



浸信會呂明才中學

Baptist Lui Ming Choi Secondary School

Annual School Report  
(2023-2024)



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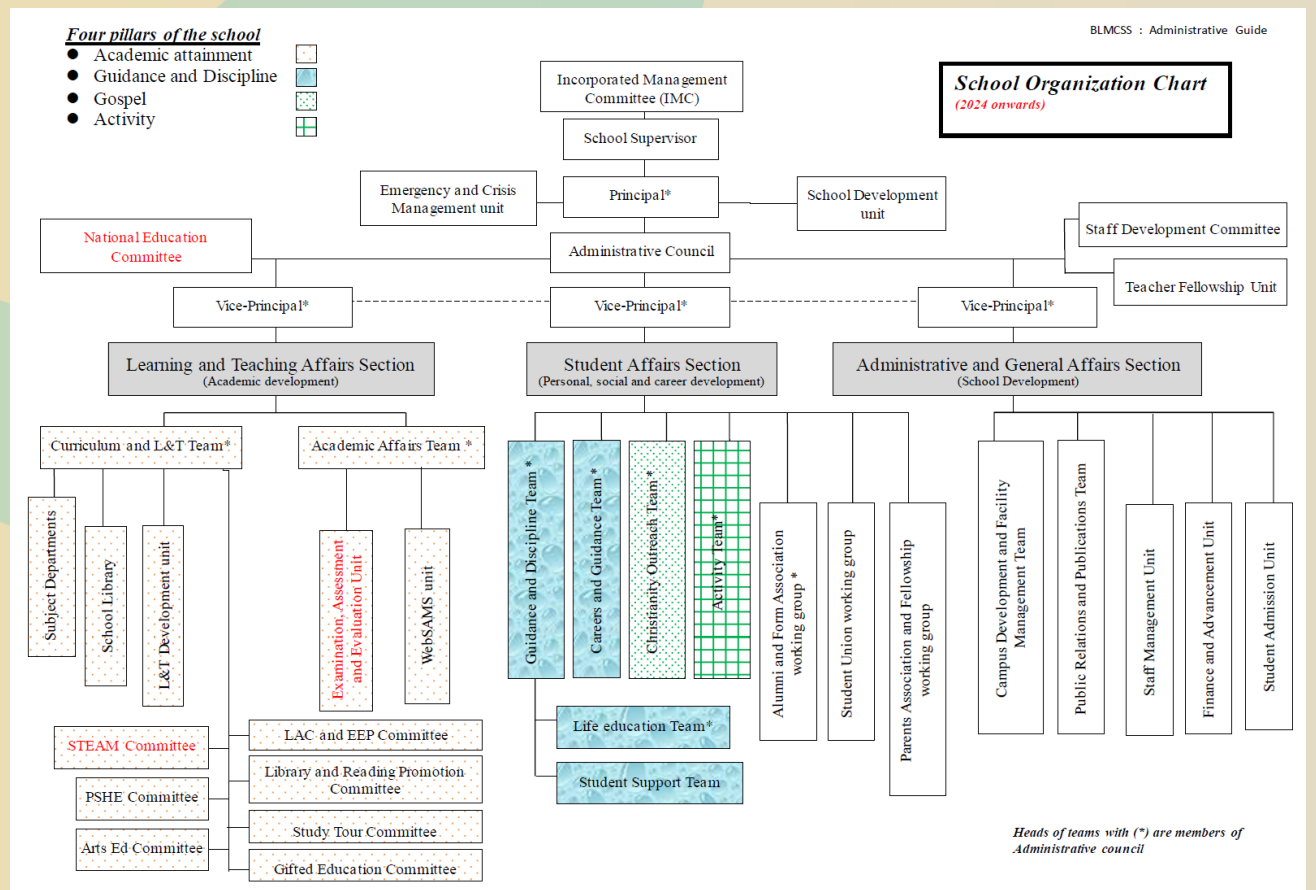
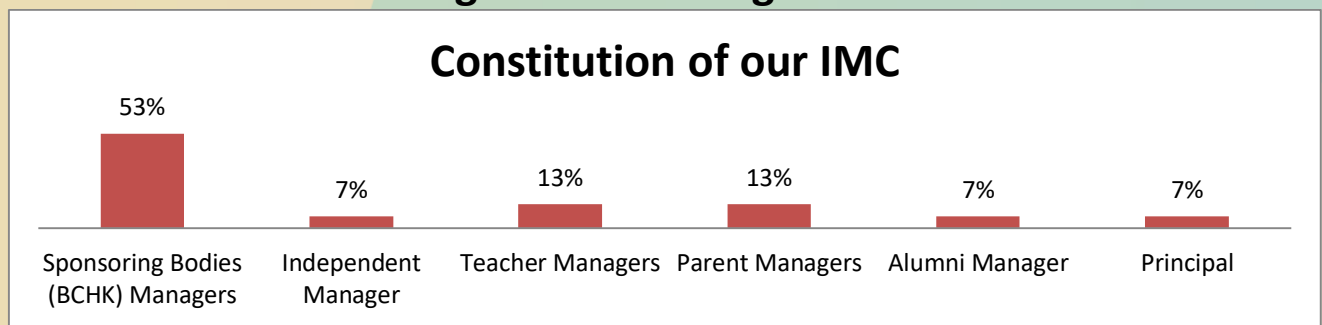
# Our School Mission and Vision

The School is a government-aided English grammar co-educational school run by the Baptist Convention of Hong Kong. Since its establishment by the Convention in 1978, the School’s mission has always been to provide all-round education based on Christian values nurturing individual lives and character. Embracing our philosophy of ‘holistic education’ in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. The “whole-school approach” is adopted to help young people to strive for balanced progress in morality, academic attainment, physical development, co-operation, aesthetic sense and spiritual growth. The School seeks to help students lead a prosperous and meaningful life through the preaching of the Gospel.

## Our Beliefs

- Foster strong “Four Pillars” collaboration among the school’s four domains: Academic Attainment, Guidance and Discipline, Spiritual Formation and Extra-Curricular Activities.
- Merge a corresponding fusion of guidance and counselling.
- Maintain strong teacher-student relationship.
- Emphasize home-school co-operation.
- Help students understand biblical truths, develop faith in God and live out their lives in purity by faith.

## Our Management and Organization Chart



# Our Class Structure and Curriculum

## Class Structure

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	6	6	6	33

Remarks: The 6-class senior form is a school-based measure which was financially supported by the school and parents. There are altogether SIX classes in each senior form in 2021-2022.

## Subjects offered

Level	Junior Forms (F.1-3)			Senior Forms (F.4-6)		
	F.1	F.2	F.3	F.4	F.5	F.6
Subjects offered	<p><u>Academic subjects:</u> Chinese Language*, English Language, Mathematics, Putonghua*</p> <p>Chinese History*, History, Geography, Science (F.1-2), Physics_(F.3), Chemistry_(F.3), Biology (F.3), Computer Literacy</p> <p><u>Aesthetic and Physical Education:</u> Music, Visual Arts, Drama Education (F.1-2) and Physical Education*</p> <p><u>Moral, Life and Career education :</u> Civic Education*, Religious studies (Christianity)*, Weekly Assembly*, Class teacher period*, Design and Technology, and Home Economics</p>			<p><u>Core:</u> Chinese Language, English Language, Mathematics and Liberal Studies*</p> <p>Weekly Assembly*, Class Teacher Period*, Religious Studies (Christianity) * and Physical Education*</p> <p><u>Elective:</u> Business management, Accounting and Financial Studies (BAFS), Chinese Literature*, Chinese History*, History, Geography, Biology, Chemistry, Economics, Information and Communication Technology (ICT), Physics, Visual Arts*, Music#, Applied Learning#, Japanese#, Korean#, Spanish# and French#</p>		

English Medium of Instruction is compulsory in all subjects except those with (\*).  
Subjects with (#) are offered in network programmes

## NSS Combination offered

### F.4

Class	A	B	C	D	E	F
M1/M2	M2	M1	---	---	---	---
X1	Phy	Phy	Hist / Bio / Econ2			Chem
X2	Chem	Chem / BAFS (Man) / CLit / Geog / Bio2 / ICT2				
X3	Bio1 / VA / ICT / Econ1 / BAFS (Acc) / CHist					

Network programme : NSS Music, NSS Applied Learning and DSE Other Languages including Japanese, Korean, Spanish and French.

### F.5-6

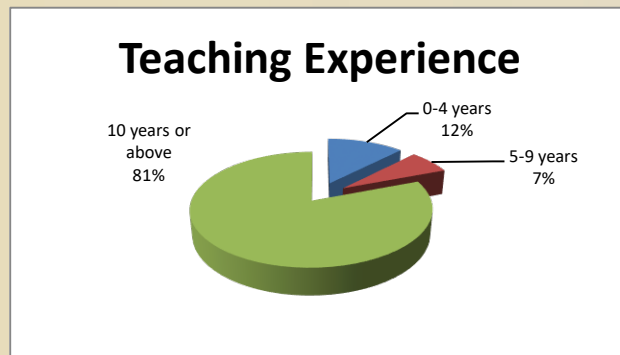
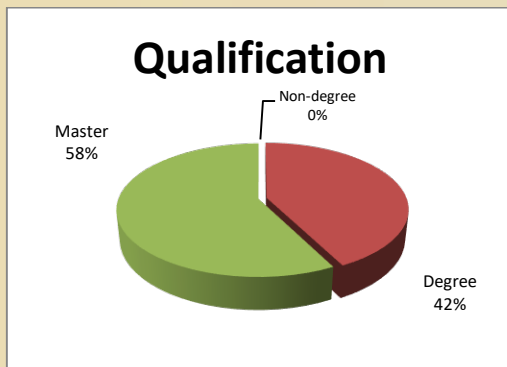
Class	A	B	C	D	E	F
M1/M2	M2	---	M1	---	---	---
X1	Phy	Chem	Phy	Bio	Econ2	CLit
X2	Chem	Bio2 / Chem / BAFS (Man) / Hist / Geog1				
X3	Bio1 / VA / ICT / Econ1 / Geog2 / BAFS (Acc) / CHist					

Network programme : NSS Music, NSS Applied Learning and DSE Other Languages including Japanese, Korean, Spanish and French.

## School-Based Curriculum

Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

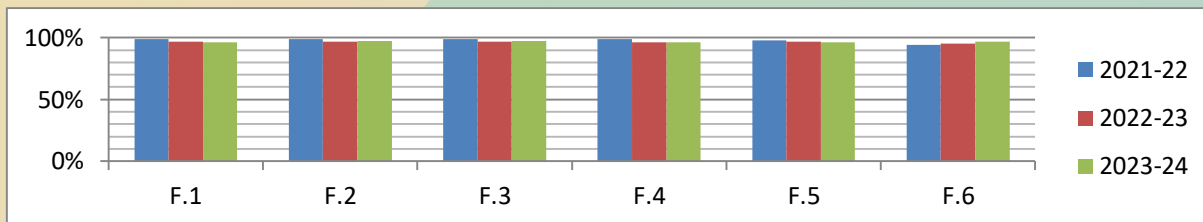
## Our Teachers



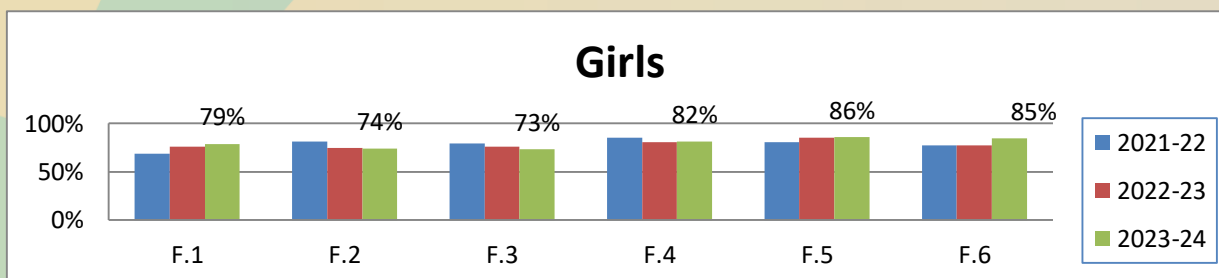
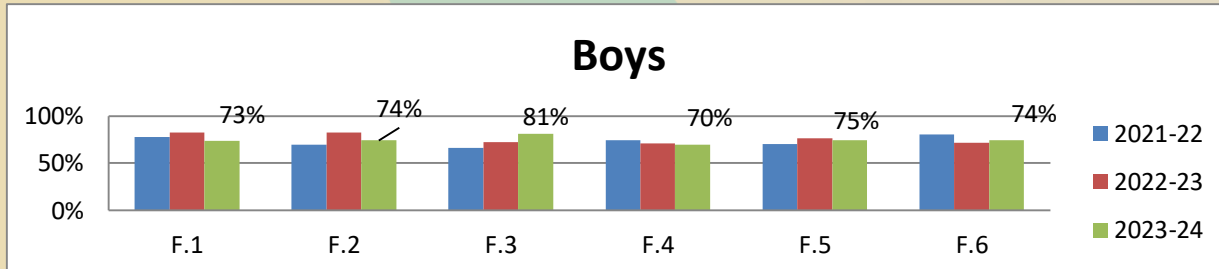
(KPM 03) Teachers' perception of Professional Development from 2021/22 to 2023/24 were **3.8, 4.0 and 4.1** which are all high above the norms 3.6.

