



**Bishop Hall Jubilee School  
School Report  
(2019/2020)**

## **School Vision & Mission**

### **Our Vision**

Running in the tradition of Christian education, our school aims at the holistic development of a whole person, who is caring, self-confident, loving, embracing 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 conducted on 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 is 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 so as to achieve the following school goals:

1. Incorporate Christian values and cultivate student’s moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service for 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 so as 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, and critical thinking skills, information technology skills, numeracy, problem solving skills, self-management skills, 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 potentials 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: 168**

**3. Number of Days with Learning Activities: 22**

## Lesson Time for the 8 Key Learning Areas

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

Key Learning Areas	17/18	18/19	19/20
Chinese Language Education	20.7	20.7	19.6
English Language Education	20.1	20.1	19.6
Mathematics Education	14.9	14.9	13.8
Personal, Social & Humanities Education	18.7	18.7	18.0
Science Education	12.9	12.9	13.0
Technology Education	2.3	2.3	4.3
Arts Education	6.3	6.3	6.5
Physical Education	4.0	4.0	4.3

### 4.2 Curriculum (2019 – 20)

KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Chinese Lang. Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	/	/	/	/
English Lang. Education	English Language	✓	✓	✓	✓	✓	✓
	English Literature	✓	✓	✓	/	/	/
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics (M1)	/	/	/	✓	✓	✓
	Mathematics (M2)	/	/	/	✓	✓	✓
Personal, Social & Humanities Education	Chinese History	✓	✓	✓	✓	✓	✓
	Economics	/	/	/	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Liberal Studies	✓	✓	✓	✓	✓	✓
	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 Art	✓	✓	✓	✓	✓	✓
	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	94	81	84	71	70	78	478
Girls	67	78	72	69	67	49	402
Total Enrolment	161	159	156	140	137	127	880

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

## 6. Our Teachers

6.1 Staff Establishment: 62.5 (including the Principal)

### 6.2 Teachers' Professional Development

The average number of training hours undertaken by teachers: 35 hours

6.3 Principal's Continuing Professional Development (CPD): 77.5 hours

### 6.4 Teachers' Qualifications

Education Level	Percentage
PhD degree	5%
Master's degree	59%
Bachelor's degree	36%

## 6.5 Teachers' Work Experience

Years	Percentage
0-4 years	6%
5-9 years	18%
10-14 years	9%
15 years or above	67%

## 7. Review of Major Concerns (Achievements and Reflection)

**Major Concern I: To further cultivate proactiveness in learning and nurture self-directed learners**

### 7.1 To further enhance learning effectiveness

#### 7.1.1 Curriculum Review

A curriculum review was conducted for all subjects with an aim of enhancing the coherence of the junior and senior form curricular. Subject departments have modified and refined their curriculum with an aim of enhancing vertical and horizontal coherence of the academic curriculum. The following are some examples:

Chinese Language	Chinese Language has enhanced school-based worksheet and assessment materials to enrich students' knowledge in Chinese language, literature and culture.
English Language	English Language department has refined F1-F6 teaching schedules. Grammar items and writing text types taught across F1 to F6 have been coordinated vertically. Theme-based approach has been adopted to refine content of teaching units. A core and extended curriculum have been in place to cater for learners' diversity.
Mathematics	HKDSE Maths Compulsory Part MC items (with improvement targets) and TSA Basic Competency descriptors (with improvement targets) were incorporated into the department's curriculum guide in relevant chapters.
Liberal Studies	Coherence between the junior and senior curriculum in both knowledge domain and skills domains have been enhanced. A vertical skill training framework was further refined in 2019-2020.
Physics	Physics department has refined teaching in senior levels based on the revised junior form IS curriculum regarding the F1 particle theory module and F2 force and motion module.
Chemistry	The school-based teaching resources were modified based on the review of 2021 NSS curriculum and the learning needs of students of different classes.
Biology	Review of the F3 curriculum plan was conducted to enhance the coherence of the junior and senior form curriculum
Chinese History	Chinese History department has put more emphasis on teaching modules that are significant in senior form Chinese History curriculum (e.g. Centralization system)
History	Interface with NSS curriculum – learning in historical skills and

	concepts was done. F1-F3 skills and content refinement in line with history assessment of senior forms, e.g. Hong Kong History of junior form.
ICT	Curriculum review was conducted to the junior form ICT curriculum in 2018-2019. 2019-2020 was the first year of implementation of the new curriculum.

On the whole, most subject departments have tailor-made and modified existing school-based teaching materials and teaching topics to cater to learners' diversity and to sharpen senior form students' exam skills. Examination skills have been incorporated into core teaching modules of most subjects.

### 7.1.2 Enhancing Students' Learning Skills by Identifying Difficult Topics and Adopting Effective Teaching pedagogy

All subject departments have revised the teaching methods of various challenging topics, with demonstrations and online resources banks recommended to students on studying difficult academic topics. For science subjects, new experiments were designed to help students visualize abstract knowledge. Past paper questions were analyzed through daily teaching as usual. In the year 2019-2020, the English Department went the extra mile to produce a school-based booklet entitled 'HKDSE Paper 2 Exemplars and Tips' to provide detailed analysis of HKDSE writing questions, relevant exam skills and sample essays. All departments have enhanced the department centralized resource bank to share teaching materials, notes, worksheets, videos and online resources to consolidate students' learning. External consultants were invited to provide professional advice on effective pedagogy in teaching challenging topics in Mathematics, Liberal Studies and Chemistry departments. As for English Language, teachers attempted on a more student-centred learning approach to enhance students' learning, and assessment materials have been revised to cater to students' learners' diversity. Overall, all subject departments have made good use of Google Classroom, online teaching tools, apps and software to enhance teaching pedagogy. Chinese, English, Mathematics, Liberal Studies and some Science and Humanities subjects organized regular afterschool enhancement and remedial tutorials to cater to students of different learning needs and difficulties. In the second term, an online remedial tutorial scheme was also organized to help lower achievers to catch up with academic studies. Details of department's strategies/contributions in enhancing students' learning by identifying difficult topics and using effective teaching pedagogy are as follows:

Chinese Language	Centralized mass lecture was held for F6 to enhance students' exam skills. School-based supplementary reading teaching materials were produced on the teaching topic '白話文'.
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English Language	<p>A more student-centred approach has been encouraged in English classrooms.</p> <p>Challenging grammar items have been chosen as the foci of the writing assignments.</p> <p>More focus has been put on improving students' writing and listening (Part B) performance.</p>
Mathematics	<p>A pilot scheme was held for colleagues to present professional opinions on two Match CP topics (e.g. probabilities and inequalities) via voice typing and voice recordings.</p> <p>Two session of MC skills workshops were delivered online with estimated 50 F6 participants.</p>
Liberal Studies	<p>Shared Google document and Zoom group discussion function were used to facilitate group discussion and display of learning outcomes during school suspension period.</p> <p>Socrative was used to conduct in-class quizzes.</p>
Putonghua	<p>More emphasis was put on teaching difficult topics</p>
Chemistry	<p>Difficult topics were identified based on the experience of subject teachers and students' performances in quizzes.</p> <p>Experiments were designed to visualize the chemical knowledge.</p> <p>HKDSE past paper questions were analyzed and explained in class before assessment with an aim to enhance students' ability to master exam skills.</p> <p>Relevant videos and online resources for consolidation were shared among department members.</p> <p>Lesson observations were conducted on the subject teachers by the consultant Mr Mak Cheuk Sang to facilitate sharing of professional advice.</p>
Biology	<p>In F3 Nature of Science module, worksheets and notes of different scenario are provided.</p> <p>In F4-F6, investigative skills and experiment designs were refined.</p> <p>In F6 Basic Genetics module, training was given with answering templated designed by the department.</p>
Economics	<p>24 sets of multiple-choice question papers, which were modified from HKDSE past papers were set to facilitate students' preparation for the public examination. Among them, 8 sets of the papers are of Level 1 difficulty to check students' basic knowledge; another 8 set are of Level 2 difficulty; and the rest of the 8 sets are of Level 3 difficulty which suit the needs of higher achievers.</p>
BAFS	<p>Use of online resources to help students understand difficult topics;</p>



	demonstration done by teachers on questions of difficult topics
Chinese History	Intensive discussions were conducted in class and assignments were given to strengthen F4-F6 students' exam skills in answering data base questions and cross-topics questions.
History	To cater to learner diversity in class, lower-achievers were asked to do re-quiz.
Physics	Refinement of teaching of certain topics based on students' weak areas in exams and assignments. Difficult topics are gas law, particle theory and circular motion)
ICT	Item analysis of examination paper, including MC and conventional questions were done to identify difficult topics and formulate necessary follow-ups
PE	Relevant videos were recommended to students via Google Classroom.
Music	Pedagogy was refined on several music theory topics with more aural training, e.g. intervals, chord progression.

### 7.1.3 **Enhancement of Learning Effectiveness, Refinement of BHJS Past Paper Archive, Post-exam Review Practice and Assessment for Learning**

To enhance learning effectiveness, different subject departments have implemented a variety of strategies.

With joint effort of all subject departments, the school has also thoroughly refined the BHJS Past Paper Archive by updating the internal examination archive online so students can get access to online past paper materials easily to consolidate on their revision. The other big project launched in the academic year 2019-2020 was the refinement of post-exam review practice. Standardized exam marking practices were introduced and all subject departments adopted the practices while catering to the nature of the subject and strengthening assessment for learning. In particular, the English and Chinese departments have effectively implemented the standardized marking and assessment review policy by the end of the 2019-2020 academic year. All subjects have tried out standardized marking practices and assessment review in the year 2019-2020, with reasonable adjustment made to cater to the needs of learning nature of different subjects. Most colleagues have positive feedback towards standardized marking practice as it enhances professional development and marking quality. In the year 2020-2021, it is expected that a more thorough standardized marking practice will be in place in the years ahead.

