

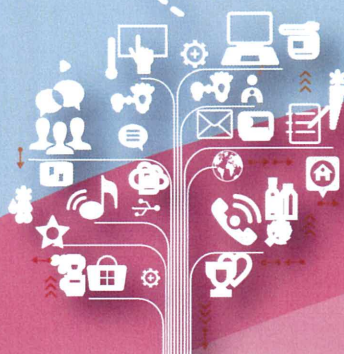
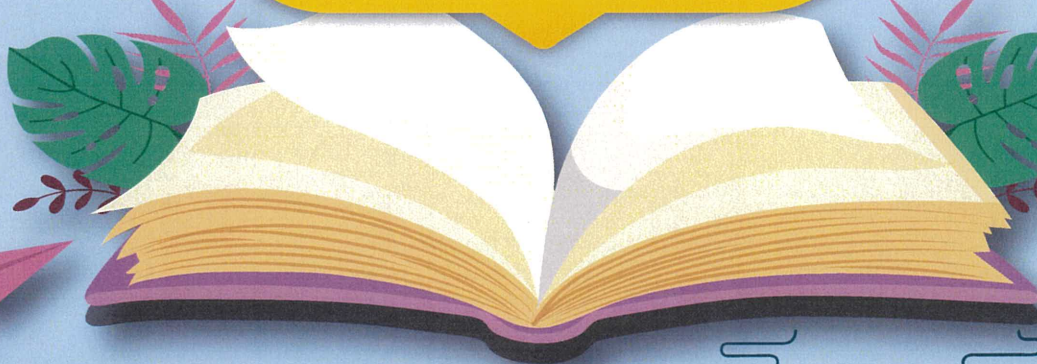
沙田崇真中學



SHATIN TSUNG TSIN SECONDARY SCHOOL

2022-2023

ANNUAL REPORT



Shatin Tsung Tsin Secondary School
2022– 2023 Annual Report

1. School Information

1.1 School's goals and missions:

Being a Christian school whose education is grounded on the Christian value of love, it has consistently been our strong belief that through teachers who have committed to walk with the youths guiding the students patiently and systematically, and through close cooperation with parents who care about the growth of their children, our students can be nurtured in the six domains, namely ethics, intellect, physique, social skills, aesthetics, and spiritual growth. It is hoped that with an all-round education, each Shatin Tsung-Tsiner will realize God's grace and work, unearth their God-granted potential in various areas like academic, sports, aesthetics and leadership, and acquire the traits of being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Thus they can grow into youngsters who show care for themselves, love for others as well as God and who become leaders in step with the times. By being innovative, having a global perspective and being capable of commitment in this knowledge-based society, they can develop and contribute to society.

1.2 Student Information

The number of classes and students in the school year 2022/2023

Class	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	6	6	6	5	5	6	34
Males	86	70	80	59	61	55	411
Females	79	73	65	81	65	71	434
Total	165	143	145	140	126	126	845

1.3 Teacher Information

Among a total of 73 teachers last school year, 2 retired, 4 emigrated and 3 resigned or completed their contracts. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	73	100%
Teacher training	67	91.8%
Master's degree or above	31	42.5%

Teaching Experience	Number	Percentage
0-5 years	16	21.9%
6-10 years	4	5.5%
11-15 years	17	23.3%
Over 15 years	36	49.3%

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

2. Achievements and Reflection on Major Concerns

Priority Task 1: To incorporate e-learning into teaching to promote self-regulated learning

Achievements

- Regarding teaching and learning, we planned to make use of the advantages of small-class teaching to implement various tactics, like self-learning, presentation, peer teaching, project learning, etc. in different subjects at each level, together with the pre-lesson tasks focusing on the main learning objective of the lessons, to facilitate self-regulated learning. With the delicate planning of teachers, students were given more chances to construct knowledge on their own so as to better consolidate their learning. In face-to-face classes, teachers utilized various e-tools and e-platforms to facilitate class interaction and provide timely feedback. They also uploaded exercises and learning materials of varying levels of difficulty onto online platforms. The goal is to promote self-learning among students and enhance individualized learning. Our objective is for students to practice self-regulated learning after lessons and develop their abilities in constructing knowledge and engaging in self-learning.
- We promoted the increasing practice of self-regulated learning in lessons by conducting lesson observation, collaborative teaching, staff development days, teacher and student surveys, etc. The Principal conducted lesson observation for all contract teachers. There were post-lesson evaluation meetings in which there was in-depth and sincere sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, the design of the lesson, as well as if there was sufficient teacher-student and peer interaction and catering for individual differences.
- To enhance the integration of information technology in teaching, we have taken several steps. Firstly, we have provided iPads for teachers, ensuring they are equipped with the necessary tools. Additionally, we have procured an additional 60 iPads for students to utilize during lessons, enabling them to actively participate and engage with the material. Furthermore, interactive panels have been installed in four laboratories, the Robotics Room, and 18 classrooms for junior form students. These measures aim to create an interactive and technologically advanced learning environment. School-based workshops were conducted in which some of our teachers introduced the online platforms and software that they commonly use.
- The results of the whole school survey indicated that, on average, 94% of the students agreed that teachers have implemented a variety of teaching and learning strategies that have enhanced their ability to construct knowledge. Additionally, an average of 92% of students reported that teachers incorporated e-learning tools, programs, and platforms in their lessons. These technological resources not only facilitated student participation and interaction during class activities but also helped them track their learning progress and outcomes. Moreover, over 90% of students noted that teachers consistently uploaded learning materials, exercises, and assessments. On average, 85% of students agreed that this practice further facilitated their self-learning by providing them the opportunity to select materials and exercises based on their abilities and interests. These findings demonstrate the successful attainment of this major concern.
- Regarding the stakeholders' survey results for teachers, there has been a slight increase in the ratings for the statements "My students are deeply interested in learning," "My students take the initiative to learn," and "My students often use different resources to learn, such as

e-learning resources and community resources." The ratings have increased by 0.1, reaching 3.9 and 4.0 respectively, on a scale where the maximum rating is 5. With reference to the stakeholders' survey results of students, items related to self-regulated learning like "The teachers always teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.", "Teachers often provide suggestions on my performance and let me know how to improve.", "Teachers often allow us to explore a variety of topics inside and outside of the classroom." and "Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentations." scored an average of 3.8. These results showed that teachers equipped students with numerous chances and ways for students to practice self-regulated learning. When questioning students about their active participation in learning both inside and outside the classroom, their ability to set learning goals, utilize learning strategies, and reflect on their performance in class, tests, examinations, as well as teachers' suggestions for the purpose of self-improvement, the average rating given by students was 3.6, which is 0.1 higher than the previous school year. Teachers are expected to make good use of different electronic tools or platform to facilitate in-class interactions, self-learning and timely assessment. It is hoped that we can nurture students' ability to construct knowledge independently, engage in self-learning and develop a more proactive learning attitude.

- Since small-class teaching has been in effect starting from the school year 2015/2016, our HKDSE results have been further raised. We will further boost student performance with the help of small class size to enhance students' self-regulated learning.

Year \ Level	4 or above	5 or above	5*&5**	Meeting the minimum entrance requirements of degree programs	Offered a local degree program
2012-2015 average	>65%	≈25%	≈10%	≈87%	≈67%
2016-2020 average	>77%	>34%	>13%	≈96%	>93%
2021-2023 average	>76%	>35%	>14%	≈94%	>93%

- A total of 123 S6 students took part in the 2023 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	91.9%
Percentage of students offered a UGC-funded degree program	78.0%
Percentage of students offered a degree program in HKU, CUHK or HKUST	46.3%
Percentage of students offered a self-financing degree program	13.9%
Percentage of students offered a sub-degree program (JUPAS & non-JUPAS)	4.1%
Percentage of students offered a degree or sub-degree program	96.0%
Percentage of students offered an overseas degree program	4.0%

(Note : all percentages are calculated based on the total number of S6 students)

Reflection

- Whole-day schooling was practiced throughout this school year and all items in the Annual School Plan could be completed. Teacher and student school-based and EDB stakeholder surveys showed that these items were deemed to be effective.

Feedback and Follow-up

- We are going to further promote the practice of self-regulated learning among students with the increasing use of information technology in learning. Students are expected to acquire and construct a broad and solid knowledge base, while also developing and applying generic skills in an integrated manner. Additionally, they are encouraged to become independent and self-directed learners in preparation for future studies and work, aligning with the second and fourth items of the Seven Learning Goals of Secondary

Priority Task 2: To promote values education to support Shatin Tsung-Tsiners' character formation and positive education

Achievements

- The student support efforts of this school year focused on continuously nurturing our students to embody the 5 essential personality traits of being a Shatin Tsung-Tsiner: self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Through the implementation of values education and positive education, our aim is for students to acquire correct values and foster a healthy spiritual and psychological development.
- Apart from teacher and student sharing in morning assemblies and the publications of "Messages to Shatin Tsung-Tsiners", elements of positive education, like character strength, growth mindset, etc. were also incorporated into Life Education lessons of each level.
- In addition to organizing talks and workshops on time management and stress management for students, class teachers assisted students in setting their individual and class targets at the beginning of the term. They also conducted regular progress reviews with students and guided them on effective planning and maintaining perseverance throughout the school year.
- With reference to the school-based teacher survey, more than 70% of the teachers agreed that sharing on tactics among themselves helped them to practice values education and 90% reported that they practiced tactics on values education. According to stakeholder survey of students, students showed positive response as they rated an average of 3.8 on items like "The school helps us develop good moral character inside and outside of the classroom.", "I love my school.", "My schoolmates and I help each other and get along well.", "I receive support and encouragement from teachers." and "The school is a caring place.". Parents' average rating for the aforementioned items reached 4.1, indicating a positive response from both parents and students. Teachers rated 4.2 on the item "The school leads collaboration among subject panels and committees to actively implement values." In the school-based student survey conducted in June, an average of 75% of students agreed that they could demonstrate the 5 personality traits of being a Shatin Tsung-Tsiner and improve in at least one of these traits. Over 70% of students agreed that the morning assembly sharing, "Messages to Shatin Tsung-Tsiners," and life education lessons helped them set these traits as goals for personal growth or strive for a positive life. Overall, students showed a positive response. Regarding APASO in Part 4.5 of this report, for our junior form students, their average scores in 11 out of 19 items surpassed the territory-wide average scores. For our senior form students, their average scores in 11 items were higher than the territory-wide average scores. In summary, these positive results demonstrate that this target has been achieved.

