



CNEC Christian College

School Report
(2019-2020)

School Vision & Mission

To

- provide a holistic education;
- nurture people of excellence; and
- promulgate the Truth and lead students to an abundant life.

Our School

CNEC Christian College is a subsidised EMI school. Being a Christian school founded in 1973, it does not only uphold the spirit of serving the community, but also practises its belief that young people are to be educated and developed morally, cognitively, physically, socially, aesthetically and spiritually if an all-round education is to be achieved. Consequently, CNEC Christian College provides students with an environment whereby their academic performance can be improved, their moral character can be edified and their interpersonal skills can be enhanced. Then, in doing so, the school hopes that students will be inspired to know the Truth and lead a life of excellence.

School Campus

Our school, with a floor area 100,000 square feet, comprises three teaching blocks with lift tower installed, a hall, two covered playgrounds, two basketball courts, four volleyball courts, two gardens and a five-lane running track.

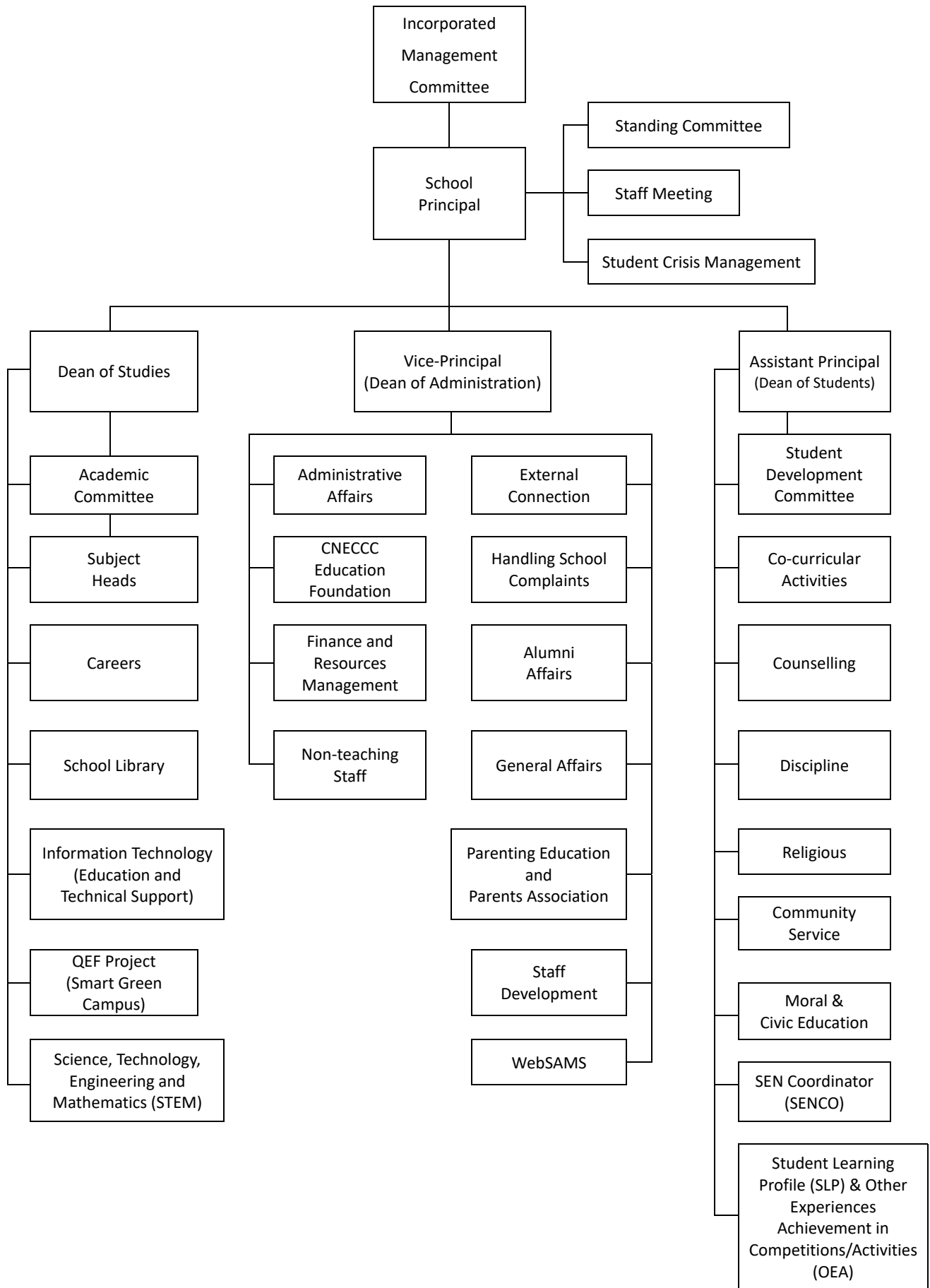
School Facilities

Facility	Quantity
• Alumni Association Room	1
• Campus Radio Room	1
• Careers Room	1
• Computer Assisted Learning and Teaching Centre	1
• Counselling and Religious Room	1
• Creative Writing Room	1
• English Activity Room	1
• Fitness Room	1
• Geography Room	1
• House Room	1
• Laboratory	4
• Library	2
• Multi Media Learning Centre	1
• Music Room	1
• Prefect Room	1
• Room for Drama Club & Quiz Team	1
• School Hall	1
• STEM Room	1
• Student Activity Centre	1
• Student Council Room	1
• Student Fellowship Room	1
• Teaching Resource Centre	1
• Uniform Team Room	1
• Visual Arts Room	2
• Classroom	24
• Badminton Court	2
• Basketball Court	2
• Covered Playground	2
• Volleyball Court	4
• Wi-Fi coverage	whole school

Medium of Instruction

- English is being used as the medium of instruction in all subjects except Chinese Language, Chinese Literature, Chinese History, Liberal Studies and Religious Education.
- English is used when making announcements during morning assemblies and major school functions.
- F.1 Bridging Programme and F.1 Dare Youth Camp are organised to help students to adapt to an English learning environment.

School Administration Chart

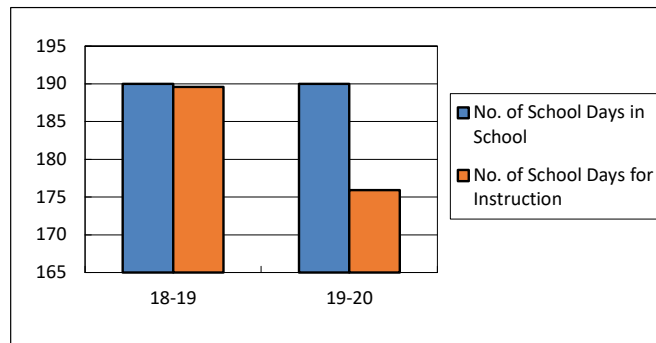


School Management

- Our school established Incorporated Management Committee in 2006.
- Incorporated Management Committee (IMC)

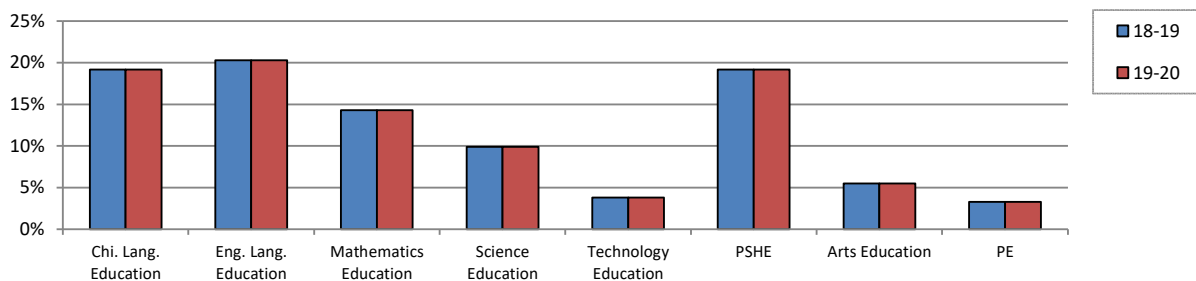
Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
18/19 (IMC)	9 (52.9%)	1 (5.9%)	2 (11.8%)	2 (11.8%)	1 (5.9%)	2 (11.8%)
19/20 (IMC)	9 (52.9%)	1 (5.9%)	2 (11.8%)	2 (11.8%)	1 (5.9%)	2 (11.8%)

Number of Active School Days



Lesson Time for the 8 Key Learning Areas for S1 to S3

- The percentages of lesson time allocated to the 8 Key Learning Areas per school timetable for S1 to S3 in the past 2 years



