

# Tsung Tsin Christian Academy

## School Report of 2017-2018

### **(1) Our School**

Tsung Tsin Christian Academy (TTCA) begins with a core, cohesive group of individuals who with a common Christian belief; sharing a passion for educating the youth of Hong Kong using techniques and strategies that address the needs of all students and yet holding firm to the idea of academic rigor.

Our teachers not only grab the students' attention but, also keep them on the edge of their seats wanting to know more. Their enthusiasm ignites that spark of excitement that opens receiving minds to wider fields of knowledge. There is also an integrated learning of subjects both in the Arts and Sciences so that the education received is not confining but expanding. Given choices, students gain a sense of autonomy, are able to express opinions and will be more sociable. All these make them better people in society, possessing a wide range of skills.

Our young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review and create their own learning plan. All staff know and respond very well to the needs of individual students and thus promote and support their well-being. Tasks, activities and resources are effectively differentiated to ensure the appropriate pace and challenge for all learners.

Our young people are eager and active participants who are fully engaged, resilient, highly motivated and capable of interacting well during activities. Appropriately challenging and enjoyable learning experiences are matched to their needs. They are taught to understand the purpose of learning and have opportunities to take the lead in learning. Their views are sought, valued and acted upon.

Education is for the whole self – mental and physical. Sporting activities instill a healthy lifestyle by encouraging students to be physically fit, emotionally strong, and have good self-esteem. They build team spirit, and at the same time foster a sense of individuality. Students at TTCA are inspired, amazed and aware of life's endless opportunities.

More information is available on our School's homepage at <http://www.ttca.edu.hk> or the respective section under "School Profiles" for public reference:

[https://www.chsc.hk/ssp2017/sch\\_list.php?li\\_id=2&district\\_id=9&lang\\_id=1&frmMode=pagebreak](https://www.chsc.hk/ssp2017/sch_list.php?li_id=2&district_id=9&lang_id=1&frmMode=pagebreak)

## (2) Achievement and Reflection on Major Concerns

### Major Concern 1:

To further enhance the effectiveness of learning and teaching.

#### Achievement

Starting from 2017-2018, which was the last year of a cycle of three-year school development, we put high priority on promoting interactive learning and teaching strategies. Following this expectation, we aimed to enhance the effectiveness of learning and teaching. The strategies and achievements are as follows:

#### 1. To increase teachers' dedication to professional teaching with effective pedagogies

A number of staff development sessions were organized according to teachers' need in teaching pedagogies. We invited different schools to share their successful experience of using Google Classroom and e-learning to enhance the effectiveness of learning and teaching on 15<sup>th</sup> January and 9<sup>th</sup> June, 2018 respectively. The schools included S.K.H St. Mary's Church Mok Hing Yiu College, Baptist Wing Lung Secondary School and Tsung Tsin College. Besides, we also invited the teachers from Fanling Kau Yan College to share their experiences of group learning and self-regulated learning in different subjects on 15th January 2018. Half of teachers found the staff development sessions beneficial to effective teaching.

#### 2. To foster teachers' professional development on pedagogy and curriculum

Teachers were encouraged to attend teaching-related trainings run by Education Bureau or other academic institutions. All teachers attended at least one session of professional development programme on pedagogies. Generally speaking, all teachers were eager to attend these professional development programmes and some of them tried what they had learnt in their lessons.

This year, teachers were required to implement different pedagogies on subject base. Chinese Language continued with self-directed learning. Some subjects, including Biology, Chemistry and Mathematics, actively used eClassroom or other quick-response apps as a means of teaching and learning. In particular, they made use of Nearpod and the subject teachers earned the certification as Nearpod Certified Educators. Students were able to smoothly handle the tasks assigned and successfully exchange ideas with teachers and schoolmates. Meanwhile, some of our teachers, such as Chinese teacher Mr. Yeung and Biology teacher Ms. Lo, were invited by external organizations including Sharestart (學思達) and eClass (PowerLesson) to open their classrooms for visit and comments. Also, some of our teachers opened their lessons for the visiting teachers from Finland and Switzerland. We had ample opportunity to conduct professional dialogues with different educators.

According to the updated Curriculum Guide, each subject needs to review their existing school-based curriculum. After the review, the electives for each block in coming S.4 were refined to suit students' needs for their further studies. Also, the curriculum and teaching schedule of NSS Mathematics extended

parts were reviewed. The changes aimed to help students learn better with stronger foundation in math. At the same time, we explored the curriculum integration in LS and Humanities. An overview table of junior PSHE subjects in TTCA was compiled. Further discussion on new timetabling or lesson structures is needed and will go on in next academic year.

To align with the development of STEM education, a working group with the representatives from KLAs in Science, Mathematics and Information Technology was formed for preparation work. Some cross-subject projects were reviewed and difficulties arising from our modular teaching mode were spotted. Moreover, we reviewed the junior curriculum of Computer Literacy and ICT. A new curriculum structure about STEM in junior forms has been suggested. Again, their implementation would require new timetabling or lesson structures so more discussion will take place in next academic year. On the other hand, we promoted STEM education by means of STEM Club, learning trip(s) and external competition(s). For the STEM Club, students learnt about robotic, coding, phone stand design and speaker making in the meetings. They gave positive feedback as they could make something new through the club activities. Besides, with the sponsorship from Tsung Tsin Mission of Hong Kong, some students joined the training and went to Russia to participate in the International Tuymaada Olympiad. A few other students also joined the 粵港澳大灣區聯校創科營 2018. All these activities provided valuable eye-opening opportunity for our students to know more about STEM.

This year, the Departments of English and Geography worked together for “Language across Curriculum” collaboration in S.1. Students found the project interesting and made learning of Geography more effective.

### **3. To make good use of assessment data for enhancement of learning**

Based on the needs of each subject, marked DSE papers from alumni were purchased for instructional use in lessons, thus providing more authentic examples for students to strengthen their exam skills. Students found them beneficial to their learning.

Moreover, subject coordinators received the analytical reports of S3 TSA and DSE performance for further discussion with panel members. The subjects reviewed and analysed the effectiveness of students’ learning. Some teachers could also make good use of the statistics for the improvement of their teaching. Teachers showed positive feedback on the usage of assessment data.

This year, each teacher received a statistic report with comparison of data between Exam and UT for each student in order to review their teaching strategies. Box and Whisker Diagrams were also used to illustrate the overall performance for each class among the whole form in a visualized format. Last year, some teachers had mentioned that it was difficult to understand the performance of students with limited amount of data. Some were also concerned about the correlation between the data and the effectiveness of their teaching. Therefore, we organized a staff development session about the usage of data on 11th April, 2018. Teachers gave positive feedback on it.

#### **4. To foster learning skills that empower students to be effective learners**

Each subject had to design a self-learning package in order to help students foster learning skills. In general, the objective was achieved. More than 60% students were engaged in self-learning tasks. For instance, Chinese Language and Chemistry had designed pre-lesson worksheets for different forms. For S.1 Mathematics, teachers designed 2 self-learning packages as Chinese New Year holiday assignment and Easter holiday assignment. Teachers were positive and agreed that it could increase the teaching effectiveness in the lesson.

### **Reflection**

#### **1. To increase teachers' dedication to professional teaching with effective pedagogies**

Our teachers were keen to integrate e-learning into their daily teaching practice. The frequency of using iPads and teaching Apps was high and over half of the teachers had tried to use iPads in their lessons. Some teachers had a pioneer experience of using Google Classroom to distribute and collect lesson materials. The students found the lessons more interactive. More teaching pedagogies and professional dialogues would be expected in the coming year.

#### **2. To foster teachers' professional development on pedagogy and curriculum**

It is obvious that collaboration in design of pedagogy or curriculum benefits both professional development of teachers and the implementation of curriculum change. This allows teachers to develop both competencies and ownership of the change. It is also widely believed that curriculum change is not likely to succeed when teachers are merely viewed as practitioners who are expected to implement the plans of others. In the light of this, a team or working group should be developed so that more teachers could get involved in the discussion or decision-making process so as to increase the ownership of the changes.

#### **3. To make good use of assessment data for enhancement of learning**

As the copies of purchased paper were received late, some subject teachers commented that they could not use those papers widely in the lesson. Only some highlights of the purchased paper were discussed in the lesson. It was suggested S.5 subject teachers could study those papers early in the summer in order to understand the marking scheme better.

It was agreed that statistics of students' results in the same subject of the same form in different years could be used for setters to adjust the level of difficulties when setting papers. However, the usage of those data may cause worries to teachers if the purpose is not clearly clarified. The correlation between the quality of paper setting and students' learning may lead to different conclusions. How to collect and use those statistics still needs further exploration.

