



Shau Kei Wan Government Secondary School School Report 2014-15

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Our Vision

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

Our Mission

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

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1 Our School

1.1 Type of School

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

1.2 Historical Background

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

1.3 School Facilities

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

1.4 School Management

School-based management was implemented in 1999.

Composition of the School Management Committee

Year \ Category	Sponsoring Body (EDB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
12/13	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
13/13	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
14/15	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

Committee members of 2014/15 were Ms Chan Mo-ngan, Teresa (Chairlady), Mr. Yuen Kwong-yip (Principal), Ms Tsang Wing-ching and Mr. Pe Hong-ngai (Parent Members), Mr. Chan King-sang and Mr. Chow Wing-sum (Alumni Members), Mr. Chiu Pit-leung and Dr. Pang King-chee, MH (Independent Members), and Ms Lo Lai-wah and Mrs. Wong Cheng Yuk-wan (Teacher Members). Ms Wong Wing-yi was Secretary.

2 Our Students

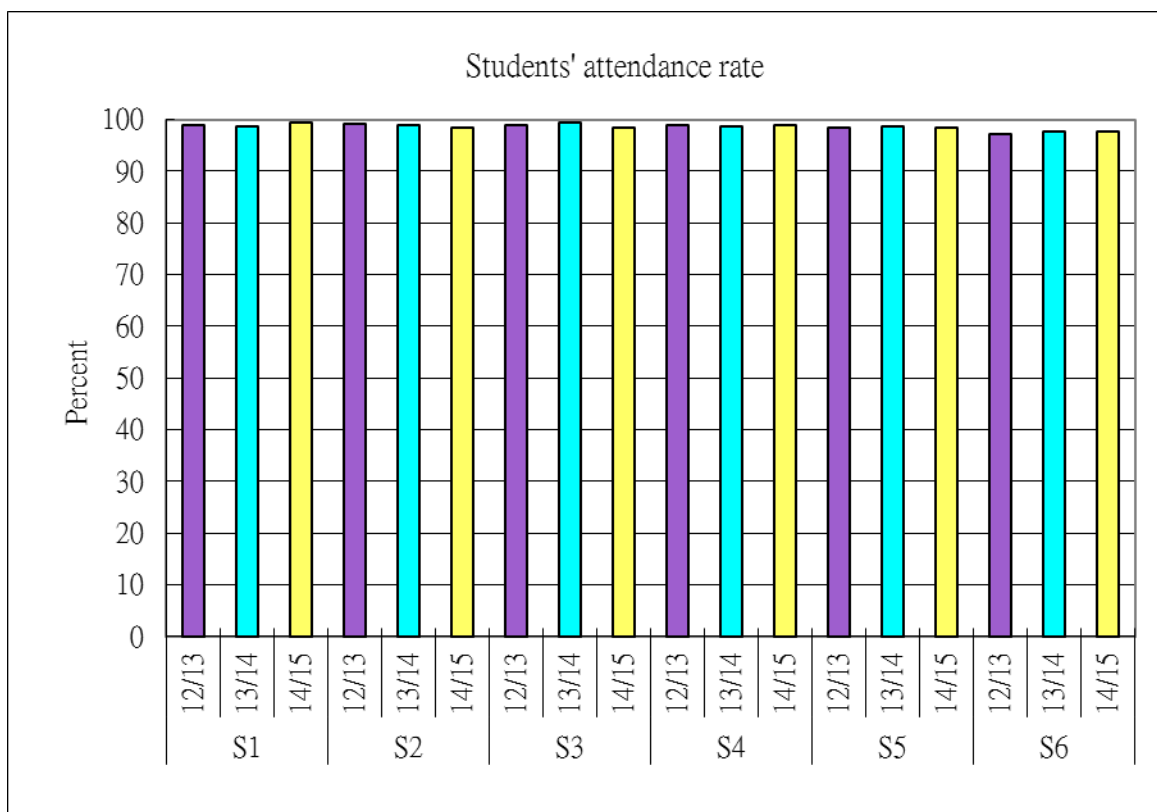
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	5	6	5	28
Boys	77	68	66	58	100	97	466
Girls	64	66	82	72	76	78	438
Total Enrolment	141	134	148	130	176	175	904

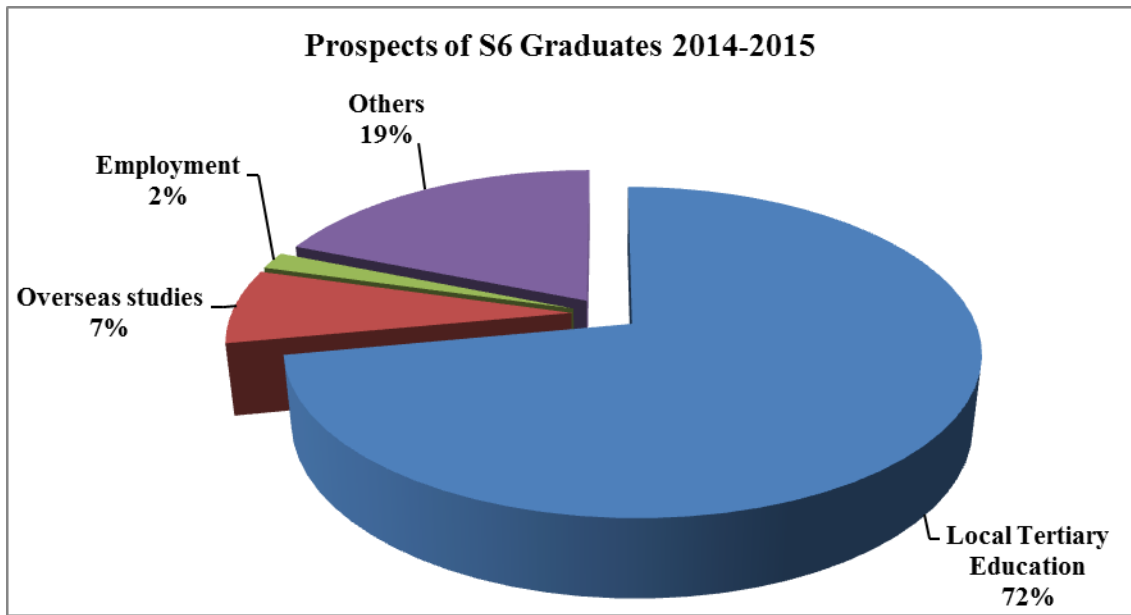
2.2 Unfilled Places

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

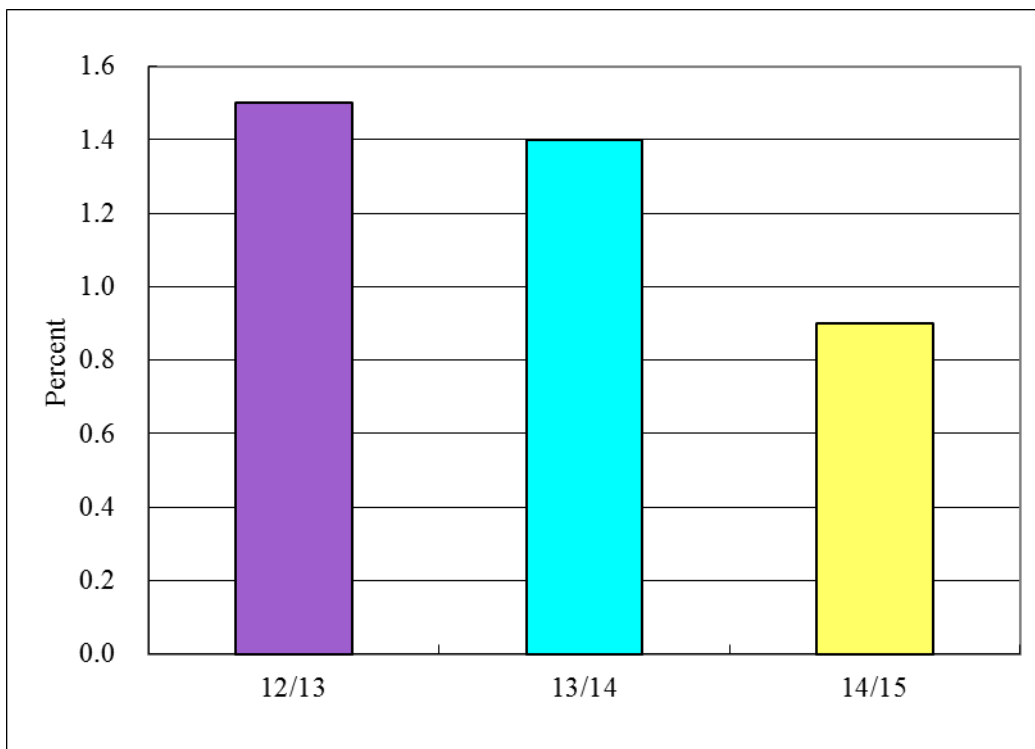
2.3 Students' Attendance



2.4 Destination of S6 Graduates



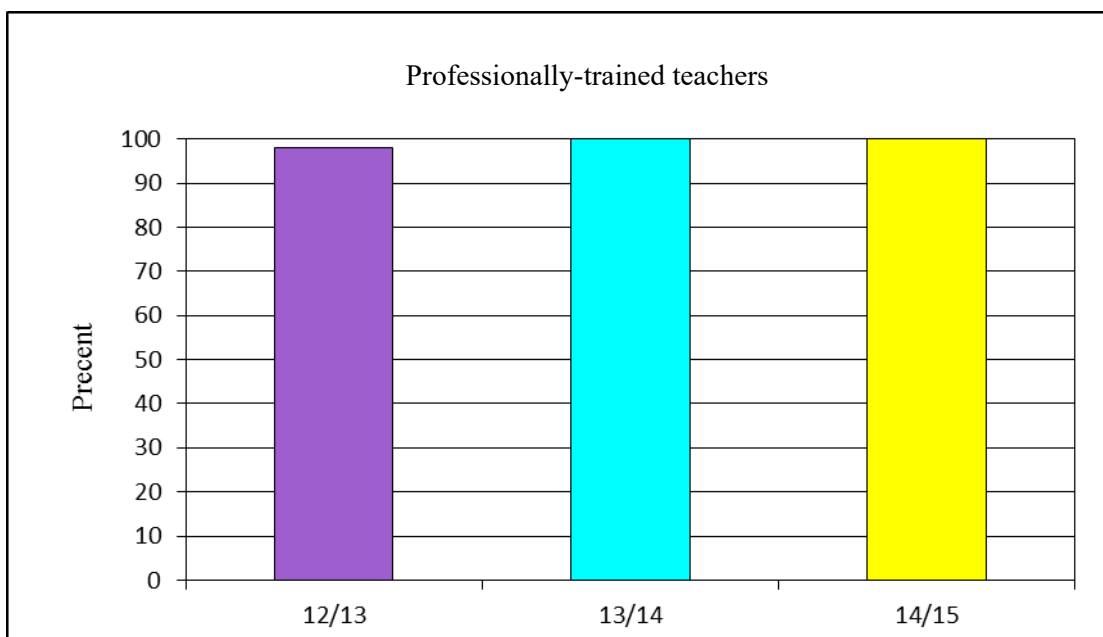
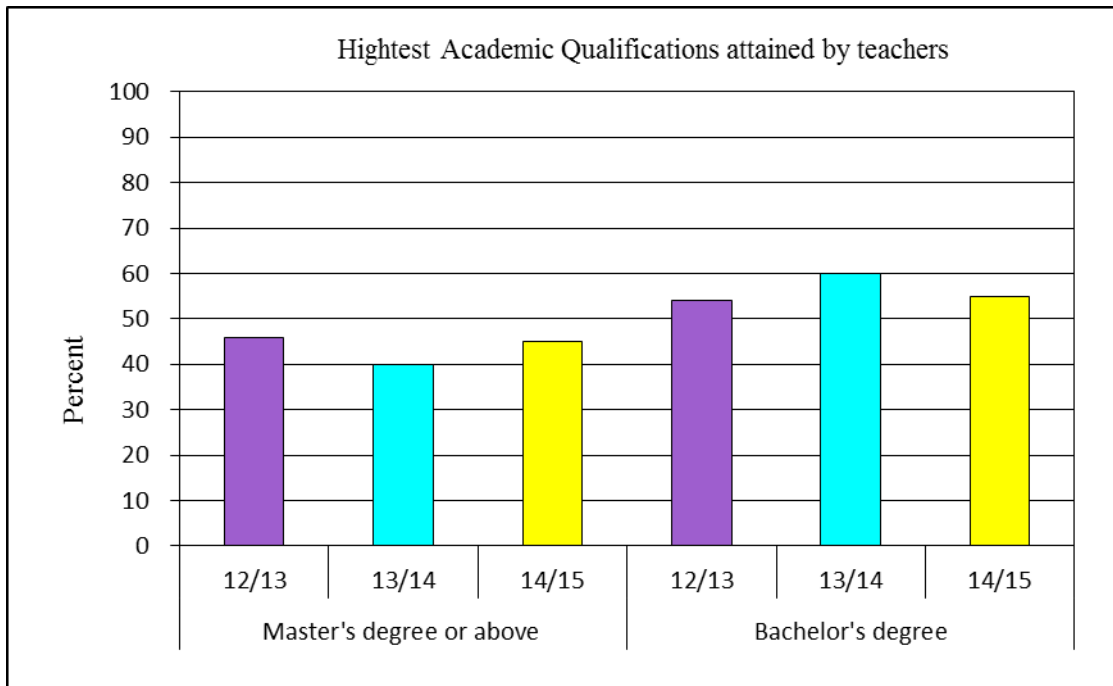
2.5 Early Exit Students

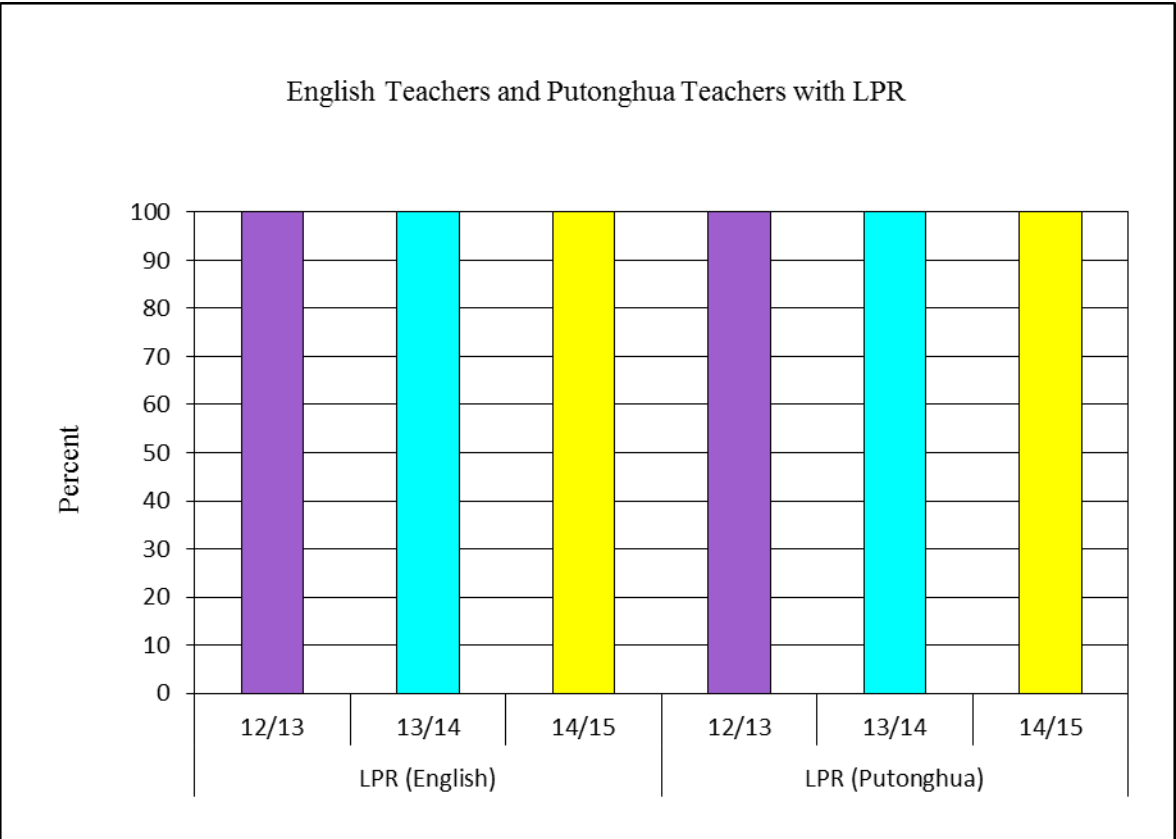
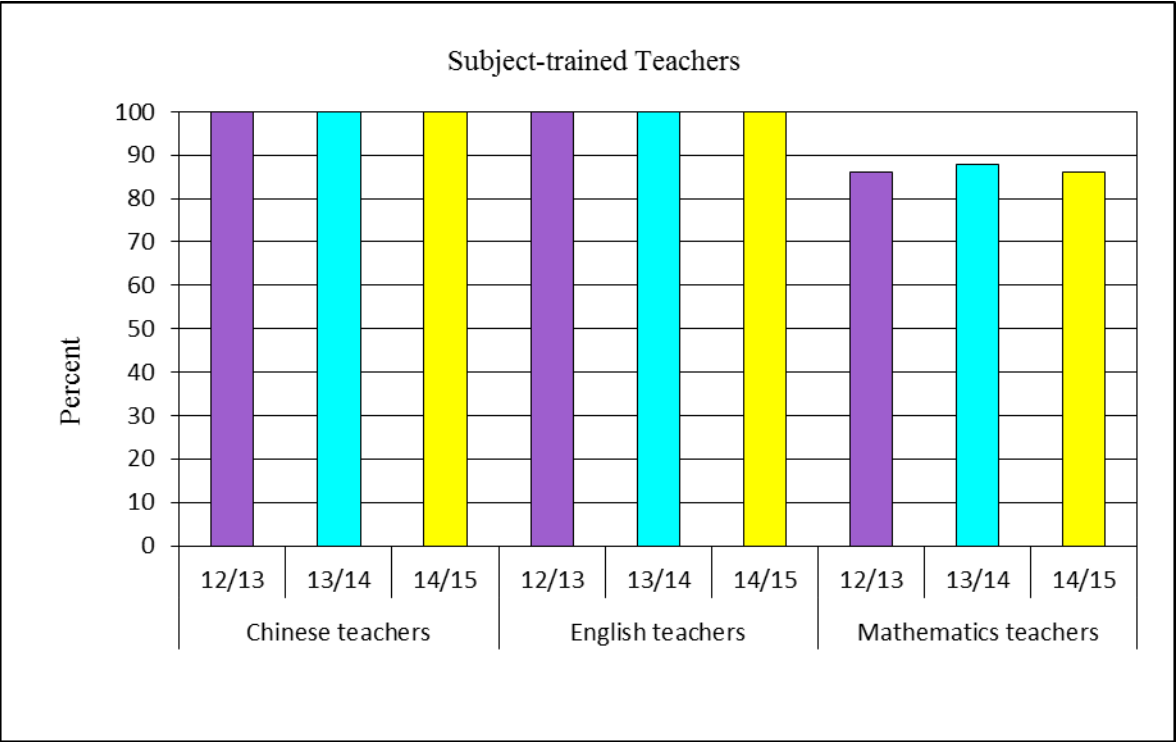


