



CNEC Christian College

School Report
(2020-2021)

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.

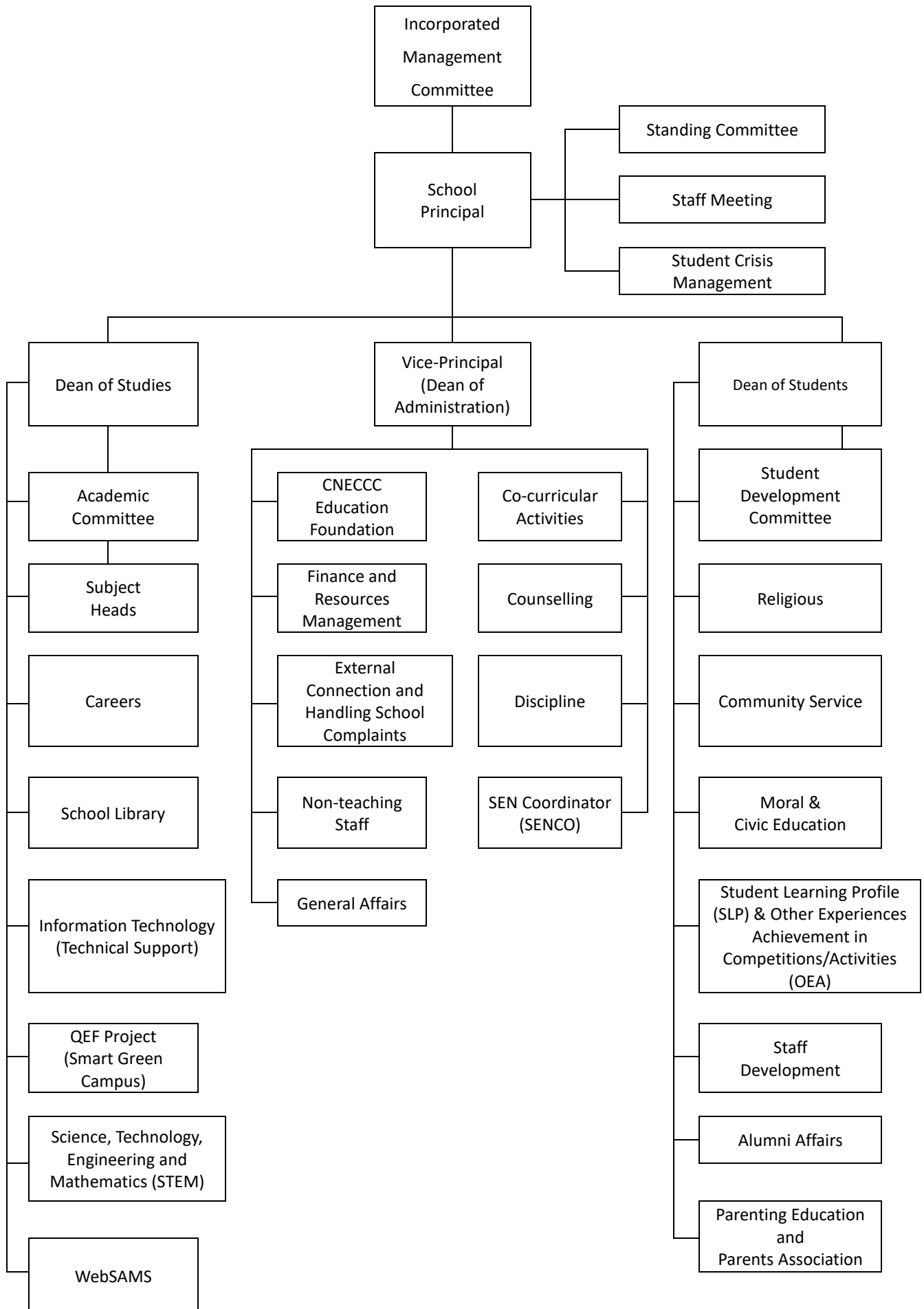
School Facilities

Facility	Quantity
• Alumni Association Room	1
• Computer Preparation Teaching Centre	1
• Creative Writing Room	1
• English Activity Room	1
• Fitness Room	1
• Geography Room	1
• Guidance Activity Room	1
• Guidance & Careers 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	2
• Visual Arts Room	1
• 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, Life and Society and Religious Education.
- English is used when making announcements during morning assemblies and major school functions.

School Administration Chart

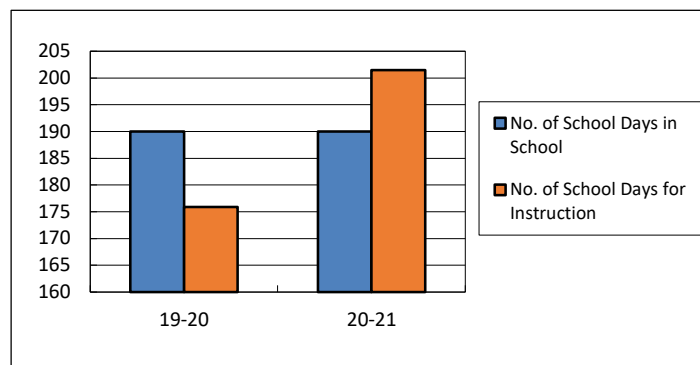


School Management

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

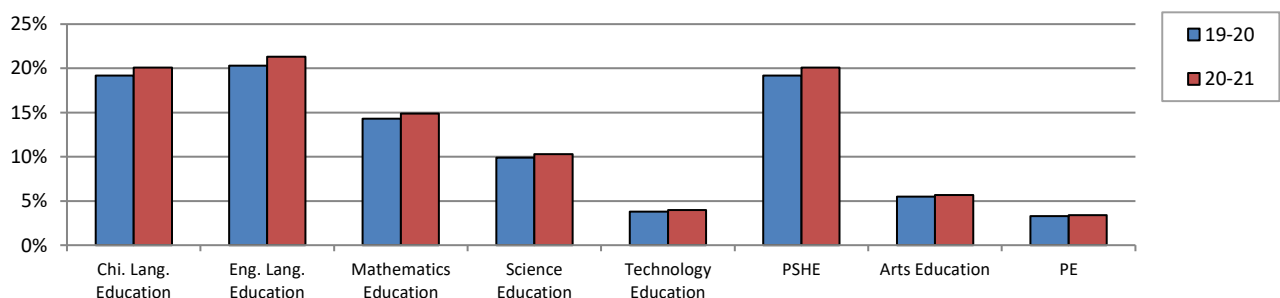
Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
18/20 (IMC)	9 (52.9%)	1 (5.9%)	2 (11.8%)	2 (11.8%)	1 (5.9%)	2 (11.8%)
20/21 (IMC)	9 (52.9%)	1 (5.9%)	2 (11.8%)	2 (11.8%)	1 (5.9%)	2 (11.8%)

