



SKH Lui Ming Choi Secondary School School Report

2018 - 2019



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 <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <http://www.chsc.hk/ssp2018/eng/index.php> for public reference.

(2) Achievements and Reflection on Major Concerns

Major Concern 1: To motivate students to self-learn and improve academic performance

A. Achievements

2018 – 2019 was the first year in our new three-year School Development Plan. To address Major Concern 1, Personal Best (PB) goal setting, Growth Mindset and self-directed learning have been adopted to motivate students to self-learn and improve academic performance. A tool package on PB Goal Setting was developed to help teachers, students and parents understand the concept. Class teachers worked to guide students to set goals and evaluate performance. Parents received a leaflet specially designed for their understanding of the concept of Personal Best (PB) goal setting on the first Parents' Day so that they could partner with the school, give timely guidance and relevant support to students. A whole-school celebration on the progress made was arranged to give students encouragement and recognition.

Teachers were introduced to the concept of Growth Mindset through professional development activities facilitated by Ms. Dorothy Wong and sharing by the Principal. Teachers and students were also reminded from time to time (e.g. in Morning Assemblies and at Staff Meetings) the importance to recognize "efforts" and the power of "yet". Student Leaders showed their understanding through using the term and applying the concept in their sharing and/or presentation to their fellow schoolmates.

A Package Design Task Group aiming at the following was set up. Leadership efforts were geared to review current practices and to ensure various aspects of design would contribute to support students' self-learning. Strategies were deployed to improve students' learning effectiveness by inviting them to commit to self-management, time-management and self-learning at school (according to the school time-table). Ideas were shared and plans drafted by teachers-in-charge to enrich students' school life by making space for ECA (Extra-curricular activities) and OLE (Other Learning Experience).

All would not have been possible without the contribution of our Middle Managers and teachers. The Package Design Task Group worked to facilitate teachers to balance "quality" and "quantity" through common vision building and by alleviating workload. Indeed, through concerted effort guided by the Task group, the Senior Form Curriculum was reviewed. Changes were made to cater for student needs. Decisions were made to ensure that students' Choice of Elective Subjects for preparation of the HKDSE is maximized and catered for according to availability of staffing and school resources. A system of Self-Study lesson was set up (to be implemented in the 2019-2020 school year). Students would be given the opportunity to make use of some school hours on the time-table to self-learn and/or improve academic performance. The Streaming Policy was also reviewed and adjusted with a view to address diversity and to improve students' academic performance.

B. Reflection

<p>Although students were encouraged to self-learn, they lack the experience in how to do it. More sharing of self-learning strategies and experiences could be arranged and support could be provided to enhance teachers' professional understanding on their use of pedagogies in enhancing students' self-learning. Subject departments could continue to develop coursework materials with eLearning resources to facilitate self-directed learning. A greater variety of effective self-learning strategies would be introduced to students. Teachers would have more professional dialogue (through Lesson Study, departmental sharing and etc.) on how to motivate students to self-learn and facilitate students' development of self-learning skills. Learning Celebrations (of teaching/learning materials, tools and products) could be organized for communal and visual understanding of teacher-student achievements.</p>

Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the School

A. Achievements

<p>1. Assembly messages</p>

<p>Sessions of Assembly messages sharing, video and film shows have been organized with focus on real world contexts in which the target values are exemplified with authenticity. Examples of Topics shared by external speakers included: National Day Celebration, Environmental Protection, Law and order and Fair Trade. Teacher and alumni's short sharing also focused on importance of responsibility in the service to oneself, to others and our society.</p>

<p>2. Visual Reminders</p>

<p>2.1 Banners in school campus were designed and arranged for communal visibility, highlighting the school's Major Concerns for the year.</p>

<p>2.2 Slogans, quotes or statements are shown around school to facilitate students' understanding and discussion of responsibility as a learner at school and a teenager at home and in society; and to facilitate the show of appreciation among students, teachers, parents, office staff and janitors in the school.</p>