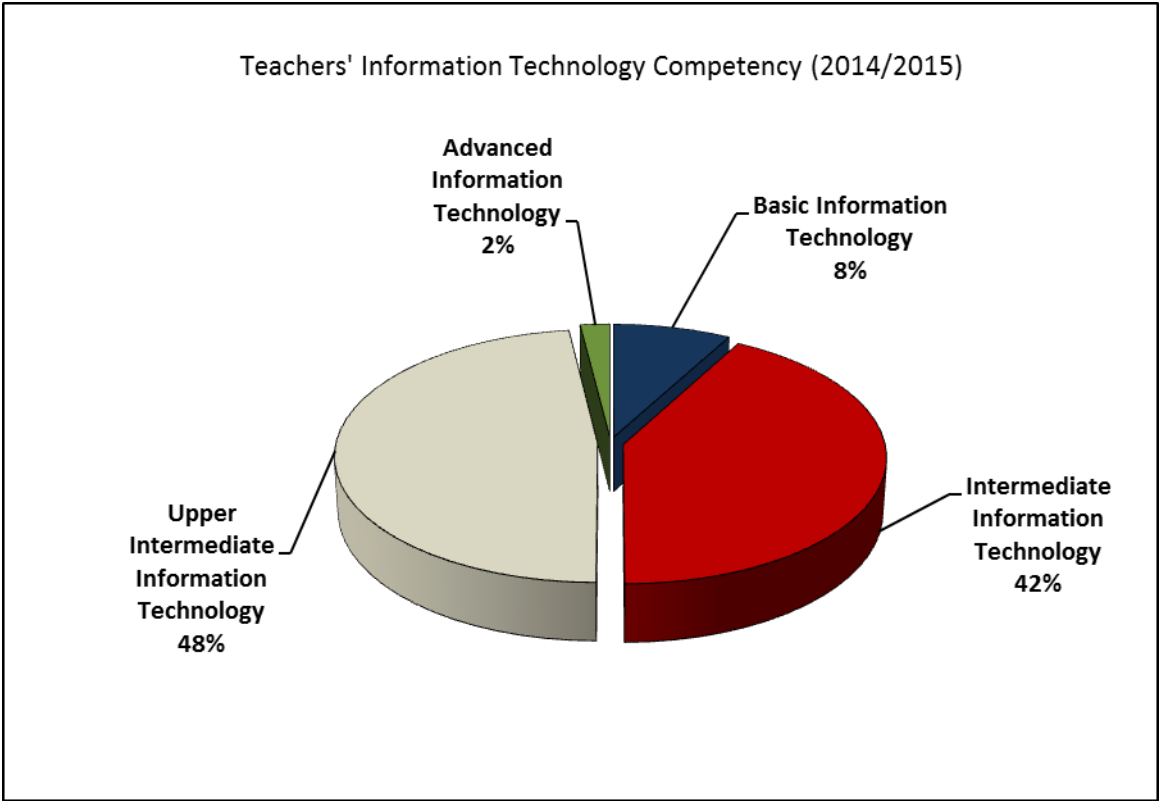
3 Our Teachers

3.1 Teachers' Qualifications

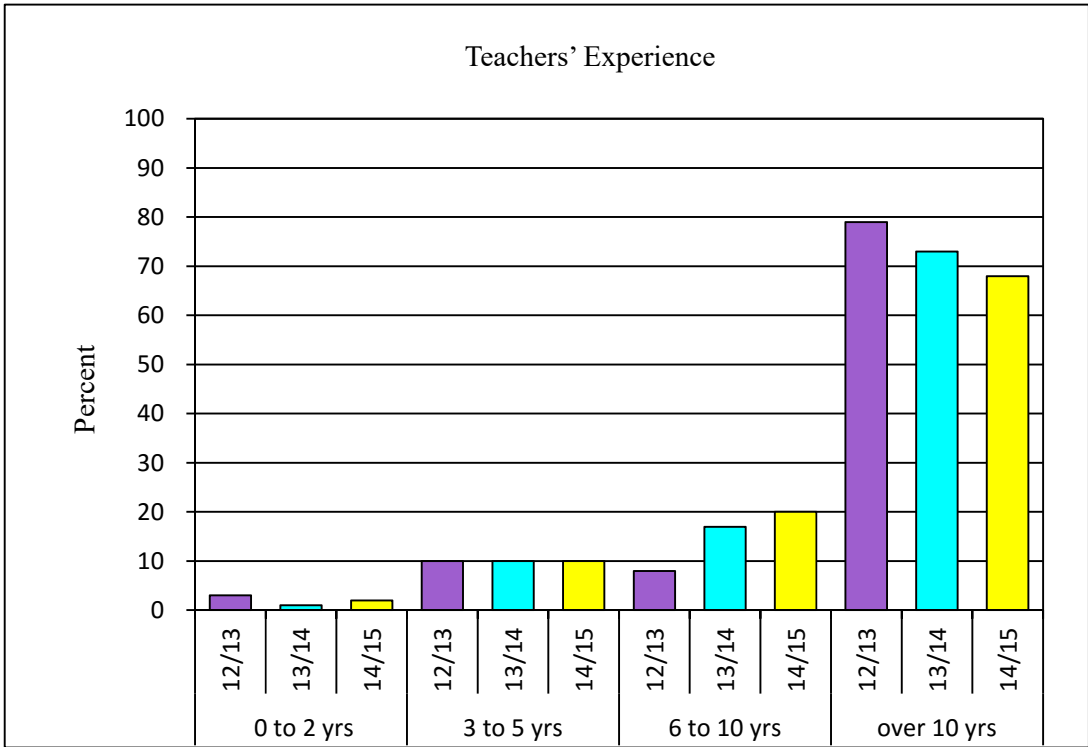
There were 91 staff members in our school: the Principal, 2 Assistant Principals, 58 teachers, 1 Teacher Librarian, 5 Teaching Assistants, 1 Clerical Officer, 1 Clerical Assistant, 1 Office Assistant, 1 Accounting Clerk, 4 General Clerks, 3 Laboratory Technicians, 2 Technical Support Services Officer, 3 Semi-skilled Workers, 5 Workmen II and 3 General Workers.







3.2 Teachers' Experience



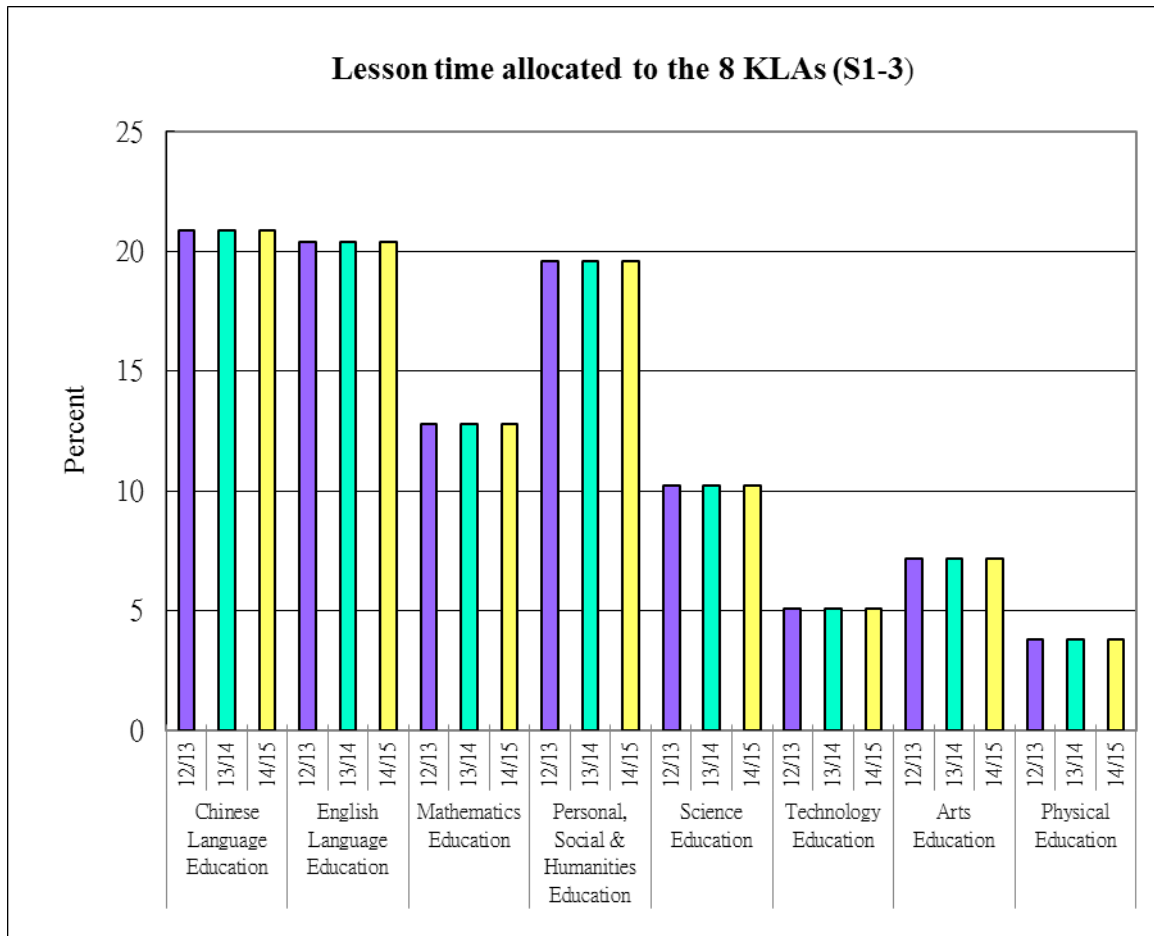
3.3 Teachers' Professional Development

In the year 2014/2015, teachers (including the Assistant Principals) undertook a total of 1,940 hours of training in the 6 Core Domains of Teacher Competencies Framework.

	Domain	No. of Hours
1.	Learning and Teaching	544.5
2.	Student Development	382.5
3.	School Development	469.5
4.	Professional Relationships and Services	286
5.	Personal Growth and Development	243.5
6.	Others	14
	Total	1,940

4 Our Learning and Teaching

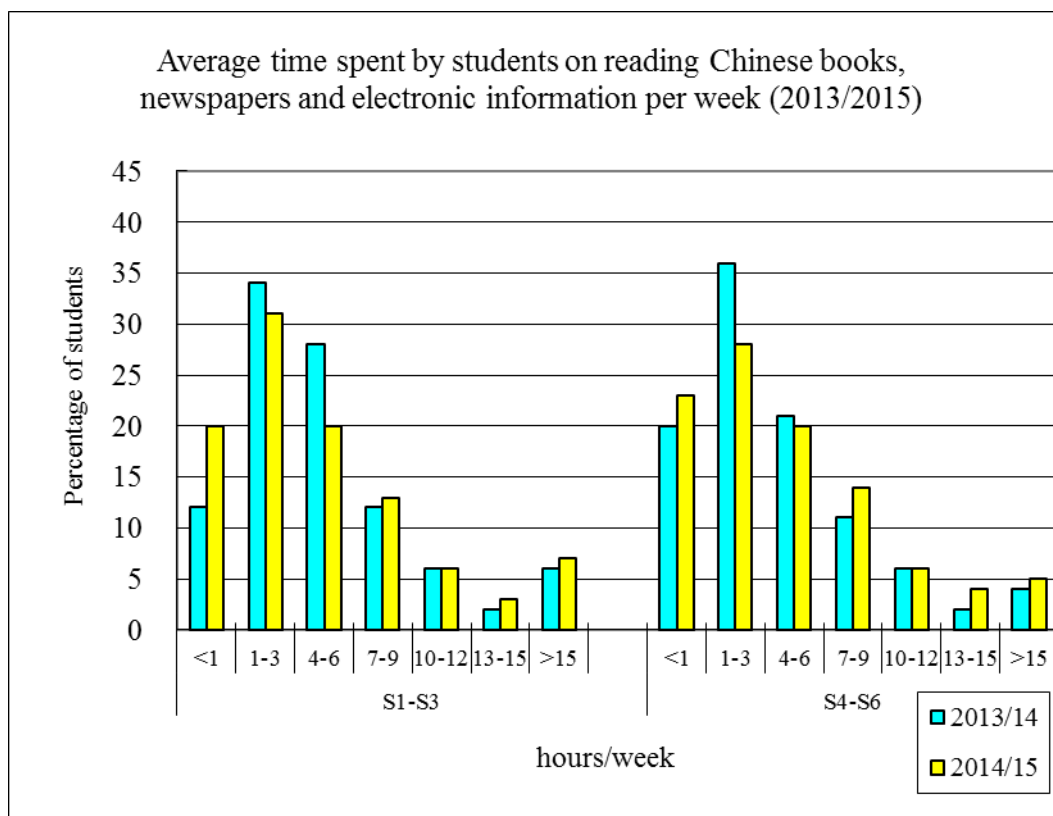
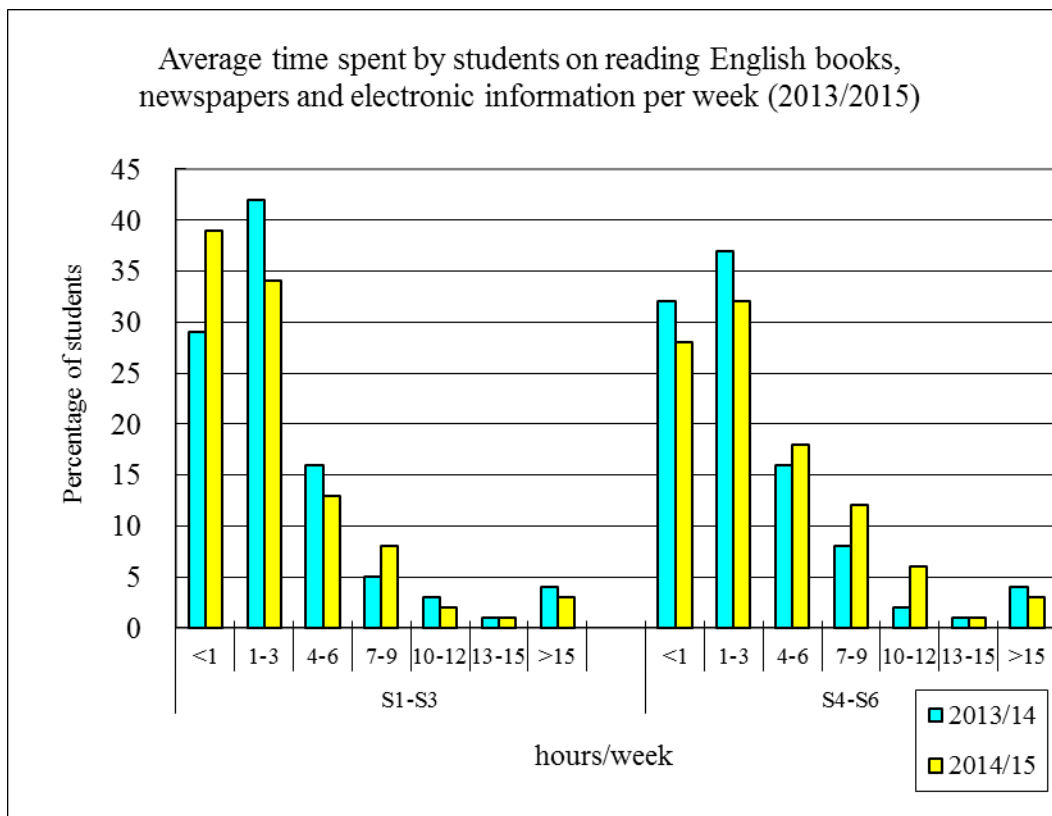
4.1 Lesson Time for the Different Key Learning Areas (KLAs)



4.2 Medium of Instruction

Our school uses English as the medium of instruction in all subjects except for Chinese Language, Chinese Literature, Chinese History, Putonghua and Liberal Studies (S1-2, S4).

4.3 Students' Reading Habit



5 Achievements and Reflection on Major Concerns

Major Concern 1: To help students become self-directed and independent learners

Focus Area A: To enhance students' self-learning skills

Strategies/Tasks	Achievements and Reflection
<p>1. To organise workshops/courses to enhance students' self-learning skills through sharing/peer learning</p> <ul style="list-style-type: none"> ◆ To organise school-based workshops for high-achievers or recommend them for training courses outside school ◆ To provide opportunities for participants to share their learning experiences with other students 	<p>Workshops/courses organised to enhance students' self-learning skills</p> <ul style="list-style-type: none"> ◆ Workshops that were organised for the high-achievers in the senior levels and funded by the 'Diversity Learning Grant' (DLG) for Gifted Education Programmes <ul style="list-style-type: none"> - School-based enrichment programmes on Training for Odyssey of the Mind and Hong Kong Physics Olympiad were organised by the Physics Department and KLA Science to train students for competitions in March and May 2015. These helped develop students' critical thinking, creativity and problem-solving skills. There were many attendants. The trainers commented that the participants were fully engaged. <p>In the post-activity survey, 100% of the participants of the first training course said that they had enjoyed the training course and the programme had broadened their horizon. 85.7% of them either strongly agreed or agreed that it was a good experience to develop their generic skills. All participants of the second course thought that they had gained more insight and had learnt a lot in the subject. All of them either strongly agreed or agreed that their problem-solving skills had been enhanced and that they had enjoyed the training course and the competition.</p> <ul style="list-style-type: none"> - Students of the two programmes shared their learning experiences in the Physics lessons. - 12 lessons of the school-based Visual Arts Painting Class for S6 and 22 lessons for the S4-S5 talented students were conducted by an artist after school throughout the year. The course could foster students' creativity, problem-solving skills and painting skills. It also provided opportunities for talented arts students to improve their presentation and communication skills through sharing with other students in Visual Arts lessons. All students thought that they had enjoyed the activity very much. To apply their painting skills to 'Life and Death Education – Life Review Photo Album Design' organised by Methodist Epworth Village Community Centre, the student participants designed photo albums for the elderly and shared their experiences with junior form students in the Art Club meetings and the school morning assembly. - A school-based training programme for the volleyball team (girls) was conducted for 15 S4-S6 team members, who were taught by a coach. From September to December 2014, the team members participated in the 90-hour training course after school. The students were interested in the training, in which they displayed self-learning ability. All participants thought that they had been able to improve their physical

Strategies/Tasks	Achievements and Reflection
	<p>fitness as well as develop their responsiveness and cooperation skills through the training.</p> <ul style="list-style-type: none"> - The Cross-curricular Study Tour to Tokyo, Japan was organised by the Curriculum Planning & Review Committee, Chinese Department, Liberal Studies Department and Physics Department in June 2015. A total of 58 S4 and S5 students were interested in it. 29 students were selected based on their academic results, learning attitude and conduct. The tour allowed high-achievers to study Physics, environmental protection and Japanese culture through site visits and other learning experiences outside the classroom. - The participants will share their learning experiences with the whole school in the morning assembly in the next school year. <ul style="list-style-type: none"> ◆ *12 departments in the first term and 15 departments in the second term organised workshops or supplementary classes to equip high-achievers with the skills of tackling questions and to encourage them to be independent learners. 8 departments in the first term and 9 departments in the second term provided opportunities for the participants to share their learning experiences with other students. ◆ The department concerned rated this measure as effective in broadening students' horizons, improving students' subject knowledge and helping them build up confidence in tackling challenging tasks. ◆ 'DSE Gear-up Workshop on Study and Exam Skills Training' was conducted by the College of International Education of Hong Kong Baptist University. It was organised in May 2015 for S5 students. The workshop aimed at improving study skills of the senior form students. Positive feedback was received from the students. According to the post-programme evaluation, nearly 90% of the students strongly agreed or agreed that the workshop had satisfied their needs while 80% of them thought that the workshop had helped them learn better. ◆ 7 students were admitted to the gifted programmes in the fields of Mathematics, Humanities, Sciences and Leadership. It was organised by the Hong Kong Academy for Gifted Education in July 2015.
<p>2. To provide opportunities for students to develop their generic skills in lessons</p> <p>Skills in focus:</p> <p>S1-2: Communication, Collaboration and Information Technology</p>	<p>Development of students' generic skills in lessons</p> <p>S1-2: Communication, Collaboration and Information Technology</p> <p>Learning activities, such as group/class discussions, project presentations, role play, field trips and competitions, were organised.</p> <p>S3-4: Problem-solving and Self-management</p> <p>Learning activities, such as integrated tasks, group/class discussions, investigative/self-directed project work, application of e-learning and visits, were organised.</p>

