



# S. K. H. LUI MING CHOI SECONDARY SCHOOL

School Report 2023 - 2024





## **S.K.H. Lui Ming Choi Secondary School**

### **School Report 2023 – 2024**

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

(1) Our School.....	3
(2) Achievements and Reflection on Major Concerns and Special Concern.....	4
(3) Student Performance.....	11
(4) Financial Summary.....	13
(5) Feedback on Future Planning.....	14
(6) Appendix.....	15

**Cover Design by So Ching Lam (Class 5S of 2023 – 2024)**

## (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 <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <https://www.chsc.hk/> for public reference.

## (2) Achievements and Reflection on Major Concern

### **Major Concern: To Nurture Students to Become Responsible Learners.**

*Target 1:* Revisit and explain the expectations of “Being Responsible Learners” to students, teachers and parents.

*Target 2:* Improve students’ learning experiences as Responsible Learners in the learning processes.

### **Achievements**

#### **(i) Academic Learning and Teaching – Special Initiatives and Reflections**

As we conclude the third year of our School Development Plan, we observed significant progress in fostering students’ sense of responsibility and enhancing their learning strategies in diverse environments. Throughout the academic year, we disseminated the characteristics of Responsible Learners through various platforms, including morning assemblies where teachers and students shared examination strategies and insights on national education.

To better address individual student needs, we implemented an attainment quiz for students transitioning from the previous year with specific learning requirements. This quiz aimed to help students recognize their current capabilities and motivate them to strive for improvement. The results were encouraging, with over 92% of participants achieving a passing grade, potentially igniting their enthusiasm for learning and setting the stage for more substantial achievements by the end of this year.

In 2023 – 2024, we continued our Academic Support Program for S.6 students, which is designed to help them identify their responsibilities, set learning goals, and collaboratively work towards these goals. The program comprised four attainment groups:

1. ASPIRANT: Personalized coaching for high-achieving students
2. BOOSTER: Intensive core subject training for students with specific needs
3. CONQUEROR: Focused elective subject support for students requiring additional assistance
4. NAVIGATOR: Tailored career and learning guidance for students needing extra preparation

The feedback on this initiative has been positive, with students active participation.

Furthermore, various subject departments collaborated to offer DSE preparation classes, bridging the gap between students’ last school day and the commencement of the HKDSE. These classes were operated on a “semi-voluntary” basis, allowing students to exercise one’s responsibility for their attendance while keeping the school informed. The final attendance rates indicated that most students were prepared to take ownership of their learning journey.

Based on the year-end evaluation reports from various subject departments, the school made good progress in achieving the two targets set under this major concern.

*Target 1:* The school organized Parents' Days and Information Days to share the expectations and tips on becoming Responsible Learners. Additionally, the school collected and shared good practices from teachers, and gave recognition to students who demonstrated the qualities of Responsible Learners. The school also supported teachers to understand and use the expanded set of descriptors on the qualities, attitudes, habits, and behaviors of Responsible Learners.

*Target 2:* The school adopted various strategies to achieve this target. For example, in the Science department, 80.1% of S.1 students and 80.2% of S.2 students agreed that the e-learning tools had helped them better prepare for the Science lessons and had better understanding of Science concepts. Additionally, 80.2% of S.1 students and 79.8% of S.2 students reported that these tools had assisted them in preparing more effectively for Science lessons. Teachers also indicated that students had demonstrated improved understanding and retention of experimental procedures through these e-learning initiatives.

The school also encouraged students to take ownership of their learning. In the Chinese History department, all students from S.1 to S.3 used notebooks effectively to organize their learning materials, and teachers observed that students were able to integrate information using tools like timelines and mind maps, leading to clearer understanding of historical events.

In the English department, one key area of focus was the implementation of note-taking practices to enhance students' learning responsibility. All students were required to prepare and use an English notebook throughout the school year. Teachers observed that this practice helped students improve their writing speed and develop more intelligible handwriting. Moreover, there was a noticeable improvement in assessment results since the introduction of this practice.

In the Economics and English departments, students were invited to design and decorate the department boards, allowing them to apply their knowledge and contribute to the school. The Mathematics department guided students to understand their roles and responsibilities which organizing or participating in activities and events, from goal-setting to reflection and evaluation.

Over 75% of teachers reported that subject panels had utilized information and data related to learning, teaching, and assessment to evaluate curriculum effectiveness and guide planning.