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



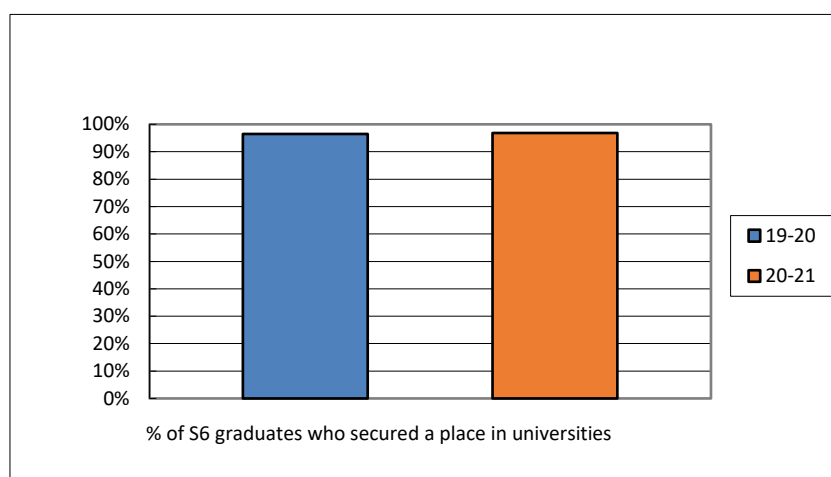
Our Students

Class Organisation

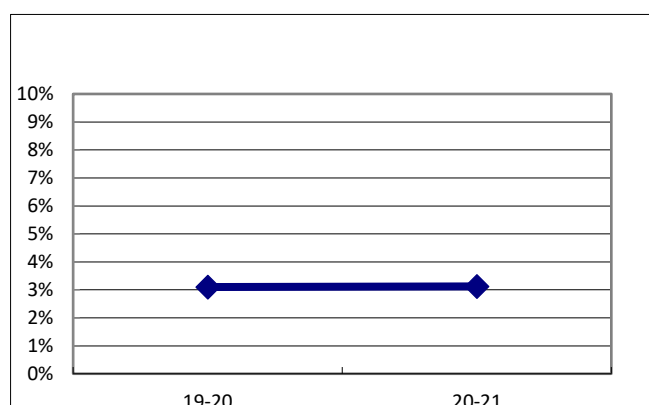
Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	69	66	65	62	60	55	377
Girls	55	67	61	79	55	72	389
Total Enrolment	124	133	126	141	115	127	766

Pursuits of Our Graduates in the past 2 years

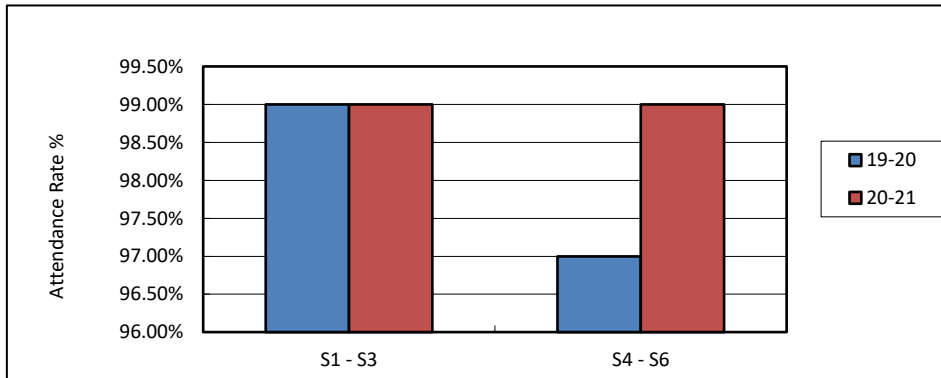
- Percentage of S6 graduates who have secured a place in universities or tertiary institutions (Including Degree, Associate Degree and Higher Diploma courses)



