



2017-2018  
**HKUGA College**  
Annual School Report

# School Motto

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明德惟志  
格物惟勤

壬午送堂題



Strive for Virtue  
Quest for Truth

## School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community

## chool Vision:

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Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.

## ission statement:

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HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

## ackground information about the College

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HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

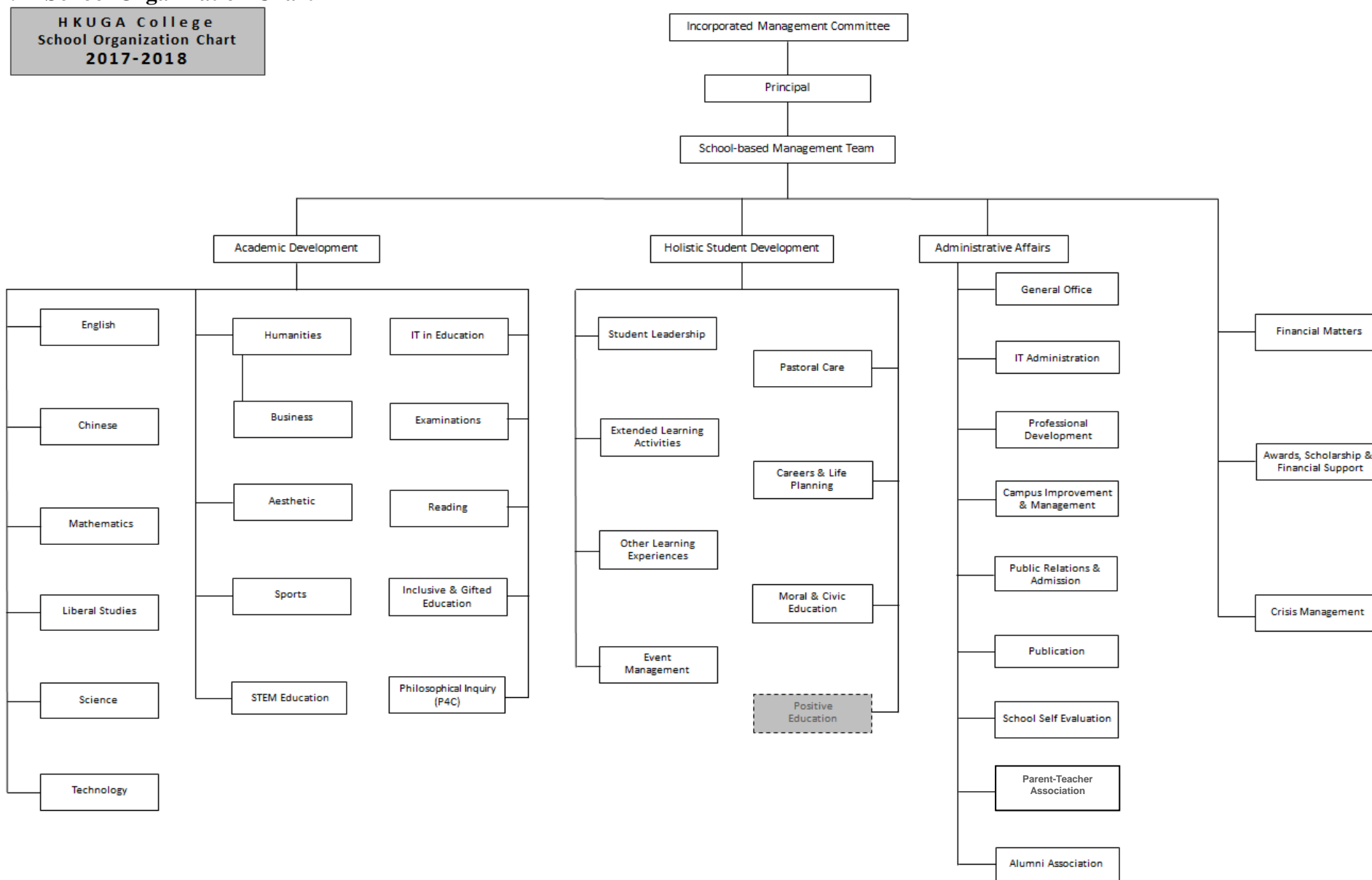
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

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# 1. Our School

## 1.1 School Organization Chart



## 1.2 Lesson allocation for the 9 Key Learning Areas 2017-2018

KLA S1-S3 100% S4-S5 97.4% S6 97.6%	English Language Education / Drama	Chinese Language Education	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education	Modular Studies
S1	19.4	16.7	16.7	19.4	13.8	2.8	5.6	5.6	0
S2	19.4	16.7	16.7	19.4	13.8	2.8	5.6	5.6	0
S3	16.7	16.7	15.3	22.2	13.9	2.8	2.8	4.2	5.6
S4	16.7	16.7	16.7	<i>11.1% for LS and for each elective subject</i>				2.9	0
S5	15.5	16.7	15.5	<i>11.5% for LS and for each elective subject</i>				2.6	0
S6	14.3	16.7	14.3	<i>11.9% for LS and for each elective subject</i>				2.4	0

## 1.3 Learning hours for the 9 Key Learning Areas 2017-18

KLA	English Language Education / Drama	Chinese Language Education	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education	Modular Studies
S1	146	125	125	146	104	21	42	42	0
S2	146	125	125	146	104	21	42	42	0
S3	125	125	115	167	104	21	21	31	42
S4	115	115	115	<i>77hours for LS and each elective subject</i>				19	0
S5	115	125	115	<i>86hours for LS and each elective subject</i>				19	0
S6	88	75	75	<i>63hours for LS and each elective subject</i>				13	0

\* S1-S3 25 Cycles

\* S4-S5 23 Cycles

\* S6 15 Cycles

## 1.4 School Formal Curriculum for 2017-2018

KLA	Form Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English				✓	✓	✓
	Drama	✓	✓				
Chinese Language Education	Chinese Language (PTH)	✓	✓	✓			
	Chinese Language (Cantonese)				✓	✓	✓
	Chinese Literature				✓	✓	✓
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Extended Module				✓	✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	ICT	✓	✓	✓	✓	✓	✓
	Technology & Living	✓	✓				
Personal, Social & Humanities Education	BAFS				✓	✓	✓
	Business Studies			✓			
	Chinese History	✓	✓	✓	✓	✓	
	Economics				✓	✓	✓
	Geography				✓	✓	✓
	History				✓	✓	✓
	Humanities	✓	✓	✓			
	Life and Society	✓	✓	✓			
	Liberal Studies				✓	✓	✓
Aesthetics Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓

## 1.5 Evaluation of the S3 Modular Studies 2017-18

The elective Modular Studies programme was implemented in S3 level as a pilot programme to provide opportunities for S3 students to do the following:

- 1) Get a taste of the subject students want to pursue at the DSE level.
- 2) Allow students to pick up something more advanced related to their interests and/or talents.

Courses offered in 2017-2018:

Term 1	Term 2
The Western Literature Survival Course: How to Read Classics with Confidence 媒體中的文學 Hong Kong Upside Down Physics in Practice Biotechnology and microbiology Music in Technology (MIT) iOS programming: From beginner to intermediate Introduction to Food Technology Devise, Innovate and Move Sports Science	媒體中的文學 Cure and Care to Hong Kong Geopolitics 101 None of Your Business??? Economics and Life Chemical Technology Robotic Arm Assembly and understand basic principles of robotics Music in Technology (MIT) Portfolio building iOS programming: From intermediate to professional Introduction to Food Technology Performance through the Lens

### Achievements:

The S3 Modular Studies was well received this year. With the small class size (max. 20), students were very well engaged. In general, students could join the courses they ranked as their top priorities, and they were highly motivated to participate in them. The variety and number of courses offered were able to cater for students' great diversity of needs. They could choose a course in each term. In terms of results, as reflected by students' performance in the assessments (Term 1: above 85% got 'good' or 'outstanding'; Term 2: above 94% got such results) and teachers' reports, in general, students did very well in their Modular Studies. Their performance in class and in assessments (mainly group and individual projects) were both excellent. Students' sense of achievement in learning through the Modular Studies was also great. This was evidenced in the fact that they were able to achieve very well even though they were learning about and doing work related to the DSE curricula as S3 students. Beyond the DSE related courses, many students who chose to do a course to further cultivate and develop their talents or pursue their interests found the coursework both interesting and challenging.



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## **2. Achievements and Reflections on Major Concerns for Future Planning**

### **2.1 The growth of Active, Innovative and Responsible (AIR) learners – development of life-long learning skills and nurturing the attitude and values of active learners**

#### Teaching and Learning (T&L)

This year, to reflect the school's major theme of further developing 'A.I.R.' (Active-Innovative-Responsible) learners by focusing on the 3Ss - seizing every opportunity, staying open to diversity and shining in our community, the major concern for the ADC was the growth of AIR learners through the development of life-long learning skills and nurturing the attitude and values of active learners. In doing so, the Committee continued to work on its targets of developing students to be active self-directed learners who are responsible for their own learning and ready to take initiative to set goals and work out implementation plans, enhancing learning and teaching through shaping students to be innovative users of the latest technology to spark off the passion for learning, training students to be responsible members of a team/class who are critical thinkers interested in current and international affairs, initiating STEM education to bring about changes and improvements and equipping teachers with the skills and attitude as A.I.R. educators. The intended outcomes have continued to be to maximize students' academic potentials for preparing their life-long learning and promoting active learning, and to adopt a holistic approach of value education in academic subjects.

From this perspective, the ADC had three main targets this year: firstly, to maximize students' academic potentials by effectively responding to their different needs; secondly, to foster the attitude and skills to become lifelong and active learners through various school initiatives; and, lastly, to empower the teachers to promote self-directed learning through a comprehensive and persistent review of pedagogical practices.

The strategies to achieve these larger goals fell into four categories: I. curriculum design, II. pedagogy, III. self-directed learning strategies for students and IV. professional sharing practices. Based on feedback from Heads of Departments, and the PIME (planning-implementation-management-evaluation) cycle model, 2018-19 plans have been formulated.

#### I. Curriculum

##### a. Elective Modular Studies in S3

The first year of this elective programme, provided to cater to the individual interests of students, was received very positively by various stakeholders. HoDs reported that students were generally quite motivated. Students reported high levels of satisfaction since they had great interest in the content/projects without the stress of examinations. It gave many departments the opportunity to identify and nurture talented students, and offer greater depth and breadth in the subject-related topics. A significant number of students who signed up for the modular courses eventually signed up for related S4 elective subjects. Based on feedback received from students, teachers and parents, modular content will be refined to further cater for different interests and needs, while time-tabling considerations have been communicated to the related colleagues for consideration.

##### b. Value Education

Across the departments, students' attention was drawn to many meaningful values. Many subject

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teachers found that the new Philosophical Inquiry programme (detailed below) effectively facilitated value education, especially in terms of reasoning skills. Beyond PI, departments took various approaches, including focusing on the values that emerged from the set themes and topics, building up good learning habits, focusing on AIR (Active Innovative Responsible) information literacy elements; exploring personal concerns and their relationship to global issues and highlighting the importance of self-discipline and sportsmanship. In the coming year, through the lens of our Positive Education wellbeing major concern, the ADC will further focus the value education component by highlighting character strengths.

## II. Pedagogy

### a. Differentiated Strategies

Differentiated strategies included instruction, groupings, curricular design, assignment tasks and assessment methods to cater for students' diversified learning needs.

#### a.i Instruction (Contact Time, Lesson Preparation and Teaching Strategies)

In terms of instruction time, students were provided with more individual attention through measures such as small class teaching, extra library sessions for students who dropped electives, reallocation of S6 manpower in Term 2 to split classes, extra study groups outside class, the even distribution of students with special learning needs, strategic use of differentiated classroom materials, extra whole-class tutorials and extra manpower through a part-time teacher. As for lesson preparation, collaborative lesson planning was carried out with adjustments by subject teachers according to students' needs. This gave teachers the opportunity to maximize lesson time with lessons that differentiated instruction according to the needs of the various classes as well as within classes. Finally, effective teaching strategies including pre-lesson studies, various group tasks, Philosophical Inquiry learning, individual reading and writing tasks, mind maps / concept maps / T-charts, instructional scaffolding for essay writing, extra tasks (quantity and difficulty level) for students who finished required project work and the development of presentation skills for weaker students were also successfully utilized to cater for various learning needs.

#### a.ii. Grouping

Manpower, timetabling and classroom resources are continuously adapting to the needs of students, from whole classes down to the individual student level. Effective differentiated grouping strategies shared include whole-school streaming, form-based streaming, library and after-school support to target struggling students, an achievement group pilot scheme, and elective subject achievement-based grouping. Centralized mainstream make-up lessons were also provided to help revise key concepts and develop assessment literacy. Study groups were also formed, including mixed ability to facilitate peer learning among students, student chosen groups/partner for support, senior form SBA mixed-ability groups to facilitate peer learning, S4-S5 examination period groups and S6 study break groups. Finally, the PE department effectively arranged gender grouping in some classes, and student leaders for morning training sessions and cross-form training, which proved to be highly beneficial.

#### a.iii. Curricular Design

In terms of curriculum expansion, the College continued to expand its curriculum by offering DSE PE at S4 and S5. With the help of an expert outside instructor, we continued to build a bank of teaching materials for this new PE Elective curriculum, with learning materials and activities

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skillfully selected based on the students' levels as well as the DSE curriculum. Module Studies was also successfully introduced in S3, offering two elective modules (1/term), based on students' interests. Students were given the opportunity to explore topics related to all key learning areas. Next year, we will offer Module Studies to S1-S2. Students will be given the opportunity to explore different types of sports and creative activities in the new Creative Arts and Sports Education (CASE) elective modules. In terms of S1-S3 STEM education, the Mathematics department has been quite innovative in piloting the Tessellation project, using TINKERCAD 3-D modelling, in an S2 class (to be carried out across whole year level next year). It has also piloted a S3 Contour Map Project, using laser cutting technology (to be incorporated into the scheme of work next year). Reaching beyond the classroom, the Mathematics and Science departments have developed an enhancement programme, with 24 Mathematics or Engineering teams formed for projects and competitions.

#### a.iv. Assignment Tasks

To cater for diversity, innovative homework/classwork assignments included asking students to do 30 minutes of revision a day rather than a set number of exercises, making good use of E-learning platforms to cater for visual learners, using extension exercises for higher achievers and smaller task items for more timely revision and feedback by teachers, giving learners the autonomy to decide the product level they would develop based on their skill level, allowing students to do extra practice at their own pace, providing levelled assignments to help students better understand their learning progress and building a revision period into the timetable so that students could get the extra help they needed while still taking the lead in their learning. Outside the classroom, the departments made use of open competitions to stretch students' potentials. For example, motivated S3 students were invited to join The Speaker, a Hong Kong-wide public speaking competition, with three of our students making it to the final top ten televised competition, one placing third overall and another becoming the champion, with the title Speaker of the Year.