The overall perception of teaching (KPM 11) by teachers and students was rated at 4.2 and 3.8, respectively, while the perception of student learning (KPM 12) was rated at 3.3 by teachers, 3.6 by students, and 3.5 by parents. These figures are higher than that in the previous years. The results reveal a notable difference in how teaching and learning are perceived by teachers and students, suggesting areas for improvement in teaching strategies, learning activities, and alignment of learning objectives.

Teachers reported that various strategies had been implemented to encourage responsible learning. A significant percentage (90.6%) frequently taught learning strategies such as pre-lesson preparation and using concept maps, rating these at 4.2 out of 5. Similarly, 96.2% provided specific and timely

feedback to help students reflect and improve, with a rating of 4.3 out of 5. Additionally, 90.6% of teachers asked questions at different levels to inspire student thinking (4.2/5.0), and 86.8% engaged students in active inquiry and knowledge construction (4.1/5.0). These strategies align with the goal of enhancing students' experiences as responsible learners.

Students generally viewed their own learning positively. The majority "strongly agree" or "agree" that they took an active role in learning (63.2%), were confident in their learning (47.1%), and enjoyed learning (48.2%). These indicate that students were engaged and motivated in the learning process. Additionally, over 70% "strongly agree" or "agree" that they tried their best to overcome learning difficulties, demonstrating the presence of growth mindset.

All stakeholders agreed that the school climate was positive (3.7-4.0/5.0), with strong relationships between teachers and students, among peers, and between parents and teachers.

- **Enhancing Students' Study Skills to Help Them to Become Responsible Learners**

To help students study more effectively, various study skills workshops were held for students in different grades after Uniform Test. The Note Processing Workshop was organized for S.1 students, the Memory Skills Workshop for S.2 students, and the Revision Skills Workshop for S.3 students. These workshops helped improve students' motivation, effective strategies to maximize learning, and strategies to improve academic performance.

- **S.1 Orientation Program**

In August, our school hosted a comprehensive Secondary 1 Orientation Programme designed to assist new students in transitioning smoothly into their new school life. This program included a three-day in-house orientation, followed by a four-day English Bridging Program, both of which aimed to equip students with the necessary skills and knowledge for their academic journey.

Throughout the orientation, students participated in various activities such as Self-Management workshops, where they learned valuable organizational and time-management skills. Apart from these, the "Faith in School" session provided insights into the school's values and community, fostering a sense of belonging among the students. Additionally, Extracurricular Activities (ECA) orientation introduced students to the diverse range of clubs and sports available, encouraging them to explore their interests and engage with their peers. Guidance orientation sessions were also conducted to familiarize students with the support systems in place, ensuring they felt comfortable seeking help when needed.

- **Partnership with Parents-Love My Children Leaflet**

To enhance home-school cooperation, Love My Children leaflets were distributed to all parents on Parents' Day, providing valuable parenting tips to support their children's development. The leaflet, titled "Celebrate the Fruits of Learning with Effective Praises and Rewards", emphasizes several key strategies.

First, it encourages parents to focus on the learning process rather than just the outcomes, fostering a growth mindset in their children. Second, it suggests offering meaningful rewards that resonate with the child's interests and achievements. Connecting rewards to specific efforts and accomplishments is highlighted as a way to reinforce positive behavior. Moreover, the leaflet advises parents to be timely and specific in their praise, ensuring that their children

understand what they are being recognized for. Finally, it recommends using a mix of intrinsic and extrinsic rewards to motivate their children effectively. By implementing these strategies, parents can create a supportive environment that celebrates their children's learning journey.

- **STEM Education**

The “Little Makers Class” curriculum not only imparts essential STEM knowledge but also introduces students to cutting-edge technological advancements, such as Deep Learning in AI. It helps them grasp the core principles of the Engineering Process through various hands-on crafting projects, including 3D printing, Moment balance experiments, Roman catapults, Electric-Circuit Cards, Balloon cars.

In addition to structured courses, our school hosts a variety of STEM activities designed to enhance students' cooperation, communication, and problem-solving skills, which are vital for their comprehensive development. For example, GenRobo Mechanical New Humanity Project 2023-24 - The Journey of AI Engineers - Business Soup A.I. Experience Workshop; 2023 Robot Bun Snatching Competition (Hong Kong Station); Forensic Science Workshop; STEM Racing Car Fun Day STEM; Micro-Bit Hovercraft Fun Day Micro-Bit, etc.

