

# S.K.H. CHAN YOUNG SECONDARY SCHOOL



## S.K.H. CHAN YOUNG SECONDARY SCHOOL SCHOOL REPORT 2021/2022

## 1. Our School

### 1.1 Vision and 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 eventually become citizens with worldwide visions.

#### 1.1.2 Mission

To provide an ideal and happy learning environment through an all-round Christian education so that students can have a balanced development in seven major learning areas: spiritual, intellectual, moral, social, physical and artistic, Chinese culture and Information Technology studies. This helps them attain a positive attitude, value, knowledge and skills of lifelong learning so as to glorify God and do good for the individual, family, society, country and whole world.

### 1.2 Management Structure

With the motto 'Forward and Upward', SKHCYSS is one of the Christian schools run by the School Sponsoring Body - Anglican (Hong Kong) Secondary Schools Council Limited, and is affiliated with the Eastern Kowloon Diocese of Hong Kong Sheng Kung Hui. 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 school with English Language as the medium of instruction. The school covers an area of 4,000 m<sup>2</sup>.

Our school established its incorporated management committee (IMC) on 31<sup>st</sup> August 2015. The IMC is responsible for managing the school. The daily operation of the school is handled by the 8 committees (i.e.: Academic Committee, Careers Guidance Committee, Community Relations Committee, Discipline Committee, Co-curricular Activities Committee, Information Technology Committee, Moral Education Committee, Teachers' Affairs 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.

Meanwhile, different functional teams have been set up to cater for the needs of the school and to assist the principal in formulating school policies. These included the National Security Education Team, General Affairs Team, Staff Development Team, Financial Team, Self-evaluation Team and Student Support Team.

Through meetings, notices, e-mails and surveys, the school is able to formulate and implement school policies, and 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.

### 1.3 Class structure

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	5	5	5	6*	5*	5*	31

\*To cater for the needs of NSS students, the school has split the 4 classes of the NSS forms into 5-6 classes.

#### 1.4 Number of students (as of 9th August 2022)

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of boys	75	74	70	57	51	48	375
No. of girls	80	82	89	84	64	58	457
Total	155	156	159	141	115	106	832

#### 1.5 The formal school curriculum

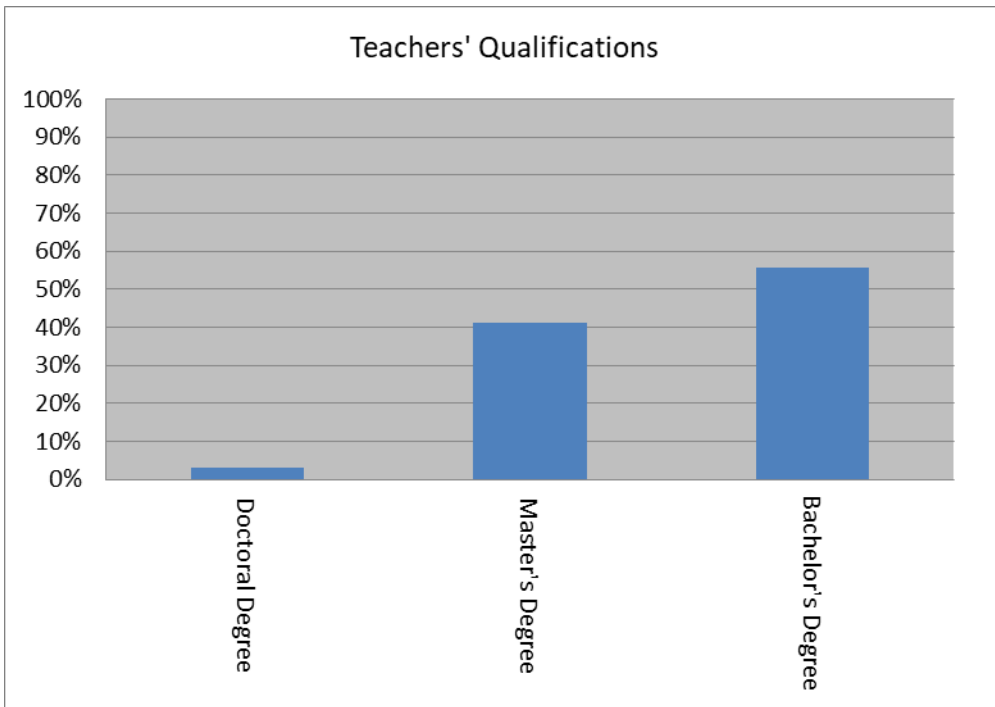
Subject	Forms					
	S.1	S.2	S.3	S.4	S.5	S.6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Putonghua	P	P	P			
Mathematics	E	E	E	E	E	E
Science	E	E				
Biology			E	E	E	E
Chemistry			E	E	E	E
Physics			E	E	E	E
Information and Communication Technology				E	E	E
Chinese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

Medium of instruction:

E: English, C: Cantonese, P: Putonghua

## 1.6 Our Teachers

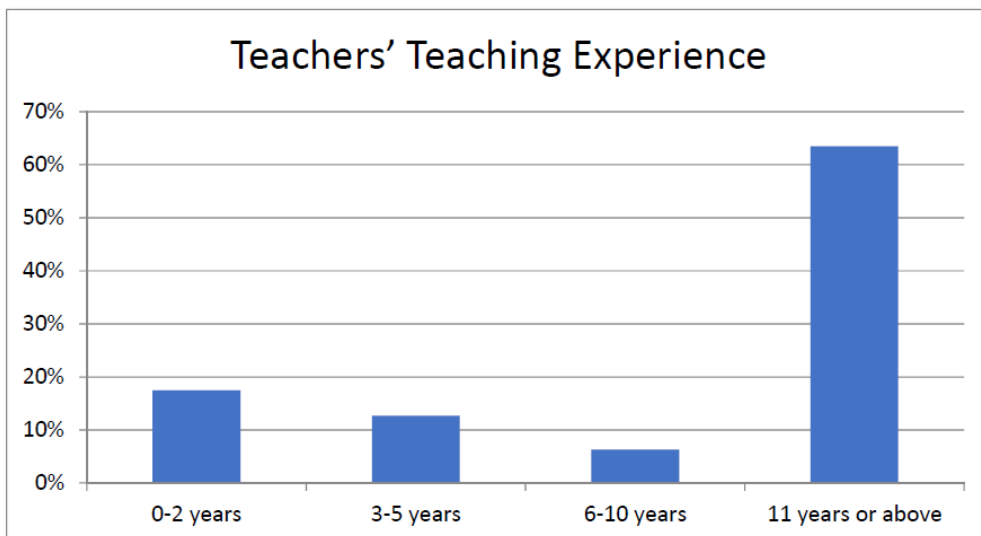
### 1.6.1 Teachers' Qualifications



### 1.6.2 Percentage of teachers having attained Language Proficiency Requirement

- a. English Language: 100%
- b. Putonghua: 100%

### 1.6.3 Teachers' Teaching Experience



## 1.7 Facilities

The school has two playgrounds, 30 standard classrooms, a Multimedia Learning Centre, a Computer Room, 4 laboratories, a Geography Room, a Visual Arts Room, a Music Room, a Home Economics Room, a Needlework Room, a Design & Technology Room, a Hall, a Lecture Theater, a Library, an Interview Room, a Medical Room, an Activity Room, an English Corner and Social Worker's Office. 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.

The school has advanced IT facilities such as the intranet for administration, and mobile app for communication and payment collection with parents. All classrooms are covered with a wireless network, equipped with air conditioning systems, audio equipment, central broadcasting system, video projector and a desktop computer to support e-learning. The school provides VPN and Virtual Desktop services which allow teachers to access resources and software remotely.

In addition, the school provides tablet computers for teachers and students to use them in the classroom. We plan to further upgrade other classroom equipment in stages, such as installing interactive whiteboards and wireless microphone systems, to support teachers' interactive teaching.

A tuck shop is available to provide healthy meals for students. In addition, barrier-free facilities such as a lift and wheelchair lift are also provided to cater for the needs of individual students.

The school is committed to promoting environmental education and green campus work to provide students with a beautiful and comfortable campus environment. Sensor-type water taps are available in all washrooms. Lights and air-conditioners will soon be replaced by LED and inverter type respectively. Under the "Solar Harvest - Solar Energy Support Scheme", assistance from the EMSD of the government was provided to enable the school to install a solar energy generation system.

## 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 and implemented them according to the subject needs and characteristics.

**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 topic of “How to enhance students’ learning effectiveness and reduce learning loss from COVID-19 school closure and online classes” sharing session was held in February 2022. The aim was to facilitate online teaching and enhance online interactions between teachers and students. Most of the teacher participants agreed that they benefited greatly from the sharing session.

**2.1.3** Set up the e-Learning Development Team to strengthen the support for teachers to use IT in 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

Workshops on e-learning software sharing and application were arranged for teachers in the form of real-time video streaming and pre-recorded videos. This enabled them to use different software to facilitate online teaching during the pandemic and share their teaching experience on using e-learning platforms.

To enhance teaching and learning effectiveness, interactive electronic whiteboards were installed in S.1 classrooms (Room 101-105) in 21-22. Teachers’ tablet computers have been renewed. More than 88% of teachers agreed that the above measures could enhance their understanding of the application of information technology and their teaching effectiveness.

**2.1.4** Organize teachers’ development activities to enhance learning and teaching effectiveness

To equip teachers with effective teaching and learning strategies on self-directed learning, the school collaborated with The Chinese University of Hong Kong (CUHK) on Quality School Improvement Project. Through this, teachers of various Key

Learning Areas participated in seminars, collaborative lesson planning and lesson observations. Most teacher participants agreed that they could apply what they have learnt 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 21-22, 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.

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 agreed that participating in different STEM learning and classroom activities could cultivate their interest and enhance their knowledge in STEM. Besides, nearly 80% of students agreed that these activities could develop their problem-solving skills and raise 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

This school year, the school held various seminars and activities for our students. Examples include “Let me Grow” (融我成長計劃) for S.1 students and “Senior Secondary Curriculum and Subject Choices Seminar” as well as online course selection talks for S.3 students.

S.3 students also took part in “Occupation Test” and “CLP’s “Engineer In School” program to deepen their understanding of different occupations and electrical engineering industry. Through these activities, students were able to make informed choices regarding further studies or employment.

S.4 students participated in Applied Learning (ApL), Creative Financial Management Lesson and “成大器” Gas fuel seminar. S.5 students participated in “Personal Statement Seminar” and “Nurture of Personal Capabilities and Values” seminars. 25 students from S.4 to S.5 participated in the “鷹越少年計劃活動”. Through online seminars, students were able to know more about different industries, such as virtual bank, professional athletes, etc. By visiting Laundry Centre, Logistics and Supply Chain MultiTech R&D Centre and Cathay Pacific, students were able to nurture positive values and broaden their career horizons.

