

Chiu Lut Sau Memorial Secondary School



Annual School Report (2022 / 2023)

Contents

	Page		Page
School Vision and Mission	3	Student Performance	
Our School		Students' Attitude and Behavior	32
History	5	Hong Kong Diploma of Secondary Education Examination 2023	32
School Facilities	5	Destination of Exit Students	33
Our Students		Major Prizes and External Awards	34-40
Class Organization	7	Financial Summary	
Students' Attendance	7	ESCBG, ECA and SMI	42
Our Teachers			
Staff List 2022 – 2023	9		
Teachers' Qualification	10		
Teaching Experience	10		
Learning and Teaching			
Number of School Days	12		
Curriculum	12		
Lesson Time for the Eight Key Learning Areas in Junior Levels	13		
Satisfaction Rates of Choice of Elective Subjects in S4	13		
Student Development			
Support for Student Development	15-17		
Achievements and Reflection on Major Concerns; Feedback and Follow-up			
Major Concern 1	19-24		
Major Concern 2	25-30		



School Vision and Mission

By means of a balanced education in moral, intellectual, physical, interpersonal and aesthetic fields, through formal curricula and extracurricular programmes, we develop in our students the qualities of desirable behaviour and abilities towards realizing the school motto – Wisdom, Virtue, Honesty and Progress.

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Our School

History

In the early seventies, the supply of secondary school places in Yuen Long was severely outweighed by its demand due to the population growth. Secondary school students in Yuen Long and villages had to necessarily undergo lengthy commutes and continue their studies in Kowloon and Hong Kong for a long time. The situation aroused the attention of the late Mr. Chiu Lut Sau, Certificate of Merit for Service Rendered from Queen Elizabeth II, Serving Brother of the Order of Hospital of Saint John of Jerusalem, J.P., M.B.E., O.B.E, who had always shown his deep concern for educating the young people of Yuen Long. He made repeated appeals to the Education Department to build an additional standard-size government secondary school in Yuen Long to satisfy this dire need. In particular, he hoped that the new school would prepare students for tertiary education. To help expedite the implementation of the school project plan, the late Mr. Chiu generously donated \$1 million towards the building and equipping of such a school. In October, 1976, extraneous circumstances had brought about a deferment of progress. The Education Department finally decided to proceed with building a government secondary grammar school at 7, Tai Yuk Road, Yuen Long, and the school was to be named as the “Chiu Lut Sau Memorial Secondary School”. The co-educational School was open to classes in September 1979, and the official ceremony was held on 30th, January 1981 with the guest of honour Governor Sir Murray Maclehoze.

School Facilities

- 28 air-conditioned classrooms
- 4 well-equipped laboratories
- Lecture Room
- Conference Room
- Lut Sau Hall
- School Library
- 2 Social Workers’ Rooms
- Student Activity Centre
- Instrumental Practice Room
- Band Room
- Rehearsal Room
- Medical Room
- Campus Broadcasting Room
- English Resource Centre
- Student Union Office
- Alumni Association Office
- PTA Office
- Interview Room and Meeting Room
- Special Rooms:
 - Computer Studies Rooms
 - Computer Assisted Learning Rooms
 - English Language Room
 - Geography Room
 - Design & Technology Room
 - Home Economics Room
 - Music Room
 - 2 Art Rooms
 - Function Room
 - Multi-purpose Room
- Table-tennis Training Room
- Basketball Court
- Volleyball Court
- Badminton Court



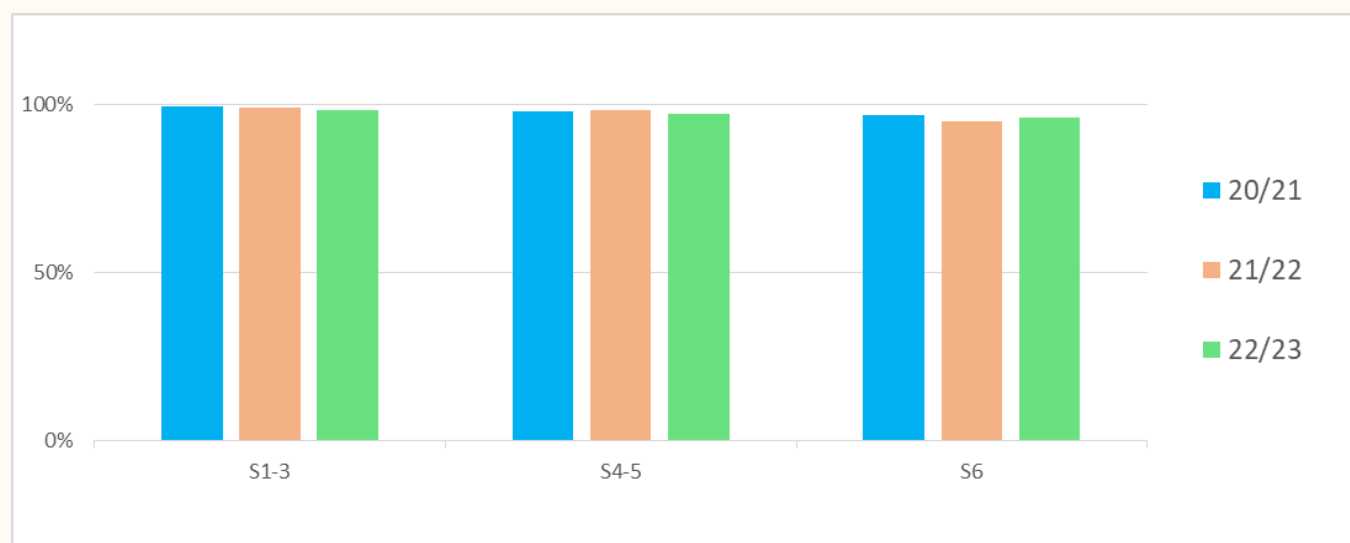
Our Students

Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	5	4	4	4	25
Total Enrolment	140	125	152	122	120	124	783

* Total Enrolment on 2-9-2022

Students' Attendance





Our Teachers

Staff List 2022 - 2023

Principal	Ms WOO Kit-ching		
Assistant Principals	Ms TANG Shuk-man		
	Ms HUNG Yuen-may		
	Mr YAM Yuen-see		
Teachers			
1. Ms AU Shuk-mei	KLA Coordinator of Chinese Language, HOD of Chinese Literature		
2. Ms CHAU Ching-yi	HOD of Chinese Language (Senior Forms)		
3. Mr CHU Ka-lok	HOD of Chemistry		
4. Mr CHOW Kai-pang	KLA Coordinator of Arts, HOD of Visual Arts		
5. Ms CHEUNG Lai-wah			
6. Ms CHEUNG See-wan	KLA Coordinator of English Language, HOD of English Language (Senior Forms)		
7. Ms CHAU Tze-lan	HOD of Chinese Language (Junior Forms)		
8. Ms CHOW Won	KLA Coordinator of English Language, HOD of English Language (Senior Forms)		
9. Ms CHOW Wai-han	HOD of Citizenship and Social Development/ Liberal Studies/ Life and Society		
10. Mr CHAN Wai-yin			
11. Ms CHEUNG Yee-ting			
12. Mr FUNG Chun-pong	Student Development Committee (i/c)		
13. Ms FUNG Ngau-huen			
14. Mr HUNG Tak-wai			
15. Ms HO-WANG Jeannette Micayla			
16. Mr KWONG Ping-kin	HOD of Design and Technology		
17. Mr KO Wai	HOD of Music		
18. Ms KWOK Wai-ming, Grace			
19. Ms LEUNG Choi-fa	Discipline Mistress, HOD of Home Economics		
20. Mr LEE Chi-keung			
21. Ms LEUNG Ka-wai	HOD of Chinese History		
22. Mr LAW Kin-yu	HOD of Science		
23. Ms LAW Lai-kwan@			
24. Ms LAM Mei-ling	Careers and Life Planning Team (i/c)		
25. Ms LAW Ming-wai	HOD of Biology		
26. Ms LI Suk-kam			
27. Mr LEE Tang-chow@	HOD of Mathematics (Junior Forms)		
28. Ms MA Wai-ling			
29. Ms MO Yuen-ting	KLA Coordinator of Personal, Social and Humanities, HOD of Geography		
30. Ms NGAI Pik-chui			
31. Mr PAK Kin-man			
32. Mr POON Nai-tsun			
33. Mr TANG Ka-leung	HOD of English Language (Junior Forms)		
34. Ms TSUI Kit-ming, Kimmy			
35. Ms TANG Lok-yan	HOD of Economics		
36. Mr TSE Ming-wai	Discipline Master, KLA Coordinator of Science, HOD of Physics		
37. Ms TSANG Shuk-han@			
38. Mr TAM Si-man	Academic Affairs (i/c), KLA Coordinator of Mathematics, HOD of Mathematics (Senior Forms)		
39. Mr TAM Ting-bong			
40. Mr TSE Wai-chung	HOD of Computer Literacy/ ICT		
41. Mr TANG Wai-leung	KLA Coordinator of Physical Education		
42. Ms WONG Choi-wan, Jun	Counselling Team (i/c), Special Educational Needs Coordinator		
43. Mr WONG Kin-chung	KLA Coordinator of Technology, HOD of Business, Accounting and Financial Studies, OLE (i/c)		
44. Mr WONG Kam-sing@			
45. Mr WONG Kam-hing			
46. Ms WONG Lai-han@			
47. Ms WOO Sze-yan			
48. Ms YAU Kai-chi, Flora			
49. Ms YEE Wai-man	HOD of Putonghua, Reading Period (i/c)		
50. Ms YAM Yuet-yi	HOD of Physical Education		
School Social Workers	Ms NG Tsui-yi, Tweety	Mr CHAN King-ho, Kingsley	
Laboratory Technicians	Ms CHAN Hing-man, Cass	Mr YIP Chi-long, Jason	
IT Support	Mr LEE Kwan-wai, Edward	Mr HUNG Ching-yiu@	
Hall Support	Mr CHENG Long-yin, Kelvin		
Teaching Assistants	Ms CHAU Yuen-ki, Cassandra	Ms CHENG Chi-hi, Celesta	Mr CHUM Chi-kwan, Ken
	Mr KAN Chun-fai@	Ms LAM Shuk-mei, Stacey@	Ms YEUNG Hoi-lun, Helen@
Clerical Staff	Mr SO Chi-kan	Ms CHAN Ka-man, Carol	Ms CHAN Suk-ching
	Ms CHEUNG Ka-yee, Naomi	Ms LAM Lai-sim, Lupy	Ms CHAN Pui-shan, Sharon
	Mr LEUNG Tsun-ming, Kelvin	Ms LO Yuen-yan, Karen	Mr MA King-yip, Rusty