<p>2.3 Classroom board decoration would serve to work as a reminder for students and also a means for class-building.</p>

<p>3. Acts of Appreciation</p>

<p>Arrangements were made to cultivate appreciation in the school. Students' efforts were appreciated at Assemblies, during class time and at occasions where their Personal Best (PB) were achieved. Verbal recognition and snacks added to the general atmosphere of "efforts appreciation".</p>

B. Reflection
<p>1. Assembly messages</p> <p>Students were able to recall ideas and points shared. In the coming years, students will be invited to share their views on responsibility and show their appreciation.</p> <p>2. Visual Reminders:</p> <p>Banners with quotes and slogans were displayed and some did inspire students. A total of 120 classes have had their classroom boards decorated. Quotes and slogans could be updated regularly to maintain the reminder effect.</p> <p>3. Acts of Appreciation</p> <p>Our 24 classes experienced a joyful session when being appreciated in the form of snacks sharing. It is hoped that this experience would ignite their motivation to be appreciative. It is also generally viewed to be “encouraging and effective” when students received recognition on the stage, in the classroom or at corridors whenever good behavior and/or service for others are observed.</p>

(3) Our Learning and Teaching

English is the medium of instruction. A wide range of language learning activities were organized to facilitate students to become competent language learners and increase their exposure to English. Debating Competition(s), The Hong Kong Schools Speech Festival, Joint-school Oral Practice, HKFYG Public Speech Contest 2019 are some good instances to mention.

To enhance students' English proficiency for learning content subjects in English and inter-departmental collaboration in school, 'Language Across Curriculum (LAC)' learning packages were designed and taught in English Enrichment lesson. The materials strengthened students' vocabulary learning in Liberal Studies, Mathematics and Science and equipped them with essential language features of academic writing. An English Day Camp was also organized to support F.1 students to adapt to the English language teaching and learning environment.

To raise students' interest and motivation to learn English outside classroom, the use of facilities and equipment in the English Room was evaluated by our English Co-Heads and teachers. Planning and design work started this school year before the Summer Holidays. The new English Room would be also launched in the next school year where students could enjoy self-study language learning programs with the support of the NET teacher.

This school year also witnessed new attempts of cross-departmental/committees' collaboration. In collaboration with S-café, an array of language learning activities would be also held in the next school year, such as busking and business proposal writing workshop. It is hoped that these programs could provide students with meaningful English learning opportunities. Planning and design of learning activities would be enhanced so that students would enjoy and use English in a purposeful and interesting way.

The STEM projects have been introduced in I.S. lessons. The hand-made sand-clock production project were introduced to Form 1 students in order to strengthen their knowledge in the conversion time units (second, minute and hour) and nurture their problem-solving skills with the aim of improving the precision of sand-clock. The production of circuit card project has been assigned to Form 2 students. They experienced learning with fun to understand the principle of the electric circuit and transformation of energy. The design of these two projects enabled students to integrate the knowledge acquired in various subject disciplines. Students' engagement in these projects also helped nurture their problem solving skills and creativity.

For Extra-Curricular Activities (ECA), our school participated in the "STEM X Senior Technology Education Award Scheme" organised by the "Web Organic School", owned by the Hong Kong Council of Social Service. Our school won the "Most Active Promoting STEM Education Award", "Highest Participation Rate STEM Education Award" and three "Best Ten Senior Technology Ideas". Indeed, our STEM team have participated in various STEM activities and competitions. They included the Biotech Workshops for Secondary Students in Science Park. We won the fourth in "SKH 3D printing robot competition" and got the Overall Second Runner Up (Secondary School) in the competition "Inter-school STEM Modern Quiz Contest".

The Junior Reading Scheme had worked to bring upon a good impact on students, as reflected from their survey. Students benefited in reading a wider selection of books from classics to contemporary works in both Chinese and English, enhancing the building up of positive values, language development and broadening knowledge base. Other supporting programs, like Library Lessons for reinforcing F.1 students library skills and reading strategies, and reading activities had also worked effectively to enhance learning and develop good reading habits in students.

