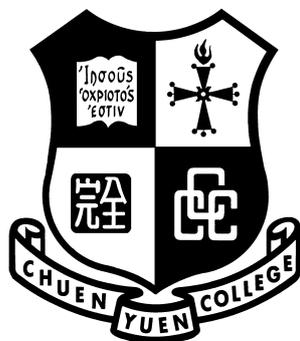


CCC CHUEN YUEN COLLEGE
中華基督教會全完中學



2018 - 2019

周年校務報告

Annual School Report

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I Our School

(I) School Information

1. Brief History

This school was founded by the Church of Christ in China Hong Kong Council in Kwai Chung in 1969 to meet the need of the community for quality secondary education. With its close ties to Chuen Yuen Church, Chuen Yuen First Primary School, Chuen Yuen Second Primary School and Chuen Yuen Third Primary School, this new school was named Chuen Yuen College.

In 1969, there were altogether four classes in Form One and Form Two. The school had its first Form Five graduates in 1972. In September 1973, CCC Chuen Yuen College started its matriculation classes, with both Arts and Science streams, and developed to its full capacity as a 24-class grammar school. Later, floating classes were introduced in 1976 in response to the request from the Education Department. During the period from 1978 to 1985, the school also offered special education in some classes.

Mr. Cheung Wan Cha, the founding Principal of the school, retired in August 1983. Ms. Yau Oi Nam, Cheung's successor, migrated to Canada in 1992. Mrs. Lee Shek Yuk Yu then became the third Principal and she left the school in 2001. Mr. Wong Wai Yiu took up the principalship as the fourth principal of the school in 2001 and he retired in August 2019. Mr. Ip Tin Yau joined service in 2019 and he is the fifth Principal of the school.

2. Present Situation

a) Class structure and Curriculum

The school is an aided co-ed school with about 720 pupils. There are four classes in each form from Form One to Form Six.

The school is a grammar school offering a broad and balanced curriculum. A total of twelve electives are offered in senior forms to meet students' diversified needs. Other than academic subjects, we offer more than twenty clubs and societies to stretch the potential of our students.

b) Administration

The Incorporated Management Committee (IMC) of the school was established in September 2011 to replace the School Management Committee (SMC). The IMC is led by the Supervisor, sponsoring body managers, parent managers, an alumni manager, an independent manager, teacher managers and the Principal. It replaces

the role of the SMC to administer the school. It sets the goals and priorities for the school. It also formulates development directives, management policies and the use of resources according to the priorities.

The daily operation of the school is administered by the Executive Committee, which is headed by the Principal and further supported by two vice-principals and the chairpersons of six major functional committees, namely: Academic; Discipline; Guidance; Religion; Extra-curricular Activities; Moral and Civic Education. Regular meetings are called to plan, implement and evaluate the progress of school work.

c) Church Support

The CCC Chuen Yuen Church works closely with the school in religious missions. Rev Cheung Mun Yee and Mr. Chan Wing Hang serve as school chaplains to advise the school on evangelical matters. They also help the school to promote the Gospel among teachers and students on the campus. We have also representatives from CCC Chuen Yuen Church in the IMC of the School.

d) School Facilities

The school is situated in Kwai Chung Estate. It is a six-storey building with about 50,000 square feet. There are twenty-eight classrooms and fourteen special rooms including a multimedia language centre, two computer rooms, four laboratories, a library and a big Assembly hall. All classrooms and laboratories are air-conditioned and equipped with networked computers, LCD projectors and visualizers. There is also a playground and a car park on the school campus.



(II) Incorporated Management Committee (2018-2019)

- 1 Prof. WONG Sing Wing (Supervisor)
- 2 Ms. CHAN Chui Yin (Sponsoring Body Manager)
- 3 Dr. CHEUNG Kwan Hin (Sponsoring Body Manager)
- 4 Ms. HO Lai Man (Sponsoring Body Manager)
- 5 Ms. HO Mei Fung, Linda (Sponsoring Body Manager)
- 6 Ms. CHIU Mi Ying (Sponsoring Body Manager)
- 7 Rev. CHEUNG Mun Yee (Sponsoring Body Manager)
- 8 Mr. WONG Kam Shing (Alternate Sponsoring Body Manager)
- 9 Mr. CHAN Man Ho (Independent Manager)
- 10 Mr. WONG Wai Yiu (Principal)
- 11 Mr. TANG Shu Yan (Teacher Manager)
- 12 Mr. HUNG Shu (Alternate Teacher Manager)
- 13 Ms. CHAN Shun Shun (Parent Manager)
- 14 Ms. LAM Yu Ying, Sylvia (Alternate Parent Manager)
- 15 Mr. KUO Fung, Kelvin (Alumni Manager)



(III) Staff Profile and Training

1. Staff Profile

Religion	counts	%	Teaching experience	counts	%	Academic qualification	Counts	%
Christianity	32	56.1	Less than 2 years	2	3.5	PHD with PGDE/PCED	1	1.75
Catholic	2	3.5	2-3 years	1	1.8	Master with PGDE/PCED	36	63.20
Others/ No religion	23	40.4	4-5 years	3	5.3	Bachelor with PGDE/PCED	19	33.30
			6-10 year	5	8.8	Bachelor degree	1	1.75
			11-15 years	8	14.0			
			Above 15 years	38	66.7			
Total	57	100%	Total	57	100	Total	57	100%

Besides, we have two associate teachers, three teaching assistants, two laboratory technicians, two Information Technology technicians, a student counsellor to support students with Special Education Needs (SEN), six clerical staff and ten janitors. They are all well trained, dedicated and professional.

2. Staff Turnover

Staff resigned in 2018-2019	Number of staff
Teachers (retired and personal reasons)	6
Associate Teacher/ Teaching Assistants (end of contract)	6
Laboratory Technician (Personal reasons)	1
Clerical staff (personal reason)	1
Janitors (personal reasons)	3

3. Teacher Professional Development

3.1 School-based Training

Date	Theme	Organizer
29 September, 2018 (a.m.)	CCC Centennial Anniversary Service	HKCCCC
12 October, 2018 (Whole day)	Field Trip “STEAM VR– School experience workshop”	Staff Development Team
7 December, 2018 (a.m.)	Workshop: 「藉著觀課推動優質教學」	Staff Development Team
7 December, 2018 (p.m.)	Career’s talk: “Individual and group careers counselling skills”	Careers Committee
12 April, 2019 (Whole Day)	School Review	School Evaluation Team Staff Development Team

3.2 Other Courses and Seminars

	Courses/Seminars/Workshops related to	No. of Participants
1.	HKDSE/HKEAA	33
2.	Various academic subjects	182
3.	Use of Information Technologies	131
4.	Extracurricular Activities	1
5.	Student Guidance	42
6.	Student Discipline	13
7.	Moral and Civic Education	11
8.	Careers and Life Planning	67
9.	Religious Education	72
10.	School based Assessment	60
11.	Middle Management & Professional Training	84
12.	Master degree courses/PGDE	2
13.	Special Education Needs	20
14.	Collaborative or Peer Teaching	113
15.	Others	4
	Total :	835

4. Continuous Professional Development of the Principal

The Principal participated in various seminars, workshops and visits organized by the Education Bureau, educational institutes and various organizations last year. He spent about 35 hours in structural learning and 88.5 hours in action learning and educational services.



II Achievement and Reflection on Major Concerns 2018-2019

Major Concern A : Learning with self-fulfillment

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation						
1. Students are motivated to learn, able to learn and have confidence to learn	1.1 To adopt teaching pedagogies to enhance students' higher-order thinking skills.	<ul style="list-style-type: none"> ☒ Over 90% of teachers agree that the specific pedagogy adopted facilitate more in-depth active learning at classroom level ☒ Over 80% of students demonstrate the specific skills properly in tests and examinations. 	<p><u>Achievement</u></p> <p>Target partly achieved : History, Physics, Chemistry, Business Accounting and Financial Studies</p> <p>Target mostly achieved : Chinese Language, Chinese Literature, English Language, Chinese History, Mathematics, Integrated Science, Geography, Putonghua, Design & Technology, Economics, Biology, Computer Literacy/Information & Communication Technology, Home Economics, Music, Religious Education, Liberal Studies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Subjects</th> <th style="width: 50%;">Work progress / Achievement (Teachers' observation)</th> </tr> </thead> <tbody> <tr> <td>Chinese Language, Mathematics, Business Accounting and Financial Studies, Physics, Home Economics, Putonghua, Chinese History, Integrated Science, Biology, Religious Education, Visual Arts, Chemistry, Geography, English Language, History, Design & Technology</td> <td>About 85.7% of students were active in participating in classroom learning activities.</td> </tr> <tr> <td>English Language, Geography, Chinese History, Home Economics, Biology, Visual Arts,</td> <td>About 77.4% of students developed confidence in completing the learning activities / tasks.</td> </tr> </tbody> </table>	Subjects	Work progress / Achievement (Teachers' observation)	Chinese Language, Mathematics, Business Accounting and Financial Studies, Physics, Home Economics, Putonghua, Chinese History, Integrated Science, Biology, Religious Education, Visual Arts, Chemistry, Geography, English Language, History, Design & Technology	About 85.7% of students were active in participating in classroom learning activities.	English Language, Geography, Chinese History, Home Economics, Biology, Visual Arts,	About 77.4% of students developed confidence in completing the learning activities / tasks.	<p><u>Reflection and follow-up measures</u></p> <p><u>Skill-building</u></p> <ul style="list-style-type: none"> ☒ With more teachers' guidance on skill-building, students were catered for. Most students were able to present answers in a more systematic manner. ☒ Devising cross-disciplined learning tasks to train generic skills in an integrative and inquisitive manner would be useful in all KLAs. <p><u>Confidence to learn</u></p> <ul style="list-style-type: none"> ☒ With appropriate planning and teaching strategies, about 50% of students could derive satisfaction in classroom learning/ doing assignments. ☒ Partnership learning can be further explored
	Subjects			Work progress / Achievement (Teachers' observation)						
	Chinese Language, Mathematics, Business Accounting and Financial Studies, Physics, Home Economics, Putonghua, Chinese History, Integrated Science, Biology, Religious Education, Visual Arts, Chemistry, Geography, English Language, History, Design & Technology			About 85.7% of students were active in participating in classroom learning activities.						
	English Language, Geography, Chinese History, Home Economics, Biology, Visual Arts,			About 77.4% of students developed confidence in completing the learning activities / tasks.						
	1.1.1 Subject departments enhance direct instruction to support students' acquisition of a solid foundation of knowledge and skills.									
1.1.2 Subject departments strengthen the teaching and learning strategies on enquiry approach and build students' competences on subject matters.										
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Targets	Strategies	Success Criteria	Work Progress / Achievement		Evaluation															
			Chinese Literature, Physics, Design & Technology, Chemistry, Chinese Language, Business Accounting and Financial Studies, Visual Arts, History, Integrated Science,		to better engage the students and enhance a sense of achievement. ✧ Subject Departments will continue in the same direction to sustain students' academic performance.															
			Chinese History, Integrated Science, Home Economics	Over 78.3% of students was able to ask questions than before and had a more proactive learning attitude																
			Home Economics, History, Geography, Visual Arts, Design & Technology, Business Accounting and Financial Studies, Chinese History, Computer Literacy, Integrated Science, Economics, Liberal Studies, Biology, Chemistry, Music	Over 79.9% students showed strengthening in the use of graphic organizer / data collection skills / problem-solving skills / doing cause-effect analyses																
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Targets	Strategies	Success Criteria	Work Progress / Achievement				Evaluation
			Physics	Problem-solving skills		Senior forms ① 60% ② 20%	
			History	Junior form : Give explanation & cause effect Senior form : Sources analyses and break down questions	Junior forms ① 70% ② 40%	Senior forms ① 80% ② 60%	
			English Language	Inference	Junior forms ① 60% ② 20%	Senior forms ① 50% ② 30%	
			Chinese Language	Reading skills	Junior forms ① 78.5% ② 24.2%	Senior forms ① 68.6% ② 62.7%	
			Chinese Literature	Analysis		Senior forms ① 70% ② 22.5%(S4) 50% (S5)	
			Chinese History	Elaboration and making arguments	Junior forms ① 70% ② 30% (Test)	Senior forms ① 60% ② 40% (Test)	
					Junior forms ① 70% ② 30% (Exam)	Senior forms ① 70% ② 30% (Exam)	
			Economics	Doing cause-effect analysis		Senior forms ① 90% ② 80%	
			Geography	- Describe and analyze data - Evaluate	Junior forms ① 90% ② 80%	Senior forms ① 90% ② 80%	
			Mathematics	Problem-solving skills	Junior forms ① 78% ② 20%	Senior forms ① 92% ② 51%	
			Computer Literacy	Problem-solving skills	Junior forms ① 94% ② 53%		

Targets	Strategies	Success Criteria	Work Progress / Achievement				Evaluation																																												
				Data collection	Junior forms ① 88% ② 43%																																														
			Chemistry	Comparison	Junior forms ① 36% ② 20 %	Senior forms ① 67% ② 35%																																													
			Putonghua	Elaboration and evaluation	Junior forms ① 95.3% ② 43.8%																																														
			Physical Education	Motor skills	Junior forms ① 40% ② 40 %	Senior forms ① 36% ② 35%																																													
			Integrated Science	Explain phenomena	Junior forms ① 46.1% ② 25.4%																																														
			<p><u>STEM curriculum</u></p> <p>◇ Teaching activities in the academic year 18-19.</p> <table border="1"> <thead> <tr> <th data-bbox="1137 675 1220 738">Form</th> <th data-bbox="1220 675 1413 738">Content</th> <th data-bbox="1413 675 1727 738">Fine-tuning content / Teaching activities</th> <th data-bbox="1727 675 1951 738">Subjects</th> <th data-bbox="1951 675 2168 738">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="1137 738 1220 871">S1</td> <td data-bbox="1220 738 1413 871">Basic programming and Simple STEM problems</td> <td data-bbox="1413 738 1727 871">Making water filter</td> <td data-bbox="1727 738 1951 871">Integrated Sciences</td> <td data-bbox="1951 738 2168 871" rowspan="13"> <u>Target mostly achieved.</u> Students experienced the process of investigation, programming and problem solving in specific activities. Their problem solving skills were enhanced. </td> </tr> <tr> <td data-bbox="1137 871 1220 1171" rowspan="7">S2</td> <td data-bbox="1220 871 1413 1171" rowspan="7">Programming and project base STEM problems</td> <td data-bbox="1413 871 1727 903">App Inventor</td> <td data-bbox="1727 871 1951 903">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 903 1727 935">Pascal Programming</td> <td data-bbox="1727 903 1951 935">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 935 1727 967">Making of foam cutter</td> <td data-bbox="1727 935 1951 967">Integrated Sciences</td> </tr> <tr> <td data-bbox="1413 967 1727 999">Making of robot's arm</td> <td data-bbox="1727 967 1951 999">D&T</td> </tr> <tr> <td data-bbox="1413 999 1727 1031">STEM hydroponic planting</td> <td data-bbox="1727 999 1951 1031">Integrated Sciences</td> </tr> <tr> <td data-bbox="1413 1031 1727 1062">Hapter Programming</td> <td data-bbox="1727 1031 1951 1062">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1062 1727 1094">Micro : bit Foundation</td> <td data-bbox="1727 1062 1951 1094">Computer Literacy</td> </tr> <tr> <td data-bbox="1137 1171 1220 1465" rowspan="5">S3</td> <td data-bbox="1220 1171 1413 1465" rowspan="5">Further application of programming and multi-discipline STEM problems for individual interest.</td> <td data-bbox="1413 1171 1727 1203">STEM project : Hydroponics</td> <td data-bbox="1727 1171 1951 1203">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1203 1727 1235">mBot Foundation</td> <td data-bbox="1727 1203 1951 1235">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1235 1727 1267">eLearning : Logo Programming</td> <td data-bbox="1727 1235 1951 1267">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1267 1727 1299">Game Factory</td> <td data-bbox="1727 1267 1951 1299">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1299 1727 1331">Micro:bit Applications</td> <td data-bbox="1727 1299 1951 1331">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1331 1727 1362">Pascal Programming</td> <td data-bbox="1727 1331 1951 1362">Computer Literacy</td> </tr> <tr> <td data-bbox="1413 1362 1727 1394">Determination of Vitamin C concentration in common fruit juices</td> <td data-bbox="1727 1362 1951 1394">Biology, Mathematics</td> </tr> <tr> <td data-bbox="1413 1394 1727 1426">Determination of amount of</td> <td data-bbox="1727 1394 1951 1426">Chemistry,</td> </tr> </tbody> </table>					Form	Content	Fine-tuning content / Teaching activities	Subjects	Target	S1	Basic programming and Simple STEM problems	Making water filter	Integrated Sciences	<u>Target mostly achieved.</u> Students experienced the process of investigation, programming and problem solving in specific activities. Their problem solving skills were enhanced.	S2	Programming and project base STEM problems	App Inventor	Computer Literacy	Pascal Programming	Computer Literacy	Making of foam cutter	Integrated Sciences	Making of robot's arm	D&T	STEM hydroponic planting	Integrated Sciences	Hapter Programming	Computer Literacy	Micro : bit Foundation	Computer Literacy	S3	Further application of programming and multi-discipline STEM problems for individual interest.	STEM project : Hydroponics	Computer Literacy	mBot Foundation	Computer Literacy	eLearning : Logo Programming	Computer Literacy	Game Factory	Computer Literacy	Micro:bit Applications	Computer Literacy	Pascal Programming	Computer Literacy	Determination of Vitamin C concentration in common fruit juices	Biology, Mathematics	Determination of amount of	Chemistry,
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Targets	Strategies	Success Criteria	Work Progress / Achievement		Evaluation	
				sodium hydrogen-carbonate in fizzy drinks	Mathematics	
				Making of a wooden bridge	D&T	
				Water quality survey	Biology, Chemistry, Geography	
				DNA workshop to solve problems related to parentage test	Biology	
			S4	Determination of the relative protease activities in different brand of biological washing powder	Biology	
✧ Activities / Competitions in the academic year 18-19.						
			Form	Content (Competition)	Interschool / Intraschool	Remarks
			S1	The 1 st Youth STEM Grand Challenge (Student Individual Competition)	Interschool	1A Tsang Ka Yi (Merit)
			S1	4-foot robot competition	Intraschool	---
			S1	Design and make solar cars	Intraschool	---
			S1	Smart hydroponic Cultivation Farmer Award Scheme (Lion Club)	Intraschool	---
			S3	Wooden Bridge Competition	Intraschool	---
			S2-S4	50 th Anniversary M-bot Competition	Intraschool	---
			S1-S4	Visit Inno Tech Expo 2018	---	---
			Form	Content (Activity)	Subjects	
			S3	Making a classroom model by 3D printing with the application of the concept of similarity	Mathematics	
			S3	STEM Week : Making a Galileo Thermometer	Physics	
			S3	STEM Week (Chemistry) : Hot pack & Vitamin C	Chemistry	
			S5	Field trip : Fresh water stream at Mui Wo (in collaboration with the Caritas Chan Chun Ha Field Studies Centre)	Biology	
			S3,S4	Physics Olympiad	Physics	
<u>Reflection and follow-up measures</u>						
✧ More coordinations and collaboration to promote students senses of investigation in learning in junior forms was recommended.						

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation																																												
			<ul style="list-style-type: none"> ✧ Subject department might fine-tune the learning activities to meet students' interest and attract more participants to the STEM Week activities. ✧ Split class arrangement was recommended in some STEM topics to cater for learning diversity. ✧ Professional support will be solicited. 																																													
	<p>1.1.3 Subject departments will implement co-curricular activities to unleash students' learning capacity as well as enhance students' satisfaction from learning experiences.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Learning activity</th> </tr> </thead> <tbody> <tr> <td>English Language</td> <td>Debate / forums/ competitions</td> </tr> <tr> <td>Chinese Language, Putonghua</td> <td>Competitions / overseas study trip</td> </tr> <tr> <td>PSHE</td> <td>Visits / outings / field trips</td> </tr> <tr> <td>LS</td> <td>Visits / competitions</td> </tr> <tr> <td>Science + Technology KLA</td> <td>Competitions / Learning activities related to STEM</td> </tr> <tr> <td>Art KLA</td> <td>Competitions</td> </tr> <tr> <td>PE</td> <td>Competitions</td> </tr> </tbody> </table>	Subject	Learning activity	English Language	Debate / forums/ competitions	Chinese Language, Putonghua	Competitions / overseas study trip	PSHE	Visits / outings / field trips	LS	Visits / competitions	Science + Technology KLA	Competitions / Learning activities related to STEM	Art KLA	Competitions	PE	Competitions	<ul style="list-style-type: none"> ✧ Over 80% of participants show positive feedback and agree that the activities can enhance their learning experience. 	<table border="1"> <thead> <tr> <th>KLA</th> <th>Work progress / Achievement</th> <th>Percentage of students showing positive feedback (by teachers' observation)</th> </tr> </thead> <tbody> <tr> <td rowspan="7">English</td> <td>Poem Recitation Competition (S1-3)</td> <td>Over 85%</td> </tr> <tr> <td>Debate <ul style="list-style-type: none"> ● Hong Kong Secondary Schools Debating Competition 2018-19 Term 1 NTW Division I Senior Champion </td> <td>Debater : 90% Whole school : 80% ● 2 students were awarded 'the Best Speaker'</td> </tr> <tr> <td>Forum</td> <td>Over 90%</td> </tr> <tr> <td>Quiz (in collaboration with PSHE)</td> <td>Over 95%</td> </tr> <tr> <td>Drama appreciation</td> <td>90%</td> </tr> <tr> <td>Board display competition</td> <td>75%</td> </tr> <tr> <td rowspan="3">Chinese Language</td> <td>Study Tour to Suzhou (Chinese Language Department & Library)</td> <td>100%</td> </tr> <tr> <td>S1-3 Talks in Morning Assembly (Putonghua Department)</td> <td>Over 90%</td> </tr> <tr> <td>Proof-reading Competition (in collaboration with Putonghua)</td> <td></td> </tr> <tr> <td rowspan="2">Liberal Studies</td> <td>Visits (Culture & Heritage Museum)</td> <td>Over 90%</td> </tr> <tr> <td>Writing & Project Competitions (The 12th Consumer Cultural Study Award)</td> <td>Over 90%</td> </tr> </tbody> </table>	KLA	Work progress / Achievement	Percentage of students showing positive feedback (by teachers' observation)	English	Poem Recitation Competition (S1-3)	Over 85%	Debate <ul style="list-style-type: none"> ● Hong Kong Secondary Schools Debating Competition 2018-19 Term 1 NTW Division I Senior Champion 	Debater : 90% Whole school : 80% ● 2 students were awarded 'the Best Speaker'	Forum	Over 90%	Quiz (in collaboration with PSHE)	Over 95%	Drama appreciation	90%	Board display competition	75%	Chinese Language	Study Tour to Suzhou (Chinese Language Department & Library)	100%	S1-3 Talks in Morning Assembly (Putonghua Department)	Over 90%	Proof-reading Competition (in collaboration with Putonghua)		Liberal Studies	Visits (Culture & Heritage Museum)	Over 90%	Writing & Project Competitions (The 12 th Consumer Cultural Study Award)	Over 90%	<p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✧ More inter-class competitions could be organized for learning beyond the classroom. ✧ Subject departments could organize co-curricular activities for more students at all levels to enrich students' learning experience. ✧ Talks or visits promoting entrepreneurial spirit and work ethics could be organized to handle students' career needs.
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Targets	Strategies	Success Criteria	Work Progress / Achievement		Evaluation
				Forum (Students' Top Ten News Election 2018)	Over 90%
				Debate	Over 90%
				Training camp on Young Social Change Maker (in collaboration with Entrepreneurship Social Education and HKEU Cultural & Religious Studies)	Over 90%
			Science & Technology	S3 Water Quality Survey (Chemistry, Biology & Geography Department)	Over 90%
				S3 Construction for the wooden bridge Competition (D&T)	Over 60%
				S2 Hydroponic planting scheme (I.S)	Over 90%
			Art	S1-3 Slogan Competitions (Visual Arts & Religious Education Department)	Over 75%
				Music Competition	
			Physical Education	S1-S6 Ball Games Competitions	Over 90%
				S4-S5 Proper use of fitness equipment course	100%
			PSHE	S5 Cheung Chau field trips (Geography Department)	Over 90%
				S6 Lantau Peak field studies (Geography Department)	Over 90%
				Talks: S5 National Income Statistics and Career Talk on Statisticians (Economics Department & Career Committee)	Over 80%
				S3-S5 Activity on SEN (Religious Education,	100%

Targets	Strategies	Success Criteria	Work Progress / Achievement		Evaluation
				Moral & Civic Education Committee, Special Education Need Group)	
			PSHE	S3 visit to the Mills (History and Geography departments)	100%
			PSHE	S1-S3 Study Tour to Shaoguan Danxiashan (History, Geography, Chinese History and Liberal departments)	100%
			PSHE	S1 Life-wide learning day "Rediscover Tsuen Wan" (History, Geogrpahy, Chinese History and Liberal Studies departments)	94%
			PSHE	Visit of Sky 100 (S5 Geography) : understanding urban landscape and urban greening	100%
			Mathematics	7 interschool competitions and 1 interclass competition	85%
			Technology	Quiz competition on Personal Finance (L.S. and BAFS departments)	90%
			Technology	Competition (typing , eCard Design)	Over 95%
			Technology	Workshop on Digital painting, Graphic Design and Digital Video Editing	Over 95%
			Art (Music)	- 71 st Hong Kong Schools Music Festival - Joint School Music Competition 2019	Over 95%
			Physical Education	- Futsol matches for inter-class and inter-form. - Digital Air Pistol competition	90%

