



Annual Report

2012-2013



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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。

2018-2019

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 2018/2019

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

▲ Cluster programmes

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Core Subjects and Electives of the Senior Secondary Curriculum for 2016-2019 Cohort

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

* Cluster Programmes

Selection Criteria:

- Students will be ranked according to their S.3 annual examination results.
- Priority will be given to students with better academic results and good conduct.
 - Classes D – 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 programme)

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 cluster schools. The host school for 2016-2019 Cohort is Ho Ngai College, and our school would attend regular meetings among 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 subjects of Tourism and Hospitality Studies and Japanese Language would be introduced from the programme for our students to study in 2019-2020 in order to give our students more choice to suit their diverse abilities and interest.

The following table shows the number of students participating in various courses of the programme in 2018-2019:

Number of our students joining the Network Schools Programme (2018-2019)

| Cluster School | Ho Ngai College | | Total |
|----------------|--------------------|-------------|-----------|
| Subjects | Physical Education | Visual Arts | |
| S.4 | 1 | 5 | 6 |
| S.5 | 0 | 3 | 3 |
| S.6 | 2 | 3 | 5 |
| Total | | | <u>14</u> |

Number of students of other schools taking *Health Management & Social Care* in our school
(2018-2019)

| Cluster Schools | Ho Ngai College | Total |
|-----------------|-----------------|----------|
| Subject | HMSC | |
| S.4 | 0 | 0 |
| S.5 | 0 | 0 |
| S.6 | 0 | 0 |
| Total | | <u>0</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 realized that their horizons had been broadened as they were exposed to the culture and curriculum of other schools and they had made new friends.

*HMSC has been offered as an elective for Network Schools Programme since September 2015

B. For S.1 and S.2 Students

(1) Remedial Classes and Learning Support Programme

- (a) In order to improve the learning ability of lower achievers, we arranged after-school remedial classes in Chinese, English and Mathematics for selected S.1 and S.2 students. After Half-yearly / Yearly examination, low achievers (bottom 10%) from 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 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 the new low achievers (bottom 10%) would be selected. Students' performance was satisfactory and most of them showed improvement in their Yearly examination 2018-19.

A series of learning support programmes were launched during school holidays to improve students' academic result and equip S.1 and S.4 with the skills in preparing for the next Exam.

- (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 aimed at improving their learning skills. In the programme, foundation classes in Chinese Language and English Language, Careers & Life Planning activities, Workshops in study skill, 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 objectives of the interdisciplinary CCA programme are to encourage students to think critically and creatively about shared matters of importance in life, and to think how to be an upright young member of society. The content and learning experiences are directly related to the core values in school. For S1, students focused on Basic Law and time management. For S2, students learned about the life and careers planning. For S3, students are infused the STEAM Education through setting goals for themselves, learning practical information about creating and designing a product of their choice and sharing profits after selling their products. Based on such values, students are trained to be confident, responsible and considerate citizens in society and family members. Students are also expected to demonstrate a positive attitude towards life and possess the necessary qualities as well as core competencies which are essential for their future education and life-planning.

School Stakeholder Lists

A. School Management Committee Members (2018-19)

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. NG Hon-yee, Winnie
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. CHAN Hon-lung

B. Parent-Teacher Association Committee Members (2018-19)

| | | | |
|--------------------------------|---|--|------------------------------------|
| Chairperson | : | Mr. YUNG Chi-woon | |
| Vice-chairpersons | : | Ms. CHAN Pui-ling Mrs. CHAN LEUNG Siu-hing | (Principal) |
| Secretaries | : | Ms. WU Jian-feng Ms. CHAN Ka-yu 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 Coordinators | : | Ms. CAO Liu-xian Mr. YUNG Hon-wai | (Teacher) |
| Executive Committee Members | : | Mr. CHAN Tsz-cho Ms. WAN Yuen-wah | (Assistant Principal) (Teacher) |

C. Alumni Association Committee Members (2018-19)

| | | |
|-------------------|---|---|
| Chairperson | : | Mr. CHAN Hiu-chun |
| Vice-chairperson | : | Ms. YU Lok-yiu |
| Secretary | : | N/A |
| Treasurer | : | Ms. LI Pui-chi |
| Committee Members | : | Ms. CHU Wai-yan Ms. TAM King-ting Ms. TAM Yi-ting Mr. TSANG Sze-kei Ms. LI Hoi-yan Ms. YU Sheung-ching |

Staff

1. Principal

CHAN LEUNG Siu-hing

2. Assistant Principals

CHAN Tsz-cho

NG Kit-yin

3. Teaching Staff

CHAN Hon-lung

CHEN Tsui-wah

CHEUNG Tak-wai

CHUNG Yat-fat

HO Ka-kit

KWAN Chi-wai

LAM Soo-chu

LEE Mei-po

LEE Ying-choi

LEUNG Suet-man

LI Wing-chau

LO Wai-man

NG Shu-hung

TSANG Chi-ho

WONG Chun-kit

WU Ni-na

YU Suk-ping

CHAN Ka-yu

CHENG Pak-to

CHOW Ka-po

FUNG Lai-yee

HO Pak-ki

LAM AU Yiu-fong

LAU Kwok-yiu

LEE Siu-yuk

LEE Yuk-fung

LEUNG Wai-ting

LIU Kwok-ho

MA Wing-keung

ROSS Tricia Kit-ying

TSANG Yu-hin

WONG Sin-yan

YAN Tik-woon

YUNG Hon-wai

CHAN Ying-yue

CHEUNG Hoi-ying

CHU Lap-yin

FUNG Wai-shan

KONG Siu-wing

LAM Mei-shan

LEE Chi-yu

LEE Tak-wai

LEUNG Ka-yi

LI Kwok-wai

LO Mei-ling

MAK Lee-yin

TANG Tat-man

WAN Yuen-wah

WONG Yu-por

YIP Li

4. Laboratory Technician

FUNG Siu-kam

TSAI Yung-chuen

5. School Social Worker

CHAN Kwan-yee

6. Clerical Staff

CHAN So-kuen

TO Yuen-ying

IP Pui-sze

WONG Mei-chun

LUK Wai-ming

7. Support Staff

CHAN Chui-wun

CHAN Ngan-ling

CHOW Kwai-kwan

LAU Yan-fung

LEE Tsz-wing

TSANG Yau-leung

WONG Kam-chuen

CHAN Kai-yuk

CHEN Chin-mong

CHUNG Wai-ching

LAU Yi-ming, Elaine

MA Yee-ting

TSE Wan-ha

WU Ya-lin

CHAN May-chi

CHEUNG Wing-yan

KWONG Yuk-king

LEE Chi-wo

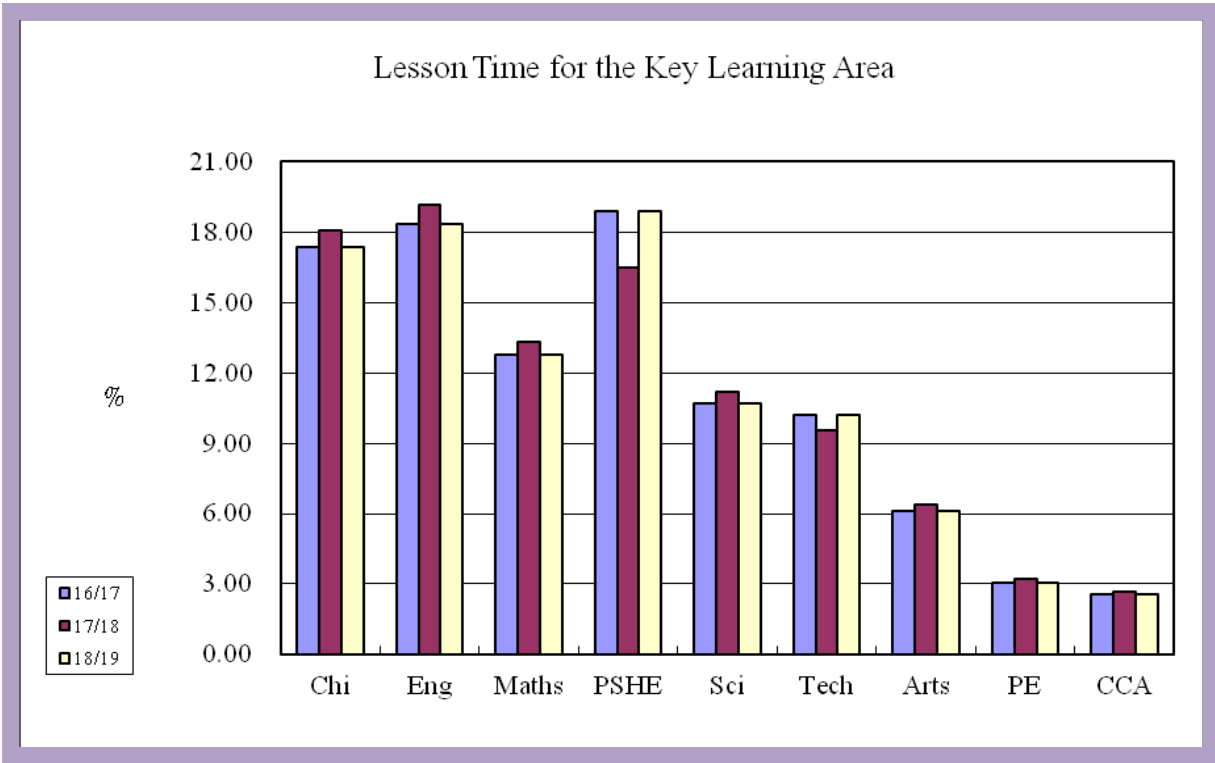
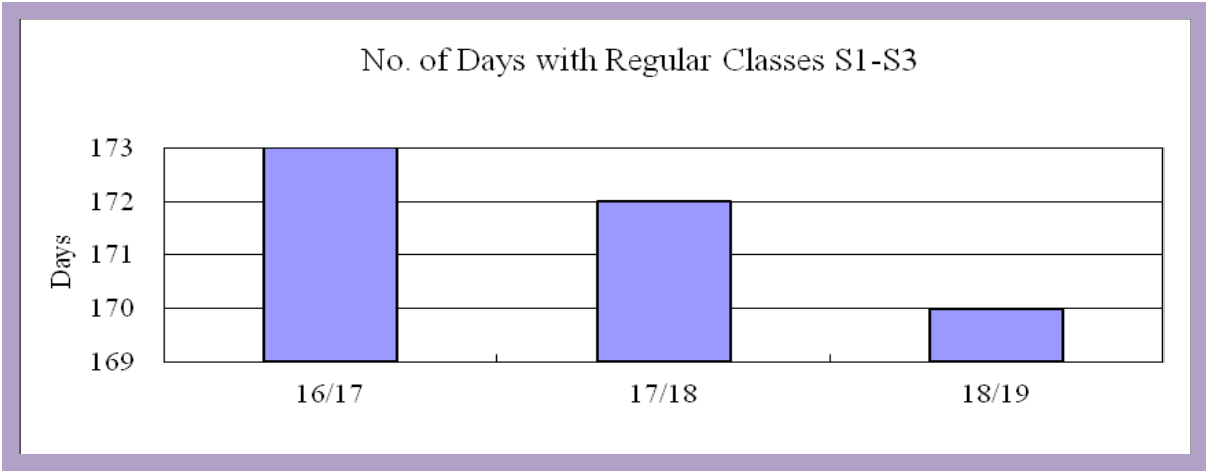
NG Ka-wai, Gary

