding Class Award Competition” and got the “Promote a Good Book” Awards. The champions had chosen books which emphasized positive values and attitudes and the books were purchased by the library and inspirational reflections were written and shared with students in the lower forms.</p> <p>Through different competitions, a harmonious, caring and collaborative atmosphere was created and promoted in our school.</p>
<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 “Comic Script Writing Competition” and a “Comic Card Design Competition” were jointly organised with the Visual Arts Department on the theme “Charity Begins at Home”. The winning designs were printed. Cards would be awarded to students by class teaches. Through different competitions, a harmonious, caring and collaborative atmosphere was created and promoted in our school.</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 students’ attitude, willingness to serve, sense of responsibility and initiative, and involvement in extra-curricular activities. One student was selected from each class. The prizes would be presented in the final assembly.</p> <p>(c) Through the “Comic Script Writing Competition”, “Comic Card Design Competition” and “Conduct Award”, all teachers were pleased to see the 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. SEN teachers guide and assist "little angels" from time to time to help them to solve problems.</p> <p>(b) A talk on Inclusive Education for junior form students was held in March to explain the present situation of Inclusive Education in our school and the importance of an inclusive environment.</p> <p>All "little angels" were very understanding and helpful. They showed great patience with the SEN students, helped them with their classwork and reminded them to behave properly. Three "little angels" were awarded Certificates of Appreciation at the end of the school year. The 'Little Angel' Scheme will continue next year as it provides opportunities for students to learn about and accept individual differences. The scheme can also foster a school culture of respect and sense of belonging and lessen the impact of harassment and bullying.</p>
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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
<p>1. A variety of programmes like talks, seminars, workshops and forums on addiction, bullying and good learning attitude will be organised for parents and students.</p>	<p>(a) An anti-drug calendar design competition was held in the first term to remind students to stay away from drugs and the harmful effects of drug addiction on health. Most of the entries were of high quality. Some of the art works of the students were used for making calendar / poster or anti-drug promotion materials.</p> <p>(b) Health tips on study skills, cyber bullying and on-line addiction were prepared by health ambassadors to raise students’ awareness on these issues during morning assemblies in April and May.</p> <p>(c) Workshops on different dimensions of health were conducted during Life Education periods to help students to develop a healthy lifestyle in the second term.</p> <p>(d) A display of health related publications including on-line addiction, bullying and good learning attitudes was held in the library from mid-April to the end of May.</p> <p>Students reflected that they learned more about drug abuse, different kinds of addictions and bullying. Students’ oral feedbacks on books and magazines display were positive.</p>
<p>2. Award schemes to cultivate a positive attitude among students will be organised.</p>	<p>(a) A "Practice Healthy Lifestyle Award Scheme" was organised for S.1 students in the second term.</p> <p>(b) Students were encouraged to develop new health habits. They have to fill in a log sheet on their new habits and ask their parent to sign on the sheet. Those who successfully meet the criteria are given certificates to recognize their effort made in developing a healthy lifestyle. This school year 45 students out of 75 entries were given the certificate of merit in practising a healthy lifestyle.</p> <p>(c) Health enhancement classes were held from March to May. The classes aimed at encouraging students to form a habit of doing exercise regularly. Students were taught to exercise in a fun way. Games were designed to improve their physical and mental fitness. Participants enjoyed the game sessions very much and they hoped to have similar activities in the next school 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 PE students, S2 Home Economic students and S4 Chemistry students.</p> <p>The topics for different levels were as follows: S1: Health benefits of being active S2: Guide to good eating and nutrition label comparison S4: Fruits and antioxidants</p> <p>Related subject teachers conducted lessons following the instructions in the lesson plans. Students learned more on the relationship between food/ exercise/ antioxidants and health. Through cross-curricular collaboration, students were more aware of different ways to lead a healthy lifestyle.</p>

6 Performance of Students

6.1 Results of Hong Kong Diploma of Secondary Education Examination 2014

Number of Candidates Sat	170
Number of Level 5** Attained	37
% of Level 4 or Above	63%
% of Students Attained Levels 33222 in Core Subjects and 1 Elective	78%

Best 3 Subjects / Mathematics Extended Module

	<i>% of Level 4+</i>
Extended Module 2	82.1
Visual Arts	81.8
Geography	80.0

Subjects / Mathematics Extended Module with Level 4+ Greater Than 70%

	<i>% of Level 4+</i>
Extended Module 2	82.1
Visual Arts	81.8
Geography	80.0
Chemistry	78.0
English Language	77.6
Mathematics (Core)	72.9

Results of All Subjects

	Percentage (%) of	
	<i>Level 4+</i>	<i>Level 2+</i>
English Language	77.6	100.0
Chinese Language	44.7	99.4
Mathematics (Core)	72.9	98.8
Extended M1	43.8	75.0
Extended M2	82.1	100.0
Liberal Studies	57.6	97.6
Physics	63.6	100.0
Chemistry	78.0	100.0
Biology	60.7	98.4
Chinese History	41.7	100.0
Chinese Literature	18.2	90.9
Economics	61.3	91.3
Geography	80.0	100.0
History	60.7	100.0
BAFS	64.1	100.0
ICT	36.4	100.0
Visual Arts	81.8	100.0
Music	33.3	100.0
Overall Percentage	63.3	98.5

6.2 Inter-school Activities and Awards

Nature	Event	Award	Class	Student
Language	65th Hong Kong Schools Speech Festival 2013			
	Solo Verse Speaking Non-open (Boys)	Champion	3B	MAK TZE FUNG JETHRO
	Dramatic Duologue Girls	Champion	4B	NG MEI TING
			4D	MAK HIU KI
	Solo Verse Speaking Non-open (Girls)	1st Runner-up	2D	AU MING YAN
		2nd Runner-up	3B	HO PO YIN
			6C	CHOI WAI KI
		Merit	1B	KO WING YAN
			2A	FUNG SAU MING
			2B	CHENG KA PUI
			2B	LEE YIK LAM
			2B	YUE LAI TUNG
			2D	CHUNG WAN TONG
			2D	HUNG NGA YUET
			2D	CHEUNG WING YEE
			3B	IKEDA KONOKA
			3D	CHAN TIN MEI TAMMY
			3D	FOK HEI IN
			3D	CHAN YEE TING
			4B	CHAN SZE MAN
			4D	YUNG YAT YIN
		5C	LUK TSZ YAN	
		5C	WANG CHING WAI	
		5C	YEUNG WING KI	
	Proficiency	1B	FONG TIN LOK	
		1C	CHAN HIU YUET	
		2D	SUN YEE TING	
3D		NG TSZ YING		
4A		LO CHING MAN ANNE		
Solo Verse Speaking Non-open (Boys)	Merit	1A	TANG PAK HEI	
		1A	ZHAO WANRONG	
		1B	TSANG YIN NGO TREVOR	
		1B	CHAN CHUN CHUNG	
		1B	WONG E-TECH	

Nature	Event	Award	Class	Student	
Language	Solo Verse Speaking Non-open (Boys)	Merit	4B	CHAN CHIU KWOK	
			5D	LEE HOK LUN	
			5D	LIU ZONG YI	
			5D	YUNG HIU HONG	
	Dramatic Duologue Boys	Merit	4B	YUE HIN CHUN	
			4B	NG KA LOK	
		Proficiency	4A	SADIOSA ELIKAI	
			4B	YUNG TSUN KIU	
	Dramatic Duologue Girls	Merit	4A	SO LOK YIN	
			4A	CHU SIU TUNG	
			4B	WONG HOI YEE	
			4B	CHOI KA YU	
			4B	CHENG KAI YI	
			4B	CHEUNG PO YEE	
			4C	TANG KE JING	
		Proficiency	4E	HO MAN TING	
			4B	LO KA WAI	
			4C	CHAN KA YAN	
			4F	YU WING KI	
			4F	FUNG YUET FAI	
			4F	LINGA YUK	
			4F	TING WING TING TERRY	
	第六十五屆香港學校朗誦節				
	二人朗誦	冠軍	4F	YU WING KI	
			4F	WONG TSZ WAI	
		亞軍	4F	CHUNG HOI IN	
			4F	TING WING TING TERRY	
季軍		4A	WONG YU CHING		
		4A	LAU TSZ CHING		
		4B	LEE WING YIN		
		4B	CHEUNG KA CHING		
優良		2A	CHU PUI SIN		
		2C	LO NAOMI		
		2D	TSE CHOI YI		
		2D	WONG TSZ YIN		
		3D	CHAN SAN WA		
	3D	CHIN KA CHUN			

Nature	Event	Award	Class	Student
Language	二人朗誦	良好	2B	LEE YIK LAM
			2B	HUANG YI XIANG
	散文集誦	亞軍	2D	AU MING YAN
			2D	CHAN EU ON
			2D	CHAN KIN LOK GERALD
			2D	CHAN LOK YAN BEATRICE
			2D	CHAN SHU SAN
			2D	CHAU WAYNE
			2D	CHEUNG CHAK FUNG
			2D	CHEUNG WING YEE
			2D	CHOW SAU MING
			2D	CHUA WUN LING LAURENCE
			2D	CHUNG WAN TONG
			2D	KAO EUGENE
			2D	FOK KWAN HO
			2D	FOO TAK HEI
			2D	HUI KA HO
			2D	HUNG NGA YUET
			2D	KO HIU YIN
			2D	KWAN TIN YING
			2D	LAI CHUN
			2D	LAU YING TUNG
			2D	LEE CHUN HIM
			2D	LEE PO SHEUNG
			2D	LI CHAK YUK
			2D	LO CHUN YIN ROGER
			2D	LUI FEI
			2D	LUK HIU LAAM
			2D	MAK TSZ HIN
			2D	NGAI JASON
			2D	NGAN HO WANG
			2D	PAT WING YEE
	2D	SUN YEE TING		
2D	SZE HON CHING			

