



# Annual Report

2017-2018

## Contents

Item	Page no.
School Vision & Mission	1
School Structure & Philosophy	2
School Curriculum	2-3
Learning Support to Students	3-5
School Stakeholder Lists	6-8
Staff	9
Number of Active School Days	10
Students & Class organization	11
Teachers	12-14
Performance of Students	14
Major Concern 1: Character building	15-18
Major Concern 2: To enhance the effectiveness of learning and teaching	19-20
Major Concern 3: Careers and life planning Education	21-22
HKDSE Exam and JUPAS Offer results	23-24
Student Reading Habit	24
Major Learning Support Programmes	25-26
Report on Strengthening School Administration Management Grant (SSAMG)	27
融合教育的政治及支援措施	28
CCA 跨學科學習活動計劃 (Cross Curricular Activities Programme)	29-30
「促進香港與內地姊妹學校交流試辦計劃」交流報告書	31-34
Students' Achievements in External Competitions	35-39

## School Vision

We are committed to the development of independent, critical and compassionate students who are capable of realizing their full potential and rising to the challenges of the future.

## 我們的願景

南屯門官立中學致力培養學生成為處事獨立、具判斷力、能關顧別人的良好公民，並發展其潛能，迎接未來的挑戰。

## Mission Statement

It is our mission to guide our students in their moral, academic, physical, social and aesthetic growth by providing an environment which is conducive to learning and supportive of their needs so that they can develop into confident, responsible and considerate citizens capable of maximizing their potential.

## 我們的使命

致力為學生提供良好的學習環境，並給予有需要的支援，以達致道德、學問、體格、社交、藝術各方面的發展。藉此讓學生發揮他們各自稟賦的潛能，從而成為一個有信心、有責任感及為人著想的良好公民。

2017-2018

## School Structure and Philosophy

### Background

Ever since its establishment in 1988, South Tuen Mun Government Secondary School has placed great faith by its stakeholders by providing all-rounded education and broadening students' perspectives, with a mission to develop students' moral, academic, physical, social and artistic abilities. We are also strongly committed to our vision of developing students' potential so that they can become independent, critical and compassionate members of society, and most of all, be opened to new ideas, adaptable and all-embracing.

### Facilities

The school is spacious and well-equipped, with 27 classrooms, 3 small-class teaching rooms, 4 laboratories, 4 multimedia learning centres, 2 computer rooms, 3 interactive learning centres, a Visual Arts Room, a Geography Room, a Music Room and a Technology and Living Room. To cater for the needs of our students in the formal and informal curriculum, we have 2 student activity centres, 3 activity rooms, 2 multi-purpose rooms, a library, a lecture theatre, a discipline room, a conference room, a self-access learning centre, a basketball court with a spectators' stand, a volleyball court, a table-tennis court, a gymnasium, a school hall with updated lighting as well as sound equipment, and a covered playground. There is also a parents' resource room where parents can meet one another and browse the latest parental resources. All rooms and the School Hall are air-conditioned and are connected by a central broadcasting system.

### School Curriculum

Level \ Subject	S.1	S.2	S.3	S.4	S.5	S.6
English Language	●	●	●	●	●	●
Chinese Language	●	●	●	●	●	●
Mathematics (Core Part)	●	●	●	●	●	●
Mathematics Extended Part (Module 2)				●	●	●
Liberal Studies	●	●	●	●	●	●
Chinese Literature						●
Chinese History	●	●	●			●
BAFS (Accounting & Business Management Modules)			●	●	●	●
Economics			●	●	●	●
Geography			●	●	●	
Biology			●	●	●	●
Chemistry			●	●	●	●
Physics			●	●	●	●
CIT / ICT	●	●			●	●
Integrated Science	●	●				
Health Management and Social Care				▲	▲	▲
Music	●	●	●			▲
Technology & Living	●	●				
Putonghua	●	●				
Visual Arts	●	●	●	▲	▲	▲
Physical Education	●	●	●	●	● / ▲	● / ▲

● Subjects offered in 2017/2018

MOI: English (except Chinese Language, Chinese Literature, Chinese History, Liberal Studies (SS) and Putonghua)

▲ Cluster programmes

2017-2018

## Core Subjects and Electives of the Senior Secondary Curriculum for 2015-2018 Cohort

	Class A	Class B	Class C	Class D	Class E
	Core Subjects (Chinese Language, English Language, Mathematics and Liberal Studies)				
Elective 1	-	-	-	-	Chemistry
Elective 2	Chin. Literature/ Physics/ ICT/ Chemistry/ P.E.*/Visual Arts*/ Biology/ Economics/ Health Management*/ Music				
Elective 3	Accounting/ Management/ Biology/ Physics/ Economics/ Geography/ Chinese History				

\* Cluster Programmes

### Selection Criteria:

- Students were ranked according to their S.3 annual examination results.
- Priority was given to students with better academic results and good conduct.
  - Classes D and E – students would take 3X (not including subjects of the cluster programmes)
  - Classes A, B, C – students would take 2X (including subjects offered by the school and/or the cluster programmes)

## Learning Support to Students

### A. Network Schools Programme for Senior Form Students

A general and well-balanced curriculum is provided for the junior form students while a broad and well-designed curriculum is offered to the senior formers. To broaden the choices of electives for students, four schools in Tuen Mun district, including Tuen Mun Government Secondary School, Ho Ngai College, CMA Choi Cheung Kok Secondary School and our school have formed a Network Schools Programme since September 2009, allowing the senior secondary students of individual school to take specific electives offered by the cluster schools. The host school for the 2016-2019 cohort is Ho Ngai College. Our school attended regular meetings for cluster schools throughout the year to discuss school calendars, timetables, as well as to review the resources, students' performance, difficulties encountered and possible solutions for the sustainability of the programme.

Meanwhile, one S.6 student studied NSS Music at Arts and Technology Education Centre on Saturday mornings.

## 2017-2018

The following table shows the number of students participating in various courses of the programme in 2017-2018:

### No. of our students joining the Network Schools Programme (2017-2018)

Cluster Schools	Tuen Mun Govt. Sec. Sch.	Ho Ngai College		Arts & Technology Education Centre	Total
Subjects	Health Management and Social Care	Physical Education	Visual Arts	Music	
S.4	0	0	3	0	3
S.5	0	2	2	0	4
S.6	0	2	3	1	6
Total					<u>13</u>

### No. of students of other schools taking Chinese Literature and \*Health Management & Social Care in our school (2017-2018)

Cluster Schools	Tuen Mun Govt. Sec. Sch.	Ho Ngai College		Total
Subjects	Chinese Literature	Chinese Literature	HMSC	
S.4	0	0	0	0
S.5	0	0	0	0
S.6	0	2	3	5
Total				<u>5</u>

The student participants were able to take electives based on their own interest, while the participating schools were able to make best use of their resources. The participants' horizons were broadened as they were exposed to the culture and curriculum of other schools and they had made many new friends.

\*HMSC was offered as an elective for Network Schools Programme in September 2015

## **B. For Junior Students**

### **(1) Remedial Classes and Learning Support Programmes**

(a) In order to improve the learning ability of lower achievers, we arranged after-school remedial classes in Chinese, English and Mathematics for selected junior students. After the Half-yearly/ Yearly examination, 10 students with their examination marks below 40 in each subject of each level were selected to join the class conducted by teaching assistants, while the teaching materials were provided by the subject panels to meet their needs. The purpose was to help students consolidate their understanding of basic concepts and have a good foundation for future learning. The effectiveness of the lessons was assessed by how students performed in the following examination. Student(s) with good performance would quit the course and new comers would be selected. Students' performance was satisfactory and most of them showed improvement in their Yearly examination 2017-18.

A series of learning support programmes were launched during school holidays to improve students' academic result and equip them with the skills in preparing for the next examination.

(b) To enhance the learning abilities of S.1 students, the 'After School Support Programme' was incorporated into the S.1 curriculum. They formed study groups among themselves and were engaged in cooperative learning activities which were aimed at improving their learning skills. In the programme, foundation classes in Chinese Language and English Language, Careers & Life Planning activities, Workshops on study skills, time & stress management and team building were arranged. School-based Careers & Life Planning worksheets were designed for students to set their goals for life planning.

### **(2) Cross Curricular Activities Programme**

The CCA programme was designed to widen the knowledge and learning experience of students. They learned how to be an upright young member of Hong Kong society and were encouraged to think logically, critically and creatively. The content and learning experiences were directly related to the core values in school and in society. For S.1, the curriculum focused on understanding of the Basic Law and Time Management. For S.2, students learned to understand and increase their self-awareness of life and careers planning. For S.3, students were infused with the skills in setting goals for themselves, getting practical information about designing and creating a product of their choice and sharing profits after selling their products through STEAM education. In short, students were trained to be confident, responsible and considerate citizens in society and family members.

## School Stakeholder Lists

### A. School Management Committee Members (2017-18)

Chairperson : Mr. CHENG Ming-keung, PEO(CD)2

Principal : Mrs. CHAN LEUNG Siu-hing

Teacher Members : Mr. CHAN Tsz-cho  
Ms. LEE Yuk-fung

Parent Members : Ms. CHAN Pui-ling  
Ms. LI Pui-chu, Mandy

Alumni Member : Mr. MOK Wai-yin, Louis, PhD

Independent Members : Ms. HO Suk-wah, Kathy  
Mr. YEUNG Man-yui, Gary

Hon. Secretary : Mr. TANG Tat-man



**B. Parent-Teacher Association Committee Members (2017-18)**

Chairperson	:	Mr. YUNG Chi-woon	
Vice-chairpersons	:	Ms. CHAN Pui-ling Mrs. CHAN LEUNG Siu-hing	(Principal)
Secretaries	:	Ms. WU Jian-feng Ms. CHEUNG Lai-chu Ms. YAN Tik-woon	(Teacher) (Teacher)
Treasurers	:	Ms. NG Hon-yee Mr. NG Kit-yin	(Assistant Principal)
Liaison Officers	:	Ms. LI Pui-chu, Mandy Mr. LEE Ying-choi	(Teacher)
Recreation Co-ordinators	:	Ms. MA Oi-wai Mr. YUNG Hon-wai	(Teacher)
Executive Committee Members	:	Mr. CHAN Tsz-cho Ms. WAN Yuen-wah	(Assistant Principal) (Teacher)

**C. Alumni Association Committee Members (2017-18)**

Chairperson	:	Mr. TSE Lok-lam
Vice-chairperson	:	Ms. WONG Chau-yi
Secretary	:	Ms. LI Pui-chi
Treasurer	:	Mr. CHAN Chun-wai
Committee Members	:	Mr. CHAN Hiu-chun Ms. LEUNG Ka-man Ms. LI Hoi-yan Mr. LO Tsz-ming Ms. TSANG Sze-kei Ms. YU Lok-yiu