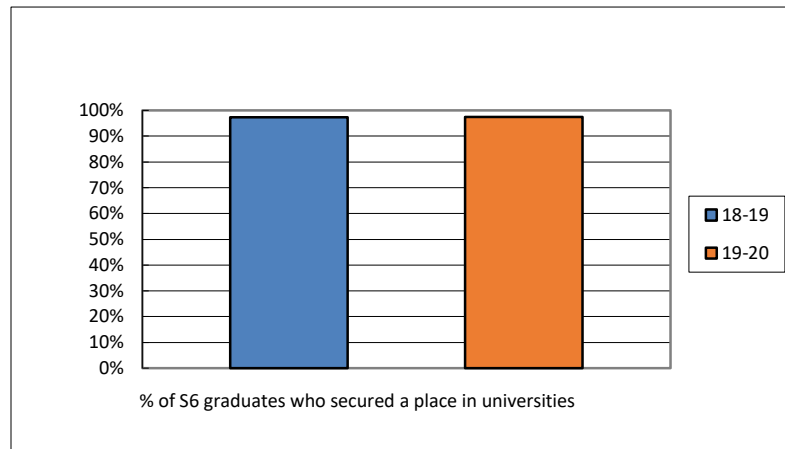
Our Students

Class Organisation

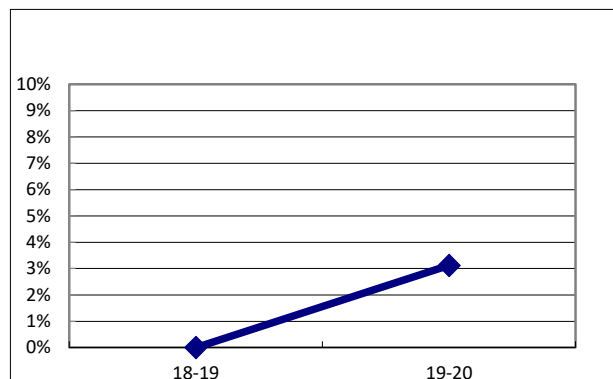
Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	63	66	61	63	60	45	358
Girls	69	60	77	59	75	71	411
Total Enrolment	132	126	138	122	135	116	769

Pursuits of Our Graduates in the past 2 years

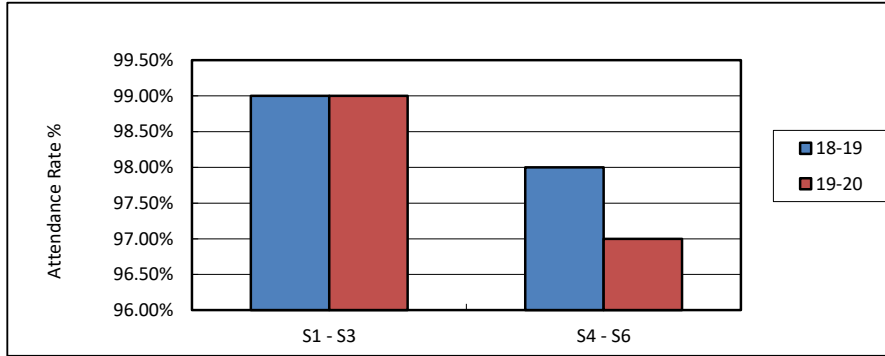
- Percentage of S6 graduates who have secured a place in universities or tertiary institutions (Including Degree, Associate Degree and Higher Diploma courses)



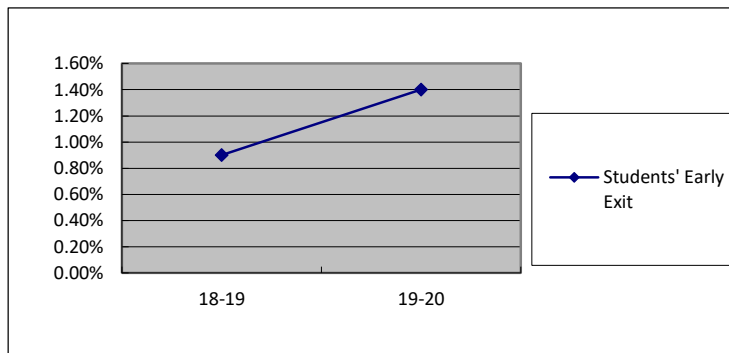
Unfilled Places in the past 2 years



Students' Attendance in the past 2 years



Students' Early Exit in the past 2 years



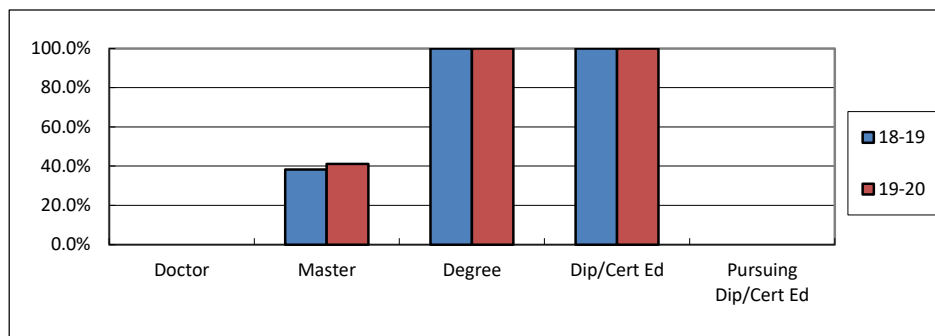
Our Teachers

Teachers' Qualification

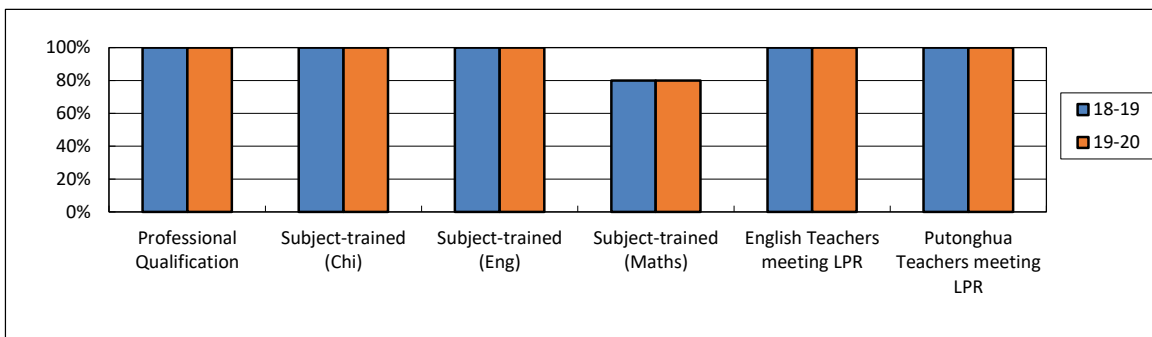
- Number of teachers in the past 2 years

	2018/2019	2019/2020
No. of teachers	55	56

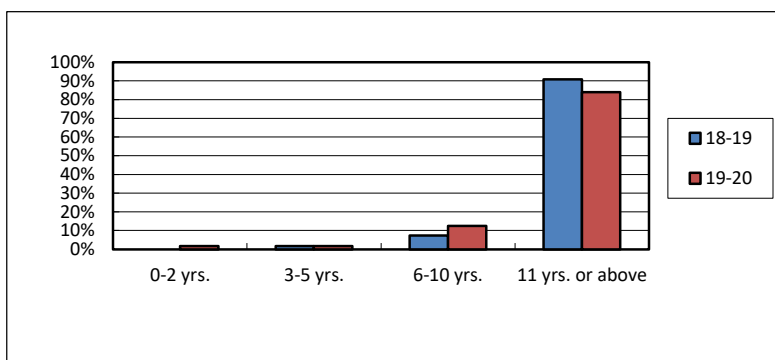
- The percentages of teachers' highest academic qualifications in the past 2 years.



- The percentages of
 - Teachers holding qualified professional status (post-graduate certificate/diploma in education, bachelor of education, certificate in education, in-service course of teacher training and qualified status granted through the NGTQA scheme);
 - Subject-trained teachers in the core-three subjects; and
 - Teachers meeting Language Proficiency Requirement in the past 2 years.

