# SKH Lui Ming Choi Secondary School School Report

2017 - 2018

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

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#### (1) Our School

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

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

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

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

More information is available on our School's website at <a href="http://www.skhlmc.edu.hk">http://www.skhlmc.edu.hk</a> or the Secondary School Profiles at <a href="http://www.chsc.hk/ssp2016/eng/index.php">http://www.chsc.hk/ssp2016/eng/index.php</a> for public reference.

#### (2) Achievements and Reflection on Major Concerns

#### Priority Task 1: Excel (Striving for Excellence)

#### A. Achievements

#### 1. Stretching students' academic potential

For language consolidation, logical thinking and communication skills consolidation, teachers have continued to spend time preparing a number of new subject-based learning packages to enhance self-learning of students, from vocabulary to grammatical structure, to common misconceptions and to various critical thinking, learning and examination skills. As for general and subject content knowledge consolidation, the junior reading scheme had worked to bring upon a good impact on students, as reflected from their survey. Students who joined benefited in reading a wider selection of books from classics to contemporary works, building up of positive values and habits, enhancing their language development and broadening their knowledge base.

#### 2. Continual Lesson Study to enhance student learning

Lesson study have been conducted by all Subject Departments to rethink and employ alternate strategies to further enhance learning of both junior and senior form students, especially in developing their conceptual understanding, critical thinking skills and language abilities. New lesson designs or learning materials were developed and facilitated student learning. Internal assessment results in some subjects showed improved performance in some students.

#### **B.** Reflection

#### 1. Stretching students' academic potential

For language consolidation, logical thinking and communication skills consolidation, student survey results have been generally positive. Improvement is evident from assignments and assessments in some of the subjects. To ensure that such improvement is reflected in public examination performance, more strategic lesson planning, assignment and assessment designs and their alignment could be designed. As for general and subject content knowledge consolidation, both student and teacher feedback have been generally positive. Suggestions on books to be incorporated for the reading scheme as well as feedback on how the design of the worksheets could be polished to achieve the goal were shared by teachers.

#### 2. Continual Lesson Study to enhance student learning

Internal assessment results of some subjects showed students making progress in certain critical thinking skills they had particularly worked on, while some needed further exploration. Efforts were evidently made by teachers to develop different remedial measures. Subject-based bridging programmes were developed by individual departments to cater for the needs of students with different abilities. What next would be Lesson Study with even clearer foci, steps and strategies for students to engage in being ready and responsible for self-learning.

#### **Priority Task 2: Engage (Life building through engagement)**

#### A. Achievements

#### 1. Developing students' leadership potential

The ECA committee has continued to take the lead in nurturing leadership qualities among students through overseeing club activities, organizing training camps and on-job learning experiences. More students have been encouraged and engaged to join a variety of programmes and competitions selected and recommended by teachers to raise their interest, increase their confidence and sense of achievement, as well as to motivate them to strive for the better, addressing our first major concern. Students who have participated in the Reading Forum and Refugee Run (oragnizsed by Crossroads) were positive towards the experience. They shared that they had learnt from others' creativity through different ways of book presentation and they appreciated the opportunity to gain eye-opening experience to be initiated into a world far bigger than what they had known or imagined.

## 2. Continual inter-disciplinary cooperation in enhancing students' development of various generic skills and moral values

Interdisciplinary collaboration was conducted across subject departments and committees to rethink and develop alternate strategies to further enhance learning of both junior and senior form students, especially in developing their critical thinking skills and language abilities, as well as their values.

#### B. Reflection

#### 1. Developing students' leadership potential

Student feedback showed that such exposure had challenged them to exert their potential and enlightened them on higher expectations that they could set for themselves. Indeed, all students involved were positive towards the experience and shared that they had learnt from others' creativity through different ways of book presentation; gained deeper understanding of the world and other global concerns.

