



# **SKH Lui Ming Choi Secondary School**

## **School Report**

### **2013-2014**

## **Key Elements of the School Report**

- Our School ..... 2
- Achievements and Reflection on Major Concerns ..... 3
- Our Learning and Teaching ..... 7
- Support for Student Development ..... 8
- Student Performance .....11
- Financial Summary .....12
- Feedback on Future Planning .....13
- Appendix..... 14

## 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 “**L**eadership, **M**otivation and **C**aring”.

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/ssp2013/eng/index.php> for public reference.

## Achievements and Reflection on Major Concerns

### Priority Task 1: Curriculum Development

#### Achievements

##### (i) Junior Secondary Curriculum

- Changing of junior form Integrated Humanities to Liberal Studies
  - Changing focus to become more critical-thinking centred
  - Journal writing had continued to further enhance both thinking and writing skills
- Reinstate the junior form Geography Curriculum
  - The F1 & F2 Geography Curriculum were reinstated. Tailor-made materials were designed apart from the use of textbooks.
  - Further polishing of the F1 curriculum had enabled students to better grasp of the subject as reflected from their general performance year.
- Revisit of Junior Curriculum to cater for diverse learning abilities
  - Integrated Science Curriculum introduced more packages regarding learning Science in English, common expressions in Science, common mistakes in Science Learning, etc. These were found to be useful. More investigative projects motivated student interest in Science and allowed students with talents in Science to extend their creativity and logical reasoning
  - Geography Curriculum trimmed to cater for the abilities of the students. Students' performance was better than the year before when the curriculum was first re-instated.

##### (ii) Senior Secondary Curriculum

- Most of the F3 students were able to obtain their first priority in their elective choices. Their ability and interest had been taken into consideration by the school.

##### (iii) Formative and Summative Assessment

- The integration of formative assessment in classroom teaching was continually highlighted and teachers had been working towards this more consciously than before such that there was more room for student enquiry and adjustment of their teachings could be made in response to what students had been able to acquire. School self-evaluation data from both teacher and student surveys show increasing positive perception towards teachers and students.

#### Reflection

##### (i) Junior Secondary Curriculum

Students will need continual guidance to internalize the thinking skills more specifically

brought up in their learning this year. Tailoring of curriculum will facilitate student learning.

(ii) Senior Secondary Curriculum

Though most students got their choice of electives, continual training of students' positive and serious learning attitude would be important for students to persist in their studies of the electives should they face any difficulties.

(iii) Formative & Summative Assessment

Continual increase in leading students to self-enquire and do critically examine the topics will strengthen student learning. More consolidation work and continuous assessment, which would allow students to express in written work would help solidify their learning as well as enable them to assess their learning based on their teachers' feedback.

## Priority Task 2: Student Development

### Achievements

#### (i) Knowledge & Skills

School survey results show a general increasing trend in both in teachers' and students' positive perception towards using different enquiry and questioning.

Activities prepared to enhance students' self-management skills show positive response from the students.

Student survey results show more positive responses for the second consecutive year in their perception towards teachers' teaching, student support and school atmosphere. All these reflected more students agreeing to the positive experience and influence on them in areas such as teachers guiding them in their learning skills, enquiry skills, social skills, character building, and values development, etc.

#### (ii) Values & attitudes

The focus of the Morning Prayers centred round the values education theme "Believe, Become, Belong, Build-up" based on the core values of faith, love, peace and justice throughout the year.

Continual increase in students expressing that the school had helped them build up good moral character, the way to interact with others.

Over fifty students joined the 4C camp during the summer holidays that centred round care, courage, commitment, and Christ. A group of students, for the first time, went to serve orphans in the Mainland. All these helped students develop a caring heart as well as to share the message of love and peace through their visit to the needy. Their steps to take up the challenge showed their courage in living out their belief.

### Reflection

Continual guidance from teachers would help students understand and remove for themselves the blocks that hinder their motivation or cause their procrastination at times. Students need continual care apart from just knowledge and theory and teachers will continue to play a key role in helping them grow.

External organisations were important resources to help develop their self management skills while not making it too loaded for teachers to have them all done by themselves. Based on cooperation during the year, a list of service providers who could be effective in helping our students would be updated.

### **Priority Task 3: School Development**

#### **Achievements**

The Constitution of the Incorporated Management Committee had already been submitted by the School Sponsoring Body.

The school vision and mission for the Constitution had already been approved.

E-inventory of the school assets had already been set up to prepare for the establishment of the IMC.

Existing school managers had been taking various courses offered by the EDB as well as the school sponsoring body to better prepare them to become school managers of the IMC.

#### **Reflection**

Upon further directions from the school sponsoring body, introductions and seminars would be organized for teachers, parents and alumni for them to understand more about the IMC and the election of school managers.