## Our Students

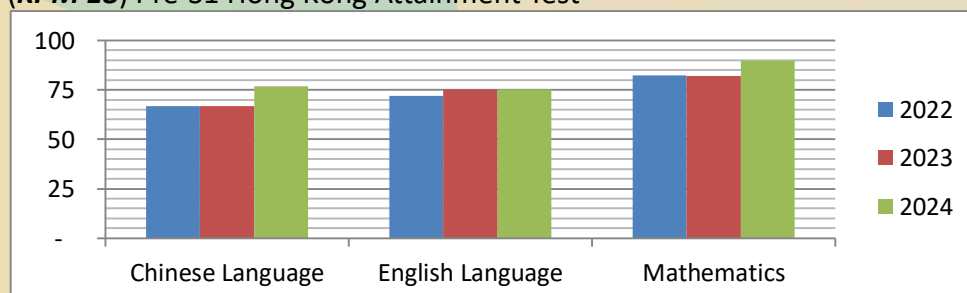
(KPM 23) Students' attendance rate



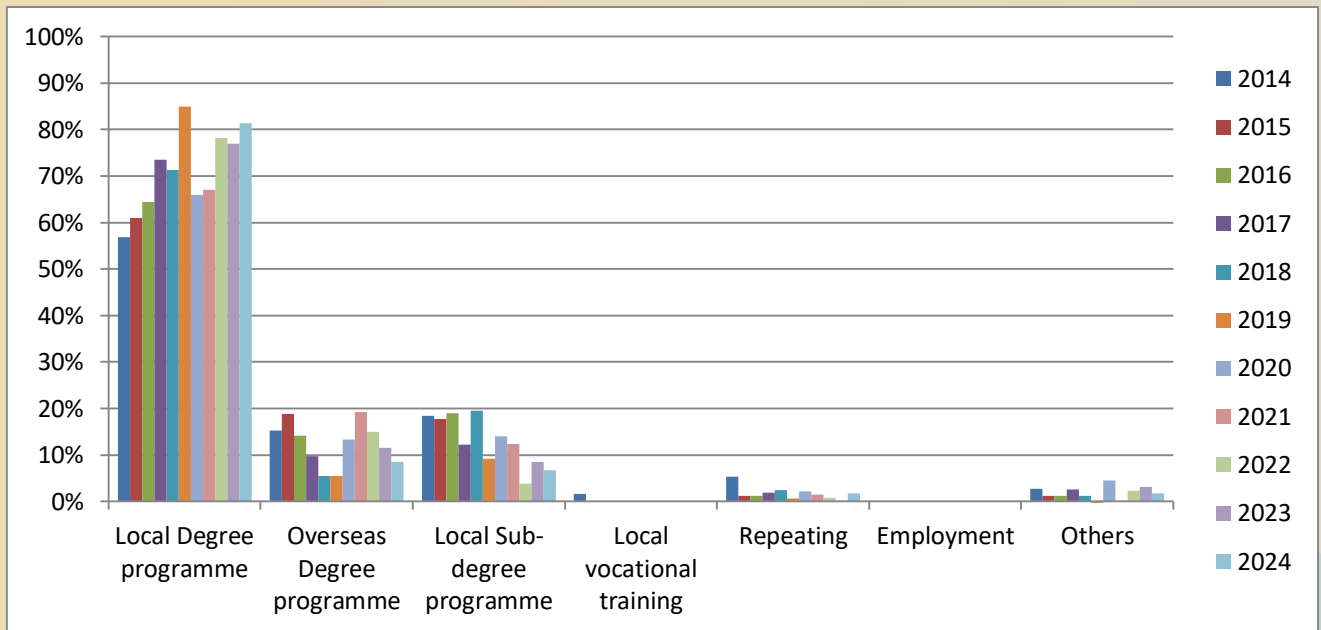
(KPM 24) Percentage of students within the acceptable weight range



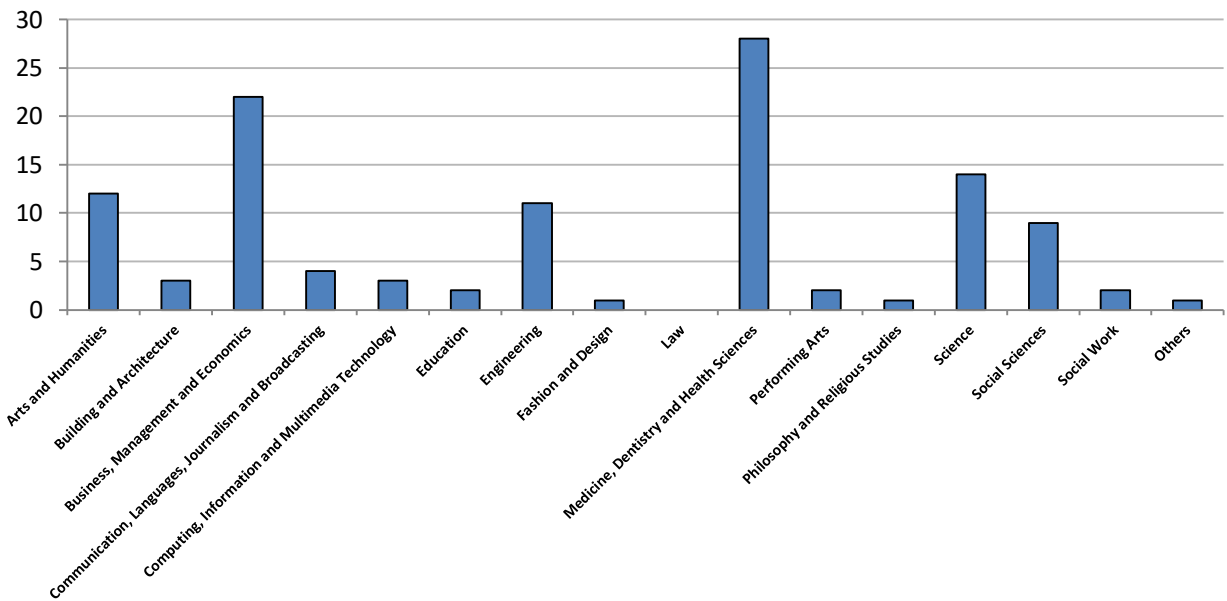
(KPM 18) Pre-S1 Hong Kong Attainment Test



(KPM 15) Destinations of graduates



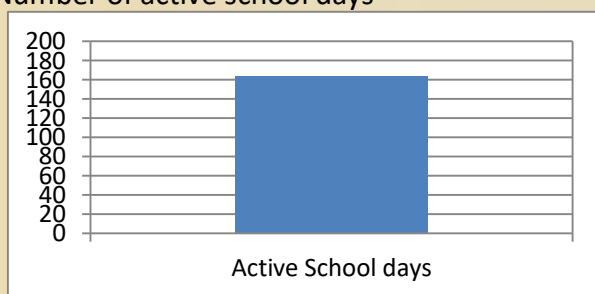
**Baptist Lui Ming Choi Secondary School  
F.6 Prospect Survey 2023 - 2024 (Field of Studies)**



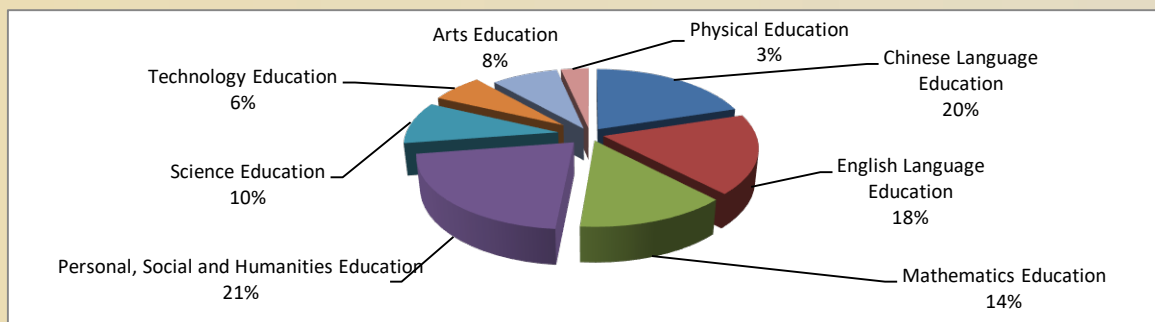
Over the past 5 years, a handful of remarkable graduates were admitted to some internationally renowned universities including (UK) Oxford University, University of Cambridge, Imperial College London, UCL, University of Manchester, University of Warwick, University of Bristol, University of Exeter, University of Birmingham, University of Leicester, Lancaster University, University of Sussex, University of Nottingham, University of East Anglia, Cardiff University, Newcastle University, University of Leeds, Durham University, Coventry University, University of South Wales, Anglia Ruskin University, University of Liverpool, University of Surrey, University of Reading, (Australia) University Of Melbourne, Australian National University, University of Sydney, University of Queensland, Monash University, University of Western Australia, (Switzerland) IHTTI School of Hotel Management, (Austria) Modul University Vienna, (USA) University of Chicago, Purdue University, (Canada) University of Toronto, University of British Columbia, Simon Fraser University, (Singapore) National University of Singapore, (Greater China) Peking University, National Taiwan University, National Sun Yat-sen University, Hsing Wu University, National Cheng Kung University, National Chung Cheng University \*\*\*

## Our Learning and Teaching

(KPM 6) Number of active school days



(KPM 7) Percentage of lesson time for Key Learning Areas in junior forms



The rating of (KPM 11) stakeholders' perception of teaching as viewed by teachers and students were **4.2 and 3.9** respectively and that of (KPM 12) stakeholders' perception of student learning as viewed by teachers, students and parents were **3.8, 3.6 and 3.7** respectively. They are high above the norm but all stakeholders appeared to agree to have room for improvement in the area of student learning as shown in the degree of concern.

### Support for Student Development

In addition to academic development, the school emphasizes personal and social development, careers and life planning of all students equally. We offer different opportunities both inside and outside classroom to cater for the developmental needs of students through Extra-curricular activities, Discipline and Guidance activities, and Christianity Outreach activities. These years, we have focused on careers education and guidance as well as support to SEN and under-resourced students.

The career education and guidance were enhanced under the support of class teachers, parents and alumni. Individual student planning for study and careers plan with DSE predicted levels according to their exam results was integrated in the class teacher period. SLP with self-account integrated in the English curriculum allowed students to enhance their self-understanding and career aspirations. Multiple pathways of F.6 to all parents and students were addressed on various occasions. Also, JUPAS Guidance Day for better preparation and readiness for the DSE release day as well as Individual JUPAS guidance on the DSE release day were introduced. In order to cater for current needs, more support is given to applications for overseas universities and scholarships.

A whole-school approach (teachers, supporting staff, parents and students) was adopted in the implementation of Integrated Education in the school with an emphasis on a caring campus environment and peer support. The awareness of teachers towards students with special educational needs (SEN) was developed with individual case presentations in staff meetings, professional development talks and seminars. Also, skills and attitudes through workshops and professional training courses were addressed.

The rating of (*KPM 13*) stakeholders' perception of support for student development was found to be on average around **4.2** (teachers), **3.8** (students) and **3.9** (parents) and that of (*KPM 14*) stakeholders' perception of school climate is **4.4** (teachers), **4.0** (Students) and **4.2** (Parents). The above two indexes are high above the norm values (~3.7). This may reveal that the support for student development in the school is adequate and effective.



## Achievements and Reflections on Major Concerns; Feedback and Follow-up

### Major Concern 1 :

## Healthy Campus (YW Kwok, SH Ngan, WY Wong, SL Leung, WT Kan, CL Lam\*\*

Students are becoming healthier and stronger physically, psychologically, socially and spiritually.