## **(ii) Student Development**

Entering the final year of the three-year School Development Plan (SDP) (2021-2024), more collaborations were made between the Whole-person Development (WPD) Team and different committees to instill the values of justice, grit, inquisitiveness, empathy, gratitude, and responsibility in LMC students through a variety of programs and activities.

To start with, the Guidance Committee (GC) has organized various programs to equip our students with positive attitude and resilient mindset to face life challenges. The programs included the comprehensive Orientation Program for Secondary 1 students, the age-appropriate programs for Secondary 2 students, and the program on a safe space around sex education for senior students, in collaboration with the Religious Education Department.

Building on past successes, the GC once again hosted the school-wide Thanksgiving Week in March 2024. This special event provided an opportunity for our students to express heartfelt appreciation for the people and things that enrich their lives, cultivating a deeper understanding of the power of gratitude and empathy.

To help students develop positive and drug-free attitude towards life and enable them to enjoy healthy and fulfilling school life, the GC and the Discipline Committee (DC) have cooperated with The Community Drug Advisory Council to launch the “Healthy School Programme - 晴 Teens 樂 Teens 校園” since 2022. The programme is promoted by Narcotics Division and the Education Bureau and funded by the Beat Drugs Fund. In this academic year, a wide range of activities have been organized for students and parents, including a parenting talk, mental health talks for the whole school, a visit to the Hong Kong Jockey Club Drug InfoCentre for all Secondary 1 students, a personality dimensions workshop for Secondary 5 students, a mindfulness workshop for Secondary 3 students, a physical fitness test for Secondary 2 students, a leadership training camp and workshops

for the Prefect Team members, and Health Promotion Week for the whole school. Students' and teachers' feedback was positive. Over 90% of parents who have attended the parenting talk agreed that the talk enhanced their knowledge on drugs and broadened their parenting skills. Over 80% of the students agreed that the "Healthy School Programme" raised their anti-drug awareness and mental health awareness. Over 90% of prefects who joined the leadership training camp agreed that the training camp and training workshops sharpened their programme design and promoting skills in planning activities, and enhanced their sense of ownership, sense of progression and sense of achievement. All these helped to improve students' learning experiences as Responsible Learners in our Annual School Plan.

Furthermore, to help students develop positive values towards life and become responsible and law-abiding citizens, the DC has invited seventeen Secondary 2 students to participate in the Rehabilitation Pioneer Project – Reflective Road, which was organized by the Correctional Services Department. Through simulation of the real situation in prison, students were able to experience the life of Persons in Custody in correctional institutions and reflect on the detrimental effects of committing crimes. In addition, to make students aware of various dangers which they may encounter, such as the dangers of involvement in crime, drug abuse, the correct use of social media, hooliganism, sexual temptations and abuse, the DC has invited Madam Yiu, our School Liaison Officer, to give a talk for all teachers and students.

To cater for students with special educational needs (SEN), workshops were organized by SENCO and the SEN Committee to provide different school-based support services, such as workshops on social harmony for all new Secondary 1 students, social-training groups via board-games, Nintendo Switch games and various arts modalities, dyslexia training programmes, speech therapy and expressive arts therapy etc. Moreover, academic enrichment programmes, internal and external special assessment arrangements and individual educational programmes were held throughout the whole school year for students with different learning abilities and SEN.

On the other hand, the Community Services Committee has increased the student participation in serving the community through different programs, such as the "Fruit for Empathy / 果燃繫理" co-organized with the Frutus Charitable Foundation / 果燃共享慈善基金, the "Family Celebration of Lunar Year / 天倫樂聚慶新春" co-organized with the Ebenezer New Hope School, the "Jockey Club Volunteer Together – School Based Programme / 眾心行善 - 義工推廣校園夥伴計劃", and the "Jockey Club Digital Tablet & Online Support Programme for Homebound Elderly / 「與耆同絡」長者平板電腦及線上支援計劃", etc. All these programs helped our students to understand more on people in needs and nurture their empathy towards others, aligning with the Annual School Plan.

As far as environmental protection is concerned, the Environmental Education Committee organized a number of activities, including an interactive theatre on zero carbon energy, a seminar on Hong Kong wildlife animals, field trips to Kadoorie Farm and Botanic Garden and Hoi Ha Wan, exhibitions by the Electrical & Mechanical Services Department, etc. Students actively participated in these activities and environmentally responsible behaviours were encouraged among peers.