## Our Learning and Teaching

To provide extra support to F1 students to adapt to secondary school life as well as to learn in English, one period per cycle was assigned to help them with the general management of their homework and studies, conducted by the teaching assistants. Another period was also added for the NET teacher to meet them in order to encourage their confidence and fluency in communicating in English. The period to reinforce library skills and reading strategies continued as this is vital in the development of their self-learning ability and reading habit.

To strengthen student learning, various KLAs had continually introduced or revised their school-based learning packages for their students to cater for specific needs of students e.g. series of packages from the Science and Mathematics KLAs on learning from common mistakes, common ways of expressions, skills to interpret and answer questions, skills to communicate their ideas. Besides, teachers of the PSHE, Technology and Languages KLAs had been increasingly using peer assessment intended to sharpen students' critical examination skills which in turn help students assess their own depth of understanding of the key concepts and skills and get to know what areas they need to further improve.

A whole school strategy was adopted to provide learning support to students with different academic capabilities. Students who are more capable in different areas were pulled out to join various gifted programs in different areas covering Science, Mathematics, Liberal Studies, Languages, etc. Students were selected based on established criteria to join university programmes for the gifted, university summer courses, Model United Nations, Oxbridge University Preparation Camp, special courses for Mathematics, ICT, etc. Through these programmes, students' interests were boosted and potential unleashed, giving them greater motivation to aim and shoot higher to stretch their potential. For students who are less academically available, there are afterschool enhancement programmes for the junior secondary students with senior students mentoring the younger ones under teachers' guidance. For those in the senior secondary levels, tutorials in the core subjects were arranged for students who have dropped an elective subject. Students with special education needs were given support in different areas including the strengthening of the language skills, examination skills, social skills, etc.

The e-learning environment and culture were continuously enhanced. Projectors and monitors were progressively upgraded and more e-tablets were purchased for use of teachers and students to facilitate learning and teaching. There was an increasing use of the school intranet as e-platform to facilitate students' self-learning.



## **Support for Student Development**

During the academic year 2013-2014, the school continued to put great emphasis on exploring different learning opportunities and creating an inviting environment for the whole person development of our students.

Our teachers went on a Staff Development trip to Taiwan during the first term to learn from school experiences over there on how to further enhance life education among our students. We are blessed to have been enlivened and reassured that the key to building up young life lies in “our heart” – that a passionate and dedicated heart would bring a positive impact on the life of our students as they grow up. This heart brought our colleagues on throughout the year, in exploring and experimenting different ways to cater for the changing and diverse needs of our students both in classroom learning and teaching and in the various activities outside classroom.

The whole person development of our students is what is dear to us. We work hard to enhance the healthy and balanced growth of our students in all domains of their intellectual, aesthetics, physical, emotional, social, moral and spiritual growth.

The changing world not only calls for people with capability. It demands more on people to have the capacity to look for and be prepared for differences; the capacity to endure load and stress with the overwhelming information and never-ending work that comes with the advancement in technology and a globalized world; as well as the capacity to accept with respect for one another in this pluralistic society.

In response to what our students are encountering in this era and that which will affect them not only in their studies, but in their overall healthy development, various committees, such as the Values Education Committee, Healthy School Committee, Careers Education Committee, Guidance Committee, Discipline Committee, Reading to Learn Committee etc. had worked hand in hand to help our students find their goals and alternatives in life, strengthen their capacities, develop a healthy body and spirit, instill in them the important core values and develop their confidence in allowing them to see that life is possible and that it is full of possibilities.

The “Be a difference maker project” organized by the Values Education Committee last year was an experimental experience for our students to try to come up with proposals for making differences for the betterment of the school community, based on students’ love and respect for one another, from ways to improve on student learning, discipline, their sense of belonging, to school facilities, and school environment, etc. Through the process of preparing different

proposals, students became more closely aware of this community that they belong to, to observe and reflect on how they could contribute to its betterment, to understand and learn to work within constraints and to try to evaluate the feasibility and practicality. We hope to train our students not to merely focus on problems and be stuck with their grudges, but to focus on their possible contribution in bringing a difference towards the better, however small this may be, always remembering that they are part of this community and that with their acting out of their love for this community in the right way, they will be able to help build it up.

Goal-setting is very important to lead students on, to get them understand the capability and capacity that they are to build up. The Career Education Committee had continued to explore many different resources to help with the life and career planning of our students, so that students will be able to set reasonable goals with a good understanding of themselves as well as the expectations of the world. Apart from the various programmes to help them understand more about their interests, capabilities and attributes, as well as the various pathways that they could take, we had also joined the “Pilot Scheme of Individual Career Counseling for F5 Students” organized by the Hong Kong Federation of Youth Groups to help students identify their specific goals and to make plans towards accomplishing them. Alumni were also invited to come back to share with our F5 students about their work nature and requirements, as well as to allow students to build up relations with them for further mentoring. We were grateful to have 17 alumni from various work sectors coming back to share with students in small groups to help them know more and be better prepared in their study path and career planning. Of course, there were also many hours of individual career guidance that their teachers had given students in that crucial stage of their life in guiding them to make their own decisions.