Strategies/Tasks	Achievements and Reflection
<p>S3-4: Problem-solving and Self-management S5-6: Critical Thinking and Study Skills</p> <ul style="list-style-type: none"> ◆ To help students have a smooth transition from the junior form curriculum to the senior form curriculum in the acquisition of generic skills ◆ To note the acquisition of generic skills in different subject departments ◆ To collaborate through cross- curricular project learning 	<p>S5-6: Critical Thinking and Study skills Learning activities, such as writing, integrated tasks, news commentary and SBA tasks, were organised.</p> <ul style="list-style-type: none"> ◆ All departments developed students’ generic skills with their subject contents. Our teachers discovered that students with good learning attitude could acquire these generic skills better and make use of these skills to achieve better effectiveness in learning. ◆ According to the S6 students’ self-evaluation on learning conducted in January 2015, 87% of them strongly agreed or agreed that they could accomplish learning tasks with both critical thinking and study skills. The figures have risen by 9.5% and 5.6% respectively when compared with last year’s evaluation. ◆ According to the survey conducted for S1 to S5 students in June 2015, 88.3% of the S1 and S2 students either strongly agreed or agreed that they could communicate well, 85.3% of them could collaborate well with their peers in learning activities while 82.3% strongly agreed or agreed that they could manage information technology in learning. Over 90% of the S3 and S4 students either strongly agreed or agreed that they had acquired better problem-solving and self-management skills. For S5 students, 91.1% strongly agreed or agreed that they had acquired better critical thinking skills while 83.9% strongly agreed or agreed that they could accomplish their learning tasks with study skills. ◆ As compared to the survey conducted last year, it is encouraging to see the higher percentages this year, particularly in the senior forms. It shows that the continuous training throughout these years provided ample opportunities for students to acquire different generic skills in lessons. ◆ Information about the generic skills that the students developed in different lessons was collected and compiled in September 2014 to facilitate a smooth transition from the junior forms to the senior forms in the acquisition of generic skills. ◆ Various *cross-curricular projects were designed to foster students’ self-learning ability. Examples were as follows: <ul style="list-style-type: none"> - S1:- <i>Cross-curricular Spelling Bee Competition</i> (English, Geography, Integrated Science and History Departments) - <i>S1 Book Report Competition</i> (English Department and Reading to Learn Team) - <i>S1 Study of Histogram using Excel</i> (Mathematics Department and Information and Communication Technology Department) - S2:- <i>My Re-cycle Bag</i> (Home Economics Department and Environmental Education Unit) - <i>S2 Cross Curricular Spelling Bee Competition</i>

Strategies/Tasks	Achievements and Reflection
	<p>(English, Liberal Studies, Integrated Science, Geography and History Departments)</p> <ul style="list-style-type: none"> - S3: -<i>Science Project</i> (Biology, Physics and Chemistry Departments) - <i>2-day Study Tour to Humen & Foshan</i> (Liberal Studies, Chinese History Departments and Moral & Civic Education Unit) - <i>S3 Cross-curricular Project 2014/15 “Desperate Deserts - Ways to adapt to this harsh environment”</i> (Geography, Home Economics and Design & Technology Departments) - S4:- <i>Field Trip Report Writing</i> (English and Geography Departments) - <i>Tokyo Cross-curricular Study Tour</i> (Liberal Studies, Chinese, Physics Departments and Curriculum Planning and Review Team) - S5:- <i>Astronomy Workshop</i> (Physics Department and Science & Astronomy Club) - <i>Drama Fest</i> (English Department and Drama Club) <ul style="list-style-type: none"> ◆ According to the S6 students’ self-evaluation on learning conducted in January 2015, only 34% of them enjoyed doing projects. The public examinations may be a cause of the low percentage. Notwithstanding this, 51% of the S6 respondents admitted that project work could facilitate their learning while 89% of them enjoyed learning with their peers. ◆ Results of the survey conducted for S1 to S5 students in June 2015 showed that over 50% of the students enjoyed doing projects. About 60% of the respondents agreed that project work could facilitate their learning while more than 80% of them enjoyed learning with their peers.
<p>3. To promote among students the habit of pre-lesson preparation</p> <ul style="list-style-type: none"> ◆ To design learning tasks and schedule of work for students to prepare before lessons ◆ To follow up students’ preparation work in lessons 	<p>Measures taken to promote the habit of lesson preparation among students</p> <ul style="list-style-type: none"> ◆ 12 subject departments either provided students of all levels with reference materials/pre-lesson worksheets or requested them to study and collect information before lessons. ◆ 17 subject departments selected target groups of students and promoted the habit of pre-lesson preparation by designing pre-lesson quizzes and notes or requesting students to prepare the materials for their group projects. ◆ 18 subject departments incorporated the abovementioned measures into their lesson plans and invited students to answer questions or to share their good work during lessons.

Strategies/Tasks	Achievements and Reflection
	<ul style="list-style-type: none"> ◆ 58% of the S6 students agreed that pre-lesson preparation had helped them learn, but only 39% of them strongly agreed or agreed that they had developed this habit. Many S6 students relied too much on teaching in lessons and focused on revisions for public examinations. ◆ 50% of the S1 to S5 students strongly agreed or agreed that they had developed a habit of pre-lesson preparation. More than 60% of the students believed that pre-lesson preparation could facilitate their learning. The measures should continue in order to encourage active learning and consolidate this good habit of learning among students.
<p>4. To provide more opportunities for sharing among teachers on teaching strategies refinement and developing students' self-learning skills</p> <p>Focus areas of sharing sessions:</p> <ol style="list-style-type: none"> 1. Design of pre-lesson preparation tasks 2. Use of eClass in classroom teaching 3. Developing questioning techniques to encourage high-order thinking 4. Catering for learner diversity <ul style="list-style-type: none"> ◆ Collaborative lesson preparation (CLP) ◆ Presentations/ Exchange of good teaching models among departments and KLA members ◆ Peer lesson observation ◆ Sharing sessions with teachers from other schools or professionals on Staff Development Day or in seminars/ workshops organised by outside bodies 	<p>Workshops/seminars held to refine teachers' teaching strategies for developing students' self-learning skills</p> <ul style="list-style-type: none"> ◆ The average number of CLP sessions conducted by each subject department in the school year is 7, excluding 3 one-man departments (Design & Technology, Home Economics and Music) in the first term and 2 one-man departments (Home Economics and Music) in the second term. The total number of CLP sessions conducted by subject departments in the two school terms is 122 and 127 respectively. ◆ About 40% of the CLP sessions discussed the design of pre-lesson preparation tasks and ways to cater for learner diversity. The figures indicated that designing pre-lesson preparation tasks and catering for the learner diversity were the main concerns of teachers. ◆ The numbers of CLP sessions conducted for sharing of good teaching models among panel members of the department in the two terms are 35 and 36 respectively. The major topics for sharing were pre-lesson preparation tasks and catering for learning diversity. 6 departments showed no record of presentation/sharing of good teaching models among panel members in the first term while only 2 one-man departments showed no record in the second term. It is encouraging to note that more departments were able to arrange sharing among teachers within departments or across KLA in the second term. ◆ A new peer lesson observation form was designed, highlighting the 4 focus areas of teaching strategies. It aims at making better use of the evaluation and professional exchange of ideas among teachers. ◆ Sharing sessions with teachers in school and other school professionals <ul style="list-style-type: none"> - A workshop called 'Promoting eLearning with eClass' was hosted by Mr. Poon Ting-cheong, our teacher in-charge of I.T. Development, for teachers on 24 October 2014 to enhance their techniques on integrating the use of eClass in class learning activities. - A workshop on 'Effective Pedagogies to Cater for Learner Diversity and Enhancement of Higher Order Thinking' was conducted on Staff Development Day in November to familiarise teachers with the

Strategies/Tasks	Achievements and Reflection
	<p>abovementioned learning and teaching strategies. 91% of the teachers agreed that the content about Catering for Learner Diversity presented was relevant to teaching and 93% of them thought that the information obtained could be applied to teaching. The figures for the session about Higher Order Thinking were 47% and 46% respectively.</p> <ul style="list-style-type: none"> - Professional dialogue and sharing sessions for teaching experiences on the theme <i>Effective use of Cooperative Learning</i> were conducted by the Liberal Studies Department with Helen Liang Memorial Secondary School and SKH Lam Kau Mow Secondary School in November 2014 and with King's College in January 2015. An open class on light pollution was arranged in March 2015 for our Liberal Studies teachers and 15 Liberal Studies teachers from Belilios Public School, Fanling Government Secondary schools, Shau Kei Wan East Government Secondary School and Tang Shiu Kin Victoria Government Secondary School. The lesson design, learning and teaching resources as well as the practice of Cooperative Learning were shared among the participating schools. Post-lesson observation sessions were also conducted. 92% of the participants agreed that the lesson observation was useful for the reflection on the adoption of effective teaching strategies. - A dissemination session was held in June 2015. The Liberal Studies Department shared our school-based curriculum development with other schools in the Liberal Studies Learning Community of government secondary schools. It comprises King's College, Queen Elizabeth School, South Tuen Mun Government Secondary School, Helen Liang Memorial Secondary School (Shatin) and Chiu Lut Sau Memorial Secondary School. The sharing session enabled the teacher participants to put theories of Cooperative Learning into practice, thus consolidating the professional knowledge from the school-based curriculum development. - A sharing session with 13 teachers from Tin Shui Wai Government Secondary School was held at our school on 29 April 2015. The teachers of our school shared ideas and materials for integrating eClass learning into the English curriculum, catering for learner diversity, programmes for language across the curriculum and utilisation of community resources. The visit was considered very fruitful.

Focus Area B: To encourage students to acquire knowledge through IT-learning

Strategies/Tasks	Achievements and Reflection
<p>1. To maximize the use of eClass resources</p> <ul style="list-style-type: none"> ◆ To update e-resource banks for learning and teaching ◆ To promote interactive learning to encourage sharing of knowledge and collaborative work ◆ To integrate the use of eClass in class learning activities 	<p>Maximizing the use of eClass resources</p> <ul style="list-style-type: none"> ◆ Except the Physical Education Department, all 19 departments established e-resource banks for learning and teaching materials in eClass in this school year. 59 classrooms of eClass provided updated information and resources for learning and teaching. The hit rate in the classrooms was 97%. ◆ Interactive learning activities that utilise eClass resources were conducted. 4 departments promoted the exchange of knowledge and collaboration among students through eForum in the first term while 5 more departments created an eForum in the second term to promote e-learning. ◆ 12 departments in the first term and 13 departments in the second term integrated eClass resources into class learning activities. For example, students were instructed to use articles in the resource banks for class discussions and/or to submit assignments and projects through eClass. Students' work and teachers' feedback was recorded in a systematic manner. ◆ According to the S6 survey, 69% of the students indicated that they had used eClass for learning while 49% thought that eClass had facilitated their learning. 61% of them agreed that eClass was user-friendly. ◆ On the whole, 72% of the students indicated that their self-learning ability had been enhanced with the use of eClass. 88% of them agreed that they were independent learners. The figures have risen by 7% and 16% respectively when compared with last year's survey findings. ◆ According to the S1 to S5 surveys, 72.8% of the respondents indicated that they had used eClass for learning while 63.8% thought that eClass had facilitated their learning. 72.7% of them agreed that eClass was user-friendly. Compared to the survey results of last year, students are more used to learning through eClass in this school year.
<p>2. To set up more eForums for peer learning</p> <ul style="list-style-type: none"> ◆ To set up eForums on subject-based topics and ad hoc issues and extend this initiative from the core subjects to elective subjects ◆ To integrate the use of eForum in class learning ◆ To encourage students to post responses or reflections on their learning experiences 	<p>Establishment of eForum for peer learning</p> <ul style="list-style-type: none"> ◆ 9 departments, including the English, Chinese, Physics, Chemistry, Integrated Science, Biology, Liberal Studies, Business, Accounting & Financial Studies and Design & Technology Departments have set up 24 eForums on subject-based topics this year for extended discussions, reflections and exchange of students' learning experiences. Compared with last year, the increasing number of departments that created eForum shows that our teachers are becoming more willing to promote e-learning. ◆ 7 out of the 9 departments integrated eForum discussions and students' reflections into class activities.

Strategies/Tasks	Achievements and Reflection
	<ul style="list-style-type: none"> ◆ The increasing number of interactive learning activities on the eForums showed that students had learnt more actively, despite the comment from some teachers that it was more efficient and effective to have in-class discussions. ◆ The S6 survey shows that 34% of the students were eager to do discussions on eForum. They found it useful for helping them learn better. ◆ 53.5% of the S1 to S5 students strongly agreed or agreed that they were eager to do discussions on eForum with peers and about 50% of them found eForum useful for helping them learn better. The figures have risen by 11.2% and 7.7% respectively when compared with last year's survey findings.

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

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

Strategies/Tasks	Achievements and Reflection
<p>1. Programmes will be held to support students with life planning and inculcate in them a sense of continuous development in life in the following areas:</p> <ul style="list-style-type: none"> ◆ Setting and reviewing goals ◆ Self-understanding 	<p>A series of programmes were scheduled to support students with life planning and inculcate in them a sense of continuous development in life.</p> <ul style="list-style-type: none"> ◆ A class teacher period on life planning was organised for S1 and S2 students in January 2015. In the first part of the lesson, with class teachers being the facilitator, students were given guided questions to review their performance at school in the first term, and to share with each other their achievements as well as the challenges they faced. They also set goals under the SMART principle for the second term. The second part of the lesson focused on self-understanding. A questionnaire was given to the students to help them identify their type of personality in the enneagram so that they could know their strengths and weaknesses and the direction for growth and further development. The students showed great interest in identifying their type of personality. ◆ Another class-teacher period on S4 streaming was arranged for S3 students in December 2014. Students were asked to do reflections on their own strengths and weaknesses, and share with their peers their career goals. With the class teacher-led discussions in case studies, students learnt about different factors at work when selecting elective subjects in senior secondary levels. This class teacher period served as the first activity to help S3 students choose their elective subjects in the senior forms. The subsequent subject selection talk for S3 students gave parents and students up-to-date information about the senior secondary curriculum. It was held on 12 February 2015. Parents and students were told about the electives on offer and requirements for university admission. On 27 March 2015, an experience sharing session was arranged for all S3 students in the class-teacher period. 37 S4 students, who currently take different electives, shared their learning experience with S3 students in small groups. The sharing session proved to be effective, as 88% of the S3 students agreed that it had helped them understand the requirements of different electives in the senior secondary curriculum as well as the difficulties students might encounter in each subject. 86.5% of the S3 students also found the small group sharing session useful for helping them select their electives in June. 84.4% of the students agreed that this activity had satisfied their needs. ◆ Two sessions on life planning activities, which were called ‘Capture Our Dream’, were organised for S4 students in November 2014 and January 2015 under the Healthy School Programme. In the first session, students were given an opportunity to do self-understanding with a simple personality tool, explore their own strengths and weaknesses and develop their career aspirations through role-plays and discussions

Strategies/Tasks	Achievements and Reflection
	<p>with their peers. The second session focused on career information. Students were asked to answer different questions regarding local prospects after graduation. They also formed groups to look into the personal qualities and general abilities required in some professions so as to help them know the importance of equipping themselves with essential skills for success. 86.6% of the students agreed that the sessions had helped them better understand their own strengths and hence choose their career pathways wisely.</p> <ul style="list-style-type: none"> ◆ For S5 students, an interactive career drama was shown in a class-teacher period on 7 November 2014. It was a story of three teenagers facing different dilemma in making choices of study programmes and jobs. The social workers and counsellors divided the students into small groups to discuss the issues related to vocational interest, future studies and work attitude. Students were encouraged to think about their life goals, plan their career pathways, review their work attitude and overcome future challenges. Students enjoyed the drama and the interactions with the social workers and counsellors. ◆ A talk on life planning was also given to the S5 students by Dr. Chui Yat Hung in the LWL periods on 10 March 2015. He introduced to the students the theories of life planning and self-understanding using the Holland model. Nearly 71% of the S5 students thought the talk was well-delivered and easy to follow. 66% of the students agreed that the talk was substantial whereas 61% felt that the talk met their needs and expectation. In the class-teacher period on 27 March 2015, students were introduced to the learning resource ‘Careers Mapping’, where they did a simple career assessment with their peers. In April, they were arranged to take an online careers assessment called ‘Mycareemap’. This qualitative assessment helped students explore the Holland model and provided good reference for students to set their study and career plan according to the strengths and careers interest that their corresponding Holland Code showed. A mass programme on ‘JUPAS preparation’ was held in the post-examination period in July to help them prepare for the JUPAS application in September 2015.
<p>2. Students will be encouraged and parents’ support will be sought to foster a balanced development through the ‘One Sport, One Art, One Service’ Scheme</p> <ul style="list-style-type: none"> ◆ The ‘One Sport, One Art, One Service’ Scheme spans three years starting from the 2012-2013 cohort of S1 students. S1 	<ul style="list-style-type: none"> ◆ It is the third year of the ‘One Sport, One Art, One Service’ Scheme. All S1 students were encouraged to join one uniformed team whereas S2 students were provided with a sports development programme. An aesthetic development programme was organised for all S3 students. ◆ For S1, 137 uniformed team members were recruited from the current S1 students (Boy Scouts: 25, Girl Guides: 14, Hong Kong Air Cadet Corps: 31 and Red Cross Youth: 67). Apart from regular meetings, each uniformed team organised different activities for the members, such as orientation camp, hiking camp and wild cooking activities, drill training and map training. The members also joined the activities held by their respective headquarters. The uniformed team members showed great concern about the people in need by participating in the flag-

Strategies/Tasks	Achievements and Reflection
<p>students are required to join one uniformed team throughout their first secondary school year so as to cultivate their self-discipline, perseverance, responsibility and commitment as well as a sense of belonging to the school. (Uniformed teams include Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps and Red Cross Youth Unit.)</p> <ul style="list-style-type: none"> ◆ The S1 students (when promoted to Secondary Two) are engaged in physical development programmes to develop their physical competence in their second school year. ◆ The S2 students (when promoted to Secondary Three) are encouraged to join different aesthetic development programmes in their third school year. These programmes aim to nurture students aesthetic development and sensitivity, develop their generic skills and cultivate positive attitudes and values. <p>(Art includes music, visual arts, drama, dance, photography, video production and stage management.)</p>	<p>selling activities and service programmes. They also provided services at major school events, such as Speech Day, Swimming Gala and Parents' Day. Most of the new members were willing to join the activities and behaved well.</p> <ul style="list-style-type: none"> ◆ The Hong Kong Baseball Association demonstrated to the S2 students how to play baseball in the first term. The programme introduced the game of baseball to students. They found the demonstration informative and interesting. It also served to enhance students' interest in different sports games. On top of the regular training for different school sports teams, a rope-skipping training programme was organised by the Hong Kong Rope Skipping Club Limited for S2 students. From 4 to 27 May 2015, a total of 65 S2 students participated in a 5-hour training course after school in the school hall and covered playground. Through rope-skipping training, students were able to develop interest and self-learning abilities. They were able to improve their physical fitness as well as developing their responsiveness, stamina and cooperation skills. ◆ For S3, an aesthetic development programme was organised. Each student joined an aesthetic-related club according to his/her own interest at the beginning of the school year and received training in art, dance, drama, photography, stage management, video production or instrumental playing during the year. Such training prepared students from each S3 class to stage a multimedia drama on the theme of 'Positive and Healthy Lifestyle', (which is in line with the objective of Major Concern 3) in an inter-class competition on 20 May 2015. The programme enriched students' experiences in aesthetics and developed their organisation skills, creativity and problem-solving ability. Apart from enhancing students' confidence, leadership and presentation skills, it also fostered their sense of belonging to the class. A total of 9 prizes were awarded to the students for their accomplishment in different arts categories. The Overall Champion and the winner of 'Best Script Writing' award, 3D was invited to perform their prize-winning multimedia drama in the Variety Show on 9 July 2015. Students enjoyed the aesthetic development programme and gave highly positive feedback on it.

