

**Tak Sun Secondary School**

德信中學

**School Annual Report**

**(2017/2018)**

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信  
中  
學

科技大學 (Jockey Club Science & Technology)

Tak Sun Secondary School  
10th Anniversary  
Celebrations

WALKATHO  
WALKATHO

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# **1. Our School**

## **1.1 Our Vision**

Tak Sun Secondary School is founded on Catholic Christian values with an aim to offer a whole person education to students. Our holistic educational approach encompasses the intellectual, moral, aesthetic, physical, social and spiritual components.

The school envisions students who are trained in life-long learning. To accomplish this, the school, the parents, and the teachers consider it of utmost importance to train its students to be men of character, building their lives on a platform of values and virtues. These men of character will be characterised by clarity of thought and direction (prudence), steadfast will (fortitude), self-mastery (temperance), a selfless desire to serve the common good of society (justice), cultivated in an atmosphere of optimism and joy.

The school vision calls for greater involvement of parents in the education of their children, a vision we share with other schools of the same inspiration all over the globe. We envision a partnership where the parents also grow and become better parents through parent education.

## **1.2 Our Mission**

Inspired by Catholic Christian ideals, we provide a demanding, balanced formation to our students so that they accomplish their full potential, as well as grow to be upright and responsible men, developing all their talents in a spirit of service to others. We strive to strengthen and unite the family, enabling parents to exercise their duties as primary educators of their children, with the school and the community as their active partners.

## **1.3 Spirit and Philosophy of Education**

The spirit of our school (and the other Tak Sun schools) is drawn from the life and teachings of Saint Josemaría Escrivá, a priest and founder of Opus Dei ([www.opusdei.org](http://www.opusdei.org)), a personal Prelature of the Catholic Church, that helps ordinary lay people seek holiness in and through their everyday activities, especially in work well done.

In the school, this means giving students an all-round formation by working closely with the parents, whom Saint Josemaría Escrivá ([www.escrivaworks.org](http://www.escrivaworks.org)) said are the primary educators of their children. He also encouraged the development of a tutorial system through which a student acquires human virtues; especially initiative that balances freedom with responsibility.

## **1.4 School Management**

Our school implemented school-based management in 2001 when the School Management Committee (SMC) was established. The SMC is composed of four school managers appointed by the sponsoring body, the Supervisor and the Principal. In June 2007, the school set up the Incorporated Management Committee (IMC) so that different stakeholders can participate in the school management including Teacher Managers, Parent Managers and Alumni Manager.

The main body responsible for the operations of the school is the Executive Office (EO), which is comprised of Supervisor, Principal, Vice-Principals and an IMC member.

The EO is assisted by the Academic Formation Council (AFC), Student Formation Council (SFC) and the Administration Council (ADC).

The AFC, which formulates the policies regarding academic issues of the school, is made up of Vice-Principal (Academic Formation), the subject stream masters and some co-opted members as needed.

The SFC formulates policies regarding student formation issues of the school. It is made up of the Principal, SFC Coordinator, Co-Curricular Activities Master, Discipline Master, Careers Master, Tutoring Master plus representatives from the Chaplaincy Committee, the Social Service Committee and the Moral & Civic Education Committee. In addition, the School sets up various Committee and Teams to take care the special needs of the school management and operations including Finance Committee, Activity Week Experience (AWE) Committee, Crisis Management Team and Student Support Team.

## 2. Major Concerns (Achievements and Reflection)

### 2.1 To develop learning and teaching strategies to cater for learner diversities

#### *ACHIEVEMENTS*

##### **Target (i): To promote student learning in languages**

*Task 1.1: Develop strategic tools to improve reading and writing skills (by improving the design of junior form language curriculum to cater for learner diversity)*

- Tailoring of the junior form English Language curriculum was extended to the infusion of different language skills in teaching.
- Teaching strategies such as Reading-across-Curriculum (RaC) and teaching non-fiction texts were introduced into the Form 1 and Form 2 English Language curriculum. English Language subject teachers found these strategies useful and students also showed positive responses.

*Task 1.2: Enhance students' motivation to learn (by developing teaching strategies which integrate different language skills)*

- It was observed that Form 1 and Form 2 students were more willing to participate and respond to teachers by adopting RaC approach and introducing non-fiction text types in the Junior Form English Language curriculum.
- Students were more willing to express their ideas in class. They also found the materials more fun than textbooks.

*Task 1.3: Better evaluate findings to improve curriculum design and delivery (by reinforcing language-across-curriculum collaboration between language and non-language subject panels)*

- Application of text types was included in both course work and examination in non-language subjects (Form 1 and 2 Geography and Integrated Science). English Language subject panel member collaborated with Geography and Integrated Science subject teachers in designing the assessment items. Student performance was reviewed and suggestions for improvement were made collaboratively.

*Task 1.4: Improve vertical planning in curriculum development*

- Four members of the English Language department joined the Curriculum Leadership Development programme offered by the Education Bureau to equip teachers with most updated curriculum pedagogical knowledge through regular training workshops and professional sharing events. They were assigned to teach both junior form and senior curriculum so that they can apply what they had learnt with better vertical planning of the two curricula.

**Target (ii): To strengthen school-based SEN (Special Educational Needs) support**

*Task 1.5: Further develop support strategies with the collaboration of SEN coordinator, Counseling Team, Heads of core subjects and Assessment Team*

- An Individual Education Plan (IEP) was set up for each SEN student. SENCO (SEN Coordinator) and representatives of different subjects work together to develop a suitable IEP for students in need.

*Task 1.6: Encourage and appoint teachers to enroll in SEN training (at basic and advanced level)*

- Teachers were more committed to participate in SEN training. 15 teachers completed the basic course organized by the Education University of Hong Kong in 2017-18. 15% of teachers in total have now completed the basic course. For advanced course, 6 teachers met the requirement and 3 met the thematic course.

*Task 1.7: Strengthen teachers' class management skills through staff development programmes*

- Junior form meetings were held regularly during which class teachers of the same form can share good practice of class management.
- Teachers of non-language subject panel were encouraged to participate in professional development course to learn classroom management strategies to handle students with special educational needs.

*Task 1.8: Partnership with experienced NGO (Non-Government Organizations) to share relevant experiences*

- The Student Support Team partnered with the Boys' and Girls' Clubs Association, Heep Hong Society, Pathways and Jockey Club Autism Support Network to develop training workshops for SEN students. In 2017-18, the school also tried to introduce Music Therapy to help Autism students. The evaluation is quite positive.
- Applied QEF for the Joyful programme. The school and BGCA identified students in need for the emotional and inter-personal skill training with social workers closely supervision.

*Task 1.9: Refine the tools and the policy of school-based SEN support*

- An SEN database was designed to store students' information. Policy of Student Support Team (SST) was issued and communicated to all teachers.

***REFLECTION***

**Target (i): To promote student learning in languages**

*Task 1.1: Develop strategic tools to improve reading and writing skills (by improving the design of junior form language curriculum to cater for learner diversities)*

- The text types and text structures of junior form writing tasks are too narrow. Students should be exposed to a wider variety of writing tasks. The writing topics should be closely related to the textbook contents, and pre-writing tasks with different levels of guidance should be designed to cater for learner diversity.
- School-based English listening tasks should be designed to develop students' vocab building skills and information processing skills.

*Task 1.2: Enhance students' motivation to learn (by developing teaching strategies which integrate different language skills)*

- Pre-lesson learning tasks could be designed to help students prepare for learning new topics. Teaching activities can then be adopted based on students' work, which is more likely to engage students in learning tasks.

*Task 1.3: Better evaluate findings to improve curriculum design and delivery (by reinforcing language-across-curriculum collaboration between language and non-language subject panels)*

- The English Language panel can take a more proactive role in the collaboration with non-language subject panels. They may give advice on the design of teaching materials and assessment tasks in terms of asking students to apply language skills in learning non-language subjects.

*Task 1.4: Improve vertical planning in curriculum development*

- Professional support from external organizations may be needed.

**Target (ii): To strength en the school-based SEN (Special Educational Needs) support**

*Task 1.5: Further develop the support strategies with the collaboration of SEN coordinator, Counseling Team, Heads of core subjects and Assessment Team*

- There are limitations in summative assessment. SENCO and the Assessment Team can create space to offer SEN students more flexibility.

*Task 1.6: Encourage and appoint teachers to enroll in SEN training (at basic and advanced level)*

- Teachers were not able to enroll in the evening course. The school should formulate a policy to encourage teachers to enroll in a day time course.

*Task 1.7: Strengthen teachers' class management skills through staff development programmes*

- Teachers should use the collaborative lesson preparation time to share strategies on catering for learner diversity.

*Task 1.8: Partnership with experienced NGO (Non-Government Organizations) to share relevant experiences*

- To seek NGOs to help in training teachers on mental health awareness as there is a trend for cases increase in Hong Kong.

*Task 1.9: Refine the tools and the policy of school-based SEN support*

- The SST should promote class based sharing and enhance the support of subject teachers by the involvement of Professional Educational psychologist.

## 2.2 To support the culture of continuous professional development

### *ACHIEVEMENTS*

#### **Target (i): To enrich teachers' CPD (Continuous Professional Development) sharing**

*Task 2.1: Develop a mechanism to report and share the learning obtained through CPD*

- Teacher Development Master proactively worked with different Stream Masters to recommend teachers to attend seminars or workshops for professional development
- Teachers Development kept records of seminars attended by teachers and reported to the AFC Council for following up.