Reflection

- Regarding this major concern, all items could be completed due to the practice of whole-day schooling throughout the whole school year. Teacher, student and parent surveys showed that these items were effective. Hence, this task has been achieved.

Feedback and Follow-up

- We will continue to promote values education and positive education through various channels. Our aim is for students to develop into responsible citizens with a sense of national identity, respect for diversity in society, and an appreciation for proper values and attitudes. This includes the ethical use of information and information technology and

leading a healthy lifestyle, among others. By doing so, we aim to achieve the first, fifth, and seventh items in the Seven Learning Goals of Secondary Education.

Priority Task 3: To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

Achievements
<ul style="list-style-type: none"> ● Our school will be celebrating its 40th anniversary in the school year 2024/2025. As a result, many teachers who have been serving the school since their graduation from universities will reach retirement age. Additionally, like many local schools, we have also faced teachers emigrating to other countries. Therefore, our school has taken steps to nurture the next generation of school leaders, ensuring the continuity of our school culture and sustainable development. ● Every school year, different team building activities are held to promote understanding among staff members and transmit the core values and noteworthy culture of the school. Over 90% of teachers agree that these activities enhance the connection among colleagues and foster a sense of belonging to the team. ● The Mentorship Scheme has been extended to two years to provide new teachers with longer and more comprehensive support, helping them integrate and adapt to our school culture and system more effectively. Nearly 90% of new teachers agree that the Scheme enhances their confidence, passion, and provides necessary support. The Principal holds meetings with at least one-third of the teachers each school year to discuss their career development and opportunities for gaining diverse experiences. In the last school year, the Principal met with 40 teachers, including 20 young teachers. ● Young teachers displaying potential were encouraged and given the opportunity to take courses for middle leadership positions or other relevant courses. As per the needs, additional deputy posts were established. In the previous school year, 10 teachers successfully completed relevant courses. In the upcoming school year (2023/2024), there will be 3 new posts for chairpersons or vice-chairpersons, 12 teachers will take up middle managerial roles or serve as chairpersons of committees or subject panels, and 4 young teachers will join other committees to gain experience in different areas.
Reflection
<ul style="list-style-type: none"> ● The above outcomes reflect that the tasks were successfully implemented according to the plan and the progress met expectations.
Feedback and Follow-up
<ul style="list-style-type: none"> ● It is anticipated that young teachers will continue to develop and enhance their managerial and administrative abilities through practical work experience gained from their new duties.

3. Major Concerns and Strategies of Each Committee

3.1 Management and organization

3.1.1 The major areas of concern

- Recruiting additional human resources to reduce workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

3.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been facing increasing workload and work pressure which has denied them time for deeper thinking and personal growth. To redress such an imbalance, under the provision of “One Executive Officer for Each School Policy” and allocation of our own resources, the School successfully recruited 1 School Executive Officer and 3 administrative assistants to take up the tedious duties like delivering school notices and collecting replies using the eClass system and parent app, serving as substitute teachers and center supervisors, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up teachers’ precious time. In addition, with the use of Capacity Enhancement Grant, alumni and external instructors were recruited to take care of some elite and remedial classes and external coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. With the use of Teacher Relief Grant and the school’s resources, 5 additional teachers were added to the staff list to implement small-class teaching at all levels to help share the teaching duties. These aimed at easing the pressure confronting regular teachers and allowing them to focus on teaching and counseling work. In this school year, a Student Support Assistant had been deployed to provide further support to our teachers.
- Last school year, we nurtured in young staff the willingness to take up more school duties with sharing and timely appreciation. They were offered space, support and challenges when carrying out their duties and were allowed to practice new measures so as to nurture their abilities in administrative work, problem-solving and leadership. In addition, we encouraged young staff to join different external courses and activities so as to equip themselves, widen their horizons and establish networks. Some were invited to take up more administrative duties, like panel heads, assistant panel heads, chairpersons or vice-chairpersons of committees, in school. In the past school year, 12 teachers took up the duties of middle managers or served as chairpersons of committees or subject panels. With this good foundation, it is expected that we can keep nurturing in young staff the commitment and abilities to take up leadership roles in school.

3.1.3 Other support measures

- The Incorporated Management Committee of our school is composed of 15 members (including 2 parents, 1 alumnus and 2 teacher representatives) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, the Vice-principal, 9 committee heads and 4 elected representatives from the teacher community, conducted regular meetings to discuss matters related to the school policies.
- 4 general staff meetings were held to discuss school matters.
- All 13 committees (e.g. the Academic Affairs Committee, the Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) implemented measures enabling students’ development in the domains of ethics, intellect, physique, social skills, aesthetics, and spiritual growth, with end-of-term evaluation on the effectiveness of those measures and submission of plans for the coming school year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next school year was submitted.
- All departments carried out their annual homework inspection as usual.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.

- The School collected parents' and students' opinions from the "School Policy Forum" and other channels (like phone calls, interviews and "Words of Shatin Tsung-Tsiners", etc.) and took appropriate follow-up.
- Copies of questionnaires for various stakeholders (the one developed by the Quality Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.

3.2 Professional development for the Principal and teachers

3.2.1 The major areas of concern

- Workshops designed to raise teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

3.2.2 Support measures for addressing those concerns

- All teachers took part in discussing and formulating the School Development Plan for the next cycle in which school development can be enhanced through putting in place a systematic Planning-Implementation-Evaluation (P-I-E) cycle while teachers could revise on how to practice empirical-based self-evaluation.
- 3 workshops were conducted by our teachers in which they introduced online teaching and learning tools as well as their experience in using these tools.
- Lesson observation for all contract teachers was conducted by the Principal. Teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness in the post-lesson evaluation meetings. In addition, our Mentorship Scheme continued and has been extended to two years to assist new teachers in settling into our school culture and honing their teaching skills.

3.2.3 Other activities

- The Principal over the last school year completed 103.25 hours of professional development, and was invited to be the guest speaker at various primary schools to encourage the youngsters and share strategies when selecting secondary schools.
- The Principal took part in a task force group on self-regulated learning run by the Hong Kong Association of the Heads of Secondary Schools to have exchange with other schools.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 51.5 hours of training in various fields.

3.3 Teaching and learning

3.3.1 The major areas of concern

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading
- Helping students to attain the second, third, fourth and fifth items in the Seven Learning Goals of Secondary Education

3.3.2 Support measures for addressing those concerns

- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. With General Studies (with content covering training on thinking skills) being a subject in its own right for S1-S3 and the promotion of Chinese and English debate, students were given opportunities to learn and practice problem-solving and critical thinking skills. Furthermore, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation", which requires teachers to assign preparatory work to students in advance of the next

lesson so as to enhance learning effectiveness. Lastly, all junior-form students were required to complete different project-based assignments within a period of three years in Science, Technology, Arts-in-Life, and General Studies so that enough training opportunities for self-regulated learning and problem-solving skills could be secured.

- To advance students' English proficiency, job fairs, games and conversation booths, writing letters to the editor, dramas, spelling bees and debating competitions were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. English sharing by students in the morning assemblies was very well received. At the same time, an S1 bridging course was also offered to create a better English ethos and thus raise students' English competencies. Students were persuaded to join English and Chinese writing competitions so as to encourage students to write more. Although there were not enough students to run classes with Putonghua as the medium of instruction for Chinese lessons in junior forms, each cycle's Putonghua lesson still provided undeniable benefits to students in terms of learning and speaking Putonghua. Apart from these, drama elements were incorporated into the Arts-in-Life and the English curriculum for junior forms to hone students' communication skills, while the curricula for General Studies and Arts-in-Life were adjusted to drill students' presentation skills through project-based learning. Furthermore, the Career Guidance Committee provided senior form students with a series of sessions on meeting and interviewing skills. As regards extra-curricular activities, our teachers put forth great effort in training students for the Hong Kong Schools Speech Festival to raise students' expressive power and the results were noticeable. (Please refer to Section 4 for details about student performance.)
- To promote a universal STEM education, an independent STEM lesson in which a school-based curriculum designed by our teachers with reference to the abilities of our students and the needs of society was in practice in S1. Our junior form curriculum has also incorporated the element of STEM and the following parts were completed this school year:
 - S1 STEM lesson : students learnt about electronics and basic circuit testing, the hydroponic system and making a fan car.
 - S1 Technology and Mathematics subjects : students learnt to make 3-D items with the use of 3-D printers using their programming knowledge and mathematical knowledge in calculating areas.
 - S2 Technology subject : students were also given opportunities to create apps for smartphones and using micro:bit
 - S3 Physics subject : Tower Building Competition required students to search for information online, evaluate and calculate how much force the tower could bear and then make a relevant model.
 - There were some activities for students to enroll and these included drone, artificial intelligence and Robomaster courses funded by the program "IT Innovation Lab in School".
- We also made use of the school campus to promote STEM education by setting aside an area on the rooftop garden as a "Science Learning Zone" where there are aquaculture and hydroponics. There is relevant content in the syllabus for the junior form Science subjects.
- The Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read (mobile book carts), subject-based reading schemes, book fairs and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours), the Junior Form Reading Award Scheme and the Holiday Reading Scheme, to nurture in students a regular habit and interest in reading so that they could acquire new knowledge in different domains through reading. The School Library was renovated two years ago to provide students with a more

favorable environment for reading.

3.3.3 Curricula

- At junior levels, there were curricula in the language subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Physical Education, Life Education and Christian Education. As for the senior curricula, other than Chinese, English, Mathematics and Citizenship and Social Development (both English and Chinese groups are offered), our school provided 12 elective subjects (covering arts, science, business, Physical Education and Visual Arts) to suit students' interests and abilities to develop their talents to the fullest extent.
- The English Language Department successfully applied for the Quality Education Fund and was offered a grant of 0.57 million dollars to design a school-based junior form curriculum that can best suit the ability and interest of our students. The project was completed in the school year 2021/2022 and the curriculum has been implemented in this school year.
- With the Citizenship and Social Development subject replacing Liberal Studies as a core subject in senior forms, an additional group for Maths Extended Module II has been introduced, and the teaching periods for junior-form History and Geography have been increased. These changes aim to provide senior-form students with more choices and a stronger foundation to support their study of elective subjects.
- To broaden students' sports and artistic perspectives, all juniors had to take up one musical instrument and one sport / art throughout the three years. S4 students were required to join one aesthetic activity or course. All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Training Testing.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to Chinese and English debate and recital, there were training classes related to Chinese Language, English Language, Mathematics, Humanities subjects, Physical Education, Science and Technology subjects, Hong Kong Physics Olympiad, the International Biology Olympiad Hong Kong Contest, the program "IT Innovation Lab in School" and the like. Students were encouraged and arranged to join the gifted programs organized by tertiary institutes, the Hong Kong Academy for Gifted Education and the Education Bureau. The School also encouraged students to join the International Assessment for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc.
- To cater for learner differences and to provide timely help for students with various learning needs, there were enhancement or remedial classes for core subjects for senior form students. In addition, the Principal, Vice-principal and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE. A junior-form Nourishment Class was held after the first term exam and the All Subjects Revision Class was held before the final exam to provide support to the junior-form students who are in need.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over two hours on their homework every day.