### 7.1.4 **BHJS HKDSE Elite Scheme**

The BHJS HKDSE Elite Scheme was officially launched in 2019-2020 with a total of

eleven students being selected. This group of elite students were provided with additional academic support to maximize their chances of scoring good exam grades in the HKDSE. The BHJS HKDSE Elite Scheme was well supported by alumna's scholarship donation and subject panels' contribution were pulled together to ensure our elite students' academic potential were further enhanced before the HKDSE. The followings are the departments' contribution towards the scheme:

Chinese Language	Small group tutorials were held to cater to students' learning needs and provide additional academic support. Additional oral practices and exam papers practice sessions were held. Counselling support service was provided for individual students.
English Language	English Achievers Acceleration Program have been conducted for F6 students. A 5** DSE writing booklet has been developed Type-based DSE reading question bank is being developed.
Mathematics	Maths and M2 online tutorials were delivered by alumni instructors. (13 hours of teaching in total)
Liberal Studies	Extra materials and individual consultation were given to students in the scheme.
Chemistry	Study groups formed Revision notes and exercises provided Provide extra mock paper for practice Provide individual guidance.
History	Additional exercises / training were given to HKDSE Elite students

On the whole, the BHJS HKDSE Elite Scheme 2020 can surely be further improved. It is recommended that teachers involved in the BHJS HKDSE Elite Scheme approach the selected elite students more proactively and provide more intensive academic support for them.

## **7.2 To further unleash Jubileans' potential in academic learning and nurture them to become proactive and conscientious self-directed learner**

### **7.2.1 Development of Effective Study Skills**

Subject Departments were well aware of the key task to help students develop a variety of effective study skills with the aim of helping students construct, organize, internalize and develop a deep understanding of the knowledge learnt. Learning styles, memorization improvement skills, reading strategies, note-taking skills, summarizing skills and critical literacy development skills were introduced to students through different subjects teaching. Pre-lesson preparation tasks, online question banks and study skills consolidation

materials were devised. Flipped classroom lessons which incorporate study strategies were prepared by some proactive subject teachers. Online teaching apps and learning platforms such as Quizzz, Kathoot and Socrative were deployed to help reinforce students' learning. More innovative assessment methods were also in place which assessed student's study skills as well. The English Department has also introduced a new English Portfolio filing system teaching students how to file their learning materials according to types and themes. Core subjects organize afterschool enhancement and remedial tutorials to improve students' study skills as well. Below please find the highlights of various departments' strategies in enhancing student's study skills.

Chinese Language	Students are taught advanced planning skills for the writing paper and a penalty system was in place to ensure students build up a good habit in drafting and planning before they write. Different types of writing practice were incorporated which relate well to the core learning modules. All forms of students were taught to make good use of notebook and to reinforce their writing skills.
English Language	A new English Portfolio filing system was introduced. Students were taught to file their learning materials according to types and themes.
Mathematics	Students were taught advanced note-taking skills. When doing correction, students are required to write down the reasons for the wrong solutions.
Liberal Studies	A news sharing guideline and booklet was designed for senior form students to train their critical thinking and analytical skills.
Integrated Science	Pre-lesson preparations (vocab with English explanation), some study skills like note-taking, comparison using tables, flow charts have been taught during the lesson and through the use of learning journal.
Chemistry	Videos on study skills and online study skills resources were shared with students.
Biology	Post-lesson note-taking skills were emphasized
Economics	Question answering techniques and various study skills were incorporated into practice paper and assessments.
BAFS	Subject teacher encouraged students to build up note-taking habit. Students were given opportunity to share their note-taking skills.
Chinese History	Advanced critical thinking skills, question techniques and peer study group were encouraged.
History	Online learning tools and apps were used to help students reinforce memorization skills.
Putonghua	Different assignments were devised to reinforce students' application

	of study skills such as organizing knowledge and innovation skills.
THS	Online practice papers and online communication tools were used to maintain student's study skills.

### 7.2.2 Cultivation of Good Study Habits

Subject Teachers, Class Teachers and Assistant Class Teachers contributed to encouraging and guiding students to cultivate good study habits throughout the year. Strategies and good practices are as follow: uploading videos and online resources onto Google Classroom about study skills and good study habits; formation of study groups; inviting alumni to share with students on study habits; demonstration on exam skills and note-taking skills; showcasing student's good work through appropriate means, conducting class-based student sharing sessions on good study habits and implementing good study habit award schemes.

Overall, the whole school community has enhanced their awareness of the importance of cultivating and developing good study habits. Although some weaker students may need more time to build up good study habits, there are good signs that staff are implementing different strategies to enhance students' study habits.

### 7.2.3 Broadening the Horizons of Gifted Students

Despite the challenges brought by COVID\_19, our student representatives participated actively in the Hong Kong Academy for Gifted Education Programme, Secondary School HKUST Dual Programme, Chemistry Online Self-study Award Scheme 2020, Mathematics Olympiad, the Harvard Book Prize competition, World Scholars Cup, English debating competitions and a number of different inter-school or global activities and competitions.

In the year 2019-2020, the school's major achievement was seen in the excellent results in the South China Morning Post Student of the Year Awards. Ho Chung Wa was shortlisted for Grand Prize; Or Ka Yee Ice was shortlisted for the Community Contributor Award and Lin Kai Chun was the winner of the Linguist Cantonese category.

## 7.3 To provide opportunities for students to showcase their learning outcomes

### 7.3.1 Academic Funfair

It was stated in the Annual School Plan that an Academic Funfair will be organized to empower student leaders to design, organize and take charge of activities to showcase their learning outcomes. However, due to the special social situation of Hong Kong in the first term in 2019-2020 and the COVID\_19, the Academic Funfair was canceled until the situation is suitable for holding a funfair.

## **7.4 To further promote reading to learn and cultivate students' interest in reading**

### **7.4.1 Enhancing teaching of advanced reading skills in Chinese and English Language**

The Self-directed Reading Scheme Committee led the whole school to conduct a thorough self-directed reading scheme and a series of school-based reading promotion activities and programmes. The English collection at the school library was greatly enriched and the Chinese collection was greatly refined as well. Reading clubs and class-based reading circles were organized to promote reading interest in Chinese and English languages. A comprehensive English reading programme has been implemented, including activities such as Battle of Books, Book Club, Reading Circle, Self-directed Reading Scheme and Day 4 + Day 6 Reading Sharing. Reading sharing assignment is also allocated for F1-F5 CL/ICT students to promote reading technology-related books.

Originally, three large scale book exhibitions on English books, Chinese books and General Category were scheduled to be held in the year 2019-2020. However, the book exhibitions were cancelled due to COVID\_19.

Overall, students were nurtured to be liberal-minded readers and to hone their critical thinking skills through reading different materials through lessons, SDRS scheme and whole-school library activities. The culture of reading English books has been improved as well.

### **7.4.2 PSHE KLAs-based Reading Scheme**

Some humanities subjects have also introduced subject-based reading scheme and theme-based reading materials to enrich students' reading experience whereas a Science corner was established to exhibit theme-based books to students. Reading sharing assignments were tailor-made to promote the reading of technology and science related books. The library has increase its collection of cross curricular reading materials, magazines, books and online e-books

### **7.4.3 Subject-related Reading Sharing session**

Some subjects take the initiative to organize subject-related reading sharing session to boost students' interest and reading skills. For instance, English and Liberal Studies department launched the Day Six News Reading Sharing Programme to enhance student's news reading skills. Some take the initiative to conduct subject-related reading sharing circle to encourage students to read more and at a greater depth in a particular subject.

On the whole, students and staff welcome new initiatives in launching reading sharing sessions, but both stakeholders think some of the schemes are a bit too complicated and intensive. A less complicated one is preferred and Form 6 students would like to be exempted from additional reading sharing activities as they want to focus fully on preparing for the public examinations.

#### **7.4.4 Theme-based Book Exhibition**

A number of internal theme-based book exhibitions were held in the school library to showcase newly purchased books throughout the year 2019-2020. Most displayed books were immediately borrowed by students. However, the large-scale book exhibition cannot be held due to COVID\_19. An online book promotion event was held to encourage students to read books during the period of school suspension and it was well receive

### **7.5 To further enhance the implementation of STEM Education**

#### **7.5.1 Piloting a school-based cross-curriculum related to the BHJS Solar Power Project**

The school-based cross-curriculum in relation to the BHJS Solar Power Project was successfully launched. It was a joint collaboration between the ICT and Visual Arts department. The Arts Department and ICT Department jointly collaborated in devising a cross-curriculum for the F.2 syllabus by building a Smart Home Project. Students learnt about "interior design" and "space" concepts. They also learn how to create a different mood by color tone, and made use of materials and color theory for furniture and accessories for their self-made smart home model.

While they learn how to design their smart home in VA lessons with different perspectives or considerations, they were asked to build a prototype of the Smart Home model in CL lessons. Some common features of smart home system include:

*Powering Micro:Bits with Solar Power Management Unit*

*Temperature-controlled Smart Fan System*

*Voice-activated Lights*

*Simple Alarm Box*

*Intruder Detection*

The feature of powering Micro:Bits with Solar Power Management Unit echoes with the Solar Power Project in BHJS. Students learnt how solar power works, and applied the concept of saving power into their practical work.

The IS Department has developed students project with themes related to Solar Power. For F.1 students, the project is called "Cyanotype". Students have to identify the optimum condition for developing cyanotype through fair testing and making their own cyanotype by design their pattern. Through the project, students can understand sunlight as a source of energy, be able to apply fair testing using an authentic example, and incorporate their artistic sense through designing the pattern and different exposure methods. For F.2 students, the project is called "Solar Cell Mason Jar Lantern". Students have to make their own Solar Cell Lantern from simple electronic components, solar cell, bread board and recycled materials. In this project, students can understand the basic principle of solar cell and be able to apply what they have learned in F.2 IS about the basic principle of electric circuit in the project. They also had the hand-on opportunity to complete a simple electric circuit using bread board and simple electronics.

For Physics Department, our F.6 students analyzed power generation data from our Solar Power System, and by measuring the current on-site solar luminous flux by light intensity sensors available on mobile phones, the efficiency of our solar power system was calculated, by applying the concepts of electrical power, illuminance, and efficiency. A talk about “Green Energy” was conducted for our physics students. The talk was mainly about the analysis of the usage of different energy resources, the alternative energy resources with reduced pollution and carbon footprint, and the latest building designs for greater energy efficiency (green building technologies). A solar cooker project for F.3 and a fieldtrip on the floating PV System at Shek Pik Reservoir were also originally planned, but unfortunately cancelled due to the COVID\_19 pandemic.

