



**SKH Lui Ming Choi
Secondary School
School Report**

2015-2016

Key Elements of the School Report

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(1) Our School

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “Leadership, Motivation and Caring”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

- (1) develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
- (2) foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
- (3) nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <http://www.chsc.hk/ssp2015/eng/index.php> for public reference.

(2) Achievements and Reflection on Major Concerns

Priority Task 1: Excel (Striving for Excellence)

<p>Achievements</p> <p>(i) Stretching students' academic potential</p> <ul style="list-style-type: none">• Language consolidation, logical thinking and communication skills consolidation<ul style="list-style-type: none">➤ Teachers had spent much time preparing a number of new subject-based learning packages to enhance self-learning of students, from vocabulary to grammatical structure, to common misconceptions and to various critical thinking, learning and examination skills.• General and subject content knowledge consolidation<ul style="list-style-type: none">➤ A new reading scheme was successfully rolled out in the junior forms through the concerted effort of various subject departments and the Reading to Learn Committee.➤ A wide selection of books was offered to students, extending their reading to various classical and contemporary works both in English and Chinese, as well as reading that helps develop their positive life values and Christian faith. <p>(ii) Continual lesson study to enhance student learning</p> <ul style="list-style-type: none">➤ Lesson study was conducted by all subject departments to rethink and develop alternate strategies to further enhance learning of both junior and senior form students, especially in developing their critical thinking skills and language abilities.➤ New lesson designs or learning materials were developed.
<p>Reflection</p> <p>(i) Stretching students' academic potential</p> <ul style="list-style-type: none">• Language consolidation, logical thinking and communication skills consolidation<ul style="list-style-type: none">➤ student surveys have shown to be useful in facilitating their learning.• General and subject content knowledge consolidation<ul style="list-style-type: none">➤ Both student and teacher feedbacks were generally positive. <p>(ii) Continual lesson study to enhance student learning</p> <ul style="list-style-type: none">➤ Internal assessment results of a number of subjects showed students making progress in critical thinking skills they had particularly worked on.➤ More focused remedial measures and subject-based bridging programmes were developed by individual departments to cater for the needs of students with different abilities and results were also found to be encouraging.

Priority Task 2: Engage (Life building through engagement)

Achievements

(i) Developing students' leadership potential

- Many more students were pulled out by their teachers to join in various kinds of programmes or competitions that they believe could arouse students' interest, increase students' confidence and sense of achievement, as well as to motivate them to strive for the better, tying in with the goal of our first major concern.
- On the social and humanities side, students were engaged in the Reading Forum, Youth Economics Forum, and World Peace Forum & International Affairs Competition. All students involved were positive towards the experience and shared that they had learnt from others' creativity through different ways of book presentation; gained deeper understanding of economics through analyzing and debating on public policies; as well as realised their global citizenship as they held rational discussions on international affairs of global concerns.
- In the domain of Science and Technology, over 30 students had been engaged in different summer programmes in local universities, ranging from Applied Biology to Organic Chemistry to Physics, and from Design to Computer Science and Programming. The school had tried in every way to find subsidies for students with financial need, so that our students would not be disadvantaged in joining these programmes which could enhance their intellectual development and charisma as a knowledgeable leader.

(ii) Continual inter-disciplinary cooperation in enhancing students' development of various generic skills and moral values

- Interdisciplinary collaboration was conducted across subject departments and committees to rethink and develop alternate strategies to further enhance learning of both junior and senior form students, especially in developing their critical thinking skills and language abilities. The Values Education Committee worked together with the Assembly Committee to promote the values set for the year: be inquisitive, enterprising and rational, by inviting teachers to take turns to share their experience and ideas on the values in the assembly.

Reflection

(i) Developing students' leadership potential

- Student feedback showed that such exposure had challenged them to exert their potential and enlightened them on higher expectations that they could set for themselves.
- All students involved were positive towards the experience and shared that they had learnt from others' creativity through different ways of book presentation; gained deeper understanding of economics through analyzing and debating on public policies; as well as realised their global citizenship as they held rational discussions on international affairs of

global concerns.

- Student reflection showed positive responses and expressed that their intellectual development was enhanced.
- (ii) Continual inter-disciplinary cooperation in enhancing students' development of various generic skills and moral values
- More different kinds of collaboration would be arranged in the coming year.