#### 4. To foster learning skills that empower students to be effective learners

In order to equip students to be effective learners, it is recommended that self-direct learning through doing preparatory work before lessons should be considered as one of the school objectives in the following year. Pre-lesson tasks should be assigned in all subjects so that students will learn more effectively during lessons and acquire a sense of ownership of the knowledge. This is to be put into practice on a whole-school basis so as to nurture students to take initiative in their own learning and create a preparatory learning atmosphere on campus.

#### Major Concern 2:

To further nourish students' morality and to extend students' leadership capacity.

#### Achievement

##### 1. To nourish students' virtues and morality towards life through a rich variety of activities

To nurture student's virtues and morality, an integrated curriculum to promote Values Education was adopted, providing a variety of structured and thematic programmes such as Day 1 Class Periods, 12-Disciple Mentoring Scheme, Belief Groups, Day 3 Assembly Periods and Morning Devotion. Each values education programme had its own functions and characteristics which avoided overlaps in terms of contents between the programmes and the school curriculum.

Programmes	PICs	Functions	Objectives
12-disciple Mentoring Scheme (Junior Forms)	Disciple Teachers	Christian & Moral Education, Character Building	<ol style="list-style-type: none"> <li>1. To build relationships between mentors and mentees,</li> <li>2. To build relationships among peers</li> <li>3. To learn from Jesus Christ and His disciples</li> <li>4. To learn from the Bible</li> </ol>
Belief Group (Senior Forms)	Belief Group Teachers	Character Building, Virtues Cultivation, Life Planning	<ol style="list-style-type: none"> <li>1. To help students cultivate good characters and virtues so that they are ready to act like mature adults</li> <li>2. To give students insight into stretching their potentials and coping with challenges in the future</li> </ol>

			3. To motivate students to think about the meaning of life from multiple perspectives
Class Period (Junior Forms)	Class Teachers & Supporting Teachers	Moral Education, Class Atmosphere	<ol style="list-style-type: none"> <li>1. To nurture students' positive values and attitudes so that they can cope with different situations in their daily life</li> <li>2. To prevent potential misbehaviour</li> <li>3. To build class spirit and a sense of belonging through inter-class competitions</li> </ol>
Class Period (Senior Forms)	Class Teachers & Supporting Teachers	Moral Education, Class Atmosphere, Life Planning	<ol style="list-style-type: none"> <li>1. To help students realise how personality and values affect themselves as well as their attitudes and behaviours towards family, society and future (including further studies and career)</li> <li>2. To prevent emotional problems related to studying</li> <li>3. To build class spirit and a sense of belonging through inter-class competitions</li> </ol>
Day 3 Assembly Period	Class Teachers & Supporting Teachers	Civic, Moral, Sex, Environmental Education, Christian Education, Life Education, Community Service, Career & Life Planning	<ol style="list-style-type: none"> <li>1. To organize whole school events which provide students with dynamic school life</li> <li>2. To offer expert talks organized by guest speakers and external organizations, which can enhance students' knowledge and understanding of different aspects of life</li> <li>3. To build class spirit and a sense of belonging through inter-class activities</li> </ol>

Morning Devotion	All Teachers	Christian & Values Education in terms of various areas.	<ol style="list-style-type: none"> <li>1. To nurture students' positive values and attitudes according to the school motto, the year theme and the core values emphasized by the school and EDB through 5-minute daily sharing conducted by teachers or students</li> <li>2. To offer opportunities for regular monthly ceremonies like Flag Raising and Prize Presentation</li> </ol>
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According to the feedback forms for the programmes mentioned above, more than half of the students who participated in the survey thought that the 12-Disciple Mentoring Scheme (63.0%), the Day 1 Class Periods (61.7%) and the Day 3 Assembly Periods (59.7%) were more effective in strengthening students' positive values and attitudes. Many of them also suggested that these programmes could broaden their horizons and meet their developmental needs. On the other hand, teachers thought that 12-Disciple Mentoring Scheme (78.6%), Morning Devotion (67.2%), the Day 3 Assembly Period (64.3%) were more effective to fulfil the targets.

## 2. To further enhance student leaders' good virtues, capacity and commitment

To achieve the goals, a series of student leadership training programmes were provided.

For the senior forms, 25 student leaders were selected to join the Humble Servant Leadership (HSL) Training. They were mainly the chairpersons, vice-chairpersons or the core members of different school teams, including Student Union, Prefects, Fellowship Committee, House Committee, Student Ambassadors and Representative Council.

The HSL training in this academic year aimed at fostering a sense of belonging and sense of achievement. In the training programme, students were reminded that they were the role models for their team members and peers. Their leadership capacity and commitment was also emphasised.

In the survey, the student leaders gave positive feedback to the training programme. They agreed or strongly agreed that the programmes were able to help build a sense of belonging towards their teams (86.2%) and a sense of achievement for their teams (76.2%). Through the training activities, the student leaders thought they could act as role models for their team members (61.9%). They could also enhance leadership capacity, especially through the 2-day wild training camp (80.9%), and uphold their commitments to the teams.

For the junior forms, 15 students from S.3 were nominated to participate in the Junior Leadership (JL) Training programmes. These programmes provided the current and potential student leaders with training camp, workshops and presentation skills training.

According to the JL participants' feedback, the training programmes were successful in further developing their characters like being respectful (94.5%), positive (77.7%), self-confident (78.8%) and self-disciplined (78.5).

In this school year, student leaders were provided with a variety of shining platforms. For instance, they regularly made school announcements and assisted in prize presentation. They acted as the "big brothers and sisters" in the peer mentoring scheme. Generally speaking, the teachers-in-charge were satisfied with students' performance in these aspects.

### **3. To enhance students' potential, autonomy, sense of belonging and achievement**

Throughout the school year, we organized different inter-class activities for all S.1 to S.6 classes. We announced and displayed the records of inter-class competitions in each class monthly. At the end of the school term, we also presented prizes to the winner of each form in the closing ceremony. This was our first year to run the inter-class competitions and students' sense of belonging to class was successfully developed. According to a whole-school survey involving 556 students, around 50% strongly agreed that they enjoyed the inter-class Music Contest, Classroom Cleanliness Competition and Board Display Competition. 60% agreed that they enjoyed School Picnic and Day 3 Assembly Inter-class activities. 56% and 53% agreed that the competitions helped strengthen their sense of belonging to the class and cultivate their relationship with their two class teachers respectively. Overall, 64% strongly agreed or agreed that they were proud of their class.

Besides, we worked with the Student Union to arrange an inter-class Dodgeball competition this year. It helped to stretch the potential of Student Union members and increase their autonomy.

### **4. To build constructive relationships with parents, alumni and the community, thus joining hands to nurture students**

Info Day was successfully held in November. More than 1000 participants attended the school Briefing Session on the Info Day, which reached our success criteria. Teachers, students and parents worked together on the Info Day to promote the school to the public. From the response of the participants on the Info Day, it was found that the school was well known to the community and the participants were eager to know the school more.

Alumni were invited to share with the senior form students their experiences on selecting faculties when preparing to enter Universities or Tertiary Institutes. The students found their sharing helpful.



The Parent-Teacher Association had autonomy to organize Parents' Interest Classes and Workshops in order to allow parents to know each other so as to strengthen the network and support among parents especially on parenting. Through these gatherings, parents might talk about the school affairs and bring comments to the school through the Parent-Teacher Association. From the following Stakeholder (parents)'s survey, parents showed positive support to the school.

家長對學校的意見 (Top 5 items)

我樂意讓子女在本校就讀	4.2
我的子女與同學相處融洽	4.1
本校學生尊敬教師	4.0
我的子女喜愛學校	4.0
老師關心我的子女	4.0

## 5. To support students with special educational needs

To help students with special educational needs, we coordinated or organized many special programmes. We had Social Skill Training Group, Special Sex Education Group,「快樂『球』學計劃」, General Training (Volunteers) Group and Drama Training Workshop to build their inter-personal skills. We also had Attention Training Group, Dyslexia Support Workshop and Career Planning Workshop to support students with special educational needs in academic aspect. We closely worked with different parties, including external organisations and Domain 2 of our school, to provide training to our students. For the Dyslexia Support Workshop, we collaborated with our social workers and the Chinese Language Department. In terms of external support, we succeeded in inviting “Caritas Hong Kong” and “YM Balloon” to come to our campus and provide professional training to our students.

Both the teachers-in-charge and social workers gave positive responses to all these programmes. Over 87% of the persons-in-charge agreed that we should organize these workshops again in the coming school year.

Regarding individual support and monitoring to the serious cases, we established a database which was shared by the SEN Team Teachers-in-charge, Discipline Teachers-in-charge, Class Teachers/ Supporting Class Teachers and social workers. With better communication with different parties, we were able to provide sufficient support to the students concerned.

