

2018-2019 Annual School Report



港大同學會書院
HKUGA COLLEGE



Strive for Virtue
Quest for Truth

School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community



School Vision:

Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.



Mission statement:

HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.



Background information about the College

HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

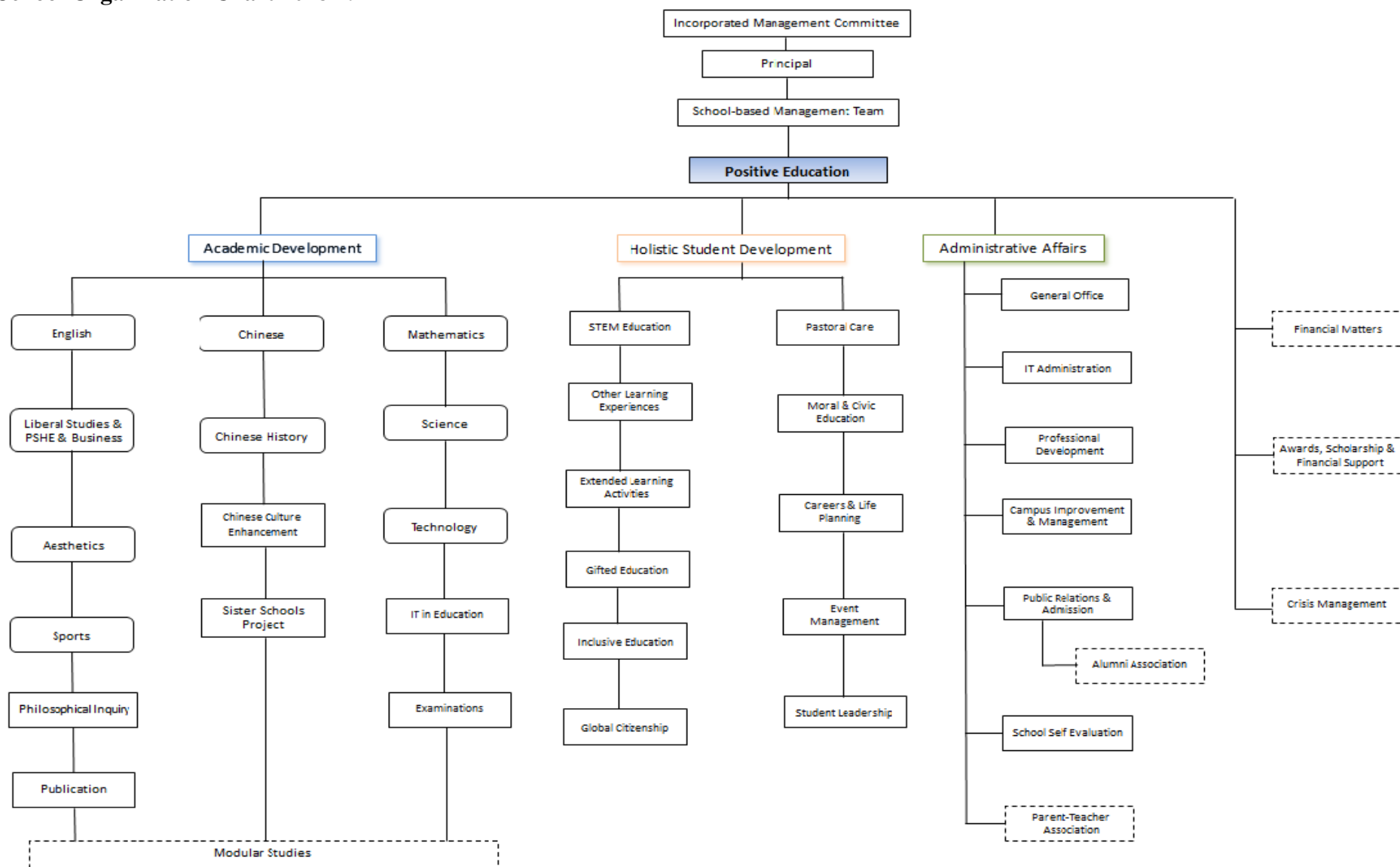
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

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1. Our School

1.1.School Organization Chart 2018-19



1.2. Lesson allocation for the 9 Key Learning Areas 2018-19

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education	Modular Studies/ CASE
S1	16.9	20.0	15.4	16.9	13.8	4.6	6.2	3.1	3.1
S2	18.5	16.9	15.4	20.0	13.8	3.1	6.2	3.1	3.1
S3	16.7	16.7	13.6	21.2	13.6	3.0	3.0	6.1	6.1
S4	16.7	16.7	15.2	12.1% for LS and for each elective subject				3.0	0.0
S5	16.7	16.7	15.2	12.1% for LS and for each elective subject				3.0	0.0
S6	16.7	18.2	13.6	12.1% for LS and for each elective subject				3.0	0.0

1.3. Learning hours for the 9 Key Learning Areas 2018-19

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education	Modular Studies/ CASE
S1	128	152	117	128	105	35	47	23	23
S2	140	128	117	152	105	23	47	23	23
S3	128	128	105	163	105	23	23	47	47
S4	138	138	125	100 hours for LS and each elective subject				25	0
S5	138	138	125	100 hours for LS and each elective subject				25	0
S6	83	90	68	60 hours for LS and each elective subject				15	0

* S1-S3 14 Cycles

* S4-S5 15 Cycles

* S6 9 Cycles

Class Organization and enrolment 2018-19

Form	One	Two	Three	Four	Five	Six	Total
No. of classes	6	6	5	5	5	5	32
Enrolment	192	181	147	139	133	131	923

Students' Attendance 2018-19

Form	One	Two	Three	Four	Five	Six	Total
Attendance Rate	98.2	98.2	98	96.2	97.1	96.88	97.4

1.4. School Formal Curriculum for 2018-19

KLA	Form Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English				✓	✓	✓
	Drama	✓	✓				
Chinese Language Education	Chinese Language (PTH)	✓	✓	✓			
	Chinese Language (Cantonese)				✓	✓	✓
	Chinese Literature				✓	✓	✓
	Chinese Drama	✓					
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Extended Module				✓	✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	ICT	✓	✓	✓	✓	✓	✓
	Technology & Living	✓	✓				
Personal, Social & Humanities Education	BAFS				✓	✓	✓
	Business Studies			✓			
	Chinese History	✓	✓	✓	✓	✓	✓
	Economics				✓	✓	✓
	Geography				✓	✓	✓
	History				✓	✓	✓
	Humanities	✓	✓	✓			
	Life and Society	✓	✓	✓			
	Liberal Studies				✓	✓	✓
Aesthetics Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
	Physical Education (HKDSE)				✓	✓	

1.5. Evaluation of the S3 Modular Studies 2018-19

Based on the positive and meaningful feedback received from teachers and students following the elective Modular Studies Pilot Programme in 2017-18, the programme was successfully strengthened in 2018-19, and continued to provide opportunities for S3 students to do the following:

- 1) Get a taste of the subject students want to pursue at the DSE level.
- 2) Allow students to pick up something more advanced related to their interests and/or talents.

Courses offered in 2018-2019:

Term 1	Term 2
The Western Literature Survival Course: How to Read Classics with Confidence Devising & Creating - Alice in Wonderland 媒體中的文學 Hong Kong Upside Down Mathematics Beyond Numbers Biotechnology and Microbiology iOS programming: From beginner to intermediate Introduction to Food and Nutritional Sciences Music in Technology (MIT)	English across the curriculum 媒體中的文學 Cure and Care to Hong Kong None of Your Business?? Economics and Life Fung Shui and Geography Physics in Practice Chemical Technology STEM – Coding and Mathematics STEM – Making music instrument with formulas and numbers Portfolio Building Sports Science

Achievements:

In terms of results, as reflected by students' performance in the assessments (Term 1: about 85% got 'Good' or 'Outstanding'; Term 2: about 88% got such results) and teachers' reports, in general, students did very well.

Students were generally interested and enthusiastic about the learning elements, skills and processes. In particular, they expressed their enjoyment at being challenged by the advanced practical skills they learned to apply, such as the analysis and application of collected data in different areas of research. Most were also actively engaged in group activities. As for project outcomes, teachers were impressed by the high quality shared.

In terms of learning modes, as an experiential learning-based programme, Modular Studies offered students more opportunities to engage in student led learning and peer learning through experiments, coding challenges, group research projects and presentation showcases. Assessment, in turn, focused on practical assessment.

The variety of topics offered in Term 1 and Term 2 allowed students the opportunity to explore beyond our school-based curriculum in terms of depth and breadth as students had first-hand experiences of the daily life applications of course material. For example, on the humanities front, students had a more in-depth look at different types of inequalities in the Hong Kong context, enabling them to understand more about the authentic features of the marginal groups, thus strengthening their sense of empathy and care towards the community as local and global citizens. In terms of STEM subjects, students explored health and nutrition, applied physics in daily life, explored the application of chemistry in analytical chemistry, technological innovation and training in laboratory practices and correlated the importance of mathematical concepts while making use of them in coding areas. On the aesthetics side, digital music was explored and students had the first-hand experience of using electronic technology in music by exploring mastering and mixing techniques in the production of their own pop song. In the Business Module, students looked at the stock market and business in terms on income inequality and the aging population, and, thus, became more aware of the related socioeconomic problems in Hong Kong and the world. Finally, connected to our new PE DSE curriculum, students gained sports management experience by organizing activities in the Hong Kong 2019 Asian Youth Athletics Championships.

2. Achievements and Reflections on Major Concerns for Future Planning

Throughout this academic year, we created many things for the HKUGA College Community to celebrate. The External School Review (ESR) resulted in fantastic recognition for the initiatives we developed since their first visit to our fledgling school 6 years ago. It was also our first year of implementing Positive Education, where we tweaked ‘what we already did’ and learned strategies to further self-awareness and take holistic learning to the next level. Each of us has been striving for the wellbeing of all and a flourishing Community.

At different stages within the year we held numerous in-house training sessions from students, parents, staff and teachers to brief them about concepts and strategies. We also held a whole-school training for our teachers in the basic level from the Institute of Positive Education in Geelong.

Through our journey, we realised that our mantra for our long term implementation would build upon AIR (Active, Innovative and Responsible) to form **1-4-6** that fits our school context. It is using this means of articulation that we strategically planned and reflectively analyse our 2018-19 academic year:

1 - Major Concern – Wellbeing

The value-added aspects of our school are truly something to appreciate and to replicate, as we move members in our Community along their individual wellbeing continuums. Through this, we work to help continuously construct future world citizens with 21st Century skills and mindsets. The APASO and Stakeholder Survey (SHS) enable us to see tangible data that indicate the harmonious nature of our working environment improved over our first year of Positive Education implementation, with teachers building a more collaborative culture that promotes interflow of ideas as well as synergistic efforts between individuals, Departments and Committees. This can be demonstrated by the more positive views of teachers as reflected from SHS this year in the areas whether staff are more harmonious (from 3.60 last year to 3.83 this year), staff cooperating with others more happily (from 3.69 last year to 3.86 this year) and whether staff have better morale (from 3.39 last year to 3.47 this year). Furthermore, all data derived from APASO or SHS this year are all positive in absolute values.

4 - Underpinnings - infused and embedded across all areas

Global Citizenship

Development of intercultural understanding through experiential opportunities and associated reflection are key to developing this aspect. Both within and outside the school, over 80% of students and teachers agree that exposure to issues is infused in academic lessons as well as activities organised outside of classes. According to the rasch scores of all S1 to S3 students in the APASO this year, the scores students rate for themselves in the area of ‘*Global Citizenship*’ are higher than all other areas across all forms and both genders.

Most obvious are the highly successful and engaging year level learning trips, but we also explore the road less traveled through smaller trips where students apply and are interviewed for the opportunity to go to places like Shangri La and the new trip to Myanmar. We also strengthened ties with our sister schools in China and explored the possibilities to forge lasting relationships with schools in Singapore.

Building relationships with sister schools continued to be a means for students to experience the learning atmosphere and cultural aspects with their counterparts in Mainland China. This school year, we worked to grow this project by engaging two more Sister Schools, namely Ningpo Tongji School and Foshan Number 10 School. The school in Ningpo provided us with the opportunity of exposing our students to the understanding of Huadong region and a successful school visit was organized for senior students to Shanghai and Ningbo during Easter break. The sister school in Foshan would provide a great opportunity to engage junior students learning about Martial arts, Dragon Dance and Paper Craft.

Aiming to introduce more intercultural learning as well as the understanding of global issues across school life, we further developed our AFS (exchange student) programme, international university fairs, cultural ELAs as well as commencing our first annual 'World Day'. Assemblies and events promoted different worldly mindsets, especially through a series of Entrepreneurial Talks to our senior school.

Mapping out the areas of our curriculum to determine where we currently embed global issues in lessons, is the first step to structuring a programme with vertical and horizontal alignment in the coming years. In the current year, subject issues related to globalization were emphasized and additional readings in worldwide issues were explored through DEAR (Drop Everything and Read) classes and regular classes using a new online platform, Newsela, that provides subject related articles at five reading levels. Global citizenship elements were also explored through subject excursions, both local and international, as well as student participation in local, national and international competitions.



Character Strengths

The 24 strengths are a good way to start looking for and articulating the good in ourselves and others. All students and teachers identified (through VIA surveys), learned about and reflected on their strengths. 70% of students agree that these are highlighted in lessons and that they have had opportunities to reflect on these throughout the year. Although this was not as effective as we hoped, the campus started to transform with board designs incorporating strengths into their designs, and students reflecting on weekly character strengths as listed within our student planner.

There were plenty of related activities in Pastoral Times linking strengths to the kinds of potentials that students could cultivate. Also trips booklets incorporated targets as well as reflective discussions centred around how students could develop their signature or weaker strengths.

Basic training in Positive Education for all teachers has been achieved and teachers have learned how to effectively use Character Strengths as a tool to enhance teachers' and students' self-understanding as well as in the cultivation of potentials. Workshops regarding Positive Education including the knowledge and use of Character Strengths have also been conducted for administrative staff and parents.

Throughout the subjects, most attempted to focus more on character strengths when setting and reflecting upon learning goals, processes and opportunities. Through the lesson observations and book inspections, oral and written reflections/feedback (teacher/self/peer) indicate a basic knowledge and use of character strength vocabulary and application. Some teachers also made

use of the character strength stamp to acknowledge how students had used their strengths to help them overcome adversity on the path to achieving their goals. Other areas where character strengths were referenced were during appraisal feedback sessions and in some anecdotal report comments. All of these indicate that the Community is moving in the direction of learning how to use the language of character strengths as we continue on the path to understanding how we may call upon them further to overcome adversity on our path to success.



Rephrasing our language and policies

As a fledgling Positive Education school, there was an obvious need for us to review and rephrase our policies and documentation across all committees and departments. In fact, our evaluation and planning approach shifted toward a new paradigm when we adopted only one major concern. 1-4-6 transformed all of our strategic planning to incorporate vocabulary and strategies within Positive Education. At this stage we are extremely satisfied with the level that adaptation has occurred in this area across Departments and Committees.

Rephrasing is not just about documentation however, it is also about the way in which we interact with one another as members of a Community. This is one of the greatest challenges, but as we become more mindful of our word choices we have improved our abilities to communicate and collaborate in a more ‘positive’ manner.

As mentioned previously, since basic training in Positive Education for all teachers has been achieved, teachers are trained to understand and practise Active Constructive Responding (ACR) in effective ways. Their language use in daily school life has thus been reshaped and reframed accordingly.

In terms of Learning and Teaching (L&T), practices informed by positive education that were focused upon included the planning and writing of the ADC and department annual plans and reports, language used in teacher-student and student-student interactions, as observed during lesson observations, constructive written feedback as observed in book inspections, appraisal form and meeting feedback and report card comments. All departments reported a conscious effort on the part of their members in these areas.