TSOI Lai-ming

YUNG Ho-yeung

2018-2019

Number of Active School Days

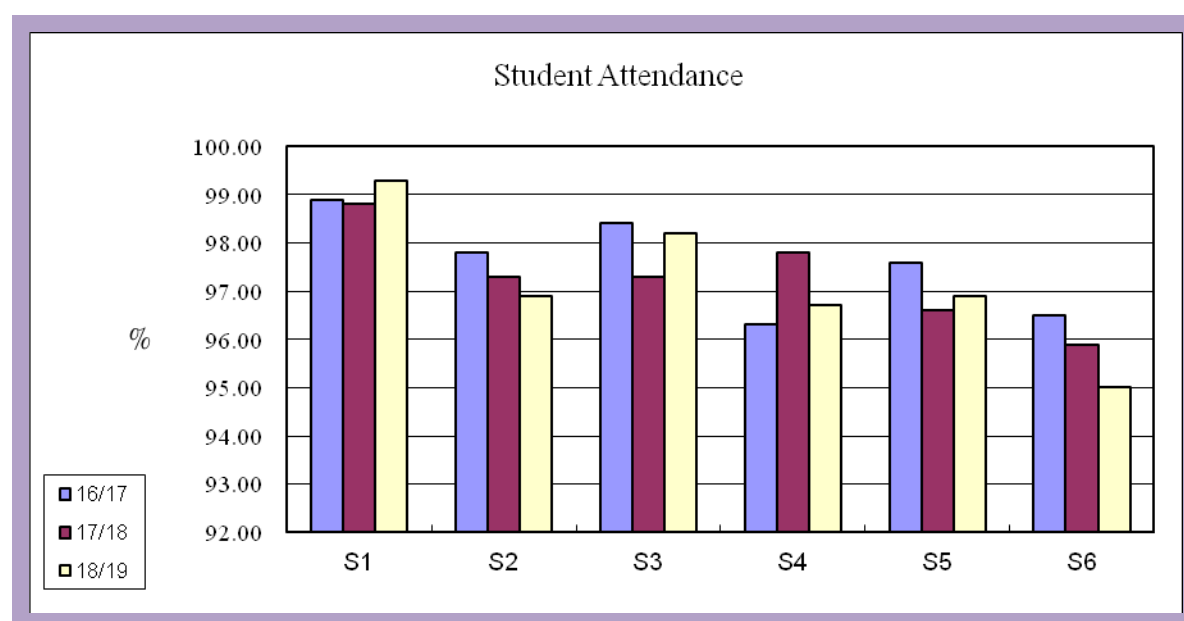


Our Students

Class Organization

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Boy | 54 | 65 | 59 | 58 | 67 | 52 | 355 |
| Girl | 71 | 54 | 60 | 62 | 51 | 61 | 359 |
| Total Enrolment | 125 | 119 | 119 | 120 | 118 | 113 | 714 |

Student Attendance



Student Early Exit

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

| | 16/17 | 17/18 | 18/19 |
|----|-------|-------|-------|
| S1 | 3 | 3 | 0 |
| S2 | 0 | 2 | 0 |
| S3 | 2 | 5 | 1 |
| S4 | 2 | 4 | 1 |
| S5 | 7 | 1 | 1 |
| S6 | 1 | 0 | 0 |

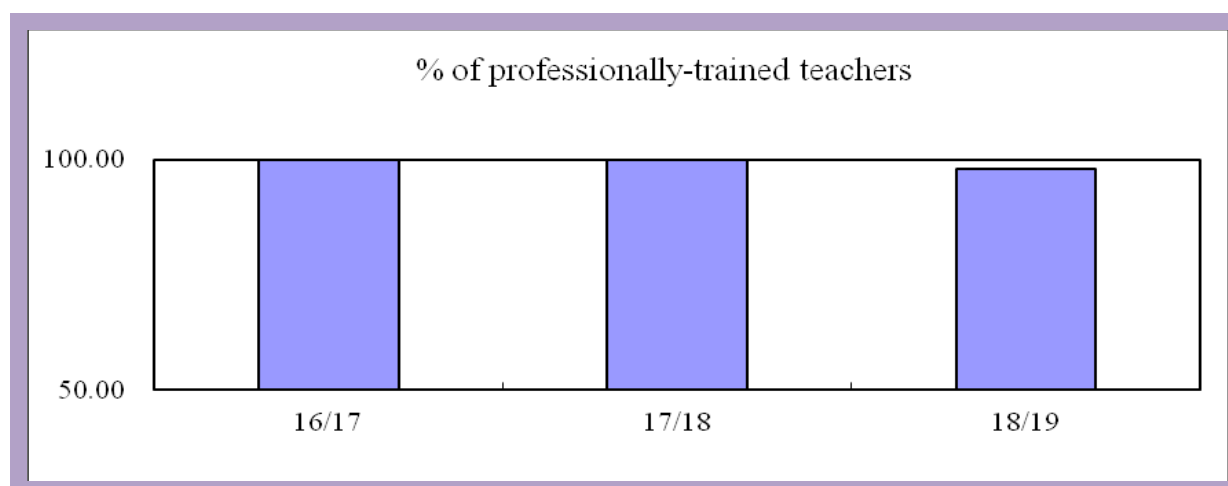
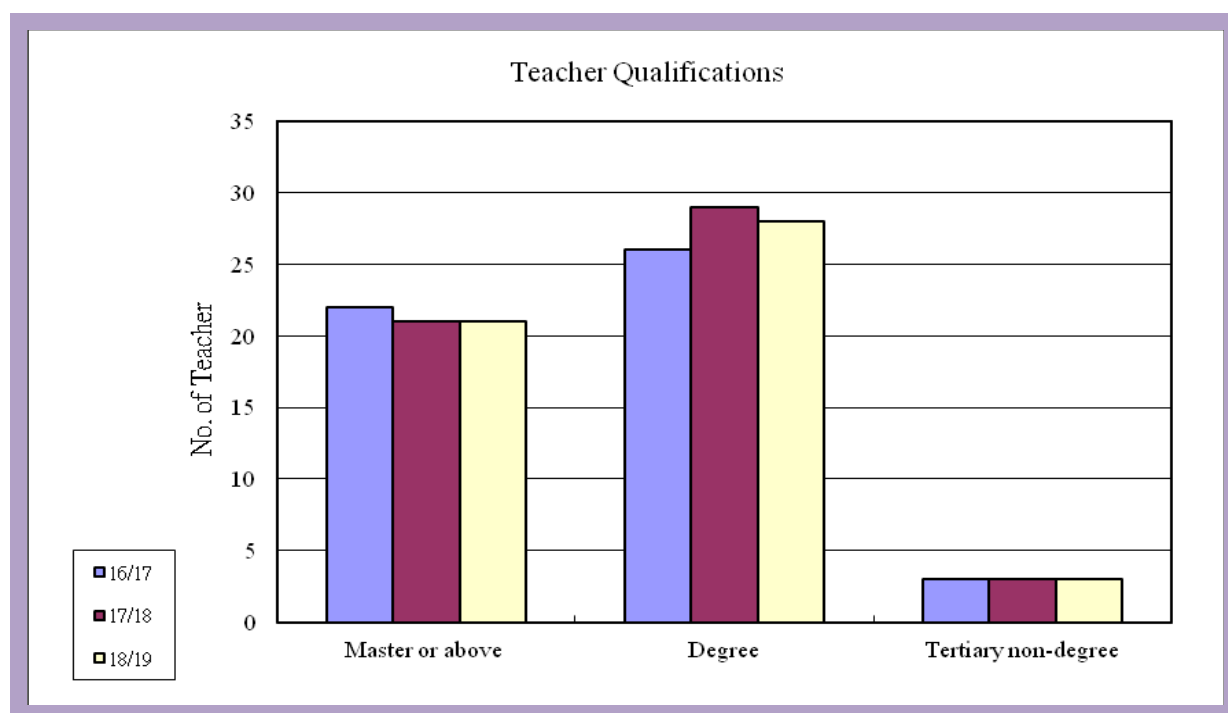
2018-2019

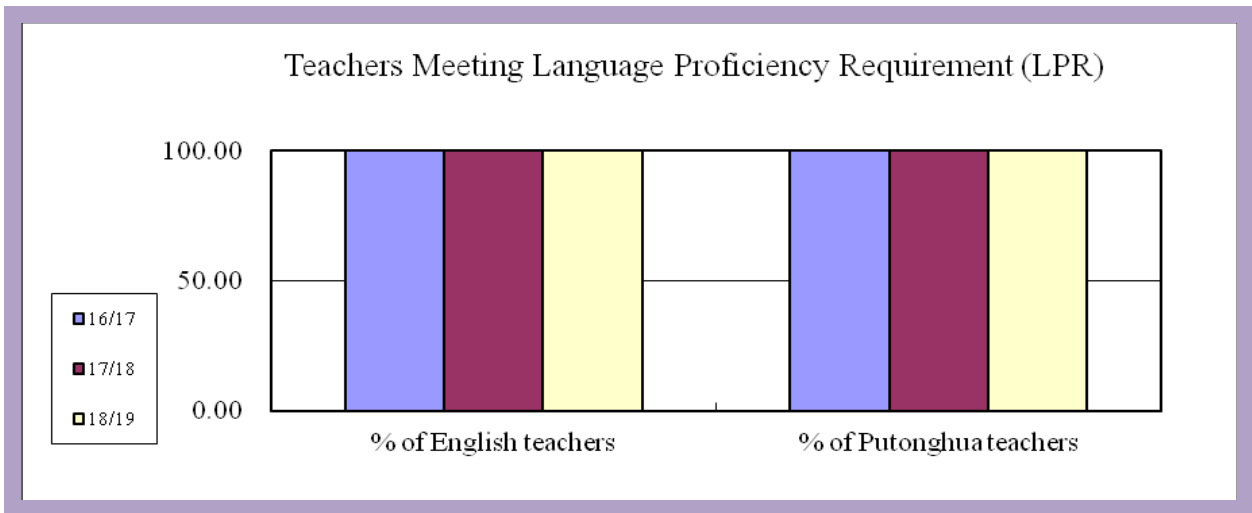
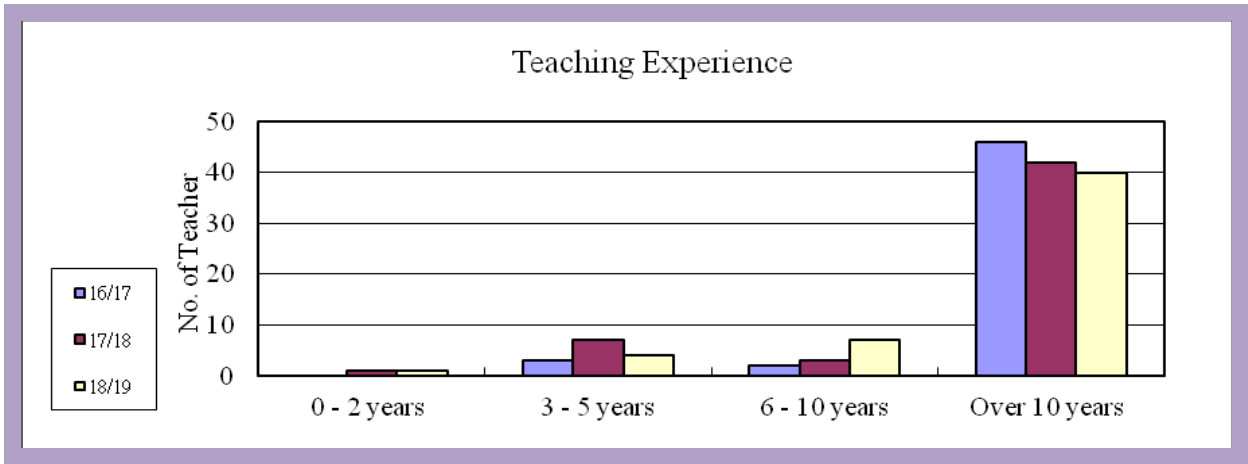
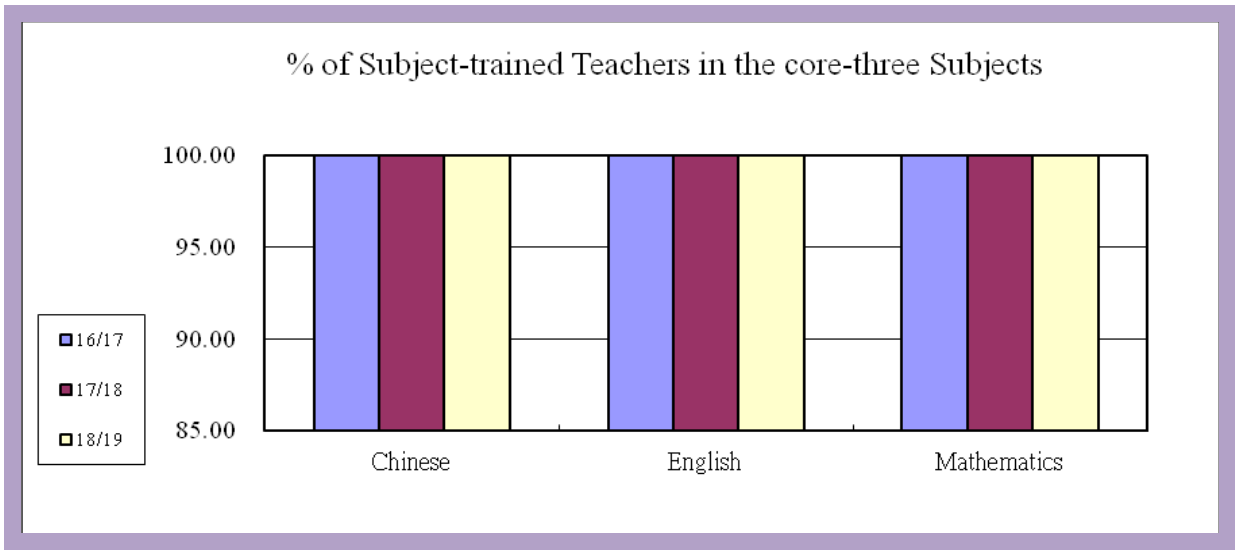
Our Teachers