As in the past years, the school continued to strive to provide students with a supportive learning environment, with adequate resources and an appropriate infrastructure to facilitate quality teaching and learning. To develop e-learning for effective self-directed learning, adequate supply of both the hardware and software was essential. For hardware, more mobile devices, such as iPad, Samsung Tab, Microsoft Surface Go, Google Chromebook, were provided for students' mobile learning and classroom sharing. Plans had been made to ensure the whole School Report (SR)

school campus would enjoy stable and reliable WiFi access. Furthermore, “Virtual Desktop Infrastructure (VDI)” started to implement in June after three months trial run and two intensive staff training sessions. VDI client devices had been installed in each classroom to replace old desktop computers. Feedbacks from teachers and students were positive.

For software, teachers had been given more room and support to enable them to apply e-resources in raising their lesson effectiveness. More useful and user-friendly Apps and platforms for educational and instructional purposes had been introduced, such as Nearpod, Quizlet, GSuite, TWIG. Teachers had been further encouraged and finally, being able to make use of such tools to analyze students’ instant response data so as to revise and improve their teaching plans.

In the Junior Secondary Curriculum, a cross curriculum project was launched in Form 2 through the collaboration of the Computer Department, Visual Arts Department, Religious Education Department and the Language Across Curriculum (LAC) Group. From design to the production of a 3D product, and to its description in English, students were facilitated and engaged by their Computer teachers in the study and application of design software as well as the hands-on experience in 3D printing technology. Their creativity and aesthetic sense were also stretched and developed by their Visual Arts teachers, and their English language skills improved through LAC teachers’ developing their styles in writing product descriptions. The result of this project was extremely positive. In fact, a mini-exhibition of these 3D products was held for students to share the fruits of their hard work with other members of the school. Both their efforts and achievements of learning through technology were highly appreciated.

(4) Support for Student Development

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 of the highlights in the school year, as well as an excellent example to illustrate how the school had endeavored in integrating values education in whole person development of students. The theme - “ArtistSynthesis” – show our purpose to embrace diversity, celebrate differences and build on strengths to grow open mindsets and support each other to attain our individual, Personal Bests (PB). Students were given opportunities to realize their talent and potential for acting, script-writing, props making, management of the stage and directing. For aesthetics

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learning experiences, the Handchime Team, together with our School Choir and Harmonica Team went on a couple of Caroling performances in different district including the New Territories (Airport). Integration of aesthetic and spiritual development engaged students to put their love into action, using their talents for a good cause. Our students won a few Solo Performance prizes in The 70th Hong Kong Schools Music Festival. Our School Handchime team has won a few prizes at the Joint School Music Competition 2019, which were in recognition of our students' talent and efforts.

As in all the past years, our talented student artists have joined in a number of art and design competitions that promote positive cultural values of our community and environment. Through participation in design competitions (re-cycle bag, posters and photos taking) invited by various government departments and organizations, students' sense of citizenship has been nurtured while they learned to share their talents to others and educate the general public. We were also fortunate to have recorded a few winning entries. Our Dance Team also received Commendable Award(Chinese Dance) and Honourable Award(Jazz and Street Dance) in The 55th Hong Kong Schools Dance Festival which was appreciated as a result of their very hard work.

Student development aims at aligning with the School Major Concern of raising students' sense of responsibility; and cultivating appreciation with reference to our school motto, *Leadership, Motivation, and Caring*. Through a variety of programmes such as Community Services Training, Leadership Training Programme, Career Workshop, Debating Competition and etc., our Student Leaders were given the opportunities to enhance their character building and strengthen their sense of belonging to the school. Collaboration among the ECA Organizing Committee and other committees, such as the Career Education Committee, Fellowship, Values Education Committee, has worked effectively in helping Student Leaders to develop their potentials in order to become independent and competent leaders.

The Guidance Committee and the School Social worker(s) have arranged for students to join programmes and activities designed to stretch their limits. The Committee and School Social worker(s) had collaborated to support students, especially the Form 1 students and the needy ones, 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(s) had also worked closely with the Discipline Committee to support student behavioral growth.

