



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

2016-2017

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

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

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

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

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

(2) Achievements and Reflection on Major Concerns

Priority Task 1: Excel (Striving for Excellence)

Achievements

(i) Stretching students' academic potential

- Language consolidation, logical thinking and communication skills consolidation
 - Teachers had 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.
- General and subject content knowledge consolidation
 - The new junior reading scheme rolled out last year continued to bring upon a good impact on students, as reflected from their survey that there was a sustained majority of students who had 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.

(ii) Continual lesson study to enhance student learning

- Lesson study was conducted by all subject departments to rethink and develop alternate strategies to further enhance learning of both junior and senior form students, especially in developing their 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.

Reflection

(i) Stretching students' academic potential

- Language consolidation, logical thinking and communication skills consolidation
 - Student survey results were generally positive.
 - Improvement reflected from assignments and assessments in some of the subjects.
- General and subject content knowledge consolidation
 - Both student and teacher feedbacks were generally positive. More teachers collaborated and gave new 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.

(ii) 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.
- More focused remedial measures and subject-based bridging programmes were developed by individual departments to cater for the needs of students with different abilities and results were also found to be encouraging.

Priority Task 2: Engage (Life building through engagement)

Achievements

(i) Developing students' leadership potential

- The ECA committee continued to take the lead in nurturing leadership qualities among students through training camps and on-job learning experiences.
- More students were engaged by teachers in joining various kinds of programmes or competitions that teachers believed could arouse students' interest, increase students' confidence and sense of achievement, as well as to motivate them to strive for the better, tying in with the goal of our first major concern.
- On the social and humanities side, students were engaged in the Reading Forum, Refugee Walk, etc. All students involved were positive towards the experience and shared that they had learnt from others' creativity through different ways of book presentation; as well as their eyes opened to see a world far bigger than what they had known.

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

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

Reflection

(i) Developing students' leadership potential

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

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

- There were more different kinds of collaboration this year compared to the past.

Priority Task 3: Enlighten (Life broadening through enlightenment)

Achievements

(i) Widening students' horizon and inspiring students in the search of their purpose and goal in life

1. School-based curriculum (formal and informal) in life planning and career education to

guide students know more about themselves and to identify their goals and ways to achieve their goals

- The Guidance Committee, Career Education Committee and Life Education Department collaborated to inspire students in understanding more about themselves, developing ways to overcome different temptations and setting goals for their life. The committees constantly explored and engaged students in a vast range of learning opportunities including workshops, adventurous games, visits to universities and work places, job-shadowing etc.
- The span of work experience had expanded this year and students had placement experiences in accounting firms, solicitor firms, hotels, 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.
- The new overseas and mainland study tours, as well as local exchanges engaged around 150 F1 to F5 students to many illuminating experiences this year. This marked about 20% of our total student population.
- The Okinawa ecological and cultural study tour was a fascinating one. Students had chances to interact with postdoctoral ecological researchers at the university, as well as to visit the spectacular ecological landscape there, all of which left an impact in the heart and mind of the students.
- The Korea study tour was prized especially of the unique opportunity of home stay in Korean families. Fusion of hi-tech and tradition made it an adventurous and educational experience for our students, who chatted and interacted with Koreans via the google translation apps in Korean and English, while at the same time making Korean traditional food together. The farming experience was a great learning experience as many students reflected that they should be grateful for the rice they had each day and to treasure it as it was the result of much hard work of the farmers.
- The Shenzhen trip co-organised by the Chinese History Department and Geography Department enlightened students on the socioeconomic and cultural development of modern China.
- Our sports team members went to Taiwan for training and friendly matches, not only did they improve on their individual sports skills, they also advanced in their team work and team spirit.
- A group of students went to UK for 17 days for English learning and cultural experiences during the summer holidays and they made many friends of different nationalities.
- Students who participated in the first local exchange in the Refugee Walk organised by Christian Action had their eyes opened in seeing the life of refugees in Hong Kong, and getting to know more about their different countries and hardship of their people through

interacting with these refugees. Student reflection journals showed that students' minds were opened to thinking more about war and peace, human rights, social justice and social integration, while their hearts also grew in their empathy towards others.