Growth Mindsets

In a world that is constantly changing we have to be willing and agile in terms of our approach to learning. One of the tools that we employed to enhance was the PIME (Planning Implementation, Monitoring Evaluation) process for students and teachers to evaluate and plan for class committee activities as well as leadership activities. Class Teachers discuss the effectiveness approaches with students and assist in the process.

Throughout their active school life, students will be exposed to and participate in PIME numerous times a year in various settings. For example, our S1 students used their Growth Mindsets to develop their Talent Competitions and the S5 were consistently seeking development of their Volunteer Service Activities. 96% of teachers agree that they use this in their approaches to teaching and 82% say the school has helped them develop their own Growth Mindset. For students, 85% recognise this in their approach to learning and feel it is valuable for their future.

Within subjects, students approach the various forms of drafts with this mindset, as they give

and receive meaningful and practical feedback to ensure that every draft is significantly better than before. Having an appreciation of the growth when one looks back has helped students to gauge their progress.

Basic training in Positive Education and regular meetings for all teachers, as well as workshops conducted for administrative staff and parents, help enhance the Growth Mindset of various stakeholders in the Community, which in turn benefit the promotion of this amongst all students.

In L&T, the PIME model was used in relation to Growth Mindset to facilitate department planning and student learning reflections. At the department level, examples include peer lesson observations to improve L&T effectiveness and more regular form meetings to review L&T practices and progress. The goal setting exercise in the new appraisal system also provided a chance for reflection and growth mindset. On the student learning side, departments reported greater success in their conscious and more systematic use of the PIME method leading to more reflective practices in project work and competitions. To facilitate this, members focused on providing more timely feedback to students to develop their growth mindset of correcting their assignments more efficiently and effectively. This area was also strengthened by teachers rephrasing their language, referring regularly to “areas of growth” in goal setting exercises. Others focused on using more effective grouping strategies to facilitate peer learning and providing reflective charts for students after each assignment. These are all promising signs that growth mindset language is starting to be embedded in everyday L&T practices.

6 - Positive Elements - divided into 3 Ways of Being and 3 Ways of Doing

Ways of Being: Relationships, Health and Emotions interact with one another and give us the pathway to how we should be:



Relationships

As cooperative organisms, the relationships we have with one another greatly impact our wellbeing, success and perseverance. With this in mind, our Pastoral Support system has developed further to cater for our students' needs through increased professional learning and the sharing of best practices within our year level meetings. Students are well aware of help-seeking strategies (89% of students were aware of channels for this), and are confident that concerns will be worked through by the relevant teachers while Class Teachers, Inclusive Case Managers and social workers proactively address issues to meet the needs of their class.

From the Stakeholder Survey there was a significant rise in the reported harmonious working and teaching environment in school. Teachers showed a more positive view in relationships as reflected by SHS (“*Teachers and students have a good relationship*” rose from 4.05 last year to 4.17 this year). 87% of students also said they were compassionate and forgiving to self and others with 88% (89% of teachers) reporting that ‘integrity’ is embedded in subjects.

Our newly revamped student planner has been an excellent means for students to get to know themselves as well as for teachers to get to know students. Weekly entries and related communications between stakeholders has also boosted understanding within the Community. We will continue to foster a shift in the Planner Culture to maximise the effectiveness of this resource.

Of course, none of this could be done without the consistent support and cooperation of our parents. Two rounds of parent days as well as parent evenings and PTA collaborative events gave teachers and parents the chance to discuss the learning process as well as understand expectations.

There are various strategies for developing good communication practices, and Active Constructive Responding (ACR) is one that we are teaching in the College. Although it is incorporated in games based sharing sessions, small group sharing and learning trips this is a strategy that all of us should find time to practise.

To focus on integrity through values education, across the subjects, key curriculum components included showing concern about the effects of a decision on different stakeholders and the practical effects of related subject concepts. At the same time, lessons' exercises and practices continued to raise students' awareness of stakeholders' view as well as focus on building a sense of empathy.

In L&T, we also committed ourselves to building stronger relationships by providing more opportunities for students to offer feedback to teachers, teachers to coordinators and HoDs and coordinators to the ADC Head. Positive relationships have been developed through embedding specific ACR activities in the lessons and meetings, providing detailed, constructive feedback, welcoming constructive feedback from students and teachers, cultivating communities of practice for both teachers and students and strategically designing interactions based on strengths and needs so students and teachers were eager to collaborate. Through these efforts, the Community has focused on communication among members as a key element in relationship building and has become committed to building a positive work and study environment with mutual trust, respect and recognition. Showing appreciation to the work done by colleagues is a key element in this team building effort, as well as embracing minor mistakes committed by ourselves and others as learning opportunities.



Health

Physical and Mental health are both important facets of our ways of being and there are key strategies that we employed to help enhance health. The first is to collect data about our primary school students as they transition into secondary school. We also arranged for a survey on growth mindset to be conducted with the researchers from Polytechnic University. Students also self-initiated joining in the Mental Health Youth Ambassador Programme affiliated with the Society of Psychiatry.

Funds have been obtained from the QEF to provide services for more mental health awareness and support programmes in the coming year. We also engaged an additional part time social worker to do proactive social programmes for students that would benefit.

Parent representatives, organised by PTA, came to the school 4 times this year to taste and examine the quality of food provided by our tuckshop to make sure students are provided with healthy snacks and lunch. They communicated frequently with the tuckshop managers and helped monitor the operation of the tuckshop to achieve this purpose.

Wellbeing Times were added into our school timetable and there were many activities organised within them by both teachers and students. Students were also able to access different facilities

that have been enhanced around the school to increase the active nature of non-lesson times. One highlight of these initiatives is the newly renovated gym that was extremely popular for students across all year levels. Our House activities as always helped create a healthy level of competitive fun in a variety of activities. 76% of students acknowledged that they engaged in activities and 85% agreed that these help them form connections with others. 79% of the teachers say they also become more connected through doing these activities. All of these opportunities provided great platforms for social circles to expand. Within the student body, 89% feel they are engaged in and reflected upon activities that benefit the Community.

For L&T, we planned to enhance mental health by using brain breaks, including meditation, in the classroom. While most subjects reported providing brain breaks between double lessons to help keep students feeling refreshed for class activities, there was not much variety in the types of brain breaks being used, as evidenced in the lesson observations. Based on this year's experience, brain break books will be provided in all classrooms next year as a quick reference point for teachers looking for a new idea. As for mindfulness practices, teachers expressed a lack of confidence in using them in the classroom. Again, based on the good science behind the practice that we all know more about following the Positive Education whole-school training, we also plan to provide a mindfulness book in each classroom in order to continue to support teachers' attempts to incorporate them into their classroom practices.

L&T also focused on enhancing social wellbeing by planning and encouraging active participation in various classroom activities, with a focus on activity-based group learning. Since some subjects have commonly engaged students in such activities, departments were able to share many good practices in this area that others were willing to try. To further enhance existing practices, especially in terms of those who struggle either because of language or social skills, teachers focused more on providing necessary scaffolding and strategic pairing and grouping strategies. Professional development practices that enhanced this process included discussing learning activities in form meetings and sharing activity materials among teachers.



Emotions

Although these impact our choices and our approach to different experiences of our daily lives, these are things that we often neglect or forget that we have control over. Learning to accept our negative emotions while seeking to identify and propagate the good emotions is the key message. Gratitude is the consistent emotion we want to cultivate as it is highly correlated to resilience. 84% of students and 88% of parents reported an increased sense of gratitude. 87% of students are grateful for their progress and the studying processes used this year, with 92% understanding the importance of gratitude and 84% saying they regularly practise gratitude. 84% of teachers also add that they foster a culture of gratitude toward progress and processes in their subject.

The strategies we started this year were the What Went Well walls in all homerooms as well as within each of the double pages of the student planners. Although utilised to different degrees, we are working toward increasing the regularity of their updates as we instil the habit of identifying the good in our lives. This is something that we increase in our Parent Evenings.

Self-regulation and managing our emotions was a theme in pastoral timeslots and restorative disciplining methods within our Pastoral Structure help students to learn alternative approaches to dealing with impulses in difficult situations. 85% of our students use self-regulation while

working and with 87% reporting their development of habits after learning about them (82% of parents agree). 73% of teachers reported their own development in this area across the year.

As reflected by the APASO data in general, students of all forms and both genders perceived that their emotional stability is positive (according to the median rasch scores) except for the S5 Girls and S6 Girls. There is room for probing into the situation of the emotional stability of the senior form girls and providing more support and care for them next year.

Through the various altruistic activities like the S1-3 charity project, the efforts at beach clean-ups, events organised by the Charity Leaders as well as the day-to-day opportunities to help each other within and outside school helped teach students the linkage between ‘Doing Good’ and ‘Feeling Good’.

L&T focused on being grateful for the good processes and progress among students and teachers. To achieve this, Subject Teachers and students were encouraged to devise ways to demonstrate gratitude to each other. A few departments reported some attempts at this through written means or practising gratitude mindfulness activities. As seen through the lessons and learning materials, while teachers regularly expressed gratitude, students still need more opportunities to express themselves. In this respect, most agreed more focused strategies and effort was needed to more fully achieve the goal. Among teachers, it was expressed that the gratitude culture within departments could be enhanced as one should never underestimate the power of those little words as love and gratitude are the cure of mental exhaustion. It was also suggested that the school could formally reward and show appreciation to students who improve greatly in the first term and show appreciation to teachers’ effort more often as well.

To embed the themes of hope, interest and love in the curriculum, subjects were invited to incorporate readings and/or related tasks in their annual plans and reports. One successful practice shared was from the History classes during which the teacher introduced different historical figures with reading materials prepared for students, in order to arouse such positive emotions. On the business front, deliberate attempts were made in BAFS to produce Lunar New Year Fair products that promote love. It was also reported that BAFS students were more hopeful of their future when they learnt about different financial needs in different stages of life, while Economics students were more inspired to learn after becoming more aware through readings of how government policies would affect equity in terms of income and opportunity. Many departments also focused a lot on this area through activities such as subject weeks, subject related celebrations, House competitions and learning trips.

Finally, teachers were invited to positively focus on self-regulation skills related to classroom and homework practices. Some subjects reported students were more self-regulated in both areas as reflected by classroom behaviour and punctuality and quality of homework. Some believed this had been achieved by employing differentiated strategies, instructions & material, allowing alternative assignments and assessments to ensure all students were suitably challenged, and by providing motivating self-learning online platforms. In the meantime, it has been suggested that it might be a good idea to reduce the amount of homework of junior form students, especially during the long holiday and ensure that the work given to students is balanced across different subjects.

Ways of Doing - A flow from Purpose to Engagement to Accomplishment:



Purpose

The sense of Purpose is the stimulus that drives us forward on our path to success in whatever we target. As all of us are at our own level on our continuum, we must cater to these individual needs for development.

Cultivating a clear sense of purpose is actioned on many levels. Students across the years take part in copious leadership roles and influence others with their actions and support. Students' character building is hugely impacted by the interactions and challenges they encounter along this journey. Goal setting from a subject or personal perspective drove our students and teachers to consider their individual pathway forward. Over 90% of students feel confident with defining their own success criteria, 70% of teachers agree that students can do this, and 88% of parents say they feel comfortable with exploring this with their children.

Our highly successful STEM Teams sought to remedy world issues, and our Diverse charitable exploits promoted the sense of altruism across year levels and generations. Even with their tight schedules, this was also the first year that our S5 began to log their hours of voluntary service which tracked their individual contributions to make the world a better place. On top of this, our S3 students had their 5th annual beach cleaning exercises in the Post Examination Period. 89% of students reported that they served in altruistic activities this year, with 83% of parents and 71% of teachers aware of this.

Looking forward to the future, our Careers and Life Planning team widened the horizons of the student body by training students to proactively advise others of possible life pathways, broad University options, or key people they should seek help from if ever they are in need.

For personal interest, student-devised and student-led activities were planned and conducted. The Nature Research Team is a shining example where students took part night and day in hunts around campus to document the different organisms as well as having excursions to the HKU specimen room and joint school night hikes in country parks.

Building a greater sense of purpose was targeted in L&T through a more systematic reading programme that focused on reading for a better understanding of the broader implications of the subject material. This began by building subject reading lessons into the timetable across Chinese, English, Science, Humanities and Mathematics in the junior forms and using more subject related readings in the senior forms. Teachers recommended subject related books, articles and magazines that were available through school e-learning and library resources which helped students build curiosity and discover more purpose in subject content.

Purpose was also targeted in terms of professional development. On this front, panel heads and coordinators met with members to understand their difficulties and celebrate their achievements as well as offer advice when needed, while panel members with senior form teaching experience shared their strategies and marking experience with fellow members. Other departments undertook specific subject training with the purpose of enhancing the existing curriculum, for example, all junior Humanities teachers completed BHP (Big History Project) training for this purpose. Others targeted specific needs among members, for example, SEN training. In such cases, meeting time or e-platforms were utilized for professional sharing. Targeted inter-school

professional exchanges were also conducted which served as good opportunities for teachers to reflect on and grow their practices.



Engagement

True engagement is an effortless experience where people feel completely engrossed in the task at hand and devote their energy in an effortless manner. To achieve this we have tried a number of strategies with great results (87% of students report that they are suitably engaged within school).

Record high numbers of students engaged in a wide range of competitions and help seeking activities through meeting career counsellors and talking with teachers about how they can bring themselves forward from wherever they were on their continuum. We also set records in terms of student turn-out for exercising their right to vote in Student Council and House elections. Our North Star programme successfully linked students with mentors in the working world, with many students being encouraged to continue to ‘work’ with the companies after the programme completion.

Data collected about students and activities helped us make informed choices about which students were more interested in different activities, and we were able to recommend a diverse number of students as we aimed to invite a broader spectrum to participate in different competitions and activities around school and beyond.

Nurturing academic “talent” by identifying and recognizing achievable and achieved targets on a regular basis through building upon differentiated instruction practices was the focus of enhancing engagement. The goal was to employ differentiated strategies, instructions and material, and allow alternative assignments and assessments to ensure all students were suitably challenged to reach optimal cognitive dissonance In order to maximise learning outcomes. Based upon the successful experiences of the previous three-year AIR cycle, teachers were ready to test out the successful practices shared by other members. Diversified pedagogies successfully utilized to engage students in class activities included Jigsaw, face-in & face-out, debate, PI, and group essay writing. Task differentiation was achieved through varying the duration, type of pre-task activities and extra scaffolding tasks, to name a few.



Accomplishment

Both throughout engagement and as a result of the efforts invested, Accomplishments can be experienced, identified and celebrated. Spurring us on to do more, or go back to exploring our purpose for further growth.

Linked to Growth Mindset and the building of good relationships, we aimed to educate all about how to best praise and criticise to obtain the best results. This is a way for teachers and students to consider our approach to express how we can accomplish more, and articulate successful development milestones over time. Although it was not always practical to incorporate a 3:1 (Positive Comments:Growth Opportunity) ratio, we have rephrased our Class Teacher approach to commenting so as to incorporate this when summarising student reports for parents. As such, 86% of students feel that the feedback they have received is a means to increase their growth and development. Certainly, when interacting, teachers try to incorporate positive aspects about students approaches, and building upon them further by providing a growth opportunity for development.

There were many opportunities for us to celebrate successful accomplishment from the various activities we engaged in. Our teams that won accolades from different competitions outside of school for example, were Prime Production, STEM, Inter-school Sports (remaining 7th in the Bauhinia Bowl Award), HK Schools Music and Speech Festivals and Battle of the Books, to name a few.