Apart from helping students to identify their goals, the Guidance Committee, Healthy School Committee and Reading to Learn Committee made concerted effort to boost students’ motivation and drive to strive and persist towards accomplishing their goal, as well as prepared them psychologically and emotionally for managing their stress, facing uncertainties and failure and making informed choices on their journey towards reaching their goal.

The programmes on helping students’ adaptation to secondary life and strengthening determination in senior secondary school students, etc. continued during the year. New programmes were arranged to build up students’ love of learning and love of life and to maintain a healthy mind and positive emotions. We joined the Cultivating Learner Lovers Scheme, as well as organized talks and activities on arousing awareness on mental and emotional health through inviting psychiatrists to come and joining projects such as Gatekeeper Training Project for Youth Suicide Prevention and Life Guardian Training Programme to train our Guidance prefects to

serve as ‘angels’ to help take care of their peers.

The two authors invited to the author talks last year, Ms Chiang Wai Yu and Mr Stanley Cheung Yun Hang helped enhance positive life attitudes and persistence in our students; through Ms Chiang’s professional training in psychology and counselling, and the personal experience of Mr Cheung on how he had survived and overcome the many life difficulties resulting from the Hill Fire in Pak Sin Range.

In addition, the Mock HKDSE Result Release organised by the Healthy School Committee helped F5 students become more psychologically prepared for what is to come, what possibilities and alternatives there could be in face of the results, as well as how they should make immediate plans to get to what they really want to see to be the outcome.

Going beyond step by step, in building on our strength and seeking new opportunities for our students was also what we had been trying to do. The Biennial Artwork Exhibition was once again successfully held in school in July. To make a leap forward, teachers and students worked very hard towards realizing their goal in bringing their art into the community. The Art Exhibition titled “Made in Wah Fu” was held in the Cyberport Exhibition Gallery. Our young artists were greatly encouraged with the recognition and commendation given to them by visitors from different countries round the world. The praises and appreciation they received, and the interesting experience of foreigners wanting to buy their artwork, company directors inviting individual students to consider doing free lance drawing for them, etc. all boosted the confidence of our students to continue to work hard towards their goals.

Drawing on and continuing from the experience of the 40th anniversary musical, students and teachers took up the challenge of writing a script for the Inter-school Drama Festival while transforming it to a Drama Musical in our Annual Cultural Performance. Our young performers – actors and actresses, instrumentalists, and choristers brought us through how one could fly without wings, just as the name of the Drama Musical goes. The script, written by students themselves, was a testimony of the success of the education they had received here and the success our teachers in the role they had played in the life of our students. As portrayed in the students’ script – they themselves showed us that everything is possible as they believe and that their life could be transformed with the support of encouraging teachers who love them and are willing to accompany them on their way. They witnessed how life can influence life as well as build up another person’s life.

## **Student Performance**

### **(i) Academic performance in Public Examinations**

Out of the 150 Form 6 students who took the HKDSE in 2014, 80.7% of them received offers from various tertiary institutions local, overseas or in the Mainland, of which 40.5% pursued degree programmes and 59.5% pursued sub-degree programmes.

Most of them continued to pursue university and tertiary studies in Hong Kong, while some went abroad to study in Australia, Canada, UK and Taiwan. A few students went to the Mainland to further their studies.

For the performance of the core subjects, 89% - 98% of the students acquired level 2 or above in the 4 core subjects. For English, 79.3% of the students acquired level 3 or above while in Chinese, 54% of the students acquired level 3 or above.

For 7 out of the 10 electives offered, 88%-100% students acquired level 2 or above in those subjects.

### **(ii) Non-academic performance**

Our students were actively involved in various extra-curricular activities which enriched their all round development as well as for them to stretch and develop their talents. Their achievements in the various areas are as per attached.

## Financial Summary

A summary of the income and expenditure for the year 2013-2014 is shown in the table below.

<b>2013-2014</b>	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>I. Government Funds</b>		
<b>(1) OEBG Grant</b>		
<b>(a) General Domain</b>	4,927,598.70	5,139,178.21
<b>(b) Special Domain</b>	544,667.00	351,239.90
<b>(2) Composite Furniture and Equipment Grant</b>	410,112.00	1,123,059.47
<b>II. School Funds (General Funds)</b>	778,121.71	594,598.32

## **Feedback on Future Planning**

Our achievements and reflection on our major concerns, together with the experience gained over the year, will sharpen our direction and focus in the coming Annual School Plan, which will be the end of our 3-year School Development Plan. They will certainly serve as a major reference in the formulation of our next School Development Plan for 2015-2018.

