

S.K.H. CHAN YOUNG SECONDARY SCHOOL



S.K.H. CHAN YOUNG SECONDARY SCHOOL SCHOOL REPORT

2020/21

1. **Our School**

1.1 **Our Mission**

1.1.1 **Vision**

The school endeavors to provide an all-round Christian education and nurture students' motive for seeking the truth so that they can find pleasure in life, realize their aspirations and become citizens with a worldwide vision.

1.1.2 **Belief**

To provide an ideal and happy learning environment through an all-round Christian education for students' balanced development in seven major learning areas: spiritual, physical, intellectual, social, physical and aesthetic dimensions, as well as in Chinese culture and Information Technology. This helps them attain knowledge and skills of lifelong learning along with a positive attitude and values to glorify God and do good for themselves, their families, society, country and the world.

1.1.3 **Goals**

Spiritual development

Nurture students spiritually by leading them to God and following in the footsteps of Jesus Christ.

Moral development

Guide students to build self-esteem and pave their way towards a positive life. They will be able to realize their potential through a balanced development in cognitive, emotional and ideological aspects.

Intellectual development

Provide students with a diversified curriculum to develop their critical thinking skills, build a good learning attitude and inspire them to seek meaning and truth.

Technology education

Prepare students to enter the world of information technology by helping them equip themselves with IT knowledge to facilitate learner autonomy and life-wide learning.

Physical and aesthetic development

Develop students' potential in sports and audio-visual art and foster their interest in art appreciation.

Social awareness

Help students understand their role as global citizens and develop a sense of civic and social responsibility .

Chinese cultural studies

Manifest the contemporary spirit and meaning to the values of traditional Chinese culture, as well as cultivate a virtuous personality with mercy, selflessness, self-consciousness and independence.

1.1.4 Objectives

a. Student development

I. Spiritual development

- Let students understand the relationships between Christianity and the fundamental issues of life, and respond to the summons of God.
- Enhance students' ability to judge and reason in the Christian way.
- Lead students to manifest love like Jesus Christ and follow the reputable Christian tradition to serve the community.
- Help students to attest to the love of Jesus Christ in the community and understand Christianity through their everyday life.

II. Moral development

- Teach students to distinguish between right and wrong, to bear justice and integrity in mind, to be sympathetic and considerate, and not to intimidate the weak.
- Lead students to understand the relationship between individuals and the community. The request for individual liberty should not outweigh the importance of conduct and propriety in society.

III. Intellectual development

- Consolidate students' basic knowledge, especially reading, writing and mathematics, as well as arouse their interest in understanding the world.
- Develop students' critical thinking skills to nurture them to be logical and unique individuals.
- Help students to cultivate a good learning attitude, inspire them to knowledge acquisition and foster their autonomy as learners.

IV. Technology education

- Enhance teachers' ability in using information technology, promote an interactive mode in teaching and learning with vitality and creativity to provide quality education.
- Promote students' understanding and exploration of the information technology world, as well as widen the scope of learning to develop their potential to the fullest to cope with the ever-changing social challenges.

V. Physical and aesthetic education

- Enhance students' analytical and independent thinking skills through aesthetics and creative arts, cultivating their aesthetic values.
- Encourage t active participation in sports which helps students to be physically fit and realize the importance of cooperation and sportsmanship.

VI. Social awareness

- Help students develop good interpersonal relationships and learn the skills for living gregariously.
- Help students understand their positions and duties as individuals in society and to increase their sense of responsibility and belonging to the community.
- Raise students' awareness of concern over community affairs and encourage them to participate in community activities and voluntary work.
- Enable students to understand their needs and strengths in order to make rational decisions for further studies or careers.

VII. Chinese cultural studies

- Inspire students to understand and compare the characteristics of Eastern and Western cultures. Manifest the contemporary spirit and meaning to

the values of traditional Chinese culture and anticipate the evolvement of the global cultural trend.

- Nourish students to be merciful by embodying the spirit of consideration and love, protecting their family and expressing care for society.
- Encourage students to pursue the meaning of life so as to obtain happiness in life

b. School development

- I. Implement school-based management policies, enhance the school administration efficiency and strengthen the teaching and learning efficacy.
- II. Emphasize staff professional development and keep abreast with the modern world to provide quality education.
- III. Introduce new information technologies, streamline school administration, adopt up-to-date teaching and learn strategies to achieve quality education.
- IV. Improve the school environment and facilities to create an ideal learning environment.

c. Home-school Cooperation

- I. Widen parents' horizons so that they can effectively facilitate their children's growth.
- II. Foster communication among the school, parents and students.
- III. Reinforce the connection between parents and the school for student academic and moral development.
- IV. Keep parents well informed about school events and develop an effective home-school partnership
- V. Discuss topics of common interest and work closely together for better student welfare.

1.2 School Information

With the motto 'Forward and Upward', SKHCYSS is one of the Christian schools run by the Anglican (Hong Kong) Secondary Schools Council Limited in Hong Kong, and is situated in the Eastern Kowloon Diocese of Hong Kong. The school was founded in September 1989 with the aid of the benefactor, Mrs. Chan Cheng Kit-Wan. It was named to commemorate her late husband, Mr. Bert Chan Young, who was a dedicated Christian of the Anglican Church in Australia. Our school is an aided whole-day secondary grammar school with English Language as the medium of instruction. The school covers an area of 4,000 m².

With our continued effort to explore and develop a school-based management system/structure, the school plays a more effective role in achieving the missions mentioned above. Our school established its incorporated management committee (IMC) on 31st August, 2015. The IMC is responsible for managing the school. The daily operation of the school is handled by the 10 committees (i.e. Academic Committee, Careers Guidance Committee, Community Relations Committee, Discipline Committee, Co-curricular Activities Committee, General Affairs Committee, Information Technology Committee, Moral Education Committee, Teachers' Affairs & Staff Development Committee and Student Guidance Committee) led by the principal. They are all empowered to work according to the specific school culture and policies for the development of students and the school. Since 98-99, the school has implemented school-based management policies, including compiling the Yearly School Plan, Yearly School Report, Yearly School Report Abstract, implementing on Appraisal System and

preparing policy documents. Moreover, starting from 00-01, budget plans prepared by committee heads and subject panel heads must be approved by the Financial Team set up in 99-00. In order to improve school policies, Three-Year Plans were formulated during 03-04. Starting from 05-06, there has been an annual School Planning Day in June to allow staff members to discuss and plan the future development of the school.

Meanwhile, different functional teams have been set up in 20-21 to cater for the needs of the school and to assist the Principal in formulating school policies. These included the School EMI Team, Financial Team, Self-evaluation Team, Student Development Team, Student Support Team as well as Class Teachers and Form Teachers Organization Team.

Through meetings, notices, e-mails and surveys, the school is able to formulate and implement school policies, as well as consult teachers for their opinions. For example, the Advisory Committee is responsible for develop policies proposed by other committees and functional teams, while the Staff Management Consultative Meetings allow teacher representatives to collect teachers' opinions on school matters through surveys, providing a platform for discussion. There are also Staff Meetings, Subject Panel Meetings and Form Meetings to enable collective thinking in formulating school policies.