L&T focused on promoting, learning and practicing oral and written S-S, T-S, S-T, T-T feedback strategies through a balance of constructive criticism and praise with a shift from person and outcome praise to process praise. Based on the feedback, clearer strategies were needed in order to address this point. While some teachers across the subjects were challenged by trying to provide detailed feedback, many reported that encouragement-based feedback promoted a greater sense of accomplishment as well as greater effort and accomplishment in terms of corrections following such feedback.

In conclusion, this was a great year building upon the successes of our last round of development. Quoting the ESR “Students have achieved remarkable academic and non-academic achievements with good learning attitudes and attributes”.

As we do good, feel good and look for the good, we will continue to enhance our understanding of Positive Education. Incorporating strategies to better encourage members to boost 1-4-6 and truly embed Wellbeing in everything that we do, we are confident that the school will further evolve into a continuously flourishing Community.

3. Career Guidance

The Careers & Life Planning (CLP) Committee provides guidance and support to students' career development, life planning and university applications. A wide range of career information is provided to students through electronic platforms including email, CLP Blog and CLP Facebook Page. The career corner at the library is well maintained to provide the most updated information to students.

To provide first-hand university information to our students, we held our eighth University Fair on 12th October 2018. In addition to a range of universities from the UK, the US and Australia, we expanded our network this year and invited new representatives from Taiwan and Japan. It helps to serve our parents and students with diversified needs in pursuing higher education. There are also more and more alumni from various local universities joining the University Fair to share their valuable experience to our current students.

Internally, we also conducted a wide range of career talks for students during OLE lessons and pastoral time. Guests from overseas universities were received from time to time to meet career teachers and students. Individual and small group career consultations were available for students to sign up. Some graduates were also invited to conduct sharing sessions with S5 and S6 students on a number of occasions, such as the S5 and S6 Parents' Nights. The JUPAS offer rate this year was 88.9% and the rate of overseas studies was 22.7%.

On the life planning side, we started several new initiatives in this year. Firstly, we collaborated with Inclusive Education and invited eight students to join a Career Focus Group, aiming to support students to acquire adequate knowledge, skills, attitudes and values for making informed career decisions through workshops, industry visits as well as individual career counselling. Secondly, with the support from school social workers, we provided a job shadowing opportunity to thirty students from S3 to S5, to explore medical related industries. Also, we have set up a new ELA group, called Career Exploration – Planning for Fulfilment, to build up a career student team for promoting career and life planning activities in school.

Apart from the new initiatives, we have carried on to organize many existing and meaningful activities to support our students' growth. Firstly, all S5 students participated in a career experiential programme at the Career Sparkle Centre of the St. James' settlement this year. During the half-day activity, students had chances to explore different career fields through hands-on activities. Apart from that, all S4 students participated in a life-experiential programme organized by Tung Wah Groups of Hospitals Community Service. Through the programme, students gained insight into life-planning and financial planning. This year we also organized our third work exploration day for S2 students, in which guests of different careers were invited to run activities with all our S2 students. Among all guests, a number of speakers were our alumni and parents. We look forward to having more collaboration with our alumni and parents as they have been very resourceful and supportive.

To strengthen the career guidance team, career guidance teachers have attended various seminars and training workshops offered by local and overseas institutions. One CLP teacher completed a 100-hour Career Guidance course while another CLP teacher completed a 20-hour Career Guidance course this year.

4. Catering for Students with Special Education Needs 2018-19

The Inclusive Education Committee (IE) is responsible for the operation of the Special Education Needs (SEN) Policy. The committee is directly under the Holistic Student Development Committee (HSDC) and provides support to the whole person development for students with SEN. The committee is facilitated by the Committee Head and 9 other members, including social workers (SW), a school-based educational psychologist (EP), and also our school-based speech therapist (ST). To cater for individual learning needs, case conferences/consultations involving students and parents, our EP and/or SW, relevant teachers and Head of IE were held.

The team continued the work in regular accommodations in accordance with individual needs. Numerous successful applications for HKDSE SEA were discussed and proceed. Individual examination locations and times extension were also arranged during the pre-S1 HK Attainment Test as usual.

To enhance students with SpLD to be more ready for their studies in the senior forms, our EP has organized read and write training during post-exam period to enhance targeted students' skills and strategies for the academic challenges ahead.

AConnect, 1 support groups (junior form) for social skills development were continued by a social worker from Heep Hong Society this year. The focus was shifted in the senior forms this year from social skills to career life planning (CLP). Two CLP groups were provided to our S4 and S5 students, where S4 was supported by Heep Hong Society and S5 was by HKFYG. Both groups consists of workshops and industry visits, where the S5 group received individual career counselling also. It has been a fruitful experience and self-reflection for our students to have a clear view on their dreams and futures. A wider scope of Applied Learning promotion and invitation exercise were also carried out this year so as to help students at all spectrum, who have strengths beyond traditional subjects, to pursue a career of their talents and interests.

With the current work so far for the bridging program with our primary section, mainly focusing on students' attitudes and general behaviours, has been a success for smooth transition for our new comers. Further enhancement on case transfer was discussed, including list of good practices, strategies adopted and student learning style for individual case so that subject and class teachers of S1 can take into account for consideration and continue with the good practice he/she developed throughout the 6 years.

The second mentorship program was also held for our Pre-S1 during post-exam period where mentors, members of our junior students who may or may not have special needs, can share and

prepare them better even before the transition takes place. Parents were also involved where questions and queries are cleared up as well while meeting with teachers and members of the IE team.

In-house support for students with ADHD was introduced with the Feuerstein Instrumental Enrichment Programs. The program took place in term 2 for which students learn the mechanism of learning and practice on new skills to improve the way they learn. The program also created a social opportunity among them as well as our team during lunchtime.

Well-being is the major concern for our school in these three years and more work has been placed in the area of mental health promotion this year. A QEF proposal on Mindfulness Based Social Emotional Learning (MBSEL) was submitted and approved this year. The project will be happening from year 2019 to 2021. Another mental health related QEF proposal was also submitted and is pending on approval. At the same time a group of students were invited to join the Look at MI Youth Ambassador Program where mental health promotion was initiated from and aiming at student level themselves.

Professional development / best practice sharing workshop continued this year. Doctors and nurses from the HA EASY team were invited to share with our students and teachers about symptoms and available help for psychosis. We also have teacher completed both basic and in-depth level of EDB Mental Health training.

5. Scholarship/Fee Remission Scheme

A) 2018-19 Fee remission granted to 51 students

% granted	100%	75%	50%	25%	Total	Total no. of Applicants
No. of students	24	11	11	5	51	56

B) 2018-19 Scholarship awarded to 85 students

% granted	100%	50%	20%	Total
No. of students	16	42	27	85

6. Student Performance 2018-19

Academics

2018/19 Statistical Project Competition for Secondary School Students – Prize for the Best Index Application (Junior Section)

Team Members:	S3AC	Lau Lester	S3CY	Chan Marcus Tze Kwan
	S3CY	Chan Hei Lui Kiandra	S3CY	Chua Man Shan
	S3CY	Woo Muk Yan Matthew	S3CY	Chung Chun Lam Ryan

2018/19 Statistics Creative-writing Competition for Secondary School Students – Second Prize

Team Members:	S3BL	Lam Kwan Yat	S3CL	Hung Lok Ching
	S3BL	Ng Hoi Tsing		

2018-2019 Musical Instrument Design Competition

- Participates favorite musical instrument award
- The most attractive musical instrument award
- Outstanding performance award merit

Team Members:	S5CC	Leung Sing Long	S5FW	Ng Long Hin Ron
	S5FW	Li Chun Lok	S5FW	Yung Lung Tze

2019 Hong Kong & Macao Mathematical Olympiad Open ""HKMO Open""

S1BC	Ko Po Kiu Selina	Silver Award
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70th Hong Kong Schools Speech Festival

Second Place, Merit in Choral Speaking, Secondary 5 and 6 - Mixed Voice

Team Members:

S6CC	Albuquerque Laila Joy	S6CL	Mak Ho Long	S6LC	Wong Hon Tat
S6CC	Fung Wai Lim	S6CL	Ng Siu Long Michael	S6LC	Wong Wing Lam
S6CC	Hui Ka Ming	S6CL	Sun Yvonne	S6LC	Yuen Hui Man Stefanie
S6CC	Lam Tim Yan	S6CL	Wong Wang Hei	S6LC	Choi Bok Man
S6CC	Lau Hei Yuen	S6CL	Yam Wing Shan	S6LC	Chou Tse Yin
S6CC	Man Hei Yuen	S6CL	Chau Wing Kwan	S6LC	Choy Lap Glen
S6CC	Au Yeung Wing Yin	S6CL	Cheung On Ting	S6LC	Chung Ho Ting
S6CC	Wong Tsz Yui	S6LC	Au Yee Man	S6LW	Tam Tsz Yan
S6CC	Chan Sze Ngar Michaela	S6LC	Fung Wing Lam	S6LW	Yuen Chin Yui
S6CL	Bootwala Jason	S6LC	Lin Chih Heng	S6LW	Chan Oi Mun
S6CL	Hau Cheuk Lam Trammy	S6LC	Ma Chun Kiu	S6ST	Chan Chun Him
S6CL	Ip Chun Ting	S6LC	Siu Yuet Ting Charlotte	S6ST	Yung Ka Hei
S6CL	Lam Ka Wai Louis	S6LC	Tam Wai Hei	S6ST	Cheng Ka Hei
S6CL	Lau Wai Hei	S6LC	Tse Tsz Chun	S6ST	Cheung Yeuk Hang Joshua
S6CL	Lee Chryseis				

Individual Awards

S1BC	Kam Angelina	Merit in Solo Verse Speaking, Secondary 1, Girls
S1BM	Chan Ngo Lam	Second Place, Merit in Solo Verse Speaking, Secondary 1, Girls
S1BM	Chan Sum Yau	Merit in Solo Verse Speaking, Secondary 1, Girls
S1BM	Lo Lok Wing	Second Place, Merit in Solo Verse Speaking, Secondary 1, Girls
S1BM	Siu Yat	Merit in Solo Verse, Secondary 1, Boy
S1HL	Kong Yan Nok	Merit in Solo Verse Speaking, Secondary 1, Girls
S1HL	Lam Tsun Hei	Second Place, Merit in Solo Prose Reading, Secondary 1, Boys
S1HL	Chen Bryan Li Ming	Proficiency in Solo Prose Reading, Secondary 1, Boys
S1HL	Wong Bettina	Merit in Solo Verse Speaking, Secondary 1, Girls
S1HL	Wong Pui Ching	Merit in Solo Verse Speaking, Secondary 1, Girls
S1HL	Chiu Yat Him	Proficiency in Solo Prose Reading, Secondary 1, Boys
S2CF	Barton Emma Patricia	Merit in Dramatic Duologue, Secondary 1 and 2
S2CF	Ng Chin Wai Denise	Third Place, Merit in Dramatic Duologue, Secondary 1 and 2
S2CF	Wong Yu	Merit in Solo Prose Reading, Secondary 2, Boys
S2CF	Wong Yuet Chin	Merit in Dramatic Duologue, Secondary 1 and 2
S2CF	Chan Justin Travis	Merit in Solo Verse Speaking, Secondary 2, Boys
S2CF	Chan Justin Travis	Second Place, Merit in Solo Prose Reading, Secondary 2, Boys
S2CF	Chen Georgia To Sum	Second Place, Merit in Solo Prose Reading, Secondary 2, Girls
S2CF	Chen Georgia To Sum	Third Place, Merit in Dramatic Duologue, Secondary 1 and 2
S2CS	Ho Mei Ching Anthea	Merit in Solo Verse Speaking, Secondary 2, Girls
S2CW	Tang Pik Yi Peggy	Third Place, Merit in Dramatic Duologue, Secondary 1 and 2
S2CW	Fung Ho Lam	Merit in Solo Prose Reading, Secondary 2, Boys
S2LT	Man Aliysa	Third Place, Merit in Dramatic Duologue, Secondary 1 and 2
S2LT	Zhang Kexin	Merit in Solo Verse Speaking, Secondary 2, Girls
S2LT	Hung Kang Ting	Third Place, Merit in Dramatic Duologue, Secondary 1 and 2
S2TW	Tong Jamie Nib	Third Place, Merit in Dramatic Duologue, Secondary 1 and 2
S3CC	Lai Yat Ning Cheryl	Third Place, Merit in Dramatic Duologue, Secondary 3 and 4
S3CL	Shek Tsoi Yee Chloe	Merit in Dramatic Duologue, Secondary 3 and 4
S3CL	Tan Jing Yee	Merit in Dramatic Duologue, Secondary 3 and 4
S3CY	Kon Wyn	Third Place, Merit in Dramatic Duologue, Secondary 3 and 4
S3CY	Wong Sheung Yee	Second Place, Merit in Solo Verse Speaking, Secondary 3, Girls
S3CY	Chua Man Shan	Second Place, Merit in Solo Prose Reading, Secondary 3, Girls
S4CH	Wu Abby Hui Ching	Third Place, Merit in Solo Verse Speaking, Secondary 4, Girls
S4CL	Kok Grace	Merit in Solo Verse Speaking, Secondary 4, Girls
S4CL	Lam Hi Yi	First Place, Merit in Dramatic Duologue, Secondary 3 and 4
S4CL	Ngan Ching Man Yola	First Place, Merit in Dramatic Duologue, Secondary 3 and 4
S4KS	Kam Yee Ting	Merit in Solo Verse Speaking, Secondary 4, Girls

S4LN	Lai Yin Lok	Merit in Solo Verse Speaking, Secondary 4, Boys
S5CC	Kwan Long Hei Linus	Third Place, Merit in Solo Verse Speaking, Secondary 5, Boys
S5CW	Chan Hon Chiu Marco	Second Place, Merit in Public Speaking Solo, Secondary 5
S5CW	Lo Wai Kei	Proficiency in Solo Verse Speaking, Secondary 5, Girls
S5CW	Ho Anson	Merit in Solo Verse Speaking, Secondary 5, Girls
S5FW	Ng Ka Tung	Third Place, Merit in Solo Prose Reading, Secondary 5, Boys
S5YC	Low Poh Yue	Third Place, Merit in Solo Prose Reading, Secondary 5, Girls
S5YC	Kirchhoff Pardis	First Place, Merit in Solo Prose Reading, Secondary 5, Girls
S6CC	Kwok Tsam Yiu	Proficiency in Solo Prose Reading, Secondary 6, Girls
S6LC	Choi Bok Man	Merit in Solo Prose Reading, Secondary 6, Boys

BASF Kids' Lab Challenge 2018- 1st Runner Up

Team Members:	S4CH	Hilton Kenneth Lloyd	S4CH	Tan Ching Hsi
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Canadian Computing Competition 2019

Team Members:	S4KS	Cheung Ho Fai Brandon	Certificate of Merit (Senior Division)
	S4KS	So Eliz Bonnie	Honorable Mention (Senior Division)

Element of the Month for International Year of the Period Table 2019 (HK)

Team Members:	S4KS	Kam Yee Ting	Merit Award
	S4KS	Lok Wing Ching	Merit Award

Hong Kong Student Science Project Competition – Participation Certificate

Team Members:	S4CH	Ho Nga Kiu Kelly	S4KS	Shung Ka Kiu
	S4CI	Hon Lok Sze	S3CL	Tsai Owen

Hong Kong Youth Maths Genius Contest

S3CL	Tsai Owen	Third Class Honours
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IMMC 2019 – The 5th Annual International Mathematical Modeling Challenge (The Regional Contest of Mainland, Taiwan, Hong Kong and Macau)