### Achievements and Reflections (YW Kwok, SL Leung)

	Progress / Achievements	Reflections
Physical health	<p>APASO (target &gt; 115)</p> <p>Q values of sleeping Junior form: 93 (22-23) and 85 (23-24) Senior form: 85 (22-23) and 87 (23-24)</p> <p>A questionnaire by CUHK was conducted this year and a group of students who have problems sleeping are followed up by a counsellor.</p>	<p>The target has not been achieved yet. Improvement not significant.</p> <p>Some of the reasons why the students don't have a good sleeping pattern:</p> <ol style="list-style-type: none"> <li>1. Biological changes: during adolescence, the body's circadian rhythm (internal clock) shifts, causing teenagers to naturally feel sleepy later at night.</li> <li>2. Academic and extracurricular demands</li> <li>3. Use of electronic devices before bed</li> <li>4. Social pressures and norms</li> <li>5. Inconsistent sleep schedules</li> <li>6. Hormonal changes: the hormonal shifts that occur during adolescence can impact the sleep-wake cycle and lead to later bedtimes and sleeping patterns.</li> </ol>
	<p>Q value of physical exercise: 85 (22-23) and 85 (23-24)</p>	<p>The target has not been achieved yet.</p> <p>The school will try to create a space and an opportunity for students to do exercise.</p>
	<p>Q value of self-reported health status: 87 (23-24)</p>	<p>The target has not been achieved yet.</p> <p>Quite a lot of students realised that the health condition is not satisfactory, it may be a drive for them to improve their health.</p>
	<p>Q value of breakfast habit Junior form: 116 (22-23) and 109 (23-24)</p> <p>Senior form: 116 (22-23) and 116 (23-24)</p>	<p>The target has not been achieved yet for the junior form students because of the following possible reasons:</p> <ol style="list-style-type: none"> <li>1. Sleep deprivation: they do not have enough sleep, which can make it difficult for them to wake up early enough to have breakfast before school.</li> <li>2. Lack of time or rushed mornings: they may have busy schedules with school and social commitments. This can lead to rushed mornings where they don't have time to have breakfast.</li> </ol>
	<p>Q value of vision (outdoor activity hours): 103(23-24) Q value of self-concept (physical activities): 104(23-24)</p>	<p>The target has not been achieved yet.</p> <p>School will try to create a space and an opportunity for students to do exercise.</p>
	<p>SHS (target &gt; 3.5 out of 5.0) 3.4 students views on healthy lifestyle 3.5 parents views on healthy lifestyle 3.9 teachers views on healthy lifestyle</p> <p>A questionnaire by CUHK was conducted this year and a group of students who have the problems of sleeping are followed up by a counsellor.</p>	<p>The target has not been achieved yet.</p> <p>Despite the fact that parents, students and teachers are well aware of the importance of a healthy lifestyle, 17% of students do not seem to agree that they are leading a healthy life.</p>
	<p>KPM 24 (target &gt; 80%)</p> <p>More than 80% of F.3 boys' and F.4-F.6 girls' weight are within the acceptable weight range</p>	<p>The target has not been achieved yet.</p> <p>Here are some of the common reasons for overweight in adolescents:</p> <ol style="list-style-type: none"> <li>1. Sedentary lifestyle: excessive screen time and lack of physical activity</li> <li>2. Unhealthy dietary habits: consumption of high-calorie, high-fat, and high-sugar food</li> <li>3. Psychological factors: stress, anxiety, or depression to emotional eating; low self-esteem and body image issues</li> </ol>

	Progress / Achievements	Reflections
Psychological health	<p>APASO (target &gt; 115)</p> <p>Q value of affect (positive affect): 103 (22-23) and 105 (23-24)</p> <p>Q value of affect (no negative affect): 91 (22-23) and 96 (23-24)</p> <p>Q value of affect (no fear to failure): 85 (23-24)</p> <p>Q value of affect (no academic anxiety): 114 (23-24)</p> <p>Q value of affect (no anxiety and depressive symptoms): 85 (22-23) and 93 (23-24)</p>	<p>The target has not been achieved yet.</p> <p>Adolescence can be a particularly challenging time for developing and maintaining a growth mindset. This developmental stage is marked by significant physical, cognitive, and emotional changes, which can contribute to the following difficulties:</p> <ol style="list-style-type: none"> <li><b>1. Increased self-consciousness and social comparison:</b> Adolescents often become highly attuned to how they are perceived by their peers, leading to a greater focus on performance and fear of failure. This can make them more resistant to embracing a growth mindset, as they may be more concerned with appearance competence than with the learning process.</li> <li><b>2. Heightened sensitivity to feedback:</b> Adolescents can be particularly sensitive to both positive and negative feedback. Poorly delivered feedback or criticism can be interpreted as a personal attack, undermining their willingness to take on challenges and view mistakes as learning opportunities.</li> <li><b>3. Perfectionism and avoidance of risk:</b> Adolescents may develop a strong desire for perfection, fearing that any misstep or failure will damage their self-esteem or social standing. This can lead to a reluctance to take on challenging tasks or try new things as they may prioritize maintaining their image over their growth and development.</li> <li><b>4. Developmental changes in the brain:</b> The adolescent brain undergoes significant structural and functional changes, particularly in the prefrontal cortex, which is responsible for executive functions like impulse control, decision-making, and risk assessment. These changes can contribute to impulsive behavior, difficulty with long-term planning, and a greater focus on immediate rewards, all of which can hinder the development of a growth mindset.</li> <li><b>5. Environmental and cultural influences:</b> The messages and expectations conveyed by parents, teachers, and society at large can also play a role in shaping an adolescent's mindset. If the prevailing culture emphasizes performance over learning, or if mistakes are viewed as unacceptable, it can be challenging for adolescents to adopt a growth-oriented perspective.</li> </ol>
Social health	<p>SHS (target &gt; 3.5 out of 5.0) 3.8 in parents' view on helping their children resolve problems related to growing up, such as those related to physical and mental development, making friends and studies, etc.</p> <p>APASO (target &gt; 115)</p> <p>Q value of satisfaction (family and friend): 116 (23-24) Q value of satisfaction (school): 116 (22-23) and 116 (23-24) Q value of social behaviour (number of close friends): 90 (23-24) Q value of recess (positive emotion): 85 (23-24)</p>	<p>The target has been achieved partially.</p> <p>Most students are satisfied with the family, friends and school life although some of the students may not have close friends.</p> <p>Also, students did not have positive emotion towards recess.</p> <p>Possible reasons</p> <ol style="list-style-type: none"> <li>1. Insufficient recreational facilities and open spaces</li> <li>2. Inadequate time</li> </ol>
Spiritual health	<p>APASO (target &gt; 115)</p> <p>Q value of satisfaction (meaning in life): 109 (22-23) and 116 (23-24)</p> <p>SHS (target &gt; 3.5 out of 5.0)</p> <p>4.0 in the students' view on life skills and planning</p> <p>3.9 in the parents' view on life skills and planning</p>	<p>The target is almost achieved.</p>

## Feedback and Follow-up

### 1.1 Health Literacy and Social-Emotional Learning (SEL) in the school curriculum (HL Ho, YW Kwok, SL Leung) Improvement:

#### Improve

All departments should integrate health literacy into their curricula, focusing on knowledge, decision-making, and action related to sports and sleep issues. Additionally, social-emotional learning (SEL) should be strengthened to help students develop and apply social, emotional, and related skills, attitudes, behaviors, and values in their social lives.

#### Keep

Continuing current practices, relaxation exercises will remain a part of Form 5 and Form 6 P.E. lessons. Additionally, records of the top 20 long-distance runners in P.E. lessons will be shared via email to maintain motivation and recognize student achievements.

#### Start

We are holding a talk for students on the importance of sleep health, aiming to understand the reasons behind their lack of adequate sleep. To address this issue, we propose integrating sleep education into the regular school curriculum. This would include incorporating sleep-related topics into subjects such as Science, Chinese Language, Biology, Physical Education, and Civic, Economic and Society, ensuring that students acquire comprehensive knowledge of the significance of proper sleep.

### 1.2 Free time and space for staff and students / Resources and opportunities for students' well-being (SH Ngan)

#### Start

To promote a healthier school environment, we propose extending the lunch period by an additional five minutes and adding another Physical Education (PE) lesson specifically for Form 6 students. Additionally, we aim to provide time and space for staff to participate in charity sports activities and share their experiences with students. We also plan to offer healthier food and snacks at the tuck shop, with data on students' preferences collected through questionnaires, potentially initiated by the Student Union. Some PE lessons, such as long-distance running, will be open for teacher participation. Furthermore, we intend to place bicycles around the campus to encourage students to engage in more physical activities during recess, lunch, and after school.

#### Improve

We will continue the popular teacher-student basketball competition and encourage more teacher-student sports activities. These initiatives not only foster physical health but also strengthen the bond between teachers and students, promoting a more collaborative and supportive school community.

### 1.3 Positive Education and Growth Mindset (SL Leung, SH Ngan, FM Chau)

#### Keep

We will continue to encourage student achievement through the "Honorable Roll" and "Principal List" recognitions on report cards. These acknowledgments serve as motivational tools, inspiring students to strive for academic excellence and reinforcing positive behaviors.

#### Start

Moving forward, we will modify the Continuous Assessment (CA) arrangement to highlight students' achievements and progress while reducing the impact of comparisons. Additionally, we will provide training for teachers on growth mindset during Staff Development Days to enhance their understanding and skills in this area. To instill a growth mindset in students, it will be incorporated into the Class Teacher Period (CTP). The Jockey Club Project will support these efforts by offering workshops for parents and teachers, delivering a talk for Form 3 students during weekly assemblies, and organizing games that promote mental health during recess, lunch, and after school.

### 1.4 Interclass sport-related competitions or activities (YW Kwok, WY Wong, FM Lam)

#### Keep

We will continue to organize occasional interclass simple sport activities during lunchtime, as these events have been well-received and encourage physical activity among students.

#### Start

Moving forward, we plan to implement regular interclass simple sport activities during the post-exam period to further promote physical fitness and camaraderie. Additionally, we will introduce interclass long-distance running during PE lessons to enhance students' endurance and foster a healthy competitive spirit.

### 1.5 Green, clean and safe open space for a recreational and relaxing environment (SH Ngan)

#### Improve

The ECA "Green Campus" has been expanded to recruit more student participants. This program, which promotes planting and utilizes the existing smart greenhouses, aims to broaden its scope and content. By encouraging students to become green ambassadors of the school, the initiative seeks to foster a greater commitment to environmental sustainability. Additionally, the harvest from the rooftop garden will be better promoted, for example, by showcasing the results to increase awareness and engagement.

#### Start

Several new initiatives will be launched to enhance student wellness and campus facilities. A group within the CDFM team will be formed to improve the green environment on campus and promote a green lifestyle, with student recruitment to support these efforts. The basketball court will be utilized on Wednesdays after school for ball games and new exercise activities. New physical training devices, such as treadmills, stationary bikes, and exercise gaming machines, will be introduced to help students become healthier and physically stronger. A leisure area, including the leisure room and a space on the second floor of the old wing, will be established. Teachers will be allowed to use P.E. facilities during lesson time. More spaces (e.g., Table-tennis area, Hall, rooftop gardens) and times (before morning assembly, recess, lunchtime, and after school) will be provided with recreational facilities for students to engage in physical exercise. The hall will be opened for staff to play badminton, and table tennis tables will be prepared for student use during recess and lunchtime. Additionally, there will be cooperation with the Home Economics (HE) subject, where students will plant vegetables and cook them in HE lessons.

### 1.6 Career Mentor Scheme for Senior forms (CL Lam)

#### Improve

All Form 5 subject teachers will need to serve as career mentors in the coming academic year. Efforts will be made to arrange for teachers to mentor their own students whenever possible. To ensure that all career mentors are confident and capable of providing professional advice, career training will be included in the Staff Development Days.

#### Start

Several new initiatives will be launched to further enhance student development. Job shadowing programs will be promoted to junior form students to give them early exposure to different careers. More training and professional sharing sessions on career mentoring will also be conducted to ensure that mentors are well-equipped to guide their students effectively.

## Major Concern 2 :

### Learning Community HL Ho, SH Ngan, WY Lee, KH Tang\*\*

Students are becoming more motivated (想學), engaged (肯學), strategic (會學) in learning, and will possess higher metacognitive abilities (能學).

**Achievements** (HL Ho, WY Lee)

#### Implementation

By promoting the importance of healthy habits and integrating Health Literacy in the school curriculum, all implementation strategies indicated are carried out well in most subjects and teams concerned according to their plans and evaluated with their success criteria.

#### Outcome (Qualitative) (Partially achieved)

By observation, class visits and annual report in subject departments, we have found that

- Students occasionally demonstrated some self-learning strategies in classroom learning.
- Students occasionally played more active roles in their learning and participated in more activities/competitions academics, leadership, aesthetics and sports.
- Students often applied their knowledge and skills, collaborated and shared ideas with peers, and displayed learning outcomes in classroom learning.
- More concrete and formative feedback was often provided to facilitate students' reflection and improvement in their learning.
- More challenging tasks and activities to stretch students' potential were often given both inside and outside the classroom.

#### 1. More motivated in learning (Partially achieved)

- SHS (Target > 3.8 out of 5.0)

Teacher:		Score
Item 54	My students are deeply interested in learning.	3.8
Item 55	My students take the initiative to learn.	3.8
Item 56	My students are confident in learning.	3.6
Item 59	My students like reading.	3.4
Student:		Score
Item 8	I am confident in learning inside and outside of the classroom.	3.4
Item 9	I enjoy learning inside and outside of the classroom.	3.4
Item 12	I often read materials such as leisure reading materials and newspapers outside class.	3.4
Item 14	I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.	3.6
Parents:		Score
Item 3	My child is confident in learning.	3.7
Item 5	My child likes reading.	3.4
Item 6	My child leads a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress.	3.5

- APASO (Target > 115)

副量表	2022-23	2023-24
	Q-值	Q-值
Learning (Self-initiative) 學習 (主動)	—	116
Learning Atmosphere (Cooperation) 學習氣氛 (合作)	—	116
Learning Motivation (Intrinsic) 學習動機 (內在) [初中/高中]	116 / 116	116
Learning Motivation (Instrumental) 學習動機 (工具性)	—	109
Reading (Non-assigned Materials) 閱讀 (非指定讀物)	113	114
Reading (Time for Leisure Reading) 閱讀 (休閒閱讀時間)	99	97
Reading (Keen on) 閱讀 (喜愛)	—	116
Reading (Good Strategies) 閱讀 (良好策略)	—	116

## 2. More engaged in learning (Partially achieved)

- KPM 21 "Percentage of students participating in territory-wide inter-school competitions"  
(Target: higher than 75th percentile)

學校數據 School Data			參考數據 Reference Data				
初中 Junior Secondary			學年 School Year	百分比 Percentage	25百分位數 25th P'tile	中位數 Median	75百分位數 75th P'tile
21.1	(i)	與國民教育相關 Relevant to national education	2022/23	2.2	7.0	89.7	100.0
			2023/24	14.0	-	-	-
	(ii)	與STEAM教育相關 Relevant to STEAM education	2022/23	8.0	3.5	7.0	15.1
			2023/24	11.4	-	-	-
	(iii)	與兩文三語相關 Relevant to biliterate and trilingual communication	2022/23	40.6	10.5	17.6	-
			2023/24	39.3	-	-	-
	(iv)	與體藝相關 Relevant to aesthetic and physical activities	2022/23	47.5	21.3	35.1	46.0
			2023/24	61.4	-	-	-
	(v)	其他 Others	2022/23	1.1	0.0	1.1	5.8
			2023/24	1.8	-	-	-

