

Bishop Hall Jubilee School School Report

(2023/2024)



Bishop Hall Jubilee School Annual School Report

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School Vision & Mission

Our Vision

Keeping with the tradition of Christian education, our school aims to holistically develop a whole person who is caring, self-confident, loving, and embraces all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes, “I am not born for myself alone”, all Jubileans will be nurtured to love and serve the community.

Our Mission

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China.

The mission of the school is to make available to boys and girls a sound secondary education guided by Christian principles as professed by Sheng Kung Hui.

We strive to exhort our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non Nascor Mihi Solum (I am not born for myself alone), which was adopted as the school motto.

School Goals

Our school values each student as a unique creation of God and is endowed with God’s gift. We aim at creating a caring and positive learning environment to achieve the following school goals:

1. Incorporate Christian values and cultivate students’ moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service to others as a reflection of learning about the Christian faith and school motto.
3. Nurture students in the spirit of the school’s core values of trustworthiness, perseverance, love, self-motivation, and self-discipline to help them become servant leaders.
4. Help students develop a global vision, appreciate the diversity of societies and cultures, and have a better understanding of our community and the world.
5. Create a language-rich environment to help students communicate effectively in both Chinese and English.
6. Equip students with the nine generic skills (collaborative, communicative, creative, critical thinking skills, information technology skills, numeracy, problem solving skills, self-management skills, and study skills) to help them learn to become proactive and independent learners who are able to work effectively in an increasingly interdependent and fast-changing world.
7. Encourage students to learn outside the classroom to broaden their horizons.
8. Provide opportunities for students to explore and stretch their potential in both academic and non-academic developments.
9. Appreciate the beauty and qualities of aesthetic expressions of different forms.
10. Understand the need for good physical and mental health in order to lead a healthy and balanced life.

Our School

The school was founded in 1961. It is an EMI school with 30 classes. There are 30 classrooms, 4 laboratories, 2 computer rooms, a language room, a library, 4 other special rooms, a chapel, a roof garden, an indoor activity hall, a playground and a school hall for students.

1. School Management

Composition of the Incorporated Management Committee (IMC):

Members	Sponsoring Body	Principal	Parents	Teachers	Alumni	Independent
Number	8	1	2	2	1	1

2. Number of Days in a School Year with Regular Classes: 194

3. Number of Days with Learning Activities: 30

4. Lesson Time for the 8 Key Learning Areas

4.1 Percentage of Lesson Time for each KLA (F.1-F.3)

Key Learning Areas	19/20	20/21	21/22	22/23	23/24
Chinese Language Education	19.6	19.6	19.6	19.6	19.6
English Language Education	19.6	19.6	19.6	19.6	19.6
Mathematics Education	13.8	13.8	13.8	13.8	13.8
Personal, Social & Humanities Education	18.8	18.8	18.8	18.8	18.8
Science Education	13.0	13.0	13.0	13.0	13.0
Technology Education	4.3	4.3	4.3	4.3	4.3
Arts Education	6.5	6.5	6.5	6.5	6.5
Physical Education	4.3	4.3	4.3	4.3	4.3

4.2 Curriculum (2023-24)

KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Chinese Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	/	/	/	/
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	English Literature	✓	✓	✓	/	/	/
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics (M1)	/	/	/	✓	✓	✓
	Mathematics (M2)	/	/	/	✓	✓	✓
Personal, Social & Humanities Education	Chinese History	✓	✓	✓	✓	✓	✓
	Economics	/	/	/	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Citizenship, Economics and Society	✓	/	/	/	/	/
	Life & Society	✓	✓	✓	/	/	/
	Religious Studies	✓	✓	✓	/	/	/
	Ethics & Religious Education	/	/	/	✓	✓	✓
	Tourism & Hospitality Studies	/	/	/	✓	✓	✓
Science Education	Integrated Science	✓	✓	/	/	/	/
	Biology	/	/	✓	✓	✓	✓
	Chemistry	/	/	✓	✓	✓	✓
	Physics	/	/	✓	✓	✓	✓
KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Technology Education	Business, Accounting & Financial Studies	/	/	/	✓	✓	✓
	Computer Literacy	✓	✓	✓	/	/	/
	Information & Communication Technology	/	/	/	✓	✓	✓
Arts Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓	✓	/	/	/
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓

5. Class Organization

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	5	5	5	30
Boys	102	82	72	77	54	62	449
Girls	50	69	45	54	65	64	347
Total Enrolment	152	151	117	131	119	126	796

Percentage of S4 places filled by our own F.3 students: 100%

6. Our Teachers

6.1 Staff Establishment: 65 (including the Principal)

6.2 Teachers' Professional Development

The average number of training hours undertaken by teachers: **26.90** hours

The average number of training hours (National Security Education) undertaken by teachers: **3.08** hours

The average number of training hours (IT in Education) undertaken by teachers: **0.75** hours

6.3 Principal's Continuing Professional Development (CPD): 105.75 hours

6.4 Teachers' Qualifications

Education Level	Percentage
PhD degree	1.5%
Master's degree	44.6%
Bachelor's degree	53.9%

6.5 Teachers' Work Experience

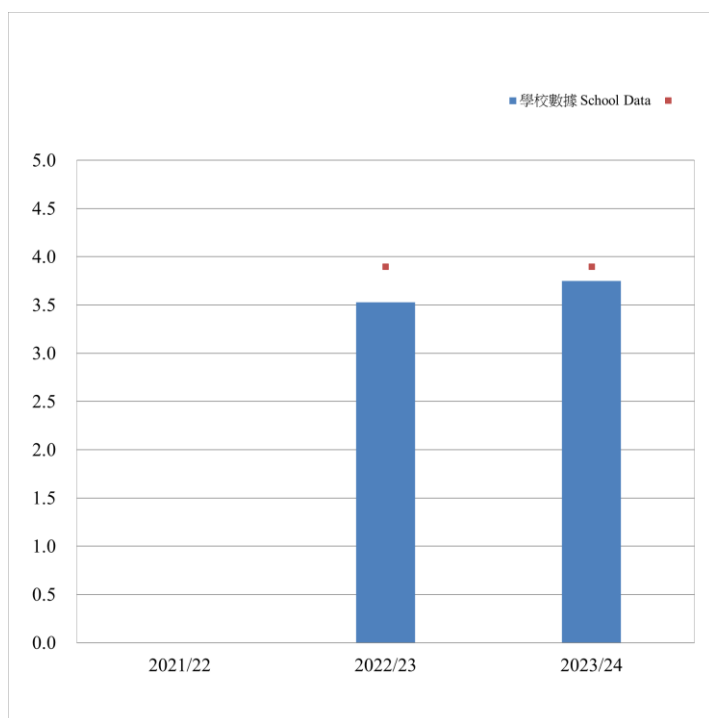
Years	Percentage
0-4 years	9.2%
5-9 years	18.5%
10-14 years	15.4%
15 years or above	56.9%

