



CHEUNG CHUK SHAN COLLEGE

Competent, Conscientious, Studious, Creative

敏行、正心、博學、日新

ANNUAL SCHOOL REPORT (2018 - 2019)

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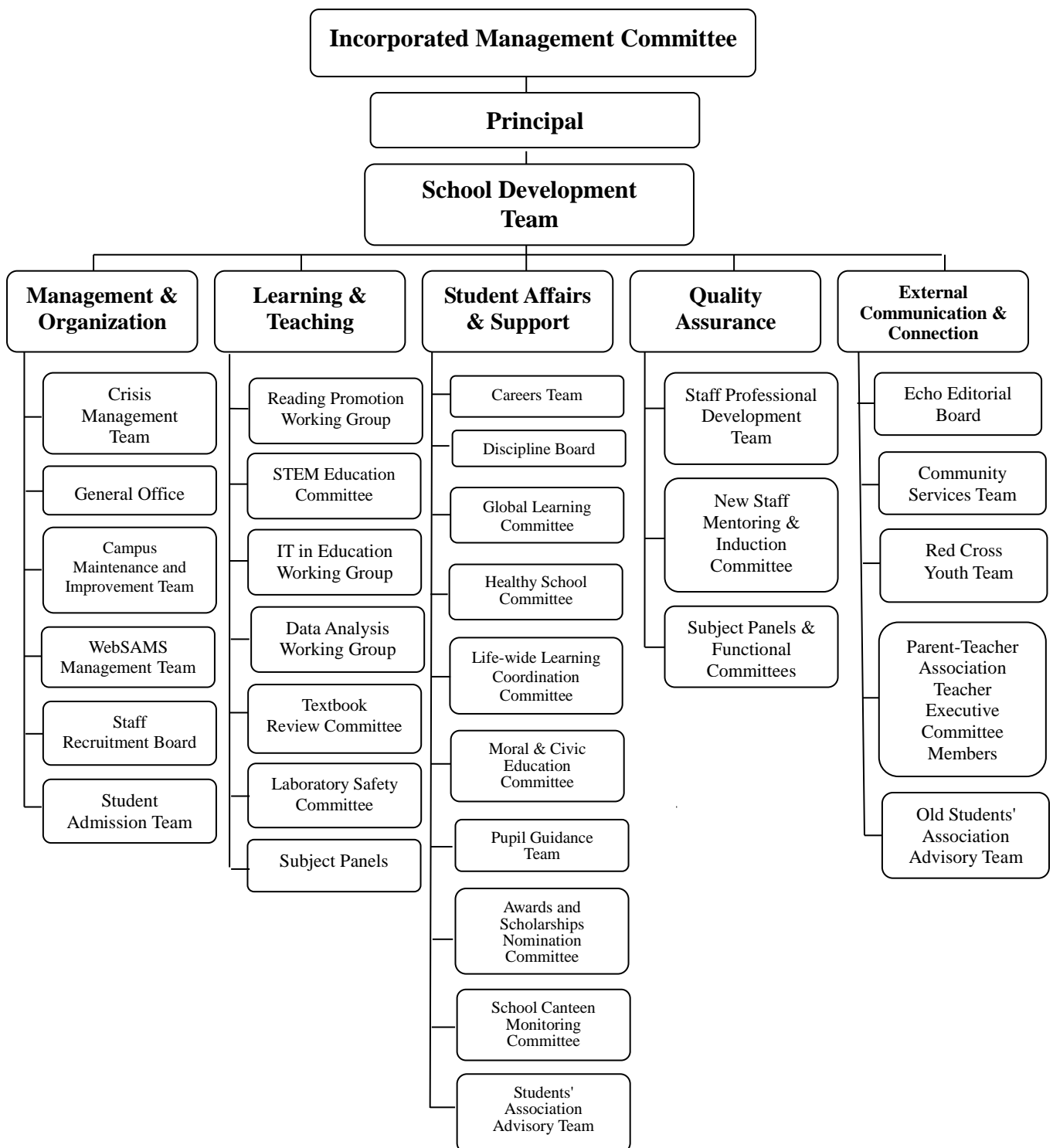
A. Profile of Our School

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: 4 classes per level S2, S4 & S6: 5 classes per level
Facilities	26 classrooms, 2 teaching rooms, 4 science laboratories, a multimedia learning centre, a campus TV studio, a computer room, a geography room, a music room, an art room, a home economics room, a needlework room, a library, an assembly hall, an organic farm, an outdoor playground, a covered playground with a bouldering wall and the Gallery of School History



B. Management & Organization

School Administrative Structure



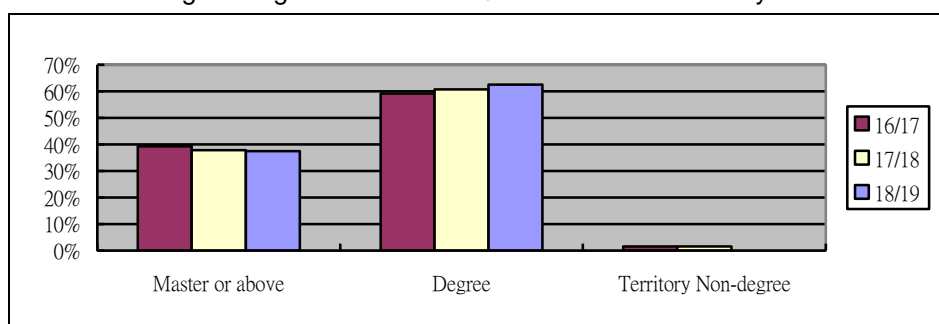
Incorporated Management Committee (IMC)

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. Chan Kam Toi, the Supervisor. Elections for the Teacher Managers and the Parent Managers were held to allow different stakeholders to be represented.

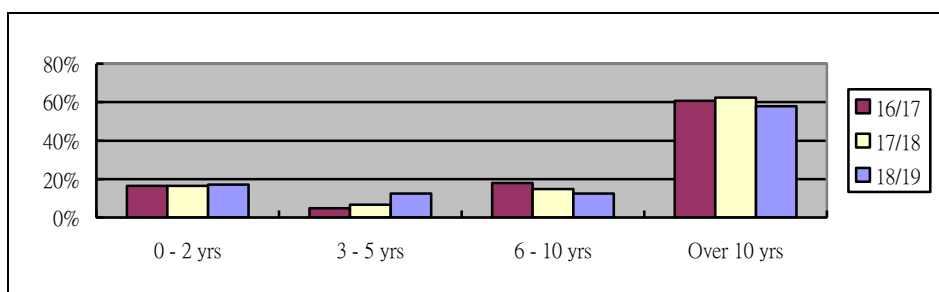
Teaching Staff

All the 64 teaching staff members (including the Principal) were university graduates of whom 24 were holders of a Master's degree. 90.6% of the teachers had already received professional training whereas 23 teachers had attended courses on catering for diverse learning needs.