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 3 values of the school, 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 40 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.

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

- Strategic plan for teachers to continually develop themselves and to keep abreast of the education direction and needs of students such that they could reflect, review on their teaching and refine where appropriate
 - Staff development programmes in relation to whole-school approach towards integrating values education, creativity building in students, equipping staff with mediation skills, nourishing teachers' mind through spiritual education, etc. were arranged by the school to support staff in nurturing 21st century learners. Surveys generally showed a positive response towards the relevance and usefulness of the programmes.
 - There was a considerable growth in professional sharing on the departmental level. Some bigger departments adopted more strategic planning in arranging members to take turns to attend seminars and share their learning in departmental meetings. Lesson study continued to provide a platform for intellectual and professional dialogues between members of the department as they designed and re-designed their teaching pedagogies and worksheets.
 - Professional development on the personal level was encouraged and there was an increasing number of teachers taking up more hours of professional training.
 - Our teachers also actively engaged in their professional development to enhance the

running of the STEM and LAC in the school. We had teams of teachers from the English, Integrated Science and Mathematics departments who went on teacher training courses at the Hong Kong Polytechnic University to develop LAC curriculum in Integrated Science and Mathematics classes for the school's use, as well as for sharing with other schools.

Reflection

- (i) Widening students' horizon and inspiring students in the search of their purpose and goal in life
1. School based curriculum (formal and informal) in life planning and career education to guide students know more about themselves and to identify their goals and ways to achieve their goals
 - Student survey results and teacher observation all showed students had benefitted from the various experiences provided.
 2. Strategic arrangement of students for exchanges and study tour to widen their horizon
 - Survey results and all reflections collected from students were positive with the gain not just in knowledge, but in the understanding of the culture of other places, as well as in building up their generic skills such as collaboration skills, self-management skills, English communication skills, etc.
 3. Strategic planning of class teacher period to enhance life and goal inspirations
 - 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.
- (ii) Continual inspiration for teachers in educating 21st century learners
- Strategic plan for teachers to continually develop themselves and to keep abreast of the education direction and needs of students such that they could reflect, review on their teaching and refine where appropriate.
 - More strategic plans would be made to arrange and encourage teachers to explore different areas that would enhance their educating of students of the 21st century.

(3) Our Learning and Teaching

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

Language Across the Curriculum (LAC) and Science, Technology, Engineering & Mathematics (STEM) education were integrated into our formal curriculum through collaboration between subject departments as well as into the informal curriculum through engaging students in various related activities and competitions both inside and outside school.

In the junior secondary curriculum, a pilot STEM project was launched in F2 through the collaboration of the Computer department, Visual Arts department and the LAC group. From design to production of a 3D product to its description in English, students were engaged by their computer teachers in the study and application of design software as well as the hands on experience in 3D printing technology. They were also developed in their creativity and aesthetic sense through stimulation of their visual arts teachers, as well as sharpened in their English language skills through LAC teachers' developing their style in writing product description. The result of this pilot project was positive and it would be polished and tried out again in the coming year. In fact, a mini-exhibition of these 3D products was held for students to share the fruit of their hard work with other members of the school.

A new model-making project was also introduced in F3 which included experimental investigation and the writing up of experimental reports collaboratively done by the Physics Department and LAC group.

In the senior forms, trials in STEM education regarding integration of mathematics and science were collaboratively done by the STEM coordinator and the Physics department head and Chemistry department head respectively. The experience was encouraging.