- KPM 22 "Percentage of students participating in uniformed groups/community services"  
(Target: higher than 75th percentile)

學校數據 School Data			參考數據 Reference Data				
		學年 School Year	百分比 Percentage	25百分位數 25th P'tile	中位數 Median	75百分位數 75th P'tile	
22.1	參與制服團體或社會服務活動的學生百分比 The percentage of students participating in uniformed groups/community services	初中 Junior Secondary	2021/22	20.4	-	-	
			2022/23	18.7	17.5	33.9	55.3
			2023/24	16.2	-	-	-

- Homework Statistics (Target: More than 40% always hand in on time)

		F.1	F.2	F.3	F.4	F.5	F.6
1st Term	% (0 missing)	27%	26%	10%	<b>70%</b>	<b>49%</b>	<b>63%</b>
	% (0-5 missing)	93%	90%	76%	98%	91%	90%
2nd Term	% (0 missing)	18%	15%	7%	<b>68%</b>	36%	—
	% (0-5 missing)	71%	66%	57%	96%	84%	—

- APASO (Target > 115)

		2022-23 Q-value	2023-24 Q-value
Information Technology (Less Time for Leisure) 資訊科技 (少用於消遣時間)		96	93
Information Technology (No Addiction) 資訊科技 (無成癮)		116	116
Information Technology (Not Attracted by its Functions) 資訊科技 (不受功能所吸引)		116	116
Homework/ Revision (School Assigned) (Junior) 家課及溫習 (學校指定) [初中]		98	105
Homework/ Revision (School Assigned) (Senior) 家課及溫習 (學校指定) [高中]		104	101
After-school Co-curricular Activities (School Organised) (Junior) 課後聯課活動 (學校安排) [初中]		116	116
After-school Co-curricular Activities (School Organised) (Senior) 課後聯課活動 (學校安排) [高中]		116	116
Teaching (Clear Instruction) (Junior) 教學 (指導清晰) [初中]		114	116
Teaching (Clear Instruction) (Senior) 教學 (指導清晰) [高中]		116	116
Teaching (Teacher Support) (Junior) 教學 (教師支援) [初中]		113	116
Teaching (Teacher Support) (Senior) 教學 (教師支援) [高中]		115	116

### 3. More strategic in learning (*Partially achieved*)

- SHS (Target > 4.0)

Teacher:		Score
Item 47	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.	4.2
Item 53	I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	4.1
Item 60	My students often use different resources to learn, such as e-learning resources and community resources.	4.0
Item 61	Students reflect on and improve their learning.	3.9
Student:		Score
Item 1	The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.	3.9
Item 4	Teachers often allow us to explore a variety of topics inside and outside of the classroom.	3.9
Item 5	Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	3.9
Item 6	Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	4.0
Item 11	I try my best to overcome learning difficulties.	4.0
Item 12	I often read materials such as leisure reading materials and newspapers outside class.	3.4
Item 14	I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.	3.6

### 4. More reflective in learning (*Partially achieved*)

- APASO (Target > 115)

	2022-23 Q-value	2023-24 Q-value
Learning (Self-monitoring) 學習 (自我監控)	---	116
Learning (Self-planning) 學習 (自我規劃)	---	116
Learning (Clear goal) 學習 (目標清晰)	---	107

- SHS (Target > 4.0)

Teacher:		Score
Item 61	Students reflect on and improve their learning.	3.9
Student:		Score
Item 13	I know how to set my own learning goals.	3.6
Item 15	I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.	3.8

## Reflection (HL Ho, WY Lee)

For the targets,

1. More motivated in learning  
Only the mean of item 54 and 55 (teacher) attained 3.8. The student motivation of learning should be addressed. Reading habits were not well developed.
2. More engaged in learning  
The public examination performance was consistently good and well above the average of those of day schools. The homework performance was good. Continuous assessment will be reformed to appreciate students in paying efforts.
3. More strategic in learning  
Students were equipped with various learning strategies. However, they did not know how to apply learning strategies effectively.
4. More reflective in learning  
Students can have clearer learning goals.

## Feedback and Follow-up

### 2.1 Gifted Education and Talent Development (KH Tang, HL Ho)

#### Keep

We will continue to promote off-site gifted programs organized by various institutes, ensuring our students have access to a wide range of enrichment opportunities. Additionally, we will maintain our practice of organizing pull-out enrichment programs and activities through various subjects and extracurricular activities (ECAs). These initiatives help nurture the diverse talents of our students. Furthermore, we will uphold our tradition of recognizing gifted and talented students through award presentation ceremonies during morning assemblies, as well as through the Principal's List and the Honorable Roll. This recognition serves to motivate and celebrate the achievements of our students. Lastly, we will continue to immerse the three core elements of gifted education in the learning and teaching (L&T) processes across all subjects.

#### Improve

We recognize the need to further develop our school-based talent pool to ensure its sustainability and effectiveness. By enhancing this talent pool, we aim to better identify and support our gifted students over time. Additionally, we will adjust our school-based subsidy schemes for off-site gifted programs. These adjustments will be designed to encourage greater participation from students, making it more feasible for them to engage in valuable off-site enrichment opportunities. Through these improvements, we hope to provide more robust support and resources for our talented students.

#### Start

To better cater to the specific needs of our gifted students (especially F.1 students) and facilitate the sharing of information about gifted activities class teachers and ECA teacher-in-charge, we will establish a dedicated community for them. This community will serve as a platform for gifted students to connect, collaborate, and access resources tailored to their unique requirements. By fostering a sense of belonging and providing targeted support, we aim to enhance the overall development and well-being of our gifted student population.

### 2.2 Self-regulated Learning SRL (HL Ho)

#### Keep

We will continue with the implementation of Self-Regulated Learning (SRL) across all subject departments by utilizing Collaborative Lesson Studies Strategies (CLS). This approach has been instrumental in fostering independent learning and critical thinking skills among our students. By maintaining this focus, we ensure that students are actively engaged in their learning processes and are better equipped to manage their educational journeys.

#### Improve

To enhance collaborative learning and facilitate more meaningful group discussions, we will prepare grouping seating plans in all junior forms. This strategic seating arrangement aims to foster a more interactive and supportive classroom environment. By encouraging group discussions during lessons, we hope to improve students' communication skills and their ability to work effectively as part of a team.



### Start

We will introduce comprehensive note-taking, pre-lesson study skills, and learning reflection practices across all forms, beginning with Form 1 during their orientation week. This initiative will include teaching students effective note-taking techniques, emphasizing the benefits of handwriting, and equipping them with skills for pre-lesson preparation and reflective learning. Additionally, we will allocate 5-10 minutes at the end of every lesson for students to reflect on and digest the knowledge gained, and to practice their note-taking skills. To support this initiative, we may recruit external professional agents to provide specialized guidance and training.

## 2.3 Effective use of BYOD with educational apps and resources in L&T (HL Ho, SH Ngan)

### Improve

To enhance the educational experience, it is recommended that the Bring Your Own Device (BYOD) policy be extended to include students up to Form 3. This initiative will enable a more personalized and flexible learning environment, catering to the varied needs and learning paces of younger students. Additionally, investing in a range of educational applications tailored for teaching and learning purposes will further enrich the curriculum and provide diverse tools for both teachers and students to engage more deeply with the material.

### Start

The introduction of interactive boards in selected classrooms is proposed to boost the effectiveness of teaching and learning. These boards will facilitate more engaging and dynamic lessons, allowing for real-time interaction and collaboration. Furthermore, it is essential to educate students about the use of note-taking applications across different devices, such as GoodNotes and OneNote. This skill will not only help them organize their studies more efficiently but also enhance their digital literacy, preparing them for future academic and professional environments.

## 2.4 Staff Development and Professional Learning Community (HL Ho)

### Improve

To enhance our educational offerings, we will increase interschool resource sharing exemplified by planned activities, such as the Staff Development Day and the Joint School Teacher's Development Day. These events will provide valuable opportunities for professional growth and collaboration among educators. Additionally, we will introduce school-based IT workshops focusing on tools like Nearpod and advancements in AI. These workshops aim to equip our teachers with the latest technological skills and methodologies, thereby enriching the overall learning experience for our students.

### Start

We will initiate more professional interflow through the Self-Regulated Learning (SRL) Charter Scheme facilitated by the Hong Kong Association of the Heads of Secondary Schools. This scheme will promote greater collaboration and knowledge exchange among schools, fostering a community of practice dedicated to enhancing SRL strategies. By participating in this initiative, our educators will gain access to a broader network of expertise and resources, ultimately benefiting our students through improved teaching practices and learning outcomes.

## 2.5 Develop a habit of reading and finding enjoyment in it. (HL Ho, YK Lau)

### Improve

To enhance our educational environment, we will organize more cross-discipline activities in the library to foster interdisciplinary learning and engagement. Additionally, we aim to improve the Language Across the Curriculum (LAC) scheme to further encourage students to read books, thereby enhancing their literacy and comprehension skills. Moreover, the book-sharing session currently held during the morning assembly will be reallocated to the designated reading time, ensuring a more focused and dedicated period for students to share and discuss their reading experiences.

## 2.6 Upgrading facilities and environments (SH Ngan)

### Keep

We will continue updating the display devices in classrooms and special rooms to enhance the learning and teaching (L&T) environment. For instance, a new, brighter, and higher-resolution projector has been installed in the Visual Arts (VA) room. Additionally, we will maintain our provision of Zoom licenses to support students who are unable to attend lessons in person, thereby motivating them to stay engaged and participate in their education remotely.

### Improve

To further enhance our technological infrastructure, a new LCD interactive board will be installed in the Computer Room. This upgrade aims to provide a more dynamic and interactive learning experience, allowing for greater student engagement and facilitating more effective teaching methods.

### Start

We will introduce an aquaponics system at the track to support biological investigations. This innovative system will not only serve as a practical educational tool for students to explore biological concepts but also promote hands-on learning and environmental awareness.

### Major Concern 3 :

## Serving School HL Ho, YW Kwok, SL Leung, WT Kan\*\*

Students are becoming servant leaders for the school, the community, the country and the world.

### Achievements and Reflection (HL Ho, YW Kwok)

#### Achievements

#### Implementation:

1. With the support of non-governmental organization (NGO) partners, new social innovation curricula have been introduced in the Form 1 Citizenship, Economics and Society courses as well as the Form 4-5 Economics courses.
2. Partnerships have been established with four new sister schools in Guangdong province. This has led to two student and teacher exchanges focused on sports as well as two exchanges centered on the arts. Additionally, there have been reciprocal school visits, with our school hosting one of the partner schools.
3. The national education curriculum which involves all subjects through organic integration and natural connection has been built according to all 4 EDB circulars regarding national education and national security education. A parent representative has joined the national education committee.

#### Outcomes:

1. Sense of belonging (school, community, and country)

From the APASO survey, Q-value of School Atmosphere (Not Lonely, Belongingness), and Learning Atmosphere (Cooperation) are all 116 which is very satisfactory.

	2022-23	2023-24	2022-23	2023-24
副量表	Q-值	Q-值	P-值	P-值
School Atmosphere (Not Lonely) 學校氣氛 (不孤單)	115	116	84.1	85.7
School Atmosphere (Belongingness) 學校氣氛 (歸屬感)	116	116	85.7	85.7
Learning Atmosphere (Cooperation) 學習氣氛 (合作)	---	116	---	85.7

Additionally, the “My views on school climate” survey results from the Stakeholder Survey (SHS) showed average scores of 4.4, 4.0, and 4.2 from the perspectives of teachers, students, and parents respectively.

Meanwhile, the Q-value data related to students’ sense of community belonging, including their family connections, is as follows. The data shows relatively low frequencies for community service participation (among junior forms), commitment to housework, and the Spirit of exploration and innovation (among junior students), with values of 96, 85, and 106 respectively.

	2022-23	2023-24	2022-23	2023-24
副量表	Q-值	Q-值	P-值	P-值
Volunteering Work Frequency (Junior) 義工服務頻率 [初中]	103	96	57.9	39.5
Volunteering Work Frequency (Senior) 義工服務頻率 [高中]	116	116	85.7	85.7
Participation in Housework (Junior) 家務參與 [初中]	85	85	15.9	15.9
Participation in Housework (Senior) 家務參與 [高中]	85	85	15.9	15.9
Entrepreneurial Spirit (Risk Bearing) (Junior) 開拓與創新精神 (風險承擔) [初中]	113	106	80.7	65.5
Entrepreneurial Spirit (Risk Bearing) (Senior) 開拓與創新精神 (風險承擔) [高中]	116	113	85.7	80.7

## Reflections

- **Community and Family Belonging:** The low Q-values for sense of community belonging, including family connections, suggest this is an area that requires more focus. Strengthening students' feelings of connection to their local community and family could have positive impacts on their overall well-being and engagement.
- **Co-Curricular Participation:** The low frequencies for community service participation, especially among junior students, indicate a need to promote and facilitate greater involvement in co-curricular activities that build community awareness and service mindsets.
- **Household Responsibilities:** The low commitment to housework is an interesting data point, potentially pointing to a need to instill stronger life skills and sense of personal responsibility among the student body.
- **Spirit of Innovation:** The relatively low score for the “Spirit of exploration and innovation” among junior students is concerning as this mindset is crucial for developing the creativity and problem-solving abilities needed for future success. Bolstering initiatives that cultivate this spirit should be a priority. More effort needs to be put into fostering students’ sense of community and family belonging.