Percentage of Highest Academic Qualifications Attained by Teachers

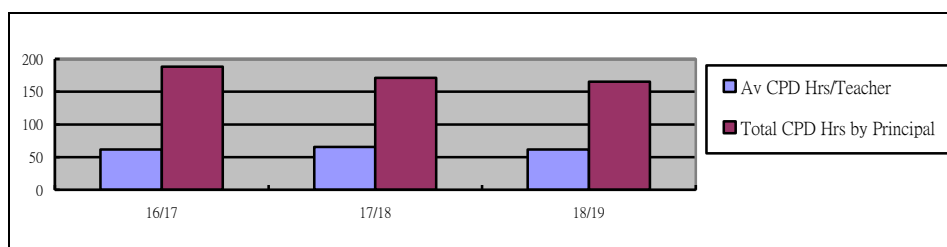


Teaching Experience



Professional Development

Continuing Professional Development



Modes of Professional Development for teachers	Details
Staff Development Days	♦ Peer interaction

	<ul style="list-style-type: none"> Major renewed emphasis in secondary education programmes
Peer Sharing	<ul style="list-style-type: none"> Sharing on strategies to promote active learning
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"> The teacher enrolled in the i-Journey Scheme of the EDB spending 5 weeks in Southampton, England, to learn more about the assessment practices in the country School-based e-Learning workshop 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. 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

Description	Income	Expenditure
Income from students	\$215,450.00	
Installation of movable partitions in School Hall		\$168,000.00
Photocopy charges		\$6769.30
Balance:		\$40,680.70

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;
- ♦ apart from routine activities, the English Society presented a mini English drama 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 bookshop visits for S1 & S4.♦ 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 as well as 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 use of Google Classroom enabled students to access learning materials prepared by teachers and also submit assignments.
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 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.

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. Apart from attending after-school revision classes, 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,

Cantonese and Putonghua could join speech contests after receiving training whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions. Furthermore, S1 – S5 students were invited to join International Assessment Tests so as to ascertain their talents in English, Writing, Mathematics and Science.

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.

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. Besides our S5 BAFS students' Lunar New Year Fair Stall Project held at the Victoria Park, visits and field studies were arranged for students taking such subjects as Biology, Chinese History, History, Geography as well as Tourism and Hospitality Studies.

STEM Education

The STEM Education Committee implemented an overall plan of promoting STEM education. Together with the efforts of other subject panels, a pleasing progress was noticed.

- ♦ Elements of STEM were incorporated into some junior-form subjects.
- ♦ A STEM book corner was set up in the School Library.
- ♦ 2 STEM-related courses were held on the S2 Activity Days.
- ♦ STEM-related activities were arranged during the post-examination period to promote maker culture among S1 and S2 students.
- ♦ Students participated in different external competitions and got rewarding experiences.

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 – 2 English teachers, 1 Chinese teacher, 3 Mathematics teachers, 1 History teacher and 2 teaching assistants were recruited for the academic year under review with the Teacher Relief Grant. Moreover, a teaching assistant was employed with the Career and Life Planning Grant and part of the salary of a Chinese teacher was paid with the grant. In addition, part of the Learning Support Grant was deployed to employ another teaching assistant 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
14 July 2018	Parent-Child Orientation Day
16 July 2018	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

S2, S6 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 enhancement of the language standard of students by financing language learning projects.

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

The notion of cultural exchange was realized through different overseas extra-curricular activities and the AFS exchange programmes, which enhanced the exposure of students and broadened their horizons.

Date	Destination	Activity	Participant
Whole year	--	Arrangement of an exchange student from Switzerland to study in our School so as to enable students to know foreign culture better and enrich the English environment	All students
Whole year	USA	Taking part in 1-year exchange programme to study in a local school and stay in a host family in order to experience American life and culture	1 S4 student
November 2018	China	Participation in a study tour to Guangzhou and Dongguan organized by the EDB with visits to different cultural and historical sites.	S3 students
December 2018	South Korea	Participation in a study tour to Seoul under the E-League Programme for cultural exchanges	1 S4 student
March 2019	--	The Global Perspective Dialogue – an activity for the S2 Activity Days – offered a chance for cross-cultural communication to the participants.	14 S2 students

April 2019	China	Participation in a study tour to Shanghai organized by the EDB which allowed the participants to develop an insight into the economic development and urban planning of the city	40 S4 students
April 2019	China	Participation in the voluntary teaching service in a remote area in Guangdong organized by International Youth Cultural Exchange Association	8 S4 students
April 2019	China	Participation in a volunteer programme organized by the Habitat China to help build a house for a poor family in Shaoguan	7 S4 students
July 2019	The Netherlands	Participation in a study tour organized by our School focusing on human rights, social welfare, criminal rehabilitation and the economic development of the country	47 S4 & S5 students
July 2019	Taiwan	Participation in a study tour organized by our School with cultural activities like visits to an indigenous village and museums	77 S1 – S3 students
July 2019	United Arabs Emirates	Participation in a study tour organized by our School marked by field studies focusing on the development and geographical features of the country	39 S4 – S6 students
July 2019	China	Participation in a study tour to Guangzhou on ‘Maker’ education	5 S1 – S3 students
July – August 2019	Canada	Participation in a summer camp in Toronto organized by a non-profit organization, which offered experiential learning and a chance to understand local communities through various activities	12 S4 students
Late July - August 2019	Thailand	Being one of the winners of the A.S. Watson Group HK Student Sports Awards nominated to participate in sports exchanges	1 S3 student
August 2019	UK	Being 2 of the elite leaders selected to undergo youth volunteer training in Manchester under the Jockey Club Youth Football Leadership Scheme	1 S4 and 1 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 112 students benefited from

the programme by joining music, art or sports classes. The grant was used up and reference can be made to Appendix IV 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 its policies and developments:

- ♦ contact of parents made if necessary to solicit the support required in nurturing their children;
- ♦ holding of the Parents' Day every school term;
- ♦ 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 picnic;
- ♦ 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.

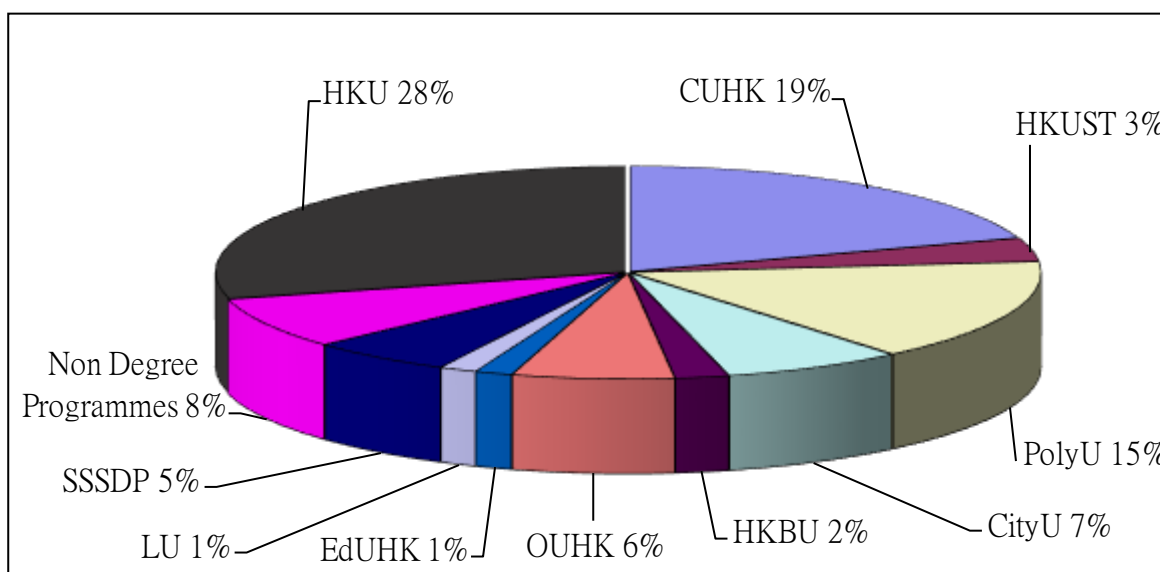
E. Student Performance

HKDSE Examination

147 S6 students sat the examination and a 100% individual passing rate was achieved in 16 subjects. A total of 419 L5 or above, or 2.86 L5 or above per student, were obtained. It is most gratifying to note that the rate of L5 or above of 14 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 36.7% of the candidates passed with L5 or above. Impressive individual performance was shown by a number of students, the best students securing 4 L5** and 3 L5*. In addition, 91.2% 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 pleasing. 95.9% of our students had JUPAS offers, among which 88.4% were offered degree courses and quite a number of them were competitive programmes like Medicine, Law and Quantitative Finance. The pie chart below depicted the offers by different universities.