The Academic Committee was restructured in 06-07. A new post, Curriculum Development Coordinator, was added to lead the Subject Development Team, with members including all Key Learning Area Coordinators. Our school also strives to revamp our curricula in line with the four key tasks stipulated in the new curriculum documents proposed by the EDB: *Reading to Learn*, *Project Learning*, *Information Technology for Interactive Learning* and *Moral and National Education*. Since 14-15, *Geography*, *Chinese History*, *History*, *Physics*, *Chemistry*, *Biology*, *Life and Society* and *Science* have been provided in junior forms to ensure sufficient fundamental knowledge and skills for students' studies at the NSS level and the smooth interface across the two key stages. At the same time, an integrated curriculum has been implemented by introducing *Technology Education* and *Art Education*. Following the "Ongoing Renewal of the School Curriculum" released by the Education Bureau in 2017, the school has stepped up effort on reforming various Key Learning Areas, including the development of STEM education and IT in education, to address the "Direction of Ongoing Curriculum Development – Focusing, Deepening and Sustaining" initiative.

To meet the demand of the new curriculum reform, all staff members have made an effort to enhance teaching and learning effectiveness. The Teachers' Affairs & Staff Development Committee organizes staff training activities every year. The school has also made use of the Staff Development Fund to employ additional staff so that more manpower can be made available for curriculum planning and the development of students. As mentioned by Professor Yin Cheong CHENG with respect to the features of school-based management in his publication *School Effectiveness and School-based Management: A Mechanism for Development* (2001), the School Mission is the shared *expectation, beliefs and values* among all the teaching staff, "guiding the educational activities and working direction of all the school members" (p.66). In this regard, the school-based organization culture in our school works in line with the new curriculum objectives of the education reform and serves as a signpost of our shared vision.

To cater for the spiritual needs of students and teachers as well as realize the school's endeavor to provide an all-round Christian education, our school participated in the

“Spiritual Education: Learning to be inspired and to inspire” program organized by the Centre for Catholic Studies, Department of Cultural and Religious Studies, the Chinese University of Hong Kong. Consecutively, school-based life education activities were implemented at school to help students plan their lives and enhance their spirituality.

The campus environment was improved and the school facilities were upgraded in summer. For example, the Chartres Labyrinth was painted on the floor of the covered playground to enhance the spiritual education atmosphere and provide a venue for spiritual formation. In celebration of the school’s 25th Anniversary, students created three wall paintings in the school playground. The composition of the paintings symbolizes that students enjoy a fruitful campus life and embrace a bright future with what they have learnt. Other major construction work included resurfacing the playground in 2015, renovation of the visual arts room in 2016, resurfacing the school hall in 2017, installation of anti-slip step strips on the stairs in 2018, and renovation of the classroom walls and school fences in 2019. In 2020, the school gates and classrooms were repainted, air-conditioning as well as fans in the hall were replaced, and an aquatic plant wall was added to beautify the school environment. In order to strengthen the recognition and appreciation of students’ achievements in different areas, the school replaced the plaque for students’ leaders and scholarship winners, as well as added school trophy cabinets. In 2021, additional facilities such as folding doors and four additional rooms in the covered playground, an air ventilation system in the staff room, automatic faucets in the toilets and changing rooms, as well as solar panels at the rooftop were installed. The paint renovation work in the library and the school hall was also completed.

The school has 30 classrooms, 2 computer rooms, 1 Multimedia Language Learning Center (MMLC), 4 laboratories, 11 special rooms, a Social Worker Room, a Student Union Activity Room and 2 Interview Rooms. To develop students’ potential in sports and build resilience among them, a sports climbing wall subsidized by the Quality Education Fund was built in the school hall. In terms of information technology equipment, multimedia projectors and computers were installed in the school hall and all classrooms. An image synchronization playback system and a school-wide intranet were also introduced; at the same time, a Virtual Desktop Infrastructure was set up so that teachers and students can remotely access files and software via the school network. In recent years, a large number of tablets and projection devices have been added to meet the needs of computer and software systems. Hardware and software support were also provided for various subjects to facilitate e-learning. In 19-20, the school replaced computers in the MMLC, added an interactive e-learning whiteboard screen, optimized the routers of the school’s computer network, and introduced an outdoor activity broadcasting system to keep up with the e-learning trend. In the face of the pandemic, a door frame temperature detector is used to monitor the body temperature of students, staff members and visitors; a disinfection machine is also used to disinfect all library collections to safeguard the health of students and staff members. In 20-21, the school replaced the computers in the computer room and updated the school’s telephone system.

In the most recent inspection conducted by the External School Review Team of the Education Bureau, the school environment was positive, joyful and harmonious. It was also reported that parents trusted the school and appreciated our teachers’ effort. Teachers were seen as diligent, responsible and caring. Students were also praised for their good learning attitude, being well-behaved and their harmonious relationships with one another. They respected teachers, devoted themselves to service and developed a strong sense of belonging to the school.

As a learning institution, our teachers endeavour to improve themselves, promote school development and develop a self-evaluation culture with a “Planning→Implementation→Evaluation” (PIE) approach. The ESR report made positive comments and recognized the effort made by teachers and students as well as the trust from parents, which definitely boosted our teaching staff’s confidence and morale.

1.3 Class structure

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	5	5	5	5*	5*	5*	30

*To cater for the needs of NSS students, the school has split the 4 classes of the NSS forms into 5 groups.

1.4 Number of students (as of 7th August, 2021)

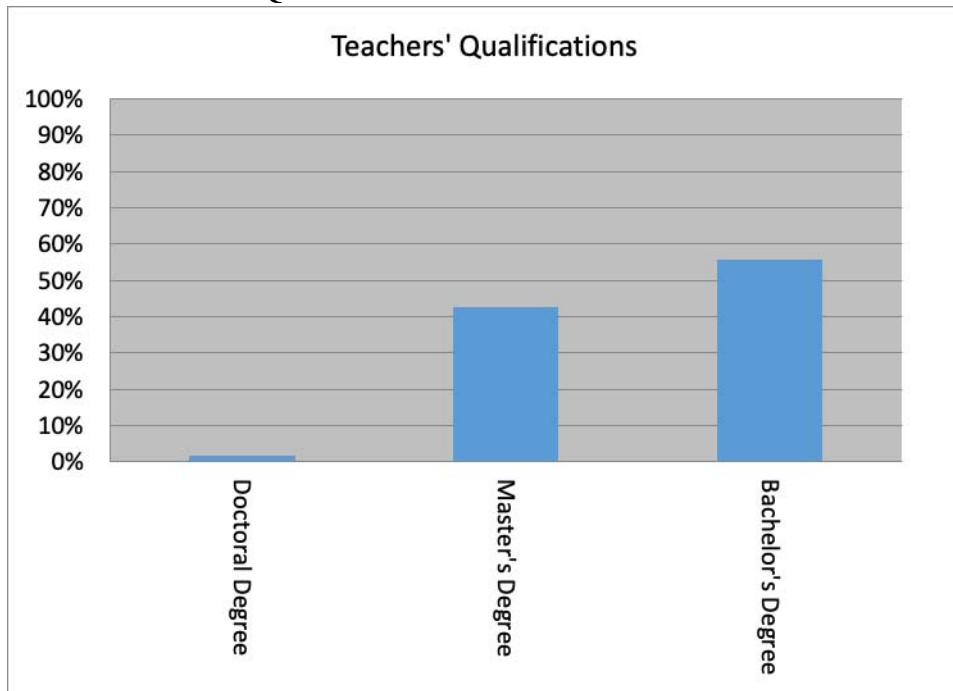
Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	78	76	71	61	51	48	385
No. of Girls	84	86	90	86	66	59	471
Total	162	162	161	147	117	107	856