6.6 Training status of IMC School Managers:

% of managers having achieved the target: **85.71%**

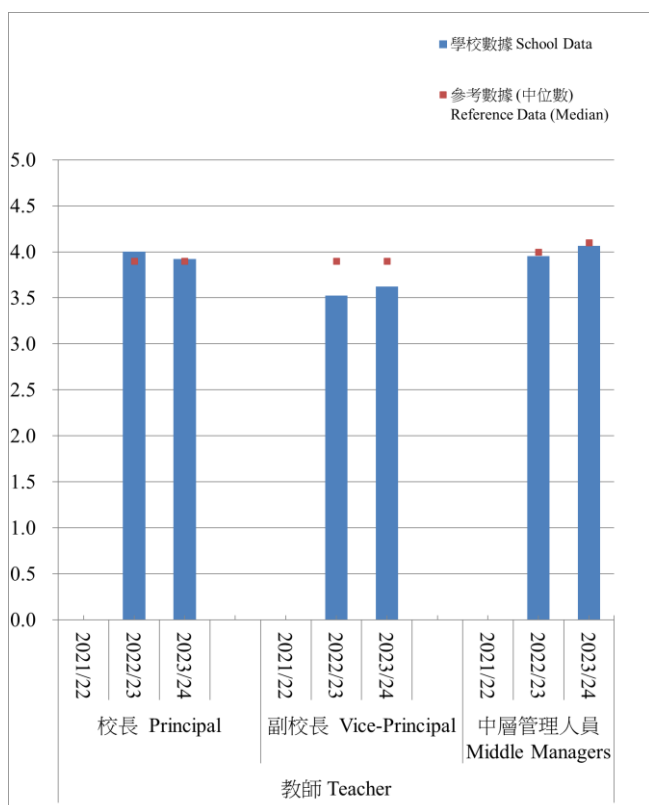
KPM 1 - 持份者對學校管理的觀感

Stakeholders' Perception of School Management



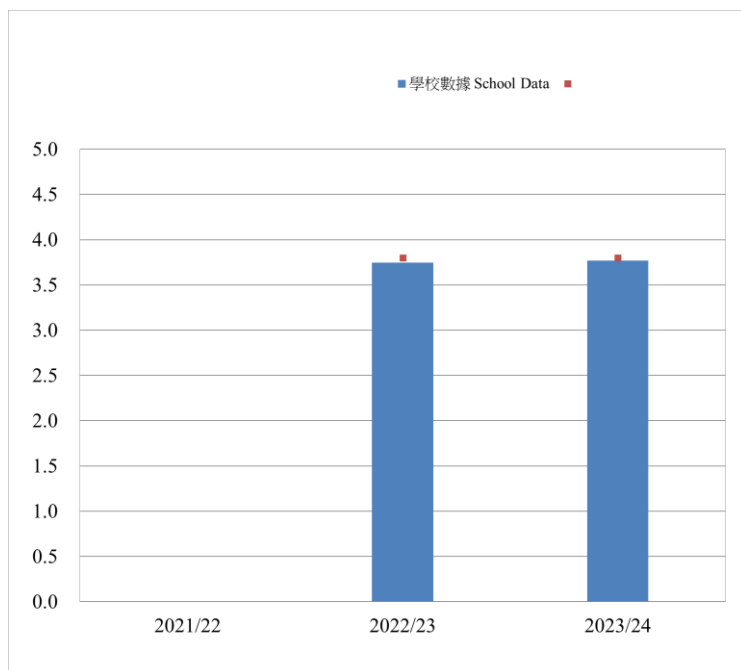
KPM 3 - 持份者對專業領導的觀感

Stakeholders' Perception of Professional Leadership



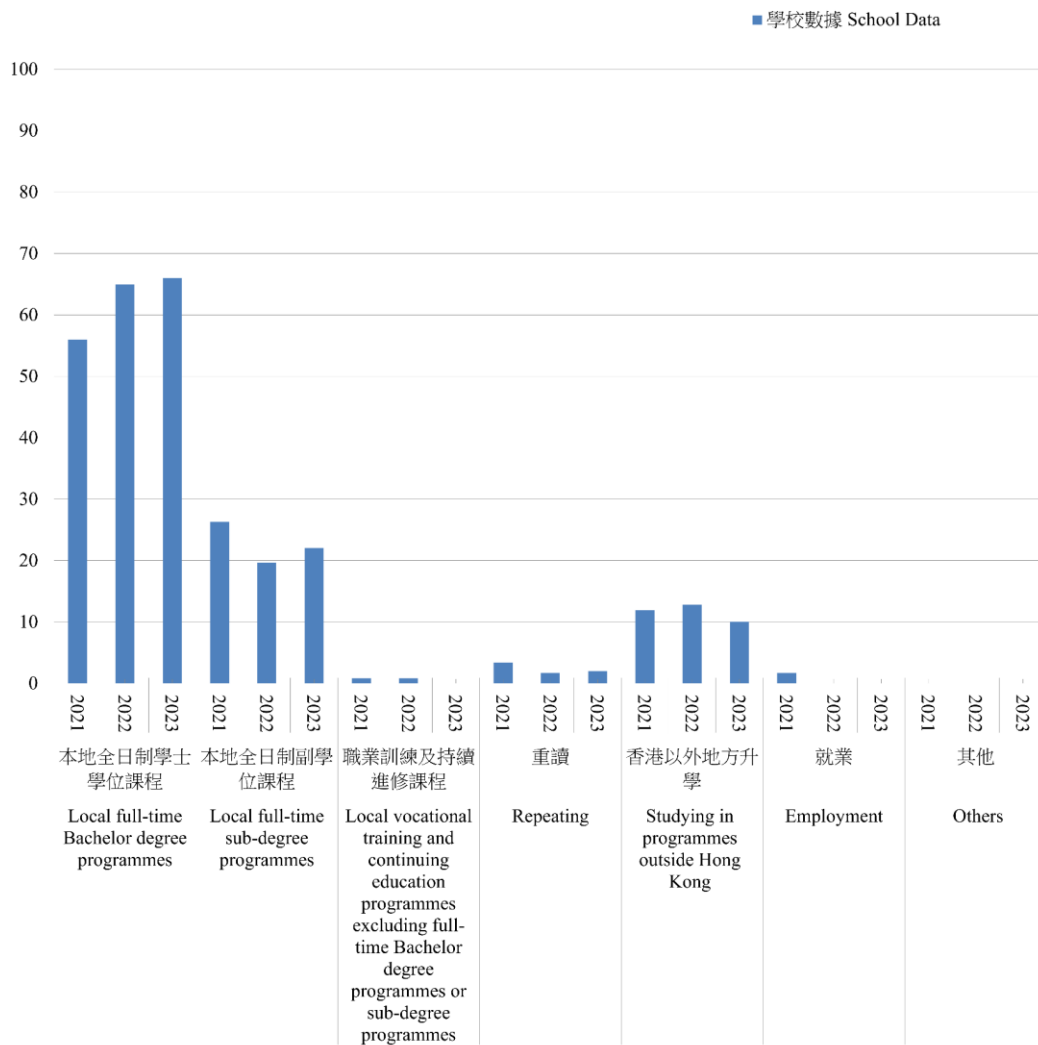
KPM 4 - 持份者對教師專業發展的觀感

Stakeholders' Perception of Teachers' Professional Development



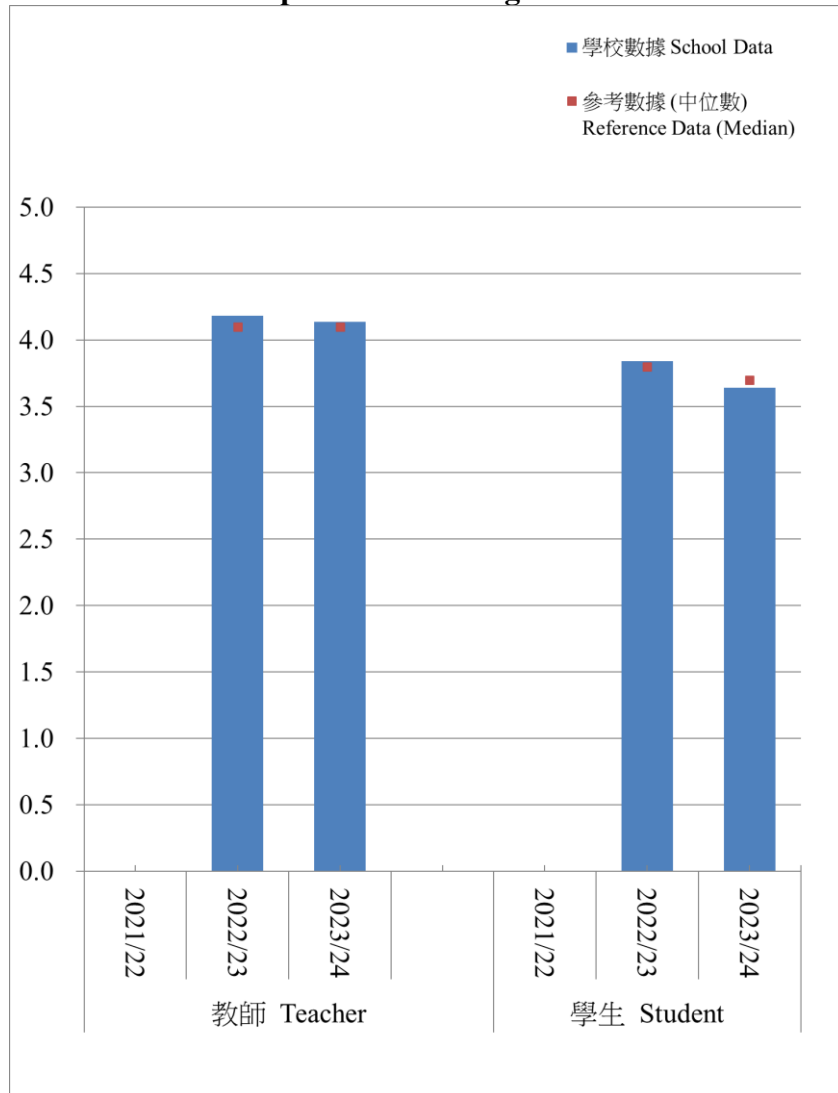
KPM 15 - 畢業生的出路

Destinations of Graduates



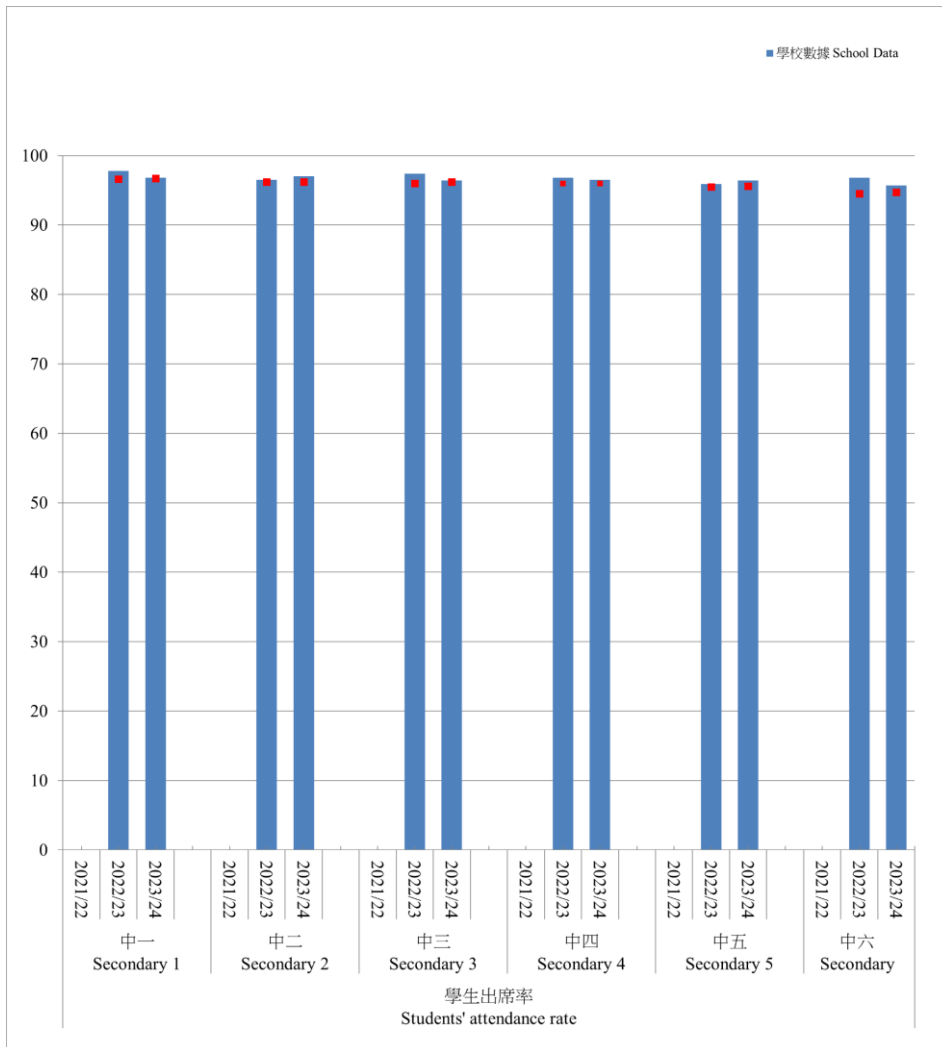
KPM 11 - 持份者對教學的觀感

Stakeholders' Perception of Teaching



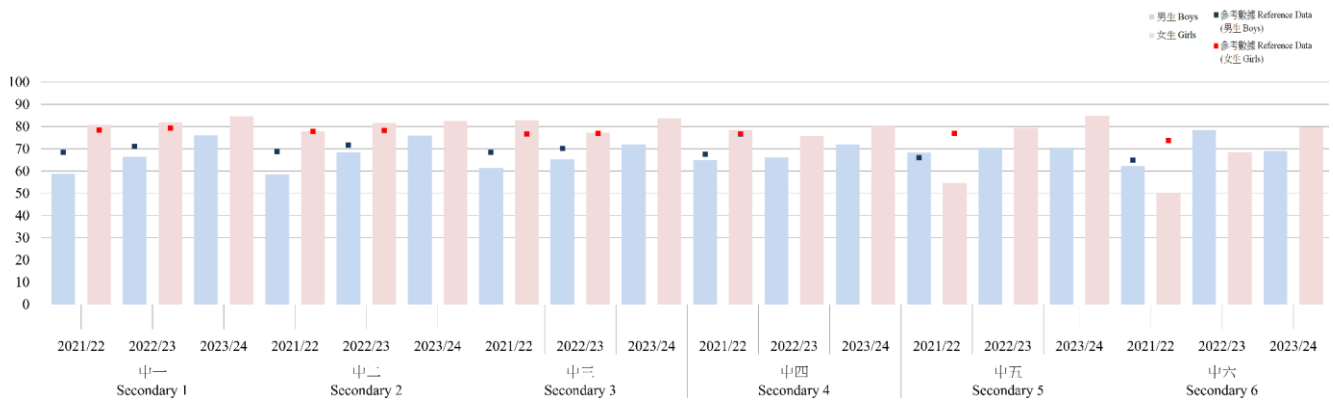
KPM 23 - 學生出席率

Students' Attendance Rate



KPM 24 - 處於可接受體重範圍的學生百分比

Percentage of Students within the Acceptable Weight Range



7. Review of Major Concerns

7.1 Major Concern I: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning

7.1.1 To nurture students' scholastic mindset and competence

Achievements

Gifted Programmes

Students actively participated in various gifted programmes such as the World Scholar's Cup, 「說好香港故事大行動」－中文寫作挑戰賽, Asia International Mathematics Olympiad Open Contest 2024, World International Mathematical Olympiad Final 2023, International Biology Olympiad 2023, and International Economics Olympiad 2024. From a school-based year-end questionnaire, 79.9% of respondents agreed and 18.1% strongly agreed that schools provide adequate resources and support. Additionally, 81.9% of students found the programmes challenging enough to help them reach their full potential, among which 22.9% strongly affirmed this.

Mentorship Programmes

The “J-Link Mentorship Scheme” provided F.4 and F.5 students with 3 to 5 days of hands-on work experience, with the collaboration with alumni from various fields such as business and finance. This initiative aimed to cultivate essential work-related skills and foster a proactive approach to learning. An impressive 71.1% of participants reported that the programme positively influenced their academic and career aspirations, with 31.6% strongly agreeing with the statement.

Similarly, the “BHJS Elite Mentorship Programme” paired elite students with experienced alumni, emphasizing guidance and networking to enhance academic excellence. Through sessions on study strategies and insights into university culture from alumni at top institutions like CUHK and HKU, the programme effectively nurtures students' competencies. A significant 71% of students found the programme valuable to foster a growth-oriented mindset, with 26.3% strongly affirming this. Additionally, 73.7% felt that mentors were knowledgeable and committed, reinforcing the programme's role in developing both academic and personal competencies.

STEAM education programme

Our STEAM activities foster student engagement through hands-on STEAM projects, participation in competitions, and advanced training for gifted students, enhancing skills and sparking innovation.

Form 2 students collaborated on projects to create prototypes addressing real-life problems, fostering teamwork and practical application of STEAM concepts. Their efforts were recognised with a Merit Award at the Hong Kong Science Fair 2024.

We actively encouraged students to participate in inter-school and international competitions. 71.6% of students agreed that the school encourages their participation in STEAM-related competitions. Notable achievements include Youth IT Ambassador Award (YITAA) - Gold Award, Second-runner up in the Robomaster Competition, and The 49th Geneva International Exhibition of Inventions - Bronze Award.

Gifted senior students received specialized training in robotics and AI, with 69.8% agreeing that the school provides adequate support for competition preparation.

Reflection

While many of the programmes receive positive feedback from students, findings reveal that there are still challenges in nurturing scholastic mindset and competence among all students. With only 10.2% “strongly agree” and 29.3% “agree” that they feel capable of learning effectively, it suggests that the existing programmes may not adequately meet diverse learning needs. To address these issues, we may reassess programme design for better engagement and implement mentorship to build student confidence and foster a more supportive learning environment.

Feedback and Follow-up

To further enhance effectiveness, detailed student feedback will inform redesigning programmes with more hands-on, real-world projects and collaborative activities to boost engagement. Additionally, establishing a robust mentorship programme is pivotal for providing personalized support. Pairing students with alumni or senior peers through organized activities and check-ins can help build confidence while creating a safe space to discuss challenges. Regular goal-setting sessions under mentor guidance will help ensure students receive ongoing support to successfully navigate their academic journeys. A focus on strengthening connection and guidance within the school community can help foster a more supportive overall learning environment where all students thrive.