## Appendix

### EXTERNAL SCHOLARSHIPS & PRIZES 2013-2014

#### SCHOLARSHIPS

Month	Activity	Organizer	Award
Jan.	Youth Arch Student Improvement Award (2012-13)	Youth Arch Foundation	Scholarship 6L(27) - WONG TSZ YING
March	Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund Council	5L(26) - TANG YU KIU YUKI 6M(25) - LEUNG YAT FUNG
May	Future Stars Upward Mobility Scholarship	Commission on Poverty	Hong Kong General Chamber of Social Enterprises Upward Mobility Scholarship(1) 4L(31) - ZHOU XIUYIN
May	全港中學生「升呢」大行動	家庭與學校合作事宜委員會	升呢獎 6K(21) - 梁學彬

#### OUTSTANDING STUDENT AWARDS

Month	Activity	Organizer	Award
Nov.	香港島傑出學生選舉	香港島校長聯會	香港島優秀學生（初中組）(1) 4M(14) - 香萃嶸 香港島優秀學生（高中組）(1) 6L(13) - 林惠龍
Jan.	Reach the TOP- Southern District Outstanding Students Award	Aberdeen kai-fong Welfare Association & Southern District Joint Schools Conference	Outstanding Student(6)
Feb.	Hong Kong Outstanding Students Award	Youth Arch Foundation	Certificate of Distinction(1) 6L(13) - LAM WAI LUNG
May	明日領袖獎	傑出青年協會 青苗基金	明日領袖獎(8)
May	青少年企業領袖訓練課程 (第十三屆)	香港理工大學	獎學金(1) 4M(20) - 梁鍵欣
May	Harvard Book Prize	The Harvard Club of Hong Kong	First Place(1) 5M(21) - TAO KA CHUEN Runner Up(2) 5L(14) - LAI WING TAK 5L(31) - YEUNG WING KI

May	Youth Arch Student Improvement Award	Youth Arch Foundation & The Outstanding Young Persons Association	Youth Arch Student Improvement Award(22)
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## KEY LEARNING AREAS

### Chinese Language KLA

Month	Activity	Organizer	Award
Nov.	孔聖堂中學徵文比賽	孔聖堂中學	優異(1) 5S(7) - 蔡永琪
Dec	第六十五屆香港學校朗誦節	香港學校音樂及朗誦協會	二人朗誦冠軍(2) 4H(8) - 蔡雍喬 4K(1) - 陳翹映 二人朗誦亞軍(8) 4K(9) - 洪諾軒 4L(25) - 黃潔儀 4K(11) - 郭詠欣 4M(2) - 陳家壘 4H(1) - 區嘉敏 4M(4) - 陳瑞儀 4M(27) - 蘇珮瑜 4S(16) - 李樂愉 二人朗誦季軍(4) 3S(29) - 黃禧欣 3S(35) - 黃詠琪 5K(4) - 鄭芷珊 5M(10) - 劉茜殷 二人朗誦優良證書(10) 二人朗誦良好證書(13) 散文獨誦冠軍(1) 5S(18) - 盧元乜 散文獨誦亞軍(2) 4S(22) - 楊展桃 5L(11) - 高詠恩 散文獨誦優良證書(12) 散文獨誦良好證書(3)

### English Language KLA

Month	Activity	Organizer	Award
Dec.	Hong Kong Schools Speech Festival (English Speech) (F.1 Solo Verse Speaking (Girls))	Hong Kong Schools Music and Speech Association	Merit(4) Proficiency(1)



Dec.	Hong Kong Schools Speech Festival (English Speech) (S.2 Solo Verse Speaking (Girls))	Hong Kong Schools Music and Speech Association	Merit(3) Proficiency(6)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.3 Solo Verse Speaking (Girls))	Hong Kong Schools Music and Speech Association	Merit(2)
Dec.	Hong Kong Schools Speech Festival (English Speech) (F.4 Solo Verse Speaking (Girls))	Hong Kong Schools Music and Speech Association	Merit(1) Proficiency(1)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.5 Solo Verse Speaking (Girls))	Hong Kong Schools Music and Speech Association	Merit(3)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.2 Solo Verse Speaking (Boys))	Hong Kong Schools Music and Speech Association	Merit(2) Proficiency(1)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.3 Solo Verse Speaking (Boys))	Hong Kong Schools Music and Speech Association	Merit(1)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.5 Solo Verse Speaking (Boys))	Hong Kong Schools Music and Speech Association	Merit(1) Proficiency(1)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.6 Solo Verse Speaking (Boys))	Hong Kong Schools Music and Speech Association	Third(1) 6M(15) - HEUNG SHUI LEUNG
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.3 Choral Speaking )	Hong Kong Schools Music and Speech Association	Merit(38)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.2 Dramatic Duologue)	Hong Kong Schools Music and Speech Association	Merit(2) Proficiency(2)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.5 Dramatic Duologue)	Hong Kong Schools Music and Speech Association	Proficiency(3)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.5 Public Speaking Solo)	Hong Kong Schools Music and Speech Association	Merit(3) Proficiency(3)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.2 Solo Prose Reading (Girls))	Hong Kong Schools Music and Speech Association	Merit(1)

