



CHEUNG CHUK SHAN COLLEGE

Competent, Conscientious, Studious, Creative

敏行、正心、博學、日新

ANNUAL SCHOOL REPORT

(2019 - 2020)

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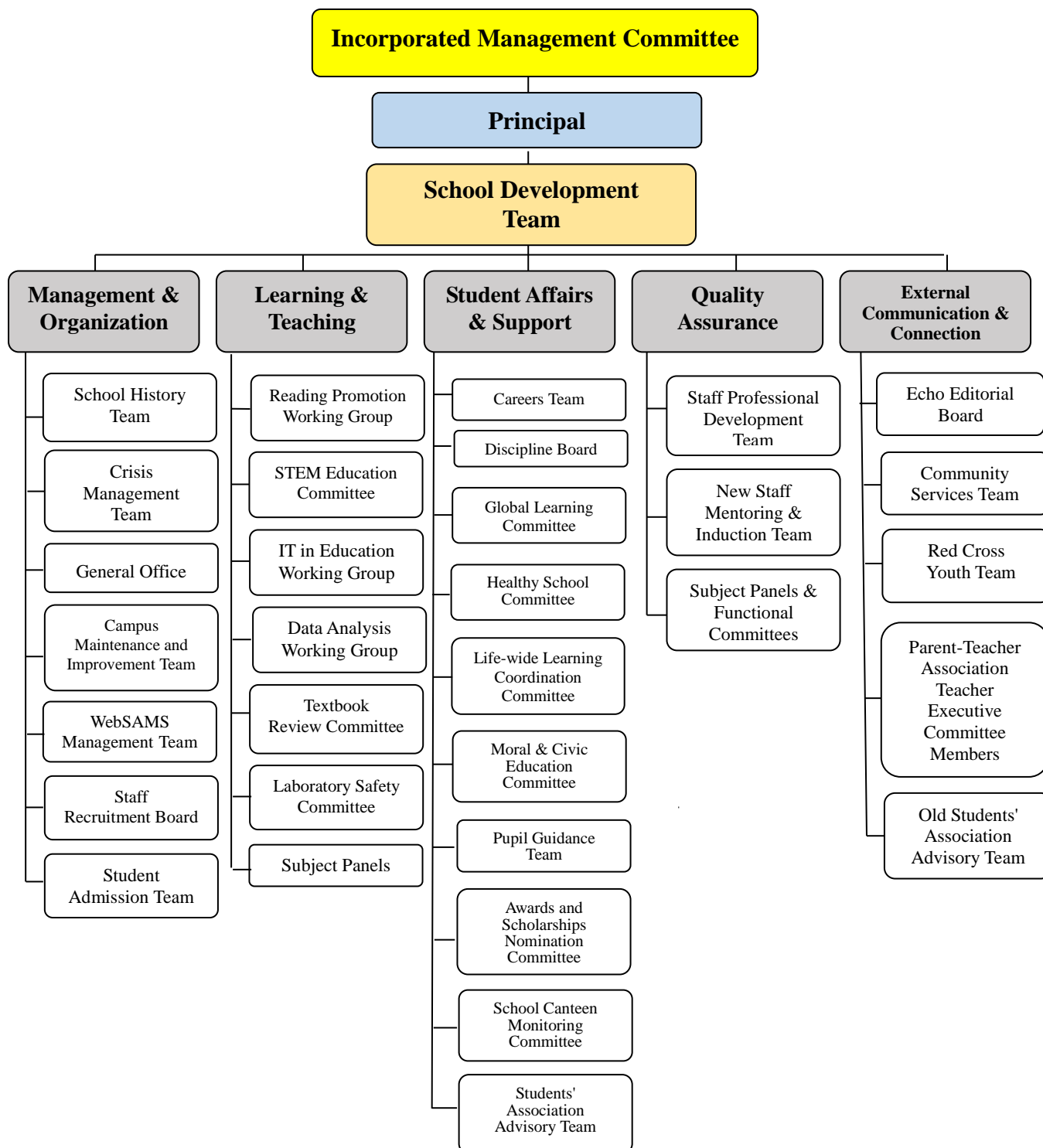
A. Profile of Our School

Profile	
Year of founding	1969
School sponsoring body	Five Districts Business Welfare Association
School type	Aided co-educational secondary school
Vision & mission	Cheung Chuk Shan College aspires to be a self-enhancing school striving for eminence in proactively nurturing Hong Kong's leaders of tomorrow. We aim to provide the best quality education to nurture our students to become literate, competent, conscientious and caring youths by instilling in them logical and creative thinking, fostering proper moral and aesthetic values, fortifying them physically and mentally to overcome challenges, cultivating a sense of civic and social awareness, encouraging them to show love and concern for others and kindling in them the desire for a life-long pursuit of knowledge for their personal growth towards transcendence.
Motto	Competent, Conscientious, Studious & Creative
Medium of instruction	English has been used as the medium of instruction of all subjects except Chinese Language, Chinese Literature, Chinese History, Putonghua and Form-teacher Periods since its establishment in 1969.
Class organization	S1, S3 & S5: 5 classes per level S2, S4 & S6: 4 classes per level
Facilities	26 classrooms, 2 teaching rooms, 4 science laboratories, multimedia learning centre, campus TV studio, computer room, geography room, music room, art room, home economics room, needlework room, library, assembly hall, organic farm, outdoor playground, covered playground with a bouldering wall and Gallery of School History



B. Management & Organization

School Administrative Structure



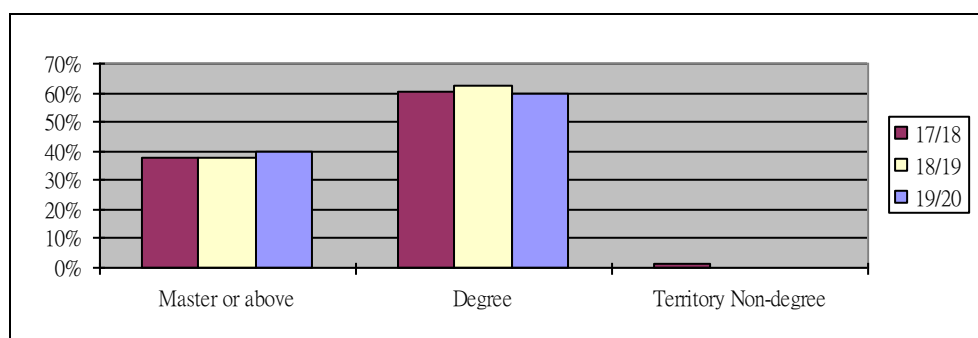
Incorporated Management Committee (IMC)

The IMC set the general direction of development for the School and monitored its operation. The Committee, consisting of 15 members, was headed by Mr. Chow Yuet Yan Kenneth, the Supervisor. Elections for the Teacher Managers, the Parent Managers and the Alumni Manager were held to allow different stakeholders to be represented.

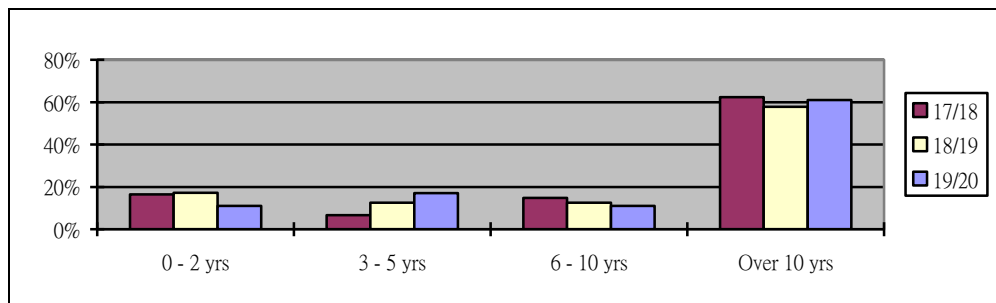
Teaching Staff

All the 65 teaching staff members (including the Principal) were university graduates of whom 26 were holders of a Master's degree. 92.3% of the teachers had already received professional training whereas 26 teachers had attended courses on catering for diverse learning needs.