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	<p>1.2 To deploy IT in education to sustain self-regulated learning / facilitate classroom interactive learning / facilitate teachers' feedback to enhance teaching and learning effectiveness.</p> <p>1.2.1 The eLearning Steering Team will continue to maintain effective classroom setting and technical support for eLearning.</p> <p>1.2.2 The eLearning Steering Team will continue to coordinate all subjects to implement eLearning.</p> <p>1.2.3 The eLearning Steering Team will continue to organize the professional development activities to enhance teacher's competences on eLearning applications.</p>	<p>☒ All subjects implement eLearning lesson according to the scheme of work coordinated by the eLearning Steering Team.</p> <p>☒ All subject departments established a departmental eLearning policy.</p>	<p>1.2.1 No. of lessons using iPad (whole school)</p> <table border="1" data-bbox="1137 435 1800 655"> <thead> <tr> <th></th> <th>16-17 Whole Year</th> <th>17-18 Whole Year</th> <th>18-19 Whole Year</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>0 (63)</td> <td>2 (65)</td> <td>3 (112)</td> </tr> <tr> <td>S2</td> <td>50 (7)</td> <td>46 (67)</td> <td>114 (60)</td> </tr> <tr> <td>S3</td> <td>0 (2)</td> <td>80 (8)</td> <td>119 (8)</td> </tr> <tr> <td>S1-3*</td> <td>50 (72)</td> <td>128 (140)</td> <td>236 (180)</td> </tr> </tbody> </table> <p>* Bracket number is in second term.</p> <p>1.2.2</p> <table border="1" data-bbox="1137 740 2168 1445"> <thead> <tr> <th>Level</th> <th>Subjects</th> <th>Applications of eLearning</th> <th>Learning effectiveness</th> </tr> </thead> <tbody> <tr> <td>S3</td> <td>Computer Literacy</td> <td>Use of iPad, Logotacular, Office365</td> <td rowspan="10"> <p>☒ The interactive activities of Nearpod and Kahoot facilitated the exchange of ideas by students and stimulated interaction among students. Teachers got students' answers and responded to the answers immediately. The teaching and learning effectiveness was enhanced through instant teachers' feedback.</p> <p>☒ Most of the subject teachers were able to master the skills of iPad and PowerLesson. Teachers utilized PowerLesson effectively in classroom teaching. Teachers facilitated interactive classroom learnings, though</p> </td> </tr> <tr> <td>S3</td> <td>Physics</td> <td>PowerLesson</td> </tr> <tr> <td>S3</td> <td>Chemistry</td> <td>iScienceAR, Nearpod, Periodic table</td> </tr> <tr> <td>S3</td> <td>Biology</td> <td>Kahoot, Nearpod</td> </tr> <tr> <td>S3</td> <td>Geography</td> <td>PowerLesson, Nearpod</td> </tr> <tr> <td>S3</td> <td>Mathematics</td> <td>PowerLesson, Geogebra, Desmos, Goodnotes, Excel, Kahoot</td> </tr> <tr> <td>S3</td> <td>English Language</td> <td>PowerLesson, BookCreator, Padlet, Spark Video</td> </tr> <tr> <td>S3</td> <td>Religious Education</td> <td>PowerLesson, Google Form</td> </tr> <tr> <td>S3</td> <td>Visual Arts</td> <td>PowerLesson</td> </tr> <tr> <td>S2</td> <td>Computer Literacy</td> <td>Use of iPad, PowerLesson, Popplet, BookCreator, Office365</td> </tr> </tbody> </table>				16-17 Whole Year	17-18 Whole Year	18-19 Whole Year	S1	0 (63)	2 (65)	3 (112)	S2	50 (7)	46 (67)	114 (60)	S3	0 (2)	80 (8)	119 (8)	S1-3*	50 (72)	128 (140)	236 (180)	Level	Subjects	Applications of eLearning	Learning effectiveness	S3	Computer Literacy	Use of iPad, Logotacular, Office365	<p>☒ The interactive activities of Nearpod and Kahoot facilitated the exchange of ideas by students and stimulated interaction among students. Teachers got students' answers and responded to the answers immediately. The teaching and learning effectiveness was enhanced through instant teachers' feedback.</p> <p>☒ Most of the subject teachers were able to master the skills of iPad and PowerLesson. Teachers utilized PowerLesson effectively in classroom teaching. Teachers facilitated interactive classroom learnings, though</p>	S3	Physics	PowerLesson	S3	Chemistry	iScienceAR, Nearpod, Periodic table	S3	Biology	Kahoot, Nearpod	S3	Geography	PowerLesson, Nearpod	S3	Mathematics	PowerLesson, Geogebra, Desmos, Goodnotes, Excel, Kahoot	S3	English Language	PowerLesson, BookCreator, Padlet, Spark Video	S3	Religious Education	PowerLesson, Google Form	S3	Visual Arts	PowerLesson	S2	Computer Literacy	Use of iPad, PowerLesson, Popplet, BookCreator, Office365	
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			S2	Chinese Language	Kahoot, Nearpod	<p>voting, quizzing, group discussion and competition.</p> <p>☒ According to the survey of junior form computer literacy, over 90% of students agreed that their motivation in learning has been enhanced through eLearning lessons. Most students learned and joined classroom activities more enthusiastically.</p>
			S2	Chinese History	PowerLesson	
			S2	History	PowerLesson	
			S2	Liberal Studies	PowerLesson	
			S2	Integrated Science	PowerLesson, Kahoot	
			S2	Religious Education	PowerLesson, Bible	
			S2	Geography	PowerLesson	
			S2	Mathematics	gMath, Geogebra, Kahoot	
			S2	English Language	PowerLesson, Padlet, Book Creator	
			S2	Physical Education	iPad Multimedia Apps	
			S2	Visual Arts	iPad Multimedia Apps	
			S1	Computer Literacy	iPad Usage, PowerLesson, OneDrive, Word, Minidomo, Grafio	
			S1	Chinese Language	Kahoot, Nearpod	
			S1	Chinese History	Kahoot	
			S1	History	PowerLesson	
			S1	Liberal Studies	Kahoot, Nearpod	
			S1	Geography	PowerLesson	
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			pedagogies.		
	1.3 To develop students' sense of achievement via i) revising subjects' homework policy by strengthening constructive teachers' feedback to induce students with positive attitude in doing homework. ii) providing different varieties of homework to address students' learning needs at all levels.	<ul style="list-style-type: none"> ✧ 80% of students agreed they can do their homework with confidence. ✧ Each department demonstrates one homework assignment in junior forms that shows the design of diversified learning tasks. 	1.3 i)	% of students that showed confidence in doing homework / making improvement	
			Types of constructive teachers' feedback	Subject	
			Giving feedback for better organization of ideas in writing / project work	<ul style="list-style-type: none"> ● Liberal Studies ● Chinese History ● Religious Education ● Economics ● Computer Literacy ● Information & Communication Technology ● Visual Arts ● Putonghua ● Integrated Science ● Geography ● History 	80% 80% 80% 85% 85% 90%
			Hints on steps to tackle difficult problems	<ul style="list-style-type: none"> ● Liberal Studies ● History ● Economics ● Music ● Geography ● Chemistry ● Physics 	80% 80% 90% 80% 80% 60% 50%
			Written response in doing error analysis	<ul style="list-style-type: none"> ● Liberal Studies ● History ● Chinese Language ● Chinese History ● Economics ● Mathematics ● Business Accounting and Financial Studies ● Biology ● Chinese Literature ● Putonghua ● Geography ● Chemistry 	80% 80% 80% 80% 75% 80% 80% 90% 70% 90% 80% 70%

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation
			1.3 ii)	
			Subject	Type of diversified learning tasks in junior forms
			Liberal Studies	<ul style="list-style-type: none"> ● Homework on social issues ● Homework with extended learning tasks on higher-order thinking questions
			History	Raft writing Provision of students' good work for modelling
			Chinese Language	Reading report / poster / cartoon design / news commentary
			Chinese History	Worksheets with drawings, tasks ranging from role-playing to writing reflection
			English Language, Mathematics, Music	Tiered assignments (S1-S3)
			Computer Literacy	Worksheets with supporting notes (S1-S3)
			Integrated Science	LAC / STEM Worksheets
			Chemistry	Tiered questions in assignment (S3)
			Visual Arts	Provision of students samples for modelling
			Putonghua	Speaking tasks in authentic context
			Geography	Challenging questions in assignment and mini-project work in S1 and S3
			<u>Reflection and follow-up measures</u>	
			<ul style="list-style-type: none"> ☒ According to the Homework Report submitted by the Academic Committee, there was a decrease of almost 25% and over 50% in the number of students failing to submit homework on time and the number of demerits of students failing to submit homework on time respectively. 	
			<ul style="list-style-type: none"> ☒ With clear teachers' guidance, most students could complete their assignments with satisfaction, but targets of striving for excellence among students should be cultivated more. 	
			<ul style="list-style-type: none"> ☒ Differentiated learning tasks / tiered assignments are encouraged to address to learners needs at all levels. 	
			<ul style="list-style-type: none"> ☒ Subject departments may design learning tasks in an authentic context and 	

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			allow more room for creativity.																																		
	<p>1.4 To improve the assessment strategies and enhance learning effectiveness.</p> <p>1.4.2 All subject department revised the P-I-E. policy via the use of internal and external assessment result to improve teaching and learning.</p> <p>1.4.3 Subject departments continue the policy of inducing students to do self / peer assessment to help students identify their strengths and weaknesses and guide them to set and refine goals to improve themselves.</p> <p>1.4.4 Subject departments will review and evaluate the 4:3:3 mode of assessment in setting test / examination papers to cater for learner diversity.</p>	<p>✧ Subject panels incorporate assessment policies in the scheme of work at all levels.</p> <p>✧ All subject panels devise action plans for improvement for both internal and external assessments.</p>	<p>1.4.1</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Follow-up action after implementing P-I-E policy</th> <th>Reflection</th> </tr> </thead> <tbody> <tr> <td>Computer Literacy</td> <td>Fine-tuning of assessment rubrics and design</td> <td rowspan="6"> <ul style="list-style-type: none"> ● Teachers in some subject departments were positive and active in using assessment data to trace the academic performance of students after tasks / exams. ● To maximize the assessment effectiveness, concrete follow-up measures must be considered and taken and be appropriate at all levels. </td> </tr> <tr> <td>Biology</td> <td>Completion of a school-based HKDSE item analysis report</td> </tr> <tr> <td>Liberal Studies, Business Accounting and Financial Studies, History, Chinese Language, English Language, Chinese Literature, Integrated Science, Mathematics, Geography</td> <td>Fine-tuning of teaching schedule / teaching focus / teaching strategies</td> </tr> <tr> <td>Visual Arts</td> <td>Fine-tuning of teaching strategies in facilitating students to make improvement from doing reflection</td> </tr> <tr> <td>Physics, Business Accounting and Financial Studies, Economics</td> <td>Fine-tuning the revision scheme for less able S6 students Implementing periodical revision schedule for S4 elite Physics students and S4 & S5 students in Economics.</td> </tr> <tr> <td>Chinese History, Geography, History</td> <td>Provision of learning reflection / students' samples for modelling</td> </tr> </tbody> </table> <p>1.4.2</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Conducting self-assessment</th> <th>Conducting peer-assessment</th> <th>Reflection</th> </tr> </thead> <tbody> <tr> <td>Chemistry</td> <td>Nil</td> <td>S4,S5</td> <td rowspan="4"> <ul style="list-style-type: none"> ● Consolidation of the subject-based foundation skills was reflected in most of the </td> </tr> <tr> <td>Chinese Literature</td> <td>S4,S5</td> <td>S4,S5</td> </tr> <tr> <td>Chinese History</td> <td>S4,S5</td> <td>S4,S5</td> </tr> <tr> <td>Computer</td> <td>S4,S5</td> <td>S1-S3</td> </tr> </tbody> </table>	Subject	Follow-up action after implementing P-I-E policy	Reflection	Computer Literacy	Fine-tuning of assessment rubrics and design	<ul style="list-style-type: none"> ● Teachers in some subject departments were positive and active in using assessment data to trace the academic performance of students after tasks / exams. ● To maximize the assessment effectiveness, concrete follow-up measures must be considered and taken and be appropriate at all levels. 	Biology	Completion of a school-based HKDSE item analysis report	Liberal Studies, Business Accounting and Financial Studies, History, Chinese Language, English Language, Chinese Literature, Integrated Science, Mathematics, Geography	Fine-tuning of teaching schedule / teaching focus / teaching strategies	Visual Arts	Fine-tuning of teaching strategies in facilitating students to make improvement from doing reflection	Physics, Business Accounting and Financial Studies, Economics	Fine-tuning the revision scheme for less able S6 students Implementing periodical revision schedule for S4 elite Physics students and S4 & S5 students in Economics.	Chinese History, Geography, History	Provision of learning reflection / students' samples for modelling	Subject	Conducting self-assessment	Conducting peer-assessment	Reflection	Chemistry	Nil	S4,S5	<ul style="list-style-type: none"> ● Consolidation of the subject-based foundation skills was reflected in most of the 	Chinese Literature	S4,S5	S4,S5	Chinese History	S4,S5	S4,S5	Computer	S4,S5	S1-S3	
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			<p>1.4.3</p> <p>☒ All subjects followed the 4:3:3 mode of assessment in setting tests / examinations subjects but there was no obvious rise or fall in the trend of academic performance.</p> <p><u>Reflection and follow-up measures</u></p> <p>☒ Teachers' skills and knowledge in doing the alignment between teaching and assessment was a pre-requisite to have the policy effectively done.</p> <p>☒ All subject panels will conduct more in-depth discussion to adjust their teaching strategies when appropriate and continue to monitor the progress of students' academic performance via the KM system.</p>																																														
<p>2. Students' academic performance is enhanced.</p>	<p>2.1 To continue the streaming policy in junior forms to support effective teaching and learning.</p> <p>2.1.1 Streamed groups will be continued in S1 – S3 English Language and S1 – S2</p>	<p>☒ Over 80% of students agree their learning needs are catered for.</p> <p>☒ Improvement in</p>	<p>2.1.1</p> <p>☒ For each form in S1 to S3, students were grouped into 5 groups according to their ability in English where groups E3 and E4 had a similar ability. S1 students who needed extra support were provided with after-school English</p>	<p><u>Reflection and follow-up measures</u></p> <p>☒ The effectiveness of this arrangement could be seen from the performance and result</p>																																													

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	<p>mathematics.</p> <p>2.1.2 Adjustment in curriculum content will be applied in the remedial groups.</p>	<p>passing / credit percentage in tests and examinations compared with last year.</p>	<p>remedial lessons.</p> <p>☒ For each form in S1 to S2, students were grouped into 4 groups according to their ability in Mathematics.</p> <p>2.1.2</p> <p>☒ English:</p> <ul style="list-style-type: none"> ● 75% of students in remedial group agreed that the trimmed programmes help them to catch up with their studies. ● Instruction, class practices and task requirements were all trimmed with extra language support given to the remedial groups. <p>☒ Mathematics:</p> <ul style="list-style-type: none"> ● Fundamental subject knowledge was focused. 	<p>of the students in the final examination.</p> <p>English</p> <table border="1" data-bbox="1832 248 2175 496"> <thead> <tr> <th>Form</th> <th>No. of students promoted to higher ability group</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>15</td> </tr> <tr> <td>S2</td> <td>13</td> </tr> <tr> <td>S3</td> <td>13</td> </tr> </tbody> </table> <p>Mathematics</p> <table border="1" data-bbox="1832 552 2175 783"> <thead> <tr> <th>Form</th> <th>No. of students promoted to higher ability group</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>9</td> </tr> <tr> <td>S2</td> <td>19</td> </tr> </tbody> </table> <p>☒ The related subject departments will review the extent of adjustment according to students' learning needs.</p>	Form	No. of students promoted to higher ability group	S1	15	S2	13	S3	13	Form	No. of students promoted to higher ability group	S1	9	S2	19
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	2.2 To implement a 7 day – 7 period cycle in the 2018-19 school term to maximize the number of learning hours for the formal curriculum.	<ul style="list-style-type: none"> ✧ The number of lessons of most subjects are increased. 	<ul style="list-style-type: none"> ✧ Majority of subjects were benefited from the extension of the teaching time which facilitated more in-depth learning in terms of learning skills, discussion and the provision of measures to cater learners’ needs. ✧ There were fewer after-school supplementary lessons conducted in senior forms. 	<p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Fine-tuning in teaching schedules, teaching strategies and learning activities when appropriate were recommended to alleviate the unfavourable effects of tight class time schedule of some cultural subjects / a few subjects which underwent a 10-minute cut in lesson time.
	2.3 To review the Technology KLA for the development of students’ technology literacy	<ul style="list-style-type: none"> ✧ The completion of the S1-S3 curriculum on Technology Education 	<ul style="list-style-type: none"> ✧ The 2019-2020 S1-S3 Creative Technology curriculum was completed. 	<p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✧ The conversion of DT Room to STEM Room will be launched. ✧ Professional Training will be continued to enhance teachers’ capacity in the new syllabus.

Targets	Strategies	Success Criteria	Work Progress / Achievement				Evaluation																				
	<p>2.4 To continue the supporting measures to facilitate junior form students to learn in English.</p> <p>2.4.1 Collaboration between EMI subjects and English Department on designing appropriate framework for the chosen subject-relating reading texts.</p> <p>2.4.2 Related subject departments will hold learning activities to enable students to learn in English with confidence.</p>	<p>✧ Over 90% of teachers find the suggestions useful in helping students to read for learning.</p> <p>✧ Over 70% of participants complete at least two activities and over 70% of participants meet the language target set for the activities.</p>	<p>✧ Professional sharing on LAC collaboration continued. Effort of providing more opportunities to enhance students' reading skills was stressed.</p> <p>✧ Related subjects continued to enrich and revise learning materials with support from LAC coordinator to cater to students' learning needs.</p> <p>2.4.2</p> <table border="1" data-bbox="1137 632 1789 1121"> <thead> <tr> <th data-bbox="1137 632 1319 794">Learning activities</th> <th data-bbox="1319 632 1469 794">Subject Dept.</th> <th data-bbox="1469 632 1617 794">Percentage of participants completing at least 2 activities</th> <th data-bbox="1617 632 1789 794">Percentage of participants meet the language target set for the activities.</th> </tr> </thead> <tbody> <tr> <td data-bbox="1137 794 1319 924">S2-S3 PSHE Quiz Competition</td> <td data-bbox="1319 794 1469 924">English Language, Geography, History</td> <td data-bbox="1469 794 1617 924">90%</td> <td data-bbox="1617 794 1789 924">90%</td> </tr> <tr> <td data-bbox="1137 924 1319 987">Spelling Bee</td> <td data-bbox="1319 924 1469 987">English Language</td> <td data-bbox="1469 924 1617 987">100%</td> <td data-bbox="1617 924 1789 987">70%</td> </tr> <tr> <td data-bbox="1137 987 1319 1023">Spelling Bee</td> <td data-bbox="1319 987 1469 1023">History</td> <td data-bbox="1469 987 1617 1023">90%</td> <td data-bbox="1617 987 1789 1023">95%</td> </tr> <tr> <td data-bbox="1137 1023 1319 1121">Library book report classing sharing</td> <td data-bbox="1319 1023 1469 1121">Geography</td> <td data-bbox="1469 1023 1617 1121">100%</td> <td data-bbox="1617 1023 1789 1121">80%</td> </tr> </tbody> </table>				Learning activities	Subject Dept.	Percentage of participants completing at least 2 activities	Percentage of participants meet the language target set for the activities.	S2-S3 PSHE Quiz Competition	English Language, Geography, History	90%	90%	Spelling Bee	English Language	100%	70%	Spelling Bee	History	90%	95%	Library book report classing sharing	Geography	100%	80%	
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	<p>2.4.3 Related subject departments enhance the reading element in S1-3</p> <p>a. Using the online English learning platform to facilitate students to learn in English.</p> <p>b. Promoting at least two titles per form per year.</p> <p>2.4.4 Related subject departments will incorporate the following items in the pre-S1 special programme to help less able students to learn in English:</p> <p>a. Continue to use teaching strategies developed to consolidate students' reading skills.</p> <p>b. Provide audio support to students on selected vocabulary items / paragraphs of textbooks.</p> <p>c. Worksheets on vocabulary</p>	<p>✧ (a) Over 80% of students complete the reading tasks set.</p> <p>✧ (b) Each subject department conducts a class-based wrapping-up activity of the chosen titles.</p> <p>✧ (b) 40% of students loan the chosen titles.</p> <p>✧ 80% of the students find it useful in dealing with their daily homework and 60% of the students improve in pronunciation.</p>	<p>2.4.3</p> <table border="1" data-bbox="1137 161 1789 639"> <thead> <tr> <th>Subject</th> <th>Reading activities</th> <th>Percentage of students completing the reading tasks.</th> <th>Loaning titles records of the recommended book</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td rowspan="3"> <ul style="list-style-type: none"> Promotion of related reading articles from the English Builder Recommendation of REES books </td> <td>49%</td> <td>77</td> </tr> <tr> <td>History</td> <td>S1 42%</td> <td>2</td> </tr> <tr> <td></td> <td>S2 49%</td> <td></td> </tr> <tr> <td>Integrated Science</td> <td></td> <td>S3 43%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>90%</td> <td>5%</td> </tr> </tbody> </table> <p>2.4.4</p> <table border="1" data-bbox="1137 890 2168 1326"> <thead> <tr> <th>Subjects</th> <th>Reading strategy deployment</th> <th>Audio support</th> <th>Worksheets on vocabulary support () data in second term</th> <th>Effectiveness in students' performance () data in second term</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>- S2 Newspaper reading - Read aloud</td> <td>✓</td> <td>- Vocabulary book - LAC notebook - 2 worksheets</td> <td>- 60% (70%) of students showed improvement in pronunciation - 70% (80%) of students showed confidence in doing homework</td> </tr> <tr> <td>History</td> <td>- Underlining of key words - Read aloud</td> <td>✓</td> <td>- 2 (2) worksheets</td> <td>- 80% (85%) of students showed improvement in pronunciation - 60% (65%) of students showed confidence in doing homework</td> </tr> <tr> <td>Integrated Science</td> <td>- Underlining of key words - Read aloud</td> <td>✓</td> <td>- 1 (2) worksheet</td> <td>- 70% (70%) of students showed improvement in pronunciation - 70% (70%) of students showed confidence in doing homework</td> </tr> </tbody> </table>				Subject	Reading activities	Percentage of students completing the reading tasks.	Loaning titles records of the recommended book	Geography	<ul style="list-style-type: none"> Promotion of related reading articles from the English Builder Recommendation of REES books 	49%	77	History	S1 42%	2		S2 49%		Integrated Science		S3 43%				90%	5%	Subjects	Reading strategy deployment	Audio support	Worksheets on vocabulary support () data in second term	Effectiveness in students' performance () data in second term	Geography	- S2 Newspaper reading - Read aloud	✓	- Vocabulary book - LAC notebook - 2 worksheets	- 60% (70%) of students showed improvement in pronunciation - 70% (80%) of students showed confidence in doing homework	History	- Underlining of key words - Read aloud	✓	- 2 (2) worksheets	- 80% (85%) of students showed improvement in pronunciation - 60% (65%) of students showed confidence in doing homework	Integrated Science	- Underlining of key words - Read aloud	✓	- 1 (2) worksheet	- 70% (70%) of students showed improvement in pronunciation - 70% (70%) of students showed confidence in doing homework	<p><u>Reflection and follow-up measures</u></p> <p>✧ Related subject departments had to adjust the quantity of reading tasks and revise the strategy of implementation to monitor students' performance.</p>
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	<p>2.4.4.1 The English Language Department will hold an after-school remedial programme in S1.</p> <p>2.4.4.2 Related subject departments will hold pre-test revision classes for a focused group of students before the test cycle to develop students' revision habit.</p>		<p>2.4.4.1</p> <ul style="list-style-type: none"> ✘ After-school remedial programmes were conducted in two after-school sessions. ✘ Drillings on pronunciation, grammar and reading were focused. ✘ 31.3% (62.5%) of participants showed improvement in the final examination and 6 (6) promoted to a higher ability group in the coming year. <p>() data in second term</p> <p>2.4.4.2</p> <table border="1" data-bbox="1137 584 2168 887"> <thead> <tr> <th data-bbox="1137 584 1413 625">Subjects</th> <th data-bbox="1413 584 2168 625">Effectiveness of the pre-test revision classes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1137 625 1413 715">Geography</td> <td data-bbox="1413 625 2168 715">30% of students in pre-test revision class showed a rise of score in Tests</td> </tr> <tr> <td data-bbox="1137 715 1413 804">History</td> <td data-bbox="1413 715 2168 804">20% of the focused group of students showed a rise in score in Test 4</td> </tr> <tr> <td data-bbox="1137 804 1413 887">Integrated Science</td> <td data-bbox="1413 804 2168 887">16% of students in pre-test revision class attained better results in tests.</td> </tr> </tbody> </table> <p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✘ Support on vocabulary, reading and writing skills had to be enriched. ✘ Students were overburdened with too many different kinds of reading within the formal and informal curriculum, and thus the promotion of REES reading was far from satisfaction despite subject departments conducted different incentive schemes. ✘ Lively learning activities and authentic experiences to use English beyond the classroom was promoted to increase students' incentive to improve their English. ✘ Frequent and short-term goals were more effective in arousing a better sense of achievement. ✘ Related subject departments will continue to fine-tune the supporting measures to address students' need. 	Subjects	Effectiveness of the pre-test revision classes	Geography	30% of students in pre-test revision class showed a rise of score in Tests	History	20% of the focused group of students showed a rise in score in Test 4	Integrated Science	16% of students in pre-test revision class attained better results in tests.	
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Integrated Science	16% of students in pre-test revision class attained better results in tests.											