Number of Teachers

| School Year | 16/17 | 17/18 | 18/19 |
|---|-------|-------|-------|
| Approved total teaching staff establishment | 51 | 53 | 52 |
| No. of Classes | 26 | 25 | 24 |

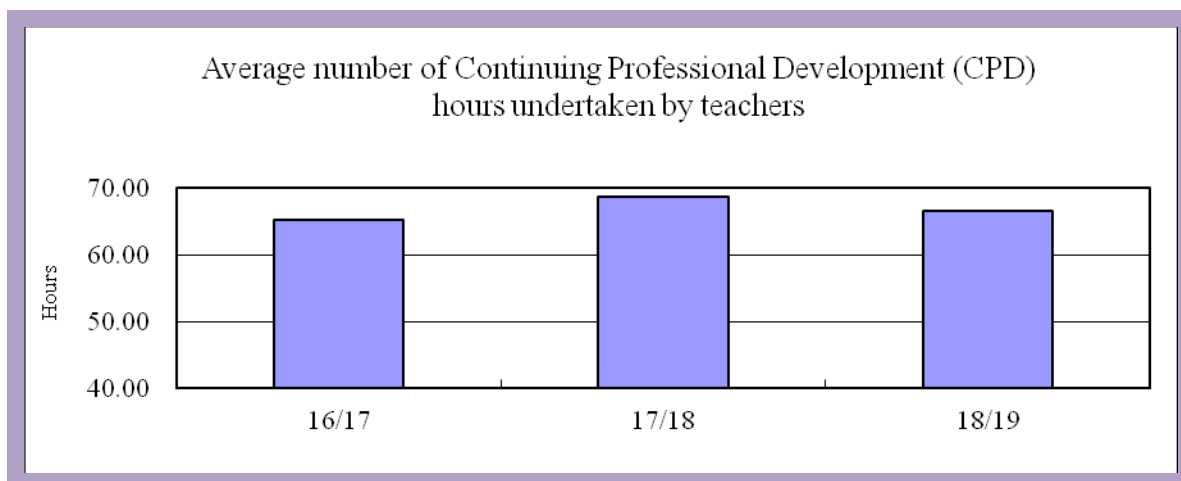
Teacher Qualifications





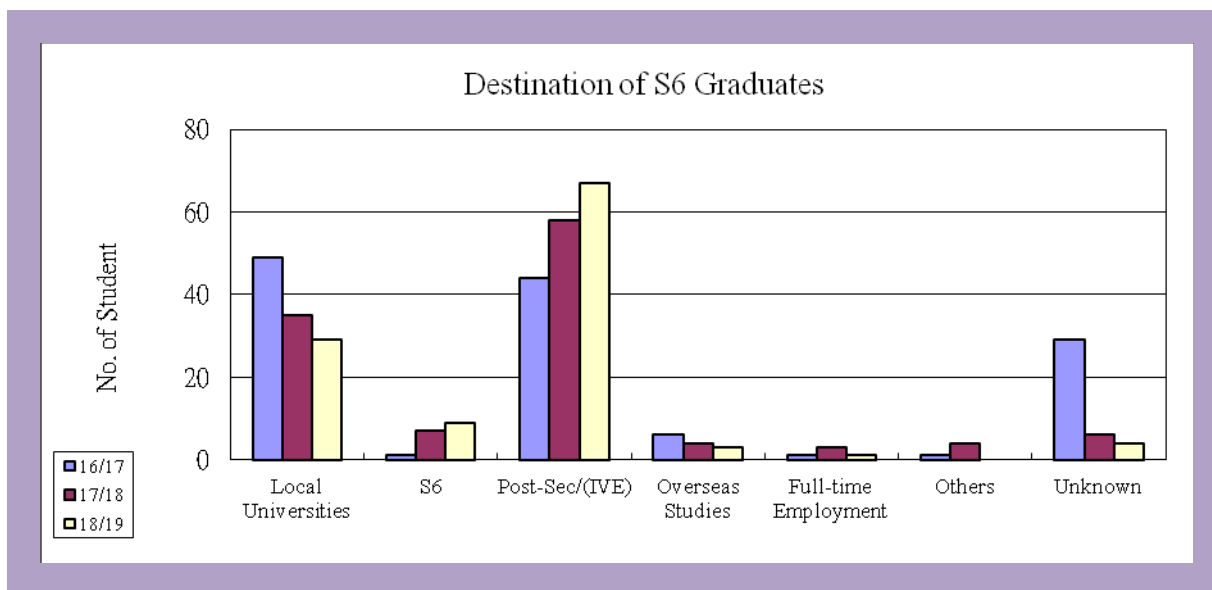
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Teachers' Professional Development



Performance of Students

Destination of Exit Students



2018-2019

2018-19

Major Concern 1 : Character Building

Achievements

- ✧ Students were given a gratitude letter to write some thanks-giving message to their mother on the Mothers' Day in May 2018.
- ✧ S.3 students were invited to join a Financial Planning Education Course 2018 organized by the HSBC Young Financial Planners Programme on 12 November 2018.
- ✧ The talk for parents “走進青少年世界” was held in the Annual General Meeting of the Parent-Teacher Association (PTA) on 26 October 2018. It was aimed to arouse parents' awareness on the mental health, sources of stress, stress management strategies, and ways of promoting mental health of teenagers.
- ✧ The Health & Sex Education Team conducted a talk to S.1 to S.3 students during the Class Period on 10 September 2018. The theme of the talk was “Me too You too – Say NO to Sexual Harassment”.
- ✧ STMGSS Elder Academy held activities like leather product workshop on 13 December 2018, an inquiry activity on Chinese drama art on 31 January 2019 and a healthy life talk on 9 April 2019.
- ✧ An orientation session on Student Learning Profile (SLP) was given to the S.4 students on 3 Sept 2018 to help them familiarize with the requirements as well as the expectation of the school concerning their performance in learning.
- ✧ S.5 students participated in flag-selling activities in mid-November 2018 and May 2019. The blood donation activity in March 2019.
- ✧ The Mai Po visit was successfully held. 37 students and 3 teachers participated in the Mai Po Wetland Education Programme organized by the WWF Hong Kong on 8 July 2019.
- ✧ Basic Law Education was included in the S.1 CCA Program. Basic Law Education was included in the S.1 CCA Program and the progress was on schedule since September 2018.
- ✧ National Flag-hoisting Ceremony was held in the first Morning Assembly of each month in the School Playground. “Speech under the National Flag” was given by different student ambassadors each time.
- ✧ The workshop for teachers “以愛守望” was held on 6 November. It was aimed to equip teachers, especially new teachers, with the understanding on the students with lower ability in coping with adversity. They are also introduced the school-based support referral system.
- ✧ 「我愛我」 Stress-releasing Cell Groups from March to May and Camp in April 2019 were held for S.4 students.
- ✧ The talk for students “初中正向思維” was held on 12 Nov 2018. Group activities were held to stress the importance of positive thinking.

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- ✧ 15 students from S.2 to S.5 were chosen as Sunshine Ambassadors in the Joyful@School Campaign and participated in the joint-school training camp on 15 and 16 December 2018.
- ✧ Two sessions of training workshop for the Sunshine Ambassadors were held on 10 December 2018 and 20 February 2019 respectively. They also had four cell group meetings from March to May 2019 and a day camp on 18 May 2019.
- ✧ Topics on healthy diet and Food Pyramid were taught in T&L lessons from late February. Students applied the knowledge they learnt and organized a “Joyful Fruit Day” and “Diet Week” in May 2019. The Healthy Diet Inter-class Board Design Competition was held in March 2019.
- ✧ A day camp was organized by the Friends of Scouting for the S.1 students on 29 September 2018. The camp aimed to help the new S.1 students build up friendship with their fellow students.
- ✧ A talk given by the social worker from the Friends of Scouting and the School Education Psychologist was held for S.1 parents on the adaptation of new school life on 22 November 2018.
- ✧ Briefing sessions on the School Drug Testing Programme were given by the Caritas HUGS Centre to students on 4 October and parents on 26 October 2018.
- ✧ A talk was conducted for S.3 parents on 14 December 2018 by a counseling psychologist under the Healthy School Programme. The theme was about the cultivation of parent-child communication and relationship.
- ✧ A Chinese dessert workshop cum parent talk was held in cooperation of Parent-Teacher Association on 26 January 2019.
- ✧ A group of 9 S.4 HMSC students were chosen as Refreshing Ambassadors in February 2019. They had 12 sessions of cell group meeting from February to May 2019, focusing on building a healthy lifestyle and dissemination of anti-drug message among fellow schoolmates.
- ✧ The 12-session magician training class commenced from late February 2019 under the Level-Up Potential Development Scheme. The class was completed in May and magic performance was organized during the post-exam period in July 2019.
- ✧ Three sessions of School Drug Testing Programme were held on 25 February and 25 March, and 20 May 2019. Around 15-20 participants were randomly chosen and tested in each session.
- ✧ The anti-gambling activities (反賭奇兵) was organized by the Friends of Scouting in May 2019.
- ✧ All S.1 students participated in 「同根同心 – 香港初中及高小學生內地交流計劃 – 佛山的嶺南文化」 one-day trip on 22 January 2019 organized by Wofoo Social Enterprises and the EDB. 27 students from S.4 and S.5 participated in 「粵港澳大灣區創新科技探索之旅—珠海一天」 one-day trip on 29 March 2019.