*Task 2.2: Provide more time, tools and space for CPD sharing*

- The frequency of Friday after-school staff briefings was reduced to once a month; the other Friday afternoons were reserved for sharing sessions of different subject stream to share what they had learnt in the seminars. Because of that, many e-learning tools were deployed among different streams. For example: Google classroom, schoology, quizizz, kahoot and etc.
- Four English teachers were sent to join the Curriculum Leadership Development programme offered by the Education Bureau.

#### **Target (ii): To develop a culture of lesson observation**

*Task 2.3: Empower the panels heads to enhance a culture of sharing alongside lesson observation*

- Each teacher was observed by their subject panel at least once a year.

### *REFLECTION*

#### **Target (i): To enrich teachers' CPD (Continuous Professional Development) sharing**

*Task 2.1: Develop a mechanism to report and share the learning obtained through CPD*

- After the sharing session, teachers may need to concretize suitable strategies in their daily teaching.

*Task 2.2: Provide more time, tools and space for CPD sharing*

- Subject-based good practice sharing could be incorporated in staff development day to let teachers with common needs have professional exchange to facilitate teaching.

#### **Target (ii): To develop a culture of lesson observation**

*Task 2.3: Empower the panels heads to enhance a culture of sharing alongside lesson observation*

- Criteria for lesson observation may need to be defined so that both subject panel chairmen and subject panel members share a common understanding of lesson observation.

## 2.3 To enhance the school culture of love and care

### *ACHIEVEMENTS*

#### **Target (i): To enhance students' learning of local and global issues and growth in social awareness**

*Task 3.1: Encourage students to participate in social service activities and build up their heart for caring for the community*

- The Social Service Team and the Boys' and Girls' Clubs Association helped senior boys develop skills and experience in caring for the community. They participated in activities for different minority group in Ma On Shan both inside or outside the school campus.
- AWE offers an opportunity for students to understand global issues. 14 overseas, 3 mainland and 6 local programmes enable students to learn outside the classroom, understand other cultures and experience the quality of life in different environments.

*Task 3.2: Open the school assembly as a sharing platform (civic education, social service and AWE sharing)*

- Students and teachers used school assemblies to share the view on social issues. Also, NGO's were invited to share their work in Hong Kong, e.g. Hong Kong Organ transplant foundation in the assembly.

#### **Target (ii): To enhance students' understanding of the need for life-long planning**

*Task 3.3: Help colleagues familiarize themselves with careers education through professional development programmes*

- Senior Class Teachers were encouraged to participate in CLP (Career and Life-Planning) seminars and briefing.
- CLP team members visited other schools or tertiary institutions for further collaboration in CLP activities.

*Task 3.4: Promote and strengthen students' awareness of life planning through the work of the CLP team and collaboration with other teams and the PTA (Parent-Teacher Association)*

- PTA helped to invite guest speakers for career talks and help for the mock interview for F6 students

#### **Target (iii): To enhance students' learning of local and global issues and growth in social awareness**

*Task 3.5: To require all clubs and societies to have regular activities at lunch time or after school*

- CCA day was organized which mobilized all clubs and societies to organize activities for students to participate.

*Task 3.6: To improve the school CCA (Co-Curricular Activities) recording system so that student participation can be easily tracked*

- All CCA records are kept in our school database and monitored by CCA Master
- F1 – F3 OSOSA records are closely followed up and monitored so that all junior students fulfilled the OSOSA requirement.
- Personal Tutors can have full CCA records of the students from the school database and thus facilitate the tutoring and personal growth of the students.

*Task 3.7: To have one CCA day each year so that all students can join activities organized by clubs, society or teams*

- A CCA day was organized during the post examination period. All the clubs, societies and teams organized game booths and it was well received by students.

**Target (iv): To help all students have a sense of responsibility for a clean school environment**

*Task 3.8: To conduct a classroom cleanliness campaign and give awards to the winners in school assembly*

- The campaign was abandoned as it was not effective. The Class Tutor's role is more important in educating students on cleanliness.

*Task 3.9: To train students about standards of cleanliness and classroom norms*

- Three Form Coordinators were assigned to work with the Class Tutors of each junior form (Form 1 – Form 3) to set up classroom norms for cleanliness and administrative tasks such as homework collection.
- Classroom norms were explained to all incoming Form 1 students during the Summer Adaptation Programme.

**Target (v): To help parents fulfill their role as “primary educators” of their children**

*Task 3.10: To extend the parenting education to all parents by implementing the IFFD (International Federation for Family Development) case study methodology*

- Six case studies were organized with 8 couples on 6 Saturdays with help from the Family First Foundation (an organization related to our School Sponsoring Body),
- Suitable couples were selected from the Form 1 basic parenting workshops.
- Three teachers were sponsored to join the online master degree programme on Parenting so that they can be moderators of IFFD case studies in the future.

## ***REFLECTION***

### **Target (i): To enhance students' learning of local and global issues and growth in social awareness**

*Task 3.1: Encourage students to participate in social service activities and build up their heart to care for the community*

- Follow up session should be done in class to consolidate students' learning after the sharing sessions.

*Task 3.2: Open the school assembly as a sharing platform (civic education, social service and AWE sharing)*

- Continue to make good use of the assembly and provide sharing at the Section or Form level.

### **Target (ii): To enhance students' understanding of the need for life-long planning**

*Task 3.3: Help colleagues familiarize themselves with careers education through professional development programmes*

- More space and opportunity should be given to enhance career education.

*Task 3.4: Promote and strengthen students' awareness of life planning through the work of the CLP team and collaboration with other teams and the PTA (Parent-Teacher Association)*

- To make good use of the parents' connection in the workplace

### **Target (iii): To enhance students' learning of local and global issues and growth in social awareness**

*Task 3.5: To require all clubs and societies to have regular activities at lunch time or after school*

- Club activities are still quite limited especially during lunch time since only Form 1 students stay in school for lunch. Many activities already take place after school such as school team training, homework clinic and music or choir practice.

*Task 3.6: To improve the school CCA (Co-Curricular Activities) recording system so that student participation can be easily tracked*

- The CCA recording system depends very much teachers-in-charge of various CCA activities, therefore regular monitoring and supporting should be used to make sure all records are input into the school database promptly and correctly.

*Task 3.7: To have one CCA day each year so that all students can join activities organized by clubs, society or teams*

- CCA Day was a very successful event and should be done every year as part of the school culture.
- Only several clubs organized lunch activities for students e.g. Model making clubs and mind sports club. Therefore, to encourage clubs to organize activities, administrative means may be needed e.g. every Friday afternoon, there should be club activities.

**Target (iv): To help all students have a sense of responsibility for a clean school environment**

*Task 3.8: To conduct a classroom cleanliness campaign and give awards to the winners in school assembly*

- Since the campaign was abandoned and replaced by the role of class tutors. Therefore, class tutors play an important role in educating the students to keep the classroom clean. Form tutors should work closely with all class tutors to achieve a common standard that everyone can follow.

*Task 3.9: To train students about standards of cleanliness and classroom norms*

- The classroom and cleanliness norms should be well introduced to all subject teachers in junior forms as some subject teachers were not class tutors of junior forms.
- Persistence and consistence are needed among all teachers so that all classes and students can stick to the same standard.

**Target (v): To help parents fulfill their role as “primary educators” of their children**

*Task 3.10: To extend the parenting education to all parents by implementing the IFFD (International Federation for Family Development) case study methodology*

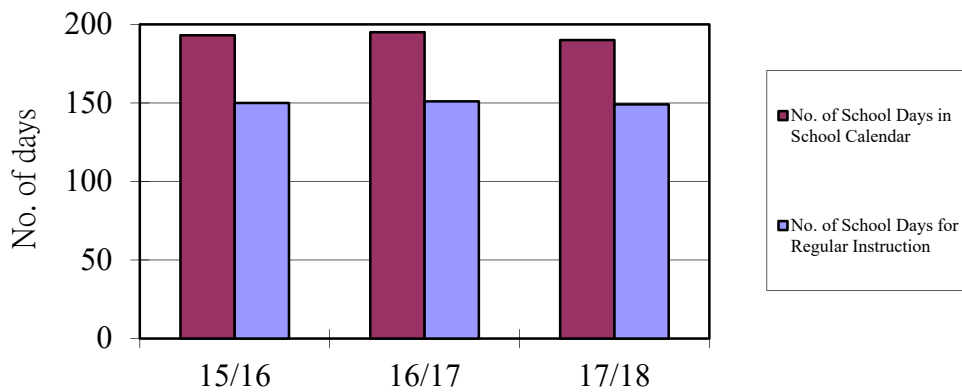
- The IFFD case studies mainly aim at couples but most of the time, we only had mothers coming to the workshops. Therefore, strong encouragement are needed to convince husbands to come with their wives. More promotion is needed from IFFD to make the programme more attractive.