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation										
<p>3 To enhance teachers' capacity to motivate students to do active learning.</p>	<p>3.1 Subject departments will continue to conduct professional exchange of pedagogies related to active learning in each term to enhance students' active learning capacity.</p> <p>3.1.1 Each teacher has to participate in peer classroom observation at least once in each term, either to observe or to be observed.</p> <p>3.1.2 Each teacher has to attend workshops / seminars / conferences organized by EDB or other educational institutions to enhance his/her capacity for the on-going curriculum reform.</p>	<ul style="list-style-type: none"> ✧ Subject-based policy on the enhancement of teaching professional in related to the changing curriculum reform will be devised and documented ✧ In-house subject-based sharing sessions will be held at least once in each term. ✧ Over 90% of teachers give positive feedback to peer classroom observation. ✧ All teachers attend at least one related workshop / seminar in each term. 	<p>3.1.1 Peer lesson observation reached 31 (31) times by 56 (57) teaching staff.</p> <p>() data in second term</p> <table border="1" data-bbox="1137 292 1787 1334"> <thead> <tr> <th data-bbox="1137 292 1375 336">Focus</th> <th data-bbox="1375 292 1787 336">Subject</th> </tr> </thead> <tbody> <tr> <td data-bbox="1137 336 1375 850">Experience sharing</td> <td data-bbox="1375 336 1787 850">Chinese, Geography, History, English, Mathematics, Physics, Liberal Studies, Chemistry, Chinese History, Business Accounting and Financial Studies, Economics, Biology, Integrated Science, Visual Arts, Putonghua, Physical Education, Computer Literacy, Home Economics, Design & Technology, Mathematics</td> </tr> <tr> <td data-bbox="1137 850 1375 979">Collaboration lesson</td> <td data-bbox="1375 850 1787 979">English, Mathematics, Chinese, Liberal Studies, History, Computer Literacy</td> </tr> <tr> <td data-bbox="1137 979 1375 1238">e-learning</td> <td data-bbox="1375 979 1787 1238">Chinese, History, Biology, Physical Education, Integrated Science, Geography, Religious Education, Visual Arts, Music, Mathematics</td> </tr> <tr> <td data-bbox="1137 1238 1375 1334">Others</td> <td data-bbox="1375 1238 1787 1334">Biology (student-centered activity strategies)</td> </tr> </tbody> </table>	Focus	Subject	Experience sharing	Chinese, Geography, History, English, Mathematics, Physics, Liberal Studies, Chemistry, Chinese History, Business Accounting and Financial Studies, Economics, Biology, Integrated Science, Visual Arts, Putonghua, Physical Education, Computer Literacy, Home Economics, Design & Technology, Mathematics	Collaboration lesson	English, Mathematics, Chinese, Liberal Studies, History, Computer Literacy	e-learning	Chinese, History, Biology, Physical Education, Integrated Science, Geography, Religious Education, Visual Arts, Music, Mathematics	Others	Biology (student-centered activity strategies)	<p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✧ More pedagogical practices were focused and evaluated seriously at all the post-class observation meetings. ✧ All teachers showed an open attitude to reevaluate their class teaching from different perspectives and agreed that this enabled them to reflect on their teaching pedagogies. ✧ Peer lesson observation will be continued as routine programme. ✧ All teachers will attend appropriate workshops / seminars to enrich their professional capacity.
Focus	Subject													
Experience sharing	Chinese, Geography, History, English, Mathematics, Physics, Liberal Studies, Chemistry, Chinese History, Business Accounting and Financial Studies, Economics, Biology, Integrated Science, Visual Arts, Putonghua, Physical Education, Computer Literacy, Home Economics, Design & Technology, Mathematics													
Collaboration lesson	English, Mathematics, Chinese, Liberal Studies, History, Computer Literacy													
e-learning	Chinese, History, Biology, Physical Education, Integrated Science, Geography, Religious Education, Visual Arts, Music, Mathematics													
Others	Biology (student-centered activity strategies)													

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation	
				Biology (1) English (2)	EDB EDB
				<u>Second term</u> History (1) Integrated Science (4) Mathematics (3) Liberal Studies (3) Chinese (10) Computer Literacy (2) Music (5) Chinese Literature (3) Mathematics (5) Chemistry (3) English (8)	EDB EDB CYC EDB EDB / CYC EDB CYC EDB / CYC EDB / CCC EDB / Jingkung EDB / CUHK / OUP
			Assessment Literacy	<u>First term</u> Economics (2) Liberal Studies (4)	EDB EDB
				<u>Second term</u> Integrated Science (2) Mathematics (3) Economics (1) Liberal Studies (6) Chinese (10) Computer Literacy (1) Chinese Literature (3) Mathematics (1) Chinese History (2) English (2) Chinese (10)	CYC HKEAA EDB EDB EDB / CYC HKEAA EDB / CYC HKEAA CUHK CUHK EDB / CYC
			Workshop / seminars on Life-wide learning	History (1)	EDB

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation						
	<p>3.1.3 Subject departments will join / buy services supplied by EDB or other educational institutions to enhance teachers' competency.</p> <table border="1" data-bbox="286 292 797 555"> <thead> <tr> <th data-bbox="286 292 472 355">Subject department</th> <th data-bbox="472 292 797 355">Program</th> </tr> </thead> <tbody> <tr> <td data-bbox="286 355 472 451">The Chinese department</td> <td data-bbox="472 355 797 451">The Mainland-Hong Kong Teachers Exchange and Collaboration Program</td> </tr> <tr> <td data-bbox="286 451 472 555">The liberal studies department</td> <td data-bbox="472 451 797 555">The Quality School Improvement Project</td> </tr> </tbody> </table>	Subject department	Program	The Chinese department	The Mainland-Hong Kong Teachers Exchange and Collaboration Program	The liberal studies department	The Quality School Improvement Project	<ul style="list-style-type: none"> ✧ 85% of S1 teachers of Chinese department give positive feedback to EDB Supportive Program. ✧ The compilation of reading and writing learning packages of S1 Chinese. ✧ 80% of teachers participating in the MST give positive feedback. ✧ All senior liberal studies teachers agree their assessment literacy are enhanced via collaborative lessons preparation and classroom observation. 	<p><u>The Mainland-Hong Kong Teachers Exchange and Collaboration Program:</u></p> <ul style="list-style-type: none"> ✧ All teachers of the Chinese department participating in the Program agreed the Program provided them ample opportunities to share pedagogies in teaching reading and writing. The classroom observation activities and inter-school sharing sessions all fostered professional development. ✧ All teachers agreed that this exchange programme facilitated their professional development. <p><u>The Quality School Improvement Project:</u></p> <ul style="list-style-type: none"> ✧ All Liberal Studies teachers agreed the project enhanced their knowledge and skills in the following aspects: <ul style="list-style-type: none"> i. fostering the alignment of assessment and daily teaching ii. deepening the ways of structuring higher-order learning elements in classroom teaching. iii. Fostering skills in daily lesson collaborations. 	<p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Professional support and assistance from educational institutions or EDB were effective in enhancing teachers' capacity in meeting the challenges of educational reform. ✧ It will be continued to seek for appropriate professional support and assistance.
Subject department	Program									
The Chinese department	The Mainland-Hong Kong Teachers Exchange and Collaboration Program									
The liberal studies department	The Quality School Improvement Project									
	<p>3.1.4 Professional exchange with the Mainland Sister School will be organized to enhance students' horizon</p>	<ul style="list-style-type: none"> ✧ 80% of participants give positive feedback to the exchange programmes. 	<ul style="list-style-type: none"> ✧ A cultural exchange on English learning tour to Zhaoqing was organized by the English Department and Moral & Civic Education Committee from 20-22 Dec 2018. ✧ Over 90% of participants agreed they learned more about the mainland school culture in authentic context. This tour also enhanced 	<p><u>Reflection and follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Exchange tour with elements of lesson visits and more interactive activities such as a sports 						

Targets	Strategies	Success Criteria	Work Progress / Achievement	Evaluation
			students' skills and confidence in organizing school events.	competition were recommended to broaden students' horizons

Conclusion

Achievements

This year, continuous effort based on the incorporation of study skills, developing students' learning reflections as well as organizing various learning activities were deployed to stretch students' capacity in learning. Students with greater incentives benefited more obviously, whereas students with low perseverance showed limited progress.

Furthermore, the adoption of eLearning has proven to motivate students' interests and engage them more in the learning process. Continuous support was given to foster eLearning proficiency of teachers.

More subject departments adopted the P.I.E. cycle and 4-3-3 mode assessment policy to foster teaching and learning effectiveness.

Reflection and Suggestions for Improvement

- Enhancing teaching pedagogies and learning strategies will continue in the next school cycle to support students' learning.
- Strengthening the use of assessment data to improve students' academic performance at all levels will continue.
- Planning and implementation of cross-disciplinary collaboration should be refocused to maximize space and resources for learning.
- Cross-curricular collaboration in providing support for life-wide learning activities / reading activities / STEM Education / LAC will be the major focus in the coming school cycle in order to give students more authentic opportunities to learning outside classroom.
- Subject-based development plan for promoting teachers' competencies in STEM Education / Technology Education / eLearning will be formulated for effective teaching and learning.
- Efforts in conducting students' learning beyond the classroom into authentic contexts must be strengthened.
- Students' endurance and positive attitude in striving for better academic performance should be reinforced.
- Teachers can be more result-oriented and teach students to reflect, set and act on the goals they set for themselves.

Major Concern B : Pursuing a Joyful and Purposeful Life

Targets	Strategies	Success Criteria	Evaluation	
1. Students are self-motivated and able to achieve their own goals.	1.1 To develop a holistic career and life planning. 1.1.1 The Careers Committee will revise the strategies in talks, workshops and peer counseling, to conduct the curriculum of Career and Life Planning Education in order to enhance: a) self-understanding & development b) Career exploration c) Career planning and management	<ul style="list-style-type: none"> ✧ Over 90% of students are satisfied with the curriculum that can let them explore more in different areas. ✧ Over 90% of S6 students are satisfied with their career planning. ✧ Over 90% of teachers are satisfied with the performance of students in this curriculum. 	1.1.1 <u>Achievements</u> <ul style="list-style-type: none"> ✧ 100% teachers are satisfied with the students' performance in careers lessons. The satisfaction rates for the two admission talks by HKU SPACE and PolyU HKCC held on 8-10-2018 & 7-11-2018 and two careers visits to Civil Aviation Department and IVE Health Care held on 5-11-2018 & 30-11-2018 were also 100%. 	
			Form activities	Remarks
			Mock Release of DSE results activity for S.6 was held on 19-12-2018.	<ul style="list-style-type: none"> • Over 90% of students were satisfied with the activity and agreed that the NGO held the activity professionally. • About 30 S.6 students were enrolled in the Mock Interview Workshop held on 19-2-2019. Only about half attended even reminder was given. However, all participants evaluated the activity as very helpful.
			S.5 career exploration activity Hospital-School-NGO 「醫校同行」 was held in school on 31-10-2018 afternoon. Four different training courses related to nursing provided: CPR, airway, blood draw and first-aid bandaging. One career talk related to nursing was also conducted by LIPACE, Open University of Hong Kong.	Satisfaction rate was 100% and It was observed that students were actively participating and enjoyed the activity.
S.5 Careers Day was held on 24-1-2019. Morning: Job	95.6% students agreed that the activity enhanced their understanding			

Targets	Strategies	Success Criteria	Evaluation	
			<p>introduction and sharing sessions on 6 areas (surveying, architecture, accounting, hotel, medical industry and international enterprise) were conducted by 1 tertiary institution (Thei) and 5 incorporated companies (Hpa, KPMG, Dash Serviced Suites, Prenetics, Pylon International Ltd.) Afternoon: Visiting the Education and Careers Expo</p>	<p>of the related job fields. 93.9% students were satisfied with the activity.</p>
			<p>A talk on curriculum vitae writing for S.4 students was held on 30-1-2019 by a guest speaker from the YMCA College of Continuing Education.</p>	<p>Good response</p>
			<p>S3 subject selection lesson / talk emphasized more on how to complete the personality test and related occupation according to their orientations.</p>	<p>Students were suggested to shortlist their electives with reference to the occupation listed. Students were reminded to check the required or preferred subjects which were listed in the entrance requirement if they were interested in a profession related degree programme.</p>
			<p>One introductory lesson was conducted for S1 & S2 to widen their horizons in career life planning.</p>	<p>Good response</p>
<p><u>Reflections and follow-up</u> ☒ Voluntary career visits: Passive ☒ A briefing in prior on focus and expectation is needed before career exploration activity.</p>				

Targets	Strategies	Success Criteria	Evaluation
	<p>1.1.2 Staff development workshops for all staff on individual and group career counseling and life planning will be conducted with the cooperation of CLAP for Youth @JC.</p> <p>1.2 To cultivate an environment to promote students' sense of achievement.</p> <p>1.2.1 Students are striving for their individual goals which are set at the beginning of each term with their form teachers.</p> <ul style="list-style-type: none"> In order to cope with student diversity, form teachers' meeting / workshop organized by Guidance Committee will be conducted at least once a term. 	<p>☒ Over 80% of teachers are satisfied with the training workshops.</p> <p>☒ Over 80% of students can mostly achieve their goals.</p> <p>☒ Over 80% of students show positive feedback.</p>	<p>☒ Locate students' interests in visits through students (careers ambassadors) survey.</p> <p>1.1.2 <u>Achievements</u></p> <p>☒ A staff development workshop for all staff on "Individual and group careers counselling skills" was held on 7-12-2018. All teaching staff had a preliminary understanding of "individual and group careers counselling skills". Satisfaction rate was 89.2%.</p> <p><u>Reflections and follow-up</u></p> <p>☒ Some teachers gave feedback that (1) the content was only general counselling skills and (2) they did not have time to carry out careers counselling. Teachers were encouraged to participate in more advanced / professional careers counselling course / workshop / seminar.</p> <p>1.2.1: <u>Achievement</u></p> <p>(a) <u>Guidance Committee</u></p> <p>☒ All form teachers had guided students to set their individual goals at the beginning of each term. Form teachers' meetings provide opportunities for collaborative learning among teachers and share the importance of "SMART" planning to set goals with students.</p> <p>☒ Approximately 74% of students could mostly achieve their goals.</p> <p>☒ Form teachers' meetings were held once a month. Crisis management, student performance, guidelines to handle students with behavioral and emotional problems were introduced. Positive feedback from form teachers' questionnaires.</p> <p>(b) <u>Moral & Civic Education Committee</u></p> <p>☒ Over 90% of form teachers are satisfied with the performance of students in lessons to demonstrate rational thinking and moral judgement competence.</p> <p>☒ The attitude of 'Respect for others' and 'Integrity' in S.1-S.3 and 'Perseverance' and 'Commitment' in S.4-S.6 was enhanced. All were over 90%.</p>

Targets	Strategies	Success Criteria	Evaluation
	<ul style="list-style-type: none"> • Positive attitudes towards life obstacles will be taught in MCED lessons and Religious lessons. • Promotion of CYAS 		<ul style="list-style-type: none"> ✧ The overall satisfaction rate of MCEd lesson is calculated and all are over 90 % too. The majority of the topics suit students’ needs <p>(c) <u>Discipline Committee</u></p> <ul style="list-style-type: none"> ✧ The number of students who had completed CYAS 22B1/32B1 (discipline-related items) had a 10% increase when compared with that of last year. ✧ Low-motivated students from each class had been invited to apply for the demerit offset scheme, of which only about 40% (target : 60%) of them succeeded. For those self-initiated applicants, over 80% of their applications were successful. ✧ Only about 30 S1 students and prefects had signed up as members of JPC and only about 10 had participated in JPC activities. <p>(d) <u>CYAS</u></p> <ul style="list-style-type: none"> ✧ There were 2 gold, 25 silver and 87 bronze medalists in this academic year. Number of gold medalist was same as last year while number of silver medalist increased by 36.1%. <p><u>Reflections and follow-up</u></p> <ul style="list-style-type: none"> ✧ For CYAS and demerit offset scheme, more detailed planning and close monitoring was needed, especially for those of low motivation. Revise the enforcement of demerit offset scheme, CYAS and JPC activities, so as to help students develop positive values and attitudes. Continue Promotion of CYAS by all committees and teams was needed. ✧ "Perseverance” will be one of the major concerns in coming school year. Besides setting goals, briefing and debriefing sessions will be held in MCEd lessons in next year. ✧ One session for students sharing will be arranged at each term on Wednesday morning. ✧ A few groups of students are expected to be led by School Chaplain in the coming year, in the theme of Spiritual Life Growing. ✧ Collaboration with committees and teams to develop students’ positive values and attitudes.

Targets	Strategies	Success Criteria	Evaluation									
	<p>1.2.2 Students are able to enhance their self-understandings and sense of belongings through</p> <ul style="list-style-type: none"> • various form competitions twice a term organized by Discipline Committee. • Learning activities conducted by MCED. 		<p>1.2.2: <u>Achievements</u> <u>Moral & Civic Education Committee</u></p> <ul style="list-style-type: none"> ☒ To nurture students' empathy and positive attitudes towards life, the life-and-death adventure activity was completed. ☒ There was an internal life band performance during Day 4 assembly and over 80% of students agreed that the Day 4 assembly enabled them to think how to live a positive life. <p><u>Discipline Committee</u></p> <ul style="list-style-type: none"> ☒ Percentage of Form teachers agreed or strongly agreed that : <table border="1" data-bbox="1131 550 1977 769"> <thead> <tr> <th></th> <th>1st Term</th> <th>2nd Term</th> </tr> </thead> <tbody> <tr> <td>Self-understandings had enhanced</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Sense of achievement had enhanced</td> <td>75%</td> <td>55%</td> </tr> </tbody> </table> <p><u>Reflections and follow-up:</u></p> <p>(a) Promoting life education is of paramount importance. The strategies should be getting students experienced more and reflected more in the authentic contexts (life adventurous activities).The activities seemed to be a good tool to raise students' sense of belonging. However, it was quite difficult to arrangement more than one activity per form in each term. Other than sharing the messages of embracing life through life band performances, there will be deeper collaboration with other committees from 2019-20 and some events are initiated as follows:</p> <ul style="list-style-type: none"> • A cross-border exchange tour to Sichuan targeting 60-80 S.4 students will be co-organized with the LS Department, Geography Department and the English Department. Participants will learn more about the culture and other languages (e.g. French, German... etc.), the people and the livelihood of Sichuan, especially the issues relating to the aftermath of the earthquake in 2008, including the reconstruction of the city and rebuilding faith in life! 		1 st Term	2 nd Term	Self-understandings had enhanced	50%	50%	Sense of achievement had enhanced	75%	55%
	1 st Term	2 nd Term										
Self-understandings had enhanced	50%	50%										
Sense of achievement had enhanced	75%	55%										

Targets	Strategies	Success Criteria	Evaluation
			<p>Hold the values of perseverance and thankfulness.</p> <ul style="list-style-type: none"> • An adventure ship activity co-organized with SEN Team in the 1st term targeting 22 S.3-S.5 students and a follow-up assembly in Feb 2020 • ‘Life-and-death’ adventure activities for all S.4 students to be integrated into S.4 MCEd lessons and co-worked with RE Department • S.1 adventure day co-worked with the Guidance Committee and Discipline Committee • One Adventure-Ship training programme will be arranged for Junior and senior forms co-worked with Discipline Committee. <p>(b) Activities/competitions would be continued to help students develop positive values and attitudes.</p>
<p>2. Students enjoy their school life.</p>	<p>2.1 To provide rich co-curricular learning opportunities to students.</p> <p>2.1.1 Student leaders with the collaboration of the Extracurricular Activities Committee organize various activities for students.</p>	<ul style="list-style-type: none"> ✧ Over 60% trained leaders have organized at least one activity. ✧ Over 80% of students agree that these activities can enrich and increase their learning opportunities. 	<p>2.1.1 <u>Achievements</u></p> <p>(a) <u>Guidance Committee</u></p> <ul style="list-style-type: none"> ✧ 10 student ambassadors in the Mindshift Educational Program+ (思動計劃+) (which is run by The Medical Faculty of The University of Hong Kong (HKU)) enjoyed the training session and also services. All of them showed excellent involvement. ✧ Student ambassadors continued the Project: Expressive Arts Project (藝術治療計劃) for Adolescents’ Emotional Wellness run By Caritas Charrette Centre (明愛感創中心) to support low achievers in S2. ✧ On 18th December 2018, our student ambassadors shared their experience of taking part in the project at the Fun Fair in the School. The event was honored by the presence of Mr. Kevin Yeung Yun-Hung, JP, Secretary for Education of the HKSAR Government as the officiating guest. ✧ Our term was highly commended and awarded with 3 prizes, namely the ‘Outstanding Performance Award’, ‘Most Influential School Mental Health Project’ and ‘Most Creative School Mental Health Project’. <p>(b) <u>Discipline Committee</u></p>

Targets	Strategies	Success Criteria	Evaluation
	<p>2.1.1.2 Various extended-learning activities by Extracurricular Activities Committee are organized to promote the all-round</p>	<p>☒ Over 80% of students agree that these extended-learning activities can help to develop different skills.</p>	<p>☒ Over 60% of S4 prefects had organized at least one activity for fellow Prefects and S1 students.</p> <p>☒ Over 80% of those prefects agree that these activities could enrich and increase their learning opportunities.</p> <p>(c) <u>Extracurricular Activities Committee</u></p> <p>☒ Over 75% of the trainees of the leadership training programme 2017-18 had been rated satisfactory and good by the teacher in charge of various clubs, societies and houses.</p> <p><u>Reflections and follow-up</u></p> <p>☒ A positive mental health culture and an empathetic school environment were created. Student ambassadors completed all training and provided quality services to the community and junior form.</p> <p>☒ It was good to train Prefects of S4 to develop their leadership</p> <p>☒ Some elite trainees even took up 4 posts in different clubs and societies to enrich their exposure in order to make a better choice in their future development of leadership.</p> <p>☒ Exploring more related enrichment and extending learning opportunities both within and outside school can fully stretch the potential of students.</p> <p>☒ The training of Prefects would emphasize on respect and sense of responsibility. Their generic skills such as ability in making the right decisions could be enhanced through organizing activities.</p> <p>☒ The training of leaders would emphasize on respect, sense of responsibility, and perseverance.</p> <p>2.1.2 <u>Achievements</u></p> <p>☒ Leadership training for S3 was successfully held.</p> <p><u>Reflections and follow-up</u></p> <p>☒ Well-received by students. Hiking would be the main theme for the next academic year to train students' perseverance.</p> <p>☒ Training programmes for all S3 students will be scheduled in the next academic</p>

Targets	Strategies	Success Criteria	Evaluation
	development of students.		year.
	2.1.3 The Extra-curricular Activities Committee will conduct exhibitions of students' good work; discussion and reflection forums to celebrate and appreciate students' achievements.	<ul style="list-style-type: none"> ☒ Over 90% of students feel proud to demonstrate their good work. ☒ Over 70% of students show appreciation during the discussion sessions. 	<p>2.1.3 <u>Achievements</u></p> <ul style="list-style-type: none"> ☒ Exhibitions of students' good work and sharing in Chuen Yuen Cultural Square were successfully conducted. <p><u>Reflections and follow-up</u></p> <ul style="list-style-type: none"> ☒ 51.4% of student reflected that their good work had been posted. 85.8% agreed that their sense of achievement had been boosted. 97.2% student appreciate the good work display. ☒ More photos which reflect students' perseverance could be displayed.
	2.1.4 Video recording / interviewing the prize winners will be broadcast in the Celebration Corner on the school website to honor the winners.	<ul style="list-style-type: none"> ☒ Over 70% of students show positive feedback. 	<p>2.1.4 <u>Achievements</u></p> <ul style="list-style-type: none"> ☒ Video recordings of the prize winners were broadcasted in the school web page to honor the winners <p><u>Reflections and follow-up</u></p> <ul style="list-style-type: none"> ☒ Good response and will continue to promote the scheme.

Conclusion

Achievements:

- (a) The overall MCEd lesson curriculum has been refined and elements of perseverance and cherishing life were added. More interactive activities and interesting topics had been introduced to enable students to develop their rational thinking and judgement. The Life Band was set up in which all students not only had been given opportunities to listen to the unplugged music but also the meaning of life behind the lyrics. To widen students' horizon, more types of special education schools, social service organizations and non-profit making organizations had been approached. Hence, the service learning work and civic education activities were of greater diversity. To let students have deeper learning through the cross-border exchange tours, the focuses of the tours, including the sister school ones, had been refined. Students learned the culture of some China provinces. More importantly, they were given more chances to conduct exchange activities to discuss different issues in Hong Kong, China and the world.
- (b) Form based career exploration activities were increased. Individual counselling and cooperation with outside institutions were also increased. Delivery mode: shifted from mainly talk to more experiential learning.

(c) The number of successful applicants of CYAS (discipline related items) for the past three years was satisfactory while there was still room for improvement in the number of successful applicants of demerit offset scheme, especially those of low motivation.

In the first two years, students seemed not very interested in the interclass competitions held. Students' response was good in the competitions held in the third year. Class goals set were partly achieved.

The training of S4 prefects to organize activities was good and most of them agreed that it was a valuable experience in learning.

The increased cooperation with Police for the promotion of JPC activities had started.

Reflections and follow-up:

(a) There has been a significant progress of different plans made in MCEd Committee over these last few years. It is time to prioritize the work and explore the more concrete direction in promoting value and life education.

(b) Student ambassadors, cooperation with subject panels, alumni and parents and experiential programmes are the main concerns of career and life planning

(c) More positive reinforcement is required to encourage students to participate in activities: revise the enforcement of the demerit offset scheme, CYAS and JPC activities. All these would help students develop positive values and attitudes. The training of prefects would need to emphasize respect and a sense of responsibility. Their generic skills and abilities can be greatly enhanced through organizing activities. Adventure training for all junior form students would also be arranged and continue promotion of CYAS is needed.