S.6 students participated in “JUPAS”, “Occupational Aptitude Test” and “Interviewing Skills” seminars that enabled them to make informed choices regarding their further studies or work.

Four students participated and achieved the award of Merit in the 22<sup>nd</sup> Millennium Entrepreneurship Programme (MEP) organized by Rotary Club of Harmony and Prosperity Hong Kong and Wofoo Social Enterprises, and co-organized by Rotary Club of Hong Kong. This programme aimed to cultivate students’ generic project planning skills and open-minded entrepreneur thinking, promote their awareness of imminent social issues and strengthen their understanding of the importance of corporate social responsibility.

By joining The Business-School Partnership Programme, students could understand and experience different industries, such as “Fashion Makeup and Special Effect Makeup”, “Commercial, Technology and Future Trend Seminar”, “Marketing and Startup Plan” and “Hotel and Exhibition Work Experience”. In addition, alumni were invited to share their ideas and experiences about studying in Mainland China in order to let students prepare for their further studies.

**2.2.1.2** *Nurture students the importance of punctuality and assist them in improving their time management skills*

Students, especially those who had lessons online, were educated about the importance of time management through morning assembly sharing and individual counseling. At the same time, the school worked closely with parents, class teachers and counselling teachers to make timely interventions and follow-ups to raise students’ awareness of punctuality. According to statistics, among the students who had been late in the previous school year (2020-2021), 88% of them showed a significant improvement in this school year.

The school also shared students’ attendance records with parents through GRWTH (an intelligent student filing system) so that parents would know about their children’s attendance.

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

The prefect leadership day camp was successfully held this year. The participants generally agreed that the training methods and activities were helpful. More than 85% of the prefect participants thought that their leadership, communication and problem-solving skills were enhanced after joining the camp.

To enhance the leadership skills of the prefects, the school continued to recommend the Head Prefect and Vice-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, and enhance their sense of belonging through regular extracurricular activities

Our school was able to emphasize students' balanced development in the midst of the pandemic. Some academic and school team activities were conducted online. For example, during the special holiday in March, six activities in various aspects, such as a stand-up comedy workshop, an online room escape workshop, Inter Academy Hong Kong athletes workshop, i-Lab interactive prefect training workshop, Community Tour and Minecraft workshop, were held.

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 students; a visit to Monopoly Dreams at the peak for S.2 students; a visit to the Hong Kong Museum of Art visit for S.3 students; and a Harbour Tour on a ferry 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 for extracurricular activities in order to be engaged in their campus life. This school year, 26 students from 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, the TV was reserved for quarantine purposes. It is expected that more activities photos or videos would be shown through other channels in order to deepen teachers' and students' understanding of each activity and share students' learning outcomes.

**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

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.

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. These 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, more than 70% of students agreed that the school's information literacy learning activities could enhance their understanding of the authenticity of information and network security.

**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

To enhance students' understanding of and interest in information technology, the school organized a training course for the IT Student Support in December 2021. It aimed to develop their IT skills and apply their IT knowledge in school activities.

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 will complete the remaining activities for the program in 22-23.

**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 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 Periods or the Religious Assembly

The advocated elements were added to Ethic and Religious Studies and were covered by teachers.

**2.2.3** (Human and Human) (MOR) Nurture students to become responsible and respectful individuals

**2.2.3.1** Include the advocated elements in the Class Teacher Periods

During the class teacher periods, students were able to learn and reflect on their own values, behavior and attitude according to the monthly theme: “Christ and me”, “Nature and me”, “Healthy Life – emotion management, time management” and “Diet and me”. The proposed theme “Social Media and me” was not covered due to the COVID-19 school closure. Besides, teachers would encourage students to perform good deeds from time to time.

**2.2.3.2** Include the advocated elements in the Life-wide Learning Period

During the Life-wide Learning period, students were exposed to a range of talks on different topics, such as a vocational aptitude test, interviewing skills, self-care, mental health education, financial management, sex education, etc., so as to learn how to deal with problems with a positive manner, improve their self-management skills and develop resilience.

**2.2.3.3** Civic Education Team - Organize activities with the advocated elements

The Civic Education Team, Community Youth Club and senior-form students of Chinese History collaborated and designed the board of current events with the theme “Nanjing Massacre”. Data collection, board design and promotional activities were completely handled by students, aiming to enhance their self-management skills.

**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

Students learned environmental knowledge and experienced hands-on activities on environmental protection by joining a science camp, pursuing the Sustainable Development Goals adopted by the United Nations, conducting Carbon Audit advocated by World Green Organisation, joining the Eco-cultural Tour organized by the Chinese University of Hong Kong, taking part in the Jockey Club – Fluvial Liveliness of Water Gathering Grounds, and visiting the CLP Power Low Carbon Energy Education Centre as well as the Jockey Club Museum of Climate Change.

**2.2.4.2** Create an environment-friendly learning environment

The school collaborated with different organizations or institutions to set up environmental protection facilities on campus, such as installing solar power panels.

**2.2.5** (Human and Self) Educate and encourage Students to lead a healthy life (Early to bed and early to rise)

Students were able to learn and reflect on their own values and attitude according to the monthly theme like, “Christ and me”, “Nature and me”, “Healthy Life – emotion management, time management” and “Diet and me” during the class teacher periods.