1.5 The formal school curriculum (E: EMI Subjects C: CMI Subjects)

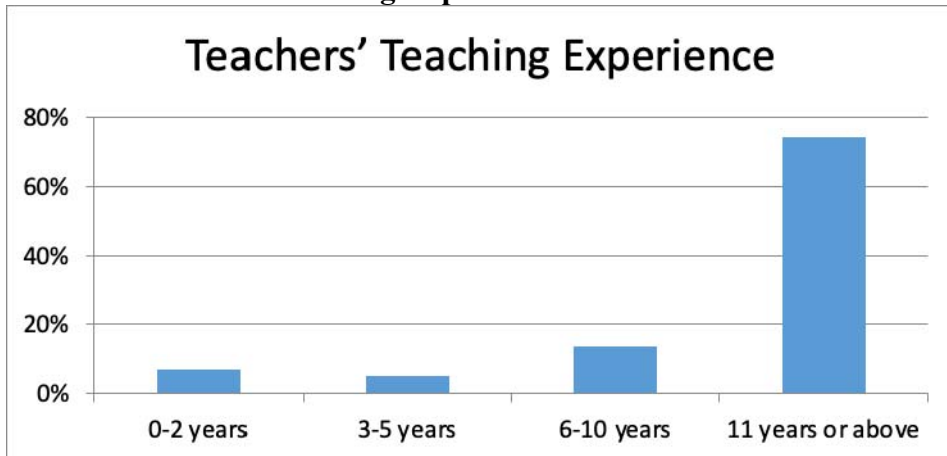
Subject		Forms					
		S.1	S.2	S.3	S.4	S.5	S.6
English Language	E	*	*	*	*	*	*
Chinese Language	C	*	*	*	*	*	*
Chinese Literature	C				*	*	*
Putonghua	C	*	*	*			
Mathematics	E	*	*	*	*	*	*
Science	E	*	*				
Biology	E			*	*	*	*
Chemistry	E			*	*	*	*
Physics	E			*	*	*	*
Information and Communication Technology	E				*	*	*
Chinese History	C	*	*	*	*	*	*
History	E	*	*				
Geography	E	*	*	*	*	*	*
Life and Society	E	*	*	*			
Liberal Studies	C				*	*	*
Economics	E				*	*	*
Business, Accounting and Financial Studies	E				*	*	*
Ethics and Religious Studies	C			*	*	*	*
Religious Assembly/Religious Studies	C	*	*				
Physical Education	C	*	*	*	*	*	*
Technology Education	E	*	*	*			
Art Education	E	*	*	*	*	*	*
Life-Wide Learning Lesson	C	*	*	*			

1.6 Our Teachers

1.6.1 Teachers' Qualifications



1.6.2 Teachers' Teaching Experience



- 1.6.3 **Teachers' perception of professional development and performance appraisal**
Based on the results of the Stakeholder Survey (20-21), teachers' attitude towards professional development and performance appraisal was positive. The average score of the views of teachers on professional development was 3.20. Overall, they agreed that the professional development activities were very helpful for their work. They also believed that a professional exchange atmosphere has been cultivated. In questions related to performance appraisal, the average score was 3.40. As shown in the data collected from the questionnaire, teachers understood that the school's performance appraisal system was aimed at developing their professional growth, and believed that it could evaluate their performance in a fair manner and help with their professional growth.

2. Major Concerns (Achievements and Reflection)

2.1 To Facilitate students' learning through effective and up-to-date teaching strategies

- 2.1.1 Formulate the subject-based plan on the use of Information Technology Strategies and Development Schedules (1. Promote self-directed learning, 2. Enhance the effectiveness of classroom interactive learning, including the development of different levels of questioning and group or paired discussions) / 3. Enhance the effectiveness of catering for learner diversity in the classroom / 4. Promote the strategies for Assessment for Learning)

Each subject panel devised their own information technology strategies and development schedules, as well as implemented them according to the subject needs and characteristics.

In 20-21, contingency strategies were adopted by all subjects due to the pandemic. With a shift of focus to online teaching and assessment methods, students kept learning to achieve “suspending classes without suspending learning” as advocated by the Education Bureau.

- 2.1.2 Cooperate with ITC and SDC to strengthen teacher professional development and communication, and implement collaborative lesson planning, peer lesson observation among and across subject panels, etc.

In addition to the teaching and learning characteristics and subject development directions, an e-learning development plan was devised. Collaborative lesson planning and post-lesson sharing allowed teachers to exchange ideas on teaching with the use of information technology. In view of the pandemic, collaborative lesson planning and peer lesson observations were conducted online via Zoom.

To make up for the suspension of face-to-face classes due to the pandemic, teachers were introduced to a range of software applications or teaching skills by means of videos and online sharing sessions. The aim was to facilitate online teaching and enhance online interactions between teachers and students.

In order to meet the needs of various subjects and to allow teachers to conduct different types of classroom e-learning activities, the school updated the mobile device management systems and software, and added more than 30 mobile learning devices and assistive tools in 20-21. The relevant departments regularly disseminated information on e-learning workshops or seminars to teachers as well.

According to the questionnaire survey in 20-21, more than 90% of teachers agreed that participating in workshops or sharing increased their awareness of information technology applications. At the same time, more than 90% of students agreed that teachers' use of information technology for classroom teaching gave rise to active participation in classroom activities. Teachers not only agreed that collaborative lesson planning could enhance their understanding of information technology in teaching, but also believed that the school could effectively disseminate information about e-learning to assist their development.

2.1.3 Set up e-Learning Development Team to strengthen the support of teachers for the application of IT on learning and teaching. Run trials and examine different teaching strategies on the application of information technology – by the team and selected teachers from various subjects

From 18-19 onwards, an e-learning support group, which included teachers of Chinese, English, Mathematics, Liberal Studies, Personal, Social and Humanities, Science, Arts Education and Technology Education, was set up to strengthen technological support to teachers. In 20-21, e-learning software sharing and application workshops were arranged for teachers in the form of real-time video streaming software and pre-recorded videos. This enabled them to use different software to facilitate online teaching during the pandemic. They also shared their teaching experience on using e-learning platforms and applications. In 20-21, an interactive electronic whiteboard was added to the MMLC for teachers to try out and apply it to enhance classroom interaction. The computers in the Computer Room (Room 306) were also replaced. Both changes increased teaching and learning effectiveness.

The team agreed that the use of e-learning resources or software could help students enhance their learning effectiveness, and that information technology could enable teachers to better understand students' learning performance, hence enhancing teaching effectiveness. In the school questionnaire, more than 90% of teachers agreed that participating in the workshops or sharing sessions could enhance their understanding of the application of information technology.

2.1.4 Organize teachers' development activities to enhance learning and teaching effectiveness

To enhance the teaching and learning effectiveness, the school organized two teacher development seminars in 20-21, namely "Questioning Techniques" and "Flipped Classroom". Teachers generally thought they could apply what they have learned to their teaching.

2.1.5 Implement STEM education in related subjects (including Mathematics, Science, Physics, Chemistry, Biology and Technology Education) through different levels of courses and/or activities to suit students' needs

In 20-21, the Mathematics, Science and Technology Education Key Learning Areas jointly developed a school-based STEM curriculum, with the aim of cultivating students' creativity, collaboration, problem-solving skills and the spirit of scientific inquiry. The Key Learning Areas of Science and Technology Education set up a cross-disciplinary curriculum framework and established the direction for the school-based curriculum with STEM elements to enrich students' classroom learning experience.

In 20-21, three days of STEM activities were conducted for S.1 to S.3 students to enhance their understanding of and interest in STEM-related subjects. Owing to the pandemic, however, the activities were postponed to the post-exam period. According to the questionnaire survey, nearly 80% of students believed that participating in different STEM learning and classroom activities could cultivate their interest and enhance their ability in STEM; 80% of students also agreed that these activities could develop their problem-solving skills and the spirit of experimentation.