## 2. Continual inter-disciplinary cooperation in enhancing students' development of various generic skills and moral values

More collaboration among Subject Departments and Committees was evident this year compared to the past. What next could involve more systemic arrangement so as to enable such valuable professional collaboration to become effective and sustainable.

#### Priority Task 3: Enlighten (Life broadening through enlightenment)

#### A. Achievements

- Widening students' horizon and inspiring students in the search of their purpose and goal in life through School-based curriculum (formal and informal) in Life Education planning and Career education, students have been guided to know more about themselves and to identify their goals and ways to achieve their goals. The Guidance Committee, Career Education Committee and Life Education Department collaborated to inspire students to seek and achieve better understanding of themselves, to develop ways to overcome temptations and to set goals for life. The committees constantly explored and engaged students in a vast range of learning opportunities including workshops, adventurous games, visits to universities and work places, job-shadowing and etc., to widen their exposure and inspire their reflection and planning. Indeed, the span of work experience had expanded this year and students had placement experiences in accounting firms, solicitor firms, hotels and etc..
- 2. Strategic arrangement of students for exchanges and study tour to widen their horizon -The Study Tour and Student Exchange Committee had strategically arranged more exchanges and overseas study tour this year to increase the exposure of our students and in turn widen their horizon. Tours were led by teachers to Taiwan (cloth-dying, glass-burning and ceramic-making), Shanghai (school visits and students stayed in a local schools overnight for four days) and the UK. On the other hand, the Local Education Tour Refugee Run Simulation for Forms 4 to 5 students held by Crossroads Foundation had engaged them to learn about refugees' struggles and life, and some showed awareness and interest to probe further into the issues including war and peace, human rights, social justice and social integration. Students' empathy towards others has grown. Journals were prepared by students which recorded their observations and reflections. Group videos were also prepared by students during and after the Study Tours. The S-Café Program, a secondary school social enterprise competition to help turning creative business ideas into meaningful and sustainable ventures that promote social good, continued. As part of the Program, a team of four Form 4 students won the scholarship to Paris, led by Mr. Lam of the LAM Foundation. The trip proved to be an eye-opening experience for all on top of the training and hands on operational practice they received and experienced on site at school. Food safety, food sciences, food recycling, coffee culture and entrepreneur spirit were among the knowledge, skills, values and attitudes students have acquired.
- **3.** Strategic planning of Class Teacher Period to enhance life and goal inspirations Teachers took turns to share about their life and experience in relation to the three values of the school, namely, to be inquisitive, enterprising and rational. Students were observed

to concentrate and showed interest in the teachers' sharing.

- 4. Church-school cooperation in the spiritual awakening of students through specially designed activities to help them find their purpose and mission of life Alpha lunch was arranged for students, during which over 30 students spent lunch time together once a week for 12 weeks to know more about the Gospel, the students' themselves, as well as the Christian life. A Gospel Camp was organized this year with the help of the School Chaplain and dedicated teachers. Students enjoyed the camp together, being enlightened in their exploration of Christian faith and their life. Training camps and retreat were also organised for Fellowship committee members to explore the mission in life and to develop their knowledge, skills and values in serving God.
- 5. Continual inspiration for teachers in educating 21st century learners Strategies were employed to enable teachers to develop and to keep abreast of the latest educational development as well as needs of students as 21st century learners. Attention has also been given to the well-being of staff. Professor Leung Yiu Kin gave a talk on 'Mental Health -Stress Management'. Teachers also joined the Sheng Kung Hui Staff Development Day for Church, School and Social Services and were positively inspired by Rev. Kwan C. T. who quoted Nietzsche's "One who knows a WHY can bear any HOW", encouraging all to persevere and journey on for a mission and purpose in our professional service for students despite difficulties and setbacks in our work. Surveys generally showed a positive response towards the relevance and usefulness of the programmes. The school year also witnessed more professional sharing on the departmental level. Some larger Subject Departments adopted more strategic planning for teachers to take turns to attend seminars and share their learning at departmental meetings. Lesson Study continued to provide a platform for professional dialogues among members of the department as teachers designed and re-designed their teaching pedagogies and worksheets as collaborators. There has been an increasing number of teachers taking up more hours of professional training. Veteran teachers have actively engaged in professional development activities outside the school, as speakers or markers, to learn new ways to enhance the running of STEM and LAC; and to deepen their understanding of the marking criteria in various subjects for the HKDSE.