Nature	Event	Award	Class	Student
Language	散文集誦	亞軍	2D	TSANG HING LING
			2D	TSE CHOI YI
			2D	WONG TSZ YIN
			2D	WOO YAT WA
			2D	WU CHING
			2D	YIP PUI LAM
	散文獨誦 (女子組)	亞軍	1D	KO OI LAM
		優良	4F	SIN MAN YING
	散文獨誦 (男子組)	優良	1B	YIP HON YEUNG COLMAN
			2D	CHAU WAYNE
	詩詞獨誦 (女子組)	亞軍	2C	LEUNG KA PO
		優良	1A	CHOI HIU LAM
			1A	WU SHADOW TSZ YAN
	詩詞獨誦 (男子組)	優良	4B	CHAN CHIU KWOK
	散文獨誦 (普通話-女子組)	優良	1A	FUNG YUEN CHING
			1B	FAN XIUYU
			2B	YUE LAI TUNG
			2B	CHOW WING YEE
			2D	KO HIU YIN
			3D	CHAN YEE TING
			4F	TING WING TING TERRY
			4F	SIN MAN YING
	散文獨誦 (普通話-男子組)	優良	2D	CHAN KIN LOK GERALD
	詩詞獨誦 (普通話-女子組)	優良	2D	CHEUNG WING YEE
			2D	CHUNG WAN TONG
			3D	LEE CHEUK NAM
			3D	LEUNG HIU CHING
	詩詞獨誦 (普通話-男子組)	季軍	3D	CHIN KA CHUN
		良好	1A	ZHAO WANRONG
	中國中學生作文大賽 (香港賽區)	銀獎	3D	CHAN TIN MEI TAMMY
		銅獎	6D	LEUNG CHIN CHING MASON
		優異獎	3D	LAU HOI YIU
2B			LAI KA MING	
5C			CHUNG MING KIT	
6B			LAU YUEN YEE	

Nature	Event	Award	Class	Student
Language	第十三屆《基本法》多面體-全港中學生辯論賽(基本法盃)	港島區亞軍 及 最佳辯論員	5A	CHEUNG PAK HEI
			5A	TSOI WAI HUNG
		港島區亞軍	5A	LO MING WAI
			5C	HUNG HIU LAM
	「海洋保育齊參與」全港學生演講比賽	中一級別獎	1B	YIP HON YEUNG COLMAN
	中國語文菁英計劃 (2013/2014)全港中國語文菁英競賽	菁英銅獎	3D	CHAN TIN MEI TAMMY
	Hong Kong Secondary Schools Debating Competition	Winners of the First Preliminary Round	5A	CHAN TSZ KING KEVIN
			5A	LEUNG PAK WAI
			5A	NG KWAN YAT
			5A	WONG CHAK HEI
			5D	CHOI KERWIN LI
		Best Debater of the First Preliminary Round	5A	WONG CHAK HEI
		Best Debater of the Second Preliminary Round	5D	CHOI KERWIN LI
	第七屆 AIA MPF 挑戰盃	最佳辯論員	5C	HUNG HIU LAM
聯校中文辯論比賽	最佳辯論員	5A	TSOI WAI HUNG	
		5C	HUNG HIU LAM	
Mathematics KLA	11th Problem Solving Olympiad	Gold Award	2D	FOO TAK HEI
		Bronze Award	3D	SHA YU HIN
	Poster Design Competition for the 32nd Hong Kong Mathematics Olympiad	2nd Runner-up	2D	LUI FEI
	11th Problem Solving Olympiad (Junior Secondary School Level) Group Section	Merit Award	2D	FOO TAK HEI
			3D	SHA YU HIN
			3D	LAU TSZ LOK
	The Thirty-first Hong Kong Mathematics Olympiad	Merit Award	5C	CHAN SHEUNG ON
			5C	CHU KA LOK
			5C	WONG WING SZE
			5C	WO SIU TAT
			5D	MAN HIN SING
			5E	CHAN TSZ LING
	World Class Tests - Mathematics Hong Kong	Distinction	3D	LEUNG WAI FUNG
			3D	SHA YU HIN
3D			SHE CHUN HING	

Nature	Event	Award	Class	Student
Mathematics KLA	World Class Tests - Mathematics Hong Kong	Merit Award	3D	LAU TSZ LOK
		Pass	3D	SO CHING SUM VICTOR
	The 13th Pui Ching Invitational Mathematics Competition (Final)	Merit Award	2D	FOO TAK HEI
			2D	CHEUNG CHAK FUNG
			3D	LEUNG WAI FUNG
			5C	WO SIU TAT
			5C	CHU KA LOK
	Education Bureau Web-based Learning Course (Mathematics)	Level 1	2B	KEI YAT LONG
			2D	CHEUNG CHAK FUNG
			2D	KAO EUGENE
			3D	SHA YU HIN
			3D	SO CHING SUM VICTOR
		Level 2	2B	KEI YAT LONG
			2D	KAO EUGENE
			3D	SHA YU HIN
			3D	SO CHING SUM VICTOR
		Level 3	2D	KAO EUGENE
			2B	KEI YAT LONG
			3D	SO CHING SUM VICTOR
		Statistics Creative-Writing Competition for Secondary School Students	Selected Entry	5B
	5C			WONG WING SZE
	5E			CHAN TSZ LING
	新加坡數學競賽	金獎	1B	CHOW SAI KWAN
			1D	CHAN KA SAN
			1D	LEE TSZ HIN EDWARD
			2A	ONG KWAN YIN
			2D	FOO TAK HEI
2D			HUI KA HO	
銀獎		1D	CHAN CHUN HON	
		1D	CHAN HONG SHING RYAN	
		1D	CHOY KING CHUN	
		1D	WONG KING YUNG	
		2B	KEI YAT LONG	
		2B	KUNG MAN KEI	

Nature	Event	Award	Class	Student
Mathematics KLA	新加坡數學競賽	銀獎	2B	KWOK PUI SHUEN
			2B	KWOK WING CHUN
			2D	CHEUNG CHAK FUNG
			2D	KAO EUGENE
			2D	LEE CHUN HIM
			3D	LAU TSZ LOK
			3D	LEUNG WAI FUNG
			3D	SHA YU HIN
			3D	SHE CHUN HING
			3D	SO CHING SUM VICTOR
	新加坡數學競賽決賽	銅獎	1C	LAM SZE HON MAURICE
			1C	WONG YIN LONG
			1C	YEUNG MAN LUNG
			1D	CHAN NGO KIU BAYCLE
			3D	CHAN TIN MEI TAMMY
	新加坡數學競賽決賽	金獎	2D	FOO TAK HEI
		銀獎	1B	CHOW SAI KWAN
			2B	KWOK WING CHUN
	新加坡數學競賽決賽	銅獎	2B	KEI YAT LONG
			3D	SO CHING SUM VICTOR
	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃(總決賽 - 高中)	金獎	5C	CHU KA LOK
		銀獎	4F	KWOK FRIEDMAN OWEN
	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃(晉級賽 中一至中三)	金獎	2B	KWOK WING CHUN
銀獎		1B	CHOW SAI KWAN	
		1D	LEE TSZ HIN EDWARD	
		2B	KEI YAT LONG	
		2D	CHEUNG CHAK FUNG	
		2D	FOO TAK HEI	
銀獎		1B	SIU KA SING	
		1D	CHAN CHUN HON	
		1D	CHAN HONG SHING RYAN	
		1D	CHOY KING CHUN	

Nature	Event	Award	Class	Student
Mathematics KLA	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃 (晉級賽 中一至中三)	銅獎	2A	ONG KWAN YIN
			2B	KUNG MAN KEI
			2B	KWOK PUI SHUEN
			3D	SHA YU HIN
	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃 (香港賽區 中一至中五)	金獎	1D	LEE TSZ HIN EDWARD
			2B	KWOK PUI SHUEN
			2D	CHEUNG CHAK FUNG
			2D	FOO TAK HEI
			4A	CHOI CHUN WA
			4F	CHAN CHEUK HEI
			5C	WO SIU TAT
			5C	CHU KA LOK
		銀獎	1B	CHOW SAI KWAN
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
			1D	CHOY KING CHUN
			2A	ONG KWAN YIN
			2B	KWOK WING CHUN
			2B	KUNG MAN KEI
			2B	KEI YAT LONG
			2D	KO HIU YIN
			2D	FOK KWAN HO
			3D	SHA YU HIN
			3D	LEUNG WAI FUNG
			4B	YUE HIN CHUN
			4F	LAM YAT LONG
			5B	LAM KWAN YEUNG
			5C	CHAN SHEUNG ON
		5C	WONG WING SZE	
		銅獎	1B	SIU KA SING
			1C	YEUNG MAN LUNG
			1D	CHAN TANG DAN
1D	WONG KING YUNG			
2D	CHUA WUN LING LAURENCE			
2D	KAO EUGENE			
4F	WONG TING HEI			