2017-2018

**Staff****1. Principal**

CHAN LEUNG Siu-hing

**2. Assistant Principals**

CHAN Tsz-cho

NG Kit-yin

**3. Teaching Staff**

CHAN Hon-lung

CHAN Ying-yue

CHEN Tsui-wah

CHENG Pak-to

CHEUNG Hoi-wai

CHEUNG Hoi-ying

CHEUNG Lai-chu

CHEUNG Tak-wai

CHOW Ka-po

CHUNG Yat-fat

FUNG Lai-yee

HO Pak-ki

KONG Siu-wing

KWOK Wing-yin

LAM AU Yiu-fong

LAM Mei-shan

LAM Soo-chu

LAM Tsz-shan

LAU Kwok-yiu

LAUTEN Priscilla Devi

LEE Chi-yu

LEE Mei-po

LEE Tak-wai

LEE Ying-choi

LEE Yuk-fung

LEUNG Ka-yi

LEUNG Wai-ting

LI Wing-chau

LIU Kwok-ho

LO Mei-ling

LO Wai-man

MA Wing-keung

MAK Kwan-chi

MAK Lee-yin

NG Chi-wai

NG Mei-fong

NG Yin-ni

POON Cheuk-yuet

ROSS Tricia Kit-ying

TANG Kai-ho

TANG Tat-man

TSANG Chi-ho

WAN Yuen-wah

WONG Chun-kit

WONG Sin-yan

WONG Sun-ting

WONG Yu-por

WU Ni-na

YAN Tik-woon

YIP Chun-lee

YIP Li

YU Suk-ping

YUNG Hon-wai

**4. Laboratory Technician**

FUNG Siu-kam

TSAI Yung-chuen

**5. School Social Worker**

CHAN Kwan-yee

**6. Clerical Staff**

CHAN So-kuen

IP Pui-sze

LUK Wai-ming

TO Yuen-ying

WONG Mei-chun

**7. Support Staff**

AU YEUNG Tin-yu

CHAN Ngan-ling

CHENG Chin-mong

CHEUNG Kuk-heung

CHEUNG Siu-ling

CHEUNG Wing-yan

CHOW Kwai-kwan

CHUNG Wai-ching

LAM Kam-kwan

LAU Yi-ming, Elaine

LAW Sin-ki

LEE Chi-wo

LI Yin-sheung

MA Yee-ting

NG Ka-wai, Gary

SHUM Yun-yiu

TAM Bronson

TSE Wan-ha

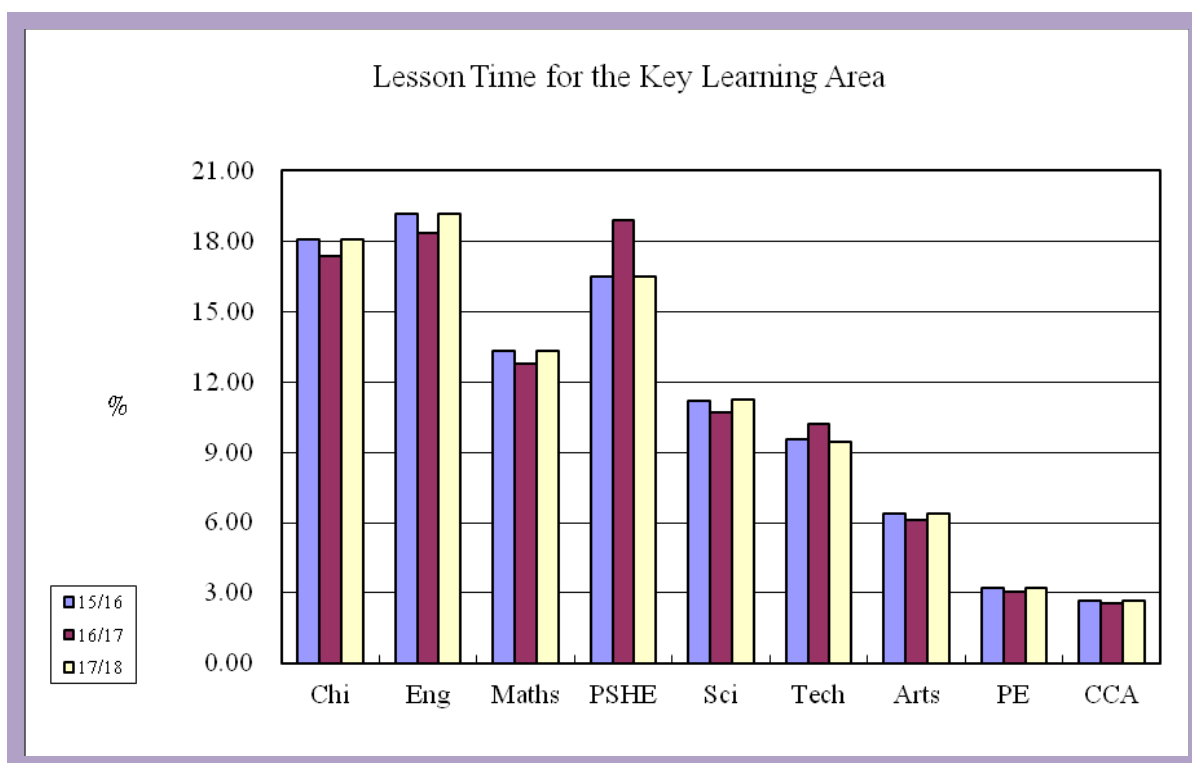
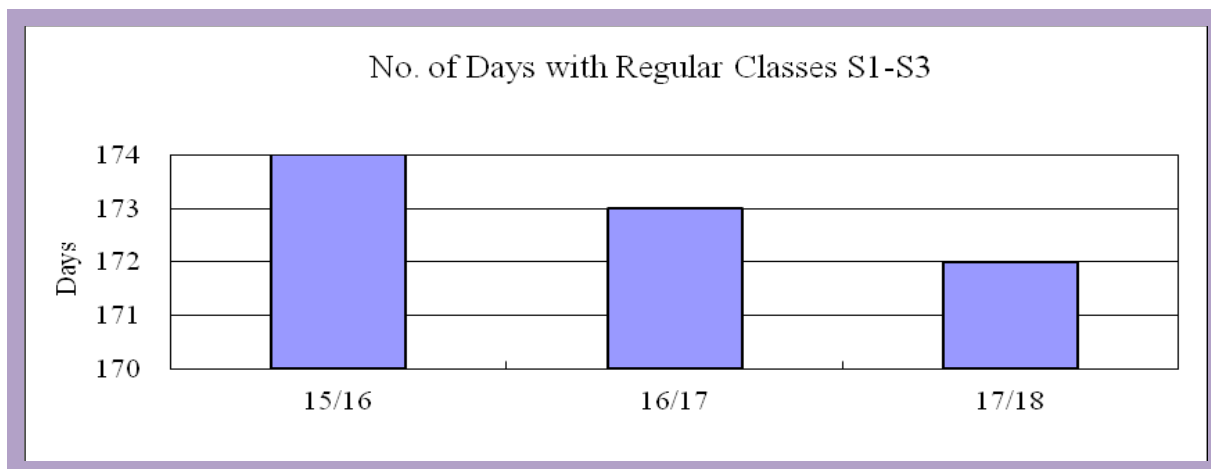
WONG Ka-mei

WONG Kam-chuen

YUNG Ho-yeung

2017-2018

## Number of Active School Days

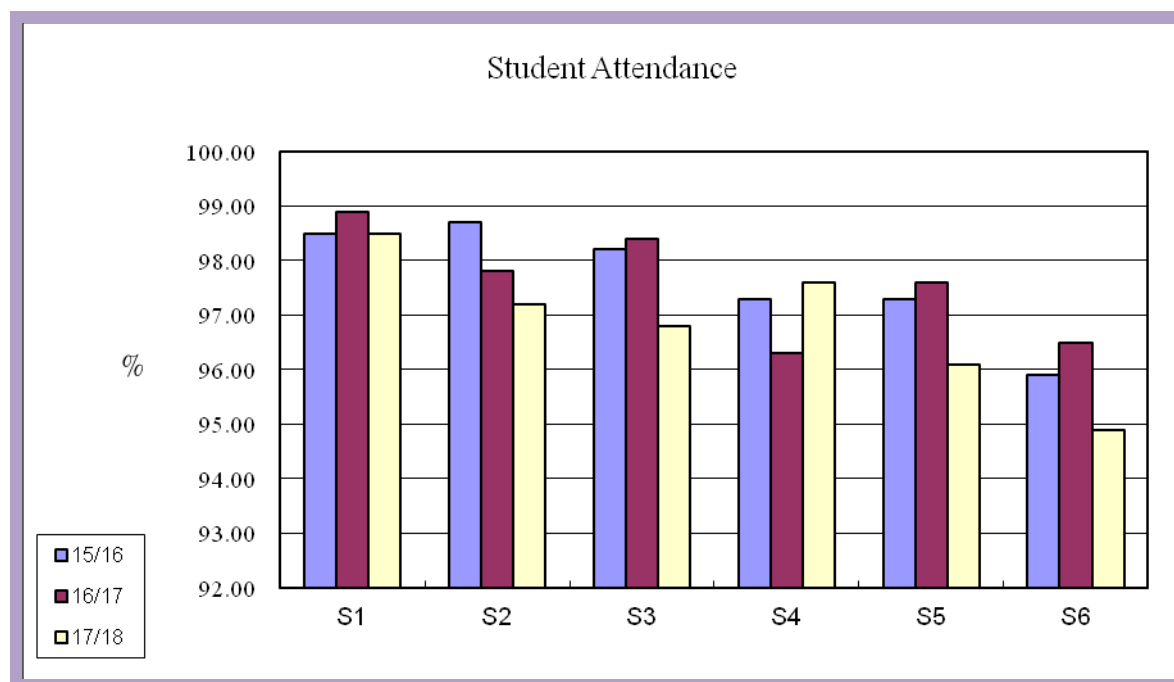


## Our Students

### Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	5	25
Boy	66	64	59	70	57	56	372
Girl	56	61	63	53	62	62	357
Total Enrolment	122	125	122	123	119	118	729

### Student Attendance



### Student Early Exit

Total no. of early exit students (in the school year)