III. Review of School Development Plan 2016-2019

Major Concern A : Learning with self-fulfillment

Targets	A general outline of strategies	Extent of targets achieved	Remarks and follow-up action
1. Students are motivated to learn, able to learn and have confidence to learn.	❖ To consolidate students' self-regulating learning skills.	Target mostly achieved	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> ❖ Subjects of different KLAs had refined teaching strategies to enhance students' higher-order thinking and problem solving skills. ❖ Most students were engaged in learning and were able to present answers in a systematic manner. They also knew better their strengths and weaknesses. ❖ Over 75% of students developed confidence in completing the learning activities. ❖ The KM mechanism was well constructed. Students, especially senior forms, were taught to make reflections via self/peer assessment. ❖ Junior forms student were also taught to make reflections through Academic Award Scheme. <p><u>Follow-up:</u></p> <ul style="list-style-type: none"> ❖ Efforts to deepen students' learning experience could be strengthened.
	❖ To provide rich learning opportunities.	Target mostly achieved	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> ❖ Subjects of different KLAs had organized co-curricular activities to unleash students' learning capacity. ❖ STEM curriculum was developed. "STEM for all" activities in Junior forms were implemented, including S2 STEM project learning. Elite students were also selected to join inter-school competitions. ❖ The STEM education was successful in providing a conducive condition to stimulate students' sense of investigation. ❖ In view of a systematic planning of incorporating e-Learning into classroom, a favourable foundation for e-Learning education was established.

Targets	A general outline of strategies	Extent of targets achieved	Remarks and follow-up action
			<ul style="list-style-type: none"> ❖ Most of the subject teachers were able to master the skills of iPads and PowerLesson. ❖ Over 90% of students agreed that their motivation in learning has been enhanced through e-Learning lessons. <p><u>Follow-up:</u></p> <ul style="list-style-type: none"> ❖ More co-curricular activities in authentic contexts could be organized for students at all levels. ❖ Further progress to encourage student’s creativity and innovation through STEM education would be the next target.
	<ul style="list-style-type: none"> ❖ To enhance English proficiency of students. 	Target partly achieved	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> ❖ In addition, the provision of S1 afterschool remedial English class and the collaboration of the English Department and other non-English Departments developed subject-based measures for students. Streamed policy was also revised in junior form English Language and Mathematics. They all served the purpose of helping S1 students to acquire a solid foundation of English learning. ❖ Different learning activities (such as “Spelling Bee”, “PSHE Quiz Competition” and “Book report sharing”) were held by English Department and other related subject departments to enable students to learn in English with confidence. Over 70% of participants met the language target sets for these activities. ❖ An online English learning platform was introduced to facilitate students to learn in English. ❖ A set of LAC worksheets were developed to strengthen students’ writing skills. <p><u>Follow-up:</u></p> <ul style="list-style-type: none"> ❖ Revised measures related to LAC and RAC could be further explored to

Targets	A general outline of strategies	Extent of targets achieved	Remarks and follow-up action
			strengthen students' English language proficiency.
	❖ To implement learning support to cater students' different learning needs.	Target partly achieved	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> ❖ Subject departments reviewed the level of difficulty of teaching materials and assignments to address students' needs. ❖ Teachers gave quality feedback to encourage and guide students. Students' homework showed continuous improvement. ❖ 4:3:3 mode of assessment was adopted in all departments. Students with different abilities could have their own goals in assessment. ❖ The streaming policy in Junior form English and Mathematics proved to be effective in catering for students' different learning abilities. <p><u>Follow-up:</u></p> <ul style="list-style-type: none"> ❖ 4:3:3 mode of assessment would be continued in all departments.
2. The academic outcome of students are enhanced.	❖ To strengthen the teaching effectiveness.	Target mostly achieved	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> ❖ All subject departments adopted the P-I-E policy in doing evaluation and reflection. Teachers agreed that this facilitated them to do constant reflection. ❖ The Assessment Literacy of teachers were enhanced after joining a program run by Quality School Improvement Project (CUHK). The importance of the alignment between teaching and assessment and the use of assessment data to improve teaching effectiveness is the consensus of teachers. ❖ A 7day-7period cycle was implemented to maximize the number of learning hours for formal curriculum. ❖ The HKDSE results had a steady improvement and the results in 2018 and 2019 were the best two years since the first HKDSE. ❖ The JUPAS offer rates in 2019 were also the highest since the first HKDSE.

Targets	A general outline of strategies	Extent of targets achieved	Remarks and follow-up action
			<u>Follow-up:</u> ❖ Continue to enhance assessment policies for further improvement on teaching and learning effectiveness.
3. To enhance teachers' capacity to motivate students to do active learning.	❖ To strengthen the professional collaboration among teachers.	Target achieved	<u>Achievements:</u> ❖ Regular collaborative lesson planning was carried out in some subject departments (Chinese Language, English Language, Liberal Studies, Biology, and History) as routine work. Peer lesson observations were carried out for professional development and all teachers made reflections in the teaching pedagogies during post-class observation meetings. The frequency of in-house and cross subject-based sharing sessions had been increased in the past 2 years. A collaborative and reflective teaching culture has been built up. ❖ Subject departments, including Liberal Studies, Chinese Language Department and English Language Department, joined a series of support services provided by EDB or CUHK. They all proved fruitful in enhancing teachers' competency. ❖ Teachers were active in attending appropriate workshops / seminars to enhance their professional capacity. <u>Follow-up:</u> ❖ Peer lesson observation will be a regular practice in the coming year. ❖ The policy of seeking support from different education bodies will be continued to enhance teachers' capacity.

Major Concern B : Pursuing a Joyful and Purposeful Life

Targets	A general outline of strategies	Extent of targets achieved	Remark and follow-up action
<p>1. Students are self-motivated and able to achieve their own goals.</p>	<p>❖ To develop a holistic career and life planning</p>	<p>Target mostly achieved</p>	<p><u>Achievements :</u></p> <ul style="list-style-type: none"> ❖ 100% careers teachers agreed that the existing curriculum is appropriate. ❖ Teachers were all satisfied with the performance of students in CLP lessons. Over 90% of S6 students were satisfied with the curriculum and their career planning respectively. Career Explorations by Social Workers were all well received by students and follow-up counseling was provided for school leavers. Careers Committee had collaborated with various departments and subject teachers' feedback was very positive. ❖ Staff development workshop for all staff starting from a general introductory concept to individual and group careers counselling skills were held and over 85% of staff were satisfied with the training course offered by the CLAP. <p><u>Follow-up :</u></p> <ul style="list-style-type: none"> ❖ Student ambassadors work with New Careers Room, cooperation with subject panels, alumni and parents and experiential programmes are the main concerns of career and life planning. The curriculum for Junior forms would be revised to provide more exposure in career life planning.

Targets	A general outline of strategies	Extent of targets achieved	Remark and follow-up action
<p>2. Students can unleash their potential and be proud of themselves.</p>	<p>❖ To provide rich co-curricular learning opportunities to students</p>	<p>Target partly achieved</p>	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> ❖ Our student ambassadors shared their experience of taking part in the project at the Fun Fair in the School on 18th December 2018. The event was honored by the presence of Mr. Kevin Yeung Yun-Hung, JP, Secretary for Education of the HKSAR Government as the officiating guest. ❖ 10 student ambassadors in the Mindshift Educational Program+ (思動計劃+) (which is run by The Medical Faculty of The University of Hong Kong (HKU)) enjoyed the training session and also services. All of them showed excellent involvement. ❖ All form teachers had guided students to set their individual goals at the beginning of each term. Form teachers' meetings provide opportunities for collaborative learning among teachers and share the importance of "SMART" planning to set goals with students. Approximately 74% of students can mostly achieve their goals. ❖ Form teachers' meetings were held once a month. Crisis management, student performance, guidelines to handle students with behavioral and emotional problems were introduced. Positive feedback from form teachers' questionnaires. ❖ The overall satisfaction rate of MCEd lesson is calculated and all are over 90 % too. The majority of the topics suit students' needs. ❖ The number of students who had completed CYAS 22B1/32B1 (discipline-related items) had a 10% increase when compared with that of last year. ❖ Low-motivated students from each class had been invited to apply for the demerit offset scheme, of which only about 40% (target : 60%) of them succeeded. For those self-initiated applicants, over 80% of their applications were successful. ❖ There were 2 gold, 25 silver and 87 bronze medalists in this academic year.

Targets	A general outline of strategies	Extent of targets achieved	Remark and follow-up action
			<p>The number of gold medalists was the same as last year while the number of silver medalist increased by 36.1%.</p> <ul style="list-style-type: none"> ❖ Exhibitions of students' good work and sharing in Chuen Yuen Cultural Square were successfully conducted. ❖ Video recordings the prize winners were broadcast on the school web page to celebrate and honor the winners and it was well received by students. <p><u>Follow-up:</u></p> <ul style="list-style-type: none"> ❖ There has been a significant progress of different plans made by the MCEd Committee over these last few years. It is time to prioritize the work and explore the more concrete direction in promoting value and life education. Adjustment of delivery mode from talk to more experiential learning is necessary. More positive reinforcement is required to encourage students to participate in activities. ❖ Other than fine tuning the present committee plans and grasping the opportunity to collaborate with other committees and departments, there should be plans for promoting value education in the whole school since this is one of the core elements of curriculum 2.0. ❖ Classroom management : Form teachers' would be well supported by Academic, Guidance, Discipline, SEN. Career and Religious Committee. ❖ Activities/competitions will be continued to help students develop positive values and attitudes. The training of prefects/ leaders will emphasize respect and a sense of responsibility. Adventure training for junior and senior form students should also be arranged and continue the promotion of CYAS is needed.



IV Our Teaching and Learning

1. Class Structure and student enrollment (9/2018 - 8/2019)

Grade	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	125	128	123	113	115	114	718

2. Reports from the Academic Committee and Subject Departments

(1) Academic Committee

This was the last year of the school's 3-year plan which aims at promoting students' learning with self-fulfillment.

Each subject department continued to refine teaching strategies to strengthen students' learning motivation and equip students with skills to engage in higher-order learning. There was further development based on what had already been achieved in the previous academic year. Most subject departments adopted the PIE cycle to review and strengthen the teaching pedagogies. Subjects revised either the scheme of work to facilitate training on general skills or adjusted the pace of teaching according to the level of difficulty of the topic and the learning needs of students. Teachers were heading to the direction of revising, evaluating the teaching pace regularly and took supportive measure to facilitate students' learning. It was obvious that most students showed understanding of the skills taught and readiness to make advancement in academic performance. In addition, inter-class competitions and co-curricular activities were organized at all levels to create space for learning beyond the classrooms. Nevertheless, students' initiative and inquisitive capacity needs to be further developed through cultivating students' self-reflection culture.

This year, efforts to promote mobile learning extended to all junior forms. The total number of lessons using iPads in 2018-19 was 416. Subjects incorporated a variety of e-learning tools in teaching such as Nearpod, Popplet, Kahoot, Geogebra, Book Creator etc. Workshops were conducted in each term and teachers of different subjects shared the use of IT tools during the experience sharing session and teachers' competence in e-teaching had been enhanced. We will continue to explore the use of IT tools and design pedagogies so that students of different abilities will be stimulated and probe deeper into the subject matter.

In the junior secondary curriculum, a pilot STEM curriculum was launched through the collaboration of the Computer department, Design and Technology department, Integrated Science department and Mathematics department. Apart from basic programming, a STEM project on Hydroponics was introduced in S2 to enhance the application process as well as the hands on experience in growing tomatoes and

cabbage by using a hydroponics system set up in school. Furthermore, students also experienced a range of inspiring STEM activities including making a water filter, designing a robot's arm and micro:bit programming. All these learning experiences aimed not only to enlarge students' knowledge but also advance their application of skills, and they also served to build up students' study and career aspiration.

Streaming according to ability was introduced to English and Mathematics in junior forms. The effectiveness of this arrangement was reflected from the slight improvement in the passing and credit percentage in the former subject and a steady performance in the latter one.

Last but not the least, various extended learning activities including, the S1 bridging course and remedial courses were delivered to help S1 students in their transitional stage to secondary education. Furthermore, 15 English, Chinese and Mathematics tutorial classes were held for S1 - S3 students in cooperation with the Parent-Teacher Association. Making use of the Diversity Learning Grant, 7 classes were organized for S4 and S5 respectively. 3 students were accepted by the Hong Kong Academy for Gifted Education. S5 Shum Cheuk Fung was awarded the Outstanding Student Award by the Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung and Tsing Yi District. S6 Tsui Man Lam and S6 Choi Hiu Lam were awarded the Sir Edward Youde Memorial Prizes. S3 Chan Lok To and S6 Shum Cheuk Fung were awarded CCC the Most Distinguished Student Award. In the "Chemists Online" Self Study Award Scheme, 5D Lo Sin Ni was awarded the Diamond Certificate. S4 Leung Ngo Man, S5 Shum Cheuk Fung and S5 Fung Hau Ying won the Champion in the 2018-19 Hong Kong Secondary School Debating Competition (Kowloon and New Territories) Senior Division 1. S4 Cheung Wai Lam, S5 Shum Cheuk Fung and S5 Cheng Man Hei were awarded the Champion in the "My Dream Home Micro Film Competition" organized by the Hong Kong Quality Assurance Agency. In the Hong Kong Polytechnic University Secondary School Mathematics and Science Competition, S5 Ho Yiu Yuen and S5 Li Lok attained Mathematics – High Distinction. In the Hong Kong Polytechnic University Secondary School Mathematics and Science Competition, S5 Wong Chi San attained Biology – High Distinction. Over 100 students participated in different study tours to China. All the above activities provided ample opportunities for students to stretch their potential and students' diversified needs were catered.

Collaboration and professional sharing among teachers continued to provide a platform for teachers to enhance professionalism. Opportunities were provided for teachers to explore different teaching pedagogies and experiences were shared for the betterment of learning and teaching. In addition, the Chinese Language Department had participated in the Mainland-Hong Kong Teachers Exchange and Collaboration Program (EDB) for professional development, whereas the Liberal

Studies Department also joined the Quality School Improvement Project (CUHK) to enhance teachers' assessment literacy.

All in all, we are pleased that most students had been working hard to improve their learning. We will continue to focus on guiding students to engage in meaningful construction of knowledge and work together to create an environment conducive to inspiring students to excel themselves to strive for their best.

(2) English Department

With the emphasis put on skill-based learning this year, the English Department had enhanced the teaching pedagogies through scaffolding students' language knowledge and skills in unit design. The required reading skills and the steps of doing the integrated tasks of Paper 3 were broken down into manageable steps for more refined teaching. The streaming of the junior form classes had facilitated tailored-teaching in class time. The S1 after-school remedial group was further coached by the assistant teacher with differentiated measures to boost their English proficiency.

While students were making progress in English for academic purposes in the classroom setting, they also enjoyed the school life through English. With full participation in inter-class speech activities like the poem recitation competition, inter-class quizzes and Spelling Bee, students had more fun moments in English learning. The most thrilling moments came at the Inter-house Debate Final. The four Houses competed vigorously in the semi-finals and the final of the English debate contests, in which the topic of the future of self-driving cars was fully explored. The Language Corner was open to all, in particular the S1 classes. Students were invited to chat with Miss Kelly Malone, the NET, and to watch movies at lunch-time. Other students were actively involved in English-relating activities, e.g. Teen time broadcast, the publication of two issues of All-rounder, the school newsletter, the Reading Pal Scheme, Friday morning talk and the biweekly lunch-time broadcasting on Friday.

The English Society had organized two English Weeks for the school to use English through various games and competitions. Students were immersed in a variety of the games from board display to 5-letter word competitions. Enhancement classes were held to consolidate students' knowledge and unleash their potentials. These included the Intensive Reading Tutorial class, Docudrama workshop, English Ambassador training, reading and writing enhancement classes, English reporter class, debate workshop for beginners and the JUPAS interview class.

(3) Mathematics Department

To promote students' interest in mathematics, the department organized different

activities such as inter-class mathematics competitions and mathematics enrichment courses for junior form and senior form students. Also, students were encouraged to participate in the interschool mathematics competitions. In this school year, students joined the Hong Kong Mathematics High-Achievers Selection Contest, True Light Girls' Invitational Mathematics Contest, The Hong Kong Mathematics Creative Problem Solving Competition, Secondary School Mathematics and Science Competition, CCC Inter-school Rummikub Competition, Pui Ching Invitational Mathematics Contest, Hong Kong Mathematics Olympiad, Asia International Mathematical Olympiad Open Contest, HK & Macau Mathematical Olympiad Open Contest and “China Cup” Mathematics Olympic Invitational Competition.

(4) History Department

Relevant strategies including direct teaching and enquiry learning were implemented to strengthen students' thinking and problem-solving skills in doing higher-order thinking questions. Students demonstrated better understanding of questions and the answering skills were strengthened in writing tasks. Moreover, students' collaborative learning was enhanced with the suggested samples in peer assessment. Co-curricular activities were also conducted to unleash students' learning capacity. Participants agree that the activities can enrich and increase their learning opportunities. In general, further effort should be made on strengthening students' demonstration of subject knowledge and organizing learning activities in junior forms.

eLearning elements were introduced in S1 and S2. Various measures, including using PowerLesson 2 in S1 and S2 and using iPads in the extended learning activity in S1 were implemented to facilitate interactive learning. Students had a more proactive learning attitude than before with the use of eLearning.

7 extended learning activities with a total of 229 participants were organized and well received. Not only did these activities widen students' exposure, they also enriched and increased students' learning opportunities. 15 sessions of collaborative lessons were conducted to enhance students' active learning as well as teaching effectiveness.

In short, initiatives to enhance students' academic performance were reviewed regularly and further progress is anticipated in the coming year.

(5) Geography Department

Apart from normal class teaching, various extended learning activities like trips to Danxiashan and Guangdong were organized to enliven students' geographical knowledge and facilitate interaction with students from mainland China. A field trip to Tsuen Wan for S1 students during Life-wide Learning Day was arranged to

re-discover our community. Likewise, field trips were organized for senior form students to enhance their understanding about coastal processes and to strengthen their field studies skills.

Different cross-curricular activities with cooperation of other departments and societies were organized for students. S1 students designed posters to promote environmental conservation which was done in cooperation with the Liberal Studies Department (Junior). S3 students participated in a forum which was co-organized with the Liberal Studies Society. They showed their views about the pros and cons of globalization of China's economy. Visit of "The Mills" was co-organized with the History Department to understand industrial development of Hong Kong and strategies of urban renewal. Water Quality Test was co-organized with the Geography, Biology, and Chemistry departments to analyse the relationship among the marine ecosystem, water quality and human activities. Students also took part in quiz competition and games, including application of different apps, to extend their learning during PSHE Week. Elements of Mobile Learning were also used in the school assembly organized by History, Chinese History, Geography and Liberal Studies Department.

(6) Integrated Science

In order to enhance students' problem-solving skills and creativity in learning science, some small-scale STEM activities such as making a water purifier, making and designing solar cars, and making foam cutter were conducted in S1 and S2 IS lessons. Responses were good.

S1-2 students were recruited to demonstrate some workshops about 3D pen, hovercraft and hydroponic planting to primary six students and their parents during the P6 Open Day. STEM club and Science society launched these workshops. The activities were completed smoothly and responses of students and parents were very good.

Integrated Science Department joined Hydroponic Farmer Scheme held by Lion Clubs international district 303. 15 S1-2 student farmers and all S2 students joined the competition. We got the Most Abundant Harvest Award. S2 students carried out the hydroponic planting project and the competition element was added to arouse students' interest.

Some S1 and S2 joined the Inno-tech carnival at Science Park. They joined different games and seminars about STEM. Certificates of attendance were distributed.

Seven students joined a competition called '1st Youth STEM Grand Challenge'. One of the students got the Merit award. 45 students participated the Expo in Hong Kong Convention and Exhibition Centre.

E-Learning was adopted in S1 and S2. Various measures, including using

PowerLesson 2 and iPads were used to facilitate interactive learning. Students had a more proactive learning attitude than before with the use of eLearning.

(7) Physics Department

In order to arouse S3 students' interest in Physics, two investigative experiments related to their syllabus were performed. They were the construction of Galileo Thermometer and Thermal Flask using recycled materials. Through these STEM activities, students could broaden their horizons in Physics and gained a better understanding on the subject, which in turn facilitated their course selections in S4.

Four S3 and S4 physics students participated in the Hong Kong Physics Olympiad 2019. Critical thinking and analytical power were greatly enhanced through the above activities.

(8) Chemistry Department

S4 students were recruited to demonstrate some hands-on experiments to primary six students and their parents during the P6 Parents' Day. The activities were completed smoothly and responses of students and parents were very good. The S4 students had also demonstrated what they had learnt with satisfaction.

During the STEM Week, some S3 and S5 students were recruited to demonstrate STEM activities to junior form schoolmates. For S3, the demonstration was the STEM curriculum they had learnt in class; while for S5, it was "Making a Hot Pack" which was based on students' previous knowledge in the subject. Both forms of students showed satisfaction through the activity.

Forty S3 students participated in the Water Quality Survey and their response was good. Some extension of the activity involving STEM elements was tried in S4 curriculum.

Some students also actively participated in activities held by outside organizations, including the PolyU Secondary School Mathematics and Science Competition (SSMSC), Australian National Chemistry Quiz (H.K. Section), and "Chemist Online" Self-study Award Scheme.

(9) Biology Department

Students with good academic performance in Biology were nominated to join inter-school competitions. "Hong Kong Biology Literacy Award 2018/2019" (organized by H.K. Association for Science and Mathematics Education) and "Secondary School Mathematics & Science Competition (Biology) 2018/2019" (organized by The Hong Kong Polytechnic University) were examples. Through these opportunities, our elite students' ability was assured and their horizons were broadened.

Not only elite students were catered for, average students were also nominated to attend talks or courses outside school. “Explore the World of Medicine: Public Lecture Series 2018 and 2019 (organized by Li Ka Shing Faculty of Medicine, HKU) and “Biology Field Study Course – Fresh water stream Ecology” (organized by Caritas Chan Chun Ha Field Studies Centre) were cases in point. Moreover, a co-curricular field study activity was co-organized for S.3 students by Biology, Chemistry and Geography departments. They were required to collect a seawater sample from Tsing Yi Pier and carry out on-site tests on the sample to check the water quality. Furthermore, a STEM workshop concerning Parentage test applying DNA electrophoresis technique was organized for S.3 students during STEM week. Through the above activities, students gained opportunities to learn up-to-date and advanced knowledge and had hands-on experience in Biology as well as STEM.

(10) Economics Department

On 2 November 2018, S5 Economics students participated in the Statistical Talk for Secondary School Students — National Income Statistics and Introduction to the Job of Statistician, which was delivered by the HKSAR Census and Statistics Department. All participants agreed that their knowledge of National Income Statistics and the work of a statistician was enriched.

(11) Home Economics Department

More than 350 students took part in cooking activities throughout the year such as festival cooking: making Snowy Moon Cakes for Mid-Autumn Festival. The department worked with the Student Union to hold food sharing sessions for teachers and students, who collaborated with Integrated Science, Conservancy Club, Girl Guide, Boy Scout, and SEN groups to hold cooking activities. All of the above activities were carried out successfully and were well received.

(12) Computer Department

The Department encouraged students to take part in various IT activities with an aim to exploit and develop their interests and talents. With the ongoing advancement of Information Technology, a variety of IT exposure and experience was provided for, for students, through services, courses and competitions. eLearning elements were introduced in S1 to S3, covering iPad usage, Power Lesson 2, Popplet and BookCreator, with an aim to familiarize and support whole school implementation of eLearning. STEM is another focus with coding as our main concern. Wide varieties of programming tool were taught including Scratch, App Inventor, Logo, Raptor, Game Factory, Pascal, micro:bit and mBOT. Students experienced the process of investigation, programming and problem solving in the captioned teaching topics.

Their problem solving skills were enhanced. Different IT services were organized for students to take part in, not only to help their schoolmates, but also to develop their potential and self-confidence. Other than those organized by the Department, some of the activities were undertaken by the Computer Club, assisted by the ICT students and IT Prefects. The activities could be classified into services, courses and competitions as follows:

a. Services

Student Union Election, Athletic Meet Record, Open Day Exhibition for P6

Parents and Students, Board Display, Classroom and Computer Room IT prefects

b. Courses

Graphic Design, Calculator Program, mBOT Assembly, iPad Painting, Digital Video Editing and STEM Week Coding Demonstrations

c. Competitions

Chinese & English Typing, Christmas eCard Design, Easter eCard Design and School 50th Anniversary mBOT Competition

(13) BAFS Department

Jockey Club Responsible Consumption Programme - Hong Kong Secondary School Marketing Contest 2019

Two teams of eight S4 students had joined the captioned competition organized by the Hong Kong Baptist University. One of the teams could enter into the Semi-final round. Students could learn more about marketing management and business ethics. The responses from the competition were good.

CUHK “Young Social Changemaker Camp 2019”

A team of four S4 and four S5 students was formed to join the captioned event co-organized by the Chinese University of Hong Kong and the Fullness Social Enterprises Society. Students were given a greater understanding of minorities in society through various experiential learning activities and games. They entered into the Final stage of the Competition of Setting a Socially-responsible Enterprise. The response from the camp was good.

Young Entrepreneur Development Council “Inno® Mind Competition”

Four teams of twelve S4 students were formed to join the captioned competition organized by the Young Entrepreneur Development Council. They were required to draft proposals of virtual businesses. Students enjoyed the competition as they could show creative ideas in business. Valuable feedback was received from the organization.

(14) Physical Education Department

The aim of Physical Education is to develop students' physical competence, and to equip them with the knowledge of movement and safety in sports. The Department also targets to enhance the confidence and generic skills of students.

To arouse students' awareness of physical fitness and to encourage them to do regular exercise, the School Physical Fitness Award Scheme organized by EDB was promoted in all classes.