Reflections

- ✧ Through teacher's introduction during the morning reading period, students have deepened their understanding of motherhood in traditional Chinese culture.
- ✧ From the questionnaires completed at the end of the financial workshop, it was found that students learnt some concepts of financial planning, such as cash flow, and how to apply them in their life.
- ✧ By observation, over 80% of the parents found the talk useful in deepening their understandings on the mental health of themselves and teenagers. They also had a brief idea of the latest social media APPs which were used widely among teenagers.
- ✧ Over 80% of the students showed their understanding on the appropriate behavior when contacting with different sexes in their reflection. No case of misbehavior regarding the inappropriate interaction with different sexes was reported.
- ✧ There were 26 students from HMSC and 23 students from Drama Club participated as student helpers in the activities held by STMGSS Elder Academy. Students were highly engaged and motivated as they shared the life experience with elderly especially in building the sense of duty when playing different roles in life.
- ✧ S.4 students fully understood the requirements of SLP in their senior studies. They acknowledged the importance of such records for their future academic development.
- ✧ About half of the S.5 students joined the flag-selling activity in November. Most of them joined the activity voluntarily in deed.
- ✧ S.1 students were expected to have a deeper understanding on the Basic Law through completing a total of around 5 worksheets in CCA lessons at the end of the school year. Up till now, students demonstrated a willing to learn all programmes regarding the Basic Law education by observation.
- ✧ Flag-hoisting Ceremony was held smoothly each month under the guidance of the teacher in charge of moral and civic education. Through the speeches and other moral and civic education programmes, all S.1 – S.5 students were able to keep themselves on the track of the latest development of Mainland.
- ✧ All new teachers of the school knew how to take follow-up actions on students having lower ability in coping with adversity. They found the strategies discussed in the talk useful in building a collaborative culture as well as a whole school approach in supporting the students in school.
- ✧ There were 7 government secondary schools and over 100 participants in the joint-school training camp. Students learnt how to lead their junior-form fellow schoolmates to assist in launching the programmes. They were found to be able to manage the skills in comforting, actively listening, and giving positive feedback to those fellow students who were facing adversity situations.

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- ✧ The chosen Sunshine Ambassadors went through an experiential learning process in the training workshops, cell group meetings, and day camp. They were better equipped themselves through role-play learning and became more confident in performing the role as Sunshine Ambassadors to launch the Joyful@School Campaign.
- ✧ The progress of the lessons of healthy diet and Food Pyramid was on schedule since February 2019. The Inter-class Board Design Competition was completed in early March 2019. Students were acknowledged different forms of healthy diet and the importance of having fruits everyday during a series of activities in May 2019.
- ✧ According to the survey after the day camp, over 95% S.1 students joined the day camp and found the camp enjoyable and fruitful in getting close with their new fellow students. Most of them said the camp was helpful in building up team spirit in their class.
- ✧ The parents attended Drug Testing Briefing Session found the briefing session useful and they were strongly encourage their children to join the test to promote the message as well as a strong mindset of “saying NO to drugs”.
- ✧ According to the results of evaluation questionnaires, over 90% of parents and over 80% of students gained fruitful understanding and knowledge on parent-child communication. They found the speaker was very effective in delivering the message.
- ✧ Over 30 parents and students participated in the Chinese dessert workshop. They enjoyed very much in the production process of crispy pastry dumpling. Meanwhile, they also found the format of ‘workshop cum talk’ enjoyable.
- ✧ Instructors and social workers from the Friends of Scouting led the Refreshing Ambassadors cell group. They had discussed and shared the latest development of different forms of drugs and the statistics of drug abuse in Hong Kong during the training sessions. All students participated were present and highly engaged. They would organize a booth game activity in July 2019 for their fellow students during the post-exam period to disseminate healthy lifestyle and anti-drug message among fellow schoolmates.
- ✧ The magician training class was completed in late May 2019. There were about 15 participants. Over 60% of them had over 80% attendance. They would have magic performance during the post-exam period in July 2019.
- ✧ Over 300 students joined the School Drug Testing Programme. The number of students who joined the test was slightly increased. No student was found to have positive result in the test.
- ✧ Over 100 students actively participated in the booth games and Q&A activities in the anti-gambling activities. From their answers, it was shown that students further understood the sources, forms, and the adverse effects of gambling.
- ✧ Students were asked to complete the handbook after the Foshan visit. It was noted that students had a comprehensive understanding on the geographical and economic conditions, famous scenes, and historical culture of Foshan from their reflection in the handbooks.
- ✧ Students had chance to visit the Hongkong-Zhuhai-Macao Bridge which is a remarkable infrastructure in the Greater Bay Area. They visited a software company in Zhuhai and an

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exhibition on the latest development of Hengqin. Students demonstrated their widened horizon on the development technology and innovation in Zhuhai in the worksheet completed after the tour.

2018-2019

Major Concern 2:

- (a) To enhance students' exposure to English by nurturing the culture of cross-subject and cross-curricular collaboration.
- (b) To review and fine-tune the curricular to cater for students' diverse learning needs.
- (c) To promote e-learning programmes/STEAM education in class/school so as to enhance students' engagement in learning.

Achievements

To enhance students' exposure to English, the English Department was working with Department of IS, LS and Maths collaboratively throughout the school year to conduct LAC programme. Worksheets were produced on Classroom Language, Phonics, sentence analysis, presentation and group discussion skills. According to the survey done by students, most students found the LAC worksheets useful and helpful. 70% of students could use mind map to organize their ideas for a presentation as well as giving a presentation in LS class more confidently. 70% of students could understand more about subject-verb agreement, use common expressions and handle word problems in Maths confidently. 70% of students could pronounce the vocabulary correctly.

To cater for students' diverse learning needs, the school fine-tuned the school-based curriculum. The teachers explicitly taught drama elements to help students understand, appreciate and develop the interests of drama. The school hosted the 2nd Inter-government School Drama Festival. Drama Fest cum Prize-giving ceremony was held at Tuen Mun Town Hall on May 10. Five participating schools' Performances were put on stage recommended by adjudicators. The performances were successful and received big rounds of applause from the audience. In return, the School Drama Team who produced and put on stage the play called 'Wake Up' obtained seven prizes, namely the Award for Outstanding script, Outstanding Director, Outstanding Performers, Outstanding Cooperation, Outstanding Stage Effect, Commendable Overall Performance and Adjudicators' Award. According to the students' feedback, most students enjoyed the performances. Most of them rated the play our school team performed the best drama they liked most. However, there were some comments on the funny plot, the acting, spoken English and the creativity of other schools' performances, showing that students were able to understand and appreciate different aspects of a play.

To promote learning outside school, students were encouraged to participate the inter-school exchange programme. The school entered students into various exchange programme inside or outside HK with a view to widening their scope of vision and writing style. They visited different places in the Mainland. For example, they visited Foshan on 22 January 2019. Students could be able to understand the process of making potteries and have a DIY workshop. The students

successfully completed their worksheets and showcased their reflections on what they had seen and learnt during the visit in the morning assembly in February. According to the survey conducted by participants, more than a half were satisfied with the visit. 90% of them understood more about the Lingnan architectural style and the artwork. They rated themselves quite high on Learning Attitude (97%), Team Spirit and Discipline (88%), as well as Self Care and Care of Others (91%).

To use cross-curriculum, the school widened the knowledge and learning experience of students. The curriculum included:

- S.1: Time Management & Understanding Basic Law.
- S.2: Life education & Understanding Intellectual property
- S.3: Understanding productions and marketing strategies

Students of S1 and S2 successfully completed their worksheets and were able to evaluate the learning effectiveness through their worksheets. For S3 students, through the sales of their products, they were able to understand more about market strategies

To promote e-learning programmes/STEAM education, Department of IS and LS adopted different policy to enhance students' engagement in learning. For IS Department, teachers used the IT support like the iSolution app and QR code given by the publisher to promote e-learning. Students found that it was easy and convenient to access the websites using the QR code. Those websites were up-to-date and provided useful information to extend their learning. The passing rate of S1 IS had increased from 69% (First Term Test) to 81% (Half-yearly Exam). This reflected that the use of the STEAM elements in the studies might be one of the factors facilitated the learning of students and assisted the bridging between General Studies in primary school and IS in secondary school. For LS, teachers had made use of e-Book from 3 publishers to facilitate teaching and learning during lessons. Project learning was incorporated to promote further learning through internet research. Presentation was done and students were continuously assessed throughout the year. E-learning through internet research was a good, update resource for easy access by students. Self-learning was highly encouraged.

To use Apabi Reader in Reading Periods, students read electronic books available on the electronic library. The students enjoyed reading online inside and outside class. The students also enjoyed the Reading Week, including the game stalls, the books on display which enhanced their interest of reading. One S1 student shared her book with other students in English in the covered playground while five students from S3 to S5 even introduced their books in English on the campus TV during the Reading Week. Teachers were able to use mobile computing devices such as i-pads or mobile phones in their lessons effectively. A 1/2 day workshop on STEAM education for all teachers was organised on 26 Oct 2018 as one of the staff development programmes in school to promote STEAM education. According to the survey after the workshop, 90% of the teachers found hands-on experience in STEAM education could help and enhance their confidence in introducing STEAM education in the subject they taught even it was not a science subject.

To promote STEAM Education, the teachers enrolled students in different activities. Updated information was posted from time to time to arouse students' interest on STEAM related issues. There were various activities and competitions were held: S.4-S.5 CUHK Summer Programme for Inquiry Based Learning in STEAM, S.4 Smart City Project Programme 2018/19, S.4 Innotech Expo

2018-2019

2018, 3D FOOD Printing, to name but a few. In the first programme, students obtained the Best Solution Award while the second one that students were granted a 1-day Induction Trip to Shenzhen. Feedback from the students after participating in the activities were positive. Reflections were also shared on the display board during Open Day and P6 Info Day.

Reflections

As the language Across the curriculum (LAC) was successfully held in junior forms, the school will enhance students' language exposure to S3 and S4. The English Department will work with Maths, Science subjects and PSHE subjects. The lessons will be conducted weekly.

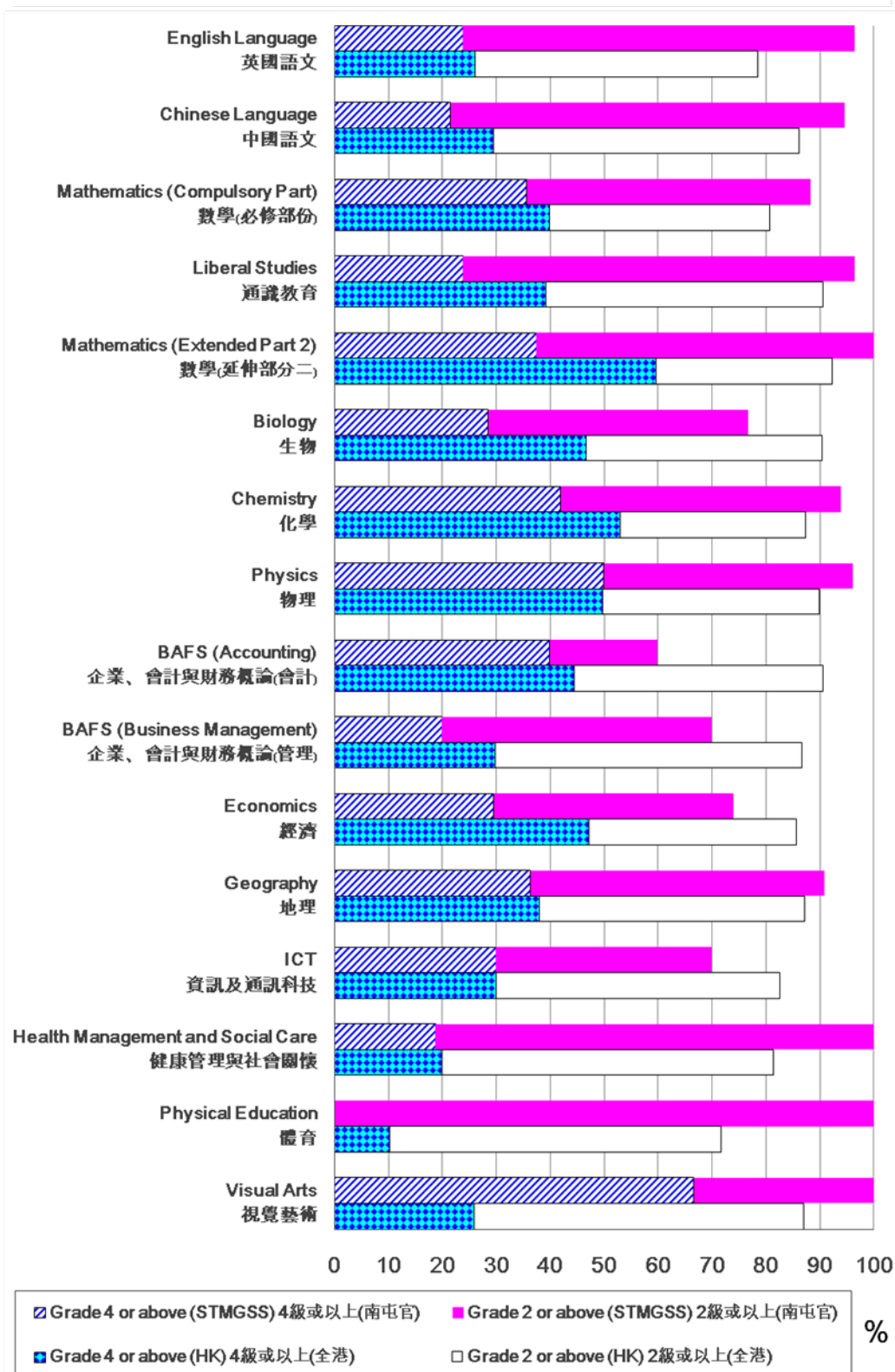
To further promote drama education, the teachers of S2 will teach students understand, appreciate and develop the interests of drama. Potential students will participate in drama activities in school. To further cater for student diversity, the school will offer a new post of SENCO who will coordinate the work of SEN services. The services will include different support such as Autism Support Network, CLP programmes, etc.