3.3.4 Other measures

- To enhance teaching efficiency, there was the practice of collaborative teaching covering the formulation of the course boundaries, division of labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Cross-curricular class observation was entertained to allow a widening of teachers' perspectives. The practice of collaborative teaching entered its twentieth year

of implementation and all departments were able to achieve the goals set out at the beginning.

- To supervise and assess students' learning, the school adopted various approaches like conducting surveys and interviews to get a better understanding of students' learning progress on top of the regular reviews and evaluations conducted at departmental meetings.
- Having considered that all our students belong to the highest banding in the territory and they generally have high expectation on their academic performance, the detailed rankings of each subject and whole form position for S1 and S2 students have been replaced by giving the respective range of the aforesaid positions in the hope of alleviating the pressure of some students.
- Whole-day face-to-face schooling was adopted throughout this school year. There was sufficient time and space for students to interact with their teachers and peers and to consolidate what they had learnt.
- The implementation of a half-day schedule every Wednesday aims to create a lightened timetable, allowing students to reflect and consolidate their learning. Additionally, it provides them with opportunities to engage in various activities or courses based on their individual needs.

3.4 Student support

3.4.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner
- Promoting class building
- Helping students to attain the first, sixth and seventh items in the Seven Learning Goals of Secondary Education

3.4.2 Support measures for addressing the concern

- The primary emphasis of our student support remained on cultivating the five personality traits of being a Shatin Tsung-Tsiner, namely being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Through the implementation of values education and positive education, our aim was to instill positive values and promote healthy spiritual and mental development in our students.
- Two class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students of different needs. Class teachers drew up a year plan incorporating strategies on positive education and values education to help our students experience a caring and joyful campus life. With Life Education lessons run by class teachers, the S1 Life Education Day Camp, S2 Experiential Activities and S3 Social Service, class teachers not only nurtured the character of their students, but also developed a mutually beneficial relationship with them and helped them expand their horizons.
- The annual S1 Life Education Camp, originally scheduled for late September or early October, was postponed to mid-January and transformed into a day camp format due to the pandemic. With the theme of "STTSS", the camp aimed to inspire our S1 students to cultivate the five personality traits of being a Shatin Tsung-Tsiner, develop a better support network with their teachers and peers and a sense of belonging to the school.
- Students were encouraged to take part in various external competitions, such as Hong Kong Schools Mooting and Mock Trial Competition and Hong Kong Interschool Mediation Tournament, to widen their horizons and build their self-motivation.
- Apart from school-based leadership training, students were also recommended to join external leadership training or activities, including Outstanding Secondary School Leaders Election, Hong Kong Union for Young Leaders and Orbis Student Ambassador Campaign etc. These help our student leaders to be more persevering and capable of

embracing challenges, and to realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates. This school year, two students each attained awards in the Outstanding Secondary School Leaders Election and Pursuing Excellence & Beyond Youth Leadership Award.

- Throughout the entire school year, full-day face-to-face schooling was implemented. The majority of internal and external activities and competitions have resumed, allowing for a vibrant and thriving school life reminiscent of pre-pandemic times. Teachers and students engaged in conversations across the campus, while students participated in and cheered for one another during inter-class and inter-house events. The campus was filled with laughter and joy.

3.4.3 Other activities.

- All students filled out a questionnaire prepared by the Student Support Committee on the school aims. The survey findings, when compared with similar statistics administered over the last three school years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.
- Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students' performance in the previous school year. Monthly information on student behavioral performance was also provided to class teachers. The Student Support Committee held 3 regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building.
- The exchange with our sister schools in Beijing and Guangzhou was cancelled due to the fact that normal travel was only resumed after March. To facilitate future interfaces, whether face-to-face or using video conferencing, more iPads and interactive panels have been installed using the relevant government grant.

3.5 Student guidance and discipline

3.5.1 The major area of concern

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing values education and class building
- Helping students to attain the first and sixth items in the Seven Learning Goals of Secondary Education

3.5.2 Support measures for addressing the concern

- To move towards the goal of fostering traits a Shatin Tsung-Tsiner should possess in our students, we put in place the Life Education Lesson, which was designed to boost students' development in four domains, namely 'Personal and Healthy Life', 'Social Life', 'Career Planning', and 'Civic Duty/National Identity.' In designing the curriculum, form teachers were consulted so that the curriculum was a product of collective wisdom. The curriculum has been implemented for seventeen years and has proved to be effective.
- In order to provide students with practical experiences and cultivate empathy, various activities were organized for different grade levels. S1 students visited a farm and engaged in conversations with the elderly, allowing them to experience agricultural work while also understanding the importance and contributions of the elderly. In collaboration with HKYWCA, an inclusion activity was held for S2 students, enabling them to gain firsthand experience of the learning difficulties faced by students with special educational needs and fostering a deeper understanding of their needs. S3 students participated in external voluntary services to demonstrate their compassion for the community. Talks and

visits were organized for S4 students to provide insights into the challenges faced by individuals in grassroots communities. Lastly, S5 students listened to and documented the life stories of the elderly, showcasing their empathy and thoughtfulness.

- Team building and adventure training were provided to prefects to help them develop team spirit and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like visiting the less privileged, fund-raising activities, being volunteers in the Ching Tsung Elderly Academy, etc.
- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy, thoughtful and willing to serve, we welcomed the EDB-initiated Integrated Education Scheme, in which a whole-school approach was adopted to support students with special educational needs in order to establish an inclusive campus and caring culture. In addition to a Special Educational Needs Coordinator (SENCO), a Special Educational Needs Supporting Teacher (SENST), two School Social Workers, a speech therapist and an educational psychologist, our school deployed one more Student Support Assistant so as to provide wider individual and group counseling services, to promote whole-person development and cater for individual needs. A Student Support Group was established. Together with the Learning Support Grant and the school resources, various measures have been put into effect. There was a regular communication channel with parents and assessment to identify if students have special educational needs. Regarding confirmed cases, apart from referral to the educational psychologist or the speech therapist, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. Teachers and teaching assistants were encouraged to enroll in courses related to integrated education so as to enhance the learning effectiveness and communication skills of SEN students and help them to integrate into the school. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.

3.5.3 Other activities

- A student support database was set up to allow more effective support for students' growth.
- The Strive-for-Excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group, Social Life Group and Attention Enhancement Group were set up to address students' needs during their growth process.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Talks on handling pressure, sex education and mental well-being were held for students.
- It was arranged for senior form students to fill in questionnaires about stress assessment so that timely assistance could be offered to students in need.
- A Student Counselling Activity Room has been set up and is equipped with musical instruments and board games for teachers to hold class building or group counselling activities while students can also reduce their stress.
- A series of career planning activities, including a career exploring activity provided by an

external agency, were run to help students acquire a better understanding of themselves and their career orientation.

- There was timely information on further studies and career activities. Apart from the “STTSS Career Expo”, visits to businesses, government organizations and academic institutes and job shadowing in different organizations which helped deepen students’ understanding of various study and career paths were arranged.
- A file for career planning was arranged for students to record and integrate their learning outcomes.
- Briefing sessions on senior form curricula were provided for junior students to allow early preparation.
- Information regarding choice of studies and careers and individual counselling were provided for senior form students and parents so as to help them make decisions more easily.
- Assistance was provided for S6 graduates on the day of the release of the public exam results as well as in writing references, resumes and honing their interview skills.
- Assistance was offered to those who intended to pursue further studies, either overseas or on the mainland.
- The Prefect Team provided an opportunity for students to hone their leadership skills.
- Junior Police Call was promoted to train students to be committed and responsible social members.
- Various discipline awards were set up to nurture in students the good qualities of being able to tell right from wrong and being responsible.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.

3.6 Extra-curricular activities

3.6.1 The major area of concern

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing class building
- Helping students to attain the seventh item in the Seven Learning Goals of Secondary Education

3.6.2 Support measures for addressing the concern

- Through the One-student-one-art/sport Scheme and One-student-one-art Scheme for Senior Form, students were encouraged to take part in activities related to multiple intelligence.
- The all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities.

3.6.3. Other activities

- To encourage students to get involved actively in extra-curricular activities, a total of 10 interest groups, 25 music classes as well as 42 school teams were offered. Activities and practices were carried out face-to-face in this school year.
- The Red Cross Youth Unit continued to grow with a membership of 80 this school year. Apart from encouraging members to join courses offered by the Red Cross to expand their horizons, various services at school were organized to manifest in members the virtue of a willingness to serve.
- Students were allowed to initiate new interest groups so as to promote their self-regulated learning and the personality trait of being self-motivated. This school year, the Card Playing Group and “Go” Club were formed and members of the latter ranked top 8 in the related inter-school competition.
- Students were also encouraged to become involved in various music, drama, dancing and

visual arts competitions. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.

- A wild camp accompanying an astronomy activity was scheduled to enrich students' growth and life experiences and enable them to learn and practice life skills, but was suspended due to the pandemic.
- Class-based activities and inter-class competitions were held. Together with the all-inclusive STTSS Award, students were encouraged to take part actively in inter-class activities to build up their team work and sense of belonging to the class. This year, the picnic, Christmas party, Sports Day, inter-class basketball and long distance running competitions were held face-to-face.
- To hone and promote students' leadership skills and team spirit, the six Houses organized various inter-house competitions. This school year, the annual Sports Day (organized by the all-student Sports Events Organizing Committee), the inter-house basketball, volleyball, board design and talent competitions with participants showcasing multiple talents were successfully held. The posts of the House Captains were continued to be filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.
- Senior-form (including Head and Vice-head Prefects, House Captains and Vice-house Captains, student committee members of Students' Union and the Religious Affairs Committee) and junior form student leaders were arranged to enroll in the advanced and elementary leadership training course organized by the HKYWCA Shatin Integrated Social Service Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess. This year, 25 junior form students joined the 30-hour elementary course while 50 students joined the 36-hour advanced course held in the summer vacation.
- To advance leadership potential of members of class associations, a training class was held for S1 students concerned.