Under the school WPD Framework, the WPD Program on values of Grit through movie shows, Career Exploration and JUPAS Choice Discussion were also held. The ECA Organizing Committee organized a Leadership Training Programme with challenging training games during the Post-Assessment Period. The student leaders found the program helpful to build team spirit and raise their confidence for being good leaders.

- **World Classroom Experience**

The World Classroom Experience not only enriches students' academic knowledge but also fosters personal growth and global citizenship. By engaging with different cultures and learning from real-world experiences, students are better prepared to navigate and contribute to a diverse and interconnected world.

An array of study tours with different themes were arranged. First, the 5-Day Korea Study Tour on Corporate Cultural Experience and 5-Day Japan (Tokyo) Study Tour on Economic and Cultural Experience enabled students to have a deeper understanding of globalization, various marketing techniques of international corporations, and corporate management culture. Also, the 5-day Geography field trip to Sendai, Japan broadened students' horizons through field investigation of post-disaster reconstruction and various landforms, which deepened students' understanding of the man-land relationship.

Regarding the Sister School Scheme, our teachers and students visited the Shenzhen Senior High School Group: South Campus for an on-site exchange in May. During this exchange, our teachers and students had the opportunity to participate in a labor education class together with the students from the Shenzhen Senior High School Group: South Campus. This visit allowed our participants to understand the learning cultures of both places and fostered strong friendships between the two groups. Additionally, at the end of June, our school established a sister school relationship with Nanjing University Affiliated High School, aiming to create a collaborative educational partnership.

## **Reflections**

### **(i) Academic**

The Academic Support Program for S.6 students has shown promising results, particularly for the BOOSTER and CONQUEROR groups. Targeted strategies and resources have led to a notable increase in the percentage of students meeting local Bachelor degree program entrance requirements in the 2023 HKDSE compared to the previous two years. Moving forward, we plan to allocate additional resources to the ASPIRANT and NAVIGATOR groups to further optimize the program's effectiveness.

Overall, the data suggests progress in developing responsible learners across various subjects, with most departments reporting partial to full achievement of their targets. The implemented strategies have shown promising results in fostering self-directed learning, improving academic performance,

and cultivating a sense of responsibility among students. Moving forward, the school may consider expanding these successful practices across more subject areas and grade levels to further enhance the development of Responsible Learners. For instance, we may continue offering the study skills workshops not only to junior form students, but also senior form students. By providing specific skills to help students prepare for the HKDSE, we can address their specific needs. It is hoped that these study skills workshops would foster a supportive learning environment, ultimately enhancing academic performance and engagement across all grade levels, empowering students to reach their full potential.

Regarding S.1 Orientation, the purpose of the program is to help new Secondary 1 students acclimate to the school's teaching and learning environment while simultaneously building friendships and connections that would enhance their overall school experience. Other programs to support S.1 continued after school began in September, such as Smart Teens and wellness programs.

The “Love My Children” leaflet distributed on Parents' Day was a valuable resource for enhancing home-school cooperation. By emphasizing the importance of focusing on the learning process, it encouraged parents to cultivate a growth mindset in their children. The strategies for meaningful rewards and specific praise fostered a supportive environment that recognized effort and achievement, ultimately creating a collaborative partnership that nurtures their learning journey and overall development.

To widen students' exposure to STEM Education, hands-on activities or competitions will be continued. Students could not only grasp theoretical principles but also apply them in real-life context creatively. Additionally, talks by scientists and industry experts provided invaluable insights, fostering curiosity and inspiring students. It is hoped that the STEM curriculum can truly empower students to become the innovators of tomorrow.

## **(ii) Student Development**

To enhance the sustainability of student development for LMC students, some new projects are with external organizations from this year onwards, such as the Small Talks Circles, the Elder Academy etc. These projects would help to widen the students' horizons and increase the opportunities for our students to serve our community more often.

To comply with the school motto “Caring”, more opportunities for student learning and growth would be created to foster a culture of mutual respect, trust, empathy, and appreciation among LMC students. The World Classroom Experience significantly enhanced students' academic development and global perspectives. Engaging in diverse study tours, particularly in business contexts, fostered a deeper understanding of globalization and cultural nuances. The study tours also helped to enrich students' life-wide learning experiences, and achieved the aim of Global Awareness under the WPD Framework. Also, the Sister School Scheme deepened the understanding of the cultures of both places and jointly raised the quality of education. These experiences cultivated our students as global citizens, equipping them to navigate and excel in an interconnected world. More programs and activities would be arranged to develop their potential and cultivate responsible learners.