2.2 To promote a healthy, prosperous campus life and foster students' positive values

2.2.1 Deepen life education through activities and implement sustainable strategies to enable students to achieve harmony between Heaven and Man

2.2.1.1 Provide more diversified work-related experiences in cooperation with life education

In light of the pandemic, some activities were cancelled or changed to be held online. S.3 students took part in CLP's "Engineer In School" program to deepen their understanding of the electrical engineering industry. 12 students from S.4 to S.5 participated in the "鷹越少年計劃活動". Through career exploration days and visits to companies, students were able to develop communication skills and broaden their horizons on careers.

In addition, a talk on NSS subject selection was organized for S.3 students, an education talk was held for S.4 to S.6 students, and an interview workshop was conducted for S.6 students to enable them to make informed choices regarding their studies or work.

2.2.1.2 Nurture students the importance of punctuality, assist them in improving their time management skills and paying attention to the impact of "staying up late" on their physical and mental health

The school attached great importance to students' punctuality. During the pandemic, rules regarding remote learning were made and students were required to abide by them. Through sharing in the morning assembly, students, especially those who had lessons online, were always reminded of the importance of time management. Statistics showed that although more than 80% of students were punctual, more than 10% of students were still late for classes due to the inability to adapt to learning at home or frequent changes of learning time and locations.

2.2.1.3 Provide more diversified training, activities and duties for the Prefect Team

Cross-border students and students at certain levels were unable to return to school or participate in after-school team training activities because of the pandemic. Some training activities, such as the Orientation Day for Prefects and Prefect Meeting, were conducted online. Besides, the school continued to recommend the Head Prefect to participate in off-campus training. Two students were shortlisted to take part in the "Hong Kong 200 Leaders Program"

organized by the Hong Kong Federation of Youth Groups Leadership Academy.

2.2.1.4 Allow students to enjoy different aspects of campus life for their physical and mental well-being, as well as enhance their sense of belonging through regular extracurricular activities

Despite the pandemic, our school still put emphasis on students' balanced development. Some academic and school team activities were conducted online. As the pandemic situation gradually improved after the Final Examination, the school arranged for all levels of students to take part in outing activities, including "Sky100: Big Bus Tour x Smartone 5G Lab" (天際 100: Big Bus Tour x 5G 科技館體驗) for S.1 and S.2 students; a visit to the Hong Kong Museum of Art visit for S.3 students; and a film "Second Life" (二次人生) watching and director's sharing session for S.4 and S.5 students. In addition to broadening students' horizons, the activities also fostered communication between teachers and students and created memorable moments among them.

In 18-19, the post of "Active School Programme Ambassador" (校園動感活動大使) was created to give students an opportunity to plan and prepare extracurricular activities in order to be engaged in their campus life. In 20-21, 19 students of S.2 to S.5 became the Campus Activity Ambassadors, who helped promote and film the house activities and served as live streaming commentators.

2.2.1.5 Allocate teachers to the four houses to allow them to exchange ideas with students and enhance their commitment to house activities so as to create a healthy and joyful campus life

Because of the social distancing measures, only five inter-house competitions were conducted. They were streamed live to engage the student and teacher audiences.

2.2.1.6 Display the photos or videos of student activities through the TV at the school entrance to deepen teachers' and students' understanding of each activity and share students' learning outcomes

Owing to the pandemic, most physical activities were carried out in the third term only. Therefore, activities photos or videos were released or shown in July.

2.2.1.7 Provide and disseminate the latest news on information literacy to the Moral Education Committee, the Key Learning Areas of Liberal Studies, Technology Education and Information and Communication Technology in order to promote the use of it in learning activities, enhancing students' understanding of information literacy and its application

In 20-21, the school deepened students' understanding of information literacy and developed their critical thinking abilities, such as how to evaluate information credibility and use information

properly, through classroom learning, life-wide learning activities and morning assembly sharing.

The IT Student Support Team created videos about software applications and network security information by themselves and shared them with all students. They also disseminated the latest cyber information through emails. This developed students' leadership skills and enhanced their information literacy. Besides, the school cultivated a correct attitude to e-learning among students by educating them the appropriate behaviors and online learning etiquette.

According to the questionnaire survey in 20-21, close to 90% of students agreed that the school's information literacy learning activities could enhance their understanding of the authenticity of information and network security. More than 90% of the students also agreed that while they enjoyed freedom of information, they could use it with a respectful manner.

2.2.1.8 Encourage students to participate in the Youth IT Ambassador Scheme and enhance the training for IT Student Support Team as well as their effectiveness so as to deepen their understanding of information technology, develop their interest in it and raise their information literacy

In order to enhance students' understanding of and interest in information technology, enable them to develop their IT skills and apply their IT knowledge in school activities, the school organized a training course for the IT Student Support after the resumption of half-day face-to-face classes in May.

The team also participated in the HKACE Youth IT Ambassador Award organized by the Hong Kong Association for Computer Education to explore information technology, but due to the pandemic, the number of school activities and services reduced significantly. The participants, therefore, were not able to meet the requirements of the program. It is expected that students complete the remaining activities for the program in 21-22.

2.2.2 (Human and God) Deepen students' understanding of the Lord and his Words

2.2.2.1 Encourage teachers and fellowship staff to sing hymns and pray during the morning assembly

The morning assembly in the playground was cancelled due to the pandemic, but during the exam period, students still had the opportunity to participate in morning assemblies, including meditation, hymn singing and prayer, led by Christian teachers.

2.2.2.2 Include the advocated elements during the Class Teacher Period or the Religious Assembly

The task was not completed due to the pandemic.

- 2.2.3 (Human and Human) (MOR) Nurture students to become responsible and respectful
- 2.2.3.1 Include the advocated elements in the Class Teacher Period
The task was not completed due to the pandemic.
- 2.2.3.2 Include the advocated elements in the Life-wide Learning Period
During the Life-wide learning period, talks on different topics, such as “Coping with Stress”, “Sex Education”, “Mental Health Education”, etc. were organized online via Zoom to teach students how to deal with problems with a positive manner, so as to improve their self-management skills and develop resilience.
- 2.2.3.3 Civic Education Team - Organize activities with the advocated elements
The task was not completed due to the pandemic.
- 2.2.4 (Human and the Environment) Nurture students to cherish and make good use of resources (water resources)
- 2.2.4.1 Actively participate the environmental protection activities outside school
The task was not completed due to the pandemic.
- 2.2.4.2 Create an environment-friendly learning environment
In 20-21, the school had contacted different organizations or institutions to set up environmental protection facilities on campus, such as installing more hygienic drinking fountains and solar power panels, etc.
- 2.2.5 (Human and Self) Educate and encourage Students to lead a healthy life (Early to bed and early to rise)
The task was not completed due to the pandemic.
- 2.2.6 Cooperate with other committees to organize teacher development activities on student development
In 20-21, a training workshop “世衛已列電玩成癮為精神病 — 如何幫助學生脫癮” was held for teachers to learn how to help students get rid of Internet addiction disorder. In general, teachers thought this problem was complicated and a talk was not enough. In the future, the school could consider exploring different solutions to the problem.
- 2.2.7 Understand students’ concern about their studies and future and assist them in devising personal development plans through daily interviews with students and student referrals
In 20-21, counselling teachers at all levels had interviews with repeaters. Besides understanding the difficulties faced by them in the new school year, the teachers also assisted them to try their best to overcome learning difficulties and improve peer relationships.