Dec.	Hong Kong Schools Speech Festival (English Speech) (S.4 Solo Prose Reading (Girls))	Hong Kong Schools Music and Speech Association	Merit(2) Proficiency(2)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.2 Solo Prose Reading (Boys))	Hong Kong Schools Music and Speech Association	Merit(6)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.4 Solo Prose Reading (Boys))	Hong Kong Schools Music and Speech Association	Proficiency(1)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.5 Bible Reading (Boys))	Hong Kong Schools Music and Speech Association	Merit(1)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.1-S.3 Public Speaking Team )	Hong Kong Schools Music and Speech Association	Merit(6) Proficiency(6)
Dec.	Hong Kong Schools Speech Festival (English Speech) (S.2 Public Speaking Solo )	Hong Kong Schools Music and Speech Association	Merit(6) Proficiency(9)
March	International Competitions and Assessments for Schools (Writing)	The University of New South Wales	Credit(3) 2S(11) - FUNG YIU CHO 3S(37) - WU TSUN KIT 5L(26) - TANG YU KIU YUKI
March	International Competitions and Assessments for Schools (English)	The University of New South Wales	Credit(14)
May	7th Hong Kong Students Open Speech Competition	Speech and Music Recital Development Foundation	Merit Certificate(5)

### Mathematics KLA

Month	Activity	Organizer	Award
Jan.	第十六屆香港青少年數學精英選拔賽	保良局 & 香港數理教育學會	二等獎(1) 3K(10) - 鍾弘毅 三等獎(1) 2S(11) - 馮耀祖

Jan.	2014 OLYMPRIX 數學奧林匹克選拔賽 (國際陳盃香港區邀請賽)	中國教育學會數學教育研究發展中心嘗試教學理論研究會 & 香港數學集團	金獎(1) 4L(20) - 麥文逸 銀獎(1) 1S(5) - 鄭林海 優異獎(9)
Jan.	「華夏盃」全國數學奧林匹克邀請賽 2014 (香港賽區) 初賽	中國數學教育研究會 & 香港數學奧林匹克協會	一等獎(1) 2S(11) - 馮耀祖 二等獎(3) 1K(27) - 岑樂熙 1S(22) - 梁梓皓 2S(26) - 吳浩然 三等獎(3) 1K(36) - 嚴晉謙 2K(27) - 廖文軒 2S(3) - 陳栢豪
Feb.	「華夏盃」全國數學奧林匹克邀請賽 2014 (香港賽區)	中國數學教育研究會 & 香港數學奧林匹克協會	一等獎(1) 2S(26) - 吳浩然
March	第十三屆培正數學邀請賽	香港培正中學	優異獎(5) 1S(22) - 梁梓皓 2S(11) - 馮耀祖 4L(4) - 馮焯欣 4L(20) - 麥文逸 5H(2) - 陳梓澄
March	2014 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	香港數學奧林匹克協會	金獎(5) 1S(22) - 梁梓皓 2S(11) - 馮耀祖 3K(10) - 鍾弘毅 4L(4) - 馮焯欣 4L(20) - 麥文逸 銀獎(2) 1K(33) - 楊早苗 5H(2) - 陳梓澄 銅獎(2) 1K(32) - 黃星 5H(6) - 張益健

March	International Competitions and Assessments for Schools (Mathematics in English)	The University of New South Wales	High Distinction(2) 1K(27) - SHAM LOK HEI JUSTIN 2S(11) - FUNG YIU CHO Distinction(7) 1S(22) - LEUNG TZE HO 2H(3) - CHAN YAT SAN
			3K(1) - CHAN KA LAI 3K(16) - LAM KA KIN 4K(3) - CHENG CHUN HIN 4M(1) - AU CHIN WAI 4S(7) - CHU CHUNG ON Credit(16)
April	新加坡數學競賽初賽 2014	綜合奧林匹克學術研究所	金獎(3) 1K(27) - 岑樂熙 2S(11) - 馮耀祖 3K(10) - 鍾弘毅 銀獎(5) 1K(36) - 嚴晉謙 1S(5) - 鄭林海 1S(22) - 梁梓皓 2K(20) - 林俊傑 2K(27) - 廖文軒 銅獎(4) 1K(32) - 黃星 2S(9) - 蔡頌謙 3K(27) - 吳諾憫 3S(12) - 韓傑行
May	2014 年「希望杯」國際數學競賽 (香港)	【 希望杯 】國際數學競賽	銅獎(1) 4L(4) - 馮焯欣 優異獎(1) 4S(7) - 朱頌安