3.7 Students' Union

- A wide range of activities, like School Policy Forum, singing contest (preliminary round and final), inter-class dodge ball matches, dessert making competition, water-splashing day, camping at school campus, Stationery Crazy Sales, SU Day, Teachers' Day and Dress Casual Day were successfully held.
- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), SU papers, binding covers and paper, etc. Other services included photocopying services (free on the Public Exam Results Release Day), and loans of various types of ball and chess games, umbrellas and phones.
- The joint-school leadership training camp could not be held due to the epidemic.
- Three photocopiers in the library, Staff Room and Teachers' Resource Room were well managed.
- Opinions were collected to assess the effectiveness of the work done by the SU. A survey on teachers' and students' opinions in this regard was conducted through the use of questionnaire.

3.8 Religious activities

3.8.1 The major areas of concern

- Stepping up effort to preach the Gospel
- Cultivating the traits expected of a Shatin Tsung-Tsiner

3.8.2 Support measures for addressing those concerns

- Gospel and hymn sharing were integrated into morning assemblies and the former was

also conveyed in hall assemblies.

- The yearly Gospel Week, the S1 Gospel Camp and the Graduates Gospel Camp remained the best time for recruiting. There were two evangelical assemblies (one for junior forms and one for senior forms) and three preparation activities. A total of 50 students converted to Christianity. The Graduates Gospel Camp and the S1 Gospel Camp were held as overnight camps with a total of 58 participants. We believed that the seeds of gospel we have sown will germinate and grow one day according to God's schedule. We will keep praying for the faith of our students and take every opportunity to sow and irrigate.
- The traits expected of a Shatin Tsung-Tsiner and staying positive were fostered through the Christian Education lessons. S1 to S3 Christian Education lessons were conducted in the form of a fellowship. Subject teachers, other teachers, the Principal and the preacher from Sun Chui Church were arranged to lead the group sharing. Students could learn the Bible messages more effectively with group discussion and activities and hence convert to the Christian faith. There were altogether 18 mentors. Talks on dating and community care were organized as part of the Christian Education lessons for S4 and S5 respectively in the hope that students could have a deeper understanding and reflection of Christian faith.
- After-school growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.

3.8.3 Other activities

- Retreats, prayer meetings and fellowships were organized to promote spiritual growth among colleagues.
- Fellowship, leadership training and devotion groups were activated to facilitate Christian students' spiritual growth. A profound training workshop for the ex-co members of the Christian fellowship was provided under the direction of an external Christian agency, the Little Fire Limited.
- There were paintings on the wall and staircases within the school campus so as to share the gospel messages and positive values with others.

3.9 Home-school communication

3.9.1. The major areas of concern

- Sustaining the promotion of parental education in step with the school development

3.9.2. Support measures for addressing those concerns

- The Home-School Cooperation Committee worked closely with the Academic Affairs Committee, the Career Guidance Committee, the Student Guidance Committee and the school-based Educational Psychologist in the organization of eleven talks and seminars. Some of these talks helped S1 parents grasp the essence of the school policies. Some provided useful and updated information on further studies and career choices to senior form parents. There were a total of over 1000 attendees.
- The PTA, in collaboration with the Home-School Cooperation Committee, organized three talks on parenting, with the aim of nurturing self-discipline in children. A total of 216 attendees participated in these talks.
- Regarding the promotion of the Reading Club, participants were arranged to read a book about how to lead a joyful life together.
- A guided tour of the Hong Kong Palace Museum was arranged in response to the measures outlined in the Policy Address regarding the organization of activities related to national education for parents. A total of 52 parents, students, and teachers participated in the tour.

3.9.3 Other activities

- Apart from holding the Lunar New Year Gathering, the Home-School Cooperation Committee set up a contact network between the school and parents and among parents themselves through regular committee meetings, the 'School Policy Forum' and various parent talks. The Home-School Cooperation Committee strengthened the home-school communication network with channels like issuing the Parent Basic Law, the bulletins, setting up class-based WhatsApp groups, etc.
- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40.
- Parents were recruited to be volunteers in the vaccine injection.
- The second-hand textbook donation, which aimed to provide books to parents and protect the environment, was suspended this school year.

3.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, the database has been constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs Committee has been frequently updated to share with our alumni the most updated school and alumni news.
- The Alumni Affairs Committee assisted the graduating classes in organizing the Graduation Dinner cum "Thank-you Teachers Sharing" event to encourage graduates to join the Alumni Association. Additionally, the Committee arranged for the graduating classes to bid farewell during morning assemblies and symbolically place their time capsules, marking the official end to their secondary school journey.
- The Homecoming Day, held in March, was a resounding success, featuring various activities such as the Alumni Cup football matches, workshops on Pastel Nagomi Art and micro:bit, dodgebee games and school tours. The annual dinner gathering was held in July.
- Alumni were welcome to join our Sports Day as spectators and some were invited to form teams to take part in the teacher-student as well as inter-house relay competitions.
- The Alumni Association has set up an annual scholarship awarded to students who are willing to serve.
- The election of ex-co members of the Alumni Association was held.

3.11 Student welfare

- Affordable photo-taking services, flu vaccination, ordering services for textbooks, school uniforms and sportswear were arranged.
- Assistance was provided for students in applying for various learning funds, subsidy schemes like the School Textbook Assistance Scheme, Student Travel Subsidy Scheme and insurance (against accidents in activities).
- Internal scholarships were set up and assistance was provided for students who would like to apply for external ones.
- There was vetting of candidates nominated for the Outstanding Student Award and various external academic exchange programmes.
- The Tuck Shop Management Team was set up to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.

3.12 Campus Facilities

- Interactive panels have been installed in 18 junior form classrooms, providing valuable support for daily learning and teaching. The installation cost amounted to approximately 800,000 dollars.
- The Physical Education Department has successfully applied for a fund of over 800,000

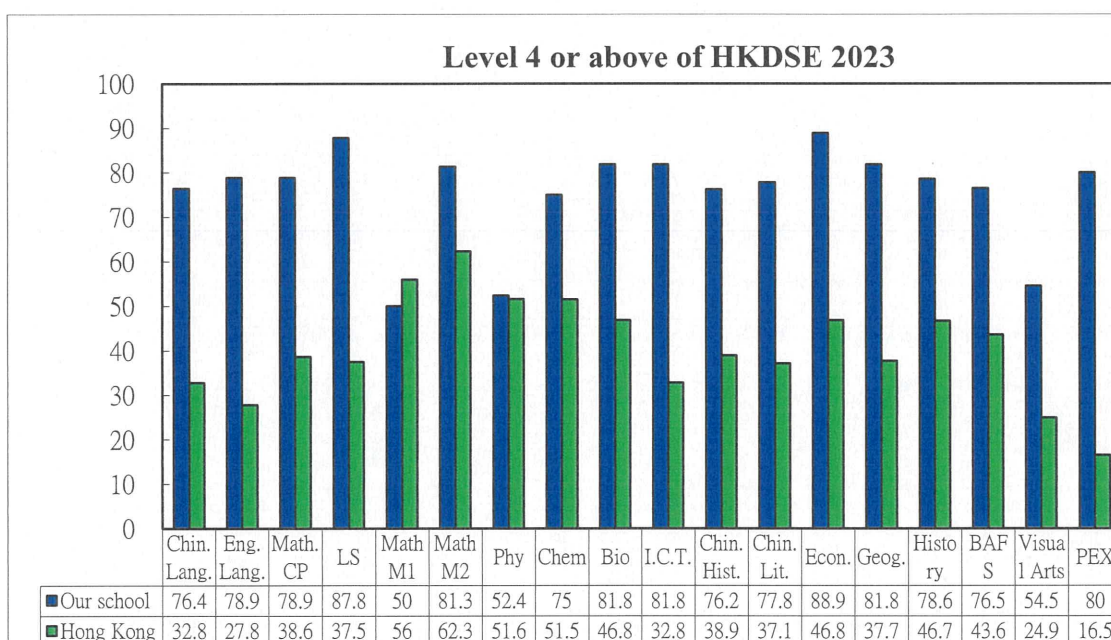
dollars offered by the Quality Education Fund, together with a school fund of 300,000 dollars, to expand and renovate the Gym Room and install new smart fitness equipment to enable digitized training.

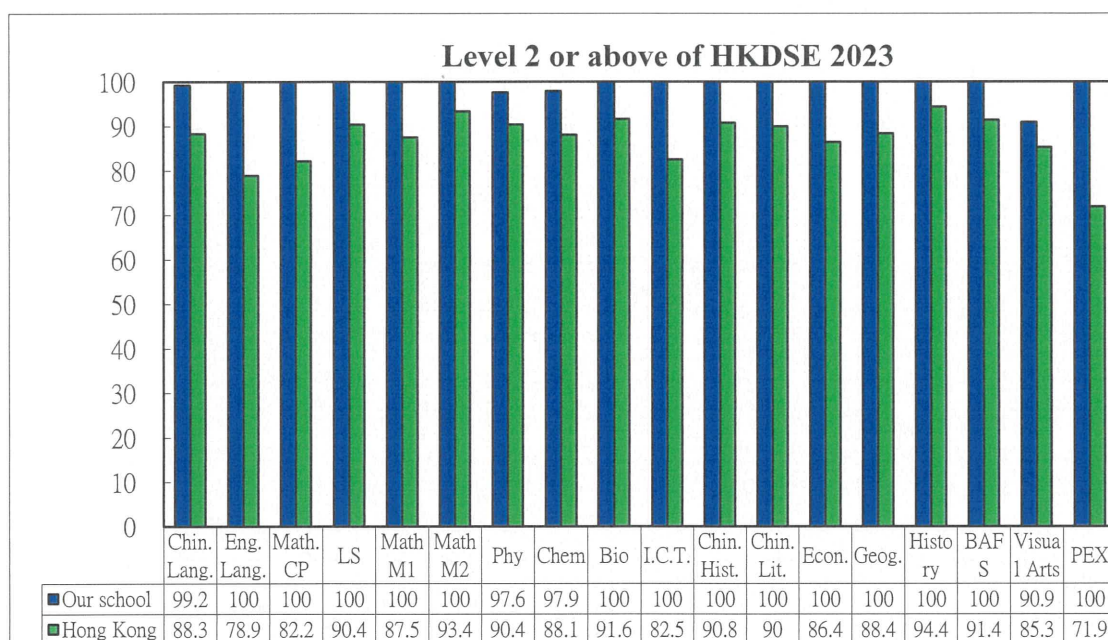
- 4 male and female changing rooms or washrooms were renovated under the major repair scheme of the Education Bureau.
- All desks, chairs and fans in all classrooms have been renewed and LED lights have also been installed.
- All carpets and wooden doors have been renewed.
- The office for administrative assistants has been relocated to accommodate the establishment of an office for the school-based educational psychologist. This office will be utilized for conducting professional support and counselling services.