#### a.v. Assessment Methods

Effective innovative strategies included differentiating assessments, offering bonus marks to challenge and arouse interest, offering more choices within the papers, implementing peer group marking of timed assessments based on distributed marking guidelines, offering graded exercises, providing opportunities to improve/redo assignments and providing basic sections and bonus sections for struggling students. As for daily assignments, most departments allowed a portion of the Continuous Assessment summative marks to come from differentiated tasks/projects/assignments. In response to changes in assessment format and marking guidelines, relevant departments updated the syllabus and marking schemes. As for new external tests, this year, 40 S2 Science students completed an External Science assessment test by HKASME.

#### b. Self-directed Learning (SDL) Pedagogical Skills

E-Learning and project learning have become standard practice across all subjects. Effective self-directed learning pedagogical strategies fell under the categories of subject-related ELAs/ external competitions /workshops, e-learning, project learning, peer collaboration and lesson observation. In terms of subject-related ELAs/ external competitions /workshops, the English department effectively stretched gifted students through its debate, editorial board, public speaking and Battle of the Books (BoB), providing platforms for students to shine at school, as well as the larger local and international school communities. On the STEM front, the school formed 22 teams for STEM competitions and projects. Teams were given time to discuss their projects or tasks in the

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normal Mathematics lessons, with the curriculum being modified for this purpose, thus catering to the needs of our talented students. In Science, all S1 and S2 students were involved in the Croucher Science Program, while in Business and Economics, students voluntarily formed teams to join external competitions and formed a team and wrote a proposal to run a business in the Lunar New Year Fair. In the coming year, more subject-related ELAs will be added to further cater for students' interests. As an example, given the number of students who have shown an interest in writing the IELTS, as part of its professional development plan, this year, all English teachers took part in a 12-hour training course. Beyond embedding useful practices into the regular classroom experience next year, the department will also provide a related ELA for interested students.

### c. Philosophical Inquiry (PI)

This year, the College was very excited to launch our Philosophical Inquiry (PI) programme which aims to more fully develop students' reasoning and argumentative skills, while also building more critical, collaborative, creative and caring thinkers. It does this through a teaching approach known as the Community of Inquiry. In preparation for launching the programme, we invited world renowned expert in the field, Dr. Phil Cam, to provide introductory and advanced training courses, according to the established standards of FAPSA (Federation of Australian Philosophy in Schools Association).

In September, PI became part of five subjects in the S1 curriculum: English, Humanities, Life and Society, Mathematics, and Science. Subject teachers worked with our newly formed PI Committee members towards the smooth preparation and implementation of the programme. By the end of the school year, S1 students had experienced up to 38 PI lessons across the five subjects. Surveys indicated an overwhelming positive experience among teachers and students.

One of the main goals for the year was capacity building among staff through training and support. We are happy to report that by the end of this school year, all teachers had received the introductory training, while several had received the advanced training. To further achieve capacity building, as part of our professional community of practice, PI Committee members held 12 open classroom sessions (observed by 35 teachers and videoed for others to watch) and two Communities of Inquiry for teachers (one in English and one in Chinese). Furthermore, as part of our through-train cooperation, staff from our Primary School attended our training sessions and open classrooms.

Beyond sharing with our students and teachers, events were held to increase the awareness of different stakeholders, a second main goal this year. For example, in September, on S1 Curriculum Night, S1 parents participated in a PI session. In addition, on Open Day, different subjects held PI sessions for prospective students and parents. At the same time, to keep our stakeholders well informed, several presentations were conducted, including four staff updates, two IMC updates and one update for the school newspaper/blog. The following documents were also created: a write-up for the EF newsletter, a write-up for the 2018-2019 school brochure and a School Yearbook page.

In terms of PD and exchanges, a total of three overseas exchanges were conducted with the objective of gaining from the experience of more seasoned practitioners, as well as building connections for knowledge exchange. In August and October, 2017, teachers and school leaders had the opportunity to observe and learn how experienced schools in Australia had adopted PI to their own context. In addition, we benefited from their generosity in giving us access to a variety of resources that they had created. In July, key members attended the Perth FAPSA 2018 Conference, experiencing a series of workshops, as well as primary and secondary school demonstrations,

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sharing the PI journey of our school, and participating in the FAPSA AGM where we updated members from Australia, New Zealand and Singapore on HK operations and our future path of development.

Finally, implementation of PI has provided a golden opportunity in the school to design and evaluate a new programme. As such, we have begun to collect data and explore research possibilities. As we extend our programme into S2 in the coming school year, we look forward to exploring and sharing valuable insights we gain throughout our journey.

### III. SDL Strategies

#### a. Study Skills and Habits

The establishment of study skills and habits is a major key to academic success. The focus this year was doing this through the e-Learning platform. At the basic level, this was done by building the habit of regularly referring to suggested solutions of textbook exercises, test and exam papers and marking schemes uploaded to Google Drive. Such practical tasks offered the opportunity of individualized immediate feedback and guidance to students. Beyond checking answers, across the subjects, students were engaged with more formalized e-Learning pre- and post-lesson tasks, including reading materials, watching videos, note-taking, consolidation exercises, short quizzes and sharing of preparatory work in class or through Google Drive; while in the classroom, study skills and habits were fostered through group tasks such as jigsaw learning, face-in/face-out, Philosophical Inquiry learning, role play, individual reading and writing tasks, and debate. Beyond the regular curriculum, students were given opportunities to join competitions that naturally helped build research skills and habits. For example, Technology students joined programming, App design, 3D model and animation, Robotics and ICT invention competitions that focused on helping society.

#### b. Goal Setting Tasks

Meaningful purpose is a key to motivation. As such, goal setting is utilized to steer students towards reflecting on their past learning experiences, identifying growth areas, establishing clear purposes, goals and strategies. The goal is progress/incremental improvement based on regular individualized reflective and targeted learning practices. Positive feedback from this year's goal-setting included a general agreement among subjects that the flexibility and subject-specific nature of "goal-setting" was more effective than the standardised practices of previous years. Departments agreed that successful goal-setting elements across all subjects included providing students with more subject-specific questions in the goal-setting form; helping students formulate realistic, personalized short-term and longer-term goals; converting the plan into discrete actionable steps/stages; and revisiting both short-term goals and their connection to longer-terms goals regularly and closely monitoring progress with frequent feedback from teachers and evaluation by students.

#### c. Formalized Study Groups

Formalized study groups were provided by the school with due consideration of subject specific needs, student time-tables, as well as physical and human resources. Strategies included library support classes in core-subjects for students doing less than three elective subjects, after-school support classes for whole classes or small groups, remedial classes to target students struggling with particular topics, DSE study-leave final preparation classes, and teacher organized student-student study groups. The Chinese and English departments reflected the desire to offer more subject-specific library and after-school support. This has been reflected in the 2018-19 plans which includes opportunities for more S2 and S3 learning time through elective modular learning slots in

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the regular timetable.

#### d. Reading

The ultimate purpose of the reading programme is to help students establish a lifelong reading habit. The English department uses its English Learning Companion (ELC) to help do this across the English-medium subjects. In it, students record their English reading and viewings for the month. They also reflect upon their habits and/or the readings/viewings they have done. As for Chinese, S1-S5 students are requested to write reflections on the school-based booklet after completing a reading. Both departments use their methods to initiate dialogue between students and their teachers about their reading habits and recommend reading material to each other. Teachers share that the most successful cases of students picking up a habit of reading are the result of open dialogue and exchanges of recommendations between students and teachers.

Beyond the English and Chinese departments, many reading strategies were utilized across the subjects to cultivate a reading culture. For example, the Science department implemented a reading assessment as one of the continuous assessment areas. In Technology, students were encouraged to read news about technology and share during lesson times. The sharing of technology news among teachers and students proved to be highly motivating as students showed a keen interest in big companies like Google, Apple or news related to AI and VR. Business, meanwhile, provided lists of recommended reads to students on each topic. Teachers briefly introduced the books and encouraged students to read them.

In terms of SDL, the following measures were implemented to promote self-directed reading habits. In English, the ELC record continued to be included in the continuous assessment mark. In Mathematics, reading books were made available to be borrowed in the Math Room every day, while the school library provided the Mathematics Department with a monthly count of Mathematics books borrowed by students. Promotion was then conducted based on the statistics of the students' reading habit. Additional references were continuously provided by the LS department. News apps and personal note-taking were also used in S4-S6 LS to consolidate the takeaways of the daily news reading. In Technology, opportunities to plan and run new ELAs and take part in various innovative competitions motivated students to find information beyond the classroom. At the same time, more and more online exercises were uploaded for senior students to do self-directed revision, which proved to be highly motivating to students.

To further motivate students, e-Reading was also promoted. This began at the beginning of the year with the first special week, e-Learning Week, with daily reading recommendations provided by teachers. During reading lessons, students were given the choice between paper or e-versions of reading materials. Different subjects provided reading links to interesting websites and follow-up tasks. For example, S1-S3 Mathematics students were invited to write a reading reflection on any Mathematics books/web-based reading materials.

Competitions were also organized to engage students. Internally, on World Book Day, we held a World Book Day Treasure Hunt (2 students/class plus whole-class involvement during DEAR time. Certificates were awarded to the top teams that completed the challenge. Next year, we plan to invite PS students to join the event.) Students also joined two external reading competitions, Battle of the Books HK (English) and the S2 Mathematics Book Report Competition organized by the EDB. Students who joined the competitions benefited a lot from different areas like learning new technologies, presentation, modelling and communication skills.

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Based on reading feedback received across the subjects, good practices to be extended across both Chinese and English reading include, better positioning of magazine titles to generate higher awareness and wider readership, sharing a centralized book recommendation list for each subject, having regular book recommendations and sharing sessions by students, providing more guidance in selecting books (especially to remedial class students and reluctant readers), giving students opportunities to share, exploring the library shelves with students based on their interests and previous reading experiences, coordinators and the HoDs collecting views from the teachers and then cooperating with the librarian on ways to better utilize resources to build a stronger reading culture and holding more book exhibitions.

At the end of the school year, all departments were also invited to provide a list of recommended books which were then ordered to add to the existing subject library sections. In the coming year, during special subject weeks, in the newly designed library, special subject displays will be shared with students. In addition, in conjunction with the publications team, next year, we will launch an online newsletter that will include a book recommendation platform, with recommended books to inform collection updates.

This year, the Reading Committee did an evaluation of the existing DEAR programme which consisted of two reading lessons per cycle, one in Chinese and one in English. This was carried out through a formal survey with all students, in addition to feedback from ADC members and class teachers who were represented in the Committee. The survey results indicated students wished to keep DEAR Time in the timetable. Given the new Extended Learning Time (ELT) two-week cycle time-table, which has been devised to address many needs, including extra lesson time for some subjects (and, therefore, less need for after-school tutorials, with a view to providing students with more independent learning and family time), elective modular programmes for S1-S3 students, more drama lessons, etc., the feedback from the formal and informal surveys was offered to SBMT. Based on the input from various stakeholders, a revised DEAR Programme was developed for the 18-19 school year.

#### e. Peer Mentoring

Effective strategies shared included vertical and non-vertical strategies. In terms of vertical mentoring, alumni were invited to offer support to LS and BAFS students in Term 2. In the Junior Science, the whole-school large-scale project provided a natural platform for sharing between different year groups. Technology took an innovative approach, inviting struggling S5 students to teach students who needed help in S4 during the post-exam period. This proved to be highly motivating for all students involved. Mathematics invited senior form students to help junior form students in the daily after-school Math Room and found that the vertical peer support formed naturally in this setting. As for non-vertical mentoring, the Mathematics department encouraged students to invite peers for revision or the teacher for individual guidance. Based on the success of the alumni support last year, next year, a budget will be set to provide support across the subjects to S6 students in Term 1 and S5 students in Term 2. More structured study groups will also be formed.

### IV. Professional Sharing Practices

#### a. Resource Bank

As a school-wide Community of Practice, lesson observation forms (inter and intra-department)

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were shared. Across subjects, departments also provided platforms for teachers to share professional development and learning and teaching resources. HKDSE examination scripts from alumni were collected and shared, as well as question banks and exam questions of previous academic years. Where appropriate, exemplary work was photographed as useful resources and reference for further teaching and learning. During department meetings and through online platform, learning and teaching progress was discussed, and successful pedagogical practices that target department concerns were shared. Beyond the school, professional learning and teaching networks and reference material sharing were being developed. Finally, experience and resources gathered and shared from joint-school mock examination practices have also motivated other departments to organize such events in the coming school year.

#### b. Cyclical Collaborative Planning

As a community, first and foremost, we foster a professional sharing environment of daily discussions on learning and teaching strategies. In this regards, physical space plays a role. This year, our newly designed staff rooms and teacher common room have provided such physical spaces. Collaborative planning strategies are a mainstay of our school-based curriculum programme to cater for diversity. Fundamentally, collaborative planning time is used by departments to continuously conduct curriculum reviews to update content, skills and concepts based on the EDB requirements and the school-based needs of the learning community. More specifically, different departments have different approaches. In the English department, for example, teachers are provided with the past learning materials developed by many teachers, and, at the same time, are given the freedom and encouraged to create materials that suit the learning needs of their students. This has provided a diverse resource bank of materials for teachers to provide differentiated tasks between and within classes. Mathematics, Science, Technology and Chinese used designated collaborative lesson planning time-slots by year level or across levels. Plans were then adjusted to fit the needs of the students. Preparation work was shared among teachers in the same year level. Beyond the general curriculum, specific areas were targeted by some departments. For example, in LS and Chinese, a major focus was on self-directed learning enhancement. Collaborative lesson planning and lesson studies then targeted this growth area. As Philosophical Inquiry was a newly introduced topic and pedagogy, co-planning of PI lessons was practiced across five subjects (English, Mathematics, Humanities, Life and Society and Science) to help teachers adopt the new teaching and learning pedagogy.

#### c. Sharing Effective Teaching Strategies and Approaches

The process began with departments focusing on certain areas within their annual plans. Various platforms, such as Google Doc/Schoology/e-class/Department server (T-drive) were used for sharing resources. Time resources were dedicated to this through ADC meetings, Staff Development Days, Department meetings, lesson observations and lesson studies, with good practices shared within and among departments to build the Community of Practice. Different resources shared included teaching strategies, lesson observation feedback forms, general learning materials, student work, assessment materials, materials from book publishers, task-based instruction materials, learning progression steps as part of assessment and assessment rubrics for task-based learning. In terms of external support, the EDB provided full support in terms of introducing different types of pedagogical practices and learning materials for the newly introduced DSE PE programme. At the same time, the PE department took part in the Motion Analysis Project. Support was also provided to the Chinese department from QSIP in terms of introducing different types of pedagogical practices and goal setting with teachers.



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d. Peer-review and Discussion on Pedagogical Knowledge and Skills through Lesson Observations and Lesson Studies.