Focus Area B: Provided with more exposure and information on their studies/career development, students are able to actualise their goals

Strategies/Tasks	Achievements and Reflection
<p>1. Easy access to related career information will be provided for students</p> <ul style="list-style-type: none"> ◆ Career-related information will be disseminated through the following channels <ul style="list-style-type: none"> - Career Display Board - Career webpage accessible on the school website - Career Resource Corner in School Library - Career Library on 3/F, West Block - School Intranet and through Career Ambassadors making announcements in morning assemblies or in their own classes. ◆ Career Ambassadors are provided with training to facilitate information exchange. 	<ul style="list-style-type: none"> ◆ Different channels have been employed to facilitate easy access to career-related information. These include: <ul style="list-style-type: none"> • Career Display Board • Career Resource Corner in the School Library • School Intranet • Morning Assemblies • Career Library ◆ 16 Career Ambassadors were recruited from each senior class. They were well-trained to facilitate the information exchange between the school and students.
<p>2. Career-related learning activities will be organised to arouse students' awareness of career planning.</p> <ul style="list-style-type: none"> ◆ Career Day will be held to familiarise S6 students with different options for further studies under the New Senior Secondary Curriculum and help them explore their orientation for further studies and career aspirations. ◆ Talks and experience-sharing with alumni and/or professionals will be held to help students gain exposure to the changing demands of the working 	<ul style="list-style-type: none"> ◆ S6 Career Day A Career Day, jointly organised by the Careers Guidance Team, the Guidance Team, Hok Yau Club and Headstart English, was held on 15 October 2014 to familiarise S6 students with different options for further education and the skills for writing a personal statement. The Day began with an experience-sharing session, in which 30 young alumni talked about examination preparation, university life and study programmes. It was followed by a 1.5-hour workshop on writing personal statements. The afternoon programme comprised a talk and a tea gathering, which parents were invited to join. The talk focused on JUPAS application, programme choice prioritisation as well as stress management. About 30 parents attended the afternoon session and met with class teachers and subject teachers in the tea gathering that followed. In the post evaluation, S6 students in general rated the programme positively. Nearly 80% of the students found the experience-sharing session with alumni particularly useful for enhancing their study skills and familiarising them with university application and study programmes. 83% of the students agreed that the JUPAS talk was very

Strategies/Tasks	Achievements and Reflection
<p>world and know about the essential qualities for success.</p> <ul style="list-style-type: none"> ◆ Workplace visits to different professions/job shadowing programmes will be arranged to allow students to know better the real world of work. 	<p>informative and enabled them to strategically plan their programme choices.</p> <p>Some student feedback was extracted as follows:</p> <ul style="list-style-type: none"> - <i>“The alumni have given me valuable advice on how to prepare for examinations, and first-hand information on university programmes.”</i> - <i>“The programme has answered my queries about programme choice prioritization.”</i> - <i>“The alumni sharing session was rewarding, as we learnt a lot from our alumni how to prepare for the HKDSE.”</i> - <i>“The programme has given me information about further studies. It also encouraged me to pursue the field of study that I desire.”</i> <p>The parents equally responded positively to the afternoon programme. 95% of the parents gave a high rating to the JUPAS talk.</p> <ul style="list-style-type: none"> ◆ JA Leadership Seminar and a Career Quiz A Leadership Seminar, arranged by Junior Achievement Hong Kong, was held in the LWL periods on 26 September 2014. The topic was ‘How to become a leader: Importance of Ethical Decision Making’. The guest speaker was Mr. Richard Chu, Senior Vice-president of ExxonMobil China Petroleum & Petrochemical Co. Ltd. As an expert teaching business ethics to university students and a senior personnel managing oil and gas resource development projects worldwide, Mr. Chu shared with students his professional knowledge, work experience involving making ethical decisions and advice on life planning. Students were inspired by his speech. The leadership seminar was then followed by a careers quiz, which aimed at providing students with career information in an interactive way. Students responded enthusiastically in the quiz and small prizes were given to those who answered the questions correctly. ◆ Career Expo 2014/15 83 S5 students participated in the Career Expo 2014/15 organised by Hotung Secondary School and the Rotary Club of Kings park Hong Kong on 4 December 2014. A survey on their career interest was collected prior to the programme in October for the experience sharing session. <p>All students attended a talk given by guest speaker 黃毅力先生. Being an entrepreneur, a columnist as well as a driver of automobile racing, Mr. Wong shared with the students his story of success, life values and his three different professions. He encouraged all students to set clear goals and to equip themselves for the pursuit of these goals.</p> <p>In the small group meeting, students met business volunteers from 14 different professions according to their career interest. They included clinical psychology, the medical field, pharmacy, accounting and the</p>

Strategies/Tasks	Achievements and Reflection
	<p>aviation industry. This informal experience sharing sessions allowed them to get an understanding of different professions and consult advice from the experts face-to-face. 84% of the participating students were satisfied with the Career Expo and 80% agreed that it had given them useful advice to plan their future studies and careers. Nearly 78% enjoyed the professionals' presentations on their experience, as it gave them first-hand information about the jobs of their interest. They also realised the importance of soft skills necessary for work, such as communication skills, time management and problem-solving skills.</p> <p>Some student feedback was extracted as follows:</p> <ul style="list-style-type: none"> - <i>"I learnt about the job duties of a pharmacist and I will equip myself with good communication skills."</i> - <i>"I learnt more about being a doctor and the difficulties they face. I will study hard to achieve my career goal."</i> - <i>"I understand the key to success is hard work. I will improve my interpersonal skills and stress management ability."</i> - <i>"The sharing session was meaningful, as I learnt about the work of an accountant."</i> - <i>"I know the qualifications for being a registered nurse. I feel that this is my career goal, as my personality fits it. I will equip myself with problem-solving skills and learnt to be more attentive to details."</i> <ul style="list-style-type: none"> ◆ JA Job Shadowing Programme at the Transport Department 20 S4 to S5 students were selected to join a job shadowing programme at the Transport Department. It was organised by Junior Achievement Hong Kong on 3 November 2014. They were given a chance to observe, interview and shadow their mentors, who were engineers, Transport Officers and Executive Officers in Wan Chai and Mong Kok Government Offices. The students were keen on the programme. They attended a briefing session before Job Shadowing Day and completed an evaluation in the post job shadowing meeting. They all agreed that they had gained an understanding of the job duties in the Department. They learnt that communication skills and decision making skills were necessary in the world of work. They also learnt about the importance of crisis management in response to unexpected problems, such as diverted traffic and traffic load in case of emergency. They gave a high rating to this activity and shared their views with each other in the focus group discussion after the programme as well as in the morning assembly on 5 December 2014. ◆ Experience sharing with Alumni An alumni experience sharing was arranged on a post-examination day in January 2015. Dr. Lau Hoi-leung, who has recently finished his Doctor of Philosophy in Sociology at the University of Hong Kong, was invited to share with our students his first career aspiration of being a History teacher, his passion for his field of study as well as his years of being a lecturer, doing research and teaching university

Strategies/Tasks	Achievements and Reflection
	<p>students. A former Deputy Head Boy at school and a role model to our students, Dr. Lau encouraged our students to dare to dream in their pursuit of future studies and careers. They were engaged in his presentation.</p> <p>♦ Life Pathways Alumni Sharing Day Life Pathways Alumni Sharing Day was organised for all S4 students on 23 May 2015. This new initiative, supported by our Alumni Association, aimed at helping students gain exposure to the world of work and arouse their awareness of life planning. The day first began with a presentation from the Vice-chairperson of the Alumni Association, Ms Winnie Man. An experienced human resources personnel, she shared her expertise in using the MBTI personality tool to help students understand themselves and its relations with career interest. Then, students were divided into small groups according to their career interests and preferences and met 16 young alumni from different professions. They included a dentist, a counsellor, an accountant, a police inspector and a comic writer. Students found the face-to-face interaction with the alumni inspiring and eye-opening. They thought it had helped them understand the real world of work. The majority of the students rated highly the activity. 86.4% of the S4 students agreed that they had been given useful advice to plan their future studies/career. 84% of them gained a deeper understanding of their dream professions. 90.3% of the students enjoyed the presentation given by Ms Winnie Man and 80.4% found the alumni experience sharing session attractive and inspiring.</p> <p>Some student feedback was extracted as follows:</p> <ul style="list-style-type: none"> - <i>“I have a better understanding of myself and know what kind of people I am from the MBTI testing.”</i> - <i>“I learnt to be more creative and brave from our alumni. I’ll try and pursue my dream.”</i> - <i>“I have gained a deeper understanding of my dream professions.”</i> - <i>“I learnt to have clear goals for my future and improve myself in all aspects. I have to improve my communication skills in order to meet future challenges.”</i> - <i>“I have to equip myself with better time and emotion management skills.”</i> - <i>“I learnt that it is important to start small and choose a job I am passionate for.”</i> - <i>“I should aim high and work hard to achieve my career goals.”</i> - <i>“I realise that no work is easy and that we have to work very hard to achieve our goals.”</i> <p>♦ EDB Business-School Partnership Programme - Work Experience Scheme at IKEA Hong Kong 5 S5 students enrolled in the work experience scheme at IKEA Hong Kong from 3 to 5 April 2015 as part of the EDB Business-School Partnership Programme. They attended a briefing session to get</p>

Strategies/Tasks	Achievements and Reflection
	<p>themselves prepared for the scheme. During their three working days at Causeway Bay IKEA, they were given a chance to tour around the store and work in both the Catering and Logistic Departments. They also served as cashiers. All students agreed they had gained a good understanding of the retail business and the real world of work. They also realised the importance of teamwork and the need to equip themselves with more skills and knowledge for future challenges.</p> <p>- Workplace Visit: Grand Harbour Hong Kong</p> <p>As part of the EDB Business-School Partnership Programme, 26 S4 and S5 students paid a workplace visit to Grand Harbour Hong Kong on 13 May 2015. Before the visit, they attended a briefing session at school to learn about the field of the Tourism and Hospitality Management. The visit allowed them to learn better the operation of a hotel. They also knew about the entry requirements and future prospects of this profession. Students generally found the visit interesting and informative, as revealed in the post-visit evaluation.</p>

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

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

Strategies/Tasks	Achievements and Reflection
<p>1. Well-structured and diversified programmes, like speeches, talks, exhibitions, inter-class competitions, will be launched in LWL periods to cultivate positive values.</p> <p>透過不同組別統整及規劃「立己達人」多元化班際、社際聯營課堂學習活動，培養學生正面的價值觀和態度，為學生提供一個整全的學習經歷。學習活動包括：</p> <ul style="list-style-type: none"> 「班際盃」比賽：主題—「修身至善」，培養學生在社群之「責任感」及「承擔精神」 全年度三次班際比賽：「修身至善座右銘」比賽（上學期）、秩序比賽（下學期）、公民德育「講」場比賽（全年度） 	<p>「班際盃」比賽簡述：</p> <ul style="list-style-type: none"> 「班際盃」比賽目的是全年度透過不同的班際、級際活動和比賽，培育同學正面價值觀及態度，營造一個和諧互助的校園。比賽班級包括中一至中六級。「班際盃」為分級，以班際形式比賽，累積統計各項比賽的得分，於學年終結頒發獎盃予各級的總冠軍。本年度各級的冠軍班別，將於學年終結獲頒發「班際盃」獎盃，以示獎勵。同時，為使此獎項更具意義，各級的冠軍班別可獲「推介好書獎」。 本年度「班際盃」比賽共有三項，包括：「修身至善座右銘」創作比賽、秩序比賽及公民德育「講」場。各項比賽已圓滿結束，由 1D、2D、3B、4A、5F 及 6A 班榮獲本年度「班際盃」各級比賽冠軍和「推介好書獎」。各班向全校同學推介一本有關培育同學正面價值觀及態度的好書，並由圖書館代為購買，班代表更在書本寫上勵志語句，以作紀念。6A 班榮獲本年度「班際盃」中六級比賽冠軍和「推介好書獎」。6A 班向全校同學推介《誰搬走了我的乳酪？》，此書有關培育同學正面價值觀及態度，並由圖書館代為購買，班代表更在書本寫上勵志語句，以作紀念。勵志語句如下： 「食古不化的想法，不會幫助你找到新的乳酪。」 「當你擺脫了自己的恐懼，就會感到無比的暢快和舒適。」 <p>本年度「班際盃」各項比賽詳情：</p> <p>1「修身至善座右銘」創作比賽</p> <p>為了加強學生的品德教育，教導他們不但要注重個人的道德修養，具備正確的價值觀，更要把美好的德行推而廣之，影響他人。德育及公民教育組與中國語文科合作，舉辦「修身至善座右銘」創作比賽。這次比賽更邀請顏桂竹副校長擔任評判，在眾多作品選出冠、亞、季軍及優異獎。</p> <p>得獎作品一覽：</p> <p>初級組</p> <p>冠軍 謹言慎行，修養品德；立己達人，力臻完美。 3D (27) 畢穎儀</p> <p>亞軍 修身至善，盡顯真理；卓越人生，攜手實現。 3B (26) 梁溢城</p> <p>季軍 修身至善，推己及人；努力不懈，成功必現。 2D (17) 劉倩彤</p> <p>優異 品德行為皆卓越，仁義禮智均兼備。 2D (20) 李麗欣 修正行為，身體力行；至善至美，德之所在。 3A (18) 李沅儀</p>

Strategies/Tasks	Achievements and Reflection
	<p>高中組</p> <p>冠軍 言行優，待人善；處世正，人必敬。 5F (35) 余天美</p> <p>亞軍 日省吾身重修德，推己及人利社群。 6A (4) 陳梓敬</p> <p>季軍 修身立德創明天，建造優勢臻善境。 4D (3) 陳燊華</p> <p>優異 道德修養應重視，盡善境界齊達至。 4B (17) 劉海瑤 修身明德，自我超越；至善盡美，追求卓越。 5F (16) 文卓盈</p> <p>2 公民德育「講」場</p> <p>本年度首次公民德育『講』場於12月5日舉行，參加班別分別是5B、5E及5F班，議題是：中港經濟融合，對香港利多於弊。各班代表就議題各抒己見，表現投入，台下發言時間同學均積極參與。是次比賽冠軍是5F班，最佳台下發言獎的得獎者是5C班蔡子隆同學。第二次公民德育『講』場於4月17日舉行，參加班別分別是4A、4D、5A及5D班，議題是：在中港邊境興建大規模購物城能有效解決水貨問題。是次比賽冠軍是5D班，最佳台下發言獎的得獎者是5E班鄧焯焯同學。第三次公民德育『講』場於5月29日舉行，參加班別分別是4B、4C、4E及5C班，議題是：政府應該制定標準工時以保障僱員權益。是次比賽邀請了徐仲邦老師擔任評判。各班代表就議題各抒己見，表現投入，台下發言時間同學均積極參與。經過一番舌劍唇槍後，最後由4E奪得冠軍，最佳台下發言獎的得獎者是5E班黎卓行同學。</p> <p>3 秩序比賽</p> <p>訓導組在2015年5月舉辦班際秩序比賽。比賽旨在讓學生合作，為學校製造一個和諧、有效的學習環境。比賽分兩部分評分：第一是學生在課堂的表現，由科任老師評分，以十分為最高分，一分為最低分；第二是學生在早會、小息及午膳時期間行為不當或被記「口頭警告」，則會在該班分數扣分。</p> <p>比賽獎項如下：</p> <p>中一級：冠軍—1D、亞軍—1C、季軍—1A； 中二級：冠軍—2D、亞軍—2B、季軍—2C； 中三級：冠軍—3B、亞軍—3D、季軍—3A； 中四級：冠軍—4A、亞軍—4E、季軍—4B； 中五級：冠軍—5F、亞軍—5E、季軍—5C。</p>
<p>◆ 透過「生命教育課」多元化學習活動，培育學生的「堅毅」、「尊重他人」、「責任感」、「公民身份認同」、「承擔精神」、「關愛」和</p>	<p>本學年循環周B5當天第七、八節仍設「生命教育」課節，時間為八十分鐘。此課節目的是提升學生正面的價值觀和積極的健康生活模式，本年度主題為「修身至善」。9月12日已舉行第一課節。各級主題如下：</p> <p>中一級：歷奇教育營前講座、融合教育講座 中二級：訂立「立己達人」約章</p>

Strategies/Tasks	Achievements and Reflection				
<p>「誠信」，裝備學生持守正面的價值觀和積極的健康生活態度，對「個人」、「家庭」、「社群」和「世界」作出貢獻。</p>	<p>中三、四級：「網中人」課程 中五級：訂立人生目標、追尋理想 中六級：「大學聯招」升學講座 10月10日第二課節則舉行「氣象萬千•掌握今天」講座，主講嘉賓是前香港天文台助理台長梁榮武先生。中五甲班趙錦泓同學自小立志成為天氣預報員，他在講座後分享了他的感受： 「這次講座令我獲益良多，他令我對天氣和氣候，尤以氣候變化和全球暖化等議題有了更深入的認識。天氣和氣候是一個廣泛的議題，從大氣層的结构、天氣系統，以至氣候變遷、全球暖化也有關聯。過去幾天，我看了與這議題相關的一些書籍，藉着梁先生的講座啟發了我如何掌握今天的生活方式」。</p> <p>12月5日已舉行第三課節。各級主題如下： 中一級：「‘小’褲子·大學問」綠色環保專題講座 中二級：「不再幼稚·修身至善」 中三級：訂立「生涯規劃」目標 中四、五級：公民德育講場 中六級：跟進大學聯合招生辦法之事項</p> <p>中六級於1月2日亦進行第四課節跟進大學聯合招生辦法課節。</p> <p>1月30日舉行第五課節。各級主題如下： 中一級：生涯規劃 中二級：生涯規劃 中三級：「生命全接觸」義工服務計劃 中四級：生涯規劃工作坊 中五級：學業—細說「靚模」</p> <p>4月17日舉行第五課節。各級主題如下： 中一級：健康全記「六」健康簡介 中二級：「生命教育」講座 中三級：惜食減廢 中四、五級：公民德育講場</p> <p>5月29日舉行第六課節。各級主題如下： 中一級：「自我管理·尊重他人」 中二級：向毒品說「不」 中三級：衛生署青少年健康服務計劃— 專題活動「抗逆配方二」 中四、五級：公民德育講場</p> <p>我的「生命教育」歷程摘錄：</p> <table border="1" data-bbox="549 1839 1466 2116"> <thead> <tr> <th data-bbox="549 1839 667 1883">年級</th> <th data-bbox="667 1839 1466 1883">我的活動成果</th> </tr> </thead> <tbody> <tr> <td data-bbox="549 1883 667 2116">中一</td> <td data-bbox="667 1883 1466 2116">透過一連串的生命教育計劃活動，讓我學到很多不同種類的知識，讓我們應用在生活中。我不但學到有關氣象的知識，還學到有關牛仔褲的知識，我更從這數次活動中定下了自己的目標，也加深了對自己的認識，從中充實自己。從這些活動，令我得益不少，也讓我改善了自己的問題，身心和待人處事的態度，真是獲益良多。</td> </tr> </tbody> </table>	年級	我的活動成果	中一	透過一連串的生命教育計劃活動，讓我學到很多不同種類的知識，讓我們應用在生活中。我不但學到有關氣象的知識，還學到有關牛仔褲的知識，我更從這數次活動中定下了自己的目標，也加深了對自己的認識，從中充實自己。從這些活動，令我得益不少，也讓我改善了自己的問題，身心和待人處事的態度，真是獲益良多。
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	中二	從這六個主題中，我發覺到現今這個時代價值觀不停地轉變。我們也需跟著時代的步伐不停地前進。在課堂中，我不斷自我檢討，希望在將來各方面都有所成長。我亦要把在課堂上學到的知識和價值觀應用在日常生活中，例如將未來的目標實踐，好好讀書；愛護環境，珍惜資源；實踐綠色生活；多讓座，有禮貌，提高自身的品德修養。																		
	中三	生命教育課每一個課程都是十分有意義的。尤其是義工服務，令我領略到關愛是如此的重要，當看到長者們的笑靨時，我的心像被填滿了一樣，充實地快樂着。我們正在成長中，世上還有很多東西我們沒見識過；除了學業，我認為同學們不妨多留意生活，繼而深入瞭解生命的意義。																		
	中四	這個學年的生命教育課節包含了多方面的範疇，我能對自己的性格有更深入的瞭解，確立目標之餘，更在個人成長方面有重大意義，亦能因此明白該如何選擇適合自己的職業。而且，通過公民德育講場，我能加深對社會時事的認識，同學對議題的討論亦有助我從多角度思考問題。																		
	中五	經過這學年的生命教育課，這使我對人生的目標有更明確的方向，了解到我們應持一個積極的態度及需要努力和勤奮地去追尋自己的理想。此外，我亦對全球暖化加深了認識，明白到我要保護環境及珍惜自己現在所有的事與物。不管我們訂下的目標令我們未來面對怎樣的困難，我們都不應放棄。生命教育課亦同時增加我對中港關係的認識以及對時事的關心。																		
	中六	這一年的生命教育課節主要是為文憑試作準備，介紹大學聯招的事項。使我能為將來作更好的準備，尋找適合自己的出路。我亦學到要有放鬆自己的心態，不要有過大的壓力。梁先生的講座亦為我這個修讀地理科的學生帶來課外知識，獲益良多。																		
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中一至中六級	<ul style="list-style-type: none"> 👉 課程設計編排得宜，能引發學生批判性思考，並提升學生責任感。 👉 多元化、適合學生的能力及需要。 👉 課程材料內容合適，活動多元化。 👉 教材充足，課節安排清楚。 👉 不同主題，讓同學在不同領域的知識上有所增長。 👉 活動充足，可用 T Drive 存取工作紙。 👉 內容貼近同學生活，同學的投入感較高，有足夠的 															