#### Reflection

1. Widening students' horizon and inspiring students in the search of their purpose and goal in life — our School-based curriculum (formal and informal) in Life Education planning and Career education has functioned to guide students know more about themselves and to identify their goals and ways to achieve their goals. Student survey results and teacher observation showed students had benefitted from the various

experiences provided.

- 2. Strategic arrangement of students for exchanges and study tour to widen their horizon
  - Survey results and all reflections collected from students were positive with the gain not only in knowledge, but in the understanding of the culture of other places, as well as in building up their generic skills such as collaboration skills, self-management skills and English communication skills.
- 3. Strategic planning of class teacher period to enhance life and goal inspirations Continual strategic planning in relation to the use of class teacher periods and preparation of a resource bank on class management to facilitate running of class periods would be followed up in the next school year.
- 4. Church-school cooperation in the spiritual awakening of students through specially designed activities to help them find their purpose and mission of life Student feedback and teacher observation on the arranged activities were all positive and some students showed reflection on belief and their life.
- 5. Continual inspiration for teachers in educating 21st century learners Strategic plan for teachers to continually develop themselves and to keep abreast of the education direction and needs of students such that they could reflect, review on their teaching and refine where appropriate. More strategic plans could be made to arrange and encourage teachers to explore different areas that would enhance their educating of students of the 21st century. Staff development programmes could be organized to enhance teachers' exposure and professional exchange and dialogue with veteran teachers in the field, locally and overseas.

#### (3) Our Learning and Teaching

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

Language Across the Curriculum (LAC) and Science, Technology, Engineering & Mathematics (STEM) education were integrated with our formal curriculum through collaboration between and among Subject Departments as well as the informal curriculum. Students have been School Report (SR)

engaged in various related activities and competitions both inside and outside school. Both junior and senior students were given the opportunities and exposure.

As for the informal curriculum, students continued to enjoy a variety of STEM-related activities this year. Student presentations in STEM at booths during our Open Day 2018, their engagement in different competitions and activities e.g. STEM taster programme, nnovation Winter Camp, STEM RoboWorkshop offered by different organizations and the universities enabled them to integrate knowledge, skills, values and attitudes acquired from various subject disciplines to solve life problems with creativity.

Learning experiences aimed not only to enlarge students' knowledge base and advance their application and critical thinking skills, they also served to build up students' study and career aspirations. On the other hand, keen effort was also made in the domain of The Technology Education Key Learning in enriching the curriculum in the Design & Applied Technology and Technology & Living related knowledge and skills (both subjects not offered by the school due to resource constraints). We continued to offer extended learning activities for Form 1 and Form 2 students during the post assessment period.

Under the wifi900 project commitment, the school had continued to encourage teachers in different Subject Departments to implement more e-learning in classes to help enrich student understanding. Teachers have also been supported to formatively assess the progress of students in class and to make necessary adjustment to increase the effectiveness of learning. There was an increasing use of e-tablets facilitate students' self-learning of various subjects.

#### (4) Support for Student Development

In alignment with the School Major Concern "Excel, Engage and Enlighten", students were engaged in a variety of learning opportunities that support their overall personal development apart from their academic learning, the following are highlights of some of the domains and activities that students had learnt and grown a lot during the year.