## Reflection

### 1. To nourish students' virtues and morality towards life through a rich variety of activities

An integrated curriculum for Values Education was constructed in this academic year. It was holistic and well-structured for student development.

Our school was honoured to receive “The Excellent Award in the 2nd Outstanding Teaching Award for Moral Education” jointly organized by the Education Bureau (EDB) and Winsor Education Foundation. This is a recognition of our effective school leadership, and ceaseless efforts to nurture students' virtues and morality towards life.

The Day 1 Class Period was newly introduced in this academic year, and its effectiveness relied on both Class Teachers (CT) and Supporting Teachers (ST) playing the role of facilitators. However, there is still room for improvement in terms of the planning and implementation of the programmes. It is suggested that professional sessions about good practices on pastoral care should be conducted in Staff Fellowship, Domain 3 working group meetings and Staff Development Day. Class Teachers and Supporting Teachers can then be better-equipped to manage the classes and promote positive values and attitudes in students. Evidences from the 12-Disciple Mentoring Scheme as well as S.4 Belief Group co-organized by TTCA and Ladder Mission (天梯使團) have shown that mini-group meetings were more favourable in nurturing students' virtues and morality, as communication between mentors and mentees could become more in-depth. Therefore, in the coming school year, more split-class discussion between teachers and students will be arranged.

To further improve Class Period, the topics and contents can be further developed and modified. For instance, more emphasis should be put on reinforcing junior students' competencies of positive thinking and resilience.

Day 3 Assembly Period has become more well-structured and well-organized. According to the feedback forms from both teachers and students, they appreciated the inter-class activities, which helped enhance class spirit and build a sense of belonging. Although the majority of students thought the assembly period could meet their developmental needs and nurtured their positive values, a certain number of students had other opinions. Instead of renewing the assembly's topics, more consideration will be given to the assembly format. Some good examples include a mass game conducted in the assembly of “Group Project Learning” and a ceremony in which students posted the blessing cards on the thanksgiving trees. Hence, students should be given more chances to participate in the assembly periods. Apart from this, approaching more suitable guests and external organizations for expert talks could make the assemblies more effective. More communication between the teachers-in-charge and the guest speakers will ensure that the contents of assembly can truly meet our students' interests and developmental needs.

To further strengthen our values education, the school will join “Learning Circle of Values Education 2018-19” organized by EDB, which is a collaboration with our teachers-in-charge to provide support to schools, including co-planning of lessons, school-based class observation, cross-school class observation, and professional sharing.

Student leaders have become more mature in organizing activities and demonstrated good virtues and commitment through HSL and JL training programmes. Nonetheless, there is still room for improvement in developing their mentality. According to their evaluation forms, student leaders were more prepared to become the role models for their team members (61.9%) rather than their peers (47.6%). They could be responsible and do well for their teams, but they may not behave well when they were off duties. It is expected that the difference between the ideal-self and real-self of student leaders can be eliminated under the care and guidance of teachers-in-charge so they will become genuine humble servant leaders in the future.

Concerning their capacity and commitment, most of the student leaders were able to fulfil their tasks as expected. However, teachers-in-charge found that they seldom took the initiatives to do more for their teams. It is hoped that the senior student leaders can be more proactive in organizing school activities and speaking out for future school development.

## **2. To further enhance student leaders’ good virtues, capacity and commitment**

For the Peer Counselling Scheme, the core members (chairpersons, vice-chairpersons and others with main posts) from different teams replaced the Campus Ambassadors in the previous years to serve as peer mentors and take care of S.1 students. Both teachers and social workers found that these student leaders were more capable of caring for S.1 schoolmates than those in the past. However, it was quite demanding for some of them to play this role when they had to simultaneously take up the tasks in their teams and cope with studies. Hence, some of the non-core team members with good learning attitudes and conduct may be considered as potential peer mentors.

## **3. To enhance students’ potential, autonomy, sense of belonging and achievement**

During the lunch chats, most of the class representatives expressed that they were happy about the school picnic and hoped to keep it in the next year. Teachers could also see a lot of smiling faces in Day 3 inter-class activities. It was good for students to share some happy time together, which also built their relationships and fostered their sense of belonging to their class. It is recommended that the inter-class activities continue in the coming year.

Teachers and students used to complain that it was not easy to find common time for the whole class to work together for the Board Display Competition and Music Contest. It was good that we reserved some class periods so that classes could prepare better for the Board Display Competition and Music Contest.

For the Day 3 inter-class activities, it is suggested that teachers may arrange the grouping in the class rather than students doing this by themselves to prevent students from forming coteries. Moreover, teachers-in-charge need to communicate with the form coordinators better to inform Class Teachers/Supporting Class Teachers of the importance of reminding their students to bring P.E. uniform for various activities.

**4. To build constructive relationships between the school and parents, alumni and the community, thus joining hands to nurture students**

More possibilities on involving our alumni in nurturing the current students should be explored. For instance, apart from experience sharing as career guidance, alumni working at the managerial level can serve as advisors for the current student leaders. Their in-service experience would be valuable to our student leaders.

**5. To support students with special educational needs**

We developed a comprehensive system to support students with special educational needs this year. We ran training workshops for social skills and academic skills building. Social workers noted that the participants were willing to join the workshops after the first session, as they found the workshops interesting, practical and experiential with lots of games or exercises.

Besides workshops, we have also worked with the educational psychologist, social workers, Discipline Teachers and Class Teachers/Supporting Class Teachers to support the serious cases. The outcome was very encouraging. A student's conduct mark had been D grade due to many misbehaviours in the 1st school term and he got B grade in the 2nd school term with our concerted efforts. We also found that most of the students had great improvements in aspects like self-control and respecting others. The improvements were shown in their conduct marks. In addition, parents showed their appreciation for our support to their children by phone.

**Major Concern 3: To promote a professional education community.**

**Achievement**

**1. To further enhance the good collaboration among Domains and Teams under the new administrative structure.**

Regular Administrative Council (AC) meetings were held once per cycle while Deans and Managers in the same Domain would meet regularly per cycle. School policies were first discussed in the AC meeting and then presented in the Managers' Meeting to ensure that the Managers were well informed. Similarly, when Managers had any concerns or comments, Deans of two Domains would bring them to the AC meetings for further discussion. In this regard, Managers' comments or suggestions were well considered in the AC meeting.

## **2. To equip the teaching team with updated information in the education field**

Teachers were eager to attend the external seminars to keep abreast of the educational trend, including the seminars or workshops on curriculum, STEM or collaborative learning. Besides, 5 school-based Staff Development Sessions were held this year on topics such as “How teachers help students’ career & life planning?” and Google Classroom.

### **Reflection**

#### **1. To further enhance the good collaboration among Domains and Teams under the new administrative structure.**

To enable a direct interaction between Deans and Managers in the process of school policy making, it was suggested that Managers attend the AC meetings too. Managers would then be directly involved in the school policy making, and thus communication and collaboration would become more effective.

#### **2. To equip the teaching team with updated information in the education field**

The school can play a more active role to encourage teachers to maintain the competency in the profession.

### **(3) Our Learning and Teaching**

The Domain of Learning and Teaching devotes every endeavor to quality learning and teaching. Each student in TTCA is treated as an individual. We consistently aim at overcoming potential barriers to learning and welcome the opportunity to provide a rich and diverse education which meets the needs of individual students.

We take the view that all TTCA students have strengths as well as areas for further development, and all are capable of various kinds of achievements. They develop as leaders in our future society. All of them should have the opportunity to fulfill their potential.

Responding to this fast-changing world, we evaluate our curriculum regularly and refine it when necessary so as to keep it up-to-date to suit the needs of individual students. Their needs are constantly reviewed in partnership with parents and students so that we can ensure that learning is achieved through rich and varied experiences within and beyond the classroom.

To facilitate quality learning, we have been focusing on areas such as the Students’ Learning Attitude, Student Learning Profile, Students’ Reflection, Reading Scheme, Gifted Programmes, Enhancement Scheme and Footprints Scheme.

We believe that effective learning starts with a good learning attitude and thus the school has put a great deal of effort in training our students to be responsible learners with continuous assessment of learning

attitudes based on performances in coursework and lessons. To cultivate a positive learning atmosphere, we constantly organize learning activities for our students. For instance, we organized an inter-class quiz show during lunch time as well as opened study rooms for S1 to S3 students to study with some student-mentors before every uniform test and examination period. The school also rewards students showing high initiatives and conscientiousness in monthly prize presentations.

This year, TTCA teachers tried a wide range of pedagogies in their lessons. Self-regulated learning skills, grouping learning skills, different educational Apps were used so as to make the lessons more interactive. Some of our teachers were invited by external organizations for lesson demonstration and sharing with other educators.