To revise the existing Academic Structure, Junior secondary Curriculum of Liberal Studies will be in line with the CDI requirements. LS syllabus will be revised to include Geography, History and Life & Society. Computer Information Technology will be extended to the curriculum from S2 to S3 to strengthen the STEAM Education.

HKDSE Exam 2019 and JUPAS Offer

(i) HKDSE Exam

香港中學文憑試各科成績統計 2019
Analysis of Results of HKDSE 2019



2018-2019

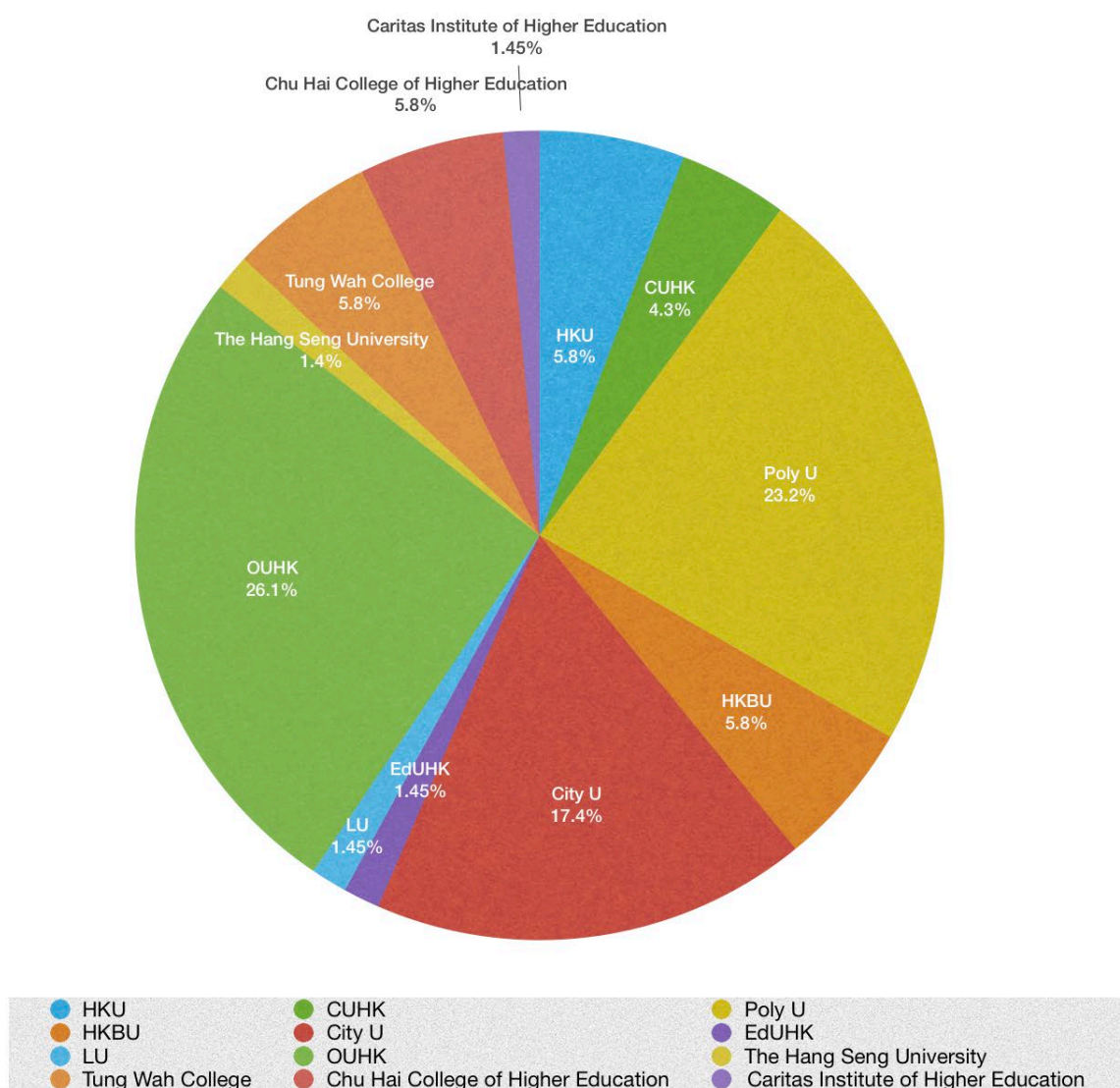
2019 JUPAS Offer Results

The S.6 students sitting for the HKDSE Examination 2019 received pleasing results in most subjects. Around 64% of them had JUPAS offers which 72.5% were degree programmes.

Two of our best students obtained two 5**, five 5 and four 5*, two 5 respectively, both were admitted to the programme of B.Sc (Hons) in Physiotherapy offered by the Hong Kong Polytechnic University. Another one obtained one 5** and three 5* and was admitted to the programme of BBA (Information Systems) offered by the University of Hong Kong.

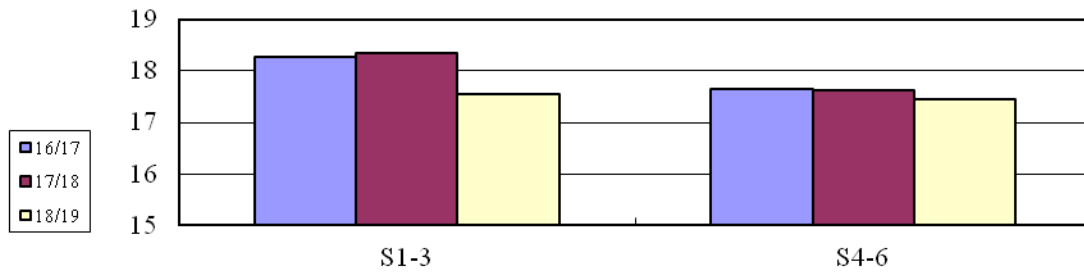
2018-2019

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

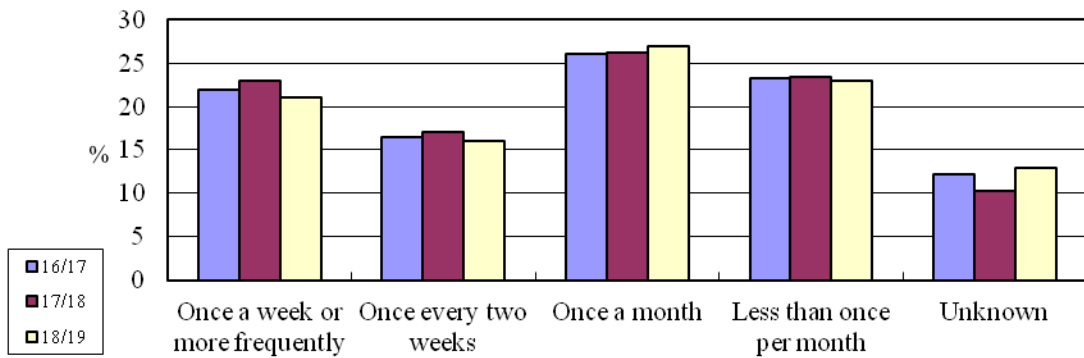


Student Reading Habit

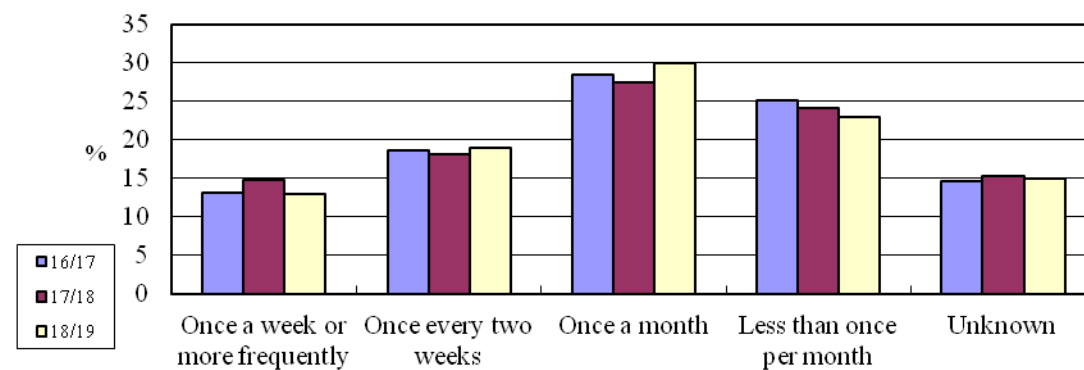
Average no. of reading materials borrowed from the school library per student per year



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 | 23 | 116 | 3 | 100% | 1 day |
| Music Instrument Classes | 3 | 5 | 0 | 90% | Full year* |
| A-Capella Training Workshop | 0 | 2 | 9 | 90% | Full year |
| A day-tour to Aviation Academy | 1 | 8 | 23 | 100% | 1 day |
| Disneyland “Youth Education Series” | 1 | 5 | 12 | 100% | 1 day |
| Mathematical Olympiad Training Course | 2 | 9 | 0 | 95% | 3 months |
| Team building Workshop for S.2 & S. 4 | 10 | 40 | 2 | 100% | 1 day |
| Total no. of participation counts | 274 | | | | |

*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 (142 students)
2. various musical instrument classes throughout the academic year (19 students)
3. Mathematical Olympiad Training Course in which advanced skills in tackling difficult mathematical problems were discussed (11 students)
4. Career-experience programmes like “A day-tour to Aviation Academy” on 15 Dec. 2019 (32 students) and Disneyland Youth Education Series -“Disney Foundations for career success” on 26 Jan 2019 (18 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 | |
| A day trip to Zhaoqing | Tour Fee | ✓ | ✓ | | ✓ | 31 |
| The 18 th Singapore-Hong Kong Exchange Programme | Course Fee | ✓ | ✓ | | ✓ | 7 |
| A visit to Inner-Mongolia | Course Fee | ✓ | ✓ | | ✓ | 9 |
| Disneyland Youth Education Series | Course Fee | ✓ | | ✓ | | 10 |
| A day-tour to Aviation Academy | Activity Fee | ✓ | ✓ | ✓ | | 28 |
| Chinese Musical Instruments | Course Fee | ✓ | | ✓ | | 5 |
| A Cappella Training | Course Fee | ✓ | | ✓ | | 10 |
| Jazz Club | Course Fee | ✓ | | ✓ | | 18 |
| The 71th School Music Festival | Activity Fee | ✓ | ✓ | ✓ | | 1 |
| English Drama Workshop | Course Fee | ✓ | ✓ | ✓ | | 4 |
| Cardiopulmonary resuscitation training workshop | Course Fee | ✓ | ✓ | ✓ | | 6 |
| Mountaineering workshop | Course Fee | ✓ | ✓ | ✓ | | 12 |
| School Picnic | Activity Fee | ✓ | | ✓ | | 90 |
| Team building Workshop | Activities Fee | ✓ | | ✓ | | 26 |
| A visit to Ocean Park | Activity Fee | ✓ | ✓ | ✓ | | 20 |
| Leather workshop | Course Fee | ✓ | | ✓ | | 17 |
| Aroma workshop | Course Fee | ✓ | | ✓ | | 15 |
| Total | | | | | | 309 |