Percentage of Highest Academic Qualifications Attained by Teachers

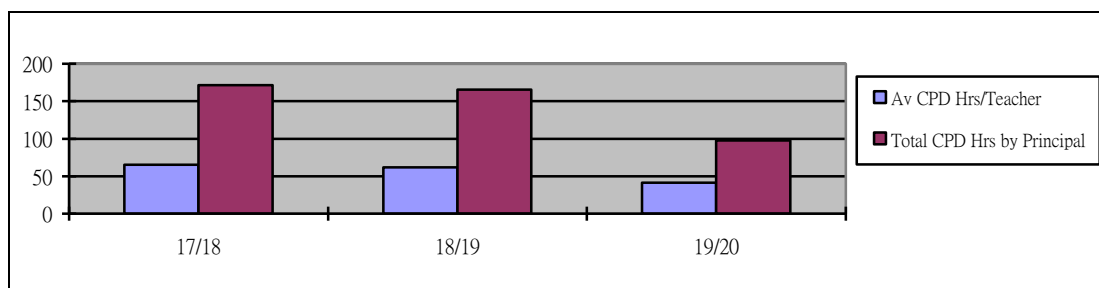


Teaching Experience



Professional Development

Continuing Professional Development



Modes	Details
Staff Development Day	<ul style="list-style-type: none"> ♦ Use of new e-resources ♦ Visit to Learning & Teaching Expo 2019 presented by HK Education City
Peer Sharing	<ul style="list-style-type: none"> ♦ Sharing on strategies helping to strengthen peer interaction in class as well as ideas / information gathered from seminars, workshops or courses
Mentorship	<ul style="list-style-type: none"> ♦ Mentors assigned to support new teachers and teachers with 1-year experience only ♦ Sharing sessions for novice teachers on guidance skills and meeting with parents on Parents' Day
Lesson Observation	<ul style="list-style-type: none"> ♦ Focused lesson observations for professional exchanges on specific themes conducted by the School Management ♦ Peer lesson observations carried out to share and improve pedagogical methods
External Sharing	<ul style="list-style-type: none"> ♦ Some teachers serving as guest speakers at seminars or sharing sessions held by external organizations to share with the participants topics on learning and teaching.
Others	<ul style="list-style-type: none"> ♦ School-based workshops on conduct of real-time lessons and preparation of e-learning materials for students ♦ Some teachers serving in various external committees for organizing subject-related activities or promoting curriculum development

Self-evaluation

In view of the importance of self-evaluation for the sustainable development of an educational institution, information about the Key Performance Measures was collected. Moreover, activities and measures carried out by different school bodies were evaluated regularly. Experiences gained from the implementation helped to bring about necessary adjustments to the tasks carried out whereas the self-evaluation data collected became crucial considerations when the future school development was planned.

Apart from the means targeting at the school level, the School required all teachers to conduct subject-based questionnaires to gather student views on how their teaching could be improved. Yet, owing to impact on learning and teaching caused by the social movement in the first term and the class suspension in the second term, the conduct of the questionnaires became optional. Teachers also completed self-appraisal reports reviewing their performance while the views they put forwards inspired the School to the further improvements needed.

School-based Management Non-standard Items Collection

Except those families entitled to the Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme, \$310 was collected from each student to meet the expenses of the following item:

Description	Income	Expenditure
Income from students	\$219,480.00	
Renovation of Campus TV		\$195,400.00
Balance:		\$24,080.00

C. Learning & Teaching



English Environment

In view of the importance of English to their learning and future prospect, the School has been striving hard to build up a natural and authentic English environment for students:

- ♦ the English curriculum was specially designed to reinforce the skills of students and there was the use of materials from English-speaking countries, which suited better the standard and needs of students;
- ♦ class activities, often involving discussions and role-plays, provided more opportunities for students to improve their English;
- ♦ various co-curricular and extra-curricular activities were held for students to increase their chances and boost their confidence in speaking in English;
- ♦ English Ambassadors were appointed to encourage students to communicate with others in English;
- ♦ Interesting activities were held by the English Society whereas students took part in various competitions of the Inter-school Speech Festival;
- ♦ the policy of English Campus was implemented, which specified that teachers whose main teaching medium was English should communicate with students using the language outside class time except under certain circumstances;
- ♦ English materials prepared by interest clubs or houses were posted to enrich the English environment; and
- ♦ introduction of supportive administrative measures, e.g. announcements were made in English through the public address system during roll call, in general school assemblies were conducted in English and promotion materials for extra-curricular activities organized by the School were generally in English.

Education Reform

It is our main concern to provide quality education with regard to the current trends in education. Beside the promotion of an active learning culture by entrusting students with a more crucial role in learning, the key components of the curriculum reforms of the EDB have been incorporated in our school policies.

Component	Details
Reading to learn	<ul style="list-style-type: none">♦ 1 lesson per teaching cycle of each S1 – S3 class was reserved for reading at the School Library.♦ Subject panels promoted reading through different methods.♦ With the Promotion of Reading Grant provided by the EDB, the School Library adopted a comprehensive approach in reinforcing the reading culture, including elements like a reading award scheme in S1 and subscribing to a web-based reading scheme.♦ The Reading Promotion Working Group tried to encourage reading through such appealing measures as delivering reading messages via the Instagram and appointing students to be Reading Key Opinion Leaders.
Project learning	<ul style="list-style-type: none">♦ Students had to finish projects on different themes, which helped to boost their generic skills.
Information technology (IT)	<ul style="list-style-type: none">♦ Tablet computers, applications and electronic platforms were used to aid learning and teaching in some lessons.♦ Besides using IT to complete some assignments, students had to do on-line exercises of some subjects.♦ The culture of learning and teaching using IT was strengthened during class suspension since teachers supplied online learning materials to students and assignments were submitted via the Google Classroom or other electronic means. Moreover, real-time lessons were also arranged for students to support their self-learning efforts.
Moral and civic education	<ul style="list-style-type: none">♦ Activities were held by the Moral & Civic Education Committee to help students develop better inter-personal relationship and understand local history more.♦ Apart from cleaning their classrooms, S1 and S2 students set behavioural goals to attain.♦ Different subjects included elements of moral and civic education while Form-teacher Periods and school assemblies were deployed to inculcate proper values and attitudes into our students.

Active Learning

In view of the importance of an active role of students if they were to learn effectively and enjoy the learning process, efforts were made to reinforce the culture of active learning. Besides being instructed to set learning goals, students were assigned different tasks in class

or outside the class time so that they could develop different active learning skills. The practice of self-learning was extended during class suspension caused by the outbreak of the coronavirus disease, when students had to keep up with the learning schedule by studying the online materials provided and completed tasks given. The experience developed the learning capability of students and enabled them to be more ready to assume greater responsibility in learning.

Learning Beyond the Classroom

Our belief to enable students to learn in an authentic manner and apply what they have learnt explains why various co-curricular and ex-curricular activities were organized. Visits and field studies were arranged for students taking such subjects as Biology, Chinese History, Geography as well as Tourism and Hospitality Studies.



STEM Education

Though the STEM Education Committee set up a comprehensive plan at the beginning of the school year, most of the activities had to be cancelled due to instability brought by the social movement and the coronavirus-led school suspension. Hence, merely elements of STEM were incorporated into some junior-form subjects and a STEM book corner was set up in the School Library while students were nominated to join some competitions.

Enhancement and Remedial Teaching

Being aware of learner diversity, our teachers adopted teaching pedagogy as well as

designed learning activities and assessment questions which enabled students of various ability levels to develop their knowledge and skills besides gaining satisfaction. Students lagging behind would receive individual guidance if necessary. Enhancement and remedial classes were also organized by some subjects while bright students could participate in gifted education programmes held by our School or external organizations. In addition, students excelling in spoken English and Cantonese could join speech contests after receiving training whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions.

Bridging Measures

Besides the provision of learning materials during the summer vacation, a bridging course for Chinese as well as preparation classes of core subjects were arranged during the summer vacation to consolidate the foundation of S1 newcomers. Moreover, to facilitate students' adaptation to the English learning medium, S1 teachers would adjust their classroom language and teaching pace. There was also a strong interface of junior and senior secondary curricula with the integration of basic concepts and skills required in the senior curriculum into the curriculum of the junior forms. In addition, learning materials would be provided during the summer vacation to students promoted to S4, which prepared them for the more challenging senior secondary curriculum.