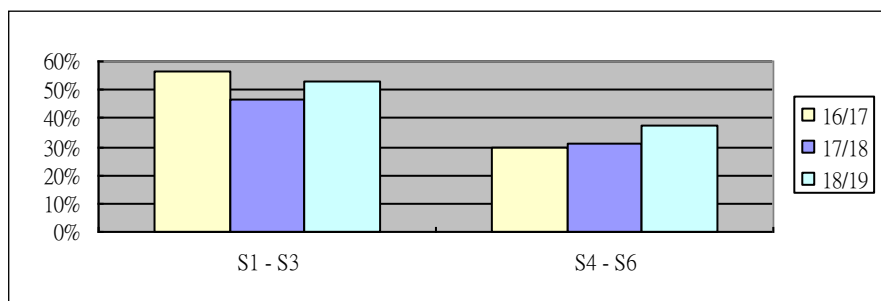


Other Learning Experiences and Extra-curricular Activities

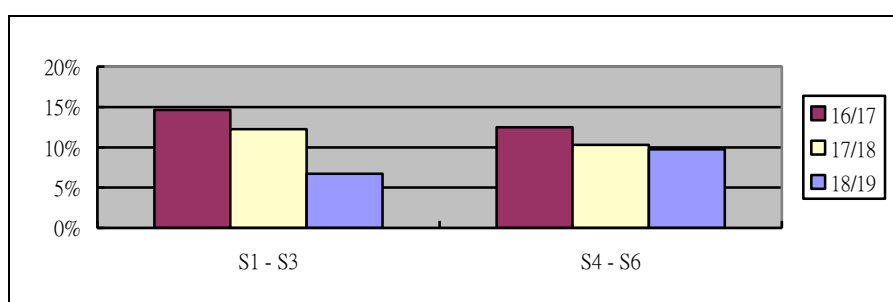
Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events, which helped to unleash their creativity, develop and maximize their potential, and keep them both physically and mentally strong all the time. It is pleasing to find they 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.

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

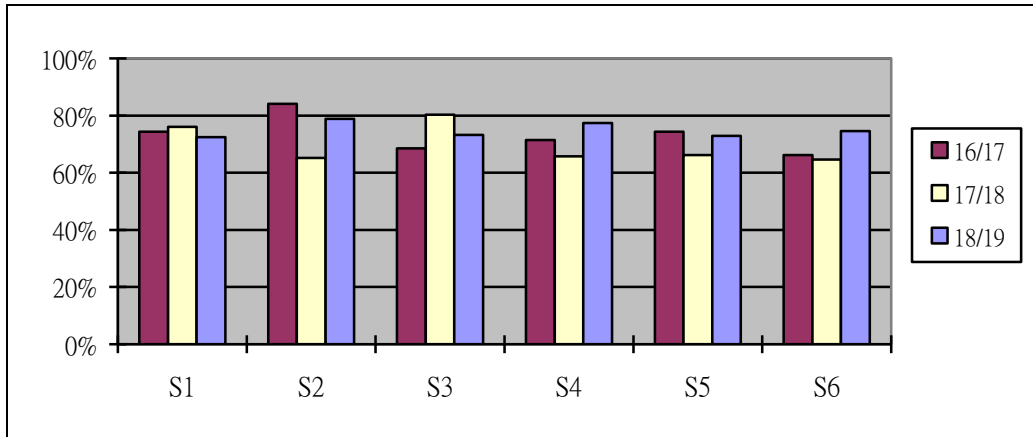


In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 56 students were presented the Extracurricular Activities Award while another 19 were granted the Outstanding Extra-curricular Activities & Leadership Award.

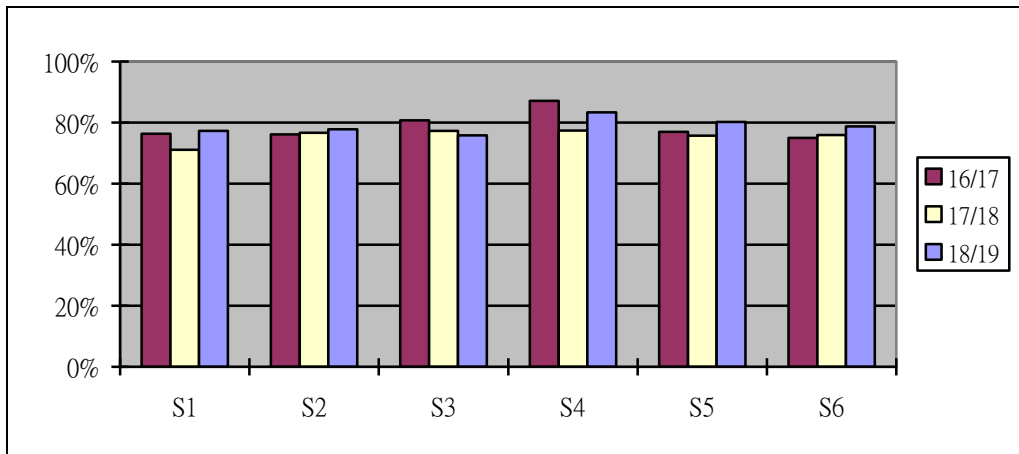


Students' Physical Development

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	<ul style="list-style-type: none"> According to the surveys conducted, 84.6% of the students agreed that they had seriously made planning as well as interim and year-end evaluations of the success of the efforts made while 80% of the teachers thought that the students had done so. Moreover, 83.9% of the students and 90% of the teachers thought that the planning and evaluations done had helped the students attain success in studies.
Learning habit	Requiring S3 – S5 students to take notes during lessons	<ul style="list-style-type: none"> According to the subject-based questionnaires administered, 90.2% of the students agreed that teachers of academic subjects in general required them to take notes during lessons and 87.5% claimed that they had developed the habit of taking notes during lessons.
	Using revised scoring rubrics for classroom performance	<ul style="list-style-type: none"> The surveys revealed that 88.2% of the students found the revised scoring rubrics effective in reinforcing their habit of active learning while 75.8% of the teachers thought so.
	Introducing the Active Learning Award for S1 – S6 students	<ul style="list-style-type: none"> The surveys showed that 70.2% of the students agreed that the award helped to reinforce their habit of active learning. Only 27 students received the award in the first term but the figure boosted to 74 in the second term, when more students picked up the habit of active learning.
	Requiring students taking part in exchange programmes to adopt an active learning attitude	<ul style="list-style-type: none"> Guidelines were issued and special tasks were designed to ensure an active learning attitude of the participants during the activities. Teacher escorts observed that over 70% of the participants adopted an active learning attitude. They completed the pre-trip tasks seriously, were eager to ask questions and explore the cultural differences between Hong Kong and the countries they were visiting during the tours and discussed