Priority Task 3: Enlighten (Life broadening through enlightenment)

Achievements

- (i) Widening students' horizon and inspiring students in the search of their purpose and goal in life
1. School-based curriculum (formal and informal) in life planning and career education to guide students know more about themselves and to identify their goals and ways to achieve their goals
 - The Guidance Committee, Career Education Committee and Life Education Department collaborated to inspire students in understanding more about themselves, developing ways to overcome different temptations and setting goals for their life. The committees constantly explored and engaged students in a vast range of learning opportunities including workshops, adventurous games, visits to universities and work places, job-shadowing etc.
 - The span of work experience had expanded this year and students had placement experiences in nursing, property management, nursery education, hotel and hospitality, retail and banking, etc.
 - To enlighten students, even studies in Germany were introduced to inspire them of alternatives in life which they might not even have thought of before.
 2. Strategic arrangement of students for exchanges and study tour to widen their horizon
 - The Study Tour and Student Exchange Committee had strategically arranged more exchanges and overseas study tour this year to increase the exposure of our students and in turn widen their horizon.
 - There was an exchange student from Mexico.
 - For the first time, we hosted some students from Singapore, who spent time having lessons in our school and had science interflow and other cultural exchanges with our students. This not only enabled our students to interact more actively with others in English, it also allowed them to know more about life in Singapore, as well as to make friends round the globe.
 - Regarding overseas study tours, apart from the Environmental Conservation Tour to

Taiwan, for the first time, we had a group of students who went on a historical and cultural tour to Japan and another group on a Sports training tour to Taiwan. We also managed to arrange for a 16-day English and Cultural exchange tour to Australia again this summer. Over 100 students joined the various study tours and exchanges and subsidies were provided to those with financial need.

3. Strategic planning of class teacher period to enhance life and goal inspirations

- Some class teachers were beginning to take turns to share about their life and experience in relation to the 3 values of the school, to be inquisitive, enterprising and rational. Students were attentive and showed interest in the teachers' sharing.

4. Church-school cooperation in the spiritual awakening of students through specially designed activities to help them find their purpose and mission of life

- Students were also enlightened in their quest of faith and life. The whole F3 was arranged to visit places of worship of different religions and shared their findings and reflections on religion and life through class presentations in their Religious Education lessons.
- The whole F4 was led through a life reflection series to understand more about challenges faced in one's life and ways to overcome them based on Biblical principles, they were also engaged in leading the whole F2 to go through similar reflections through designing and conducting group games for them.
- A Gospel Camp was organized this year with the help of the School Chaplain and dedicated teachers. 60 students enjoyed a 3-day-2-night camp together, being enlightened in their exploration of Christian faith and their life, and building up the friendship with Jesus.

(ii) Continual inspiration for teachers in educating 21st century learners

- Strategic plan for teachers to continually develop themselves and to keep abreast of the education direction and needs of students such that they could reflect, review on their teaching and refine where appropriate
 - Staff development programmes helping staff to face adversity challenges, sharpen their skills such as questioning techniques and assessment for learning, etc. were arranged.
 - Around 10 teachers were strategically arranged to attend training on Language Across Curriculum to enhance student learning.
 - Professional development on the departmental level was developing and some departments were beginning to make strategic plans for different members to take turns to be trained and share in the departmental meeting after the training.

Reflection

- (i) Widening students' horizon and inspiring students in the search of their purpose and goal in life
1. School based curriculum (formal and informal) in life planning and career education to guide students know more about themselves and to identify their goals and ways to achieve their goals
 - Student survey results and teacher observation all showed students had benefitted from the various experiences provided.
 2. Strategic arrangement of students for exchanges and study tour to widen their horizon
 - All reflections collected from students were positive with the gain not just in knowledge, but in the understanding of the culture of other places, as well as in building up their generic skills such as collaboration skills, self-management skills, English communication skills, etc.
 3. Strategic planning of class teacher period to enhance life and goal inspirations
 - More strategic planning in relation to the use of the class teacher would be followed up in the next school year.
 4. Church-school cooperation in the spiritual awakening of students through specially designed activities to help them find their purpose and mission of life
 - Reflections on religion and life through class presentations in their Religious Education lessons showed students' quest to know more about life.
 - The feedback from the whole F4 was generally positive and observation showed how they were able to integrate the Biblical principles to overcome challenges in the games designed and in their explanations to the F2 students.
 - Student feedback on the Gospel camp was positive and showed reflection on life during the camp.
- (ii) Continual inspiration for teachers in educating 21st century learners
- Strategic plan for teachers to continually develop themselves and to keep abreast of the education direction and needs of students such that they could reflect, review on their teaching and refine where appropriate.
 - More strategic plans would be made to arrange and encourage teachers to explore different areas that would enhance their educating of students of the 21st century.