### (3) Student Performance

#### **A Brief Account of Students' Attitude and Behavior**

According to the Stakeholder Survey Report 2023-24, nearly 70% of teachers reflected that the student support services offered by the school could cater for students' developmental needs, and over 65% of teachers reflected that the collaboration among subject panels and committees helped to actively implement values education. From students' perspectives, over 65% of students and 70% of parents reflected that the school helped them develop good moral character inside and outside of the classroom. It can be shown that the school succeeded to focus on cultivating and nurturing positive values for student growth in their school life.

Moreover, over 70% of teachers agreed that the school helped students develop interpersonal skills and attitudes, such as showing respect for others and empathizing with others, while over 65% of students and 75% of parents reflected that the school actively taught students how to get along with others, such as showing respect for others and being considerate. This aligned with the Whole-person Development Framework of the school to strengthen the value of empathy among students. On the other hand, concerning the students' motivation to learn, nearly 95% of teachers often took into account students' learning progress and re-adjusted their teaching strategies inside and outside of the classroom accordingly, while over 70% of students agreed that their teachers often encouraged them to learn and tried their best to overcome learning difficulties inside and outside of the classroom. It can be shown that our students owned a positive and encouraging attitude to face challenges and took the initiative to learn.

#### **(i) Academic Performance**

##### **Academic Performance in Public Examination**

Among the S.6 students who took the HKDSE Examination in 2024, 98.0 % (95.9 % in 2023) of the students met the minimum requirement for admission to sub-degree programmes, while 73.0 % (60.2 % in 2023) of the students met the minimum requirement for admission to degree programmes. For English Language, 79.0 % (71.4 % in 2023) of the students acquired Level 3 or above while in Chinese Language, 89.0 % (81.3 % in 2023) of the students acquired Level 3 or above.

Nine subjects (Chinese Language, Mathematics, Biology, BAFS, Chinese History, Chemistry, Economics, Physics and ICT) had the percentage of students attaining Level 4 or above, higher than that attained by all Hong Kong Day School Candidates.

Overall, 99% of the Secondary 6 students received offers from government-funded & self-funded tertiary institutions (including local and overseas), of which 69% (60.8% in 2023) were degree programmes and 30% (38.1% in 2023) were sub-degree programmes. The JUPAS offer rate is 68.7% (57.3% in 2023).

### Destination of Graduates in 2023 – 2024

<b>S.6 Graduates</b>	<b>Percentage of S.6 Students</b>
Tertiary Studies in Hong Kong	94% (91.8% in 2023)
Overseas Studies	4% (7.1% in 2023)
Full-time Employment	1% (1.1% in 2023)

Most of the students who pursue degree programmes study at the Chinese University of HK, Polytechnic University and Lingnan University. They were admitted into an array of programmes especially in the domains of nursing, engineering and business administration.

### (ii) Non-Academic

#### **Internal and External Awards and Scholarships and Non-Academic Performance**

We were proud of our students' tremendous efforts in their studies, activities, and services. They truly exemplified the qualities of leaders and responsible learners. Over 601 internal awards were given to our high-achieving students in recognition of their excellent academic performance, leadership, and service to the school.

Also, we would like to congratulate all high-achieving students and outstanding student leaders who have won a wide range of prestigious external awards and scholarships, including Hong Kong Island Outstanding Students Award, Sir Edward Youde Memorial Prize, 2023 Southern District "Reach the Top" Outstanding Students Award, Harvard Prize Book, Youth Arch Student Improvement Award, etc. All of the awardees have achieved academic excellence, demonstrated excellent leadership skills and exhibited outstanding personal traits.

**(4) Finance Summary (Unaudited Account)**

A Summary of the income and expenditure for the year 2023 – 2024 is shown in the table below.