	15/16	16/17	17/18
S1	1	3	3
S2	2	0	2
S3	2	2	5
S4	1	2	4
S5	4	7	1
S6	1	0	1

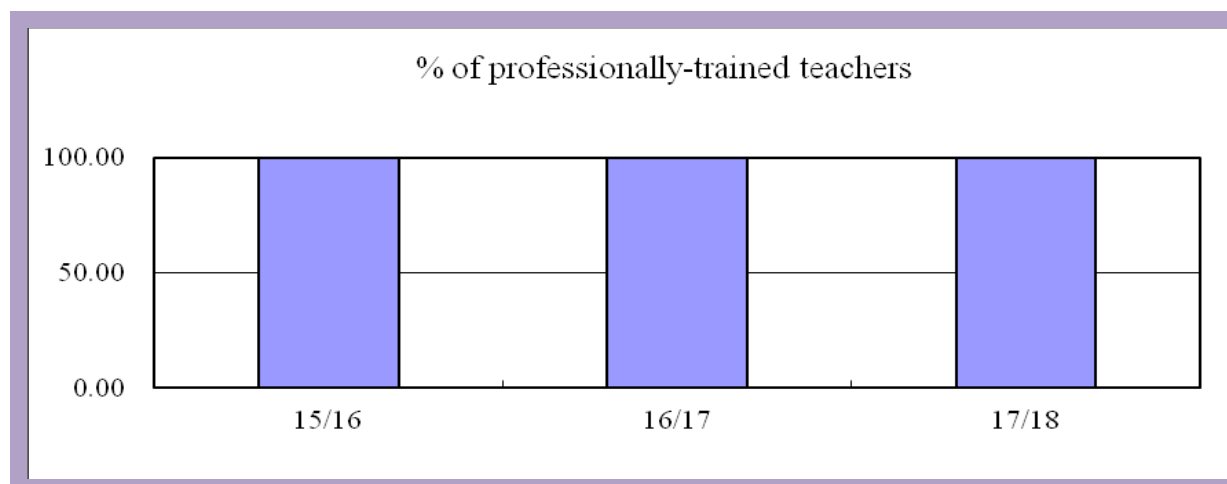
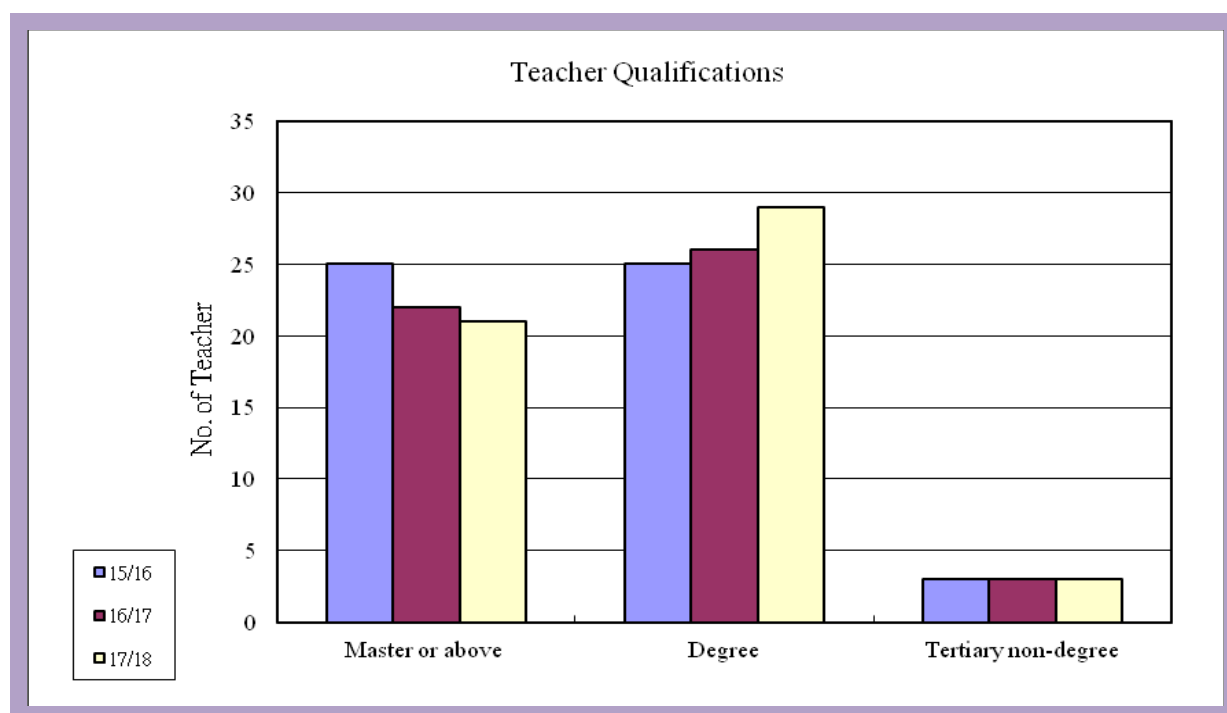
2017-2018

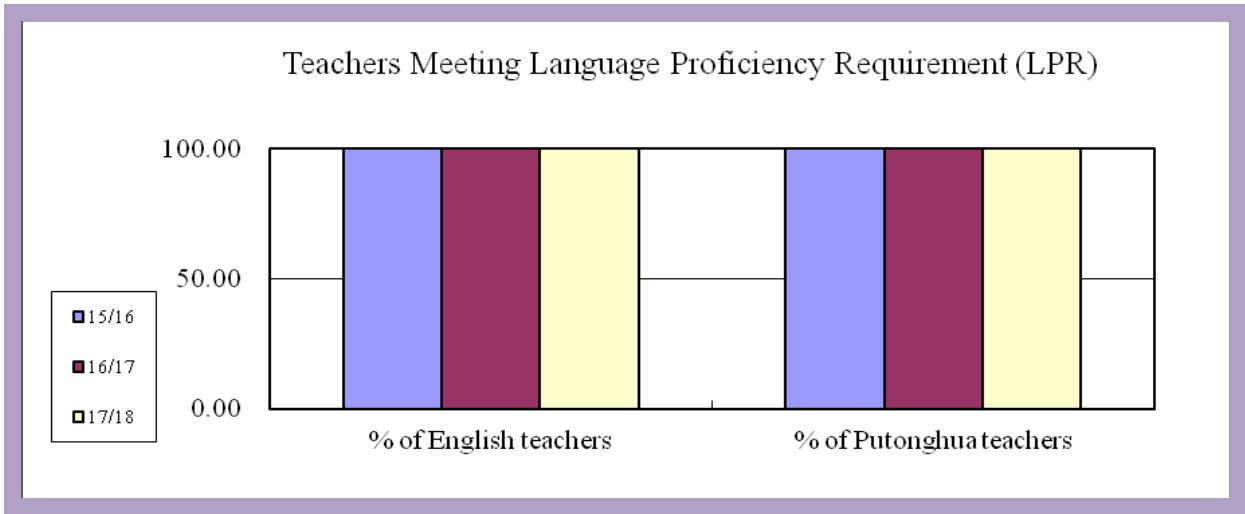
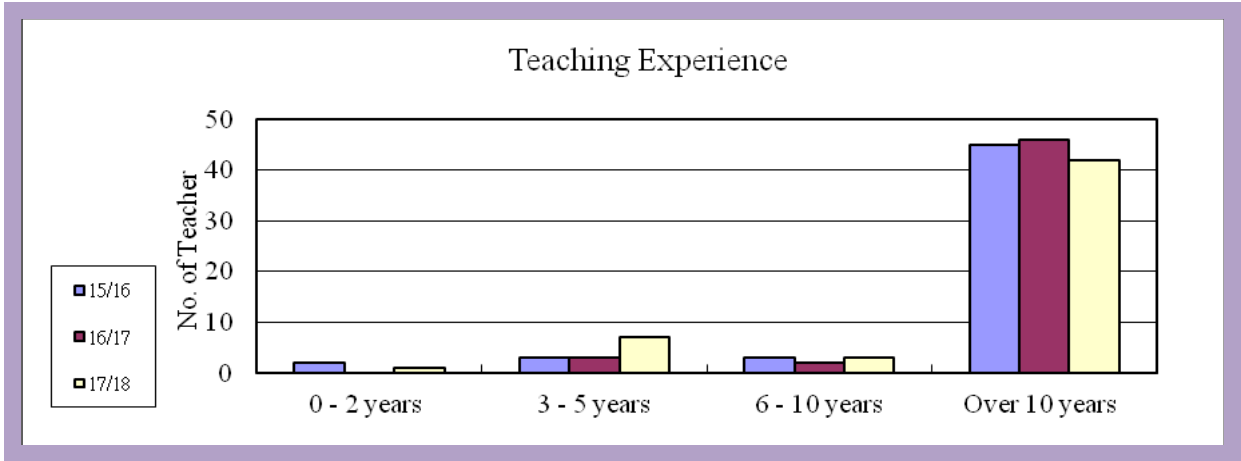
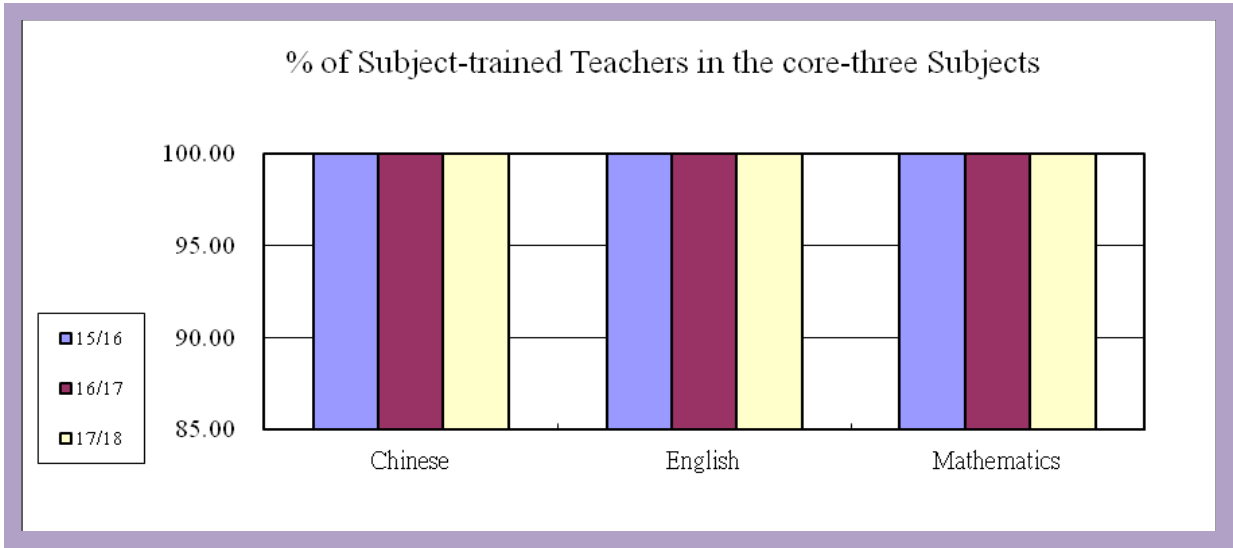
## Our Teachers

### Number of Teachers

School Year	15/16	16/17	17/18
Approved total teaching staff establishment	53	51	53
No. of Classes	27	26	25