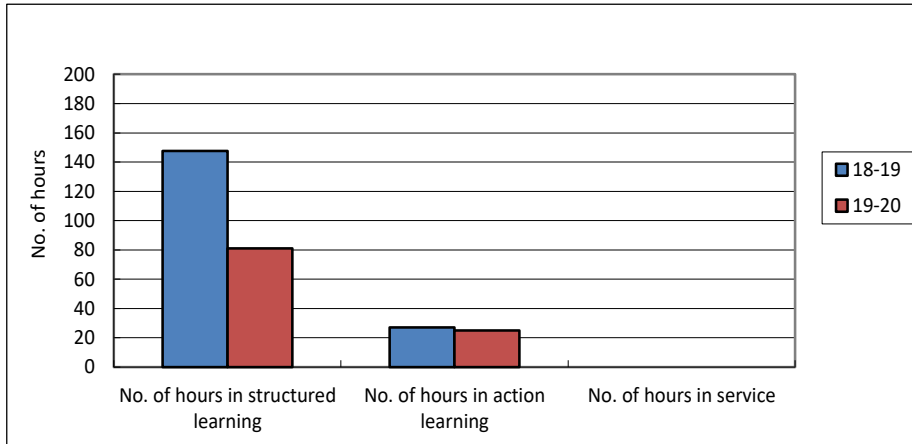


Teachers' Teaching Experience in the past 2 years

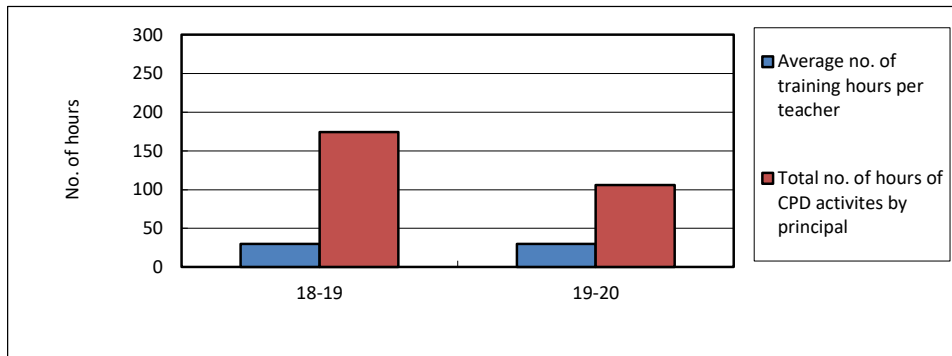


Teachers' Professional Development

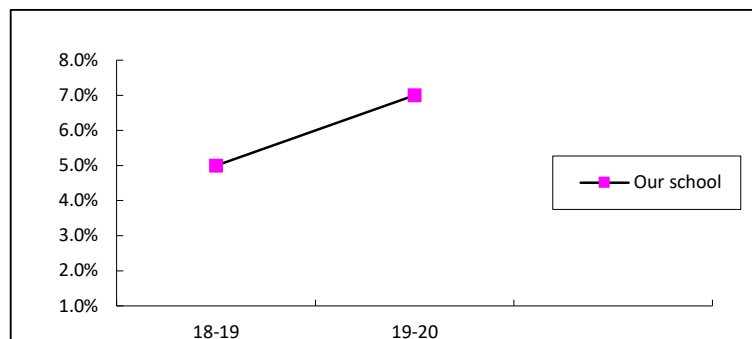
- Principal's Continuing Professional Development (CPD) in the past 2 years. (Number of hours in activities related to structured learning, action learning and service to education and the community.)



- The number of training hours undertaken by teachers and the principal
 - Average number of training hours undertaken by a teacher; and
 - Total number of hours of CPD activities undertaken by the principal (including newly appointed and serving principal).



Staff Turnover Rate in the past 2 years



Major Concerns 2019-2020 (Strategies, Success Criteria, Actual Progress & Follow-up Suggestions)

Major Concern 1: Equipping Students to become Active and Self-directed Learners

Strategies

- Strengthening the learning environment by establishing the school library as a learning commons with enriched resources
- Promoting reading across the curriculum with collaboration of the school library and different KLAs
- Conducting a survey among students to collect information about their reading habits and to recommend books for library
- Setting up a Reading Promotion Group to organize and monitor reading activities and schemes to cater for the interest and needs of students
- Integrating current and coming works of reading and steering them to focus on self-directed learning, e.g. setting reading goals with the help of class teachers through reading scheme
- Equipping class and subject teachers to become facilitators
- Enhancing teaching skills of active and self-directed learning through professional collaboration, staff development programs and professional sharing among teachers
- Co-planning for active and self-directed learning, e.g. teachers work out strategies to engage students at work through co-planning activities
- Setting clear performance goals for both teaching and learning (teaching progress and curriculum) and devise concrete measures to attain them (assessments)
- Subject departments conduct focused lesson observations, e.g. peer lesson observation focusing on the pedagogy of conducting active and self-directed learning
- Inviting more teachers to launch the strategy of active and self-directed learning
- Enriching students' learning experiences and skills through active and self-directed learning activities such as goal-setting, note-taking, and self and peer assessment
- Optimizing support of low achievers through peer sharing, group learning and revision class

Success Criteria

- 30% of students and teachers agreed that the learning environment has been strengthened by establishing the school library as a learning commons with enriched resources.
- Reading across the curriculum with collaboration of the school library and individual KLAs has been promoted.
- Information of students' reading habits and recommended books are collected and follow-up works have been done.
- Reading Promotion Group has been set up and plan for the reading policy (including organizing activities or schemes).
- Works of reading have been integrated to focus on self-directed learning and launch reading schemes.
- F.1 class teachers and 20% subject teachers are equipped as facilitators.
- 20% of teachers' teaching skills of active and self-directed learning have been enhanced.
- 30% of teachers co-planned teaching strategies.
- Clear performance goals have been set (including the teaching progress) and attained (through assessments).
- 30% subject departments have conducted focused lesson observations.
- 30% teachers have carried out and evaluated the active and self-directed learning methods.
- Learning experiences and skills have been enriched among students by 30% subject departments.
- Integrate the current support works for low achievers and carry out new appropriate ones.

Actual Progress

- With the collaboration of the school library and individual KLAs, reading across the curriculum was promoted through various means, such as the introduction of e-Book reading and reading schemes.
- Information of students' reading habits and recommended books were collected through questionnaires and follow-up works was done.
- Some works of reading were integrated and reading schemes were planned in the first term.
- F.1 class teachers and more than 20% subject teachers, especially Chinese Language teachers, were equipped as facilitators.
- More than 20% of teachers' teaching skills of active and self-directed learning, especially those of junior forms, were enhanced through the sharing in various meetings and visits.
- Co-planning for active and self-directed learning was done in the junior forms, especially Form 1 in the first term of the academic year.
- Clear performance goals were set in the teaching progress of each subject.
- Due to COVID 19 and school suspension, some of the works, such as conducting focused lesson observations and evaluations, were not implemented.
- Detention class was held in the 1st term.
- Pre-examination Revision Classes were held before the first term and second term exam.

Follow-up Suggestions

The strategies for major concern 1 have been revised as follows:

Area 1: Creating an active and self-directed learning environment in reading

- All teachers conduct book sharing with their class.
- Promoting reading across the curriculum in all subjects.
- School Library and Reading Promotion Group launch related reading activities / program e.g. reading scheme and book fair, to raise the borrowing rate of books in School Library.

Area 2: Promoting active and self-directed learning through e-Learning

- Enhancing teaching skills of e-learning through professional collaboration, staff development programs and professional sharing among teachers.
- Active and self-directed learning and e-learning strategies have been adopted and evaluated by all teachers.
- Setting clear performance goals for both teaching and learning and devise concrete measures to attain them (assessments).
- Subject departments conduct focused lesson observations, e.g. peer lesson observation focusing on the pedagogy of conducting active and self-directed learning and / or e-learning.
- Enriching students' learning experiences and skills through active and self-directed learning activities such as goal-setting, note-taking, and self-assessment.

Major Concern 2: Nurturing students with positive values and education through the development of character strengths

Strategies

- Nurturing students with positive values and education through the development of character strengths

Success Criteria

- Students can identify their own character strengths through the completion of VIA survey in Religious Education lessons.
- 50% of the F.1 and F.2 students can develop growth mindset through stamp collection programme.
- Action Groups, Task Groups, Uniform Teams, etc. instilled the concept of specific character strengths in their activities.
- Some subject panels have instilled the concept of some character strengths in their teaching.
- Specific character strengths are selected by the school and the importance of them is instilled through messages in morning assemblies and class teacher's period.
- Talks or workshops on positive education and development of character strengths are organized for teachers, parents and students.
- 50% of the students, teachers and parents who have joined the talk or workshop agreed that they understand the importance of developing character strengths.