Swimming lessons were provided to Form One and Form Two students. In addition, the department also provided a diversity of physical activities to encourage senior form students to develop their potential and interests, for example Taichi, Fitness course at YMCA gymnastic centre, tennis, and bowling.

The Department also cultivated students' perseverance, commitment and responsibility through different modes of school team training, Athletic Meets and inter-house ball games competitions. Electronic Shooting supported by the Beat Drugs Fund Supported Programme was also promoted this year. Students were taught by an experienced instructor through the courses held by Sports Club.

A new Fitness room is now under construction and will be opened in September 2019. New curriculum and related courses will be prepared for students in the coming year.

(15) Library

The Cross-Subject Reading Scheme was implemented in S1-3 to promote learning English through reading. Library lessons were conducted for S1 students to help them to adapt to an English learning environment. Various activities were conducted to promote reading in school. They included S1-S5 class reading sharing, S1-S3 inter class books sharing competitions, book fairs, and STEM elements in various library activities in school. The Library also engaged in building a reading atmosphere in school, like movie and fiction appreciation sessions, different themes of book exhibitions, teacher book sharing video and the librarian's great book recommendation. In order to enable students to have more reading exposure, we also conducted a writing tour to Suzhou in the mainland with the theme "Literature and culture in Suzhou". During the tour, the 20 participating students read some Chinese classical poems and travel notes about Suzhou while traveling to see the great views of Suzhou. This activity encouraged students to 'read the world', inspired students that books were not only stories on papers but also the story of real life and experience.

The following subjects were taught in Chinese.

(16) 中國語文科

初中除恆常單元教學外，特設電子教學及普通話教學單元。通過電子教學，創設有利即時回饋的教學環境，增加師生討論，從而更深入理解作品的思想和內容，領會當中的意境。部分單元以普通話教學，希望提升學生聽說普通話的信心，以回應教育局有關「培養港人兩文三語的能力」之要求。

拔尖補底方面，我們推薦語文尖子參加本校與校外機構合辦的散文/小說創作坊，透過評賞優秀的文學作品，提升學生的文學閱讀品味，啟發創意思維，及提升寫作興趣。此外，我們亦舉辦「語文深度行」文化體驗寫作活動，並與圖書館合辦「走萬卷書」蘇州文學行，通過文學景點實地考察，讓學生身體力行，感受文學作品的現實場景，加深對作品的認識、提升學生閱讀的興趣。同時，我們亦鼓勵成績稍遜的學生參加家長教師會舉辦的語文能力強化課程；全方位照顧學生學習需要。

延伸學生學習課時亦是我們重點工作之一，我們鼓勵學生參與電子閱讀計劃和網上寫作比賽，提升學生語文自學能力。

聯課活動方面，我們推薦及指導學生參加不同形式校內、校外比賽及語文活動，如校際辯論比賽、朗誦比賽、班際寫作比賽、班際閱讀報告比賽等，讓同學有多元學習經歷。中文學會亦會舉辦不同活動，如錯別字擂台、猜燈謎、拼字遊戲、填字比賽等，提升同學對學習中文的興趣。

本年度中文科參加教育局內地與香港教師交流及協作計劃，藉此發展對應學生學習需要的校本課程，提升老師的專業知識及能力。

(17) 普通話科

本科透過聆聽、說話、閱讀和拼寫四個學習範疇，培養學生普通話口語溝通能力，以及學習本科的興趣、態度和習慣。聆聽和說話的學習，要求學生能聽能說，能準確地理解和表達，以滿足學習、生活和日後工作的需要。閱讀和拼寫的學習，注重語言的積累，語感和自學能力的培養，以輔助聆聽和說話的學習。本科組織各種學習活動，例如猜謎語、講故事、角色扮演、做遊戲、聽廣播、朗讀、朗誦、報告、討論、比賽等。通過以學生為中心的教學設計，使學生愉快地學習，把所學的語言技能運用於實際生活中。在推廣普通話工作上，本科推行每週一次的早會宣佈，並有學生分享環節，以普通話進行時事、書籍及故事的分享等。在校內舉行之普通話活動，包括普通話攤位遊戲及壁報製作，約有三分二初中同學參加。此外，本科鼓勵學生參加校際朗誦節比賽。藉著以上種種活動，務使學生取得良好的學習效果。

(18) 中國歷史科

本年度本科參與的跨學科協作有：與歷史科協作教授「文化承傳」、「香港政制發展」及「戰爭與和平」等專題，並進行課後延展學習活動，分別為「我最

喜愛的節日」選舉(中一級)、「時事評論:我對明日大嶼計劃的看法」(中二級)及「戰爭與和平海報或漫畫創作」(中三級)。另外,本科亦與地理科、通識科及歷史科合作舉辦中一級「全方位學習日」,增進同學對荃灣今昔變化及區內發展的認識。同時,本科亦於2019年4月16日至4月18日期間與地理科、通識科、歷史科、科學科協作,籌備及帶領共40位同學參與「韶關丹霞山歷史地理考察之旅」。本科勞國偉老師及胡呂俊芬老師亦於2019年4月11日至4月15日期間,帶領中五級共十九位中國歷史組同學參與由教育局主辦「西安歷史文化考察之旅」。此外,2018年12月中旬,本科與地理科、通識科、歷史科更舉辦了「PSHE WEEK」,當中有攤位遊戲、最佳習作展示、兵器及服飾展示、辯論及問答比賽。

(19) 宗教教育科

本科藉著課堂向學生傳遞基督信仰知識,並透過各式活動,包括聖經金句實踐計劃及電影生命教育,鼓勵學生反思生命及實踐基督教信仰。另與視覺藝術科合辦聖經書法比賽,配合經文閱讀及展示優秀作品,引發同學更多思考。又與宗教組及校牧合作,鼓勵同學參予全完堂教育主日、學校團契、福音週、宗教書籍展覽、生命小組及各項福音活動等,讓同學從多方面接觸信仰。

本年度,我們與德育及公民教育組合作舉辦「生命·歷情」體驗活動,讓同學踏出校園,藉此建立珍惜生命和關心家人等價值觀,學習以正面角度看人生歷程。此外,我們鼓勵同學多參與校外基督教團體舉辦之活動。今年,同學參加第二十五屆漢語聖經朗誦比賽,獲得高中組廣東話二人對誦季軍。另外,十二位初中同學獲推薦參加漢語聖經協會的聖經科獎勵計劃,以嘉許他們在本科及讀經上的努力。

(20) 視覺藝術科

今年同學參加了一些校外比賽及領袖訓練活動。4B 潘家文同學在第六屆葵青區繪畫比賽,獲中學西洋畫組冠軍;4B 張文熠同學獲優異獎。香港聖公會麥理浩夫人中心主辦之《橙絲帶@行動 2018-起動禮》彩色四格漫畫創作比賽,4B 汪思雅同學獲高中組別冠軍。社區藥物教育輔導會主辦之《星級成長路-藝術眾樂樂》全港繪畫比賽中,6A 黃海琳同學獲高中組別冠軍。

此外,4B 汪思雅同學、張文熠同學及朱穎嵐同學完成文化博物館主辦第十三屆「文化新人類-青年領袖獎勵計劃」,並獲得校園全接觸親善大使獎;4B 張文熠同學更獲積極參與獎。3C 朱凱蕎同學及馮維德同學亦已完成香港藝術發展局第十一屆「校園學生藝術大使計劃」。

(21) 音樂科

透過音樂科,學生獲得豐富各全面的學習經歷。課堂內,學生參與創作、聆聽、歌唱及樂器演奏等活動。課堂外,學生參加不同的音樂活動,如中西樂器訓練班、口琴班、牧童笛隊、手鈴隊、中西樂團及合唱團等。本年度本校學生共報

名參加第 71 屆學校音樂節及聯校音樂比賽等約 20 個項目，6A 李佳蔓古箏獨奏高級組奪冠軍、2A 周志霖鋼琴獨奏高級組奪金獎、學校手鈴隊獲銀獎、5D 楊嘉浩小提琴獨奏高級組獲銅獎。

(22) Design and Technology

a. curriculum :

Form	Project works
S1	Designed and made a woodwind instrument
	Designed and made wooden structure to support weight
	Design and made a 4-foot walking machine
S2	Design and made a hydraulic finger
	Design and made a wooden stool
S3	Design and made a wooden pencil box
	Design and made a model bridge

b. DT club activities:

- STEM activities during lunch time (S3 model bridge competition)

(23) 通識教育科

通識科今年為同學提供不少課堂以外的學習經歷，包括與世史、中史和地理科合辦的韶關丹霞山的地質地貌及生態保育考察。

初中通識科的跨學科學習活動，包括：

中一級：與世史、中史及地理科合作，於全方位學習日安排同學往「荃新天地及楊屋道街市」考察荃灣區的新舊變遷。由同學利用電子學習工具協助紀錄、反思及分享考察成果。

中二級：透過與地理科合辦的跨科活動「標語創作比賽」，珍惜水資源的運用、關注地球的可持續發展。

中三級：與地理科合作舉辦論壇，提昇同學對一帶一路影響的分析能力。

個人社會及人文教育週：本科與其他人文教育學科透過攤位活動、作品展示、論壇、問答遊戲等各類活動，提升同學的學習興趣。

為配合不斷發展的學習需要，本科亦積極策劃及設計電子學習教材，透過不同類型的教學活動增加課堂的互動性。

通識科鼓勵同學積極參與校外比賽及活動，例如：新聞評論投稿；消費者委員會第二十屆消費文化考察報告；香港教育城全港通識理財問答比賽 2019；遊協通識盃。同學在各活動及比賽中積極參與，並表現理想。

本校通識學會支援通識學習。本年首次成立通識科辯論小組，累積辯論比賽經驗。另外，同學亦先後出席城市論壇、公屋聯會講座、器官捐贈講座、前往長洲進行全球化現象考察。通識學會恆常展示香港、中國及全球熱門新聞，並鼓勵同學就新聞內容發表意見。我們同時關注社會需要、培育同學關愛社會的精

神，本年更與中大文化及宗教研究系合作，通過社創校園計劃社會創業青年訓練營，進一步以展現對社會需要的關注。

通識科更與大學緊密合作，透過參與香港中文大學「優質學校改進計劃」以不斷優化通識教、學、評的設計，惠及學生的通識學習。



V Support For Student Development

1. Religious Committee

The Religious Committee is responsible for planning and organizing religious events and activities in school. These events include Gospel Week, school assemblies in every cycle, weekly Monday morning sharing, prayer meetings and student fellowships.

During the Gospel Week in January 2019, different gospel activities were held to spread and share God's love. We invited Methodist Evangelistic Ministry to share the gospel in the evangelistic meeting. In this event, more than 40 students accepted Jesus Christ as their personal saviour.

This year, we continued to start our weekly routines with prayers in the Monday Morning Devotion. The theme of the devotion was "Godly Wisdom". Students are encouraged to set their goals in God so as to live joyfully. The assembly held in each cycle consisted of worship and presentation of various themes. The worship was led by students and assisted by teachers. Calligraphy teacher Felix Poon was invited as the speaker on the topic "Calligraphy, Religion and Life", and Amazing Grace Worship Music Ministry was invited to share their experience with God in the religious assemblies.

In addition, the weekly student fellowship meetings were held on Fridays after school. The fellowship meetings were led by students, assisted by teacher advisors and the School Chaplain. Students were also encouraged to read spiritual readings in order to nurture their faith in God.

The CCC Chuen Yuen Church frequently participated in the gospel activities held on the school campus. The School Chaplain was responsible for the ministry of gospel work, including holding religious groups, providing training for spiritual leaders, and the coordination between the church and the school. We had a lot of close cooperation this year.

2. Careers Committee

The Careers Committee organised careers counselling activities for the students. This year, the Committee cooperated with CLAP for Youth@JC, hpa, KPMG, Dash Serviced Suites, Prenetics, Pylon International Ltd., some local institutes and some community organisations in delivering life planning education and career guidance programmes. These included the professional sharing on Careers Day, Hospital-School-NGO Collaboration activities relating to healthcare professions, a mock activity of HKDSE result release, a JUPAS interview workshop, talks and workshops on curriculum vitae writing and personal statement writing, Applied

Learning Taster Programmes, careers talk on further studies, and visits to the Education and Careers Expo and Youth Employment Start. These events were well received.

3. Guidance Committee

The Guidance Committee is responsible for the planning and implementation of counselling work in school, together with the school social workers from the Hong Kong Christian Service and the Educational Psychologist from CCC.

This year, the Peer Counselling Scheme aimed at cultivating a caring spirit and a stronger sense of belonging amongst students. We recruited and trained 25 peer counsellors in the senior forms to assist the adaptation of the S1 newcomers. In response to one of the foci in the school annual plan, 'Joyful and Purposeful Life', the Committee worked closely with other committees to formulate and implement Classroom Management to enhance students' sense of belonging within the classes.

The Committee joined the Mental Health Youth Ambassador programme 'MindShift+ Educational Programme', a university-school support programme financed by the Education Bureau. It aimed at establishing a positive mental health culture and creating an empathetic school environment. Chuen Yuen College was highly commended and awarded 3 prizes, namely the 'Outstanding Performance Award', 'Most Influential School Mental Health Project' and 'Most Creative School Mental Health Project'. On 18th December 2018, our student ambassadors shared their experience of taking part in the project at the Fun Fair in the School. The event was honoured by the presence of Mr. Kevin Yeung Yun Hung, JP, Secretary for Education of the HKSAR Government as the officiating guest.

To help students acquire problem-solving skills, develop their potential in leadership and strengthen their confidence, concerted efforts were made by various parties in organising related activities, such as the training programme for junior form monitors and monitresses and the adventure-based counselling programmes. Regarding senior forms, a stress management talk and career and life planning workshops were organised this year. The performance of students was commendable.

The school social workers, Miss Moon Sin and Miss Yan To, provided quality services to students, helping them with personal growth, particularly in overcoming learning difficulties and leading a harmonious family life. Some developmental and socialization projects were launched for students in need and a platform was developed for students with special educational needs (SEN) to make friends during lunchtime. Regarding parents' needs, a few workshops and talks were organised to empower them who had adolescent children.

A whole-school approach was adopted in taking care of SEN students. Students with various learning difficulties were identified and referred to specialists for diagnosis

and follow-up measures. With the help of Mr. Tse Hoi Nang, the Educational Psychologist, and other professionals, individual education programmes, assessment accommodation and a range of training and activities were provided for those in need.

4. Discipline Committee

The campus order was generally good with the number of demerits dropping significantly when compared with that of last year. Our discipline teachers and prefects were doing well in maintaining an orderly and harmonious school environment. The problems of frequent tardiness and habitual failure to hand in homework required more attention.

Students were encouraged to achieve their goals by joining the Demerit Offset Scheme and completing discipline-related activities for the requirement of Chuen Yuen Award Scheme. The number of successful applications was encouraging. Efforts were also made to promote JPC activities to S1 students and prefects, and some of them had widened their exposure through participation of such activities.

The Discipline Committee, the Guidance Committee and Form Teachers worked closely to help develop students' self-motivation through Class Management. More than half of the Form Teachers reported that students' self-understanding and sense of achievement were enhanced through interclass competitions.

5. Extra-curricular Activities Committee

The Extra-curricular Activities Committee organizes various activities to enrich students' learning experience so as to instil positive values and attitudes in them. Programmes, like the "Christmas Gift Box to Benji's Centre", are held to arouse caring for the community.

All students are assigned to four houses, in which students compete in a range of contests in academic, cultural and sporting areas. This year, leadership training programmes were held to enhance students' sense of responsibility and communication skills. With 9 sports teams and 30 clubs and societies in our school, school life was fun and enjoyable. Through these activities, students' potential could be developed and their talent discovered. Particularly noteworthy was the Boys' U19 Basketball team, which won the 1st runner-up in HKSSF Inter-school Competition (Kwai Tsing) and was invited to compete in the NIKE All Hong Kong Schools Jing Ying Basketball Tournament 2018-2019. What's more, the Boys Sports Teams were awarded the Kwai Tsing District Best Improvement Award.

We also obtained remarkable achievements in various fields, like the Hong Kong Schools Music Festival and the Hong Kong Schools Speech Festival. In addition, outstanding student achievements, like obtaining the Champion of "My Dream Home

Micro Film Competition (Hong Kong)” by campus TV, the Champion of a series of Air Pistol Competitions by S5 Wu Chun Long and the Lady Jane's Guide Award by S6 Yip Nga Shun and S6 Choi Hiu Lam reflected the multi-intelligent of Chuen Yuen students.

S6 Li Kai Man and S4 Lee Chun Yiu, talented in music and tennis respectively, were awarded the Sir Robert Black Trust Fund: Grants for Talented Students in Non-academic Fields 2019.

S5 Ng Ching Hei, leading the cabinet “Aqua”, was elected chairperson of the Student Union. “Aqua” successfully organized many well-received and original activities. Two brand-new programmes, “Chuen Yuen Escape” and “Mask of Singers” were held, with tremendous applause from students. The final round of “Chuen Yuen’s Got Talent”, with 8 out of 18 contestants from the 2-session semi-finals, was held in late May.

6. Moral and Civic Education Committee

Value education was made the focus of Moral and Civic Education (MCED) this year. Positive values and a healthy outlook on life have gradually been fostered among our students under the whole-school approach.

The major emphasis of MCED this year was ‘Respect for others, Integrity, Perseverance and Commitment’. All topics were divided into 3 modules and implemented in 3 time slots, namely ‘Self-image and Self-identity’, ‘Human relationships’ and ‘Citizenship (Hong Kong, China, the World)’. Chuen Yuen Forums, the highlight of the year, were conducted in all forms with the theme ‘World refugees’. Students were involved in researching the topic and the discussion of the issue in the forums. Our students demonstrated greater rational thinking and moral judgement competence throughout the process.

In addition to the core curriculum of MCED, we also organised community services and activities to instil a sense of responsibility and caring for the community in our students. Our school has maintained a very good relationship with various voluntary organisations in the district, namely Hong Chi Winifred Mary Cheung Morninghope School, Asbury Methodist Social Service Center and Windshield Charitable Foundation. We have co-organised different school-based Elderly Academy Schemes for many years. Such goodwill has brought students the opportunities to serve the needy and make a difference in the community.

This year, the MCED formed the ‘Life Band’ with seven student members in order to nurture students’ empathy and positive attitudes towards life. The ‘Life Band’ organised two concerts with the theme ‘Embracing Life’ at lunch-time, hoping that the students would learn how to seize the day and treasure what they had already possessed. Some inspiring songs and stories were shared among the students. The

concerts were well-received. During Christmas in 2018, the ‘Life Band’ had their debut at City Walk in Tsuen Wan. In addition, a life adventure activity called ‘Life and Death’ was also a great success. Participants of this thought-provoking activity could not help but reflect on what is and how to lead a positive life.

To widen students’ exposure to issues relating to China, a study tour to Sichuan Province, themed ‘To Perseverance and Be Thankful’ was organised. In the tour, the participants learnt more about the culture, the people and the livelihood of Sichuan, especially the issues relating to the aftermath of the earthquake in 2008, including the reconstruction of the city and rebuilding faith in life. They visited two high schools and exchanged ideas on different issues with the local students. Moreover, an ‘English-cum-culture’ exchange tour with our sister school in Zhaoqing, Guangdong was organised by the MCED and English Department. The participants experienced the school culture on the mainland. This tour also enhanced participants’ confidence and skills in organising events.

To sum up, the positive values nurtured in students’ minds have not only helped them develop a healthier life perspective and a more positive learning attitude, but also equipped them with the adaptability required in their future workplace. It is hoped that by being positive and responsible citizens, our students will make the world a better place.

7. Parent and School Connections / Parent-teacher Association

Activities organized by the Parent-teacher Association were categorized as follows:

Date	Content
5 th September, 2018	S1 Parents Sharing day
3 rd November, 2018	Annual General Meeting of PTA cum Election of PTA committee members
11 th December, 2018	Inspection of tuck shop/ Meeting with Student Union
27 th January, 2019	Winter Picnic Day
16 th February, 2019	Tea gathering on Parents day
16 th February, 2019	Lunar New Year Gathering
March to May, 2019	Tutorial Class for junior students
13 th April, 2019	Talk and Workshop for parents
22 nd June, 2019	Interview of “Conduct Award Scheme”
8 th July 2019	Parents Newsletter
8 th July, 2019	Parent-Also-Appreciate-Teachers Drive
11-12 th July, 2019	PTA Promotion day
13 th July, 2019	Parent performance in 50 th School Anniversary
16 th July, 2019	New S1 Parents Group Discussion

8. Alumni Association

The Twenty-fourth Chuen Yuen College Alumni AGM was held on 17th November 2018. The alumni offered over fifty scholarships of about a hundred thousand dollars to students with outstanding performances in academic, services or activities. During this year, three newsletters were published and three directors meetings were held on 6th September 2018, 17th November, 2018 and 28th February, 2019. On 22nd February, 2019, Miss Sandra Ng was invited to give a recruitment talk to S6 graduates, and over 62 graduates were enrolled as our members on that day. Directors of the Alumni Association participated in school activities helping officiate and present prizes in various ceremonies like the Athletic Meets, Speech Day and the School Closing Ceremony.



VI Student Performance

1. Academic Pathway

Grade	S1	S2	S3	S4	S5	S6	Total
Promoted	117	116	116	106	112	114	681
Repeaters	8	11	3	6	1	0	29
Drop out	0	1	4	1	2	0	8

2. Destination of HKDSE graduates

Destinations	Number of students	Percentage
Local University Degree programme	50	44.0%
Overseas or Mainland Universities	3	2.6%
Associate Degree/ High Diploma/IVE	51	44.7%
Diploma / IVE/Vocational training	0	0%
Repeat S6 / Retake HKDSE	3	2.6%
Employment	4	3.5%
Others	3	2.6%

3. Scholarships and Awards

Internal Awards:

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S6 First in Class	CYC Alumni Scholarship	6A	CHEN HOI LAM
		6B	HU HIU LAM
		6C	CHU TSAN MAN
		6D	TSUI MAN LAM
✿S6 Second in Class	CYC Alumni 2013 S.6 Scholarship	6A	WONG HOI LAM
		6B	CHAN LOK IN
		6C	LEE CHUNG YIN
		6D	CHOI HIU LAM
✿S4-S6 First in Form	Tsuen Wan Rural Committee Scholarship	4D	KWOK KWUN WING
		5D	WONG CHI SAN
		6D	TSUI MAN LAM
✿S4-S5 First in Class	Lo Chit Fung Scholarship	4A	YU KA YAN
		4B	PUN KA MAN
		4C	HO KWOK MING
		4D	KWOK KWUN WING
		5A	KWOK TSZ YING
		5B	FUNG HEI IN
		5C	HO YIU YUEN
		5D	WONG CHI SAN

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S3 First in Form	CYC Alumni 1993 S.5 Scholarship	1A	HONG SHUN HEI
		2A	HUNG YIN YUNG
		3A	LEUNG SAU CHUNG
✿S1-S3 Second in Form	Lai Kit Ping Scholarship	1C	TSOI HUNG CHEUNG
		2A	CHANG HO YIN
		3A	WONG KWAI HUNG
✿S1-S3 Third in Form	Lai Kit Ping Scholarship	1A	CHUNG LOK YAN
		2A	CHU MING YIN
		3A	HO LOK YUNG
✿S1-S4 First in English	Cheung Yuet Tai Scholarship	1A	CHIN KAR YAN
		2A	WONG Y YAN
		3A	HO LOK YUNG
		4D	SIT MING YIN
✿S5 First in English	Chan Kin Man Scholarship	5D	CHAN KA LOK
✿S6 First in English	CYC Alumni 1993 S.5 Scholarship	6D	TSUI MAN LAM
✿S1-S6 First in Chinese	Sung Wing Yiu Scholarship	1B	ZHOU JIAYI
		2A	LI CHOI YU
		3A	HO LOK YUNG
		4D	WU HO LAM VINCENT
		5D	TSE TAT FUNG
		6D	CHOI HIU LAM
✿S1-S6 First in Mathematics	Li Shik Yuen (V.P.) Scholarship	1A	HONG SHUN HEI
		2A	CHU MING YIN
		3A	LEUNG SAU CHUNG
		4D	KWOK KWUN WING[Math]
		4C	LAM KA CHUN [M1]
		4D	KWOK KWUN WING [M2]
		5C	HO YIU YUEN [Math]
		5C	HO YIU YUEN [M2]
		6D	HUI HO LUNG [Math]
		6C	CHU TSAN MAN [M1]
		6C	LEE CHUNG YIN [M2]
✿S1-S6 First in Computer	Lau Chun Kong Scholarship	1D	WONG CHUN KIT
		2A	CHAN CHUN FAI
		3D	YEUNG WING
		4D	WU HANQI
		5D	YU HOI YAN
		6D	HUI HO LUNG
✿S1-S2 First in Integrated Science	Chiu Chun Keung Scholarship	1C	TSOI HUNG CHEUNG
		2A	CHAN CHIN HANG