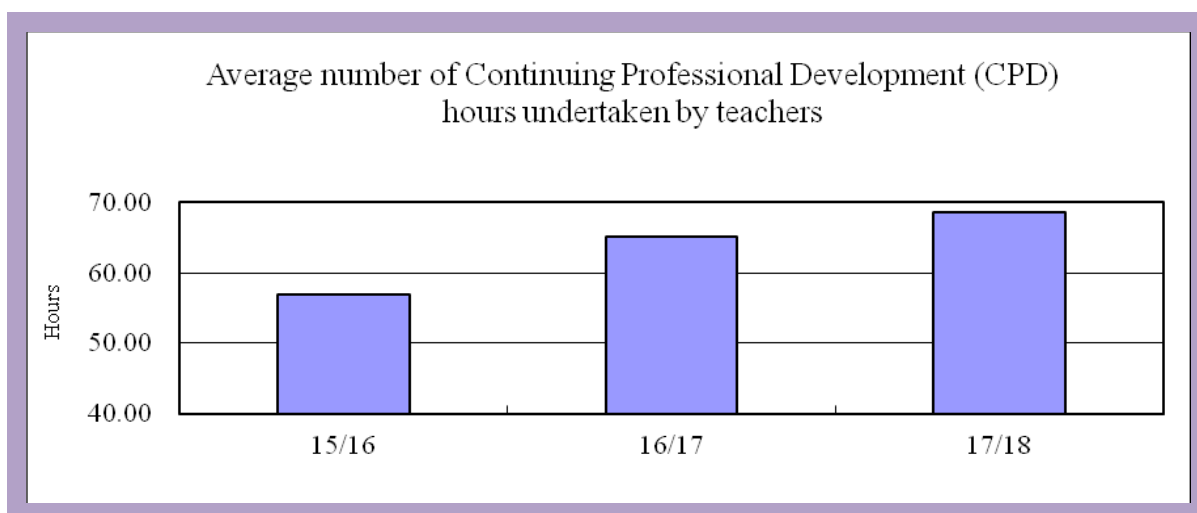
### Teacher Qualifications





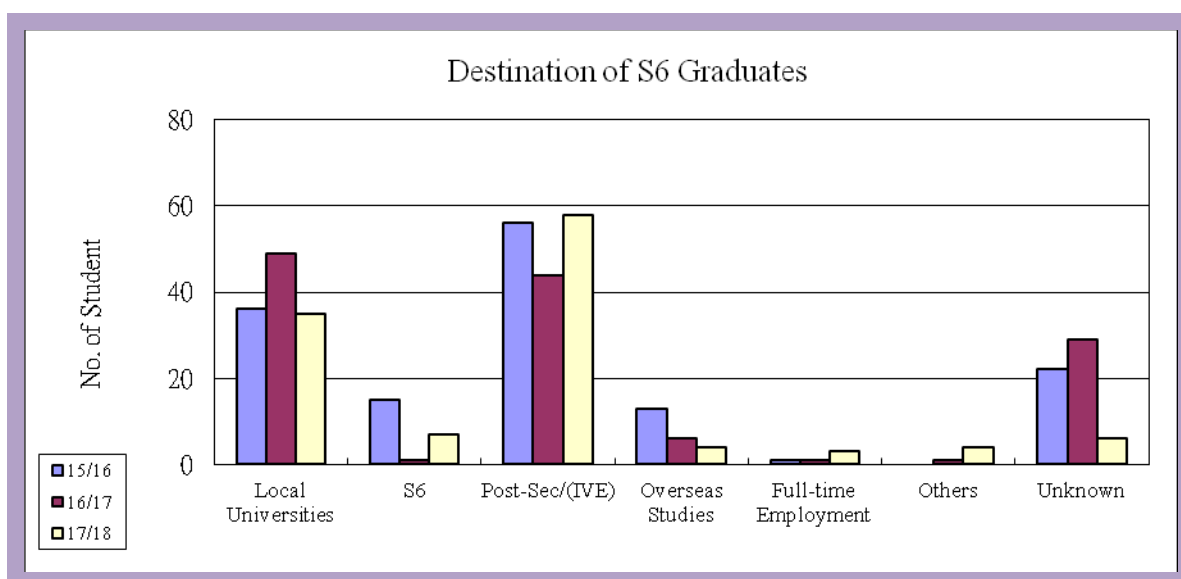
2017-2018

## Teachers' Professional Development



## Performance of Students

### Destination of Exit Students





2017-2018

## Major Concern 1 : Character Building

### Achievements

- ✧ The "My Profile" booklet was completed in Oct 2017. It was used by S.2 students to set their goals under class teachers' guidance during the class period. The following items were covered:
  - i. Student's Self-account and Personal Attributes,
  - ii. Learning Targets and Academic Performance,
  - iii. Generic Skills to be improved,
  - iv. Year-end Review on rewarding assignments and projects done, rewarding ECA and experiential learning,
  - v. Year-end Self-review and Reflection.
- ✧ Class teachers had conducted individual/ group interviews with student(s). Reports of the interviews were submitted on a half-yearly basis.
- ✧ 15 – 20 students from S.3 and S.5 were recruited as “Sunshine Ambassadors 陽光大使” of the Joyful@School Campaign in October 2017. Two training camps were held for them from 9 to 10 December 2017 and 27 to 28 April 2018. There were also school-based activities, for example song dedication, wish tree and wish board production, focusing on Caring and Love to cultivate mutual support among students in May 2018.
- ✧ A talk on the theme of “Promoting Mental Health of Teenagers” was held for parents on 20 October 2017. Two talks on adversity and character building were also organized for parents on the Parents’ Day on 11 March 2018.
- ✧ A workshop was held to arouse teachers' awareness of student suicides and related behavior on the Staff Development Day on 20 October 2017. An activity called “Appreciation to Teachers” was held in May 2018.
- ✧ A talk, together with some follow-up workshops, was given to S.1 students to introduce the importance of positive life attitude on 6 November 2017. A self-understanding workshop was held for S.3 students in July 2018.
- ✧ Two “I am in Senior Secondary” cell groups (A, B) which focused on experiential activities were organized for 26 S.4 students. The activities started from February 2018. Themes of the two groups were:
  - ✧ Group A : To raise leadership quality
  - ✧ Group B : To develop students' positive values and their ability to tackle adverse conditions and accept challenges.
- ✧ From September 2017 to May 2018, two students from each class who had no lateness record, no late submission of homework and no disciplinary record in each month were recommended for “Stars of the Month”. The winners' lists were announced in the morning assemblies. A specially designed clear folder was awarded to each ‘Star student’.
- ✧ An Excellence in Punctuality Award Scheme was organized to promote the importance of being punctual. Book coupons were awarded to the classes with excellent performance. 12 - 14 classes were awarded as 'Model Classes' for their remarkable performance in punctuality, reading session, homework submission, and attendance from September 2017 to May 2018.
- ✧ There were five sessions of mountaineering training starting from late November 2017.

## 2017-2018

- ✧ A Leadership Training Camp was co-organized by the Navigation Training Centre in August 2017 for the Discipline Prefects with a special focus on the sense of mission, attitude and skills in handling misbehaviour of their fellow students. The Counseling Committee organized a leadership training program in August 2017 for Student Counselors to develop their team-building skills and enable them to gain experience in organizing activities. Moreover, a leadership training program was organized by the ECA Committee in February 2018 for Chairpersons and Vice-chairpersons of the ECA Clubs/ Groups/ Houses, ECA and Careers Ambassadors.
- ✧ Two one-day in-school team-building workshops were organized by a service provider for S.2 students on 3 November 2017 and S.4 students on 9 March 2018 respectively.
- ✧ Ten students from S.4 were nominated to participate in the "Pupil Ambassador: Positive Life" Project organized by the EDB. They started attending cell group sessions held by the Hong Kong Children and Youth Services every Thursday from March 2018.
- ✧ S.4 to S.6 students were divided into groups during their Liberal Studies lessons. They were required to take turns to discuss, comment and reflect on some news they were interested in each week. Displays of their newspaper extracts, commentaries, reflections and PowerPoint slides were updated regularly on two display boards placed at the covered playground starting from October 2017.
- ✧ All junior form students conducted discussions on current issues in the Liberal Studies lessons, too. Their reflections were also displayed and renewed monthly.
- ✧ Students were also invited to share their views on current issues in Chinese or English during the morning assemblies. There were a total of 10 sharing sessions conducted from September 2017 to May 2018.
- ✧ Various class positions were assigned to S.1 to S.3 students by class teachers. They included Class Monitor, Class Monitress; Chairperson, Vice-chairperson, Secretary, Treasurer, General Affairs Coordinator, Recreation Officer of the Class Association; Green Warden, ERS Ambassador, IT Monitor, Subject Representative of different subjects, etc.
- ✧ Three flag-selling activities were organized for all S.4 to S5 students, one in September 2017 and two in March 2018.
- ✧ The programmes of STMGSS Elder Academy started from late November 2017. The aim was to encourage students to help the elderly lead an active and flourishing life and achieve inter-generational harmony. A talk on diabetes, a cooking workshop and a singing class were held in Nov 2017, February and April 2018 respectively.

### Reflections

- ✧ It was found that S.2 students required more guidance and so the focus group of the "My Profile Scheme" changed from S.1 and S.4 to S.2. The tasks, for example setting of goals, in the "My Profile" booklet required much guidance from class teachers. This year, extra class periods had been allocated for coaching students in completing the booklets and favorable feedback from class teachers was received. Year-end self-reflections were done by the students in May 2018. Students reflected on their learning targets, the most rewarding assignment, ECA/life-wide learning experience and improved subjects. Such valuable reflections allowed students to have an annual review of their performance.

## 2017-2018

- ✧ Class teachers gained a deeper understanding of the family background and lifestyle of their students through the group or individual interviews.
- ✧ Parents learned a lot from the talks on promoting mental health, overcoming adversity and character building of their children. The talks aroused their awareness of the sources of pressure their children were facing and suggested ways to manage their own stress. Teachers and parents were inspired by the guest speaker of the workshop on 20 October 2017. They found the sharing useful in enhancing their understanding of the underlying causes of student suicide.
- ✧ The Sunshine Ambassadors have helped develop a strong support network and effectively promoted positive life attitude in school. The S.4 students gained valuable experience in the “I am in Senior Secondary” cell groups. They were better equipped for the challenges in their senior secondary school life by gaining valuable insights into goal setting for further studies as well as career planning.
- ✧ Through the “Stars of the Month” program, students recognized the importance of self-discipline and improved their motivation to behave well.
- ✧ Improvements were shown in students’ performance in punctuality. There were 11 classes that had no lateness record. The total number of lateness record fell from 78 in September to 66 in April and the number of students with lateness record decreased from 62 in September to 48 in April. Both figures showed students’ marked improvement, as compared with the last academic year.
- ✧ The running of the Self-management Session was smooth. Students kept a good habit of submitting their homework on time. Subject Representatives had a chance to serve their classes and they were motivated to act as role models in class.
- ✧ Teachers also reported that more and more students were aware of the importance of submitting homework on time. They found it more convenient to spot the students who had handed in their homework late for remedial actions. They believed that as the scheme went on, students’ performance in homework submission would be further improved.
- ✧ 48 S.1 students received training in mountaineering. Three sessions introducing mountaineering theories and two outdoor practical sessions started from November 2017. Students expanded their horizons, increased their knowledge about outdoor adventure activities, and gained valuable experience in various mutual cooperation tasks.
- ✧ There were 15 sea cadets, 4 junior form students and 11 senior form students. They joined the training program launched by the Hong Kong Sea Cadet Corps outside the school.
- ✧ 53 students, including 12 S.1 students, joined the Civil Aid Service Cadet Corps and they all participated actively in the regular training sessions outside the school on Saturdays.
- ✧ The leadership training camps were found effective in cultivating a sense of mission among the prefects and counselors. The student leaders were trained to be more motivated and disciplined role models for their fellow students. They had more confidence to work in a team and to take up a leading role.
- ✧ The theme of the “Pupil Ambassador : Positive Life” Project was life education. Students learned the skills in controlling their mood swings as well as the effective ways of managing stress. The participants were required to organize a Zentangle drawing activity to share their experience with other students during lunchtime. The activity was well-received.

2017-2018

- ✧ The sharing sessions on current issues were found effective in broadening students' perspectives on social and world issues. Students learned to look at things with a more critical eye and their social awareness was raised. They became more confident of expressing themselves in public. Besides, the students responsible for the board displays reflected that they benefited from the screening process, too. Further evaluation of the influence on other students will be carried out later.
- ✧ Being assigned class positions, students were trained to take responsibility. With different experiences in contributing to society, students possessed the ability to understand and respond to the needs of others.
- ✧ Students took an active role in running the STMGSS Elder Academy. They taught the elderly some appropriate exercise during the talk on diabetes. In a healthy cooking workshop (健康美食典奇製作), they made and enjoyed cookies with the elderly. Some students formed an a cappella group to teach singing skills. The harmonic atmosphere established good communication between the two generations.