Additional Manpower

We utilized well the grants supplied by the EDB to implement the curriculum as well as strengthen the support to student learning and guidance – 3 English teachers, 2 Chinese teachers, 2.5 Mathematics teachers, 1 Geography teacher, 1 ICT teacher, 0.5 History teacher and 3.5 teaching assistants were recruited for the academic year under review with the Teacher Relief Grant. Moreover, part of the salary of a teaching assistant was paid with the Learning Support Grant so that there could be more support to students with special educational needs.

D. Student Support & School Ethos

Adaptation

a. S1 Orientation for Students

Date	Details
13 July 2019	Parent-Child Orientation Day
15 July 2019	Meeting with student leaders

b. Peer Counsellors Scheme

The Scheme aimed at helping the S1 students tackle difficulties in studies and interpersonal relations. The Peer Counsellors also helped to identify the general behavioural problems in S1 and spot out students who needed help. Follow-up work was then done by the Form-teachers and the Pupil Guidance Team.

Pastoral Care for Students

a. Assistant Form-teachers

S3, S4 and classes with newly-recruited teachers in charge of class affairs were assigned both a Form-teacher and an Assistant Form-teacher. This enabled students to receive more attention and guidance while increasing support to new teachers when executing their administrative duties.

b. Functional Committees

While the Discipline Board & the Moral and Civic Education Committee strove hard to inculcate students with moral values, the Life-wide Learning Coordination Committee facilitated holistic growth by promoting extra-curricular activities. In addition, to enhance the exposure of students and help them develop an international perspective, the Global Learning Committee introduced different cultural exchange activities. Furthermore, the Careers Team aimed at equipping students with knowledge and experience so that they could make wise study and career choices as well as prepare themselves for them. Finally, besides providing counselling services to students, the Pupil Guidance Team liaised with different school personnel and other external bodies in bringing about the support needed for students.

c. Support from the Alumni

i. The Old Students' Association (OSA)

The OSA mobilized alumni to help S6 students review their JUPAS choices after the release of the HKDSE Examination results. Also, a mentorship programme was organized jointly with the Careers Team for S5 and S6 participants to learn from their mentors in various aspects besides obtaining first-hand information about the careers they were interested in.

ii. The CCSC Alumni Foundation Fund

With the enthusiastic financial support received, including the annual donation of Dr.

Wong Ming Fung William, a 1991 S7 graduate, various activities were sponsored by the Fund. Besides offering different service awards, the Star of CCSC Award and the Outstanding Extra-curricular Activities & Leadership Award as a recognition of the relevant efforts of students, the Fund sponsored a number of projects run by our School so as to encourage whole-person development. In addition, attention was paid to the promotion of critical thinking and gifted education with the financial support given respectively to the debating teams and junior-form students joining gifted education programmes. Furthermore, disadvantaged students were subsidized for their participation in extra-curricular activities while the Fund contributed to the raising of the language standard of students by financing language learning projects and offering the Language Learning Award.

iii. Other Donations

The development of our School was also greatly facilitated by the generous donations of alumni. Awards and financial support were offered to specific domains – the Medical Alumni Science Award, the Arts Alumni of 1985 and 1986 Award, the Most Improved Student Awards donated by alumni of Classes 1978 and 1979, the School Song Composer Music Development Fund; the JY Excellent Athletes Award and the Student of Noble Character Award. Moreover, donations were made by other alumni to help fulfil the needs of different student activities and facilitate the school development.

Cultural Exchanges

We attempted to realize the notion of cultural exchange through different overseas extra-curricular activities and the AFS exchange programmes, which would enhance the exposure of students and broaden their horizons. Unfortunately, the tension caused by the social movement and also the global outbreak of the coronavirus disease had forced us to cut short the activities or cancel the planned programmes.

Date	Destination	Activity	Participant
Whole year	--	Arrangement of an exchange student from Italy to study in our School so as to enable students to know foreign culture better and enrich the English environment	All students
Whole year	Italy	Taking part in 1-year exchange programme to study in a local school and stay in a host family in order to experience an exotic life and culture	1 S4 student
December 2019	China	Joining table tennis training in Zhongshan, Guangzhou in order to improve relevant skills	4 S1 students
December 2019	Australia	Participation in a study tour to Sydney & Canberra under the E-League Programme for cultural exchanges	2 S5 students



School-based After-school Learning and Support Programme

To help disadvantaged students improve their learning effectiveness, broaden their learning experiences as well as raise their understanding of the community and sense of belonging, the School organized relevant activities for them and 116 students benefited from the programme by joining music, art or sports classes. Reference can be made to Appendix III for the effectiveness of the programme.

Home-School Co-operation

Various means were adopted to enable parents to understand better the needs of their children as well as the policies and developments of the School:

- ♦ contact of parents made if necessary to solicit the support required in nurturing their children;
- ♦ use of an application allowing parents to view school circulars and sign reply slips;
- ♦ management of the website of the School; and
- ♦ publication of the school newspaper, ECHO.

A series of programmes were also organized jointly by the Parent-Teacher Association (PTA) and the School to realize the purpose of home-school cooperation:

- ♦ creation of communication opportunities among parents as well as between parents and the School through activities like talks and interest class;
- ♦ publication of a newsletter to keep parents abreast of the latest developments of the School; and
- ♦ holding of an orientation programme for parents of S1 newcomers to give a general picture of the School to them, help them adjust their parenting skills when their children entered a new developmental stage and let them understand how they could work together with the School to facilitate the holistic growth of their children.

The various forms of support to the School from both parents and the PTA benefited immensely the school life of students and helped to build the solidarity and trust needed for the school development:

- ♦ giving valuable opinions on school policies and suggesting improvements in student welfare;
- ♦ providing assistance to important school functions;
- ♦ monitoring closely the services of the school canteen, school buses, school uniform supplier and textbook ordering; and
- ♦ helping to promote an all-round development of our students by offering scholarships.

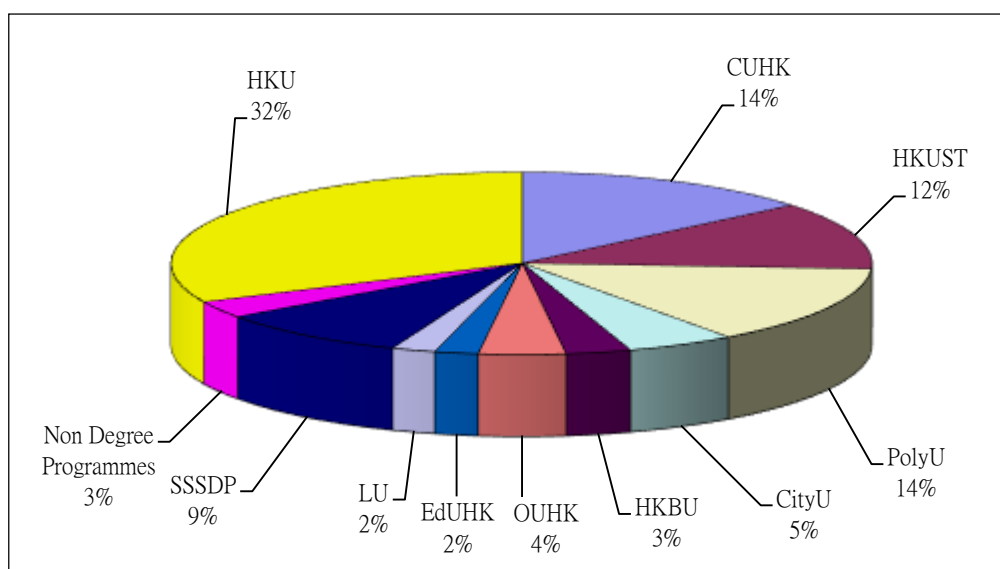
E. Student Performance

HKDSE Examination

116 S6 students sat the examination and a 100% individual passing rate was achieved in 17 subjects. A total of 344 L5 or above, or 2.97 L5 or above per student, were obtained. It is most gratifying to note that the rate of L5 or above of 13 subjects exceeded 30%. The results of individual subjects can be found at the official website of the School. It is also encouraging to note that all students at least attained L3 in English and 37.1% of the candidates passed with L5 or above. Impressive individual performance was shown by a number of students, the best student securing 5 L5**, 1 L5* and 1 L5. In addition, 98.3% of S6 students fulfilled the minimum university admission requirement of L3, L3, L2, L2 and L2 in English, Chinese, Mathematics, Liberal Studies and any one elective respectively.