@ newly-joined staff

Teachers' Qualifications

Master's Degree or above	Bachelor's Degree	Tertiary Non-degree
50%	98%	2%

Teaching Experience

0-4 years	5-9 years	≥ 10 years
2%	7%	91%

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Learning and Teaching

Number of School Days

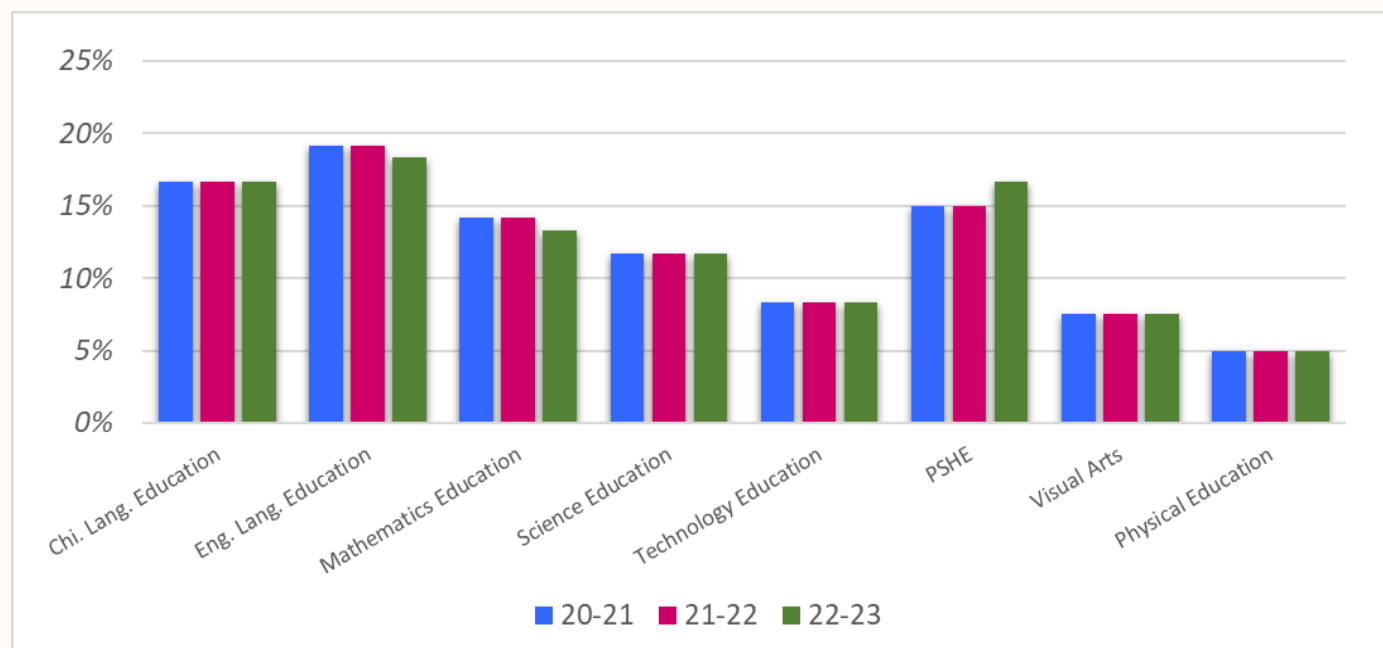
School Years	2020-2021	2021-2022	2022-2023
Number of school days	190	190	192

Curriculum

Form 班級	S1 中一	S2 中二	S3 中三	S4 中四	S5 中五	S6 中六
Subject 科目						
Chinese Language 中國語文	●	●	●	●	●	●
English Language 英國語文	●	●	●	●	●	●
Mathematics 數學	●	●	●	●	●	●
Mathematics (Extended Part (Module 2)) 數學延伸單元二				●	●	●
Liberal Studies 通識教育						●
Citizenship and Social Development 公民及社會發展科				●	●	
Life and Society 生活與社會	●	●	●			
Chinese History 中國歷史	●	●	●	●	●	●
Chinese Literature 中國文學				●	●	●
History 歷史	●	●	●	●	●	●
Geography 地理	●	●	●	●	●	●
Economics 經濟				●	●	●
Business, Accounting and Financial Studies 企業、會計與財務概論				●	●	●
Physics 物理				●	●	●
Chemistry 化學				●	●	●
Biology 生物				●	●	●
Science 科學	●	●	●			
Information and Communication Technology 資訊及通訊科技				●	●	●
Computer Literacy 普通電腦	●	●	●			
Putonghua 普通話	●	●				
Design and Technology 設計與科技	●	●				
Home Economics 家政	●	●				
Music 音樂	●	●	●			
Visual Arts 視覺藝術	●	●	●	●	●	●
Physical Education 體育	●	●	●	●	●	●
Reading Period 閱讀課					●	
Other Learning Experiences (OLE) 其他學習經歷課					●	
Class Period / 班主任課	●	●	●	●	●	●

- subjects offered in 2022 – 2023

Lesson Time for the Eight Key Learning Areas in Junior Levels



Satisfaction Rates of Choice of Elective Subjects in S4

Number of elective(s) allocated within students' first three preferences	Number of students
3	100
2	41

Total Number of Students: 141

Overall Satisfaction Rate: 90.31%



Student Development

Support for Student Development

In addition to facilitating students' academic growth, our school is dedicated to promoting their holistic development as individuals. Throughout the 2022-2023 academic year, our functional teams worked collaboratively to cultivate the essential qualities and skills necessary for our students to become esteemed contributors to society.

The Career and Life Planning Team designed a comprehensive curriculum that encompassed essential topics, such as S4 elective subject choices, time management skills, goal setting, JUPAS application and choices, writing university application statements, mock interview, and overseas studies applications to prepare students for their future careers, while additionally conducting talks and workshops, and organising activities, including Career Fair, job shadowing, admission talks, job placements, university programmes, internship programmes, workplace visits to Le Cordon Bleu Culinary Arts Institute, Pandamart and Chow Tai Fook, as well as work experience programmes in Marriot Ocean Park Hong Kong and Private I Salon, to provide students with hands-on experience and exposure to diverse career paths. Individual JUPAS counselling sessions were offered for S6 students and their parents, providing personalized guidance on making informed decisions about future education and career paths.

The Class Management Team, with a commitment to promoting student-teacher relationships and fostering personal growth, implemented a range of initiatives designed to support student well-being and create a positive classroom environment. At the start of each school term, the team organised ice-breaking activities to facilitate interactions between students and teachers. Throughout the academic year, the team prepared materials for class teachers to conduct activities to promote self-management skills, time management skills, life planning, and positive values. The team also held regular class teacher meetings, providing guidance and support to teachers on good practices of class management, with a specific emphasis on creating a classroom climate that fostered inclusivity and positive reinforcement.

The Counselling Team launched comprehensive preventive, remedial and developmental programmes to facilitate students' personal growth and promote mental health. The Peer Counsellors Scheme created a supportive atmosphere with older students acting as mentors to younger ones. Programmes such as S1 Adjustment Programme, S1 Growth Programme, and SEEDs programme helped S1 students adapt to secondary school life and develop positive attitudes. The S4 Bridging Programme was also organised to help students reflect on their life goals. The Mental Health Ambassadors conducted sharing sessions at morning assemblies and on Instagram, organised the Loving CAREnival and arranged "Welcome Back Day", "Hampers for Cross-border Students" and "Tests/Exams, Add Oil!" with social workers to help students adjust to full resumption of face-to-face classes. The team also organised workshops for teachers' professional development on Positive Discipline and Active Listening Skills.

The SEN Support Team was established to provide diversified support, such as clinical psychologist services, art therapy and social training for students with Special Educational Needs (SEN). The Speech Therapist conducted individual and group training for students with speech and language impairment or hearing impairment. Home-school cooperation was prioritized. Meetings with parents and professionals were arranged as needed. Adjustments to homework and assessments were made. The Education Psychologist conducted talks on identifying at-risk students and active listening skills. The SENCo and two members from the SEN Support Team also shared a lesson study on the enhancement of learning effectiveness for students with special educational needs on the Second Staff Development Day.

Discipline and Student Attendance Team prioritized students' self-management and discipline this academic year, through a range of engaging initiatives such as the "School Uniform Fashion Show", the "Inter-Class Punctuality Award Scheme", and the "Inter-Class Cleanliness Award Scheme" to promote positive values such as respect for others and responsibility. They also collaborated with government departments such as the Hong Kong Police Force and Office of the Privacy Commissioner for Personal Data, Hong Kong to promote a sense of law abidingness and integrity among students.