4. Students' Performance

4.1 HKDSE

The average rate of students achieving level 2 and level 4 or above in the 2023 HKDSE are as follows.





4.2 Extra-curricular and community-based activities

- A headcount of 2578 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). There were a combined total of 602 members and 1033 participants in the school teams (athletic, aesthetics and academic) in this school year.
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	38
HK Youth Music Interflows	196
Joint School Music Competition	275
HK Schools Speech Festival	82
HK Schools Drama Festival	29
HK Schools Dance Festival	17
Chinese debating	26
English debating	23
HK Schools Sports Federation Inter-school Competitions	471

In this school year, our students participated in 11 inter-school sports competitions. Our school achieved top 4 rankings in 27 grades across 9 sports, and top 8 rankings in an additional 18 grades. In the overall results, our boys' section ranked sixth out of forty-five schools, while our girls' section ranked fifth. Furthermore, our girls' team qualified for the basketball, cross country, and handball competitions of the All Hong Kong Schools Jing Ying Tournament, achieving a seventh place finish in the cross country event.

Our music teams received two Gold Awards and three Silver Awards at the Joint School Music Competition, as well as two Silver Awards and one Bronze Award in the Hong Kong Youth Music Interflows. Additionally, in the Schools Dance Festival, our school was honored with the Honours Award and the Choreography Award, and we were invited to perform in the Winners' Performance cum Prize Presentation.

Notably, our English Debating Team reached the finals of the Sing Tao Inter-school Debating Competition for two consecutive years, earning their place as one of the top 8 finalists. (Please refer to the appendix for additional details about their performance).

- Our students participated in the following community services:

Activity	Number of participants
Fund-raising for Orbis	8
Senior citizens' hiking companionship	10
Visit to People Service Center	23
Service at EFCC - Hong Fook Church Elderly Centre	23
Voluntary service at units under Caritas Hong Kong	24
Volunteering at dog shelters	46
Fundraising by selling charity tickets for Tsung Tsin Mission of Hong Kong's Care for the Elderly program	49
Visiting the elderly at YWCA Shatin Integrated Social Service Center	52

4.3 Religious activities

- The number of students converted to the Christian faith : 50
- The number of students joining the gospel camps : 58
- The average number of students joining the Christian fellowship : 20

4.4 Careers and further education of S6 students

- A total of 123 S6 students took part in the 2023 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	91.9%
Percentage of students offered a UGC-funded degree programme	78.0%
Percentage of students offered a self-financing degree programme	13.9%
Percentage of students offered a local degree programme	91.9%
Percentage of students offered a degree programme in HKU, CUHK or HKUST	46.3%
Percentage of students offered a sub-degree program (JUPAS & non-JUPAS)	4.1%
Percentage of students offered a degree or sub-degree program	96.0%
Percentage of students offered an overseas degree program	4.0%

(Note : all percentages are calculated based on the total number of S6 students)

4.5 Indicators of students' affective and social outcomes

Subscale	Junior Forms Q-score	Senior Forms Q-score
Affect (Positive Affect)	93	93
Affect (No Negative Affect)	92	102
Affect (No Anxiety, Depressive Symptoms)	85	87
Satisfaction (School)	99	116
Meaning in Life	96	111
Physical Exercise	85	85
Honesty (Act of Honesty)	105	103
Morality (Importance)	110	91
School Atmosphere (Not Lonely)	96	108

School Atmosphere (Belongingness)	113	116
Reading (Non-assigned Materials)	109	109
Reading (Time for Leisure Reading)	104	90
Information Technology (Less Time for Leisure)	86	101
Information Technology (No Addiction)	107	108
Information Technology (Not Attracted by its Functions)	103	116
National Identity (Responsibility, Obligations)	116	114
National Identity (Proud, Love)	116	116
National Identity (National Flag, Anthem)	116	115
National Identity (Achievements)	116	116

Comments:

- for our junior form students, their average scores in 11 out of 19 items were higher than the territory-wide average scores. For our senior form students, their average scores in 11 items were also higher than the territory-wide average scores.

4.6 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	2.7%	97.3%
S2	2.9%	97.1%
S3	2.9%	97.1%
S4	3.4%	96.6%
S5	2.8%	97.2%
S6	3.3%	96.7%

5. Summarizing The Past and Planning For The Future

5.1 Work performance

Though facing many unexpected and rapid changes in this school year, the goals set out at the beginning could still be successfully completed. The feedback from students, parents and teachers was very positive. The school is grateful to God and this also bears a strong witness to the unfading enthusiasm and professionalism among our teachers, as well as the support and recognition of various stakeholders. We are confident of taking up the future challenges – to implement the 3-year plan continuously as follows :

- To incorporate e-learning into teaching to promote self-regulated learning
- To promote values education to support Shatin Tsing-Tsiners' character formation and positive education
- To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

5.2 Development plan: situational analysis

5.2.1 Externally

- Financial resources provided by the government
- Limited manpower provided by the government
- The pandemic and the emigration tide have affected the emotions and interpersonal relationship of students
- Social ethos affecting the effectiveness of value education

5.2.2 Internally

- A spacious campus with well-structured facilities
- Sound administrative hierarchy

- A pool of devoted teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Self-financing small-class teaching
- Heavy workload and insufficient rest confronting teachers
- Good students' conduct, positive self-image and high level of willingness to learn and to be taught
- Opportunities for the elevation of students' life qualities
- Increasing number of students and teachers leaving the school due to further studies overseas or emigration

5.3. Future development

5.3.1 Management and organization

- Reducing workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

5.3.2 Teachers' professional development

- Raising teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

5.3.3 Academic affairs

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading
- Promoting e-learning
- With the QEF grant of approximately 1.2 million dollars, we will revise the junior form Arts-in-Life curriculum and renovate two learning venues. This initiative aims to further enhance students' appreciation for the arts, skills and overall development.

5.3.4. Student support, discipline, guidance, religious affairs, extra-curricular activities

- Cultivating the traits expected of a ShatinTsung-Tsiner
- Stepping up evangelistic effort
- Strengthening class building and values education

5.3.5 Students' welfare

- Campus embellishment
- Utilizing government subsidies to reduce students' activity expenses

5.3.6 Liaison with parents

- Strengthening parental education

5.3.7 Alumni

- Widening the network of alumni

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports	6		The Hong Kong Schools Sports Federation All Hong Kong Schools Jing Ying Cross Country (Team) Tournament: <ul style="list-style-type: none"> Girls - Award of Merit
	14		NIKE All Hong Kong Schools Jing Ying Basketball Tournament (Girls): <ul style="list-style-type: none"> Award of Merit
		17	The Hong Kong Schools Sports Federation All N.T. Competition Inter-school Archery Competition: <ul style="list-style-type: none"> Boys Grade C - Award of Merit
		4	Inter-School Tenpin Bowling Competition 2022-2023: <ul style="list-style-type: none"> Girls Group - Fourth Prize
		--	HKSSF Shatin & Sai Kung Secondary Schools Area Committee All Groups: <ul style="list-style-type: none"> Girls Group - Fifth Prize Boys Group - Sixth Prize
		36	Inter-school Cross Country Competition: Individuals <ul style="list-style-type: none"> Girls Grade C - Second Prize (1B Shum Chung Ling) Boys Grade A - 1 Award of Merit Boys Grade C - 1 Award of Merit Girls Grade A - 2 Awards of Merit Girls Grade C - 2 Awards of Merit Groups <ul style="list-style-type: none"> Girls Grade C - First Prize Boys Grade C - Second Prize Girls Grade A - Second Prize Boys Grade A - Third Prize Boys Grade B - Third Prize All Groups <ul style="list-style-type: none"> Boys Group - Second Prize Girls Group - Second Prize
		25	Inter-school Football Competition: <ul style="list-style-type: none"> Division 2 (U15) - Fourth Prize
		13	Inter-School Swimming Championships: <ul style="list-style-type: none"> 100m Backstroke of Girls Grade C - First Prize (1B Shum Chung Ning) 200m Breaststroke of Boys Grade A - Third Prize (5B Tsoi Gu Chit) 100m Breaststroke of Girls Grade B - Third Prize (4D Chan Chung Yau) 50m Butterfly of Girls Grade A - Third Prize (6A Ho Chek Kei Kelly) 50m Backstroke of Girls Grade C - Third Prize (1B Shum Chung Ning)