### 3. Our Learning and Teaching

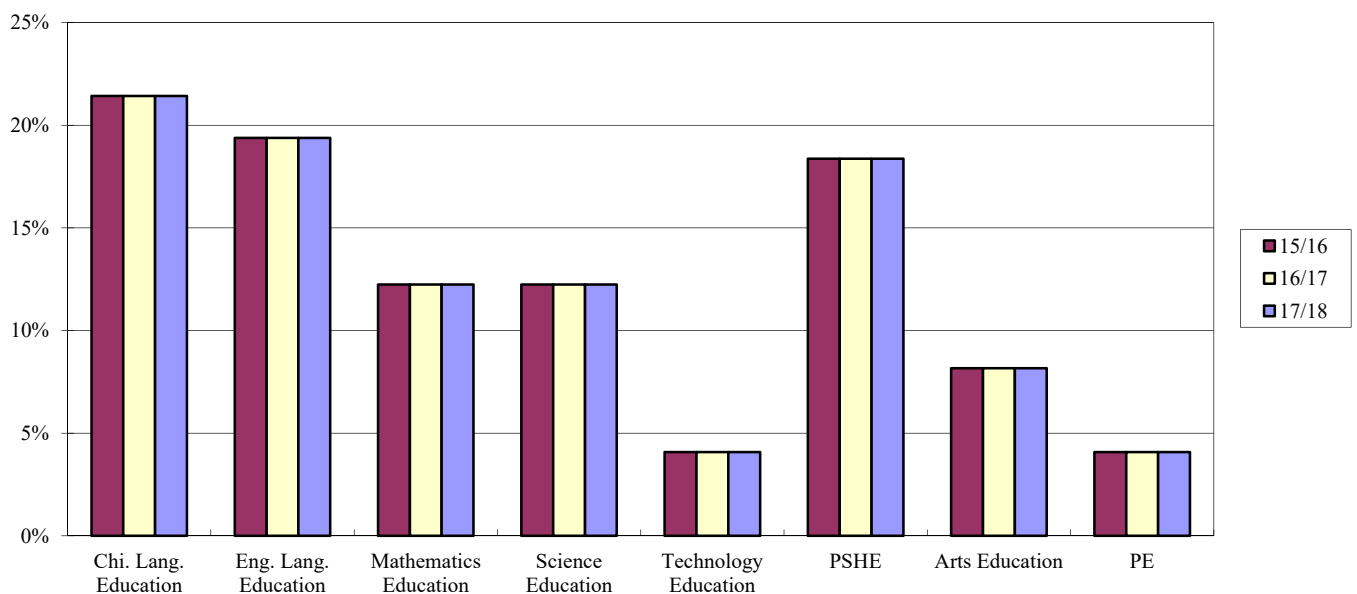
#### 3.1 Class Organization

2017-18							
Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Students	164	164	154	155	143	125	905
Total Enrolment	164	164	154	155	143	125	905

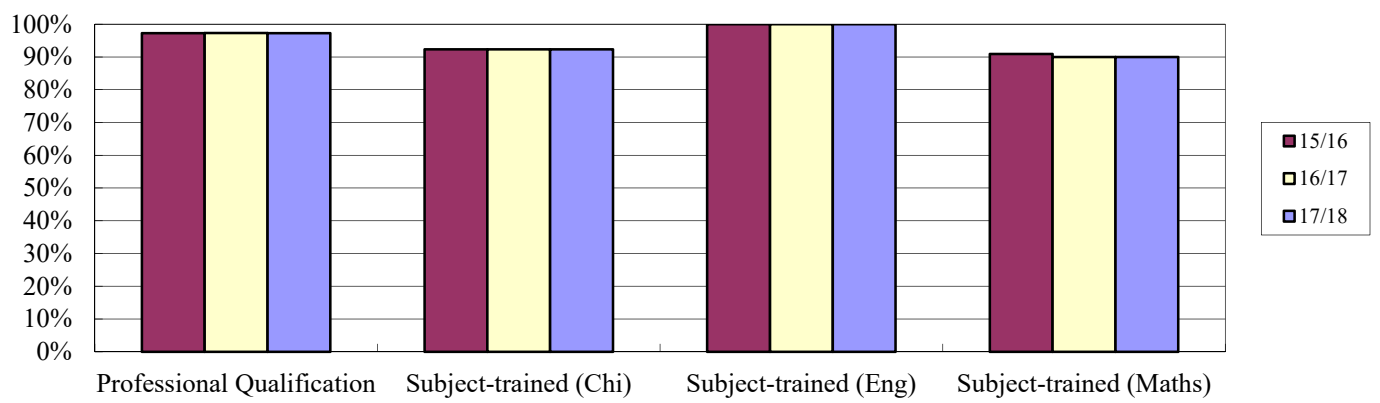
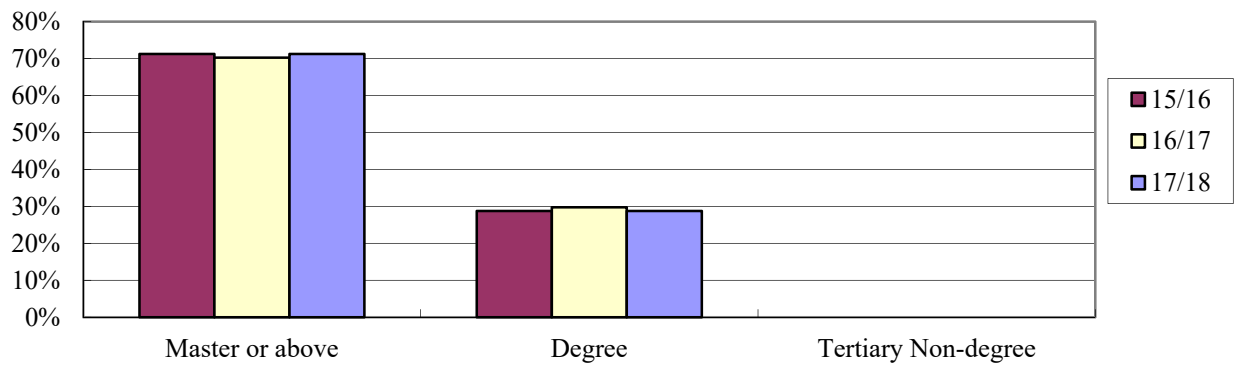
#### 3.2 Number of Active School Days



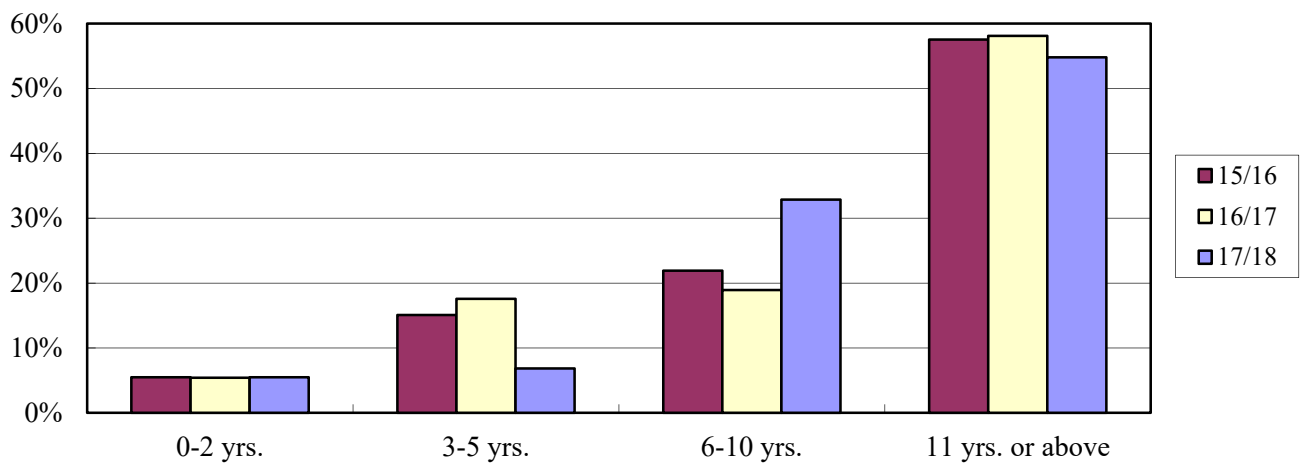
#### 3.3 Lesson Time for the 8 Key Learning Areas



### 3.4 Teachers' Qualification



### 3.5 Teachers' Experience



## 4. Support for Student Development

### 4.1 Diversity Learning Grant (2017-18) Annual Programme Report

#### 多元學習津貼（其他課程）報告

名稱	應用學習課程 Animal Care (by CityU-SCOPE) Aviation Studies (by HKU-SPACE) Computer Forensic Technology (by HKU(SPACE)) Computer Game and Animation Design (by VTC) Exercise Science and Health Fitness (by HKBU-SCE) Film and Video (by VTC) Fashion and Image Design (by VTC) Hotel Operation (by VTC) Interior Design (by VTC) Practical Psychology (by HKBU-SCE) Public Relations and Communication (by HKCT) Railway Studies (by HKCT) Western Cuisine (by VTC)
目標	1. 為學生提供的一個新高中選修科目，以照顧學生的學習及升學需要 2. 提供支援予學生以展現才能
學習成果	學生能夠掌握課程
目標學生	33 位中五學生 / 15 位中六學生
遴選機制	各課程提供者
修業期及上課地點	1. 上課時間：逢星期六（上、下午課節） 2. 上課地點：各大專院校
成效評估	每個學期成績報告
支出	HK\$ 412,650（課程費用，由 DLG 撥款中扣除）

名稱	應用學習課程（非華語學生）
目標	為非華語學生提供額外途徑，獲取另一中文資歷，提高日後升學及就業的能力
學習成果	透過商業服務（旅遊、酒店、零售及物流等）的情境，學生在完成本科目後應能： 1. 應付日常生活和工作環境的語言交際要求，聽懂別人的話語，採用適當語氣和說話方式，以粵語溝通及交際； 2. 閱讀日常生活和工作環境的實用文書和資料； 3. 運用適當的詞語、句子完成常用的實務文書；及 4. 提升相關範疇之升學及就業發展所需的自我認知。