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	<p>內容作討論。</p> <p>Ⓜ有些環節 (例如：討論、經驗分享等) 太急，未有足夠時間讓學生分享及理解。</p> <p>Ⓜ雖然已備課，但老師對某些課題只有基礎認識，未能與同學作深入討論，希望多些資源以協助班主任。</p> <p>「生命教育」各課節由班主任施教，活動形式多元化，包括時事論壇、分組討論及匯報、自我反思、校友經驗分享、社工講座等。透過全年度不同組別統籌及規劃多元化班際、社際聯營課堂學習活動，從以上各級學生評估數據可証，已為學生提供一個整全的學習經歷，能培養學生正面的價值觀和態度。</p> <p>- 情意及社交範疇表現指標(APASO) 2014-15，道德操守範疇皆高於全港，價值觀及平均數值比上年度為高。</p>	
<p>2. Learning activities for students to foster core values and strengthen civic consciousness will be organised by the MCE Committee and other subjects/ teams.</p> <p>德育及公民教育組與相關學科及小組協辦學習活動，提升學生正面價值觀，加強公民意識。</p>	<p>為了更有效地運用校內資源，本組與其他科組聯辦各項活動：</p> <p>中文科：</p> <p>1 「修身至善座右銘」創作比賽： 為了培養學生正面的價值觀，以「修身至善」為題，創作座右銘。</p> <p>2 第二十三屆全港中學生新聞評述比賽： 為了加強學生的時事觸覺，培養他們多角度及獨立的思維能力。本組與中國語文科合作，於各班挑選學生參加由學友社主辦的『第二十三屆全港中學生新聞評述比賽』，同學選取一則於2014年發生的本港、兩岸或國際新聞作主題，撰寫評論。5A 馮天裕同學以『豚與機場，不可兼得？』為題，詳盡分析對擴建香港國際機場第三條跑道的意見，內容準確，見解獨到，結果在眾多參賽者中突圍而出，奪得高級組冠軍。</p> <p>3 公民德育「講」場： 本年度首次公民德育『講』場於12月5日舉行，參加班別分別是5B、5E及5F班，議題是：中港經濟融合，對香港利多於弊。是次比賽冠軍是5F班，最佳台下發言獎的得獎者是5C班蔡子隆同學。第二次公民德育『講』場於4月17日舉行，參加班別分別是4A、4D、5A及5D班，議題是：在中港邊境興建大規模購物城能有效解決水貨問題。是次比賽冠軍是5D班，最佳台下發言獎的得獎者是5E班鄧焯焯同學。第三次公民德育『講』場於5月29日舉行，參加班別分別是4B、4C、4E及5C班，議題是：政府應該制定標準工時以保障僱員權益。經過一番舌劍唇槍後，最後由4E奪得冠軍，最佳台下發言獎的得獎者是5E班黎卓行同學。各班代表就議題各抒己見，表現投入，台下發言時間同學均積極參與。</p> <p>4 「修身至善」硬筆書法比賽 為了配合本年度『修身至善』的主題，本組與中文學會合辦硬筆書法比賽，選取《顏氏家訓》及《孔子家語》中的精警節錄作為比賽內容，讓學生從中學習恭敬誠信、修養身心、謹慎交友等道理。</p> <p>通識科：</p> <p>1 樂施貧富宴： 為了讓學生更了解世界貧窮的問題，並學懂珍惜食物和關愛他人，本組與社會服務組及通識科在10月9日聯辦「樂施貧富宴」籌款活動。中二全級學生一同體驗貧窮及糧食分配不均的情況。當天邀請了樂施</p>	

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	<p>會的工作人員到校主持講座，向學生講述在落後地區的貧困問題，以及樂施會的扶貧工作。期望透過親身體驗，讓學生明白貧富不均的現象。當天共籌得 4260 元捐給樂施會進行扶貧活動。</p> <p>2 中四級選舉講座： 本組與通識科合作，於 11 月 22 日舉辦『選舉知多少』講座，當天邀請了選舉事務處職員到校主持講座，向中四學生簡介本港各級選舉制度、2015 年區議會選舉、選民資格及投票須知等，並鼓勵合資格的同學登記成為選民。活動設有獎問答遊戲環節，同學們均積極參與。是次活動除了可以加深同學對選舉制度的認識外，亦能提升他們公民意識。</p> <p>3 廉政互動劇場： 『廉潔』是香港人引以為傲的核心價值，為了讓同學明白貪污的禍害及反貪法例，本組與通識科合作，邀請香港話劇團到校演出，透過生動有趣的劇情帶出「防止賄賂條例」的訊息。此外，演出期間設有互動環節，團員以風趣幽默的手法提問同學，誘發同學反思和討論誠實不貪、公平公正等道德抉擇問題。是次演出非常成功，同學反應熱烈。</p> <p>4 廉政資訊知多 D 為了把反貪倡廉的訊息傳達給全校同學，本組於 2 月 9 日午膳時間於學校大堂安排了展板展覽及『廉政資訊知多』有獎問答比賽，展板主要介紹廉政公署成立的背景、工作範疇、著名案件，以及一些反貪的基本知識，同學只須答對問題，便可得到豐富獎品。</p> <p>5 參觀立法會綜合大樓 5 月 15 日中三同學到立法會綜合大樓參觀，當天除了可以參觀立法會綜合大樓內的設施，了解香港立法會的歷史發展外，還進行了角色扮演，同學分別扮演立法會主席、教育局局長及議員等角色，模擬立法及通過議案的程序。參加的同學會於通識課上與其他同學分享見聞及得著。</p> <p>6 參觀廉政公署大樓 為了讓同學了解香港反貪歷史及倡廉工作的發展，本組與通識科合辦參觀廉署大樓活動。中四同學於 5 月 21 日到位於北角渣華道的廉政公署大樓參觀。同學們分組到展覽廳、資料室、演講廳等參觀。每個環節都有隨行的工作人員從旁講解，例如在演講廳利用簡報形式向同學解釋貪污的定義，利用短片舉出構成貪污罪行的行為，期間更透過互動提出，令學生更了解貪污的成因及對社會的禍害，明白肅貪倡廉的重要性。</p> <p>7 生活技巧話劇比賽 為協助同學鞏固及有效地運在個人成長課中所學到的知識，並與同學分享成果，本組與通識科聯辦生活技巧話劇比賽。同學自擬劇本，把所學到的生活技巧以生動活潑的形式呈現出來。在比賽過程中觀賽的同學需要擔當觀察員的角色，找出在成長階段遇上困難時可以運用的技巧。中一級的冠軍是 1B，中二級的冠軍是 2A。</p> <p>中國歷史科：</p> <p>1 「追昔究源·開拓瞻前」虎門、佛山兩天探究之旅： 為了擴闊學生視野，並配合中國歷史科「近代中國」單元施教，中國歷史科、通識科與德育及公民教育組於 2014 年 11 月 13 至 14 日舉辦「追昔究源·開拓瞻前」虎門、佛山兩天探究之旅。學生能透過到虎門鴉片戰爭博物館考察，追昔林則徐禁煙的歷史遺跡。學生於參觀佛山民間工藝，承傳中國傳統文化特色；親睹佛山建築、嶺南天地，見</p>

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	<p>證運用現代化的手法保育祖廟歷史建築群，開拓商業與活化歷史建築之巧妙。學生可思考現今中國可持續發展之項目，對香港在經濟及文化兩方面的得著及啟示，確證保育與可持續發展之共存，擴闊視野。他們更通過與南海丹灶中學之跨港服務，與內地學生作環保教育交流活動，宣揚本港環保發展，實踐全方位學習的精神，培養學生敢於承擔的品格，貢獻社會。</p> <p>2 全港中學生貧窮要聞選舉暨關懷行動創作比賽： 本組與中史科聯合參加由新福事工協會主辦之「第五屆全港中學生貧窮要聞選舉暨關懷行動創作比賽」。同學從大會提供的要聞中選出最關注的五則，然後就其中一則設計一個具體可行關懷貧窮行動，讓全港中學生可以共同參與，抒發對本港貧窮弱小社群的關注。同學踴躍參與，共收回參加表格 357 份。2D 劉孟蓁 (21) 獲關懷行動創作比賽大獎；3D 鍾宛彤 (11) 及 2D 莊雅婷 (9) 獲優異獎。</p> <p>3 全港中學中國歷史研習獎勵計劃(2014/2015) 本校六位同學參加由香港大學中國歷史研究碩士同學會舉辦「全港中學中國歷史研習獎勵計劃(2014/2015)」，他們研習主題如下： 3D 畢穎儀：八國聯軍之役至今中國國勢的轉變 3D 陳樹桑：兩岸關係 3D 葉佩琳：論科舉制度發展對古今中國教育的影響 4D 李釋豫：司馬遷「究天人之際，通古今之變，成一家之言。」對我的啟示 5A 王鈺淇：從毛澤東身上看歷代帝王的管治 5D 盧茵婷：日本人在南京大屠殺以史為鑑</p> <p>4 有問有答《基本法》問答比賽 為配合本科中三級、中四及五級課程，共有 176 同學參加由公民教育委員會舉辦「有問有答《基本法》問答比賽」，回答 20 條關於基本法的題目。</p> <p>5 「領袖生內地交流計劃 2015」及「京港澳學生交流夏令營 2015」 本校三位中五級學生羅迦慧、梁賴勇及冼敏盈獲甄選參加「領袖生內地交流計劃 2015」，於 2015 年 4 月 6 至 10 日在徐仲邦老師帶領下前赴北京進行交流。是次計劃的主題為「科技發展」。活動包括：領袖訓練、講座、參觀、交流、專題研習及成果分享會等活動。他們在此寶貴的交流計劃能拓展視野；加強對國家發展的認識及增強領袖才能。此外，中五級王鈺淇、盧茵婷、胡栢昌三位學生亦獲選於 2015 年 7 月 17 至 24 日到北京參加「京港澳學生交流夏令營 2015」。期待透過與北京的大學及中學生交流、專題講座、參訪北京的歷史文化古蹟和現代化建築等活動，加深他們對國家歷史和發展的了解。</p> <p>6 歷史事件四格漫畫創作比賽 本校參加中國歷史教育學會主辦之「歷史事件四格漫畫創作比賽」。目的是透過設計四格漫畫，表達閱讀書籍的重要歷史人物及相關歷史事件，從而學習他們的嘉言懿行及值得借鏡的地方。中一至中五級修讀中史科同學於復活節假期閱讀一本有關歷史人物及歷史事件的書籍，然後設計四格漫畫，漫畫色彩不限。</p> <p>7 「穿梭歷代·古人不遠」演繹比賽 「穿梭歷代·古人不遠」演繹比賽目的是透過演繹該人物的事蹟及嘉言懿行，對當世作出的貢獻，對後世歷史發展的影響，突顯此人物的德行和高尚的情操，令同學學習相關的歷史知識及培養良好的品德。</p>

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	<p>視藝科： 多媒體話劇製作： 本組與視覺及藝術科合作，聯辦多媒體話劇製作比賽，主題是『修身至善』，由中三同學根據主題自擬劇本、編排音樂、設計舞台，最後於5月20日進行比賽。同學們的精彩演出捕捉了全場觀眾的目光，牽引大家的情緒，迎來了激烈的掌聲。透過這次活動，不但凝聚同學的團隊精神，更加引起他們對正確的人生價值觀的反思。</p> <p>中國語文科、視藝科： 「修身至善座右銘」書籤創作比賽 為了培養學生正面的價值觀，本組與中國語文科、視藝科聯辦兩項相關比賽：『修身至善』座右銘設計比賽，全校同學均須參加，而中三級及中四級同學則參加書籤創作比賽，根據得獎的座右銘設計書籤，並於各班選出優勝者。得獎同學的作品已印製成書籤，由班主任贈送各班同學，鼓勵努力學業之餘，亦貢獻社會，修身至善，創造豐盛的人生。</p> <p>普通話科： 「修身至善」普通話故事演講比賽 「普通話講故事比賽」，主題為修身至善，中二級學生以日常生活中的好人好事利用話劇形式演繹，也可從中國古代或寓言故事中取材。優勝組別內容充實切題、語音準確、充分發揮合作性。得獎名單如下：</p> <table border="1" data-bbox="549 1081 1469 1285"> <thead> <tr> <th>班別</th> <th>組員</th> </tr> </thead> <tbody> <tr> <td>2A</td> <td>洪美琪(14)、吳筱穎(24)、譚曉晴(28)、黃天恩(36)</td> </tr> <tr> <td>2B</td> <td>陳俊冲(1)、鄭宇軒(5)、梁曉輝(17)、葉瀚洋(34)</td> </tr> <tr> <td>2C</td> <td>陳麗穎(3)、蔡安妮(7)、柳鑫琪(12)、胡佳欣(24)</td> </tr> <tr> <td>2D</td> <td>許志軒(9)、李立仁(15)、黃子俊(26)</td> </tr> </tbody> </table> <p>中國歷史科、通識科及電腦科： 《基本法》25周年全港校際網上問答比賽 《基本法》25周年全港校際網上問答比賽主題為「廿五周年基本法 明義辦法展姿采」，目的是：提升學生對基本法的認識，包括基本法的由來及憲法精神；幫助學生了解香港在基本法下的憲政地位；及引發學生領略基本法與港人生活的關係，包括權利及義務。比賽採用網上問答形式進行，每名學生只可參賽一次，須回答30條題目，限時15分鐘。比賽以「鬥快、鬥準及鬥參與學生比例最多」為準則。本校榮獲「最優秀表現獎」。</p> <p>社會服務組： 1 公益金便服日： 為了讓學生體驗公益事務，本校參加了於9月30日舉行的「公益金便服日」，所有學生於當天均可穿著便服回校，藉此培養學生關愛社群、推己及人的精神。當天共籌得36032元，全數捐予公益金機構作慈善用途。 2 特區政府施政十件大事評選： 為了提升學生的公民意識，鼓勵他們多關心時事，本組參加了由香港文匯報及九龍總商會聯辦的『2014 特區政府施政十件大事評選』全校</p>	班別	組員	2A	洪美琪(14)、吳筱穎(24)、譚曉晴(28)、黃天恩(36)	2B	陳俊冲(1)、鄭宇軒(5)、梁曉輝(17)、葉瀚洋(34)	2C	陳麗穎(3)、蔡安妮(7)、柳鑫琪(12)、胡佳欣(24)	2D	許志軒(9)、李立仁(15)、黃子俊(26)
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2D	許志軒(9)、李立仁(15)、黃子俊(26)										

Strategies/Tasks	Achievements and Reflection
	<p>學生均積極參與，共收回選票 850 份。2C 謝嘉汶獲大會頒發紀念獎。</p> <p>3 廉政 i-Teen 領袖培訓計畫：</p> <p>為了培養同學的領袖才華及協作能力，本組挑選具潛能的公民德育大使參加由廉政公署舉辦的『廉政 i-Teen 領袖培訓計畫』，同學除了出席工作坊及廉政講座，掌握統籌活動的技巧外，亦會在校內舉辦活動，把廉潔守法的訊息推廣至全校的同學。</p> <p>德育及公民教育組全年度與相關學科及小組積極合作，舉辦及參加由校外團體舉辦廿多項的不同學習活動，提升學生正面的價值觀，包括：「堅毅」、「尊重他人」、「責任感」、「承擔精神」、「關愛」和「誠信」，並加強公民意識。</p>

Focus B: Students develop healthy lifestyles and pay heed to problems that affect their learning.

Strategies/Tasks	Implementation & Evaluation
<p>1. A variety of programmes, like talks, seminars, workshops and forums on addiction, bullying and good learning attitude, will be organised for parents and students.</p> <p>◆ A variety of programmes on healthy lifestyle and good attitude will be organised for students.</p>	<p>An in-depth investigation on Internet addiction by S3 and S4 students was carried out during a Life Education Period in September. Under the guidance of their class teachers, students discussed the pros and cons of Internet use and the problem of Internet addiction by playing different roles of students, parents, teachers, EDB representatives, computer club chairman and computer manufacturers. Students reflected that by looking at the issue from different perspectives, they gained a better insight into Internet addiction.</p> <p>A short talk on mental health was given to junior form students during a morning assembly in December. Students learnt to identify different types of mental illness and ways to cope with stress and anxiety.</p> <p>A talk related to public health was conducted in early March to address issues related to drugs, disease transmission and AIDS. The talk enhanced students' knowledge of disease prevention, raised their awareness to stay away from drugs and promoted healthy lifestyles through a series of interactive activities. The content of the talk was supplementary to the existing Liberal Studies curriculum. Students were proactive and enthusiastic during the talk. The learning environment was enjoyable.</p> <p>In April and May, the school held 'Joyful Fruits Day' to encourage students to maintain a daily habit of eating fruits. The 'Practice Healthy Lifestyle Award Scheme' for S1 students was a great success. More than a half of the S1 students could develop new healthy habits as revealed from the evaluation. They were given certificates in recognition of their effort made in developing a healthy lifestyle.</p> <p>A total of eight health tips which suggested ways for teachers and students to maintain good health was organised this year. Students reflected that some of the tips were very useful, especially the one on correct sitting posture and the animation on eye exercise. In the last health tips sharing session, senior form students shared their viewpoints on cyberbullying so as to remind schoolmates of the negative social and emotional development in cyberbullying.</p>
<p>2. In collaboration with Tung Wah Group of Hospitals CROSS Centre, the Healthy School Programme (Let's Shine) will be launched to build a healthy school environment.</p> <p>◆ Briefing sessions will be conducted for teachers, parents and students respectively.</p>	<p>This year, our school joined the Healthy School Programme led by EDB and the Narcotics Division of the Security Bureau. This school-based programme and its drug testing component were designed to help students develop healthy habits and a positive attitude towards life. Several briefing sessions were conducted for students and parents from July to September 2014.</p> <p>An Anti-drug Exhibition and a Leadership Training Workshop were held in September and October. The feedback from students was encouraging. 80.9% of the participants agreed that the Anti-drug Exhibition had raised their awareness of drug abuse. 91.6% of the participants reflected that the Leadership Training Workshop could teach them to think independently and enhance their communication skills. 86.1% of the participants learnt how to design and conduct a mass programme.</p>