Items	Strategies / Tasks	Achievements
		enthusiastically in the post-trip debriefings.
Learning skills	Helping S1 and S2 students develop specific skills of active learning	<ul style="list-style-type: none"> ◆ 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 results of the subject-based questionnaires revealed that 93.2% of the students agreed that they had developed the skills concerned.
	Requiring S1 & S2 students to make personal notes for revision	<ul style="list-style-type: none"> ◆ At least a chapter of notes in each school term of Chinese History, Geography, History, Integrated Science and Life & Society had been revised so that application of learning skills were needed for students to produce a full set of notes ◆ The survey conducted showed 90.5% of the students found this measure effective in reinforcing their habit of active learning ◆ Teachers observed 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 and colours to highlight important points.
	Promoting reading further through various new activities	<ul style="list-style-type: none"> ◆ New measures like setting up a STEM Corner in the school library, forming a team of Reading KOLs, introducing Pleasure Reading Passports and visiting the Eslite Bookshop were well received. It was found that 82% of the students thought that these activities could stimulate their interest in reading.
Teaching pedagogy	Strengthening the element of peer interaction in lessons	<ul style="list-style-type: none"> ◆ A workshop was organized to help teachers understand better how to strengthen the element of peer interaction in lessons. ◆ Sharing sessions were held in panel meetings and such possible strategies as presentation and peer comments, peer teaching, role play and peer assessment were put forward. ◆ 91.2% of the students were found to agree that peer interaction was often carried out in lessons.

Reflections

1. Having a personal learning plan is the first step to active learning. Though both students and teachers regarded the task of setting study goals as successful, most of the plans, especially those of the junior form students, were found vague and brief. More guidance is needed to ensure the study plans made are concrete and achievable. Senior form students, especially S5, were more serious in their work. With the provision of more information about university programmes and different professions, they managed to draft more concrete plans.
2. All strategies to reinforce students' habit of active learning proved successful. They helped to cultivate a good learning habit and improve students' concentration. Yet, apart from such tasks as pre-trip quizzes or worksheets, students joining exchange programmes can be asked to design part of the travel routes, which is an excellent training of active learning skills and an effective way to increase their involvement.
3. Similarly, the tasks to strengthen students' active learning skills were accomplished successfully. Apart from training students' specific skills, the learning activities conducted also brought varieties and fun in lessons. Moreover, the note-making skill nurtured laid important foundation for self-directed learning in the future. Furthermore, the need to finish assigned tasks and the new reading activities encouraged students to read more. To further polish students' active learning skills, large-scale activities like inter-class competitions can be organized.
4. It was encouraging to see that teachers were willing to modify their teaching pedagogy to facilitate active learning. With the inclusion of more peer learning activities, the lessons became more student-centred with teachers playing the role of facilitator more and students benefited tremendously from that. However, due to learners' diversity and nature of topics, teachers had to exert great care in choosing appropriate topics and designing suitable peer learning activities.

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"> ◆ According to the surveys conducted, 88.5% of the students agreed that they had seriously made planning as well as interim and year-end evaluations of the success of the efforts made while 85.7% of the teachers thought they had done so. ◆ On the other hand, 85.4% of the students and 78.6% of the teachers thought that such planning and evaluations done had helped the students improve their behaviour.
Care for schoolmates	Holding class activities to promote inter-personal relationship	<ul style="list-style-type: none"> ◆ Activities promoting mutual appreciation, the Board Design Competition and the Buddy Programme were organized. Students showed pleasing responses to

Items	Strategies / Tasks	Achievements
		<p>these activities.</p> <ul style="list-style-type: none"> ♦ The surveys conducted showed all form-teachers and 80.8% of the students agreed that these activities were effective in promoting inter-personal relationship.
	Organizing cross-level caring activities	<ul style="list-style-type: none"> ♦ Career ambassadors were appointed to help S3 students make S4 streaming decisions while S5 students were arranged to write supportive messages to S6 students. The responses of students to these activities were pleasing. ♦ According to the surveys conducted, 77.1% of the S3 students agreed that the activity could promote a caring culture while 66% of the S5 students held the same belief. ♦ Moreover, 82.3% of the S3 students reflected that the activity could let them understand more about the elective subjects in S4 while 76.5% of them agreed that it provided them with a channel to seek advice or assistance in making their study plan.
Care for the environment	Requiring S1 students to clean their classroom	<ul style="list-style-type: none"> ♦ Students took turns to clean their classroom after school each day. ♦ The surveys administered reflected that all teachers found the cleanliness condition of S1 classrooms satisfactory on the whole while 86.6% 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 78.1% of them agreed that the campaign had influenced them to keep their classroom clean.
	Reviewing the environmental policy of the School	<ul style="list-style-type: none"> ♦ The policy concerned was reviewed and measures related to school environment were enforced.
Care for the disadvantaged	Organizing and coordinating activities for students to help	<ul style="list-style-type: none"> ♦ Experiential learning workshops and visits on poverty were held. Community service

Items	Strategies / Tasks	Achievements
	the disadvantaged	<p>was included in the Leadership Training Programme for junior form students and two service trips to the Netherlands and mainland China were organized.</p> <ul style="list-style-type: none"> ♦ The organizers and teacher escorts all reported that students' performance was praiseworthy. Most of the participants showed strong care and empathy for the disadvantaged. ♦ According to the surveys administered, all participants of the experiential workshops and visits on poverty agreed that the activities had helped them understand more about the disadvantaged while 79% of the students joining the Leadership Training Programme agreed with it.

Reflections

1. The task of asking S1 and S2 students to set behavioural goals succeeded to urge them to review their behaviour and improve it. They would then care more about themselves and realized how their behaviour might affect others. This was the start of the care and concern towards others.
2. Class activities and cross-level activities were all effective in nurturing a caring culture in the school. With better inter-personal relations among students, the sense of belonging to the class and the school was enhanced. Yet, fewer talks should be arranged during the Form-teacher periods so that Form-teachers can organize more activities to build up relationship among students.
3. The introduction of Careers Ambassadors was a new and meaningful idea which benefited both the giver and the taker. The S3 students acquired information and advice from the ambassadors on S4 streaming while the ambassadors secured update information about education and occupation trends. However, some S3 students were too passive to seek help while some ambassadors might be overloaded with different commitments and could not handle all tasks well.
4. Students' awareness of a clean and tidy learning environment was also aroused. The success of the classroom cleaning duty showed that students could take a more active role to improve their learning environment. Hence, the policy would extend to S2 next year.
5. However, many students put convenience over the health of the earth, not bothering to support environmental protection actively. Hence a large scale campaign should be launched to raise their environmental awareness. It would be desirable if active learning

- skills could be incorporated in the campaign so as to serve both major concerns.
6. According to a survey conducted on the interest of S4 students in exchange activities, half of them expressed their hope to participate in a service tour. Hence more opportunities should be provided for students to help the disadvantaged.