目標學生	1 位中四學生
遴選機制	經香港理工大學專業進修學院的老師面試收錄本校學生
修業期及上課地點	1. 上課時間：逢星期六上午 2. 上課地點：香港理工大學專業進修學院
成效評估	每個學期成績報告
支出	HK\$ 13,666（課程費用，由 DLG 撥款中扣除）

名稱	應用學習課程（非華語學生）
目標	為非華語學生提供額外途徑，獲取另一中文資歷，提高日後升學及就業的能力
學習成果	透過服務行業（零售、旅遊及款待等）的情境，學生在完成本科目後應能： 1. 應付日常生活和工作環境的語言交際要求，聽懂別人的話語，採用適當語氣和說話方式，以粵語溝通及交際； 2. 閱讀日常生活和工作環境的實用文書和資料； 3. 運用適當的詞語、句子完成常用的實務文書；及 4. 提升相關範疇之升學及就業發展所需的自我認知。
目標學生	1 位中六學生
遴選機制	經香港浸會大學持續教育學院的老師面試收錄本校學生
修業期及上課地點	1. 上課時間：逢星期六上午 2. 上課地點：香港浸會大學持續教育學院
成效評估	每個學期成績報告
支出	HK\$ 13,300（課程費用，由 DLG 撥款中扣除）

名稱	2018, 2019, 2020 HKDSE 沙田區新高中課程聯網計劃－音樂科
目標	1. 為具音樂天賦的學生提供的一個新高中選修科目，以照顧學生的學習及升學需要 2. 提供支援予學生以展現才能
學習成果	學生能夠掌握新高中音樂科的課程
目標學生	1 位中四學生 / 2 位中五學生 / 1 位中六學生
遴選機制	經香港浸會大學附屬學校王錦輝中小學的老師面試收錄本校學生
修業期及上課地點	1. 上課時間：逢星期四 16:30 – 19:00 2. 上課地點：香港浸會大學附屬學校王錦輝中小學
成效評估	每個學期成績報告
支出	HK\$ 16,800（聯校課程費用，由 DLG 撥款中扣除）

名稱	2018 “Hong Kong 200” Leadership Project 青協領袖培訓證書課程
目標	培訓學生領袖
學習成果	學員能瞭解個人特質，掌握帶領技巧，並有效地在學校所屬崗位推行活動及實踐職務
目標學生	領袖生長及社長
遴選機制	經現有領袖生遴選機制
修業期及上課地點	香港青年協會青年領袖發展中心
成效評估	學生出席率達 80%
支出	HK\$2,000（課程津貼，由 DLG 撥款中扣除）

名稱	批判性思考工作坊（暑期）
目標	批判性思考訓練 Level 1（1班） & Level 2（1班）
學習成果	利用有效思考工具（Bridge & CAR Model）學生能分別批判性思考中四大要素及三大準則，以審視不同的角度，從而得出更好的結論。
目標學生	中四及中五同學
遴選機制	通識科前五十二名同學
修業期及上課地點	1. 上課時間：8月 6、8、10日 2. 上課地點：本校課室
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$20,700（課程津貼，由 DLG 撥款中扣除）

名稱	HSMC Summer Academy 2018
目標學生	9名中五同學
遴選機制	老師推薦
修業期及上課地點	1. 上課時間：2018年8月 2. 上課地點：恒生管理學院
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$3,150（課程津貼，由 DLG 撥款中扣除）

#### 4.2 Capacity Enhancement Grant (CEG)

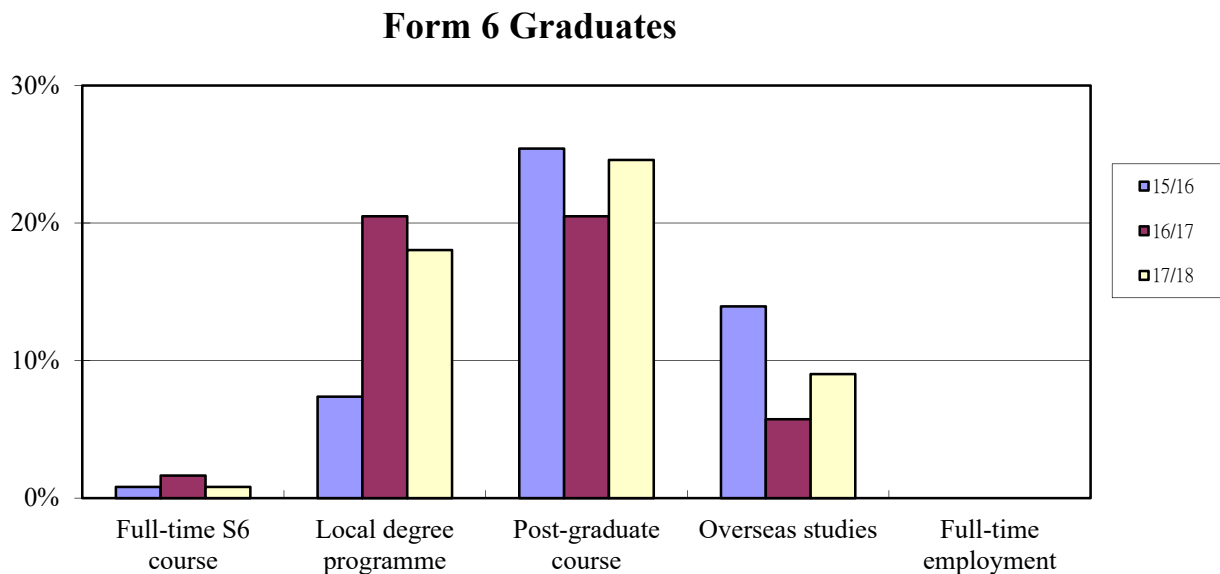
The total amount of CEG is used for employing one associate teacher and one IT technician for information and communication technology support.

#### 4.3 The Hong Kong Jockey Club Life-wide Learning Fund

The funding is used for subsidize the Activity Week Experience (AWE) programmes and other outdoor activities.

## 5. Student Performance

### 5.1 Destination of Exit Students

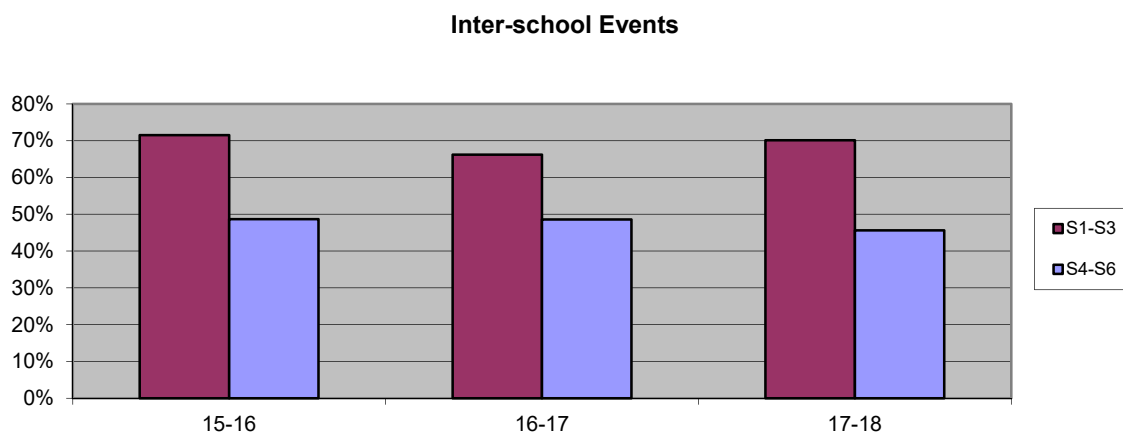


### 5.2 HKDSE (Hong Kong Diploma of Secondary Education) Examinations

	15/16	16/17	17/18
No. of students sat	115	122	123
No. of students with 5 subjects having Level 2 or above	73.9%	69.7%	79.7%
Best student result	5*555	5** 5*5*5*5	5*5555

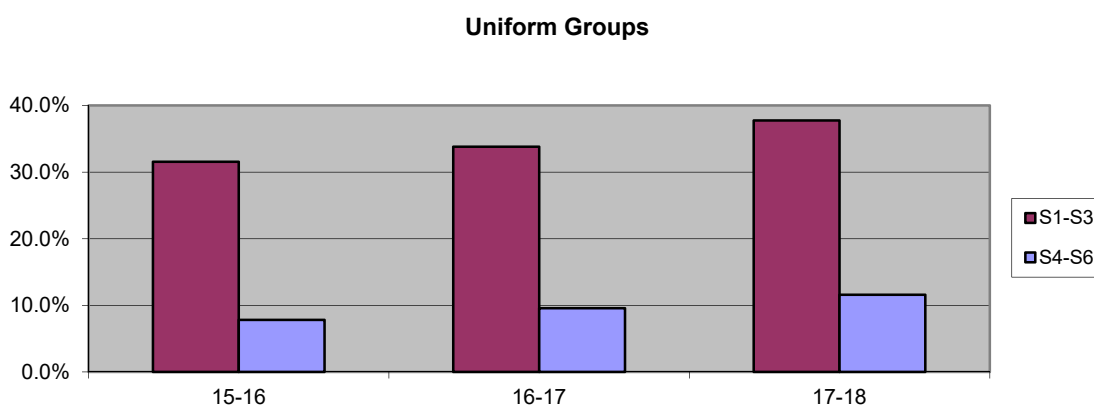
## 5.3 Student Participation in Inter-school Events and Uniform Groups

### 5.3.1 Inter-school Events



Notes: Inter-school events include Music, Speech and Drama Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation.