In TTCA, all the subjects reviewed their existing curriculum according to the newly launched Curriculum Guide from EDB. The development of STEM education, lesson time allocation, lesson structure, etc. will be reviewed and discussed in next academic year in order to enhance the learning effectiveness.

### **1. Modular Curriculum**

Diversified modular programmes are implemented in different terms during the students' junior years. As fewer subjects are taken in each term, time is better allocated for students to master the newly acquired knowledge and skills. Also, with the introduction of the new senior secondary curriculum, the senior form students are allowed more flexibility in terms of combination of elective subjects. When students' interests and needs are met, they are certainly more motivated to learn and excel. To further increase students' motivation and autonomy in learning, our teachers welcome interactive teaching approaches such as group discussion, pair work, oral presentation and role-play.

### **2. Catering for Students' Individual Differences**

The small class teaching policy has been adopted in the school. With around 25 students in a class, interaction in learning is facilitated. There are two class teachers in each class to provide students with sufficient care.

Through a wide variety of teaching and learning activities during lessons, teachers can cater for most students' needs and interests. At the same time, we understand that higher achievers and less capable students should receive more individual guidance. For example, the potential of higher achievers is further stretched through enhancement classes so that they can obtain even better results in public examinations. On the other hand, less capable students can participate in remedial classes to consolidate their foundation so that they can be more confident in daily lessons.

In order to develop student's strengths to the fullest with enrichment experience, we make good use of Diversity Learning Grant to conduct different programmes for senior form students, such as Note processing workshop, Critical Thinking & Writing workshop and the workshop for Mock Interview. Looking ahead, TTCA will explore different learning opportunities that maximize the effectiveness of students' learning.

### 3. Other Learning Experiences (OLE)

In order to widen students' horizon, "Other Learning Experience" Days were arranged for different forms this year, aiming to enrich their learning other than that of the main curriculum. Career talks, Mathematics Fun Day, Site-visits, field trips, learning trips (China, Germany, Scotland, Singapore, Taiwan and United Kingdom) were arranged for students. All these experiences did broaden students' horizon and enrich their school lives at the same time.

#### Career and Life Planning

We believe that making a career choice is not a "one-click" process. Students need to discover their own interests and understand the career world in order to make their decisions. With the annual recurrent cash grant by Education Bureau, the Career Guidance Team worked very hard to conduct different career-related programmes for all students.

In addition, the Career Guidance Team also organized multiple career-related activities including life planning workshops, workplace visits, career talks and career workshops. To help S.3 students to prepare well for the subject selection for S.4, talks on selecting subjects were specially held for them. Besides, over 20 alumni from different local and overseas universities were invited to introduce their study and university lives and provide information for S.4 and S.5 students to plan their future ahead. Career visits, such as to Disneyland and High Court, Universities Open Day Visit and Career OLE Day for S.5 students were great opportunities for senior students to widen their vision on career prospect. For S.6 students, Mock Interview, Mock JUPAS result release and Parents' Talk were arranged. These well-received activities were fruitful experiences for the participants.

### 4. EMI Environment

As an EMI school, TTCA emphasizes on maintaining an English speaking environment. Students are required to speak in English with teachers inside and outside classrooms. In addition, we encourage students to visit our "Self-Access Learning Centre" during lunch time. Students enthusiastically participate in a wide range of activities organized by our Native English Speaking Teachers at the centre and they enjoy learning English with fun. The school continually strives to improve students' English competency in learning.

### 5. External Liaison

Chinese Language Department was invited by the Education Bureau's Language Education Support Section to join the secondary school mutual visit and exchange programme for Chinese Language Subject's "Curriculum Leadership Professional Development Plan" with the theme of "Catering for Learner Diversity through the implementation of Self-directed Learning". Through lesson observation and school-based experience sharing, the activity enabled the participants to learn TTCA's rationale and classroom strategies in the implementation of self-directed learning to cater for learners' diversity. Participants then have deeper understanding of and reflection on their curriculum leadership roles.

The Sham Shui Po Secondary-Primary Schools Collaboration Scheme 2017-2018 held between TTCA and Lingnan University Alumni Association (Hong Kong) Primary School offered an opportunity to 10 S.3 to S.4 students from TTCA to serve as junior teachers. Our elites not only shared their expertise in various areas of STEM with the primary students, but also prepared lessons and experiments especially for the primary school visitors. To help primary students understand secondary school life better, we organized Experience Days for P.5 students from S.K.H. Wei Lun Primary School, Hong Kong Baptist Convention Primary School and Shatin Tsung Tsin School. Our teachers prepared interactive lessons adapted for primary 5 level and our Student Ambassadors led our visitors to explore the secondary school campus.

## 6. STEM Education

To align with the development of STEM education, a working group with the representatives from KLAs in Science, Mathematics and Information Technology was formed for preparation work. We promote STEM education by means of running STEM Club, arranging learning trip and participating in external competition. A new STEM curriculum structure in junior forms has been suggested, and discussions on curriculum integration and cross-subject projects are in progress.

## (4) Support for Student Development

### Programmes organized by Domain of Student Development:

#### Christian Education

The school has endeavoured to set strategic plans to promote Christianity and nurture students' spiritual growth. 66% of TTCA students are Christians, and a number of programmes were launched to further nurture the spiritual growth of our students this year.

#### *12-Disciple Mentoring Scheme (S.1-3)*

The 12-Disciple Mentoring Scheme began in the school's founding year. Each teacher is appointed as a mentor to around twelve junior students for three years since S.1. Under the scheme, both teachers and students have chances to share their life stories with each other.

In this academic year, a number of major events were held for this scheme, including the S.1 Life Camp from 26 to 27 March 2018, the S.2 Post-exam Activity on 29 June 2018, and the S.3 Singapore Learning Trip between 25 and 29 March 2018. Not only did these disciple programmes create a collective memory of adolescence for our students, but they also provided them with a good opportunity to live out the spirit of the school motto "Faith, Hope, Love" among their peers and with their disciple teachers.

#### *Belief Group (S.4-6)*

To further meet students' developmental needs, some mid-sized groups were organized by various external Christian organizations.



For S.4 students, a spiritual cultivation programme was organized by Ladder Mission (天梯使團) which stressed the importance of and interrelationship between “Self-understanding”, “Relationship with Others” and “Application and Action”. Through the programme, students also tried to show love to each other by doing a variety of blessing actions.

For S.5 students, a life education programme was run by the Full Grace Service Centre (深恩軒) of Tsung Tsin Mission of Hong Kong. The programme nurtured positive thinking and educated our students to love their own life passionately. Besides, a series of movie workshops by the Society For Truth and Light (明光社) served as a platform for our S.5 students to reflect on the nature of human beings as well as some ethical and moral issues in different kinds of movies.

On the other hand, our S.6 students joined a project called “喜動青年計劃” launched by Breakthrough Limited (突破機構). This was a life planning education project which inspired our students to strive for a meaningful life, care for society, and to know and follow Jesus Christ. By hosting the “Go Slow Market” in Shamshuipo, students could make good use of handicraft bazaars, city guided tours and road running events to learn to slow down and quiet down. They could then re-establish connection with the world, with the city, with our neighbours and with other souls, and return to a true rest.

#### *Daily Bread Time*

More than 40 students voluntarily gathered at the Joshua Yau Auditorium early in the morning every day for the Daily Bread Time. Under the guidance of teachers, they studied the Bible, got inspired by God’s Word and had reflection before starting a new school day. This year, our participants studied the Books of Matthew as well as 1 Samuel during the Daily Bread Time.

#### *Morning Devotion*

Students and teachers assemble at the Covered Playground to start the day by worshipping God together. They share their belief and life stories relating to the values that the school emphasizing. They also share their views and learning in various aspects, such as current affairs, community services and environmental protection.

To show our care and sympathy, special prayer sessions were held during morning devotion for victims of some local and international incidents and crises. For instance, we prayed for the victims of Bus Crash in Shamshuipo in September 2017, Double-decker Bus Crash in Tai Po Road and Hualien Earthquakes in Taiwan and in February 2018.

#### *Student Fellowship*

The Student Fellowship Meeting is held after school every Friday. Apart from the monthly joint fellowship meeting, students can join the fellowship group in accordance with their forms and interests, like Junior Fellowship (S.1), Intermediate Fellowship (S.2-3), Senior Fellowship (S.4-6), and the Boys’ Brigade. More than 70 students regularly joined the fellowship meetings this year.

16 students from S.2 to S.5 were appointed as Student Fellowship Committee members in this academic year. The spiritual training camp and a series of workshops were organised to foster their spiritual growth. As good role models for their peers, the members were responsible for running and promoting school religious activities, such as the Gospel Festival, S.1 Life Camp, joint-fellowship meetings, morning devotion and various festival services.