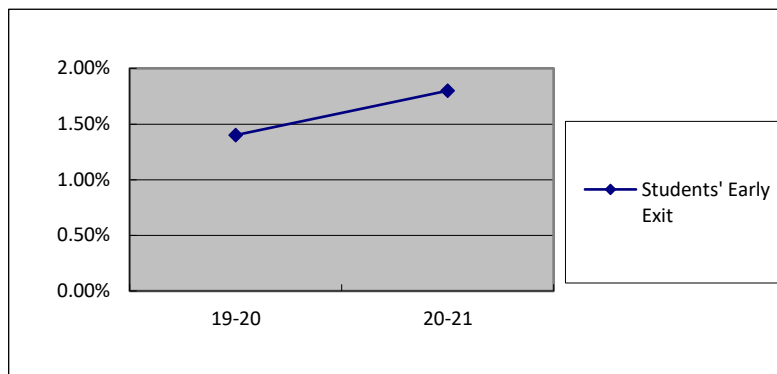
Unfilled Places in the past 2 years



Students' Attendance in the past 2 years



Students' Early Exit in the past 2 years



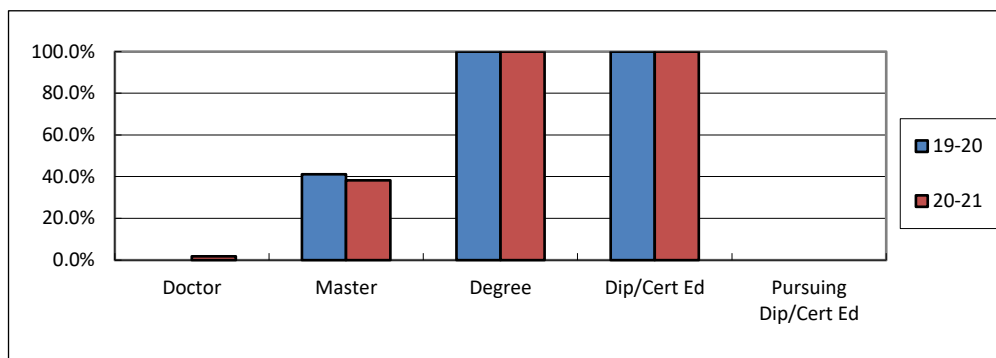
Our Teachers

Teachers' Qualification

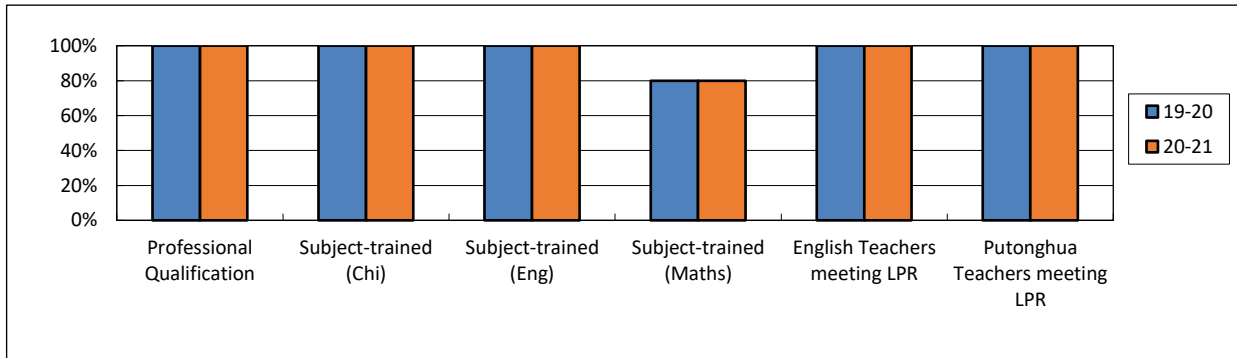
- Number of teachers in the past 2 years

	2019/2020	2020/2021
No. of teachers	56	55

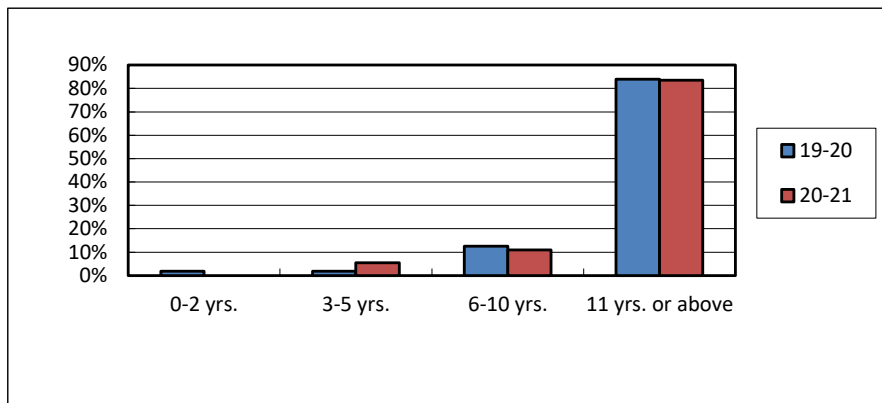
- The percentages of teachers' highest academic qualifications in the past 2 years.



- 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.

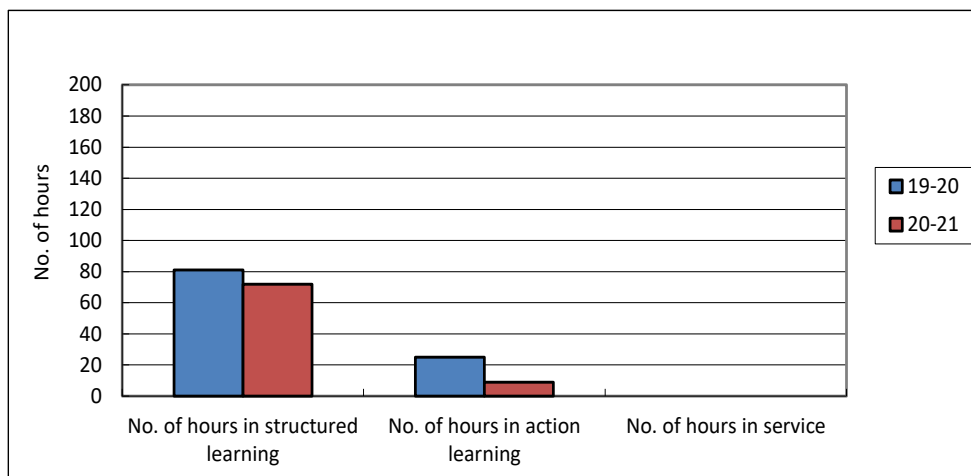


Teachers' Teaching Experience in the past 2 years

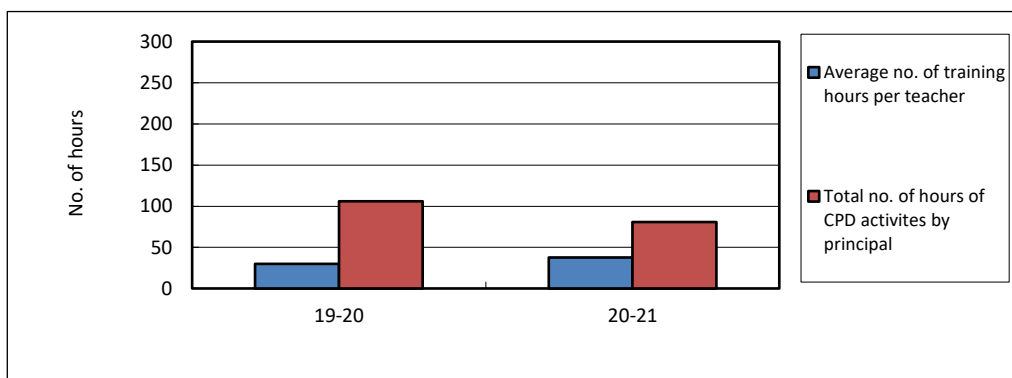


Teachers' Professional Development

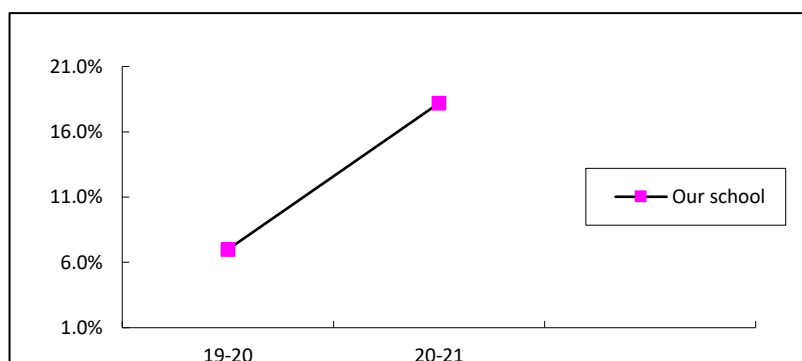
- Principal's Continuing Professional Development (CPD) in the past 2 years. (Number of hours in activities related to structured learning, action learning and service to education and the community.)