### 5.3.2 Uniform Groups



### 5.3.3 Participation Rates

Activities	15/16	16/17	17/18
Inter-school events	61.09%	58.00%	58.67%
Music Festival	7.80%	11.56%	13.81%
Speech Festival	2.90%	3.44%	3.54%
Uniform Groups	20.74%	22.56%	25.53%

## 5.4 Inter-school Activities and Prizes Won in the Past 3 Years

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
ARTS	<i>Asian children art in oil painting Exhibition</i>		Silver Award	
	<i>VTC Applied Learning Fashion and Image Design mySTYLE performance</i>			Total Image Design: Champion
MUSIC	<i>HK Schools Music Festivals</i>	<b>1 Champion:</b> - 二胡獨奏（中級組）	<b>2 Champion</b> - School choir <b>3 Third place</b> <b>7 Merit</b> <b>4 Proficiency</b> - School wind band	<b>Proficiency</b> - School choir
	<i>Joint School Music Competition</i>		<b>Wind band (Secondary School):</b> - Gold <b>Band Final (Overall)</b> - 1 <sup>st</sup> runner-up	<b>Wind band (Secondary School):</b> - Gold <b>Band Final (Overall)</b> 1 <sup>st</sup> runner-up
SPORTS (HK Team)	<i>Sweden Lundaspelen Aged Group Handball Tournament</i>		1 member	
	<i>Prague Handball Cup</i>	1 member		
	<i>National Secondary School Handball Tournament</i>	1 member - 3 <sup>rd</sup> Most valuable player 4 <sup>th</sup> place in goalkeeper	3 members – 1 <sup>st</sup>	3 members – 7 <sup>th</sup>
	<i>Singapore Handball Open Competition</i>	1 member – 6 <sup>th</sup>		2 members – 6 <sup>th</sup>
	<i>Asian Rope Skipping Championships</i>			1 member – 2 <sup>nd</sup>
	<i>Bauhinia World Cup (Fencing)</i>			1 member – 1 <sup>st</sup>
	<i>Asian Junior and Cadet Fencing Championships</i>		<b>Team:</b> Champion <b>Individual:</b> 3 <sup>rd</sup> place	
	<i>Bangkok Gymnastics Moose Game Invitational Meet</i>			Merit
	<i>World Wing Chun Competition</i>		<b>Youth:</b> 2 <sup>nd</sup> in Changquan	
	<i>The China Sichuan International Emi Wushu Festival</i>	1 <sup>st</sup> in Qiangshu 2 <sup>nd</sup> in Qiangquan		
<i>“百花迎春”全國藝術教育成果展演</i>	<b>中國賽區：</b> 全國金獎（少兒武術） <b>香港賽區：</b> 金獎（少年組個人武術全國優秀藝術人才獎章）			

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
SPORTS (HKSSF)	<b>HKSSF Overall Championship (Shatin and Sai Kung Area-Boys)</b>	2 <sup>nd</sup>	4 <sup>th</sup>	3 <sup>rd</sup>
	<b>HKSSF Inter-school Fencing Competition (All NT Area - Boys)</b>	<b>Overall:</b> Team: 4 <sup>th</sup> Sabre: 1 <sup>st</sup>  <b>A Grade:</b> Sabre: 3 <sup>rd</sup>  <b>B Grade:</b> Foil: 3 <sup>rd</sup> Sabre: 2 <sup>nd</sup>  <b>C Grade:</b> Foil: 3 <sup>rd</sup>	<b>Overall:</b> Team: 4 <sup>th</sup> Epee: 8 <sup>th</sup> Sabre: 1 <sup>st</sup>  <b>A Grade:</b> Sabre: 1 <sup>st</sup> , 5 <sup>th</sup>  <b>C Grade:</b> Foil: 1 <sup>st</sup> , 5 <sup>th</sup> Epee: 8 <sup>th</sup>	<b>Overall:</b> Team: 1 <sup>st</sup> Epee: 7 <sup>th</sup> Foil: 1 <sup>st</sup> Sabre: 2 <sup>nd</sup>  <b>A Grade:</b> Foil: 2 <sup>nd</sup> Epee: 3 <sup>rd</sup> Sabre: 1 <sup>st</sup> , 7 <sup>th</sup>  <b>B Grade:</b> Foil: 1 <sup>st</sup> , 4 <sup>th</sup> Foil: 7 <sup>th</sup>  <b>C Grade:</b> Foil: 1 <sup>st</sup> , 9 <sup>th</sup> Epee: 5 <sup>th</sup> Sabre: 2 <sup>nd</sup>
	<b>HKSSF Inter-school Indoor Rowing Competition (All NT Area)</b>		<b>B Grade:</b> 5 <sup>th</sup> in 500m	
	<b>HKSSF Inter-school Rugby Competition (All NT Area)</b>	<b>B Grade:</b> Bowl Champion	<b>A Grade:</b> Bowl Champion  <b>C Grade:</b> 11 <sup>th</sup>	<b>A Grade:</b> 6 <sup>th</sup>
	<b>HKSSF Inter-school Tennis Competition (All NT Area)</b>	Boys' Overall - 5 <sup>th</sup>	Boys' Overall - 5 <sup>th</sup>	Boys' Overall – 3 <sup>rd</sup>
	<b>HKSSF Inter-school Athletics Competition</b>	<b>A Grade:</b> 7 <sup>th</sup> in Overall 1 <sup>st</sup> in 5000m 2 <sup>nd</sup> in 1500m 4 <sup>th</sup> in 400m 4 <sup>th</sup> in 5000m 7 <sup>th</sup> in High jump  <b>B Grade:</b> 3 <sup>rd</sup> in Shot put 7 <sup>th</sup> in 4x100m  <b>C Grade:</b> 6 <sup>th</sup> in Overall 3 <sup>rd</sup> in Long jump 5 <sup>th</sup> in High jump 6 <sup>th</sup> in 4x400m 7 <sup>th</sup> in 400m	<b>A Grade:</b> 7 <sup>th</sup> in Overall 1 <sup>st</sup> in 5000m 2 <sup>nd</sup> in 1500m 4 <sup>th</sup> in 400m 4 <sup>th</sup> in Long jump 4 <sup>th</sup> in Shot Put 4 <sup>th</sup> in 4x400m 7 <sup>th</sup> in 4x100m  <b>B Grade:</b> 3 <sup>rd</sup> in Triple jump 6 <sup>th</sup> in Long jump 7 <sup>th</sup> in Shot put  <b>C Grade:</b> 3 <sup>rd</sup> in 100m 7 <sup>th</sup> in 4x100m	<b>A Grade:</b> 7 <sup>th</sup> in 5000m 5 <sup>th</sup> in Triple jump 6 <sup>th</sup> in 4x100m 8 <sup>th</sup> in 400m  <b>B Grade:</b> 4 <sup>th</sup> in Javelin  <b>C Grade:</b> 5 <sup>th</sup> in 1500m

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
SPORTS (HKSSF)	<b>HKSSF Inter-school Badminton Competition</b>	<b>B Grade:</b> 1 <sup>st</sup> <b>C-Grade:</b> 2 <sup>nd</sup>	<b>A Grade:</b> 5 <sup>th</sup> <b>B-Grade:</b> 1 <sup>st</sup>	<b>Jing Ying Individual:</b> 6 <sup>th</sup>  <b>A Grade:</b> 1 <sup>st</sup> <b>B-Grade:</b> 5 <sup>th</sup>
	<b>HKSSF Inter-school Basketball Competition</b>	<b>A Grade:</b> 3 <sup>rd</sup> <b>B Grade:</b> 6 <sup>th</sup> <b>C Grade:</b> 4 <sup>th</sup>	<b>AB Grade:</b> 3 <sup>rd</sup> <b>C Grade:</b> 5 <sup>th</sup>	<b>AB Grade:</b> 4 <sup>th</sup> <b>C Grade:</b> 4 <sup>th</sup>
	<b>HKSSF Inter-school Cross Country Competition</b>	<b>Overall</b> Team: 8 <sup>th</sup>  <b>A Grade</b> Team: 4 <sup>th</sup> Individual: 1 <sup>st</sup>  <b>C Grade</b> Team: 7 <sup>th</sup> Individual: 10 <sup>th</sup>	<b>Overall</b> Team: 5 <sup>th</sup>  <b>A Grade</b> Team: 2 <sup>nd</sup> Individual: 2 <sup>nd</sup>	<b>Overall</b> Team: 4 <sup>th</sup>  <b>A Grade</b> Team: 10 <sup>th</sup> Individual: 8 <sup>th</sup>  <b>B Grade</b> Team: 4 <sup>th</sup>  <b>B Grade</b> Team: 3 <sup>rd</sup> Individual: 4 <sup>th</sup>
	<b>HKSSF Inter-school Distance Run Competition</b>	<b>Overall</b> Team: 4 <sup>th</sup>  <b>A Grade</b> Team: 1 <sup>st</sup> Individual: 1 <sup>st</sup> , 9 <sup>th</sup>  <b>C Grade</b> Team: 5 <sup>th</sup>	<b>A Grade</b> Team: 10 <sup>th</sup> Individual: 1 <sup>st</sup>  <b>C Grade</b> Team: 9 <sup>th</sup>	<b>Overall</b> Team: 8 <sup>th</sup>  <b>A Grade</b> Team: 7 <sup>th</sup> Individual: 6 <sup>th</sup>  <b>B Grade</b> Team: 9 <sup>th</sup> Individual: 6 <sup>th</sup>  <b>C Grade</b> Team: 4 <sup>th</sup> Individual: 5 <sup>th</sup> , 10 <sup>th</sup>
	<b>HKSSF Inter-school Football Competition</b>	<b>A Grade:</b> 5 <sup>th</sup> <b>B Grade:</b> 5 <sup>th</sup> <b>C Grade:</b> 3 <sup>rd</sup>	<b>AB Grade:</b> 3 <sup>rd</sup> <b>C Grade:</b> 5 <sup>th</sup>	<b>AB Grade:</b> 7 <sup>th</sup> <b>C Grade:</b> 5 <sup>th</sup>
	<b>HKSSF Inter-school Handball Competition</b>	<b>A Grade:</b> 1 <sup>st</sup> <b>B Grade:</b> 1 <sup>st</sup> <b>C Grade:</b> 2 <sup>nd</sup>	<b>AB Grade:</b> 1 <sup>st</sup> <b>C Grade:</b> 2 <sup>nd</sup>	<b>Jing Ying Team:</b> 5 <sup>th</sup> <b>AB Grade:</b> 1 <sup>st</sup> <b>C Grade:</b> 2 <sup>nd</sup>