Finalist

Team Members:	S5FW	Cheng Nin Sun	S5FW	Tse Hiu Yan
	S5FW	Ng Long Hin Ron	S5FW	Yung Lung Tze

Honorable Mention

Team Members:	S5FW	Cheng Sum Yuet Sarah	S5FW	Leung Hao Kwan Trevor
	S5FW	Kwan Kwok Yan Ashira	S5FW	Li Chun Lok

IMMC 2019 – The 5th Annual International Mathematical Modeling Challenge (The International Contest of Mainland, Taiwan, Hong Kong and Macau)

Honorable Mention

Team Members:	S5FW	Cheng Sum Yuet Sarah	S5FW	Cheng Nin Sun
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S5FW	Kwan Kwok Yan Ashira	S5FW	Ng Long Hin Ron
S5FW	Leung Hao Kwan Trevor	S5FW	Tse Hiu Yan
S5FW	Li Chun Lok	S5FW	Yung Lung Tze

International Junior Science Olympiad 2019

S3CY	Chan Hei Lui Kiandra	Second Class Honour
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Master Code 2018

S5CW	Chiu Tsz Yin	Merit
S5CY	Yee Chun Yin	Merit

Mathematics Book Report Competition for Secondary Schools (2018/19)

S2TW	Kwok Wing Yan	Second Class Prize
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Mathematics Project Competition for Secondary Schools (2018/19) – Good Performance (Category A: Junior Secondary Project)

Team Members:	S3BL	Kong Siu Long	S3CC	Tsang Bo Kiu Anna
	S3CC	Kwok Kwan Yin	S3CC	Chan Man Kwan Megan

PAN-Asia Pacific International Mathematics Invitation Competition 2019

S1CC	Tsang Lok Hei Cyrus	Third Prize
S1DY	Chong Kar Hei Darren	Third Prize
S1DY	Cheung Wui Hei Odo	First Prize
S3CY	Kwan Ching Yeung	Third Prize

STEAM Education: 3D Chinese Cultural Architectural Design Competition – Merit

Team Members:	S4KS	So Eliz Bonnie	S5CC	Leung Isaac Chun Wai
	S5CC	Lam Kwan Yuet	S5CC	So Kin Ho

Thailand International Mathematical Olympiad (Heat Round)

S1DY	Chong Kar Hei Darren	Bronze Award
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The 21st Hong Kong Youth Science & Technology Innovation Competition 2018-19 – Third Place

Team Members:	S3CL	Tam Samuel Eliot	S3CY	Lai Wing Yan
	S3CY	Kwan Ching Yeung		

The Greater Bay Area STEM Excellence Award 2019 - Silver Award

Team Members:	S3CL	Tam Samuel Eliot	S3CY	Kwan Ching Yeung
	S3CL	Tan Jing Yee	S3CY	Lai Wing Yan

The IET Faraday Challenge Days 2019 – 2nd Runner Up

Team Members:	S1BM	Chan Ngo Lam	S1DY	Lee Kwan Yeung
	S1BM	Tse Yat Hei	S1DY	Tse Yuet Ting

S1DY	Fung Ho Lai	S1DY	Choi Chi Yin
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Weather Observation Competition -- Weather and Climate Quiz Competition – Champion

Team Members:	S5CC	Lam Shek Yin	S5FW	Kwan Kwok Yan Ashira
	S5CY	Yee Chun Yin	S5YC	Pang Hoi Ying

Wooden Tower Challenge 九層之臺,始于""壘木"" - 1st Runner Up and Aesthetic Merit Award

Team Members:	S5FW	Ng Long Hin Ron	S5FW	Yung Lung Tze
	S5FW	Cheng Nin Sun	S5FW	Cheung Siu Chun Bryan

中國中學生作文大賽

S2TW	Cheah Yuen-Ling Zoey	優異獎
S3CL	Tam Samuel Eliot	香港賽區三等獎 初中組銅獎
S3CY	Yung Hoi Yau Harika	優異獎
S5CW	Chan Ka Lo	優異獎
S5CY	Lee Yiu Man	優異獎
S5FW	Cheng Wai Nam	優異獎

全港中學『兩文三語』菁英大比拼(第十五屆)

S3CL	Tam Samuel Eliot	優秀文章
S3CY	Chan Marcus Tze Kwan	優異獎

大學文學獎 2018-19

S5YC	Pang Wai Yu	傑出少年作家獎
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彈想頭 社創科技比賽 – 2nd Runner Up

Team Members:	S4LN	Wong Hin Yui	S5CY	Yee Chun Yin
	S5CW	Chiu Tsz Yin		

第七十屆校際朗誦節中文朗誦

S1BM	Ho Lok Ching	普通話女子詩詞獨誦(中一二)優良
S1BM	Hon Chin Ching Chloe	普通話女子詩詞獨誦(中一二)優良
S1BM	Lau Ho Lam	普通話男子詩詞獨誦(中一二)良好
S1BM	Lo Lok Wing	二人朗誦(中一二)亞軍
S1BM	Lui Tsz To Alexie	二人朗誦(中一二)亞軍
S1BM	Chu Di Danielle	普通話女子詩詞獨誦(中一二)亞軍
S1CC	Lee Ngo Ching Odele	二人朗誦(中一二)優良
S1CC	Lee Xin Qiao Chelsea	二人朗誦(中一二)優良
S1CC	Leung Yu Ting	二人朗誦(中一二)優良

S1CC	Ngai Chi Yeung Ernest	普通話男子詩詞獨誦(中一二)良好
S1CC	To Shu Yuet	普通話女子詩詞獨誦(中一二)優良
S1CC	Chia Andrea Charmaine	普通話女子散文獨誦(中一中二)優良
S1CC	Lee Cheuk Wing	二人朗誦(中一二)優良
S1CM	Au Hoi Yiu Hillary	普通話女子詩詞獨誦(中一二)優良
S1CM	Lee Sui Lam Anthea	普通話女子詩詞獨誦(中一二)良好
S1CM	Lee Yuet Hei	二人朗誦(中一二)優良
S1CM	Chan Lok Ching	二人朗誦(中一二)優良
S1CM	Yip Man Hei	普通話女子詩詞獨誦(中一二)良好
S1DY	Chan Charis	二人朗誦(中一二)優良
S1DY	Leung Cheuk Ying	二人朗誦(中一二)優良
S1DY	Leung Yuet	二人朗誦(中一二)優良
S1DY	Chan Yan Ho Pacem	普通話男子詩詞獨誦(中一二)優良
S1DY	Cheng Yat Yin	二人朗誦(中一二)優良
S1HL	Ng Kristy Kay Sze	粵語女子詩詞獨誦(中一)優良
S1HL	Cheung Tsz Tung	普通話女子詩詞獨誦(中一二)優良
S1HL	Cheung Yuk Kit	普通話男子詩詞獨誦(中一二)良好
S2CF	Barton Emma Patricia	二人朗誦(中一二)優良
S2CF	Choi Hoi Lam	二人朗誦(中一二)良好
S2CF	Day Yan Ching	二人朗誦(中一二)優良
S2CF	Ho Jianne	粵語女子詩詞獨誦(中二)優良
S2CF	Ip Shun Him Samuel	粵語男子詩詞獨誦(中二)季軍
S2CF	Chan Ainod	二人朗誦(中一二)優良
S2CF	Tsui Hoi Ching	二人朗誦(中一二)良好
S2CF	Wong Yu	歌詞朗誦-粵語(中一至中三)優良
S2CF	Wong Yuet Chin	二人朗誦(中一二)優良
S2CF	Chan Lok Ching	二人朗誦(中一二)優良
S2CF	Chan Shun Hei	二人朗誦(中一二)優良
S2CF	Cheang Po Huen Iris	二人朗誦(中一二)良好
S2CS	Lam Tsz Ching	二人朗誦(中一二)良好
S2CS	Lau Ho Yue	普通話男子詩詞獨誦(中一二)優良
S2CS	Lee Man Ching	二人朗誦(中一二)良好
S2CS	Mak Hoi Ching	普通話女子詩詞獨誦(中一二)良好
S2CS	Tsang Shuk Yin	二人朗誦(中一二)良好
S2CS	Yuen Hayley	二人朗誦(中一二)良好
S2CS	Ho Lok Yin Lilian	二人朗誦(中一二)良好
S2CW	Lo Tin Wing	普通話女子詩詞獨誦(中一二)優良
S2CW	Ng Ching Hang	普通話男子詩詞獨誦(中一二)優良

S2CW	Chak Yan Yu	二人朗誦(中一二)優良
S2CW	Ng Yan Hei	二人朗誦(中一二)優良
S2CW	Siu Pui Yuet	粵語女子詩詞獨誦(中二)優良
S2CW	Tin Tsz Ying	普通話女子詩詞獨誦(中一二)優良
S2CW	Cheng King Yeung Justin	二人朗誦(中一二)優良
S2CW	Kan Wan Ching	粵語女子詩詞獨誦(中二)優良
S2LT	Chang Wan Yau Samantha	粵語女子詩詞獨誦(中二)季軍
S2LT	Mo Kei Ying	普通話女子詩詞獨誦(中一二)亞軍
S2LT	Ng Tin Wai	粵語女子詩詞獨誦(中二)優良
S2LT	Ngan Ching Lik Nicholas	二人朗誦(中一二)優良
S2LT	Wong Wing Sze	二人朗誦(中一二)優良
S2LT	Chiu Long Hin	粵語男子詩詞獨誦(中二)優良
S2LT	Zhang Kexin	普通話女子散文獨誦(中一中二)季軍
S2LT	Fu Wing Kiu	二人朗誦(中一二)優良
S2LT	Hung Kang Ting	普通話男子詩詞獨誦(中一二)優良
S2SW	Hui Nok To Rocco	普通話男子詩詞獨誦(中一二)優良
S2SW	Lu YaXin	二人朗誦(中一二)良好
S2SW	Wan Tsz Ngai	二人朗誦(中一二)季軍
S2SW	Wong Chung Yin	二人朗誦(中一二)優良
S2SW	Wong Laetitia	二人朗誦(中一二)良好
S2SW	Chiu Pak Hei	二人朗誦(中一二)優良
S2TW	Hui Ching Tung	二人朗誦(中一二)良好
S2TW	Kwok Wing Yan	普通話女子散文獨誦(中一中二)優良
S2TW	Lam Wai Chun Vinci	普通話男子詩詞獨誦(中一二)季軍
S2TW	Lee Cheuk Hei	二人朗誦(中一二)良好
S2TW	Leung Cheuk Yiu	普通話女子詩詞獨誦(中一二)優良
S2TW	Lo Cheuk Ling Sophia	普通話女子詩詞獨誦(中一二)良好
S2TW	Wong Hayden Loc-jun	二人朗誦(中一二)季軍
S2TW	Yang Hannes	二人朗誦(中一二)優良
S2TW	Yeung Sheung San	普通話男子詩詞獨誦(中一二)良好
S2TW	Cheah Yuen-Ling Zoey	二人朗誦(中一二)冠軍
S2TW	Cheung Ying To	二人朗誦(中一二)優良
S2TW	Chia Audrey Cheuka	二人朗誦(中一二)冠軍
S2TW	Chow Chi Man	普通話女子詩詞獨誦(中一二)優良
S3AC	Hui Darwin	普通話男子詩詞獨誦(中三四)亞軍
S3AC	Hui Ho Loong	二人朗誦(中三四)良好
S3AC	Lai Hiu Long	二人朗誦(中三四)良好
S3AC	Lin Yun Kwan	二人朗誦(中三四)良好

S3AC	Mok Tsz Hang	二人朗誦(中三四)良好
S3AC	Tam Ching Chi	二人朗誦(中三四)良好
S3AC	Tsui Ka Ying	普通話女子散文獨誦(中三中四)優良
S3AC	Cheng Tsz Ching	二人朗誦(中三四)良好
S3AC	Cheung Chun Ka	普通話女子散文獨誦(中三中四)優良
S3BL	Chan Ching	二人朗誦(中三四)亞軍
S3BL	Kong Siu Long	普通話男子詩詞獨誦(中三四)良好
S3BL	Kwong Tsz Wai	二人朗誦(中三四)良好
S3BL	Lee Wing Yiu	二人朗誦(中三四)良好
S3BL	Leung Yan Ki	二人朗誦(中三四)良好
S3BL	Sze Wing Long	二人朗誦(中三四)良好
S3BL	Tam Ho Sum	粵語男子散文獨誦(中三)優良
S3BL	Yu Tsz Him	二人朗誦(中三四)良好
S3BL	Chiu Leong Chit	二人朗誦(中三四)良好
S3CC	Lam Chung Long	二人朗誦(中三四)優良
S3CC	Leung Wing Ka	普通話女子詩詞獨誦(中三四)良好
S3CC	Chau Yui Ching	粵語男子詩詞獨誦(中三)良好
S3CC	Gu Matthias Lucas Ting Hon	二人朗誦(中三四)良好
S3CL	Ma Ching Yi	二人朗誦(中三四)良好
S3CL	Mok Tsz Yuen	二人朗誦(中三四)優良
S3CL	Oh Sau Chak	粵語男子散文獨誦(中三)優良
S3CL	Ting Tin Chun Timothy	二人朗誦(中三四)優良
S3CL	Wong Yu Hei	二人朗誦(中三四)良好
S3CL	Yip Lai Yin	歌詞朗誦-粵語(中一至中三)良好
S3CL	Cheng Tsz Ching	二人朗誦(中三四)優良
S3CL	Heung Wing Tung	二人朗誦(中三四)亞軍
S3CY	Kwan Ching Yeung	普通話男子散文獨誦(中三中四)優良
S3CY	Lee King Him Keith	二人朗誦(中三四)良好
S3CY	Chan Hei Lui Kiandra	二人朗誦(中三四)冠軍
S3CY	Wong Michelle Jade	二人朗誦(中三四)優良
S3CY	Yung Hoi Yau Harika	二人朗誦(中三四)優良
S3CY	Chiu Lok To	二人朗誦(中三四)優良
S3CY	Chua Man Shan	二人朗誦(中三四)冠軍
S3CY	Chung Chun Lam Ryan	二人朗誦(中三四)良好
S3CY	Ho Pak Lam	二人朗誦(中三四)良好
S3CY	Ho Wing Chun	二人朗誦(中三四)優良
S4CI	Liu Ka Man	二人朗誦(中三四)良好
S4CI	Hon Lok Sze	二人朗誦(中三四)優良

S4CL	Lam Ke Ying Shiny	二人朗誦(中三四)季軍
S4CL	Lee Chun Lam	二人朗誦(中三四)季軍
S4KS	Lok Wing Ching	二人朗誦(中三四)優良
S4KS	Shung Ka Kiu	粵語女子散文獨誦(中四)亞軍
S4KS	Chow Yan Hei	二人朗誦(中三四)良好
S4LN	Sze Yeuk Ki	普通話女子詩詞獨誦(中三四)良好
S4LN	Chong Pak Long	普通話男子詩詞獨誦(中三四)優良
S5CC	Kwan Long Hei Linus	普通話男子詩詞獨誦(中五六)優良
S5CW	Chan Hon Chiu Marco	普通話男子散文獨誦(中五中六)冠軍
S5CW	Ho Anson	二人朗誦(中五六)優良
S5CY	Shum Cheuk Chun Bethany	二人朗誦(中五六)優良
S5CY	So Fermin	粵語男子詩詞獨誦(中五六)冠軍
S5YC	Yeung Wayne Michael	粵語男子詩詞獨誦(中五六)優良
S2TW	Chia Audrey Cheuka	普通話女子散文獨誦(中一中二)優良
S4KS	Lok Wing Ching	普通話女子散文獨誦(中三中四)優良
S1CC	Leung Yu Ting	普通話女子詩詞獨誦(中一二)優良
S1CC	Lee Cheuk Wing	普通話女子詩詞獨誦(中一二)良好
S3AC	Tsui Ka Ying	普通話女子詩詞獨誦(中三四)冠軍
S5CW	Chan Hon Chiu Marco	普通話男子詩詞獨誦(中五六)季軍
S4KS	Shung Ka Kiu	粵語女子詩詞獨誦(中四)季軍