Actual Progress

- All F.1-4 and F.6 students have completed the VIA survey in mid-October during the Religious Education lessons.
- The character strengths ranked in the first and last three place of students in F.1-4 and F.6 classes are recorded in an excel file. It has been sent to class teachers in mid-October.
- F.5 students have completed the personality dimension workshop to identify their own character strengths and the result has been delivered to class teachers.
- The stamp collection program is disrupted by class suspension in the second term (from Feb to June), students have collected a few stamps in the first term only. The concept of growth mindset cannot be developed through the program.
- Concept of specific character strengths have been instilled in the following Action Groups.
 - Co-curricular Activities Action Group
 - Counselling Action Group
 - Discipline Action Group
 - Religious Action Group
- Concept of specific character strengths have been instilled in the following subject panels.
 - Chinese Language Department
 - English Language Department
 - Religious Education Department
 - Visual Arts Department

- Moral and Civic Education Task Group has instilled the concept of specific character strengths in morning assemblies and class teacher's period.
- The sharing on specific character strengths in morning assemblies have been uploaded to school webpage.
- Some sharing sessions in morning assemblies are cancelled due to class suspension from February to May 2020.
- The following workshops have been conducted:
 - F.5 (Personality Dimension)
 - F.6 (Mindfulness)
 - Parents (Positive Education and self-directed learning)
 - Teachers (Understand positive education and character strengths)
- All F.5 class teachers agreed that the workshop can effectively cultivate the concept of positive education and identify students character strengths
- All F.6 class teachers agreed that the workshop can effectively cultivate the concept of positive education and provide practical training of mindfulness
- 97% of the participated parents agreed that they have a more in-depth understanding of positive education after joining the talk
- Nearly 90% of the teachers (total response is 43) agreed that the teachers' workshop can help them understand the importance of positive education and developing character strength.

Follow-up Suggestions

- Summary table of F.2 to F.5 students' character strengths will be sent to class teachers in the beginning of the school year.
- As the program is disrupted by class suspension, it is suggested to continue in the next school year. Evaluation will be made by the end of the next school year.
- The results of Action Groups and Task Groups instilling the concept of character strengths are satisfactory and they are encouraged to apply it more extensively.
- Some subject panels have instilled the concept of character strengths in the curriculum proactively.
- In the school year 2020-21, more subject panels are encouraged to instill the concept in the curriculum.
- The participated subject panels of this year are encouraged to instill the concept extensively.
- Class teachers lack time to conduct related class activities outside regular lessons.
- It is suggested to incorporate the concept of character strengths in class teacher's period or class assembly.
- It is suggested to organize talk or workshop for all students.
- The workshop of Personality Dimension and Mindfulness will be provided to F.5 and F.6 students respectively in the school year 2020-21.
- The parents talk will be arranged in the next academic year to deepen the understanding and application of character strengths.
- Teachers' workshop will be arranged in the next academic year to equip teachers on the application of character strengthen in school curriculum.

Financial Summary

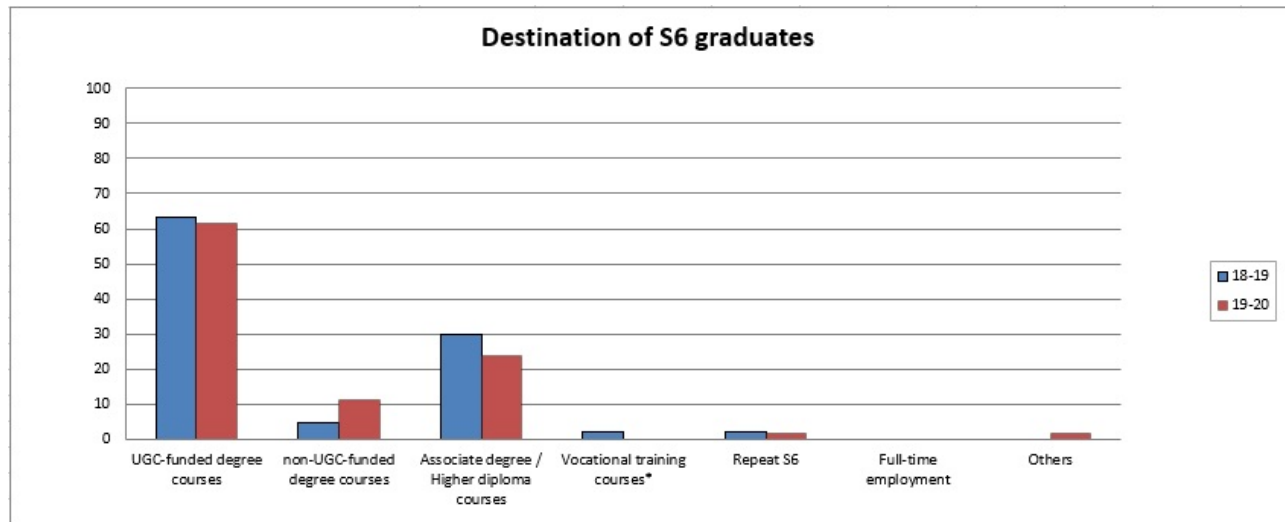
(For the period from 1-9-2019 to 31-8-2020)

	(A) Balance b/f (\$)	(B) Income (\$)	(C) Expenditure (\$)	(B) - (C) = (D) Balance for the year (\$)	(A) - (D) = (E) Balance c/f (\$)
I. Government Funds					
Balance carried forward from previous year - EOEBG Control Account	1,579,884	-	-	-	1,579,884
Sub-total: (1)	1,579,884	-	-	-	1,579,884
(a) EOEBG Baseline Reference	-	2,276,628	2,223,877	52,751	52,751
(b) Specific Grants					
● Administration Grant	-	3,828,010	3,494,841	333,169	333,169
● Air-conditioning Grant	-	556,621	209,197	347,424	347,424
● Capacity Enhancement Grant	-	634,017	515,654	118,363	118,363
● Composite Information Technology Grant	-	420,652	408,797	11,855	11,855
● SB speech therapy administration grant	-	8,000	0	8,000	8,000
● SB management top-up grant	-	50,000	0	50,000	50,000
Sub-total: (2)	-	7,773,928	6,852,366	921,562	921,562
(c) Outside EOEBG					
● Committee on Parent-Teacher Ass. Grant	0	25,633	19,134	6,499	6,499
● Diversity Learning Grant - Applied Learning (Apl)	0	83,015	83,015	0	0
● Diversity Learning Grant - Applied Learning (Other Programme)	37,683	31,200	24,318	6,882	44,565
● Employer's Contribution to MPF Scheme for Non-teaching staff	4,000	397,610	408,346	(10,736)	(6,736)
● Fringe benefits under enhan. NET scheme	(3,700)	4,697	997	3,700	0
● Hong Kong School Drama Festival	396	3,600	0	3,600	3,996
● Information technology staffing support	15,049	317,338	321,629	(4,291)	10,758
● IT in Education (ITE4)	42,195	66,740	108,935	(42,195)	0
● Life-wide Learning	0	1,158,000	456,531	701,469	701,469
● Learning Support Grant for Sec. School	78,398	510,000	470,352	39,648	118,046
● Moral and National Education Subject Support Grant	19,691	0	18,314	(18,314)	1,377
● Net salary grant for teaching staff & teaching supporting staff	0	45,347,266	45,347,266	0	0
● One-off grant - promotion of chinese history & culture	28,394	0	1,705	(1,705)	26,689
● One-off school-based speech therapy set-up grant	0	20,000	0	20,000	20,000
● One-off special support grant - enhance cleaning	0	100,000	0	100,000	100,000
● Other Recurrent Grant - Government Rent & Rates	(2,241)	604,509	602,268	2,241	0
● Promotion of Reading in Schools	1,608	61,980	43,108	18,872	20,480
● SB After School Learning & Support Programme	91,516	127,800	34,566	93,234	184,750
● School executive officer grant (SEOG)	0	534,660	501,455	33,205	33,205
● Senior Secondary Student Mainland Exchange Program	420	0	420	(420)	0
● Special anti-epidemic	0	25,000	25,000	0	0
● Special grant for book purchase	0	65,500	48,773	16,727	16,727
● Student activities support grant (SAS)	0	118,300	13,470	104,830	104,830
● Teacher Relief Grant - Basic	135,656	218,140	98,485	119,655	255,311
● Teacher Relief Grant - Optional	2,303,050	1,604,749	930,870	673,879	2,976,929
● Teacher Training Grant (SEN) for IMC Schools	0	6,712	6,712	0	0
Sub-total: (3)	2,752,115	51,432,449	49,565,669	1,866,780	4,618,895
Total Surplus of Government Funds for this school year (2) + (3) = (4)					HK\$5,540,457
Accumulated Surplus of Government Funds (1)+(4)= (I)					HK\$7,120,341
II. School Funds					
Balance carried forward from previous year - Approved Collection Account	646,667	-	-	-	646,667
Balance carried forward from previous year - King Chung Award	152,394	-	-	-	152,394
Balance carried forward from previous year - School Funds Account	6,769,177	-	-	-	6,769,177
Sub-total: (5)	7,568,238	-	-	-	7,568,238
● Approved Collection - Bank Interest	-	7,935	-	7,935	7,935
● Collection of fees for specific purposes (Hire out of School Premises, Library fine and bank interest, etc.)	-	157,462	-	157,462	157,462
● Donations	-	28,050	-	28,050	28,050
● Profit on Sale of Exercises Books and School Badges	-	3,695	-	3,695	3,695
● Subscriptions / Tong Fai	-	126,310	-	126,310	126,310
● Tuckshop Rent Received	-	89,000	-	89,000	89,000
● Expenditure (including Miscellaneous Expenditure, Specific donation given, Award of Students Scholarship, etc.)	-	-	115,121	(115,121)	(115,121)
● King Chung Award	-	-	54,100	(54,100)	(54,100)
Sub-total: (6)	-	412,452	169,221	243,231	243,231
Accumulated Surplus of School Funds (5) + (6) = (II)					HK\$7,811,469
III. Subsidies from others					
	149,891	1,891,817	1,975,180	(83,363)	66,528
Accumulated Surplus of Subsidies from others (III)					HK\$66,528
Total Accumulated Surplus as at 31 August 2020 (I) + (II) + (III)					HK\$14,998,338