The school also co-organized the “Way To Goal” project with the Hong Kong Youth Services Jockey Club Tin Ping Integrated Youth Service Center (the “Centre”). Different types of activities, such as online shop operation, personality perspective, personal goal planning, and industry sharing were organized to enhance students’ understanding of their personality. This also assisted them in establishing personal development goals and establishing a sense of personal accomplishment as well as belonging to school.

According to the survey results, all participants agreed or strongly agreed that the plan helped them to gain deeper understanding of themselves; more than 90% of them agreed or strongly agreed that the plan helped them expand their knowledge of certain industries and types of work, improve personal skills, and build a sense of achievement and belonging to school.

The school also co-organized the “My Life My Way” project with the center. It provided online and face-to-face homework guidance for junior form students to enhance their learning motivation and skills; It also allowed students to learn film shooting and playing Ukulele, so as to broaden their horizons, encourage them to stretch their potential and enhance their self-confidence. A total of 30 S.1 and S.2 students participated in the project.

In addition, the school organized a series of online parent education seminars on the theme “Growing up with children” (與子女同行成長). Parents were given the opportunities to learn different parenting techniques and grow with their children through talks such as “How to help children face the challenges of secondary school” (如何協助子女面對升中挑戰), “The needs of and support for cross-border students”(跨境學生的需要及支援), and “What should parents do to help their children get rid of phone addiction?” (當子女機不離手時，家長甚麼辦?). A total of 320 parents signed up for this series of parent education seminars.

2.2.8 Organize a variety of visits and competitions as well as provide group and individual training to enhance students’ sense of accomplishment, self-esteem and resilience, which are in line with the development of life education

With the “Big Brothers and Sisters Program”, senior students were trained to lead online inter-class activities to help S.1 students to adapt to secondary school life. Senior form students were also trained to become student mentors so as to develop their leadership and communication skills as well as a sense of accomplishment.

2.2.9 Participate in a counselling program (喜樂同行—尊重生命 逆境同行)

Since 18-19, with the support of the EDB’s Quality Education Fund, the school has partnered with the Hong Kong Youth Services Centre’s Jockey Club Tin Ping Integrated Youth Services Centre to implement the two-year school-based counselling program (喜樂同行—尊重生命 逆境同行). Owing to the pandemic, some activities were postponed to 20-21. The school organized different types of activities, such as an art therapy experience workshop for

stress relief (舒·情), a music training session for stress relief (JAZZ FUNK), lunchtime activities on positive thinking and culture (正面思維及文化), “Joyful Teens” challenge groups, “Positive Thinking” online lectures, etc., to enhance students’ resilience and mental health, and to facilitate their learning as well as adaptation to the social and living environment.

Based on the survey results, all (100%) participants agreed or strongly agreed that: 1) the activity increased their awareness of stress relief in the form of art, increased their positive emotions, and helped them discover their inner needs and emotions; 2) the dancing activity helped them explore and understand themselves and reduce negative emotions, and 3) the “Joyful Teens” Peer challenge groups allowed them to get to know their group members, learn to cooperate with others, and think positively.

Online parent seminars on “Mental Health under the Pandemic – Parents’ Self-care” (疫情下的精神健康—家長的自我照顧), “Knowing the Mental Health of Children” (認識子女精神健康), and “How to Communicate and Interact with Children” (如何與子女有良好的溝通互動) were also organized to raise parents’ awareness of their and their children’s mental health, so as to enhance support at the family level. According to the survey results, all participants agreed or strongly agreed that the activity: 1) increased their understanding of their children’s emotional status, their children’s emotional needs, and channels of seeking help, and 2) provided them with methods and skills to communicate effectively with their children. Besides, more than 94% of them agreed or strongly agreed that the activity helped them understand how to integrate mindfulness into nurturing their children.

2.2.10 Implement a Class Activity Day (Form teachers and class teachers’ meetings)

In order to create a healthy, prosperous campus life and build up positive values among students, the school continued to organize the “Class Activity Day” in 20-21. Through organizing and participating in class activities and inter-class activities, the cohesiveness of each class was strengthened and a stronger sense of belonging to the school was created, making students’ campus life more memorable.

According to the observation of class teachers and the form teachers, the Class Activity Day enhanced students’ friendship and the cohesiveness of the class, as well as let students learn to respect and embrace different opinions. Therefore, the activity achieved the goal.

2.2.11 Revise the school program for Invitational Education on deepening and understanding spirituality (the relationship between heaven and human), strengthen class unity and solidarity and enhance students’ sense of belonging to class

Owing to the pandemic, the optimization, update and integration of the program for Invitational Education were postponed to 20-21. The face-to-face Class Activity Day was also cancelled due to the pandemic. Instead, online activities were carried out to foster friendships among students and enhanced their sense of belonging to their own class, because every student should feel that they are welcomed, respected, accepted, and appreciated in a learning environment. The

school also encouraged teachers and students to unleash their potential in different areas and realize their individual values in a pleasant environment.

3. Teaching and Learning

3.1 Curriculum design

3.1.1 Language policies for the whole school

Our school adopts English as the medium of instruction. Except for Chinese Language, Chinese Literature, Chinese History, Civic Education and Life-Wide Learning, all subjects are taught in English to create a language-rich learning environment for students.

Morning assemblies and Sports Days are held in English. Students are also offered diversified learning opportunities to learn English. For example, the English Speaking Days and Lunchtime Delight are held every week.

In addition, an *English Self Learning Award Scheme* was introduced and English Passports were printed to encourage students to take the initiative to learn English through reading, writing, speaking and listening. In 20-21, 85% of our students participated in the scheme. A total of 77% of the participants met the target performance, in which 25 of them received the Outstanding Performance Award, 7 students won the Gold Award, 15 students won the Silver Award and 89 students won the Bronze Award.

3.1.2 Teaching and Learning Strategies

The school has always endeavored to develop a student-oriented teaching and learning approach. In 20-21, we continued to conduct collaborative lesson planning to enhance teachers' questioning skills and promote self-directed learning.

Open-ended questions and diversified self-learning tasks were also incorporated into classroom teaching, homework and assessments, in order to enhance students' language skills and thinking abilities. Students were also given pre- and post-lesson tasks to extend their learning beyond classroom.

To enhance public exam results, subject teachers drew up action plans to beef up on students' examination skills. They also made use of assessment data to evaluate their own teaching and learning effectiveness, and suggested strategies for improvement at the end of each term.

3.1.3 School-based Curriculum

The school continued to implement an integrated curriculum such as Technology Education and Arts Education in junior forms to encourage students to take the initiative to learn and develop generic skills as well as the correct attitudes towards life. To tie in with our NSS curriculum and cater to the needs of students, Geography, Chinese History, History, Physics, Chemistry, Biology, Life and Society and Science were introduced to junior forms commencing 14-15.

In response to the optimization of the senior secondary curriculum announced by the EDB, the school reviewed the senior secondary curriculum structure with reference to students' preference, teachers' opinions and human resources. The

curriculum structure commencing the S.4 cohort in 21-22 was adjusted so as to allow more students to take the third elective subject and provide more language support to students who take only two elective subjects. In addition, to cater to students' diversified interests and their capabilities, two new elective subjects, namely Tourism and Hospitality Studies and Visual Arts, as well as Applied Learning Courses were introduced to the same cohort.

3.1.4 Applied Learning and Other Learning Experiences

Components of Applied Learning and Other Learning Experiences were incorporated into Class Teacher Period, morning assembly sharing, and subjects such as Religious Studies, Physical Education, Arts Education, etc. Furthermore, to ensure whole-person education for students, school-based life-wide learning lessons, covering moral, national, health, environmental, life planning and aesthetic topics, were arranged in structured timetables for all students. The school will continue to enrich the content of "Other Learning Experiences" to meet the needs of students.