- 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 2020-2021 (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

- All teachers have shared a book in their class (at least once).
- Reading across the curriculum has been done in all subjects.
- The borrowing rate of books in School Library has raised by 5 % compared with the school year 2019-20.
- In the Stakeholders' survey, 50% of the students and parents agreed that "I / My child often read materials such as leisure reading materials and newspapers outside class."
- All teachers have joined at least one in-house training workshop on e-learning.
- All teachers have tried out self-directed learning and/ or e-learning strategies, relevant evaluation has been made.
- Clear performance goals have been set in the teaching progress and evaluated.
- All subject departments have conducted focused lesson observations.
- 45% of the students have successfully achieved their goal in the goal setting activities launched by Students Development Committee.
- In the stakeholders' survey,
 - over 50% of the students agreed that "I know how to set learning goals for myself."
 - over 50% of the students and teachers and 65% of parents agreed that "I / My students / My child take the initiative to learn."
 - over 55% of the students agreed that "I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class."

Actual Progress

- 52% of the teachers have shared a book in their class.
- Most subjects have designed reading activities in the curriculum, evaluation have been made in panel meetings.
- The borrowing rate of books in School Library has dropped compared with the school year 2019-20 due to suspension during the COVID-19 pandemic. In the Stakeholders' survey, 38% of the students and 34% of the parents agreed that "I/ My child often read materials such as leisure reading materials and newspapers outside class."
- 83% of the teachers have joined at least one training workshop on e-learning.
- All teachers have tried out self-directed learning and/ or e-learning strategies, relevant peer lesson observation and evaluation has been made in subject panel.
- 64% of the students have successfully achieved their goal in the goal setting activities launched by Students Development Committee.
- In the stakeholders' survey,
- 48% of the students agreed that "I know how to set learning goals for myself."
 - 45% of the students, 36% of the teachers and 56% of parents agreed that "I / My students / My child take the initiative to learn."
- 55% of the students agreed that "I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class."

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

- Teachers' book sharing will be done during the DEAR period.
- Promoting reading across the curriculum in all subjects.
- Reading activities / program e.g. reading scheme and book fair, will be done 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 self-directed learning through professional collaboration with Quality School Improvement Project (CUHK).
- Active and self-directed learning and e-learning strategies have been adopted and evaluated by subject 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, time-management 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 Group, Uniform Teams, etc. instilled the concept of specific character strengths in their activities.
- Chinese language and English language 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 strength.

Actual Progress

- All F.1 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 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 April), students have collected a few stamps in the first term. However, over 90% of the students had achieved or partly achieved their goals. The concept of growth mindset is being 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.
- The following workshops have been conducted:
 - F.1 Self-regulation and resilience. 15/9
 - F.2 Positive Attitude in Facing adversity 7/10
 - F.3 Positive relationship with peers 14/10
 - F.4 Talk on Stress Management 14/10
 - F.5 Good habits of Healthy Living 23/9 and Workshop on Personality Dimensions 26/11
 - F.6 Workshop on Mindfulness 7/10
 - Parents (Positive Education and care for mental health 13/11)
 - Teachers (Understand positive education and character strengths 24/8)
- 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
- 96.8% of the participated parents agreed that they have a more in-depth understanding of positive education after joining the talk
- Nearly 97% of the teachers 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.1 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.
- In the school year 2021-22, 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 are short of 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 2021-22.
- 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

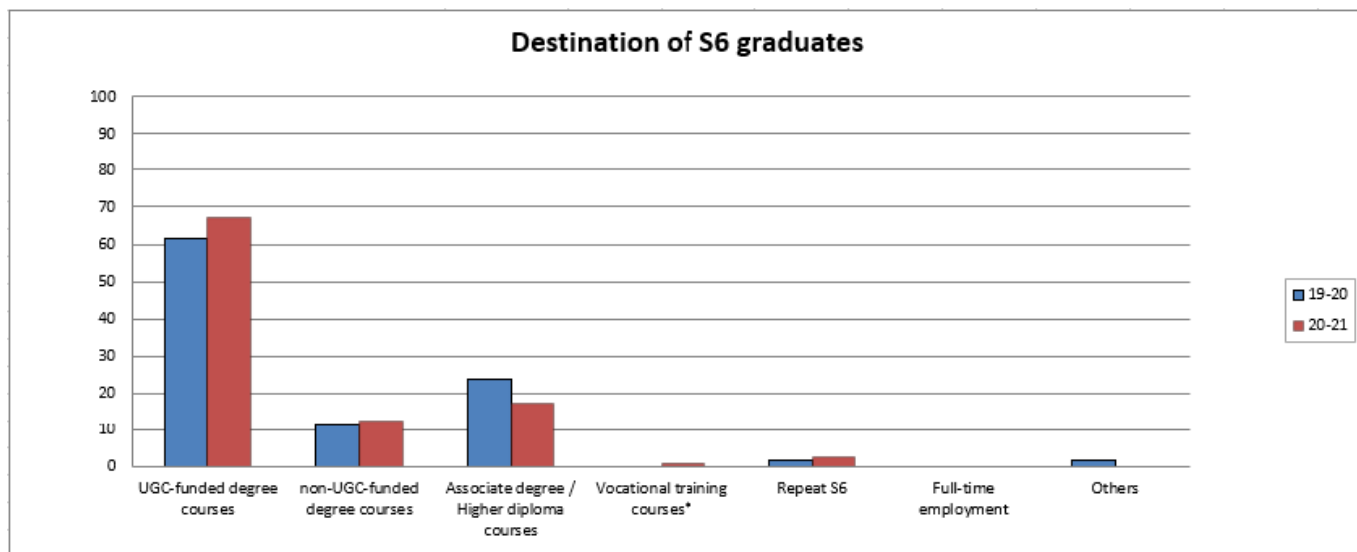
(For the period from 1-9-2020 to 31-8-2021)