7.1.2 To further nurture students to become conscientious and reflective learners

Achievements

1. Encouraging Self-Reflection and Responsibility: Class Teacher Periods

Class Teacher Periods for F.1 to F.6 are strategically designed to promote self-understanding and goal setting. During these sessions, students engage in discussions and reflections that encourage them to think critically about their personal and academic journeys. Survey results indicated that 57.9% of students believed that intelligence can be developed through effort, which fosters a growth mindset essential for conscientious learning. Furthermore, 62.6% of students acknowledged that their abilities can improve with practice, highlighting their willingness to reflect on their learning processes. This engagement is vital in helping students take responsibility for their educational outcomes.

2. Facilitating Career Planning and Exploration: C-Day Activities

C-Day activities are tailored to address the different developmental needs of students, providing relevant experiences that promote conscientiousness. For instance, F.1 students participated in sessions facilitated by The Hong Kong Federation of Youth Groups to help them adapt to secondary school life, fostering a sense of responsibility and self-awareness. In F.4, career exploration talks, organised in collaboration with the Hong Kong Professionals and Senior Executives Association, introduced students to various career paths and the importance of planning for their futures. Remarkably, over 85% of F.3 students reported that the Elective Subjects Selection Guidance Talk positively impacted their decision-making, showcasing the effectiveness of these activities in promoting reflective thinking about academic and career choices.

3. Equipping Students for Future Challenges: Career Workshops

Workshops and career introduction talks conducted by the Hong Kong Professionals and Senior Executives Association and Hong Kong Federation of Youth Groups are pivotal in preparing students for future challenges. These sessions focus on essential skills such as interview techniques and career planning, equipping students with the tools they need for success after school. Survey results indicated that 54.3% of students felt more self-aware and motivated to set future goals following these workshops, while 12.5% strongly agreed that the activities helped them gain a deeper understanding of their interests and strengths. This reflective practice is key to develop conscientious learners who are prepared for life beyond school.

Reflection

With reference to student questionnaires, some expressed disinterest in career-related talks, suggesting the topics may not resonate with all. Additionally, some felt disengaged during class teacher periods on executive function skills like goal setting and time management, indicating greater student engagement could be achieved.

Feedback and Follow-up

To make these sessions more relevant and engaging for students, we should incorporate interactive elements and practical activities. This will help them connect the skills to their own lives, fostering a more engaging and meaningful learning experience for all.

7.1.3 To further enhance students' language competence and cultivate their reading habit

Achievements

The strategies implemented to enhance students' language competence and cultivate their reading habits have shown significant positive outcomes. For example, the “External Reading Schemes and Writing Competitions” led to notable accomplishments, with three F5 students winning the Harvard Book Prize. Furthermore, a total of 40 Chinese book reports were selected for competitions, highlighting the effectiveness of these initiatives in motivating students to read. This correlation is seen in the 47% survey response of students who express enjoyment in reading. Overall, the results demonstrate the success of the implemented strategies in engaging students more with reading.

The “Coordination and Showcase of SDRS Works” has also proven effective, as F.1 to F.4 students completed at least two book reports or presentations by Term 1, with outstanding works displayed in the library to inspire further learning. This initiative resonates with 44.1% of students who actively share their reading experiences, fostering a collaborative culture of encouragement among peers. Additionally, structured "Reading Periods", alternating between English and Chinese, help ensure students regularly engage with literature. This consistency supports the 47% of students who enjoy reading, thereby contributing to their overall language development. The various strategies adopted under SDRS appear mutually reinforcing in cultivating reading habits and linguistic growth.

Moreover, the "Book Sharing" sessions led by the English Book Club have led to six successful sharing events, promoting a community-oriented approach to reading among peers. Collectively, these strategies

serve not only to enhance students' language skills but also to cultivate a vibrant reading culture within the school. This is evidenced by the survey results indicating increased access to diverse reading materials and a strengthened sense of enjoyment in reading activities. The SDRS has thereby achieved its goal of nurturing readers as well as developing language competency.

Reflection

While efforts to enhance language skills and reading culture through the SDRS have yielded positive outcomes overall, there remain some challenges. The drop in the Q-score of the KPM from 104 to 94 indicates a concerning decline in engagement with non-assigned reading materials, suggesting students may not find these materials sufficiently appealing or relevant. Additionally, feedback from the SHS Item 12 survey reveals some negative perceptions among students regarding their reading habits. This could stem from lack of motivation or suitable resources to better engage students. Going forward, further analysis is needed to identify root causes and adapt strategies continually to students' evolving needs and interests, thereby overcoming these issues and maximizing benefits of the SDRS for all learners.

Additionally, the reality that many students did not bring their own reading materials to sessions potentially exacerbates the issue, as they relied solely on the constrained selection available in homerooms. This lack of meaningful choices may lead to disengagement and hinder authentic reading habits from taking root. Also, difficulties inviting other subject teachers to participate in book recommendations indicate deeper challenges around cross-disciplinary collaboration and generating whole-school enthusiasm for promoting reading both in and beyond English periods. A more integrated approach across the curriculum seems crucial for cultivating a truly holistic reading culture. Addressing such factors will be important to maximize impact of reading initiatives on student outcomes going forward.

Feedback and Follow-up

In the new school year, SDRS will be incorporated into the junior form English Language Curriculum to enhance reading quality and promote literature appreciation. Reading across the curriculum (RaC) will be further promoted through thematic book display in the library each month and RaC reading period.

7.1.4 To nurture digital and information literacy of our students

Achievements

1. Fine-tuning the Curriculum on Digital Citizenship and AI

The curriculum for F.1 to F.3 has been enhanced to focus on digital citizenship and artificial intelligence (AI). Key topics include preventing cyberbullying, addressing internet addiction, and understanding copyright and plagiarism. In F.3, students explore AI concepts like machine learning and chatbot communication. The KMP report shows that students excelled in Information Technology, particularly in “No Addiction” and “Honesty”, indicating their growing ability to navigate the digital landscape responsibly and ethically.

2. Organizing Activities to Enhance Digital and Information Literacy

Engaging activities, such as the “Fact Check Information Literacy Exhibition”, have been organised to boost students' digital and information literacy. Selected F.2 to 4 students participated in this exhibition hosted

by Hong Kong Baptist University and attended the workshops on May 10, 2024. The initiative emphasized fact-checking and verifying online information, teaching students to discern credible sources and use software that identifies AI-generated images, enhancing their critical thinking skills.

3. Fine-tuning the Deployment of MDM in BYOD

To better ensure responsible device usage, adjustments have been made to the Managed Device Model (MDM) framework underlying students' Bring Your Own Device (BYOD) policies. Beginning in the 2023-2024 academic year, the MDM applied to F.1 students, including repeaters, will be aligned with that used by teachers on "eSchool Pad" devices. This standardization streamlines deployment of the "Apple Classroom" platform, supporting more seamless technology integration into instruction. By clearly outlining appropriate device usage parameters, this updated strategy cultivates responsible digital habits. It equips students to utilize technology effectively and ethically as they progress in their studies.

Reflection

Teachers found that many students lack clarity around how best to utilize mobile devices constructively for academic aims. Some struggle to maintain focus during educational activities, with devices potentially becoming sources of distraction as students divert to social media, games, or other non-academic activities during study periods.

Feedback and Follow-up

To further underscore effective, education-centric use of mobile devices, IT prefects from each class will take on an expanded role promoting responsible technology usage and cultivating a supportive culture. The prefects can conduct peer-led workshops, sharing tips to demystify technology and demonstrate how tools can enhance learning in relatable ways.

7.1.5 To continuously improve the effectiveness of teaching and learning (T&L)

Achievements

1. Utilizing Data Analysis to Evaluate T&L Effectiveness

This strategy focuses on using data analysis to assess and enhance teaching and learning effectiveness. The "Cycle of Continuous Improvement" involves conducting gap analyses of HKDSE results, allowing F.6 subject teachers to collaboratively create targeted improvement plans. Teachers also conducted item analyses of DSE papers upon receiving HKEAA's examiner reports and value-added scores to identify the strengths and weaknesses in teaching and learning. Stakeholder survey results indicated that 11.4% of teachers "strongly agree" and 72.7% "agree" that assessment data effectively informs curriculum evaluation, demonstrating the strategy's role in fostering continuous improvement and enhancing student outcomes.

2. Incorporating flexible and effective use of information technology in T&L

Implementation of Google Classroom has significantly boosted students' digital literacy. Each subject's dedicated Classroom functions as a hub for resources like past papers and flipped classroom materials. Answer keys therein promote independent learning and critical thinking. Interactive tools such as Padlet, Quizizz and Kahoot! facilitate active engagement among students as they learn at their own pace and strengthen skills in evaluating information. Survey results indicate fewer than 10% of students have not

utilized available online resources, reflecting strong uptake. Continuous professional development ensures teachers optimize educational technology integration. Real-time feedback throughout enhances the learning experience overall, cultivating digital competency among students to support their academic trajectories.

3. Tapping Internal and External Resources for T&L Enhancement

This strategy emphasizes leveraging internal and external resources to enhance teaching and learning. A key initiative is the "EDB School Support on Junior Science", aimed at developing students' communication and explanatory abilities. This support allows teachers to tackle learning difficulties while promoting interdisciplinary skills through integrated STEAM projects. Additional activities like professional development workshops and cross-panel collaborative assignments foster collaboration and growth among educators. Stakeholder feedback reveals 20.5% of teachers "strongly agree" and 65.9% "agree" that these activities align with school needs. Overall, 16.4% of students "strongly agree" and 55.7% "agree" finding satisfaction in their academic achievements, reflecting the strategy's positive impact. Continuous evaluation and refinement ensure it remains responsive to the evolving needs of teachers and learners.

Reflection

The SHS regarding educators' perspectives on school support for professional development illuminates meaningful opportunities for growth. With just 9.1% strongly agreeing an atmosphere conducive to professional exchange has been established, it signifies further cultivation of a robust collaborative culture and regular sharing of best practices among teachers may be warranted.

Additionally, the fact that 13.6% of teachers disagreed the school sufficiently recognizes their performance points to a concerning perception that effort and accomplishments may not always receive due acknowledgment. To maximize staff performance and satisfaction, targeted strategies fostering appreciation and stronger collaborative networks seem advisable based on this feedback. Continuous evaluation and adjustment will help ensure teachers feel enabled in their important work.

Feedback and Follow-up

To address these issues, the school would actively promote a more collaborative environment by encouraging regular professional exchanges, workshops, and peer observations. Implementing a structured recognition programme could also help acknowledge teachers' contributions and successes, fostering a more supportive culture. By enhancing these aspects, the school can better support teachers' professional development and create a more positive and engaging atmosphere for growth.

7.1.6 To enhance the academic atmosphere in the campus

To recognize students' academic achievements, we celebrate students' accomplishments through an achievement notice board and updates on the school website. By prominently displaying these achievements, the school fosters a culture of recognition that motivates students to excel. The SHS report indicates that 16.3% of students "strongly agree" and 46.5% "agree" that they receive support and encouragement from teachers. This recognition not only boosts individual confidence but also inspires peers to strive for similar success, reinforcing a commitment to academic excellence.

Another strategy focused on balancing academic and extracurricular development underscores the importance of a holistic approach to student growth. The school actively promotes healthy lifestyles, purposeful scheduling, and stress management techniques—all enhancing overall well-being. The SHS

reveals 13.6% of teachers "strongly agree" and 59.1% "agree" that the school effectively nurtures healthy development. Additionally, 15.9% "strongly agree" and 61.4% "agree" appropriate scheduling facilitates tying classroom learning to enriched extracurricular experiences. These statistics demonstrate that most teachers acknowledge the school's efforts to cultivate balance—a buoying factor for a vibrant academic environment where students thrive in various developmental areas. Continuous evaluation ensures this strategic emphasis on well-rounded growth remains optimally supportive of all learners.

Reflection

The significant drops in the Q-scores relating to student satisfaction and school climate highlight an urgent need to bolster acknowledgement of academic accomplishments. In the KPM 17.4 (Satisfaction from school life) rating from 110 to 94 concerning satisfaction with school experience implies students may not feel their efforts receive due appreciation. When students perceive that their academic achievements are not recognized, their motivation and engagement may diminish.

Similarly, the decline in the KPM 17.10 (School atmosphere-belongingness) rating from 116 to 108 regarding feelings of belonging suggests a potential disconnect from the school community for some. When students see their accomplishments celebrated—whether through awards, public recognition, or even simple acknowledgments from teachers—they are more likely to feel connected to their school.

Feedback and Follow-up

To directly address these concerning declines, a "Positive Learning Attitude Award" scheme will be implemented to acknowledge academic achievements. Additionally, increasing the frequency of recognition ceremonies and showcasing diverse student work aims to nurture an atmosphere of appreciation both within and beyond the classroom. It is hoped these initiatives can elevate student satisfaction while cultivating a more cohesive community, in turn boosting learners' sense of belonging and uplifting their overall school experience. Continuous evaluation will ensure such recognition strategies optimally encourage all students' holistic growth and engagement as valued members of the school family.