3.1.5 Policies on Developing Generic Skills

A whole-school approach has been adopted to foster the development of students' generic skills, namely collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills. Subject panels are encouraged to include these objectives in their action plans, and implement them in their daily teaching, cross-KLA learning activities and project learning.

3.2 **The Development of the Four Key Learning Areas in the Curriculum Reform**

Our school has made great effort to implement the curriculum reform in line with the four key tasks set in the new curriculum stipulated by the EDB. Students are provided with different learning experiences.

3.2.1 Reading to Learn

Large-scale book fairs, reading workshops, reading quiz games, book sharing, inter-house reading competitions, Chinese and English Extensive Reading Award Schemes, Online Reading Schemes and Morning Assembly sharing were organized to enhance students' interest in reading and cultivate their reading habits. However, the Reading Week and Reading Day in 20-21 were cancelled due to the pandemic.

3.2.2 Information Technology Teaching and Learning

In 20-21, as the pandemic showed no signs of easing, the school purchased licences for the online live streaming software (Zoom) so that teachers could make full use of the live streaming software to conduct real-time online lessons using special a timetable. This helped reduce the impact of the pandemic on students' learning. Teachers also used different software or e-learning platforms to conduct assessments. The use of tablet computers and various online learning platforms (e.g. Google Classroom, Schoology and HKEdCity's Online Question Bank) helped with e-learning and m-learning inside the classroom and extended activities to raise the teaching and learning effectiveness. Teachers also utilized software applications such as Plickers and Kahoot to increase the interactivity and applications such as Google Form and Quizizz for assessment.

Meanwhile, to enhance the teaching effectiveness, an e-learning support group was set up to allow teachers to share e-learning experiences and disseminated information on e-learning workshops or seminars to teachers.

3.2.3 *Project Learning*

In 20-21, junior-form students were required to complete inquisitive and inter-disciplinary projects to develop their generic skills. These helped cultivate their attitude to empirical learning and problem-solving skills.

3.2.4 *Moral and National Education*

The school raised students' civic awareness and understanding of our country through their studies and activities. However, activities such as flag selling and volunteer services were cancelled due to the pandemic.

4. Our Support for Students' Growth

4.1 Policies and Plans related to students' growth and counseling

Form teachers were assigned at all levels to cooperate with class teachers, form discipline teachers and counselling teachers. Through regular meetings, appropriate measures were adopted to foster students' growth.

In collaboration with class teachers, subject teachers, committees, the Prefect Team, and external organizations, the school strived to enhance students' sense of responsibility, self-management skills, and a law-abiding spirit through different channels such as talks, Morning Assembly sharing, and various award schemes.

Students' confidence and leadership skills were enhanced through different activities. Selected students were recommended to participate in activities such as the "Legal Pioneer" (法律先鋒) mentorship program organized by the Hong Kong Law Society and the "Hong Kong 200" (《香港200》) Leadership Project organized by the Hong Kong Federation of Youth Groups Leadership Institute. Besides, through the S.1 Bridging Program and the Senior Brother and Senior Sister Scheme, the school supported prospective S.1 students to adapt to secondary school life as soon as possible. Counselling teachers at all levels supported their growth and provided appropriate referral services for students in need. Mental health-related seminars and workshops were organized at all levels to enhance students' confidence and resilience.

4.2 Catering for Student Diversity

To narrow the gap between high and low achievers in academic performance, various enhancement schemes were implemented for them, including the Homework Award Scheme, Homework Tutorial Classes, Revision Classes for tests and exams, Subject-based Enhancement Courses and Make-up Classes during long holidays.

In addition, students with special learning needs were provided with suitable assistance from teachers. Gifted students were nominated and subsidized to participate in courses or activities organized by tertiary institutions. In 20-21, some students were admitted to programs conducted by the Hong Kong Academy for Gifted Education.

Moreover, the Student Assistance Team was set up to cater for students with special educational needs.

4.3 **Promotion and Retention Policy**

Students not meeting the promotion criteria would need to repeat in the following academic year, and attend Enhancement Courses or Make-up Examinations during the summer holiday. Some students were unable to return to school for the Final Examination due to the pandemic, so the promotion and retention policy for S.1 and S.2 were slightly adjusted.

4.4 **Support for Extracurricular Activities**

In 20-21, the school continued to encourage students to participate in different training and courses, and continued to use the “School 20th Anniversary Donation” to subsidize outstanding students for training. In addition, the school continued to use the “Student Activities Support Grant” and the “School-based After-School Learning and Support Program” to subsidize extracurricular activities for students with financial needs, including recipients of CSSA and of full level of Financial Assistance. 9 students received support through the “School-based After-school Learning and Support Program”, whereas 13 students received support through the “Student Activities Support Grant”.

In addition, the school tried to collect information on students’ personal interests and participation in extracurricular activities outside school. The analysis and results would be used to plan and organize activities to help students develop their interests and realize their potential.

4.5 **School Healthy Life**

The Student Development Team implemented measures under its “Healthy School Policy” to lead students towards a spiritually, physically, psychologically and socially healthy lifestyle.

For instance, the Health Education Team set policies on school hygiene and disease control; Technology Education covered the topic of food nutrition; in P.E. lessons, students were provided with talks on sports and health, etc.

4.6 **Implementation of Inclusive Education**

To promote integrated education, the school established a student support group in 08-09. Group members included teachers from different committees and language teachers, educational psychologists, school social workers, special education needs support teachers and learning support teaching assistants. Team members completed relevant training and used the “Learning Support Grant” to design school-based support courses for students with different learning needs.

To promote home-school cooperation, parents were invited to participate in the meeting to jointly develop individual learning plans for students with special learning needs, and regularly review their effectiveness. In 20-21, 11 treatment and training courses such as individual counseling by clinical psychologists, English and Chinese writing training, speech therapy, etc., were organized to provide support for students with special learning needs.

83% of students with special learning needs have participated in one or more related treatment and training courses. According to the tutors’ observations, most of the participants were serious and engaged. However, some activities were conducted online via Zoom due to the pandemic.

5. Students' Performance

5.1 HKDSE (2021)

5.1.1 The percentage of students attaining 5 subjects with Level 2 or above was 98.1%.

5.1.2 The percentage of students attaining Level 2 and Level 3 or above in Chinese Language were 99.1% and 85.2% respectively.

The percentage of students attaining Level 2 and Level 3 or above in English Language were 100% and 87.0% respectively.

The percentage of students attaining Level 2 or above in Mathematics was 99.1%.

The percentage of students attaining Level 2 or above in Liberal Studies was 98.1%.

5.1.3 The percentage of students who attaining 33222 in four core subjects, Chinese, English, Mathematics, and Liberal Studies, as well as one elective subject (minimum university admission requirements) was 75%.

5.1.4 The percentage of students attaining Level 5 or above in 10 subjects was higher than that of the whole territory. In 5 of these subjects, students took the English version of the exams.

5.1.5 The percentages of students attaining Level 2 or above in 15 subjects were higher than that of the whole territory. In 10 of these subjects, all the students sat the exams in English.

5.1.6 In 9 subjects, more than 50% of our students attained Level 4 or above. In 5 of these subjects, all the students sat the exams in English.

5.2 Percentage of students admitted to universities

The percentage of students admitted to universities was 95.4%

5.3 Students' Participation in Extracurricular Activities

For details, please refer to Appendix 1 (P.23-26).

5.4 Inter-school Activities and Prizes Won in the Past Three Years

For details, please refer to Appendix 2 (P.27-31).