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Regarding Career Education and Life Planning to prepare students for their future, the Career Education Committee had adopted different strategies to enrich students' career-related experience. Workshops to guide students to understand themselves in relation to their strengths & weaknesses, and goal setting were arranged in junior forms. To facilitate Form 3 students' Choice of Elective Subjects, aptitude tests & workshop on Learning Styles were conducted to help them identify their interests & abilities. Form 3, Form 5 & Form 6 students were given individual or small counseling to enhance their planning for studies and career exposure. A "Future Skills Workshop" was organized to raise students' awareness of the relationship between career & financial planning.

In addition to career talks on job market trend & government jobs arranged, an Alumni Team was invited to give sharing to students. Our Alumni shared their experiences on a wide range of jobs or industries including engineering, nursing, firefighting & tech startup. Students also visited Career Expo & Work Experience/Demonstration for Youth in Southern District, as well as Career & Education Expo 2019 by HKTDC to explore various study & job opportunities such as dessert making, jockey, director & blind dog training. In collaboration with the commercial sector, the Committee continued to run the mentorship program with Deloitte Accounting Firm. Workshops like job interview and etiquette were held to develop students' career-related skills. Through the School-Business Partnership Program, students had a chance to know more about property management from the Bel-Air Development. On different occasions, career talks and consultation services by various education institutions were provided for parents and students during the year.

In the domain of community service, the Community Service Committee had continued to 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 - our School Social Workers and our Educational Psychologist provided by Sheng Kung Hui) - were found to be professional and helpful by teachers, students and parents.

(5) Student Performance

(i) Academic performance in Public Examinations

Out of the 120 Form 6 students who took the HKDSE examination in 2019, 97.5% of them received offers from various tertiary institutions both local and overseas, of which 62.4% were offered degree programmes and 34.2% 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 Baptist University, the University of Hong Kong and the Chinese University of Hong Kong. They were admitted to an array of programmes especially in the domains of Engineering, Science, Business Administration and Healthcare such as Medicine, Nursing and Radiography.

95.8% of the students meet the minimum requirement for admission to sub-degree programmes, while 57.5% of the students meet the minimum requirement for admission to degree programmes. For English, 69.2% of the students acquired Level 3 or above while in Chinese, 75.0% of the students acquired Level 3 or above.

We also witnessed an encouraging increase in the percentage of students attaining Level 4 / 5 or above in 4 subjects in the HKDSE, compared to last year. 8 out of 15 subjects had the percentage of Level 4 or above higher than that attained by all HK Day School Candidates.

(ii) Non-academic performance

As in the past years, our students have shown active participation in an array of Extra-Curricular Activities (ECA) which facilitated their holistic development. They managed to challenge themselves to realize their potentials and stretched their horizon. Their achievements in the various areas are detailed in the Appendix.

(6) Financial Summary (Unaudited Account)

A Summary of the income and expenditure for the year 2018-2019 is shown in the table below.

2018-2019	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	7,182,283	6,418,335
<i>Total surplus for the school year: \$763,948</i>		
(2) Other Grants	43,827,231	43,959,671
<i>Total deficit for the school year: \$132,440</i>		
Accumulated Surplus as at the end of school year	\$7,125,685	
<i>(1) EOEBG Grant</i>	<i>\$5,728,327</i>	
<i>(2) Other Grants</i>	<i>\$1,397,358</i>	
II. School Funds (General Funds)	1,004,851	705,805
<i>Total surplus for the school year \$299,046</i>		
Accumulated surplus as at the end of school year	\$2,597,249	

(7) Feedback on Future Planning

The school year 2018 -2019 is the first year in the new three-year School Development Plan. 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 reach and beat their **Personal Best (PB)** through goal-setting and 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 have shown patience, co-operation and readiness to **Grow their Mindsets** and to adopt a variety pedagogical practices as they started to engage in working closely with the new Principal. Teachers have further engaged themselves at the Subject Departmental level to use **Data and Feedback** as reference for future lesson and subject development planning. The school is confident that teachers will continue to sharpen their focus on developing and trying out different strategies in the coming year to further motivate students to stretch their potential through self-learning, starting small but dreaming big, and trusting the **Power of Yet**. More resources could be deployed to support teachers' professional development (including staff development activities local and overseas) to support teachers as they roll out their new plans and strategies to enhance student learning.