Different departments will keep working closely to extend the content of the cross-curriculum.

The school’s Quality Education Fund application for the renovation of a STEM laboratory was in progress under the leadership of the ICT department. It was expected that a good number of science learning projects and perhaps innovations will be showcased soon.

In the year 2019-2020, it was originally planned that there would be an overseas STEM trip and joint-school programme held with Li Po Chun United World College. However, due to COVID-19, both events were not carried out.

### **7.5.2 HKU CITE on STEM**

The HKU CITE on STEM project has come to an end. The school has benefited from the professional exchange conducted at BHJS campus and inter-school workshops organized by the University of Hong Kong on the HKU campus. Our STEM teachers are grateful for the opportunity to be inspired throughout the project.

## **Major Concern II: To Enhance Jubileans’ Mindset in Service Learning**

### **7.6 To nurture Jubileans to be leaders of their lives**

#### **7.6.1 To enhance the succession of ECA/ House / SU leaders**

A comprehensive and systematic documentation guide was set up, in order to facilitate the succession by reading the past record of the ECAs. All the student leaders of ECAs prepared the program plan, budget report, meeting agenda and meeting minutes for their successor in the next academic year. With the support of teachers, student leaders learnt some principles of writing plans for their ECAs, they discussed about the working plan among committee members. Finally, all program plans and the budget plans will be examined and approved by teachers.

#### **7.6.2 Experience sharing workshops**

Sharing session was hosted in different stage of SU election and the House inauguration meeting. It is a valuable experience for the successors to interact with student leaders with

fruitful sharing of their past records. At the registration stage of the SU election, student leaders will talk about their past experience and details of forming proposed cabinets, election promotion strategies in the experience sharing workshop. Another sharing workshop held right after the inauguration of students leaders to provide further experience sharing on designing activities and executing of the procedures, additional support will be provided by student leaders when the members of proposed cabinets encounter difficulties. In addition, House captains of two academic years joined the House experience sharing workshop after the House captain election, providing mutual support among generations. They shared the experiences mainly on the anticipated event, athletes meets, which is a complicate event with a large amount of administrative work.

### **7.6.3 To strengthen class ethos and team-building by providing a variety of leadership training programmes for class association members and form-based leadership training programme for students**

Form Four students participated in the “Form Four Guidance Camp” that lasted for three days and two nights. Jubileans were trained to work as a team and be leaders in a series of tasks and activities. 97% of the students were satisfied with the camp and over 80% of students believed the experience had strengthen their confidence and leadership skills. 27 Form three students participated in the F.3 leadership Camp held at the Hong Kong Jockey Club Outdoor Training Centre. Students learned essential skills of leadership and teamwork and established a solid foundation for becoming leaders through various challenges. As for school activities, some senior form students participated in the “Senior Counsellor scheme”. Students with the role of senior counsellors held and promoted counselling week’s activities and oversea learning trips. Senior counsellors were also responsible for leading and working with big brothers and in the big brother and sister scheme. In P.E lessons and sports team trainings, Jubileans were trained to be leaders or students coaches to lead or coach their classmates or teammates. It was planned that each student will be given the opportunity to do it at least once a year. However, due to the school suspension, most tasks will be postponed to next academic year. There were leadership training sessions for sports team captains as well.

### **7.6.4 Monitor students’ participation in co-curricular activities and contribution to school services and leadership positions by setting a quota and issuing guideline**

A “whole school approach” guideline was set up with the aim to involve more Jubileans across the whole school to participate and contribute in various schools services and leadership positions. Form one students were encouraged to participate in ECA and school teams in order to boost their sense of belong and prepare them for being leaders in the future. Leadership positions were opened to form three to six in clubs, societies and houses. Form five to six students were encourage to take up leadership positions in prefect



team and the Student Union. The school also hired professional coaches to lead our school teams and conduct online and assembly sharing with the aim to stimulate students' engagement in ECAs. The quota system identified students who have never join any school clubs and create opportunities for them to engage in ECAs. It also prevented students overloaded with ECAs' responsibilities. The system took students' abilities and interest into consideration when helping students to balance their responsibilities in schools and their own studies.

#### **7.6.5 Further strengthen the roles of Committee Members & Co-curricular Activities advisors of different clubs and societies by holding a variety of training workshops and evaluation meetings**

Committee members and co-curricular activities advisors of clubs and societies held workshops for Jubileans. For the discipline committee, documentation training workshop for head prefects was held. Ex-prefects shared their experience and exchanged information with new prefects in the workshop. Committee members of the discipline committee provided information, guidelines and reminders about student discipline to new teachers. They also taught class monitors self-care and self-management skills in training workshops. Careers & life planning committee collaborated with academic committee in hosting online workshop to teach students effective learning and study strategies. MCE & service learning committee conducted online seminars with ethical entrepreneurs and founders of NGOs. SEN committee hosted online social skills training sessions and tailor made workshops for SEN students. Co-curricular activities advisors held workshops for students as well. For example, online music training and practices were provided to students.

#### **7.6.6 Introduce leadership training elements to House Captains and Committee Members of clubs and societies**

All ECA committee head, secretary and treasurer joined the ECA training sessions conducted by the teachers. There are four domains in the ECA training sessions, includes program planning, budget allocation, writing minutes and methodology of promotion. Afterwards, all ECAs handed in all their documents to ECA teachers and discussed about the feasibility of the plans. By joining the training workshops, they learn how to composite the year plan and implement the detail procedure of different events. In addition, two evaluation meeting will be hosted by different student leaders with the presence of teachers throughout the year, students leaders leant how to think of their strength and limitations when they adopting the ideas on different activities, which promoting their leadership skills among student leaders.

### **7.6.7 Further strengthen the roles of student leaders in the Student Union as a succession of previous pilot measures and implement newly introduced measures and practices**

Student leaders of SU play a self-determining role in planning and organising in either usual practices or newly invented activities. For some recurrent practice and activities, student leaders tried to optimise the regular procedures and the operation of activities. For example, when they set up fun stall during the school info day as usual, they tried to add some new elements in it, which is a checkpoint hunting game, promoting different sites and facilities in school.

For those innovative ideas generated by student leaders, with the encouragement by teacher advisors, they tried to make it real. For instances, under the pandemic situation, Student Union tried to break through the limitation of physical interaction by organising online ZOOM singing contest.

In addition, student leaders realized the psychological pressure and tension among F.6 students, as they needed to attend HKDSE under such situations with large extend of uncertainty. Therefore, they planned to produce some “pandemic care pack” for F.6 students, in order to support their fellow schoolmates.

## **7.7 To cultivate among Jubileans a sense of sincerity and passion for service learning**

### **7.7.1 To conduct one talk related to service-learning during Assembly or A Day**

To cultivate a sense of sincerity and passion for service learning among Jubileans, the school made use of the assembly to conduct talk related to service-learning. Moral and Civic Education Week, weekly assembly were cancelled due to the suspension of class. Cambodia Service Seminar was conducted online. The founder of Make A Change was invited to share his ten years of service experience in Cambodia. Cambodia Online Quiz Contest (April) was held following the online seminar.

### **7.7.2 To integrate the F3 Maryrose initiative with the F.3 C Day learning framework**

Service learning is of paramount importance to Jubileans as it embodies the core value of BHJS – “I am not born for myself alone.” Both the F.3 Maryrose initiative and the C day activity, “ Film appreciation workshop on the “Distinction”” promoted the culture of inclusiveness and compassion. Jubileans volunteered in the Mary Rose School Sports Day. Jubileans had a better understanding of the difficulties of mentally challenged people face in life and learnt to be compassionate about their situations. Form three students watched the movie “ Distinction” during C day . The film wishes to educate the public on the needs of children with special education needs in Hong Kong. After watching the film, students had a meaningful discussion with Mr Jevons Au. Jubileans became more educated in the topic of children with special education needs and are better prepared for future volunteering experience.

### **7.7.3 To launch a theme-based overseas service trip**

In the past few years, Jubileans had participated in different theme-based overseas service trips. For example, in the summer of 2019, there was a service learning trip to Cambodia. Three teachers and fifteen students from form three to five participated. The result of the trip was satisfying. Hence, the school have planned to continue organizing more theme-based overseas service trips so that more Jubileans could learn from the experience of serving oversea. Service trip to Singapore, North and South Korea, Cambodia and Myanmar were planned this year. However, due to the pandemic, all trips were cancelled. It is our hope to resume overseas service trip this coming year.

### **7.7.4 To draft a proposal in implementing a systematic way to record students' contribution in service-learning and to store relevant records**

To better encourage students to participate in service learning activities, the school has been planning to implement a systemic way to record students' contribution in service learning. Volunteer Service Record Book from the Social Welfare Department will be adopted. BHJS Service Award Pilot Scheme is introduced. There would be Bronze Award, Silver Award and Gold Award. To ensure students to continue their service learning throughout their six years of secondary school life, six-year Service Award would be implemented. To further enhance and reinforce the framework of 'Service in the Community' ,student leaders of different committees, namely SU members, School Prefects, Guidance ambassadors, Environmental ambassadors, girl guides and boy scouts, will be required to participate in a variety of services with different service targets (e.g. helping the elderly, grass-root families, grass-root children, etc.).

### **7.7.5 To launch a staff development activity with servant leader elements on Staff Development Day**

Service learning and being a servant leader has been the core value of BHJS. Therefore, it was planned that there would be tasks embodies the element of servant leader in Staff Development Day. However, it was cancelled due to the pandemic.