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S3-S6 First in Physics	Wong Kai Chiu Scholarship	3A	LEUNG SAU CHUNG
		4D	SIT MING YIN
		5D	SHUM CHEUK FUNG
		6D	HUI HO LUNG
✿S3-S6 First in Chemistry	Li Chi Keung Scholarship	3A	WONG KWAI HUNG
		4D	KWOK KWUN WING
		5D	WONG CHI SAN
		6D	LO HO YEE
✿S3-S6 First in Biology	Chiu Chun Keung Scholarship	3B	SEE CHUN HEI
		4C	HO KWOK MING
		5D	WONG CHI SAN
		6D	LO HO YEE
✿S1-S4 First in Chinese History	Lo Sau Ling Scholarship	1C	TSOI HUNG CHEUNG
		2A	LUO JIALUO
		3A	HO LOK YUNG
		4A	HON SUI CHEUNG
✿S5-S6 First in Chinese History	Ho Hon Ting Scholarship	5D	YU HOI YAN
		6D	WONG YAN YUET
✿S1-S3 First in History	Sin Kit Yee Memorial Scholarship	1A	HONG SHUN HEI
		2A	CHEUNG YU KIU
		3A	HO LOK YUNG
✿S4-S6 First in History	Cheung Ka Wong, Cheung Ka Wai Scholarship	4D	CHAN CHUN KIT
		5D	NG CHEUK YAN
		6D	TAI SHUN HIN
✿S4-S5 Second in Chinese, English, Liberal Studies, M1, M2, Physics, Chemistry, Biology, Geography	CYC Alumni 1979 S.5 Scholarship	4D	CHEUNG WAI LAM [Chin]
		4A	LIU CHEUK YIN [Eng]
		4B	PUN KA MAN [LS]
		4C	LO CHI SAN [M1]
		4D	WU HO LAM VINCENT [M2]
		4D	WU HO LAM VINCENT [Phy]
		4D	SIT MING YIN [Chem]
		4D	KWOK KWUN WING [Bio]
		4D	CHEUNG WAI LAM [Geog]
		5D	YU HOI YAN [Chin]
		5D	FUNG HAU YING [Eng]
		5D	WONG CHI SAN [LS]
		5C	LI LOK [M2]
		5C	LI PAK WAI [Phy]
		5D	SHUM CHEUK FUNG [Chem]
5D	SHUM CHEUK FUNG [Bio]		
5D	CHAN KA LOK [Geog]		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S4-S5 Third in Chinese, English, Liberal Studies, M1, M2, Physics, Chemistry, Biology, Geography	CYC Alumni 1979 S.5 Scholarship	4A	HON SUI CHEUNG [Chin]
		4D	LEUNG ON NI [Chin]
		4C	NGAI SZE YUEN [Eng]
		4D	KWOK KWUN WING [LS]
		4C	LIU KAM CHIU [M1]
		4C	HO KWOK MING [M2]
		4C	MOK HON WANG [Phy]
		4D	WU HO LAM VINCENT[Chem]
		4D	SIT MING YIN [Bio]
		4A	YU KA YAN [Geog]
		5D	NG CHEUK YAN [Chin]
		5D	CHENG MAN HEI [Eng]
		5D	SHUM CHEUK FUNG [LS]
		5D	SHUM CHEUK FUNG [M2]
		5D	TAM WING HANG [Phy]
		5D	CHENG MAN HEI [Chem]
		5D	CHENG MAN HEI [Bio]
5D	NG CHEUK YAN [Geog]		
✿S1-S3 First in Geography	Ma Pui Wa Scholarship	1A	HONG SHUN HEI
		2A	CHEUNG YU KIU
		3A	LEUNG SAU CHUNG
✿S4-S6 First in Geography	Woo Yuen Ching Scholarship	4D	WONG WING SZE
		5D	LEUNG CHIN PANG
		6D	CHOI HIU LAM
✿S1-S5 First in Liberal Studies	Cheung Ka Wong, Cheung Ka Wai Scholarship	1B	ZHOU JIAYI
		2A	LUO JIALUO
		3A	WU SZE WAI
		4C	LO CHI SAN
		5D	NG CHEUK YAN
✿ S6 First in Liberal Studies	CYC Alumni Scholarship	6A	CHEN HOI LAM
✿S4-S6 First in Chinese Literature	Leung Yiu Kin Scholarship	4D	LAM WAI SHAN
		5A	CHENG KIN HANG
		6D	WONG YAN YUET
✿S4-S6 First in Economics	Leung Yiu Kin Scholarship	4C	HO KWOK MING
		5D	WONG CHI SAN
		6D	TING CHUNG KIU
✿S4-S5 First in Business, Accounting & Financial Studies	Poon Kwok Ho Scholarship	4D	KWOK KWUN WING
		5C	LAU CHI TO
✿S6 First in Business, Accounting & Financial Studies	Koo Tsang Hoi Scholarship	6C	CHU TSAN MAN

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S3 First in Putonghua	CYC Alumni 1973 S.5 Arts Scholarship	1B	ZHOU JIAYI
		2A	LUO JIALUO
		3A	CHEUNG CHING MAN
✿S2 Best Project Work in STEM	Cheung Lui Scholarship	2A	CHAN CHIN HANG
		2A	CHAN CHUN FAI
		2A	CHAN KAI YIN
		2A	CHAN PAK HEI
		2A	CHAN YAN YEE
✿S1-S3 First in Music	Wong Sui Wo Scholarship	1A	CHUNG LOK YAN
		2A	HUNG YIN YUNG
		3A	LAI WING TUNG
✿S1-S3 First in Home Economics	CYC Alumni 1991 S.5 Arts Scholarship	1B	KWOK SIN YING
		2A	HUI CHING CHING
		3C	WONG CHI WA
✿S1-S3 First in Design & Technology	CYC Alumni 1991 S.5 Arts Scholarship	1A	CHUNG LOK YAN
		1A	TSANG KA YI
		2B	LARM YAN YI
		3C	WU TSZ YAN
✿S1-S6 First in Physical Education	CYC Alumni Scholarship	1D	WONG CHUN KIT
		2A	TANG KA HO
		3B	LIN KA HO
		4D	SIT MING YIN
		5D	TSOI KA LUN
		6C	CHAN CHEUK KIN
		1A	WU LAI MAN
		2B	LARM YAN YI
		3A	MOK YU FEI
		4D	PANG HOI LAM
		5D	NG CHEUK YAN
		6C	HO CHING TUNG
✿S1-S6 First in Visual Arts	CYC Alumni 1991 S.5 Scholarship	1D	AU CHING YEUNG CATHERINE
		2A	HUNG YIN YUNG
		3A	CHAN TSZ YIU
		4B	PUN KA MAN
		5B	TONG HIU LAM
		6A	WONG HOI LAM
✿S1-S6 First in Religious Education	Chuen Yuen Church Scholarship	1D	CHAN YIK TSZ
		2A	LEE YUI LING
		3A	LAI WING TUNG
		4D	CHEUNG PO KA
		5D	LI TSZ YIN PEGGY
		6D	TSUI MAN LAM

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S2 Outstanding Academic Progress Award	Man Ka Fai Scholarship	1B	FENG HONGJIE
		1C	TONG KAI KI
		1D	LEUNG CHUN HO
		1D	NG HO YIN
		2A	HO TSZ KING SAMUEL
		2B	KEUNG KA CHUN
		2C	CHAN MAN KI
		2D	HE KUK YIM
✿S3-S4 Outstanding Academic Progress Award	Cho Yee Yung Scholarship	3A	WONG KWAI HUNG
		3C	LEUNG KA HEI
		3C	LI HAU LAM
		3D	TAM PAK NAM
		4A	CHUNG MING HEI
		4B	LEE KAI CHUNG
		4C	CHEUNG PUI LAM
		4D	TSANG TSZ TUNG
✿S5 Outstanding Academic Progress Award	Sung Wing Yiu Scholarship	5A	LIU MAN KIT JACKY
		5B	LI KWOK CHING
		5C	AU YEUNG YAU CHEUK
		5D	CHENG MAN HEI
✿S6 Good Character and Good Academic Performance	Chan Kin Man Scholarship	6A	CHEN HOI LAM
		6B	CHAN LOK IN
		6C	LEE CHUNG YIN
		6D	CHOI HIU LAM
✿Outstanding Performance in HKDSE	Mui Sau Ching Scholarship	6D	CHOI HIU LAM
		6A	CHEN HOI LAM
		6D	TSUI MAN LAM
		6D	HUI HO LUNG
		6B	HUI LAI LAM
		6D	LO HO YEE
		6D	WONG KA YEE
		6D	TING CHUNG KIU
		6D	LIN CHIU YEUNG
		6D	WONG YAN YUET
✿S1-S3 Outstanding Progress in Mathematics	Cho Mo Ha Scholarship	1B	CHEUNG MING WAI
		2C	SIN LOK HEI
		3D	TAM PAK NAM

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S5 Outstanding Progress in Chinese	Cheung Kam Chuen Scholarship	1C	LI CHAK CHUN
		1D	TSANG HIU YIN
		2C	HUI AEGEAN
		2D	WONG MEI KI
		3C	WONG KUN HIN
		3C	WONG MAN HEI
		4B	WONG HO WANG HOWARD
		4C	CHUM HOI YEUNG
		5A	LAI YAN KI
5B	LI KWOK CHING		
✿S1-S5 Outstanding Progress in English	Cheung Kam Chuen Scholarship	1B	AU CHIN MAN
		1B	CHAN KAI CHUNG
		2A	ZHANG CHIN MING
		2C	WAN TSZ TUNG
		3C	CHU KIT HEI
		3C	HO YI CHUN JENNIE
		4A	CHIU SIN YI
		4B	LEE KAI CHUNG
		5A	WONG KIN HO
5D	SHUM CHEUK FUNG		
✿First Prize in the Academic Award Scheme	Academic Committee	1A	HONG SHUN HEI
		2A	CHANG HO YIN
		3A	LEUNG SAU CHUNG
✿S6 The Best Improved Academic Award	CYC Alumni 2010 S.7A & S.7S Scholarship	6A	TAM WING YEE
		6B	TAI WAI LEE
✿Head Prefect	Poon Kwok Ho Scholarship	5D	KWOK WAI SHING
		5D	WONG YIK SZE
✿Outstanding House Captain	Chim Chai Shan, Lee Wai Scholarship	5D	TSOI KA LUN
✿Outstanding Leadership	Miu Yin Man Scholarship	5A	NG CHING HEI
✿Outstanding Performance in ECA	Miu Yin Man Scholarship	5D	SHUM CHEUK FUNG
✿Outstanding Performance in School & Community Service	Miu Yin Man Scholarship	5D	YEUNG KA HO
✿Outstanding Chairman, Vice-Chairman (External/Internal Affairs)	CYC 1989 Student Union Alumni Scholarship	5A	NG CHING HEI
		5D	CHAN NGA WUN
		5D	SHUM CHEUK FUNG
✿Outstanding Christian Leadership	Ho Hong Ting, Tsang Yui Fan Scholarship	5B	LAM YUK FUNG
✿IT Service	Lau Chun Kong Scholarship	5C	LAM MING LOK
		5D	TAM WING HANG

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿ Outstanding Chairman of Clubs	Chan Ka Ping Scholarship	5C	LAM MAN HO
		5D	CHAN KA LAM
✿ Outstanding Performance of monitor	Fan King-kei, Lee Yuk-yee Scholarship	1B	CHAN CHIN TUNG BELLA
		1B	KWOK TSZ HO
		2C	IP KA MEI
		4A	CHIU SIN YI
		5A	YIU TSZ CHUN
✿ Outstanding Social Service Records	CYC Alumni 1986 S.5 Scholarship	5A	NG CHING HEI
		5D	CHAN NGA WUN
		5D	SHUM CHEUK FUNG
		5D	KWOK WAI SHING
		5D	LO SIN NI
		5D	SZE KIN HO
		5D	WONG YIK SZE
		5D	YEUNG KA HO
✿ Outstanding Performance in Ball Games	Lee Tak Keung Scholarship	6B	SO KIN HEI
		5B	FUNG HEI IN
✿ Outstanding Performance in Track & Field	Cheung Yuet Tai Scholarship	3B	LIN KA HO
		3C	WU TSZ YAN
✿ Outstanding Performance in Swimming	Chan Wai Leung, Ng Chun Wah, Tse Wai Lam Scholarship	3D	LAI KA HEI
		4A	CHENG WAI SHAN
✿ Outstanding Performance in Chinese Instrument	Wong Yi Wai, Wong Yi Sui Scholarship	6A	LI KAI MAN
✿ Outstanding Performance in Cultural Activities	Mui Sau Ching Scholarship	4B	PUN KA MAN
✦ Rev. Peter Wong Memorial Scholarship	The Church of Christ in China Hong Kong Council Award	6D	TSUI MAN LAM
✦ Chuen Yuen Award Scheme (Gold Medal)	Principal Cheung Wan Cha Memorial Scholarship	6C	HO CHING TUNG
		6C	TANG KA HEI
✦ Chuen Yuen Award Scheme (Silver Medal)	Principal Cheung Wan Cha Memorial Scholarship	3A	CHAN LOK TO
		3A	CHENG HI NAM
		3A	CHEUNG KWAN PO
		3A	IP WING YAN
		3A	LAI WING TUNG
		4A	YU KA YAN
		4B	CHU WING LAM
		4C	MOK HON WANG
		4D	CHEUNG PO KA
		4D	CHEUNG WAI LAM
4D	LAM WAI SHAN		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
◆Chuen Yuen Award Scheme (Silver Medal) (cont'd)	Principal Cheung Wan Cha Memorial Scholarship	4D	LEUNG ON NI
		4D	PANG HOI LAM
		4D	SIT MING YIN
		4D	SUN SIYAO
		4D	TAM YAN KI
		4D	WONG WING SZE
		5B	PANG SZE YUI
		5D	LI TSZ YIN PEGGY
		5D	NG CHEUK YAN
		5D	TSOI KA LUN
		5D	WONG YIK SZE
		6B	WOO KA YAN
		6C	CHEUNG HYMNSON
		6D	SZE PUI YUET
◆Outstanding Performance in Conduct Award	Parent and Teacher Association Scholarship	1A	CHUNG LOK YAN
		1A	LUI SIN YI
		1B	CHAN CHIN TUNG BELLA
		1D	SUN YAN CHI
		2A	CHAN CHUN FAI
		2A	CHU MING YIN
		2A	HUNG YIN YUNG
		2A	LAI WING SUM SAMMI
		2A	LEE YUI LING
		2A	LUO JIALUO
		2B	IP KWOK YAN
		2C	IP KA MEI
		2C	LIU TSZ CHING
		3A	CHAN LOK TO
		3A	CHAN MAN WA
		3A	CHAU SING YU
		3A	CHENG HI NAM
		3A	IP WING YAN
		3A	NG MEI TING
		3A	SZE YEE CHIT
		3A	TSANG WING YAU
		3A	WONG KWAI HUNG
		3A	WONG KWAN CHUI
		3A	WU SZE WAI
		3B	LUI TING HUEN
		3B	MA HOI YAN
		3C	WONG WING YU
		3C	WU TSZ YAN
		4A	AU YEUNG WING YAN
		4A	CHAN SUM YAU
		4A	CHIU SIN YI
		4A	SAE JIEW HOI YI
4A	WONG SAU YU		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
◆ Outstanding Performance in Conduct Award (<i>cont'd</i>)	Parent and Teacher Association Scholarship	4C	CHEUNG CHAK SANG
		4C	MOK HON WANG
		4C	NGAI SZE YUEN
		4C	WONG CHUNG HANG
		4D	SIT MING YIN
		4D	WONG WING SZE
		4D	WU HO LAM VINCENT
		5A	AU KA YI
		5B	HUANG JUN
		5B	SIU TSOI YING
		5B	WAN WING YU
		5C	CHEUNG MAN YAN
		5C	CHIU MAN YI
		5C	HO YIU YUEN
		5D	CHAN KA LAM
		5D	FUNG HAU YING
		5D	HO EZRA
		5D	LI TSZ YIN PEGGY
		5D	LO SIN NI
		5D	NG CHEUK YAN
		5D	WONG YIK SZE
		5D	YEUNG KA HO
		6A	CHEN HOI LAM
		6A	TAM SHUK KWAN
		6A	TANG KA MAN
		6A	YIP NGA SHUN
		6B	CHANG MIU TING
		6B	LAU CHING YU
		6B	LEE MAN YAN
		6B	NGAI YUK HANG
		6B	TSUI JASON
		6B	WONG HAU YING
		6C	CHEUNG HYMN SON
6C	CHU TSAN MAN		
6C	LAU GLADYS		
6C	LEE CHUNG YIN		
6C	SIT YAT MING		
6C	WONG HIU LUNG		
6D	CHAN CHUNG YAN		
6D	CHOI CHUNG WING		
6D	CHOI HIU LAM		
6D	KOO KIN YEE		
6D	LUI WING YING		
6D	TSUI MAN LAM		
6D	WONG WUN WUN		
◆ Distinctive Progress in Conduct Award	Parent and Teacher Association Scholarship	6B	LAU SIN YI

External Awards:**Intellectual Development**

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	2018-2019 CCC The Most Distinguished Student Award	The Most Distinguished Student Award	5D	SHUM CHEUK FUNG
Sir Edward Youde Menorial Fund Council	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2018/19	Scholarship Award	6D	CHOI HIU LAM
			6D	TSUI MAN LAM
Tsuen Wan District Council - Social Services and Community Information Committee, Kwai Tsing District Council - Livelihood Affairs Working Group, Tsuen Wan Youth Association, The Youth Power of Kwai Tsing, and Federation of New Territories Youth	Tsuen Kwai Tsing District Outstanding Students Award 2018	Distinction Award (Senior)	6D	CHOI HIU LAM
The Youth Arch Foundation and Lion & Globe Educational Trust	The Youth Arch Student Improvement Award 2017-2018	Academic Improvement Award	2A	LI CHOI YU
			2C	WONG MAN LONG ELSON
			2C	WONG WING YAN
			2D	AU TSZ CHING
			3A	TSANG WING YAU
			3B	CHEUNG WILSON
			3B	SIU HANNAH
			3B	TAM KAM SING
			4A	CHEUNG LOK LAM
			4B	LEUNG NGO MAN
			4C	WONG CHUNG HANG
			4D	SUN SIYAO
			5A	HO HIN
			5B	CHUNG PUI LAM
			5C	CHOI KA LEONG
			5D	LIU TSZ CHING
6A	WONG KWAN FUNG			
6B	LEUNG CHEUK LAM			
6C	WONG HIU LUNG			
6D	LUI WING YING			

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Virtual University	The "Chemists Online" Self-study Award Scheme	Bronze Certificate	5D	HUI HO LUNG
Fung Hon Chu Education Trust Fund, Man Kwan Education Fund	"Pursuing Excellence and Beyond" Youth Leadership Award Scheme 2018	Outstanding Student Award	5D	SHUM CHEUK FUNG
The Hong Kong Polytechnic University Faculty of Applied Science & Textiles	The Hong Kong Polytechnic University Secondary School Mathematics & Science Competition	Mathematics-Distinction	5C	CHAN MEI TIN
		Physics-Proficiency	5C	CHAN WAI MUK
		Mathematics-High Distinction	5C	HO YIU YUEN
		Mathematics-High Distinction Physics-Proficiency	5C	LI LOK
		Chemistry-Credit	5D	CHENG MAN HEI
		Biology-Credit	5D	FUNG HAU YING
		Chemistry-Credit	5D	HO EZRA
		Chemistry-Proficiency	5D	LO SIN NI
		Biology-Credit	5D	NG CHEUK YAN
		Chemistry-Medal Biology-Credit	5D	SHUM CHEUK FUNG
		Physics-Credit	5D	TAM WING HANG
		Chemistry-Credit Biology-High Distinction	5D	WONG CHI SAN
The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi District	Tsuen Wan, Kwai Chung and Tsing Yi District - The 29th Outstanding Student Award Election	Outstanding Student Award	5D	SHUM CHEUK FUNG
Chinese Calligraphers Association	The 2nd Hong Kong Youth Calligraphy	Top 50 Merit	5D	LO SIN NI

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
EDB	Chinese Champion Scheme 2017-2018	Champion	2A	TANG KA HO
			4B	WONG HO YIN
			4B	CHUNG WAI TUNG
			4D	CHEUNG WAI LAM
			2A	LAM CHUN YAT DONALD
			4B	WONG LOK YIN
Chinese Calligraphers Association	The 2nd Hong Kong Youth Calligraphy	Merit	2C	YAU CHEUK YING
			1D	YEUNG CHING
			6D	LIN CHIU YEUNG
			6B	LEE YAN SUI
			4C	NG CHING KWAN
Sing Tao Daily, Rotary Internatinoal	The 34th Sing Tao Rotary International Inter-School Debating Competition	Winner	4D	LAM WAI SHAN
			4D	PANG HOI LAM
			4D	PUN CHI HIN
			4D	TAM YAN KI
			4A	YU KA YAN
		Best Debater	4D	LAM WAI SHAN
		Best Interactive Questioning Debater	4D	PANG HOI LAM
Best Interactive Questioning Debater	4D	WONG WING SZE		
Hong Kong Secondary School Debating Competition Association	2018-2019 Hong Kong Secondary School Debating Competition (Kowloon and New Territories) Senior Division 1	Champion	4B	WONG SIYA
			4B	LEUNG NGO MAN
			5D	FUNG HAU YING
			5D	SHUM CHEUK FUNG
Po Leung Kuk	Hong Kong Youth Mathematical High Achievers Selection Contest	Second-class Award	3A	CHENG HI NAM
Pui Ching Middle School	18th Pui Ching Invitational Mathematics Competition (Heats)	Merit	1A	HONG SHUN HEI
The Asia International Mathematical Olympiad Union	2019 HK & Macau Mathematical Olympiad Open Contest	Silver Honor	3A	WONG SHUEN
		Gold Honor	1A	CHAN LOK SAN
Chinese Mathematical Teaching Research Association	2019 Mathematical Olympiad Invitation - HuaXia Cup (Hong Kong) First round	Second Prize	1A	CHAN LOK SAN
		Second Prize	1C	HUANG HAO YUAN
		Third Prize	1D	YEUNG NOK HEI IVAN
		Second Prize	3B	WOO POK YIN
		Third Prize	3A	WONG SHUEN

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Chinese Mathematical Teaching Research Association (cont'd)	2019 Mathematical Olympiad Invitation - HuaXia Cup (South China) Semi-Final	Third Prize	3B	WOO POK YIN
	2019 Mathematical Olympiad Invitation - HuaXia Cup (National) Final	Second Prize	3B	WOO POK YIN
Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	CCC Joint School Rummikub Competition	Team Award (2nd Runner-up)	4B	WONG HO WANG HOWARD
			4B	WONG YIN CHI
			5B	KAN KA WAI
		Team Award (2nd Runner-up)	3D	MA CHUN HO
			3D	TSANG KI YAN
		Second Prize	4B	WONG HO WANG HOWARD
3D	TSANG KI YAN			
First Prize	3D	MA CHUN HO		
EDB	Mathematics Book Report Competition for Secondary Schools (2018/19)	Second Class Prize	3A	SZE YEE CHIT
Hong Kong Virtual University and Science Education, EDB	The "Chemists Online" Self-study Award Scheme	Diamond Certificate	5D	LO SIN NI
Hong Kong Association for Science and Mathematics Education	Hong Kong Biology Literacy Award (2018/19)	Third Class Honours	5D	CHAN KA LOK
		Active Participation	5D	HO EZRA
		Third Class Honours	5D	NG CHEUK YAN
		Merit	5D	SHUM CHEUK FUNG
			5D	WONG CHI SAN
			6D	CHEUK YUEN HANG
		Second Class Honours	6D	LIN CHIU YEUNG
		Active Participation	6D	LO HO YEE
		Active Participation	6D	SZE PUI YUET
Third Class Honours	6D	WONG WUN WUN		
Hong Kong Playground Association	Hong Kong Playground Association Liberal Studies Cup' Inter-School Liberal Studies Quiz Competition	The First Runner-up (Liberal Studies Plate)	1A	HO YIN FUNG
			1A	HONG SHUN HEI
			1A	HUANG WING KIN ERIC
			1A	KONG SIU MING
			1A	LEE KA YI

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Lions Clubs International District 303, Hk&Macau, China	Smart Hydroponic Cultivation Farmer Award Scheme	The Most Fruitful Award	1A	CHAN LOK SAN
			1A	HUANG WING KIN ERIC
			1A	KONG SIU MING
			1A	LEE PO YING
			1A	POON CHIN PANG
			1A	TSANG KA YI
			1A	WONG CHOI MEI
			1D	CHONG TSZ LOK
			2A	CHAN CHUN FAI
			2A	CHAN KAI YIN
			2A	LAM CHUNG HIM
			2A	WONG Y YAN
			3A	CHAN LOK TO
			3A	LAI WING TUNG
			3A	WONG KWAN CHUI
3A	WONG SHUEN			
Hong Kong STEM Education Alliance	The 1st Youth STEM Grand Challenge (Student Individual Competition)	Merit Prize	1A	TSANG KA YI
HK Polytechnic University	HK Product Design Makeathon 2018-2019	Merit Prize	1A	CHAN LOK SAN
			2D	CHAN YUEN YAT
			3A	SZE YEE CHIT
			4D	SIT MING YIN
United College Debate Team of CUHK	The 6th United College of CUHK Inter-School Debate Competition	Enter the next round	4A	AU YEUNG WING YAN
			4A	WONG SAU YU
			4B	LAU KIN LOK
			4C	CHU KIT YAM
Consumer Council	The 20th Consumer Culture Study Award	Special Award of Good Topic	3A	CHEUNG KWAN PO
			3A	IP WING YAN
			3A	SIN LOK YEE
			3A	WU SZE WAI

Aesthetic Development

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Speech Festival			
	(Chinese Speech) - Solo Verse Speaking (Girls - Putonghua)	2nd Runner-up	1B	ZHOU JIAYI
	(Chinese Speech) - Solo Verse Speaking (Boys - Putonghua)	Merit	1A	FONG KI HO
	(Chinese Speech) - Solo Prose Speaking (Girls - Putonghua)	Merit	1A	TSANG KA YI
	(Chinese Speech) - Solo Prose Speaking (Girls -Cantonese)	Proficiency	1A	LEE KA YI
	(Chinese Speech) - Solo Prose Speaking (Girls -Cantonese)	Proficiency	1A	LEE PO YING
	(Chinese Speech) - Solo Verse Speaking (Girls -Cantonese)	Proficiency	1B	LEE CHEE WA
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	1D	AU CHING YEUNG CATHERINE
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	1D	LAU HOI CHING
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	2A	HUNG YIN YUNG
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	2A	CHAN YAN YEE
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Merit	3A	IP WING YAN
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Merit	3A	SIN LOK YEE
	(Chinese Speech) - Solo Prose Speaking (Girls -Cantonese)	Merit	3A	CHAN TSZ YIU
	(Chinese Speech) - Solo Prose Speaking (Boys -Cantonese)	Proficiency	3B	SO HO YIN