## Major Concern 2: To enhance the effectiveness of learning and teaching

### Achievements

- ✧ To enhance students' understanding of the content subjects which were conducted in English, the English Department worked with the IS and Maths Departments collaboratively. English teachers taught phonics in English lessons with the vocabulary lists and specific sentence structures provided by the two departments. In the end, students gained confidence to speak in English and were able to write short paragraphs and do their reports orally in class. According to the test and examination results, the Language Across the Curriculum (LAC) project was good for the non-elite classes that had shown considerable improvement.
- ✧ To address learner diversity, split classes in S.1 and S.3 English lessons were continuously arranged with the aim of enhancing students' learning. For S.1, students' active participation in class activities was witnessed. The S.3 elite class (3M) were taught in one group aiming for elite enhancement and it consisted of 'Straight A' students who achieved a passing rate of 100% across all the four papers.
- ✧ To boost students' academic performance, the school held some English activities such as morning assembly speeches, S.1 After-school Support Program and the lunchtime English Activities Programme. Teachers, in different subject departments, designed various assignments in order to train students' written and oral skills.
- ✧ Teachers of English and EMI subjects met to discuss the needs of students in formal and informal meetings. 11 teachers had attended at least 1 seminar related to English linguistic and pedagogical principles so that they could use the most up-to-date knowledge to implement LAC.
- ✧ To promote STEAM education, the students learned how to present the data collected and solve problems in their daily life. They were also able to design a traffic light system which is operated using Arduino. STEM workshops were organized to enhance students' learning and develop their problem-solving and critical thinking skills. To further obtain the recognition of their achievement, students who participated in the Australia Big Science Competition 2018 received their own certificates.
- ✧ In order to build up an e-Learning environment, the school had set up infrastructure and purchased hardware equipment to enhance students' studies. The school had installed a Wi-Fi network in the campus and students could learn through the newly bought iPads. Various workshops were organized by different departments and school clubs in such a way that e-learning took place. Students could use the Wi-Fi network and the equipment to learn effectively.
- ✧ To prepare students for the HKDSE, supplementary classes were organized by different departments from September to December. Without doubt, the S.6 students were further equipped with knowledge and learning strategies. English speaking practice sessions were arranged for the students during lunchtime in term time and before their public speaking examinations.
- ✧ Both English and Chinese Departments had held seminars on HKDSE examination skills for S.6 students so that they were able to grasp more exam strategies and the most up-to-date information about the examinations. After the Mock Examination, the school arranged a special timetable for exam papers evaluation in the school hall or the lecture theatre. The sessions were well-received as students benefitted from teachers who evaluated their strengths and weaknesses thoroughly.

**Reflections**

- ✧ STEAM education related activities (KLAs of Science, Technology and Mathematics) will be continuously organized in order that students would enhance their creativity, collaboration and problem-solving skills.
- ✧ The school will develop an online platform to promote reading culture. In line with STEM education, students can read different reading materials including Science magazines and articles through the online platform.
- ✧ The language-across-the-curriculum approach will be extended to KLAs of the PSHE in the coming academic year. It is hoped that cooperation among departments of English, Maths, Integrated Science and Liberal Studies will be promoted. At student level, they would be able to improve their language ability and to answer questions in assignments and assessments with the help of the subject-specific features learnt.
- ✧ To further sharpen English language education, the school will host the Inter-government School Festival in the next academic year. Students will learn the features of drama and be able to write the scripts. Potential students will be encouraged to take part in various drama related activities in school.
- ✧ Students will be encouraged to participate in exchange programmes in or outside Hong Kong. Students can widen their scope of vision and improve their writing styles by reporting and reflecting on their experiences.

2017-2018

### Major Concern 3: Career and Life Planning Education

To foster a whole-school approach for Career and Life Planning Education --- to work in collaboration with other stake-holders (parents, alumni, etc.)

#### Achievements

- ✧ On the S.1 Orientation Day, a short talk on Career and Life Planning (CLP) education was conducted. The importance of career and life planning was inculcated into S.1 parents and students. The talk successfully raised students' awareness of the importance of goal setting and CLP. With the acquired knowledge, parents were able to provide wise advice and guidance for their children.
- ✧ The CLP Committee collaborated with the Discipline Committee and Parent-Teacher Association (PTA) to promote Career and Life Planning education to parents in the PTA Annual General Meeting. A talk on Drug Test was given to parents to promote the pursuit of healthy lifestyle among children and encourage participation in the Drug Test Scheme. Moreover, the pilot scheme on Career Information Website launched by the Education Bureau was introduced. Having a user-friendly CLP webpage, parents and their children could search for the latest CLP information together. This could facilitate parent-child relationship. There was also a quiz on local education and each of the ten winners was awarded a book with the title “50 個教育法 - 我把三個兒子送了入史丹福”.
- ✧ The CLP Committee gained the support of the STMGSS Alumni who were studying in tertiary institutions to share their experience in setting goals for further studies, implementation of their CLP plans as well as study skills with the senior form students. The alumni also served as mentors for some senior form students to share their work life and answer questions related to their jobs. A WhatsApp Group has been set up to facilitate the communication between mentors and mentees.
- ✧ A seminar on S.3 subject selection and CLP education was held for S.3 parents and students. Students were encouraged to set goals so as to strive for academic excellence. The parents were equipped with useful information which could help their children with the choice of the NSS elective subjects. Home-school cooperation was further enhanced. In addition, a thematic talk '親子關係中的張力與出路' was delivered to parents by the CLP Committee and Discipline Committee to introduce the criteria for choosing NSS elective subjects, for example students' interest, abilities and orientations. Parents were reminded that good communication and parent-child relationship played an important role in the selection process.
- ✧ Talks on Post-S.6 Pathways (中六升學出路) and Strategies for the Selection of JUPAS Programmes (聯招選科攻略) were arranged for parents and students of S.4 to S.6 on the Parents' Day. With the CLP information provided, parents became familiar with the selection of JUPAS programmes and the multiple learning pathways after S.6 in order to give adequate guidance to their children on the career and life plans.
- ✧ The school also informed parents of S.6 students of the key dates for 2018 JUPAS application via the issue of a parents' letter. Parents gained a better understanding of the scheme regarding 'Other Experiences and Achievements in Competitions/ Activities' (OEA), 'Additional Information', 'Selection of 20 JUPAS Programme Choices' and 'Student Learning Profile' (SLP). With the information provided, the number of enquiries about the 2018 JUPAS application was reduced.



**Reflections**

- ✧ The CLP Committee will further collaborate with the Parent-Teacher Association, STMGSS alumni, parents and the school social worker to promote CLP education.
- ✧ The CLP Committee will tap more outside resources to organize talks or workshops on CLP education for parents.



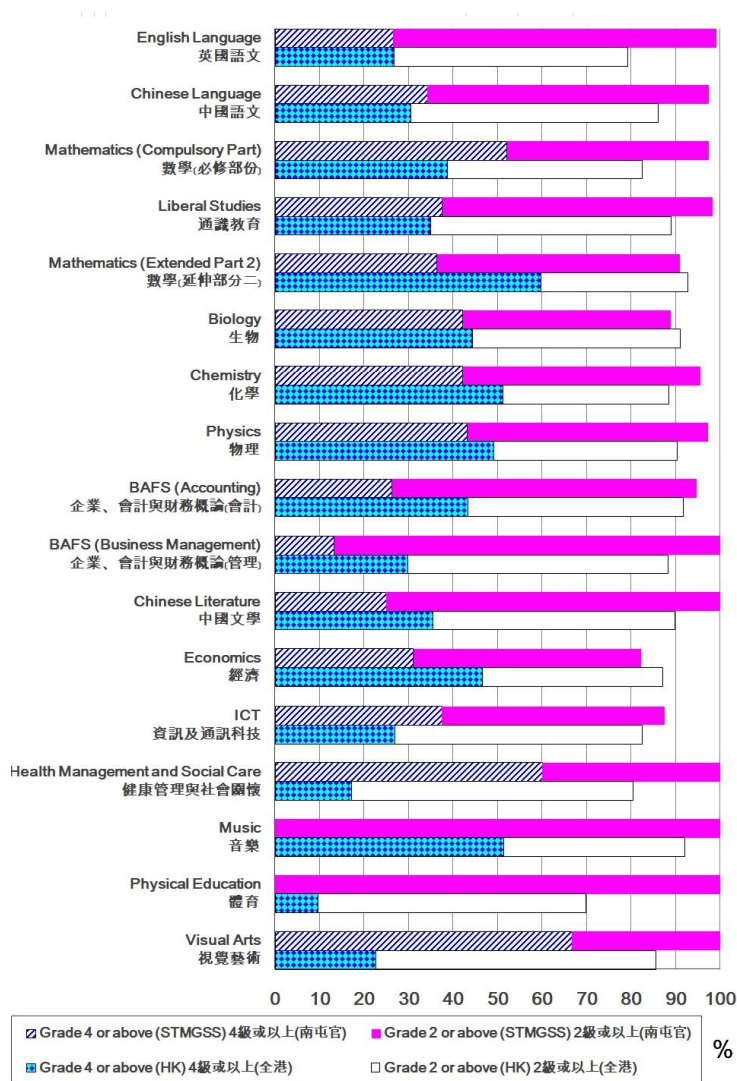
2017-2018

## HKDSE Exam 2018 and JUPAS Offer

### (i) HKDSE Exam

#### 香港中學文憑試各科成績統計 2018

#### Analysis of Results of HKDSE 2018



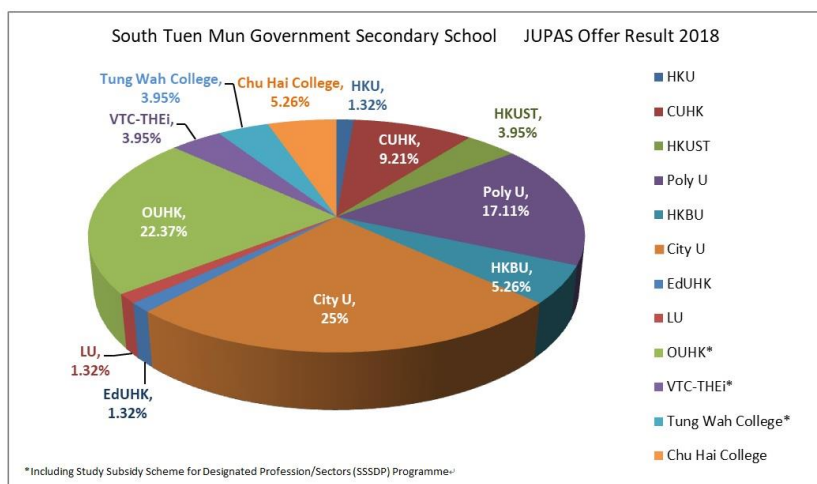
### (ii) JUPAS Offer Results

The S.6 students sitting for the HKDSE Examination 2018 received pleasing results in most subjects, and around 55% of them have met the minimum entrance requirements for degree programmes. Among the university places offered to S.6 graduates through JUPAS 2018, 73% were degree programmes.

Two of our best students obtained one 5\*\*, one 5\* and four 5. Both were admitted to the Chinese University of Hong Kong taking the Integrated Bachelor of Business Administration Programme and Global Studies respectively. One student obtained two 5\* and five 5 and was admitted to the program of BBA Management of the Hong Kong University of Science and Technology. Another one who obtained two 5\*\* and two 5 was admitted to the programme of Social Work of the Chinese University of Hong Kong.