Strategies/Tasks	Implementation & Evaluation
<ul style="list-style-type: none"> ◆ Diversified programmes for the development of healthy lifestyle will be organised for students by various whole-person development teams. 	<p>The workshops on target setting and career planning for S4 students were held in November and January for S4 students. They learnt more about themselves by analysing their strengths and weaknesses and were therefore able to make decisions on their career. 86% of the participants reflected that the workshops were helpful in setting life goals.</p> <p>Twenty students participated in the ‘SUN’ Experience Adventure Training in December. With the help of their schoolmates, students overcame their psychological barrier and succeeded in walking at a high altitude. Students inspired each other by sharing their adventure experiences. 95% of the participants agreed that the Adventure Training could help them stretch their potential. All students reflected that they were more confident of facing everyday challenges and would like to join similar activities next year.</p> <p>The Balloon Decoration Classes, which were held from February to March, provided students with a chance to cultivate a good hobby. They were proud of their balloon decoration displayed in the school premises. They became more confident.</p> <p>In March, a talk about raising the awareness of healthy lifestyle was conducted during a LWL period. 85% of the participants agreed that they had recognised the importance of leading a healthy lifestyle. Other activities related to Community Service Volunteers training and the visits to an elderly home were also organised. 89.5% of the participants agreed that their communication skills, planning and implementation skills had been enhanced.</p> <p>In April and May, a Peer Counselling Workshop and an overnight Growth Training Camp were organised for S4 students. 100% of the participants agreed that the activities could teach them to think out of the box, care for others, work as a team and build a harmonious learning environment.</p> <p>Furthermore, an Effective Communication Workshop was specially designed for parents during the Easter holiday in order to provide opportunity for parents to exchange ideas on parenting and child discipline. 100% of the participants had a positive feedback on the activity and hoped to take part in similar events next year.</p>

6 Performance of Students

6.1 Results of Hong Kong Diploma of Secondary Education Examination 2015

Number of Candidates Sat	175
Number of Level 5** Attained	27
% of Level 4 or Above	55.8%
% of Students Attained Levels 33222 in Core Subjects and 1 Elective	66.9%

Best 5 Subjects / Mathematics Extended Module

	% of <i>Level 4+</i>
Geography	90.9
Extended Part (M1 & M2)	75.0
Mathematics (Core)	65.7
English Language	64.0
Chinese History	62.5

Results of All Subjects

	Percentage (%) of	
	<i>Level 4+</i>	<i>Level 2+</i>
English Language	64.0	100
Chinese Language	36.6	94.9
Mathematics (Core)	65.7	97.1
Extended M1	75.0	100
Extended M2	75.0	95.0
Liberal Studies	53.1	97.1
Physics	57.1	100
Chemistry	57.1	94.3
Biology	62.0	98.0
Chinese History	62.5	100
Chinese Literature	9.1	90.9
Economics	50.5	88.3
Geography	90.9	100
History	59.4	93.8
BAFS	59.6	92.3
ICT	44.4	77.8
Visual Arts	61.5	100
Overall Percentage	55.8	96.0

6.2 Inter-school Activities and Awards

Nature	Event	Award	Class	Student
Language	66th Hong Kong Schools Speech Festival			
	Solo Verse Speaking Non-open (Girls)	Champion	4A	HO PO YIN
	Solo Verse Speaking Non-open (Boys)	1st Runner-up	1D	WONG TSZ ON ANGUS
		2nd Runner-up	2B	ZHAO WANRONG
	Solo Verse Speaking Non-open (Girls)	2nd Runner-up	1D	LAU MAN KEI
			3D	CHUNG WAN TONG
		Merit	1B	CHENG TSZ CHING
			1D	JIN WAI YEE
				LAM WING YAN
				HO WING YAN
			3C	NG LI HWA QUIMPO
			3D	AU MING YAN
				CHEUNG WING YEE
				HUNG NGA YUET
				4A
			4D	FOK HEI IN
			5B	LEUNG HO YUET
				LO KA WAI
			5D	YUNG YAT YIN
	5F	MAN CHEUK YING		
		YEUNG KWAN NI		
	Solo Verse Speaking Non-open (Boys)	Merit	1B	SURIYASEANG PANITAN
			2B	CHAN CHUN CHUNG
2D			TSANG YIN NGO TREVOR	
4B			MAK TZE FUNG JETHRO	
5B			CHAN CHIU KWOK	
Choral Speaking Non-open	Merit	3D	AU MING YAN	
			CHAN EU ON	
			CHAN SHU SAN	
			CHEUNG CHAK FUNG	
			CHEUNG LOK LAM	
			CHEUNG CHAK FUNG	

Nature	Event	Award	Class	Student
Language	Choral Speaking Non-open - continued from previous page	Merit	3D	CHEUNG WING YEE
				CHOW SAU MING
				CHUA WUN LING
				LAURENCE
				CHUNG WAN TONG
				FOK KWAN HO
				FOO TAK HEI
				HUANG YI XIANG
				HUI KA HO
				HUNG NGA YUET
				KO HIU YIN
				KONG WINONA HIU
				WAN
				KWAN TIN YING
				LAU YING TUNG
				LEE CHUN HIM
				LEUNG HANG YIU
				LI CHAK YUK
				LUI FEI
				MAK TSZ HIN
				PAT WING YEE
				SHIH HIU LAM
				SUN YEE TING
				TSANG HING LING
				TSE CHOI YI
				WONG MAN HEI
				WONG TSZ YIN
WOO YAT WA				
WU CHING				
WU KWAN YU				
YIP PUI LAM				
YUE WING YIN				
Dramatic Duologue (Girls)	Merit	1B	WONG KA MAN	
		WONG MEI KI		
		4B	CHAN YEE TING	
		4D	NG TSZ YING	
		5A	CHOI HIU NAM	
			LAU TSZ CHING	
			LO CHING MAN ANNE	

Nature	Event	Award	Class	Student	
Language	Dramatic Duologue (Girls) - continued from previous page	Merit	5A	SO LOK YIN	
				WONG YU CHING	
			5B	CHEUNG KA CHING	
				CHOI KA YU	
				LEE WING YIN	
				NG MEI TING	
	5D	MAK HIU KI			
	第六十六屆香港學校朗誦節中文朗誦比賽				
	粵語散文獨誦	亞軍	1A	TSAI HIU CHING	
		季軍	5F	SIN MAN YING	
		優良	1B	MAK SO YEE	
			1C	CHAN SZE MAN	
			1D	JIN WAI YEE	
			3D	HUNG NGA YUET	
			5B	CHAN SZE MAN	
	二人朗誦	亞軍	2C	YUNG KWAI LAM	
				PE CHUN WAH	
			5A	LAU TSZ CHING	
				WONG YU CHING	
		季軍	1D	TANG LOK YIN	
				WONG YUK YIU	
			2B	CHAN CHUN CHUNG	
				YIP HON YEUNG COLMAN	
			3B	HE ZI YING	
			3D	HUANG YI XIANG	
			5F	SIN MAN YING	
		TING WING TING TERRY			
		優良	1A	LAM YI YUNG	
				CHAN CHEUK YING	
			5A	SO LOK YIN	
5B			CHOI KA YU		
5F	YU WING KI				
	WONG TSZ WAI				
	CHOI KA MAN				
	WONG HOI YING				
良好	3B	CHOW WING YEE			
		LEE YIK LAM			

Nature	Event	Award	Class	Student
Language	散文集誦	優良	2D	CHAN CHUN HON
				CHAN HONG SHING RYAN
				CHAN NGO KIU BAYCLE
				CHAN TSZ CHING
				CHAN TSZ HONG
				CHAN TSZ YIU
				CHEUNG HIU TUNG
				CHOI SZE YING
				CHONG NGA TING
				CHOY KING CHUN
				CHUNG MAN YIU
				FAN XIUYU
				FONG TIN LOK
				HUNG MEI KI
				KO WING YAN
				LAM HIU MAN
				LAU SIN TUNG
				LAU WAI TING
				LEE CHING NAM
				LEE LAI YAN
				LIU MENG ZHEN
				MOK KAI CHIT
				NG MAN YANG
				NG SIU WING
				NIP TSZ CHING
				NIP TSZ YING
				SUEN CHEUNG WAI
				TAM HIU CHING
				TAM WING NGA
				TSANG YIN NGO
TREVOR				
WAN HING YIN				
WANG HERMAN				
WONG E-TECH				
WONG KA MEI				
WONG KING YUNG				
WONG TIN YAN				

Nature	Event	Award	Class	Student			
Language	粵語詩詞獨誦	優良	1A	LAM KAM CHUNG			
				SZE WING CHIT			
			3C	LEUNG KA PO			
			4A	HO PO YIN			
	普通話散文獨誦		1A	CHAN CHING TUNG			
			1B	QI QI			
				TSOI KA YING			
			1D	CHEUNG WAI LING			
			3D	CHEUNG WING YEE			
				CHUNG WAN TONG			
				KO HIU YIN			
			4B	CHAN YEE TING			
	粵語詩詞獨誦		良好	1A	CHAN CHING TUNG		
					FAN CHOI NGAN		
					LAM YI YUNG		
	1C			YU SUET YEE			
	普通話詩詞獨誦			1A	FUNG YUEN CHING		
	1C			NG YUEN UE			
	普通話散文獨誦			2B	ZHAO WANRONG		
	Other Events						
	第十一屆全港校際經濟辯論比賽			總決賽冠軍	1B	TAM SZE NGAI	
					1D	CHAN TSZ CHING	
					2C	LI SIN YI	
					3D	TSE CHOI YI	
					4A	LI SHING CHEUNG	
						CHENG HIU LIK	
					4B	HUI SHING FUNG	
ANDY							
4D		LAM WING HO					
5F		SIN MAN YING					
第十四屆《基本法》多面體 - 全港中學生辯論賽(基本法盃)	港島區亞軍	3B		LEE PO SHEUNG			
		3D		AU MING YAN			
				TSE CHOI YI			
		4A		LI SHING CHEUNG			
		4B		CHENG HIU LIK			
		4E		CHAN TSZ WAI			
	5F	TING WING TING TERRY					
港島區亞軍及最佳辯論員	5F	CHUNG HOI IN					
		SIN MAN YING					

Nature	Event	Award	Class	Student
Language	星島第三十屆全港校際辯論比賽	最佳交互答問辯論員	3D	WU KWAN YU
			4A	LI SHING CHEUNG
		最佳辯論員	3D	WU KWAN YU
			5F	SIN MAN YING
		中文組最佳進步獎	3D	WU KWAN YU
			4A	LI SHING CHEUNG
			4B	CHENG HIU LIK
			4D	LAM WING HO
			5F	CHUNG HOI IN SIN MAN YING
		第八屆「AIA MPF」挑戰盃校際辯論比賽	最佳辯論員	4A
	5F			SIN MAN YING
	扶輪盃中學校際辯論比賽	最佳交互答問辯論員	3D	WONG TSZ YIN
	Hong Kong Secondary Schools Debating Competition - HK Island & N.T. East Division (Junior Secondary)	1st Runner-up	3D	FOO TAK HEI
				HUI KA HO
				HUNG NGA YUET
				LUK HIU LAAM
				PAT WING YEE
	2014-2015 中國中學生作文大賽 (香港賽區)	金獎	5F	TING WING TING TERRY
			3D	YIP PUI LAM
		優異獎	2C	CHAN LAI WING
3B			LAI KA MING	
5F			CHUNG HOI IN	
6B			CHAN WING SUM	
中國語文菁英計畫(2014-2015) 全港中學中國語文菁英競賽	創意演繹競賽季軍	3D	LUK HIU LAAM	
			WONG TSZ YIN	
	菁英金獎(全港十強)	3D	LUK HIU LAAM	
菁英銅獎(全港五十強)	3D	YIP PUI LAM		
Mathematics KLA	2015 亞洲國際數學奧林匹克公開賽 (AIMO Open) 香港賽區初賽暨港澳數學奧林匹克公開賽 (HKMO Open)	Gold Award	2B	SIU KA SING
			3D	FOO TAK HEI
			5F	CHAN CHEUK HEI
		Silver Award	2A	CHOW SAI KWAN
			2D	CHAN HONG SHING RYAN
			3B	ONG KWAN YIN
			4B	LAU TSZ LOK SO CHING SUM VICTOR

Nature	Event	Award	Class	Student
Mathematics KLA	2015 亞洲國際數學奧林匹克 公開賽 (AIMO Open) 香港賽區初賽暨港澳數學奧林 匹克公開賽 (HKMO Open) - 承上頁	Silver Award	4D	LEUNG WAI FUNG
			5A	CHOI CHUN WA
			5B	YUE HIN CHUN
		Bronze Award	1A	CHAN CHING TUNG
			1B	WONG KAM TIM
			1D	TAM TSUN KIK
				WONG TSZ ON ANGUS
			2D	CHAN NGO KIU
				BAYCLE
				CHOI SZE YING
				CHOY KING CHUN
			3A	KUNG MAN KEI
			3B	KWOK WING CHUN
			3D	LEE CHUN HIM
	TSE CHOI YI			
	4D	SHE CHUN HING		
	5F	KWOK FRIEDMAN OWEN		
	Singapore and Asian Schools Math Olympiads 2015 Trial (Hong Kong Region)	Gold Award	3B	KWOK WING CHUN
			3D	FOO TAK HEI
		Silver Award	1C	YAU CHING HEI
1D			CHAN LIK YEUNG	
			CHENG KWAN LOK	
			TAM TSUN KIK	
			WONG TSZ ON ANGUS	
2A			CHOW SAI KWAN	
2B			SIU KA SING	
2D			CHAN CHUN HON	
			CHAN NGO KIU	
			BAYCLE	
			CHOY KING CHUN	
			LIU MENG ZHEN	
3B			KAO EUGENE	
			KEI YAT LONG	
	ONG KWAN YIN			
3D	CHAN SHU SAN			
3D	HUI KA HO			
Bronze Award	1A	CHAN CHING TUNG		

Nature	Event	Award	Class	Student			
Mathematics KLA	Singapore and Asian Schools Math Olympiads 2015 Trial (Hong Kong Region) - continued from previous page	Bronze Award	1D	CHAI NOK MING			
				JIN WAI YEE			
				LAM YIU KONG			
				LAU HO MAN			
				LAU MING KIT			
				LI KA YI			
			2A	LI LAP YAN			
				NG YEE NAM			
				TSOI SHEUNG LAM			
			2D	TAM WING NGA			
			3A	KUNG MAN KEI			
			3B	KWOK PUI SHUEN			
			3D	LAU YING TUNG			
				TSANG HING LING			
	The Hong Kong Youth Mathematical Challenge 2015	Bronze	Gold	2A	CHOW SAI KWAN		
			Silver	3D	FOO TAK HEI		
			1D	LAU MING KIT			
				WONG TSZ ON ANGUS			
				4B	LAU TSZ LOK		
				4D	LEUNG WAI FUNG		
				5B	LEUNG CHUN YIN		
				5F	KWOK FRIEDMAN OWEN		
				2015 亞洲國際數學奧林匹克 晉級賽及高中組決賽 (AIMO)	Silver Award	2A	CHOW SAI KWAN
						3B	KWOK WING CHUN
	4B	SO CHING SUM VICTOR					
	Bronze Award	2D	CHAN NGO KIU BAYCLE				
		4D	SHE CHUN HING				
		5A	CHOI CHUN WA				
		5F	CHAN CHEUK HEI				
	2014-15 Hong Kong Mathematics Creative Problem Solving Competition (Secondary)	Silver Award	1D	CHUI TSZ YAM			
				TAM TSUN KIK			
			2D	CHAN HONG SHING RYAN			
CHOY KING CHUN							
2014 OLYMPRIX 數學奧林匹 克解難邀請賽	Silver	3B	KEI YAT LONG				

Nature	Event	Award	Class	Student
Mathematics KLA	Poster Design Competition for the Thirty-third Hong Kong Mathematics Olympiad (2015-16)	1st Runner-up	2D	CHAN TSZ CHING
		Best 10	2B	TONG MING WAI
			2D	CHAN HONG SHING RYAN
			2D	CHAN TSZ YIU
			2D	KO WING YAN
			2D	LIU MENG ZHEN
			3A	LEUNG KWONG CHUN ISAAC
			3D	LUI FEI
	International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2015	Honourable	5F	CHAN CHEUK HEI
	Secondary School Mathematics & Science Competition 2015	High Distinction	3D	FOO TAK HEI
			4B	LAU TSZ LOK
			4D	LEUNG WAI FUNG
		Distinction	5F	CHAN CHEUK HEI
		Credit	5F	LAM YAT LONG
			4B	SO CHING SUM VICTOR
			4D	SHA YU HIN
			4D	SHE CHUN HING
			5F	KWOK FRIEDMAN OWEN
		World Class Arena Mathematics	Distinction	2A
	3B			KEI YAT LONG
	Merit		3B	KAO EUGENE
	World Class Arena - Problem Solving	Distinction	3B	KAO EUGENE
	第十四屆資優解難大賽	銀獎	3D	FOO TAK HEI
第十七屆香港青少年數學精英選拔賽	一等獎	3D	FOO TAK HEI	
	二等獎	3B	KAO EUGENE	
「華夏盃」全國數學奧林匹克邀請賽 2015 (香港賽區)	一等獎	2A	CHOW SAI KWAN	
	二等獎	2D	CHAN CHUN HON	
		2D	CHAN HONG SHING RYAN	
	三等獎	1D	LAU MAN KEI	
			TAM TSUN KIK	

Nature	Event	Award	Class	Student
Mathematics KLA	「華夏盃」全國數學奧林匹克邀請賽 2015 (香港賽區) -承上頁	三等獎	1D	WONG TSZ ON ANGUS
			2D	CHAN NGO KIU BAYCLE
	「華夏盃」全國數學奧林匹克邀請賽 2015(華南賽區)	二等獎	1D	WONG TSZ ON ANGUS
			2D	CHAN CHUN HON
			1D	LAU MAN KEI
			1D	TAM TSUN KIK
			2D	CHAN HONG SHING RYAN
			2D	CHAN NGO KIU BAYCLE
	香港初中數學奧林匹克全國青少年數學論壇選拔賽 (2014-2015) 數學解題技能展示比賽(即全國統一筆試)	二等獎	2D	CHOY KING CHUN
			3D	FOO TAK HEI
	Education Bureau Web-based learning course (Math)	Level 2	3D	FOO TAK HEI
	香港精算解難及創意挑戰賽 2014	優異獎	2A	CHOW SAI KWAN
			4B	LAU TSZ LOK
3D	FOO TAK HEI			
5F	CHAN CHEUK HEI			
第十四屆培正數學邀請賽				
2014-2015 數學建模小論文評選	優秀獎	2D	LIU MENG ZHEN	
Science KLA	Secondary School Mathematics & Science Competition 2015	High Distinction (Chemistry)	5F	LAM YAT LONG
			5F	LEUNG TSUN TONG THOMAS
			5F	WONG TING HEI
			5F	YIK KAI HEI
		High Distinction (Biology)	5F	YIK KAI HEI
		Gold Medal (Biology)	5F	LEUNG TSUN TONG THOMAS
		Distinction (Physics)	5F	LAM YAT LONG
			5F	CHEUNG MAN SING
	Hong Kong Physics Olympiad 2015	Honourable Mention	4D	LEUNG WAI FUNG
	The Astronomical Training Programme for Secondary Students	Bronze Award	5F	CHAN CHUNG WAI

Nature	Event	Award	Class	Student
Science KLA	Hong Kong Biology Olympiad for Secondary Schools (2014-15)	1st Class Honour	6E	CHAN TSZ LING
				CHEUNG CHI YUEN
				NGAI LO KIN
		2nd Class Honour	6D	LEUNG SIU LUNG
			6E	YUEN MAGGIE HAY TUNG
		3rd Class Honour	6A	LIANG PEIYI
				CHOI KERWIN LI
LEE KIN TING VICTOR				
Merit	6A	CHOI KI YI		
Active Participation	6D	TAM CHUN YAN		
Technology KLA	HKICPA Accounting & Business Management Case Competition 2014-2015	Certificate of Outstanding Performance	5E	HUANG ZISHAN
				HUI CHI HO
				NG KWAN YI
				TANG CHEUK HEI
				ZHANG YAO HUA
	Wofoo Millennium Entrepreneurship Programme XV	Merit	4D	SHA YU HIN
			5C	CHOI TSZ LUNG
5C			YEUNG HEI TUNG	
		5E	LAI CHEUK HANG	
			ZHANG YAO HUA	
HKICPA Scholarship for Secondary Schools 2014-2015	Scholarship	5E	TANG CHEUK HEI	
HKICPA Outstanding BAFS Student Awards 2014-2015	Outstanding BAFS Student Award	6A	SO TSZ KIU	
Music	67th Hong Kong Schools Music Festival			
	板胡獨奏 - 深造組	Champion	1A	WONG TSZ YAU
	二胡獨奏 - 高級組	1st Runner-up	1A	WONG TSZ YAU
	Graded Piano Solo - Grade Five		4D	LEUNG WING YAN
	柳琴獨奏 - 初級組	2nd Runner-up	1A	CHEUNG YUEN LEE
	Violin Solo - Grade Four		3D	CHUNG WAN TONG
	二胡獨奏 - 高級組	Merit Certificate	1A	WONG TSZ YAU
			3B	FAN CHUN TING
	板胡獨奏 - 深造組		1A	WONG TSZ YAU
	柳琴獨奏 - 初級組		1A	CHEUNG YUEN LEE
	笛獨奏 - 中學組 - 中級組		3A	TANG PAK HIM
	箏獨奏 - 初級組		2D	WONG E-TECH
	Graded Piano Solo - Grade Eight		3A	LO HOI MING
	Graded Piano Solo - Grade Six		4A	WAN TSZ CHING

