



# Tak Nga Secondary School

## Annual School Report

### 2013-2014



*Grace and Diligence filling our day  
Love and Wisdom guiding our way*

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# **A. Our School**

## **1. Characteristics of Education provided by the Sisters**

### **Announcers of the Lord**

#### **Our Convictions**

Education, the art of reaching the very heart of a person, is a mission that requires boundless dedication of love and care. Only those who know how to touch a human heart can master this art.

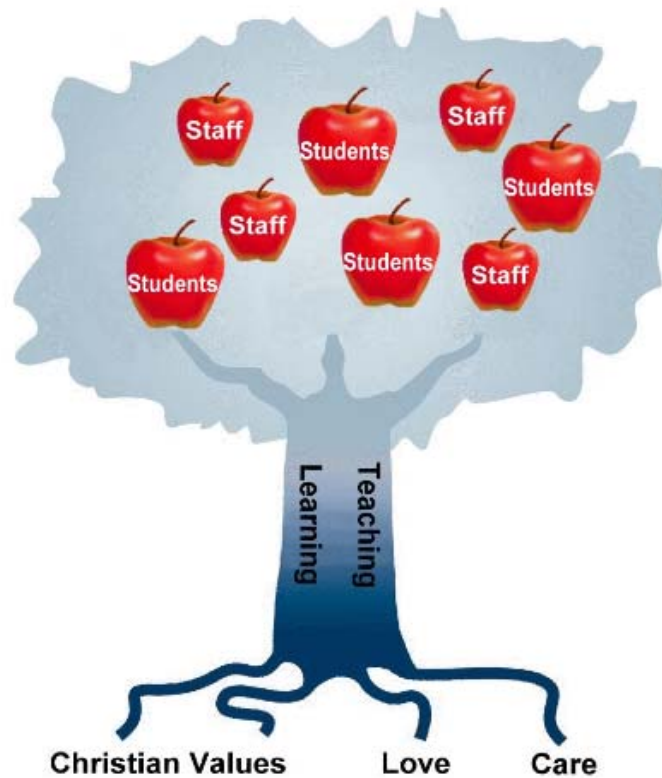
We believe that a person is fundamentally religious, that is, he accepts the existence of the Creator, the origin of truth, goodness, and beauty, which all hearts are inclined to pursue. Education draws on such an inclination, and enables a person to develop his or her potentials to the full. We are deeply convinced that even the most deviant young people may repent and turn over a new leaf.

#### **Application of Our Convictions**

We absolutely agree that prevention is better than cure. We uphold the preventive measures founded by the great educator, St. John Bosco. The three key principles of his education method are : reasons, Christian faith, and love.

1. We reason with our students. The regulations we make and the measures we carry out should be equitable and easy to understand. We induce our students to learn and be good through encouragement and fervent exhortation.
2. We use Christian faith to mould our students. Different religions guide people towards different directions. In the pursuit of truth, goodness and beauty, we educate our youths to appreciate the values of the Gospel.
3. We tug at our students' heartstrings with our enduring love and care. Love is the core of our education. Only a heart can influence another heart. It is our deeds which reflect our love for our students, not our words.

## 2. School Vision and Mission



### **Vision Statement**

We are a happy, learning-oriented community. We treasure Christian values. We provide a loving and caring environment where students and staff excel and develop their individual potential fully.

### **Mission Statement**

With our blend of Christian tradition and innovation, we nurture joyful, lifelong learners who have the integrity, wisdom, courage, and industry to succeed in the global environment and serve our nation. We ensure that all students and staff experience love and care. We promote staff excellence through professional development. We involve parents as trustful partners to support the growth and development of our students.



## 4. School Information

### Background

Tak Nga Secondary School was founded by the Sisters of the Announcers of the Lord in 1962. It first ran both a Chinese middle school and an English Secondary Section to suit the students' needs. Later in 1976, the English Secondary Section increased her capacity while the Chinese middle school places were reduced due to the changing needs of society and the desires of parents. In the autumn of 1980, Tak Nga became entirely an English Secondary School.

### Whole-school Language Policy

#### A. Principles:

1. We strive to provide a language-rich environment for every student to develop her proficiency in English
2. We believe that every student is able to excel in English.
3. We strive to maximize students' learning opportunities of English Language with internal and external resources.

#### B. Objectives:

1. To develop students' English proficiency
2. To develop students' capacity to learn subjects through English
3. To foster students' interest in learning English for international communication and entertainment

#### C. Strategies:

##### I. To enhance the language environment conducive to learning English, we

- ◆ Organize English Week to celebrate students learning outcomes (performances, presentations and display of student work) every school year
- ◆ Set up the English Zone to encourage students to use English for entertainment and for self-access learning
- ◆ Have an English Club to co-ordinate regular lunchtime and English Zone activities
- ◆ Students are required to keep a record of their participation in school English activities by collecting chops for their English Passports
- ◆ Have English assembly with students' presentations and teachers' sharing

every Monday, Tuesday, Wednesday and Thursday

- ◆ Make all announcements and promotions of activities in English
- ◆ Display learning materials around the campus mainly in English
- ◆ Publish the Bee, our English school newspaper, twice a year
- ◆ Issue bilingual notices to students and their parents
- ◆ Train students to be MCs and announcers
- ◆ Organize English study trips

## **II. To develop students' English proficiency, we**

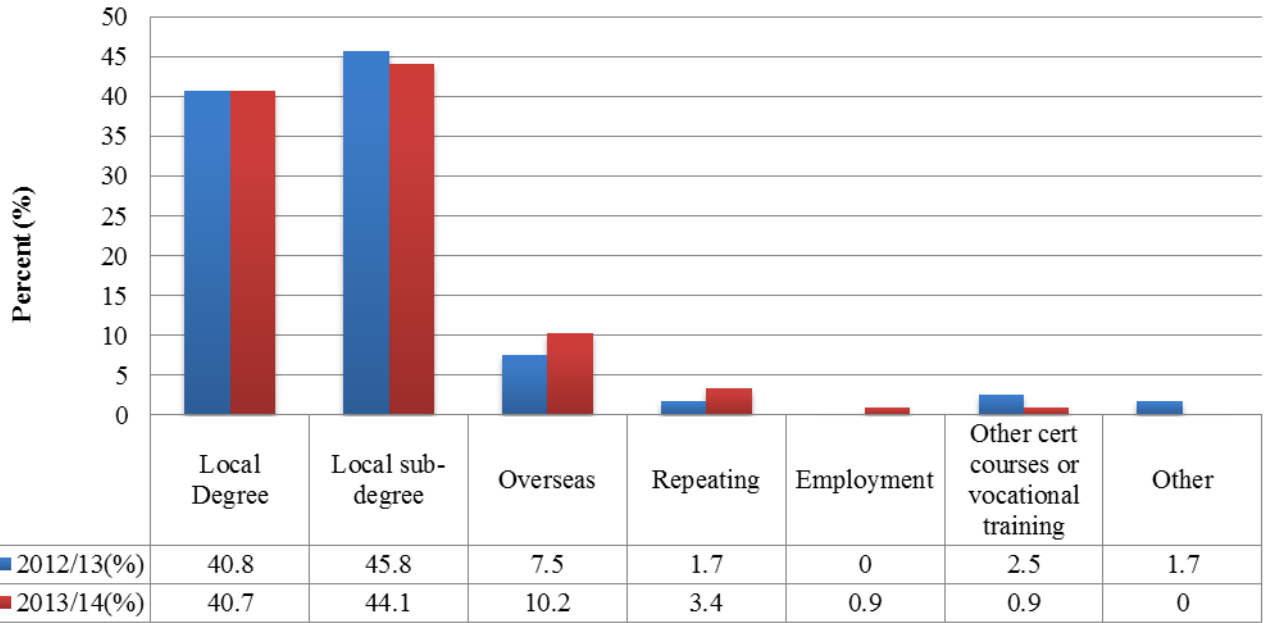
- ◆ Implement Phonics-based Reading Curriculum in S1 to develop students' reading skills and to improve their performance in spelling
- ◆ Conduct Reading-pals programme to enhance S3 students' reading and presentation skills and help S1 students develop reading habit
- ◆ Adopt English as the medium of instruction in Physical Education and Visual Arts
- ◆ Have on-line interactive learning – English Builder for all S. 1 to S. 6 students
- ◆ Cope with the diversity of learning abilities in class by employing different teaching strategies such as cooperative learning
- ◆ Have the English Morning Reading Session to promote good reading habits
- ◆ Integrate language arts activities including poems and songs into both junior and senior form English curriculum
- ◆ Encourage and subsidize students to join interschool speaking and writing competitions

## **III. To strengthen students' capacity to learn content subjects in English through the Language across the curriculum (LAC), we have**

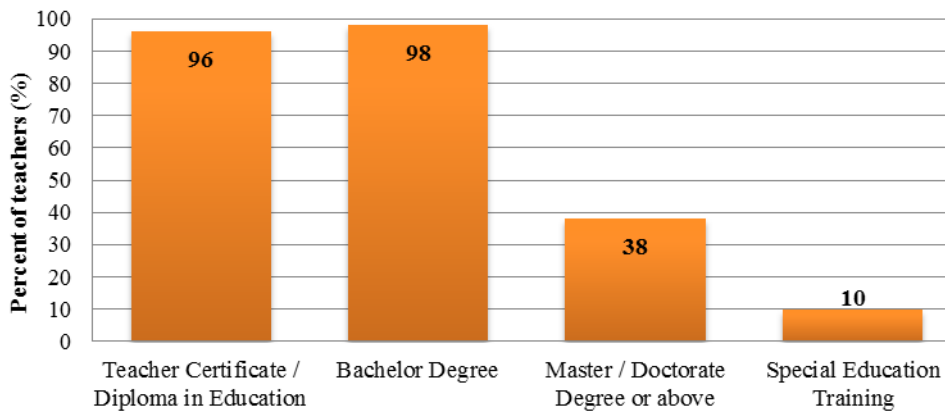
the Language Across the Curriculum Committee (LACC) to take a leading role in the implementation of LAC. Functions of LACC:

- ◆ facilitates and strengthens the collaboration among English teachers and content subject teachers in order to enhance learning and teaching effectiveness in English language and other subjects
- ◆ gives professional advice and support to content subject teachers so as to raise the effectiveness of using English as the medium of instruction.
- ◆ implements pre-S1 Bridging programme to prepare students for using English as the medium of instruction
- ◆ promotes professional development of teachers to enhance teachers' capacity in using English as the medium of instruction