Aesthetics development was central to our school life. Apart from student leaders' continual running of the Music Contest and Dance competition, the Annual Cultural Performance was one the highlights of the School, as well as an excellent example to illustrate how the school had endeavored in integrating values education in whole person development of students. The Wizard of Oz, the Musical we put up in May 2018, was well-received. Students were given opportunities to realize their talent and potential for acting, script-writing, props making, management of the stage and directing. For aesthetic learning experiences, the Handchime

Teams, together with our School Choir and Harmonica Group, went on an hour-long carol performance for last Christmas, sharing with the audience the true meaning and joy of Christmas and the Good News. Integration of aesthetic and spiritual development engaged students to put their love into action, using their talents for a good cause.

As in all the past years, our talented student artists have joined in a number of art and design competitions that promoted positive messages of healthy life of oneself and of the community. Through participation in design competitions (banners, posters and slogans) invited by various government departments and organizations, students' sense of citizenship has been nurtured while they learned to share their talents to educate the general public. We were also fortunate to have recorded a few winning entries. Our Dance Team also received Commendable Awards in both The 54<sup>th</sup> Hong Kong Schools Dance Festival (Chinese Dance) and the All Hong Kong Schools 54<sup>th</sup> Dance Festival, a result of their very hard work.

Student development always begins with solid engagement in various service experiences to build their leadership qualities and strengthen the desire to serve. Our student leaders under the training of the ECA committee were trained with the leadership qualities. They have also been given the trust and were empowered to design and organize leadership training programmes to build up their successors. Our Prize Presentation Team continued to organize and conduct formal prize presentations, giving training to students to be the MCs and encouraging others to join and serve by sorting out and bringing forward prizes and trophies in our Morning Assemblies.

The Guidance Committee, School Social worker arranged students to join programmes and activities designed to stretch their limits. The Committee and School Social worker had collaborated to support students to adapt to school life, to build relationship with them and encourage support among them, to develop their social and emotional skills, supporting them during their difficult times and unleashing their potential to contribute to understand needs and problems of others. The Guidance Committee and School Social Worker had also worked closely with the Discipline Committee to support student behavioral growth.

Regarding life planning and career education to prepare our students for their future, the Careers Education Committee had continued to upkeep the good strategies of the past while continually incorporate and enrich the career-related experiences for students. New job shadowing experiences ranging from working in accounting firms to solicitor firms to hotels, etc. were also arranged. Besides, departments and committees also helped integrate career-related experience in their programmes. For example, the High Court Visit organised by the LS department not only enriched students' knowledge of the legal system, they also got to understand more about the legal profession.

In the domain of community service, the Community Service Committee had continued to School Report (SR)

nurture a caring heart in our students. Students were given training and exposure to participate in voluntary service as early as in Form 1. Students were given the opportunity to serve people across ages and with different needs. New areas of services were introduced each year apart from continuation of the established ones.

The school has continued to provide support to students with special education needs (SEN). Resources were effectively deployed to support student growth, attending to their social and emotional skills, speech development, as well as in strengthening their academic learning. Service from speech therapists, counsellors and instructors were procured to help students progress in small-class settings. Student feedback and comments from teachers showed the effectiveness of our support for these students. Services and advice provided by specialist staff (School Social Worker and Educational Psychologist provided by Sheng Kung Hui) were found to be helpful by teachers, students and parents.

#### (5) Student Performance

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

Out of the 122 Form 6 students who took the HKDSE examination in 2018, 95.1% of them received offers from various tertiary institutions both local and overseas, of which 42.2% were offered degree programmes and 57.8% were offered sub-degree programmes.

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

For the performance of the core subjects, 91.8% of the students meet the minimum requirement for admission to degree and sub-degree programmes. For English, 75.4% of the students acquired level 3 or above while in Chinese, 72.1% of the students acquired level 3 or above.

There is an increase in the percentage of students attaining level 5 or above in 6 subjects compared to last year. There is also an encouraging increase in the percentage of students attaining level 4 or above in 4 other subjects.