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Music and Speech Association (cont'd)	(Chinese Speech) - Solo Prose Speaking (Boys -Cantonese)	Merit	3B	SEE CHUN HEI
	(Chinese Speech) - Solo Prose Speaking (Girls -Cantonese)	Merit	3B	LUI TING HUEN
	(Chinese Speech) - Solo Verse Speaking (Boys -Cantonese)	Merit	3C	WONG CHI WA
	(Chinese Speech) - Solo Verse Speaking (Girls - Putonghua)	Proficiency	3C	TAN PUI YING
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	3D	LAW HOI MAN
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	3D	AU SIN YEE
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Merit	4B	LEUNG NGO MAN
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Merit	4C	CHEUNG KA LAM
	(Chinese Speech) - Solo Prose Speaking (Boys -Putonghua)	Merit	4D	PUN CHI HIN
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	3A	CHEUNG KWAN PO
	(Chinese Speech) - Duo Verse Speaking (Cantonese)	Proficiency	3A	WU SZE WAI
	Hong Kong Schools Music and Speech Association	71st Hong Kong Music Festival -Church Music - Chinese - Secondary School Choir - Age 14 or under	Proficiency	1A
Proficiency			1A	CHUNG LOK YAN
Proficiency			1A	HUANG WING KIN ERIC
Proficiency			1A	LAW KA CHUNG
Proficiency			1A	LEE KA YI
Proficiency			1A	TAM MAN CHING
Proficiency			1A	TSANG KA YI
Proficiency			1B	AU CHIN MAN
Proficiency			1B	CHAN LOK TIN
Proficiency			1B	KWOK SIN YING
Proficiency			1C	WONG CHUN KI RICKY
Proficiency			1D	HUI SUM WAI
Proficiency	1D	LIANG CHUN KUEN		

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Music and Speech Association (cont'd)	71st Hong Kong Music Festival - Church Music - Chinese - Secondary School Choir - Age 14 or under	Proficiency	1D	YEUNG CHING
		Proficiency	1D	ZHANG SHIQI
		Proficiency	2A	CHAN CHUN FAI
		Proficiency	2A	CHAN PAK HEI
		Proficiency	2A	CHAN YAN YEE
		Proficiency	2A	LAM CHUN YAT DONALD
		Proficiency	2A	LI YAN YI
		Proficiency	2B	CHAN HOI TUNG
		Proficiency	2B	HUI SIN YI
		Proficiency	2B	IP KWOK YAN
		Proficiency	2C	HUI AEGEAN
		Proficiency	2C	HUI SHAN SHAN
		Proficiency	2C	LIU TSZ CHING
		Proficiency	2C	YAU KA YEE
		Proficiency	2D	HE KUK YIM
		Proficiency	3A	CHAN LOK TO
		Proficiency	3A	CHAN MAN WA
		Proficiency	3A	CHAU KA YI
		Proficiency	3A	HO LOK YUNG
		Hong Kong Joint School Music Association	71st Hong Kong Music Festival - Recorder Ensemble - Secondary School	Proficiency
Proficiency	1B			KAN CHI KAI
Proficiency	1B			ZHENG SHAOQING
Proficiency	1C			CHEN FENZHI
Proficiency	2B			KEUNG KA CHUN
Proficiency	2D			HUANG UE CHING
Proficiency	2D			KO SIN SHU
Proficiency	2D			YEUNG SUM WING
Proficiency	3A			CHENG HI NAM
Proficiency	3A			HO CHI CHUNG
Proficiency	3A			YE HOI MAN
Proficiency	3B			TSE SUET HUNG
Proficiency	3B			WOO POK YIN
Proficiency	3D			TSUI TSZ SIN
Proficiency	2C	LAM CHUI YI		

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Joint School Music Association	Graded Piano Solo - Grade Four	Proficiency	1B	LEE CHEE WA
	French Horn Solo - Secondary School - Senior	Merit	2D	CHEUNG TIN YAU
	Tom Lee Music Prize for Brass Concerto	Merit	2D	CHEUNG TIN YAU
	Recorder Duet - Secondary School - Age 19 or under	Proficiency	3A	CHENG HI NAM
	Graded Piano Solo - Grade Five	Merit	3A	LAI WING TUNG
	Recorder Duet - Secondary School - Age 19 or under	Proficiency	3A	YE HOI MAN
	Recorder Duet - Secondary School - Age 14 or under	Merit	3B	TSE SUET HUNG
	Recorder Duet - Secondary School - Age 14 or under	Merit	3D	TSUI TSZ SIN
	Zheng Solo – Senior	Proficiency	4A	LAM YIM
Hong Kong Joint School Music Association	Joint School Music Competition - Handbell (Secondary school)	Silver	1A	KONG SIU MING
			1A	LAU CHEUK YIN
			1A	LAW KA CHUNG
			1A	LEE CHEUK YIN
			1A	LEUNG KAM CHING
			1A	WONG CHAK CHING
			1C	CHAN HOI LAM
			1C	LAI YAU SZE
			2A	MAK KA HO
			2A	TANG KA HO
			2C	SU KWONG HEI
			3A	CHEUNG KWAN PO
			3A	IP WING YAN
			3A	WU SZE WAI
			4D	TSAO KA CHUN
			5A	AU KA YI
			5A	KWOK TSZ YING
			5C	CHAN WAI MUK
		Joint School Music Competition - Piano Solo (Senior)	Gold	2A
	Violin Solo (Senior)	Bronze	5D	YEUNG KA HO
Asia Music and Speech Association	2019 Asia Music and Speech Association Competition -- Senior (Zheng)	Champion	6A	LI KAI MAN

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>	
Hong Kong Heritage Museum	The 13th Youth Leadership Scheme	Certificate of complete	4B	CHEUNG MAN YAP	
			4B	CHU WING LAM	
			4B	WONG SIYA	
		Certificate of active participation	4B	CHEUNG MAN YAP	
			Certificate of active participation in promoting art and culture	4B	CHEUNG MAN YAP
				4B	CHU WING LAM
Kwai Chung & Tsing Yi District Culture & Arts Co-ordinating Association Limited	The 6th Kwai Chung & Tsing Yi District Painting Competition	Champion in Secondary Western Painting Section	4B	PUN KA MAN	
		Merit in Secondary Western Painting Section	4B	CHEUNG MAN YAP	
Lady MacLehose Centre	Care for the elderly Comic Competition	Champion in Secondary Section	4B	WONG SIYA	
Hong Kong Quality Assurance Agency	My Dream Home Micro Film Competition	Champion (Hong Kong)	4A	LAM YIM	
			4B	WONG SIYA	
			4D	CHEUNG WAI LAM	
			5C	TSANG JACKIE	
			5D	CHENG MAN HEI	
			5D	SHUM CHEUK FUNG	
			5D	WANG MU CHI	
Jao Tsung-I Academy	"Polite of Students" Micro Movie Competition	First Runner-up	4A	YU KA YAN	
			4C	CHEUNG CHI KWAN	
			4D	YEUNG WAI KIN	
			6A	FUNG SZE LONG	
			6A	WONG HOI LAM	
			6D	CHOI CHUNG WING	
			6D	HUI HO LUNG	
			6D	KO MAN FUNG	
			6D	TING CHUNG KIU	
Office For Film, Newspaper and Article Administration	The 9th Healthy Internet Video Contest	Attained Credit Level	4A	LAM YIM	
			4B	WONG SIYA	
			4D	CHEUNG WAI LAM	
			5C	TSANG JACKIE	
			5C	YU YIU PANG	
			5D	CHAN NGA WUN	
			5D	CHENG MAN HEI	
5D	SHUM CHEUK FUNG				
5D	WANG MU CHI				

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Art School	Hong Kong School Drama Festival 2018/19	Award for commendable overall performance	1A	CHAN CHEUNG HIN
			2B	WONG CHUN YU
			3A	NG MEI TING
			4A	HON SUI CHEUNG
			4A	WONG YUEN HAN
			4B	CHUNG WAI TUNG
			4B	HO HOK LEUNG
			4B	LEUNG NGO MAN
			4B	WONG SIYA
			4D	CHEUNG PO KA
			4D	PUN CHI HIN
			4D	YIP CHUN KIN
			Award for Outstanding Cooperation	1A
		2B		WONG CHUN YU
		3A		NG MEI TING
		4A		HON SUI CHEUNG
		4A		WONG YUEN HAN
		4B		CHENG TSUN HIN
		4B		CHUNG WAI TUNG
		4B		HO HOK LEUNG
		4B		LAW YUK KWAN
		4B		LEUNG NGO MAN
		4B		LI TSZ FUNG
		4B		WONG SIYA
		4C		CHAN WING YIU
		4D		CHEUNG PO KA
		4D		PUN CHI HIN
		4D		YIP CHUN KIN
		Award for outstanding performer		2B
			4B	WONG SIYA
		Award for outstanding script	1A	CHAN CHEUNG HIN
			2B	WONG CHUN YU
			3A	NG MEI TING
			4A	HON SUI CHEUNG
			4A	WONG YUEN HAN
			4B	CHUNG WAI TUNG
			4B	HO HOK LEUNG
			4B	LEUNG NGO MAN
			4B	WONG SIYA
			4D	CHEUNG PO KA
			4D	PUN CHI HIN
			4D	YIP CHUN KIN
The International Association of Cultural Arts Education	The 8th International Talent Competition	Gold Award (Duet)	6C	HO CHING TUNG

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong International Exchange of Artist & Culture Association	2018 HKIEACA Music Festival - Dance Competition	Youth Group (Age 16-18) Group Entry Hip-hop Champion	6C	HO CHING TUNG
	The 15th Let's Dance in HK	Youth Group (Age 16-18) Group Entry Hip-hop Champion	6C	HO CHING TUNG
China Youth Art and Speech Association	The 11th China Youth (Hong Kong) Music and Dance Contest	Senior Secondary - Duet First Runner up	6C	HO CHING TUNG
Star Kids Art Development Centre	The 9th Dancing Star Competition	Children Group (Age 16-18) Dance of 2-6 in group - The 3rd Prize	6C	HO CHING TUNG
EDB	The 55th Schools Dance Festival	Modern Dance Commended Award	2A	LAI WING SUM SAMMI
			2B	YEUNG TZE HAY
			2C	LIU TSZ CHING
			2D	HUI CHING YI
			3A	CHAU KA YI
			3A	WONG KWAN CHUI
			3C	TAN PUI YING
			4A	CHAN SUM YAU
			4B	CHUNG WAI TUNG
			4B	HO WING MAN
			6A	AU CHUI YAN
			6C	HO CHING TUNG
			6C	LAU GLADYS
			6D	CHAN TSZ LAM
6D	LIN CHIU YEUNG			
6D	WONG KA YEE			

Physical Development

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Canoe Union	Inter School Canoe Rafting (still water) Competition 2019	Girls (14-15) Junior Group - The First Runner-up	2A	LEE YUI LING
		Girls (14-15) Junior Group - Champion	2B	KWONG YUEN TING
		Girls (14-15) Senior Group - The Second Runner-up	3A	CHEUNG KWAN PO
		Girls (14-15) Senior Group - The First Runner-up	3A	IP WING YAN
		Girls (16 or above) Senior Group - The First Runner-up	3A	CHEUNG KWAN PO
		Girls (16 or above) Senior Group - Champion	3A	IP WING YAN
CCC Chuen Yuen College	2019 Kwai Tsing Girls Volleyball Competition	First runner-up	1A	WU LAI MAN
			2A	HUI CHING CHING
			2D	AU KA HEI
			2D	HUANG UE CHING
			2D	HUI CHING YI
			3A	IP WING YAN
			3A	MOK YU FEI
			3B	HUI SHEUNG YING
			3C	WU TSZ YAN
			3D	LAW HOI MAN
			3D	NG PIK YIU
			4A	CHAU KWAN WA
			4A	CHENG WAI SHAN
			4A	CHIU SIN YI
			4A	HA TIM YAN
			4B	LAO YUK KIT
4B	PUN KA MAN			
4D	CHEUNG WAI LAM			
4D	SUN SIYAO			

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Volleyball Competition (U15)	Division One: 6th	1A	WU LAI MAN
			2A	HUI CHING CHING
			2D	AU KA HEI
			2D	HUANG UE CHING
			2D	HUI CHING YI
			3A	IP WING YAN
			3B	HUI SHEUNG YING
			3D	LAW HOI MAN
			3D	NG PIK YIU
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Volleyball Competition (Division One U19)	Division One: 6th	3C	WU TSZ YAN
			4A	CHAU KWAN WA
			4A	CHEUNG WAI SHAN
			4A	CHIU SIN YI
			4A	HA TIM YAN
			4B	LAO YUK KIT
			4B	PUN KA MAN
			4D	CHEUNG WAI LAM
			4D	SUN SIYAO
			5B	FUNG HEI IN
			6A	CHEUNG TSZ CHING
			6B	HUI LAI LAM
			6B	LEE MAN YAN
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Athletic Championships 2018-2019	Girls' C Grade Shot put Champion	2A	HUI CHING CHING
		Girls' C Grade Javelin 2nd runner-up	2A	HUI CHING CHING
		Boys' A Grade Shotput 2nd runner-up	3B	LIN KA HO
		Girls' B Grade Shot put 2nd runner-up	3C	WU TSZ YAN
		Girls' B Grade Javelin Champion	3C	WU TSZ YAN
		Girls' A Grade Shotput Champion	6B	LEE MAN YAN
		Girls' A Grade Discus 2nd runner-up	6B	LEE MAN YAN

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>	
Chinese YMCA of Hong Kong	The 27th YMCA Volleyball Competition	3rd Runner-up	3B	HUI SHEUNG YING	
			3C	WU TSZ YAN	
			3D	NG PIK YIU	
			4A	CHAU KWAN WA	
			4A	CHENG WAI SHAN	
			4A	CHIU SIN YI	
			4A	HA TIM YAN	
			4B	LAO YUK KIT	
			4B	PUN KA MAN	
			4D	SUN SIYAO	
			5B	FUNG HEI IN	
Leisure and Cultural Services Department and Kwai Tsing District Sports Association	Kwai Tsing District Age Group Athletic Meet 2018	Youth C Grade Shot Put 1st runner-up	3B	LIN KA HO	
			Youth D Grade Javelin Champion	3C	WU TSZ YAN
			Youth D Grade Shot Put Champion	3C	WU TSZ YAN
			Youth D Grade Long Jump 1st runner-up	4A	WU CHIN HEI
			Youth C Grade Shot Put Champion	6B	LEE MAN YAN
			Youth C Grade Discus Champion	6B	LEE MAN YAN
CCC Kei Wai Primary School	Kei Wai Primary School 4x100m Invitation Relay	4x100m Relay - Third runner-up	2B	LARM YAN YI	
			2D	HUANG UE CHING	
			3C	WU TSZ YAN	
			4A	CHIU SIN YI	
CCC Kei Wai Primary School	Kei Wai Primary School 4x100m Invitation Relay	4x100m Relay - Second runner-up	2C	TAN KA FAI	
			3C	CHEUNG TSZ KIM	
			3C	LEUNG KA HEI	
			3D	LI YING HO	
Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	Inter-School Table Tennis Competition	2nd Runner-up (Boy's single)	1D	WONG CHING SHUN	

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
HKSSF Kwai Tsing Secondary Schools Area Committee	Kwai Tsing Inter-School Table Tennis Competition	2nd Runner-up (BOYS' C GRADE)	1A	HUANG WING KIN ERIC
			1D	WONG CHING SHUN
			2A	CHOW CHEUK HIM
			2A	CHU MING YIN
		2D	CHEUNG CHI CHING	
		4th Runner-up (GIRLS' C GRADE)	1B	LO TSZ WING
			1C	TO CHUNG WAI
2D	HUANG UE CHING			
HKSSF Kwai Tsing Secondary Schools Area Committee	Boys'U15 Interschool Basketball Competition Division I	2nd Runner-up	1A	WONG CHAK CHING
			1D	WO KA CHUN
			1D	WONG CHING SHUN
			2B	WONG LOK YUNG
			2B	WU SUM KI
			2C	TAN KA FAI
			3B	HSU KA FEI
			3B	SO WAI CHEUNG
			3C	TSUI KING HO
			3C	WONG KUN HIN
			3D	LAI HONG
			3D	LI YING HO
HK Playground Association JC Tsing Yi Integrated Service Centre for Children & Youth	HKPA Cup Interschool's Basketball Competition (Kwai Tsing)	Champion	2C	SUN TIK LUN
			3B	LIN KA HO
			4A	WU CHIN HEI
			4A	YUEN KAI CHEONG
			5B	LEUNG WAI MING
			5B	LI KWOK CHING
			5B	TSE YIP HANG
			5C	TSANG JACKIE
			5D	AU CHUN HO
			5D	KWOK WAI SHING
			5D	SHUM CHEUK FUNG
			5D	SZE KIN HO
			5D	TSOI KA LUN
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Volleyball Competition (Division One)	Division One: 6th	3C	WU TSZ YAN
			4A	CHAU KWAN WA
			4A	CHENG WAI SHAN
			4A	CHIU SIN YI
			4A	HA TIM YAN
			4B	LAO YUK KIT
			4B	PUN KA MAN
			4D	CHEUNG WAI LAM
			4D	SUN SIYAO
			5B	FUNG HEI IN
			6A	CHEUNG TSZ CHING
			6B	HUI LAI LAM
			6B	LEE MAN YAN
6D	KAM LAI YU			

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Swimming Competition	Girls A Grade 100M Freestyle Fourth	1A	AU HIU LAM
		Girls A Grade 200M Individual Medley Fourth	1A	AU HIU LAM
		Girls A Grade 4x50M Mixed Relay 1st Runner-up	1A	AU HIU LAM
		Girls A Grade Overall 2nd Runner-up	1A	AU HIU LAM
		Girls A Grade 4x50M Mixed Relay 1st Runner-up	1B	LAU VENUS
		Girls A Grade Overall 2nd Runner-up	1B	LAU VENUS
		Girls A Grade Overall 2nd Runner-up	1B	LI WAI CHING
		Girls A Grade Overall 2nd Runner-up	1B	YIM KA WAI
		Boys C Grade 4x50M Freestyle Relay Fourth	1C	CHEE KA TO
		Girls A Grade Overall 2nd Runner-up	1C	CHENG LOK YIU
		Boys C Grade 4x50M Freestyle Relay Fourth	1C	LAM KA WING
		Girls A Grade Overall 2nd Runner-up	2B	CHAN HOI TUNG
		Boys C Grade 4x50M Freestyle Relay Fourth	2B	HUI KA LONG
		Girls A Grade Overall 2nd Runner-up	2B	LAM NGO YEE JOSIE
		Boys C Grade 4x50M Freestyle Relay Fourth	2D	KO SIN SHU

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
		Boys A Grade 100M Breaststroke 2nd Runner-up	3D	LAI KA HEI
		Boys A Grade 200M Breaststroke 1st Runner-up	3D	LAI KA HEI
		Girls A Grade 50M Backstroke 1st Runner-up	4A	CHENG WAI SHAN
		Girls A Grade 200M Freestyle Champion	4A	CHENG WAI SHAN
		Girls A Grade 4x50M Mixed Relay 1st Runner-up	4A	CHENG WAI SHAN
		Girls A Grade Overall 2nd Runner-up	4A	CHENG WAI SHAN
		Boys B Grade 100M Freestyle 2nd Runner-up	4D	SIT MING YIN
		Boys B Grade 50M Butterfly 1st Runner-up	4D	SIT MING YIN
		Girls A Grade Overall 2nd Runner-up	5A	YIP SHUN YAN
		Girls A Grade 50M Butterfly 1st Runner-up	6B	WOO KA YAN
		Girls A Grade 200M Individual Medley 2nd Runner-up	6B	WOO KA YAN
		Girls A Grade 4x50M Mixed Relay 1st Runner-up	6B	WOO KA YAN
		Girls A Grade Overall 2nd Runner-up	6B	WOO KA YAN

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Leisure and Cultural Services Department	Kwai Tsing District Age Group Swimming Competition 2018	Boys Youth : G Grade 50m Butterfly 1st Runner-up	4D	SIT MING YIN
		Boys Youth : G Grade 100m Butterfly Champion	4D	SIT MING YIN
		Boys Youth : G Grade 4x50m Medley 1st Runner-up	4D	SIT MING YIN
		Men's Singles Youth - 1st Runner up	6B	SO KIN HEI
		Men's Singles Youth - Winner	4A	LEE CHUN YIU
		Men's Singles Youth - 1st Runner up	6B	SO KIN HEI
		Men's Singles Youth - Winner	4A	LEE CHUN YIU
		Men's Doubles Youth - 1st Runner up	6B	SO KIN HEI
		Men's Doubles Youth - 1st Runner up	4A	LEE CHUN YIU
HKSSF Kwai Tsing Secondary Schools Area Committee	Boys' U19 Interschool Basketball Competition Division I	1st Runner up	3B	LIN KA HO
			4A	YUEN KAI CHEONG
			5A	CHAN CHIN FUNG
			5A	LIU MAN KIT JACKY
			5A	NG WAI HO
			5A	YEUNG KAI SIU
			5B	LEUNG WAI MING
			5C	CHOI KA LEONG
			5C	TSANG JACKIE
			5D	TSOI KA LUN
			6A	CHENG WING CHI
			6A	LEE HO YEUNG
			Watson Group HK	2018-19 A.S. Watson Group Hong Kong Student Sports Awards

Community Service

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Community Youth Club		Badge of Level 3 (Purple Badge)	5B	SIU TSOI YING
		Badge of Level 3 (Purple Badge)	5D	LI TSZ YIN PEGGY
		Badge of Level 3 (Orange Badge)	5B	SIU TSOI YING
		Badge of Level 3 (Orange Badge)	5D	LI TSZ YIN PEGGY
		Badge of Level 3 (Orange Badge)	5D	SZE KIN HO
Education Bureau & HKU Department of Psychiatry	Mindshift+ Educational Programme Closing Ceremony 2017-2019	Outstanding Performance Award & Most Influential School Mental Health Project	5A	YIP SHUN YAN
			5B	FUNG HEI IN
			5B	LAM YUK FUNG
			5B	SIU TSOI YING
			5B	WAN WING YU
			5C	CHEUNG MAN YAN
			5D	LAU SHUN YING IVANIA
			5D	LI TSZ YIN PEGGY
			5D	YEUNG KA HO
Office For Film, Newspaper and Article Administration	The 10th Healthy Information Technology Student Ambassador Scheme	Student Ambassador	5D	LIU TSZ CHING
			5D	TAM WING HANG
			5D	YU HOI YAN
The Hong Kong Girl Guides Association	Selling HKGGA Raffle Tickets 2018/19 (Girl Guides)	Best Improved Award	2A	LEE YUI LING
			2B	KWONG YUEN TING
			2B	LAM NGO YEE JOSIE
			2C	HUI AEGEAN
			2C	SUNG KA SIN
			2D	CHENG KAI YING
			3A	CHEUNG KWAN PO
			3A	IP WING YAN
			3A	SIN LOK YEE
			3B	KWOK TUNG YING
			3C	CHU HOI KIU
			3D	CHEUNG WING CHUEN
			5A	AU KA YI
5A	DENG HONG ZHEN			
5D	LEE YUEN YI			

Spiritual Development

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Chinese Bible International Ltd.	Bible Studies Award Scheme	Bible Studies Award Scheme	1A	AU HIU LAM
			1B	CHAN CHIN TUNG BELLA
			1C	LEE YAN WING
			1D	SUN YAN CHI
			2A	HUNG YIN YUNG
			2B	KWONG YUEN TING
			2C	HUI AEGEAN
			2D	HE KUK YIM
			3A	LAI WING TUNG
			3B	MA HOI YAN
			3C	LAW CHEUK HEI
			3D	TSUI TSZ SIN
	The 25th Bible Reading Festival Duo Verse Bible Speaking (Cantonese) (F4-F6)	2nd Runner up	4C	CHEUNG CHIN HO
			4D	SIT MING YIN

Integrated Development

<u>Organization</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Girl Guide Association	2018 Girl Guide Award Presentation Ceremony	Lady Jane's Guide Award	6A	YIP NGA SHUN
			6D	CHOI HIU LAM
	Guide Shield Competition 2019	STEM second runner-up	2A	LEE YUI LING
			2B	KWONG YUEN TING
			2C	HUI AEGEAN
			2C	SUNG KA SIN
			3A	CHEUNG KWAN PO
			3A	IP WING YAN
			3A	SIN LOK YEE
			3B	KWOK TUNG YING
Sir Robert Black Trust Fund		Grants for Talented Students in Non-academic Fields	4A	LEE CHUN YIU
			6A	LI KAI MAN
		The Outstanding Girl Guide Award	3A	CHEUNG KWAN PO



VII Financial Summary (September 2018-August 2019)

	Balance B/D	Income up to 31.08.2019	Budget 2018-19	Actual Expenditure up to 31.08.201	%
Government Fund			(I)	(II)	(III)=(II)/(I)
Grant in EOEBG	3,860,953.41				
Administration Grant/Revised Administration Grant		3,887,868.00	4,163,661.00	3,439,895.21	82.62
Air-conditioning Grant		536,464.00	42,402.00	536,464.00	1,265.19
Composite Information Technology Grant		407,214.00	397,670.00	203,017.31	51.05
Capacity Enhancement Grant		642,904.71	611,368.62	1,232,871.33	201.66
SB Ed Psychology Service		104,550.00	104,142.00	104,970.00	100.80
Baseline Reference		2,460,011.35	2,915,487.58	2,341,720.61	80.32
Sub-total	3,860,953.41	8,039,012.06	8,234,731.20	7,858,938.46	95.44