- Income and Expenditure Accounts of the School for the accounting year ended 31 August 2020 has not yet been audited.

Performance of Students

Destination of exit students



Students' Borrowing Rate of Books

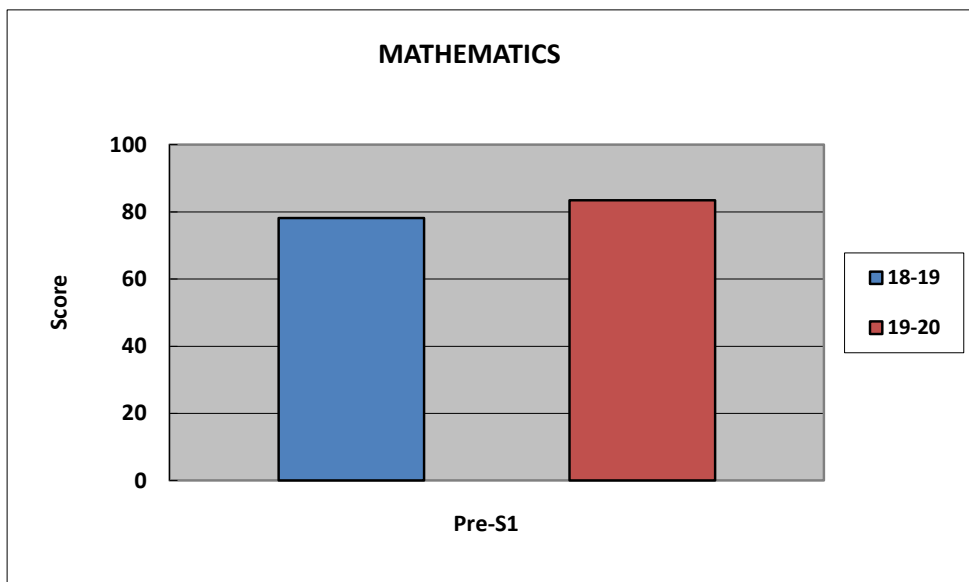
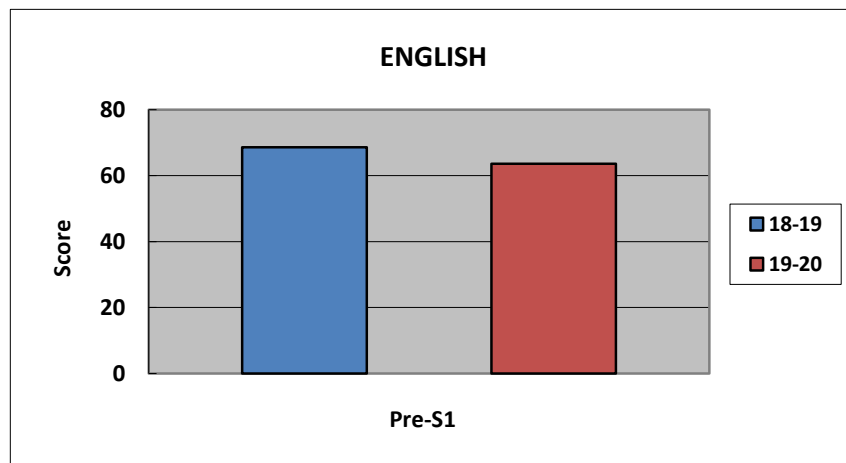
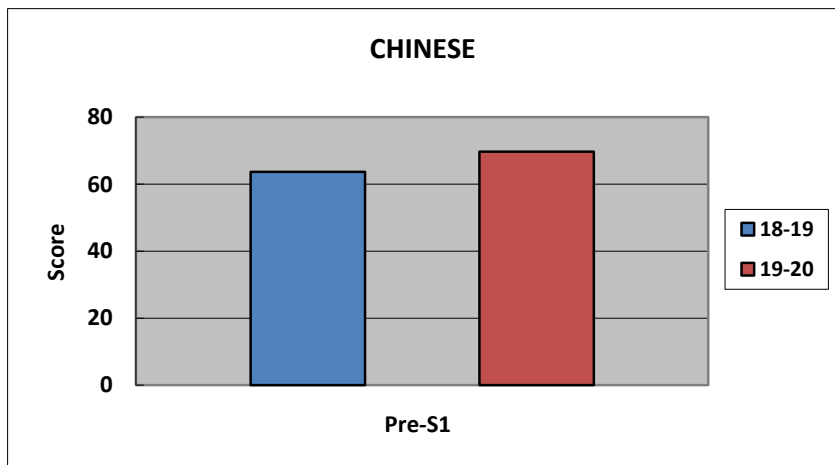
- Borrowing Rate of the Extensive Reading Scheme (ERS) Books

Form	2018/2019		2019/2020	
	Chinese	English	Chinese	English
F.1	282	975	100	686
F.2	163	654	129	477
F.3	134	485	219	462

- Borrowing Rate of books from the School Library

Types of reading materials	2018/2019	2019/2020
	F.1 – F.6	F.1 – F.6
Chinese Books	3290	1364
English Books	868	431
Other Reading/Learning Materials	217	103
No. of opening days of School Library	172	119

HKAT (Pre-S1)



HKDSE

- HKDSE results in 2018-2019

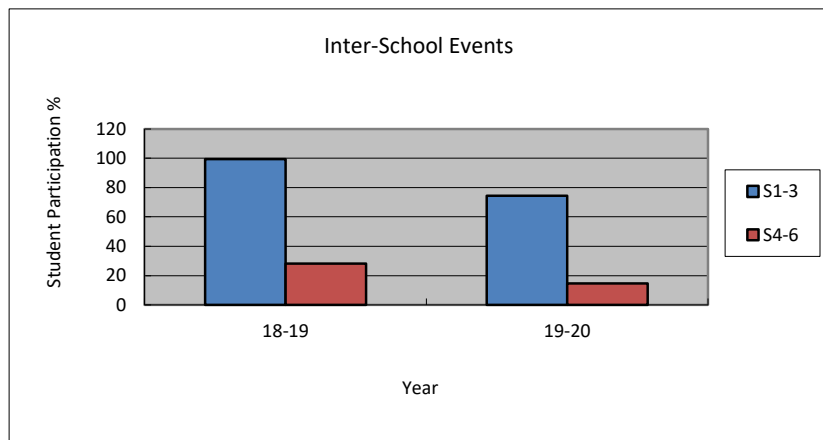
Description	% or students awarded Level 2 or above		% or students awarded Level 4 or above	
	CNECCC	Territory	CNECCC	Territory
English Language	100	79	62.3	27.5
Chinese Language	100	87.3	60.8	30.7
Mathematics (Compulsory)	100	81.3	76.2	39.7
Liberal Studies	100	91.40	68.5	40
Economics	100	86.7	92.6	47.6
History	100	94.7	100	51.8
Geography	100	87.6	95.5	38.5