Major Concern 3: Building stronger ties with alumni

Items	Strategies / Tasks	Achievements
Alumni bonding	Organizing Golden Jubilee celebration activities	<ul style="list-style-type: none"> ♦ The alumni were very enthusiastic in attending our Golden Jubilee celebration activities. They filled up the campus on the second day of our Open Day and the anniversary dinner tickets were sold out within a month. The number of alumni joining the dinner amounted to about 1100. ♦ Though many alumni donors were offered complimentary copies of the Golden Jubilee school magazine, still over 100 alumni purchased it. ♦ As per suggested by the Old Students' Association, no activities were organized for the alumni on the Sports Day because they were unlikely to attend it on a weekday.
	Setting guidelines for use of school campus for particular purposes	♦ Detailed guidelines were set and would be directly sent to the alumni concerned upon request.
	Compiling an alumni data bank	♦ A QR code to collect updated contact information of alumni had been publicized on various occasions and platforms, including posting up on the Open Day and at the anniversary dinner, on the OSA website and Facebook page and through chat groups of alumni. However, the data of less than 300 alumni was collected.
	Trying to procure support needed from alumni	♦ The Golden Jubilee celebration activities provided a valuable chance to call for donations from alumni besides allowing the school to identify and invite specific alumni to keep on supporting their alma mater financially.

Items	Strategies / Tasks	Achievements
		<ul style="list-style-type: none"> ♦ Other suitable alumni were invited to provide assistance to the organization of school activities like talks and training camp as well as to offer expertise advice on the improvement works of the school.

Reflections

1. With 50 years of establishment, our school had nurtured many graduates who had outstanding achievements in various walks of life. Most of them have a strong sense of belonging to their alma mater and are willing to give back. We would continue to draw support for school development from them.
2. To further build up our alumni data bank so as to keep closer contact with them, we would request teachers to send out the QR code through social media and invite alumni to provide updated information.
3. The success of the Golden Jubilee dinner reassured us that the attendance rate of teachers would boost up the participation rate of alumni. Hence more teachers, especially those with longer service years, would be deployed to participate in alumni activities in the future.

G. Celebration of Golden Jubilee

During the school year under review, further activities were organized to commemorate the Golden Jubilee of our School:

Date	Event
7 December 2018	Opening Ceremony of Golden Jubilee Open Day cum Gallery of School History with Dr. So Kit Ying (1987 S7 graduate), Deputy Hospital Chief Executive and Consultant of Medicine of Pamela Youde Nethersole Eastern Hospital as Guest-of-Honour
7 & 8 December 2018	Golden Jubilee Open Day
April 2019	Publication of Golden Jubilee Magazine
4 May 2019	Holding of Golden Jubilee Dinner at Kerry Hotel, Hung Hom

Besides showcasing our work in nurturing students and its fruitful harvest, the multifarious celebration activities were fabulous chances for the public to understand better the development of our School and also offered excellent chances for tightening our bond with different stakeholders. The increasing confidence and solidarity brought by the celebration activities would prepare the School to outdo itself in scaling new heights.



H. Financial Summary

				Income (\$) 18-19	Expenditure (\$) 18-19	Surplus / (Deficit) (\$) for the year 18-19	Balance b/f (\$)	Balance c/f (\$)
I Government Funds								
(1)	Expanded Operating Expenses Block Grant (EOEBG)						4,793,700.24	
	(a)	School Specific						
		i)	Administration Grant	4,013,649.00	(3,152,096.23)	861,552.77		
		ii)	Capacity Enhancement Grant	613,766.00	(341,629.40)	272,136.60		
		iii)	Composite Information Technology Grant	448,459.00	(487,242.10)	(38,783.10)		
		iv)	Air-conditioning Grant	536,464.00	(478,116.00)	58,348.00		
		v)	Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate etc.)	144,924.76	-	144,924.76		
		vi)	Special Grant on Typhoon Disturbance	48,900.00	(48,900.00)	-		
	(b)	Non-School Specific (Baseline Reference)						
		i)	School & Class Grant	1,890,540.28	(1,712,289.01)	178,251.27		
		ii)	Furniture & Equipment	-	(273,556.40)	(273,556.40)		
			Sub-total (A)	7,696,703.04	(6,493,829.14)	1,202,873.90	4,793,700.24	5,996,574.14
(2)	Funds set aside for Severance Payment/Long Service Payment							
			Sub-total (B)	-	-	-	315,877.66	315,877.66
(3)	Teacher Relief Grant			284,017.00	(3,459,293.44)	(3,175,276.44)	6,028,683.83	2,853,407.39
	Invigilation Fee from HKEAA & Forfeiture of Salary			35,101.00	(2,894.00)	32,207.00	-	32,207.00
			Sub-total (C)	319,118.00	(3,462,187.44)	(3,143,069.44)	6,028,683.83	2,885,614.39
(4)	Grants Outside EOEBG							
	(a)	Committee on Home-School Co-operation Project (PTA)		5,474.00	(4,693.80)	780.20	4,359.10	5,139.30
	(b)	Committee on Home-School Co-operation Project (Activity)		5,000.00	(4,130.00)	870.00	-	870.00
	(c)	Grant Account for Fringe Benefits (NET)		19,800.00	(19,800.00)	-	-	-
	(d)	School-based After-school Learning and Support Grant		96,000.00	(92,768.00)	3,232.00	-	3,232.00
	(e)	Other Recurrent Grants (Rent & Rates)		480,380.00	(480,380.00)	-	-	-
	(f)	Learning Support Grant for Secondary Schools		515,592.00	(579,420.26)	(63,828.26)	77,227.97	13,399.71
	(g)	Diversity Learning Grant - (OP)		98,000.00	(98,020.00)	(20.00)	20.00	-
	(h)	Diversity Learning Grant - (ApL)		27,850.00	(27,850.00)	-	-	-
	(i)	Fractional Post Cash Grant		130,760.00	(12,000.00)	118,760.00	63,960.83	182,720.83
	(j)	Moral and National Education Support Grant		-	(72,090.30)	(72,090.30)	328,452.80	256,362.50
	(k)	Career and Life Planning Grant		609,900.00	(676,210.92)	(66,310.92)	66,310.92	-
	(l)	Extra Recurrent Grant under ITE4		84,940.00	(77,335.67)	7,604.33	15,385.00	22,989.33
	(m)	Jockey Club LWL Fund		79,223.00	(79,223.00)	-	-	-
	(n)	Hong Kong School Drama Festival		3,400.00	(2,435.40)	964.60	2,856.60	3,821.20
	(o)	One-off Information Technology Grant for e-Learning in Schools		-	(212.00)	(212.00)	212.00	-
	(p)	One-off Grant to Secondary Schools for the Promotion of STEM Education		-	(80,959.72)	(80,959.72)	80,959.72	-
	(q)	One-off Grant for the Promotion of Chinese History and Culture		-	(61,851.00)	(61,851.00)	61,851.00	-
	(r)	Opening up School Facilities for Promotion of Sports Development Scheme		130,000.00	(44,658.50)	85,341.50	-	85,341.50
	(s)	Information Technology Staffing Support Grant		307,200.00	(307,200.00)	-	-	-
	(t)	Promotion of Reading Grant		70,000.00	(64,771.74)	5,228.26	-	5,228.26
			Sub-total (D)	2,663,519.00	(2,786,010.31)	(122,491.31)	701,595.94	579,104.63
(5)	Others - Amount refundable to EDB			-	(86,211.50)	(86,211.50)	(9.09)	(86,220.59)
			Sub-total (E)	-	(86,211.50)	(86,211.50)	(9.09)	(86,220.59)
Total Surplus for school year 18-19 [Sub-totals (A) to (E)]							(2,148,898.35)	
Accumulated Surplus as at the end of school year 18-19 [Sub-totals (A) to (E)]								9,690,950.23

I. Feedback on Future Planning

The planning for the focus of the school development in the coming school year began in May 2019 with the School Development Team carefully reviewing the implementation of the School Development Plan for the school years 2018 - 2021 and the Annual School Plan besides considering the reflections made by various subject panels and functional committees. Reference was also made to the trends of educational reforms and the needs of our students. It has been agreed that the major concerns for the school year 2018 – 2021 are 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. 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 could be obtained more effectively.