### *Spiritual Follow-up Programmes*

Some Christian students were invited to join various follow-up programmes during lunch time so that their spiritual life was further strengthened. For example, after joining the Hong Kong Gospel Festival 2017, around 20 S.1 new converts took part in the Alpha courses organized by school pastors and teachers-in-charge of Christian Education.

### *Christian Ethics Lessons*

The lesson is arranged every cycle for all levels of students. The study of Christian Ethics lays the foundation of values formation and judgment, while the discussion on current and controversial issues prepares students to face future challenges and struggles. These contribute to their social, moral and spiritual development.

### Service Learning

Service learning was launched by the Domain of Student Development this academic year. Through serving the needy in the community like the elderly people, children and the mentally-disabled, students understood people in need more and learnt to love and care for others. Simultaneously, they were required to do reflection and group presentations after services during the Christian Ethics lessons.

Community Youth Club (CYC) aims at nurturing its members into caring people with a passion to actively participate in community affairs. In this school year, they were provided with opportunities to serve the community, such as organizing elderly care services and charity food bazaar, and participating in some NGO programmes like beach cleaning and leftovers recycling service for the underprivileged.

Also, it is an honour for our school that Cheung Shiu Nam of 6A and Ho Tin Ling of 6A won the Award of “2017 年深水埗傑出義工嘉許狀” organized by Sham Shui Po District Council. The awards were a commendation for zealous community service and contribution to the promotion of voluntary work.

### Moral Education

Apart from expectations on students' academic achievement, we are aware of the need to nurture students' moral qualities. This year, we focused on two virtues: “Appreciation” and “Aspiration” to echo the year theme. Class activities, sharing in morning devotion, classrooms decorations and banners on the campus were arranged. Also, a series of well-organised Day 1 Class Periods and Day 3 Assembly Periods covered a large scope of students' developmental needs: getting along with peers, handling stress from various sources,

reacting to the internet world and planning their future. The morality of students was thus gradually developed.

### Life Education

Apart from the programme in the S.5 Belief Group meetings as well as the seminars for the Life Education during the Day 3 Assembly Period, the “Scheme of KOL Ambassadors Training for Life Education” (KOL 生命教育大使訓練計劃) was also organized by the Full Grace Service Centre (深恩軒) of Tsung Tsin Mission of Hong Kong. 16 students coming from S.3 to S.5 joined the scheme. Besides regular meetings and life education talks, the participants joined a wild camp which focused on perseverance and resilience. After completion of the activities, students had to produce video clips and use them to promote the values of positive thinking in a Day 3 Assembly Period.

### Sex Education

Adopting an integrated approach to sex education for all forms of students, lessons in different subjects and a series of talks for different forms were introduced to enhance students’ understanding of the topic of sex.

Measures	S.1	S.2	S.3	S.4	S.5	S.6
Subject Lessons	Liberal Studies: Sex education on physical & psychological changes of adolescents		Christian Ethics: 1. Attraction of opposite sex 2. Intimate relationships (affection, sex and love as constructive forces) Biology: 1. Reproductive biology 2. Sexual relationship is based upon respect and trust. 3. Parental care is the performance of love.	Christian Ethics: 1. Criteria for choosing a spouse 2. The importance of Chastity 3. The significance of marriage	Christian Ethics: 1. Sexual Temptation 2. Sexual Addiction	Christian Ethics: The importance of a healthy marriage

Day 3 Assembly Period	Building a relationship with the opposite sex	Prerequisite for a healthy love relationship	Establishing and developing a relationship and handling break-up situations properly.	<ol style="list-style-type: none"> <li>1. How the sex culture influences the mental health of adolescents</li> <li>2. Further understanding about the sexual offences</li> <li>3. Abortion</li> </ol>	
	Basic understanding about sexual offences and sexual harassment				

### Environmental Education

To enhance the students' awareness of environmental sustainability, several sharing sessions were conducted by experts from some NGOs and our teachers. For example, a teacher shared about the influences of using the plastic bottles in the morning devotion and introduced a global project called "Liter of Light" which aimed at teaching marginalized communities how to use recycled plastic bottles. Besides, a seminar was held in a Day 3 Assembly Period, educating students about climate change which affected our daily lives and encouraging them to live green lifestyles.

More importantly, to help students establish a good habit in protecting the environment, Cleanliness Campaign was held from 5 Dec to 20 Dec 2017. Within the period, students were required to clean up the classrooms by themselves after school. The marks each class gained in the campaign were then accumulated as part the total marks of inter-class competition.

The objectives of inter-class cleanliness competition were successfully accomplished. A total of 18 classes got full mark in the campaign. Some good signs were also spotted. For instance, students took initiatives to clean the blackboard and sweep the floor by themselves. At the same time, the class spirit of many classes was boosted.

### Civic and National Education

Flag Raising Ceremony was held monthly throughout the school year. Sharing by teachers raised students' understanding about the development of China and ethical issues in current affairs, for example, the discrimination against the minority, the significance of mother language to different stakeholders and the influence of the Chinese presidential term limit change.

Besides, the history of modern China and Basic Law Education was introduced in the lessons of Chinese History and Liberal Studies. A seminar called "潮爆中國" organized by the social workers of the Church of the United Brethren in Christ (香港基督教協基會) was held during one of the Day 3 Assembly Periods. It provided our students with the most updated information and reflection about the pop culture of modern China.

### Student Leadership

To formally recognize our student leaders and raise their self-awareness in the leading roles, the Joint Inauguration Ceremony for student leaders of all teams was held in October 2017.

The Humble Servant Award Scheme, which required applicants with extensive leadership reading and external leadership training, was open to all student teams.

Apart from Humble Servant Leadership (HSL) and Junior Leadership (JL) Training Programmes, 3 presentation skill workshops for student leaders were offered to strengthen their self-confidence to make announcements in front of other students. A training session was also organized for those serving as the big brothers and sisters in the Peer Mentoring Scheme.

### Peer Mentoring Scheme

There were altogether 52 S.1 students joining the Peer Mentoring Scheme. Through the scheme, the S.1 participants were provided with more care from senior student leaders. They enjoyed building relationship with those student leaders who acted as their big brothers and sisters. This is particularly essential for S.1 students' personal development during this transitional period from primary to secondary school. By serving and being served, tight bonds were formed between the senior and junior students. From their feedback forms, both mentors and mentees agreed that the Scheme helped them a lot. In addition, the Peer Mentors were highly appreciated for promoting the caring and positive atmosphere of the school.

### Support for Students with Special Educational Needs (SEN)

The service of a senior and experienced Educational Psychologist was continuously employed this year. Although the educational psychologist could not frequently stay at the campus, she managed to work closely with the SEN support team to identify and take care of the SEN students. Different accommodations in assessment and training for students with poor social skills were provided. In general, the number of cases which needed close supervision was low. With the professional aid of the educational psychologist and our social workers, students with special educational needs were well supported.

### TTCA Outstanding Student Award

TTCA launched a school-based award scheme named "TTCA Outstanding Student Award" in 2014. The Award Scheme aims to recognize students who strive for spiritual development as well as excel in intellectual, physical and aesthetic aspects.

In this academic year, 3 senior students were awarded. They were:

- 4A Leung Ka Chi
- 5D Tsui Lok Yan
- 5D Chong Daniel

Among the awardees, Tsui Lok Yan from 5D, as the representative of TTCA outstanding students, was awarded "The Outstanding Secondary Student" of Tsung Tsin Mission of Hong Kong" in 2017-18.

## **(5) Home school communication**

In order to enhance communication between the school and new S.1 parents, a series of four Parents' Talks were specially organized for them in September and October. Each session was divided into two parts. The first part was about the information from the school and the second part was a parent workshop focusing on parenting skills. From the feedback of most parents, the events were very fruitful and inspiring to them. The school also arranged casual meetings for parents to meet the Principal such as breakfast meetings and an afternoon tea gathering (the latter co-organized by the Parent-Teacher Association). In addition, two parents' meetings were held for junior and senior levels of students respectively in September. In order to keep parents informed of their children's performance in school, apart from the annual Parents' Day held in February, two Parents' Nights for parents to meet subject teachers were also arranged in November and May respectively. The attendance rate at the above mentioned meetings was mostly high. According to most parents' feedback and the stakeholders' survey, the communication with the school was effective, sufficient and the meetings were fruitful.

The Parent-Teacher Association (PTA) was in its ninth year. Through different interest classes and workshops for parents, the PTA successfully engaged many parents as parent volunteers to serve inside and outside the school. A Parent Volunteers team was established and the team members were active in helping with community service throughout the year.