			<ul style="list-style-type: none"> • 50m Breaststroke of Boys Grade A - Fourth Prize • 50m Freestyle of Girls Grade A - Fourth Prize • 50m Breaststroke of Girls Grade B - Fourth Prize • 50m Freestyle of Boys Grade A - Award of Merit • 200m Breaststroke of Boys Grade C - Award of Merit • 50m Butterfly of Boys Grade A - Award of Merit • 50m Breaststroke of Boys Grade C - Award of Merit • 4x50m Freestyle Relay of Boys Grade C - Award of Merit
		95	<p>Inter-school Athletics Championships:</p> <ul style="list-style-type: none"> • 200m of Boys Grade A - First Prize (5E Ng Wai Chun) • 100m of Boys Grade A - Second Prize (5E Ng Wai Chun) • 100m of Girls Grade C - Second Prize (1C Lai Hoi Lam) • 200m of Girls Grade C - Second Prize (1C Lai Hoi Lam) • 4x100m Relay of Girls Grade C - Second Prize (1A Chan Lok Ching, 1B Tsai Wing Yee, 1C Lai Hoi Lam, 2A Chan Hei Yiu) • High Jump of Boys Grade C - Second Prize (2B Leung King Hong) • Shot Put of Boys Grade C - Second Prize (1B Ip Shun Perry) • 1500m Race of Girls Grade C - Third Prize (1B Shum Chung Ning) • 4x100m Relay of Girls Grade B - Third Prize (3A Yau Tsz Yee Chloe, 3D Lam Hoi Ning, 4A Lau Sum Yu, 4B Tse Maisie, 4C Lam Hoi Ching) • High Jump of Boys Grade A - Third Prize (6A Li Tsz Hin) • Long Jump of Boys Grade A - Third Prize (6E Ng Ho Wang) • Long Jump of Girls Grade B - Third Prize (4C Lam Hoi Ching) • Javelin of Girls Grade A - Third Prize (5A Wong Wai Yan) • 100m Race of Girls Grade C - Fourth Prize • 800m Race of Boys Grade C - Fourth Prize • Discus of Boys Grade A - Fourth Prize • 200m of Girls Grade C - Award of Merit • 800m of Girls Grade C - Award of Merit • 1500m of Boys Grade C - Award of Merit • 100m Hurdles of Boys Grade B - Award of Merit • 4x100m Relay of Boys Grade A - Award of Merit • 4x400m Relay of Boys Grade A - Award of Merit • 4x400m Relay of Boys Grade B - Award of Merit • 4x400m Relay of Boys Grade C - Award of Merit • 4x400m Relay of Girls Grade B - Award of Merit • 4x400m Relay of Girls Grade C - Award of Merit • High Jump of Boys Grade A - Award of Merit • High Jump of Boys Grade B - Award of Merit • Long Jump of Girls Grade A - Award of Merit

			<ul style="list-style-type: none"> • Long Jump of Girls Grade B - Award of Merit • Long Jump of Girls Grade C - Award of Merit • Shot Put of Boys Grade B - Award of Merit • Discus of Boys Grade A - Award of Merit • Discus of Boys Grade B - Award of Merit • Discus of Girls Grade A - Award of Merit <p>Group</p> <ul style="list-style-type: none"> • Overall Girls Grade C - Third Prize • Overall Boys Grade A - Award of Merit
		80	<ul style="list-style-type: none"> • Inter-school Basketball Competition (Division 1): • Girls Grade C - First Prize • Girls Grade A - Second Prize • Boys Grade B - Fourth Prize • Boys Grade C - Fourth Prize • Boys Grade A - Award of Merit • Girls Grade B - Award of Merit
		82	<p>Inter-school Handball Competition:</p> <ul style="list-style-type: none"> • Overall Girls Group - First Prize • Girls Grade A - First Prize • Girls Grade C - First Prize • Girls Grade B - Second Prize • Boys Grade B - Fourth Prize • Boys Grade C - Fourth Prize • Boys Grade A - Award of Merit • Boys Open Grade - Second Prize (2021/22 academic year) • Girls Open Grade - Third Prize (2021/22 academic year)
		34	<p>Inter-school Badminton Competition:</p> <ul style="list-style-type: none"> • Girls Grade B - Fourth Prize • Boys Grade A - Award of Merit • Boys Grade B - Award of Merit • Boys Grade C - Award of Merit • Girls Grade A - Award of Merit
		19	<p>Inter-school Table Tennis Competition:</p> <ul style="list-style-type: none"> • Boys Grade C - Second Prize • Girls Grade C - Second Prize • Boys Grade B - Third Prize • Girls Grade B - Award of Merit
		71	<p>Inter-school Volleyball Competition:</p> <ul style="list-style-type: none"> • Boys Grade A (Division 1) - Third Prize • Boys Grade C (Division 1) - Fourth Prize

		<ul style="list-style-type: none"> Boys Grade B (Division 1) - Award of Merit Girls Grade B (Division 2) - Third Prize Girls Grade A (Division 2) - Award of Merit Girls Grade C (Division 2) - Award of Merit
16		<p>Happy Valley Athletics Association Junior Age Group Athletics Meet 2022 organized by Happy Valley Athletics Association:</p> <ul style="list-style-type: none"> Javelin of U18 Boys - Fourth Prize Javelin of U18 Girls - Fourth Prize 200m of U20 Boys - Award of Merit 200m of U14 Girls - Award of Merit 100m of U14 Girls - Award of Merit Long Jump of U20 Boys - Award of Merit Long Jump of U16 Girls - Award of Merit Shot Put of U14 Boys - Award of Merit
31		<p>NYBO HK Youth Basketball Competition organized by HK Eastern Sports Club:</p> <ul style="list-style-type: none"> Girls Group (Junior Group) - First Prize Boys Group (Junior Group) - Fourth Prize
	1	<p>Leisure and Cultural Services Department Kowloon City District Age Group Table Tennis Competition 2022:</p> <ul style="list-style-type: none"> Second Prize (5B Lee Sze Nga)
	1	<p>Central & Western District Age Group Tennis Competition 2022 (Boys Single) (Youth Division: 12 or below):</p> <ul style="list-style-type: none"> Second Prize (1B Lai Tsz Ho)
2		<p>Hong Kong Junior Age Group Athletics Competition 2023 - 2 (Final) organized by Hong Kong Distance Runners Club:</p> <p>Men's U20 – 60m</p> <ul style="list-style-type: none"> Second Prize (5E Ng Wai Chun) <p>Girls' U14 – 1500m</p> <ul style="list-style-type: none"> First Prize (1B Shum Chung Ning) <p>Girls' U14 – 800m</p> <ul style="list-style-type: none"> First Prize (1B Shum Chung Ning)
1		<p>The Citizen Athletic Association TCAA Athletics Championships 2023 – Round 2 (Final):</p> <p>100m of Girls</p> <ul style="list-style-type: none"> First Prize (1C Lai Hoi Lam) <p>200m of Girls</p> <ul style="list-style-type: none"> First Prize (1C Lai Hoi Lam)
1		<p>TCAA Athletics Championships (Final):</p> <p>100m Race of Girls</p> <ul style="list-style-type: none"> Fourth Prize

	1		<p>Hong Kong Junior Age Group Athletics Meet 2023 - 1 (Final) organized by Concord Athletic Club and Pacers Athletics Club:</p> <p>U14 Girls</p> <p>100m</p> <ul style="list-style-type: none"> • First Prize (1C Lai Hoi Lam) <p>200m</p> <ul style="list-style-type: none"> • Award of Merit
	1		<p>Panasonic Pacers Athletics Meet 2023 (Spring Game) organized by Pacers Athletics Club:</p> <p>Girls 2009-2010</p> <p>Shot Put</p> <ul style="list-style-type: none"> • First Prize (1C Lai Hoi Lam) <p>100m</p> <ul style="list-style-type: none"> • Fourth Prize <p>200m</p> <ul style="list-style-type: none"> • Fourth Prize
	1		<p>Oakley Hong Kong Junior Age Group Athletics Championships 2022 organized by Hong Kong Association of Athletics Affiliates:</p> <p>200m Race of U20 Boys</p> <ul style="list-style-type: none"> • Third Prize (5E Ng Wai Chun)
	1		<p>The Karatedo Federation of Hong Kong, China Limited</p> <p>Hong Kong Inter-school Karatedo Tournament 2021-2022 - Secondary Schools Girls C Grade Individual Kata:</p> <ul style="list-style-type: none"> • Second Runner-up (2F Lee Cheuk Kiu)
	1		<p>Hong Kong Karatedo Youth Game 2022 (Part 2):</p> <ul style="list-style-type: none"> • Champion (2F Lee Cheuk Kiu)
	1		<p>Hong Kong Karatedo Youth Game 2022 (Part 1) (Girl Junior Kata Age 12-13):</p> <ul style="list-style-type: none"> • First Runner-up (2F Lee Cheuk Kiu)
	1		<p>Poomsae Competition organized by Boundless:</p> <ul style="list-style-type: none"> • Second Runner-up (1C Cheng Cheuk Fung)
Academics	82		<p>The 74th Hong Kong Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 8 First Prizes, 15 Second Prizes and 13 Third Prizes. They are as follows:</p> <p>Chinese</p> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> • 1 Second Prize (4B Ho Ka Yee) • 1 Third Prize (3F Tam Yuet Yi) <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> • 3 Second Prizes (1A Yeung Ching Ho, 4E Chen Siyu, 6A Wong Hei Yi) • 2 Third Prizes (1D Hon Sing Tung, 5A Lee Lok Yi Abbie)

		<p>Dramatic Duologue</p> <ul style="list-style-type: none"> 2 First Prizes (3B Chang Yuet Ying, 4B Ho Ka Yee, 5A Lee Lok Yi Abbie, 5A Mung Sze Yu) 1 Second Prize (5B Wong Chak Yu, 5C Yan Tsz Ching) <p>English</p> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> 1 Third Prize (1D Hui Wang Chak) <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> 2 First Prizes (1F Leung Hing Wai, 2A Liu Yu Ting) 4 Second Prizes (3D Lui Tak Wing, 3E Choy Hiu Yan, 3E Wong Tze Yan, 4B Ho Ka Yee) 7 Third Prizes (1C Yip Wing Yan, 1E Kwong Chun Yee, 1E Ng Uen Tung Teresa, 1F Lau Wai Hei Baldwin, 2F Chan Cheuk Ying, 4A Lam Ka Chi, 5C Lau Yan Yee) <p>Public Speaking Solo</p> <ul style="list-style-type: none"> 1 First Prize (6A Wong Hei Yi) 3 Second Prizes (3E Tong Kei Yan, 5B Yue Hoi Ching, 5C Ho Tung Ching) 1 Third Prize (5A Wong Wai Yan) <p>News Feature Presentation</p> <ul style="list-style-type: none"> 2 First Prizes (5B Law Nga Man Emma, 5B Lee Zhe Heng) 2 Second Prizes (1D Hui Wang Chak, 5B Law Wai Yi) <p>Solo Bible Speaking</p> <ul style="list-style-type: none"> 1 Second Prize (6B Chan Hiu Lam) <p>Putonghua</p> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> 1 Third Prize (1F Leung Hing Wai) <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> 1 First Prize (1E Ng Uen Tung Teresa)
	111 (International)	<p>2023 International Competitions and Assessments for Schools organized by Janison, our students obtained 1 Top Medal Winner, 6 High Distinctions, 30 Distinctions, 14 Credits and 75 Merits. They are as follows:</p> <p>English</p> <ul style="list-style-type: none"> 9 Distinctions 6 Credits 28 Merits <p>Mathematics</p> <ul style="list-style-type: none"> 4 High Distinctions (2D Lau Tsz Lok, 2E Lai Kin Fung, 3D Chung Man Yui, 3D Lau Luen Yung)