第十三屆善言巧論：全港學生口語溝通大賽

S5CY	Hue Sum Yiu	小組優異獎(中學文憑小組討論項目(粵語))
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第十屆大學文學獎(2018-19)傑出作家獎

S5YC	Pang Wai Yu	傑出作家獎
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粵港澳·中小學精英校際 STEM 智能產品創作大賽 2019

S2CF	Wong Yu	中學組優異獎
S2CW	Ng Ching Hang	中學組優異獎

「筆述我城他與她·觸地生情 2019」徵文比賽

S2TW	Chia Audrey Cheuka	季軍
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Cultural

「楊士海盃」全港學界圍棋公開賽 - 中學組團體冠軍

Team Members:	S2CS	Fung King Lun	S5CY	Leung Ryan
	S3CL	Tsai Owen		

「觸動眼球 包容互愛」智能電話攝影比賽 -優異獎

Team Members:	S3CC	Yip Hao Ran	S5CC	Lam Kwan Yuet
	S3CL	Chung Yan Ning	S5FW	Chen Daniel Dao Cheng
	S4KS	Shung Ka Kiu	S6CC	Wong Tsz Yui
	S4LN	Wong Tseng Ling		

「連繫。社區。文化」繪畫比賽 2019

S3CC	Sze Cheuk Man	中學組冠軍
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16th Infrastructure Building Competition for Secondary Schools 2019 - 晉身決賽

Team Members:	S3AC	Wong Chun Yat	S3CY	Chung Chun Lam Ryan
	S3CY	Yan Hei Long Jonathan	S3CY	Ho Pak Lam

2018 Hong Kong Island Outstanding Student Award

S3CY	Lai Wing Yan	Certificate of Outstanding
S5CY	Lee Kwan Ho	Certificate of Merit

71st Hong Kong Schools Music Festival

S1BC	Wong Chun Ho	Cello Solo - Intermediate (Certificate of Merit)
S1BM	Hau Timothy	Vocal Solo - Foreign Language - Boys Treble Voice - Secondary School - Age 14 or under (Certificate of Merit)
S1BM	Hon Chin Ching Chloe	Violin Solo - Grade Eight (Certificate of Merit)
S1CC	Leung Yuet	Alto Saxophone Solo - Secondary School - Junior (Certificate of Merit)
S1CC	Tsang Lok Hei Cyrus	String Ensemble - Secondary School - Junior (Certificate of Merit)
S1CC	Tsang Lok Hei Cyrus	Violin Concerto Age 19 or under (Certificate of Merit)
S1CM	Lee Sui Lam Anthea	Cello Solo - Intermediate (Certificate of Merit)
S1CM	Wan Hoi Kit	Xylophone Solo - Secondary School (Certificate of Merit)
S1DY	Lam Tsz Him	Graded Piano Solo Grade Five (Certificate of Proficiency)
S1DY	Chan Yan Ho Pacem	Second in Graded Piano Solo - Grade Four (Certificate of Honours)
S1HL	Leung Hoi Ying	Graded Piano Solo - Grade Six (Certificate of Merit)
S1HL	Ng Kristy Kay Sze	Graded Piano Solo - Grade Seven (Certificate of Merit)
S1HL	Wong Pui Ching	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (Certificate of Merit)
S1HL	Chong Chi Ching	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (Certificate of Merit)
S2CF	Day Yan Ching	Flute Solo - Secondary School - Senior (Certificate of Merit)
S2CF	Ho Jianne	Trumpet Solo - Secondary School - Senior (Certificate of Merit)
S2CF	Tsui Hoi Ching	Graded Piano Solo - Grade Eight (Certificate of Merit)
S2CF	Yung Ka Wang	Graded Piano Solo - Grade Six (Certificate of Merit)
S2CS	Lo Sheung Hei Jayden	Graded Piano Solo - Grade Seven (Certificate of Merit)
S2CW	Lo Tin Wing	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (Certificate of Merit)

S2LT	Leung Lucas Chin Wai	Violin Concerto Age 19 or under (Certificate of Merit)
S2LT	Wan Ming Sum Andrea	Graded Piano Solo - Grade Eight (Certificate of Merit)
S2LT	Wan Ming Sum Andrea	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (Certificate of Merit)
S2SW	Lin Tsz Ching	Cello Solo - Intermediate (Certificate of Merit)
S2TW	Tam Jayne	Vocal Solo - Foreign Language - Female Voice - Secondary School – Age 14 or under (Certificate of Merit)
S2TW	Cheung Ying To	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (Certificate of Merit)
S3AC	Ho Adrian Chunyu	String Ensemble - Secondary School - Junior (Certificate of Merit)
S3AC	Lee Sze Wing	String Ensemble - Secondary School - Junior (Certificate of Merit)
S3BL	Kong Siu Long	Woodwind Ensemble - Secondary School - Junior (Same Instrument) (Certificate of Merit)
S3BL	Siu Marcus	Flute Solo - Secondary School - Junior (Certificate of Merit)
S3CC	Chan Chun Wa	Woodwind Ensemble - Secondary School - Junior (Same Instrument) (Certificate of Merit)
S3CL	Tam Samuel Eliot	Vocal Solo - Foreign Language - Boys Treble Voice - Secondary School - Age 14 or under (Certificate of Merit)
S3CL	Wong Yu Hei	Woodwind Ensemble - Secondary School - Junior (Same Instrument) (Certificate of Merit)
S3CY	Yung Hoi Yau Harika	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (Certificate of Merit)
S4CI	Ho Wing Hei	Flute Solo - Secondary School - Junior (Certificate of Merit)
S4LN	Chan Sze Yin Melody	Grade Piano Solo - Grade Eight (Certificate of Proficiency)
S4LN	Chan Sze Yin Melody	Woodwind Ensemble - Secondary School - Junior (Same Instrument) (Certificate of Merit)
S5CW	Leung Hoi Kit	Woodwind Ensemble - Secondary School - Junior (Same Instrument) (Certificate of Merit)
S5CY	Chan Rachel	Second in Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under (Certificate of Merit)
S5FW	Ng Ka Tung	String Ensemble - Secondary School - Junior (Certificate of Merit)

Grand Champions Photo Competition

S5CW	Chan Ka Lo	Outstanding Merit (Student Category)
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HK Electric ""Green Energy Dreams Come True"" Competition

- Overall Champion
- Best Presentation Team Award
- Social Media Promotion Award
- 2-Star Happy Green School Award

Team Members:	S5CY	Shum Cheuk Chun Bethany	S5YC	Lee Cheuk Him
	S5CY	Hung Chun Yip	S5YC	Lee Soeng Wing Rachel
	S5YC	Lam Yan Yee	S5YC	Ng Man Chiu Enrique

Sir Edward Youde Memorial Fund Council

S6LC	Fung Ka Yan Tiffany	Certificate of Merit
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S6ST	Yung Ka Hei	Certificate of Merit
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Smart Power Junior Ambassadors (Secondary Schools)

S5CY	Shum Cheuk Chun Bethany	Outstanding Ambassador
S5YC	Lee Cheuk Him	Outstanding Ambassador

Southern District Outstanding Student Awards 2018

S2TW	Chia Audrey Cheuka	Certificate of Outstanding
S3CL	Tan Jing Yee	Certificate of Merit
S3CY	Chan Hei Lui Kiandra	Certificate of Merit
S4CL	Ngan Ching Man Yola	Certificate of Merit
S4LN	Lai Hiu Chi Emily	Certificate of Merit
S5CY	Chung Lai Shun David	Certificate of Merit

The 24th ifva Awards - Short Film - Youth Category – Finalists

Team Members:	S5CC	Lam Kwan Yuet	S5FW	Chen Daniel Dao Cheng
	S5CY	Ip Long Chun		

The Wharf Hong Kong Secondary School Art Competition

S6CC	Man Hei Yuen	Certificate of Honourable Mention and Certificate of Merit
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Volunteer Movement Award

Silver Certificate (100 or more Service Hours)

S5CC	Lam Cheuk Ling	S5YC	Pang Hoi Ying
S5CW	Lai Yan Qing Chelsia	S5YC	Tam Hiu Sze
S5FW	Yung Lung Tze		

Bronze Certificate (50 or more Service Hours)

S5CC	Lam Shek Yin	S5CY	Hue Sum Yiu
S5CC	Lo Kam Lik	S5CY	Hung Chun Yip
S5CC	Ng Sum Kiu	S5FW	Kwan Kwok Yan Ashira
S5CC	Yeung Pik Yiu	S5FW	Lam Kwan Yee Tiffany
S5CC	Chan Sze Kei	S5FW	Lee Yui Yee Sarah
S5CC	Chew Marco Long Yin	S5FW	Li Chun Lok
S5CW	Leung Bi En	S5FW	Mak Ocean
S5CW	Lo Wai Kei	S5FW	Ng Long Hin Ron
S5CW	Lok Rachel Cheuk Wing	S5FW	Cheng Nin Sun
S5CW	Chan Ka Lo	S5FW	Tse Hiu Yan
S5CW	Tong Alisha	S5FW	Wong Cham Fung
S5CW	Chan Sum Kie	S5FW	Cheung Hoi Tik
S5CW	Ho Anson	S5FW	Ho Pak Kin
S5CY	Chan Cheuk Hei	S5YC	Chan Chak Tin

S5CY	Lam Yat Tung	S5YC	Lam Yan Yee
S5CY	Lee Kwan Ho	S5YC	Lee Soeng Wing Rachel
S5CY	Lee Yiu Man	S5YC	Li Tin Yau
S5CY	Ng Chiu Hon	S5YC	Low Poh Yue
S5CY	Ng Man Chong	S5YC	Chan Wing Huen
S5CY	Shum Cheuk Chun Bethany	S5YC	Mok Tsun Yi
S5CY	Siu Ho Woon	S5YC	Ng Man Chiu Enrique
S5CY	Siu Hoi Ching	S5YC	Pang Wai Yu
S5CY	Tang Yo	S5YC	Chau Yui Hei
S5CY	Wong Wing Yu	S5YC	Chiu Kam Wan
S5CY	Yee Chun Yin	S5YC	Fung Pak Ying
S5CY	Cheung Yi Yung Dora	S5YC	Hui Shun Yan
S5CY	Cho Chun		

保加利亞第 20 屆「新紮科拉國際青年藝術大賽」

S4CH Tsui Kami 全球畫家大獎

全港中學生腦網震盪大賽 2018

Team Members:	S3CL	Chung Yan Ning	S5CC	Yip Yi Fung
	S4CI	Sung Pak Yin Bryan	S5CW	Chan Ka Lo
	S4CI	Wong Yee Sum	S5CY	Lam Yat Tung

孩子的人權國際青少年繪畫大賽

S4CH Tsui Kami 全球 20 大

日本奧運 2020 日本紙牌創作大賽

S4CH Tsui Kami 中國區總冠軍

第七十一屆香港學校音樂節

中學合唱隊 - 中文 - 混聲 - 第二組別 - 初級組 - 14 歲或以下，只限童聲
– 亞軍 (榮譽獎狀)

Team Members:

S1BC	Law Lok Tin	S2CF	Wong Yu
S1BC	Li Charlotte	S2CS	Lam Tsz Ching
S1BC	Chan Queston King Yui	S2CS	Lee Man Ching
S1BC	Cheng Ming Yan	S2CS	Lo Sheung Hei Jayden
S1BC	Kam Angelina	S2CS	Ho Mei Ching Anthea
S1BM	Hau Timothy	S2CW	Lau Kwun Yin Adrian
S1BM	Ho Lok Ching	S2CW	Lo Tin Wing
S1BM	Lam Nga Yi	S2LT	Lai Hei Ching
S1BM	Chan Sum Yau	S2LT	Li Ho Hin
S1BM	Tsui Yuen Chak	S2LT	Ng Tin Wai
S1BM	Wong Sin Kiu	S2SW	Ip Chun Tak

S1BM	Chu Di Danielle	S2TW	Hilton Dexter Charles
S1BM	Chung Ming Sum	S2TW	Tam Jayne
S1CC	Lee Lok Yiu	S2TW	Cheung Ying To
S1CC	Lee Ngo Ching Odele	S2TW	Chia Audrey Cheuka
S1CC	Lee Xin Qiao Chelsea	S3AC	Tam Ching Chi
S1CC	Ng Man Fei	S3CC	Sze Cheuk Man
S1CM	Chan Lok Ching	S3CC	Chan Helen
S1DY	Hung See Wing	S3CL	Lam Isaac
S1DY	Cheng Tsz Yan	S3CL	Lee Tsz Hei
S1DY	Cheung Hong Yau Katrina	S3CL	Cheang Hiu Lam
S1HL	Fan Chui Yi	S3CL	Oh Sau Chak
S1HL	Kong Yan Nok	S3CL	Tam Samuel Eliot
S1HL	Kwong Cherie	S3CL	Tan Jing Yee
S1HL	Wong Pui Ching	S3CY	So Natalie Tsz Yau
S1HL	Chong Chi Ching	S3CY	Yung Hoi Yau Harika
S2CF	Day Yan Ching	S3CY	Chiu Lok To
S2CF	Chan Ainod	S3CY	Chua Man Shan

Individual award

S2LT	Lai Hei Man	中阮獨奏 - 中級組 (良好獎狀)
S1HL	Wong Bettina	笛獨奏 - 中學 - 初級組 (良好獎狀)
S5YC	Yeung Wayne Michael	笛獨奏 - 中學 - 深造組 (良好獎狀)
S5CY	Chan Rachel	聲樂獨唱 - 中文 - 女聲 - 中學 - 16 歲以下 - 亞軍
S1HL	Leung Hoi Ying	鋼琴獨奏 - 中國作曲家 - 初級組 (良好獎狀)

第二屆 CSL 盃全港書法大賽 2018

S2CF	Day Yan Ching	硬筆初中組優異獎
S6ST	Chiu Ching	硬筆高中組優異獎

第十六屆香港校際圍棋大賽

S6ST	Chiu Ching	優異獎
S2CS	Fung King Lun	第七名
S3CL	Tsai Owen	亞軍
S3CY	Chan Marcus Tze Kwan	第七名
S5CY	Leung Ryan	亞軍
S5YC	Ng Man Chiu Enrique	亞軍
S5YC	Chau Yui Hei	第七名

第十屆 ICEHK 2019「夢想·家」國際繪畫比賽

S1CM	Lee Ming Fung	Merit Prize
S2CS	Wong I Lam	Merit Prize

Sports

2018-19 Inter-School Rugby Sevens - Boys A Grade (HKKLN) - 3rd Runner Up

Team members:

S5CC	Raza Syed Basharat	S6LC	Lau Yat Hei
S5CC	Chew Marco Long Yin	S6LW	Chan Casey Jethro
S5CW	Soo Kok Hei Ivan	S6LW	Yau Tsz Kiu
S5CW	Koo Elvis	S6LW	Lai Chak Hei
S6CL	Iivari Aki Pakleng	S6ST	Lee Adwin Richie
S6CL	Mak Ho Long	S6ST	Leung Lok

2018-19 Inter-School Rugby Sevens - Girls AB Grade (Preliminary Round) - Plate 1st Runner Up

Team members:

S4CI	Chu King Yu Jenny	S5CY	Wong Wing Yu
S4CL	Lam Ke Ying Shiny	S5FW	Cheng Sum Yuet Sarah
S4CL	Cheung Man Hei	S5FW	Cheng Wai Nam
S4KS	O Megan Yik Wai	S6CC	Man Hei Yuen
S4LN	Chan Cheuk Lam	S6CC	Chan Sze Ngar Michaela
S5CY	Siu Hoi Ching	S6LC	Wong Wing Lam

2018-2019 Athletics HKSSF Championships (HK Island and Kowloon) Division I

S1BC	Yip Yan Ki Charlotte	Girls Grade C 100m 2nd runner up
S1HL	Li Tsz To	Girls Grade C 200m 3rd runner up
S1HL	Luk Eunice	Girls Grade B 4x100m 3rd runner up
S2CF	Li Chi Ying	Girls Grade C 800m 1st runner up
S2CF	Li Chi Ying	Girls Grade C 1500m 1st runner up
S3AC	Lai Hiu Long	Boys Grade B 800m 1st runner up
S3AC	Lai Hiu Long	Boys Grade B 400m champion
S3AC	Cheng Tsz Ching	Girls Grade B 4x100m 3rd runner up
S3BL	Lee Wing Yiu	Girls Grade B 100m 1st runner up
S3BL	Lee Wing Yiu	Girls Grade B 200m 2nd runner up
S3BL	Lee Wing Yiu	Girls Grade B 4x100m 3rd runner up
S3CL	Wong Yu Hei	Boys Grade B High Jump 3rd runner up
S3CY	Lee King Him Keith	Boys Grade B 200m 3rd runner up
S4CL	Low Kwan Yin	Boys Grade B Shot Put 1st runner up
S4CL	Ngan Ching Man Yola	Girls Grade B 4x100m 3rd runner up
S5CW	Lui Jin Man	Boys Grade A High Jump 1st runner up

2018-19 Boys Tennis HKSSF Inter-School Competition (Division II) – Overall Boys Champion

S1BC	Wong Yat Chun	S3CC	Chung Pak Ting Pavel
S1BC	Yeung Chau Chi Adrian	S3CL	Lam Isaac
S1DY	Cheung Ho Lam	S5CY	Tong Pun Yat
S2SW	Poon Wing Hong	S5FW	Li Chun Lok

2018-19 Inter-School Basketball Competition (Division II) Hong Kong - 2nd Runner Up Boys B Grade 2nd Runner Up

Team Members:	S2CW	Fung Ho Lam	S3CY	Yung Ka Him
	S3AC	Hui Ho Loong	S4CH	Chung Hon Yin
	S3AC	Wong Chun Yat	S4CL	Chan Chun Hei
	S3BL	Sze Wing Long	S4CL	Chan Sze Hang
	S3CL	Chan Pak Lun	S4KS	Lew Victor Jorge
	S3CL	Wong Yu Hei	S4KS	Pan Aaron
	S3CY	Kho Anthony Maynard Chua	S4KS	Fung Wang Chun Oscar
	S3CY	Yeu Yat Tin	S4KS	Kam Wing Fai

Boys Overall 2nd Runner Up

Team Members:	S1BC	Yau Ho Nicholas	S3CL	Wong Yu Hei
	S1CM	Luk Tin Ock Zack	S3CY	Kho Anthony Maynard Chua
	S1HL	Leong Lok Hei	S3CY	Yeu Yat Tin
	S1HL	Mo Carter Hei Uet	S3CY	Yung Ka Him
	S2CF	Siu Tsz Chun Ian	S4CH	Chung Hon Yin
	S2CF	Wong Wang Lok	S4CL	Chan Chun Hei
	S2CS	Chan Ngai Long Adrian	S4CL	Chan Sze Hang
	S2CS	Lam Yin Nam	S4KS	Lai Chun Ting
	S2CS	Lo Sheung Hei Jayden	S4KS	Lew Victor Jorge
	S2CW	Wong Chun Yee	S4KS	Pan Aaron
	S2CW	Wong Elvis	S4KS	Fung Wang Chun Oscar
	S2CW	Fung Ho Lam	S4KS	Kam Wing Fai
	S2LT	Ngan Ching Lik Nicholas	S5CW	Lui Jin Man
	S2LT	Ho Lok Him	S5YC	Lam Kwan Chak
	S2SW	Chan Hon Wang Jaco	S6CL	Wong Matthew Curtis
	S2TW	Ng Ho Lam	S6LC	Chou Tse Yin
	S2TW	Yang Hannes	S6LC	Choy Lap Glen
	S3AC	Hui Ho Loong	S6ST	Kwan Ling Wah
	S3AC	Wong Chun Yat	S6ST	Leung Lok
	S3BL	Sze Wing Long	S6ST	Chiu Ching
	S3CL	Chan Pak Lun		

2018-19 Inter-School Football Competition (Division III) Hong Kong - Boys C Grade 1st Runner Up

Team Members:	S1BC	Chan Angus	S1DY	Chan Yan Ho Pacem
	S1BC	Yau Ho Nicholas	S1DY	Cheung Ho Lam
	S1BC	Golfa Mohammed	S1DY	Cheung Wui Hei Odo
	S1BM	Cheung Tin Chau Anthony	S2CS	Lam Yin Nam

S1CC	Chan Chun Hin	S2CS	Hui Nok Joshua
S1CC	Ng Hei Yin Ian	S2LT	Ngan Ching Lik Nicholas
S1CC	Yang Long	S2SW	Poon Wing Hong
S1CM	Ko Wang Hei Ryan	S2SW	Chan Kai Yu
S1CM	Lee Soeng Lai Ryan	S2SW	Chiu Pak Hei
S1CM	Luk Tin Ock Zack	S2TW	Lee Benedict Shing Mong
S1CM	Chow Shing Ho Tommy	S2TW	Lo Kei Tung
S1DY	Law Tsz Yat		

2018-19 Inter-School Handball Competition – Girls C Grade 3rd Runner Up

Team Members:	S1DY	Chui Lai Tung Karla	S2CF	Cheang Po Huen Iris
	S1DY	Lau Cheuk Ying	S2CS	Liu Tsz Yi
	S1DY	Leung Cheuk Ying	S2CS	Mak Hoi Ching
	S1DY	Tse Yuet Ting	S2SW	Golfa Khadija
	S1DY	Yip Nga Wun	S2TW	Chow Chi Man
	S2CF	So Tsz Ching	S2TW	Chow Ting Chin

2018-19 Table tennis HKSSF Inter-School Competition (Division II) – Girls Grade C 1st Runner Up

Team Members:	S1HL	Leung Hoi Ying	S2SW	Lin Tsz Ching
	S1HL	Cheung Tsz Tung		

Overall Girls 1st Runner Up

Team Members:	S1HL	Leung Hoi Ying	S4KS	Ng Man Yuet
	S1HL	Cheung Tsz Tung	S4KS	Tung Kei Tung Jade
	S2SW	Lin Tsz Ching	S5CY	Ng Man Chong
	S3BL	Kwong Tsz Wai	S5FW	Cheng Sum Yuet Sarah
	S3CY	Lee Hoi Tung	S6CL	Tsang Cheuk Ting
	S4CH	Foo Ka Wai		

23rd TCAA Youth Athletics Championships 2018

S1BC	Yip Yan Ki Charlotte	Girls U14 100m 2nd runner up
S3AC	Ho Wan Kiu Eddie	Boys U16 800m 1st runner up
S3AC	Lai Hiu Long	Boys U16 400m Champion
S3AC	Lai Hiu Long	Boys U16 800m Champion
S3BL	Kong Siu Long	Boys U16 400m 2nd runner up
S3CY	Lee King Him Keith	Boys U16 200m 1st runner up

All Hong Kong Inter-School Rugby Sevens Competition 2018-19 - Boys C 1st Runner Up

Team Members:	S1BC	Li Jonathan Pui Yin	S2CW	Cheng King Yeung Justin
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S1CC	Chan Chun Hin	S2SW	Wan Tsz Ngai
S1CM	Muk Hay Long Justin	S2SW	Wong Chung Yin
S1DY	Cheung Ho Lam	S2SW	Choi Shing Hin
S2CF	Cheung Ho Chi Brian	S2TW	Lam Wai Chun Vinci
S2CF	Siu Tsz Chun Ian	S2TW	Wong Hayden Loc-jun
S2CS	Wan Tom	S2TW	Yang Hannes
S2CW	Wong Chun Yee		

Anti-Drug Basketball Competition – Champion

Team Members:	S3AC	Hui Ho Loong	S4KS	Lai Chun Ting
	S3AC	Wong Chun Yat	S4KS	Pan Aaron
	S3BL	Sze Wing Long	S6CL	Wong Matthew Curtis
	S3CL	Chan Pak Lun	S6LC	Choy Lap Glen
	S3CL	Wong Yu Hei	S6ST	Kwan Ling Wah
	S3CY	Kho Anthony Maynard Chua	S6ST	Leung Lok
	S3CY	Yeu Yat Tin	S6ST	Chiu Ching
	S3CY	Yung Ka Him		

ASICS Hong Kong Junior Age Group Athletic Championships 2018

S2CF	Li Chi Ying	Girls C 1500m Champion (Broken Record: 4:59.08)
S2CF	Li Chi Ying	Girls C 800m Champion
S3AC	Lai Hiu Long	Boys B 400m Champion
S3AC	Lai Hiu Long	Boys B 800m Champion
S3BL	Lee Wing Yiu	Girls B 100m 2nd runner up
S3BL	Lee Wing Yiu	Girls B 200m 1st runner up

HKSSF Inter-school Basketball Competition (Grade A Boys) – 3rd Runner Up

Team Members:	S4KS	Lai Chun Ting	S6LC	Choy Lap Glen
	S5CW	Lui Jin Man	S6ST	Kwan Ling Wah
	S5YC	Lam Kwan Chak	S6ST	Leung Lok
	S6CL	Wong Matthew Curtis	S6ST	Chiu Ching
	S6LC	Chou Tse Yin		

HKSSF Inter-school Indoor Rowing Competition

S6LC	Wong Hon Tat	10th place Boys A 2000m
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Inter-School Cross Country Competition 2018-19 Division III (Area Four)

Boys A Grade Champion

Team Members:	S5CW	Chau Chun Pong Mat	S5FW	Man Tsz Hang
	S5CW	Koo Elvis	S5FW	Yung Tsz Kin

S5CY	Lee Kwan Ho	S6CC	Cheng Long Yin
S5CY	So Fermin		

Boys B Grade 4th

Team Members:	S3AC	Ho Wan Kiu Eddie	S4CH	Chan Hin Ching
	S3AC	Lai Hiu Long	S4KS	Lew Victor Jorge
	S3BL	Kong Siu Long	S4KS	Fung Wang Chun Oscar
	S3CL	Wong Yu Hei		

Boys C Grade 2nd

Team Members:	S1BC	Wong Yat Chun	S1HL	Lam Tsun Hei
	S1BM	Hau Timothy	S2CF	Young Songwei Palin
	S1CM	Leung Pui Lok	S2CW	Wong Chun Yee
	S1DY	Law Tsz Yat	S2SW	Poon Wing Hong

Boys Overall Champion

Team Members:	S1BC	Wong Yat Chun	S3CL	Wong Yu Hei
	S1BM	Hau Timothy	S4CH	Chan Hin Ching
	S1CM	Leung Pui Lok	S4KS	Lew Victor Jorge
	S1DY	Law Tsz Yat	S4KS	Fung Wang Chun Oscar
	S1HL	Lam Tsun Hei	S5CW	Chau Chun Pong Mat
	S2CF	Young Songwei Palin	S5CW	Koo Elvis
	S2CW	Wong Chun Yee	S5CY	Lee Kwan Ho
	S2SW	Poon Wing Hong	S5CY	So Fermin
	S3AC	Ho Wan Kiu Eddie	S5FW	Man Tsz Hang
	S3AC	Lai Hiu Long	S5FW	Yung Tsz Kin
	S3BL	Kong Siu Long	S6CC	Cheng Long Yin

Girls A Grade 3rd

Team Members:	S3CC	Leung Wing Ka	S3CY	Yu Hei Man
	S4CL	Law Abby	S4CL	Leung Ka Ching
	S5CC	Wong Chung Ning	S4CL	Chu Hor Ting
	S5CW	Lai Yan Qing Chelsia	S1BC	Ng Sin Ying Cheryl
	S5FW	Cheng Sum Yuet Sarah	S1BC	Yip Yan Ki Charlotte
	S5YC	Wong Ka Yee	S1DY	Chui Tin Heng
	S3BL	Lam Kwan Yat	S1HL	Choy Lai Lam
	S3BL	Chang Hoi Ching Jocelyn	S1HL	Li Tsz To
	S3CC	Lee Mun Ying	S2CF	Li Chi Ying
	S3CL	Hung Lok Ching		

Girls Overall 1st Runner Up

Team Members:	S1BC	Ng Sin Ying Cheryl	S3CL	Hung Lok Ching
	S1BC	Yip Yan Ki Charlotte	S3CY	Yu Hei Man
	S1DY	Chui Tin Heng	S4CL	Law Abby
	S1HL	Choy Lai Lam	S4CL	Leung Ka Ching
	S1HL	Li Tsz To	S4CL	Chu Hor Ting
	S2CF	Li Chi Ying	S5CC	Wong Chung Ning
	S3BL	Lam Kwan Yat	S5CW	Lai Yan Qing Chelsia
	S3BL	Chang Hoi Ching Jocelyn	S5FW	Cheng Sum Yuet Sarah
	S3CC	Lee Mun Ying	S5YC	Wong Ka Yee
	S3CC	Leung Wing Ka		

Individual Awards

S5CY	So Fermin	Individual Boys A Grade 7th
S2SW	Poon Wing Hong	Individual Boys C Grade 4th
S1HL	Lam Tsun Hei	Individual Boys C Grade 7th
S5YC	Wong Ka Yee	Individual Girls A Grade 10th
S3CL	Hung Lok Ching	Individual Girls B Grade 5th
S4CL	Leung Ka Ching	Individual Girls B Grade 9th
S1HL	Choy Lai Lam	Individual Girls C Grade 10th
S2CF	Li Chi Ying	Individual Girls C Grade 1st runner up
S1BC	Ng Sin Ying Cheryl	Individual Girls C Grade 6th

Inter-School Individual Fencing Competition 2018-19

S2CF	Cheng Nga Chi	Hong Kong Girls Sabre C Champion
S3CC	Lai Yat Ning Cheryl	Hong Kong Girls Epee B 2nd runner up
S4LN	Lai Hiu Chi Emily	Hong Kong Girls Epee B Champion
S5CW	Lui Jin Man	Hong Kong Boys Epee A 2nd runner up
S5YC	Fung Pak Ying	Hong Kong Girls Sabre A 2nd runner up

Inter-School Swimming Competition (Division I) 2018-19

S1HL	Choy Lai Lam	100m Breast Stroke Girls C 4th
S1HL	Choy Lai Lam	200m Breast Stroke Girls C 4th
S4CL	Leung Ka Ching	200m Free Style Girls B 4th

Inter-School Swimming Competition (Division III HK) 2018-19

Boys A Grade 1st Runner Up

Team Members:	S5CC	Lam Kwan Yuet	S6CL	Chong Hoi Sun
	S5CW	Leung Hoi Kit	S6LW	Chan Casey Jethro
	S5CW	Lui Jin Man	S6LW	Yu Bai-Xi

S5CY	So Fermin	S6ST	Lam Lok Yin
S6CL	Wong Matthew Curtis		

Boys C Grade 1st Runner Up

Team Members:	S1BC	Leung Alex Man Fung	S1DY	Ngan Chun Hey
	S1BM	Wong Kai Hong Franco	S1DY	Sin Pak Hei
	S1CC	Chan Ray	S1HL	Lam Tsun Hei
	S1CM	Leung Pui Lok	S2CW	Wong Chun Yee
	S1CM	Pang Long Ching		