J. Appreciation and Acknowledgement

We would like to express heartfelt gratitude to Mr. Chan Kam Toi, who served the School as Supervisor since 2006 and retired on 2 September 2019, for his insightful leadership and full support to the school development. In addition, we have to thank other 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 had such an active and successful year besides holding different impressive celebration activities for the Golden Jubilee.

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 2018 – 2019

The Grant, amounting to \$613,766, 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, an online self-learning platform and training for the Chinese Debating Team	Most S1 students were attentive during the lessons and completed the assignments given while most junior-form students were serious in doing the online exercises. Finally, all members of the Debating Team thought that they had learned much from the training and participation in competitions, while their interest in critical thinking and debating was aroused. Besides taking part in various competitions and achieving brilliant results, the Team hosted the Third Interschool Chinese Debating Invitational Tournament.
English class on drama training	The class prepared the participants well for the HK School Drama Festival in different aspects, culminating in a stage production. The success was witnessed through not only the prizes captured and the generally positive response of the audience but also the active involvement of the members of the team at different stages.
Liberal Studies Elite learning group	It was intended to be a series of workshops for higher achievers to learn from professionals about selected issues. However, the number of interested students was low and hence the workshop series was not organized. In view of students' changing interests and preferences in way of learning, it was decided that activities like this workshop series would not be organized in the near future and more feasible alternatives would be explored.
Course on note processing skills for S1	According to the questionnaires administered, the programme was successful with 79% of the participants finding it useful and being satisfied with it. Moreover, 72% of the students regarded it as a meaningful and inspirational programme while the view that the skills introduced were practical was upheld by 78% 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 95.7% of the participants thought it helped to enhance their leadership skills. The training programme for junior-form students also met with great success since all the participants expressed in a questionnaire that their leadership qualities were improved and they were ready to take up their roles as leaders in the coming academic year.
Sports training for	The athletics and swimming training sessions provided chances for

Items	Assessment / Evidence of Success
students and members of school teams as well as sports activities on S2 Activity Days	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. The sessions also accounted for the pleasing performance of our students in the Inter-school Athletics and Swimming Competitions. Though the number of students joining the 'Learn to Swim' Programme kept dropping each year, they all enjoyed the lessons and made much progress in their skills. Coaches were employed to train different school teams and the result was rewarding. Finally, the bouldering, bowling and dance courses arranged on S2 Activity Days all received positive feedback.
'Music for Life' Programme	115 students joined the instrumental classes, orchestras or school band in the school year under review. 27 students were awarded Certificates of Distinction in Attendance whereas 75 students were given Certificates of Merit in Attendance. There were 27 individual entries and 3 group entries in the HK Schools Music Festival. 4 entries won positions in their competitions and 27 Certificates of Honours, Certificates of Merit and Certificates of Proficiency were awarded. The School Band had a collaborative performance with HK Police Band in celebration of Golden Jubilee of our School. Some of our brass members of School Band were also invited to participate in performances with Police Band in the community. The Junior Choir performed an annual musical during a school assembly and was well received. Furthermore, the Junior Choir got gold awards in the English Choral Section (Senior) and English Stage Performance in the HK Joint School Music Competition and the HK Performing Art Festival respectively. On the other hand, the Chinese Orchestra won silver award in Chinese Ensemble Section in the HK Joint School Music Competition. 4 individual prizes were attained in instrumental entries of the HK Schools Music Festival. Finally, the Handbell Team participated in the HK International Handbell Olympics and won two silver awards. Overall speaking, the performance of students in competitions was pleasing.

APPENDIX II

Use of Promotion of Reading Grant 2018 – 2019

	Item	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	8000	11253.1
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	14960 2400 6000 4300 960 400 500 400	13240.7 2425.4 4104.7 4571 960 283.9 515.7 380
3.	Bookshop Visits ✧ S1 Purchase of books (\$100 x 130) Transportation (\$1000 x 3) ✧ S4 Purchase of books (\$100 x 150) Transportation (\$1000 x 3)	34000 13000 3000 15000 3000	27572 11284 2100 12088 2100
4.	STEM Books Corner ✧ Purchase of books	4000	3989.94
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	8700 2000 1000 3300 1500 900	8716 1940 1247 3201 1455 873
TOTAL		69660	64771.74

Evaluation on Use of Life Planning Grant 2018-2019

	Objectives	Strategies	Evaluation	Allocation of the CLP Grant
1	To assist Careers Master in planning, implementing and coordinating the tasks of career and life planning education in the school	To recruit a teacher and a teaching assistant for the Careers Team	Both the teacher and the teaching assistant carried out their duties well. They helped the Careers Master and the Team to coordinate and organize various kinds of career and life planning programmes accordingly. The Careers Master was satisfied with their performance.	\$528,798.42
2	To guide S3 students to make a right decision in elective subjects selection by matching their personal learning style	To carry out related activities in the Post-exam Period	83% of them revealed that they knew more about their strengths and weaknesses, which would help them in making decisions about S4 streaming. The students enjoyed the activities and were satisfied with the performance of the instructor as well.	\$4,950.00
3	To guide S4 students to set a personal study plan for the public examination	To carry out related workshop and reflection activities	79% of the students agreed that the content of the activity was relevant and useful while 78% of them thought the workshop inspired them in setting their study plan. Everyone made his own study plan after the activity.	\$34,500.00
4	To guide S5 students to make a right decision in university application	To carry out related workshop and reflection activities	All students were told about the rules in university application and guided to make a practical study plan. 90% of the students agreed that the content of the activity was useful and were satisfied with it while 88% of them agreed the workshop was inspirational.	\$27,600.00
5	To enhance S6 students' interview and	To carry out an interview	95% of the students were satisfied with the activity	\$18,000.00

	Objectives	Strategies	Evaluation	Allocation of the CLP Grant
	communication skills	skills workshop	and found it useful. 89% of them agreed the workshop enhanced their interview skills while 94% of them pointed out that the skills were practical.	
6	To guide the students with low motivation in study	To carry out life planning workshops	According to the counsellor, all participants were taught about the method in self-exploration including knowing their strengths and interests. After the activity, form teachers were informed about the problems each student was facing so that they could understand the students more from different angles. The counsellor also suggested some solutions to the form teachers to help tackle the problems.	\$39,600.00
7	To enhance senior form students to get more knowledge in different fields of profession	To carry out workplace visits	Three visits were organized to Harbour Plaza 8 degrees, Happy Valley Police Station and Aero 320 respectively. All participants showed great interest in the events. After the visits, they knew more about the relevant skills and daily work of the fields of hotel management, police force and aviation.	\$6,039.60
8	To enhance the understanding of careers and life planning of the students	To purchase reference books of careers and life planning	Different kinds of careers books were purchased according to the interests of the students. The School Librarian revealed that the lending rate of careers books this year was higher than that of last year.	\$3,089.90