JUPAS Offers for S6 Graduates

The results of JUPAS offers were gratifying. 99.1% of our students had JUPAS offers, among which 97.4% were offered degree courses and quite a number of them were competitive programmes like Medicine, Law, Global Business Studies, Quantitative Finance and Physiotherapy. The pie chart below depicted the offers by different universities.

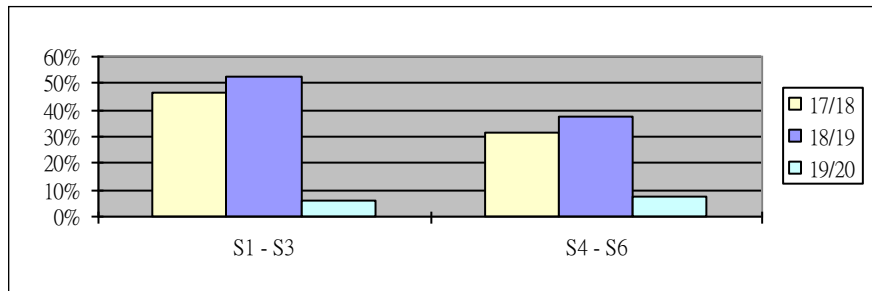


Other Learning Experiences and Extra-curricular Activities

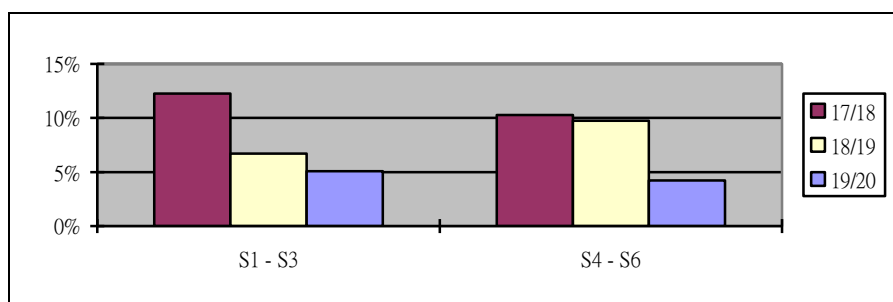
Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events, which helped to unleash their creativity, develop and maximize their potential, and keep them both physically and mentally strong all the time. It is pleasing to find our students procured impressive attainments in participating in such activities. Our students also served the community through different forms of voluntary services, which were organized for small groups and various levels. Apart from fund-raising, our students provided service programmes to the disadvantaged and the

elderly. This proved to be valuable experiences for our students as they could understand more about other minority social groups apart from learning to empathize with others. Greater support for the participation of students in life-wide learning activities during the school year under review was available owing to the provision of the Life-wide Learning Grant by the EDB, and reference can be made to Appendix IV for the evaluation of the items subsidized by the Grant.

Participation Rates for Students in Inter-school Events
(Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival and sports events organized by the Hong Kong Schools Sports Federation)



Participation Rates for Students in Uniform Groups

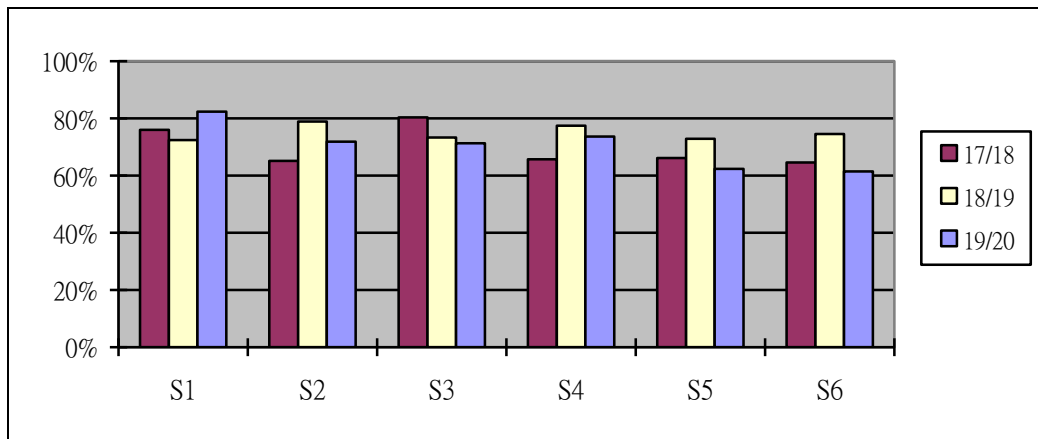


In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 40 students were presented the Extracurricular Activities Award while another 6 were granted the Outstanding Extra-curricular Activities & Leadership Award.

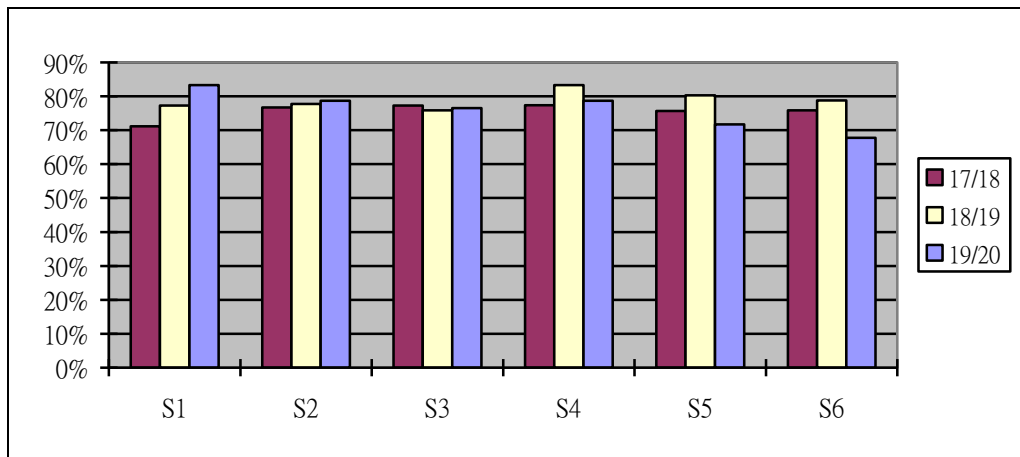


Students' Physical Development

Percentage of Students within the Acceptable Weight Range (Boys)



Percentage of Students within the Acceptable Weight Range (Girls)



F. Achievements & Reflections on Major Concerns

Major Concern 1: Reinforcing the culture of active learning

Items	Strategies / Tasks	Achievements
Learning plans	Arranging for S1 – S5 students to set goals for their studies, select strategies to realize them and evaluate the success of the efforts made	♦ Teachers pointed out that most students had seriously made their planning, but they could not assess the effects of such plans since the evaluation sessions were either cancelled or conducted through online lessons, which did not reflect well the effectiveness of the efforts of students.
Learning habit	Requiring S3 – S5 students to take notes during lessons	♦ During the first term when on-site lessons were conducted, teachers observed most students had developed the habit of taking notes during lessons. Some high achievers could even use mind maps and flow charts to summarize important concepts.
	Using revised scoring rubrics for classroom performance	♦ From the performance of students in the first term, teachers trusted that the revised scoring rubrics were effective in reinforcing their habit of active learning.
	Offering the Active Learning Award to S1 – S6 students	♦ In the award's second year of implementation, the number of winners amounted to 81 in the first term but it was suspended in the second term. Obviously it succeeded in helping students to reinforce their habit of active learning.
	Requiring students taking part in study tours to adopt an active learning attitude	♦ All study tours had been cancelled.
Learning skills	Helping S1 and S2 students develop specific skills of active learning	♦ Different academic panels had selected specific skills to focus on such as presentation, pre-lesson preparation, use of graphic organizers, reading, searching for information and completing projects. ♦ The majority of teachers reflected that students could grasp the specific skills selected.
	Requiring S1 & S2 students to make personal notes for revision	♦ At least a chapter of notes in the first term of Chinese History, Geography, History, Integrated Science and Life & Society had been revised so that the application of learning skills was needed for students to produce a full set of notes