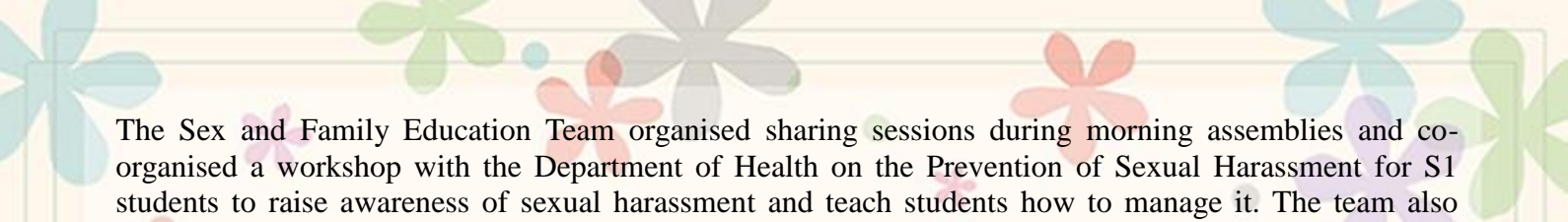
The Civic Education Team promoted positive values and enhanced students' understanding of their community and country through organising different programmes and activities like "My Pledge to Act", the "iTeen Leadership Programme" and the "Constitution and Basic Law Student Ambassadors Training Scheme". The team also organised "Talk on Organ Donation for You and Me" and "Speeches under the Flag", sharing the national progress of our country and Chinese traditional moral values. The team's active participation in various online competitions on the Basic Law, Constitution, Chinese history, national development, diplomatic knowledge of China, and National Security earned numerous awards.

The Moral Education Team organised an ICAC show called "All for Integrity" which promoted integrity to S4 students, while the Inter-class Slogan Competition on the theme namely "Building a Caring, Compassionate and Cohesive Society" as well as the "Read a book, Share the Love Campaign" encouraged students to serve the community. With the collaboration of the Promotion of Reading Team, junior form students produced audio books for Ebenezer School and participated in a sharing session conducted by the representatives of Ebenezer School. To cultivate positive attitudes such as respect and responsibilities towards others, student ambassadors conducted sharing sessions during Morning Assemblies.

The Environmental Education Team organised the "Inter-class Energy Saving Competition", and most classes strictly followed the code of practice stated in the "Pledge of Environmental Protection". Sharing sessions were conducted during morning assemblies on topics such as green-cleaning techniques, eco-friendly detergents and climate change to promote energy saving and environmental conservation. Students participated in the "Tree-planting Day", "Mushroom STEAM Workshops", and visits to the LINK Sustainability Lab, where they learned about sustainable living and the applications of biomaterials. They also participated in the "Secondary School Online Quiz Competition on Knowledge of Environmental Pollution", the "Organic Low Carbon Youth Programme", and the "Student Environmental Protection Ambassador Scheme". Moreover, 4 students were offered a 3-day on-the-job experience, where they worked with the staff of the Environmental Protection Department through job shadowing, including office work, field work, and visiting various environmental facilities.

The Health Education Team promoted mental and physical fitness through two core programmes: Blood Donation Day and Health Checkups provided by the Department of Health. Blood Donation Day helped students develop altruism and empathy, while Health Checkups enabled students and parents to monitor their physical well-being.

The Healthy School Programme Team promoted drug prevention messages and helped students develop healthy habits and positive values through various personal growth activities, inter-school events, potential development group, school drug testing, as well as workshops on stress management and positive thinking. The team also organised the "Assessment of Students' Physical and Mental Health" and the "Challenge 50 – Hong Kong Island Coastal Trail" to help students develop healthy habits and boost up their physical fitness. Moreover, students were trained to become Healthy Campus Ambassadors to promote drug prevention messages. To promote healthy living messages to the community, our school collaborated with three other government secondary schools in Yuen Long to hold the Community Drug-Free Carnival.



The Sex and Family Education Team organised sharing sessions during morning assemblies and co-organised a workshop with the Department of Health on the Prevention of Sexual Harassment for S1 students to raise awareness of sexual harassment and teach students how to manage it. The team also arranged a talk on Love Relationships to help students develop positive approaches to dealing with relationship problems.

The Study Tour and Exchange Programme organised an online English lesson observation focusing on S1 English grammar conducted by one of our English teachers with Shenzhen Fuyuan School via video conferencing, followed by a post-lesson evaluation, to facilitate professional growth and development of teaching methodologies in March. During a face-to-face visit to Shenzhen Fuyuan School in June, a management meeting was held, covering important topics such as the sharing of expertise between the two schools and ways to improve the quality of learning and teaching. Teachers from both schools interacted and shared ideas after a lesson observation of a S2 Mathematics lesson, resulting in a deeper understanding of the different approaches and teaching methods used in each school. An online student forum with Ningbo Jiaochuan Academy was also organised to provide students with an opportunity to share their experiences and perspectives on the ways of enhancing students' national identity.

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Achievements and Reflection on Major Concerns; Feedback and Follow-up

Review of Annual School Plan 2022-2023

Major Concern 1

Empowering students to become active learners for lifelong learning

* Objectives

- 1.1 To create an active learning environment through fostering students' engagement in learning activities
- 1.2 To cultivate reading to learn culture to enhance students' capacity for life-long learning
- 1.3 To enhance students' generic skills and increase their breadth of knowledge by promoting STEAM Education
- 1.4 To elevate teachers' professionalism through promoting collaborative culture and tapping external resources

* Strategies

1. To elevate students' learning capacity and proactiveness through organising training programmes on effective study skills, including note-making skills, memory skills, reading skills and revision skills
2. To allow students acquire broad and solid knowledge base, arouse their intellectual curiosity and cultivate a peer learning culture through academic activities and gifted education programmes
3. To enhance the skills in reflection and generating higher order thinking questions to promote active learning
4. To allow students to construct a broad knowledge base, improve their language proficiency, enrich their reading experiences and promote a reading culture at school by organising reading activities
5. To promote reading across curriculum through collaboration of the school library, different KLAs and functional teams
6. To incorporate STEAM education in the junior form curriculum through cross-curricular project learning
7. To strengthen students' creativity and problem-solving skills and IT skills by promote STEAM activities/competitions
8. To enhance teaching strategies through collaborative planning of lessons and engaging external support services
9. To encourage teachers to attend courses related to eLearning / STEAM / RAC / new education trend and pedagogical skills

* Highlights of Achievements and Reflection

1. Organising study skills workshops for S1-S3 students
 - Three mass effective study skills workshops were conducted from September 2022 to March 2023 to enhance the note-making skills, memory skills, and revision skills of S1-S3 students.
 - Learning tasks were designed by subject teachers of Chinese Language, English Language, and Life and Society to allow S1-S3 students to apply the study skills in an integrative manner through practising note-making.
 - A survey conducted on Major Concern 1 revealed that 87% of junior form students agreed that the study skills workshops could benefit their proactive learning, and 60% were applying the skills to facilitate their revision.

2. (a) Enhancing peer learning culture by implementing peer assessment in S1-S3
- Subject teachers of Mathematics, Putonghua, Music, Visual Arts, Home Economics, Physical Education and Design & Technology designed peer assessment tasks for students to promote peer learning. This initiative enabled most students to develop their judgement skills and critiquing abilities while assessing their peers' performances, transforming them from passive learners to active learners.
 - The Citizenship and Social Development group projects completed by S5 students were used for the S1-S3 learning materials in the Life and Society lessons, promoting the peer learning culture. The S5 students completed a group project about the 14th Five-Year Plan, which aimed to stimulate students' intellectual curiosity and enhance their inquiry minds. The project was informative and concise enough for all junior form students to better understand how our country's society and economy will develop over the next five years, allowing students to acquire broader knowledge and become more aware of the development of their country.
 - According to the survey on Major Concern 1, approximately 70% of the students strongly agreed and agreed that the peer learning activities were beneficial in enhancing their generic skills and cultivating the peer learning culture.
- (b) Encouraging students to join interschool competitions
- Different departments actively nominated students to participate in competitions in various fields, such as Biology, Geography, Chinese Literature, Putonghua and Visual Arts.
 - These competitions provided students with an active learning environment and enhanced their learning capacity, aligning with the Stakeholder Survey that approximately 70% of the students strongly agreed and agreed that teachers often organised different learning activities both inside and outside of the classroom, such as discussions, visits, and sharing of insights gained from participation.
- (c) Nominating students to attend gifted courses/ programmes offered by external organizations
- The school set up a talent pool to identify eligible students for various gifted pull-out programmes in various fields such as Languages, Humanities, Mathematics, Science, STEAM, Music, and Sport inside and outside school. About 85% of the S1-S5 students showed interest in joining these programmes,
 - Students participated in various gifted programmes organised by external institutions, such as Hong Kong Academy for Gifted Education, The Hong Kong University of Science and Technology and The Chinese University of Hong Kong.
 - The gifted programmes received positive feedback from students, with students gaining more insights into their areas of interest and forming study and career plans accordingly. The programmes helped students better understand one's own interests, aptitudes and abilities, and enhanced their learning capacity and initiative to explore further knowledge.
 - According to a survey on Major Concern 1, about 60% of students strongly agreed or agreed that the school provided substantive opportunities for them to join both internal and external courses and academic activities that helped explore their potentials.
- (d) Arranging internal sharing for students who completed the gifted programmes organised by external organizations
- Peer learning was achieved as students who had joined the gifted programmes offered by The Chinese University of Hong Kong and The Hong Kong University of Science and Technology in the previous academic year conducted the mini-lectures and two sharing sessions for their schoolmates. The sharing sessions helped students gain a deeper understanding of the content and structure of different gifted programmes, sparked students' curiosity and motivated them to nominate themselves for further intellectual exposure.