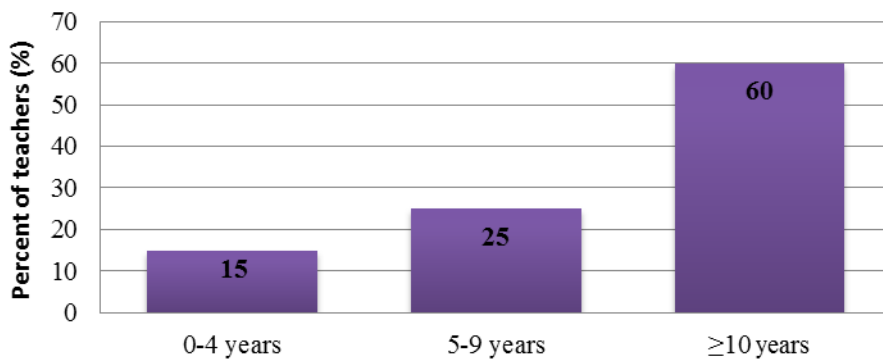
### Destinations of graduates 2013-14



### Qualifications & Professional training attained by Teachers 2013-14



### Teachers' Experience 2013-14



## **B. Achievements and Reflections on Major Concerns 2013-2014**

### **Major Concern 1 - Effective school management to meet the challenges of a dynamic environment**

#### **Achievements**

##### **1 Review of the Administrative Structure**

To meet the school developmental needs, the administrative structure has been reviewed and revised with the establishment of new administrative units such as the School Administration Team (SAT) and the School Image Promotion Committee (SIPC). SAT is made up of the Supervisor, the Principal (convenor), two Vice-principals and the Assistant principal. SAT meetings have been conducted weekly or biweekly for overseeing the implementation of the Annual School Plan. It can be regarded as the key school administrative organ which performs crucial planning, coordinating, monitoring and supporting functions. The effectiveness of management has been enhanced, as evidenced by the results of 2013-2014 Stakeholder survey. The mean score of Teachers' views on School Management has increased from 3.7 out of 5 in 2012-2013 to 3.9 out of 5. On the other hand, SIPC has been set up in respect of the increasing importance of external communication. It coordinates the work on school image promotion previously done by different teachers, such as organizing the School Information Day, managing the School Webpages, etc.

##### **2 Review of school policies and procedures**

The crisis management procedures have been revised by Crisis Management Committee and approved by School Council. All teachers heard the Principal's explanation of the procedures at 2<sup>nd</sup> staff meeting held on 17-10-2014. Besides crisis management procedures, the Student Attendance Policy has been formulated and will be implemented from 2014-2015 onwards. In addition, the procedures of promotion/regrading of teaching staff, policy on granting of leave to teachers and policy on prevention of sexual harassment have been formulated and approved by the Incorporated Management Committee.

#### **Reflections**

One of the key tasks for the first major concern is to raise the effectiveness of the School Council in coordination of strategies addressing the major concerns of the school. School Council



meeting has served as a platform for committee heads to be informed of the major work of their counterparts. However, the effectiveness of the coordination role of School Council is hindered by the fact that there have been a lot of urgent matters to be handled such as formulation of promotion and regrading procedures, preparation for the Staff Development Day on Preventive System, formulation of Student Attendance Policy, etc. Time is insufficient for committee heads to liaise and interact among one another. To enhance the effectiveness of coordination of strategies related to student support and school ethos, the School Council has arrived at the consensus on the establishment of the Student Formation Committee (SFC). SFC is headed by the Vice-principal (Student Support, *Student Formation from 2014-2015 onwards*) and comprises the heads of student support committees (Religious Affairs Committee, Discipline Committee, Student Counselling Committee, Careers Guidance Committee, Extra-curricular Activities Committee and Moral and Civic Education Committee). Its main function is to coordinate the work of various student support committees so that resources can be used more efficiently and effectively in respect of the school's major concerns. It will also formulate the Student Formation Progression Plan with reference to the ideas contributed by all the student support committees. The Student Formation Progression Plan gives a clear direction for all teachers and stakeholders on student formation, i.e., the qualities that we expect our students to develop in their secondary education.

With the setting up SFC, the role of School Council (SC) has been reviewed so as to avoid overlapping of responsibilities of two school units. The responsibilities of SC are specified as follows:

- i. long term planning for school development, i.e., to identify school major concerns in four domains: management and organization, learning and teaching, student support and school ethos and student performance
- ii. formulation and review of school policies related to the 4 domains (such as the policy of granting leave to teachers, job sharing policy, language policy, student attendance policy, etc)
- iii. collecting teachers' views reflected by the elected SC members and addressing the views

To enhance the efficiency and effectiveness in performing the above functions, the work of different student support committees will be reported in SFC meetings instead of SC meetings.

Effective implementation of school plan entails professional leadership, which encompasses professional knowledge, communication skills and commitment to continuous school improvement. To enhance the effectiveness of school management, leadership enhancement for middle managers will be one of the foci of teachers' professional development in the coming years.

## **Major Concern 2 - Effective learning and teaching to cater for the diverse needs of students**

### **Achievements**

#### **1. Implementation of the Whole School Approach to Cater for Learner Diversity Project**

The Whole School Approach to Cater for Learner Diversity Project has been implemented with two action plans: (i) cater for learner diversity via Language Across Curriculum in Secondary 1 (S1 LAC Action Plan) and; (ii) cater for learner diversity at the classroom level in Secondary 2 (S2 CLD project). The S1 LAC Action Plan has been implemented through the collaboration of English teachers with content subject teachers. English teachers have worked with content subject teachers in identifying the language features of content subjects and designing learning and teaching strategies to provide language support to students. Different learning and teaching activities have been adopted in English lessons such as task-based activities, graded worksheets and questioning techniques inducing students' different levels of thinking, etc. Content subjects made use of the LAC development to cater for learner diversity by using scaffolding, frames, hints, etc to help students get familiar with vocabulary, sentence patterns and speaking skills. Language features have been recycled in both English and content subjects for consolidating student learning.

Regarding S2 CLD project, a pre-test for each S2 class was carried out in early September to collect data such as students' prior knowledge, ability and learning style. The data help teachers understand the learning styles of different classes and to design appropriate strategies to facilitate student learning and to cater for the diverse needs of students. Teachers have made use of a variety of teaching strategies such as cooperative learning, contextual instruction, graphic organizers, scaffolding, etc. Learning materials such as visual support (pictures and video clips), graded worksheets, etc., have been more widely used as teachers have been more aware of students' diverse learning needs. A greater variety of assessment methods have been used for collecting information about student learning.

#### **2. Review of Junior Form Curriculum and Devise a skill-based curriculum**

Self-audit of PSHE key learning area in S1 to S3 has been completed. Curriculum loopholes have been filled by curriculum adaptation of Life & Society curriculum and design of learning activities outside classrooms such as museum visits and cross-curricula planning with S1 Study Skills. Furthermore, some of the loopholes have been filled by the activities held in S1 class teacher periods.

The Chinese panel has also reviewed the junior secondary curriculum in respect of the demands of the senior secondary curriculum. S1-S3 curriculum were adapted and trimmed, with more emphasis on helping student develop high order thinking skills such as comparison, analysis, creativity. 2013 TSA results have been analyzed and information gained has informed the revision of S3 curriculum. Afterschool Enhancement Programme in Creativity Writing has been organized for S3 top students.

For other subjects, their schemes of work have been revised, with ‘knowledge’, ‘skills’ and strategies to cater for learner diversity clearly stated according to the 3-year work schedule.

To enhance teachers’ assessment literacy, the Assignments Inspection Form has been revised by adding a column for teachers to reflect on students’ acquisition of skills. The reflection has helped to raise teachers’ awareness of helping students to acquire skills in addition to knowledge.

### 3. Implementation of KLA/Subject based Professional Development Plan

Subject panels had different professional development plans. For subjects engaging in S1 LAC project or S2 CLD project, their professional development plans have been incorporated into the projects. On the other hand, subjects not engaging in these two projects have set their own themes of professional development, formulated and implemented the action plans addressing the themes. For example, History and Economics have focused on optimization of curriculum. Liberal Studies, Biology, ICT have had “self-directed learning” as their theme of professional development. English Language, Chinese History, Physics, Chemistry and Putonghua have “skills training” as their theme of professional development. Good practices evidenced by looking at student work have been shared among teachers by the Vice-principal via intranet.

### **Reflections**

A number of curriculum initiatives have been carried out in this school year. The pace of development varied among subject panel. Monitoring and supervision of the implementation could be strengthened by means of focused lesson observation, i.e., the Vice-principal (learning and teaching) / panel heads should focus on ‘Strategies of catering for learner diversity’ and /or ‘Language Features’. To further enhance the effectiveness of lesson observations, the LAC observation form will be modified and simplified in the next school term.

More attention could be put on stretching students’ potentials and abilities especially in junior form strong classes. Data obtained from the Assessment Program for Affective and Social

Outcomes (APASO) and internal assessment data have been used together for identifying the foci of students' academic development and for priority setting. Based on the analysis of data, the Academic Committee will formulate and implement enhancement plans for high achievers in junior forms, which include learning & teaching strategies, co-curricular activities, afterschool learning programmes and enhancement programmes conducted by other educational institutions.

## **Major Concern 3: Development of students' life planning capacity**

### **Achievements**

Life planning capacity consists of the values, knowledge and skills for a student to plan for her future, not only for her career path. Life planning education not only entails students' cognitive development, but also affective development. The following strategies have been implemented:

#### 1. Implementation of Spiritual Education

The school has joined the Spiritual Education Project of the Hong Kong Educational Research, CUHK. 8 teachers have received basic training and 1 teacher has received advanced training. Spiritual Education practice has been systematically incorporated into the senior form Ethics curriculum, while some mindfulness practices have been introduced in junior form Ethics lessons.

#### 2. Career education

To help students understand their own interest, abilities, needs and aspirations and to inspire students to have their own life plan, the Careers Guidance Committee (CGC) has conducted the following programmes:

- The booklet 'Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations' published by the Hong Kong Association of Career Masters and Guidance Masters (HKACMGM) have been used in S3 class teachers' periods. Students found the tool introduced by HKACMGM interesting and useful. They were keen to know about their Holland Codes and the relevant occupations.
- S4 Life Skills Programme – two workshops have been held by the Women's Foundation for all S4 students. Students and teachers found the programme meaningful because it did not only focus on skills but also values and attitudes. The small grouping made the programme more interactive. Students benefited a lot since they could have the chance to express themselves.
- It is the first time for CGC to organize a large scale Career Day. 15 alumni working in different fields came back to their alma mater on 4<sup>th</sup> July 2014 and shared their working

experiences with all S5 students. The atmosphere was very warm and friendly. Students did the worksheets seriously and they interacted enthusiastically with the alumnae. Both teachers and students had very positive feedback. This programme will become a regular programme of CGC.