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

1. School Picnic for travelling expenses (90 students)
2. The Jockey Club A Cappella Education Programme (10 students)
3. Disneyland Youth Education Series including programmes like “Disney Foundations for career success on 26 Jan 2019 (10 students), A day-tour to Aviation Academy on 15 Dec 2019 (28 students)
4. Team-building workshop to enhance collaboration and communication skills (26 students from S.2 and S.4)
5. Historical & Cultural Exchange Day Trip in Zhaoqing (28 students)

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

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。

2018-2019

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

(只提供中文版)

在二零一八至二零一九年度，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計劃」
交流報告書(只提供中文版)
(2018/19 學年)

學校名稱：南屯門官立中學

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"> 以電郵、微信、探訪及回訪保持專業交流。 於2018年11月16日姊妹學校<u>陳貴榮主任</u>及<u>葉金梅人事專任</u>到校參與本校建校三十週年校慶開放日活動，並在學校行政層面作專業交流。 於2019年3月22日本校的<u>伍副校長</u>帶領本校師生訪問姊妹學校，並與姊妹學校<u>王勁松校長</u>討論學校行政管理事宜。 於2019年4月12日<u>王勁松校長</u>帶領姊妹學校師生回訪本校，兩校校長親自帶領兩校師生訪問<u>香港迪士尼樂園</u>，進行科技環保通識學習之旅以了解及交流兩地管理文化的異同。 | 學校領導可以互相交流、觀摩學習、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2018/19年度的交流學習活動，為日後持續發展奠下基礎。</p> <p><u>香港迪士尼樂園,科技環保通識跨科考察交流活動(12-4-2019)：</u></p> <ul style="list-style-type: none"> 本校<u>陳梁少卿校長</u>聯同兩位老師，帶領中二及中四級同學與<u>東升學校</u>校長及師生一起進行跨科考察交流。 兩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。 兩地校長直接商討來年的交流目標和內容，為持續發展作準備。 <p><u>學術及文化交流之旅(22-3-2019)：</u></p> <ul style="list-style-type: none"> 本校的副校長聯同四位老師，帶領34位同學到訪位於<u>深圳龍崗區</u>的姊妹學校。 透過親身觀摩及交流，能進一步交流兩地的管理文化。 | <ul style="list-style-type: none"> 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。 兩校負責老師繼續使用微訊、電郵溝通聯繫，快捷有效。 |

| 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： 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"> 11月16日<u>陳貴榮主任</u>及<u>葉金梅人事專任</u>參與本校建校三十週年校慶開放日活動，觀看學生表演，參與各個科組的攤位活動，並在學校教學層面及學生活動設計方面作專業交流。 3月22日本校五位老師訪問<u>東升學校</u>，分組進行中文科，數學科，電腦科和物理科觀課，並到<u>深圳文博宮</u>和<u>深圳市機械人城</u>進行學習體驗活動。 4月12日<u>東升</u>師生回訪，聯同本校師生進行<u>迪士尼樂園科技環保通識跨科學習之旅</u>，了解<u>迪士尼樂園</u>如何推動環保通識教育。 | 學校教師可以互相交流協作、達致持續專業發展 | <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。兩地師生直接討論交流，互相學習，持續發展。</p> <p><u>開放日交流活動(16-11-2018)：</u></p> <ul style="list-style-type: none"> 透過校園參觀及參與各個科組的攤位活動，能促進兩校交流跨科協作的安排，擴大教學和多元活動設計的效能，回饋正面。 校園電視台製作和中樂團的表演節目讓內地老師了解本校多元化的課外活動設計可以發揮學生不同的才藝，得到<u>陳主任</u>和<u>葉專任</u>的高度評價。 <p><u>學術及文化科技交流之旅(22-3-2019)：</u></p> <ul style="list-style-type: none"> <u>東升學校</u>老師進行中文科，數學科，電腦科和物理科示範教學，促進兩地的專業交流，課堂氣氛活躍。 透過觀摩內地課堂教學，能體驗姊妹學校的校園學習氛圍和探討內地教學模式，並了解內地教育的發展。 在<u>深圳文博宮</u>，<u>王勁松</u>校長親自擔當導賞員，講解文物起源，加深文化交流。 <u>深圳市機械人城</u>的體驗活動，能了解<u>大灣區</u>在人工智能行業的潛能和發展，促進科技交流。 | <ul style="list-style-type: none"> 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，為恆常化的交流奠下基礎。 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，促進跨科交流和課程改革。 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。 |

| 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 |
|------|---|---|--|---|
| | | | <p><u>科技環保通識跨科學習之旅(12-4-2019)</u></p> <ul style="list-style-type: none"> 兩地師生跳出校園，了解<u>迪士尼樂園</u>在商業運作之餘如何回饋社會，一方面推行環保教育活動，另一方面介紹物理原理在機動遊器上的應用，提升同學們對科學研究的興趣。 | |
| 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、並作學術及文化科技交流。</p> <ul style="list-style-type: none"> 11月16日<u>陳主任及葉專任</u>參與本校三十週年校慶開放日活動，訓練學生以普通話簡介攤位活動及介紹校園各項設施，以提升學生的應對能力和溝通技巧。 3月22日到達<u>東升學校</u>進行參訪體驗活動，本校中二學生與內地初二學生一起上數學科和電腦科。下午先到<u>深圳文博宮</u>參觀，再到<u>深圳市機械人城</u>進行學習體驗活動，並與<u>東升學校</u>的同學一起分享聆聽有關人工智能的發展曆史和如何投入應用。 | <ul style="list-style-type: none"> 踏出校園，擴闊視野，增廣見聞 提升應對能力和溝通技巧，增強自信 了解中國的國情及國家在人工智能等科技的最新發展和應用 配合學校關注事項二，深化STEM教育及探索內地學術及科技應用的發展 配合學校關注事項一，與姊妹學校學生互相學習，建立兩地的友誼與夥伴關係 強化同學保護環境的道德責任，健全人格發。 | <p>從學生的反思和觀察，學生在交流活動中獲益良多。</p> <p><u>學術及文化交流之旅(22-3-2019)：</u></p> <ul style="list-style-type: none"> 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。 參觀<u>深圳文博宮</u>加深同學對中國文物起源和發展的了解 <u>深圳市機械人城</u>的參觀和體驗，能提升學生對科技特別是人工智能的發展和應用的興趣。本校師生即場進行與智能機器人的互動體驗活動，親自操作無人機，學生獲益良多，充滿滿足感。 | <ul style="list-style-type: none"> <u>兩次互訪以及陳主任及葉專任</u>的到訪，本校老師分工合作，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，同時提升學生的自信和溝通能力，使投放的資源得到有效的回報。 內地的課程和特色與香港不同，同學到訪<u>東升學校</u>能體驗兩地文化差異，兩地語言的不同反而深化彼此的交流，使兩文兩語在生活中得到有效的應用。 |

| 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 |
|------|---|------|--|-------|
| | 4月12日 <u>東升</u> 學生到訪 <u>香港</u> ，訓練本校學生作 <u>迪士尼樂園</u> 學習活動的翻譯員和導賞員。兩地學生一起學習如何推動環保教育的工程，了解科技原理在日常生活中的應用以深化STEM教育，提升同學們對科學研究的興趣。 | | <p><u>迪士尼樂園跨科考察交流活動(12-4-2019)</u>：</p> <ul style="list-style-type: none"> 透過活動，一方面能加深兩地學生對通識教育和環境保護的認識，另一方面深化對科學原理的理解。最後，兩地學生互相分享當天交流的體驗和得著，增強自信。 <p>兩次交流互訪活動均能促進兩地師生交流互動，粵港兩地師生均認為活動具意義，並期待下一年的進一步交流。</p> | |

本學年參加交流活動的總人次如下：

學生：共 150 人次

老師：共 25 人次

校長和副校長：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 |
|------|---|--|----------|--------------------------------|
| | | | | 2018-2019 年度津貼: \$150000.00 |
| 1. | 東升學校主任及領導探訪南屯門官立中學-- 慶祝南屯門官立中學建校三十週年開放日 | 茶點 | 659.60 | |
| 2. | 到訪東升學校——學術及科技交流活動 | 學術及科技交流活動(一天團) (中文、數學、生物、電腦及物理科交流，參觀人工智能機械人城和深圳文博宮) | 19890.00 | |
| | | 鏡頭 | 6,500.0 | |
| | | 學校旗仔 | 1,980.0 | |
| 3. | 東升學校探訪南屯門官立中學 | 迪士尼科技環保通識學習之旅 | 37980.0 | |
| | | 亞加力膠片 18 塊 | 740.00 | |
| 4. | 整理及紀錄交流資料 | 1 位教學助理薪金 (3 月份) | 17057.25 | |
| | | 總計 | 84806.85 | |
| | | 津貼年度結餘 | 65193.15 | |

Students' Achievements in External Competitions 2018-2019

學生參與校外活動獲取主要獎項紀錄 (2018-19)

獲獎／助學金學生：

| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
|---|--|--|---|
| 屯門區卓越學生獎(2018-2019) | 屯門區中學校長會 | 朱嘉琪(3D) 馮文翰(5D) | 屯門區卓越學生獎 |
| Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2018/19 | Sir Edward Youde Memorial Fund Council | TSE WING TUNG (6D) LIM TING HO (6D) | Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2018/19 |
| 2018 至 2019 年度 屯門區優秀青年嘉許計劃 | 屯門區青年活動委員會 屯門民政事務處 | 馮文翰(5D) | 優秀青年獎(中學組) |
| 2018/19 年度農產品/ 海魚獎學基金 | 漁農自然護理署 | 曹韻琪(6B) | 2018/19 年度 農產品/海魚獎學金 |
| 待人有禮好少年 | 屯門區公民教育委員會 | 陳雪瑤(3C) 周俊賢(5C) | 獎狀 |
| 杜葉錫恩教育基金 「2018 第四屆全港青少年 進步獎」 | Elise Tu Education Fund New Youth Hong Kong | 曾澤林(4D) 曾家裕(4D) 曾玟睿(5A) | 進步嘉許獎狀 |
| Future Star Upward Mobility Scholarship 2019 | Hong Kong Council of Social Service | CHAN KAI CHAK (4D) MOK HIU LAM (4D) CHU KA KI (3D) | 獎學金\$5,000 獎學金\$5,000 獎學金\$5,000 |
| 高中應用學習獎學金(2017-18) | 羅氏慈善基金 教育局 | 吳伊韓(6B) | 高中應用學習獎學金 (2017-18): [課程名稱：時裝及形象設計] |
| 2018/19 Link First Generation University Student Scholarship | Link REIT | KONG CHAK YEE (6D) (2017-18) | Link First Generation University Student Scholarship |
| 飛龍騰達 2018 | 騰龍青年商會 | 李芷嫣(5B) 邵慧欣(5C) 林凱瑩(5C) | 冠軍：\$2,000 +獎座乙座 亞軍：\$1,000+獎座乙座 季軍：\$500+獎座乙座 |
| STMGSS Elder Academy | NT West Elder Academies Cluster Ltd | TSANG KA YUE (4D) | The Best Little Tutor Certificate and \$300 book coupon |