Nature	Event	Award	Class	Student	
Music	Graded Piano Solo - Grade Five	Merit Certificate	1C	FONG TING CHEONG	
			3D	CHUNG WAN TONG	
			4D	LEUNG WING YAN	
			5B	CHAN SZE MAN	
	Graded Piano Solo - Grade Three		1A	LAM YI YUNG	
			2D	LAM HIU MAN	
	Flute Solo - Secondary School - Senior		5F	CHAN CHEUK HEI	
			4D	LEUNG WING YAN	
	Piano Duet - Intermediate		3D	CHUNG WAN TONG	
	Violin Solo - Grade Four		4D	SHA YU HIN	
	二胡獨奏 - 中級組		1D	HO WING YAN	
	柳琴獨奏 - 初級組		1C	YU SUET YEE	
	中國器樂合奏 - 琵琶小組 - 中學組		2A	LEE TSZ YIN	
			2B	LUK WING CHI	
			5F	YU TIN MEI	
	揚琴獨奏 - 中級組		4C	CHIU CHEUK CHEE	
		5B	CHENG KAI YI		
		5F	NG HOI KIT		
	揚琴獨奏 - 初級組	3D	KO HIU YIN		
	Graded Piano Solo - Grade Eight	Proficiency Certificate	4B	CHENG NGA MAN	
			4A	SHUM CHEUK FUNG	
	1B		CHEUNG HOI YIU		
	3A		FUNG SAU MING		
	1C		TONG KA HEI HEBE		
	Graded Piano Solo - Grade Seven		2B	KO WAI MAN	
			2A	SO TSZ HIN	
	Graded Piano Solo - Grade Six		4A	LAU KA CHING	
			1B	POON CHUN YIN	
	Graded Piano Solo - Grade Four		2014 Hong Kong Youth Music Interflows		
	Graded Piano Solo - Grade Three		Bronze Award	1B	LEUNG KA CHUN NG WEN XIN
				1D	CHAN TSZ LUT
				2A	SO TSZ HIN TANG PAK HEI
2B				CHAN CHUN CHUNG	
Violin Solo - Grade Five					
Violin Solo - Grade Two					
Symphony Orchestra Contest (Secondary School Class Group B)					

Nature	Event	Award	Class	Student
Music	Symphony Orchestra Contest (Secondary School Class Group B) - continued from previous page	Bronze Award	2B	CHAN HOI NAM
			2D	LAM HIU MAN
			3A	CHEUNG KA CHUN KENNEX
				LAI KA HO
				WAI KA LAI
			3B	CHAN KIN LOK GERALD
				NG SHING HEI
			3D	CHENG KA PUI
				CHUNG WAN TONG
				TSANG HING LING
				YUE WING YIN
			4B	CHAN TSZ HIN
				NG HOI TSUN
				SO CHING SUM VICTOR
			4E	CHU YAM LEONG
			5A	AU YEUNG PUI LAM
				CHAN MIU NING
			5C	CHAN KA YUE KENNETH
			5E	TSE KA LOK
				WONG YIK NAM
			5F	CHAN CHEUK HEI
				CHOI KA MAN
				NGAN WAI KWAN
			6A	YUEN WING LAM
			6D	LEUNG TIM LOK TIMOTHY
				PANG KWOK HO
			6E	PUN KONG YIN
			Chinese Orchestra Contest (Secondary School Class B)	Bronze Award
WONG TSZ YAU				
1B	LEE MAN LOK			
1D	CHAN LIK YEUNG			
	CHAN TSZ CHING			
	HO WING YAN			

Nature	Event	Award	Class	Student
Music	Chinese Orchestra Contest (Secondary School Class B) - continued from previous page	Bronze Award	2A	LEE TSZ YIN
			3A	YEUNG HOI YI
			3B	CHAU HOI YEE
				CHOW WING YEE
				FAN CHUN TING
				TANG LOK HEI
			3D	WU KWAN YU
			4B	WONG TSZ WING
			4C	CHIU CHEUK CHEE
			4D	SHA YU HIN
			5B	CHENG KAI YI
				LEE WING HIN
			5E	TSE KA LOK
			5F	CHEUNG MAN SING
				LEUNG TSUN TONG THOMAS
			6A	ZHANG JIAYU
			6C	TSAI HUNG WAI
				WO SIU TAT
			6D	CHUI KING YU
				FUNG SZE CHUN
4th Little Performer of Orchestra and Percussion Competition	Grade 6 - Champion	5F	CHUNG HOI IN	
	Grade 5 - Champion	5F	WONG TSZ WAI	
7th Singapore International Music & Dance Competition	Gold Award	4D	CHAN TIN MEI TAMMY	
「青樂杯」首屆兩岸三地 青少年古箏比賽 - 非專業少年2組	銀獎	4D	CHAN TIN MEI TAMMY	
Arts Ambassadors-in-school Scheme	Arts Ambassador-in-school	4B	NG HOI TSUN	

Nature	Event	Award	Class	Student
Visual Arts	Exhibition of Secondary School Students' Creative Visual Arts Work 2014-2015	Gold Prize	6A	ZHANG JIAYU
		Silver Prize	6E	HO MAN KWAN
		Certificate of Merit	6A	LAM CHEUK YIN YAU SHUK YI
			6B	CHAN SHEUNG LING
			6E	YU KA MAN
	2015 Chinese New Year Creative 3D Design Competition	Champion	5F	YU WING KI
	18 Districts National Day Bunting Design Competition in Celebration of the 65th Anniversary of the Founding of the People's Republic of China	1st Runner-up	5F	YU WING KI
	Creative Environmental Protection Fei Chun Design Competition	1st Runner-up	4A	ZHANG JIA HUI
		Merit	4A	CHAN MAN LING
			5B	CHEUNG KA CHING
			5D	YEUNG TSZ CHING
	2014 International Year of Family Farming Art and Design Competition	3rd Class Honour	3C	LAU KING SZE
			5F	YU WING KI
	傳頌愛聖誕樹設計比賽	2nd Runner-up	5F	YU WING KI
	愛心利是設計比賽	最點題獎	4D	LEUNG HIU CHING
		最具節日氣氛獎	5D	LAU CHUN HONG
		推廣 CHF 大獎	5F	YU WING KI
最佳美街設計獎		5E	AU HIU CHING	
優異獎		4A	CHAN MAN LING	
		5D	CHIM YU KIU HUNG MAN KI	
Arts Ambassadors-in-School Scheme	Arts Ambassador-in-School	5B	CHEUNG KA CHING	
Drama	English Drama Fest 2015	Outstanding Creativity Award	2D	CHAN TSZ CHING
			3B	LEE PO SHEUNG
			3C	NG LI HWA QUIMPO
			3D	CHUA WUN LING LAURENCE
				LAU YING TUNG LUI FEI

Nature	Event	Award	Class	Student
Drama	English Drama Fest 2015 – continued from previous page	Outstanding Creativity Award	3D	PAT WING YEE
				TSE CHOI YI
			4B	CHAN YEE TING
				CHENG HIU LIK
				DAI ANRAN
				LAU HOI YIU
				LI KAM YUN
				MAK TZE FUNG JETHRO
			4D	CHAN SAN WA
				SIU HO YIN
			5B	CHAN CHUN KIT
			5C	CHAN NGA YIN ERVINE
				CHEUNG WAI MAN
			5D	CHAN HOI KI
HUNG MAN KI				
LEE MAN WAI				
5E	AU HIU CHING			
5F	WU KAI HONG			
Service Groups	"Cadet in Wild" First-aid Contest	Champion	5B	LEE WING HIN
			5C	CHAN KA YUE KENNETH
	香港女童軍邁向一百周年歌唱 比賽	冠軍	1C	TONG KA HEI HEBE
	第十八屆港島童軍毅行童軍組 (25 公里)	冠軍	1C	LO KAI NAM TOCK HO YIN
			2C	PE CHUN WAH
			2D	CHAN TSZ HONG
	第十八屆港島童軍毅行童軍組 (50 公里)	亞軍	3B	LAI CHUN
			4C	NG KA YU
			4E	TANG YIU CHUNG
	Island Scout Day 2014 Foot Drill Competition Junior Section	1st Runner-up	2C	PE CHUN WAH
			2D	CHAN TSZ HONG WANG HERMAN
				3A
			3B	CHAU WAYNE
			3C	CHEUNG CHAK YIU
5C			LI TSUN WAI	

Nature	Event	Award	Class	Student	
Service Groups	Island Scout Day 2014 Foot Drill Competition Junior Section – continued from previous page	1st Runner-up	6A	LEUNG HOK HIM	
	Hong Kong Red Cross - First Aid Competition (Eastern District II)	2nd Runner-up	3A	LAI WING SUM	
			3D	AU MING YAN	
			4A	YU CHUNG YI	
			5C	CHUA KEI CHAK DANIEL	
Drill Cup 2015	The Best Commander of Recruit Cadets Drill	5B	LEE WING HIN		
Hong Kong Schools Sports Federation Inter-School Competitions					
Sports	Basketball Competition Boys B Grade (Division II)	Champion	2A	HUI CHI HIN WONG TSZ CHUN	
			3B	NGAI JASON	
			3C	AU YEUNG CHUN YIN CHAN HO NAM WONG CHIN MAN	
				4A	LAU WAI CHAK STANLEY
				4C	CHAN KEI HIM
			4D	LAM WING HO TO CHUNG HON	
			4E	YEUNG WING CHUN	
			Javelin Throw - Girls A (Division III, Area 3)	Champion	6A
	110m Hurdle - Boys A (Division III, Area 3)	5D	CHEN JIE RONG WAYNE		
	Shot Put - Girls A (Division III, Area 3)	1st Runner-up	5D	NG KA YEE	
	Long Jump - Boys B (Division III, Area 3)		4E	LAM YIN HOI	
	Javelin Throw - Boys B (Division III, Area 3)		4A	LAU WAI CHAK STANLEY	
	Shot Put - Boys A (Division III, Area 3)	3rd Runner-up	5A	CHENG HON CHUN	
	4x100m Relay - Girls A (Division III, Area 3)		5D	NG KA YEE	
5F			NG CHEUK NAM		
6A			FUNG CHI WAI		
		6A	LAM CHING HO		

Nature	Event	Award	Class	Student
Sports	4x400m Relay - Girls C (Division III, Area 3)	3rd Runner-up	1D	HO WING YAN
			2B	YAN SIN YING
			2D	TAM HIU CHING
				NG SIU WING
	Volleyball Competition (Boys A Grade)	2nd Runner-up	5A	AU YEUNG PUI LAM
				CHAN TUN HAM
			5B	LEE TING CHUN
			5C	SHIH WAI PAN
			5D	CHANG SHING HIN
				CHEN JIE RONG WAYNE
			5E	LEUNG CHI HANG
				TANG CHEUK HEI
			6B	CHOI HO KWONG
			6D	LOK TSZ NGO LEO
				YUNG HIU HONG
	6E	CHAN TSZ FUNG		
		NGAI LO KIN		
	Swimming Competition Division III (HK Island) Girls A Grade 4x50m Free Style Relay	3rd Runner-up	5B	LEUNG HO YUET
			5F	NG CHEUK NAM
			6B	SOO NGA YAN
			6C	CHOW HOI MAN
			6D	LEUNG TIM LOK TIMOTHY
	Other Events			
夢想香港 "星" 全港街頭三人 籃球挑戰賽 2015 (男子 U18 組)	Champion	5A	CHENG HON CHUN	
第二屆青協盃三人籃球賽 (M16 組)	Champion	5A	CHENG HON CHUN	
聯校排球友誼賽 2014-2015 (女子組)	Champion	5A	CHU SIU TUNG	
		5B	CHEUNG PO YEE	
		5D	NG KA YEE	
			WONG YEE SHAN	
		5E	KWONG KAM SHAN	
			LIM KAM YU LEUNG YI MEI MAY	
6B	SOO NGA YAN			
聯校排球新秀邀請賽 2014 (女子組)	冠軍	1A	TSAI HIU CHING	
		1B	CHOI HANG YUK	

Nature	Event	Award	Class	Student
Sports	聯校排球新秀邀請賽 2014 (女子組) - 承上頁	冠軍	1B	HAO SHIU SHAN MARJORIE
				KWOK SIN TUNG
			1D	HO WING YAN
			2A	KWOK YUE YIN EUNICE
			2B	YAN SIN YING
			2D	TAM HIU CHING
	2014-2015 地區籃球隊訓練 計劃區際賽	1st Runner-up	5A	CHENG HON CHUN
	Bonaqua All H.K. Schools Jing Ying Volleyball Tournament (Boys) 2014-2015	2nd Runner-up	4D	CHENG CHEUK MAN
			4E	CHAN TSZ WAI
			5A	AU YEUNG PUI LAM
				CHAN TUN HAM
			5B	LEE TING CHUN
			5C	SHIH WAI PAN
			5D	CHANG SHING HIN
				CHEN JIE RONG WAYNE
			5E	LEUNG CHI HANG
6B			CHOI HO KWONG	
6D	LOK TSZ NGO LEO			
	YUNG HIU HONG			
6E	CHAN TSZ FUNG			
2014 年香港青少年室外射箭 公開賽男子甲組複合弓	3rd Runner-up	6D	LEUNG TIM LOK TIMOTHY	
學界埠際排球錦標賽(男子組)	二等獎	5C	SHIH WAI PAN	
Hong Kong Athletics Series 2 - 110m Hurdle (Hong Kong Ranking 2014)	Junior 7	5D	CHEN JIE RONG WAYNE	
A.S. Watson Group Hong Kong Student Sports Awards 2014-2015	Certificate of Award	5D	NG KA YEE	
Life Saving Course (Bronze Medallion)	Bronze Medallion	5A	CHAN PUI LAM	
龍城體育節「龍城康體」盃 青少年保齡球比賽	少年組雙打季軍	3D	WU KWAN YU	
Others	2015 年明日領袖獎	明日領袖獎	3D	LUK HIU LAAM
			3D	YIP PUI LAM
			4D	CHAN TIN MEI TAMMY

Nature	Event	Award	Class	Student			
Others	2014 年香港島傑出學生選舉	2014 年香港島十大傑出學生 - 初中組	4D	CHAN TIN MEI TAMMY			
		2014 年香港島十大傑出學生 - 高中組	6E	CHAN TSZ LING			
	第二十三屆全港中學生十大新聞選舉 - 新聞評述比賽	冠軍 (高級組)	5A	FUNG TIN YU			
	第八屆歷史照片研究比賽	學生組季軍	CHOI KA MAN	5F	FUNG JESSIE		
			NG CHEUK NAM		WONG KAR WING		
			YEUNG KWAN NI		CHUNG HOI IN		
			LI NGA YUK		SIN MAN YING		
			TING WING TING TERRY		YEUNG PUI KI		
		學生組優異獎	CHUNG HOI IN		LI NGA YUK	SIN MAN YING	TING WING TING TERRY
			YEUNG PUI KI				
			東區學校模範生/進步生獎勵計劃		進步生	2D	CHAN TSZ CHING
						3A	LO NAOMI
						4A	LAW HUEN YI
	5D	TAM IVAN CHIT WAI					
	模範生	2D	CHAN CHUN HON				
		3D	FOO TAK HEI				
		4B	LAU TSZ LOK				
		5F	CHAN YU YIN				
	The 5th Hong Kong Secondary Schools Election of Top 5 News of Poverty & Reflection Competition	Champion	2D	LIU MENG ZHEN			
		Merit Award	2D	CHONG NGA TING			
3D			CHUNG WAN TONG				
Secondary School Potted Plant Growing/Nursing Competition for the Hong Kong Flower Show 2015	Champion	4D	CHAN SAN WA				
		5A	LEUNG KA MING				
		5B	NG KA LOK				
		5B	NG MEI TING				
		5B	YUE HIN CHUN				
Student Environmental Protection Ambassador Scheme 2014-2015 - Student Environmental Protection Ambassador	Gold Award	5E	HUANG ZISHAN				
	Merit Award	5C	CHEUNG YUK YAN				
優秀青年嘉許計劃	優異獎(東區/中學組)	5F	NG CHEUK NAM				
Hang Seng Bank - Leaders to Leaders Lecture Series 2014	Most Influential Leaders Award - Merit	5E	TANG CHEUK HEI				

6.3 Students' Achievements in Extra-curricular Activities

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

In the 66th *Hong Kong Schools Speech Festival*, our school won 1 Championship, 6 First Runners-up and 12 Second Runners-up in Solo Verse Speaking, Choral Speaking, Dramatic Duologue and Prose Reading. 91 Certificates of Merit were obtained. Our students also participated actively in debating competitions. The Chinese Debating Team won the 2nd runner-up in the 14th *Multi-vision on Basic Law – Secondary School Debating Competition (Hong Kong Island)* and the Most Improved Award in the *Sing Tao Inter-School Debating Competition*. CHUNG Hoi-in and SIN Man-ying of 5F, LI Shing-cheung of 4A as well as WU Kwan-yu of 3D were named the Best Debaters in the competitions.

In the *Hong Kong and Macao Mathematical Olympiad Open Contest*, our students received numerous Gold, Silver and Bronze Awards after three rounds of exciting competitions. Four Secondary 4 students won the Honours Award in the *Hong Kong Biology Olympiad of Secondary Schools*. Secondary 5 students studying BAFS formed teams to participate in a variety of business competitions and they won the Merit Award in *Wofoo Millennium Entrepreneurship Programme* and the Outstanding Performance Award in the *HKICPA Accounting and Business Management Case Competition*. TANG Cheuk-hei of 5E was awarded the HKICPA Scholarship for Secondary Schools for his outstanding performance in the subject BAFS.

In Music, both the Symphonic Orchestra and the Chinese Orchestra won the Bronze Award at the 2014 *Hong Kong Youth Music Interflows*. Both orchestras and the School Choir regularly performed at major school functions including Speech Day and Variety Show. Individual students also attained outstanding results in music competitions. CHAN Tin-mei of 4D won the Gold Award in the 7th *Singapore International Music & Dance Competition* as well as the Silver Award in the 'Youth Music Cup' *Mainland China, Taiwan and Hong Kong Youth Guzheng Competition* held in February 2015. CHUNG Hoi-in of 5F and WONG Tsz-wai of 5F both won the Champion in the 4th *Little Performers of Orchestra and Percussion Instruments*. In the 67th *Hong Kong Schools Music Festival*, our students won 1 Champion, 2 First Runner-ups and 2 Second Runner-ups, and 1 student became top five finalists of *RTHK Radio 4 Chinese Instruments Scholarship*. In addition, NG Hoi-tsun of 4B was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council. He actively promoted music as a performing art by organising the Student Concert in school.