Nature	Event	Award	Class	Student
Mathematics KLA	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃(香港賽區 中一至中五)	銅獎	4F	KWOK FRIEDMAN OWEN
			5D	MAN HIN SING
			5E	CHAN TSZ LING
	OLYMPRIX 數學奧林匹克選拔賽(國際盃香港賽區邀請賽)	銀獎	2B	KUNG MAN KEI
		優異獎	2B	KEI YAT LONG
	華夏盃(香港賽區)	一等獎	1D	LEE TSZ HIN EDWARD
			2D	FOO TAK HEI
			2B	KEI YAT LONG
			2B	KWOK PUI SHUEN
		二等獎	1B	CHOW SAI KWAN
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
			1D	HUANG HO YIN ERIC
			2A	ONG KWAN YIN
			2B	KUNG MAN KEI
		三等獎	1D	WONG KING YUNG
			2D	CHEUNG CHAK FUNG
	華夏盃(華南賽區)	一等獎	2D	CHEUNG CHAK FUNG
		二等獎	1B	CHOW SAI KWAN
			1D	LEE TSZ HIN EDWARD
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
			1D	WONG KING YUNG
			2A	ONG KWAN YIN
			2B	KEI YAT LONG
		2D	FOO TAK HEI	
		三等獎	2B	KUNG MAN KEI
優異獎	2B	KWOK PUI SHUEN		
華夏盃(總決賽)	二等獎	2B	KEI YAT LONG	
	三等獎	1D	CHAN CHUN HON	
		2D	CHEUNG CHAK FUNG	
第十六屆香港青少年精英選拔賽	二等獎	2D	FOO TAK HEI	
		2B	KEI YAT LONG	
	三等獎	3D	LAU TSZ LOK	
		3D	LEUNG WAI FUNG	

Nature	Event	Award	Class	Student
Mathematics KLA	香港初中數學奧林匹克全國青少年數學論壇選拔賽 - 數學解題技能展示比賽	二等獎	3D	LEUNG WAI FUNG
		三等獎	1B	CHOW SAI KWAN
			2D	FOO TAK HEI
	香港初中數學奧林匹克全國青少年數學論壇選拔賽 - 數學建模小論文評選	優異獎	2D	FOO TAK HEI
		良好獎	1D	LEE TSZ HIN EDWARD
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
		優秀獎	2D	KAO EUGENE
			2D	CHUA WUN LING LAURENCE
			2D	LAU YING TUNG
	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃 (香港賽區 - 高中團體)	第六名	4A	CHOI CHUN WA
			4B	YUE HIN CHUN
			4F	LAM YAT LONG
			4F	WONG TING HEI
			4F	CHAN CHEUK HEI
			4F	KWOK FRIEDMAN OWEN
			5B	LAM KWAN YEUNG
			5C	CHAN SHEUNG ON
			5C	WO SIU TAT
			5C	WONG WING SZE
			5C	CHU KA LOK
			5D	MAN HIN SING
	5E	CHAN TSZ LING		
	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃 (香港賽區 - 中二團體)	第七名	2A	ONG KWAN YIN
			2B	KEI YAT LONG
			2B	KUNG MAN KEI
			2B	KWOK PUI SHUEN
2B			KWOK WING CHUN	
2D			CHEUNG CHAK FUNG	
2D			CHUA WUN LING LAURENCE	
2D			FOK KWAN HO	
2D			FOO TAK HEI	
2D			KAO EUGENE	
2D			KO HIU YIN	

Nature	Event	Award	Class	Student
Mathematics KLA	亞洲國際數學奧林匹克公開賽香港賽區初賽暨港澳數學奧林匹克公開賽-港澳盃 (香港賽區 - 團體總成績)	第七名	1B	CHOW SAI KWAN
			1B	SIU KA SING
			1C	YEUNG MAN LUNG
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
			1D	CHAN TANG DAN
			1D	CHOY KING CHUN
			1D	LEE TSZ HIN EDWARD
			1D	WONG KING YUNG
			2A	ONG KWAN YIN
			2B	KEI YAT LONG
			2B	KUNG MAN KEI
			2B	KWOK PUI SHUEN
			2B	KWOK WING CHUN
			2D	CHEUNG CHAK FUNG
			2D	CHUA WUN LING LAURENCE
			2D	FOK KWAN HO
			2D	FOO TAK HEI
			2D	KAO EUGENE
			2D	KO HIU YIN
			3D	LEUNG WAI FUNG
			3D	SHA YU HIN
			4A	CHOI CHUN WA
			4B	YUE HIN CHUN
			4F	CHAN CHEUK HEI
			4F	KWOK FRIEDMAN OWEN
			4F	LAM YAT LONG
			4F	WONG TING HEI
			5B	LAM KWAN YEUNG
			5C	CHAN SHEUNG ON
5C	CHU KA LOK			
5C	WO SIU TAT			
5C	WONG WING SZE			
5D	MAN HIN SING			
5E	CHAN TSZ LING			

Nature	Event	Award	Class	Student
Mathematics KLA	亞洲國際數學奧林匹克公開 賽香港賽區初賽暨港澳數學 奧林匹克公開賽-港澳盃(香 港賽區 - 至尊學校獎)	第十名	1B	CHOW SAI KWAN
			1B	SIU KA SING
			1C	YEUNG MAN LUNG
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
			1D	CHAN TANG DAN
			1D	CHOY KING CHUN
			1D	LEE TSZ HIN EDWARD
			1D	WONG KING YUNG
			2A	ONG KWAN YIN
			2B	KEI YAT LONG
			2B	KUNG MAN KEI
			2B	KWOK PUI SHUEN
			2B	KWOK WING CHUN
			2D	CHEUNG CHAK FUNG
			2D	CHUA WUN LING LAURENCE
			2D	FOK KWAN HO
			2D	FOO TAK HEI
			2D	KAO EUGENE
			2D	KO HIU YIN
			3D	LEUNG WAI FUNG
			3D	SHA YU HIN
			4A	CHOI CHUN WA
			4B	YUE HIN CHUN
			4F	CHAN CHEUK HEI
			4F	KWOK FRIEDMAN OWEN
			4F	LAM YAT LONG
			4F	WONG TING HEI
			5B	LAM KWAN YEUNG
			5C	CHAN SHEUNG ON
			5C	CHU KA LOK
5C	WO SIU TAT			
5C	WONG WING SZE			
5D	MAN HIN SING			
5E	CHAN TSZ LING			

Nature	Event	Award	Class	Student
Mathematics KLA	華夏盃 (香港賽區 - 中學團體總成績)	第十名	1B	CHOW SAI KWAN
			1D	CHAN CHUN HON
			1D	CHAN HONG SHING RYAN
			1D	HUANG HO YIN ERIC
			1D	LEE TSZ HIN EDWARD
			1D	WONG KING YUNG
			2A	ONG KWAN YIN
			2B	KEI YAT LONG
			2B	KUNG MAN KEI
			2B	KWOK PUI SHUEN
			2D	CHEUNG CHAK FUNG
			2D	FOO TAK HEI
Science KLA	17th Hong Kong Chemistry Olympiad of Secondary Schools	Honours Award	4F	LAM YAT LONG
			4F	LEUNG TSUN TONG THOMAS
			4F	WONG TING HEI
			4F	YIK KAI HEI
P.S.H.E. KLA	Hong Kong Secondary Schools Chinese History Project Learning Award Scheme	Merit Prize	3D	LEE SIK YU
			Appreciation Award	3D
		3D		SO CHING SUM VICTOR
		4F		HO LOK NAM
		6C		LAU TZE YIN
		6C		TSUI SHUK FAN
	6E	MA CHEUK YAN SUBRINA		
Hong Kong Youth Historian Award	Appreciation Award	6C	TSUI SHUK FAN	
Technology KLA	HKICPA Accounting and Business Management Case Competition	Merit	5A	SO TSZ KIU
			5B	CHAN WING SUM
			5B	CHAN YUN YEE
			5B	FUNG CHUN TUNG
			5B	POON TSZ KIU
	HKCC Business Excellence Contest	Merit	5B	CHAN WING SUM
			5B	CHAN YUN YEE
			5B	FUNG YUK MAN
			5B	FUNG CHUN TUNG
			5B	POON TSZ KIU

Nature	Event	Award	Class	Student
Technology KLA	Wofoo Millennium Entrepreneurship Programme (MEP XIV)	Merit	5A	CHEUNG KAM SAR
			5B	CHAN WING SUM
			5B	CHAN YUN YEE
			5B	FUNG CHUN TUNG
			5B	POON TSZ KIU
	HKICPA Scholarship for Secondary Schools	HKICPA Scholarship for Secondary Schools	6E	CHAN KA HEI
Music	2013 Hong Kong Youth Music Interflows			
	Symphony Orchestra Contest (Secondary School Class A)	Silver Award	1D	CHAN HOI NAM
			1D	LAM HIU MAN
			2A	CHEUNG KA CHUN KENNEX
			2A	CHUI LONG YIN
			2A	WAI KA LAI
			2B	CHENG KA PUI
			2B	LAI KA HO
			2B	NG SHING HEI
			2B	YUE WING YIN
			2C	LAM YIN HENG
			2C	TAM LONG WY
			2D	CHAN KIN LOK GERALD
			2D	CHUNG WAN TONG
			2D	TSANG HING LING
			3D	NG HOI TSUN
			3D	SO CHING SUM VICTOR
			4A	CHAN MIU NING
			4C	CHAN KA YUE KENNETH
			4D	HUNG MAN KI
			4E	TSE KA LOK
			4E	WONG YIK NAM
			4F	CHAN CHEUK HEI
			4F	CHOI KA MAN
			4F	NGAN WAI KWAN
			5A	YUEN WING LAM
			5B	LIU WING BOND
			5C	CHAN HOI TUNG