學術：

(1) 英文朗誦：

| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
|---|--|---|---|
| The 70th Hong Kong Schools English Speech Festival | Hong Kong Schools Music and Speech Association | LAM YAT HEI (1C) WONG KA YI (1C) WONG TSZ CHING (2D) | Solo Verse Speaking 3rd Place |
| | | CHENG KA PO (1D) WONG CHUNG SING MICHAEL (1D) CHANG CHO YIU (2D) CHEUNG CHEUK WING (3D) LAI CHUN KIT (3D) LEUNG CHING SZE (4A) CHAN SZE WING (4B) WONG CHUN KIT (4C) CHO LOK YIN (4D) TANG CHUEN MAN (4D) LAM KEI YIU (5A) LAU KWAN YU (5A) CHEUNG YI MAN (5B) | Merit |

| 學術： | | | |
|--|--|--|-------------------------------|
| (1) 英文朗誦： | | | |
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| The 70th Hong Kong Schools English Speech Festival | Hong Kong Schools Music and Speech Association | PHAM MOC AN (1A) MA TIN YAU (1B) WONG PAT TO (1D) TANG TAI WANG (1D) LI TSZ YIN (5B) | Proficiency |
| Hong Kong Children and Youth Speech Competition | Yuen Long Town Hall | PHAM MOC AN (1A) | Solo Verse Speaking Bronze |

| 學術： | | | |
|------------------------|-------------|--|----------------------|
| (2) 中文朗誦： | | | |
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 第七十屆香港學校朗誦節 (中文組賽事) | 香港學校音樂及朗誦協會 | 李子穎(1B) 梁靜思(4A) 周健美(2D) | 詩詞獨誦(粵語)女子組 優良獎狀 |
| | | 麥煒虹(1C) 譚綺婷(2D) 唐心如(1D) 郭礎文(3B) 簡鎧澄(2C) 曾家裕(4D) 郭穎瑤(2C) | 良好獎狀 |
| | | 黃柏熙(3D) 鄧荃文(4D) | 詩詞獨誦(粵語)男子組 良好獎狀 |
| | | 黃煥桐(1C) | 詩詞獨誦(普通話)女子組 優良獎狀 |
| | | 朱寧芯(3A) | 良好獎狀 |
| | | 李蔚然(1D) 譚綺婷(2D) 張楚熒(2D) 周健美(2D) | 散文獨誦(普通話)女子組 優良獎狀 |
| | | 關婉儀(1D) 彭茜瑩(1D) | 二人朗誦(粵語) 優良獎狀 |
| | | 文焯榆(4C) 黃俊傑(4C) | 優良獎狀 |
| | | 鍾家希(5A) 盧啟澤(5A) | 優良獎狀 |
| | | | |

| 學術： | | | |
|------------------------|------------|--|-----|
| (3) 數、理及資訊科技： | | | |
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 2019 華夏盃數學比賽初賽 | 香港數學奧林匹克協會 | 黃日聰(1D) | 一等獎 |
| | | 陳旭平(1A) 鄧棣泓(1D) 黃柏濤(1D) 甄曉藍(1D) 黃景南(1D) 李蔚然(1D) 夏德諾(1D) 周芷彤(2D) | 二等獎 |
| | | 鄧穎熙(1D) | 三等獎 |
| | | 黃景南 (1D) | 一等獎 |
| | | 夏德諾 (1D) 李蔚然 (1D) | 二等獎 |
| 2019 華夏盃數學比賽晉級賽 | 香港數學奧林匹克協會 | 陳旭平 (1A) 甄曉藍 (1D) 黃日聰 (1D) 周芷彤 (2D) | 三等獎 |
| | | 黃日聰 (1D) | 二等獎 |
| | | 陳旭平 (1A) 李蔚然 (1D) 夏德諾 (1D) 黃景南 (1D) | 三等獎 |
| | | | |
| 2019 華夏盃全國數學奧林匹克邀請賽總決賽 | 香港數學奧林匹克協會 | 黃日聰 (1D) | 二等獎 |
| | | 陳旭平 (1A) 李蔚然 (1D) 夏德諾 (1D) 黃景南 (1D) | 三等獎 |
| 2019 港澳盃數學比賽初賽 | 香港數學奧林匹克協會 | 陳旭平 (1A) 黃景南 (1D) | 銀獎 |
| | | 梁晉翹 (2A) 周芷彤 (2D) | 銅獎 |

| 學術： | | | |
|--|-------------------------------------|-----------------------------|----------------------------|
| (3) 數、理及資訊科技： | | | |
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 2019 亞洲國際數學奧林匹克公開賽晉級賽 | 亞洲國際數學奧林匹克聯合會 | 陳旭平 (1A) | 銀獎 |
| | | 黃景南 (1D) 周芷彤 (2D) | 銅獎 |
| 2019 香港數學遊戲公開賽 | 香港數學奧林匹克協會 | 黎俊傑 (3D) | 金獎 |
| | | 黃柏熙 (3D) | 銀獎 |
| | | 陳旭平 (1A) 陳韋倫 (2D) | 銅獎 |
| | | 陳穎瑩 (1D) 楊卓熙 (2D) | |
| | | 李蔚然 (1D) 凌籽朗 (3D) | |
| | | 甄曉藍 (1D) | |
| 青少年數學精英選拔賽 | 香港數理教育學會 | 凌籽朗(3D) | 三等獎 |
| 第十八屆培正數學邀請賽 2019 | 培正專業書院 | 陳旭平(1A) | 成績優異獎 |
| 香港電腦奧林匹克競賽 2018-2019 | 香港電腦教育學會 | 李俊傑 (5C) | 初級組銅獎 |
| 第四屆培正喇沙編程挑戰賽 | 香港培正中學喇沙書院 | 曾澤林 (4D) | 銀獎 |
| | | 李俊傑 (5C) | 銀獎 |
| The Chemist Online Self-Study Award Scheme | EDB , HKSAR | WONG SZE LAM (6D) | Platinum |
| | | CHUI PUI CHI (6A) | Diamond |
| | | LAM PO YING (6A) | |
| | | TUNG WING TUNG (6D) | |
| | | LAI WING SUM (6D) | |
| | | LEUNG CHAM CHUNG TERRY (6D) | |
| Australian National Chemistry Quiz | Royal Australian Chemical Institute | SHEK HIN CHUN (6A) | Gold |
| | | KONG YEE MAN (6D) | |
| | | FUNG MAN KI (5D) | Certificate of Distinction |
| | | LAM CHING NAM (5C) | Certificate of Credit |
| | | LEUNG HO WA (5C) | |
| | | TANG HO HIM (5C) | |
| Big Science Competition | Australian Science Innovations | WONG HO KAI (5C) | |
| | | CHAN YEE TING (5D) | |
| | | CHOW MAN KIU (5D) | |
| | | FUNG MAN HON (5D) | |
| | | TSANG MAN YAN (5D) | |
| | | HO LAI YIN (4D) | Distinction (Year 9) |
| | | NG TSZ KIN (4D) | Credit (Year 9) |
| | | MOK HIU LAM (4D) | |
| | | TSANG CHAK LAM (4D) | High Distinction (Year 7) |
| | | CHAN WAI LUN (2D) | |
| | | MUHAMMAD HASSAN | Credit (Year 7) |
| | | KHALID (2A) | |

| 學術： | | | |
|-----------------------------|-------------------------|----------------------------|--|
| (4) 其他： | | | |
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| MI Young Writers Award 2019 | Magazines International | KHAWAJA NAZIR ORDONEZ (5B) | Merit award (Top 13, Senior Section) |
| 青苗學界進步獎 | 青苗基金 | 李均浩(2A) | 青苗學界進步獎 |
| | | 江凱茵(4C) | |
| | | 李曉嵐(2C) | |
| | | 鄭卉晴(4C) | |
| | | 葉嘉文(2C) | |
| | | 劉筠諭(5A) | |
| | | 周曉琳(2D) | |
| | | 張祝珊(5B) | |
| | | 黃穎姿(3C) | |
| | | 林 薇(5C) | |
| | | 歐泳妍(3C) | |
| | | 鍾浩培(5C) | |
| | | 張君怡(3D) | |
| | | 趙心怡(5D) | |
| | | 陳艷冰(3D) | |
| | | 張治桓(6A) | |
| | | 周言彧(4A) | |
| | | 曾子峰(6B) | |
| | | 李玟慧(4C) | |
| | | 梁紫滢(6D) | |

戲劇及影視：

| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
|---|--|--|--|
| Speak Out - Act Up!' Improvised Drama Competition 2018-19 | EDB Native-speaking English Teacher Section - Enhanced NET Scheme in Secondary Schools | CHEUNG CHUN FAI (1B) TAM YEE TING (2D) WONG TSZ CHING (2D) CHEUNG CHEUK WING (3D) NG CHOI YU (3D) KHAWAJA NAZIR ORDONEZ (5B) | Second Prize |
| | | KHAWAJA NAZIR ORDONEZ (5B) | Best Actor Prize |
| Hong Kong School Drama Festival 2018-2019 | Hong Kong Art School EDB | YAU SOPHIE (5C) | Award for Outstanding Script |
| | | TANG TSUN MAN (4D) YAU SOPHIE (5C) | Award for Outstanding Director |
| | | YEUNG HIU WA (1A) WONG TSZ WING (3D) LEE YUEN KWAN (4A) LEUNG CHING SZE (4A) CHAN SZE WING (4B) LO KAI CHAK (5A) KHAWAJA NAZIR ORDONEZ (5B) | Outstanding Performers |
| | | CHAN LOK YIN (1A) CHOW YIN HEI (1A) CHAN KIN YIU (1A) LI HIU KI (1A) PHAM MOC AN (1A) YEUNG HIU WA (1A) YU POK SHING (1A) LIN HIU WA (1C) WONG CHUN YIN JUSTIN (1C) ZHANG YUAN FANG (1D) LAU KA WING (3B) AU YEUNG HIU KIT (3D) CHEUNG KWAN YI (3D) KOO YUI LING (3D) LEE SIU CHIT (3D) LAI CHUN KIT (3D) LING TSZ LONG (3D) NG CHOI YU (3D) TANG LOK YAN (3D) WONG TSZ WING (3D) YAM KWAN YIN (3D) YAU CHEUK YIN (3D) LEE YUEN KWAN (4A) LEUNG CHING SZE (4A) CHAN SZE WING (4B) HUNG KING HO (4C) LAI PO (4C) TANG TSUN MAN (4D) WONG CHEUK LAM IRIS (4D) CHAN CHUN HEI (5A) CHEUNG HO YIN (5A) LO KAI CHAK (5A) KHAWAJA NAZIR ORDONEZ (5B) YAU SOPHIE (5C) CHAN CHUN HIN (5D) | Award for Outstanding Cooperation Award for Outstanding Stage Effect Award for Commendable Overall performance |
| | | | |
| 2nd Inter-government School Drama Festival | STMGSS | YAU SOPHIE (5C) | Award for Outstanding Script |
| | | TANG TSUN MAN (4D) YAU SOPHIE (5C) | Award for Outstanding Director |