## 2. Global awareness and cross-cultural understanding

### Achievements

From the APASO survey, Q-value of Global Perspective (Attention, Respect for Diversity, Responsibility, Collaboration) and Intercultural Communication are 116 which is satisfactory. Respect People of Different Cultural Backgrounds, and Multi- perspective Thinking are 104 and 114 respectively.

	2022-23	2023-24	2022-23	2023-24
<b>副量表</b>	<b>Q-值</b>	<b>Q-值</b>	<b>P-值</b>	<b>P-值</b>
Global Perspective (Attention) (Junior) 國際視野 (關注) [初中]	116	116	85.7	85.7
Global Perspective (Attention) (Senior) 國際視野 (關注) [高中]	116	116	85.7	85.7
Global Perspective (Respect for Diversity) (Junior) 國際視野 (尊重多元) [初中]	116	116	85.7	85.7
Global Perspective (Respect for Diversity) (Senior) 國際視野 (尊重多元) [高中]	116	116	85.7	85.7
Global Perspective (Responsibility, Collaboration) (Junior) 國際視野 (責任、合作) [初中]	116	116	85.7	85.7
Global Perspective (Responsibility, Collaboration) (Senior) 國際視野 (責任、合作) [高中]	111	115	76.8	84.1
Intercultural Communication 跨文化交流	---	116	---	85.7
Respect People of Different Cultural Backgrounds 尊重不同文化背景的人	---	104	---	60.5
Multi-perspective Thinking 多角度思考	---	114	---	82.5

### Reflections

- The school’s initiatives to promote global awareness and cross-cultural competencies are bearing fruit. By continuing to refine and expand these efforts, we can further empower students to become responsible global citizens, capable of bridging cultural divides and collaborating effectively in an interconnected world.
- We should take pride in these achievements, while also identifying opportunities to build upon this foundation. Maintaining a focus on global-local connections, immersive cross-cultural experiences, and interdisciplinary approaches could help deepen students’ intercultural understanding and preparedness for the challenges of the future.

### 3. National identity and awareness of laws (Respect for others, commitment, empathy and responsibility)

#### Achievements

From the APASO survey, Q-value of National Identity (Responsibility, Obligations, Proud and Love, National Flag, Anthem, Achievement) and Morality (Important, No stealing) are all 116 and have been improved when compared to last year's data.

	2022-23	2023-24	2022-23	2023-24
<b>副量表</b>	<b>Q-值</b>	<b>Q-值</b>	<b>P-值</b>	<b>P-值</b>
National Identity (Responsibility, Obligations) 國民身份認同 (責任、義務)	108	116	70.3	85.7
National Identity (Proud, Love) 國民身份認同 (自豪、愛護)	112	116	78.8	85.7
National Identity (National Flag, Anthem) 國民身份認同 (國旗、國歌)	111	116	76.8	85.7
National Identity (Achievements) 國民身份認同 (成就)	114	116	82.5	85.7
Honesty (No Cheating) (Junior) 誠實 (不說謊) [初中]	116	116	85.7	85.7
Honesty (No Cheating) (Senior) 誠實 (不說謊) [高中]	116	116	85.7	85.7
Morality (No Stealing) (Junior) 道德意識 (無盜竊行為) [初中]	116	116	85.7	85.7
Morality (No Stealing) (Senior) 道德意識 (無盜竊行為) [高中]	116	116	85.7	85.7
Critical Thinking 慎思明辨	116	116	85.7	85.7

#### Reflections

- The APASO survey results demonstrate that the school has made positive strides in fostering a strong sense of national identity and moral awareness among its students.
- Moving forward, we could continue to build upon this solid foundation, exploring innovative ways to further deepen students' understanding and appreciation of their national heritage, civic duties, and ethical responsibilities. This will help ensure the school's graduates are well-equipped to navigate the complexities of the modern world while upholding the principles and values that underpin a healthy, cohesive society.

## Feedback and Follow-up

### 3.1 Social Innovation Project (WT Kan)

#### Keep

We will continue to encourage students to participate in off-campus social innovation competitions, providing them with valuable opportunities to develop their creativity and problem-solving skills. Additionally, we will maintain our focus on the local community environment by addressing issues such as flooding outside the parking lot and the lack of vehicle speed indicators near the school, which pose potential safety hazards.

#### Start

We will initiate a program to involve students in enhancing the school campus by making it greener, cleaner, and more conducive to leisure and recreation. This initiative will not only improve the school environment but also instill a sense of responsibility and pride in students as they contribute to the betterment of their surroundings.

#### Improve

We will review and modify the social innovation curriculum within the Citizenship, Economics and Society (CES), and Economics subjects. This revision aims to ensure that the curriculum remains relevant and effective in equipping students with the knowledge and skills needed to tackle contemporary social challenges innovatively and sustainably.

### 3.2 Sister School Scheme (Mainland and Overseas) (KK Wan, HL Ho)

#### Start

We will enhance our hardware by installing an LED wall in the hall to facilitate better communication and interaction between us and our sister schools. Additionally, we will engage some junior form students in the Mainland Exchange Programme for Junior Secondary organized by the Education Bureau, HKSAR, providing them with valuable cultural exchange experiences. Moreover, we will invite teachers from our sister schools to visit and participate in professional exchanges, fostering stronger ties and collaborative learning opportunities.

#### Improve

We will add service-learning elements to our study tours to mainland China and overseas destinations, enriching students' experiences with practical, community-oriented projects. Additionally, we will explore opportunities to connect with overseas sister schools, aiming to establish new partnerships that enhance global understanding and provide diverse educational experiences for our students.

### 3.3 National Security Education and National Education (HL Ho, WT Kan)

#### Improve

The National Education Week, co-organized by the Chinese, Chinese History, Citizenship and Social Development, Putonghua, and Physical Education departments, has been a successful initiative this year. To build on this success, we plan to further enrich the National Education Week next year by increasing collaboration across different subjects and incorporating a wider range of activities. This will provide a more comprehensive and engaging experience for students, deepening their understanding of national education.

#### Keep

We will continue the tradition of having parents prepare traditional Chinese foods, such as mooncakes and rice dumplings (糉子), for students. This practice helps students appreciate and connect with Chinese traditions and cultural heritage, fostering a sense of community and cultural pride within the school.

#### Start

We will start arranging outings with elements of national education for parents, creating opportunities for them to engage with the curriculum and support their children's learning. Additionally, we will encourage students to participate in territory-wide national education activities and competitions to broaden their exposure and involvement. On National Security Day, we will organize a full-day event that includes educational displays and inter-class competitions using platforms like Kahoot and Google Forms, aiming for 100% participation from the entire school community.

## Student Performance and Achievement

Students had excellent performance in both academic and non-academic areas. They were among the top 10 % of the population.

### ● Attitude and Behavior (KPM 17)

The table below indicates the attitudes and behaviors of our students from the APASO report who score one standard deviation higher than the norm. The items scoring higher than 115 are Satisfaction (School), Honesty (Act of Honesty), Sense of Morality (Importance), School Atmosphere (Not Lonely), School Atmosphere (Belongingness), Information Technology (No addiction), and Information Technology (Not attracted by its functions).

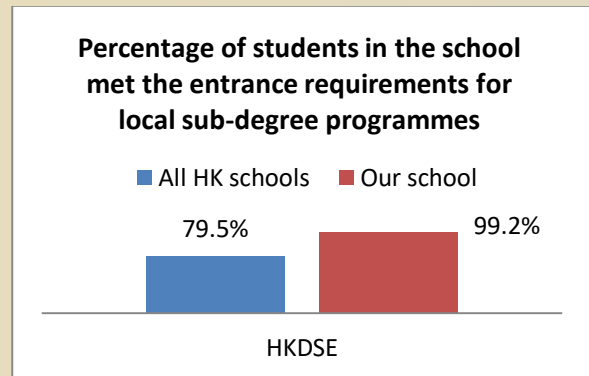
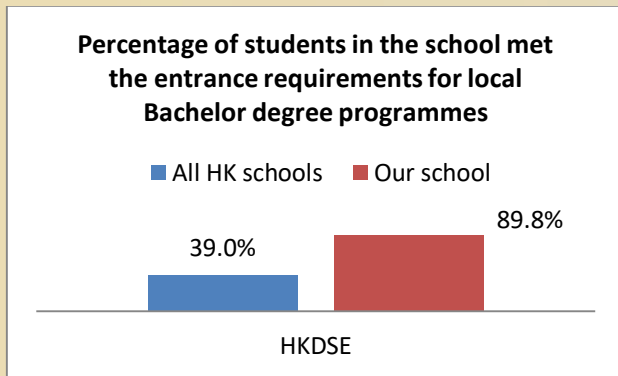
	Q-value
滿足感（學校） Satisfaction (School)	116
生命意義 Meaning in Life	116
誠實（誠實表現） Honesty (Act of Honesty)	116
道德意識（重要性） Sense of Morality (Importance)	116
學校氣氛（不孤單） School Atmosphere (Not Lonely)	116
學校氣氛（歸屬感） School Atmosphere (Belongingness)	116
閱讀（非指定讀物） Reading (Non-assigned Materials)	114
資訊科技（無成癮） Information Technology (No Addiction)	116
資訊科技（不受功能所吸引） Information Technology (Not Attracted by its Functions)	116
國民身份認同（責任、義務） National Identity (Responsibility, Obligations)	116
國民身份認同（自豪、愛護） National Identity (Proud, Love)	116
國民身份認同（國旗、國歌） National Identify (National Flag, Anthem)	116
國民身份認同（成就） National Identity (Achievements)	116

Based on our school survey and inspection report, it was found that students are attentive and exhibit sustained motivation in lessons. They are willing to answer teachers' questions and have the habit of taking notes spontaneously. They possess a good command of English and are able to produce structured answers with clear standpoints. More than 90% of teachers agree or strongly agree with the following descriptions of our students: self-discipline and following rules, using different resources to learn, and often completing learning tasks, including homework, seriously. Student leaders demonstrate a high level of responsibility and leadership in performing their duties and take good care of junior form students.

However, all stakeholders showed relatively more room for improvement in (KPM 12) student learning (Teachers: 3.8, Students: 3.6, and Parents: 3.7). The following items had the lowest rank of agreement: (Students) "I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" (3.4) and (Parents) "My child leads a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" (3.5). Although the Q-value and P-value of positive affect were 105 and 63.1% respectively, both anxiety and depressive symptoms of students was alarming. The Q-values for the absence of both negative affect and anxiety and depressive symptoms were only 96 and 93, corresponding to 39.5% and 32.0% in the P-values. The Q-value and P-value of physical exercise were 85 and 15.9% respectively, which was far worse than in normal schools.

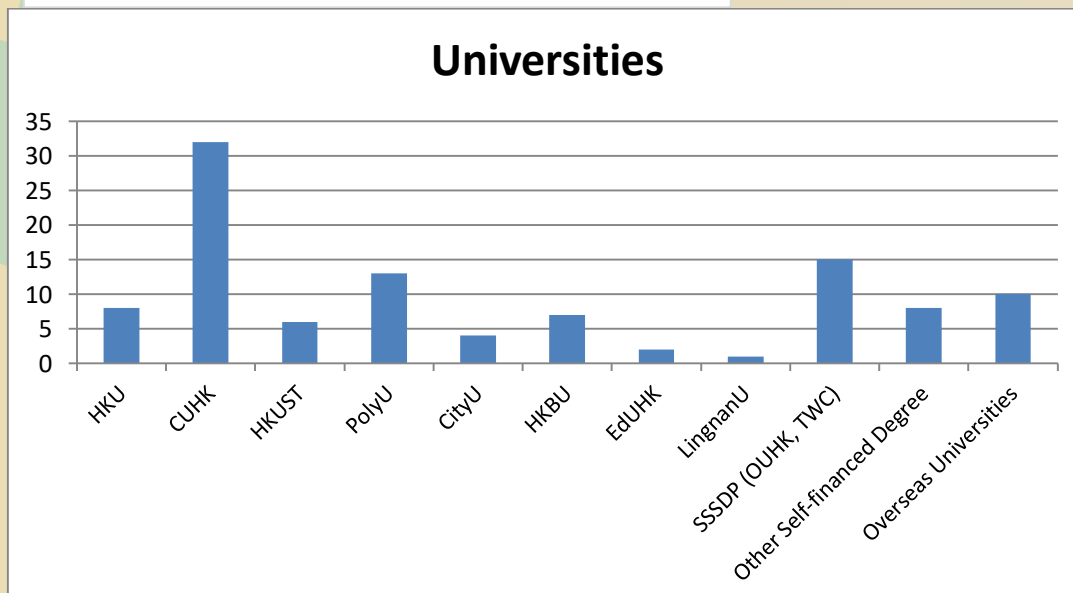
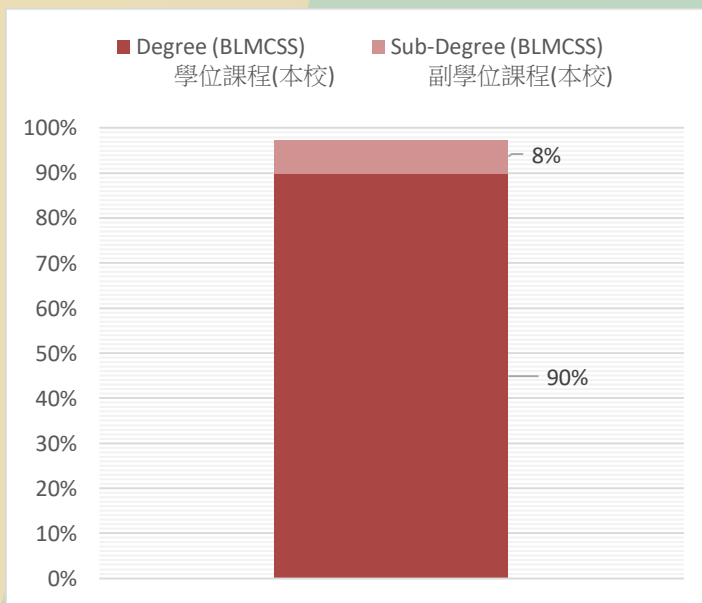
# ● Academic Participation and Achievement