In Term 1, all departments carried out intra-department peer-observation lessons, while in Term 2, inter-department lesson observations were organized by the PD Committee. Each teacher, therefore, took part in a minimum of two lesson observations. Lesson observation forms were kept in department Google drives for further review and for staff development purposes. Intra- and inter-departmental lesson observations allowed teachers to learn more pedagogical and classroom management skills and reflect on their own teaching. The newly formed Philosophical Inquiry Committee went a step further, providing open classrooms throughout the year, across five subjects. The Mathematics department, meanwhile, went another step further, with four PI lessons observed and reviewed with 15 College colleagues and 8 primary school mathematics teachers. External connections have also been forged. For example, the Mathematics department joined the parallel lesson programme with Shenzhen Foreign Languages School organised by the Faculty of Education, HKU in the recent years. Mathematics teachers were invited to attend the lessons and debriefing sessions. In addition, as part of our PS-College Bridging Programme, PS and College teachers observed each other's lessons. In the coming year, to further develop the Community of Practice peer-review culture, departments will explore pre-observation meetings between observer / observee to focus on more specific PD-related aims. Specific departments will also extend external connections. For example, the PE department will join the EDB six-strand pilot scheme. Beyond providing individual and department development, feedback from these valuable exchanges serve to inform future school initiatives.

## **2.2 The continuous nurturing of Active, Innovative and Responsible (AIR) global citizens – development of positive characters of all and cultivating individuals' talent and potential.**

### Learning through Participation

The College has continued to enable and encourage students to participate in a wide spectrum of activities and programmes, both in terms of subject and personal development. All these activities help to develop our students to stretch their potentials and build their capacities for continuous development (e.g. community service, local and international trips, JA Company Programme, Speech festivals, Lunar New Year Fair, Mock Trial Competition, Model United Nations and China Exploration and Research Society - CERS). Participation exceeded expectations last year, with our students being prolific prize winners, taking home awards in a slew of competitions and events across a huge range of activities. One clear highlight in terms of sporting endeavours was our school climbing the ranks to be placed 8th in the Bauhinia Awards.

Around the College, individual and group efforts of students were monitored by teachers who were also able to give GR (Glow With Radiance) Points to students based on observations within the following areas of school life: Engagement in Teams & School Teams, Sense of Innovation, Behaviour in Pastoral Lessons and Random Acts of Kindness. By the end of the year, our second batch of GR Point Awards was distributed, with the coveted bows and ties given to students to celebrate their achievements and symbolize that they are behavioural role models. We trust that they will be nuclei of inspiration and modelling to promote growth within the rest of the student body.

Broadening horizons, exposure to new things and cultivating interests is a major task, with the ELA programmes offering a range of activities and school Teams. We maintained the 4 areas on offer from the year before (Sports, Academic, Cultural/Service and Music/Arts) and while there were

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some issues working around the 7th lesson, all stakeholders appreciated the benefits of the programme as could be seen in the positive responses from students and parents in the Stakeholder Survey.

In keeping with tradition, all S1 students learned to develop their confidence and knowledge of the College through the Ambassador Programme (working closely with older Peer Counsellors - PC), as they toured guests around during the Open Day. On this occasion, all of the teachers and most of the student body took the opportunity to share with the public about our past endeavours. Activities involved the public and were largely student-led, a challenge in itself that demonstrated the confidence and joy of learning exhibited within the College.

The PC has also organised various activities to help new S1 students to acclimatise and belong. They helped students to decide what activities to hold, with those involved feeling that they had ownership of the activities with high participation. Next year, the PC aims to focus more on character building of the S1s, through modelling and mediation.

S1-3 students participated in meaningful charitable endeavours as part of a coordinated cross-year level activity from Moral and Civic Education (MCE), where they collected, made and distributed gifts to the elderly. With other students engaging in flag selling, volunteer tutoring, house cleaning for the elderly, bake sales, food sorting & donation, visiting the poor, and the Annual Beach Cleaning in Peng Chau and Discovery Bay. For our Charity Leaders, the focus was on helping the poor, and they came to a clear realisation that developing prior awareness is key to driving involvement in events.

Within classes, the PIME model was introduced through class committees and students learned, through doing, about the importance of clear division of labour and strategic time planning. Although some found it a challenge to motivate classmates, the work was meaningful and our Class Teachers will gear up to be more hands on next year when required.

Other Learning Experiences (OLE) also offered lessons outside the normal curriculum scope, with senior students engaging in workshops and talks about drama, exchange programmes, sex education and life education. Students were expected to do a lot of self-directed learning activities as they recorded and reflected upon their learning in a structured manner.

Collaborating widely with the various committees already mentioned, the Student Leadership Committee (SLC) provided numerous platforms for our student leaders to shine in our Community. For example, the Prefect Team organised the first-ever Prefect Camp which successfully enhanced the sense of belonging and bonding of the team. They learnt how to plan, monitor and evaluate their activities and strengthen communications, becoming more supportive to each other and the College as a result. Proactive initiatives from the team were evidence that they were increasingly innovative, thoughtful and sensitive to the needs of the community. This growth has a clear mechanism for continuity throughout subsequent years.

Our elected Student Council (SC) continued to provide welfare, increasingly sensitive to the needs of their fellow schoolmates. The council appreciates that what students want may not necessarily be what they need, so they make decisions that contribute to the growth of the students. They introduced the new and popular 'hoodie', and revised the Responsibility Act (presenting the proposal to the school leadership and reworking it according to the feedback). They also chose to be a participating school of a Christmas Ball held in a school in Kowloon Tong, a highly positive and

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successful endeavour. Furthermore, the SC joined a joint-school external talent quest and they learned about how to deal with challenges creatively to achieve better results.

Under the guidance of the Career and Life Planning Committee (CLP) students generate online portfolios to track their activities throughout the year to better determine how they engage as young people, and plan for the future. In the past, we used eClass for this function, though we are starting to find that Google Suite would be better suited for this task. Moving towards more collaboration with the PTA and Alumni Association, we operated a successful Career Exploration Day and we hope to have more Alumni returning to be involved as North Star mentors in the coming years. Involving keen students as a team of CLP Ambassadors is also something that will be explored further.

With all of the above, there is a general buzz of activity around the College. This is accentuated further by the House Committees conducting and developing House competitions. Relationships are key to motivating the students, so the College aims to give House Captains more opportunities to meet their members and inspire them to join up.

### Enhancing Character

Our Pastoral Lessons were filled with activity and discussions, learning from MCE, CLP and OLE that collaborated to bring a holistic programme of tasks structured to promote continuous character development from student understanding of the self, the local community and ultimately gauging their potential in Hong Kong and a global context. Lesson activities are group-based, enabling students to lead, engage in, challenge, showcase, and ultimately enjoy the learning process.

This could not be achieved without the combined efforts of Government Departments and NGOs. Sex Education talks and workshops were conducted by the Health Department and external speakers, while students also learned the purpose and sense of achievement that comes with our annual blood donation drive. In addition, the Career Sparkle Centre offered simulations to help students think about their careers.

As mentioned above, Pastoral Lessons also supported other programmes offered by CLP to help students develop their ideas for growing into adults that contribute meaningfully, and help guide them along their paths in life. For OLE, the lessons prepared students to maximize their learning during their trips, and provided platforms for post-activity reflective learning.

The responses to our lessons have been very positive, with a vast majority of students surveyed finding that concepts chosen enabled them to know more about themselves and others, set goals, and show appreciation to others. At the same time, they felt more empathetic and had a greater understanding of discrimination and privilege.

Students found lessons so useful that they suggested the time spent should be longer, as they would be able to organize and host more competitions, or delve deeper into topical discussions. This will be facilitated next year with the implementation of the new timetable and extended Pastoral Lesson time.

The Pastoral Care Committee coordinated the Pastoral Lessons, but the opportunities to learn are all around us, and the team worked collaboratively with the Class Teachers, Prefects, Class Committees and school Social Workers to ensure that students took advantage of every situation.

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A longstanding collaborative programme between CLP and OLE, North Star served as a means to expose students to the workplace by linking them with mentors. This enabled our students to experience ‘real life’ with professionals, learning about career development, life philosophies and ethics. This year, Mentors had a more clear understanding of their expectations and how to conduct enhanced meetings with students to foster growth.

Finally, through shared challenges and interactions within their groups, students gained insights about themselves through ELA and Teams as they build teamwork, leadership, communication and problem solving skills. Developing a ‘can do’ attitude and strong will in the face of adversity.

### Promoting Global Citizenship

To be a truly global citizen requires many aspects of personal growth. One key area of this is the idea of Intercultural Mindedness, as it helps students to appreciate their own culture as well as working with, and embracing differences or similarities with others. OLE Lessons for senior students enhance the reflective and appreciative learning. Although the workload was a little heavy, students were able to use ‘DocMe’ to better take an active role in shaping their understanding of the world, collating and connecting their learning of different concepts and contexts. Teachers also play an active facilitating role, and we look to further build their capacities in the coming year.

Our Annual Learning Trips to Cheng Chau, Macau, China, Singapore, Cambodia and Vietnam provided indispensable opportunities for students to learn about themselves, communicating and working with others, gaining personal independence through being responsible, as well as learning about cultures through school visits and meeting others. Building further on the successes of our previous efforts to learn through Hall and Bennet’s Iceberg Model, we ensured that each day away from the College involved strategic learning targets and tasks that then led to focused group and individual reflections.

Friendly sports and other competitions say a lot about who we are as people. With our Sister School in Beijing, we hold annual visits and competitions, as well as Sports trips to Taiwan and exchange programmes with sports training camps. Also the service categories of ELA helped provide opportunities for students to learn about their contributions to the local and wider community.

Three of our students opted to join the AFS Programme to go to another country for a year and experience school life with a host family. We also welcomed Francesco from Italy into our school community. He shared on many levels such as school wide through assemblies and fairs, Team and ELA experiences, class based as a member of a homeroom class and through lessons, as well as individually through meeting our friendly students and exchanging cultural nuances. We have also hosted a student from Denmark, and next year we are excited to be accepting a girl from Hungary.

University fairs and talks from representatives illuminate more than just the application process. Students learn vicariously about what it is like to live in, and necessary considerations when making life choices in a new country. These considerations can change from place to place within a large country, and our students met with representatives from the United Kingdom, Australia, Switzerland, Singapore and Canada.

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### Planning for a Positive Future

With the growing trend of Hong Kong students experiencing great challenges in terms of their social and emotional development, and based on information suggested by the APASO Survey, we performed an exhaustive study into Positive Education, theory and practice. As a progressive school, we need to be able to predict how we will best serve our community to keep them healthy and hopeful.

Key faculty members were sent to conferences, attended courses and visited schools to determine the applicability and effectiveness of this approach in schools.

The school leadership team decided that while there would be some new means of interaction and small amendments to certain teaching strategies, it would not involve a large change in terms of the things we do at HKUGA College. The main change would be a paradigm shift in terms of how we look at planning and the shared language we would need to develop.

In addition, our timetable for the coming year has been devised to factor in the wellbeing of all students and teachers. It will take into account travelling time from lesson to lesson, and embed a daily hour slot (30 minute time to eat & 30 minute Wellbeing Time) between lessons 4 & 5 each day.

We decided that Wellbeing (for all our Community members) will be our major concern for the coming 3 years. With the above in mind, we started mapping out a plan of the next three years using the Flourish Wheel from Geelong Grammar School which was modelled from the scientific background of work from Martin Seligman and Positive Psychology.

This wheel has helped us formulate our plans around the 6 Positive Elements of Purpose, Engagement, Accomplishment, Relationships, Health and Emotions. Within these 6 Elements, we were able to incorporate almost all of the day-to-day work and expectations that go on within the College.

Nevertheless, we also found that to achieve our goals, there were other necessary concepts that spanned the 6 Elements. These will become our 4 Underpinnings for Chinese Culture & Global Citizenship, Character Strengths, Rephrasing Language and Growth Mindset.

### **2.3 The sustainable development of professional learning communities – enhancement of teachers’ professionalism and building a learning culture for all**

#### Building a Learning Culture amongst all Teachers

The school continued to nominate and recommend teachers to attend different professional training courses, programmes and trips. They include the Quality School Improvement Project (CUHK) to support Chinese Language learning in senior forms, In-school Programmes offered by Pathways (博思會) to provide training for all Chinese teachers on supporting dyslexia students to learn Chinese Language, teacher representatives from each KLA to attend SEN training courses offered by EDB, educational trips to Australia (3 times) to learn how to implement Philosophical Enquiry (PI) and Positive Education in our school, a Stanford trip to learn effective pedagogical skills and knowledge (three teachers from our school joined this trip), training of all teachers by an expert from Australia

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in-school to achieve a basic level of PI training, training programmes on Adaptive Leadership for all senior and middle management teachers, various conferences and workshops on Positive Education, etc. Some departments also went to visit other local schools on the Staff Development Day held in January 2018. There has been sharing of learning experiences gained from the various programmes with other staff members in staff meetings from time to time.

This year, the PD Committee continued to update and provide teachers with information regarding the recommended CPD programmes and activities offered by EDB. The PD corner located in the Staff Lounge (see the picture below) supported by the Committee provided more books this year for teachers to read. The new books added were mainly related to the major concerns of the school including PI and Positive Education.



Since teachers highly supported the ideas of PD programmes organised on a departmental basis as reflected from teachers' feedback the year before, the first SD Day this school year was organised by departments with reference to their needs. Some departments invited guests to come to the school to provide training for department members, some went to visit and learn from other local schools, while some conducted evaluation and team-building programmes in / outside school. The second SD Day conducted in April was used for doing an evaluation with all teachers of our current three-year plan which came to an end this school year. As the school was inclined to implement Positive Education as a whole-school approach in the following years, the SBMT made use of this SD Day to prepare teachers for this purpose. The whole programme of the Day was designed under the framework of Positive Education and teachers were led to experience related practices and gain related key knowledge.

Teachers' views towards PD, as reflected from the teachers' Stakeholder Survey (SHS) results, were more positive this year. Teachers' ratings in five out of six areas regarding profession development were more positive. The score given to "*The school has developed an ambience of professional interflow*" increased remarkably from 3.35 last year to 3.70 this year. The only exception was the one regarding whether staff appraisal is conducive to their PD learning (from 3.41 to 3.40).

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Since the school conducted more consultations and collected opinions from teachers with regard to their PD needs as well as their concerns about the new appraisal system, teachers' views were more reflected and influential in the planning and implementation of various PD initiatives as well as the revamp of the appraisal system. As a result, PD activities and programmes could better meet teachers' needs and so teachers supported them much more.