| 戲劇及影視： | | | |
|--|-------------|--|---|
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 2nd Inter-government School Drama Festival | STMGSS | YEUNG HIU WA (1A) WONG TSZ WING (3D) LEE YUEN KWAN (4A) LEUNG CHING SZE (4A) CHAN SZE WING (4B) LO KAI CHAK (5A) KHAWAJA NAZIR ORDONEZ (5B) | Outstanding Performers |
| | | CHAN LOK YIN (1A) CHOW YIN HEI (1A) CHAN KIN YIU (1A) LI HIU KI (1A) PHAM MOC AN (1A) YEUNG HIU WA (1A) YU POK SHING (1A) LIN HIU WA (1C) WONG CHUN YIN JUSTIN (1C) ZHANG YUAN FANG (1D) LAU KA WING (3B) AU YEUNG HIU KIT (3D) CHEUNG KWAN YI (3D) KOO YUI LING (3D) LEE SIU CHIT (3D) LAI CHUN KIT (3D) LING TSZ LONG (3D) NG CHOI YU (3D) TANG LOK YAN (3D) WONG TSZ WING (3D) YAM KWAN YIN (3D) YAU CHEUK YIN (3D) LEE YUEN KWAN (4A) LEUNG CHING SZE (4A) CHAN SZE WING (4B) HUNG KING HO (4C) LAI PO (4C) TANG TSUN MAN (4D) WONG CHEUK LAM IRIS (4D) CHAN CHUN HEI (5A) CHEUNG HO YIN (5A) LO KAI CHAK (5A) KHAWAJA NAZIR ORDONEZ (5B) YAU SOPHIE (5C) CHAN CHUN HIN (5D) | Award for Outstanding Cooperation Award for Outstanding Stage effect Award for Commendable Overall performance Adjudicator Award |
| 「商校合作計劃」2018/19 《職影・職有-我的事業探索路》 微電影比賽 | 教育局 | 熊梓竣(4D) 洪景豪(5A) 曹樂然(4D) 林己堯(5A) 鍾家希(5A) 李駿禧(5B) 陳駿熹(5A) 梁茜珽(5D) | 最佳影片冠軍及最具創意獎 獎品包括證書及書券總值港幣 4,000 元 |
| 「自己生命・自己教育」Collage 短片比賽 — 《步向你的世界 Brand New World》 | 香港撒瑪利亞防止自殺會 | 陳旨航(3A) 鍾家希(5A) 李婉君(4A) 洪景豪(5A) 熊梓竣(4B) 林己堯(5A) 曹樂然(4D) 李駿禧(5B) 陳駿熹(5A) 梁茜珽(5D) | 亞軍 |
| 「明日領航者計劃 2018— 優秀領航員挑戰賽」 | 學友社 | 邵慧欣(5C) | 社區攝影比賽季軍 (高中組) |

| 音樂： | | | |
|-------------------|-------------|---|-----------------------------|
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 第七十一屆香港學校音樂節 | 香港學校音樂及朗誦協會 | 周可兒(2D) 朱汶蕙(5B) | 鋼琴獨奏(四級) 優良獎狀 良好獎狀 |
| | | 陳佩瑩(2A) 曾傲珈(4D) | 鋼琴獨奏(五級) 優良獎狀 |
| | | 曾家裕(4D) | 鋼琴獨奏(六級) 優良獎狀 |
| | | 錢思晴(4B) | 鋼琴獨奏(七級) 良好獎狀 |
| | | 周健美(2D) | 女聲獨唱-中學 (十四歲或以下) 優良獎狀 |
| | | 羅綽頌(2B) 馮詩琪(2C) | 良好獎狀 |
| | | 龐琬文(4C) | 小提琴獨奏(三級) 良好獎狀 |
| | | 吳振綸(2A) | 結他獨奏(初級組) 良好獎狀 |
| | | 張源芳(1D) | 笛獨奏-中學(初級組) 良好獎狀 |
| | | | |
| 2019 第五屆香港青少年音樂大賽 | 香港音樂藝術發展中心 | 周可兒(2D) | 鋼琴獨奏(四級) 第四名 |
| 聯校音樂大賽 2019 | 香港聯校音樂協會 | 合唱團 A 隊 劉頌恩(1A) 周曉琳(2D) 謝雅恩(1A) 周可兒(2D) 張俊輝(1B) 麥芷淇(2D) 張雋彥(1B) 譚綺婷(2D) 李子穎(1B) 黃子晴(2D) 譚昕竹(1B) 袁麗瑋(2D) 黃穎蕎(1B) 吳凱晴(3A) 黃宇靜(1B) 徐珮柔(3A) 黃俊彥(1C) 劉嘉咏(3B) 王嘉兒(1C) 朱晶晶(3C) 馮芊葵(2C) 張瑪麗(3D) 馮詩琪(2C) 蘇愷彤(3D) 張楚熾(2D) 張煒芯(4A) 周芷彤(2D) 張善晴(5A) 鄭雨洋(2D) 邵慧欣(5C) 張軒甄(2D) 謝嘉瑤(5C) | 銀獎 |
| | | 合唱團 B 隊 李曉琪(1A) 林希蔚(2D) 周婷茵(1B) 林予欣(2D) 黃曉潼(1B) 董康瑤(2D) 郭寶儀(1B) 陳旨航(3A) 馬天柔(1B) 陳迅嶠(3B) 吳佩誼(1B) 陳慧芳(3C) 趙梓森(1B) 張君怡(3D) 劉卓興(1C) 林振桑(3D) 潘晞臻(1C) 鄧洛欣(3D) 王靖驊(1C) 黃祉穎(3D) 張源芳(1D) 邱卓妍(3D) 簡鎧澄(2C) 黃國臻(4A) 譚展望(2C) 張善晴(5A) 姚嘉翹(2C) 邵慧欣(5C) 陳韋倫(2D) 謝嘉瑤(5C) 張晉彥(2D) 馮文瀚(5D) 周健美(2D) | 銅獎 |

| 音樂： | | | |
|------------|--------|---|------------|
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 香港演藝節 2019 | HKPAF | 無伴奏合唱隊 李婉君(4A) 黃潔勤(4D) 梁靜思(4A) 張善晴(5A) 陳心然(4B) 鍾家希(5A) 羅樂晴(4D) 陸雋彰(5A) 吳子健(4D) 李駿禧(5B) 鄧荃文(4D) | 銅獎 |
| 新聲盃中樂合奏比賽 | 新聲音樂協會 | 中樂團 陳盈莉(1B) 張軒甄(2D) 施靜穎(1B) 周健美(2D) 吳弘毅(1C) 關嘉怡(2D) 王嘉兒(1C) 林子欣(2D) 潘晞臻(1C) 麥芷淇(2D) 黃柏濤(1D) 董康瑤(2D) 張源芳(1D) 蔡珮穎(2D) 陳星語(1D) 譚津盈(2D) 甄曉藍(1D) 陳艷冰(3D) 鍾卓霖(2B) 朱嘉琪(3D) 王秀惠(2B) 黃柏熙(3D) 鄭凱桐(2C) 趙希穎(4B) 林洛雯(2C) 梁碧琪(4B) 潘卓滢(2C) 楊捷玲(4B) 黃國禎(2C) | 初級組 三等獎 |

| 體育： | | | |
|------------------------------|---------------------|--|-----------------------------------|
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 第五十五屆學校舞蹈節 爵士舞及街舞 | 教育局 香港學界舞蹈協會有限公司 | 本校舞蹈隊 | 甲級獎 |
| 2018-2019 年度校際羽毛球 比賽(屯門區) | 香港學界體育聯會屯門區 中學分會 | 陳俊熙(3B) 李樂謙(4C) 江啓新(3B) 曹樂然(4D) 陳梓淳(3C) | 男子乙組季軍 |
| 2018-2019 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 | 易樂熙(3A) 羅皓綸(4B) 余炎培(3B) 羅新愉(4B) 林泓鍵(3B) 霍卓希(4C) 李彥聰(4A) 李俊傑(4C) 賴永輝(4B) 王禮敏(4D) | 男子乙組第五名 |
| | | 周彥希(1A) 麥嘉弘(1D) 張俊輝(1A) 曾俊鴻(2A) 唐驊均(1C) 莫皓棟(2A) 賴鍵皓(1B) 楊睿騫(2D) 李鎮濤(1B) 吳卓霖(2D) 梁子信(1D) 胡智琳(2D) | 男子丙組殿軍 |
| 2018-2019 年度校際乒乓球 比賽(屯門區) | 香港學界體育聯會屯門區 中學分會 | 李均浩(2A) 周子言(6A) 陳奕泉(2B) 郭嘉豪(6A) 黃俊傑(4C) | 男子甲組第五名 |
| | | 羅慧慈(2C) 郭芷瑤(3C) 周曉琳(2D) | 女子乙組殿軍 |
| 2018-2019 年度校際游泳比賽 | 香港學界體育聯會 屯門區中學分會 | 梁曉霖(2B) | 女子丙組 50 米蝶泳季軍 女子丙組200米個人四式季軍 |
| | | 陳旨航(3A) | 男子乙組 50 米自由式季軍 男子乙組 100 米自由式亞軍 |

| 體育： | | | |
|-----------------------------|---------------------|------------------|-----------------------|
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 2018-2019 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(4A) | 女子乙組 50 米自由泳式亞軍 |
| | | 楊禮和(5A) | 女子乙組 100 米自由式季軍 |
| | | 張漪雯(5B) | 男子甲組 50 米自由式殿軍 |
| | | | 女子甲組 100 米背泳冠軍 |
| | | 王嘉欣(5B) | 女子甲組 200 米個人四式冠軍 |
| | | | 女子甲組 50 米背泳亞軍 |
| | | | 女子甲組 100 米背泳季軍 |
| | | 蘇皓宏(5B) | 男子甲組 50 米蝶泳季軍 |
| | | | 男子甲組 200 米個人四式亞軍 |
| | | 鄧昉怡(6A) | 女子甲組 50 米背泳冠軍 |
| | | 文焯愉(4D) 王嘉欣(5B) | 女子甲組 4x50 米自由接力 季軍 |
| | | 張漪雯(5B) 鄧昉怡(6A) | |
| | | 劉梓嵐(5A) 周宏謙(5D) | 男子高級組季軍 |
| | | 蘇皓宏(5B) 鍾皓聰(5D) | |
| 第四十三屆青少盃排球賽 | 香港排球總會 | 陶偉成(5B) 江澤偉(6B) | |
| | | 冼汶熹(5B) 陳禧駿(6C) | |
| | | 周俊賢(5C) 羅健朗(6D) | |
| | | 陸嘉翔(6C)(2017-18) | |
| | | 陳俊熙(3B) 冼汶熹(5B) | 男子高級組冠軍 |
| | | 文俊培(3B) 周俊賢(5C) | |
| | | 岑煒臻(3B) 周宏謙(5D) | |
| 2018-2019 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 | 周淳一(3C) 鍾皓聰(5D) | |
| | | 李樂謙(4C) 江澤偉(6B) | |
| | | 劉梓嵐(5A) 陳禧駿(6C) | |
| | | 蘇皓宏(5B) 羅健朗(6D) | |
| | | 陶偉成(5B) | |
| | | 陳樂怡(4A) 仇紫晴(5B) | 女子高級組季軍 |
| 2018-2019 年度校際排球比賽 | 香港學界體育聯會 屯門區中學分會 | 麥愷怡(4A) 陳錦欣(5C) | |
| | | 黃意德(4A) 伍超然(5D) | |
| | | 袁綽琳(4B) 趙敏詩(6A) | |
| | | 鄭卉晴(4C) 郭玉怡(6A) | |
| | | 何沅澂(4C) 盧靜琳(6A) | |
| | | 文焯愉(4C) 黃心如(6A) | |
| | | 曾玟睿(5A) 黃詠祺(6C) | |

| 其他： | | | |
|---|--------------------------------|----------------------------|------------------|
| 活動項目 | 主辦機構 | 學生姓名 | 獎項 |
| 全港青年普通話朗誦比賽 (公民教育) | 全港青年學藝比賽大會 葵青獅子會 | 周健美(2D) 林希蔚(2D) 周可兒(2D) | 優良證書 |
| 第二十一屆全港中小學普通話演講比賽 2019 | 新市鎮文化教育協會 | 周健美(2D) | 良好獎狀 |
| 認識《基本法》@你我齊參與 2018 網上問答比賽 | 東九龍青年社 | 賴奕匡(4C) | 中學組優異獎 |
| 環保為公益－慈善清潔活動 | 公益少年團 | 南屯門官立中學 | 銀獎 |
| 環保為公益－慈善花卉義賣活動 | | 南屯門官立中學 | 感謝獎狀 |
| 尊師重道好少年選舉 | | 朱嘉琪(3D) 馮文祺(5D) | 初中組 高中組 |
| The 34th Sing Tao Inter-School Debating Competition | Sing Tao Inter-School Debating | CHENG TSZ TING (3D) | The Best Debater |