3. (a) Promoting reflective and higher-order thinking skills for active learning
- S4 Geography students created self-designed data-based questions about the 2023 Turkey earthquake, employing command words like "discuss whether," "evaluate," and "justify", helping students understand the earthquake's impact on people's lives.
 - S5 Economics students created their own scenarios to analyse how COVID-19 affected the unemployed population and the labour force in the aviation industry.
 - In S5 Biology and Chemistry classes, students designed investigative questions, proposed hypotheses and designed experiments to test them.
 - In S6 Chinese Literature classes, students transferred their reading experiences from "香港文學篇章：麥樹堅的博愛醫院的大樹" by "麥樹堅" to describe a memorable and unforgettable place in Hong Kong and express their feelings about other memorable places in the city.
 - Students developed their higher-order thinking skills and became more self-directed learners by engaging in a variety of learning tasks. The survey on Major Concern 1 showed that approximately 70% of senior form students strongly agreed or agreed that the learning tasks from different subject departments helped them develop their analytical, synthesis, and evaluation skills. 53% of students reported feeling confident in answering more challenging questions.
4. (a) Book sharing by students, teachers, alumni and parents to promote a reading culture
- The "Read a Book, Share the Love Campaign" allowed students to enrich their reading experiences by selecting their favourite books and preparing audio books for visually impaired children.
 - The school invited the Departments of Home Economics, Music, Business, Accounting and Financial Studies and Life & Society, as well as alumni, to share their reading experiences on the online platform "悅讀 FUN 享平台" to promote a reading culture through teachers acting as role models to inspire students to read more and explore different genres.
 - The Sunshine Reading Scheme encouraged students to broaden their knowledge by reading different genres, such as poems and thematic books, while developing their generic skills and language proficiency through Ambassadors-led sessions, where ambassadors read books related to Psychology, world cultures, social science, and living, and summarized the key notes for their schoolmates. The reading culture was promoted through peer-to-peer interactions and sharing, inspiring students to become passionate and lifelong readers.
 - The Joint-school Reading Scheme, also known as the "Joyful Reading Universe: Inter-school Reading Promotion Program", published a booklet featuring exceptional book reports from students for arousing students' interest in reading. This initiative was a collaborative effort among five secondary schools namely Caritas Ma On Shan Secondary School, Fukien Secondary School (Siu Sai Wan), HKTA The Yuen Yuen Institute No. 3 Secondary School, Kowloon Tong School, and Tsang Pik Shan (Sung Lan) Secondary School, together with our school.
 - S5 student HUI Cheuk-yin won championship of the HKFYG's Campus Writer Competition. Her debut book titled "To My Sister in the Fantasy World" was published in 2022. A book sharing and signing event was organised for her to share her thoughts on reading and writing with the student body.
- (b) Organising library tours and thematic book exhibition
- S1 Library Tours were organised to familiarize students with the school library's programmes and resources.

- The library regularly organised thematic book exhibitions about Chinese history, culture, and current socio-economic development to broaden students' knowledge base and enhance their reading experiences. One such example was the thematic book display about the Forbidden City co-organised by the Chinese History Department. The exhibition served as an extended learning activity for all S2 students, helping them gain a deeper understanding of the living conditions of Chinese emperors by reading books borrowed from the Ping Shan Tin Shui Wai Public Library and completing related learning tasks.
5. (a) Preparing theme-based reading materials related to the Seven Learning Goals of Secondary Education embedded with the Ten Priority Values for Education to strengthen reading across curriculum
- The Reading to Learn Team collaborated with the School Library, the Chinese KLAs, the English Department and the Visual Arts Department to organise four reading across curriculum (RAC) activities to celebrate the Mid-Autumn Festival, Halloween, Christmas and Chinese New Year. These activities helped students develop their understanding and appreciation towards Chinese and Western cultures.
 - The survey on Major Concern 1 showed that approximately 60% of students strongly agreed or agreed that the RAC activities and book sharing sessions aroused their reading interests and motivated them to read the recommended books.
 - Theme-based reading materials related to the Seven Learning Goals and the Ten Priority Values for Education were provided by various subject departments. The Biology Department, Chinese History, and Geography Department provided reading materials about Chinese genetic engineering, diplomats, and technological development for fostering the development of national identity among students, while the Life and Society Department provided reading materials about racial harmony to promote respect for pluralism in society.
 - The survey on Major Concern 1 revealed that approximately 71% of senior form students strongly agreed or agreed that the reading materials from different subject departments enriched their subject knowledge. 65% of students regarded the materials as nurturing positive values such as perseverance and empathy.
- (b) Incorporating a reading lesson in formal curriculum for S5
- To enrich the students' reading experiences, one reading lesson per week was incorporated into the formal S5 curriculum this year.
 - Theme-based English reading materials were designed across different genres such as speeches, comics, and articles to broaden students' horizons from different perspectives, enrich their reading experience, and develop and apply generic skills.
 - Theme-based Chinese reading materials related to empathy, diligence, and integrity were designed to nurture students' positive values and appreciation for famous people.
 - The surveys on the reading periods showed that, on average, 85.7% of students agreed that the reading periods had enriched their reading experience, and 84.9% of students agreed that the reading periods had enhanced their capacity.
6. (a) Incorporating STEAM education into the junior form curriculum through cross-curricular project learning
- The S2 students successfully completed the STEAM cross-curricular project, Smart Greenhouse, by applying concepts and skills learned in Geography, Science, Computer Literacy, and Visual Arts lessons. They showed great enthusiasm and interest in designing their own greenhouses and hands-on activities. The group project enhanced the students' knowledge and skills in Micro:bit programming, greenhouse effect, growth factors for plants, and technical drawing.

7. (a) Organising IT-related workshops and training courses
- Students participated in various STEAM competitions like InnoTech Expo 2022, robotics training courses, drone coding, and motion sensing and capture, which increased their breadth of knowledge and generic skills.
 - Our school participated in the "官立中學聯校 STEM 創科比賽暨 STEM Fair", which focused on promoting a healthy lifestyle. Our students designed a smart kitchen to showcase their abilities and created a real prototype, which enhanced their mechanical knowledge, such as gearing and motor. During the showcase, they presented their ideas effectively, improving their communication skills. Our school was awarded the My Favourite Booth Award.
- (b) Organising workshops for primary students / schoolmates to showcase the learning outcomes of STEAM related activities
- A joint-school STEAM competition "新界西小學無人機挑戰賽" was hosted by the school on 25th February 2023. Approximately 100 students from 21 primary schools in Yuen Long, Tin Shui Wai, and Tuen Mun participated in the competition. This was the first year that our school hosted the competition, and it received positive feedback from primary schools and students. The participating teachers praised our students for performing their duties well as instructors and teaching the primary students programming and drone knowledge.
 - 56 students from South Yuen Long Government Primary School and Tin Shui Wai Government Primary School visited our school in December. Our student-ambassadors led them to experience hands-on practice in DT lessons and join the STEAM activities RoboMaster to learn robotic programming. These workshops strengthened the collaboration among our students and enhanced their generic skills.
8. (a) Organising theme-related collaborative exercise across different subject departments to reinforce professional interflow
- Collaborative exercises were conducted within and across subject departments, promoting professional development among teachers and fostering a sharing culture at the school.
 - S2 English Language and Geography teachers co-created learning and teaching materials that required students to apply language skills from English to Geography lessons, while also revisiting geographical terms in English activities.
 - Science teachers collaboratively designed inquiry-based experiments, such as comparing different rates of dissolving substances, to enhance their in-house sharing culture and promote collaborative lesson planning, thereby enhancing teachers' professionalism.
 - To promote professional exchange with our sister schools, the Study Tour and Exchange Programme Team organised two lesson observations with Shenzhen Fuyuan School this year. In March 2023, our teacher opened a S1 English lesson and invited Mainland teachers to conduct the lesson observation via Zoom. In June 2023, our school delegation, including the Panel Heads of Mathematics Department, visited our sister school in Shenzhen and observed a S2 Mathematics lesson. The post-lesson observation discussions facilitated an exchange of lesson planning and pedagogical skills, enhancing the professional development of teachers.

(b) Refining teaching pedagogies with external professional support for Science KLA and STEAM education

- The Mathematics and Chemistry Departments participated in Diagnostic Feedback System Training Workshops organised by HKEAA. These 20-hour online workshops helped teachers enhance their professional knowledge in setting question papers and summative assessment and evaluation for senior form students, better preparing them for HKDSE.
- The Computer Literacy Department joined The Chinese University of Hong Kong Jockey Club AI for the Future Project and the HKGSS Learning Circle: AI Education. The professional support from The Chinese University of Hong Kong and sharing from other schools at the HKGSS Learning Circle were inspiring and conducive to refining the Computer Literacy curriculum for junior levels and developing the pedagogical skills of teachers.

9. (a) Sharing good practices with panel members during departmental meetings and build up in-house sharing culture

- On the Third Staff Development Day, 3 in-house professional sharing sessions were conducted: "Gifted Education: A Whole-class Approach and School-based Talent Pool", "Knowledge Management at Subject Level", and "Assessment Literacy Focusing on the Use of Multiple-Choice Questions to Improve Students' Learning and Achievement". About 85% of teachers strongly agreed and agreed that the sharing enhanced their professional knowledge.