	(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	2,520,160	-	-	-	2,520,160
Sub-total: (1)	2,520,160	-	-	-	2,520,160
(a) EOEBG Baseline Reference					
	-	1,970,889	1,783,296	187,593	187,593
(b) Specific Grants					
● Administration grant	-	3,853,020	3,581,629	271,391	271,391
● Air-conditioning grant	-	543,423	162,362	381,061	381,061
● Capacity enhancement grant	-	638,461	581,111	57,350	57,350
● Composite information technology grant	-	490,804	363,983	126,821	126,821
● SB speech therapy administration grant	-	8,056	2,870	5,186	5,186
● SB management top-up grant	-	50,350	6,000	44,350	44,350
Sub-total: (2)	-	7,555,003	6,481,251	1,073,752	1,073,752
(c) Outside EOEBG					
● Committee on parent-teacher ass.	6,498	25,740	28,020	(2,280)	4,218
● Community care fund - bring your owe device "BYOD"	0	751,766	751,766	0	0
● Diversity learning grant - applied learning (ApL)	0	84,315	84,315	0	0
● Diversity learning grant - applied learning (other programme)	44,564	28,000	62,493	(34,493)	10,071
● Employer's contribution to MPF scheme for non-teaching staff	(6,734)	411,837	402,363	9,474	2,740
● Fringe benefits under enhan. NET scheme	0	130,298	130,298	0	0
● Hong kong school drama festival	3,996	3,600	678	2,922	6,918
● Information technology staffing support	10,757	319,559	330,316	(10,757)	0
● Life-wide learning	701,468	1,166,106	845,098	321,008	1,022,476
● Learning support grant for sec. school	118,045	498,465	501,518	(3,053)	114,992
● Moral and national education subject support	1,377	0	0	0	1,377
● Net salary grant for teaching staff & supporting staff	0	43,657,150	43,657,150	0	0
● One-off grant - promotion of chinese history & culture	26,689	0	26,632	(26,632)	57
● One-off school-based speech therapy set-up grant	20,000	0	0	0	20,000
● One-off special support grant - enhance cleaning	100,000	0	100,000	(100,000)	0
● Other recurrent grant - government rent & rates	0	565,024	565,024	0	0
● Promotion of reading in schools	20,480	62,414	52,741	9,673	30,153
● SB after school learning & support programme	184,750	17,450	13,705	3,745	188,495
● SB support grant for non-chinese student	0	150,000	94,964	55,036	55,036
● School executive officer grant (SEOG)	33,204	534,660	527,562	7,098	40,302
● Special grant for book purchase	16,726	0	16,726	(16,726)	0
● Student activities support grant (SAS)	104,829	135,850	20,563	115,287	220,116
● Teacher relief grant - basic	252,876	218,140	48,361	169,779	422,655
● Teacher relief grant - optional	2,979,365	2,530,455	1,388,485	1,141,970	4,121,335
● Top-up grant - support online learning of needy student	0	4,400	4,000	400	400
Sub-total: (3)	4,618,890	51,295,229	49,652,778	1,642,451	6,261,341
Total Surplus of Government Funds for this school year (2) + (3) = (4)	HK\$7,335,093				
Accumulated Surplus of Government Funds (1)+(4)= (I)	HK\$9,855,253				
II. School Funds					
Balance carried forward from previous year - Approved Collection Account	654,602	-	-	-	654,602
Balance carried forward from previous year - King Chung Award	98,294	-	-	-	98,294
Balance carried forward from previous year - School Funds Account	7,058,572	-	-	-	7,058,572
Sub-total: (5)	7,811,468	-	-	-	7,811,468
● Approved collection - bank interest	-	1,706	-	1,706	1,706
● Collection of fees for specific purposes (hire out of school premises, library fine and bank interest, etc.)	-	93,116	-	93,116	93,116
● Donations	-	122,200	58,781	63,419	63,419
● Profit on sale of exercises books and school badges	-	3,498	-	3,498	3,498
● Subscriptions / tong fai	-	129,710	-	129,710	129,710
● Tuckshop rent received	-	0	-	0	0
● Expenditure (including miscellaneous expenditure, specific donation given, award of students scholarship, etc.)	-	-	128,785	(128,785)	(128,785)
● King chung award	-	120,000	44,500	75,500	75,500
Sub-total: (6)	-	470,230	232,066	238,164	238,164
Accumulated Surplus of School Funds (5) + (6) = (II)	HK\$8,049,632				
III. Subsidies from others					
	101,999	645,838	447,478	198,360	300,359
Accumulated Surplus of Subsidies from others (III)	HK\$300,359				
Total Accumulated Surplus as at 31 August 2021 (I) + (II) + (III)	HK\$18,205,244				

- Income and Expenditure Accounts of the School for the accounting year ended 31 August, 2021 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