Items	Strategies / Tasks	Achievements
		<ul style="list-style-type: none"> Teachers remarked that most students managed to make their own notes by drawing tables, flow charts and simple sketches while some smarter ones could further use symbols, key words and different colours to highlight important points.
	Promoting reading further through various new activities	<ul style="list-style-type: none"> Only 56.8% of the students agreed that the newly introduced web-based reading scheme could stimulate their interest in reading. Yet, they were more interested in other measures like book recommendations by new teachers, CCSC Reading KOLs' Instagram posts, theme-based book display and book fairs, Pleasure Reading Passports and visit to the Eslite Bookshop.
	Organizing a campaign on environmental protection to polish students' active learning skills	<ul style="list-style-type: none"> The Campaign on Environmental Day was suspended.
Teaching pedagogy	Strengthening the element of peer interaction in lessons	<ul style="list-style-type: none"> Sharing sessions were held in panel meetings and such possible strategies as presentation, peer comments and group work were put forward.

Reflections
<ol style="list-style-type: none"> Due to the political tensions in Hong Kong in the first term and the long pandemic-related school closure in the second term, many tasks had been suspended or only partially accomplished. Moreover, the disruptions brought by the aforementioned incidents hampered effective assessment of learning and so subject-based questionnaires had been made optional and data was not collected as evidence to evaluate the tasks in the Annual School Plan. Teachers' observation became the only assessment tool. Having a personal learning plan is the first step to active learning. Since no evaluation was carried out, it was impossible to judge whether the plan was successful. Yet it was gratifying to witness that most students could carry out self-learning during the class suspension period. This habit would be further cultivated next academic year so as to pave the way for the realization of self-directed learning in future. As for those tasks carried out in the first term to reinforce students' habit of active learning, they all proved successful. They helped to cultivate a good learning habit and improve students' concentration during lessons. Some of the tasks to strengthen students' active learning skills were also accomplished successfully. Besides training students' specific skills, the learning activities conducted

also brought varieties and fun in lessons. Nevertheless, some teachers commented that most students finished their tasks perfunctorily while exercising close supervision to ensure the quality of students' work cost much teaching time. A more systematic and whole-school approach for training the learning skills of students and a review of the teaching approach to spare more time for supervising students may be needed.

5. The newly introduced HyRead programme did not encourage students to read more as expected but with more promotion, we hope the situation would improve next year. Furthermore, the Environment Day was suspended and students were deprived of a chance to polish their active learning skills through a large scale project.
6. It was encouraging to see that teachers were willing to modify their teaching pedagogy to facilitate active learning. A variety of peer learning activities with appropriate strategies and use of interesting learning tools like story dice were organized, thus enhancing interaction between students and making the lessons student-centred. It was certainly beneficial to the learning of students.
7. Since most teachers had tried to use different kinds of eLearning tools during class suspension, the school would capitalize on this inclination to further develop eLearning so as to catch up with the educational trends and enhance students' active learning skills. All academic panels would set up a development plan for eLearning.

Major Concern 2: Nurturing a caring culture

Items	Strategies / Tasks	Achievements
Care for oneself	Arranging for S1 & S2 students to set relevant behavioural goals, select strategies to realize them and evaluate the success of the efforts made	<ul style="list-style-type: none"> ◆ Though students had set behavioural goals at the beginning of the school year, the evaluation sessions were cancelled. Teachers remarked that most of them had seriously made their planning but could not assess whether such plans helped them improve their behaviour.
Care for schoolmates	Holding class activities to promote inter-personal relationship	<ul style="list-style-type: none"> ◆ The Secret Angel Board Design Competition was held but only 66.7% of students agreed that it was effective in strengthening class bonding. ◆ The Buddy Programme was suspended.
	Organizing cross-level caring activities	<ul style="list-style-type: none"> ◆ Career ambassadors were again appointed to help S3 students make S4 streaming decisions. Yet, due to class suspension, the sharing was only conducted via Google Meet and there were no follow-up sessions. This certainly weakened the effects. ◆ The activity of S5 students writing supportive messages to S6 was cancelled.
Care for the	Requiring S1 & S2 students	<ul style="list-style-type: none"> ◆ Students took turns to clean their classroom

Items	Strategies / Tasks	Achievements
environment	to clean their classroom	<p>after school each day.</p> <ul style="list-style-type: none"> ♦ The surveys administered reflected that all S1 teachers and 95.7% of S2 teachers found the cleanliness condition of the classrooms satisfactory on the whole while 82.1% of students agreed that this measure had influenced them to keep their classroom clean.
	Organizing the Classroom Cleanliness Campaign	<ul style="list-style-type: none"> ♦ Students showed positive responses to the campaign and 71.5% of them agreed that the campaign had influenced them to keep their classroom clean.
	Organizing a campaign on environmental protection	<ul style="list-style-type: none"> ♦ 63.4% of students agreed that the Green Monday Campaign had raised their environmental consciousness. ♦ However, the Environmental Day was suspended.
Care for the disadvantaged	Organizing and coordinating activities for students to help the disadvantaged	<ul style="list-style-type: none"> ♦ All programmes concerned and service tours to mainland China were cancelled.

Reflections

1. With the long school suspension, many activities had been cancelled or could not be completed. Most of those activities would be held next academic year.
2. Among those activities carried out, the task of asking S1 and S2 students to clean their own classrooms continued to be a success though much supervision by Form-teachers was required at the beginning. Since the students had to shoulder the cleaning work, the awareness to keep their learning environment clean and tidy was aroused. Hence the policy would be extended to S3 next year.
3. According to the survey conducted, though 84.9% of students agreed that the use of plastic disposable cutlery should be avoided to protect the environment, only 63.4% of students agreed that the Green Monday Campaign had aroused their environmental consciousness. Only 54.4% agreed that the ban on plastic disposable cutlery should be extended from Monday to all school days. Students were well aware of the pollution problems caused by plastic solid waste but they did not want to take action because it brought inconvenience. It may be more effective to enforce the ban at school and implement some measures to facilitate students using their own cutlery. Hopefully with their own efforts to organize the Environmental Day next year, they can realize better their significant role to save the Earth.
4. The activity to promote inter-personal relations among students did not meet a success

either. Activities requiring more interaction among class members instead of board design competitions should be organized. On the other hand, though the Buddy Programme had been suspended, it was suggested that when selecting more capable students to provide care and assistance to those less capable in the areas of study and inter-personal relationship, it would be desirable if the pair of buddies were at least casual friends.

Major Concern 3: Building stronger ties with alumni

Items	Strategies / Tasks	Achievements
Alumni Bonding	Compiling an alumni data bank	♦ The collection of updated contact information of alumni had been suspended.
	Trying to procure support needed from alumni	♦ This year the donations mainly came from those alumni who regularly made generous contributions to the school. ♦ An alumnus was invited to offer expertise advice on the improvement works of the school while another one donated 50 units of anti-viral air purifiers to strengthen the protection to the health of staff and students.
	Deploying more teachers to participate in alumni activities organized by the Old Students' Association	♦ The Old Students' Association did not hold any activities.

Reflections

1. After hosting the large-scale Golden Jubilee dinner last academic year, the Old Students' Association decided to only hold selected activities in the current year. However, the social movement and the pandemic deterred the organization of activities, so there were no chances to collect updated information from alumni. The school would try to do so on appropriate occasions when the atmosphere of the society turned better.
2. Alumni making donations recurrently or whenever they thought the school might have special needs due to a strong emotional bonding with their alma mater were a blessing. Their generosity supported the school development and operation in different aspects.