(3) Our Learning and Teaching

English is the medium of instruction. To facilitate learning in English, the school placed a lot of resources on promoting Language Across Curriculum and enhancing students English Language skills. Teachers continued with professional development in working through an inter-disciplinary approach to design teaching materials and learning packages which enabled students to acquire the required English language skills while studying the different subjects.

Laying a sound foundation in both languages, as well as building up generic skills and moral values are of fundamental importance to students. The junior secondary reading scheme newly introduced this year greatly enhanced reading to learn as well as reading across curriculum. Students read almost 70 books in their three years of junior secondary life, in English and in Chinese, from the classics to contemporary work, from detective stories intended to train logical reasoning to non-fiction intended to train up effectiveness as teens, and from entertaining readers that bring relaxation to students to Christian witnesses which inspire them in their way to conduct life.

In alignment with the major concerns in stretching students to excel through engaging them in different learning opportunities and enlightening them through the process, subject departments and committees had continued to explore alternate strategies and different activities for the students.

Gaining experience from last year, the lesson studies this year were more systematically carried out by different subject departments. Teachers collaborated to explore and try out new teaching designs to tackle students' major weakness. Analysis of students' major weaknesses was done by the Curriculum Development Committee and shared among teachers to facilitate interdisciplinary collaboration to tackle the weakness where appropriate. Learning and teaching were enhanced as students showed improvement in their learning outcome.

Continuous assessment continued to be tried out this year to help students do regular revision as well as for teachers to better assess the progress of teaching and make necessary adjustment to enhance student learning.

The e-learning environment and culture were continuously enhanced. More e-tablets were purchased for use of teachers and students to facilitate learning and teaching. There was an increasing use of e-tablets facilitate students' self-learning of various subjects.

(4) Support for Student Development

In alignment with the School Major Concern “Excel, Engage and Enlighten”, students were engaged in a variety of learning opportunities that support their overall personal development. Teachers played an important role in encouraging students and nominating them to different programmes and competitions to build them up in their academic strength as well as their leadership qualities. In widening their horizon, students were inspired to further seek out for themselves opportunities towards accomplishing these goals.

Students were developed in different domains apart from their academic learning, the following are highlights of some of the domains and activities that students had learnt and grown a lot during the year.

In the domain of Physical and Aesthetics Development, one of the most challenging competitions for our students was the 18th District Cheering Competition. Our school was invited to form a cheering team to represent the Southern District in the competition. Our teacher took courage to engage students in this great challenge. With great commitment and hard work, they won the third place in the competition, the first time for our district to win an award in this big event.

On the side of Visual Arts, our bi-ennial Artwork Exhibition, the first time entirely outside school, was held in the Exhibition Gallery in Cyberport in July 2016. The Exhibition, titled ‘ECHO’, was a success and students’ artwork indeed gave a ring in the ears as well as the heart of all those who visited the exhibition. Student reflection showed their growing up in terms of artistic and creativity skills, organization skills, interpersonal skills, communications skills and self-confidence, etc.

As for music, we had started working on the Music for Charity concept. Students were engaged in serving and bringing joy to the community through sharing their talents in singing, instrument playing and band shows.

In the domain of community service, the Community Service Committee had continued to nurture a caring heart in our students, offering over 20 programmes and 124 service opportunities this year, with a total of 889 student participants, who contributed over 2960 hours of community service, serving people across ages and with different needs.