Feedback and Follow-up

1. The note-making skills workshop will be integrated with the Summer Bridging Programme to better prepare pre-S1 students to apply study skills in their learning tasks. The topic of study skills workshops will be revised for S3 students to elevate their learning capacity and proactiveness.
2. Departments will continue to nominate students to join external competitions and academic activities to widen their horizons and develop their talent and interests.
3. Gifted Education will further strengthen the collaboration with KLAs and HoDs to nominate students to join activities or competitions organised by the Hong Kong Academy for Gifted Education and tertiary institutions. The scale of mini lectures and sharing sessions conducted by students who completed gifted programmes will be enlarged to enlighten more students' interests in joining programmes and widen their horizons.
4. Reading to Learn Team and the school library will intensify the promotion of reading culture by organising diversified reading activities.
5. To help junior form students enrich STEAM knowledge and develop problem-solving skills, as S2 Cross-curricular Project Competition will be held next year. The STEAM Team will provide more exposure for students to deepen their STEAM knowledge.
6. The school will refine the cross-subject collaborative exercises to further enhance the effectiveness of professional development and facilitate lesson planning.

Major Concern 2

Nurturing students' positive values and attitude for personal growth

★ Objectives

- 2.1 To create an active learning environment through fostering students' engagement in learning activities
- 2.2 To cultivate reading to learn culture to enhance students' capacity for life-long learning
- 2.3 To enhance students' generic skills and increase their breadth of knowledge by promoting STEAM Education
- 2.4 To elevate teachers' professionalism through promoting collaborative culture and tapping external resources

★ Strategies

1. To enhance students' personal growth by developing their self-management skills
2. To reinforce students' sense of self-respect and self-discipline through inter-class competitions and other school activities
3. To develop junior form students' abilities in self-understanding and goal setting
4. To help senior form students set their study/career plan and make informed choices of further studies and careers
5. To build a positive school culture through formal curriculum and mass programmes
6. To create a positive classroom climate through inter-class management, positive reinforcement and class activities
7. To encourage students to participate in uniformed groups and school teams to serve others
8. To provide community service opportunities with collaboration with alumni and/or external organisations. Community service opportunities will be provided to students through the school events
9. To enhance students' understanding of the community, home country and the world through visits, project-based learning and cultural activities

★ Highlights of Achievements and Reflection

1. (a) Organising an S.1 Adjustment Programme to allow them to adapt to secondary life and develop appropriate behaviour
 - The S1 Bridging Programme and the S1 Day Camp run by the Counselling Team were organised in July and August respectively, 2023. Approximately 120 students participated in the programme, and over 95% of the S1 participants revealed strong preference for the programme. They demonstrated great eagerness in joining the activities and made a commitment to manage their school life well.
- (b) Arranging talks / workshops / class period activities to enhance S1-S6 students' self-management skills
 - The Healthy School Programme arranged "健康放大鏡", which was a mental and physical assessment, for all classes in the school year. In the survey results, 96.9% of the students agreed that the assessment could help them get a better understanding of their physical and mental statuses while 94.7% of them agreed that the assessment could arouse their awareness of the importance of personal health management. The team also arranged workshops "壓力 tap and go" for S6 students, and in the survey results, 89.6% of the students agreed that the workshop could help them understand their stress level, seek help when necessary, and master ways to relieve stress and think positively.

- The Student Development Committee arranged self-management activities in Class Teacher Period, and in the survey results, on average, about 70% of students agreed that the class period activities could enhance their personal growth by developing self-management skills and strengthening their positive values. There was a surge of about 16% in S1 and 9% in S2 students who agreed that the activities could enhance their growth in the aspects in the 2nd term, proving the effectiveness of the strategies.
 - According to the survey results from the APASO III 2023, almost 90% of senior form students and 92.5% of junior form students rated their life as "Joyful" and about 80% of senior form students and over 86% of junior form students chose "Vigorous" to describe their life. These results proved that the activities carried out were effective in helping students master their physical and mental health.
2. (a) Organising assemblies related to self-respect and self-discipline
- This academic year, the Morning Roll Call was lengthened by 5 minutes, allowing for a 10-minute Morning Assembly in the hall to be held on Tuesdays and Thursdays for junior levels and senior levels respectively in the 1st term and on Tuesdays for the whole school in the 2nd term to reinforce positive values such as respect and self-discipline.
- (b) Organising inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc.
- The Inter-Class Punctuality Award Scheme was carried out from March to May 2023 to reinforce students' self-discipline, strengthen class spirit and encourage students to be committed and responsible, and the number of lateness records decreased by 44.57% in the 2nd term.
 - The Discipline Team held the Inter-Class Cleanliness Award Scheme to uplift students' awareness of classroom cleanliness and tidiness. Students made great improvement in classroom cleanliness in the 2nd term, with over 71% of the classes having a zero count in the record.
 - The Environmental Education Committee organised the Inter-Class Energy Conservation Award Scheme. The measures were effective and there was a 12% decrease in the number of violations in the 2nd term.
 - The results from the APASO III 2023 survey revealed that almost 85% of senior form students and 86.7% of junior form students agreed with the importance of abiding by virtue in society.
3. (a) Helping students make realistic self-assessment of personal qualities, abilities and personal goals through workshops in Class Teacher Periods
- According to a survey, more than 50% of S1 to S3 students reported that the Goal Setting and Mid-year Reflection activities outlined in the Student Handbook "Create My Own Sunshine" and the Class Period activities facilitated their goal-setting process, leading to a greater commitment towards achieving their targets.
- (b) Assisting S3 students to explore elective options and study / career goals through individual career guidance
- The Career and Life Planning Team's efforts to promote goal setting among students extended to the curriculum by incorporating goal-setting education into the Life and Society curriculum for S3 students. The notes about positive learning attitude for S3 Class Period were modified to include guidance on goal setting. With the guidance of their class and subject teachers, most students were able to reflect on their learning progress and set short-term goals to enhance their studies.

- The school organised S3 subject selection talks to familiarize students with the senior curriculum and university entrance requirements. This provided students with the necessary information to make informed decisions about their future education and career paths.
 - A workshop entitled "S3 Subject Selection Strategy" was held in collaboration with Friends of Scouting, and a subject selection handbook for students and parents was published to offer handy advice in subject selection.
4. (a) Arousing students' awareness of multiple pathways for further studies and career development through mass programmes and workshops
- The Career and Life Planning Team arranged several programmes for senior form students this year to assist them in setting their career plans. These programs included the co-organised talk "多元升學出路講座" with Hok Yau Club, which informed students about various schemes and procedures for applying to courses in other tertiary institutes.
 - The Admission Talk from the Department of Arts at The University of Hong Kong provided students with details about career opportunities, and 96% of attendees found the content and organization of the talk useful and informative.
 - Briefing sessions on "內地高校招收香港中學文憑考試學生計劃", "北大博雅人才培養計劃" and "粵港澳大灣區發展機遇講座" were organised by the Citizenship and Social Development Department and the Career and Life Planning Team to help students gain a deeper understanding of the various post-secondary options available to them in the mainland.
 - The APASO III 2023 survey results showed that 81.2% of senior form students had explored online materials for their study and career plans before making informed choices about further studies and careers.
- (b) Enriching students' work-related experiences by organising workplace visits, internship, career talks, and workshops through support from alumni and community resources and external organizations
- The Career and Life Planning Team organised two career visits to a jewellery shop and an online food delivery company, providing students with unique insights into different industries. The visits received very positive feedback from students, with 94% of the participants indicating their satisfaction with the visits.
5. (a) Fine-tuning Class Teacher Period materials for all levels to integrate positive value education
- The Class Teacher Committee promoted respect for others, empathy, diligence, law-abidingness, and responsibility among the students. Topics such as "Respect for Others, Respect for Yourself" were covered in the junior levels, with 70.5%, 76%, and 75.9% of S1, S2, and S3 students rating the lessons as effective. Reflected in the school-based survey results, with about 78.6% of students agreeing that they had a better understanding of the importance of positive values after participating in the activities during the Class Period.
- (b) Developing positive values and a growth mindset through school-based handbook "Create My Own Sunshine" for S1 – S3
- The school-based survey revealed that over 70% of students agreed that the handbook "Create My Own Sunshine" helped them develop positive values such as care for others and integrity.

- (c) Subject departments integrate positive values in class teaching
- Different departments inculcated in students positive values, such as responsibility, perseverance, diligence and empathy, through integrating them into the curriculum or organizing activities.
 - The sharing of "A Minute's English" during morning assemblies and the "English Speaking Day" arranged by the English Department covered positive values such as responsibility, perseverance, diligence, care for others, and integrity to provide both presenters and the audience with opportunities to understand the ten Priority Values promoted by the Education Bureau.
 - The Music Department chose songs with messages on positive values such as "愛心可以做橋樑" and "立志" to instil empathy and perseverance in students through song appreciation and practice.
- (d) Incorporating values education in the reading materials for junior levels and reading lessons for S5
- Positive values, qualities, attitudes, and life lessons were embedded in the reading materials of the S5 Reading Period. The story of Nick Vujicic was used to demonstrate to students the value of perseverance, while the comics of Garfield were adopted to promote the idea of caring for others. Students showed understanding of the embedded ideas, with 87.8% of students agreeing that they had achieved the learning objectives and 89.4% agreeing that they had learned positive values, such as perseverance and diligence from the learning package.
- (e) Functional teams promote positivity through assemblies and organising activities and programmes
- The Student Development Committee organised the Inter-Class Display Board Design Competition in the 1st term, with the theme 'Responsibility' for the junior section and 'Be Respectful' for the senior level.
 - The Counselling Team organised their annual event "Loving CAREnival" in mid-February 2023, with more than 70% of students expressing their willingness to behave more considerately and respectfully to others after participating in the event. Over 80% of students believed that the event helped create a more caring and inclusive campus atmosphere, and more than 80% expressed a desire for the school to hold similar events in the future.
6. (a) Providing support to teachers on good practices of class management
- Level meetings were held with class teachers of the same levels, discipline teachers, and counselling teachers, enabling them to engage in professional dialogue, acquire effective skills in handling students' behavioural and emotional issues, and adopting good class management practices. The Class Management Meetings organised by the Class Management Team were effective in helping class teachers master class issues and develop a positive and harmonious learning environment.
- (b) Cultivating a positive culture of appreciation
- The implementation of "班級經營小點子" in the Morning Roll Call was effective in uniting all members of the class and promoting positive values such as unity, empathy, and respect for others through mini presentations, sharing, games, and short writing tasks. Activities such as "勵志佳句(學習、勤奮、堅持、正面)", "發掘自己的才能", and "感謝我的小天使" were examples of activities that cultivated a positive culture of appreciation. Most students showed keen participation and were eager to share their thoughts and ideas with others, helping develop a good rapport and spirit in class.