### Lesson Observation and Lesson Demonstrations

Similar to what we had done the year before, we continued to conduct the peer lesson observation activities this year. Teachers were requested to observe a lesson of a department member (intra-departmental lesson observation) in the first term and give feedback on a standard feedback form. In the second term, departments were matched up by the PD Committee. They were invited to observe a lesson from a teacher of the assigned department (inter-departmental lesson observation) and give feedback using the same structured form. This helped promote the learning culture of teachers amongst ourselves and foster an "open classroom" atmosphere. We believe by opening up our own lessons for others to comment on and sharing the good practices of other colleagues, teachers' pedagogical skills and classroom management can be enhanced.

To set a benchmark and good reference for what is meant by effective classroom teaching and learning, we invited all VPs, APs and ADC members (HODs and Heads of Committees under the ADC) to provide lesson demonstrations (open lessons) for all. A form was shared to list out the schedule of all demo lessons for teachers to choose from and join. They were requested to observe at least one lesson offered and give feedback through the standard lesson observation feedback form provided by the PD Committee. Altogether 15 lessons were offered, with three of them PI lesson demonstrations conducted by the PI Committee Head and his fellow members. All teachers participated in at least one of these demo lessons. Teachers welcomed the demo lessons offered by senior and experienced teachers and they generally found the activity conducive to their growth and learning. There was a suggestion that HODs could recommend department teachers who managed to teach effectively and pedagogically well to share their demo lessons with all teachers as well. Next year, there will be a more strategic focus on how to assess a lesson and give constructive and effective post-observation feedback to teachers. The purposes are to further develop and enhance our teachers to be reflective practitioners, and to help develop our teaching and learning practices so that they will be more accommodating to the learning needs of our students.

### Mentoring Programme for New Teachers

A more structured mentoring programme was held this year. A mentor, recommended by the HODs, was assigned to a new teacher to provide support and help during the school year in order to facilitate the latter's smooth adjustment to our school and to enhance his/her professional development as a teacher. The mentor-mentee relationship is expected to last for 1 year for new colleagues who have had teaching experience before joining the College. For new teachers who have had no teaching experience at all, we expect to provide them mentorship support for 2 years if there is a need. The mentor is a buddy, role model, facilitator as well as adviser of the mentee. Expected and suggested activities between mentors and mentees included periodical sharing and meetings between the mentor and mentee from late August till the end of the school year, a campus and community tour offered by the mentors, a few rounds of mutual lesson observations, periodical new teacher tea gatherings with senior management, etc. The mentors filled in a 'New Staff Mentoring Progress Sheet' at different stages to report on the progress and needs of their mentees.

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The success of this revised mentoring programme highly depended on the characteristics and readiness of the assigned mentors. Although all mentors were recommended by their respective HOD and they joined the programme on a voluntary base, the maturity and skills to act as an effective mentor varied. In some departments, like English, due to the number of new English teachers, we were not able to secure enough eligible mentors within the same department in terms of skills and experience. Next year, there will be more careful selection of mentors. They may not need to be from the same department as their assigned mentee. Proper training of mentors may be another factor to facilitate the effectiveness of the programme and this will be seriously considered.



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### 3. Career Guidance

The Careers & Life Planning (CLP) Committee provides guidance and support to students' career development, life planning and University applications. A wide range of career information is provided to students through electronic platforms including email, CLP Blog and CLP Facebook Page. The career corner at the library is well maintained to provide the most updated information to students.

To provide first-hand University information to our students, we held our seventh University Fair on 13th October 2018. This year was the first time that our University Fair was independent from the British Council's Road Show. In this way, our committee had a larger flexibility in inviting the institutions that are more suitable for our students. In addition to a range of universities in Hong Kong, there were representatives from various universities from the UK, Australia, Switzerland, Singapore and Canada.

Internally, we also conducted a wide range of career talks for students during OLE lessons and some pastoral time. Guests from overseas universities were received from time to time to meet the career teachers and students. Individual and small group career consultations were available for students to sign up. Some graduates were also invited to conduct sharing sessions with the S5 and S6 students on a number of occasions, such as the S5 and S6 parents' nights. The JUPAS offer rate this year was 85.7% and the overseas studies rate was 23.7%.

On the life planning side, all S5 students participated in a career experiential programme at the Career Sparkle Centre of the St. James' settlement this year. During the half-day activity, students had chances to explore different career fields through hands-on activities. Apart from that, all S4 students participated in a life-experiential programme organized by Tung Wah Groups of Hospitals Community Service. Through the programme, students gained insight into life-planning and financial planning. This year we also organized our second work exploration day for S2 students, in which guests of different careers were invited to run activities with all our S3 students. A number of speakers were our alumni and parents. We look forward to having more collaboration with our alumni and parents as they have been very resourceful and supportive.

To strengthen the career guidance team, career guidance teachers have attended various seminars and training workshops offered by local and overseas institutions. The CLP head and coordinator attended a University exploration tour in Korea organized by the HKACMGM. The CLP coordinator completed a 100hour Career Guidance course offered by The Hong Kong Education University and attended a University conference in Boston during the summer.

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#### **4. Catering for Students with Special Education Needs (2017-18)**

The Inclusive and Gifted Education Committee (IGC) is responsible for the operation of the Special Education Needs (SEN) Policy. The committee is directly under the Academic Development Committee (ADC) and provides support to both academic and non-academic related aspects for students with SEN. The committee is facilitated by the Committee Head and 10 other members, including social workers (SW), a school-based educational psychologist (EP), and also our school-based speech therapist (ST).

To cater for individual learning needs, case conferences/consultations involving students and parents, our EP and/or SW, relevant teachers and Head of IGC were held. Accommodations such as small class grouping, special classroom setting and arrangements, after-school remedial classes, training workshops and Individual Education Plans (IEP) were adopted in accordance with individual needs. In addition to learning accommodations, special assessment and/or exam arrangements were provided to students in response to suggestions made in professional reports as well as to follow parent requests. The enhancement of new special examination arrangements was continued and for this year, an individual audio system was introduced to better support those who have difficulties listening through speakers in the examination room.

For early intervention and preventive measures, the IGC has received reports of suspected cases and referred them to our EP and ST for follow-up/diagnosis. To enhance junior form students' readiness for senior forms, our EP has organized a focus group to enhance targeted students' motivation and planning skills. To continue our support for students encountering challenges in Chinese reading and writing, an after-school support group named "WING scheme" was organised during the first and second term. At the same time, AConnect, 2 support groups (junior and senior form) for social skills development were provided by a social worker from Heep Hong Society.

For public examination special arrangement application, the committee processed numerous successful applications for HKDSE 2017 and 2018. Individual examination locations and times extension were also arranged during the pre-S1 HK Attainment Test in July 2018.

As we believe support for students is not only from a committee but on a whole school level, new mechanisms and systems for the student support portfolio were introduced so as to enhance information flow and maintain an opened two-way communication for our team and all relevant teachers of the students who needed our support. The system will be able to keep track of the student's progress throughout the time in the College effectively and efficiently.

To promote inclusive values among the teaching staff and students, a professional development / best practice sharing workshop was organized by the EP and the Head of IGC at the beginning of the year. An assembly on the topic of autism and how students in general can help to support autistic students, conducted by a social worker specialized in this area from Heep Hong Society, was hosted. A group of senior students also volunteered to serve at the Heep Hong Centre for children with autism where they got to meet and better understand their needs through games and activities they themselves designed.

For students who are gifted and talented, the IGC continues to nominate students to various

enrichment courses from different tertiary education institutions (HKU, CUHK and HKUST) and organisations, such as the Hong Kong Academy for Gifted Education. With around 15 courses and 50 students who were successfully nominated in various programmes, it has been another successful year for our students who aim high and strive for excellence.

## 5. Scholarship/Fee Remission Scheme

### A) 2017-2018 Fee remission granted to 54 students

% granted	100%	75%	50%	25%	Total	Total no. of Applicants
No. of students	22	14	9	9	54	57

### B) 2017-2018 Scholarship awarded to 86 students

% granted	100%	50%	20%	Total
No. of students	17	39	30	86

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## **6. Student Performance (see Appendix 1 for details of the Students' Award List 2017-18)**

### 6.1 Student Performance in Academics

Besides performing well in the annual Hong Kong Schools Speech Festival in both English and Chinese as we usually do, our students also did well in English debate (we won the Championship of the Secondary Schools Debating Competition), English public speaking (with three students going to the final of the RTHK The Speaker competition, one being named 'Speaker of the Year' and one coming third), English Poets, Chinese writing as well as Chinese speaking competitions in the year 2017-18. In addition, students also participated actively in many competitions and activities related to STEM education. We joined various competitions organised by Mathematical Olympiad and other organisations, and various science and IT-related (e.g. Coding, App Programming, etc.) competitions, and earned some prominent awards.

### 6.2 Student Performance in Cultural Areas

Students achieved good results as well in the Hong Kong Schools Music Festival last year. We also won some prizes in the inter-school drama competition and an arts competition, as well as the Mock Trial. A few students who are talented in filming also won prizes in a film production competition and a drone filming competition. Regarding Outstanding Students Award, our students were awarded a Merit in the Hong Kong Island Outstanding Student Award and Southern District Outstanding Student Award. Colin Chung, who was one of our S6 graduates in 2018, was awarded a Distinction in the latter award. He was also both the Champion and 3rd Runner-up in the Inter-school Go Competition this year.

### 6.3 Student Performance in Sports

Our athletes also did remarkably well this year, particularly in the areas of athletics, swimming and fencing. It has been the first time both our Boys' and Girls' Athletics Teams were competing in Division 1 of the Inter-school Athletics Competition. Lai Hiu Long (S2CM) got the gold medals in both 200m and 400m Boys C competitions. Our Girls' Swimming Team won the Championship in the Inter-school Swimming Competition and will be promoted to Division 1 next school year.

## 7. Financial Summary

### DSS Schools' Annual Financial Position Financial Summary for the 2016/2017 School Year

	Government Funds	Non-Gov't Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	58.35%	N.A.
School Fees	N.A.	34.66%
Donations, if any	N.A.	0.21%
Other Income, if any	0.45%	6.33%
<b>Total</b>	58.80%	41.20%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.35%	
Operational Expenses (including those for Learning and Teaching)	15.25%	
Fee Remission / Scholarship	4.18%	
Repairs and Maintenance	0.79%	
Depreciation	3.43%	
Miscellaneous	N.A.	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year #</b>	0.23 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	9.33 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

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

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Register of Donations Received by School (2017-18)

Item No.	Name of Donor	Description and value of donations received* (HK\$)	Quantity	Whether the donation received are solicited*	Date approved by IMC
1718001	Shi Hui Wen Secondary School	Used Archery Backstop Netting (2 sets) Used Target Face and Stand (2sets)	2 sets 2 sets	N/A	Para. 9.5 of IMC minutes dated 10/10/2017
1718002	Dr Wong (黃良會博士)	Used books Used bookshelves Wooden chairs 中國剪紙藝術卷軸一卷	85 pcs 7 pcs 2 pcs 1 pc	N/A	Para. 9.5 of IMC minutes dated 10/10/2017
1718003	The Chinese University of Hong Kong	Commercial Press-book coupon \$1,500	1 set	N/A	Para. 8.2 of IMC minutes dated 13/7/2018
1718004	Jockey Club	Used gym equipment Used Crosstrainer Inspire Console	1 set 1 set	N/A	Para. 8.2 of IMC minutes dated 13/7/2018
1718005	Biocor International	Used Microscope for Bio Lab (Model No. BX51TF Brand-Olympus)	1 set	N/A	Para. 8.2 of IMC minutes dated 13/7/2018
1718006	Lingnan Secondary School	Cash \$1,000 as traveling subsidy		N/A	Para. 8.2 of IMC minutes dated 13/7/2018

Notes:

\* Donations including cash grant in form of discount or commission fee to schools. According to EDBC24/2008, schools should not solicit donations or Advantages from trading operators/suppliers.

# A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

## 8. Capacity Enhancement Grant Report 2017-2018

Task Area	Major Area(s) of Concern	Strategies	Benefits Anticipated (e.g. how workload is alleviated)	Time Scale	Evaluation
Curriculum Development & Enhancement of students learning	To support the curriculum development of Liberal Studies and Life and Society	To recruit one full-time LS teacher	<p>Enhancing the establishment of the subject activities to facilitate students' value education and supplementary learning in LS outside classroom.</p> <p>Strengthening the quality of the school-based curriculum by substantiating the current affairs with concept application.</p>	From September 2017 to August 2018	<p>The grant has proved to be extremely helpful in assisting teachers in student enrichment programme. A full-time LS teacher and a full-time Chinese Language teacher have also been engaged to relieve our teachers so that more time and energy could be spent on evaluating the effectiveness of our Junior Secondary Curriculum and the implementation of NSS.</p> <p>Recommendations have already been drafted on the improvements of transition from junior levels to senior levels. In future, more NCS are expected to join our College, the grant would help assisting non-Chinese speaking students in adapting to our learning environment as early as possible.</p>

	To enlist the help of additional teaching staff to assist in non-Chinese speaking students (NCS) curriculum development	To recruit one full-time Chinese Language teacher	<p>Teachers were relieved of some of their workload. They could focus on Teaching &amp; Learning, reviewing the school-based curriculum and had more contact time with students.</p> <p>There were increasing number of NCS students joining the College. The NCS teacher conducted adjustment lessons, and also offered afterschool support for NCS students.</p>	From September 2017 to August 2018									
<p>Summary of the expenses of CEG Grant 2017/18</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">CEG Grant 2017/18 received</td> <td style="text-align: right;">\$604,344</td> </tr> <tr> <td>Less:</td> <td></td> </tr> <tr> <td>Salary for 2 Teachers</td> <td style="text-align: right;">(\$964,000)</td> </tr> <tr> <td style="padding-left: 40px;">Amount covered by School Fund</td> <td style="text-align: right;">(\$359,656)</td> </tr> </table>						CEG Grant 2017/18 received	\$604,344	Less:		Salary for 2 Teachers	(\$964,000)	Amount covered by School Fund	(\$359,656)
CEG Grant 2017/18 received	\$604,344												
Less:													
Salary for 2 Teachers	(\$964,000)												
Amount covered by School Fund	(\$359,656)												



## 9. School-based After-school Learning and Support Programmes 2017/18

Name of School: HKUGA College

Staff-in-charge: Karen Cho

Contact Telephone No.: 28708815

A. The number of students (count by heads) benefitted under the Grant is 12 (including A. 1 CSSA recipients, B. 9 SFAS full-grant recipients and C. 2 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/ Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Orchestra		2	1	90%	9/2017-8/2018	5,400	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Ms. Yeung Yuen Fung Lorraine	N.A.
Athletics Team		2		100%	9/2017-8/2018	4,000	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Mr. Leung Tat Wai & Ms. Wan Kin Yee	N.A.
Archery Team		1		100%	9/2017-8/2018	1,000	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Mr. Mui Kwan Shing	N.A.
Choir		1		100%	9/2017-8/2018	1,600	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Ms. Ho Pui Yin Tammy	N.A.
Handball Boys and Girls			1	90%	9/2017-8/2018	1,100	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Ms. Cheung Man Shan	N.A.
Basketball Girls Team		1		82%	9/2017-8/2018	1,900	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Ms. Chow Wai Ping	N.A.