Nature	Event	Award	Class	Student
Music	Symphony Orchestra Contest (Secondary School Class A)	Silver Award	5D	LEUNG TIM LOK TIMOTHY
			5D	PANG KWOK HO
			5D	WONG HONG WA ELTON
			5D	YU CHI KIN
			5E	PUN KONG YIN
			6A	CHEUNG HO WUN
			6A	FUNG CHI HANG
			6A	LAU HOI YIN
			6D	CHAN PAK LAM
			6D	NG KA MAN
			6D	SZE YIU WING OSCAR
			6D	YIM TSZ KWAN
	Chinese Orchestra Contest (Secondary School Class B)	Bronze Award	1A	LEE TSZ YIN
			2A	TANG PAK HIM
			2B	CHOW WING YEE
			2B	FAN CHUN TING
			2B	TANG LOK HEI
			2B	WU KWAN YU
			2B	YEUNG HOI YI
			2C	CHAU HOI YEE
			3A	CHEUNG SIU TING
			3B	WONG TSZ WING
			3C	CHIU CHEUK CHEE
			3D	SHA YU HIN
			4B	CHENG KAI YI
			4B	LEE WING HIN
			4E	TSE KA LOK
			4F	CHEUNG MAN SING
			4F	LEUNG TSUN TONG THOMAS
			5A	HO YIN MAN
5A	ZHANG JIAYU			
5C	FUNG MEI YIN			
5C	TSAI HUNG WAI			
5C	WO SIU TAT			
5C	WONG MEI YIN GRACE			

Nature	Event	Award	Class	Student	
Music	Chinese Orchestra Contest (Secondary School Class B)	Bronze Award	5D	CHUI KING YU	
			5D	FUNG MING WAI	
			5D	FUNG SZE CHUN	
			6D	CHAN PAK LAM	
			6D	CHONG CHAK MING	
			6E	LAM CHUN TUNG	
	66th Hong Kong Schools Music Festival				
	Violin Solo - Grade Three	1st Runner-up	2D	CHUNG WAN TONG	
	箏獨奏 - 中級組	1st Runner-up	1A	LEE TSZ YIN	
	Violin Concerto - Age 13 or under	Merit	1B	LUI MAN WAI	
	Clarinet Solo - Secondary School - Junior	Merit	3B	LEUNG WING YAN	
	Flute Solo - Secondary School - Junior	Merit	1D	LAM HIU MAN	
	Trumpet Solo - Secondary School - Junior	Merit	2B	LAI KA HO	
			4C	CHAN KA YUE KENNETH	
	Violin Duet - Junior	Merit	4A	CHAN MIU NING	
			5D	NGAN KWAN YEE	
	Graded Piano Solo - Grade Five	Merit	2B	CHAN CHEUK YING	
			3A	WAN TSZ CHING	
			3C	TAM WING KA	
	Graded Piano Solo - Grade Seven	Merit	3D	CHENG NGA MAN	
	Graded Piano Solo - Grade Six	Merit	1D	KO OI LAM	
			2C	LO HOI MING	
			2D	KWAN TIN YING	
	Graded Piano Solo - Grade Two	Merit	2D	CHUNG WAN TONG	
	Piano Solo - Gold Medal Award	Merit	5C	WONG MEI YIN GRACE	
	二胡獨奏 - 初級組	Merit	3D	SHA YU HIN	
	中阮獨奏 - 初級組	Merit	2C	LEUNG KA PO	
箏獨奏 - 初級組	Merit	1B	WONG E-TECH		
簫獨奏 - 初級組	Proficiency	4B	LEE WING HIN		
Graded Piano Solo - Grade Five	Proficiency	2A	FUNG SAU MING		
Graded Piano Solo - Grade Four	Proficiency	1C	CHENG YU HIN		

Nature	Event	Award	Class	Student
Music	Graded Piano Solo - Grade Six	Proficiency	2D	CHEUNG WING YEE
			3B	CHU CHEUK KAY
	Graded Piano Solo - Grade Six	Proficiency	4F	YEUNG PUI KI
	Graded Piano Solo - Grade Seven	Proficiency	3C	SHUM CHEUK FUNG
	Violin Solo - Grade Four	Proficiency	3C	LAU KA CHING
	二胡獨奏 - 中級組	Proficiency	2B	FAN CHUN TING
	Chinese Instrumental Group - Secondary School - Intermediate	Merit	1A	LEE TSZ YIN
			2A	TANG PAK HIM
			2B	CHOW WING YEE
			2B	FAN CHUN TING
			2B	TANG LOK HEI
			2B	WU KWAN YU
			2B	YEUNG HOI YI
			2C	CHAU HOI YEE
			3A	CHEUNG SIU TING
			3B	WONG TSZ WING
			3C	CHIU CHEUK CHEE
			3D	SHA YU HIN
			4B	CHENG KAI YI
			4B	LEE WING HIN
			4E	TSE KA LOK
			4F	CHEUNG MAN SING
			4F	LEUNG TSUN TONG THOMAS
			5A	HO YIN MAN
			5A	ZHANG JIAYU
			5C	FUNG MEI YIN
	5C	TSAI HUNG WAI		
5C	WO SIU TAT			
5C	WONG MEI YIN GRACE			
5D	CHUI KING YU			
5D	FUNG MING WAI			
5D	FUNG SZE CHUN			

Nature	Event	Award	Class	Student
Music	Other Events			
	6th HK Students Open Music Competition - Western Instrument Scholarship Class - Age 15 & Under - Final	1st Place	1B	LUI MAN WAI
	'New Tune Trophy' Chinese Music Ensemble Competition	3rd Prize	1A	LEE TSZ YIN
			1D	LUK WING CHI
			4F	YU TIN MEI
			5C	FUNG MEI YIN
The Fourth (2014) Hong Kong International Violin Competition - Children Professional Class	5th Prize	1B	LUI MAN WAI	
Arts Ambassadors-in-School Scheme	Arts Ambassador in School	5C	WONG MEI YIN GRACE	
Visual Arts	全港青年繪畫日	Top Ten Among 1000 Participants	5A	WONG CHAK HEI
	Reunification Cup 2013: Hong Kong Arts Elite Painting Competition (Youth A - Gouache)	Champion	4D	MAK HIU KI
	Cherish Water Resources' Waterworks Installations Drawing Competition	1st Runner-up	5E	LAU TSZ CHUN
	"Star River" National Children's Fine Arts Calligraphy & Photography Contest, Chinese Children's Fine Arts Calligraphy & Photography Works (Calligraphy)	1st Honor	5C	LEE CHIN HO WILLIAM
	"Star River" National Children's Fine Arts Calligraphy & Photography Contest, Chinese Children's Fine Arts Calligraphy & Photography Works (Fine Arts)	3rd Honor	5C	LEE CHIN HO WILLIAM

Nature	Event	Award	Class	Student
Visual Arts	Student of the Year 2013 - Performing Artist	Certificate of Participation	5C	WONG MEI YIN GRACE
	International Students' Visual Arts Contest - cum - Exhibition of Hong Kong 2014	Honourable Mention	5E	YU KA MAN
	'Cherish Water Resources' Waterworks Installations Drawing Competition	Commendation	6E	WONG KIN YAN
	Sai Kung Calligraphy Competition 2013	Selected	5C	LEE CHIN HO WILLIAM
	Printing and Package Design Competition	Merit	5E	TAM WING KI
	South China Morning Post: Student of the Year (Visual Artist)	Merit	6E	WONG KIN YAN
	Secondary School Students' Creative Visual Arts Work Competition	Merit	5E	YU KA MAN
			6E	MA WING MAN
	The Wharf Hong Kong Secondary School Art Competition	Merit in 18 Districts (First of the Eastern District)	5E	YU KA MAN
	第五屆“中華文化創意少年 獎”評選活動	中華文化創意少年獎	6E	WONG KIN YAN
	Arts Ambassadors-in-School Scheme	Arts Ambassador in School	4D	MAK HIU KI
Drama	TSKVGSS Drama Festival - Character Parade	Champion	1D	PE CHUN WAH
	English Drama Fest	Outstanding creativity in the use of props and costumes	2C	NG LI HWA QUIMPO
			2D	CHUA WUN LING LAURENCE
			2D	LAU YING TUNG
			2D	LEE PO SHEUNG
			2D	LUI FEI
			2D	PAT WING YEE
			2D	TSE CHOI YI
			3B	MAK TZE FUNG JETHRO
			3D	CHAN SAN WA
3D	CHENG HIU LIK			

Nature	Event	Award	Class	Student
Drama	English Drama Fest	Outstanding creativity in the use of props and costumes	3D	SIU HO YIN
			4D	LEE MAN HO
			4D	MAK HIU KI
			4E	AU HIU CHING
			4F	SIN MAN YING
			4F	TING WING TING TERRY
			5A	FUNG CHI WAI
			5A	LEUNG PAK WAI
			5A	YUEN WING LAM
			5B	CHAN YUN YEE
			5B	FUNG CHUN TUNG
			5D	LOK KING YIU NIEMAN
			5D	WONG TSZ HIN
			5A	CHEUNG PAK HEI
			5B	NG YIN NI
		5B	CHAN HEI MAN	
		5D	FUNG MING WAI	
		Outstanding Performer	5A	TANG WILSON
Service Groups	第十七屆港島童軍毅行童軍組(25 公里)	1st Runner-up	2D	LAI CHUN
			3B	NG KA YU
			3B	TANG YIU CHUNG
			3D	SHA YU HIN
	Hong Kong Red Cross - Nursing Competition (Shaukeiwan District)	2nd Runner-up	5E	TAM WING KI
			5E	CHAN MING WAI
			3A	YU CHUNG YI
			3A	ZHANG JIA HUI
	Silver Award (The Hong Kong Award for Young People)	Silver	6A	NGAI KA BO
			6A	WONG HIU WAI
			6E	CHUNG WAI YIN
	Junior Police Call - "Brain Builders and Mission of the Month" Competition	Grand Award Winner	4B	YUE HIN CHUN
	The Chief Scout's Award	The Chief Scout's Award	5A	YOUNG CHI CHUN JASON
5B			CHAN WING SUM	
2013 Outstanding Red Cross Youth (Hong Kong Island)	Top Ten Outstanding Red Cross Youth	6B	WUN SUM IN	