7. (a) Encouraging student participation in uniformed groups and school teams to serve others
- The enrolment of S1 students in various uniformed groups and service teams was satisfactory, with all S1 students participating in a uniformed group such as St. John Ambulance Cadet, Flag-raising Team, or the Community Youth Club to learn how to be student helpers in school events and cultivate the spirit of serving others.
 - The resumption of the Morning Assembly provided opportunities for student emcees to be trained to host assemblies, prize presentation ceremonies, and the Annual Speech Day, giving students the chance to serve the school and be responsible.
8. (a) Providing community service opportunities through collaboration with alumni and / or external organizations during school events
- The Community Service Team coordinated different community service projects with external organizations and NGOs, providing students with community service opportunities to apply the skills they learned from serving the school to serve others.
 - The Community Service Team cultivated a positive culture of appreciation by acknowledging students' effort and good work, building partnerships with NGOs such as the Hong Kong Federation of Youth Groups to recognize students' effort in service. The team collaborated with external organizations to provide community service opportunities for students, including district events such as "元朗區青年節 2022" and "秋日樂繽紛元朗嘉年華".
 - The S5 Community Service Programme organised by the Community Service Team on Life-wide Learning Day fostered a sense of civic responsibility and community awareness among students. According to a survey, 92% of S5 students agreed that they had learned how to organise and implement a service-learning program, with 92% agreeing that the programmes were significant and meaningful. Additionally, 94% of S5 students agreed that they had realized the needs of the targeted groups after the service.
9. (a) Subject departments, ECA clubs and functional teams organise workshops, visits, field trips, project-based learning or cultural activities to enhance students' understanding of the community, national and global identity
- The Flag-raising ceremony and the "Speech under the National Flag" effectively strengthened students' national identity. School-based survey results showed that various activities organised by the Civic Education Team, including speeches under the flag, morning assemblies, class teacher periods, and online quizzes, enhanced our students' understanding of the rule of law, national identity, and responsibility of safeguarding national security.
 - All classes participated in the "2023《憲法》和《基本法》全港校際問答比賽" and won the "最積極參與學校獎" for their active participation.
 - 4 students entered the "第十五屆「香港盃外交知識大競賽決賽」" and were invited to a 9-day visit to Beijing in July 2023 for their remarkable performance and thorough and comprehensive understanding of the motherland.
 - The Citizenship and Social Development Department cooperated with the Visual Arts Department and Putonghua Department to join the "2023 國家安全標語及海報設計比賽". 221 entries were submitted for the competition and the school won "最積極參與學校榮譽大獎(中學組)".
 - A one-day visit to Foshan was organised in May 2023 to enhance S5 students' understanding of the home country and develop their national identity.

- With the aim to foster the sense of belonging and connection to the country and people, members of the Community Service Team took the initiative to facilitate the event "慶回歸之大家樂音樂劇" to help raise a sense of community and shared identity, as well as encourage patriotism and love for our country.
 - The 4 items about National Identity (1. Responsibility, Obligations 2. Proud, Love 3. National Flag, Anthem 4. Achievements) in the APASO III 2023 survey showed that all the above-mentioned activities helped enhance students' understanding and caring of their community, home country, and traditional values and culture, with nearly 90% agreement.
- (b) Incorporating National Education in formal curriculum
- The policies "十四五" and the concept of "粵港澳大灣區" were incorporated into the S4 Citizenship and Social Development Department curriculum.

Feedback and Follow-up

1. Life programmes on nurturing positive values and attitudes among students and promoting their personal growth by teaching them responsibility and respect towards others will be held in the coming academic year.
2. Activities on self-management skills will continue next year, and these skills will be indoctrinated using Class Periods and Morning Roll Call, and integrated into the Student Handbook "Create My Own Sunshine".
3. The whole school practice of morning assemblies, Inter-Class Energy Conservation Award Scheme, Inter-Class Punctuality Award Scheme, and the Inter-Class Cleanliness Award Scheme will be held in the coming academic year to deepen students' self-discipline and self-respect manners.
4. The Career and Life Planning Team will organise a self-understanding activity to further inspire students' aspirations and goals. The subject selection handbook will be updated regularly, and more useful online resources on tertiary education in Hong Kong and the Mainland will be provided by the Career and Life Planning Team. More career visits will be arranged to broaden students' horizons and give them aspirations for further studies and future careers.
5. The activities in the Class Teacher Period will involve more on students' creativity to demonstrate their real understanding of positive values, such as drama. Fun and interactive events with positive values will be held.
6. More varieties of reading materials about values education will be recommended for junior levels and during the Sunshine Reading Programme.
7. More promotion of voluntary activities will be done and the broadened range of opportunities will be provided for students to serve the community and learn from the service.
8. Sharing on service learning will be conducted in class during Morning Roll Call; in the level during Class Period, and to the whole school in Morning Assembly to give students positive reinforcement on the external service they have done and inspire other schoolmates to join more voluntary activities.
9. The Sister School Programme will organise visits to our sister schools in Shenzhen and Ningbo to deepen students' understanding of our home country.
10. Our school will organise trips to our home country to strengthen national security education and raise students' national identity.



Student Performance

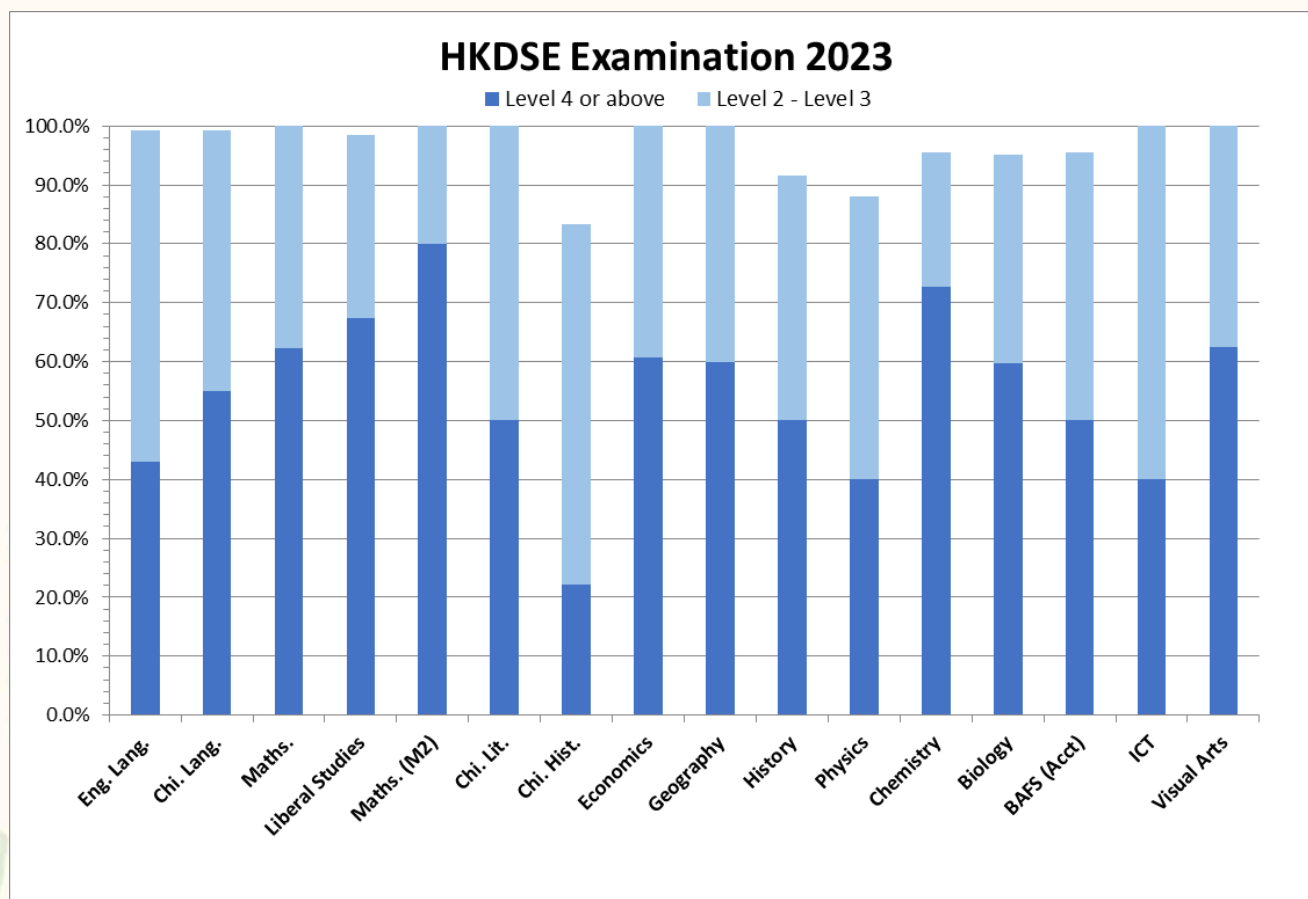
Students' Attitude and Behavior

Our students exhibited commendable attitudes and behavior, marked by a dedication to their studies and an unwavering enthusiasm for learning. They actively engaged in learning activities, showcasing intellectual curiosity and a thirst for knowledge. Their motivation extended beyond academics, as they eagerly participated in extracurricular activities, demonstrating leadership qualities and a commitment to personal growth. Moreover, students displayed empathy, respect, and kindness towards their peers and teachers, fostering a supportive and inclusive atmosphere at school.