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
SPORTS (HKSSF)	<b>HKSSF Inter-school Swimming Competition</b>	<p><b>B Grade:</b> 2<sup>nd</sup> in Overall 1<sup>st</sup> in 50m backstroke 1<sup>st</sup> in 50m butterfly 1<sup>st</sup> in 100m freestyle 1<sup>st</sup> in 100m backstroke 1<sup>st</sup> in 200m medley 1<sup>st</sup> in 4x50m freestyle 2<sup>nd</sup> in 50m backstroke 2<sup>nd</sup> in 200m freestyle 7<sup>th</sup> in 4x50m medley 8<sup>th</sup> in 50m butterfly</p> <p><b>C Grade:</b> 3<sup>rd</sup> in Overall 8<sup>th</sup> in 50m freestyle</p>	<p><b>Boys:</b> 4<sup>th</sup> in Overall</p> <p><b>A Grade:</b> 3<sup>rd</sup> in 50m breaststroke 3<sup>rd</sup> in 200m freestyle</p> <p><b>B Grade:</b> 1<sup>st</sup> in Overall 1<sup>st</sup> in 50m breaststroke 1<sup>st</sup> in 50m backstroke 1<sup>st</sup>,6<sup>th</sup> in 100m backstroke 1<sup>st</sup> in 4x50m freestyle 1<sup>st</sup> in 4x50m medley 2<sup>nd</sup>,4<sup>th</sup> in 200m medley 2<sup>nd</sup>,4<sup>th</sup> in 200m freestyle 3<sup>rd</sup>,6<sup>th</sup> in 50m butterfly 5<sup>th</sup> in 50m freestyle</p> <p><b>C Grade:</b> 3<sup>rd</sup> in Overall 1<sup>st</sup> in breaststroke 1<sup>st</sup> in 4x50m freestyle 1<sup>st</sup>,5<sup>th</sup> in 200m medley 3<sup>rd</sup>,8<sup>th</sup> in 100m freestyle 4<sup>th</sup> in 50m butterfly 5<sup>th</sup> in 50m freestyle 7<sup>th</sup> in 200m freestyle 7<sup>th</sup> in 200m breaststroke 8<sup>th</sup> in 50m backstroke</p>	<p><b>Boys:</b> 5<sup>th</sup> in Overall 1<sup>st</sup>,2<sup>nd</sup> in 100 backstroke 1<sup>st</sup> in 50m backstroke 1<sup>st</sup> in 4x50m medley 2<sup>nd</sup> in 200m medley 2<sup>nd</sup> in 50m breaststroke 3<sup>rd</sup> in 200m freestyle 6<sup>th</sup> in 4x50m freestyle 7<sup>th</sup> in 50m freestyle 7<sup>th</sup> in 50m butterfly</p> <p><b>A Grade:</b> 3<sup>rd</sup> in Overall 3<sup>rd</sup> in 50m breaststroke 3<sup>rd</sup> in 200m freestyle 4<sup>th</sup> in 50m breaststroke 5<sup>th</sup> in 50m butterfly</p> <p><b>B Grade:</b> 6<sup>th</sup> in 4x50m medley 8<sup>th</sup> in 100m breaststroke 8<sup>th</sup> in 50m freestyle 8<sup>th</sup> in 200m freestyle 8<sup>th</sup> in 100m backstroke</p> <p><b>C Grade:</b> 7<sup>th</sup> in Overall 4<sup>th</sup>,7<sup>th</sup> in 100m freestyle 4<sup>th</sup> in 200m medley 5<sup>th</sup> in 4x50m freestyle 5<sup>th</sup> in 50m breaststroke 5<sup>th</sup> in 50m backstroke 6<sup>th</sup> in 200m freestyle 7<sup>th</sup> in 4x50m medley 8<sup>th</sup> in 100m breaststroke 8<sup>th</sup> in 50m butterfly</p>
	<b>HKSSF Inter-school Table-tennis Competition</b>	<b>C Grade:</b> 2 <sup>nd</sup>	<p><b>A Grade:</b> 2<sup>nd</sup></p> <p><b>B Grade:</b> 1<sup>st</sup></p> <p><b>C Grade:</b> 1<sup>st</sup></p>	<b>Jing Ying Individual:</b> 2 <sup>nd</sup> <b>A Grade:</b> 1 <sup>st</sup> <b>B Grade:</b> 1 <sup>st</sup> <b>C Grade:</b> 1 <sup>st</sup>
	<b>HKSSF Outstanding Athletes</b>	4 Winners	4 Winners	4 Winners
SPORTS (Non-HKSSF)	<b>A. S. Watson Group Hong Kong Student Sports Awards</b>	1 Winner	1 Winner	1 Winner
	<b>Hong Kong Youth Aged Group Handball Competition</b>		3 <sup>rd</sup>	4 <sup>th</sup>
	<b>All Hong Kong District Handball Competition</b>	3 <sup>rd</sup>	2 <sup>nd</sup>	

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
SPORTS (Non-HKSSF)	<b>Happy 3 on 3 Basketball Competition</b>			<b>Grade C Boys:</b> Champion
	<b>Junior Fencing Championships</b>			Sabre Junior Men: 3 <sup>rd</sup>
	<b>Joint School Fencing Competition (by JOSS)</b>			Foil Men: 1 <sup>st</sup> Epee Men: 2 <sup>nd</sup> Sabre Men: 2 <sup>nd</sup>
	<b>Hong Kong Aged Groups Fencing Championship</b>	3 <sup>rd</sup> in Junior Men Sabre	2 <sup>nd</sup> in Cadet Men Sabre	
	<b>Hong Kong Inter-school Dodgeball Competition</b>		<b>Junior Secondary Team:</b> 2 <sup>nd</sup> runner-up	
	<b>Hong Kong Inter-school Bowling Competition</b>		<b>School:</b> Champion <b>Single:</b> Champion <b>Double:</b> 4 <sup>th</sup> place <b>Triple:</b> Champion <b>Teacher &amp; Student:</b> Champion <b>Most Valuable Player:</b> Winner	
	<b>Shatin Cup Bowling Competition</b>			<b>Team:</b> 2 <sup>nd</sup>
	<b>Shum Shui Po Youth Cup Bowling Competition</b>		<b>Double:</b> 3 <sup>rd</sup>	
	<b>Hong Kong Bowling Age Group Championship 2016</b>	<b>Team:</b> 1 <sup>st</sup>		
	<b>Hong Kong Inter-School Bowling Competition</b>	<b>Individual:</b> 2 <sup>nd</sup>		
	<b>Hong Kong Hua Xia Wushu Tournaments</b>		1 <sup>st</sup> in Changquan 1 <sup>st</sup> in Jianshu 1 <sup>st</sup> in Qiangshu 1 <sup>st</sup> in All round individual	
	<b>The Hong Kong International Wushu Festival</b>	1 <sup>st</sup> in Jianshu 3 <sup>rd</sup> in Changquan	1 <sup>st</sup> in Jianshu 1 <sup>st</sup> in Qiangshu 3 <sup>rd</sup> in Changquan	
	<b>The Hong Kong International Wushu Competition</b>	1 <sup>st</sup> in All round individual 1 <sup>st</sup> in Changquan 1 <sup>st</sup> in Jianshu 1 <sup>st</sup> in Qiangshu	1 <sup>st</sup> in Changquan 1 <sup>st</sup> in Jianshu 1 <sup>st</sup> in Qiangshu	
	<b>Hong Kong Open Wushu (Competition and Tradition) Championship</b>	1 <sup>st</sup> in 五郎八卦棍 2 <sup>nd</sup> in Jianshu	1 <sup>st</sup> in Jianshu	
	<b>Hong Kong Open Wushu Children and Youth Competition</b>	1 <sup>st</sup> in Qiangshu 3 <sup>rd</sup> in Qiangquan 4 <sup>th</sup> in All round individual	1 <sup>st</sup> in Changquan 1 <sup>st</sup> in Qiangshu 2 <sup>nd</sup> in All round individual	
<b>Shatin Wushu Championship</b>	1 <sup>st</sup> in Changquan 1 <sup>st</sup> in Jianshu	2 <sup>nd</sup> in Changquan 3 <sup>rd</sup> in Jianshu		