Nature	Event	Award	Class	Student
Service Groups	2013 Outstanding Red Cross Youth (Departmental)	Youth of Red Cross (Departmental)	6B	WUN SUM IN
Sports	Hong Kong Schools Sports Federation Inter-School Competitions			
	Badminton Competition (Division II) Girls A Grade	Champion	2A	LEUNG SIN YEE
			3C	SIU WING TUNG
			4A	CHAN MIU NING
			5C	LUNG LOK YI
			5D	LEUNG LOK WAI NATALIE
			5D	NGAN KWAN YEE
			6E	FU HOI KI
			6E	WAN HOI TING HEIDI
	Volleyball Competition (Division II) Girls B Grade	Champion	1A	CHAN LAI WING
			1B	FAN XIUYU
			3D	CHENG NGA MAN
			4A	CHU SIU TUNG
			4B	CHEUNG PO YEE
			4D	WONG YEE SHAN
			4E	KWONG KAM SHAN
			4E	LIM KAM YU
			4E	LEUNG YI MEI MAY
	Volleyball Competition (Division II) Girls C Grade	Champion	1A	FUNG YUEN CHING
			1A	KWOK YUE YIN EUNICE
			1A	KWOK YUE YIN EUNICE
			1B	LAI WING YU
			1C	KWOK CHUN KI
			1D	LEE LAI YAN
			1D	TAM HIU CHING
			1D	WONG TIN YAN
			1D	YAN SIN YING
			2B	CHAU SUET YI
			2B	HUANG YI XIANG
			2B	LAM CHO YUNG JOAN
2B			TANG LOK HEI	
2B	WONG HO TUNG			
2B	YEUNG HOI YI			

Nature	Event	Award	Class	Student
Sports	Volleyball Competition (Division II) Girls C Grade	Champion	2B	YUE LAI TUNG
	Athletics Competition (Division III Area 3) - Javelin Throw Girls A Grade	Champion	5A	LAM CHING HO
	Athletics Competition (Division III Area 3) - Triple Jump Boys B Grade	Champion	4D	CHEN JIE RONG WAYNE
	Athletics Competition (Division III Area 3) - 100M Hurdle Boys B Grade	Champion	4D	CHEN JIE RONG WAYNE
	Athletics Competition (Division III Area 3) 4X100m Relay Girls A Grade	1st Runner-up	3B	CHU CHEUK KAY
			4A	CHU SIU TUNG
			4D	NG KA YEE
			4D	NG KA YEE
			4D	NG KA YEE
			4E	LIM KAM YU
			4F	NG CHEUK NAM
			5A	FUNG CHI WAI
			5A	LAM CHING HO
	6B	CHEUNG CHUNG LING		
	Athletics Competition (Division III Area 3) - 4x400M Relay Girls B Grade	1st Runner-up	3B	CHU CHEUK KAY
			4A	CHU SIU TUNG
			4E	LIM KAM YU
			4F	NG CHEUK NAM
	Athletics Competition (Division III Area 3) - Javelin Throw Boys A Grade	1st Runner-up	5B	CHOI HO KWONG
	Athletics Competition (Division III Area 3) - Shot Put Girls A Grade	1st Runner-up	4D	NG KA YEE
Athletics Competition (Division III Area 3) - Shot Put Boys B Grade	1st Runner-up	4A	CHENG HON CHUN	
Basketball Competition (Division II) - Boys B Grade	1st Runner-up	1A	HUI CHI HIN	
		1C	WONG TSZ CHUN	
		2A	CHAN HO NAM	
		2D	NGAI JASON	

Nature	Event	Award	Class	Student
Sports	Basketball Competition (Division II) - Boys B Grade	1st Runner-up	3A	YEUNG WING CHUN
			3B	LAU WAI CHAK
			3D	LAM WING HO
			3D	TO CHUNG HON
			4A	CHENG HON CHUN
			4B	LAM YEE CHUN
			4F	CHAN CHUNG WAI
	Beach Volleyball Competition Boys	1st Runner-up	4B	LEE TING CHUN
			4C	SHIH WAI PAN
			5B	CHOI HO KWONG
			5D	YUNG HIU HONG
	Athletics Competition (Division III Area 3) - Triple Jump Boys A Grade	2nd Runner-up	5D	LEE TSZ FUNG
	Athletics Competition (Division III Area 3) - 4x400M Relay Boys B Grade	2nd Runner-up	4B	LEE TING CHUN
			4C	SHIH WAI PAN
			4D	CHANG SHING HIN
	Athletics Competition (Division III Area 3) - 4x400M Relay Boys B Grade	2nd Runner-up	4D	CHEN JIE RONG WAYNE
	Volleyball Competition (Division I) Boys B Grade	2nd Runner-up	3C	CHENG CHEUK MAN
			4A	AU YEUNG PUI LAM
			4B	LEE TING CHUN
			4C	LAI CHUN CHI
4C			SHIH WAI PAN	
4D			CHAN HAY TO	
4D			CHANG SHING HIN	
4D			CHEN JIE RONG WAYNE	
4D			DING PATRICK CARL QIU	
4E			LEUNG CHI HANG	
Swimming Competition Boys B Grade 50m Freestyle	3rd Runner-up	4B	LEE TING CHUN	
Archery Team Competition Boys A Grade	4th Place	5C	LAI KA HO	
		5D	LEE TSZ FUNG	
Archery Team Competition Boys A Grade	4th Place	5D	LEUNG TIM LOK TIMOTHY	

Nature	Event	Award	Class	Student
Sports	Archery Competition Individual Tournament Boys A Grade	8th Place	5D	LEUNG TIM LOK TIMOTHY
	Other Events			
	學校體育推廣計劃-外展獨 木舟比賽 2014 (16-18 歲男 子 T1-200m 初級組)	Champion	4B	YUE HIN CHUN
	港島地域射箭比賽 2014 反 曲弓非射手童軍及深資童 軍女子組	Champion	4B	MO YUK KIT
	深水埗 青年盃 2014-2015 青 少年 保齡球 比賽少年組雙打	1st Runner-up	2B	WU KWAN YU
	Belilios Public School Annual Athletics Meet Invitation Relay	1st Runner-up	4D	NG KA YEE
			5A	FUNG CHI WAI
			5A	LAM CHING HO
			6B	CHEUNG CHUNG LING
	Singapore Prime Gymnastics International Invitational 2013 - Rings	1st Runner-up	4F	TAM CHUN YIN
	Singapore Prime Gymnastics International Invitational 2013 - Gymnastics Men Team Group Award	1st Runner-up	4F	TAM CHUN YIN
	荃葵射箭會射箭錦標賽 2013 反曲弓隊際(青少年組)	1st Runner-up	3C	NG KA HIN
			3D	NG YUEN CHUN
			4B	MO YUK KIT
	荃葵射箭會射箭錦標賽 2013 反曲弓隊際(公開組)	4th Place	5C	LAI KA HO
			5D	LEE TSZ FUNG
			5D	LEUNG TIM LOK TIMOTHY
	童軍射箭錦標賽 2013 青少 年男子甲組	1st Runner-up	5D	LEUNG TIM LOK TIMOTHY
	2013-2014 年度香港青少年 室內射箭淘汰賽男子反曲 弓	1st Runner-up	5D	LEUNG TIM LOK TIMOTHY
	港島地域射箭比賽 2014 反 曲弓射手青少年男女子混 合組	2nd Runner-up	5D	LEUNG TIM LOK TIMOTHY

Nature	Event	Award	Class	Student	
Sports	港島地域射箭比賽 2014 反曲弓非射手童軍及深資童軍女子組	2nd Runner-up	3D	NG YUEN CHUN	
	TCAA 14th Hong Kong Youth Athletics Championship (Boys B High Jump)	2nd Runner-up	4D	CHEN JIE RONG WAYNE	
	25th Hong Kong Open Sport Climbing Competition	2nd Runner-up	5E	CHAN TSZ LING	
	Hong Kong Youth Tenpin Bowling Competition (Tai Po District Team Age 13-17)	2nd Runner-up	2B	WU KWAN YU	
	Singapore Prime Gymnastics International Invitational 2013 - Horizontal Bar	3rd Runner-up	4F	TAM CHUN YIN	
	Singapore Prime Gymnastics International Invitational 2013 - Parallel Bar	3rd Runner-up	4F	TAM CHUN YIN	
	All Hong Kong Inter-Secondary Schools Gymnastic Competition 2013-2014 (Girls Senior Vault)	Certificate of Distinction	3B	CHU CHEUK KAY	
	50th Hong Kong School Dance Festival (Dance Sport - Secondary School Section)		Commended Award	1C	LEE CHING NAM
				2A	CHAN YING KA
				2A	KWOK SZE TING
				2A	LOK WING LAM
				2B	CHUNG LONG CHING
				2B	KWOK PUI SHUEN
				2B	WONG MAN HEI
2C				CHAN LAU WING	
2D				CHAN LOK YAN BEATRICE	
2D				WONG TSZ YIN	
3A	CHAN WAN NGAI				
3A	CHOI WING TUNG				
3A	LEUNG TSZ CHING				
3C	CHAN YUK YEE				