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

(ii) Non-academic performance School Report (SR)

Our students actively involved in an array of extra-curricular activities which facilitated their holistic development as well as challenged them to realise their potential. They participated in a good variety of activities and competitions this year to expand their horizon. Their achievements in the various areas are as per attached in the Appendix.

#### (6) Financial Summary (Unaudited Account)

A Summary of the income and expenditure for the year 2017-2018 is shown in the table below.

2017-2018	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	6,545,631	6,314,978
Total surplus for the school year: \$230,653		
(2) Other Grants	41,964,948	42,082,849
Total deficit for the school year: \$117,901		
Accumulated Surplus as at the end of school year	\$6,53	2,724
(1) EOEBG Grant	\$4,89	0,473
(2) Other Grants	\$1,64	2,251
II. School Funds (General Funds)	898,619	883,601
Total surplus for the school year \$15,018		
Accumulated surplus as at the end of school year	r \$2,196,154	

#### (7) Feedback on Future Planning

"Excel, Engage and Enlighten' are the Major Concerns of our school in the three-year cycle (2015 – 2018). In general, teachers have endeavored to align their professional work with the direction and foci expressed in the Major Concerns. Students have been guided to strive for excellence through engagement in studies and activities. They have also been enlightened by life-broadening, eye-opening experiences as they served others, expressed positive life values

including love, care, empathy, having a sense of purpose and generosity; and they continued to explore the world at large and find their place.

Teachers will continue to sharpen their focus on developing and trying out different strategies in the coming year (beginning of the next three-year cycle) to further motivate students to stretch their potential. More resources could be deployed to support teachers' professional development and enhance their exposure as they roll out their new plans and strategies to enhance student learning.

The school will continue to seek resources and opportunities for more cultural exposure and exchanges to develop students' global vision so that they will be able to understand more about the changing world, their place and role in it, and how they can contribute in the future development. In the process, to enlighten them to courageously and confidently engage themselves in trying out things beyond their comfort zone to reach another level and excel. This will motivate them to continue to strive for excellence in learning and for the goals they pursue now and in future.

### (8) Appendix

#### EXTERNAL SCHOLARSHIPS & PRIZES 2017 - 2018

### 二零一七至二零一八年度校外獎學金及比賽獎項

### SCHOLARSHIPS(獎學金)

Item	Award	No. of Awards
項目	獎項	獎項數目
Sir Edward Youde Memorial Prizes	Scholarship	2

### OUTSTANDING STUDENT AWARDS(傑出學生獎)

Item	Award	No. of Awards
項目	獎項	獎項數目
"Reach the TOP" Southern District Outstanding Students Award	Outstanding Student	8
Youth Arch Student Improvement Award	Award	27

### CORE SUBJECTS(核心科目)

### Chinese (中文)

Item 項目		Award 獎項	No. of Awards 獎項數目
美荷樓徵文比賽		優異	73
	中學一、二年級詩詞集誦	季軍	1
	中學三、四年級二人朗誦	亞軍	1
第 69 屆香港學校朗誦節	中學三、四年級二人朗誦	季軍	1
	中學二年級詩詞獨誦	冠軍	1
	中學四年級詩詞獨誦	季軍	2
	甘州夕西朗洛	優良	25
	其他各項朗誦	良好	3

### Chinese Debate (中文辯論)

Item 項目		Award 獎項	No. of Awards 獎項數目	
		第一回合初賽	最佳辯論員	2
		第二回合初賽	最佳辯論員	1
2018 學思盃		複賽	最佳辯論員	1
		八強賽	最佳辯論員	1
		季軍賽	季軍	1
第十七屆《基本法》多面	粵語	語組分區初賽	最佳辯論員	1
(基本法盃)		語組分區第一回複	最佳辯論員	1
		E組分區第二回複	最佳辯論員	1
	賽		港島分區冠軍	1
			(全港十六強)	1
	粤語組全港初賽		最佳辯論員	1
星島第三十三屆全港校際 辯論比賽	第一回合初賽		最佳辯論員	1
掛端に食		凹口彻實	最佳交互答問	1
	第二回合初賽		最佳辯論員	1