5.5 Students' Performance in Sports

All school sports events and competitions were cancelled due to the pandemic.

6. Financial Report (2020-21)

Item	Income	Expenditure
<u>Expanded Operation Expenses Block Grant</u>		
Baseline Grant (Composite Furniture and Equipment included)	2,278,636.67	1,619,109.50
School Specific Grant	5,938,399.00	4,696,680.91
<u>Grants Outside EOEBG</u>		
Committee on Home-School Co-operation Project	57,840.00	8924.00
Teacher Relief Grant	244,988.00	142,493.07
Cash Grant for School-Based After-school Learning and Support Programs	174,000.00	18,535.00
Learning Support Grant for Secondary school	374,250.00	426,450.96
Life-wide Learning Fund	1,292,988.00	264,909.40
Promotion of Reading Grant	72,816.00	24,800.00
Grant for the Sister School Scheme	156,035.00	101,360.00
Student Activities Support Grant	164,450.00	4,675.00
<u>Donation</u>		
Donation	3,500.00	\$500.00

7. Feedback and the Way Forward

In light of the social events and Covid-19, the Annual School Plan of 2019-20 was not fully implemented and was extended to 2020-21. Under the new principalship, various subject panels and committees worked together to address the school's major concerns: 1) to facilitate students' learning through effective and up-to-date teaching strategies; and 2) to promote healthy prosperous campus life and foster students' positive values.

Teachers generally made good use of e-learning to assign pre-lesson tasks, deliver teaching content in both online and face-to-face lessons, and collect feedback from students in collaborative learning. Self-directed learning was enhanced through study skills workshops, life-planning education, and Language Across the Curriculum.

In response to the optimization of the senior secondary curriculum announced by the EDB, the senior secondary curriculum structure was reviewed, with two new elective subjects and Applied Learning Courses introduced to cater to students' diversified interests and capabilities. A review of the curriculum for junior forms will be conducted soon.

Communication between parents and the school was strengthened through phone calls, parents' mobile apps, and the Parent-Teacher Association. Connections with external parties were tightened to facilitate teachers' professional development. Campus facilities will be upgraded in phases to support up-to-date teaching pedagogies and provide better learning experiences to students.

The school management will continue to promote collaborative lesson planning, cater for learner diversity, strengthen collaboration between subject panels, and make use of PIE for self-improvement. We strive to create a desirable learning environment, help our students cultivate better virtues and enhance their academic abilities so that they can contribute to society and bring glory to God.

Appendix 1

5.3 課外活動*的參與

* 附表所刊載的課外活動，只限於學生自由選擇參與的活動。

活動名稱	校內負責單位	校外負責單位 (如有)	級別	學生 人次	宗教、 德育及 公民 教育	社會 服務	與工作 有關的 經驗	藝 術 發 展	體 育 發 展	學 術	其 他
服務生(中一註冊日、中一迎生家長簡介會暨中一適應計劃結業禮、社際羽毛球及乒乓球比賽、社際辯論比賽、復活節崇拜、畢業典禮及試後活動)	學務委員會、社區關係委員會、課外活動委員會、資訊科技委員會及總務組	*****	S.2-5	128	✓	✓	✓	✓	✓		✓
少年鷹越體驗計劃：尋找志向，邁向將來生涯規劃講座	升學及就業輔導委員會	維樂天兒童慈善香港有限公司	S.4 & 5	12			✓				
領袖生迎新日(網上活動)	訓導委員會	*****	S.1-6	85							✓
社際羽毛球及乒乓球比賽	課外活動委員會		S.1-S5	47					✓		
社際辯論比賽			S.3-5	23						✓	
IT Team 拍攝、錄影及後台技巧工作坊	資訊科技委員會		S.4 & 5	10			✓				

活動名稱	校內負責單位	校外負責單位 (如有)	級別	學生 人次	宗教、 德育及 公民 教育	社會 服務	與工作 有關的 經驗	藝 術 發 展	體 育 發 展	學 術	其 他
福建希望工程獎學金頒獎典禮	品德教育委員會	香港福建 希望工程基金會	S.2,4,5 & 6	4							✓
Way to Goal	學生輔導委員會	香港青少年服務處 賽馬會天平綜合 青少年服務中心	S.3	276							✓
減壓體驗練習工作坊之 「忘憂 Jazz Funk 學堂」			S.2-5	35					✓		✓
JOYFUL TEENS 同行挑戰小組			S.3	40							✓
藝術 X 手作體驗活動			S.4 & 5	42							✓
「My Life My Way」計劃 (1.新興活動體驗：躲避盤； 2.功課輔導小組)			S.1	16					✓	✓	✓
「高校科學營 2021」優秀高中生 獎勵計劃—5 天實時線上參與 全天營會活動 (清華大學中科院自動化研究所)	科學教育學習領域	中國科學技術協會、 國家教育部、國家科 學院、國務院 港澳辦、香港學生 活動委員會、香港 直接資助學校議會	S.4 & 5	10						✓	
全港中學兩文三語菁英大比拼 (第十七屆)	中國語文科	香港西區扶輪社、 香港教育工作者聯會	S.3	1						✓	
全港青年中國古典詩詞朗誦比賽		全港青年學藝比賽 大會及港島獅子會	S.1&3	2						✓	

活動名稱	校內負責單位	校外負責單位 (如有)	級別	學生 人次	宗教、 德育及 公民 教育	社會 服務	與工作的 有關的 經驗	藝術 發展	體育 發展	學術	其他
第三屆聖公會中學機械人比賽之 奪寶奇兵(培訓工作坊及比賽)	科技教育科	香港聖公會中學 校長會、香港中文 大學工程學院、 CocoRobo	S.2 & 5	8						✓	
HKSSDC Debating Competition	英文辯論隊	Hong Kong Secondary School Debating Competition	S.1-3	29						✓	
Inter-School English Storytelling and Public Speaking Contest (2021)		North District Secondary School Principals' Association (NDSSPA)	S.1&5	2						✓	
第三十八屆香港數學競賽	高中數學隊 (中四及中五級)	教育局數學教育組及 香港教育大學	S.4 & 5	4						✓	
表現主義劇場探索計劃	戲劇隊	愛麗絲劇場實驗室	S.1-6	264				✓			
香港賽馬會足球訓練計劃- 曼聯足球體驗	女子足球隊	香港賽馬會- 曼聯足球學校	S.2-5	14					✓		
2021年創意思維香港賽及世界賽	設計與科技學會	青年會書院 Chinese YMCA College	S.1 & 5	48						✓	

活動名稱	校內負責單位	校外負責單位 (如有)	級別	學生 人次	宗教、 德育及 公民 教育	社會 服務	與工作的 有關的 經驗	藝術 發展	體育 發展	學術	其他
i-Marble Run		教育局-學校領導及 專業發展組	S.4 & 5	8						✓	
「METOMICS 兩岸四地 STEM」 大賽及頒獎禮		香港教育發展協會	S.1	6						✓	✓
「2021 香港機械奧運會」 (中學組)		香港機械奧委會	S.1-5	28						✓	
迷你太陽能車製作		香港專業教育學院 (IVE)(黃克競分校)	S1-4	30						✓	
「水底機械人大賽 2021」比賽		香港科技大學	S.1	5						✓	
「2021 趣味科學比賽 《過關斬將 II》」- 低年級組(中一至中三)		香港數理教育學會	S.1 & 2	16						✓	