## 1. HKDSE Results (2024) (KPM 19)



(2021-2024)	2 or above	4 or above	5 or above	5* & 5**	Attaining 33222/332A2
Average in the past THREE years	~100%	>75%	>36%	>15%	~94%

## 2. Percentage of university admission of students at our school (2024).



## ● Non-academic Participation and Achievement

BLMCSS ECA Award List (23-24)		
Prize Winners	(A) Academics	Awards
	Chinese	
4C Yeung Hoi Pok	"Rising Star of Literature" - The Chinese Secondary School Students Writing Competition (Hong Kong Section) 2023-2024, organised by The Hong Kong Institute for Promotion of Chinese Culture - Senior Secondary	Bronze Award
3E Hui Hoi Laam	2023-2024 National Youth Language and Knowledge Competition "Jing Ying Cup" On-site Essay Writing Competition (Hong Kong Region) Junior Secondary 1-3 organized by China Youth Language and Culture Association (Preliminary round)	3rd Honour Award
3A Sin Chi Kiu Amen		3rd Honour Award
3E Hui Hoi Laam		Ditto (Final)
1A Chim Tsz Chun	2024 APCYTA Poetry Composition Contest, organised by APCYTA	Gold Prize
2C Chan Ting Hin	Caring, Respecting and Inclusive Slogan Contest (Secondary school), organised by HK Teen Plus	Second runner-up
4D Wu Ching Him	The 49th Hong Kong Youth Speaking Competition, organised by The Hong Kong Youth Academic Competition	Merit
4D Chan Hang Yu	"Campus Creation Arena" Competition, organised by Hong Kong Secondary School Literary and Arts Monthly Magazine	Shortlisted, the work <Ending> was published in the "Hong Kong Secondary Student Literary Monthly"
English		
3B Chow Man Huen	The 20th Bilingual & Trilingualism Composition and Speech Competition (Junior Group)	Semi-finalist, English Outstanding Writing
Maths		
5A Go Yiu Lam Gabriel, 5A Khoo Cho Hiong, 5A Tsang Shek Hei, 4A Lee Ching Chun Jade, 4A Shen Ziwen, 4A Zheng Kaiyang	The 41st Hong Kong Mathematics Olympiad, co-organised by The Mathematics Education Section of the Education Bureau and The Department of Mathematics and Information Technology of The Education University of Hong Kong	Regional Winner (the New Territories East)
5A Go Yiu Lam Gabriel		Second Class Honour
5A Tsang Shek Hei		Second Class Honour
3C Liang Tao	The 26th Hong Kong Mathematical High Achievers Selection Contest, co-organised by Po Leung Kuk and Hong Kong Association for Science and Mathematics Education	Third Class Honour
5A Cheng Tsz Kiu	The Competition on the Mathematics of Information (CMI 2024), organised by the Departments of Mathematics and Information Engineering of the Chinese University of Hong Kong	Bronze Award
5A Cheung Chi Yui Isaac		Honourable Mention
5A Mak Ka Hei		Honourable Mention
5A Tsang Shek Hei		Honourable Mention
5A Zhou Kai Nok		Honourable Mention
5C Liang Zhaoqian		Honourable Mention
1A Chim Tsz Chun	2024 Asia International Mathematical Olympiad Open Contest Semi-final, co-organised by Asia International Mathematical Olympiad Union and The Hong Kong Mathematical Olympiad Association	Silver Prize
	Hua Xia Cup Mathematics Olympiad Competition 2024 Heat, organised by The Hong Kong Mathematical Olympiad Association	Second Class Honour
Science		
6A Cheng Pak Hay Haydn	The 40th Chinese Physics Olympiad, CPhO, organised by The Chinese Physical Society	First prize in the semi-final round Bronze Medal in the final round
4A Zheng Kaiyang	The 20th Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad, organised by Hong Kong Physics Olympiad Committee	Second Honour (Mechanics test)
4A Tse Ka Chun Jason		Third Honour (Mechanics test)
The School		Best School Award (Eighth Place in HK)
4A Zheng KaiYang		First Class Honours



4A Gu ZhenXing	Hong Kong Physics Olympiad 2024, co-organised by Education Bureau and HKUST	Second Class Honours
4A Hon Nicole		Merit
4A Tse Ka Chun Jason		Merit
4A Shen ZiWen		Merit
4A Gu ZhenXing	Sing Yin Physics Olympiad 2024	Merit
5A Cheung Chi Yui Isaac, 5A Go Yiu Lam Gabriel, 5A Tsang Shek Hei, 5A Yim Ngai Tung	PolyU Science Young Talents Competition 2024, organised by Faculty of Science, The Hong Kong Polytechnic University	Teams with Excellent Performance (5th Place)
5A Kong Hiu Yin, 5A Cheng Tsz Kiu, 5A Khoo Cho Hiong, 5A Lau Ho Laam		Teams with Excellent Performance (6th Place)
6B Tsui Siu Nga Fiona	International Biology Olympiad - Hong Kong Contest 2023, co-organised by The Education Bureau and The Hong Kong Academy for Gifted Education	Gold Award
6A Lo Hin Ching		Silver Award
6A Chan Hei Ching		Silver Award
6A Cheng Pak Hay Haydn		Bronze Award
6B Ng Tsz Cherie		Bronze Award
6A Lo Tsz Kei		Honourable Mention
6A Chung Sheung Yin, 6A Lo Hin Ching, 6A Chan Hei Ching, 6A Cheng Pak Hay Haydn, 6A Lo Tsz Kei, 6B Ng Tsz Kiu Cherie, 6B Tsui Siu Nga Fiona, 5A Lau Ho Laam		Best School Award (3rd Place)
5A Lau Ho Laam		Hong Kong Biology Literacy Award (2023/2024), co-organised by Hong Kong Association for Science and Mathematics Education, Royal Society of Biology – HK Branch, The Education University of Hong Kong and The University of Hong Kong
5A Wu Tak Him	Merit	
5A Chan Tsz Yau, 5A Kong Hiu Yin, 5A Liu Hiu Lam, 5A Wong Ka Man, 5A Khoo Cho Hiong, 5A Lau Ho Laam, 5A Wu Tak Him, 5C Wong Ho Lam	International Genetically Engineered Machine (iGEM) 2023, organised by The iGEM Foundation	Gold Award
<b>ICT</b>		
5A Cheng Tsz Kiu	Hong Kong Olympiad in Informatics (HKOI) 2023/24, organised by the Hong Kong Association for Computer Education (HKACE), Education Bureau	Honourable Mentions (Senior Group)
5A Tsang Shek Hei, 5C Choi Sheung Yin Kenny, 5C Wong King Hei, 5C Wong Yuen Shing	5G Campus Application Competition, organised by Office of the Communications Authority (OFCA)	Merit Award
2E Cheung Ho Lam Marcus	2024 STEM All-round Competition, organised by Academy of the Baptist Convention of Hong Kong	Champion (Form 2 Individual)
3A Kwan Tsz Tin		1st Runner up (Form 3 Individual)
1D Ting Ho Ting		1st Runner up (Form 1 Individual)
3A Wong Chun Kiu James		2nd Runner up (Form 3 Individual)
2E Fong Hiu Yau		Merit (Form 2 Individual)
1E Ko Chin Yeung		Merit (Form 1 Individual)
3D Leung Ka Ho, 3E Mok Shing Hin, 3E Wong Nok Hang, 3E Wu Sai Ki		2nd Runner up (Form 3 Team)
1A Lau Wing Kiu, 1A Chim Tsz Chun, 1A Lau Yat Hei Marcus, 1A Li Shing Hin		Merit (Form 1 Team)
<b>Design and Technology</b>		
5C Chen Kwong Tai, 1E Chan Chin Ying, 1E Wong Yik Shing, 1E Yu Ho	ROBOFEST Hong Kong 2024 Game Competition (Senior), organised by Robot Institute of Hong Kong	Champion
4A Tse Ka Chun Jason, 1A Poon Stuart Yui Nam, 1A Lau Wing Kiu, 1C Ng Yan Lam, 1C Wu Ka Shun		Gold Award
4B Lai Ruo Hai, 4F Cheng Yik Hang, 1D Cheng Tsz Cheuk, 1D Ip Chun Sum, 1D Luk Tsz Lam Dorian		Silver Award

3A Fang Yudi, 3A Tai Cho Him, 3C Chung Pak Sing, 3E Wu Sai Ki, 2D Li Ho Hui	Exhibition (Senior)	Champion
3A Fang Yudi, 3C Chung Pak Sing, 3E Wu Sai Ki, 2D Li Ho Hui, 1D Ip Chun Sum	Robofest 2024 Exhibition (Senior), organised by Lawrence Technological University	People Choice's Award Achievement Award
5C Chen Kwong Tai, 4A Tse Ka Chun Jason, 4B Lai Ruo Hai	Future Innovator (Senior), organised by WRO World Robot Olympiad Friendship Invitational 2023 (Denmark) Future Innovator (Senior)	7th Place
5C Chen Kwong Tai, 4A Tse Ka Chun Jason	Future Innovator (Senior), organised by WRO World Robot Olympiad Friendship Invitational 2023 (Denmark) Future Innovator (Senior)	2nd Runners-up
3A Chan Hoi Ching, 3C Ou Ze Hao, 3D Chan Chun Ting, 3E Wu Sai Ki	VEX Hong Kong Tech Challenge 2024, organised by Asian Robotics League (Junior)	Sportsmanship Award
4B Lai Ruo Hai, 4F Cheng Yik Hang	Robot Penalty shoot-out Competition, organised by Hong Kong Robotic Olympiad Association	Champion
4A Ip Rui Zhe Ethan, 4A Tse Ka Chun Jason		1st runner up
2A Lei Kwan Ham, 2A Yang Dai Xin, 1A Lau Wing Kiu, 1C Wu Ka Shun, 1E Yu Ho	Hong Kong Robotic Olympiad Association Robot Soccer Competition	2nd runner up
2A Wong Pak Yu, 2D Siu Pak Man, 2E Lo Ho Sing, 1C Ng Yan Lam, 1D Ip Chun Sum, 1D Kwok Long Yin		3rd runner up
<b>Others</b>		
6F Yip Tsz Ho, 5C Chen Sze Yiu, 5C Kan Hang Yee, 5C Yung Wing Lam, 4D Wu Ching Him, 4F Yip Tsz Yan	The 39th Sing Tao Inter-School Debating Competition, co-organised by Sing Tao Daily, The Standard and the Education Bureau	Second Runner-up
6B Siu Tsz Fai, 6E Lee Hiu Tsun, 6F Yip Tsz Ho, 5B Chan Pui Lam, 5C Kan Hang Yee, 5C Yung Wing Lam, 4F Yip Tsz Yan	The 19th Hong Kong Joint School Economics Association Inter-School Debating Competition, organised by Hong Kong Joint School Economics Association	Champion
6B Ng Tsz Kiu Cherie, 6B Wong Nga Kiu, 6C Ho Hiu Lam	Youth ImpACT Award 2.0, co-organised by The Boys' and Girls' Clubs Association of Hong Kong and The D. H. Chen Foundation	Bronze Medal
2E Kang Cheuk	The C.C.C. Mong Man Wai College 11th Inter-School Scrabble Tournament (2024)	Champion
2D Wong Tin Yuet		The Best School Player
6A Choi Ki On, 6C Leung Yau Hei, 6F Wong Yin Nok	Create Your District Competition 2023-Multimedia Video Category, organised by The Hong Kong Institute of Surveyors	Merit Award
<b>(B) Sports</b>		
<b>Prize Winners</b>	<b>Organised by Hong Kong Schools Sports Federation</b>	<b>Award</b>
	<b>Shatin &amp; Sai Kung</b>	
Boys A	Swimming	7th Place
Boys B		7th Place
Boys C		6th Place
Girls A		8th Place
Girls B		6th Place
Boys B		1st Runner-ip
Boys C	Cross-country	5th Place
Girls A		8th Place
Girls B		6th Place
Boys B		2nd Runner-up
Girls A	Athletics	8th Place
Girls B		7th Place
Girls C		7th Place
Boys B		Champion
Girls A	Basketball (Division 2)	2nd Runner-up
Girls B		Champion
Girls C		Champion
Girls A		5th Place