## **Major Concern III: To Unleash Jubileans' Potential and Enhance their Whole-person Development**

### **7.8 To enhance Jubileans' global competence**

A variety of theme-based study tours, joint school activities and STEM trips were organized with the aim to enhance Jubilean's global competence. These experiences enabled students with the skills and knowledge to investigate the world and communicate with people from different cultural backgrounds. 15 Jubileans participated and reaped individual and team medals in World Scholar's Cup 2019. All Jubileans outperformed students from top local and international schools. 8 Jubileans participated in the Tournament of Champions of the World Scholar's Cup at Yale University from 7/11-15/11 where Jubileans are trained to be

an all-rounded learner and thinker as they had to compete against others in Science, History, Social Studies, Literature and Art & Music. Aside from being part of the intense competition, Jubileans had the chance to immerse themselves in the academic vibe of the Campus of the Yale University and experience the culture and charisma of New York City. Aside from gaining the precious experience of competing overseas, students had the chance to improve their communication and organization skills undergoing debating and writing sections in the competition. Jubileans were the champions of the Innovation Technology Design Competition organized by Lok Sin Tong. As the champions, they were invited to join a STEM theme based Study Trip to Germany. Jubileans had the chance to get in touch with the state of the art technology. For example, Jubileans visited The Deutsches Museum which is regarded as one of the most famous museums of science and technology. Germany is famously known for its automotive industry and Jubileans had the chance to visit the Mercedes-Benz and BMW museum. Aside from learning more about STEM related knowledge, Jubileans had the chance to experience the culture of Germany. For example, Jubileans tried the famous German pork knuckle and was grateful to have met the delightful and kind locals during the trip. Jubileans gained precious global exposure and became more culturally sensitive. The choir had the chance to learn and work with coaches outside of Hong Kong. For example, our Senior Mixed Choir participated in the 3rd Hong Kong Inter-School Choral and received comments from international renowned Soprano Louise Kwong and conductor Chi-Hoe Mak. The Junior Choir had the chance to work with and be taught by Elise Bradley, Music Director of Toronto Children's Chorus in Jan 2020.

It was a challenging year due to the pandemic. Moral and Civil Education theme based overseas trips like overseas trips to Singapore, North and South Korea, Cambodia and Myanmar were suspended.

Despite of the suspension of class due to COVID-19, Chinese debating team continues to train themselves to have better research and communication skills. Jubileans joined the training programmes provided by the Asian Debating Alliance (亞洲思辯教育聯盟) through Zoom and other online platforms where Jubileans discussed and exchanged their ideas on local and global issues.

A variety of joint school activities were held to provide Jubileans the opportunities to learn and work with different people. The Chinese debate team held debate training with Heep Yunn School, Wa Ying College and Christian Alliance S C Chan Memorial College. Coaches from the above schools also provided training workshops for Jubileans. Unfortunately, a number of joint school programmes were suspended due to the pandemic. For example, exchange joint-school programme with St. Mark's School, La Salle College and Li Po Chun United World College etc.

As one of the few schools in Hong Kong having a Solar Power system, the school wants to make use of this opportunity to work with other schools with Solar Power system. The school conducted BHJS Solar Power Project Visits with CCC Kwei Wa Shan College, Tang

King Po School, Jockey Club, Tsang Siu Tim Primary School and Diocesan Boy's School. The STEM Society planned to organize "Green Day" with Li Po Chun United World College. "Green Day" aimed to provide Jubileans with talks, discussion session, workshop and campus tour. Green day served as a way to boost Jubileans confidence in expressing their opinions, develop their critical thinking skill, increase the awareness of environmental issues, and become more knowledgeable about sustainable living. However, "Green Day" was suspended due to the pandemic.

### **7.9 To further strengthen the cultivation of brotherhood and sisterhood among BHJS students**

BHJS students learn from each other where senior schoolmates often play an important mentoring and guiding role of the younger schoolmates. The "whole school approach" were used to strengthen the sense of brotherhood and sisterhood at BHJS. Different activities and programmes were held with the aim to achieve "leadership generate leadership".

The prefect team held handover workshops and sharing sections for older prefects to share their experiences and mentor younger prefects. As for the election of Student Union, voting and election section were held. There was a forum for students to ask questions and express their concerns to the candidate of the Student Union. It became a platform for students to build a stronger bonding with each other through the exchange of ideas.

Also, members of the Student Christian Union participated in weekly gathering where the senior members were able to help, care for and serve the younger members. Through the weekly gatherings, senior members were able to pass on the culture of brotherhood and sisterhood to the younger members. As for the summer Camp, it was suspended due to the pandemic. To better achieve teamwork, the Union planned to divide junior and seniors members into small groups in the future as it would be easier for senior members to understand the needs of junior members.

Sports and music team coaches wished to build up strong team spirit among all team members from both junior and senior forms through trainings and competitions. However, there were less opportunities to run the task as scheduled because most of the training and competitions were cancelled due to the school suspension.

Form based activities were held to strengthen the bonding of the form. For example, the three days two nights Guidance Form 4 camp was held in Cheung Chau. Students and their class teachers completed tasks that required teamwork and trust.

Some Jubileans from form one, four and five participated the Big Brothers/Big Sisters programme. Big brothers and sisters planned two big events and three lunch gatherings with their little sisters and brothers. Throughout this programme, the relationship between lower and upper form was strengthened. Big brother and sister also improved their leadership and organizational skills. Some of the big brother and sisters were reminded and guided by social workers throughout the programme as some lacked experience and were relatively

passive. Moreover, some big brothers and sisters expressed their difficulty in engaging with SEN students. A training programme for big brothers and sisters was scheduled in July 2020. However, due to the pandemic, it was suspended. Screening and training for coming year big sisters and brothers would be conducted through Zoom.

Due to the pandemic, most activities in the latter half of the school year were suspended. Despite of that, the Student Union tried their best to host activities for Jubileans, and to provide opportunities for Jubileans to work and have fun together. For example, the singing contest was held through online platform. Chinese and English Debating team also continued that training through Zoom.

### **7.10 To further cultivate a sense of gratitude and a positive attitude among Jubileans**

To unleash Jubileans' potential and enhance their whole-person development, it is paramount to cultivate a sense of gratitude and positive attitude among Jubileans.

Class Teachers periods were used to conduct sharing sections. Themes like "Self-understanding" and "Discovery" were adopted in the class teachers period section. Through class teachers periods, students were able to understand their strengths and weaknesses. It was a challenging year for Jubileans with the on-going social movements. Jubileans learnt the importance of positive attitude in face of challenges through the theme of "discovery" and "Exploration and Action".

However, only two sections of the class teachers periods were held due to the pandemic. Although the program was cut short, over 70% of students and teachers were satisfied with the gratitude theme based class teachers periods. Feedback from teachers suggested to integrate the class teachers periods and special assembly with moral education programmes in the coming year.

Class based activities also included life planning and social skills sharing sections. Academically strong students were invited to share their study tips in their classes. To further strengthen class and form bonding of Jubileans, classes held birthday and festival celebrations.

Theme and form based special assemblies were held to spread positivity and to teach important values to Jubileans. For example, both junior and senior forms participated in sex education theme based assembly. Form one and two learnt about sexual harassment, while form four to five learnt about the fluidity of sexuality. Jubileans formed their understanding of love, sex and marriage through different activities. Feedback from social workers reflected that students were active in assemblies.

Assembly with the theme of positive emotion was held for form five to six students to prepare them for the enormous stress caused by social issues, pandemic and public exam. Jubileans received emotional support and was taught ways to handle stress. Over 90% of the students enjoyed the assembly. Some feedback suggested that the assembly could be longer to better achieve the goal.

A farewell ceremony was organized for form 6 students. The graduating class share their gratitude towards the school and reflected on their growth processes through the farewell ceremony. The ceremony served as an emotional outlet for the graduating class. Feedback from students are positive.

Moreover, to better enable students with life planning skills and positive mindset, the school invited alumnus to conduct sharing in assemblies. Students understood the importance of a positive mindset contributing to a successful career.

C-day under the life planning programme aimed to cater different learning and emotional needs of junior and senior forms students and strengthen their value of positivity. For example, form one’s theme was “Adaption to secondary school life” by creating a stronger bond of brotherhood and sisterhood among junior and senior forms. Form five students participated in debating workshops and competitions where they were trained to think in multi-perspectives. Form three watched the movie “Distinction”. Students learnt more about the challenges faced by students with special needs, the importance of volunteering and the value of inclusiveness. The C-day experiences better prepare them for future volunteering experiences. Over 80 % of students find the activities useful for them to prepare life-long learning and leading to a rich and happy life.

## 8. Performance of Students

### 8.1 HKDSE 2019-20

There were 118 students who took part in the HKDSE 2020, with 77.1% of students attaining the minimum university requirements for degree programs at 33222 or better. The best three subjects achieving a high percentage of level 4 or above ranging from 76.5% to 75% were Economics, BAFS and ICT respectively. The best result attained was 32 points in the best 5 subjects. The percentage of students attaining JUPAS offers was good.

### 8.2 JUPAS Offers of F.6 Graduates

<b>JUPAS Offers</b>	<b>Percentage</b>
Students with JUPAS offers (2020)	85.1 %
Students with JUPAS offers (2019)	84.9 %

<b>Breakdown of JUPAS Offers</b>	<b>Percentage</b>
Students with JUPAS degree offers (2020)	78.1%
Students with JUPAS degree offers (2019)	76.5%

## Academic Development

### 9.1 Reading in the School Library

#### 9.1.1 Average No. of Books Read per Student in 2019-20:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
Chinese Books	6.5	5.1	2.4	2.7	1.7	1.8
English Books	3.8	2.1	0.5	2.3	0.5	1.5

Under the class suspension, students were staying at home for distant learning and the book circulation service was suspended during which students could not borrow and return printed books. Thus, the average number of books borrowed per student is affected.

#### 9.1.2 Reading Activities organized by SDRS and Student Participation:

Reading Activities	Student Participation
1. Thematic Book Exhibitions (7 times)	Whole school
2. New Book Exhibition (7 times)	
3. Scholastic Book Exhibition (Oct)	Whole school
4. Reading games at the library	Whole school
5. Library Orientation (Sept.) New book introduction & Book Sharing (Dec.-May)	F.1 Whole school
6. Reading Time (Reading Periods) (with students' book presentations)	Whole school
7. Reading promotion in school assemblies by Library Prefects	Whole school
8. Library Visit (Sep to Dec)	F.1 to F.2
9. Reading Club: Extensive reading (Chinese) English reading circles (English) English book clubs (English)	Senior form elites Junior forms Junior forms
10. Battle of the Books (reading competitions) (with the book rotation scheme, SDRS log book reading entries and book club activities)	Junior forms
11. Reading Week (March) Theme: e-Reading Digital book recommendations Teachers' book recommendations Students' sharing of SDRS works Online book commentary & review Online author talk videos Online book quizzes	Whole school
12. Library Prefect gathering and mentorship scheme	Library Prefects

Due to the pandemic outbreak, most face-to-face reading activities and book circulation services were affected, resulting in the cancellation of the activities. In response to the class suspension, e-reading and online reading activities were introduced to Jubileans regularly to promote self-directed reading and enhance their digital literacy.