G. Financial Summary

					Income (\$) 19-20	Expenditure (\$) 19-20	Surplus / (Deficit) (\$) for the year 19-20	Balance b/f (\$)	Balance c/f (\$)
I Government Funds									
(1)	Expanded Operating Expenses Block Grant (EOEBG)							5,996,574.14	
	(a)	School Specific							
		i)	Administration Grant		4,146,072.00	(3,348,300.82)	797,771.18		
		ii)	Capacity Enhancement Grant		634,017.00	(202,463.00)	431,554.00		
		iii)	Composite Information Technology Grant		463,258.00	(463,258.00)	-		
		iv)	Air-conditioning Grant		554,171.00	(372,240.50)	181,930.50		
		v)	Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate, etc.)		112,460.19	-	112,460.19		
		vi)	School-based Management Top-up Grant		50,000.00	(2,728.40)	47,271.60		
		(b)	Non-School Specific (Baseline Reference)						
		i)	School & Class Grant		1,949,885.11	(1,296,265.33)	653,619.78		
		ii)	Furniture & Equipment		-	(403,397.29)	(403,397.29)		
		iii)	Additional Provision for Severance Payment/Long Service Payment		-	-	-		
			Sub-total (A)		7,909,863.30	(6,088,653.34)	1,821,209.96	5,996,574.14	7,817,784.10
(2)	Funds set aside for Severance Payment/Long Service payment								
			Sub-total (B)		-	-	-	315,877.66	315,877.66
(3)	Teacher Relief Grant								
			Sub-total (C)		5,259,893.33	(4,992,295.82)	267,597.51	663,051.00	930,648.51
(4)	Grants Outside EOEBG								
	(a)	Committee on Home-School Co-operation Project (PTA)			5,633.00	(4,396.80)	1,236.20	5,139.30	6,375.50
	(b)	Committee on Home-School Co-operation Project (Activity)			4,980.00	(4,980.00)	-	-	-
	(c)	Grant Account for Fringe Benefits (NET)			206,206.62	(206,206.62)	-	-	-
	(d)	School-based After-school Learning and Support Grant			93,600.00	(88,000.00)	5,600.00	3,232.00	8,832.00
	(e)	Other Recurrent Grants (Rent & Rates)			471,880.00	(471,880.00)	-	-	-
	(f)	Learning Support Grant for Secondary Schools			690,000.00	(517,006.00)	172,994.00	13,399.71	186,393.71
	(g)	Diversity Learning Grant - (OP)			101,400.00	(63,800.00)	37,600.00	-	37,600.00
	(h)	Diversity Learning Grant - (ApL)			70,420.00	(70,420.00)	-	-	-
	(i)	Fractional Post Cash Grant			516,275.00	(39,320.00)	476,955.00	182,720.83	659,675.83
	(j)	Moral and National Education Support Grant			-	-	-	256,362.50	256,362.50
	(k)	Extra Recurrent Grant under ITE4			84,940.00	(107,929.33)	(22,989.33)	22,989.33	-
	(l)	Hong Kong School Drama Festival			3,600.00	-	3,600.00	3,821.20	7,421.20
	(m)	Opening up School Facilities for Promotion of Sports Development Scheme			70,000.00	(70,000.00)	-	-	-
	(n)	Information Technology Staffing Support Grant			317,338.00	(113,652.00)	203,686.00	-	203,686.00
	(o)	Promotion of Reading Grant			72,310.00	(59,824.20)	12,485.80	5,228.26	17,714.06
	(p)	Life-wide Learning Grant			1,284,000.00	(426,513.20)	857,486.80	-	857,486.80
	(q)	Speical Anti-epidemic Grant			25,000.00	(15,228.90)	9,771.10	-	9,771.10
	(r)	One-off Special Support Grant			100,000.00	-	100,000.00	-	100,000.00
	(s)	Summer Reading Programme - "Gift Book Pilot Scheme" (2020)			70,400.00	(41,025.00)	29,375.00	-	29,375.00
	(t)	Student Activities Support Grant			80,600.00	(10,565.00)	70,035.00	-	70,035.00
			Sub-total (D)		4,268,582.62	(2,310,747.05)	1,957,835.57	492,893.13	2,450,728.70
(5)	Others - Amount refundable to EDB				-	-	(119,790.99)	-	(119,790.99)
			Sub-total (E)		-	-	(119,790.99)	-	(119,790.99)
Total Income for school year 2019-20 [Sub-totals (A) to (E)]					17,438,339.25				
Total Expenditure for school year 2019-20 [Sub-totals (A) to (E)]					(13,511,487.20)				
Percentage Spent (Total Expenditure / Total Income)					77.48%				
Total Surplus for school year 2019-20 [Sub-totals (A) to (E)]					3,926,852.05				
Accumulated Surplus as at the end of school year 2019-20 [Sub-totals (A) to (E)]					11,395,247.98				

				Income (\$) 19-20	Expenditure (\$) 19-20	Surplus / (Deficit) (\$) for the year 19-20	Balance b/f (\$)	Balance c/f (\$)
II School Funds								
(1)	Subscription Fund							
	Income						5,248,777.36	
	(a)	Tong Fai		121,920.00	-			
	(b)	Entrance Examination Fees		20,150.00	-			
	(c)	Profit on Sale of Ex. Book, Tie & Badge		8,599.25	-			
	(d)	Tuckshop Rental		116,806.45	-			
	(e)	Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project, etc.)		110,275.55	-			
	(f)	Donations		140.00	-			
	Expenditure							
	(a)	Lift Maintenance		-	(148,599.00)			
	(b)	Subsidy to Student Activities and Student Exchange Programme		-	(18,381.20)			
	(c)	Gold & Silver Awards and Scholarships		-	(16,120.00)			
	(d)	ORSO, Long Service Award & other Expenses		-	(23,784.00)			
	(e)	Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)		-	(24,655.38)			
	(f)	Greening School		-	(5,121.00)			
	(g)	S1 Interview Expenses			(8,816.10)			
	Sub-total (A)			377,891.25	(245,476.68)	132,414.57	5,248,777.36	5,381,191.93
(2)	Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)							
	(a)	Hall Air-conditioning Electricity Rebate & Charges		-	-	-	110,568.50	110,568.50
	(b)	Repairs of Hall Air-conditioners		-	-	-		
	Other purposes			219,480.00				
	(c)	Renovation of Campus TV			(195,400.00)	24,080.00	32,488.35	56,568.35
	Sub-total (B)			219,480.00	(195,400.00)	24,080.00	143,056.85	167,136.85
(3)	Others							
	(a)	P.A.T.H.S.		-	-	-	25,475.00	25,475.00
	(b)	CCSC Alumni Foundation Fund		281,572.10	(52,390.60)	229,181.50	777,678.90	1,006,860.40
	(c)	CCSC Alumni Foundation Fund Lunar New Year Fun Fair Funding		-	(1,455.06)	(1,455.06)	15,193.24	13,738.18
	(d)	Most Improved Student Awards (by Alumni of 78-79)		-	(1,455.00)	(1,455.00)	3,210.00	1,755.00
	(e)	School Song Composer Music Development Fund (by Ms Brenda Ng)		10,000.00	(291.00)	9,709.00	9,365.00	19,074.00
	(f)	JY Excellent Athletes Award (by Ms Christine Fu)		14,000.00	(10,000.00)	4,000.00	4,291.40	8,291.40
	(g)	Award for Student of Noble Character (by Ms Kwok Wai Yin)		-	(2,328.00)	(2,328.00)	8,162.00	5,834.00
	(h)	Medical Alumni Science Award		-	(3,522.00)	(3,522.00)	36,478.00	32,956.00
	(i)	Alumni of Classes 1985 & 1986 Arts Award		-	(3,522.00)	(3,522.00)	36,478.00	32,956.00
	(j)	Donation to Badminton Team (by Li Wing Sze)		-	-	-	2,210.00	2,210.00
	(k)	Alumus Donation (by Wong Ka Kit)		100,000.00	-	100,000.00	-	100,000.00
	(l)	Funding for Epidemic Prevention (by Sponsoring Body)		15,000.00	-	15,000.00	-	15,000.00
	Sub-total (C)			420,572.10	(74,963.66)	345,608.44	918,541.54	1,264,149.98
Total Income for school year 2019-20 [Sub-totals (A) to (C)]				1,017,943.35				
Total Expenditure for school year 2019-20 [Sub-totals (A) to (C)]				(515,840.34)				
Percentage Spent (Total Expenditure / Total Income)				50.67%				
Total Surplus for school year 2019-20 [Sub-totals (A) to (C)]				502,103.01				
Accumulated Surplus as at the end of school year 2019-20 [Sub-totals (A) to (C)]				6,812,478.76				

H. Feedback on Future Planning

The disruptions to the school activities ensued from the social movement and class suspension explained why many tasks of the Annual School Plan could not be carried out. Moreover, taking into consideration the trends of educational reforms and the needs of our students, the School Development Team decided the 3-year School Development Plan would be extended by a year and the consent of the Incorporated Management Committee was secured. The major concerns for the school year 2018 – 2022 would be maintained as follows:

1. reinforcing the culture of active learning;
2. nurturing a caring culture; and
3. building stronger ties with alumni.