7.2 Major Concern II: To instill positive values and life-long aspiration in to students and nurture them to become future leaders with a national and global mindset

7.2.1 To nurture students to develop a lifelong vision of careers planning

Achievements

Series of life planning activities were conducted during C Days, Assemblies and Class Teacher Periods. Materials of life planning activities used in Class Teacher Periods have been modified. The concept of Life Career Rainbow has been introduced in all forms to enrich students' understanding of life planning. Over 80 % of teachers agreed that the Class Teacher Periods were useful in nurturing students to develop a lifelong vision of careers planning. Moreover, professional talks conducted by a professional athlete and a finance professional, a university visit to PolyU, and workplace visits to EY, AON, and a hospital were organised to broaden students' vision. Over 80% of the respondents to the questionnaire provided positive feedback.

In addition, individual counselling on life planning was provided for SEN students. Guidance teachers and Social Workers helped these students to prepare for their future education and careers by providing information on professional support such as schools for social development, and introduced them the possibility of having multiple pathways such as attending vocational training schools. We encouraged students and parents to take a more proactive and practical approach in discussions related to the students' futures, helping them prepare to face the challenges ahead.

According to SHS - Students' views: Items 17 & 22, 3.4 scored 3.6, reflecting a positive outcome of providing relevant information and appropriate support for students' further studies, careers options, and potential development.

Reflection

However, the scores of Items 17 & 22 in the SHS - Students' views dropped by 0.3 when compared with those in the previous year. The Q-score of the KPM 17.5 (meaning of life) also dropped from 115 to 101. Despite the positive feedback on the activities held, we need to help students revise and consolidate what they have learnt from these activities from time to time. Apart from career planning, more effort should be put into activities inspiring students to find meaning in their lives, which is the cornerstone in life planning.

Feedback and Follow-up

More life planning activities about the meaning of life will be organised next year. We will start career exploration and planning among junior forms, such as introducing students to a wider range of occupations which helps them to have better self-reflection on their interests, values, and strengths. We aim at providing ongoing, individualised career counselling throughout a student's academic journey. This can include career assessments, job shadowing, internships and mentorship opportunities. We will also continue to develop partnerships with local employers, industries, and universities to expose students to real-world career paths and facilitate networking or job placements. Most importantly, the focus of the Life Planning framework this year is on developing students' executive function (EF) skills, aligning with the school's annual plan.

7.2.2 To enhance mental and physical well-being of students

Achievements

A rich Christian education environment is created. Bible scriptures are incorporated into the Student Handbook and displayed in classrooms. Besides Bible reading in morning assemblies, morning prayers were scheduled on Tuesdays and Thursdays to foster a calmer and more peaceful atmosphere, contributing to a positive learning environment. Gospel Month, weekly Christian Union gatherings and a joint-school gospel camp featuring spiritual practices (prayers, hymn singing, sharing testimonies) and engaging physical activities (adventure games, and checkpoint games) were organised for strengthening the sense of belonging, enhancing spiritual support and promoting students' mental and physical well-being.

Workshops on adapting to secondary school life were organised for F.1 students to promote positive thinking and strengthen their coping skills. Over 70% of the respondents to the questionnaire agreed that their coping skills were enhanced and their sense of belonging to the school was strengthened. Additionally, stress management and resilience building have been incorporated into the F.1 L&S curriculum to further educate students on caring for their well-being.

A range of activities were organised to foster a positive outlook among students. For senior students, the Guidance Committee and the Environmental Ambassadors hosted a forest bathing activity. This event offered techniques for mindfulness and breathing exercises to help them stay calm, manage stress, and rejuvenate energy. For junior students, the Chinese YMCA of Hong Kong was invited to the campus to promote positive education and support resilience-building.

To raise students' awareness of the importance of physical health, a range of booth games were designed during Guidance Week. On top of that, the F.1 Orientation Day and F.4 Camp offered a variety of physical activities for students to improve their fitness. These activities help students develop a healthier lifestyle and enhance their overall performance.

In addition to traditional activities like drama and singing contests during Activity Days, various interest groups and workshops such as baking, balloon twisting, animal visits, and Kinball were held. These activities not only helped students relax after examinations and explore their interests, but also helped SEN students to enhance their social skills. Organised by the SEN Committee, these post-exam activities provided a respectful atmosphere for the SEN students to interact with other schoolmates, fostering relationships and promoting cohesiveness between teachers and students. Furthermore, the SEN Committee collaborated with JCKAK to provide training for selected ADHD students to improve their social skills and reduce their impulsive behaviour, thereby helping them to integrate better with their schoolmates.

The Summer Advance Programme was also held for repeaters in junior forms to help them reset their pace and prepare them psychologically for the coming academic year. This programme helped nurture more positive attitudes in students and motivated them to meet the challenges ahead via diverse activities, for example, foot drill, shooting, gardening and leather workshop. Over 80% of the respondents to the questionnaire agreed that the programme was helpful and inspiring.

Reflection

Despite the positive feedback received from the students participating in the activities, there was a drop in scores of KPM Item 17 (Affective Development) and SHS Items 17-22 (Students' Perception on Student Support). The scores were lower in junior forms, especially among the girls, indicating a need for further investigation. Nevertheless, many activities were held in the Second Term, mostly after the Final Examination. It would be beneficial to distribute these activities more evenly throughout the academic year.

Screening for students with emotional needs was held only in Form 2 and Form 5 this year. It is advised to expand the screening to include more forms of students. Early identification of students' emotional needs facilitates timely follow-up and intervention, such as referrals to Guidance teachers, social workers, and educational psychologists.

Having signed the 4Rs Mental Health Charter for the 2024/2025 academic year provides us with a valuable opportunity to review our policies and strategies for student support. Promoting mental and physical well-being will be our key focus next year. By improving student wellness through various activities, we aim to create far-reaching positive impacts on school climate, student behaviour, and learning outcomes.

Feedback and Follow-up

To identify the needs and concerns of students, especially in junior forms, "Chat to Connect" will be launched. All class teachers will be asked to chat with their students individually or in groups throughout the year. Besides, Sunshine calls will be continued and screening for students with emotional needs will be held from Form 1 to Form 5.

To promote the 4Rs, "Rest, Relaxation, Relationship, and Resilience", homework policies and the arrangements of lunchtime are to be reviewed. LWL Day and Activity Days are added in the First Term. Guidance Weeks are scheduled in both the First Term and the Second Term to promote the wellbeing of students. F.1 Camp and F.4 Camp will be held to nurture students' sense of belonging to the class and the school. The Wellness Zone and the renovation of the garden on 5/F are on the agenda to promote relaxation, which is essential for mental health. In addition, study leave will be arranged before the Pre-mock and Final examinations to help lower students' stress levels.

Furthermore, we will provide more training and resources for teachers and student leaders to recognise signs of mental health issues and respond appropriately. A Crisis Management Workshop is scheduled in August to enhance teachers' awareness of emotional symptoms of students and provide tips for handling crises. In September, we will nominate teachers to take courses on catering the special needs of students.

To enhance the physical well-being of students, we will introduce sports activities during the Class Teacher Period. We will also place some sports equipment in the playground at lunchtime to encourage students to do more physical exercise. A wider variety of options will also be available, ranging from PE classes to extracurricular sports and fitness clubs.

7.2.3 To cultivate positive attitudes and values in students and foster students' sense of national identity

Achievements

CEC teachers and SKH evangelical staff shared insights and testimonies related to positive Christian values such as love for one's country, respect for others, and service to the community. This initiative helps develop love for others and strengthen students' sense of national identity during weekly religious morning assemblies. Fruitful collaborations with the Holy Trinity Cathedral have been established to nurture students with a mindset that positively impacted their personal growth and contributed to a more harmonious school community through the Lunch Services, Faith Development Group, and Philip Fellowship. Discussion sessions were held after Christian teachings at each Christian Union gathering, allowing students to reflect on the positive values presented and apply them to their daily lives. This approach helps them cultivate positive attitudes towards themselves and others, promoting a more harmonious and compassionate school environment.

The “Thrive and Shine” Programme continued with contributions from the Guidance Committee, Discipline Committee and the Moral, Civil and National Education Committee. Class Teacher Periods centred around different themes of value education were conducted to cultivate positive values in students. The themes are as follows:

Form 1: Gratitude, Law-abidingness, Prevention of Bullying

Form 2: Forgiving, Prevention of Bullying

Form 3: Happiness, Respect, Prevention of Bullying

Form 4: Empathy, Care for others, Commitment. Responsibility, Respect for Others

Form 5: Diligence, Responsibility, Responsibility, Perseverance

We also fostered a sense of national identity among students through flag raising ceremonies and CS related activities, which helped students to connect to the local communities and our country. Study tours were also held to deepen students' understanding of our country. For example, the Cultural and Industrial Technology Exploration Trip to Inner Mongolia and Beijing enabled students to know more about the desert management, land development and industrial development of our country. Guangzhou Sister School Cultural Exchange Tour strengthened the liaison with the Sister School and enabled students to know more about education in the Mainland. In addition, speakers at professional talks and company visits offered students insights on how to develop their careers in Mainland China. These talks provided them with various choices, career paths, and real-life examples for future reference. Furthermore, various talks for different forms of students and parents were conducted to introduce the path of studying in the Mainland. We also highlighted the advantages of studying in Mainland China and the benefits provided by our PRC government. After these talks, we hoped to foster students' sense of national identity.

The Q-scores of the relevant indicators of the Affective Development (Items 17.7, 17.9, 17.16-17.19) ranged from 114 to 116 in KPM17 showed positive results. All senior students were exposed to the relevant education of raising the national flag, of which the percentage rose significantly from 6.0% in 2022/23 to 100% in 2023/24 (KPM8.2). The number of students (grade level as a unit) participating in activities relevant to sister schools increased from 0.16 in 2022/23 to 0.30 in 2023/24 (KPM8.3.1).

Reflection

However, there has been a drop in the Q-scores for KPM17.8 (Morality). Therefore, value education needs to be strengthened not only through talks and class teacher periods, but also by instilling positive values in students through activities and service.

Feedback and Follow-up

We will expand the range of collaborative activities with Holy Trinity Cathedral to cater for different needs of students such as workshops, visits and community service covering various aspects of personal growth and positive Christian values. Organising regular service opportunities for students through the Philip Fellowship at Holy Trinity Cathedral is a possible initiative to allow students to serve on a more committed basis, fostering a deeper connection and impact. We can also offer more experiential learning opportunities that allow students to engage with their local and national communities, such as volunteer work, field trips, and visits to sister schools.

With the EDB funding to promote our Chinese Culture, activities held during the Chinese Culture Week can be diversified. The Chinese Department and the Moral, Civic and National Education Committee will continue to collaborate to explore more interesting activities to inspire students' enthusiasm for Chinese Culture, hence strengthening their sense of national identity. Flag raising training will also be arranged for uniform groups to improve the flag raising procedures and the Chinese style patrol will be introduced.

7.2.4 To cultivate students' national and global mindsets

Achievements

We invited our alumnus, Professor Kin K. Leung from Imperial College London, to share his journey from secondary school to his work at Imperial College London. During the session, Professor Leung shared his experiences and insights with students, encouraging them to be open-minded about studying and working in different countries for their personal development. Professor Leung also shared his views on the recent and rapid development of AI-related industries and the global semiconductor industry.

We cultivated students' national mindset through CS activities such as competitions and study tours, which helped students understand and appreciate our country's history, values, and role in the world. This could instill a sense of civic duty, cultural pride, and commitment to positive national development. Apart from the sister school exchange, there was also a cross-curricular study tour to Guangxi co-organised with the Geography Department and the Chinese History Department, as well as an Inner Mongolia and Beijing tour in collaboration with the CSD and the Chemistry Department.

Exchange tours to foreign countries were held to foster a global mindset. For example, the Fukui Environmental and Cultural Study Tour provided students with opportunities to know more about the local culture and environmental protection in Japan. The Auckland English Study Tour enabled students to use English as an international language in an authentic setting while experiencing local campus life and homestay for two weeks. The World Scholar's Cup and the Singapore International Choral Festival facilitated cultural exchange and friendly competitions with talented students around the world, nurturing students to become adaptable, empathetic, and culturally competent citizens. Having a global mindset encourages students to think beyond their immediate context, consider diverse perspectives, and engage constructively with the international community.

Students' Affective Development (sense of national identity) showed positive results in KPM (Items 17.16-17.19). Students' understanding of the development of our country has been deepened, and they are equipped with a stronger national mindset. At the same time, study tours and participation in international tournaments have increased students' exposure to diverse cultures and raised their awareness of global issues.

Reflection

However, the number of students participating in overseas activities was limited. Our next challenge is to promote these opportunities more effectively to a larger group of students and maximise the learning outcomes of such activities.

Feedback and Follow-up

To review the effectiveness of cultivating global mindsets, regular assessments of students' development of national and global mindsets such as reflections, portfolios, and other performance-based assessments are recommended.