### 3. Overseas study trips

Three study trips have been held:

| Place   | Period        | No. of Participants (students) | Theme  |
|---------|---------------|--------------------------------|--|
| Taiwan  | 22-25/4/2014  | 35                             | Environmental protection and sustainable development |
| Jiangxi | 20-23/4/2014  | 16                             | Organic farming and visit left-behind children       |
| UK      | 21/6-7/7/2014 | 20                             | English immersion programme and study in Oxford      |

Through participation in study trips and the pre-trip and post-trip activities, students have acquired knowledge and skills which they may not acquire in classroom learning. More important, the invaluable learning experiences are ingredients for them to reflect on and to clarify their life values.

## Reflections

A lot of programmes have been carried out throughout the school year. Collaboration among committees and subjects has greatly reduced the overlapping of activities. To implement value education more systematically, a Student Formation Progression Plan with the key values to be cultivated in each level has been thoroughly discussed by the heads of student support committees. It will be compiled by the Student Formation Committee and will shed light on the implementation of value education.

## Major Concern 4: Enhancement of teachers' knowledge and skills in classroom management and communication with parents

### 1. Professional development on classroom management

To enhance teachers' knowledge and skills in classroom management, Classroom Management Plan was implemented at all levels. In the beginning of the school term, under the support and guidance of class teachers, each class set goals and strategies for themselves. Class teachers monitored the performance of their class throughout the school year. Mid-year evaluation was done on 15 Jan 2014 during the class teacher period. Year-end evaluation was done at the end of May. About 75% of the classes had their goals partially achieved. 25 % of the classes fully achieved their goals. Class teachers arranged various class activities to promote class harmony and learning atmosphere among students. Class

teachers showed appreciation to students' good performance in punctuality, diligence, responsibility etc. Class teachers also took remedial actions such as individual interview and 'secret angel' to improve the under-performed aspects of the class. A staff development day was scheduled in June for all class teachers to share their experience in classroom management. Teachers' response was positive. In general, teachers agreed that the classroom management plan could help improve teacher-student relationship and create a caring and harmonious atmosphere for students.

## 2. Professional development on communication with parents

To enhance teachers' knowledge and skills in communication with parents, a sharing session on the 'Soft skills for Teachers' was arranged for all teachers in October. The school social worker and the counseling teachers demonstrated how to make use of soft skills in communicating with parents. Teachers' awareness was promoted. All teachers found it useful in making effective communication with parents.

## Reflections

Good classroom management is the prerequisite for effective learning and teaching and student formation. The formulation and implementation of classroom management plan by each class has created the conditions for the implementation of "Whole School Approach to Cater for Diversity". The specially designed template for classroom management plan is an effective tool for class teachers to formulate their plans and will continue to be used for the next school year.

**Classroom Management Plan 2013 — 2014**

Class: 1D                      Class Teachers: Ms Lai Suet Kwan, Ms Hui Kam Sim

Goal(s):  
D for Diligence, D for Distinction, D for Discipline, D for Determination, D for Daughters of God

Intended Strategies: (please tick the boxes)

- Knowing students' background information before school term
- Establishing class routines and class regulations
- Classroom Board arrangements (school theme / class goal(s) / attainment of class goal(s)/ etc.)
- Seating plan in accordance to SMMW Pattern (Strong+medium+medium+weak) ( For S2 classes )
- Individual / Group meetings
- Students' diaries
- Making use of class teacher period or homeroom time to evaluate students' behavior by collecting opinions from subject teachers regularly
- Class Activities such as birthday parties, 'letter to myself', secret angels, perfect punctuality plan, reading scheme etc.
- Making class uniform (senior forms only)
- Others, please specify \_\_\_\_\_

**班級經營計畫 2013 — 2014**

班別: 6A                      班主任: 張嘉雯

目標:  
在 DSE 中每科取得 Level 3 或以上成績

擬用策略:(請於方格內加上✓號)

- 於學期開始前了解學生背景資料
- 建立課室常規及班規
- 壁報規畫(學校主題 / 班級目標 / 達標指數等)
- 小組 / 個別 會面
- 以「強中中弱」方法編排座位表 (中二級學生)
- 定期向科任老師蒐集意見,並以班主任課或早會時間與學生檢討表現
- 班會活動,例如生日會、「給自己的情書」、「天使計畫」、「守時達人計畫」、「閱讀計畫」等
- 製作班衫 (中四級或以上)
- 其他,請註明 \_\_\_\_\_



## **C. Additional Remarks on Our Learning and Teaching and Support for Student Development**

### **1. Our Learning and Teaching**

#### **Integration of curriculum development and teachers' continuous professional development**

We believe that teachers' continuous professional development (CPD) provides the momentum for continuous improvement in learning and teaching. Indeed, teachers' CPD is an integral part of their work. Hence, we emphasize teachers' **reflection** on teaching and the use of assessment to inform teaching. Various tools have been formulated to facilitate teachers' reflection such as Assignment Inspection Form and Tests and Exams Evaluation Form. From 2014-2015 onwards, rubrics for assignment inspection will be used which help teachers understand the standard of well-designed assignments and effective feedback.

#### **Lesson Structure**

Besides good classroom management, a well-established lesson structure facilitates learning and teaching. This structure comprises 5 elements: (1) lesson built on students' prior knowledge; (2) teaching objectives clearly stated; (3) student output task(s) consisted; (4) timely and constructive feedback; and (5) sum up activities arranged. This lesson structure should be implemented in lessons and should be one of the major foci in lesson observation.

### **2. Support for Student Development**

#### **Class Teachers' Periods**

Class teachers' period materials about goal setting, time management and money management for S1 and S2 Class Teachers have been designed and produced by the Student Counselling Committee. According to the feedback form returned by class teachers, the materials were effective in delivering the message and useful in arousing active discussion among students. Nonetheless, it was commented that discussion time was not enough for certain periods because students had to complete questionnaires or other tasks required by the school. It was also suggested that some follow-up tasks could be designed for each unit in order to consolidate the skills or concepts taught in the booklet.

## Gifted education programmes

The school has applied for the Diversity Learning Grant (Gifted Education) to launch different programmes such as Debate Training Courses (English and Chinese) and to subsidize students to attend enhancement programmes organized by external educational institutions. With the subsidy provided, the number of participants in external enhancement programmes, competitions or international examinations has greatly increased. Some examples of these programmes are 2014 SciFest held by the Sik Sik Yuen Biotechnology Mobile Laboratory Program at the Hong Kong Science Museum, 2014 Analysis in Modern Chemistry held by the Chinese University of Hong Kong, the Asia International Mathematical Olympiad, the Cambridge International General Certificate of Secondary Education (IGCSE) Mathematics (Extended Curriculum) Examinations, 《希望杯》國際數學競賽, 「華夏盃」全國數學奧林匹克邀請賽 2014 全國總決賽, 新加坡數學競賽 2014.

The Assistant Principal is in charge of coordinating the nomination of students for high-achiever programmes and scholarships of external organizations. Besides, our teachers have put a lot of efforts in supporting students to join different interschool competitions. 2013-2014 was a fruitful year as our students have made remarkable achievements. Details of the scholarships and other achievements can be found in Section G of this report and our school webpage [www.taknga.edu.hk](http://www.taknga.edu.hk). → Student Achievements → External Awards



## E. Quality Education Fund Project Progress Report

**M:PR/E**

Progress Report of Project

**Project No. : 2012/0021**

Reporting Period: From April 2013 - (month/year) to March 2014 (month/year)

### Part A

Project Title: Integration of Global Citizenship Education, Drama Education and Language Education in Junior Secondary Life and Society Curriculum

Name of Organization/School: Tak Nga Secondary School

Project Period: From April 2013 - (month/year) to October 2014 (month/year)

### Part B

*Please read the Guidelines to Completion of Progress Report of Quality Education Fund Projects before completing this part of the report.*

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Project activity during the reporting period
2. Project variation\*, if any, during the reporting period
3. Self-evaluation of project effectiveness with indicators and measures of effectiveness clearly stipulated
4. Dissemination of deliverables and good practices, if any, and responses to such dissemination

Name of Project Cheung Ka Wai Winnie

Name of Sr. Mabel Chan

Leader:

Grantee:

Date: 17-4-2014

Date: 17-4-2014

*\* For variations not covered by the terms of the Agreement, a separate written application should be submitted to the Quality Education Fund for prior approval.*

*\* Progress Report of Project should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

## 1. Project activity

### 1.1 Activities conducted

| Activity   | Date      | Time              | Venue   | No. of participants                       |
|--|-----------|-------------------|---|---|
| Drama-based participatory case studies - Lesson 1  | 17/4/2013 | 1:15 – 3:20 pm    | Music Room, Tak Nga Secondary School  | 42  |
| Drama-based participatory case studies - Lesson 2  | 24/4/2013 | 1:20 – 2:40 pm    | Language Room, Tak Nga Secondary School   | 42  |
| Drama-based participatory case studies - Lesson 3  | 3/5/2013  | 1:20 – 2:40 pm    | Language Room, Tak Nga Secondary School   | 42  |
| Drama-based participatory case studies - Lesson 3  | 13/5/2013 | 8:35 – 9:55 am    | Music Room, Tak Nga Secondary School  | 42  |
| Drama production project – Training session 1 & 2  | 24-6-2013 | 9:00 am – 5:00 pm | Language Room, Tak Nga Secondary School   | 12  |
| Drama production project – Training session 3 and Training session 4: interview NGOs and visit to an exhibition 辛勞無小事) | 25-6-2013 | 9:00am – 5:00 pm  | - Language Room, Tak Nga Secondary School<br>- Office of Hong Kong Confederation of Trade Unions (interview)<br>- Office of Concern For Grassroots Livelihood Alliance Limited Concerning CSSA & Low Income Alliance (interview)<br>- Jockey Club Creative Arts Centre (exhibition) | 12  |
| Drama production project – Training session 5 & 6  | 26-6-2013 | 9:00am – 5:00 pm  | Language Room, Tak Nga Secondary School   | 12  |
| Drama production project – Training session 7  | 27-6-2013 | 1:00 – 5:00 pm    | Language Room, Tak Nga Secondary School   | 12  |
| Drama production project – Training session 8 & 9  | 28-6-2013 | 9:00 am – 5:00 pm | Language Room, Tak Nga Secondary School   | 12  |
| Drama production project – Training session 10: Rehearsal  | 3-7-2013  | 9:00 am – 12:00   | Hall, Tak Nga Secondary School  | 12  |
| Drama production project: Final Rehearsal  | 4-7-2014  | 7:00 – 8:00 am    | Hall, Tak Nga Secondary School  | 12  |
| Drama Performance  | 4-7-2014  | 8:30 – 9:00 am    | Hall, Tak Nga Secondary School  | Performers: 12<br>Audience: 750 (approx.) |