		<ul style="list-style-type: none"> • 13 Distinctions • 4 Credits • 33 Merits <p>Science</p> <ul style="list-style-type: none"> • 1 Top Medal Winner (2E Lai Kin Fung) • 2 High Distinctions (2D Ng Yat Ching, 2E Lai Kin Fung) • 8 Distinctions • 4 Credits • 14 Merits
	19	<p>Thailand International Mathematical Olympiad 2022-2023 (Hong Kong Region) organized by Thailand Mathematics Society:</p> <p>Heat Round</p> <ul style="list-style-type: none"> • 8 Gold Awards (1B Au Yeung Lok Yin, 1D Hui Wang Chak, 2E Ng Hon Yin, 3D Chung Man Yui, 3D To Kin Long, 5A Lau Tsz Tsung, 5A Wong Ho Hei, 6A Wong Hoi Tung) • 4 Silver Awards (1E Mok Hei Lam, 3D Chan Hui Yeung, 5A Iu Ka Yi, 6A Ho Chek Kei Kelly) • 6 Bronze Awards (1A Ku Cheuk Kiu, 2A Wong Pak Yu, 2C Chan Yee Lok Brandon, 2E Kwok Wing Yan, 3D Chau Kit Hang, 6A Ku Wai Kwan) <p>Semi-Final</p> <ul style="list-style-type: none"> • 3 Silver Awards (2E Ng Hon Yin, 3D Chung Man Yui, 5A Wong Ho Hei) <p>Final</p> <ul style="list-style-type: none"> • 1 Gold Award (5A Wong Ho Hei) • 1 Silver Award (2E Ng Hon Yin)
	6	<p>The 40th Hong Kong Mathematics Olympiad organized by EduHK and Mathematics Education Section, Education Bureau:</p> <p>Heat Event:</p> <ul style="list-style-type: none"> • 1 Honourable Mention (4A So Man Hei) • 2 Third Class Honours (5A Lau Tsz Tsung, 5A Lau Tsz Yu) <p>Final Event</p> <ul style="list-style-type: none"> • 6 Awards of Merit
	2	<p>The 25th Hong Kong Youth Mathematical High Achievers Selection Contest organized by Hong Kong Association for Science and Mathematics Education, Po Leung Kuk:</p> <ul style="list-style-type: none"> • Second Prize (3D Chung Man Yui) • Third Prize (3F Law Ka Chun)
	1	<p>International Online Mathematics Elite Competition 2022 organized by Superior Culture:</p>

		<ul style="list-style-type: none"> Silver Award (2E Wong Wai Kwan)
1		<p>Hong Kong International Mathematical Olympiad 2023 (Hong Kong Region) organized by Olympiad Champion Education Centre:</p> <p>Heat Event</p> <ul style="list-style-type: none"> Bronze Award (2A Wong Pak Yu)
4		<p>True Light Girls' Invitational Mathematics Contest 2022 organized by True Light Middle School of Hong Kong:</p> <ul style="list-style-type: none"> 1 Award of Merit
	33	<p>2023 Hong Kong Mathematics Kangaroo Contest organized by Magic Square Association:</p> <ul style="list-style-type: none"> 1 Third Prize (1D Lo Ming Fung) 3 Peak Awards (1C Hu Pak Ho, 3A Wong Yik Long Michael, 3D Chung Man Yui) 10 Elite Awards (1D Hui Wang Chak, 1D Tam Pok Man, 2C Ngai Hiu Kwan, 3D Chan Hui Yeung, 3D Lau Luen Yung, 3D Young Ka Ki, 4A Lau Sum Yu, 4A Poon Hiu Wa, 4A So Man Hei, 4A Tsang Tsz Ying) 19 Merit Awards
4 (International)		<p>The 9th Annual International Mathematics Modeling Challenge - The International Contest organized by International Mathematical Modeling Challenge Committee (Zhonghua):</p> <p>Greater China</p> <ul style="list-style-type: none"> 4 Honourable Mentions (6A Cheung Wang Hei, 6A Lok Yin Fung, 6A Wong Cheuk Hei, 6A Wong Chun Man)
8		<p>MathConception 2023 organized by Math Concept Education:</p> <p>S1 Individual Contest</p> <ul style="list-style-type: none"> 1 Gold Award (1D Lo Ming Fung) 2 Silver Awards (1D Tam Pok Man, 1F He Yu Fan) <p>S2 Individual Contest</p> <ul style="list-style-type: none"> 1 Gold Award (2E Lai Kin Fung) 2 Silver Awards (2E Ng Hon Yin, 2F Lee Siu Leung) <p>S3 Individual Contest</p> <ul style="list-style-type: none"> 2 Silver Awards (3D Cheung Yui Long, 3D Chung Man Yui) <p>Group Contest</p> <ul style="list-style-type: none"> S1 Group Contest - Award of Merit S2 Group Contest - Award of Merit S3 Group Contest - Award of Merit
2		<p>Mathematics Book Report Competition for Secondary Schools (2022/23) organized by Education Bureau:</p> <ul style="list-style-type: none"> Appreciation Award (2E Ng Hon Yin, 2E Wong Wai Kwan)

11		<p>Hong Kong Mathematical Olympiad Association</p> <p>2023 HauXia Cup:</p> <p>Semi-Final</p> <ul style="list-style-type: none"> • 1 First Honour (1A Zhou Mo Han) • 1 Second Honour (2E Ng Hon Yin) • 1 Third Honour (1E Lai Lok Him) <p>Final</p> <ul style="list-style-type: none"> • 3 Third Honours (1A Zhou Mo Han, 1E Lai Lok Him, 2E Ng Hon Yin)
7		<p>The Asia International Mathematical Olympiad Open Contest 2023:</p> <p>Semi-Final</p> <ul style="list-style-type: none"> • 1 Gold Award (1D Hui Wang Chak) • 3 Silver Awards (1D Tam Pok Man, 1E Lai Lok Him, 1F Chu Pui Ying) • 3 Bronze Awards (1A Zhou Mo Han, 2A Chin Ho Long, 2E Ng Hon Yin)
3		<p>The Hong Kong Academy for Gifted Education</p> <p>International Biology Olympiad - Hong Kong Contest 2022:</p> <ul style="list-style-type: none"> • 1 Silver Award (6A Teng Chi Kit) • 1 Bronze Award (5A Leung Ching Ho) • 1 Honourable Mention (6A Wong Hoi Tung) • Honourable Mention for Schools
12		<p>Hong Kong Physics Olympiad:</p> <ul style="list-style-type: none"> • 1 Honourable Mention (4A Wong Tsz Yau)
8		<p>Hong Kong Biology Literacy Award (2022/2023) organized by Hong Kong Association for Science and Mathematics Education:</p> <ul style="list-style-type: none"> • Third Class Honour (5A Lai Tsz Hei) • 3 Awards of Merit
4		<p>2023 STEM All-Round Competition organized by Academy of the Baptist Convention of Hong Kong:</p> <ul style="list-style-type: none"> • Second Prize (1D Chen Yin Chai, 1D Kwan Pak Hei, 1D Lo Ming Fung, 1D Tam Pok Man)
6		<p>Hong Kong Olympiad in Informatics (Senior Group) 2022/23 organized by The Hong Kong Association for Computer Education:</p> <ul style="list-style-type: none"> • 1 Honourable Mention (6A Lok Yin Fung) • 1 Finalist
2		<p>Cyber Youth Programme 2022 organized by Hong Kong Internet Registration Corporation Limited:</p> <ul style="list-style-type: none"> • Completion (5D Lin Tsz Kit)
1 (International)		<p>2022-23 Asian English Usage Contest (Arch Cup):</p> <p>Heat event</p> <ul style="list-style-type: none"> • 1 Gold Award (3E Lee Edison) <p>Live Final Event</p>

			<ul style="list-style-type: none"> • Champion (3E Lee Edison)
	32 (International)		<p>English Association of China</p> <p>Canadian English Writing Competition 2022-23 (Arch Cup)</p> <p>Live Preliminary Competition</p> <ul style="list-style-type: none"> • 1 Gold Award (1E Luk Tsz Ching, 2E Wong Wai Kwan) • 11 Silver Awards (1D Chen King Man, 1E Ng Uen Tung Teresa, 1F Lau Wei Hei Baldwin, 1F Leung Sum Ip Clover, 1F Siu Ting Hei, 2E Au Wai Lam, 2E Chan Sum Yau, 2E Ip Yiu Cheung, 2E Lai Kin Fung, 2E Lai On Kiu, 2E Ng Hon Yin) <p>Live Semi-final Competition</p> <ul style="list-style-type: none"> • 2 Gold Awards (2E Lai On Kiu, 2E Ng Hon Yin) • 8 Silver Awards (1D Chen King Man, 1E Luk Tsz Ching, 1E Ng Uen Tung Teresa, 1F Siu Ting Hei, 2E Chan Sum Yau, 2E Ip Yiu Cheung, 2E Lai Kin Fung, 2E Wong Wai Kwan) • 2 Bronze Awards (1F Lau Wai Hei Baldwin, 1F Leung Sum Ip Clover) <p>Live Final Competition</p> <ul style="list-style-type: none"> • 3 Gold Awards (2E Chan Sum Yau, 2E Lai On Kiu, 2E Ng Hon Yin) • 4 Silver Awards (1E Luk Tsz Ching, 1E Ng Uen Tung Teresa, 1F Leung Sum Ip Clover, 1F Siu Ting Hei) • 3 Bronze Awards (1D Chen King Man, 1F Lau Wai Hei Baldwin, 2E Ip Yiu Cheung)
	18		<p>The HKFYG English Public Speaking Contest 2023 organized by The HKFYG Leadership Institute:</p> <ul style="list-style-type: none"> • 1 District Final (1E Fok Ngo Yee Gem) • 3 District Semi-Finals (1E Ng Uen Tung Teresa, 2A Liu Yu Ting, 2E Lai On Kiu) • 2 Good Performances
	6		<p>The Harvard Book Prize, Scholarship and Essay Award organized by The Harvard Club of Hong Kong :</p> <p>2022:</p> <ul style="list-style-type: none"> • 3 Winners (6A Ho Chek Kei Kelly, 6B Chan Hiu Lam, 6B Chau Yat Yuet) <p>2023:</p> <ul style="list-style-type: none"> • 3 Finalists
	2		<p>Hong Kong Youth Chinese Story Writing Competition 2021-2022 organized by Hong Kong Youth Cultural Arts Competition:</p> <ul style="list-style-type: none"> • Junior Group - Third Prize (3F Yeung Hei Tung) • Senior Group - 1 Award of Merit