To promote and maximise the learning outcomes of overseas learning activities, all participants should be encouraged to share their experience with schoolmates. We may also provide more opportunities for students to learn about different cultures, traditions, and current global issues through guest speakers, field trips, and cultural exchange tours.

In addition, we may promote foreign language learning and study abroad programmes to enhance our students' linguistic and cross-cultural competencies. We may also involve students in service-learning projects that address local and global challenges, fostering a stronger sense of civic and global responsibility. We will work further on cultivating students' global citizenship in the upcoming year by exploring different educational programmes and activities related to global citizenship. Partnering with international organizations, NGOs, and businesses is also suggested to expose students to real-world examples of global citizenship and collaboration.

7.2.5 To boost students' abilities and mindsets to become future leaders

Achievements

Two professional training workshops facilitated by FES were organised for CU committee members in February, focusing on cultivating collaboration, problem-solving skills, and effective leadership to empower our committee members to develop the skills and mindset necessary to thrive as future leaders within our CU community and beyond. CU committee members were empowered to serve and make an impact through their leadership in various gospel activities, including the F.1 Orientation, CU gatherings, morning prayers, religious assemblies, Gospel Month, Gospel Camp, and officiating or participating as Bible readers during services. This involvement paves the way for their continued development as future leaders within our CU community and beyond.

Leadership Training Camp was also successfully held under the cooperation of the Discipline Committee, the Guidance Committee, and the Life Wide Learning Committee. Our student leaders from various

societies and school teams were equipped with the spirit of service and leadership skills. We also fostered a leadership mindset that values traits like courage, integrity, empathy, and strategic thinking. Our student leaders were provided with ample freedom and opportunities to explore their leadership potential. They served in major events such as the Information Day and held various activities such as the Guidance Week and the Gospel Month for their schoolmates. According to the evaluation survey, their efforts were highly appreciated by the guests, and their contributions made campus life more fruitful and inspiring.

Students were encouraged to participate in the joint-school activities to facilitate their growth as a leader. Through joint-school gospel activities such as joint-school fellowship and gospel camp with Holy Trinity Church Secondary School, students could broaden their horizon, expand their perspectives, gain valuable experiences, and develop collaboration skills, preparing the CU Student Committee members to become future leaders with an open-minded and collaborative approach. In addition, the Chinese Debating Team collaborated with Heep Yunn School to host the Putonghua Debate Contest for various primary schools. This valuable experience equipped our student leaders with essential leadership skills, including decision-making, communication, problem-solving, and relationship-building.

Our student leaders were highly recognised by the community. 5D Suen Wan To and 3E Tsang Wing Yin were awarded the Kowloon City Outstanding Student Award. 6C Hui Yi Tung was shortlisted in the SCMP Student of the Year (Community Contributor). 4D Tang Shing Tsun received a scholarship to take part in the SCMUN Conference and the Global Conference Leadership Camp. Interview skill workshops were organised throughout the year to equip students with crucial soft skills.

According to the SHS, over 50% of students agreed that the school was proactive in offering leadership training opportunities and less than 15% disagreed.

Reflection

Positive feedback was received regarding the leadership training workshops and camp. However, more students should be invited to participate in these activities. Additionally, while some students served as concurrent leaders of different clubs and teams, others were not assigned any duties. Providing leadership opportunities for all students presents a significant challenge. Without real-world experiences, leadership training can become just an empty concept.

Furthermore, on-the-job training is essential to enhance students' leadership in their roles, especially for leaders of clubs and societies. They require more training in activity planning and evaluation, as well as in administrative tasks.

Feedback and Follow-up

To expand the pool of potential future leaders and enrich the perspectives and talents within the school community, it is vital to encourage students to participate in leadership development initiatives. Creating an environment where individuals from diverse backgrounds feel welcome and valued is essential. Greater emphasis will be placed on class committees and subject leaders as a starting point.

Additionally, on-the-job training should be strengthened by providing guidelines for the documentation of societies and clubs, as well as by introducing the PIE (Planning, Implementation, Evaluation) cycle within these groups.

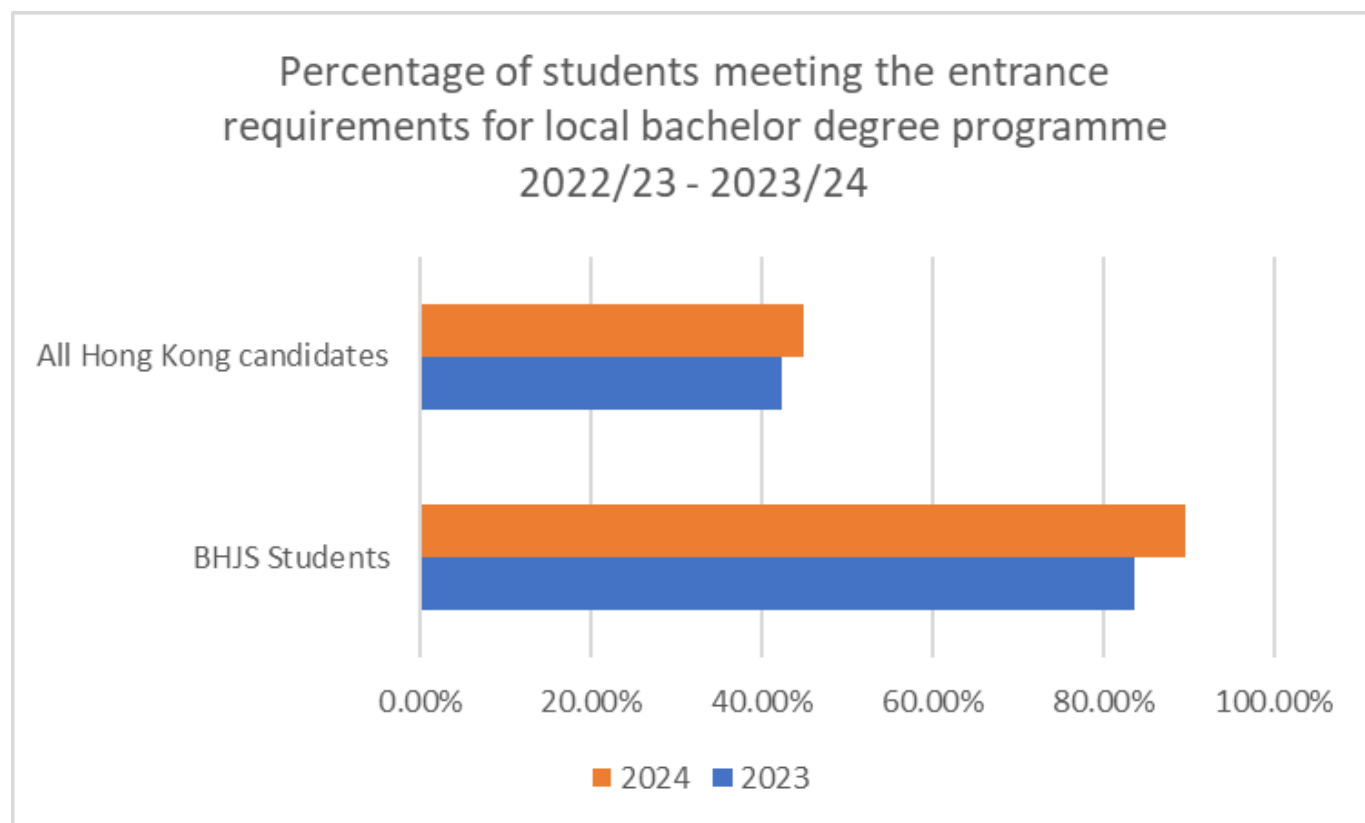
8. Performance of Students

8.1 HKDSE 2023-24

There were 126 students who took part in the HKDSE 2024, with 90.4% of students attaining the minimum university requirements for degree programs at 332A2 or better. The best five subjects achieving a high percentage of level 4 or above, ranging from 66.7% to 83.3%, were History, Physics, Chemistry, Information and Communication Technology, and Economics. The best result obtained in the best 5 subjects was 33 points. Out of the 125 students who applied for JUPAS, 92% of them were granted JUPAS offers in this cohort; 2% of them will pursue their studies overseas.

HKDSE 2024 results of BHJS students compared to that of all Hong Kong candidates meeting the entrance requirements for local bachelor degree programmes

Exam Year	2023	2024
BHJS Students	83.6%	89.7%
All Hong Kong candidates	42.4%	45%

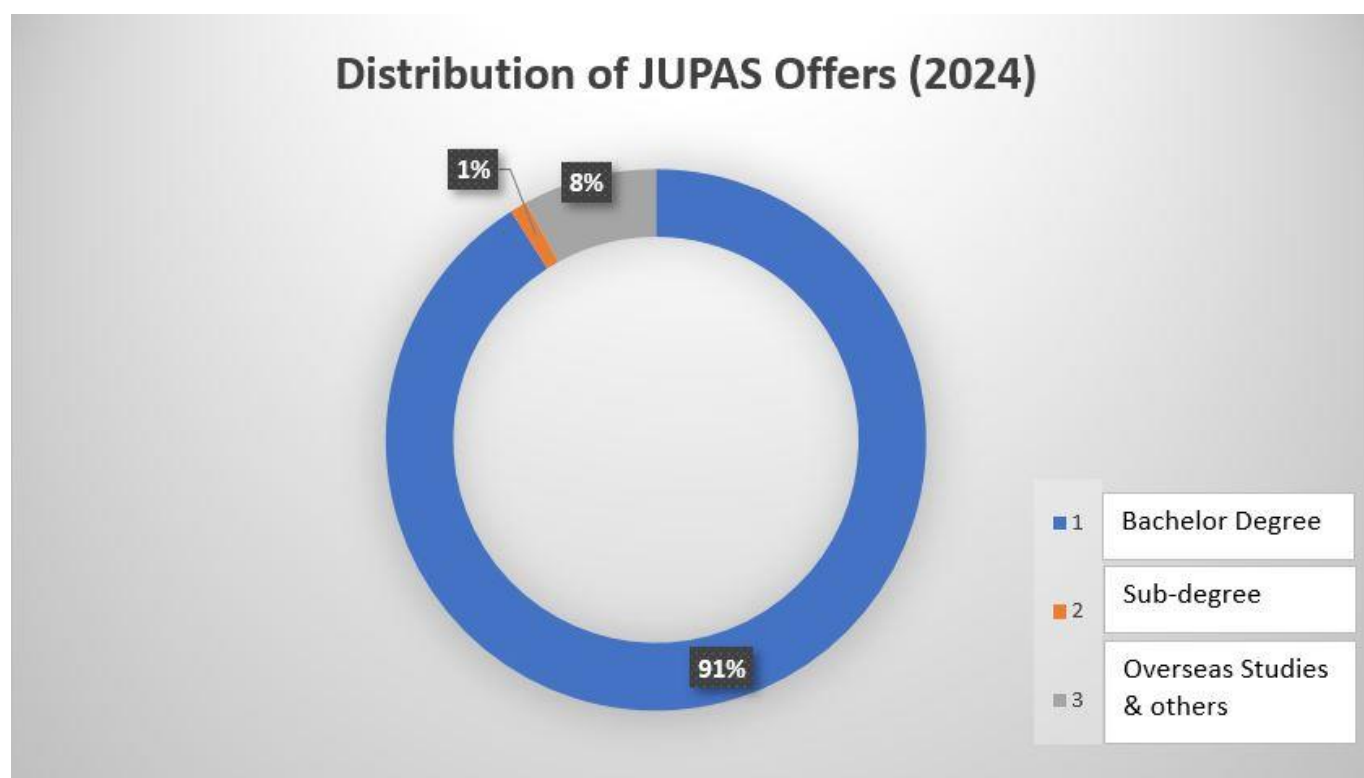


8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS offers (2024)	92%

Distribution of JUPAS Offers (2024)

Study Level	Percentage
Bachelor Degree	91%
Sub-degree	1%



9. Academic Development

9.1 Reading in the School Library

9.1.1 Average number of items borrowed per student in 2023-24:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
No. of books	5.3	3.5	2.4	0.8	0.7	0.5

The library had included approximately 500 new items into the library. The school library will continue to aim at inviting teachers and students to borrow more books to enrich the reading culture among the students. To encourage students to develop a reading habit in the early stage, overdue magazines will be placed in the class library for students to borrow during their free time. The library will continue to provide magazines and newspapers in different subject areas for the students to read. It is hoped that teachers will have a wide range of resources to tailor-made materials for the students to read in the reading period / lesson time.