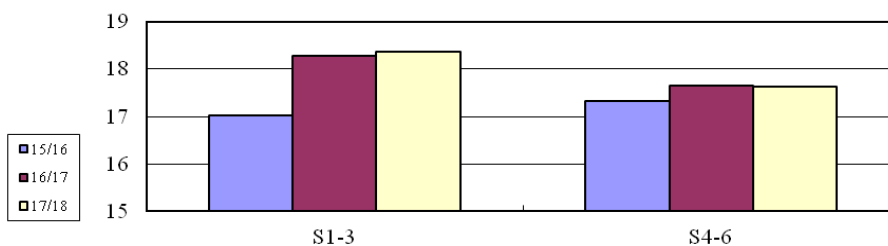
2017-2018

Graduates with degree or diploma courses offer were shown in the following pie chart.

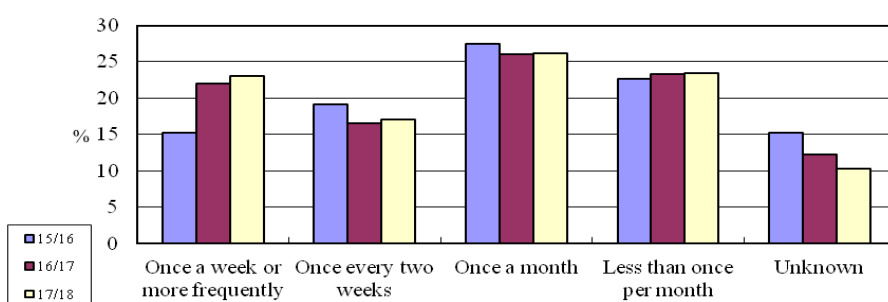


## Student Reading Habit

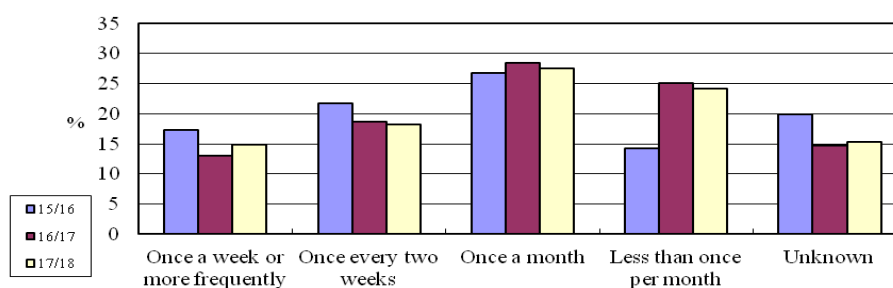
Average no. of reading materials borrowed from the school library per student per year



Secondary 1 to Secondary 3 Frequency of Borrowing



Secondary 4 to Secondary 6 Frequency of Borrowing



## Major Learning Support Programmes

### A. School-based After-school Learning and Support Programmes

Name / Type of activity	Actual no. of eligible participating students			Average attendance rate	Period/Date activity held
	*A	*B	*C		
School Picnic	33	150	3	100%	1 day
Music Instrument Classes	2	13	5	90%	whole year*
Disneyland “Youth Education Series”	7	15	0	100%	1 day
English Carnivals	0	1	0	90%	2 months
Mathematical Olympiad Training Course	1	3	0	95%	3 months
Team building Workshop for S.2 & S. 4	5	45	1	100%	1 day
Total no. of participation counts	269				

\*A - CSSA recipients, B - SFAS full-grant recipients and C - under school’s discretionary quota

The School-based Grant has been allocated to subsidize the following activities:

1. School Picnic for travelling expenses (186 students)
2. various musical instrument classes throughout the academic year ( 20 students)
3. Mathematical Olympiad Training Course in which advanced skills in tackling difficult mathematical problems were discussed (4 students)
4. English Carnivals enhancing confidence in using English inside and outside the classroom in the 2<sup>nd</sup> term (1 student)
5. Disneyland Youth Education Series including programmes like “Disney’s World of Physics– Advanced Learning” and “Global Perspectives– An Adventure in Liberal Studies” to develop skills in planning inquiry projects on 23 Dec 2018 (22 students)

Students reflected that the above activities had broadened their horizons and knowledge as they were able to exchange ideas and share experience with the coaches, instructors and students from other participating schools.

**B. Life-wide Learning Activities**

	Name of activity	Use of expenditures (e.g. admission fee, transport fee, etc)	Hosting Organization		Venue		Beneficiaries in the Activity concerned (Frequency, not Head Count)
			School	Other Organizations	HK	Outside HK	
1.	A day trip to Shenzhen	Tour Fee		✓		✓	31
2.	Disneyland Youth Education Series	Course Fee	✓	✓	✓		11
3.	English Debate Workshop	Course Fee	✓	✓	✓		2
4.	Table manner	Course Fee	✓	✓	✓		11
5.	A Cappella Training	Course Fee	✓		✓		31
6.	Jazz Club	Course Fee	✓		✓		8
7.	The 70th School Music Festival	Activity Fee	✓	✓	✓		4
8.	English Listening Workshop	Course Fee	✓	✓	✓		5
9.	School Choir	Course Fee	✓		✓		5
10.	War Game Workshop	Course Fee	✓	✓	✓		17
11.	School Picnic	Activity Fee	✓		✓		89
12.	Team building Workshop	Activities Fee	✓		✓		35
13.	A visit to Ocean Park	Activity Fee	✓	✓	✓		16
14.	Chinese Musical Instruments	Course Fee	✓		✓		13
Total							278

The Jockey-club Life-wide Learning Fund has been allocated to subsidize the following activities:

1. School Picnic for travelling expenses (89 students)
2. The Jockey Club A Cappella Education Programme (31 students)
3. Disneyland Youth Education Series including programmes like “Disney’s World of Physics– Advanced Learning” and “Global Perspectives– An Adventure in Liberal Studies” to develop skills in planning inquiry projects on 23 Dec 2018 (11 students)
4. Team-building workshop to enhance collaboration and communication skills (35 students from S.2 and S.4)
5. Historical & Cultural Exchange Day Trip in Shenzhen (31 students)

All stakeholders reflected that the activities had helped promote positive youth development in all aspects.

2017-2018

## Report on Strengthening School Administration Management Grant (SSAMG)

According to the survey conducted, more than 90% of teachers agreed that the SSAMG could reduce their workload and that of the other colleagues. Details are as follows:

The parents' smartphone App system helped enhance home-school communication. Parents using smart phones could use the app software to check school instant messages, emergency notifications and sign the parents' letters anytime and anywhere.

The system also conserved the environment by reducing the use of paper and ink, the cost of oil printing and the administrative workload of the staff. In addition, the system eased the burden on teachers of distributing letters to parents and collecting the reply slips, therefore allowing more time for teaching.

With the installation of the automatic infra-red temperature monitoring system at the school entrance, students had their body temperature measured before entering the school every day to avoid the spread of influenza and other respiratory viruses. It not only strengthened the epidemic prevention work of the school, but also reduced the workloads in administration.

The installation of students' mobile phone storage cabinets could help students to keep their personal belongings properly and avoid the use of mobile phones during the class. It facilitated classroom management, teaching and learning and promoted positive teacher-student relationship.

The School Information Technology Team agreed that the purchase of the cloud servers and related software would increase the storage of electronic data. The cloud computing platform also saved much of their time spent on managing and maintain the school network system.

### Summary of Expenditures (SSAMG)

<u>Items</u>	<u>Income (\$)</u>	<u>Expenditure (\$)</u>
<b>SSAMG</b>	250,000	
eClass Parent App		49,440
Infra-red Thermal Imaging Camera		32,000
Stainless Steel Mobile Phone Storage Cabinets		113,000
eClass cloud servers and related software		46,785
<b>Total</b>	250,000	241,225
<b>Balance</b>		8,775

## 融合教育的政策及支援措施

(只提供中文版)

### 政策

本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過資源調配，為學生提供適切和多元化的支援服務，以提升學生的學習效能及協助他們融入校園生活；本校重視家校合作，建立恆常溝通機制，透過不同的渠道，與家長一起商議有關支援學生的策略。

### 支援措施

本校為有特殊教育需要的學生提供下列的支援措施：

1. 成立融合教育專責組，由副校長作統籌，成員包括學生支援組主任、輔導主任、教師、定期駐校教育心理學家、駐校社工及融合教育助理。
2. 加強教育心理學家、教師、社工及家長之間的協作，商議有關支援學生的策略。
3. 增聘一名融合教育助理，與全校教師以「全校參與」模式照顧學生的個別學習差異。
4. 與外聘服務機構合作，安排導師按個別有學習需要的學生，每星期提供中文讀寫訓練、專注力及社交行為情緒技巧訓練。
5. 購買「言語治療服務」，由外聘服務機構委派導師，以課堂抽離的方式，為有言語障礙的學生提供每星期一次的個別言語治療訓練。
6. 按個別同學的需要，提供到校的職業治療服務。
7. 安排融合教育助理，以協作教學模式，在課堂上支援有特殊教育需要的學生。
8. 在教師的協助下，安排融合教育助理每星期兩天，為有需要的學生提供課後功課輔導。
9. 向有需要的學生提供學習、家課和測考調適，又透過課堂觀察，記錄學生的學習成果，並適時向家長報告。
10. 由駐校教育心理學家為有特殊教育需要的學生作個別輔導及評估。
11. 邀請專業人士，包括教育心理學家，為教師提供專業培訓，包括以「全校參與」模式支援有特殊教育需要的學生，和如何辨識及協助有行為問題的學生。

2017-2018

**CCA 跨學科學習活動計劃(Cross Curricular Activities Programme)**

(只提供中文版)

在二零一七至二零一八年度，本校推行及設計跨學科學習活動常規課程。課程設計旨在發展學生的共通能力，培養積極正面的價值觀，並就生活事例及時事議題作深入的探討，學習多角度思考。

**課程內容**

## 中一級

	單元	課程重點
1.	時間管理	鼓勵學生時間管理及認識基本法
2.	認識《基本法》的由來	
3.	認識《基本法》中香港法律、權利	
4.	認識《基本法》框架下中央和香港特區關係	
5.	認識《基本法》與日常生活	

## 中二級

	單元	課程重點
1.	認識自己	鼓勵學生積極學習、認識自己， 定立人生目標。
2.	生命教育	
3.	時間管理	
4.	誠信	
5.	吸毒的禍害	
6.	防止罪惡	

## 中三級

	單元	課程重點
1.	我的簡歷	向學生推動 STEAM 教育，鼓勵他們用創意思維，訂定目標，設計、推廣及銷售所製作的產品，從而建立他們的信心。
2.	我的公司	
3.	訂立目標	
4.	組織架構	
5.	構思產品意念	
6.	構思產品設計	
7.	市場定位	
8.	選定公司名稱及分配公司責任	
9.	檢討及選擇產品或服務	
10.	生產計劃	
11.	生產過程	

## 計劃推行成效：

### 1. 課程設計切合學生需要

課程設計乃由學生個人成長，建立正確價值觀，推展到社會責任，因此有助學生建立正面價值觀及人生目標，引導他們日後走上正確的人生道路。

### 2. 教材靈活多變

各級課程運用生活化及時事作教材，又邀請校外機構蒞臨本校舉辦講座或工作坊。此外，學習模式也多變靈活，包括個人專題研習、小組討論，工作坊及講座等，對推動學生主動學習，效果顯著。