Nature	Event	Award	Class	Student
Sports	50th Hong Kong School Dance Festival (Dance Sport - Secondary School Section)	Commended Award	4C	LI YUK WAH
			4D	LO YAN TING
			4E	LEUNG HEI TUNG
			5C	CHAN HAO HIN
	50th Hong Kong School Dance Festival (Jazz and Street Dance - Secondary School Section)	Commended Award	2C	LO NAOMI
			2D	AU MING YAN
			2D	WONG TSZ YIN
			4E	LEUNG HEI TUNG
			5A	CHAN WING KI
			5A	YIM KA MAN
			5B	CHAN HEI MAN
			5B	KO HIU TING
			5B	LIU WING BOND
			5C	CHAN HAO HIN
			5C	CHAN WING TUNG
			5C	CHONG HIN WAI
	5C	LEE NGA KEI		
	5C	WANG CHING WAI		
	5C	YEUNG WING KI		
	A.S. Watson Group Hong Kong Student Sports Awards	A.S. Watson Group HK Student Sports Awards	6E	FU HOI KI
SAMSUNG 第57屆體育節 射箭比賽(青少年組)反曲弓 男子甲組	5th Place	5D	LEUNG TIM LOK TIMOTHY	
2014 運動攀登比賽 女子組(16-18歲)	季軍	5E	CHAN TSZ LING	
Kayak Three Star Award	Kayak Three-star Award	4A	LEUNG KA MING	
		4B	YUE HIN CHUN	
Level 1 Mountain Craft Training	Level 1 Award	4A	LEUNG KA MING	
		4B	YUE HIN CHUN	
Others	Basic Law Quiz Competition - Basic Law Promotion in Eastern District	1st Runner-up	4A	CHENG TSZ YU
			4A	WONG YUK KI
			4B	CHEUNG SZE MAN
			4C	LI YUK WAH
			4D	LIN HIU KWAN
			4D	LO YAN TING
			4E	LAI CHEUK HANG
			4E	LAU KA WING
4E	LEUNG HEI TUNG			

Nature	Event	Award	Class	Student
Others	Basic Law Quiz Competition - Basic Law Promotion in Eastern District	1st Runner-up	4E	NG KWAN YI
			4E	YU KING LAM
			4E	HUI CHI HO
			4F	CHUNG HOI IN
			4F	FUNG YUET FAI
			4F	HO LOK NAM
			4F	KWOK FRIEDMAN OWEN
			4F	KWOK HOI YAN
			4F	NG CHEUK NAM
			4F	NG HOI KIT
			4F	NGAN WAI KWAN
			4F	TSANG YIU WAI
			4F	TSUI JIHO DANIEL
			4F	WONG TSZ WAI
			4F	WU KAI HONG
			4F	YEUNG KWAN NI
			4F	YU TIN MEI
			4F	YU WING KI
			5A	CHOI KI YI
			5A	LAM YING HUNG
			5A	LEE WAI LOK
			5A	MA SZE WING
			5A	TSOI SZE MAN
			5B	CHU GLADYS KA WAI
			5C	CHAN WING TUNG
			5C	CHAN WING TUNG
			5C	CHOW HOI MAN
			5C	CHUNG MING KIT
			5C	HUNG HIU LAM
			5C	TAN MEI QI
			5C	TSE TUNG LING COVE
			5C	WONG KA YEE
			5C	WONG WING SZE

Nature	Event	Award	Class	Student
Others	Hong Kong Flower Show 2014, Secondary School Potted Plant Growing / Nursing Competition, Class 90 Secondary School of HK Island and Kowloon, Class 90 (viii) Flowering Plant	2nd Runner-up	4B	CHAN CHUN KIT
			4B	YUNG TSUN KIU
			4C	CHEUNG YUK YAN
			4C	HUI KA MING
			4C	LI YUK WAH
			4D	CHAN WING KIN RYAN
			4D	DING PATRICK CARL QIU
			4E	HUI CHI HO
			4F	CHAN CHUNG WAI
			5C	DING SUSAN GAIL QIU
	2013 年香港島傑出學生選 舉	2013 年香港島優秀學生 (高中組)	6E	WONG WANG CHI
		2013 年東區優秀學生 (初中組)	2D	FOO TAK HEI
	明日領袖高峰論壇	明日領袖獎	3D	LEUNG HIU CHING
			3D	LAU TSZ LOK
			4F	YU TIN MEI
			4F	NG CHEUK NAM
			5E	CHAN TSZ LING
			5B	POON TSZ KIU
			6E	YIP CHUN NGAI
	東區學校模範生進步獎勵 計劃	模範生獎	3D	CHAN TIN MEI TAMMY
			3D	LAU TSZ LOK
			4F	CHAN CHEUK HEI
			5E	CHAN TSZ LING
		進步生獎	2C	LEUNG YAT SHING
			3B	CHAN LOK YI
			5B	SZE CHUN KEI
			6C	HO MAN LONG

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 the most outstanding achievements are listed as follows:

In the 65th *Hong Kong Schools Speech Festival*, our school won 5 Championships, 6 First Runners-up and 7 Second Runners-up in Solo Verse Speaking, Choral Speaking, Dramatic Duologue and Prose Reading. 52 Certificates of Merit were obtained. Our students also participated actively in debating competitions. The Chinese Debating Team was the Second Runner-up in the *13th Multi-vision on Basic Law – Secondary School Debating Competition (Hong Kong Island)* and the Third Runner-up in the *第七屆鳴辯盃中學生辯論賽*. TSOI Wai-hung and CHEUNG Pak-hei of 5A as well as HUNG Hiu-lam of 5C were named the Best Debaters in the competitions. WONG Chak-hei of 5A won the Best Debater Award in numerous English debating competitions like *Sing Tao Debating Competition (First Preliminary Match)* and the *5th Inter-Government Secondary Schools English Debating Competition (1st Preliminary and Quarter Final)*.

In the *Hong Kong and Macao Mathematical Olympiad Open Contest*, our students received numerous Gold, Silver and Bronze Awards after three rounds of exciting competitions. Four Secondary 4 students won the Honours Award in the *17th Hong Kong Chemistry Olympiad of Secondary Schools*. LEE Sik-yu of 3D was awarded Merit Prize in the *Hong Kong Secondary Schools Chinese History Project Learning Award Scheme* and TSUI Shuk-fan of 6C won the Appreciation Award in the *Hong Kong Youth Historian Award*. Secondary 5 students studying BAFS formed teams to participate in a variety of business competitions and they won Merit Awards in the *HKICPA Accounting and Business Management Case Competition*, *HKCC Business Excellence Contest* and *Wofoo Millennium Entrepreneurship Programme*. CHAN Ka-hei of 6E was awarded the HKICPA Scholarship for Secondary Schools for her outstanding performance in the HKICPA Examination in BAFS.

In Music, the Symphonic Orchestra captured the Silver Award while the Chinese Orchestra won the Bronze Award at the *2013 Hong Kong Youth Music Interflows*. Both orchestras and the School Choir regularly performed in major school functions, including Speech Day and Variety Show. Some students also attained outstanding results in music competitions. LUI Man-wai of 1B won the 1st Place in the Final of the *6th HK Students Open Music Competition (2013) – Western Instrument Scholarship Class – Age 15 & Under* as well as the 5th Prize in the *Fourth (2014) Hong Kong International Violin Competition - Children Professional Class*. In the 66th *Hong Kong Schools Music Festival*, 2 students were the First Runners-up. In addition, WONG Mei-yin Grace of 5C was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council. She actively promoted music as a performing art by organising the Student Concert in school.

In Visual Arts, MAK Hiu-ki of 4D won the Championship in the *Reunification Cup 2013: Hong Kong Arts Elite Painting Competition*. In addition, she was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council for her active participation in promoting visual arts and her capacity as the Vice-chairperson of *Art Focus (Hong Kong Eastern Secondary School Art Society)*. LAU Tze-chun of 5E was the 1st Runner-up in the “*Cherish Water Resources*” *Waterworks Installations Drawing Competition*. WONG Kin-yan of 6E obtained the Merit Award of the *South China Morning Post: Student of the Year (Visual Arts)*. The artwork of WONG Chak-hei of 5A was among the top 10 entries selected from over 1000 pieces of artworks in the *Hong Kong Youth Painting Day*. YU Ka-man of 5E won Honourable Mention, competing against 2500 entries in the *International Students' Visual Arts Contest-cum-Exhibition of Hong Kong 2014*. She also won the Merit Award of the *Wharf Hong Kong Secondary School Art Competition 2013-2014*. Adding to this triumph, YU Ka-man

and MA Wing-man of 6E were awarded a Certificate of Merit in the *Exhibition of Secondary School Students' Creative Visual Arts Work 2013-2014*.