As for the informal curriculum, students were also engaged in a variety of new STEM-related activities this year. In-school workshops on code-combat, aquaponics system, etc. were organized for junior form students. Visits to the InnoTech 2016, and student presentations in STEM Education Conference-cum-Carnival, and setting up of STEM booths in primary school in the neighbourhood were arranged. Students were also engaged in different competitions such as Creative Science Junior master competition, STEM talent Cup. Besides, students were nominated to join external activities to arouse their interest as well as stretch their potential in STEM e.g. STEM taster programme, Innovation Winter Camp, STEM RoboWorkshop.

In-house workshops such as forensic science were introduced to senior secondary students. Many senior secondary students were engaged in different summer programmes in local universities, ranging from mysteries in the atomic world, biomedical sciences, molecular biology and biotechnology to risk management. For the first time, we had also secured a scholarship for a student to join a 3-day Pilot scheme in Thailand to learn more about aircraft maintenance as well as to attend a pilot training in the flight simulator.

Students were also pulled out to receive external IT-related courses from 3D modelling to apps writing, as well as engaged in various camps and courses on robotics organized by universities and various external organizations.

All these 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 which we could not offer due to resource constraints. New extended learning activities were conducted for Form 1 and Form 2 students during the post assessment period. These activities included sessions on screw-driving techniques and robotics coordinated by the Technology Education Key Learning Area coordinator and sessions on sewing and baking coordinated by the Guidance Committee.

Under the wifi900 project commitment, the school had been adopting more and more e-learning in classes not only to help enrich student understanding, but also to help teachers 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.

This year, the theme of our Performance was “Truth, Goodness and Beauty”. Through the forceful acting of our actors and actresses, the beautiful body movements of our dancers, the captivating works of our expressionistic and impressionistic artists, and the heavenly ringing of the handchimes and angelic singing of our musicians, the audience were led through a soul searching journey, in seeing not only the ugly side of man’s selfish desire, their inner struggle between good and evil, but the final victory, hope and light that there is indeed truth, goodness and beauty in life, as there was, and there shall be as we pursue after them with determination. The learning experience not only engaged students to seek excellence in their aesthetic talents, it also enlightened their heart to the core values to pursue after in life.

There were also other new initiatives on the aesthetic side. The handchime team was newly formed this year. Together with our school choir and harmonica group, they went on an hour-long carol performance for the first time during the last Christmas in Heritage 1881 while at the same time raising money for the children’s fund and sharing with the audience the true meaning and joy of Christmas and the Good News. Besides, a group of musicians served in Ebenezer School to make music together with the visually challenged. An integration of aesthetic and spiritual development, engaging students in putting their love into action, using their talents for a good cause.

Our talented artists also joined in a number of art and design competitions that promoted positive messages of healthy life of oneself and of the community. A number of banners and posters on anti-narcotics posted by the Police Force in the Central and Western district were actually the winning entries of our students. A nurturing of students’ citizenship while engaging them to educate the general public.

Apart from joining the usual English Drama competition, some students took initiative to enter the Chinese Drama competition. With their passion and commitment, together with the hard work of our teachers in charge of drama, both our English and Chinese drama teams had received very encouraging results, winning a number of prizes in the inter-school competition.

On the other hand, the Dance team also achieved a Highly Commendable Award in the Inter-School Dance Competition, a result of their very hard work.

But our strategic student development is not limited to such. We believe in engaging students such that they can further be developed to engage themselves as well as others in building up their different leadership qualities and the heart to serve.

Our student leaders in ECAs under the training of the ECA committee were trained with the leadership qualities, while they were given the trust and confidence to prepare leadership training programmes to build up their successors.

Our newly formed prize presentation team built up in recent years were trained to conduct formal prize presentation, from being the MC or those helping with sorting out and bringing forward prizes and trophies in our morning assemblies.