### 2.2.6 Cooperate with other committees to organize teacher development activities on student development

In this school year, the Student Guidance Committee held a training workshop “及早識別支援有自殺風險的學生” for teachers. In general, teachers thought the workshop was practical and helped identify students in need of assistance.

### 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

The school co-organized the “Way To Goal” project with the Hong Kong Youth Services Jockey Club Tin Ping Integrated Youth Service Center. Different types of activities, such as photo shooting experience, aroma stone workshop and origami art workshop were organized to enhance students' understanding of their personality. Group activities such as VASK, SMART GOAL and industry sharing were organized to assist them in establishing personal development goals and establishing a sense of personal accomplishment.

According to the survey results, all participants agreed or strongly agreed that the plan helped them gain deeper understanding of themselves and expand their knowledge of certain industries.

The school also co-organized the “My Life My Way” project with the center. It allowed 21 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.

In addition, the school organized a series of online parent education seminars, such as “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 titled “How to help children face the challenges of secondary school” (如何協助子女面對升中挑戰), “Sharing session for parents of Cross-border students” (中一跨境學生家長分享會), 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 483 parents signed up for this series of parent education talks.

According to the survey results of “Sharing session for parents of Cross-border students” (中一跨境學生家長分享會), all parent participants agreed or strongly agreed that the talk enhanced their understanding of children's learning difficulty and challenges so that they could develop an effective response to help their children cultivate a positive attitude.

According to the survey results of “How to help children face the challenges of secondary school” (如何協助子女面對升中挑戰), all parent participants agreed or strongly agreed that they could improve their communication skills and ways of handling their children's challenges.

According to the survey results of “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?), more than 90% of parent participants agreed or strongly agreed that they gained a deeper understanding of the reasons for Internet addiction. 80% of participants agreed or strongly agreed that they

learnt how to help their children get rid of phone addiction. More than 80% of participants agreed or strongly agreed that they understood the importance of ego state to their children's psychological development.

**2.2.8** Organize a variety of visits and competitions and 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-form students were trained to lead online inter-class activities to help S.1 students adapt to secondary school life. Senior-form students were also trained to become student mentors so as to develop their leadership and communication skills and foster a sense of accomplishment.

**2.2.9** Respond to the demand of emotional health of students and parents

The school partnered with the Hong Kong Youth Services Centre's Jockey Club Tin Ping Integrated Youth Services Centre since 2018-19 to implement a two-year school-based counselling program (喜樂同行—尊重生命 逆境同行). It was completed this school year. Through the program, the school organized different types of activities, such as "Decompression of Body and Mind Group" (身心減壓伸展小組), "Wooden Sign Making Workshop" (細察自然木牌製作工作坊), "Feeling Grateful Short Video Competition" (感恩短片創作比賽), "30-Day Grateful Challenge" (感恩挑戰 30 天), "S.6 Zentangle workshop" (中六禪繞工作坊) and "DIY x Metime Creative Art Group" (DIY x Metime 藝術創作小組), aiming to enhance students' resilience that fosters their adaptability to their studies and social life.

Based on the survey results of "Decompression of Body and Mind Group" (身心減壓伸展小組), all participants agreed or strongly agreed that the activity raised their awareness of physical and mental health. They also learned how to go with the flow and relieve stress.

Based on the survey results of "S.6 Zentangle workshop" (中六禪繞工作坊), more than 95% of S.6 students agreed or strongly agreed that the workshop helped them enhance their concentration and relieve stress by experiencing the arts, raising their awareness of emotional well-being.

The school organized three parent groups named "Good Mood. Good Relationship." (好心情、好關係). The parent participants learned how to relax and regain their strength in order to take care of themselves and their families. According to the survey results, more than 90% of the participants agreed and strongly agreed that they were well aware of their own physical and mental situation after joining these groups. They also knew the ways to relieve stress so that they could take good care of their families and 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' friendships and the cohesiveness of the class, as well as let students learn to respect and embrace different opinions.

**2.2.11** *Implement a Class Activity Day*

In order to create a healthy, prosperous campus life and build up positive values for students, the school continued to organize the "Class Activity Day" this year. Through organizing and participating in class activities (such as group games) or inter-class activities (such as competitive games), students strengthened their class cohesiveness and developed a stronger sense of belonging to the school, making campus life more memorable.

**2.2.12** *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*

This school year, all teachers and students went to the Ocean Park on the School Picnic Day. It helped students strengthen their class cohesiveness and develop a stronger sense of belonging to the school.

However, owing to the pandemic, the optimization, update and integration of the program for Invitational Education were postponed.

### **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, Religious Education, Physical Education and Life-Wide Learning, all subjects in junior forms are conducted in English. Besides, English is extensively used in morning assembly and various learning activities to create an English-rich learning environment and provide opportunities for students to share ideas and make announcements to sharpen their spoken English.

To help new S.1 students adapt to learning various subjects in English, the school organised a Bridging Programme in summer and was developing a school-based Language Across Curriculum.

The school provided authentic contexts in the teaching of English Language and English activities for students to apply the language learnt. Through the Self-directed Learning Award Scheme, students were encouraged to learn English outside classroom.

##### **3.1.2 *Teaching and Learning Strategies***

The school encouraged teachers to make use of student-oriented teaching and learning strategies. This year, we continued to conduct collaborative lesson planning to facilitate students' self-directed learning and enhance their questioning skills. Examples include incorporating open-ended questions and diversified self-learning tasks into classroom teaching, homework and assessments. Students were also given pre-lesson and post-lesson tasks to extend their learning beyond classrooms.