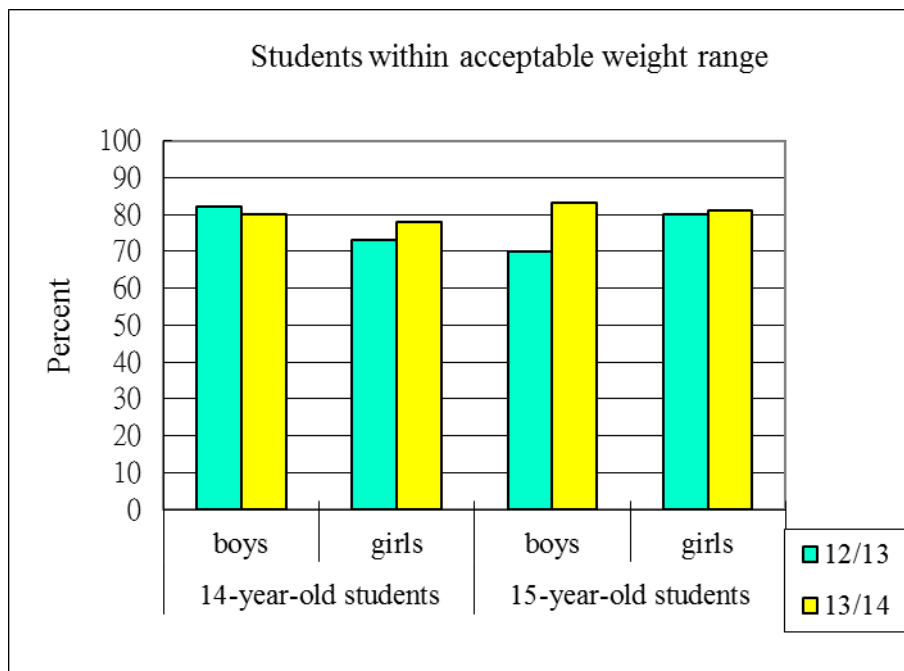
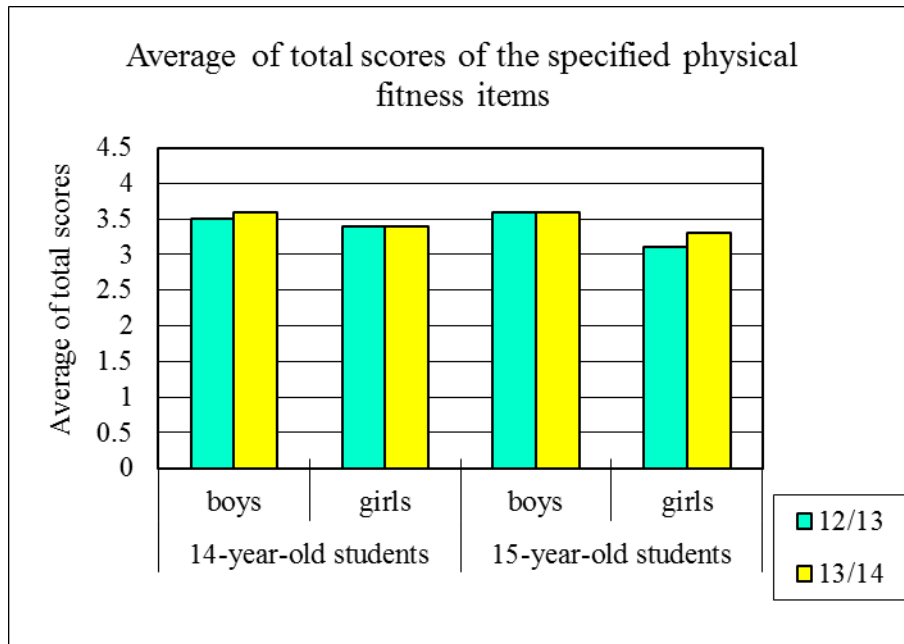
In the *Hong Kong School Drama Festival*, our school won the Award for Outstanding Cooperation and the Award for Outstanding Stage Effects. AU Hiu-ching of 4E, CHEUNG Pak-hei of 5A and FUNG Ming-wai of 5D won the Awards for Outstanding Performer. In the *English Drama Fest*, our school won the Award for Outstanding Creativity in the use of props and costumes. Wilson TANG of 5A won the Award for Outstanding Performer.

Our Boy Scouts were placed second in 第十七屆港島童軍毅行童軍組(25 公里). YOUNG Chi-chun of 5A and CHAN Wing-sum of 5B won the Chief Scout's Award. The Red Cross Youth Unit was the Second Runner-up in the *Nursing Competition (Shau Kei Wan District)*. WUN Sum-in of 6B was awarded the "Red Cross Youth of the Year". YUE Hin-chun of 4B was the Grand Award Winner in the "*Brain Builders and Mission of the Month*" Competition organised by the Junior Police Call. 3 students received the Silver Award in the *92nd Hong Kong Award for Young People*.

It has been a fruitful year for our sports teams. In the *Hong Kong Schools Sports Federation Inter-School Competitions*, we won the Championship in Badminton (Division II) Girls A, the First Runners-up in both Basketball (Division II) Boys B Grade and Beach Volleyball (Division II) Boys. We were also the Second Runner-up in Volleyball (Division I) Boys B Grade and the Third Runner-up in Volleyball (Division I) Boys Overall. In addition, we won the Championships in Volleyball (Division II) Girls B, Girls C and Girls Overall. The Girls Volleyball Team will be promoted to Division I in 2014-15. During the summer holidays, CHEN Jie-rong of 4D and SHIH Wai-pan of 4C represented Hong Kong to take part in the *U16 Boys National Volleyball Championship 2014*. It was encouraging that numerous individuals won awards in various Archery Competitions and that the School Archery Team came the fourth place in the *Inter-School Archery Team Competition Boys A Grade*.

We are dedicated to enriching students' learning experiences beyond classroom. An Adventure Training Camp was organised for Secondary One. A Community Service Programme was compulsory for Secondary Three and Secondary Four students. Leadership Training was arranged for the officials of ECA Clubs. During the Post-exam Activity Periods, the Hong Kong Institute of Certified Public Accountants, Yan Oi Tong, the Civil Aid Service, the America's New Singers and the TWGHs Healthy Budgeting Family Debt Counselling Centre were invited to perform, give talks and organise workshops to broaden students' horizons.

6.4 Students' Physical Development



7 Support for Student Development

7.1 Careers Guidance Team

The Careers Guidance Team aims at providing students with information, guidance and assistance in careers development and further education. It strives to help students develop their own academic and careers aspiration in accordance with their interest, abilities and orientations, and encourage them to make informed choices of their learning, careers goals as well as other aspects of life. We also aim at preparing our students for work and enhancing their understanding of different professions through a wide range of work-related issues and career-related learning experiences.

The following table is a summary of programmes organised and/ or arranged by the Careers Guidance Team in 2013/2014:

Date(s)	Programme / Activity	Co-Organiser(s)	Level of Participants
Whole Year	Issuing Leaving Certificates, Transcripts and Reference Letters	---	Whole School
5 November 2013	S6 Careers Day	Guidance Team, Hok Yau Club and Edvenue Limited	S6
20 January 2014	Mass Programme on Life Planning	---	Whole School
26 February 2014	Career Expo	Hotung Secondary School and Rotary Club of Kingspark	S5
14 March 2014	Mr. Work Programme	Youth Employment Start	S4
14 March 2014	JA Leadership Seminar	Junior Achievement Hong Kong	Whole School
9 April 2014	Careers Talk on Surveying	Hong Kong Institute of Surveyors	S4 and S5
30 April 2014	Job Shadowing Programme with the Architectural Services Department, HKSAR Government	Junior Achievement Hong Kong	S4 and S5
May 2014	Applied Strategic Thinking Workshop	Edvenue Limited	S5
7 July 2014	Mass Programme on JUPAS Preparation	---	S5
8 July 2014	Parents and Students' briefing on "Get ready for the Release of the HKDSE Results Day"	---	S6
November 2013 to May 2014	AWA Skills Development Programme	American Women's Association and the English Department	S5

7.2 Discipline Team

The Discipline Team aims at developing students' self-discipline and enhancing their sense of belonging to the school. It endeavours to help students understand the importance of self-discipline and mutual respect, and establish a wholesome learning environment in school.

The Discipline Team adopts a whole-school approach to fulfilling the above aims. To ensure that students maintain high standards in conduct, the Team has developed a comprehensive reward and punitive system with clear directions and guidelines. Various activities are organised to inculcate the importance of discipline to students. To facilitate home-school cooperation, the Team keeps close contact with parents to ensure that students' behavioural problems are promptly addressed and effectively handled. It also collaborates with the Guidance Team to cultivate students' whole-person development.

The Discipline Team will continue to work with subject teachers, class teachers, the Guidance Team, the school social worker and parents to help students become mature and respectful individuals.