### 9.1.3 Reading Competitions and Student Participation/ Performance:

External Competitions	Student Participation/ Performance
1. Harvard Book Prize	Winner: 5B Leung Ngar Yen 1 <sup>st</sup> Runner-up: 5B Hui Chak Kwan Kevin 2 <sup>nd</sup> Runner-up: 5D Fan Lai Sze
2. Harvard Essay Award	Semi-finalist: 5D Fan Lai Sze

Internal Competition	Student Participation/ Performance
3. Battle of the Books	2E Fan Sheung Chi 2E Kwong Kin Fung 2E Mak Hoi Kiu
4. Reading Festival participation prizes	1C Choi On Yu Jade 1E Chan Wing Yi 2E Chan Wing Sum 2E Cheng Chen Daniela 2E Chu Chun Ting 2E Fung Tsz Ching 2E Kwong Kin Fung 2E Law Yin Tung Chimmy 2E Tsang Tsz Tung 2E Wong Yan Yuet Veronica 2E Wu Sik Yu Rachel 3C Man Chui Hang Victoria 4A Chan Long Him 4D Lin Kai Chun 4E Lai Yan Hay 4E Ma Suet Lam 4E Ng Wing Yan 5C Chan Hein One 5E Chau Tsz Yan
5. Inter-class Top Reader Prize	1A Wong Hoi Lam 1C Lam Hiu Ho 1C Ng Andre Ping Hin 1D Au Yeung Wing Tung 1D Ip Tsz Ki 1D Tam Ka Ling 1E Cheung Man Hin 1E Cheung Shing Yuk 2A Leung Hei Tung 2B Chiu Hei Yi 2B Wong Nok Yee 2E Cheng Chen Daniela 2E Fan Sheung Chi 2E Fung Tsz Ching 2E Wong Chun Yuen 4A Yeong Oi Yin 4D Yeung Pui Nga 5E Chau Tsz Yan

## 10. Student Participation in Co-curricular Activities

### 10.1 Provision of Co-curricular Activities

#### 10.1.1 No. of ECA clubs / interest groups in the following 5 categories

Categories	17/18	18/19	19/20
Academic	11	10	10
Sports	13	13	12
Art	9	9	9
Interest	6	6	8
Social services	10	13	13

#### 10.1.2 Total number of learning activities\* organized by KLA subjects

	17/18	18/19	19/20
Key Stage (F.1 - 3)	121	131	71
Key Stage (F.4 - 7)	123	136	71

\*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 organized by the Hong Kong Schools Sports Federation:

No. of Students	17/18	18/19	19/20
Key Stage (F.1-3)	60.8% (278 students)	72.1% (331 students)	32.5% (146 students)
Key Stage (F.4-7)	32% (128 students)	37.6% (149 students)	19.9% (77 students)

### 10.3 Student participation in Uniform / Social and Voluntary Services Groups

No. of Students	17/18	18/19	19/20
Key Stage (F.1-3)	7.7% (35 students)	5.9% (27 students)	9.8% (44 students)
Key Stage (F.4-7)	4.5% students)	3.8% students)	17.8% (69 students)

## 10.4 Participation in External Events – please use the format on school website

### External Awards

Academic		
Events	Awards	Awardees
World Scholar's Cup		
2019 Sydney Global Round Junior Division	Silver Medal- Debate Champions	KO TSZ TO (2C)
	Silver Medal- Davinci Award	NGAN SHING YAN (2A)
	Gold Medal- Davinci Award	MAK HOI KIU (2E)
	Silver Medal- Challenge Arts	WONG YAN YUET VERONICA (2E)
	Silver Medal- Davinci Award	KIN FUNG KWONG (2E)
	Gold Medal- Davinci Award	CHAN YUE CHING (2A)
	Silver Medal- Debate Champions	LAI CHI CHING (3E)
	Silver Medal- Team Debate	LAI CHI CHING (3E)
	Silver Medal- Team Bowl	LAI CHI CHING (3E)
	Silver Medal-Team Writing	LAI CHI CHING (3E)
	Gold Medal(100 <sup>th</sup> )- Challenge Social Studies	LAI CHI CHING (3E)
	Silver Medal- Team Debate	CHU ALLISON NGA MAN (3E)
	Silver Medal- Team Bowl	CHU ALLISON NGA MAN (3E)
	Silver Medal-Team Writing	CHU ALLISON NGA MAN (3E)
	Gold Medal(274 <sup>th</sup> ) – Debate Champions	CHU ALLISON NGA MAN (3E)
	Gold Medal (101 <sup>st</sup> ) – Challenge Social Studies	CHU ALLISON NGA MAN (3E)
	Silver Medal-Challenge History	CHU ALLISON NGA MAN (3E)
	Silver Medal- Challenge History	WONG HEI YAU (3E)
	Silver Medal- Writing Champions	WONG HEI YAU (3E)
	Gold Medal- Davinci Award	WONG LOK CHING (3E)
	Silver Medal- Debate Champions	CHAN YEE MAN (3E)
	Silver Medal- Challenge Science	CHAN YEE MAN (3E)
	2019 Sydney Global Round Senior Division	Silver Medal- Team Debate
Silver Medal- Team Debate		LAI KA WAI (4D)
Silver Medal- Debate Champions		LAI KA WAI (4D)
Silver Medal- Writing Champions		YEUNG SHEUNG WA (4D)
Silver Medal-		YEUNG SHEUNG WA (4D)

	Challenge History	
	Silver Medal- Team Debate	YEUNG SHEUNG WA (4D)
	Gold Medal(98 <sup>th</sup> )- Debate Champions	YEUNG SHEUNG WA (4D)
	Silver Medal- Challenge Literature	HUI CHAK KWAN KEVIN (5B)
	Silver Medal- Team Debate	HUI CHAK KWAN KEVIN (5B)
	Silver Medal- Writing Champions	HUI CHAK KWAN KEVIN (5B)
	Silver Medal-Team Writing	HUI CHAK KWAN KEVIN (5B)
	Gold Medal(69 <sup>th</sup> )- Debate Champions	HUI CHAK KWAN KEVIN (5B)
	Silver Medal- Challenge Science	LEUNG IP CHUN (5C)
	Silver Medal- Team Debate	LEUNG IP CHUN (5C)
	Silver Medal- Writing Champions	LEUNG IP CHUN (5C)
	Silver Medal-Team Writing	LEUNG IP CHUN (5C)
	Silver Medal-Team Writing	WONG YUK LUN COLIN (5B)
	Silver Medal- Team Debate	WONG YUK LUN COLIN (5B)
	Gold Medal(162 <sup>th</sup> )- Debate Champions	WONG YUK LUN COLIN (5B)
2019 Tournament of Champions Senior Division	Silver Medal- DaVinci Award	DENG SIN YEE (4A)
	Gold Medal- DaVinci Award	LAI KA WAI (4D)
	Silver Medal- Debate Champions	YEUNG SHEUNG WA (4D)
	Gold Medal(199 <sup>th</sup> )- Debate Champions	HUI CHAK KWAN KEVIN (5B)
	Silver Medal- Writing Champions	LEUNG IP CHUN (5C)
	Silver Medal- Debate Champions	WONG YUK LUN COLIN (5B)
	Sliver Medal- Challenge Special Area	LAI CHI CHING (3E)
	Gold Medal- DaVinci Award	CHU ALLISON NGA MAN (3E)
Hong Kong Model ASEAN Summit 2020	Best Delegate Award	CHU NGA MAN (3E)
Hong Kong Model ASEAN Summit 2020		TAM HOI LEUK (4D)
Hong Kong Secondary Schools Debating Competition Term 1	Best Debater	FAN LAI SEE (5D)
Hong Kong 34 <sup>th</sup> Sing Tao Inter-School Competition	Best Debater	YEUNG KA MA (5B)
華夏盃初賽	一等獎	陳俊達 (1D)
	二等獎	鄧以諾 (1C)
	三等獎	蘇煒琛 (1A)
		鄧嘉倫 (1C)
		鄭彥朗 (1E)
	二等獎	莊浩正 (2C)
		姚卓為 (2E)
		梁銘毅 (2E)
	三等獎	呂柏橋 (2A)
		黃諾怡 (2B)

		何冠賢 (2E)
		甄子軒 (3D)
		李景泓 (3E)
華夏盃晉級賽	三等獎	蘇焯琛 (1A)
粵港澳大灣區數學競賽預選賽 2020 (香港賽區)		
預選賽	二等獎	鄭彥朗 (1E)
		李景泓 (3E)
	三等獎	何錦鈞 (3E)
		麥雪兒 (3E)
		劉瑋銘 (3E)
		蘇焯琛 (1A)
2020 港澳盃初賽	合格	周錦泓 (1B)
		鄧以諾 (1C)
		吳駿彥 (1C)
		鄧嘉倫 (1C)
		梁柏塋 (1D)
		陳俊達 (1D)
		鄭彥朗 (1E)
		何敬言 (1E)
		伍遠豪 (1E)
		呂柏橋 (2A)
		許怡彤 (2B)
		周俊鵬 (2B)
		伍芯悅 (2B)
		莊浩正 (2C)
		梁銘毅 (2E)
		甄子軒 (3D)
		李景泓 (3E)
		丘旻杰 (3E)
		鄭宇琛 (4E)
		羅頌桑 (4E)
2020 港澳盃晉級賽	銀獎	蘇焯琛 (1A)
		陳俊達 (1D)
資優數學遊戲及題難大賽 2019	銅獎	呂柏橋 (2A)
全港青少年數學挑戰賽 2020		
個人賽	銀獎	李景泓 (3E)
	銅獎	杜嘉晉 (3A)
		麥雪兒 (3E)
		丘旻杰 (3E)
		劉瑋銘 (3E)
	季軍、金獎	鄭宇琛 (4E)
銅獎	羅頌桑 (4E)	
	參與	錢梓洋 (5E)
團體賽	第 6 (優異獎)	杜嘉晉 (3A)
		丘旻杰 (3E)
		麥雪兒 (3E)
		李景泓 (3E)
		劉瑋銘 (3E)
		鄭宇琛 (4E)
		羅頌桑 (4E)
錢梓洋 (5E)		
香港學界書法比賽 2019-2020 (中學初級組)	優異獎	鄧伊程(1E)
2020 孝情徵文比賽:「爸媽:我與您的最難忘」徵文比賽	真情流露獎	鄧芷欣(4A)
全港青年學藝比賽大會主辦「全港青年中文書法比賽 (2019-20 年度)」決賽	優異獎	鄧伊程(1E)
		鄧伊翹(2D)
「尋找香江的故事」歷史文化專題報導比賽	高中組季軍	連啟晉(4D)
		柯嘉瑩(6B)
		陳彩橋(6B)
		黃雪盈(6B)
「香港文學季·遊移字得」徵文比賽(中學組)	亞軍	袁泳琳(6A)