From APASO (2018-2019), students' **"Motivation"** scores have been on the rise, compared to the past few years. Their sense of "affiliation", love for "competition", demonstration of "efforts", enjoyment of "praise" and "tasks" have been very positive. The school will continue to seek resources and opportunities for more cultural exposure and exchanges to develop students' global vision and awareness 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, efforts of both teachers and students need to be recognized. Strategic leadership development could facilitate teachers and students to engage themselves in trying out things beyond their comfort zone so as to reach and beat their **Personal Best (PB)**.

Reference:

Dweck, Carol S., *"Mindset"*, 2006, 2017

Wiseman, Richard, *"Shoot for the Moon"*, 2019

(8) Appendix

EXTERNAL SCHOLARSHIPS & PRIZES 2018 – 2019

二零一八至二零一九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 Prize	Scholarship	2
Future Stars - Upward Mobility Scholarship	Scholarship	2
Youth Arch Student Improvement Award	Improvement Award	22
"Reach the TOP" Southern District Outstanding Students Award	Outstanding Student	6
南區優秀青年嘉許計劃	南區優秀少年獎	1
	南區優秀青年獎	1
香港島傑出學生選舉 初中組-南區	分區傑出學生	1

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	63
薄扶林村社區檔案傳承文化經驗分享計劃 - 社區檔案文化傳承徵文比賽		優異	2
全港中小學普通話演繹比賽 2019 第 21 屆		良好獎	3
		優異星獎	1
第 70 屆香港校際朗誦節 2018	詩詞獨誦 - 普通話	優良獎狀	2
	散文獨誦 - 普通話	良好獎狀	2
		優良獎狀	6
	散文獨誦 - 粵語	良好獎狀	1
		優良獎狀	1
	詩詞獨誦 - 粵語	良好獎狀	1
		優良獎狀	4
	二人對話 - 粵語	優良獎狀	5
		亞軍	1
中學一、二年級詩詞集誦	季軍	1	

English (英文)

Item 項目		Award 獎項	No. of Awards 獎項數目
70th Hong Kong Schools Speech Festival	Bible	Proficiency	20
		Merit	24
		Third	1
		Second	1
		First	2
	Public Speaking Solo	Proficiency	15
		Merit	8
	Solo Verse	Proficiency	6
		Merit	23
	Choral Speaking	Merit	1

Mathematics (數學)

Item 項目		Award 獎項	No. of Awards 獎項數目
Thailand International Mathematical Olympiad 2018 (Hong Kong Region)		Merit Award	2
全港青少年數學挑戰賽 2018		銅獎	1
「華夏盃」全國數學奧林匹克邀請賽 2018 (香港賽區) 初賽		三等獎	13
		二等獎	5
		一等獎	2

ELECTIVE SUBJECTS (選修科目)**Science (科學)**

Item 項目		Award 獎項	No. of Awards 獎項數目
Australian National Chemistry Quiz (Hong Kong Section) 2018		Distinction	2
		High Distinction	3
		HD Excellence	2

Technology (科技)

Item 項目		Award 獎項	No. of Awards 獎項數目
青年資訊科技大使獎勵計劃		銅章	37

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 55th Schools Dance Festival	Chinese Dance	Commended Award	1
		Honourable Award	1
	Jazz & Street Dance	Honourable Award	1

Drama (話劇)

Item 項目		Award 獎項	No. of Awards 獎項數目
AEMSS Drama Fest 2019		Outstanding Performance	1
Speak Out-Act Up! Improvised Drama Competition 2018/19		Best Acting	1
		Third Prize	1
香港學校戲劇節		傑出演員獎	5
		傑出劇本	1
		傑出導演獎	2