### 3. 習作表現理想

上下學期均設有小組專題探究習作，學生展現了不俗的資料搜集能力，亦勇於實踐在課堂學習到的資料搜集技巧：運用問卷調查、訪問等。部分學生展現了高水平的共通能力，如擅於運用圖表、影片等方式作匯報。



## 「促進香港與內地姊妹學校交流試辦計劃」

## 交流報告書（只提供中文版）

(2017/18 學年)姊妹學校名稱：深圳市龍崗區東升學校締結日期：二零一五年十二月十五日

## 第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>學校管理層面： 學校領導專業交流，促進持續發展及對外聯繫。</p> <ul style="list-style-type: none"> <li>以電郵、探訪及回訪保持專業交流。</li> <li>於 2018 年 3 月 9 日姊妹學校校長到校，並在學校行政層面作專業交流。</li> <li>於 2018 年 4 月 27 日本校校長帶領師生回訪姊妹學校，親身了解及交流兩地管理文化的異同。</li> </ul>	學校領導可以互相交流、觀摩、達致持續發展	<p>兩地校長透過拜訪和回訪的方式，商討及舉辦 2017/18 年度的交流學習活動，為日後持續發展奠下基礎。</p> <p>屏山文物徑、圍村文化、濕地公園跨科考察交流活動(9-3-2018)：</p> <ul style="list-style-type: none"> <li>本校的校長、副校長聯同 10 位老師，帶領中三至中五級同學與東升學校師生一起進行跨科考察交流。</li> <li>本校的校長及東升學校的校長均認同交流活動能促進兩校的管理及教學文化，達致互相學習的目標。</li> <li>兩地校長直接商討四月份的交流目標和內容，為持續發展作準備。</li> </ul> <p>學術及文化交流之旅(27-4-2018)：</p> <ul style="list-style-type: none"> <li>本校的校長聯同 4 位老師，帶領 29 位同學到訪位於深圳龍崗的姊妹學校。</li> <li>透過親身觀摩及交流，能進一步交流兩地的管理文化。</li> </ul>	<ul style="list-style-type: none"> <li>除以電郵聯繫外，配合內地的使用習慣，兩地負責老師繼續以微訊溝通，直接有效。</li> <li>兩地校長親自面談及協商，促進全方位的學習管理，建立更優質的高層溝通平台，對未來發展具承先啟後的效果。</li> </ul>

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
2.	<p>教學層面：</p> <p>拜訪姊妹學校，內地師生回訪本校，讓兩校教師進行專業觀摩，就規劃大型交流活動、教學策略和評估技巧作交流。</p> <ul style="list-style-type: none"> <li>3月9日到訪香港，主要是觀摩及交流兩地中國語文科、中國歷史科、生物科、電腦科和環境教育組等協作，並實地考察屏山文物徑和濕地公園。</li> <li>4月27日的回訪，本校老師進行英文雅思應試分享及化學科示範課。同時，本校師生分組進行英文科和美術科觀課，並到大芬油畫村進行體驗活動。</li> </ul>	<p>學校教師可以互相交流協作、達致持續專業發展</p>	<p>透過拜訪和回訪，讓兩地老師互相協商，共同探討學習元素。兩地師生亦可面對面交流，互相學習，持續發展。</p> <p>屏山文物徑、圍村文化、濕地公園跨科考察交流活動(9-3-2018)：</p> <ul style="list-style-type: none"> <li>透過校園參觀及實地考察，能促進兩地交流跨科協作的安排，擴大教學效能，回饋正面。</li> <li>平板電腦的教學和使用，讓教學更豐富和多元，提升教學效能，促進專業交流。</li> <li>兩地老師能透過到屏山文物徑進行圍村文化探索以及濕地公園考察，交流統籌戶外考察及訓練學生擔任導賞員和講解員的心得。</li> </ul> <p>學術及文化交流之旅(27-4-2018)：</p> <ul style="list-style-type: none"> <li>本校老師進行英文雅思應試分享及化學科示範課，促進兩地的專業交流，課堂氣氛活躍。</li> <li>透過觀摩內地英文科和美術科的課堂，能體驗姊妹學校的校園學習氛圍，觀摩內地的英語教學，並了解內地視覺藝術教育的發展。</li> <li>大芬油畫村的參觀和繪畫體驗活動，能交流兩地視覺藝術的發展，促進文化交流。</li> </ul>	<ul style="list-style-type: none"> <li>安排拜訪和回訪交流活動需要兩地校長和老師互相協商，活動的成功實有賴兩地的真誠聯絡和合作，為日後恆常化的交流奠下基礎。</li> <li>姊妹學校的交流活動除核心負責的組別老師外，也與校內不同科組合作，兩地老師也能總結統籌及聯繫校內不同科組的經驗，促進課程改革。</li> <li>兩地實地交流，由於中港地域不同，交流安排需要靈活調動，以便配合過關及交通的時間，日後安排行程時也要注意交流時間的應變方案。</li> </ul>

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
3.	<p>學生層面：</p> <p>探訪姊妹學校，內地學校回訪本校，讓本校學生與姊妹學校學生加深認識、並作學術及文化交流。</p> <ul style="list-style-type: none"> <li>3月9日到訪香港，訓練學生主持歡迎儀式、活動簡介，並作濕地公園考察活動的導賞員。</li> <li>4月27日到達東升學校進行參訪體驗活動，本校師生分組進行英文科和美術科觀課。下午到達大芬油畫村，參觀油畫展，並與東升學校修讀美術的同學一起分享創作油畫的心得。</li> </ul>	<ul style="list-style-type: none"> <li>擴闊眼界</li> <li>與姊妹學校學生建立兩地的友誼與夥伴關係</li> <li>了解中國的國情及國家的最新發展</li> <li>配合學校關注事項三，探索內地學術及其他方面的發展，為生涯規劃作準備</li> </ul>	<p>從學生的反思和觀察，學生在交流活動中獲益良多。</p> <p>屏山文物徑、圍村文化、濕地公園跨科考察交流活動(9-3-2018)：</p> <ul style="list-style-type: none"> <li>透過活動，能加強兩地學生對中國傳統建築，傳統面貌及宗族生活的認識。同時，我校同學分組利用平板電腦向東升學校的師生講解濕地的生態系統，傳遞保育意識。最後，兩地學生互相分享當天交流的體驗和得著，增強自信。</li> <li>是日活動促進兩地師生交流，活動的成功實有賴本校的中國語文科、中國歷史科、生物科、電腦科和環境教育組等協作。粵港兩地師生均認為活動具意義，並期待四月份的進一步交流。</li> </ul> <p>學術及文化交流之旅(27-4-2018)：</p> <ul style="list-style-type: none"> <li>透過參與內地課堂，同學能感受到內地課堂的熱烈討論和認真投入。同時，亦透過與內地同學交流，加深認識內地教育情況和國家的最新發展，建立友誼和夥伴關係。</li> <li>大芬油畫村的參觀和體驗，能提升學生對藝術作品的賞析能力。本校師生即場進行繪畫體驗活動，能把自己創作的作品帶回家中，學生獲益良多，並充滿滿足感。</li> </ul>	<ul style="list-style-type: none"> <li>東升學校的到訪，本校跨科組老師分工合作，並訓練學生擔當導賞員、講解員等工作，事前工作雖然繁重，但活動得到兩地師生的認同，也能提升學生的自信和溝通能力，投放的資源也是值得的。</li> <li>內地的課程和特色與香港不同，同學到訪東升學校能體驗兩地文化差異，兩地語言的不同也無阻彼此的交流。</li> </ul>

本學年參加交流活動的總人次如下：

學生：共 220 人次

老師：共 25 人次

校長：共 4 人次

## 第二部分：財政報告

項目編號	交流項目	支出項目	費用 (\$)	備註
				2016-2017 年度 承上結餘:\$167,557.10
				2017-2018 年度津貼: \$120,000.00
1.	屏山、濕地公園交流活動	屏山文物徑、圍村文化、濕地公園跨科考察交流活動(一天團)	46,800.00	
		證件套及證件繩 (200 件)	1,080.00	
		Fuji Instax Mini 9(即影即有相機) (3 部)	2,640.00	
		Fuji Instax Mini Film (10 盒)	680.00	
2.	到訪東升學校 — 學術及文化交流活動	學術及文化交流之旅(一天團)(英文、化學及美術交流)	9,870.00	
		A4 單頁文件夾 (60 個)	90.00	
		密封拉鏈袋 (40 個)	56.70	
		沖曬相片 Digital 4R,5R,6R	27.10	
		沖曬相片 Digital 5R,6R	25.00	
		Tablet Computer,128GB Storage 9.7inch display (15 部)	48,375.00	
3.	整理及紀錄交流資料	1 位教學助理薪金 (6 月份及 7 月份)	32,644.50	
		總計	142,288.30	
		津貼年度結餘	145,268.80	

## Students' Achievements in External Competitions 2017-18 (Chinese Version)

### 學生參與校外活動獲取主要獎項紀錄 (2017-18)

獲獎／助學金學生：			
活動項目	主辦機構	學生姓名	獎項
2017／18 Link First Generation University Student Scholarship	Link REIT	TIN KING TO (6E) (2016-17)	Link First Generation University Student Scholarship
The Youth Arch Student Improvement Award 2016-17	The Lion & Globe Educational Trust and The Outstanding Young Persons' Association	SO SIU LUNG (6E) NG LOK LAM (6D) CHAN WING HEI (6C) CHONG KA SHING (6B) FUNG KWAN TAI (6A) TUNG WING TUNG (5D) LAM MEI (5C) VONG PING FAT (5B) CHUNG HO YIN (5A) CHAN TSZ FUNG (4D) NG KA YING (4B) CHOW HOI LAM (4B) HUNG KING HO (4A) WANG LAI MAN (3D) LO WING LAAM (3D) PO WAI LOK (3C) LEE MAN WAI (3B) YUEN HOI CHING (2C) CHAN SHUN YIU (2B) YU YING TUNG (2A)	The Youth Arch Student Improvement Award 2016-17
Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2017/18	Sir Edward Youde Memorial Fund Council	CHIU KWAN YU MIKE (6E) NG LOK LAM (6D)	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2017/18
KYP Scholarship	The Kelly Yang Project	TSANG CHAK LAM (3D)	KYP Scholarship
2017 第三屆全港青少年進步獎	杜葉錫恩教育基金	倫翠彤(5B) 何卓盈(5C)	2017 第三屆全港青少年進步獎 優異獎
高中應用學習獎學金(2016-17)	羅氏慈善基金 教育局	蘇小龍(6E)	高中應用學習獎學金(2016-17) [課程名稱：會計實務]
		冼慧心(6A)	高中應用學習獎學金(2016-17) [課程名稱：屋宇科技]
香港青年獎勵計劃 2017	香港青年獎勵計劃	戴詩庭(5B)	金章
屯門區學生獎勵計劃 2017-18	香港善德基金會、 民建聯屯門支部 合辦 屯門區中學校長會、 屯門區小學校長會 協辦	鄭旻祐(1D) 凌籽朗(2D) 黃梓諾(3D) 馮靖堯(4D) 陳俊騰(5D) 朱煒茵(6D)	優異獎