May	IMO Preliminary Selection Contest-Hong Kong 2014	Education Bureau	Bronze(1) 4L(20) - MAK MAN YAT
May	亞洲國際數學奧林匹克公開賽選拔賽 (AIMO Open)晉級賽	香港數學奧林匹克協會	金獎(1) 4L(4) - 馮焯欣 銀獎 4L(20) - 麥文逸
May	2014 OLYMPRIX 數學奧林匹克選拔賽 (國際陳盃香港區決賽)	中國教育學會數學教育研究發展中心嘗試教學理論研究會 & 香港數學集團	特等獎(1) 4L(20) - 麥文逸 一等獎(2) 4L(4) - 馮焯欣

### Science KLA

Month	Activity	Organizer	Award
July	Australian National Chemistry Quiz (Hong Kong Section) 2013	Royal Australian Chemical Institute	Certificate of High Distinction(5) 5L(14) - LAI WING TAK 5M(6) - FAN WING CHAK 5M(17) - SO CHAK PUI 6L(29) - YEUNG CHI WAI 6M(16) - HON KING KI Certificate of Distinction(7) 5H(6) - CHEUNG YIK KIN 5L(13) - LAI TSZ HO 5M(21) - TAO KA CHUEN 6M(7) - CHEUNG PUI TAK 6M(8) - CHEUNG TSZ PUI 6M(22) - LEUNG PAK TSUI 6M(25) - LEUNG YAT FUNG Certificate of Credit(7) 5H(3) - CHAN YUEN CHING 5H(20) - LAI HO WO 5K(25) - NG TSZ WING 5L(1) - CHAN CHI YUEN 5L(6) - CHAN YEE NOK 5L(22) - NG CHING WAI 5M(12) - LEUNG MAN HEI

Dec.	Secondary School Mathematics and Science Competition 2013 (Chemistry)	Hong Kong Polytechnic University	High Distinction(2) 6H(12) - LAI TING YAN 6M(25) - LEUNG YAT FUNG Distinction(3) 6M(8) - CHEUNG TSZ PUI 6M(22) - LEUNG PAK TSUI 6M(23) - LEUNG WAI SHAN Credit(2) 6L(29) - YEUNG CHI WAI 6M(1) - CHAN CHUEN YAN
Dec.	Secondary School Mathematics and Science Competition 2013 (Biology)	Hong Kong Polytechnic University	Credit(2) 6L(12) - KWAN CHI HUNG MATTHEW 6M(7) - CHEUNG PUI TAK Proficiency(2) 6K(1) - CHAN KA YEE 6M(3) - CHAN MARISA
March	International Competitions and Assessments for Schools (Science in Chinese)	The University of New South Wales	High Distinction(2)  1H(12) - LAO CHEUK HUNG 1H(26) - TSOI HO HIN Distinction(3) 1K(27) - SHAM LOK HEI JUSTIN 1L(23) - NG YAT KAN 1S(18) - LAI CHUEN FUNG Credit(5) 1K(2) - CHAN HO BONG 1K(7) - CHEUNG HO TING 1K(13) - HO SIU PO 1S(13) - FUNG HO FAI 1S(16) - HON KI YIN
March	International Competitions and Assessments for Schools (Science in English)	The University of New South Wales	Distinction(1)  2K(20) - LAM CHUN KIT Credit(11)

Technology KLA - Information Communication & Technology

Month	Activity	Organizer	Award
Dec.	第三屆 M21 全港校際互聯網常識及安全問答大賽	香港青年協會賽馬會 Media 21 媒體空間	殿軍(3) 4M(6) - 鄭皓怡 6M(15) - 香萃俚 6M(25) - 梁逸風
May	2014 電子科技創意獎勵計劃 (自由創作組)	香港中文大學	季軍(4) 4L(30) - 袁浚銘 4M(15) - 何敏康 4M(23) - 萬錦豪 4S(6) - 蔡啟楓
May	青年資訊科技大使獎勵計劃	香港電腦教育學會	銀章(6) 5H(2) - 陳梓澄 5H(4) - 鄭匡廷 5H(6) - 張益健 5H(11) - 郭秉聰 5H(17) - 梁智傑 5H(20) - 黎浩和 銅章(10) 3S(14) - 郭嘉俊 4M(6) - 鄭皓怡 4M(23) - 萬錦豪 5H(1) - 陳澤鴻 5H(3) - 陳沅楨 5H(8) - 莊謙東 5H(12) - 郭耀豪 5H(13) - 林柏熹 5H(18) - 黃建璋 5H(19) - 黃敬博
May	Healthy Information Student Ambassadors Scheme	HK Gov, Office for Film, Newspaper and Article Administration	Certificate(2) 3S(14) - KWOK KA CHUN 5L(14) - LAI WING TAK