Music (音樂)

Item 項目		Award 獎項	No. of Awards 獎項數目
Joint School Music Competition 2019		Bronze Medal	1
		Gold Medal	2
70th Hong Kong Schools Music Festival	Euphonium Solo	Merit	1
	Flute Solo	Merit	1
	Alto Saxophone Solo	Merit	1

Visual Arts (視覺藝術)

Item 項目		Award 獎項	No. of Awards 獎項數目
「走塑•郊野人」海報設計比賽高中組		冠軍	1
華富邨建邨 50 周年繪畫及攝影比賽	繪畫比賽	優異獎	1
	攝影比賽	優異獎	1
		亞軍	1

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
我的七彩白飯魚設計比賽	設計	優秀獎	2
	最美色彩	大獎	1
	最有創意大獎	大獎	1
社署義工運動 2018		銅獎	27
		銀獎	11
		金獎	2
有心計劃 2017-2018		證書	433
		熱誠第一級獎章	470
		參與第二級獎章	23
		成長第三級獎章	8
		投入第四級獎章	1
		承擔第五級獎章	2

Uniform Groups (制服團隊)

Item 項目		Award 獎項	No. of Awards 獎項數目
Hong Kong Southern District Scout Sectional Competition 2018		Champion	1

PHYSICAL DEVELOPMENT (體育發展)

Item 項目		Award 獎項	No. of Awards 獎項數目
Inter-School Athletics Championships 2018-2019	Boys B Grade Triple Jump	Second	1
	Boys B 100m	Second	1
	Boys B Grade 4x100m	Second	1
	Girls A Grade 800m	Fourth	1
	Girls A Grade 4x100m	Third	1
Southern District Age Group Athletic Meet 2018	Boys C Group 4x100m relay	Champion	1
	Boys C 400m	Champion	1

Section D

Aberdeen Technical School Annual The 64 th Sports Day	4x100m Boys Invitation Relay	Champion	1
SWCS Chan Pak Sha Secondary School	4x100m invitation relay	2nd Runner up	1
Queen's College	4x100m invitation relay	1st Runner up	1
Aberdeen St Peter's Catholic Primary School	4x100m invitation relay	2nd Runner up	1
Inter-school Swimming Championships HK Island Division III 2018-2019	Boys A Grade 4x50m Freestyle Relay	Second	1
St Francis Canossian College Annual Swimming Gala	4x50m Girls Invitation Relay	Third	1
Inter-School Table Tennis Competition Division 3 Hong Kong Island	Boys A Grade	Second	1
聖公會鄧肇堅中學舉辦聯校 新秀乒乓球邀請賽 2018-2019	男子組	亞軍	1
Inter-School Volleyball Competition Division 2 Hong Kong Island	Boys A Grade	Second	1
	Boys C Grade	Fourth	1
	Boys Overall	Second	1
Chan Shu Kui Memorial School Rugby Sevens Invitational Tournament 2019	Boys A Grade	Fourth	1
	Boys C Grade	Third	1
Inter-School Basketball Competition Division 2 Hong Kong Island	Girls B Grade	Second	1
Centum Charitas Foundation 10th Inter-school Dragon boat Championships	Small Boat 200m Men Gold Cup	Fourth	1
	Small Boat 200m Mixed Gold Cup	4 th Runner up	1
Inter-School Football Competition Division 3 HK Island	Boys	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
香港辯論超級聯賽 2019	最佳辯論員	2

Media Production (媒體製作)

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

Reading to learn (從閱讀中學習)

Item 項目	Award 獎項	No. of Awards 獎項數目
【愛閱讀行動】口語創作比賽 2019 中學中文組	冠軍	1
奇妙的閱讀世界廣播劇大賽	優異	1
	亞軍	1
第 30 屆中學生好書龍虎榜讀後感 比賽	初級組	1
	高級組	1