	Objectives	Strategies	Evaluation	Allocation of the CLP Grant
		To organize careers books quiz	The School Librarian observed that all students took the book quiz seriously. The activity also promoted relevant careers books to the students. The habit of reading was therefore cultivated.	\$1,455.00
9	To equip parents to play an active role in guiding their children in life planning	To carry out parental education workshop	100% of the participants agreed that the talk was useful for them to deal with their children. All of them also remarked that the speaker was well-prepared and provided a lot of practical information.	\$2,600.00
10	To disseminate the information of careers and life planning education to students	To decorate the Careers Team's notice board and renew the membership of HKACMGM	Useful information and materials concerning life planning and multiple articulation pathways were received from HKACMGM. Seminars for teachers and students were provided by the organization too.	\$578.00
		To carry out careers ambassador training programme	All careers ambassadors underwent a training course. 100% of them learnt more about the tools and techniques in helping the S3 schoolmates about S4 streaming. They also assisted the careers teachers in delivering a sharing session for S3 students.	\$9,000.00

School-based After-school Learning and Support Programmes 2018-2019
School-based Grant - Programme Report

A. The number of students (count by heads) benefitted under the Grant is 112 (including A. 6 CSSA recipients, B. 77 SFAS full-grant recipients and C. 29 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	1	16	13	Over 80%	Sept 2018 – Aug 2019	66,322.00	Questionnaire	/	/
Sports Classes	/	10	15	Over 80%	Sept 2018 – Aug 2019	7,220.00	Questionnaire	/	/
Art Classes	/	4	6	Over 80%	Sept 2018 – Aug 2019	6,064.00	Questionnaire	/	/
Life-wide Learning Day	6	74	/	100%	8 Nov, 2018	13,162.00	Questionnaire	/	/
Total no. of activities: 4									
@No. of man-times	7	104	34						
**Total no. of man-times	145				Total Expenses	92,768.00			

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)

_____ / _____

External Awards Captured

Competition and Organizer	Award
Academic	
Discovery & Innovation Debating Challenge 2017 by CityU of HK	Champion
HK Secondary Schools Debating Competition by HK Secondary School Debating	Junior First Term Final: 2 nd
AIS Debating Challenge by CityU of HK	Infrastructure and Development: 2 nd
HKPTU Debating Competition by HK Professional Teachers' Union	S4 EMI Semi Finalist
《星島日報》、《The Standard》與教育局合辦「星島第三十四屆全港校際辯論比賽」	英文組：第二、三、四回合初賽最佳辯論員及第四回合初賽最佳交互答問辯論員
東區學校聯絡委員會舉辦東區學校演講比賽	中學組： 初級組小組冠軍、季軍及全場總冠軍 高級組小組冠軍、亞軍、季軍及全場總冠軍 普通話組優異獎
HK Schools Speech Festival by HK Schools Music and Speech Association	English: Solo Verse Speaking: 2 nd & 3 rd Dramatic Duologue: 3 rd Public Speaking Solo: 3 rd Chinese: Solo Prose Reading: 2 nd
HKFYG English Public Speaking Contest	Junior Division: Certificate of District Semi-Finalist Certificate of Good Performance
Reading Forum by King Ling College – Debate Section	2 nd Prize
第 44 屆全港青年學藝比賽 - 全港青年演講比賽 - 全港青年中文故事創作比賽	粵語初中組冠軍 初中組季軍
智國集團有限公司主辦 i-Learner 智愛閱讀中文計劃	金獎及優秀學員獎
HK Mathematics Olympiad (Heats Event) by Department of Mathematics and IT, EduU of HK & Mathematics Education, EDB	3 rd Class Honour
Mathematics Book Report Competition for Secondary Schools by EDB	Senior Secondary Category: 2 nd Class Prize
Searching for Nature Stories Investigative report-writing competition by CUHK, EDB, Ho Koon Nature Education cum Astronomical Centre	Champion, 2 nd & Merit Award
Electric Vehicle Summer Programme by Academy for Bright Future Young Engineers of HKUST	1st Runner-up
CTEA Cup 2018 Robotic Tournament Creative Technology Robotic Competition by Creative Technology Education Association	Secondary Group: 2 nd Prize
Field Report Competition for Secondary School organized by Department of Social Science, the EdUHK & Cartas Chan Chun Ha Field Studies Centre	1 st Prize
新創建集團及香港地貌岩石保育協會主辦新創建香港地貌行	團體：地質大使優異獎 個人：星級導賞員
Academy for the Talented by HKU	Academic Scholarship in HKU Summer Institute
International Competitions and Assessments for Schools organized by UNSW Global, Educational Assessment Australia	High Distinction, Distinction, Credit & Merit
Harvard Book Prize Award	--

Princeton Club of HK Book Award by Princeton Club of HK	--
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Sports	
School Physical Fitness Award Scheme organized by EDB, Physical Fitness Association of HK and the HK Childhealth Foundation	Fitness School Silver Award Fitness School Promotion Award Gold, Silver and Bronze Awards
Inter-school Table Tennis Competition by HK Schools Sports Federation (HKSSF)	Division 2: 3 rd
東區康樂體育康樂促進會及康樂文化事務署舉辦東區康體盃乒乓球比賽	女子單打兒童組殿軍
西貢區體育會及康樂文化事務署舉辦西貢區分齡乒乓球比賽	女子單打青少年組殿軍
灣仔區文娛康樂體育會康樂及文化事務署舉辦灣仔區分齡乒乓球比賽	男子單打青少年組殿軍
Tang Shiu Kin Table Tennis Competition by SKH Tang Shiu Kin Secondary School	Champion
Inter-School Badminton Competition by HKSFF HK Island & Kowloon Secondary Schools Regional Committee	Division 1 (HK Island) A Grade Boys: 3 rd Boys Overall: 4 th
Eastern District Age Group Badminton Competition by Leisure and Cultural Services Department (LCSD) & Eastern District Recreation and Sports Advancement Association Ltd.	Boys Single (age 16 to 18): 2 nd Boys Double (age 16 to 18): 2 nd
Tang Shiu Kin Badminton Competition by SKH Tang Shiu Kin Secondary School	Champion
Sing Yin Badminton Competition by Sing Yin College	Junior: 3 rd
Inter-School Basketball Competition by HKSSF	Division 1 (HK Island) A Grade Girls: 3 rd
東區學生會聯盟舉辦中學聯校年籃球盃	女子組季軍及最佳得分球員
曉青體育會舉辦五人籃球戰賽	第三組殿軍
Inter-school Football Competition by HKSSF	Division 3 C Grade Boys: 3 rd Division 3 Boys Overall: 4 th
VERDE Champion Cup by Verde Football Association	3 rd
HKJC Soccer 4 Competition by HK Jockey Club	Plate Division: 2 nd
「和富杯」東九龍足球賽	碗賽第三名
Inter-School Athletics Competition Division 3 Area 2 by HKSSF	A Grade Girls Shot Put: 2 nd A Grade Girls 4x400M Relay & C Grade Girls High Jump: 3 rd C Grade Girls 100M, 800M, 100M Hurdles, & 4x400M Relay: 4 th
Eastern District Athletics Meet by LCSD	Grade C - High Jump 4x100M, Shot Put & Long Jump: Champion - 400M, 800M, 4x200M, 110M Hurdles & High Jump: 2 nd - 100M, 400M, 100M Hurdles, 110M Hurdles, Long Jump & Triple Jump: 3 rd Grade D - 4x100M, High Jump: Champion - 200M, 100M Hurdles, 1500M & High Jump: 2 nd - 4x100M, High Jump, Shot Put: 3 rd Grade E - 400M, Shot Put & Cricket Ball: Champion - Long Jump & High Jump: 2 nd - High Jump: 3 rd
Inter-School Athletics Competition by HKSFF	C Grade Boys Shot Put: 2 nd