## OTHER LEARNING EXPERIENCES

### Physical Development

Month	Activity	Organizer	Award
Oct.	Inter-school Swimming Championships (HK Island Division III) (Boys C Grade)	HKSSF	Fourth in 50m Freestyle(1) 3L(3) - CHEN HO CHUN
Oct.	Inter-school Swimming Championships (HK Island Division III) (Boys B Grade)	HKSSF	First in 50m Backstroke(1) 4H(10) - 何珀珩 Second in 50m Butterfly(1) 4H(10) - HO PAAK HANG
Oct.	Inter-school Swimming Championships (HK Island Division III) (Boys C Grade)	HKSSF	Fourth in 50m Freestyle(1) 2L(3) - CHENG PAK HO ZACHARY
Dec.	Inter-school Volleyball Competition (HK Division 2)	HKSSF	Fourth(9)
Jan.	Aberdeen Technical School Sports Day 2013-2014 (Boys 4x100m Invitation Relay)	Aberdeen Technical School	Second Runner-up 2L(23) - TSE LAP YIN 3H(29) - YUEN HO FAI 3S(7) - CHU MAN KEUNG 3S(34) - WONG WAI SHING WILLIAM
Jan.	Pui Ying Secondary School Annual Sports Day (Boys 4x100m Invitation Relay)	Pui Ying Secondary School	Champion(4) 3H(29) - YUEN HO FAI 5H(16) - LEE HO YIN 5L(3) - CHAN KA CHEONG 6H(32) - YU KIM HUNG
Jan.	Rosaryhill School Sports Day 2013-2014 (Boys 4x100m Invitation Relay)	Rosaryhill School	Second Runner-up(4) 3H(29) - YUEN HO FAI 3S(34) - WONG WAI SHING WILLIAM 4K(7) - CHOW TSZ SUM 5L(3) - CHAN KA CHEONG
Jan.	St. Joan of Arc Secondary School Annual Sports Day (Boys 4x100m Invitation Relay)	St. Joan of Arc Secondary School	Second Runner-up 3H(29) - YUEN HO FAI 3S(7) - CHU MAN KEUNG 4K(23) - YIP CHUNG TAK 5H(11) - KWOK PING CHUNG



Feb.	The 50th Hong Kong Schools Dance Festival (Jazz Dance)	Hong Kong Schools Dance Association	Commended Award(13)
Feb.	Inter-school Athletics Competition (Division Three Area 3) (Boys A Grade)	HKSSF	Fourth in Boys A Grade Triple Jump(1) 5K(25) - NG TSZ WING Fourth in High Jump(1) 5L(4) - CHAN KIN WAI Second in 100m(1) 3H(29) - YUEN HO FAI Second in 110m Hurdle(1) 4H(5) - CHENG TSZ KIN
Feb.	Inter-school Athletics Competition (Division Three Area 3) (Girls A Grade)	HKSSF	Fourth in 400m(1) 4L(2) - CHAN MEI YI
Feb.	Inter-school Athletics Competition (Division Three Area 3)(Boys B Grade) (Boys B Grade)	HKSSF	Fourth in 4x100m Relay(4) 2L(23) - TSE LAP YIN 3S(34) - WONG WAI SHING WILLIAM 4K(7) - CHOW TSZ SUM 3S(7) - CHU MAN KEUNG Fourth in High Jump(1) 3S(7) - CHU MAN KEUNG
April	Rosaryhill School Sports Tournaments 2014 (Basketball)	Rosaryhill School	Second(13)
May	Inter-school Volleyball Competition (HK Division 2) (Boys B Grade)	Hong Kong Schools Sports Federation	Fourth(11)
May	Invitation Contact Rugby Games (Boys B Grade)	Hong Kong Rugby Football Union	Fourth(10)
July	Rosaryhill School Sports Tournaments 2014 (Table Tennis)	Rosaryhill School	Third(5) 1S(1) - AU LOK TING 1S(7) - CHEUNG CHUNG HANG 4K(18) - TAM CHUN LIM 4L(4) - FUNG CHEUK YAN 5H(15) - LAW KWUN LONG

#### Aesthetic Experience - Drama

Month	Activity	Organizer	Award
May	EMI Secondary Schools English Drama Competition	Association of EMI Secondary School	Outstanding Performer(1)

			4K(10) - KWOK CHUNG KIT Participation(18)
May	Hong Kong School Drama Festival	Hong Kong Art School - A division of Hong Kong Arts Centre	Outstanding Performer(2) 5K(2) - CHAU CHUNG YAN 5M(18) - SO MAN HIN