Hong Kong Diploma of Secondary Education Examination 2023

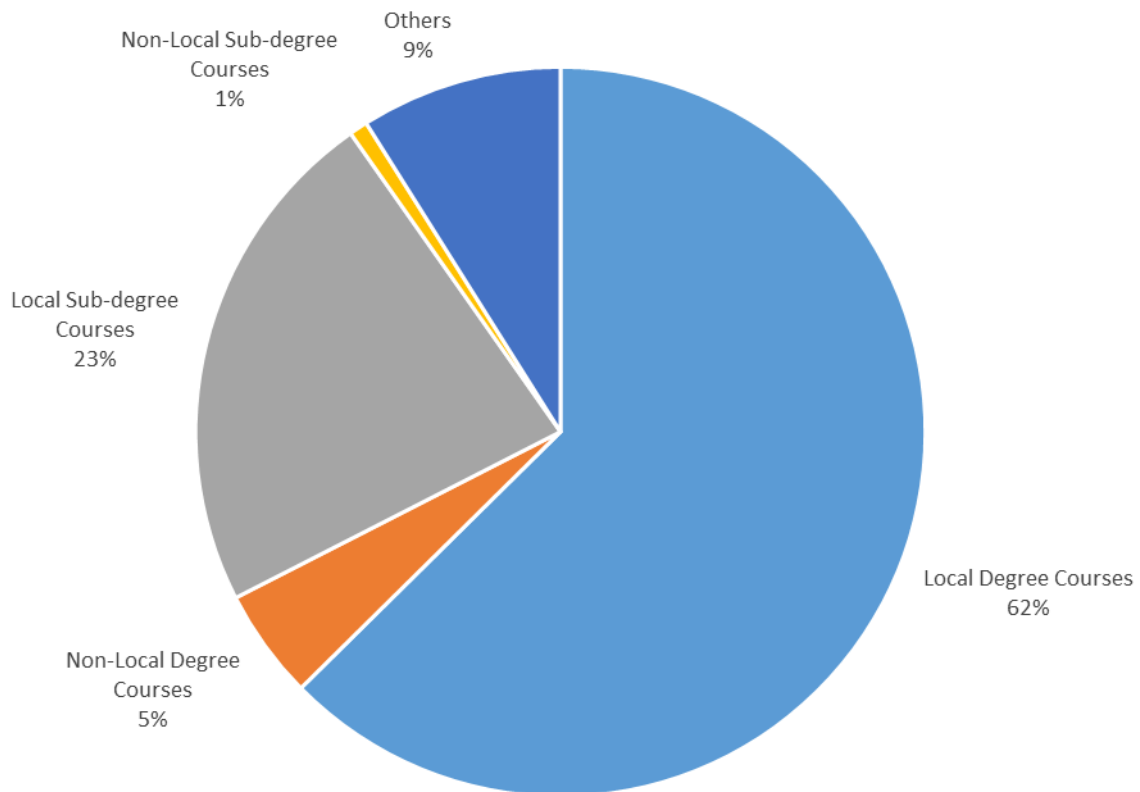
Overall Performance

Number of students sat	123
Overall passing percentage	97.8%
Percentage attained Level 2 or above in 5 subjects including Chinese Language and English Language	96.7%
Percentage met the minimum entrance requirements for degree programmes	81.3%
Percentage attained Level 4 or above	56.5%



Destination of Exit Students

Multiple Pathways 2022-2023



University / Institute	Degree	Sub-degree	Total
The University of Hong Kong	12	8	20
The Chinese University of Hong Kong	14	0	14
The Hong Kong University of Science and Technology	4	0	4
The Hong Kong Polytechnic University	10	14	24
City University of Hong Kong	9	0	9
Hong Kong Baptist University	3	0	3
Lingnan University	4	0	4
The Education University of Hong Kong	4	0	4
Hong Kong Metropolitan University	11	0	11
Other Local Educational Institutes	6	6	12
Institutes outside Hong Kong	6	1	7
Others	0	11	11
Total:	83	40	123

Major Prizes and External Awards

Competition	Organizer	Scholarship/Award	Name
Sir Edward Youde Memorial Prizes 2022/23	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prize	6A LO Cho-kiu 6A WONG Yuk-ting
第四屆臥龍盃 官立中學 多角辯論比賽	天水圍官立中學	亞軍	4C 羅苑君 5A 程栩怡
「2022/23 校際戲劇節」 中文話劇比賽	教育局	傑出演員獎	2D 林智淇 3A 黎芷喬 5B 曹凱婷
		傑出劇本獎	5A 許焯然
		傑出合作獎	趙聿修紀念中學
2022 – 23 年度 「篇篇流螢」 網上閱讀計劃	中國文化研究院	「閱讀之星」 金獎（全港第一名）	3D 許培俊
		「閱讀之星」 金獎	1B 李啟言 1C 曹胤菖 2A 郭嘉淇 2A 歐雲菲 3A 歐陽日
第七十四屆 香港學校朗誦節 （中文項目）	香港學校音樂及 朗誦協會	良好	2A 朱雅賢 2A 張芷晴 3C 伍皚頤 5B 李諾琳 5B 林銳盛 5C 洪心妍
		優良	2A 蔡希語 2A 歐雲菲 2A 陳穎蕎 2A 張芷晴 2B 方凱緯 3D 馮詩程 5B 李諾琳 5B 陳泓穎 5B 賀妍穎 5B 溫澄
香港青少年兒童 中英文硬筆書法 大賽 2022	香港兒童 文化藝術協會	金獎	5B 溫澄
		銀獎	2B 劉子晴 2B 韋依 5B 程逸沂
		銅獎	2B 朱恩彤 2B 陳嘉茵 5B 林天瀛 5B 林思澄 5B 張穎彤

Competition	Organizer	Scholarship/Award	Name
全港中小學 普通話演講比賽	教育局及 康樂及文化事務署 香港公共圖書館	初中組良好獎	2A 吳子皓 2C 關家璐 3A 關柳萍 3C 朱嘉桐
		高中組良好獎	4A 陳珞詩 4B 鍾佩妍 5B 陳泓穎
		高中組優異星獎	5B 李諾琳
		全港最傑出參與學校獎	趙聿修紀念中學
全港中學 「兩文三語」 菁英大比拼	香港教育工作者聯會及 香港西區扶輪社	優異嘉許獎	4A 陳曉雪 4D 李芷悠 4D 唐心兒
		優秀學校獎	趙聿修紀念中學
國際漢語節	國際漢語節協會	母語初中組 拼音聲母韻母認讀— 冠軍	2A 周麗嘉 2A 吳沅莊
		母語初中組 拼音字詞句段直讀— 冠軍	3C 朱嘉桐
		母語高中組 拼音字詞句段直讀— 冠軍	4B 鍾佩妍 5B 李諾琳
		母語高中組 拼音字詞句段直讀— 亞軍	1B 郭雅琳
第二十三屆 世界華人學生 作文大賽	中國僑聯、全國台聯、 人民日報海外版、 《快樂作文》雜誌、 陳嘉庚教育基金、 香港文匯管理學院、 粵港澳青年創業孵化器 及香港教育工作者聯會	優異嘉許獎	4A 陳曉雪 4D 李芷悠 4D 唐心兒
「青年穿越故宮 之旅」我愛故宮 圖文作文比賽	香港政協青年聯會	高中組 優異獎	4B 黃樂臨
“我的中國夢， 我的香港夢！” 國民教育 作文比賽	育成協進會	優異獎	5A 梁靖欣
My China Dream, My Hong Kong Dream" Civic Education Essay Contest	Yuk Shing Betterment Association	Senior Form Merit Award	5A LEUNG Ching-yan

Competition	Organizer	Scholarship/Award	Name
「歷史好好玩」 全港中學生 網上閱讀 獎勵計劃	教育局及 香港史學會	普及版 – 優異獎	5A 趙穎莉 5B 陳泓穎 5D 林盈美 5D 陸曉慧
		挑戰版 – 優異獎	5B 陳泓穎
		挑戰版 – 嘉許獎	1A 陳鎧澄
Harvard Book Prize	The Harvard Club of Hong Kong	Harvard Book Prize	5A HUI Cheuk-yin 5A ZHAO Wing-lee 5A HO Kwan-wai
Outstanding Achievement for 2022/23 in Hong Kong (Series Ranking)	Wiseman Education	Distinction (EB Level 1)	1C ZHONG Angie 1C CAO Yan-cheong, Yanis 1C YOU Prance
		Distinction (EB Level 3)	3A ZHENG Mei-yi 3B LEUNG Ka-ho 3D LEI Tsz-him
		Distinction (EB Level 4)	4A CHUNG Yan 4A YEUNG Tsz-ching 4A YU Hoi-kiu, Cathy
		Distinction (EB Level 5)	5A ZHAO Wing-lee 5D CHEUNG Oi-lam 5D LAU Ka-ching 5D LUK Hiu-wai
Outstanding Achievement for 2022/23 in Hong Kong (School Ranking)	Wiseman Education	First (School Ranking) EB Level 1	1C ZHONG Angie
		Second (School Ranking) EB Level 1	1C CAO Yan-cheong, Yanis
		Third (School Ranking) EB Level 1	1C YOU Prance
		First (School Ranking) EB Level 2	2D LIN Tomoko
		Third (School Ranking) EB Level 2	2B LEUNG Ting-wai
		Second (School Ranking) EB Level 2	2B LIU Cheuk-wai
		First (School Ranking) EB Level 3	3B LEUNG Ka-ho
		Second (School Ranking) EB Level 3	3A ZHENG Mei-yi
		Third (School Ranking) EB Level 3	3D LEI Tsz-him
		First (School Ranking) EB Level 4	4A CHUNG Yan
		Second (School Ranking) EB Level 4	4A YEUNG Tsz-ching
		Third (School Ranking) EB Level 4	4A YU Hoi-kiu, Cathy
		First (School Ranking) EB Level 5	5D CHEUNG Oi-lam
		Second (School Ranking) EB Level 5	5D LAU Ka-ching
		Third (School Ranking) EB Level 5	5D LUK Hiu-wai