To realize our targets, measures equipping students with skills and the attitude of active learning would be continued while e-Learning would be further promoted to strengthen the active learning culture. Moreover, students would be encouraged to care more about others while environment protection would be promoted. Furthermore, the effort to establish a better network with alumni would be kept so that assistance or support to the school development can be obtained more effectively.

I. Appreciation and Acknowledgement

It was a grief to us that our Honorary Supervisor, Mr. Chan Kam Toi, who had been contributing so much to the development of our School as the Supervisor between 2006 and 2019, passed away peacefully on 29 December 2019. In addition, we have to thank the members of the IMC for their advice and direction on school policies and all staff for their loyalty, co-operation and devotion during the past year. If it had not been for their concerted effort, enthusiasm, sense of integrity and responsibility, our School would not have been able to maintain smooth operation and overcome the hurdles encountered.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre for their work. Also, we felt grateful to the officers of the EDB for their advice and guidance, the parents of our students for their co-operation, the Parent-Teacher Association, the Old Students' Association and the Cheung Chuk Shan College Alumni Foundation Fund Management Committee for their support, and all other organizations and persons that have helped our School during the year under review.

Evaluation on Use of Capacity Enhancement Grant 2019 – 2020

The Grant, amounting to \$634,017, enabled our School to provide additional services to improve students' language proficiency and also facilitate their all-round development with training in various domains.

Items	Assessment / Evidence of Success
A course for S1 on reading skills and classical Chinese, fiction writing and training for the Chinese Debating Team	Due to the coronavirus outbreak, the course for S1 and the fiction writing class had to be cancelled. Though most of the training sessions for the Chinese Debating Team and debate competitions were also cancelled, members of the Team still thought that they had learned much about critical thinking.
Workshops on note processing skills for S1	According to the questionnaires administered, the programme was successful with 83% of the participants finding it useful and being satisfied with it. Moreover, 79% of the students regarded it as a meaningful and inspirational programme while the view that the skills introduced were practical was upheld by 73% of the students.
Leadership training programmes for prefects, chairpersons and junior-form students	The training programme for prefects and chairpersons was found successful from the questionnaire administered since 91.3% of the participants thought it helped to enhance their leadership skills. Yet, the training programme for junior-form students had to be called off owing to the class suspension caused by the epidemic.
Sports training for students and members of school teams as well as sports activities on S2 Activity Days	The athletics and swimming training sessions provided chances for house athletes and members of the Athletics or Swimming Team to polish their skills and for house officials to identify outstanding students to represent their own houses in the Athletics Meet or Swimming Gala. Class suspension brought by the coronavirus outbreak resulted in the cancellation of the sports courses arranged on S2 Activity Days while the unforeseeable development of the pandemic situation during the summer vacation left the teacher-in-charge with no choice but suspended the 'Learn to Swim' Programme.
'Music for Life' Programme	146 students joined the instrumental classes, orchestras or school band in the school year under review. Due to the outbreak of the coronavirus, instrumental classes, orchestra or school band were only conducted in first school term. 48 students were awarded Certificates of Distinction in Attendance whereas 55 students were given Certificates of Merit in Attendance. Moreover, the junior choir performed the annual musical

Items	Assessment / Evidence of Success
	<p>“Mary Poppins” at a school assembly in October 2019 and was well received. Furthermore, the school band participated in the Hong Kong Youth Music Interflows 2019 and won the Bronze Award in the entry of Symphonic Band Contest (Intermediate level). The other competitions that the music groups intended to join were all cancelled due to the coronavirus outbreak.</p>
<p>Promotion of whole-person development of students by enhancing the inter-personal relationship, basic life skills, resilience ability and mental health of different groups of participants</p>	<p>83% of the students found the programme on inter-personal relationship useful in enhancing their relationship with others. Besides considering the interactive activities effective in promoting mutual understanding and a sharing culture among students, the social workers thought the programme enabled them to identify students with adaptation problems. For the programme on basic life skills, it had to be suspended midway due to class suspension. However, the social workers still reported that in general students’ participation was satisfactory. The remaining 2 programmes also had to be cancelled because of class suspension.</p>

APPENDIX II

Evaluation on Use of Promotion of Reading Grant 2019 – 2020

	Item	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	8,000	11,253.1
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$20 x 120 Stage 2: \$100 x 60 Stage 3: \$100 x 30 + \$200 x 5 + \$300 x 1 ✧ Printing passports (\$6 x 160) ✧ Filing cabinets ✧ Stationery & certificates ✧ Stamps	14,960 2,400 6,000 4,300 960 400 500 400	13,240.7 2,425.4 4,104.7 4,571 960 283.9 515.7 380
3.	Bookshop Visits ✧ S1 Purchase of books (\$100 x 130) Transportation (\$1,000 x 3) ✧ S4 Purchase of books (\$100 x 150) Transportation (\$1,000 x 3)	34,000 13,000 3,000 15,000 3,000	27,572 11,284 2,100 12,088 2,100
4.	STEM Books Corner ✧ Purchase of books	4,000	3,989.94
5.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$200 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 22) ✧ Reading quiz (\$50 x 30) ✧ Reading report competition	8,700 2,000 1,000 3,300 1,500 900	8,716 1,940 1,247 3,201 1,455 873
TOTAL		69,660	64,771.74

School-based After-school Learning and Support Programmes 2019-2020
School-based Grant - Programme Report

A. The number of students (count by heads) benefitted under the Grant is 116 (including A. 4 CSSA recipients, B. 85 SFAS full-grant recipients and C. 27 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Instrumental Classes	/	17	9	Over 80%	Sept 2019 – Aug 2020	22,982.5	Questionnaire	/	/
Sports Classes	2	33	19	Over 80%	Sept 2019 – Aug 2020	55,000	Questionnaire	/	/
Art Classes	/	11	3	Over 80%	Sept 2019 – Aug 2020	6,217.5	Questionnaire	/	/
Life-wide Learning Day	3	72	1	100%	7 Nov, 2019	3,800	Questionnaire	/	/
Total no. of activities: 4									
@No. of man-times	5	133	32						
**Total no. of man-times	170				Total Expenses	88,000			

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

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

Areas	Improved			No change	Declining	N.A.
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills			✓			
c) Students' academic achievement			✓			
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness		✓				
Personal and Social Development						
f) Students' self-esteem		✓				
g) Students' self-management skills		✓				
h) Students' social skills		✓				
i) Students' interpersonal skills		✓				
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life		✓				
m) Your overall view on students' personal and social development		✓				
Community Involvement						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging		✓				
p) Students' understanding on the community		✓				
q) Your overall view on students' community involvement		✓				

D. Comments on the project conducted

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify: _____);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☒ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