### Aesthetic Experience - Music

Month	Activity	Organizer	Award
May	The 66th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Third(2) 4L(28) - YEUNG SIU FUNG 2H(5) - CHEUNG HO MING Certificate of Honours 4L(28) - YEUNG SIU FUNG Certificate of Merit(74) Certificate of Proficiency(3)

### Aesthetic Experience - Visual Arts

Month	Activity	Organizer	Award
July	Arts Ambassadors-in-School	Hong Kong Arts Development Council	Certificate of Recognition(2) 4M(14) - HEUNG SHUI WING 4S(24) - YIP YUEN TUNG
Feb.	珍惜水資源－水務設施繪畫比賽	水務署	中學組優異獎(1) 4L(17) - 梁佩兒 入圍(3)
March	南區道路安全運動 2013/2014－海報設計比賽 (中學組)	南區道路安全運動委員會	冠軍(1) 2K(33) - 徐昌瑤

### Community Service

Month	Activity	Organizer	Award
August	有心計畫 2012-2013	香港青年協會	熱誠(第一級)(168) 參與(第二級)(99) 成長(第三級)(48) 投入(第四級)(27) 承擔(第五級)(17)

			150 小時嘉許狀(27) 200 小時嘉許狀(17) 400 小時嘉許狀(1)
Nov.	智友樂聚	賽馬會頤康護理安老院	義工服務證書(4) 2L(11) - 李禧晴 2L(12) - 李妙趨 2L(13) - 李紫晴 2L(17) - 盧曉敏
Dec.	中西南及離島區推廣義務工作計劃 2012	社會福利署中西南及離島區推廣義工服務協調委員會秘書處 & CSCC & 社會服務統籌組	金獎(23) 銀獎(57) 銅獎(162)
Jan.	2013 年社會福利署義工運動	社會福利署	銅獎(38)
May	黃竹坑東華三院賽馬會復康中心	黃竹坑東華三院賽馬會復康中心 & 社會服務統籌組	感謝狀(147)

### Campus Media

Month	Activity	Organizer	Award
Nov.	迎向一百週年紀念慶祝活動「福音雙週~多媒體製作比賽」(短片/微電影：青年組(16-25 歲))	香港華人基督教聯會	亞軍(1)  6K(3) - 鄭文浩
May	第 14 屆"星星河"全國少年兒童美術書法攝影交流大賽	中國青少年研究會	攝影壹等獎(1) 4M(23) - 萬錦豪 攝影貳等獎(1)  4L(14) - 梁鴻彬
July	第二屆全港中學生學界廣告橋王爭霸戰	星島雜誌集團	品牌大獎〈寶礦力水特〉及最具商業觸覺優異獎(5) 5K(19) - 梁梓維 5K(27) - 蘇芷晴 5K(28) - 蘇芷蕙 5K(30) - 杜津兒 5S(5) - 植沛瑤

### Debating

Month	Activity	Organizer	Award
Jan.	Hong Kong Schools Debating Competition	Hong Kong Schools Debating Organization	Best Speaker(1) 3S(37) - WU TSUN KIT
May	星島第 29 屆全港校際辯論比賽 (第一回合初賽)	星島日報	最佳辯論員(1) 5S(27) - 黃家偉
May	第十三屆《基本法》多面體—全港中學生辯論賽(公民網盃) (總決賽暨頒獎典禮)	香港基本法推介聯席會議	港島區季軍(7)
May	第十三屆《基本法》多面體—全港中學生辯論賽(公民網盃) (第二回合複賽)	香港基本法推介聯席會議	最佳辯論員(1) 5S(27) - 黃家偉
May	第十三屆《基本法》多面體—全港中學生辯論賽(公民網盃) (第一回合複賽)	香港基本法推介聯席會議	最佳辯論員(1) 5S(23) - 鄧海銘
May	第十三屆《基本法》多面體—全港中學生辯論賽(公民網盃) (第一回合)	香港基本法推介聯席會議	最佳辯論員(1) 5S(22) - 戴安
May	第四十六屆聯校中文辯論比賽 (第二回合比賽)	聯校中辯	最佳辯論員(1) 5S(5) - 植沛瑤
May	第四十六屆聯校中文辯論比賽 (複賽)	聯校中辯	最佳辯論員(1) 5S(5) - 植沛瑤

### Environmental Education

Month	Activity	Organizer	Award
May	Student Environmental Protection Ambassador Scheme 2013 - 14	Environmental Campaign Committee	Gold Award(1) 4L(24) - TAM CHEUK LAM Silver Award(1) 4K(19) - TSUI LAI LAI Bronze Award(1) 4L(9) - LAM KWAN YUNG Merit Award(11)