## 1.2 Percentage of the project completed at the end of the reporting period

|              | <b>Outcomes</b>   | <b>Format</b>          | <b>No of sessions</b> | <b>Beneficiaries</b>           | <b>Percentage completed</b> |
|--------------|---|------------------------|-----------------------|--------------------------------|-----------------------------|
| 1            | Drama-based participatory case studies  | Workshop               | 8                     | 80 students                    | 50%                         |
| 2            | Drama production project  | Workshop & Performance | 20                    | 1,824 students<br>120 teachers | 50%                         |
| 3            | Seminar for all Tak Nga teachers  | Seminar                | 1                     | 60 teachers<br>900 students    | 0%                          |
| 4            | Teachers' training workshop & Project results sharing   | Workshop               | 6                     | 40 teachers<br>6,400 students  | 0%                          |
| 5            | 1,000 copies of Teaching Kits and Project Report (deliver to 500 schools, 2 copies per school), including a handbook and a CD of lesson video | Booklets & CD          | --                    | 5,000 teachers                 | 0%                          |
| <b>Total</b> |   |                        | <b>35</b>             | <b>14,424</b>                  |                             |

## 2. Project variation

### 2.1 Changes in the schedule of the programme:

- 2.1.1 Seminar for all Tak Nga teachers was postponed from October 2013 to June 2014 because all teachers had to join the Salesian joint-school staff development day in October 2013. The seminar was rescheduled for 3<sup>rd</sup> June 2014.
- 2.12 Teachers' training workshop and Project results sharing are postponed from October to November 2014 due to the clashes with project team members' other commitments.
- 2.13 The spoken language used in the drama workshops and performance was Cantonese instead of English as students and tutors found that students expressed themselves much better in their mother tongue. Nonetheless, English reading materials and written assignments were adopted.

## 3. Self-evaluation of project effectiveness

### 3.1 Attainment of the stated objectives

| Stated objectives  | Level of Attainment (Fully attained / Mostly attained / Partially attained / Not yet attained)  |
|--|---|
| (1) provide interactive drama workshops for Life and Society curriculum aiming to develop students' knowledge, values and ability as global citizens and to encourage free expression in English | <b>Mostly attained</b><br>- 10 sessions of interactive drama workshops were provided for 12 students selected from the class of 42. Pre-assessment and post-assessment showed students' development of knowledge, values and ability as global citizens<br>- The objective "to encourage free expression in English" could not be attained since the lesson and workshops were mainly conducted in Cantonese. |

|   |  |
|---|--|
| (2) provide interactive training through drama approaches to teachers on the content and pedagogy of global citizenship education to increase their competence to discuss poverty and sustainable development with students | <b><i>Not yet attained</i></b><br>The seminar to teachers of Tak Nga Secondary School and training workshops will be conducted in June and November respectively.  |
| (3) use participatory drama case studies in teaching Labour Market in the Life and Society curriculum to help students develop empathy towards people who encounter life struggles such as unemployment and low income      | <b><i>Fully attained</i></b><br>4 lessons of participatory drama case studies were conducted. Pre-assessment and post-assessment showed students' development of empathy towards people who encounter life struggles such as unemployment and low income |
| (4) document and share the project experience so that teachers can take reference in teaching poverty and sustainable development.  | <b><i>Not yet attained</i></b><br>Copies of Teaching Kits and Project Report will be produced after the completion of all participatory drama case studies lessons and drama production project.   |

### 3.2 Success of the activities in the light of the impact on the participants

Students were provided with new learning experiences through the participatory drama case studies and the intensive drama workshops. The impact on the participants was significant, particularly for the 12 students engaged in the intensive drama workshops and the performance. It was evidenced by their feedback in the opinion surveys. From both the workshops and the devising theatre production project, it seemed that the students have significantly change their feelings towards the working poor people had changed from being indifferent (because the lazy and poorly educated people deserve poor living) to feeling pity, appreciative and supportive (because of the unfairness they faced and the positive attitude towards life despite hardship).

After the workshops and production project, most students still referred the problems that the working poor faced to ineffective or insufficient government policies, as they did before the workshops. But they would also think that the NGOs, employers, employees and even themselves should play a part to improve the working poor situation. The facilitator observed that there was a student, who participated in both the workshops and the production project, had a quite a big change in perception and attitudes towards working poor. From standing on the employer's point of view in the beginning and stressed competitiveness, she now put herself the first role to improve the situation of the working poor.

### 3.3 Resources (e.g. people, time and equipment, etc.) used for the activities

Resources used were in line with that stated in the proposal.

## 4. Dissemination of deliverables and good practices

Video recording has been conducted throughout the process of drama lessons, workshops and performance. Also, lesson plans and teaching materials have been produced and will be revised in the second phase. The tangibles stated in the proposal which include teaching kits, lesson videos and project report will be compiled after the completion of all participatory drama case studies lessons and drama production project. They will be given to the participants of teacher training workshops. Dissemination of good practices will be conducted in June 2014 and November 2014 through teacher seminar and teacher training workshops respectively.



## **F. Reports on Use of Grants**

### **1. Capacity Enhancement Grants (CEG) 2013-2014**

#### **English Language Panel - Evaluation Report on CEG**

1.7 qualified English Language teachers were hired to relieve English teachers of the additional workload to cater for the increasing learner diversity. Throughout the year, the teachers have shared the workload of their colleagues in the following areas:

- preparing S4 students for their assessment tasks
- designing assessment tasks
- preparing teaching materials
- handling the logistics of SBA (e.g. arranging the assessment groupings & time-tables and organizing video-taping equipment, etc.)
- conducting remedial and enhancement programmes

Learner diversity of the students was catered for as additional support was given to the academically less able students in afterschool remedial classes. On the other hand, academically more able students were given more learning opportunities to stretch themselves through enhancement programmes such as debating training courses and workshops, choral speaking training, etc. These students could also develop their self-learning capacity through the enhancement programmes such as doing research for debating competitions.

Panel members have generally found that the support offered by the teacher to be vital to their work. They have benefited greatly in terms of reduced workload such as handling the logistics of SBA, preparations for learning and teaching materials. More important, learning and teaching effectiveness were raised as teachers were given more space to better focus on their lesson preparations and to collaborate in formulating teaching strategies.

Prepared by

Wong Oi Kuen (Panel Head of English Language Panel)

## 2. Evaluation Report on DLG-funded Gifted Education Programmes (2013-2014)

| Title   | Objectives   | Deliverables  | No of Beneficiaries | Selection mechanism  | Duration and Venue   | Evaluation  | Expenditure |
|---|--|---|---------------------|--|--|---|-------------|
| English Debate Course   | To enhance students' debating and public speaking skills                               | - Students' reflections in written form<br>- Student participation in debating contests           | 22                  | Nominated by the English Panel based on their English assessment results, especially speaking assessment | 30 1-hour lessons in a year<br><br>Tak Nga Secondary School (TNSS) | With the training, participants have become more confident in public speaking and in debating contests.   | \$4500      |
| English Debating Workshop   | To enhance students' thinking, debating and public speaking skills                     | - Students' oral presentation to the whole school<br>- Student participation in debating contests | 9                   | Nominated by the English Panel based on their English assessment results, especially speaking assessment | 7 days<br><br>City University of Hong Kong                         | Participants have gained both knowledge and skills through debating contests with students from other schools   | \$5400      |
| 第十五屆世界華人作文大賽  | -擴闊學生學習領域<br>-提升學生寫作能力   | 提交中文作文  | 13                  | 由中文科老師根據學生中文寫作成績挑選   | 不適用  | 是次比賽不限字數，參加者從中獲得很大的滿足感，增加了對寫作的興趣。   | \$1300      |
| 2013-2014 全國青少年語文知識大賽   | 透過限時作文比賽，與全國選手切磋，擴闊視野。   | 參與限時作文比賽  | 1                   | 由中文科老師根據學生中文寫作成績挑選   | 一小時三十分<br><br>深圳大學   | 是次比賽規模非常大，同學大開眼界，更有動機提升寫作技巧。  | \$580       |
| 中文大學資優課程 - DJ培訓班  | 提升口語技巧及溝通能力  | 在學校活動中任主持或司儀  | 1                   | 由中文科老師根據學生中文科成績及課堂表現挑選   | 四天<br><br>香港中文大學   | 參加者有機會了解DJ工作及所需技巧，提升了與人溝通和合作的能力。  | \$1500      |
| 普通話水平測試   | 提升普通話溝通能力及資歷   | - 在學校普通話活動中任主持或司儀<br>- 參與普通話相關比賽  | 2                   | 由普通話科老師根據學生課堂及普通話活動表現挑選  | 不適用<br><br>香港中文大學  | 參加者獲取普通話資歷，提升說普通話的信心。   | \$1000      |
| Cambridge International Examinations – IGCSE Mathematics Examinations | To broaden the students' horizons and enhance their confidence in learning Mathematics | IGCSE Mathematics Examinations Result   | 1                   | Nominated by the Mathematics Panel based on their Mathematics assessment results                         | 2 examination sessions<br><br>Tsung Tsin Middle School             | The participant had to study the UK Mathematics curriculum by herself. She has got invaluable experiences in self-learning, time management and coping with stress. | \$1185      |