第五十屆聯校中文辯論比	第一輪負方賽	最佳辯論員	1
賽	第三輪負方賽	最佳辯論員	1
	第四輪負方賽	最佳辯論員	1
	第三輪常規賽	最佳辯論員	1
	第四輪常規賽	最佳辯論員	1
	八強賽	最佳辯論員	1
	準決賽	最佳辯論員	1
	N. de	最佳辯論員	1
	決賽	冠軍	1

### English (英文)

Item 項目		Award 獎項	No. of Awards 獎項數目
	Public Speaking Solo	Merit Proficiency	40 17
		Merit	35
The 69th Hong Kong Schools	Solo Verse Speaking	Proficiency	14
Speech Festival	Choral Speaking	Proficiency	1
	Dible Consider	Champion	1
	Bible Speaking	Third	1
The Hong Kong Federation of Youth	Award of Achievement First in Section Semi-Finalist	1	
Chartered Hong Kong English Public Speaking Contest		Award of Achievement Top Ten in Section	1
Hong Kong Schools Mooting and Mo	Hong Kong Schools Mooting and Mock Trial Competition		1
		First Runner-Up	1
Hong Kong Interschool Mock Trial Challenge 2018		Outstanding Advocate (Champion)	1
Asian English Usage Contest		Sliver	3
		Bronze	5

### English Debate (英文辯論)

Item	Award	No. of Awards
項目	獎項	獎項數目
Sing Too Debating Competition	Best Interrogative	1
Sing Tao Debating Competition	Debater	1
Hong Kong Bar Association Debating Competition	Best Speaker	1

#### Mathematics (數學)

Item 項目	Award 獎項	No. of Awards 獎項數目
全港資優數獨擂台比賽	銀獎	2
「華夏盃」全國數學奧林匹克邀請賽 2018(香港賽區)	二等獎	3
初賽	三等獎	1
第十七屆培正數學邀請賽 2018 (初賽)	優異	1
	Third-Class Honour	1
The Thirty-fifth Hong Kong Mathematics Olympiad 2017/18 (Heats)	Certificate of Merit (good performance in Geometric Construction Section)	5
2018 亞洲國際數學奧林匹克公開賽香港賽區初賽 暨	銀獎	4
港澳數學奧林匹克公開賽《港澳盃 HKMO Open》	銅獎	3
2018「奧海盃」數學競賽 初賽	一等獎	1
2018 Fryer Contest	Contest Medal	2
2018 Hypatia Contest	Contest Medal	1
	Certificate of Distinction	4
2018 Gauss Contest	Certificate of Outstanding Achievement	2
International Mathematical Olympiad (IMO) Preliminary Selection Contest – Hong Kong 2018	Honorable Mention	1
全港青少年數學挑戰賽 2018	銅獎	1

### Liberal Studies (通識)

Item 項目		Award 獎項	No. of Awards 獎項數目
The Standard 7th Liberal Studies Writing Competition	Globalisation	2nd Runner-up	1

### ELECTIVE SUBJECTS (選修科目)

#### Science (科學)

Item	Award	No. of Awards
項目	獎項	獎項數目
	Distinction	1
The Hong Kong Polytechnic University Secondary School Mathematics and Science Competition 2018	Medal	2
(Chemistry) (Chemistry)	Credit	1
, , , , , , , , , , , , , , , , , , , ,	High Distinction	3
The Hong Kong Polytechnic University Secondary School	Distinction	1
Mathematics and Science Competition 2018 (Mathematics)(Mathematics)	Credit	2
The Hong Kong Polytechnic University Secondary School	Distinction	4
Mathematics and Science Competition 2018 (Physics)(Physics)	Credit	2
	Distinction	3
The Hong Kong Polytechnic University Secondary School	Credit	2
Mathematics and Science Competition 2018 (Biology)(Biology)	Proficiency	1
· · · · · · · · · · · · · · · · · · ·	High Distinction	1