The Guidance Committee, School Social worker arranged students to join the Adventure ship student mentorship programme this year, in which our senior students were engaged in leading our junior students in the programme. Photos and snapshots of how they encouraged one another in overcoming fear, and the help they offered to one another in stretching their limits were obvious evidence of the growth of students through the programme. There are many more that the Guidance Committee and School Social worker had done, from helping students to adapt to school life, training up students' social and emotional skills, supporting students during their difficult times, to unleashing their potential in contribution to others' life. They also worked 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. This year, we newly joined the life buddies mentorship programme, engineer in school programme by the CLP Power HK Ltd, etc. New job shadowing experiences 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.

The author-reader dialogue organised by the Reading to Learn Committee and BAFS department brought students to read the same book related to business and life planning, and through direct interaction with the author in a bookstore setting got to be inspired to think about their future and actions to take to achieve their goal.

In the domain of community service, the Community Service Committee had continued to nurture a caring heart in our students, offering over 20 programmes and 120 service opportunities this year. Students were already given training on doing voluntary service starting in Form 1. They served people across ages and with different needs, with new kinds of services introduced each year apart from continuation of the established ones.

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

(5) Student Performance

(i) Academic performance in Public Examinations

Out of the 126 Form 6 students who took the HKDSE examination in 2017, 92.9% of them received offers from various tertiary institutions both local and overseas, of which 40.2% were offered degree programmes and 59.8% 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 Hong Kong University of Science and Technology, the University of Hong Kong, the Chinese University of Hong Kong, the City University and the Polytechnic University. They were admitted to an array of programmes especially in the domains of Engineering, Medicine, Optometry, Nursing, Pharmacy in Chinese Medicine, Business Administration, Finance, Creative Arts, etc.

For the performance of the core subjects, 95.2% - 100% of the students acquired level 2 or above in the 4 core subjects. For English, 81% of the students acquired level 3 or above while in Chinese, 70.6% of the students acquired level 3 or above.

For 9 out of the 11 electives offered, 93.1%-100% students acquired level 2 or above in those 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

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 had tried a greater 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 2016-2017 is shown in the table below.

2016-2017	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	6,360,940	6,763,044
<i>Total deficit for the school year: \$402,104</i>		
(2) Other Grants	38,239,648	37,726,233
<i>Total surplus for the school year: \$513,416</i>		
Accumulated surplus as at the end of school year		
<i>(1) EOEBG Grant</i>		
<i>(2) Other Grants</i>		
	\$6,279,141	
	\$4,565,938	
	\$1,713,203	
II. School Funds (General Funds)		
	864,216	702,292
<i>Total surplus for the school year \$161,923</i>		
Accumulated surplus as at the end of school year		
	\$2,146,978	

(7) Feedback on Future Planning

“Excel, Engage and Enlighten’ are the major concerns of our school in our current three-year cycle. Our teachers have endeavored to align to this direction and bring our students towards striving for excellence, engagement and enlightenment. Teachers will continue to sharpen their focus on developing and trying out different strategies in the coming year to further motivate students to exert their potential. More resources will also be deployed to support teachers’ professional development and rolling out of 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 our 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 both in learning and in the things they do now and in future.

(8) Appendix

EXTERNAL SCHOLARSHIPS & PRIZES 2016 – 2017

二零一六至二零一七年度校外獎學金及比賽獎項

SCHOLARSHIPS (獎學金)

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

OUTSTANDING STUDENT AWARDS (傑出學生獎)

Item 項目	Award 獎項	No. of Awards 獎項數目
Harvard Book Prize	First	1
	Runner up	2
"Reach the TOP" Southern District Outstanding Students Award	Outstanding Student	8
"We Did It" Award Scheme	Commendation Certificate	20
「2016 全港青少年進步獎」	「進步獎」嘉許狀	3

CORE SUBJECTS (核心科目)

Chinese (中文)

Item 項目		Award 獎項	No. of Awards 獎項數目
陳贊一博士聯校微型小說創作獎	初中組	季軍	1
	高中組	校內推薦獎	1
第十九屆全港中小學普通話演講比賽		優異	2
		良好	3
第 68 屆香港學校朗誦節	二人朗誦	優良	5
		良好	4
	女普詩詞獨誦	優良	3
		良好	1
	女粵詩詞獨誦	優良	2
	女粵散文獨誦	優良	2
男粵散文獨誦	優良	1	