	1		The 49th Youth Literary Awards Writing Composition (New Poetry) (Junior Group) organized by Youth Literary Awards Association: <ul style="list-style-type: none"> Award of Best Author (6C Sum Blessing)
	5		The 7th 'Praising Peace' Writing Competition organized by Fuzi Chamber: <ul style="list-style-type: none"> 1 Award of Merit
	15		Fireflies Read Online organized by Academy of Chinese Studies: <ul style="list-style-type: none"> 7 Gold Awards (2E Chan Sum Yau, 2E Mai Wing Tung, 2E Ng Hon Yin, 2E Wong Wai Kwan, 2E Wong Yik Lai Ian, 2E Yim Tin Yun, 2F Li Ling Yi) 6 Silver Awards (2A Wong Pak Yu, 2D Lau Chun Ho, 2D Leung Shin Ling, 2E Tse Hey In, 2F Chan Yick Kwan, 2F Lee Cheuk Kiu Jayden) 2 Bronze Awards (2B Fong Ching, 2E Kwok Wing Yan)
	3		Hong Kong Secondary School Chinese History Project Study Programme organized by MACHS Alumni Association, The University of Hong Kong : <ul style="list-style-type: none"> 2 Second Prizes (4A Yi Yan Chit, 4B Ho Ka Yee) 1 Finalist
	2		Chinese i-Learner Reading Scheme organized by i-Learner: <ul style="list-style-type: none"> 2 Outstanding Student Awards (1C Hu Pak Ho, 1C Wong Lai Kit)
	12		Sing Tao Inter-school Debating Competition organized by The Education Bureau, Sing Tao Daily, The Standard: Chinese 1 st Preliminary <ul style="list-style-type: none"> The Best Debater (3B Chow Tsz Him) English <ul style="list-style-type: none"> Quarterfinals 1 st Preliminary <ul style="list-style-type: none"> The Best Debater and The Best Interrogative Debater (2E Tsang Kam Hang) 2 nd Preliminary <ul style="list-style-type: none"> The Best Debater (4B Yau Kei Fung Quentin) 3 rd Preliminary <ul style="list-style-type: none"> The Best Interrogative Debater (2E Mai Wing Tung)
	11		Hong Kong Secondary School Debating Competition 2023 organized by Hong Kong Secondary School Debating: Term 1 - Round 1 <ul style="list-style-type: none"> The Best Debater (4B Lo Sze Wing) Term 1 – Round 2 <ul style="list-style-type: none"> The Best Debater (1F Leung Sum Ip Clover) Term 2 – Round 1

			<ul style="list-style-type: none"> The Best Debater (2E Lai On Kiu, 2E Tsang Kam Hang) <p>Term 2 – Round 2</p> <ul style="list-style-type: none"> The Best Debater (4B Tong Bo Yiu)
	8		<p>The 2nd Groot Cup Debating Competition organized by The 2nd Groot Debating:</p> <p>1st Preliminary</p> <ul style="list-style-type: none"> The Best Debater (4E Cheung Cheuk Wan) <p>2nd Preliminary</p> <ul style="list-style-type: none"> The Best Debater (3D Lam Chung Ki)
	6		<p>The 3rd Dream Compassioneers Debate Competition organized by Dream Compassioneers:</p> <ul style="list-style-type: none"> The Best Debater (4A Chen Hoi Ying)
Aesthetics	39		<p>The 75th Hong Kong School Music Festival organized by the Hong Kong Schools Music and Speech Association, our students obtained 2 Second Prizes and 4 Third Prizes:</p> <p>Marimba Secondary School</p> <ul style="list-style-type: none"> 1 Second Prize (2E Wong Wai Kwan) <p>Graded Piano Solo</p> <ul style="list-style-type: none"> 1 Second Prize (1F Li Tsz Yu) 2 Third Prizes (1E Tsang Siu Yin Sophia, 5B Chu Wing Ching) <p>Flute Solo Junior</p> <ul style="list-style-type: none"> 1 Third Prize (2C Sit Tsz Lan) <p>Trumpet Solo Junior</p> <ul style="list-style-type: none"> 1 Third Prize (1D Chen Yin Chai)
	225		<p>Joint School Music Competition organized by Hong Kong Joint School Music Association</p> <p>2022</p> <ul style="list-style-type: none"> Secondary School - Percussion Solo-Diploma - Bronze Award (2E Wong Wai Kwan) <p>2023</p> <ul style="list-style-type: none"> Secondary School - Symphony Orchestra - Gold Award Secondary School - School Band - Gold Award Secondary School - Chinese Orchestra - Silver Award Secondary School - Senior School Choir (Challenging Group) - Silver Award Secondary School - Junior School Choir (Challenging Group) - Silver Award Secondary School - Piano Solo - Senior - Gold Award (1F Siu Ting Hei)
	196		<p>2022 Hong Kong Youth Music Interflows organized by Music Office, Leisure and Cultural Services Department:</p> <ul style="list-style-type: none"> Symphony Orchestra Contest - Silver Award

		<ul style="list-style-type: none"> School Band Contest - Silver Award Chinese Orchestra Contest - Bronze Award
1		<p>Early Winter Orchestral Instruments Festival 2022 - Percussion (Teenage) organized by Superior Culture:</p> <ul style="list-style-type: none"> Gold Award (2E Wong Wai Kwan)
1		<p>Japan Piara Piano Competition organized by Hong Kong Youth Performance Art and Development Association:</p> <ul style="list-style-type: none"> First Place (1F Siu Ting Hei)
1 (International)		<p>IYACC The 14th International Music Competition organized by International Youth Arts and Cultural Centre:</p> <ul style="list-style-type: none"> 1st Runner Up (2A Wong Pak Yu)
1 (International)		<p>2022 International Fringe Music Festival and Competition organized by International Fringe Association:</p> <p>Teenager Class</p> <p>Solo Xylophone/ Marimba Class</p> <ul style="list-style-type: none"> Second Prize with First Honour (2E Wong Wai Kwan)
1 (International)		<p>HKYPAF The 10th Hong Kong International Youth Performance Arts Festival organized by Hong Kong Youth Performance Art and Development Association:</p> <p>Hong Kong District Preliminary Round (Percussion Age Group)(Junior Class B)</p> <ul style="list-style-type: none"> Second Place (2E Wong Wai Kwan) <p>International Final Round (Percussion Age Group)</p> <ul style="list-style-type: none"> First Place (2E Wong Wai Kwan)
1 (International)		<p>Global Arts, Sports and Culture Association</p> <p>The XNUMXth International Children and Youth Percussion Competition:</p> <ul style="list-style-type: none"> Champion (2E Wong Wai Kwan)
1		<p>Tokyo GASCA International Music Competition for Piano:</p> <ul style="list-style-type: none"> Gold Award (1F Siu Ting Hei)
	1	<p>The 11th Hong Kong Youth Barclampory Music Festival (Piano Grade 7 Class) organized by Hong Kong Music for Youth</p> <ul style="list-style-type: none"> Winner (1E Tsang Siu Yin Sophia)
17		<p>The 59th Schools Dance Festival organized by Hong Kong Schools Dance Association Limited:</p> <p>Jazz and Street Dance</p> <ul style="list-style-type: none"> Honour Award and Choreography Award <p>Chinese Dance (Individual)</p> <ul style="list-style-type: none"> Highly Recommended Award (6E Wong Chui Ting)
29		<p>Hong Kong School Drama Festival 2022/23 organized by Education Bureau:</p> <ul style="list-style-type: none"> Award of Outstanding Script Award of Outstanding Cooperation

	10		Jockey Club Student Drawing Competition of Hong Kong Flower Show 2023 organized by The Leisure and Cultural Services Department: Senior Group <ul style="list-style-type: none"> First Prize (4C Huang Tsz Tung) 1 Highly Recommended (4B Tam Yeung Yung)
	1 (International)		See You In London organized by International Gifted Education & Art Association: <ul style="list-style-type: none"> Gold Award (3D Chan Po Lam)
	1		Hong Kong Drawing Contest 2022 (Junior Division) organized by Cheuks Art Gallery: <ul style="list-style-type: none"> Gold Award (3D Chan Po Lam)
	2 (International)		2022 Sino-French Young Artist Competition organized by Traveling Muzeum: <ul style="list-style-type: none"> Grand prix du Jeune Pinceau (4C Qin Chi Ho) 1 Award of Merit
	1 (International)		Children and Youth International Drawing Contest 2021 organized by International Art and Cultural Exchange Centre: <ul style="list-style-type: none"> Gold Award (3D Chan Po Lam)
	2		2022 Xu Beihong Cup International Youth & Children Art Competition organized by The Hong Kong Federation of Youth Groups: Junior High School Group <ul style="list-style-type: none"> First Prize (4C Qin Chi Ho) 1 First Class Award (2C Sit Tsz Lan)
	3		The 18th Hong Kong Inter-school "GO" Competition organized by Wofoo Social Enterprises: <ul style="list-style-type: none"> 3 Awards of Merit
Others	2		Sir Edward Youde Memorial Prizes for Senior Secondary School Student organized by Sir Edward Youde Memorial Fund Council: <ul style="list-style-type: none"> 2 Cash Awards (6A Chan Tsz Shan, 6A Li Tsz Hin)
	2		"Pursuing Excellence and Beyond" Youth Leadership Award 2023 organized by Man Kwan Education Fund and Fung Hon Chu Education Trust Fund: <ul style="list-style-type: none"> 2 Outstanding Student Awards (5A Wong Wai Yan, 5B Yue Hoi Ching)
	2		Hok Yau Club Outstanding Secondary School Student Leader Competition organized by Hok Yau Club: <ul style="list-style-type: none"> 2 Outstanding Secondary School Student Leaders (5A Wong Wai Yan, 5B Yue Hoi Ching)