第九屆香港青少年科幻小說創作大賽	優異獎	陳俞安(2E)
中國中學生作文大賽(香港區) 2020-2021	高中組銀獎	楊蓓雅(4D)
中國中學生作文大賽(全國) 2020-2021	恆源祥文學之星一三等獎	楊蓓雅(4D)
中國中學生作文大賽(香港區) 2020-2021	優異獎	王尉瑩(4E)
		梁雅妍(5B)
		陳俞安(2E)
		陳曦呈(1D)
		胡釋予(2E)
全港中學「兩文三語」菁英大比拼(第十六屆)	複賽入圍	連啟晉(4D)
		何德熙(5D)
		聶均鑫(3C)
		陳依敏(3E)
Hong Kong Polytechnic University - Secondary School Mathematics and Science Competition English Paper (2019)	Credit	WONG SIU HIN (6B)
	Distinction	HUNG HOU WAH (6D)
	High distinction	CHAN HUNG TAI (6D)
		HO CHUNG WA (6D)
Chemists Online Self-study Award Scheme (COSAS) 2019	Bronze	KWAN TSZ TSUN (6D)
	Gold	YU SUM YI (6D)
	Platinum	CHAN HUNG TAI (6D)
		HO CHUNG WA (6D)
		LAI CHEUK YIN (6D)
		OR MAN YAN (6D)
	Diamond	NG MAN HIN (5E)
		WONG SIU HIN (6B)
	LEUNG HO WAI (6E)	
Chemists Online Self-study Award Scheme (COSAS) 2020	Bronze	TAM KA HO (6E)
	Gold	YIP WUI CHEUK (5D)
	Diamond	CHUI WAI NAM (5C)
		CHAN KA MAN (5E)
		KWAN PUI LAM (6B)
		CHENG KWUN WING (6C)
		LEUNG IP CHUN (6C)
		NG MAN HIN (6E)
Australian National Chemistry Quiz (2019) Junior Division (Year 10)	Participation	WONG YUK LUN COLIN (5B)
		CHENG KWUN WING (5C)
	Credit	WONG WING YUNG VENICE (5D)
	Distinction	CHAN LOK CHRIS (5E)
		LAM HEI YUI JERRY (5E)
	High distinction	HO CHUNG YAN (5D)
		TAM KA HO (5E)
Australian National Chemistry Quiz (2019) Senior Division (Year 11)	Participation	KONG YAN HEI (6B)
		WONG SIU HIN (6B)
		HO YIN (6C)
	Distinction	LO KAM YING (6C)
	High distinction	CHAN HUNG TAI (6D)
		CHUNG CHUN KIT (6D)
		HO CHUNG WA (6D)
香港中學 IT 知識網上問答挑戰賽	30 強	LAU WAI MING (3E)

#### Performing Arts

Events	Awards	Awardees
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The 11 <sup>th</sup> 2020 “Stand by Me” International Competition of ICEHK (Hong Kong)	Youth Section Second Prize Award	CHUI YAN YAN (1D)	
第七十一屆香港學校朗誦節(粵語組)比賽			
粵語詩詞獨誦	季軍	周婧妍 (2E)	
粵語詩詞獨誦		王詠鎔 (5D)	
粵語散文獨誦	季軍	金嘉雯 (5E)	
基督教經文朗誦	季軍	陳凱彤 (1C)	
粵語二人朗誦	季軍	王詠鎔 (5D)	
		何德熙 (5D)	
粵語詩詞獨誦	優良	吳彥鋒 (1A)	
粵語詩詞獨誦		葉恩瑜 (1B)	
粵語詩詞獨誦		黃倩恒 (1B)	
粵語詩詞獨誦		張希彤 (1B)	
粵語詩詞獨誦		鄧珀然 (1B)	
粵語詩詞獨誦		陳曉瑩 (1D)	
粵語詩詞獨誦		金嘉雯 (5E)	
粵語散文獨誦		優良	何曉盈 (1C)
粵語散文獨誦	葉芷淇 (1D)		
粵語散文獨誦	葉家濠 (2D)		
粵語散文獨誦	陳紫昕 (3C)		
粵語散文獨誦	麥雪兒 (3E)		
粵語散文獨誦	吳文軒 (5E)		
粵語二人朗誦	優良	丁曉晶 (2B)	
		黃曉彤 (2C)	
第七十一屆香港學校朗誦節(普通話組)比賽			
中學一、二年級男子詩詞獨誦	亞軍	姚卓為 (2E)	
中學一、二年級女子詩詞獨誦	季軍	周伊涓 (1C)	
中學一、二年級女子散文獨誦	季軍	崔欣恩 (1D)	
中學一、二年級男子散文獨誦	季軍	張承浚 (1E)	
中學一、二年級男子詩詞獨誦	季軍	曹銘呈 (2A)	
中學三、四年級女子散文獨誦	季軍	關樂盈 (4A)	
中學五、六年級女子散文獨誦	季軍	何德熙 (5D)	
中學一、二年級女子詩詞獨誦	優良	梁嘉儀 (1A)	
中學一、二年級女子詩詞獨誦		嚴悅韻 (1C)	
中學一、二年級女子詩詞獨誦		阮芯諭 (1C)	
中學一、二年級女子詩詞獨誦		歐陽泳彤 (1D)	
中學一、二年級女子詩詞獨誦		袁沛兒 (1E)	
中學一、二年級女子詩詞獨誦		方凱彤 (1E)	
中學一、二年級女子詩詞獨誦		羅綺澄 (1E)	
中學一、二年級女子詩詞獨誦		黃曉晴 (2C)	
中學一、二年級女子詩詞獨誦		畢綽倩 (2C)	
中學一、二年級女子詩詞獨誦		盧詩琪 (2D)	
中學一、二年級女子詩詞獨誦		馮梓晴 (2E)	
中學一、二年級女子詩詞獨誦		周婧妍 (2E)	
中學一、二年級女子詩詞獨誦		關可頤 (2E)	
中學一、二年級女子詩詞獨誦		陳泳芯 (2E)	
中學一、二年級女子散文獨誦		優良	梁鑫楹 (1D)
中學一、二年級女子散文獨誦			潘嘉俐 (2B)
中學一、二年級女子散文獨誦			胡釋予 (2E)
中學三、四年級女子詩詞獨誦		優良	麥雪兒 (3E)
中學一、二年級男子詩詞獨誦	優良	劉天行 (1E)	
中學一、二年級男子詩詞獨誦		何敬言 (1E)	
中學一、二年級男子詩詞獨誦		張博凱 (2A)	
中學一、二年級男子詩詞獨誦		劉文睿 (2B)	
中學一、二年級男子詩詞獨誦		曹朗延 (2C)	
中學一、二年級男子詩詞獨誦		劉嘉樂 (2C)	
中學一、二年級男子詩詞獨誦			

中學一、二年級男子詩詞獨誦		鄭建峰 (2E)
中學一、二年級男子散文獨誦	優良	周錦泓 (1B)
中學一、二年級男子散文獨誦		郭育彤 (1D)
中學一、二年級男子散文獨誦		葉家濠 (2D)
中學一、二年級男子散文獨誦		姚卓為 (2E)
中學五、六年級男子散文獨誦		優良
71st Hong Kong Schools Speech Festival (English Speech) (2019)		
Solo Verse Speaking, Non-open, Secondary 1, Girls	1st	CHAN HOI TUNG (1C)
Solo Verse Speaking, Non-open, Secondary 2, Girls	1st	LEUNG HOI WAI CAZ (2D)
Mixed Voice Choral Speaking	1st	WHOLE CLASS (1A)
Solo Verse Speaking, Non-open, Secondary 1, Girls	2nd	CHOY CHUNG YAN JOANNE (1C)
Solo Verse Speaking, Non-open, Secondary 2, Girls	2nd	WONG HIU CHING (2C)
Shakespeare Monologue, Non-Open, ages 10-14	2nd	WONG SZE KIU (3E)
Dramatic Duologue, Secondary 1 and 2	2nd	LAU MAN YUI JOEY (2B)
		KWONG KIN FUNG KEVIN (2E)
Dramatic Duologue, Secondary 3 and 4	2nd	HAI HANG IN (4D)
		YEUNG PUI NGA (4D)
Solo Verse Speaking, Non-open	3rd	SO CHEE HEI (3D)
Dramatic Duologue, Secondary 1 and 2	3rd	NG ANDRE PING HIN (1C)
		TANG KA LUN (1C)
Dramatic Duologue, Secondary 3 and 4	3rd	HUI CHOR HIM (3E)
		LAM CHIN PANG (3E)
Solo Verse Speaking, Non-open, Secondary 1, Girls	Merit	HA TSZ YAU (1A)
Solo Verse Speaking, Non-open, Secondary 1, Girls		LAU YI CHING (1A)
Solo Verse Speaking, Non-open, Secondary 1, Girls		CHAU LOK YIU (1B)
Solo Verse Speaking, Non-open, Secondary 1, Girls		YUEN SUM YU (1C)
Solo Verse Speaking, Non-open, Secondary 1, Girls		IP TSZ KI (1D)
Solo Verse Speaking, Non-open, Secondary 1, Girls		LAM YAN YUET (1D)
Solo Verse Speaking, Non-open, Secondary 1, Boys		LEE ETHAN ZILANG (1E)
Dramatic Duologue, Secondary 1 and 2	Merit	NGAN CHUN HIM ANSON (1A)
		TONG CHI HIN SAMUEL (1A)
Solo Verse Speaking, Non-open, Secondary 2, Boys	Merit	NGAN SHING YAN (2A)
Solo Verse Speaking, Non-open, Secondary 2, Girls	Merit	CHAN TSZ YING (2C)
Solo Verse Speaking, Non-open, Secondary 2, Boys	Merit	CHEE PUN HEI HAYSON (2C)
Solo Verse Speaking, Non-open, Secondary 2, Girls	Merit	CHI YUEN GI (2C)
Solo Verse Speaking, Non-open, Secondary 2, Boys	Merit	CHO LONG YIN (2C)
Solo Verse Speaking, Non-open, Secondary 2, Boys	Merit	KO TSZ TO (2C)
Solo Verse Speaking, Non-open, Secondary 2, Girls	Merit	LIU YAN YI (2C)
Solo Verse Speaking, Non-open, Secondary 2,	Merit	MAK HOI KIU (2E)