Girls B	voneyoan (Division 1)	2nd Runner-up
Girls C		2nd Runner-up
Boys A	Badminton	Quarter Finalist
Boys B		Champion
Girls A		1st Runner-up
Girls B		3rd Runner-up
Girls C		Quarter Finalist
Boys C		Champion
Girls A	Table Tennis	Quarter Finalist
Girls B		3rd Runner-up
Girls C		Quarter Finalist
Boys A	Long-distance Run	5th Place
Boys B		2nd Runner-up
Boys C		6th Place
Girls B		3rd Runner-up
Boys B	Archery (All N.T. Competitions)	7th Place
Boys C		6th Place
Girls C		3rd Runner-up
Boys	Overall Champion	8th Place
Girls		7th Place
<b>Items (Individual / Relay)</b>		
<b>Swimming</b>		
3C Poon Wing Tung Trisha	Girls' Grade B 50m Back Stroke	2nd Runner-up
5E Wong Yan Tung		3rd Runner-up
4C Tseung Yan Kiu	Girls' Grade B 50m Freestyle	Champion
	Girls' Grade B 200m Freestyle	1st Runner-up
4B Ngan Wing Tung	50m Breast Stroke	3rd Runner-up
4B Ng Ting Fai, 4C Chan Yat Him Evan, 3D Chan Yat Long, 3E Lo Ansel	Boys' Grade B 4x50m Freestyle Relay	3rd Runner-up
3D Chan Yat Long	Boys' Grade B 50m Backstroke	2nd Runner-up
4F Mak Ho Yin	Boys' Grade B 200m Breast Stroke	3rd Runner-up
2B Yung Tsun Shane, 2D Chow Hoi Ming, 1B Li Wai Ching, 1E Sin Yau Hang	Boys' Grade C 4x50m Freestyle Relay	2nd Runner-up
2B Yung Tsun Shane	Boys' Grade C 50m Freestyle	3rd Runner-up
<b>Athletics</b>		
5C Kwong Sze Oi Sarah	Girls' Grade A Javelin Throw	Champion
	Girls' Grade A Discus Throw	2nd Runner-up
4F Yip Tsz Yan	Girls' Grade B High Jump	Champion
3B Wong Yan	Girls' Grade B 800m	3rd Runner-up
2A Lee Tsz Ying	Girls' Grade C Long Jump	2nd Runner-up
4F Ng Lucas Qulong	Boys' Grade B Triple Jump	Champion
	Boys' Grade B Long Jump	Champion
4C Chan Yat Him Evan	Boys' Grade B 3000m	1st Runner-up
	Boys' Grade B 1500m	2nd Runner-up
<b>Cross-country</b>		
6F Lok Cho Sun	Boys' Grade A Individual	10th Place
4C Chan Yat Him Evan	Boys' Grade B Individual	2nd Runner-up
3B Zhao Anjun Leo		10th Place
5C Ng Ping Ngan Paisley	Girls' Grade A Individual	5th Place
<b>Long Distance Run</b>		
4C Chan Yat Him Evan	Boys' Grade B Individual	1st Runner-up
3B Wong Yan	Girls' Grade B Individual	7th Place
<b>Territory-wide Events</b>		
4D Cheung Sai Shing	All Hong Kong Schools Jing Ying Badminton Tournament 2023-2024 (Secondary Boys – Singles)	Champion
5C Ng Ping Ngan Paisley	11th THF Asia Choi Young Seok Cup Female 15-17yrs Junior Feather 46-49kg	Champion
	The 28th Asian Cities Taekwondo Championships Female Kyorugi group 44-46kg Champion	Champion

5C Kwong Sze Oi Sarah	All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2023-2024 Girls Javelin	Champion (Breaking Record)
	Hong Kong Junior Age Group Athletic Meet (IV) 2023 (Girls U18 Javelin)	Champion (Breaking Hong Kong Record)
	TCAA Athletics Championships 2024-Round 1 FB Javelin	Champion (Breaking Record)
	WAC Annual Challenge 2023 (Girls U18 Javelin)	1st Runner-up (Breaking Record)
	Hong Kong Athletics Open Meet 2023 Women's Open Javelin	Champion
	Hong Kong Athletics Series 2024-Series 1 Women's Open Javelin	Champion
	Hong Kong Athletics Series 2024-Series 2 Women's Open Javelin	Champion
	Hong Kong Junior Age group Athletic Competition 2024 - 1 Women's U18 Javelin	Champion
	Hong Kong Junior Age Group Athletics Championships 2024 Women's U18 Javelin	Champion
	Hong Kong Junior Age Group Athletics Championship 2023 (Women's U18 Javelin)	1st Runner-up
	4F Ng Lucas Qulong	WAC Annual Challenge 2023 (Boys U16 Triple Jump)
Hong Kong Junior Age group Athletic Competition 2024 - 1 (Boys U16 Triple Jump)		Champion
HVAA Athletic Championship III 2023 (Boys U16 Long Jump)		Champion
All Hong Kong Inter-Secondary Schools Gymnastics Competition 2023-2024 (Vault)		2nd Runner-up
All Hong Kong Inter-Secondary Schools Gymnastics Competition 2023-2024 (Floor Exercise)		2nd Runner-up
Hong Kong Junior Age group Athletic Competition 2024 - 2 (Boys U16 Triple Jump)		2nd Runner-up
TCAA athletics championships 2023-round 3 (Boys U16 Long Jump)		2nd Runner-up
2D Siu Yik Nam	2023 Duathlon Series Award Discovery Distance 2 (Group:Girls 1010) organised by Triathlon Association of Hong Kong China	Champion
4F Yip Tsz Yan	Hong Kong Junior Age group Athletic Competition 2024 - 1 (Women's U18 High Jump)	1st Runner-up
	HVAA Athletic Championship III 2023 (Women's U16 High Jump)	3rd Runner-up
2E Cheung Ho Lam Marcus	2023 Asian Junior and Youth Orienteering Championships (Sprint Relay M/W16)	1st runner up
	2023 Asian Junior and Youth Orienteering Championships (Sprint M16)	2nd runner up
1B Chan Hei Ting Hayden	2024 Hong Kong Inter School Shuttlecock Competition (Secondary School, Junior Group, Boy's Singles Competition)	2nd Runner-up
<b>Prize Winners</b>	<b>(C) Aesthetics</b>	
	<b>The 75th Hong Kong Schools Speech Festival (Chinese Speech)</b>	
4C Ko Tin Oi	Duologue (S5-6 Girls, Cantonese)	2nd Place
3B Sin Hoi Yuet	Solo Verse Speaking (S3-4 Girls, Putonghua)	2nd Place
3B Sin Hoi Yuet	Duologue (S5-6 Girls, Cantonese)	2nd Place
2A Zhu Hai Xi	Solo Prose Speaking (S1 Boys, Cantonese)	2nd Place
1A Wong Tsz Wan	Solo Verse Speaking (S2 Girls, Cantonese)	2nd Place
1D Leung Charlotte	Solo Prose Speaking (S1 Boys, Cantonese)	2nd Place
1E Chow Sze Kei	Christian Scripture Speaking	2nd Place
1D Au Hing Man	Solo Prose Speaking (S1-2 Girls, Cantonese)	3rd Place
1E Chow Sze Kei	Solo Prose Speaking (S3-4 Girls, Putonghua)	3rd Place

2D Xiang Hui Zhen	Solo Verse Speaking (S2 Girls, Cantonese)	3rd Place
5A Poon Lik Ming	Duologue (S5-6 Boys, Cantonese)	3rd Place
<b>The 75th Hong Kong Schools Speech Festival (English Speech)</b>		
3B Sin Hoi Yuet	Solo Verse Speaking (S3 Girls, Non-Open)	1st Place
1C Yim Yat Nok	Public Speaking Solo	1st Place
1D Leung Charlotte	Solo Verse Speaking (S1 Girls, Non-Open)	1st Place
4C Chan Kei Ling	Dramatic Duologue (S4, Non-Open)	2nd Place
4C Ko Tin Oi	Dramatic Duologue (S4, Non-Open)	2nd Place
1A Xiang Helen	Solo Verse Speaking (S1 Girls, Non-Open)	2nd Place
1A Cheung Ying Cheuk	Solo Verse Speaking (S1 Boys, Non-Open)	2nd Place
5B Tse Ming Sum	Shakespeare Monologue (Age 15 and over, Non-Open)	3rd Place
1A Wong Tsz Wan	Solo Verse Speaking (S1 Girls, Non-Open)	3rd Place
1B Cheung Cheuk Hey	Solo Verse Speaking (S1 Boys, Non-Open)	3rd Place
<b>The 76th HK Schools Music Festival</b>		
1B Lam Kareen	Flute Solo (Secondary School, Junior)	2nd Place
1E Yip Tsz Yi	Zheng Solo (Intermediate)	2nd Place
2E Leung Jing Ping	Trumpet Solo (Secondary School, Junior)	3rd Place
4C Liu Yuet Fei	Chinese Instruments Scholarship	2nd Place
<b>Joint School Music Competition 2024</b>		
Chinese Orchestra	Chinese orchestra (Secondary Group)	Gold Award
String Orchestra	String Orchestra (Secondary Group)	Gold Award
<b>Others</b>		
4C Liu Yuet Fei	The 2nd Hong Kong Professional Zheng Ensemble	Special Gold Award
4C Liu Yuet Fei	The 8th International Zheng Contest-China Hong Kong Ensemble group	Gold Prize
6C Zheng Hao	International Fringe Festival and Competition 2023 Virtuoso Woodwind Class	First Prize
<b>60th Schools Dance Festival</b>		
6D Kong Shiu Wai	Chinese Dance (Solo) : Song of the fishermen	Honours of Award
Chinese Dance Club	Chinese Dance (Group) : The story of fan	Highly Commended Award
5C Yang Hiu Kwan Sandy	Jazz and Street Dance (Solo) : Breath	Highly Commended Award
Jazz Dance Club	Jazz and Street Dance (Senior, Group) : Revive your light	Highly Commended Award
Jazz Dance Club	Jazz and Street Dance (Junior, Group) : Youth without Limit	Highly Commended Award
3C Kwok Sau Yin, 1B Chow Hon Man	Western Dance (Duet) : Scottish Dance	Commended Award
4D Lam Esther Gloria, 3B So On Nga	Latin Dance Cha-cha	Commended Award
3B Chan Lai Ki, 2D Kan Hiu Sen	Latin Dance Cha-cha	Commended Award
<b>Drama</b>		
5F Chiu Oi Man Given	Hong Kong School Drama Festival 23/24 (Cantonese group) Name of Play: Lost and Found	Award for Outstanding Script
5F Yeung Pik Ying		Award for Outstanding Director
3C Chui Yik Kwan		Award for Outstanding Performer
5B So Wing Sum		Award for Outstanding Performer
2B Chan Hei Tung		Award for Outstanding Performer
2D Suen Shun		Award for Outstanding Performer
2D Kan Hiu Sen		Award for Outstanding Performer
3B Che Lok Yan		Award for Outstanding Performer
2D Liu Wang Shun Joseph		Award for Outstanding Performer
Drama Club		Award for Outstanding Stage Effects
		Adjudicators' Award
<b>Visual Art</b>		
3E Hau Yam Hei Hailey	The 9th Hong Kong Secondary School Distinguished Artwork Exhibition, organised by Hong Kong City University	Distinguished Artwork Award
6E Pang Hoi Ki	Poly U FCE Faculty Logo Design Competition, organised by Hong Kong Polytechnic University (Secondary Group, Individual)	Bronze Award

6E Chan Sze Kiu	Ma On Shan Youth Association Painting Competition, organised by Ma On Shan Youth Association (Secondary Group, Individual)	Merit
5D Yeung Hei Ching	Thinking Green Fashion Soul Resonance 2023, organised by INNO Education	Merit
3A Fang Yudi	Leung Tong Cup drawing competition, organised by Leung Tong Art Association	Finalist
6A Tam Wei Ting Janice	EDB Exhibition of Student Visual Arts Work 2023/24, organised by Education Bureau	Finalist and participate in the exhibition
6E Pang Hoi Ki		Finalist and participate in the exhibition
6F Chau Shun Mei Mayme		Finalist and participate in the exhibition
<b>Others</b>		
5C Choi Yan Ki, 3C Chan Wun Ki, 3C Yeung Lok Tin Isaac, 3D Chen Chung Shun, 3E Tai Tze Kwan	Anti-Gambling Short Film Shooting Competition, organised by Dramagic Cultural Arts Foundation Limited	2nd Place
<b>Prize Winners</b>		
<b>(D) Recreational &amp; Miscellaneous</b>		
<b>Awards</b>		
Hong Kong Red Cross Youth Unit YU109	HK Red Cross Youth Units Youth First-Aid Competition (East New Territories Divisional Headquarters) First-Aid Skill Competition (1)	Champion
6E Ng Ka Nim Flora	Red Cross Youth of the Year 2023	Overall Red Cross Youth of the Year
	Red Cross Youth Instructor Srivee Award	Gold Award
5C Yang Hiu Kwan Sandy	Hong Kong Award for Young People	Silver Award
1A Chim Tsz Chun	The 13th Kiesi Cup Hong Kong School Chess Competition Chinese Chess (Secondary Junior Group), co-organised by Children Mental and Learning Ability Development Association and Hong Kong Youth Chess Academy	Champion
<b>Prize Winners</b>		
<b>(E) Addendum</b>		
<b>(Awards received during Jun to Aug 2023)</b>		
<b>Chinese</b>		
3B Chan Hang Yu	"Communion Cup" Writing Competition for Primary and Secondary School Students in Hong Kong 2023, organised by SEN With You	2nd Runner up
5C So Yup Hin	14th Inter Schools Chinese History Study Incentive Scheme (2022-2023), organized by the National History Education Center (Hong Kong)	Commendation Award
5F Lau Ka Ki		Commendation Award
3B Yip Sung Hei		Commendation Award
2D Yu Xinwei		Commendation Award
2C Hui Hoi Laam	The 2nd Dandelion Literary Awards, organised by S.K.H. St. Mary's Church Mok Hing Yiu College (Novel, Junior Form)	Merit Award
1A Yiu Cheuk Fung	(Prose, Junior Form)	Recommendation Award
<b>Science</b>		
4A Wong Ka Man	The 3rd Hong Kong Secondary School Cosmetic Formulation Competition (Make-up remover)	Champion
4F Leung Ka Ching Olivia		Champion
<b>ICT</b>		
2B Chung Pak Sing, 2B Fung Tsz Hin, 2C Wang Yik Tung, 2C Wu Sai Ki	2023 STEM All-round Competition, organised by Academy of the Baptist Convention of Hong Kong (Form 2 Team)	1st Runner up
2E Chu Hoi Fai	(Form 2 Individual)	2nd Runner up
2E Lam Tsz Yu		Merit (Form 2 Individual)
1C Kwan Pak To, 1C Siu Yat Long, 1C Wong Pak Yu, 1D Li Ho Hui	(Form 1 Team)	Merit
5C Hui Cheuk To	Cisco Networking Skills Competition 2023, co-organised by Association of I.T. Leaders in Education and	Bronze Award
5A Cho Lai Lam		Merit
5A Lam Chun Lok		Merit