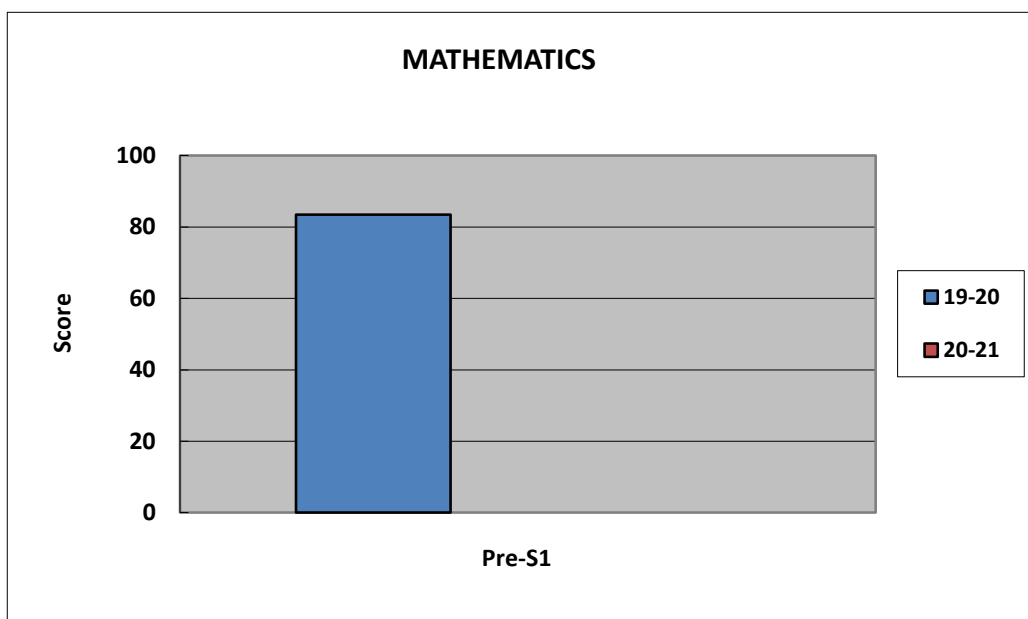
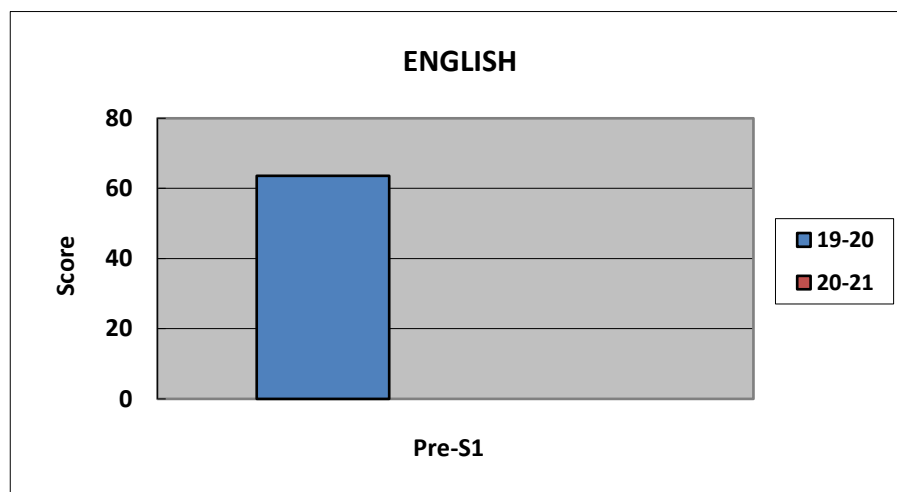
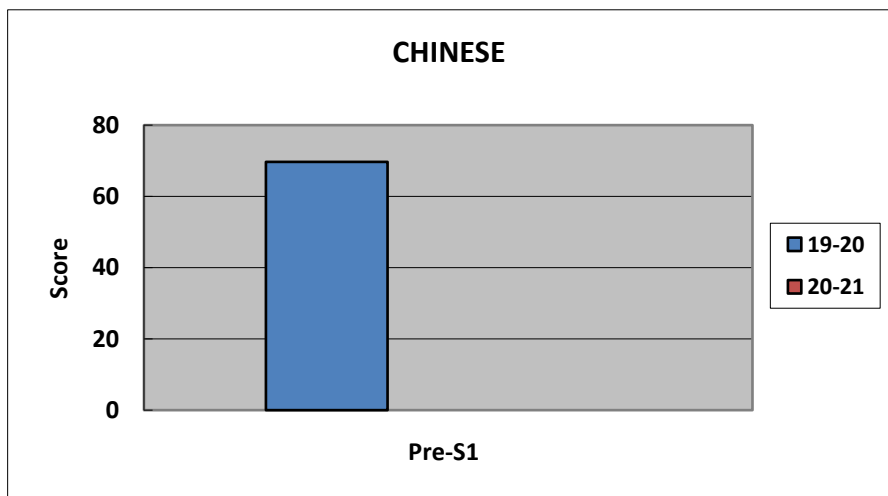
Form	2019/2020		2020/2021	
	Chinese	English	Chinese	English
F.1	100	686	66	674
F.2	129	477	95	608
F.3	219	462	147	448

- Borrowing Rate of books from the School Library

Types of reading materials	2019/2020	2020/2021
	F.1 – F.6	F.1 – F.6
Chinese Books	1364	1487
English Books	431	314
Other Reading/Learning Materials	103	111
No. of opening days of School Library	119	102

HKAT (Pre-S1)

- Pre-S1 Attainment Test for the school year 2020-2021 had been cancelled due to the COVID-19 pandemic.



HKDSE

- **HKDSE results in 2019-2020**

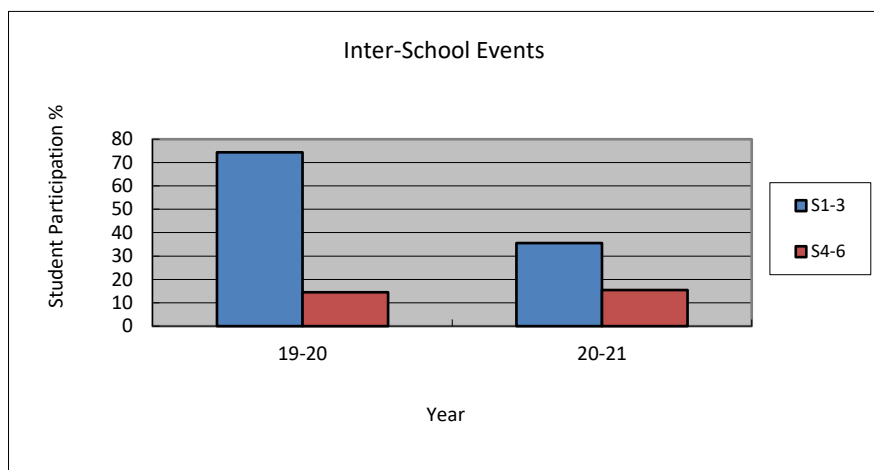
Description	% of students awarded Level 2 or above		% of students awarded Level 4 or above	
	CNECCC	Territory	CNECCC	Territory
English Language	100	80.3	67	29.6
Chinese Language	98.3	86.7	61.7	32.6
Mathematics (Compulsory)	100	81.9	76.5	39
Liberal Studies	98.3	88.4	48.7	31.1
Chemistry	100	87.8	96.2	50.4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