In Visual Arts, ZHANG Jiayu of 6A and HO Man-kwan of 6E won the Gold and Silver Prize respectively in the *Exhibition of Secondary School Students' Creative Visual Arts Work 2014/15*. LAM Cheuk-yin of 6A, YAU Shuk-yi of 6A, CHAN Sheung-ling of 6B and YU Ka-man of 6E were also awarded the Certificate of Merit in this competition. CHEUNG Ka-ching of 5B was named the Arts Ambassador-in-school by the Hong Kong Arts Development for her active participation in promoting visual arts. In the *Creative Environmental Protection Fei Chun Design Competition*, ZHANG Jia-hui of 4A was the 1st Runner-up, CHAN Man-ling of 4A, CHEUNG Ka-ching of 5B and YEUNG Tsz-ching of 5D received Merit Award. YU Wing-ki of 5F won the

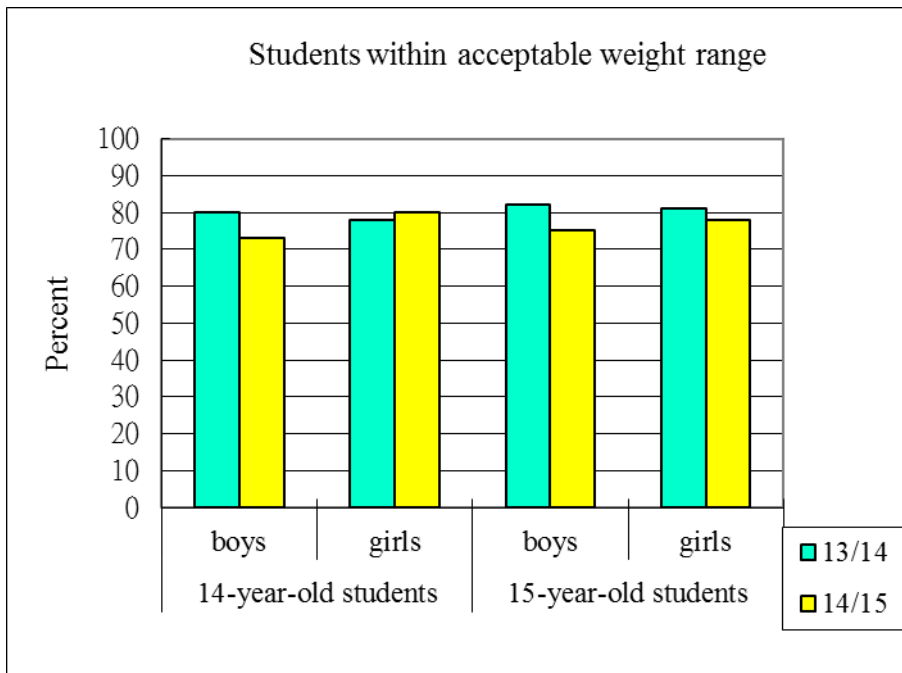
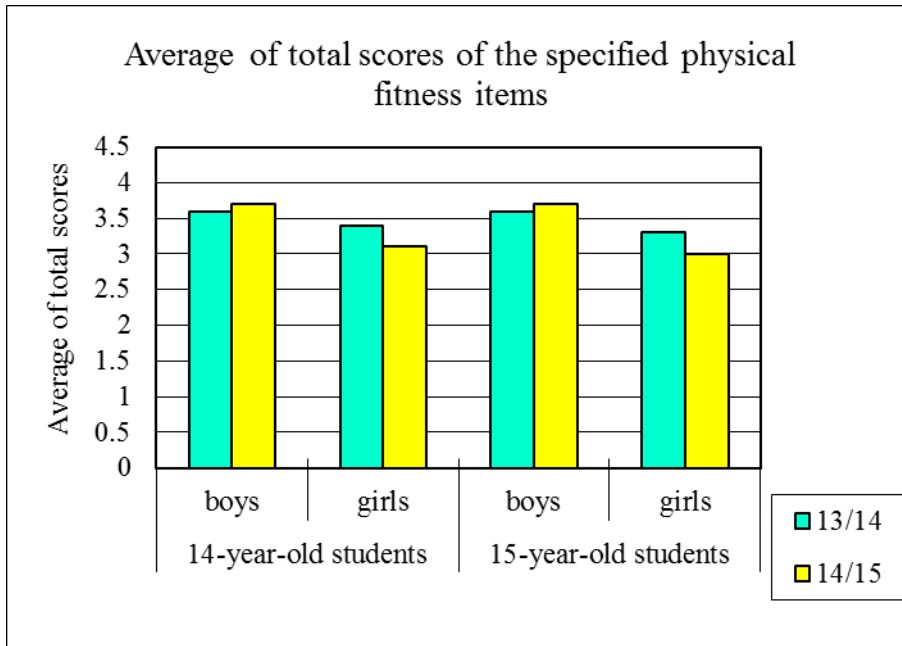
Championship in the *Chinese New Year Creative 3D Design Competition 2015*. In addition, she was the 1st Runner-up in the *18 Districts National Day Bunting Design Competition in Celebration of the 65th Anniversary of the Founding of the People Republic of China*. YU Wing-ki of 5F and LAU King-size of 3C were awarded the 3rd Class Honours in the *International Year of Family Art and Design Competition 2014*.

In the *English Drama Fest 2015*, our school won the award for Outstanding Creativity in the use of props and costumes. Our Boy Scouts won the champion in the *18th Island Scout Trail Walk 2015 (Scout 25km)*. The Red Cross Youth Unit was the Second Runner-up in the *First Aid Competition (Eastern District)*. LEE Wing-hin and CHAN Ka-yue of 5B, members of the HK Air Cadet Corps, won the championship in the “*Cadet in Wild*” *First Aid Contest*. LEE Wing-hin was also selected the Best Commander of *Recruit Cadets Drill Cup 2015*.

In the *Hong Kong Schools Sports Federation Inter-School Competitions*, we won the Championship in Basketball (Division II) Boys B, the Second Runners-up in Volleyball (Division I) Boys A, Volleyball (Division I) Boys Overall and Athletics (Division III) Girls A. In addition, we won the Second Runners-up in *Bonaqua All HK School Jing Ying Volleyball Tournament 2014/2015*. SHIH Wai-pan of 5C and LEE Ting-chun of 5B were selected as the All-Star Team players. During Easter Holiday, SHIH Wai-pan of 5C was selected to represent Hong Kong in the *Schools Interport Volleyball Competition 2015*.

We are dedicated to enriching students’ learning experiences beyond classroom. An Adventure Training Camp was organised for Secondary One. A Community Service Programme was compulsory for Secondary Three and Secondary Four students. Leadership Training was arranged for the officials of ECA Clubs. During the Post-exam Activity Periods, the MTR Corporation Limited, St. John Ambulance, Yan Oi Tong, The CAS Cadet Corps and Metro Info Radio were invited to perform, give talks and organise workshops to broaden students’ horizons.

6.4 Students' Physical Development



7 Support for Student Development

7.1 Careers Guidance Team

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

The following is a summary of programmes organised and/ or arranged by the Careers Guidance Team in 2014/2015:

Date(s)	Programme/Activity	Co-Organiser(s)	Level of Participants
26 September 2014	JA Leadership Seminar	Junior Achievement Hong Kong	Whole School
15 October 2014	S6 Careers Day	Guidance Team, Hok Yau Club and Headstart English	S6
3 November 2014	Job Shadowing Programme at Transport Department	Junior Achievement Hong Kong	S4 and S5
4 December 2014	Career Expo	Hotung Secondary School and Rotary Club of Kings park	S5
20 January 2015	Alumni Experience Sharing	---	Whole School
10 March 2015	Expert Talk on Life Planning	CUSCS	S5
2-4 April 2015	Work Experience Scheme at Hong Kong IKEA	EDB Business-School Partnership Programme	S5
13 May 2015	Workplace visit to Harbour Grand Hong Kong		S4 and S5
15 May 2015	HKUST Admission Talk	HKUST	S5
23 May 2015	Life Pathways Alumni Sharing Day	Alumni Association	S4
6 July 2015	HKBU Admission Talk	HKBU	S5
7 July 2015	JUPAS Preparation Talk	---	S5
7 July 2015	Parents and Students' briefing on "Get ready for the Release of the HKDSE Results Day"	---	S6

Whole Year	Life Education Lessons on Life Planning	---	S1 to S6
Whole Year	Issuing Leaving Certificates, Transcripts and Reference Letters	---	Whole School

7.2 Discipline Team

The Discipline team aims at developing students' self-discipline and enhancing their sense of belonging to the school. Holding the belief that discipline is to foster behavioral control, the team endeavors to help students understand the importance of self-discipline and mutual respect and establish a wholesome learning environment in school.

The Discipline Team adopts a whole-school approach to achieve the above-mentioned aims. To ensure students duly adhere to the school conduct standard, the Team develops a comprehensive punitive and reward system with clear directions and guidelines. Various activities are organized to foster in students a sense of self-discipline. To facilitate home-school cooperation, the team keeps close contact with parents to ensure that students' behavioral problems are promptly addressed and effectively handled. The Discipline Team also collaborates with the Guidance Team to cultivate students' whole-person development.

The Discipline Team will continue to team up with subject teachers, form teachers, the Guidance Team, the school social workers and parents to ensure and maintain the school discipline, motivate students to be mature and respectful individuals, and help students become good citizens in society.

The following is a summary of activities held by the Discipline Team in 2014/2015:

Date(s)	Programme/Activity	Parties/People concerned
September 2014	Case Conference with the Guidance Team	Teachers of the Discipline/Guidance Team
24-26 October 2014	Leadership Training Camp for Prefects	Prefects, Social Worker and Teachers of the Discipline Team
20 January 2015	Talk on Dream (Speaker: Cpak)	Teachers of the Discipline Team
13 February 2015	Talk on Life Planning (Speaker: Mak Sir)	Teachers of the Discipline Team
March 2015	Class Prefects Recruitment and Interview	Prefect Heads, S.3 Students concerned and Teachers of the Discipline Team
May 2015	Best Behaved Class Competition	All Students and the Subject Teachers
June, July 2015	Prefect Selection Interview	Prefect Heads and Teachers of the Discipline Team
Whole Year	Regular Prefect Meetings	Prefects and Teachers of the Discipline Team
Whole Year	Case Discussions with the Guidance Team	Teachers of the Discipline/Guidance Team
Whole Year	Issuing Disciplinary Notices and Making Behavioral Agreements with Parents and Students	Parents and Students concerned, and Teachers of the Discipline Team

7.3 Guidance Team

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

The following is a summary of activities held by the Guidance Team in 2014/2015:

Date(s)	Programme/Activities	Parties/People concerned
21 August 2014	Training of helpers of Pre-S.1 Orientation Programme	Teachers of the Guidance Team/ Social Worker /S4&S5 students
27 August 2014	Pre-S.1 Orientation Programme	Teachers of the Guidance Team/ Social Worker/S1 students
September 2014	Case Conference with the Discipline Team	Teachers of the Guidance / Discipline Team
September & October 2014	Class Visits	Teachers of the Guidance Team/ Social Worker/S1 & S3 students
8 October 2014	Talk on Stress Management	Guidance Mistress/S6 students
27 March 2015	Survey and Research on Students' Habit Of Using Mobile Phones	The University of Hong Kong/ Teachers of the Guidance Team/ S1 students
March-May 2015	Smart Net Teens Group	Social Worker/S1 students
17 April 2015	Talk on Emotion Awareness and Management	Teachers of the Guidance Team/ Social Worker /S2 students
15-16 May 2015	Secondary 3 Growth Training Camp	Teachers of the Guidance Team/ S3 students/Social Workers of CROSS
28 May 2015	Year-end Review with Student Mentors of S1 Mentorship Scheme	Teachers of the Guidance Team/ Social Worker /Student Mentors
4 & 7 May 2015	Training Workshops on Leadership and Peer Counselling Skills	Teachers of the Guidance Team/ Student Mentors/Social Workers of CROSS
Whole Year	Training of Student Mentors of S1 Mentorship Scheme	Teachers of the Guidance Team/ Social Worker /Student Mentors
Whole Year	S1 Mentorship Scheme	Teachers of the Guidance Team/ Social Worker /Student Mentors
Whole Year	Case Discussions with the Discipline Team	Teachers of the Guidance / Discipline Team

7.4 Moral and Civic Education Team

The Moral and Civic Education Team integrates the core values of moral and civic education across all key learning areas. With a view to providing students with comprehensive learning experience, the Team collaborates with other subject departments and functional teams to organise rich and diversified programmes which help students develop positive life values and attitudes. Such programmes include talks, display board exhibitions, visits, excursions, etc. We strive to foster in students the positive values (including perseverance, respecting others, care for others, responsibility, commitment and integrity) and enhance civic awareness among students so that students would be able to establish high morality and maintain a good learning attitude with passion and enthusiasm.

The following is a summary of activities held by the Moral and Civic Education Team in 2014/2015:

Internal School Activities:			
Date(s)	Activity	Co-Organiser(s)	Level of Participants
Whole year	Flag-raising Ceremony	-	S1-S6
Whole year	Life Education periods	-	S1-S6
Whole year	Charity Begins at Home Charter	-	S2
30 September 2014	Dress Casual Day	Community Service Team	S1-S6
9 October 2014	Oxfam Hunger Banquet and Talk	Oxfam Hong Kong L.S. Department Community Service Team	S2
13 November 2014	ICAC Interactive Drama Performance – 「金童玉女」	ICAC Hong Kong L.S. Department	S4
13-14 November 2014	Discovering Tour to Foshan & Humen	L.S. Department Chinese History Department	S3
22 November 2014	Talk on Hong Kong Election System	Registration and Electoral Office L.S. Department	S4
9 February 2015	Hong Kong ICAC Display Board Exhibition	---	S1-S5
April 2015	Reflection and Inspiration of the Second Sino-Japanese War	Chinese History Department	S5

	Display Board Exhibition 「回顧八年艱難歲月·啟示 今天中日關係」展板		
6-10 April 2015	「領袖生內地交流計劃 2015」	Education Bureau	S5
15 May 2015	The Legislative Council Complex Visit	L.S. Department	S3
21 May 2015	The ICAC Headquarters Building Visit	L.S. Department	S4
17-24 July 2015	「京港澳學生交流夏令營 2015」	Education Bureau	S5
Whole year	Conduct Award	PTA	S1-S6
5 December 2014 17 April 2015 29 May 2015	Civic and Moral Education Forum	Chinese Department	S4 –S5
November 2014	Motto Writing Competition Theme: 修身至善	Chinese Department	S1-S6
March-May 2015	Book Mark Design Competition Theme: 修身至善	Visual Arts Department	S3-S4
April 2015	Board Design Competition	--	S1-S5
May 2015	Putonghua Story Telling Competition	Putonghua Department	S2
20 May 2015	Multi Media Drama Competition	Visual Arts Department	S3
May-June 2015	Life Skills Drama Competition	L.S. Department	S1-S2
June 2015	Calligraphy Competition	Chinese Club	S1-S5
June 2015	Calligraphy Competition	Chinese Club	S1-S5
July 2015	Chinese Historical Figures Performance Competition	Chinese History Department	S1-S3

External Competitions:			
Date(s)	Competition	Co-Organiser(s)	Level of Participants
November 2014	The 23rd Hong Kong Secondary Students Top Ten News Election-- News Commentary Competition	Hok Yau Club	S1-S6
December 2014	Election and Commentary of Top 10 Policies of HKSAR	HK Wen Wei Po & Kowloon Chamber of Commerce	S1-S6
February 2015	The 6th Hong Kong Secondary Schools Election of Top 5 News of Poverty & Reflection Competition	Mission to New Arrivals Ltd.	S1-S5
February 2015	Hong Kong Secondary Schools Chinese History Project Learning Award Scheme 2014/2015	HKU MACHS Alumni Association	S3
April 2015	Basic Law Quiz Competition 『有問有答《基本法》問答比賽』	Committee on the Promotion of Civic Education	S3-5
April 2015	Basic Law 25 Anniversary inter-school Online Quiz Competition《基本法》25周年全港校際網上問答比賽	Education Bureau	S3
May 2015	Historical events Comic Competition 2014/2015	Chinese History Educational Society	S1-5

7.5 ECA Team

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

Apart from offering a wide variety of activities, in line with the directions of the curriculum reform, we have tried our best to enrich students' learning experiences beyond classroom.

The following table is a summary of the enrichment activities organised by the ECA Team in 2014/2015:

Date(s)	Programme/Activity	Co-Organiser(s)	Level (Number) of Participants
20 January 2015	「香港鐵路營運與發展」講座	MTR Corporation Ltd.	S1 to S5
20 January 2015	First Aid Training	St. John Ambulance	S3
Apr to Jul 2015	Hang Seng Bank - Leaders to Leaders Lecture Series 2015	The University of Hong Kong and Hong Kong Federation of Youth Groups	S4 (2) & S5 (2)
30 June 2015	Green Adventure	Yan Oi Tong	S1 to S5
30 June 2015	民安隊少年團招募講座	The CAS Cadet Corps	S1 to S3
30 June 2015	「舞動校園巡迴 2015」 中學生動起來 為學校喝采	Metro Info	S1 to S3
6 July 2015	《平和校園》學校探訪	Metro Info	S3 to S5
7 July 2015	Disney Youth Education Series	Hong Kong Disneyland	S4 (48)
July – August 2015	Summer School For Effective Leadership	HKUST, HKU & HKFYG	S4 (4) & S5 (1)
July – August 2015	Go Wild Leadership Training	HKFYG	S3 (4) & S4(3)
July – October 2015	「心晴學生大使戲劇大匯演」	心晴賽馬會飛越校園計劃	S4 (1)

8 Financial Summary (ending 31 August 2015)

	Income \$	Expenditure \$
I. Government Funds		
A. Expanded Subject and Curriculum Block Grant		
(a) Non-school Specific Grant		
• Baseline reference provision	471,086.00	279,581.34
(b) School Specific Grants		
• Composite IT Grant	407,089.00	461,678.09
• Capacity Enhancement Grant	557,148.00	670,773.00
Overall Balance:	23,290.57	
B. Other Specific Grants		
• Teacher Relief Grant	186,920.00	37,557.50
• Senior Secondary Curriculum Support Grant	724,668.00	803,959.80
• Extra Senior Secondary Curriculum Support Grant	250,000.00	365,936.00
• Diversity Learning Grant – Other Programmes	98,000.00	110,405.00
• School-based After-school Learning and Support Grant	68,400.00	53,460.00
Balance:	43,330.30	
II. Non-government Funds		
A. Extra-curricular Activities Fund		
	153,217.00	153,217.00
Balance:	0	
B. SBM Fund		
	523,437.09	211,800.00
Balance:	311,637.09	

9 Feedback on Future Planning

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

- 9.1.1 The tasks in the programme plan were almost accomplished.
- 9.1.2 According to a student survey, 76.2% of the students believed that their self-learning ability had been enhanced while 76.1% of them considered themselves independent learners.
- 9.1.3 As shown in the stakeholder survey, our teachers agreed that our students could become self-directed learners. More active learning strategies should be adopted and more sharing sessions among teachers inside and outside school could be organised.

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

- 9.2.1 The measures in the programme plan were smoothly adopted.
- 9.2.2 Thanks to the support from the alumni, community resources and organisations, different programmes were organised to help students understand themselves, arouse their awareness of the importance of career planning and enrich their career-related experiences.
- 9.2.3 In response to the newly-introduced Career and Life Planning Grant, career and life planning would continue to be the focus of the next school development plan. More programmes would be organised for both junior and senior form students in order to improve the quality of life planning education and career guidance at school.

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

- 9.3.1 A wide range of Moral and Civic Education programmes, subject-based learning activities as well as inter-class competitions were organised throughout the school year. Among the measures to foster a caring and supportive culture at school, the 'Self-cultivation and Supreme Good Motto Design Competition' was particularly well-received by teachers and students. Students were more aware of the importance of creating a caring and harmonious environment. The relevant programmes will continue to be conducted by the Moral and Civic Education Team next year.
- 9.3.2 A variety of programmes, like talks, seminars, workshops and forums on addiction, bullying and good learning attitude, were organised for parents and students. The school and the Tung Wah Group of Hospitals CROSS Centre organised diversified programmes to promote healthy lifestyles.

9.3.3 With a view to creating a healthy school environment, healthy lifestyle programmes will be organised as part of the Healthy School Programme.