To boost public exam results, subject teachers devised action plans to sharpen students' examination skills. They also used assessment data to evaluate and inform teaching and learning after each term test and examination.

##### **3.1.3 *School-based Curriculum***

The school continued to implement an integrated curriculum for Technology Education and Arts Education in junior forms so as to encourage students to take the initiative to learn and develop generic skills, optimism and correct attitudes towards life.

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 available. The curriculum structure commencing the S.4 cohort in 21-22 was adjusted 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 capabilities, the school introduced two new elective subjects, namely Tourism and Hospitality Studies and Visual Arts, as well as Applied Learning Courses to the same cohort.

The school also explored the possibility of allowing senior forms students to take an Applied Learning subject as a replacement of an elective subject. Such arrangement would be effective starting from the school year 2022-23.

### **3.1.4** Other Learning Experiences

In addition to offering Other Learning Experiences to students through various co-curricular activities such as clubs, school teams, Houses, Student Union and school duties, the school also instil national education, values education, health education and life planning education into students through class teacher periods, morning assembly and school-based, timetabled life-wide learning lessons. The school will continue to provide learning opportunities outside the classroom to widen students' horizons.

### **3.1.5** Policies on Developing Generic Skills

A whole-school approach has been adopted to develop 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 suitable strategies 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 efforts 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

To further cultivate the reading culture in school, a wide range of reading activities was held this year, including SKH Chan Young Secondary School Reading Award Scheme, English and Chinese Extensive Reading Schemes, online reading programs, Scholastic Book Club, HyRead ebooks, book fair and newspaper reading periods. However, due to the pandemic, Reading Week and Reading Day were cancelled.

### **3.2.2** Information Technology for Interactive Learning

As the pandemic persisted, the school continued to use live streaming software (Zoom) to deliver lessons to cross-border students. Google Classroom has been used as a Learning Management System for delivering and collecting teaching materials, assignments and daily assessments. Teachers also used software applications such as Nearpod and Kahoot to increase the interactivity and applications such as Google Form and Quizizz for assessment purposes. Other e-learning apps and platforms such as Schoology and HKEdCity's Online Question Bank were also used.

To facilitate collaborative and interactive learning, the school launched the "Bring Your Own Device" (BYOD) scheme for S.1 students in 21-22. Students could use their own mobile devices for self-directed learning and collaborative learning with their peers both inside and outside the classroom.

### **3.2.3** Project Learning

To develop junior-form students' generic skills and self-directed learning skills, project learning had been in place for junior-form students. However, such learning approach was not adopted due to the shortened lesson time under the pandemic.



### **3.2.4** Values Education

Values education was offered to students through class teacher periods, morning assembly and school-based, timetabled life-wide learning lessons. The Principal and guest speakers were invited to share their thoughts on related topics so as to raise students' civic awareness and understanding of our country. To promote the importance of national security, a whole-school approach was adopted.

Commitments to social service such as flag selling and volunteer services were greatly reduced due to the pandemic. However, the school continued to collaborate with our sister school to organize an activity with students with intellectual disability, aiming to deepen our students' understanding and importance of love and inclusion in society.

## **4. Our Support for Students' Development**

### **4.1 Policies and Plans related to students' growth and counseling**

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

In collaboration with the class teachers, subject teachers, committee heads, 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.

The school maintained close communication with the Tai Po District Police Community Relations Office. Seminars such as "Meeting friends in cyberspace" and "Raising awareness against drug resilience" were held to help students remain vigilant. Meanwhile, the school provided training to the Prefect Team in order to build a vision among them and enhance their confidence as well as leadership skills.

In addition to the leadership day camp for prefects, the school also nominate them to participate in the "Hong Kong 200 Leaders Program" organized by the Hong Kong Federation of Youth Groups Leadership Academy. Two of our students were shortlisted to take part in this program.

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 supported their growth and provided appropriate referral services for students in need. Mental health-related seminars and workshops were organized to enhance students' confidence and resilience.

### **4.2 Catering for Student Diversity**

To narrow the academic gap between high and low achievers, the school continued to adopt various enhancement measures, 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. Some students were admitted to the 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 holidays.

### **4.4 Support for Extracurricular Activities**

In 21-22, the school continued to encourage students to participate in different training and courses, subsidize outstanding students for training using the "School 20<sup>th</sup> Anniversary Donation", and subsidize students with financial needs (e.g. recipients of CSSA and of full level

of Financial Assistance) to join extracurricular activities using the “Student Activities Support Grant” and the “School-based After-School Learning and Support Program”.

In addition, the school collected 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 unleash their potential.

#### **4.5 School Healthy Life**

“Healthy School Policy” measures were adopted by the Student Development Team 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**

A student support group was in place to promote integrated education. Group members included teachers from different committees and the two language subjects, educational psychologists, school social workers, Special Educational Needs Support Teachers and teaching assistants for learning support. All team members completed relevant training and used the “Learning Support Grant” to design school-based support courses for students with different learning needs.

In 2021-22, the school provided support for students with special learning needs using the Grant. For instance, the school outsourced some services for individual or group activities for students with special learning needs. Meanwhile, to promote home-school cooperation, parents were invited to participate in meetings to jointly develop individual learning plans for their children with special learning needs and regularly review their effectiveness. 11 treatments 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.