As for moral and national education, the Moral and National Education Committee engaged civic education student ambassadors in initiating a Hong Konger Spirit project in school. The ambassadors designed and engaged schoolmates in activities ranging from slogan competitions to micro-film production competitions to enhance their understanding of their identity, rights and responsibilities as Hong Kong citizens. Their survey results showed not only the success of their projects in building up students’ citizenship, the ambassadors’ own leadership qualities had also greatly advanced in the process. Students were also engaged in competitions or activities related to Basic Law and Hong Kong policies.

School Report (SR)

The school had continued to put in a lot of resources on helping with students' life planning and career-related experiences. During the year, various workshops, seminars and visits to universities and corporations were arranged for students to understand more about themselves, their attributes, interests and competence in order to help them set their goals.

The school also provided an all-round support to students with special education needs. Resources were effectively used to support student growth in terms of their social and emotional skills, speech development, as well as in strengthening their academic learning. Service from speech therapists, counsellors and instructors were procured to help students progress in a small-class setting. Student feedback and comments from teachers showed the effectiveness of our support for these students.

(5) Student Performance

(i) Academic performance in Public Examinations

Out of the 125 Form 6 students who took the HKDSE examination in 2016, 97.6% of them received offers from various tertiary institutions both local and overseas, of which 46.7% were offered degree programmes and 53.3% were offered sub-degree programmes.

Most students continued to pursue university and tertiary studies in Hong Kong. For those pursuing degree programmes, most of them studied at the Hong Kong University of Science and Technology, the University of Hong Kong, the Chinese University of Hong Kong, the City University and the Polytechnic University. They were admitted to an array of programmes especially in the domains of Dental surgery, Science, Engineering, Business Administration etc.

For the performance of the core subjects, 95.2% - 99.2% of the students acquired level 2 or above in the 4 core subjects. For English, 89.6% of the students acquired level 3 or above while in Chinese, 75.2% of the students acquired level 3 or above.

For 9 out of the 11 electives offered, 92.3%-100% students acquired level 2 or above in those subjects. 3 out of the 9 subjects had 100% students acquired level 2 or above.

6 out of 11 subjects had the % of Level 4 or above higher than that attained by all day school candidates.

(ii) Non-academic performance

Our students were actively involved in various extra-curricular activities which enriched their whole person development as well as for them to stretch and develop their talents. They had tried more different varieties of activities and competitions this year to expand their horizon. Their achievements in the various areas are as per attached in the Appendix.

(6) Financial Summary

A summary of the unaudited income and expenditure accounts for the year 2015-2016 is shown in the table below.

2015-2016	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	6,224,133	6,765,980
<i>Total deficit for the school year: \$541,847</i>		
(2) Other Grants	3,642,423	3,410,166
<i>Total surplus for the school year: \$232,257</i>		
Accumulated surplus as at the end of school year		\$6,108,408
<i>(1) EOEBG Grant</i>		<i>\$4,858,217</i>
<i>(2) Other Grants</i>		<i>\$1,250,191</i>
II. School Funds (General Funds)		
		695,635
		596,730
<i>Total surplus for the school year \$98,905</i>		
Accumulated surplus as at the end of school year		\$1,968,520

(7) Feedback on Future Planning

“Excel, Engage and Enlighten’ are the major concerns of our school in this new three-year cycle. Our achievements both in internal and external public examination results, as well as in the various competitions reflected the hard work of our teachers in aligning to this direction and bringing our students towards striving for excellence, engagement and enlightenment. Teachers will continue focusing on developing and trying out different strategies next year in order to further stretch our students.

The school will continue to seek resources and opportunities to develop our students’ global vision, so that they will be able to understand where they are, where they need to reach and how such can be achieved. In the process, to enlighten them to courageously and confidently engage themselves in trying out things out of their comfort zone so that they can reach another level and excel. This will motivate them to continue to strive for excellence both in learning and in whatever they do.