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
SPORTS (Non-HKSSF)	<i>New Territories Age Group Swimming Competition</i>	1 Third place	2 First place 1 Second place 3 Third place	
	<i>Age Group Short Course Swimming Competition</i>	1 Third place	1 Third place	
	<i>Harbour Race</i>		<b>School Group Men:</b> 2 <sup>nd</sup>	<b>School Group Men:</b> 1 <sup>st</sup>
	<i>Age Group Long Course Swimming Competition</i>		1 Third place	
	<i>Hong Kong Water Safety Day – The Hong Kong Open 3000m Competition</i>	1 Merit		
	<i>Hong Kong Open Water Swimming Championship</i>			<b>Boys' School Team:</b> Champion <b>Boys' Individual:</b> 4 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>
	<i>Hong Kong Open Water Swimming Competition Series</i>	3 <sup>rd</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>		3 <sup>rd</sup> , 8 <sup>th</sup>
	<i>Wanchai District Age Group Swimming Competition</i>	1 First place 2 Second place 1 Third place		
	<i>MOVEathon Open Water Swimming Competition</i>	<b>U13-15:</b> 3 <sup>rd</sup> , 4 <sup>th</sup> in 600m		
	<i>Hong Kong Amateur Aged Group Long Course Swimming Competition</i>	<b>Age 13-14:</b> 1 <sup>st</sup> in 50m backstroke 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> in 200m freestyle		
	<i>Triathlon Individual / Clubs Series Award Scheme</i>			<b>Boys 2002 Individual:</b> 2 <sup>nd</sup> in Overall 2 <sup>nd</sup> in Triathlon 2 <sup>nd</sup> in Aquathlon 3 <sup>rd</sup> in Duathlon
	<i>Hong Kong Secondary School Trampoline Championship</i>	<b>Grade A Individual:</b> 1 <sup>st</sup> <b>Best performance award:</b> Winner		<b>Grade C Individual:</b> 3 <sup>rd</sup>
	<i>Tai Po Sports Association Gymnastics &amp; Trampoline Competition</i>			<b>Grade C Trampoline:</b> 2 <sup>nd</sup>
	<i>Hong Kong Trampoline Age Group Championship</i>	<b>Grade A Individual:</b> 1 <sup>st</sup>		
	<i>Hong Kong Gymnastics Open</i>	<b>Grade B Individual:</b> 1 <sup>st</sup> <b>Open Individual:</b> 3 <sup>rd</sup>		
	<i>Don't Drop The Ball Program (Rugby)</i>			<b>Secondary School Boy's Division:</b> Shield Champion
	<i>Samsung 61<sup>st</sup> Festival of Sport – 9 Ball Inter-School Pool Championship</i>			<b>Grade A Team:</b> Champion

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
SPORTS (Mind Sports)	<i>Hong Kong Secondary Schools Chinese Chess Competition</i>	<i>Secondary Group:</i> 1 <sup>st</sup>	<i>Secondary Group:</i> 1 <sup>st</sup>	<i>Secondary Group:</i> 2 <sup>nd</sup>
	<i>National Day Cup Chinese Chess Competition</i>	<i>Open Group:</i> 3 <sup>rd</sup> <i>Secondary Group:</i> 1 <sup>st</sup>		<i>Senior Secondary Group:</i> 1 <sup>st</sup> <i>Junior Secondary Group:</i> 3 <sup>rd</sup> <i>Secondary Group:</i> 2 <sup>nd</sup> , merit (2)
	<i>HKPU Chinese Chess Competition</i>			<i>Secondary Group:</i> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , Merit
	<i>Tin Ngai Cup Chinese Chess Competition</i>		<i>School Team:</i> 2 <sup>nd</sup> <i>Senior Secondary:</i> 2 Merit <i>Junior Secondary:</i> 1 Merit	
	棋道盃全港中國象棋比賽		<i>Senior Secondary Team:</i> Champion <i>Senior Secondary Individual:</i> Champion, 4 <sup>th</sup> <i>Junior Secondary Team:</i> 2 <sup>nd</sup> <i>Junior Secondary:</i> 3 Merit	
	「小棋聖盃」全港學界棋藝大賽		<i>School Team:</i> Champion <i>Secondary School and Post-secondary individual:</i> Champion	
	<i>Sports Festival Hong Kong Chinese Chess Speed Competition</i>	<i>Secondary Group:</i> Team: 3 <sup>rd</sup> Individual: 3 <sup>rd</sup>		
	<i>Heung To Middle School Inter-school Chinese Chess Competition</i>	<i>Team:</i> 1 <sup>st</sup> <i>Individual:</i> 1 <sup>st</sup>		
	<i>Rose Bowl (Inter-school Bridge Competition)</i>		<i>Qualifying section</i> 16 <sup>th</sup>	

Category	Name of Competition / Organization	Award / Prize details			
		2015/16	2016/17	2017/18	
ACADEMIC	<b>Hong Kong Schools Speech Festival</b>	<p><b>4 First runner-up:</b></p> <ul style="list-style-type: none"> <li>- Solo Verse Speaking Non-open (F1 and F2 boys) (2)</li> <li>- Solo Verse Speaking Non-open (F4 boys)</li> <li>- 散文獨誦 (粵語)</li> </ul> <p><b>1 Second runner-up:</b></p> <ul style="list-style-type: none"> <li>- 散文獨誦 (粵語)</li> </ul> <p><b>10 Merit:</b></p> <ul style="list-style-type: none"> <li>- 詩詞獨誦 (粵語) (2)</li> <li>- Solo Verse Speaking Non-open (F1&amp;2 boys) (3)</li> <li>- Solo Verse Speaking Non-open (F3 boys) (2)</li> <li>- Solo Verse Speaking Non-open (F4 boys) (2)</li> <li>- Solo Prose Reading Non-open (F6 boys)</li> </ul> <p><b>11 Proficiency:</b></p> <ul style="list-style-type: none"> <li>- 詩詞獨誦 (普通話)</li> <li>- Solo Verse Speaking Non-open (F1&amp;2 boys) (7)</li> <li>- Solo Verse Speaking Non-open (F4&amp;5 boys) (3)</li> </ul>	<p><b>1 First runner-up:</b></p> <ul style="list-style-type: none"> <li>- Solo prose reading (F5)</li> </ul> <p><b>4 Second runner-up:</b></p> <ul style="list-style-type: none"> <li>- Public speaking Non-open (F1-F3)</li> <li>- Solo verse speaking Non-open (F3)</li> <li>- Solo verse speaking Non-open (F5) (2)</li> </ul> <p><b>22 Merit:</b></p> <ul style="list-style-type: none"> <li>- Solo verse speaking Non-open (F1-F3 boys) (12)</li> <li>- Solo verse speaking Non-open (F4 boys)</li> <li>- Solo prose speaking Non-open (F4 boys)</li> <li>- Solo verse speaking Non-open (F5 boys) (3)</li> <li>- Solo prose speaking Non-open (F5 boys) (3)</li> <li>- 散文獨誦 (粵語)</li> <li>- 散文獨誦 (普通話)</li> </ul> <p><b>4 Proficiency</b></p> <ul style="list-style-type: none"> <li>- Solo verse speaking Non-open (F1-F3) (2)</li> <li>- Solo verse speaking Non-open (F4)</li> <li>- 散文獨誦 (粵語)</li> </ul>	<p><b>1 Champion:</b></p> <ul style="list-style-type: none"> <li>- Public speaking team</li> </ul> <p><b>3 First runner-up:</b></p> <ul style="list-style-type: none"> <li>- 散文獨誦 (普通話)</li> <li>- Solo verse speaking Non-open (F6 boys)</li> <li>- Prose reading Non-open (F6 boys)</li> </ul> <p><b>4 Second runner-up:</b></p> <ul style="list-style-type: none"> <li>- 散文獨誦 (普通話)</li> <li>- Prose reading Non-open (F6 boys)</li> <li>- Solo verse speaking Non-open (F6 boys)</li> <li>- Solo verse speaking Non-open (F3 boys)</li> </ul> <p><b>4 Merit:</b></p> <ul style="list-style-type: none"> <li>- 詩詞獨誦 (粵語)</li> <li>- 散文獨誦 (粵語)</li> <li>- Solo verse speaking Non-open (F3 boys)</li> <li>- Solo verse speaking Non-open (F4 boys)</li> </ul> <p><b>5 Proficiency</b></p> <ul style="list-style-type: none"> <li>- 詩詞獨誦 (粵語)</li> <li>- 散文獨誦 (粵語) (4)</li> </ul>	
		<b>Page Turner Inter School English Reading Contest</b>			Champion
		「敢言有夢」拍住上中小學辯論比賽		最佳合作獎	
		<b>Australian Mathematics Competition</b>	4 Distinction 14 Credit 1 Prudence Award	4 Credit	
		<b>Confucius Cup Secondary School Mathematics Olympic Open Competition</b>	2 Second prize 4 Third prize	1 Third prize	
		<b>Asia International Olympiad Open Contest – Mathematics</b>		<b>Grade 7:</b> 1 Bronze	
		<b>Asia Pacific Cup Invitational Competition</b>		2 Second prize 6 Third prize	
		<b>The Asia International Mathematical Olympiad Open Contest</b>	2 Third prize		