89% of students with special learning needs participated in one or more related treatments and training courses. According to the tutors’ observations, most of the participants were serious and engaged.

## **5. Students' Performance**

### **5.1 HKDSE (2022)**

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

**5.1.2** The percentages of students attaining Level 2 and Level 3 or above in Chinese Language were 100% and 95.3% respectively.

The percentages of students attaining Level 2 and Level 3 or above in English Language were 100% and 84.9% 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 100%.

**5.1.3** The percentage of students attaining Level 2 or above in all subjects was 97.2%.

**5.1.4** 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 80.2%.

**5.1.5** The percentage of students attaining Level 5 or above in 9 subjects was higher than that of the whole territory. In 6 of these subjects, students took the English version of the exams.

**5.1.6** The percentages of students attaining Level 2 or above in 13 subjects were higher than that of the whole territory. In 8 of these subjects, all the students sat the exams in English.

**5.1.7** In 10 subjects, more than 50% of our students attained Level 4 or above. In 6 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 98.1%

### **5.3 Students' Participation in Extracurricular Activities**

For details, please refer to Appendix 1 (P.22-26).

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

For details, please refer to Appendix 2 (P.27-30).

### **5.5 Students' Performance in Sports**

This year, our students participated in seven Hong Kong inter-school sports competitions, including athletic, swimming, basketball, football, handball, volleyball and badminton.

Many sports activities, including the annual Sports Days, were cancelled under the COVID-19 pandemic. In the competitions that were completed or where the teams made it to semi-finals, a total of four teams entered the top 8. Among them, the Boys Grade B Swimming Team won the second runner-up and the Boys Grade C Swimming Team won the sixth place. the Senior Girls Handball Team entered the first four semi-finals, and the Girls Grade C Track and Field Team won the eighth place.

In addition, one of our students won the second runner-up in the Hong Kong Track Cycling Tournament (Student Men's Division) hosted by the Hong Kong Cycling Association of China, the second runner-up in the 250m Individual Team Trial and the fifth place in the 3km Scratch Race.

## 6. Financial Report (2021-22)

Item	Income	Expenditure
<u>Expanded Operation Expenses Block Grant</u>		
Baseline Grant (Composite Furniture and Equipment included)	2,354,135.53	2,252,749.31
School Specific Grant	6,025,982.50	5,402,460.30
<u>Grants Outside EOEBG</u>		
Committee on Home-School Co-operation Project	25,780.00	38,016.30
Teacher Relief Grant	2,736,217.00	2,190,512.78
Cash Grant for School-Based After-school Learning and Support Programs	107,600.00	30,090.00
Learning Support Grant for Secondary school	516,449.00	510,597.42
Life-wide Learning Fund	1,344,627.00	500,580.30
Promotion of Reading Grant	73,326.00	31,056.87
Grant for the Sister School Scheme	157,127.00	191,868.00
Student Activities Support Grant	182,000.00	37,475.67
Diversity Learning Grant	63,000.00	53,410.00
<u>Donation</u>		
Donation	24,245.00	\$500.00

## **7. Feedback and the Way Forward**

In light of the social unrest in 2019 and the prolonged pandemic, the last school development cycle 2018-21 was extended to August 2022.

With the extended period, more structural professional support was provided to teachers in the areas of self-directed learning and catering for student's diversified learning needs. Teachers generally made good use teaching strategies for both face-to-face lessons and online lessons through e-learning, developed the habit of assigning pre-lesson tasks, delivering teaching contents, and collecting feedback from students in collaborative learning. Self-directed learning among students was enhanced through study skills workshops.

It was concluded in the evaluation that for the domain of learning and teaching, the school needed to employ more strategies to cater for student's diversified needs, provide more language support and strengthen "reading to learn". Meanwhile, teachers should be given more opportunities to foster collaboration and sharing of good practices.

For the domain of student development, it was agreed that "positive education" is particularly essential to students under the influence of the prolonged pandemic. Through values education, life-planning education and emotional support, students will be encouraged to develop their self-identity, set goals, and plan for their studies and careers. By offering more life-wide learning activities, the school can enable students to showcase their achievements, enhancing their self-esteem and confidence.

Since the last few years, the school has strengthened communication between parents and the school through phone calls, parents' mobile app, and the Parent-Teacher Association. We have also established more connections with external parties to facilitate teachers' professional development. More importantly, we have made progress on upgrading campus facilities so as to support the use of up-to-date teaching strategies, provide a better learning environment for students, and enhance the school image.

After reviewing the achievements and reflections on the stated major concerns, the school proposed the following major concerns in the development cycle 2022-25:

- (1) Equip students with skills necessary for 21<sup>st</sup> century learning
- (2) Help students develop a growth mindset, positive values, attitude, and self-identity

The school management will continue to use 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 Students' Participation in Extracurricular Activities 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 (小六家長簡介會、 中一新生註冊日、中一入學家長 講座、中一適應計劃、家長日、 聖誕崇拜及學生會聖誕 才藝表演、聯課活動體驗日、 畢業典禮、社際比賽及 陳融夫人盃師生比賽)	學務委員會、 聯課活動委員會、 社區關係委員會、 資訊科技委員會、 品德教育委員會及 學生輔導委員會		S.2-6	270		✓	✓			✓	
社際羽毛球比賽	聯課活動委員會	香港賽馬會	S.1-5	32					✓		
社際乒乓球比賽			S.1-5	32					✓		
香港賽馬會採訪拍攝			S.1-5	5					✓		
第二十二屆和富千禧 企業家精神計劃啟動禮	升學及就業輔導委員會	香港和富扶輪社及 和富社會企業主辦、 香港扶輪社協辦	S.5	4			✓				
少年鷹越計劃 (財富管理 101 網上研討會、暑期參觀 [雅潔 洗衣、物流及供應鏈多元技術 研發中心、國泰航行服務有限 公司]及對話體驗)		少年鷹越計劃、 維樂天有限公司、 國泰航行服務 有限公司	S.4-5	54			✓				