- **HKDSE results in 2020-2021**

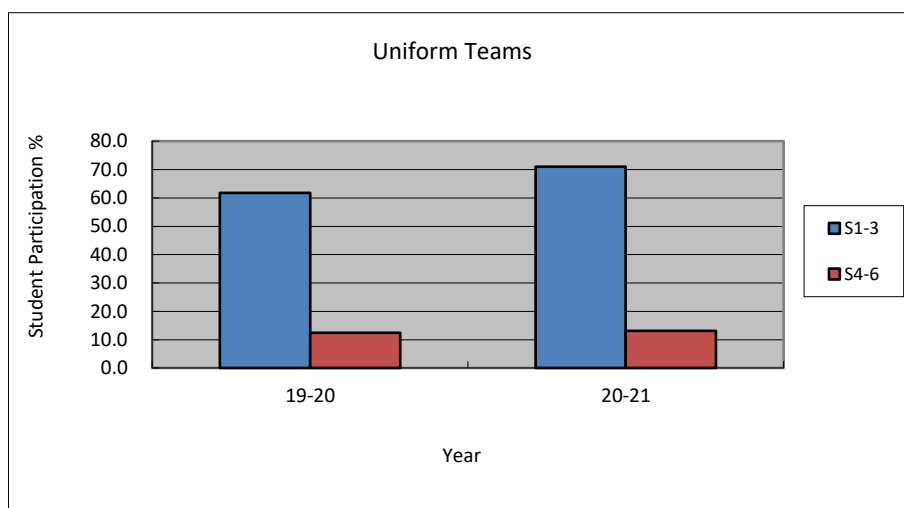
Description	% of students awarded Level 2 or above		% of students awarded Level 4 or above	
	CNECCC	Territory	CNECCC	Territory
English Language	100	80.4	60.6	27.1
Chinese Language	99.2	88.6	60.6	32.7
Mathematics (Compulsory)	100	81.8	78.7	39.5
Liberal Studies	98.4	89.4	50.4	36.6
Biology	100	90.5	81.5	46.5
Chinese History	100	90.6	83.3	39.3
Economics	100	86.6	91.7	47.1

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 organised 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	19/20		20/21	
	(Number of students)	(Student-times)	(Number of students)	(Student-times)
Inter-school sports events	51	51	0	0
Speech Festival	205	228	64	65
Music Festival	57	57	115	137
Scout	67	1206	60	1920
Girl Guides	45	450	61	1037
Red Cross	50	300	81	810
Road Safety Patrol	55	275	40	600
Drama	35	46	16	30
Voluntary Services	45	62	44	232

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

Nature	Name of Competition / Organisation	Award / Prize details	
		2019/2020	2020/2021
Art	Inter-school Competition	<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 	<p>My Australian Christmas Card Competition & Exhibition</p> <ul style="list-style-type: none"> • Selected, Senior Secondary School Category • Selected, Junior Secondary School Category <p>ICEHK- Draw your Dream Drawing Competition</p> <ul style="list-style-type: none"> • Third Class
Music	Inter-school Music Festival	<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 Hong Kong Inter-school Music Festival 2021</p> <ul style="list-style-type: none"> • Gold Award in Graded Piano Solo- Grade 7 <p>2020 Joint School Music Association Competition</p> <ul style="list-style-type: none"> • Gold Award and Silver Award in Mixed Voice Choir • Gold Award and Silver Award in Handchime Ensemble
Sports	Inter-School Sports Competition	<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 International Juggling Cup</p> <ul style="list-style-type: none"> • First runner-up, International Individual Group • Champion, Secondary to Post-secondary Group 	
Academic Subjects	BAFS	<p>Dragon Apprentice 2019 – Entrepreneurial Enterprise Proposal for Secondary School Students Competition</p> <ul style="list-style-type: none"> • Second 	<p>2020 HKMA Business Simulation Competition for Secondary School Students</p> <ul style="list-style-type: none"> • First Runner-up <p>2020-2021 Accounting and Business Management Case Competition</p> <ul style="list-style-type: none"> • Second Runner-up

Science	<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 	<p>Odyssey of the Mind Hong Kong Regional Tournament 2021 Problem 1 - Division 3</p> <ul style="list-style-type: none"> • Champion <p>Problem 2 - Division 2</p> <ul style="list-style-type: none"> • Champion <p>Problem 4 - Division 2</p> <ul style="list-style-type: none"> • Champion <p>International Biology Olympiad - Hong Kong Contest 2020</p> <ul style="list-style-type: none"> • Bronze Award • Honourable Mention <p>VR for Good Challenge</p> <ul style="list-style-type: none"> • Finalist <p>Electronical Engineering and Students- HKIE Solar Power Model Car Design Competition 2021</p> <ul style="list-style-type: none"> • Honourable Mention
Mathematics	<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 	<p>HuaXia Mathematical Olympiad Contest 2021 (Hong Kong) Preliminary Heat</p> <ul style="list-style-type: none"> • 4 First-class Award <p>Asia International Mathematical Olympiad 2021 Preliminary</p> <ul style="list-style-type: none"> • Champion in Secondary 3 <p>Hong Kong International Mathematical Olympiad Heat Round 2021 (Hong Kong Region) Senior Form</p> <ul style="list-style-type: none"> • 2 Silver in F.4, 1 Silver in F.5