- HKDSE results in 2019-2020

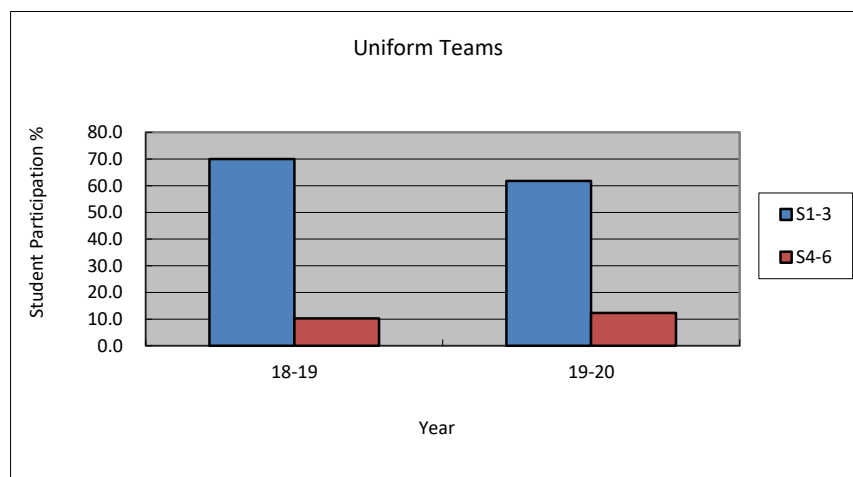
Description	% or students awarded Level 2 or above		% or students awarded Level 4 or above	
	CNECCC	Territory	CNECCC	Territory
English Language	100	80.3	67	29.6
Chinese Language	98.3	86.7	61.7	32.6
Mathematics (Compulsory)	100	81.9	76.5	39
Liberal Studies	98.3	88.4	48.7	31.1
Chemistry	100	87.8	96.2	50.4
Physics	100	90.1	82.9	49.1
History	100	94.9	80	45.6

Student Participation in Inter-school Events and Uniform Teams

- Inter-school events (including School Music, Speech, Dance and Drama Festivals and inter-school sports events organized by the HK Schools Sports Federation)



- Uniform Teams (including Scouts, Girl Guides, HK Red Cross and Road Safety Patrol)



- Participation rates (in terms of number of students/student-times) of students (all levels) in co-curricular activities and uniform groups in the past 2 years:

Activities	18/19 (Number of students)	18/19 (Student- times)	19/20 (Number of students)	19/20 (Student- times)
Inter-school sports events	214	229	51	51
Speech Festival	237	253	205	228
Music Festival	15	20	57	57
Scout	55	3080	67	1206
Girl Guides	56	1008	45	450
Red Cross	79	1023	50	300
Road Safety Patrol	50	700	55	275
Drama	25	20	35	46
Voluntary Services	369	628	45	62

Inter-school Activities and Prizes Won in the Past 2 years

Nature	Name of Competition / Organisation	Award / Prize details	
		2018/2019	2019/2020
Art	Inter-school Competition	<ul style="list-style-type: none"> • 3 Merits in 'World Heart Day' The Hong Kong Heart Foundation Painting Competition, Senior Group • 2 Merits, 1 selected in My Australian Christmas Card Competition, Senior Secondary School Category • 2 Merits in Mask Design Contest, Secondary School Division • Second in Kwai Ching Mascot Design Competition, Secondary School Category • Champion in 2018 Reunification Cup Art Elite Painting Competition, Youth Group • Certificate of Appreciation in 2019 Social Documentary Photography Show in Academic Circle of Hong Kong 	<ul style="list-style-type: none"> • Gold Award in International Visual Arts Awards for Children & Teenagers 2019 • Merit in 16th De Yi Shuang Xin Hong Kong Selection, Big Character Competition in Brush Calligraphy
Music	Inter-school Music Festival	<p>The 71st Hong Kong Schools Music Festival</p> <ul style="list-style-type: none"> • Third in Vocal Solo – Foreign Language – Alto – Secondary School – Age 19 or under <p>2018 Hong Kong Youth Music Interflows</p> <ul style="list-style-type: none"> • Bronze Award in Winds' Ensemble in Symphonic Band Contest, Secondary School Junior Class <p>JSMA Joint School Music Competition 2019</p> <ul style="list-style-type: none"> • Silver Award in Mixed Voice Choir, Secondary School Choir Junior Class • Silver Award in Mixed Voice Choir, Secondary School Choir Challenging Class <p>The Hong Kong Inter-school Choral Festival 2019, Secondary School, Junior Choir</p> <ul style="list-style-type: none"> • Gold Award in Mixed Voice Choir 	<p>The Hong Kong Inter-school Choral Festival 2020</p> <ul style="list-style-type: none"> • Silver Award in Mixed Voice Choir, Secondary School, Junior Choir • 2 Silver Awards in Hong Kong Inter-school Choral Competition & Masterclass <p>The 2nd Hong Kong Open Music Competition</p> <ul style="list-style-type: none"> • Finalist

		<p>The Joint School Music Association Competition 2019</p> <ul style="list-style-type: none"> • Gold Award in Secondary School Wind Band <p>The 14th School Handbell Competition</p> <ul style="list-style-type: none"> • Bronze Award, Handchime Ensemble A <p>The 14th School Handbell Competition</p> <ul style="list-style-type: none"> • Silver Award, Handchime Ensemble B 	
Sports	Inter-School Sports Competition	<p>HK Student Sports Award 2019</p> <ul style="list-style-type: none"> • Outstanding Student Athlete Award <p>Inter-school Competition (Kwai Tsing District)</p> <p>Table Tennis Competition</p> <ul style="list-style-type: none"> • Champion in Girls' C Grade <p>Swimming Competition</p> <p>Girls' C Grade</p> <ul style="list-style-type: none"> • Champion in 4 x 50M Medley Relay • First runner-up in 200M Breaststroke • Second runner-up in 50M Breaststroke <p>Girls' B Grade</p> <ul style="list-style-type: none"> • Champion in 200M Breaststroke <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Champion in 50M Breaststroke • Champion in 200M Breaststroke <p>Athletics</p> <p>Girls' C Grade</p> <ul style="list-style-type: none"> • Champion in high jump <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Second runner-up in 100M • Second runner-up in long jump <p>Inter-School Football Competition Division II Boys U15</p> <ul style="list-style-type: none"> • Champion 	<p>Swimming Competition</p> <p>Girls' C Grade</p> <ul style="list-style-type: none"> • Champion in 50M Breaststroke • Champion in 200M Breaststroke • Second runner-up in 50M Butterfly • Third runner-up in 50M Freestyle <p>Girls' B Grade</p> <ul style="list-style-type: none"> • Champion in 100M Breaststroke • Second in 50M Breaststroke <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Champion in 50M Breaststroke • Champion in 100M Breaststroke <p>Athletics</p> <p>Girls' C Grade</p> <ul style="list-style-type: none"> • Second runner-up in high jump • Third runner-up in 4 X 100M <p>Girls' B Grade</p> <ul style="list-style-type: none"> • Third runner-up in long jump <p>Boy' C Grade</p> <ul style="list-style-type: none"> • First runner-up in long jump • Third runner-up in 400M <p>Inter-School Badminton Competition</p> <ul style="list-style-type: none"> • Third runner-up

		<p>Hong Kong Diabolo Open 2019 & Asia International Diabolo Cup – Hong Kong Station</p> <ul style="list-style-type: none"> • First runner-up <p>HKSSF Interschool Table Tennis Competition, Kwai Tsing District</p> <ul style="list-style-type: none"> • Champion, Girls C Grade <p>Hong Kong Schools Sports Federation, Table Tennis Competition</p> <ul style="list-style-type: none"> • The Most Valuable Player, Girls C Grade 	<p>Hong Kong International Juggling Cup</p> <ul style="list-style-type: none"> • First runner-up, International Individual Group • Champion, Secondary to Post-secondary Group
Academic Subjects	Economics		<p>Econgraphics 2019 Infographic Design Competition</p> <ul style="list-style-type: none"> • Champion
	BAFS		<p>Dragon Apprentice 2019 – Entrepreneurial Enterprise Proposal for Secondary School Students Competition</p> <ul style="list-style-type: none"> • Second