Amount carried forward: 4,041,027.01

Grant Outside EOEBG			(I)	(II)	(III)=(II)/(I)
Teacher Relief Grant (Annual)	303,770.50	220,048.50	10,000.00	36,297.96	362.98
Teacher Relief Grant (Vacant Post)	1,249,206.59	865,080.00	1,533,903.00	1,166,219.51	76.03
Home School cooperation Project	0.00	15,474.00	15,679.00	15,474.00	98.69
School-based After School Learning and Support Grant	110,400.00	99,600.00	287,580.00	174,403.90	60.65
Learning Support Grant	38,482.38	474,826.00	320,700.00	430,655.71	134.29
Diversity Learning Grant (AppL)	0.00	220,790.00	256,950.00	220,790.00	85.93
Diversity Learning Grant (Other Programme)	28,000.00	28,000.00	102,700.00	43,180.00	42.04
Diversity Learning Grant (Other Language)	1,000.00	19,500.00	37,000.00	19,500.00	52.70
Extra SS Curriculum Support Grant	475,507.28	0.00	468,000.00	391,635.50	83.68
RG for Enhancement of Wifi Structure (ITED4)	0.00	66,740.00	68,074.00	66,740.00	98.04
SBS for Non-Chinese Speaking Student	0.00	50,000.00	51,000.00	49,714.50	97.48
1-off IT Gt for eLearning (OITG)	2,946.00	0.00	0.00	2,946.00	0.00
1-off Gt for STEM	104,425.40	0.00	36,000.00	104,425.40	290.07
1-off for promotion of C.Hist & Culture	147,500.00	0.00	91,000.00	119,671.00	131.51
IT Staff Support Grant	100,891.80	307,200.00	300,000.00	206,308.20	68.77
Promotion of Reading Grant	28,216.10	60,000.00	0.00	31,783.90	0.00
Grant for Sister School	110,520.00	151,880.00	0.00	41,360.00	0.00
QEF	0.00	174,830.00	0.00	0.00	0.00
Jockey Club Lifewide Learning Fund	0.00	127,707.00	74,070.00	127,707.00	172.41
Sub-total	2,700,866.05	2,881,675.50	3,652,656.00	3,248,812.58	88.94

Amount carried forward: 2,333,728.97

Total Surplus for Government Fund: 6,374,755.98

School Fund			(I)	(II)	(III)=(II)/(I)
Subscription : Income & Expenditure A/C	2,817,609.45	304,738.27	373,000.00	277,487.72	74.39
Alumni Assn. Scholarship Fund	404,413.61	53,100.00	100,000.00	93,246.50	93.25
Octopus Account	62,340.30	681,158.00	650,000.00	676,866.20	104.13
Approved Collection for Specific Purposes A/C	787,890.25	0.00	0.00	29,880.00	0.00
Council Fund	72,103.46	1,000.00	10,000.00	2,500.00	25.00
Sub-total	4,144,357.07	1,039,996.27	1,133,000.00	1,079,980.42	95.32

Amount carried forward: 4,104,372.92



* End *

VIII Appendices

Report on the Use of Capacity Enhancement Grant

Appendix A

Area	Method	Content	Evaluation
Enhance teacher capacity by reducing teaching load	Teaching assistants were employed to help prepare teaching materials and non-teaching chores	<ul style="list-style-type: none"> ● Two associate teachers and three teaching assistants (TA) were employed to assist Chinese, English, Science & Mathematics / PSHE / Liberal Studies departments in preparing teaching materials and resource banks of various departments/ committees, conducting lunchtime and afterschool tutorials and remedial classes. ● English associate teacher provided supplementary English classes for S1 students after school twice a week so as to help them to adapt to the English learning environment. ● An associate teachers taught junior form History and served as a teaching assistant in another capacity. ● TAs took up substitution classes (about 363 lessons) / invigilation duties (about 141 hours) to enable teachers to attend seminars. They also assisted in organizing OLE activities together with our teachers. <p>TAs provided secretarial services to various committees.</p> <ul style="list-style-type: none"> ● TAs assisted form teachers in non-teaching routines, such as serving as helpers in morning reading classes, collecting reply proforma and other administrative works. ● TA (Science) also served as co-teachers in junior form Computer Literacy classes. ● TA (e-learning) helped in conduct e-learning in S1-S3 and STEM activities. 	<ul style="list-style-type: none"> ● The service of Associate teachers and TAs was highly commendable. All of them were permitted teachers and they were eager to take up teaching when teachers were on leave. ● Workload of teachers was reduced as TAs shouldered some teaching and non-teaching duties, for example, secretarial duties, collection of reply slips, class substitution, after school lessons, and invigilation. ● Students found them helpful and they were benefitted from supplementary lessons and tutorials. ● TAs also provided much help in organizing academic club activities, moral and civic education activities and OLE activities after school or during weekends. Learning experiences of students outside classrooms were enriched. Also, they provided substantial help in sharing the workload of teachers during outings. ● TAs also accompanied students to participate in career taster programmes and career expo. It widened the scope of our students' perception of the real world and career market. ● The associate teachers and TAs passed the performance appraisal and were recommended for extension of services. However, all of them left for betterment of their own career advancement.

Area	Method	Content	Evaluation
	Employment of Activity helper	<ul style="list-style-type: none"> ● A part-time activity helper (about 300 hours) was employed to assist the administrative work of school team training and to support the PE and Extracurricular Activities Committee. 	<ul style="list-style-type: none"> ● The helper was caring, diligent and helpful. She provided very useful support to both school teams and PE department.
Reducing teaching load and enhancing teacher professionalism	Employing additional teachers	<ul style="list-style-type: none"> ● Two teachers and an associate English teacher were employed so that the provision of additional classes was possible. Also, more elective options, split classes in Chinese oral classes and English classes were available to senior form classes. 	<ul style="list-style-type: none"> ● Most classes in the senior forms were in small groups, which facilitated better teacher-student interactions. ● Split class teaching in Chinese oral class for S3 and S6 was provided. ● Supplementary lessons were provided to students who dropped an elective subject in S5 and S6 so as to strengthen their learning in core subjects. ● Performance of additional teachers was good.
	Mathematics enrichment courses	<ul style="list-style-type: none"> ● One Enrichment course was run for S1 students. 	<ul style="list-style-type: none"> ● The course was taught by a tutor. The course was well received. Both teachers and students recommended the course to be continued in the next school year. ● Students with poor result in first uniform test were selected to join this programme. 91% of the participants showed improvement in the later uniform tests and examination.
	English classes	<ul style="list-style-type: none"> ● English Story-telling Class (S1) 	<ul style="list-style-type: none"> ● Students found the class interesting and fun. They also found that the course materials suit their needs and they learned a lot of skills about story telling.

Area	Method	Content	Evaluation
	English classes	<ul style="list-style-type: none"> ● Reading Pal (S2) 	<ul style="list-style-type: none"> ● Students' feedback was very positive. The tutor was good and patient. Students were attentive. They found the classes interesting and useful. Their skills in pronunciation, communication and comprehension had been improved and they were more confident to read aloud to their S1 schoolmates in English.
		<ul style="list-style-type: none"> ● English Ambassador (S2) 	<ul style="list-style-type: none"> ● This was a very interesting programme provided by a well experienced teacher. After the first two lessons, the teacher found that the curriculum did not meet standard. To make the content more relevant to the programme aim, the teacher added debate element. ● Students found that they learned a lot from the class. They found the class interesting, and the course materials useful. The results of their oral examination were good. The average marks of participating students were 20/30, almost all attaining a credit level.
		<ul style="list-style-type: none"> ● Docudrama Course (S3) 	<ul style="list-style-type: none"> ● Though the range of students was wide, mostly coming from E1 and E2, a few from E4, E5, the teacher could provide supplementary learning materials for catering diverse students. ● Students found the course materials suit their needs and were interesting. They found the teachers' comments helpful that students could make improvements in writing scripts. They also found their English drama skills improved.

Area	Method	Content	Evaluation
		<ul style="list-style-type: none"> ● Student Reporter Training (S4) 	<ul style="list-style-type: none"> ● Students found the teaching activities and the materials useful and interesting because it involved speaking elements. The Tutor made some alteration on the teaching activities and students did not do as much writing as expected. ● A few students seemed to be habitually late for the class. It was suggested conducting it after the Half-yearly Examinations.
		<ul style="list-style-type: none"> ● Eng writing class (S5) 	<ul style="list-style-type: none"> ● Students were passive in the class and a few did not finish the writing assignments. ● Mr. Tam was conscientious and responsible. However, the students commented that the lessons were quite monotonous. A few more capable students expected more sophisticated materials. ● Students expected high from the writing course. However, some of them did not try their best in doing the writing assignments. Some did not show interest in the course.
Multi-intelligence development	Training for School Teams	<ul style="list-style-type: none"> ● Coaches were employed for tennis, table tennis, basket-ball, volleyball, football and swimming teams. 	<ul style="list-style-type: none"> ● Most coaches were friendly and professional and they were able to give proper advice to students according to their potential. ● They provided a total of 640 hours of training to school teams. ● Skills of athletes were improved. However, the overall results of interschool competitions were not very outstanding when compared to previous years. ● The performance of basket ball team improved as a whole while that swimming team showed a decline in the passion for swimming.



Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2018-19

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
HKDSE Physical Education (Network Programme)	In view of the small number of students opting for Physical Education, this Network Programme can help to cater students' diverse needs.	<ul style="list-style-type: none"> 1 student 	Whole year	Student will take the HKDSE Examination	<ul style="list-style-type: none"> Students were attentive and willing to participate in lessons. Satisfactory academic result was attained. Attendance rate: 73.3% Academic performance: overall Grade: B 	Ms. Yeung Po Yee (Service provider: Rhenish Church Pang Hok-Ko Memorial College)	\$7,700
HKDSE Music (Network Programme)	In view of the small number of students opting for Physical Education, this Network Programme can help to cater students' diverse needs.	<ul style="list-style-type: none"> 2 students (1 S4 student & 1 S5 student) Students who have pass Grade 5 in music examination 	Whole year	Students will take the HKDSE Examination	<p>S4</p> <ul style="list-style-type: none"> Students were co-operative and willing to learn in lesson. Average academic result was attained. Attendance rate: 73.3% Academic performance: overall Grade C. <p>S5</p> <ul style="list-style-type: none"> Student with good learning attitude and excellent academic performance was attained. Attendance rate: 87.5% Academic performance: overall A- 	Ms. Seto Bo Lai (Service provider: S4: AD&FD POHL Leung Sing Tak College S5: Stewards MKMCF Ma Ho Pan Memorial College)	\$7,700 for each student Total: \$15,400
Category C: Other Language - Japanese	To enhance students' competitiveness in the 21 st Century and increase their chances for tertiary education	<ul style="list-style-type: none"> 3 students (1 S4 and 2 S5 students) Students who have potential in language 	Whole year	Students will take the AS-level examination offered by the Cambridge International Examinations and administrated by the HKEAA	<p>S4</p> <ul style="list-style-type: none"> Average performance. Student was expected to be more active in lesson. Attendance rate: 66.7% Academic performance: overall Grade: C <p>S5</p> <ul style="list-style-type: none"> Excellent performance in lesson. Attendance: over 90% Academic performance: Final score over 95 and 96 (total 100) respectively Ranking in class: 3 and 6 (total 45 students) respectively. 	Ms. Wong Hang Shan (Service provider: True Light Consultant Services)	\$3,900 for each student Total: 11,700

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
Category C: Other Language - French	To enhance students' competitiveness in the 21 st Century and increase their chances for tertiary education	<ul style="list-style-type: none"> • 2 students • Students who have potential in language 	Whole year	Students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	<ul style="list-style-type: none"> • Students were passive in lesson. According to tutor's feedback, they lagged behind. • Attendance rate: 50% • Academic performance: around 30 (total 100) 	Ms. Wong Hang Shan (Service provider: Pui Ching Academy)	\$3,900 for each student Total: 7,800
S4 Intensive Reading Tutorial Class (DSE Paper 1)	To boost students' reading proficiency and examination skills in DSE Paper 1 before the Final Examination	<ul style="list-style-type: none"> • S4 students • 18 students 	14 May 2019 – 29 May 2019	Did 3 sets of Paper 1 reading and questions in DSE format	<ul style="list-style-type: none"> • Attendance was generally satisfactory. • Evaluation on 5 aspects of the course and tutor's performance with 100% agreeing except one item with 91%. • Some students reflected that the reading skills and vocabulary building and explanation were useful. 	Ms. Leung Po Ling (Service provider: Synergy Education Provider Co. Ltd.)	\$6,300
S6 JUPAS Interview Workshop	To enhance students' discussion skills and critical thinking skills in preparing for university (JUPAS) entrance interviews through: <ol style="list-style-type: none"> 1. Practices and training on one-to-one interviews and other forms of interviews 2. Training on the presentation and thinking skills in activities with social issues 	<ul style="list-style-type: none"> • S5 students (S6-to-be) • 20 students • Nominated by English teachers with high scores in English 	Six 2-hour lessons (20 August 2018 - 30 August 2018)	Trials in individual interview, group discussion. Lists of possible interview topics were provided.	<ul style="list-style-type: none"> • The attendance was high - 98%. • Students were satisfied with the course content. • Students found the notes useful to their own JUPAS application, and the experience of conducting interviews useful. • The tutor was enthusiastic and devoted to the teaching, with professional knowledge in the course content. 	Ms. Leung Po Ling (Service Provider: Headstart Group)	\$6,000

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
Mathematics uplifting Course	To consolidate students' ability on problem solving and logic thinking.	<ul style="list-style-type: none"> • 16 Students • S4 students • Nominated by subject teacher based on their first term examination 	8 lessons (25 March 2019 – 25 May 2019)	Notes and assignments in each lesson	<ul style="list-style-type: none"> • 100% participants agreed that the tutor explained the content clearly and the tutor could enhance their understanding on the content • 87.5% participants agreed that the course could enhance their learning ability in Mathematics. • Tutor's comments: The abilities of students were average and displayed a range of learning diversity. Some of them were weak in foundation. In general, they were all willing to participate the class activities and made some progress in problem solving and logical thinking skills. • Over 75% participants showed improvement in the final examination. 	Mr. Tang Shu Yan (Tutor: Mr. Yu Kin Fung)	\$2,040
Mathematics uplifting Course	To consolidate students' ability on problem solving and logic thinking.	<ul style="list-style-type: none"> • 17 Students • S5 students • Nominated by subject teacher based on their first term examination 	8 lessons (25 March 2019 – 25 May 2019)	Notes and assignments in each lesson	<ul style="list-style-type: none"> • 94.1% participants agreed that the tutor explained the content clearly and the tutor could enhance their understanding on the content • 82.4% participants agreed that the course could enhance their learning ability in Mathematics. • Tutor's comments: Most students were eager to learn and had above-average ability. The learning atmosphere was good. • Over 64.7% participants showed improvement in the final examination. 	Mr. Tang Shu Yan (Tutor: Mr. Yu Kin Fung)	\$2,040
Australian National Chemistry Quiz	To enrich students' experience in tackling chemistry problems	<ul style="list-style-type: none"> - 20 students - S4 to S5 Chemistry students 	1-hour quiz on 15 July 2019	Performance analysis of each participant	<ul style="list-style-type: none"> • Nine S4 to S5 Chemistry students took the quiz on 15th July 2019 and performance analysis would be available in October 2019. 	Mr. Tse Siu Hang	\$720

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
Secondary School Mathematics and Science Competition 2019 (organized by The Hong Kong Polytechnic University)	To promote students' interest and sense of achievement in Mathematics and Science subjects.	<ul style="list-style-type: none"> • 13 students (19 entries) • S.5 students • Nominated by Mathematics and Science teachers with specific criteria 	28 April 2019 (Physics and Mathematics) 1 May 2019 (Biology and Chemistry)	Competition results and Certificates	<p>The performance of students:</p> <ul style="list-style-type: none"> • Mathematics: High Distinction: 2 students Distinction: 1 student • Physics: Credit: 1 student • Chemistry: Medal: 1 student Credit: 2 students • Biology: High Distinction: 1 student Credit: 3 students <p>Key: Levels of achievement (percentile) Medal: $98\% < x \leq 100\%$ High Distinction: $85\% < x \leq 98\%$ Distinction: $70\% < x \leq 85\%$ Credit: $50\% < x \leq 70\%$</p>	Mr. Ng Chap Fai (Service provider: The Hong Kong Polytechnic University)	\$2,280
2019傑出學生暑期歷史文化課程	認識香港歷史文化及地區特色	<ul style="list-style-type: none"> • 兩名學生 • 中四學生 • 修讀中國歷史科 	2019年7月2日至2019年7月6日	證書	<ul style="list-style-type: none"> • 分組匯報及按表現頒發嘉許狀 	勞國偉老師 (主辦機構：團結香港基金)	\$700

School-based After-school Learning and Support Programmes 2018/19

Appendix C

Project Coordinator: Mrs. HUNG SU Mei-kee

Contact Telephone No.: 24205050

A. The number of students (count by heads) benefitted under this programme is 486 (including A. 196 CSSA recipients, B. 225 SFAS full-grant recipients and C. 65 under school's discretionary quota).

B. Information on Activities under the Programme

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$) (cost x no. of eligible students)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Dance Team	4	5	1	100%	Every Fri, from Sept.2018 to May 2019	4,800	- attendance - evaluation from the tutor	Dance Club & CCDC TIC: Mrs. LAU WONG Ka-man	
Musical Instrument Classes	57	57	0	Over 80%	From Sep. 2018 to Jul. 2019, according to the dates of different courses	98,689.2	- attendance - evaluation from tutors	Fine Music Education, Hsin Hsiao Hung Music World, Gloria Deo Music Culture, Hong Kong & Harmonica Music Centre TIC:Miss SETO Bo-lai	

Advanced Basketball Training Course	0	4	1	100%	Feb. and Aug. 2019	15,000	<ul style="list-style-type: none"> - attendance - evaluation from coach and participants - self-reflection 	Chuen Yuen Basketball Team TIC: Mr. SIU Hoi-ning	
Girl Guides International Exchange Programme/ Leadership Training Programme	0	1	0	100%	Aug. 2019	2,200	<ul style="list-style-type: none"> - reflection journals 	Hong Kong Girl Guides Association TIC: Mrs. WU LUI Chun-fan	
Girl Guides Camping	2	2	0	100%	From Oct. 2018 to Aug. 2019, according to dates of different programmes	60	<ul style="list-style-type: none"> - attendance - evaluation from instructors 	Chuen Yuen College Girl Guide 35 th NT COY TIC: Mrs. WU LUI Chun-fan	
S1 Orientation Camp	110*			100%	19 th Jul. 2019	0	<ul style="list-style-type: none"> - attendance - teachers' observation - evaluation from tutors and students 	Chaplain	<p>This activity was subsidized by the Chaplain.</p> <p>* No indication of assistance status as the activity was not funded by this fund</p>

Leadership Training Camp	150*			100%	From Sept. 2018 to Aug. 2019	0	<ul style="list-style-type: none"> - teachers' observation - evaluation from tutors and students 	Chaplain	The activities were subsidized by the Chaplain. * No indication of assistance status as the activity was not funded by this fund
Local Community Experience Programme	0	0	0	N.A.	---	0	<ul style="list-style-type: none"> - reflection essay - teachers' observation - evaluation from tutor and students 	Chaplain	The activity was cancelled in this year.
Sports Exchange Tour (澳門體育文化交流團)	0	21	0	100%	17 – 19 /7/2019	12,240	<ul style="list-style-type: none"> - teachers' observation - questionnaire 	CCC KLA-PE TIC: Mrs. KWOK YEUNG Po-Yee & Mr. SIU Hoi-ning	
School Picnic (S1-6)	100	100	0	100%	11 th Oct. 2018	10,043.3	<ul style="list-style-type: none"> - attendance - questionnaires - teachers' observation 	Activity Committee TIC: Mr. LI Siu-Kei & Mrs. HUNG SU Mei-kee	

Moral and Civic Education Study/ Cultural Exchange Tour	2	2	6	100%	12-16/4/2019	17,000	<ul style="list-style-type: none"> - reflection journals - sharing in assembly 	<p>Moral and Civic Education Committee</p> <p>TIC: Mr. CHAN Ki-yeung</p>	<p>100% of students agreed with the questionnaires.</p> <p>100%學生同意:</p> <ol style="list-style-type: none"> 1. 透過考察都江堰水利工程風景區、都江堰熊貓樂園、三星堆博物館、錦里古街、欣賞國粹川劇變臉、杜甫草堂、浣花溪花園、寬窄巷子和成都博物館新館，認識四川歷史文化及中國的水利技術發展。 2. 透過考察 5.12 汶川特大地震映秀震中紀念館、抗震紀念園和北川新縣城巴拿恰，讓他們作出反思及感恩。 3. 通過探訪當地中學，更了解內地學習文化。 4. 交流活動過後，提升了他們的自信及解決問題的能力。 5. 學校下學年應該再舉辦境外交流活動。
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Prefect Training Camp	6	9	37	100%	24 th -25 th April, 2019	8,141.4	<ul style="list-style-type: none"> - questionnaires, advisors' observation. 	<p>Discipline Committee</p> <p>TIC: Mr. KWOK Chi-fung</p>	
Leadership Training for Head and Vice Head Prefects	0	0	5	100%	Nov. – Dec. 2019	2,950	<ul style="list-style-type: none"> - evaluation by organizer, advisors' observation 	<p>Hong Kong Federation of Youth Groups</p> <p>TIC: Mr. KWOK Chi-fung</p>	
Badminton Team	12			N.A.	Every Fri, from Sept. 2018 to May 2019	0	<ul style="list-style-type: none"> - attendance - evaluation from the coach 	<p>Chuen Yuen Badminton Team</p> <p>TIC: Mr. LO Kwok-wai</p>	<p>Coach fee was subsidized by Outreach Coach Programme (LCSD)</p> <p>* No indication of assistance status as the activity was not funded by this fund</p>

Career Visits	5 20	4 20	0 15	100%	5 th Nov. 2018 24 th Jan. 2019	1,280 2,000	- attendance	Careers Committee TIC: Mrs LOO WONG Hang-shan
Total no. of activities sponsored by the fund: <u>12</u>								
@No. of man counts	196	225	65					
**Total no. of man-counts	486				Total Expenses	174,403.9		

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C)

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted for the benefitted eligible students?

(10 responses collected until 26/7/2019)

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	20%	60%				20%
b) Students’ study skills		40%	20%			40%
c) Students’ academic achievement	10%		20%			70%
d) Students’ learning experience outside classroom	30%	40%	10%			20%
e) Your overall view on students’ learning effectiveness	10%	40%	30%			20%
Personal and Social Development						
f) Students’ self-esteem	20%	80%				
g) Students’ self-management skills	10%	80%	10%			
h) Students’ social skills	30%	60%	10%			
i) Students’ interpersonal skills	20%	70%	10%			
j) Students’ cooperativeness with others	60%	40%				
k) Students’ attitudes toward schooling	20%	80%				
l) Students’ outlook on life		90%	10%			
m) Your overall view on students’ personal and social development	10%	90%				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		70%				30%
o) Students’ sense of belonging	10%	50%	20%			20%
p) Students’ understanding on the community	10%	20%	40%			30%
q) Your overall view on students’ community involvement		40%	20%	10%		30%

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick “✓” more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

姊妹學校交流報告書
2018 – 2019 學年

Appendix D

本學年已與以下內地姊妹學校進行交流活動：	
1.	鼎湖區實驗中學（肇慶）
2.	德陽外國語學校（四川）

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（已舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察 (20/12/18-22/12/18 鼎湖區實驗中學) (27/5/19-29/5/19 德陽外國語學校)	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A4	<input checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃 (27/5/19-29/5/19 德陽外國語學校)	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
			B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
			B4	<input checked="" type="checkbox"/>	擴闊學校網絡
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流細節/ 活動詳情

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input checked="" type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面（*已舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	考察 (27/5/19-29/5/19 德陽外國語學校)	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
			E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
			E4	<input checked="" type="checkbox"/>	促進專業發展
			E6	<input checked="" type="checkbox"/>	擴闊視野
			E7	<input checked="" type="checkbox"/>	建立友誼/聯繫

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察 (20/12/18-22/12/18 鼎湖區實驗中學)	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗 (20/12/18-22/12/18 鼎湖區實驗中學)	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗 (20/12/18-22/12/18 鼎湖區實驗中學)	H3	<input checked="" type="checkbox"/>	擴闊視野
			H4	<input checked="" type="checkbox"/>	建立友誼
			H5	<input checked="" type="checkbox"/>	促進文化交流
			H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
			H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
			H8	<input checked="" type="checkbox"/>	豐富學習經歷

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享

M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告：

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 41,360
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$ 41,360
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>【如適用，請註明】</i> — 建議可加長學生們活動時間，或可上一節姊妹學校的課，讓全完同學經歷當地學習之不同。 — 可與當地學生舉辦運動方面的比賽，從而去增加大家的互動性。而且因為他們較擅長運動，亦對運動有興趣。 — 能增加校園導賞和集體遊戲(尤其是互相認識的遊戲)，讓當地學生帶領全完同學認識他們的校園，能加強交流。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>【如適用，請註明】</i> 和姊妹學校的學生進行活動時間可以更長，活動也可以更多，交流日期可以更長。

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	22 人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	2 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	2 總人次

備註：

20/12/18 – 22/12/18 肇慶鼎湖區實驗中學

100%學生同意：

1. 透過多元化學習，認識鼎湖的歷史文化、自然風貌、環境保育。
2. 透過英語活動，增加兩地學生英語交流機會及增進友誼。
3. 增加學生對當地教育的認識，拓闊視野，提升多角度分析能力。