## **(6) Staff Development**

To further enhance teaching staff's professional development and meet their professional needs, a survey on staff development had been conducted to collect teachers' views on the staff development programme. The staff development programmes this year were organized based on needs of the school and the teachers' professional development as reflected by the survey. To equip teachers with more skills and knowledge to guide senior-form students on career and life planning, the school invited Hok Yau Club to give a talk on "JUPAS Selection Strategies" which teachers found very informative and useful. Besides, in order to facilitate teachers' use of Google Classroom, two workshops were held by teachers from other schools. Ideas on using Google Classroom were exchanged, and the experience was fruitful and inspiring. In addition, the school also addressed the need to relieve teachers' stress by organizing a special workshop named "Horticultural Therapy". The process of arranging a small plant proved to be relaxing and enabled teachers to ease their mind before the start of another busy academic year.

Emphasizing the importance of a reflective culture in the teaching profession, all teaching staff are required to write a personal teacher portfolio annually. It has been our school culture since year one. Through the portfolio writing, teachers have a good opportunity to recall and reflect on the whole-year journey of their

teaching life in many ways. Through evaluations of the past year, both in teaching or non-teaching aspects, forthcoming improvement can be anticipated. Our school is proud to have this reflective culture to foster teachers' professional development.

## (7) Student Performance

### Academic Achievement

#### 1. HKDSE Result 2018 Top-most students

		5**	5*	5	4	3	2	Best 6	Best 5	Core	Schooling
6A	Mr. Lau	3	3	1	1	/	/	38	33	4675	TTPS & KG
6A	Mr. Gusawir	1	3	1	2	/	/	32	28	4465	
6A	Mr. Po	1	2	2	1	1	/	31	28	3465	
6B	Mr. Chung	/	3	1	1	1	/	30	27	3465	
6A	Mr. Li	/	2	1	3	1	/	28	25	3454	TTPS & KG

#### 2. Public Examination Results

			School Data	Territory Norms
Content		Year	Percentage	Percentage
HKDSE	Percentage of students in the school met the entrance requirements for local Bachelor degree programmes	2018	59.34	37.4
HKDSE	Percentage of students in the school met the entrance requirements for local sub-degree programmes	2018	93.4	71.6

#### 3. Academic Value-added Performance

			School Data
Content		Year	Stanine
Academic value-added performance	Core 4	2017	7.0
	Best 5	2017	7.0

**2017-2018 Other Academic Achievement**

Class	English	Organizing Department	Competition Name	Award	Placing	
1A	Fung Ho	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award	
1B	Chan Yat Fung		Hau Xia Cup (Final Round)	Secondary One	Third Grade Honor	
			Hau Xia Cup (Preliminary Round)		Second Grade Honor	
			Hau Xia Cup (Second Round)		Third Grade Honor	
1B	Hu Ming Yang				Second Grade Honor	
1B	Wong Yik Hei		Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award	
			Hau Xia Cup (Preliminary Round)	Secondary One	Third Grade Honor	
1E	Kong Lok Ching		Hau Xia Cup (Second Round)			
1E	Tang Yuet Huen Adele		Hau Xia Cup (Preliminary Round)			
			Hau Xia Cup (Second Round)			
1F	Chao Pak Yuen Dennis		Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award	
1F	Cheung Wai Fung Jason		Hau Xia Cup (Preliminary Round)	Secondary One	Third Grade Honor	
1F	Tsang Yiu San Ariel		Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award	
			Hau Xia Cup (Final Round)	Secondary One	Third Grade Honor	
		Hau Xia Cup (Preliminary Round)				
		Hau Xia Cup (Second Round)				
2B	Chau Tsz Ham	The Hong Kong Institute for Promotion of Chinese Culture	China Middle School Student Composition Competition	/	Bronze Prize	



Class	English	Organizing Department	Competition Name	Award	Placing
2C	Leung Yan Lam	Hong Kong Mathematical Olympiad Association	Hau Xia Cup (Final Round)	Secondary Two	Third Grade Honor
			Hau Xia Cup (Preliminary Round)		
			Hau Xia Cup (Second Round)		
2E	Ma Chung Yiu	Hong Kong Mathematical Olympiad Association	Hau Xia Cup (Preliminary Round)	Secondary Two	Third Grade Honor
		University of New South Wales Global Assessments	International Competitions and Assessments for School (ICAS) Mathematics	/	Distinction
2E	Yu Sunny Koon Fung	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award
2F	Chiu Tsz Yat	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award
			Hau Xia Cup (Preliminary Round)	Secondary Two	Third Grade Honor
			Hau Xia Cup (Second Round)		Second Grade Honor
2F	Tong Chun Hei	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award
			Hau Xia Cup (Final Round)	Secondary Two	Third Grade Honor
			Hau Xia Cup (Preliminary Round)	Secondary Two	Second Grade Honor
			Hau Xia Cup (Second Round)	Secondary Two	Second Grade Honor
		University of New South Wales Global Assessments	International Competitions and Assessments for School (ICAS) Mathematics	/	Distinction
2F	Ng Nok Hang Cyrus	Hong Kong Mathematical Olympiad Association	Hau Xia Cup (Preliminary Round)	Secondary Two	Third Grade Honor
3A	Ng Hoi Hin Nelson	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award

Class	English	Organizing Department	Competition Name	Award	Placing
			Asia International Mathematical Olympiad Open Contest (Second Round)		
3A	Yip Ka Chi		Asia International Mathematical Olympiad Open Contest (Preliminary Round)		
			Asia International Mathematical Olympiad Open Contest (Second Round)		
3B	Tso Yan Chi Ian	Pui Ching Middle School	The 17th Pui Ching Invitational Mathematics Competition	S.3 level	Golden Award
3B	Yeung Chung	Hong Kong Mathematical Olympiad Association	Hau Xia Cup (Final Round)	Secondary Three	Third Grade Honor
			Hau Xia Cup (Preliminary Round)		
			Hau Xia Cup (Second Round)		
3E	Koo Lok Hang	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award
3E	Lam Wai Sum				Silver Award
4B	Chan Owen Carman	University of New South Wales Global Assessments	International Competitions and Assessments for School (ICAS) Mathematics	/	Distinction
4B	Liu Tsz Chun				
4B	Shum Sze Wing				
4B	Siu Ka Lam				
4B	Wong Yiu Him				
5B	Chan Chun Hang	University of New South Wales Global Assessments	International Competitions and Assessments for School (ICAS) Mathematics	/	High Distinction
5B	Chan Tsz Long				
5B	Cheng Yui Hei	The Royal Australian Chemical Institute	Australian National Chemistry Quiz	/	Distinction
5B	Fong Ka Kit	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Silver Award
			Asia International Mathematical Olympiad Open Contest (Second Round)		Bronze Award

Class	English	Organizing Department	Competition Name	Award	Placing
5B	Lao Ho Yeung	University of New South Wales Global Assessments	International Competitions and Assessments for School (ICAS) Mathematics		High Distinction
5B	Liu Pak Long				
5B	Ng Ka Hei				
5B	Ng Kai Him	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary Round)	/	Bronze Award
			Asia International Mathematical Olympiad Open Contest (Second Round)		Silver Award
		University of New South Wales Global Assessments	International Competitions and Assessments for School (ICAS) Mathematics		
5B	Sze Chun Ni Jenney				
6A	Cheung Ngo Long Hugh	Hong Kong Virtual University and the Science Education Section of the Education Bureau	The Chemists Online Self-study Award Scheme	/	Platinum Award
6A	Chiu Tze To	The Hong Kong Polytechnic University	Secondary School Mathematics and Science Competition	in Mathematics	Distinction
6A	He Hung Stefany Jiasui	Hong Kong Virtual University and the Science Education Section of the Education Bureau	The Chemists Online Self-study Award Scheme	/	Diamond Award
6A	Lau Yee Shun	The Hong Kong Polytechnic University	Secondary School Mathematics and Science Competition	in Chemistry	Distinction
				in Biology	High Distinction
				in Mathematics	
		in Physics			
		Hong Kong Virtual University and the Science Education Section of the Education	The Chemists Online Self-study Award Scheme	/	Diamond Award

Class	English	Organizing Department	Competition Name	Award	Placing
		Bureau			
6A	Li Tin Sang	The Hong Kong Polytechnic University	Secondary School Mathematics and Science Competition	in Mathematics	Distinction
		Hong Kong Virtual University and the Science Education Section of the Education Bureau	The Chemists Online Self-study Award Scheme	/	Platinum Award
6A	Ng Cheuk Hei	The Hong Kong Polytechnic University	Secondary School Mathematics and Science Competition	in Physics	Distinction
				in Biology	High Distinction
6A	Pang Wai Ho	Hong Kong Virtual University and the Science Education Section of the Education Bureau	The Chemists Online Self-study Award Scheme	/	Platinum Award
6A	Po Wai Yin	The Hong Kong Polytechnic University	Secondary School Mathematics and Science Competition	in Mathematics	Distinction
6B	Chan Yat Han			in Chemistry	
6B	Fung Kiu Yan	Hong Kong Virtual University and the Science Education Section of the Education Bureau	The Chemists Online Self-study Award Scheme	/	Diamond Award
6B	Fong Enoch			The Hong Kong Polytechnic University	
6B	Kwong Lok Fung	Hong Kong Virtual University and the Science Education Section of the Education Bureau	The Chemists Online Self-study Award Scheme	/	Diamond Award
6D	Fong Tsz Yan Alice				