Category	Name of Competition / Organization	Award / Prize details		
		2015/16	2016/17	2017/18
ACADEMIC	<b>Hong Kong Youth Mathematics Elite Competition</b>	1 Third-class honour		1 Third-class honour
	<b>Hong Kong &amp; Macau Mathematical Olympiad Open Contest</b>	1 Third prize		
	<b>Olymprix Chern Invitational (HK) contest</b>	1 Third prize		
	<b>'Hua Xia Cup' National Mathematics Olympiad Invitational Competition (Hong Kong District)</b>	<b>Qualifying:</b> 9 Third prize <b>Final:</b> 1 Third prize		
	<b>Secondary School Mathematics and Science Competition</b>	Physics 1 Credit Chemistry 2 Credits		Chemistry 4 Distinctions, 2 Credits. Biology 2 Distinctions, 1 Credit. Physics 1 Distinction.
	<b>Hong Kong Biology Olympiad</b>	3 Merit		
	<b>HKICPA Accounting and Business Management Case Competition</b>	Proficiency Award	Merit Award	Proficiency Award Merit Award HKICPA Scholarship
	<b>Junior Achievement Personal Finance</b>	Certificates of Achievement		
	<b>Joint School District Orienteering Championship</b>	3 <sup>rd</sup> in NT		
	<b>The Hong Kong Academy of Gifted Education</b>	4 students		
SERVICE	<b>The Sir Edward Youde Memorial Prizes for secondary schools students</b>	1 F6 student	2 F6 students	2 F6 students
	<b>Shatin Best Student Award</b>		1 Winner	
	<b>Future Leaders Award</b>		1 Winner	
	<b>Caritas Bazaar</b>	The Best Improvement Award		
	<b>St. John Ambulance Brigade Cadet Command Inter-Divisional Competition</b>	3 <sup>rd</sup> Overall 1 <sup>st</sup> Home Nursing (Overall) 2 <sup>nd</sup> Team competition (Overall) 2 <sup>nd</sup> Team First Aid (Overall) 3 <sup>rd</sup> Team First Aid (NTE) 4 <sup>th</sup> Uniform and Equipment	1 <sup>st</sup> Overall 1 <sup>st</sup> Team Ambulance (Overall) 1 <sup>st</sup> Team First Aid (Overall) 2 <sup>nd</sup> Home Nursing (Overall) 2 <sup>nd</sup> Team First Aid (NTE)	2 <sup>nd</sup> Overall 1 <sup>st</sup> Team First Aid (NTE) 2 <sup>nd</sup> Home Nursing (Overall) 3 <sup>rd</sup> Foot Drill (Overall)
	<b>President Shield Scout's Skill Competition</b>			<b>NTE Region:</b> 2 <sup>nd</sup> runner-up
	<b>Red Cross Shatin North Youth Drilling Competition</b>		Champion	
	<b>Hong Kong Red Cross Youth of the Year</b>		<b>East NT District:</b> Winner	<b>East NT District:</b> Winner

## 5.5 Major Social Services

2017 – 2018

- ◆ School-based Social Services curriculum for all senior secondary students including Elderly Service (for Form 4) and Serving for the Community (for Form 5)
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Causal Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale and Hong Kong Caritas Bazaar
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: The Philippines Work Camp, Care Programme – Cambodia, Voluntary Service and Photography in Taiwan, Vietnam Work Camp, Families in Hong Kong through the Lens

2016 – 2017

- ◆ School-based Social Services curriculum for all senior secondary students including Elderly Service (for Form 4) and Serving for the Community (for Form 5)
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Causal Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale and Hong Kong Caritas Bazaar
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: The Philippines Work Camp, Care Programme – Cambodia, Voluntary Service and Photography in Taiwan, Grassroots Families in Hong Kong

2015 – 2016

- ◆ School-based Social Services curriculum for all senior secondary students including Elderly Service (for Form 4) and Serving for the Community (for Form 5)
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Causal Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale and Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: The Philippines Work Camp, Care Programme – Cambodia, Grassroots Families in Hong Kong

## 6. Financial Summary

### Financial Summary for the 2016/2017 School Year

	Government Fund	Non-Government Fund
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS subsidy (including government grants not subsumed in DSS unit rate payable to schools)	76.6%	N.A.
School Fees	N.A.	22.9%
Donations, if any	N.A.	0.0%
Rental, Interest & Sundry Income	0.0%	0.5%
<b>TOTAL INCOME</b>	76.6%	23.4%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		78.8%
Operational Expenses (including those for Learning and Teaching)		8.2%
Fee Remission / Scholarship		4.5%
Repairs and Maintenance		1.1%
Depreciation		7.4%
Miscellaneous		0.0%
<b>TOTAL EXPENDITURE</b>		100.00%
<b>Surplus for the School Year#</b>	1.1 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operation Reserve as at the End of the School Year #</b>	6.7 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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

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

## 7. Feedback on Future Planning

The School Development Plan 2016-19 and the Annual School Plan 2017-18 were reviewed and evaluated. Based on the previous experiences and the school situations, the following Major Concerns and the relevant strategies were continued in the coming school year according to the schedule planning:

### Major Concerns (1): To develop learning and teaching strategies to cater for learner diversities

- To promote student learning in languages
  - ⇒ Develop strategic tools to improve reading and writing skills (by improving the design of junior form language curriculum to cater for learner diversities)
  - ⇒ Enhance students' motivation to learn (by developing teaching strategies which integrate different language skills)
  - ⇒ Improve vertical planning in curriculum development
- To strengthen the school-based SEN (Special Educational Needs) support
  - ⇒ Further develop the support strategies with the collaboration of SEN coordinator, Counseling Team, Heads of core subjects and Assessment Team
  - ⇒ Encourage and appoint teachers to enroll in SEN training (at basic and advanced level)
  - ⇒ Refine the tools and the policy of school-based SEN support

### Major Concerns (2): To support the culture of continuous professional development

- To enrich teachers' CPD (Continuous Professional Development) sharing
  - ⇒ Develop a mechanism to report and share the learning obtained through CPD
- To develop a culture of lesson observation
  - ⇒ Empower the panels heads to enhance a culture of sharing alongside lesson observation

### Major Concerns (3): To enhance the school culture of love and care

- To enhance students' learning of local and global issues and growth in social awareness
  - ⇒ Encourage students to participate in social service activities and build up their heart for caring for the community
  - ⇒ Open the school assembly as a sharing platform (civic education, social service and AWE (Activity Experience Week) sharing)
- To enhance students' understanding of the need for life-long planning
  - ⇒ Promote and strengthen students' awareness of life planning through the work of the CLP team and collaboration with other teams and the PTA (Parent-Teacher Association)

- To facilitate participation of all students in Co-Curricular Activities (CCA)
  - ⇒ To require all clubs and societies to have regular activities at lunch time or after school
  - ⇒ To have one CCA day each year so that all students can join activities organized by clubs, society or teams
  
- To help all students have a sense of responsibility for a clean school environment
  - ⇒ To conduct a classroom cleanliness campaign and give awards to the winners in school assembly
  - ⇒ To train students about standards of cleanliness and classroom norms
  
- To help parents fulfill their role as “primary educators” of their children
  - ⇒ To extend the parenting education to all parents by implementing the IFFD (International Federation for Family Development) case study methodology

「促進香港與內地姊妹學校交流試辦計劃」  
交流報告書

(2017/18 學年)

學校名稱： 德信中學

廣州二中及  
姊妹學校名稱： 僑香外國語學校

2007年 及  
締結日期： 2017年12月11日

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1	17年12月14日 廣州二中探訪及管涸層交流	了解相方友校校情,並洽談交流細節	本校度的工作實踐	---
2	18年1月17日 僑香外國語學校探訪及管理層交流	了解相方友校校情,並洽談交流細節	本校度的工作實踐	---
3	18年3月18日 廣州二中全体交流觀課活動 於教師發展日，帶領全體老師探訪姊妹學校。期望對方能安排老師參觀友校校園，讓本校老師了解內地學校「硬件」方面，即教學設備、器材等等的發展。另外，亦期望友校能安排不同科目的觀課活動，讓本校老師可以了解友校的課堂情況，包括不同的教學法及兩地在不同科目的教學內容之異同。完成觀課活動後，兩校的老師師可以進行專業交流，討論相關科目的教學策略及未來發展路向。	加深本校老師對內地學校教與學的認識，並了解兩地不同文化。	從教師問卷及各科組的報告得知老師經過是次探訪及觀摩，更了解內地的教育環境，並提出了一些可持續發展的方向及合作的意念。	行程時間較短,將來可分科組或以功能小組模式互訪。

4	18年4月21日 僑香外國語學校 粵港姊妹學校經典美文誦讀比賽	增加學生對中華文化的認識和欣賞； 提升他們的語文運用、表達能力和學習興趣，幫助他們建立自信；及 透過互相觀摩交流的機會，增進兩地姊妹學校師生感情。	透過活動促進兩地學生交流	---
5	18年5月25日 僑香外國語學校及廣州二中領導參加本校畢業禮	禮節交流	---	---

本學年參加交流活動的總人次如下：

學生：共10人次

老師：共90人次

校長：共5人次

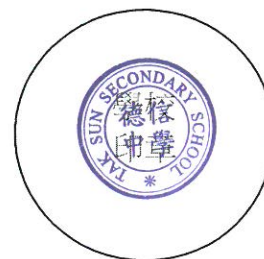
## 第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	廣州二中探訪及管層交流	交通費	1,894.70	
2.	僑香外國語學校探訪及管理層交流	交通費	306.00	
3.	廣州二中全体交流觀課活動	交通費	15,600.00	
		旅遊保險	5,227.69	
		漫遊電話費	31.50	
		教師簽證	1,990.00	
		視像記錄設備	53,130.00	
4.	粵港姊妹學校經典美文誦讀比賽	午餐	1,589.60	
5.	輔助人手(行政及技術)	薪金及強制性公積金	96,292.78	
		總計	176,062.27	
		津貼年度結餘	(56,062.27)	不敷由學校資助

## 第四部分：聲明

茲證明—

1. 本報告書已獲本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。

校監簽署： 

校監姓名： Dr Peter Herbert

日期： 20/11/2018