|   |  |   |   |  |  |   |        |
|---|--|---|---|--|--|---|--------|
| Asia International Mathematical Olympiad Open Contest and a one-day course offered by the HKMOA | To grasp the skills and techniques in tackling problems in Mathematical Olympiad | Participation in the contest and the result of the contest                                    | 4 | Nominated by the Mathematics Panel based on their Mathematics assessment results | -One 3-hour training session & the contest<br>- HKMOA<br>-TWGHs Wong Fung Ling College | The participants have acquired techniques in tackling problems in Mathematical Olympiad. They have enhanced their interest in Mathematics.                          | \$2160 |
| 新加坡數學競賽2014及賽前精修計劃  | To grasp the skills and techniques in tackling problems in Mathematical Olympiad | Participation in the contest  | 1 | Nominated by the Mathematics Panel based on their Mathematics assessment results | -Two 2-hour training sessions & the contest<br>-HKMOA                                  | The participant has enhanced her techniques and confidence in tackling problems in Mathematical Olympiad.   | \$680  |
| 「華夏盃」全國數學奧林匹克邀請賽2014全國總決賽及賽前特訓班   | To grasp the skills and techniques in tackling problems in Mathematical Olympiad | Participation in the contest and the result of the contest                                    | 1 | Nominated by the Mathematics Panel based on their Mathematics assessment results | -One 3-hour training session & the contest<br>- Shenzhen Chunlei Elementary School     | The participant has enhanced her techniques and confidence in tackling problems in Mathematical Olympiad.   | \$1120 |
| 希望杯國際數學競賽   | To enhance proficiency in Mathematics  | Participation in the contest and the result of the contest                                    | 3 | Nominated by the Mathematics Panel based on their Mathematics assessment results | China Intangible Cultural Heritage Development Association                             | The participant has enhanced their confidence in coping with Mathematical contests.   | \$450  |
| Science Academy for Young Talent (CUHK) – Analysis in Modern Chemistry                          | To acquire learning experiences which can only be provided in university         | - Student's reflections in written form<br>- Sharing of learning experiences with schoolmates | 1 | Nominated by the Chemistry Panel based on students' Chemistry assessment results | 2.5 days (15 contact hours)<br><br>The Chinese University of HK                        | The participant could do experiments with sophisticated equipment in the university laboratory. The learning experiences enhance her interest in studying Chemistry | \$1200 |
| Chemistry Examination organized by HK Association for Science and Maths Education               | To acquire experience in coping with public examination                          | Result of Chemistry examinations  | 5 | Nominated by the Chemistry Panel based on students' Chemistry assessment results | 0.5 day<br><br>Cheung Sha Wan Catholic Secondary School                                | The participants have enhanced their confidence in coping with the public examinations.   | \$800  |

|   |   |   |                 |   |  |   |                 |
|---|---|---|-----------------|---|--|---|-----------------|
| Forensic science training scheme organized by City University of Hong Kong and the Hong Kong Federation of Youth Groups | <ul style="list-style-type: none"> <li>- To apply scientific knowledge</li> <li>- To enhance logical thinking and the ability to observe and analyze</li> </ul>                       | Sharing of learning experiences with schoolmates  | 1               | Nominated by the Biology Panel based on students' Biology assessment results        | 3 days<br><br>Science Park   | The participant has learned the basic theories behind forensic science, crime scene investigation and analytical chemistry.                 | \$1000          |
| HK Biology Olympiad for Secondary School (2013-2014) organized by HK Association for Science and Maths Education        | <ul style="list-style-type: none"> <li>- To acquire experience in coping with public examination</li> <li>- To assess students' performance in important scopes of Biology</li> </ul> | Result of Biology examinations  | 10              | Nominated by the Biology Panel based on students' Biology assessment results        | 1-hour test<br><br>TWGHs Chang Ming Thien College                      | The participants have enhanced their confidence in coping with the public examinations.   | \$500           |
| Physics Examination organized by HK Association for Science and Maths Education   | To acquire experience in coping with public examination   | Result of Physics examinations  | 10              | Nominated by the Physics Panel based on students' Physics assessment results        | 0.5 day<br><br>Cheung Sha Wan Catholic Secondary School                | The participants have enhanced their confidence in coping with the public examinations.   | \$600           |
| Economic and Environmental Study in Taiwan  | To acquire knowledge of environmental protection and sustainable development  | <ul style="list-style-type: none"> <li>- Student's reflections in written form</li> <li>- Sharing of learning experiences with schoolmates</li> </ul> | 1               | Nominated by class teachers based on students' overall academic and OLE performance | 5-day trip, three 3-hour pre-trip workshops and one post-trip workshop | The participant has experienced the practice of recycling in Taiwan and has acquired knowledge of sustainable development.                  | \$1000          |
| Registration fees for CUHK Gifted Education Programmes  | To widen horizons and acquire learning experiences provided by university   | Sharing of learning experiences with schoolmates  | 9               | Nominated by class teachers based on students' overall academic and OLE performance | 4 days<br><br>CUHK   | The participants have enriched their learning experiences and enhanced their generic skills such as communication and collaborative skills. | \$1620          |
|   |   |   | <b>Total=95</b> |   |  |   | <b>\$26,595</b> |

### 3. School-based After-School Learning and Support Programme 2013/14 Programme Report

Name of School: Tak Nga Secondary School

Project Coordinator: Mr Chow Kin Fai

Contact Telephone No.: 2397-1955

#### A. Information on Activities under the Programme

| Name of activity                         | Actual no. of Target students # benefitted | Average subsidy | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaires, etc) | Name of partner/ service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|--|--|-----------------|---------------------------|----------------------|--|---|--|
| <i>Musical Class</i>                     | 17   | 2858            | Nov 2013–<br>June 2014    | 48589                | Teacher Observation                                      | Schroeder's<br>Music Union                        | /  |
| <i>Homework<br/>Guidance Class</i>       | 1  | 60              | Oct 2013                  | 650                  | Teacher Observation                                      | School Support<br>Association                     | /  |
| <i>Pop Dance<br/>Activity</i>            | 64   | 40              | 19 Oct 2013               | 2560                 | Teacher Observation                                      | Hok Yau Club                                      | /  |
| <i>Career Interest<br/>Inventory</i>     | 50   | 15              | 23 Nov 2013               | 750                  | Teacher Observation                                      | /   | /  |
| <i>Taiwan Study Trip</i>                 | 18   | 1000            | 22-25<br>April 2014       | 18000                | Questionnaire  | /   | /  |
| <i>Chinese<br/>Enhancement<br/>Class</i> | 33   | 450             | Aug 2014                  | 14850                | Questionnaire  | /   | /  |
| Total Expenses                           |  |                 |                           | 85399.0              |  |   |  |

Note:

# Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota.

## B. Project Effectiveness

*To the benefitted students, achievements of the activities conducted are rated as follows:*

| 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 involvements               |             | ✓        |        |           |           |                |

## C. Comments on the project conducted

*Problems/difficulties encountered when implementing the project*

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_

Date: 16<sup>th</sup> September, 2014



# G. Student Achievements 2013-2014

## Academic and Leadership

| Name of Competition/Scholarship/Awarding Organization | Result          | Name and Class   |
|---|-----------------|--|
| 「二零一四年學生中文故事創作比賽」                                     | 高級組冠軍           | 5C 鄭立婷   |
| 第十五屆世界華人學生作文大賽香港賽區                                    | 二等獎             | 6D 謝慶玲   |
|   | 三等獎             | 4D 朱詠珊   |
|   |                 | 6C 余穎詩   |
|   |                 | 6C 馮德瑜   |
|   | 優秀獎             | 5C 王芷晴   |
|   |                 | 6B 林君怡   |
|   |                 | 5D 張瀚寧   |
| 看漢中文網閱讀寶庫獎勵計劃<br>2013-14 全國青少年現場作文總決賽                 | 傑出學生<br>一等獎     | 6D 梁嘉盈<br>4B 陳咏怡<br>4B 陳曉琪<br>3B 陳宛玟<br>5B 林君怡                     |
| 全國青少年語文知識大賽之 2013 全國現場作文晉級賽<br>(香港區)                  | 二等獎             | 3D 林紫嫣<br>1B 陳曉嵐   |
|   |                 | 3A 葉曉君   |
|   |                 | 2D 翁穎彤   |
|   | 三等獎             | 4D 謝卓彤<br>5B 林君怡<br>1B 關雅之<br>3D 林紫嫣<br>3A 陳梓鈺<br>4D 吳嘉兒<br>5B 李雅瑩 |
| 第 25 屆閱讀嘉年華「閱」聞「閱」趣 寫作比賽                              | 初中組季軍<br>高中組優異獎 | 2B 司徒晴晴<br>5C 林嘉儀  |
| 「中國中學生作文大賽」永隆文學之星                                     | 優異獎             | 3D 楊可盈<br>3D 陳曉琪<br>2B 司徒晴晴<br>4C 林素安<br>4D 方曉彤<br>4A 萬凱宜          |
| 善寧會「活好當下」徵文比賽   | 優異獎             | 5B 林君怡   |
| 梁廣榕教育基金會  | 聖鮑思高神父獎學金 二萬元正  | 5D 何熙彤   |
| 明日領袖高峰論壇之「夢想工程」                                       | 優異獎             | 5C 馮德瑜   |
| 明日領袖高峰論壇之「夢想工程」                                       | 優異獎             | 5C 何梓寧   |
| 「明日之星」--上游獎學金   | 獎學金五千元          | 5A 余韻婷   |
| 「明日之星」--上游獎學金   | 獎學金五千元          | 6C 歐綺虹   |

|   |                                   |                    |
|---|-----------------------------------|--------------------|
| 「明日之星」--上游獎學金   | 獎學金五千元                            | 6C 黃寶盈             |
| 「卓越今天,成就將來」青少年領袖獎勵計劃(2013-2014)   | 獎學金五千元及獎證書                        | 5C 何梓寧             |
| 「卓越今天,成就將來」青少年領袖獎勵計劃(2013-2014)   | 獎學金五千元及獎證書                        | 4D 黎淑怡             |
| 羅氏慈善基金、教育局合辦  | 高中應用學習獎學金                         | 6A 李韻              |
| 羅氏慈善基金、教育局合辦  | 高中應用學習獎學金                         | 6A 范依蕎             |
| 羅氏慈善基金、教育局合辦  | 高中應用學習獎學金                         | 6A 黎曉晴             |
| 羅氏慈善基金、教育局合辦  | 特別嘉許                              | 6A 李韻              |
| 第五屆九龍地域傑出學生選舉   | 優秀學生                              | 5D 羅翠怡             |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | Credit in Biology                 | 6C Au Yee Hung     |
|   |                                   | 6C Lai Tsz Yan     |
|   |                                   | 6C Leung Ho Yan    |
|   |                                   | 6C Leung Ka Ki     |
|   |                                   | 6C Lui Chi Ching   |
|   |                                   | 6C Ng Ka Wing      |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | Distinction in Biology            | 6C Ho Chin Hang    |
|   |                                   | 6C Kwok Yi Man     |
|   |                                   | 6C Ng Ka Tik       |
|   |                                   | 6C Tung Hiu To     |
|   |                                   | 6C Wong Po Ying    |
|   |                                   | 6C Yueng Ka Ching  |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | High Distinction in Biology       | 6C Lee Sarah Yee   |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | Credit in Chemistry               | 6C Lau Sin Yee     |
|   |                                   | 6C Tam Mei Ting    |
|   |                                   | 6D Chan Yik Tin    |
|   |                                   | 6D Cheung Wing Kei |
|   |                                   | 6D Lei Ho Kar      |
|   |                                   | 6D Ting Ho Ching   |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | Distinction in Chemistry          | 6D Lau Wing Ki     |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | Credit in Mathematics             | 6D Chan Yik Tin    |
|   |                                   | 6D Cheng Sze Ki    |
|   |                                   | 6D Lau Wing Ki     |
|   |                                   | 6D Lei Ho Kar      |
|   |                                   | 6D Lui To Shan     |
|   |                                   | 6D Lam Tsoi Man    |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | Distinction in Mathematics        | 6D Lo Ho Wun       |
| Hong Kong Polytechnic University - Mathematics and Science Competition 2013 | High Distinction in Mathematics   | 6D Cheung Wing Kei |
|   |                                   | 6D Tang Yuk Wah    |
| 順德聯誼總會胡兆熾中學   | 第五屆 Super 24 邀請賽三等獎               | 1D 張伊樂             |
| 順德聯誼總會胡兆熾中學   | 第五屆 Super 24 邀請賽二等獎               | 2B 許婧怡             |
| 香港數學奧林匹克協會  | 「華夏盃」全國數學奧林匹克邀請賽 2014(香港賽區)初賽 三等獎 | 2B 許婧怡             |
| 香港數學奧林匹克協會  | 「華夏盃」全國數學奧林匹克邀請                   | 2B 藍綽瑩             |