Girls		
Dramatic Duologue, Secondary 3 and 4	Merit	HO WAI YI ADRIANA (3E) LI HOI CHING (3E)
Solo Prose Reading, Non-open, Secondary 4, Boys	Merit	CHAN LONG HIM (4A)
Dramatic Duologue, Secondary 3 and 4	Merit	PANG PO YAN (4D) SO LOK YIN (4D)
Solo Prose Reading, Non-open, Secondary 4, Boys	Merit	CHAN HAU YIN (4E)
Solo Verse Speaking, Non-open, Secondary 5, Boys	Merit	CHU KA KIT (5A)
Solo Verse Speaking, Non-open, Secondary 5, Girls	Merit	KONG SI YIU (5D)
Solo Verse Speaking, Non-open, Secondary 5, Girls		LUI HOK MAN (5E)
Shakespeare Monologue, Non-Open, age 15 and over	Merit	KAM KA MAN EVA (5E)
Public Speaking Team, Non-Open, Secondary 4 to 6	Merit	CHANG HO CHING (5C) HO TAK HEI (5D) KO PUI YIN PAULINE ANNE (5D)
Dramatic Duologue, Secondary 5 and 6		TUNG CHING YI (5D) YEUNG SZE YIN (5C)
Dramatic Duologue, Secondary 5 and 6		AU WAI TUNG (5D) CHAN MIU LAM (5C)
Dramatic Duologue, Secondary 5 and 6	Merit	CHEUNG KA LOK (5D) SO CHUN HEI (5D)

### Music

Events	Awards	Awardees
Hong Kong Inter-School Choral Festival 2020		
Secondary School Senior Choir Group A	Bronze	LAM LAM (2A) FANG CHUN WANG (2B) POON KA LEE (2B) JONG HO CHING EDWIN (2C) KWONG HO WAI (2C) LEUNG WAI CHING (2C) SIU SHUN TAT (2C) CHO YAN YU (2D) LEE HO KI (2D) WONG YEE MEI (2D) KOO KA MING (2E) WU SIK YU RACHEL (2E) CHAN ARTHUR (3A) CHANG WING KIU (3A) CHEUNG KA YAU (3A) KONG TSZ KIU TAMMY (3A) LEUNG CHIN WAI (3A) LI HANG DICK (3A) LI JIAWEN (3A) NG YING YEE (3A) TO KA CHUN (3A) CHUI HAU YI (3B) LING TIN NGAI (3B) TAM WAI CHING (3B) WONG FOR YU (3B) YUE YUI SUM (3B) CHAN NOK HIM (3C) CHAN TSZ YAN (3C) CHONG YI MAN (3C)

		HO HIU YAN (3C)
		LAI TSZ CHIN (3C)
		LAU TSZ YUI TIMOTHY (3C)
		NGAI WAN SHAN (3C)
		WU HOI CHEUNG (3C)
		CHEN KAI YI (3D)
		LO LOK KI (3D)
		SO CHEE HEI (3D)
		WONG MAN HIN (3D)
		CHEN LOK HIN (3E)
		CHEUNG WA HIN (3E)
		HO WAI YI ADRIANA (3E)
		LAI CHI CHING (3E)
		LAU WAI MING (3E)
		WONG HEI YAU (3E)
		WONG YI HUEN (3E)
		CHAN LONG HIM (4A)
		KWAN LOK YING (4A)
		LAI CHEUK YIN ANDY (4A)
		CHAN NGA HANG BRIGRID (4B)
		CHEUNG CHIN YIU (4B)
		FUNG CHING YU (4B)
		LAI KA YAN (4B)
		MOK PAK YU (4B)
		CHAN LAI HANG (4C)
		LIU WAI HIN (4C)
		CHANG CHI CHING (4D)
		CHIU LOK CHING (4D)
		HAI HANG IN (4D)
		HO CHUN PUI (4D)
		LAI KA WAI (4D)
		LIN KAI CHUN (4D)
		LIU MAN KIT (4D)
		PANG PO YAN (4D)
		WONG KIU YAN (4D)
		YEUNG SHEUNG WA (4D)
		HO TSZ YU (4E)
		LAI YAN HAY (4E)
		LEE HIN KIT (4E)
		NG WING YAN (4E)
		WONG CHING LEUNG (4E)
		LO CHEUK YEE ULANI (5A)
		WONG KWONG CHING (5B)
		LAM CHUN MING (5C)
		NG TASSOS (5C)
		HUNG TSING HO BRIAN (5E)
		MAK CHI CHUNG (5E)
		NG MAN HIN (5E)
	Bronze	AU-YEUNG TSZ HIM NICHOLAS (1A)
		LAU YI CHING (1A)
		TSANG HOI CHING (1A)
		WONG SIU TING (1B)
		MOK MIU YAN (1C)
		SUEN WAN TO (1C)
		IP TSZ KI (1D)
		CHAN PAK HIM (1E)
		CHEUNG CHENG CHUN KEEFER (1E)
		LI HIN FUNG (1E)
		OR YAN TUNG (1E)

		SIAW ZI YOU JASMINE (1E) TSE TSZ KI (1E) WONG YUK LAM (1E) YAN HOI LAM (1E) AU WAI KIU (2A) WONG HO LONG (2A) LEE TSZ FUNG (2B) LUI PUI WA (2B) YIP KIN LAM (2B) KO TSZ TO (2C) LAM CHUN KI (2C) LIU KA LOK (2C) CHAN KWAN YEUNG (2D) CHAN TIK LONG (2D) LAM MING HEI (2D) LIN TAK HOI (2D) YIP WAI LOK (2D) CHOW COBY (2E) TSANG HO LAM (2E) CHIN YAN TUNG (3C) MOK TIN YAU THERESE (3C) KWOK HIN TING MAVIS (3D) WONG HO TING (3D) YU SHING HEI (3D) LI HOI CHING (3E) YAU MAN KIT BOSCO (3E) CHANG CHI CHING (4D) CHEUNG CHING YI (4D) LAI KA WAI (4D) TAM BENSON (4D) WONG CHING LEUNG (4E) WONG KWONG CHING (5B) YU CHUN HIN (5C) LEE CHING YAN DESMOND (5D) NG MAN HIN (5E)
2019 Hong Kong Youth Music Interflows (Secondary School Class B)	Silver Award	CHAN LOK HIM JONATHAN (1A) LAU YI CHING (1A) LAW YIN HEI ADONIS (1A) NGAN CHUN HIM ANSON (1A) TONG CHI HIN SAMUEL (1A) CHAN HEI SZE (1B) LIU PAK KIU (1C) NG SHARON HEI MAN (1C) CHAN HEI CHING ISABELLE (1D) CHAN YING TUNG (1D) LAM CHIN HANG (1D) LEUNG ARES (1D) CHEUNG CHENG CHUN KEEFER (1E) OR YAN TUNG (1E) WONG HAU WING (1E) WONG YUK LAM (1E) WONG HO LONG (2A) LEE TSZ FUNG (2B) LUI PUI WA (2B) YIP KIN LAM (2B) LAM CHUN KI (2C) CHAN KWAN YEUNG (2D) CHAN TIK LONG (2D) LIN TAK HOI (2D) CHOW COBY (2E)

		LEE KIT ON (2E)
		TSANG HO LAM (2E)
		WONG CHUN YUEN (2E)
		WONG YAN YUET VERONICA (2E)
		WU SIK YU RACHEL (2E)
		YUNG HIU LOK (2E)
		LEE LOK YAN (3A)
		FUNG CHUN HEI (3C)
		LAU TSZ YUI TIMOTHY (3C)
		LO KA CHUN (3C)
		MOK TIN YAU THERESE (3C)
		KWOK HIN TING MAVIS (3D)
		WONG HO TING (3D)
		YU SHING HEI (3D)
		LI HOI CHING (3E)
		YAU MAN KIT BOSCO (3E)
		LEE TSZ CHING (4A)
		CHAN WAI LAM (4C)
		CHANG CHI CHING (4D)
		CHEUNG CHING YI (4D)
		CHIU LOK CHING (4D)
		LAI KA WAI (4D)
		LIU MAN KIT (4D)
		PANG PO YAN (4D)
		TAM BENSON (4D)
		YEUNG SEUNG WA (4D)
		WONG CHING LEUNG (4E)
		LEUNG HOI FONG IVAN (5B)
		WONG KWONG CHING (5B)
		YU CHUN HIN (5C)
		LEE CHING YAN DESMOND (5D)
		LAM HO YIN WESLEY (5E)
		NG MAN HIN (5E)