Drum Team		1		100%	9/2017-8/2018	3,700	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Raw Music Workshop	N.A.
Volleyball Girls Team	1			25%	9/2017-8/2018	1,800	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Ms. Lam Yee Ting	Students with low attendance rate because of the frequently extension of tutorial lessons after school
Hospitality Team		1		100%	9/2017-8/2018	1,000	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Competition</li> <li>• Questionnaire</li> </ul>	Ms. Janet Ng & Ms. Vienna Chang	N.A.
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	1	9	2						
<b>**Total no. of man-times</b>	12								
					<b>Total Expenses</b>	21,500			

Note:

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

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of participation count: the aggregate of (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

## C. Project Effectiveness

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

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning	✓					
b) Students’ study skills	✓					
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
<b>Personal and Social Development</b>						
f) Students’ self-esteem						✓
g) Students’ self-management skills						✓
h) Students’ social skills						✓
i) Students’ interpersonal skills						✓
j) Students’ cooperativeness with others						✓
k) Students’ attitudes toward schooling						✓
l) Students’ outlook on life						✓
m) Your overall view on students’ personal and social development						✓
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community	✓					
q) Your overall view on students’ community involvement	✓					

## 10. Sister School Exchange Report 2017-18

### Part I: Details of Exchange Activities

Exchange Activities	Intended Objectives	Evaluation Results	Reflection and Follow up
<p><b><u>School teams' and student leaders' visit to further develop communication with students in Beijing sister school</u></b></p> <ul style="list-style-type: none"> <li>• Two school teams with their respective teachers/coaches going to visit the sister school in Beijing during term break or Easter break each year</li> <li>• Student leaders (Student Council Heads, Prefect Board Heads, House Captains and Peer Counselors) visiting the sister school and sharing with the students about their experiences of running different student organizations</li> <li>• Student leaders from both schools planning together the exchange events for their fellow students</li> </ul>	<ul style="list-style-type: none"> <li>• School teams of both schools sharing their experiences through friendly matches and other exchange events</li> <li>• Students teams from two schools bringing together talents of various aspects for students to learn from one another</li> <li>• Providing opportunities for S4 student leaders to get to know more about how schools operate in Beijing and how their counterparts learn</li> <li>• S4 student leaders of different student organizations sharing with the students in Beijing how they run different kinds of student organizations in HK and how all these benefit their learning and growth</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sports Competition</b> <ul style="list-style-type: none"> <li>○ Our football team, athletics team and badminton team were sent to our sister school Beijing Academy (BA) this year for the Annual Sister School Sports Cup.</li> <li>○ However, the orange pollution warning was hoisted during the three days that we were in BA, so all outdoor activities were prohibited.</li> <li>○ Fortunately, after discussing with BA teachers, we came up with a contingency plan. Instead of having outdoor competitions (football and track), we held rope skipping, Kingball (our school's traditional sports) and a badminton competition.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>○ Feedback collected from participating Principal/Vice-principal /teachers was extremely positive.</li> <li>○ The Head of PE of BA commented that it was a valuable experience for school teams from both schools to compete as they could learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Both sports and debate competitions have given students from both schools opportunities to work together towards the same goal and build a deeper connection than merely sharing their own experience.</li> <li>• It is recommended to <u>keep the sports competition</u> as an annual event and <u>involve other</u> school teams.</li> <li>• It is confirmed that Beijing Academy is going to visit us in November. Lesson observation and competitions will be arranged during their visit. The bonding between two schools is going to be stronger after each visit.</li> <li>• We are also considering sending students and teachers to BA in 2018-19 Easter for a week to study and teach. They would gain even more authentic experience and could learn from our counterpart and facilitate further exchange.</li> </ul>

and broaden their horizons and they invited us to visit again as soon as possible.

- P.E. from BA extended the invitation to our other sports teams.
- BA won the Sports Cup this year and our students reflected on how to improve and they sought advice from BA students and teachers on how to become better. That was the most important lesson of this trip, to be able to be a reflective and humble learner.
- Students from both school found the competition fun and great for building friendships with students from BA.

• **Debate Competition**

- This year, our Chinese debate team was sent to compete for the Sister School Annual Academic Cup. The topic was chosen by BA, 年青人應只爭朝夕.



- BA won the debate competition and took the cup home. Our students, both debaters and audience, and our teachers were amazed and impressed by the



excellent preparation and debating skills of BA debaters and it opened our students' eyes. They reflected on what they lacked and sought BA students' advice on how to improve in the future.

- Visiting BA East Campus

- We have also visited the East Campus of BA and explored opportunities for exchange in the future. The result is positive.
- BA East campus is currently twice the size of its west campus, which is the one we went to in the first 2 days. In three years, its new east campus is going to be 10 times bigger than the west campus. It has two football fields, dormitories, primary school and secondary school classes and 2 stadiums.





			
<p><b><u>Teachers visit on professional exchanges of pedagogies and curriculum planning</u></b></p> <ul style="list-style-type: none"> <li>• Department heads / coordinators / representatives from different departments visiting the sister school with an aim to open up professional dialogues on curriculum design, latest pedagogies, assessment means and other best practices.</li> <li>• Colleagues from the Science and Humanities departments visiting the sister school in 2017-18</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to share our practices and beliefs with their counterparts in Beijing and also learning from others' strengths</li> <li>• Before the online platform starts, the initial communication of the department leaders will focus on curriculum design, groupings of students and their experiences of managing the department.</li> </ul>	<ul style="list-style-type: none"> <li>• Colleagues from STEM, LS and PE visited BA and Shanghai schools this year.</li> <li>• Feedback from our colleagues was <u>positive</u> and the meeting was <u>productive</u>. The PE teachers from two schools exchanged their curriculums and discussed the rationale behind their curriculum design.</li> <li>• Our colleagues shared our curriculum plan, teaching materials and lesson videos with BA and they have shown us theirs.</li> </ul> <p><b>• Lesson Observation</b></p>  <ul style="list-style-type: none"> <li>• <b>Shanghai Schools Visit</b> <ul style="list-style-type: none"> <li>○ Our Principal, STEM and LS teachers, and our primary school Principal and teachers visited Shanghai Shidong Middle School, Shanghai Tianjaping High School and a STEM centre in Shanghai.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BA English Department is going to share with us their curriculum document to see if both schools can have lesson planning together or organize a competition online.</li> <li>• BA will be visiting our school in November. Lesson observations of other subjects will be arranged and professional exchanges will be conducted.</li> <li>• As this is only the first year that we visited Shanghai schools with the purpose of developing our STEM curriculum, further visits have to be arranged to gain a deeper understanding of our shanghai sister school curriculum.</li> </ul>

		 <ul style="list-style-type: none"> <li>○ We have established another sister school relationship with Shanghai Tianjabin High School.</li> <li>○ The main purpose of forming a sister school relationship with Shanghai Tianjabin is to explore ways to develop and perfect STEM Education.</li> </ul>	
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<p>Total man-times in all exchange activities in this school year 2017-18:</p> <p>Teachers: 9</p> <p>Students: 21</p>
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## Part 2: Financial Report

Item Name	Expenditure Item	Amount
Interactive Board for professional exchanges for School Management and teachers of both schools	Interactive Board	HK\$40,000
9 Teachers and 21 Students paid a 4-day-3-night trip to visit Beijing Academy	Cost of Trip (Airfare, Accommodation, Meals and Local Transport)	HK\$ 175,006.3



## 11. Report on the Use of Strengthening School Administration Management Grant

Name of School: HKUGA COLLEGE (District: Southern)

### Report on the Use of Strengthening School Administration Management Grant

(To be uploaded on the school's homepage before end-November 2018)

We (the School) have read and understand the stipulations stated in the EDB Circular Memorandum No.21/2016 on Strengthening School Administration Management (SAM) Grant. The Grant of \$250,000 was spent on purchases of different software system to facilitate and upgrade the administrative work in the areas of student data management, school premises management and information management and communication.

Area	Expected Results	Item	Evaluation Criteria (Indicator)	Expenditures	Evaluation
Student Data Management (Academic Performance)	<ul style="list-style-type: none"> <li>➤ To consolidate the academic performance results of students over the years</li> <li>➤ To keep track of students' previous achievements in individual subjects to gain a comprehensive understanding of students' learning progress</li> <li>➤ To assist school in taking follow-up actions on teaching and learning</li> </ul>	Online System for tracking Student Academic Performance	<ul style="list-style-type: none"> <li>➤ The Academic Development Committee (ADC) found that the data helped tracking of students' academic performance and planning for teaching strategy/curriculum management</li> </ul>	\$64,000	The system provides a clear picture for teachers to track the academic progress of each student and reduces the time for teachers to compile and merge data of different subjects.
Student Data Management (Student Behavior)	<ul style="list-style-type: none"> <li>➤ To enhance the communications between HOYs and teachers of the students' behavioral records</li> <li>➤ To provide a prompt message to class teachers and HOYs regarding student pastoral matters</li> </ul>	Customized Pastoral System	<ul style="list-style-type: none"> <li>➤ The Pastoral care Committee (PCC) found the communication between class teachers and other subject teachers was enhanced</li> </ul>	\$82,000	The system provides prompt notice to teachers for any pastoral record of their students. This reduces the workload of class teachers in monitoring pastoral records regularly.

Area	Expected Results	Item	Evaluation Criteria (Indicator)	Budget	Evaluation
Student Data Management (Extended Learning Activities)	<ul style="list-style-type: none"> <li>➤ To enhance the communication between school and parents</li> <li>➤ To provide a prompt message to parents regarding student ELAs matters such as attendance and performance</li> </ul>	Customized ELAs System	<ul style="list-style-type: none"> <li>➤ Parents were promptly informed when the students failed to turn up in ELA</li> <li>➤ The ELA Assistant could follow up with parents and Class Teachers on students' performance including attendance in ELA</li> </ul>	\$24,500	Parents would receive a message from the school for any absence case in ELA. The attendance record can be effectively handled by the ELA Assistant to save teacher advisors' and instructors' time.
Student Data Management (Student Record)	<ul style="list-style-type: none"> <li>➤ To generate school official transcript and testimonial</li> <li>➤ To improve the layout in the online student portfolio</li> </ul>	Customized Student Portfolio System	<ul style="list-style-type: none"> <li>➤ Career &amp; Life Planning Committee found the software facilitating and enhancing the production of transcript and testimonial</li> <li>➤ The online student portfolio was enhanced and it helped provide systematic information of each student</li> </ul>	\$46,000	Data are extracted automatically through the report card system to generate transcript and testimonial. The procedures of data handling are streamlined with high efficiency.

School Premises Management	<ul style="list-style-type: none"> <li>➤ To provide access for the teachers and students into certain Special Rooms with the use smart cards</li> <li>➤ To manage the usage of Special Rooms efficiently</li> </ul>	Electronic Entrance Security System	<ul style="list-style-type: none"> <li>➤ The Special Rooms could be fully and safely utilized</li> </ul>	\$33,500	The enter log are kept in the system and only permitted people are allowed to enter the room.
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## **Appendix 1: Students' Award List 2017-18**

### **Academics**

#### **AIMO Open Semi Final**

S3CL	Chung Ka Man	Bronze Honour
S3FN	Kam Wing Fai	Bronze Honour

#### **COMO Preliminary**

S2LW	Yan Hei Long Jonathan	Second Class Honour
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#### **HKMO & AIMO Open**

S2CM	Yeung Tik Long Bryan	Gold Honour
S3CL	Chung Ka Man	Bronze Honour
S3FN	Kam Wing Fai	Bronze Honour
S4CY	Chan Shun Hong	Bronze Honour

#### **Pui Ching Invitational Mathematics Competition Final 2017**

S2CW	Kwan Ching Yeung	Merit
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#### **2017 Australian National Chemistry Quiz**

S6HW	Chung Ho Lam Colin	High Distinction Excellent
S6HW	Hui Wilson Wing Sum	High Distinction Excellent
S6HW	Lo Si Tsai	High Distinction
S6HW	Suen Man Hin	High Distinction

#### **2017 UNESCO HK SDG Debating Competition- Semi-finalist**

S3CL	Cho Suet Hung
S3CL	Shung Ka Kiu
S4CY	Tang Yo
S4FW	Tse Hiu Yan
S4YC	Kirchhoff Pardis

#### **Hong Kong Secondary Schools Debating Competition (2017-18 Term 1)- Champion**

Team Members:	S2CM	Chan Michelle Sea Wing	S4CY	Tang Yo	S5LW	Kan Yik Hei
	S2CW	Tsui Ka Ying	S4FW	Tse Hiu Yan	S5ST	Cheung Yeuk Hang Joshua
	S2LW	Tam Samuel Eliot	S4YC	Kirchhoff Pardis	S5ST	Mak Sung Him Curtis

#### **Hong Kong Budding Poets (English) Award**

S3CT	Chang Hoi Kiu Athena	Gold Award (Open Section)
S5CC	Lau Hei Yuen	Gold Award (Open Section)
S5CC	Cheng Long Yin	Honorable Mention (Open Section)
S3CL	Ngan Ching Man Yola	Honorable Mention (Open Section)
S1CL	Chen Georgia To Sum	The Poet of the School (Secondary Section)

## 69th Hong Kong Schools Speech Festival

### Group Awards

#### Second in Harmonic Speaking (Boys and Girls)

#### Individual Awards

S1AL	Ng Chin Wai Denise	Second in Dramatic Duologue
S1CL	Chen Georgia To Sum	First in Solo Prose Reading
S1CL	Hung Kang Ting	First in Solo Verse Speaking
S1HI	Chan Justin Travis	First in Solo Verse Speaking
S1HI	Man Aliysa	Second in Solo Verse Speaking
S1KY	Barton Emma Patricia	Second in Dramatic Duologue
S2CK	Chiu Hoi Kin	Third in Solo Verse Speaking
S2CL	Cheng Long Hang	Second in Solo Verse Speaking
S2CL	Sze Cheuk Man	Third in Solo Verse Speaking
S2CM	Chan Michelle Sea Wing	Second in Solo Prose Reading
S2CM	Kon Wyn	Third in Solo Verse Speaking
S2CW	Kwok Kayla Sam Ci	Third in Solo Verse Speaking
S2CW	Lau Ming	Third in Solo Verse Speaking
S2LW	Lee Wing Yan	First in Dramatic Duologue
S2LW	Shih Wei Fan	First in Dramatic Duologue
S2LW	Hui Darwin	Third in Solo Verse Speaking
S3CL	Cheung Wai Tak	Third in Dramatic Duologue
S3CL	Kwan Lok Yin	Third in Dramatic Duologue
S3CT	Lai Yin Lok	Second in Solo Verse Speaking
S3FN	Low Kwan Yin	Third in Solo Verse Speaking
S4CC	Kwan Long Hei Linus	Second in Solo Verse Speaking
S4CY	Ip Long Chun	Second in Solo Prose Reading
S4FW	Yung Lung Tze	Third in Solo Prose Reading
S4YC	Low Poh Yue	Third in Solo Prose Reading; Certificate of Merit in Solo Verse Speaking
S5CC	Albuquerque Laila Joy	First in Solo Prose Reading; First in Public Speaking Solo
S5CC	Lau Hei Yuen	First in Solo Verse Speaking
S5CL	Bootwala Jason	Third in Solo Prose Reading