9.1.2 Reading Activities organised by SDRS and Student Participation:

Reading Activities	Student Participation
1. Form 1 Orientation	Form 1
2. Library Tour	Junior forms
3. New books promotion videos / posters	Whole school
4. SDRS Ambassadors Scheme	SDRS Ambassadors
5. Thematic Book/ New Book Displays	Whole school
6. External Reading Schemes and Writing Competitions	F.1 – F.5
7. Showcase of SDRS Work	Whole school
8. Battle of the Books	Junior forms
9. Extensive Reading Award Scheme	Junior forms
10. Library Ambassador Mentorship Scheme	Library Ambassadors
11. Book-crossing	Whole school
12. Book Fair / Book Exhibition	Whole school
13. Reading Circles	Whole school
14. Chinese / English Teachers' Book Sharing activities	Whole school
15. Author Talks	Whole school
16. Creative Chinese Writing Workshops by Authors	Whole school
17. Posters and Short Video Promotions	Whole school
18. Bookstore Visit	Junior forms
19. Book Sharing in Assemblies	Whole school
20. National Security books display	Whole school
21. Top borrowers' award	Whole school
22. New books promotion / e-posters	Whole school

9.1.3 Reading Competitions and Student Participation/ Performance:

External Competitions	Student Participation/ Performance
Harvard Prize Book	5D16 NG PAK HEI/
Harvard Prize Book	5C17 NGAN CHUN HIM ANSON

Internal Competitions	Student Participation/ Performance
1. Inter-school Top Reader Prize	September 2023 1B26 WONG CLAYTON 2C20 LAU LAP FUNG

	<p>1C24 NG HO WING COLTON</p> <p>October 2023 1C24 NG HO WING COLTON 1C13 HUNG RAPHAEL 2C20 LAU LAP FUNG</p> <p>November 2023 1C8 CHUI KAI YEUNG BOAZ 6B9 DONG HUILIN 2C20 LAU LAP FUNG</p> <p>December 2023 1D25 YAMADA SHOHEI 5A25 YIU KI HONG 6B9 DONG HUILIN</p> <p>January 2024 6B9 DONG HUILIN 1C8 CHUI KAI YEUNG BOAZ 4D10 CHUK TSZ WING MARCH</p> <p>February 2024 1C24 NG HO WING COLTON 1C10 FONG POK YIN 5E11 LEE PAK YAU</p> <p>March 2024 1C24 NG HO WING COLTON 3E27 YIP LONG YIN 1E17 LEUNG YIK TUNG 1E15 LEE HEI TUNG</p> <p>April 2024 3E27 YIP LONG YIN 2C20 LAU LAP FUNG 1E17 LEUNG YIK TUNG 1C10 FONG POK YIN 1C24 NG HO WING COLTON</p>
<p>2. Top five borrowers for the year</p>	<p>1C24 NG HO WING COLTON 2C20 LAU LAP FUNG 1C8 CHUI KAI YEUNG BOAZ 1C13 HUNG RAPHAEL 1B26 WONG CLAYTON</p>

10. Student Participation in Co-curricular Activities

10.1 Provision of Co-curricular Activities

10.1.1 Number of ECA clubs / interest groups in the following 5 categories:

Categories	20/21	21/22	22/23	23/24
Academic	10	7	7	8
Sports	12	11	13	15
Arts	9	8	8	8
Interest	8	8	8	8
Social Services	13	13	13	14

10.1.2 Total number of learning activities* organised by KLA subjects

Key Stages	20/21	21/22	22/23	23/24
Key Stage (F.1 - 3)	106	89	92	96
Key Stage (F.4 - 6)	98	81	82	84

*Learning activities included:

Assembly & Morning Assembly, C-Day Activities, School Team Training, Lunch Time Concert and Others (such as Sports Day, Swimming Gala, Chinese Week, English Week, Drama, etc.)

10.2 Student Participation in Inter-school Events

Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong Schools Drama Festival, School Dance Festival, Inter-school sports events organised by the Hong Kong Schools Sports Federation:

No. of Students	20/21	21/22	22/23	23/24
Key Stage (F.1-3)	34.6% (158 students)	67.5 % (299 students)	63.3% (268 students)	62.1% (272 students)
Key Stage (F.4-6)	14.5% (58 students)	35.3% (140 students)	39.1% (148 students)	40.1% (153 students)

10.3 Student participation in Uniform / Social and Voluntary Service Groups

No. of Students	20/21	21/22	22/23	23/24
Key Stage (F.1-3)	4.3% (20 students)	5.2 % (23 students)	7.6% (32 students)	8.4% (37 students)
Key Stage (F.4-6)	18.2% (73 students)	7.6% (30 students)	8.9% (34 students)	10.9% (42 students)

10.4 Participation in External Events

The Presentation of Prizes 2023-24

Participation in External Events		
Highlights 亮點 2023-2024		
Events	Awards	Awardees
49th Geneva International Exhibition of Inventions	Bronze Award	LEUNG HOI CHING (5A) TANG KA LUN (5B) SUEN SIMEON WAN TO (5D) SIAW ZI YOU JASMINE (5E)
World Scholar's Cup 2023-2024 - Tournament of Champions	Bowl Champions Gold (Senior)	WONG ALLY (5E) LEE PAK YAU (5E) CHAN LOK HANG (5E)
	Writing Champions Gold (Senior)	WONG ALLY (5E)
	Challenge Gold - Special Area	CHAN LOK HANG (5E)
Singapore International Choral Festival (Equal Voice)	Gold Award	SCHOOL CHOIR
World International Mathematical Olympiad Final 2023	Gold Award	LIN YUET (4D)
Inter-School Cross-Country Competition 2023-2024	Overall Champion	CROSS-COUNTRY TEAM (GRADE A)
SCMP Student of the Year Awards 2023/24	Community Contributor - Shortlisted	HUI YI TUNG (6C)
Kowloon City District Outstanding Student Award		
Junior Section	Outstanding Student Award	TSANG WING YIN (4D)
Senior Section	Outstanding Student Award	SUEN SIMEON WAN TO (5D)
Multi-faceted Excellence Scholarship	Scholarship	HUI YI TUNG (6C)

Event	Award(s)	Awardee(s)	
A. Academic			
1. 75th Hong Kong Schools Speech Festival (English Speech)	Solo Verse Speaking (S.1, Boys) 2nd Place	1A Liu Shi Ze	
	Solo Verse Speaking (S.1, Girls) 3rd Place	1D Lo Wan Sum	
	Solo Verse Speaking (S.4, Boys) 2nd Place	4D Hutabarat Abraham George	
	Solo Verse Speaking (S.4, Girls)	2nd Place	4D Xiao Ching
		3rd Place	4A Cheung Lok Lam
	Solo Verse Speaking (S.5, Boys) 2nd Place	5E Lee Pak Yau	
	Solo Verse Speaking (S.5, Girls)	1st Place	5C Chan Hiu Ying Jasmine
		3rd Place	5D Chan Hei Ching Isabelle
	Public Speaking Solo (S.5)	1st Place	5D Chau Yi Kuen Julie
		2nd Place	5D Mehmood Abeel Pardinias
3rd Place		5D Suen Simeon Wan To	
Bible Speaking (S.5 and 6)	2nd Place	5D Suen Simeon Wan To	
	3rd Place	5E Chang Nga Hei	
2. 第七十五屆香港學校朗誦節 (粵語朗誦)	中一級詩詞獨誦 (男子組) 亞軍	1B Wu Chi Long	
	中一級詩詞獨誦 (女子組) 亞軍	1D Tang Cheuk Nam	
	中五級詩詞獨誦 (男子組) 季軍	6D Ko Tsz To	
	中五級詩詞獨誦 (女子組) 亞軍	5A Ip Tsz Ki	
3. 第七十五屆香港學校朗誦節 (普通話朗誦)	中一、二級詩詞獨誦 (男子組)	冠軍	1B Zhang Yiming
		季軍	1D Yang Man Hon
	中一、二級詩詞獨誦 (女子組)	冠軍	2A Wan Ka Kwan
		亞軍	2D Kwong Ho Ying
		季軍	1A Kwok Tsz Ying 1C Tsang Yue Sum
	中三、四級散文獨誦 (男子組) 冠軍	4C Choi Yun Ho	
中五、六級散文獨誦 (女子組) 季軍	5A Chui Yan Yan		
4. 「說好香港故事大行動」中文寫作挑戰賽	高級組 – 冠軍	4C Lee Man Wai	
5. 第一屆菁莪盃中華文化校際辯論比賽	普通話組 – 季軍	4C Yau Yuet Sum	
6. 2nd GBA–HK–Macau The “Kids’ Voice” Cup Speech & Story Telling Competition 2024	English Public Speaking, Secondary Section – 2nd Runner-up	5D Wong Siu Ting	
7. UNSDGs Debating Competition 2023-2024	EMI1 – 1st Runner Up	1A Yeung Lok Tin 1B Zhang Yiming 1E Leung Yik Tung	
8. Bilingual and Trilingualism Campaign – One-minute Video Production	Best Performance in Language – English & Honourable Mention	5D Chan Hei Ching Isabelle 5D Chan Hei Sze 5D Chan Sze Yan Cissie 5D Chan Ying Tung 5D Wong Siu Ting	
9. AI Tutoring on English Writing Upgrade Award Scheme (Secondary School)	Top 10	1C Christie Ava Swynnerton Lam 1C Wong Tsz Kiu 2E Li Sum Ching 5B Chan Carolyn Yuen Ying	

		5B Cheung Yan 5B Leung Yam Ying 5B Tse Tsz Ki
	Gold Award	5B Chan Carolyn Yuen Ying 5B Leung Yam Ying
	Silver Award	1C Christie Ava Swynnerton Lam 2E Chu David Chun Wa 2E Li Sum Ching 2E Tse O San Solar 2E Tung Man Lok 5B Chan Wai San 5B Lam Pui Yan 5B Tin Sum Yi
	Bronze Award	1C Wong Tsz Kiu 1D Lo Wan Sum 2E Siu Man Yau 5B Cheung Yan 5B Lam Sze Ching 5B Yip Wai Ling
10. World Scholar's Cup – Tournament of Champions	Bowl Champions Gold (Senior)	5E Chan Lok Hang 5E Lee Pak Yau 5E Wong Ally
	Debate Champions Silver (Senior)	5D Chan Hei Ching Isabelle 5D Suen Simeon Wan To 5E Chan Lok Hang 5E Lee Pak Yau 5E Wong Ally
	Team Writing Silver (Senior)	5E Chan Lok Hang 5E Wong Ally 5E Lee Pak Yau
	Writing Champions Gold (Senior)	5E Wong Ally
	Writing Champions Silver (Senior)	4D Fan Yu Kit 5D Chan Hei Ching Isabelle 5E Lee Pak Yau
	Challenge Gold - Special Area	5E Chan Lok Hang
12. 模擬法庭·公義教育計劃 2023- 2025	團體 – 最佳律師	4D Lau Yui Hei
	團體 – 最佳證人	2E Lee Tsz Hin
13. 學友社第三十二屆全港中學生十 大新聞選舉	候選新聞初選 – 最具新聞觸覺獎	4C Lee Man Wai 4C Yau Yuet Sum 4D Lau Yui Hei 4D Lin Yuet 4D Tang Shing Chun 5C Fong Hoi Tung
	News Commentary Competition (Junior Form) – 2nd Runner-up	3E Lee Nok Fung Ambrose

17. 49th Geneva International Exhibition of Inventions	Bronze Award	5A Leung Hoi Ching 5B Tang Ka Lun 5D Suen Simeon Wan To 5E Siaw Zi You Jasmine
18. Hong Kong Secondary School Health Exhibition Presentation Competition 2023	Silver Award	5C Lam Hiu Ho 5C Ngan Chun Him Anson 5D Cheng Shun Kiu Ian 5D Choi On Yu Jade 5D Mehmood Abeel Pardinias 5D Wong Siu Ting
19. Youth IT Ambassador Award (YITAA) – Secondary School	Gold Award	5A Ng Yuen Ho 5B Tang Ka Lun 5C Lam Hiu Ho
	Silver Award	4D Chan Shing 4D Chui Lok Yan 5A Ho King Yin 5A Ng Chun Yin 5B Szeto Lok Ching 5D Chau Yi Kuen Julie 5E Li Kwan Ho
	Bronze Award	3E Ho Tsz Kin Isaac 4A Leung Chi Fung 4D Chu Cheuk Lam Cherry 4D Kwan Siu Fan 4E Cheng Wing Yi 4E Ho Wing Yan Angel 5A Leung Hoi Ching 5A Leung Ka Yee 5C Wong See Pui 5E Li Kwan Ho 6B Chau Chun Pang
20. True Light Girls' Invitational Mathematics Contest 2023	Individual – Certificate of Distinction	4A Chang Ching Yau Claudia 4E Ho Wing Yan Angel
	Group – Overall Group 2nd Runner-up	4A Chang Ching Yau Claudia 4D Chu Cheuk Lam Cherry 4D Lin Yuet 4E Ho Wing Yan Angel
21. 26th Hong Kong Mathematical High Achievers Selection Contest	2nd Class Award	3C Lam Ka Chun 3E Kwok Ho Ching Nick
	3rd Class Award	1A Hung Le Xuan 1D Loo Cheuk Kit
22. Hua Xia Cup (華夏盃) National Mathematical Olympiad Competition 2024 – Final Event	1st Prize Award	1D Loo Cheuk Kit
	2nd Prize Award	1A Hung Le Xuan

23. Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2024 – Final Round	Gold Award	3C Lam Ka Chun
		4D Wu Chun Hei
		5D Chan Chun Tat
	Silver Award	5D Leung Pak Long
	Bronze Award	2E Siu Man Yau
		4E Ho Wing Yan Angel 4D Lin Yuet
	1st Prize Award	4D Wu Chun Hei
2nd Prize Award	3C Lam Ka Chun	
3rd Prize Award	3E Kwok Ho Ching Nick	
24. Asia International Mathematics Olympiad Open Contest 2024 – Final Event	Gold Award	1A Hung Le Xuan
25. Global Junior Math Aptitude Test 2024	Silver Award	1A Hung Le Xuan
26. World International Mathematical Olympiad Final 2023	Gold Award	4D Lin Yuet
	Bronze Award	3C Lam Ka Chun

Event	Award(s)	Awardee(s)
B. Performing Arts		
1. Hong Kong School Drama Festival 2023/04	Award for Outstanding Script	3B Lee Leong Kwan 3E Lam Hoi Yan Bernie 5A Yan Yu Lung
	Award for Outstanding Director	3E Lam Hoi Yan Bernie
	Award for Outstanding Performer	3C Deng Hiu Yeung 3C Leung Sin Lok 5A Ho King Yin
2. Speak Up – Act Out Drama Competition 2023/24	Devised Drama Category, Session 1 – 2nd Runner-up	4D Hutabarat Abraham George 4D Kwan Shing Hong 4D Lau Tsz Chun 5E Chan Lok Hang
	Devised Drama Category, Session 1 – Outstanding Actor Award	4D Hutabarat Abraham George
	Devised Drama Category, Session 3 – 2nd Runner-up	1C Christie Ava Swynnerton Lam 1C Goncalves Sarah Negrini 1C Wong Tsz Kiu 3E Pradhan Srija 3E Mak Wing Ching Kosy
3. 60th Schools Dance Festival	Chinese Dance(Group Dance) - Honours Award	1A Chan Ching Yi 1B Chan Nga Ching 1B Ngan Tsz Yee 1C Ho Tsz Yan 2B Liang Yee 2B Poon Wing Lam 2C Chen Sze Man 2C Chung Tsz Yan 2D Ling Yee Ting 2E Chan Nim Cadence 2E Chen Lok Sang 3E Tsang Wing Yin 4A Tai Yuk Yiu 5E Yip Yi Kwan

Event	Award	Awardee(s)
C. Music		
1. 76th Hong Kong Schools Music Festival		
Junior Choir (Chinese) – 1st Runner-up	1A Chan Ching Yi	1E Kwan Hui Ching
	1A Cheung Yu Yan Venus	1E Law King Yiu
	1A Chu Ka Pui	1E Lee Hei Tung
	1A Chung Sing Yuet	1E Leung Yik Tung
	1A Leung Pak Long	1E Wong Sum Yee Helena
	1B Cheung Sum Yin	2A Au Chi Yu
	1B Lam Pui Nam	2A Chan Yu Lam
	1B Lam Tsz Lok Charlotte	2A Dong Yiu To
	1B Lau Nga Yin	2A Lam Chung Hei
	1B Lie Sze Ngai	2A Sin Yiu
	1B Ngan Tsz Yee	2A Wan Ka Kwan
	1C Goncalves Sarah Negrini	2B Chan Hiu Ching Chloris
	1C Ho Tsz Yan	2B Chan Wan
	1C Lam Yuet Tung	2C Chan Hei Ching Chloe
	1C Mei Junyao	2C Chung Tsz Yan
	1C Wong Tsz Kiu	2C Co Cheuk Lam
	1C Yau Wai Kiu	2C Lee Wan Ting
	1D Au Nga Tung Esther	2D Cheung Yan Ching
	1D Chan Hui Yu Aland	2D Moy Ngo Yin
	1D Chan Pui Yin	2E Chan Hei Lam
1D Chung Tsz Mei	2E Chan Nim Cadence	
1D Lee Pui Yee	2E Chan Sum Yu	
1D Ling Yee Tuen Edythe	2E Chan Wan	
1D Tang Cheuk Nam	2E Ho Cheuk Kiu	
1D Wong Hiu Yau	2E Pang Lik Pui	
1D Wong Sing	2E Wei Xin Yan	
1D Yang Man Hon	3A Yung Shing Fung	
1E Chan Yin Kwan	3E Tsang Wing Yin	
Junior Choir (Foreign Language) – 1st Runner-up	1A Chan Ching Yi	1E Kwan Hui Ching
	1A Cheung Yu Yan Venus	1E Law King Yiu
	1A Chu Ka Pui	1E Lee Hei Tung
	1A Chung Sing Yuet	1E Leung Yik Tung
	1A Leung Pak Long	1E Wong Sum Yee Helena
	1B Cheung Sum Yin	2A Au Chi Yu
	1B Lam Pui Nam	2A Chan Yu Lam
	1B Lam Tsz Lok Charlotte	2A Dong Yiu To
	1B Lau Nga Yin	2A Lam Chung Hei
	1B Lie Sze Ngai	2A Sin Yiu
	1B Ngan Tsz Yee	2A Wan Ka Kwan
	1C Goncalves Sarah Negrini	2B Chan Hiu Ching Chloris
	1C Ho Tsz Yan	2B Chan Wan
	1C Lam Yuet Tung	2C Chan Hei Ching Chloe
	1C Mei Junyao	2C Chung Tsz Yan

	1C Wong Tsz Kiu	2C Co Cheuk Lam	
	1C Yau Wai Kiu	2C Lee Wan Ting	
	1D Au Nga Tung Esther	2D Cheung Yan Ching	
	1D Chan Hui Yu Aland	2D Moy Ngo Yin	
	1D Chan Pui Yin	2E Chan Hei Lam	
	1D Chung Tsz Mei	2E Chan Nim Cadence	
	1D Lee Pui Yee	2E Chan Sum Yu	
	1D Ling Yee Tuen Edythe	2E Chan Wan	
	1D Tang Cheuk Nam	2E Ho Cheuk Kiu	
	1D Wong Hiu Yau	2E Pang Lik Pui	
	1D Wong Sing	2E Wei Xin Yan	
	1D Yang Man Hon	3A Yung Shing Fung	
	1E Chan Yin Kwan	3E Tsang Wing Yin	
Senior Girls' Choir (Chinese) – Silver Award	2A Au Chi Yu	3E Tsang Wing Yin	
	2A Sin Yiu	3E Yeung Cheuk Lam	
	2A Wan Ka Kwan	4A Hui So Man	
	2B Chan Hiu Ching Chloris	4B Lai Vincci Wan Ching	
	2B Chan Wan	4B Lu Shum Ham	
	2C Chan Hei Ching Chloe	4B Ng Hoi Wing	
	2C Chung Tsz Yan	4B Yeung Tsz Tung	
	2C Co Cheuk Lam	4C Chen King Yiu	
	2C Kam Suet Yee	4C Leung Yin Tsz	
	2C Lee Wan Ting	4D Kwan Siu Fan	
	2C Ng Mei Yin	4E Cheng Wing Yi	
	2D Cheung Yan Ching	4E Cheung Ching Yin	
	2D Moy Ngo Yin	4E Lai Pui Yau	
	2E Chan Hei Lam	4E Leung Hei Man	
	2E Chan Nim Cadence	4E Leung Wing Chi	
	2E Chan Sum Yu	5A Law Yee Ching	
	2E Chan Wan	5A Lo Shuk Yan	
	2E Ho Cheuk Kiu	5B Chan Carolyn Yuen Ying	
	2E Pang Lik Pui	5B Cheng Sin Chi	
	2E Wei Xin Yan	5B Mok Tsz Ching	
	3A Tai Ka Tak	5C Yim Yuet Wan	
	3B Kwan Tsz Yau	5D Chan Hei Sze	
	3B Tse Hoi Tung	5D Chan Ying Tung	
	3B Wong Hau Tung	5D Tam Tsz Huen	
	3D Chung Yuen Chi	5D Tsang Nga Yin	
	3D Leung Sze Ching	5E Chang Nga Hei	
	3E Lam Hoi Yan Bernie	5E Ho Hiu Ying	
	3E Tang Yi Man	5E Yiu Yuk Ki	
	Vocal Solo – Female Voice – Aged 14 & Under – 2nd Runner-up	3A Tai Ka Tak	
	Female Vocal Duet – Aged 14 & Under – Winner	3A Tai Ka Tak	
		3B Wong Hau Tung	
Female Vocal Duet – Aged 19 & Under – 1st Runner-up	4A Hui So Man		
	5D Chan Ying Tung		

Graded Piano Solo – Grade Eight – Winner		4B Yeung Wai Yin
Erhu Solo – Junior – 2nd Runner-up		1B Ngan Tsz Yee
Euphonium Solo – Winner		1E Chow Hin Ching
Woodwind Ensemble (Equal Instrument) – Silver Award		3B Wong Hau Tung 4D Chu Cheuk Lam Cherry 5D Tsang Hoi Ching 5D Wong Siu Ting
2. Joint School Music Competition	Woodwind Ensemble – Gold Award	3B Wong Hau Tung 4D Chu Cheuk Lam Cherry 5B Tse Tsz Ki 5D Tsang Hoi Ching
3. Hong Kong Inter-school Choral Festival		
	2A Lam Ming Fai	3E Hu Cheong Kai
	2A So Yat Chung Allen	3E Lam Hoi Yan Bernie
	2A Tse Pak Hung	3E Tang Yi Man
	2A Wan Ka Kwan	3E Yeung Cheuk Lam
	2A Wong Kin Kwan Kenny	4A Hui So Man
	2B Chen Tin Yu Jasper	4B Lai Vincci Wan Ching
	2B Cheng Chin Chung	4B Li Hon Sum
	2C Au Chui Ki	4B Ng Hoi Wing
	2C Chan Tsz Hin	4B Yeung Tsz Tung
	2C Cheung Ka Lok	4C Chen King Yiu
	2C Chu Tsz Long Samuel	4C Choi Yun Ho
	2C Chung Cheuk Tik	4C Hung King To
	2C Kam Suet Yee	4C Leung Yin Tsz
	2C Li Pui Hon	4C Li Cheuk Yui
	2C Mok Pak Him	4D Hutabarat Abraham George
	2C Ng Mei Yin	4D Kwan Shing Hong
Senior Mixed Choir – Silver Award	2D Chan Wing Yui	4D Kwan Siu Fan
	2E Tsui King Yui	4D Lau Chi Fung
	3A Lo Chung Hin	4D Lo Pak Tim
	3A Tai Ka Tak	4E Cheung Ching Yin
	3B Cai Zhongyi	4E Lai Pui Yau
	3B Kwan Tsz Yau	4E Leung Hei Man
	3B Lee Leong Kwan	4E Leung Wing Chi
	3B Tse Hoi Tung	4E Liang Chun Hong
	3B Wong Hau Tung	4E Liu Tik Man
	3C Chan Yin Chun	5A Law Yee Ching
	3C Chiu Ka Yu Lucas	5A Lo Shuk Yan
	3C Hsu Wai Hin	5B Cheng Sin Chi
	3C Tin Hang Kin	5B Mok Tsz Ching
	3C Wong Pok Yat	5C Yim Yuet Wan
	3D Chan Pak Man	5D Chan Hei Sze
	3D Leung Sze Ching	5D Chan Ying Tung