Appendix 2

5.4 校外比賽的參與

類別	比賽名稱	獎項詳情		
		2018/2019	2019/2020	2020/2021
音樂/ 舞蹈/ 話劇	1.香港學校音樂節	優良獎狀(4) 良好獎狀(3)	***	銀獎(1)
	2.香港學校舞蹈節	中國舞甲級獎(群舞)(1) 現代舞乙級獎(獨舞)(1)	***	***
	3.校園藝術大使計劃	校園藝術大使(2)	***	***
體育	1.大埔及北區學界手球賽	殿軍(1)	***	***
	2.北區中學校際女子排球賽(預備組)	冠軍(1)	***	***
	3.北區中學校際女子排球賽	冠軍(1)	***	***
	4.大埔及北區學界排球賽	季軍(1)	***	***
	5.大埔及北區學界游泳比賽	冠軍(3) 亞軍(1) 季軍(1)	冠軍(5) 季軍(2)	***
	6.香港賽馬會北區中學女子四人聯賽盃	碗賽季軍(1)	***	***
	7.香港賽馬會四人同進足球賽	冠軍(1)	***	***
	8.香港賽馬會北區中學女子七人足球聯賽	冠軍(1)	***	***
	9.大埔及北區學界田徑賽	冠軍(3) 亞軍(3) 季軍(3) 男子乙組團體殿軍(1)	冠軍(2) 亞軍(2) 季軍(2) 女子丙組團體優異獎(1)	***
	10.屈臣氏集團香港學生運動員獎	入選(1)	入選(1)	***
	11.全港場地單車賽	***	捕捉賽季軍(1) 250米計時賽季軍(1)	***

類別	比賽名稱	獎項詳情		
		2018/2019	2019/2020	2020/2021
學術	1.校際中文朗誦比賽/香港學校音樂及朗誦協會	冠軍(1) 季軍(2) 優良獎狀(7)	季軍(1) 優良獎狀(8)	***
	2.全港青年古典詩詞朗誦比賽	***	***	普通話初中組優異獎(1) 粵語初中組優異獎(1)
	3.聖經朗誦節	***	***	普通話初中組季軍(1)
	4.北區中學普通話演講比賽	***	***	優異獎(1)
	5.北區中學普通話講故事比賽	***	***	殿軍(1)
	6.杜詩朗誦及白話解說比賽	初中團體組冠軍(1)	***	***
	7.「尊師重道」朗讀及說話比賽	***	優異獎(1)	***
	8.聯校機械奧運會	冠軍(1) 亞軍(1) 季軍(6) 殿軍(7)	***	亞軍(1) 季軍(5) 殿軍(4)
	9.培正中學數學邀請賽決賽	銅獎(1)	***	***
	10.華夏盃全國中小學數學奧林匹克邀請賽	一等獎(3) 二等獎(3) 三等獎(9)	一等獎(2) 二等獎(6) 三等獎(4)	***
	11.國際數學奧林匹克—香港選拔賽	優異獎(1)	***	***
	12.HKSSDC 校際英文辯論比賽	***	***	第2組別冠軍(1) 最佳辯論員(1)
	13.大學文學獎	傑出少年作家獎(1)	***	***
	14.中國中學生作文大賽(香港賽區)	優異獎(6)	***	***
	15.北區學聲(2020)封面設計及徵文比賽	***	徵文比賽優秀作品獎(2)	***
	16.第三屆恆大中文文學獎	***	中學組季軍(1)	***
	17.中國語文菁英計劃	菁英銅獎(1)	***	***

類別	比賽名稱	獎項詳情		
		2018/2019	2019/2020	2020/2021
學術	18.MI Young Writer Awards	***	***	3rd runner-up(1)
	19.北區閱讀節	獲選為北區閱讀之星(1)	***	獲選為北區閱讀之星(1)
	20. 2020-21 閱讀約章獎勵計劃(第一期及第二期, 中學組)	***	***	金章(2) 銀章(2) 銅章(9) 傑出表現學生獎(1)
	21.響應世界閱讀日「故事茶座」學生表演	最受歡迎表演獎(1)	***	***
	22.The Chemists Online Self-Study Award Scheme	Diamond(15)	***	***
	23.消費者委員會消費文化考察報告獎	特別嘉許獎(1) 特別嘉許(選題)獎(1)	傑出作品獎(1) 最佳表達方式獎(1) 推介作品獎(1)	特別推介作品獎(1) 嘉許獎(1) 傑出選題獎(1)
	24.全港學生中國國情知識大賽	個人優異獎(7)	***	***
	25.一帶一路一狀元	晉身決賽 (全港十六強)(1)	***	***
	26.全港中小學生改革開放 40 周年知識競賽	校際比賽亞軍(1)	***	***
	27.青少年 STEM 知識競賽	冠軍(1) 亞軍(1) 季軍(1) 優異獎(1)	***	***
	28.METOMICS 兩岸四地 STEM」大賽--羅馬炮架比賽	***	***	亞軍(1)
	29.學界遙控模型車競速積分賽(第一及第二站)	冠軍(2) 亞軍(2) 季軍(2) 殿軍(2)	***	***

類別	比賽名稱	獎項詳情		
		2018/2019	2019/2020	2020/2021
	30.國際汽車及航空工程師學會 — 香港學生會 — 模型車速度競賽	冠軍(1)	****	***
	31.科技體育鐵人賽 2021—1:76 遙控模型車競速挑戰賽(中學組)	***	***	冠軍(1) 亞軍(1) 季軍(1)
	32.大埔及北區校際「無人機」編程比賽	編程群飛表演-季軍(1) 全場總季軍(1)	***	***
	33.「禮」·「品」宣傳大使設計比賽	***	銅獎(1) 優異獎(1) 最具人氣大獎(1)	***
	34. 2021 創意思維世界賽香港區賽	***	***	第2組別亞軍(1) 第3組別亞軍(1)
	35.香港創意思維活動- 襟章設計比賽	***	***	初中組冠軍(1)
	36.新春 WhatsApp Stickers 創作比賽	***	***	優異獎(1)
獎學金	1.青苗學界進步獎	得獎者(28)	得獎者(29)	得獎者(30)
	2.尤德爵士紀念獎學金	得獎者(2)	得獎者(2)	得獎者(2)
	3.香港福建希望工程基金會獎學金	得獎者(5)	***	得獎者(5)
	4.明日之星 — 上游獎學金	得獎者(3)	得獎者(2)	得獎者(3)
	5.天然養生有限公司優異學生獎勵計劃	***	***	得獎者(2)
服務	1.姊妹學校頒獎禮-傑出義工	得獎者(10)	得獎者(10)	***
	2.北區公益少年團慈善環保籌款	良好獎狀(1)	良好獎狀(1)	嘉許狀(1)
其他	1.北區優秀學生選舉	高效戰略團隊獎(2)	初中組冠軍(1) 初中組優異獎(1) 初中組卓越戰略獎(1) 高中組高效戰略團隊獎(3)	高中組優異獎(1)

類別	比賽名稱	獎項詳情		
		2018/2019	2019/2020	2020/2021
其他	2.賽馬會「三代·家添愛」計劃「寫意存情」 全港原子筆中文書法比賽	***	***	高中組優異獎(1)
	3.香港學生書法比賽	***	***	中學硬筆組季軍(1)
	4.樂施「寫字扶貧」硬筆書法比賽	***	***	高中組亞軍(1)
	5.聖約翰救傷隊少青團週年比賽	步操比賽冠軍(1) 制服檢閱比賽亞軍(1)	***	***
	6.學界觀鳥比賽	季軍(1) 是日精選雀鳥獎(1) 殿軍(1)	冠軍(1)	***
	7.香港觀鳥大賽	亞軍(1)	***	***
	8.觀鳥馬拉松 2019	冠軍(1) 亞軍(1)	***	***