Science	<p>2019 Fun Science Competition: Ten to One</p> <ul style="list-style-type: none"> • Third Class Honour Award, Junior Forms Group <p>2019 ROBOFEST Hong Kong Unknown Mission Challenge</p> <ul style="list-style-type: none"> • Second Class Honour Game • First Class Honour <p>Infrastructure Building Competition for Secondary Schools 2019</p> <ul style="list-style-type: none"> • Finalist • Top 18 out of 172 teams <p>Neighbourhood First App-building Hackathon</p> <ul style="list-style-type: none"> • Merit <p>Dark-sky-friendly Lighting Fixture STEM Competition</p> <ul style="list-style-type: none"> • Second runner-up <p>葵青及荃灣區校際『無人機』編程群飛表演賽</p> <ul style="list-style-type: none"> • First runner-up <p>Odyssey of the Mind Hong Kong Regional Tournament 2019 Problem 1 – Omer to rescue, again</p> <ul style="list-style-type: none"> • Champion, Division 2 <p>Robosteam 2019</p> <ul style="list-style-type: none"> • Merit, Senior Group <p>Hong Kong Physics Olympiad 2019</p> <ul style="list-style-type: none"> • Third Honour 	<p>Odyssey of the Mind World Finals 2019 Problem 1 – Division 2</p> <ul style="list-style-type: none"> • Hong Kong Representative Team <p>Cross-strait Four Regions Robotics Competition 2019 Wheeled Mobile Robot Track Following Section</p> <ul style="list-style-type: none"> • 4 Bronze Awards <p>Obstacle Avoidance Racing Section</p> <ul style="list-style-type: none"> • 1 Silver Award • 3 Bronze Awards <p>Artificial Intelligence and Privacy Protection” Strategy Design Competition</p> <ul style="list-style-type: none"> • Second runner-up <p>Privacy Protection Student Ambassador Program - School Partner Commendation Scheme 2019</p> <ul style="list-style-type: none"> • Gold Award
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	<p>Mathematics</p>	<p>2019 Asian International Mathematical Olympiad Open Contest (AIMO) cum Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO Open”</p> <ul style="list-style-type: none"> • 3 Gold Medal and 1 Bronze medal in Secondary 1 • 3 Gold Medal, 7 Silver Medal and 1 Bronze Medal in Secondary 2 <p>The 21st Hong Kong Mathematical High Achievers Selection Contest</p> <ul style="list-style-type: none"> • 1 First-class Award in F.1 • 1 Third-class Award in F.3 <p>National Hua Luo-geng Cup Mathematics Competition Hong Kong</p> <ul style="list-style-type: none"> • 1 Third-class Honour <p>HuaXia Mathematical Olympiad Contest 2018 (Hong Kong) Preliminary Heat</p> <ul style="list-style-type: none"> • 3 First-class Award, 2 Second-class Award, 2 Third-class Award in F.1 • 1 First-class Award, 2 Second-class Award, 3 Third-class Award in F.2 • 2 Second-class Award, 2 Third-class Award in F.3 <p>Semi-final</p> <ul style="list-style-type: none"> • 2 First-class Award, 1 Third-class Award in F.1 • 2 Second-class Award in F.2 <p>Super 24</p> <ul style="list-style-type: none"> • 1 First-class Award • 1 third-class Award <p>2018/19 Hong Kong Mathematics Creative Problem Solving Competition</p> <ul style="list-style-type: none"> • 4 Silver Award in F.1 	<p>HuaXia Mathematical Olympiad Contest 2019 (Hong Kong) Preliminary Heat</p> <ul style="list-style-type: none"> • 2 First-class Award, 10 Second-class Award, 5 Third-class Award in F.1
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		<p>The 18th Pui Ching Invitational Mathematics Competition</p> <ul style="list-style-type: none"> • 2 Merits in F.1 • 1 Merit in F.5 <p>International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2019</p> <ul style="list-style-type: none"> • First Runner-up <p>Statistics Creative Writing Competition for Secondary School Students</p> <ul style="list-style-type: none"> • 1 Distinction 	
Speech	Inter-School Speech Festival	<p>The 70th Hong Kong Schools Speech Festival Speech Contest in Chinese</p> <ul style="list-style-type: none"> • Third in Dramatic Duologue (F.2) • Second in Girls’ Solo Prose Speaking in Putonghua (F.2) • Third in Girls’ Solo Prose Speaking (F.2) • Third in Girls’ Solo Verse Speaking in Putonghua (F.2) • Third in Boys’ Solo Prose Reading in Cantonese (F.2) • Second in Boys’ Solo Prose Reading in Putonghua (F.4) • Third in Choral Verse Speaking in Putonghua (F.1) <p>Speech Contest in English</p> <ul style="list-style-type: none"> • Second and Third in Girls’ Solo Verse Speaking (F.1) • Third in Girls’ Solo Verse Speaking (F.4) <p>2019 Putonghua Jiaoshi Xuehui Speech Contest</p> <ul style="list-style-type: none"> • First and Third <p>The 2nd Hong Kong Academic Chinese Idiom Story Speech Competition</p> <ul style="list-style-type: none"> • First and Third <p>2019 Putonghua Jiaoshi Xuehui Speech Contest The 19th Hong Kong Academic Prose Reading in</p>	<p>The 71st Hong Kong Schools Speech Festival Speech Contest in Chinese</p> <ul style="list-style-type: none"> • 1 Second in Dramatic Duologue (F.1) • 3 Third in Dramatic Duologue (F.1) • Third in Girls’ Solo Prose Speaking in Cantonese (F.5) • Second in Boys’ Solo Prose Reading in Cantonese (F.2) • First and Third in Choral Verse Speaking in Putonghua (F.1) <p>Speech Contest in English</p> <ul style="list-style-type: none"> • Third in Dramatic Duologue (Secondary 1 and 2) • Third in Choral Speaking (Secondary 1 and 2- Mixed Voice) <p>Dream Big Speech Contest (Chinese)</p> <ul style="list-style-type: none"> • First runner-up <p>The Voices for the Planet Challenge 2020 Wildlife Artist</p> <ul style="list-style-type: none"> • Winner <p>Modal United Nations of the Women's Federation for World Peace, Hong Kong</p> <ul style="list-style-type: none"> • 4 Certificate of Successful Participation & Completion, Senior Form

		<p>Putonghua</p> <ul style="list-style-type: none">• Third	<p>The HKFYG English Public Speaking Contest 2020 (Junior District)</p> <ul style="list-style-type: none">• 2 Certificate of Good Performance (Top Ten in the Session)• 2 Certificate of Good Performance (Top Eight in the Session)• 11 Certificate of Participation <p>The 26th Bible Recitation Festival</p> <ul style="list-style-type: none">• Second in Solo Speech Contest in Putonghua (Secondary 1 to 3)• Merit in Solo Speech Contest in Cantonese (Secondary 1 to 3)• First in Duologue Speech Contest in Cantonese (Secondary 1 to 3)
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	Chinese Debate	<p>The 34th Sing Tao Inter-School Debating Competition</p> <ul style="list-style-type: none"> • Best Debater Award, First Round • Best Interrogative Debater, First Round <p>The 3rd Hong Kong Secondary Schools Debate Competition on Gender Issues</p> <ul style="list-style-type: none"> • Best Debate Motion Award <p>Hong Kong Shue Yan University Inter-school Debate Competition</p> <ul style="list-style-type: none"> • Best Debater Award 	<p>The 5th Human Rights and Law Competition</p> <ul style="list-style-type: none"> • Second • Best Debater Award
	English Debate		<p>English Debating Competition (2019-2020) Preliminary Round</p> <ul style="list-style-type: none"> • Best Speaker • 4 Certificate of Participation <p>Hong Kong Secondary Schools Debating Competition</p> <ul style="list-style-type: none"> • Best Speaker