Competition	Organizer	Scholarship/Award	Name
The 5th Inter-Government Secondary Schools Drama Fest	Chiu Lut Sau Memorial Secondary School	Award for Outstanding Performer	4A CHAN Hiu-suet, Ariel 4A YUNG Hoi-ching 4B WONG Nga-chit
		Award for Outstanding Cooperation	Chiu Lut Sau Memorial Secondary School
		Award for Outstanding Stage Effect	
		Award for Commendable Overall Performance	
		Adjudicator's Award	
		The Grand Prize	
Hong Kong School Drama Festival (Zoom Drama Competition)	Chiu Lut Sau Memorial Secondary School	Award for Outstanding Performer	3B CHAN Chun Yin, Matthew 4A YUNG Hoi-ching 4A CHAN Hiu-suet, Ariel 4A LAM Tsang 4D YU Long
		Award for Outstanding Cooperation	The English Drama Team
Canadian Mathematics Competition (S.3 – S.5)	University of Waterloo	S.3 Champion	3A WONG Man-hei
		S.4 Champion	4A LAM Tsz-hei 4D CHAN Tsz-ching
		S.5 Champion	5A HO Kwan-wai
		Distinction	3A LUO Yimiao 3A WONG Hiu-tung 3A AU Yeung-yat 3A WU Hon-man 3B ZHONG Yi-lam 3B LIU Cheong 3B YANG Zheng-yi 3E LEUNG Ka-yiu 4A CHAN Hiu-suet 4D TANG Ho-yin 5A ZHANG Ya-li 5A ZHAO Wing-lee 5A MAN Yik-hei, Kofi 5A NG Daniel 5A SHEA Wing-chun 5B LI Nok-lam 5B YEUNG Kwun-lam
第二十五屆香港青少年數學精英選拔賽 (2022 – 2023)	保良局及香港數理教育學會	三等榮譽獎	3B 劉暢 3B 楊政毅

Competition	Organizer	Scholarship/Award	Name
Huaxia Cup Competition Semi-Final	China Mathematics Education Research Association, the Huaxia Cup Organizing Committee and the Hong Kong Mathematical Olympiad Association	Third prize	1B ZENG Kerry 2B LEUNG Ting-wai
Asia International Mathematical Olympiad Open Contest Semi-Final	The China Mathematics Education Research Association, the Asia International Mathematical Olympiad Union (AIMO) and the Hong Kong Mathematical Olympiad Association	Sliver Honor	1A CHEN Ka-hing
		Bronze Honor	4A CHAN Hiu-suet
Organic Low Carbon Youth Program	Hong Kong Organic Resource Centre, Institute of Bioresource and Agriculture, Hong Kong Baptist University	Merit Award	5D LAM Ying-mei 5D LUK Hiu-wai
		Certificate of Graduation	5A HO Tsz-ching 5A YANG Chuyao 5A ZHANG Ya-li 5D HUI Sin-ting
2023 香港花卉展覽 賽馬會學童 繪畫比賽	國際漢語節協會	初中組冠軍	3D 陳芷彤
		初中組優異獎	3A 江蔓晴 3C 朱可澄
		初中組嘉許獎	3E 陳力豪
屯門盆景蘭花暨 香港毛筆書法家 作品展覽 2023： 繪畫寫生比賽	道教香港青松觀主辦 屯門民政事務處協辦	中學組冠軍	3D 陳芷彤
		中學組優秀作品	3C 朱可澄
香港心臟基金會 繪畫比賽 2022	香港心臟專科學院	中學組優異獎	2A 陳銘彤 3A 江蔓晴 3C 朱可澄 3D 陳芷彤
藝穗校際 音樂大賽 2023	國際藝穗協會	Virtuoso String Class – First Honour	5A 程栩怡
The 10th Hong Kong International Youth Performance Arts Festival	Hong Kong International Youth Performance Arts Festival	Violin Age Group Senior Class – First Place	5A CHING Hui-yee
		Virtuoso String Class – 3rd Prize	5A CHING Hui-yee
75th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Age 19 or under Secondary School Recorder Duet – First	4D LEE Tsz-yau 4D XU Kit-yan

Competition	Organizer	Scholarship/Award	Name
第 34 屆拉丁舞公開賽	深水埗文藝協會 文康活動委員會	15 歲男女混合組 拉丁舞五項 – 第一名	1C 黃靖男
		15 歲男女混合組 拉丁舞三項 – 第一名	
2023 香港代表隊 選拔賽	香港體育舞蹈總會	13 歲男女混合組 拉丁舞五項 – 第一站冠軍	1C 林嫣
		13 歲男女混合組 拉丁舞五項 – 第二站冠軍	
		13 歲男女混合組 拉丁舞五項 – 第三站冠軍	
		13 歲男女混合組 拉丁舞五項 – 第四站冠軍	
		2023 香港代表隊 選拔賽 – 香港代表隊	1C 黃靖男
		12 – 15 歲男女混合組 標準舞五項超級 排名賽 – 第一站亞軍	
		12 – 15 歲男女混合組 標準舞五項超級 排名賽 – 第二站亞軍	
		12 – 15 歲男女混合組 標準舞五項超級 排名賽 – 第三站亞軍	
		12 – 15 歲男女混合組 標準舞五項超級 排名賽 – 第四站亞軍	
全港跳繩挑戰賽 2023	Ziberty Sports Studio	女子組 13 – 15 歲 個人總成績 – 亞軍	3B 鍾鈺琳
慶祝香港 回歸祖國 二十六周年 – 元朗區花式跳繩 錦標賽	元朗區體育會及 繩研跳繩運動學院	女子組 14 – 15 歲 2 分鐘單車步 – 冠軍	3B 鍾鈺琳
Jumper Contest 2002	繩舞館	女子組 13 – 14 歲 45 秒指定花式賽 – 冠軍	3B 鍾鈺琳
Inter-school Badminton Competition 2022 – 2023	Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Girls B Overall 1st Runner-up	2A SO Lok-yiu 4C CHIU Wing-chin

Competition	Organizer	Scholarship/Award	Name
Inter-school Basketball Competition 2022 – 2023	Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Boys A Overall 1st Runner-up	5A CAI Hai-hong 5D POON Man-chung
		Boys C Overall 3rd Runner-up	2B LUO Ho-wai 2D SO Kam-chun
第十五屆 香港盃 外交知識競賽	外交部駐 香港特別行政區 特派員公署、 香港特別行政區 政府教育局及 香港明天更好基金	中學組先鋒賽 (優異獎)	3B 陳俊彥 4A 林紫滸 4A 劉邦 5B 孟斌
基本法 學生校園大使 培訓計劃	教育局課程發展處	嘉許狀	3B 李菽昕 5A 楊楚瑤 5A 趙穎莉
「心繫家國」 官立中學 中式步操比賽	官立嘉道理爵士中學 (西九龍)主辦 香港警務處協辦	亞軍	2C 李穎琛 3A 羅一森 3A 鄭雅菁 3B 陳潔心 3B 鍾鉅琳
傑出團員比賽	公益少年團	2023 年公益少年團 傑出團員獎	6D 陳倚婷



Financial Summary

ESCBG

ESCBG Account (2022-2023) Financial Year

	Income (HK\$)	Expenditure (HK\$)
Non-school-specific Grants		
• Baseline Reference	1,156,459.00	503,185.00
• Baseline Adjustment – GSS	(71,739.00)	0.00
• Other Education Purposes	1,727,117.00	833,000.00
Sub-total:	2,811,837.00	1,336,185.00
• Composite IT Grant	561,737.00	497,693.00
• Capacity Enhancement Grant	949,682.00	826,273.00
• Promotion of Reading Grant	144,111.00	60,517.00
• Learning and Support Grant	460,074.00	408,296.00
Sub-total:	2,115,604.00	1,792,779.00

ECA

Extra-curricular Activities Account (2022-2023) School Year

	HK\$
Balance B/F From Aug 2022	359,068.84
Income	
• Contribution from Students and Government	690,815.29
Expenditure	
• Extra-curricular Activities and Learning Programmes	679,364.05
Year Surplus	11,451.24
Total Balance for ECA A/C in 2022-2023 School Year	370,520.08

SMI

SMI Fund Account (2022-2023) School Year

	HK\$
Balance B/F From Aug 2022	214,236.68
Income	
• Contribution from Students	108,900.00
• Bank Interest	1,090.31
• Reimbursement for the expenditure of 「華夏盃」全國數學奧林匹克邀請賽 2022 全國總決賽參賽費用	1,520.00
Expenditure	
• Maintenance fee for water dispensers	18,540.00
• Service charge of e-payment	9,348.00
• CO Admendment Fee Service Charge	250.00
Year Surplus	83,372.31
Total Balance for SMI A/C in 2022-2023 School Year	297,608.99