	3D Ng Siu Hin 3D Song Jiale	5D Suen Simeon Wan To 5D Tam Tsz Huen
	3D Wong Tak Man 3D Zheng Lap Chi 3E Guo Xihao	5D Tsang Nga Yin 5E Ho Hiu Ying
Junior Choir – Silver Award	1A Chan Ching Yi 1A Cheung Yu Yan Venus 1A Chu Ka Pui 1A Chung Sing Yuet 1A Leung Pak Long 1B Cheung Sum Yin 1B Lam Pui Nam 1B Lam Tsz Lok Charlotte 1B Lau Nga Yin 1B Lie Sze Ngai 1B Ngan Tsz Yee 1C Goncalves Sarah Negrini 1C Ho Tsz Yan 1C Lam Yuet Tung 1C Mei Junyao 1C Wong Tsz Kiu 1C Yau Wai Kiu 1D Au Nga Tung Esther 1D Chan Hui Yu Aland 1D Chan Pui Yin 1D Chung Tsz Mei 1D Lee Pui Yee 1D Ling Yee Tuen Edythe 1D Tang Cheuk Nam 1D Wong Hiu Yau 1D Wong Sing 1D Yang Man Hon 1E Chan Yin Kwan	1E Kwan Hui Ching 1E Law King Yiu 1E Lee Hei Tung 1E Leung Yik Tung 1E Wong Sum Yee Helena 2A Au Chi Yu 2A Chan Yu Lam 2A Dong Yiu To 2A Lam Chung Hei 2A Sin Yiu 2A Wan Ka Kwan 2B Chan Hiu Ching Chloris 2B Chan Wan 2C Chan Hei Ching Chloe 2C Chung Tsz Yan 2C Co Cheuk Lam 2C Lee Wan Ting 2D Cheung Yan Ching 2D Moy Ngo Yin 2E Chan Hei Lam 2E Chan Nim Cadence 2E Chan Sum Yu 2E Chan Wan 2E Ho Cheuk Kiu 2E Pang Lik Pui 2E Wei Xin Yan 3A Yung Shing Fung 3E Tsang Wing Yin
4. Singapore International Choral Festival		
A2 – Equal Voice – Aged 17 & Under – Gold Award	1A Chan Ching Yi 1A Chu Ka Pui 1A Chung Sing Yuet 1B Cheung Sum Yin 1B Ngan Tsz Yee 1C Ho Tsz Yan 1C Lam Yuet Tung 1C Wong Tsz Kiu 1D Chan Pui Yin 1D Chung Tsz Mei 1D Lee Pui Yee	2C Co Cheuk Lam 2C Kam Suet Yee 2C Lee Wan Ting 2C Ng Mei Yin 2D Cheung Yan Ching 2D Moy Ngo Yin 2E Chan Nim Cadence 2E Chan Sum Yu 2E Chan Wan 2E Ho Cheuk Kiu 2E Pang Lik Pui

1D Ling Yee Tuen Edythe

1D Tang Cheuk Nam

1D Wong Hiu Yau

1D Yang Man Hon

1E Chan Yin Kwan

2A Chan Yu Lam

2A Sin Yiu

2A Wan Ka Kwan

2C Au Chui Ki

2C Chen Sze Man

2C Cheung Ka Lok

2C Chung Tsz Yan

2E Wei Xin Yan

3A Tai Ka Tak

3B Wong Hau Tung

3D Chung Yuen Chi

3E Tsang Wing Yin

3E Yeung Cheuk Lam

4A Hui So Man

4B Lai Vincci Wan Ching

4E Cheung Ching Yin

4E Leung Wing Chi

6B Poon Ka Lee

Event		Award		Awardee(s)	
D. Sports					
1.	Inter-School Basketball Competition 2023-2024 Division Two (Kowloon)	Girls B Grade – 1st Runner-up		2A Lau Cheuk Wing Cherie 3A Huang Yee Ching 3A Mak Wai Man 3C Tam Yan Ching 3C Wong Nok Tung 3E Wong Kwan Ching 3E Yeung Cheuk Lam 4D Lo Yat Yin Chloe 4E Chau Pui Wing	
		Girls Overall – 4th Position		1A Chung Sing Yuet	
2.	Inter-school Basketball Competition 2023-2024 Division Three (Kowloon 3)	Boys A Grade – 2nd Runner-up		4C Bok Chak Lam 4C Chan Chun Wing 5C Chau Kam Wang 6B Shek Shun Yat 6B Yip Ka Ho 6E Chan Ka Tung 6E Cheung Pok Hoi 6E Fong Wang Ren 6E Li Wai Tin 6E Lui Ka Chak Johnny	
3.	「招商杯」2023年全港青少年3人籃球賽	U15 – 2nd Runner-up		4E Yuen Tsz Yau	
		U16 – 2nd Runner-up		3E Wong Kwan Ching	
		U17 – 2nd Runner-up		3C Wong Nok Tung	
		U18 – 2nd Runner-up		3A Mak Wai Man	
4.	龍城杯3人籃球賽	U19 男子 – 亞軍		4C Chan Chun Wing 5C Chau Kam Wang 6A Wat Ho Chun 6B Yip Ka Ho 6E Chan Ka Tung	
		U19 女子 – 冠軍		4E Chau Pui Wing 6B Li Choi Ting Charlotte 6C Leung Ching Wa 6D Cheng Chen Daniela	
		U19 女子 – MVP		6D Cheng Chen Daniela	
		U14 女子 – 冠軍		2B Ng Cheuk Tung Vani 3A Mak Wai Man 3C Wong Nok Tung 3E Wong Kwan Ching	
		U14 女子 – MVP		3E Wong Kwan Ching	
5.	龍城杯 1on1 籃球賽	(1) 公開組 – 冠軍		6D Cheng Chen Daniela	
		(2) 公開組 – 季軍		3A Mak Wai Man	

6. Inter-school Handball Competition 2023-2024 Division Two (Hong Kong Island and Kowloon)			
Boys C Grade – 2nd Runner-up	1B Cheng Chung Lok	1E Sin Pak Tin Patin	
	1B Lai Hok Him Karsten	2A Fan Hin Kiu	
	1B So Chun Hoi	2A Wong Kin Kwan Kenny	
	1C Lau Cheuk Nam	2A Wong Yan To	
	1C Ng Ho Wing Colton	2B Ng Sze Chi	
	1D Wong Tsz Hin	2C Chen Jiajun	
	1E Shum Osborn	2E Chin Jonathan	
7. Jockey Club Kau Sai Chau Go Fun Junior Golf Programme	The King of Putting – Boys	1st Runner-up	3E Wong Chin Fung
		Champion	3E Lin Tsz Ching Sonia
	The King of Putting – Girls	1st Runner-up	2A Au Chi Yu
		2nd Runner-up	3A Li Ying Shan
	The Master of Chipping – Girls	1st Runner-up	3E Lin Tsz Ching Sonia
	Longest Hitter – Boys	Champion	3E Wong Chin Fung
		Champion	3A Huang Yee Ching
	Longest Hitter – Girls	1st Runner-up	3E Lin Tsz Ching Sonia
		2nd Runner-up	2A Au Chi Yu
		The Star of Swing – Girls	1st Runner-up
		2nd Runner-up	3E Lin Tsz Ching Sonia
8. Summer Squash League 2023	Division 8A, Sha Tin 4 – 2nd Runner-up	4B Leung Cheuk Lam	
9. Inter-school Cross-Country Competition 2023-2024			
Boys B Grade Individual – 1st Runner-up		4B Jim Ho Kiu	
Boys A Grade Overall – Champion	4C Bok Chak Lam	5D Poon Yuet Man Matthew	
	4E Liang Chun Hong	5E Kung Ho Cheung	
	5B Wong Hoi Hei	6B Yip Ka Ho	
	5D Chan Chun Tat	6E Chan Ka Tung	
Boys B Grade Overall – 2nd Runner-up	2E Lee Tsz Hin	3D Chan Pak Man	
	2E Tse O San Solar	4B Jim Ho Kiu	
	3A Du Tsz Leung	4D Chui Lok Yan	
	3A Lam Ho Fai	4D Tang Shing Chun	
	3B Chan Wai Lap	4E Mak Yat Sang	
Boys Overall – 1st Runner-up	1A Wong Shing Chit	3B Chan Wai Lap	
	1B Tseng Sze Hon	3D Chan Pak Man	
	1D Chan Tsz Wing	4B Jim Ho Kiu	
	1D Lee Shing Tsun	4C Bok Chak Lam	
	2A Lam Chung Hei	4D Chui Lok Yan	
	2A So Yat Chung Allen	4D Tang Shing Chun	
	2B Cheng Chin Chung	4E Liang Chun Hong	
	2B Leong Kwok Hei	4E Mak Yat Sang	
	2C Ko Ho Yeung	5B Wong Hoi Hei	
	2D Shek Shun Faith	5D Chan Chun Tat	
	2E Ho Tsz Him	5D Poon Yuet Man Matthew	
	2E Lee Tsz Hin	5E Kung Ho Cheung	
	2E Tse O San Solar	6B Yip Ka Ho	
	3A Du Tsz Leung	6E Chan Ka Tung	

	3A Lam Ho Fai	
11. 2023 Southern District Cross Country Run	Boys B Grade – Champion	4B Jim Ho Kiu
12. One + Run 教省康體嘉年華	5KM Individual (Male Aged 12–15) – Champion	4B Jim Ho Kiu
	5KM Team Race – Champion	2E Tse O San Solar 4B Jim Ho Kiu 5B Wong Hoi Hei 5D Chan Chun Tat 6E Chan Ka Tung
13. Inter-school Athletics Competition 2023-2024	Girls B Grade Discus – 1st Runner-up	3E Wong Kwan Ching
	Girls B Grade Shot Put – 1st Runner-up	3E Wong Kwan Ching
14. Inter-school Swimming Competition 2023-2024	Girls A Grade 50M Free Style – 1st Runner-up	6E Lai Pui Yi
	Girls A Grade 50M Butterfly – 2nd Runner-up	6E Lai Pui Yi
	Girls C Grade 100M Breast Stroke – 1st Runner-up	2B Siu Hoi Ching
	Girls C Grade 50M Breast Stroke – 2nd Runner-up	2B Siu Hoi Ching

Event	Award	Awardee(s)
	E. Others	
1. SCMP Student of the Year	Community Contributor – Short-listed	6C Hui Yi Tung
2. 2023/24 年度學生環境保護大使計劃	傑出學生環境保護大使金獎	5D Chi Yuen Gi
	傑出學生環境保護大使銀獎	5B Yeung Yuen Ho
	傑出學生環境保護大使銅獎	5B Cheung Tsz Ho
3. 第7屆「一帶一路·與我何干」綜合能力比賽	二等獎	4C Choi Yun Ho 4C Lee Man Wai 4C Yau Yuet Sum
4. Quiz on Korea 2023 中學生韓國文化知識問答比賽	二等獎	5B Szeto Lok Ching 5C Wong See Pui 5D Chau Yi Kuen Julie 5D Cheng Shun Kiu Ian 5D Yuen Sum Yu
5. Hong Kong Financial Literacy Championship 2023 – Young Financial Talent Runway	Most Talent Award	5C Wong Hoi Lam
		5D Chau Yi Kuen Julie
		5D Ng Chun Yu
6. International Economics Olympiad 2024 – Hong Kong Contest	Gold Award	5A Wong Pak San 5B Li Jiawei 5C Ngan Chun Him Anson
	Silver Award	5C Fung Ian 5D Chau Yi Kuen Julie 5D Lam Pak Ting 5D Ng Chun Yu
	Bronze Award	5C Wong Hoi Lam 5D Chi Yuen Gi
7. 《全港中學小小企業家大賽》 – 我要做生意	最具視野大獎	5A Wong Pak San 5B Lui Kit Chung 5E Leung Yin Chun
8. RoboMaster Competition	2nd Runner up	1B Cheng Chung Lok 1C Hung Raphael 1D Loo Cheuk Kit 1D Yamada Shohei 1E Fung Leong Ching 4A Leung Chi Fung 5B Tang Ka Lun 5C Lam Hiu Ho 5E Lee Pak Yau 5E Leung Yin Chun 5E Li Hin Fung 5E Li Kwan Ho

FINANCIAL SUMMARY 2023-24

	Income	Expenditure	Surplus/(Deficit)
	\$	\$	\$
I. Government Funds			
(a) EOEBG Baseline Reference	2,329,338.60	2,858,244.43	(528,905.83)
School & Class Grant - Other Income	258,905.57	0	258,905.57
(b) School Specific Grant			
Administration Grant	4,335,690.00	4,179,811.00	155,879.00
Capacity Enhancement Grant	666,935.00	471,229.21	195,705.79
Composite Information Technology Grant	576,658.00	492,941.57	83,716.43
Air-conditioning Grant	546,501.00	546,501.00	0.00
School-based Management Top-up Grant	52,596.00	41,500.00	11,096.00
School-based Speech Therapy Administration Recurrent Grant	8,415.00	2,660.40	5,754.60
Sub-total (a) + (b) :	8,775,039.17	8,592,887.61	182,151.56
(c) Non-EOEBG Funds	65,505,237.02	64,228,660.82	1,276,576.20
Government Funds Total (a) + (b) + (c) :	74,280,276.19	72,821,548.43	1,458,727.76
II. School Funds			
(a) Tong Fai	97,580.00	0.00	97,580.00
(b) Other Income	623,632.67	626,049.09	(2,416.42)
(c) Donation	0.00	0.00	0.00
(d) Donation for Chapel Refurbishment/SIP	0.00	1,097.85	(1,097.85)
(e) Approved Collection for Specific Purposes	218,625.00	250,245.00	(31,620.00)
(f) Scholarship	123,600.00	217,600.00	(94,000.00)
School Funds Total:	1,063,437.67	1,094,991.94	(31,554.27)
Balance B/F (Government Funds)			5,921,306.57
Balance B/F (School Funds)			3,910,516.57
(1) Surplus of Government Funds			1,458,727.76
(2) Deficit of School Funds			(31,554.27)
Total surplus for 24/25 school year			11,258,996.63