Boys Overall Champion

Team Members:	S1BC	Leung Alex Man Fung	S4CI	Tsoi Pak Long Bryan
	S1BM	Wong Kai Hong Franco	S4CL	Chan Sze Hang
	S1CC	Chan Ray	S4KS	Pan Aaron
	S1CM	Leung Pui Lok	S4LN	Leung Lok Yin
	S1CM	Pang Long Ching	S4LN	Po Hin Hang
	S1DY	Ngan Chun Hey	S5CC	Lam Kwan Yuet
	S1DY	Sin Pak Hei	S5CW	Leung Hoi Kit
	S1HL	Lam Tsun Hei	S5CW	Lui Jin Man
	S2CW	Leung Tsz Shun	S5CY	So Fermin
	S2CW	Wong Chun Yee	S6CL	Wong Matthew Curtis
	S3AC	Wong Chun Yat	S6CL	Chong Hoi Sun
	S3BL	Yu Tsz Him	S6LW	Chan Casey Jethro
	S3CY	Lee King Him Keith	S6LW	Yu Bai-Xi
	S4CH	Chan Hin Ching	S6ST	Lam Lok Yin

Individual Awards

S1CM	Leung Pui Lok	100m Free Style Boys C 1st runner up
S1CM	Leung Pui Lok	4x50m Medley Relay Boys C 1st runner up
S1DY	Sin Pak Hei	4x50m Medley Relay Boys C 1st runner up
S1HL	Lam Tsun Hei	100m Breast Stroke Boys C 1st runner up
S1HL	Lam Tsun Hei	4x50m Medley Relay Boys C 1st runner up
S1HL	Lam Tsun Hei	50m Breast Stroke Boys C 1st runner up
S2CW	Wong Chun Yee	100m Breast Stroke Boys C 2nd runner up
S2CW	Leung Tsz Shun	4x50m Medley Relay Boys B 4th
S2CW	Wong Chun Yee	4x50m Medley Relay Boys C 1st runner up
S2CW	Wong Chun Yee	50m Breast Stroke Boys C Champion
S3BL	Yu Tsz Him	4x50m Medley Relay Boys B 4th
S4CL	Chan Sze Hang	4x50m Medley Relay Boys B 4th

S4LN	Po Hin Hang	200m Individual Medley Boys B 2nd runner up
S4LN	Po Hin Hang	4x50m Medley Relay Boys B 4th
S4LN	Po Hin Hang	50m Butterfly Boys B 2nd runner up
S5CC	Lam Kwan Yuet	4x50m Medley Relay Boys A 1st runner up
S5CW	Leung Hoi Kit	4x50m Medley Relay Boys A 1st runner up
S5CY	So Fermin	100m Breast Stroke Boys A 1st runner up
S5CY	So Fermin	200m Individual Medley Boys A 1st runner up
S5CY	So Fermin	4x50m Medley Relay Boys A 1st runner up
S6CL	Chong Hoi Sun	4x50m Medley Relay Boys A 1st runner up

Inter-School Table Tennis Competition 2018-19 Division II

Girls A Grade 4th

Team Members:	S4CH	Foo Ka Wai	S5CY	Ng Man Chong
	S4CL	Chang Hoi Kiu Athena	S5FW	Cheng Sum Yuet Sarah

Boys A Grade 3rd

Team Members:	S4CH	Yeung Ka Hin	S6CL	Wong Matthew Curtis
	S5CW	Chan Hon Chiu Marco	S6LW	Yau Tsz Kiu
	S5CY	Lee Tsz To Derek		

Inter-School Team Fencing Competition 2018-19

Girls Epee Team 4th

Team Members:	S3CC	Lai Yat Ning Cheryl	S4LN	Lai Hiu Chi Emily
	S3CY	Chan Hei Lui Kiandra	S6CC	Man Hei Yuen

Girls Overall 2nd Runner Up

Team Members:	S1BM	Lo Lok Wing	S3CY	Chan Hei Lui Kiandra
	S2CF	Cheng Nga Chi	S4CI	Wong Mein Chuan
	S2CW	Lau Akio	S4LN	Lai Hiu Chi Emily
	S2TW	Cheah Yuen-Ling Zoey	S5YC	Fung Pak Ying
	S3CC	Lai Yat Ning Cheryl	S6CC	Man Hei Yuen
	S3CY	Lam Wing Yan	S6CC	Chan Sze Yui

Outreach Coaching Fencing (Foil) Team Competition 2018 – Girls 1st Runner Up

Team Members:	S1BC	Li Joy Sze	S2CW	Lau Akio
	S1BM	Lo Lok Wing		

SCAA Inter-School Athletics Meet

S2CF	Li Chi Ying	Girls C 1500m Champion (Broken Record: 5:01.48)
S2CF	Li Chi Ying	Girls C 800m Champion (Broken Record: 2:26.89)

S3AC	Ho Wan Kiu Eddie	Boys B 4X400m Champion (Broken Record: 3:41.75)
S3AC	Ho Wan Kiu Eddie	Boys B 800m 1st runner up
S3AC	Lai Hiu Long	Boys B 4X400m Champion (Broken Record: 3:41.75)
S3AC	Lai Hiu Long	Boys B 800m Champion
S3BL	Kong Siu Long	Boys B 4X400m Champion (Broken Record: 3:41.75)
S3BL	Lee Wing Yiu	Girls B 100m 1st runner up
S3BL	Lee Wing Yiu	Girls B 200m Champion
S3CY	Lee King Him Keith	Boys B 4X400m Champion (Broken Record: 3:41.75)

Tecnifibre Squash Cup Hong Kong 2018

S1BM	Hau Timothy	Men's D Grade Champion
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Watsons Athletic Club Annual Challenge 2018

S2CF	Li Chi Ying	Girls U14 Grade 1500m Champion
S2CF	Li Chi Ying	Girls U14 Grade 800m Champion (Broken Record: 2:28.63)
S3AC	Ho Wan Kiu Eddie	Boys B 4X400m 1st runner up
S3AC	Lai Hiu Long	Boys B 4X400m 1st runner up
S3AC	Lai Hiu Long	Boys U16 Grade 200m 1st runner up
S3AC	Lai Hiu Long	Boys U16 Grade 400m Champion
S3BL	Kong Siu Long	Boys B 4X400m 1st runner up
S3BL	Lee Wing Yiu	Girls U16 Grade 100m 2nd runner up
S3BL	Lee Wing Yiu	Girls U16 Grade 200m 2nd runner up
S3CY	Lee King Him Keith	Boys B 4X400m 1st runner up
S4CL	Law Abby	Girls U18 Grade 100m Hurdle 1st runner up

7. Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2017/2018 School Year

	Government Funds	Non-Gov't Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.83%	N.A.
School Fees	N.A.	33.26%
Donations, if any	N.A.	0.00%
Other Income, if any	0.58%	6.33%
Total	60.41%	39.59%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.89%	
Operational Expenses (including those for Learning and Teaching)	15.77%	
Fee Remission / Scholarship	3.54%	
Repairs and Maintenance	1.12%	
Depreciation	4.68%	
Miscellaneous	N.A.	
Total	100%	
Surplus/Deficit for the School Year #	(0.34) months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.68 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Register of Donations Received by School (2018-19)

Ref. No.	Name of donor	Description	Quantity	Amount (HK\$)	Whether the donations received are solicited*	Date approved by IMC
1819001	Life Fitness	Used gym equipment Hammer Half Rack Life fitness it up bench Life fitness roman chair Sands bags of 20 & 10 kg	1 1 1 1	0.00	N/A	Para. 8.4 of IMC 6/11/2018
1819002	Mira Hotel	Used gym equipment Treadmill Upright bike Recumbent bike	1 1 1	0.00	N/A	Para. 8.4 of IMC 6/11/2018
1819003	Ms Grace Lo	Nikon cameras D80 with 18-135mm lens & F90	2	0.00	N/A	Para. 8.4 of IMC 6/11/2018
1819004	Ms Adeline Chan	Used books	21	0.00	N/A	Para. 8.4 of IMC 6/11/2018
1819005	Mr SK Leung	Used books	17	0.00	N/A	Para. 8.4 of IMC 6/11/2018
1819006	Dr Cheung Wah Keung	Donation of scholarship to students with outstanding Chinese Language and Chinese Literature performance		100,000.00	N/A	Para. 6.4 of IMC 11/4/2019

Note: *Donations including cash grant in form of discount or commission fee to schools. According to EDBC 10/2016, schools should not solicit donations or advantages from trading operators/suppliers.

#A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

8. Capacity Enhancement Grant Report 2018-19

Task Area	Major Area(s) of Concern	Strategies	Benefits Anticipated (e.g. how workload is alleviated)	Time Scale	Evaluation
Curriculum Development & Enhancement of student learning (Liberal Studies)	<ol style="list-style-type: none"> 1. To facilitate the value education of Liberal Studies in terms of Positive Education and Philosophical Inquiry teaching approach 2. To enhance students' understanding of social affairs through a more solid learning routine 	To recruit one full-time LS teacher	<p>More focused effort can be put into developing the value education element through formal and informal curricula such as students' enquiry project and activities.</p> <p>More systematic design of the assessment work for enhancing students' understanding of social affairs</p>	From September 2018 to August 2019	<p>The grant was effectively used to employ one LS teacher who assisted the curriculum revamp of embedding Positive Education and Philosophical Inquiry approach in terms of the following means:</p> <p>Design the lesson plans Open classroom for collaborative lesson preparation and lesson visit Documentation of the evaluation reports and lesson study notes</p> <p>The enhancement of students' understanding of the social affairs was reasonably achieved through design of the new worksheets and online news diary (Google Document) for the consolidation of students' reading of newspaper.</p>

Curriculum Development & Enhancement of students learning (Chinese Language & Chinese Culture)	<p>1. To facilitate the development of Non-Chinese Speaking (NCS) Curriculum</p> <p>2. To conduct the Non-Chinese Speaking (NCS) Curriculum to students during lesson and after school time</p> <p>Remarks: Upon receiving the NCS grant funded by EDB in Oct 2019, the CEG plan 2018-19 was adjusted. The focus of the CEG fund was changed to support the promotion of Chinese culture in school.</p>	To recruit one full-time Chinese Language teacher	<p>More resources can be put into promoting Chinese cultural around school, particularly in supporting NCS students’ integration into the community.</p> <p>More school-based enrichment programmes and training workshops/activities would be organized to enhance students’ understanding and appreciation of Chinese traditions & cultures throughout the school year.</p>	From September 2018 to August 2019	<p>The grant has proved to be extremely helpful in assisting teachers in our student enrichment programmes.</p> <p>An extra staff member helped to promote Chinese culture around school to all students, including NCS. This process involved training students to participate in choral speaking competitions, assisting teachers to organize Chinese Cultural Week at school, leading students to prepare for the Chinese New Year Celebration Day, cooperating with students to organize language competitions such as Poem Translation, as well as managing administrative work for many kinds of inside and outside school competitions.</p> <p>In the coming years, Chinese culture promotion is one of the school major concerns, the grant would definitely help the Chinese department to work out more related learning opportunities inside and outside school for students.</p>								
<p>Summary of the expenses of CEG Grant 2018/19</p> <table><tr><td>CEG Grant 2018/19 received</td><td>\$637,332</td></tr><tr><td>Less:</td><td></td></tr><tr><td>Salary for 2 Teachers</td><td>(\$941,000)</td></tr><tr><td>Amount covered by School Fund</td><td>(\$303,668)</td></tr></table>						CEG Grant 2018/19 received	\$637,332	Less:		Salary for 2 Teachers	(\$941,000)	Amount covered by School Fund	(\$303,668)
CEG Grant 2018/19 received	\$637,332												
Less:													
Salary for 2 Teachers	(\$941,000)												
Amount covered by School Fund	(\$303,668)												

9. School-based After-school Learning and Support Programmes 2018-19

Name of School: HKUGA College

Staff-in-charge: Freddie Sum

Contact Telephone No.: 28708815

A. The number of students (count by heads) benefitted under the Grant is 8 (including A. 0 CSSA recipients, B. 7 SFAS full-grant recipients and C. 1 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/ Date activity held	Actual expenses (\$)	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)
	A	B	C						
Programming and Whitehat Hacker Workshop		2		100%	9/2018-8/2019	5,500	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Competition Questionnaire 	Apolab Consultant	N.A.
Athletics Team (Track)		1	1	90%	9/2018-8/2019	4,200	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Competition Questionnaire 	Mr. Leung Tat Wai / Ms. Wan Kin Yee	N.A.
Orchestra		2		90%	9/2018-8/2019	3,400	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Competition Questionnaire 	Ms. Yeung Yuen Fung Lorraine	N.A.
Archery Team		1		90%	9/2018-8/2019	1,100	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Questionnaire 	Mr. Mui Kwan Shing	N.A.
Basketball Girls Team		1		90%	9/2018-8/2019	1,700	<ul style="list-style-type: none"> Attendance record Observation by tutors and instructors Competition Questionnaire 	Ms. Chow Wai Ping	N.A.
Total no. of activities:									
@No. of man-times	0	7	1		Total Expenses	15,900			
**Total no. of man-times	8								

Note:

* Types 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 (not more than 25%) (C).


C. Project Effectiveness

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


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

10. Sister School Exchange Report 2018-19

Part I: Details of Exchange Activities

Exchange Activities	Intended Objectives	Evaluation Results	Reflection and Follow up
Student and Teacher Sister School Trip to Shanghai and Ningbo	<ol style="list-style-type: none"> 1. To provide opportunities for and encourage student to see our country, its strengths and needs through their own eyes and enhance their understanding of it by personal experience instead of getting information from third parties. 2. To collaborate with the OLE committee in organizing S2 Learning Trip to China – liaison and arrangement with our sister school counterparts. 3. To continue with the Annual Sister Cup in Sports and Academics 4. To see how students in the mainland learn and how they overcome strengths 	<p>A Shanghai and Ningbo Sister School Trip was held during the Easter break. Along with 20 students, the Principal and two teachers visited our sister schools 上海市田家炳中學 and 宁波市同济中学 and numerous historical sites.</p> <p><i>Through lesson observations and shadowing for two days in the schools, our students have learnt how different cultures shape people differently. Our students have also come to realize that <u>it is important for them to discover their unique edge in this competitive world after meeting various students in other Chinese Cities.</u></i></p> <p><u><i>Not only has this trip provide another learning opportunity, but also a timely wake-up call for our students.</i></u></p> 	<ul style="list-style-type: none"> • Continue with annual exchange trips to Beijing Academy, Shanghai TJB and Ningbo Tongji either through learning trip or a separate trip. • Organise the first students sister school trip to Foshan • As Beijing Academy visited us this year for the first time in four years, we did not organise the Annual Sister Cup this year. We will <u>resume the competition</u> next year and will <u>start one in with Shanghai TJB in the year of 2019-20.</u> • Also we would continue to host the Shanghai TJB visit next year. • Student Reflection (refer to appendix 1)