### 學術：

#### (1) 英文朗誦：

活動項目	主辦機構	學生姓名	獎項
The 69th Hong Kong Schools English Speech Festival	Hong Kong Schools Music and Speech Association	KHAWAJA NAZIR ORDONEZ (4B)	<b>Solo Verse Speaking</b> 1st Place
		NG CHIU YIN (4D)	2nd Place
		CHEUNG HIN YAN (1B) CHEUNG CHEUK WING (2D) TANG CHUEN MAN (3D) TSANG KA YUE (3D) CHIU SUM YI (4D)	3rd Place

學術：			
(1) 英文朗誦：			
活動項目	主辦機構	學生姓名	獎項
The 69th Hong Kong Schools English Speech Festival	Hong Kong Schools Music and Speech Association	LAI CHI HUEN (1B) CHANG CHO YIU (1D) WONG TSZ CHING (1D) WOO CHI LAM (1D) LAI CHUN KIT (2D) WONG PAK HEI (2D) ATTITAYA AMARTMONTREE (3A)	Merit
		YAU LAI NAM (3A) HO YUEN CHING (3B) LUI CHEUK LAM (3B) PONG YUEN MAN (3C) WONG PRISCILLA (3C) CHAN SZE WING (3D) CHO LOK YIN (3D) TSANG CHAK LAM (3D) NG WING CHI (4D) POON SIU PONG JAMES (5A) HO SZE WING (5D) TSE WING TUNG (5D)	<b>Solo Verse Speaking</b> Merit
		NG TSZ KIN (3D) CHAU UEN ON (4D)	Proficiency
		LAM CHING NAM (4C) SHAO WAI YAN (4C)	<b>Public Speaking Solo</b> Merit
Hong Kong Children & Youth Speech Competition	Yuen Long Town Hall		<b>Solo Verse Speaking</b> <b>Semi-Final</b> Gold
		HO SZE WING(5D) ATTITAYA AMARTMONTREE (3A)	Silver
		CHAN SZE WING (3D) LAU TSZ LAN MAGNUS (4A) CHIU SUM YI (4D) NG CHIU YIN (4D) NG WING CHI (4D) TSE WING TUNG (5D)	Bronze
		HO SZE WING (5D)	<b>Solo Verse Speaking</b> <b>Final</b> Champion (Senior Secondary Group)

學術：			
(2) 中文朗誦：			
活動項目	主辦機構	學生姓名	獎項
第六十九屆香港學校朗誦節 (中文組賽事)	香港學校音樂及朗誦協會	吳凱晴(2C)      陳思穎(3D) 曾家裕(3D)	<b>詩詞獨誦(粵語)女子組</b> 優良獎狀
		王秀惠(1C)      陳凱莉(2A) 林洛寧(2C)	良好獎狀
		陳俊匡(4C)      黃韋程(4C)	<b>詩詞獨誦(粵語)男子組</b> 優良獎狀
		陳炳廷(1B)      鄧荃文(3D)	良好獎狀
		史濟春(1C)	<b>詩詞獨誦(普通話)男子組</b> 冠軍
		陳俊良(1C)      房晉熙(1C)	良好獎狀



學術：			
(2) 中文朗誦：			
活動項目	主辦機構	學生姓名	獎項
第六十九屆香港學校朗誦節 (中文組賽事)	香港學校音樂及朗誦協會	周健美(1D) 譚綺婷(1D) 陳心然(3C) 謝穎彤(5D)	散文獨誦(粵語)女子組 優良獎狀
		潘紹邦(5A)	散文獨誦(粵語)男子組 優良獎狀
		朱寧芯(2B) 吳紫晴(2B)	散文獨誦((普通話)女子組 優良獎狀
		劉嘉咏(2B)	良好獎狀
		梁文泰(5D)	散文獨誦(普通話)男子組 優良獎狀
		鍾家希(4A) 盧啟澤(4A)	二人朗誦(粵語) 優良獎狀
		馮芊葵(1A) 周可兒(1A)	優良獎狀
		布詠妍(5C) 鄧葆淇(5C)	良好獎狀

學術：			
(3) 數、理及資訊科技：			
活動項目	主辦機構	學生姓名	獎項
The Chemists Online Self-study Award Scheme	Education Bureau	HO YUK CHUN (6A) CHENG KA YIN (6D) LAU TSZ CHUN (6E)	Diamond
		LEE LOK WAI (6C)	Gold
		NG LOK LAM (6D)	Silver
		CHENG WING LAM (6C)	Bronze
Hong Kong Technology & Renewable Energy Events 2017	Electronics Technology Education Association (H.K.)	POON SIU PONG JAMES (5A) CHAN CHEUK FUNG (5B) LEUNG MAN TAI (5D)	- 3rd Place - Second Prize for Best Design
2018「華夏盃」全國數學 奧林匹克邀請賽初賽	香港數學奧林匹克協會	楊卓熙(1C)	一等獎
		陳冠宇(1C) 陳旭平(1C)	三等獎
		周家樂(1C) 陶嘉煒(1C)	
		陳韋倫(1D) 周芷彤(1D)	
		簡鎧澄(1D) 梁晉翹(1D)	

學術：			
(4) 其他：			
活動項目	主辦機構	學生姓名	獎項
Outstanding Student Environmental Protection Ambassador	Environmental Protection Department, Environmental Campaign Committee, Education Bureau	TSANG CHAK LAM (3D)	Gold
		TSANG KA YUE (3D)	Silver
		TANG CHUEN MAN (3D)	Bronze
「里仁為美—中華懿德在 香港」 徵文比賽	香港教育大學文學及文化 學系	梁景煊(4C)	高級組冠軍
第 29 屆中學生好書龍虎榜 讀後感寫作比賽	香港教育人員專業協會	梁曼儀(4C)	高級組推薦獎
		周健美(1D)	初級組推薦獎
職安行多步·電子心意咭設計 比賽	職業安全健康局 新城知訊台 教育局商校合作計劃	林泳彤(3D)	中學組季軍
推廣<<基本法>>填色及繪畫 比賽	屯門區公民教育委員會	周穎彤(2C) 錢思晴(2C)	亞軍 優異獎
2018 青少年暑期活動 中學組毛筆書法比賽	順德聯誼總會	曾云樂(2C) 陳心然(3C)	優異獎

音樂：			
活動項目	主辦機構	學生姓名	獎項
Hong Kong International A Cappella Contest 2017	HKFYG	A Cappella Team: Symphony LEE YUEN KWAN (3B) LEUNG CHING SZE (3B) SO CHING LAM (3B) CHEUNG SIN CHING (4A) CHUNG KA HEI (4A) LUK CHUN CHEUNG (4A) WONG KA TUNG (5C)	Silver Diploma
第七十屆香港學校音樂節	香港學校音樂及朗誦協會	周家樂(1C)	鋼琴獨奏(二級) 優良獎狀
		蔡智恆(1C)	鋼琴獨奏(三級) 良好獎狀
		潘卓滢(1C)	鋼琴獨奏(四級) 冠軍及榮譽獎狀
		張煒芯(3C) 曾傲珈(3B)	鋼琴獨奏(五級) 優良獎狀 良好獎狀
		曾家裕(3D)	鋼琴獨奏(六級) 優良獎狀
		張曜麟(2D)	鋼琴獨奏(七級) 良好獎狀
		馮詩琪(1A) 周健美(1D) 羅綽穎(1A)	女聲獨唱 中學(十四歲或以下) 優良獎狀 良好獎狀
		邵慧欣(4C) 鍾靖怡(5D)	女聲二重唱 中學(十九歲或以下) 良好獎狀
2018《新聲盃》中樂合奏比賽	新聲音樂協會	本校中樂團	初級組合奏(中學)季軍
藝韻盃	藝韻管弦樂協會	何卓盈(5C)	青年民樂吹管組 笛子獨奏:冠軍

體育：			
活動項目	主辦機構	學生姓名	獎項
2017-2018 年度校際游泳比賽	香港學界體育聯會 屯門區中學分會	楊禮謙(5B)	男子甲組 50 米自由泳 冠軍 男子甲組 50 米蝶泳冠軍
		蘇皓宏(4B)	男子甲組 200 米個人四式 季軍
		楊禮和(4A)	男子乙組 50 米自由泳 亞軍
		溫樂君(6B)	女子甲組 50 米背泳冠軍 女子甲組 100 米背泳冠軍
		張漪雯(4B)	女子乙組 100 米背泳冠軍 女子乙組 200 米個人四式 冠軍
		王嘉欣(4B)	女子乙組 50 米背泳亞軍 女子乙組 100 米背泳季軍
		林楚錡(3A)	女子乙組 50 米蛙泳冠軍 女子乙組 100 米蛙泳亞軍
		梁曉琳(1C)	女子丙組 50 米蝶泳季軍 女子丙組 200 米個人四式 季軍



體育：			
活動項目	主辦機構	學生姓名	獎項
2017-2018 年度校際游泳比賽	香港學界體育聯會 屯門區中學分會	林楚錡(3A) 文焯榆(3D) 張漪雯(4B) 王嘉欣(4B)	女子乙組 4x50 米四式 接力冠軍
2017-2018 年度校際乒乓球 比賽	香港學界體育聯會 屯門區中學分會	本校乒乓球男子隊	男子甲組冠軍
第五十四屆學校舞蹈節 爵士舞及街舞	教育局 香港學界舞蹈協會有限公司	學校舞蹈隊	甲級獎
2017-2018 年度校際籃球比賽 (屯門區)	香港學界體育聯會 屯門區中學分會	陳卓然(1A) 莫皓棟(1A) 曾俊鴻(1A) 賴鍵皓(1B) 楊睿騫(1C) 孫宏達(1D) 胡智琳(1D) 余炎培(2B) 林泓鍵(2C)	男子丙組季軍
2017-2018 年度校際排球比賽 (屯門區)	香港學界體育聯會 屯門區中學分會	黃鶴儀(3A) 陳樂怡(3B) 文焯榆(3D) 曾玟睿(4A) 仇紫晴(4B) 陳錦欣(4C) 趙敏詩(5A) 郭玉怡(5A) 盧靜琳(5A) 黃心如(5A) 黃詠祺(5C) 何玉珍(6A) 溫樂君(6B) 李芊芊(6C) 趙詠詩(6D)	女子甲乙組冠軍
		郭穎瑤(1A) 梁鑑童(1B) 黃靖琪(1B) 周芷彤(1D) 譚綺婷(1D) 黃子晴(1D) 劉焯桐(2B) 吳凱晴(2C)	女子丙組第五名
		李樂謙(3C) 冼汶熹(4B) 周宏謙(4D) 鍾皓聰(4D) 江澤偉(5B) 陳禧駿(5C) 羅健朗(5D) 程中天(6B) 陸嘉翔(6C) 李 淳(6C) 鄭家筵(6D) 葉裕豪(6D)	男子甲乙組冠軍
		何子鋒(1B) 周家樂(1C) 房晉熙(1C) 高啟軒(2A) 江啓新(2A) 許日朗(2B) 雷仁杰(2B) 陳柏熙(2C)	男子丙組亞軍
		本校男子排球隊	男子組總冠軍
		鍾皓聰(4D)	學生運動員獎
2017-2018 年度校際排球比賽 (屯門區)	香港學界體育聯會 屯門區中學分會	本校男子排球隊	男子組總冠軍
屈臣氏集團香港學生運動員獎	屈臣氏集團	鍾皓聰(4D)	學生運動員獎