The following table is a summary of activities organised by the Discipline Team in 2013/2014:

Date (s)	Activity	Parties/People concerned
Whole Year	Regular Prefect Meetings	Prefects and Teachers of the Discipline Team
Whole Year	Case Discussions with the Guidance Team	Teachers of the Discipline/Guidance Team
Whole Year	Issuing Disciplinary Notices and Making Behavioural Agreements with Parents and Students	Parents and Students concerned, and Teachers of the Discipline Team
September 2013	Case Conference with the Guidance Team	Teachers of the Discipline and Guidance Teams
25 - 27 October 2013	Leadership Training Camp for Prefects	Prefects, Social Worker and Teachers of the Discipline Team
March 2014	Class Prefects Recruitment and Interview	Prefect Heads, S3 Students concerned and Teachers of the Discipline Team
13 May 2014	Police Exhibition on Drugs	HKPF Eastern District Community Relation Office and the Discipline Team
2 - 23 May 2014	Best Behaved Class Competition	All Students and Subject Teachers
30 June 2014 & 2 July 2014	Prefect Selection Interview	Prefect Heads and Teachers of the Discipline Team
4 July 2014	Year-end Prefect Gathering	Prefects and Teachers of the Discipline Team

7.3 Guidance Team

The Guidance Team has launched a range of structured programmes and offered individual counselling to students. It supports the social development and personal growth of each student. Its goal is to help students develop positive values so that they can persevere in their studies, become more willing to take up responsibilities and be honest. The Team members have worked closely to create a positive, inviting and caring school environment where students can stretch their potential and pursue their goals. The following table is a summary of activities organised by the Guidance Team in 2013/2014:

Date (s)	Activity	Parties/People concerned
Whole Year	Training of Student Mentors for the S1 Mentorship Scheme	Teachers of the Guidance Team/ Social Worker/ Student Mentors
Whole Year	S1 Mentorship Scheme	Teachers of the Guidance Team/ Social Worker/ Student Mentors
Whole Year	Case Discussions with the Discipline Team	Teachers of the Guidance and Discipline Teams
22 August 2013	Training of helpers for the Pre-S.1 Orientation Programme	Teachers of the Guidance Team/ Social Worker/ S4 & S5 students
28 August 2013	Pre-S.1 Orientation Programme	Teachers of the Guidance Team/ Social Worker/ S1 students
September 2013	Case Conference with the Discipline Team	Teachers of the Guidance and Discipline Teams
September 2013	Class Visits	Teachers of the Guidance Team/ Social Worker/ S1 students
5 November 2013	Talk on Stress Management	Head of Guidance / S6 students
14 February 2014	Talk on Emotion Awareness and Management	Teachers of the Guidance Team/ Social Worker/ S2 students
March 2014	Survey and Research on Students' Emotion	The Chinese University of Hong Kong/ Teachers of the Guidance Team/ S2 and S3 students
March - May 2014	Smart Net Teens Group	Social Worker/ S1 students
2 - 3 May 2014	Winged Youth Programme	Teachers of the Guidance Team/ Social Worker/ S3 students
3 June 2014	Year-end Review with the Student Mentors of the S1 Mentorship Scheme	Teachers of the Guidance Team/ Social Worker/ Student Mentors
8 July 2014	Graduation Talk	Social Worker/ Head of Guidance / S6 students

7.4 Moral and Civic Education Team

The Moral and Civic Education Team integrates the core values of moral and civic education into all key learning areas. Collaborations with other subject departments have provided students with a comprehensive learning experience. The rich and diversified programmes have helped students develop positive attitude. This year, the Team co-organised various learning activities with other subject departments and functional teams, including talks, display board exhibitions, visits and excursions. The Team has inculcated students with positive values, including perseverance, respecting others, care for others, responsibility, commitment and integrity and raised students' civic awareness. It is hoped that they can become moral and responsible citizens.

Internal School Activities:			
Date(s)	Activity	Co-Organiser(s)	Level of Participants
Whole year	Flag-raising Ceremony	---	S1-S6
Whole year	Life Education periods	---	S1-S6
Whole year	Charity Begins at Home Charter	---	S2
27 September 2013	Dress Casual Day	---	S1-S6
10 October 2013	Oxfam Hunger Banquet and Exhibition	Oxfam Hong Kong, L.S. Department and Community Service Team	S2
October – December 2013	Comic Script Writing Competition	Visual Arts and Department	S1-S6
24 February 2014	ICAC Interactive Drama Performance – 「正義聯盟」	ICAC Hong Kong and L.S. Department	S4
14 March 2014 2 May 2014	The Legislative Council Complex Visit	L.S. Department	S4 (Session 1) S3 (Session 2)
19 – 20 March 2014	Discovering Tour to Foshan & Humen	L.S. Department and Chinese History Department	S5

Internal Competitions:			
Date(s)	Competition	Co-Organiser(s)	Level of Participants
Whole year	Conduct Award	PTA	S1-S6
11 October 2013 22 November 2013 30 May 2014	Civic and Moral Education Forum	---	S4 –S5
July 2014	Chinese Historical Figures Performance Competition	Chinese History Department	S1-S3
External Competitions:			
Date(s)	Competition	Co-Organiser(s)	Level of Participants
December 2013	Hong Kong Secondary Schools Chinese History Project Learning Award Scheme 2013-2014	HKU MACHS Alumni Association	S3
December 2013	The 22 nd Hong Kong Secondary Students Top Ten News Election	Hok Yau Club	S1-S6
December 2013	Election and Commentary of Top 10 Policies of HKSAR	HK Wen Wei Po & Kowloon Chamber of Commerce	S1-S6
February 2014	The 5 th Hong Kong Secondary Schools Election of Top 5 News of Poverty & Reflection Competition	Mission to New Arrivals Ltd.	S1-S5
April 2014	Basic Law Quiz Competition - Basic Law Promotion in Eastern District	Eastern District Council	S4-5
May 2014	Historical events Comic Competition 2013-2014	Chinese History Educational Society	S1-5

7.5 ECA Team

Extra-curricular activities (ECA) 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 diversified student-run clubs and committees, under the supervision of teachers, offer ample opportunities to students to explore their talents and interests.

Apart from offering a wide variety of activities, our school has followed closely the directions of the curriculum reform and tried its best to enrich students' learning experiences beyond classroom.

The following table is a summary of the enrichment activities organised by the ECA Team in 2013-2014:

Date(s)	Activity	Co-Organiser(s)	Level (Number) of Participants
20 January 2014	Green Adventure	Yan Oi Tong	S1 to S5
20 January 2014	“Rich Kid, Poor Kid” Road Show	Hong Kong Institute of Certified Public Accountants	S1 to S5
April to July 2014	Hang Seng Bank - Leaders to Leaders Lecture Series 2014	The University of Hong Kong and Hong Kong Federation of Youth Groups	S4 (2)
3 July 2014	郊野及山嶺活動安全常識講座	Civil Aid Service	S1 to S5
3 July 2014	America’s New Singers	Youth For Christ (HK) Ltd	S1 to S3
7 July 2014	"Planning a Brighter Future" Life Planning Workshop 「策劃大未來」生涯規劃活動	TWGHs Healthy Budgeting Family Debt Counselling Centre & MPFA	S4
4 July 2014	活動統籌體驗計劃	Business-School Partnership Programme	S5 (2)
July 2014	Summer School For Effective Leadership	HKUST, HKU & HKFYG	S4 (6)
July - August 2014	Go Wild Leadership Training	HKFYG	S3 (4)

8 Financial Summary (ending 31 August 2014)

	Income \$	Expenditure \$
I. Government Funds		
A. Expanded Subject and Curriculum Block Grant		
(a) Non-school Specific Grant		
• Baseline reference provision	512,810.00	285,471.60
(b) School Specific Grants		
• Composite IT Grant	392,943.00	724,584.62
• Capacity Enhancement Grant	537,792.00	373,469.75
Overall Balance:	60,019.03	
B. Other Specific Grants		
• Teacher Relief Grant	178,500.00	79,595.20
• Senior Secondary Curriculum Support Grant	741,510.00	744,681.55
• Extra Senior Secondary Curriculum Support Grant	513,939.00	462,436.05
• Diversity Learning Grant – Other Programmes	105,000.00	96,725.00
• School-based After-school Learning and Support Grant	73,200.00	69,780.00
Balance:	158,931.20.	
II. Non-government Funds		
A. Extra-curricular Activities Fund		
	144,989.00	144,989.00
Balance:	0	
B. SBM Fund		
	600,463.27	348,048.00
Balance:	252,415.27	

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 According to a survey, 72.6% of the students felt that their self-learning ability had been enhanced while 77.6% of them viewed themselves as independent learners.
- 9.1.3 The External School Review (ESR) Team members believed that the direction of Major Concern 1 was appropriate and that our students had great promise in becoming self-directed learners. They also pointed out that developing students' high order thinking skills could stretch their potential. They encouraged our teachers to share effective questioning techniques and design pre-lesson tasks collaboratively. Thus, the programme plan for the next school year will focus on these areas so as to help students become self-directed learners.

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 The External School Review (ESR) Team members appreciate the School's efforts in organising numerous programmes to help students understand the importance of goal-setting and enrich their careers-related experiences.
- 9.2.3 In response to the feedback from the ESR Team in May 2014 and the provision of a new government grant called 'Career and Life Planning Grant (CLP) Grant' it is suggested that the annual school plan be refined and focused to strengthen life planning education and career guidance in the junior and senior levels. More programmes will be organised to help students make informed and wise choices for personal fulfilment and career development. It is hoped that our students, provided with easy access to different careers-related information, will better understand themselves, set appropriate goals and plan for future work and study.

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

- 9.3.1 A wide range of Moral and Civic Education programmes, subject-based learning activities as well as inter-class and inter-house competitions were organised throughout the school year. The ESR Team praised the School for attaching great importance to value education and adopting a proper and diversified approach to fostering a positive and healthy lifestyle among students.

- 9.3.2 In response to the ESR Team's recommendation, there will be activities promoting two core values – responsibility and obligation - in the programme plan for the next school year.
- 9.3.3 Among the measures to foster a caring, supportive and inviting culture, the 'Comic Script Writing Competition' and 'Comic Card Design Competition' received the most favourable responses from both teachers and students. It was observed that students were more aware of the importance of creating a caring and harmonious learning environment. Next year, the related programmes will be run by the Moral and Civic Education Team.
- 9.3.4 With a view to creating a healthy school environment, the healthy lifestyle programmes will be organised under the the Healthy School Programme.