_____ / _____

Evaluation on Use of Life-wide Learning Grant 2019-2020

Brief Description of the Activity	Date	Target Student	Finalized Number of Student Beneficiaries	Evaluation Results	Actual Expenses (\$)
Museum Visits and History Tour	9/10/2019 & 4/12/2019	S4-6	S4-5 38	Only 2 visits were held in the first term. Others were cancelled due to COVID-19.	\$1,910
English Drama Training and Competitions	1/10/ 2019 – 31/3/2020	S1-5	S2-S5 14	The lessons were conducted till December 2019 and the activity was well-organized. Yet, the team finally withdrew from the competition due to COVID-19.	\$17,150
2-day-1-night Field Camp	9-10/12/2019	S5	50	The activity was well-organized and received positive comments from the participants	\$11,482.5
Drama Appreciation	1/11/2019	S3 - S5	15	Only one session was completed owing to COVID-19. Students were stimulated and inspired by the drama and the discussion / debriefing session.	\$2,310
Workshop on Thinking Skills	9/2019-11/2019	S2 - S5	15	Only 4 of the 8 meetings took place and the others were cancelled owing to COVID-19. The teachers and students both found the workshops effectively promoting critical thinking among the participants.	\$4,800
Careers Books Purchase & Promotion	Whole Year	S1-6	816	The loan record of career books was satisfactory. Students liked reading biography-based books.	\$4,637.5
Careers Talk & Workshop	Whole Year	S3-6	530	Students knew more about the life planning, goal-setting and articulation matters. The attendance rate was satisfactory.	\$89,900
Careers Assessment	Whole Year	S3	147	Almost all the students completed the assessment. Yet, due to class suspension, teachers were unable to counsel or do follow-up work easily. The effectiveness of the assessment was thus undermined.	\$3,266

Life-wide Learning Day School Subsidy	7/11/2019	S1, 2, 4 & 5	549	Despite some minor problems regarding the coach and venue arrangement, the activities were successfully organized. The activities helped to promote the holistic growth of students.	\$90,344
Leadership Training Programme Organized by an External Organization	Whole Year	S4	2	Students only joined one leadership training programme since COVID-19 resulted in the suspension of many activities.	\$1,000
Moral & Civic Education Talk	24/9/2019	S3	148	Only one talk was held in the first term. The others were cancelled due to COVID-19.	\$800
Drama Appreciation	11/2019-12/2019	S4-S5	/	The activity has been postponed to the next academic year due to COVID-19.	\$7,500
S2 Service Programme (whole form): three training sessions and a visit to the disadvantaged groups	11/2019-12/2019	S2	131	Though the S2 service outing was cancelled due to COVID-19, two service rehearsal sessions were held for students to understand the disadvantaged groups and cultivate a caring culture.	\$6,000
Subsidy to an Overseas Field Trip to an Asian Destination	Easter Holiday	S4-S5	/	The trip was cancelled owing to the outbreak of COVID-19	\$32,800
Subsidy to Overseas and Mainland China Exchange Tours	5/2020 - 7/2020	S4	/	The trip was cancelled owing to the outbreak of COVID-19	\$97,600
Buying Telescopes and Tripods for Bird Watching Courses and Competitions	/	/	/	/	\$44,803
Buying Archery Equipment for the School Team	/	/	/	/	\$11,765
Total expenditure:					\$428,068

External Awards Captured

Competition and Organizer	Award
Academic	
語文教育及研究常務委員會及《明報》主辦之小作家培訓計劃 2018/19 學年全年大獎	初中組冠軍
香港學校音樂及朗誦協會「第 71 屆香港朗誦節」	二人朗誦冠軍、女子散文獨誦冠軍、男子中一級英文詩詞獨誦亞軍、女子中一、中二及中四級英文詩詞獨誦季軍
HKFYG English Public Speaking Contest	Senior Division: Certificate of District Semi-Finalist Certificate of Good Performance
中國青少年語言文化學會全國青少年「菁英盃」語文知識大賽 (初賽)	二等獎及三等獎
Searching for Nature Stories Investigative report-writing competition by CUHK, EDB, Ho Koon Nature Education cum Astronomical Centre	Champion, 1st Runner-up & the Best Presentation Award.
International Biology Olympiad – Hong Kong Contest by HK Academy for Gifted Education	Bronze Award
Hong Kong Biology Literacy Award by HK Association for Science and Mathematics Education	2 nd Class Honours
Take Action! 2020 Youth Biodiversity Conservation Leadership Training Scheme by HKU undergraduates of the Ecology & Biodiversity major School of Biological Sciences	Outstanding Conservation Leader Award
Hong Kong Physics Olympiad by HK Academy for Gifted Education	Honourable Mention
2020 Business Plan Competition by Shue Yan University and HK Industrialists Council	Champion and Most Creative Team Award
HKICPA Accounting and Business Management Case Competition by HK Institute of Certified Public Accountants	Outstanding Performance Team
香港大學中史研究文學碩士同學會 2018-19 香港青年史學家年獎	優異獎
HKUST Dual Program	Certificate of Excellence Performance (Chemistry Level 1) Certificate of Merit (Life Science Level 1)
Harvard Book Prize Award	--
Creative Coder Competition by HK Federation of Youth Groups	Award of participation
Mathematics Book Report Competition for Secondary Schools by EDB	Certificate of Appreciation
Applied Learning Scholarship by Law's Charitable Foundation and EDB	Good Performance Certificate of Special Award

Sports	
九龍城區康樂體育促進會有限公司九龍城乒乓球比賽	男子及女子初級組冠軍
聯校羽毛球新秀邀請賽	全場總冠軍及男子組冠軍
A.S. Watson Group Hong Kong Student Sports Awards	--
Eastern District Age Group Athletic Meet 2019 by Leisure & Cultural Services Department (LCSD)	Boys Division D Grade 4x100M, 100M Hurdle; C Grade 400M, Shot Put; Girls Division E Grade 400M; D Grade 4x100M, 100M Hurdle, High Jump; C Grade 100M Hurdle, High

	Jump – 1 st
Tsuen Wan District Aged Group Table Tennis Competition by LCSD and Tsuen Wan District Council	Boys MH: 1st place
Kwun Tong District Aged Group Table Tennis Competition by LCSD and Kwun Tong District Council	Boys MH: 4 th place
Inter-School Swimming Competition Division 3 (HK Island) by HKSSF	A Grade Boys 200M - Mixed: 2 nd
1st HK Inter-School Karatedo Tournament by Karatedo Federation of HK, China	Boys Junior - Age 12-13 – 1 st
Sing Yin Badminton Competition by Sing Yin College	Boys Junior: 3 rd
St. Joan of Arc Secondary School Annual Athletics Meet	4x100m Invitation Relay: 4 th
Youth Arch Student Improvement Award	--
SportFIT Award Scheme	Gold Award, Silver Award & Bronze Award
SportACT Award Scheme	Gold Award, Silver Award & Bronze Award

Aesthetic	
香港學校舞蹈協會香港學校舞蹈節	中學組現代舞（三人舞）：優等獎
2019 Buffet Crampon Clarinet Competition by Tom Lee Music Company Limited	Solo Junior Section: Gold Award
Eastern District Anti-online Deception and Family Harmony Poster Design Competition for Primary and Secondary Schools by the Eastern District Fight Crime Committee.	Secondary School Section: Champion
Symphonic Band Contest of Hong Kong Youth Music Interflows	Bronze Award
香港競技評核總會「華文盃全港書法比賽」	硬筆書法中學高級組冠軍及亞軍
深水埗文藝協會文化委員會「文藝盃硬筆·毛筆書法大賽」	硬筆書法中學組亞軍

Others	
香港紅十字會(青年及義工事務部)「2018-2019 年度傑出青年團比賽」	分區冠軍、總部冠軍及全港總冠軍
香港紅十字會(青年及義工事務部)「2018-2019 年度服務盾」	分區總部冠軍及全港總冠軍
香港紅十字會(青年及義工事務部)「2018-2019 年度訓練盾」	分區總部亞軍
香港紅十字會(青年及義工事務部)「2018-2019 年度最佳服務主題計劃比賽」	總部冠軍
香港紅十字會(青年及義工事務部)「2018-2019 校園健康大使計劃最積極參與獎」	分區冠軍及部門總冠軍
全港傑出紅十字青年會員	--
香港紅十字會(青年及義工事務部)「2019-2020 年度港島總部東區(二)急救比賽」	青年團亞軍及最佳隊長
香港紅十字會「愛心相連大行動」	「傑出愛心校園」及「長期支持大獎」
香港青年協會「夢嚮導：好夢成真」終極匯報	金獎
東區學校聯絡委員會東區模範生及進步生	--
Sir Edward Youde Memorial Prize	--