(8) Appendix

EXTERNAL SCHOLARSHIPS & PRIZES 2015 – 2016

二零一五至二零一六年度校外獎學金及比賽獎項

SCHOLARSHIPS (獎學金)

Item 項目	Award 獎項	No. of Awards 獎項數目
"Future Stars" Upward Mobility Scholarship	Scholarship	3
2016 Nicola Myers & Kenneth McBride Memorial Fund	Scholarship	1
Sir Edward Youde Memorial Prize	Scholarship	1
Law's Charitable Foundation Applied Learning Scholarship 2014-15	Scholarship	3

OUTSTANDING STUDENT AWARDS (傑出學生獎)

Item 項目	Award 獎項	No. of Awards 獎項數目
"Reach the TOP" Southern District Outstanding Students Award 2015	Outstanding Student	7
Hong Kong Island Outstanding Students 2015	Senior Group Merit	1
	Junior Group Top Ten Hong Kong Island Outstanding Students Award	1
Harvard Book Prize	First Place	1
	Runner Up	2
Southern District Cultural Student Ambassador 2015	Certificate of Appointment	10

CORE SUBJECTS (核心科目)

Chinese (中文)

Item 項目	Award 獎項	No. of Awards 獎項數目	
六十七屆香港學校朗誦節	詩詞集誦	冠軍	1
	詩詞獨誦	季軍	1
	散文獨誦	季軍	1
	普通話個人獨誦	優良	4
	個人獨誦	優良	10
		良好	4
	二人朗誦	季軍	1
		優良	3
	道教詩文作品朗誦	亞軍	1
		優良	1
陳贊一博士聯校微型小說創作獎	初中組	季軍	1
	高中組	冠軍	1

English (英文)

Item 項目	Award 獎項	No. of Awards 獎項數目	
67th Hong Kong Schools Speech Festival	Public Speaking	Merit	7
	Solo-Secondary 3 & 4	Proficiency	8
	Public Speaking	Proficiency	2
	Solo-Secondary 5		
	Bible Speaking	First	1
		Proficiency	7
	Bible Speaking	Proficiency	5
	Secondary 5		
	Solo Verse	Proficiency	3
		Speaking-Non-Open-Secondary 3-Girls	
Solo Verse	Merit	5	
	Speaking-Non-Open-Secondary 1-Boys	Proficiency	2
Solo Verse	Merit	5	

	Speaking-Non-Open-Secondary 3-Boys		
The HK Federation of Youth Groups Standard Chartered HK English Public Speaking Contest 2015		Certificate of Good Performance	4

Mathematics (數學)

Item 項目		Award 獎項	No. of Awards 獎項數目
亞洲國際數學奧林匹克公開賽選拔賽 (AIMO Open)	晉級賽	銀獎	2
第十五屆培正數學邀請賽	初賽	優異	10
第十八屆香港青少年數學精英選拔賽		二等獎	1
「華夏盃」全國數學奧林匹克邀請賽 2016 (香港賽區)	初賽	一等獎	1
		二等獎	2
		三等獎	3
	晉級賽	二等獎	1
	總決賽	三等獎	1
2016 港澳數學奧林匹克公開賽《港澳盃 HKMO Open》暨 亞洲國際數學奧林匹克公開賽選拔賽 (AIMO Open)	初賽	銀獎	2
		銅獎	6

Liberal Studies (通識教育)

Item 項目		Award 獎項	No. of Awards 獎項數目
世界和平研討日暨國際議題青年挑戰賽 2016 (專題報告)		優異	1

ELECTIVE SUBJECTS (選修科目)

Computer (電腦)

Item 項目	Award 獎項	No. of Awards 獎項數目
2015/2016 年度 ITCA-YITTA 中文打字比賽	優異	1
Healthy Information Student Ambassadors Scheme	Merit	3
Inter-School IT Elite Challenge	2nd Runner-up	3
	Merit	3

ECONOMICS (經濟)

Item 項目	Award 獎項	No. of Awards 獎項數目
青年經濟論壇 (政策分析辯論組)	優異	1

Chemistry (化學)

Item 項目	Award 獎項	No. of Awards 獎項數目
Chemists Online' Self-study Award Scheme 2015	Platinum	9
	Gold	1
	Silver	2
	Bronze	4

OTHER LEARNING EXPERIENCES (其他學習經歷)

AESTHETIC DEVELOPMENT (藝術發展)

Dance (舞蹈)

Item 項目	Award 獎項	No. of Awards 獎項數目
The 52nd Hong Kong Schools Dance Festival	Merit	1

Drama (話劇)

Item 項目	Award 獎項	No. of Awards 獎項數目
Drama Fest 2016	Best Performer	1
Hong Kong School Drama Festival 2015/16	Award for Outstanding Cooperation	1
	Award for Outstanding Director	1
	Award for Outstanding Performer	1