### Technology (科技)

Item 項目	Award 獎項	No. of Awards 獎項數目
香港電腦教育學會青年資訊科技大使獎勵計劃	銀章	12
首心电脑教科学曾月中具部件投入使契關計劃	銅章	28

#### **STEM**

Item 項目	Award 獎項	No. of Awards 獎項數目
STEM 現代激答 2017-18 至醒開學篇	中二組冠軍	1
	中二組亞軍	1
	高中組冠軍	1
	中學組冠軍	1
全港校際 STEM 教育-發揮創意潛能大賽	優異獎	9
全港中學創新科技大賽 2018	優異獎	5
創意編程設計大賽 2018	最佳編程團體獎	1

#### Geography (地理)

Item	Award	No. of Awards
項目	獎項	獎項數目
Orientacying Training	Certificate Orienteering	17
Orienteering Training	Training – Level 1	17
Hong Kong Water Race 2018	Certificate of Achievement	21

### Business (商業)

Item	Award	No. of Awards
項目	獎項	獎項數目
第十八屆和富千禧企業家精神計劃	優異	1
第三屆全港中學學界廣告賣橋王	優異	1

### OTHER LEARNING EXPERIENCES (其他學習經歷)

#### AESTHETIC DEVELOPMENT (藝術發展)

#### Dance (舞蹈)

Item 項目	Award 獎項	No. of Awards 獎項數目
The 54th Hong Kong Schools Dance Festival (Chinese Dance)	Commended Award	1
All Hong Kong Schools 54th Dance Festival	Commended Award	1

#### Music (音樂)

Item 項目	Award 獎項	No. of Awards 獎項數目
The 70th Hong Kong Schools Music Festival	Second	1
	Third	1
	Merit	5
	Proficiency	2
Joint School Music Competition 2018	Gold Medal	14
	Silver Award	12

### Visual Arts (視覺藝術)

Item 項目	Award 獎項	No. of Awards 獎項數目
南區道路安全運動 2017-2018 年度環保袋面	亞軍	1
設計比賽	<u> </u>	1
"Goodbye Prejudice- Be Caring Be friends"	Merit	1
Children's Colouring Competition 2018	ivierit	1
「恩典太美麗」四格漫畫創作比賽	Champion	1

## COMMUNITY SERVICE (義工服務) Social Service Club (社會服務團)

Item	Award	No. of Awards
項目	獎項	獎項數目
智趣同行展關懷	優異	11
Community Vouth Club Momber Morit Award Schome	Yellow Badge	7
Community Youth Club Member Merit Award Scheme	Orange Badge	2
(Secondary School Foundation Level)	Green Badge	6

#### Uniform Groups (制服團隊)

Item	Award	No. of Awards
項目	獎項	獎項數目
港島南區童軍支部比賽 2018	冠軍	1
HK St. John Ambulance Brigade Youth Command		
Inter-Divisional Competition for Combined Cadet	1 <sup>st</sup> runner up	1
Division (Overall)		
	Third in First Aid	1
The HK St. John Ambulance Individual First Aid &	Competition	1
Home Nursing Competitions 2017	Second in Home	1
	Nursing Competition	1
The HK St. John Ambulance Footdrills Competition	First in Overall	1
2017	Competition 2017	1