Speech	Inter-School Speech Festival	<p>The 71st Hong Kong Schools Speech Festival <u>Speech Contest in Chinese</u></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><u>Speech Contest in English</u></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>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) 	<p>The 72nd Hong Kong Schools Speech Festival <u>Speech Contest in Chinese</u></p> <ul style="list-style-type: none"> • Third in Boys' Solo Verse Speaking in Cantonese (F.1) • Second and Third in Girls' Solo Prose Reading in Cantonese (F.1) • Second in Girls' Solo Prose Reading in Putonghua (F.2) • First in Girls' Solo Prose Reading in Putonghua (F.4) • Third in Girls' Solo Verse Speaking in Putonghua (F.4) • First in Boys' Solo Prose Reading in Putonghua (F.6) <p><u>Speech Contest in English</u></p> <ul style="list-style-type: none"> • 2 Second in Dramatic Duologue (F.1) • First and Third in Solo Verse Speaking (F.1) • First in Solo Verse Speaking (F.3) • First and Third in Solo Verse Speaking (F.4)
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	Chinese Debate	The 5th Human Rights and Law Competition <ul style="list-style-type: none"> • Second • Best Debater Award 	The 19th Basic Law Debating Competition <ul style="list-style-type: none"> • Best Debater Award • Quarter-finalist (Hong Kong District)
	English Debate	English Debating Competition (2019-2020) Preliminary Round <ul style="list-style-type: none"> • Best Speaker • 4 Certificate of Participation Hong Kong Secondary Schools Debating Competition <ul style="list-style-type: none"> • Best Speaker 	The 5th Joint School Rookie Debate Competition <ul style="list-style-type: none"> • Best Debater Award
Writing	Novel Writing Competition /Essay Writing Competition	灼華文字創作獎 <ul style="list-style-type: none"> • 創作獎 第十三屆「理想家園」徵文比賽 <ul style="list-style-type: none"> • 優異獎, 高級組 • 亞軍, 初級組 2019-2020 中國中學生作文大賽 <ul style="list-style-type: none"> • 6 優異獎 第六屆龍少年文學獎 <ul style="list-style-type: none"> • 一等獎 • 二等獎 • 優異獎 我是追夢人 • 全港大中小學生徵文比賽 <ul style="list-style-type: none"> • 季軍, 初中組 	第七屆龍少年文學獎 (福建省新聞出版局、大龍樹(廈門)文化傳媒、台灣龍騰文化有限公司、香港中華書局合辦) <ul style="list-style-type: none"> • 全國優秀獎 • 全國一等獎 香港及澳門特別行政區 初賽 <ul style="list-style-type: none"> • 首獎, 初中組及高中組 • 佳作獎, 初中組及高中組 • 優異獎, 高中組 • 優秀獎, 高中組 中國、台灣、香港、澳門兩岸四地 全國總決賽 <ul style="list-style-type: none"> • 一等獎, 初中組及高中組 • 二等獎, 初中組及高中組 • 三等獎, 高中組 • 優秀獎, 高中組 第十一屆大學文學獎 (香港浸會大學文學院主辦) <ul style="list-style-type: none"> • 傑出少年作家獎

	<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>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 	<p>城市大學文學獎2020 (香港城市大學主辦)</p> <ul style="list-style-type: none"> • 亞軍, 中學小說組 <p>第一屆大灣區「尊師重道」生命教育徵文比賽 (香港教育大學主辦)</p> <ul style="list-style-type: none"> • 優秀作品獎 <p>2020-2021 中國中學生作文大賽 (香港中華文化促進中心主辦)</p> <ul style="list-style-type: none"> • 3 優異獎, 初中組 • 3 優異獎, 高中組 <p>第三屆香港中學華服徵文比賽 (香港中華禮儀振興會主辦)</p> <ul style="list-style-type: none"> • 冠軍, 初中組 • 亞軍, 高中組 • 優異獎, 高中組 <p>第十四屆「理想家園」徵文比賽 (香港品質保證局主辦)</p> <ul style="list-style-type: none"> • 季軍, 初中組 • 入圍獎, 初中組 <p>陳贇一博士聯校微型小說創作獎 (陳贇一博士教育基金主辦)</p> <ul style="list-style-type: none"> • 推薦獎, 初中組及高中組 <p>「向老師致敬2020」徵文比賽 (敬師運動委員會主辦)</p> <ul style="list-style-type: none"> • 優異獎
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Quiz Competition	Inter-School Quiz Competition	<p>The 8th Vanguard of Law Quiz Competition Open</p> <ul style="list-style-type: none"> • Second Runner-up • Merit <p>Secondary School</p> <ul style="list-style-type: none"> • Third Runner-up <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 	<p>The 9th Vanguard of Law Quiz Competition Secondary School</p> <ul style="list-style-type: none"> • First Runner-up <p>Intellectual Property Knowledge Quiz Competition 2020: Intellectual Property Detective Class Senior Form</p> <ul style="list-style-type: none"> • Merit
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	Kwai Tsing District Short Film Contest <ul style="list-style-type: none"> • Merit 'Live a Wonderful Life' Series – Microfilm Competition <ul style="list-style-type: none"> • First Showing Commendation to Your Teachers 2019 <ul style="list-style-type: none"> • First 	Hong Kong School Drama Festival 2020-2021 Secondary Cantonese Category <ul style="list-style-type: none"> • The Adjudicators' Awards • Award for Outstanding Script • Award for Outstanding Performer • Award for Outstanding Cooperation Secondary Putonghua Category <ul style="list-style-type: none"> • Award for Outstanding Script • Award for Outstanding Director • Award for Outstanding Performer • Award for Outstanding Cooperation Hong Kong Secondary School Mini-Movie Competition <ul style="list-style-type: none"> • The Best Movie
Scholarship	Tsuen Wan, Kwai Chung & Tsing Yi District Board	<ul style="list-style-type: none"> • Outstanding Student Award 	<ul style="list-style-type: none"> • Outstanding Student Award
	Future Stars-Upward Mobility Scholarship	<ul style="list-style-type: none"> • Outstanding Student Award (2) 	<ul style="list-style-type: none"> • Outstanding Student Award (2)
	Pursuing Excellence and Beyond-Young Leader Awards Scheme		<ul style="list-style-type: none"> • Outstanding Student Award

	杜葉錫恩教育基金全港青少年進步獎	<ul style="list-style-type: none"> Scholarship (1) 	
	青苗學界進步獎		<ul style="list-style-type: none"> Merit (16)
Uniform Teams	Scouts	<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 	
	Girl Guides	<p>Competition organised by Hong Kong Girl Guides Association</p> <ul style="list-style-type: none"> 2 Outstanding Guides in F.5 91 NT Company A & 91 NT Company B Outstanding Unit 	

Social Services

Years	Details of the participation of Social Services
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.
2020/2021	<ul style="list-style-type: none">• Senior members of Uniform Teams together with our school alumni had distributed 'Lucky Bags' to the community during Chinese New Year.• Counselling Action Group launched two online voluntary services for F.1-5 students, collaborated with Chinese YMCA Kwai Chung Kindergarten and PLK MOSTE. It was a precious experience for students to provide online services for the new normal. From planning to launching, the students had a brand-new experience on voluntary service. Their flexibility and creativity in coordination of volunteer service were enhanced. They totally provided 92 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 -