English (英文)

Item 項目		Award 獎項	No. of Awards 獎項數目
The 68th Hong Kong Schools Speech Festival	Public Speaking Solo	Merit	7
	Solo Verse Speaking	Merit	37
		Proficiency	8
	Choral Speaking	Merit	1
	Bible Speaking	Merit	2
Mooting & Mock Trial Competition 2016/2017		2 nd runner up	1
		Honorable mention in preliminary 2	2

Mathematics (數學)

Item 項目		Award 獎項	No. of Awards 獎項數目
Euclid Contest 2017		Certificate of Distinction	2
The HK Polytechnic University Secondary School Mathematics & Science Competition 2017		Medal	1
The 33rd Hong Kong Mathematics Olympiad (Heat Event)		Third-class Honour Certificate	1
第十九屆香港青少年數學精英選拔賽		二等獎	1

ELECTIVE SUBJECTS (選修科目)

Science (科學)

Item 項目	Award 獎項	No. of Awards 獎項數目
Australia Big Science Competition 2016	Credit	4
Australian National Chemistry Quiz (Hong Kong Section) 2016	High Distinction	1
	Distinction	2
The HK Polytechnic University Secondary School Mathematics & Science Competition 2017	Medal	3

Technology (科技)

Item 項目	Award 獎項	No. of Awards 獎項數目
校際 IT 精英挑戰賽 2017	最佳表現獎	1
全港學界中文打字達人 2017	青年組 20 強	1
The Hong Kong Olympiad in Informatics 2016	Silver Medal	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 53rd Hong Kong Schools Dance Festival	Highly Commended Award	1

Drama (話劇)

Item 項目	Award 獎項	No. of Awards 獎項數目
Hong Kong School Drama Festival – Cantonese	Award for Outstanding Performer	4
	Award for Outstanding Cooperation	1
	Award for Outstanding Stage Effect	1
Hong Kong School Drama Festival – English	Award for Outstanding Performer	3
	Award for Outstanding Cooperation	1
	Award for Outstanding Stage Effect	1

Music (音樂)

Item 項目		Award 獎項	No. of Awards 獎項數目
The 69th Hong Kong Schools Music Festival		Merit	1
		Proficiency	2
The 12th School Handbell Competition (Secondary)	Handchime Junior	Proficiency	1
	Handchime Intermediate	Bronze	1
第 69 屆香港學校音樂節 - 教堂音樂 - 中文歌曲 - 中學合唱隊 (14 歲或以下)		Proficiency	1

Visual Arts (視覺藝術)

Item 項目	Award 獎項	No. of Awards 獎項數目
「STEAM X 幸福社區」海報設計比賽	優異	3
第六屆世界兒童繪畫大賽 2017	季軍	1
	優異	4
凝聚智慧 活「校」「社」繪畫創作比賽	冠軍	1
禁毒減罪海報設計比賽	冠軍	1
	亞軍	1
	季軍	1
	優異	4

COMMUNITY SERVICE (義工服務)

Social Service Club (社會服務團)

Item 項目	Award 獎項	No. of Awards 獎項數目
同心抱共融大行動	嘉許證書	25
人生結業禮	感謝狀	11
義工服務體驗計劃	嘉許證書	34
有心計劃 2015-2016	嘉許狀	544
情懷華富 Fun Fun Show	最具人氣獎	6
Community Youth Club Member Merit Award Scheme (Secondary School Foundation Level)	Yellow Badge	9

Uniform Groups (制服團隊)

Item 項目	Award 獎項	No. of Awards 獎項數目
港島南區童軍支部比賽 2017	亞軍	1
HK St. John Ambulance Brigade Youth Command Inter-Divisional Competition for Combined Cadet Division (First Aid Competition)	2nd runner up	1