5A Ip Ho Ching	Cisco Networking Academy	Merit
5A Cheng Cheuk Yin		Merit
<b>Design and Technology</b>		
1D Chan Long Him, 1D Cheung Yik Hei, 1D Wong Yin Kwan, 1D Chung Lap Shun, 1E Tang Chun Hang	Bright Future Cup 2023, organised by Hong Kong University of Science and Technology and STEM Education Centre by EDB	The Finalists
<b>Others</b>		
4A Chen Jinxi	Hong Kong Award for Young People	Bronze Award
4A Tsui Hei Tung		Bronze Award
4A Ip Chun Hin		Bronze Award
4C Chen Sze Yiu		Bronze Award
4C Kan Hang Yee		Bronze Award
4E Ng Sze Man		Bronze Award
Hong Kong Red Cross Youth Unit YU109	HK Red Cross Youth Units 2022-2023 Service Project (Final - East New Territories Divisional Headquarters)	Champion

#### 4. Summary of Awards in local competitions (inter-school, territory-wise, regional)

##### (i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2023-2024)

##### ● Group Award

Item \ Grade	Boys			Girls		
	A	B	C	A	B	C
Cross Country	-----	2 <sup>nd</sup>	5 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	-----
Long-distance Run	5 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>	-----	4 <sup>th</sup>	-----
Athletics	-----	3 <sup>rd</sup>	-----	8 <sup>th</sup>	7 <sup>th</sup>	7 <sup>th</sup>
Swimming	7 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	-----
Badminton	5 <sup>th</sup>	<b>Champion</b>	-----	2 <sup>nd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Table-tennis	-----	-----	<b>Champion</b>	5 <sup>th</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Volleyball (D1)	-----	-----	-----	5 <sup>th</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
Football (D1)	7 <sup>th</sup>		6 <sup>th</sup>			
Basketball (D2)	-----	<b>Champion</b>	-----	3 <sup>rd</sup>	<b>Champion</b>	<b>Champion</b>
Archery (All N.T. competitions)	-----	7 <sup>th</sup>	6 <sup>th</sup>	-----	-----	4 <sup>th</sup>

##### ● Individual / Relay Award

Medal	Gold	Silver	Bronze
Number	19	7	13

##### (ii) Speech Festival

Individual /Group awards	First	Second	Third
Number	3	11	7

##### (iii) Music Festival

Individual /Group awards	First	Second	Third
Number	2	3	1

##### (iv) Dance Festival

Individual /Group awards	Honours 優等	Highly Commended 甲級	Commended 乙級
Number	1	4	3

Items 項目	Balance b/f 2022/23年度 結轉(S)	Income 2023/24年度 收入(S)	Expenditure 2023/24年度 支出(S)	Balance c/f 2023/24年度 結存(S)	
<b>I. Government Funds 政府賬目</b>					
<b>A. Extended Operation Expenses Block Grant (EOEBG) 擴大營辦開支整筆津貼</b>	2,518,023.45	1,959,112.89	-1,742,180.17	2,734,956.17	
<b>(1) School Specific 特定學校而設的津貼</b>					
1.1 Admin Grant / Revised Admin Grant 行政津貼 / 修訂的行政津貼		4,716,414.00	-4,886,817.06	-170,403.06	
1.2 Capacity Enhancement Grant 學校發展津貼		666,935.00	-270,475.13	396,459.87	
1.3 Composite IT Grant 資訊科技綜合津貼		576,658.00	-556,524.49	20,133.51	
1.4 Air-Conditioning Grant 空調設備津貼		659,776.00	-960,734.00	-300,958.00	
1.5 School-based Management Top-up Grant 校本管理額外津貼		52,596.00	-1,600.00	50,996.00	
1.6 School-based Speech Therapy Admin Recurrent Grant 言語治療行政經常津貼		8,415.00	-6,318.90	2,096.10	
<b>(1)Sub-total 小計:</b>	<b>2,518,023.45</b>	<b>8,639,906.89</b>	<b>-8,424,649.75</b>	<b>2,733,280.59</b>	
<b>(2) Non-School Specific 非特定學校而設的津貼</b>					
2.1 Baseline Reference Grant 基準津貼		2,545,100.56	-2,459,341.30	85,759.26	
2.2 Other Income 其他收入		416,470.44	0.00	416,470.44	
<b>(2)Sub-total 小計:</b>	<b>0.00</b>	<b>2,961,571.00</b>	<b>-2,459,341.30</b>	<b>502,229.70</b>	
<b>(3) Others 其他</b>					
3.1 Fund set aside for Long Service Payment 長期服務金/遣散費撥備	153,717.06	23,547.00	-153,717.06	23,547.00	
3.2 Unspent Balance Refundable to EDB 未用餘額退回教育局				0.00	
3.3 Deficit from Grant outside EOEBG transfer to EOEBG A/C				-165,860.33	
<b>(3) Sub-Total 小計:</b>	<b>153,717.06</b>	<b>23,547.00</b>	<b>-153,717.06</b>	<b>-142,313.33</b>	
<b>(A) EOEBG Total 擴大營辦開支整筆津貼總計</b>	<b>2,671,740.51</b>	<b>11,625,024.89</b>	<b>-11,037,708.11</b>	<b>3,093,196.96</b>	
<b>B. Grants outside EOEBG 非擴大營辦開支整筆津貼</b>					
<b>(1) Salary Grant 薪金津貼</b>	-7,594.29	53,330,388.18	-53,325,753.41	-2,959.52	
<b>(2) Teacher Relief Grant 整合代課津貼</b>	3,507,211.75	6,704,444.00	-7,629,618.97	2,582,036.78	
<b>(3) Grant Accounts 專項撥款</b>					
3.1 Home-School Cooperation Grant 家校合作的活動計劃津貼帳	0.00	45,978.00	-45,978.00	0.00	
3.2 NET Teacher Scheme 以英語為母語的教師計劃附帶福利津貼	-218,188.45	218,188.45	0.00	0.00	
3.3 School-based After-school Learning and Support 校本課後學習及支援計劃	0.00	60,000.00	-60,000.00	0.00	
3.4 Other recurrent Grant -Rent & Rate Grant 差餉及地租	0.00	509,012.00	-509,012.00	0.00	
3.5 Learning Support Grant 中學學習支援津貼	139,410.27	806,263.00	-710,321.08	235,352.19	
3.6 Diversity Learning Grant (Other Languages) 多元學習津貼-其他語言	0.00	165,100.00	-159,100.00	6,000.00	
3.7 Diversity Learning Grant (Other Programmes) 多元學習津貼-其他課程	0.00	111,000.00	-240,649.12	-129,649.12	
3.8 Diversity Learning Grant (Applied Learning) 多元學習津貼-應用學習課程	0.00	63,005.00	-63,005.00	0.00	
3.9 Grant for Support for Non-Chinese Speaking (NCS) Students 支援非華語學生津貼	57,507.69	0.00	-57,507.69	0.00	
3.10 Information Technology Staffing Support Grant 資訊科技人員支援津貼	0.00	333,812.00	-333,812.00	0.00	
3.11 Hong Kong School Drama Festival 香港學校戲劇節	54.60	8,350.00	-9,203.78	-799.18	
3.12 Promotion of Reading Grant 推廣閱讀津貼	74,646.00	76,064.00	-118,296.35	32,413.65	
3.13 Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development 支援推行高中公民與社會發展科的一筆過津貼 (8/2025)	217,056.00	0.00	-175,614.20	41,441.80	
3.14 Life Wide Learning Grant 全方位學習津貼	548,014.99	1,483,217.00	-2,066,644.02	-35,412.03	
3.15 School Executive Officer Grant 學校行政主任津貼	54,888.38	580,738.52	-578,450.00	57,176.90	
3.16 Grant for the Sister School Scheme 姊妹學校計劃津貼	0.00	162,994.00	-10,528.44	152,465.56	
3.17 Mainland Exchange Program for Secondary School Students 內地交流計劃津貼	0.00	80,000.00	-73,000.00	7,000.00	
3.18 One-off Grant for Mental Health at School (8/2025)	0.00	60,000.00	0.00	60,000.00	
3.19 One-off Grant for Mental Health of Parents&Students (8/2025)	0.00	20,000.00	-14,800.00	5,200.00	
3.20 Promotion of Chinese Culture Immersion Activities (8/2027)	0.00	300,000.00	0.00	300,000.00	
3.21 Promotion of a Sports Ambience and MVPA60 in Schools(8/2027)	0.00	150,000.00	-5,919.38	144,080.62	
3.22 Parent Education (Secondary) (8/2027)	0.00	200,000.00	0.00	200,000.00	
3.23 One-off Speech Therapy Set-up Grant 一筆過校本言語治療設置津貼 (8/2025)	20,646.00	0.00	0.00	20,646.00	
3.24 Non-EOEBG Deficit transfer to EOEBG				165,860.33	
<b>(3)Sub-total 小計:</b>	<b>894,035.48</b>	<b>5,433,721.97</b>	<b>-5,231,841.06</b>	<b>1,261,776.72</b>	
<b>(B) non-EOEBG Total 非擴大營辦開支整筆津貼總計</b>	<b>4,393,652.94</b>	<b>65,468,554.15</b>	<b>-66,187,213.44</b>	<b>3,840,853.98</b>	
<b>(I) Government Funds 政府賬目:</b>	<b>(A)+(B) Total 總計</b>	<b>7,065,393.45</b>	<b>77,093,579.04</b>	<b>-77,224,921.55</b>	<b>6,934,050.94</b>
<b>II School Funds 學校賬目</b>					
<b>A. General 一般</b>	-1,401,553.69	-36,442.37	21,830.08	-1,416,165.98	
(1) Tong Fai 堂費		129,880.00	0.00	129,880.00	
(2) Rental and Hiring Charges 租金		431,730.90	-172,692.36	259,038.54	
(3) Others 其他		2,466,589.12	-2,240,406.38	226,182.74	
<b>(A) Sub-total 小計:</b>	<b>-1,401,553.69</b>	<b>2,991,757.65</b>	<b>-2,391,268.66</b>	<b>-801,064.70</b>	
<b>B. Specific 特定</b>					
(1) Specific Purposes 特定用途賬	1,563,053.81	964,119.00	-741,418.19	1,785,754.62	
(3) School Development Fund 學校發展基金	2,033,812.30	997,641.22	-2,238,431.01	793,022.51	
(4) Ms Shirley Ngai Education Fund 魏凌霜老師教育基金	361,797.78	20,500.00	-48,250.00	334,047.78	
(5) Anniversary 校慶	664,523.27	106,157.33	-770,680.60	0.00	
(6) others	2,309,770.04	4,453,104.70	-2,196,101.62	4,566,773.12	
<b>(B) Sub-total 小計:</b>	<b>6,932,957.20</b>	<b>6,541,522.25</b>	<b>-5,994,881.42</b>	<b>7,479,598.03</b>	
<b>C. Temp Fund 寄存項目</b>					
(1) Temporary Fund from Staff & Student	143,758.69	167,902.58	-162,810.74	148,850.53	
(2) Smartcard Payment	736,172.09	30,383.67	-18,093.40	748,462.36	
<b>(C) Sub-total 小計:</b>	<b>879,930.78</b>	<b>198,286.25</b>	<b>-180,904.14</b>	<b>897,312.89</b>	
<b>(II) School Funds 學校賬目:</b>	<b>(A)+(B)+(C) Total 總計</b>	<b>6,411,334.29</b>	<b>9,731,566.15</b>	<b>-8,567,054.22</b>	<b>7,575,846.22</b>
<b>Grand Total 總計</b>	<b>(I) + (II)</b>	<b>13,476,727.74</b>	<b>86,825,145.19</b>	<b>-85,791,975.77</b>	<b>14,509,897.16</b>
<b>Total surplus / deficit for school year 本年度結餘 / 虧損</b>				<b>1,033,169.42</b>	
<b>Accumulated surplus as the end of school year 截至本學年終之累積盈餘</b>				<b>14,509,897.16</b>	

\* SF - New-annex & Campus Improvement Project Reserve to SDF A/C

\*\* Surplus \$498,783.32 transfer to SDF A/C

END