|               |  |        |
|---------------|--|--------|
| 香港數學奧林匹克協會    | 賽 2014(香港賽區)初賽 三等獎<br>「華夏盃」全國數學奧林匹克邀請賽 2014(華南區)晉級賽 二等獎        | 2B 藍綽瑩 |
| 香港數學奧林匹克協會    | 2014 亞洲國際數學奧林匹克公開賽選拔賽(香港賽區)初賽 暨 港澳數學奧林匹克公開賽 <港澳盃 HKMO Open> 金獎 | 2B 林佳貽 |
| 香港數學奧林匹克協會    | 2014 亞洲國際數學奧林匹克公開賽選拔賽(香港賽區)初賽 暨 港澳數學奧林匹克公開賽 <港澳盃 HKMO Open> 銀獎 | 3D 袁梓珊 |
| 香港數學奧林匹克協會    | 2014 亞洲國際數學奧林匹克公開賽選拔賽(香港賽區)初賽 暨 港澳數學奧林匹克公開賽 <港澳盃 HKMO Open> 銅獎 | 3D 趙潼  |
| 香港數學奧林匹克協會    | 2014 亞洲國際數學奧林匹克公開賽選拔賽(香港賽區)初賽 暨 港澳數學奧林匹克公開賽 <港澳盃 HKMO Open> 銅獎 | 3D 朱詠珊 |
| 保良局、香港數理教育學會  | 第十六屆香港青少年數學精英選拔賽 三等獎   | 3D 林佳貽 |
| 保良局、香港數理教育學會  | 第十六屆香港青少年數學精英選拔賽 三等獎   | 3D 伍沛茵 |
| 培正專業書院        | 第十三屆培正數學邀請賽 2014 (初賽)進入決賽                                      | 3D 林佳貽 |
| 國際數學奧林匹克香港委員會 | 香港初中數學奧林匹克全或青少年數學論壇選拔賽馬(2013-2014) 三等獎                         | 3D 林佳貽 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 二等獎 「我的媽媽」                                  | 2A 楊德蓉 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 二等獎 「快樂的一件事」                                | 3D 陳曉琪 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 二等獎<br>「地鐵車廂內眾生相」                           | 4A 余鳳儀 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎 「重獲信心的獎牌」                               | 2B 李若翹 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎 「給媽媽的一封信」                               | 2B 劉曉俞 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎 「我的夢想」                                  | 2B 黎穎欣 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎 「鼓勵」                                    | 2D 郭銘心 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎 「家」                                     | 2D 黃敏儀 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎 「我最快樂的時候」                               | 3B 石筱泳 |
| 陸陳漢語國際教育      | 第十四屆世界華人學生作文大賽香港賽區 三等獎   | 4B 陳婉虹 |

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|                       | 「地鐵車廂內眾生相」                                 |                |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2A 譚思敏         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2A 梁芯瑜         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2A 黃綽妍         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2A 黃曉敏         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2B 司徒晴晴        |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2C 張嘉瑜         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2D 方玉華         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2D 韋美婷         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 2D 韋美婷         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 3A 林玉群         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 3A 黃麗珊         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 3B 楊芷晴         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 3D 楊可盈         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 4A 麥幼侗         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 4C 李雅芝         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 4C 王曉彤         |
| 陸陳漢語國際教育              | 第十四屆世界華人學生作文大賽香港賽區 優秀獎                     | 4D 何昭汝         |
| 道聲出版社                 | 道聲百年徵文比賽 亞軍                                | 5D 陳必祺         |
| 道聲出版社                 | 道聲百年徵文比賽 優異獎                               | 6A 李穎珊         |
| 吉野家勤學大獎 2013 共同創造繽紛香港 | 尖子大獎                                       | 6D 張詠琪         |
|                       | Rev. Joseph Carra Memorial Education Grant | 5D Law Chui Yi |
| 校際朗誦節 香港學校音樂節及朗誦協會    | 詩詞獨誦(粵語)中學六年級冠軍                            | 6B 黃寶盈         |
| 校際朗誦節 香港學校音樂節及朗誦協會    | 詩詞獨誦(粵語)中學六年級季軍                            | 6C 劉亦羚         |
| 校際朗誦節 香港學校音樂節及朗誦協會    | 詩詞獨誦(粵語)中學五年級季軍                            | 5C 張善誼         |
| 校際朗誦節 香港學校音樂節及朗誦協會    | 詩詞獨誦(粵語)中學五年級季軍                            | 5C 林嘉儀         |
| 校際朗誦節 香港學校音樂節及朗誦協會    | 詩詞獨誦(粵語)中學四年級冠軍                            | 4B 王美月         |
| 校際朗誦節 香港學校音樂節及朗誦協會    | 詩詞獨誦(粵語)中學四年級亞軍                            | 4D 陳穎心         |

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| 校際朗誦節 香港學校音樂節及朗誦協會                               | 散文獨誦(粵語)中學三年級季軍               | 3D 陳銳熹                                |
| 校際朗誦節 香港學校音樂節及朗誦協會                               | 詩詞獨誦(粵語)中學二年級季軍               | 2B 陳怡穎                                |
| 校際朗誦節 香港學校音樂節及朗誦協會                               | 詩詞獨誦(普通話)中學三、四年級季軍            | 4D 陳穎心                                |
| 校際朗誦節 香港學校音樂節及朗誦協會                               | 詩詞獨誦(普通話)中學一、二年級冠軍            | 2A 王晶晶                                |
| 校際朗誦節 香港學校音樂節及朗誦協會                               | 詩詞獨誦(普通話)中學一、二年級季軍            | 1A 盧倍惠                                |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Champion  | 2B Chan Yi Wing                       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Champion  | 3C Chak Ka Ning                       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Champion  | 5A Ng Yeuk Nam                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 2nd Place | 3B Ng Cheuk Tung<br>Sofrie            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 2nd Place | 5C Cheung Seen Yee                    |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 2nd Place | 5C Ip Yan Yi                          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 2B Chan Melanie Pui<br>Lam            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 3B Ng Cheuk Tung                      |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 3D Chiu Tung                          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 4C Hui Lok Wai<br>Christina           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 5C Fung Tak Yu (Public<br>Speaking)   |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 5C Lam Cho Tung                       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 5C Wong Wai Ki                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking 3rd Place | 5D Lee Hau Yee                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Choral Speaking 3rd Place     | Tak Nga Secondary<br>School 1D        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Choral Speaking Merit         | Tak Nga Secondary<br>School 1B        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Choral Speaking Merit         | Tak Nga Secondary<br>School 3D        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Dramatic Duologue Merit       | 3D Leung Ka Yan<br>3D Wong Wai Tung   |
| 65th Hong Kong Schools Speech Festival (2013-14) | Dramatic Duologue Merit       | 4B Yip Wing Yan<br>4C Li Hiu Lam      |
| 65th Hong Kong Schools Speech Festival (2013-14) | Dramatic Duologue Merit       | 4D Kwan Ching Tung<br>4D Chen Shuxian |
| 65th Hong Kong Schools Speech Festival (2013-14) | Dramatic Duologue Merit       | 4D Tse Cheuk Tung<br>4D Mo Wing Kiu   |
| 65th Hong Kong Schools Speech Festival (2013-14) | Dramatic Duologue Merit       | 5C Chan Tsz Ying<br>5C Chin Tsz Ying  |
| 65th Hong Kong Schools Speech Festival (2013-14) | Dramatic Duologue Merit       | 5D Wan Lok Man<br>5D Tong Fuk Yee     |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1A Chan Sze Ki                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1A Lee Wai Yi                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1A Li Uen Shan Chloe                  |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1A Shek Nga Yan                       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1A Tang Yue Man                       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1A Yich Chung Yan                     |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1B Cheng Yu Ying                      |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit     | 1B Chow Hei Ching                     |

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| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1B Lau Hiu Lam            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1C Chen Meiying           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1C Cheng Kwan Yi          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1C Feng Kawey             |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1C Wong Man Yin           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1D Cheung Yi Lok          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1D Lam Suet Ping          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1D Leung Yi Ching         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 1D Ng Wing Shan           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2A Choy Man Yan           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2A Lau Sze Nga Candice    |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2A Mak Stephanie Ying Sum |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2A Sung Cheuk Wai         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2A Zee Ka Wai             |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2B Cheung Wing Yin        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2B Leung Hei Man Joyce    |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2B Leung Yi Ling          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2B Tong Wing Kiu Nicole   |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2B Wong Cheuk Wing        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 2C Lam Siu Ting           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3A Yue Yuen Yu Yolanda    |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3B Ho Wan Chee            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3B Kiang Wan Chee         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3B Law Lok Yin            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3B Tang Yan Wan           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3B Wong Ching Yan         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3C So Tina Wing Yiu       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3C Yeung Sze Chai         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3D Chu Wing Shan Michelle |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3D Lai Pei Hei            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3D Leung Yuen Sum         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3D Li Wing Tung           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3D Wong Mei Chun          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 3D Wong Wai Tung          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4A Chik Man Hei           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4A Dit Wing Tung          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4A Pak Lo                 |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4B Kan Wing Tung          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4B Lai Ka Yi              |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4B Lam Yan Kei            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4B Lau Mei Kwan           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4B Sham Wai Shan          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4C Chan Chung Yee         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit | 4C Pang Sze Nga Phoebe    |