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
天然面膜 DIY 及 特技化妝工作坊	升學及就業輔導委員會	資歷架構秘書處	S.5	3			✓				
MEP Health and Fitness -Personal Training Digital Transformation		香港和富扶輪、 和富社會企業、 香港扶輪社	S.5	2			✓				
領袖生訓練日營	訓導委員會		S.2-5	54							✓
IT Team 拍攝、錄影 及後台技巧工作坊	資訊科技委員會		S.3-5	27			✓				
Innovation lab courses (STEM 有關課程)	資訊科技委員會、 科技教育科	Enjoyneer 工程思	S.1-4	192							✓
SDG 領袖訓練計劃 Online	品德教育委員會	香港中文大學賽馬會 氣候變化博物館	S.4	5			✓				
賣旗		沙田婦女會	S.5	18		✓					
「環保基金 未來館長 社區氣候行動」		香港中文大學賽馬會 氣候變化博物館	S.4	18			✓				✓
「綠火焰計劃-環保智慧 能源大賽」研討會及工作坊		香港教育城、香港 中華煤氣有限公司	S.1-6	15							✓
姊妹學校共融活動- 2021-2022 義工服務嘉許計劃		救世軍石湖學校	S.4	8		✓					
Generation Hope 青少年參與工作坊 2022		救助兒童會	S.4	16		✓					
師兄師姐訓練活動	學生輔導委員會	香港青少年服務處	S.3-5	275							✓



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
Way to Goal		賽馬會天平綜合 青少年服務中心	S.3	285							✓
YOGA 身心減壓伸展小組			S.3-5	28							✓
DIY x Metime 藝術創作小組			S.4-5	28							✓
全港中學「兩文三語」 菁英大比拼(第十八屆) 初賽(初中組及高中組)	中國語文科	香港教育工作者聯會	S.2,4-5	7						✓	
第二屆香港伍倫貢文學獎 徵文比賽頒獎典禮		香港伍倫貢學院	S.4	1						✓	
中國中學生作文大賽 總決賽培訓班		香港中華文化促進會	S.6	1						✓	
「地景·人文·寫作」2021-22 學年社區讀寫導覽考察團	中國文學科	香港中文大學 香港文學研究中心	S.4	6						✓	
「攝·寫·文人」推廣中文計劃 「余光中香港時期的新詩」講座		灼見名家傳媒、 語文教育及研究 常務委員會、 語文基金	S.4	10							✓
北區慶祝香港特區 成立二十五周年生態遊	地理科		S.5	20						✓	✓
跑馬地墳場考察	中國歷史科、 倫理及宗教科		S.4-5	36							✓
International Chemistry Quiz	化學科	The Royal Australian Chemical Institute	S.4	17						✓	

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
賽馬會氣氛變化博物館生態行	生物科	香港中文大學賽馬會 氣候變化博物館	S.4-6	21						✓	
教育局「商校合作計劃」 工作體驗計劃 (嘉湖海逸酒店、 香港貿易發展局)	旅遊與款待科	教育局升學及就業 輔導組、 嘉湖海逸酒店及 香港貿易發展局	S.4	8			✓				
咖啡沖調及拉花工作坊		玄豆樂啡藝中心	S.4	21			✓				
HKSSDC Term 1 Round 2 Debate Competition	英文辯論隊	Hong Kong Secondary School Debating Competition	S.2-3	4						✓	
HKSSDC Demonstration Debate Workshop			S.1-3	7						✓	
第三十九屆香港數學競賽	高中數學隊	教育局數學教育組 及香港教育大學	S.4-5	4						✓	
觀鳥隊訓練及比賽	觀鳥隊	香港濕地公園	S.1,3,4,6	40	✓						
校際游泳錦標賽	游泳隊	香港學界體育聯會	S.1-3,5,6	11					✓		
校際羽毛球比賽	女子羽毛球隊		S.1-5	26					✓		
全港學界羽毛球(團體)比賽- 精英賽			S.1,5	5					✓		
大埔及北區校際羽毛球錦標賽			男子羽毛球隊	S.1-6	15					✓	
校際田徑比賽	田徑隊		S.1-6	24					✓		

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
賽馬會「傳·創」非遺教育計劃(麵 塑技藝課程、證書頒發儀式暨展 覽導賞專場)	視覺藝術學會	嶺南大學、 香港藝術學院	S.1-6	73				✓			
Tinkercad 3D 建模工作坊	STEM 學會		S.1-4	78							✓
氣球車製作工作坊			S.1-4	22							✓
「海洋公園 STEAM 學生大賽 2022」學生工作坊及決賽日			香港海洋公園學院	S.2	4						
全港校際航空比賽 2022 – 訓練課程	遙控模型隊	Aerosim HK LTD.	S.3-5	4							✓
2021 年全港校際模擬飛行 挑戰賽及決賽			超級引擎扶青社及 國際專業無人機學會	S.3-6	9						
遠足訓練	童軍	香港童軍總會 新界東地域雙魚區 第三十七旅	S.1-6	42					✓		
少年警訊夏令營	少年警訊學會	大埔區少年警訊	S.1,4	5		✓					