<b>2023 – 2024</b>	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>Balance B/F (Government Funds and School Funds)</b>		
<b>I. Government Funds</b>		
<b>(1) EOEBG Grant</b>		
<i>Total deficit for the school year: \$578,952.60</i>		
	7,590,263.72	8,169,216.32
<b>(2) Other Grants</b>		
<i>Total deficit for the school year: \$340,204.15</i>		
	51,629,663.49	51,969,867.64
<b>Accumulated Surplus as at the end of school year</b>	<b>\$8,552,530.87</b>	
<i>(1) EOEBG Grant</i>	<i>\$5,161,612.05</i>	
<i>(2) Other Grants</i>	<i>\$3,390,918.82</i>	
<b>II. School Funds (General Funds)</b>	1,245,650.70	685,843.43
<i>Total surplus for the school year \$559,807.27</i>		
<b>Accumulated surplus as at the end of school year</b>	<b>\$2,962,954.65</b>	
<b>III. Quality Education Fund (QEF)</b>	0.00	306,917.35

## **(5) Feedback on Future Planning**

The school year 2023-2024 is the last year in our three-year School Development Plan. In nurturing students to become responsible learners, it was evidential that the students are able to understand the concepts of responsibility. Values, attitude and skills related to responsible learners will continue to be our concerns for the next development cycle with adjusted and more substantial targets.

Building on the outcomes in the previous school development cycle, the sense of responsibility would be expanded from individual to the community sense, it would also be deepened in terms of values and attitude with proper introduction in skills learning. The specific targets thus suggested are: (1) Use and manage learning resources well, (2) Take ownership of Career life planning and (3) Be Respectful.

Concerning students' performance, they are able to master and apply the knowledge and skills that are required at the appropriate learning stage. Most students were able to participate in learning activities at a satisfactory level. Students show evidential development of generic skills in creativity, critical thinking, IT, numeracy and problem solving. Students' language proficiency could be reflected through speaking tasks of assessment nature and strong power in comprehension of tables and figures could be observed. Students are generally in a suitable psychological/ emotional stability and under adequate stress.

Our teaching staff team has relatively high teaching experience, and we strive to review and improving the school curriculum to keep it adhered to the student needs at different levels. A strong basis for learning and teaching development is ready. On the other hand, student development committees are growing in a positive manner with strengthened collaboration practice. External connections, including parents, alumni and other non-profit making organizations were being built or re-activated, drawing various resources to enrich students' learning experience.

For the school management, new policies and measures on management of staff performance were implemented. Stronger emphasis on transparency and communication were observable from daily operations among staff.

Building on the learning outcomes achieved this year, the school will adhere to its mission by enhancing students' skills, attitude and values and to develop them as self-motivated and collaborative learners. Through a staff team with professional strength and experience, we shall create an atmosphere which facilitates students' whole-person development. We look forward to a new cohort of graduates which pursues all-round excellence, maintains a good sense of global and national identity and lives in a caring and healthy lifestyle.

## (6) Appendix

## 2023 – 2024

### SCHOLARSHIPS AND ACADEMIC AWARDS

Item		Award	No. of Awards
Sir Edward Youde Memorial Prize 2023 – 2024		Scholarship	2
2023 年香港島傑出學生選舉	初中組	香港島傑出學生	1
	高中組	香港島傑出學生	1
2023 年南區優秀青年嘉許計劃		南區優秀少年	3
		南區優秀青年	3
Harvard Prize Book		Harvard Prize Book	3

### CORE SUBJECTS

#### Chinese

Item		Award	No. of Awards
第十三屆《香港中學生文藝月刊》 「校園創作擂台陣」		亞軍	1
香港賽馬會社區資助計劃：美荷樓香港精神學習計劃 2023-2024「兩代情」徵文比賽		優異獎	4
第三十九屆星島全港校際辯論比賽 (第二輪比賽)		最佳交換問答員	1
香港辯論超級聯賽	第一輪比賽	最佳辯論員	1
	第二輪比賽	最佳辯論員	1
	第三輪比賽	最佳辯論員	1
	第五輪比賽	最佳辯論員	1
第七十五屆香港學校朗誦節	詩詞獨誦	中一級 (初中組) – 優良獎	1

#### English

Item	Award	No. of Awards
Hong Kong School Drama Festival	Commendable Overall Performance	1
	Outstanding Cooperation	1
	Outstanding Performer	1
	Outstanding Stage Effects	1
Hong Kong Drama Competition	Silver Award	1
EMI Drama Fest	Outstanding Creativity	1
75 <sup>th</sup> Hong Kong Speech Festival	The Third Place	1
	Merit	21
	Proficiency	5