#### Computer App Programming 2017

S2LW	Hui Darwin	Merit
S4CY	Chan Shun Hong	Merit

#### Master Code 2017- Champion

Team Members:	S1CL	Tong Jamie Nib	S4FW	Cheng Wai Nam	S4FW	Ng Long Hin Ron
	S3CT	Cheng Yuet Kiu	S4FW	Cheng Nin Sun		

### PAP International Mathematics Invitation Competition

S1CL	Chang Wan Yau Samantha	Third Prize
S1CN	Ho Lok Him	First Prize
S1HI	Chan Ainod	First Prize
S2CW	Kwan Ching Yeung	Third Prize
S2LW	Woo Muk Yan Matthew	Third Prize
S3CL	Chan Zi Fung	Second Prize
S3CL	Wong Yeung Yi	Second Prize
S3FN	Yeung Ka Hin	Third Prize

### The HK Olympiad in Informatics HKOI 2017/18

S4CY	Lau Yan Hei	2nd Runner Up
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### 2017-2018 中國中學生作文大賽

S4CW	Leung Bi En	香港賽區金獎
S2LW	Tam Samuel Eliot	香港賽區金獎
S6LS	Lui Man Fu	香港賽區銅獎

### 全港中學「兩文三語」菁英大比拼(第十四屆)

S5ST	Lam Hei Suet Jessica	優秀作品
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### 2017 香港校際普通話朗誦比賽-團體誦- 季軍

### 第二十屆全港中小學普通話演講比賽 2018

S4CW	Chan Hon Chiu Marco	優異
S3CL	Lai Hiu Chi Emily	優異
S3BC	Tam Hoi Man	優異星

### 第六十九屆香港學校朗誦節

#### 團體獎項

詩詞集誦－普通話－中學一、二年級－男子或女子或男女合誦 - 優良

#### 個人獎項

S2CW	Tsui Ka Ying	普通話女子散文獨誦(中一中二)季軍
S1AL	Ip Shun Him Samuel	粵語男子詩詞獨誦(中一)冠軍
S1CL	Chang Wan Yau Samantha	粵語女子詩詞獨誦(中一)季軍
S1CL	Chia Audrey Cheuka	普通話女子詩詞獨誦(中一二)季軍
S1CL	Choi Hoi Lam	二人朗誦(中一二)季軍
S1CL	Ho Jianne	粵語女子詩詞獨誦(中一)季軍
S1CL	Li Chi Ying	二人朗誦(中一二)季軍
S1KY	Shiau Min Hao	粵語男子散文獨誦(中一)季軍
S1MY	Ng Ching Hang	普通話男子詩詞獨誦(中一二)亞軍
S2CM	Wong Michelle Jade	二人朗誦(中一二)冠軍
S2CW	Tsui Ka Ying	普通話女子詩詞獨誦(中一二)季軍
S2LW	Hui Darwin	普通話男子詩詞獨誦(中一二)亞軍
S2LW	Mok Tsz Yuen	二人朗誦(中一二)冠軍
S2LW	Wong Sheung Yee	普通話女子散文獨誦(中一中二)優良
S3BC	Lee Chun Lam	普通話男子詩詞獨誦(中三四)亞軍
S3CL	Hon Lok Sze	二人朗誦(中三四)亞軍
S3CL	Lok Wing Ching	二人朗誦(中三四)亞軍
S3CL	Shung Ka Kiu	粵語女子散文獨誦(中三)亞軍

S3CL	Wong Hau Wing	粵語女子散文獨誦(中三)季軍
S3CN	Chow Yan Hei	二人朗誦(中三四)亞軍
S3FN	Liu Ka Man	二人朗誦(中三四)亞軍
S4CW	Chan Hon Chiu Marco	普通話男子散文獨誦(中三中四)冠軍
S4CY	So Fermin	粵語男子詩詞獨誦(中四)季軍
S4CW	Chan Hon Chiu Marco	普通話男子詩詞獨誦(中三四)冠軍

### 第十二屆「善言巧論：全港學生口語溝通大賽」- 小組優異獎

Team Members:	S5CC	Chan Sheung Yiu	S5CL	Ng Hang Kei	S5LW	Ho Nga Kei Katie
	S5CC	Chan Sze Yui	S5LC	Fung Wing Lam	S5ST	Tong Hoi Yu
	S5CC	Lam Ming Yi				

### Hua Xia Cup Mathematics Competition 2018 (HK Region)

S3CL	Yau Cheuk Fung	First Class Honour
S3CL	Chan Zi Fung	Second Class Honour
S3BC	Chung Hon Yin	Second Class Honour
S2CW	Kwan Ching Yeung	Second Class Honour
S2CW	Tsai Owen	Second Class Honour
S3CL	Wong Yeung Yi	Second Class Honour
S3FN	Yeung Ka Hin	Second Class Honour
S1CL	Chang Wan Yau Samantha	Third Class Honour
S3CL	Chung Ka Man	Third Class Honour
S2CL	Fong Kai Chun	Third Class Honour
S2CM	Ho Pak Lam	Third Class Honour
S2CW	Lai Wing Yan	Third Class Honour
S2CW	Lau Ming	Third Class Honour
S2LW	Woo Muk Yan Matthew	Third Class Honour
S1KY	Yang Hannes	Third Class Honour

### Hua Xia Cup Mathematics Competition 2018 (South China Region)

S3FN	Yeung Ka Hin	Second Class Honour
S3BC	Chung Hon Yin	Third Class Honour
S3CL	Chung Ka Man	Third Class Honour
S2CL	Fong Kai Chun	Third Class Honour
S2CW	Kwan Ching Yeung	Third Class Honour
S2CW	Lau Ming	Third Class Honour

### Hua Xia Cup Mathematics Competition 2018 Final

S2CW	Kwan Ching Yeung	Third Class Honour
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### Joint-school Science Investigation and Technology Innovation Competition - Merit award

Team Members:	S3CL	Chan Oi Ching	S5LW	Ho Nga Kei Katie	S3CN	Young Songzheng Michael
	S3CL	Cheung Man Hei	S5LW	Kan Yik Hei	S3CL	Yu Guan Shu Godfrey
	S5ST	Cheung Wai Kan	S5ST	Ng Yat Ping Grace		

### Mathematics Book Report Competition for Secondary Schools (2017/18)

S2CW	Kwan Ching Yeung	Second Class Prize
S2LW	Tam Samuel Eliot	Second Class Prize

### Mathematics Project Competition for Secondary Schools

S1CL	Hung Kang Ting	Outstanding Performance
S1CL	Li Lecheng	Outstanding Performance
S1CL	Yeung Sheung San	Outstanding Performance

### PAN-Asia Pacific International Mathematics Invitation Competition 2017 Preliminary Round

S3BC	Chung Hon Yin	Third Prize
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### PAN-Asia Pacific International Mathematics Invitation Competition 2017 Semi-Final

S3BC	Chung Hon Yin	Merit Award
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### Statistics Project Competition for Secondary School Students-Prize for the Best Index Application (Senior Section)

Team Members:	S5CC	Albuquerque Laila Joy	S5LC	Cheung Ka Wai Keith	S5LC	Tse Tsz Chun
	S5CL	Chau Wing Kwan	S5ST	Shum Sze Ching	S5LC	Wong Ian Kunda

### Thailand International Mathematical Olympiad

S3BC	Chung Hon Yin	Silver Award
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### UKMT - Intermediate Mathematical Challenge 2018

S4FW	Cheng Sum Yuet Sarah	Best in Year, Best in School and Gold
S3CL	Shum Yuk Yi Joey	Best in Year and Gold
S4CY	Chan Shun Hong	Gold
S3CL	Cheung Ho Fai Brandon	Gold
S3CL	Hon Lok Sze	Gold
S4CY	Leung Ryan	Gold
S4FW	Lo Ting Yin	Gold
S4CW	Lok Cheuk Wing	Gold
S3CL	Shung Ka Kiu	Gold
S4CY	Siu Hoi Ching	Gold
S4CY	Wong Natalie	Gold
S4YC	Yeung Wayne Michael	Gold
S4FW	Yung Lung Tze	Gold

### United Kingdom Mathematics Trust (UKMT) - Junior Mathematical Challenge (JMC)

S1CN	Ho Lok Him	Gold Award	Best in Year
S2LW	Tam Samuel Eliot	Gold Award	Best in Year Best in School
S2CL	Chan Pak Lun	Gold Award	
S2CL	Cheng Long Hang	Gold Award	
S2CM	Choi Ka Yu	Gold Award	
S2CM	Chung Chun Lam Ryan	Gold Award	
S2CL	Fong Kai Chun	Gold Award	
S2CL	Heung Wing Tung	Gold Award	
S2LW	Kho Anthony Maynard Chua	Gold Award	
S2CW	Kwan Ching Yeung	Gold Award	
S1HI	Kwan Hui Yat	Gold Award	
S2CW	Lai Wing Yan	Gold Award	
S2CW	Lau Ming	Gold Award	
S1HI	Li Ho Hin	Gold Award	



S1CL	Li Lecheng	Gold Award
S2CL	Tan Jing Yee	Gold Award
S2CM	Ting Tin Chun Timothy	Gold Award
S2CM	Tsang Blanc	Gold Award
S2CK	Tung Kwan	Gold Award
S1KY	Wan Chun Fan	Gold Award
S2LW	Yan Hei Long Jonathan	Gold Award
S1CL	Yung Ka Wang	Gold Award

### **The 20th Hong Kong Youth Mathematics Genius Contest**

S3CL	Chan Zi Fung	Third Class Honour
S3FN	Yeung Ka Hin	Third Class Honour

### **Hong Kong Youth Science & Technology Innovation Competition 2017-2018**

S5CL	Hau Cheuk Lam Trummy	Merit
S5CL	Lee Chryseis	Merit
S5LC	Mak Hou Kwan	Merit
S1KY	Wong Chung Yin	Science Friction Drawing - Merit

### **The 20th Hong Kong Student Science Project Competition 2018 --Finalist, Honorable Mention (Junior Team: RE: DISCOVERY)**

Team Members: S3CL Ho Nga Kiu Kelly S3CL Hon Lok Sze S3CL Shung Ka Kiu

### **The 20th Hong Kong Youth Science and Technology Innovation Competition - Finalist, Merit (Junior Team: RE:DISCOVERY)**

Team Members: S3CL Ho Nga Kiu Kelly S3CL Hon Lok Sze S3CL Shung Ka Kiu

### **港澳盃初賽**

S2CL	Fong Kai Chun	Gold Award
S2LW	Leung Cheuk Hei	Gold Award
S4CY	Chan Shun Hong	Silver Award
S3CL	Chan Zi Fung	Silver Award
S5CL	Chau Wing Kwan	Silver Award
S2CM	Chung Chun Lam Ryan	Silver Award
S3CL	Chung Ka Man	Silver Award
S1CN	Ho Lok Him	Silver Award
S2CM	Ho Pak Lam	Silver Award
S2CW	Kwan Ching Yeung	Silver Award
S2CK	Lai Yat Nam	Silver Award
S4CC	Lam Cheuk Ling	Silver Award
S3CN	Lau Hin Yi	Silver Award
S2LW	Oh Sau Chak	Silver Award
S2CW	Tsai Owen	Silver Award
S3CL	Wong Yeung Yi	Silver Award
S2LW	Yan Hei Long Jonathan	Silver Award
S3CL	Yau Cheuk Fung	Silver Award
S1AL	Chan Yee Ching Jocelyn	Bronze Award
S3BC	Chung Hon Yin	Bronze Award

S2CH	Wong Cheuk Hei Matthew	Bronze Award
S2LW	Woo Muk Yan Matthew	Bronze Award
S3FN	Yeung Ka Hin	Bronze Award

### 港澳盃晉級賽

S3CL	Chung Ka Man	Silver Award
S2LW	Oh Sau Chak	Silver Award
S2LW	Woo Muk Yan Matthew	Silver Award
S3CL	Yau Cheuk Fung	Silver Award
S3BC	Chung Hon Yin	Bronze Award
S2CK	Lai Yat Nam	Bronze Award

### World Class Test Spring 2018(Secondary Level)

			Mathematics	Problem Solving
S1CL	17	Li Lecheng	Merit	Distinction
S2CM	1	Chan Ching Wai Stephanie		Merit
S2CW	18	Lau Ming	Merit	Merit
S2LW	29	Yan Hei Long Jonathan	Merit	Merit
S2LW	2	Chan Sze Wai Sophie		Distinction
S3BC	27	Wong Megan	Merit	
S3CL	25	So Eliz Bonnie		Distinction
S3CN	1	Chan Tsi Ho	Distinction	Distinction

### 聯校學生科研科創大賽--二等獎

Team members: S3CL Ho Nga Kiu Kelly S3CL Hon Lok Sze S3CL Shung Ka Kiu

### 機械人創意比賽之仿生動物

S1AL Au Ho Lam Champion

### 第十九屆消費文化考察報告獎 – 可持續消費創意設計

Team Members: S4CW Chiu Tsz Yin S4CY Yee Chun Yin

### The 23rd National Hua Luo-geng Cup Mathematics Competition Hong Kong

IHI Chan Ainod Second Class Honour

### The Speaker 2018

S3CN	Young Songzheng Michael	Champion - The Speaker of the Year
S3BC	Mak Ka Tung Amber	2nd Runner-up
S3BC	Lam Hi Yi	Top 10 Finalist

### 語出經人 經濟分析比賽 2017

Team Members: S6CL Chan Ching Yin Marcus S6HW Lo Si Tsai S6LW Lam Fung Wah  
S6CL Fan Chi Hang Angus S6LW Chan Man Ho

### Computer Science Challenge 2018

S3CL	Cheung Ho Fai Brandon	3rd Runner-up
S3CT	Hilton Kenneth Lloyd	3rd Runner-up

## Hong Kong Specimen Drawing Competition

S5ST	Chung Cheuk Wang	Highly Commended Award
S5LC	Chan Sze Heng	Merit
S5LC	Cheung Ka Wai Keith	Merit
S5ST	Cheung Wai Kan	Merit
S5LC	Choi Bok Man	Merit
S5LW	Ho Nga Kei Katie	Merit
S5LC	Mak Hou Kwan	Merit
S5CL	Ng Hang Kei	Merit
S5LC	Tse Tsz Chun	Merit
S5CL	Yam Wing Shan	Merit
S5LC	Yu Muk Fong	Merit
S5ST	Yung Ka Hei	Merit