## Appendix 2

### 5.4 Inter-school Activities and Prizes Won in the Past Three Years 校外比賽的參與

類別	比賽名稱	獎項詳情		
		2019/2020	2020/2021	2021/2022
音樂/ 舞蹈/ 話劇	1. 香港學校音樂節	***	銀獎(1)	金獎(1) 銀獎(2) 銅獎(3)
	2. 聯校音樂大賽 2022	***	***	銅獎(1)
	3. 香港卓越音樂家大賽	***	***	亞軍(1)
	4. 香港學校戲劇節	***	***	英語組別： 傑出劇本獎(1) 傑出導演獎(1) 傑出演員獎(1) 傑出影音效果獎(1) 傑出合作獎(1) 傑出整體演出獎(1) 廣東話組別： 傑出演員獎(1) 傑出影音效果獎(1) 傑出合作獎(1)
體育	1. 大埔及北區校際羽毛球比賽	***	***	季軍(3)
	2. 大埔及北區學界游泳比賽	冠軍(5) 季軍(2)	***	***
	3. 大埔及北區學界田徑賽	冠軍(2) 亞軍(2) 季軍(2) 女子丙組團體優異獎(1)	***	亞軍(4) 季軍(2)
	4. 屈臣氏集團香港學生運動員獎	入選(1)	***	入選(1)

類別	比賽名稱	獎項詳情		
		2019/2020	2020/2021	2021/2022
體育	5.全港場地單車賽	捕捉賽季軍(1) 250米計時賽季軍(1)	***	***
學術	1.校際中文朗誦比賽/香港學校音樂及朗誦協會	季軍(1) 優良獎狀(8)	***	冠軍(1) 季軍(2) 優良獎狀(8) 良好獎狀(2)
	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)	優異獎(1)
	5.北區中學普通話講故事比賽	***	殿軍(1)	殿軍(1)
	6.2021-2022 普通話短講比賽--我最想和你分享的一首古詩詞	***	***	優異獎(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	***	亞軍(1) 季軍(5) 殿軍(4)	***
	9.華夏盃全國中小學數學奧林匹克邀請賽	一等獎(2) 二等獎(6) 三等獎(4)	***	***
	10. HKSSDC 校際英文辯論比賽	***	第2組別冠軍(1) 最佳辯論員(1)	第1組別冠軍(1) 最佳辯論員(1)
	11.北區學聲(2020)封面設計及徵文比賽	徵文比賽優秀作品獎(2)	***	***

類別	比賽名稱	獎項詳情		
		2019/2020	2020/2021	2021/2022
學術	12.第三屆恆大中文文學獎	中學組季軍(1)	***	***
	13.第二屆香港伍倫貢文學獎徵文比賽	***	***	新詩組冠軍(1)

	14.「小故事·動人心」創作比賽	***	***	冠軍(1)
	15.MI Young Writer Awards	***	3rd runner-up(1)	***
	16.北區閱讀節	***	獲選為閱讀之星(1)	獲選為閱讀之星(1)
	17. 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)	金章(4) 銀章(3) 銅章(3) 傑出表現學生獎(1)
	18.消費者委員會消費文化考察報告獎		傑出作品獎(1) 最佳表達方式獎(1) 推介作品獎(1)	傑出作品獎(1) 最佳表達方式獎(1) 特別推介作品獎(1) 傑出選題獎(1) 最佳創意媒體獎(1)
	19.METOMICS 兩岸四地 STEM」大賽--羅馬炮架比賽	***	亞軍(1)	***
	20. 海洋公園 STEAM 學生大賽 2022	***	***	中學組季軍(1)
	21.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)	***
	22.「禮」·「品」宣傳大使設計比賽		銅獎(1) 優異獎(1) 最具人氣大獎(1)	***
	23. 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)	***

類別	比賽名稱	獎項詳情		
		2019/2020	2020/2021	2021/2022
學術	24.香港創意思維活動- 襟章設計比賽	***	初中組冠軍(1)	***
	25.新春 WhatsApp Stickers 創作比賽	***	優異獎(1)	***
	26.賽馬會『傳·創』非遺教育計劃(麵塑技藝)	***	***	表現優異，獲選參展(4)

獎學金	1.青苗學界進步獎	得獎者(29)	得獎者(30)	得獎者(31)
	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(2)	得獎者(3)	得獎者(2)
	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(8)
	2.北區公益少年團慈善環保籌款	良好獎狀(1)	嘉許狀(1)	***
其他	1.北區優秀學生選舉	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)	***
	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.全港青少年書畫比賽	***	***	硬筆書法中學組季軍
	5.《淫褻及不雅物品管制條例》填色比賽	***	***	優異獎(1)
	6.樂施「寫字扶貧」硬筆書法比賽	***	高中組亞軍(1)	***
	7.香港視覺藝術教育節 2021:「國際及本地學生郵寄藝術展」比賽	***	***	參展狀(21)

類別	比賽名稱	獎項詳情		
		2019/2020	2020/2021	2021/2022
其他	8.學界觀鳥比賽	冠軍(1)	***	冠軍(1)
	9.第二十二屆未來企業家	***	***	優良獎狀(4)