**Mathematics**

Item	Award	No. of Awards
「華夏盃」初賽 2024	三等獎	5
「大灣盃」預選賽 2024	二等獎	5
	三等獎	6
「大灣盃」選拔賽(大灣賽區)	二等獎	1
WMI 世界數學邀請賽 2024	銀獎	1
	銅獎	3
2024 港澳數學奧林匹克公開賽「港澳盃」暨 亞洲國際數學奧林匹克公開賽初賽	金獎	1
	銅獎	1
第四十一屆香港數學競賽（初賽）	Honourable Mention (Individual Event)	1
香港數理教育學會 2024 奇妙合 24 比賽	2nd Class Prize	1

**ELECTIVE SUBJECTS****Chemistry**

Item	Award	No. of Awards
International Chemistry Quiz	Certificate of High Distinction	1
	Distinction	3
	Certificate of Participation	1
	Credit	5

**Science**

Item	Award	No. of Awards
Science Academy for Young Talent	Participant	3

**Economics**

Item	Award	No. of Awards
2024 Online Quiz Competition on Lifetime Risk and Protection Hong Kong Family Welfare Society Financial Education Centre & Insurance Authority	First Prize	5
	Second Prize	15
	Third Prize	7
香港家庭福利會理財教育中心 「拍住理」全港學界短片創作大賽	季軍	1
	最具人氣獎	1
香港經濟教育協會 活學經濟短文分析比賽 2024	優異獎	1

**Business, Accounting and Financial Studies**

Item	Award	No. of Awards
Cocoon foundation Step 3 企業挑戰擂台	企業最喜愛大獎	1
	最積極參與學校	1



## OTHER LEARNING EXPERIENCES

### AESTHETIC DEVELOPMENT

#### *Dance*

Item		Award	No. of Awards
第六十屆校際舞蹈節	中國舞 (群舞)	甲級獎	1
	群舞 (爵士舞及街舞)	甲級獎	1

### COMMUNITY SERVICE

#### *Uniform Group*

Item	Award	No. of Awards
優秀升旗隊隊員比賽 (高中組)	優秀隊員章	1
第十八屆優秀升旗隊隊員	優異隊伍章	1
香港升旗隊總會 20 周年旗手護旗比賽	季軍	1
公益少年團中級章	橙章	4

### PHYSICAL DEVELOPMENT

Item	Award	No. of Awards
Inter-School Volleyball Competition 2023 – 2024 (Division 2 – Boy A Grade)	Champion	1
Inter-School Volleyball Competition 2023-2024 (Division 2 – Boys Overall Result)	2nd Runner-up	1
Inter-School Volleyball Competition 2023-2024 (Division 2 – Girls B Grade)	4th	1
Inter-School Volleyball Competition 2023-2024 (Division 2 – Girls C Grade)	4th	1
BOCHK Beach Volleyball Cup 2023-2024 (Division 2 - Boys Overall Result)	4th	1
BOCHK Beach Volleyball Cup 2023 – 2024 (Senior Grade – Division 2)	1 <sup>st</sup> Runner-up	1
BOCHK Beach Volleyball Cup 2023 – 2024 (Overall – Division 2)	2 <sup>nd</sup> Runner-up	1
Secondary School and Tertiary Institution Taekwondo Competition 2024	2 <sup>nd</sup> Runner-up	1
Inter-School Badminton Competition (Division 2 (Hong Kong) – Boy A Grade)	Quarter-final	1
Inter-School Badminton Competition 2023-2024 (Division 2 – Boys B Grade)	4th	1
Inter-School Football Competition 2023-2024 (Division 3 – Boys C Grade)	1st Runner-up	1

Inter-School Football Competition 2023-2024 (Division 3 – Boys Overall Result)	2nd Runner-up	1
Inter-School Table Tennis Competition 2023-2024 (Division 3 – Girls C Grade)	Champion	1
Inter-School Table Tennis Competition 2023-2024 (Division 3 – Girls Overall Result)	1st Runner-up	1
Inter-School Athletics Competition 2023-2024 (Division 3 Area 3 – Girls C Grade Discus)	2nd Runner-up	1
BOCHK Indoor Rowing Cup 2023-2024 (Girls A Grade – 1000m) 3S Ng Yue Tung	4th	1
港青京士柏校際錦標賽 2023-2024 (U19 Girls – Bowl)	Champion	1

## OTHERS

Item	Award	No. of Awards
「升國旗儀式」及「國旗下的講話」短片比賽	亞軍	1
《憲法》和《基本法》學生校園大使培訓計劃	獲嘉許學生大使	7
齊來認識《基本法》問答設計比賽	最佳表現獎 (小組)	1
杭州亞運會校本活動比賽	最佳表現獎	1