**2017-2018 Non-academic Achievement**

Class	Name	Organizing Department	Competition Name	Award	Placing
1B	Choi Cheuk Hei	Hong Kong Schools Music and Speech Association	69th HK Schools Speech Festival	Solo Verse Speaking Non-Open Secondary 1, Girls	2nd Runner-up
1B	Chow Ka Hei		70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1B	Kwan Yat Long	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
1B	Ng Kwun Wa	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
				Boys C Grade 4x50m Free Style Relay	Champion
1C	Tsang Hau Yu	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1C	Yip Natalie				
1D	Poon Hiu Sze	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1D	Wong Cheuk Kiu				
1D	Chan Ho Wen	Guangdong Provincial Sports Bureau	Guangdong Inline Speed Skating	Boys C 200m Time Trial	2nd Runner-up
				Boys C 500m Sprint	
		Hong Kong Federation of Roller Sports	The 20th HKSAR China Youth Roller Skating Invitation Championships	Junior Men 500m	1st Runner-up
				Junior Men 300m	Champion
Hong Kong Sports Association and Olympic Committee of China	Samsung 61st Festival of Sport - Roller Games Day	Boys Ice Skating Obstacle Course			
1E	Chung Pui Lam	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1E	Kong Lok Ching				

Class	Name	Organizing Department	Competition Name	Award	Placing
1E	Lam Horton	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition	Boys C Grade	2nd Runner-up
1E	Lee Kiu Yat		Division Three (Kowloon Two)		
1E	So Lok Hin		Inter-School Swimming Competition	Boys Overall	
1E	Tang Yuet Huen Adele	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 4x100m Relay	1st Runner-up
		Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1E	Wong Lok Tung Christy	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 4x100m Relay	1st Runner-up
1E	Yeung Chun Lok Owen	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition	Boys Overall	2nd Runner-up
1F	Chan Lok Yung	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1F	Fong Hoi Ching	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition	Girls C Grade 4x50m Free Style Relay	1st Runner-up
				Girls C Grade Overall	
1F	Pang Hoi Ching	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
1F	Shiu Man Hou				
1F	Tsang Caleb	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys E Grade 100m	1st Runner-up
1F	Wong Ho Cheung	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition	Boys C Grade	2nd Runner-up

Class	Name	Organizing Department	Competition Name	Award	Placing
1F	Yeung Tsz Wing	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
2A	Fong Ka Wing	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls C Grade Overall	
2A	Fung Tsz Lam	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
2A	Fung Tsz Yiu				
2A	Lau Tsz Hong Jeremy	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys C Grade 50m Free Style	1st Runner-up
				Boys Overall	2nd Runner-up
				Boys C Grade 50m Butterfly	Champion
				Boys C Grade 4x50m Free Style Relay	
2B	Chan Sin Pui	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade Overall	2nd Runner-up
2B	Chan Chin Tung Charlene	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
2B	Hon Wai Yan				
2B	Tsang Chun Hin	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
2B	Tse Tin Nam		Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall Boys C Grade 4x50m Free Style Relay	
2B	Ma Wing Sum	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls C Grade 50m Back Stroke	1st Runner-up

Class	Name	Organizing Department	Competition Name	Award	Placing
				Girls C Grade 4x50m Free Style Relay	
				Girls C Grade Overall	
				Girls C Grade 100m Free Style	Champion
2B	Mak Cheuk Lam	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Descant Recorder Solo - Age 16 or under	1st Runner-up
				Treble Recorder Solo - Age 13 or under	
				Recorder Band - Secondary School	
2B	Young Casey	Hong Kong Schools Music and Speech Association	69th HK Schools Speech Festival	Solo Verse Speaking Non-Open Secondary 2, Boys	1st Runner-up
2C	Cheung Chun Fung	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 4x100m Relay	1st Runner-up
2C	Tse Lok Sang	Hong Kong Tenpin Bowling Congress	Hong Kong Inter-School Bowling Championship	Teacher & Student (Double)	2nd Runner-up
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
2C	Tse Yan Yuet	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Treble Recorder Solo - Age 13 or under	1st Runner-up
				Recorder Band - Secondary School	1st Runner-up



Class	Name	Organizing Department	Competition Name	Award	Placing
				Descant Recorder Solo - Age 16 or under	2nd Runner-up
2D	Chan Tsz Chun Marco	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
2D	Cheung Pui Lun	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade High Jump Girls D Grade 4x100m Relay	1st Runner-up
2D	Kwong Kei Wing	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls C Grade 4x50m Free Style Relay Girls C Grade Overall	1st Runner-up
2E	Chiu Wing Lam			Girls B Grade Overall	2nd Runner-up
2E	Choi Ho Chun	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
2E	Lau Tsan Long	Hong Kong Schools Sports Federation	Inter-School Athletics Competition	Boys C Grade High Jump	2nd Runner-up
		Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 4x100m Relay	1st Runner-up
2F	Choi Chun Yat	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
2F	Au Hei Ting	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
			Inter-School Swimming Competition Division Three (Kowloon Two)	Boys C Grade 4x50m Free Style Relay	Champion

Class	Name	Organizing Department	Competition Name	Award	Placing
2F	Dung Yat Yan Eugene	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
2F	Tam Wing Yan	Descente	Descente Inter-School Cross Country Competition	Girls C Grade	2nd Runner-up
		Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 800m	1st Runner-up
				Girls D Grade 4x100m Relay	
				Girls D Grade 1500m	Champion
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Div 3 Kln 2	Girls C Grade 4x50m Free Style Relay	1st Runner-up
				Girls C Grade Overall	
				Girls C Grade 50m Free Style	Champion
		Inter-School Cross Country Competition	Girls C Grade		
2F	Wu Yat Keung	The Hong Kong Schools Sports Federation	Inter-School Badminton Competition Division Three (Kowloon Two)	Boys C Grade	2nd Runner-up
3A	Kuo Yui Him		Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	
3A	Ng Jason Pak Wing	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
3A	Siu Wing Lam	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band -	1st Runner-up
3A	Yang Jeff Hoi Yiu			Secondary School	
3B	Leung Natalie Hoi Wing	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade Overall	2nd Runner-up
3B	Poon Ching Tung	Hong Kong Schools Music and Speech	70th Hong Kong Schools Music Festival	Recorder Band -	1st Runner-up

Class	Name	Organizing Department	Competition Name	Award	Placing
	Athena	Association		Secondary School	
				Recorder Duet - Age 19 or under	2nd Runner-up
3B	Yeung Chung	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 4x400m Relay	Champion
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
3C	Chiu Hoi Ching	Guangzhou City 89th Secondary School	Guangzhou City 89th Secondary School 49th Sports Day	Girls Long Jump	1st Runner-up
3C	Lam Hau Tung	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade Overall	2nd Runner-up
3C	Cheung Yu Hin	Pacers Athletics Club	Pacers 40th Anniversary Athletics Carnival	Golden Mile	1st Runner-up
			Pacers 40th Anniversary 5K Series Race	Male Youth Third Division	2nd Runner-up
		HNA Group (International) Company Limited	Run For Vision	5km	1st Runner-up
3C	Cheung Yu Hin	Hong Kong Christian Service	5678 Zer0-gap Sports Day (3K Individual)	Male Aged 15-19	2nd Runner-up
		Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 4x400m Relay	Champion
		Pacers Athletics Club	13th Pacers New Year Charity Run	Boys Youth Group 3 (3km)	2nd Runner-up
		Power Of Love	Power Of Love 7th Renal Health Charity Run	Male A Grade 5km	Champion
		Sai Kung District Sports Association	Sai Kung District New Year 10km Run	Boys 5km (Student)	Champion
3C	Pang Wah Ching	Hong Kong Schools Music and Speech	70th Hong Kong Schools Music Festival	Recorder Band -	1st Runner-up