Music (音樂)

Item 項目	Award 獎項	No. of Awards 獎項數目
68th Hong Kong Schools Music Festival	Church Music-Age 14 or under	Merit
	Secondary School choir-Foreign language, Age 14 under-Mixed treble voice	Proficiency
		57
		46

COMMUNITY SERVICE (義工服務)

Social Service Club (社會服務團)

Item 項目		Award 獎項	No. of Awards 獎項數目
CYC Member Merit Award Scheme	Third Honour Level	Blue Star Honour Badge	1
	Secondary School Level 3	Purple Badge	1
	Secondary School Level 1	Green Badge	3
	Secondary School Foundation Level	Yellow Badge	6
2015 年社會福利署義工運動		金獎	12
		銀獎	21
		銅獎	63
「一人有一個夢想」		感謝狀	10
		嘉許證書	10
有心計畫 2014-2015	150 小時	嘉許狀	20
	200 小時	嘉許狀	9
	熱誠(第一級)	嘉許狀	92
	參與(第二級)	嘉許狀	84
	成長(第三級)	嘉許狀	43
	投入(第四級)	嘉許狀	22
	承擔(第五級)	嘉許狀	9
防火安全嘉年華暨薄扶林消防局及救護站開放日 - 攤位設計比賽		季軍	1

Uniform Groups (制服團隊)

Item 項目		Award 獎項	No. of Awards 獎項數目
HK St. John Ambulance Bridage Youth Command Inter-Divisional Competition for Combined Cadet Division	Overall	1st Runner up	1
	First Aid Competition	2nd Runner up	2
	Uniform Inspection Competition	2nd Runner up	1
	Home Nursing Competition	Champion	1
Hong Kong Southern District Troop Scoutcraft Competition 2015		Champion	1

PHYSICAL DEVELOPMENT (體育發展)

Item 項目		Award 獎項	No. of Awards 獎項數目
Inter-school Athletics Competition Division Three – Area 3	Boys A Grade	First	3
	Boys B Grade	Third	1
Inter-School Youth Athletics Championship(2015-16)		First	1
		Third	1
Southern District Age Group Athletic Meet 2015	Boys Group C	First	4
		Second	1
	Boys Group D	First	1
		Third	3
Inter-School Dodgeball Championship	Girls	Fourth	1
Inter-School Badminton Competition		3rd Runner up	1
Inter-School Basketball Competition Division 2 HK Island	Girls B Grade	Third	1
Inter-School Swimming Competition Division 3 Hong Kong Island		First	1
		Second	1
		Fourth	1
Inter-School Volleyball Competition (HK Division 2)	Boys B Grade	Third	1
	Girls B Grade	Fourth	1
Inter-School Invitation Rugby Sevens	Boys A Grade	Fourth	1
Aberdeen Dolphin Rugby Club Rugby Festival 2016		Third	1
The 18 Districts Cheering Team Competition 2015		Bronze	1
2015/2016 Young Athletes Table Tennis Training Scheme - Wan Chai District		Fourth	1
Lok Sin Tong Yu Kan Hing Secondary School Annual Swimming Gala		Third	1
Caritas Wu Cheng Chung Secondary School Annual Sports Day		Second	1
HKUGA Annual Sports Day		Third	1
St Joan of Arc Secondary School Annual Sports Day		Third	1
Wah Yan College Annual Sports Day 2015		Second	1
St Louis School Annual Sports Day		Champion	1

OTHERS (其他)

Civic Education (公民教育)

Item 項目	Award 獎項	No. of Awards 獎項數目
第十六屆《基本法》及國民常識網上問答比賽	嘉許狀	40
愛心滿 JOY 基本法：「基本法・個個識」問答比賽	亞軍	2
	季軍	3
愛心滿 JOY 基本法：「愛自己・愛家人・愛香港・愛國家」四格漫畫比賽	金獎	1
	優異獎	1

Debate (辯論)

Item 項目	Award 獎項	No. of Awards 獎項數目
NESTA Debating Competition	Best Speaker	2

Media Production (媒體製作)

Item 項目	Award 獎項	No. of Awards 獎項數目
My Hong Kong Dream 2016 Video Making Competition Secondary Category	Merit	2