### PHYSICAL DEVELOPMENT (體育發展)

PHYSICAL DEVELOPMENT (		Award	No. of Awards	
項目		獎項	獎項數目	
中國龍舟總會第九屆學界龍舟	分錦標賽	2018	冠軍	1
St Francis Xavier's College Annu	ıal Swimı	ming Gala	Second	1
2017-2018 (Boys 4x50m Inter-S	chool Inv	vitation Relay)	Jecona	1
SKH Tang Shiu Kin Secondary Sc	chool No	vice Cup 2017	Third	1
(Girls C Grade Basketball Compe	etition)			<u> </u>
_	Boys A	Grade 4 x 100m	Third	1
Inter-School Athletics	Boys	A Grade 800m	Third	1
Championships 2017-2018	Boys C	Grade Long Jump	Fourth	1
	Girls /	A Grade Javelin	Second	1
St Francis Xiaver College Annua (Boys 4x100m relay)	l Sports I	Day	Third	1
St Joan of Arc Secondary Schoo (Boys 4x100m Invitation relay)	l Athletic	: Meet 2017-2018	First	1
Chan Shu Kui Memorial School Rugby Sevens Competition  Girls BC Grade Competition  Girls AB Grade Bowl			Third	1
			First	1
Chan Shu Kui Memorial School Rugby Sevens Invitational Tournament  Boys C Grade		Third	1	
The 16th Rosaryhill Sports Tournament Basketball		Second	1	
Inter-school Table Tennis Competition (HK Division 3) (Boys A Grade)			Second	1
Inter-school Volleyball Competition (HK Division 2) (Girls A Grade)			Fourth	1
Inter-school Competition BOCHK Rugby Sevens Cup (Boys B Grade)		Shield Champion	1	
BOCHK Beach Volleyball Cup (Boys BC Grade)		Second	1	
明愛盃輕排球比賽		亞軍	1	
		30 秒個人速度	季軍	1
Ziberty全港跳繩團體挑戰賽2	018 2 x	60 秒雙人跳	季軍	1
中學混合組	12	0秒大繩走8字	冠軍	1
	團	體	季軍	1
Inter-school Swimming 100m Breast Stroke		Third	1	

Championships HK Island	50m Freestyle	Third	1
Division III (Boys A Grade)	50m Butterfly	Third	1
Inter-school Swimming		Third	
Championships HK Island	100m Breast Stroke		1
Division III (Boys B Grade)			
Aberdeen Dolphins Invitation Rug	by Sevens Invitation	Fourth	1
Tournament 2018 (Girls B Grade)		Fourtii	1
Aberdeen Dolphins Invitation Rugby Sevens Invitation		Third	1
Tournament 2018 (Girls C Grade)		Tilliu	1
香港遊樂場協會動歷全城迷你奧運會六人棒球比賽		冠軍	1
(高級組)			1
BGCA 童競技 3on3 Basketball 2018 (男子高級組)		冠軍	1
The 16th Hong Kong Bench Press Championships (Classic)		Champion	1
A.S. Watson Hong Kong Students Sports Award		Sports Award	1

### OTHERS (其他)

### Media Production (媒體製作)

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Item 項目	Award 獎項	No. of Awards 獎項數目
		<b>突</b> 換数日
「電影主角由我創」短片比賽 2018	亞軍	1
	特別獎	1
「打破愛滋・由我始」2017-2018 港澳青年短片創	亞軍	1
作比賽	最佳短片	1
	最佳導演	1
	踴躍參與獎	1

### Reading to learn (從閱讀中學習)

Item	Award	No. of Awards
項目	獎項	獎項數目
第 29 屆中學生好書龍虎榜	推薦獎	1
(讀後感寫作比賽初級組)		
閱讀約章獎勵計劃 2017/18 (第三期)	傑出表現學生獎	2

#### Civic Education (公民教育)

Item	Award	No. of Awards
項目	獎項	獎項數目
『回歸盃』第七屆全港學生中國國情知識大賽	優異金獎	6
第十八屆《基本法》及國民常識網上問答比賽	嘉許狀	20

### School Award (from EDB Committee on Home-School Co-operation)

Item	Award	No. of Awards
項目	獎項	獎項數目
Care for You Award Scheme 2018	Certificate of	20
	Appreciation	