## Cultural

### 2016 Hong Kong Island Outstanding Student Award

S3CL	Yau Cheuk Fung	Merit
S6HW	Lau Hei Wing	Merit

### Southern District Outstanding Student Award

S3CL	Cheung Man Hei	Merit
S3CL	Hon Lok Sze	Merit
S4CY	Tong Pun Yat	Merit
S6HW	Chung Ho Lam Colin	Distinction
S6HW	Lau Hei Lam	Merit

### Xu Beihong Cup International Arts Competition 2017 Hong Kong Division (Secondary Section)

S2CL	Sze Cheuk Man	First Class Award
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### HKVEP Video Contest

S6NW	Lai Ho Ting	The Best Video Award
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### The Society of Rehabilitation and Crime Prevention - Mock Trial

S5CC	Fung Wai Lim	Best Lawyer
S5ST	Lam Lok Yin	Best Lawyer
S5ST	Lam Lok Yin	Best Lawyer
S5CC	Lam Tim Yan	Best Witness
S5ST	Shum Sze Ching	Best Witness

### 生態電影創作比賽傑出獎- 得獎作品「骯髒的繁華」

Team Members: S5CC Lau Hei Yuen S5CC Wong Tsz Yui S5LC Cheung Ming Kit

### 第七屆全港中學生心理健康常識問答比賽- Certificate of Merit

Team Members: S5CC Chan Sze Yui S5LC Wong Wing Lam S5ST Kwan Ling Wah  
S5CL Hung Yu Ki S5LC Yu Muk Fong S5ST Lam Hei Suet Jessica  
S5CL Lam Ka Chun

### 2018 全港「無人機」比賽無人機短片拍攝比賽——季軍及最佳現場演繹

Team Members: S4CY Ip Long Chun S4CC Lam Kwan Yuet S3CL So Eliz Bonnie

## 70<sup>th</sup> Hong Kong Schools Music Festival

### Secondary School Choir - Foreign Language - Mixed Voice - Second Division – Junior Age 14 or under, treble voice only – First

S1CN	Lo Chong Hei	揚琴獨奏 - 高級組 - 冠軍
S1CL	Chan Shun Hei	Graded Piano Solo - Grade Six - Second
S1CN	Day Yan Ching	Flute Solo - Secondary School - Junior - Second
S1CN	Li Hiu Ching	Hong Kong Strings Scholarship for Stringed Instruments - Final - Third
S2CM	Chan Michelle Sea Wing	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under - Second
S4CY	Tong Pun Yat	Piano Duet - Senior - Third
S4YC	Ng Man Chiu Enrique	Alto Saxophone Solo - Secondary School - Senior - Second
S5LW	Kan Yik Hei	Flute Solo - Secondary School - Senior - First
		Treble Recorder Solo - Secondary School - Age 19 or under - Honours

## 第十五屆香港校際圍棋大賽

S4CY	Leung Ryan	中學組冠軍
S4YC	Chau Yui Hei	中學組冠軍
S4YC	Ng Man Chiu Enrique	中學組冠軍
S1HI	Fung King Lun	中學組殿軍
S2CM	Chan Marcus Tze Kwan	中學組殿軍
S2CW	Tsai Owen	中學組殿軍

## Hong Kong School Drama Festival - Award for Outstanding Cooperation

Team	S1AL	Wong Lok Ching	S1KY	Shiau Min Hao	S2CM	Kon Wyn
Members:	S1CL	Chen Georgia To Sum	S2CK	Lee Sze Wing	S2CW	Kwok Kayla Sam Ci
	S1CL	Kwok Nga Yee Bernadette	S2CL	Cheng Long Hang	S2CW	Lam Kwan Yat
	S1HI	Cheung Ying To	S2CL	Davison-Roberts, Jasmine Elizabeth K.	S2LW	Leung Wing Tin
	S1HI	Man Aliysa	S2CL	Gu Matthias Lucas Ting Hon	S2LW	Shih Wei Fan
	S1HI	Siu Pui Yuet	S2CL	Sit Ho Ming	S2LW	Wong Sheung Yee
	S1KY	Chow Ting Chin	S2CL	Tam Ching Chi	S5CC	Chung Yuet Ning
	S1KY	Qian Abigail Chen	S2CL	Lam Isaac		

## JA Company Programme 2017/18

S5CL	Yam Wing Shan	Most Valuable Team Player
S5LC	Wan Wing Chung	Most Improved Team Player

## Sports

### 2017/18 香港野外定向會錦標賽-中距離野名定向賽

S3CN	Lau Hin Yi	Champion
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### 2017 年度香港定向排名聯賽(短距離)

S3CN	Lau Hin Yi	1st Runner Up
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### 2017/18 香港野外定向會幹事盃暨公開賽

S3CN	Lau Hin Yi	Champion
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## 2017 年「鄒振先杯」粵港澳大灣區(東莞)青少年田徑邀請賽

S2CM	Lai Hiu Long	男子初中組 100 米 亞軍
		男子初中組 400 米 亞軍
S2CH	Lee Wing Yiu	女子初中組 100 米 冠軍
S2LW	Shiu Ho Ching Nika	女子初中組 400 米 冠軍

## Hong Kong Athletics Series 2017 - Series 4

S6LW	Yeung Ching	200m Champion
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## Hong Kong Junior Age Group Athletics Championships

S2CH	Lee Wing Yiu	200m Girls C 2nd runner-up
S2CM	Lai Hiu Long	200m Boys C Champion
		400m Boys C Champion
S2LW	Shiu Ho Ching Nika	400m Girls C 1st runner-up

## Watsons Athletic Club Annual Challenge 2017

S2CM	Lai Hiu Long	60m Boys C Champion
		200m Boys C Champion
		400m Boys C Champion
S6LW	Yeung Ching	100m Girls A2 1st runner up
		200m Girls A2 Champion
S6HW	Yeung Wing	100m Girls A2 2nd runner up
		Long Jump Girls A2 Champion
S2CH	Lee Wing Yiu	200m Girls C 2nd runner up
S2LW	Shiu Ho Ching Nika	400m Girls C 1st runner up

## Inter-School Athletics Competition 2017-2018 Division I

### Overall Boys C - 3rd runner up

#### Individual

S6LW	Yeung Ching	100m Girls A 3 <sup>rd</sup> runner up
		200m Girls A 3 <sup>rd</sup> runner up
S6HW	Yeung Wing	Long Jump Girls A 1 <sup>st</sup> runner up
S3CL	Ngan Ching Man Yola	200m Girls B 3 <sup>rd</sup> runner up
S2CH	Lee Wing Yiu	100m Girls C 2 <sup>nd</sup> runner up
		200m Girls C 1 <sup>st</sup> runner up
S1CL	Li Chi Ying	800m Girls C 2 <sup>nd</sup> runner up
S2CL	Chan Pak Lun	Discus Boys C 2 <sup>nd</sup> runner up
S2CM	Kong Siu Long	400m Boys C 2 <sup>nd</sup> runner up
S2CM	Lai Hiu Long	200m Boys C Champion
		400m Boys C Champion
S2CK	Wong Yu Hei	High Jump Boys C 2 <sup>nd</sup> runner up

### 4x100m Relay Girls A 2nd runner-up

Team Members:	S6LW	Yeung Ching	S6HW	Yeung Wing
	S5LC	Wong Wing Lam	S5CL	Hau Cheuk Lam Trammy
	S5CC	Man Hei Yuen		

### 4x100m Relay Girls C 3rd runner-up

Team Members:	S2CH	Lee Wing Yiu	S2CH	Cheng Tsz Ching
	S1AL	Wong Lok Ching	S2LW	Shiu Ho Ching Nika

### 4x400m Relay Boys C 2nd runner-up

Team Members:	S2CM	Lai Hiu Long	S2CM	Kong Siu Long
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S2CK Wong Yu Hei  
S1AL Young Songwei Palin

S1MY Chiu Pak Hei

### 2017 年深港擊劍冠軍賽

S3CL	Lai Hiu Chi Emily	女重個人少年乙組 第二名 女重少年甲組團體 第二名
S5CC	Chan Sze Yui	女佩個人少年甲組 第三名 女佩團體成人組 第二名

### HKSSF Inter-school Fencing Competition 2017-2018 HK Island Area

#### Girls Epee 3rd runner-up

#### Overall Girls - 2nd runner-up

#### Individual Awards

S1MY	Cheng Nga Chi	Individual Girls C Grade Sabre Champion
S3CL	Lai Hiu Chi Emily	Individual Girls B Epee 2nd runner up
S4CC	Chew Marco Long Yin	Individual Boys B Grade Epee 2nd runner up
S4CW	Lui Jin Man	Individual Boys B Grade Epee Champion
S4YC	Fung Pak Ying	Individual Girls B Grade Sabre 2nd runner up
S6CL	So Cham Man	Individual Boys A Grade Sabre 1st runner up

### Inter-School Cross Country Competition 2017-2018 Division III Area 3

#### Overall Girls C - Champion

#### Overall Girls - 1st runner-up

#### Overall Boys B - 3rd runner-up

#### Overall Boys C - 1st runner-up

#### Overall Boys - 2nd runner up

#### Individual Awards

S1MY	Chiu Pak Hei	Boys C 9th place
S2CM	Lai Hiu Long	Boys C 1st runner up
S4CY	So Fermin	Boys B 10th place
S2CW	Hung Lok Ching	Girls C 8th place
S2CL	Yu Hei Man	Girls C 7th place
S1CL	Li Chi Ying	Girls C 5th place
S3CN	Leung Ka Ching	Girls B 7th place

### Inter-School Swimming Competition 2017-2018 Division II

#### Overall Girls - Champion

#### Overall Girls B - 2nd runner-up

#### Overall Girls C – Champion

#### Individual Awards

6HW	Lau Hei Wing	50m Free Style Girls A 2 <sup>nd</sup> runner-up 50m Butterfly Girls A 2 <sup>nd</sup> runner-up
3CN	Leung Ka Ching	200m I.M. Girls B Champion 100m Free Style Girls B 1 <sup>st</sup> runner-up
2CW	Chang Hoi Ching	50m Breast Stroke Girls B 3 <sup>rd</sup> runner-up 100m Breast Stroke Girls B 3 <sup>rd</sup> runner-up
2CW	Hung Lok Ching	50m Butterfly Girls C Champion 100m Free Style Girls C 1 <sup>st</sup> runner-up
1CL	Li Chi Ying	100m Breast Stroke Girls C 3 <sup>rd</sup> runner-up
1CN	Lin Yuen Wa Eunice	50m Free Style Girls C 3 <sup>rd</sup> runner-up

### **4x50m Free Style Relay Girls A - 3rd runner-up**

Team Members: 6HW Lau Hei Wing 6HW Lau Hei Lam  
6CL Chow Nga Man Carmen 5CL Hau Cheuk Lam Trammy

### **4x50m Medley Relay Girls B - 1st runner-up**

Team Members: 3CT Chang Hoi Kiu Athena 3CL Cheung Man Hei 3CN Leung Ka Ching  
3BC Chu Hor Ting 2CW Chang Hoi Ching Jocelyn

### **4x50m Free Style Relay Girls C - Champion**

Team Members: 2CW Hung Lok Ching 2CW Lam Kwan Yat Kyla  
1CN Lin Yuen Wa Eunice 1CL Li Chi Ying

## **Inter-School Swimming Competition 2017-2018 Division 3 (Hong Kong)**

### **4x50m Medley Relay Boys B - Champion**

### **Overall Boys B - 1st runner-up**

### **Overall Boys - 2nd runner-up**

### **Individual Awards**

S4CC	Lam Kwan Yuet	100m Back Stroke Boys B 1 <sup>st</sup> runner-up
S4CC	Lam Kwan Yuet	50m Back Stroke Boys B 2 <sup>nd</sup> runner-up
S4CY	So Fermin	100m Breast Stroke Boys B Champion
S4CY	So Fermin	200m I.M. Boys B 1 <sup>st</sup> runner-up
S1AL	Wong Chun Yee	100m Breast Stroke 3 <sup>rd</sup> runner-up

## **The Invitation Relay of Canossa College Swimming Gala**

### **4x50m Free Style Relay - Champion**

Team Members: S4CY Cho Chun S3CN Leung Ka Ching  
S3BC Chu Hor Ting S2CW Lam Kwan Yat Kyla

## **The Invitation Relay of Canossa School (Hong Kong) Swimming Gala**

### **4x50m Free Style Relay - Champion**

Team Members: S4CY Cho Chun S3CN Leung Ka Ching  
S3BC Chu Hor Ting S2CW Lam Kwan Yat Kyla

## **Inter-school Table Tennis Competition Division II**

### **Girls A - 3rd runner up**

Team Members: S6HW Lai Long Yin S6HW Tse Cheuk Ling S5CL Hung Yu Ki  
S4CY Ng Man Chong S3FN Ng Man Yuet

### **Girls B - 2nd runner up**

Team Members: S3CT Foo Ka Wai S3FN Tung Kei Tung Jade  
S3CN O Yik Wai S4FW Cheng Sum Yuet Sarah

### **Overall Girls - 2nd runner up**

## **16<sup>th</sup> Rosaryhill Sports Tournament 2017-18 (Football)**

### **Champion**

## **Inter-Secondary Schools Competition BOCHK Rugby Sevens Cup 2017-2018**

### **Boys B - 2nd runner up**

### **Boys C - 2nd runner up**

### **Girls C - 3rd runner up**

## **All Hong Kong Inter-School Rugby Sevens Competition 2017-2018**

### **Boys C – Champion**

## **Inter-school Football Competition Division III (Hong Kong) Boys C – 1st runner up**

## **Inter-school Basketball Competition Division I Overall Girls – 3rd runner up**

### **2017/18 香港野外定向會錦標賽-中距離野名定向賽**

S3CN Lau Hin Yi Champion

### **2017 年度香港定向排名聯賽(短距離)**

S3CN Lau Hin Yi 1st Runner Up

### **2017/18 香港野外定向會幹事盃暨公開賽**

S3CN Lau Hin Yi Champion

### **2017 年「鄒振先杯」粵港澳大灣區(東莞)青少年田徑邀請賽**

S2CM Lai Hiu Long 男子初中組 100 米 亞軍

男子初中組 400 米 亞軍

S2CH Lee Wing Yiu 女子初中組 100 米 冠軍

S2LW Shiu Ho Ching Nika 女子初中組 400 米 冠軍

## **Hong Kong Athletics Series 2017 - Series 4**

S6LW Yeung Ching 200m Champion

## **Hong Kong Junior Age Group Athletics Championships**

S2CH Lee Wing Yiu 200m Girls C 2nd runner up

S2CM Lai Hiu Long 200m Boys C Champion

400m Boys C Champion

S2LW Shiu Ho Ching Nika 400m Girls C 1st runner-up

## **Watsons Athletic Club Annual Challenge 2017**

S2CM Lai Hiu Long 60m Boys C Champion

200m Boys C Champion

400m Boys C Champion

S6LW Yeung Ching 100m Girls A2 1st runner up

200m Girls A2 Champion

S6HW Yeung Wing 100m Girls A2 2nd runner up

Long Jump Girls A2 Champion

S2CH Lee Wing Yiu 200m Girls C 2nd runner up

S2LW Shiu Ho Ching Nika 400m Girls C 1st runner up

## **Inter-School Athletics Competition 2017-2018 Division I**

### **Overall Boys C - 3rd runner up**

#### **Individual**

S6LW Yeung Ching 100m Girls A 3<sup>rd</sup> runner up

200m Girls A 3<sup>rd</sup> runner up

S6HW Yeung Wing Long Jump Girls A 1<sup>st</sup> runner up

S3CL Ngan Ching Man Yola 200m Girls B 3<sup>rd</sup> runner up

S2CH Lee Wing Yiu 100m Girls C 2<sup>nd</sup> runner up

200m Girls C 1<sup>st</sup> runner up



S1CL	Li Chi Ying	800m Girls C 2 <sup>nd</sup> runner up
S2CL	Chan Pak Lun	Discus Boys C 2 <sup>nd</sup> runner up
S2CM	Kong Siu Long	400m Boys C 2 <sup>nd</sup> runner up
S2CM	Lai Hiu Long	200m Boys C Champion
		400m Boys C Champion
S2CK	Wong Yu Hei	High Jump Boys C 2 <sup>nd</sup> runner up