### Sports

Events	Awards	Awardees
41st Hong Kong Rowing Championships - Men's 4 – Open	1 <sup>st</sup> Runner-up	AU YEUNG HO YAT (5C)
41st Hong Kong Rowing Championships - Men's 8 – Open	Champion	AU YEUNG HO YAT (5C)
6th Hong Kong Rowing Coastal Championships - Men's 2X - Open	2 <sup>nd</sup> Runner-up	AU YEUNG HO YAT (5C)
2019 Asian Rowing Junior Championship – Men's Eight	2 <sup>nd</sup> Runner-up	AU YEUNG HO YAT (5C)
2019-2020 A.S. Watson Group Hong Kong Student Sports	Certificate of Award	AU YEUNG HO YAT (5C)
HKSSF Inter-school Swimming Championships Div. Three (K1) 2019/20		
Boys' A 100M Breast Stroke	Champion	CHUNG YIU CHUN (5E)
Boys' A 200M Breast Stroke	Champion	CHUNG YIU CHUN (5E)
Boys' A 200M Freestyle	4 <sup>th</sup> Position	CHU KA KIT (5A)
Boys' A 4x50M Medley Relay	4 <sup>th</sup> Position	CHUNG LIK YEUNG (4A) YUEN SHUN HEI (4C) CHU KA KIT (5A) CHUNG YIU CHUN (5E)
Girls' B Grade 50M Breast Stroke	2 <sup>nd</sup> Runner-up	KWOK KWAN TUNG (4C)
HKSSF Inter-school Cross Country Competition Div. Three (Area 1)		
Boys A Grade Individual	6 <sup>th</sup> Position	LEE HOK YAU (5D)
Boys A Grade Individual	10 <sup>th</sup> Position	AU YEUNG HO YAT (5C)
Boys A Grade Overall	1 <sup>st</sup> Runner-up	LI KING LAM (4A) YUEN SHUN HEI (4C) CHU KA KIT (5A) LAM KAM TAT (5B)

		AU YEUNG HO YAT (5C)
		LEUNG HEI LAM HILARY (5C)
		LEE HOK YAU (5D)
Boys B Grade Overall	1 <sup>st</sup> Runner-up	FANG CHUN WANG (2B)
		WAT HO CHUN (2C)
		YIP KA HO (2D)
		LAM HEI YIN (3B)
		WU HOI CHEUNG (3C)
		CHAN KA TUNG (3D)
		YEUNG HO LUNG (4A)
		KONG LOK TO (4B)
		LIU YAN KEI (4C)
		MAK KAI YU (4E)
		WONG CHI HON KENJI (3E)
Boys C Grade Overall	2 <sup>nd</sup> Runner-up	WONG HOI HEI (1C)
		CHAN CHUN TAT (1D)
		POON YUET MAN MATTHEW (1D)
		YIN SHUN KIT (1D)
		AU CHEUK KIU BRIAN (2A)
		CHAN KING FUNG (2A)
		CHEUNG POK HOI (2A)
		FONG WANG REN (2B)
		LEUNG WANG CHUN (2B)
		SHEK SHUN YAT (2D)
		CHU CHUN TING (2E)
		LEE PAK KIU (2E)
		LEUNG MING NGAI (2E)
		TSUI KAI TIN (2E)
Boys Overall	Champion (Promoted to Division Two next year)	WONG HOI HEI (1C)
		CHAN CHUN TAT (1D)
		POON YUET MAN MATTHEW (1D)
		YIN SHUN KIT (1D)
		AU CHEUK KIU BRIAN (2A)
		CHAN KING FUNG (2A)
		CHEUNG POK HOI (2A)
		FANG CHUN WANG (2B)
		FONG WANG REN (2B)
		LEUNG WANG CHUN (2B)
		WAT HO CHUN (2C)
		SHEK SHUN YAT (2D)
		YIP KA HO (2D)
		CHU CHUN TING (2E)
		LEE PAK KIU (2E)
		LEUNG MING NGAI (2E)
		TSUI KAI TIN (2E)
		LAM HEI YIN (3B)
		WU HOI CHEUNG (3C)
		CHAN KA TUNG (3D)
		WONG CHI HON KENJI (3E)
		LI KING LAM (4A)
		YEUNG HO LUNG (4A)
		KONG LOK TO (4B)
		LIU YAN KEI (4C)
		YUEN SHUN HEI (4C)
		MAK KAI YU (4E)
		CHU KA KIT (5A)
		LAM KAM TAT (5B)
		AU YEUNG HO YAT (5C)
		LEUNG HEI LAM HILARY (5C)
		LEE HOK YAU (5D)

Others

Events	Awards	Awardees
Kowloon Region Distinguished Students' Award	Distinguished Student Award	LIN KAI CHUN (4D)
Kowloon City District Outstanding Student Award		
- Junior Section	Outstanding Student Award	CHAN YEE MAN (3E)
- Senior Section	Outstanding Student Award	WONG YUK LUN COLIN (5B)
Ng Teng Fong Charitable Foundation Scholarship	Scholarship	YEUNG KA MAN (6B)
Jao Tsung I Academy History and Culture Research Project	Second Runner Up in Hong Kong (Senior Section)	LIN KAI CHUN (4D)
		CHAN CHOI KIU (6B)
		OR KA YING ICE (6B)
		WONG SUET YING (6B)
Multi-faceted Excellence Scholarship	Multi-faceted Excellence Scholarship (full tuition fee for tertiary education)	OR KA YING ICE (6B)
China Secondary Student Writing Competition (Hong Kong Section)	"Top 50" in China	YEUNG PUI NGA (4D)
SCMP Student of the Year Awards 2019/20 Grand Prize	Shortlisted	HO CHUNG WA (6D)
SCMP Student of the Year Awards 2019-20 Community Contributor	Shortlisted	OR KA YING ICE (6B)
SCMP Student of the Year Awards 2019-20 Linguist Cantonese	Winner	LIN KAI CHUN (4D)
"Future Star" Scholarship	Grand Prize	OR KA YING ICE (6B)
	Gold	CHAN CHOI KIU (6B)
	Silver	LIN KAI CHUN (4D)
	Bronze	LEUNG OI CHING (4D)
"Future Star" Best Reflection Competition	Best Reflection Prize	CHIU LOK CHING (4D)
		LAI YAN HAY (4E)
		WONG SUET YING (6B)
2020 Harvard Book Prize Scholarship	Winner	LEUNG NGAR YEN (5B)
2020 Harvard Book Prize Scholarship	1 <sup>st</sup> Runner-up	HUI CHAK KWAN KEVIN (5B)
2020 Harvard Book Prize Scholarship	2 <sup>nd</sup> Runner-up and Semi-Finalist Award	FAN LAI SZE (5D)
AI Data Wizard – How Many Landslides?	MERIT	TONG YEE NAM (3C)
		LAU WAI MING (3E)
		CHEUNG KIN HO (3E)
		WONG TAK MING DAMIEN (3E)
		NG CHEUK TING (3E)
	MERIT	CHAN YEE MAN (3E)
		CHU ALLISON NGA MAN (3E)
		WONG SZE KIU (3E)
		WONG YI HUEN (3E)
GirlSpark Infinite 2020	嘉許證書	LAI HOI LAM (3A)
		LAM SHUK YIN (3B)
		MAN CHUI HANG VICTORIA (3C)
		HO WAI YI ADRIANA (3E)
		LI HOI CHING (3E)
		WONG LOK CHING (3E)
青少年資訊科技大使獎勵計劃	銅章	WONG HO LONG (2A)
		CHAN ARTHUR (3A)
		CHEUNG KA YAU (3A)
		CHUI HAU YI (3B)
		LAM SHUK YIN (3B)
		TONG YEE NAM (3C)
		YU CHEUNG CHING (3C)
		CHAN KA YI (3D)
		ONG HO TING (3D)
WONG CHUN SUN (3E)		

		WONG HIU CHING (3E)
Minecraft Hour of Code	Certificate of Participation for School	For Bishop Hall Jubilee School

### 11.Capacity Enhancement Grant (2019-20) (SNN)

Capacity Enhancement Grant received: \$634,017.00

Expenditure: \$341,068.85

Balance being Surplus C/F : \$295,144.15

1. School dance team instructor	\$42,000.00
2. Basketball training coach fees	\$37,000.00
3. Chemistry enhancement class instructor fees	\$26,000.00
4. Choir instructor fees	\$19,888.85
5. Mathematics competition intermediate course instructor fees	\$7,000.00
6. Mathematics competition basic course instructor fees	\$9,800.00
7. Badminton training coach fees	\$4,400.00
8. Wind Band instructor fees	\$10,000.00
9. Orchestra instructor fees	\$24,480.00
10. PTH Speech Festival training coach fees	\$17,500.00
11. Chinese Drama instructor fees	\$82,800.00
12. Chinese Debate instructor fees	\$30,000.00
13. F.1 – F.3 Tutorial Sessions	\$30,200.00

**FINANCIAL SUMMARY 2019-20**

	Income	Expenditure	Surplus/(Deficit)
	\$	\$	\$
I. Government Funds			
(a) EOEBG Baseline Reference	2,143,637.76	3,713,026.02	-1,569,388.26
School & Class Grant - Other Income	116,483.23		
(b) School Specific Grant			
Administration Grant	4,173,894.00	3,171,581.79	1,002,312.21
Noise Abatement Grant	502,938.00	502,938.00	0.00
Composite Information Technology Grant	448,459.00	236,497.42	211,961.58
Capacity Enhancement Grant	613,766.00	589,192.50	24,573.50
Sub-total:	<u>7,999,177.99</u>	<u>8,213,235.73</u>	<u>-214,057.74</u>
(c) Non-EOEBG Funds			
Sub-total:	<u>16,075,626.59</u>	<u>9,463,496.56</u>	<u>6,612,130.03</u>
<b>Government Funds Total:</b>	<u>24,074,804.58</u>	<u>17,676,732.29</u>	<u>6,398,072.29</u>
II. School Funds			
(a) Tong Fai	124,800.00	32,273.02	92,526.98
(b) Other Income	3,450,877.38	1,291,292.21	2,159,585.17
(c) Donation	322,477.92	327,298.22	-4,820.30
(d) Donation for Chapel Refurbishment/SIP	636,639.26	64,756.00	571,883.26
(e) Scholarship	1,192,252.06	102,300.00	1,089,952.06
<b>School Funds Total:</b>	<u>5,727,046.62</u>	<u>1,817,919.45</u>	<u>3,909,127.17</u>
<b>Balance B/F (Government Funds)</b>			4,961,722.55
<b>Balance B/F (School Funds)</b>			1,171,746.40
<b>(1) Surplus of Government Funds</b>			6,398,072.29
<b>(2) Surplus of School Funds</b>			3,909,127.17
<b>Total surplus for 18/19 school year</b>			<u><u>16,440,668.41</u></u>