PHYSICAL DEVELOPMENT (體育發展)

Item 項目	Award 獎項	No. of Awards 獎項數目	
第一屆香港華夏武術分齡賽 2017	女子全能	季軍	1
	南拳	亞軍	1
	刀術	亞軍	1
青年學院輕排球邀請賽 2016-2017	男子組	冠軍	1
Inter-School Athletics Championships 2016-2017	Boys A Grade Triple Jump	First	1
	Boys B Grade 4x100m	Fourth	4
	Girls C Grade 400m	Third	1
Southern District Age Group Athletic Meet 2016	Boys Group C Long Jump	Third	1
	Boys Group C 200m	Third	1
	Boys Group C 4x100m	First	4
	Girls Group D 4x100m	Second	4
	Boys Group D 100m	First	1
		Second	1
	Boys Group D 400m	First	1
	Boys Group D 200m	First	1
		Second	1
Boys Group D 4x100m	First	4	
Boys Group E 100m	First	1	
Item 項目	Award 獎項	No. of Awards 獎項數目	
Rosaryhill School Sports Day (Boys 4x100m Invitation relay)	2 nd Runner up	1	
Wah Yan College Sports Day (Boys 4x100m Invitation relay)	2 nd Runner up	1	
Aberdeen Technical School Sports Day (Boys 4x100m Invitation relay)	First	1	
Chan Shu Kui Memorial School Rugby	Boys C Grade	Champion	1

Sevens Invitational Tournament (Beginner)	Girls C Grade	Third	1
The 15th Rosaryhill Sports Tournament Boys Basketball		First Runner up	1
Inter-school Volleyball Competition (HK Division 2) (Boys B Grade)		Second	1
BOCHK Beach Volleyball Cup (Division 2 - HK & Kowloon) (Boys A Grade)		Third	1
BOCHK Beach Volleyball Cup (Division 2 - HK & Kowloon) (Boys Overall)		Third	1
南區少年盃籃球賽 2017		亞軍	1
聯校籃球新秀盃 2016-2017		季軍	1
Inter-School Basketball Competition Division 2 Hong Kong Island (Girls A Grade)		Third	1
Inter-school Swimming	50m Butterfly	Fourth	1
Championships HK Island	4x50m Freestyle relay	Fourth	5
Division III (Boys A Grade)	50m Freestyle	Second	1
Aberdeen Festival Rugby Competition (Boys C Grade)		Third	1
Inter-School Dodgeball Competition (HK Island & Kowloon) (Boys (Senior))		Third	1
Inter-School Badminton Competition Division 2 HK Island (Boys A Grade)		First	1
Inter-School Badminton Competition Division 2 HK Island (Boys Overall)		Second	1
Inter-School Football Competition Division 3 HK Island (Boys A Grade)		Sportsmanship Award	1
A.S. Watson Hong Kong Students Sports Award		Sports Award	1

OTHERS (其他)

Debate (辯論)

Item 項目		Award 獎項	No. of Awards 獎項數目
2017 學思盃	初賽	最佳辯論員	1
	複賽	最佳辯論員	1
	十六強賽	最佳辯論員	1
	八強賽	最佳辯論員	1
第四十九屆聯校中文辯論比賽	外圍賽	最佳辯論員	1
	第二輪初賽	最佳辯論員	1
第十六屆《基本法》多面體 全港中學生辯論賽 (基本法盃)	粵語組分區初賽	最佳辯論員	1
	粵語組分區第一回複賽	最佳辯論員	1

Media Production (媒體製作)

Item 項目	Award 獎項	No. of Awards 獎項數目
「回歸正能量 銀禧創新天」微電影創作比賽	亞軍	1
第四屆全港中學微電影創作大賽	優異	1

Reading to learn (從閱讀中學習)

Item 項目	Award 獎項	No. of Awards 獎項數目
第 28 屆中學生好書龍虎榜 (初級組)	亞軍	1