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| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 4D Ng Ka Yi                            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 4D Law Sze Man                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 4D Li Shuyi                            |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5A Gill Ramenjeet<br>(Public Speaking) |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5A Ng Yan Ting                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5A Wong Cho Ki                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5B Li Wing Long                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5B Ng Yannis                           |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5C Ho Tsz Ning                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5C Lai Wing Tung Kitty                 |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5C Siu Kiu Yan                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5C Tseung Shuk Ling                    |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5C Wu Chung Yan                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5D Kwong Tze Yan                       |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 5D Wong Kam Han                        |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 6A Au So Ying                          |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 6A Chung Carey                         |
| 65th Hong Kong Schools Speech Festival (2013-14) | Sole Verse Speaking Merit            | 6A Lai Hiu Ching                       |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5D 譚錦華                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5D 譚錦華                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5D 陳淑怡                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5D 謝慶玲                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5C 伍楚翹                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5D 黃懿初                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5A 霍美蘭                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銀獎                                   | 5C 馮德瑜                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銅獎                                   | 5C 何梓潼                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銅獎                                   | 5C 謝雅芝                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銅獎                                   | 5C 鄭立婷                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銅獎                                   | 5C 張鈺婷                                 |
| 2013 遊協通識盃－碗賽 中學校際通識問答比賽                         | 銅獎                                   | 5C 林嘉儀                                 |
|  | 柏立基爵士信託基金傑出學生資助<br>(非學術範疇) 2013-14   | 2C 潘凱欣                                 |
|  | Youth Arch Student Improvement Award | 2A Tam Sze Man                         |
|  | Youth Arch Student Improvement Award | 2A Wu Shuk Yu                          |
|  | Youth Arch Student Improvement Award | 2A Mak Ying Sum                        |
|  | Youth Arch Student Improvement Award | 2C Yeung Man Yi                        |
|  | Youth Arch Student Improvement Award | 3A Chan Tsz Yuk                        |
|  | Youth Arch Student Improvement Award | 3B Wong Wai Yan                        |
|  | Youth Arch Student Improvement Award | 3C Yu Tsz Yuk                          |
|  | Youth Arch Student Improvement Award | 3D Leung Yee Yee                       |
|  | Youth Arch Student Improvement Award | 4A Wong Wing Yan                       |
|  | Youth Arch Student Improvement Award | 4B Lo Sze Hang                         |
|  | Youth Arch Student Improvement Award | 4D Yik Cheuk Yi                        |
|  | Youth Arch Student Improvement Award | 5A Lam Yi Kwan                         |

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|   | Youth Arch Student Improvement Award                 | 5B Lee Yik Ki            |
|   | Youth Arch Student Improvement Award                 | 5C Li Tsz Yin            |
|   | Youth Arch Student Improvement Award                 | 5D Lee Hau Yee           |
|   | Youth Arch Student Improvement Award                 | 6A Lau Nga Wing          |
|   | Youth Arch Student Improvement Award                 | 6B Lau Ying Yi           |
|   | Youth Arch Student Improvement Award                 | 6C Lau Yik Ling          |
|   | Youth Arch Student Improvement Award                 | 6D Mok Hiu Ting          |
|   | Youth Arch Student Improvement Award And Scholarship | 4D Cheung Hon Ning       |
| HKIS Building Surveying and Eddie Lee Memorial Education Foundation | Scholarship for Secondary School Student 2013        | 6D Cheung Wing Kei       |
| Sir Edward Youde Memorial Prizes 2013/14                            | Cash award HK\$ 1000                                 | 6D Chan Yik Tin          |
| Sir Edward Youde Memorial Prizes 2013/14                            | Cash award HK\$ 1000                                 | 5D Ho Hilda Hei Tung     |
| 2013 特區政府施政十件事評選  | 二等獎(平板電腦一部)  | 6A 勞穎丹                   |
| 香港青年法律及時事協會主辦 青苗盃   | 殿軍   | 3B 黃詠恩                   |
| 香港青年法律及時事協會主辦 青苗盃   | 殿軍   | 3D 歐陽沛詩                  |
| 香港青年法律及時事協會主辦 青苗盃   | 殿軍   | 3D 陳文婷                   |
| 香港青年法律及時事協會主辦 青苗盃   | 殿軍   | 4D 許碧瑤                   |
| 香港青年法律及時事協會主辦 青苗盃   | 殿軍   | 5D 羅翠怡                   |
| 香港青年法律及時事協會主辦 青苗盃   | 八強賽「最佳辯論員」   | 5C 余穎詩                   |
| Operation Santa Claus 2013(presented by RTHK & SCMP)                | Most Creative School Award                           | Tak Nga Secondary School |
| Hong Kong School Drama Festival 2013/14                             | Award For Outstanding Cooperation                    | Tak Nga Secondary School |
| Hong Kong School Drama Festival 2013/14                             | Award For Outstanding Stage Effect                   | Tak Nga Secondary School |
| Hong Kong School Drama Festival 2013/14                             | Award For Outstanding Performer                      | 3D Yuen Tsz Shan         |
| 聖鮑思高誕生二百周年話劇比賽  | 最佳演員全場亞軍   | 3D 袁梓珊                   |
| 香港學校音樂節及朗誦協會  | 最佳演員全場亞軍   | 3D 袁梓珊                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學六年級粵語詩詞獨誦冠軍  | 6C 黃寶盈                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學六年級粵語詩詞獨誦季軍  | 6C 劉亦羚                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學五年級粵語詩詞獨誦季軍  | 5C 張善誼                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學五年級粵語詩詞獨誦季軍  | 5C 林嘉儀                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學四年級粵語詩詞獨誦冠軍  | 4D 王美月                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學四年級粵語詩詞獨誦亞軍  | 4D 陳穎心                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學三年級粵語散文獨誦季軍  | 3D 陳銳熹                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學二年級粵語詩詞獨誦季軍  | 2D 陳怡穎                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學三、四年級普通話詩詞獨誦季軍                                     | 4D 陳穎心                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學一、二年級普通話詩詞獨誦冠軍                                     | 2A 王晶晶                   |
| 校際朗誦節香港學校音樂節及朗誦協會   | 中學一、二年級普通話詩詞獨誦季軍                                     | 1A 盧倍惠                   |
| 善寧會   | 「活好當下」徵文比賽 2013「生死教育」優異獎                             | 5B 林君怡                   |
| 中國語文現代化學會   | 全國青少年語文知識大賽之 2013 全國現場作文晉級賽(香港區) 二等獎                 | 5B 林君怡                   |
| 中國語文現代化學會   | 全國青少年語文知識大賽之 2013 全國現場作文晉級賽(香港區) 三等獎                 | 5B 李雅瑩                   |



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| 香港教育專業人員協會   | 第 25 屆閱讀嘉年華「閱」聞「閱」趣 寫作比賽初中組季軍     | 2B 司徒晴晴       |
| 香港教育專業人員協會   | 第 25 屆閱讀嘉年華「閱」聞「閱」趣 寫作比賽高中組優異獎    | 5C 林嘉儀        |
| 中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會 | 「中國中學生作文大賽」優異獎                    | 3D 楊可盈        |
| 中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會 | 「中國中學生作文大賽」優異獎                    | 3D 陳曉琪        |
| 中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會 | 「中國中學生作文大賽」優異獎                    | 2B 司徒晴晴       |
| 中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會 | 「中國中學生作文大賽」優異獎                    | 4C 林素安        |
| 中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會 | 「中國中學生作文大賽」優異獎                    | 4D 方曉彤        |
| 中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會 | 「中國中學生作文大賽」優異獎                    | 4A 萬凱宜        |
| 香港旅遊及文化發展協進會   | 保育文化徵文比賽 2013 初中組優異獎              | 3D 梁諾澄        |
| 香港旅遊及文化發展協進會   | 保育文化徵文比賽 2013 初中組優異獎              | 3D 楊靜怡        |
| 香港朗誦藝術語言中心 香港普通話導師中心   | 第十屆中外作家詩文朗誦比賽中學組(中 5-6 年級) 詩文對誦冠軍 | 5D 梁嘉盈 王懿初    |
| 香港朗誦藝術語言中心 香港普通話導師中心   | 第十屆中外作家詩文朗誦比賽中學組(中 5-6 年級) 詩文對誦亞軍 | 5D 任綺琪 5C 廖婉儀 |
| 香港朗誦藝術語言中心 香港普通話導師中心   | 第十屆中外作家詩文朗誦比賽中學組(中 5-6 年級) 詩文對誦季軍 | 5D 陳必祺 羅翠怡    |
| 香港朗誦藝術語言中心 香港普通話導師中心   | 第十屆中外作家詩文朗誦比賽中學組(中 1-2 年級) 詩文對誦冠軍 | 2A 王晶晶 2B 陳霽霖 |
| 新市鎮文化教育協會主辦<br>語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦         | 「第十五屆全港中小學普通話演講比賽 2013」良好獎狀       | 5D 任綺琪        |
| 新市鎮文化教育協會主辦<br>語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦         | 「第十五屆全港中小學普通話演講比賽 2013」良好獎狀       | 5B 陳欣琪        |
| 新市鎮文化教育協會主辦<br>語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦         | 「第十五屆全港中小學普通話演講比賽 2013」良好獎狀       | 3D 梁廷君        |
| 新市鎮文化教育協會主辦<br>語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦         | 「第十五屆全港中小學普通話演講比賽 2013」良好獎狀       | 3B 吳綽潼        |
| 新市鎮文化教育協會主辦<br>語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦         | 「第十五屆全港中小學普通話演講比賽 2013」優異獎狀       | 5B 張惠彤        |
| 新市鎮文化教育協會主辦 語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦            | 「第十五屆全港中小學普通話演講比賽 2013」優異獎狀       | 5C 謝佳淇        |