Class	Name	Organizing Department	Competition Name	Award	Placing
		Association		Secondary School	
3D	Chan Hoi Yee	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade Overall	2nd Runner-up
3D	Chong Hiu Ki Nicole	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Descant Recorder Solo - Age 19 or under	2nd Runner-up
3D	Lam Chiu Yin			Recorder Band - Secondary School	1st Runner-up
3D	Sin Sin			Recorder Band - Secondary School	1st Runner-up
				Descant Recorder Solo - Age 19 or under	Champion
				Treble Recorder Solo - Age 19 or under	Champion
3D	Sin Sin	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade 50m Back Stroke	2nd Runner-up
			Girls B Grade Overall		
3D	Chow Pak Ho	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 1500m	1st Runner-up
				Boys D Grade 4x400m Relay	Champion
				Boys D Grade 800m	
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade 4x50m Free Style Relay	1st Runner-up
				Boys A Grade Overall	2nd Runner-up
		Boys Overall			
3D	Tse Sheung Wah	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 4x100m Relay	1st Runner-up

Class	Name	Organizing Department	Competition Name	Award	Placing
		Pentecostal School	Pentecostal School 44th Athletic Meet	Boys 4x100m Invitation Relay	2nd Runner-up
3D	Wong Yi Tung	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 4x400m Relay	Champion
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade Overall	2nd Runner-up
3E	Lee Shing Hin	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade Shot Put	2nd Runner-up
3E	Leung Chin Lok	Pentecostal School	Pentecostal School 44th Athletic Meet	Boys 4x100m Invitation Relay	
		Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
3E	Lai Yi Ting	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
				Treble Recorder Solo - Age 19 or under	2nd Runner-up
				Recorder Duet - Age 19 or under	
Descant Recorder Solo - Age 16 or under					
3E	Lam Wai Sum			Descant Recorder Solo - Age 16 or under	1st Runner-up
				Recorder Band - Secondary School	
		Recorder Duet - Age 19 or under	2nd Runner-up		

Class	Name	Organizing Department	Competition Name	Award	Placing
				Treble Recorder Solo - Age 19 or under	Champion
3E	Tse Wing Sum	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 4x400m Relay	Champion
4A	Cheung Shun Yi			Boys D Grade 800m	2nd Runner-up
				Boys D Grade 1500m	
				Boys D Grade 4x400m Relay	Champion
4A	Chiu Tin Yau Teddy	Y.C.H. Chan Iu Seng Primary School	Fencing Different Age Categories Invitational Competition	Secondary Group	1st Runner-up
4A	Kwok Yee Lam	Hong Kong Schools Music and Speech Association	69th HK Schools Speech Festival	Solo Verse Speaking Non-Open Secondary 4, Girls	
4A	Wong Yin Ching	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 4x400m Relay	Champion
4A	Yau Chun Hei	Hong Kong Network for the Promotion of Inclusive Society	Muse Fearless Dragon Charity Run	Inter-School Senior Group 3KM	1st Runner-up
4B	Cheng Wan Sin Dora	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Descant Recorder Solo - Age 16 or under	1st Runner-up
				Recorder Band - Secondary School	
				Recorder Duet - Age 19 or under	2nd Runner-up
				Recorder Ensemble - Secondary School	Champion

Class	Name	Organizing Department	Competition Name	Award	Placing
4B	Chiu Chun Yin	Y.C.H. Chan Iu Seng Primary School	Fencing Different Age Categories Invitational Competition	Secondary Group	1st Runner-up
4B	Lee Wing Oi	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 1500m	1st Runner-up
				Girls D Grade 4x400m Relay	Champion
4B	Lo Ching Lon	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Girls B Grade Overall	2nd Runner-up
4B	Lo Kin Long Kenneth	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Boys D Grade 4x100m Relay	1st Runner-up
		Pentecostal School	Pentecostal School 44th Athletic Meet	Boys 4x100m Invitation Relay	2nd Runner-up
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
4B	Wong Tsz Wo	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
				Recorder Ensemble - Secondary School	Champion
4B	Wong Yiu Ting	Pentecostal School	Pentecostal School 44th Athletic Meet	Boys 4x100m Invitation Relay	2nd Runner-up
		The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	
4C	Wu Long Ting	The Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
4C	Yuen Pak Yin	Taipei 29th Summer Universiade	2nd Taipei City Cup Diving Invitational	Group B Boys 1M Springboard	

Class	Name	Organizing Department	Competition Name	Award	Placing
4D	Chung Man Kit	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys Overall	2nd Runner-up
4D	Ho Tsz Tsin	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
				Recorder Ensemble - Secondary School	Champion
4D	Ng Tsz Ching	Hong Kong Network for the Promotion of Inclusive Society	Muse Fearless Dragon Charity Run	Inter-School Senior Group 3KM	1st Runner-up
		Hong Kong Schools Sports Federation	Inter-School Athletics Competition	Girls A Grade 800m	
				Girls A Grade 1500m	2nd Runner-up
4D	Sin Nok Yin	Hong Kong Network for the Promotion of Inclusive Society	Muse Fearless Dragon Charity Run	Inter-School Senior Group 3KM	1st Runner-up
4D	Tang Pok	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Recorder Band - Secondary School	1st Runner-up
				Descant Recorder Solo - Age 19 or under	Champion
				Recorder Ensemble - Secondary School	
5A	Yau Pak Ho	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade Overall	2nd Runner-up
				Boys Overall	
5C	Ching Pak Hong	Hong Kong Network for the Promotion of Inclusive Society	Muse Fearless Dragon Charity Run	Inter-School Senior Group 3KM	1st Runner-up
5C	Ling Kar Wing Catherine	Leisure and Cultural Services Department	Central and Western District Age Group Athletic Meet	Girls D Grade 1500m	2nd Runner-up
5C	Sun Siu Wang	Leisure and Cultural Services Department	Tuen Mun District Age Group Athletic Meet	Boys C Grade High	1st Runner-up



Class	Name	Organizing Department	Competition Name	Award	Placing		
			North District Age Group Athletic Meet	Jump	Champion		
			Yau Tsim Mong District Age Group Athletic Meet				
5D	Ho Hin Ting	Y.C.H. Chan Iu Seng Primary School	Fencing Different Age Categories Invitational Competition	Secondary Group	1st Runner-up		
5D	Ho Pui Ngai	Guangzhou City 89th Secondary School	Guangzhou City 89th Secondary School 49th Sports Day	Boys 400m	Champion		
				Boys 110m Hurdle			
		Hong Kong Schools Sports Federation	Inter-School Athletics Competition	Boys A Grade 400m			
				Tuen Mun District Age Group Athletic Meet	Boys C Grade 110m	2nd Runner-up	
				Tsuen Wan District Age Group Athletic Meet	Hurdle	Champion	
				Leisure and Cultural Services Department	Yau Tsim Mong District Age Group Athletic Meet	Boys C Grade Long Jump	1st Runner-up
						Boys C Grade 400m	Champion
						Boys C Grade 110m Hurdle	
						Boys C Grade 110m Hurdle	
						Boys C Grade 400m	
5D	Tso Yan To	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade Overall	2nd Runner-up		
				Boys Overall	2nd Runner-up		
6A	Cheung Shiu Nam	Community Youth Club	Community Youth Club Member Award Scheme	2nd Honour Level	White Star Honour Badge		
6A	Ho Tin Ling						
6A	Yuen Ho Kiu	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade 100m Free Style	1st Runner-up		

Class	Name	Organizing Department	Competition Name	Award	Placing
				Boys A Grade 4x50m Free Style Relay	
6A	Yuen Ho Kiu	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade 50m Free Style	2nd Runner-up
				Boys A Grade Overall	
				Boys Overall	
6C	Ng Wai Lok	The International Taekwon-Do Federation Headquarters Korea - Netherlands	The Open World Taekwon-Do Championships	Sparring Male Junior 50-56kg	2nd Runner-up
6C	To Chun Hei	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade 4x50m Free Style Relay	1st Runner-up
				Boys A Grade Overall	2nd Runner-up
				Boys Overall	
6D	Luk Pak Hang	The Hong Kong Schools Sports Federation	Inter-School Swimming Competition Division Three (Kowloon Two)	Boys A Grade 4x50m Free Style Relay	1st Runner-up
				Boys A Grade Overall	2nd Runner-up
				Boys Overall	

**(8) Financial Summary****Financial Summary for the 2016/2017 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.6%	N.A.
School Fees	N.A.	34.5%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	0.9%
<b>Total</b>	64.6%	35.4%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	83.5%	
Operational Expenses (including those for Learning and Teaching)	7.5%	
Fee Remission / Scholarship <sup>1</sup>	3.6%	
Repairs and Maintenance	2%	
Depreciation	3.4%	
Miscellaneous	0%	
<b>Total</b>	100%	
<b>Surplus/(Deficit) for the School Year</b> <sup>#</sup>	0.17 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	2.15 months of the annual expenditure <sup>2</sup>	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

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

<sup>1</sup> 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%.

<sup>2</sup> 8months of Net Book Value of Additional School Buildings is excluded.

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).