<p>Teachers Sister School Trip to Foshan with PS</p>	<ol style="list-style-type: none"> 1. To visit both historical and developed sites in China 2. To see how students in the mainland learn and how they overcome strengths 	<p>Foshan Sister School Trip with HKUGAPS</p> <p>Ms Corina Chen, Ms Christina Wong, and colleagues from both PS and the College visited different historical sites and explored various learning opportunities of students.</p> <p>We now understand much more about the strengths and growth areas of our sister school and can further plan how we can collaborate in the future.</p> <p>From this experience, it is confirmed that it is of utmost important to organize scouting trips by teachers before sending students to any visits to explore learning opportunities and to confirm itinerary to enhance learning effective and reduce uncertainty during student trips.</p> <div data-bbox="922 679 1554 1407">  </div>	<ul style="list-style-type: none"> • For the college, it is decided that the sister school trips in the future will <u>mainly focus on learning Chinese traditional culture such as Martial Art, dancing lion and paper craft as the culture is rich in Foshan and our sister school.</u> • It is also suggested that the sister school trip to Foshan is more suitable for <u>Junior form students.</u>
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<p>Beijing Academy and Ningbo Tongji first visit to the College</p>	<ol style="list-style-type: none"> 1.To strengthen bonding among the sister schools 2.To enhance understanding of each other and explore further coloration opportunities 3.To broaden the horizon of our junior students by giving them to opportunities to interact with students during lesson shadowing and assembly 	<ol style="list-style-type: none"> 1. Reflection (refer to Appendix 2) 2. It was beneficial to our students as they are able to see how students in the mainland learn and strive for excellence. 3. Their visit to our school benefits a lot more students as only around 20 can visit our sister school during trips. 4. The students and teachers from our sister schools were amazed by the English Proficiency of our teachers and students. They would love to organize another trip with another batch of students next year. 	<ul style="list-style-type: none"> • Explore the possibility of two of our sister schools visiting us and us visiting the other two in the coming school year.
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Total man-times in all exchange activities in this school year 2018-19:	
Teachers:	9
Students:	20

Part 2: Financial Report

Item Name	Expenditure Item	Amount
Signing sister school agreement and visit Ningbo (Principal and 2 teachers, 28 Oct – 2 Nov, 18)	Cost of Trip (Airfare, Accommodation, Meals and Local Transport)	HK\$15,992.49
Principal, Vice Principal and a teacher visiting Foshan Sister School with HKUGA PS Principal and a teacher (27-28 Dec, 18)	Cost of Trip (Accommodation, High-speed Train, Meals and Local Transport)	HK\$5,287.60
3 Teachers and 20 Students paid a 6-day-5-night visit to Shanghai and Ningbo Sister School (22-27 Apr, 19)	Cost of Trip (Airfare, Accommodation, Meals and Local Transport)	HK\$98,186.49
	Total	HK\$119,466.58

Appendix 2- Reflection from our Beijing Academy

2018年12月，北京中学学生赴香港港大同学会书院进行姊妹校交流访问。本次出行为北京中学的学生们进一步了解香港教育，在进行学习和比较中，开阔了学生的视野，丰富了个人的阅历。



港大同学会书院，是一所由香港特区政府直接资助计划营办的英文中学，由香港大学毕业同学会教育基金在2006年赞助成立，校训为“明德惟志、格物惟勤”。2016年，在双方校长夏青峰先生和陈馨女士的大力推动下，两校签署了姊妹校协议。在2016至2018年的三年中，港大同学会书院共派出6个团，500余人次的师生到北京参观访问，开展了两届北京中学与港大同学会书院运动竞技和辩论竞赛、师生交流、同课异构等活动，为两校教师提供了交流沟通的平台，也让两校的学生有机会了解两地的风俗文化和教育理念。在本次出访过程中，我校的同学与港大同学会书院的同学结成了“影子同伴”，与他们共同参与美术、哲学、计算机等课程，同时也与该校学委会的成员们进行了交流与沟通。这样既拓宽了学生们对京港两地教育的认知面，又加深了两校学生的友谊。

2019年，我校继续申请了北京市京港澳姊妹校交流活动，计划继续接待香港来访的师生，并派出师生代表赴香港进行进一步的学习，旨在让香港青少年能够领略中华文明的博大精深，亲身体验“一国两制”与中国特色社会主义伟大实践以及实现中华民族伟大复兴的内在联系，帮助京港青少年成长为具有民族自豪感、国家归属感和社会责任感的新一代。



Reflection on PI lesson demonstration

学生感想交流

哲学课

高宜帆

这两天，我们都上了一节港大同学会书院的特色课程——哲学课。他们的哲学课是不同于我们的哲学课的，他们没有课本，没有需要记背的观点，只有一个又一个的主题，让我们去思考，去表达，以此来提升我们的思考能力。这次的哲学课主要分为两个方面。一方面是让我们学会如何思考，并且像辩论那样提出自己的观点，摆出自己的论据，使别人能够信服你；另一方面是教会我们如何提出问题，即提出什么样的问题能够帮助我们了解想了解的东西。我认为前一个主题就是教会我们如何思考和表达，而后一个主题便是让我们学会如何去提问。这些东西都不是与生俱来的，都需要我们一点一点去学习，一点一点去练习，而哲学课就给我们提供了一个很好的平台。



我们一共讨论了三个主题，第一个是关于“最能被接受事情和最不能被接受事情”的排序。第二个是关于“需要被责备和不需要被责备事件”的分类，而最后一个是“老师最想去的城市和最不想去的城市”的排序。

我们探讨的是第一个主题——最能被接受和最不能被接受的事情。我们需要问自己这件事情为什么能被接受或者为什么不能被接受。当我们明确自己的内容，坚定自己的想法后，我们就需要去说服别人。其间，我们就像写一篇小议论文一样，要摆明我们自己的观点，然后一步一步去证明自己的观点。在这个努力说服别人的过程中，我们不仅能获得成就感，还能提升自己的语言表达能力，拓展自己思考的深度。当然，这期间也未免有自己把自己绕进去的时候，也有自己说着说着偏题的时候，而这也是一个学习的过程，只有突破逻辑的难关，让自己的语言变得流利丰富，让自己的观点变得越来越清晰，别人才会信服于你，才能达到最终的目的。

我们主要探讨的是第二个主题，它教会了我们如何去提出问题。一开始我们的提问总是问不到点上，得到的都是一些没有用的信息，而后来经过老师的引导和自己的摸索，我们渐渐知道了哪些问题对我们是有用的，哪些问题对我们是无用的，我们的提问也变得更加游刃有余了。

虽然我们只上了三节哲学课，这或许对我们思维并没有过多的提升，但如果我们一直学下去的话，我相信我们的思维会提升得更多。

我喜欢这种有趣的、平易近人的哲学课。

Reflection on Student Leadership

如何更好做一个学委会成员

张博

不论是香港的学校，还是大陆的学校，学委会都是校园建设与学生管理方面的重要一环，反映了学校的民主程度。譬如北中的球类比赛，是学委会同学作为发起者，组织者，协调者等各种身份主动策划一系列的球赛。在这个过程中，老师只是充当背后的支持者。香港学委会的构成、职责和我们的有一些不同。在这次赴港姊妹校交流活动中，与学委会同学的交流，便是我们的任务之一。我怀着好奇与学习的心态，开始了与他们的思想碰撞。

我们先跟他们进行了关于学校内部结构的讨论，他们的学校构成与我们有很大不同。他们的学校将所有学生分为六个社，分别以六个伟人的名字来命名，也反映了校长对学子们的期望。他们的学委会负责组织六个社开展一些比赛和活动，以及在节日组织party和宣传等。其中，他们又单独成立了专门管纪律的风纪部，还有慈善部、新生辅导部等，来分担学委会的工作。这样做的好处就是可以管理到校园的很多方面，并且每个部门的压力又不会太大。我们聊了很多，他们留给我印象最深的一句话就是：我们是同学们的话筒，我们与同学们同一立场，为同学们谋取利益。与我们同岁的孩子，能有这样的想法，我感到敬佩与自愧不如。

我发现香港中学的学委会还有一个特点，即和周边社会的机构都有合作，比如港大同学会书院的同学们会组织同学到不远的医院去为病人演奏音乐，减轻他们的痛苦。这些主要都是由学委会的同学们组织策划的。我们学校周边也有社区，也可以组织一些社区服务的活动，让同学们体验社会，服务社会，锻炼综合素养。



有一点我深思了很久，那就是他们学校学委会同学的工作态度和责任意识。在交流过程中，我有意问了他们一个问题：你们在开展工作时，有着怎样的收获与感受？他们想了一下，很果断地回答说，先是有压力，这个压力来自于学生们的诉求与希望。有压力才有动力，他们自己也很自豪地说，真是这些压力才使得他们不断创新，举办的活动一次比一次好。接着他们又说道了一个我一直扪心自问的关键词——责任感。学校成立学委会，有很大的一个原因是为了锻炼我们的责任意识。一个人如果没有承担过责任，他就不会真正成长！尤其是学委会的同学，我们要对得起自己的身份，要有不怕累，不怕难，真心实意解决同学问题的觉悟。

最后我想说，学委会的成员本是源自学生，那就更应该为同学们发声、为同学们服务、为同学们着想，为同学们谋福利，而不是只想看占这份荣誉。在实际运行过程中，不能只想着扣分、警告、惩罚，而应本着教育、提醒、良言相劝的态度，发挥我们的职业精神——责任感。积极反应同学们的问题，让校园生活更美好。只有明确了自己身上的担子，才能真正为同学们着想，才能做一个真正有价值的人。这也是我从今天开始许下的目标。一句话总结：既知任重而道远，必要砥砺前行！

Referring to Student Shadowing Arrangement

我难忘的一个朋友

冷宇翾

一直陪伴我两天的那个朋友，已经是难以分别了。

我在图书馆第一次见到他时，他个子非常高，比我要高出半头，看起来像是一个完全成熟的学生，少言寡语，我心想自己这两天可能会比较尴尬。然而，当看到他和旁边同学兴致勃勃地聊天时，却又感觉他像一个天真的孩子，稚气未褪，脸上时常露出灿烂的笑容。

刚开始我还有一点紧张，不敢主动和他说话，但这种情况并没有僵持太久。他先是很愉快地把我领走，在走廊里为我介绍学校中的很多趣事。他的普通话不太标准，总透着那股港台腔，但相比那些发着纯正普通话的人，反而让我感到十分亲切和友善。也就说了两三句话，我便完全驳倒了最初对他的印象。

我学着他的发音，也说着一口滑稽的“广东版普通话”，和他交谈起来，感觉我们就像一位认识多年的老友一般，毫不紧张，说几句就发出爽朗的笑声。我们渐渐地聊到一些课堂之外的东西，不失雅致。

这两天是上学时间，于是我也在旁边听课。看他的字迹不是很工整，感觉他并不擅长学习。然而在科学课上，他一个人裁纸板，剪胶带，设计整个简易照相机，一改平时的散漫，一个人扛起了整个组的工作，忙得不亦乐乎。电脑课上，他发现我不太会用软件，就让我做一些简单的设计，然后由他来完成图形的制作与整理。



两天时间如白驹过隙，临别之时，我们一起合影留念，挥手而别，心想以后再难见面了。明年3月是否能够再次相聚北中，一切都还是未知数。转过街角，看不到他的身影，我叹了口气，回到图书馆，突然想起自己还没有还他中午的饭钱，急忙掏出钱跑回去找他。我跑过去，还了钱，又和他照了一张像，彼此相拥，眼角早已泛着些晶莹的泪珠。

成长，或许就是一个个离别沉淀出来的吧。



11. Report on the Use of the Promotion of Reading Grant 2018-19 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

a. Promoting the reading of Chinese books:

This was achieved through a combination of the updated collections, the new reading space provided by the school and the inclusion of regular reading sessions in the timetable and teacher and librarian promotion of additional resources.

b. Promoting English reading among reluctant readers:

This was achieved through a combination of the updated collections, the new reading space provided by the school, the inclusion of regular reading sessions in the timetable and teacher and librarian promotion of additional resources.

c. Promoting online research resource:

This was achieved through DEAR Librarian Lessons and the dissemination of information from the Librarian to the subject teachers.

2. Evaluation of strategies:

a. Promoting the reading of Chinese books - Updating the Chinese book and magazine collection; promoting the reading of Chinese books and magazines during the DEAR Chinese Library Lessons; Maintaining a good collection of e-Books:

The updated collection was promoted and utilized throughout the Chinese reading lessons. Special collections were also displayed. Reading materials were used for Chinese book reports throughout the year. Teachers reported an improvement in reading motivation among readers as evidenced in their engagement during reading lessons and feedback during reading presentations and related writing assignments.

b. Promoting English reading among reluctant readers - Updating the English book and magazine collection; Promoting the reading of English books and magazines during the DEAR; English Library Lessons; Maintaining a good collection of e-Books:

The updated collection was promoted and utilized throughout the English reading lessons. Special collections were also displayed. Teachers reported an improvement in reading motivation among reluctant readers as evidenced in their engagement during reading lessons and feedback during reading presentations and related writing assignments.

c. Promoting online research resource

The average number of hits of the use of Britannica was around 300 per day, indicating a regular use of the resource.

Part 2: Financial Report

	Item	Actual Expenses (\$)
1.	Purchase of Books & Magazines	
	○ Printed Chinese and English books	\$31,032.48
	○ Printed English and Chinese magazines	\$15,264.03
2.	Web-based Reading Schemes	
	○ Online Reading Platform(Britannica)	\$10,281.69
	○ Subscription of Chinese & English e-Books	\$25,032.45
	Total	\$81,610.65

Review on the accomplishments of the School Library for the year 2018-19

Focus – to enhance the reading environment and foster a reading culture

The use of the HUB

The renovation work of the school library was completed last October. The Hub has created more open space for reading and diverse activities have been conducted during wellbeing time. More emphasis has been put on reading by adding more subject lesson reading time in The Hub. The use of the library after the renovation has increased dramatically during class time and outside class time.

The layout of the HUB

The design of the Hub also facilitates the exploration of diverse reading channels, including our collection of over 20,000 books, extensive English and Chinese magazine collection, online reading and research resources and an inviting space for general e-Reading. The reorganization of resources has facilitated easier access of resources for readers.

The DEAR Librarian Lesson/Lesson Time in the HUB

With all the available resources in The HUB, the arrangement of the reading time in The Hub has encouraged students to select their own reading materials in either Chinese or English. The Librarian also demonstrates the use of some of the online resources during class time to provide students with more alternatives when they are selecting reading material.

The DEAR Librarian Lesson/Lesson Time in the HUB for S1-S2

The DEAR Librarian Lessons in the HUB are mainly for reading and developing reading and research skills. For Subject DEAR Lessons, the library provides reference services to assistant students to select appropriate books based on their subject interests. Special collections are also highlighted during subject weeks.

Collection development in the HUB

The library is continuously building up its library collection according to the reader's needs and interests. Book exhibitions were also conducted throughout the year to extend students' exposure to various reading materials. Departments were also invited to select relevant reference books according to their teaching needs.

Collaboration with the Primary School

For students, they had the opportunity to promote reading in our Primary School. Students joined the Primary School reading activities as reading ambassadors to share stories. This gave them an opportunity to share their love of reading, promote reading and train their public speaking skills.

Building up the Class Librarian Role

In school, each class has assigned two class librarians. The role of the class librarians is to operate a mini class library in their class and promote reading among their classmates. Some class librarians are also library assistants in The Hub.

Outreach program

As part of their global citizenship objective, students organized a treasure hunt and dress casual day to raise funds for a reading NGO. This made students more aware of the importance of education in some remote areas and how reading could change the lives of others. It also inspired them to reflect on what reading meant to them.

The Wellbeing Hub as the symbolic heart of our new Positive Education initiative

Events in the HUB

- The Wellbeing Hub Grand Opening Ceremony
- Celebration of ESR Sharing Day
- Class Librarian training sessions
- World Book Day Treasure Hunt Event
- IMC meetings
- Philosophical Inquiry guest speaker meetings
- Sharing sessions by visiting professors
- PSHE Week Project Exhibition on Hong Kong ethnic minorities
- Movie Time during English Week
- P6 College Day wellbeing activities
- Musical performances
- Sister school visits
- Guest school visits

The Hub has transformed community engagement in reading by putting it at the heart of our learning community events.