Police Athletics Championships by HK Police	4X100M: 3 rd
Inter-School BOCHK Indoor Rowing Cup by HKSSF	C Grade Boys 4x500M Relay & Overall: 2 nd A Grade Boys Team, B Grade Boys 4x500M Relay & C Grade Boys 1000M: 4 th C Grade Boys 500M: 5 th C Grade Boys 1000M: 7 th A Grade Boys 500M & C Grade Girls 1000M: 8 th
香港道教聯合會圓玄學院第三中學及將軍澳警區舉辦「划出彩虹，社區共融」室內賽艇錦標賽	女子丙組 1000 米冠軍
Police Annual Indoor Rowing Competition by Police Indoor Rowing Club	15-minute Long Distance Relay: 3 rd Secondary School Girls 4x500M Relay: 2 nd
Healthy Lifestyle Indoor Rowing Invitation Competition by IVE (Kwun Tong)	Junior Girls 4x500M Relay: 2 nd Boys Senior 500M, Junior Boys Team Championships & Junior Girls Team Championships: 3 rd
Indoor Rowing Competition by Construction Industry Council	Junior Boys 4x500M Relay: Champion Junior Boys 300M: 2 nd Junior Boys 500M: 3 rd
Inter-School BOCHK Archery Cup by HKSFF HK Island & Kowloon Secondary Schools Regional Committee	A Grade Boys Team: 4 th
Southern District Archery Competition by LCSD & HK Island Archery Club	Recurve Bow Boys Elementary 2 nd
Star Archery Society Invitation Tournament by Star Archery Society	Recurve Bow Girls Elementary: 2 nd
東區動力射箭會舉辦東區動力射箭比賽	中學女子組 18 米排位賽及中學男子組 18 米排位賽冠軍、亞軍及季軍 10 米淘汰賽冠軍及季軍
荃葵射箭會及康樂及文化事務署舉辦荃葵射箭會射箭錦標賽	反曲弓隊際賽及反曲弓女子初級組 30 米距離冠軍 反曲弓隊際賽亞軍 反曲弓男子新秀組、反曲弓女子新秀組及反曲弓女子初級組季軍 反曲弓男子新秀組及反曲弓女子新秀組殿軍
康樂及文化事務署及黃大仙區康樂體育會舉辦黃大仙射箭比賽	女子反曲弓新秀組亞軍
40 th Anniversary Boys Volleyball Invitation Match by FDBWA Szeto Ho Secondary School	A Grade Boys: 3 rd
Inter-School Swimming Competition Division 3 (HK Island) by HKSSF	C Grade Girls 4x50M Free Style Relay: 4 th B Grade Boys 4x50M Free Style Relay: 3 rd
SKH Lui Ming Choy Secondary School Swimming Gala	Girls 4x50M Free Style Invitation Relay: 2 nd Boys 4x50M Free Style Invitation Relay: Champion
漢華中學舉辦運動攀登難度賽	女子青少年組亞軍 男子青少年組季軍
Inter-School Bowling Tournament by HK Country Club	Boys Individual: Team Champion
南區康樂體育促進會暨南區空手道會舉辦南區空手道分齡邀請賽	男子套形分組(12 歲以上) 冠軍及亞軍

Aesthetic	
香港學校音樂及朗誦協會舉辦香港學校音樂節	笛獨奏（中學初級組）冠軍 二胡獨奏（高級組）亞軍 揚琴獨奏（高級組）季軍 古箏（公開組）香港電台第四台中國樂器獎學金前五名
HK Joint School Music Competition by HK Joint School Music Association	Secondary School English Choral & Chinese Instrument Solo (Open): Gold Award Chinese Orchestra: Silver Award
HK Performing Art Festival by HK Arts Festival Society	English Choir (Musical Performance): Gold Medal
HK International Handbell Olympics by Asia International Handbell Association (HK)	Handchimes (Intermediate Section) & Handbells (Intermediate Section): Silver Award
香港學校舞蹈協會舉辦香港學校舞蹈節	中學組現代舞（三人舞）：甲級獎
HK School Drama Festival by Steering Committee of HK School Drama Festival	Secondary English Category: Award for Outstanding Cooperation Award for Outstanding Stage Effect & Award for Outstanding Performer
聯合國兒童基金香港委員會舉辦聆聽一分鐘短片比賽	特別表揚獎
香港仔街坊會舉辦全港原子筆中文書法比賽	初中組冠軍及優異獎
香港教育專業人員協會舉辦全港中小學中英文硬筆書法比賽	中文硬筆中學初級組亞軍
樂施會舉辦「寫字扶貧」硬筆書法比賽	中學初中組季軍及卓越獎
Contest of 2018 'CCAIE' National Children's Fine Arts, Calligraphy & Photography Works by The Editorial Committee of the China National Children's Fine Arts, Calligraphy & Photography Works	Outstanding Award, 2 nd Class Award and 3 rd Class Award
Shanghai International Youth Fine Arts, Calligraphy & Photography Competition by The Committee of the Shanghai International Youth Fine Arts, Calligraphy & Photography Competition	Gold Award and Outstanding Award

Others	
香港紅十字會青年及義工事務部舉辦港島總部東區(二)急救比賽	青年團冠軍
香港紅十字會青年及義工事務部舉辦港島總部急救比賽	青年團冠軍及最佳隊長
香港紅十字會青年及義工事務部舉辦2017-2018年度訓練盾	港島總部冠軍及部門總冠軍
香港紅十字會青年及義工事務部舉辦2017-2018年度服務盾	港島總部冠軍及部門總冠軍
香港紅十字會青年及義工事務部舉辦2017-2018年度最佳服務主題計劃比賽	港島總部冠軍及部門總季軍
香港紅十字會青年及義工事務部舉辦2017-2018年度傑出青年團比賽	港島總部冠軍及部門總冠軍
香港紅十字會青年及義工事務部舉辦2018-2019年度部門急救比賽	青年團冠軍
民政事務局及香港青年協會舉辦 Working Reality 2.0 終極大戰	最佳營運獎銀獎及公司服務獎金獎
Sir Edward Youde Memorial Prize	--
HK Island Outstanding Students Award organized by the Hong Kong Island School Heads Association	Junior Secondary: District Outstanding Student Senior Secondary: District Highly Commendable Student
東區學校聯絡委員會舉辦東區模範生及進步生	--
Youth Arch Student Improvement Award by Youth Arch	--

Foundation	
杜葉錫恩教育基金舉辦全港青少年進步獎	全港青少年進步獎及進步嘉許獎