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| 新市鎮文化教育協會主辦<br>語文教育及研究常務委員會合辦<br>教育局、香港電台普通話台、家庭與學校合作事宜委員會協辦 | 「第十五屆全港中小學普通話演講<br>比賽 2013」優異獎狀                    | 3A 李美洁        |
| 蔡麗雙博士詩文朗誦協會蔡麗雙博士詩文朗誦協會香港<br>朗誦藝術語言中心                         | 第十屆中外作家詩文朗誦比賽<br>(2014・香港)冠軍 中學組(中 5-6 年<br>級)詩文對誦 | 4D 梁嘉盈 4D 王懿初 |
| 蔡麗雙博士詩文朗誦協會蔡麗雙博士詩文朗誦協會香港<br>朗誦藝術語言中心                         | 第十屆中外作家詩文朗誦比賽<br>(2014・香港)亞軍 中學組(中 5-6 年<br>級)詩文對誦 | 4C 廖婉儀 4D 任綺琪 |
| 蔡麗雙博士詩文朗誦協會蔡麗雙博士詩文朗誦協會香港<br>朗誦藝術語言中心                         | 第十屆中外作家詩文朗誦比賽<br>(2014・香港)季軍 中學組(中 5-6 年<br>級)詩文對誦 | 4D 陳必祺 4D 羅翠怡 |
| 蔡麗雙博士詩文朗誦協會蔡麗雙博士詩文朗誦協會香港<br>朗誦藝術語言中心                         | 第十屆中外作家詩文朗誦比賽<br>(2014・香港)冠軍 中學組(中 1-2 年<br>級)詩文對誦 | 2A 王晶晶 2B 陳霈霖 |
| 施彭年教聯獎學金   | 獎學金三千元   | 4C 區海詩        |
| 施彭年教聯獎學金   | 獎學金三千元   | 5D 羅翠怡        |
| 康樂及文化事務署   | 「二零一四年學生中文故事創作比<br>賽」 作品<與母親的對話> 高中組<br>冠軍         | 5C 鄭立婷        |
| 深水埗學校聯絡委員會主辦，深青社及深水埗區傑出學生協會<br>合辦，九龍地域校長聯會及深水埗民政事務處協辦        | 第六屆深水埗區傑出學生選舉<br>高中組傑出學生                           | 4D 黎淑怡        |
| 深水埗學校聯絡委員會主辦，深青社及深水埗區傑出學生協會<br>合辦，九龍地域校長聯會及深水埗民政事務處協辦        | 第六屆深水埗區傑出學生選舉<br>高中組優秀學生                           | 5D 陳綺琪        |
| 深水埗學校聯絡委員會主辦，深青社及深水埗區傑出學生協會<br>合辦，九龍地域校長聯會及深水埗民政事務處協辦        | 第六屆深水埗區傑出學生選舉<br>高中組優秀學生                           | 4D 關嘉詠        |
| 深水埗學校聯絡委員會主辦，深青社及深水埗區傑出學生協會<br>合辦，九龍地域校長聯會及深水埗民政事務處協辦        | 第六屆深水埗區傑出學生選舉<br>初中組優秀學生                           | 3D 朱詠珊        |
| 深水埗學校聯絡委員會主辦，深青社及深水埗區傑出學生協會<br>合辦，九龍地域校長聯會及深水埗民政事務處協辦        | 第六屆深水埗區傑出學生選舉<br>初中組優秀學生                           | 3D 袁梓珊        |

## Physical

| Name of Competition            | Result                | Name and Class     |
|--------------------------------|-----------------------|--------------------|
| 九龍地域分齡壁球比賽 2014                | 女子青少年組 FD(15-18 歲) 亞軍 | 4C 陳頌怡             |
| Our Lady of the Rosary College | Champion              | 3C Nicole Chak     |
|                                |                       | 4A Rebecca Li      |
|                                |                       | 4C Au Hoisy Bacold |
| 4x100m Invitation Relay        |                       | 5A Michelle Lam    |
| St. Teresa Secondary School    | 1st Runner-up         | 3C Nicole Chak     |
|                                |                       | 4A Rebecca Li      |
|                                |                       | 4C Au Hoisy Bacold |
| 4x100m Invitation Relay        |                       | 5A Michelle Lam    |

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|---|------------------------|---|
| 16th Hong Kong SAR China Youth Roller Skating Invitation Championships 10,000m points & elimination event | The Sixth Place        | 2C Christine Poon   |
| Hong Kong School Sports Federation Athletics Championships Girls'A Grade Long Jump Champion               | Champion               | 4C Au Hoisy Bacolod   |
| Hong Kong School Sports Federation Athletics Championships Girls'A Grade 4X100m Relay                     | 2nd Runner-up          | 3C Nicole Chak<br>4A Rebecca Li<br>4C Au Hoisy Bacolod<br>5A Michelle Lam |
| HKSYP&IA Wong Tai Shan Memorial College Sports Day 4X100m Invitation Relay                                | 2nd Runner-up          | 3C Nicole Chak<br>4A Rebecca Li<br>4C Au Hoisy Bacolod<br>5A Michelle Lam |
| 2013 Hong Kong Roller Speed Skating Open Championships - Ladies Age 12-14 500m                            | 4th Runner-up          | 2C Poon Hoi Yan   |
| 2013 Hong Kong Roller Speed Skating Open Championships - Ladies Age 12-14 3000m                           | 3rd Runner-up          | 2C Poon Hoi Yan   |
| A.S. Watson Group HK Student Sports Awards 2013-2014  | Cash award<br>HK\$ 500 | 4C Au Hoisy Bacolod   |

## Music

| Name of Competition                   | Result        | Name and Class       |
|---------------------------------------|---------------|----------------------|
| 香港亞洲鋼琴公開賽決賽冠軍                         | 冠軍            | 2A 溫詩淳               |
| 第二屆我是合唱歌手比賽                           | 冠軍            | 5D 陳顯心 4C 翟嘉寧        |
| 66th Hong Kong Schools Music Festival | Champion      | 1B Wan Sze Ting      |
| 66th Hong Kong Schools Music Festival | 1st runner-up | 2B Hui Jing Yi       |
| 66th Hong Kong Schools Music Festival | 2nd runner-up | 3D Wong Lai Ying     |
| 66th Hong Kong Schools Music Festival | Merit         | 3D Chan Yui Hei      |
| 66th Hong Kong Schools Music Festival | Merit         | Tak Nga School choir |
| 66th Hong Kong Schools Music Festival | Merit         | 3D Lai Cheuk Ying    |
| 66th Hong Kong Schools Music Festival | Merit         | 3C Hung Chui Yi      |
| 66th Hong Kong Schools Music Festival | Merit         | 4C Lam Yuk Chi       |
| 66th Hong Kong Schools Music Festival | Merit         | 5D Chan Yee Ki       |
| 66th Hong Kong Schools Music Festival | Merit         | 3C Lei Yuen Lam      |
| 66th Hong Kong Schools Music Festival | Merit         | 5D Tong Fok Yee      |
| 66th Hong Kong Schools Music Festival | Merit         | 3D Lai Pui Hei       |

## Visual Arts

| Name of Competition   | Result      | Name and Class          |
|---|-------------|-------------------------|
| International Students Visual Arts contest - cum - Exhibition of Hong Kong 2014 | Grand Prize | 5A Lee Choi Shuen Joyce |
| 2013 童眼看世界 繪畫比賽-亞太區賽事   | 二等獎         | 5D 譚錦華                  |
| International Colere Exchange (Hong Kong) 2013 Child's Utopia                   | 1st Prize   | 5A Kitty Leung          |
| International Colere Exchange (Hong Kong) 2013 Child's Utopia                   | 2nd Prize   | 5A Kitty Leung          |

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| International Colere Exchange (Hong Kong) 2013<br>Child's Utopia                        | 3rd Prize   | 5C Rainbow Wong |
| International Colere Exchange (Hong Kong) 2013<br>Child's Utopia                        | Merit Prize | 5A Joyce Lee    |
| International Colere Exchange (Hong Kong) 2013<br>Child's Utopia                        | Merit Prize | 5C Ruby Ng      |
| Hong Kong Professional Teachers' Union - The 25th<br>Reading Carnival Photo Competition | Merit Prize | 4A May Pang     |

## Achievements of Alumni

| Awarding Institution   | Scholarship  | Name of Alumna                             |
|--|--|--|
| City University of Hong Kong   | Law Admission Scholarship 2013   | Cheung Mung Ting (2013 Graduate)           |
| The Hong Kong Institute of Education   | Rusy Shroff Entrance Scholarship   | Lam Sum Yee (2013 Graduate)                |
| The Hong Kong Institute of Education   | Fuji Xerox (Hong Kong) Limited<br>Scholarship & Professor Cheung Bing<br>Leung Student Exchange Scholarship        | Wong Hei Men (2011 Graduate)               |
| The Hong Kong Institute of Education   | HKIED Student Exchange Scholarship   | Cho Lap Yin Zadia (2012 Graduate)          |
| The Chinese University of Hong Kong Yu<br>Yee Sun College<br>香港大學中國歷史研究文學<br>碩士課程同學會 | Social Services Award HK\$5000<br>第二屆香港青年史學家年獎嘉許狀  | Lau Mei Ki (2012 Graduate)<br>李佩儀(2013 畢業) |
| Hong Kong Baptist University College of<br>International Education Associate Degree  | President's Honour Roll  | Ko Lai Yik (2012 Graduate)                 |
| Hong Kong Baptist University College of<br>International Education Associate Degree  | President's Honour Roll  | Lam Po Chu (2013 Graduate)                 |
| Hong Kong Baptist University College of<br>International Education Associate Degree  | Dean's List  | Lee Yuk Ling (2012 Graduate)               |
| Hong Kong Baptist University College of<br>International Education Associate Degree  | Dean's List  | Lai Yan Yee (2013 Graduate)                |
| Hong Kong Baptist University College of<br>International Education Associate Degree  | Dean's List  | Wong Lok Ting (2012 Graduate)              |
| Hong Kong Institute of Vocational<br>Education (Kwun Tong)                           | HKIAAT Accounting & Business<br>Management Case Competition  | Cheung Yuen Ting (2010 Graduate)           |
| Hong Kong Baptist University   | Bachelor of Business Administration<br>(Hons.) (Human Resources<br>Management Concentration) Dean's<br>List        | Lai Ming Chiu (2012 Graduate)              |
| Hong Kong Baptist University   | Bachelor of Business Administration<br>(Hons.) (Human Resources<br>Management Concentration) Dean's<br>List        | Lam Yuen Tung (2010 Graduate)              |
| Hong Kong Baptist University   | Bachelor of Business Administration<br>(Hons.) (Accounting Concentration)<br>President's Honour Roll , Dean's List | Tang Wing Yin (2011 Graduate)              |
| Hong Kong Baptist University   | Bachelor of Chinese Medicine and<br>Bachelor of Science (Hons.) in<br>Biomedical Science Dean's List               | Yuen Pui Yee (2008 Graduate)               |

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