#### **4x100m Relay Girls A 2nd runner-up**

Team Members:	S6LW	Yeung Ching	S6HW	Yeung Wing
	S5LC	Wong Wing Lam	S5CL	Hau Cheuk Lam Trammy
	S5CC	Man Hei Yuen		

#### **4x100m Relay Girls C 3rd runner-up**

Team Members:	S2CH	Lee Wing Yiu	S2CH	Cheng Tsz Ching
	S1AL	Wong Lok Ching	S2LW	Shiu Ho Ching Nika

#### **4x400m Relay Boys C 2nd runner-up**

Team Members:	S2CM	Lai Hiu Long	S2CM	Kong Siu Long
	S2CK	Wong Yu Hei	S1MY	Chiu Pak Hei
	S1AL	Young Songwei Palin		

#### **2017 年深港擊劍冠軍賽**

S3CL	Lai Hiu Chi Emily	女重個人少年乙組 第二名
		女重少年甲組團體 第二名
S5CC	Chan Sze Yui	女佩個人少年甲組 第三名
		女佩團體成人組 第二名

#### **HKSSF Inter-school Fencing Competition 2017-2018 HK Island Area**

##### **Girls Epee 3rd runner-up**

##### **Overall Girls - 2nd runner-up**

##### **Individual Awards**

S1MY	Cheng Nga Chi	Individual Girls C Grade Sabre Champion
S3CL	Lai Hiu Chi Emily	Individual Girls B Epee 2nd runner up
S4CC	Chew Marco Long Yin	Individual Boys B Grade Epee 2nd runner up
S4CW	Lui Jin Man	Individual Boys B Grade Epee Champion
S4YC	Fung Pak Ying	Individual Girls B Grade Sabre 2nd runner up
S6CL	So Cham Man	Individual Boys A Grade Sabre 1st runner up

#### **Inter-School Cross Country Competition 2017-2018 Division III Area 3**

##### **Overall Girls C - Champion**

##### **Overall Girls - 1st runner-up**

##### **Overall Boys B - 3rd runner-up**

##### **Overall Boys C - 1st runner-up**

##### **Overall Boys - 2nd runner up**

##### **Individual Awards**

S1MY	Chiu Pak Hei	Boys C 9th place
S2CM	Lai Hiu Long	Boys C 1st runner up
S4CY	So Fermin	Boys B 10th place
S2CW	Hung Lok Ching	Girls C 8th place
S2CL	Yu Hei Man	Girls C 7th place
S1CL	Li Chi Ying	Girls C 5th place
S3CN	Leung Ka Ching	Girls B 7th place

## Inter-School Swimming Competition 2017-2018 Division II

### Overall Girls - Champion

### Overall Girls B - 2nd runner-up

### Overall Girls C – Champion

#### Individual Awards

6HW	Lau Hei Wing	50m Free Style Girls A 2 <sup>nd</sup> runner-up
		50m Butterfly Girls A 2 <sup>nd</sup> runner-up
3CN	Leung Ka Ching	200m I.M. Girls B Champion
		100m Free Style Girls B 1 <sup>st</sup> runner-up
2CW	Chang Hoi Ching	50m Breast Stroke Girls B 3 <sup>rd</sup> runner-up
		100m Breast Stroke Girls B 3 <sup>rd</sup> runner-up
2CW	Hung Lok Ching	50m Butterfly Girls C Champion
		100m Free Style Girls C 1 <sup>st</sup> runner-up
1CL	Li Chi Ying	100m Breast Stroke Girls C 3 <sup>rd</sup> runner-up
1CN	Lin Yuen Wa Eunice	50m Free Style Girls C 3 <sup>rd</sup> runner-up

### 4x50m Free Style Relay Girls A - 3rd runner-up

Team Members:	6HW	Lau Hei Wing	6HW	Lau Hei Lam
	6CL	Chow Nga Man Carmen	5CL	Hau Cheuk Lam Trammy

### 4x50m Medley Relay Girls B - 1st runner-up

Team Members:	3CT	Chang Hoi Kiu Athena	3CL	Cheung Man Hei	3CN	Leung Ka Ching
	3BC	Chu Hor Ting	2CW	Chang Hoi Ching Jocelyn		

### 4x50m Free Style Relay Girls C - Champion

Team Members:	2CW	Hung Lok Ching	2CW	Lam Kwan Yat Kyla
	1CN	Lin Yuen Wa Eunice	1CL	Li Chi Ying

## Inter-School Swimming Competition 2017-2018 Division 3 (Hong Kong)

### 4x50m Medley Relay Boys B - Champion

### Overall Boys B - 1st runner-up

### Overall Boys - 2nd runner-up

#### Individual Awards

S4CC	Lam Kwan Yuet	100m Back Stroke Boys B 1 <sup>st</sup> runner-up
S4CC	Lam Kwan Yuet	50m Back Stroke Boys B 2 <sup>nd</sup> runner-up
S4CY	So Fermin	100m Breast Stroke Boys B Champion
S4CY	So Fermin	200m I.M. Boys B 1 <sup>st</sup> runner-up
S1AL	Wong Chun Yee	100m Breast Stroke 3 <sup>rd</sup> runner-up

## The Invitation Relay of Canossa College Swimming Gala

### 4x50m Free Style Relay - Champion

Team Members:	S4CY	Cho Chun	S3CN	Leung Ka Ching
	S3BC	Chu Hor Ting	S2CW	Lam Kwan Yat Kyla

## The Invitation Relay of Canossa School (Hong Kong) Swimming Gala

### 4x50m Free Style Relay - Champion

Team Members:	S4CY	Cho Chun	S3CN	Leung Ka Ching
	S3BC	Chu Hor Ting	S2CW	Lam Kwan Yat Kyla

## Inter-school Table Tennis Competition Division II

### Girls A - 3rd runner up

Team Members:	S6HW	Lai Long Yin	S6HW	Tse Cheuk Ling	S5CL	Hung Yu Ki
	S4CY	Ng Man Chong	S3FN	Ng Man Yuet		

### Girls B - 2nd runner up

Team Members:	S3CT	Foo Ka Wai	S3FN	Tung Kei Tung Jade
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**Overall Girls - 2nd runner up****16<sup>th</sup> Rosaryhill Sports Tournament 2017-18 (Football)  
Champion****Inter-Secondary Schools Competition BOCHK Rugby Sevens Cup 2017-2018****Boys B - 2nd runner up****Boys C - 2nd runner up****Girls C - 3rd runner up****All Hong Kong Inter-School Rugby Sevens Competition 2017-2018****Boys C – Champion****Inter-school Football Competition Division III (Hong Kong)****Boys C – 1st runner up****Inter-school Basketball Competition Division I****Overall Girls – 3rd runner up****2017/18 香港野外定向會錦標賽-中距離野名定向賽**

S3CN Lau Hin Yi Champion

**2017 年度香港定向排名聯賽(短距離)**

S3CN Lau Hi Yi 1st Runner Up

**2017/18 香港野外定向會幹事盃暨公開賽**

S3CN Lau Hin Yi Champion

**2017 年「鄒振先杯」粵港澳大灣區(東莞)青少年田徑邀請賽**

S2CM Lai Hiu Long 男子初中組 100 米 亞軍

男子初中組 400 米 亞軍

S2CH Lee Wing Yiu 女子初中組 100 米 冠軍

S2LW Shiu Ho Ching Nika 女子初中組 400 米 冠軍

**Hong Kong Athletics Series 2017 - Series 4**

S6LW Yeung Ching 200m Champion

**Hong Kong Junior Age Group Athletics Championships**

S2CH Lee Wing Yiu 200m Girls C 2nd runner-up

S2CM Lai Hiu Long 200m Boys C Champion

400m Boys C Champion

S2LW Shiu Ho Ching Nika 400m Girls C 1st runner-up

**Watsons Athletic Club Annual Challenge 2017**

S2CM Lai Hiu Long 60m Boys C Champion

200m Boys C Champion

400m Boys C Champion

S6LW Yeung Ching 100m Girls A2 1st runner up

200m Girls A2 Champion

S6HW Yeung Wing 100m Girls A2 2nd runner up

Long Jump Girls A2 Champion

S2CH	Lee Wing Yiu	200m Girls C 2nd runner up
S2LW	Shiu Ho Ching Nika	400m Girls C 1st runner up

### Inter-School Athletics Competition 2017-2018 Division I

#### Overall Boys C - 3rd runner up

##### Individual

S6LW	Yeung Ching	100m Girls A 3 <sup>rd</sup> runner up
		200m Girls A 3 <sup>rd</sup> runner up
S6HW	Yeung Wing	Long Jump Girls A 1 <sup>st</sup> runner up
S3CL	Ngan Ching Man Yola	200m Girls B 3 <sup>rd</sup> runner up
S2CH	Lee Wing Yiu	100m Girls C 2 <sup>nd</sup> runner up
		200m Girls C 1 <sup>st</sup> runner up
S1CL	Li Chi Ying	800m Girls C 2 <sup>nd</sup> runner up
S2CL	Chan Pak Lun	Discus Boys C 2 <sup>nd</sup> runner up
S2CM	Kong Siu Long	400m Boys C 2 <sup>nd</sup> runner up
S2CM	Lai Hiu Long	200m Boys C Champion
		400m Boys C Champion
S2CK	Wong Yu Hei	High Jump Boys C 2 <sup>nd</sup> runner up

#### 4x100m Relay Girls A 2nd runner-up

Team Members:	S6LW	Yeung Ching	S6HW	Yeung Wing
	S5LC	Wong Wing Lam	S5CL	Hau Cheuk Lam Trammy
	S5CC	Man Hei Yuen		

#### 4x100m Relay Girls C 3rd runner-up

Team Members:	S2CH	Lee Wing Yiu	S2CH	Cheng Tsz Ching
	S1AL	Wong Lok Ching	S2LW	Shiu Ho Ching Nika

#### 4x400m Relay Boys C 2nd runner-up

Team Members:	S2CM	Lai Hiu Long	S2CM	Kong Siu Long
	S2CK	Wong Yu Hei	S1MY	Chiu Pak Hei
	S1AL	Young Songwei Palin		

### 2017 年深港擊劍冠軍賽

S3CL	Lai Hiu Chi Emily	女重個人少年乙組 第二名
		女重少年甲組團體 第二名
S5CC	Chan Sze Yui	女佩個人少年甲組 第三名
		女佩團體成人組 第二名

### HKSSF Inter-school Fencing Competition 2017-2018 HK Island Area

#### Girls Epee 3rd runner-up

#### Overall Girls - 2nd runner-up

##### Individual Awards

S1MY	Cheng Nga Chi	Individual Girls C Grade Sabre Champion
S3CL	Lai Hiu Chi Emily	Individual Girls B Epee 2nd runner up
S4CC	Chew Marco Long Yin	Individual Boys B Grade Epee 2nd runner up
S4CW	Lui Jin Man	Individual Boys B Grade Epee Champion
S4YC	Fung Pak Ying	Individual Girls B Grade Sabre 2nd runner up
S6CL	So Cham Man	Individual Boys A Grade Sabre 1st runner up

### Inter-School Cross Country Competition 2017-2018 Division III Area 3

#### Overall Girls C - Champion

#### Overall Girls - 1st runner-up

#### Overall Boys B - 3rd runner-up

## **Overall Boys C - 1st runner-up**

## **Overall Boys - 2nd runner up**

### **Individual Awards**

S1MY	Chiu Pak Hei	Boys C 9th place
S2CM	Lai Hiu Long	Boys C 1st runner up
S4CY	So Fermin	Boys B 10th place
S2CW	Hung Lok Ching	Girls C 8th place
S2CL	Yu Hei Man	Girls C 7th place
S1CL	Li Chi Ying	Girls C 5th place
S3CN	Leung Ka Ching	Girls B 7th place

## **Inter-School Swimming Competition 2017-2018 Division II**

### **Overall Girls - Champion**

### **Overall Girls B - 2nd runner-up**

### **Overall Girls C – Champion**

#### **Individual Awards**

6HW	Lau Hei Wing	50m Free Style Girls A 2 <sup>nd</sup> runner-up
		50m Butterfly Girls A 2 <sup>nd</sup> runner-up
3CN	Leung Ka Ching	200m I.M. Girls B Champion
		100m Free Style Girls B 1 <sup>st</sup> runner-up
2CW	Chang Hoi Ching	50m Breast Stroke Girls B 3 <sup>rd</sup> runner-up
		100m Breast Stroke Girls B 3 <sup>rd</sup> runner-up
2CW	Hung Lok Ching	50m Butterfly Girls C Champion
		100m Free Style Girls C 1 <sup>st</sup> runner-up
1CL	Li Chi Ying	100m Breast Stroke Girls C 3 <sup>rd</sup> runner-up
1CN	Lin Yuen Wa Eunice	50m Free Style Girls C 3 <sup>rd</sup> runner-up

### **4x50m Free Style Relay Girls A - 3rd runner-up**

Team Members:	6HW	Lau Hei Wing	6HW	Lau Hei Lam
	6CL	Chow Nga Man Carmen	5CL	Hau Cheuk Lam Trummy

### **4x50m Medley Relay Girls B - 1st runner-up**

Team Members:	3CT	Chang Hoi Kiu Athena	3CL	Cheung Man Hei	3CN	Leung Ka Ching
	3BC	Chu Hor Ting	2CW	Chang Hoi Ching Jocelyn		