Writing	Novel Writing Competition /Essay Writing Competition	<p>灼華文字創作獎</p> <ul style="list-style-type: none"> • 創作獎 <p>灼華文字工藝創作獎</p> <ul style="list-style-type: none"> • 創作獎 <p>賽馬會美荷樓香港精神學習計劃「兩代情」徵文比賽</p> <ul style="list-style-type: none"> • 冠軍, 高中組 <p>第十屆大學文學獎</p> <ul style="list-style-type: none"> • 少年作家獎 <p>2018-2019 中國中學生作文大賽</p> <ul style="list-style-type: none"> • 香港區金獎 • 5 優異獎 <p>第 4 5 屆青年文學獎</p> <ul style="list-style-type: none"> • 優異獎及少年作家獎 <p>全港青年學藝比賽·中文故事創作</p> <ul style="list-style-type: none"> • 優異獎 <p>第五屆龍少年文學獎</p> <ul style="list-style-type: none"> • 二等獎 <p>「飲水思源·香江情真」標語創作比賽</p> <ul style="list-style-type: none"> • 亞軍 <p>觸地生情 2019 徵文比賽</p> <ul style="list-style-type: none"> • 優異獎 	<p>灼華文字創作獎</p> <ul style="list-style-type: none"> • 創作獎 <p>2019-2020 中國中學生作文大賽</p> <ul style="list-style-type: none"> • 6 優異獎 <p>第六屆龍少年文學獎</p> <ul style="list-style-type: none"> • 一等獎 • 二等獎 • 優異獎 <p>我是追夢人 · 全港大中小學生徵文比賽</p> <ul style="list-style-type: none"> • 季軍, 初中組 <p>怪獸家長」徵文比賽</p> <ul style="list-style-type: none"> • 得獎者, 高級組 <p>「香港·我的家」2019 全港青少年徵文比賽</p> <p>學校獎項</p> <ul style="list-style-type: none"> • 冠軍及亞軍, 中學高級組 • 亞軍, 中學初級組 <p>個人獎項</p> <ul style="list-style-type: none"> • 冠軍,亞軍及優秀獎, 高級組 • 亞軍及優秀獎, 初級組 <p>第十三屆「理想家園」徵文比賽</p> <ul style="list-style-type: none"> • 優異獎, 高級組 • 亞軍, 初級組
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		<p>全港青年學藝比賽·中文故事創作</p> <ul style="list-style-type: none"> 優異獎 <p>陳贊一博士聯校微型小說創作獎</p> <p>2 推薦獎</p> <p>第十二屆「理想家園」徵文比賽</p> <ul style="list-style-type: none"> 冠軍及季軍, 高級組 冠軍, 亞軍及推薦獎, 初級組 	<p>香港女性故事 • 全港文學創作比賽</p> <ul style="list-style-type: none"> 季軍, 中學組
Quiz Competition	Inter-School Quiz Competition	<p>Confucian and National Academic Knowledge Quiz Competition 2018</p> <ul style="list-style-type: none"> Second Runner-up <p>The 17th Chinese Medicine Knowledge Quiz Competition</p> <ul style="list-style-type: none"> Champion <p>Hong Kong Reunification Cup – The 8th China Knowledge Quiz Competition</p> <ul style="list-style-type: none"> First Runner-up, Group <p>Knowing the Constitution and Basic Law Quiz Competition 2019</p> <ul style="list-style-type: none"> Gold Award 	<p>Hong Kong Reunification Cup – The 9th China Knowledge Quiz Competition</p> <ul style="list-style-type: none"> First Runner-up, Group <p>The 3rd Inter-school Chinese History Quiz Competition</p> <ul style="list-style-type: none"> First Runner-up, Secondary School Group
Chess Competition	Chinese Chess Competition		<p>National Day Chinese Chess Competition 2019</p> <ul style="list-style-type: none"> Third Runner-up, Secondary Group

Drama & Short Film	Inter-School Drama Competition	<p>Kwai Tsing District Short Film Contest</p> <ul style="list-style-type: none"> • The Best Actor Award • The Best Movie <p>Health in Mind Short Filming Competition</p> <ul style="list-style-type: none"> • First <p>Creating My Characters Short Filming Competition</p> <ul style="list-style-type: none"> • Merit <p>Ethical and Moral Beliefs Short Film Contest</p> <ul style="list-style-type: none"> • Merit <p>2019 Social Documentary Photography Show in Academic Circle of Hong Kong</p> <ul style="list-style-type: none"> • 2 appreciations <p>'Life is ...' Short Film Competition</p> <ul style="list-style-type: none"> • Second <p>Hong Kong School Drama Festival 2018-2019 (Secondary Cantonese Category)</p> <ul style="list-style-type: none"> • The Adjudicators' Awards • Award for Outstanding Director • Award for Outstanding Script • Award for Outstanding Performer • Award for Outstanding Stage Effect • Award for Outstanding Cooperation <p>Hong Kong School Drama Festival 2018-2019 (Secondary Putonghua Category)</p> <ul style="list-style-type: none"> • Award for Commendable Overall Performance • Award for Outstanding Script • Award for Outstanding Performer • Award for Outstanding Cooperation 	<p>Kwai Tsing District Short Film Contest</p> <ul style="list-style-type: none"> • Merit <p>'Live a Wonderful Life' Series – Microfilm Competition</p> <ul style="list-style-type: none"> • First <p>Showing Commendation to Your Teachers 2019</p> <ul style="list-style-type: none"> • First
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Scholarship	Sir Edward Youde Memorial Prizes	• Scholarship (2)	
	Tsuen Wan, Kwai Chung & Tsing Yi District Board	• Outstanding Student Award	• Outstanding Student Award
	Tsuen Wan Rural Association Scholarship	• Scholarship (10)	
	Future Stars - Upward Mobility Scholarship	• Scholarship (3)	• Scholarship (2)
	Link Generation University Student Scholarship	• Scholarship (1)	
	宏施慈善基金會服務處全港新來港學童獎勵計劃 (傑出操行獎)	• Scholarship (1)	
	杜葉錫恩教育基金全港青少年進步獎	• Scholarship (3)	• Scholarship (1)
	青苗學界進步獎	• Merit (20)	

Uniform Teams	Scouts	<p>North Kwai Chung District Chairman Shield Scoutcraft Competition 2018-2019</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Camp Gadgets Section • Champion in Campcook & Backwoods Section • Champion in Outdoor Challenges Section <p>Scout Section Scoutcraft Ranking Competition 2018-2019</p> <p>North Kwai Chung 13th Group C Team</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Map Reading Section • Champion in Fire Lighting Section <p>North Kwai Chung 13th Group A Team</p> <ul style="list-style-type: none"> • Champion in Teamwork Challenges Section <p>Hong Kong Carlton Trophy Competition 2019</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Outdoor Challenges Section • Champion in Camp Gadgets Section • Champion in Inspection Section • Champion in First-Aid Section <p>New Territories Region Scout Section Scoutcraft Competition 2018</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Camp Gadgets Section • Champion in Campcook Section • Champion in Backwoods Cooking Section • Champion in Outdoor Challenges Section 	<p>Venture Scout Championship 2019</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Camp Gadgets Section • Champion in Hiking and Orienteering Section <p>Rover Scout Championship 2019</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Camp Gadgets Section • Champion in Hiking and Orienteering Section • Champion in Camp Cook Section • Champion in Highlight Presentation Section
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	Girl Guides	Competition organised by Hong Kong Girl Guides Association <ul style="list-style-type: none"> • 1 Outstanding Guide in F.4 91 NT Company A & 91 NT Company B <ul style="list-style-type: none"> • Outstanding Unit 	Competition organised by Hong Kong Girl Guides Association <ul style="list-style-type: none"> • 2 Outstanding Guides in F.5 91 NT Company A & 91 NT Company B <ul style="list-style-type: none"> • Outstanding Unit
	Road Safety	Hong Kong Road Safety Patrol New territories South Headquarter Parade Competition 2018-19 <ul style="list-style-type: none"> • Overall Champion 	

Social Services

Years	Details of the participation of Social Services
2018/2019	<ul style="list-style-type: none"> • Uniform Teams had participated in various community services which were organised for F.1 to F.5 students. • The 'Community Service Task Group' was set up to foster a stronger sense of social concern through serving and reaching out to people of differing needs in the community. All F.3 students participated in flag selling activities (organised by different NGOs). Starting from 2018-19 onward, all F.4 and F.5 students are required to take part in community service for at least 6 hours within their F.4 to F.5 academic years. In collaboration with NGOs (SKHLMC, HKYF, YWCA and YMCA), a total of about 243 F.3-5 students participated in a wide range of voluntary services such as 'Meal Delivery Service in Sham Shui Po', 'Chinese Language Tutorial Classes for children of Asian Minorities', 'Tutorial Classes for newly arrived children', 'Elderly Home Visit', 'Dogs Home Cleaning' and 'Mental-illness Patients Workplace Visit'. They have provided about 2,343 service hours.
2019/2020	<ul style="list-style-type: none"> • Uniform Teams had participated in various community services which were organised for F.1 to F.5 students. • The 'Community Service Task Group' was set up to foster a stronger sense of social concern through serving and reaching out to people of differing needs in the community. Starting from 2018-19 onward, all F.4 and F.5 students are required to take part in community service for at least 6 hours within their F.4 to F.5 academic years. In collaboration with NGOs (SKHLMC, HKYF, YWCA and YMCA), a total of about 45 F.3-5 students participated in a wide range of voluntary services such as 'Rice Delivery Service in Kwai Chung & Tsuen Wan Districts', 'Chinese Language Tutorial Classes for children of Asian Minorities', 'Elderly Home Visit' and 'Life-Story Record for the Elderly'. They have provided about 429 service hours.

Key Issues for the new School Annual Plan

Major Concern 1: *Equipping Students to become Active and Self-directed Learners*

Major Concern 2: *Nurturing students with positive values and education through the development of character strengths*

- END -